FAUFAUA!

AN INTRODUCTION TO TONGAN

TEACHERS' GUIDE AND SUPPORT MATERIALS



LEARNING LANGUAGES SERIES



MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

New Zealand Government



The *heilala* is the national flower of Tonga. A garland of *heilala* flowers, like the one shown on the cover, is a culturally significant gift. In this case, it welcomes teachers and learners to the Tongan language and confirms links with the Tongan language guidelines (*TiNZC*). Gifts of *ngatu* (tapa cloth) are also culturally important, so they are represented on the cover and in the design of this resource as well.

When learners communicate successfully in Tongan, praise them, saying "*Faufaua!*" (Excellent! Well done!)

This resource has been developed to support the **New Zealand Curriculum.**

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TALATEU – PREFACE

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INTRODUCTION

Mālō e lelei! Welcome to the Learning Languages Series resource *Faufaua! An Introduction to Tongan*. This communicative language resource provides an integrated package of materials designed to offer flexible, progressive, entry-level lessons for teachers and students who are new learners of the Tongan language.

The design of the resource acknowledges the fact that, as for many teachers, this may be your first association with teaching a Pacific language. It encourages you to adopt the role of the facilitator in the classroom, learning along with the students and, potentially, learning from them.

Please don't worry, and reassure your students so that they don't worry, if you don't understand every aspect of the Tongan culture and some of the Tongan words as you encounter them. Learners are not expected to understand everything right away.

The DVDs will help you to focus on the target language in context. The presenter identifies the language focus at each step. You will also hear everything you need to say in Tongan on the CDs, and there will be lots of opportunities for practice.

Students of Tongan heritage may take advantage of the opportunity to extend their knowledge and use of Tongan and the Tongan culture in schools where *Faufaua! An Introduction to Tongan* is used. For this reason, the resource includes some learning activities that involve Tongan people.

The Components of the Resource

The DVDs

The DVDs provide audiovisual material for every unit of the resource except Unit 10 and Unit 20 (which are revision units). Play the DVD material at the beginning of the first lesson of each unit (that is, at the start of Lesson A) to introduce the aspects of the culture and the language covered in the unit.

The DVD material for a unit runs for five minutes on average and comprises presenter-linked sequences. These include scenarios set in Tonga and New Zealand that show students communicating in Tongan. The DVDs provide instructional material on aspects of the culture and the language covered in the units as well as further glimpses of the culture and the people of Tonga in both Tonga and in New Zealand. As you and your students view this material, be aware that there are large Tongan communities in Australia and the United States, too.

Transcripts of the language scenarios with English translations are at the end of each unit, except in the case of Unit 10 and Unit 20.

We recommend repeated viewings, which will help you to implement the language-learning strategy of "a little, often". For example, some or all of a unit's DVD material could be shown before the students go to lunch and again at the end of the day – that is, outside language-learning times.

The CDs

Use the same approach with the audio content on the CDs. The replay button is a valuable tool when learning another language. There's no need to review all the audio material for a unit – just replay short sections.

Audio transcripts are provided at the end of this preface, the *lea faka-Tonga* section, and all the units except Unit 10 and Unit 20.

The Printed Material

The printed material comprises this preface, a brief section on the language itself, and twenty units. There are three lessons (A, B, and C) in each unit.

Each unit has its own:

- learning outcomes;
- curriculum links;
- language knowledge;
- cultural knowledge;
- teachers' notes.

Each lesson has its own:

- learning outcomes;
- resource list of the materials that you will need to teach the lesson, listed in the order in which you will need them (some of which are the OHTs, worksheets, and checksheets that are provided at the end of each lesson and some of which you and your students will need to either gather up or make);
- lesson outline.

Website Links

Information to support this resource is available at
http://learning-languages.tki.org.nz

This site offers additional information, links to other websites, and a range of additional support material.

As you search for Tongan material online, it helps to know that a Bantu language spoken by over a million people in Africa is also called Tongan.

The Approach to Learning Tongan

The New Zealand Curriculum (2007) sets the curriculum direction for New Zealand schools. The curriculum documents that have been published for individual languages are now referred to as language guidelines, as they offer guidance to teachers on matters relating to the specific language they are teaching to support the achievement objectives of the learning languages learning area. For this reason, the reference used in this resource for the publication with the title *Tongan in the New Zealand Curriculum* (2007) is the Tongan language guidelines (*TiNZC*).

Faufaua! An Introduction to Tongan is a communicative language resource. It is based on levels 1 and 2 of the Tongan language guidelines (*TiNZC*). This, in turn, is directly linked to *The New Zealand Curriculum*. The statements for the learning languages area and the level 1 and 2 achievement objectives in *The New Zealand Curriculum* set the direction for student learning.

Proficiency Descriptor Levels 1 and 2

> Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.
>
> *The New Zealand Curriculum* (learning languages foldout page)

Under the heading Communication, the statement for the Learning Languages area at levels 1 and 2 explains that students will develop key competencies in selected linguistic and sociocultural contexts as they work towards the following achievement objectives:

- receive and produce information;
- produce and respond to questions and requests;
- show social awareness when interacting with others.

Under the heading Language Knowledge, the statement says that students will:

- recognise that the target language is organised in particular ways;
- make connections with their own language(s).

Under the heading Cultural Knowledge, the statement says that students will:

- recognise that the target culture(s) is (are) organised in particular ways;
- make connections with known culture(s).

The Tongan language guidelines (*TiNZC*), which is the basis for this communicative language resource and which sits beneath *The New Zealand Curriculum*, contains more detailed descriptions of the achievement objectives for levels 1 and 2 (see pages 46–58) as well as valuable information about the teaching and learning of Tongan in New Zealand schools (see pages 6–19 and 35–45).

The work in this resource is designed to run for twenty weeks, with three half-hour lessons offered each week. However, it is understood that this may not always be feasible given the busy nature of many school programmes. It may take you longer than twenty weeks to complete all the lessons. Scheduling will vary from school to school, but we suggest that "a little, often" really is the best way to learn another language, so we recommend regular timetabling.

As a communicative language resource, *Faufaua! An Introduction to Tongan* promotes pair and group work, with students speaking to each other in the target language as often as possible. Sessions are likely to be busy, and you will probably be surprised that they are intended to be only thirty-minute lessons. However, the pace at which classes work varies greatly, and there are no time limits on the activities in the lessons. While you are encouraged to think of yourself as being a learner, too, remember that students at this level can often successfully learn languages very quickly. Set the pace of the lessons accordingly.

Finally, take a moment now to acquaint yourself with all the elements that make up *Faufaua! An Introduction to Tongan*, including previewing the DVD material and listening to some of the CD content. You may even wish to take the print and audiovisual material home and preview the next unit of work. At the same time, use the print and audiovisual material and the listed website link to support your own learning of the language. Finally, we suggest that you explore opportunities within your local community to further your own study of Tongan and the Tongan culture.

For further guidance on how to prepare for and run a successful language programme, consult *Learning Languages: A Guide for New Zealand Schools, Guidelines for Tongan Language Programmes*, and *Developing Programmes for Teaching Pacific Islands Languages*.

OVERVIEW OF THE RESOURCE

Units	Achievement Objectives (Communication Strand) Students will:
Unit 1 *Mālō e Lelei* Greetings	• greet each other, you, and other adults; • farewell each other, you, and other adults; • use language that best suits these situations; • recognise and use the letters of the Tongan alphabet; • make connections between languages, places, and cultures.
Unit 2 *Fakafe'iloaki* Introductions	• greet each other appropriately, mentioning the time of day; • introduce themselves; • introduce others, including you, their friends, and members of their family; • respond to greetings and introductions; • use language to show respect; • use body language to show respect.
Unit 3 *Fāmili* Family	• name the members of their immediate family; • identify some family relationships; • say the numbers from one to ten; • use language to show respect; • use body language to show respect.
Unit 4 *Ko e Lokiako* The Classroom	• identify classroom objects; • ask for repetition, clarification, and help; • respond to classroom instructions and requests; • use language and positioning to show respect.
Unit 5 *Lau Mata'ifika´* Counting	• use the numbers one to one hundred; • respond to and use number patterns and sequences; • make connections with their own language(s) and culture(s).
Unit 6 *Fakamatala'i 'o ha Fa'ahinga Me'a* Describing Things	• identify the shapes of objects; • identify the colours of objects; • describe the sizes of objects; • make connections with their own language(s) and culture(s).
Unit 7 *Ko e Taimi´* Time	• name the days of the week; • name the months of the year; • tell the time; • make connections with their own language(s) and culture(s).
Unit 8 *Kātoanga'i* Celebrating	• give information about their birthdays; • give and respond to invitations; • make connections with their own culture(s).
Unit 9 *Ngaahi Fiema'u mo e Manako´* Needs and Preferences	• express their wants, needs, and preferences; • respond to the wants, needs, and preferences of others; • express agreement and disagreement; • compare foods across cultures.

Unit 10 ***'Oku Mau Fakahoko atu 'Emau Ngāue´*** **Presenting Our Work**	• revise Units 1–9.
Unit 11 ***Kāinga*** **Extended Family**	• name the members of their extended family; • identify family relationships; • ask about the families of others; • make connections with their own language(s) and culture(s).
Unit 12 ***Feime'akai*** **Preparing Food**	• make requests; • give instructions; • respond to requests and instructions; • make connections with their own culture(s).
Unit 13 ***Kai Fakataha*** **Sharing Food**	• offer things; • accept and refuse things; • communicate interest and enjoyment; • identify food items; • make connections with their own language(s) and culture(s).
Unit 14 ***Fa'ahita'u*** **Seasons**	• ask about and discuss the weather; • understand and use time expressions; • make connections with their own culture(s).
Unit 15 ***Ko e Taimi´ mo e ngaahi Feitu'u´*** **Time and Places**	• use time expressions; • ask about and identify places; • make connections with their own culture(s).
Unit 16 ***Ko Hai 'Oku´ ne Fai 'a e Ngāue´?*** **Who Does the Work?**	• talk about roles in their family; • make connections with their own cultures(s).
Unit 17 ***Ko e Ngaohi ha 'ū Me'a*** **Making Things**	• make requests; • give instructions; • respond to requests and instructions; • make connections with their own cultures(s).
Unit 18 ***Ko Hono Fua´*** **Measuring**	• identify and use numbers and number patterns; • understand and express amount; • understand and express size; • make connections with their own culture(s).
Unit 19 ***Sipoti*** **Sports**	• identify some sports; • ask about and discuss sports preferences; • make connections with their own culture(s).
Unit 20 ***'Oku Mau Fakahoko atu 'Emau Ngāue´*** **Presenting Our Work**	• revise Units 11–19.

TIPS FOR LEARNING LANGUAGES

We suggest that you and your students seek out as many opportunities as possible to use Tongan. If there are people who speak Tongan in your community, invite them to share their language and culture with your students. There may also be community events that you and your students could participate in. Even though you might not understand everything at first, try to become a regular listener to broadcasts in Tongan. This is an excellent way to become familiar with the sounds of the language. Enjoy the challenges of learning a new language and culture.

Homework is a good idea, and it works best when it reinforces school learning or challenges students to investigate a topic or idea that involves them in doing some research (for example, using a Tongan website). Homework can also be motivating when students can show off their learning to their families and take pride in practising their classroom learning with family members – even teaching them some of what they have learned in class.

You will need to explain to your students that learning a word or expression means:

- knowing how to say it;
- knowing how to spell it;
- distinguishing it from other words that may be similar;
- knowing what it means;
- knowing how and when to use it.

You will notice that in *Faufaua! An Introduction to Tongan*, the emphasis is on students using their language and cultural knowledge for the purposes of communication. To communicate in Tongan, they will need to develop:

- oral skills (listening and speaking);
- written skills (reading and writing);
- visual skills (viewing and presenting/performing).

As they develop these skills, they are, of course, supported by English. Keep the focus on Tongan wherever possible, though, and try to avoid overusing English. This will help your students to appreciate the uniqueness of the language and culture of Tonga and the values that are important to Tongan communities.

It is also important to recognise and value the language(s) and culture(s) that students bring with them to their classroom learning by making connections with their understandings and experiences. Any prior knowledge of or familiarity with another Polynesian language, such as te reo Māori, will prove particularly useful. Polynesian languages have many characteristics in common.

TONGAN IN THE CLASSROOM

Classroom Language

Listen to the following expressions on CD 1 track 1, practise them, and then use them in your classroom as appropriate. As your students learn to follow these simple instructions and respond to these and other examples of classroom language, they will be demonstrating their understanding by responding. Note that when you give instructions in Tongan, you tend to convey "please" with your tone of voice rather than explicitly with a word.

Instructions

Fanongo mai.	Listen (to me).
Kātaki, ʻo haʻu ki heni.	Come here, please.
Tokanga mai.	(Pay) attention.
Hiki nima hake.	Hands up.
Nofo ki lalo.	Sit down.
Tuʻu ki ʻolunga.	Stand up.
Hiva.	Sing (now).
Kātaki, fakalongolongo.	Quiet, please.
Sio ki he DVD.	Watch the DVD.
Fanongo ki he CD.	Listen to the CD.
Kātaki, toe lau.	Repeat (it), please.
Kamata.	Start (now).
Kātaki, fakaʻosi.	Finish, please.
Lau.	Read (it).
Kātaki, lau leʻo lahi.	Please read (it) out loud.
Tohi.	Write (it).
Fakahoko hoʻo ngāue´.	Present your work.
Kuo ʻosi?	Finished?
Mahino?	Understand?
Maau?	Ready?
Sai.	Good.
Sai ʻaupito.	Very good.
Faufaua!	Awesome!
Mālō, Jeff.	Thank you, Jeff.
Mālō ʻaupito, fānau.	Thank you very much, class.
Kātaki, ʻalu ki hoʻo kulupu´.	Go to your group, please.
Ngāue tautau tokoua.	Work in pairs.
Ngāue fakakulupu.	Work in groups.
Kātaki, ngāue tokotaha pē.	Work by yourself, please.

INFORMATION ABOUT THE TONGAN CULTURE

Languages are inseparably linked to the social and cultural contexts in which they are used. Cultural information is therefore an integral part of language learning. Information about the Tongan culture is therefore provided in every unit.

For additional information, useful places to start are local members of the Tongan community in New Zealand, Tongan websites, and books that are either about the Tongan culture or that express the Tongan culture, such as those listed in *Guidelines for Tongan Language Programmes* (pages 79–87).

As your students learn more about the Tongan culture through learning to communicate in Tongan, they will come to realise that a range of expressions is used in every culture and that not every Tongan does everything the same way. This understanding of individual differences and preferences within a culture is just as important as gaining a sense of the uniqueness of a particular culture compared with others.

The expression of the Tongan culture has varied over time (as exemplified by some of the differences between traditional and contemporary cultural practices) and place (for example, between the Tongan communities in Australia, the United States, New Zealand, and Tonga). Even within Tonga, there are variations. Niuafo‘ou, in particular, has its own unique culture and language.

ABBREVIATION KEY

OHT	Overhead transparency
WS	Worksheet
CS	Checksheet

GLOSSARY

A Tongan dictionary lists words in a different order from that used in English language dictionaries. To help you find words quickly, this glossary uses the English dictionary order. Transliterations are included when they are commonly used terms. Otherwise, Tongan terms are preferred to words borrowed from other languages.

afo	string
ʻafu	hot
ʻafua mo laʻā	fine
ʻafuʻia	hot and sweaty
ʻaho fāʻeleʻi	birthday
ʻaho´ ni	today
ʻaka pasikala	cycling
ʻakapulu	rugby
ʻakapulu liiki	rugby league
ʻĀkosi	August
ʻAmelika	America
ʻana	cave
anga maheni	usually (usual practice)
ʻaoʻaofia	cloudy
ʻAositelēlia	Australia
ʻāpele	apple
ʻapi	home
ʻapongipongi	tomorrow
ʻatelita	athletics
efiafi	afternoon, p.m.
efiafi poʻuli	sunset to dusk, evening
ʻeku	my
engeenga	yellow
ʻEpeleli	April
fā	four
faʻa	often
faʻahitaʻu	season
(faʻahitaʻu) failau	spring
(faʻahitaʻu) fakatōlau	autumn
(faʻahitaʻu) māfana	summer
(faʻahitaʻu) momoko	winter
faʻē	mum, aunt (your mother's sister)
faʻē tangata	uncle (your mother's brother)
faiako	teacher
fai e homueka	to do homework
fai e ngāue fakaʻapi	to do housework
fahi fefie	to chop wood
kāinga	extended family
fakaafeʻi	to invite
fakalolo	to oil
Faka-Mē	Children's Day
fakangingila	to polish
fakapona	to knot
fakatau	to buy
fālahi	wide
Falaite	Friday
fānoa	forty
fāmili	family
fānau	children, class
fānauako	students
fangatua	wrestling
faufaua	awesome
fēfē	how
fefie	firewood
Fepueli	February
fī	to plait
fieinua	thirsty
fiekaia	hungry
fiemaʻu	to want, to need
fineʻeiki	mother
fitu	seven
fitunoa	seventy
fiu	to have enough to eat
fō	to wash clothes
foha	son
foʻi	(a single piece of) fruit
fokotuʻunga	pile, stack
founga hono ngaohi	recipe
fua	to measure
fufulu	to wash, to clean
fuopotopoto	circle
fuʻu lahi	very big
fuʻu lahi ʻaupito	huge
fuʻu siʻisiʻi	very small
fuʻu siʻisiʻi ʻaupito	tiny
haafe	half

hahake	east
ha'inga	bundle
hanga	hand span
ha'u	to come
havili	windy
hela'ia	tired
hengihengi	before sunrise
hifi	to cut
hihifo	west
hiko	juggling
hinehina	white
hingoa	name
hiva	nine
hivanoa	ninety
ho	your (one person)
ho'atā	midday, noon
ho'atā efiafi	before sunset, afternoon
hoki	hockey
hoku	my
hono	his, her, its
hongofulu	ten
hu'akau	milk
ifo	delicious, yummy
inu	to drink, a drink
ipu	cup
kā	car
kae'oua	until
kai ho'atā	lunchtime
kakau	swimming
kāloti	carrot
kāpisi	cabbage
kato	basket
kato naunau	schoolbag
kau	bunch
kaume'a	friend
keke	cake
kilikiti	cricket
kilo	kilo
kolo	village or town
kolo lahi	big village or town, city
kolo si'isi'i	small village or town
komipiuta	computer
kosi	to mow
kui	grandparent
kui fefine	grandmother
kui tangata	grandfather
kulokula	red
la'ā	sunny
lahi	big
lahi taha	eldest
la'i pepa	a piece (or sheet) of paper
lanumata	green
lanumoli	orange
lēmani	lemon
loki kaukau	bathroom
lōloa	long
loloto	depth
loto	inside
loto fonua	centre (of land)
mā	bread
Ma'asi	March
maea	rope
malemale	touch rugby
mālōlō	morning break
manako	favourite
manga	stride
māsima	salt
mamata	to watch
matātahi	beach
mātu'a	parent
Mē	May
me'akai	food (but see page 238)
me'a'ofa	gift
me'a 'oku ngaohi 'aki	ingredients
mehikitanga	aunt (your father's sister)
mohenga	bed
mokosia	to feel cold
moli	orange
momoko	cold
momoko 'aupito	freezing
Mōnite	Monday
monomono	quilt
motu	island
mo'ui lelei	healthy
mo'ungaafi	volcano

musie	lawn, grass
netipolo	netball
ngaohi	to make, to prepare
nima	five
nimanoa	fifty
niu taufua	coconut cream
ngatu	tapa cloth
nge'esi fingota	seashell
nge'esi niu	coconut shell
ngingila	shiny
noa	zero
nofo	to live
nounou	short
Nōvema	November
Nu'u Sila	New Zealand
ofa	fathom
'ofefine	daughter
'Okatopa	October
onioni	onion
ono	six
ononoa	sixty
'ota ika	a raw fish dish
pāti	party
palakipoe	blackboard
palakipoe hinehina	whiteboard
palāleli	gymnastics
pasiketipolo	basketball
peni	pen
pepa	paper, exercise book
pēpē	baby
po'uli	night
pongipongi	morning, sunrise to midday, a.m.
puha penivahevahe	pencil case
puleako	principal
Pulelulu	Wednesday
pulū	blue
pupu'a	blowhole
sanipepa	sandpaper
sanuisi	sandwich
Sanuali	January
Sāpate	Sunday
Sāpate Fa'ē	Mothers' Day
Sāpate Tamai	Fathers' Day
sea	chair
sēniti	cent
Sepitema	September
siaine	banana
siakale	circle
si'isi'i	small
si'isi'i taha	youngest
sikeiti	skating
sikeitipooti	skateboarding
sinou	snowing
sipoti	sport
Siulai	July
sofipolo	softball
soka	soccer
Sune	June
taha	one
tahafā	fourteen
tahafitu	seventeen
tahanima	fifteen
tahaono	sixteen
tahataha	eleven
tahahiva	nineteen
tahatolu	thirteen
tahaua	twelve
tahavalu	eighteen
tā'i, taa'i	hand (as in, hand of bananas)
taiamoni	diamond
tamai	dad, uncle (your father's brother)
tamaiki	children
tānaki	to add
tangata'eiki	father
ta'okete	older sibling (same gender as you)
tapatolu	triangle
tapafā	rectangle
tapafā tatau	square
ta'u	year
teau	one hundred
tehina	younger sibling (same gender as you)
tēmata	tomato
tenisi	tennis

tēpile	table
tesi	desk
Tīsema	December
tō	to plant
toenga	change, remainder
tohi	book
tohi fakaafe	invitation
toileti	toilet
tokelau	north
Tokonaki	Saturday
tokoni	to help
tokoua	cousin (same gender as you), brother (of a male), sister (of a female)
tola	dollar
tolo me'a mamata	shot-put
tolu	three, third
tolunoa	thirty
tonga	south
tu'a	outside
Tu'apulelulu	Thursday
tuinga	string (for example, of fish)
tukumisi	grey
tuofefine	sister (of a male)
tuonga'ane	brother (of a female)
Tūsite	Tuesday
ua	two, second
uanoa	twenty
uataha	twenty-one
'uha	rainy, raining
'uli'uli	black
'uluaki	first
'ulumotu'a	head of the family
'umu	earth oven
vai	water
va'inga	to play
(ngaahi) vala	clothes
vāleti	purple
valu	eight
valunoa	eighty
vau	to scrape
vesitapolo	vegetable (but see Unit 12)

Tongan dictionaries use two different alphabetical orders. They are described on page 6 in *Guidelines for Tongan Language Programmes*. The order in *A Simplified Dictionary of Modern Tongan* is a, ā, 'a, 'ā, e, ē, 'e, 'ē, f, h, i, ī, 'i, 'ī, k, l, m, n, ng, o, ō, 'o, 'ō, p, s, t, u, ū, 'u, 'ū, and v.

INDEX TO THE DVDS

This preface is complemented by a short introduction on the first DVD. Units 1–9 and 11–19 each have an accompanying section on one of the DVDs. These include scenes from a language scenario involving students in Tonga and New Zealand, language modelling by a studio team, and a cultural section.

Introduction
Introduces the DVD material and how to use it

Unit 1 *Mālō e Lelei* (Greetings)
Greetings and farewells, saying names, the Tongan alphabet, and a description of Tonga, including its people and the churches

Unit 2 *Fakafe'iloaki* (Introductions)
Introducing yourself and your family; social hierarchy in Tonga

Unit 3 *Fāmili* (Family)
Introducing your family, now including your brothers and sisters, the numbers one to ten, and roles in a Tongan family while doing after-school chores

Unit 4 *Ko e Lokiako* (The Classroom)
Classroom vocabulary and language; school life in Tonga

Unit 5 *Lau Mata'ifika´* (Counting)
The numbers eleven to one hundred, shopping (including prices), fruit and vegetables, and more on chores after school

Unit 6 *Fakamatala'i 'o ha Fa'ahinga Me'a* (Describing Things)
Describing shapes and sizes at the market; work in a plantation

Unit 7 *Ko e Taimi´* (Time)
The days of the week and the months of the year; *Fakamē* (Children's Day)

Unit 8 *Kātoanga'i* (Celebrating)
Celebrations, including planning a party and singing "Happy Birthday"; Princess Pilolevu opening a new kindergarten in Tonga

Unit 9 *Ngaahi Fiema'u mo e Manako´* (Needs and Preferences)
Describing your feelings and using an *'umu* (earth oven)

Unit 10 *'Oku Mau Fakahoko atu 'Emau Ngāue´* (Presenting Our Work)
Revises Units 1–9, so it has no associated DVD material

Unit 11 *Kāinga* (Extended Family)
Describing your extended family and gathering and using coconuts

Unit 12 *Feime'akai* (Preparing Food)
Making *'ota ika* (a raw fish dish)

Unit 13 *Kai Fakataha* (Sharing Food)
Food and eating, a fish market, and sharing food in Tonga

Unit 14 *Fa'ahita'u* (Seasons)
Describing the weather and the seasons, Tonga's climate, and places of interest in Tonga

Unit 15 *Ko e Taimi´ mo e ngaahi Feitu'u´* (Time and Places)
Describing time and place, the points of the compass, and the social expectations for young men and women in Tonga on Sunday

Unit 16 *Ko Hai 'Oku´ ne Fai 'a e Ngāue´?* (Who Does the Work?)
The language of housework and similar chores and how the roles involved are changing

Unit 17 *Ko e Ngaohi ha 'ū Me'a* (Making Things)
Some language for making things, Queen Salote, and making some traditional craft items

Unit 18 *Ko Hono Fua´* (Measuring)
The measurements involved in making a garland; some traditional Tongan dances

Unit 19 *Sipoti* (Sports)
Some vocabulary for expressing likes and dislikes; modern and traditional sports in Tonga

Unit 20 *'Oku Mau Fakahoko atu 'Emau Ngāue´* (Presenting Our Work)
Revises Units 11–19, so has no associated DVD material apart from a farewell from a class in Tonga

REFERENCES

Although some of the references and resources listed below are no longer in print, they can often be borrowed from a library. For example, you might find the Tupu resources in the library at your school. References are listed here only for your information.

For Teachers

Long, Don (2000). "Tongan Learning Materials for the New Zealand Curriculum" in *Many Voices*, Number 15: pages 19–29.

Ministry of Education (2000). *Developing Programmes for Teaching Pacific Islands Languages*. Wellington: Learning Media.

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Ministry of Education (2003). *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs*. Wellington: Learning Media. [These songs are reproduced in Ministry of Education (2010). *Celebrate Pasifika Languages: Songs and Music to Support the Pasifika Learning Languages Series for Years 7–10*. Wellington: Learning Media.]

Ministry of Education (2002). *Learning Languages: A Guide for New Zealand Schools*. Wellington: Learning Media.

Ministry of Education (2005). *Pasifika Visual Arts: A Resource for Teachers of Years 7–10*. Wellington: Learning Media.

Ministry of Education (2007). *The New Zealand Curriculum*. Wellington: Learning Media.

Ministry of Education (2007). *Tongan in the New Zealand Curriculum*. Wellington: Learning Media – referenced in this resource as the Tongan language guidelines (*TiNZC*).

Moyle, Richard (1987). *Tongan Music*. Auckland: Auckland University Press.

Robertson, Ailsa (1989). *Tonga*. Auckland: Heinemann Education. [Patterns of Polynesia series – about *ngatu* patterns, plaiting, and *monomono*]

Tu'inukuafe, Edgar (1992). *A Simplified Dictionary of Modern Tongan*. Auckland: Pasifika Press.

For Students

The Ministry of Education publishes resources in Tongan in the Tupu series. Some Tupu resources are more suitable for students learning at other curriculum levels or are better suited to the interests of younger students.

Fine, Mele Talahiva (2000). *'I he Hili 'a e Āfaa´*. Wellington: Learning Media. [Tupu series – recovering from a tropical storm. A reading in Tongan is available on audio cassette, and there is an English version in the teachers' notes.]

Hu'akau, Kaliopeta (1999). *Ko e Me'a'ofa mei He'eku Kui´*. Wellington: Learning Media. [Tupu series – a teenage girl weaves a mat with her grandmother. A reading in Tongan is available on audio cassette, and there is an English version in the teachers' notes.]

MacIntyre, Lesieli Kupu (1996). *'Amanakinoa-'a-Lose Kakala*. Wellington: Learning Media. [Tupu series – about a Tongan naming custom. A reading in Tongan is available on audio cassette, and there is an English version in the teachers' notes.]

AUDIO TRANSCRIPT

Track 1 Classroom Language

Here are some instructions in Tongan for you to use in the classroom. You will find these in the preface. Practise saying them in the pauses.

Fanongo mai.
Kātaki, ʻo haʻu ki heni.
Tokanga mai.
Hiki nima hake.
Nofo ki lalo.
Tuʻu ki ʻolunga.
Hiva.
Kātaki, fakalongolongo.
Sio ki he DVD.
Fanongo ki he CD.
Kātaki, toe lau.
Kamata.
Kātaki, fakaʻosi.
Lau.
Kātaki, lau leʻo lahi.
Tohi.
Fakahoko hoʻo ngāue´.
Kuo ʻosi?
Mahino?
Maau?
Sai.
Sai ʻaupito.
Faufaua!
Mālō, Jeff.
Mālō ʻaupito, fānau.
Kātaki, ʻalu ki hoʻo kulupu´.
Ngāue tautau tokoua.
Ngāue fakakulupu.
Kātaki, ngāue tokotaha pē.

LEA FAKA-TONGA – THE TONGAN LANGUAGE

Tongan is a Polynesian language. It is introduced on pages 11–13 in the Tongan language guidelines (*TiNZC*). Tongan is spoken in Tonga and by the large Tongan communities in Australia, New Zealand, and the United States.

Tongan's written form uses three diacritical marks, and the language has five social levels. This is too complex to be introduced all at once. The following aspects of the Tongan language are gradually introduced and explored in this resource.

