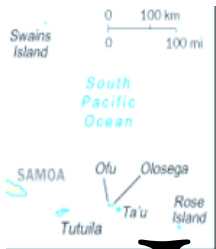
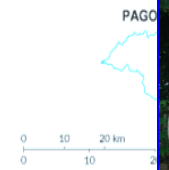
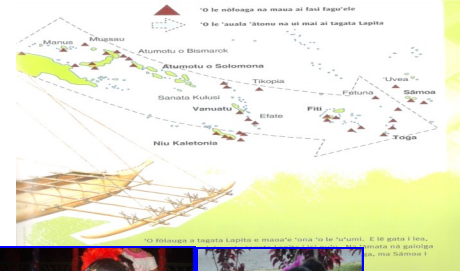




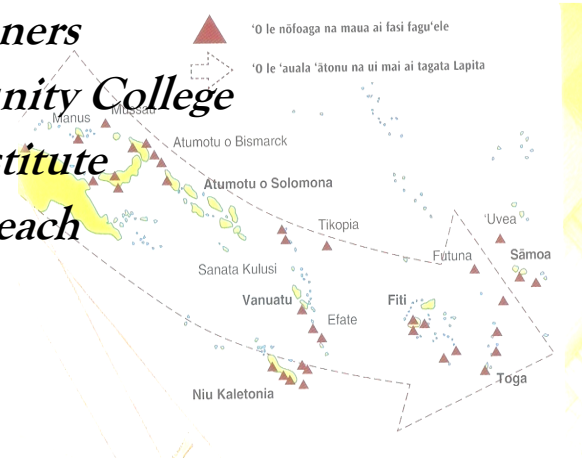
South
Pacific
Ocean



SAMOAN HANDBOOK



Samoan for Beginners
American Samoa Community College
Samoan Studies Institute
Community Outreach
Summer 2011





American Sāmoa Community College
Sāmoan Studies Institute

Conversational Samoan
Intensive Samoan Language Course for Beginners
May 23-27, 2011

Instructors: Mr. Evile Feleti & Mrs. Tamari Mulitalo-Cheung
Office: Sāmoan Studies Institute
Office Phone: 699-9155 (Ext. 323 & 372)
Cell : Feleti 256-5655, Tamari 258-7974
Email: e.feleti@amsamoa.edu & t.cheung@amsamoa.edu

Class Hours: Daily 1.00pm-2.50pm
Venue: SSI Lab
(Samoan Studies Institute Building
next to Fale Samoa, lower campus)

Course Materials:

1. Class Handbook –Samoan Studies Institute, ASCC.
2. Class supplementary dvd
3. Computers for language practice –SSI Lab

Course Supplementary Materials:

1. Fa'alafai, Elisapeta & Williams, Leigh. (1995). **Tautala Fa'asamoa**. An introductory course in conversational Sāmoan. American Sāmoa Community College.
2. Fiamalua, S. Mataio. (2007). *Kalama o le Gagana Samoa*. Fa'atautaiga a Manusina & Fa'asoa Fa'alea'oa'oga. Fale'ula o Fatua'iupu Conference July 7-12 (2007). Island Business Center Nu'uuli, American Samoa.
3. Mayer, Lasei J. (1976). *Kalama o le Gagana Sāmoa*. University of Hawai'i Press.
4. Peace Corps Western Samoa.(1995). *Samoan Language Handbook*.

Learning Objectives:

1. Explain the 21st century alphabet of the Samoan language (*Dept. LO 1, SLO 1.11, 1.1.2, 1.3.1*)
 2. Hold a basic dialogue with peers/instructor at the end of semester *Dept.1, SLO1.1.1, 1.31*
 3. Recite rhymes, sing selected Samoan songs *Dept. LO1, SLO 1.1.1, 1.3.1*
- Work cooperatively in a group for a Samoan performance *Dept LO 1, SLO 1.1.2, 1.3.1*

Student Learning Outcomes

Communication

- I.1.1 Speak and write basic Samoan sentences (*Course LO 1, 2, 4*)
- I.3.1 Follow instructions, procedures and guidelines effectively (*Course LO1- 6*)
- I.3.2 Provide and express meaningful and productive feedback (*Course LO 1, 2, 3, 4, 5*)

Job Skills

- I.2.1 Demonstrate important work qualities (promptness, dependability, initiative etc) (*Course LO 4, 6*)

Life Skills

- III.2.3 Value cooperation and collaboration (*Course LO 4, 6*)

Course Description:

This is a Conversational Samoan Language Course at the elementary level. The focus is on enunciation, vocabulary building and the correct use of words in directed fundamental dialoguing.

Informal Assessment

1. Alphabet Recitation *Individual (LO2, SLO I.11, I.1.2, I.3.1)*
2. Vocabulary Build up (Team Quiz) *LO 1. SLO 1.2.1, 1.3.1*
3. Dialogue & song completion (Individual Quiz)
4. Worksheets
5. Group performance – individual and group (dialogue, singing, dance) *Dept.1, ISLO I.1.1, 1.31; Job Skills II.2.1 ISLO III.2.3*
6. Attendance & Participation *Job Skills II.2.1 ISLO III.2.3*

ATTENDANCE is important because this is an intensive 1 week course.

MANDATORY: \$40 USD CLASS FEE DUE IN MONDAY 23RD MAY 2011.

EMAIL OR CALL US IF YOU HAVE ANY FURTHER QUESTIONS.

Schedule

Day/Aso	Topic/Mataupu	Activity/ies/Galuega Faatino	Vocabulary/ Upu Fou	Instructor's Notes
Mon 5/23/11 Pgs 5-16	1. Introductions/ greeting 2. Samoan Alphabet & General Rules 3. Basic Greetings, Phrases 4. Farewell at end of day 5. Vocabulary building	Pese: A E I O U - <i>Laban cd</i> Alphabet Chart Recitation Rubric Introducing self Dialogue 1 –Meeting & Taking Leave	Alphabet Basic words & phrases pg 4-	Class Overview – Handbook, dvd Alphabet – (recitation rubric) Announcement of Final Performance: * Dialogue using set topics (choose partners) *Song/dance (group)
Tues 5/24/11 Pgs 7-19	1. Review 2. Samoan consonants 3. Talking about Family 4. Slang 5. Song/Dance Practice – <i>Savalivali</i>	Alphabet Review & Recitation Review (class -dvd) Greeting Review ppt (pairs) Consonant Song Family Dialogue Slang worksheet Savalivali –song	Family words song (dvd) slang words	
Wed 5/25/11 Pgs 20-26	Review Addressing Different People Counting Telling time Days of the week, Months of the Year Samoan Culture Song/Dance	Review –(Teams) Worksheet Number Recitation (tasi x3) Numbers & Time (ppt) Money Days and Months quiz (teams) Sacred Grounds dvd (12 mins) Worksheet Song/Dance practice	Salutation words Numbers 1-10 Time words Days & Months Money	
Thur 5/26/11 Pgs 27-31	Review Employment Buying Food Social Language Dance Practice	Review ppt Employment Dialogue & Worksheet Dialogue & ppt (teams) Social Language Worksheet Practice	Employment words Food words Feelings terms Social Language	
Fri 5/27/11 Pgs 32-35 Bonus 36-37	Review – Body Parts Final Performance	Review ppt (teams) Employment Buying Food Expressing Feelings Body Parts worksheet & song Partner Dialogue Group Work		Dialogues from topics discussed from Day 1-4)

Day 1

1. Introductions/greeting
2. Samoan Alphabet, Recitation & General Rules
3. Basic Greetings, Phrases
4. Farewell at end of day
5. Vocabulary building

INTRODUCTION

Some of the dialogues and songs are on the accompanying dvd for personal practice.

