1983

Samoan For Missionaries

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SAMOAN FOR MISSIONARIES

A Thesis
Presented to the
Department of Linguistics
and Special Languages
Brigham Young University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Scott C. Dunn
August 1983
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

Date

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-Lingual, 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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2 As 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).
3 For 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).
4 Stephen 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. 1–2; Krashen, Principles and Practice, pp. 10–11; Heidi Dulay, Martha 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 assimilation6 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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3These and other related hypotheses can be found in Duhl, Burt, and Krashen, Language Two, pp. 13-72. A concise summary of Krashen's theory may be found in Blair, pp. 15-30.
4The 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.
5Established 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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10Krashen, *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.\textsuperscript{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.\textsuperscript{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.\textsuperscript{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.

\textsuperscript{11}On the importance of integrative and instrumental motivation, see Dulay, Burt, and Krashen, Language Two, pp. 47-50.

\textsuperscript{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 Dulay, Burt, and Krashen, Language Two, pp. 26-27).

\textsuperscript{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.\(^{14}\)

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.\(^{15}\)

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.\(^{16}\) 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.,

\(^{14}\)The 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.

\(^{15}\)The notional/functional syllabus is also known by the terms notional, functional, and functional-notional.

\(^{16}\)One 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 syllabuses 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. 183–86).
"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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17 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).


19 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.


21 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.

22 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, (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. 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. 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. 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. 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. In all but the simplest cases, informants were consulted as to the grammaticality and usage of the phrases.

**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 Ena, Eti Epa, 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 corpus 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.
basis of classroom experience. The ordering of various notions and grammar rules also underwent major revisions after testing these in a number of MTC classes.

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.

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.

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. 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. 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.

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

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30 The decision, for example, to present the two forms of the non-past tense marker (e and 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.

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.

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.

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.\textsuperscript{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.\textsuperscript{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.\textsuperscript{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.\textsuperscript{37} The view currently held by many foreign-language teachers is that

\textsuperscript{34}On the instructional value of tests, see Harold S. Madsen, Techniques in Testing (Oxford, England: Oxford University Press, forthcoming), pp. 1.1-1.3; Kragren, 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.

\textsuperscript{35}Wilkins, p. 36.

\textsuperscript{36}The 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.

\textsuperscript{37}A 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 SYL 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–Lingual 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.
altogether and replaced by exercises designed to encourage listening comprehension. 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.

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.

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. 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.

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.

4. Performance Activities

The "Performance Activities" section of the lesson provides (1) a review test to reinforce the material presented in the lesson 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.

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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 Temptem, 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 $\Box$ 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 $\Box$ 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 master of this list at this time, but should attain mastery as they use the words in the practice exercises and in their SYL programs.

xxi
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.
# TABLE OF CONTENTS

## UNIT ONE

### LESSON ONE

- The Five Elements of Spoken Language 1
- Fluency and Comprehension 1
- Pronunciation: Vowels - A, E, I, O, U 2
- Vowel Lengthening 3
- Diphthongs 4
- Pronunciation: OU 5
- Pronunciation: OI - OE 6
- Pronunciation: EI 6
- Pronunciation: AI - AE 7
- Pronunciation: AU - AO 8
- Other Vowel Combinations 9
- Pronunciation: Consonants - K, P, T 10
- Pronunciation: Consonant - G 10
- Pronunciation: Consonant ('') 11
- Accent 12
- Use of Apostrophes and Macrons in Samoan Writing 13

### LESSON TWO

- Common Phrases - Greetings and Partings 15
- Patterns - Names 17

### LESSON THREE

- Parts of Speech: Nouns, Pronouns, Determiners, Predicates 19
- Parts of Speech: Adjectives, Adverbs, Prepositional Phrases 20
- Clauses: Dependent and Independent 21
- Predicate Phrases and Noun Phrases 21
- Functions of Noun Phrases 22
- Appositives: Restrictive and Nonrestrictive 23
- The Structure of Samoan Noun Phrases 23

### LESSON FOUR

- Common Phrases - Speak Your Language Helps 26
- Patterns - Speak Your Language Helps 27
- Vocabulary Builder - Things in the Classroom 28

### LESSON FIVE

- Vocabulary Builder - Classroom Actions 31
- Common Phrases - Classroom Commands 32
- Patterns - Classroom Commands 32

### REVIEW MODULE

- Patterns - Wants and Abilities 33
- Patterns - Locations, Goings & Comings 33
- Vocabulary Builder - Locations 34

## UNIT TWO

### LESSON ONE

- The Particle 'O 41
- Determiners: Articles le, se, ni 42
- Equative Sentence Structure 44
- Emphatic Pronouns 45
- Negative Presentative and Equative Structures 47

### LESSON TWO

- Patterns - Wants and Abilities 51
- Patterns - Locations, Goings & Comings 52
- Vocabulary Builder - Locations 53

### LESSON THREE

- Tense Markers: sa, 'o lo'o, 'o le'a 57
- Verbs: Transitive and Intransitive 57
- Intransitive Sentence Structure 59
LESSON FOUR

More Intransitive Verbs 60
Plurals of Verbs 63
Making Questions in Samoan 65

LESSON FIVE

Vocabulary Builder - Numbers 78
Patterns - Clock Talk 79
Patterns - Amounts 80

UNIT THREE

TEACHER PREPARATION

LESSON ONE

Patterns - Prayer 94
Patterns - Why and Because 95
Vocabulary Builder - Time Modifiers 96
Patterns - Whens 97

LESSON TWO

Non-past Tense  a 100
Determinate Present Tense  'ua 102
Tense Markers  a, 'ua, lo lo lo': Comparison and Contrast 103
The Non-past Tense in Questions 105
Indeterminate, Determinate Past: sa, na 106
Commands: Imperative Markers  'ia and se'ia 108

LESSON THREE

Vocabulary Builder - Food and Seasonings 112
Common Phrases - Mealtime 114
Patterns - Mealtime 115
Vocabulary Builder - Descriptive Pronouns 116

LESSON FOUR

Aspect: Perfective and Imperfective 118
Perfective Aspect: Suffix -ina / -a 119
When to Use the Perfective Suffix 122
Word Order and Emphasis 123
Sentence Structure with Descriptive Pronouns 124

LESSON FIVE

Common Phrases - Bedroom 130
Vocabulary Builder - Things in the Bathroom 131
Common Phrases - Bathroom 131
Vocabulary Builder - Colors 132

UNIT FOUR

TEACHER PREPARATION

LESSON ONE

Predication 142
The Non-past Tense with Descriptive Pronouns:  te 145
Negative Verbal Sentences 147
<table>
<thead>
<tr>
<th>LESSON TWO</th>
<th>151</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Phrases - Conversational Expressions</td>
<td>152</td>
</tr>
<tr>
<td>Doings</td>
<td>153</td>
</tr>
<tr>
<td>Vocabulary Builder - Roles and Occupations</td>
<td>154</td>
</tr>
<tr>
<td>LESSON THREE</td>
<td>157</td>
</tr>
<tr>
<td>Possessive Prepositions o and a: Of</td>
<td>157</td>
</tr>
<tr>
<td>Possessive Pronouns</td>
<td>161</td>
</tr>
<tr>
<td>Nu, na, i: For</td>
<td>163</td>
</tr>
<tr>
<td>To Become, To Act As</td>
<td>164</td>
</tr>
<tr>
<td>LESSON FOUR</td>
<td>168</td>
</tr>
<tr>
<td>Patterns - Possessions</td>
<td>169</td>
</tr>
<tr>
<td>Patterns - Testimony</td>
<td>170</td>
</tr>
<tr>
<td>LESSON FIVE</td>
<td>173</td>
</tr>
<tr>
<td>Vocabulary Builder</td>
<td>174</td>
</tr>
<tr>
<td>Patterns - Days and Dates</td>
<td>174</td>
</tr>
<tr>
<td>Patterns - More Time Talk</td>
<td>176</td>
</tr>
<tr>
<td>REVIEW MODULE</td>
<td>179</td>
</tr>
</tbody>
</table>

UNIT FIVE

TEACHER PREPARATION | 188 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON ONE</td>
<td>189</td>
</tr>
<tr>
<td>Directional Adverbs</td>
<td>189</td>
</tr>
<tr>
<td>Isi: &quot;Some&quot; and &quot;Other&quot;</td>
<td>191</td>
</tr>
<tr>
<td>Predicate Phrases as Prepositions</td>
<td>192</td>
</tr>
<tr>
<td>Ma, fa'atasi ma, i: With</td>
<td>194</td>
</tr>
<tr>
<td>LESSON TWO</td>
<td>197</td>
</tr>
<tr>
<td>Vocabulary Builder - Prepositional Phrases of Location</td>
<td>198</td>
</tr>
<tr>
<td>Patterns - Weather</td>
<td>199</td>
</tr>
<tr>
<td>LESSON THREE</td>
<td>201</td>
</tr>
<tr>
<td>Infinitives</td>
<td>201</td>
</tr>
<tr>
<td>Negative Imperative (1)</td>
<td>202</td>
</tr>
<tr>
<td>Negative Imperative (2)</td>
<td>203</td>
</tr>
<tr>
<td>Negative Imperative (3)</td>
<td>204</td>
</tr>
<tr>
<td>LESSON FOUR</td>
<td>207</td>
</tr>
<tr>
<td>Patterns - Comparisons</td>
<td>208</td>
</tr>
<tr>
<td>Common Phrases - Colloquial Conversational Expressions</td>
<td>209</td>
</tr>
<tr>
<td>LESSON FIVE</td>
<td>211</td>
</tr>
<tr>
<td>Irregular Verbs</td>
<td>211</td>
</tr>
<tr>
<td>Auxiliaries</td>
<td>212</td>
</tr>
<tr>
<td>Auxiliary Structure 1: Stative</td>
<td>212</td>
</tr>
<tr>
<td>Auxiliary Structure 2: Irregular</td>
<td>214</td>
</tr>
<tr>
<td>Auxiliary Structure 3: Transitive</td>
<td>216</td>
</tr>
<tr>
<td>REVIEW MODULE</td>
<td>219</td>
</tr>
</tbody>
</table>

UNIT SIX

LESSON ONE | 229 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pe and po: New Uses</td>
<td>229</td>
</tr>
<tr>
<td>Combining Sentences without Conjunctions</td>
<td>231</td>
</tr>
<tr>
<td>Conjunctions atoa ma, atoa fo'i ma, 'aemaise</td>
<td>232</td>
</tr>
<tr>
<td>&quot;But&quot; and &quot;however&quot;</td>
<td>233</td>
</tr>
<tr>
<td>Oma . . . lea: Then</td>
<td>234</td>
</tr>
</tbody>
</table>
LESSON TWO

Afai: If
Ana: If
A: When
Fai, fa'apii: Like/As

LESSON THREE

Common Phrases – More Conversational Expressions
Patterns – Still More Common Conversational Expressions
Vocabulary Builder – Prepositions of Location

LESSON FOUR

New Symbols: Clauses
Ta, tina 'ia, ne'i, tina ne'i: In Order To, Lest
When and While
Before
After
Because

LESSON FIVE

Until: se'i / se'ia
Unless, Except For: se'itoga, vagana
Talu: Since
Ul: Although

REVIEW MODULE

UNIT SEVEN

TEACHER PREPARATION

LESSON ONE

Patterns – Bathing and Sleeping Accomodations
Patterns – Small Talk
Vocabulary Builder – Parts of the Body

LESSON TWO

Diminutive Determiners si, nai
Determiners with Count and Mass Nouns
Demonstratives
Ai, ti'ai: Pre-prepositional Phrase

LESSON THREE

Vocabulary Builder – Honorific Roles and Titles
Patterns – Polite Greetings Along the Road

LESSON FOUR

Doer and Done-to Fronting
Time and Reason Fronting
Object of Preposition Fronting
Relative Clauses
Relative Clauses in Samoan

LESSON FIVE

Relative Clauses: Whose, With Whom
Le, se, e: Emphatic Antecedents
Using Verbs as Nouns
Doer Omission

REVIEW MODULE

UNIT EIGHT

TEACHER PREPARATION
LESSON ONE
Vocabulary Builder - Honorific Language 333
Common Phrases - Replies to the suau mai Speech 334
Common Phrases - Visiting a Home 335

LESSON TWO
Compound Adjectives 336
Plural Nouns 337
Compound Noun Phrases: Pronouns with Nouns 338
Amount Markers e, se 339
Number Prefixes lo, na, fa'a-, ta'a-, ta'i- 340

LESSON THREE
Patterns - Common Courtesies 341
Patterns - Traveling 342
Vocabulary Builder - The Animal Kingdom 343

LESSON FOUR
Tofu: Each . . . has/had 344
I'u, o'o, taua 345
Le gata: Not Only . . . But Also 346
The Interrogative Particle 'ea 347

LESSON FIVE
Patterns - Directions 348
Common Phrases - Still More Common Conversational Expressions 349
Vocabulary Builder - Containers and Their Contents 350

REVIEW MODULE
UNIT NINE
TEACHER PREPARATION

LESSON ONE
Common Phrases - Money 351
Vocabulary Builder - Common Shopping Items 352
Patterns - Shopping 353

LESSON TWO
More Preposed Adverbs 354
Only 355
So'o: Any 356
Firsts and Lasts 357

LESSON THREE
What 358
Why 359
Causes and Reasons 1 360
Causes and Reasons 2 361

LESSON FOUR
Common Phrases - Visiting the Barber 362
Common Phrases - At the Post Office 363
Vocabulary Builder - Bodily Ailments 364
Patterns - Physical Health 365

LESSON FIVE
Emphasis Particles ta, 'ea 366
'Ese: Different 367
First-person Singular Emotional Pronoun 368
Tense Markers in Narratives 369

REVIEW MODULE 370
UNIT TEN

TEACHER PREPARATION

LESSON ONE

Vocabulary Builder - LDS Church Meetings and Programs
Patterns - Conducting Meetings

LESSON TWO

Reduplication
Common Affixes
Reciprocal Verbs
Reflexives

LESSON THREE

Common Phrases - Idioms
Vocabulary Builder - Sports and Exercise
Patterns - Sports

LESSON FOUR

Introductory Phrases
Varieties of Language: Colloquial, Formal, and Honorific
Colloquial Pronouns
Colloquial Pronunciation
Reduction in Conversational Samoan

LESSON FIVE

Patterns - Answering Invitations
Patterns - Thank-you Speeches
Common Phrases - Proverbs and Figurative Expressions

REVIEW MODULE

EXTRA-MILE LESSONS

2:1 Equative Sentence Structure: Another Way
2:3 More Intransitive Verbs
2:4 The Preposition ma'i (from)
Transitive & Intransitive Verbs
2:5 Clock Talk - Additional Phrases
3:1 Prayer - Additional Phrases
3:3 Vocabulary Builder - Foods, Utensils, and Cooking
3:4 Emphatic Pronouns in Descriptive Pronoun Structure
Redundant Use of Pronouns
3:5 Vocabulary Builder - More Colors
4:1 Tenses in Negative Answers to Questions
4:3 More Possessive Pronouns
More on no
To Become, To Act As: Additional Tidbits
4:4 Possession Patterns
4:5 Patterns - Still More Time Expressions
5:1 Predicate Phrases: More Uses
Tasi and isi
5:2 Vocabulary Builder - More Phrases of Location
5:3 Flu: A Common Idiom
More Infinitives
5:4 Patterns - More Comparisons
6:1 Pa'apea fo'î / Pa'apena fo'î: Likewise

E 6a'i le mea: There is one thing

6:2 More on pe'a, pe'afai

'A na pa'apea: If it were such that
'a na lea'i, 'ana le seanoa: Had it not been for

6:3 Locations in Relation to People

Emphasis with Expressions of Location / Direction

6:4 More on ne'i

Menu: While

Mavae: Another After

6:5 E / se'a o ce i: As far as, Up to

More on vagana
More on se'i lava
More on e ui lava

Still More on e ui lava

Tus lava pe: even if

7:1 Vocabulary Builder - More Parts of the Body

7:2 Indefinite and Diminutive Demonstratives

Exceptional Uses of neî, na and la

Idiomatic Use of Demonstratives

7:4 Position of the Particle ai

Objects of mai in Fronting and Relative Clauses

Ai: Instrumental Particle

Ai: Thereby, As a Result

K maseni ai

Ai vs. ai

The Particle ai: An Overview

7:5 Redundant Use of the Non-past Tense Marker

8:1 Vocabulary Builder - More Honorific Words

8:2 Concord

Numbers after Certain Predicates

Special Use of ta'i- . . . ma

Note on ta'ito'alua

Ambiguity in Number Expressions

Ordinals: Other Ways

8:3 Patterns and Phrases - At a Gas Station

Vocabulary Builder - Vehicles and Related Vocabulary

Vocabulary Builder - More from the Animal Kingdom

8:4 Tofu: More Uses

8:5 Vocabulary Builder - Places on Planet Earth

9:1 Common Phrases - More Money Talk

Vocabulary Builder - Materials and Tools

9:2 Pa'i sina, te'i: Somewhat

Pa'ato'a as Tense

Te'i: Another Last

More on Only - 1

More on Only - 2

More on Only - 3

More on Only - 4

9:4 Vocabulary Builder - Weights and Measures

9:5 Common Narration Expressions

10:1 Vocabulary Builder - LDS Church Terms

Vocabulary Builder - Religions and Religious Vocabulary

10:2 More Prefixes

One Another

An Idiomatic Reflexive
APPENDICES

APPENDIX ONE - Samoan Songs

APPENDIX TWO - List of Samoan Works Consulted
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 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>they</td>
</tr>
<tr>
<td>i</td>
<td>ski</td>
</tr>
<tr>
<td>o</td>
<td>hope</td>
</tr>
<tr>
<td>u</td>
<td>flu</td>
</tr>
</tbody>
</table>

but are more tense (i.e., the tongue and jaw do not move while make the sound).

Examples: la, a, ala, apa, tama, lata
le, se sese, ene, tele, pese
ni, si, isi, ili, pilil, lisi
po, to, olo, oso, polo, loto
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        lu       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.

   a. a       b. le       c. po       d. ili       e. pene
   e        lu       pi       ama       peni
   i        lo       pa       oso       pala
   o        la       pu       upu       pola
   u        li       pe       ele       pula

   f. tele     g. pese    h. ile     i. ulu    j. falo
tope       pesi      ole      ula      fale
tupe       pusi      ola      ulo      fali
tupa       pusa      alo      ilo      fala
tupu       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. ulu
6. ulo
7. ula
8. olu
9. aol
10. au
11. ala
12. pisa

Vowel Lengthening – Ą, Ė, Ė, Ė, Ė

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

Examples: Ă, tă, pă, ľă, tală, tală
 Ė, pe, le, se, tele, lemu
 Ė, vi, li, ti, meli, tivi
 Ė, mo, io, po, toto, tòto
 Ė, mu, tu, tu, nu, tu, 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>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ma</td>
<td>ma</td>
</tr>
<tr>
<td>b. si</td>
<td>si</td>
</tr>
<tr>
<td>c. te</td>
<td>te</td>
</tr>
<tr>
<td>d. po</td>
<td>po</td>
</tr>
<tr>
<td>e. le</td>
<td>le</td>
</tr>
<tr>
<td>f. sa</td>
<td>sa</td>
</tr>
<tr>
<td>g. mo</td>
<td>mo</td>
</tr>
<tr>
<td>h. musu</td>
<td>musu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. su</td>
<td>su</td>
</tr>
<tr>
<td>j. sese</td>
<td>sese</td>
</tr>
<tr>
<td>k. sina</td>
<td>sina</td>
</tr>
<tr>
<td>l. lava</td>
<td>lava</td>
</tr>
<tr>
<td>m. moi</td>
<td>moi</td>
</tr>
<tr>
<td>n. umi</td>
<td>umi</td>
</tr>
<tr>
<td>o. mata</td>
<td>mata</td>
</tr>
<tr>
<td>p. tele</td>
<td>tele</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>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. mama</td>
<td>mema</td>
<td>mama</td>
</tr>
<tr>
<td>b. tala</td>
<td>tala</td>
<td>tala</td>
</tr>
<tr>
<td>c. musu</td>
<td>musu</td>
<td>musu</td>
</tr>
<tr>
<td>d. malu</td>
<td>malu</td>
<td>malu</td>
</tr>
<tr>
<td>e. toto</td>
<td>toto</td>
<td>toto</td>
</tr>
<tr>
<td>f. malo</td>
<td>malo</td>
<td>malo</td>
</tr>
<tr>
<td>g. papu</td>
<td>papu</td>
<td>papu</td>
</tr>
<tr>
<td>h. manu</td>
<td>manu</td>
<td>manu</td>
</tr>
<tr>
<td>i. matua</td>
<td>matua</td>
<td>matua</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 7. papu
2. tala 8. malo
3. pipi 9. tu
4. mata 10. lava
5. moy 11. mamo
6. susu 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:

<table>
<thead>
<tr>
<th>ou</th>
<th>aï</th>
</tr>
</thead>
<tbody>
<tr>
<td>oi</td>
<td>aë</td>
</tr>
<tr>
<td>oe</td>
<td>aø</td>
</tr>
<tr>
<td>ei</td>
<td>au</td>
</tr>
</tbody>
</table>

We will consider these sounds in the next several segments.

Examples: 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.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. lou</td>
<td>la</td>
</tr>
<tr>
<td>b. mou</td>
<td>mo</td>
</tr>
<tr>
<td>c. fou</td>
<td>fo</td>
</tr>
<tr>
<td>d. pou</td>
<td>po</td>
</tr>
<tr>
<td>e. outou</td>
<td>oto</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. lo</td>
<td>lo</td>
<td>lou</td>
</tr>
<tr>
<td>b. mo</td>
<td>mo</td>
<td>mou</td>
</tr>
<tr>
<td>c. po</td>
<td>po</td>
<td>pou</td>
</tr>
<tr>
<td>d. so</td>
<td>so</td>
<td>sou</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 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 | 7. fo |
| 2. mou   | 8. fou |
| 3. mo    | 9. oto |
| 4. so    | 10. po |
| 5. sou   | 11. pou |
| 6. outou |
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 o 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.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>oi</td>
<td>oe</td>
</tr>
<tr>
<td>b.</td>
<td>poi</td>
<td>poe</td>
</tr>
<tr>
<td>c.</td>
<td>toi</td>
<td>toe</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>oi</td>
<td>d.</td>
<td>g.</td>
<td>j.</td>
<td>e.</td>
<td>h.</td>
<td>k.</td>
<td>l.</td>
<td>m.</td>
</tr>
<tr>
<td>b.</td>
<td>oe</td>
<td>e.</td>
<td>h.</td>
<td>k.</td>
<td>f.</td>
<td>i.</td>
<td>j.</td>
<td>l.</td>
<td>k.</td>
</tr>
<tr>
<td>c.</td>
<td>poi</td>
<td>f.</td>
<td>i.</td>
<td>j.</td>
<td>f.</td>
<td>i.</td>
<td>j.</td>
<td>l.</td>
<td>k.</td>
</tr>
</tbody>
</table>

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, se'i, te'i, lelei, lenei, masei, masesei, 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.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>le</td>
<td>lei</td>
<td>lei</td>
<td>lei</td>
</tr>
<tr>
<td>b.</td>
<td>pe</td>
<td>pe</td>
<td>pe</td>
<td>pe</td>
</tr>
<tr>
<td>c.</td>
<td>se</td>
<td>se</td>
<td>se</td>
<td>se</td>
</tr>
<tr>
<td>d.</td>
<td>te</td>
<td>te</td>
<td>te</td>
<td>te</td>
</tr>
<tr>
<td>e.</td>
<td>ne</td>
<td>ne</td>
<td>ne</td>
<td>ne</td>
</tr>
<tr>
<td>f.</td>
<td>tapé</td>
<td>tapei</td>
<td>tapei</td>
<td>tapei</td>
</tr>
</tbody>
</table>
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>ses</td>
<td>ses</td>
<td>sesi</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.

1. le
2. la
3. lei
4. laei
5. lele
6. pa
7. pe
8. ses
9. sesi
10. seig
11. sase
12. tahe

[AI - AE]
Examples: aí, lai, mai, pai, saí, tai, vai, maí, fái, aína
ae, lae, mae, pae, sae, tae, vae, maa, maí, aíno

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 ñ sound and have the missionaries repeat. Then put the two sounds together, and have the missionaries repeat the Samoan ai 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 ñ sound and have the missionaries repeat. Then put the two sounds together and have the missionaries repeat the Samoan ae 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>lai</td>
<td>lae</td>
</tr>
<tr>
<td>c.</td>
<td>mai</td>
<td>mae</td>
</tr>
<tr>
<td>d.</td>
<td>pai</td>
<td>peai</td>
</tr>
<tr>
<td>e.</td>
<td>saii</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.

| 1. ai | e. sai | i. vai |
| 2. ae | f. sae | j. vae |
| 3. lai | g. tai | k. maia |
| 4. lae | h. tae | l. maea |

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, auau, sulia

ao, fao, mao, pao, sao, tao, vao, laolao, aoao, 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>aoao</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.

8
OTHER VOWEL COMBINATIONS

Examples: ea, lea, eaea, seaea, sesmoa
eu, leu, leua, seu, teuteu
leo, meo, leoleo
ie, malie, fafie, 'ie'ie
ia, sia, lia, iata, fiafig
io, iotua, mio, tio, viola
nia, fiu, maiu, funi, tulai
oa, sao, moa, moa, 'oa'oa
ua, pua, muasua, uafa, uala
ue, fue, fefue, uea, uilefes
ui, tuu, muimu, fuifui, uivale
uo, 'uo'uo, uosii

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

<table>
<thead>
<tr>
<th>Kim</th>
<th>pit</th>
<th>tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>kill</td>
<td>pat</td>
<td>top</td>
</tr>
</tbody>
</table>

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 TH.

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
   b. kisi
   c. kiki
   d. kofe
   e. koma
   f. kuka
   g. kopil
   h. kea

   i. pe
   j. papa
   k. pusa
   l. palia
   m. pipi
   n. sipi
   o. lupe
   p. lapolapa

   q. ti
   r. tutu
   s. tiute
   t. tipi
   u. tapa
   v. pata
   w. miti
   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. pē 6. tutū 10. kofe
3. ti 7. kiki 11. palia
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, ta'gi, lago, gata, gao, 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. gata'i
   b. tagi   h. maga   n. galue   t. gese
   c. mago   i. gata   o. gasagase   u. gogolo
   d. lagolago   j. gutu   p. gagana   v. gugulu
   e. PagoPago   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. gata'i
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.

   | 1 | 2 |
---|---|---|
a. nei | nei'i |
b. tau | ta'u |
c. sao | sa'o |
d. paepe | pa'pe'a' e |
e. ulu | 'ulu |
f. ula | 'ata |
g. ata | 'ita |
h. ita | 'iti |
i. oti | 'oti |
j. ili | 'ili |

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.

   | 1. nu'u | 5. va'ai | 9. la'u |
---|---|---|---|
 2. 'ulu | 6. 'ili | 10. la'a'u |
 3. ulu | 7. 'ili | 11. oti |
 4. va'a | 8. lau | 12. 'oti |

**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:

   
   \[
   \begin{array}{c|c}
   \text{täla} & \text{täla} & \text{täla} \\
   2 & 1 & 2 \\
   \end{array}
   \]

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:

   - Täla
   - TaLAI
   - TaLÄ

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, talä, 'upu, tofo, 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. sa'i       m. lelei
   d. malae      i. tu'uina     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. lenei
   b. tusia      f. galuega    j. lalagaina   n. tala       r. sasa'u
   c. moe        g. su'e       k. nofo       o. talanoa    s. malae
   d. moega      h. su'e'ga    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 lēnā ("chat") can be pronounced either lēnā or lēnə.

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.
1. a. ã, 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

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 'oe?
Tusi: Manua lava, fa'afetai. 'A e 'ouina?
Elder Sikoki: O lea o manua, fa'afetai. 'A fa'afetai?
Tusi: Ou te alu 'i la ta'aloga. 'Ta, su'a ai la.
Elder Sikoki: 'Ia alu lea. To'fa!
Tusi: To'fa scifua!

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!
VOCABULARY

alu - to go  lo'ú
fa'afetai  - thank you  msi  - from
fa'amolemole  - please  maio  - hi, well done
fo'i  - also  manua  - fine, fortunate
'i'a - well, okay (acknowledgement)  'o aí  - who
iga  - name (common term)  'oce  - you
'ioe  - yes  sofua  - farewell
lava  - indeed (intensifier)  suafa  - name (honorific)
leai  - no  tālofa  - hello
lou - your  tōfa / fa

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.

Tālofa.
Tālofa lava.
Malo.
Malo fo'i.
'O a mai 'oe?
'Ae a 'oe?
'O lea e manua, fa'afetai.
Manua lava, fa'afetai.
'I a fa'afefa?
'Ia, so'u alu ia.
'Ia, alu loa.
Tōfa/ta
Tōfa sofua
Sofua/sofua 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 "I" 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.

_____ How are you?  _____ Well, I'll be on my way.
_____ Goodbye.  _____ Very fine, thanks.
_____ Hi there.  _____ What's happening?
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. Malo.
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 a i lou suafa, fa'amolemo? 1. What's your name, please?
2. 'O lo'u igoa 'o _____________. 2. My name is _____________.

Example:

'O a i 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 a i lou suafa?
c. What is your name?
d. What is my name?
e. 'O lo'u igoa 'o Kristie.
f. 'Ia, so'u alu ia.

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 oar 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.

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.

**CLauses: 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 PREDP 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 crock.
          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 blew 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.

   Newman 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):

\[
\text{DETERMINER} + \text{NOUN} + (\text{ADJECTIVE}) + (\text{PREPOSITIONAL PHRASES})
\]

Examples: English

A red boat
The new book
The clever president
of the bank

Samoan

a boat red
The book new
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. The small child coughed violently.
2. I really like that daughter of yours.
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: [I 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: Fē safai ona 'ou tautala fa'apāla'i?
Elder Williams: Se'i tatou tautala fa'asamoa.
Elder Sikoki: 'Va lelei, 'O le a le 'upu fa'asamoa mo corban?
Elder Williams: Ta'lio! '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'asāmoa - Samoan language, customs, etc.
faigaia - difficult
faigofie - easy
faialupu - sentence
le - the
leleia - good
lenie - this
lona - his, her, its
mafai - can, may
mea - thing

TOOLS

COMMON PHRASES - SPEAK YOUR LANGUAGE HELPS

The following phrases will help you learn Samoan:

'O le a?  - What?
Pē mafai ona 'ou tautala f'aapālagi?  - May I speak English?
Se'i tātou tautala f'a-sāmoa!  - Let's speak Samoan!
'Ua leleia.  - Okay. (It's good.)

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 f'a-sāmoa.
   b. 'O le a?
   c. 'Ua leleia.
   d. Pē mafai ona 'ou tautala f'aapālagi?

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'amalama mo _____? 1. What's the Samoan word for _____?
   'O _____.
   Example:
   'O le a le 'upu fa'amalama mo sentence? - What's the Samoan word for sentence?
   'O faa'i'upu.

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

3. 'O le a le mea mea? 3. What's this thing?
   'O le _____.
   It's a _____.
   Example:
   'O le a le mea 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'amalama m. 'api
   b. tautala f. tama j. faitoto'a n. ata
c. teine g. moe k. soa o. poipui
d. tupe h. faiga'i 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'ililo ______________________________ 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 moisi - light, lamp
ata - picture nofoa - chair
fa'amalama - window peni - pen
faitoto'a - door penitala - pencil
Laupapuna - table, desk pepa - paper
Laupapuna - board puipui - wall
Lesona - lesson tasi - 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 le na ele mea?
Missionary: 'O le puipui.
Teacher: (Pointing to the wall) - 'O le a le na ele mea?
Class: 'O le puipui.

PERFORMANCE ACTIVITIES

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

difficult faigofie
'Ua lelei What is your name?
what? Fa safi a sa lea fa'sa'apalagi?
Can I speak English? Se'a tata te tautala fa'a-Samoa?
'O le a? Manuia lava, fa'afetai.
window ata
moli table
faitoto'a pencil
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.

DIALOGUE

Faia'oga: Elder Sikoki, tula'i no fai le tatalo, fa'amolemole.
Elder Sikoki: 'O la a?
Faia'oga: Fa'alogo is te a'u: Fai le tatalo. 'Ga 'a malamalama?
Elder Sikoki: Le'ai, no te le malamalama.
Faia'oga: Sister, fa'amolemole, fai le tatalo.
Sister: Ta 'a 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.
a'u - I, me
fa'aleoga - pronunciation
fa'atai - together
fai - to do, to say, to fix
i fato (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

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

'amata - to begin
da'a'o'o - to study
fa'aleoga - to listen
fa'alea - to read
ta - to turn on
malamalama - to understand
nofo - to sit, to stay, to dwell

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'aleaga 'ia te a'u.
'Ui 'e malamalama?
Leai, ou te la malamalama.
'Ioa, 'ua 'ou malamalama.
'O le a le fa'aleoga o le neo '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?
must obey that mastery check leave them English will individual study please close teacher instructions these

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. fai	oto'a
   b. tasi
   c. fa'amalama
   d. 'api

2. Tapunii le _____
   a. tasi
   b. fa'amalama
   c. 'api
   d. fai	oto'a

3. _____ le molii
   a. Taep
   b. Kili
   c. Fai

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

5. Fai _____
   a. le 'upu
   b. fa'aataasi
   c. le tatalo
   d. fa'a-Samoa

6. Faitau _____
   a. iatei fa'ai upu
   b. le tasi
   c. le 'api

- Very good.
- Try hard.
- Study hard.
- 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

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 "Tū 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.
UNIT ONE
REVIEW MODULE

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. malmalama
   d. ta'ilo
   e. fa'alogo
   f. nofo
   g. tu
   h. a'oa'o

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

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. i'a
   e. yes
   f. talofa
   g. also
   h. who
   i. English
   j. Samoan
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 Kanahale 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?
d. Reporter Dick Towaend covered a story for the 
Séventh East Press.
e. I have an audience with King George.
f. Bonice, 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. Ta'olofa!
b. 'O a mai 'oe?
c. 'O a mai lau sos?
d. 'A fa'afefa?
e. Total
f. 'O sai lou suafa fa'amolemole?
g. Fa ma'ai ona 'e tautala fa'apalagi?
h. Se'i tatu tautala fa'a-Samoas.
i. 'O le se 'upe fa'a-Samoas no strong?
j. 'O le se 'upe fa'a-Samoas no strong?
k. 'O le a le tautala

PRONUNCIATION AND FLUENCY

1. Read the following sentences quietly to yourself.

a. Na ia fau le laulau e aunoa ma le fao.
b. Sa 'oto lauafa'i 'outou?
c. Na tou toe 'a'e 'i le to'i?
d. E le lelei le lelei o le ali'i lanei.
e. 'Usa masa'a le vai i lona va'e.
f. 'Ua ia se'uno va'a ina 'us pa'u le niu i le vai.
g. E le tauta ona 'e kikí le polo.
h. 'Usa gasagase tagata i PagoPago.
i. O lo'o su'e 'o ia i le su'eaga.
j. 'Usa matu'a matu'a ona matu'a.
k. A'e le sau i le lotu, o le'a e le sao i lugā.
l. Na pa'u le pou i le po.
m. 'Oti! 'O o e 'a'i o i e na monoe.
n. 'A 'uma ona tou tapei po'p, 'ia tapē le moli.
o. E le'i 'ai le vaega lea, 'ae o lo'o tae le otaota i tai.
p. Sā finagalo Gisa e gagau i gagana 'ese'ese.
q. Sa nofo na tama i lona nofoa ma tuisi lona i gao i lana tusi.
r. 'Usa le lava lava le tama.

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'aalo ga te a'u. Tāpe le moli. j. Usu le pese.
b. Kī le moli. k. Fa'i le tatalo.
c. Alu i fafc. l. Tapuni le fai'toto'a.
d. 'Amata le pese. m. Tātafa le fa'amalama.
e. Sau i totoncu. n. Tāpe le moli.
f. A'oa'o malo'isi. o. Tapuni le tuisi.
g. Tā i lugā. p. Tātafa iama 'api.
h. Tātafa le tāpi. q. Tapuni le fai'toto'a.
i. Tātafa le fai'toto'a. r. Kī 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

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>fale'oga</td>
<td>- teacher</td>
</tr>
<tr>
<td>faife'au</td>
<td>- minister, missionary</td>
</tr>
<tr>
<td>fesili</td>
<td>- question, to ask</td>
</tr>
<tr>
<td></td>
<td>(a question)</td>
</tr>
<tr>
<td>fusua</td>
<td>- necktie</td>
</tr>
<tr>
<td>lavaluva</td>
<td>- clothing</td>
</tr>
<tr>
<td>leaga</td>
<td>- bad</td>
</tr>
<tr>
<td>liga</td>
<td>- that</td>
</tr>
<tr>
<td>na</td>
<td>- those</td>
</tr>
<tr>
<td>nei</td>
<td>- these</td>
</tr>
<tr>
<td>'o ia</td>
<td>- he, she, it</td>
</tr>
<tr>
<td>'ofu</td>
<td>- dress, clothes, to wear</td>
</tr>
<tr>
<td>'ofu sa</td>
<td>- garments</td>
</tr>
<tr>
<td>'ofu tino</td>
<td>- shirt</td>
</tr>
<tr>
<td>'ofu vea</td>
<td>- pants</td>
</tr>
<tr>
<td>sakeke</td>
<td>- skirt</td>
</tr>
<tr>
<td>se'e'veae</td>
<td>- shoes</td>
</tr>
<tr>
<td>tali</td>
<td>- answer, to answer</td>
</tr>
<tr>
<td>tama</td>
<td>- boy</td>
</tr>
<tr>
<td>teine</td>
<td>- girl</td>
</tr>
<tr>
<td>totini</td>
<td>- socks</td>
</tr>
</tbody>
</table>

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
'0 le Tusi Pa'a - The Bible
'O ai lou suafa? - What is your name?
'O la a lene! mea? - What is this thing?

Mastery Check - Rule
Practice

1. Substitution - Class

Model: 'O le tuesi.
Substitute: moli, nofo, peni, penitela, fesitoto'a, laulau, fa'a'oga, fa'ife'a'au

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 putpui.

Continue substituting by pointing to: f'amalama, ata, pepe, 'ofu tino, 'ofu vae, fusil'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 5. shirt 8. socks
2. tie 6. pants 9. pencil
3. window 7. blackboard 10. pen
4. picture

2. 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—leni (this), nei (these), lenei (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 in 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?</td>
<td>A 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</th>
<th>the (singular)</th>
<th>refers to something definite and specific in existence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>the (plural)</td>
<td></td>
</tr>
<tr>
<td>se</td>
<td>a, an, any (singular)</td>
<td>refers to any one (or more) of a group of things existing, not</td>
</tr>
<tr>
<td></td>
<td>some, any (plural)</td>
<td>existing, or of unknown existence.</td>
</tr>
</tbody>
</table>
Examples:  
'o le fa'ata'oga — the teacher  
'o faifai'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  
b. peni  
c. ata  
d. totini  
e. 'ofu tino  
f. 'ofu se  
g. pepa  
h. faifai'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 __________ iogo. (the names)  
b. 'O __________ iaulau. (some tables)  
c. 'O __________ ata. (a picture)  
d. 'O __________ penitala. (the pencil)  
e. 'O __________ vaega. (some classes)  
f. 'O __________ fa'alaleega. (the pronunciation)  
g. 'O __________ tatalo. (some prayers)  
h. 'O __________ fa'ai'upa. (a sentence)  
i. 'O __________ fesili. (the questions)  
j. 'O __________ fa'ata'oga. (a teacher)  
k. 'O __________ 'ofu sa. (the garment)  
l. 'O __________ fesili. (the questions)  
m. 'O __________ fa'ata'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 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 (lenui, this; nei, these; lena, that; na, those), where used, usually come after the noun instead of functioning as determiners.

Presentative Sentence Structure: 'o + NP

If the noun phrase is not a proper name or a pronoun, it will usually have the following structure:

DETERMINER + NOUN + (ADJECTIVE) + (DEMONSTRATIVE) + (PP)

This pattern announces the presence or identity of some person, thing, etc.

Examples: 'o le tusi lenui. - This (is) a book.
'o se tusi mai Samoa. - It's a letter from Samoa.
'o lo'u igoa lenui. - That's my name.
'o lona laualu lalei lenui. - 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 lenui.  
Substitute: 'ofu vae, totini, igoa, fa'aa'oga, soa, sakeke.
Alternate model: 'o le ______ lens.  
Substitute: talii, 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'aa'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 lenui and nei in presentative sentences.

Teacher: (indicating his own pencil)  
'o le penitala lenui.
Missionaries: (each indicating his own pencil)  
'o le penitala lenui.
Teacher: (indicating his own pencils)  
'0 penitala nei.
Missionaries: (each indicating his own pencils)  
'0 penitala nei.

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.
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 *lens* and *na* in presentative sentences by using the following model:

Teacher: (pointing to one of the missionaries' books) 'O le tusi lens.
Missionaries: (pointing to one of the teacher's books) 'O le tusi lens.
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 *lens*, *lens*, *na*, and *na*.

6. Please close your books. Teacher: Point to various objects in the room, asking the missionaries 'O le a lens/lens 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 lens? lens? mea?
Missionary: 'O lens.

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 his 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:

'O + NP predicate noun + NP subject

Examples:
'O se tusi lenei mea. - This thing is a book.
'O se fafe'u a'u. - I am a missionary.
'O ni tama lelei na tama. - Those boys are good boys.
'O se tasi leaga lenei tusi. - This book is a bad book.
'O ni penitāla nei mea. - These things are pencils.
'O se tali sesi lena tali. - That answer is a wrong answer.

Mastery Check - Rule
Practice

1. Substitution - Class

Model: 'O se tama lelei 'oe.
Substitute: fa'ia'oga, fa'ia'au, fa'ia'au lelei, fa'ia'au leaga, teine leaga, tama leaga, fa'ia'oga lelei, fa'ia'oga leaga.

2. Translation

a. 'O se fa'ia'au lelei a'u.
b. 'O se tama leaga Elder
c. 'O se tusi lelei leni tusi.
d. 'O se laupapa lena mea.
e. 'O ni tama leaga na tama.
f. 'O se teine 'oe.
g. 'O se fusius lenei mea.
h. 'O ni tusi nei mea.

3. Please close your books. Teacher: Point to various objects in the room, asking the missionaries 'O le a leni/lena mea? and 'O a ne/ 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 leni/lena mea? ('O a nei/na mea?)

Missionary: 'O \[
\begin{array}{ll}
\text{ni} & \text{leni} \\
\text{le} & \text{lena} \\
\text{na} & \end{array}
\] 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 with you, 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.

1 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 mā'ua means she/he and I: it excludes the person being spoken to.

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

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'a'ua?
Missionary B: (pointing to Missionary C and the teacher) 'Ioe, 'o 'oulu'a!

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 ma'tou?
Missionary A: (pointing to the teacher and Missionary B) Le'ai, 'o 'oulu'a.
Teacher: (pointing to everyone in the room) 'O 'oulu'a?
Missionary B: (pointing to everyone in the room) Le'ai, 'o 'i tātou!

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 EQUIVATIVE 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 fusiua lenei. - This is my tie.
'O lona soo lene. - That is his companion.
'O se tusi. - It's a book.

Equative
'O se faa'oga lelei s'u. - I am a good teacher.
'O se teine lelei lene teine. - That girl is a good girl.
'O se penitalia lene 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 fusiua lenei. - This is not my tie.
E le'o lona soo lene. - That is not his companion.
E le'o se tusi. - It's not a book.

Equative
E le'o se faa'oga lelei s'u. - I am not a good teacher.
E le'o se teine lelei lene teine. - That girl is not a good girl.
E le'o se penitalia lene mea. - That thing is not a pencil.

The construction for negating presentative and equatives sentences is:

E le + \{ PRESENTATIVE SENTENCE \} + \{ EQUIVATIVE SENTENCE \}

Examples:
E le'o se pese lelei lança 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 se tali sa'o lança tali. - That answer is not the correct answer.
E le'o se tusi. - It's not a book.
E le'o ia faa'oga lança. - That's not the teacher.
E le'o lou nofoa lenei. - 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 lança.
Class: E le'o le laulau lança.
Substitute: fa'amalama (point to the door)
Class: E le'o le fa'amalama lança.
Substitute: (pointing to the picture) ata
Class: 'O le ata lança.

Continue substituting with 'ofu vae, faitoto'a, pepa, puipui, tusi, tama, teine, totini, mōlī, laupapa, lavalava.

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 faa'oga la'u soa.
Class: E le'o se faa'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 faife'au lelei lau soa?  
   b. 'O se fa'a'oga 'oe?  
   c. 'O ni teine outou?  
   d. 'O ni tama lelei 'i ma'ua?  
   e. 'O ni faife'au 'i tatou?  
   f. 'O ni fa'a'oga 'i tā'ua?  
   g. 'O se sakeke laniei mea?

h. 'O se pese lelei ______?  
   i. (referring to the last missionary's answer:)  
   j. 'O le tālai sa'o leng?  
   k. 'O se soa lelei lena faife'au?  
   l. 'O se tama melosi 'o ia?  
   m. 'O teine 'i la'ua?

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: Le'ai, e le'o le fa'amalama!  
Teacher: 'O se faife'au?  
Missionary B: 'Io'e, 'o se faife'au.  
Teacher: 'O 'oe?  
Missionary C: 'Io'e, '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, sese  
   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. faito'o, leaga, mea
   e. 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'ua.
   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 want and abilities
2. Ask and answer questions about people’s goings and comings
3. Use terms of location

**DIALOGUE**

Elder William: 'O le Ñ sau mea e fia fai?
Elder Sikoki: Oo te fia ta'alo i le salae. 'Aa Ñ 'oe?
Elder William: Ta Ñ i le fale'aiga. Ou te fia 'ai 3ava.
Elder Sikoki: Se lelei! E le ma'ai oua 'ou 'ai i lea fale'aiga.
Elder William: Ta, te o lio i le tapaga. E te fale'aiga lelei e i'ai.
Elder Sikoki: Ta ua lelei. Ou te nena'c fo'i 'i se mea '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.
\begin{table}[h]
\centering
<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>to eat</td>
<td>'ai</td>
</tr>
<tr>
<td>America</td>
<td>America</td>
</tr>
<tr>
<td>you</td>
<td>'e</td>
</tr>
<tr>
<td>to want</td>
<td>fia</td>
</tr>
<tr>
<td>to drink</td>
<td>inu</td>
</tr>
<tr>
<td>field, playing field</td>
<td>malae</td>
</tr>
<tr>
<td>food</td>
<td>mea 'ai</td>
</tr>
<tr>
<td>to sleep</td>
<td>moe</td>
</tr>
<tr>
<td>bed</td>
<td>moega</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Niu Sila</td>
</tr>
</tbody>
</table>

\end{table}

\section*{Tools - Wants and Abilities}

1. 'O le a sau mea e fia ______?  
   a. fa'  
   b. faitau  
   c. a'oa'o  
   d. tusi  

2. Ou te fia  
   a. 'ai / Inu / moe / ta'ele  
   b. ta'aló i le malae  
   c. alu i le fale uila  
   d. faita' tesi'  
   e. tesi' se ata  

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

4. Ou te mana'o 'i ______.  
   a. se nofoa  
   b. se fusua lelei  
   c. le 'ofu tino leinei  
   d. ni totini  

5. E mafai ona 'ou ______.  
   a. ta'aló i le fale ta'aló  
   b. tamo'e i le malae  
   c. tautala fa'a-Samosa  
   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 mana'o takes its plural form, manana'o.

\section*{Practice}

1. Memorization Exercise

2. Questions
   a. 'O le a se mea 'e te mana'o ai?  
   b. 'O le a sau mea e fia faitau?  
   c. E mafai ona 'e tautala fa'a-Samosa?  
   d. 'O le a sau mea e fia a'oa'o?  
   e. E te mua'o 'i se fusua?  
   f. 'O le a sau mea e fia fa' 

\section*{Vocabulary}

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>where</td>
<td>'o fea</td>
</tr>
<tr>
<td>office</td>
<td>'ofisa</td>
</tr>
<tr>
<td>room</td>
<td>potu</td>
</tr>
<tr>
<td>to come</td>
<td>sau</td>
</tr>
<tr>
<td>to play</td>
<td>ta'aló</td>
</tr>
<tr>
<td>car</td>
<td>ta'avale</td>
</tr>
<tr>
<td>to shower, to bathe</td>
<td>ta'ele</td>
</tr>
<tr>
<td>to run</td>
<td>tamo'e</td>
</tr>
<tr>
<td>town area, business district</td>
<td>taulaga</td>
</tr>
<tr>
<td>water</td>
<td>vai</td>
</tr>
</tbody>
</table>
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.  
b. what s/he wants.  
c. what s/he wants to read.  
d. if s/he can speak English.  

a. what s/he wants to study.  
b. what they (two) want.  
c. if s/he can sleep in class.  
d. 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. O fea ________ ?
   a. le tusi pese
   b. le potu vasega
   c. ia'u soa
   d. lou fusua

2. O lo'o i le ________
   a. laulau
   b. potu moe
   c. fale lena
   d. 'ofisina

3. O fea 'e te ________ ai?
   a. alu '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. Niu Sila
   d. (other) ________

6. Ou te alu 'i ________
   a. le potu moe
   b. le 'ofisina
   c. le taulaga
   d. le malae

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. 0 fea lou fusua?
b. 0 fea lau soa?
c. 0 fea lou totini?
d. 0 fea lau penitala?
e. 0 fea le mōli?
f. 0 fea le tusi pese?
g. 0 fea la'u penitala?
h. 0 fea lau tasi fa'a-Samoa?

3. Directed Questions

Pesītī '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 moe 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>
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</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.

<table>
<thead>
<tr>
<th>fale</th>
<th>- house</th>
</tr>
</thead>
<tbody>
<tr>
<td>fale 'aiga</td>
<td>- cafeteria, restaurant</td>
</tr>
<tr>
<td>fale misiona</td>
<td>- mission home</td>
</tr>
<tr>
<td>fale 'oaloa</td>
<td>- store</td>
</tr>
<tr>
<td>fale 'otu ulu</td>
<td>- barber shop</td>
</tr>
<tr>
<td>fale pala'i</td>
<td>- white man's house</td>
</tr>
<tr>
<td>fale sa</td>
<td>- chapel, church</td>
</tr>
<tr>
<td>fale Samoa</td>
<td>- Samoan home</td>
</tr>
<tr>
<td>fale ta'aloto</td>
<td>- gymnasium</td>
</tr>
<tr>
<td>fale ulia</td>
<td>- outhouse, bathroom</td>
</tr>
</tbody>
</table>
Practice

1. Memorization Exercise

2. Questions

a. O fēa 'e te moe ai?
b. O fēa 'e te 'ai ai?
c. O fēa 'e te alu 'i ai i le P-day?
d. O fēa 'e te ta'ele ai?
e. O fēa 'e te tatalo ai?
f. O fēa 'e te nofo ai?
g. O fēa 'e te a'om'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. Ask her/him where the mission home is. 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 fa'ale'aiga." The next missionary repeats this and adds another sentence. For example:

First Missionary: Ou te fia alu 'i le fa'ale'aiga.
Second Missionary: Ou te fia alu 'i le fa'ale'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 fusua ma se sakaka ma . . .
Ou te alu 'i le fale ta'alo ma le fale a'ila 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

<table>
<thead>
<tr>
<th>Samoa</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>aftafi</td>
<td>afternoon, evening</td>
</tr>
<tr>
<td>alofa</td>
<td>love, to love</td>
</tr>
<tr>
<td>a'oa'o</td>
<td>to teach</td>
</tr>
<tr>
<td>aoauli</td>
<td>midday, early afternoon</td>
</tr>
<tr>
<td>fa'a'onoa</td>
<td>sad</td>
</tr>
<tr>
<td>fa'a'atai</td>
<td>to wait</td>
</tr>
<tr>
<td>fa'afine</td>
<td>woman, married woman</td>
</tr>
<tr>
<td>fa'osoani</td>
<td>to help</td>
</tr>
<tr>
<td>fiafia</td>
<td>happy, to like</td>
</tr>
<tr>
<td>galua</td>
<td>to work</td>
</tr>
<tr>
<td>'i/i</td>
<td>to, into/in</td>
</tr>
<tr>
<td>mana'o</td>
<td>to want</td>
</tr>
<tr>
<td>STU</td>
<td>to go (plural)</td>
</tr>
<tr>
<td>SI</td>
<td>to come (plural)</td>
</tr>
<tr>
<td>PO</td>
<td>night</td>
</tr>
<tr>
<td>Taeao</td>
<td>morning</td>
</tr>
<tr>
<td>Tagata</td>
<td>person, people</td>
</tr>
<tr>
<td>Tamaloa</td>
<td>man, married man</td>
</tr>
<tr>
<td>Vai'ai</td>
<td>to see, to spot</td>
</tr>
<tr>
<td>Vala'au</td>
<td>to call</td>
</tr>
<tr>
<td>Vala'asu</td>
<td></td>
</tr>
</tbody>
</table>

GRAMMAR

TENSE MARKERS: SA, 'O LO'O, 'O LE'A

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>Tense Marker</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>(indeterminate past) - used to indicate a state, process, or event that occurred in the past</td>
</tr>
<tr>
<td>'O LO'O</td>
<td>(indeterminate present) - used to indicate a state, process, or event that is occurring in the present</td>
</tr>
<tr>
<td>'O LE'A</td>
<td>(future) - used to indicate a state, process, or event that will occur in the future</td>
</tr>
</tbody>
</table>

Examples: sa moe - slept
          'o lo'o moe - is sleeping
          'o le'a moe - will sleep

Mastery Check - Rule
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'ma moe.
   Teacher: is sleeping
   Class: 'O lo'o moe.

   Repeat the same drill with the verbs fa'alogo, a'oa'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.
   Let's go to the movie.
   God lives.
   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.
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:

| TENSE + PRZDF + NP doer + (PREPOSITIONAL PHRASE) |

Examples:

Sa moe 'oe i le vasega. - You slept in the class.
'O lo'g fā'alogo le fāfīne i le tamāloa. - The woman is listening to the man.
'O le'a o atu 'i matou i le taa.so. - We will go in the morning.
Sa galue le tama i le pō. - The boy worked at night.

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. 0 le’ā nofo le fa’ia’oga i lea nofoa.
   b. 0 lo’o a’oalo fa’ia’u i le veasega.
   c. Sa taula’i le fafine i le taeao.
   d. 0 lo’o moe le tamaloa i le malea.
   e. Sa peze le teine i le potu moe.
   f. 0 le’ā ta’alo ’i matou i le po.

2. Translation

   a. Sa talalo ’i la’a.
   b. 0 le’ā ga’ale Mele i le aoua’i.
   c. 0 le’ā ta’alo le tama.
   d. 0 lo’o ta’ele le tamaloa i le fale.
   e. Sa ʻo atu ’i ta’uua i le fale i le po.
   f. ’O le’ā alu lea’a’aga i la fale ta’alo i le a’ia’i.
   g. Sa moe le fa’ia’oga i le veasega i le taeao.
   h. ’O lo’o ʻataula na faina.
   i. ’O le’ā o mai ’i latou i le po.
   j. ’O lo’o fa’ata’alī ’i ma’a’ua.

3. Questions

   a. Sa moe ’oe i le veasega?
   b. 0 le’ā a’ai ’oe i le fa’ia’iga i le po?
   c. Sa a’oalo oulua i le potu moe?
   d. 0 lo’o moe lau soa?
   e. 0 lo’o tautala Elder/Sister?
   f. 0 le’ā ta’alo malasi ’oe i le fale ta’alo?
   g. Sa moe lau soa i le fale ta’alo?
   h. 0 le’ā alu ’oe i Samoa i le taeao?
   i. 0 lo’o nofo lau soa i le fale ula?

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:

<table>
<thead>
<tr>
<th>Samoan Verb</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>alofa</td>
<td>to love</td>
</tr>
<tr>
<td>a'oa'o</td>
<td>to teach</td>
</tr>
<tr>
<td>fa'a'afetsi</td>
<td>to thank</td>
</tr>
<tr>
<td>fa'atali</td>
<td>to wait for, to expect</td>
</tr>
<tr>
<td>faesili</td>
<td>to inquire, to ask</td>
</tr>
<tr>
<td>fesamoani</td>
<td>to help</td>
</tr>
<tr>
<td>fiafa</td>
<td>to like</td>
</tr>
<tr>
<td>malamalama</td>
<td>to understand</td>
</tr>
<tr>
<td>mana'o</td>
<td>to want</td>
</tr>
<tr>
<td>tali</td>
<td>to answer</td>
</tr>
<tr>
<td>va'ai</td>
<td>to see</td>
</tr>
<tr>
<td>vala'au</td>
<td>to call</td>
</tr>
</tbody>
</table>

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 mea 'si. - David will want the food.
- Sa alofa le tama 'i le teine. - The boy loved the girl.
- Sa va'ai le fa'a'oga 'i le faife'au. - The teacher saw the missionary.
- 'O lo'o fa'atali 'i matou 'i le ta'avale. - We are waiting for the car.

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 faife'au 'i lona faa'oga.
   b. Sa fa'a'afetsi le fafine 'i le tamalaoa.
   c. 'O lo'o a'oa'o le fa'a'oga (pause to let missionaries write) 'i tagata i le vesega.
   d. 0 le'a fiafa Maria 'i lenei tusi.
   e. 0 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. fiafa/a'ifie/sa/le/'i/vesega/le
   b. fafine/alofo/a'if/le/mafoa/1'o/lo'o
   c. mea/oe/le'a/malamalama/lena
   d. tagata/feesili/le/sa/fa'a'oga/1'i/le

3. Translation

   a. Sa vala'au le faa'oga i le teine i le aoauli.
   b. Sa va'ai Sili 'i le tamalao i le faile.
   c. Sa alofo le tama 'i le teine i lona vesega.
   d. 0 lo'o a'oa'o le faa'oga 'i faife'au.
   e. 0 le'a tali a'u 'i le tama.
   f. 0 lo'o fa'atali 'i matou 'i le faa'oga.
   g. Sa mana'o Ioane 'i se ta'avale.
   h. 0 lo'o fiafa Mele 'i lona faile.
   i. 0 le'a fiafa ala'a 'i lona tamalao i le aalii.

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>moe</td>
</tr>
<tr>
<td>ta'aalo</td>
<td>ta'aalo</td>
</tr>
<tr>
<td>taele</td>
<td>taele</td>
</tr>
<tr>
<td>tamoe'e</td>
<td>tamoe'e</td>
</tr>
<tr>
<td>alofa</td>
<td>alofa</td>
</tr>
<tr>
<td>galue</td>
<td>galule</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>oatu</td>
</tr>
<tr>
<td>sau</td>
<td>omai</td>
</tr>
<tr>
<td>tataia</td>
<td>tatai</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>vala'au</td>
<td>vala'au</td>
</tr>
<tr>
<td>tautala</td>
<td>tautala tautala</td>
</tr>
<tr>
<td>mana'o</td>
<td>mana'o</td>
</tr>
</tbody>
</table>

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

Singular & Plural

| a'oa'o   |
| fa'atali |
| faitaau  |
| fasoili  |
| fesoasoani |
| talai   |
| tatalo  |

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'a'u. - We love that missionary.
Sa galulue tama i le taeao. - The boys worked in the morning.
'O le'a vala'au 'i la'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 momofo 'i lātou i le fale.
      Substitute: 'a'ai, ta'a'alo, ta'e'ele, feinu, momoe, tamomo'e, galulue
   b. Model: Sa o atu 'i mātou 'i le tamāloa.
      Substitute: vala'au, fa'atai, fesoasoani, tautala, fesili

2. Substitution - Individuals
   a. Model: Sa alu a'u 'i le fale.
      Substitute: 'i matou, 'oe, 'i la'ua, 'o ia, oulua
   b. Model: Sa galue 'oe i le pō.
      Substitute: oulou, 'i ma'ua, a'u, 'i tātou, 'o ia, 'i lātou
   c. Model: 'O lo'o inu 'oe 'i le vai.
      Substitute: 'i tā'ua, 'o ia, 'i la'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 sa.
   b. 'O le'a ta'e'ele a'u i le fale ta'alou.
   c. 'O lo'o alolofa o ia i le fai'a'oga.
   d. Sa inu 'oe i lana vai.
   e. 'O lo'o alu 'o ia 'i Miu Sīla.
   f. 'O le'a moe a'u i le potu moe.
   g. 'O lo'o ta'alou 'o ia i le fale ta'alou.
   h. Sa vala'au le tama 'i le teine.
   i. 'O le'a tamo'e le fafine i le taeao.
   j. Sa s'oa'o malosi le faife'a'u i le vasaega.

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.
Making Questions in Samoan

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. Po precedes:

   (1.) the particle 'o
   (2.) the indeterminate present tense 'o lo' o, in which case the two are contracted to po'o.

   b. Pe 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 ia (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? — Did the girl love the boy?
Pe 'o le'a o atu 'i latou?
Pe'o moe le teine?
Pe'o se tusi fou lena tusi?

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 fasoasoani le tamāloa 'i le teine.

   b. Sa fiafa le fasinē 'i lora 'ofisa.

   c. 'O le'a ta'e'ele teine i le pō.

   d. 'O se faia'oga lelei Ioane.

65
2. Questions

a. Pe sa alu 'oe 'i le fale utia?
b. Pe 'o le'a fenoasoani Elder/Sister __________ 'i lona soa?
c. Po'o ta'alo Elder/Sister __________ i le vasaega?
d. Pe sa malamala Elder/Sister __________ 'i le fesili?
e. Po'o se faife'a'u '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 tautala 'i la'ua i le fale sa?

3. Directed Questions

Fesili 'iā Elder/Sister __________:

a. Pe sa alu 'o ia 'i le fale'ooloa i le taeo.
b. Pe 'o le'a ta'elele Elder/Sister __________ i le po.
c. Po'o se faife'a'u lelei 'o ia.
d. Pe sa fa'a'alii 'o ia 'i se ta'aval.
e. Po'o alofa 'o ia 'i lona soa.
f. Pe sa vala'au le faia'oga 'i lona soa.
g. Pe 'o le'a tataio le faia'oga i le fale sa.
h. Po'o tamo'e Elder/Sister ________________ i le fale ta'alo.
i. Pe sa tāli 'o ia 'i le faia'oga.
j. Pe 'o le'a momoe faife'a'u 'i le fale 'oti 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 faife'a'u / i le MTC. / 'O lona suafa 'o Simi. / Sa fiafia Simi 'i le MTC. / Sa fesili le faia'oga 'iā Simi, / "Pe'ou le'a alu 'oe / i le fale'aiga i lele 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 Sāmoa?

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

d. Sa o atu 'outou 'i le fale ta'alo i le taeo?

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.

Extra There is an extra-mile section related to this lesson.
UNIT TWO
LESSON FOUR

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, ia, '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

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>'āmata</td>
<td>to begin, to start</td>
</tr>
<tr>
<td>fou</td>
<td>new</td>
</tr>
<tr>
<td>iloa</td>
<td>to know</td>
</tr>
<tr>
<td>la'itiitī</td>
<td>little, small</td>
</tr>
<tr>
<td>lēpō'a</td>
<td>big, large</td>
</tr>
<tr>
<td>le</td>
<td>not</td>
</tr>
<tr>
<td>lemu</td>
<td>slowly, gracefully, gradually</td>
</tr>
<tr>
<td>ma'ia</td>
<td>sick, sickness</td>
</tr>
<tr>
<td>matua</td>
<td>very, extremely, quite</td>
</tr>
<tr>
<td>pa'e'e</td>
<td>skinny</td>
</tr>
<tr>
<td>poto</td>
<td>smart, intelligent</td>
</tr>
<tr>
<td>pu'upu'u</td>
<td>short</td>
</tr>
<tr>
<td>sauni</td>
<td>to prepare</td>
</tr>
<tr>
<td>toe</td>
<td>again</td>
</tr>
<tr>
<td>tua'i</td>
<td>old, worn out</td>
</tr>
<tr>
<td>tu'u</td>
<td>to put</td>
</tr>
<tr>
<td>'umi</td>
<td>tall</td>
</tr>
<tr>
<td>va'aia</td>
<td>stupid, crazy</td>
</tr>
<tr>
<td>va'e</td>
<td>fast, quickly</td>
</tr>
</tbody>
</table>

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.

Examples: He is going to the house.
He went in the house.
She stepped into the boat.

I can be translated "on," "in," "at," and shows LOCATION or POSITION.

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.).
'I 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.
| Before: Common Nouns | 'i | 'i |
| Before: Places | Teine |
| Before: Proper Nouns (except places) | 'iā | 'iā |
| Before: Dual and Plural Pronouns | 'i'a te | 'i'a te |

Examples: 'O le'a alu a'u 'i Pago Pago. - I will go to Pago Pago.
Sa mea Lafai i le fale. - Lafai slept in the house.
'O lo'o alofa le teine 'iā 'i īstou. - The girl loves them.
Sa monofa 'i la'ua iā Simi.* - They lived at Jim's.*
'O le 'a fa'atali 'o ia 'i a te 'oe. - He will wait for you.
'O lo'o nofo le tama 'i a te a.* - 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 Lafai 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'a alu le tama 'i le fa'a uila.
Substitute: Meia, ('o) ia, le Iaulau, 'oulau, a'u, 'outou, le vasaga, 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'atai 'i ma'ua _______ le ta'availe.
b. Sa galue le fa'a'oga _______ Provo.
c. 'O le'a sau 'o ia _______ a'u.
d. 'O lo'o alofa teine _______ Ioane.
e. 'O le'a fesoasoni 'oe _______ 'i matou?
f. Sa tautala 'oe _______ ia?
5. Free-Response Questions

a. 'O fea sa alu a'i 'oe i le F-Day?
b. 'O fea sa 'le'a a'i 'oe i le po?
c. 'O fea sa 'ai a'i 'oe?
d. 'O fea sa alu a'i Elder/Sister i le taeso?
e. 'O fea sa ta'ele sa lau soa?
f. 'O fea sa tamo'e a'i 'oe?

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:

<table>
<thead>
<tr>
<th>DETERMINER + NOUN + (ADJECTIVE) + (PREPOSITIONAL PHRASE)</th>
</tr>
</thead>
</table>

Examples:
- 'O se ta'avalaga fou. — It's a new car.
- 'O le'sa ma'i lena. — That's the sick boy.
- 'O le teine poto lena. — That's the smart girl.
- 'O le ofu tino tuisi. — It's an old shirt.
- 'O se tusi la'ititi 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'avalaga fou?
   d. 'O se tagata la'ititi le fa'aloa?
   e. 'O se teine/tama malosi 'oe?
   f. 'O se ofu tuisi lena'i 'ofu?
   g. 'O se tamāloa fa'anoanoa (name)?
   h. Sa va'ai 'oe i se penitala 'umi?
   i. 'O se tagata vavae '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 fale'oloa. (fa'anoanoa)
Missionary: Sa alu le tama fa'anoanoa 'i le fale'oloa.

a. Sa alu le fafa'au 'i le fai'toto'a. (sane)
b. 'O le'a ta'alao le tama 'i le fale ta'alao. ('umi)
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 sick 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 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 gaoia?
Sa gaoia la'u ________, ma la'u ________.
ma la'u ________, etc.

- What things were stolen?
- My ________ was stolen, and my ________, etc.

\[\text{PLURALS OF ADJECTIVES}\]

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>malolosi</td>
</tr>
<tr>
<td>poto</td>
<td>popoto</td>
</tr>
<tr>
<td>'umī</td>
<td>'u'umī</td>
</tr>
<tr>
<td>ma'ī</td>
<td>mana'ī</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'e</td>
</tr>
<tr>
<td>vae'a</td>
<td>vae'ae</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'ititi</td>
<td>la'ititi</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>sese</td>
</tr>
<tr>
<td>ilelei</td>
</tr>
<tr>
<td>leaga</td>
</tr>
</tbody>
</table>

71
Samoan adjectives are often made plural by doubling the accented syllable. However, there are many exceptions.

Examples: Sa 3 stu tama malolos. — 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, vāleles, māmā'i
      Substitute: lega, tuai, lelei, lãopo'a, sese

2. Substitution — Individuals
   a. Model: Sa galue le tama malosi.
      Substitute: ni tama, te 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'a'u, le faia'oga
   c. Model: 'O lo'o ta'aloto le teine pa'e'e.
      Substitute: ni teine, le faife'a'u, 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 lápo'a.
   b. 'O le'a ta'elele le teine pu'upu'u.
   c. 'O lo'o ta'aloto le tagata poto.
   d. Pe 'o le'a sau se tagata 'umí?
   e. Sa tamo'e le teine malosi.
   f. 'O lo'o malamalama le faia'oga i le fa'u'upu' 'umí.
   g. 'O le'a taipele le teine la'iti'iti 'i le tusi fou.
   h. Sa vala'au le faia'oga lelei 'i le faife'a'u 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 lea (not), toe (again) and matau (very, quite, extremely). Occasionally adverbs, especially time adverbs ("yesterday," "tomorrow," etc.) come at then end of the sentence.
**Mastery Check - Rule**

**Practice**

1. **Substitution - Class**

   **Model:** Sa galue tele le tama.
   **Substitute:** matua, malosi, lava, lo, 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's 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 fesoasoani 'o ia 'ia te 'oe? (tele)
   b. Alu! (la'ititi)
   c. Sa a'a'o le fa'ia'oga 'ia 'ia ma'ua. (le)
   d. 'O lo'o fiafia 'i ta'ua 'ia Paulo. ( matua)
   e. 'O lo'o malamalama le fiafia'au. (la'ititi)
   f. 'O le'a tamo'e Elder _______ i le fale ta'alolo i le tasaao. (vave)
   g. Sa a'a'o 'i la'ua i le vasega. (fa'atasai)
   h. 'O lo'o alu le teine 'i le fale taele. (lemu)
   i. 'O lo'o ma'ao le fiafia 'ia te 'oe. (tele)
   j. Sa alofa le fiafia'au 'ia te oulua. (le)

4. **Questions**

   a. Sa toe alu 'oe 'i le fale uila?
   b. 'O lo'o a'ao malosi Elder/Sister _______ i le vasega?
   c. O lo'o matua fiafia 'oe 'i le mea'ai i le fiafia'aga?
   d. 'O le'a tamo'e vave Elder/Sister _______?
   e. O lo'o alofa tele lau soa 'ia te 'oe?
   f. Sa toe fesoasoani le fiafia'oga 'ia Elder/Sister _______ i le tasaao?

5. **Questions. Teacher:** Have the missionaries answer according to the indication given.

   a. 'O le'a galulele malosi fa'ia'au i Samoa? (Leai)
   b. Pe sa fa'atasai 'oe 'i lau soa? (Leai)
   c. 'O le'a ta'ele vave Elder/Sister _______? (Toe)
   d. Po'o a'ao malosi lau soa? (Toe)
   e. Sa toe vala'au le fa'ia'oga 'ia te 'oe? (Leai)
   f. Pe 'o le'a momoe fa'atasai Elder _______ ma Elder _______ i lou moega? (Leai)
   g. 'O lo'o alofa tele Elder/Sister _______ 'ia te 'oe? (Toe)
   h. Pe sa ma'a'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: Mercene, 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.

2. TRANSITIVE 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.

<table>
<thead>
<tr>
<th>TENSE</th>
<th>PREDP</th>
<th>e</th>
<th>NF doer</th>
<th>NF done-to</th>
<th>(PP, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>'0 lo'o iloa e a'u le tali.</td>
<td>- I know the answer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sa toe faia e ia le 'upu.</td>
<td>- She repeated the word.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'0 le'a 'amata e le faia'oga le vasaga.</td>
<td>- The teacher will start the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sa faitaau e 'i matou tusi.</td>
<td>- We read the books.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mastery Check - Rule

Practice

1. Substitution - Class

Model: Sa faitaau e ia le tusi.
Substitute: tatāla, tapuni, sauni, fa

2. Substitution - Class

Model: '0 le'A tapun e Elder _____ / le faiotoa i le mōlī.
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 faia'oga / le vasaga i le afiafi.
b. Sa le iloa e le faia'eau / le tali o le fesili.
c. 'O le'a tapuni e Elder _____ / le faiotoa 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 faia'eau / lona api i le laulau.
f. 'O le'a sauni e le faino poto / se mea'ai i le afiafi.

4. Directed Questions

Fesili 'iā Elder/Sister ________:

a. Pa sa usu e ia le pese.
b. Pa 'o le'A 'ai e Elder/Sister ________ le mea'ai i le faia'iga.
c. Pa sa faitaau vave e lana soa lana tusi.
d. Pa '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 igoa 'o Maria. / Sa va'ai 'o ia / i le fai'fe'a. / Sa tautala 'i la'ua. / Sa fiafia lava Maria 'ia te ia. / Sa fiai'au e le fai'fe'a se tusi 'i la Maria. / Sa alu Maria i fafo ma / sa tapuni e le fai'fe'a le fai'fagoa.

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'atasai 'i la'ua 'iā ioutou i le fale 'otū ulu i le taeao?
b. Pe 'o le'a tapuni e le tama ma le teine faitoto' a i le fala misiona?
c. 0 lo'o alofa teine 'ia te 'oe?
d. Sa a'oa'o fa'atasai le fai'fe'a au lelai ma lana soa i le potu mose?
e. 'O lo'o fia'a'ai outou i le fai'aiga?
f. Sa fai e se tagata vales sa fa'ai'upu sesē i le vaasega?
g. Sa tamomo'e vave oulua i le fale ta'ai o i le amuili?
h. '0 le'a nofo nofo fai'fo fai'foni le lopo' a i leai nofoa?
i. Sa toe tapē e lau soa le mōi i le fale ula?
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.
1. On another sheet of paper, write sentences containing the following verbs. Have the teacher correct your work.

- faitau
- tapuni
- fa'alogo
- agu
- 'amata
- moe
- saunia
- alofa
- fa'atali
- iloa
- usu
- ts'ele
- tu'u
- mana'o
- inu

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.

- lelei
- vave
- fa'atasi
- lama

- fa'anoanoa
- lapo'a
- 'umi
- tusa
- sesē

- me tua
- lē
- toe
- leaga
- sa'o

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.

[EM] 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 haata te'a ai le lima.
Elder Sikoki: 'Oi sola. 'Ua vave le taimi. Te'aiitii 'amata le saumiga.
Elder Williams: 'O le a le taimi e 'amata ai?
Elder Sikoki: L'e 'amata i le afa o le lima. 'A to e na'o le sefululuma minute.
Elder Williams: 'Ia, tā 0 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 them.
VOCABULARY

'afa - half
fia - how much, how many
fono - meeting, council
itula - hour
itulafasi - page
konafesi - conference (LDS term)
malaga - journey, to travel
maua - to get, to receive
minute - minute
sekone - second (of time)
seuniga - church service
ta - to strike
taimi - time
tauunu'u - to arrive
te'a - to pass, to be past, parted
toe - to remain, to be left
tifaga - movie
toeitiiti - almost, nearly
utai - clock, watch
'uma - all, every, to be finished

TOOLS

VOCABULARY BUILDER - NUMBERS

The Samoan number system is very easy to master once the first ten are learned.

1 - tasi
2 - lua
3 - tolu
4 - fa
5 - lima
6 - ono
7 - fitu
8 - valu
9 - iva
10 - sefulu
11 - sefulutasi
12 - sefululusa
13 - sefulutolu
19 - sefuluiva
20 - lusefulu
21 - lusefulu tasi
22 - lusefulu lua
30 - tolusefulu
31 - tolusefulu tasi
40 - fasefulu
41 - fasefulu tasi
99 - ivasefulu iva
100 - selau
101 - selau ma le tasi
109 - selau ma le iva
111 - selau sefulutasi
346 - tolu selau fasefulu ono
1000 - afe
5791 - lima afe fitu selau ivasefulu tasi
10,000 - selau afe
1,000,000 - miliona

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.
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: Lua

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 thing 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. ta
   b. 'afa
   c. teitiiti tā
   d. te'a
3. 'Ua toe ____ i le iva.
   a. tasi le minute
   b. luasefulu minute
   c. lima 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 å le taimi o le ____?
   a. fono
   b. vasega
   c. tifaga
   d. sauniga
   e. konafesi
6. 'O le å le itulâ (taimi) ____ ai?
   a. 'e te alu
   b. sa lua malaga
   c. e 'amata
   d. e 'uma
7. E 'amata 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. struck (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  e. 3:17  i. 5:30  m. 4:15
   b. 6:00  f. 4:35  j. 8:27  n. 12:45
   c. 7:23  g. 1:56  k. 3:04  o. 11:17
   d. 9:46  h. 2:11  l. 10:52  p. 6:02

4. Please close your books. Teacher: Repeat the above drill, this time instructing missionaries to answer with approximations only.

5. Directed Questions

   Festili 'iā Elder/Sister ____________:
   
a. po'ole  le  a  le  taimi  o  le  vasega.
b. po'ole  le  a  le  itula  o  le'ā  'amata  ai  le  sauniga.
c. po'ole  le  a  le  taimi  sa  taunu'u  ai  'o  ia  i  le  vasega.
d. po'ole  le  a  le  taimi  o  le  konafesi.
e. po'ole  le  a  le  itula  sa  'ai  ai  'o  ia  'i  le  fale'aiga.
f. po'ole  le  a  le  taimi  o  le  'a  alu  ai  'o  ia  i  le  fale  t'ai'alo.
g. po'ole  le  a  le  taimi  o  le  tifaga.
h. po'ole  le  a  le  itula  o  le  'a  moe  ai  'o  ia.
i. po'ole  le  a  le  itula  e  uma  ai  le  vasega  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'a-fia tagata ______?
   a. sa o atu i le tifaga
   b. 'o lo'o i lema potu
   c. 'o le'a o mai i le sauniga

   1. How many people ______?
   a. went to the movie
   b. are in that room
   c. will come to the service

2. E to'a-______ tagata sa a'oa'o i le po.
   a. tasi le
   b. lua
   c. selau afe

   2. ______ people (person) studied at night.
   a. one
   b. two
   c. hundred thousand
3. How many _______?
   a. the page of the song (What page is the song on?)
   b. questions did you ask
   c. books did you get from the store

4. I got _______ notebook(s).
   a. one
   b. two
   c. thirteen

5. Sixty _______
   a. is the page of the song
   b. notebooks are in the room
   c. seconds are in a minute

6. I saw ______ chairs.
   a. two
   b. three
   c. forty

7. _______ missionaries came.
   a. Two
   b. Four
   c. Five

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 pese (display a page from the hymn book)?
   b. E fia nofoa 'o lo'o i le le nei potu?  
   c. E to'affia faife'a'u 'o lo'o i le nei potu?  
   d. E to'affia tagata 'o lo'o i le nei potu?  
   e. E fia penitala 'o lo'o i le nei laulau?  
   f. E to'affia faife'a'u sa i le fafe'aiga?  
   g. E fia uati 'o lo'o i le MTC?  
   h. E fia 'api 'o lo'o i le nei potu?  
   i. E fia minite i le trulà?  
   j. E fia sekone i le minute?

6. Directed Questions
   Fesili 'iia Elder/Sister ________:
   a. pe fia le itulau o le nei pese (display hymn book page).
   b. pe to'affia faife'a'u 'o lo'o i le fafe ula.
   c. pe to'affia tagata sa taunu'u i le MTC i le taeao.
   d. pe to'affia faife'a'u 'o le'a malaga 'i Mexico i le taeao.
   e. pe fia uati 'o lo'o i le nei potu.
   f. pe fia nofoa 'o lo'o i le potu moa.
   g. pe to'affia faife'a'u 'o lo'o fia o atu 'i le tifaga.
   h. po'ua ta le fia.
   i. pe fia 'api sa ia maug mai le fale'oloa.
   j. pe to'affia tagata sa o atu i le sauniga.
6. You are a brilliant business man with a new money-making scheme: You're going to build a store across from the NTC 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 those 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 io' 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 (ai'ai, tae'a, anauli, 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  
   b. bad  
   c. America  
   d. that  
   e. taulaga  
   f. potu  
   g. nei  
   h. to run  
   i. to bathe  
   j. na  
   k. to play  
   l. malae  
   m. New Zealand  
   n. to drink  
   o. moe  
   p. vala'au  
   q. to come  
   r. fia-  
   s. alofa  
   t. to teach
u. to help
v. tagata
w. to see
x. to wait
y. sad
z. 'i
aa. o atu
bb. fiafia
c. fou
dd. short
e. sauni
ff, la'itiiti
gg. matua
hh. skinny
ii. to put
jj. again
kk. to know
ll. lēmu
mm. 'umā
nn. vales
oo. big
pp. ma'ia
qq. not
rr. to prepare
ss. vava
tt. to begin
uu. tuai
vv. 'afa
ww. hour
xx. how many
yy. fono
zz. toefiti
aaa. te'a
bbb. to arrive
ccc. church service
ddd. tā
ee. taimi
fff. to get
ggg. to travel
hh. sekone
iii. minute
jjj. conference
kkk. 'uma
lll. page

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.

_____ 1. 'O le’a’i fai e Mele le . . . i le fale sa.
   a. tatale
   b. tautala
   c. tataio
   d. ta’a’alo

_____ 2. E mafai ona ‘ou . . . fa’apalagi.
   a. tatale
   b. tautala
   c. tataio
   d. ta’a’alo

_____ 3. E a’o’a’o le faia’oga ‘iia ‘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. fale palagi
   b. taulaga
   c. potu ’oloa
   d. missions

_____ 5. Fa’amolemole, 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’aalgo
   d. fa’ataasi

_____ 7. Sau i totonu o le . . .
   a. molī
   b. laulau
   c. laupapa
   d. potu

_____ 8. ‘O Sīkoki lo’u . . .
   a. ioga
   b. ‘upu
   c. suafa
   d. potu

_____ 9. Na . . . e Mele le tusi i lenei potu?
   a. taunu’u
   b. taumafai
   c. tapē
   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  
Samoan Articles  
Preterite Sentences  
Equative 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 About Amounts

1. Fill in the Blanks. Teacher: Mastery level is 80% accuracy by each missionary.  
NEW WORD: Me - May

Talofa! 'O lo'o iega o Pili. O lo'o nofo a'u iā Simi ______ le nu'u 'o Provo. 'O ia'u o  
lele Simi. O lo'o a'oa'o 'i ma'ua 'i ______ fa'a-Samoa ______ le BYU. Sa le fiafia ______  
Simi ______ le vasesa i le 'amataga, a'o nei, 'ua fai mai le tama, ______ fiafia lava ia ______  
vasesa. E lele Simi lava ______ fa'a'oga. ______ lona suafa o Sīkī, ______ fesili a'u ______  
i, "O ʻafua e alu ai 'oe ______ Samoa?" Sa fai mai 'o ia, "O le ʻāalu a'u ______ Samoa iā Me."

Sa faiteu a'u ______ ni tai ______ anapō. Sa malamalama a'u ______ le tai ʻa'iteiti,  
'ae sa le malamalama ______ a'u ______ le tai ʻa'iteiti. Sa tapuni ______ a'u ______ tasi ma  
sau'i ______ a'u ______ le mea'at. Sa 'ai 'una ______ a'u ______ le mea'ai. ______ sau Simi  
'i le fale ______ lena 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 / anaataeao / fale'olos / sa / pasi / le / le / le / e / i / ʻāofi

b. i ai / peni / laulau / 'ua / i / le / le

c. fale / le / tā'ele / ūo / sa / lau / pe / ta'ele / i

d. le / teine / tūtu / vasesa / nī / i / o lo'o

e. a'u / sa / anailelā / ki / le / le / e / mōi / 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. "Lo lo'o fiafia 'oulu'a?" "Io, o lo'o fiafia _________."
b. "Sa moe a'u?" "Io, sa moe _________."
c. "Sa momoe 'i tatou i le fale sa?" "Io, sa momoe _________. i le fale sa."
d. "Sa va'ai le teine 'ia 'i matou?" "Io, sa va'ai le teine 'ia _________."
e. "'Na tutu simi ma Sala?" "Io, 'na tutu _________."
f. "Pe galulue 'i ta'ua i lenei aso?" "Io, e galulue _________. i lenei aso."
g. "0 le'a nonofo 'i tatou i se fale?" "Io, o le'a nonofo _________. i se fale."
h. "0 le'a tamo'e Pili i le vasaega?" "Io, o le'a tamo'e _________. i le vasaega."
i. "0 lo'o manuia lava 'outou?" "Io, o lo'o manuia lava _________."

4. Multiple Choice. Teacher: Review any items which prove difficult for the missionaries.

_____ 1. Sa tapuni . . . Mele le fa'itoto'a.
   a. 'i
   b. i
   c. e
   d. no word needed

_____ 2. O le'a saunui . . . Ioane 'i le me'a'ai.
   a. 'i
   b. i
   c. e
   d. no word needed

_____ 3. 0 lo'o alofa le teine . . le tama.
   a. 'i
   b. i
   c. e
   d. no word needed

_____ 4. Sa fesoasaoani Mele . . . 'oe anataea'o.
   a. e
   b. 'ia
   c. 'ia te
   d. no word needed

_____ 5. 0 le'a . . . 'i lā'u a 'i le pasi.
   a. talī
   b. &atali
   c. fa'atali
   d. fa'atali

_____ 6. 0 lo'o galulue . . . na tama.
   a. malosi
   b. malologi
   c. faiga'ata
   d. faiga'ata

_____ 7. 'O ni tagata . . . Ioane ma Pili.
   a. pu'upu
   b. pupu'u
   c. pu'upu'u
   d. pu'upu'u'u

_____ 8. 0 lo'o . . . Simi ma Sala 'i le fahine.
   a. vaia'au
   b. vaia'au
   c. vaia'a'alua
   d. vaia'a'alua

_____ 9. 0 lo'o . . . 'i tatou 'i lena tusi.
   a. mana'o
   b. mana'o
   c. manana'o
   d. manana'o

_____ 10. . . sa alu Mele 'i le fale 'olos?
   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 lena 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

   a. matua galue malosi
   b. matua malosi galue
   c. malosi galue matua
   d. galue malosi matua

15. 'Ua . . . le fitu.
   a. lima minute toe i
   b. toetiti te'a lima minute i
   c. lima minute toetiti i
   d. toe lima minute i

16. Na 'ou va'ai 'i faife'au . . .
   a. e lua
   b. to'alua
   c. e to'alua
   d. e le to'alua

17. . . tasi 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 ai

PRONUNCIATION

1. Read the following sentences quietly to yourself.

   a. Na pa'u le 'ulu i lona ulu?
   b. 'Ua mamma toe mamma le pakete mamma?
   c. 'Ua malo le malo o la'u malo.
   d. 'Ua fo le masoa fou?
   e. E te'a 'au poi e tala atu i le poe.
   f. Na pe le povi e pei ona pe le laumei?
   g. 'Ua ma e sei na 'e 'aumai mai le malae?
   h. Pe 'e te nofo i Sataua po'o Sataoa?
   i. 'Ua pa'ai le puna pu'upu'u i le pa'a pa'e'e.
   j. Na tilotilo atili Teila i faititi tetele?
   k. E le gata ina gugutu Gisa, 'ae nanu fo'i lana gaganu?
   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. 0 le ʻa sau mea e fia fai?
2. 0 le a se mea 'e te mana'o ai?
3. Po'o fiafia 'oe 'i le MTC?
4. 'Usa ʻa le fia? 
5. 0 le a le taimi 'e te alu si i le fale 'aiga?

**COMPREHENSION**

Dictation. Teacher: Insert names of class members in the blanks in the dictation passage.

Possible Points: 10

NEW WORDS: 
- mea ʻa'oga - his/her
- tu'uas - to dismiss

'O le faia'oga a'u. / Sa alu a'u 'i le vasese / i le taeao. / Sa tapuni e_le faitoto'a. / Sa ʻamata e a'u le vasese i le fa. / Sa usu e le vasesa se pese lelei lava. / Sa faiaua e ni teine laiti ni fuaui'upa 'umii. / Sa failei a'u 'i le tema lapo'a / pe sa fai e ia mea mea a'oga. / Sa talo ʻo ia. "Lei, / o le'a fai la'u mea a'oga i lenei po." / Sa faia atu a'u 'ia te ia, "Fa'afetsai." / Sa tu'uas le vasesa i le lima. / Sa tataia e_le faitoto'a / ma sa tate 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.

DIALOGUE

Sister Toga: 'O afeta 'e te malaga ai 'i Samoa?
Elder Mareko: 'O na o sa 'e sa 'o sa 'a te 'i le vavano. 'O na afeta na 'a 'a te 'i lau missiona?
Sister Toga: Sa 'o sa 'o sa 'o sa te 'i 'i le MTC amamafi. 'O na fiafia 'i 'i le pare Tetana o le missiona.
Elder Mareko: 'Afeta?
Sister Toga: 'Ana 'o sa 'o sa 'e sa 'o sa 'a te 'o sa 'a te 'i leau te 'i leau i leau lava. 'O lea 'a leau te 'a te 'i leau 'o sa 'a leau 'a leau.
Elder Mareko: Leaga, 'o loa 'o sa fa'ataali atu 'i lau 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.
The following patterns will help you to pray in Samoan.

1. Lo matou tama e ___________.
   a. 'o i le lagi.
   b. fa'alelagi

2. Matou te fa'afetai atu mo _____.
   a. 'apostoloto ma perofeta
   b. le talalelei
   c. fa'amaniuga e tele

3. Fa'afetai fo'i mo _________.
   a. lou alofa 'ia i matou
   b. lanei avanoa e fa'amisiona ai i Samoa
   c. le vasega lelei
   d. la'u soa

4. Fesoasoani mai 'ia i matou _________.
   a. i lau galuego
   b. 'ina 'ia tautala fa'a-Samoan
   c. 'ina 'ia a'o la malosi le fa'a Samoa
   d. 'ina 'ia momoe lelei i lenei po.