The Alphabet

The Tongan alphabet (*'alafapeti*) is made up of seventeen letters (*mata'itohi*): *a*, *e*, *i*, *o*, *u*, *f*, *ng*, *h*, *k*, *l*, *m*, *n*, *p*, *s*, *t*, *v*, and ' (the *fakau'a* or glottal stop).

The vowels (*vauele*) are *a*, *e*, *i*, *o*, and *u*. The rest of the letters are consonants (*konisinānite*). You can hear the following strings of practice syllables pronounced on CD 1 track 6:

fa	*fe*	*fi*	*fo*	*fu*
ha	*he*	*hi*	*ho*	*hu*
ka	*ke*	*ki*	*ko*	*ku*
la	*le*	*li*	*lo*	*lu*
ma	*me*	*mi*	*mo*	*mu*
na	*ne*	*ni*	*no*	*nu*
nga	*nge*	*ngi*	*ngo*	*ngu*
pa	*pe*	*pi*	*po*	*pu*
sa	*se*	*si*	*so*	*su*
ta	*te*	*ti*	*to*	*tu*
va	*ve*	*vi*	*vo*	*vu*
'a	*'e*	*'i*	*'o*	*'u*

Vowels can occur as words in their own right in Tongan, as in the word *o* (of). Either a vowel or a consonant may start a word in Tongan, but all words end in a vowel.

Tongan speakers normally stress the second-to-last syllable in a word. One-syllable words are pronounced as if they form part of the preceding or following word.

Orthography

The three diacritical marks of written Tongan are the glottal stop, the macron, and the stress mark. These are gradually introduced to your students over the course of this resource. You can hear their effect on CD 1 track 2.

Fakau'a (Glottal Stop)

The glottal stop (') is one of the consonants of the Tongan alphabet. A word with a glottal stop in it has a different pronunciation and meaning from a word that otherwise looks the same, for example:

'uma	to kiss
uma	shoulder
'alu	to go
alu	a wild vine that grows in Tonga

Toloi (Macron)

The macron is a horizontal line placed over a vowel, for example, *ā*, to show that the sound is lengthened. A macron changes both the pronunciation and meaning of a word, for example:

kakā	parrot, barren soil
kākā	cunning
kaka	to climb, a part of a coconut frond

Stress Marks

Finally, written Tongan uses two stress marks. Both are written as (´). In some publications, they are placed over the final letter in a word, for example:

ko e falé	the house

In Ministry of Education publications, they are placed after the last letter, for example:

ko e fale´	the house

Fakamamafa Pau (Definitive Accent)

A definitive accent stress mark indicates definiteness, which in English is expressed by the word "the" (the definite article), for example:

ko e tangata´	the man

as opposed to:

ko e tangata	a man

Fakamamafa he Lea Fiepipiki´ (Enclitic Stress Mark)

An enclitic stress mark tells you to stress the final vowel of the word immediately preceding a one-syllable, one-vowel word (which is called "an enclitic"), for example:

Kuo´ u fiu, mālō.	I've had enough to eat, thanks.

U, *ku*, *ma*, *te*, *ta*, *ke*, *mo*, *ne*, *ni*, and *na* are enclitics.

Language Levels

The Tongan language varies according to the social context in which it is used. Five levels of Tongan are described on pages 11–12 in the Tongan language guidelines (*TiNZC*). This resource restricts itself to two.

Lea Tavale

This is the common or everyday level of the Tongan language. You use it when you are talking to a social equal for everyday, conversational purposes. For example, your students might say to one another:

Mālō e lelei.	Hello.

Lea Fakamatāpule

You use this polite level when you talk respectfully to someone who is not a chief, noble, or member of the royal family (for example, elders, ministers of religion, teachers, principals, and doctors). This social level of Tongan is named after the *matāpule*, the spokespeople of the aristocratic class. *Matāpule* use this level in their formal speeches. Your students would be using this polite level of Tongan if they greeted someone using the person's title, for example:

Mālō e lelei 'a e faiako´.	Good morning, teacher.

LEA FAKA-TONGA AUDIO TRANSCRIPT

Track 2 Some Features of the the Tongan Language

The *fakau'a* (the glottal stop) is one of the consonants of the Tongan alphabet. Listen to these two pair of words and see if you can hear the difference the *fakau'a* makes to the first word in each pair:

'uma

uma

'alu

alu

A *toloi* (a macron) changes both the pronunciation and meaning of a word. Listen to these words and see if you can hear the difference:

kakā

kākā

kaka

The *fakamamafa pau* is the definitive accent. Listen to these expressions and see if you can hear the difference it makes to the first one:

ko e tangata´

ko e tangata

The *fakamamafa he lea fiepipiki´* is the enclitic stress mark. See if you can hear what happens to *kuo* and *u* in the following sentence:

Kuo´ u fiu, mālō.

UNIT 1 *MĀLŌ E LELEI* – GREETINGS

OVERVIEW

Learning Outcomes

Students will:

- greet each other, you, and other adults;
- farewell each other, you, and other adults;
- use language that best suits these situations;
- recognise and use the letters of the Tongan alphabet;
- make connections between languages, places, and cultures.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objective are:

- Communication (page 46)
  - 1.1 recognise, use, and respond to everyday expressions to greet, farewell, thank, and introduce people;
- Language (pages 46–47);
- Culture (pages 46 and 48).

Language Knowledge

Vocabulary

faiako	teacher
fānau	children, class
fānauako	students
puleako	principal
tamaiki	children

This vocabulary is on CD 1 track 3.

Structures and Expressions

Mālō e lelei.	Hello. (a general greeting)
Mālō e lelei, faiako.	Good morning, teacher. (“morning” implied by the context)
Fēfē hake?	How are you?
Sai pē.	Fine.
Sai pē, mālō.	I’m well, thank you.
‘Oku ou sai pē.	I’m fine.

Nofo ā.	Goodbye. (said by someone leaving to someone staying)
'Alu ā.	Goodbye. (said by someone staying to someone leaving)
Mou ō ā fānau.	Goodbye, class.
Mālō e lava mai.	Thanks for coming.
Sai 'aupito!	Very good!
Faufaua!	Awesome!
Mālō.	Thank you.
Mālō 'aupito.	Thank you very much.

These sentences are on CD 1 track 4.

Language Notes

People's names and positions, for example, *puleako* (principal) and *faiako* (teacher), may be added to greetings to show respect.

Whether people are staying or leaving is acknowledged in farewells. *'Alu ā* and *nofo ā* are like *e haere rā* and *e noho rā* in te reo Māori.

Mālō is used a lot in Tongan. It is used to express "thank you" and is reinforced in the expression *mālō 'aupito* (thank you very much). *Mālō e lelei* is an expression you can use when you greet people at any time of the day or night.

Mālō e lava mai is also a formulaic expression – a sequence of words that is used ritually in particular situations and contexts, where the context determines the meaning. For example, in English we might say "Don't mention it" or "You're welcome" when someone says "Thank you!" A literal translation of *Mālō e lava mai* is "Nice to meet you", but "Thanks for coming" is a better English equivalent.

You can use the expressions *Sai 'aupito!* and *Faufaua!* to praise your students when they have done a very good or awesome job, such as completing an excellent piece of classroom work.

'Aupito means "very much". It is added to reinforce the message, as in *mālō 'aupito.*

Fānau and *tamaiki* can both be used for "class" and "children" in a classroom context. Use *fānau* when you refer to your own class and *tamaiki* when referring to students in other classes.

Some people prefer not to include a comma in a sentence like *Mālō e lelei, faiako*.

Cultural Knowledge

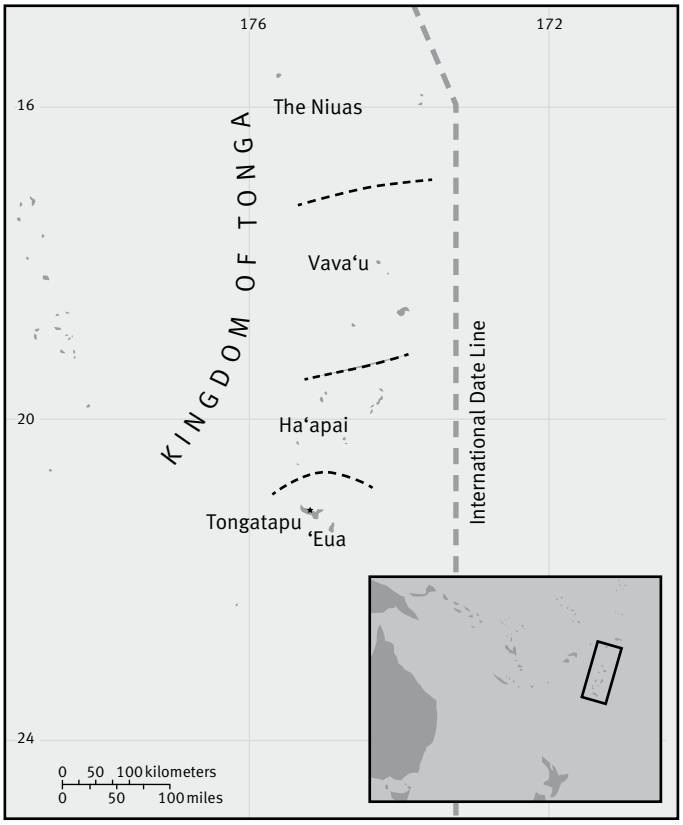
Showing Respect

In the Tongan culture, your body position shows respect (or lack of respect). This is particularly important in formal situations when people of higher status are present. For example, if someone of higher status is speaking and you have to move about, you should crouch a bit as you do so and, if you can, move behind, rather than in front of, them. If crossing in front of them is unavoidable, you should quietly say "*Tulou*" ("Excuse me").

Acknowledging someone's position also shows respect. Your students should do this when they greet people of higher status, for example, church ministers, school principals, teachers, elders, and older people.

Tonga

Tonga is an archipelago with five main groups of islands. The main group is Tongatapu. This is where the capital city, Nuku'alofa, is. The other groups are Vava'u, Ha'apai, 'Eua, and the Niuas.



The International Date Line runs from north to south to the east of Tonga. Tonga is in the same time zone as New Zealand. Unlike New Zealand, Tonga does not have daylight saving.

Tonga is a kingdom, with its own constitution. Its royal family has ruled for more than a thousand years. King George Tupou V was crowned king during coronation celebrations that began on 29 July 2008. The princes' and princesses' spouses are chosen by the king and queen.

With the arrival of missionaries, the royal family, the nobility, and Tongan society as a whole converted to Christianity.

Tonga and New Zealand are both members of the British Commonwealth and have a long history of cooperation. New Zealand provides development assistance to Tonga. The Tongan and New Zealand police and military often cooperate in international peacekeeping missions.

Tonga plays a significant role in the global telecommunications industry. TONGASAT licenses Tonga's satellite positions to international telecommunication companies.

Many Tongan people live and work in New Zealand. There are also large Tongan communities in Australia and the United States, for example, in Melbourne and in Hawai'i.

While Tongan is the official language in Tonga, English is widely spoken as a second language and is taught in Tongan schools. Tongan is a Polynesian language (like te reo Māori). For more about where Tongan fits into the Polynesian language family, see pages 7–8 in *Developing Programmes for Teaching Pacific Islands Languages*.

Teachers' Notes

Unit 1 introduces Tonga and the Tongan language and culture to your students. Students of Tongan ancestry will be learning their own language and about their own heritage culture. Other students will be of other ethnicities. Whatever their heritage, all students should have the opportunity to be motivated, to be involved, and to take ownership and responsibility for their own learning as they progress through *Faufaua! An Introduction to Tongan*.

There is a lot in this unit, but it does not all have to be completed within the unit's three lessons. Some of the information could be displayed as posters in the classroom to be gradually taken in.

Encourage your students to use as much Tongan as they can in their interactions in class. Use Tongan yourself in instructions as often as you can. (See the section on classroom instructions on page 11.)

Finding ways to help your students make connections across languages and cultures will help them to appreciate the distinctiveness of the Tongan language and culture. There are many connections to be made with te reo Māori. For example, the Tongan word *tamaiki* is obviously connected with the Māori word *tamariki* and the Tongan term *faiako* with the Māori term *kaiako*. Encourage your students to make their own connections with the languages they speak and are familiar with.

Tongan stories can enrich your teaching programme. Local libraries, the Internet, and Tongan community members – all could be sources of Tongan stories that would interest your students and would enable them to make connections with the themes and events in stories belonging to other cultural traditions. In your school, you may find copies of the Ministry of Education's Tupu series, which is a source for both traditional and contemporary stories by Tongan writers.

A Greeting Song

"Mālō e Lelei" is a simple greeting song you can use whenever you like with your students. It is performed on CD 1 track 8. The words to the song are:

Mālō e lelei. Mālō e lelei.
Fēfē hake? Fēfē hake?
'Oku ou sai pē. 'Oku ou sai pē.
Mālō e lava mai. Mālō e lava mai.

This translates as:

Hello. Hello.
How are you? How are you?
I'm fine. I'm fine.
Thanks for coming. Thanks for coming.

Both the words and this translation are on OHT 4 in Lesson A.

To add actions, the students could face each other and greet their partner by shaking hands. They could then change partners and repeat the song and actions. This can continue through any number of changes of partner. The students should bow slightly to each other when they say *Mālō e lava mai*.

A Tongan Culture Corner

With student involvement, you could set up a Tongan culture corner, where you can display a map of Tonga in a mural. The students could contribute information about themselves and their relationships with Tonga, for example, photographs and stories. They may have family members living in Tonga. They may have a connection with someone who has been to Tonga. They may have taken part in Tongan community events and activities or may be in touch with people in Tonga by email – or they may simply be interested in Tonga, its culture, and its language.

You can place a table covered with a *fala* (mat) under the mural and display books about Tonga, Tongan magazine articles, and cultural artefacts, such an *ī* (fan), on it. You could change the display material as you go to keep it relevant to the themes and learning outcomes of each unit.

Portfolios

Portfolios can showcase a student's work. They can record a student's progress and can be used by both students and teachers to monitor progress. Work samples can be used to identify the strengths and weaknesses of individual students, forming a basis of self-assessment, peer-assessment, and teacher feedback and feedforward to support the student's ongoing learning.

Vaka Progress Chart

This unit contains a progress chart with an illustration of a voyaging canoe with a tall mast divided into twenty bands. The saying *Hangē ha fanāfotu´* refers to the mast standing upright, rising to a great height. All learners of Tongan are encouraged to aim high and to achieve outstanding results – see page 99 in the Tongan language guidelines (*TiNZC*).

Give a copy to each of your students. Once they have successfully completed a unit, they colour in the matching band on the mast. In this way, they can progressively "climb" the mast, finally reaching the top, as a symbol of their hard work, perseverance, and achievement.

UNIT 1 – *MĀLŌ E LELEI* – GREETINGS

LESSON A

Learning Outcomes

Students will:

- greet each other, you, and other adults;
- recognise and use the letters of the Tongan alphabet;
- make connections between languages, places, and cultures.

Resources

Unit 1 DVD and transcript
OHT 1
OHT 2
Unit 1 audio CD and transcript
OHT 3
OHT 4

You supply:

Blank OHTs
Copies of the Unit 1 learning outcomes
A ball
Copies of OHT 4

Lesson Outline

Introduction

- Greet the students using the Tongan greeting:
  Mālō e lelei, fānau. Greetings, class.

  Then introduce yourself to the students in Tongan, giving your name, saying:
  Ko hoku hingoa´ ko (your name). My name is (your name).

  Say the greeting again and tell the students to repeat *Mālō e lelei* after you.

  Introducing yourself in Tongan will begin to set the scene for something your students will be doing themselves in Unit 2.

- Welcome your students to your Tongan language class and to their exciting journey of discovery into one of the Pacific region's important languages.

Looking Back

- Find out whether you have students of Tongan heritage in your class. Ask about the cultural heritage(s) of the other students. Then find out what the students already know about Tonga and the Tongan language, culture, and people. Write some of this information on blank OHTs. Are some of the things that are new to some students similar to aspects of other cultures the students are familiar with?

This activity will help to profile your students' prior knowledge, as a class and individually. You don't need to correct anything. Just explore what they already know and help your students to make connections between the languages, places, and cultures they already have some knowledge of.

Learning Experiences

- Tell the students that they are going to watch some DVD material about Tonga and some Tongan people. Tell them to note three things that are new to them. Show the Unit 1 DVD cultural section. Discuss the things the students notice.

This will stimulate interest in learning more about the language, culture, and people of Tonga. It may even correct some false impressions.

- Discuss the Unit 1 learning outcomes. Hand out copies or display them on the classroom wall.
- Ask the students whether they remember the greeting used at the beginning of the lesson. Watch the Unit 1 studio section on the DVD. Discuss the different greetings. Talk about the significance of using names and titles when greeting people in Tongan. Explain why, when they greet you, they should say your name or use the term *faiako* (teacher). Talk about how, when they next meet the principal, they could use the principal's title and say:

  Mālō e lelei, puleako. Hello, principal.

  (You could forewarn the principal so that he or she can respond with "*Mālō e lelei.*") Then show OHT 1 and play CD 1 track 5. Ask the students to repeat the greetings in the pauses.
- In groups, the students sit in a circle. One student rolls a ball to another and greets that student, who picks up the ball, responds to the greeting, and then rolls the ball to a student who hasn't had a turn yet, greeting that student by name, and so on.

This activity is a good way to help the students to get to know one another. Encourage them to help each other with their learning by saying "*Sai 'aupito!*" and "*Faufaua!*" to each other when the greeting is said correctly.

- Show the students OHT 2 and have them chant the syllable strings in the pauses after the voice on CD 1 track 6. Draw their attention to the glottal stop. Reinforce the idea that it is a letter in the Tongan alphabet. Have the students write the numerals 1 to 6 in a column

down the left-hand side of a page in their workbooks. Have them listen to CD 1 track 7 and write "yes" if they think the word they hear has a glottal stop at the beginning and "no" if they think it doesn't. Play track 7 again so that they have a chance to check their decisions. Now get the students to check their responses by showing OHT 3. Finally, have them listen to track 7 a third time, looking at the words and saying them with you.

This activity can be repeated during other lessons to sharpen the students' ability to distinguish – and pronounce – the glottal stop as a sound in its own right. Explain that the point of the activity is to get better at hearing whether there is a glottal stop or not – and at saying the words to show the difference.

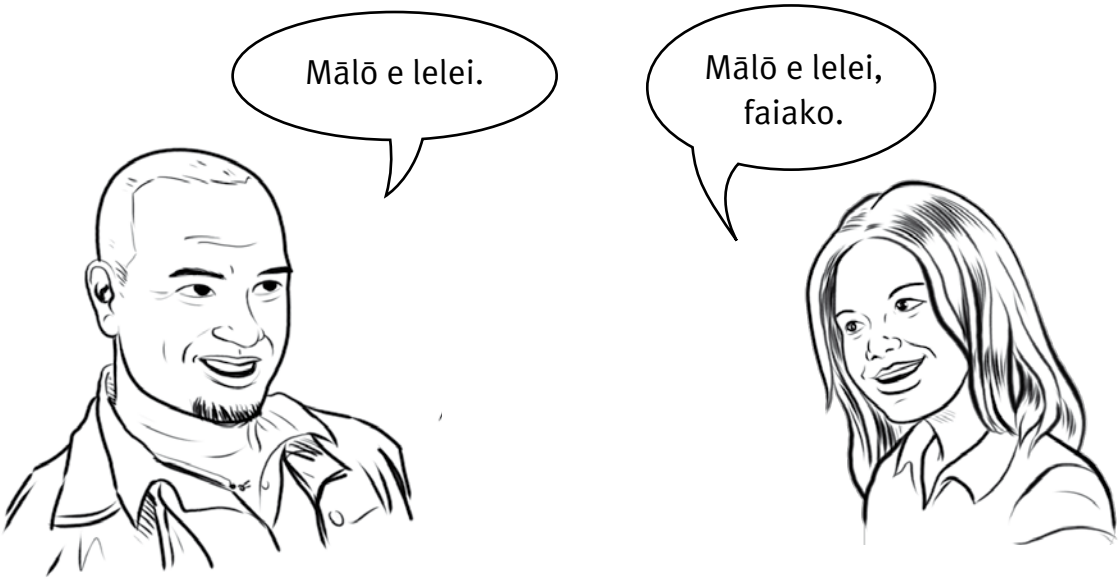
- With the students, listen to "Mālō e Lelei" on CD 1 track 8 as they look at the words on OHT 4. Ask them to sing along with track 8. (Hand out copies of the words to the song.)

Looking Ahead

Ask the students to write down five things they learned in the lesson. If there's time, play the DVD language scenario so that it is fresh in their minds as they leave the class. Tell the students they will be learning how to farewell you in the next lesson.

Close

- Farewell the students, saying:
  Mou ō ā fānau. Mālō e lava mai. Goodbye, class. Thanks for coming.


Mālō e lelei.
Mālō e lelei, faiako.


Mālō e lelei, puleako.

ʻAlafapeti

a, *e*, *f*, *h*, *i*, *k*, *l*, *m*, *n*, *ng*, *o*, *p*, *s*, *t*, *u*, *v*, and ʻ (the glottal stop or *fakauʻa*)

fa	*fe*	*fi*	*fo*	*fu*
ha	*he*	*hi*	*ho*	*hu*
ka	*ke*	*ki*	*ko*	*ku*
la	*le*	*li*	*lo*	*lu*
ma	*me*	*mi*	*mo*	*mu*
na	*ne*	*ni*	*no*	*nu*
nga	*nge*	*ngi*	*ngo*	*ngu*
pa	*pe*	*pi*	*po*	*pu*
sa	*se*	*si*	*so*	*su*
ta	*te*	*ti*	*to*	*tu*
va	*ve*	*vi*	*vo*	*vu*
ʻa	*ʻe*	*ʻi*	*ʻo*	*ʻu*

OHT 3

1. ‘uma _____
2. alu _____
3. ‘au _____
4. uma _____
5. au _____
6. ‘alu _____



Mālō e Lelei

Mālō e lelei. Mālō e lelei.

Fēfē hake? Fēfē hake?

ʻOku ou sai pē. ʻOku ou sai pē.

Mālō e lava mai. Mālō e lava mai.

Hello

Hello. Hello.

How are you? How are you?

I’m fine. I’m fine.

Thanks for coming. Thanks for coming.

UNIT 1 – *MĀLŌ E LELEI* – GREETINGS

LESSON B

Learning Outcomes

Students will:

- greet each other, you, and other adults;
- farewell each other, you, and other adults;
- use language that best suits these situations;
- recognise and use the Tongan alphabet.

Resources

OHT 4 (from Lesson A)
OHT 1 (from Lesson A)
Unit 1 DVD and transcript
OHT 5
WS 1
Unit 1 audio CD and transcript
CS 1

You supply:

Copies of WS 1
Copies of CS 1
The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* book and CD
An OHT of "Ko e Ā Faka-Tonga" made using page 16 of *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs*

Lesson Outline

Introduction

- Greet the students in Tongan:
  Mālō e lelei, fānau. Greetings, class.

  The students respond by saying:
  Mālō e lelei, faiako. Hello, teacher.

- Show OHT 4. Sing "Mālō e Lelei", this time adding the actions described on page 26. Discuss the actions and explain their cultural significance .

Looking Back

- Ask the students to discuss in pairs what they learned in the last lesson, showing each other what they wrote in their workbooks.

> **This is an opportunity for the students to reinforce each other's recall. You could prompt this as you move around.**

- Discuss the greetings introduced in Lesson A and how to show respect. Show OHT 1. Have the students practise the greetings in pairs, greeting each other and using their names.

Learning Experiences

- Play the Unit 1 DVD studio section. Show OHT 5. The students repeat what they hear in the pauses. Then have the students practise the conversations in pairs. (Leave the OHT on so that they can see the conversations.) Finally, ask for volunteers to say the conversations without looking at the OHT.

> **Remember to praise your students with *"Sai 'aupito!"* and *"Faufaua!"* and to give them feedback to help them work out their next learning step.**

- Hand out copies of WS 1. The students listen to CD 1 track 10 and write the number of the dialogue under the picture that matches it. Read out the correct responses using CS 1.
- Using WS 1, the students write the appropriate sentence in the speech balloons as they listen to CD 1 track 10. Replay the track for the students to check their sentences.

  The students could either check their own worksheets or swap worksheets with a partner for checking, using CS 1. If they have made errors, they need to correct the mistakes on their worksheet. Their partners could then do a final check and sign the worksheet off. Play the track again to reinforce their learning.

> **Learning how to spell words correctly is an important part of learning any language.**

- Play "Ko e Ā Faka-Tonga". The students can sing along, following the words on the OHT.

Looking Ahead

- Remind the students that Lesson C will check their learning. Talk about the learning outcomes for this unit. Let them know that they will be doing some more role-playing in Lesson C. Encourage them to practise the language they've been learning as much as they can before the next lesson.

- If there is time, the students could use the material in their workbooks to practise greeting and saying farewell to each other.

This will help them to identify what they need to focus on to achieve the objectives for Unit 1.

Close

- Sing " Mālō e Lelei" again with the actions (showing OHT 4 again).
- Farewell each other. You can begin by saying:

Mou ō ā fānau ē.	Goodbye, class.

The students can respond with:

Nofo ā faiako ē.	Goodbye, teacher.

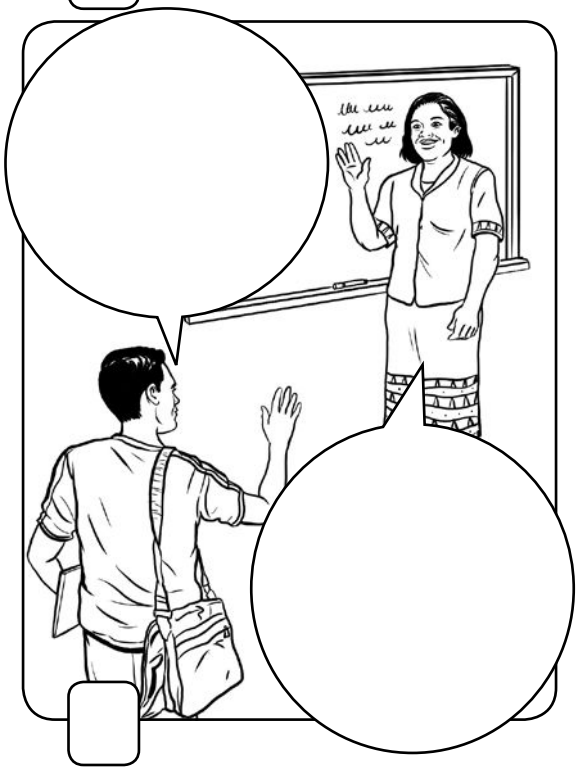
Mālō e lelei.	Good morning.
Mālō e lelei, faiako.	Good morning, teacher.
Fēfē hake?	How are you?
Sai pē, mālō.	I'm well, thanks.
Mālō e lava mai.	Thank you for coming.
Nofo ā.	Goodbye. (said by someone leaving to someone staying)
ʻAlu ā.	Goodbye. (said by someone staying to someone leaving)

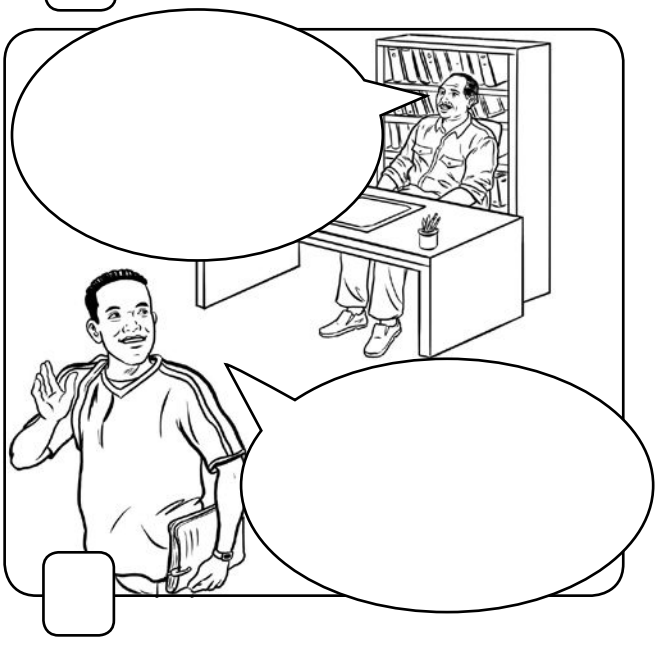
WS 1











CS1


Mālō e lelei, puleako.
Mālō e lelei, Mele.
1


Nofo ā faiako ē.
Mou ō ā fānau ē.
2


Mālō e lelei, faiako.
Mālō e lelei, Sione.
3


Nofo ā faiako ē.
‘Alu ā Mele ē.
4


‘Alu ā Sione ē.
Nofo ā puleako ē.
5

UNIT 1 – *MĀLŌ E LELEI* – GREETINGS

LESSON C

Learning Outcomes

Students will:

- greet each other, you, and other adults;
- farewell each other, you, and other adults;
- use language that best suits these situations;
- recognise and use the letters of the Tongan alphabet;
- make connections between languages, places, and cultures.

Resources

OHT 4 (from Lesson A)
Unit 1 Achievement Checklist
Unit 1 audio CD and transcript
OHT 3 (from Lesson A)
Vaka Progress Chart

You supply:

Copies of the Unit 1 Achievement Checklist
Copies of the Vaka Progress Chart

Lesson Outline

Introduction

- Greet the students, saying *Mālō e lelei, fānau*. Ask the students to use your title as they greet you, saying *Mālō e lelei faiako*.
- Show the OHT of "Mālō e Lelei". The students sing along and perform the actions. Then challenge them to keep singing and performing without the words.