General greetings that can be exchanged between students and teacher before the class.

Person 1/Tagata 1

Person 2/Tagata 2

Mālō le soifua! -----

Commending you for living

Taeao manuia -----

Good morning -----

Mālō le soifua laulelei!

I commend you for living well!

Mālō fo'i le soifua OR just Mālō!

OR

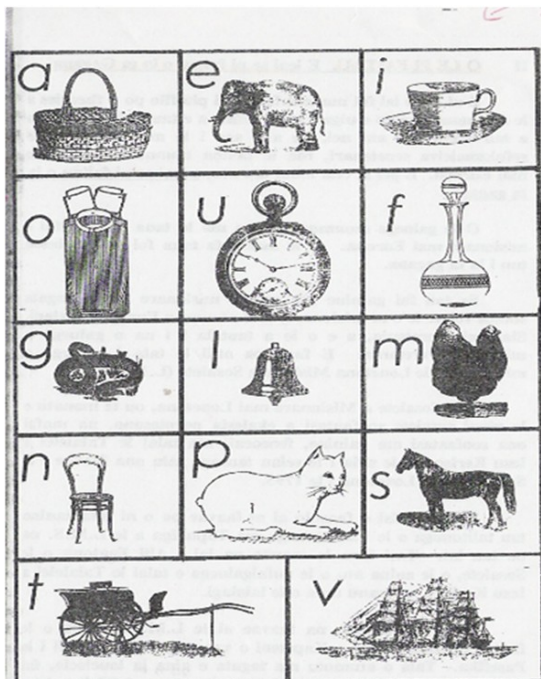
Ia faapena fo'i! (fo'i = also)

And to you also! OR

Lagi e mamā i lau susuga

Clear skies to you

SAMOAN ALPHABET /PI SĀMOA/PI FAITAU/ALAFAPETI



latou leo, ona atili le atoatoa lea o le fausaga. E pel o le A -
ato, po o le P - pusi, T - taavale, V - vaa.
A e ui i lea, o le mea pito i taau le lai o se Pi Faitau o ia

33

Source: *La Ta Gagana*



Source: *online*

PI SĀMOA/SĀMOAN ALPHABET

The writing system in Samoan was devised by the London Missionary Society in the mid 1800's. Prior to western contact Samoan had no written form of language. The early missionaries distinguished 5 vowel and twelve consonant sounds and assigned the following symbols to them:

a e i o u f g l m n p s t v h k r = 17 letters

5 Sāmoan Vowels (*Vaueli*):

A	E	I	O	U
ah	ā	ē (ee)	ō	ōō

The five vowels are pronounced much the same as in many European languages. Each of these vowels can be lengthened (as in long vowels). The lengthened vowel is indicated by the macron symbol over the vowel (as in ā, ē, etc.).

VOWEL	Reduced if in unstressed position in a word	Lengthened
a as in father		tamā as in grandma
e as in leg	tama as in but	pepē as in fed
i as in sushi	pepe as in beg	kī as in key
o as in home	toto as toll	totō phoneme
u as in blue		susū Sue

When the vowels occur in combination, diphthongs result. For example:

The combination of **a** and **i** (**ai**) results in a sound similar to the 'i' in 'night'.

The combination of **o** and **i** (**oi**) results in a sound similar to the 'oy' in 'toy'.

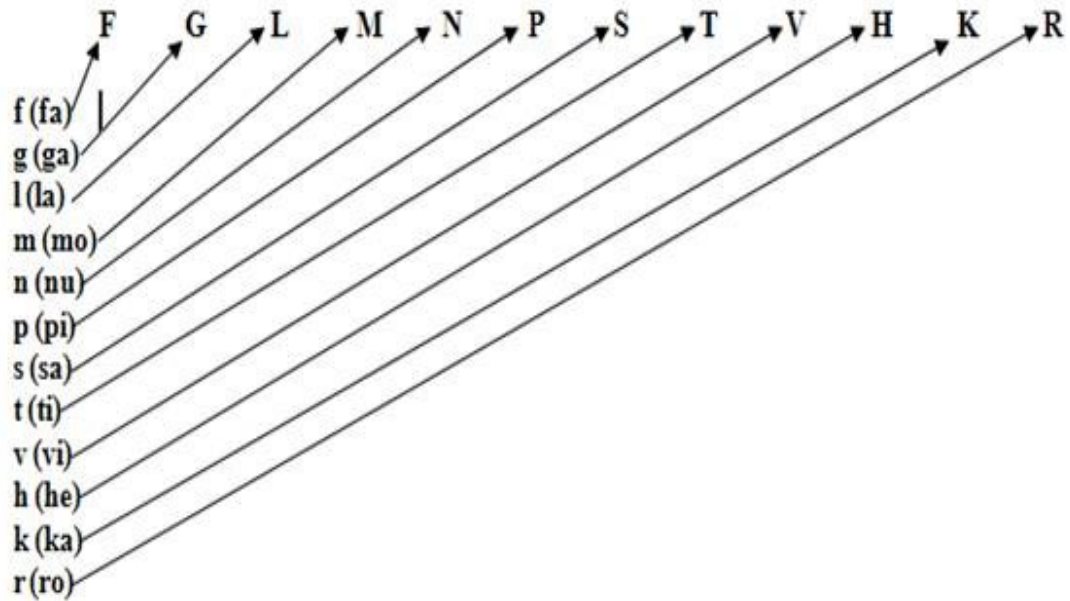
Note: It is usually impolite to ask straight questions in the Faasamoa but a lot of simplifying and compromising has been done to allow for non-Samoans and Samoan children learning the language. The straight forward western approach has also been adopted and is not seen so abrupt as before. You will hear countless examples of these over the radio and in day to day dialogues between other people and locals speaking to you.

Practice works!

Practice the following Samoan Diphthongs:

ae	-	sae saesae	mae maemae	vae vaevae	lae laelae
ei	-	pei peipei	tei teitei	rei reirei	nei neinei
io	-	tio tiotio	sio siosio	lio liolio	nio nionio
ou	-	tou toutou	mou moumou	sou sousou	fou foufou
ua	-	pua puapua	tua tuatua	sua suasua	fua fuafua

12 Samoan Consonants (*Konesane*):



There are thirteen consonants in use in the Samoan alphabet. At the present time most of the letters coincide more or less with the standard American English pronunciation. For instance:

f	as in English
g	as in the English word <i>tongue</i> or <i>sing</i> (never as in <i>good</i>)
h	as in English
k	as in English
l	as in English
m	as in English
n	as in English
p	as in English but not as in the sound produced by ‘b’
r	as in English
s	as in English
t	as in English
v	as in English

Practice Words for the “G” Sound:

taga	faga	maga	paga
sega	ega	sogi	togi
fogi	gata	agi	gafa
suga	luga	gali	lagi
uga	galu	oge	ligi
lago	tago	togo	gogo
fagu	saga	laga	aga

T & K Variation

Modern Samoan has two styles of pronunciation, often termed the k-style and the t-style. The t-style is the style used in writing, in the media, and in religious and educational situations, and is characterized by the use of *t*, *n* and *g*, as well as *k* and *r* in borrowed words. The k-style is the form of spoken Samoan most often used by native speakers when conversing casually or when using the language for traditional Samoan activities. The k-style is characterized by rapid, casual speech, and by a pronunciation style that substitutes *k* for *t*, *g* for *n*, and *l* for *r*.