5. Fa'amaniuga atu 'i _________.
   a. e 'o mamo'
   b. le peresitene o le misiona
   c. faife'a'u uma i Samoa

6. 'Auina mai lou Agaga Pa'i'a e fa'atasai ma 'i matou _________.
   a. __
   b. i lanei sauniga
   c. i lanei konafesi
   d. i lau galuego

7. 'O la matou tatalo lea i le suafa o
   Jesu Keriso: Amene.

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. 'Ou te fa'afetai atu mo ______________________________

c. Fa'afetai fo'i mo ______________________________

d. Fesoasoani mai ia a'u ______________________________

e. Fa'amana'ata atu 'i ______________________________

f. 'Aumina 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 where 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. 'Aise _____ ai?
   a. ta te o
   b. tafou te a'oa'o
   c. sa 'e te te'alele
   d. 'e te le fiafia

2. 'Au'a
   a. 'ou te fia'alu i le taulaga
   b. tatou te fia malamalama 'i le fa'a-Semoa
   c. sa 'ou le fia ta'ele
   d. ou le fia malamalama 'i le fa'a-Samoan

3. O le a le ma a'ai?
   a. te te fia moe
   b. sa la le o mai
   c. tatou te le ta'a'alo
   d. 'a te ma'i

1. Why _____?
   a. are we (you and I) going
   b. do we study
   c. didn't you shower
   d. aren't you happy

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. Why (What's the reason) _____?
   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. 'Aisea sa 'e fia moe ai i le saunga?
   b. 'Aisea 'e te le tautala ai 'i le fa'a-Samoan?
   c. 'Aisea 'e te fia alu ai 'i Samoa?
   d. Sa fiafia 'oe 'i le tifaga? 'Aisea?
   e. E fiafia 'oe 'i le mea'ai i le fale'siga? 'Aisea?
   f. 'Aisea 'e te s'a'o'o ai le fa'a-Samoan?

3. Directed Questions
   Fesili 'iā Elder/Sister ____________
   a. pe 'aisea 'o lo'o le fiafia 'ia 'o ia 'i le __________.
   b. pe 'aisea 'e fia fa'amisiona ai 'o ia.
   c. pe 'aisea 'o lo'o fia moe ai 'o ia.
   d. pe 'aisea sa le 'a'ele ai 'o ia.
   e. pe 'aisea 'o lo'o nofo ai 'o ia i lenu nofoa.
   f. pe 'aisea 'o lo'o fiafia ai 'o ia 'i le MTC.

   a. 'O le a le mea 'o lo'o e a'oa'o ai le fa'a-Samoan?
   b. 'O le a le mea sa 'e le talo ai?
   c. 'O le a le mea 'o lo'o (lē) uma ai lau galuega?
   d. 'O le a le mea 'o lo'o malo'ai malo'ai 'o oe?
   e. 'O le a le mea 'e te fia alu ai 'i le fale'oaloa?
   f. 'O le a le mea so moe ai lan son ai le vasesa?

5. Directed Questions
   Fesili 'iā Elder/Sister ____________:
   a. po'o le a le mea sa sau ai 'o ia 'i le misiona.
   b. po'o le a le mea sa fia moe ai 'o ia i le konafesi.
   c. po'o le a le mea sa le tautala ai 'o ia 'i le fa'a-Samoa i le taseo.
   d. po'o le a le mea sa le 'a'ele ai 'o ia i le po.
   e. po'o le a le mea sa 'ai ai 'o ia i le tifaga.
   f. po'o le a le mea 'o le'a malaga ai 'o ia 'i 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.

- analaei - earlier today
- anaana - yesterday
- ananei - just now

(1 le) go - (in the) daytime
(1 le) aso - today
(1 le) vaveao - (in the) early morning
Practice

1. Memorization Exercise

2. Questions

a. 'O anafea sa taunu'u a'i 'i le MTC?

b. 'O anafea 'e te alu a'i 'i le faele'olafo?

c. 'O anafea sa 'e tu'ai se tuisi?

d. 'O anafea 'e te malaga a'i Niu Sila?

e. 'O anafea sa 'e alu a'i 'i le konafea?

f. 'O anafea 'e te alu a'i '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.

- tamo'e
- fa'alogo 'i le faia'oga
- alu i le faele'otu ulu
- faiteau
- inu
- vala'au 'i le soa
- nofo
- ta'aloe i le malae
- va'ai i le teina

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.

- ta'ele
- 'ai i le faela'aga
- usu
- tautalo
- alu 'i le faele'olafo
- moe i le moaga
- tape
- taualo fa'aSamoa
- tapuni

PATTERNS - WHENs

The Samoan word anafea is used to ask about the time of future events while anafea 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.)

Anafea can only be used with past tense markers, and afea can only be used with future tense markers.

Like "why" questions, the particle a'i immediately follows the predicate in questions beginning with afea and anafea.

1. 'O afea a'i le fae'aiga usu
2. afe a'i le faele'olafo moe i le moaga
3. tape fa'aSamoa tapuni

1. When_______? (future)
   a. are you going to study
   b. will you (2) depart (on a trip)
   c. will it start
   d. are we working
Practice

1. Memorization Exercise

2. Directed Questions

Festili 'iā Elder/Sister ___________

a. po'o anafe'a sa moa ai 'o ia.
b. po'o afe'a 'o le'a alu ai 'o ia.
c. po'o anafe'a sa ma'iai ai 'o ia.
d. po'o afe'a 'o le'a 'amata ai le fono.
e. po'o anafe'a sa ta'ele ai 'o ia.
f. po'o afe'a 'o le'a alu ai 'o ia 'i le sauniga.
g. po'o anafe'a sa ma'a ala e le le le lalana tusi.
h. po'o afe'a 'o le'a alu ai 'o ia 'i le taulaga.
i. po'o anafe'a 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 crown 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.

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<tr>
<th>Name</th>
<th>When Arrived</th>
<th>When Leaving</th>
<th>When They Want a Room</th>
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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 anafe'a 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: afeg  
Missionary B: 'O afe a te malaga ai?  
Teacher: anaefa  
Missionary C: 'O anaefa ... uh ... a'e!  
(Missionary C now takes the teacher's place)

RETOINION 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.

**EM** 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 'ā.
2. Form and use commands using the imperative markers 'ia and sa'i.

VOCABULARY

'āiga - family
aso - day
'aumasi - to bring
'save - to take, to give, to drive
(a car)
i ai - to exist
masina - moon, month
nei - now
o, a - of
pusa - box
so'o - often, frequently

talanoa - to converse, to discuss
talitonu - to believe
tamē - father
taofi - to stop
tina - mother
to'otūli - to kneel
tuafafine - sister (of a male)
tuagane - brother (of a female)
uso - brother (of a male), sister (of a female) (that is, siblings of the same sex)
vaiaiso - week

GRAMMAR

Non-Past Tense

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.

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 'ā. Where the future time is specified in the sentence, the two are essentially interchangeable:

'O le 'ā 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 'ā indicates immediate or near future, while e does not:

'O le 'ā alu le taine. - The girl will go. (right away)
E alu le taine. - 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'tuli le 'aiga i le tatalo i aso uma.  - The family kneels in prayer every day.  
E i ai le Atua.  - God exists.  
E o atu matou i le taeao taeao.  - We are going tomorrow morning. (lit. "in the morning tomorrow.")  
E alu Simi i Nu'u Sila i le masina nei.*  - Jim is going to New Zealand this month.  
Pæ galue 'oe i Amerika?**  - Do you work in America?

*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 pæ, the two are contracted to pæ.

Mastery Check - Rule

Practice

1. Dictation

   a. E ta'ele vave lo'u sao / i taeao uma lava.  
   b. Pe o atu 'outou 'i le fale 'otfi ulu / i le taulaga i le vaisaso nei?  
   c. E talitonu le faife'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 na teine faife'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 taofi 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 vaisaso uma lava?  
   e. E malaga 'oe 'i Samoa i le masina nei?  
   f. E saumi e Elder/Sister _________ le mea 'ai i le taeao taeao?  
   g. E i ai se perofeta i Amerika?  
   h. E i ai ni 'aposetolo e to'aosefulula i le skalesia?  
   i. E taofi le pasi 'i le MTC i aso uma?  
   j. Pe saumai e Elder/Sister _________ lana tusi 'i le vasaga i taeao uma lava?

3. Directed Questions

   Pesili 'i a Elder/Sister _________:

   a. pe ta'ele 'o ia i aso 'uma.  
   b. pe i loa e ia mea 'uma.  
   c. pe 'o le'a a'oa'o malosi 'o ia i le aso nei.  
   d. pe alu 'o ia i le fale'aiga nanei.  
   e. pe talitonu 'o ia i le skalesia.  
   f. pe lave i ia lana uati i le fale ta'alo.  
   g. pe to'o'tuli 'o ia i le tatalo i po uma lava.  
   h. pe o mai lona tama ma lona tina i le MTC i le vaisaso nei.  
   i. pe talanoa fa'a'oga i le vasaga i vaisaso uma lava.  
   j. pe mea lana sao i le vasaga i afiafi 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 aso uma lava.

b. ___________________________________________ i le ono i le vaveao i taeso uma lava.

c. ___________________________________________ i le tā o le fitu i taeso uma lava.

d. ___________________________________________ i taeso uma.

e. ___________________________________________ i asouli uma.

f. ___________________________________________ so'o ____________________.

g. ___________________________________________ i le 'afa o le ono i afaiai uma lava.

h. ___________________________________________ taeso i le taeso.

i. ___________________________________________ i le tā o le lua taeso i le asouli.

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., 9:30 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:

'0 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.

1 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:

'UA 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.)

'UA moe Simi. - Jim is (has become) asleep. (His state of being asleep is in effect now, but not before.)

'UA i a'i le peni i le laulau. - The pen is on the table. (This implies that the pen is there now but was not there before.)

'UA 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:

'Wa tau'au le fa'afe'a'u i le fale.
Wa moe lo'ou tua'afine.
Po'ua o mai aposetolo?
'Wa tu le fa'afaga o le fa'afota.'

- The missionary has arrived home.
- My sister is (has fallen) asleep.
- Have the apostles come?
- The teacher is (has become) standing in the door.

*NOTE: Either pe or po may precede 'ua.

Mastery Check - Rule

Practice

1. Translation

a. 'Wa tau'au le tinā i le fale.
b. 'Wa 'auina mai e le Atua le perofeta 'iā 'i tatou.
c. 'Wa i ai le peresitene i lona ofisa.
d. 'Wa fia moe le tua'afine o Šimī.
e. 'Wa malaga lo'ou tinā ma lo'u tamā 'i Niu Sīla.
f. 'Wa tū le tamālosa o totonu o le pusa.
g. 'Wa fia alu lo'ou soa.
h. 'Wa 'amata le vasega.
i. 'Wa to'ocutuli fa'afe'a'u i le po'utu moe.
j. 'Wa lā fia a'o'a malo'oi lona tama vae'a.

2. Directed Questions

Fesili 'iā Elder/Sister ________:

a. po'ua i ai nei se penitala i le laulau.
b. po'ua saunī 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 fa'afe ula.
f. pe'ua fia ta'e'ele 'i tatou.
g. pe'ua o atu Elder/Sister ________ ma Elder/Sister ________ i le taulaga.
h. pe'ua talitonu Elder/Sister ________ 'i lenei tusi.
i. pe'ua i ai ni faife'a'u 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.
E 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.
'O lo'o fia 'ai Simi.
'Ua fia 'ai Simi.

Pe galue Mele i Samoa?
Po'o galue Mele i Samoa?
Pe'ua galue Mele i Samoa?

- Jim is (always) hungry.
- Jim is (still) hungry.
- Jim is (now) hungry.
- 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'afia, moe, tu, fia'alu.

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 fiafia 'oe 'i lau soa?
   b. E ta'aloe 'oe i aso uma lava?
   c. 'Ua saas Elder/Sister _________ 'i le vaeuga?
   d. 'Ua tu le fa'afa'aga?
   e. 0 lo'o nonofono 'outou i nofoa?
   f. E tamo'e Elder/Sister _________ i aso uma lava?
   g. 'Ua i ai se peni i le Lauaul?
   h. 0 lo'o i ai se peni i le Lauaul?
   i. E tatalo 'oe i vaiaso 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 penitata 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. Proidmund 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 ahu 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:

0 lo'o i ai se tusi i le potu? - Is there (still) a book in the room?
"Ua 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?
E i ai se tagata i leng potu?
E i ai ni ta'avae i Samoa?
E i ai ni perofeta i le Lalolagi? - Where are you (two) going?
- Is there a person in that room?
- Are there any cars in Samoa?
- Are there any prophets in the world?
Practice

1. Translation

    a. E i ai se tæne Læpo'a i le vasega fou?
    b. 'Us i ai se faia'oga i le saumiga i le fale sa?
    c. O lo'o i ai se perofeta i le fale misiona?
    d. E moe lelei lau soa i le po?
    e. E i ai ni faite'a'au pupu'u i Niu Stila?
    f. O lo'o fiafia le tuagane o Sara 'i le tuafafine o Mareko?
    g. 'Us a'avai o lou tuafafine le ma'a'i o le afiafia?
    h. 'Us i ai se faia'oga lelei i lenei potu?
    i. 'O i ai le peresiteine o le misiona i totonu o lona ofisa?

2. Directed Questions

    Fesili 'īa Elder/Sister ________:

    a. pē i ai ni tagata i lona 'aiaga.
    b. po'o i ai lana soa i le vasega.
    c. po'ua fia'ai 'o ia.
    d. pe i ai ni faite'au i le fale uila.
    e. pe'ua moe lana soa.
    f. pe fiafia 'o ia 'i le MTC.
    g. po'ua fiafia 'oe i le fa'aSamo.
    h. pe i ai ni 'aposetolo i Provo.

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, DETERMINE 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.
The girl goes / is going.
- The girl went / was going.

"UA na alu le teine.

"O lo'o sa alu le teine.

- The girl goes / is gone.
- The girl went / was gone.*

*Two verbs are given in each translation inasmuch as precise equivalents to these tenses do not exist in English.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>INDETERMINATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>'UA situation is set in a relatively restricted time in the present.</td>
<td>'O LO'O situaiton is set in a relatively unrestricted time in the present.</td>
</tr>
<tr>
<td>PAST</td>
<td></td>
</tr>
<tr>
<td>NA situation is set in a relatively restricted time in the past.</td>
<td>SA situation is set in a relatively unrestricted time in the past.</td>
</tr>
</tbody>
</table>

Examples:
- Sa o atu le 'aiga.
- Na o atu le 'aiga.
- Sa tatalo lo'u tuagane.
- Na tatalo lou 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'oa'oe i le vasega i le aso nei?
   b. Na tamu'u le pasi i le fale'oloa ananafi?
   c. Sa talanoa outou i le fale'aiga anapo?
   d. Na tafo'i le ta'avale i le fale 'oti ulu?
   e. Sa fiafa 'oe i lalau galuega?
   f. Na tu'u e lalau soa le tusi i le laulau analeila?
   g. Na gaumi e lalou soa le ma'a ananafi?
   h. Sa o mai lou 'aiga 'i le MTC anataeo?

2. Directed Questions
   Festili 'ia Elder/Sisters:
   a. pe sa fioa e ia le talaloa.
   b. pe na tafo'i le pasi i le fale misiona ananei.
   c. pe sa ta'ele 'o ia i le taseo.
   d. pe na 'ave e lana soa le ta'avale a le peresitene.
   e. pe na moe Elder/Sister i le vasega.
   f. pe sa tame'u le lau soa i le fale ta'alao analeila.
   g. pe sa moe lana soa i le fale uila ananafi.
   h. pe 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 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 tatau 0 atu 'i le fade '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 fade 'otofulu. - Go to the barbershop.
Se'i moe 'oe i le moega. - Sleep in the bed.
Va'ai!
'ia alofa 'i lou uso. - Look!
Se'i momoe tā'ua. - Love your brother.

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 faitoto'a.
   b. Se'i tatala nei le fa'amalama.
   c. 'ia sau i le laupapa.
   d. No i le lauiau.
   e. 'ia tatala le faitoto'a ma alu i fafo.
   f. 'ia toe sau 'oe i totonu o le potu.
   g. Se'i alu ma fafo ma inu se vai.
   h. Sau 'i le vasaega.
   i. Se'i moe 'oe i lena 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 'ia Elder/Sister 

   a. 'ia tu'i luga.
   b. se'i inu le vai i le fade 'aiga.
   c. 'ia tu'u se tusi 'i le nofoa o lana soa.
d. 'ia tusi ni fua'ipupu 'i le laupapa. e. se'i tapuni tusi uma lava i le vasega. f.
g. se'i usu se pese i fafo.
h. 'ia 'ave se peni 'i le Elder/Sister ________.
i. se'i tamo'e 'i le fafo sa.
j. se'i tatale le fa'amalama ma alu i fafo.

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 MTG. / 'O lo'o a'oa'o a'u 'i le fa'a-Samo. / 'Va fa'isiga lava a'u 'i le vasega. / E tamomo'e 'i matou 'i le fale ta'alou i aso uma lava. / Sa ta'a'alou malo'i 'i matou / i le fale ta'alou anana'i. / Sa moe ia'u soa i fafo. / E le fa'isiga 'o ia 'i le fale ta'alou.
2. Write a sentence containing each of the following tense markers or imperative markers:
   a. E __________
   b. 'O le'α __________
   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 o atu i at 'outou i le P-day?
   b. 'O le 'i se tusi na faiatouina e 'oe?
   c. 'Aiga na faiatou ai 'oe 'i lena tusi?
   d. 'O a'afe e alu ai 'oe 'i Samoa?
   e. 'O ana'afe sa tamo'e ai 'oe i le fale ta'alo?
   f. 'O le a le taimi sa t'ele ai 'oe analeila?

ACTIVITY

The class will play "Simon Says" (Fai mai Simona). The teacher acts as "Simon" and gives commands to open books, open the door, sit on the desks, etc. 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: 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 101, 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 MODELS

DIALOGUE

Sister Toga: Se'f fai le ta mea'ai. 'Usou fia'ia lava.
Sister Lisati: Pa'agasegase mai le masima, fa'molemale.
Sister Toga: Avatu fo'i le pepa?
Sister Lisati: So'ou se mea lava. Oka! Usou tele le alaia!
Sister Toga: Po i ai se suusu?
Sister Lisati: E lelei. Sa fai mai le teine 'ua maifu 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

asu - to ladle, to scoop
fa'asaloalo - courtesy, respect
fa'asagase - bring, pass
fgu - hot, burning (of spice)
ggase - to prepare food (honorific)
lala - tired
laulelei - satisfied or full (honorific)
 lava - enough
lige - to pour
lololo - fat (of meat) (adj), rich (of food)
mfu - stale, sour, spoiled
malie - satisfied, quenched (of thirst)
mou - satisfied, full (common term)
 onosa'i - to burn, to be burned
'o'ona - patience, patient
sina - sour, bitter
so'o se - some
sualie - any
vela, vevela - hot, warm, heat, warmth

TOOLS

VOCABULARY BUILDER - FOOD AND SEASONINGS

alaisa - rice
fa'i - banana
fala - pineapple
falaoa - bread
fasi manuo - lamb, slice of lamb
fasi moa - chicken, piece of chicken
fasi povi - meat, beef
fasi pu'a - pork, ham
fua moa - egg (chicken)
i'a - fish
koko - cocoa
masima - salt
moi - orange
panikeke - pancake
pata - butter
pateta - potato
pepa - pepper
pi - pea(s), bean(s)
saga - corn
salati - salad
sua - (any liquid dish: soup, stew, etc.)
suka - sugar
sumu - milk
tomato

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'a 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'fa la taitou mea 'ai.
Fai la la'tii tii tii.
A laaloa lava.*
Fai le taitou fa'afetai.
Toe ligi le koko?
So'o se mea lava.
Fa'afetai le fa'aaloalo, malo le
Se'ese.

*Let's have/fix our meal.
*Is the food ready (hot)?
*Have a little patience.
*Thanks for your trouble.*
*Say the blessing (lit. Say our thanks).
*(Shell I) pour (you) some more cocos?
*(I'm agreeable to) anything at all.
*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.
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 fasi 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 mealtine expressions.
As you learned in the last unit, emphatic pronouns may function as doers, done-to's, 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><strong>First Person</strong></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></td>
<td>exclusive: ma (we - s/ha and I)</td>
<td>exclusive: matou (we - they and I)</td>
</tr>
<tr>
<td><strong>Second Person</strong></td>
<td>'e (you)</td>
<td>lua (you - two)</td>
<td>tou (you - 3 or more)</td>
</tr>
<tr>
<td><strong>Third Person</strong></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 e.

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' u ____________________

b. 'i latou ____________________

c. 'i tā'u'a ____________________

d. 'ou tou ____________________

e. 'o ia ____________________

f. 'i tā'u'a ____________________

g. 'oe ____________________

h. 'i ma'us ____________________

i. 'oulua ____________________

j. 'i tatou ____________________

k. 'i lā'us ____________________

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 your teacher and test one another on 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.

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. 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>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʻoaga</td>
<td>school</td>
</tr>
<tr>
<td>ʻata (plural, feʻatai)</td>
<td>to laugh, to smile</td>
</tr>
<tr>
<td>faʻamatala</td>
<td>to use</td>
</tr>
<tr>
<td>faʻamaluga</td>
<td>to explain</td>
</tr>
<tr>
<td>faʻalugalua</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, church meetings, religious service</td>
</tr>
<tr>
<td>maloʻo</td>
<td>to rest</td>
</tr>
<tr>
<td>malumalu sā</td>
<td>temple</td>
</tr>
<tr>
<td>meu</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>poloaʻiga</td>
<td>commandment</td>
</tr>
<tr>
<td>popole</td>
<td>to worry</td>
</tr>
<tr>
<td>sōli</td>
<td>to trample, to break (a rule, law, etc.)</td>
</tr>
<tr>
<td>tauloto</td>
<td>to memorize</td>
</tr>
<tr>
<td>tauti</td>
<td>to keep to, to take care of</td>
</tr>
<tr>
<td>tulafono</td>
<td>law, rule</td>
</tr>
<tr>
<td>Tusi Paʻia</td>
<td>Bible (lit. &quot;holy books&quot;)</td>
</tr>
<tr>
<td>tusitusiga</td>
<td>paʻia</td>
</tr>
</tbody>
</table>

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.*

**IMPERFECTIVE**

`Beginning Middle End`

Imperfective Aspect sees only part of the action.

**PERFECTIVE**

`Beginning Middle End`

Perfective Aspect considers the action in its entirety.

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</td>
<td>I will do my homework</td>
</tr>
<tr>
<td>tomorrow.</td>
<td>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>
</table>
   a.           |             |
   b.           |             |
   c.           |             |
   d.           |             |
   e.           |             |
   f.           |             |
   g.           |             |

   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>'āmata</td>
<td>'āmataina</td>
</tr>
<tr>
<td>sa'o'o</td>
<td>s'oa'o'ina</td>
</tr>
<tr>
<td>fa'aaoga</td>
<td>fa'aaogina</td>
</tr>
<tr>
<td>fa'alogo</td>
<td>fa'alogoina</td>
</tr>
<tr>
<td>fa'amamia</td>
<td>fa'amamuiaina</td>
</tr>
<tr>
<td>fa'amatala</td>
<td>fa'amatalaina</td>
</tr>
<tr>
<td>faiaka</td>
<td>faiakaina</td>
</tr>
<tr>
<td>i'i</td>
<td>i'iina</td>
</tr>
<tr>
<td>fala</td>
<td>falauma</td>
</tr>
<tr>
<td>valalo</td>
<td>valalo'mia</td>
</tr>
<tr>
<td>tā</td>
<td>tāina</td>
</tr>
<tr>
<td>ta'ta'i</td>
<td>ta'ta'iina</td>
</tr>
<tr>
<td>tatala</td>
<td>tatalaina</td>
</tr>
<tr>
<td>tauloto</td>
<td>taulotoina</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>saunia</td>
<td>saunia'nia</td>
</tr>
<tr>
<td>soli</td>
<td>soli'a</td>
</tr>
<tr>
<td>t'ale</td>
<td>t'ale'a</td>
</tr>
<tr>
<td>taoifi</td>
<td>taoifi'a</td>
</tr>
<tr>
<td>tapunia</td>
<td>tapunia'a</td>
</tr>
<tr>
<td>tausi</td>
<td>tausia'a</td>
</tr>
<tr>
<td>tu'u</td>
<td>tu'u'a</td>
</tr>
<tr>
<td>va'ai</td>
<td>va'aina</td>
</tr>
</tbody>
</table>

Some verbs can take either suffix:

<table>
<thead>
<tr>
<th>Imperfective</th>
<th>Perfective</th>
</tr>
</thead>
<tbody>
<tr>
<td>'a'i</td>
<td>'a'i'a, 'aina</td>
</tr>
<tr>
<td>'ave</td>
<td>'avea, 'aveina</td>
</tr>
<tr>
<td>talii</td>
<td>talii'a, taliiina, taliiaina</td>
</tr>
<tr>
<td>tu'usu</td>
<td>tu'usu, tu'usina</td>
</tr>
<tr>
<td>usua</td>
<td>usua, ususina</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'i'ina</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 le 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>
<tr>
<td>'O le'a vala'au le tina 'i le tama.</td>
<td>'O le'a vala'auina le lo tina le tama.</td>
</tr>
<tr>
<td>(Intransitive)</td>
<td>(Transitive)</td>
</tr>
<tr>
<td>- The mother will call to the boy.</td>
<td>- The mother will call the boy.</td>
</tr>
</tbody>
</table>

*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 vs. Perfective

<table>
<thead>
<tr>
<th>Imperfective</th>
<th>Perfective</th>
</tr>
</thead>
<tbody>
<tr>
<td>va'ai - to see, to catch sight of</td>
<td>va'ai - to look at</td>
</tr>
<tr>
<td>tali - to reply</td>
<td>talia - to accept</td>
</tr>
<tr>
<td>mana'o - to want</td>
<td>mana'omia - to desire, to need</td>
</tr>
<tr>
<td>ilo - to perceive</td>
<td>iloa - to know</td>
</tr>
<tr>
<td>tu'u - to put, to leave</td>
<td>tu'ua - to depart from</td>
</tr>
<tr>
<td>tu'una - to grant, to give</td>
<td>ilosina - to be certain or convinced</td>
</tr>
</tbody>
</table>

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 vala'aunina le faife'au e le perofeta. - The missionary was called by the prophet.

'Ta taofia e le tamaloa le ta'avele. - The man has stopped the car.

'O lo'o faitauina e ia le tusi. - 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:** faifiau
   **Class:** faifiauna
   **Continue with:** tusi, tapuni, fa'alo, fai, tatala, tatalo, 'amata, va'ai, sauni, 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:** inumia
   **Continue with:** tauoto, 'ave, a'oa'o, maus, taus, tā, fa'asogā, tāofi, vala'au, ta'ele fa'amatafa

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 it perfective form along with the necessary changes.

   a. Sa a'oa'o le faifia'oga 'i faifeautalai'i.
   b. 'O le'a fa'alogo Maria 'ia Paulo.
   c. Na fa'amatafa e le fa'alo'aga le tusi.
   d. 'Ua maun e Ione se tusi fou.
   e. Na mana'o Elder/Sister _______ 'i sina mea'ai feē.
   f. 'O lo'o faitau 'i matou 'i le tusi.
   g. Na va'ai 'i ma'au 'i se 'aposeito.
   h. Pe sa vala'au e le perofeta 'outou?
   i. 'O le'a soli e Elder/Sister _______ le tulafono?
   j. Na ta'ita'i e Simi a'u 'i le fale.
Mastery Check

Please close your books. 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. Mastery level is achieved when the answers are given correctly without help. Do not correct or ask for a class response until after the mastery check.

1. Sa tali le faife'au 'i le fesili.
2. 'O lo' o mana'o Lafai 'i se moli.
3. 'O le'a vala'au le tama 'i le toina.
4. Sa fa'alogo 'i matou 'i le lauga.
5. E tausii e 'aposteto poloa'iga a le Atua.
6. 'O le'a 'amata e le faife'au fou le vasesa.
7. Po 'us va'ai 'oe 'i se 'api fou?
8. 'O lo'o tauloto e oulua na tusi?

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 has been performed, or that the action hasn't occurred yet:

- Sa le faiaga e simi le mea'ai. - Jim did not fix the food (that is, at all).
- 'O le'a le faitsauina e oulua leni 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 tusi. - the books are really going (that is, are in great demand, are selling quickly).

Other verbs, such as feasoasoani, 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 lē va'ai a 'i matou le ta'availe. - We didn't see the car.
- Na le saunia 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.

Fesiil i 'ia Elder/Sister ______:

a. pe sa 'ai e ia le fasi pua'a il le fale 'aiga anaileila,
b. pe 'ua taumu 'ona 'aiga 'i Provo,
c. pe 'o le'a 'ave e ia le ta'availe a le MTC,
d. pe sa fa'aasaga e Elder/Sister _______ lona penitala,
e. pe 'ua soli e lana soa ni tulafono,
f. pe fa'alogo 'o ia 'i le lauga nanei,
g. pe na vala'au 'o ia i lana soa anansei,
h. pe na ta e lana soa e le polo il le fale ta'alo,
i. pe 'ua alu lana soa il le fale sa,
j. pe na fa'amatala e le fa'a'oga le fuaiupu.

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 (DONE-TO)</th>
<th>(PP OF DIRECTION, LOCATION)</th>
<th>(TIME MODIFIERS)</th>
</tr>
</thead>
</table>

Examples: Na fesiil le tama 'i le fa'a'oga il le telefoni. (Tense + Pred) (Doer) (Direction) (Instrument)  
Asked the boy to the teacher on the telephone

'O le'a faitaun e le teine le tui il le fale taeao il le taeao. (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–aloafagia/lana tama/E
b. /lema/aia/’0 lo’o/le taisavai
c. /solia/le le fele pala/gi le tufono/’Sa/e le tama
d. /e le Atua/tagata/fa’amanutina/E/lelei
f. /’i mā’ua/i le telefoni/Na/anagila/talanoa
g. /e Karolaina/na/tapunia/anaeleia/le faktot‘a
h. /ta’ita’iina/’0 lo’o/le lotu/e le ‘aposatolo
i. /ta/e Simi/’Sa/anataea/le polo
j. /i le s’oga/’ata/teina/’0 lo’o/le

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 fa’asaaogā le peni. BUT: Sa ’ou fa’asaaogā le peni.
’O le’ā ’gu ta le polo. ’O le’ā ’gu taina le polo.
’O lo’o mātou faitau le tusi. ’O lo’o mātou faitau le tusi.

Descriptive pronouns precede the predicate. The doer marker e is not used with descriptive pronoun doers:

Emphatic: Descriptive:
Sa faitau e ia le tusi. Sa ia faitaunia le tusi.
’O le’ā tausia e ’i latou poloa’iga. ’O le’ā latou tausia 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’a, the two become po’u:

’O lo’o o’u fia ‘ai. = I am hungry (I want to eat).
So’u alu ‘i le fale ‘a’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.

124
TENSE + DESCRIPTIVE PRONOUN + PREDP + etc.

Remember:

1. Descriptive pronouns are used more often as doers than are emphatic pronouns; emphatic pronoun doers are only used for special emphasis.

2. The non-past tense (e) cannot be used with this sentence structure.

3. With descriptive pronoun doers, the perfective suffix is often added to transitive verbs in formal Samoan.

4. 'O lo'o + 'ou = 'o lo'o o'u
   Se'f + 'ou = so'u

Examples:

Sa ia faiataina le tusi. - He read the book.
'O le'a tā saunia le mea'ai. - We will prepare the food.
'O lo'o o'u taulotoina mau. - I am memorizing the scriptures.
'Ua la tu'ua le tali. - They have left the house.
So'u nofo i lena nofoa. - Let me sit in that chair.

Mastery Check - Rule

Practice

1. Substitution - Class

Teacher: 'O le'a tōausia poaosiga.
Class: 'O le'a tōausia poaosiga.
Substitute: lā, mā, ia, mātou, lātou, tā, 'e, lua, tātou, tou

2. Substitution - Individuals

Teacher: Sa tātou lioa le tali.
Class: Sa tātou lioa le tali.
Substitute: lātou, 'ou, mā, 'e, lā, mātou, ia, tā, tou, lua.

3. Substitution - Class

Teacher: Sa 'ou tūsia se ata.
Class: Sa 'ou tūsia se ata.
Substitute: 'o le'a, se'f, '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 malumalu sā?
Missionary A: Leali, sa lā momoe i le malumalu sā.
Teacher: Sa lā momoe i le malumalu sā?
Missionary B: Leali, sa lua momoe i le malumalu sā.
Teacher: Sa mā momoe i le malumalu sā?
Missionary C: Leali, sa tātou momoe i le malumalu 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 tulāfono?
b. Sa 'e 'ata i le fale sā?
c. Sa 'e moe i le lotu?
d. Sa 'e tauloto le mau?
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'amauina Tesu 'ia te 'i latou. ❃
d. 'Ua flafla a'iu 'i le afu a'oga. ❃
e. Sa le tao a'iu a le lotu. ❃
f. 'O lo'o vaga'au Maria '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 ta'itonu 'i ma'ua 'i le Tusi Pa'a. ❃
j. 'Ia malolo ta'ua i le malumalu sā. ❃
k. Na solia e oila ni tulafono i le paranesi i le Aso Sā. ❃
l. O le'a fa'amatata e 'oe le upu 'i le vasesa i le taseo tasea?

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 in equative 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 vaila'ausina Maria / i se missiosa. / Na ia taunuu / 'i le MTC iat Setema. / Sa a'oa'o fa'atasii / Maria ma la'a a'iu a le vasesa. / Sa laa faiatou i le Tusi Pa'ia / ma sa le tauloataina ni mau. / Sa le fagia le soa Maria / 'i le MTC / Sa ia le fia a'oa'molu. / Sa ia moe i le malumalu sā / ma sa le ma'a ni fa'amauinaa. / Sa talanoa / Maria ma le peresitene o le paranesi. / Sa popole le peresitene / aum sa le ta'itonu / 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'iga?
b. Sa tou a'oa'o 'i le Tusi Pa'ia?
c. Sa 'e saunia le meaia i le Aso Toffi?
d. Pe ta'itonu 'oe 'i tuisituisiga pa'ia?
e. 'O lo'o latou mana'omia ni falaoma?
f. 'O le'a lua lauga i le paranesi i le Aso Sā?
g. 'O lo'o nofo Elder/Sister / le fale'oti ulu?
h. Sa 'e taina le polo i le fa'ale ra'alo anaileia?
i. 'O le'a tou tauloataina le Tusi Pa'ia?
j. Pe sa solia e lau aosa ni tulafono anapo?
k. Sa 'e tapunia le faitotota 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.
ACROSS
1. to open
4. to rest
6. to do, to make
10. to begin
12. to eat
13. he, she, or it
15. smoke
16. to accept
18. really!
19. to mock, to ridicule
20. to perceive
21. night
22. chair
23. day
25. cloud, daytime
27. to sing
30. to lead
34. for
35. to look at
36. indeterminate past
37. tea
40. but
41. to begin
43. determinate past
44. school

DOWN
1. to believe
2. to strike
3. to desire
4. to desire
5. conduct, behavior
6. to use
7. ice
8. to drink
9. no (informal)
11. to eat (plural)
12. determinate past
13. to love
14. to prepare
15. from
16. indeterminate past
17. to begin
18. to take
19. to strike
20. to strike
23. Imperative marker
26. to prepare
28. waistcoat
29. determinate past
30. for
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.

SPARK YOUR LANGUAGE MODEL

DIALOGUE

Elder Sikoki: 'A 'e alu e ta'ale?
Elder Williams: Teo, a fis fa'i sa'u ta'alega, 'a 'ua galo in te s'u po'o fea 'o i ai la'u fasti moli ma lo'u solo ta'ale.
Elder Sikoki: La e i totonu o le pusa toso.
Elder Williams: Fa'atofai. Atonu fo'i o le'a sola la'u ava.
Elder Sikoki: Ta, avatu la'u tasii.
Elder Williams: E'i ai fo'i sau sola?
Elder Sikoki: 'I. Toeutu 'e avaa 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.
Vocabulary

ala - to wake up, be awake
'aluga - pillow
'aua - don't
'avasa - beard
fa'a'amalu - to shower, to bathe (honorable)
fafagau - to wake someone up
galo - to forget
'ie 'afu - bedsheet
'ie mamo - blanket
kapotia - cupboard
leva - to be a long time (since)
miti - dream
pusa tpo - drawer
pusa tu - closet, cabinet
sele - to shave
solo/suga - hey (term for addressing a man/woman)
ta'atia - to lie (of animals and things)
tapena - to tidy up, to put away
teu - to put away, store, keep, arrange, decorate
ulu - head, hair

Tools

Common Phrases - Bedroom

'Ua leva le po. - It's getting late.
'Aua ne'i galo e fafagau a' u i le fitu. - Don't forget to wake me at seven.
Poe i ai se isai 'a' fu? - Is there another sheet?
A la e ta'atia mai 'o? - How about that one lying over there?
Fai se miti lelei. - Sweet dreams (Have a good dream).
Suga/Sole, 'aua le moe 'umía! - Hey (woman/man), don't sleep so long.
Nifo i luga! - Get up! (lit. Sit up.)
Poe 'aua leva ona 'e ala? - Have you been awake long?
Ioe, na ou ala po lava. - Yes, I got up very early (in the dark).
Teu lou moega. - Make your bed.
Tapena ni au mea. - Put your things away.

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 lelei. / Ua ou fia moe lava." / Sa fai atu Sister Jones, "Aua ne'i galo e fafagau a' u i le ono." / Sa fesili mai Sister Smith, "Aisea?" / Sa tali Sister Jones, "Aua ou te fia tust i la'u journal." / Sa fesili Sister Smith, "Pe i ai se isai aluga?" / Sa tali Sister Jones, "A la e ta'atia mai 'o?" / Sa fai mai Sister Smith, "Fa'afetia." / I le taeao, sa fai mai Sister Smith / 'ia Sister Jones, "Suga, 'aua le moe 'umía." / Sa la Sister Jones ma sa ia fesili atu / 'ia Sister Smith, "Ua leva ona 'e ala? / Sa tali Sister Smith, "Ioe, / na 'ou ala po lava." / Sa fesili atu Sister Jones, / "O le à le mea na 'e ala po ait?" / Sa tali Sister Smith, "Leaga sa 'ou fia tae'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 fasî molt?
b. O fea lau pulumi nifo?
c. O fea lou selu?
d. O fea lau maa fulunifo?
e. 'O i ai se fa'asta i lou potu moe?
f. O fea le fa'asta i le potu moe?
g. O fea le tafi a Elder _______?
h. O fea lou solo ta'ele?
i. O fea le pulumi nifo a Elder/Sister _______?
j. O fea le petpa?
k. E fa'a'aga e lau soa lau fasî molt?
l. E fa'a'aga e lau soa lou selu?
m. E fa'a'aga e lau soa lou solo ta'ele?
n. E fa'a'aga e lau soa lau pulumi nifo?
o. E fa'a'aga e lau soa lau tafi?
p. E fa'a'aga e lau soa lau maa 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

PC fa'asamalui? Ou te alu ou te ta'ele. E i ai sou solo ta'ele ma sau fasî molt? Fa'amolele 'umai le tafi se'i sele la'u 'ava. Avaru lo'u selu e selu ai lou ulu. 'Aua ne'i galo lau pulumi nifo ma maa fulunifo. Fufuinou 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 Cowdery na Elder Smith o _______ faite'a'an i le MTC. I _______ tasi aso, sa sauni atu Elder Smith i le ta'eleaga. _______ festili atu iana aso, _______ fa'amalui? Sa tali _______ Smith, "Toe, ou te fia _______ leaga 'ea lava le aso." _______ fai atu Elder Cowdery, "'Aua ne'i _______ lau tafi e sele ai lau _______." Sa tali Elder Smith,
"Lava. Fa'amolemale, aumai la'u pulumus ma mea fulunifo." Sa fai atu soa, "Ta, ua ilei. Avatu fo'i lo'ute selu ai lou lea la." Sa toe fa'afetai atu Elder Smith Elder Cowdery, ona alu lea 'o la le potu ta'ele. I se tasi minute, toa sau Elder Cowdery i potu meo. Sa fesili atu Elder Smith ia, "O le a le mea 'ua e toe aitai?" Sa tali atu Cowdery, "Sa, 'ua galo lo'u solo ta'ele ma fasi 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**

| 'ena'ena | - brown |
| lanu | - color |
| lanu meamata | - green |
| lanu moana | - blue |
| lanu moli | - orange |
| mumu | - red |
| pa'epa'e | - white |
| piniki | - pink |
| samasama | - yellow |
| uiuui | - black |
| viole | - violet |

**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 le nei 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 le nei mea?"
Missionary: "'O le penitals samasama.

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. tusafine
      b. tuagane
      c. tagata
      d. uso

   2. O lo'u igoa o Mele. O lo'u ... Ioane.
      a. tusafine
      b. tuagane
      c. tagata
      d. uso

   3. O lo'u igoa o Ioane. O lo'u ... Simi.
      a. tusafine
      b. tuagane
      c. tagata
      d. uso

   4. O lo'u igoa o Mele. O lo'u ... Sara.
      a. tusafine
      b. tuagane
      c. tagata
      d. uso

   5. O lo' o ... le faife'au i le totalo.
      a. mefo
      b. tu
      c. to'otuli
      d. tu'o
6. Na ... e Mele le tusi i lanei potu?
   a. taunu'u
   b. taimatai
   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

8. O lo'ou ... Ioana.
   a. tina
   b. tama
   c. teine
   d. tuaafine

9. E tolusefulu aso i le ...
   a. afa minute
   b. afa itula
   c. masina
   d. vaisago

10. E ... ta'svale i le mōi māmā.
    a. taofi
    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 toa fia inu.
    a. ma'ona
    b. malie
    c. sua malie
    d. lāiloa

13. 'Ua ... lanei mea'ai; ou te fiafia 'i ai.
    a. mafu
    b. mu
    c. lololo
    d. 'o'ona

14. 'Aua 'e te au ... i lena tifaga.
    a. tele
    b. lava
    c. matua
    d. so'o

15. Sa ... e Iesu poloa'iga.
    a. soli
    b. tausi
    c. tuafono
    d. popole

16. E fai ... pa'ia i le malumalu sā.
    a. talalelei
    b. avanoa
    c. saumiga
    d. fa'samumuia

17. ... lau 'ava.
    a. Tapena
    b. Teu
    c. Sele
    d. Selu
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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prayer</td>
</tr>
<tr>
<td>Why and Because</td>
</tr>
<tr>
<td>When Questions</td>
</tr>
<tr>
<td>Time Adverbs</td>
</tr>
<tr>
<td>Tense Markers</td>
</tr>
<tr>
<td>Imperative Markers</td>
</tr>
<tr>
<td>Dining Expressions</td>
</tr>
<tr>
<td>Descriptive Pronouns</td>
</tr>
<tr>
<td>Descriptive Pronouns in Sentences</td>
</tr>
<tr>
<td>Perfective Suffix</td>
</tr>
<tr>
<td>Bedoom Expressions</td>
</tr>
<tr>
<td>Bathroom Expressions</td>
</tr>
</tbody>
</table>

1. Fill in the blanks. Teacher: Mastery level is 80% accuracy by each missionary.

NEW WORDS: 'auai — to join, to take part in
Katoliko — Catholic
'o lea — therefore

'O Simi 'o ______ tama Samoa. E 'auai Simi i le lotu Katoliko. ______ le uo a Simi Ioane.
E 'auai Ioane i ______ lotu Mamona. I ______ tasi afo, na fa'a atu Ioane ______ Simi,
"______ tā o fa'a'tasi ______ le lotu Mamona taeao." Sa 'a o fa'a'tasi ______ le lotu Mamona ma ______ fiafia tele Simi i ______ ekalesia Mamona. O lea, sa ______ faitauina
le Tusi a Mamona ma ______ Tusi Pa'i'a. ______ ia to'otuli i le ______ i le pō. Sa ______
fasili i le Tama Fa'alelagi po ______ le ekalesia moni. Sa fa'a'tali Simi ______ se tali.
E talitonu Simi, ______ fai mai le Atua ______ ia e moni le ______ Katoliko. O lea, o
lo'o 'auai Simi ______ lens lotu. ______ faitauina ______ ia le Tusi Pa'i'a i ______
'una 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

3. Teacher: Read one of the following items, pause, and select a missionary to repeat the sentence, changing the doer 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 tuasane,
b. Ma fa'amatala e 'i le'ua le lāuga,
c. O lo'o tusi e Sīkōki lona igia,
d. 'Ua fiafia 'outou i le malumalu sa?
e. Na tapum i 'oe le faito'ota anailea?
f. O le'a fa'alogo 'oulua i le peresitene o le paranesi taeao?
g. 'Ua soli e lo'u uso poloa'i'iga a le Atua.
h. Sa fesoasoani 'i ma'ua ia te 'i latou anataeaoo.
i. Sa liga e le teine le koko.
j. 'Ua maau e 'i ta'ua le faia'oga fou.

4. Multiple Choice. Teacher: Review any items which prove difficult for the missionaries.

   1. ____ 'e alu 'i le fale 'oloa.
      a. 'La
      b. Se'i
      c. no word needed
      d. all of the above
2. . . ta'ele Simi i vaia so 'uma lava?
   a. E
   b. 'Ua
   c. O lo'o
   d. Sa

3. . . moe Simi i le fale ana lei lá?
   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 'otí ulu taeao?
   a. 0 lo'o
   b. Sa
   c. O le'a
   d. 'Ua

6. Sa moe Simi i le fale. . . moe pe'a '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. afe'a
   d. anahea

9. Sa ta'ele Ioane . . .
   a. neit
   b. namei
   c. ananei
   d. taeao

10. Sa . . . le fai to'o a.
    a. la tapunia
    b. e 'i la'ua tapunia
    c. tapunia e la
    d. e la_tapunia
    e. 'i la'ua tapuniina

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. aogaa
    b. aogaina
    c. fa'asoga
    d. fa'saogaina
    e. fa'aogalia
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 a'i teina lena?
   a. O lo'o i a'i le fale'oloa.
   b. Manuia laga 'o ia.
   c. O la'u uo lea.
   d. E alu i le vaiafo nei.
   e. O lona 'ofu lena.

16. Pe 'aisia na e le alu ai?
   a. Ananafi.
   b. Aua sa ou ma'i.
   c. Ioe, 'ua ou alu.
   d. Na sa o t'a Ioane.
   e. Na ou alu i le fale'olos.

17. 'Ua ta le fia?
   a. 'Ua lima minute ona t'a lea i le ono.
   b. 'Ua lima minute te'a i le ono.
   c. 'Ua toa lima minute 'ua te'a ai le ono.
   d. 'Ua te'a le lima minute ona ta lea 'o le ono.
   e. 'Ua lima minute 'ua te'a ai le ono.

18. 'O anafo sa tou ta'e'ele ai?
   a. Aua matou te vevela.
   b. Nanei i le po.
   c. Taeao i le taeao.
   d. I le fale ta'ele.
   e. Ananafi i le stiafia.

19. O le a le mea 'e te fia moe ai?
   a. Ou te fia moe taeao.
   b. 'O se moeia lena mea.
   c. Leaga na ou ala pō lava.
   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 lula manuia.
   b. Ioe, o lo'o ma manuia.
   c. Ioe, o lo'o ta manuia.
   d. Ioe, o lo'o tou manuia.
   e. Ioe, o lo'o lala manuia.

21. Po'o fiafia 'i t'a'ua?
   a. Ioe, o lo'o lula 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 lala fiafia.

PRONUNCIATION

1. Read the following sentences quietly to yourself.

   a. Usa mumi laga mumu i le pu'a pē.
   b. Na 'ata le teina i le ata?
   c. 'Us mou atu le puao?
   d. E sili atu lo'u fale i lo lou fale.
   e. Na toa 'oto lau to'i 'outou?
   f. 'Us te a'ai le lauliusai o si ou tei.
   g. Na ia 'aumaia le maia mai le salae.
   h. Na 'a'au le pule aoao i le auau.
   i. Ga kilo'gilo akili Kalosi i faikikili kakele.
   j. 'Us gugu le gutu o le tagata lena'i.
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 'aumi Simi i le lotu Mamona?
   c. E alofa le Atua i tagata Katoliko? Aisea?
   d. Sa 'e tatalo 'ina 'ia tloa 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 missions?
   b. 'E te fiafa i lau soa? Aisea?
   c. 'E te fiafa i le fale'aiga 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 'aumai ia te a'u le fusiuia o lau soa.
2. 'Ia 'ave lau 'api i le fale uila ma toe sau ai.
3. Se'i tatala 'ou 'ofu vae.
4. Ra 'e solia le tusi a lau soa.
5. Se'i 'ave 'au pusitusiga pa'ia i fafo ma toe sau ai.
6. 'Ia 'e 'ave 'ia Elder/Sister_______ lau selu.
7. Se'i alu i le paipa ma fufulu lau penitala.
8. Se'i tu'u 'ou se'evae i le nofoa o Elder/Sister__________.
9. 'Ia 'e tusia lou i goa i se mea lamu meamata.
10. Se'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 o-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>Amio</th>
<th>Manau</th>
</tr>
</thead>
<tbody>
<tr>
<td>- conduct, behavior</td>
<td>- attractive, nice-looking, nice</td>
</tr>
<tr>
<td>Gtunu'u</td>
<td>Nana</td>
</tr>
<tr>
<td>- country</td>
<td>- idea, though, opinion, to think</td>
</tr>
<tr>
<td>Ava</td>
<td>Nu'u</td>
</tr>
<tr>
<td>- wife</td>
<td>- town, village</td>
</tr>
<tr>
<td>Falefu</td>
<td>Pia</td>
</tr>
<tr>
<td>- quiet, calm</td>
<td>- noise, noisy, make a noise</td>
</tr>
<tr>
<td>Te</td>
<td>Tane</td>
</tr>
<tr>
<td>- angry, anger</td>
<td>- husband</td>
</tr>
<tr>
<td>Latalata</td>
<td>- near</td>
</tr>
<tr>
<td>- cold, chilly (of the body)</td>
<td>- to be late</td>
</tr>
<tr>
<td>or food which has cooled</td>
<td></td>
</tr>
<tr>
<td>- cold weather</td>
<td>- to be early</td>
</tr>
<tr>
<td>Malili</td>
<td>- to be late</td>
</tr>
<tr>
<td>- cold (of external things)</td>
<td></td>
</tr>
<tr>
<td>Mamau</td>
<td>- far, distant</td>
</tr>
</tbody>
</table>

NOTE: The word Amio can be prefixed to certain adjectives to describe kinds of behavior: e.g., Amiolele = 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

'ua ma'ia lana ava. - His wife (has become) sick.
Sa ita le fa'a'oga. - The teacher (was) angry.
E filemu lana tane. - Her husband (is) quiet.
E amasama lelei pulumu aifo. - This toothbrush (is) yellow.

Nouns (Predicate—nouns may be followed by adjectives, but the determiner is omitted.)

Sa fa'afe'au lo'a tama. - My father (was a) minister.
'O lo'o tama lelei matou. - We (are being) good boys.
'0 le'a fou fa'a'oga. - I will teach (or, I will be teacher).
Prepositional Phrases

| E a a'u lena tasi. | - That book (is) of me. (i.e., That book is mine) |
| 'O lo'o ia te a'u lau uaf. | - Your watch (is) at me. (I have your watch) |
| 'O le'a i le fa'ae 'o ia. | - She (will) be in the house. |
| Afai e le tesi 'outou, e le a a'u 'outou | - If ye (are) not one, ye (are) not of me (i.e., mine) (D&C 38:27). |

(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 pepe'etene lena tamāloa.
- O le'a aposetolo lo'u uso i se aso.
- O lo'o ia te 'oe se penitala?

- That boy (is) ill-behaved.
- The store (is) close to the chapel.
- That man (used to be) president.
- My brother (will be an) apostle someday.
- (Is there) a pencil at you (Do you have a pencil)?

Mastery Check - Rule

Practice

1. Dictation

   a. E pa'ae tele le uso o loane.
   b. Sa pīga tele le vasega analeilā.
   c. E malūlū le nei atumu"u i le taimi leni.
   d. 'O le'a to'aaga faife'au i le vasega.
   e. Ma tuai i le 'oaga le tama la'itiiti.
   f. Sa ita lana tanē 'ia te a'u.
   g. E mānaga lava le 'ofu o lena teine.
   i. O le'a 'a'oga lona tina i lenei tausaga.
   j. E latalata le fale o Sīmi i le fale o Mele.
   k. E valea tele lena manatu.
   l. 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 mōmāta le mēs'ai i le fale 'aiga?
   b. E i'a Elder/Sister _________ ia te 'oe?
   c. E mūmū lou fasii moli?
   d. E latalaia lou fale i se fale sa?
   e. E lanu a lou fusiau?
   f. E veee'a lou potu moe i aso uma lava?
   g. E mamasama le 'ie afu i lou moega?
   h. E molo'i 'oe?
   i. E mālūlu lou nu'u i lenei masina?
   j. E pa'epa'e lou 'ofu/'ofu tino?

4. Directed Questions.

   Pesili 'i'a Elder/Sister _____________!

   a. pe fou lona fusiu'a/'ofu.
   b. pe lanu moana lona selu.
   c. pe vaivai lana soa.
   d. pe pa'epa'e lana soa.
   e. pe tuai lona 'ofu vae/sakeka.

144
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'ia.)
   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 laualu?
   h. 'O fea lou aluga?

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
   amolelei
   poto
   ita
   amolea
   ita
   vaivai
   pa'i
   'umí
   fiafia
   to'aaga
   pu'upu'u
   f'a'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 Hawaii.
   Latou te nofo i Samoa.    - They live in Samoa.
   Lus te o atu i le fale'inoa 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, ai. 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:

   DESCRIPTIVE PRONOUN + te + PREDP + (etc.)

Examples:

   Ma te o 'i Samoa tasea.       - We are going to Samoa tomorrow.
   La te talitonu 'i le Tusi Pa'ia. - 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 le fia tapenaina le potu moe.
b. Pe 'e te fafanu lau soa i taeao uma lava?
c. Latou te le onosa'i i mea faigaata.
d. Pe lua te auaia polos'iga a le Atua?
e. 'Alitoga ta te o i le konafesi taeao.
f. Matou te to'oututui i le tataio i aso uma lava.
g. Ma te fiafa aloi le Tu'si Fa'ia.
h. Tou te faigaiauga i le faile'oloa?
i. Le te le to'saga i le lotu.
j. Matou te popole 'ia te 'oe ma lau ta'avale.
k. E te le 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 mamao?
b. Lua te fafai so'o 'i le faiao'oga?
c. Tou te fiafia 'i le nae atunu'u?
d. 'E te ma'alili i taeao 'uma lava?
e. Tou te fiafia 'i le salati i le faile'aiga?
f. 'E te tou lou moega i po uma lava?
g. 'E te fiafai 'i le ava o le peresitene?
h. 'E te fia to'aga i le misionoa?
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 là fia va'ata ni 'ofu mananaia i le faile'oloa.
b. 'Ua latou tua i le sauniga.
c. 'O lo'o o'u le fiafia 'i le nae potu vevela.
d. Po'usou tou fiafia i le fasi mamoe?
e. 'O lo'o matou faite 'i lau tane.
f. 'Ua tatou alolofo 'i lana ava.
g. 'O lo'o latou fiafia 'i le manatu o le faia o'ga.
h. Sa ma o atu 'i le 'ofisa o le peresitene.
i. O le'a ta tamomo'ea i se nu'u mamao.
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 le'alafaga Nukuaite 'i le ma. - Margaret does not like you.
Sa ou le fai'afa le le latou. - I didn't read that book.
'O lo'ou Latou le malamalama. - They don't understand.
E le'i ni tuss la le fale. - There aren't any books in the house.

In the last example above, le i ai has been contracted to leai. It is appropriate to use le i ai in answering questions, while leai 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?
Leai, e le i ai ni tagata i le masina. - No, there aren't any people on the moon.

Independent Statement:
E leai 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 le (or te 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>
<tbody>
<tr>
<td>'O lo'o alu Simi 'i Niu Sila.</td>
<td>E le'o alu Simi 'i Niu Sila.</td>
</tr>
<tr>
<td>- Jim is going to New Zealand.</td>
<td>- Jim is not going to New Zealand.</td>
</tr>
<tr>
<td>'O lo'o o'u fia alu 'i le fale</td>
<td>Ou te le'o fia alu 'i le fale.</td>
</tr>
<tr>
<td>- I want to go home.</td>
<td>- I don't want to go home.</td>
</tr>
</tbody>
</table>

For all practical purposes, 'o lo'o le is equivalent to e te le'o. For example:

'O lo'o le moe Mele i le fale. | E le'o moe Mele i le fale. |
| (or) | - 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 a and may sometimes be translated "not yet." For example:

Ou te le'i fai'afa le le fale. - I haven't read the book yet.

Though e 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 le:

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 le with any tense.
(2) using e te + le + lo to convey the present tense.
(3) using e 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 lana 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? - Haven't you gone to the store yet?
Sa le'i tatalo Maria i le lotu. - Maria didn't pray in the meeting.
Mastery Check - Rule

Practice

1. Substitution - Class

   a. Model: Ou te le a'oa'o tasea.
      Substitute: ananafi, nei, nanei, analeila, tasea i le vaveao, i le taimi lenei, anapo

   b. Model: E le'o faigaluega lana tane i le taimi lenei.
      Substitute: nanei, i le tasea tasea, anataeao, nanei 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'oi 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 faie 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'oloa.
   f. 'O lo'oma ma le ta'avala.
   g. Na ma solia ni tufafonoi i le fale ta'alo.
   h. Sa latou tapana mea i le potou moe.
   i. 'O lo'o o'u teu le moega o la'u soa.
   j. E i ai le faife'a'u i lena potu a'oga.
   k. 'O lo'oma matou vaivai pea.
   l. Na fa'amataja e lo'u yea le lauga.
   m. 'O lo'oma pei tele lena faife'a'u.

4. Questions

   a. 'Ua 'e ita 'i lau soa?
   b. Pe sa ma'aiili panikeke i le faie 'aiga anataeao?
   c. Pe sa vevela le fasi pua'a i le faie'aiga anataeao?
   d. Pe i ai se teine i lo'ou potu moe?
   e. 'Ua vevela lenaei potu?
   f. 'Ua malulu lenaei potu?
   g. Sa to'u teu solo i le pusato soa?
   h. Sa latou talaanoa ma se teine manata i le faile'oloa?
   i. E mamao lo'u nu'u?
   j. E latalata lo'u nu'u?
   k. 'O le'a lua teu le fasi pua'a i le kapotia?
   l. 'Ua malolo le faife'a'u lena?
   m. Sa e ta'guloitina se tatalo fa'a-Samoa?
   n. Lua te ʻo 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
fte - but

'O lo'u iuga o Elidor Taelama. / Ou te nofo i le MTC / i le nu'u o Provo i le atunu'u o Amerika. / E le manao Provo mai Salt Lake City. / Oa te le'i fiafia i le MTC i le amataga. / Ou te le'i fiafia i le meas'ai / ma sa 'ou taka i le fais'oaga. / Sa iaea fofa la'u soa. / I se tasi aso, sa fa'ia mai o fais'oaga. / 'E le'o se faife'aulelei 'oe. / 'Ia 'e a'oa'o maolasi. / Sa 'ou fa'amanoa teia i lena aso. / Sa 'ou to'aaga i le vasaega / ma sa 'ou tautia tualafono o le misiona. / Ou te fiafia i le MTC i le taimi lenei. / 'Ae 'ou te le'o fiafia i le meas'ai.

2. Fill in the Blanks

NEW WORDS: vai la'au - medicine
mo - for
loa - then
Tu'u mai 'ia te a'u - Leave it to me

'O Samita 'o __________ faife'aulelei. 'O lo'o nofo 'o ia __________ le MTC. Sa talanoa Samita ma le peresitene __________ le paranesi i le __________ Sa. Sa fesili le peresitene, "e __________ tautia tualafono o le misiona?" __________ tali Samita, "Leai, 'ou te __________ tautia na tualafono valea." Sa __________ le peresitene, "Aisea?" Sa tali __________, "Leaga, e __________ ni tualafono lelei. Ou __________ le'o fia a'oa'o __________ le vasaega. Ou te fia alu i __________ tualaga. Sa fa'i mai __________ peresitene, "E __________ se mea lelei lena mea! O le a le mea 'e __________ fia alu i le tualaga?" __________ tali Samita, "Au na __________ fia ma'a sa vai la'au no __________ tinā. __________ mea 'o ia." Sa fa'i atu loa le __________. "O lena lā! Ta, tu'u mai 'ia te a'u; Ou __________ alu i le tualaga __________ 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 lena '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.

**DIALOGUE**

Elder Nalesoni: "O a lua ma le fa'ataasi?
Elder Williams: Ma te o i le taulaga. E o? Tatou o fa'ataasi?
Elder Nalesoni: 'Alioga. E i le fa'ataasi faa'a o a lua?
Elder Williams: Taula mo'i? O le a lana moa o fa'ataasi?
Elder Nalesoni: Le o fa'ataasi faa'a. 'Olo lo o faa'a o a lua.
Elder Williams: Sa'o le latu la! Se'a sa'u oe, tatou o fa'ataasi.
Elder Nalesoni: Tae afa. O le faa'a o a lua. 'Oa o faa'a o a lua.

**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
'atoa - complete, entire, whole
'auo'i - 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
se - to walk
su'e - to look for, to search
tala - story, report, to tell
tala'i - to proselyte
taoto - 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 ʻa can have quite different meanings, depending on the intonation it is given.

Phrases of Consent or Agreement:

'0 'og ʻa - It's up to you
Pule a 'oe - You're the boss
Sa'o lelei ʻa - 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)
'Aliga - 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 popole - Don't worry
'Auo'i - Ow; oh (pain or shock)
E ʻa? - (with rising intonation:) What? (used when not hearing what someone said)
E ʻa 'es? - (with falling intonation:) What about it?; So what?
'E - 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.)
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?
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 ______ fai?
   a. 'a
   b. e
   c. 'ua
   d. 'o
   e. sa

2. 'O le a lau mea e ______?
   a. tusi
   b. faitau
   c. su'a
   d. a'o'a'of
   e. 'ai

3. 'O le a lau mea e ______?
   a. faitau la'u tusi mai lo'u 'aiga
   b. fa'i la'u mea'ai
   c. sauni atu le galuega/tala'aiga
   d. manuia lava, fa'afetai

4. 'O ______ mea e fai?
   a. le a lau
   b. a a la
   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+)
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 taeo o le Aso Faraile. / Sa fesili Ioane 'i a Simi, /
"'O le a lau mea e fai?" / Sa tali Simi, "'O lea e fai a la'u tasi. / Sa fesili Ioane, "Ta
teo i le tifaga?" / Sa fesili Simi, "'O le a la le tifaga?" / Sa fai mai Ioane 'i a Simi, /
"'O le tifaga 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 te pule." / Sa fai atu Ioane, "'Ua lelei. /
"'O le a la mea a Mika e fai? / Sa fai mai Simi, "La e faidaluaga i le 'a'oga." / Sa fesili
Ioane, "'O le a la taimi / e 'uma ai lana galuega?" / Sa tgli Simi 'i a Ioane, "E uma lana
galuega i le fa." / Sa fai atu Ioane, "Ta, masalo / 'o le a ma 0 'i le tifaga ma Mika. / Sa fai
mai Simi "Aioaga 'o lo 'o fia alu Mika / 'i le tifaga i lelei aso." / Sa fesili atu Ioane, 
"Aisae?" / Sa tali Simi, "Leaga sa ma' i Mika ananiqa."

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) La e fa'alogo 'ia te 'oe.
Teacher:  Fa'afetalai.

5. a. 'O le a lana mea e fai nei?
   b. 'O le a lana mea sa fai i le potu mea anapo?
   c. 'O le a lana mea na sa le ana'afai?
   d. 'O le a lana mea sa fai i le megua anapo?
   e. 'O le a lana mea 'a fai namei i le po?
   f. 'O le a lana mea 'ua fai?
   g. 'O le a lana mea sa 'ai i le fa'a'aiga?
   h. 'O le a lana mea sa fai i le fa'e uila?
   i. 'O le a lana mea 'o fai?
   j. 'O le a lana mea sa fai i le fa'e ta'ele?
   k. 'O le a lana mea 'o su'e?
   l. 'O le a lana tala e fai?

5. You are a reporter from Newsline 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.
VOCABULARY BUILDER - ROLES AND OCCUPATIONS

| 'au faifā'va | fisherman (plural) | loīa | lawyer |
| 'ave ta'avale | driver | matai | chief |
| fa'amasino | judge | palemā | prime minister |
| fa'atau'oloa | salesperson, storekeeper | pule a'oga | school principal |
| fa'atonu still | director | pule nū'u | mayor |
| fa'ata'ogo | farmer | no'o | disciple |
| failautusi | secretary | ta'itaifong | chairperson |
| fa'inofo | dentist | tamaititi a'oga | student |
| faipule | member of parliament | tautai | master fisherman, captain of a boat |
| fatamata | doctor | teina foma'i | nurse |
| kamuta | carpenter | tau tupe | treasurer |
| leoleo | police officer | |

Practice

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 lau soa?
   b. Sa 'e fa'atau'oloa?
   c. O le'a e faipule i se aso?
   d. E pule nū'u lou tama?
   e. E loīa lou tuagane/tuafafine?
   f. Sa failautugi lou tama?
   g. 'O se pule a'oga lou uso?
   h. 'O se fa'a'oga lelei a'u?
   i. Sa 'e tamaititi a'oga?
   j. 'O ni so'o a Iesu Kēriko oulu?

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: Le'ai, e le'o se leoleo a'u.
   Missionary B: 'O lo'o 'e 'ave ta'avale?
   Teacher: Sa'oi!

(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 a'ai lo'u tinā i lona 'ofisa i taseo uma lava.
   Missionary 2: E failautusi lou tinā?
   Missionary 1: Le'ai. E talanoa tsgata ma lo'u tinā.
   Missionary 2: 'O le loīa lou tinā?
   Missionary 1: Le'ai. E fēsosoaingi lo'u tinā i tagata fa'anoaonoa.
   Missionary 2: E foma'i lou tinā?
   Missionary 1: Io. (The missionaries reverse roles.)

Mastery level is achieved when the missionaries are able to communicate effectively.
PERFORMANCE ACTIVITY

Teacher: Designate one missionary to come to the front of the room and pantomime some action. Ask the class, "O le a lama 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.
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>atali'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 birth, offspring, children</td>
</tr>
<tr>
<td>fe'au</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>daughter (of a woman)</td>
</tr>
<tr>
<td>tamatama</td>
<td>- son (of a woman)</td>
</tr>
<tr>
<td>tamateine</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**

**POSSESIVE 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 lau'a 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:

**A**

'o 'upu a le tagata

- the words of the person

'o le talī a le fafine

- the answer of the woman

**O**

'o 'upu o le pese

- words of the song

'o le talī o le fesili

- answer of the question
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</td>
<td>'o le tala o le nu'u</td>
</tr>
<tr>
<td>- the story the village is talking about or telling</td>
<td>- the story about the village; its history</td>
</tr>
<tr>
<td>'o le fa'amaniaga a le tama</td>
<td>'o le fa'amaniaga o le tama</td>
</tr>
<tr>
<td>- the blessing the boy gave</td>
<td>- the blessing the boy received</td>
</tr>
<tr>
<td>'o le ata a le teine</td>
<td>'o le ata o le teine</td>
</tr>
<tr>
<td>- the picture owned by the girl</td>
<td>- the picture of the girl (the picture has her likeness)</td>
</tr>
<tr>
<td>'o le nu'u o le tamāloa</td>
<td>'o le nu'u o le tamāloa</td>
</tr>
<tr>
<td>- the village of the man (the one he rules)</td>
<td>- the village of the man (the one where he lives or was born)</td>
</tr>
<tr>
<td>'o lana fa'au</td>
<td>'o lona fa'au</td>
</tr>
<tr>
<td>- his/her errand or business</td>
<td>- his/her excrements</td>
</tr>
<tr>
<td>'o lana mea</td>
<td>'o lona mea</td>
</tr>
<tr>
<td>- his/her thing</td>
<td>- 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.

**O-class nouns include possessions in:**

**O-1.** Situations in which the possessor is dominated or ruled by the possession:

- 'o lo'u Atua
- 'o le fa'a'oga o le tama
- 'o le matai o le aiga

- my God
- the teacher of the boy
- the chief of the family

**O-2.** Situations in which the possessor is physically dominated (covered, carried, or upheld) by the possession:

- houses
  - 'o le fa'ale o le tagata
  - the house of the person
- boats
  - 'o lona va'a
  - his boat
- clothing, umbrella
  - 'o le ofu tino o le teine
  - the blouse of the girl
  - 'o lona fusiusa
  - his tie
  - 'o le fa'amalu o le faife'au
  - the umbrella of the minister
- major geographical features or locations
  - 'o le nu'u o le foma'i
  - the village of the doctor
  - 'o vasa o le lalolagi
  - oceans of the world

**NOTE:** In exception to this, the words fa'ato'aga (farm) and sami (sea) are A-class.

**O-3.** Close natural or biological relationships in which the possessor is perceived as having no choice in the existence of the relationship.

- parts of a whole, including parts of the body
  - 'o itilau o le tusi
  - pages of the book
  - 'o masina o le taisaga
  - months of the year
  - 'o le ula o le teine
  - the head of the girl

**NOTE:** In exception to this, the word 'ava (beard) is A-class.

- thoughts, feelings, skills, desires, and attributes
  - 'o le alofa o le tina
  - the love of the mother
  - 'o le faiva o le tamāloa
  - the craft of the man
  - 'o le manatu o le loia
  - the idea of the lawyer

**NOTE:** In exception to this, the word talent (talent) is A-class.
c) parents, brothers, sisters, offspring of men, and honorific terms for spouse

'o lona tina - his/her mother
'o lona tamu - his/her father
'o le tuafafine 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'i 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 uati - 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 galuexi a le fafine - the work of the woman
'o le aganu'u a le atumu'u - the customs of the country
'o le amio a le tagata - the behavior of the person

NOTE: Fa'iva (job, skill, craft) is classed as a skill and is covered by rule 0-3.

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 fanau 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

<table>
<thead>
<tr>
<th>O-class possessions occur in relationships:</th>
<th>A-class possessions indicate a controlling relationship:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) where the possessor is dominated by the possession.</td>
<td>(1) where the possessor dominates the possession:</td>
</tr>
<tr>
<td>(2) where the possession covers, carries, or upholds the possessor.</td>
<td>a. property not covered by O-class rules; food, animals.</td>
</tr>
<tr>
<td>(3) where the possessor did not choose to create the relationship:</td>
<td>b. human behavior, anything voiced.</td>
</tr>
<tr>
<td>a. parts of a whole, including body parts.</td>
<td>(2) where the possessor chooses to create the relationship:</td>
</tr>
<tr>
<td>b. thoughts, feelings, talents.</td>
<td>a. children, offspring of women, common terms for spouse.</td>
</tr>
<tr>
<td>c. parents, brothers, sisters, offspring of men, honorific terms for spouse.</td>
<td>b. friends and companions.</td>
</tr>
</tbody>
</table>
Examples:

O fea le tusi a le tama?
Aumai le fa'amalu o Maria.
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: fale, uafi, 'ofu, peni, fanau, uso, ta'avale, faia'oga, amio, tamateine, nu'u, tusi, to'alua, 'upu, tali, tuangane, uō

2. Substitution - Individuals

Model: 'O le tela a Sini.

Substitute: ula, galuega, 'ofu vae, va'a, 'ava, atali'i, tama, manatu, ipu vai, soa, tuafafine, ava, tali, faiva, solo, afafine, fe'a'u

3. Fill in the Blanks

NEW WORDS: Ieremia - Jeremiah
gaoi - to steal
gagao - empty
loa - immediately, right away
tagata gaoi - thief
le taeao 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 _________ lene fale. Sa fai atu le leoleo, "_______ lou fale lenei?" Sa tali Ieremia, "E leai, o le fale lenei _________ lo'u tama." Sa fesili atu _________ leoleo, "O ai lou tama?" Sa fai atu Ieremia, "O le lois _________ tama." Sa va'ai atu le _________ i le tele o mea manasi i totonu _________ le fale. Sa fesili le leoleo, "O le laulau lene _________ ai?" Sa tali Ieremia, "le laulau lene _________ lo'u tina." Sa fesili atu le _________, "O le fusina lene _________ ai?" Sa tali Ieremia, "O le fusina _________ o lo'u uso." Sa va'ai atu le leoleo _________ se ata ma sa fesili atu, "O ai na tagata?" Sa tali Ieremia, "O le tama _________ lo'u tama ma le tane _________ lona tuafafine.

Sa fesili atu Ieremia, "O le a le mea _________ te fai ai nei fesili e tele?" Sa tali le leoleo, "Aou sa i ai se tagata gaoi _________ lenei nu'u. Masalo 'o se tagata gaoi _________ tamā."

_______ ita loa Ieremia ma sa ia fai atu, "E te valea? E le'o _________ tagata gaoi lo'u tama?" Sa alu i fafo loa le _________ ma sa le toe sau _________ i. I le taeao na soso'o ai, sa a Ieremia ma sa va'ai atu 'ua gagao _________ fale. Sa fai atu Ieremia, "Aou! Ua gaoia 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 gaoia 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 a’i se _____ a/o lau soa?

<table>
<thead>
<tr>
<th>brother</th>
<th>car</th>
</tr>
</thead>
<tbody>
<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>

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, Ø 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>o</td>
<td>-u (my)</td>
</tr>
<tr>
<td>s-</td>
<td>a</td>
<td>-u (your-singular)</td>
</tr>
<tr>
<td>ni-</td>
<td></td>
<td>-na (his/her/its)</td>
</tr>
</tbody>
</table>

Examples:

'0 lo matou fale lene. - That is our house.
'0 ana fanau na. - Those are her children.
'0 la tatou tasi lenei. - This is our book.
'0 ouloua fusiu na. - Those are your (2) neckties.
'0 lau mea’al lene. - 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-, Ø), 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 a’i sau fanau? - Do you have any children? (Lit. "Do your children exist?")
Leai, e le i a’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:

**ARTICLE** **PARTICLE** *(l-, s-, ni-, -)* + 0 or A + **DESCRIPTIVE PRONOUN** *(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?
- Leal, 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.
- Aumei so'u ofu tino.
  - Bring my shirt.
- F manaia lava au panikeke.
  - Your pancakes are delicious.
- O fea o tatou faia'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 fale?
      Substitute: fanau?, ta'avale., tusi., faia'oga?, uati?
   b. Model: E i ai ni o la fale?
      Substitute: peni., nofoa?, uo., lavalava.
   c. Model: E i ai lo matou fale.
      Substitute: va'a?, moa., atumu'u, 'alaia?, tinā?, potu., fusius.
   d. Model: E i ai o ta 'ofu tino.
      Substitute: foms'i', fa'i', fanau?, fa'amalu., 'ie 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 -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 mō, ma, or i. Mō (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 mō 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. Mō means "for," "for the use of," "for the benefit of."
2. Either mō 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 pīntkī. - 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 lelei nu'u.
b. Sa vaivai lo la uso i tausaga e lua sefulu.
c. Na saunia e Mele se ma'ai mo ana uo.
d. Ave ma 'oe le nofoa lena.
e. Na ia ave le mea alofa ma lana uō.
f. Sa faigauea Mereko mo ana uo i le tausaga atoa.
g. Sa ia fa'amatalaina lona alofa mo i matou.
h. Aumai ma a'u se fusiau lana meamata.
2. Fill in the Blanks

NEW WORDS: e a pe'a — how about if
evaga — date
'ina 'ia — in order to, so that
peita'i — but, however
tu'a'i — 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 ______ fafina, "O lo'u igoa ______ Sala. 0 a'u lou tuu'oi fou. Ua ______ sumaia le falaoa ______ 'oe." Sa fiafia Ioane ______ Sala ma sa ia fai atu, "Fa'a fatei lava. E a pe'a se'i ______ se ta mea'ai nanei?" ______ tali atu Sala, "Ta, ua lelei." Sa galue Ioane ______ le aauuli atoa 'ina 'ia saunia ______ le evaga. Na ia saunia se sua moa ma ni pateta ______ 'i la'ua. Sa ia ta'ele fo'i ______ le ituia atoa lava! Sa fiafia lava ______, aua sa alofa tele Ioane ______ Sala.

Na taunu'u Sala i lona fale i le ta o ______ fitu. Sa 'ai Ioane, 'ae sa la 'ai ______. Sa faasili atu Ioane, "O le a le mea ______ te le 'ai ai?" Sa tali ______, "Au a o lo'o fa'atali ______ tane 'is te a'u. O le'a ma 'a'ai fa'atasii." Sa fa'anoanao ______, aua sa ia le liloa ua fa'aipoipo Sala. Peita'i sa ia fai atu, "Ta, 'ave nei mea'ai ______ oulua." Sa 'ave e Sala le mea'ai ______ lona to'alua ma sa ia toe ali i lona fale. ______ le toe alofa Ioane ______ lena fafine. Sa ia nofo ______ lona lava fale ______ lona olosa atoa ae sa la to le ______ fako.

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. O le a le mea na fa'apena ai le amio a Sala?
b. Fa'amata 'ua fa'aipoipo mo'i Sala?
c. O le a le mea na le toe alu ai Ioane i fako?
d. O 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.

TO BECOME, TO ACT AS

The notions of "become" and "act as" 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:

Sa avea Ioane ma se faipula. — John became a member of parliament.
O le'a avea Sini ma se tagata lelei. — Jim will become a good person.
Sa fai 'o ia ma tama o le aiga. — He acted as father of the family.

Generally speaking, descriptive pronoun doers cannot be used with these verbs:

Sa avea a'u ma se faife'aau tala'i. — I was (or became) a missionary.
Sa fai 'o ia ma pelesitene. — She acted as president.
Articles before the done-to are often omitted, especially with fai...ma:

Sa avea Samelu ma fa'masi'i. — Samuel became (a) doctor.
0 le'a avea 'oe ma fa'ta'i'i. — You will become (the) leader.
0 le'a avea 'o ia ma fa'i'aoga. — He will act as teacher.
0 le'a fa'ia Male 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 tama. — John has become his father.
E fai Simi 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 loa. — 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 fa'ilautusi. — 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'amasiino.
      Substitute: 'ave ta'avele, fa'inifo, pule nu'u, lo'u uso/tuagane, faifa'ato'aga, la'u uo, kamuta.

   b. Model: 0 le'a fa'ia Male ma teine foma'i.
      Substitute: fa'istau'oloa, lo latou tina, loia, ta'ita'ifono, lou tuafafine/uso, fa'ilautusi, teu tupe, la'u soa.

2. Questions

   a. Sa avea lou tina ma se fa'ilautusi?
   b. Sa avea 'oe ma se fa'istau'oloa?
   c. 0 le'a fa'i Elder/Sister ma ta'ita'i iu?
   d. 0 le'a avea lou soa ma ta'ita'i sose i Samo'a?
   e. 0 fai Elder/Sister ma peresitene o le paranesi?
   f. 0 fai lau uo teine ma fa'ilautusi?
   g. E fia avea 'oe ma leoleo?

3. Directed Questions

   Fasili 'ia Elder/Sister:

   a. pe o le'a avea o ia ma pule t'a'oga i se aso.
   b. pe sa avea laua soa ma tagata leaga i le tuasaga ua te'a.
   c. pe o le'a fai 'o ig ma loia.
   d. pe sa fai lona tama ma fa'ia'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 tele. / 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 fai o ia ma matai o le aiga / ma sa pulu o ia i mea uma. / Sa ia ave ma ia le ta'evala / o lona atal'i. / I se tasi aso, sa ia alu atu / i le fale o lona asafine / ma 'ave uma nofoa. / Sa fa'anoanoa lona asafine ma sa fai atu, / "Fa'amolemole o le toe i ai ni o matou nofoa. / O fea o le'a matou nonofo ai?" / Sa tali Mareko, "Ia nofo o lo outou va'a." / Sa fai atu lona asafine, "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 leinei aiga." / Sa fa'anoanoa Mareko, 'ae sa ia / toe tu'uisia 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 fonua o ai lenei?

c. O le'a avea lau soa ma se faife'au lelei?

d. E 'ave ma a'u le api lenei?

e. E i ai sa oula tusi pepe?

f. Na 'ave ma lau soa lau fasi moli?

g. O le'a fai lau 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 vaiaao e titu?

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 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 fusia.  
Missionary 3: Ua i ai lana tusi ma o lo'o i ai lona fusia, 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.

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: E i ai sau molima?
Elder Williams: Poe, ou te fios ua uma oua toola'ina le ekalesia moni a Jesus Kristo. E a?
Elder Sikoki: E le'o i ai sa'u molima. Ou te fia fios po'o lefeas ekalesia a moni.
Elder Williams: E tatau ona 'e faitoafai le Tusia a Mamona ma tatalo ma le loto fa'amoni. O le'a fa'asalia e la Agaga Fa'ia 'ia te 'oe u moni le Ekalesia a Jesus Kristo 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.

168
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 faile - members of a household; "au fono - council members: 'au faipesa - choir; 'au pa'ia - saints; 'Au Alofa - Relief Society

5 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 ai sau ___?
   a. penita\a
   b. fa'\a
   c. tafi

2. Lo'e, e i ai ___ fa'amalu.
   a. lo'\u
   b. lo tanou
   c. lo ma\u
   d. o latou

3. ___ sansa tusi pese.
   a. 'Us le\i
   b. E le\i
   c. E le'o i ai
   d. Sa le\i

4. O le tusi a ___ lenel(?)
   a. 'u
   b. 'oe
   c. Simi
   d. ai

5. E le\i ___ mea.
   a. se
   b. ni

6. 'Us ia te ___ se (object) fou?
   a. 'oe
   b. ia
   c. oula

7. 'O lo'e ia ___ se selu u\uulu.
   a. Io\en
   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'avale?
   a. Wiliamu
   b. 'i latou
   c. 'i ma'ua
   d. oulu

9. E le'o i ai le tama le ______.
   a. ta'avale
   b. tivi
   c. 'ofu pa'epa'e

8. Do/Does ______ have a car?
   a. William
   b. they (3 or more)
   c. we (2, exclusive)
   d. you two

9. The boy doesn't have the ______.
   a. car
   b. TV
   c. white shirt

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 n'i uo teine/uo tama?
   e. E i ai se molimau a Elder/Sister ______?
   f. E i ai ni taleni a Elder/Sister ______?
   g. O lo'o i te 'oe se 'api?
   h. E i ai sou fa'amalu?
   i. E i ai sau se to'aiua?
   j. O lo'o i Elder/Sister ______ se penitala?

3. Directed Questions

   Fesili i'a Elder/Sister ______:

   a. pe i ai sana uati.
   b. pe i ai se molimau a lana soa.
   c. pe i ai ia Elder/Sister ______ se ta'avale.
   d. pe i ai ni ana uo i Samoa.
   e. po ua ia te ia se uo teine/uo tama fou.
   f. po ua lana soa se fusiusa/sakaka fou.
   g. pe i ai ia Elder/Sister ______ se pulumu nifo samasama.
   h. po'o i a 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'una atu la'u moimau.
   1. I would like to bear my testimony.
2. Ou te i łoa ma 'o mautinoa _______.
   a. 'o lōo soifua le Atua le Tama ma
      lona alo o Jesus Keriso
   b. e moni le Ekalesi a Jesus Keriso o
      le Atua le Aso e Tama Ai.

3. Ou te molaimau atu 'ua uma ona toe
   futa'i'ina _______.
   a. le ekalesi moni a Jesus Keriso
   b. le malo o le Atua i le laloa'i
   c. le mana o le perisitua
   d. le pule pā'a a le Atua

4. Ou te iloa fo'i o se perofeta.
   a. Josefa Samita
   b. Ezra Taft Benson

5. E tatau ona tatau _______.
   a. su'esu'e i taisitusiga pa'ia
   b. taisia poloa'iaga a le Atua
   c. tatalo ma le fato fa'amaoni

6. Na/Ua fa'alia mai e le Agaga Pa'ia _______.
   a. e moni ma fa'amaoni le taialeleli.
   b. le moni o le Tusi a Mamona
   c. le sā a e taisia si poloa'iaga

7. Ou te tu'uina atu lenei molaimau i le
   suafa o Jesus Keriso: Amene.

Practice

1. Memorization Exercise

2. Fill in the Blanks

NEW WORDS: a'oa'oga
fa'afofoga
'īna 'īa
māfaufau

- teachings
- to listen (honorific)
- in order to, so that
- to think

Ou te fia tu'uina atu la'u _______ ia te outou. Ou te _______ ma o'u mautinoa e moni
_______ Ekalesi a Jesus Keriso o le _______ o Aso e _______ Ai. Na ou su'esu'e i
taisitusiga _______ ma na ou _______ ma le loto fa'amaoni _______ po e tele. Na ou
faitsuina le _______ a Mamona ma ua _______ māfaufau i ona a'oa'oga. Ul fa'afofoga le
_______ i a'u tatalo ma ua i fa'alia mai ta te _______ le moni o lenei lava ekalesi.
_______ te molaimau atu e _______ le Tusi a _______. Ou te iloa fo'i ua _______ ona toe
_______ le malo o le _______ i le laloa'i. O le perisitua _______ le mana ma
_______ pule pā'a a le Atua. Ou _______ iloa fo'i o Ezra Taft Benson o _______
perofeta moni lava _______ le Atua. E tatau _______ tatau taisia _______ a le Atua
'īna 'īa maua le fiafia i _______ laloa'i. Ou te _______ atu lenei _______ i le suafa
_______ Jesus 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.
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'uf" 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.

RETENTION 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.

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. Talk about days, dates, and months.
2. Use more time expressions.

DIALOGUE

Elder Sikoki: 'O le aso fra le nei?
Elder Nelesoni: 'O le aso valu le aso. 'O anafas na 'a taumu'u mai ai 'i le MTC?
Elder Sikoki: Na 'ou taumu'u 'i la Fepuai. 'Asa 'e om?
Elder Nelesoni: Na 'ou sa'u 'i le MTC i le vaiaao talu ai. 'O afaa 'e te maiga ai?
Elder Sikoki: 'On te alu i le vaiaao lag, i le aso safululima o Apafila.
Elder Nelesoni: 'Amo'ia la 'oel! 'O u te le alu sa'ia o'le 'i le massina 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**

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>lea</td>
<td>- this, that</td>
<td></td>
<td>'Aperila - April</td>
</tr>
<tr>
<td>lona</td>
<td>-th, -d (ordinal number affix)</td>
<td></td>
<td>Me - May</td>
</tr>
<tr>
<td>musum</td>
<td>- first</td>
<td>Juni</td>
<td>Iulai - July</td>
</tr>
<tr>
<td>mulimu</td>
<td>- last</td>
<td></td>
<td>'Aokuso - August</td>
</tr>
<tr>
<td>talu ai</td>
<td>- previous</td>
<td></td>
<td>Setema - September</td>
</tr>
<tr>
<td>Ianu'li</td>
<td>- January</td>
<td></td>
<td>Oketopa - October</td>
</tr>
<tr>
<td>Fepu'ali</td>
<td>- February</td>
<td></td>
<td>Novema - November</td>
</tr>
<tr>
<td>Mati</td>
<td>- March</td>
<td></td>
<td>Tesema - December</td>
</tr>
</tbody>
</table>

**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."

<table>
<thead>
<tr>
<th>English Day</th>
<th>Samoan Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Aso Cafua</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Aso Lus</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Aso Lulu</td>
</tr>
<tr>
<td>Thursday</td>
<td>Aso Tofi</td>
</tr>
<tr>
<td>Friday</td>
<td>Aso Faraile</td>
</tr>
<tr>
<td>Saturday</td>
<td>Aso 'Ona'i</td>
</tr>
<tr>
<td>Sunday</td>
<td>Aso Sā</td>
</tr>
</tbody>
</table>

**NOTE:** Aso Faraile is also pronounced Aso Falaise.

**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

lua = two

tola = three

selau = one hundred

Ordinal Number

lona lua = second

lona tola = third

lona 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 vaiaso?
   a. muamua
   b. lona lua
   c. lona lima
   d. mulimuli

2. 'O Fepuiai 'o 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. iuasefulu fa
   c. sefulu tasii
   d. To'ona'i

5. 'O le aso _____ o Me, tasi le afeiva selau valuasefulu ma le fa.
   a. muamua
   b. lua
   c. tolusefulu

1. What is the _____ day of the week?
   a. first
   b. second
   c. fifth
   d. last

2. February is the second month of the year.

3. What _____ is this?
   a. day
   b. month
   c. year

4. Today is _____?
   a. what date (what is today's date?)
   b. the twenty-fourth (day 24)
   c. the eleventh (day 11)
   d. Saturday

   a. first
   b. second (two)
   c. thirtieth (thirty)

Practice

1. Memorization Exercise

2. Questions

   a. 'O le a le aso muamua o le vaiaso?
   b. 'O le a le aso taaao?
   c. 'O le a le aso lona lua o le vaiaso?
   d. 'O le a le aso lona lima o le vaiaso?
   e. 'O le a le masina muamua o le tausaga?
   f. 'O le a le aso lona tolu o le vaiaso?
   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 vaiaso?
   j. 'O le a le aso lona ono o le vaiaso?
   k. 'O le a le masina lona sefulu o le tausaga?
   l. 'O le a le aso mulimuli o le vaiaso?
   m. 'O le a le masina lona tolu 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 taega?
   u. 'O le a lou aso fa'anau?
   v. 'O le a le aso fa'anau a Elder/Sister ____?