Looking Back

- In small groups, get the students to discuss three things they each learned about Tonga and the Tongan language, culture, and people during Lessons A and B. A spokesperson from each group can present these. Capture them on the whiteboard.

Learning Experiences

- Give a Unit 1 Achievement Checklist to each student. The learning outcomes are listed on the chart with a box alongside each one where your students can record their achievement. At the top, they'll see *Ko hoku hingoa´ ko* _____. Explain that this

means "My name is _____." Get them to write their names in the space. Tell them that they will be assessing their own progress as one of the activities in this lesson.

Completing the sentence *Ko hoku hingoa´ ko* _____ introduces something the students will be learning more about in Unit 2.

- Give the students time to work in pairs to rehearse role-playing the greetings and farewells they've been learning and then have them perform these before the class. Encourage the others to say "*Sai 'aupito!"* and "*Faufaua!"* as they watch each pair perform, providing a supportive atmosphere.
- Chant the alphabet with the students along with the voice on CD 1 track 6 as they look at OHT 2.
- Challenge the students to copy five Tongan words of their choice from OHT 3 into their workbooks. Then get them to swap books so that a partner can check the accuracy of the spelling. If a word's incorrect, the student writes the word correctly beside it.

Your students will become good spellers of Tongan words if you encourage them to become familiar with the conventions of written and printed Tongan, looking for patterns. Learning to copy accurately is a skill that will lead to written fluency as they progress their learning.

- Give a Vaka Progress Chart to each student. Get them to write their names in the correct space. They will use this sheet to record their progress through all the units. As your students achieve the objectives for each unit, they colour in the relevant band on the mast. This becomes a routine activity for Lesson C in each unit.
- The students now complete their Achievement Checklist and colour in band 1 on their Vaka Progress Chart. Collect both to put in the students' portfolios.
- Discuss what the students found particularly interesting, challenging, difficult, and easy during this unit. There may be opportunities to say *Mālō* (Thank you) and *Mālō 'aupito* (Thank you very much) during this discussion.

This information will help you with your planning. It may suggest some adjustments to the next few lesson plans.

Looking Ahead

- In the next unit, your students will be learning how to introduce themselves in Tongan. Ask them to bring any Tongan names and anything interesting about Tongan names that they are able to find out to the next lesson.

Close

- Sing "Mālō e Lelei" together.
- Farewell each other with:

  Mou ō ā fānau ē.

  Nofo ā (your name) ē.

UNIT 1 ACHIEVEMENT CHECKLIST

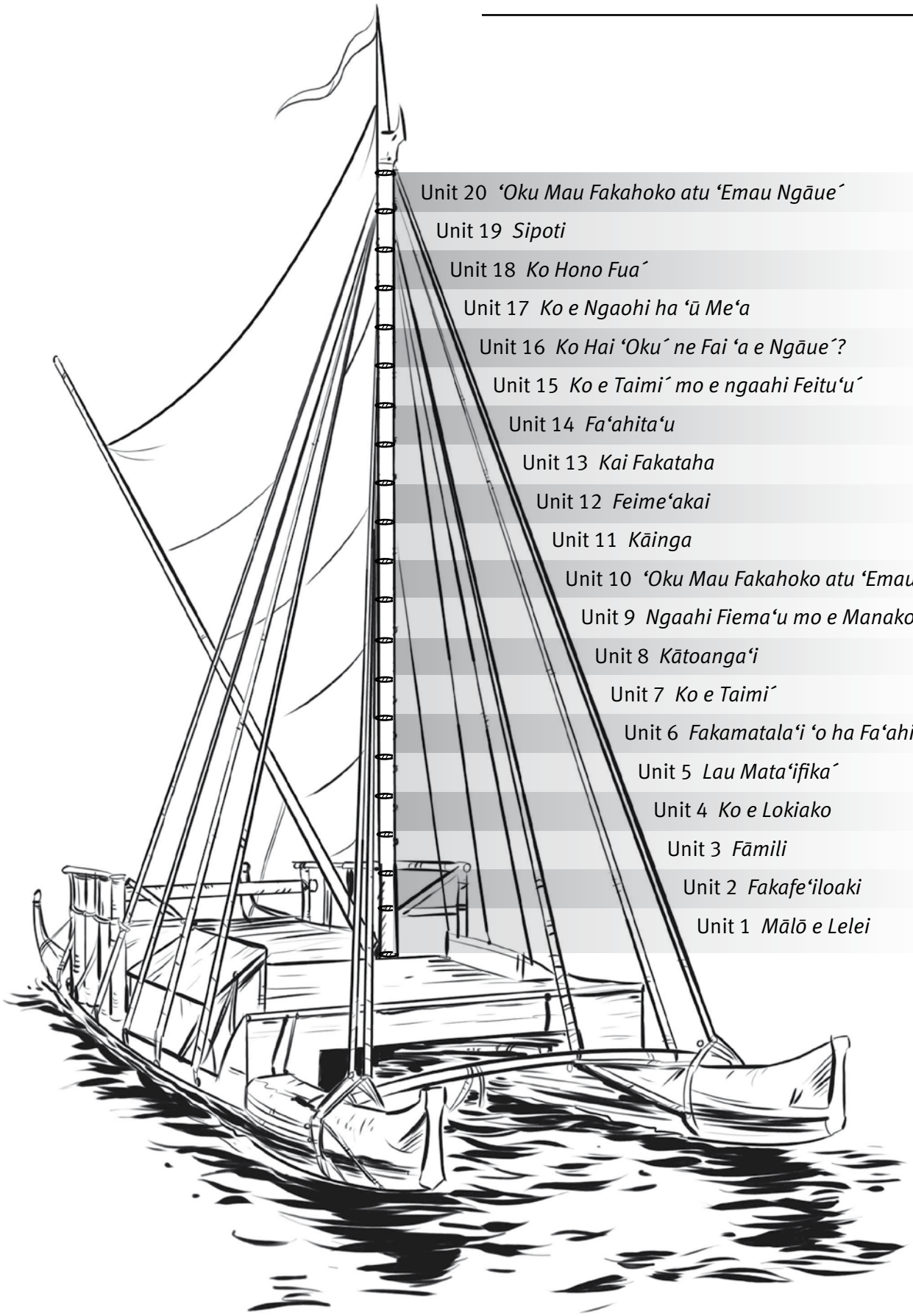
Ko hoku hingoa´ ko _____.

Now I can:

- ☐ greet other students, my teacher, and other adults
- ☐ farewell other students, my teacher, and other adults
- ☐ use language that best suits these situations
- ☐ recognise and use the letters of the Tongan alphabet
- ☐ make connections between languages, places, and cultures

VAKA PROGRESS CHART

Ko hoku hingoa´ ko _____.



Unit 20 *ʻOku Mau Fakahoko atu ʻEmau Ngāue´*

Unit 19 *Sipoti*

Unit 18 *Ko Hono Fua´*

Unit 17 *Ko e Ngaohi ha ʻū Meʻa*

Unit 16 *Ko Hai ʻOku´ ne Fai ʻa e Ngāue´?*

Unit 15 *Ko e Taimi´ mo e ngaahi Feituʻu´*

Unit 14 *Faʻahitaʻu*

Unit 13 *Kai Fakataha*

Unit 12 *Feimeʻakai*

Unit 11 *Kāinga*

Unit 10 *ʻOku Mau Fakahoko atu ʻEmau Ngāue´*

Unit 9 *Ngaahi Fiemaʻu mo e Manako´*

Unit 8 *Kātoangaʻi*

Unit 7 *Ko e Taimi´*

Unit 6 *Fakamatalaʻi ʻo ha Faʻahinga Meʻa*

Unit 5 *Lau Mataʻifika´*

Unit 4 *Ko e Lokiako*

Unit 3 *Fāmili*

Unit 2 *Fakafeʻiloaki*

Unit 1 *Mālō e Lelei*

UNIT 1 DVD TRANSCRIPT

Lu'isa:
Mālō e lelei, Simi!

Simi:
Mālō e lelei, Lu'isa! Fēfē hake?

Lu'isa:
Sai pē, mālō.

Simi:
'Io. Pe'i mo tali mai.

Lu'isa:
Fēfē hake?

Simi:
Sai pē, mālō. Hei, Taniela. Mālō e lelei.

Taniela:
Mālō e lelei, Simi.

Simi:
Fēfē hake?

Taniela:
Sai pē, mālō. Te´ u 'alu. Nofo ā ē.

Simi:
'Io.

Taniela:
Nofo ā, Lu'isa ē. Nofo ā, Simi ē.

Lu'isa:
'Alu ā, Taniela.

Simi:
'Alu ā, Taniela ē.

'Alisi (faiako):
Mālō e lelei, Lu'isa. Mālō e lelei, Simi.

Lu'isa:
Mālō e lelei, 'Alisi.

Simi:
Mālō e lelei, 'Alisi. Fēfē hake he 'aho´ ni?

'Alisi:
Sai pē, mālō. Kātaki mo omi. Kuo mei kamata e kalasi´.

Lu'isa:
Hi, Simi!

Simi:
Hi, Lu'isa! How are you?

Lu'isa:
Good, thanks.

Simi:
Yeah. Wait for me.

Lu'isa:
How are you?

Simi:
I'm fine, thanks. Hi, Taniela. Hello.

Taniela:
Hello, Simi.

Simi:
How are you?

Taniela:
Good, thanks. I have to go. Bye.

Simi:
That's OK.

Taniela:
Bye, Lu'isa. Bye, Simi.

Lu'isa:
Bye, Taniela.

Simi:
Bye, Taniela.

'Alisi (teacher):
Hello, Lu'isa. Hello, Simi.

Lu'isa:
Hello, 'Alisi.

Simi:
Hello, 'Alisi. How are you today?

'Alisi:
I'm well, thanks. Please come now. The class is starting.

UNIT 1 AUDIO TRANSCRIPT

Track 3 Vocabulary for Unit 1

Here is the vocabulary for Unit 1. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

faiako
fānau
fānauako
puleako
tamaiki

Track 4 Structures and Expressions for Unit 1

You will hear the sentences and expressions that you are to learn in Unit 1. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Mālō e lelei.
Mālō e lelei faiako.

Fēfē hake?
Sai pē.
Sai pē, mālō.
ʻOku ou sai pē.

Nofo ā.
ʻAlu ā.
Mou ō ā fānau.
Mālō e lava mai.

Sai ʻaupito!
Faufaua!

Mālō.
Mālō ʻaupito.

Track 5 to Accompany Unit 1 Lesson A OHT 1

Listen to these expressions and say them in the pauses after the speaker.

Mālō e lelei.
Mālō e lelei, faiako.
Mālō e lelei, puleako.

Track 6 to Accompany Unit 1 Lesson A OHT 2

There are seventeen letters in the Tongan alphabet, or *ʻalafapeti*. Sixteen of them are:

a, *e*, *f*, *h*, *i*, *k*, *l*, *m*, *n*, *ng*, *o*, *p*, *s*, *t*, *u*, *v*.

The last letter is the glottal stop, or *fakauʻa*.

Now you will hear each consonant said five times, each time with each vowel. Practise saying these syllable strings in the pause after each string.

fa fe fi fo fu
ha he hi ho hu
ka ke ki ko ku
la le li lo lu
ma me mi mo mu
na ne ni no nu
nga nge ngi ngo ngu
pa pe pi po pu
sa se si so su
ta te ti to tu
va ve vi vo vu
ʻa ʻe ʻi ʻo ʻu

Track 7 to Accompany Unit 1 Lesson A OHT 3

As you listen to each word, write "yes" if you think the word you hear has a glottal stop at the beginning and "no" if you don't think that it does.

1. *ʻuma*
2. *alu*
3. *ʻau*
4. *uma*
5. *au*
6. *ʻalu*

Track 8 to Accompany Unit 1 Lesson A OHT 4

Mālō e lelei. Mālō e lelei.
Fēfē hake? Fēfē hake?
ʻOku ou sai pē. ʻOku ou sai pē.
Mālō e lava mai. Mālō e lava mai.

Track 9 to Accompany Unit 1 Lesson B OHT 5

Listen to these expressions and say them after the speaker.

Mālō e lelei.
Mālō e lelei, faiako.

Fēfē hake?
Mālō e lava mai.
Sai pē, mālō.

Nofo ā.
ʻAlu ā.

Track 10 to Accompany Unit 1 Lesson B WS 1

You will hear five dialogues. As you listen, write the number of the dialogue in the box under the picture that matches it.

Dialogue 1 *Mālō e lelei, puleako.*
Mālō e lelei, Mele.

Dialogue 2 *Nofo ā faiako ē.*
Mou ō ā fānau ē.

Dialogue 3 *Mālō e lelei, faiako.*
Mālō e lelei, Sione.

Dialogue 4 *Nofo ā faiako ē.*
ʻAlu ā Mele ē.

Dialogue 5 *ʻAlu ā Sione ē.*
Nofo ā puleako ē.

UNIT 2 – *FAKAFE'ILOAKI* – INTRODUCTIONS

OVERVIEW

Learning Outcomes

Students will:

- greet each other appropriately, mentioning the time of day;
- introduce themselves;
- introduce others, including you, their friends, and members of their family;
- respond to greetings and introductions;
- use language to show respect;
- use body language to show respect.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objectives are:

- Communication (page 46)
  - 1.1 recognise, use, and respond to everyday expressions to greet, farewell, thank, and introduce people;
  - 1.7 give simple personal information;
- Language (pages 46–47);
- Culture (pages 46 and 48).

Language Knowledge

Vocabulary

efiafi	afternoon
ho'atā	midday, noon
pongipongi	morning
po'uli	night
ta'u	year
fa'ē	mum (everyday language)
fine'eiki	mother (respectful language)
tamai	dad (everyday language)
tangata'eiki	father (respectful language)
tokoua	brother (of a male), sister (of a female)
tuofefine	sister (of a male)
tuonga'ane	brother (of a female)

ho	your (one person)
hoku, ʻeku	my
hono	his, her, its
ʻapi	home
hingoa	name
kaumeʻa	friend
tahataha	eleven
tahaua	twelve
tahatolu	thirteen

This vocabulary is on CD 1 track 11.

Structures and Expressions

Mālō e lelei ki he pongipongi´ ni.	Good morning.
Mālō e lelei ki he hoʻataa´ ni.	Good afternoon.
Mālō e lelei ki he efiafi´ ni.	Good evening.
Poʻuli ā.	Goodnight. (respectful language)
Mohe ā.	Goodnight. (everyday language)
Ko hai ho hingoa´?	What is your name?
Ko hoku hingoa´ ko Angela.	My name is Angela.
ʻOku ou taʻu tahatolu.	I am thirteen years old.
Ko hoku kaumeʻa´ eni.	This is my friend.
Ko hai hono hingoa´?	What's his name?
Ko hono hingoa´ ko Topi.	His name is Topi.
Ko ʻAna eni.	This is ʻAna.
Ko ʻeku tamai´ eni.	This is my dad.
Ko e hingoa ʻeku tamai´ ko Pita.	My father's name is Pita.
Ko hoku tokoua´ eni.	This is my brother. (a male introducing his brother)
Ko hoku tuongaʻane´ eni.	This is my brother. (a female introducing her brother)
Ko hoku tuofefine´ eni.	This is my sister. (a male introducing his sister)
Ko hoku tokoua´ eni.	This is my sister. (a female introducing her sister)
Tulou.	Excuse me.
Mou ō ā fānau ē.	Goodbye, class.
Kātaki.	Please.

These sentences are on CD 1 track 12.

Mou ō ā fānau ē is an alternative farewell that you can use when saying goodbye to your class. *Mou* is used when you are addressing three or more people. Substitute *ʻAlu ā* for *Mou ō ā fānau ē* if you are saying goodbye to only one person.

Language Notes

The following names, which are transliterations of English and biblical names, are widely used in Tonga.

These will be easier for your students to say than more traditional Tongan names in the early stages of their language learning.

ʻAisea (also *Isaia*)	Isaiah	*Saimone*	Simon
Kelekōlio	Gregory	*Siaosi*	George
Kēlepi	Caleb	*Sione*	John
Kulisitofā	Christopher	*Siope*	Job
Maikolo	Michael	*Tēvita*	David
Mātiu	Matthew	*Tīmote*	Timothy
Paula	Paul		

Paula is a common male name in Tonga, but it can be confusing in societies where Paula is more commonly used as a female name.

ʻAlisi	Alice	*Mele* (also *Malia*)	Mary
ʻAna	Anna	*Sālote*	Charlotte
ʻEseta	Esther	*Sēini*	Jane
Lesieli	Rachel	*Taiana*	Diana
Lose	Rose	*Telēsia*	Therese
Luʻisa	Louise	*Vāleti*	Violet
Lute	Ruth	*Viviena*	Vivian
Makeleta	Margaret	*Nāomi*	Naomi
Malia	Maria		

You can hear these names pronounced on CD 1 track 15.

When girls call their brother(s) *tuongaʻane* and boys call their sister(s) *tuofefine*, they are using *lea fakamatāpule* (polite language) and are showing respect.

When girls call their sister(s) *tokoua* and boys call their brother(s) *tokoua*, they are using *lea tavale* or *meʻavale* (everyday language) and are speaking less formally. For more about the difference, see page 21.

The term *poʻuli* means "night-time" in the sense of "when it is dark". When the time of day is attached to a greeting, it forms part of a phrase that is structured as follows:

Mālō e lelei ***ki he*** *pongipongi´* ***ni***. Good morning!

The particle *ni* is used almost like a suffix in Tongan, though a true suffix is something added to the end of a word.

Notice that *faʻē* is written as *faʻee´* when it has a definitive accent after it, and is spoken with the stress on the final vowel. (See Unit 7, page 156, for another example.)

Cultural Knowledge

Faka'apa'apa (Respect)

Faka'apa'apa is the Tongan word for respect. Showing respect is an extremely important value in the Tongan culture.

Taungutu means "talking back". In Tongan society, it is not considered acceptable for children to talk back to their parents or to elderly people when they are told off, even when the children believe they are in the right.

Kau'i talanoa means "interfering". It is commonly accepted practice that children are not to interfere when their parents or elderly people are having a conversation. Children are expected to sit quietly and listen or go somewhere else.

You can hear these terms pronounced on CD 1 track 13.

Respectful Terms for Family Members

Tamai (Father)

Traditionally, fathers are regarded as the head of a family. Children do not eat from their father's plate, drink from his cup, finish his leftover food, or touch his head. *Tangata'eiki* is the respectful word used by a woman to address and refer to her husband and by children when they address or refer to older men.

Fa'ē (Mother)

In traditional Tongan society, mothers were responsible for children, housework, and family matters. The respectful term for a mother is *fine'eiki*. Children use this term when they introduce their mother to others and when they address or refer to older women.

Tuonga'ane/Tokoua (Brother) and *Tuofefine/Tokoua* (Sister)

In Tongan society, brothers and sisters are expected to show respect to each other. They don't swear in front of one another, talk to each other disrespectfully, or talk about sex together. It is not uncommon for Tongan brothers and sisters to avoid watching TV together, and they don't share bedrooms. Brothers and sisters demonstrate respect for one another by using the respectful terms for "brother" and "sister" (see page 48).

Teachers' Notes

At levels 1 and 2, don't expect your students to fully understand the different ways of showing respect or the Tongan words for them. They should be starting to learn about Tongan cultural practices, though, and they should be beginning to understand that showing respect is part of what's involved in communicating in Tongan. They can demonstrate this by displaying some respectful behaviour when they communicate in Tongan in Tongan cultural settings (for example, by respectfully walking behind, rather than in front of, a speaker, saying "*Tulou*" as they do so). Students of Tongan heritage will probably demonstrate some of this respectful behaviour without even being aware that they are doing so.

Names

In Tongan society, your last name not only reveals the family you belong to but often the village you come from as well. Tongan surnames are passed down from generation to generation paternally.

While some first names are biblical in origin, others echo the names of ancestors, family friends, famous people, and parents or refer to such things as flowers.

Children are sometimes given a name because of an event. For example, a Tongan nun was once in Manila when her parents died, and she wasn't able to attend their funeral. Her brother named his new daughter *Tangi-mei-Manila*, which means "Mourning from Manila", after this event.

Only members of the royal family are allowed to use certain names.

The titles of noble families were originally awarded by Tonga's rulers. There are only thirty-six. They include *Veikune*, *Lavaka*, *ʻUlukālala*, *Lasike*, *Tuʻivakanō*, *Vaea*, *Veʻehala*, *Ata*, *Vahaʻi*, *Havea Tuʻihaʻangana*, *Havea Tuʻihaʻateiho*, *Niukapu*, *Nuku*, *Maʻafu Tukuʻiʻaulahi*, *Fakafanua*, *Māʻatu*, *ʻAhio*, *Fielakepa*, *Tamale*, *Fohe*, *ʻAhomeʻe*, *Kalaniuvalu*, *Fotofili*, *Malupō*, and *Tuʻiʻāfitu*. You can hear these names on CD 1 track 13.

Part of the learner's task is to gradually learn to recognise the significance of titles and certain Tongan names, though this learning barely begins at levels 1 and 2.

Levels of Society

Tongan society is more stratified than many New Zealanders realise.

The Royal Family

King George Tupou V is the present ruler. His coronation took place over the period 29 July to 2 August 2008. The Tongan ruler is also the head of the Tongan Parliament.

The Nobility

In Tongan society, the nobles are the king's or queen's strongest supporters. If a crisis occurs within the royal family, such as a major illness, the nobles call a *fono* (meeting) to inform the people about what they are going to do about what's happening.

When people bring gifts and ask for an *ʻapi* (a piece of land) to build a house on, it is the nobility who give land to men (who need to be sixteen years old or older).

Nobles can stand for election as representatives of the nobility in Parliament.

The People

In Tongan society, people who are not members of the royal family or the nobility are considered to be commoners. Commoners can stand for election as representatives of the people in Parliament.

Traditionally, commoners were responsible for raising livestock, particularly pigs, and growing staples such as *ʻufi* (yams), *talo* (taro), bananas, and *kape (*an edible root crop). Women wove fine mats and made *ngatu* (tapa cloth) for their families, the nobles, and the royal family.

Communicative Language Learning

Repetition is important in the early stages of language learning. Do be mindful, however, that students may not always enjoy repeating everything. Challenge them by focusing on different skills each time so that their learning is rich and deep. The same thing can be learned in many different ways.

You could invite the principal to come to Lesson C. This will provide the students with a more authentic communicative situation when they do their introductions.

UNIT 2 – *FAKAFE'ILOAKI* – INTRODUCTIONS

LESSON A

Learning Outcomes

Students will:

- greet others, mentioning the time of day;
- identify family members;
- identify and pronounce some Tongan names;
- use language to indicate respect;
- use body language to indicate respect.

Resources

Unit 2 DVD and transcript
OHT 1
Unit 2 audio CD and transcript
OHT 2
WS 1
CS 1a
CS 1b
Family cards template

You supply:

Copies of OHT 2
An OHT of WS 1
Copies of CS 1a and CS 1b
Sets of family cards

Lesson Outline

Introduction

- Greet one another formally. When you say *Mālō e lelei, fānau. Ko hoku hingoa´ ko (your name),* have the students respond with *Mālō e lelei, (your name)*.

Looking Back

- Ask the students what they remember from Unit 1. Focus on the alphabet with the *fakau'a* (glottal stop), the greetings, and the different farewells. Tell the students that they are learning to communicate with other speakers of Tongan in a way that is appropriate to Tongan contexts (for example, showing respect).

- Ask the students what they have discovered about Tongan names and where they found the information. Tell them that they will use this information later in the lesson.

Learning Experiences

- Discuss the learning outcomes for this lesson with your students.
- Remind your students about the importance of showing respect in the Tongan culture. Encourage them to use *kātaki* (please), *mālō* (thank you), and *mālō ʻaupito* (thank you very much) as appropriate during lessons. Explain how *tulou* (excuse me) is used and encourage them to show respect in this way, too.
- Show the Unit 2 DVD studio section. Ask the students whether they notice something that is different about the greetings. What is it?
- Show OHT 1 and play CD 1 track 14. Point to each expression. The students repeat the greetings in the pauses on the CD. Do this several times to help them become familiar with pronouncing the new words.

  Agree with the class on a way to illustrate morning, afternoon, evening, and night and draw these in the boxes. Then replay track 14 and have the students repeat the time of day for each greeting in the pauses as you point to the illustration. This process helps to build the concept of time of day in the students' minds using word–picture association without the use of English.

  Tell the students that you want them to greet you at the beginning of the next lesson with either *Mālō e lelei ki he pongipongi´ ni (your name)* or *Mālō e lelei ki he hoʻataa´ ni (your name),* depending on the time of day.

  Write these greetings prominently on the whiteboard before the start of the next lesson to help them.

- Show OHT 2 with the sentence in the box at the bottom covered up. Check to see whether any class members have any of these names. Talk about how pronouncing names properly is a form of respect. Do any of your students have friends with any of those names? Have they ever had their own names mispronounced? How did that make them feel?

  Get the students to listen to CD 1 track 15 and practise saying the names in the pause after each name. Remind them to listen for and to say the glottal stops.

  Hand out the list of names. Get the students to write their own name in the space at the bottom. Tell them that they may put the Tongan version of their name in the space if they wish (and if it's in the list or they know it).

  Finally, ask them to turn to the person beside them, greet that person in Tongan (mentioning the time of day), and then say their name. This can be repeated several times between different partners.
- Now tell the students that they are going to learn about a (virtual) Tongan family. Show them WS 1. Play the DVD studio section and ask the students to listen for the family vocabulary. Leave the OHT showing to help them.
- Give out WS 1. The girls in your class are to imagine themselves as the boxed girl on the worksheet and the boys as the boxed boy. They are to write in the words for their (virtual) family from that point of view, choosing the correct words from the list and copying them under the drawings.

Give CS 1a to the boys and CS 1b to the girls and get the students to correct their work.

Now get the students to repeat the words in the pauses after they hear them said on CD 1 track 16, pointing to the matching picture on their checksheet.

- Divide the students into groups. Give a set of six family cards to every student. The cards show family members that become the students' "virtual" family. The students take turns to introduce the other members of their family to the group. Group members support each other with this learning, saying things like *Faufaua!*

> **Repeating this activity during later lessons will assist recall, will reinforce the word–picture association, and will build their confidence in using these language patterns.**

- Ask the students whether the activities have helped them to learn? How do they know that they have learned something? Which activities have helped them the most?

> **Their responses will help them to reflect on their learning. They will also help you to identify the activities that are really helping them to achieve and what they are actually achieving.**

- Ask them to show you what they have learned by saying something in Tongan in a "round the room" activity. Get everyone to go as fast as they can, trying not to repeat anything that anyone else has already said.

> **This can be a really fun activity with students urgently recalling past learning.**

Looking Ahead

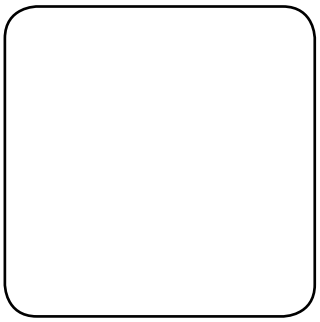
- Challenge the students to find out the name of the current king of Tonga, how long he has been king, and anything else they can about the Tongan royal family before the next lesson.

Close

- Sing "Mālō e Lelei" from Unit 1, possibly as a round.
- Close by saying *Mou ō ā fānau ē* with the students responding *Nofo ā (your name) ē*.

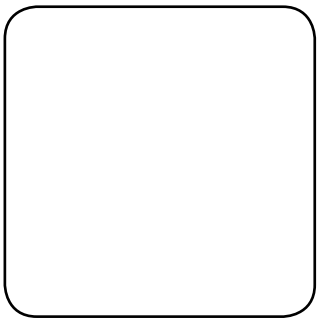
Mālō e lelei ki he pongipongi´ ni.

Good morning.



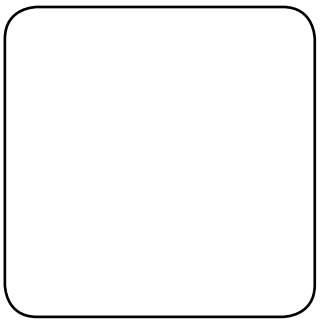
Mālō e lelei ki he ho‘ataa´ ni.

Good afternoon.



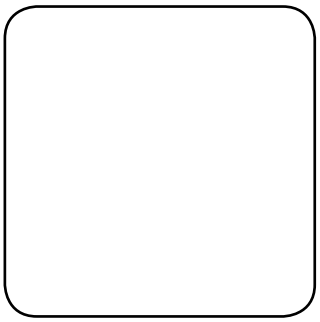
Mālō e lelei ki he efiafi´ ni.

Good evening.



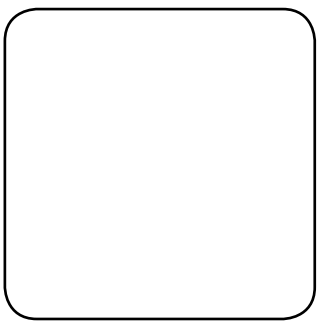
Po‘uli ā.

Goodnight.
(respectful language)



Mohe ā.