Formally we will be teaching “t” style but often you will hear the “k” variation when people are speaking to you or to each other. A domain where the “t” is mostly used is in church, when speaking to members of the clergy, writing, songs, classroom, and conferences. However the “k” is used a lot when talking casually, more and more in the flowery language of the orators and to your own peers. The Pi Faitau (Samoan alphabet) records that “h, k, r” are added consonants to enable the translations of important terms such Herota (Herod), Keriso (Christ), Roma

(Rome) and others.

<i>General Rules</i>	<i>Example</i>
The glottal stop is treated as a consonant	ulu and <u>'ulu</u>
A single vowel can be a Samoan word	O le <u>a</u> lea mea?
Construction of words from two or more vowels	<u>fa'aauau</u>
Although consonants can begin a Samoan word, no Samoan word can end in a consonant	<u>leg/lega</u>
No consonant cluster	mill <u>i</u> ona – miliona
Application of glottal stop and macron on vowels but not compatible to consonants	<u>Ñonō</u> - <u>Nonō</u>
The addition of the macron symbol as a Samoan vowel	Samoa - S <u>a</u> moa

MOST COMMONLY USED SAMOAN LANGUAGE SYMBOLS

Glottal Stop: A language symbol (‘) that produces a sharp sound by a momentary complete closure of the glottis, followed by an explosive release. The glottal stop is commonly heard in English in the expression *oh-oh*.

‘a – ‘afa	‘e – ‘ena’ena	‘i – ‘isumu	‘o – ‘oloa	‘u – ‘ulo
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Macron: A diacritical mark placed above a vowel to indicate a long sound or phonetic value in pronunciation, such as (ā) in the word *Sāmoa*.

ā – āfua	ē – sēleni	ī – īfoga	ō – ōfaga	ū – mūmū
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Application of the glottal stop and macron on a vowel at the same time:

‘ā – ‘āmata	‘ē – ‘Ētena	‘ī – ‘ī’ī	‘ō – pa’ō	‘ū – pa’ū
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SAMOAN WORDS TAKEN FROM OTHER LANGUAGES

The Samoan language has many loan words from other languages. Many of these borrowed words come from English, Latin, Greek and from other Polynesian languages. The translation of the Bible into Samoan in the 12th century provided many of the Latin and Greek based word, and continued contact with the United States, New Zealand, and Australia has given rise to countless new Samoan words based on English. Samoan borrowings most often follow the pronunciation of the foreign word rather than its spelling.

Listen to the following words and guess what their English forms are:

uati	taimi	peni	pepa
suka	sene	pasi	meli
naifi	telefoni	fiva	fulū
penisini	kuka	pia	peresetene
‘aisakulimi	leitiō	sipuni	pusi
niumōnia	kūkama	tamato	kofe
falaoa	paipa	pulumu	falai
sālatai	futu	mīnute	komipiuta

Exercise writing Samoan words for each of the following English words:

Simple Phrases:

English Word	Samoan Word	English Word	Samoan Word
list		New Zealand	
dollar		inch	
copy		gas	
kiss		office	
ice		line	
America		internet	
Australia			

COMMANDS	FAATONUGA
Nofo i lalo!	Sit down!
Tu 'i luga!	Stand up
Fa'atali 'i 'ṽ!	Wait here
'Aua le pisa!	Don't make a voice/be quiet
Saini lou igoa!	Sign your name
Fa'amolemole, sau 'i 'ṽ!	Please, come over here
Sau loa!	Come now!
Fa'alogo lelei!	Listen carefully
'Aua!	Don't
'Aumai le pepa!	Give me the paper
Alu 'ese!	Go away!
Fa'alogo mai!	Listen to me (speaker)
QUESTIONS	FESILI
'O ai lou suafa?	What is your name?
'O le a lea mea?	What is this?
'O fea 'e te faigaluega ai?	Where do you work?
'O ai 'oe?	Who are you?
'Ua 'ē mālmalama?	Do you understand?
'Aiseā?	Why?
'O āfea 'e te sau ai?	When are you coming?
'O fea le faleuila?	Where is the toilet?
'O 'ē ma'i?	Are you sick?
'Ua 'e fia 'ai?	Are you hungry?
'O fea lou tamā/tinā?	Where is your father/mother?
'O ai lea?	Who is this?
'Ua ta se fia?	What time is it?
'E iai sau peni?	Do you have a pen?

Evaluating Student Memorizing and recitation of *Pi Faitau*

Student Name : _____ Date: _____ Instructor _____

SLO Domain : Communication Course Alpha/Title/Section _____

Addressing Program SLO : _____

Rating scale & performance indicators	Beginning 0-1	Developing 2 points	Accomplished 3 points	Exemplary/ Native 4 points	Total Points
Pronunciation of five Vowels (traditional)	No fluency, refusal to speak, speaking only in first language or unintelligible	some problems with pronunciation of vowels and intonation, recites only two vowels	Accurate pronunciation of individual vowels but needs to sharpen intonation or speech rate, or recites only three or four vowels	Pronounces like a native Response is linguistically accurate, intonation/accents is of a fluent native speaker	
Recitation of vowels (contemporary)	No fluency, refusal to speak, speaking only in first language or unintelligible, or recites only 0-7 vowel sounds	some problems with pronunciation of vowels and intonation, recites 9-11 vowel sounds	Accurate pronunciation of individual vowels but needs to sharpen intonation or speech rate, or recites 12-14 vowel sounds	Pronounces like a native Response is linguistically accurate, intonation/recites 15-16 vowel sounds	
Pronunciation Of consonants	No fluency, refusal to speak, speaking only in first language or unintelligible	some problems with pronunciation of consonants, intonation, pronounces only two consonants correctly	Accurate pronunciation of Individual consonants but needs to sharpen intonation or speech rate, or recites 12-14 vowel sounds	Pronounces like a native Response is linguistically accurate, intonation/accents is of a fluent native speaker	
Recitation of complete Pi Faitau (traditional)	Mispronounces 10 or more letters, or does not recall more than 10 letters.	Fair effort but mispronounces 6-9 letters or misses 6-8 letters	Recites the complete alphabet well but mispronounces 3-5 letters	Recites complete alphabet with ease and fluency	
Recitation of all consonants with individual vowels (a,fa,ga,la chart)	Mispronounces 10 or more pairs, or does not recall more than 10 pairs.	Fair effort but mispronounces 6-9 pairs or misses 6-8 pairs	Recites the complete alphabet well but mispronounces 3-5 pairs	Recites complete chart with ease and fluency	
Total Points					