3. Directed Questions

   Fesi'i '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 fa'anau o lona soa.
   d. po'o le a le masina lenei.
   e. po'o le a lona aso fa'anau.
   f. po'o le a le aso lona tolu o le vaiaso.
   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 taega.
   j. po'o le a lona aso fa'anau.
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 vaiso?
   b. E fia aso i le masina lenei?
   c. E fia aso o Pepu'ai?
   d. E fia vaiso 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>Date</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 8, 1830</td>
</tr>
</tbody>
</table>

- PATTERNS - MORE TIME TALK

1. Na sau le peresitene i le vaiso _____.
   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. vaiso lenei
   c. masina lenei
   d. Aso Lulu

5. Na 'ou sau fia _____.
   a. Novem
   b. 'Aokuso
   c. Mati
   d. Tulai

5. I was born in _____.
   a. November
   b. August
   c. March
   d. July

176
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 anafea _______ e taunu'u mai 'i Samoa?" _______ tali mai Mele, "Na 'ou sau 'i Samoa _______ Tesema, 'ae na 'ou taunu'u mai _______ Apia i le vaiaso 'ua _______. 'Ou te fia alu i _______ fono o faife'au i Apia." Sa fesili atu Maria, "_______ le aso e fai ai lena fono?" _______ tali Mele, "O le'a fai le fono _______ le aso tulo o le masina _______ sau." Sa toe fesili atu Maria, "O le a _______ masina 'a sau?" Sa fai mai Mele, _______ Mati. 'O anafe 'e te alu _______ 'i Niu Sila?" Sa tali atu _______, "'Ou te alu 'i Niu Sila _______ Aperila."

3. Questions

a. 'O anafe 'e te alu ai 'i le fale 'otile uly?
b. 'O le a le aso e te alu ai 'i le fale sa?
c. 'O le a le masina sa 'e fanau ai?
d. 'O le a le masina na fanau ai lau soa?
e. 'O le a le masina e fai at le Kefiasasti?
f. 'O anaefa na 'e tu'uina atu ai lau molimau?
g. 'O le a le aso e alu ai 'oe 'i le taulaga?
h. 'O anafe e fai at le saumiga i le fale misiona?
i. 'O anaefa sa _______ ai? (Fill in with an event that occurred last week.)
j. 'O anafe 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 'otile ulu i le vaiaso lea,
b. pe sa alu 'o ia 'i le fale'eau i le vaiaso 'ua te'a,
c. po'o le a le aso e alu ai 'o ia 'i le fale'oaloa,
d. po'o anaefa e alu ai 'o ia 'i le taulaga,
e. po'o anaefa sa alu ai 'o ia 'i le fale 'otile ulu,
f. po'o le a le masina sa taunu'u ai 'o ia 'i le MTC,
g. po'o le a le masina e alu ai 'o ia 'i Samoa,
h. po'o le a le masina na fanau ai 'o ia,
i. po'o le a le taulaga e toe sau ai 'o ia 'i Amerika,
j. po'o anaefa sa alu ai 'o ia 'i le fale'oaloa 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 fai fale.
      a. failautusi
      b. foma'i
      c. kamuta
      d. leoleo
      e. loia

   2. E malamalama . . . 'i tulafono o le atu'u.
      a. fa'atao'aga
      b. foma'i
      c. kamuta
      d. pulea'oga
      e. loia

   3. E fesaoaoani . . . 'i tagata e toe maua le malosi.
      a. fa'atao'aga
      b. foma'i
      c. failautusi
      d. pulea'oga
      e. leoleo

   4. 'O le . . .'o se tagata e tāfī tagata leaga.
      a. fa'atao'aga
      b. fa'atau'oloa
      c. kamuta
      d. leoleo
      e. failautusi

   5. Tatou te maua mea'ai mai . . .
      a. fa'atao'aga
      b. failautusi
      c. kamuta
      d. loia
      e. foma'i

   6. 'O le . . .'o se teine e faigaluega i se ofisa.
      a. fa'atao'aga
      b. failautusi
      c. kamuta
      d. leoleo
      e. fa'atau'oloa

   7. O lo'u igoa o Mele. O le igoa o lo'u tīnā 'o Sara. O a'u o lona . . .
      a. tamateine
      b. tamatane
      c. tuafafine
      d. afafine
      e. atali'i

   8. O lo'u igoa o Ioane. O le igoa o lo'u tāmā o Simi. O a'u o lona . . .
      a. tamateine
      b. tamatane
      c. tuagane
      d. afafine
      e. atali'i

      a. tamateine
      b. tamatane
      c. tuagane
      d. afafine
      e. atali'i
10. 0 lo'u igoa o Maria. 0 le igoa o lo'u tamā o Simi. 0 a'u o lona . . . .
a. tamateine
b. tamatane
c. tusafaine
d. afafine
e. atali'i

11. 'O le . . . Niu Sila.
a. nu'u
b. atumu'u
c. laolagi
d. malo
e. vasesa

12. 0 lo'u to'alua Sara. 0 la'u . . . 'o ia.
a. ava
b. tane
c. afafine
d. tamatane
e. tamateine

13. E galue melosi Simi auā e . . . 'o ia.
a. paie
b. vaiyai
c. filemu
d. mo'i
e. to'aga

14. E leai se pisa i se fale . . .
a. paie
b. vaiyai
c. filemu
d. mo'i
e. to'aga

15. 'Ua te'a le taimi o le sauniga; 'ua . . . tele Sins.
a. vave
b. tui

c. ma'ali'i
d. malou

e. manaia

16. E fiafia tama 'uma i teine . . .
a. mamao
b. māngia
c. paie
d. ita
e. pisa

17. Sa . . . Le tamāloa i le fale'oloa i le pasi.
a. ta'oto
d. savali
c. tamo'e
d. 'ave
e. malaga

18. Sa 'e . . . i le Tusi a Mamona?
a. mautinoa
b. su'esu'e
c. afo'gia
d. mana
e. soifua

a. La e
b. 'O la

c. lea
d. 'O lea e
e. 'O a'u

20. 0 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 tamatama
21. E talitonu Sina i le lotu; e malosi lona . . . .
   a. perisitua
   b. molima
   c. soifua
   d. toe fuata'iina
   e. moni

22. E le mafa' ona maua e fa'ine le . . . .
   a. perisitua
   b. molima
   c. soifua
   d. toe fuata'iina
   e. moni

23. 'O . . . le masina muamua 'o le tausaga.
   a. Aso Gafua
   b. Tesega
   c. Aso Sa
   d. Iamuali
   e. aoauli

24. E a'oa'o faife'au i le . . . Samoa.
   a. fa'amalau
   b. fe'au
   c. nu'u
   d. aganu'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:  
Missionary A (team 1):  sa'o?
Missionary B (team 1):  seso?
Teacher:  
Missionary C (team 2):  fa'amano'i
Missionary D (team 2):  lelei?  
Teacher:  
Missionary E (team 3):  mo'i
Missionary F (team 3):  moni?
Teacher:  sa'o! E valu 'ai o le 'au lona tolua.

Passwords:
Round 1:  to'alua
Round 2:  tamatane
Round 3:  fe'amalau
Round 4:  mea 'ai
Round 5:  afafine
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>
<th>Non-Past Tense Marker te</th>
<th>Negative Predicative Sentences</th>
<th>Conversational Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doings</td>
<td>O-Class and A-Class Nouns</td>
<td>Possessive Pronouns</td>
<td>Ways to Express &quot;For&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;To Become&quot; and &quot;to Act As&quot;</td>
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<td></td>
<td></td>
<td></td>
<td>Testimony</td>
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<td></td>
<td></td>
<td></td>
<td>Possession</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Days, Dates, Months</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<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
'tuala - road
palapala - muddy
pitauna - suburb, part of village
amu - rain

Lau susuga Ioane e,

'Ua ou fe'anoanoa lava aua sa ou le'i va'ai _______ 'oe _______ Apia i _______ Aso Tofi.
Na sau la'u uo mai Miu Sila e va'ia Samoa ma _______ ma o atu fa'atasii i la'u ta'availe _______ Aleipata e va'ia _______ nu'u moni _______ Samoa. Sa palapala tele _______ 'aua sa timu tele le aso; sa _______ matua 'ave lemu le ta'availe. Sa matua fiafia _______
la'u uo _______ le fale'ololao B.P. i Apia. Sa 'ou alu _______ lou pitonu'u. Sa ou va'ia _______ le tamalao i _______ fale Samoa la'itiiti. _______ ou fesili _______ ia,
"Fa'amolemen, 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'amoeoe e mafai ona ou va'ai _______ 'oe _______ Tesema. O le'a ou tusitusi ia te 'oe taeao. O le'a tusia fo'i _______ la'u uo _______ se tusi 'ia te 'oe. Sa fai mai 'o ia 'o Samoa i Sisifo 'o _______ atumu'u ma'asia lava ma sa matua fiafia _______ i nu'u 'uma lava.

Ia scifua,

_____ Simi

2. Multiple Choice. Teacher: Review any items which prove difficult for the missionaries.

1. E ... a'u lenei tusi.
   a. a
   b. o
   c. i
   d. no word needed

2. O lo'o ... ma'i Sina.
   a. i ai
   b. fa'i
   c. 'ia te ia
   d. no word needed

3. E ... lotu Mamona 'i matou.
   a. i ai
   b. fa'i
   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'u

5. ... o atu i le fa'elōoa?
   a. E outou
   b. E tou
   c. Outou te
   d. Tou te

6. He is a teacher. (Choose the correct translation)
   a. O lo'o ia se fa'a'oga.
   b. O lo'o se fa'a'oga 'o ia.
   c. O lo'o fa'a'oga 'o ia.
   d. 'O ia o lo'o se fa'a'oga.

7. ... se teine 'oe.
   a. E le'i
   b. E le'a
   c. E le'a o
   d. 'O le'o

8. Ou te ... alu 'i le fale. (I haven't gone home yet.)
   a. le'i
   b. le'o
   c. le'0
   d. le

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. ... faiteau 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

11. O lo'o nofo Simi i ... faie.
    a. sana
    b. sona
    c. lana
    d. lona

12. Sa manaia ... lauga.
    a. sana
    b. sona
    c. lana
    d. lona

13. E to'aatele ... uo
    a. lana
    b. lona
    c. ana
    d. ona

14. E lua ... ta'avaloe.
    a. lana
    b. lona
    c. ana
    d. ona

15. Pe ia i ... faie?
    a. sa ouluu
    b. so ouluu
    c. la ouluu
    d. lo ouluu

16. Aumai ... fa'amalu, fa'amolemole.
    a. sa la
    b. so la
    c. la la
    d. lo la
17. E leaga . . . mafaufau.
   a. ni a latou
   b. ni o latou
   c. a latou
   d. o latou

18. E le'ai . . . 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 . . . failautusi 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 say le tama i le va'asa . . .
   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 faale sā . . . Aso Sā.
   a. ia
   b. ig te
   c. ia le
   d. i le

25. O le'a le aso 'e te sau ai?
   a. O le aso sefululus i Mg.
   b. O le sefululus aso i Mg.
   c. O le sefululus aso o Mg.
   d. O le aso sefululus o Mg.

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 lemei fa'aloa mafi?
   a. 'Oka'oka.
   b. 'E te le pule.
   c. Ioe, e mo'i.
   d. Toe afe.

28. E 'aulele a tele, lau a o taini.
   a. Sa'o lelei a.
   b. Se'i teetititi.
   c. 'Aua le popole.
   d. Sā!
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 comprehensively.

**COMPREHENSION**

Please close your books. Teacher: Read the following paragraph, then ask the questions below to test the missionaries' comprehension. NEW WORD: fale ma'i – 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'i i se tasi aso. Sa ia fesili atu i le foma'i, "Fa'amoleole, ou te fia faigaluega i lelei fale ma'i. 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, "Le'ai, 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 'uau fa'noanoa Mele ma na ia fai mai, "Masalo o lo'o i ai se isi galuega e mafai ona 'e fa'a. 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'i i le Aso Lulu.

Comprehension Questions

1. 0 le a le mea na mana'o ai Mele?
2. Sa ita Mele i tagata mama'i?
3. 0 fia sa alu ai Mele?
4. Sa 'avea Mele ma se teine foma'i?
5. 0 le a le mea na fai mai ai le foma'i 'ia Mele e uiga i lona mana'oga?
6. Sa ma'ua e Mele le galuega i le fale ma'i?
7. 0 le a le aso na 'amata ai lana galuega?
UNIT 5
LESSON ONE

Bring to class several objects that can be manipulated with the hands (soap, comb, pencil, 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

sfa - storm, ale, hurricane
agi - to blow (of wind)
'avane - to take, to bring along, to hand over
'avatu - to take, to give (to someone other than the speaker)
fa'amama - to clean
fa'atau - to buy, to sell
fo'i/toe fo'i - to come back, to return
sala - broom, rake, to sweep
goto - to set (of sun), to sink

'i - with (instrumental)
lā - sun, sunny
la'au - tree, plant, stick, radio, or some other apparatus
loga - at once, immediately
mafanafana - warm
oso (pl. feosofi) - to jump, to rise (of sun, moon)
sola - to run away, to escape
toso - to pull
vanu - valley, ravine

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></td>
<td></td>
<td>Tatou te tatalo atu i le Atua.  - We pray to God.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sa ou fai atu le 'upu 'ia te 'oe.  - I said the word to you.</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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mary gave me a gift.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fesoasoani mai ia te a'u.  - Help me.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Na fiafia mai le tsine.  - The girl was happy (in my direction).</td>
</tr>
<tr>
<td>aue</td>
<td>(along; aside)</td>
<td>Ua o aue tagata.  - The people have gone (by).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Na ia toso aue le salu.  - He pulled the broom aside.</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'esena 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 'eu (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.

atu - (away from the speaker)
mai - (toward the speaker)
anе - (along; aside)
a'e - (up)
ifo - (down)
'ese - (away)

Examples:
Sa to'tutuui ifo faise'au. - The missionaries knelt down.
Ne savaii anе le teine. - Sara loves me.
0 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.
Sa alu 'ese le tama leaga.

Mastery Check - Rule

Practice

1. Memorization Exercise

2. Substitution - Class

   a. Model:  Sa ia alu 'ese.
              Substitute: atu, anе, a'e, ifo

   b. Model:  0 le'a latou o mai i le fono.
              Substitute: atu, anе, 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 logne i le vanu.
   b. Sa latou o i le mauga.
   c. Se'i tatou o i lo'u fale.
   d. O fea 'e te sau a'i?
   e. Sa savaii le tama i le aia.
   f. Sa lа o i le sami.
   g. O le'a ou toe fо'i '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.

**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* precedes nouns and possessive pronouns but follows the articles *le*, *se*, and *ni*.

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 fēa le isi pusa? (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).)
- Nā 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:

- Fesili '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 mugaa nisi i lena 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 using *isi* or *nisi* to stand for both words. Study the following examples:

- Nā o atu isi i lena 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 maus nisi tusi mai leeni fale 'olas a'o nisi tusi mai lena fale'a'oloa. (I got some (several) books from this store but (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:
   *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 tusi ia Simi, ae avatu isi tusi ia 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 le 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. Avane se isi. - That pen doesn't work. Take another.

Mastery Check - Rule

Practice

1. Dictation NEW WORD: totoe - remaining

Sa 5 atu Elder Simi ma nisi faife'au / i le fale'oloa i le tesa. / Sa latou fia fa'atau mai nisi mea. / Sa i ai i le fale'oloa ni pulumu nifo lanu viole. / Sa fa'atau 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 isi faife'au nii selu ululi. / Sa mana'o fo'i Sale i se selu ululi, / ae sa leat se mea na totoe. / Sa fa'atau fo'i e Simi nisi penitala. / Sa samasama isi ae sa a o a faife'au i le potu vasaega. / Sa a'oa'o nisi i le fa'aasamoa / 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. Avane nisi (items) ia Elder/Sister __________
   b. Ave mo 'oe (items) lanu mea mata. Avatu le isi ia Elder/Sister __________, a'o le isi ia Elder/Sister __________.
   c. Tu'u nisi (items) i le laulau, ae aumai isi (items) ia te a'u.
   d. Ali i le laulau. Aumai le isi (item) 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 (misi) 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.

**PREDICATE PHRASES AS PREPOSITIONS**

In Samoan, a number of phrases consisting of a tense indicator, a predicate, and a preposition can be used as if the entire phrase were a preposition. The non-past tense marker e is commonly used in these expressions when they refer to permanent landmarks or situations. Directional adverbs are frequently used to give added information.

<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>
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 unoa 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</td>
</tr>
<tr>
<td>e fa'asaga 'i</td>
<td>- facing</td>
</tr>
<tr>
<td>e fa'afeaga'i</td>
<td>- opposite</td>
</tr>
<tr>
<td>e latalata (ane) i</td>
<td>- near</td>
</tr>
<tr>
<td>e soso'o ane i</td>
<td>- adjoining, next to</td>
</tr>
<tr>
<td>e soso'o mai i</td>
<td>- adjoining, next to (on this side of)</td>
</tr>
<tr>
<td>e soso'o atu i</td>
<td>- adjoining, next to (on the far side of)</td>
</tr>
<tr>
<td>e pito ane i</td>
<td>- next to</td>
</tr>
<tr>
<td>e pito mai i</td>
<td>- next to (on this side of)</td>
</tr>
<tr>
<td>e pito atu i</td>
<td>- next to (on the far side of)</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'amatala mai e uiga i le tusa fou. - He explained about the new book.
Ma sau Ioane i le vasega e unoa ma ni tusi. - John came to class without any books.
E tu le malumalu sa e latalata ane i le sami. - The temple stands near the ocean.
Ma te o i le fale'oloa e fa'afeaga'i ma le fale 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 tua. / Sa le fiafia ai Mele i lona fale. / 0 lea, sa ia su' e se isi fale / e latalata ane i lona fale musalem. / Sa ia maua se fale fou se sa ia fa'anosoa pea, / aua sa tu le fale fou e pitotane i le fale sa Mamona. / Sa tele le pisa o le 'au Mamona, / o lea sa le mafai ai ona moe Mele. / Sa alu Mele i se isi fale / e soso' o atu i le fale o lona tama. / Aea sa leaga fo'i lema fale / aua sa aiga malosi afa i lema nu'u. / 0 lea sa ia nofo ai i se isi fale e fa'asaga'i ma le fale misiona. / Sa fiafia Mele i lona fale i sina tamai. / I se tasi aso, sa o mai fa'afe'au Mamona / ma sa ia tala'i le lotu Mamona ia Mele. / Sa ita lona Mele ma sa ia atu 'ese e auona ma se 'upu. / Sa ia alu i se isi fale e fa'asaga i le fale'o'otu. / Aea sa leaga fo'i lema mea, aua / sa i a' i fafe'au Mamona i lema fale'o'otu. / 0 lea sa alu Mele i le fale / e tupito atu i fale uma o le nu'u. / Sa tu lona fale i le mauga / ma sa lea nifi fale e latalata ane i lona fale. / Sa nofo Mele i le fale i le mauga / ma sa lea toe fa'anosoa 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. 0 lea le itu'aiga o tagata e i ai Mele? 0 a ni 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 which you 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:

Sa o atu le tama ma le teine i le lotu. - The boy and the girl went to church. (or, The boy went with the girl to church.)
Ua o mai Simi ma lana uo. - Jim and with his friend have come.
Ma o atu tama i le fale sa fa'atasi ma o latou matua. - The boys went to the chapel with their parents.
The sense of instrumentality is conveyed by the preposition 'i:

O le'a ou tusi 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'atasii ma (together with) show accompaniment.
2. 'i (with) shows the means or instrument by which something is done.

Examples:
Sa o atu Simi Fa'atasii ma lona vaasega 'i le malae.
Sa faia le fales 'i laupapa.
O le'a fa'amama e Sister Samita le potu 'i le salu.

- Jim went with his caiss to the field.
- The house was made with (out of) boards.
- Sister Smith will clean the room with a broom.

Mastery Check - Rule

Practice

1. Substitution - Class

Model: Sa ou fa'amama'ina le fales 'i le salu.
Substitution: 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 _________ fales a'oga e latalata one _________ se la'au telē. Ua faia le fales a'oga _________ Laupapa. Sa latou _________ atu i totonu o le _________ ma sa latou nofo a______ o latou nofoa. Sa _________ fa'alogo lelei _________ lo latou faia'a'oga. Sa latou a'oa'o _________ isi tamaiti a'oga _________ le vaasega. Sa _________ tusia nisi ata _________ penitaia se sa tusia isi ata _________ peni. Sa fesoasani _________ atu le faia'a'oga _________ 'i latou. Sa latou faia le mea 'ai _________ le fa o le sefululu. I le ta _________ le fa, sa latou fa'amama'ina le fales a'oga _________ ni salu fou. _________ o atu Simi _________ Mele _________ Pili 'i le fales _________ le afia 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 (fasua'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 - therefore
ilog - to see, to notice, to perceive
matafaga - beach

Sa malaga atu Elena ________ iana uo o Sala ________ le taulaga i le ________ To'ona'i.
Sa festili atu Elena ________ le tagata po'o fea ________ fale'olao o Eventi. Sa tali
_______ tagata, "E pito atu le fale'olao ________ le fale sa." Sa la 5 atu ________ le
fale sa as ________ la le iioa atu ________ fale'olao. Sa festili atu Elena ________ le
faife'a po'o fea ________ le fale'olao o Eventi. ________ fa'i le faife'au, "E latalata
le ________ o Eventi i ________ sami." Sa o ifo ________ ma Sala i le ________ matafaga,
ae sa ________ le iioa atu se fale'olao. ________ fa'i atu Sala ia Elena, "Ta ________
i se isi ________." Sa tali Elena, "Tea! Ou te fia ________ i le fale o Eveni! ________
leaga isi fale'olao!" Sa va'ai atu Elena ________ se fale laupapa, ma sa ia ________ i
totou. Sa ia le tagata ________ totou o le fale. Sa festili ________ Elena ________
a po'o fea le fale'olao ________ Eveni. Sa tali le ________, "O le fale lenei!" Sa fiafia
lava ________ aua ua ia maua ________ fale'olao 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: E a le aoa?
Elder Williams: E time tei. Ua emo fo'ai le uta.
Elder Sikoki: Se'i tā o i Orem. Masele a le time 'o.
Elder Williams: Se'i la'ofie ona tā o lea.

TRANSLATION

Elder Scott: How's the weather?
Elder Williams: It's really raining! The lightning is flashing, too.
Elder Scott: Let's try to Orem. Maybe it isn't raining there.
Elder Williams: Wait until it lets up, then we'll go.
### Vocabularies

<table>
<thead>
<tr>
<th>Ma'ana</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a'a'sa</td>
<td>heat, fiercely hot</td>
</tr>
<tr>
<td>ao/aoa</td>
<td>cloud/cloudy</td>
</tr>
<tr>
<td>fa'amata/pe</td>
<td>be likely that, think (in the future)</td>
</tr>
<tr>
<td>māta</td>
<td>sense of having an opinion</td>
</tr>
</tbody>
</table>
| faititi | thunders, rain |}

### Tools

<table>
<thead>
<tr>
<th>Ma'ana</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mānao</td>
<td>quiet and still</td>
</tr>
<tr>
<td>pā</td>
<td>to burst, to explode</td>
</tr>
<tr>
<td>poa</td>
<td>shade, shady</td>
</tr>
<tr>
<td>pōgisa</td>
<td>dark, darkness</td>
</tr>
<tr>
<td>puao/puaoa</td>
<td>mist, fog/misty, foggy</td>
</tr>
<tr>
<td>ea'vi</td>
<td>breeze, fresh air</td>
</tr>
<tr>
<td>sou</td>
<td>(of sea) rough</td>
</tr>
<tr>
<td>timu</td>
<td>rainy</td>
</tr>
<tr>
<td>u'ila</td>
<td>lightning, electricity</td>
</tr>
</tbody>
</table>

### Vocabulary Builder - Prepositional Phrases of Location

The following phrases should help you in describing locations. The prepositions ʻi or 'i in each case below may be replaced by maʻi (from). For a review of these prepositions, see Unit 2, Lesson 4.

The words ʻuta (inland) and ʻe (sea) 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."

<table>
<thead>
<tr>
<th>ʻi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʻi/ʻi</td>
<td>here (often accompanied by a gesture indicating exact location)</td>
</tr>
<tr>
<td>ʻi/ʻi ʻinei</td>
<td>here, anywhere in this area (less precise than ʻi)</td>
</tr>
<tr>
<td>ʻi/ʻi ʻina</td>
<td>there (refers to a location which is visible)</td>
</tr>
<tr>
<td>ʻi/ʻi ʻilā</td>
<td>there, over there (refers to a location which is a short distance away and which may or may not be visible)</td>
</tr>
<tr>
<td>ʻi/ʻi ʻole</td>
<td>there, over there</td>
</tr>
<tr>
<td>ʻi/ʻi gātai</td>
<td>a little distance toward the sea</td>
</tr>
<tr>
<td>ʻi/ʻi gā</td>
<td>seaward, toward the sea, on the sea side</td>
</tr>
<tr>
<td>ʻi/ʻi gāʻuta</td>
<td>a little distance inland</td>
</tr>
<tr>
<td>ʻi/ʻi gāʻuta</td>
<td>further inland</td>
</tr>
<tr>
<td>ʻi/ʻi ʻuta</td>
<td>inland, on the inland side</td>
</tr>
<tr>
<td>ʻi/ʻi ʻuta</td>
<td>further inland, far inland</td>
</tr>
<tr>
<td>ʻi/ʻi matu</td>
<td>north</td>
</tr>
<tr>
<td>ʻi/ʻi saute</td>
<td>south</td>
</tr>
<tr>
<td>ʻi/ʻi sasaʻe</td>
<td>east</td>
</tr>
<tr>
<td>ʻi/ʻi sisifo</td>
<td>west</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. Tuʻi ʻi ʻinei.
   b. Nofo ʻi ʻina.
   c. Alu ʻi ʻole.
   d. Aumai ʻi ʻi lau tusi.
   e. Tuʻu ʻi ʻilā le api a lau soa.

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 __________ ʻi 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 a le aso?
2. E _____ le aso.
   a. maia
   b. manina
   c. savili
   d. malula
   e. timu
   f. paolo
   g. puoa
3. Ua _____ tele le aso.
   a. la
   b. timu
   c. vevela
   d. savili
   e. mafansana
4. Ua matafi le _____.
   a. ao
   b. puoa
   c. laagi
5. Ua agi ______.
   a. mai le matagi
   b. malu le savili
   c. mai le afafa
   d. mai le matagi i Sisifo
6. Fa’amata ______?
   a. o lea laofia
   b. o lea’i timu
   c. ua lolu le mafui’e
   d. ua sou le vasa
7. Ua ______?
   a. ‘emo le uila
   b. pa’o le fitititi
   c. ‘a’asa le la

1. What’s the weather like?
2. It’s a ______ day.
   a. nice
   b. quiet, still, calm
   c. breezy
   d. cold
   e. rainy
   f. shady, overcast
   g. foggy
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/lo'o manaia le aso?
   c. Ua agi mai le afā?
   d. Ua timu le aso?
   e. Fa'amata o le'a timu?
   f. Ua la tele le aso?
   g. Ua veveia tele le aso?

   i. E malulū lou nu'u?
   j. E malulū Provo?
   k. Ua pogisa?
   l. Ua 'emo le uila?
   m. Sa 'g'asa le ia ananafi?
   n. Sa pā le fattitili anapo?
   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 comprehensively.

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

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>fa'afiapoto</td>
<td>- presumptuous</td>
</tr>
<tr>
<td>fa'alaalavesve</td>
<td>- trouble, accident, to disturb</td>
</tr>
<tr>
<td>fa'amoea</td>
<td>- to hope, hope</td>
</tr>
<tr>
<td>fa'atoumu</td>
<td>- to instruct, to direct</td>
</tr>
<tr>
<td>fa'amoea</td>
<td>- to fill</td>
</tr>
<tr>
<td>fa'se</td>
<td>- fear, to fear, to be afraid</td>
</tr>
<tr>
<td>fa'moemoe</td>
<td>- to want to</td>
</tr>
<tr>
<td>fa'iu</td>
<td>- to be tired of, to be bored</td>
</tr>
<tr>
<td>fa'o</td>
<td>- to steal, thief, theft</td>
</tr>
<tr>
<td>lava</td>
<td>- to be able to, to feel up to</td>
</tr>
</tbody>
</table>

- lavā - fatigue, to be tired, bored
- lipotī - report, to report
- mea - to be ashamed, embarrassed
- mafau - to think, to consider, thought, mind
- mimita - proud, conceited, pride
- mgau - to refuse, to be totally uncooperative
- soia - stop
- fata - to roam, to wander, to goof off
- tāgāmea - laundry, washing
- tumu - full, crowded, packed

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'of e ʻi Samoa. - They wanted to go to Samoa.
Sa ou fa'atoumuina le tama e sau le mea'i. - I instructed the boy to prepare the food.

The infinitive following some verbs (especially fa'amoeo, alu, and ʻo) is sometimes marked by the te form of the non-past tense and a descriptive pronoun.

Sa ou fa'amoeo ou te maua se mea alofa. - I was hoping to receive a gift. (lit. "I hoped I receive a love thing.")
Lau te ʻo lua te ta'e'ele? - Are you two going to bathe?

No tense marker is used with infinitives following the verbs iloa (to know how to), fia (to want to), and lava (to feel up to). For example:

Fe e te iloa faitau tusi? - Do you know how to read?
Latou te fia ʻo ʻi Samoa. - They want to go to Samoa.
Ua ou le lava galae. - 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, ʻo, and fa'amoeo) sometimes begin with a descriptive pronoun and the tense marker te.
3. No tense marker precedes the infinitive after fia, iloa, and lava.
Examples:

Ou te alu ou te moe. - I am going to sleep.

Ua ia sau i le 'a'oga e faiatu ni tuisi. - He has come to the school to read some books.

Ua ma le lavava fa'alogo i lana luauga. - 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, lē lava, fia, iloa

2. Questions

   a. 'E te fa'amoe fia te alu i Samoa?
   b. 'E te iloa faiatu tuisi?
   c. 'E te musu e fai le 'a'aga a lau soa?
   d. 'E te fiafa i fa'atu'mu lipotia vaiafo uma lava?
   e. 'E te ma e Hautala fa'a-Samoan?
   f. Sa 'e le lava tamo'e i le fai tu'alonamafia?
   g. 'E te fia e a'oa'o i le vaasega i aso uma lava?
   h. Sa 'e musu e tafao i le aso malalo?
   i. 'E te iloa usu pese?
   j. 'E te fia fa'alogo i le lā'au?
   k. Fae lau soa e 'ai mea'ai Samoa?
   l. 'E te mana'g e alu lau soa i le fa'etiti ulu?
   m. O le'ā lua o e fai se tāgāma?

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 pese. (iloa)
           Missionary: Latou te iloa usu pese.

   a. O le'ā ou ta'ale. (alu)
   b. Sa fa'atu'mu e la'u soa lipotia.
   c. O lo'olotautala fa'a-Samoan le teine. (fefe)
   d. E ta'alotapūsai le tama i aso uma lava. (le lava)
   e. Oa te malama'so'a i le fa'a-Samoa. (fa'amoe)
   f. Lua te fa'atali i le fa'a'uga? (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 (I)

Negative commands in Samoan are formed with lāua (do not, don't) and aois (stop). In commands, these expressions generally come at the beginning of sentences and may occasionally be preceded by the insistent imperative marker ('fia) 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:

\[
\begin{align*}
\{\text{se}\} & + \{\text{soia} \text{ or 'aua}\} & \text{DESCRIPTIVE PRONOUN} & + \text{PREDP} & + \text{(etc.)}
\end{align*}
\]

Examples:

'aua luo te popole 'i se mea. - Don't you (2) worry about a thing.
'ta 'aua 'e te ita ia te a'. - Don't you be mad at me.
Soia ta te o atu so'o i lelei 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 fai fa'auatata'i Simi ma Eti. / E le fai fa'au 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, "'Au a 'e te pai'e. / Sa ou fa'atumu lipoti i le vaiso ua te'a." / Sa fai atu Eti, "Soia 'e te fia amiolelei." / Sa fa'aetonu e Eti Simi / e sauni se mea'ai, se sa musu o ia. / Sa fai atu Simi, "Aua 'e te 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 fai toto'a.
   b. Se'i tata iala nei le fa'amalama.
   c. Ta e sau i laupaapa.
   d. Tu i le laulau.
   e. Ta 'e tata iala le fai toto'a.
   f. Se'i lua o ci fafo.
   g. Ta lua toci o mai i totonu o le potu.
   h. Se'i 'e au i fafo ma inu 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. gaoi f. 'ata
c. mimita 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:
Mastery Check - Rule

Practice

1. Dictation. NEW WORDS: pe'afai - if

Sa fai atu Simi ia Eti. "O leaou fiafia / e saunt le mea'ai pe'afai 'e te fai le tagamea." / Sa tali Eti. "Soia le fa'alavelave!" / Sa ita los Simi ma sa ia fai atu, / "Aua 'e te fa'afiapoto!" / Sa tali Eti. "Se soia le valeat!" / Sa alu Simi e talanoa ma le peresitene o le missiona. / Sa ia fa'amata atu le fa'alavelave mì lana soa. / Sa fai atu le peresitene, Aua 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 vasega.
   b. Ia moe i lenei potu nanei.
   c. Tu'u lenoa nofoa i fafo.
   d. Tu i luga.
   e. Se'i inu le vai i le fale'aiga.
   f. Le e gaoi la'u ta'avale.
   g. Tu'u se tusi i le nofoa o lau soa.
   h. Ia tusi ni fuai'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
   b. ta'oto
   c. ta'alø
   d. pesè
   e. mafaufau i mea leaga
   f. inu
   g. popole
   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: Samoan, 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 nei 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:
This construction may be summarized as follows:

\[
\text{\{se\}} + \text{'aua ne'i} + \text{\{DESCRIPTIVE PRONOUN\}} + \text{\{PREDP + NP doer\}} + \text{PREDP} + \text{(etc.)}
\]

Examples:

'\text{'aua ne'i 'ave lena ta'aveale!} - \text{Don't take that car!}
'\text{'ia 'aua ne'i ta'atala oulua.} - \text{Don't you (2) talk.}
'\text{'aua ne'i 'a fa'anoanoa.} - \text{Don't you be sad.}

Mastery Check - Rule

Practice

1. Dictation. NEW EXPRESSION: le tasi i le tasi - one another

Sa vala'au le peesitene i Eti ma sa talano / Eti ma Simi ma le peesitene i lona ofisa. /
Sa fa'i atu le peesitene, "Eti, Aua ne'i 'e ita i lau soa. / Simi, ia 'aua ne'i pa'i. / Aua
ne'i solia o oulua ni tuafaono. / Aua ne'i lua mafaufau i mea leaga. / Aua ne'i gaoi. Aua ne'i
rasta. / Aua ne'i lua mimita. / Ta oulua alofa le tasi i le tasi. / Ou te fa'amoemo o le'a
le toe i ai ni lu fa'ailave. /

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 tapunì tasi uma lava i le potu.
b. Ta tatale tasi uma lava i le vaega.
c. Se'i usu se pase i fafo.
d. 'Ave se peni ia Elder/Sister \___________.
e. Ta tama te atu i le faite sa.
f. Se'i tatale le fa'amalama ma oso i fafo.
g. Gaoi le fusi pa'u o lau soa.
h. Ta 'e fa'afalapoto.

3. Teacher: Direct one missionary in each pair to close his or her book. Have the other missionay
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. fiafaia
b. fa'anoanoa
c. tagi
d. moe
e. gaoi
f. 'ai
g. malolo
h. fa'aiafaa

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 vafa'iua Mele e fa'amisiona i Samoa. / Sa ia amata lana misiona i le MTC i Provo. / Sa ia taumafai e tautala fa'a-Samoa, ae sa leaga lana fa'aleaga. / Sa fai atu lona faia'oga, "Soia 'e te tautala leaga." / Sa maua Mele. Sa musu Mele e toe tautala fa'a-Samoa. / Sa ita le faia'oga ia Mele ma / sa ia fai atu, "Aua le fefe! Tautala fa'a-Samoa." / Ae sa musu pea Mele. I sa tasi aso, / sa talanoa se isi faia'oga ia Mele. / Sa fai atu le faia'oga, "E lelei tele lau fa'a-Samoa! / Aua nei 'e fefe e tautala." Sa toe fiafia Mele. / Sa ia a'oa'o malosi ma sa vave maua le fa'a-Samoa.

2. Fill in the Blanks

NEW WORDS:

| lesona   | - lesson                      | ní nai | - a few         |
| pe'a'ai  | - if                         | o lea  | - therefore, so |
| ma'imanaʻu  | - homesick                   |        |                  |

O Ioane o __________ faife'autala'i. Sa taunu'u Ioane i Samoa __________ Me. Sa fai atu __________ i le peresitene __________ le misiona, "Ou te fa'amoenoe ou __________ aves ma se faife'au lelei." __________ galua malosi Ioane i __________ amataga, ae sa vave fu o la __________ tala'i i aso __________ lava. Sa ia le lava __________ a'oa'a'oa ana lesona. I se tasi __________, sa fai atu Ioane __________ lana soa, "Ou te musu __________ toe tala'i i lenei atunu'u vae'a." __________ fai atu lana soa, "Se aua 'e __________ fa'affapoto! O le'a ta __________ ni fa'amamuiaga pe'a'ai ta te fai le galuaga __________ le Atua. Ou te fia __________ maua ni fa'amamuiaga!" __________ tagi Ioane. Sa fai atu Ioane i __________ soa, "Ta ou ma'imanaʻu!" Sa tali __________ soa, "Soia __________ tagi ma aus __________ 'e popole! Se'i ta o __________ tala'i i le talalelei." O lea, __________ la o atu __________ fai le galuaga a le __________. I ni nai aso, __________ toe fiafia Ioane. Sa le toe fa'alavelave __________ maufau.

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.

Extra-Mile Section:

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.

SPEAK YOUR LANGUAGE OR ELSE MODEL

DIALOGUE

Sister Toga: E faiagata o le tusi o te faiagata le tusi mumu?
Fa'atau'olos: Leai, e asili o sa faiagata le tusi mumu.
Sister Toga: A'o fea la le tusi e faigofie?
Fa'atau'olos: E faigofie le tusi ululii i tusi una. E la'ilili fo'i.
Sister Toga: E le tioa le e faigofie.
Fa'atau'olos: E a fo'i lena? E avatu le tusi ululii?
Sister Toga: Leai, tu'u aipe. E silt ara le tusi lanu nasata.

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
aga - with, to be in danger
agalealei - unkind, cruel, cruelty
atamai - kind, kindness
'aulealei - clever, intelligent, wise
faiafaia - ugly, ugliness
fetai - to take too long a time to do something
fa'amal/Newly - hurry up
fa'ai - to meet, to fit, to harmonize
fetai - to be the same as, to be equal to

#La, though translated than, 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 i lo (than) can be replaced with i, iae, or iate. The adverb atu, used to add extra emphasis, can be omitted in most instances.

1. E ___ Elder Jones pe ___ Elder Smith? 1. Is Elder Jones ___ er than Elder Smith?
   a. malosi . . . malosi
   b. poto . . . poto
   c. umi . . . umi
   d. agalealei . . agalealei
2. O lefeia tusi e ___?
   a. faigofio
   b. faiga
   c. ia'ititi
   d. sili
3. E tutusa le ___ o Sala ma Mele.
   a. atamai
   b. malosi
   c. mamafa
   d. saosaoa
4. E ___ (atu) Simia i lo Ioane.
   a. masoa
   b. puta
   c. agalealea
   d. sili
5. E aulealei (atu) Eti i/aiaite ___.
   a. Iona uso
   b. Simi
   c. 'oe
6. Sa alu ___ (atu) Simia i/a lo Mareko.
   a. saosaoa
   b. maoa
   c. legi
7. E sili (atu) le ___ lea.
   a. tusi
   b. ipe
   c. fa'amalu
   d. vanu

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
Practice

1. Memorization Exercise

2. Questions

a. E malosi Elder/Sister _______ pe malosi Elder/Sister _______?
b. E tutusa le aulelei Elder/Sister _______ ma Elder/Sister _______?
c. E sili ona masoa Elder _______?
d. E atamai Elder/Sister _______ pe atamai Elder/Sister _______?
e. O ai le faife'au e puta?
f. O ai le faife'au e sili ona pa'e'e?
g. O ai le faife'au e sili?
h. E tano'e wave Elder/Sister _______ ma Elder/Sister _______?
i. E tutusa le saosaco Elder/Sister _______ ma Elder/Sister _______?
j. E sili ona auleaga Elder/Sister _______ i lo faife'au uma i lo NTC?
k. E tautala tele atu Elder/Sister i lo Elder/Sister _______?
l. E umi lenei penitala pe umi lana penitala?
m. O le'fe'a ata 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.

5. COMMON PHRASES - COLLOQUIAL CONVERSATIONAL EXPRESSIONS

Following are a number of useful idioms and colloquial conversational expressions.

Ua la / Ua la 'ia - So there; There you have it; Voila!
Ta'ilio ia 'oe - I don't know—you're the one who should know!
Ua e iloa - You know? (NOTE: this phrase is often pronounced very rapidly as if it were one word: ua'iloa?)
E a fo'i lena? - How about that?; Yeah, that's another thing; That's also true
Alu loa - Off you go; Go ahead
Telofa e - Poor baby; Alas; What a pity! (sympathy or endearment)
E lea'i sau 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) - 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 a'afina - It doesn't matter; It's of no importance
E le fetau - It doesn't fit; that's not appropriate
Fa'ia'ii / Fefa'ai! - Hurry up!
Faiaga tele! - (You're) so slow!; (You're) taking too long!
a. Your companion asks you a questions 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. How might you 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.

Em There is an extra mile section related to this lesson.

210
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>詞</th>
<th>意思</th>
<th>詞</th>
<th>意思</th>
</tr>
</thead>
<tbody>
<tr>
<td>ao</td>
<td>- must, one must</td>
<td>muga</td>
<td>- ring</td>
</tr>
<tr>
<td>fa'seete</td>
<td>- to be careful, handle with care, beware</td>
<td>masani</td>
<td>- to be used to, be acquainted with</td>
</tr>
<tr>
<td>fa'apea</td>
<td>- like this, like that, thus</td>
<td>peleveu</td>
<td>- T-shirt, athletic jersey, vest</td>
</tr>
<tr>
<td>fa'apena</td>
<td>- how</td>
<td>a</td>
<td>- coat, jacket</td>
</tr>
<tr>
<td>fa'speni</td>
<td>- like this, thus</td>
<td>si'i</td>
<td>- sacred, forbidden, taboo</td>
</tr>
<tr>
<td>fa'ata'itai</td>
<td>- to try on, to test</td>
<td>sui</td>
<td>- to lift, to rise, to raise</td>
</tr>
<tr>
<td>fusitapu</td>
<td>- leather belt</td>
<td>tagi (pl.)</td>
<td>- to be allowed, to be permitted</td>
</tr>
<tr>
<td>lavea</td>
<td>- to be hurt, to be affected by</td>
<td>fa'tagi</td>
<td>- to cry</td>
</tr>
<tr>
<td>lē tātāi</td>
<td>- to be far from, not near</td>
<td>tatau</td>
<td>- to be fit, proper, necessary, have to, must</td>
</tr>
</tbody>
</table>

GRAMMAR

IRREGULAR VERBS

With most transitive verbs the particle e marks the door. With the irregular verbs galo (to forget), tatau (to be proper, necessary, must, have to), and lavea (to be hurt, to be affected by), the door is marked with the preposition 'i (and its other forms, 'ia, 'ia te).

Generally speaking, it is considered bad grammar to use descriptive pronouns with these verbs.

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IRREGULAR VERB + { 'ia 'ia te } + NP doer + rest of sentence
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Examples:

'Ua galo 'ia te a'u la'u tusi. - I have forgotten my book.
'Ua lavea le tama 'i lona uso. - The boy was hurt by his brother.
E tatau 'i tegauna lau le papatisoga. - Everyone needs baptism. (lit. Baptism is necessary to everyone.)
Aua ne'i galo 'ia te 'oe le suo lena. - Don't forget that thing.

Mastery Check - Rule

Practice

1. Dictation NEW WORDS: oti - to die
   o lea - therefore, so
   e la'i leva se - it wasn't long before
O Ioane o se tamitiiti a'oga. / I se tasi asc, se savali Igana i le a'oga. / Sa galo 'ia Ioane ana tusi. / O lea, sa ia toe alu i lona fale. / Sa le fa'aeteete Ioane, ma sa lavea o ia 'ia se ta'avale. / Sa ave e le 'ava ta'avale Ioane i le fale na'i. / Sa mana'o le foma'i e famoasomi la Ioane, / 'ae sa matuia lavea tele Ioane i lena fa'alavelave. / E le'i leva ae oti Ioane. / O 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 laves 'oe 'i se ta'avale i se ta'i?  
   b. Ua galo 'ia te 'oe le igoa o le peregetene o le misiona? 
   c. Ua galo 'ia lau soa le igoa o lau uo teine? 
   d. E tatau i tagata una le papatisoga? 
   e. Na laves 'oe 'i se fa'alavelave ananafi?  
   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:

<table>
<thead>
<tr>
<th>AUX</th>
<th>one</th>
<th>PREP</th>
</tr>
</thead>
</table>

Examples:

mufai 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 fai'auna 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 fa'a le ganeaga.</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>lē</td>
<td>to be far from</td>
<td>E le'i tāri'i ona amata le lotu.</td>
</tr>
<tr>
<td>tāa</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>māsani</td>
<td>to be familiar with, usually</td>
<td>E māsani ona ou moe i le lotu.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- I usually sleep in church.</td>
</tr>
<tr>
<td>sā</td>
<td>to be forbidden</td>
<td>E sā ona tautala 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 tta'alo.</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'aapefa</td>
<td>how</td>
<td>Pe fa'aapefa ona ou fa'a lea'ea mea'?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How do I do this thing?</td>
</tr>
<tr>
<td>fa'a'apenei</td>
<td>like this, thus</td>
<td>E fa'a'apenei ona fa'i.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- It is done like this.</td>
</tr>
<tr>
<td>fa'a'apena</td>
<td>like this, like that</td>
<td>E fa'a'apena 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'a'apenā</td>
<td>like that, thus</td>
<td>E fa'a'apena ona moe le tamāloa.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The man sleeps like this.</td>
</tr>
<tr>
<td>mua'mua</td>
<td>first</td>
<td>E mua'mua ona usa 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'alua, fa'atolu</td>
<td>twice, three times, etc.</td>
<td>Sa fa'alua ona sola le tama.</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td>- The boy fell asleep quickly.</td>
</tr>
<tr>
<td>toeitiiti</td>
<td>soon, almost</td>
<td>E toeitiiti ona sau le tene.</td>
</tr>
<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 tamāloa.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- It will be a long time before the man comes.</td>
</tr>
<tr>
<td>lemu</td>
<td>slow</td>
<td>Na lemu ona savali le fafine.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The lady walked slowly.</td>
</tr>
</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: 
   
   `ua uma ona alu le tama.
   
   Substitute:
   
   `ao, fa'apea, taga, sa, le tātāi, fa'apēnā

   b. Model: 
   
   `e muamua ona latou fa'ata'ita'i i le mea'ai.
   
   Substitute:
   
   fa'apefe, toetititi, tuai, leva, vave, masani

2. **Questions**

   a. `ua sa ona tafao i le MTC?
   
   b. E fa'apefe ona usu lenei pease?
   
   c. E `ao ona tatou a'oa'o malosi i le vasega?
   
   d. Sa vave ona 'a'āi onia?
   
   e. (with action:) E fa'apenei ona nofo se tasi i se nofoa?
   
   f. `ua leva ona 'e sau i le MTC?
   
   g. E sili ona masoa lau soa?
   
   h. E taga ona alu atu so'o se tasi i totonu o lo malumali sa?

3. **Directed Questions**

   Fesili 'īa Elder/Sister ________:
   
   a. pe le tātāi ona 'ai lana soa i mea'ai Samoa.
   
   b. po'ua leva ona sau 'o ia i le MTC.
   
   c. pe fa'apefe ona tasi se ata.
   
   d. pe masani ona ia fa'atumu ana lipoti.
   
   e. pe sili ona lelei le faa'ōga.
   
   f. po'ua uma ona ia faiatufina la Tusi a Mamona.
   
   g. pe taga ona moe le tagata i le fale'aiga.
   
   h. pe tuai ona maua e lana loa le fa'a-Samoa.

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 tatau 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 'i'a te) if they come between the auxiliary and the word ona.

For example, "I must go" could be translated three ways:

- E tatau ona ou alu. - I must go.
- E tatau ona alu 'a'u. - I must go.
- E tatau 'i'a te 'a'u ona alu. - I must go.
Examples:

Usa galo ona ou aumai le tusi. - I forgot to bring the book.
Sa tatau ona e fai le mea'ai. - You should have had your meal.
E tatau 'i tagata uma ona tatalo. - 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 ala Mareko i le fafe'olos / e fa'atau mai se sutu fou. / Sa fai atu Mareko i le fa'atou'olos, / "E tatau ona ou fa'atau mai se sutu ma se fusi pa'u." / Sa fai mai le fa'atou'olos, "Pe i ai se isi mea?" / Sa fai atu Mareko, "Toe. E tatau ia te a'u ona fa'atau mai / se mama mo la'i uuo teine ma se mitiafu mo lo'u uso." / Sa fai atu le fa'atou'olos, "Ta, ua lelei." / Sa fa'a'sita'iti e Mareko le peleue ma le 'ofu vae. / Sa fai atu Mareko. "E fetau lelei lava. / Peita'i, e i ai le fa'alavesve. / Usa galo ia te a'u ona aumai lai'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'a'a gatau le gaiuega a le Atua.
   b. Usa galo ona ia fai lona fusi pa'u.
   c. E le tatau ona lua mimita.
   d. E le tatau ona latou gacil mea a isii.
   e. Usa galo ona ou aumai lo'u mitiafu.
   f. E tatau one 'e fa'a'etete.

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. Usa galo ia te 'i la'ua ona s'i le pusa muma'a.
   b. E tatau ia ia tatau ona faitau le Tusitiai.
   c. Usa galo ona fa'atuma e le faife'a au ana lipoti.
   d. E le tatau one fofe i latou i tagata gulaage.
   e. Usa galo ia te ia ona fa'atau mai se fa'ata.
   f. E tatau ia faife'a una ona fa'atau mai se sutu fou.

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 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.
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.
O 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 e 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 e—may come after the auxiliary.

Examples:

E le mafai e a'u ona mee. - 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'apalagi? - 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, oulu, ta' us, matou, 'oe, la' us, ma' us, 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 saosoa?
b. Sa amata ona timu analelia?
c. O le'a 'e taumafai ona a'oa'o malosi i le vasaega nanei?
d. E mafai ona 'e fa' i le tagamea e au tii ma we fesoasoomi?
e. Sa mafai e lau soa ona tagi ananafi?
f. Sa 'e taumafai ona tautala f'a-Samo a i le fale'aiga analelia?
3. Directed Questions

Fesili 'iā Elder/Sister ________:

a. pe mafai e ia ona si'i mea manaфа.
    b. pe o le'a 'amata ona galue o 'ia i le ca o le sefulutasi.
    c. pe sa taumafai ona ia si'i mea manaфа i le fale ta'alо ananafi.
    d. pe sa amata ona fa'aflapoto lema ona i le Aso Sa.
    e. pe mafai ona 'e tautala fa'apalagi.
    f. po'o ia taumafai ona aua ne'i fiu i lana sco.

4. Pretend your companion is president of the United States and you are hoping he will appoint you to the government 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 le'i leva 'ae - it wasn't long before

O Mele ma Sala o ni faife'au i le MTC. / I se tasi aso, sa fesili Mele ia Sala, / "Pe mafai ona ou fa'ata'ita'ina luu manu?" / Sa tali Mele, "Ine." Sa fiafia Sala i le mana / aua sa masani ona la fa'soaga'i. / Sa toe fa'i atu Sala, "E tatau fo'i / ona ou fa'ata'ita'ina peineu na fou hui pa'u." / Sa tali atu Mele, "Ia ua leiai." / E le'i leva ae ve a Sala ofu ona o Mele. / Sa amata ona ita Mele. Sa fa'i atu Mele, / "Us uma ona 'e avea uma o'u ofu. / Ou te mana'o e toe zumai a'u mea." / Sa amata ona tagi Sala. Sa fa'i atu Sala, / "Na ou avea ou ofu aua fa leia ni o'u ofu." / Sa fa'amanaa Mele i lea mea. / Sa tu'uina atu / e Mele nesi o ona ofu ia Sala / ma sa fa'i atu, "Ia ave ma 'oe nei mea." / Sa le toe tagi Sala sa sa toe fiafia i lea'u uma.

2. Fill in the Blanks NEW WORDS: Nofoali'i - a village in Western Samoa

O Ioane o _______ tamāloa Samoa. Ua leva _______ nofo o ia i lona fale Samoa _______.

Nofoali'i. O Ioane _______ se faife'a'oto'aga. E amata _______ galue o ia i le tā o le lima _______ le afa'i. E ta'ele _______ i le po. _______ lena nu'u, o lo'o i ai tulafono e tele. E tatau _______ tagata uma _______ fai le lotu (tatalo) i le tā o _______.

Fitu. E le mafai _______ fai le lotu _______ se isi lava taimi. E masani _______ tausia e Ioane tulafono o _______ nu'u. O lea, a fai _______ Ioane le lotu i le _______ o le fitu i po _______ lava. O lana mesani lena _______ 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 si'i mea manaфа."

3. The next missionary repeats this and adds a statement of his own. For example: "E mafai ona ou si'i mea manaфа ma e mafai fo'i ona ou tamo's saosaо.

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.
RETENTION HOMEWORK

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.
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.

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 ________________________________ 48. must ________________________________
32. to be tired of ________________________________ 49. like this ________________________________
33. to steal ________________________________ 50. to test, to sample ________________________________
34. to feel up to ________________________________ 51. to be hurt ________________________________
35. embarrassed ________________________________ 52. how ________________________________
36. to think ________________________________ 53. ring ________________________________
37. proud, conceited ________________________________ 54. to be accustomed to ________________________________
38. stop, cease ________________________________ 55. t-shirt ________________________________
39. to be something the matter with ________________________________ 56. coat ________________________________
40. conduct, ways ________________________________ 57. sacred ________________________________
41. ugly ________________________________ 58. to lift ________________________________
42. then ________________________________ 59. suit ________________________________
43. light (of weight) ________________________________ 60. to be allowed ________________________________
44. muscular ________________________________ 61. to be necessary ________________________________
45. fat ________________________________ 62. to cry ________________________________
46. better, best ________________________________ 63. to instruct ________________________________
47. to be the same as ________________________________ 64. and ________________________________
65. companion ________________________________

GRAMMAR

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

Directional Adverbs
"Some" and "Other"
Predicate 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 faigaluega - tool
pa'u - to fall
peita'i - however

'O Simi 'o se tamāloa Samoa. Sa alu Simi i _______ i le isi aso _______ fau se fale i _______
matafaga. Sa _______ ifo nisi tagata _______ va'aia le galuega _______ Simi. Na fa'i _______
le isi, "Aua _______ fau lou fale i lenā mea. E sili atu le tulaga e _______ i le mauga." 
'Ae _______ fa'atu le _______. "Le'ai! E tatau _______ fau lou fale i le vanu _______ tupito
atu _____ le 'au'ala." Ae sa fa'i _______ le isi, "Aua 'e _______ fau lou fale _______ lenā
vanu. E sili _______ lelei lau'ele'ele _______ 'utā." Sa 'amata _______ ita Simi _______
na manatu 'uma ma _______ ia fa'atu _______ "Sota _______ pisa!" O le'a fau lo'u fale i _______
i le matafaga; 'ua _______ iloa?" Sa _______ 'esoo loa na tagata ma sa 'amata _______ Simi
_______ fau lona fale fou _______ ana mea faigaluega. _______ '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 'iā Simi, "Ua _______ ia! Sa tatau _______ 'e fa'alogo _______ 'i matou!"

220
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 . . . fesoa scani ia te ia.
   a. ota
   b. e
   c. i
   d. ou te
   e. no word needed

8. 'Ua leva . . .
   a. le teine ota moe
   b. ota le teine moe
   c. moe le teine
   d. moe le teine ota moe

9. Ou te la fia . . . a'oa'o.
   a. i
   b. e
   c. ota
   d. ou te
   e. no word needed

10. E fa'apena . . . o i Apia.
    a. ouluu ota
    b. e ouluu ota
    c. i a ouluu ota
    d. ota 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'o'a'o.
   a. ona
   b. e
   c. i
   d. tou te
   e. no word needed

14. O le'a taumsai ... 'ave le ta'avale.
   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-Samosa?
   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. 'Ua galo ... lana tuei.
   a. Sara
   b. e Sara
   c. 'ia Sara
   d. Sara i
   e. e Sara i

19. Aua ... tautala 'oulus.
   a. tou te
   b. le
   c. ne'i le
   d. te
   e. e

20. Aua ... 'ave le ta'avale.
   a. ne'i le
   b. 'e ne'i
   c. ne'i e
   d. 'e te ne'i
   e. ne'i te

21. Sofia luo ... o atu so'o i le tifaga.
   a. ne'i
   b. ne'i le
   c. le
   d. e
   e. te
22. Ou te le fiafia i lana penitela mū. Aumai ... 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 ga i
   b. e fa'afeagai ma
   c. e tupito atu 'i
   d. e sos'o 'i
   e. e aunoa ma

24. 'Usa ma'i le tama aua sa ia alu i fafo ... se 'ofu tino.
   a. e ui ga i
   b. e fa'afeagai ma
   c. e tupito atu 'i
   d. e sos'o 'i
   e. e aunoa ma

25. Le 'e fai lau galuega ... a'oa'oga a le fa'ā'oga.
   a. e ui ga 'i
   b. e fa'asaga 'i
   c. e tusa ma
   d. e pito mai 'i
   e. e latala i

26. Na faia le laulau ... laupapa.
   a. ma
   b. ma
   c. fa'atasi ma
   d. 'i
   e. i fafo o

27. Ou te alu ... i le sensi.
   a. 'i uta
   b. 'i tai
   c. 'i 'i
   d. 'i'inei
   e. 'i totonu

28. 'Ia 'e sau ... .
   a. 'i 'olag
   b. 'i 'fia
   c. 'i 'i
   d. 'i 'ina
   e. 'i 'o

29. E goto le la i .
   a. mata
   b. saute
   c. sasa'e
   d. sisifo
   e. totonu

30. 'O Brazil 'o se atunu'u i Amerika i .
   a. mata
   b. saute
   c. sasa'e
   d. sisifo
   e. totonu

31. 'Usa a si ma'u le .
   a. vevola
   b. timu
   c. savili
   d. mafui'e
   e. uila

32. 'Usa ... le vasa.
   a. 'a'asa
   b. savili
   c. lagi
   d. 'emo
   e. sou
33. E 'au lelei atu Eti . . . Iona uso.
   a. ta
   b. i lo
   c. ia te
   d. e le
   e. ia te lo

34. E malosi Sini . . . 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 ta alu i le fa'elos." "Ia, . . . ."
   a. faiaga tele
   b. ta'ilo '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'i lena?
   b. 'O lena la.
   c. E le fetaui.
   d. Talofa e.
   e. E leat sau fe'au.

38. E lelei la'u uati?
   a. 'Us e ilos?
   b. Ta'ilo 'ia 'oe.
   c. Se'i leva.
   d. Fefaia'i!
   e. 'O lena 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 sefululua
inu 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 lena nofoa.

c. Sau 'i 'I

d. Alu i fafo ma savaii i sisifo.

e. Sosa 'e te tu i 'ina.

f. Savaii i saute.

g. 'Aua ne'i nofo.

h. Tatala le faiiota'a ma tapē le moli.

i. Tusi lou igoa i le laupapa, 'ae 'auga 'e te tusi le 'upu "Elder/Sister."

j. Tatala tusi 'uma i lenei potu, 'ae 'aun 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 taunu'u i le M.T.C. i le masina 'ua te'a. Sa 'ou a'oa'oa malosi i le vasega ma sa 'ou fa'aloge lelei 'i le fa'a'oga. Peita'i, sa le mafai ona 'ou malamalama i le fa'a'oga. Sa ou fa i atu i le fa'a'oga e tautala lemu. Peita'i, sa faigata pea ona malamalama ia te ia. Sa aili ona lelei isi faife'a'au ia te a'u ma sa 'ou fa'ananoa. O lea, sa 'ou alu i le fafe ma'i e va'aiia le foma'i. Sa fa'i ma'i le foma'i 'ua leaga lo'u fa'aloge aus sa le lava lo'u moe. O lea, sa 'ou toa alu i le M.T.C. ma sa 'ou tauaflai e moe 'umi i le tasaq. 'O le tasi lenei, e lelei lo'u malamalama i le fa'a-Samo'a, 'ae e ita le fa'a'oga i lo'u moe 'umi.

Comprehension Questions.

a. Fa'amata 'o ae faife'a'au lelei lenei?

b. Sa faigofia le fa'a-Samo'a ia te ia?

c. Aisea?

d. O faa le mea na alu ai le faife'a'au?

e. O le a le mea ua ita ai le fa'a'oga?

f. O le a le mea na moe 'umi ai le faife'a'au?
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 conjunctions...

VOCABULARY

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ama'mase</td>
<td>especially</td>
</tr>
<tr>
<td>'auala</td>
<td>road</td>
</tr>
<tr>
<td>fa'alalelei</td>
<td>not very good</td>
</tr>
<tr>
<td>fa'amalii</td>
<td>to remain behind, to stay at home</td>
</tr>
<tr>
<td>fa'asuma</td>
<td>to complete, to end</td>
</tr>
<tr>
<td>feiloai</td>
<td>fair, fairly good</td>
</tr>
<tr>
<td>*'ino'ino</td>
<td>to hate, disgust</td>
</tr>
<tr>
<td>laulesaga</td>
<td>rough, uneven</td>
</tr>
<tr>
<td>laulelei</td>
<td>smooth, even</td>
</tr>
<tr>
<td>mutia</td>
<td>grass</td>
</tr>
<tr>
<td>ola</td>
<td>to live</td>
</tr>
<tr>
<td>o'o</td>
<td>to come to, to arrive</td>
</tr>
<tr>
<td>oti</td>
<td>to die</td>
</tr>
<tr>
<td>pe'ita'i</td>
<td>however</td>
</tr>
<tr>
<td>*tago</td>
<td>to grab, to touch and feel</td>
</tr>
<tr>
<td>(pl. fetagofi)</td>
<td></td>
</tr>
<tr>
<td>ta'u</td>
<td>to tell</td>
</tr>
<tr>
<td>tulaga</td>
<td>situation, condition</td>
</tr>
<tr>
<td>tutu'a</td>
<td>muscular</td>
</tr>
</tbody>
</table>

*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 alii ai le tana. - She wanted to know where the boy went.
Ona te fesili atu i le teine pe aina na 'ino'ino ai lona tina la te a'u. - I'll ask the girl why her mother hated me.
Latou te lē le iloa po'o le a laenā mes. - They don't know what that thing is.
Ona te fia iloa pe 'e te sau i le matou fale i le lanae. - I want to know whether you're coming to our house tonight.
Se'i ta'u mai pe 'e te fiafia i le nei 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.
In introducing indirect questions, pe and po sometimes convey the notion of "to see whether":

Tago ana i lona ulu pe fiva. — Touch/feel his head to see if there's a fever.

In regular questions, when a choice or alternative is presented, pe/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?
'O se tusi lenei po'o 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:**

Tu'u mai pe feoloio 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 liga po'o fea e i ai le auala. — We don't know where the road is.
Ki le moli lona pe lelei. — 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 ñimí o ni faife'au. / Sa la o atu i le fale o le peresitene / o le paranesi i le ta o le lua. / Sa la feñili i le peresitene po'o mania lona aiga. / Sa tali le peresitene, "Ioē." Sa fesili atu le peresitene / po ua la feñilo i ma lona to'alu a pe leai. / Sa tali Sini, "Ioē; ma feñilo'i ma lona lautau anaafi." / Sa fai atu Ioane i le peresitene, "Ma te fia iloa / po ua i ai ni tagata fou i le lotu." / Sa fai mai le peresitene, "Ioē, ua i ai le tagata fou. / O ia o se tamaloa lelei." Sa fai atu Ioane / "Tu'u mai pe tatau ona ma feñilo'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 le / faife'au ma le peresitene i sina taimi. / Sa ñ 'esse faife'au 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 transcribed 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 fea 'e te alu i ai?
Missionary: Ou te fia iloa po'o fea 'e te alu i ai.
Teacher: 'O fea 'e te alu i ai?
Class: Ou te fia iloa po'o fea 'e te alu i ai.

a. O le ñ sou manatu i lenei tulaga?

b. E ña sau pulomu nifo?
c. Aisen na lua savavali ai i le auala?
d. E fa'apefeas ona ou tatau lenei pura?
e. Ua timu?
f. Sa tago le tana i le tafi?
g. O afaa o le'a 'e aumaai ai se nofoa mo a'ñ?
h. E laulaua le lava i tai?

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 have wanted 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/pe.

<table>
<thead>
<tr>
<th>fia iloa</th>
<th>fa'amalanalama</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta'u mai</td>
<td>fa'malamalama</td>
</tr>
<tr>
<td>fa'atonu</td>
<td>fa'amatala</td>
</tr>
</tbody>
</table>

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:

**MAIN CLAUSE**

She believes ghosts really exist.
They hope their son will come next week.
He said Mary would get in an accident.
I know the Church is true.

**EMBEDDED SENTENCE**

They exist.
They will come next week.
She would get in an accident.
I am aware of the Church.

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 ekaesia. — 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'a tutu'a o ia i se aso.
   **Substitute:** fa'i mai, iloa, fa'amatala, ta'u mai, fa'amoeina, fai atu, manatu

2. Questions

   a. 'E te talitonu e ma'ai ona cu su'ias'ia se ofu?
   b. Sa ia fa'i mai e talitonu o ia ia te a'u?
   c. 'E te fa'amoeina e lelei lau misiina?
   d. 'E te fa'amoeina 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 au'au i '3?
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'samoemoe . . . timu
b. talitonu . . . auleaga
c. liloa . . . agi
d. fa'ai mai . . . laulalei
e. manatu . . . 'ino'ino
f. fa'samoemoe . . . oti
g. ta'u mai . . . feoleolo
h. fa'atu . . . o'o

Mastery Check

 Pretend 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.

2 CONJUNCTIONS ATOA MA, ATOA FO'I MA, 'ARMAISE

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 'armaise (sometimes written 'ae maie) means "especially." Unlike the English word especially, however, 'armaise 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, 'armaise le fala. — I like the food, especially the pineapple.
Sa ia fa'afetai i na teine, 'armaise Mereane. — He thanked those girls, especially Mary Ann.

The following conjunctions come before noun phrases:

1. atoa ma — together with, in addition to
2. atoa fo'i ma — as well as, in addition to
3. 'armaise — especially

Examples:

Ou te mana'o i ni tusi atoa ma ni penitala. — 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 tusitusiga pa'ia, 'armaise le Tusi Pa'ia.

Mastery Check - Rule

Practice

1. Substitution - Class

Model: Ou te fiafia i teine palagi, atoa ma Keli.
Substitute: 'armaise, 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: Toe, sa ou alu 'i 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.


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 'a. 'ae can come before almost any word.

'A is sometimes pronounced 'e for emphasis.

The word however can be expressed in Samoan with peita'i, 'ae peita'i and peita'i ane.

<table>
<thead>
<tr>
<th>&quot;BUT&quot;</th>
<th>peita'i</th>
<th>'ae peita'i</th>
<th>peita'i ane</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;BUT&quot; is expressed with:</td>
<td>1. 'a (before 'o, 'ia, 'o, 'ua, a)</td>
<td>2. 'ae (before almost any word)</td>
<td></td>
</tr>
<tr>
<td>&quot;HOWEVER&quot; is expressed with:</td>
<td>1. peita'i</td>
<td>2. 'ae peita'i</td>
<td>3. peita'i ane</td>
</tr>
</tbody>
</table>

Examples:
E alofa le teine 'ia Pill, 'a 'ua le fiafia 'o la 'ia Mareko. - The girl likes Bill, but she doesn't like Mark.
Ou te fiafia 'i tagata aulelei, 'ae le'o tagata auleaga. - I like beautiful people, but not ugly people.
La te le fia fa'amisiona, peita'i e tatau. - They don't want to go on a mission, but (they) must.
Practice

1. Substitution - Class

Model: Ou te fia 'ai, 'a 'ua uma le mea'ai,
Substitute: peita'i, 'ae, peita'i ane, 'a, 'as peita'i

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: Io'e, sa moe Elder Jones, 'ae sa ta'ele lana soa.
Teacher: Pe sa moe Elder Jones?
Class: Io'e, sa moe Elder Jones, 'ae sa ta'ele lana soa.

a. E laulelel lealei auala?
b. Ua agi le matagi?
c. 0 le'a alu Elder/Sister _____ 'i le fale uloa?
d. Sa lua solia le mutta?
e. 0 lo'o fiafia Elder/Sister _____ ?
f. Pe 'e te fia fa'atua se fesai pa'a?
g. 0 lo'o 'e mafaufau i lou 'aiga?
h. Sa fa'atonu e le faia'oga le vasega?
i. 0 le'a 'e tusaia se fesai 'i lou 'aiga?
j. Pe 'e te fiafia e ta'oto i le mutta?

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 timi, ona alu loa lea 'o ia 'i le tifaga. - His mother came, then he went to the movie.
Na ta'ele le teine ona moe loa lea 'o ia. - The girl showered, then she slept.

A descriptive pronoun may come between ona and the verb:

Ou te ta'ele le fale ona ou alu lea le fale'aioa. - I'll bathe in the house, then I'll go to the store.
Matou te o 'i le fale'aioa ona matou toe mai 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 ai 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 0. For example:

Sa 'ou 'ai ona 'ou fiafia lea 0 le tui. - I ate, then I read the book.
Sa 'ou tatafina le fiafia, ona 'ou ki - I opened the door, then I turned on the light. lea 0 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 0 - I hit the ball, the Jim was happy.
Simi.
O lea o atu Mele 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. At before lea shows the first predicate was the reason for the second.
2. If a done-to follows lea, put a in front of it.
3. If an intransitive verb comes right before lea and the doer comes after, put 0 before the doer.

Examples:

Sa alu Simi 'i le fale'oloa ona ia fa'atu - Jim went to the store, then he bought a book.
mai ai lea 0 se tui.
O lea o atu Malia se mea'ai, ona 'a'ai - Mother will fix some food, then the family will eat.
ai lea 0 le 'aga.

Mastery Check - Rule

Practice

1. Dictation NEW WORDS: taugofi'a - inexpensive
telae - big, large
tupae - money

O se faife'a au Sala. O lo'o nofo Sala i le MTC. / I se tasi aso sa alu Sala i le taulaga, / as sa fa'amulii lana soa i le potu moe. / Sa alu Sala i se fiafia / ona ia fa'atonuina ai lea o se mea'ai. / Sa fa'aalele'i le mea'ai, ae sa taugofi'a. / Sa fa'auna e Sala le mea'ai / ona ia savai lea i le aua. / Sa o'o Sala i se tasi fale'oloa tele lava. / Sa ia fa'atua se mana atoa fo'i ma se peleue / ona ia toe lea le fa'alo. / Sa amata ona savai atu le teine i le MTC, / ae sa fa'alo'i o ia ma lana fa'ipia kaha. / Sa fa'ai atu le fiafia kaha. "Sa le tatau ona fa'amulii / Lau soa i le MTC. 'o lea o se faife'a leaaga." / Sa amata ia lea taimi ona 'ino'ino Sala i lona fa'ia kaha.

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: E te alu 'i le potu moe?
Missionary: Hoe, ou te alu 'i le potu moe.
Teacher: Ona a lea?
Class: Ona ou moe ai lea.

a. O lea 'a o a'o le fa'a-Samoa? Ona a lea?
b. Sa 'a fa'atua ni matatapi? Ona lea?
c. Sa alu Elder/Sister mea'ai i le fale utia? Ona a lea?
d. O lea 'a te'ele Elder/Sister mea'ai? Ona a lea?
e. O lea 'a tou tatalo mea'ai? Ona a lea?
f. O lea 'a fa'atua le Tusia a Mamona? Ona a lea?
g. Sa ai le matagi? Ona a lea?
h. Sa fa'atona le faipe'a e le fa'ia kaha? Ona a lea?
i. O lea 'a o'e o a'so? Ona a lea?
j. Sa 'emo le utia? Ona a lea?
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 *and*. Then have the class repeat the missionary's response.

<table>
<thead>
<tr>
<th>a. alu . . . a'oa'o</th>
<th>f. fa'alo' . . . tautala</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. tan'oe . . . ta'ele</td>
<td>g. ta'oto . . . moe</td>
</tr>
<tr>
<td>c. agi . . . timu</td>
<td>h. pu'e . . . fiafia</td>
</tr>
<tr>
<td>d. fa'amua . . . malo</td>
<td>i. moe . . . ma</td>
</tr>
<tr>
<td>e. to'o'uli . . . tatalo</td>
<td>j. ola . . . ofi</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>a. how to set your watch.</th>
<th>d. how to draw a picture of some animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. how to make a sandwich</td>
<td>e. how to get a meal at the MTC cafeteria</td>
</tr>
<tr>
<td>c. how to mail a letter</td>
<td>f. how to prepare to come to the MTC</td>
</tr>
</tbody>
</table>

PERFORMANCE ACTIVITIES

TEST

Fill in the blanks in the following sentences with 'a, 'ae, 'ae peita'i, peita'i, peita'i ake, pe, po, atoa ma, atoa fo'i ma, 'amaa'a'il, 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 agi 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'umi, ________ 'ofu puptu'u.
4. Sa fa'atu 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 Sila, ________ e le' mafai.
7. Ma te fa'amoe moe ________ o le'a 'e mafafula i nei ma.
8. E fiafia Ioane 'i auala laulelei ________ auala lauleaga?
9. La te fiafia 'i auti, ________ auti fou.
10. Sa ia festii mai ________ 'o fea na savali ai le tamaiitiiti.
11. Ou te le lila ________ e faa'alo la'u soa.
12. E le fiafia le tamalaoa i faife'au, ________ faife'au palagi.
13. Sa ma le tamalaoa, ________ sa le ma le fiafia.
14. Se tu'ai mai ________ 'e te fiafia 'i lenei men'ai.
15. Aumai le tua'i lena ________ le penitata 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* ... *lea* or *ona* ... *ai lea*. Make all necessary changes.

1. Sa matou momoe. Sa matou ta'e'ele.

2. O le'a faitauf Ioane le Tusi Pa'ia. O le'a mafaua i ai.

3. O le'a latau sola ni tulafono. O le'a o'o i se tulaga leaga.

4. Sa tusi e Ioane se tusi. Sa lafo e Mele le tusi a Ioane.


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*, *'ae peita'i*, *peita'i ama*, *peita'i*, *atoa ma*, *atoa fo'i 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 fa'ial'uga pe aisea ou te nofo ai i lelei nofoa?
   c. Ta'u mai pe tatau ona ou ______ pe leai.
   d. Sa fa'amua e Elder/Sister ________ lana galuega pe sa ia moe?
   e. 'E te iloa 'o fea le mea na savali si le fa'ial'uga?
   f. 'O se tusi pe'u po'o se fusina lena mes?
   h. Fesili i le faile'aau lea pe i ai sau uusi.

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. E le'o agi le matagi, 'a ua timu.
   c. Sa fia alu Mele 'i le fale'oloa, peita'i sa timu.
   d. F fia tala'i Simi i tai. Ae peita'i', e 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'alou.
   g. O lo'o ola pea lo'u tamā, 'a 'u a oti lo'u tina.
   h. Ou te le fia fai lenei galuega; peita'i i sene, e tatau.
   i. Sa matou fia o i Tyson, peita'i, sa lei o'o.
   j. Sa la taumu'u i le fale, ona momoe ai loa.
   k. Sa timu ona agi lea o le matagi.
   l. O lo'o matou faitauina le Tusi Pa'ia, ona matou faiataiina lea o le Tusi a Mamona.
   m. Ia lua o atu i le fale sa, ona toe o mai lea.
   n. Sa tago le tama i le tusi ona ia faiataiina lea.

3. Take turns with your companion asking each other the following questions. Answer in complete sentences.
   a. Sa 'e faiataina ni tusi lelei atoa sa ni tusi leaga?
   b. E alofa le Atua i tagata aulelei atoa fo'i ma tagata auleaga?
   c. E tatau ona faiataina le Tusi Pa'i'a?
   d. E te fiafia 'i le MTC?
   e. Sa tusi i le vasaga Elder/Sister ________ atoa ma Elder/Sister ________?
   f. Pe 'e te fia fa'atau mai se uti tagi ma ni solo ta'ele ma ni mata'afi?
   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.

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 the words 'afai, 'ana ("if")
2. Use the word a ("when")
3. Use the word pei ("like," "as")

VOCABULARY

<table>
<thead>
<tr>
<th>Samoa</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'a, 'ana</td>
<td>- when, if</td>
</tr>
<tr>
<td>'afai, 'ana</td>
<td>- if</td>
</tr>
<tr>
<td>fa'aleaga</td>
<td>- to destroy, to spoil, to insult or deride</td>
</tr>
<tr>
<td>fa'asala</td>
<td>- to punish, to fine</td>
</tr>
<tr>
<td>fa'avave</td>
<td>- hurry up, to hasten, to do something in a hurry</td>
</tr>
<tr>
<td>lagona</td>
<td>- to feel, to perceive (with one of the senses, e.g. to hear, to smell)</td>
</tr>
<tr>
<td>loto tele</td>
<td>- brave</td>
</tr>
<tr>
<td>loto mauiluga</td>
<td>- proud, conceited</td>
</tr>
<tr>
<td>loto mauilo</td>
<td>- humble, humility</td>
</tr>
<tr>
<td>matamoe</td>
<td>- drowsiness</td>
</tr>
<tr>
<td>misa</td>
<td>- to quarrel, to fight</td>
</tr>
<tr>
<td>musumusu</td>
<td>- to whisper</td>
</tr>
<tr>
<td>'ote (ote)</td>
<td>- to scold</td>
</tr>
<tr>
<td>pei</td>
<td>- like, to be like, as</td>
</tr>
<tr>
<td>semuru</td>
<td>- probably, almost</td>
</tr>
<tr>
<td>taga</td>
<td>- pocket</td>
</tr>
<tr>
<td>talaepelo</td>
<td>- to tell lies</td>
</tr>
<tr>
<td>tule moe, tau</td>
<td>- to be drowsy, sleepy</td>
</tr>
<tr>
<td>tuleuc (pl. tolluomaloe)</td>
<td>- nuisance, to misbehave, to make trouble</td>
</tr>
<tr>
<td>usita'i, ususita'i</td>
<td>- to obey</td>
</tr>
</tbody>
</table>

*Unlike their English equivalents, these verbs are intransitive. See Unit 2, Lesson 3, p. 60-61.

GRAMMAR

1. '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. 'Afai is used at the beginning of sentences, while pe'afai is used in the middle of sentences. For example:

'afai 'e te sau, aumai lau tusi.       - If you come, bring your book.
Aumai lau tusi, pe'afai 'e te sau.     - Bring your book, if you come.

'afai/pe'afai means "if." 'Afai comes at the beginning of the sentence. Pea'afai comes in the middle of the sentence.

Examples:

E tatau ona ou ta'ele pe'afai ou te ta'alga. - I must shower if I play.
'afai sa lua monoe anailela, o le'a lua le fia monoe nanei. - If you slept earlier today, you won't want to sleep tonight.
Practice

1. Please close your books. Teacher: Read one of the following instructions, pause, and select a missionary to react appropriately.

Example: Teacher: 'Afai o te fiafia, 'ia e tu i luga.
Missionary: (must either stand up or say, "Ou te la fiafia.")

a. 'Afai e usita' t lau soa ia te 'oe, 'ia e tepe le malae.
b. Tatala le faito'a pe'afai e te ilos fai tuafi.
c. 'Afai e lelei le fiafia oga, 'ia nofo pea i lou nofoa.
d. 'Ia e tapuni le faito'a pe'afai e te aulelei.
e. 'Afai sa e ta'ele anealeila, 'ia e avatua lau penitaja 'in Elder/Sister___________.
f. 'Afai sa e tamo e i le fale te'salo anaafa, '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. 'Ia e ta'u se mea i lau soa pe'afai 'e te iloa le fa'a-Faranij (French).

2. Questions

a. O le'a 'e alu i le fale'oloa i le Aso pe'a'afai e fia alu lau soa?
b. 'Afai ou te tu'uina atu se tupe 'ia te 'oe, o le'a e alofa mai 'ia te a'u?
c. O le'a e maua ni fa'amanauga pe'afai e te taulia poloa'iga?
d. 'Afai e lelei lou lau soa, o le'a e alofa pea ia te ia?
e. 'Afai e leaga lou fales i Samoa, o le'a e fiafia pea i le misiona?
f. O le'a loto maualuga 'oe pe'afai e te maua ni fa'amanauga?
g. 'Afai e leaga 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 fai pe'afai tatou e 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 valea lau soa.
b. _____________________________________________________________ pe'afai e faigofo le fa'a-Samosa.
c. 'Afai 'e te le fiafia i Samoa, _____________________________________________.
d. _____________________________________________________________ pe'afai e faigofo le fa'a-Samosa.
e. "Afai 'ua ma'at lau soa, _____________________________________________.
f. _____________________________________________ pe'afai 'e te fa'astau 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 (vaea).

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. 0 le a lau mea o le'a fai pe'afai e lai ai sau soa leaga?
b. 'Afai 'e te ma'at mea'ai Samoa, o le a lau mea o le'a fai?
c. O le a lau mea e fai pe'afai e le maia al tali i so tataio?
d. 'Afai e mea lau mea e talai'ra, o le a lau mea o fai?
e. O le a lau mea e fai pe'afai e sola Lau soa Samoa i le fale o lana u teine?
f. O le a lau mea e fai pe'afai e atoa lou tausaga i Samoa ae le mafi pea ona e malama i le fa'a-Samosa?
Like 'afai/pe'afai, '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 mafai 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 na, 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 ('ua). Occasionally, po'ua is used instead of 'ua. Study the following examples:

'Ana ou fia 'ai, ou te la ta'u atu ia ta 'oa. - If I were hungry I would not tell you.

'Ana ou ma'i, 'ua ou ta'u atu ia te ou tou. - If I were sick, I would have told you.

'Ana lei, po'ua 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 ijoa le tulaga, semanu ou te alu atu. - If I knew the situation, I would probably go.

'Ana 'e le sau, semanu 'ua ou oti. - I you hadn't come, I'd have almost died.

Like 'afai, the particle po is prefixed to 'ana whenever it occurs in the middle of a sentence:

Ou te 'ita pe'ana 'e le sau. - I'd have been mad if you hadn't come.

Ou te sau 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'amatala le mea, semanu ou te le malama. - If you hadn't explained the thing, I probably wouldn't understand it.

E lelei pe'ana le talapepele Ioane ia te i matou. - It would be good if John hadn't lied to us.

'Ana 'e le moa, 'ua mafui ona lua talanao ma le peresitene. - If you hadn't slept, you could have conversed with the president.

Mastery Check - Rule

Practice

1. Dictation. NEW WORDS: tele - big, large
    pa'nu - to fall

O lo'u iego o Sikoki. / O lo'o o'u nofo i lo'u faile i Provo, Utah. / 'Ua 'a'a'asa le lā i lanei aso. / 'Ana le vevela, ou te alu i fafo ma fai se galuega. / Sa ou galue i fafo anana'i. / I lena taimi, / se 'emo le uila, ma sa pa'nu te la'au tela. / Sa ou lavea i le la'au. / Sa le mafai ona ou alu 'esse. / Ou te oti pe'ana ou le vala'au atu / i se isi mo se fesoasoani, / Na sau la'u ou o Simi ma sa ia sis'esse le la'au. / Ana le fesoasoani mai o ia / semanu ou te_oati. / Fa'afetai 'ua tutu'a le tino o Simi! / Ana le malosi o ia, semanu ou te ta'oto pea i 'ilā.
2. Questions

a. 'E te fia alu i Farani pe'ana 's iloa le fa' a-Farani?
b. 'E te fia alu i Lusia pe'ana nafoa ona 'e teutala fa' a-Lusia?
c. Ana tinu le taeao, 'e te ta'alio i fafo?
d. 'E te fia fa'amisiona pe'a leaga lau soa?
e. Ana 'e iloa o le'a e oti taeao, ua o fa'ave fa'ave lau galuega?
f. Ana 'e fa'ananoa anaileia, po'ua 'e sau pea i le vasega?
g. Ana fa'asisipo lau soa, 'e te alofa ia te ia?
h. Ana 'e ulavaia i le fa'alaiga, 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 fia'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.

5. '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, siuma 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'a is used in the middle of sentences.
Examples:

'A lua o mai, 'ia aumai lo oulua tina. - When you (2) come, bring your mother.
E tatau ona le mos pe'a uma lau galua. - You must sleep when your work is finished.
'A tou taliononu 'ia Keriso, tou te maua le loto tele. - When you believe in Christ, you will receive courage.
E to'aaga faife'au pe'a onosa'i le faiso'oga. - 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 sava'i la fao. 'A uma ona 'e alu i fao, 'ia 'e toe sau i le vasa. 
   b. A toe nofo Elder/Sister ______, 'ia 'e tatale le faita'oa o le potu # ______.
   c. A tatale e Elder /Sister _____ lena faitoto'ua, 'ia 'e tafe le moili. 
   d. 'A uma ona tafe e Elder/Sister _____ le maoli, 'ia 'e tusia lou igoa i le lauapapa. 
   e. 'A uma ona tua sa e Elder/Sister _____ lona igoa, 'ia 'e ki le moili. 
   f. 'A toe sau Elder/Sister _____, 'ia 'e tatale tusi uma i lena potu. 
   g. 'A uma ona tatalaina tasi uma i le potu, 'ia 'e tapuni tusi uma i le potu. 
   h. 'A uma ona tapunia tasi uma i le potu, 'ia 'e tusia lou igoa i lau api.

2. Questions

   a. O le'a poto Elder/Sister ______ pe'a ia faitauina 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 faita'au e lau soa lena tasi, pe o le'a tulome o ia?
   e. O le'a otegia Elder/Sister ______ pe'a loto maualuga?
   f. 'A lua talapepele, pe o le'a ita le perusitene o le paranesi?
   g. O le'a to'aaga Elder/Sister ______ pe'a ia maua se mea'ai?
   h. O le'a faisia le peresitene pe'a uisavale faife'au?
   i. O le'a luga 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 ta le fitu.
   c. 'A to'aaga le faife'au, ____________________________________________
      ____________________________________________
   d. ____________________________________________ pe'a ou maus le avanos.
   e. 'A ta le sefululua, ____________________________________________
      ____________________________________________
   f. ____________________________________________ pe'a 'e fesoasaonai mai 'ia te a'u.

4. Free-Response Questions

   a. O le a lau mea e fa pe'a tou taunu'u i Samoa?
   b. O le a lau mea e fa pe'a 'e ma'i i Samoa?
   c. 'A muag lau uo teine i e te 'oe, o le a lau mea e fa?
   d. O le a lau mea e fa pe'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 pei and fa'apei.

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 leni teine 'o leni 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 nofo 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'amisala le lona e pei 'o le fa'a'oga. - I explained the lesson like the teacher.
Oute 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'amisona i Upolu, e pei lava sa fa'amisona 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:

Oute fia faitauna lepe tusi e pei ona sa faitauna e lena ali'i. - I want to read this book like that man read it.
E pei ona 'e i floa, 'o se faife'a 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} + {ona} + NP

Examples:

E pei lava le tamàloa '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 Sikoki.
Substitute: 'e i loa, Mele, 'u a mani 'o fa, tuatual 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 peleue e fa'apei 'o lo'u peleue?
b. E fa'aflapototo Elder/Sister ________ e pei 'o Elder/Sister ________?
c. 'E te fia to'aga e pei ona to'aga lau sos?
d. E loto tele Elder/Sister ________ e fa'apei ona loto te 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’apei in at least three sentences. Monitor their performance and provide help where needed. Mastery Level is achieved when the missionaries use pei/fa’apei correctly.

PERFORMANCE ACTIVITIES

TEST

1. Dictation  NEW WORD: sasa – to beat

O Simi ‘o se faife’au leaga. / E loto mauiluga o ia ma e masani ona talapepele fo’i. / ‘Ana le to’aga lona aiga i le lotu, po ‘ua le fa’amisiona ‘o ia. / I se tasi aso, sa ulavale tele Simi. / Sa fa le usita’i i lana soa, ma sa ia misa. / Sa ‘amata ona alu ‘eae Simi, ’ae sa fesili atu / lana soa po’o fea le mea e alu i ai ‘o ia. / Sa tali Simi, "E lafi sau fe’au. ’ ‘Afai ’e te toe fesili mai / i se fesili vaea fa’apena, o le’a ou usaisaina ‘oe.” / Sa fefe tele le soa a Simi, / ma sa ia le too faiia se ‘upu. / I se tasi aso, pa si’itia ai le soa a Simi, / ma sa ma a Simi se soa fou. / O lona igoa o Manu. / Sa ma’ua mana lova le tino o Manu. / Sa malosi tele o ia o ia o se faife’au lelei fo’i. / Sa ulavale pea Simi e pei ona sa ulavale muamu. / Sa ia fa’aleaga fo’i lana soa, / sa ita loa Manu. / Sa fa’i ata Manu, "Soi! Aua ’e te ulavale! / ’A ’e toe fa’apena, o le’ a fa’asalainoa ‘oe!”