Goodnight.
(everyday language)

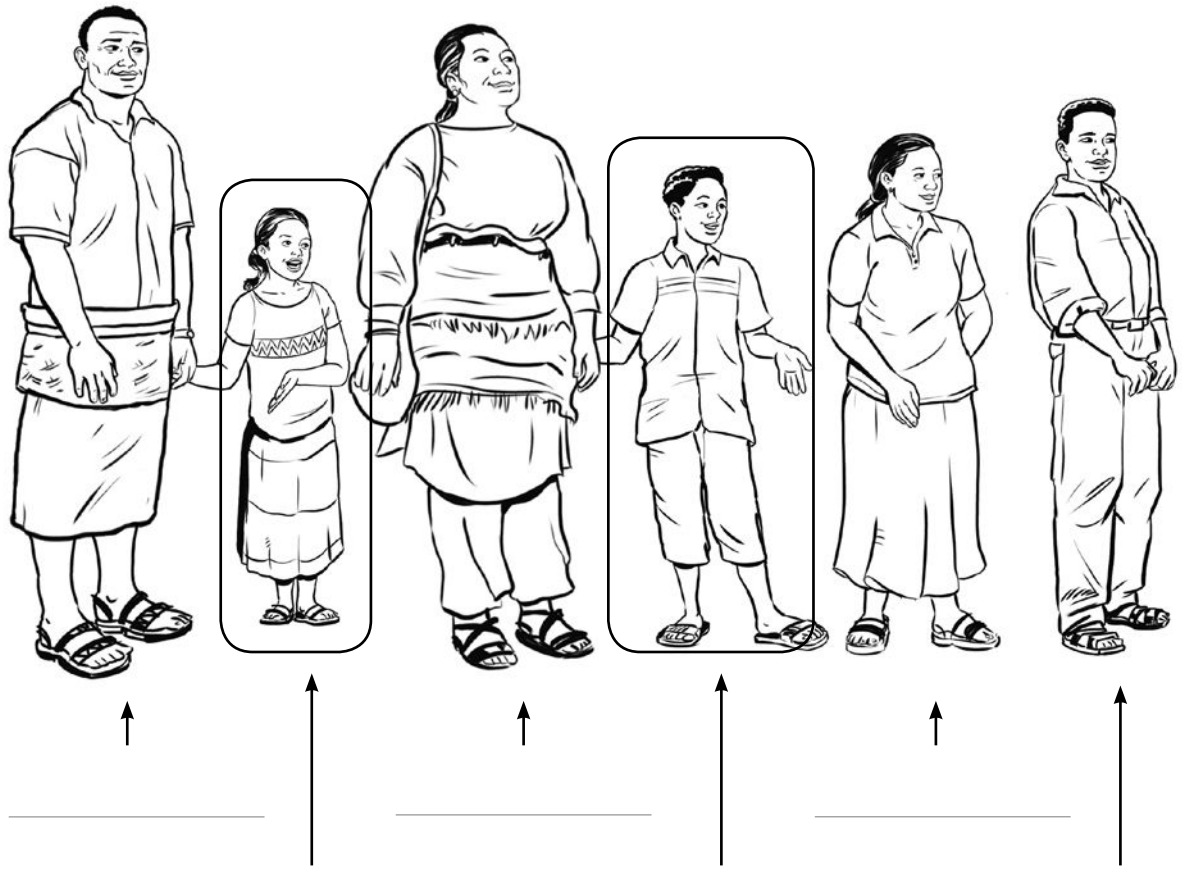


ʻAisea	Isaiah
Kelekōlio	Gregory
Kēlepi	Caleb
Kulisitofā	Christopher
Maikolo	Michael
Mātiu	Matthew
Paula	Paul
Saimone	Simon
Siaosi	George
Sione	John
Siope	Job
Tēvita	David
Tīmote	Timothy

ʻAlisi	Alice
ʻAna	Anna
ʻEseta	Esther
Lesieli	Rachel
Lose	Rose
Luʻisa	Louise
Lute	Ruth
Makeleta	Margaret
Malia	Maria
Mele	Mary
Sālote	Charlotte
Sēini	Jane
Taiana	Diana
Telēsia	Therese
Vāleti	Violet
Viviena	Vivian
Nāomi	Naomi

Ko hoku hingoaʻ ko _____ .

(My name is _____ .)



tamai	dad (everyday language)
fa'ē	mum (everyday language)
tuonga'ane	brother (of a female)
tokoua	brother (of a male)
tokoua	sister (of a female)
tuofefine	sister (of a male)



tamai

tuofefine

fa'ē

tuofefine

tokoua



tamai

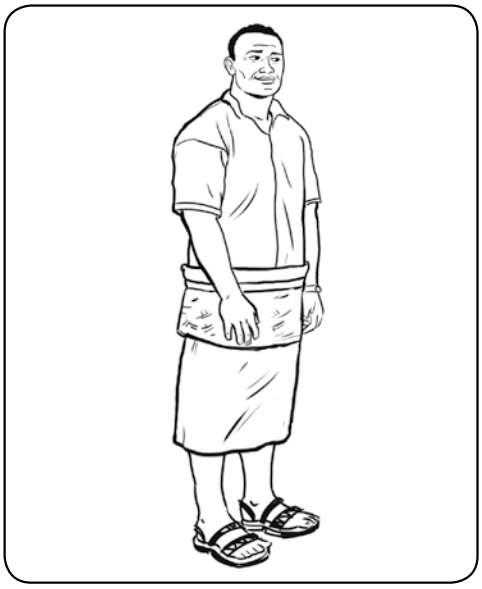
fa'ē

tokoua

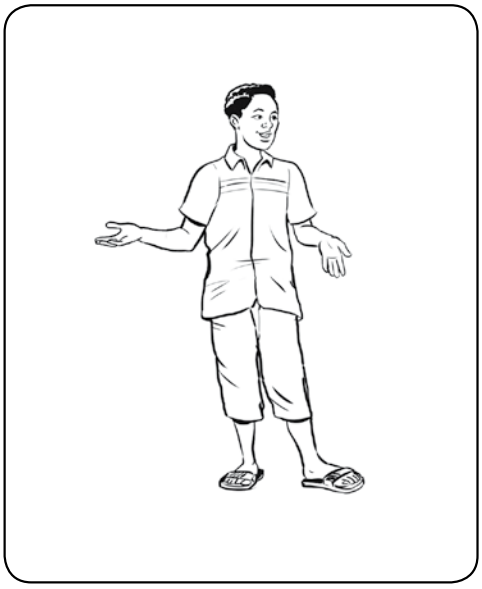
tuonga'ane

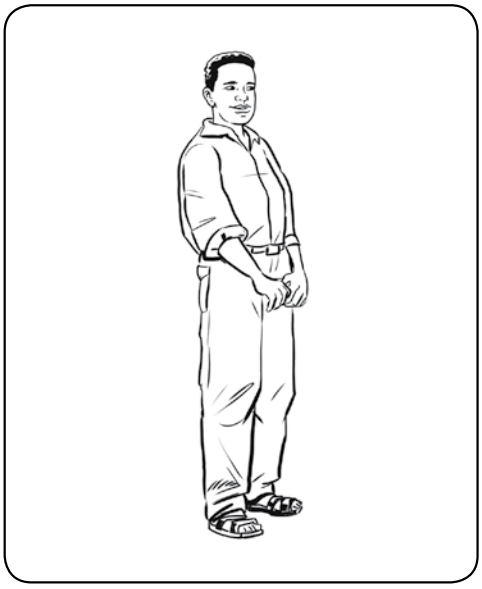
tuonga'ane

FAMILY CARDS TEMPLATE













UNIT 2 – *FAKAFE'ILOAKI* – INTRODUCTIONS

LESSON B

Learning Outcomes

Students will:

- greet others, mentioning the time of day;
- introduce themselves;
- introduce you and their family and friends to others.

Resources

Unit 2 DVD and transcript

OHT 3

Unit 2 audio CD and transcript

WS 2

CS 2

You supply:

The OHT you made for Unit 1 Lesson B of page 16 in *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs*

Copies of WS 2

Copies of CS 2

Lesson Outline

Introduction

- Greet one another using the appropriate expression for the time of the day, for example:
  Mālō e lelei ki he pongipongi´ ni fānau. Good morning, class.

  with the students responding with:
  Mālō e lelei ki he pongipongi´ ni (your name). Good morning, (your name).

Looking Back

- Check who has found out the name of the present king. See whether any of the students know when his coronation was and whether anyone in the class attended or knows someone who did.
- Sing "Ko e Ā Faka-Tonga" (the alphabet song) together several times.

Learning Experiences

- Introduce the learning outcomes for this lesson. You could write them on the whiteboard before the students arrive.

- Play the Unit 2 DVD studio section. Discuss with the students some of the things they notice about the introductions.
- Show OHT 3. Have the students listen to CD 1 track 17, repeating each line in the pause after it. In small groups, get them to practise acting out the instructions.

> **Don't worry about mistakes. Supporting the students in their attempts to communicate using Tongan is important. Students will gain in confidence, fluency, and accuracy if they have enough opportunities to practise with their peers in a supportive atmosphere.**

- Discuss with the students forms of respect that are shown in the school, for example, calling teachers by their correct names and listening quietly while others speak. Show the DVD cultural section. Discuss some of the ways in which Tongan society is more stratified than society in New Zealand and some of the ways in which showing respect demonstrates this.
- Now move to a quick "round the class" activity, with the first student saying the following but substituting their own name for "Sione":

Mālō e lelei ki he pongipongi´ ni.	Good morning.
Ko hoku hingoa´ ko Sione.	My name is Sione.
Ko hai ho hingoa´?	What is your name?

> **You could write these sentences on the whiteboard beforehand if you feel the students need this support.**

The next student responds, substituting their name, and turns to the next student to ask the question. This can be a quick, fun activity that engages and energises the students. An additional challenge would be to time the activity and then have another round to see whether the class can complete it under that time. A way to vary this activity is to have the students say *Ko hai hono hingoa´?* (What is his/her name?) as the last sentence, indicating a particular student in the class.

- Ask the students to look at WS 2. Tell them that the mum's name is 'Ana and the dad's is Pita. Tell them that the person in the first illustration is saying "hello" in Tongan and that they are to imagine that the outline in the second illustration is of themselves. See whether the students can fill in the missing word in each sentence. Have them check their work against CS 1 with a partner. Play CD 1 track 18. If they have a written a word incorrectly, ask them to look at the answer on the checksheet and carefully copy exactly what's written there.

  Ask whether everyone included the macrons in the word *mālō*. Explain that they change both how a word is said and what it means. Practise saying the difference between the following:

mālō	hello, thank you
malo	the flower-spike of the breadfruit tree

  Ask them if they know of any other words with macrons. Build a short list, which they can copy. Tell them to keep noticing words with macrons, listening carefully to how they are pronounced. Play track 18 again.

Looking Ahead

- Remind the students of the Unit 2 learning outcomes.
- Tell the students that they are to prepare a role-play for the next lesson, using what they have learned from Lessons A and B. In their role-play, they need to introduce themselves, you, a friend, and four members of a (virtual) family. Give them time to work in pairs to start preparing and practising what they are going to say in their role-plays. Make sure that they have enough support. Make sure that they understand that their role-plays will form part of the assessment for the unit so that they know they need to practise them.

Close

- Farewell each other, with you saying *Mou ō ā fānau ē* and the students responding *Nofo ā faiako ē*.

1.

Mālō e lelei, fānau.	Good morning, class.
Ko Sione au.	I am Sione.
Ko ‘eku faiako´ eni.	This is my teacher.

2.

Mālō e lelei, fānau.	Good morning, class.
Ko Sione au.	I am Sione.
Ko Mele eni.	This is Mele.
Ko ‘eku fa‘ee´.	She’s my mum.

3.

Mālō e lelei, fānau.	Good morning, class.
Ko Sione au.	I am Sione.
Ko Tau eni.	This is Tau.
Ko ‘eku tamai´.	He’s my dad.

4.

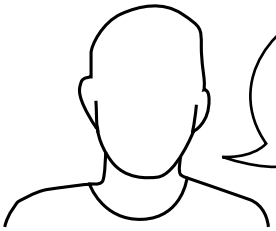
Mālō e lelei, fānau.	Good morning, class.
Ko Sione au.	I am Sione.
‘Oku ou ta‘u tahatolu.	I am thirteen years old.
Ko ‘eku puleako´,	This is my principal,
Mr Jones.	Mr Jones.

1.



_____ e lelei.

2.



Ko _____ hoku hingoa´.

3.



Ko hoku _____ eni.

4.



Ko hoku _____ eni.

5.



Ko hoku _____ eni.

6.



Ko hoku _____ eni.

7.



Ko ‘eku _____ ko ‘Ana.

8.



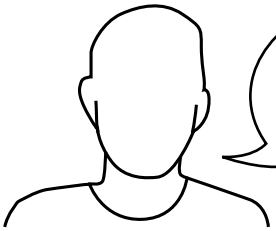
Ko ‘eku _____ ko Pita.

1.



Mālō
e lelei.

2.



Ko
(your name)
hoku hingoa´.

3.



Ko hoku
tokoua´
eni.

4.



Ko hoku
tuonga'ane´
eni.

5.



Ko hoku
tokoua´
eni.

6.



Ko hoku
tuofefine´
eni.

7.



Ko 'eku
fa'ee´
ko 'Ana.

8.



Ko 'eku
tamai´
ko Pita.

UNIT 2 – *FAKAFE'ILOAKI* – INTRODUCTIONS

LESSON C

Learning Outcomes

Students will:

- greet each other appropriately, mentioning the time of day;
- introduce themselves to others;
- introduce others, including you, their friends, and members of their family;
- respond to greetings and introductions;
- use language to show respect;
- use body language to show respect.

Resources

Unit 2 Student Achievement Checklist
Unit 2 DVD and transcript

You supply:

Copies of the Unit 1 Achievement Checklist
Vaka Progress Chart

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Hand out a Unit 2 Achievement Checklist to each student and the Progress Charts that the students began to colour in in Unit 1.
- If the principal is present, a welcome might go as follows. You could say *Mālō e lelei ki he pongipongi´ ni puleako.* (Good morning, principal.) The students could say *Mālō e lelei ki he pongipongi´ ni puleako.* (Good morning, principal.) The principal could respond *Mālō e lelei ki he pongipongi´ ni fānau.* (Good morning, class.) Your principal would appreciate being taught how to reply to the greeting beforehand.

Learning Experiences

- Give the students time, in pairs, to practise their introductions. Remind them that they are expected to:
  - greet the class, you, and the principal (if he or she is present);
  - introduce themselves (by name);

- introduce you;
- introduce a friend (by name);
- introduce their (virtual) family (dad, mum, sister, and brother);
- farewell people appropriately.

The students can work in pairs when they introduce themselves, one acting as the friend being introduced. (With someone beside them, they may feel more confident.) Ensure that the other students give support after each introduction by saying *Sai ʻaupito!* and clapping.

As you listen and watch, monitor individual performance. You could record the introductions on DVD. This would be a valuable record of their early learning and would establish useful base-line data for later comparison of fluency and accuracy. A recording is a useful tool. It allows students to see their own performance and evaluate progress for themselves.

- Once the students have completed their introductions and you've recorded them, farewell the principal and then ask them to complete their Unit 2 Achievement Checklist, with a partner signing it off. If they have greeted the principal at the start of the lesson and have managed the introduction described in the activity above, they will have achieved most of the learning outcomes for this unit. If not, give them an opportunity, working with their partner, to say the parts they didn't manage in front of the class.

Having another go is always to be encouraged as it is vital to keep the students motivated and confident that they can learn.

If the students have achieved the objectives, they colour in band 2 on their Vaka Progress Chart. Collect both record sheets to put in the students' portfolios. You may wish to say *Mālō ʻaupito* or *Faufaua!* The students can respond with *Mālō ʻaupito, faiako*.

- Play the Unit 2 cultural section on the DVD and discuss it with the students.

Looking Ahead

- Your students are going to be learning more about Tongan families in Unit 3. Ask them to bring a photograph or drawing of their family to the next lesson.

Close

- Finish by singing "Mālō e Lelei" together, with the students performing the actions.
- Close by saying *Mou ō ā fānau ē* with the students responding *Nofo ā faiako ē*.

UNIT 2 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

Now I can:

- ☐ greet others appropriately, mentioning the time of day
- ☐ introduce myself to others
- ☐ introduce others, for example, my friends, members of my family, and my teacher
- ☐ respond to greetings and introductions
- ☐ use language to show respect
- ☐ use body language to show respect

UNIT 2 DVD TRANSCRIPT

Mātiu:
Mālō e lelei ki he hoʻataa´ ni!

Sēini:
Mālō e lelei ki he hoʻataa´ ni!

Mātiu:
Ko Mātiu Manu au.

Sēini:
Ko Sēini Tupu au. Fēfē hake?

Mātiu:
Sai pē, mālō. Sēini, ko hoku mali´ eni, ko Taiana.

Sēini:
Mālō e lelei, Taiana. Ko Sēini Tupu au.

Taiana:
Mālō e lelei ki he hoʻataa´ ni, Sēini. Ke fēfē hake?

Sēini:
Sai ʻaupito, mālō. Mālō e lelei. Ko Sēini Tupu au. Kohai ho hingoa´?

Taniela:
Mālō e lelei, Sēini. Ko Taniela au.

Sēini:
Mālō e lelei, Taniela. Ko ho taʻu fiha eni? Siʻi talavou fakaʻofoʻofa ho kili´.

Taniela:
Taʻu tahaua. Sēini, ko hoku tuofefine´ eni, ko Luʻisa.

Sēini:
Mālō e lelei, Luʻisa. Ko ho taʻu fiha eni?

Luʻisa:
Mālō e lelei, Sēni. Taʻu tahafā.

Sēini:
Moʻoni? Taʻu tahafā? ʻOku tau tahafā foki mo ʻeku taʻahine´ ʻa Tina! ʻO, Tonga High? ʻE hū foki mo Tina ki he Tonga High School!

Taiana:
Sai ʻaupito! ʻE fie feʻiloaki ʻa Luʻisa mo ia! Kātoa kimautolu.

Mātiu:
Good morning!

Sēini:
Good morning!

Mātiu:
I'm Mātiu Manu.

Sēini:
I'm Sēini Tupu. How are you?

Mātiu:
I'm well, thanks. Sēini, this is my wife, Taiana.

Sēini:
Good morning, Taiana. I'm Sēini Tupu.

Taiana:
Good morning, Sēini. How are you?

Sēini:
I'm very well, thanks. Hello. I'm Sēini Tupu. What's your name?

Taniela:
Hello, Sēini. I'm Taniela.

Sēini:
Hello, Taniela. How old are you? You're handsome.

Taniela:
I'm twelve. Sēini, this is my sister, Luʻisa.

Sēini:
Hello, Luʻisa. How old are you?

Luʻisa:
Hello, Sēini. I'm fourteen.

Sēini:
Really? Fourteen? My daughter Tina is fourteen, too! Tonga High, huh? Tina also goes to Tonga High School!

Taiana:
Wonderful! Luʻisa would love to meet her! We all would.

UNIT 2 AUDIO TRANSCRIPT

Track 11 Vocabulary for Unit 2

Here is the vocabulary for Unit 2. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

efiafi
ho‘atā
pongipongi
po‘uli
ta‘u

fa‘ē
fine‘eiki
tamai
tangata‘eiki
tokoua
tuofefine
tuonga‘ane

ho
hoku
‘eku
hono

‘api
hingoa
kaume‘a

tahataha
tahaua
tahatolu

Track 12 Structures and Expressions for Unit 2

You will hear the sentences and expressions that you are to learn in Unit 2. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Mālō e lelei ki he pongipongi´ ni.
Mālō e lelei ki he ho‘ataa´ ni.
Mālō e lelei ki he efiafi´ ni.
Po‘uli ā.
Mohe ā.

Ko hai ho hingoa´?
Ko hoku hingoa´ ko Angela.

‘Oku ou ta‘u tahatolu.
Ko hoku kaume‘a´ eni.
Ko hai hono hingoa´?
Ko hono hingoa´ ko Topi.
Ko ‘Ana eni.
Ko ‘eku tamai´ eni.
Ko e hingoa ‘eku tamai´ ko Pita.

Ko hoku tokoua´ eni.
Ko hoku tuonga‘ane´ eni.
Ko hoku tuofefine´ eni.
Ko hoku tokoua´ eni.

Tulou.
Mou ō ā fānau ē.
Kātaki.

Track 13 Cultural Knowledge for Unit 2

You will hear some Tongan terms of respect and the names of some noble families.

The terms of respect are:

faka‘apa‘apa
taungutu
kau‘i talanoa

The names of some noble families are:

Veikune
Lavaka
‘Ulukālala
Lasike
Tu‘ivakanō
Vaea
Ve‘ehala
Ata
Vaha‘i
Havea Tu‘iha‘angana
Havea Tu‘iha‘ateiho
Niukapu
Nuku

Ma‘afu Tuku‘i‘aulahi
Fakafanua
Mā‘atu
‘Ahio
Fielakepa,
Tamale
Fohe
‘Ahome‘e
Kalaniuvalu
Fotofili
Malupō
Tu‘i‘āfitu

Track 14 to Accompany Unit 2 Lesson A OHT 1

Repeat these greetings in the pauses:

Mālō e lelei ki he pongipongi´ ni.
Mālō e lelei ki he ho'ataa´ ni.
Mālō e lelei ki he efiafi´ ni.
Po'uli ā.
Mohe ā.

Track 15 to Accompany Unit 2 Lesson A OHT 2

You will hear some Tongan names for boys and girls. Practise saying the names after the speaker.

Some names for boys are:	Some names for girls are:
'Aisea	*'Alisi*
Kelekōlio	*'Ana*
Kēlepi	*'Eseta*
Kulisitofā	*Lesieli*
Maikolo	*Lose*
Mātiu	*Lu'isa*
Paula	*Lute*
Saimone	*Makeleta*
Siaosi	*Malia*
Sione	*Mele*
Siope	*Sālote*
Tēvita	*Sēini*
Tīmote	*Taiana*
	Telēsia
	Vāleti
	Viviena
	Nāomi

Practise saying the following sentence in the pause:

Ko hoku hingoa´ ko Paula.

Track 16 to Accompany Unit 2 Lesson A CS 1

If you are male, repeat the following words in the pauses:

tamai	*tuofefine*
tuofefine	*tokoua*
fa'ē	

If you are female, repeat the following words in the pauses:

tamai	*tokoua*
fa'ē	*tuonga'ane*
tuonga'ane	

Track 17 to Accompany Unit 2 Lesson B OHT 3

Listen to each speaker. Then practise saying each sentence in the pause.

1.	3.
Mālō e lelei, fānau.	*Mālō e lelei, fānau.*
Ko Sione au.	*Ko Sione au.*
Ko 'eku faiako´ eni.	*Ko Tau eni.*
	Ko 'eku tamai´.
2.	
Mālō e lelei, fānau.	4.
Ko Sione au.	*Mālō e lelei, fānau.*
Ko Mele eni.	*Ko Sione au.*
Ko 'eku fa'ee´.	*'Oku ou ta'u tahatolu.*
	Ko 'eku puleako´, Mr Jones.

Track 18 to Accompany Unit 2 Lesson B WS 2

1. *Mālō e lelei.*
2. *Ko ... hoku hingoa´.*
3. *Ko hoku tokoua´ eni.*
4. *Ko hoku tuonga'ane´ eni.*
5. *Ko hoku tokoua´ eni.*
6. *Ko hoku tuofefine´ eni.*
7. *Ko 'eku fa'ee´ ko 'Ana.*
8. *Ko 'eku tamai´ ko Pita.*

UNIT 3 *FĀMILI* – FAMILY

OVERVIEW

Learning Outcomes

Students will:

- name the members of their immediate family;
- identify some family relationships;
- say the numbers from one to ten;
- use language to show respect;
- use body language to show respect.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objective are:

- Communication (page 46)
  1.7 give simple personal information;
- Language (pages 46–47);
- Culture (pages 46 and 48).

Language Knowledge

Vocabulary

fāmili	family	*ua*	two
foha	son	*tolu*	three
mātu'a	parent	*fā*	four
'ofefine	daughter	*nima*	five
pēpē	baby	*ono*	six
ta'okete	older sibling (same gender as you)	*fitu*	seven
tehina	younger sibling (same gender as you)	*valu*	eight
'ulumotu'a	head of the family	*hiva*	nine
taha	one	*hongofulu*	ten

This vocabulary is on CD 1 track 19.

Structures and Expressions

'Oku toko fitu hoku fāmili´.	I have seven people in my family.
'Oku ou nofo mo 'eku ongo mātu'a´.	I live with my parents.
Ko hoku tuonga'ane´ ko Paula.	My brother is Paula.

Ko e foha au ʻo Mele mo Pita.	I am Pita and Mele's son.
ʻOku toko ua hoku ongo tuongaʻane´.	I have two brothers. (said by a female)
Haʻu.	Come.
Haʻu ki heni.	Come here.
Ko au.	It's me.
Ko au eni.	Here I am.

These sentences and expressions are on CD 1 track 20.

Language Notes

Fāmili simply means "family". *Kāinga* refers to your extended family. In Tongan society, the terms you use for the members of your family reflect your place in the family and your gender. Your choice of term also shows respect.

The term for a younger sibling (or cousin) of the same gender as you is *tehina*. The term for an older sibling (or cousin) of the same gender as you is *taʻokete*. Males refer to their sisters (and female cousins) as *tuofefine*. Females refer to their brothers (and male cousins) as *tuongaʻane*.

Tongan distinguishes between singular, dual, and plural (three or more people) by using two markers:

ongo	dual (two people)
fanga	plural (three or more people)

Notice that the *u* is the enclitic pronoun for I, whereas *ʻū* is the indefinite plural marker. There is an example of the pronoun on OHT 4 in Lesson C. For more about *ʻū*, see the language notes in Unit 4.

Cultural Knowledge

Fakaʻapaʻapa (Respect)

Children are expected to use appropriate terms when answering a call from someone, responding by saying *Ko au* (It's me) or *Ko au eni* (Here I am). Similarly, they are expected to use the polite expression *Tulou* and its associated body language, which was introduced in Unit 2.

Family Discussions

It's not unusual for just the parents, the eldest son, and the eldest daughter to participate in a family discussion. When the final decisions have been made, the eldest son calls his brothers and the eldest daughter does the same with her sisters to inform them about the decisions and what they will be expected to do as a result.

Teachers' Notes

In Tongan society, children are expected to use respectful language when they talk to their parents, aunties, uncles, and grandparents and other older people. In Unit 2, your students learned that brothers and sisters are expected to use respectful terms for each other (*tuongaʻane* and *tuofefine*). Brothers and sisters are expected to avoiding talking together about certain topics. They are not supposed to use impolite terms for their body parts, for example. See page 51 in Unit 2 for further examples.

By now, your students will be starting to say *Mālō* or *Mālō ʻaupito* when they receive something. Now they are going to add *Kātaki* (Please) when they ask for something.

UNIT 3 – *FĀMILI* – FAMILY

LESSON A

Learning Outcomes

Students will:

- name the members of their immediate family;
- identify some family relationships;
- say the numbers from one to ten;
- use language to show respect;
- use body language to show respect.

Resources

Unit 3 audio CD and transcript
Unit 3 DVD and transcript
OHT 1
WS 1
CS 1
OHT 2
OHT 3

You supply:

An OHT made from WS 1 (from Unit 2 Lesson A)
The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD
The OHT of "Ko e Ā Faka-Tonga" you made for Unit 1 Lesson B
Copies of OHT 2

Lesson Outline

Introduction

- Exchange greetings using the time of day.
- Discuss the learning outcomes for Unit 3.
- Remind the students about some of the Tongan ways of showing respect that they've been learning, such as using *Tulou* (Excuse me), *Mālō* (Thank you), and *Mālō 'aupito* (Thank you very much). Introduce *Kātaki* (Please). Encourage them to use these expressions, and the behaviours associated with them, in class and whenever they are communicating in Tongan, such as at a Tongan community event.

Looking Back

- Show WS 1 from Unit 2 Lesson A and quickly revise the terms for the different family members. Have the students repeat these names in the pauses on CD 1 track 16.

Learning Experiences

- Show the DVD cultural section. With the students, discuss the things they notice. Talk about the role of the *'ulumotu'a* and his responsibilities. Encourage the students to draw comparisons with their own families and cultural practices. Handle these discussions sympathetically as they involve quite personal matters for some students. Comparing is not judging – it is a matter of values that are important to particular cultures and families.
- Show the DVD studio section. Tell the students to focus on language that will help them to talk about their own families. Discuss the different terms used for family members in the sequence. Show OHT 1 with this new vocabulary on it and have the students practise saying these words along with CD 1 track 21.

  Those students who have brought photographs can now copy the vocabulary that matches their family members. Other students can quickly sketch pictures of their family members and label them.
- Hand out WS 1. The students have to match each sentence with an illustration. Play CD 1 track 22 so that the students can hear the Tongan and can repeat the sentences in the pauses. Then give out copies of CS 1. Get them to check their work and have a partner sign it off if it is correct and then have them practise saying the sentences with their partners.
- Next, show the sequence on the DVD about numbers. Put up OHT 2 and replay the DVD sequence. Then get the students to practise saying the numbers along with CD 1 track 23.

  Hand out copies of OHT 2. Ask the students to practise saying the numbers in pairs, challenging each other to say them as quickly as they can.

Students who are familiar with te reo Māori and other Polynesian languages may find the Tongan numbers relatively easy to learn. However, this familiarity may cause errors with both pronunciation and writing as students often automatically transfer their knowledge of languages they are familiar with to a language they are learning. As a general guideline, though, do encourage your students to look for the patterns in the language they are learning, relating them to the patterns in languages they already know. By making these comparisons explicit and having your students openly discuss similarities and differences, it is more likely that the students will learn the features of the new language correctly.

- Continue to focus on the sounds of Tongan. Play "Ko e Ā Faka-Tonga" with the students singing along as they look at the words on the OHT you made for Unit 1 Lesson B. Remind them that Tongan distinguishes between a short vowel sound and a long vowel sound with a macron. Remind them about the glottal stop and how it is pronounced. Then show OHT 3. As the students listen to CD 1 track 24, get them to select (a), (b), or (c) according to what they hear on the CD. Check their responses.

Your students don't need to know the meanings of these words. The focus is on the sounds in them and associating these sounds with the spelling.

- Play bingo. There are five random number sets on CD 1 track 25. You can choose how many to play in this lesson. The students write six numerals in their workbooks, choosing any from 1 to 10. They then cross out each number as they hear it. The winner calls out *'Osi!*
- Check to see whether the students wish to repeat any of the activities in this lesson or an activity from a previous lesson. Ask them why they want to repeat these particular activities. Agree on an activity from among those they requested and do it again as time allows.