ANSWERS
SAM 101A MEMORIZING & RECITING THE ALPHABET RUBRIC

RATING SCALE	TOTAL
Traditional Vowels ‘ā (for ’ato) ‘ē, ‘ī, ‘ō, ‘ū	/4
Variations of the vowels a ā ‘a ‘ā e ē ‘e ‘ē i ī ‘i ‘ī o ō ‘o ‘ō u ū ‘u ‘ū	/4
Consonants from Pi Faitau f(a), g(a), l(a), m(o), n(u), p(i), s(a), t(i), v(i), h(e), k(a), r(o)	/4
Complete Pi Faitau ‘ā, ‘ē, ‘ī, ‘ō, ‘ū, f(a), g(a), l(a), m(o), n(u), p(i), s(a), t(i), v(i), h(e), k(a), r(o)	/4
Recitation of all consonants with individual vowels (a,fa,ga,la chart) ‘ā, fa ga lā ma na pā sa ta vā ha ka rā ‘ē, fe ge lē me ne pē se te vē he ke rē ‘ī, fi gi lī mi ni pī si ti vī hi ki rī ‘ō, fo go lō mo no pō so to vō ho ko rō ‘ū, fu gu lū mu nu pū su tu vū hu ku rū	/4
	/20

*Try practicing
with a friend*

Basic Greetings/Dialogue 1 (listen to dvd)

Tagata 1/Person 1

Tagata 2/Person 2

Talofa. 'O ai lou igoa? <i>Hello! What is your name?</i>	
	Talofa. 'O _____ lo'u igoa. 'O ai lou igoa? <i>Hello. My name is _____. What is your name?</i>
'O _____ lo'u igoa. <i>My name is _____.</i> 'O fea e te sau ai? (<i>Where do you come from?</i>)	
	'Ou te sau mai _____. <i>I come from _____.</i> 'Ae a 'oe? <i>What about you?</i>
'Ou te sau mai _____. <i>I come from _____.</i>	
	Mālō lava! <i>*Literally: Well done! This is just a way of commending people for: Actually living- Mālō soifua! For working –mālō galue! For dancing –mālō siva! For playing –mālō ta'alo! etc</i>
Mālō fo'i! <i>Well done too!</i>	

Individual Practice

<u>Phrase</u>	<u>translation</u>	<u>Word</u>	<u>translation</u>
hello		Igoa	
What is your name?		taeao	
Malo le soifua		Alafapeti/Pi faitau	
Which country do you come from?		sau	

Friends Meeting and Taking Leave

Tagata 1/Person 1	Tagata 2/Person 2	substitute	translation
Mālō Greetings	Mālō fo'i Greetings also	Malo suga/sole	Hi girl/boy/man
'Ā e alu i fea? Where are you going?	'Ou te alu i le <u>ofisa</u> (place). 'Ae a oe? I'm going to the office. What about you?	Ā'oga falesa Fale Fale ta'alo Fale māta'aga Faletusi Faletupe ma'umaga Falemeli Falepuipui Faleaiga Falema'i	School Church Home/house Gym Museum Library Church (building) Plantation Post office Prison Restaurant hospital
'Ou te alu e <u>faatau</u> . (verb) I'm going <u>to shop/shopping</u>	Ua lelei. Toe fetau. Alright. Meet again.	Faigaluega Asiasi Toleni/faamalositino Fagota Ta palolo	Work Visit Train/exercise Fish Palolo scooping/hunting
Manuia le aso Have a good day	Manuia fo'i le aso Have a good day too		
Fa	Fa		



In case you forget any word or need help

Qs. What is the Samoan word for _____?

Fesili: O le a le upu faasamoa o le _____ OR O le a le Faasamoa o le _____?

Answer: O le _____. It is _____. Or the longer answer: The Samoan word for _____ is _____.

I need help/help please

'Ou te manaomia le fesoasoani/manaomia le fesoasoani
Fesoasoani faamolemole (short)

I don't understand

'Ou te lē malamalama

I don't know

'Ou te lē iloa

Say that again please

Toe fai mai faamolemole

Say it one more time

toe sau tasi

My Samoan is not good

E lē lelei la'u fa'asamoa

Louder please

Leotele faamolemole

Speak slowly

Tautala faagesegese or tautala lemu

I have a question please

E iai la'u fesili fa'amolemole

<u>Phrase</u>	<u>translation</u>	<u>Word</u>	<u>translation</u>
hello		Igoa	
What is your name?		taeao	
Malo le soifua		Alafapeti/Pi faitau	
Which country do you come from?		sau	

General thank you and farewell remarks that can be exchanged between students and teacher at the end of the class.

Fa'afetai lava ----- Fa'afetai fo'i.

Thank you very much ----- thank you too –

The teacher may also say: E lē afaina ----*it's no trouble!*

Tōfā Soifua ----- soifua ia OR just Tōfā! OR Fa!

Goodbye!

Manuia le aso -----Manuia fo'i! OR Ia faapena fo'i! (fo'i = also)

Have a good day-----And to you also!

Feiloa'i taeao!----- *See you tomorrow or literally meet you tomorrow.*

Day 2.

1. Remember to greet each other and the instructor using the examples from Day 1.
2. Review of Alphabet chart & recitation skills –
3. Samoan Consonant review - song
4. Talking about family
5. Slang
6. Song –*Savalivali means go for a walk*
7. Reminder about dialogue in pairs on Friday

CONSONANT SONG

<p>O a upu e amata i le “f”, i le “f”, i le “f” <i>What words begin with the letter _?</i> O a upu e amata i le “f” Fagu, fa’i, fala <i>Bottle, banana, mat</i></p>	<p>O a upu e amata i le “t”, i le “tn”, i le “t”, O a upu e amata i le “t” tia, timu, tolo <i>grave(chief’s), rain, sugarcane</i></p>
<p>O a upu e amata i le “g”, i le “g”, i le “g”, O a upu e amata i le “g” Galu, gao, gata <i>Wave, molar (tooth), snake</i></p>	<p>O a upu e amata i le “v”, i le “v”, i le “v”, O a upu e amata i le “v” Vase, vai, vine <i>Ruler, water, grapes/vine</i></p>
<p>O a upu e amata i le “l”, i le “l”, i le “l”, O a upu e amata i le “l” Lagi, lago, logo <i>Heaven, fly, bell</i></p>	<p>O a upu e amata i le “h”, i le “h”, i le “h”, O a upu e amata i le “h” Helikopa, helapi, Heta <i>Helicopter, hellaby(cornbeef), Heta(name)</i></p>
<p>O a upu e amata i le “m”, i le “m”, i le “m”, O a upu e amata i le “m” Moa, moli, motu <i>Chicken, orange, island</i></p>	<p>O a upu e amata i le “k”, i le “k”, i le “k”, O a upu e amata i le “k” Kapisi, kaloti, kalone <i>Cabbage, carrot, gallon</i></p>
<p>O a upu e amata i le “n”, i le “n”, i le “n”, O a upu e amata i le “n” Nuanua, musipepa, nu’u <i>Rainbow, newspaper, village</i></p>	<p>O a upu e amata i le “r”, i le “r”, i le “r”, O a upu e amata i le “r” Roketi, rosa, rane <i>Rocket, rose, frog</i></p>
<p>O a upu e amata i le “p”, i le “p”, i le “p”, O a upu e amata i le “p” Pili, pine, pusi <i>Lizard, peg, cat</i></p>	<p>f(a), g(a), l(a), m(o), n(u), p(i), s(a), n(u), p(i), s(a), n(u), p(i), s(a), f(a), g(a), l(a), m(o), n(u), p(i), s(a), t(i), v(i), h(e), k(a), r(o)</p>
<p>O a upu e amata i le “s”, i le “s”, i le “s”, O a upu e amata i le “s” Salu, sami, solo <i>Broom, sea, towel</i></p>	