NOTE: This story is continued in the next exercise.

2. Fill in the Blanks

Sa fa’i ata Simi __________ Manu, "On te i’e fefe ’ia te ’oe." __________ tali Manu, "E ulavale ‘oe e pei _______ se tama ia’ititi. E tatau _______ fa’asalainoa ‘oe!” Sa tago Manu _______ Simi ma sa sasa _______ Manu Simi. Sa ‘ote Manu _______ Simi ma sa ia fa’i ata, "’Afai e _______ toe ulavale, o le’a ou toe sasa _______ ‘oe.” Sa ‘amata _______ tasi Simi. _______ ia fa’i ata ia Manu, "O le’a ou le toe _______. O le’a avea a’u _______ faife’au lelei e _______ o le i’a a’u soa. Ou _______ le fa’ananoa nei _______ ou usita’i ia te ia.” Sa amata i lea aso _______ usita’i Simi _______ tulafono o le misiona. _______ ia i’a toe talapepele pe fa’aleaga _______ soa. Sa avea ’o ia _______ se faife’au lelei tele.

ACTIVITY

1. The class will sit in a circle. One missionary begins by saying, "If we had some money (tupe), we would go to Hawaii.” (Use ‘ama.)

2. The next missionary makes a statement based on the previous one. For example:

Missionary B: "If we were going to Hawaii, 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 Hawaii, . . .” (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 vevela lenai aso, o le'a e ta'aloe i fao?
   b. 'Ana 'e le sau i le MTC, fa'amata ua 'e maua ni fa'amanuia fa?
   c. O le'a 'e fa'anoana pe'a la fa'atali lau uo teine ia te 'oa?
   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'oa pe'a aga 'e le 'ai se mea'ai analeila?
   f. 'E te sau i le vasaga pe'a fa'ai e le sau le faia'oga?
   g. 'A 'e alu i le fale ta'aloe, o le a lau mes o le'a fa'i?
   h. Pe 'e te fia tautali fa'a-Samoas e pei o na tautali le faia'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.

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 MODEL.

DIALOGUE

Lafai: O le ʻa le mai a le isi 'au ali'i la e fai?
Pai: Le e o i le tifaga lea e fai ñ tua o le nu'u.
Lafai: Oi sole! Aga'ia le vaega laie!
Pai: Sa'o lelei ai Ma'amau pa 'ana uma le tu galuga.
Lafai: Se, 'ua ou fiu le mea e fai lenel galuga. E a pe'a tatou o i le tifaga ma le 'au igoa lae?
Pai: E la ʻai ai. Leaga, na motu lau tana.

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.
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 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'ialai (hunger). Therefore, to say that "the man from Lepa has come" is a figurative way of saying one is hungry.

1. 'Ua 'ou ______.
   a. matea
   b. motu
   c. gau

2. Ta' ______!
   a. leaga
   b. lelei
   c. mania

3. 'Amuia ______.
   a. le 'u vaega lal
   b. le vaega lal
   c. le 'u aili lal
   d. le 'u iiga lae
   e. lal tama
   f. la'ulu tama
   g. le iiga lae
   h. 'oe

4. ______ e timu la aso.
   a. Ou te masalo
   b. Ou te matea
   c. Atou
   d. Fa'apea a'uu
   e. Fa'amata/Pa uma ta ...?

5. Fiu le mea o ______
   a. fa'atai ('i la'u soa)
   b. alo'o, 'ue le taitai ou ou malamalama i at

1. I am ______.
   a. poe
   b. broke (colloquial)
   c. broke (colloquial)

2. (That's) very ______!
   a. bad
   b. good
   c. nice

3. ______ 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 a pe'a (se'i) _______.
   a. ta o e tala'i
   b. ta o i le malasamalau sa
   c. 'e fa'atuma lipotī ia
   d. 'e fa'amamas ia ta potu

8. Ma'imagau pe'ana _______.
   a. 'uma la'u galuega
   b. ai sa' u penitala
   c. malosī 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. Va'atua le i goa lea?
   e. Amu'ia le 'au i goa ia?
   f. 'E te massalo 'ua gau le 'au vaega lea?
   g. 'E te fa'apea e ta'i manaia le tusi leneti?
   h. 'Ua 'e flu e a'oa'o le fa'a-Samo'a?
   i. 'E te matamatu e pisa tele le 'au i goa 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.

1 lalo (ifo) o  - under, beneath, below
1 luga o  - on, on top of, over
1 luma o  - in front of
1 tua o  - in back of, behind
1 tala mai o  - next to, on this side of
1 tala ane o  - alongside, next to
1 tala atu o  - on that (far) side of, behind, beyond
1 totonu o  - inside
1 fafo,o  - outside
1 le va o  - between
1 tafatafa o  - beside, at the side of, by

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 penitala i totonu o le taiga a lau soa.
   b. Tu'u le tusi a Elder/Sister _______ i lalo o lona nofoa.
   c. Tu'u lounu i luga o le laaulau.
   d. Tu'i luma o le laupapa.
   e. Tu'u lou se'eva e le tala ma i le lapiisi.
   f. Ta'oto i lalo o le laaulau.
   g. Tu'u le tusi a lau soa i tala atu o le lapiisi.
   h. Tu'u lau penitala i le va o Elder/Sister _______ ma Elder/Sister _______.
   i. Nofo i ta'atafa 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 penitala?" 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:

   Tu'i se ata o se 'aua. Tu'i se ata o se tamāloa i tala ane o le 'aua. Tu'i se ata o se fale i tua o le tamāloa. I luga o le fale, tu'i 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.
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

<table>
<thead>
<tr>
<th>Samoan</th>
<th>Meaning</th>
<th>Samoan</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>'a'o</td>
<td>while</td>
<td>sipuni</td>
<td>spoon</td>
</tr>
<tr>
<td>fa'taumu'u</td>
<td>to fulfill, to accomplish</td>
<td>sulu</td>
<td>to put on, to wear, tuck in (an 'ie)</td>
</tr>
<tr>
<td>fufulu</td>
<td>to wash (body or object), to clean/brush (of teeth)</td>
<td>susu</td>
<td>wet, moisture</td>
</tr>
<tr>
<td>'ie</td>
<td>waistcloth</td>
<td>tala'vou</td>
<td>lady</td>
</tr>
<tr>
<td>mago/f'a'mago</td>
<td>dry/to dry</td>
<td>tautau</td>
<td>to hang up</td>
</tr>
<tr>
<td>naifi</td>
<td>knife</td>
<td>telefu</td>
<td>naked</td>
</tr>
<tr>
<td>ne'i</td>
<td>lest, in case</td>
<td>tipi</td>
<td>to cut, to slice</td>
</tr>
<tr>
<td>'ona</td>
<td>because</td>
<td>tiute</td>
<td>duty, task, customs duty</td>
</tr>
<tr>
<td>pa'u</td>
<td>to fall</td>
<td>tui</td>
<td>fork, to stab</td>
</tr>
<tr>
<td>mili</td>
<td>goal, aim, objective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 'ia 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.
Mastery: Practice: Dictation

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 te and ina te, 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. - Be careful, lest you get hurt.
'Ave le fa'amalualu ne'i timu. - Take the umbrella in case it rains.
Ou te fefe ne'i 'e pa'u i le sami. - I'm afraid that you will fall in the ocean.
E tatau ona 'e fa'aeteete lava, 'ina ne'i lavae 'oe i le ta'aloga. - You must be careful so as not to hurt yourself in the game.
'Ina ne'i pa'u tatau i le agasala, e tatau ona tatau 'esu'e i tusitusiga pa'i'a. - 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 tamo'e i le fale sā '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 + ('ina 'ia
   'ia
   ne'i
   'ina ne'i) + DC

2. * { 'ina 'ia
      'ina ne'i } + 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 faiga'aleuga. - I went to America in order to work.
E tatau ona 'e 'ai 'ina ne'i 'e oft 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 ma'au le malo'i e lelei pe'a tā tamono'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: lele'a - to be blown (by the wind)

O Simi o se tama Samoa. Sa glu / Simi i le sami i ce tasi aso e ta'ele. / Sa ia tatale mauamua lona 'ofu tino 'ina ne'i susi. / Sa talai fo'i ona se'vase ma lona ofu vae. / Sa ia suig lona 'i e te'a ele 'ina ne'i telefum 'o ia. / Sa ia ou o le vai, ae / sa ia fa'aeteete ne'i pa'u o ia i tuga o se ma'a. / Sa agi mai le savili ma sa lele'a ofu o Simi / i le sami. Sa tago Simi i ona lavalava / ma sa tautau i le la'au 'ina 'ia fa'amamago. / Sa ia tautau fo'i lona 'i e ta'ele i le la'au / 'ina 'ia fa'amamago le 'ie i le savili.
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'e* lanai 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 taunu'u mai lona – 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 sauniti le mea'ai 'a'o 'e faigalauga.* – I will prepare the food while you work.

Sa *'a'o* malosili le faite'au *'a'o* mea lane sao. – 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 + \[
\begin{align*}
\text{ina 'ua} & \{ \\
\text{ina 'o} & \\
\text{ina 'o le'a} & \\
\text{'a'o} & \\
\} + \text{DC}
\end{align*}
\]

2. IC + \[
\begin{align*}
\{ \text{ina 'ua} & \\
\text{ina 'o} & \\
\text{ina 'o le'a} & \\
\text{'a'o} & \\
\} + \text{DC} + \text{IC}
\end{align*}
\]

*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 sini, sa ia maug loa le fiafia. - When the boy achieved his goals, he became very happy right away.
Sa oti le tama'aloa ina 'o moe o ia. - The man died while he was sleeping.
Ou te alu le fa'ele'eono 'a'o e saunia le ma'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 Pai i le MTC. / Sa ala 'o ia i le tū o le ono. / Sa ta'ele 'o ia 'a'o fa'atau e lana soa tusitusiga pa'i'a. / Ina 'ua ta'ele lana soa, sa fa'atau Pai / i le Tusi a Maumé. Sa la' o atu / i le fa'ele'aiga ina 'ua tā le fitu. / Ina 'o le'a 'ai Pai, sa pa'ū lana tui. / O lea, sa alu atu lana soa e toe aumai se isi tui. / Ina 'o alu atu lana soa, sa pa'ū fo'i le sipuni a Pai. / O lea sa vala'au atu Pai i lana son / e toe aumai se isi sipuni. Ina 'ua fo'i mai lana soa, / sa 'amata e Pai ona 'ai lana mea'ai. / Peita'i, sa se'e le naifi ma sa pa'ū foi' le naifi. / Ina 'ua pa'ū le naifi, sa fa'apea Pai o le's ita lana soa. / Peita'i, sa le ita lana soa, 'ae sa ia 'ata leo 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

Feilōa'i Elder ________:

a. pe sa fiafia 'o ia ina 'ua avea 'o ia sa se faife'a'u.
b. pe se fa'amoana 'o ia ina 'ua le fa'ataunu'uina ona sini i ānei vaiaso.
c. pe sa pa'ū lana sipuni ina 'ua ia 'ai i le fa'ele'aiga analeti'a.
d. pe sa aulu lona 'ia ina 'o ta'ele 'o ia anaeta'i.
e. pe sa ia fa'ataunina tusitusiga pa'i'a 'a'o moe lana soa anapo.
f. pe sa tipitipí lana mea'ai i le naifi ina 'ua ia 'ai i le fa'ele'aiga anatae'a.
g. pe sa feilōa'i Elder ________ ma se tama'ita'i ina un ia alu i le potu ta'ele'anaana'i.
h. pe masani ona tu'u ana penitala i le taga a longa ofu vae ina 'o fai ona lavalava.
i. pe sa ia telefua i le potu moe ina 'o le'a ia 'elu 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.
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'i o mai tamaiti, sa ou tapenaina le fale. - Before the children came, I cleaned the house.

O le'a la taauloto le lesona 'ae le'i toe sau le fai'a'oga. - They will memorize the lesson before the teacher comes back.

Sa ou faitaunina le tusi 'a'o le'i lus 0 i le 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'anoanoa le teineitiiti 'ae ou te le'i avatua se mea'ai. - The girl was sad before I brought (her) some food.

O le'a te'a'ele le vaega lea 'ae latou 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 le'a la'u 'eva 'ae le'i o'o i le feono. - I shaved my beard before the meeting (came).

'A'o le'i o'o i le aso lena sa fanau le fai'ne. - Before that day came, the woman gave birth.

O le'a ou toe malaga mai 'a'o le'i o'o i i a - I will come back before December.

The following patterns express the notion of "before":

1. a. IC + {['a'o le'i] [tae le'i]} + DESCRIPTIVE + te le'i + DC

   b.* ['A'o le'i] + DESCRIPTIVE + te le'i + DC + IC

2. a. IC + {['ae] ['a'o]} + le'i o'o i + NP

   b.* ['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:

On te fia alu i le fale 'a'o le'i uma le mea'ai. - I want to go home before the food is all gone.

E lelei pe'a 'e malagafai 'ae 'e te le'i malaga 'i 'o. - It would be good for you to rest before you go over there.

O le'a oti le fai'ne 'ae le'i o'o i le masina fou. - The woman will die before next month.
Practice

1. Substitution - Class

Model: O le'a ou fa'ataumu'ina a'u sini 'a'o le'i 'a sau.
Substitute: le Aso sa, 'ou oni, 'e te alu, le maatia fou, uma lau galaeua, ou te alu 'ese, lua te momoe, goto le la, la tauasa a sau, le va'asa lea, tou te o, 'ou moe

2. Substitution - Individuals

Model: Sa la fa'amamaina le potu 'se le'i la momoe.
Substitute: 'e te moe, laofie, le Aso Luca, 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'aele - 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 _________ Sisia. 'A 'o _________ mafa ia malaga 'o ia 'i Amerika, sa tatou _________ ia fai ana pepe malaga. Sa ia fa'ataumu pepe malaga, ona _________ ia fa'atafi lea i _________ avanoa e malaga ai. 'A'o le'i _________ i lena aso, sa fa'atauf mai _________ Lafai ni 'ofu fou _________ ia 'aulelei 'o ia pe'a ia malaga atu _________ Amerika. _________ ua o'o mai _________ aso e malaga ai, _________ alu Lafai _________ le malae va'aele. Peita'i, 'ae na _________ le'i tu'uua ilona _________ fale, sa fa'amavae loane 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 'a uma (and pe'a uma) for future time.

These expressions may come before noun phrases, or can be used with ana to precede a clause with a tense marker. Study the following examples:

Sa o atu tagata i o latou fale ina 'ua 'uma le ta'aaloga. - 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 taulotogina e le faife'au ana lesona, sa ia ma'ale i le potu vasesa. - After the missionary memorized his lesson (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. \[
\begin{array}{c}
\text{ina } \text{ua } \text{uma} \\
\{ \text{A } \text{uma} \}
\end{array}
\] + \[
\begin{array}{c}
\text{NP} \\
\{ \text{ona} + \text{DC} \}
\end{array}
\] + IC

2. IC + \[
\begin{array}{c}
\text{ina } \text{ua } \text{uma} \\
\{ \text{pe'a uma} \}
\end{array}
\] + \[
\begin{array}{c}
\text{NP} \\
\{ \text{ona} + \text{DC} \}
\end{array}
\]

Examples:

'A 'uma lay galuga, 'ia 'e sau i lo'u fale. - After your work, come to my house.
0 le'a ta o pe'a 'uma ona 'e tuma lona tsu. - We'll go after you write that letter.
Ina 'ua 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 tina, tagi lona uso, lana galuga, fa'i lana mea a'oga, le ta'aloga

b. Model: Sa moe le tama ina 'ua 'uma ona ia faisa le mea'ai.

Substitute: le sauniga, moe lona tina, tagi lona uso, lana galuga, fa'i lana mea a'oga, le ta'aloga

c. Model: O le'a tatou faia le mea'ai pe'a 'uma le tifaga.

Substitute: Sa, E, Na, O le'a, E, Sa

d. Model: Sa ma'ou tatai lo la 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'aloi i le fale ta'aloi pe'a 'uma le vasega?
b. Sa e ta'ele ina 'ua 'uma ona 'e ta'alo ananafi?
c. Sa susu ou ofu ta'aloi ina 'ua 'uma ona 'e ta'aloi analeila?
d. E 'usita'i i lau soa pe'a 'e tau'um 'u i Samoa?
e. 'A 'uma ona fai a mea a'oga, o le'a 'e fesoasai i lau soa?
f. Sa lua 'a'ai i le fale'aiga ina 'ua 'uma le lotu i le Aso Sa?
g. Sa fia'a'ai pea lau soa ina 'ua 'uma le mea'ai analeila?
h. O le'a tou momoe i le potu moe pe's 'uma sauniga i le Aso Sa?

4. Directed Free-Response Questions

Fa'asili 'ia Elder/Sister ___________

a. po'o le a lana mea o le'a faia pe'a 'uma le vasega.
b. po'o le a lana mea o le'a tupu pe'a 'uma lenae olaga.
c. po'o le a lana mea fa i ina 'ua 'uma lona lotu i le po o le Aso Lua.
d. po'o le a lana mea sa fa i ina 'ua 'uma lana ta'alega ananafi.
e. po'o le a lana mea sa fa i ina 'ua 'uma ona faia le tagamea i le aso maolo.
f. po'o le a lana mea o le'a faia pe'a 'uma ona ia ta'aloi taenau.

258
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 *ana* 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 oti 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.

*ona* may also occur before the indeterminate past (sa) and non-past (e, te) tenses:

Sa ma‘i le tama 'ona sa 'ai 'o ia 'i a mēa - The boy was sick because he ate some bad food.

'E faigata, 'ona 'ou te le iloa le ala. - 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:

'ona 'o le timu, sa le faia le ta’aloga. - Because of the rain, the game was not held.

O le’a fa’amauuiaina tagata 'uma ona 'o le - All people will be blessed owing to the love of God.

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 ‘aiga ‘ona ‘ua ma‘i le timi. - The family is saddened because the mother is ill.

Sa le fa’atamau u’e le tama ona titinge, ‘ona sa ia tafaio i le fale o’lana uo 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.
Mastery Check - Rule

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 faife'au lelei, / 'o lea sa ia fa'aloge lelei 'i le faia'oga. / Sa masani ona fia atu le faia'oga i faife'au, / "E tatau ona tou faia ni sini 'ina 'ia 'avea 'outu 'o ma ni faife'au malolosi i le galuega a le Atua." / 'O lea sa faia e Mele ni sini e telea, / 'ona 'ua ia fia usita'a i lona faia'oga. / Sa tama fia maloisi Mele e fa'ataunu'uina ana tuite i le vàsegia / atoa fo'i ma ana sini e telea. / Peita'a, se le fa'ataunu'uina se tasi o ana sini. / 'Ona 'o lea ma sa fa'anoanoa Mele. / 'O lea na ia toe faia ni sini faigofie. / 'Ona sa fa'ataunu'uina e Mele nei sini faigofie, / sa ia toe maua le flaflia 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 a i le vsagia analatela? b. O le a le mea 'e te le fiaflia ai 'i lau soa? c. O le a le mea 'e te fiaatou a i tusitutiga paia? d. O le a le mea 'e te tamo e a i le fale talaio i aso 'uma lava? e. O le a le mea 'e te le fiaflia ai 'i le mea'si i le fale'aiga i le MTC? f. O le a le mea 'e te teu giants i le fale sa i Aso Sa 'uma lava?

g. O le a le mea 'e te le usita'ai ai 'i le fiaflia '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 lau mea sa 'e fia i le ta o le ______? 'Aisea?
b. O le a lau mea sa 'e fia i le ta o le ______ ananafi? 'Aisea?
c. O le a lau mea sa fia i le fale sa i le Aso Sa 'ua te'a? 'Aisea?
d. Po'0ua, 'e taulotoina 'uma au lesona? 'Aisea?
e. O le a le mea na 'e aina i le fale'aiga ananafi? 'Aisea?
f. O le a lau mea o le'a fafe'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
talai - to take off (of clothing)
tel'i - surprised, shocked

'O Simi ma Pili 'o ni tama Samo. / I se tasi aso, sa la $ au i le sami / e ta'e'a ai. / 'A'o le'a la ta'e'a, / sa la talai o la ofu 'iva nei susu. / Ina 'ua uma ona 'ave 'esena o la'ua 'ofu, / sa la feesofe i le sami. / Na sau fo'i se tama'ita'i e ta'e'a i lea mea. / O lona ligo o Mele. Sa le iloa e Mele / sa i ai Simi ma Pili i le vai. / Sa sulu e-Mele lona 'le ma sa osa i le vai. / Sa ia te'i ina 'ua ia va'ai atu 'ia Pili ma Simi. / Sa ma lava Mele 'ona 'ua telefumia Simi ma Pili. / Sa 'amata loa ona alu 'e le Mele, / ma sa fe'atai Simi ma Pili. / 'Ona o le'a mea, sa ita lona Mele / ma sa ia 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 lavaia.

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, se sa 'amata pe'a una la savavali atu i ________ fale. Sa la tete'i lava ________ 'ua sau se isi tagata i ________ 'aua la. ________ 'ua telefufua i la'ua, o lea, sa la feosofi ________ tua 'o se la'au. Sa fa'aapena ________ la faia ina ________ o ane isi tagata i le ________. Ina 'ua toetiiti ________ la taunu'u atu i le fale ________ Pili, sa va'ai ________ i la'au e se matai. ________ la toe feosofi i tua ________ se la'au. Peita'i, 'ua 'uma ________ va'aia i la'ua ________ le matai. Sa fa 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 lenei 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 tala, sa ________ 'ata lea tele ma sa fa atu, "A toe ta'e'ele oulua, ia ________ ni o oulua 'ie ta'e'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 fa'i pe'a 'uma le vasega?
Missionary B: O le'a 'ou ta'ele pe'a 'uma le vasega.
Missionary A: O le a lau mea sa fa i na 'ua moe lau soa 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'aifatu'i</td>
<td>contentious, problematic</td>
</tr>
<tr>
<td>fa'aipoipo</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'aga</td>
<td>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>la'a pu'e</td>
<td>tape recorder</td>
</tr>
<tr>
<td>le'o</td>
<td></td>
</tr>
<tr>
<td>mala</td>
<td>tragedy, disaster</td>
</tr>
<tr>
<td>malaia</td>
<td>(1) unlucky, ill-fated, damned (2) to be dead (honorific)</td>
</tr>
<tr>
<td>mala'amala</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'iloga</td>
<td>unless</td>
</tr>
<tr>
<td>talu</td>
<td>from, since, owing to</td>
</tr>
<tr>
<td>telo/telo</td>
<td>big, large, great</td>
</tr>
<tr>
<td>tiga</td>
<td>painful, pain</td>
</tr>
<tr>
<td>vagana</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'aloga. - Wait until the game is over.
 Ou te le alu se'i ta le i'ava. - 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 ananel or tasea) or certain prepositional phrases:

Ou te faigaluega se'i o'o nanai. - I work until tonight/later today.
 E feala tamaiti se'i o l e i'ava. - The children stay awake until nine.  
 E tatau ona nonofo tatou se'i o 'i le i'uga o le fono. - We must sit until the end of the meeting.

Tupa atu penitala e 'amata mai 'iia Simi se'iia o 'ia 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'ga'o le tama se'iia o'mai lona - The boy studied until his family came.
 'aga.

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 lanaga. - (Wait) until he's through working (lit. until his work is done).
 Se'i a'ga le tama. - (Wait) until the father comes.
 Se'i ta le ono. - (Wait) until it's six o'clock.
The following patterns express the notion of "until."

1. **IC** + \[ \text{se'i} / \text{se'ia} \] \{ se'i / se'ia o'o ina \} + **DC**

2. **IC** + \[ \text{se'i} / \text{se'ia} \] o'o + \{ **ADV** time \} + \{ a / ria + **NP** \}

The following pattern can be used to express "wait until":

3. **se'i/se'ia** + **DC**

**Examples:**

Sa ia 'ai pea lava se'ia o'o ina oti. - He kept on eating continually until he died.
Savali pe'a se'ia 'e va'aia se fare'oloa - Keep walking until (you) see a really big store.
tele lava.
O lea, sa ia savali atu se'ia o'o 'i le po. - 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 faiagaluega se'ia sau le fa'atonu sti.  
   Substitute: le fiva, naeni, '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 tolua.  
   Substitute: vala'au mai lona tinā, analei, le taeao, pisa mai lona uso, anataeao, le fa

3. **Fill in the Blanks**

   **NEW WORD:** fa'alelei - to improve

   Sa fiafia Mele _________ le Tusi a Mamona. Peita'i, sa fa'alelei lana faiteau tusi. O lea, _________ ia saunia se aula _________ fa'alelei ai lana faiteau tusi. Sa ia 'amata _________ faiteau le Tusi a Mamona i _________ ta o le valu _________ le taeao ma sa faiteau pe'a _________ o'i le _________ o le oceulu i le po. _________ se tasi po, sa ia faiteauina _________ le tusi _________ malamanaiama mai le taeao. _________ 'amata ona ti'eiga _________ ulu. O lea, sa taumafai ona ia savali _________ 'i le foma'i, 'ae sa toetiiti pa'u _________ lalo. O lea, sa ia tago _________ se la'au se'ia _________ ina toea maua lona malosi. Sa fai atu le foma'i 'iia te ia, "E tatau ona e mulolo _________ o'o taeao."

   Sa toe fo'i Mele i lona _________ ma sa unita'i _________ fa'atonuga _________ le foma'i.  

   Sa le toe faiteau _________ ia se tusi se'ia o'o _________ toe maua _________ malosi 'atoa.

4. **Discussion Questions**

   a. O le a le mea na ma'ai ai Mele?  
   b. Pe ma'ai ona ma'ai se tasi i le faiteauina o le Tusi a Mamona?  
   c. O le a le itu'aiaga o tagata e i ai a Mele? O a ni ona uiaga lelei? O a ni ona uiaga leaga?  
   d. Pe 'e te fiafia 'iia Mele? 'Aisea?

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.**

263
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'ILOGA, VĀGANĀ**

The Samoan words se'iologa (sometimes written se'i iloga) and vāganā are used to convey the ideas of "unless" and "except for." Se'iologa (or se'i iloga) usually introduces an independent clause. Clauses containing se'iologa usually occur last. Examples follow:

Ou te le alu 'i le foma'ai, se'iologa ta te o fa'atasi. together. — I'm not going to the doctor, unless we go

Ou te mssu e alu i le fono se'iologa e maua se mea'ai lelei. — I refuse to go to the meeting unless (we) get some food.

The word vāganā (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 vāganā Sale. — Everyone was happy except for Charlie.

E lelei lava la matou itu vāganā ai la'u soa. — Our district is really good except for my companion.

Ou te le fia a'oa'o vāganā ta te a'oa'o fa'atasi. — I don't want to study unless we study together.

The clause containing se'iologa or vāganā may only use the non-past (e/te) or determine present ('ua) tenses. For example:

Sa le mafai ons 'ou sau i le vasega vāganā 'ua 'uma la lotu. — I couldn't come to class unless the service was finished.

Sa 'ou le fia malaga i Amerika se'iologa 'ua ta o fa'atasi. — I didn't want to travel to America unless we went together.

<table>
<thead>
<tr>
<th>The following patterns express the ideas of &quot;unless&quot; and &quot;except for&quot;:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. IC + [ vāganā (ai) + { NP } ]</td>
</tr>
<tr>
<td>2. IC + se'iologa + IC*</td>
</tr>
</tbody>
</table>

*This clause can only use the determinate present ('ua) or non-past (e/te) tenses.

Examples:

Ou te le pu'eina le ata vāganā ai 'e te 'ata. — I won't take the picture unless you smile.

'Aua 'e te sau 'i le vasega se'iologa 'e te sumafa au tusi.

Ou te fiafia 'i 'ofu 'uma vāganā ai 'ofu ultulū.

Mastery Check – Rule
Practice

1. Dictation

'O Pai ma Lafai o ni faife'au palagi. / Na saunia e o la faias'oga se mea'ai fa'aSamoa mo 'i la'u'a. Sa musu Pai e 'ai le mea'ai / se'iloa e 'ai lana soa. / Sa fai atu Pai 'ia Lafai, "Se'i lai Lau mea'ai." / Sa tali Lafai, "Mua na 'e oe?" Sa fai atu Pai, / "O le 'ai vagana e te 'ai muamua." / O le 'ata Lafai, "Aua e te fefa." / O le 'ata lao lea 'i le mea'ai. / Ina 'ua iao atu e Pai / 'ua faias Lafai 'i le mea'ai, / sa 'amaata log ong ia 'ai, / Ina 'ua 'uma le mea'ai, sa fai atu Pai, / "O le fiata 'i ia mea'ai Samoa 'uma vagana lai lena mea 'ena'ena." / O le 'ata Lafai ona ia fai atu lea, / "Sole! 'O le mea 'o le koko palagi!"

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 ta'elei i fano se'iloa e i'ai sou 'ie ta'elei?
b. 'E te musu e tapena lug 'ato pa'u vagana e fesoasoani lau soa 'ia te 'oe?
c. Pe 'e te massig o le'ai malai sa tagata se'iloa e fa'aipoipo?
d. Fa'amatagi o le'ai 'e faiasi lau soa vagana ua ia fa'ai'ogo 'ia te 'oe?
e. 'E te le sou se'iloa ua ou avatu se ma alofa tae?
f. Pe 'e te fiata 'i faiaso'a uma vagana Elder/Sister?
g. Pe se'iloa lau soa 'i faias'oga 'uma vagana Elder/Sister?
h. Pe 'e te musu e fa'auna au mea o'aga vagana 'ou te fesoasoani atu 'ia te 'oe?
i. 'E te fexe a ealu 'i Samoa se'iloa lua te o fa'aatai ma lou tina?
j. 'E te le fia 'ai se'iloa ua vela le alaisa?

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'iloa 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 one, it can introduce clauses with no tense marker:

'Ua matou fa'anoa talu one 'e alu 'ese. - We have been sad since you went away.
Talu one 'oti le fa'atua'ola, e le'ile'isea sa matou peninsini. - 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 se'e 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 ai. Talu ai 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 valea. - The boy was injured on account of his foolishness.
E le mafai ona 'ou tautala fa'aSaman talu ai ou te le'i a'oa'o malosi i le MTC.
0 lo'o ta'oto le tama 'ita'i 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 + TIME EXPRESSION</td>
</tr>
<tr>
<td>(mati) + TIME EXPRESSION</td>
</tr>
<tr>
<td>(ai) + NP</td>
</tr>
<tr>
<td>ai ('onega) + IC*</td>
</tr>
<tr>
<td>mana + DC</td>
</tr>
<tr>
<td><strong>2.</strong> Talu + TIME EXPRESSION</td>
</tr>
<tr>
<td>(mati) + TIME EXPRESSION</td>
</tr>
<tr>
<td>(ai) + NP</td>
</tr>
<tr>
<td>ai ('onega) + IC*</td>
</tr>
<tr>
<td>mana + DC</td>
</tr>
</tbody>
</table>

**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 Māle talu ona 'e sau. - Mary has been happy since you came.
'Ua fa'anoanoa 'o ia talu ai lenui malo. - He is sad on account of that tragedy.
'Ua tinu tele talu mai Te'sema. - It has rained a lot since December.
Sa oti le tamaloa talu ai 'ona e le'i 'asia e ia se mea'ai. - The man died because he didn't eat any food.

Mastery Check - Rule

**Practice**

1. **Substitution - Class**

Model: 'Ua 'ou fa'anoanoa talu ona 'e agaleaga 'ia te a'u.
Substitute: ou te ma'i, lou agaleaga, oti la'u uo, lo'u auleaga, 'e te valea, ananse, 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 fa'i nusipepa. Talu ai ________ 'ua i ai ________ Simi se ma e pu'e ata, o lea sa fa'i 'o ia ________ tagata pu'e ata ________ le nusipepa. I se tasi aso, sa maua ________ Simi se fa'atonuga ________ alu atu 'i le nu'u ________ faleolo ma pu'e ai ni ________ 'o se fa'alavelave. I na ________ taumu'u atu Simi i lea mea, ________ ia va'aia se fa'alavelave tele 'ua tupu. ________ lulu le mafui'e ________ lenu nu'u ma na pa'u'u le te le o fale ________ ai e
le'i fai satele i se tuiaga lelei i lena __________. 'Ua feoti fo'i le to'aate o __________.
Sa 'amata __________ pu'e e Simi ni __________ no le __________. E le'i leva 'ae sa ma'i Simi, __________ ai ona e le'i va'ais __________ ia se ma e mata'utia fa'a'apea muamua.
________ ai lona ma'i, sa fo'i atu Simi __________ lona satele, ma e le'i faigatauga 'o
ia __________ le nusipeta __________ le aso lena.

4. Discussion Questions

a. O le __ le ma ga le toe faigualaga ai Simi?
b. O le a le itu'aga o tagata e i ai Simi? O a ni ona uiga?
c. 'Ana fa'apea 'o 'oe o Simi, 'ua 'e fa'amavae mai iau galuaga lona 'o se ma fa'a'apea?
d. 'Ua 'e va'aia muamua se mafui'e po'o se ma e mata'utia fa'a'apena?
'O a ni lagona na 'e maua i lena mea?

Mastery Check

Relate to your companion 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 tala.

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 ai 'i ait.
O le'a ou alofa pea 'ia te 'oe e ui lava ina o le'a ou malaga i America.

Even though the movie was good, I didn't go to it. I will still love you, even though I'm going to 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 fiafia lo'u 'aiga i le teine, 'ae ou te le fia fa'aipopo ia te ia.
Fai pea lau galuaga, e ui ina faigata, - Even though my family likes the girl, I don't want to marry her. - Keep doing your work, even though it's hard.

When e (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 fai ma e tele. In spite of her illness, she did many things.
Ae ui i lea, ou te le fiafia i lena faatega. - 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 ('ae 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] ina + \{ IC* \} + DC + \{ ('a) \} + IC

2. IC + \{ e fae \} + ui (lava) ina + [DC] + \{ IC* \}

*Normally, this clause will use any of the present tenses for its tense marker.
Examples:

E ui ina saosoa le tama, 'ae sili lava ona saosoa Simi.  
E ui i na mea 'uma, ou te lē fa'anoa nga.  
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 nonofo lo matou 'aiga i Samoa. / E ui lava ina matou matitiva, 'ae matou te fiafia pea. / E faigata le olaaga i 'inei Samoa. / talu ai 'ona 'ua oge lo matou nu'u. / Ae ui i lea, o lo'o matou galu'ue malo'i / 'ina 'ia mea sa mea'ai mo le 'aiga. / Matou te galu'ue i aoa 'uma lava, / eui lava ina 'a'asa la la. / O lo'o mama'i 'uma tagata o lo matou 'aiga / talu ai 'ona 'ua le lava mea'ai, / Ae ui i nei mea faigata, matou te fa'a'aumoae pea / i le alofa o le Atua e fesosasoai 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 'Ia 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 lelel le fa'a-Samoa o lana soa e ui lava ina paie 'o ia.  
d. pe fiafia 'o ia i le vaeega e ui lava ina leaga le fia'oga.  
e. pe o lega'ia to'aga i le mistona e ui lava ina q le'a faigata le galuega.  
f. pe o lega'ia 'ai 'i mea'ai Samoa e ui ina o le'a ma'i 'o ia.  
g. pe o lega'ia fa'aetou mai se la'ai pu'e leo tele e ui ina taugata (expensive).  
h. pe sa ia moe 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 u'i.

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 meas 'uma mo le malaga. / Sa faia e lo latou district se lgtu molimau / i le potu vasega i lena po. Sa 'amaga le saunia i le ta o le fitu e o'o i le ta o le sefulu tasi. / Sa fetaisia 'uma tagata vagana ai le fai'aga. / Te le aso na soso'o ai, sa latou malaga 'i Samoa. / Ina 'ua taunu'u i latou i Samoa i Sisifo, / sa latou felloa'i ma nisi tagata Samoa. / Sa musu Elder Jones e tautala fa'a-Samoas / se'iloaga e fenesamani lana soa ia te ia. / Sa fai atu lana soa, "Aua 'e te popole! / Fat sau tala i tagata." / Sa fai atu Elder Jones i tagata Samog, / "Pe leaga la'u fa'a-Samoas talu ai 'ona / 'ou te le'i a'o'ao o malosi." / Sa tahi se tasi tamaloa Samoa, / "E leai, e vave tele lau fa'a-Samoas!" / Sa fai atu Elder Jones, "Fa'afoaia lava. / O le'a'ou taumafa'i pea ona tautala 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 feiloa'i ma le peresitene o le misiona.

2. Fill in the Blanks

NEW WORD: i'u ina

- finally

O Elder Jones _________ se faife'au palagi. Ina _________ taunu'u Elder Jones _________

Iona nu'u, sa le feiloa'i _________ Iona soa o Povi. E _________ leva ona la nono fa'atasi, 'a 'ua iloa _________ Elder Jones e le'o _________ faife'au malosi Povi. _________

Masani _________ tafa Povi se'i _________ le lua i le vave ao. _________ iloa e Elder Jones o Povi 'o se faife'au fa'a'aiatuali. _________ musu Povi e tala'i _________

'ua la o i le fale _________ se teine 'aulelai. Sa ia le faitaunina _________ ni tusi _________ ai tusi leaga. _________ ai ne'i mea, sa fa'anamoa _________ Jones. Ae _________ i lea, sa ia onosa'i tele _________ le a'mo fa'a'aiatuali a _________ soa. Sa ia alofa atu _________ lana soa ma sa tauma'atagi _________ mau le fiafia. _________

'o ne'i mea 'uma sa fa'amanusina _________ Elder Jones e le Atua ma sa i'u ina maua _________ 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: talu ai lou 'aulegai!
Missionary A: Ou te alofa 'ia te 'oe—(points to Missionary C)
Missionary C: e ui lava i 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 test 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.
VOCABULARY

1. Multiple Choice. Teacher: Mastery level is 90% accuracy by each missionary.

   1. Na savaii le teine i le . . .
      a. lualeaga
      b. vaega
      c. se'ifoga
      d. sini
      e. 'auala

   2. Sa 'ou alu i le fale'oloa, 'se sa. . . la'u soa.
      a. feololo
      b. ta'u
      c. laulelei
      d. fa'amuli
      e. tago

   3. Ou te . . . 'i lena tagata leaga.
      a. tulaga
      b. laulelei
      c. 'ino'ino
      d. oti
      e. 'auala

   4. "E te iloa Maria?" "Ice, sa ma . . . ananafi."
      a. failela'
      b. feololo
      c. fa'avave
      d. fa'asala
      e. laguna

   5. E manaia lava lenai laulau; e . . . tele
      a. fa'alelelei
      b. laulelei
      c. lauleaga
      d. fa'aleaga
      e. tulaga

   6. . . . lsa galuega, ne'i tua'i tatou.
      a. Fa'asala
      b. Fa'avave
      c. Fa'apela
      d. Fa'alopo
      e. Fa'afitasuli

   7. Na . . . e le fa'amusino tama leaga.
      a. loto maualuga
      b. taga
      c. fa'asala
      d. talapepelo
      e. misa

   8. O le'a fa'amaluiaina 'i tatou pe'afai 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 lama . . .
      a. laguna
      b. tulaga
      c. vaega
      d. taga
      e. misa
10. Sa . . . e le fais'oga le teine lea.  
   a. uita'i  
   b. musumusu 
   c. talapepele  
   d. ulavale  
   e. 'otegia.  

11. 'Ua . . . le mea mata'utia.  
   a. tupu 
   b. lakfi  
   c. masalo 
   d. pgu 
   e. vaega.  

12. Sa . . . le mea'ai aua sa le fi'a'i le teine.  
   a. se'ifoga 
   b. mg'ima  
   c. lapisi 
   d. motu 
   e. gau.  

13. 'Ua . . . le vae o le tama.  
   a. lakfi  
   b. lae  
   c. gau 
   d. tupu 
   e. kea.  

14. "O le a sou manatu i le mea'ai lenei?" "Ou te le . . . ."  
   a. motu  
   b. mago 
   c. tu'i 
   d. pu'e 
   e. kea.  

15. E le mafai ona 'ou fa'atau le mea lea aua 'ua ou . . . .  
   a. ma'imau 
   b. mativa 
   c. mata'utia 
   d. m'salo 
   e. m'alai.  

16. E le'i . . . le siní o le teine.  
   a. fa'amago 
   b. fa'atasunu'u  
   c. fa'asala 
   d. fa'amuli 
   e. fa'aiapoipo.  

17. 'Ua . . . le tama aua sa ia oso i le vai.  
   a. susu 
   b. talavou  
   c. tautau 
   d. tipi 
   e. lae.  

18. Tapena le potu ma . . . 'ou 'ofu.  
   a. tiute  
   b. tuí 
   c. talavou 
   d. tautau 
   e. tupu.  

19. E alofa le tama i le . . .  
   a. fufulu 
   b. sipmí  
   c. pa'ú 
   d. tautau 
   e. tama'ita'i.  

20. Sa . . . le fasipovå le naífi.  
   a. susu  
   b. sulu 
   c. tipi 
   d. 'ato  
   e. mala.
21. ... mai sa'u ata!
   a. Fa'gipoipo
   b. Tiga
   c. Pu'e
   d. T'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. La teu 'ou lava'ava i totonu o le ... 
   a. mea pu'e ata
   b. 'o lea
   c. 'ato pa'u
   d. la'au pu'e leo
   e. fuafuaga

24. 'Ou te fia fa'alogo 'i le ... 
   a. 'ato pa'u
   b. loto maumalalo
   c. mea pu'e ata
   d. tau tulemoe
   e. la'au pu'e leo

25. "'Ua ... lou uso?" "Toe, 'ua oti 'o ia."
   a. malama
   b. maiga
   c. vagana
   d. telefua
   e. mago

2. Teacher: Place your pencil somewhere in the room and ask, "O fea la'au penitalea?" 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:

- Uses of pe and po
- Combining Sentences Without Conjunctions
  "And's" and "But's"
- Then
- If
- When (future and past)
- Like / As
- Common Conversational Expressions
- In Order To
- Lest
- While
- Before
- After
- Because
- Until
- Unless / Except For
- Since
- Although / In Spite Of

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
Sa malaga Simi ______ le nu' u o Sagona. Ina ______ ia nofo i lena nu' u i sina taimi, ______ feioa' i Simi ma le tama' ita' i talavou. 'O Sina ______ le igoa o le tama' ita' i. 
Sa iloa e Simi, ______ 'ua fiafia Sina ia te ia. Sa la 0 i le tifaga ______ fo' i ma le fala'aiga. ______ fiafia Sina i le mea'a'i, ______ le fasipovi. ______ 'ua 'uma la la 'aiga, sa ______ o i le vao 'ina ______ talanoa. Sa la talanoa e ______ lava 'ua lava ona la massai. Sa faa atu Simi ______ Sina, 'E te alofa mai ia te s' a'u ______ leai?" 
Sa tali Sina, "Io'e. Sa faa ______ Simi, ______ e te alofa ia te a' u, e titau ______ ta fa'aipoipo." Sa fiafia Sina 'ona ______lena mea, ______ sa ia faa mai 'ia Simi, "A' o ______ mafai ona ta fa'aipoipo, e titau ______ 'o fa'aonoi 'i lo'u tana ______ malie 'o ia i lena mea, ______ ita 'o ia." ______ ai le mea lea, sa alu loa ______ i le tana o Sina ma sa la talanoa ______ uiga i lena faafuaga. Sa faa mai ______ le tana o Sina, "E le mafai ona lua fa'aipoipo ______ e te 'aumaia ______ a'u ni tupe." E ______ lava ina faiga tana lena mea 'ia Simi, 'se ______ ia avatua iana tupe i le ______ o Sina, ona fa'aipoipo a'i ______ 'o Simi ma Sina.

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 Hele 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' a'i, . . . 'ua 'uma le mea'a'i.
          a. atoa fo'i ma
          b. atoa ma
          c. atoa
          d. 'a
          e. 'sena ise

______ 6. Ou te fia alu, . . . le mafai.
          a. 'ae
          b. e
          c. 'ua
          d. 'a'o
          e. ai

______ 7. Ou te mana'o 'i ni penitahia . . . ni peni.
          a. 'sena ise
          b. atoa ma
          c. peita'i
          d. 'ae peita'i
          e. 'ae
8. Sa 'ou alu e fa'atsau, ... 'i le fale.
   a. ona 'ou lea
   b. 'ou alu lea
   c. ona 'ou alu losa
   d. ona 'ou lea alu
   e. ona 'ou alu lea

9. Sa 'ou nofo i lalo ona . . .
   a. faiatauai lea o a'u o le tusi
   b. 'ou lea faiatauai le tusi
   c. 'ou faiatauai le tusi lea
   d. 'o lea 'ou faiatauai le tusi
   e. 'ou faiatauai lea 'o le tusi

10. Sa ia ta'oto i le moe ga 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, 'aumai le peni.
    a. 'Aenaise
    b. 'Ae
    c. 'A
    d. 'Afai
    e. Ins 'ua

12. 'O le'a 'e poto . . . 'e te a'oa'o malosi.
    a. 'a
    b. 'Afai
    c. 'ina 'ia
    d. pe'Afai
    e. 'ana

13. 'Usa 'ou fiafia . . . lelei la'u soa.
    a. 'a
    b. 'Afai
    c. 'ana
    d. po'o
    e. pe'ana

14. . . . 'e te alu i le fale o Ioane, avatū le tusi lenei.
    a. 'A
    b. 'Aana
    c. 'Afai
    d. A'o
    e. all of the above

15. Sa mativa le tama e . . . mativa la'u uō.
    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'a ou faiataua lenei tusi . . . mua le poto.
    a. ne'i
    b. 'ina ne'i
    c. 'ina 'ia
    d. ina 'o le'a
    e. ina 'ua

18. . . . lavaa 'oe, e tatau ona 'e fa'aeeteete.
    a. 'Ina 'ia
    b. 'Ina ne'i
    c. 'Ia
    d. Ne'i
    e. E ne'i
19. O lea’ou alu i le fale’oloa . . . ‘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’amanoa . . . otī lo’u tīnā,
   a. ‘ina ‘ia
   b. ina ne’i
   c. ina ‘ua
   d. ina sa
   e. ina le’i

21. Sa ta alu . . . sau le pasi.
   (He went when the bus came.)
   a. ‘ina ‘ia
   b. ina ‘o
   c. pe’a’afai
   d. ina ‘ua
   e. pe’a

22. E tatau ona ‘e sui ‘ou ofu . . . ‘ave le ta’avale.
   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 . . . ta’im i le sauniga.
   a. ‘ae ou te le’i
   b. a’o le’i
   c. ‘ae le’i o’o i na
   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 lenā 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 timu.
   a. ‘ona ‘o
   b. ‘ona sa
   c. ‘ona ‘ua
   d. ‘opa aua
   e. naa ‘ona ‘ua

26. ‘Ua ‘ou faia . . . ‘ou te fiafia 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 i na
   d. se’i o’o i
   e. all of the above

28. Faa’satali i ‘inae . . . sau le faa’oga.
   a. ss’ia
   b. se’i
   c. se’ia o’o i na
   d. se’i o’o i
   e. all of the above

29. Sa le mafai ona ‘ou alu i le vasesa se’iloga . . . ta o fa’atasi.
   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. ase

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 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 maafai ona tamo'e Simi ... sa ma'i 'o ia.
   a. se'iloga
   b. e u'i lava ina
   c. 'ona 'o
   d. tgu 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'utig le mea
   e. 'ou te le kea

37. Fiu le mea ... ao'a'o, 'ae le tuiti ona 'ou mālamalama 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'inau pe
   d. masalo
   e. fa'amata

39. O 'afea e sau ai le ... ?
   a. 'au vaega lale
   b. 'au ait'i lae
   c. 'au igoa lae
   d. vaega lale
   e. igoa lale

40. "O lea le mea na "e faita ai i lena tusi?" "... ."
   a. Taatefe
   b. Pau lava
   c. E a la
   d. O la'u talu ma le mo'i
   e. 'Ua e lakia
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'iga o Sikoki. Ou te nofo i le nu'u o Provo. I ni tautaga 'ua te'a sa fa'i mai lo'u tama ia te a'u, "Sikoki, 'Afa'i 'e te fia 'avea pea ma se tagata o le nei 'aiga, e tatau ona 'e fa'amisiona. Sa 'ou le fia fa'amisiona ona 'ua 'ou iloa 'o se mea faigata lava le misiona. 'Ae ui i lea, sa 'ou uusita'i i lo'u tama, atoa fo'i ma lo'u tina ma sa 'ou saunia atu i le misiona. Sa 'ou fiafia ina 'ua vala'aquina a'u e fa'amisiona i Samoa. A'o le'i 'amata la'u misiona, sa 'ou fiafia ina ni tusi e tele e uiga i Samoa. Sa 'ou taumafai fo'i ona a'oa'o le gagana, e ui ina sa faigata. Sa 'amata la'u misiona ia Kula. Sa 'ou a'oa'o le fa'a-Samoas i le a'oga o le ekaesia se'ia o'o ia Setena ona 'ou malaga loa lea i Samoa. Sa ou fiafia i le mea'ai vagana ai ni i 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 fa'i i Samoa.

Comprehension Questions

1. O a'i le ioga o le tama i le nei 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 fea le mea na vala'aquina a'i Sikoki? Sa fiafia 'o ia i lena mea?
5. O a ni mea a Sikoki sa fa'i a'o le'i 'amata lava misiona?
6. Sa fa'a'ato'o ("for the first time") a'oa'o Sikoki i le fa'a-Samoas i le a'oga o le ekaesia?
7. O le a le masina na 'amata a'i le misiona o Sikoki?
8. O a le a le manatu a Sikoki e uiga i mea'ai Samoa?
9. O le a le mea na tupe i a Sikoki ina 'ua ia 'aina mea'ai Samoa?
10. O le a le manatu a Sikoki e uiga 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'ale?
Elder Auva'a: E leai se paipa, na'o le vai lepa la'i i tua.
Elder Sikoki: Ia, se'd ta o ta te ta'ole, leaga 'ua leva fo'i la aso.
Elder Auva'a: Ia, so'u mulu lo'u 'le ta'ele, ona ta o ai lea.
Elder Sikoki: 'Ua sua lua le vai ta'ale?
Elder Auva'a: E leai, e magalo 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 bath; 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.
VOCABULARY

fale 'ese - outhouse, latrine
fale la'ititi - outhouse, latrine
fale vao - parent
fala - mat
fala mini'i/ - sleeping mat
fala illi'i - to spread (something) out
folafola - metal drum, rain barrel
magalo - fresh, not salty (of water)
malu - cooling, refreshing
matua - old, mature, age
matua (pl.) - parent
pu - to die (of animals), to be out (of lights, fires, engines), to be low, out (of tide)
asa - village prayer time
sua - to contain water (or other liquids)
ta'ai - to wind, to roll
tai - tide
ta'inaumu - mosquito net
tala - to unfold, to undo
vai tafe - stream, river

TOOLS

PATTERNS - BATHING AND SLEEPING ACCOMODATIONS

The following patterns will help you converse about the bathing and sleeping accomodations 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 sea 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 tautale: fa'amole'mole, 'o fea 'o i ai le fale 'ese?

2. E i ai se tatou paipa ta'ele?

3. E leai se paipa; ne'o le ______ la e i tua.
   a. vai tafe
   b. vai lepa
   c. vai tuloto
   d. tufu
   e. kalone

4. Se'i fai se tā ta'elega, leaga ua ______.
   a. toeitiiti tumu le vai i tagata ta'ele.
   b. toeitiiti tā le sā
   c. toeitiiti po
   d. toeitiiti sua le tai
   e. leva le aso

5. 'Ia sulu lou 'ie ta'ele.

6. 'Ua ______ le vai lenei.
   a. malu
   b. malulu
   c. sua lua
   d. magalo

1. Excuse me sir for my ignorance: please, where is the latrine?

2. Do we have a pipe (faucet) for bathing?

3. There's no pipe; only the ____ out in back.
   a. stream/river
   b. ( stagnant) pol
   c. lake
   d. seaside spring
   e. rain barrel

4. Let's take our bath, because ______.
   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. Put on your bathing waistcloth

6. This water is ______.
   a. cool and refreshing
   b. cold
   c. brackish
   d. fresh, not salty
Practice

1. Memorization Exercise

2. Questions

a. Fa'amata '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 tuloto 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'atasi ma ni i'a i se tufu?
   f. Lua ta'ele i le tama 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'animu? Aiona?
   h. O fea le mea e teu ai ta'animu pe'a malama mai le taaeo?
   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?
   a. leai, 'ua malaita
   b.Leod, o lo'o ola pea
   c. leai, 'ua malilatu

2. Lo'u tama ma lo'u tina.
   a. Leai, 'ua malaita
   b. 'O lea Lava, o lo'o ola pea
   c. leai, 'ua malilatu

3. 'Ua fia tusa tautaga?
   a. ou
   b. oona

4. 'Ua lua sefulu __________.
   a. o'oe tausaga
   b. oona tausaga
   c. tausaga le matua o le tama

5. Are your parents still living?
6. __________ my father and my mother ________.
   a. No . . . are deceased
   b. Yes . . . are still living
   c. No . . . have passed on

7. How old _______? (lit. "How many _______years?")
   a. are you (lit. "your")
   b. is he/she (lit. "his/her")

8. __________ 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. Amerika
   b. Kanata
   c. Samoa
   d. (other) _______

6. 'O se fea _____?
   a. le ai'i
   b. lena 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

Practice

1. Memorization Exercise

2. Questions
   a. 'Usa fia tausaga o lau soa?
   b. 'O soifua pe'a ou matea?
   c. 'E te toe fo'i afe'a i lou 'aiga?
   d. 'O se fea lena faife'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 soifua ona matea.
   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>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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 the person's title) ma ia ia tona tautala, ..." 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 contractions, 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'eie. 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 al and i al as pro-prepositional phrases.

VOCABULARY

<table>
<thead>
<tr>
<th>fale o'o</th>
<th>- Samoan house; small Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td></td>
</tr>
<tr>
<td>behind</td>
<td></td>
</tr>
<tr>
<td>the</td>
<td></td>
</tr>
<tr>
<td>main</td>
<td></td>
</tr>
<tr>
<td>one</td>
<td></td>
</tr>
<tr>
<td>namu</td>
<td>- mosquito, mosquitoes</td>
</tr>
<tr>
<td>fasi</td>
<td>- to bear</td>
</tr>
<tr>
<td>kuka</td>
<td>- to cook</td>
</tr>
<tr>
<td>laulau</td>
<td>- coconut-leaf platter (for</td>
</tr>
<tr>
<td></td>
<td>serving food), to serve (food)</td>
</tr>
<tr>
<td>lo'omatua</td>
<td>- old woman</td>
</tr>
<tr>
<td>mafa</td>
<td>- to originate from, to be</td>
</tr>
<tr>
<td>ma'uga</td>
<td>- the reason for</td>
</tr>
<tr>
<td>mala'a</td>
<td>- to be split</td>
</tr>
<tr>
<td>musica</td>
<td>- music</td>
</tr>
<tr>
<td>ma'mu</td>
<td>- to give</td>
</tr>
<tr>
<td>lomata</td>
<td>- food-safe</td>
</tr>
<tr>
<td>masava</td>
<td>- to cause</td>
</tr>
<tr>
<td>mai</td>
<td>- beer, alcoholic drink</td>
</tr>
<tr>
<td>masava</td>
<td>- to be caused by, reason,</td>
</tr>
<tr>
<td>mai</td>
<td>- to originate from, to be</td>
</tr>
<tr>
<td>masava</td>
<td>- the reason for</td>
</tr>
<tr>
<td>masava</td>
<td>- to be split</td>
</tr>
<tr>
<td>musika</td>
<td>- music</td>
</tr>
<tr>
<td>masava</td>
<td>- to pour out, to empty</td>
</tr>
<tr>
<td>masava</td>
<td>- to raise, to hoist</td>
</tr>
<tr>
<td>masava</td>
<td>- affectionate term for one's</td>
</tr>
<tr>
<td>masava</td>
<td>- brother or sister, younger</td>
</tr>
<tr>
<td>masava</td>
<td>- old man, elder</td>
</tr>
<tr>
<td>masava</td>
<td>- cookhouse, kitchen</td>
</tr>
</tbody>
</table>

GRAMMAR

2. DIMINUTIVE DETERMINERS SI, NAI

In addition to the definite (le, ñ), and indefinite (ga, 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 indefinite, ni. For example:

'Usa ma'i si toea'ina. - The (dear) old man is ill.
Fa'a'uma le galuenga a'o i ai si malamalama. - Finish the work while there is a little light left.
Sa o mai nai 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 alofa le tina i nai anu 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:

Talofa e i nai fafe'au! - Those poor (sweet) missionaries!
Si j'u alofa! - Hello! (lit. "My love [to you]")
Sa i ai nai tusi i le laulau. - There were a few books on the table.

Mastery Check
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.
Substitute: (Point to different pictures on the blackboard as in the above exercise.)

3. Fill in the Blanks

NEW WORDS: asiasi - to visit

O lo'o igoa ________ Fill. Ou te nofo i se ________ Samoa fa'atasi ma ________ o'u
matua ma nai ________ tei. 'O le igoa 'o ________ o'u tāmā ________ Alo. 'O lo'o
nofo fo'i ________ ona tāmā i 'inei. Ou ________ fiafa tele 'i ________ toea'ina.
E nofo ________ tuafafine 'o si toea'ina i ________ fale e latalata ane i ________
fale sa, 'Ua matou fa'anoaoma ________ 'ua ma'i ________ lo'omatua. I le isì aso,
na 5 mai ________ tagata e to'avalu e asiasi ________ lo'omatua, 'se ou ________
le ioa le māfuaga. Atonu ________ te alolofa 'ia te ia e pei lava ________ a'u.

4. Discussion Questions

a. I lou java manatu, 'o ai nai tagata e to'avalu sa asiasi 'i si lo'omatua?
b. 'O le a le pogi na asiasi a1 na tagata 'ia te ia?
c. O le a le uiga 'o Pili? Pe ita 'o ia i lona 'aiga?
d. Po 'ua 'a asia se tagata matua muamas? '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 music, several music . . . " 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>DIMINUTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le</td>
<td>se</td>
<td>si</td>
<td>small measure or amount (mass nouns only)</td>
<td>sina</td>
</tr>
<tr>
<td>ni</td>
<td>nai</td>
<td></td>
<td>Plural (count nouns only)</td>
<td>nai</td>
</tr>
</tbody>
</table>

Examples:

"Ou te fia fa'alogo, 'i sina musika." - I want to listen to some music.
"Aumai nai vai mo 'i tatou." - Bring us some water.
"Asu mai se vai, fa'amolemole." - Bring some water (i.e., one cup or measure), please.
"Ligi mai ni vai, fa'amolemole." - Pour (me/us) some water (more than one measure), please.
"Sa momoe nai faife'a'u i le lotu?" - 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 like'oloa / e baul se fa'atau mo lona tīnā. / Sa fa'atomu sina Laki e fa'ataua mai sina suka ma ni suau. / Peita'i, ina 'ua ia va'ai atu 'i le tele 'o mea / i totonu o le fale'oloa, sa galo 'i la te la / le fa'au a lona tīnā. / Sa ia fa'ataua mai ni nai fagu pia / oma alu lea 'o ia i le fa'ale o ana uo. / Se feinu nai tama i sina pia / ma sa ta nai sina musika. / Sa ratou fa'atou se mea'ai ma sa faia ni ta'aloaga. / Ina 'ua fo'i atu Laki i lona tīnā / sa ita tele si lo'omatua 'i la te la.

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

Fasili 'iā Elder/Sister ________:

a. pe sa inu 'o ia i sina pia i se taimi i lona olauga.
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 laulau anapo.
d. pe fiafa'a 'o ia i nai faife'a'u (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 tatou.
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.

289
4. Free-Response Questions

a. 'O a ni ituaiga (kinda) o musika 'e te fiafia 'i a?  
b. I luga lava manatu, 'o a ni mea e masani ona teu e tagata Samoa i totonu o le sefa?  
c. 'O a ni mea'ai 'e te fiafia 'i a? 'O a ni mea'gi 'e te le fiafia i a?  
d. O te a se mea inu 'e te matua fiafia i a? Aiase?  
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 mafai ona teu i totonu 'o se fagu.  
g. Pe sa 'e inu pia mususua? Aiase?  
h. 'O le a le mafua 'a e te musu a i e inu pia?

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 than its near-synonym lea.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Location Referred to</th>
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</thead>
<tbody>
<tr>
<td>lene'i</td>
<td>nei</td>
<td>close to the speaker</td>
</tr>
<tr>
<td>lea</td>
<td>ia</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>lela</td>
<td>la</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 lea lea lea. - I like this book.  
- Ou te fiafia i le tusi lea lea. - I like this book.  
- Ou te fiafia i le tusi la'ititi lea lea. - 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 lena lea? - That (one)'s bad.  
- 'O a i 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>lae</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 laia, leia, lele, or lele. The student should be aware that the use of plurals for leiale 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:

'O le a le mea leale? - What's that thing?
'Aumai le fa'i lele. - Hand (me) that banana (there).
Ou te fia malaga i le pasi laia. - I want to go on that bus (over there).
0 lo'o ta'a'aloe le 'au ali'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>leale - this</td>
<td>nei - these</td>
</tr>
<tr>
<td>lea - this, that</td>
<td>ia - these, those</td>
</tr>
<tr>
<td>lela - that</td>
<td>ja - that</td>
</tr>
<tr>
<td>leia - that (over there)</td>
<td>ia - those (over there)</td>
</tr>
</tbody>
</table>

The following demonstratives are subject to regional variation and generally follow nouns:

| leale - that | nae - those |
| lea - that (there) | le - those |
| leia - that (over there) | lea - those |

Examples:

Pe 'e te mana'o i leale tusi? - Do you want this letter?
E manala le fa'alaa laia! - Hand (me) that thing (there), please.
'Aumai le mea leale, fa'amolemaole. - What are these things?
'Ta 'e faitauina le tusi leale? - 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: 'O le peni leale (or leale).
Teacher: (points to books near the missionaries)  
Class: 'O roto ia (or net).
Teacher: (points to trash can)  
Class: 'O le Laipisi leia.
Teacher: (points out the window): faifea'au  
Class: 'O le faifea'au lale (or leia).

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 lele?  
   b. 'O le a le mea mea?  
   c. 'O a mea lea?  
   d. 'O a mea mea?  
   e. 'O le a le mea leale?  
   f. 'O le a le mea leale?  
   g. 'O le a le mea leale?  
   h. 'O le tusi a ai leale?  
   i. 'O le a le ta'u o leia fale?  
   j. 'O le a le mea leale?  
   k. 'O a mea mea?  
   l. 'O a mea 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 "of 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:

- Lua te o '**i le tifaga? Leai, 'ua 'uma ona ma o '**i ai.
- Sa tou talanoa e uiga '**i le Tusi Pa'ia? Ioe, sa matou talanoa '**i ai.
- Pe nofo Mele i lo tou fale? Leai, e le toe nofo '**i ai.
- E a le lotu analele'a? Ta'ilou; ou te le'i au 'i '**i ai.
- E lelei le 'aiga lala? Ioe, matou te alofotele 'i '**i ai.
- Pe i ai sau tupe? Leai, 'ua 'uma ona toto'i ai le pasea.

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:

<table>
<thead>
<tr>
<th>in it</th>
<th>at it</th>
<th>with it (instrumental)</th>
</tr>
</thead>
<tbody>
<tr>
<td>in him</td>
<td>at him</td>
<td>in her</td>
</tr>
</tbody>
</table>

'|i ai stands for phrases of direction and may be translated:

<table>
<thead>
<tr>
<th>to it</th>
<th>into it</th>
<th>about it</th>
</tr>
</thead>
<tbody>
<tr>
<td>to him</td>
<td>into him</td>
<td>about him</td>
</tr>
<tr>
<td>to her</td>
<td>into her</td>
<td>about her</td>
</tr>
<tr>
<td>to them</td>
<td>into them</td>
<td>about them</td>
</tr>
</tbody>
</table>

Examples:

- Na 'a moe 'ia Ioane anapō? Leai, ou te le toe me ai. — Did you sleep at John's last night? No, I don't sleep there anymore.
- E a lena tusi? E fa'alelelei; ou te le fiafia 'i '**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 alofotou Mele 'ia Simi, 'ae sa ia musu ai. — Mary loved Jim, but he wasn't interested in her.

Mastery Check - Rule

292
Practice

1. Dictation

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 ao, sa mau le toea'i ng o lona aiga / 'ina 'ia la taisano. Sa fesili atu le toea'ina / pe sa fiafia Simi i lena nu'u. Sa tali Simi, / "E leai, ou te la fiafia 'i ai. Ou te fia nofo / i se jis nu'u ma maua se fale fou." / Sa fa'i atu le toea'ina, "E maafai ona 'e nofo / i lo'u fale pâlagi i Papa pe'aafâi 'e te fa'aipoipo / i le afafine o Samita. Sa tali Simi, / "E 'anga gana lena teine! Ou te la fia fa'aipoipo 'i ai!" / Sa fa'i atu le toea'ina, "Atou manau 'i i le lo'atau nga afafine." / Sa maafau Simi ona ia fa'i atu lea, / "Toe, ou te mana'o tele i ai. Masalo / o le'a ou alu tagoe i le fale o Simia ma lona afafine." / Sa fa'i atu le toea'ina, "Ia ua lelei lâ. / Ou te le mana'o 'ia o'o ia te 'oe se ma ma 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.

a. Pe 'e te mana'o i se ta'avale fgu?
b. Pe 'e te fia nofo i se fale tell e lava?
c. O lo'o fa'atali se teine/tama i luo soa?
d. Pe sa 'e fiaitu e uiga i le atunu' o Samoa?
e. Pe 'e te alofa 'i Elder/Sister _________?
f. Sa 'e fiafia i le tifaga lea 'o o fiafia 'i ai?
g. Sa 'e alu i le ofisa o le peiastena i le Asa Sa?
h. O le a sou manatu i le Tusi a Manona?
i. E alofa Elder/Sister _________ i hai ona tei?
j. E fiafia Elder/Sister _________ i le suka?

4. Discussion Questions (refer to exercise 1)

a. O le a le maafuga o le'a alu ai Simi i le fale o Samita?
b. Fa'amata o le'a fa'aipoipo Simi ma le afafine o Samita? Aisea? E alofa Simi ia te is?
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 Lafai 'o ni tagata Samoa. / Sa fa'aipoipo i la'ua i le tausaga a efe i va se lau fa sefulu. / 'Usa leva ona la nono no ma le fiafia i Samoa. / Peita'i, i se tasi ao, sa tupu ai se fa'a'aveave. / O atali'i o Lafai sa sautia le ma'a'i / i le umu kuka ina 'us agi mai le afa. / Na ia 'amata le ma'a'i / ona ma'atu / na sa laulau atu le ma'a'i i o la'ua luma. / Sa 'amata ona agi mai se afa i lena 'asim. / Sa fa'i atu Mele 'i lana taimata, "Sole, alu atu / 'i le umu kuka laile a uma aina ma'sina ma o'au." / Sa fa'i le la'ana a e fia i atali'i i ai / 'ona to le afa. / Peita'i, i le pei a atami / i le la'ana a e fia i atali'i i o'atutau atu i ai, sa pa'i le umu kuka / ma sa oti i atali'i o Lafai. 'Oma o le ma lea, / e le'i toe fiafia Lafai ma Mele, e o'o i aoa 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'ao 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 taeao o lana aso'_______. Sa tofo Lave i _________ sua, ona ia sasa'a lea _________ le sua i fafo. Sa fai atu Lave, "E leaga lena susa moa _________! Aumai ia te a'u le fa'i _________ ma _________ panikeke. Sa ita tele Sala i _________ mea ma sa ia fa gi _________, 'Ia 'e 'ai le sua _________ lenale." Peita'i 'ua una ona maa'a _________ sua 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 Samoa 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.

CM 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.

SPEAK YOUR LANGUAGE MODEL

DIALOGUE

Elder Sikoki: 'A fa'afefea lau afioga?
Matai: Vae ane lua susuga, ou te esalaga au iti ilei pitomu'au. 'A lua ő i tai?
Elder Sikoki: E fa'afepa lava, vae atu lau afioga.
Matai: La, suga laa.
Elder Sikoki: La, tofe 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.
### VOCABULARY

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>'a'a'i</td>
<td>- village, town, city</td>
<td>matafaga</td>
<td>- beach, shore</td>
</tr>
<tr>
<td>aga'i</td>
<td>- to go towards (honorific)</td>
<td>matu</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>pitonu'u</td>
<td>- suburb, section or extremity of a village</td>
</tr>
<tr>
<td>fa'amalosi</td>
<td>- to press on, to keep going, to force</td>
<td>saag</td>
<td>- to beat, to thresh, to slash</td>
</tr>
<tr>
<td>fa'ato'aga</td>
<td>- farm, garden, plantation</td>
<td>susu</td>
<td>- to go, to come (honorific)</td>
</tr>
<tr>
<td>fa'aui</td>
<td>- to steer, to drive, steering, driving</td>
<td>tautai</td>
<td>- to return from fishing (honorific), master fisherman</td>
</tr>
<tr>
<td>fa'iva</td>
<td>- fishing trip or party</td>
<td>vae, atu</td>
<td>- (polite acknowledgement)</td>
</tr>
<tr>
<td>itu</td>
<td>- side, district</td>
<td>vae ane</td>
<td>- forest, jungle, weeds, tall grass</td>
</tr>
<tr>
<td>i'giga</td>
<td>- kind, sort, type</td>
<td>vao</td>
<td>- to weed (by hand)</td>
</tr>
<tr>
<td>ma'ana</td>
<td>- to breathe, to rest or break from work</td>
<td>vele/</td>
<td>- 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 SAMOA</th>
<th>TERM OF ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief</td>
<td>ali'i</td>
<td>lau afoiga (your lordship)</td>
</tr>
<tr>
<td>Wife of a Chief</td>
<td>faletua</td>
<td>'oe le faletua (&quot;ma'am&quot; [lit. you the wife])</td>
</tr>
<tr>
<td>Orator</td>
<td>tulafale</td>
<td>lau tofa (a le failauga) (&quot;your highness [the Talking Chief]&quot;)</td>
</tr>
<tr>
<td>Wife of an Orator</td>
<td>tausi</td>
<td>'oe le tausi (&quot;ma'am&quot; [lit.&quot;you the wife&quot;)</td>
</tr>
<tr>
<td>Untitled man</td>
<td>taule'a he'a</td>
<td>lau susuga (&quot;your honor,&quot; &quot;sir&quot;)</td>
</tr>
<tr>
<td>Wife of an unruited man</td>
<td>faletua</td>
<td>'oe le faletua (&quot;ma'am&quot; [lit.&quot;you the wife&quot;)</td>
</tr>
</tbody>
</table>

Children

(1) nofo a alo
(2) 'aiga ali'i (refers to the whole family)

Practice

1. Memorization Exercise
2. Dictation

NEW WORDS: pule fa'amalumalu — to preside
fa'atatau — to pertain, to apply

NEW SENTENCE STRUCTURE:
E ta'ua X o Y. — X is called Y.

E ta'ita'ina nu'u o Samoa e tagata e ta'ua o matagi. E ta'ua le isi itu'aiga / 'o ali'i, a'o le isi itu'aiga / 'o le tulafale. E pule fa'amalumalu ali'i i fono o le nu'u. / 'O tulafale fa'i lauga i fono. E ta'ua le to'alua o le ali'i / 'o le faletua. / E ta'ua le to'alua o le tulafale / o le tausi. / 'Afai, e leai se iigoa matai o se tamala. / E ta'ua lea tamaloa / o le taule'ale'a. / E ta'ua le ava a le taule'ale'a o le faletua. / E fa'atatau le upu "nofo a alo" i fanau / o le 'aiga. / A'o le upu "aiga ali'i" e fa'atatau / i le 'aiga atoa.

3. Comprehension Questions

a. 'O a itu'aiga 'o matai e lua?
b. 'O le a le galuego a le ali'i?
c. 'O le a le galuego a le tulafale?
d. Fa i ai se iigoa matai o le ali'i?
e. Fa i ai se iigoa matai o le tulafale?
f. Fa i ai se iigoa matai o le taule'ale'a?

4. Questions

a. 'O le a le 'upu e 'ave i le va a le ali'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 afioga"?
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 tamaloa e leai soa iigoa 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 tausi?

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 fa'aga'i 'i ______?
   a. tai
   b. uta
   c. 'ila
   d. le fa'atogaga

2. E fa'i ______?
   a. se fa'i afioga
   b. se tagamesa
   c. sau faivava
   d. se galuego

3. E fa'apena lava vae atu ______.
   a. lau susuga
   b. lau afioga
   c. lau tofa
   d. 'oe le faletua
   e. 'oe le tuna

1. Are you going ______?
   a. to the shore
   b. inland
   c. over there
   d. the farm/plantation

2. Are you going ______?
   a. to have a game
   b. to do some laundry
   c. fishing
   d. to do some work

3. Just as you say, If I may say so, ______.
   a. sir
   b. your lordship
   c. your highness
   d. mā'ama
   e. mother (polite way to address and elderly woman)
4. 'A fa'afesafea ______?*
   a. 'ouluu
   b. Lau susuga
   c. lua susuga/tou susuga
   d. lena faigamalaga
   e. lena itu

5. Vae ane _____, ma te malaga 'i lala pitonu'u.
   a. lau susuga
   b. lau afiaga
   c. lau tofa
   d. 'oe le faletua
   e. 'oe le taua

6. Ia, o le a ma sosola ______.
   a. 'i lena itu
   b. 'i uta
   c. 'i le matou fale
   d. --

7. Malo le ______.
   a. galue
   b. fa'amanosia
   c. velevelao lao
   d. amo
   e. fa'a'auli

8. Ia, ______.
   a. ma'atua mai vai
   b. manava ali'i
   c. tauatai 'a'e
   d. susu ia

Practice

1. Memorization Exercise

2. Questions

   a. 'O le a sau 'upu e fai pe'a feiloa'i oulu ma se tagata 'ua fo'i mai sana ta'elaga?
   b. 'O le a sau 'upu e fai pe'a feiloa'i oulu ma se tagata 'o alu 'i le fa'aragaga?
   c. 'O le a sau 'upu e fai pe'a feiloa'i oulu ma se tagata 'o savai i le matafaga?
   d. 'O le a sau 'upu e fai pe'a feiloa'i oulu ma se tagata 'o sasa le vao?
   e. 'O le a sau 'upu e fai pe'a feiloa'i oulu ma se tagata 'o 'ave se 'avega?
   f. 'O le a sau 'upu e fai pe'a feiloa'i oulu ma se tagata 'o 'u'u se polo?
   g. 'O le a sau 'upu e fai pe'a feiloa'i oulu ma le to'alua 'o le tulafaile 'o savai i le 'uala?
   h. 'O le a sau 'upu e fai pe'a feiloa'i oulu ma se tagata 'o savai i le 'a'ai i tai?
   i. 'O le a sau 'upu e fai 'i se 'ave ta'avale?
   j. 'O le a sau 'upu e fai pe'a feiloa'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 galuega?
   l. 'O le a sau 'upu e fai pe'a feiloa'i oulu ma se matai 'o savai i le aual?
   m. 'O le a sau 'upu e fai 'i se tagata 'ua 'u'u le fa'i moli?
   n. 'O le a sau 'upu e fai pe'a feiloa'i ou tou ma ni ta'elea'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.

   ali'i'       woman with laundry
   tulafaile   falefua
   man with shovel
   man with fishing pole
   man carrying yoke
   man with fish
   man with cricket bat
   child holding bar of soap
   person getting off work

*Fa'afesafea is an alternate pronunciation of fa'apesea (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. Missionaries 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 tagames?
Missionary A: Leai, ou te le fai se tagames!
Missionary C: E fai se ta'alaga?
Missionary A: Toe, e fai se ta'alaga.
(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

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>asiasia/asiasiga</td>
<td>to visit/visit</td>
</tr>
<tr>
<td>(pv. asia)</td>
<td>(pv. asiasiga)</td>
</tr>
<tr>
<td>fagu isu</td>
<td>soft drink in a bottle</td>
</tr>
<tr>
<td>ili</td>
<td>fan</td>
</tr>
<tr>
<td>logo</td>
<td>bell, wooden gong</td>
</tr>
<tr>
<td>lge</td>
<td>candy</td>
</tr>
<tr>
<td>manatuas</td>
<td>to remember</td>
</tr>
<tr>
<td>nulu</td>
<td>coconut tree, young coconut</td>
</tr>
<tr>
<td>passe</td>
<td>passengers, fare</td>
</tr>
<tr>
<td>pilu</td>
<td>bill</td>
</tr>
<tr>
<td>zone</td>
<td>zone (LDS mission term)</td>
</tr>
<tr>
<td>tapili</td>
<td>to fan, to wave</td>
</tr>
<tr>
<td>tautogia</td>
<td>inexpensive, cheap</td>
</tr>
<tr>
<td>tautala'ititi</td>
<td>insolent, sassy</td>
</tr>
<tr>
<td>te'i</td>
<td>to startle, to surprise, to happen suddenly, surprise</td>
</tr>
<tr>
<td>tilotilo</td>
<td>to look, to glance, to watch</td>
</tr>
<tr>
<td>totogi</td>
<td>to pay, wage, salary, pay</td>
</tr>
<tr>
<td>tupe</td>
<td>money</td>
</tr>
<tr>
<td>uia</td>
<td>to make fun of, to make a joke of</td>
</tr>
</tbody>
</table>

GRAMMAR

1. 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 faitoto'a.</td>
<td>'O Mele sa tapuni le faitoto'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 faitoto'a.</td>
<td>'O le faitoto'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 tasi 'ia te 'oe.</td>
<td>'O le tasi 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 Sīkoki. | 'O Sīkoki 'o se tama lelei.
- Scott is a good boy. | - Scott is a good boy.
'O Simi lo'u iga. | 'O lo'u iga 'o Simi.
- My name is Jim. | - My name is Jim.
Questions in which 'o ai (who) is the doer frequently make use of this construction:

'Sa tapuni e ai le faitofo'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 fai atu and fai mai) require the particle ai to be placed after the verb when the done-to is fronted:

Na ou fai atu le 'upu.
- I said the word.

The following pattern places doers or done-tos at the beginning of the sentence for special emphasis:

'Oi + [NP doer [NP done-to]] + rest of sentence

EXCEPTION: ai follows the predicate when the done-to is of some verbs, such as fai atu and fai mai, are fronted.

Examples:

'O le ali'i sa ta'ita'iina le fono. — A chief conducted the meeting.
'O le vaega lea e monofo i le matafaga. — Those folks live at the beach.
'O le pilii na toto manu e Mele, a'o le pasea na toto na e a'u. — The bill was paid by Mary, but the fare was paid by me.
'O lo'u uso sa lavae i le ta'avale. — My brother was injured by a car.

Mastery Check - Rule

Practice

1. Dictation

Na sau le faia'oga i le potu vaega i le teano. / Sa tatale uma fa'amalama ma 'ua pe'oli. / Na tuisia fo'ni 'upu leaga 'i le laupapa. / Na fai atu le faia'oga, "O ai sa talatale fa'amalama?" / Sa tali la teine la'itiiti, "O Sala na talatale fa'amalama." / Sa fe'sili atu le faia'oga, "A'oi ai na tepeleina molii?" / Sa tali la teine la'itiiti, "O Simi sa tepeleina molii." / Sa toel fe'sili atu le faia'oga, "O ai la le teine la'itiiti? / Sa tali le teine, / "O Mele sa tuisia na mea i le laupapa." / Sa toel fe'sili atu le faia'oga, "A'oi ai 'oe?" / Sa tali le teine, "'O a'ai 'o le afafine o le 'ula'o'iga."

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 la logo.
b. Sa tapuni e le lo'omatua lona iiti.
c. O le'a 'ou toto manu e pilii teano.
d. Sa ia 'aumai le tupe 'ia te 'i mate'u.
e. Na tu'u e le iga lea le tupe i le pusा.
f. Sa 'ai e le tama ai lole.
g. O le'a tautau e le tina ta'inamu na.
h. E tautalaiti le teine I lana faia'oga.
i. Sa fia'ina e le ta'ita'i sone le fafe'au.
j. E ula le ta'ita'i itu i le peresitena 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 I 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:

<table>
<thead>
<tr>
<th>Normal Word Order</th>
<th>Time or Reason Fronting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sa ou faitauina lenei tusi anasafi.</td>
<td>'O anasafi sa ou faitauina ai lenei tusi.</td>
</tr>
<tr>
<td>- I read the letter yesterday.</td>
<td>- Yesterday I read this letter. (time fronting)</td>
</tr>
<tr>
<td>Matou te malaga taeao.</td>
<td>'O taeao matou te malaga ai.</td>
</tr>
<tr>
<td>- We leave tomorrow.</td>
<td>- Tomorrow we leave. (time fronting)</td>
</tr>
</tbody>
</table>

Even though time expressions may require a preposition in normal word order (as in i le aso, i le tautaga 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:

- Sa ou taunu'u mai i lenā aso. - I arrived on that day. 'O lenā aso sa ou taunu'u mai ai. - That day I arrived.
- Na oti lo' u tama i le masina 'ua te'a. - My father died in the last month. 'O le masina 'ua te'a na oti ai lo'u tama. - Last month my father died.
- Ou te lē alu 'ona 'o le mea lea. - I'm not going because of that thing. 'O le mea lea ou te lē alu ai. - That's the thing I'm not going (for).

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:

- Na 'e sau anafea? - You came when? 'O anafea na 'e sau ai? - When did you come?
- Tou te 'a āfes? - You're leaving when? 'O āfes tou te 'a ai? - When are you leaving?
- 'E te musu i se ā? - You are stubborn over what? 'Aisea 'e te musu ai? - What are you stubborn for? (or, Why are you stubborn?)

Sometimes with time fronting, the particle ai is not needed, especially if there are other modifiers (usually prepositional phrases) following the predicate. For example:

- Ou te alu 'i le a'oga taeao. - I'm going to school tomorrow. 'O taeao ou te alu 'i le a'oga. - Tomorrow I'm going to school.

The following pattern places expressions of time or reason at the beginning of the sentence for special emphasis:

\[
'O + \left\{ \text{TIME EXPRESSION} \right\} + \ldots + \text{PRED} + ai + \text{rest of sentence}
\]

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 taeo e 'amata ai le tifaga.  - Tomorrow the movie begins.
'O le pogai lea sa la 'alena ai le logo.  - (That's) the reason they rang the bell.
'O afesi tou te o atu ai?  - When are you going?
'O le a le mea 'u le lea ga ai le la'a au pu'a leo?  - 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 fa'i teine.  'O le pogai lea / sa mana'o ai le epikopo e talanaa ma Simi. / 'O le taimi lenei, ua lelei le amo 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'a 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'anonoana 'o 'ia ona 'o lona matava.
   c. Sa fa'amisiona anafea lou tama?
   d. Sa 'ou totogi lena pil i le tausaga 'ua te'a.
   e. E fa'i le sauniga taeao.
   f. Sa ma'i le tama anape.
   g. Ou te le fiafia 'I le teine 'ona 'o lona mata 'aulaga.
   h. O lo'a 'e vele afesi le vou i tua?
   i. O le'a oti le tosina i le tausaga lenei.
   j. O le'a ou au i le fale'oioa a fa'atau mai ni fagu inu taeao.
   k. Sa te'a le tama ananei.
   l. Sa ita tele le ta'i;ta' ino 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, 'i, 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 ia 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'una atu le tusi 'ia te 'oe.
- I'm giving the book to you.

Sa nofo Simi i le potu lelaa.
- Jim stayed in that room.

Sa ia fasia lona uso 'i le la'a'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 'oe ou te tu'una atu 'i ai le tusi.
- I'm giving the book to you. (or, It's you I'm giving the book to.)

'O le potu lelaa sa nofo ai Simi.
- Jim stayed in that room. (or, That's the room Jim stayed in.)

'O le la'a'au sa ia fasia ai lona uso.
- He beat his brother with a stick.

The following pattern places objects of the prepositions 'ia, i, 'iaa, 'ia, 'ia te and ia te at the beginning of the sentence for special emphasis:

'O + NP object of preposition + . . . + PRED + [ai, i ai] + rest of sentence

'ia ai is used when the objects of direction prepositions are fronted, ai when objects of location or instrumentality prepositions are fronted.

Examples:

0 le moega lale sa ou ta'oto ai.
- (That's) the bed I lay in.

O Samoa o le'a natou fa'amissions ai.
- (In) Samoa we will serve our missions.

O fea lua te malaga atu 'i ai?
- Where are you going?

Mastery Check - Rule

Practice

1. Substitution - Class

a. Model: 'O le fale lea 'e te alu 'i ai.
   Substitute: taego, le pogai lema, fale ta'alo, anaafi, potu moe, le mafuaga 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'alogo, o lo'o latou fa'aleagaina, 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_________i le fale uiga.
   b. O lo'o alofa Elder/Sister_______'ia Elder/Sister___________.
   c. Sa ou fa'amamaina le fale i le salua.
   d. Sa ou ta'oto i le moega anaefiia.
   e. Sa ula le tama i le pulea'oga.
   f. Na lua o i fea?
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 modifies 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 had fixed the roof.</td>
<td>He lost the hammer his brother had fixed the roof.</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 leafa. - The baby was born in the month the hurricane struck.

Ou te fia iloa le pogaia 'e le roto'ai ai le pil. - I want to know the reason you didn't pay the bill.
Sa ou le malamalama i le pafuaga na pa'u ai le fa'a. - 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 [instrumental] 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 muli le ta'availe ou te mafo'io 'i ai. - The car I want is red.
O fea le tama na 'e fa'una atu 'i ai le.tsu? - Where is the boy you gave the book to?
Aumai se naiflou te eases ai le va'a. - I love the girl (who) wrote this story.

'Ua gaofa 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 'i sei? - Where is the boy (who) was sitting here?
Ou te alofa i le teina sa tosia laenj tais. - I love the girl (who) wrote this story.
'O ia lo le tagata na 'ou fasia anapo. - He is the person I beat up last night.
Ou te fia fainuina le tusi fou na fa'atau e Ha'aale. - 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 fafole'i Ioane na le tagata na gaofa lana tupe. - John met the person who stole his money.

E taugofie le tuisi lea o lo'o 'u'u e Lafa. - That book Lafa is holding is inexpensive.

E le lefai ona gala ia te a'u le aso na 'e sau ai. - I can't forget the day you came.

E lelei le lauga na 'e fa'alogo 'i ai? - Was the talk you listened to good?

Fa'amolomola, aumai se tupe e rotogi ai le 'a'ana. - 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 mamo lava mai le a'oga. / O le ala lea e mamosi ai ona 'ou malaga i le pasi. / I se ta'ai aso, a'ou fa'atali i le pasi, / sa ma feiloa'i ma se tama e igoa 'ia Simi. / 'O le 'o le tapata sa fa'amisa so o i le g'oga. / Na sau Simi 'ia te a'ou ma fa'i mai. / "Aumai le tupe o lo'o ia te 'oe." Sa ou fa'i atu / "E le matai, leaga e fa'aoga le tupe leni / e totogi ai lo'u pasene." Sa ita loa Simi. / Sa ou fa'apea o le'a fagai a'u e pei / 'o le isi tama sa faisia e Simi i le isi aso. / Peita'i, o le minute lava lena sa tau'u'y mai a le pasi. / Sa ou oso 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 it. 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 mamasni ona moe le tama i le vasega. Missionary: Sa matou feiloa'i ma le tama e mamasni ona moe i le vasega.

a. Ou te alofa i le teine lea. Na ou tu'una i le teine se maa alofa.
b. Pe 'e te manatau le aso lena? Na 'ou sau i le aso lena.
c. E poto tele le ta'ita'i itu. Sa matou fa'a'alo'o 'i le ta'ita'i itu.
d. O le'a ma tala'i i le sone lena. E i le sone lea Asau, Sataua, ma Papa.
e. Sa uala le 'au ali'i i le tama. Sa moe le tama i le pasi.
f. Fa'amoleole, 'aumai se tupe. Ou te fa'atau se fagu inu i se tupe.
g. Sa latou fa'a'againa le logo lea. Sa tu'au aumai le logo mai Niu Sila.
h. Fa'amoleole, 'aumai se nui. Ou te inu i le nui.
i. Sa fa'a'manatasi mai le pogai. Sa ou tautala'iiti 'i le fala'oga.
j. Sa matou tiiltiilo 'i le teine. Sa ta'elele le teine i le vai lepa.
k. Sa tapita e Mele le ilil lea. Sa aumai e lona tuagane le ilil mai Niu Sila.
l. Pe 'e te manatau le taimi lena? Sa pa'u Sele i le fale ula i lena taimi.
m. Sa tatei te manatai'ina 'ua latou va'ai atu i le 'au ali'i. Sa ta'elele telufufu le 'au ali'i.

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 she 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 le tama Samoa o lo'o faigaialuga i se fale 'otii ulu. / Sa fiafia lava Simi ina 'ua o'o mai / le aso na mae a lana tupe. / Sa ia fia mae se ma'e 'ai. / O lea, sa alu e Simi i le taulaga e fa'atau se mae 'ai. / Sa ia alu i le fa'eloalo e le mamai le lele 'oto ulu. / Sa ia alu i le tamaolo na pule i le fa'eloalo. / Sa fai atu Simi, "Ou te fia fa'atau se fagu inu taugofie." / Ae sa tali le fa'atau'oloa, "'Oa leai ni a matou fagu inu. / Ae a se lole?" / Ae sa mae Simi. O lea sa alu Simi 'i se fale'aiga. / Ina ua ia alu atu i

308
2. Fill in the Blanks

NEW WORD: 诗人 - 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'iti __________ latou a'o'ga fa'atasi. 'O ________ poga'i lea sa 'avaina ai 'o ia ________ le fai'a'oga i le tamaloa sa pule __________ i le 'a'oga. Sa fai mai le pule'a'oga, "E tatau ________ 'e usita' i ________ o lo'o ta'ita'ina ia ________ lenai." Peita' i, sa ________ fa'alogo Mika i le mea na fai mai ________ le pule'a'oga. Sa ia alu ________ fafo ma sa nofo i lalo ________ le 'a'au. ________ le taimi 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 fasita lena tama sa ula ________ ia te ia. O le ________ lea sa tagi ai Mika. Sa le toe ulavale ________ i lona 诗人 atoa.