Encouraging "learning" talk in the classroom, where the students habitually review their own progress and determine what is needed for their own improvement, will reinforce the learning focus.

Looking Ahead

- Tell the students to practise the numbers at home until they can say them well and quickly.

Close

- Chant the numbers along with the DVD.
- Exchange farewells.

fāmili	family
mātu'a	parent
foha	son
'ofefine	daughter
pēpē	baby
tehina	younger sibling (same gender as you)
ta'okete	older sibling (same gender as you)
tuofefine	sister (of a male)
tuonga'ane	brother (of a female)
'ulumotu'a	head of the family

WS 1

‘Oku toko fitu hoku fāmili´.



‘Oku ou nofo mo ‘eku ongo mātu‘a´.
Ko e foha au ‘o Mele mo Pita.





Ko hoku tuonga‘ane´ ko Paula.



‘Oku toko taha pē hoku tehina´.



‘Oku toko tolu hoku fanga ta‘okete´.

CS1



‘Oku toko fitu hoku fāmili´.



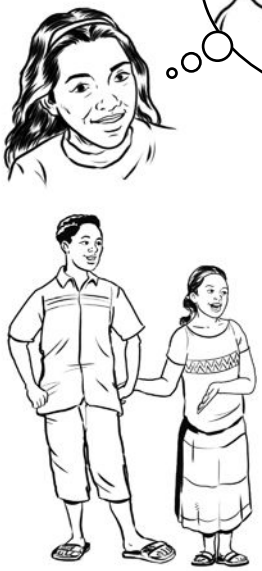
‘Oku ou nofo mo ‘eku ongo mātu‘a´.
Ko e foha au ‘o Mele mo Pita.



Ko hoku tuonga‘ane´ ko Paula.



‘Oku toko taha pē hoku tehina´.

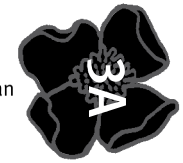


‘Oku toko tolu hoku fanga ta‘okete´.

taha	one
ua	two
tolu	three
fā	four
nima	five
ono	six
fitu	seven
valu	eight
hiva	nine
hongofulu	ten

OHT 3

	(a)	(b)	(c)
1.	ta	ta‘a	tā
2.	fao	fa‘o	fō
3.	maea	mahe‘a	mē
4.	ngaunu	nga‘unu	ngatū
5.	toto	to‘oto‘o	tōtō



UNIT 3 – *FĀMILI* – FAMILY

LESSON B

Learning Outcomes

Students will:

- name the members of their immediate family;
- identify some family relationships;
- say the numbers from one to ten;
- use language to show respect;
- use body language to show respect.

Resources

Unit 3 DVD and transcript
Unit 3 audio CD and transcript
OHT 1 (from Lesson A)

You supply:

A set of number flashcards made using OHT 2 (from Lesson A)
Copies of WS 1 (from Unit 2 Lesson A)
Sets of family word cards

Lesson Outline

Introduction

- Exchange greetings.
- Show the DVD studio section on the numbers one to ten and have the students join in, saying the numbers along with the studio team.

Looking Back

- Show the number flashcards and play CD 1 track 23, on which the numbers one to ten said in sequence, each number said twice. Have the students look at each card, repeat the number, and build a Tongan sound-symbol-number concept without using English.
- Play the DVD language scenario. Ask the students to look at WS 1 from Lesson A and practise saying the descriptions with a partner. Use this as a warm-up activity for recalling the vocabulary and sentence patterns for describing members of a family.

Learning Experiences

- Tell the students to listen to the CD carefully. Play CD 1 track 26. They will hear two short statements about a family, each said twice. For each statement, ask the students to identify:

- the family member who is speaking;
- how many people there are in the family.

Let the students write down their answers in English. Play the first statement and then check the students' responses using the audio script. The answers are provided beside the sentences in the transcript. Then replay track 26 so that they can confirm their comprehension. Then do the same with the second statement.

Repeating the statements like this will help your students to monitor their own ways of responding to what they hear. This will increase their experience at listening for meaning as well as develop their confidence.

- Tell the students that they are now going to practise talking about their own families. In Unit 2, they were introducing family members. Tell them that they are now going to introduce them by age and relationship, for example, older brother or older sister.

  They can work in pairs or small groups. They can use the photograph(s) they brought or their drawing(s). Show OHT 1 from Lesson A. Tell them to refer to WS 1 from Unit 2 Lesson A if they want to. Ask them to say five things about their own family to a partner.

This is a lot of vocabulary for the students to master, so they will need to have plenty of time to practise talking about their families.

- Play bingo again, as described in the previous lesson, or alternatively, let the students play the following card game. For this game, you will need to have copied the family vocabulary from Units 2 and 3 onto cards before the lesson. Make several sets. A group places the cards in their set face up. They take turns to call out the Tongan word. The first person to call out the English translation wins the card.

Keep checking to see whether they would like to repeat certain activities. Having another go at something they initially found difficult can build their perseverance. Students feel more in control of their own learning when they see themselves succeeding.

Looking Ahead

- Remind the students of the learning outcomes for Unit 3. Lesson C will assess these. Tell your students that they will need to be able to say five things about their family, using what they have learned so far. They will also need to be able to count from one to ten in Tongan. Ask them to practise both of these as much as they can before the next lesson.

Close

- Show the Unit 3 DVD cultural section and discuss it with the students.
- Exchange farewells.

UNIT 3 – *FĀMILI* – FAMILY

LESSON C

Learning Outcomes

Students will:

- name the members of their immediate family;
- identify some family relationships;
- say the numbers from one to ten;
- use language to show respect;
- use body language to show respect.

Resources

Unit 3 audio CD and transcript
Unit 3 Achievement Checklist
Unit 3 DVD and transcript
OHT 4

You supply:

Number flashcards made from OHT 2 (Lesson A)
Copies of the Unit 3 Achievement Checklist
Vaka Progress Chart
The sets of family word cards you made for Lesson B

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Using the number flashcards, quickly revise the numbers.
- Play CD 1 track 26 as a warm-up listening activity. This will help the students' recall of the family vocabulary.

Learning Experiences

- Hand out a Unit 3 Achievement Checklist to each student and their Vaka Progress Chart.
- Play the DVD studio section. Get the students to repeat the words and expressions in the pauses on the DVD.
- Now give the students time to give their descriptions of their own families in small groups. To link with other learning, ask them to greet the other people in the group they are working with, introducing themselves by name, before they talk about their own family.

Remind the students to use spoken and body language to show respect during this activity. This includes the language they are using to greet each other and saying things such as *Tulou, Mālō, Mālō ʻaupito, Kātaki , Sai ʻaupito!,* and *Faufaua!* Remind them about walking behind someone who is talking.

Some students may benefit from having the family word cards spread out before them to remind them about the words they need to be using.

It is reasonable to provide students with support to build their confidence as they progress through the beginning stages of language learning.

- Still in their groups, have them count from *taha* (one) to *hongofulu* (ten), going around the group and helping each other if need be.
- Get them to monitor and assess each other, ticking off each other's Unit 3 Achievement Checklist.
- When the assessment has been completed, get the students to colour in band 3 on their Vaka Progress Chart.
- Show the DVD cultural section. Encourage discussion, with the students drawing on their own culture(s) to add to the discussion.
- If time allows, play bingo in groups. As before, they can select six numbers to write down as numerals and then cross them off as they hear them said. This time, though, the students can take turns to call out the numbers in random order, saying each number twice.

Looking Ahead

- In Unit 4, your students are going to learn about what classrooms and schools are like in Tonga. Tell them to find out what they can about this before the next lesson.

Close

- Sing "Taha, Ua, Tolu, Fā, Nima" together along with CD 1 track 27, following the words on OHT 4.
- Exchange farewells.

Taha, ua, tolu, fā, nima,

Na‘e ma‘u ‘eku ika.

Ono, fitu, valu, hiva, hongofulu,

Pea´ u tukuange ia

He na‘a´ ne u‘u hoku nima´.

One, two, three, four, five,

Once I caught a fish (alive).

Six, seven, eight, nine, ten,

Then I let it go again

Because it bit my finger so.

UNIT 3 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

Now I can:

- ☐ name the members of my immediate family
- ☐ identify some family relationships
- ☐ say the numbers from one to ten
- ☐ use language to show respect
- ☐ use body language to show respect

UNIT 3 DVD TRANSCRIPT

Tina:	**Tina:**
Mālō e lelei. Ko Tina Tupu au. Ko ʻeku faʻeeˊ ko Sēini.	Hello. I'm Tina Tupu. My mother is Sēini.
Taiana:	**Taiana:**
Mālō e lelei, Tina. Ko Taiana au. Mālō e lelei.	Hi, Tina. I'm Taiana. Welcome.
Tina:	**Tina:**
Mālō, Taiana.	Thank you, Taiana.
Taiana:	**Taiana:**
Luʻisa! Haʻu.	Luʻisa! Come here.
Luʻisa:	**Luʻisa:**
Ko au eni!	Here I am!
Taiana:	**Taiana:**
Ko ʻeku taʻahineˊ ko Luʻisa. Luʻisa, ko Tina eni.	Luʻisa's my daughter. Luʻisa, this is Tina.
Luʻisa:	**Luʻisa:**
Mālō e lelei, Tina.	Hi, Tina.
Tina:	**Tina:**
Mālō e lelei, Luʻisa.	Hi, Luʻisa.
Luʻisa:	**Luʻisa:**
ʻOkuˊ ke nofo ʻi fē?	Where do you live?
Tina:	**Tina:**
ʻOku ou nofo ʻi Nuʻu Sila. ʻOku ou nofo ʻi hē. Teˊ u ālu atu ki hoʻomou akoˊ ʻo ako ai he teemi ʻe taha.	I live in New Zealand. I'm staying over there. I'm going to your school for a term.
Luʻisa:	**Luʻisa:**
Sai! ʻOku ʻi ai hao fanga tokoua pe fanga tuongaʻane ?	Cool! Do you have any brothers and sisters?
Tina:	**Tina:**
Fanga tuongaʻane lalahi ʻe tolu. Fēfē koe?	I have three older brothers. What about you?
Luʻisa:	**Luʻisa:**
Ko hoku taʻokete ʻe ua mo hoku tuongaʻane siʻisiʻi ʻe taha.	I have two older sisters and one younger brother.
Tina:	**Tina:**
Sai. Haʻu ʻo feʻiloaki mo hoku fāmiliˊ.	Cool. Come meet my family.

UNIT 3 AUDIO TRANSCRIPT

Track 19 Vocabulary for Unit 3

Here is the vocabulary for Unit 3. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

fāmili
foha
mātu'a
'ofefine
pēpē
ta'okete
tehina
'ulumotu'a
taha
ua
tolu
fā
nima
ono
fitu
valu
hiva
hongofulu

Track 20 Structures and Expressions for Unit 3

You will hear the sentences and expressions that you are to learn in Unit 3. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

'Oku toko fitu hoku fāmili´.
'Oku ou nofo mo 'eku ongo mātu'a´.
Ko hoku tuonga'ane´ ko Paula.
Ko e foha au 'o Mele mo Pita.
'Oku toko ua hoku ongo tuonga'ane´.

Ha'u.
Ha'u ki heni.
Ko au.
Ko au eni.

Track 21 to Accompany Unit 3 Lesson A OHT 1

Listen to these words and practise saying them after the speaker.

fāmili
mātu'a
foha
'ofefine
pēpē
tehina
ta'okete
tuofefine
tuonga'ane
'ulumotu'a

Track 22 to Accompany Unit 3 Lesson A WS 1

Listen to the speakers. Repeat the sentences in the pauses.

'Oku toko fitu hoku fāmili´.
'Oku ou nofo mo 'eku ongo mātu'a´.
Ko e foha au 'o Mele mo Pita.
Ko hoku tuonga'ane´ ko Paula.
'Oku toko taha pē hoku tehina´.
'Oku toko tolu hoku fanga ta'okete´.

Track 23 to Accompany Unit 3 Lesson A OHT 2

Here are the numbers from one to ten:

taha
ua
tolu
fā
nima
ono
fitu
valu
hiva
hongofulu

Track 24 to Accompany Unit 3 Lesson A OHT 3

You will hear five words spoken. As you listen, circle a, b, or c depending on the word you hear.

1. *ta‘a*
2. *fao*
3. *mahe‘a*
4. *ngatū*
5. *toto*

Track 25 to Accompany Unit 3 Lesson A Bingo Number Sets

Set 1: *nima, ono, hongofulu, hiva, taha, tolu, fitu, valu, ua, fā.*

Set 2: *ono, valu, fā, hongofulu, taha, nima, ua, tolu, hiva, fitu.*

Set 3: *fitu, hiva, tolu, ua, nima, taha, hongofulu, fā, valu, ono.*

Set 4: *fā, ua, valu, fitu, tolu, taha, hiva, ono, nima, hongofulu.*

Set 5: *hongofulu, valu, ua, fā, taha, tolu, fitu, nima, ono, hiva.*

Track 26 to Accompany Unit 3 Lesson B Listening Activity

You will hear two short statements about a family, each one spoken twice. As you listen, write down who the family member is who is speaking and how many people there are in the family.

First statement:

Ko e foha au ‘o Vāleti mo Tēvita. (the son of Vāleti and Tēvita)

‘Oku toko fitu hoku fāmili´. (seven people in my family)

Second statement:

Ko hoku tuonga‘ane´ ko Paula. (Paula’s sister)

‘Oku toko nima hoku fāmili´. (five people in my family)

Track 27 to Accompany Unit 3 Lesson C OHT 4

Taha, ua, tolu, fā, nima,
Na‘e ma‘u ‘eku ika.
Ono, fitu, valu, hiva, hongofulu,
Pea´ u tukuange ia
He na‘a´ ne u‘u hoku nima´.

UNIT 4 – *KO E LOKIAKO* – THE CLASSROOM

OVERVIEW

Learning Outcomes

Students will:

- identify classroom objects;
- ask for repetition, clarification, and help;
- respond to classroom instructions and requests;
- use language and positioning to show respect.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objectives are:

- Communication (page 46)
  - 1.3 use basic words and expressions for numbers, shapes, sizes, weights, and colours and to indicate time and place;
  - 1.4 ask for repetition, clarification, and help;
  - 1.6 use language and positioning to show respect;
- Language (pages 46–47);
- Culture (pages 46 and 48).

Language Knowledge

Vocabulary

kato naunau	schoolbag
komipiuta	computer
laʻi pepa	a piece (or sheet) of paper
palakipoe	blackboard
palakipoe hinehina	whiteboard
peni	pen
pepa	paper, exercise book
puha penivahevahe	pencil case
sea	chair
tēpile	table
tesi	desk
tohi	book

This vocabulary is on CD 1 track 29. It is said in the order shown on OHT 1 in Lesson A.

Structures and Expressions

Kātaki, (name).	Excuse me, (name).
Kātaki, faiako.	Excuse me, teacher.
Kātaki, toe lau.	Please repeat (it).
Kātaki, tokoni mai.	Please help me.
Kātaki, lea māmālie.	Please speak slowly.
ʻOku ʻikai ke mahino.	I don't understand.
ʻOku ʻikai teʻ u ʻiloʻi.	I don't know.
Kātaki.	I'm (or we're) sorry.
ʻOsi.	I've (or we've) finished.
Mālō, faiako.	Thank you, teacher.
ʻIo.	Yes.
ʻIkai.	No.
Ko e hā e faka-Tonga ki he ...?	What is the Tongan word for ...?
Ko e hā eni?	What is this? What are these?
Ko e hā ena?	What is that? What are those?
Ko e peni eni.	This is a pen (if within reach).
Ko e peni ena.	That is a pen (pointing to it).
Ko e ʻū peni eni.	These are pens.
Ko e ʻū peni ena.	Those are pens.
Ko e ʻū tohi eni ʻe fiha?	How many books are there (here)?
Ko e ʻū tohi ena ʻe fiha?	How many books are there (over there)?
Ko e tohi ʻe taha.	There is one book.
Ko e ʻū tohi ʻe valu.	There are eight books.
Kātaki, ʻomai ha peni.	Bring me a pen, please.
Kātaki, ʻomai e peniʻ.	Bring me the pen, please.

These sentences and expressions are on CD 1 track 28.

Language Notes

Eni refers to something that the speaker touches or holds or that is close to the speaker, whereas *ena* refers to something that is further away.

To make a noun plural, you add *ʻū* before the noun, for example:

Ko e ʻū tohi ʻe valu.	There are eight books.

The actual pronounciataion of *ʻū* (and *u*) can sometimes sound closer to *ʻu*.

Note the Tongan word order, with the number coming after the noun.

At this level, the word *peni* can be used for most of the things your students will be writing with, including pens, felt pens, and pencils. More specific vocabulary can be introduced later.

The word *kātaki* is used in different contexts and has a range of meanings, including "I'm sorry", "Please", and "Excuse me".

When a word is preceded by *e* (the), the pronunciation stress falls on the last vowel. In writing, this stress is marked by an accent after the vowel, for example:

Kātaki, ʻomai e peni´. Pass me the pen, please.

The definitive accent, which is what this is called, is a visual reminder of the correct pronunciation. For more about this, see page 13 in the Tongan language guidelines (*TiNZC*).

Cultural Knowledge

Ngaahi Ako ʻi Tonga (*Tongan Schools*)

Education is extremely important to Tongan families. Many families make considerable sacrifices to give their children a good education. Parents hold high expectations for their children's education and achievement.

In Tonga, the government runs most of the primary schools and the churches run most of the secondary schools. As in New Zealand, the colour and style of a student's uniform indicates their school. All subjects in secondary schools are taught in both English and Tongan and both Tongan and English are taught as subjects.

Schools celebrate some special occasions, including the opening and closing of Parliament and the King's birthday. On the King's birthday, college students wear their formal uniforms and march to the King's palace, cheering when they march past the King, who stands on the front porch of the palace and waves in acknowledgment of the schools' tribute.

Fakaʻapaʻapa (*Respect*)

Respect is a key element in Tongan culture and it is strongly reinforced in schools. For example, students are expected not to talk back, use bad language, or show any other form of disrespect to a teacher. See the Tongan language guidelines (*TiNZC*), page 19, for further information about *fakaʻapaʻapa*.

Teachers' Notes

Classroom Instructions

See the preface for a list of classroom instructions in Tongan to become familiar with and use. They are on CD 1 track 1. Introduce these instructions into the lessons as you go.

Unit 4 introduces classroom expressions in Tongan for the students to use and to show respect. It is language they can use with each other as well as with you. Encourage your students to use these expressions as much as they can in every lesson from now on. As they become accustomed to hearing Tongan in the classroom, they will feel encouraged to respond in Tongan. You could make these classroom expressions into a poster and display them on the classroom wall for quick reference.

Vocabulary Learning

The students can take part in a number of activities to reinforce their vocabulary learning. Here are three suggestions to use when it suits your programme.

- Throwing the ball: The students sit in a circle. The leader says a word in English and then says a student's name, throwing the ball to that person. The student who catches the ball has to say the word in Tongan and then choose another word in English, throwing the ball to another student, and so on. If a student cannot respond with the Tongan word by the count of five, the first student who says the word correctly takes over throwing the ball.
- Fly swat game: The class forms two teams, and each team lines up facing the board. The Tongan classroom vocabulary is written in large letters in the centre of the board. Two students act as judges. Either you or a student calls out the English word or shows a flashcard illustration. The front person in each team must rush to the board and try to be the first one to swat the correct matching word with a fly swat or rolled up newspaper. When the players have had their turns, they go to the back of the line, passing the fly swat to the front person. The judges keep the score. This activity can get quite noisy as the students can get very excited about who is winning.
- Picture–word matching: Hand out one set of word cards and one set of matching picture cards to each group. These are the same as the flashcards in this unit. Each group places the picture cards face down on the floor (or desk). They lay the word cards face up so that all the members of the group can see them. Taking turns, the students turn over a picture card and then choose a matching word card, pronouncing the word at the same time. If they are wrong, they place the two cards back on the bottom of their respective piles. If they are correct, they hold on to the cards. The player with the most cards at the end wins.

A time limit can be placed on the turntaking, for example, with the players counting in Tongan to five ("*taha, ua, tolu, fā, nima* ..."). If the students haven't played by *ono* (six), they miss their turn. A time limit focuses their attention and sets a challenge for a quicker response.

Making Mistakes

Research into language learning reveals that students can feel uncomfortable when confronted with the different ways of thinking and behaving that learning a new language involves. They need a lot of encouragement and positive reinforcement to break through the barriers of doubts and uncertainties about their capability to learn another language and their ability to succeed.

It is natural in language learning for students to make mistakes as they learn to approximate sounds, memorise structures, and cope with cultural differences. These mistakes can leave them feeling insecure about their own identity. Please be sensitive in helping them to come to know, understand, and use the Tongan language and learn about Tongan culture in ways that allow them to feel engaged but not threatened.

UNIT 4 – *KO E LOKIAKO* – THE CLASSROOM

LESSON A

Learning Outcomes

Students will:

- identify classroom objects;
- respond to classroom language and requests.

Resources

OHT 4 (from Unit 3 Lesson C)
Unit 4 audio CD and transcript
Unit 4 DVD and transcript
OHT 1
Classroom objects flashcard template
WS 1
OHT 2

You supply:

Copies of the flashcards
Copies of WS 1
An OHT of CD 1 track 32 (optional)

Lesson Outline

Introduction

- Exchange greetings.
- Remind your students about showing respect as they work, for example, using *Kātaki* (Please), *Mālō* (Thank you), *Mālō ʻaupito* (Thank you very much), and *Tulou* (Excuse me) with the associated behaviours.

Looking Back

- Sing "Taha, Ua, Tolu, Fā, Nima" together. Show OHT 2 from Unit 3 if needed.
- Check what your students have found out about schools and classrooms in Tonga. Have any of them attended school in Tonga?

Learning Experiences

- Discuss the Unit 4 learning outcomes with the students.

- Choose some classroom instructions to introduce in Lesson A. Listen to CD 1 tracks 1 and 28 to help you with the pronunciation. Say the instruction and mime the activity so that the students grasp the meaning without an English translation. Rehearse the instructions with the students, having them perform the actions. Use these instructions regularly throughout the lesson so that the students get used to hearing them and responding as required.

Keep miming the actions in the lessons that follow to build the association of sound and meaning for the students. Over time, the students will respond automatically to the instruction, and then you can stop miming the action.

- Show the Unit 4 DVD language section. Discuss with the students what they think about what they see.
- Introduce the vocabulary. Show OHT 1 and cover the illustrations with slips of paper. Ask whether the students know the meaning in English for any of the words – or can guess them. Uncover the illustrations to check their responses. Play CD 1 track 29. The students look at the words as they listen and pronounce them in the pauses.

This activity reinforces sound–spelling–meaning combinations as a prelude for writing and reading accuracy.

- Use the flashcards to check how well the students have retained the vocabulary. Have the Tongan word on the back to help you monitor their responses. Play CD 1 track 29 again, this time with the students repeating the words as you show each one.
- Optional activity: Divide the class into two teams, arranged into two lines. Elect two scorers, one from each team. Show the flashcards one by one. The students in the front compete to be the first one to say the word in Tongan. Then they go to the back of the line. The first team to gain twenty points wins.
- Hand out WS 1. Ask the students to copy the Tongan words from OHT 1 into the spaces that match the illustration. Then, in pairs or groups, the students take turns to listen to each other pronouncing a word while pointing to its illustration.
- Show OHT 2. Cover the English sentences. Discuss what the students observe. Uncover the English sentences. Discuss the use of *e* together with the definitive accent in Tongan to indicate "definiteness". (It is equivalent to using the definite article "the" in English.) The students listen to CD 1 track 30 to hear – and repeat – the difference in pronunciation and then they copy the sentences into their workbooks. Ask them to check each other's accuracy. Discuss any comparisons with other languages that they have noticed, for example, changing the stress patterns and using accents.
- Show OHT 1 again. The students listen to CD 1 track 31 and, for each word, they hear a question and a response in Tongan. They repeat the responses in the pauses on the CD, pointing to the object named.
- Show the flashcards again, with the illustration facing the students. Ask them *Ko e hā eni?* (What is this?). The students reply using the pattern *Ko e tēpile ia* (It is a table). Write the language sentences on the board and have the students copy them into their workbooks. As usual, they should check each other's accuracy.

- Optional activity: The students listen to CD 1 track 32 and write down the words they hear, focusing on the correct spelling (including the macrons and glottal stops). Each word is spoken twice. This focused listening activity develops their ability to discriminate sounds and sound-spelling combinations in ways that build vocabulary recognition, comprehension, and use. Copy the words from the audio transcript onto an OHT or the whiteboard so that the students can check their accuracy.

  The students will benefit from hearing CD 1 track 32 again after they have corrected their work. They can also repeat the pronunciation of the words along with the CD.

Reinforcing correct sequences, or forms of language, is a frequently used technique in effective language-learning programmes.

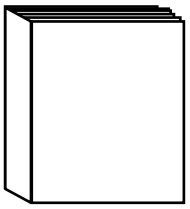
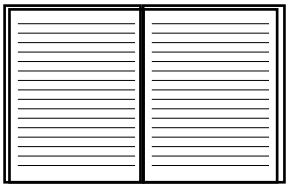
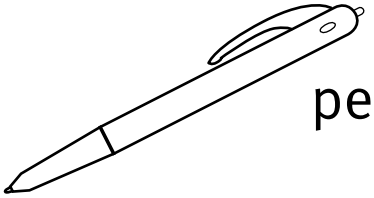
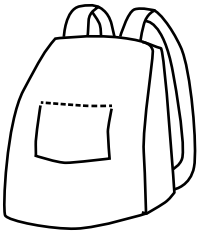
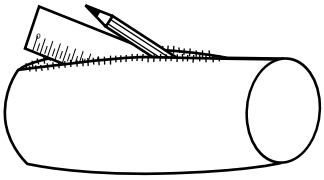
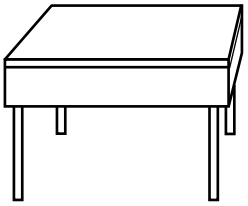
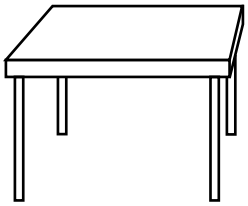
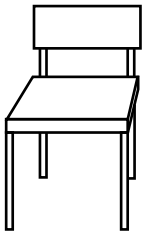
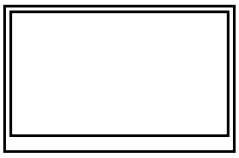
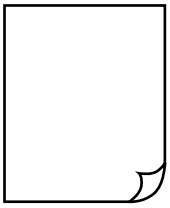
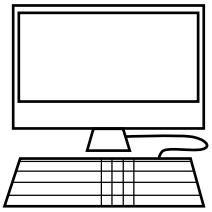
Looking Ahead

- Tell the students to practise their vocabulary with each other and share their learning at home with their families.

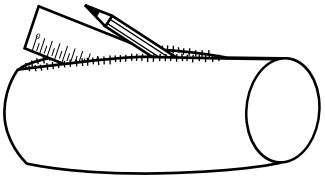
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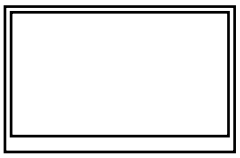
- Sing or chant the number song together.
- Exchange farewells.

OHT 1

 tohi	 pepa
 peni	 kato naunau
 kato penivahevahe	 tesi
 tēpile	 sea
 palakipoe hinehina	 palakipoe
 la‘i pepa	 komipiuta

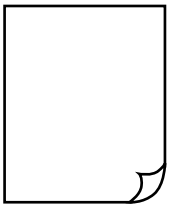
WS1



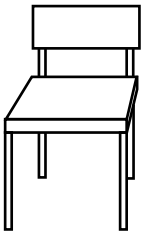


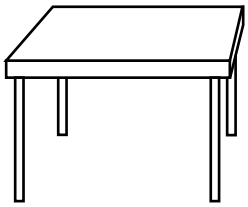


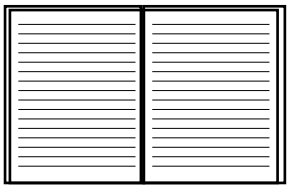


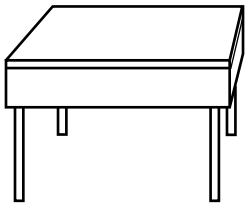


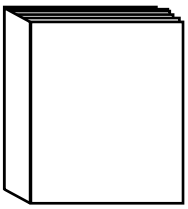


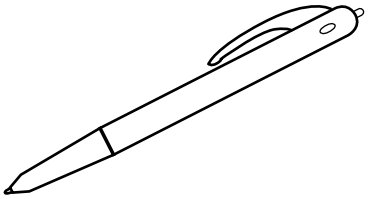




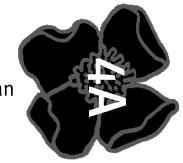








Kātaki, ‘omai ha peni.	Pass me a pen, please
Kātaki, ‘omai e peni´.	Pass me the pen, please.
Kātaki, ‘omai ha la‘i pepa.	Pass me a paper, please.
Kātaki, ‘omai e la‘i pepa´.	Pass me the paper, please.



UNIT 4 – *KO E LOKIAKO* – THE CLASSROOM

LESSON B

Learning Outcomes

Students will:

- identify classroom objects;
- ask for repetition, clarification, and help;
- respond to classroom instructions and requests;
- use language and positioning to show respect.

Resources

OHT 2 (from Lesson A)
Unit 4 audio CD
Unit 4 DVD and transcript
OHT 3
Unit 4 audio CD and transcript
OHT 4
OHT 5

You supply:

Classroom object flashcards (from Lesson A)
Number flashcards (from Unit 3 Lesson B)
A poster of OHT 3
Copies of OHT 3

Lesson Outline

Introduction

- Exchange greetings.