TALKING ABOUT ONE'S FAMILY

Person 1/Tagata 1	Person 2/Tagata 2
O soifua ou matua? Are your parents living?	O loo soifua mai lava. Na o lo'u tina o loo soifua. They are both living (or) Only my mother is alive.
O ai le suafa o lou tina? What is your mother's name?	O Eviana le igoa o lo'u tina Eviana is my mother's name
E to'afia ou uso? (sibling of same gender) How many brothers/ <u>sisters</u> do you have?	E to'alima o'u uso (to a female) I have five sisters OR E leai ni 'u uso I have no brothers (to a male)
E to'afia ou tuagane (to a female) How many brothers do you have?	E to'alua o'u tuagane I have two brothers
O ai igoa o ou uso? What are the names of your sisters (to a female)	They are Anako, Sia, Nia, Lofa and Apiana O Anako, Sia, Nia, Lofa, ma Apiana

Describing one's family EXERCISE

Person 1/Tagata 1	Person 2/Tagata 2
O soifua ou matua? Are your parents living?	
O ai le suafa o lou tina? What is your mother's name?	O _____ le igoa o lo'u tina _____ is my mother's name
E to'afia ou uso? (sibling of same gender) How many brothers/ <u>sisters</u> do you have?	E _____ o'u uso (to a female) I have _____ sisters
E to'afia ou tuagane (to a female) How many brothers do you have? E to'afia ou tuafafine (sisters to a male) How many sisters do you have?	E _____ o'u tuagane I have _____ brothers E _____ I have _____
O ai igoa o ou uso? What are the names of your sisters (to a female)	They are Anako, Sia, Nia, Lofa and Apiana O Anako, Sia, Nia, Lofa, ma Apiana

Translate the following

tamā tinā Uso Tuagane tuafafine	
---	--

SLANG (locals will give you more)

Pe'u, fui, ma'a –girlfriend/boyfriend	Kuoli – can describe someone whose character is questionable or one who is not too serious as expected.
Luato'a –reverse of to'alua/spouse	Masta – master
Dice – nice, good, awesome	Pa le va'a –go off into the deep end, angry
Seki –set, nice, good, awesome	'Ova se mea –too much
'Airena –from 'ailē ~ reverse of leai/no	Lēai se mo'i –literally 'no truth in it'
Fa'apā sau pomu asu – leaving without saying good-bye (negative)	Faga sau lāpiki –(negative) literally –shooting a rabbit –used when 1) someone steals something 2) to do something secretly
Eio –reverse of Ioe/yes!	Matu (from matua –mature or old)
Petu/petrū –reverse of tupe/money	mosi (from mosimosi –a young, immature person)
Sifi –chief (different from matai)	Matra/jama –from tama/guy/male/boy one may be interested in
'Onosa'i lou loto/lou loko – slang –have patience!	Fa'apa aku lou ulu-go bang your head on something

PESE/SONG: *Savalivali*

Savalivali means go for a walk
Tautalatala means too much talk
Ou te alofa ia te oe means I love you
 Take it easy *fai fai lemu!*

Go for a ride, *ti'eti'e ta'avale*
Leai o se tupe means no more money
 Stay at home means *nofo i le fale*
 Much trouble *tele faalavelave*

Teine manaia means pretty girl
Taamilomilo means around the world
 Whisper to me means *musumusui mai*
Oi aue, o my o my!

Phrase	Translation	Word	Translation
<i>musumusui mai</i>	Take it easy	Fagu, _____, fala	<i>Bottle, banana, mat</i>
<i>Oi aue</i> ,	no more money	Galū, gao, _____	<i>Wave, molar (tooth), snake</i>
<i>Ou te alofa ia te oe</i>	o my o my	_____, lago, logo	<i>Heaven, fly, bell</i>
Go for a ride	<i>ti'eti'e ta'avale</i>	Moa, moli, _____	<i>Chicken, orange, island</i>
<i>Leai o se tupe</i>	<i>tele faalavelave</i>	Nuanua, _____, nu'u	<i>Rainbow, newspaper, village</i>
<i>fai fai lemu!</i>	Whisper to me	Pili, pine, _____	<i>Lizard, peg, cat</i>
Much trouble	I love you	Salu, _____, solo	<i>Broom, sea, towel</i>

Day 3.

1. Review
2. Addressing Different People
3. Counting
4. Telling time
5. Days of the week, Months of the Year
6. Samoan Culture
7. Song/Dance

ADDRESSING DIFFERENT PEOPLE

SUSUGA (susū mai/ Welcome)	AFIOGA (afio mai/welcome)	TŌFĀ (maluu mai)
High Chiefs such as Malietoa, Leiātāua People in General/tagata lautele Mayor/Pulenu’u	High chief/ali’i/spouse/daughter/son of high chief Son & Daughter of High Chief/ Mānaia & Taupou Heads of departments/ulu o matāgal- uega, Directors/fa’atonu, Sena- tors/senatoa, Representatives/ faipule, cabinet members/sui o le kapeneta, offices president/ peresetene; ma isi ‘ōfisa/ Chairman/Ta’ita’ifono Governor/ Kōvana Sili	Orators/Tūlāfale Their wives/Tausi
Person with Unknown status/tagata e le ‘o iloa le tūlaga		
Church ministers for/Faife’au mo: Congregational Christian Church of American Samoa /EFKAS, Methodist/ Metotisi, Assembly Of God/ ‘Ēkalesia Fa’apotopotoga a le Atua, etc/ma isi A’oa’o /lay preacher	Catholic priest/pātele, nun/taupousā	
Teachers/faiā’oga Counselor/faufautua	Principal/pule ā’oga Professor/porōfesa	
Doctors/fōma’i Nurses/teine tausima’i	Head Surgeon and other dept. heads – Fōma’i sili	
Spouses of people above/ta’ito’alua o tagata i luga	Spouses of people above/ta’ito’alua o tagata i luga	
Cop/leoleo Security/sekulātī	Commissioner/Komesina o Leoleo	
Driver/ ‘aveta’avale Taxi driver/‘aveta’avale la’upāsese		
Tinā/tamā/mother/father		

SUSUGA (susū mai/ Welcome)	AFIOGA (afio mai/ welcome)	TŌFĀ (malīu mai)
Lawyer/lōia Translators/fa'aliliu 'upu	Attorney General/Lōia Sili, Judge/ Fa'amasino	
Electrician/faiuila		
Plumber/palama		
Secretary/failautusi		
Treasurer/teutupe Auditor/Tausi tusi		
Government treasurer/Teutupe a le Mālō		
Soldier/fitafita	High ranking officers in the Armed Forces/'ōfisa	
Artist/tufuga/'ātisi		
Scientist/Saienitisi		
Tagata palota/voter		

NUMBERS 1-10/ FAITAUGA MAI LE TASI SEIA O'O I LE SEFULU.

1 –tasi. 2 –lua. 3 –tolu. 4 – fa. 5 –lima. 6 –ono. 7 –fitu. 8 –valu. 9 –iva. 10 –sefulu. 11 – sefulu ma le tasi/sefulutasi. 12 –sefulu ma le lua/sefululua. 13 –sefulu ma le tolu/ sefulutolu. 14 –sefulu ma le fa/sefulufa...