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:

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

Game Items:

a. 'O le'a matamua i Apia i le vaina lea.

b. O le'a malaga le lo'omatu i Apia i le vaina lea.

c. Ou te fia fa'alogo 'i sine musika.

d. Sa ou fai tai mai tai i le lotu ananafi.

e. Sa sisi e Mele pola anataeao.

f. Na tase'ai teleufua le 'au iiga iae i le vai tafe.

g. Sa moe le pepe i le fale c'o.

h. Sa tatai e ai le fai'malama?

i. Tou te avatu feno le kalone i lo tou fale?

j. E masita ona fasita e le peresite ne'a'utela'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 kuku e Mele sina me'a'i i le su'a kuka.

b. Ou te le fiafia 'ia Elder Jones 'ona 'o lona 'aulaaga.

c. Na tu'u e le lo'omatu le me'a'i i le seka.

d. Na tu'u e le toea'i le me'a'i i le seka.

e. Matou te i Samoa i le masina fou.

f. Le te malaga i Nu Silia i le tautaga fou.

g. Sa laulau mai e le tamai'ita'i le ma mea'ai.

h. O lo'o tagi le tama 'ona 'o fou agi'a'a.
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 laenā aso? Sa fa'aipoipo sale ma Mele i laenā aso.
   b. O le'a tā'ai e le vaega lea fa'a nini'1. Na faaatau e le tīna fa'a na nini'1 i Apia ananafi.
   c. Ou te le malamalama i le mafuaga. Na tupu se fa'alavelave ananafi.
   d. Sa tagi le tama lea. Sa faaia le tama e iona uso.
   e. O lo'0 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

fa'sauau - to continue, to proceed
fa'aialo - to make known, to show
fa'aali/fa'aali - to show, to reveal
fa'amasono - to judge, to try (before a judge), to inquire (as to)
fa'apotopoto - to gather together
lafo - to throw (with forearm), to mail, to contribute
le leioa - to lose, to be lost
lauittiti - narrow
lautele - wide
mata'upu - subject, topic, affair, chapter
papati'o - to baptize

potopoto - to assemble, to be assembled
sikaretai - cigarette
sicale -
su'i - to change, to act as a representative, representative
tapa'a - tobacco
tia'i - to discard, to get rid of
tifeti'e - to ride, to sit (on something)
tiutets'ave - responsibility
tonu - (1) to be exact, correct, just, to be agreed, resolved, decided; squarely,
exactly (2) arrangement, plan
ulaula - to smoke (tobacco)/to smoke, smoking

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 taun'u mai faife'au fou latou te le'i iloa le fa'a Samoa.
'Ua le'ai se tasi na te manatu lenei mes.

- New missionaries arrived who didn't know Samoan.
- 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:

'0 Mele 'o le teine 'ua leaga lana uati.
Tatou 5 fa'atasai ma le 'amala e vave lana ta'a'vave.
Sa tagi le fafine 'ua ma'i lana tama.
'0 ai lua te 5 i le tifaga?
'0 P'ai 'o le tagata ma te 5 i le fono.
Sa matou fela'oi ma le tanasi tou pepese i le fale sū anapō.

- Mary is the girl whose watch is broken. (lit. "Mary is the girl her watch is broken.")
- Let's go with the man whose car is fast. (lit. "Let's go with the man his car is fast.")
- The woman whose daughter is sick cried. (lit. "The woman cried her daughter is sick.")
- Who are you going to the movie with? (lit. "Who you [2] are going to the movie?")
- P'ai is the person with whom I'm going to the meeting. (lit. "P'ai is the person we [2] go to the meeting.")
- 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 tatau ona 'e alofa 'i le tagata lua te soa. - You should love the person with whom you are companions.
Ou te fiafia i le teine e sanoa theo. - I like the girl whose dress is red.
Matou te aloofa 'i le faino 'ua oti mana tane. - We feel sorry for the woman whose husband has died.
'O fea le teine sa tou noonoofa'atasia. - Where is the girl with whom you sat on the boat?

Mastery Check - Rule

Practice

1. Dictation

NEW WORDS: Maorí - natives of New Zealand

NEW NAMES: Fatu

Samita

'O Elder Samita 'o se fa'aiuautala'i e lamu 'ena'ena lona tino. / Peita'i, e le'o se Samoa 'o ia. / Na ia salaga mai Niu Sila fa'atasai ma / se isi a'ai o lo'o se soa i le misiona Samoa. / O na lama Maorí i la'au. - O lo'o la tala'i / i se mu'u i ai le vai tu loto / e ta'elele a'i tagata o le su'u. / Sia o atu i le vai tu loto Elder Samita / ma lama sa, o lona igao o Elder Fatu. / Ina 'ua la tama'u atu i le vai, sa la va'ai atu / i le to'atele o tagata sa latou Lolotu fa'atasia i le Aso Sa. / O Elder Samita e le'i su'a muamua sa 'ie te'a'ele. / A'o Elder Samita sa masani ona ia su'uf se 'ie te'a'ele. / 'O le fa'atafa 'ua uma ona su'uf lona 'ie / sa osa i le vai, 'ae sa taumafai pea Elder Samita / ona su'uf lelei lona 'ie. / Ina 'ua 'uma ona su'uf lona 'ie, sa ia osa i le vai. / Peita'i, sa pa'u le 'ie o Elder Samita / ma sa la iloa le 'ie i le vai. / Sa fa'atafa le 'au lotu 'i le fa'atafa'ua pa'a'u lona 'ie. / Sa 'ata fo'i Elder Fatu. Sa fa'atafa Elder Samita / i le vai se'a o o ina to'e 'unasi se isi 'ie / e le taitai o lo'o latou noonoofa'atasia.

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 fa'i'ave __________.
   c. Sa papa'isina ia toa'ina __________ anapo.
   d. Sa ti'e te le faino __________ i le pasi.
   e. Sa te'i le ta'ita'i some __________.
   f. O lo'o tapili le lilo e le lo'atama __________.
   g. Sa fa'ailona atu le fa'alavelave e le fa'amasiina __________.
   h. 'E te matuia le fa'ia'oga __________?
   i. O le tama lea __________ sa fa'ataumuna ana tiutetau'ave.
   j. O fea le tama'sia __________?
   k. Na fa'apotopoto fa'i'ave __________
   l. Sa tagi le teine __________.

4. Discussion Questions (refer to exercise 1)

a. Fa'amaga o a ni lagona na o'ou 'i Elder Samita i lena mea?
   b. O le a le mea na 'ata a'i Elder Fatu?
   c. 'Ua tupu se mea fa'apena ia te 'o o mumau? O a ni lagona na 'e maus i lena mea?
   d. 'Aga tupu se mea fa'sapania te 'oe, po'o le a lau mea e fai?
   e. O a ni ou fa'amaemoega e tusa ma le fa'i'ave ou le'a lua soa ia 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
their talks, but may only identify people by their clothes or their involvement with other people. Give them 10 minutes to prepare. Then direct them to present their talks to the class. Have the other missionaries try to guess identities of the missionaries in each talk. Mastery level is achieved when missionaries are able to communicate their ideas effectively.

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."

'ō le is the definite singular, 'ō se is the indefinite singular, and 'ō e the plural. This extra antecedent follows the regular antecedent for which it stand and precedes the relative clause. Study the following examples:

'ō Ioane 'o le tagata 'o le na ula i le fa'a'oga.
'Ua ala le teine 'o le na sau 'i 'inei aana'i? — Is the girl, she (who) came here last night, awake?
'Avatu le tusi 'i se tagata 'o se 'ua fiafia — Give the book to somebody, he (who) likes it.
(i.e. that is, give the book to someone who likes it.)
E le'i 'o mai tagata 'o e sa ou vala'ausina. — The people, those (whom) I invited, haven't come.

'ō le, 'ō se, and 'ō 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'ita'iina le pese. — I love the girl she (who) led the song.
 Sa fatagisi tagata 'uma 'o e na ia fa'amauana. — All the people, those (whom) he blessed, wept.
 'O Mareko o le fa'a'oga 'o le matou te ususita'i i ai. — Mark is the teacher him (whom) we obey.
 Sa tagi le pepe 'o le 'ua ma'i lona tina. — The baby whose mother is ill cried. (lit. "The baby cried she/ her/ his mother is ill.")
 O lo'o ia asiata i le teine 'o le o le'a la fa'aipopo. — He is visiting the girl to whom he will get married. (lit. "He is visiting the girl she they will get married.")

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 tlotilo atu 'i le na tamoe i le 'asaula. — I watched the one (who) ran down the street.
 E tatau ona e fa'amauana atu 'i se 'ua alofa 'ia te 'oeg. — You should bless anyone (who) loves you.
 O le'a fa'asalaina 'e na solia poloa'iga a le Atua. — Those (who) broke the commandments of God will be punished.
 O le'a fiafia se taura tufafono 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.)
The following pronouns precede relative clauses and place special emphasis on the predicate of the relative clause:

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
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</thead>
<tbody>
<tr>
<td><strong>DEFINITE</strong></td>
<td><strong>DEFINITE</strong></td>
</tr>
<tr>
<td>'o le - (who)</td>
<td>'o le - (who)</td>
</tr>
<tr>
<td>le - the one (who)</td>
<td>le - the one (who)</td>
</tr>
<tr>
<td><strong>INDEFINITE</strong></td>
<td><strong>INDEFINITE</strong></td>
</tr>
<tr>
<td>'o se - (who)</td>
<td>'o se - (who)</td>
</tr>
<tr>
<td>se - anyone (who)</td>
<td>se - anyone (who)</td>
</tr>
<tr>
<td><strong>PLURAL</strong></td>
<td><strong>PLURAL</strong></td>
</tr>
<tr>
<td>'o e - (who)</td>
<td>'o e - (who)</td>
</tr>
<tr>
<td>e - the ones (who)</td>
<td>e - the ones (who)</td>
</tr>
</tbody>
</table>

Examples:

Sa ou avata 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 tamaiso 'o le 'ua leaga - They made fun of the man whose car was defective.
Ia na ta'ave,  
Avatu le ntu i se 'ua fia tm. - Take this coconut to someone who is thirsty.
E masani ona asiasi atu fai fe'a'au 'i e 'ua mama'i.

Mastery Check - Rule

Practice

1. Double Slot Substitution - Class

Model: E malosi le tamaiso 'o le lo'o tamoe i le fale ta'alo.
Substitute: le ali'i / lo lo'o tamoe
le teine / o lo'o tamoe
∅ / sa ta'alo
le tama'tai / sa galue
∅ / e tamoe
le ali'i / ∅
∅ / 'ua moe
le 'au ali'i / ∅

2. Double Slot Substitution - Individuals

Model: O lo'o galue le toea'ina 'o le 'ua fou lona 'ie.
Substitute: le teine / e suiefa lona uno
le tama / sa malaga mai anaeila
le tama'tai / ma te monoto fa'atasia
∅ / sa nofo i lou fale
∅ / sa o atu i le matafa
go i le tama / 'ua oti lona tina
le ali'i / e mima ona 'ie
ali'i / e lauitii i o latou 'ie
∅ / e fou o latou 'ie
∅ / e tui lona 'ie
lo'omautau / 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 fai le touu e le toea'ina. E lanu meama lona 'ie.
Missionary: Sa fai le touu e le toea'ina 'o le lo lanu meama lona 'ie.

a. 'O Simi 'o le faife'au. Sa ulaula le faife'au i le potu ta'ele anaeifi.
b. 'O le lo'omautau sa totegi le paso. E lautule lona 'ie.
c. 'O le tama'tai sa fa'aaloa atu lona manau. E uluili lona ulu.d. On te fiafia 'i le fafe'au. Ma te saa i le misiona Samoa.
e. Sa matou tito saa le tama'tai. O lo'o sui e le tama'tai ona 'ofu.f. Sa potopoto fafe'au i le fale sa. E taisa faife'au i le sope lalo.g. On te le fiafia i le taisa'itu. Sa taisa faa i le taisa'itu lo'u fusi ua fou.h. 'O tagata 'uma e mataf ona ti'eti'e i le pasi. E sia malaga tagata 'uma i le matafa.i. 'O le tamaiso e ula tapa. Sa lauga le tamaiso i le matou lotu i le Aso Sā.j. O le'a e papatalo le teine. E lauititi le 'ie i le teine.
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'afafine), doctor working on a cancer (kanesaa) 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.

4. Free-Response Questions

a. E tatau ona tatou aloifaa i lē na maiu mo i tatou 'uma? Aisea?
b. E tatau ona fa'asalaima i latou 'o e le fia o i le taau (war)? Aisea?
c. E tatau ona fa'asalaima faite'au i le MTC 'o e lē ususita'i i tulaono uma lava? Aisea?
   Fa'amata o le 3 se fa'asalaga tonu?
d. E tatau ona fa'asoina (fa'amauania) i le ma'o seleselia (celestial kingdom) pepe 'o e 'ug oti 'ae ia ia atoa le valu tausaga? Pe tatau ona mumaua totofoaina (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?

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 in Church.
He left his work at home.
We enjoy readings 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:

'Amata - to begin
fa'a'ali - to show, to reveal
fa'a'alu - to end
fa'amaniu - to bless
fa'amatala - to explain
fa'apotopoto - to gather together
fa'asala - to punish
fa'ataunu'u - to accomplish
fai - to do, to make
feilo'ai - to meet
fuafua - to plan
gaoi - to steal
galue - to work
papatise - to baptize
pu'e - to capture
soifua - to live (honorific)
su'e - to look for, to test
su'enu'e - to examine, to study
talanoa - to discuss, converse
ti'eti'e - to ride
timu - to rain

Sometimes the suffix causes the meaning of some verbs to shift slightly:

'ai - to eat
'ave - to carry, to take
fa'anoanoa - to be unhappy
fiafia - to be happy
moe - to sleep
taunu'u - to arrive, to come true

fa'aiga - beginning
fa'ali'uga - revelation
fa'amaniaga - end, conclusion
fa'amatalaga - blessing
fa'apotopotaga - assembly, gathering
fa'asalaga - punishment
fa'ataunu'uga - accomplishment
fai - method of doing something,
feilo'ai - meeting
fuafuaga - plan
gwoi - theft
galue - work
papatisaga - baptism
pu'e - capture
soifuga - life, living (honorific)
su'ega - search, test/examination
su'ese'ega - investigation, study
talanoa - discussion, conversation
ti'eti'ega - ride
timu - rain

'meat, feast
'avega - burden, load
fa'anoanoaga - (cause of) unhappiness
fiafia - entertainment, amusement
moega - bed
taunu'uga - 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:

| ta'alo  | to play                        | tā'alo'ga | - game                  |
| tafa'ao  | to roam, to wander about      | tafa'ao'ga | - excursion, trip, tour |
| tafa  | to look, to be alive          | tafa'ga | - life, existence       |
| a'ogo  | to learn, to teach            | a'ogo'ga | - school                |
| lafa  | to throw, to contribute       | lafa'ga | - (native game)         |
| toso  | to pull                       | toso'ga | - pulling, drawing      |
| toso  | to tug-of-war                 | toso'ga | - tug-of-war            |
| tusi  | to write                      | tusiga | - writing               |
| tusi  | - registration (or marriage)  | tūsiga |                        |

In a few cases, the suffix for making nouns out of verbs is not -ga but -'aga or some other similar suffix:

| alofa  | to love, to express sympathy  | alofa'aga | - compassion, mercy    |
| gata  | to come to an end, to terminate | gata'aga | - end                  |
| misa  | to quarrel, to fight          | misa'aga | - fight, fighting      |
| nofo  | to sit, to dwell              | nofo'aga | - dwelling, residence  |
| tala  | to tell                       | tala'aga | - history              |
| tuo  | to drink                      | tuo'aga | - ceremonial, kava party |
| si'i  | to raise, to lift             | si'i'aga | - move, removal        |
| si'i  | - lifting, raising            | si'i'taga | - lifting, raising     |

Very often, verbs can be used as nouns without changing the form of the verb at all. For example:

| 'atsi  | to laugh                      | 'o lana 'atsi | - his laugh, his laughter |
| fa'aeteete  | to be careful                | 'o le fa'aeteete | - care                  |
| fa'aalo  | to hear, to feel             | 'o lana fa'aalo | - his hearing, the way he hears it |
| fa'aleau  | to read                      | 'o lana fa'aleau | - her reading           |
| festili  | to ask                       | 'o le festili | - the question          |
| fesoasoani  | to help                     | 'o lana fesoasoani ia | - her help to me |
| fo'imal/ fo'atu  | to return                   | 'o lona fo'imal/atu | - his return           |
| goto  | to set (of sun)              | 'o le goto o le lā | - the setting of the sun |
| i'ai  | to exist                     | 'o le i'ai o lenei mea | - the existence of this thing |
| i'iga  | to know                      | 'o lo'u i'iga | - my knowledge/understanding |
| le lāva  | to be tired                  | 'o lana le lāva | - his fatigue, his tiredness |
| liga  | to pour                      | 'o le liga o le koko | - the pouring of the cocoa |
| ma  | to be ashamed, embarrassed  | 'o le ma | - shame, embarrassment |
| mū  | to burn, to be in flames     | 'o le mū o le fale | - the burning of the house |
| musu  | to be uncooperative          | 'o le musu | - unwillingness         |
| sau  | to come                      | 'o lana sau | - his coming            |
| soli  | to trample, to break (a rule) | 'o lana soli o le mutia | - his treading on the grass |
| to'o'tuli  | to kneel                     | 'o le to'o'tuli | - his rule-breaking     |
| tū  | to stand                     | 'o lau tū | - your posture (as a noun, ṭū always means "customs, ways") |
| usitai  | to obey                      | 'o le usitai | - obedience             |
| va'ai  | to see                       | 'o lana va'ai | - his view, the way he sees it |

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>NO CHANGE IN FORM</th>
<th>VERB WITH SUFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ai</td>
<td>to eat</td>
<td>'aiga</td>
</tr>
<tr>
<td>'a'o'o</td>
<td>to teach, to learn</td>
<td>a'o'o'aga</td>
</tr>
<tr>
<td>fa'amaino</td>
<td>to judge, to try, to inquire</td>
<td>fa'amaino'aga</td>
</tr>
<tr>
<td>fa'amemoa</td>
<td>to hope</td>
<td>fa'amemoa'aga</td>
</tr>
<tr>
<td>fa'aatau</td>
<td>to sell, to buy</td>
<td>fa'aatau'aga</td>
</tr>
<tr>
<td>fa'atoru</td>
<td>to instruct, to command, to direct</td>
<td>fa'atoru'aga</td>
</tr>
<tr>
<td>galua</td>
<td>to work</td>
<td>galua'aga</td>
</tr>
<tr>
<td>ma'afau</td>
<td>to think out, reflect</td>
<td>ma'afau'aga</td>
</tr>
</tbody>
</table>
mālamālam - to understand, to be enlightened
mālō - to rest, to adjourn - light, sunshine
manga'ō - to want, to desire - mālōloga - rest, holiday, pause
masani - to be used to, acquainted with - māna'oga - wish, desire
misa - to quarrel, to fight - māsāniga - acquaintance (with someone)
oa - to live, to be alive - gisa'aga - fight, fighting
pese - to sing - olaga - life, existence
savali - to walk - pasega - singing
sui - to change, to represent - savaliga - walk, march
talí - to reply, to receive or welcome guests - suliga - change
ta'alo - to play - taliga - welcome, reception
taumafai - to try, to attempt - ta'aloga - game
tautala - to talk - taumafiga - attempt
tusii - to write - tautalaga - speech, lecture
va'ai - to see - tusiga - writing

Some verbs are seldom used as nouns.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>mana</td>
<td>compliments on the attempt (&quot;Nice try&quot;)</td>
</tr>
<tr>
<td>ma'a</td>
<td>what's your understanding on this thing?</td>
</tr>
<tr>
<td>laga</td>
<td>a fight broke out at the baptism.</td>
</tr>
<tr>
<td>fiafaiga</td>
<td>what's the history of this dwelling?</td>
</tr>
<tr>
<td>fioaga</td>
<td>is your reading (ability) good?</td>
</tr>
</tbody>
</table>

Mastery Check - Rule

Practice
1. Substitution - Class
   Model: 'O se mea lelei le 'ai?
   Substitute: va'ai, tautala, papatia, galuenga, waitei, fa'amanoia, fa'alogo, mā, 'ata, misa, misa'aga, tafao

2. Double-Slot Substitution
   Model: Sa alu Ioane i tai e ta'ele.
   Substitute: e fai se / Ø
   Ø / ta'alō
   e / Ø
   e / tafao
   e fai se / Ø
   e / inu
   i le / Ø
   Ø / fiafiaiga
   e maua le / Ø

317
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'a usita'i i le fa'a'oga.
Missionary: E lelei le usita'i i le fa'a'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 fa'i sikaleti?
e. E sa ona fa'alo tusi i lema atunu'u.
f. E le tatau ona fa'umasino'ino se isi.
g. 'Ua taga ona ta'alo e i lelei lauiau?
h. E muamua ona fa'atau a tatau mea'ai.
i. Sa vave ona sui ona 'ofu.
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'aasu'u le _______." Read the sentence again, and have the class repeat the missionary's response.

Example: Teacher: Sa matou talatalanoa.
Missionary: Ta, fa'aasu'u le talanoaga.

a. Sa ou fa'amatata atu le mata'upu.
b. Sa misa 'i ma'us.
c. Sa matou galulue.
d. Sa ou malolo ananei.
e. Sa matou feinu i le 'ava.
f. O lo'o o'u ta'alo.

5. Free-Response Questions

a. 'O le a sau va'ai--e lelei le polokalama o le SYL? Aisea?
b. 'O le a sou fioa--e lelei le a'oa'olina o le fa'a-Samoa i aso uma lava? Aisea?
c. 'O le a se fa'asalaga tonu pe'a'ai e moe 'umi se faife'au?
d. I lou lava manau, o le a le taunu'uga 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'utu i le talmi e fa'i at le tatalo? Aisea? O le a Iona aoga?
f. 'O le a sau fa'aloge--e lelei le tautala a lau soa i le fa'a-Samoa?
g. 'O le a sou manatu--e lelei le tu'uina atu o le perisitau'i faini? Aisea?
h. Fa'amata e aoga le a'oa'olina o le tais'aga o Samoa? Aisea?

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? IoE, 'ua fia moe. -- Is he sleepy? Yes, (he) is sleepy.
0 lo'o moe Ioane? IoE, o lo'o moe. -- Is John sleeping? Yes, (he)'s asleep.
0 lo'o i le fale Mele? Leaif, 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.

'Ua le liloa la'u peni. - (I) lost my pen.
0 le a le mea Mika 'o fai? - What is Mike doing? (lit. "What is the thing of Mike [that's] doing??")
0 lo'o fai la latou mea'ai. - They are having a meal. (lit. "Their meal is being done.")
0 le'a saunia sau luaia - Will you prepare a talk? (lit. "Will your talk be prepared??")
0 le'a lafo la'u tusi. - (I) will mail my letter.
'Ua galo o latou fusua. - (They) forgot their ties.

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'o'aina mata'upu e tele i le a'oga. - Many subjects are studied in school.
3. obvious: 'Ua tu'uina mai poloa'iga 'ia te 'ia tatu. - 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 lea toe alu 'o ia i le lotu. E ulaula fo'i. - She doesn't go to church anymore. 
(She) smokes, too.
E fia fa'atau sa'i'ui'ui. - (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 tamā'ioa Samoa. / E masani ona fai isaona a faife'a utala'i i lona fala. / 'O i a'i le fa'alavelave e Lafa'i. / E mana'o lele i le pepepepepe, / peitai'ei e ulaula. / Na fai atu faife'u i a te i'a / e tatau ona tia'i i a e tatai. / 'Ua 'uma ona la / fa'aiioa atu 'ia Lafa'i le ala e fai ai lena mea, / peita'i, o lo'o faigatia pe a lena mea 'ia te i'a. / 'Afaei e tatao Lafa'i ma le / loto fa'amanga'i, / o le'a fa'alaga i a te i'a le mea e tatau ona fai. / 'Afaei e usita'i i le fa'alaga, o le'a mafa ona fai lona papatisoga.

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 ia fa'atau mai ni sikaleti.
c. E fa'giolao mai e le Atua mea e tele i perofeta.
d. O le'a lua lafo ni tusi?
e. Na fai e le fa'amasinga le fa'amasinoga tonu.
f. E malosi 'o fa? Leai, e vaiva'i 'o ia.
g. Sa ou le iloa le sikaleti.
h. Sa latou fa'atau mai ni 'ie lautele.
i. Na fa'apotopoto e ta'ita'i o le misiona faife'autaia'i i le lele misiona.
j. 'O fea Ioane? 'Ua ia ali i le fono o faife'au.
k. Na fa'alia e leova ni tulafono 'iia Mose.
l. E sā ona tautu ula tapa'ā.

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, / se la iiga po'o fia se fale'oloa leaie / e fa'atau mai ai na mea. Sa ia faolao atu / i se tasi o ana uo sa la faigialuega fa'atai / po'o fia se fale'oloa leaie e fa'atau mai ai lavalava. / Sa tali lana uo, "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 ofu." / Sa fa'afetai atu Mika i lana 'u o ona alu atu lea / i le fale'oloa o Eveni e fai lana fa'atau. / Sa se lelei mea 'uma ia lana va'ai. Sa ia iloa atu / se tasi tamaloa e puta tele lona nanava. / Sa ia va'ala fo'i se isi all'i e pa'e lona tino. / Sa ia alu atu i le tamaloa / ma sa fessi atu, "O lau sumuga o Eveni?" / Sa tali le tamaloa puta, "Toe, e i ai se mea / 'e te mana'o i ai?" / Sa fa'aiola atu e Mika Ioga mana'oga. / Sa fa'aiola atu e le tamaloa ni 'ie e tele 'iia Mika. / Sa fai atu Mika i le na fasasoani 'iia 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 isi _______ 'ie, ona ia iloa a i lea e laulti tele le _______. _______. fa'apena fo'i isi 'ie na _______ fa'atauna. Na tumu loa Mika i _______ ita i le tamaloa _______ le na tu'uina 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'ou to'aiua 'o le ali'i." "Malo lava, . . . ."
   a. lau afio
   b. 'oe le faletua
   c. lau tofa
   d. 'oe le tausi
   e. lau susuga

24. "E failauga la'au tane i fono o le nu'u." "Malo lava, . . . ."
   a. lau afio
   b. 'oe le faletua
   c. lau tofa
   d. 'oe le tausi
   e. lau susuga

25. "E le'oe se matai la'au tane." "Malo lava, . . . ."
   a. lau afio
   b. 'oe le faletua
   c. lau tofa
   d. 'oe le tausi
   e. lau susuga

26. E . . . fafaʻau i'āiga 'uma i le nu'u.
   a. sone
   b. itū
   c. fa'aasau
   d. pilī
   e. asiai

27. E le lava la'au tupe e fa'atau ni mea . . . .
   a. totogi
   b. tilotilolo
   c. taugofie
   d. taua tătu
   e. tautalaititi

28. E tatau ona 'e . . . le pilī.
   a. totogi
   b. tilotilolo
   c. taugofie
   d. taua tătu
   e. tautalaititi

29. E tatau ona sasa tamaiti . . . .
   a. totogi
   b. tilotilolo
   c. taugofie
   d. taua tătu
   e. tautalaititi

30. E masani ona tă 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 le tusi.
   a. tapili
   b. asiasia
   c. manava
   d. te'i
   e. susu

32. Sa a'oe'oe le teine 'i le . . . .
   a. mata'upu
   b. niu
   c. fagu
   d. ili
   e. tāpa'ā

33. 'Ua sa le . . . i le malumalu sē.
   a. tia'i
   b. potopopo
   c. fa'aiona
   d. ti'teti'e
   e. ulaula
34. Sa fia 'malolo Sala; peita'i, sa ia . . . pea lana galuega.
   a. fa'a'iolas
   b. fa'a'amasino
c. fa'a'auau
d. fa'a'uli
e. fa'apotopoto

35. Sa . . . faie'au 'uma i le fono o le paranesi.
   a. fa'a'iolas
   b. fa'a'amasino
c. fa'a'auau
d. fa'a'uli
e. fa'apotopoto

36. E . . . mai e le Atua s'o'a'oga i ana perofeta.
   a. fa'a'iolas
   b. fa'a'amasino
c. fa'a'auau
d. fa'a'uli
e. fa'apotopoto

37. E tatau ona . . . le lapisi.
   a. tia'i
   b. fa'a'ili
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

1. Fill in the blanks

NEW WORDS: foliga - to appear
             si'itia - to transfer
             solo - around

'O Simi 'o ______ faife'autala'i lo o nofo ______ Samoa. ______ se tasi aso, na
fa'atonuina ai ta'itia'one e si'itia Simi 'i ______ isi nu'u. Peita'i, sa lega le ta'avale ______
la masani ona fa'aogaina e si'itia ______ faife'au. O lea na ______ lafo ve tusi
ia Simi, 'u fa'a'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 taumu 'i Sataoa, sa ia iloa ______ 'ua galo ______ ia le igoa
o le tamāloa ______ le e le'a la ______ fa'ataasi. O lea, sa ia savaii solo se'ia o'o
ina ______ maua se fale ______ foliga mai e nonofo i ______ faife'au. Sa ia alu ______
i a'i, ma sa tala 'ese ______ 'ofu ma sa tapena ______ mea. Sa ia ta'itamu ma
sa ______ fa'afatu nīnī'i. 'O Simi sa alu ______ fo'i e ta'ele i le kalone lea ______ i
tua o ______ fale. Ina 'u 'uma lana ta'elega, sa ______ Simi i le fa'afatu nīnī'i.
______ te'i Simi ina 'ua sau ______ isi ma fa'a'apea mai, "O ai 'oe? O le 'a lau mea ______
fa'i 'inei?" Sa fea'i atu loa ______ faife'au, "O le fale lenei e nofo ______ faife'au
Mamona?" Sa tali loa le tamāloa 'o ______ na tu i luma o Simi, "E leai! ______ nonofo
faife'au Mamona i ______ fale iale!"
2. Multiple Choice. Teacher: Review any items which prove difficult for the missionaries.

______ 1. 'O Sala 'o . . . o'u tei.
   a. se
   b. si
   c. ni
   d. nai
   e. ni nai

______ 2. 'Aumai ni . . . tusi, fa'amolemole.
   a. se
   b. si
   c. ni
   d. nai
   e. all of the above

______ 3. Ou te fia fa'aholo 'i . . . musika.
   a. le
   b. se
   c. ni nai
   d. sina
   e. all of the above

______ 4. E alolofa . . . o'u 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." "Io9, 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." "Io9, e manaia 'uma . . . teine."
   a. nei
   b. ia
   c. na
   d. la
   e. nae
   f. lae

______ 7. Ou te fia fa'atau le ta'inaumu lela ma le ta'inaumu lela. Peita'i, e le mafai ona 'ou fa'atau 'uma ta'inau . . . .
   a. nei
   b. ia
   c. na
   d. la
   e. nae
   f. lae

______ 8. "Sa tou talanoa e uiga i le Tusi a Mamona?" "Io9, sa matou talanoa . . . ."
   a. ia te ia
   b. e uiga 'i a
   c. e uiga ai
   d. 'i ai
   e. ia te ai

______ 9. "Sa 'e moa i le moega o Ioane?" "Lesi, sa 'ou le moa . . . ."
   a. ia te ia
   b. ia te a
   c. 'i totonu a
   d. 'i a
   e. a

______ 10. "E manaia le mea'ai lena?" "Leai, ou te le fiafia . . . ."
   a. ia te ia
   b. ia te a
   c. 'i ai
   d. i le manaia ai
   e. i le mea'ai ai
11. 'O Ioane sa alu ... i le fole'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 faitoto'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 pogai 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 mutu ... Iona 'ofu.
   a. ai
   b. 'i ai
   c. ia te ia
   d. no word needed
   e. all of the above

18. Sa fanau le pepe i le masina na oti ... lo'u tama.
   a. ai
   b. 'i ai
   c. ia te ia
   d. no word needed
   e. all of the above

19. 'O fea le teine sa tou nonofo 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 le
   d. 'o se
   e. 'o ia

21. 'Avatu le tusi 'i so'o se tagata ... o le'a faitauina.
   a. 'o e
   b. 'o ai
   c. 'o le
   d. 'o se
   e. 'o ia
22. E tatau ona tatou fa'afetai atu i . . . na saunia mea 'uma mo 'i tatou.
   a. 'o o
   b. 'o ia
   c. 'o ai
   d. a'i
   e. le

23. O le'a fa'amaniaina . . . 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 me e i le . . . o le lotu.
   a. 'agata
   b. 'gntaina
   c. 'gmataga
   d. 'gmatinaaga
   e. 'gmatataga

25. Ou te ia' i va'aia se mea fa'apena i lo'u . . . atoa.
   a. ola
   b. ola
   c. ola
   d. ola'aga
   e. ola'aga

26. O le'a ou alofa ia te 'oe se'ia o'o i le . . .
   a. gata
   b. ggtaga
   c. gttaga
   d. gta'aga
   e. gatamaga

27. Pe 'e te fa'atali i lona . . .?
   a. fo'i mai
   b. fo'i maiga
   c. fo'i mai'aga
   d. fo'i gia mai
   e. fo'i maina

28. O le'a tatou maua ni . . . e tele pa'afai e amiotronu i tatou.
   a. manuiaina
   b. fa'amanauata
   c. fa'amaniaga
   d. manuiga
   e. fa'amaniagaiana

29. "A . . . lau susuga?" "Onu tu alu i 'o." a. aga'i
   b. fa'apena
   c. fa'afea
   d. manava
   e. tautai

30. "E fa' . . .?" "E fa'apena lava, 'ou te alu i le fa'ato'aga."
   a. se ta'aloga
   b. se tagamoa
   c. sau falsa
   d. se galvuga
   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 'aulelei.
   c. Na tu'u e le pule'a'oga ni pepe i le kapori.
   d. Na tu'u e le fa'aposi ni tuia i le kapori.
   e. Matou te o 'i Niu Sina i le tausaga fou.
   f. Sa la maiaga 'i Samoa i le vaiaso 'ua te'o.
   g. Sa laulaui mai e le tama'ita'i o ma'ua mea'ai.
   h. O lo'o tagi le tama 'ona 'o lona 'aulauga.
   i. Sa saunia e lako'o le mea'ai lelei.
   j. Sa la fufulu ona nifo i le puluma nifo lea.
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 ofi lo'u uso i le aso lea. Na sau Simi le aso lea.
b. O le'a fa'a'ai e le vaega lea fala nini'i. Na fa'atau e le tiga fala nini'i'anafi.
c. Ou te le malamalama i le po'aga. Na mīsa le vaega lea anala'i.
d. Sa tagi le tama lea. Sa lavea le tama lea i le fa'alavelave.
e. Sa matou talanoa ma le tama'ita'i. 'Va leaga lana uati.
f. Sa moe Ioane i le fale lea. Ƒ nofo lou tua'i a le fale lea.
g. Sa ou alofa 'i le teine. Sa soga le teine i Apia.
h. Sa matou tilitilo i le tama'ita'i. O lo'o sui 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'ato'aga  
   c. ta'a'i  
   d. emago  
   e. sone  
   f. umu kuka  
   g. mata'upu  
   h. sikaretē  
   i. ta'impanu  
   j. saea'a

   k. logo  
   l. musika  
   m. amo  
   n. pili  
   o. tonu  
   p. pitonu'u  
   q. folafola  
   r. faiva  
   s. pola  
   t. mafusaga

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 āusaga a lau soa?
(5 points) 2. 'O le a le mea'ai e fai ma lona ma'oi (favorite)?
(15 points) 3. E sili ona vaivai lau soa i le taeao, i le soauli, i le a fiafia, po'o le po?
(20 points) 4. 'O le a se tufafono o le misiona 'ua solia e lau soa?
   (BONUS) 5. 'O le a le lau 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'a'afia uso o lau soa?
(5 points) 2. 'Ua ia faitauna le Tusi a Mamonu atoa?
(15 points) 3. 'O le a le mau e sili ona fiafia 'i ai lau soa?
(20 points) 4. 'O ai le tagata i tusitusiga pa'i'a e sili ona fiafia 'i ai lau soa?
   (BONUS) 5. 'O le lona aso fanau?

The companionship earning the most points wins.
UNIT 8
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 suai mai speech.
3. Use a number of honorific expressions useful in visiting.

SPEAK YOUR LANGUAGE MODEL

DIALOGUE

Matai: Læ, 'ua susu maia a lua susuga e aliga ali'i faife'au.
Elder Siko: Afa lava lau afiga ma le faifua ma le 'aliga ali'i.
Matai: Ma'olo lava suifua.
Elder Siko: Ma'olo le soifu ma. Ao'au manuia lo ou ma 'aliga ali'i?
Matai: O lo'ou manuia lava, faafetai.
Elder Siko: Læ, ou te lola e pe malae au afiga e tusa ma le malaga nei. 'O le suafa o la'u aiga o Ava'a. A'o lo'ou liga o Siko.
Matai: Faafetai 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 Ava'a, and my name is Siko.
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>'ai&quot;u</td>
<td>selfish (with one's food)</td>
<td>fue</td>
</tr>
<tr>
<td>'eipiko</td>
<td>bishop</td>
<td>lea</td>
</tr>
<tr>
<td>fa'amautu</td>
<td>to stay, to be established</td>
<td>malie</td>
</tr>
<tr>
<td>fa'ano'i</td>
<td>to ask permission (to have something or to do something)</td>
<td>mamalu</td>
</tr>
<tr>
<td>fa'apitoa</td>
<td>special, to be specially concerned with</td>
<td>oso</td>
</tr>
<tr>
<td>fa'a'taga</td>
<td>to permit, to allow</td>
<td>savalu</td>
</tr>
<tr>
<td>fa'a'tagaga</td>
<td>permission</td>
<td>tau</td>
</tr>
<tr>
<td>fa'a'tgu'a'a</td>
<td>unimportant, trivial</td>
<td>tāua</td>
</tr>
<tr>
<td>fale ʻafolau</td>
<td>long Samoan house</td>
<td>ulu/ulufoa</td>
</tr>
<tr>
<td>fale tele</td>
<td>round Samoan house</td>
<td>ulufafo</td>
</tr>
</tbody>
</table>

### TOOLS

### VOCABULARY BUILDER - HONORIFIC LANGUAGE

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 Samoan'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 Samoa 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.

<table>
<thead>
<tr>
<th>English</th>
<th>Common Term</th>
<th>Honorific Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring</td>
<td>sumai</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 (for Chiefs)</td>
</tr>
<tr>
<td>to die</td>
<td>oti</td>
<td>maliu mai (for Orators)</td>
</tr>
<tr>
<td>to drink</td>
<td>inu</td>
<td>alo</td>
</tr>
<tr>
<td>to eat</td>
<td>'ai</td>
<td>maliu, maliai</td>
</tr>
<tr>
<td>food</td>
<td>mea'ai</td>
<td>tamaafa</td>
</tr>
<tr>
<td>to go</td>
<td>afo, o atu</td>
<td>tāumafa, tautsami</td>
</tr>
<tr>
<td>head</td>
<td>ulu</td>
<td>mea_tamaafa, mea tautsami</td>
</tr>
<tr>
<td>house</td>
<td>fale</td>
<td>susu atu</td>
</tr>
<tr>
<td>to know</td>
<td>lioa</td>
<td>afio atu (for Chiefs)</td>
</tr>
<tr>
<td>to listen</td>
<td>fa'alogo</td>
<td>maliu atu (for Orators)</td>
</tr>
<tr>
<td>to live</td>
<td>ola</td>
<td>alo</td>
</tr>
<tr>
<td>name</td>
<td>igoa</td>
<td>mota</td>
</tr>
<tr>
<td>to say, speak, talk</td>
<td>fa atu, fa mai, tautala</td>
<td>lua (for Orators)</td>
</tr>
<tr>
<td>to see, to watch</td>
<td>va'ai, matamata</td>
<td>silaifia</td>
</tr>
<tr>
<td>to shower, to bathe</td>
<td>ta e'le</td>
<td>fa ahofoga</td>
</tr>
<tr>
<td>sick, ill</td>
<td>ma'i</td>
<td>soifua</td>
</tr>
<tr>
<td>to sit, to stay</td>
<td>nofo</td>
<td>suafa</td>
</tr>
<tr>
<td>to sleep</td>
<td>moe</td>
<td>saunoa (for Chiefs)</td>
</tr>
<tr>
<td>son</td>
<td>ataiti</td>
<td>feta'ai (for Orators)</td>
</tr>
<tr>
<td>to want, to desire, will</td>
<td>mana'o, loto</td>
<td>silaifia, taga'i (pl. taga'i)</td>
</tr>
<tr>
<td>yes</td>
<td>'ioe</td>
<td>fa'amalu</td>
</tr>
</tbody>
</table>

334
1. Memorization Exercise

2. Questions
   a. 0 le ʻupu faʻaalaolo mo afafine?
   b. 0 le ʻupu faʻaalaolo mo iga?
   c. 0 le ʻupu faʻaalaolo mo faʻalogo?
   d. 0 le ʻupu faʻaalaolo mo ʻotī?
   e. 0 le ʻupu faʻaalaolo mo moe?
   f. 0 le ʻupu ʻa faaafai e te fia iloa le mea ʻa savai ati a le tuāfale?
   g. 0 le ʻupu faʻaalaolo mo vaʻai?
   h. 0 le ʻupu faʻaaloalo mo tautala?
   i. 0 le ʻupu faʻaalaolo mo faaau?
   j. 0 le ʻupu faʻaalaolo mo saa?
   k. 0 le ʻupu faʻaalaolo mo maia?
   l. 0 le ʻupu faʻaalaolo mo ʻoio?
   m. 0 le ʻupu faʻaalaolo mo inu?
   n. 0 le ʻupu faʻaalaolo mo manaʻo?
   o. 0 le ʻupu faʻaalaolo mo atalī′ī?
   p. 0 le ʻupu faʻaalaolo mo faalī′ī?
   q. 0 le ʻupu faʻaalaolo mo faalī′ī?
   r. 0 le ʻupu faʻaaloalo mo mēaʻai?
   s. 0 le ʻupu faʻaaloalo mo iloa?
   t. 0 le ʻupu faʻaaloalo mo ulu?
   u. 0 le ʻupu faʻaalaolo mo maʻi′i?
   v. 0 le ʻupu faʻaalaolo mo atitu?
   w. 0 le ʻupu faʻaaloalo mo lea?
   x. 0 le ʻupu faʻaaloalo mo le tuāfale?

3. On a separate sheet of paper, rewrite the following story, using respect language. Assume that Simi and Samita are allī′ī and that Ioane is a tuāfale.

Sa alu atu Simi i lana faʻatoʻaga. Ia ʻu a faʻaauai atu i le ″uulua, sa la faetoa′i ma Ioane. Sa faa atu Simi, ″Taloa Ioane. O a mēi ʻoet?″ Sa faa mai Ioane, ″O loʻo manuia lava, faʻafetai. A faʻaafetai?″ Sa faa atu Simi, ″Ou te alu atu i laʻu faʻatoʻaga. A e alu i le fale?″ Sa faa mai Ioane, ″E leai. Ou te alu atu i le fale o Samita. O loʻo maʻi lona afafine. ″Ua oti fo′i le toʻaia o Samita.″ Sa faa atu Simi, ″Maʻutia le mea! Atonu sa ′aʻai le vae ga lea i ni meaʻai leaga.″ Sa faa mai Ioane, ″Masaluate. Ou te le iloa. Ia, e sili peʻa ′ou faaauau le savailiga. Ia manuia le naa.″ Sa faa atu Simi, ″Ia manuia foʻi le naa.″

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

13 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 maçia a lua susuga a alirimai faafēau.

- 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 falelua, fa'apea fo'i le tauti 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:
Susu lava 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:
Susu 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:
Susu lava susuga a le ali'i persestene o le paranesi/epikopo, 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'afai 'e te fia tali le susu mai a le epikopo?
   b. 'Ta 'uma ona 'e ulu atu i totonu o le fale e i ai se fa'afine ma ana fanau. Pe fa'apefa ona 'e talia lana lauga?
   c. O le a sau tali e fai pe'afai '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 tali e fai atu i le susu mai a le tulafale?
   e. O le a sau lua o e fai atu pe'afai 'e te asiasi atu i le fale o le persestene o le paranesi ma lona to'alu ma la la fanau?
   f. Pe fa'apefa ona 'e talia le lua o le tuakile'a le ma lona to'alu?
   g. O le a sau tali 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 gaua 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 gaua 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 one.

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 figurate way of saying that you don't want to overstay your welcome.

1. Ia malie lou f'ingalao, e po' malae, e agatonu fo'i Manu'a 'o le fesili. 'O 'O ai 'ea lau susuga?
   1. May it please you, because we are not acquainted, it is best to ask the question: Who are you, sir?

2. Fa'ag mole mole, po' o lau susuga 'o le tulafale po' o le ali'it?
   2. Please, is your honor an Orator or a Chief?

3. Ia, ou te iioa e po' malae (igaia) e tusa ma le malagae nei. 'O lea o le'a avea lo'u lea ma cut o ia ma'u nei 'i (igaia) fa'ap ea fo'i __________.
   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 person present). My companion's name is __________, s/he comes from __________. My name is __________. We are staying with __________.

4. Ia, ou le osa fa'atua'ava'ava lea mo le 'aiga, e le'o se mea tele. Ou te fa'amoeoe e talia ma le fiafia.
   4. Here is a modest gift for the family; it isn't anything big. I hope it will be received gladly.

5. Ia, (igaia), fa'amata e i ai se agavao tatau te talatalanoa ai lo siia ma'atapu fa'aleleku?
   5. (name), is it possible we might have an opportunity to discuss some religious topic?

6. Ia, (igaia), le'a fa'oli le tonu. Fa'afetia lava i le avavao tatau talatalanoa ai lo outou moata/loa. 'A 'ua vela le fala. E tatau fo' i ona fa'asauagi i a mae asi a aiga. Ia fa'amauia atu le Tama i le lagi 'ia te outou.
   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'apoea ona 'e fa'ano i se is'i pe'a a e fia fai i ai sau lenona?
   b. O le a sau mea e fai atu pe'a e te fia iioa le iega na se/taga?
   c. Ua 'uma ona ulu ulua na lau soa i le fale telio. Peta'i e lo' a ma'ana te lai o le 'aiga ia te oulu. O le a sau talia e fai atu a'i?
   d. Ua talagao outou ma le tamalao i tonu o lona fale ofiau. 'E te fia iioa po'o ia 'o le tulafale po'o le ali'. O le a sau mea e fai atu a'i?
   e. Na e malaga i Aau anana i 'ina 'ia fai se fa'atau. O le a sau mea e fai pe'a 'e fai fo' i atu i lou 'aiga Samoa?
   f. Ua e saisi' i le tulafale 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 tulafale?

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.

PERFORMANCE ACTIVITIES

Teacher: Assign roles such as Missionary 1, Missionary 2, Mother, Orator, Child 1, Child 2, etc., to missionaries in the district. Simulate an entire missionary visit to a non-LDS Samoan family.
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 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.

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

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ele'ele</td>
<td>ground, soil, dirt</td>
</tr>
<tr>
<td>'ele'elea</td>
<td>dirty, soiled</td>
</tr>
<tr>
<td>fonataga</td>
<td>a meeting, especially a large and important one</td>
</tr>
<tr>
<td>*fu'ala'au</td>
<td>fruit, pill, tablet</td>
</tr>
<tr>
<td>gaoa</td>
<td>rocky, stony</td>
</tr>
<tr>
<td>ipu mfolofola</td>
<td>plate (for eating from)</td>
</tr>
<tr>
<td>mafafia</td>
<td>thick</td>
</tr>
<tr>
<td>mafolofola</td>
<td>flat</td>
</tr>
<tr>
<td>manifinifi</td>
<td>thin</td>
</tr>
<tr>
<td>maualuga</td>
<td>high, tall</td>
</tr>
<tr>
<td>maulalo</td>
<td>low</td>
</tr>
<tr>
<td>moto</td>
<td>green, unripe (of fruit &amp; vegetables)</td>
</tr>
<tr>
<td>palapala</td>
<td>soil, dirt, mud</td>
</tr>
<tr>
<td>palapalasi</td>
<td>dirty, muddy</td>
</tr>
<tr>
<td>pula</td>
<td>ripe</td>
</tr>
<tr>
<td>tala</td>
<td>dollar</td>
</tr>
<tr>
<td>tipolo</td>
<td>lemon, lime, lemon tree, lime shrub</td>
</tr>
<tr>
<td>toll</td>
<td>to twist off and fetch down (of fruit)</td>
</tr>
<tr>
<td>'ulu</td>
<td>breadfruit, breadfruit tree</td>
</tr>
<tr>
<td>v1</td>
<td>Otaheite apple, Otaheite apple tree</td>
</tr>
</tbody>
</table>

*The verb meaning "to take (a pill)" is imu (to drink).

GRAMMAR

1. 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 Sili 'o se tagata fa'amoni ma le lelei. - James is a sincere and good person.
'O Mele 'o se tama'ita'i 'aualelei toe poto. - Mary is a good-looking and intelligent lady.
O te nofo i se faalau moana ma le muu. - 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:

Ma ou ti'eti'e i le ta'avale 'ena'ena 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 faile maumu piniki. - Sina lives in the reddish pink house.
O te fia fa'atasu se ta'avale lanu moana lanu manuata.

When adjectives are used as predicates, they can be connected with ma or toe. The conjunction and the second adjective need not immediately follow the first adjective; some sentence elements such as a doer or a prepositional phrase can come between the two. However, the distance between the two adjectives is usually kept quite small. For example:

E fa'aafitaui ma fa'a'apa poto le faite'au. - The missionary is contentious and presumptuous.
E faigofia toe pu'upu'u leenui su'ega. - This test is easy and short.
E tutu'a le tama, toe aulelei. - The boy is muscular and handsome.
'Ua palapala le 'auala ma gaoa. - 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 uliga lapo'a le tama. - The boy is black.
E mumu la'itiiti le tuisi. - The book is red.
E lanu meamata samasama le va'a. - The boat is green-yellow.
E lanu moli mumu le ta'availe. - The car is orange-red.

1. The following rule applies where both or neither ADJ is a color:

\[ \text{DET} + \text{N} + \text{ADJ} + \begin{cases} \text{ma le} \\ \text{toe} \end{cases} + \text{ADJ} \]

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.

\[ \text{PRED} + (...) + \begin{cases} \text{ma} \\ \text{toe} \end{cases} + \text{PRED} \]

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 'aulelei 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 le fale telē pa'epa'e. - Jim lives in a big white house.
E i ai lana ta'availe 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. - That boy is kind and generous.
E uliuli pa'epa'e le tama. - That boy is black (and) thin.
E mumu pinikili lona fale. - His house is reddish pink.

Mastery Check - Rule

Practice

1. Substitution - Class
   a. Model: E tetau ona tia'i le o'efu tui ma le palapala.
      Substitute: mumu, 'ele'elea, samasama, la'itiiti, lapo'a piniki
      Substitute: tauaga, mafiafia, uliuli, maninifini, lanu meamata, māfolafola

2. Fill in the Blanks

NEW WORDS: a'e - to climb

'O Simi 'o se tama Sāmoa _________ le tutu'a. I se tasi sao, sa savali Simi i le vao _________ tua o lona fale. Sa lagana e Simi le fia'ai. O lea, sa ia toli mai ni tīpole lāpopo'a ma _________ pula. Sa lanu meamata _________ samasama na tīpole. Peitai'i, ina 'ua 'amata e Simi ona 'ai 'i ai, sa ia tloa 'ua 'o'ona ma _________ leaga na tīpole. O lea sa a'e Simi i se lā'au lāpopo'a _________ mualuga 'ina 'ia toli mai ni vi. Sa ia va'ai i
3. Discussion Questions

a. "O le a mea na le 'gi ai Simi 'i ni tipopo?"

b. "O le a le mea na le 'ai ai Simi 'i ni vi?"

c. I lou lava manatu, 'o se tagata pa'a ma le vaiva'i Simi? Fa'amatala mai le pogai o lau tali.

d. Na 'e 'aina se vi mamasu? 'O le a 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, teinei and tama'iti should not be included in the list, since they are actually regular nouns (feinei 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 fanau (child/children) and namu (mosquito/mosquitoes). These words can convey the plural even when singular articles are used. For example:

- E to'afia lau fanau? - How many children do you have?
- E teite le namu i lanei 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:

- lo'omotua - old woman
- toea'i'ina - old man
- maturu - parent
- tama'iti - child, young person
- tamaeiti - little girl
- tamalao - man
- taua'e - untitled man
- tuafaine - sister of a man

A few nouns, such as fanau and namu, can convey the plural even when preceded by singular articles.

Examples:

- Sa o atu tama'iti i le tifaga. - The young people went to the movie.
- O lo'o galui le lo'omotua i le fale. - The old women are working in the house.
- E to'a te ko lana fanau. - She has many children.
- E o atu tamalaloa i uta. - The men are going to go inland.
Practice

1. Double Slot Substitution - Individuals

Model:  Sa alu le tamaititi i le fale.
Substitute: O atu / $
           0 / toes'ins
           nonofo / $
           nofo /  $
           0 / lo'omatu'a
           nonofo / 0
           0 / tamaloloa
           alu / 0
           moe / taule'a'ale'a
           momoe / 0
           glu / tusafaine
           o mai / 0
           galue / teineitiiti
           galule / 0
           nofo / matua
           nonofo / 0

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'omatu'a i lana fanau.
   b. Sa ta'alo le teineitiiti i le malae.
   c. E tala le namu i le fale o lo'u tusafaine.
   d. Sa pa'u le taule'a'ale'a i le palapala.
   e. Sa tago le tamaititi i le ipu ma fofola.
   f. Ou te alofa i lo'u matua.
   g. Sa nofo le toea'ina i le fala manifinia.
   h. Sa tolai mai e le tamaloloa ni 'alu no lona tusafaine.

3. Teacher: Present information to the missionaries in Samoan concerning the different roles then 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'aiaga o galuega e masani ona fai e tamaloloa Samoa?
   b. O a ni maa o toea'ina Samoa e masani ona fai fa'atasi?
   c. O a ni galuega e masani ona fai e tamaititi o o latou 'aiga?
   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
'O matou ma Pili ma Ioane
'O ouluu ma Ana
'O outou ma Selii ma Ana
'O outou ma Selii ma Ana ma Pili

- John and I (lit. "we [2] and John")
- Bill and John and I (lit. "we [3+] and Bill and John")
- You (singular) and Ann (lit. "you [2] and Ann")
- You (singular) and Sally and Ann (lit. "you [3+] and Sally and Ann")
- You (singular) and Sally and Ann and Bill (lit. "you [3+] and Sally and Ann and Bill")
"O la'ua ma Feleti
O latou ma Makerita ma Susanu.

- He and Fred (lit. "they [2] and Fred")
- She and Margaret and Susan (lit. "they [3+] and Margaret and Susan")

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:

Lua te talanoa ma Feleti? — Are you (singular) and Fred going to talk? (or, Are you going to talk with Fred?)
Tou te faigaluega ma 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 lua 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 oulu'a? — 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 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 monoe? — Who is /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 anapoa. — I met with your teacher last night.
O ai lua te toli vi 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 ananafi. / Sa ma savavali i le 'auala tuai ma le gānā. / Ina 'o savavali i ma'ua, sa matou feiloa'i ma Mele. / Sa ma feiloatitu ma Mele po'o fesi / le mea e alu 'i ai. Sa tali Mele, / Ou te alu i tai e ta'alolo voili polo. / Sa feiloatitu Ioane ta te ia, "O ai tou te ta'a'alo?" / Sa tali Mele, "Matou te ta'a'alo ma le isi 'au igoa / e maiga mai Apia. "A 'uma le ta'a'aloa, / ma te o ma Sala i le tifaga." / Na ou feiloatitu, "O le a le
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 o ma Ioane 'i le fale'oloa.

a. Sa 'e fa'ataga tamaifeti e ta'a'alo i le matatagafa?
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'anoi i lou tama. (la'u uo)
e. Sa ou savalu atu i le 'auala e tau atu i le fale 'ofolau. (la'u soa)
f. Na fa'atou i ta ni fiue fou. (Ioane ma Fili)
g. Na 'e alu i fafo i lena' faitofo'a? (Manu ma Sina ma Su'a)
h. O le'a ou fa'amauatu 'i Simi. (‘oe ma Tavita)

4. Directed Questions

Fesili 'iā Elder/Sister ________:

a. po'o a la te soa.
b. po'o a la sa latou talanoa i le lotu i le Aso Sa.
c. po'o a la atou e la fiafia i le MTC.
d. po'o a la te fa'aipoipo pe'a uma lana misiona.
e. po'o a la sa la wo a'o le'i 'amata lana misiona.
f. po'o a la sa latou momoe i le fonotaga i le vaalalo talu ai.
g. po'o a lua te a'o a fa'atasi nanei.
h. po'o a ou tou e alofa 'i ai 'o iā.

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 tasi e tolu. - I bought three books.
Na ou maua le 'api e tasi. - I received one book.
'Aumai le tasi e tasi. - Bring one book.
'Aumai se tasi e tasi. - Bring one book.
'Aumai ni tasi se lua. - Bring two books.
'Aumai tasi 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 tasi ou te faitauna nanei. - I'm going to read two books tonight.
E tasi lava le mea na 'ou popole ai. - There was one thing I was worried about.
E to'atou tamaifeti o lo'o 'ea'i i le fasi povi. - Three children are eating the piece of beef.
E fia fagu ini na 'e 'auama? - How many bottles of soft drink did you bring?
Samoan grammar makes no distinction between such expressions as "thirty pages" (itūlau e tolusefulu) and "page thirty" (itūlau 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'avale. - 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.
Se lua.
E fia fuia'au e inu i le ta'imi lenei? Inu - How many pills (should I) take at this time? Take three.

<table>
<thead>
<tr>
<th>Number of things can be expressed by the following patterns:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. definite NP + e + NUMBER</td>
</tr>
<tr>
<td>2. indefinite NP + { e se } + NUMBER</td>
</tr>
<tr>
<td>3. e + { fia NUMBER } + definite NP + rest of sentence</td>
</tr>
</tbody>
</table>

Examples:

Ou te mana'o i ni tūpōlo se lima. - I want five lemons.
E lua vē na 'ai e le tama. - The boy ate two vē.
Na ou fia'atau mai le i pu mafoalofaolele tasi. - I bought one plate.
E lua ona fale. - She has two houses.
On te fia'atau i le vē. Aumai le lua, fa'amolemo. - I like vē. Bring two, please.

Mastery Check - Rule

Practice

1. Substitution - Class

Model: 'Aumai ni tusi se tolu.
Substitute: Ø, le, me, ni, la, Ø

2. Questions

a. E fia fia'atau o lo'o i ni ia te 'oe?
b. E fia tusi o lo'o i le laulau?
c. E fia nofoa o lo'o i ai i le tama potu?
d. E fia ni moli na 'e 'aina i le va'ai fia 'a fa'a?
e. E fia 'ofu tino papa'e o lo'o i ai i lau sos?
f. E fia penitala o lo'o i ai i le tama potu?
g. E fia le itulau o le pese ________?
h. E fia ni ai au peni?

3. Fill in the Blanks

NEW WORDS: tau - cost
            atofa'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 mūū, ma ________ fitu ________ penitala

245
samasa. O lo'o i ai fo'i penitala ululi _________ fa." Sa fai atu Laki, "Ou te mana'o _________ ni penitala samasama _________ tolu, ma ni penitala ululi _________ lua ma _________ penitala mumü _________ fa." E _________ le tau o nei penitala?" Sa tali le fa'atau'olos, "E sefulu sene i le penitala _________ tasi. E tasi _________ tālā le aofai." Sa avatu _________ Laki le tala 'i le _________, ona ia 'avea lea _________ ana penitala i lona fale.

4. Discussion Questions

a. E fia penitala na mana'o 'i ai Laki? E fia penitala na ia fa'atau'iga?
b. E fia le tau o le penitala e tasi? 'Aisea na 'avatu ai e Laki le tālā i le fa'atau'olos?
c. O le a sou mauatu — e pi'o (crooked) le miao a le fa'atau'olos?
d. O le a le itu'aiga a tagata e i ai Laki? Fa'amata e potu '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 (sikua) 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.

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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:

0 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. — Take the book to the third missionary.

Faitau le mata'u'upu lona sefulu. — Read the tenth chapter.

An exception to this is tasi (one) whose ordinal equivalent is an entirely different word, muamus (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'afia means "how many times" and can be placed at the beginning of complete sentences. Study the following examples:

Na matou malaga fa'a'ala 'i Miu Sila. — We went to New Zealand twice.

Na ma fetaui fa'atasi. — We met once.

'Ta sola fa'asefulu le tana. — The boy has escaped ten times.

O le'a 'ou tasi fa'aselu laena 'upu. — I will write that word one hundred times.

E fa'a'afia na 'e meo i le vasesa? — How many times did you sleep in class?

The prefix to'a- is applied to any number that refers to people. In the case of compound numbers, it is appropriate in formal Samoan to prefix to'a- to both numbers, as in tagata e toalusefulu ma le to'alua (twelve persons). Nevertheless, many people will express this simply as to'asfulu ma le lua or even to'asfulu. To'a is also prefixed to the interrogative fie (how many) when inquiring about numbers of people, and to ititi, ia'ititi (little, few) and tele (many) in reference to small or large numbers of people. For example:
The prefix *ta'ī*- may be translated "each." Numbers or the interrogative *fia* (how many) with this prefix can act as predicates, conveying the meaning of "to be/have ______ each."

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Meaning</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>lon</em> + NUMBER</td>
<td>(ordinal number: second, third, etc.)</td>
<td>(adjective)</td>
</tr>
<tr>
<td><em>fa'a</em> + NUMBER</td>
<td>(number) times</td>
<td>(adverb)</td>
</tr>
<tr>
<td><em>ta'ī</em> + NUMBER</td>
<td>(number) of people</td>
<td>(number*)</td>
</tr>
<tr>
<td><em>ta'ī</em> + <em>fia</em></td>
<td>how many each, how many each</td>
<td>(predicate)</td>
</tr>
<tr>
<td><em>ta'ī</em> + <em>hina</em></td>
<td>each, to be ______ each</td>
<td>(predicate)</td>
</tr>
<tr>
<td><em>ta'ī</em> + <em>num</em></td>
<td>how much each, how much each</td>
<td>(predicate)</td>
</tr>
<tr>
<td><em>ta'ī</em> + <em>fia</em></td>
<td>each</td>
<td>(adjective)</td>
</tr>
<tr>
<td><em>ta'ito</em> + NUMBER + <em>num</em></td>
<td>(number) of people at a time</td>
<td>(adjective, adverb)</td>
</tr>
<tr>
<td><em>to'ito</em> + <em>num</em></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, se."

Examples:

Na ou alu i le potu lona tolu. - I went to the third room.
Sa ia faitauna fa'atolu le tusi. - He read the book three times.
E to'aititi sa o mai i le fonotaga. - Few came to the meeting.
Sa ia fa'amama potu ta'ītasi. - She cleaned each room.

Mastery Check - Rule
1. Dictation

NEW WORDS: a'oga pese - song practice
'au fai pese - choir
fati - melody

Sa ʻo atu Ioane ma ana ʻo toʻavali le faʻale ʻa i le Aso ʻo ina ia fai le aʻoga pese. / Sa fiafia Ioane i le pese muamua sa le pese imona lua, / sua sa ia masani i ma pese. Peita'i, / ina 'ua o' i le pese imona loru, sa faiga i a Ioane / ona usu le pese, au sa maualuga tele le faʻi. / O lele pese sa usu faʻalima e le 'au fai pese, / peita'i e le'i maia e Ioane ona usu lele i lona pese. / Sa fai atu le ta'ata'i pese, / "E lele i outou ta'ito'atai vagana ai le toʻatai." / Sa ma Ioane, au sa ia iloa 'o ia lea / sa leaia lana us. Ina 'ua uma le aʻoga pese, / sa alu atu Ioane i lona fale e mamau i uta, / ma sa ia a'oa'oa lona pese. / Sa ia usu faʻalima le pese i ma lea taʻitaʻi. / Ina 'ua o' mai le Aso Toʻona'i, / sa manaia le ʻo le Ioane i pese taʻitaʻi.

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 Niu Sila ia Me. Sa ou toe alu 'i Niu Sila ia Tuni. Sa ou toe alu 'i ai a Akuso.
Missionary: Sa ou alu faʻatolu i Niu Sila.
Teacher: Sa i ai Ioane ma Mele ma Simi ma Sina ma Lave i le fonotaga.
Missionary: Sa i ai tagata e toʻalima i le fonotaga.

a. E luasefulu sene i le tipolo e tasi.
b. O Ioane o le tagata sa teʻele i lona vai lepa ina ua uma ona taʻeʻele ai isi tagata e toʻalua. (hint: use lona)
c. Sa ou faiʻauina le Tusi a Mamona i le tausaga 'ua teʻa, ma sa toe faiʻauina i le 'amata le lona tausaga.
d. Na alu faʻafeʻau i le malamalu ʻa; peita'i latou te leʻi ʻo faʻatasi.
e. Sa no Ioane ma Pita ma Tavita ma Kanona na Lu-change le potu vasa e.
f. O le tai lona lea sa ou faiʻauina ʻi le lona teʻaʻa i le lona vaisao ina ua uma ona ou faiʻauina isi tasi e lima.
g. Ou te tamoʻe i le faʻale taʻalo i taeao ʻuma.
h. Sa alu Elder Holt i le faʻafeʻuula i le tā o le sefulu, ma sa toe alu i le tā o le sefulu, sa ma sa toe alu i le tā o le tasi.
i. E faʻualaʻau e inu i aso ʻuma.
j. Na faʻamatala mai e faʻafeʻau ʻuma o latou igoa; peita'i latou te leʻi tautala faʻatasi.
k. O leʻa lāuga Mele ma Sina ma Sala ma Isapela me Ruta i le lotu nanei.

4. Have your companion time 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 (maʻa 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 WORD: e moni - indeed, in fact
sofa'i - total

'O Sina 'o se teine 'aulele ma le fiafia. / O lo'o nonefo latou ma ons matua ma ona uso ma
mua. / Ia la sa ai tea le aile la. / Sina / ni vi leaga a tolu, ma sa mai ai. / Sina
ila sa i a le sa ai le fiafia 'i le foma'i / le a le aso leona tolu o leona ma'i. / Peita'i sa le io'a e
le foma'i / le pogai na ma'i ai Sina. / 'Ola 'o lea sa alu Sina 'i se isi foma'i. / E moni, sa
asiasi Sina i ni foma'i e to'asefufulu'a, / a'ai sa le ia lea e se tasi le mafula o lona ma'i. / Sina
i se tasi aoi, na sau ai se foma'i fou i lea nu'u, ma sa ia a tele e asiasi 'i a'io Sina. / O
ia o se foma'i poto mo le atamai. / Sia ia avatu 'ia Sina ni fual'a'au ma na fa'atonu atu / le
sofa'i o fual'a'au e iui le le a so. / Sa asiasi atu pea le foma'i 'i a'io Sina. / Sia ia asiasi fa'atolu
ia Sala i a so ta'itasa.

NOTE: This story is continued in the next exercise.

2. Fill in the Blanks

NEW WORDS: fa'ataga - to pretend to
te'ava - to depart in anger

I le asiasi go fa'ataga lua sefu ma le valu, sa fesili atu le foma'i, ia Sina po 'ua
malosi 'o ia. Sa 'ata Sina, ona ia fai atu i le foma'i, "Ua lava ou
le toe ma'i. 'Ae ou fa'ataga ma'i aua sa fiafia i lou asiasi fa'atolu
mai i aso te'ai. Ou te alofa tele oe." Ina i lilo e le foma'i
'ua toe malosi, sa ia fiafia lava. Sa faa'ataga me Sina e fa'aipoipo
lena lava vaiaso. Na o mai le fa'ailoipoga toea'i ina ma lo'omutua
o la'ua 'aiga. o ia fai o ia la'ua matua, atoa le to'atele
o le fiafia. Na sau fo'i faife'i a tu'a a le manu. Ina 'ua toeiti ti
'Amata le fa'aipoipo, sa t'ua ina atua le foma'i se pea lauittiti
manifikia 'i a'io Sina. fesili Sina 'ia te mesi, "O le a lenei
mesi?" Sa le foma'i, "O le pili lena a'au asiasi luasefufuluvalu."
Sa ita loa ma sa teva loa ma lona 'aiga atoa. O lea, e le'i fa'aipoipo
ma le foma'i i aso, ma e le'i maua le foma'i lava 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'e, to'a, ta'i, and ta'itoa. 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'ui!"

5. The missionary who has said "O a'ui!" 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.

   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 courteous phrases of gratitude and praise.
2. Talk about travel.
3. Use the words for various animals.

TELL YOUR LANGUAGE MODEL

DIALOGUE

Elder Sikoki: Tőfi la pasi lala 'ua sau.
Elder Ava'a: Ta'amolmole pe alu lenai pasi 'i Mulifanna?
'Ave Pasí: E fa'asena lava, vae atu lua susuqa.
Elder Ava'a: E faia la pasese?
'Ave Pasí: E tolusefulu sene le pasese.
Elder Ava'a: La 'ua lelei, fa'afelai. Ta, tulou lava le pasese.
Elder Sikoki: Malo le fa'auli.

TRANSLATION

Elder Scott: Stop that bus that's coming.
Elder Ava'a: Could you please tell me whether this bus is going to Mulifanna?
Bus Driver: It does indeed, sir.
Elder Ava'a: How much is the fare?
Bus Driver: Thirty cents is the fare.
Elder Ava'a: Fine, thank you. [To the passengers!] Please excuse us.
Elder Scott: Nice driving there!
VOCABULARY

'snei_ - it is likely, probably
fa'atu - to stop, to park a vehicle
fagafao - pet
gasese - work and trouble of preparing food
Kilisimasi - Christmas
la'ulu - to carry (a load)
ma'ai - sharp
maketi - market
pasi moe - night bus, last bus of the day
pasi usu - morning bus, first bus of the day

same - cent
sisi - cheese
si'uulu - tail (of a land animal)
ta'availe - taxi
la'u pasese

PATTERNS - COMMON COURTESIES

In Samo, 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'ii (also).

The congratulatory word malō is used to compliment people after or during the event in question (pattern 4) while manuale is used to wish someone well in a yet future event or occasion (pattern 5).

1. Fa'afetai (fo'ii) le _______.
   a. agalelei
   b. fa'aaloalo
   c. gasesese
   d. tapua'i
   e. aasiai mai

2. Fa'afetai (fo'ii) i lo outou _______.
   a. alofa
   b. agalelei
   c. gasesese
   d. fa'aaloalo

3. Fa'afetai (fo'ii) mo le _______.
   a. mea alofa
   b. mea taumafai
   c. avanoa
   d. aasiaiga

4. Malō (fo'ii) le _______.
   a. taumafai
   b. fa'auli
   c. soifua
   d. saunoa
   e. faetalai

5. (Ta) manuale (fo'ii) le _______.
   a. Kilisimasi
   b. Tausaga Fou
   c. aso fanau
   d. fa'amuli
   e. malaga
   f. ago
   g. pō

   a. kindness
   b. courtesy, respect
   c. preparation of the food
   d. support
   e. visit

   a. love
   b. kindness
   c. preparation of the food
   d. courtesy, respect

   a. gift
   b. food
   c. opportunity
   d. visit

   a. attempt ("Nice try.")
   b. steering, driving ("Nice driving.")
   c. life
   d. speech (for ali'i)
   e. speech (for tulafale)

   a. Christmas
   b. New Year
   c. birthday
   d. staying behind
   e. trip ("Enjoy the trip / bon voyage.")
   f. day ("Have a good day.")
   g. night ("Good night.")

*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.
1. Memorization Exercise

2. Questions

a. O le a se mea e fa atu pe'ana ou tu'uina atu ia te 'oe se mea alofa?

b. O le a sau mea e fa atu pe'ana tou seioa'i ma nis i lo'o vale vao?

c. O le a sau mea e fa atu pe'ana tu'uina atu 'ia te 'oe ni mea'ai lelei?

d. O le a se mea e fa atu pe'ana fa'amalo se isi 'ia te 'oe?

e. O le a se mea e fa atu i se tagata e lelei lana 'ave ta'avale?

f. O le a se mea e fa atu pe'ana vala'auina 'oe e se isi e fa e se mea'ai i lona fale?

g. O le a sau mea e fa atu pe'ana 'e fafiafa tele i lau mea'ai?

h. O le a sau mea e fa atu pe'ana tu'uina atu 'ia te 'oe le avanoa e fa ai se lesona?

i. O le a se mea e fa atu i isi i le masina o Tesema?

j. O le a se mea e fa atu i isi i le 'amataga o Lanualii?

k. O le a sau mea e fa atu i luo sao pe'ana e alu 'i le fale'oloa 'se nofo pea luo sao i le fale?

l. O le a sau mea e fa atu pe'ana fesoseoani 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 soifua.
Missionary: Ta, malo fo'i le soifua.
Teacher: Fa'afetai le gaseo.
Missionary: Fa'afetai fo'i le asiasi mai.

a. Malo le fa'aiuli.  g. Magia le malaga.

b. Malo le amo. h. Malo le taumafai.

c. Fa'afetai le agoaole. i. Fa'afetai i lo outou alofa.

d. Malo le saunoa. j. Fa'afetai le fa'aaloalo.

e. Ta manufa le Kelisimasi. k. Malo le galue.

f. Fa'afetai no le avanoa. l. Malo le soifua.

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 serves 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.

55 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. Pagatogo is the capital of American Samoa.

1. 'Ua.vave le taimi. i. The time is short.
2. Tā o loa e fa'atali se ta 'uala 'i ___.
   a. le malae va'alele
   b. le uafu
   c. le maketi
   d. Apia

4. Fa'amolemole, pe alu lelei pasi 'i ___?
   a. Apia
   b. Mulifanua
   c. Salelologa
   d. Asau
   e. Fagatogo

5. Ia, tulou lava le pasese.

6.  Ta fa'atu ___ i 'ilā fa'amolemole.
   a. ___
   b. le pasi
   c. le ta'avele

7. 'Anei ou te lē maua le ___.
   a. pasi
   b. va'alele
   c. va'a
   d. pasi usu
   e. pasi mea

8. E a le 'uala atu i 'inei e pau mai ___?
   a. Apia
   b. Mulifanua
   c. Salelologa
   d. Asau
   e. Fagatogo

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 ā sau mea e fai atu i lau soa pe'ana luo fia malaga i se pasi i le uafu?
   b. Se'i o tatou fa'a'apea o lo'o luo fia malaga i Apia. O le ā sau mea e fai atu i lau soa pe'ana 'e va'ai atu i se ta'avele 'ua sau?
   c. E te fia malaga i le malae va'alele. Peita'i, 'e te le iloa pe lava luo tupe. O le ā sau mea e fai atu i le 'ave ta'avele?
   d. 'Ua tualu cula 'i le malae va'alele. O le ā sau mea e fai atu?
   e. E te fia iloa po'o fea le mea e malaga i ai le pasi. O le ā sau mea e fai atu i le 'ave ta'avele?
   f. O le ā sau mea e fai atu i le 'ave ta'avele pe'ana 'e mana'o e taofii le pasi?
   g. O le ā sau mea e fai atu pe'afai 'e te fia malagama i le 'uala 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
- 'i'sumu = rat, mouse
- lago = fly
- loi = ant
- maile = dog
- manu = animal, cattle
- manulele, manu = bird
- moa = chicken
- mogamoga = cockroach
- pe'a = bat, flying fox
- pilii = lizard
- povii = cow, cattle
- pua'a = pâg
- pusii = cat
- solofanua = horse

Practice

1. Memorization Exercise

2. Questions

   a. 0 le 4 le itu'āiga o manu e ma'afai ona ti'eti'i e ai le tagata?
   b. 0 le 4 le itu'āiga o mea ola e lanu meamata lona pa'u?
   c. 0 le 4 le itu'āiga o mea ola e uliuli la'iiti?
   d. 0 le 4 le itu'āiga o manu e pi'i'pi'i (curly) ai le sìusi'u?
   e. 0 le 4 le itu'āiga o manu e lele ma e ma'ai ona nifo?
   f. 0 le 4 le itu'āiga o manu e fiapia i le sisi?
   g. 0 le 4 le itu'āiga o mea ola e telu lava ona vae?
   h. 0 le 4 le 'upu fa'a-Samoa mo manu e ma'afai ai ona lele?
   i. 0 le 4 le itu'āiga o manu e fiapia 'isu'mu?
   j. 0 le 4 le itu'āiga o manu e ma'a'ai ona su?'u?
   k. 0 le 4 le itu'āiga o manulele e le lalei lona ile?
   l. 0 le 4 le itu'āiga o manu e masani ona fa ma fagafoa?
   m. 0 le 4 le itu'āiga o manu e masani ona 'aina e pusii?

3. Free-Response Questions

   a. Pe 'e te fiapia i mea ola lāiti (e pei o le atualoa, loi, mogamoga, etc.)? Aisea?
   b. 0 le a sau mea e fa pe'ana e nofo ia se vale e tumu'i mea ola lāiti?
   c. 'A 'e alu i Samoa, o le'a i fa'atau ni mea tulinamu ma se ta'ina'mu? E a pe'ana taugata nā mea?
   d. E soga le fefe i mea ola lāiti?

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.

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.

   [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. Use the verbs *tofu* and *ta’tasai*.
2. Use the auxiliary verbs *i, o’o, and tauau*.
3. Express the idea of "not only . . . but also."
4. Use the interrogative particle *'ia*.

VOCABULARY

<table>
<thead>
<tr>
<th>afa</th>
<th>- fire, engine</th>
</tr>
</thead>
<tbody>
<tr>
<td>afa’i</td>
<td>- package, parcel</td>
</tr>
<tr>
<td>afa’isai</td>
<td>- matches</td>
</tr>
<tr>
<td>aiga</td>
<td>- use, value, useful</td>
</tr>
<tr>
<td>fa’aatemalae</td>
<td>- careless</td>
</tr>
<tr>
<td>fale ma’i</td>
<td>- hospital</td>
</tr>
<tr>
<td>fale ma’i</td>
<td>- post office</td>
</tr>
<tr>
<td>fale taputu</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>malie</td>
<td>- funny</td>
</tr>
<tr>
<td>popo</td>
<td>- ripe coconut</td>
</tr>
<tr>
<td>talo</td>
<td>- taro</td>
</tr>
<tr>
<td>tauau</td>
<td>- to be near to reaching a certain condition</td>
</tr>
<tr>
<td>toe</td>
<td>- to laugh (of several people)</td>
</tr>
<tr>
<td>tofo</td>
<td>- to test, to sample, to taste</td>
</tr>
<tr>
<td>tofofo</td>
<td>- to test, to provoke</td>
</tr>
<tr>
<td>tofofo</td>
<td>- for each . . . to have</td>
</tr>
<tr>
<td>tufo</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>
Examples:

E tofu le tasi ma ata e fitu. - Each book has seven pictures.
E talitasi le faife'au ma lona fusiua. - Each missionary has a necktie.
Sa tofu le faile ma'i ma foma'i e to'aga. - Each hospital has six doctors.
Sa talitasi le tamaititi ma lana aphi. - Each child had a package.

Mastery Check - Rule

Practice

1. Dictation

NEW WORD: fuga'la'au - flower blossom

'O Isapela 'o le fasi'aoga. E alofa tele Isapela i tamaiti a'oga. / I se tasi aso, na ia saunia ni keke / mo tamaiti a'oga i lana vasega. Sa ia 'aveina keke / 'i le fale a'oga i lana aso. / Sa tofu le tamaiti ma le tusi pese, / ma sa latou usu se pese. Sa fai le tatalo / e le isi teluetai ona latou 'amata lea ona a'on'a'. / Ina 'ua 'uma le vasega, sa tufla atu e Isapela keke, / e talitasi le tamaiti ma keke e lua. / Sa tofu fo'i le tamaititi ma le nea ajofo mo Isapela. / Sa latou tu'uina atu 'ia te ia ni fuga'la'au. / Sa fiafia tele Isapela i lana 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 'ou or ta'tasile. Then repeat the item and have the class repeat the missionary's response.

   a. O lo'o i ai penitala i ius i faife'au ta'ito'atai.
   b. Ua i le tama lea ni afitua e tolu. E fa'apena fo'i isi tama 'uma.
   c. Ta tufla atu nei iula i faife'aoutala'i 'uma.
   d. E i le taulule'a'alea lele popo e safulu. E fa'apena fo'i isi taululele'a.
   e. Sa ou tu'uina atu tao ta'tasile i matai ta'ito'atai.
   f. 'O tagata 'uma i lenei nu'u e i ai latou ta'avale.
   g. E i le potu meoe meoga e fa. E fa'apena fo'i potu 'uma i lenei pale.

4. Please close your books and take out a sheet of paper. Teacher: Tell the missionaries they will have exactly 8 minutes to try to find out from each other how many possessions they have in common (that is, possessions or types of possessions of which each missionary owns at least one). 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 lâ'a'u. - The boy worked the entire day and finally slept under the tree.

358
E lē toe malosi le toas'ina; o le'ā i'u ina oti. - The old man has lost his strength; he will finally die.
0 le'a i'u ina lelei mea 'uma. - Everything will turn out (end) fine.

'O means "to happen that" or "to come to pass that." Examples:

0 le'ā o'o ina le toe fa'ataga faise'au e tala'ī i lenei nu'u. - It will happen that missionaries will no longer be permitted to proselyte in this village.

Tuaau means "almost" or "to be on the point of reaching a certain condition":

'Ua tuaau ina 'uma le vai. - The water is almost gone.
'Ua tuaau 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," (tuaau):

TENSE + { i'u o'o \[ \text{tuaau} \] } + ina + DC

Examples:

'Ua tuaau ina 'uma le mea'ai a le 'āiga. - The family's food is almost depleted.
Sa fa'amoanao Mele ma na i'u ina tagi 'o ia. - Mary grew increasingly sad until she cried.
'Ua o'o ina momoe faife'au 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 tupu 'atoa.
Substitute: 0 / fale meli
          tuaau / 0
          0 / fale puipui
          0 / fale talavai
          i'u / 0
          0 / fale ma'ī
          o'o / fale sa
          0 / fale afolau
          i'u / 0
          0 / fale tele
          tuaau / 0

2. Fill in the Blanks

NEW WORDS: fa'ata'ita'i - practice
            patipati - to applaud

'O Simi 'o ________ tamaititi Samo. Na fa'atouina 'o ia e fai le siva i le fiafiaga ________ le nu'u. Na saunia e Simi lana 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 fai ________ le siva, na sulu ________ Simi lona 'ie fou ma na selu fo'i lona ________. Peita'i ________ le lono lona fusi pa'u. Sa fiu Simi e su'e ________ fusi pa'u, 'ae sa le maua. Na i'u ________ tosītītī tui Simi ________ le fiafi. O lea, sa ia alu ai i ________ fiafiaga e aunua ________ se fusi pa'u. Sa 'Āmatea ________ Simi ona siva ma sa fiafi 'uma ________ aū sa poto tele 'o ia i le ________. Peita'i,
e le'i leva ________ siva, 'se sa 'amata ona pa'u lona 'ie aua sa lefi sona ________ pa'u. 'Ua o'o ________ to e uma tagata 'ia Simi, aua na tauau ________ pa'u lona 'ie lavalava. ________ le iiloa e Simi na tauau ________ pa'u lona 'ie, 'se sa ia fa'aapea 'ua to e tagata 'ona ________ le malle o lana siva. Na i'u ina ________ pa'u le 'ie, ona iiloa ________ lea e Simi le mea na to'u atagata. Sa ia tago loa ________ le 'ie ma sa tamo'e loa ________ tua. Na ________ ina patipati 'uma tagata i lana ________ malie na tupu.

3. Discussion Questions
a. O le a le mea na le iiloa ai e Simi 'ua tauau ina pa'u lona 'ie i le 'amataga?
b. Fa'amata o a ni lagona 'ua o'o 'ia Simi i lana mea?
c. Fo'ua tupu se mea malle fa'aopena ia te 'ce muamua? O a ni lagona na 'e maua i lana mea?
d. O le a le mea na to'e ai tagata 'ia Simi? Fa'amata e agaleaga na tagata?
e. O le a sou manatu: o ni tagata fiafia tagata Samoas?

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, o'lo, and i'iu 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 vaele le tama, 'ae 'auelaga 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 '1, 'ia, or 'ia te. The expression (TENSE) le gata '1 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 '1a te 'oe, a'o a'u fo'i, ou te fia malaga '1 i Miu Sila. - Not only you, but I also want to go to New Zealand.
'Afaifatu te tautia poloa'iga a le Atua, o le'a tatou maua le fiafia e le gata i lana 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.
'Ua 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:

\[
\text{TENSE} + \text{le gata} + \left\{ \begin{array}{l}
\text{\text{'i lea} } \quad \text{ina + DC} \\
\text{\text{'i lea} } \quad \text{\text{'i lea} + NP} \\
\text{\text{'i lea} } \quad \text{\text{'i lea} + IC} \\
\end{array} \right. \\
\right. \\
\]

*This clause, which can be a presentative, equative, or predicate sentence, often contains the modifier fo'i (also).

Examples:

E le gata ina teu e Ioane lona moega, 'a 'ua - Not only did John make his bed, but he also put away his things.
E le gata 'i lâ Sala, 'a'o Mele ma Sianini fo'i - Not only Sara, but Mary and Janene also are sick. 'ua mama'i.
E leaga le fala'oga. E le gata i lea 'ae ou - The teacher is lousy. Not only that, but I don't like this book.

Mastery Check - Rule

Practice

1. Substitution

Model: E le gata ina auiloaga Simi, 'a 'o Mele fo'i e leat sana molimau. Substitute: Simi, lea, 'oe, le malosi Sala i le utou, le epitopo, le talitonu Ioane, 'oulua, vaivai 'oe i le lotou, 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 au lau soa?
Missionary: lea, ou te fiafia 'i isi, ma e le gata i la'u soa, 'ae ou te fiafia i lo matou itu 'atolu.

a. E tatau ona 'e atasi i le fale talavai i le aso malolo?
b. E mafi fiafia leaei tuisi?
c. Sa 'e lea i le tâ o le aho o fiafia?
d. Na 'e tofo muamau 'i le popo?
e. Na 'e 'ai muamau 'i le popo?
f. Na mui loa i le ahi?
g. O le'a i le taulotofina le lesina muamau i la tusi lesina?
h. Na 'e tofo muamau 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. Tusi Pa'a ... Tusi a Mamona 
b. talitonu ... mautinoa 
c. vaivai ... ma'i 
d. la'u soa ... le itu 'atolu 
e. le peresitene c le paraneti ... le peresitene o le misiona 
f. le fale tua pe le fale meli ... le fale 'isa'i 
g. le alofa ... 'ai'v 
h. uila ... ta'avaiga 
i. mafolafolai ... manifinifi 
j. soa fa'atauva'a ... mea tuaa

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.

3. THE INTERROGATIVE PARTICLE 'EA

The interrogative particle 'ea is used to add emphasis to questions. This particle follows interrogative words (e.g., 'o ala, 'o fea, alaen, etc.) or follows the predicate in questions where no interrogative word is present. 'EA also follow the noun in equative sentences and the predicate noun in equative sentences. For example:

0 le 'a 'ea le mea 'e te mana'o ai? - What do you want?
0 fea 'ea le mea na alu 'i ai le tamaititi? - Where did the younger go?
0 le'a tou malaga 'ea 'i Miu Sila? - Are you going to travel to New Zealand?
E soa '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 Makerita, 'a 'ea? - You love Margaret, don't you?
Na 0 atu le vaega lea i le va 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 leala ta'availe? 'O Luana '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 malie '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 sosoro ai — following

'O Sala 'o se fâfâne e nofo i Samoa / fa'ata'ai ma lona to'alu o Sītivī. I se tasi aso, / sa popole Sala, aua se i ai lama tame i le fale. / Sa feśili atu Sala i le uo a Sītivī, / "Pe 'e te siliafa po'o fea 'ea le mea i / 'ua alu i ai Sītivī?" Sa tali le ai'i, / "Ona te masalao 'ua alu Sītivī i tai." / Sa fasili atu Sala, "O anaia 'ea na alu a? / Sa tali le ai'i, "O anapo 'ea." / Sa fa'afetai atu Sala i le ai'i; ona ia ai alu le a i tai. / Na ia alu atu i le fale'olofa i le matafaaga / na na fešili atu i le fa'atau'olofa, / "Pe 'e te siliafa 'ea le mea i / 'ua lo'ou to'alu'a?" / Sa tali le fa'atau'olofa. Na o mai le isi ai'i; i 'inei anapo / fa'ataa'i ma se tama'ita'i / 'aleulel. Ou te masalao / o le igoa o le ai'i o Sītivī. / O le igoa lona e lou to'alu'a, 'a 'ea?" / Sa 'lamata o na Sītivī ma a lai Sala aua sa fa'apea 'o ia, / 'ua sosola Sītivī ma se isi tama'ita'i. / O lana taimi, sa lagona ai e Sala le lea 'ua fa'apea mai, / "O le a 'ea le mea 'e te tagi ai?" / Sa va'ai atu Sala i le mea na sau ai le lea, / ona ia lloa atu ai lea o Sītivī ma lona tua'afatine / 'ua tuꞌu i one luma. Sa fa'apea mai Sītivī, / "'Ua galo 'ea ia te 'oe na ou sau i / 'inei / ana lai i ou te?" Ona lloa lea e Sala / na se se lona manatu maumau. / O le taimi lenei, / ua lelei mea 'uma i le aiga o Sala na Sītivī.