Remember to use your classroom instructions throughout the lesson. Write them into the lesson plan.

Looking Back

- Use the classroom objects flashcards to help the students recall the Tongan words.
- Ask what the students can remember about the definitive accent. Show OHT 2 from Lesson A. Have the students repeat the sentences along with CD 1 track 30.

- Quickly revise the numbers one to ten, using the number flashcards you made for Unit 3 Lesson B.
    (a) Use the flashcards in sequence, showing the numeral side to the students and having them chorus the Tongan word for that number.
    (b) Hold up the flashcards in random order. The students can either chorus their responses or write down the word in Tongan.

Learning Experiences

- Play the Unit 4 DVD language section. Discuss the points of interest and the students' observations.
- Show OHT 3. Have the students listen along with to CD 1 track 33 and repeat the classroom language in the pauses. Display the classroom language as a poster on the classroom wall. Ask the students to use as many of these expressions as they can during the lesson. Hand out a copy to each student to use as a reference tool.
- Show OHT 4. There are two points of interest for the students. The first one is the difference between *eni* and *ena*. The second is the use of *ʻū* to mark the plural. Discuss these with your students. Ask them to listen to CD 1 track 34, repeating the sentences in the pauses. They then work in pairs to practise these structures with vocabulary they know, using their hands to indicate closeness or distance.
- Show OHT 5. Have the students repeat the sentence along with CD 1 track 35, still using their hands to indicate closeness or distance. Break the sentence into its component parts (*Ko e – ʻū tohi – eni – ʻe fiha?*) and talk about the different order of ideas in the sentence when compared with the equivalent English sentence pattern. Tell the students to practise the question-answer sequence in pairs, changing the vocabulary to suit. As usual, walk around monitoring their engagement and helping where needed.
- Play the DVD language section again. Discuss the students' observations with them. Ask them what has been new learning for them. Ask them what helps them to learn. The responses will help you to make adjustments to these lesson plans as you go, adapting them to suit your students' particular learning needs.

Looking Ahead

- Remind the students of the Unit 4 achievement objectives. Ask them to practise the vocabulary and the classroom language as much as they can before the next lesson, when they will be assessing their own learning.

Close

- Sing "Taha, Ua, Tolu, Fā, Nima" with the students.
- Exchange farewells.

Kātaki, faiako.	Excuse me, teacher.
Kātaki, toe lau.	Please repeat (it).
Kātaki, tokoni mai.	Please help (me).
Kātaki, lea māmālie.	Please speak slowly.
ʻOku ʻikai ke mahino.	I don't understand.
ʻOku ʻikai teʹ u ʻiloʻi.	I don't know.
Kātaki.	I'm sorry. (or) We're sorry.
ʻOsi.	I've finished. (or) We've finished.
Mālō, faiako.	Thank you, teacher.
ʻIo.	Yes.
ʻIkai.	No.

Ko e hā eni?	What is this?
Ko e peni eni.	This is a pen. (if within reach)
Ko e hā ena?	What is that?
Ko e peni ena.	That is a pen. (pointing to it)
Ko e hā eni?	What are these?
Ko e ʻū peni eni.	These are pens.
Ko e hā ena?	What are those?
Ko e ʻū tēpile ena.	Those are tables.

OHT 5

Ko e ʻū tohi eni ʻe fiha?	How many books are there here?
Ko e ʻū tohi ena ʻe fiha?	How many books are there over there?

Ko e tohi ʻe taha.	There is one book.
Ko e ʻū tohi ʻe valu.	There are eight books.

UNIT 4 – *KO E LOKIAKO* – THE CLASSROOM

LESSON C

Learning Outcomes

Students will:

- identify classroom objects;
- ask for repetition, clarification, and help;
- respond to classroom instructions and requests;
- use language and positioning to show respect.

Resources

Unit 4 DVD and transcript
Selected OHTs and worksheets from Lessons A and B
Unit 4 audio CD and transcript
Unit 4 Student Achievement Checklist

You supply:

Copies of the Unit 4 Student Achievement Checklist
Vaka Progress Chart

Lesson Outline

Introduction

- Exchange greetings.

Remember to use the appropriate classroom instructions. Write them into the lesson plan. Remind the students to use as much classroom language in Tongan as they can during this lesson.

Looking Back

- Show the Unit 4 DVD language section.
- Repeat activities of your choice from Lessons A and B.

You will be monitoring the students' engagement and achievement as they work, helping out when needed. Frustration can sometimes build in students when they feel that they are not coping or not getting things right. Allowing the students to have several goes at tasks releases the tension and supports them to achieve.

Learning Experiences

- Hand out the Unit 4 Achievement Checklist for the students to complete and sign off. Ask them to write down an example for the last three outcomes. What did they say – or do? What was the situation?
- Have the students colour in band 4 on their Vaka Progress Chart.
- Play the DVD cultural section and discuss with the students what they observe and what connections they can make with their own experiences and cultures(s).
- Optional activity: The students role-play the Unit 4 language scenario using the DVD transcript. They can model their spoken language and body language on those used by the actors on the DVD.
- Optional activity: One student reads out a made-up telephone number in Tongan, and the others note down what the number is using numerals. They check their response with the caller. Repeat this sequence a few times. You can check each time to see how many students get the number right.
- Optional activity: Play bingo. The students make up their own number cards, choosing eight numbers between one and thirteen. One student reads the numbers one to thirteen in random order, with each number said twice. The students work individually, crossing each number off as they hear it. They say *'Osi!* (Finished!) when they have covered all of the numbers.

Looking Ahead

- In Unit 5, the students will be learning more about counting. Remind them that they are to continue to use the classroom expressions they have been learning, so they should keep practising them.

Close

- Show the DVD cultural section again.
- Exchange farewells.

UNIT 4 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

Now I can:

- ☐ identify classroom objects
- ☐ ask for repetition, clarification, and help

  Example:

- ☐ respond to classroom instructions and requests

  Example:

- ☐ use language and positioning to show respect

  Example:

UNIT 4 DVD TRANSCRIPT

'Alisi (faiako):
Sai. Ko e 'aho´ ni te tau ako Tonga. Te tau faitaa'i e 'ū me'a he lokiako´ ki ho'omou poloseki´. Kātaki ngāue tautau tokoua.

Pua:
Mālō e lelei! Ko e 'aho´ ni te tau ako Tonga.

Simi:
Kātaki 'o toe lau mai ange´, Pua?

Pua:
Mālō e lelei. Ko e 'aho´ ni te tau ako Tonga.

Simi:
Sai. Sai 'aupito, Pua.

Pua:
Ko e hā eni? Ko e peni eni.

Simi:
Tō atu. Ko e lula eni ko ē.

Pua:
Ko e hā eni? Ko e lula eni.

Simi:
Tō atu, Pua.

Pua:
Mālō, Simi. 'Omai ange´ ha tohi´?

Simi:
'Io. Ko e tohi eni.

Pua:
Ko e hā 'a e faka-Tonga ki he "book"?

Simi:
Kātaki, toe ki'i lau māmālie, mai ange´, Pua.

Pua:
Ko e hā 'a e faka-Tonga ki he "book"?

Simi:
Tō atu, Pua. Faufaua!

'Alisi:
'Osi?

Pua pea mo Simi:
'Osi!

'Alisi:
Sai. Faufaua!

'Alisi (teacher):
OK. Today we're learning Tongan. We're filming things in the classroom for your project. Please work in pairs.

Pua:
Welcome! Today we're learning Tongan.

Simi:
Can you say that again, please, Pua?

Pua:
Welcome. Today we're learning Tongan.

Simi:
Good. Very good, Pua.

Pua:
What's this? This is a pen.

Simi:
Great. Here's a ruler.

Pua:
What's this? It's a ruler.

Simi:
That's great, Pua.

Pua:
Thanks, Simi. Can you give me a book?

Simi:
Sure. Here you are.

Pua:
What's the Tongan word for "book"?

Simi:
Say it again and please speak slowly, Pua.

Pua:
What's the Tongan word for "book"?

Simi:
That's great, Pua. Excellent!

'Alisi:
Finished?

Pua and Simi:
We've finished!

'Alisi:
Well done. Excellent work!

UNIT 4 AUDIO TRANSCRIPT

Track 28 Structures and Expressions for Unit 4

You will hear the sentences and expressions that you are to learn in Unit 4. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Kātaki, Mele.
Kātaki, faiako.
Kātaki, toe lau.
Kātaki, tokoni mai.
Kātaki, lea māmālie.

ʻOku ʻikai ke mahino.
ʻOku ʻikai teʹ u ʻiloʻi.
Kātaki.
ʻOsi.

Mālō, faiako.

ʻIo.
ʻIkai.

Ko e hā e faka-Tonga ki he ...?

Ko e hā eni?
Ko e hā ena?

Ko e peni eni.
Ko e peni ena.

Ko e ʻū peni eni.
Ko e ʻū peni ena.

Ko e ʻū tohi eni ʻe fiha?
Ko e ʻū tohi ena ʻe fiha?

Ko e tohi ʻe taha.
Ko e ʻū tohi ʻe valu.

Kātaki, ʻomai ha peni.
Kātaki, ʻomai e peniʹ.

Track 29 to Accompany Unit 4 Lesson A OHT 1

Listen to the vocabulary for Unit 4 and repeat the words in the pauses.

tohi
pepa
peni
kato naunau
kato penivahevahe
tesi
tēpile
sea
palakipoe hinehina
palakipoe
laʻi pepa
komipiuta

Track 30 to Accompany Unit 4 Lesson A OHT 2

Listen to the difference between these two sets of sentences. Practise saying the sentences along with the speaker.

Set 1
Kātaki, ʻomai ha peni.
Kātaki, ʻomai e peniʹ.

Set 2
Kātaki, ʻomai ha laʻi pepa.
Kātaki, ʻomai e laʻi pepaʹ.

Track 31 to Accompany Unit 4 Lesson A OHT 1

You will hear a question and a response in Tongan. Repeat the responses in the pauses, pointing to the object named.

Ko e hā eni?
Ko e tēpile ia.

Ko e hā eni?
Ko e tohi ia.

Ko e hā eni?
Ko e pepa ia.

Ko e hā eni?
Ko e peni ia.

Ko e hā eni?
Ko e kato naunau ia.

Ko e hā eni?
Ko e kato penivahevahe ia.

Ko e hā eni?
Ko e tesi ia.

Ko e hā eni?
Ko e sea ia.

Ko e hā eni?
Ko e palakipoe hinehina ia.

Ko e hā eni?
Ko e palakipoe ia.

Ko e hā eni?
Ko e laʻi pepa ia.

Ko e hā eni?
Ko e komipiuta ia.

Track 32 to Accompany Unit 4 Lesson A Listening Activity

You will hear five Tongan words. Each word is said twice. As you hear each word, write it with the correct spelling.

mātuʻa
tamai
hingoa
hoʻatā
ʻalu ā

Track 33 to Accompany Unit 4 Lesson B OHT 3

You will hear some expressions in Tongan that you can use in the classroom. Listen to each one and repeat it in the pause after the speaker.

Kātaki, faiako.
Kātaki, toe lau.
Kātaki, tokoni mai.
Kātaki, lea māmālie.

ʻOku ʻikai ke mahino.
ʻOku ʻikai te´ u ʻiloʻi.
Kātaki.
ʻOsi.

Mālō, faiako.

ʻIo.
ʻIkai.

Track 34 to Accompany Unit 4 Lesson B OHT 4

Listen to the speaker asking questions and some students giving answers. Practise giving the answers along with the students.

Ko e hā eni?
Ko e peni eni.

Ko e hā ena?
Ko e peni ena.

Ko e hā eni?
Ko e ʻū peni eni.

Ko e hā ena?
Ko e ʻū tēpile ena.

Track 35 to Accompany Unit 4 Lesson B OHT 5

Practise saying these expressions in the pauses after the speaker.

Ko e ʻū tohi eni ʻe fiha?
Ko e ʻū tohi ena ʻe fiha?

Ko e tohi ʻe taha.
Ko e ʻū tohi ʻe valu.

UNIT 5 – *LAU MATA'IFIKA´* – COUNTING

OVERVIEW

Learning Outcomes

Students will:

- use the numbers one to one hundred;
- respond to and use number patterns and sequences;
- make connections with their own language(s) and culture(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objectives are:

- Communication (page 46)
  - 1.2 use basic words and expressions for numbers, shapes, sizes, weights, and colours and to indicate time and place;
  - 1.3 express agreement and disagreement and respond to instructions;
- Language (pages 46–47);
- Culture (pages 46 and 48).

Language Knowledge

Vocabulary

noa	zero
tahafā	fourteen
tahanima	fifteen
tahaono	sixteen
tahafitu	seventeen
tahavalu	eighteen
tahahiva	nineteen
uanoa	twenty
uataha	twenty-one
tolunoa	thirty
fānoa	forty
nimanoa	fifty
ononoa	sixty
fitunoa	seventy
valunoa	eighty
hivanoa	ninety
teau	one hundred
'uluaki	first
ua	second
tolu	third
sēniti	cent
toenga	change, remainder
tola	dollar
'āpele	apple
moli	orange
kāloti	carrot
kāpisi	cabbage
siaine	banana

This vocabulary (with even more numbers) is on CD 1 tracks 36 and 38.

Structures and Expressions

tola ʻe taha	one dollar
sēniti ʻe taha	one cent
tola ʻe taha sēniti ʻe fitu nima	one dollar and seventy-five cents
ʻOku fiha eni?	How much is it?
ʻOku tola ʻe uanoa sēniti ʻe nimanoa.	It's twenty dollars fifty.
Ko e toengaˊ eni, tola ʻe fā sēniti ʻe nimanoa.	Here's four dollars fifty (in) change.
ʻOkuˊ ke taʻu fiha?	How old are you?
ʻOkuˊ ne taʻu fiha?	How old is he/she?
ʻOku taʻu uanima.	He/she is twenty-five years old.

These expressions and sentences are on CD 1 track 37.

Language Notes

The Tongan pronoun *ne* is not gender specific, for example:

ʻOkuˊ ne taʻu fiha?	How old is he?
ʻOkuˊ ne taʻu fiha?	How old is she?

Note the use of *ke* in the following question. You use *ke* when talking directly to someone and *ne* when referring to someone, as in the sentences above.

ʻOkuˊ ke taʻu fiha?	How old are you?

Frequently, Tongan does not use a pronoun in a sentence where English does. For example, *ʻOku taʻu uanima* literally means "Is years twenty-five".

Note that the definitive accent after *toenga* in the following sentence indicates a definite focus because there is *definitely* some change:

Ko e toengaˊ eni, tola ʻe fā sēniti ʻe nimanoa. Here's four dollars fifty (in) change.

Note that while *tola* is the word for "dollar", the Tongan currency is the *paʻanga*. See, for example, OHT 2 in Unit 18.

Cultural Knowledge

Significant Numbers

In traditional Tongan dances, numbers are important because they indicate status. The *lakalaka*, Tonga's national dance, is a standing dance in which women make up half of the rows and the other half consists of men. The first position (number one) in the *lakalaka* is reserved for male and female nobles and members of the royal family. This dancer stands in the middle and wears a different costume from the other dancers. The number two position and the end position in the front row are reserved for highly ranked people. The number three position is reserved for the most gifted performer.

Three is believed to be lucky (because of the trinity in Christianity).

Putting a *noa* beside a number multiplies it by 10. For example, 2 (*ua*) becomes 20 (*uanoa*).

Teachers' Notes

Sol-fa

Tongan music is usually written down using the sol-fa notation system. The missionaries introduced this type of musical notation, which is written with numbers. There is more about the sol-fa notation system and Tongan music on pages 4–5 in *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs*. The Tongan sol-fa notation system is not something your students need to learn, but they may be interested in learning something about it since it is such an interesting feature of Tongan music.

Counting Systems

Tutu (mulberry bark), *'ufi* (yams), *ika* (fish), and *niu* (coconuts) are important in the Tongan economy and are significant to the cultural practices of hospitality and gifting. These items have their own unique counting systems. Twenty items are counted in pairs to form one unit (with a base of ten). At presentations, the more of these units there are, the greater the value. On important occasions, when there is an official person calling out the number of units as each presentation is made, that value is obvious to everyone present. This calling out of the number of units is believed to be the traditional, transparent way of doing things.

Students are not expected to learn the alternative counting systems for mulberry bark, yams, fish, and coconuts at levels 1 and 2. It is enough for them to know that there is a different way of counting for these particular items and what the underlying number base is.

UNIT 5 – *LAU MATA'IFIKA´* – COUNTING

LESSON A

Learning Outcomes

Students will:

- use the numbers one to one hundred;
- make connections with their own language(s) and culture(s).

Resources

Unit 5 DVD and transcript
OHT 1
Unit 5 audio CD and transcript
OHT 2
WS 1
CS 1

You supply:

Number flashcards
Copies of OHT 1
Copies of WS 1
Copies of CS 1
Bingo cards (if available)
Sets of number cards (optional)

Lesson Outline

Introduction

- Exchange greetings.
- Remember to use Tongan for classroom instructions. Write them into your lesson plan or have a chart of these expressions alongside you as you teach. Remind the students to use as many classroom expressions as they can from the list you gave them in Unit 4.

Looking Back

- Use the number flashcards to help your students to recall the numbers from one to ten.

Learning Experiences

- Discuss the Unit 5 learning outcomes with the students. Find out what the students already know about counting beyond ten in Tongan.

- Play the Unit 5 DVD language section. Discuss with the students what they notice, especially noting *noa* (zero) and how it adds value to other numbers.
- Show OHT 1. Discuss the patterns of the numbers with the students. For example, point out that the numbers they already know combine to form the double-digit numbers up to ninety-nine. Hand out copies of OHT 1 to the students. They then listen to CD 1 track 38, saying the numbers along with the speaker. Repeat this if necessary.
- Recall the numbers. You (or a student) could hold up two number flashcards to represent a double-digit number. The students either chorus or write down their responses.
- Play CD 1 track 39 on the CD. The students will hear a random sequence of numbers selected from the numbers between one and one hundred. These are read out, each number twice, in groups of five numbers at a time. There are five sets of numbers. The students write the numbers as numerals in their workbooks.

  The sets are:

  Set 1: *hivatolu* (93), *tolu* (3), *tahatolu* (13), *uatolu* (23), *nimatolu* (53).

  Set 2: *tahanima* (15), *fitunima* (75), *nimenima* (55), *hivanima* (95), *uanima* (25).

  Set 3: *onovalu* (68), *valu* (8), *uavalu* (28), *valuvalu* (88), *nimavalu* (58).

  Set 4: *fitunoa* (70), *teau* (100), *valunoa* (80), *ononoa* (60), *hivanoa* (90).

  Set 5: *tahafitu* (17), *fitu* (7), *fāfitu* (47), *hivafitu* (97), *fitufitu* (77).

  Check their responses using the above or the audio transcript. There is no need to complete all the sets at this stage. You could repeat this activity on a number of occasions from now on, using any number of sets and even repeating them to get the students used to hearing the numbers and working out the combinations.
- Show OHT 2. Discuss the sentence patterns and what the students notice. Play CD 1 track 40. The students repeat the sentences along with the voices on the CD. Make sure that they listen for the stress patterns and that they repeat the sentences as they hear them on the CD.
- Hand out WS 1. The students will hear eight statements on track 41 on CD 1 in which people say how old they are or how old someone else is. They write down the ages in numerals in the speech bubbles. They then check their responses using CS 1.

  In English, the statements are:

  1. My name is Mele. I am twenty-three years old.
  2. His name is Tēvita. He is forty-five years old.
  3. Her name is Mele. She is twenty-three years old.
  4. My name is Sione. I am fifty years old.
  5. His name is Sione. He is fifty years old.
  6. My name is Fēleti. I am sixty years old.
  7. His name is Fēleti. He is sixty years old.
  8. My name is Mātiu. I am thirty-eight years old.
- Optional activity: The students work in small groups. They take turns to challenge each other, asking the question *'Oku´ ne ta'u fiha*? (How old is he/she?) and pointing to one of the illustrations on WS 1.

- Here are some more optional activities for practising the numbers.
    (a) Bingo 1–100: Decide whether the students will work individually or in pairs. Hand out bingo cards to the students or get them to write down twenty numbers randomly in a bingo card grid. Read out the numbers in a random order at a steady pace. As the students complete their cards, they call out *'Osi!* (I've finished!).
    (b) A bingo variation: The students work in groups. Each group has a set of cards of the numbers 0 to 100 placed face up on the table or floor. As you read out the numbers in a random order, the first student to grab the matching card keeps it. At the end of the activity, the student in each group with the most cards wins.
    (c) Testing in pairs: The students work in pairs to test each other, reading out numbers for their partner to write down.
- Play the DVD cultural section and discuss what the students notice.

Looking Ahead

- Have the students go over the numbers on their copy of OHT 1 at home as important learning for the next lesson, when they will use the numbers to say prices. Ask them to practise counting in Tongan, for example, when they are lying in bed waiting to go to sleep.

Close

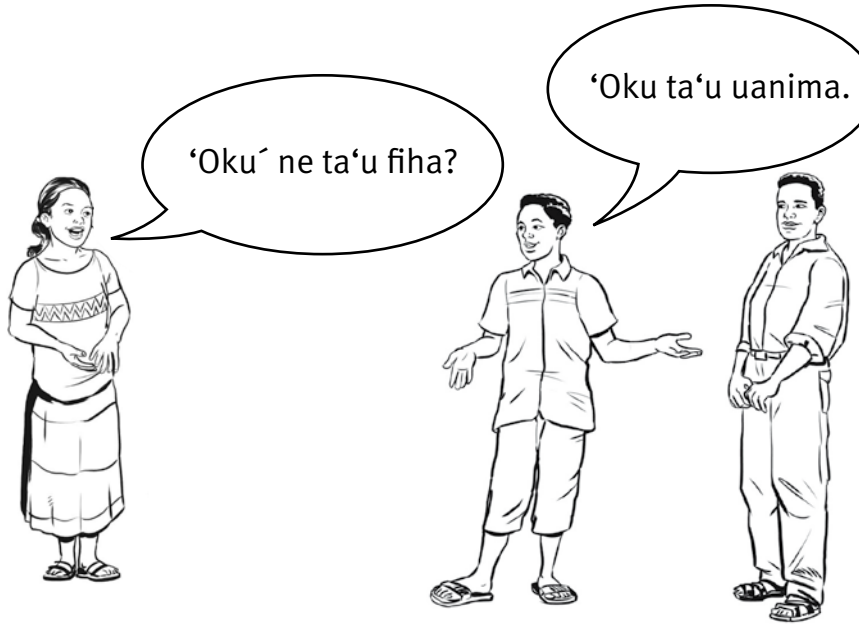
- Exchange farewells.

0	noa
1	taha
2	ua
3	tolu
4	fā
5	nima
6	ono
7	fitu
8	valu
9	hiva
10	hongofulu

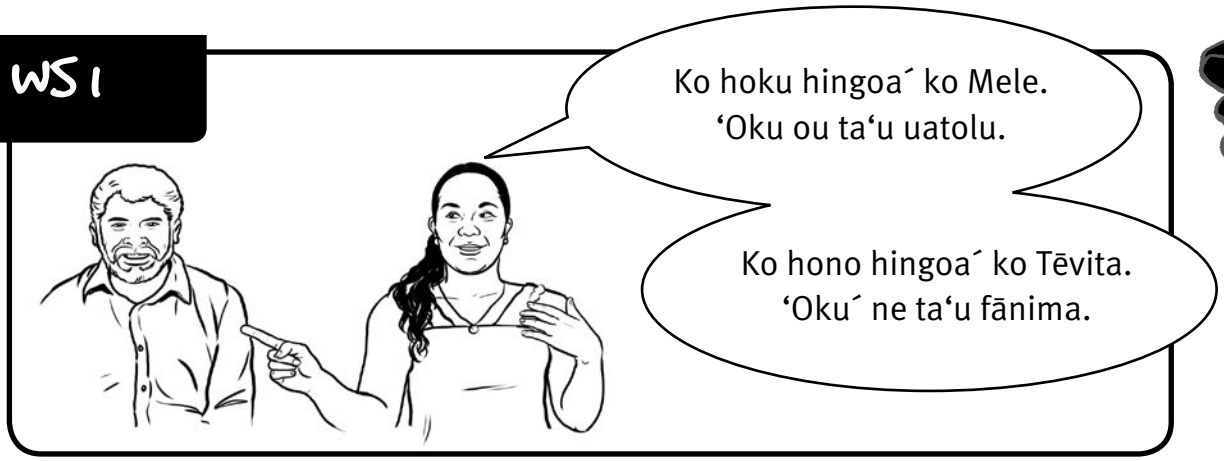
11	tahataha
12	tahaua
13	tahatolu
14	tahafā
15	tahanima
16	tahaono
17	tahafitu
18	tahavalu
19	tahahiva
20	uanoa

10	hongofulu
20	uanoa
30	tolunoa
40	fānoa
50	nimanoa
60	ononoa
70	fitunoa
80	valunoa
90	hivanoa
100	teau


‘Oku´ ke ta‘u fiha?
‘Oku ou ta‘u hongofulu.

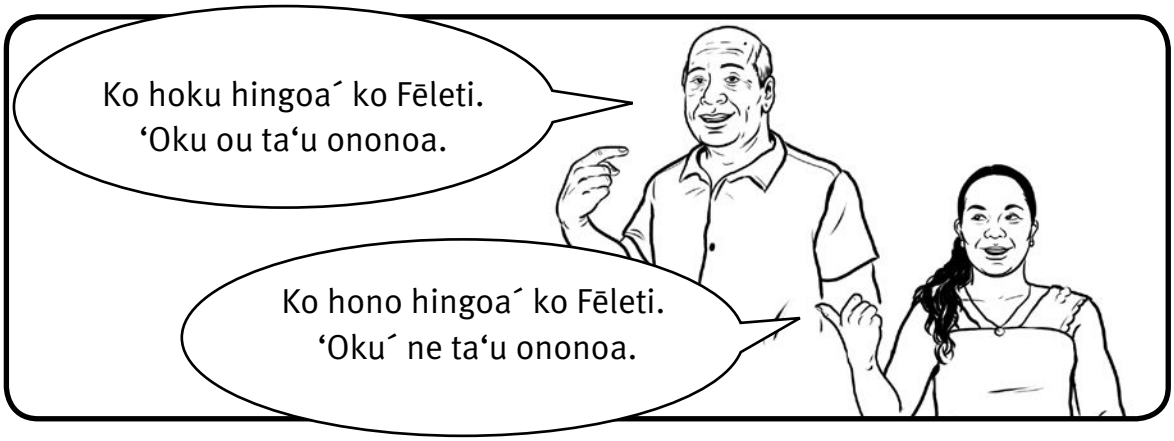

‘Oku´ ne ta‘u fiha?
‘Oku ta‘u uanima.


‘Oku´ ne ta‘u fiha?
‘Oku ta‘u uanima.

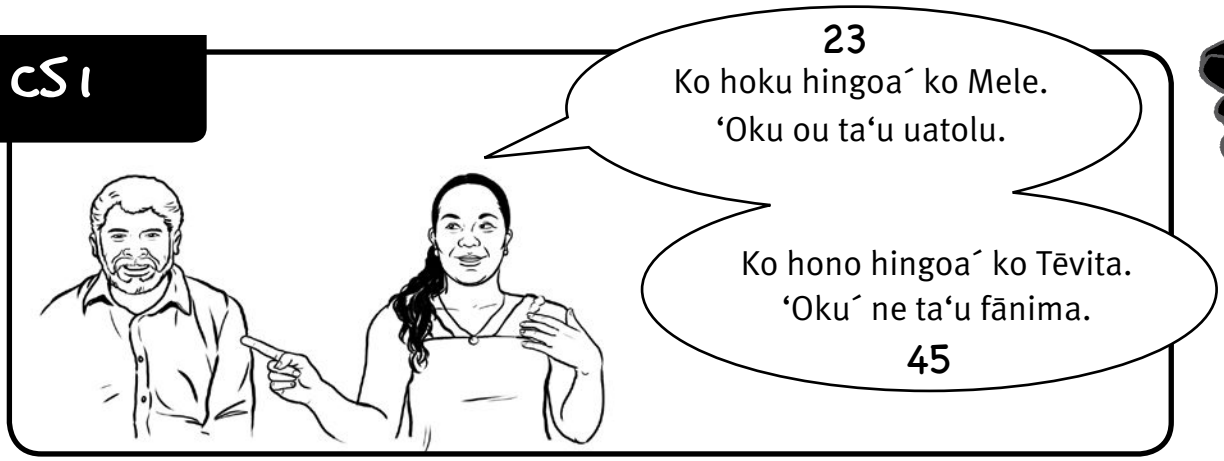

Ko hoku hingoa´ ko Mele.
‘Oku ou ta‘u uatolu.
Ko hono hingoa´ ko Tēvita.
‘Oku´ ne ta‘u fānima.


Ko hono hingoa´ ko Mele.
‘Oku´ ne ta‘u uatolu.
Ko hoku hingoa´ ko Sione.
‘Oku ou ta‘u nimanoa.


Ko hono hingoa´ ko Sione.
‘Oku´ ne ta‘u nimanoa.