Numbers Rhyme/ Tauloto o Numera:

Tasi tasi tasi –*one one one*
Tatou patipati –*let us clap*
Lua lua lua –*two x3*
Fa'asa'o lou patua –*straighten your back*
Tolu tolu tolu –*three x3*
Tatou fa'ano'uno'u –*let us stoop (down)*
Fa fa fa –*four x3*
Va'ai i luga –*look upward*
Lima lima lima –*five x3*
Tatou pati lima –*let us clap*
Ono ono ono –*six x3*
Tatou osooso –*let us jump up and down*
Fitu fitu fitu –*seven x3*
Va'ai i le aitu –*see the ghost*
Valu valu valu –*eight x3*

Tete'e lou faamalu –*put up your umbrella*

Iva iva iva –*nine x3*

Toe fo'i i lou aiga –*return to your family*

Sefulu sefulu sefulu –*ten x3*








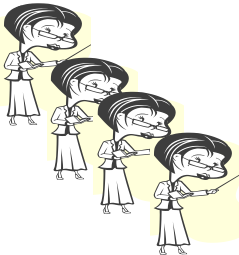
Ua moe ta'agulu i lalo o le 'ulu. –*snoring under the breadfruit tree*

EXERCISE: Counting objects and people

In counting people **“to'a”** usually precedes the number. Read the list below and write out the correct answers.

Eg.1. E fia peni? E tasi. How many pens? There is one.

Eg.2 E to'afia tama? E to'atasi. How many boys? There is one.

<p>Peni/pen</p> 	<p>E fia peni? E tasi. How many pens? There is one.</p>	<p>Tama/boy</p> 	<p>E to'afia tama? E to'atasi. How many boys? There is one.</p>
<p>Maile dogs</p> 	<p>E _____ maile? E _____. How many dogs? There are two.</p>	<p>Tamaiti/children</p> 	<p>E _____ tamaiti? E _____.</p>
<p>Vaalele planes</p> 	<p>E _____ _____? E _____.</p>	<p>Foma'i/doctor's</p> 	<p>E _____ Foma'i? E _____.</p>
<p>Lole/candy/ies</p> 	<p>E _____ _____? E _____.</p>	<p>Faiaoga Teacher/s</p> 	<p>E _____ _____? E _____.</p>

Write out the numbers in Samoan

Extra practice: use index cards to write down your new words and their English translation and take turns testing each other with a friend

1	tasi	8	
2		9	
3		10	
4		11	
5		20	Luasefulu
6		30	_____sefulu
7		40	_____sefulu



Review Quiz for groups: Refer to Numbers Powerpoint

DAYS OF THE WEEK & MONTHS OF THE YEAR

Days of the week	Aso o le Vaiaso
Monday	Aso Gafua
Tuesday	Aso Lua
Wednesday	Aso Lulu
Thursday	Aso Tofi
Friday	Aso Faraile
Saturday	Aso Toonai
Sunday	Aso Sa

Match the month with its correct translation

Months of the year	Masina o le tausaga
January	Mati
February	Aperila
March	Tesema
April	Iuni
May	Aukuso
June	Fepuari
July	Novema
August	Me
September	Oketopa
October	Iulai
November	Setema
December	Ianuari

QS. When is your birthday? /O afea lou aso fanau?

Evile's Answer. O lo'u aso fanau o le aso 30 o Me.

YOUR TURN

O lo'u aso fanau o le aso _____ o

_____.

TIME

1. Ua ta le tolu (3) –it has struck 3
2. Ua kuata e te'a ai le tolu – 3.15
3. Ua afa le tolu - it is half past 3
4. Ua toe kuata i le tolu -It is a quarter to 3
5. Ua _____(6) - it has struck 6
6. Ua _____ – 6.15
7. Ua _____ - it is half past 6
8. Ua _____-It is a quarter to 6
9. Ua ta le iva -- it has struck 9
10. Ua _____ – 9.15
11. Ua _____ - it is half past 9
12. Ua _____-It is a quarter to 9
13. Ua ta le sefulumalelua- it has struck 12
14. Ua _____ – 12.15
15. Ua _____ - it is half past 12
16. Ua _____-It is a quarter to 12

COUNTING MONEY

1 sene/ 1 cent/penny 5 sene/5 cents



10 sene/ten cents/dime



luasefululima
sene/quarter



50 sene/50 cents



tolu seleni/75 sene.



Tālā/dollar



Video Break: Sacred Grounds (12 mins). General Reflections

A nugget from fa'asamoa/the Samoan Culture

Faasamoa or the Samoan way of doing things places a high value on relationships –between people and God, people and other people and between people and other parts of creation such as the environment and plants/trees. Out of that core value of respect comes the need to commend or to thank people for their generosity, for their efforts (no matter how small). The following are remarks you can use to commend or to express gratitude:

As the popular Samoan proverb goes: *'O faiva e tapua'ia e manuia ~ endeavours that are supported/mediated on behalf of are blessed/successful.* The other popular proverb is *'E lē sili le ta'i i lo le tapua'i/ the performer of the feat/task is not more important than those who mediate on their behalf.*

MĀLŌ & FA'AFETAI
(Simanu, A. 2002)

“Mālō” & “Fa’afetai”

For doing the WORK

Mālō le galue.

Mālō le limalima.

Mālō le ‘a’ao solo.

Thanks for the FOOD

Fa’afetai fai mea taumafa.

Fa’afetai fa’aaloalo.

Fa’afetai ‘a’ao mālosi.

Fa’afetai i le alofa.

Thanks for operating the VEHICLE

Fa’afetai fa’auli.

Fa’afetai silasila.

Mālō le fa’atamasoāli’i.

Mālō le fa’auli

When FISHING

Mālō tautai.

Mālō le sisi.

Mālō le fa’atamasoāli’i.

When PADDLING

Mālō le pale.

Mālō le ulimasao/fa’auli.

Mālō le fa’atoatoa.

Mālō le tauivi.

Response:

Fa’afetai tapua’i.

E lē āfāina.

Fa’afetai tapua’i/Fa’afetai faitatalo.

Mālō tapua’i.

Mālō tapua’i.

After a DANCE
Mālō le sausaunoa.
Mālō le sa'asa'a.

Mālō le silasila.

After a SONG
Mālō le fogafoga.
Mālō le taulagi.

Mālō le tapua'i.
Mālō le fa'afogafoga mai.

After a TRADITIONAL SPEECH (Kings/High Chiefs)
Mālō le saunoa.
Mālō le malele.

Fa'afetai tapua'i.

After a TRADITIONAL SPEECH (Talking Chiefs)
Mālō le fetalai.
Mālō le lafolafō.
Mālō le moe.
Mālō i le fa'autaga.

Fa'afetai tapua'i.

After a SPEECH BY A GOVERNMENT OFFICIAL
Mālō le malele.
Mālō le tulei.

Fa'afetai tapua'i.

For getting a "TATAU"/DOUBLE CANOE/HOUSE
Mālō le 'a'ao solo.
Mālō le silasila.
Mālō le 'a'aomāe'a.
Mālō le 'onosa'i.

Mālō le tapua'i.

When receiving GIFTS (Usually from families)
Mālō le teu.
Mālō le pele o paolo.
Fa'afetai le alofa/agalelei.
Mālō le pele o tama.
Mālō le pele o galuega.
Fa'afetai le fa'atamāli'i.
'Ua lē 'ole lea.