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 'en. Repeat the question, and have the class repeat the missionary's response.

a. 'E te alu 'i le fale talavai?
b. O fea le afitusi sa ou tu'u i 'inei?
c. O ai sa toea i le sauniga?
d. E toufai la fa'a'oga ma lona 'ofu tino pa'apa'?e.
e. O le a le mea na le alu ai i le fale mea? f. Pe fa'ape'ena ona ou tata'i lenei affa? g. O lâfena le fale e fa'amautu ai 'oulua? h. O se fa'afe'au lelei lau aoso?
i. Pe 'e te fia 'avea ma epikopo i se aoso?
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. O le a le mea a Elder/Sister _______ na fa'afasi le aso malo 'ua te'a?
b. O le a le tautata na fanau a Elder/Sister _______?
c. O fea le mea na o atu 'i ai le vaega lea i le aso malo?
d. O le a le mea na faa a Elder/Sister _______ ina 'ua umua le mea'ai le Aso Sa?
e. O le a le aso na le tautu'u ai i le MCO?
f. O aile le sau ato le fa'a'oga e atili oua lalio?
g. O le a le aso na 'e mau ai le asffii mai lou 'aiga/lau un?
h. O a ni mea na 'e fa'atauta ma le fale'olofa i le vaiaso 'ua te'a?

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 lei, 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
	faĩ sina - somewhat

O Elder Simi ma Elder Patane o ni faife'alau Mamona. / O le aso lenei o lo la'ua aso malolo. / Na tofu le fafe'alau 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 aso?" / Na tali Patane, "Ou te fia alu i le fale 'otu ulu. / E le gata i ina, 'ae ou te fia alu fo'i / i le fale meli. 'Ae fa'apefe'a 'oe? / E te fia alu i le fale talava'i, 'e 'e pe'a" / Na tali Simi, "Roe. E le gata i le fale tglavai, / 'ae ou te fia alu fo'i le fale ma'i. / 'Ua 'ou lagona le tino ma'i." Na o'o ina la o atu ta'ito'ataasi / e faia le 'ua fe'a o lo ago. / Na la faufua e felioa'i i luma o le fale o Nelesoni / i le tā o le tolo. Peita'i, ina 'ua tā le tolo, / na tāunu'u mai Patane i lena 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 'ataoa, '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'aia le to'atele o tagata __________ luma o le fale __________. Na mata fa'aanoanoa uma tagata. Na fesili atu __________ 'ia i latou, 0 le ō le mea __________ tupu?" Na tali mai __________ to'ataasi, "Ua lavae le faife'alau Mamona __________ le 'atavalu. __________ fesili atu Patane, "0 ai lona __________?" Na tali le tagata, " __________ Simi 'ea?" Na oso atu Patane __________ totonu o le __________ ma'i ma na va'aia lana sos 'o ta'oto i __________ moega. Na tāunu' __________ oti sī faife'au. __________ fesili atu Patane __________ ia, "Sole! 0 le ō le mea 'ua __________?" Na tali Simi, "Na __________ vaivaiva lava 'ona lo'u ma'i; 'ua i'u __________ ou pa'u i le 'auala. 0 le taimi lea __________ lavae ai s'u i le 'atavalu. Atonu e lelei pe'ana __________ o fa'atasii, __________ 'ea?" Na o'o __________ oti Simi. Na fa'aanoanoa tele a'i lana __________ o Patane. Na ō le teo ahau Patane i __________ isti lava mea vagana 'ua __________ o fa'atasii 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'alou Sina ma Ioane i le malae i le po, na i'u ina le fioa e Sina lona _______.

b. E lelei pe'ana ala tagata 'uma lava i le tā o le _______.

c. Ona 'ua fesefe teine faifea'au e 0 i Samoa, sa tofo'atu le teine ma lana _______.

d. Sa 'gi tele le tama; o lea, sa o'o ina _______'o ia.

e. Sa le fiafia le faifea'au e a'os'o. 0 lea, sa ia _______ i le vasega.

Round 2

a. E le gata ina mswng Elder Fifita e uaita'i, 'ae sa ia _______ fo'i i le faia'oga.

b. E lelei pe'ana faisa lo latou aso malolo, i le aso _______ 'a 'ea?

c. E tao'e'au na ta'itasii le faifea'au ma lana _______ a'io le'i amata le misiona.

d. E lelei pe'ana faga atu nī _______ i faifea'au ta'ito'ataasi i le l'amataga o le misiona.

e. Ou te fiafia i fualau'au, 'a'ecaise le _______.

364
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:** Äl'i Simi, pe fa'aspefa ona ma ma'a le fa'ale o Eveni?
**Simi:** Alu ga'o se'ia o'o i le fa'ale sa Matottisi.
**Elder Sikoki:** Osa á lea?
**Simi:** Lili'i lau tumatau ona ala lea se'ia o'o i le fa'ale tifaga. O le fa'ale o Eveni la e fa'afetagi ma le fa'ale tifaga.
**Elder Sikoki:** O lona uiga, ou te ala i le fa'ale tifaga ona sopõia ai lea o le 'aual. 'I.
**Elder Sikoki:** Fa'afetagi lava. 'A ma o ma'ua.

**TRANSLATION**

**Elder Scott:** Say Jim, how do I get to Carruthar's 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. Carruthar'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.
**VOCABULARY**

<table>
<thead>
<tr>
<th>afe</th>
<th>- to turn aside, to turn off (a road)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*aga'i 'i</td>
<td>- towards, concerning, about</td>
</tr>
<tr>
<td>ala laupapa</td>
<td>- bridge</td>
</tr>
<tr>
<td>aoa</td>
<td>- banyan tree</td>
</tr>
<tr>
<td>*ala i</td>
<td>- by way of, by means of</td>
</tr>
<tr>
<td>la'a</td>
<td>- step, stride, to step, to march</td>
</tr>
<tr>
<td>la'asaga</td>
<td>- step, stage</td>
</tr>
<tr>
<td>liliu</td>
<td>- to turn</td>
</tr>
<tr>
<td>lotea</td>
<td>- lot, yard, enclosure</td>
</tr>
<tr>
<td>magafā</td>
<td>- intersection (four corners)</td>
</tr>
</tbody>
</table>

| magatolu | - T-intersection, three-corner intersection |
| ma'umaga | - taro plantation, taro patch |
| paga | - alas, what a pity |
| pito | - point, extremity, edge, to be next |
| sa'o | - straight, to be straight |
| sopopa (pv.) | - to go over, to cross |
| tauagavale | - left |
| tauamaua | - right |
| tulimanu | - corner, angle |

*Though these expressions consist of verbs followed by a preposition, the entire expression may be used as if it were a preposition.

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**TOOLS**

**PATTERNS - DIRECTIONS**

The following patterns will help you understand and give directions. When giving instructions requiring the notion of "to turn," the word *liliu* is generally used for people, while the word *afe* is generally used for vehicles or to mean "To turn off from," "To turn aside."

1. E fa'apēfeas ona 'ou maua le ____?
   a. fa'ale o Nelesoni
   b. B.P.
   c. fa'ale tui o Wesley
   d. fa'ale fa'i ta'avale
   e. fa'ale talima'i

2. Alu ____ se'ai o o i le (landmark).
   a. sa'o
   b. fa'apēa
   c. 'i tai
   d. 'i uta
   e. i sa'a'e

3. Ua atu i le 'auala ____.
   a. muamua
   b. lona lua
   c. 'i tai
   d. 'i uta
   e. i le ma'afāga

4. Sopo'ia le ____.
   a. magatolu
   b. magafā
   c. 'auala
   d. vaitafe

5. Alu pe'a se'ai o 'i le ____.
   a. magafā
   b. ma'afāga
   c. aoa
   d. fa'ale ma'atotisi
   e. 'auala i uta

6. Liliu i lou ____.
   a. taumaua
   b. tauagavale

1. How do I get to (the) ____?
   a. Nelson's store
   b. B.P. (Burns Philip Department Store)
   c. Wesley's Bookstore
   d. garage
   e. hotel

2. Go ____ until you get to the (landmark).
   a. straight
   b. that way, in that/this direction
   c. seaward
   d. inland
   e. east

3. Take the ____ road.
   a. first
   b. second
   c. seaward (that is, the road to the ocean)
   d. inland (that is, the road going inland)
   e. to the beach (the road to the beach)

4. Cross the ____.
   a. T-intersection (three corners)
   b. intersection (four corners)
   c. road
   d. river, stream

5. Keep going until you come to the ____.
   a. intersection (four corners)
   b. beach
   c. banyan tree
   d. Methodist Chapel
   e. road inland

6. Turn to your ____.
   a. right
   b. left
7. O le fale sa i a le fale meli (ma le fale tupe).
   a. i tafiafa a
   b. i le va a
   c. fa'a'asaga a ma

8. La 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 tatoa fa'a'apea o lo'o 'e tū i le 'uala i luma o le fale tupe. Fa'asaga i saute. Alu sa'o se'ia o'o i le fale a'oga. Sopo'ia le malse ta'alo ona sopo'ia lea o le 'uala. O fea 'ua 'e i a?

b. Se'i o tatoa fa'a'apea o lo'o 'e tū i luma o le fale talavai. Fa'asaga i mātū. Savali i tai se'ia 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?

c. Se'i o tatoa fa'a'apea o lo'o 'e tū i luma o le fale tīfaga. Fa'asaga i sa'as'a. Sopo'ia le 'uala ma liliu i lou tauagavale. Savali i tai se'ia o'o i le magatolu. Liliu i lou tauamatau ona savali lea i le isi magatolu. Sopo'ia le 'uala. O fea 'ua 'e i a?

d. Se'i o tatoa fa'a'apea o lo'o 'e tū i le 'uala ma'i o le fale tapa i le vao o le fale talimalo ma le fale sa Kato'iko. 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 i le fale lona lua i lou tauamatau. Sopo'ia le 'uala. O fea 'ua 'e i a?

e. Se'i o tatoa fa'a'apea o lo'o 'e tū i luma o le fale ma'i. Fa'asaga i tai. Sopo'ia le 'uala. Liliu i lou tauagavale. Savali atu se'ia o'o i le magatolu. Liliu i lou tauamatau. Alu sa'o se'ia o'o i le isi magatolu. Liliu i lou tauagavale. Savali atu i le fale lona lua i sisifo. O fea 'ua 'e i a?

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 tatoa tuū i luma o le fale sa Metotisi. Pe fa'a'apefa ona tatoa maua le fale tīfaga?
Missionary A: Savali i sisifo so'ia o'o i le 'uala fou.
Missionary B: Liliu i lou tauagavale.
Missionary C: Savali atu i le magatolu.
Missionary D: Fa'asaga i sisifo ma sopo'ia le 'uala.

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.

- Without end; unceasingly
- In other words; this means . . .
- It wasn't long before . . .
- What about it (then)?; What do you think?; What (then)?
- Alas! This is terrible! What a pity!
- And/But what about . . .
- If not that, then what?
- Better forget it; Better leave it alone.
- Leave it; Let it be.
- We'll be on our way; We'll be going.
- How about it? What do you think (name)? (Note: This expression is often said with the accent on the first syllable and with falling intonation.
  It can occur at the beginning or end of a sentence or stand by itself. It is usually used to get the listener's attention, especially in attempting to get a response to a question which the speaker has just asked or is about to ask.)
- How's it going?
- Wow! (exclamation of surprise)
- Oh! (exclamation of surprise)
- What do you want? (often said in anger or irritation)

Practice

1. Memorization exercise

2. Questions

a. O le a mea e fai atu pe'a fa'amano'ina se mea 'ua 'uma ona fa'amatalaina?
b. 'Ua 'uma ona 'e tu'uina atu se faautuga (advise) i lau soa. Pe'a, i lau faautuga. O le a mea e fai atu? c. O le a sau mea e fai atu pe'a 'e fai atu 'i la fa'alogo se fai 'i la 'oe? d. O le a se isi mea e fai atu pe'a fai atu pe'a fai atu pe'a e fai atu pe'a 'e mane'o ia 'i la 'oe? e. O le a se fuai'upu e uiga fa'atasai ma le fai'upu e fa'a'apea: "0 le a mea 'e te mane'o 'i aif?" f. O le a sau mea e fai atu pe'a'asai e te'i? g. O le a sau mea e fai atu pe'ana tupsu se mea fa'amanoa? h. O le a se isi mea o fai atu pe'a fa'a'asai 'e te'i? i. O le a se fa'afupuga e uiga fa'asai ma le fa'a'upuga e fa'a'apea: "e le i'ua?" j. E mane'o lau soa e fai'atau se mea valea. O le a sau mea e fai atu i aif? k. E mane'o lau soa e fai'atau se mea valea. O le a sau mea e fai atu i aif? l. O le a se fa'a'upuga e uiga fa'atasai ma le fa'a'upuga e fa'a'apea: "Pe fa'a'apefa mai 'oe?" m. O le a sau mea e fai atu pe'a o maile tama lua te o aif?

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.
Vocabulary Builder - Containers and Their Contents

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 'i'a - can of fish</td>
</tr>
<tr>
<td>atigi</td>
<td>(prefix denoting empty container or shell)</td>
<td>atigi 'apa - (empty) can</td>
</tr>
<tr>
<td>fagu</td>
<td>- bottle</td>
<td>fagu masima - bottle of salt</td>
</tr>
<tr>
<td>pepa</td>
<td>- package (usually of cellophane or paper)</td>
<td>pepa sikaleti - package of cigarettes</td>
</tr>
<tr>
<td>pusu</td>
<td>- box</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>
</tbody>
</table>

Practice

1. Memorization Exercise

2. Double-Slot Substitution

Model: Ou te fia fa'atau se pusu fa'i.
Substitute: ø / talo
            'ato / ø
            ø / popo
            fagu/ masima
            ø / va'i
            ipu / ø
            'apa / 'i'a
            ø / pisupo
            pusu / 'apa
            atiga / ø
            ø / pusu
            ø / fagu
            ø / fua moa
            taga / alaisa
            ø / koko
            pepe / sikaleti
            ø / keko

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.

*Em* There is an extra-mile section associated with this lesson.
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 ia.
   a. fue
   b. oso
   c. 'ai'u
   d. fa'apitoa
   e. mamalu

2. 'O se mea . . . tele le malumalu sa.
   a. fa'asmautu
   b. mamalu
   c. fa'atauva'a
   d. moto
   e. fa'atagaga

3. E ma'asi ona tatou o pe'afai e . . . lo'u tamā.
   a. tāna
   b. fa'ano'i
   c. fa'atagaga
   d. malie
   e. fa'apitoa

4. E le gafai ona tatou faia lenu mea se'Iloga e maua le . . .
   a. sava'i
   b. fa'ano'i
   c. fa'atagaga
   d. malie
   e. fa'asmautu

5. E tatau ona i'e . . . i lou mat'ai pe'a'i e fia maua se mea.
   a. fue
   b. fa'ano'i
   c. fa'ataga
   d. fa'apitoa
   e. malie

6. 'Ua . . . le 'ofu i lona tapuva'e.
   a. lea
   b. uïu
   c. 'ai'u
   d. tau
   e. toli

7. 'O fea le fale 'e te . . . ni?
   a. fa'asmautu
   b. fa'atauva'a
   c. fale iele
   d. fale afolau
   e. fa'atagaga

8. "Ou te fia inu." "Ia, . . . i le vai lea."
   a. fa'afofoga
   b. tāmāfa
   c. susu mai
   d. fetalai
   e. silafia

9. "Ou te fia va'aia se ata fou." "Ia, . . . i le ata lea."
   a. silafia
   b. tause'i
   c. finagaio
   d. aiaala
   e. taga'i

10. E 'o'ona tele lenei mea'ai. Fa'amolomole, . . . mai le suka.
    a. fa'agasegase
    b. fa'afofoga
    c. silafia
    d. malie
    e. fetalai
11. 'O fea le mea e . . . ai lenā tulāfale?
   a. sinala
   b. aifo
   c. susu
   d. maota
   e. maiāla

12. "'Ua ʻofī loʻu tamā?" "Leaī, o le'ī . . . 'o fa."
   a. tofa
   b. susa
   c. soifug
   d. fa'amalu
   e. maliu

13. 'Ua vaivāi tele le faife'au. E tatau ona . . .
   a. finagalo
   b. tofa
   c. alo
   d. aifo
   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. tausami
   e. silasila

16. E tatau ona 'e fa'amamā 'ou lavalava; leaga 'ua . . .
   a. maulalo
   b. palapala
   c. fuafa'au
   d. gaa
   e. mafolafola

17. Tu'u le fasi povi i le ipu . . .
   a. maualuga
   b. tipolo
   c. gaa
   d. fonotaga
   e. mafolafola

18. . . . mai se vi, fa'amolemole.
   a. Moto
   b. Maualuga
   c. Pula
   d. Toli
   e. Tipolo

19. 'O le'a tatau fa'apotopoto i le . . . i le ta o le sefulu.
   a. maśasia
   b. fuafau
   c. ulufale
   d. 'ele'ele
   e. fonotaga

20. 'Aua 'e te 'ai 'i lenā vi; leaga e le'ī . . .
   a. pula
   b. toli
   c. moto
   d. 'ulu
   e. ugu
   f. 'anei
21. Na fai mai le foma'i, e tatau ona 'ou fui nei . . . 'ina 'ia toe maua le malosi.
   a. pglapala
   b. mani'afe
   c. faul'a'au
   d. fono'taga
   e. mani'afi

22. 'O le_Tusi Pa'ia 'o se tusi . . .
   a. mani'afi
   b. maualo
   c. fa'amautu
   d. si'usi'u
   e. tipolo

23. Ou te_fia malaga i le . . . 'ina 'ia fa'atasi mai se ma'a'i.
   a. fagafao
   b. va'ai
   c. ggaesega
   d. maka'eti
   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'aiitiiti tagata e ma'a'i ona mulaga 'i se . . .
   a. pasi usu
   b. pasi moe
   c. tatau
   d. va'ai
   e. taofi

26. Sa laysa lo'u lima i le na'ifi . . .
   a. taofi
   b. la'u
   c. ma'a'i
   d. a'anei
   e. usu

27. O le'a 'ou moe i 'inei, 'ae . . . i le taeao.
   a. ma'a'i
   b. sese
   c. sisii
   d. usu
   e. usu

28. Sa tatau ona . . . le ta'availe 'ae le'i fetaui ma le lo'momatua.
   a. usfu
   b. usu
   c. sisii
   d. taofoi
   e. fagafao

29. Sa tagi le tama 'ona 'ua pā lana . . .
   a. tapu'a'i
   b. tagsi
   c. fagafao
   d. sisii
   e. tipolo

30. Tatu_tuze o i le lotu 'ina 'ia . . . 'iā Iesu Keriso.
   a. taofi
   b. la'u
   c. la'asaga
   d. fag'atega
   e. tapu'a'i
31. Sa ʻtīʻetīʻe le teine i le . . .
   a. atualoa
   b. ʻismu
   c. solofanua
   d. manulele
   e. loi

32. Na ʻaina e le pusii le . . .
   a. pu'a
   b. maile
   c. ʻismu
   d. solofanua
   e. povii

33. E mafai ona lele le . . .
   a. loi
   b. maile
   c. pilii
   d. povii
   e. pe'a

34. E tele vae o le . . .
   a. atualoa
   b. pu'a
   c. moa
   d. manu
   e. pe'a

35. Tatou te mua le susu mai le . . .
   a. mogamoga
   b. lago
   c. manulele
   d. moa
   e. povii

36. Na ma le ʻapi i le . . .
   a. afit
   b. popo
   c. tofo
   d. afitusi
   e. affii

37. E tatau ona ʻou mua ni fuas'au mai le . . .
   a. fale afolau
   b. fale puipui
   c. fale meli
   d. fale talavai
   e. fale tupe

38. E nonofo ʻtagata leaga i le . . .
   a. fale afolau
   b. fale puipui
   c. fale meli
   d. fale talavai
   e. fale tupe

39. E tatau ona ʻou lafo se tusi i le . . .
   a. fale ma'i
   b. fale tele
   c. fale meli
   d. fale puipui
   e. fale talavai

40. E faigaluega 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 nea'al i tagata o le 'aiga.
   a. tofo
   b. tu fa
   c. tofu
   d. talo
   e. tau au

42. Na pa'u le tuma 'ona 'us... 'o ia.
   a. tofototofo
   b. fa'stamala
   c. utia
   d. afiri
   e. malie

43. E masani ona tu'u le mama fa'alpoipo i le lima...
   a. tauagavale
   b. taumatau
   c. tulimanu
   d. la'asaga
   e. magafa

44. E tatau ona afe le ta'avele i le... isle.
   a. sop
   b. paga
   c. liliu
   d. la'a
   e. magatolu

45. Na... e le teine le 'auala.
   a. pito
   b. paga
   c. la'a
   d. sop'ia
   e. afe

46. Na 'ou... atu i le 'auala i tai.
   a. ui
   b. la'asaga
   c. pito
   d. sa'o
   e. aoa

47. Tatou te mua talo mai le...
   a. magatolu
   b. magafa
   c. ma'umaga
   d. lotoa
   e. tulimanu

48. E le tatau ona i ai ni pua'a i le... o le fale a.
   a. taumatau
   b. ala laupapa
   c. lotoa
   d. aoa
   e. paga

49. 'Afa'i e te fia inu, e tatau ona 'e fa'atau se... inu.
   a. fagu
   b. taga
   c. pusa
   d. 'ato
   e. pepa

50. 'Afa'i e te fia fa'atau mai ni 'apa e tele, e tatau ona 'e fa'atau se... 'apa.
   a. fagu
   b. atigī
   c. fagu
   d. 'ato
   e. pusa
51. E lea i se mea i totonu o leanei ... pusa.
   a. fagu
   b. 'apa
   c. atigi
   d. 'ato
   e. taga

52. Oo te fia fa'atau se ... aikaleti.
   a. fagu
   b. 'apa
   c. atigi
   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 'a'ave
fialausi
fagatalava'a
'a'opo'apea

GRAMMAR

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

| Basic Replies to the Susu Mai Speech |
| Honorific Expressions in Visiting a Home |
| Compound Adjectives |
| Plural Forms of Certain Nouns |
| Compound Noun Phrases with Nouns and Pronouns |
| Amount Markers |
| Number Prefixes |
| Expressions of Gratitude and Praise |
| Travel Expressions |
| "Each ... Has/Had" |
| More Auxiliary Verbs |
| "Not Only ... But Also" |
| Interrogative Particle |
| Giving Directions |
| Common Conversational Expressions |

1. Fill in the Blanks.

'O Simi ma Ioane 'o ni faife'au Mbona ______ tala'i i Samoa. Na la ______ ʻatu 'i ______ tasi faile ma se ulu atu ______ totonu. Ina 'ua 'uma ______ latou fa'atalofa ma ma lo'omātutu, tamaiti ma ______, fainine ma ______ o le 'aiga, sa faifai le tama, "Ta, 'ua ______ mata a lua susuga a ali'i faife'au." ______ la fa'i atu loa, "Ta, ______ lava lau tōgā ______ le faiāula, ______ fa'ili a 'outou susuga ma faia tona nei, ______ fo'i lo 'outou 'aiga ali'i." Na ______ atu loa le tulafale i tona ______, "Ta 'umai se mea'ai no nei faife'au ______ to'aulua." Na fa'i atu loa Simi, "Fa'afetai lava ______ lava ta'i, 'ae 'uaa ______ popole i lena i tu. 'Usa 'uma fa'o ______ mea'ai o ______ taaon." Ona fesili atu lea 'o Ioane, "Ta, lau tōgā, ______ e i ai se avanoa ______ te talatalanao i ______ mata'upu fa'alelotu?" Na faifai le tulafale, 'ua leai se avanoa au a ______ faia la fonotaga ______ latou ma le 'aiga atoa. E le gata i
2. Multiple Choice. Teacher: Review any items which prove difficult for the missionaries.

______, 'ae latou te le fiafia _______ le lotu Māmona. 'Ua o'o ______ iloa e Simi ma Ioane, ______ sili pe'a tu'u _______ manatu. Na fa'i atu loa Simi, "Ia, 'a ma ______ ma'ua. 'Ae fa'aftai lava ______ le avaoa tatou talatalanoa ai i lo 'outou ______." Na ulufafo loa na faife'aou, ona la ______ i le 'asula ma savali ______ tai. Sa fa'apea Simi, "Se ______! Ta te tala'i ______ lanei mu'u e _______ sunoa, 'ae ______ leai se isi e fia fa'alogo i le tala ______."

______ 1. E ululi .. . 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. 'ataoa fo'i ma
   e. no word needed

______ 3. Ou te nofo i se fale telē ... taugatā
   a. ma
   b. ma le
   c. 'ataoa fo'i ma
   d. toe le
   e. no word needed

______ 4. Sa tī'eti'e Sina i le pasi lau meamata ... samasama
   a. ma
   b. 'ataoa 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. 'ataoa ma
   e. all of the above

______ 6. O lo'o fai le fono a .. .
   a. taule'ale'a
   b. taulele'ale'a
   c. taulele'a
   d. taule'a
   e. taulele'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. mātua
   b. mātua
   c. mētutua
   d. mētutua
   e. mētutua

______ 9. O le'a ... malaga ma Pili ma Ioana i Samoa.
   a. 'ou
   b. ma
   c. matou
   d. ta
   e. none of the above

379
10. 'O . . . ma Sina sa faigaluega i Apia.
   a. ia
   b. a'u
   c. 'oe
   d. la'ua
   e. none of the above

11. "O ai . . . te o i le tifaga?" "O ta'ua."
   a. 'ou
   b. 'e
   c. la
   d. ma
   e. none of the above

12. Ou te_mena'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'atsua ananafi.
   a. 'O tusi lua
   b. E tusi lua
   c. 'O lua tusi
   d. E lua tusi
   e. 'O lua e tusi

   a. i ai tolu
   b. i ai 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 peresitene . . o le ekalesia.
   a. lona tolu
   b. fa'atolu
   c. ta'itolu
   d. to'atolu
   e. ta'ito'atolu

17. Na 'ou alu . . . 'I Samoa.
   a. e lua
   b. fa'alua
   c. lona lua
   d. ta'ilua
   e. to'alua

18. Na o mai . . .
   a. tagata le fa'atolu
   b. e ta'itolu tagata
   c. tagata e to'atolu
   d. tagata lona tolu
   e. e tolu tagata

19. Na o atu . . . i le lalolagi.
   a. faife'a'u e ta'ito'alua
   b. ta'ito'alua faife'a'u
   c. faife'a'u e fa'ato'niua
   d. e lona to'alua faife'a'u
   e. fa'ata'ilua faife'a'u

20. Sa ia faitsauina . . .
   a. ta'itasi tusi
   b. fa'atasi tusi
   c. tusi ta'itasi
   d. to'atasi tusi
   e. tusi lona tasi
21. 'Usa 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'itas i . . .
   a. le tama ma lana lua 'ato
   b. tama ma ana 'ato lua
   c. e tama a latou 'ato e lua
   d. le tama ma ana 'ato e lua
   e. ma tama 'i 'ato e lua

23. 'Usa . . . moe i le vasa ga.
   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. 'Usa tauau . . . 'uma le vai.
   a. ona
   b. ina
   c. e
   d. 'i
   e. ia

25. 'Usa . . . 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'avale 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'a'oga.
   a. ina
   b. ona
   c. i
   d. ia
   e. i lea

29. 'O le a . . . le mea 'e te mana'o ai?
   a. 'i'a
   b. 'ea
   c. o'o
   d. le gata i
   e. i'u

30. Na tou o i le tifaga, . . . ?
   a. 'ea
   b. 'ia
   c. 'a 'ea
   d. 'a 'ia
   e. pe 'ea

31. . . . lava, lau afioga ma le faletua ma le 'aiga ali'i.
   a. Afio
   b. Aala
   c. Susu
   d. Malu
   e. Aga'i
32. . . lava, lau tofa a le fa'isuga.
   a. Afio
   b. Alagia
   c. Susu
   d. Malitu
   e. Aga'i

33. . . lava 'oe le faletua ma le nofo a alo.
   a. Afio
   b. Alagia
   c. Susu
   d. Malitu
   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. Malitu
   e. Aga'i

35. Ia, 'ou te i'oa e . . . lau susuga e tusa ma le malaga nei.
   a. malia
   b. po malae
   c. oso fa'atauva'a
   d. agatonu fo'i
   e. vela le fala

36. Ia, e . . . Manu'a 'o le fesili. 'O ai 'ea lau susuga?
   a. malia
   b. po malae
   c. oso fa'atauva'a
   d. agatonu fo'i
   e. vela le fala

37. Ia, 'o le . . . lea mo le 'aiga; e le'o se mea tale.
   a. malia
   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. Ia fa'atu
   b. 'Anei
   c. Ia tulou le
   d. E_totogi
   e. Taofi
42. E a le 'auaia . . . pau mai Apia?
   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 passese . . . ?
   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
c. muamua
d. pito lava
e. magafa

45. 'O le fale meli lae . . . le fale tupe.
   a. i le latalata 'o
   b. e tafatafa i
c. e tua o
d. fa'afengai ma

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 utia 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.

   a. fale talavae       e. Fale o Nelesoni
   b. fale tusi (Library) f. Fale Tusi o Ueselē
   c. Ofta a Malaga      g. Fale 'Aiga
   d. Fale Talī Malo     h. Fale Sa Katoliko

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 and Comprehension

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 fanau 'o ia i Peretainia. Sa 'avea 'o ia ma faife'au Metotisi i Kanata. Sa fa'iliiuina ma papa'tisina 'o ia e Farley P. Pratt. Sa 'avea 'o ia ma se tasi o apostolotu muamua o le Ekalesia. Sa manu'a (lavea) 'o ia i le taimi ma fasistto ai Josefa Samita. 'O ia 'o i le peresitene iona tolo o le ekalesia.

2. OLIVER COWDERY - Sa avea 'o ia ma fa'a'oga. Sa ia fesoasoani ia Josefa Samita i le fa'iliiuina o le Tusi a Manona. Sa fa'atasai la'ua ma Josefa Samita i le taimi na toe 'amaia le perisitua e ni agelu.

3. MANOA - 'O ia 'o se al'i'inei. Na 'avea 'o ia ma se to'aga'i 'o faife'au muamua lava o le lotu Manona i Samoa. Sa muluia 'o ia i Samoa ma sa tape iona iega. Mulimu iane sa toe papa'tiso 'o ia. Sa ia fesoasoani i faife'au palagi ina 'ua latou tau'ula Samoa.

4. SIDNEY RIGDON - Sa poto tele lelei al'i e fai lauga. Sa ia fesoasoani ia Josefa Samita 'ina 'ia malamalama i mata'upe fa'ale-Tusi Pa'ia. Sa 'avea 'o ia ma se to'atasii o le 'au peresitene
mamona e le ekalesia. Sa fa'atasi la'ua ma Iosefa Samita i le taimi na o'o mai le fa'aliga 'ua tusia i le mata'upu e 76 o le Mata'upu Fa'avae na Feagaiga. Sa ia alu 'ese mai le ekalesia 'ona 'o le teunonofo a Iosefa Samita.

6. MARTIN HARRIS - Sa fesoasoeni lenaeii ai Iosefa Samita i le totoiina o le To'omiga o le Tusi a Mamona. 'O ia lava na le iloa itulau e 186 o le Tusi a Mamona. Sa 'avea fo'i 'o ia ma se to'atasi o molima e to'ataclu o le Tusi a Mamona.

7. PARLEY P. PRATT - Sa 'avea lenaeii ai le se to'atasi o aposetolo mamua o le Ekalesia. Sa fa'amisiona 'o ia i Peretania ma sa ia faia se nusipepa 'ua ta'ua o le Millenial Star. Sa ia fa'amisiona fo'i i Kalifonia na Amerika i Sute. E te le tusi ma pese sa tusia e lenaeii ai.

8. ELIZA R. SNOW - Sa 'avea lenaeii fa'afine ma se to'atasi o to'alua o Iosefa Samita. Sa ia tusia le pese "Lo'u Tama e, 'O i le Lagi (O My Father)." Sa 'avea fo'i 'o ig ma se peresiteni o le Au Alofa. 'O ia o se ta'ita'i maoa'e o le ekalesia, 'aemaise i le itū o tuma'ita'i.

10. LORENZO SNOW - 'O ia o le tuagane o Eliza R. Snow. Na ia fa'amisiona i le atunu'u o Italia. Sa 'avea 'o ia ma se peresiteni 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'oloa: E i ai se man 'e te mana'o ai?
Elder William: O te mana'o i ni 'apa eleni. E ta'i fia i le 'apa?
Fa'atau'oloa: E ta'i lusuculu sonoa.
Elder William: Fa, 'umai le lus, fa'amoelemele.
Fa'atau'oloa: S i ai se isi mea?
Elder William: Leai, 'us lava lea. E ma'au sau sui no le sefulu tai?
Fa'atau'oloa: E mana. 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

'afatai - (Western Samoan) twenty-cent piece; (American Samoan) half dollar
mono - to borrow

'afatafu - borrowing, debt, account, to borrow
saini - to sign

aofa'i - sum, total
siaki - check

fa'a'afitusata - on credit
sugi - change
taaseni - dozen

taifau - to count
tugu - cost, price, charge
to - to reach for (and get), to withdraw (money)

ma'a - stone, rock
to'apii - to see, to look, to attend to

mutu - to be cut off
'one - to lend

TOOLS

COMMON PHRASES - MONEY

O le a fa'amatausata o tupe i 'inei i Samoa? - What is the rate of exchange here in Samoa?
Ou te fia sui nei tupe i ni tupe Samoa. - I want to exchange this money for Samoan money.
E fia le ___ tala Amerika i tupe Samoa? - How much is ____ American dollars in Samoan money?
E mausau sui mo le ___ tala? - Do you have change for ____ dollars?
Se'i saini le siaki lea, fa'amolemolole. - Please sign this check.
Se'i tala mai la'u siaki, fa'amolemolole. - Please cash my check.
Ou te fia tugu nei tupe i le fa'ale tupe. - I would like to deposit this money in the bank.
Ou te fia toina i tua la'u tupe mai le fa'ale tupe. - I would like to withdraw my money from the bank.

Practice
1. Memorization Exercise
2. Questions

a. O le a sau fesili pe'a'ai 'e te fia tloa le fa'amatausata o tupe i Samoa?
b. O le a sau mea e fai pe'a'ai 'o i ni sau tupe i le faale tupe 'ae e te fia fa'amata se ta'avae fou?
c. E fa'amatea ona tusi se siaki?
d. Se'i tatou fa'amatea e i ai lau tupe pepa, 'ae 'e te mauna o i le tupe saini. O le a sau mea e fai?
e. Se'i tatou fa'amatea 'o 'o lo'o i ai sau sefulu tala Amerika, 'ae 'e te fia sua 'i se tupe Samoa. O le a sau tala e fai?
f. Se'i tatou fa'amata 'ua lafo mai e lau u'o '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 'una 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 sene 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 Samoa = one American dollar. This time 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>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>'aiskulimi (or asikulimi) - ice cream</td>
<td>mēa fa'amano'gì - deodorant, perfume</td>
</tr>
<tr>
<td>aniani - onion</td>
<td>mēa taulima - handcrafts</td>
</tr>
<tr>
<td>'apa eleni - canned mackerel</td>
<td>mōlī kalasini - kerosene lamp</td>
</tr>
<tr>
<td>'apa inu - canned soft drink</td>
<td>mōlī matagi - storm lantern, hurricane lamp</td>
</tr>
<tr>
<td>'api fautusi - stationery</td>
<td>mōlī penisini - gasoline lantern</td>
</tr>
<tr>
<td>kalasini - kerosene</td>
<td>mōlī uila - flashlight, electric lamp</td>
</tr>
<tr>
<td>ma'a molituila, flashlite battery, ma'a uila, battery</td>
<td>penisini - gasoline, petrol</td>
</tr>
<tr>
<td>ma'a</td>
<td>pēpa faleuila - toilet paper</td>
</tr>
<tr>
<td>matatafi - razor blades</td>
<td>pulu lōle - chewing gum</td>
</tr>
<tr>
<td>matauila - light bulb</td>
<td>solosolo - handkerchief</td>
</tr>
<tr>
<td></td>
<td>teutugī - envelope</td>
</tr>
<tr>
<td></td>
<td>vai la'aeu - 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) '0 lenei mea o le solosolo? Missionary: Le'ai, 'o lenei mea 'o le mōlī kalasini.

1. 0 lenei mea o se 'apa inu?
2. 0 nei mea o ni ma'a molituila?
3. 0 le pulu lōle lenei mea?
4. 0 le mōlī matagi lenei mea?
5. 0 lenei mea o le fagau penisini?
6. 0 lenei mea o le mōlī uila?
7. 0 lenei mea o le fagau kalasini?
8. 0 lenei mea o le tau tusi?
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 tulinamu?
13. 0 le 'aiskulimi lenei mea?
14. 0 ni mea taulima nei mea?
15. 0 lenei mea o le pēpa faleuila?
16. 0 ni api fautusi nei mea?
17. 0 lenei mea o le aniani?
18. 0 le mōlī penisini lenei mea?
19. 0 le mata uila lenei mea?
20. 0 lenei mea o le mōlī 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 te mana'o si?**
   - a. E i ai se mea
   - b. E i ai se si'i mea
   - c. 'O la'as le fuasi pa'u
   - d. E fiia ni 'apa eleni

2. **O lea e tau va'ava'asi**
   - a. so'u 'ofu lima mumutu
   - b. sa'a mea fa'amano'gì
   - c. sa'a mōlī uila
   - d. ni a'u ma'a mōluluila

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
Mastery Check

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 aitu i le fale'oloa 'ima 'ia fa'atatu mai e oti 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, quizzes 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.

EOM 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

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>very, indeed, just</td>
</tr>
<tr>
<td>'a'e</td>
<td>to climb</td>
</tr>
<tr>
<td>'ai</td>
<td>probably</td>
</tr>
<tr>
<td>fa'afuase'i</td>
<td>suddenly, suddenly, to happen suddenly</td>
</tr>
<tr>
<td>fa'ataga</td>
<td>to pretend to</td>
</tr>
<tr>
<td>fa'ato'a</td>
<td>just, only, for the first time</td>
</tr>
<tr>
<td>maualu</td>
<td>very</td>
</tr>
<tr>
<td>mua</td>
<td>to be first, to arrive first</td>
</tr>
<tr>
<td>mus'i</td>
<td>first</td>
</tr>
<tr>
<td>muli</td>
<td>to come last, to be last</td>
</tr>
<tr>
<td>mula</td>
<td>last</td>
</tr>
<tr>
<td>resaga</td>
<td>go on, continue, persist</td>
</tr>
<tr>
<td>seasea</td>
<td>rarely, seldom</td>
</tr>
<tr>
<td>so'ona</td>
<td>extremely, freely, excessively</td>
</tr>
<tr>
<td>tai</td>
<td>almost, nearly</td>
</tr>
<tr>
<td>tau</td>
<td>almost, nearly, to some extent, rather, more or less</td>
</tr>
<tr>
<td>tau ve</td>
<td>hardly, scarcely</td>
</tr>
<tr>
<td>tauva</td>
<td>to compete for</td>
</tr>
<tr>
<td>totoe</td>
<td>remaining, to remain, to be left</td>
</tr>
<tr>
<td>tu'uga</td>
<td>race</td>
</tr>
<tr>
<td>ulua'i</td>
<td>first, early, primitive, original</td>
</tr>
</tbody>
</table>

GRAMMAR

MORE PREPOSED ADVERBS

In Unit Two, Lesson Four, you learned that most adverbs follow the verb, with the exception of le, too, and maualu. The adverbs listed in the box below precede verbs. In translating, it is convenient to use verbs to express the English equivalents of some of these words. Nevertheless, all of these modifiers precede predicates in Samoan sentences.

Other modifiers, such as 'ai (probably, it is likely that), 'anei (likely that, probably), 'atou (perhaps, maybe, likely that), masalo (maybe, perhaps), and 'ailoga (I doubt that, it is doubtful whether, it is unlikely that) usually precede complete sentences. 'Anei is usually only used in reference to the future. Generally, these expressions can be followed by the emphasis adverb lava (very, indeed). The expressions fa'amata and pe mata (do you suppose, is it likely that) precede questions.

The following adverbs come before the predicate:

- fa'ataga - pretend to
- fa'ato'a - just, only, for the first time
- maualu/ta'i - very, extremely
- resaga - go on, continue, persist
- seasea - rarely, seldom
- so'ona - extremely, freely, excessively
- tai - almost, nearly
- tau - almost, nearly, rather, more or less
- tau ve - hardly, scarcely
- totoe - remaining, to remain, to be left
- vave - early, in good time, quickly

The following modifiers precede complete sentences. 'Anei is only used in reference to the future. Lava can be used to emphasize these words.

- 'ai - probably
- 'ailoga - I doubt that, it is doubtful whether, it is unlikely that
- 'anei - it is likely that, probably
- 'atou - perhaps, maybe, it is likely that
- masalo - maybe, perhaps

The expressions fa'amata and pe mata (do you think, is it likely that) precede questions.
Examples:

'Ua tāi o'o?
'Aua 'e te so'ona 'ai te le.
Sa vove sau le fa'amansiina i lana galueaga.
'Ua toeitiiti moe le pepe.
Fa'amata e timu naneif?
'Ua matua'i vevela le vai lea.
Pe mata e lelei le mea'ai i le fafe'aiga?

Na fa'ato'a tua'umu le tana i Samoa.
Sa fa'ataga moe le tamaitiiti.
'Ta tau 'uma ma mea'ai. 
'Ua tau lena masafi ona 'ou tu i luga.
Sa ia saga fai pea lana tala.
'A'i a lele le ali'i i le fa'a'aloa.
E saesa' e momoe fa'afau i le vasa nga.

- 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 lea te le fa'afine.
Substitute: so'ona, masalo, so'o, fa'ataga, tau, le lē, filemu, 'aioga lava

b. Model: Sa moe pea le fafai'au i le vesaga.
Substitute: fa'ato'a, 'ai lava, seasea, 'ate, moe, tau, le fai, 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 lē fafia lea ali'i i lou mata 'uuleaga. (tai)
c. Sa lē lelei lē faiga i le tāuvaga. (tau)
d. 'E te fafia i mea'ai Samoa. ('Aioga)
e. E 'une atu ana mea i ana wo. (saasa)
f. 'Ua tau'umu fafa'au i Apia? (tai)
g. E fēfo le teine lea i atua'a. (matu'mi)
h. Na faiia te Simi le afo'a'i o fafe'a'i i le misiona. (fa'ato'a)
i. Fa mānaia lou sakeke fou. (ta'i)
j. 'Ua 'aulelei te lea lēu soa. (so'ona)
k. Na oti le toea'ina i le faa'ai. (tau)
l. Na tau'umu mai le faa'o'aga i le vasa nga. (vave)
m. E lelei pe'a tātou feiloa'i i le masaga'. (masalo)
n. O le'a 'e mono mai ia te i a se tupe? (fa'amata)

4. Free-Response Questions

a. E so'ona fiafia lau soa i teina? Aisea?
b. O le a sau mea e fai pe'a pe'a pe a lomou soa ni mea leaga ia te 'oe?
c. Pe sa 'e fa'ataga ma'i i se taimi o lou olaqa? Aisea?
d. O le a sau mea e fai pe'a seasea galue lomou soa? Aisea?
e. O le a sau mea e fia fai pe'a 'e fa'ato'a tau'umu 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 a Amerika 'ne le'i uma lomou misiona pe'afai 'e te le fiafia 'i a'i? 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.

394
The notion of "only" is expressed in Samoan by the verb ma'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 faito'ota. - Only Jim can open the door. (lit. "[It's] only Jim who can open the door.")
Sa na'o le fafe'aua lea sa i a'i le potu. - Only this missionary was in the room. (lit. "[It was] only this missionary who was in the room.")
Le 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 fale e tolu, "only three houses"), or the number may precede the noun, with the number itself preceded by the singular definite article la. Study the following examples:

Tau 'o le tolu tusi e 'aumai. - Bring only three books. (lit. "[There are] only three books [for you] to bring.")
E na'o le tolu tusi sa 'ou faitsauina. - I read only three books. (lit. "[There are] only three books which I read.")
Sa na'o le to'atolu tagata sa i a'i le saumiga. - 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 fale'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 o 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)
'Usa na'ona 'ou fia faitsauina o le tusi lea; ona le fia fia se isi 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 faita lau tusi. - Just read your book.

The notion of "this is the only..." or "these 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 tusi sa i a'i le fale'oloa. - This is the only book which was in the store.
E na'o le pau nei o pepa sa o 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 ta o penitala sa i a'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 ai. - 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'atauina. - 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 faiatauina le tusi. - Only I read the book.
Tau lava ina a'oa'o ni au lesona. - 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 ofis. - 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. . . ."

<table>
<thead>
<tr>
<th>TENSE</th>
<th>Pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(TENSE) + na'o tau (lava) 'o</td>
<td>Na'a'o a'u a sa la ite le lotu. - I was the only one who didn't sleep in church.</td>
</tr>
<tr>
<td>(2)</td>
<td>(TENSE) + na'ona tau (lava) ina</td>
<td>Na'ona o fia tamo'e i le tu'uga. - I only wanted to run in the race.</td>
</tr>
<tr>
<td>(3)</td>
<td>(TENSE) + na'o le pau pau lenet nei + lea 'o + NP*</td>
<td>Na'o le pau lenet o ma'a moliuila sa i ai i le fale'oloa. - These were the only batteries the store had.</td>
</tr>
</tbody>
</table>

*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 la ite 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.
Na'o le pau lenet o ma'a moliuila sa i ai i le fale'oloa. - These were the only batteries the store had.

Mastery Check - Rule

Practice

1. Dictation NEW WORD: ofo = to be amazed

Sa alu Simi 'ia Apro 'ina 'ia/ fa'atau ni mea no lona 'aiga. / Sa na'ona ia fia fa'atauina o ni ma'a moliuila. / Sa fe'sili ni le fa'atau/o la te i, / "O a ni mea 'e te mana'o ai?" / Sa fai atu Simi, / "Taiva e le fa ma'a moliuila e aumat." / Sa fa'i mai le fa'atau/o, "La maite lou finagalo, / 'ia na'o le lua ma'a moliuila 'o totoe." / Sa ofo Simi, ma sa ia fai atu, "O lona ui'aga, / na'o le pau lenet o ma'a 'o i ai?" / Sa tali le fa'atau/o, "O lea lava. / Pe i ai se isi mea 'e te mana'o ai?" Sa fa'i atu Simi, "E le'ai. / E na'o ni ma'a moliuila ou te mana'o ai." / 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
4. Discussion Questions

a. O le a sou manatu: E telē lenē fale'oloa pe ia'iiti? Fa'amatala mai le pogai o lau tali.
b. Fa'amatala mai ni pogai 'atonu sa tau leai ni ma'a ma ni fagu kalasini i le fale'oloa.
c. O le a sou manatu: E poto le fa'atau'oloa i mea tau pisinis? Aisea?
d. I lou lava manatu, e tagofie Simi? Fa'amatala mai le pogai o lau tali.
e. Sa 'e ita i se fa'atau'oloa manua? O le a le 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 lenei fale sa?
E tatau ona tatu su'e i so'o se mea e masani ona ulu 'i ai le sī'i.
O le a le taimi 'ou te sau ai?
So'o se itūlā 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:

so'o se + N + { (lava) }

Examples:

O te la mana'o i so'o se teina.
O fes 'e te fia alu 'i ai? So'o se mea.
E mālie 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. Dictation  NEW WORDS: tu'u - to plan
nofonofono - to stay sitting, to be idle

'O Maika 'o se tagata e malie i so'o se mea. / I se tasi aso, sa tu'u e tagaia  Maika ma
ana uo. / Sa latou fesi'Ia Maika po'o fea na ia fia tafaio ai. / Sa tali Maika, 'So'o
se mea lava.' / Sa toa fesi'Ii aitu po'o le a le taimi / sa ia fia fo'i mai ai.

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
a. Pe 'e te alofa i so'o se tagata lua te soa?
b. O le'a 'e 'ai so'o se mea'ai e avatu 'ia te 'oe i Samoa?
c. Pe 'o te malie e a'oa'o le fa'a-Samoa i so'o se itulai lava?
d. Pe 'e te malie e faia so'o se mea e poloa'ima o le persitene o le misiona?
e. Pe 'e te fiafia e nofo i so'o se itu'agia o fale i Samoa?
f. Pe fiafia lau soa i so'o se mea 'e te faia?
g. Pe 'e te fiafia e ta'aloi i le fale ta'alo i so'o se itulai lava?
h. Pe 'e te malie e fa'amisiona i so'o se mea i le Lalologa 'ata? wealth

4. Discussion Questions (Refer to the passage in exercise Number 1.)

a. I lou lava manatu, aisea sa malie a Maika i so'o se mea lava?
b. I lou lava mantu, pe aisea sa ita al uo a Maika?
c. Ana 'avea 'oe me le uoa Maika, po 'ua 'e fiafia 'ia te ia? Aisea?
d. Pe i 'ai ni au ou e pa o Maika? Fa'amata o le a le poga o lana amo?

Mastery Check

Please close your books: Teacher: Assign the roles 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-plays
are enacted simultaneously. After a few minutes, have the missionaries reverse roles and begin
again. Mastery level is effective communication.

Army Sergeant: This soldier likes to see how far he can push people. He likes to tease and give
useless orders just to see what makes people tick.

Army Private: This soldier is very passive and willing to do anything at all, go anywhere, say
anything. He does not evaluate the orders that are given to him; he just willingly obeys.

13 FIRSTS AND LASTS

The verbs mu and muli mean "to be first" and "to be last," respectively. For example:

Sa muli le tama lea i le tu'uaga, 'ae
sa sa lage se le teine liale.

Their reduplicated forms, muamua and mulimuli, can act as adjectives, adverbs, and predicates.
For example:

O le'a 'ou faiatauna le tusi muamua.
Sa fiafia e le fiafia'oga le mea
mulimuli na 'ou tasi.
Sa'ai na muamua le sa sa e sa.
Tu'u mulimuli le fe'a'u lea.

When used as an adverb in questions, muamua can take on the meaning of the English word "ever."
The past tense is normally used in this construction:

Sa 'e ulaula muamua?
Na 'e nofo muamua i Niu Sila?

- Did you ever smoke?
- Have you ever lived in New Zealand?
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 leelo. - 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 oti le toea'ina. - Later on, the old man passed away.
Sa fa'anoanaoa le faife'au, 'ae mulimuli ane sa fiafia. - The missionary was depressed, but afterwards, (he) was happy.

**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:

Muamuli, 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 **ula'i', mu'a'i** (first) and **mulis'a'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 ulus'i tagata. - Adam (was) the first person.
Ina mulis'a'i faifai le mea lea. - Do that thing last.
Ia 'e mu'a'i tia'i le utupoto i lou lava mata. (3 Nifae 14:5) - First remove the beam that is in thine own eye. (3 Nephi 14:5)

Remember:

1. **Mua** and **mu** 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. **Ula'i', mu'a'i** (first) and **mulis'a'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 fuai'upu mulimuli. - Read the last sentence.
Sa 'ou alu muamua i le tifaga lea. - I went to that movie first.
Sa 'e tano'e i se tu'aga muamua? - Have you ever run in a race?
'O Eva o le ulus'i fafine. - Eve was the first woman.

**Mastery Check - Rule**

**Practice**

**1. Substitution - Class**

   Substitute: ulus'i, mulimuli, muamua

b. Model: Sa matou a'oa'o e uiga i lo tatoro laga muamua.
   Substitute: ulus'i, mulimuli, mu'a'i, muamua

c. Model: Ia mu'a'i sa'ilii e mua le aifoa a le Atua.
   Substitute: muamua, mulis'a'i, mulimuli, mu'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 tapa'a muamua?
   b. Na lua misa ma lau soa muamua?
   c. O le a le mea mulimuli sa 'e faaix a'o le'i tu'ua le potu moe anaeleia?
   d. O ai le faafe'au na taunu'u muamua i le vaea'ga analeia?
   e. O ai le faafe'au na taunu'u mulimuli i le vaea'ga analeia?
   f. O ai le faafe'au sa faamu muamua?
   g. O ai le faafe'au sa faamu mulimuli?
   h. O le a le tusi muamua o le Tusi a Manona?
   i. O le a le tusi mulimuli o le Faasiga Fou?
   j. O le a le tusi mulimuli o le Faasiga Tuai?
   k. O le a le tusi mulimuli o le Faasiga 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/alarm 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: pū - to die (of animals)

   O Pita ma Sina o ni'eraitei Samoa. / O lo'o i ai lo la pusi. / Peits'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 ahu Pita e toli mai se niu. / Sa na'o le tasi niu sa i ai i lena niu'u, / 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 nui mo le pusi. / Ina 'ua ilua e Sina 'ua 'a'e Pita i le niu, / sa ia vala'au atu ia Pita 'ia toe sao i lalo. / Sa ia fai atu, "Ou te fefe aua / 'ua 'e fa'atoa 'a'e i se niu. 'Anei o le'a 'e pa'i?" / Peits'i, e le'i fa'alo'o Pita ia te ia, / 'ae sa ia saga 'a'e pua i le niu.

NOTE: This story is continued in the next exercise.

2. Fill in the blanks

   _____ toe vala'au atu Sina "Ailoga e lelo'i nā! E na'o _____ lua niu 'o totoe _____ lensa i'a'au." Ina _____ toetititi o'o Pita i _____ niu, sa ia tiotito ifo ma 'ua ia ilua 'ua _____ mauvalu lava lena _____ . Sa _____ matu'a'i fefe ma sa pa'i _____ . Sa osae atu Sina _____ ia ma sa fai _____ , "Ua la! Sa lo tatou _____ 'e 'a'e i lena _____ mauvalu." Peits'i, _____ le tali Pita, aua 'ua tau _____ manava. Mulimuli _____ , sa toe malosi Pita, 'ae sa ia le toe _____ i le pusi. Sa ia fai atu "O la'u faagafo mulimuli lava lensa _____ !" E lega _____ lea, 'ae sa ia le le toe fia _____ 'i le niu i _____ ola 'atao.
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>
<tr>
<td>(pl. fa'a'su)</td>
<td>- advisor, to advise</td>
</tr>
<tr>
<td>agaseala</td>
<td>- sin, offence, sinful</td>
</tr>
<tr>
<td>ala</td>
<td>- to be the cause of</td>
</tr>
<tr>
<td>'anapogi</td>
<td>- to fast, fast</td>
</tr>
<tr>
<td>'apefa'i</td>
<td>- ladder</td>
</tr>
<tr>
<td>'auai</td>
<td>- to join, to take part in</td>
</tr>
<tr>
<td>fa'a'sooso</td>
<td>- to repent, repentence</td>
</tr>
<tr>
<td>fa'a'pu'ilu</td>
<td>- illegitimate, to be out of wedlock</td>
</tr>
<tr>
<td>fa'a'tu'atua</td>
<td>- to have faith in, to trust in, faith</td>
</tr>
<tr>
<td>fa'avae</td>
<td>- foundation, fundamentals, basis, to be founded, to be established</td>
</tr>
</tbody>
</table>

GRAMMAR

WHAT

As you learned in Unit One, the Samoan equivalent for the word "what" is "a. It is often used as a noun phrase at the beginning of the utterance: 'o le a...? (singular) or 'o le a...? (plural).

A 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 a. Study the following examples:

"Ua a ma'oe? - How are you? (lit. "What are you like [now]?")
"Ua a la? - How about it? (lit. "What then?")
'En te alu e a? - Why are you going? (lit. "You are going to do what?")

In a few instances, a can also be used as an adjective:
E lanu a 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 a 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, a 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 a? - What? (didn't hear what was said at all)
Sa a? - What? (or, Someone did what?) (used to ask someone to repeat a statement just made about some past event)
O le'a a? - What? (or, Someone will do what?) (used to ask someone to repeat a statement just made about the future)
E le'i a? - Didn't what? (or, Someone didn't what?) (used to ask someone to repeat a negative statement just made about the past)
Fai ma'i e a? - What did s/he say?
Fai ma'i e a 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 'a 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 'a taking the place of the predicate not heard and often everything following as well.
   b. A rising intonation is used.

Examples:

'E lea sa 'ai se 'a? - You want a what?
E lae? - What (about) that?
'E lea sa 'ai se 'a? - 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 'a 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: 1, 3, 2, 1, 3, 2

   b. Model: Sa 'auai Simi i le iorou 'ina 'ia fa'avea lona olae i mea lelei.
      Substitute at position: 5, 3, 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. 'Ia tula le ulo o le toa'ina aua sa 'ai mea'ai leaga.
   b. E tatau ona tafu se'a o'o i la i'uga.
   c. 'Ia sa le muliua i lelei nu'u.
   d. O lo'o nonofo fa'spoilouli le vaega lea.
   e. E le tatau ona fautus fale'a'au i a latou ona.
   f. Sa malosi le fa'atuaata 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 nonofo fa'spoilouli.
   b. E tatau a ona 'e fa's娑epe'a 'e 'a'au i le sami.
   c. E lelei pe'ana fa'asalaina tagata pepele i le fale puipui.
   d. Sa tasa la'us sona anana'i le ta'am na fa'at i lo ma'ua talanoa.
   e. Sa fa'sosa ina mua e Satani e 'auai i se ist ekleasia.
   f. Na pa'au Ioane ina 'ua ia 'a'oe i le 'apefa'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 matai i lenei nu'u? - Why has the chief come to this village? (lit. "What's 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 Simi 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 taulotoina 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.

The following patterns ask about causes and reasons:

1. '0 le a le + [ala pogai mafuaga] + o + NP
2. '0 le a le + [mea pogai mafuaga] + TENSE + ala ai ona + DC
3. Aisea + TENSE + ala ai ona + DC
Examples:
'O le a le ma'afuaga o lona le fia 'ai?
O le a le mea ua ala ai ona lau sau?
Aisea e ala ai ona oso le la i le itu 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:** puleila'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 faife'a'u. / Sa te'e'i lava i latou ina 'us oso fa'afuasie'i le faife'a'u / 'i luga o le puleila'a. Sa ia tu / i luga o le pule le'a ma sa saga fae pe'a lana lauga. / Sa musumusu atu le tasi o le 'au lotu i le isi, / "O lo a le ala o lona oso 'i luga o le pulele'a?" / Sa tali le isi, "Ta'ilo," ona musumusu atu lea / 'o le isi i le isi, "O le a le mea / na ala ai ona oso le faife'a'u 'i luga o le puleila'a?" / Sa sa le loa e lena tagata le tali i lena fesili. / O lea, ina 'u'a 'uma le saumiga, sa alu atu se tasi / i le faife'a'u na fesili atu, "O le a le ma'afuaga / na ala ai ona 'e oso 'i luga o le pulele'a'?" / Sa tali le faife'a'u, "Ama 'ou va'aila le atualoe tele lavai" /

2. Directed Questions

Fesili 'i'a 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'alie anapo.
c. po'o le a le mea e ala ai ona 'mulelei 'o ia.
d. po'o le a le ma'afuaga na ala ai ona ia (le) fiafia 'i le mea'ai il le MTC.
e. po'o le a le pogi o lana tauia o polona'iaga.
f. po'o le a le pogi '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'afuaga 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 pepelo nisei 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. 'Usa tagou o mai i lenae laholagi.
b. 'Usa sa le mulua.
c. Na teva Lau aoa ina 'us lua talatagalono anapo.
d. La te le fia anapopogi i le Aso Sa lea.
e. 'Usa tula le ulu o lena faife'autala'i.
f. E tatou ona 'outou salamo.
g. 'Usa oge le mu'u.
h. Na moe le fiafia.
i. Lua te fia momoa.
j. E le mana'o le faife'au lea i lau faautaga.
k. E le tatou ona fe'ausia faife'au il le sami.
l. Na le tumau lena alif'i 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": *aua* (because) and *leaga* (because - informal). Additional ways of expressing "because" were presented in Unit Six, Lesson Four (*ona 'o, to'ona '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 Sikoki ortonu 'ona 'o le fa'amalieina o ona matua.

'Ua ala ona usita'i la tama 'ona 'ua agaleaga lona tama.

- 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.")

- The reason the boy obeys is because his father is cruel.

The words *pogai, mafua, 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 ivonea lona ulu a'o la'itiiti.
Na mafua mai lona ma'i 'ona 'o lona imupia.

- His slowness (stupidity) was caused because he hurt his head when he was little.

- 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 . . . ."

1. TENSE + *ala (lava) ona* + DC +  
   *ona* + *'o + NP IC*

2. TENSE + *{ala mafua pogai}* + mai + NF +  
   *ona* + *'o + NP IC*

*This clause can only have the indeterminate past (*ma*), determinate present (*'ua*) or non-pass (*m/te*), and tenses. See Unit Six, Lesson Four.

Examples:

'Ua ala lava ona vaivai le ait i 'ona 'ua anapogi 'o ia.

'Ua pogai mai le fa'atua tua o le faifeau 'ona 'o lona tatalo so'o.

Na ala lava ona fa'asalaina le maite 'ona 'o lona agaleaga i lona 'aiga.

Na ait ia o le persitene 'ona 'ua fa'eusi faifeau.

- The reason the boy is weak is because he is fasting.

- The faith of the missionary originates from his constant praying.

- The reason the chief was punished was because of his cruelty to his family.

- 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 / aua sa paie tele Sale. E le gata i lea, / ae sa ma'i fo'i lona manava ma sa tiga so'o lona ulu. / O isi fo'i taimi, sa tiga tele ona taliga. / O lea sa 0 atu Sina ma Sale i le fafe ma'. / Ina 'ua la tamu'u, sa faesili atu Sina i le foma'i / po'o le a le mea na ala mai ai nei ma'ia e tale. / Sa fa'alogo le foma'i i le fatafaa o Sale ma sa mafaufau / i sina taimi. Na t'u ina fa'i mai le foma'ia, / "Ua ala ona tiga le manava o Sale / 'ona 'ua 'ai mea'ai leaga. Ua aja lava ona tiga lona ulu / 'ona 'o le mafaufau i mea valea." Sa faesili atu Sina, / "A'o le a le mea 'ua tigaina ai ona taliga?" / Sa tali le foma'ia, "E ala mai le tiga o ona taliga / i le fa'alogo 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.
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.

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:

\[ \text{'O} + \text{NP} \quad \text{RELATIVE CLAUSE} \quad + \quad \text{'O} + \text{NP} \]

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 a la (to be the reason for, reason, cause) acts as an auxiliary verb. For your convenience, the relative clauses have been underscored.

1. 'O le pogai a ali ai ona 'e fia fa'amisiona?
   - The reason why the man doesn't want to be baptized is his smoking.

2. 'O le mea na ali ai ona ita le reine
   - The reason why the girl to be mad at you is your teasing her.

3. 'O le pogai a ali ai ona ote le lo'omatau 'o lona iu 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, pogai, mafua, and a la 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.

| 'o le | + | mea | + | TENSE | + | ala | + | DC | | + | mai al | + | NP | + | 'o | + | NP |
|-------|---|-----|---|------|---|-----|---|----|---|---|---|-----|---|-----|---|----|---|---|---|----|---|-----|---|----|---|---|---|

Examples:

'O le mea e ala ai ona fa'atau fa'aaitalafu le ali'i 'o le le lana tupe i le tami lanei. - The reason why the man buys on credit is his lack of money at this time.

'O le pogai 'ua ala mai ai le fiafia o le faife'au 'o lona tausia o poloa'iga. - The reason for the missionary's happiness is his keeping the commandments.

### Mastery Check - Rule

#### Practice

1. **Substitution - Class**

   **Model:** 'o le mea 'ua ala ai ona mea fimi 'o lona ma'ia.
   **Substitute:** le vaivai o le tama; le fiafia le teine; le vales o le ali'i; ta'oto le faife'au; le puta o le tama'itut'i; ia fa'anonoa

2. **Double-Slot Substitution - Individuals**

   **Model:** 'o le mea 'ua pogai mai ai le malosi o le tama o lona ta'alo so'o.
   **Substitute:**
   
   - mea / poga
   - mea / fiafia
   - mea / ala
   - mea / fiafia
   - mea / fiafia
   - mea / fiafia

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 'ulaega.
   b. Sa le mafai ona ali i le malumalum sa ona 'o ana agsaala.
   c. Na tupe i fiafia o le teine 'ona 'o lona alofa 'iia Ilue.
   d. Sa la'a atu le ali'i i lona fale 'ona 'o lona fia 'ai.
   e. Sa teva i fiafia au 'ona 'o le la misa ma lana soa.
   f. Na musu le tama 'ona 'o le la misa ma lona tuafafrne.
   g. Sa le 'auai le 'apia i le ekeales 'ona 'o le mea leaiga o le 'au lotu.
   h. Na pogai mai le pepelo o le tanat'ai 'ona 'o lona fa'aiapoto.
   i. Sa le fa'atali Ioane i lana uo 'ona 'o lona le onosa'ai.
   j. Na oge i le nua 'ona 'o le pale o tagata.
   k. Na musu le ali'i o 'auai i le ekeales 'ona 'o lona le talitony.
   l. Na ala mai le le fiafia o le teine 'ona 'o le agailega o ona matus.
4. Free-Response Questions

a. Pe 'a te fiafia e ta'ele i fafo? Aisia?
b. Pe 'e te fia fa'aiopo? Aisia?
c. Pe 'o te fia a'oga pe'a 'uma lau misiona? Aisia?
d. O le a le mea e mumusu ai isi tagata e 'avai i le ekalesia, a'o ni tagata amitonu ma la popoto i lato?
e. I lou lava manatu, o le a le mea e monofo fa'apouliuli ai tagata 'ae le fa'aiopo?
f. I lou lava manatu, o le a le mea e ulaula ai tagata?
g. O le a le galuego 'e te fia fai pe'a 'uma lau misiona? Aisia?

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
lauvo - leaf

'O Simi 'o se tamaititi a'oga. / E fiafia 'o ia e a'oe'oe mea fou. / I se tasi aso na ia
fesili atu ai i le fai'a'oga. / "O le a le mea e ala ai ona pea lava pea le ia?" / Sa fai
mai le fai'a'oga. "O le a le mea e a?" / Sa toe fesili atu Simi, "O le a 'ea le mifunga e au
pea lava pea le ia?" / Sa tali le fai'a'oga, "E ala lava ona mu pea lava pea / le
la 'ona o le tele o kesi e i ai." / Sa toe fesili atu le tamaititi, "Aisia e ala ai ona /
le mafai ona 'ou lele le tagata?" / Sa ita le fai'a'oga i lena fesili vaelea, / na na la
fai mai, "O le pogai na ala ai ona / le mafai ona tatou feelelei o lo tatou manama." / Sa
toe fesili atu Simi, "O le a le mea e pogai mai ai / lo lanu o lauvao?" Sa fai mai le
fai'a'oga, / "E ala lava ona lanu meamata lauvao 'ona pau lava!" / Sa lilo loa e Simi 'ua
ita le fai'a'oga. /

NOTE: This story is continued in the next exercise.

2. Fill in the Blanks

Ona fesili atu lea ___ Simi 'i le fafai'a'oga, "O le a le _____ 'e te ita ai?" Na fai mai
le _____, "E ala _____ ona 'ou ita 'o _____ fa'alo'o so'o i au fesili vae'ea." ____
fa'i atu Simi, "Aua la le popole. _____ 'ou la toe faia se fesili i _____ aso. 'Ae o
lo'o i ai le tele ____ isi s'u fesili _____ fa'i tae'a." Na fai mai loa __ fai'a'oga,
"E le mafai ona ta'itina ____ fesili tae'a ____ ou te le toe fafa'a'oga i ____ a'oga.'
Sa fesili atu Simi, "E le te toe ____?" Sa fai mai le ____, "Ou te ____ faiga'aga
i lena ____" Sa fesili atu Simi 'i le fai'a'oga, "O le a le mea 'e te musu ____ e 'avesa pea
____ lo matou fafa'a'oga?" Sa ____ le fafa'a'oga, "O le ____ 'ua mafua mai ____ lo'u
le fia faiga'aga i 'inei ____ au fesili vae'ea." Ina ____ ia fai atu nei mea, sa ____
'ese loa le fai'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.

SPEAK YOUR LANGUAGE MODEL

DIALOGUE

Simi: O fea le mea na lua 0 i ai le aso?
Elder Sikoki: Sa na o e 'ave la'u soa i le foma'ai. Fa'i mai le foma'i e 'atau ona fa'i mona tua. Fa'i mea fa'i ni fu'al'a'u.
Simi: 'At lau i lavea lua i le fala. E 'atau ona fofo lea tua.
Elder Sikoki: Sa le fala e le foma'i po'o lea i lea 'u la mea 'ai le al'ia. Na'ona fa'i mai 'ia ta'afa itulā ma tou fu'al'a'u e lua.
Simi: Na lua o fo'o i le fale 'otī ulu, a 'ea? Manata lua ao.
Elder Sikoki: Fa'a'afeata. 'Ae on te le fai'ia i lenu fale 'otī ulu. Latou te le'i 'otī leleiina o'u talafa.
Simi: Leal, e māniana pea. Le, 'o le tumu: 0 le'a ou slu loa, leaga ou te fia fa'atau ni fa'alaga a'o le'i tapui 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 get 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.
VOCABULARY

<table>
<thead>
<tr>
<th>S字</th>
<th>ounce</th>
<th>'otì / 'otìga</th>
</tr>
</thead>
<tbody>
<tr>
<td>'autafa</td>
<td>side</td>
<td>'otì'oti</td>
</tr>
<tr>
<td>fa'siloga</td>
<td>mark, sign, symbol, postage</td>
<td>pausa</td>
</tr>
<tr>
<td>fa'afuga</td>
<td>to cut (hair) (honorific)</td>
<td>seulu</td>
</tr>
<tr>
<td>fa'amalo</td>
<td>to cure, to heal, to retire</td>
<td>talafa</td>
</tr>
<tr>
<td>fofa</td>
<td>to give medical treatment, to massage, masseur, masseuse</td>
<td>togasiti</td>
</tr>
<tr>
<td>fogo</td>
<td>to blow (of the nose)</td>
<td>tuana</td>
</tr>
<tr>
<td>falo</td>
<td>to swallow</td>
<td>tuì</td>
</tr>
<tr>
<td>fua</td>
<td>measure, size, scales, to measure, to weigh</td>
<td>va'aalalo</td>
</tr>
<tr>
<td>meli</td>
<td>mail, post</td>
<td>vaitale</td>
</tr>
</tbody>
</table>

*NOTE: Massage is a common traditional medical treatment in Samoa.

TOOLS

<table>
<thead>
<tr>
<th>COMMON PHRASES - VISITING THE BARBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fa'amolele e fia 'otì lo'u ulu.</td>
</tr>
<tr>
<td>'Ia 'otì e pei 'o le 'otìga muamua.</td>
</tr>
<tr>
<td>'Ia fa'alalelei ona 'otì i luga.</td>
</tr>
<tr>
<td>'Otì fa'alalei 'autafa ma le tusua.</td>
</tr>
<tr>
<td>'Otì'oti fo'i o'u talafa.</td>
</tr>
<tr>
<td>E fia le totogi?</td>
</tr>
<tr>
<td>Manaia lou so.</td>
</tr>
</tbody>
</table>

Practice

1. Memorization Exercise

2. Questions

a. 'O le a le mea muamua e fai atu i le tagata 'otì ulu?

b. 'O le a sau talae fai atu i le tagata 'otì ulu pe'anana 'e fiaflia i lana galuega sa fai i le fa'amolo?

c. 'O le a sau talae fai atu pe'afai 'e te mana'o 'ia pu'upu'u 'autafa?

d. 'O le a sau talae fai atu pe'afai 'e te le mana'o 'ia pu'upu'u lou tusua?

e. 'O le a sau talae fai atu i le tagata 'otì ulu pe'afai e 'umi 'ou talafa?

f. 'O le a sau talae fai atu pe'a 'uma le galuega a le tagata 'otì ulu?

3. Please close your books. Teacher: Bring some medium-sized brown paper bags to class. Cut out one side. Make cuts in the other three sides so that the bags can be placed on the heads of the missionaries like wigs. Provide each missionary with a pair of scissors and direct each pair to invent a skit about a missionary visiting a barber. Monitor their performance and provide help where needed.

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 le tau e lafo ai lenei afif'i i America?
- How much does it cost to send this package to America?
Fa'amelelole, se'i fia anu lava le afifi leau?
- Please, would you weight this package for me?
E (nulua) pauna/tausene le mama'ata?
- It weighs (number) pounds/ounces.
E tava i le va'alele po'o le va'a'alo?
- (Do you want it) sent by airmail or surface?

'O le a le 'umi e alu ai le tusi i le va'a'alo?
- How long will it take for the letter to get there by surface mail?
E tusa ma le lua ma'ama. 
- Approximately two months.
'Ia 'ave la i le va'alele. 
- Then send it airmail.
E i ai sa'u meli?
- Is there any mail for me?
Ou te fia fa'atau ni fa'a'iloaga e lafo ai nei tusi.
- I want to buy some stamps to mail these letters.

Practice
1. Memorization Exercise
2. Questions
   a. 'Usa taumu'u ma'i ta'ita'i sone. O lo'o 'e fa'a'mo'amoe o i ai ni tusi mo 'oe. 'O le a sau tala e fai atu 'ia 'i la'au?
   b. 'E te mana'o la 'ave lau tusi i le va'a'alo peita'i 'e te le loa po'o afaga e taumu'u atu ai le tusi. O le a sau mea e fai atu?
   c. 'Usa festili lau soa 'ia te 'oe pe fia le tau o lana tusi e lafo 'i Nu Sila. 'O le a se mea e tatau ona 'e festili atu ai 'ae le'i ma'afai ona 'e taluna lana festili?
   d. Se'i o tatou fa'a'apea 'e te fia lafo le afif'i i Amerika, 'ae 'e te le loa po'o le a le ma'ama o le afifi. O le a sau mea e fai atu?
   e. O a ni mea e tatau ona 'e fa'atau a'oe le'i ma'afai ona 'e lafo se tusi?
   f. 'O le a sau tala e fai atu pe'afai 'e to ma'ama'o ia 'ave lau tusi i le va'alele?
   g. Se'i o tatou fa'a'apea 'e te fia lafo atu le afif'i i Amerika, 'ae 'e te le loa po'o lana loa tupe. O le a sau tala e fai atu i le tagata e faiga'aluega i le fale meli?

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>Item</th>
<th>Price Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>first letter</td>
<td>3 ounces</td>
</tr>
<tr>
<td>second letter</td>
<td>2 ounces</td>
</tr>
<tr>
<td>third letter</td>
<td>1 ounce</td>
</tr>
<tr>
<td>fourth letter</td>
<td>6 ounces</td>
</tr>
<tr>
<td>first letter</td>
<td>3 ounces</td>
</tr>
<tr>
<td>second letter</td>
<td>2 ounces</td>
</tr>
<tr>
<td>third letter</td>
<td>1 ounce</td>
</tr>
<tr>
<td>fourth letter</td>
<td>6 ounces</td>
</tr>
<tr>
<td>first package</td>
<td>1 lb. 10 oz.</td>
</tr>
<tr>
<td>second package</td>
<td>9 lbs. 6 oz.</td>
</tr>
<tr>
<td>third package</td>
<td>4 lbs. 2 oz.</td>
</tr>
</tbody>
</table>

Role-Play 2 (Missionary tries to mail at least three packages.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>first package</td>
<td>1 lb. 10 oz.</td>
</tr>
<tr>
<td>second package</td>
<td>9 lbs. 6 oz.</td>
</tr>
<tr>
<td>third package</td>
<td>4 lbs. 2 oz.</td>
</tr>
</tbody>
</table>
| first package       | 16-24 ounces | $ 2.10
| second package      | 25-34 ounces | $ 2.76
| third package       | 35-41 ounces | $ 3.23
| first package       | 42-50 ounces | $ 3.87
| second package      | 51-60 ounces | $ 4.61
| third package       | 61-72 ounces | $ 5.35
| first package       | 73-82 ounces | $ 6.07
| second package      | 83-91 ounces | $ 6.79
| third package       | 92-98 ounces | $ 7.58
| first package       | 99-108 ounces| $ 8.18
| second package      | 109-112 ounces| $ 9.00
| third package       | 113-121 ounces| $ 9.79
| first package       | 122-130 ounces| $10.60
| second package      | 131-142 ounces| $11.43
| third package       | 143-151 ounces| $12.39


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 comprehensibly.

VOCABULARY BUILDER - BODILY AILMENTS

'a'alā - to be sore, soreness (of throat)  
'su tafe - to have a runny nose

'anufe - worms  
manava tata - diarrhea

'afa'amai'i - epidemic  
mapava - to be sprained

fiva - fever  
mapuna - to be strained (of back)

fulū - flu, influenza  
maso mimigi - muscle cramp

gasegase - sick, to be sick (honorific)  
niniva - to be dizzy, giddy

gau - to break, to sprain, to strain  
pou'u - sore(s)

gau le ma'i - to have a relapse  
ti'aina - to suffer

isa mamafa - to have a cold  
tale - cough, to cough

tale'ul - 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. 'Ua a mai lou gasegase?
2. 'Ua mana 'oe i le ______?
   a. tale
   b. isu mamafa
   c. isu tafe
   d. fulū
3. 'Ua ____ la'u soa.  
   a. 'a'alā le fa'a'ī lo  
   b. gasegase  
   c. niniva  
   d. ma'aili  
   e. uea le va'ai o
4. 'Ua lāvea a'u i le ______.  
   a. manava tata  
   b. manava tiga  
   c. ulu tiga  
   d. fiva

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. mimigi mao o
   a. is broken  b. is sprained  c. has a muscle cramp

6. Ta'i itulā ma folo fuālā'au e lua. 6. Take two pills every ____ hours.
   a. lua  b. foku  c. fa  d. lima
   a. two  b. three  c. four  d. five

7. E fia ____ a. fai lo'u tui  b. fofo lo'u tua  c. ma'ua ni a'u fuālā'au mai le
   d. fogi lo'u isu
   a. get a shot  b. have my back massaged  c. get some pills from the
   dispensary/drugstore  d. blow my nose

8. Na lo'u ma'i.  a. fofo  b. lelei  c. tīsina  d. feofo
   a. massaged  b. cured  c. painful  d. fair, not too bad

Practice
1. Memorization Exercise
2. Please close your books. Teacher: Act out an illness, point to a missionary, and select a
missionary to create a complete sentence which includes both the illness performed and the
missionary pointed to.
3. Free-Response Questions
   a. Na 'e gasaga sa i se taimi lata mai? 'O le a lou gasaga sa?
   b. 'O le a sau mea e masani ona fai pe'a e gasaga sa?
   c. 'O le a sau mea e tatau ona fai pe'a y o e se ma'ale?
   d. E masani ona 'e inu ni fuālā'au? 'O a ni fuālā'au 'e te inu ai?
   e. 'O le a le mea e te inu ai lea fuālā'au?
   f. 'O le a sau mea e fai pe'a mapuna lou tua?
   g. Na mapeva lou vae maumau? E fa'apefia ona tupu lenu mea?
   h. Na gau lou vae/a lima maumau? E fa'apefia ona tupu lenu mea?
   i. Na mea lou tua maumau? Na fa'apefia ona tupu lenu mea? Na 'e alu e ya'ai le foma'?i?
   j. Na fofo lou tua maumau? O a'i na fofoina lou tua? 'O le a le mea na fofo a'i?

Mastery Check

Please close your books. Teacher: Secretly assign an illness or two to each missionary. Have the
missionaries work in pairs, role-playing a visit to the doctor, who will be played by their
companions. The individuals playing doctor should not know the illness, but should "diagnose" it
from the patient's description of her symptoms. After the diagnosis the doctor should give advice
and write a prescription. Then have them reverse roles and begin again. Mastery level is
effective communication.

PERFORMANCE ACTIVITY
1. Each missionary should write down on a separate piece of paper at least five illnesses and
injuries she has experienced.
2. Missionaries should then approach each other and try to find other missionaries who have had
the same injuries or illnesses they have had. When a missionary finds someone who has had
one of the illnesses/injuries she has had, she should write that missionary's name next to
the illness/injury on the List.
3. All communication must be in Samoan.
4. A missionary's name may appear only once on any one paper.
5. At the end of 10 minutes, the teacher stops the conversation. A reward may be provided to
missionaries who have names by all their illnesses or injuries.
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.

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 'ese (to be different).
3. Use the first-person singular emotional pronoun.
4. Use appropriate tense markers in narratives.

VOCABULARY

amiotomu - to be just, righteous
'ese (pl. 'ese'ese) - to be different,
fa'a'aili - band, orchestra, whistle, mouth-organ, to blow (on a whistle, etc.)
fa'apesa - to say, to speak to someone as follows (used before a quotation)
*foliga - to appear, to look like, appearance, shape, form
gese - slow, to be slow (of movement)

ki - key
kītala - guitar
la'au pese - musical instrument
lipine - (recording) tape
loolo - deep, to be deep
lo'oka - lock, to lock
'okani - organ
papa'u - shallow, to 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! - Come on!
'Aua 'ea 'e te faia lena mea. - Don't do that.

The particle ia functions as an adverb and adds emphasis to the predicate it modifies. For example:

Sau ia! - Come on!; Come along!
Ta 5 ia! - Let's go!

Ia 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-toes 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:

'Usa oti le matai.
Ia Afele?
Ia? - The chief died.
(You mean) Afele?
Yes.

'Usa ma' i si tosa'ina.
Ia aif? - The old man is sick.
Ia Cisa. Who?
Cisa.

The expression la'ia is another adverb which adds emphasis, especially to insistent commands. (Note: la'ia may be a combination of the softening particle la [then] and the insistent imperative marker 'ia.) Study the following examples:

\text{417}
Alu lā'i'a!
Ia sau lā'i'a.

- Go!
- Come.

Normally these emphasis adverbs ('ea, ia, and lā'i'a) do not modify predicates preceded by the deferential imperative marker se'lai.

| Remember:                                                                                     |
| 1. The particles 'ea, ia, and lā'i'a add emphasis to sentences or parts of sentences.       |
| 2. 'EA usually follows the word to be emphasized.                                            |
| 3. IA and lā'i'a 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:

Tapu'i le fai toto'a. Ia a'u? Ia 'oe! - Shut the door. Me? (Yes,) you!
'Aua 'ea 'e te toe sau 'i 'inei. - Don't come here again.
Tamo'e lā'i'a! - Run!

Mastery Check – Rule

Practice

1. Dictation

'O Ioane ma Pīli o le 'au uso. / O lō'o lā faia'aua i se fale'oti ulu. / O Ioane o le tagata 'oti ulu / a'o Pīli e fa'amāma le fale ma faiata le tupe. / Ia 'ua i 'u le galuega a Ioane i le tasi aso, / na ia fai atu 'ia Pīli, "Sau 'eal!" / E tatau ona 'e fa'amāma le fale." / Sa fa'apea mai Pīli, "Ia ai?" / Sa tali Ioane, "Ia 'oe!" / Sa fa'apea mai Pīli, "E le tatau ona 'ou fa'amāma le fale / se'i'a 'uma le galuega." Sa tali Ioane, / "A lea 'ua tā le ono? / 'o le taimi lea e 'uma ai la'u galuega." / Óne fa'apea mai lea 'o Pīli, / "A fa'a'afea le isi tama lea / o lo'o fa'atai i le isi itū o le fale 'otiulu?" / Sa fai atu loa Ioane 'ia te ia, / "Alu 'e 'ese lā'ia! 'Ua tapu'i le fela 'otiulu." / Sa tali le tama "Ia ai?" Sa fai atu Ioane "Ia 'oe!" / Sa ma loa le tama ona ia alu 'ese lea. / Sa fa'apea mai loa Pīli, "Sa! Aua 'ea 'e te fa'apea / i tagata ne'i te'i 'ua tē o mai mēi 'i 'inei." / Sa fa'apea atu Ioane, "Aua 'ea 'e te fia pule. / E na'ona tatau ona 'e fa'amāma le fale." / O lea, se le toe fai atu e Pīli se 'upu, / 'se sa fai 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'i'a.               |
| b. Tula'i lā'i'a.               | f. Tusi ia loa i goa ia le laupapa. |
| c. Tatala ia le fai toto'a.     | g. 'Aua 'ea 'e te nofo i lau.    |
| d. Tatala lā'i'a le fa'amalama. | h. Mo e lā'i'a.             |

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 ruka.                              | f. Tu i ruka o le laulau la. |
| b. Nofo i la.                              | g. Ta'oto i la o le nofo la. |
| c. Ana i fao.                              | h. 'Aua 'e te nofo i la.     |
| d. Nofo i le nofo ia.                      | i. Tatala le fai toto'a.     |
| e. Toe sau i teto tu.                      | j. Tatala 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.
E 'ese lava 'ofu o Sina.
E 'ese 'ese a foliga o le mea lea.

That boy is really strange/weird.
Sina's dresses are really unusual.
That thing has really strange features.

'Ese can also be used as an adjective:

'O se mea 'ese lena mea.
'O Simi 'o le tagata 'ese.
Pe 'e te lloa se gagana 'ese?

That thing is an unusual/different thing.
Jim is a foreigner.
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.
E 'ese le lanu o lena fale, 'ese le lanu o lo'u fale.
E 'ese Toamasia, 'ese Samasone.

I am different from you. (lit. "I am different, you are different.")
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.")
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.
E 'ese'ese i la'ua.
E 'ese'ese 'oe ma a'u.

The villages are different (from one another).
They (2) are different (from each other).
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 manaia o le mea'ai lenei.
E 'ese lou lelefi!
E 'ese le pepele o lena tagata.
E 'ese lo'u fiafia i lena tama'ita'i.

This food is especially delicious. (lit. "The deliciousness of this food is unusual.")
You're so good! (lit. "Your goodness is unusual.")
That person really lies a lot. (lit. "The lying of that person is extraordinary.")
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 'esse'esse. In is an optional emphasis particle.

TENSE + 'esse + NP + (In) + 'esse + NP

To express an extreme or unusual degree of some quality or action, the following pattern is used:

TENSE + 'esse + NP* + (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 'esse lava lena aiti'. - That guy is really strange.
E 'esse Amerika, 'esse Samoa. - America is different from Samoa.
E 'esse'esse o ta'ua fale. - Our houses are different.
E 'esse 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 'esse le lalei o Simi e tā kītala. / 'O Laki e falo tā piano. / E 'esse fo'i le lalei 'o ia e tā 'okeni. / 'O Sala e mafai ona tā le ukulele, / 'ase e sili ona poto 'o ia e usu pese. / E 'esse le malie o lona lelo. / O lo'o fai le fa'a'ili a nei tagata. / Ina 'ua 'uma la latou galuega i le isī po, / sa latou teu a latou lā'au pese i mea 'esse'esse. / Sa teu le kītala i le fale o Simi / ma sa teu le 'okeni a Lafi i le fale o Sala. / I te teao na soso'o ai, / na alu Laki i le fale o Sala. / Sa te'i 'o ia ina 'ua ia falo atu / 'ua le'o i ai lana 'okeni. / Sa fesili atu Laki po'o fai 'o i ait le 'okeni. / 'ase sa fai mai Sala na 'ave le 'okeni / e niasi tagata o le 'aiga o Laki. / Sa fa'a apea atu loa Laki, "Suga! E 'esse lou vaiea! / E le'o i ai niasi tagata o loo 'aiga i lemei n'u'iu!" / Sa fai atu Sala, "E 'esse lou popole! / E mafai ona e ta le piano se'i o o ino teo maus lau 'okeni." / Sa ita Laki ma na fai atu, / "E 'esse le piano ia, 'esse le 'okeni." / I lega lava aso sa ai alu ai Laki e fa'atau mai / se loka tele e loka ai lona fale. / Sa lē teo teu lā'au pese i fale 'esse'esse, / '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 'esse'esse 'o oe ma a'u.
   Missionary: E 'esse 'o, 'esse a'u.

a. E 'esse'esse le vai lepa ma le vai tuloto.
   b. E 'esse'esse Elder/Sister ma Elder/Sister ________.
   c. E 'esse'esse le gagana Samoa ma isi gagana.
   d. E 'esse'esse le fa'a'oga ma fafe'au.
   e. E 'esse'esse le amiono ma le amio fa'a'opi'o.
   f. E 'esse'esse le lotu Mamoa ma isi lotu.
   g. E 'esse'esse le faile sa ma le malumalu sa.
   h. E 'esse'esse tupe Samoa ma tupe Amerika.
   i. E 'esse'esse aganu'u Samoa ma aganu'u Hawai'i.
   j. E 'esse'esse 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 ‘au (descriptive) and a’u (emphatic). In conversational Samoan, the pronouns ta (I), ‘ita or ta’ita (I, me) are sometimes substituted for ‘au and a’u to belittle 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:

‘Ua ta fia ‘ai. - I’m hungry.
‘Ua ta fafe! - I’m frightened!
E ia iloa e ta’ita le tali. - I don’t know the answer.