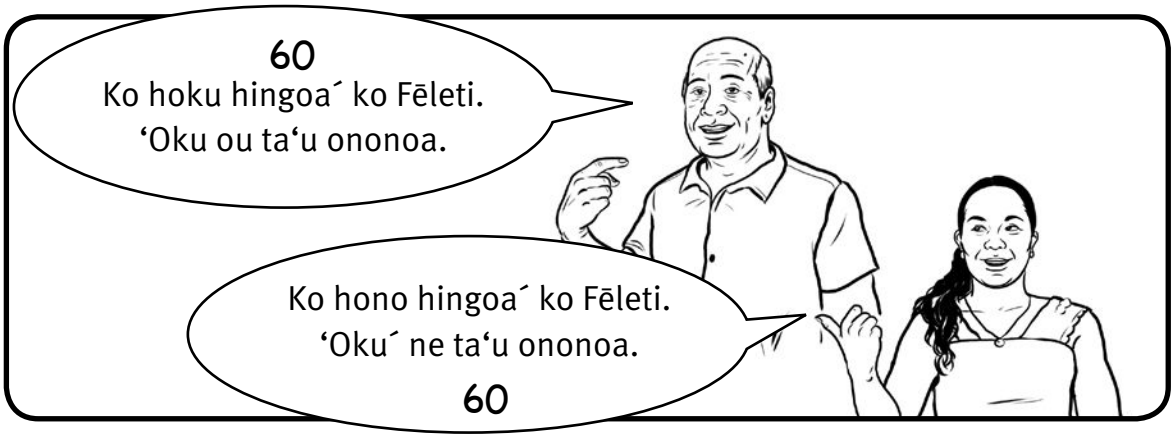

Ko hoku hingoa´ ko Fēleti.
‘Oku ou ta‘u ononoa.
Ko hono hingoa´ ko Fēleti.
‘Oku´ ne ta‘u ononoa.


Ko hoku hingoa´ ko Mātiu.
‘Oku ou ta‘u toluvalu.


23
Ko hoku hingoa´ ko Mele.
‘Oku ou ta‘u uatolu.
Ko hono hingoa´ ko Tēvita.
‘Oku´ ne ta‘u fānima.
45


23
Ko hono hingoa´ ko Mele.
‘Oku´ ne ta‘u uatolu.
Ko hoku hingoa´ ko Sione.
‘Oku ou ta‘u nimanoa.
50


50
Ko hono hingoa´ ko Sione.
‘Oku´ ne ta‘u nimanoa.


60
Ko hoku hingoa´ ko Fēleti.
‘Oku ou ta‘u ononoa.
Ko hono hingoa´ ko Fēleti.
‘Oku´ ne ta‘u ononoa.
60


38
Ko hoku hingoa´ ko Mātiu.
‘Oku ou ta‘u toluvalu.

UNIT 5 – *LAU MATA'IFIKA´* – COUNTING

LESSON B

Learning Outcomes

Students will:

- use the numbers one to one hundred;
- respond to and use number patterns and sequences;
- make connections with their own language(s) and culture(s).

Resources

Unit 5 DVD and transcript
Unit 5 audio CD and transcript
OHT 3
WS 2

You supply:

Copies of OHT 3
Copies of WS 2

Lesson Outline

Introduction

- Exchange greetings.
- Remind the students about using classroom language in Tongan.

Looking Back

- Select any Lesson A activities to assist the students to recall the numbers zero to one hundred.

Learning Experiences

- Show the Unit 5 DVD language section. Tell the students to pay special attention when the people are talking about the prices of things.
- Show OHT 3. The students listen to CD 1 track 42 and repeat the statements. Hand out copies to the students for their reference.
- Hand out WS 2. Play CD 1 track 43. The students write the prices in the gaps on their worksheet. Play the track a second time for them to confirm their responses. Use the audio transcript to check their responses. Play the track again so that the students get used to hearing the numbers being used in context.

An extra challenge is the pronunciation of the words with the definitive accent. When referring to a particular item, you emphasise the item by stressing the last syllable, for example, *ika´*. The students need to notice this stress and repeat it when they pronounce the sentences. Play CD 1 track 43 many times for them to get used to the pronunciation and rhythm of the sentences.

- The students work in pairs to role-play the dialogue on WS 2. Challenge them to say the dialogue without looking at the written copy.
- Then the students make up a new dialogue, changing the items and amounts. They then join another group to role-play their changed dialogue while others work out the items and the amounts.
- Repeat any of the activities in Lessons A and B. Ask your students what they need to work on. The students by now need to be showing a reasonably quick response to the spoken number by identifying the numeral correctly.

A lot of focused listening exercises will help to build their familiarity with the sounds and sharpen their responses.

Looking Ahead

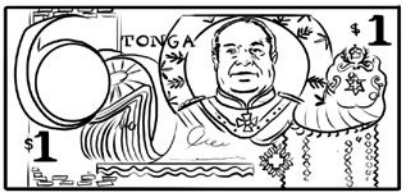
- Remind them of the Unit 5 achievement objectives and that they will be assessing their learning in Lesson C. Ask them to practise the numbers as much as they can before the next lesson and to rehearse the dialogue with the prices.

Close

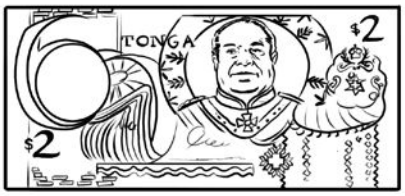
- Play the Unit 5 DVD cultural section and discuss their observations with the students.
- Exchange farewells.

OHT 3

tola ‘e taha



tola ‘e ua



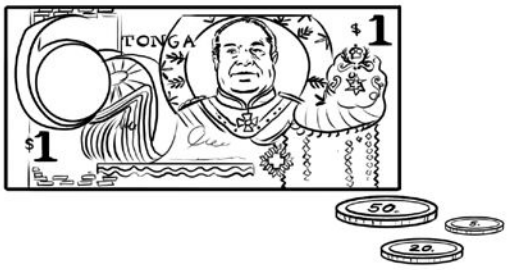
tola ‘e hongofulu



sēniti ‘e taha



tola ‘e taha sēniti ‘e fitunima





Person A. *‘Oku* _____ *‘a e ika´.*

‘Oku _____ *‘a e niu´.*

Pea ‘oku _____ *‘a e ‘ufi´.*

‘Oku fiha eni?

Person B. *‘Oku* _____ .

Person A. *Ko e* _____ .

Person B. *Ko ho‘o fetongi´ ko e* _____ .

Person A. *Mālō ‘aupito.*



UNIT 5 – *LAU MATA'IFIKA´* – COUNTING

LESSON C

Learning Outcomes

Students will:

- use the numbers one to one hundred;
- respond to and use number patterns and sequences;
- make connections with their own language(s) and culture(s).

Resources

Unit 5 audio CD and transcript
WS 3
CS 2
Unit 5 Achievement Checklist
Unit 5 DVD and transcript

You supply:

Copies of the audio CD transcript
Copies of WS 3
Copies of the Unit 5 Achievement Checklist
Vaka Progress Chart

Lesson Outline

Introduction

- Exchange greetings

Looking Back

- Ask the students to look at the WS 2 dialogue in the CD 1 track 43 transcript and have a quick practice with their partner. Then challenge them to say the dialogue without looking at the written text. This is a warm-up activity.

Learning Experiences

- Hand out WS 3. The students listen to CD 1 track 44 as they complete parts A, B, C, and D. In English, part (C) is:
    1. Hello. My name is Mele. I am 15 years old.
    2. Hello. My name is Paula. I am 21 years old.

3. Hello. My name is Sālote. I am 37 years old.
4. Hello. My name is Hena. I am 12 years old.
5. Hello. My name is Mātiu. I am 50 years old.

Use CS 2 to check their responses. Gauge their level of success on each of the four parts to determine where their strengths and weaknesses lie. You may wish to have the students listen to CD 1 track 44 again to check the responses they now know to be correct. Collect the worksheets for their portfolios.

- If the students have not performed well as a group, you could revisit the activities in Lessons A and B, allowing additional lesson time, and then let them have another go at this listening assessment when they feel ready. Then they can compare their results with those they gained the first time round.

It is motivating for students to have further chances to improve their learning and then test how well they have done in comparison with their recent efforts. They can then see for themselves how their effort can improve their achievement.

- Hand out the Unit 5 Achievement Checklist and have the students complete these with a partner. The students colour in band 5 on their Vaka Progress Chart.
- Have the students view the DVD cultural section and share their observations.
- Optional activity: The students could work in pairs to role-play the DVD language scenario. Then they join with another group. Each pair acts out their dialogue as the new group monitors their performance.

Looking Ahead

- In Unit 6, the students will be learning how to describe things, especially shapes and colours. Ask them to find out which colours are important in Tonga and why.

Close

- Replay the DVD cultural section or sing a song of your choice.
- Exchange farewells.

Instructions

Each statement will be spoken twice on the CD.

(A) You will hear five numbers. As you listen, draw a circle around the number that matches the number you hear.

3	30	33
42	24	14
50	55	51
26	62	16
88	18	48

(B) You will hear some prices in dollars and cents. Write down the price you hear in this form: $4.50.

1. _____
2. _____
3. _____
4. _____
5. _____

(C) You will hear five people giving their ages. Write down their ages using numerals.

1. _____
2. _____
3. _____
4. _____
5. _____

(D) You will hear five numbers. Write down each number in words with the correct spelling.

1. _____
2. _____
3. _____
4. _____
5. _____

Instructions

Each statement will be spoken twice on the CD.

(A) You will hear five numbers. As you listen, draw a circle around the number that matches the number you hear.

3	(30)	33
(42)	24	14
50	55	(51)
(26)	62	16
88	(18)	48

(B) You will hear some prices in dollars and cents. Write down the price you hear in this form: $4.50.

1. $1.75
2. $10
3. $2.80
4. $19.99
5. $100

(C) You will hear five people giving their ages. Write down their ages using numerals.

1. 15
2. 21
3. 37
4. 12
5. 50

(D) You will hear five numbers. Write down each number in words with the correct spelling.

1. hongofulu
2. teau
3. fitu
4. fāfā
5. nimanoa

UNIT 5 ACHIEVEMENT CHECKLIST



Ko hoku hingoa´ ko _____.

Now I can:

- ☐ use the numbers one to one hundred
- ☐ respond to and use number patterns and sequences
- ☐ make connections with my own language(s) and culture(s)

UNIT 5 DVD TRANSCRIPT

Sione:
Ifo! Faka‘ofo‘ofa e siaine´!

Lesieli:
‘Oku fiha?

Sione:
Tola ‘e ua sēniti ‘e hivavalu ki he kofu.

Lesieli:
Sai. ‘Ai ha kofu ‘e taha. Mo e hā?

Sione:
‘Oku sa‘ia ‘a ‘Ana he moli´ mo e ‘āpele´.

Lesieli:
‘Oku fiha?

Sione:
Ko e moli´ ‘oku tola ‘e tolu sēniti ‘e hivavalu ki he kilo, ko e ‘āpele´ tola ‘e tolu sēniti ‘e fāvalu ki he kilo.

Lesieli:
Sai. Te´ u ‘ai ‘e au e moli´ ka´ ke ‘ai ‘e koe e ‘āpele´ ‘e ono.

Sione:
Taha, ua, tolu, fā, nima, ono. Ifo, ‘oku ou sa‘ia ‘aupito ‘i he ‘āpele´!

Lesieli:
‘Oku tau fiema‘u e kāloti.

Sione:
Kāloti ‘e fiha?

Lesieli:
Kilo ‘e taha. ‘Oku fiha?

Sione:
Tola e taha sēniti e nimavalu ki he kilo.

Lesieli:
Tola e taha sēniti e nimavalu ki he kilo! Ma‘ama‘a e kāloti´! ‘Oku fiha e kāpisi´?

Sione:
Tola ‘e tolu sēniti ‘e valufā ki he taha.

Lesieli:
Sai! ‘E ‘ai e kāpisi mo e kāloti.

Sione:
Kāpisi ‘e fiha?

Lesieli:
Ua, mālō.

Sione:
Yum! The bananas look good!

Lesieli:
How much are they?

Sione:
Two ninety-eight a pack.

Lesieli:
OK. Let’s get one pack. What else?

Sione:
‘Ana likes oranges and apples.

Lesieli:
How much are they?

Sione:
The oranges are three ninety a kilo, and the apples are three forty-eight a kilo.

Lesieli:
OK. I’ll get the oranges, and you get six apples.

Sione:
One, two, three, four, five, six. Yum, I really love apples!

Lesieli:
We need carrots.

Sione:
How many carrots?

Lesieli:
One kilo. How much are they?

Sione:
One fifty-eight a kilo.

Lesieli:
One fifty-eight a kilo! The carrots are cheap! How much are the cabbages?

Sione:
Three eighty-four each.

Lesieli:
Great! Let’s get cabbage and carrots.

Sione:
How many cabbages?

Lesieli:
Two, thanks.

UNIT 5 AUDIO TRANSCRIPT

Track 36 Vocabulary for Unit 5

Here is some of the vocabulary for Unit 5. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

ʻuluaki
ua
tolu

sēniti
toenga
tola

ʻāpele
moli
kāloti
kāpisi
siaine

Track 37 Structures and Expressions for Unit 5

You will hear the sentences and expressions that you are to learn in Unit 5. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

tola ʻe taha
sēniti ʻe taha
tola ʻe taha sēniti ʻe fitu nima

ʻOku fiha eni?
ʻOku tola ʻe uanoa sēniti ʻe nimanoa.
Ko e toengaˊ eni, tola ʻe fā sēniti ʻe nimanoa.

ʻOkuˊ ke taʻu fiha?
ʻOkuˊ ne taʻu fiha?
ʻOku taʻu uanima.

Track 38 to Accompany Unit 5 Lesson A OHT 1

Listen to these numbers. Then say each one along with the speaker.

noa	*tahataha*	*hongofulu*
taha	*tahaua*	*uanoa*
ua	*tahatolu*	*tolunoa*
tolu	*tahafā*	*fānoa*
fā	*tahanima*	*nimanoa*
nima	*tahaono*	*ononoa*
ono	*tahafitu*	*fitunoa*
fitu	*tahavalu*	*valunoa*
valu	*tahahiva*	*hivanoa*
hiva	*uanoa*	*teau*
hongofulu		

Track 39 to Accompany Unit 5 Lesson A Listening Activity

You will hear five sets of numbers. Each set has five numbers. As you listen to each set, write the numbers as numerals. Here are the sets:

Set 1: *hivatolu, tolu, tahatolu, uatolu, nimatolu.*

Set 2: *tahanima, fitunima, nimenima, hivanima, uanima.*

Set 3: *onovalu, valu, uavalu, valuvalu, nimavalu.*

Set 4: *fitunoa, teau, valunoa, ononoa, hivanoa.*

Set 5: *tahafitu, fitu, fāfitu, hivafitu, fitufitu.*

Track 40 to Accompany Unit 5 Lesson A OHT 2

Listen to these questions and answers. Practise saying them along with the speakers. Listen for the stress patterns and copy these as well as you can.

ʻOkuˊ ke taʻu fiha?
ʻOku ou taʻu hongofulu.

‘Oku´ ne ta‘u fiha?

‘Oku ta‘u uanima.

‘Oku´ ne ta‘u fiha?

‘Oku ta‘u uanima.

Track 41 to Accompany Unit 5 Lesson A WS 1

You will hear eight statements in which people say how old they are or how old someone else is. As you hear each statement, write the age of the person in numerals in the speech bubbles. Each statement is said twice.

Ko hoku hingoa´ ko Mele. ‘Oku ou ta‘u uatolu.

Ko hono hingoa´ ko Tēvita. ‘Oku´ ne ta‘u fānima.

Ko hono hingoa´ ko Mele. ‘Oku´ ne ta‘u uatolu.

Ko hoku hingoa´ ko Sione. ‘Oku ou ta‘u nimanoa.

Ko hono hingoa´ ko Sione. ‘Oku´ ne ta‘u nimanoa.

Ko hoku hingoa´ ko Fēleti. ‘Oku ou ta‘u ononoa.

Ko hono hingoa´ ko Fēleti. ‘Oku´ ne ta‘u ononoa.

Ko hoku hingoa´ ko Mātiu. ‘Oku ou ta‘u toluvalu.

Track 42 to Accompany Unit 5 Lesson B OHT 3

Listen to the following expressions and sentences in Tongan and repeat them in the pauses after the speaker.

tola ‘e taha

tola ‘e ua

tola ‘e hongofulu

sēniti ‘e taha

tola ‘e taha sēniti ‘e fitunima

‘Oku fiha eni?

‘Oku tola ‘e uanoa sēniti ‘e nimanoa.

Ko e toenga´ eni, tola ‘e fā sēniti ‘e nimanoa.

Track 43 to Accompany Unit 5 Lesson B WS 2

As you listen to the following dialogue, write the missing prices that you hear in the gaps in the sentences on your worksheet.

Person A: *‘Oku tola ‘e nima ‘a e ika´.*

‘Oku tola ‘e taha sēniti ‘e fitunima ‘a e niu´.

Pea ‘oku tola ‘e hiva sēniti ‘e valu noa ‘a e ‘ufi´.

‘Oku fiha eni?

Person B: *‘Oku tola ‘e tahaono sēniti ‘e ononima.*

Person A: *Ko e tola eni ‘e uanoa.*

Person B: *Ko ho‘o fetongi´ ko e tola ‘e tolu sēniti ‘e fānima.*

Person A: *Mālō ‘aupito.*

Track 44 to Accompany Unit 5 Lesson C WS 3

Each statement will be said twice.

(A) You will hear five numbers. As you listen, draw a circle around the number that matches the number you hear.

tolunoa

fāua

nimataha

uaono

tahavalu

(B) You will hear some prices in dollars and cents. Write down the price you hear using numerals.

tola ‘e taha sēniti ‘e fitunima

tola ‘e hongofulu

tola ‘e ua sēniti ‘e valunoa

tola ‘e tahahiva sēniti ‘e hivehiva

tola ‘e teau

(C) You will hear five people giving their ages. Write down their ages using numerals.

1. *Mālō e lelei. Ko hoku hingoa´ ko Mele. ʻOku ou taʻu tahanima.*
2. *Mālō e lelei. Ko hoku hingoa´ ko Paula. ʻOku ou taʻu uataha.*
3. *Mālō e lelei. Ko hoku hingoa´ ko Sālote. ʻOku ou taʻu tolufitu.*
4. *Mālō e lelei. Ko hoku hingoa´ ko Hena. ʻOku ou taʻu tahaua.*
5. *Mālō e lelei. Ko hoku hingoa´ ko Mātiu. ʻOku ou taʻu nimanoa.*

(D) You will hear five numbers. Write down each number as a Tongan word with the correct spelling.

1. *hongofulu*
2. *teau*
3. *fitu*
4. *fāfā*
5. *nimanoa*

UNIT 6 – *FAKAMATALA'I 'O HA FA'AHINGA ME'A* – DESCRIBING THINGS

OVERVIEW

Learning Outcomes

Students will:

- identify the shapes of objects;
- identify the colours of objects;
- describe the sizes of objects;
- make connections with their own language(s) and culture(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objective are:

- Communication (page 46)
  1.2 use basic words and expressions for numbers, shapes, sizes, weights, and colours and to indicate time and place;
- Language (pages 46–47);
- Culture (pages 46 and 48).

Language Knowledge

Vocabulary

fuopotopoto, siakale	circle
taiamoni	diamond
tapatolu	triangle
tapafā	rectangle
tapafā tatau	square
engeenga	yellow
hinehina	white
kulokula	red
lanumata	green
lanumoli	orange
pulū	blue
tukumisi	grey
'uli'uli	black
vāleti	purple
fu'u lahi	very big
fu'u lahi 'aupito	huge
fu'u si'isi'i	very small
fu'u si'isi'i 'aupito	tiny
lahi	big
lōloa	long
nounou	short
si'isi'i	small
monomono	quilt
ngatu	tapa

This vocabulary is on CD 1 tracks 45–47. The colours are said in the order shown on OHT 1 in Lesson A and the shapes as on OHT 2 in Lesson A.

Structures and Expressions

Ko e hā e fuo´?	What shape is it?
Ko e tapatolu.	It's a triangle.
Ko e hā e ngaahi fuo´?	What shapes are they?
Ko e ngaahi tapatolu.	They are triangles.
Ko e lanu hā?	What colour is it?
'Oku lanumata.	It's green.
Ko e hā e 'ū lanu´?	What colours are they?
'Oku fu'u lahi 'aupito?	Is it huge?
'Io, 'oku fu'u lahi 'aupito.	Yes, it's huge.
'Ikai, 'oku 'ikai fu'u lahi 'aupito.	No, it's not huge.

Language Notes

Tongan uses *'ikai* to make a sentence negative, for example:

'Io, 'oku fu'u lahi 'aupito.	Yes, it's huge.
'Ikai, 'oku 'ikai fu'u lahi 'aupito.	No, it's not huge.

When *'ikai* comes before *ke* you don't say or write it as *'ikai´ ke*. This and some other aspects of enclitic stress associated with *ke* are beyond the scope of a level 1 anad level 2 resource.

In Tongan, the noun comes first and the adjective(s) follow:

ko e tapatolu lanu kulokula	a red triangle

You can indicate that something is plural by adding *'ū* or *ngaahi*:

Ko e hā e ngaahi fuo´?	What shapes are they?
Ko e hā e 'ū lanu´?	What colours are they?

Note the use of the definitive accent in those last two questions. They are examples of the pronunciation stress on a vowel being marked by an accent. This change in pronunciation also marks a change in meaning – because here particular shapes and colours are the focus of attention. For more about this accent, see page 13 in the Tongan language guidelines (*TiNZC*).

For the spelling and pronounciation of *sa'ia* and *sai'ia*, see the language notes on page 366.

Cultural Knowledge

Colours and Shapes

Red and white are the colours of the Tongan flag. They reflect Christian values, with white symbolising peace and purity and red the blood of Jesus Christ. White is also the colour that Tongan people choose for special occasions, such as festivals, birthdays, church

celebrations, and *Faka-Mē* (an annual Sunday school service on the first Sunday of May). In the Tongan culture, the colour black is associated with death. Tongan people wear black at funerals and for mourning.

Monomono (Quilts)

The choice of colours for quilts varies according to the patterns chosen and what is being represented. Yellow, red, and pink are traditionally used to represent flowers, such as the *pua*, rose, and hibiscus. Green is used to represent leaves, and blue represents sky, sea, and water but not flowers because blue flowers are not common in Tonga. Other colours are used to border the whole quilt.

Quilts are valued in the Tongan culture, and this value is reflected on such important occasions as birthdays, weddings, and funerals, when quilts are given as gifts alongside mats and *ngatu*.

Ngatu (Tapa)

There are lots of different *ngatu* patterns. They have different meanings and status. Triangle shapes represent the row of pine trees in the front of the Royal Palace in Nuku'alofa. Incorporating this shape gives a quilt more status than incorporating a pattern that simply represents flowers. In the same way, every pine tree on a *ngatu* represents the pine trees at the Royal Palace.

Size and Amount

Size is a key element in the Tongan culture. Size is related to status. For example, the *kava* plant is central to Tongan culture. *Kava* is an important part of any presentations. The whole plant is presented, and its size indicates the status of the person receiving the presentation. The dried branches and roots are used for making the *kava* drink. You may wish to find the Tongan story about the origin of the kava and read it to your students.

Tō (sugar cane) has status in presentations, too. The tallest canes with the most sections are considered to be the most valuable.

Unit 5 explained the economic importance of *'ufi* (yams), *ika* (fish), *niu* (coconuts), and *tutu* (mulberry used to make *ngatu*), their prized status as gifts, and the way they are counted.

Teachers' Notes

To locate the Tongan story of the origin of *kava* and share it with your students, try using kava+Tonga to search the Internet.

Remember to keep using Tongan for your classroom instructions and remind the students to use their Tongan classroom expressions. This will help the students to gain a real sense of participating in Tongan situations and to respond more naturally in Tongan.

All the activities built into the lesson plans can be used again and again, both for practice to help the students develop the expected competencies and also for testing that they have mastered the objectives. Recycling the activities in this way helps build students' confidence in their own developing competencies. This confidence sustains their motivation.

UNIT 6 – *FAKAMATALA'I 'O HA FA'AHINGA ME'A* – DESCRIBING THINGS

LESSON A

Learning Outcomes

Students will:

- identify the shapes of objects;
- identify the colours of objects;
- make connections with their own language(s) and culture(s).

Resources

Unit 6 DVD and transcript
Unit 6 audio CD and transcript
OHT 1
WS 1
OHT 2
WS 2

You supply:

Sets of coloured shapes in envelopes
Copies of WS 1
Copies of WS 2
Flashcards of the colours and shapes

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Find out what the students can remember about counting in the Tongan language and culture.

Learning Experiences

- Discuss the Unit 6 learning outcomes with the students.
- Show the Unit 6 DVD language section and discuss their observations with the students. Replay the studio section where the colours are introduced.

- Continue to introduce the colour vocabulary. Hand each student a set of coloured shapes in an envelope. The students place the shapes on their desks. As they hear the colour said on CD 1 track 46, you show a colour flashcard, and they pick up the shape that has that colour. Then they repeat the name of the colour in the pause as they continue to listen to track 46. Repeat this activity. On the track, the colours are said in Tongan in this order: red, black, white, purple, grey, blue, green, orange, and yellow.
- Show OHT 1. Hand out WS 1. The students colour the shapes in according to the matching Tongan words. Then they copy the names of the colours on the lines beside the words. They check each other's work using OHT 1.
- Show OHT 2. The students say the words along with CD 1 track 47. Then they copy each word for the matching shape onto WS 1.
- The students return to the coloured pieces on their desks, working in pairs. One points to a shape, and the other gives the Tongan word.
- Show the DVD cultural section and discuss what they notice with the students.
- Have a quick-fire challenge. Divide the class into two teams and have a judge from each team keep the score. Hold up the flashcards with the shapes and colours, one at a time. The first student who puts up their hand and says the correct Tongan word wins a point for their team.

  For an extra level of difficulty, combine two flashcards to show both a shape and a colour. The students need to say both correctly to get the point.

Looking Ahead

- Hand out WS 2. Ask the students to complete the worksheet and bring it to the next lesson. Encourage them to find more examples of patterns. Where feasible, they can bring some examples to class or they can note where these patterns occur, for example, on buildings.

Close

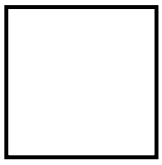
- Choose a song from a previous unit and sing it with the students.
- Exchange farewells.

Ngaahi Lanu

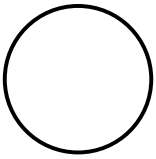
kulokula	red
ʻuliʻuli	black
hinehina	white
vāleti	purple
tukumisi	grey
pulū	blue
lanumata	green
lanumoli	orange
engeenga	yellow

Ngaahi Lanu

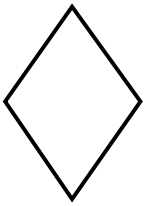
1. kulokula _____
2. ‘uli‘uli _____
3. hinehina _____
4. vāleti _____
5. tukumisi _____
6. pulū _____
7. lanumata _____
8. lanumoli _____
9. engeenga _____



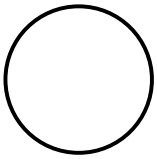
1. _____



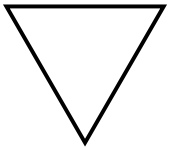
2. _____



3. _____



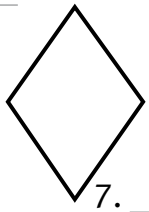
4. _____



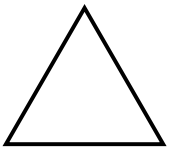
5. _____



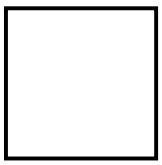
6. _____



7. _____

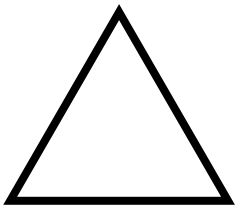


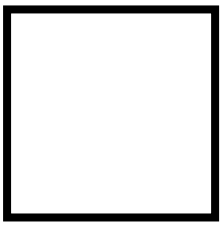
8. _____

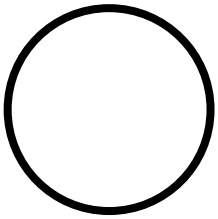


9. _____

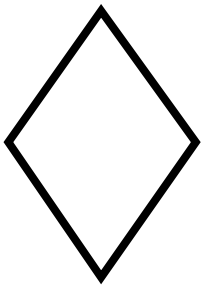
Ngaahi Fuo

tapatolu 

tapafā tatau 

siakale, fuopotopoto 

tapafā 

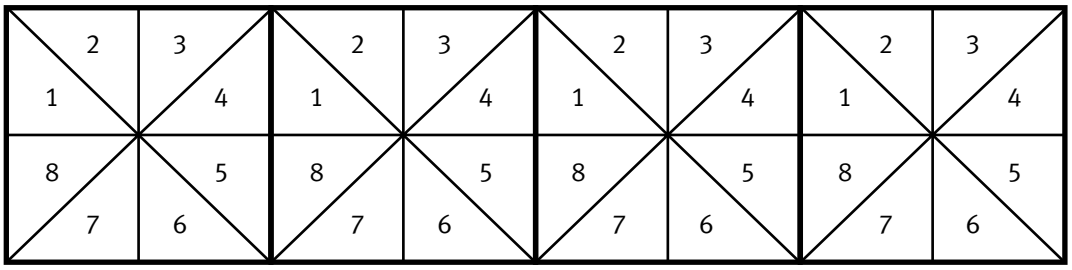
taiāmoni 

WS 2

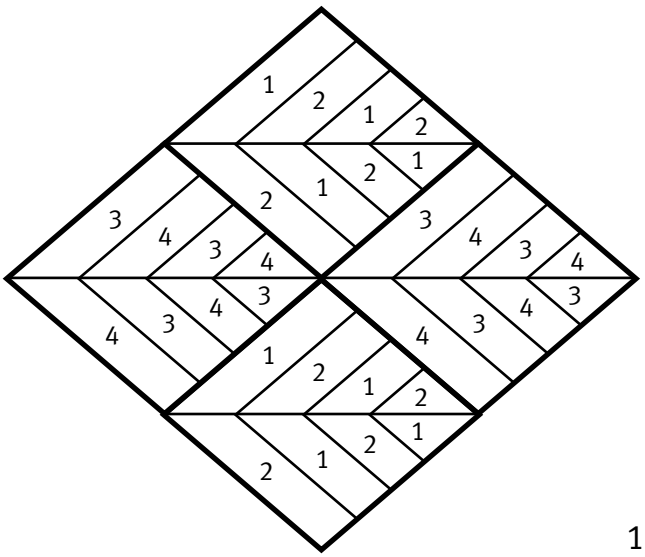
Instructions

Colour in the shapes according to the number of the colour in the list below.