Fa'afetai fa'aaloalo.

During or after a GAME
Mālō le ta'alo tausala.
Mālō le lotonu'u.
Mālō le fai o le faiva.
Mālō le fa'atamatāne.

Fa'afetai i le tapua'iga.
Fa'afetai tapua'i
Or just fa'afetai!



Day 4

1. Review
2. Employment
3. Buying Food
4. Social Language
5. Song/Dialogue/Dance Practice

TALKING ABOUT ONE'S JOB

Dialogue:

Tagata 1/Person 1	Tagata 2/Person 2
'Ua leva 'ona 'ē nofo 'i nei i Sāmoa? <i>Have you been in Sāmoa long?</i>	'E lēai, na ou taunu'u mai ia 'Oketopa. <i>No, I came in October.</i>
'O le a le itū'āiga galuega na 'e te faigal- uega ai? <i>What's your job?</i>	'O a'u 'o le (palama) _____. <i>I'm a (plumber) _____.</i>
'O fea la le nofoaga 'e te faigaluega ai? <i>Where do you work?</i>	'I _____. <i>At _____.</i>
Na 'ē faigaluega la 'a 'o 'ē nofo 'i 'Amerika/'Ausetālia? <i>Did you work before in America/Australia?</i>	'Ioe/Lēai. Na 'ou _____ 'i (le) _____. <i>Yes/No. I _____ at/in the _____.</i>
'E fia tausaga 'e te aumau ai 'i'inei? <i>How many years will you stay here?</i>	'E na 'o le tausaga e tasi. <i>Just one year.</i>

Dont forget to commend people working by saying “Mālō galue”

EXERCISE: TALKING ABOUT ONE’S JOB

I. If the sentences are written correctly write SA’O/CORRECT if not write SESĒ/INCORRECT.

- 1 _____ ‘O le a le itū’āiga galuega na ‘e te lē faigaluega ai ‘i totonu.
- 2 _____ ‘O a’u o le palama.
- 3 _____ ‘O āfea la le nofoaga e te faigaluega ai i le māketi?
- 4 _____ ‘E na’o le tausaga e luaafe.
- 5 _____ ‘E fia tausaga ‘e te aumau ai ‘i’inei?

II. Write the incorrect questions/sentences correctly.

1.
2.
3.

III. Correct the spelling of these words.

fiagalueag	
tausaag	
noffo	
ocetopa	

IV. Translate into Samoan.

- 1. What’s your job?

- 2. Where do you work?

- 3. I’m a plumber. _____

BUYING FOOD

Dialogue:

1 Tagata 1/Person 1

Tagata 2/Person 2

Fa'amolemole pe maua ni tou falaoa? <i>Please, do you have bread?</i>	'Ioe. <i>Yes.</i>
'Aumai ni a'u falaoa se lua fa'amolemole. <i>I'll take two please.</i>	'E fia? <i>How many?</i>
Lua. E fia le tau o le falaoa e tasi? <i>Two. How much for one bread?</i>	E tālā. <i>1 dollar.</i>
Tu'u ifo 'i ai ma ni a'u kōgaki se fa. <i>I'll also have four donuts.</i>	Ia, fa tālā pe 'ā tu'u fa'atasi. <i>Okay, four dollars, all together.</i>
Ia. Fa'afetai. <i>Okay. Thank you.</i>	Fa'afetai fo'i fa'atau. <i>Thank you too for shopping.</i>

FOOD PRACTICE

I. Circle the mistakes in the following sentences and rewrite them correctly.

1. Fa'amolemoel pe auam ni tou fallaoa? _____
2. 'Aumay ni a'u falawa se tolu. _____
3. I ai. Fa'afethai. _____

II. Translate sentences in Section I.

III. Match the questions on the left with their answers on the right.

- | | |
|--|---------------------------|
| _____ 1. Fa'amolemole pe maua ni tou falaoa? | a. Fa'afetai fo'i fa'atau |
| _____ 2. Ia. Fa'afetai. | e. 'E tālā. |
| _____ 3. Lua. E fia le tau o le falaoa e tasi? | i. 'Ioe. |

IV. Translate the questions and answers in Section III.

_____	_____
_____	_____
_____	_____

SOCIAL LANGUAGE

Dialogue:

Soifua manuia. <i>Good Health.</i>	Mālō fō’i le soifua. <i>Good health too.</i>
‘E ā mai le aso? <i>How’s the day?</i>	Mea māسانی. <i>The usual.</i>
‘Ae ā lau galuega? <i>How about your work?</i>	Pisi. <i>Busy.</i>
O ā mai si tou ‘āiga? <i>How’s your family?</i>	Selau pasene. <i>100%</i>

EXERCISE:: SOCIAL LANGUAGE

I. Respond to the following questions:

1. ‘E ā mai le aso? _____
2. ‘Ae ā lau galuega? _____
3. ‘O ā mai si tou ‘āiga? _____

II. Circle the mistakes in the following sentences and write the correct ones.

1. Mangua soifua.

2. Ae a lua galuenga?

3. E a may ile vaiaso?

1III. Translate into Samoan.

1 How's your family?

2. How's the day?

3. Good Health.

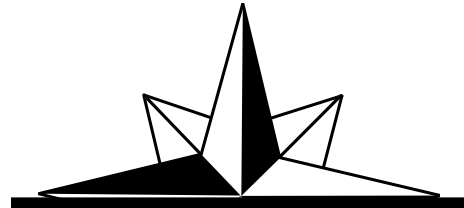
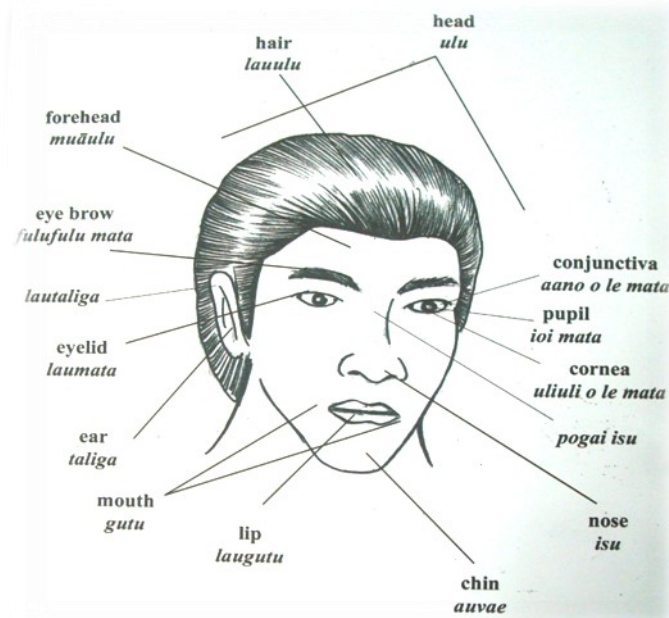
IV. Unscramble these words and translate into English.