When ‘ita or ta’ita acts as an object of the prepositions ‘i or i, these prepositions often take the forms ‘i’a and i’a, respectively. For example:

Alofa mai ‘iia 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:

‘Ua tiia lo ta lima. - My hand hurts.
E laega la ta ta’avale. - 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>o ta ni o ta - my (plural)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a ta ni a ta</td>
</tr>
</tbody>
</table>

The prepositions ‘i and i often take the forms ‘i’a and i’a, respectively, before ‘ita and ta’ita.

Examples:

‘Ua tiia lo ta manava. - My stomach aches.
E leaga a lo ta fala. - My house is really in bad shape.
‘Ua ta fia fo’i i le fele. - I want to go home.
‘Ua fa’anonoa 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 Mea iana tasi ‘ia Maraako.

Substitute at position: 3, 1, 2, 2, 3, 1, 3, 2, 1, 2, 3, 1
b. Model: \[ Sa \, fa \, fia \, tu'uina \, atu \, ni \, ona \, lavalava \, 'ia \, te \, i \, la'ua \, i \, lona \, fale. \]
Substitute at position:  3, 1, 3, 2, 4, 1, 3, 1, 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 manais lou fusiusa?
   b. 'E te tamo'ea ge sa le fale ta'alo?
   c. 'E te malosi?
   d. I lou lava manau, e manais ou foliga?
   e. E pi'o lou amo?
   f. 'E te moto e ta piano?
   g. E i ai sau lina funa'alogologo manais?
   h. O lo'o sofoia 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 the tense markers presented in this book:

- 'o le'a - future
- e / te - non-past (future, repeated, or permanent states or actions)
- 'ua - determinate present (state or action is newly in effect)
- 'o lo'o - indeterminate present (state or action was previously and still is in effect)
- 'o - indeterminate present (short form, often not used in the main clause)
- na - determinate past
- sa - indeterminate past
- 'ia - insistent imperative
- se'i - deferential imperative
- fa'ato'a - "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 (na and sa) 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:

Sa maliu atu Jesu 'i Kalotua, 'ua ia tala'i atu le tala lelei. 'Ua o mai fo'iu le motu o'tagata, 'ua latou fa'alogologo 'ia le ia. - Jesus went to Galilee, (where) he teaches 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 statement. Sa and ma are used in reference to events occurring previous to the main action of the narrative.

Example:

'O le lava tausaga ma 5 mai ai perofeta e to'atele, 'ua uvuvalu atu i le nu'u fa 5 latou saliimo. . . . 'Ua o'o ina tatalo [Lise] i le Atua. 'Ua o'o mai le aff 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 fale i Jerusalem, ma 'ua fa'apau 'o ia i lona moega ina ma vaivai 'o ia i le Agaga ma mea na ia va'asia. — 1 Nîfau 1:4, 6, 7

In that same year there came many prophets, prophesying 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. — 1 Nîfau 1:4, 6, 7

Mastery Check — Rule

Practice

1. Dictation NEW WORD: feasogi — to kiss

Na ma 5 ma la'uu uo teine i le vai tuloto anamaif. / Ina 'ua 'ou iloa atu 'ua manaia tele le vai, / 'ua osi loa lo'ou fia 'a'au loa i le itu lolo. / Peita'i 'ua fai mai la'uu uo. 'a 'ou 'a'uu i lena ito, / o le 'a ia fo'i atu i le fale. / 'O lea 'ua ma fa'suasi i le itu papa'u o le vai. / Ina 'ua uma ona ma fa'suasi, / 'ua ma ta'ai le mea'ai na saunia e la'uu uo. / E lelei lava le ma'ei. / 'O le rami lava lena 'ua ou fai atu ai / ou te alofa tele 'ia te ia. / 'Ua umu iloa le mea'ai, 'ua ma feasogi i le itulua ato'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. Fill in the Blanks

Ou te manatau le aso muamua ______ ou tuunu'ai i Samoa. ______ 'ou malaga 'i le aiga o la'uu o Sale. ______ fasili mai le toea'ina o le aiga pe 'ou ______ fia ta'ele. ______ 'ou "ioe" atu, oma ia fa'asino mai o le mea ______ ai le paipa. ______

'ou alu 'i ______ fale ma talai ______ lavalava. ______ 'ou sulu lo'ou i le ta'ele ona ______ alu lea i le mea ______ ai le paipa. Peita'i, ina ______ 'ou tuunu'ai i ai, ______ ou iloa ______ pe le vai. 'O lea, ______ ou alu i tai ______ ta'ele i le tufu. Peita'i, ina ______ ou tuunu'ai i ai, ______ 'ou iloa susa le tali. 'O lea, ______ ou toe fo'i i le fale. A'o 'ou savai atu i le fale, ______ 'ou va'asia le kalono ______ tumu i le vai. 'O lea ______ ou alu atu i ai ma ______ amata ona 'ou ta'ele. ______ le'i leva ona 'ou ta'ele, 'a ______ sau le tamalao ma ______ fa'apea mai, 'O le a lau mea ______ fa'i? 'O le vai ta'ele lena ______ lo matou 'aiga!" ______ 'ou iloa ______ ita le tamalao. 'O lea ______ 'ou alu 'ese iloa. ______ 'ou le mu la mea ______ ta'ele ai i lena ao 'ato'a.

4. Select one of the topics below and relate to your companion the sequence of actions and events that occurred the last time you had 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 (pepa) 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 nonofo i Apia ma si o'ue tei o Ana. / 'O le tausaga 'ua te'a na fai mai ai Ana / 'ia te'a u'a ma'i 'o ia. / 'Usa te'i lava 'ita i lena mea / ma 'ua ta fai atu loa. 'O le a 'eua lou ma'i?' / 'Usa tiga telte lo ta manava. 'O lana tali lea. / 'O lea 'ua ou fai atu, "Sau 'ea. / Ta o loa la'ia i le fale ma'i." / 'Usa alu atu si o'ue tei i le 'ofisa o le foma'i / ma 'ua talai ona 'ofu. Ina 'ua mavae le itula / 'ua o mai i fafo le foma'i ma si o'ue tei. / 'Usa fai mai loa le foma'i 'ua lavae Ana i le kanega. / 'Usa ou te'i lava ma 'ua ou fa'apea atu, / "Atona e le'o le kanesa. Masalo e na'o le fulu lava. / 'Usa fa'apea mai le foma'i," E 'eae le fale. E 'eae le foma. / 'Usa ou le fiafia i lana tala; / 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'atoomina loa Ana e 'ave 'ese ona 'ofu. / Na ou fa'saralitali 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 + sos'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 aus _____ matua 'ese lava lona manatu, _____ le mea
_____ fai mai le foma'i muasua. 'One 'o lea, _____ ma fo'i atu i le fale. I le aso
_____ sos'o ai, _____ ma o i le isi lo'omauta o lo matou aiga _____ poto lava i
_____ 'es'e'se. _____ teo t'e t'a'ta _____ la fai mai le lo'o matua _____ le'o
le kanesa po'o le manava tata, a'lo le fulu _____ ma'i ai Ana. _____ fia ioa e le
lo'omauta, po'o ai isi foma'i _____ mana o i ai. _____ ou fai atu, _____ ma asiasi
i le foma'i _____ igoa ia Sili ma le isi _____ igoa ia Ioane. _____ fa'apea mai
ai lea o le lo'omauta, "_____ asi?" Ona 'ou ta'i atu lea, "_____ isi foma'i
faigaluega i le fale ma'i." _____ fa'apea mai loa lea _____ le lo'omauta, 'Ana
'e te toe alu _____ lena fale ma'i. Latou te le malamalama ma ma'i ______ e na'ona
latou fia va'aia ni tama'ita'i _____ leai ni 'ofu." _____ oso loa lo'u ita ____
na foma'i, peita'i _____ ou fiafia 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 Samoa.
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.
RETENTION HOMEWORK

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 418.

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.

There is an extra-mile section associated with this lesson.
VOCABULARY

Multiple Choice. Mastery level is 70% accuracy by all missionaries.

1. Fa'i gi sau tupe . . .?
   a. ta'esen
   b. saini
   c. siliva
   d. 'afatala
   e. mutu

2. 'Afai e te alu 'i Samoa, e tatau ona 'e iloa le . . . o tupe.
   a. fa'amalogo
   b. fa'ato'a
   c. fa'afuase'i
   d. fa'atusatusaga
   e. fa'ataga

3. Sa ia lafo le . . . i lana uo.
   a. 'une
   b. me'a
   c. te
   d. tai
   e. fogi

4. E fia le . . . o lenei 'ofu?
   a. siaki
   b. ta'esen
   c. muty
   d. nono
   e. tau

5. E le'ai sa'u tupe; o lea sa 'ou fa'atau . . . nei mea.
   a. va'ava'a'i
   b. fa'atusatusa
   c. fa'a'italafa
   d. 'gfatala
   e. fa'a'il

6. E le'mafai ona 'e fa'atau nei mea se'iloga 'ua . . . lou igoa i le siaki.
   a. 'une
   b. sofa'i
   c. faiatau
   d. saini
   e. folo

7. Ou te le fiafia 'i lenei fale tupe; o le'a'ou . . . i tua ia'u tupe.
   a. 'gloa
   b. toina
   c. sofa'i
   d. papa'u
   e. foliga

8. E manaia lava le . . . i aso vevela.
   a. kalasini
   b. penisini
   c. 'aiga'ulimi
   d. matauila
   e. teutusi

9. 'Afai e te alu i falo i le afa, e tatau ona 'e 'avea le . . .
   a. mo'i kalasini
   b. mo'i matagi
   c. mo'i penisini
   d. matauila
   e. mea tulinamu
10. E lelei pe'ā kuka le fa'asi povi fa'atasi ma le . . .
   a. ma'a moyeula
   b. pepe fa'euleula
   c. solosolo
   d. aani
   e. teutusi

11. Ou te le'i ta'ele, peita'i a le afaina, aua 'ou fa'aogaina le . . .
   a. kalasini
   b. pulu lole
   c. matatafi
   d. mea fa'itusi
   e. vai la'a

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. matgula
   d. moli uila
   e. mea tulimau

13. E le'i selo la'u 'ava, leaga 'ua leai ni a'u . . .
   a. mea fa'itusi
   b. moli uila
   c. mea tu'ulima
   d. matatafi
   e. mea tulimau

14. E le ma'asi ona 'ou lafo lenei tusi e auoa ma se . . .
   a. mea fa'itusi
   b. pepe fa'euleula
   c. solosolo
   d. teutusi
   e. mea tu'ulima

15. Maiō . . . le fa'amalosi.
   a. tau
   b. 'ā'i
   c. a
   d. 'a'e
   e. mus

16. Sa le moe le tama, 'ae sa . . . moe.
   a. fa'ataga
   b. agasala
   c. papelo
   d. fataua
   e. tumau

17. E ia'i se mea'asi 'o lo'o . . .?
   a. tauva
   b. totoe
   c. so'ona
   d. mu'ai
   e. seasea

18. 'O lo'o . . . Le 'au lea ma le 'au lale.
   a. so'ona
   b. fa'ato'ā
   c. tū'uga
   d. tauva
   e. ulua'i

19. O le'a tamo'e Ioane i le . . .
   a. totoe
   b. tguva
   c. tū'uga
   d. fa'ataga
   e. muli
20. Ou te fia... i le muuga lea.
   a. tū'uga
   b. 'a'e
   c. 'gi
   d. tāi
   e. fa'a'to'a

21. Matou te fia... i le sami.
   a. fa'aosooso
   b. fa'avae
   c. fe'ausi
   d. faautua
   e. 'apefa'i

22. Ou te le talitonu 'i lena tagata; e... so'o 'o ia.
   a. 'anapogi
   b. teva
   c. pepelo
   d. 'apefa'i
   e. salamo

23. 'A'fai 'e te talitonu i le Tusi a Mamona, e tatau ona 'e... i le ekalesia.
   a. agasala
   b. mulilua
   c. fautua
   d. sa'o'oloto
   e. 'auai

24. Sa misa le fafine ma lana tane, ona... ai lea 'o le fafine.
   a. tula
   b. teva
   c. ala
   d. pele
   e. 'auai

25. 'A'fai 'e te fia tautala i totonu o le fale sa, e tatau ona 'e... .
   a. mulilua
   b. fa'aosooso
   c. musumusu
   d. agasala
   e. 'ailoga

26. 'Ua... le ulu o le toea'ina.
   a. teva
   b. tumau
   c. saga
   d. togi
   e. tula

27. E lea'i so matou mea'ai 'ona 'o le... o le nu'u.
   a. oge
   b. fautua
   c. fa'avae
   d. ala
   e. 'a'au

28. E tatau ona... lou ulu; leaga e 'umí tele.
   a. fogi
   b. folo
   c. 'otí
   d. tuí
   e. meí

29. E tatau ona 'e... nei fuála'au.
   a. folo
   b. otí
   c. fua
   d. pauna
   e. folo
30. E le aoga le fa'alau i lona ma'i; e tatau ona fai sona . . . .
   a. tusa
   b. 'au'mese
   c. 'autafa
   d. tui
   e. fusa

31. Ta . . . le mamafa o le pepe.
   a. fusa
   b. 'au'mese
   c. 'oti'oti
   d. selasulu
   e. pama

32. E lua . . . le mamafa o le afifī.
   a. pama
   b. tusa
   c. tui
   d. vaitale
   e. fa'ailoga

33. O le'a . . . 'oe e le foma'i.
   a. 'autafa
   b. mapeva
   c. pf'o
   d. togafiti
   e. tusa

34. 'Afa'i e te fia 'avea ma se faife'autoa'i, e tatau ona 'e . . . 'ou talafla.
   a. musumusu
   b. 'oti'oti
   c. togafiti
   d. fa'ailoga
   e. fa'amaalo

35. Talofa e! 'Ua . . . le fa'a'ī o le tama'ita'i.
   a. 'anufe
   b. 'a'alā
   c. musu
   d. uea
   e. miniva

36. 'Ua vevea 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 fa'ale ulu 'ona 'ua lavea 'o ia i le . . .
   a. isu miti
   b. muso mimigi
   c. tule
   d. tiga'ina
   e. manava tata

38. 'Ua . . . le ulu o le tama 'ona 'o lona isu pia.
   a. musu
   b. isu mamafa
   c. fa'sama'i
   d. 'a'alā
   e. miniva

39. E . . . le toea'ina 'ona 'o lona ulula.
   a. muso 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. togafiti
   d. va'a'agalo
   e. tava

41. E tatau ona . . . lou isu.
   a. tula
   b. mapeva
   c. ga'u
   d. fogi
   e. fiva

42. E tatau ona tatou . . . se'ia o'o i le i'uga.
   a. fa'aliloga
   b. vaitale
   c. tumau
   d. loloto
   e. 'auai

43. 'Aua tou te ta'e'ele i le vai . . .
   a. 'okeni
   b. folíga
   c. lepine
   d. loloto
   e. kitaia

44. 'O Simi e ta piano i le . . .
   a. gagana
   b. vaogata
   c. amilotonu
   d. geše
   e. fa'aiiti

45. E poto Simi e tauata i . . . o isi atumu'u.
   a. papa'u
   b. gagana
   c. kitaia
   d. lepine
   e. fauta

46. E tatau ona . . . le faito'oa, ne'i sau se isi i totonu.
   a. loka
   b. pi'o
   c. ta
   d. loloto
   e. fa'aiiti

47. Ou te lioa tā ukulele 'ae e lē mafai ona 'ou tā le . . .
   a. papa'u
   b. vaogata
   c. kitaia
   d. folíga
   e. 'ese'esee

48. E tausia e tagata . . . poloa'iga a le Atua.
   a. gagana
   b. 'okeni
   c. vaogata
   d. folíga
   e. amilotonu

49. Ou te fiu e fa'atali iā Simi; e . . . tele 'o ia.
   a. geše
   b. oge
   c. teva
   d. masui
   e. tai
50. Na 'avea 'uma la'u tupe e le tāgata . . . ma le leaiga.
   a. ki
   b. loloto
   c. pt'ō
   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
- Prepositional 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 tama'loa lapo'ā i totonu _____ se fale mei i Toga _____ se tasi sao. _____

fesili mai le tama'ita'i _____ le sa faiga luega i le fale mei e fa'apea, "E _____ se

mea 'e te mana'o ______?" Sa tali le tama'loa lapo'ā, "'I. Ou _____ fia fa'atau _____

se fa'ailoga." _____ toe fesili mai _____ tama'ita'i, "'E te fia _____ se tusi

po'o se aif?'" _____ tali le tama'loa, "Leai; a _____ 'ona 'ou fia fa'atau se fa'ailoga." _____ fai mai _____ tama'ita'i, "Ia, e manaia lava _____ fa'ailoga lelei. 'O i a'i le

ata _____ le va'a." _____ tali le tama'loa, "Aua ______ e te 'umaiia ______ fa'ailoga

vaia. E 'ese lea fa'ailoga, 'ese le fa'ailoga 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'ailoga lava." _____ fai atu le tama'loa, "Leai. Ou

______ mana'o ______ se fa'ailoga e i a'i le _____ o le tupu o Toga." _____ le'i lagona

e le tama'ita'i lama talai; ou lea _____ ia fesili mai, "E te ______?" _____ toe fai atu

le tama'loa, "Ou te mana'o 'i se _____ e i a'i le ata o le tupu o Toga." ______
fai mai lao le _____, "Ia, aavatu ______ fa'ailoga lelei." E _____ se isi mea 'e te

mana'o ______?" _____ fai atu le tama'loa, "E _____ sau mui i _____ sefulu talai?" _____
								
tali le tama'ita'i, " ______ leai. 'Ae 'aua ______ 'e te popole i lea mea; ia 'ave
									fua le fa'ailoga." Ia o le'a ______ 'ese le tama'loa, _____ fesili mai le tama'ita'i

_____ ia, "O le a le mea na 'e mana'o ai i se fa'ailoga fa'apena?" _____

tali le tama'loa, ______ ala lava ou 'ou fia fa'atau lelei fa'ailoga _____ '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 . . . tolu 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. toina i luma
   b. toto
   c. toina i fafo
   d. toto i fafo
   e. toina 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 'uma?
   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 ananafi.
   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 ā'oga i le taeao.
   a. E alg seasea
   b. E geagea alu
   c. Sagea e alu
   d. Seasea alu e
   e. none of the above

8. . . le faſe'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 toes'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-Samoa.
    a. 'Ua le ma'ai tau e a'u ona
    b. 'Ua tau le ma'ai ona 'ou
    c. Tau 'ua le ma'ai e a' u ona
    d. Tau le ma'ai ona 'ua 'ou
    e. none of the above

432
11. ... le faife'au i le potu vasega.
   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'afuase'i
   b. Na fa'afuase'i oso
   c. Fa'afuase'i na oso
   d. Fa'afuase'i oso na
   e. none of the above

13. ... leni 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 'auami.
    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 taho'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 'ou

19. E ... 'o pusa sa 'ou maua mai le fale'o'ola.
    a. na'o pau lanei
    b. le na'o pau lanei
    c. le pau na'o lanei
    d. na'o le pau lanei
    e. pau le na'o lanei

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 tusi
    e. so'o se tusi a
21. 'O Atamu 'o le tagata... i leni lalolagi.
   a. mua ma
   b. ula'i
   c. mulia'i
   d. muli muli
   e. none of the above

22. 'O Eva 'o le... fa'ine i leni lalolagi.
   a. mua ma
   b. muli muli
   c. mulia'i
   d. ula'i
   e. none of the above

23. A'ole le'i fanau 'i tatou i leni lalolagi, sa tatou...
   a. ola mu'a'i i se isi olaga
   b. ola i le olaga mu'a'i
   c. mu'a'i ola i le olaga mu'a'i
   d. ola i le mu'a'i olaga
   e. none of the above

24. O le 'a le... o lona ma'i?
   a. ala ai
   b. mea
   c. poa'i ona
   d. mafuaga
   e. aisea

25. O le 'a le... musu Stmi e aiu i le a'oga?
   a. mea 'ua
   b. poa'i 'ua ala o le
   c. mafuaga e poa'i mai
   d. ala 'ua ala ai ona
   e. poa'i 'ua mafuaga ona

26. Aisea... fa'anonoanoa Mele?
   a. le mea 'ua
   b. le poa'i e ala ona
   c. 'ua ala ai ona
   d. le mafuaga 'ua poa'i mai
   e. e mafu mai ona

27. E... lona galue malosi.
   a. mafu ona malosi le tama e ala ai 'ona 'o
   b. ala lava ona malosi le tama 'ona 'o
   c. malosi le tama 'ona 'ua mafua mai ai 'ona 'o
   d. ala mai le malosi o le tama 'ona 'ua mafua
   e. poa'i mai lava ona malosi le tama 'o

28. E... 'ua otu lona tina.
   a. mafu le fa'anonoa 'o le teine lava 'ona poa'i
   b. ala lava ona 'o le fa'anonoa 'o le teine
   c. ala mai le mafuaga o le fa'anonoa o le teine 'o
   d. poa'i mai ai 'ona fa'anonoa le teine 'ona
   e. poa'i mai le fa'anonoa o le teine 'ona

29. 'O le... 'o lona inu pia.
   a. mafuaga 'ua poa'i mai ai le ma'i o le tama
   b. ala ai ona 'ua poa'i le ma'i o le tama
   c. ma'i o le tama 'ua poa'i mai 'ona 'ua ala mai i ai
   d. mea 'ua ma'i le tama
   e. poa'i 'ua mafua mai ai ona ala le ma'i o le tama

30. 'O le... 'o lona valea.
   a. poa'i 'ua ala ai ona pa'u so'o le tama
   b. mafuaga 'ua poa'i ai ona pa'u so'o le tama
   c. ala 'ua mea mai 'ona 'ua pa'u go'o le tama
   d. poa'i 'ua pa'u so'o le tama 'ona 'ua ala mai ai
   e. mea 'ua ala ai ona pa'u so'o le tama 'ona
   a. ona ‘o
   b. ‘ua
   c. sa
   d. ‘o
   e. i

32. . . fo’i o’u talafa.
   a. ‘Oti ‘oti
   b. Oti
   c. Totogi
   d. Tu’u
   e. Tui

33. E fia le tau ‘o lenei afifi . . . lafo i Amerika?
   a. pe’a ‘uma
   b. ina ‘ua
   c. e
   d. ‘o le
   e. ‘i le

34. ‘O le ā le ‘umī . . . i le va’aalio?
   a. i le tusi e alu
   b. o le tusi pe’a alu
   c. e tusi ai le alu
   d. e alu ai le tusi
   e. o le tusi i le alu

35. ‘Usa . . . le fulū?
   a. i ai lou
   b. ‘e i ai
   c. ia te ‘oe
   d. ma’i ‘oe
   e. ‘e fa

36. . . folo fugā’au e lua,
   a. Ta’i itula se lua pe’a
   b. Ia lua itula,ta’itasi i le
   c. Ta’i lua_itula ma
   d. ‘O itula ta’iliga ona
   e. Ia lua ni itula cu a

   a. "Ia a’u?" "‘Oe la’ia!"
   b. "A’u ‘ea?" "‘Oe ‘ea."
   c. "Fa a’u?" "Fa ‘oe."
   d. "A’u ia?" "’Oe ia."
   e. "Ia a’u?" "Ia ‘oe."

38. ‘Aua . . . ‘e te pisa i lenei fale.
   a. ‘ea
   b. ‘ua
   c. ‘i
   d. Ia’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 ia lo’u nu’u
   e. ia, ‘ese lo’u nu’u

40. E . . . o ta’ua fale.
   a. ‘ese
   b. ‘e’ese
   c. ‘ese’ese
   d. ’ese ia ’ese
   e. ‘ese 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 level is achieved when 75% of the missionaries respond appropriately.

a. E tatau ona 'e soa'oe malosi 'ina 'ta malamalama i le gagana Samoa.

b. E le tatau ona ita i lau soa pe'a fa'i ana mea vae'a.

c. E le tatau ona 'e inu fua'i'au a fa'isi tagata.

d. Na ita lo'ulu to'alua ia te a'u anana'i i le taimi sa fa'i ai lo ma mea'ai o le afia'e.

e. E le tatau ona muli'iua tagata, 'asemaise faife'aiu.

f. Sa manaia lava le mea'ai i le fe'aiga anana'i.

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 companions 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 tuafatine?
3. E fa'apefe fa'a ma le Marriot Center?
4. O le a le mea'ai e sili ona 'e fiafia i ai?
5. 'O fea le mea na 'e a'oga ai?
6. O a ni mea e fai e tagata Mamona i le Aso Sa?
7. 'E te fiafia i leai vaea? Aisea?
8. 'O a ni mea 'e te fia fai i lou aso malo'i?
9. 'O le a le mea 'ua ta'ua o le perofeta?
10. Fa'amatala mai le nu'u 'e te sau ai.

Second Set of Sample Questions:
1. E fia ni 'ou uso?
2. 'Ua ta' a fia?
3. Pe fa'apefe fa'a ma le fale'oloa?
4. O le a lau mea sa fai i le Aso Sa?
5. Pe tagatu ona galue malosi tagata i le MTC? Aisea?
6. O le a mea na aIa 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 fagafao? 'E te fiafia i manu? Aisea?
9. 'Ane 'avea 'ce ma le peresitene o le skalesia, po'o le a ni mea 'ua 'e faia?
10. Fa'amatala mai fōliga o le fale e nofo ai lou 'aliga.

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 fragments with 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. 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 table for missionaries. Instructions for accompanying activities are given in the performance
PERFORMANCE OBJECTIVES

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 failotagi i le manusia.
Fa'afetai fo'o no i le'elo e na tagafie 'ua tatou mana. 'O le ne le Taua 'O Sister Toga o le'a fa'afetai i le tatou pega. 'A masea lea, 'o Elder Semisi o le'a faia la tatou tatalo 'amata.
Sister Toga: Su'e ano a outou tusi i le itulau e mosefulu, fa'amolemole.

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 Semisi will say our opening prayer.
Sister Conger: Open your books to page sixty, please.
VOCABULARY

agaga - soul, spirit
Arona - Aaron
'au Alofa - Relief Society
'sauaipaga - choir
fa'aleaga - spiritual
fa'tulaga - to organize
lessona - lesson
mæ'a - to be finished, to be done, complete
mætagofie - beautiful, wonderful
mavae - to part, to separate (of people), to be apart
Mekisateko - Melchizedek
pele - darling, favorite (noun), beloved, dear (adjective)

polokalama - program
pupula - to be bright, luminous, to look, to stare, to be able to see, countenance, expression
su'e - (of pages) to turn
ta'ape - to go in different directions, to disperse
talosaga - prayer (honorific), request, to entreat, to implore
tgofî - opinion
vā - relationship, relations (between two things or people)
va'afalesoa - companion relationship

Tools

Vocabulary Builder - LDS Church Meetings and Programs

afiafia fa'ala'aiga - family home evening
a'oga pese - song practice
a'oga sā - Sunday School
Galuesa Fa'aleVelefe'a - Welfare Services
konafesi o le siteki - stake conference
konafesi o le uarota - ward conference
lotu fa'amatutaga, fa'amanatuga - sacrament meeting
lotu molinau - testimony meeting
lotu 'Au Alofa, 'Au Alofa - Relief Society meeting
lotu perisitua - priesthood meeting
perisitua Arona, perisitua fa'a-Arona - Aaronic Priesthood
perisitua Mekisateko, perisitua fa'a-Mekisateko - Melchizedek Priesthood
Velefe'a - Welfare

Practice

1. Memorization Exercise

2. Questions

a. 0 le ā le sauniga e 'ausi ai tamaiti laiti?
b. 0 le ā le polokalama e 'ausi ai alif'ialavou?
c. 0 le ā le polokalama aoga i tagata matitiva?
d. 0 le ā le sauniga e 'ausi ai fafine?
e. 0 le ā le sauniga e 'ausi ai tagata i mata'upu fa'avae o le ekalesia?
f. 0 le ā le polokalama e 'ausi ai tagata i mata'upu fa'avae e 'ausi ai tagata i mata'upu fa'avae?
g. 0 le ā le sauniga e 'ausi ai tagata i mata'upu fa'avae o le ekalesia?
h. 0 le ā le sauniga e 'ausi ai tagata i mata'upu fa'avae e 'ausi ai tagata i mata'upu fa'avae o le ekalesia?
i. 0 le ā le sauniga e 'ausi ai tagata i mata'upu fa'avae o le ekalesia?
j. 0 le ā le sauniga e 'ausi ai tagata i mata'upu fa'avae o le ekalesia?
k. 0 le ā le sauniga e 'ausi ai tagata i mata'upu fa'avae o le ekalesia?
l. 0 le ā le sauniga e 'ausi ai tagata i mata'upu fa'avae o le ekalesia?
m. 0 le ā le sauniga e 'ausi ai tagata i mata'upu fa'avae o le ekalesia?
n. 0 le ā le sauniga e 'ausi ai tagata i mata'upu fa'avae o le ekalesia?

3. Free-Response Questions

a. 0 le ā le mea e le mafai ai ona 'ausi tamaloioa i sauniga o le 'Au Alofa?
b. 0 le ā le mafai ai ona 'ausi tamaloioa i sauniga o le 'Au Alofa?
c. 0 le ā le mafai ai ona 'ausi tamaloioa i sauniga o le 'Au Alofa?
d. 0 le ā le mafai ai ona 'ausi tamaloioa i sauniga o le 'Au Alofa?
e. 0 le ā le mafai ai ona 'ausi tamaloioa i sauniga o le 'Au Alofa?
f. 0 le ā le sauniga e 'ausi ai tagata i mata'upu fa'avae o le ekalesia?
g. 0 le ā le sauniga e 'ausi ai tagata i mata'upu fa'avae o le ekalesia?
h. 'Ana 'avea 'oe ma pegesite ne o le skalesia, po'o le ʻa sau maa e sui i le lotu molima?  
i. Pe sa e 'aua' i sa a'oga pesa mamusu?  
(if yes) Sa le fiafia 'i e? Aisea?  
(if not) Aisea?  
j. Fa'amatala mai le aoga ma le tua o le fa'amatatoga.

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

6 PATTERNs — CONDUCTING MEETINGS

1. Talofa uso ma tuafafine.  

2. Fa'afetasi i le Atua 'ona 'ua tatou feleo'a i le manu'a. Fa'afetasi fo'i mo le nei ase matagofie 'ua tatou ma'aua.  

3. 0 lenuati taimi, 'O (igoa) o le'a ta'ita'ina ma le tatou 'ese i le iti'utau e  
   a. selu tolosefulo valu  
   b. onosefulu  
   c. luasela fasefulu fite  

4. Su'e a ne le tui i le iti'utau e selu ma le tasi.  
   a. lau  
   b. lua  
   c. a ouou / a tou  

5. 'A mavae lena, 'o (igoa) o le'a faia la tatou tata'alo __________.  
   a. 'amaata  
   b. fa'aiu  

6. O le'a tu'uina a toa le taimi faia (igoa) __________.  
   a. mo le mafaufaga fa'aleagaga  
   b. mo le lesona  
   c. e faia se lauga (pu'upu'u)  

7. 'A __________ lena, o le'a tatou ta'ape'ape 7. __________ that, we will separate to our  
   a. tatou vasaga.  
   b. ʻuma  
   c. mae'a  

8. O le __________ taimi e tu'ua ai le __________?  
   a. lotu  
   b. vasaga  
   c. aʻo'ga  
   d. fono, fonotaga  

9. Fa'afetasi lava mo le __________ matagofie.  
   a. tagosaga  
   b. lauga  
   c. lesona  
   d. molimau  

Thank you for the beautiful __________.

a. prayer  
   b. talk  
   c. lesson  
   d. testimony  

Practice

1. Memorization Exercise
2. Questions. (For questions c – j, the missionaries should assume that they are in charge of conducting a meeting.)

a. Sei tatou fa'apea 'o 'oe 'o le ta'itai'i pese. O le a le mea muamua 'e te fai atu i le 'au lotu?

b. 0 le a sau tala e fai atu 1 lau sos pe'a fai 'e te fiu enofonofo i le lotu?

c. 0 le a sau tala e fai atu pe'a 'uma le lesona?

d. 0 le a sau tala e fai atu i le 'amataga o le sauniga 'ina 'ia fa'afetai i le Atua mo ans fa'amumuiaga 'ua tu'ufina mai?

e. 0 le a sau tala e fai atu pe'a o'o mai le taimi o le pese?

f. 0 le a sau tala e fai atu pe'a o'o mai le taimi e fai ai vasega?

g. 0 le a sau tala e fai atu e 'amata ai le sauniga?

h. 0 le a sau tala e fai atu pe'a 'uma le tatalo?

i. 0 le a sau tala e fai atu pe'a o'o mai le taimi o le maafausaga fa'aleagaga?

j. 0 le a 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.

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 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>'autū</th>
<th>- topic, main theme, to center around</th>
<th>mātāgā</th>
<th>- ugly, unsightly, indecent</th>
</tr>
</thead>
<tbody>
<tr>
<td>e'va</td>
<td>- to walk or sit about for pleasure</td>
<td>mīmūi</td>
<td>- to complain, to criticize someone behind his/her back</td>
</tr>
<tr>
<td>fa'afo'ou</td>
<td>- to remove, to repair</td>
<td>oso</td>
<td>- to cut in (conversation), to dash, to rush, to rush upon, to jump on</td>
</tr>
<tr>
<td>fa'g'allili</td>
<td>- to translate, to convert</td>
<td>pa'i</td>
<td>- touch, to touch</td>
</tr>
<tr>
<td>finau</td>
<td>- to argue, to quarrel</td>
<td>pu'elu</td>
<td>- bush knife, sword</td>
</tr>
<tr>
<td>galiu</td>
<td>- wave, breaker, to be rough (of the sea)</td>
<td>sogi (pl. feasogī)</td>
<td>- kiss, to kiss, to smell</td>
</tr>
<tr>
<td>lagolago</td>
<td>- to support, to back up, to lean against, to depend on</td>
<td>teta'e</td>
<td>- (1) to move forward, to make progress (2) around, about, back and forth (adv)</td>
</tr>
<tr>
<td>lata</td>
<td>- to be near, to be close to repulse</td>
<td>toteni</td>
<td>- to reject, to deny, to oppose, to repulse</td>
</tr>
<tr>
<td>ma'ai</td>
<td>- sharp, smart, clever</td>
<td>ufi</td>
<td>- training</td>
</tr>
<tr>
<td>masimi</td>
<td>- machine</td>
<td></td>
<td>- cover, lid, to cover, to put a cover over something</td>
</tr>
</tbody>
</table>

GRAMMAR

2. 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:

- mū | - to burn | mūmū | - to burn away, to blaze |
- nofo | - to sit | nofofofo | - to stay put, to keep on sitting |
- alū | - to go | alūalū | - to run fast, to pursue |
- tū | - to stand | tūtū | - to stand idly by |
- finau | - to give birth | finafinau | - to multiply, to proliferate |

In a few instances, reduplication has the effect of making the action diminutive; that is, smaller or less intense. For example:

- galu | - to be rough (of sea) | galugalu | - to be rippled |
- solo | - towel | solosolo | - handkerchief |

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>tū</td>
<td>tūtū</td>
</tr>
<tr>
<td>nofo</td>
<td>nofoonofo</td>
</tr>
<tr>
<td>ula</td>
<td>ulaula</td>
</tr>
<tr>
<td>vele</td>
<td>velevale</td>
</tr>
<tr>
<td>oso</td>
<td>oosooso</td>
</tr>
<tr>
<td>tusi</td>
<td>tusitusi</td>
</tr>
<tr>
<td>a'e</td>
<td>a'ea'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>tāофi</td>
<td>tāофiофи</td>
</tr>
<tr>
<td>sauni</td>
<td>saунун</td>
</tr>
<tr>
<td>ta'oto</td>
<td>ta'отoотo</td>
</tr>
<tr>
<td>toleni</td>
<td>toленileni</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>та'айта'ai</td>
</tr>
<tr>
<td>va'ai</td>
<td>ва'айва'ай</td>
</tr>
<tr>
<td>ma'ai</td>
<td>ма'айма'ай</td>
</tr>
<tr>
<td>tāfao</td>
<td>та'фататафо</td>
</tr>
<tr>
<td>fāsau</td>
<td>фасафаса</td>
</tr>
<tr>
<td>finau</td>
<td>финайфинай</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:

'Уa leva ona 'e sau? E le'i levaleva fo'i. - Has it been long since you came? It hasn't been too long.

'Уa alualu i luma le galuenge. - The work is going forward / progressing.

O lo'o solosolo lelei mea 'uma. - Things are going along well.

E tatau ona 'e таофиофи lou loto ita. - You must restrain your anger.

E tatau ona 'e мата тунатунату euiga i lelei 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. Direct questions:

   Fesili 'iā Sister/Elder ________:
   a. pe finafo 'o ia e nofonofo i le potu moe.
   b. pe sa ta'alalo 'alo i la'ua ma lana soa i le aso māloāro.
   c. pe i ai sone solosolo.
   d. pe ulaula ге 'иси i lona 'аiga.
   e. pe sa ia tūtu i fafo o le faile'aiga analeila.
   f. pe maseni ona ia ва'ва'аи solо i le faile'oloa.
   g. pe ososo lana soa i le faile ta'alо.
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 toleni a faife’au.
c. Sa tu le tama i fafo o la ofisa.
d. O le‘a ona le tamaititi.
e. O lo‘o eva la ua ma le teine.
f. E ma‘i le fasine.
g. Na poloa‘i lina Atamu ma Efa ‘ia fanau.
h. Se ‘ata le teine.
i. Na fa‘asalaina le tama ‘ona ‘o lona tago solo i lana wō teine.

4. Free-Response Questions

a. Pe e te faaia e nafonofo i le fale ‘as le fa ‘i se mea? Aisea?
b. Pe sa masani ona e evaeva ‘as le‘i amata lau misiona? Aisea?
c. Fa’amata ‘o se agasala fa‘afai e ulaula le tagata? Aisea?
d. Pe e te faaia e tusitusi i au uo? Aisea?
e. Pe e te faaia e ta‘otototo ‘as le fa ‘i se galuega? Aisea?
f. Pe e te faamalosalo e uiga i le ekaesia?

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>Prefixed Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>fa‘i</td>
<td>‘au fa‘i - bunch of bananas</td>
</tr>
<tr>
<td>iwi</td>
<td>‘au iwi - skeleton</td>
</tr>
<tr>
<td>lakapī</td>
<td>‘au lakapī - rugby team</td>
</tr>
<tr>
<td>pa‘ia</td>
<td>‘au pa‘ia - 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>Prefixed Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>manuia</td>
<td>fa‘amanuia - to bless</td>
</tr>
<tr>
<td>faaia</td>
<td>fa‘afaia - to make (someone) happy</td>
</tr>
<tr>
<td>faafou</td>
<td>fa‘afou - to make new, to repair</td>
</tr>
<tr>
<td>fa‘atupu</td>
<td>fa‘atupu - to cause to grow, to promote</td>
</tr>
<tr>
<td>fa‘apai’u</td>
<td>fa‘apai’u - to cause to fail</td>
</tr>
<tr>
<td>fa‘ailoa</td>
<td>fa‘ailoa - to make known</td>
</tr>
<tr>
<td>‘umu</td>
<td>fa‘a’uma - to finish, to complete</td>
</tr>
<tr>
<td>sukua</td>
<td>fa‘asuka - to sugar, to sweeten</td>
</tr>
<tr>
<td>fa‘amatia</td>
<td>fa‘amatia - to soothe, to placate, to appease</td>
</tr>
<tr>
<td>fa‘aliiu</td>
<td>fa‘aliiu - to translate, to convert</td>
</tr>
<tr>
<td>fa‘amasae</td>
<td>fa‘amasae - to part</td>
</tr>
</tbody>
</table>

Fa‘a- is also used to denote a characteristic of, as with the word fa‘a-Samoana, 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‘ale-, might be translated "pertaining to" or "concerning." The resulting word is usually an adjective. For example:

447
<table>
<thead>
<tr>
<th>Root</th>
<th>Prefix</th>
<th>Prefix Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lalolagi</td>
<td>-</td>
<td>fa'alelalolagi - worldly</td>
</tr>
<tr>
<td>Lotu</td>
<td>-</td>
<td>fa'alelotu - religious, pertaining to a</td>
</tr>
<tr>
<td>Agaga</td>
<td>-</td>
<td>fa'alesagaga - spiritual</td>
</tr>
<tr>
<td>Tino</td>
<td>-</td>
<td>fa'alatino - bodily, pertaining to the body</td>
</tr>
<tr>
<td>Aputu'u</td>
<td>-</td>
<td>fa'alaeputu'u - national</td>
</tr>
<tr>
<td>'Aiga</td>
<td>-</td>
<td>fa'ale'aiga - pertaining to the family</td>
</tr>
</tbody>
</table>

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, B leaga Simi ("Simi is bad"), a polite person might say, B fa'alameanuiga Simi or B fa'alaleilete Simi ("Simi is not too good"). Study the following examples:

<table>
<thead>
<tr>
<th>Root</th>
<th>Prefix</th>
<th>Prefix Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonu</td>
<td>-</td>
<td>fa'aletonu - confused, uncertain, troubled</td>
</tr>
<tr>
<td>Lelei</td>
<td>-</td>
<td>fa'alelelei - not too good, hardly good</td>
</tr>
<tr>
<td>Tatau</td>
<td>-</td>
<td>fa'alatatau - hardly proper, somewhat inappropriate</td>
</tr>
<tr>
<td>Mafaufau</td>
<td>-</td>
<td>fa'alamaafaufau - thoughtless, reckless</td>
</tr>
</tbody>
</table>

Like the prefix fa'ale-, the preposition tau can also mean "pertaining to" or "concerning," as in the following examples:

'o mea tau masi - matters regarding machines
'o mea tau tupe - financial matters (lit. "things pertaining to money")
'o mea tau le lagi - heavenly bodies (lit. "things pertaining to the heavens")

The suffix -gata 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</th>
<th>Suffix Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le Atua e</td>
<td>-</td>
<td>0 God (used at the beginning of some prayers)</td>
</tr>
<tr>
<td>Sikoki</td>
<td>-</td>
<td>Scott! (as in calling Scott to get his attention)</td>
</tr>
<tr>
<td>Ali'i</td>
<td>-</td>
<td>Gentlemen</td>
</tr>
<tr>
<td>Suga</td>
<td>-</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</th>
<th>Suffix Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susuga e</td>
<td>-</td>
<td>Sirs, Dear Sir</td>
</tr>
<tr>
<td>Ali'i</td>
<td>-</td>
<td>Dear Gentlemen; Dear Sirs</td>
</tr>
</tbody>
</table>

The suffix -gofie indicates that the action or process denoted by the root word is difficult or only comes about through difficulty. Conversely, the suffix -gata 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</th>
<th>Suffix Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fai</td>
<td>-</td>
<td>faigata - hard (to do)</td>
</tr>
<tr>
<td>Tau</td>
<td>-</td>
<td>faigofie - easy (to do)</td>
</tr>
<tr>
<td>Mata</td>
<td>-</td>
<td>taugofie - cheap, inexpensive</td>
</tr>
<tr>
<td>Ita</td>
<td>-</td>
<td>matagofie - beautiful, lovely</td>
</tr>
<tr>
<td>Su'e</td>
<td>-</td>
<td>su'egata - irritable, short-tempered</td>
</tr>
</tbody>
</table>
The following affixes are often used to form new words:

- 'au- - cluster, group, or team of
- fa'- - 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 'au lakapi.  - The rugby team isn't that good.
Sa ia fa'amalosi le tamaititi 'ia faataunia le tusi fa'aleagaunu'u.  - He forced the child to read the culture book.
E malamalagofiei lelei tusi tau lotu.  - This book about religion is understandable (or, 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. Dictation NEW WORDS: fa'amalosi tino - exercise(s)
lakapi - rugby

E poto Simi i mea tau masini.  / E faigaluega 'o ia i se fala fai masini.  / 'Afai 'o i a i la tagatala se masini e fa'elelelele, / e mafai e Simi ona fa'afole le masini.  / O isi taimi e faiga le galua e Simi / aua e su'egata isi vaega e fai at masini.  / E masani ona fa'auna e Simi lana galua e le lima, / ona i a alu lea e toneli ma le 'au lakapi.  / E masani ona latou tamo'emo'emo se 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 'auula / i le pō, 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 fia'ia lava Simi 'ona 'ua mauagofie 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
gaoi - to be stolen
tulua - to dismiss, send away

E faigaluega Sina i ______ fale'aiga mata _______. E poto Sina i le sauniuni o mea'ai, 'ae fa'alé ______ i mea ______ tupe. Sa galo ______ Sina e ufi le pusa ______ teu ai le tupe o ______ fale'aiga i le tasi pō. Inu 'u a 5 mai le ______ faigaluega i ______ aso e sosoo'o ai, 'ua iloa ______ 'ua gaoi 'uma ______ tupe. 'Ua fa'alé ______ le pule o Sina ma 'ua ia tulua Sina ma le galua. 'Ua iloa lelei ______ Sina 'us ______ masani lena tulaga aua e su'e ______ galua ______ lena nu'u. Pe'eta'i, ______ le'i 'atoa se aso, 'a 'ua tonu 'ia ______ le mea na te fai'a. 'Ua ia alu i totonu ______ le fale'aiga ______ le po ma 'ua ______ suka na ______ masani mea'ai 'uma e i a i ______ le fale'aiga. O ______ aso e sosoo'o ai, sa iloa ______ 'aia fa'alē ______ tagata i le mea'ai ma 'ua latou ______ i se is i fale ______ 'Ua alu atu ______ pule o Sina i ______ fala o le tama'ita'i ma ______ vala'au atu, "Sina ______! Ia 'e toe ______ i le galua, fa'amolomole!" 'Ua toe fo'i Sina ______ le galua ma 'ua fia'ia ______ 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 i 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 'aina 'ia toe maua lau galuega? Aisea?
f. Sa tulia 'oe ma le galuega muamura? O a ni lagona 'ua o 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>- to go</td>
</tr>
<tr>
<td>0</td>
<td>- to go (plural)</td>
</tr>
<tr>
<td>missa</td>
<td>- to fight</td>
</tr>
<tr>
<td>'ave</td>
<td>- to take</td>
</tr>
<tr>
<td>tusi</td>
<td>- to write</td>
</tr>
<tr>
<td>tioa</td>
<td>- to perceive/to know</td>
</tr>
<tr>
<td>lata</td>
<td>- to be near</td>
</tr>
<tr>
<td>tausi</td>
<td>- to take care of</td>
</tr>
<tr>
<td>la'u</td>
<td>- to carry (a load)</td>
</tr>
<tr>
<td>fealuai</td>
<td>- to go back and forth</td>
</tr>
<tr>
<td>feena'i</td>
<td>- to go back and forth (plural)</td>
</tr>
<tr>
<td>feimala'i</td>
<td>- to quarrel with one another</td>
</tr>
<tr>
<td>fe'aavea'i</td>
<td>- to take back and forth</td>
</tr>
<tr>
<td>fetusia'i</td>
<td>- to write each other</td>
</tr>
<tr>
<td>feioa'i</td>
<td>- to meet</td>
</tr>
<tr>
<td>featai</td>
<td>- to be near one another</td>
</tr>
<tr>
<td>fetausia'i</td>
<td>- to help or take care of one another</td>
</tr>
<tr>
<td>fela'us'i</td>
<td>- to carry about, to circulate (of rumors)</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>- to love</td>
</tr>
<tr>
<td>fealofani</td>
<td>- to love one another</td>
</tr>
<tr>
<td>feealofagi</td>
<td></td>
</tr>
<tr>
<td>tete'a</td>
<td>- to repulse, to reject</td>
</tr>
<tr>
<td>fete'ena'i</td>
<td>- to oppose one another</td>
</tr>
<tr>
<td>silisia</td>
<td>- to know (honorific)</td>
</tr>
<tr>
<td>feasilafa'i</td>
<td>- to meet (honorific)</td>
</tr>
<tr>
<td>oso</td>
<td>- to jump, to rush</td>
</tr>
<tr>
<td>feosofa'i</td>
<td>- to jump back and forth,</td>
</tr>
<tr>
<td>ita</td>
<td>- to be angry</td>
</tr>
<tr>
<td>feitaga'i</td>
<td>- to be on bad terms, to</td>
</tr>
<tr>
<td></td>
<td>hate one another</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 fealofani tagata 'uma. - Everyone should love one another.
Sa fete'ena'i fafe'a'u. - The missionaries opposed one another.
Sa fealuai le lo'omatua i le fafe. - The old woman went about in the house.
E featai le fafe tifaga ma le fafe talavai. - The movie theater and the drugstore are near each other.
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. fio
   c. alu
   d. tausi
   e. 0
   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'oga ana tusi.
   c. E alofa Sina i lona to'elua.
   d. Na tete'e e le tamaala fai'au.
   e. E tausia e Sina ona uso.
   f. Sa ou tusitusi ia te ia i tausaga e tele.
   g. Sa latou o i mea 'esse'esee.
   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 lavae 'o ia ia ia. - He injured himself. (lit. "He hurt him."

Ou te faia 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 tapena 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'a ia 'oti lona lava ulu. - He will cut his own hair.
1. mastery

2. check

Examples:

E alofa le teine ia te ia lava. — The girl loves herself.
Na ia faia lana lava ta'avale. — 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.

Practice

1. Dictation NEW WORDS: faufua —imple

toto — blood

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 ai e alofa i a'i lau soa? (o lau soa)
b. O le'efea le moega 'e te moe a'i? (o lou moega)
c. O le'efea le tusi na 'e faisauina? (o lau tusi)
d. O ai le tagata na leva i lau soa (o lau soa)
e. O ai 'e 'ino'ino i a'i Simi? (o Simi)
f. O a'i 'e te fiafia 'i a'i? (o oe)
g. O ai e alofa i a'i le faia'oga? (o le faia'oga)
h. O le ofu tino o a'i 'e te 'ofus? (o lou 'ofu tino)
i. O ai 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.
TEST

1. Dictation Possible Points: 16 NEW WORD: tomumuu - to mutter, grumble

O Pili 'o se tagata e malamalama i gagana 'es'es'e. / E faigalualue 'o fa le se fa'aliliu tusi i Apia. / Sa ia mua le tusi fou e fa'aliliu i ia tasi aso. / Peita'i ina ua ia 'amata one faiauina le tusi, / 'ua tao le ma'ai ona ia malamalama i ai, e ui lava / o ia o se tagata e poti i ai tui gagana. / 'Ua ia taumafai e fa'gialili le tusi, / peita'i 'ua faigata lava, ona 'ua malamalama le tusi. / O lea 'ua fa'alealualu i luma lana galuega i lea aso. / O le mana 'ua na'ona nofonofo Pili i lona ofisa / ma 'ua le i loa le mea e tatsu ona fa'i. / 'Ua o'o ina alu Pili i lona pule. / O le igoa o le pule o Maika. / Ua faeula'i Pili i le ofisa o Maika ma fa'aapea atu, / "E fa'alalafisia a'u i lelei tusi. E matua'i malamalama. / O le mana, ou te i'i lalongalama i le atu / o le tusi. "Ua fa'i atu loa Maika, / "O le tusi lelei, o se tasi fa'aleaganu'u. / E fa'amata mai le lenei tusi mea fa'aleatunu'u. E malamalama. / O lea, sua 'e te tomumuu. / 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 _____ ita'ga Maika ma Pili ma ua _____ ina tago Maika i _____ na'i. Ua ia _____ ma'ai loa le naif i ma sa ia taumafai e fasito i ia Pili. Ua fefe losi Pili ma _____ ia fa'i atu, "Maika _____! Atonu e _____ fiafia lau susuga i lo'u le fia _____ liliu lena tusi leaga, pei'ti'i e le _____ ona 'e faia se mea _____ valevaela." Peita'i, _____ oso pea Maika 'ia Pili ma 'ua _____ tamo'e solo i totonu _____ le faile fa'a _____ tusi. Ua o'o _____ pa'au Maika i le naif i, ma 'ua lavea lona _____ lima. Ua o mai loa le _____ fa'aliliu tusi atoa 'ina _____ iloilo le mea _____ tupu. "Ua fa'amatala atu _____ Pili le mea ua o o i ai _____ fesili atu lea o le isti _____ Maika, "O le 'ea le mea 'ua e ita iia iia Pili?" Ua tai Maika, "Ua ala ona ou _____ fiafia 'ia Pili 'ona sa ia leega lea lea'u tusi." Ona loa loa _____ e Pili 'u a lai lava _____ ita Maika 'ona 'ua tuaia e _____ lava le tusi _____ agaun'u. "Ua o'o ina 'ave Maika _____ le faile ma'i ma _____ 'avea Pili ma pule o le faile _____ 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
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: C a'u.
Sikoki: Tatou o tatou kilikiti.
Simi: Toe afe! 'Us vevea lava le i'a.
Sikoki: Ta, e a i'a? 'O 'se se palagi?
Simi: So, 'us le lelei la'u talitusu.'
Sikoki: A'e. 'Aua le popolu faa i lena mea, 'Aumai san pate ona tatou ta'a'alo a 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

- 'ai - point, goal, run, score
- fa'a'ina - to lose, to be defeated
- fiti - to bounce
- fua - just, only, without purpose, wantonly, freely, without restriction
- kiki - to kick
- maio - bat racket
- pani - to pass (by), to pass (complete successfully), to pass (a law)
- pate - bat, racket
- poloka - block, to block
- popo - to dribble (a basketball)
- sapo - to catch
- se'a - to slide, to glide, to skip, to skid
- sela - to gasp for breath, to be out of breath, asthma
- sati - set, to set
- stipaika - to spike (a volleyball)
- taitu'a - fielder, to field
- te'a - to bowl, act of bowling, bowler
- togi - to throw
- 'upega - net

TOOLS

2 COMMON PHRASES - IDIOMS

Following are a number of idiomatic phrases and expressions commonly used in Samoan.

E manaia 'i le 'ai / fa'a'alo'o / va'a'i.
E 'ai ma'a / penisini le masini 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 ona fa insights 'i le tama e sau, 'a'ia sau. - I told the boy to come, but he kept on going.
Na fa insights le fonaa'i e tatau ona tuu 'a leana tape'sa, 'a'ia aula a le ali'.
- 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.)
- 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 pene 'ae ...

- Give it all you've got! Go as fast as you can!
- happen without delay, soon, not long before (Example: O le'a le pene 'ae taumu'u le va'a. It won't be long before the boat arrives.)

fafo ma 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 faite ma lea. - Do this thing. [Lit. "Grab to do this thing."] O le'a ou tago e faita la'ulu tasi. - I'm going to take my book and read it.)

'ileet ma lea
'ile le le isi

- by the way, incidentally
- 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 'io or 'o a'u. Then ask one of the questions below.

a. Elder/Sister _____! E i ai sau la'au pu'e leo? E manaia i le fa'a'alo'o?

b. Sister/Elder _____! O le a sau mea e fai atu i se tagata e tamo'e i le tu'uiga?

c. Elder/Sister _____! E i ai sau la'au pu'e leo? E 'ai ma'a lau la'au?

d. Sister/Elder _____! O le a se mea e leaga ai ta'ava legolelego?

e. Elder/Sister _____! E i ai sau 'i lei no teina/ta'ma?

f. Sister/Elder _____! O le a sou manatu i mea'ai Samoa? E manaia i le 'ai?

g. Elder/Sister _____! O le a sau mea e fai atu i se isi pe'a'ai 'e te mana'o

'ia alu 'ese '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 'se...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 'aau na'i moe i le vasega?
   b. Sa 'e fai atu i lau soa 'ia 'aau ne'1 tautaia fa'apalagi?
   c. Sa 'e fai atu 'ia Elder ______ 'ia 'aau na'i tos a lau i le potu moe o teine faife'au?
   d. Sa 'e fai atu 'ia Elder/Sister ______ 'ia 'aau ne'1 feaseotiga ma i si faife'au?
   e. Sa 'e fai atu 'ia Sister/Elder ______ 'ia aua le popole fus i mea valea?

4. Teacher: Read one of the following questions, pause, and select a missionary to answer 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. O le å sau mea e fai nanei? (teu le moega)
   b. O le å lau mea 'o fai? (a'ao'ole lea)
   c. O le å sau mea e fai nei? (fai fa'ausi)
   d. O le å lau mea 'o fai? (moa le fa'evae)
   e. O le å lau mea sa fao anapo? (fasi le soa)
   f. O le å 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 pino 'se...a. Repeat the question and have the class repeat the missionary's response.

   a. O âfe'a 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 peresitene o le misiona?
   d. O le å le taimi 'e te alu ai i le taulaga?
   e. O le å le itula e 'anata ai le saugia?
   f. 'Ua lata ma le taimi e fai ai le '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 peeved.
   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.

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'amulosi tino - physical exercises, training, gymnastics
fa'atuo 'i luga ma lalo - squat thrust
fusi - to box, to fight with fists
fusu'aga - boxing
hoki - hockey
kilikiti (kirikiti) - cricket
lakapi - rugby
osososo - hopping, jumping jack
pastiketipolo - 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	
tenis - tennis
volipolo - volleyball

457
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

1. Tatou ʻō tatou_____.
   a. kilikiti
   b. lakapi
   c. tenesi
   d. voli
   e. pasketipolo
   f. fe'ausi

2. ʻE lelei lau_____.
   a. voli
   b. poloka
   c. pani
   d. te'a
   e. fa'ase'e

3. ʻE lelei la'u_____.
   a. seti ae le lelei la'u sipaika
   b. kiki ae le lelei la'u tamoe'
   c. togi ae le lelei la'u sago
   d. papi ae le lelei la'u popo
   e. ta ae le lelei la'u talitus'

4. ʻE lele: le polo.
   a. Te'a
   b. Togi mai
   c. Sapo
   d. Piti
   e. Kiki

5. 'Aumai sau_____.
   a. pate (kirikiti)
   b. pate tenesi
   c. polo
   d. 'upega

6. ʻE le 'au lea.
   a. ʻE te le atu 'ai o
   b. Sa/0 le'a faiga'ina
   c. Sa/0 le'a malo
   d. 'Da aasia

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 vologi?

f. E i a'ia sau pate kirikiti?

g. 0 le a le tulaga e o'o i a'ia le tagata pe'a tamo'e masoaoa?

h. O a ni mea e mana'omia 'ina 'ia ta'alotapolo?

i. O a ni mea e mana'omia 'ina 'ia ta'alokiilikiti?

j. O a ni mea e mana'omia 'ina 'ia ta'alosapipolo?

3. Directed Questions

Fesili atu 'i'a Elder/Sister:

a. pe lelei iau toki.

b. pe lelei iau seti.

c. pe lelei iau tamo'e.

d. pe lelei iau te'a.

e. pe lelei iau fa'ase'e.

f. pe poto o ia e ta'alopasiketipolo.

g. pe selagofie o ia.

h. pe lelei iau talitu'a.

i. pe lelei iau pasi.

j. pe lelei iau 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 'i'a Sister/Elder.

d. Fa'i atu 'i'a Elder/Sister ia togi le polo 'i'a Elder/Sister.

e. Fi'i le polo.

f. Togi le polo i le pusa Lapisi.

g. T'a le polo.

h. T'a le polo.

i. Fa'i atu 'i'a Elder/Sister 'i'a kiki le polo.

j. Fa'i atu 'i'a Sister/Elder 'i'a fiji 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.
PERFORMANCE ACTIVITY

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.

[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. 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

'afakasi - part Caucasian
fa'a'u/fa'a'u - to look displeased/to pull a sour face
faitalia - to please oneself, to do as one pleases
faga - land, field
lautilo - fame, to be well known
lito - to be concealed from understanding, be secret
manalu - glory, honor, dignity, majesty, prestige
manogi - scent, smell, to smell (sweetly)
mata tioata - eyeglasses, spectacles

ma'umaga - taro patch, taro garden
miti - dream, to dream
'oil'i - joy, gladness, to rejoice
pa - fence, wall
saga - cruelty, to be cruel or inhuman
sa'i - to sew, to mend, to darn
telese - to be slow (of watch), to go slowly
televase - to go faster, to walk faster
tuali - to chase, to send off, to expell
u - to sting (of insects), to grip
(like a vice) (of pliers, jaw, etc.), to bite on
uea - wire

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 leia or leia) 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:

'o lelei - Now; Now therefore
'o lea - Now; Therefore
'A 'o lelei - But now; But as a matter of fact
'o lea la - Therefore; Then
'o lelei la - So; Therefore
'o lea 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:
Two other expressions, 'o lā e and 'o lāle, are commonly used to introduce clauses where some noun, usually the doer, is an absent third party. That is, 'o lā e and 'o lāle are used at the beginning of sentences where the doer is neither the speaker nor the one spoken to and is not nearby. Lā e is probably an abbreviated form of lāle or le la e. Both lā e and lāle frequently omit the particle 'o, especially in informal speech. When the tense marker e follows lā e, two merge into lā e. As before, the noun referred to by lāle or lā e is often omitted. Study the examples below:

'E te iioa Simi? Lā e 'ua alu i Apia. - Do you know Jim? (He's) gone to Apia.
'O fea Sale ma Lisa? Lāle 'ua o i le lotu. - Where are Charles and Lisa? (They've) gone to church.
'O le a le mea na tupu ia Simi? Lā e na fasi e lona uso. - 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 manua lou tina? '0 lā e manua, fa'afetai. - Is your mother all right? (She's) fine, thanks.
'O lenei, e masafi 'uma le 'asiga. - The whole family is (still) ill.
'O le a lau mea o lo'lo'lo'fai? '0 lea, e fai a'u mea a'oga. - What are you doing? (I'm) doing my homework.

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      'A o lenei      'O lea là
   'O lea       'O lenei là     '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) lā e and ('o) lāle 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 tautaga le mea'ai lea. O lea lea lea ou te le ma'ana'o i ai. - This food is expensive. Therefore, I don't want it.
O lenei fo'i, sa fa'atasai ma i latou le tagata 'ua igas 'ia Kiteona. - Mosae 19:4
- Mosae 19:4
O a mai 'oe? 'O lea o fia moe. - How are you? I'm sleepy.
O lo'o ma'i foane? Leai, 'o lā e 'ua malosi. - Is John (still) sick? No, he's fine.

Mastery Check - Rule
Practice

1. Substitution

      Substitute: 'o lenei, 'o lea la, 'o le lea lea, 'o le lenei la, o lea

   b. Model: 0 fea le mea e alu 'i ai Simi? La e alu i le ma'amaga.
      Substitute: 'o ia, 'oe, Ioane, Elder ______ ma Elder _____, ouluua, 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. 0 le a lau mea e fai nanei?
   b. 0 fea'ofo i ai Elder/Sister ______? (someone not in the room)
   c. 0 le a le mea a lau soa o le'a fai pe'a 'uma le vasaga?
   d. 0 a lua mea sa fai anamafii?
   e. 0 fea Peresitene ______?
   f. 0 fea lou epikopo?
   g. 0 le a lau mea 'o lo'o fai?
   h. 0 fea Elder/Sister ______? (someone not in the room)
   i. 0 le a le mea tou te faja i le aso malolo?
   j. 0 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
               fa'asamalaga - traveling party

   Sikoki e,

   'Ua tautu'u mai lgu tusi. Fa'afetai i le alofa o le Atua o lo'o manua pea 'oe. 0 lo'o fa'pena fofa le 'aiga nei i le fa'atasi mai o le Tama 'o i Lagi.

   Papa lava lo'u fa'anoanoa ina 'ua tana le fela lai i le aso no o malaga ai. 'Ua ou te'ii le taina a So'a 'ua le alu. E le mafai ona galo atu 'oe i si lo'omataua ma ina fanau. 'Ua fa'i mai latou 'ua le toe va'ai 'i se tagata e sili ona 'umi.

   O le'a asiasi mai le tupu tama'ita'i o Peretania i Samoa i le vaiso lea. Ou te sauni ou te alu i Apia i lena aso aua 'o se aso sili i le talafa'asolopito o Samoa ua mafai ai ona asiasi mai se fa'asamalaga manalu fa'apea i totonu o lenei atunu'u.

   O le masina fou ou te malaga ai i Niu Sila i le a'oga. Ma te malaga ma la'u o o Simi. E le samoa le aso e tapena a ia ma mea e sauni atu i le malaga lena.

   Ina manua lava 'oe fa'apea le tou 'aiga 'atoa.

   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.

*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 quarreling 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 i si fo'i lava mea lena 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

COLLOQUIAL PRONOUNS

Generally, the descriptive and emphatic pronouns do not change form in colloquial Samoan, except that the 'i which 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 back 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, 0) 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 leai ge matou ta'avale. - We don't have a car.
'0 fee la tu'ai ata? - Where are our picture books?
Pe i a ni lua tu'ai? - Do you have any books?
E mataga le la tou fale. - 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:

\[
\begin{cases}
  \text{le} \\
  \text{se} \\
  \text{ni} \\
\end{cases}
\] + 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 la'ititi le la ma'umaga. - Their taro patch is small.
'Us gaofa matou mata tioata. - Our eyeglasses have been stolen.
E le'ai se tatou tiv'i. - We don't have a television set.
O le'a avea ma'ua ma faife'autala'i. - We will become missionaries.

Mastery Check - Rule

Practice

1. Double-Slot Substitution

Model: E i ai le latou va'au.
Substitute: \( \Box / \text{va'a}\?
\( \Box / \text{ma'umaga}\?
matou / \( \Box \\
\( \Box / \text{la'au su'isu'i}\?
\( \Box / \text{la'au su'isu'i}? \?
le lua / \text{mea lilo}.
\( \Box / \text{mea lilo}\?
se tou / \text{ma'umaga}?
\( \Box / \text{ma'umaga}.
\( \Box / \text{pa'ama}\?
la / \( \Box \\
\( \Box / \text{pa'ama}?
se ma / \text{fanua}?
\( \Box / \text{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 lelei?" or "O (item) 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 Pa'ia.
b. pe i ai ni 'ofu uiui'i a Elder/Sister _____ ma Elder/Sister _____.
c. pe i ai se ta'avale o le ____ district.
d. pe i ai ni la 'ofu vae mumatu.
e. pe i ai se la potu moe mansia.
f. pe i ai ni la mata tioata.
g. pe i ai se latou pate.
h. pe fiafia latou i le latou galuega.
i. pe telgesea tatou uati.
j. pe saau le latou fiai'oga.
k. pe mafi fa na 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.

brother       sisters       parents
spouse        half-caste friends joyful hearts
eyeglasses    blue ties      red skirts
car           long-sleeved shirt pink socks

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:

Formal       Colloquial
\[ t \] becomes \[ k \]
\[ n \] becomes \[ g \]
\[ r \] becomes \[ l \]

For example, the word \textit{tina} (mother) would be pronounced in colloquial language as though it were
spelled \textit{kiga}. Study the additional examples below:

\begin{tabular}{ll}
Formal & Colloquial \\
Ierusalema & Telusalema \\
Aperila & Apeilia \\
manu & magu \\
talofoa & talafoa \\
teine & keige \\
tagata & kagaka \\
fanua & fagua \\
\end{tabular}

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 \textit{maka} (to boil) and \textit{okaoka}
(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 \textit{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 kīga lele lo'u kaliga — My ear really hurts.
E i ai gi gi gamu i 'igel. — There are a few mosquitoes here.
Makou ke 'usai i le eka'alea a Jesu Keiío. — 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 pronunciation, even though the spelling below represents colloquial pronunciation.

'O Simi 'o se kama Samoa. / 'O le kasi aso ga ia savali ai i le 'auala / e lakalaka age i le pa kele o le kasi fale. / A'o savalivali 'o ia, 'ua ia lagagia le magogi o mea'ai lelei / ma 'ua oso loa loga fia'ai. O lea, / 'ua ia 'a e i luga o le pa ma 'ua va'ai aku / 'ua leai se isi i le fale. / O lea, 'ua ia oso i lalo i le lokoa ma / sa alu aku i le fale ga lagagi ma ai le mea'ai. / 'Ua 'amaka loa ona 'ai Simi i le mea'ai. / 'Ua ka'i Simi iga ua sau se kamaloa Lapo'a ma le mamalu. / 'Ua fefe Simi aua 'ua fa'apapu 'o ia o le'a ika le kamaloa. / Peika', 'ua ga'oga 'aka la kamaloa ma fa'i aku, / "Ta faikalia 'oe ma 'ai so'o se mea lava / a ke maga'o 'i ai." 'Ua fiafia 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 tefave lea tanamoa i lea tanamoa.
   b. Na u le tama e le tamaoa.
   c. 'E te loa su'isui'i?
   d. Tuli le tama 'i le a'oga.
   e. 'Ua lilofia le fanua i le vai.
   f. Na fa'i le miti'a le tamaititi.
   g. Lauiloa lea tanamoa'i.
   h. Ta faiatia lataou.
   i. Na fa'i 'u le tama ina 'ua le loa lana mata tioata.
   j. E mana tele lea tanamoa'i 'afaka'i.

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 fiaina lea tanamoa.
   4. E a le taluutau'a a lea tama?
   5. Na fiafia tela le teine i lona fa'ale matagofia?
   6. Matou te le fa'a ni mea fa'alilolilo.
   7. O Maria 'o se tagata tauta.
   8. O fea le fanua 'e te nifo ai?

REDUCTION IN CONVERSATIONAL SAMOAN

In Samoan, as in English, it is common in colloquial or rapid speech to reduce certain sounds and words. 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 "Di'joo say they mishoo?" and "Did you eat yet?" might come out "Teet 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.
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 ma lea. - That thing is really bad.
'Avatu se vai iau? - Would you like some drinking water? (lit. "Bring some drinking water?")
Fai mai le teine e 'sulelelei 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 fioa 'oe su'isut'i? - Do you know how to sew?
Na tapena simi le fale. - 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 -ana when it follows an auxiliary verb. For example:

E mafaina 'e sau naeai. - Can you come later?
Sau i lo'u fale pe'a 'umana 'e ta'ele. - Come to my house when you finish bathing.
O le a le mea na ala si na ia sau? - Why did he come?
E tatauna fai nei lau galnga. - 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.
Tou te fai? - Do you want to come? (lit. "[Shall] we go?")
Tou te fioa leona 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 le'M' toagafiti 'oe le foma'i.
'Anulelei telele teine!
Ou te alatu i le malae va'alele.
E tatauna 'a ta'ele pe'a umana fai lau galnga.

- The doctor will treat you.
- That girl is really good looking.
- I'm going to the airport.
- You should bathe when you finish your work.

Mastery Check - Rule

Practice

1. Dictation NEW WORD: ona - to be drunk

'O 'ananafi sa 'ou fia alatu i le tifaga, / 'ae sa leai se isi ma te o, 0 lea, / sa ou alatu i le fale pia la e i Apia. / Sa 'ou alu i totonu ma inu ni nau fagu pia. / Touatele teine 'aulelelei sa 'ou va'ala, / Sa ou fai atu i le isi, "Teine! Sau ta eva!" / Fai mai loa le teine "Leaga 'e te ona." / "A'e! E mafaina 'ou savaii!" 0 la'u tali atu lea. / Fai
mastery performance

dictation

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.

1. E mafai ona 'ou tautala fa'a-Samoan.
2. Sa tatale e Simi le faitoto'a o le ta'avele.
3. E 'auilele tele lela teine.
4. Ou te alu atu i le ma'umaga.
5. Tatu 'o le fa'a'alaga!
6. E mafai ona lele leina failea...
7. E la tatau ona 'e fa'a'n'u mai.
8. O lo'o su'i e Sina le 'ofu.

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 e Simi le faitoto'a o le ta'avele.
3. E 'auilele tele lela teine.
4. Ou te alu atu i le ma'umaga.
5. Tatu 'o le fa'a'alaga!
6. E mafai ona lele leina failea...
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 gofogofo i le fale agaga'i / igia 'ua ò mai a'u uo o Ioage ma Pi'il. / Fai mai le vaega lea, "Sau kau ke kifaga." / Ua ou fai alu, "Se, 'ua moku lau kama." / Fai mai loa le 'au igoa, / "Fai 'ia Sale e 'aumai se ka kupe." / Ua ou fai alu loa, "Fai 'oulua 'i ai," / 'O 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 Sale, / 'se sa leai lava ma se Sale. / Ga'o lona uso lava sa i ai. / O lea 'ua ou festil alu / pu'o fea 'o i ai le aii'. / Mai mai loga uso / "La e 'ua alaku 'i Apia e aiasai 'i le makou 'iga." / O lea 'ua makou gogo se kupe mai le uso o Sale / 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 Samoan. 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: faaame'i - flippercrotch

'Ua 'ese lava le misiona talu ona e alu 'ese. E faigaiga lava le galuega 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 mafai ona 'ou tailetonu 'i ai. Sa fai mai Su'a, sa nunca fa'aiata faite'au talai ma le peresitene o le paramesi. Peita'i, na misa le 'au faite'au na ma le peresitene. 'Ua tutuli e le peresitene faite'au ma longa fale. Sa fa'a'aogae e le peresitene le faa me'me'i fo'i lea e fa'a'aogae i le faihalu. E leai a ni falea'i tau i le tati leina. O lo'u manatu, e tataou ona i ai se peresitene fou i lena nu'u. Atonou te 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 ai le matou ta'avale.
Missionary 2: E i ai le latou ta'avale ma e i ai le matou pusa aisa.
Missionary 3: E i ai le latou ta'avale ma le latou pusa aisa ma e i ai le matou ...
   a'ei!
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.

DIALOGUE

'aiga: Susu mai a lua susuga a alii'i faite'aou, se'i sai se maloloa.
Elder Sikoki: 'Da tautola te atu, vae atu le pa'la ma le mamalu o le saota i lau afioga ma le fafaetau mai le 'aiga alii': H mamao le moe mo te fa'amame se'i a. O lea e tatau omo fa'asumu pea si a ma'us malaga.
'aiga: Lua te la malolo mai fa?
Elder Sikoki: Fa'afetai lava; o la'a ma sosola i leia pitonu.'

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)

falala - to lean

ele lalo - to meet with someone, to encounter

gao ga - to be empty, deserted

lomi - (honorific reference to work and trouble of preparing and serving a meal)
mā'au - (honorific reference to work and trouble of preparing and serving a meal)

mā lalo tano - (honorific, things cooked the previous day and eaten cold the next morning)
mama - to chew, bolus of chewed food (honorific)

manu - while

milosia - work of preparing food for guests (honorific)
mua'a - to be green (of grass or leaves), to be immature, to be unripe

nati/natini - to hurry (to get something)/to hasten

no'o'onia - (honorific reference to work and trouble of preparing food)
sala - offense, fault

seu - to steer (a car, boat, etc.), to stir, to mix, to interrupt a speech
tautua - to serve a chief (of untitled men and other dependents), service, servant

teuteu - to prepare (esp. of food) (honorific), to decorate

va'ale - 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:

Susu ma se'i malolo a lua susuga.
E le malolo ma a lua susuga?
Susu ma a lua susuga a ali'i fai se'au,
Se'i fai se maloloa.
Susu ma a lua susuga, se'i mapu ma', ona fa'aauau ai lea o le malaga.

- Come in and rest your (2) your honors.
- Won't you rest a while, your (2) 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 susu ma'i 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 that 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. Pa'a'afetai lava, o le'a talia le fa'a'alalo.
2. 'Ua autisma ________.
   a. tu atu
   b. atu i le tulaga va'ale
   c. atu i le sala
   d. fale atu
3. Vaas atu le pa'ia ma le mamalu o le ______ ma le 'aiga ali'i.
   a. maota i lau afoaga ma le falefale
   b. laoa i lau tofa a le fai'afa ma le tausi
   c. maota i lau susuga ma le falefale

1. Thank you, (we) will accept the invitation.
2. (Excuse me for) speaking ________.
   a. (while) standing
   b. (from) this unpleasant position
   c. (from) this offensive position
   d. (from) inside the house
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
4. Fa'afetasi tele le fa'aaloalo i a. lau epi le fa'ale'ataua
   b. Lau tofa ma le tausé
   c. Lau suuga ma le fa'ale'ataua
d. Lau suuga a le ali'i epi konu / peresite ma le paranesti, fa'a'apea
   fo'i le fa'ale'ataua

4. Thanks for the invitation, and assembled family.
a. your lordship, your wife
b. your highness (the Orator), your wife
c. your honor, your wife
d. your honor the bishop/president of the branch, as well as your wife

5. E tatau ona tu'utu'u losi nei fagamalaga.
a. This traveling party must depart.
b. Se'i ma o ane 'i'īlila, manu e le'i vevea tele le lā.
c. The place we're heading for is far. Therefore, we must continue our journey.
d. 'Un ma'e'a la ma tausiga i leni'i taeao.

5. a. Let us go over there while the sun is not too hot.
b. E manao le mea ma te fa'amoe'moe 'i a'ii. O le'a, e tatau ona fa'a'auau pe'a si a ma'us malaga.
c. O le'a na mae'a la ma tausiga i leni'i taeao.
d. We have finished our morning meal.

6. Alo ia i le ; O le'a fa'a'auau a. mau o le taeao
   b. galaega o le aso
c. galaega ma funa'uga o le aso
d. taliga o le sua

6. Go ahead with the ; (We) will continue (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'afetasi lava a. le fa'a'aloalo. E fa'anatinati
   fo'i la ma savaii

8. Thank you a. for your courtesy. We (must) hasten our walk
   b. . We'll be leaving for that part of the village

   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 tatau fa'a'apea o lo'o o'u tū i fafo 'ae o lo'o 'e nofo i totonu o le fale. O le a sau tala e fai a'o le'ai 'amata ona ta talanoa?
b. Se'i o tatau fa'a'apea o lo'o 'e tū i le 'auula a'o a'u o lo'o i le fale. O le a sau tala e fai 'ae le'i 'amata ona ta talanoa?
c. O le a sau tala e fai atu i le ali'i ma lona 'aiga pe'a'afai 'ua vala'a'ui 'oe e fai le mea taumafa?
d. O le a sa tala 'e te fai atu i le tūlā'ale'a ma lona 'aiga 'ina ia fa'a'ai atu le fa'aaloalo ia te ia?
e. O le a se tala lelei e mafai ona 'e fa'a pē'afai 'e te le fia talli le vala'a'ui e fai le mea taumafa?
f. O le a sau mea e fai atu i le 'aiga pe'a'afai o lo'o fai le latou mea taumafa i le taimi e vala'a'ui mai a'i?
g. Se'i o tatau 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 fai mai ia te a'u 'ae le'i 'amata ona ta talanoa?
h. O le a sau tala e fai atu 'ina ia fa'amamalu ai le fale o le tūlā'ale'a?
i. Se'i o tatau fa'a'apea 'ua vala'a'ui 'oulua ma lau soa e fai le mea taumafa fa'atasiti me le lisi 'aiga. O le a sau tala e fai atu 'aiga pe'a'afai 'e te fia taumafa?
j. O le a se tala e fai atu 'ina ia fa'a'ai atu le mea lua te fia fai?

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 Tūlā'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 Tūlā'ale'a (Family is Eating) - You Refuse
Invitation to Eat from a Tūlā'ale'a (Family is Not Eating) - You Refuse
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. Pa'afetai le fa'aaloalo, mālo fo'ī le teiteu.

2. Ma te fia tu'uina atu le fa'afetai tele e tusa ma le taumafata 'ua saunia mo 'i ma'uga.
   a. 'ia te te'oe le tama o le 'aiga ma le tina, 'aemaise le 'au aiga
   b. i_lau aifoia ma le faletua ma le 'aiga a'i
   c. i lau tofa a le failauga ma le tauli ma le nofo a alo
   d. i_lau susuga ma le faletua ma le 'aiga a'i

3. Fa'afetai lave ____________.
   a. le ma'au ma le milosia
   b. le no'ono'oaia ma le afu pisia
   c. le fa'aaloalo ma le teuteu
   d. lo oulua/lo outou aofa 'ia 'i ma'ua

4. Mālo le ____________.
   a. te'teute
   b. gāsese
   c. 'au tautua

5. 'O le'a fo'i lenei faiga'alaga ____________ i le fa'aaloalo.
   a. ma le va'a 'ua goto
   b. ma le mama 'ua lomi
   c. ma le va'a 'ua goto ma le mama 'ua lomi

6. 'Ina liligi atu e le Atua fa'amauiniaga 'ia te 'oulua/outou ____________.
   a. e tusa ma mea taumafia 'ua saunia
   b. 'ona 'o lo oulu/a lo 'outou alofa ma i 'ia 'i ma'ua
   c. ma toe fo'i mea na fa'agaogaoina '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'afetasi lea; 
   a. soifua ma 'ia manuia
   b. 'ia manuia le tatou aso
   c. 'ia manuia

7. 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 muamua 'e te fai atu pe'a māa'a lau taumafataga?
   b. 0 le a sau 'upu e fai atu 'ina 'ia fa'aalii atu lou fiafia i le mea'ai?
   c. 0 le a sau 'upu e fai atu 'ina 'ia fa'aaalii atu 'ua lalaelet 'oulaua?
   d. 0 le a sau 'upu e fai atu 'ina 'ia fa'amunuaina le 'āiga?
   e. 0 le a sau 'upu e fai atu 'ina 'ia fa'aalii atu lou fiafia i le galuega 'ua faia e le 'āiga?
   f. 0 le a sau 'upu e fai atu e fa'aiu aì lau fa'afetasi?

3. Please close your books. Teacher: Have the missionaries arrange their desks in groups of
devy (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
honorable 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. 'Ia malu 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. 'Ua mu'a le vao i lenei itū. "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 lefoni 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. 'Ua matua mai vao le malaga nei. "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 Samo's food. This expressions conveys the thought that the speakers have already eaten
   and is used as an excuse to turn down invitations to eat.

5. 'Ua sau le tamaloa mai Lepa. "The man from Lepa has come."
   One of the chieftain titles in the village of Lepa is Fia'ai, which means "hunger." Therefore,
   to say that the man from Lepa has come is a figurative way of saying that one is hungry.
6. 'Ua tatou fetaia' i magāfetau soifu. "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 promised 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 fue 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 seu 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. O le ʻā sau 'upu e fai atu pe'a'afai 'us fai mai le matai 'us leaga le mea'ai 'us na avatua 'ia te 'ouluia?
b. O le ʻā sau 'upu e fai atu pe'a'afai 'e te fia'ai?
c. O le ʻā sau 'upu e fai atu pe'a'afai 'e te fia fa'ali'i atu le poga o le lua tala'iga?
d. O le ʻā sau 'upu e fai atu pe'a'afai 'us vala'auina 'oe e fai le mea'ai, 'a 'us 'uma ona e 'ai?'
e. O le ʻā sau 'upu e fai atu pe'a oʻo mai le taimi lug te ʻo eee ai?
f. O le ʻā sau 'upu e fai atu i le taimi e fai ai le lauga fa'afetai?
g. O le ʻā sau 'upu e fai atu i le matai pe'a'afai 'e te fia fa'ali'i atu lou lē agava'a e tautala atua te ia?
h. O le ʻā sau 'upu e fai atu pe'a'afai 'e te fia fa'ali'i 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. O lo'g i a i se . . . i ttonu o 'i tatou ta'ito'atasi.
   a. mae'a
   b. pegi
   c. agaga
   d. ma'gi
   e. sau

2. Fa'amolemole, . . . ane a 'outou tusi i le itu'au e lua.
   a. ta'ape
   b. fa'atulaga
   c. su'i
   d. miti
   e. su'e

3. Na la 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 la.
   a. ta'ape
   b. pele
   c. 'aufaipese
   d. fa'afou
   e. pupula

5. Ou te fiafia i la'u soa; e lelei lo ma . . .
   a. u
   b. su'e
   c. pele
   d. va
   e. seu

6. E . . . le vasega i le ta 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. taofii
   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. tuii
   e. miti

9. Na fa'sapotopoto le tamā ma le tinā fa'atasi ma le le fanau 'ina ia faia le . . .
   a. 'Au Alofa
   b. lotu perisitua
   c. konafesi o le uarota
   d. fa'afii fa'ale'aiga
   e. a'oga sa
10. E na'o tamaloloa e 'ausi i le ....
a. 'Au Alofa
b. lotu perisitua
c. konafesi o le warota
d. afiafa fa'ale'aiga
e. a'oga sa

11. E na'o fafine e 'auai i le ....
a. 'Au Alofa
b. lotu perisitua
c. konafesi o le warota
d. afiafa 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'aleUelefia
c. perisitua Mekisateko
d. lotu molimau
e. a'oga pese

13. E masani ona fa'amataia atu e tagata o latou talitonuga i le ....
a. konafesi o le siteki
b. Galuega Fa'aleUelefia
c. perisitua Mekisateko
d. lotu molimau
e. a'oga pese

14. E masani ona maua e alii talavou le ....
a. lotu fa'amatanuga
b. Uelefia
c. perisitua fa'agrona
d. afiafa fa'ale'aiga
e. a'oga sa

15. E lefataou ona 's'ai tagata amioleaga 'i le ....
a. perisitua fa'aMekisateko
b. fa'amatanuga
c. lotu 'Au 'Alofa
d. Uelefia
e. taofì

16. Ou te fia iloa le ... o le lesona 'ae ou te le'i alu i lena vasesa.
a. oso
b. mulmul

c. pa'ì
d. 'autu
e. ufi

17. Sole! Sulu lou 'ie! E ... lou telefua.
a. ufi
b. sogi

c. 'gutu
d. fa'a

e. mataga

18. E tatou ona tatou ... 'i fa'acoosoga.
a. te'ete'
b. taleni
c. lagolago
d. oso
e. lata

19. E ... tele le sami i lenei aso.
a. pelu
b. solo
c. galu
d. fa'a

e. pele

479
20. Sa savali ... le *tama* i totonu o le fale a' o fa'atali 'o ia ' i lona uso.
   a. solo
   b. lata
   c. oso
   d. ufi
   e. eva

21. E *le* mafai ons 'ou ... fa'a-Samoa leni lauga.
   a. *masani*
   b. toleni
   c. ma'ai
   d. fa'asou
   e. fa'aliliu

22. Na ... le faife'au Mamona ma le faife'au Metotisi.
   a. galu
   b. finau
   c. sogi
   d. solo
   e. 'autu

23. E tutu'a *le* tama 'ons 'o lana ... so'o.
   a. toleni
   b. tete'e
   c. fa'asou
   d. fa'aliliu
   e. pa'i

24. E ... tele le *naifi* lea.
   a. galu
   b. pa'i
   c. ma'ai
   d. ufi
   e. masini

25. E tele atu ... o le 'au lea.
   a. se'e
   b. sela
   c. popo
   d. pani
   e. 'ai

26. ... le pasiketipolo!
   a. *Popo*
   b. 'Upega
   c. Pani
   d. *Pate*
   e. Fa'a'ina

27. Na tamo'e Simi se'ia o'o ina ... 'o ia.
   a. seti
   b. te'a
   c. togi
   d. sela
   e. se'e

28. Ou te fia ta'alol volipolo, 'ae e leaga la'u ....
   a. pate
   b. *kiki*
   c. seti
   d. se'e
   e. popo

29. E *masani* ons 'ou fai ma ... i le ta'aloga o le pesipolo.
   a. fa'a'ina
   b. sipaika
   c. talitua'a
   d. 'upega
   e. poloka
30. 'Aumai sau... pe'ā tatou ʻi le ta'aloa o le pesípolo.
   a. faia'ina
   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'a autala'i.
   a. fua
   b. te'a
   c. malo
   d. popo
   e. sapo

33. 'O le sīpāka 'o se mea e fai i le ta'aloa o le...
   a. pea'pe'a
   b. pesípolo
   c. volipolo
   d. kilikiti
   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'amalosí tino

35. E fa'aasagā le pate i le pesípolo, le tenisi, ma le...
   a. lakapi
   b. kirikiti
   c. pe'ape'a
   d. ousu'aga
   e. volipolo

36. 'O lo'u tamā o le Samoa, a'o lo'u tīnā 'o le palagi. O a'u o le...
   a. 'oili'oli
   b. manogi
   c. 'afakasi
   d. ma'umaga
   e. uae

37. Na 'ou guai i le fono 'ona 'ua... la'u uati.
   a. saua
   b. mamalu
   c. 'afakasi
   d. manogi
   e. telese

38. Na fai 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. uae
   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. telese  
  c. iilo  
  d. pa  
  e. u

42. Na . . . 'o ia ina 'ua 'otegia.  
a. 'oli'oli  
  b. fa'a'au'au  
  c. 'afakasi  
  d. mata tioata  
  e. fetaia'i

43. Na ia fa'atau mai le . . . 'ina 'ia fai le la'ai fa'alologologo.  
a. u  
  b. mamalu  
  c. saua  
  d. eva  
  e. uaes

44. Ou te fia ilos le pogsai 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 'auala.  
a. no'ono'oia  
  b. sala  
  c. milosia  
  d. fetaia'i  
  e. gogao

46. E . . . le potu vasega 'ona 'ua o au faife'au i le fale'aiga.  
a. natinati  
  b. 'afu pisia  
  c. gogao  
  d. mama  
  e. manu

47. . . . le va'a i le itu 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 . . . ai lenei tusi?  
a. mu'a  
  b. lomi  
  c. vale  
  d. manu  
  e. mama

50. E tatau ona . . . la ta galuega; e vave le taimi.  
a. natinati  
  b. no'ono'oia  
  c. 'afu pisia  
  d. tauteu  
  e. teuteu
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
- Reduplication
- 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 i le Aso Sa. / A'o savalivali 'o ia, ga la feiloa'i ma laga uo o Junior. / 'Aa fai aku Junior 'ia Simi, '"A fa'afeea ali'i?" / 'Usi kai Simi, "Oa ka alaku / i le kogafeasi o le makou uarota la e fai. / 'O a'u o le fais'oga i le a'oga sa." / 'Usi fesili aku Junior, "O le a' e kaimi e ku'ua ai le loku?" / 'Usi kai Simi, "Usi ku'ua i le loku." / 'Usi fai aku loa Junior, "Ia, 'a 'uma loa le loku, / ka o, ka fe'ausit." Fai mai loa Simi, / "E le mafai. 'Uma loa le a'oga sa, / fai loa ma le makou loku perisikua. / 'Usi fai aku Junior, "Se, e sele a sauniga a le kou ekaesia. / E le malo mai, se'ai fai se mess'ai i lo'u fale?" / 'Usi fai mai Simi, "Fa'afakai lava le fa'aaloalo, / 'a 'us mae'a la'a kuusiga i lemae akeao. / E mamo fo'i le mae ou ke fa'amemoa 'i ai. / 0 lea e kaua ou fa'aaauau pea si a'u malaga." / 'Usi fai aku Junior, "Ia, kofa soifua." / 'Usi 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 faia la tatou tatalo 'amata.
   a. 'A mavae ona
   b. Ina 'ua 'uma
   c. 'A mae'a
   d. 'A fa'a'i'u ona
   e. Ina 'ua mavae

2. Na . . . i tua o le fae'a'oga.
   a. fetua'i
   b. tytugofie
   c. tu -
   d. tutu -
   e. fa'aletu

3. Sa . . . e le tama le tamaititi 'ia faia lana mea a'oga.
   a. malolosia
   b. maloimalosia
   c. malosimoesia
   d. fa'amalosia
   e. fa'asoloa

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'asoloa

483
5. Ou te le fai se mea; na'ona 'ou . . . i lenei fale ma fai tau tusi.
   a. nofo
   b. nofo
   c. nofonofo
   d. fa'anofo
   e. nofo e

6. Na poloa'i jina e le Atua Atamu ma Eva 'ia . . .
   a. fa'anaufanau
   b. fa'anaufanau
   c. fa'anau
   d. fa'anaufanau
   e. fa'anaufanau

7. O lo'o . . . Simi i lana 'api.
   a. tusi
   b. tusi
   c. tusitusi
   d. tusitusi
   e. tusitusi

8. Na ma'ou . . . ma le 'au ali'i lae.
   a. tagfaofao
   b. tatafao
   c. tagfaofao
   d. tagfaofao
   e. tagfaofao

9. Na . . . e le tamalu lona atali'i.
   a. fa'amanuia
   b. fa'alemanuia
   c. 'au manuia
   d. manuia e
   e. manuigofie

10. . . . ! Sau i 'I!
    a. fa'asimi
    b. Simigata
    c. Simi e
    d. 'Au Simi
    e. Fa'alesimi

11. E mafi ona 'ou savali 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'a'afa'ai
    b. fa'alefa'i
    c. 'aufa'i
    d. fa'igofie
    e. fa'ifa'i

13. Sa lesi ni tusi fa'a-Samo a i le fale'oloa. E . . . lava na tusi.
    a. fa'aau'e
    b. 'ausu'e
    c. su'egofie
    d. su'ega'ta
    e. fesu'ea'i

    a. fa'aalofa
    b. fa'alealofa
    c. fealofami
    d. alofalofa
    e. alofa e
15. Se'ī faia la tātou afaiai . . .
   a. fa'ale'aiga
   b. 'gu'aiga
   c. 'agagaga
   d. 'agagofie
   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
d. ia te ia lava
e. e ia lava ia

   a. 'Io
   b. 'Oi
   c. 'Te
   d. 'O ia
e. 'O ia a'u

19. Alu . . .
   a. ma le 'atoa fo'ī
   b. ma le 'atoa
c. 'atoa lava
d. lava fo'ī
e. 'atoa ma le lava

20. O le'ī . . . le faife'au.
   a. lē taunu'u pine
   b. taunu'u le pine 'ae
c. lē taunu'u 'ae pine
d. la pine 'ae taunu'u
e. pine 'ae lē taunu'u

21. E 'ese le mataga a lau amio! . . .!
   a. Ma'afoa 'ae fafo
   b. Fafa ma le ma'afoa
c. Fafa ma la ma fafoga
d. Fafo ma le fala ma'a
e. Fafo ma le ma'afoa

22. O le'ī ou . . . 'i la'u tusi.
   a. faitau e tago
   b. tago faitau
c. faitau 'i tago
d. tago 'i faitau
e. tago e faitau

23. "O e mai 'oe?" " . . e manuia, fa'safetai."
   a. 'O le mea lea a'i
   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 lenei e
   b. 'O lea e
c. 'O lea e
d. 'A' o lenei e
e. La e
25. 'Us ma'ī . . . tina.
   a. la latou
   b. latou
   c. le latou
   d. nī latou
   e. o latou

   a. a'u
   b. o'u
   c. le la'u
   d. nī lo'u
   e. la'u

27. 'Us tautala . . . .
   a. ma le pa'īa o le laoa
   b. atu i le fa'anatini o le ma maota
   c. atu i le sala
   d. ma le vae atu i le maota o lau tōrā
   e. mai le faigamalaga tu'utu'u

28. Malo le . . . .
   a. va'a 'ua lomī
   b. mama 'ua goto
   c. milosia 'ua gaogaoina
   d. 'au tautua
   e. mā'au 'ua soifu

29. 'Us . . . le malaga nei.
   a. mu'a matua mai
   b. malū le vao
   c. tasi 'ae fetaia'i
   d. mu'a le vai
   e. matua mai vao

30. 'Us tautou fetaia'i . . .
   a. 'ae falaia ona 'o le matagi
   b. ina 'ua agu lo ma va'g
   c. ma le tagaloa mai Lepa
   d. i le magafetau soifu
   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 those 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.
NEW WORDS: siva
- dance, to dance
tulī
- to chase
tusia vala’aulia
- invitation

'Ua Alu Puta 'i le 'Aiga*

I se tasi aso manatu, sa tā'oto le ali'i 'o Puta i ta'afatāfo o le sefe ma 'āamata ona moe. Sa galo 'īa 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'ia 'o ia i le pisa age o nisi tagata i luma o lo latou fale. Na nofo a'e le ali'i i luga ma 'ua ia va'aina ni tama 'o o ane ma_o latou lawalava mama. Na vave ona manatusa e Puta e fai i le aso lea le a fa'aipoipoga. 'Ua tu loa i luga ma 'ua fai loa ona lawalava lelei.