1. egaugal		
2. ofuisa		
3. alesu		
4. āinmsa		

Day 5

1. Review –
2. Body Parts
3. Final Performance –Dialogue, Singing/Dancing/
4. **Bonus: Elei making. Print your own lavalava.**

VAEGA O LE TINO/BODY PARTS— Chart



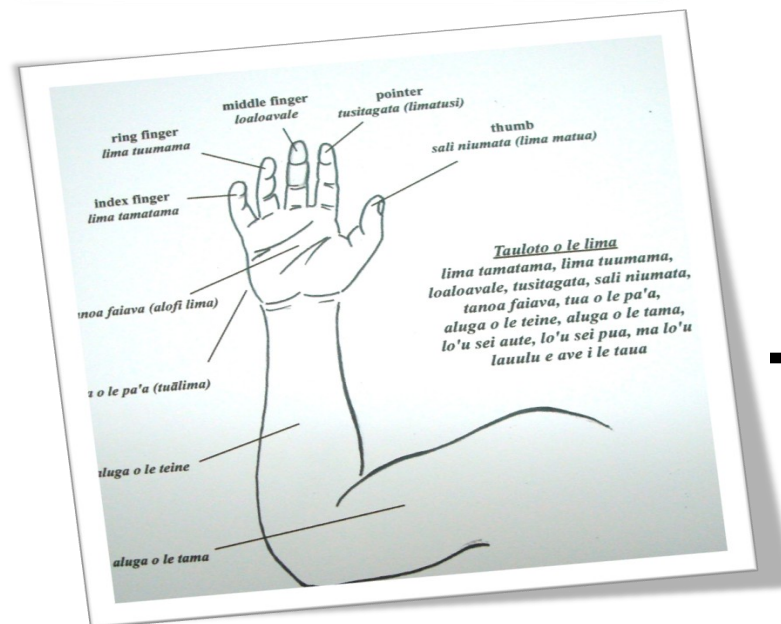
HEAD, SHOULDERS' SONG:

Ulu, tau'au, tulivae,
tama'ivae/Head,
shoulders, knees and
toes

tulivae, tama'ivae x2
knees and toes x2

Ulu, tau'au, tulivae,
tama'ivae/ Head,
shoulders, knees and
toes

Mata, taliga, gutu ma le
isu/Eyes, ears, mouth
and nose.



**Are you
ready to
dance?**

A. Final performance

Evaluation – Dialogue Rubric, Group Presentation rubric, Participation & Attendance

CATEGORY	4	3	2	1	TOTAL 24
Time-Limit	Dialogue meets the time limit of 90 seconds to three minutes.	Dialogue was more than three minutes.	Dialogue was under 90 seconds.	Dialogue is under 75 seconds or more than 3 minutes and 15 seconds	
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone when appropriate	Stands up straight and establishes eye contact with everyone in the room.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the Dialogue.	
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.	
Preparedness	Students are completely prepared and has obviously rehearsed.	Students seem pretty prepared but might have needed a couple more rehearsals.	The students are somewhat prepared, but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.	
Stays on Topic	Stayed on topic all (100%) of the time.	Stayed on topic most (99-90%) of the time.	Stayed on topic some (89%-75%) of the time.	It was hard to tell what the topic was.	

GROUP PRESENTATION
Evaluating Student Presentations

Standardized Format

Student Names: _____ Date: _____
 SLO Domain: COMMUNICATION Time-frame for _____ (mins) Instructor's Name: _____

Course Alpha/Title/Section: _____
 Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Content or Objective(s): How well is the content with relation to what the book or research is covering.	Presentation missed more than three (3) items from the objectives.	Presentation covers aspects of the objectives, except for two (2) items.	Presentation covers all aspects of the objectives, except for one (1) item.	Presentation covered all aspects of the objectives.	
Presentation: How well was the presentation given.	Three or more of the following elements were missed: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	Two of the following elements were missed: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	One of the following elements were missed: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	All of the following elements were covered: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	
Group Work: How well did the students use class time.	Group took longer than 10 minutes to organize itself and start group presentation.	Group took longer than 5 minutes to organize itself and start group presentation.	Group started on time and stayed on task the entire allotted time for the project.	Group started on time, stayed on task the entire allotted time and strong evidence of group collaboration.	
Time Management: Did everyone in the group keep to the time management guidelines?	Not everyone presented in the group.	Each person in the group presented. Two members of the group presented less.	Each person in the group presented. One person presented less.	Each person in the group presented. Each member presented equally. Group used time allotted efficiently.	
Appearance: How were the presenters dressed? Was it detracting or adding to their presentation.	Everyone was not dressed appropriately for their presentation.	Some of the group members were dressed appropriately.	Group members dressed appropriately and according for their presentation except for one member.	All group members dressed appropriately and accordingly which added to their presentation.	

Total Points: _____

COMMENTS:

SONGS FOR THE LAST DAY/PESE MO LE ASO MULIMULI:

Goodbye my feleni/goodbye my friend

Tōfā my feleni, 'o le 'ā 'ou te'a

C G

'ae folau i le vasa le ali'i pule i meleke

C F

ne'i galo mai Samoa, si o ta 'ele'ele

C G C

'ae manatua mai pea, le 'aupasese

Tali:

C F C G

Oh, I never will forget you, Samoa e ne'i galo atu

C F C G C

Goodbye, I never will forget you, Samoa e ne'i galo atu

Lo Ta Nuu

Lo ta nu'u, ua ou fanau ai

Ua lelei oe i le vasa

Ua e maua mai luga

O le tofi aogā

Tali:

Samoana x2

Ala mai x2

Fai ai nei x2

Le faafetai x2

I le pule ua maua ai

O lou nuu i le vasa

Mālō le finau!

<p>WEATHER</p> <p>la sun vevela hot matagi wind lagilelei clear skies savili breeze timu rain mālūlū cold laofie clear of rain loulouā stormy afā cyclone</p>	<p>LOCATION</p> <p>‘i fafo outside ‘i luga on, above ‘i tua behind ‘i tafatafa beside latalata near ‘i’inei here ‘i totonu inside ‘i lalo under ‘i luma in front ‘i le va between mamao far</p>
<p>FEELINGS</p> <p>fiafia happy manuia well fia’ai hungry fia moe sleepy vaivai tired ita angry ma embarrassed fa’anoano sad ma’i sick fa’ama’ima’i not so well fia inu thirsty tīgā ache, hurt musu sullen</p>	<p>HOUSEHOLD</p> <p>fa’amalama window faitoto’a door laulau table leitio radio moega bed nofoa chair potu room potu moe bedroom umukuka kitchen telefoni phone televise television fala mat</p>
<p>KITCHEN</p> <p><u>Sāmoan</u> <u>English</u></p> <p>ipu plate naifi knife sipuni spoon tui fork pusa ‘aisa fridge fasi moli soap ipu tī cup tipotī teapot ‘ulo pot falai frying pan ‘ōgāumu stove solo towel</p>	<p>CLOTHING</p> <p>fusipa’u belt fusi ua tie ‘ie lavalava mitiafu t-shirt ‘ofu clothes ‘ofu tino shirt ‘ofu tā’ele swimsuit ‘ofuvae pants pūlou hat se’evae shoes</p>
<p>COLORS</p> <p>ena’ena brown lanu ‘auro gold lanu ‘efu’efu gray lanu meamata green lanu moana blue lanu moli orange pa’epa’e white pīniki pink samasama yellow uliuli black</p>	<p>ENVIRONMENT</p> <p>āfu waterfall ‘amu coral ao cloud fetū star la sun lā’au tree lagi sky māsina moon matāfaga beach mauga mountain mutia grass</p>

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*Samoan Studies Institute 2010
Community Outreach*