Sa iloa lelei lava e Puta e leai sona tusi vala’aulia, peita'i sa le popole 'i ai 'ona 'o lona fis'ai te'ale. 'Ua savalivali atu nei le ali'i i le fale olo'o fai mai ai le le a le fa'aipoipoga. Na o'atu loa le 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 i le 'aiga. Na tutu 'uma i luga le 'aauvala'aulia ma savalivali atu i fa'afo. Sa tula'i fo'i Puta. Na o'atu tagata i tatonu o le fale e fai ai le mea'ai ma sa monofo i lalo ma 'amata loa le 'aiga. Sa fiafia tele Puta i le tele o mea'ai sa i ona luma. Sa ia fa'atonu atu i se tamaitiiti 'ina 'ia avane lana 'ato mea'ai ma ia. Sa le'i pene ona leai 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 mamao ma le fale o le 'aiga, sa ia nofo i lalo o le nui, 'amata loa lana 'aiga. E le'i leva ona 'ai le ali'i 'ae manatau e le'i tufaina le keke o le fa'aipoipoga. Na ia uufui lelei lana 'aigo mea'ai 'ae tamo'e atu aga'i i le fale o lo'o fai ai le 'aiga. Peita'i, sa tusi Puta aus 'ua 'uma ona fa'asoa le keke. 'O lea na toe fo'i loa Puta e va'ai lana 'ato mea'ai o lo'o uufui i lalo o le nui.

A'o savalivali atu le ali'i aga'i i ga'uta, sa ia lagona mamao 'o pisa mai ni maile. Paga le faiga o le mea 'ua va'aina nei e Puta? Na ia alu atu e tulī 'esse maile, peita'i 'ua 'uma ona 'aina e maile mea'ai 'uma sa i ai i liga ato. Na fai atu Puta, "Alu! Alu! Alu!" Na ia 'amata loa ona sasa e maile, peita'i sa u lona vae e le tasi maile, ma sa tiga te'ale.

Ina 'ua fo'i atu si ali'i i laga fale, sa ia lagona lava le leaga ona ana mea sa fai. Sa ia iloa lelei lava 'ua tale nei tiga 'ua o'o i a i a e 'ona 'o lona mana'oi mea'ai, 'ae le gata i lea, e le'i vala’aulia lava ia 'a 'ua alu pea 'i le 'aiga.

Comprehension Questions
1. Sa vala'aulina Puta i le fa'aipoipoga? Pe fa'apefa ona ia manatu 'ua i ai se fa'aipoipoga i le nu'u 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'aipoipoga?
4. O le a le mea a Puta na fai ina 'ua 'amata 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'_ai Puta 'i ni mea'ai mai le fa'aipoipoga? Aisea?
7. O le a le mea 'ua ala ai ona tiga le vae o Puta?
8. Fa'amata o le'a toe fai e Puta se mea fa'apea? 'Aisea?
9. I lou lava manatu, 'o se tagata leaga Puta? 'Aisea?

*This story was adapted from "Ua Alu Puta i la 'Aiga" by Maligi Evile in Tusitala Vasega Tetele 1965 Samoa i Sisifo (Western Samoa, 1965).
EXTRA MILE
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:

\[ 'o \quad + \quad \textit{NP} \quad + \quad \textit{NP} \]

\[ 'o \quad \textit{se tusi lelei} \quad \textit{lenei tusi} \]
\[ a \quad \text{book} \quad \text{good} \quad \text{this} \quad \text{book} \quad (= \quad \text{This book is a good book.}) \]

\[ 'o \quad \textit{se faife'au} \quad \textit{lensa tama} \]
\[ a \quad \text{missionary} \quad \text{that} \quad \text{boy} \quad (= \quad \text{That boy is a missionary.}) \]

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.

\[ 'o \quad + \quad \textit{NP} \quad + \quad 'o \quad + \quad \textit{NP} \]

\[ 'o \quad \textit{lenei tusi} \quad 'o \quad \textit{se tusi lelei}. \]
\[ this \quad \text{book} \quad \text{a} \quad \text{good} \quad \text{book} \quad (= \quad \text{This book is a good book.}) \]

\[ 'o \quad \textit{lensa tama} \quad 'o \quad \textit{se faifes'u} \]
\[ that \quad \text{boy} \quad \text{a} \quad \text{missionary} \quad (= \quad \text{That boy is a missionary.}) \]

Other examples:

\[ 'o \quad 'i \quad \textit{la'ua} \quad 'o \quad ni \quad \textit{faia'oga}. \quad - \quad \text{They (2) are teachers} \]

\[ 'o \quad \textit{lensa} \quad \text{teine} \quad 'o \quad \textit{se} \quad \textit{teine lelei}. \quad - \quad \text{That girl is a good girl.} \]

\[ 'o \quad \textit{lo'u} \quad \textit{iga'a} \quad 'o \quad \textit{Makerita}. \quad - \quad \text{My name is Margaret.} \]

\[ 'o \quad a'u \quad 'o \quad \textit{Sikoki}. \quad - \quad \text{I am Scott.} \]
INSTRUCTIONAL PROGRAMME

UNIT TWO

LESSON THREE

GRAMMAR

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>Verb</th>
<th>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'afофogs*</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>silasila*</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, usitusita'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 tamāloa ia alu i le fale. - The woman implored the man to go in the house.

'O la'a usita'i le teine 'i le fa'amoga. - The girl will obey the teacher.

Sa 'ino'ino lona tagata 'i faifē'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 mua e Simi se tui mai i'a Sala. - Jim got a letter from Sara.
'O te sau mai Samoa. - I came from Samoa.
'O le'a mua e 'oe se mea alofa mai ia te a'u. - You will receive a gift from me.

TRANSLATION & 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>English</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>fa'atu</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 ia le lesona. - He studied the lesson.
'O le'a pese e Simi 'i le pese. - Jim will sing the song.
'O lo'o fa'atu e Mele le tui. - Mary is reading the book.
Sa inu e Maria le koko. - Maria drank the cocoa.

Intransitive

'O lo'o 'ai e 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 the song.
'O lo'o fa'atu Mele 'i le tui. - Mary is reading in the book.
Sa inu Maria 'i le koko. - Maria drank the cocoa.
Sa fa'ina 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.
   a. tasi le
   b. lua
   c. luasefulu

2. 'Ua ___ minute 'i le lua.
   a. tasi le
   b. tolu
   c. sefulu

   Examples:

   'Ua toe lima minute ona tā lea 'o le ono. - It is five minutes before six.
   'Ua sefulu minute 'i le iva. - It's ten minutes to nine.
PRAYER - ADDITIONAL PHRASES

1. Le Atua e, le Tamā Fa'avevave

2. Matou (‘Ou, Ma) te fa'afetai i lau afio mo (‘ona 'o) ______.
   a. lelei aso matagofie
   b. le perisitua
   c. nei mea taumafa (‘ua laulauina 'i o matou [o ma’ua] lums)
   d. lelei sauniga lelei
   e. o matou (o ma’ua) ‘aiga

3. (Matou ['Ou, Ma) te ole atu i lau Afio ia) fa’amanaia (fesoasoani) mai 'iā 'i matou ('iā 'i ma’ua, 'ia te s'ua) 'ina ia ______.
   a. maua se malologa lelei i leisi po
   b. maua le tino malosi

4. Fa'amanaia mai nei mea taumafa 'ina 'ia maua e 'i matou ('i ma’ua) le tino malosi ma le tino maloloina.

5. Fesoasoani (Fa'amanaia) atu (fo‘i) ______.
   a. ‘i o matou (o ma’ua, lo’u) ‘aiga, ou ma e maanai a
   b. ‘i faife’au o lo’o tala’ina lau talalelei i le laloilagi
   c. ‘i gā ‘i latou ‘o o na saunia nei mea taumafa
   d. ‘iā Elder (Sister, Brother) __________ 'ina 'ia maua le tino malosi
   e. ‘iā Elder (Sister, Brother) __________ 'ina 'ia maua le fiafia

6. 'Auna atu lou Agaga Pa’ia e fa'atasi ma ______.
   a. faife’au uma i Samoa (le laloilagi)
   b. Peresitene ______ ma ona fesoasoani

7. ______ i le suafa o Iesu Keriso: ‘Amene.
   a. ______
   b. ‘O la matou talosaga (tatalo) lea
   c. ‘O nei mea ‘uma matou te fa'afetai 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
<table>
<thead>
<tr>
<th>Tools</th>
<th>vocab builder - foods, utensils, and cooking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Protein</strong></td>
<td><strong>Vai inu</strong> - (1) drinking water</td>
</tr>
<tr>
<td>malie</td>
<td>vai tipolo - lemonade</td>
</tr>
<tr>
<td>laumei</td>
<td></td>
</tr>
<tr>
<td>fua laumei</td>
<td></td>
</tr>
<tr>
<td>pilitali</td>
<td></td>
</tr>
<tr>
<td>eleni</td>
<td></td>
</tr>
<tr>
<td>ota</td>
<td></td>
</tr>
<tr>
<td>pusig</td>
<td></td>
</tr>
<tr>
<td>f'e</td>
<td></td>
</tr>
<tr>
<td>ula</td>
<td></td>
</tr>
<tr>
<td>sisig</td>
<td></td>
</tr>
<tr>
<td>lupe</td>
<td></td>
</tr>
<tr>
<td>pe'a</td>
<td></td>
</tr>
<tr>
<td>pisupol</td>
<td></td>
</tr>
<tr>
<td><strong>Fruit ( fu'a)u)</strong></td>
<td>**'a'pu</td>
</tr>
<tr>
<td>fa'i pula</td>
<td>- ripe banana(s)</td>
</tr>
<tr>
<td>ku'a'va</td>
<td>- guava</td>
</tr>
<tr>
<td>mago</td>
<td>- mango</td>
</tr>
<tr>
<td>tipolo</td>
<td>- lemon, lime</td>
</tr>
<tr>
<td>vi</td>
<td>- Otaheite apple</td>
</tr>
<tr>
<td><strong>Carbohydrates &amp; Grains</strong></td>
<td><strong>Falaas/ Falaas mats</strong> - flour</td>
</tr>
<tr>
<td>mani</td>
<td>- crackers, biscuits</td>
</tr>
<tr>
<td>panipopo</td>
<td>- bun</td>
</tr>
<tr>
<td>sala</td>
<td>- wheat</td>
</tr>
<tr>
<td>ta'amu</td>
<td>- giant taro</td>
</tr>
<tr>
<td>talo</td>
<td>- taro</td>
</tr>
<tr>
<td>ufi</td>
<td>- yam</td>
</tr>
<tr>
<td>'umuala</td>
<td>- sweet potato</td>
</tr>
<tr>
<td>'ulu</td>
<td>- breadfruit</td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
<td><strong>Malase</strong> - excessively sweet</td>
</tr>
<tr>
<td>mala</td>
<td>- brackish</td>
</tr>
<tr>
<td>sua lua</td>
<td>- delicious</td>
</tr>
<tr>
<td>ma'ona</td>
<td>- sour, bitter</td>
</tr>
<tr>
<td><strong>Utensils</strong></td>
<td>**Ipup</td>
</tr>
<tr>
<td>Ipup fai 'au</td>
<td>- tea cup (that is, one with a handle)</td>
</tr>
<tr>
<td>Ipup</td>
<td>- glass</td>
</tr>
<tr>
<td>Mamalama</td>
<td>- glass</td>
</tr>
<tr>
<td>Ipup tioata</td>
<td>- glass</td>
</tr>
<tr>
<td>Naiffi</td>
<td>- knife</td>
</tr>
<tr>
<td>Pelu, sapelu,</td>
<td>- bush knife</td>
</tr>
<tr>
<td>Sasa</td>
<td>- saucer</td>
</tr>
<tr>
<td>sipuni</td>
<td>- spoon</td>
</tr>
<tr>
<td>Tui</td>
<td>- fork</td>
</tr>
<tr>
<td>Ipup</td>
<td>- plate</td>
</tr>
<tr>
<td>Mafolafola</td>
<td>-</td>
</tr>
<tr>
<td><strong>Condiments &amp; Sauces</strong></td>
<td><strong>Pe'pe'a</strong> - undiluted coconut cream</td>
</tr>
<tr>
<td>Miti</td>
<td>- coconut cream mixed with water and salt</td>
</tr>
<tr>
<td>Miti apiani</td>
<td>- miti with onions</td>
</tr>
<tr>
<td>Miti tipolo</td>
<td>- miti with lemon or lime juice</td>
</tr>
<tr>
<td><strong>Vegetables</strong></td>
<td><strong>Anani</strong> - onion</td>
</tr>
<tr>
<td>Karati</td>
<td>- carrot</td>
</tr>
<tr>
<td>Kaloti</td>
<td>-</td>
</tr>
<tr>
<td><strong>Drinks</strong></td>
<td><strong>Fagu inu /</strong> - bottled soft drink</td>
</tr>
<tr>
<td>Fagu suamalie</td>
<td>-</td>
</tr>
<tr>
<td>Kofe</td>
<td>- coffee</td>
</tr>
<tr>
<td>Koko samoan</td>
<td>- Samoan cocoa</td>
</tr>
<tr>
<td>Lau moli</td>
<td>- tea from orange leaves</td>
</tr>
<tr>
<td>Lau ti</td>
<td>- tea</td>
</tr>
<tr>
<td>Niu</td>
<td>- green coconut</td>
</tr>
<tr>
<td><strong>Sawe &amp; Snack Foods</strong></td>
<td>**Aisakulim</td>
</tr>
<tr>
<td>Keke</td>
<td>- cake, cookie</td>
</tr>
<tr>
<td>Lole</td>
<td>- candy</td>
</tr>
<tr>
<td>Pupu keke</td>
<td>- package of cookies</td>
</tr>
<tr>
<td>Pinati</td>
<td>- peanut(s)</td>
</tr>
<tr>
<td>Pulu /</td>
<td>- chewing gum</td>
</tr>
<tr>
<td>Pulu lole</td>
<td>-</td>
</tr>
<tr>
<td><strong>Dishes</strong></td>
<td><strong>Fai'ai</strong> - baked coconut cream (plain or with other ingredients)</td>
</tr>
<tr>
<td>Fa'alif</td>
<td>- taro and coconut cream</td>
</tr>
<tr>
<td>Fa'alifue Fa'ait</td>
<td>- bananas and coconut cream</td>
</tr>
<tr>
<td>Koko alaia</td>
<td>- rice mixed with cocoa</td>
</tr>
<tr>
<td>Lgnaia</td>
<td>- dumplings in a sweet sauce</td>
</tr>
<tr>
<td>Fa'ausi</td>
<td>- cooked grated taro or talaamu cut into cubes &amp; served with warm coconut cream</td>
</tr>
<tr>
<td>Situu</td>
<td>- stew</td>
</tr>
<tr>
<td>Ota</td>
<td>- pickled raw fish</td>
</tr>
<tr>
<td><strong>Cooking Vocabulary</strong></td>
<td><strong>Falaia</strong> - to fry, fried, frying pan</td>
</tr>
<tr>
<td>Fofou'e</td>
<td>- (1) to peel (with the hand or with a peeler)</td>
</tr>
<tr>
<td>Fu'e</td>
<td>- (2) peeler</td>
</tr>
<tr>
<td>I'o (pl. tai'o)</td>
<td>- to take off, remove (as, for example, hot rocks from a stone oven)</td>
</tr>
<tr>
<td>I'off</td>
<td>- tongs</td>
</tr>
<tr>
<td>Kuka</td>
<td>- to cook</td>
</tr>
<tr>
<td>Lausa'alola /</td>
<td>- coconut grating tool</td>
</tr>
</tbody>
</table>

496
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'oe - (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 (ae niu) - to pierce (a green coconut)
tanoa - wooden bowl
tau - to bake, to cook in a stone oven
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
tunup'a'u - (1) (of chicken, fish, etc.) broil (2) (of breadfruit) to broil in (their) skins

'uolo - pot, pan
umu - stove oven
EMPHATIC PRONOUNS IN DESCRIPTIVE PRONOUN STRUCTURE

The emphatic pronouns 'oulua (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 ʻi le lotu?</td>
<td>Sa 'oulua ʻi le lotu? - Did you (2) go to church?</td>
</tr>
<tr>
<td>ʻO loʻo lua a'oa'oa malosi?</td>
<td>ʻO loʻo 'oulua a'oa'oa malosi? - Are you (2) studying hard?</td>
</tr>
<tr>
<td>ʻO le'a tou nofo fo Samoa.</td>
<td>ʻO le'a 'outou nofo fo Samoa. - You (3+) will live in Samoa.</td>
</tr>
<tr>
<td>Sa tou momoe i lena fale?</td>
<td>Sa 'outou momoe i lena fale? - Did you (3+) sleep in that house?</td>
</tr>
</tbody>
</table>

REDUNDANT USE OF PRONOUNS

Occasionally both the emphatic and descriptive pronouns are used in one sentence for special emphasis:

ʻIa ʻā alu ʻoe ʻi le lotu! - You'd better go to church, you!
E mafai oga 'ou alu a'u. - I can go.
Se'i tā ʻō tā'u! - Let's go, you and me!
**VOCABULARY BUILDER - MORE COLORS**

<table>
<thead>
<tr>
<th>malosi</th>
<th>vaivai</th>
<th>- dark</th>
<th>- light</th>
</tr>
</thead>
<tbody>
<tr>
<td>lanu lau'ava</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lanu lauusiusi</td>
<td>lanu lauva'ao</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fa'alaumesmata</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lanu va'ulii</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mumu pa'auli</td>
<td>mumu 'ula'ula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sina</td>
<td>sina</td>
<td>- white (of hair or surf)</td>
<td>- white or grey (of hair)</td>
</tr>
<tr>
<td>sina</td>
<td>sina</td>
<td>- white (of hair or surf)</td>
<td>- white or grey (of hair)</td>
</tr>
<tr>
<td>lanu auro</td>
<td>lanu siliva</td>
<td>- gold</td>
<td>- silver</td>
</tr>
<tr>
<td>ulfuli pato'i</td>
<td></td>
<td>- deep black, jet-black</td>
<td>- to become black; dark or black-skinned</td>
</tr>
<tr>
<td>tau'ugauli</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lanu fa'afu'efu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fa'ataelama</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- green (of leaves, plants, jungle, etc.)
- peagreen
- dark blue
- purplish red
- deep red, crimson
- white (of hair or surf)
- white or grey (of hair)
- dazzling white
- deep black, jet-black
- to become black; dark or black-skinned
- heliotrope (between brown and black)
- deep black, jet-black
- to become black; dark or black-skinned
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.  
- Are you (now) sick? (assumes that your state of health has changed)
 'O lo'o 'e fiafia?
Leai, 'ua 'ou le fiafia.  
- Are you (still) happy? (assumes your state of happiness has changed)
 'Ua malosi Simi?
Leai, e le'o malosi Simi.  
- 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.

\[
\text{ARTICLE} + \ o \ OR \ a + \begin{cases} t\text{a} \ OR \ t\text{a}'\text{us} \\
ma \ OR \ m\text{a}'\text{us} \\
l\text{a} \ OR \ l\text{a}'\text{us} \\
 'u \ OR \ 'oe \\
lus \ OR \ o\text{ulus} \\
tou \ OR \ outou\end{cases}
\]

The longer forms mean the same as the short ones, but are slightly more formal.

Examples:

0 fes o ta'ua fusua?
- Where are our ties?
Pe i ai ni a outou penitala?
- Do you (3 of more) have any pencils?
Aumai la ouluas ta'avale.
- Bring your (2 of you) car.
E mumi 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. (or
  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:

'Ua ou fa'ataui '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 31 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 ma 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), ma is used instead.
3. After certain verbs such as fa'atali (to wait), 'ia, 'ia, or 'ia te is used instead of ma.
4. The phrase ma na ia is occasionally used in place of ma ia (for him/her/it).

Examples:

'Ave ma 'oe panikeke. - 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'atali 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 i la'ua lo 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 i 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 o ni tagata malosii.</td>
<td>They became mighty people.</td>
</tr>
<tr>
<td>E avea i tatou mona 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.

<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.  
Pa 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>{i ia ia te}</th>
<th>NP possessor</th>
<th>NP possessor</th>
</tr>
</thead>
</table>

Examples:

Sa i ai ia te ia le ta'avale.  
O lo'o ia Ioane le ata o le aiga.  
O lo'o ia te a'u lou se'eva'e.  
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>'o</th>
<th>NP possession</th>
<th>{o a}</th>
<th>NP possessor</th>
</tr>
</thead>
</table>

Examples:

'o le tusi lenei a Siko?  
'o le fusiusi lenei o ai?  
'o le 'apí lena 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 ä ("what") in asking for names of months, days, etc.

The use of nei in place of le nei 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 ä

2. E 'aumai e Sikoki se mea alofa 'ia te  
   a'u i le _____ nei.
   a. aso  
   b. vaiaso  
   c. masina  
   d. tausaga

3. Sa malaga le peresitene 'i Savai'i i le  
   na te'a atu nei.
   a. vaiaso  
   b. masina  
   c. tausaga

4. 'O leä 'amata la'u misiona i le vaiaso  
   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  
   i ______.
   a. le vaitaimi nei.  
   b. aso nei  
   c. ona po nei  
   d. nei ona po

6. Sa le lelei faife'a'u i ______.
   a. tausaga (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. after next  
   b.  
   c.  
   d.  

5. People believe in the church ______.
   a. at this time (this general time period)  
   b. these days  
   c. now days (these days)  
   d.  

6. Missionaries weren't good ______.
   a. in years (days, months) gone by  
   b. those days  
   c. at that time
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 tuai i le fale fou. - The old house faces the new house.
- E latalata le fale i le asu'a. - 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'afasagai ma lena mea. - I can't face that.

In contrast to this, ulga is almost never used as a verb except in the predicate phrase presented in Unit Five, Lesson One. Similarly, aumoa is seldom used in any manner other than the one presented in Unit Five, Lesson One.

The verb tusa 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 tusa ma</td>
<td>(be) about, (be) roughly</td>
<td>E tusa ma le tolesfulu tagata sa o mai.</td>
</tr>
<tr>
<td></td>
<td>be about, be roughly</td>
<td>E tusa 'o le tolu maia le mamo.</td>
</tr>
<tr>
<td></td>
<td>be the same as, be equal or similar to</td>
<td>O le teine lena, e tusa 'o lo'u uso.</td>
</tr>
<tr>
<td>(e) tusa (lava) pē</td>
<td>just the same, in any case, whether... or not</td>
<td>Ou te alu i le ta'aloga, e tusa lava pē timu pē leai.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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 tasi. - There is a good explanation in my other book.
- O lo'o i a'i le fa'amatalaga lelei i le tasi a'u tasi. - There is a good explanation in one of my books.
- 'A avatu se fa'i? Ioe, aumai se tasi, fa'amolemole. - Would you like a banana? Yes, hand me one please.
- Afai e sau se tasi, tapuni le faitoto'a. - If someone comes, shut the door.
- Afai e sau se tasi, tapuni le faitoto'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 'ī** - here
- **i 'ile** - there (refers to a location which is visible)
- **ga 'ile** - there, over there (refers to a location which is a short distance away and which may or may not be visible)
- **ga 'ole** - 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 'ō.** - I live in the house over there.
GRAMMAR

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 fai lenei la'au, ae lē 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 lenā fale. - I'm afraid to go to that house.
Ou 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.
   a. poto
   b. atamai
   c. masoa
   d. fiafia

2. E *silisili* le _____ o lena fafe'u.
   a. atamai
   b. saosaoa
   c. agsalofa

3. E *pito* sili ona (atu) Eti i lo Simi. 3. Eddie is _____ er than Jim.
   a. malosi
   b. fiafia
   c. auleleia

4. E *pito* sili ona ______ lena teina.
   a. auleaga
   b. vave
   c. poto
   d. agaleleia

5. O le nu'u pito ______.
   a. fou
   b. i sasa'a
   c. musuma
   d. leaga

6. O le faile aupito ______.
   a. latalata mai
   b. ititi
   c. alalo
   d. aluga
   e. lelei

7. E _____ fa'atas i la'ua.
   a. tautaga
   b. nu'u
   c. atunu'u
   d. tīna
   e. 'ēiga
   f. fōliga

1. Scott is the _____ est.
   a. smart
   b. wise
   c. muscular (Scott is the most muscular.)
   d. happy

2. The _____ of that missionary is the greatest/best.
   a. intelligence
   b. speed
   c. generosity

3. Eddie is _____ er than Jim.
   a. strong
   b. happy
   c. handsome (more handsome)

4. That girl is the _____ est.
   a. ugly
   b. fast
   c. smart
   d. kind

5. The _____ est village.
   a. new
   b. east (The easternmost village)
   c. first (The first village)
   d. bad (The worst village)

6. The _____ est house.
   a. close
   b. small
   c. low
   d. high
   e. good (The best house.)

7. They have the same _____.
   a. age
   b. village (The live in the same village.)
   c. country (The live in the same country.)
   d. mother
   e. family (They are related.)
   f. appearance (The look alike.)
GRAMMAR

FA'APEA FO'I / FA'APENA FO'I: LIKewise

The expressions fa'apea fo'i and fa'apena fo'i mean "likewise," "as well as," or "as also." They are derived from the verbs fa'apea ("to be like this") and fa'apena ("to be like that") and can act as main verbs, as auxiliary verbs, or appear before noun phrases.

Examples:

Sa moe la'ama'i, fa'apea fo'i lona uso. - The little boy slept, likewise his brother.
Sa fia inu la'u uso. Sa fa'apena fo'i a'u. - My friend was thirsty. So was I.
Sa tamo'e Simi le tu'uuga. 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.

\{'ae \E \'} tasi le mea, + COMPLETE SENTENCE

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 lena fuafuaga, 'ae tasi le mea, matou te o 'i Apia i lona aso. - 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'aafai and pe'a are occasionally used at the beginning of sentences. Nevertheless, it is also true that pe'aafai 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'afai ou te tamo'a, o le'a ou fia moe manai. — 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'apea (thus, to be such that) follows 'ana, in which case a tense marker is required. Study the following examples:

'Ana fa'apea 'us oti le teine, us ou fa'sanosanoa. — If the girl had died, I would be sad.
'Ana fa'apea e le'ai se Atua, ou te le' tsausia — If there were no God, I would not keep the
culpa'iga.

Naturally, if 'ana fa'apea precedes an equative or presentative sentence, no tense marker is used in that clause:

'Ana fa'apea 'o a'u 'o se Samoa, ou ou nofo — If I were a Samoan, I would live in Savai'i.
i Savai'i.

When 'ana fa'apea ("if it were such that") introduces a clause
containing a predicate, a tense marker precedes that predicate.

Examples:

'Ana fa'apea 'o 'oe 'o se palagi, 'ua le lelef lau fa'a-Samoa. — If you were a Caucasian, your Samoan would not be good.
'Ana fa'apea 'us le malosi le tinā 'us 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 lē seanoa le fa'amalu, semanu ou te susu lava.
Semenu ou te oti pe'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 tuaafine.
'Ana leai 'oe i le fale, semanū 'ua fa'seaagaina mea 'uma.

- Had it not been for his courage, his sister would have died.
- 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 tuā i ona luma.  
Na i aī se malamalama i ona luga.  
Sa i aī se nofoa i 'ou tua.  
Sa ta'oto le teine i o'u tafatafa.

- I stood in front of him (lit. "I stood at his fronts").  
- There was a light over his head (lit. "There was a light in his aboveness").  
- There was a chair behind you (lit. "There was a chair at your backs").  
- The girl lay at my side (lit. "The girl lay at my sides").

This construction is usually not used with fafo and totonu.

| The following construction refers to a location in relation to some person: |
|---|---|
| t | O-Class Plural POSSESSIVE PRONOUN |
|  | [luma tua lalo tafatafa] |
|  | etc. |

This construction is not used with fafo and totonu.

Examples:

Sa tuā le agelu i ona tafatafa.  
Sa ou nofo i ona tala atu.  
Na matou to'ototuli i ona luma.

- The angel stood at his side.  
- I sat next to (beyond) him.  
- 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.  
A'e i luga.  
Savali i luma.  
Alu i tua.  

- Go below.  
- Climb up; climb upwards.  
- Walk forward; walk in front.  
- Go back; get back.

Each of these expressions can receive special emphasis by lengthening the last vowel. Study the following examples:

Alu i lalo.  
A'e i luga.  
Savali i luma.  
Alu i tua.  
Na te ō i tua.

- Go down (further below).  
- Climb (further) up; Climb far above.  
- Walk (a long ways) forward; Walk further in front.  
- Go back (way over there, some distance away).  
- We're going over there (to a place opposite the listener's destination, as, for example, the other side of the island).

The words fafo, totonu, tala, va, and tafatafa are seldom used in this manner.

The locative/directional expressions  

| i lalo, i luga, i luma and i tua |

are made emphatic by lengthening the last vowel.

---

513
Examples:

Ma te talai i lalo i le aso.

'Afai 'e te inu pia, 'e te le sao i luga.

- We're proselyting below (as in some valley for example) today.
- 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:

Fefa'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 tatou faia le mea lea ne'i te'i 'ua tatou pa'u atu i le lea ga.

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 fai mea valea, ne'i mea 'ua 'e - Don't do foolish things, lest (you) get hurt. Lavea.

Additional ways of expressing "lest" or "in case" are:

\[
\begin{align*}
1. \quad & IC + \left\{ \begin{array}{c}
\text{t}\text{e}'\text{i} \\
\text{ne}'\text{i}
\end{array} \right\} + \text{te}'\text{i} + IC \\
2. \quad & IC + ne'i mea 'ua + DC
\end{align*}
\]

Examples:

'Aua 'e te ta'aloi 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.
In lua fa'aeteete pe'a o atu i le sani, 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 galuaga manu 'ua so. - Do the work while there is daylight.
E lelei pe'a tatou talanoa manu 'o i ai 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 log tama. - Get away before your father comes.
Se'i tatou o i le fale'oloa 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:

\[
\begin{align*}
1. \quad & \text{while:} \quad IC + \text{manu} + IC^* \\
2. \quad & \text{before:} \quad IC + \text{manu} 'a'o le'i + DC
\end{align*}
\]

*This clause must contain some present tense marker.
The verb *mavae* means "to pass (of time)" and can be used in combination with 'a/'pe'a and *ina 'ua* to convey the sense of "after." Study the following examples:

*Ina 'ua mavae* le tau maulu'u, sa toe fiafia le nu'u. - After the cold season (lit. When the cold season was past), the village was happy again.

0 le'a toe malosi le fafine 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 ta'e'ele le 'au ta'a'alo ina 'ua *mavae* le ta'aloga. - The team showered after the game.

Sa oti le tama'oe ina 'ua mavae tau'saga e tele. - The man died after many years.

'A *mavae* 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 tau'saga *'ua mavae.*

Sa masani ona matou ta'e'ele i 'ilia i mesina - We used to bathe there months ago (or, in months past).

### The following patterns can be used to express the notion of "after":

1. \[
\underbrace{\{ \text{Ina 'ua mavae} \}}_{\text{'A mavae}} + \text{NP} + \text{IC}
\]

2. \[
\text{IC} + \underbrace{\{ \text{ina 'ua mavae} \}}_{\text{pe'a mavae}} + \text{NP}
\]

### 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 vavela. - I traveled to Hawaii after the hot season.

0 le'a fa'amasinoina 'i tatou pe'a mavae le nei olaga. - We will be judged after this life.

Sa latou 0 atu i Saina i le fa tau'saga 'ua mavae. - They went to China four years ago.
The expressions se'i o'o 'i and e 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 fuai'upu; e 13 e o'o 'i le 23. - Read from verse 13 as far as 23.
Fa'atumu le ipu e o'o 'i lau. - Fill the cup up to the rim.
Sa ia nofo i lona fa'ē se'i o'o 'i le f'uga. - He stayed in his house up to the end.

Sometimes the particle se'i precedes vagana when vagana introduces an independent clause.

Another way to express "unless" is:

IC + se'i vagana + IC*

*This clause can only use the determinate present ('ua) or the non-past (e/te) tense.

Examples:
Ou te le alu se'i vagana 'ua e sau. - I'm not going unless you come.
Ou te le faa alu i le faa'oloa se'i vagana 'ua maua ni ma ea pu'e ata lelei. - I don't want to go to the store unless they have some good cameras.

The word se'i'ologa can also mean "only" or "it only needs..." When used in this sense, se'i'ologa 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...le a (then) or both. Study the following examples:

Se'i'ologa 'o se pepe mai le faoma'i fa'ato'a - Only with a prescription will this drug be sold.
Se'i'ologa 'o se fa'ato'a fa'atau atu lelei vaiala'au.
Se'i'ologa 'o se fa'ato'a fa'atau atu lelei faatau atu lelei.
Se'i'ologa 'o se fa'ato'a fa'atau atu lelei.
Se'i'ologa 'o se fa'ato'a fa'atau atu lelei.
Se'i'ologa 'o se fa'ato'a fa'atau atu lelei.
The following pattern expresses the notion of "only" or "it only needs":

\[
\text{Se'iologa} + \left\{ \frac{\text{'o NP}}{\text{IC*}} \right\} + \text{DC**}
\]

*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. \text{fa'ato\'a} (only, just)
2. \text{ona...lea} (then)
3. \text{ona fa'ato\'a...lea} (only then)

Examples:

Se'iologa 'o 'oe fa'ato\'a mafai ona 'ave le ta'svale.  - Only you can drive the car.
Se'iologa e ia i se me'a i lelei ona 'ou alu lea i le fiafiafa.  - Only if there is good food, then will I go to the celebration.
Se'iologa 'o se va'i a\'au ona fa'ato\'a malosia lea 'o le fafina.  - It will only take some medicine, (and only) then will the woman be well.

MORE ON E UI LAVA

Sometimes the particle \text{ina} is dropped from the expression \text{e ui lava ina}. The resulting expression can precede presentative 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{EQUATIVE SENTENCE} \\
\text{SENTENCE WITH PREDICATE}
\end{array} \right\}

2. E ui lava + \left\{ \begin{array}{c}
\text{PRESENTATIVE SENTENCE} \\
\text{EQUATIVE SENTENCE} \\
\text{SENTENCE WITH PREDICATE}
\end{array} \right\} + IC

Examples:

E ui lava 'o se fa'alavelave fa'afuse\'i, 'ae o lo'o malo'olina tagata 'uma.  - In spite of the accident (lit. although [it was] an accident), everyone is well.
E tele mea e mafai ona fa\'ia i 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 \text{e ui lava ina} is quite formal in Samoan, and is often omitted in colloquial speech. Study the following examples:

FORMAL

E ui lava ina 'aulelei te le teine, 'ae sa mafai a'i uma tama.
- Even though the girl was very pretty, all the boys were completely uninterested in her.

COLLOQUIAL

'Ua aulelei te le teine, 'ae za mafai ai 'uma tama.
- The girl was pretty, but all the boys were completely uninterested in her.
FORMAL
E ui ina sa fa'aipoipo le tama'ita'i, sa le fiafia ona 'aiga.
- Although the lady got married, her family was not happy.

E ui lava i lona ma'i, ae sa alu pea le tamaloa i le lotu.
- In spite of his illness, the man still went to church.

COLLOQUIAL
Sa fa'aipoipo le tama'ita'i, 'ae sa le fiafia lona 'aiga.
- The lady got married, but her family was not happy.

Sa ma'i le tamaloa, 'ae sa ia alu pea i le lotu.
- The man was sick but he still went to church.

The expression e ui (lava) ina is seldom used in colloquial speech. Instead, sentences with contrasting ideas are joined with 'a or lae (but).

Examples:
Sa mamo lona nu'u, 'ae sa savali pea i ai le toaefina.
- His village was far, but the old man still walked there.

E lelei lava le mea'ai, 'ae musu le faifeau e 'ai ai.
- The food is good, but the missionary refuses to eat it.

TUSA LAVA PE: EVEN IF

Another way of expressing the notion of "even though" which is less formal than e ui (lava) ina/i is the expression (e) tusa (lava) pe which means "just the same if" or "even if." (E) tusa (lava) pe introduces clauses with no tense marker. Study the following examples:

E tusa 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 faile'aiga tusa 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) tusa (lava) pe + DC
2. (E) tusa (lava) pe + DC + IC

Examples:
Tusa pe faiga'ta le su'ega, 'ae ou te fia tuma fa'ai pea.
- Even if the test is hard, I still want to try.

E tatou ona te saunia le mea'ai mo 'i matou e tusu lava pe 'a te fia 'ai pe lea'i.
- 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>English</th>
<th>Ma'aoly</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>- tuaalima</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>
</tr>
<tr>
<td>bone</td>
<td>- pusy</td>
</tr>
<tr>
<td>breast (of a woman)</td>
<td>- 'ogamanu</td>
</tr>
<tr>
<td>buttocks</td>
<td>- ateavae</td>
</tr>
<tr>
<td>calf (of a leg)</td>
<td>- 'ala'afu</td>
</tr>
<tr>
<td>cheek</td>
<td>- fulufulumata</td>
</tr>
<tr>
<td>eyebrow</td>
<td>- fulumata</td>
</tr>
<tr>
<td>eyelash</td>
<td>- laumata</td>
</tr>
<tr>
<td>eyelid</td>
<td>- atigilima</td>
</tr>
<tr>
<td>fingernail</td>
<td>- hair of the body</td>
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<tr>
<td></td>
<td>- fulufulu</td>
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<tr>
<td></td>
<td>- tuatuli</td>
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<tr>
<td></td>
<td>- mululu</td>
</tr>
<tr>
<td>heart</td>
<td>- fatu</td>
</tr>
<tr>
<td>heel</td>
<td>- mulivae</td>
</tr>
<tr>
<td>hip</td>
<td>- fulapalapa</td>
</tr>
<tr>
<td>hips</td>
<td>- no'o</td>
</tr>
<tr>
<td>intestine, large</td>
<td>- ga'au lapo'a</td>
</tr>
<tr>
<td>intestine, small</td>
<td>- ga'au la'ititi</td>
</tr>
<tr>
<td>jaw: lower</td>
<td>- 'auvaealalo</td>
</tr>
<tr>
<td></td>
<td>- 'auvaevula</td>
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<tr>
<td></td>
<td>- so'o'ga</td>
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<tr>
<td></td>
<td>- fatu</td>
</tr>
<tr>
<td></td>
<td>- tupe o le vae</td>
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<tr>
<td></td>
<td>- laugutu</td>
</tr>
<tr>
<td></td>
<td>- ate</td>
</tr>
<tr>
<td></td>
<td>- mama</td>
</tr>
<tr>
<td>muscle</td>
<td>- maso, musela, 'ogagase</td>
</tr>
<tr>
<td>pancreas</td>
<td>- atealili</td>
</tr>
<tr>
<td>skin</td>
<td>- pa'u</td>
</tr>
<tr>
<td>sole</td>
<td>- alofilivae</td>
</tr>
<tr>
<td>spleen</td>
<td>- atepili</td>
</tr>
<tr>
<td>temple</td>
<td>- manifinifi</td>
</tr>
<tr>
<td>thigh (the leg from the hip to the knee)</td>
<td>- 'ogavae</td>
</tr>
<tr>
<td>thumb</td>
<td>- limamatuas</td>
</tr>
<tr>
<td>toe, big</td>
<td>- vaematuas</td>
</tr>
<tr>
<td>toenail</td>
<td>- atigivae</td>
</tr>
<tr>
<td>trachea</td>
<td>- 'au o le mama</td>
</tr>
<tr>
<td>trunk of body</td>
<td>- 'ogatino</td>
</tr>
<tr>
<td>waist</td>
<td>- sulugatiti</td>
</tr>
</tbody>
</table>
GRANDMA

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 nei. The form sia is an exception. For example:

E leai sena mea!  
E leai ni na mea.  
'Ave ma 'oe si mea alofa sia.  
Cu te alofa i na'i la tama.  

(We'll) have none of that!  
(We) don't have those things.  
Take this (little) gift.  
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 'onei.  
Afa'i o i ai ni fa'atalaleve, e tatau ona  
'a 'ile 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 (sena, sena, ni na, ni la, etc.) and diminutive (sinei, nae nae, etc.) forms. A simpler way of making demonstratives indefinite or diminutive is:

\[
\text{INDFINITE ARTICLE} \quad + \quad \text{NOUN} \quad + \quad \text{(ADJECTIVE)} \quad + \quad \text{DEFINITE DEMONSTRATIVE}
\]

The form si + NOUN + sia is an exception.

Examples:

E i ai sena ata ia te 'oe?  
E leai ni mea na i lelei fa'eloa.  
Sa 'ou asiasi i nae siia la.  
'Ave no 'oe si tupe sia.  

- Do you have that picture?  
- (We) don't have those things in this store.  
- I visited those families.  
- 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 tasi 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 leio nei - down here, i luga na - up there). This is also occasionally done with emphatic pronouns ('o alu 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 fia nofo i Samoa nei. - He wanted to live here in Samoa.
0 lo'p manuia mea'uma i lalo nei. - Everything is fine down here.
0 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 tausaga ia. - We went to Samoa that year.
E fiafia le teine i tama 'aulelei, 'aemaise '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 tasi fo'i na le sa'e faitauina i le masina 'ua te'a? - What was the book or whatever you were reading last month?
'O lo a le mea fo'i lele sa 'e fa'a i le isi aso? - What was the thing-a-ma-jig you were fixing the day?
'O lo 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'aasoga 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:

'O taeao ou te alu ai. - Tomorrow I'm going.
'O taeao ou te alu atu ai. - Tomorrow I'm going.
'O le taimi lena sa ou savali lenu ai. - (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:

'O taeao ou te mana'oa ai 'e alu e ta'ele. - Tomorrow I want you to go take a bath.
'O taeao ou te mana'oa ia 'e alu ai e ta'ele. - I want you to go tomorrow to take a bath.
'O taeao ou te mana'oa ia 'e alu e ta'ele ai. - I want you to go take a bath tomorrow.

The position occupied by ai in a sentence is:

... PRED + { (DIRECTIONAL ADVERB) \ (ADVERB OF MANNER) } + ai ... 

If the sentence contains more than one predicate, the ai often follows the first, but may follow any of them.

Examples:

'O le faile lema sa alu atu i ai le taoa'ima. - The old man went to the house.
'O nanai e mafi ai ona tatou malolo. - Later we can rest.
'O nanai e mafi ona tatou malolo ai. - We can rest later.
'O ananafi sa tamo'e vave ai le tama. - 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 'ia, ia, 'ia, ia, la 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'olos na 'ou fa'atau mai ai lanei - I bought this dress from his store.
'otu.
On te fia asiasia le atumu'u na malaga mai ai - I want to visit the country Scott came from.
'0 is o le tama'ita'i na ou maua mai ai le - She is the lady from whom I got the letter.

**E MASANI AI**

**A'i: INSTRUMENTAL PARTICLE**

In Unit Seven, Lesson Four you learned that *ai* 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 *ai* in the situation described above.

![Image](image-url)

**Examples:**

"Aumai se to'i e vavae a'i le lā'au. - Bring an axe with which to cut the tree.
Fa'aaoaga le fa'atumu e utu a'i le moī. - Use a funnel with which to fill the lamp.
'0 le samala lenei na 'ou tu'i'tu'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."

![Image](image-url)

**Examples:**

"'ua tū mai 'ia i latou le agelū 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).

"'ua a'oa'oa ia i o latou sunako, 'ua vi'i'a 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).

"'ua ma'i si pepe. 0 lea na tagi ai le tina. - The baby was ill. The mother cried (as a result).

**E MASANI A'I**

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 used quite differently.

The relative particle ai virtually always follows the predicate of the sentence, and can only be preceded by the prepositions '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, e, 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 e.

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 e.

Examples:

'E te alofa 'i ai?
'E te alofa 'ia te ai?
O le tusi a ai lelei?
O le fale o ai lele?
Sa tapuni e ai le fafitofa'a?
'O ai sa tatalaina le fa'amalama?
'O ai le tagata sa 'e tu'uina 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.

The particle ai functions as a back-pointer; that is, it refers to some previously mentioned or implied situation or sentence element.

Examples:

Sa 'ou ta'oto i le moega ona ou moe ai lea.
'Usa vaivai le tamaloa talu ai lona ma'i.
'O fea le mea na 'e tu'u i ai le tusi?
E manaia Nu'I Sila? Toa, 'ua faifia ai lo matou 'aga atoa.
'Usa 'e va'aia le tifaga laile? Leai, ou te le le i va'ai 'i ai.
'O tasea ou te malaga ai.
Aumai le ato pa'u e teu ai o'u lavalava.
Ma te o I Miu Sila e fa'aipoipo ai.
O le perisita o le pule lea e fa'i ai le galuega 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.

525
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 Malo o le teine e ma te galulei i le fale'oloa.
- 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 tamaleo e le 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?                - Who is the person with whom you study?
'O ai le tagata e te lua a'os'o fa'atasi?     - Where is the place you (2) are going to?

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 fia 'a'ai ai?    - What food don't you want to eat?
Ou te alofa i le teine e tou te faigaluaga     - I love the girl with whom you work at the store.
     fa'atasi i le fale'oloa.
E tatau ona 'e alofa atu i le tagata e te     - You should love the person with whom you are
     lua soa.                                  companions.
O le a tonu le aso e la te taunu'u mai ai?    - What exactly is the day they will arrive?
### Vocabulary Builder - More Honorable 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'a'anga'i</td>
</tr>
<tr>
<td>beard</td>
<td>'ava</td>
<td>soesaa</td>
</tr>
<tr>
<td>blood</td>
<td>toto</td>
<td>'eie'e'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>iulu iulu alo mai</td>
</tr>
<tr>
<td>face</td>
<td>mata</td>
<td>fofofo</td>
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<tr>
<td>ear</td>
<td>taliga</td>
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<td>fofofo</td>
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<td>mouth</td>
<td>gutu</td>
<td>fofofo</td>
</tr>
<tr>
<td>nose</td>
<td>igu</td>
<td>fofofo</td>
</tr>
<tr>
<td>to fish, to go fishing</td>
<td>fagota</td>
<td>fa'a'atafai</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>'otf</td>
<td>fa'a'ufuga, tutu'ula'iga'i</td>
</tr>
<tr>
<td>to laugh, to smile</td>
<td>'ata</td>
<td>soisoiso</td>
</tr>
<tr>
<td>prayer</td>
<td>tatalo</td>
<td>ta'a'asa</td>
</tr>
<tr>
<td>to shake hands</td>
<td>fa'atalofa</td>
<td>lulu lulu, lulu 'a'a'o</td>
</tr>
<tr>
<td>sickness</td>
<td>ma'i</td>
<td>'apulu o le fala</td>
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<td>stomach</td>
<td>monava</td>
<td>'apulu o to faga (for High Chiefs)</td>
</tr>
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<td>teeth</td>
<td>nifo</td>
<td>fa'a'tatafaga (for High Chiefs)</td>
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<tr>
<td>voice</td>
<td>leo</td>
<td>fa'a'tatafaga (for High Chiefs)</td>
</tr>
<tr>
<td>to wash (hands)</td>
<td>fafano</td>
<td>alo</td>
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<td>words, speech</td>
<td>'upu</td>
<td>'o'loa</td>
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<td>si'ufoga</td>
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<td>ta'a'afi</td>
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<td></td>
<td></td>
<td>afi'oga, male'ega (for High Chiefs)</td>
</tr>
</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 fafasi tamasi 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 'aitalafu (to borrow), 'atona (to be complete or whole), fia (to be how much/smany), 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., 'aitalafu, 'atona, fia, na'o, tau 'o) + le + NUMBER + N + ...

Examples:
Na 'ou 'aitalafu le lua tālā. - I borrowed two dollars.
'Ena 'atona le lima tautaga 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 tipolo e 'aumal. - Bring only three limes. (lit. "[There are] only three limes [for you] to bring.")
E na'o le tolu 'ofu sa 'ou fa'atasina. - I brought only three dresses. (lit. "[There are] only three dresses which I bought.")
E fia le valu 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 tautaga 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'ITOA'ALUA

Sometimes the word ta'itoa'alu is used as if it were the plural of to'alua (spouse).

Examples:
Sa 0 atu 'uma tagata ma o latou ta'itoa'alu. - All the people went with their spouses.
E tatau ona noono fa'etsi tagata ma o latou - The people must sit together with their spouses.
ta'itoa'alu.

AMBIGUITY 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'ilifa 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 Ga - the third day of May (this pattern can only be used with days)
'o le tausaga e tolo
'o le tulo o tausaga
'o lona tausaga e tolo
'o lona tolo o tausaga
'o le tausaga lona tolo - year three, the third year

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 lima ma lona fa'uupu e fitu. - Look up the fifth chapter and the seventh verse.
O le'a fa'tou malaga 'i Apia i le aso sefulu o Ma. - We'll go to Apia on the tenth day of May.
Na oti le tamaloa i le tulo o masina o lona ma'i. - The old man died in the third month of his illness.
Se'i tatau faitsa mai le mata'upu lona lima, a'o lona sefulu o fa'uupu.
1. Sei ta afe i lelei fale fai ta'avale.
2. Fa lava le ____ o le ta'avale?
   a. penisini
   b. kegi
   c. sua u'u
   d. vai
3. 'Va pā le pa'u.
4. O fea le ____?
   a. pamu besi
   b. fa'aga'au
   c. pamu 'ea
5. Ia fa'atumu i le penisini.
6. Ia utu i le su'a u'u.
7. Fa'amamā le fa'amalama o le ta'avale.

**Tools**

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**

<table>
<thead>
<tr>
<th>Boat</th>
<th>- va'a</th>
<th>sennit (string plaited from coconut husk)</th>
<th>- 'afa</th>
</tr>
</thead>
<tbody>
<tr>
<td>boom</td>
<td>- see outrigger boom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bonito canoe</td>
<td>- va'a alo, ta'afaga</td>
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<tr>
<td>canoe</td>
<td>- see bonito canoe, double</td>
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<tr>
<td></td>
<td>canoe, dugout canoe,</td>
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<tr>
<td></td>
<td>outrigger canoe</td>
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<tr>
<td>cruise</td>
<td>- folaua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to depart</td>
<td>- folau</td>
<td></td>
<td></td>
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<tr>
<td>double canoe</td>
<td>- 'ala</td>
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<tr>
<td>dugout canoe</td>
<td>- (small:) paopao (medium</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or large:) soatau</td>
<td></td>
<td></td>
</tr>
<tr>
<td>end</td>
<td>- taumulì</td>
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<td></td>
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<tr>
<td>engine</td>
<td>- afi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>forward-sitting man</td>
<td>- foemua</td>
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<tr>
<td>(of two men in a</td>
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<tr>
<td>canoe)</td>
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<tr>
<td>front</td>
<td>- taumua</td>
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<tr>
<td>head</td>
<td>- taumua</td>
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<tr>
<td>hull side (as opposed</td>
<td>- atea, matau</td>
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<tr>
<td>to outrigger side)</td>
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<tr>
<td>large boat</td>
<td>- va'a tele</td>
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<tr>
<td>large passenger boat</td>
<td>- meli</td>
<td></td>
<td></td>
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<tr>
<td>motor boat</td>
<td>- va'a afi</td>
<td></td>
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<tr>
<td>oar</td>
<td>- fo'e, foetauta (steering</td>
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<tr>
<td></td>
<td>oar)</td>
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<tr>
<td>outrigger boom</td>
<td>- 'iafo</td>
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<tr>
<td>outrigger canoe (sm)</td>
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<tr>
<td>outrigger side (as</td>
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<tr>
<td>opposed to hull side</td>
<td>- ama</td>
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<tr>
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<td>- foe</td>
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<td>passenger boat (lg)</td>
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<td>rowboat</td>
<td>- vo'a taualao</td>
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<tr>
<td>rudder</td>
<td>- fo'euli</td>
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<tr>
<td>sail</td>
<td>- la</td>
<td></td>
<td></td>
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<tr>
<td>to sail</td>
<td>- folau, folaulau</td>
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<tr>
<td>sailing ship</td>
<td>- va'a folau</td>
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<tr>
<td>sailor</td>
<td>- tagata folauva'a</td>
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<tr>
<td>engine</td>
<td>- afi</td>
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<td></td>
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<tr>
<td>to grip (of brakes)</td>
<td>(plural)</td>
<td></td>
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<tr>
<td></td>
<td>- 'a'ai</td>
<td></td>
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<tr>
<td>highway</td>
<td>- 'ausala ta'avale</td>
<td></td>
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<tr>
<td>hood</td>
<td>- ufi o le afi (o le</td>
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<tr>
<td></td>
<td>ta'avale)</td>
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<td></td>
</tr>
<tr>
<td>license</td>
<td>- laigeni</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lights (front)</td>
<td>- moli i luma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lights (back)</td>
<td>- moli i tua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>main road</td>
<td>- 'ausala tele</td>
<td></td>
<td></td>
</tr>
<tr>
<td>steering wheel</td>
<td>- fo'euli</td>
<td></td>
<td></td>
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<tr>
<td>tire</td>
<td>- pa'u</td>
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<tr>
<td>wheel</td>
<td>- uli</td>
<td></td>
<td></td>
</tr>
<tr>
<td>windshield</td>
<td>- fa'amalama</td>
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<tr>
<td>Planes</td>
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</tr>
<tr>
<td>fin(s)</td>
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<td>- sitaue</td>
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<tr>
<td>tail</td>
<td>- si'usi'u</td>
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<td>Miscellaneous</td>
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</tr>
<tr>
<td>bicycle</td>
<td>- pāsika, uila, uila vili</td>
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**Vocabulary Builder - More from the Animal Kingdom**

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<thead>
<tr>
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<tbody>
<tr>
<td>ass</td>
<td>'asini</td>
<td>laumei</td>
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<tr>
<td>bear</td>
<td>'urosa</td>
<td>lupo</td>
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<tr>
<td>calf</td>
<td>'tama a le povi</td>
<td>malie</td>
</tr>
<tr>
<td>camel</td>
<td>'kamela</td>
<td>malie alamata</td>
</tr>
<tr>
<td>chick</td>
<td>'tama'i moa</td>
<td>malau</td>
</tr>
<tr>
<td>crocodile</td>
<td>'kolokotoa</td>
<td>malauli</td>
</tr>
<tr>
<td>deer</td>
<td>'sila, tia</td>
<td>malolo</td>
</tr>
<tr>
<td>donkey</td>
<td>'asini</td>
<td>mani</td>
</tr>
<tr>
<td>dove</td>
<td>lupe</td>
<td>mani</td>
</tr>
<tr>
<td>(crimson-colored fruit dove)</td>
<td>manu tagi</td>
<td>mani</td>
</tr>
<tr>
<td>(many-colored fruit dove)</td>
<td>manu ma</td>
<td>mani</td>
</tr>
<tr>
<td>eagle</td>
<td>'ato</td>
<td>moamo</td>
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<tr>
<td>elephant</td>
<td>'elefane</td>
<td>nofu</td>
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<tr>
<td>fox</td>
<td>'slope</td>
<td>pa'a</td>
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<td>'sila</td>
<td>pa'alimoago</td>
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<td>sealafi</td>
<td>pa'apa'a</td>
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<tr>
<td>goat</td>
<td>'otti</td>
<td>pa'ata</td>
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<tr>
<td>gorilla</td>
<td>koilila</td>
<td>pa'atea</td>
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<tr>
<td>lion</td>
<td>'liona, leona</td>
<td>pone</td>
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<tr>
<td>purple swamp hen</td>
<td>manu alii', manu sa</td>
<td>sapo'ane</td>
</tr>
<tr>
<td>kitty</td>
<td>'tama'i pusi</td>
<td>sopo'ane</td>
</tr>
<tr>
<td>monkey</td>
<td>manukí</td>
<td>sopo'ane</td>
</tr>
<tr>
<td>pigeon</td>
<td>lupe</td>
<td>sopo'ane</td>
</tr>
<tr>
<td>(tooth-billed)</td>
<td>manu mea</td>
<td>sopo'ane</td>
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<td>puppy</td>
<td>'tama'i malie</td>
<td>sopo'ane</td>
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<tr>
<td>rat</td>
<td>'imoa</td>
<td>sus</td>
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<tr>
<td>rooster</td>
<td>toa</td>
<td>sugale</td>
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<tr>
<td>sheep</td>
<td>noamo</td>
<td>susa</td>
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<tr>
<td>white tern</td>
<td>manu sina</td>
<td>talitaliu</td>
</tr>
<tr>
<td>tiger</td>
<td>ta'ika</td>
<td>taotao</td>
</tr>
<tr>
<td>wolf</td>
<td>luko</td>
<td>ula</td>
</tr>
<tr>
<td>⚙️</td>
<td></td>
<td>ulua</td>
</tr>
</tbody>
</table>

| **Reptiles and Insects**             |                      |                      |
| asp                                  | 'asipí               |                      |
| beetle (rhino beetle)                | manu 'ai niu         |                      |
| caterpillar                          | 'anu fe              |                      |
| centipede                            | atauloa              |                      |
| frog                                 | lage                 |                      |
| gecko                                | mo'o                 |                      |
| millepede                            | ta'atuli            |                      |
| snake                                | gata                |                      |
| spider                               | 'gogaleveleve       |                      |
| spider's web                         | 'spogaleveleve       |                      |
| worm                                 | 'anufe              |                      |

| **Sealife**                          |                      |                      |
| 'anae                                | grey mullet          |                      |
| atule                                | horse mackerel (caught mainly in March/April) |                      |
| fa'e                                 | octopus              |                      |
| fuga                                 | parrot fish, fish of genus Scarus when 1 foot long |                      |
| fugamea                              | reddish brown species of fuga |                      |
| fugausi                              | greensih blue species of fuga |                      |

*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.*
TOFU: MORE USES

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.  - There aren't enough pencils for the children.
'Ua tofu lole teine?  - 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.
## 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 o aï ("who") is used instead of o le a ("what").

### Continents (Konitineti)

<table>
<thead>
<tr>
<th>Continent</th>
<th>Pronunciation</th>
</tr>
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<tbody>
<tr>
<td>Africa</td>
<td>'Aferika</td>
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<tr>
<td>Antarctica</td>
<td>'Anetatika</td>
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<tr>
<td>Asia</td>
<td>'Asia</td>
</tr>
<tr>
<td>Australia</td>
<td>'Ausetalia</td>
</tr>
<tr>
<td>Europe</td>
<td>'Europa</td>
</tr>
<tr>
<td>North America</td>
<td>'Amerika i Matū, 'Amelika i Matū</td>
</tr>
<tr>
<td>South America</td>
<td>'Amerika i Saute, 'Amelika i Saute</td>
</tr>
</tbody>
</table>

### Countries (Atunu'u)

<table>
<thead>
<tr>
<th>Country</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>'Ausetalia</td>
</tr>
<tr>
<td>Britain</td>
<td>Peretania</td>
</tr>
<tr>
<td>Canada</td>
<td>Kanata</td>
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<td>China</td>
<td>Saina</td>
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<td>Egypt</td>
<td>'Aikupito</td>
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<tr>
<td>England</td>
<td>Egalani</td>
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<tr>
<td>Fiji</td>
<td>Fiti</td>
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<tr>
<td>France</td>
<td>Farani, Falan.</td>
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<tr>
<td>Germany</td>
<td>Siamani</td>
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<td>Greece</td>
<td>Eleni</td>
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<td>India</td>
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<td>Japan</td>
<td>Japani</td>
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<td>Japanese people</td>
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<td>Mekisikō</td>
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<td>Nu Siga</td>
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<td>Nu Kiní</td>
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<td>Nuë</td>
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<td>Russia</td>
<td>Rūsia, Lūsia</td>
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<tr>
<td>Samoa</td>
<td>Samos</td>
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<tr>
<td>Spain</td>
<td>Sepania</td>
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<tr>
<td>Tonga</td>
<td>Toga</td>
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</table>

### Oceans (Vasa)

<table>
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<tr>
<th>Ocean</th>
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<tr>
<td>Antarctic</td>
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<tr>
<td>Indian</td>
<td>'Initia</td>
</tr>
<tr>
<td>Pacific</td>
<td>Fasefika</td>
</tr>
</tbody>
</table>
TOOLS

COMMON PHRASES - MORE MONEY TALK

Na 'ou nono mai 'ia te ia le ______ tala.
'E te mana'o 'i ni tupe siliva po'o pepa?
E le lava la'u tupe.
E ia la'u tupe e fa'alava ai.
Outline ma o e se'alea fa'afanei.
E fa'atua lelei le tau.
E le fa'atua le ______ tala/sene i se mea fa'apenei.
E tauga tele ______.
E taugofie tele ______.
O lau a'ai lea.
Pau lea?

- I borrowed ______ dollars from him/her.
- Do you want coins or paper money?
- I don't have enough money.
- I have enough money to make up the difference.
- I think your counting is wrong.
- That's a fair price; The price is right.
- ______ dollars/cents isn't fair for something like this.
- ______ is very expensive.
- ______ is very inexpensive.
- Here is your change.
- Is that all?

VOCABULARY BUILDER - MATERIALS AND TOOLS

Materials

- bamboo - 'ofo
- beam - la'au tafa'a
- board - laupapa
- brass - 'apa menea
- cement - sima
- coconut frond - laumau
- copper - 'apa menea
- gold - 'auro
- iron - u'amea
- log - la'au tafa'a
- metal - u'amea
- metal roofing sheet - 'apa atofale
- nail - fao
- pandanus leaf
  - used in plaiting mats - laufala
  - used in plaiting fine mats - lauu'e
- plank - laupapa
- rope - maea
- screw - fao vilivili, sikulu
- sennit (cord plaited from coconut husk) - 'afa
- steel - sila
- tin - 'apa
- wood - la'u
- heart-wood (hard inner wood of certain trees) - taia
- soft-wood (soft outer wood of certain trees) - taisina

Tools

- adze - to'i
- axe - to'i
- bush knife - polu
- breadfruit cleaver - to'tapa (wooden cleaver shaped like an adze)
- crow bar - kolopa
- drill - vilii
- Samoan pump drill - vilii, vilipä
- drill plate of a - livaliva
- Samoan pump drill file - 'ili
- hammer - samala
- hoe - su'o
- pliers - fa'a'u
- plough - suotosina
**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 *teisi*.

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'ATO'A AS TENSE**

In addition to being an adverb, *fa'ato'a* (just, for the first time) can also be used as a tense marker.

**Examples:**

Fa'ato'a ou taumu'u i Samoa. - I just arrived in Samoa.
Fa'ato'a 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.

**Examples:**

O le toe taumafaiga liga'i. - This is the last attempt.
O le toe fuafuaga lena 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":

\[
PRED + na'o + NP* + \left\{ \begin{array}{c}
\text{na'o} \\
\text{lavas}. \\
\end{array} \right\}
\]

*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 is alu na'o ia lava i le ta'alaga. - 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:

\[
(TENSE) + na + \left\{ \begin{array}{c}
\text{PRESENTATIVE SENTENCE} \\
\text{EQUATIVE SENTENCE} \\
\end{array} \right\}
\]

Examples:

E na'o a'u le fa'a'oga o le nei vaasega. - I am the only teacher of this class.

E na'o Sikoki lava. - (It's) only Scott.

E na'o se tama le faife'aau. - 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":

\[
TENSE + \left\{ \begin{array}{c}
\text{ia na'o} + NP \\
\text{ia na'ona} + DC \\
\text{tasi} \end{array} \right\} + IC*
\]

*This clause often contains the modifier fо'i (also).
Examples:

E le na'o 'oe, a'o Simi fo'i sa tame'e i le tu'uga. - Not only you, but also Jim ran in the race.
E le na'ona malosi le tama, 'as poto fo'i. - Not only is the boy strong, but (he) is also smart.
VOCABULARY BUILDER - WEIGHTS AND MEASURES

Fathom (length of outstretched arms) - gafa
foot - futu
inch - 'inisí
to measure (in fathoms) - gafa, tafaga
mile - miala
ounce - 'aunese
pound - pauna
span (of the hand) - aga
yard - iata
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>fa'apea</td>
<td>- to say</td>
<td>verb</td>
</tr>
<tr>
<td>fa'apea atu</td>
<td>- to say, to speak as</td>
<td>verb (introduces</td>
</tr>
<tr>
<td>fa'apea mai</td>
<td>- follows</td>
<td>direct quotes</td>
</tr>
<tr>
<td>e fa'apea</td>
<td>- as follows, this way</td>
<td>adverb (precedes</td>
</tr>
<tr>
<td>0 lana fesili atu/</td>
<td>- That was his (or her)</td>
<td>direct quotes</td>
</tr>
<tr>
<td>mai lea.</td>
<td>question.</td>
<td></td>
</tr>
<tr>
<td>0 lana tali atu/</td>
<td>- That was her (or his)</td>
<td></td>
</tr>
<tr>
<td>mai lea.</td>
<td>answer.</td>
<td></td>
</tr>
<tr>
<td>0 lana tala lea.</td>
<td>- That was his (or her)</td>
<td></td>
</tr>
<tr>
<td>0 la'u fa'amatalga</td>
<td>- That was my</td>
<td>follows direct</td>
</tr>
<tr>
<td>lea.</td>
<td>explanation.</td>
<td>quotes</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples:

Na fa'apea mai le teine, "E 'auluaga 'oe." - The girl said, "You are ugly!"
Na la fa'amatala mai le tulaga e fa'apea: "..." - She explained the situation this way: "..."
"O si 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><strong>VOCABULARY BUILDER - LDS CHURCH TERMS</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>CALLINGS, POSITIONS, OFFICES</strong></th>
<th><strong>Ordinances and Blessings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>apostle</td>
<td>fast offering</td>
</tr>
<tr>
<td>bishop</td>
<td>to fellowship</td>
</tr>
<tr>
<td>branch president</td>
<td>genealogy</td>
</tr>
<tr>
<td>to call, to assign</td>
<td>to give one's</td>
</tr>
<tr>
<td>calling, position</td>
<td>attention to</td>
</tr>
<tr>
<td>clerk</td>
<td>gospel</td>
</tr>
<tr>
<td>counsellor</td>
<td>to keep</td>
</tr>
<tr>
<td>deacon</td>
<td>law</td>
</tr>
<tr>
<td>elder</td>
<td>to be patient</td>
</tr>
<tr>
<td>First Quorum of Seventy</td>
<td>power</td>
</tr>
<tr>
<td>general authority</td>
<td>to prophesy</td>
</tr>
<tr>
<td>high councillor</td>
<td>redemption</td>
</tr>
<tr>
<td>high priest</td>
<td>to restore</td>
</tr>
<tr>
<td>home teacher</td>
<td>to restore</td>
</tr>
<tr>
<td>president</td>
<td>to resurrect</td>
</tr>
<tr>
<td>priest</td>
<td>resurrection</td>
</tr>
<tr>
<td>prophet</td>
<td>rule</td>
</tr>
<tr>
<td>office</td>
<td>salvation</td>
</tr>
<tr>
<td>Regional Representative</td>
<td>second coming</td>
</tr>
<tr>
<td>secretary</td>
<td>tithing</td>
</tr>
<tr>
<td>seventy</td>
<td>Word of Wisdom</td>
</tr>
<tr>
<td>stake president</td>
<td>worthy</td>
</tr>
<tr>
<td>teacher</td>
<td>agava'a</td>
</tr>
<tr>
<td>visiting teacher</td>
<td></td>
</tr>
<tr>
<td><strong>COMMANDMENTS, PRINCIPLES, AND DOCTRINES</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>authority</td>
<td>to anoint</td>
</tr>
<tr>
<td>to believe</td>
<td>baptism</td>
</tr>
<tr>
<td>chastity, clean living</td>
<td>to baptize</td>
</tr>
<tr>
<td>command</td>
<td>consecrated oil</td>
</tr>
<tr>
<td>commandment</td>
<td>to dedicate</td>
</tr>
<tr>
<td>to create</td>
<td>recommendation</td>
</tr>
<tr>
<td>creation</td>
<td>sacrament</td>
</tr>
<tr>
<td>to entreat</td>
<td>to seal</td>
</tr>
<tr>
<td>to fast</td>
<td>sealing</td>
</tr>
<tr>
<td>faith</td>
<td>temple</td>
</tr>
<tr>
<td><strong>PLACES</strong></td>
<td><strong>MISCELLANEOUS</strong></td>
</tr>
<tr>
<td>Celestial Kingdom</td>
<td></td>
</tr>
<tr>
<td>heaven</td>
<td>Malo Seletitila</td>
</tr>
<tr>
<td>hell</td>
<td>Lagi</td>
</tr>
<tr>
<td>paradise</td>
<td>Seoli</td>
</tr>
<tr>
<td>premortal Life</td>
<td>paraataiso</td>
</tr>
<tr>
<td>spirit world</td>
<td>ma'ia ola ga'a</td>
</tr>
<tr>
<td>Telesstial Kingdom</td>
<td>Malo Teletitila</td>
</tr>
<tr>
<td>Terrestrial Kingdom</td>
<td>Malo Terasitlla</td>
</tr>
<tr>
<td><strong>PROGRAMS AND MEETINGS</strong></td>
<td><strong>Miscellaneous</strong></td>
</tr>
<tr>
<td>auxiliary</td>
<td>ausilaloi</td>
</tr>
<tr>
<td>conference</td>
<td>konafasi</td>
</tr>
<tr>
<td>fireside</td>
<td>faisai</td>
</tr>
<tr>
<td>primary</td>
<td>palaimelii</td>
</tr>
<tr>
<td>Relief Society</td>
<td>'Au Alofa</td>
</tr>
<tr>
<td>Sunday School</td>
<td>s'oga sá</td>
</tr>
<tr>
<td>branch</td>
<td>Malo Seletitila</td>
</tr>
<tr>
<td>congregation</td>
<td>Lagi</td>
</tr>
<tr>
<td>quorum</td>
<td>Seoli</td>
</tr>
<tr>
<td>region</td>
<td>paraataiso</td>
</tr>
<tr>
<td>stake</td>
<td>ma'ia ola ga'a</td>
</tr>
<tr>
<td>ward</td>
<td>Malo Teletitila</td>
</tr>
<tr>
<td>chapel</td>
<td>Malo Terasitlla</td>
</tr>
<tr>
<td>church</td>
<td>Malo Seletitila</td>
</tr>
<tr>
<td>condition</td>
<td>Lagi</td>
</tr>
<tr>
<td>to conduct</td>
<td>Seoli</td>
</tr>
<tr>
<td>to convert, to be converted</td>
<td>paraataiso</td>
</tr>
<tr>
<td>to convert</td>
<td>ma'ia ola ga'a</td>
</tr>
<tr>
<td>(someone else)</td>
<td>Malo Teletitila</td>
</tr>
<tr>
<td><strong>miscellaneous</strong></td>
<td>Malo Terasitlla</td>
</tr>
</tbody>
</table>
welfare
Welfare Services
Welfare Services Committee

Scriptures
chapter
The Book of Mormon
Doctrine and Covenants
The Pearl of Great Price
scripture
scriptures
verse

Supernatural Beings
angel
devil, demon

God
Holy Ghost
holy messenger
Jehovah
Jesus Christ
Lord
Lucifer
Messiah
Satam
Savior

---

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, repentence, crucifixion, Messiah, redemption, etc.) are used by a number of different religions.

Assemblies of God
assistant
Bahai Church
catechist (Roman Catholic)
Catholic Church
Church of the Nazarene
confession (Roman Catholic)
Congregational Christian Church
of Samoa
cross
deacon
Holy Communion
Jehovah's Witnesses
mass (Roman Catholic)
Methodist Church
minister
Mormon Church
nun (Roman Catholic)
pastor
pastor-teacher (of the Methodist Church)
pope
Seventh-day Adventist
Trinity

---

- Lotu Patipati (lit. "Clapping Church")
- fasosaoani
- Lotu Bahai
- fasosaoani
- Lotu Katoliko, Lotu Pope
- Lotu Nassareta
- kofesio
- Lotu Samoa (lit. "Samoaan Church")
- Lotu Ta'itti (lit. "Tahitian Church")

- koluse, koruse
- ti'izono
- Fa'amatanuga Pa'ia,
  Talisugaga a le Ali'i,
  Taumafataga a le Ali'i
- misasa
- Lotu Molimau a Leova

- fa'ifaa'au
- Lotu Mamga
- taupou sa
- fa'ifaa'au
- a'oa'o
- pope
- Lotu Asa Pitu
- Tolu-tasi fa'ia
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>leai</td>
<td>- no, not</td>
</tr>
<tr>
<td>ma'i</td>
<td>- sickly</td>
</tr>
<tr>
<td>fa'a-leai</td>
<td>not really, not very much</td>
</tr>
<tr>
<td>fa'a-ma'i</td>
<td>feel unwell, a little bit sick</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>- to pour out, to empty</td>
</tr>
<tr>
<td>liga</td>
<td>- to pour</td>
</tr>
<tr>
<td>liu</td>
<td>- to alter, to change</td>
</tr>
<tr>
<td>lelemo</td>
<td>- to drown someone or something</td>
</tr>
<tr>
<td>tala</td>
<td>- to undo, to open out</td>
</tr>
<tr>
<td>sae</td>
<td>- to tear, to tear off</td>
</tr>
<tr>
<td>vavae</td>
<td>- to divide, to separate</td>
</tr>
<tr>
<td>talepe</td>
<td>- to break or smash up</td>
</tr>
<tr>
<td>fa'i</td>
<td>- to break off, to snap off</td>
</tr>
<tr>
<td>masa'a</td>
<td>- to be spilled</td>
</tr>
<tr>
<td>maligi</td>
<td>- to run or pour (of rain or tears)</td>
</tr>
<tr>
<td>maliu</td>
<td>- to die</td>
</tr>
<tr>
<td>malemo</td>
<td>- to be drowned</td>
</tr>
<tr>
<td>mataala</td>
<td>- to open, be opened (of flowers)</td>
</tr>
<tr>
<td>mase</td>
<td>- to be torn, tear</td>
</tr>
<tr>
<td>mave</td>
<td>- to be apart, to be separated</td>
</tr>
<tr>
<td>malepe</td>
<td>- to be broken up or smashed (of boxes, houses, etc.)</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 mamalau o le Atua.  - God cannot be explained.
Ua ou le mamo'e.  - I could not sleep.

The prefix fōma- 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>- earth, ground</td>
</tr>
<tr>
<td>va'a</td>
<td>- boat, ship</td>
</tr>
<tr>
<td>fale</td>
<td>- house, building</td>
</tr>
<tr>
<td>vai</td>
<td>- water</td>
</tr>
<tr>
<td>tai</td>
<td>- tide</td>
</tr>
<tr>
<td>fōma-ele'ele</td>
<td>- surface of the earth, ground</td>
</tr>
<tr>
<td>fōma-va'a</td>
<td>- deck (of a boat)</td>
</tr>
<tr>
<td>fōma-fale</td>
<td>- floor or story (of a building)</td>
</tr>
<tr>
<td>fōma-vai</td>
<td>- surface of river or other stretch of fresh water</td>
</tr>
<tr>
<td>fōma-tai</td>
<td>- surface of the ocean</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>- hand</td>
</tr>
<tr>
<td>tali'gata</td>
<td>- ear</td>
</tr>
<tr>
<td>fale</td>
<td>- house</td>
</tr>
<tr>
<td>tai</td>
<td>- tide</td>
</tr>
<tr>
<td>taulima</td>
<td>- bracelet</td>
</tr>
<tr>
<td>taataliga</td>
<td>- earring</td>
</tr>
<tr>
<td>tau'fale</td>
<td>- one who is contracting</td>
</tr>
<tr>
<td>tautai</td>
<td>- master fisherman</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>- to take</td>
</tr>
<tr>
<td>nofo</td>
<td>- to be married</td>
</tr>
<tr>
<td>mamau</td>
<td>- far, distant</td>
</tr>
<tr>
<td>tau'ave</td>
<td>- to take upon, to bear, to carry</td>
</tr>
<tr>
<td>tau'nofo</td>
<td>- to practice polygamy</td>
</tr>
<tr>
<td>tau'mamau</td>
<td>- to stay away, to keep away</td>
</tr>
</tbody>
</table>
The prefix *fasi*- denotes a piece or portion of:

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefixed Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>moli</td>
<td>fasi moli - piece of soap, bar of soap</td>
</tr>
<tr>
<td>povi</td>
<td>fasi povi - 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>fu'umoa</td>
<td>atigi fu'umoa - egg shell</td>
</tr>
<tr>
<td>'apa</td>
<td>atigi 'apa - (empty) tin can</td>
</tr>
<tr>
<td>fagu</td>
<td>atigi fagu - (empty) bottle</td>
</tr>
</tbody>
</table>

The following prefixes are often affixed to nouns to form new words:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>atigi-</td>
<td>empty (shell or container)</td>
</tr>
<tr>
<td>fasi-</td>
<td>piece of</td>
</tr>
<tr>
<td>foga-</td>
<td>surface of</td>
</tr>
<tr>
<td>tau-</td>
<td>(related in location or possession of a feature)</td>
</tr>
</tbody>
</table>

The following prefixes are often attached to verbs or adjectives:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>le ma-</td>
<td>not possible to</td>
</tr>
<tr>
<td>ma-/mā-</td>
<td>(state or condition attained, action completed)</td>
</tr>
<tr>
<td>tau-</td>
<td>(continued or repeated activity)</td>
</tr>
</tbody>
</table>

The prefix *fa'a*- can be used to reduce the full force of a word.

Examples:

E le safaitauina le aofa'i o atigi pusa. - The number of empty boxes can't be counted.
E fa'aaleai ni tagata i le fogava'a. - There isn't anyone on deck.
Na malemo le tautai. - The master fisherman drowned.
Ua opeopea le fasimoli i le fogavai. - The soap floated on the surface of the water.

The expression "one another" or "one to another" can be conveyed in Samoan by:

<table>
<thead>
<tr>
<th>Expression</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>e le tasi le tasi</td>
<td>(following transitive verbs)</td>
</tr>
<tr>
<td>le tasi 'i le tasi</td>
<td>(following intransitive verbs)</td>
</tr>
</tbody>
</table>

Examples:

Sa fesoasoani le tasi i le tasi. - They helped one another.
Sa paptisoina e le tasi le tasi. - They baptized each other.

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 'ese 'ā Sikoki latou. - Scott sure is strange. (lit. "Scott they is strange.")
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 (lā)! - 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
bounce - fīti
charging - tamo'e fa'afetaui
chest pass - pasi ma'i le fatafata
defensive - tagata ta'alō fa'afavelave
player - mia'i ma'amahoe
charge - mana o le fatafata
dump - fā afapa
foul - sala
goal (ring) - mama
hook shot - togi ma'i le itū
jump ball - oso
jump shot - togi oso
man to man - tagata i le tagata
offensive - tagata ta'alō ma le polo
player - pasi
pass - pasi
underhand - pasi ma'i lalo

**Soccer - Soka**
center - 'ogatotonu
drop kick - (kiki) fa'afapa'u ma a'a
forward - tagata i luma
free kick - kiki fua
fullback - fulupeki
halfback - fa'afapekī
inside of - le itū i totonu o le vae
foot - la'a i totonu
kickoff - kiki 'āmata
outside of - le itū i fafo o le vae
foot - kiki o le sala
punt - pani, kiki, a'a

**Softball - Soft Polo**
baseman - tagata fa'atafi 'ogaumu
bases - 'ogaumu
bat - pate
bunting - pani

**These terms are taken from Mayer, *Samoan Language*, pp. 369-370.
catcher - mulumu
coach - fa'ala'oga
curve - togi vilivili
diamond - taimane
error - mea sese, sasi
fielder - talitua'a
ground ball - polo fitifiti
home plate - 'ogaumu, tigi
infield - talitua'a i totonu

Speedball - Polo masau
kickup - kiki i luga
lifting - lifi, si'i
moving - gaoi
stationary - le gaoi, tupoupou
teammate - 'au

Tennis - Tenisi
backhand - tå liliu aga'î i tua
drive -
backswing - tå i tua
body position - tulaga o le tino
forehand - tå aga'î i luma
drive -
grip - 'u'uga (o le pate)
et - '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'amea saafa
finish - tigi
final - sa'oga mulimuli
stretch
get set - sauni
goal - alui; 0!
high jump - oso maualuga
hurdling - tamo'e ma oso
javelin - tagati'a
long jump - oso mamao
on your mark - va'ai lau laina
pass - pasi
relay - moliga'ua
shot put - togi u'amea mamafa, totagi mea mamafa
sprint - tu'uga masau (100 iata)
strategy - fa'atulagaga

Volleyball - Volipolo
blocking - poloka
bump - fa'atau i lima e lua
court - malag ta'aloto
game - malag
match - tauvaga
overhand - pasi i luga o le ulu
pass
rotation - fa'ata'amiloga
score - 'a'i
servicing - faasologa o le serve, serve fa'aasolo
order
set - seti
side out - su'i le serve
spike - sipsika; samala
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 lea ma'io le faia'oga, 'ae sa i ai fo'i ma faite'iau 'uma lava. - It wasn't only the teacher, but in addition, all the missionaries were there also.
O ai ma le iai? - 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'aaga ma nisi vali e vali ai le pusa. - 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 AFAFINE/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 mai a'u nei
La ou nofo a i lenei lalolagi
Ma ma'tua agalelei.

Tago mai, savali mai i o'u tafatafa
Ina ne'i o'u seses.
A'oa'o mai mea e ao ona fai
La ou toc foci atu a' i.

KUTIPAI MAI FELENI
(Samoan Farewell Song)

Kutipai mai felehi!
O le'a ou te'a,
'A e folau le va'a
O le all'i pule i Meleke;
Ne'i galo mai Apea,
Si o ta 'ele'ele,
'A e manasua mai pea
Le 'au pasese.

Chorus: Oh! I never will forget you!
Samoa e le galo atu!
Oh! I never will forget you!
Samoa e le galo atu!

Fa'afogafoga mai,
Samoas uma,
Ae se'i fai atu
O la'u fa'atusa;
Peit o le susana
I totonu o mauga,
E fa'apea la'u pele,
I taupou 'uma.

E fa'ato'a iloga
Mi mea faigaeta,
Pe'a fa'amavae
Ma vo fa'apena;
E matumutuale
Le alofa tiga,
Kutipai, mai felehi!
Tofa! Tofa!

SA TAMAITITI O IESU
(Jesus Once Was a Little Child)

Sa tamaititi o Iesu,
Fa'apei o a'u nei,
Sa mefufu'ia ma mama,
Sa filemu lelei.

Chorus: Outou tamaiti,
Ta 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 tofotofoaina fo'i
I mea faigata,
Sa le vaigiga i mea na
Sa manumalo a'i.

Sa fa'asatautaurina mai
Mo tatou una nei,
O lea ia tatou tama'ai,
Ma faia mea lelei.

Samoan National Anthem

Samoatafa'i
Ma sisi la lau fu'a
Lou pale lea.

Samoatafa'i
Ma sisi la lau fu'a
Lou pale lea.

Va'ai 'i na felu
O lo'o ua agiaiga a'i
O le fa'atiloga lea
O Iesu na muli a'i mo Samoa.

Oia, Samoa e 'u'u mau
Lau pule 'ia fa'ava'a
Aus e te sene
O le Atua lo ta fa'avae
O lo ta sa'olotoga

Samoatafa'i
Us a gaiagia lau fu'a
Lou pale lea.
LUPE
(Dove)

Filemu pei o le lupe ua tu
I le lau 'olive malu,
E le olo, na'ona fa'a'u.

Chorus: 'Oi auē, pele moni e 'o fea 'oe?
Ta fis fa'aloalo 'i sou leo e,
'As aloalo malie si au foe.

Ta te 'ata 'i amīoga 'a le tupulaga.
Mau le 'e fisfia ma 'ata,
'As 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 le lanu Samoa
Mate mai la'u tupua
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'ua
Tau ina e iloa
O lo'u alofa lena.

Pe na ta masani 'ea e a
Pe na 'e ioe 'ea e a
Us o'ona mea 'ai
Talu le fai va'ai
Us toto lo'u tale
Ma lo'u fatu ua ta'e
Talofa i la'u tifa i Moana
O 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, [1975?].
SAMOAN FOR MISSIONARIES

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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:

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