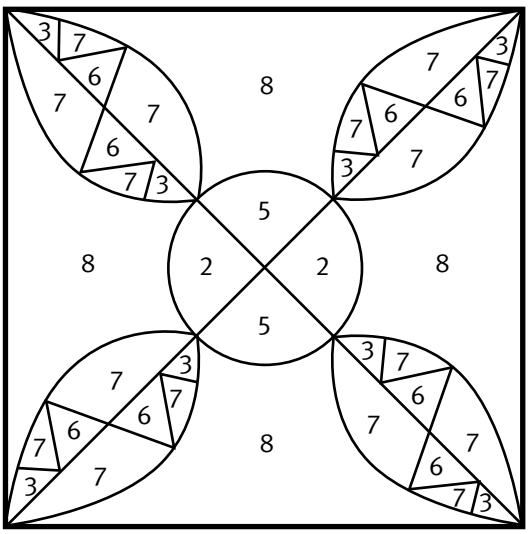
1



2



3



1. *kulokula*
2. *ʻuliʻuli*
3. *pulū*
4. *lanumata*
5. *engeenga*
6. *vāleti*
7. *lanumoli*
8. *hinehina*

UNIT 6 – *FAKAMATALA'I 'O HA FA'AHINGA ME'A* – DESCRIBING THINGS

LESSON B

Learning Outcomes

Students will:

- identify the shapes of objects;
- identify the colours of objects;
- describe the sizes of objects;
- make connections with their own language(s) and culture(s).

Resources

Unit 6 DVD and transcript
OHT 3
Unit 6 audio CD and transcript
OHT 4

You supply:

Balls
Copies of the Unit 6 DVD transcript

Lesson Outline

Introduction

- Exchange greetings.
- Check that the students have brought their completed WS 2 to class. Ask them to share what information they have found out about patterns and shapes and anything they have brought to class.

Looking Back

- Show the DVD Unit 6 language section to assist recall of the vocabulary for shapes and colours.

Learning Experiences

- Show OHT 3. The students listen to the short dialogue as they read the sentences. They can repeat the sentences in the pauses on CD 1 track 48. This activity introduces negative sentence patterns.

- The students work in groups. One tosses a ball to another student and asks a question. The student receiving the ball must respond in the negative. Encourage the students to use the vocabulary they know so that the questions keep changing.
- Show OHT 4. Play CD 1 track 49 for the students to practise the pronunciation. Ask them to work in pairs and to ask each other questions about an object they can point to. Their partner replies by using the sentence patterns on the OHT as models. Once again, encourage the use of sentences in the negative.
- Play Twenty Questions. First play as a class. Appoint a judge (or two judges). Think of an object, for example, a red triangle. You can restrict the vocabulary range by confining it, in the first instance, to shapes and colours.

  The students put their hands up when they have a question. They can only ask closed questions (that is, those that have "yes" or "no" answers). For example, they can ask *'Oku fuopotopoto?* (Is it a circle?) *'Oku lanu kulokula?* (Is it red?) and so on until someone gets it right. Then that person becomes the leader.

  As the students get used to Twenty Questions, you can widen the vocabulary range. This can also be a group activity with two groups playing competitively against each other, or it may simply involve turn-taking within one group.

Monitoring that all the students are getting engaged and asking questions is important as their active participation improves their recall of vocabulary, which is a vital skill in language learning

- The students view the DVD language scenario. Hand out copies of the transcript. Have them watch the DVD again and then practise the scenarios in pairs or groups.

Looking Ahead

- Lesson C will consolidate and assess their learning. The students are to practise the scenarios.

Close

- Choose a song from one of the earlier units to sing with the students or replay the DVD cultural section and discuss their observations with the students.
- Exchange farewells.

OHT 3

Person A.

‘Oku lanu pulū eni?

Is this blue?

Person B.

‘Io. ‘Oku lanu pulū

Yes, it’s blue.

Person A.

‘Oku lanu pulū eni?

Is this blue?

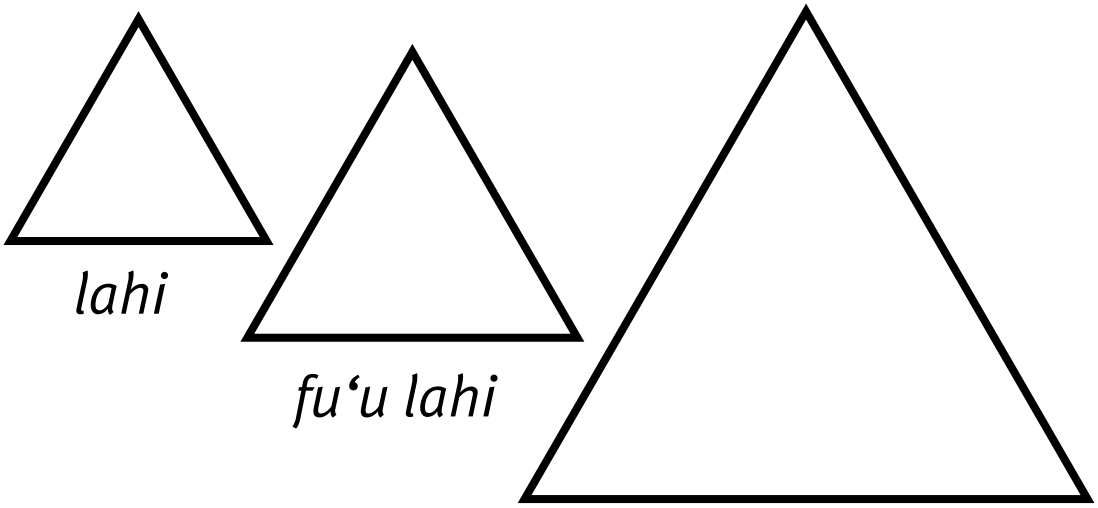
Person B.

‘Ikai, ‘oku ‘ikai ke lanu pulū.

‘Oku lanu engeenga.

No, it isn’t blue.

It’s yellow.



lahi

fu‘u lahi

fu‘u lahi ‘aupito

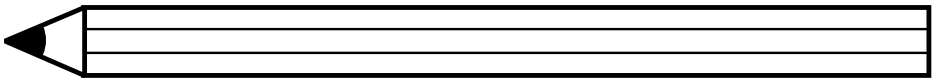


si‘isi‘i

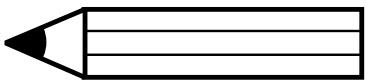
fu‘u si‘isi‘i



fu‘u si‘isi‘i ‘aupito



lōloa



nounou

‘Oku fu‘u lahi ‘aupito?	Is it huge?
‘Io, ‘oku fu‘u lahi ‘aupito.	Yes, it’s huge.
‘Ikai, ‘oku ‘ikai fu‘u lahi ‘aupito.	No, it’s not huge.

UNIT 6 – *FAKAMATALA'I 'O HA FA'AHINGA ME'A* – DESCRIBING THINGS

LESSON C

Learning Outcomes

Students will:

- identify the shapes of objects;
- identify the colours of objects;
- describe the sizes of objects;
- make connections with their own language(s) and culture(s).

Resources

Unit 6 DVD and transcript

Unit 6 Achievement Checklist

You supply:

Sets of coloured shapes in envelopes

Copies of the Unit 6 Achievement Checklist

Vaka Progress Chart

A handout of the days of the week and the months of the year in Tongan

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Play the DVD language scenario, asking the students to pay close attention because they will be role-playing the dramas. Give the students time to practise. If necessary, play the DVD again. Then have them perform the scenarios, either one group after the other around the class or within small groups. Praise their efforts by saying *Sai 'aupito! Mālō 'aupito!*

Learning Experiences

- Hand out the envelopes with the colours and shapes. The students work in pairs to test each other on their knowledge of the Tongan words for colours and shapes.
- Hand out a Unit 6 Achievement Checklist for the students to complete. The students colour in band 6 of their Vaka Progress Chart.

- Show the DVD cultural section again. Ask the students whether their learning is helping them to notice more similarities and differences between the Tongan culture and other cultures they are familiar with.

Looking Ahead

- Tell the students that next they are going to learn to tell the time in Tongan as well as the names of the days of the week and the months of the year.
- As a stimulus to their learning, you may wish to provide them with a handout of the days of the week and the months of the year using the information in Unit 7 so that they can investigate the names of the days and months across the languages they are familiar with before the next lesson.

Close

- Finish with a song.
- Exchange farewells.

UNIT 6 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

Now I can:

- ☐ identify the shapes of objects
- ☐ identify the colours of objects
- ☐ describe the sizes of objects
- ☐ make connections with my own language(s) and culture(s)

UNIT 6 DVD TRANSCRIPT

Lu'isa: *Mani, sio ki he ta'ovala´! Lanu faka'ofo'ofa!*	**Lu'isa:** Wow, look at the *ta'ovala*! The colours are fabulous!
Tina: *'Io, lanu melolmelo pea ngingila.*	**Tina:** Yes, brown and shiny.
Lu'isa: *'Io, hinehina mo e 'uli'uli.*	**Lu'isa:** Yes, white and black.
Tina: *'Io, 'oku ou sa'ia he kato´ – sa'ia au ia he kato kulakula´ mo e hinehina´.*	**Tina:** Yes, I like the baskets – the red and white ones.
Lu'isa: *'Oku ou sa'ia taha he hinehina´, 'uli'uli´, mo e engeenga´.*	**Lu'isa:** My favourite colours are white, black, and yellow.
Lu'isa: *Sai! Tō atu e fihu´! 'Oku ou sa'ia he pule´ mo e lanu´!*	**Lu'isa:** Cool! Great fine mats! I love the patterns and colours!
Tina: *Mani, ko´ u sa'ia he pule fuopotopoto´ mo e laine´.*	**Tina:** Wow, I like the circles and the stripes.
Lu'isa: *'Io, 'oku sai. Ko´ u sa'ia au he tapatolu´ mo e fetu'u´.*	**Lu'isa:** Yes, it's cool. I like the triangles and stars.
Tina: *'Io! Mani mo au, sai'ia au he tapatolu´ mo e fetu'u´.*	**Tina:** Gee, me too! I also like the triangles and the stars.
Lu'isa: *Mo au.*	**Lu'isa:** Me too.
Tina: *Fu'u fihu faka'ofo'ofa. 'Oku fu'u lahi 'aupito!*	**Tina:** It's a beautiful fine mat. It's huge!
Lu'isa: *'Io, fu'u lahi ke to'o ki 'api!*	**Lu'isa:** Yeah, it's too big to carry home!

UNIT 6 AUDIO TRANSCRIPT

Track 45 Vocabulary for Unit 6

Here is some of the vocabulary for Unit 6. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

fu'u lahi
fu'u lahi 'aupito
fu'u si'isi'i
fu'u si'isi'i 'aupito

lahi
lōloa
nounou
si'isi'i

monomono
ngatu

Track 46 to Accompany Unit 6 Lesson A OHT 1

Ngaahi Lanu

Here are some colour words. Repeat them in the pauses after the speaker.

kulokula
'uli'uli
hinehina
vāleti
tukumisi
pulū
lanumata
lanumoli
engeenga

Track 47 to Accompany Unit 6 Lesson A OHT 2

Ngaahi Fuo

Here are some words for shapes. Note that there are two words for a circle. Sometimes people use one word and sometimes they use the other. Say the words in the pauses after the speaker.

tapatolu
tapafā tatau
siakale
fuopotopoto
tapafā
taiāmoni

Track 48 to Accompany Unit 6 Lesson B OHT 3

Listen to this short dialogue as you read the sentences on the OHT.

Person A: *'Oku lanu pulū eni?*
Person B: *'Io. 'Oku lanu pulū.*

Person A: *'Oku lanu pulū eni?*
Person B: *'Ikai, 'oku 'ikai ke lanu pulū.*
'Oku lanu engeenga.

Now practise saying the dialogue by repeating the sentences after the speakers.

Track 49 to Accompany Unit 6 Lesson B OHT 4

Here are some more words and expressions that you can use to describe items. Copy what the speaker says in the pauses.

lahi
fu'u lahi
fu'u lahi 'aupito

si'isi'i
fu'u si'isi'i
fu'u si'isi'i 'aupito

lōloa
nounou

'Oku fu'u lahi 'aupito?
'Io, 'oku fu'u lahi 'aupito.
'Ikai, 'oku 'ikai fu'u lahi 'aupito.

UNIT 7 – *KO E TAIMI´* – TIME

OVERVIEW

Learning Outcomes

Students will:

- name the days of the week;
- name the months of the year;
- tell the time;
- make connections with their own language(s) and culture(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objective are:

- Communication (page 46)
  1.2 use basic words and expressions for numbers, shapes, sizes, weights, and colours and to indicate time and place;
- Language (pages 46–47);
- Culture (pages 46 and 48).

Language Knowledge

Vocabulary

Sāpate	Sunday
Mōnite	Monday
Tūsite	Tuesday
Pulelulu	Wednesday
Tu'apulelulu	Thursday
Falaite	Friday
Tokonaki	Saturday
Sanuali	January
Fepueli	February
Ma'asi	March
'Epeleli	April
Mē	May
Sune	June
Siulai	July
'Ākosi	August
Sepitema	September
'Okatopa	October
Nōvema	November
Tīsema	December
kai ho'atā	lunchtime
mālōlō	morning break
efiafi	p.m.
pongipongi	a.m.
'aho´ ni	today
'apongipongi	tomorrow
Faka-Mē	Children's Day
Sāpate Fa'ē	Mothers' Day
Sāpate Tamai	Fathers' Day

The names of the days are on CD 1 track 50. The names of the months are on CD 1 track 51. The rest of this vocabulary is on CD 1 track 55.

Structures and Expressions

Ko e fihaˊ eni?	What's the time?
Ko e valuˊ.	It's eight o'clock.
Ko e valu pongipongiˊ.	It's eight a.m.
ʻOsi kuata mei he valuˊ.	It's a quarter past eight.
Haafe ʻa e hivaˊ.	It's half past eight (half way to nine o'clock).
Toe kuata ki he hivaˊ.	It's a quarter to nine.
Ko e fihaˊ e kai hoʻataaˊ?	What time is lunch?
ʻI he haafe ʻa e tahaˊ.	At twelve-thirty.
Ko e ʻaho hā eni?	What day is it?
Ko e Sāpate.	It's Sunday.
Ko e māhina fē eni?	What month is it?
Ko Tīsema.	It's December.
ʻI he Tūsiteˊ.	On Tuesday.
ʻI he Tūsite.	On Tuesdays.

Language Notes

Tongan uses a definitive accent to indicate a definite time when something occurs. This is the difference between:

ʻI he Tūsiteˊ.	On Tuesday.

and

ʻI he Tūsite.	On Tuesdays.

Also note the use of the definitive accent in the following. Compare:

He fihaˊ?	At what time?

with

Ko e fihaˊ e kai hoʻataaˊ?	What time is lunch?

In the second sentence, the time is being defined as lunchtime, so the word for time has a definitive accent after it and is spoken with the stress on the final vowel. Notice too that, rather than writing *hoʻatāˊ,* you write *hoʻataaˊ.*

Tongan expresses the idea of half past as being half way to the next hour:

Haafe ʻa e hivaˊ.	It's half past eight (that is, half way to nine o'clock).

Note the difference between expressing the day and the month in Tongan:

Ko e Sāpate.	It's Sunday.
Ko Tīsema.	It's December.

The word *e* is not used before the name of a month.

Cultural Knowledge

Sunday

Sundays are for church and are rest days in Tonga. The law does not allow people to conduct business or do work on Sundays, and public transport is not available. If you know that you'll need to use a taxi on a Sunday, you have to obtain permission from the police during business hours on Saturday. On Sundays, shops are closed. You can sit on a beach, but you aren't allowed to go swimming.

The Calendar

The names for the months in this unit relate to the twelve-month calendar your students are familiar with. The traditional Tongan calendar has thirteen lunar months. Each lunar month is associated with a different natural event, for example, catching a particular kind of fish or the time for planting crops.

Special Celebrations

In Tonga, May is a family month filled with special celebrations. *Faka-Mē* (Children's Day) falls on the first Sunday of May. The children and their Sunday school teachers run the service. They recite biblical verses and perform biblical dramas. Parents prepare the feast that follows. It is customary for parents to buy new clothes and shoes for their children at this time. *Sāpate Fa'ē* (Mothers' Day) is on the following Sunday. Now it's the mothers' turn to be honoured. The fathers and children do the cooking and give presents. *Sāpate Tamai* (Fathers' Day) then follows on the third Sunday in May. Traditionally, Tonga did not have special days for fathers and mothers. Influenced by the missionaries and through contact with other cultures that observe these celebrations, Tonga added them to its calendar of events.

Teachers' Notes

Classroom Language

Keep reminding your students about the different ways of showing respect during your Tongan language lessons and encourage them to use and respond to classroom expressions in Tongan while showing the appropriate behaviour.

Classroom Resources

Make flashcards for the days of the week and the months of the year. Use large print and put the English words on the back. Use a photocopier to make copies.

Using flashcards in a lesson can help learning in many ways, especially vocabulary recall. All vocabulary items can be reinforced and tested in this way. However, it is important to remember that the overall aim of language learning is for students to be able to communicate. They need opportunities to use the language in appropriate contexts because this helps to build their knowledge of how the language is used in real situations.

You could also make a large calendar-like poster of the days of the week and the months of the year. Display it on the classroom wall and get the students to change the day and month to reflect the day and month of each lesson. This will be a useful reference tool for the students as well as a point of interest for other users of the classroom.

UNIT 7 – *KO E TAIMI´* – TIME

LESSON A

Learning Outcomes

Students will:

- name the days of the week;
- name the months of the year;
- make connections with their own language(s) and culture(s).

Resources

Unit 7 DVD and transcript

Unit 7 audio CD and transcript

You supply:

Flashcards of the colours and shapes

Flashcards of the days of the week and the months of the year

A handout of the days of the week and the months of the year in Tongan

Lesson Outline

Introduction

- Exchange greetings.
- Ask the students to share what they have found out about the names of the months and the days of the week in Tongan and to make comparisons with their own language(s) and culture(s).

Looking Back

- Use the flashcards to help the students to recall their knowledge of the Tongan vocabulary for colours and shapes.

Learning Experiences

- Display the Unit 7 learning outcomes and discuss these with the students.
- View the Unit 7 DVD studio section. Show the flashcards of the days of the week in sequence. Ask *Ko e ʻaho hā eni?* (What day is it?). Keep reinforcing this question so that the students get used to hearing it and responding to it.

  Then show the English words on the back of the flashcards to the class and ask whether they can recall the Tongan words. Reinforce the correct word by turning each flashcard around so that the students can see the Tongan word and repeat it.

- Number the students around the class in sequence, using the numbers one to seven only. Then say, for example, "*Fika fitu – Tuesday*" ("Number seven – Tuesday"). Then all the students designated as number seven (*fika fitu*) must reply "*Tūsite*". Then show the flashcard for *Tūsite* with the Tongan word facing the class. Everyone repeats "*Tūsite*". Continue in a random sequence, making sure that every number has a couple of turns, but with different days.
- If the students do not already have a handout of the days of the week and months of the year (as suggested in Unit 6 Lesson C), give them a copy now. Play the DVD language section. The students join in, reciting the months of the year. Repeat this activity if necessary.
- The students listen to CD 1 track 52, on which they will hear the names of six of the months in Tongan, each one repeated, with a pause to allow them to write the month in Tongan during the pause. Depending on their level of confidence and the particular outcome required, get the students to do one of the following:
  (a) Write the words as they hear them, using their list of months as a reference tool. This will enable them to make sound–word associations and focus on noticing, matching, and copying accurately.
  (b) Write the words as they hear them, without looking at their list. In this case, they have to recall the word visually and rely on the sounds they hear to help them.

  In English, the answers on CD 1 track 52 to the question "What month is it?" are:

  It's August.

  It's November.

  It's February.

  It's July.

  It's December.

  It's May.
- Chant the days of the week and the months of the year. Repeat this as many times as you wish. It can be motivating to try to say the sequence faster each time. This technique is useful for memorising vocabulary that is ordered in a particular sequence.
- Show the DVD cultural section. Discuss May as a month with special celebrations and have the students make connections with their own culture(s).

Looking Ahead

- Ask the students to practise saying the names of the days and the months until they can say them quickly without looking at written text. Ask them to practise writing out these words, too, until that they can write them accurately.

Close

- Exchange farewells.

UNIT 7 – *KO E TAIMI´* – TIME

LESSON B

Learning Outcomes

Students will:

- tell the time;
- make connections with their own language(s) and culture(s).

Resources

Unit 7 DVD and transcript
OHT 1
Unit 7 audio CD and transcript
WS 1
CS 1
OHT 2

You supply:

Flashcards of the days of the week and the months of the year
A calendar-like poster of the days of the week and the months of the year
Copies of WS 1
A large clock with movable hands
A soft ball
Copies of OHT 2

Lesson Outline

Introduction

- Exchange greetings.
- Show the Unit 7 DVD studio section. The students join in, saying the words and expressions in the pauses.

Looking Back

- Hold up the flashcards, randomly selected, showing the English word. The students chorus the equivalent Tongan word.
- Show the class the large, calendar-like poster of the days of the week and the months of the year. Appoint a monitor to select the day and month cards for the day and month of the lesson and put them on the poster. This can be a routine activity in future lessons. This could become part of the normal class routine to reinforce the use of Tongan and increase awareness of the language among all the students.

Learning Experiences

- Show the Unit 7 DVD language section. Discuss telling the time and the way Tongans express half past as half way to the next hour. For many, this is a different way of thinking about time, so it is important for the students to grasp and then practise this concept.
- Hold up a large clock with movable hands or show OHT 1. Tell the students that they will hear the time for on the hour, quarter past, half past, and quarter to the hour. Play CD 1 track 53 and move the hands of the clock to the positions stated by the voice. The students should notice the change from *valu* to *hiva*. Repeat this activity to reinforce their learning.

  What the voice on the CD says in English is:

  It's eight o'clock.

  It's a quarter past eight.

  It's half past eight.

  It's a quarter to nine.
- Hand out WS 1. The students listen to the first four of the eight numbered statements on CD 1 track 54. Each statement is repeated. A pause after each repetition gives the students time to find the matching clock. They write the number of the statement below. Use CS 1 to check their responses.
- One student says a time in English and then calls out another student's name. That student must give the correct reply in Tongan and then say another time in English and name another student to respond. This carries on around the class. Repeat this activity often during other lessons to quicken their response time.

  You can also do this activity without using English. Make (or acquire) large clock faces with movable hands (or a clock that shows the time in digital form and has minutes that you can easily manipulate) – enough for one per group. Each player simply needs to move the hands into position (or the digital display to another time) for the next player to respond with the time in Tongan.
- Introduce the remaining vocabulary for the unit by showing OHT 2. Hand out copies. Play CD 1 track 55 on the CD and have the students repeat the words and sentences in the pauses.
- Optional activity: Working in groups, a lead student says *Ko e 'aho Tūsite eni* (Today is Tuesday) and then throws a soft ball to another student, who must say *Ko e 'aho Pulelulu 'apongipongi* (Tomorrow is Wednesday) or whatever day it is. This is a useful way to recall the days of the week using full sentences. This activity will help the students to continue to develop their communicative fluency in Tongan.
- Complete WS 1 (see above) for the four remaining clock faces.

Looking Ahead

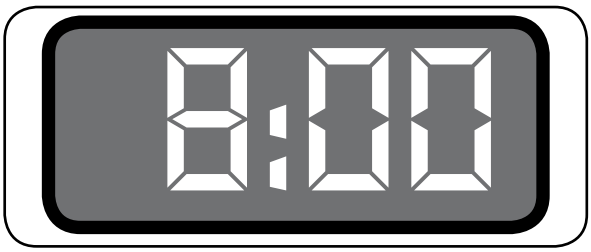
- Lesson C will consolidate and assess their learning. The students are to practise telling the time in Tongan and saying the months of the year and the days of the week.

Close

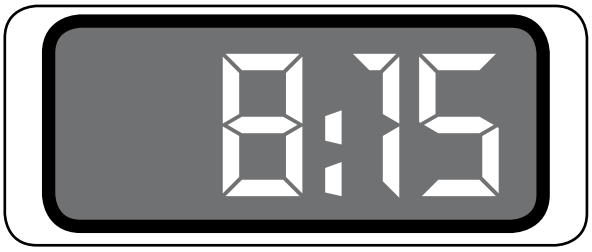
- Exchange farewells.

OHT 1

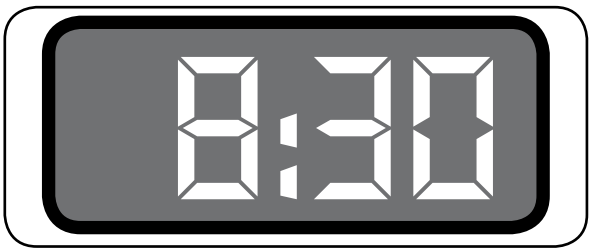
Ko e Fiha´ Eni?



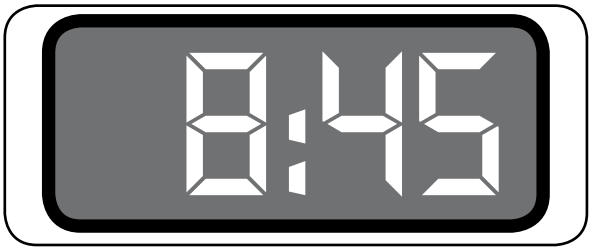
Ko e hoko eni ‘a e valu´.



Ko e ‘osi kuata mei he valu´.



Ko e haafe ‘a e hiva´.



Ko e toe kuata ki he hiva´.

WS1 Ko e Fiha´ Eni?

















Ko e Fiha´ Eni?



2



8



7



4



3



5



6



1

kai ho‘atā	lunchtime
mālōlō	morning break
efiafi	p.m.
pongipongi	a.m.
‘aho´ ni	today
‘apongipongi	tomorrow
Faka-Mē	Children’s Day
Sāpate Fa‘ē	Mothers’ Day
Sāpate Tamai	Fathers’ Day
Ko e fiha´ e kai ho‘ataa´?	What time is lunch?
‘I he haafe ‘a e taha´.	At twelve-thirty.
Ko e ‘aho hā eni?	What day is it?
Ko e Sāpate.	It’s Sunday.
Ko e māhina fē eni?	What month is it?
Ko Tīsema.	It’s December.
‘I he Tūsite´.	On Tuesday.
‘I he Tūsite.	On Tuesdays.

UNIT 7 – *KO E TAIMI´* – TIME

LESSON C

Learning Outcomes

Students will:

- name the days of the week;
- name the months of the year;
- tell the time;
- make connections with their own language(s) and culture(s).

Resources

WS 1 (from Lesson B)
OHT 2 (from Lesson B)
WS 2
Unit 7 audio CD and transcript
CS 2
Unit 7 Achievement Checklist
Unit 7 DVD and transcript

You supply:

Flashcards of the days of the week and the months of the year
Copies of WS 1 (from Lesson B)
Copies of OHT 2
Copies of WS 2
Copies of the Unit 7 Achievement Checklist
Vaka Progress Chart

Lesson Outline

Introduction

- Exchange greetings.
- Review the Unit 7 learning outcomes with the students.

Looking Back

- Briskly chant the days of the week and the months of the year with the students or use the flashcards to test their recall.
- In pairs and using WS 1 and OHT 2 as references, the students take turns to ask each other the time and give the response.

- Hand out WS 2. The students listen to CD 1 track 56. For Part A, they draw times on the clock faces according to the time they hear spoken on the CD. For Part B, as they listen to the sentences, they draw a line between the sentence and its matching time on the clock face. Then they copy the sentence onto the lines beside the clock face. Use CS 2 to correct their work. Play track 56 again so that the students can verify their listening and improve their accuracy. Track 56 is the final track on CD 1.
- The students test and support each other with naming the days of the week and the months of the year.
- The students complete their Unit 6 Achievement Checklist and colour in band 7 on their Vaka Progress Chart.
- Play the DVD cultural section or select an activity from previous units that the students both enjoy and find challenging and stimulating.

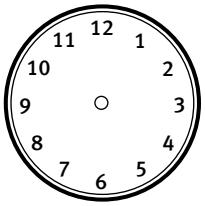
Looking Ahead

- In Unit 8, the students will be learning more about celebrating events and occasions with a focus on their birthdays. Ask them to keep chanting the days of the week, the months of the year, and the numbers one to one hundred.

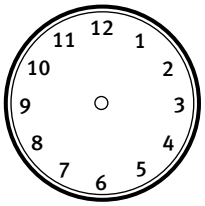
Close

- Finish with a song of your choice.
- Exchange farewells.

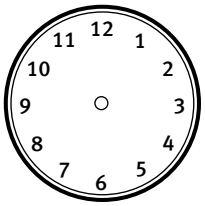
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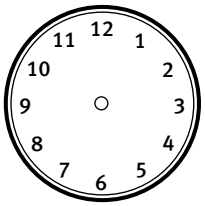
Ko e toe kuata ki he taha´.



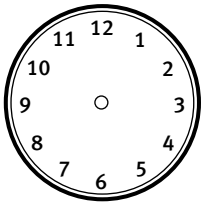
Ko e valu´.



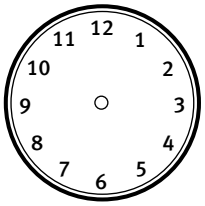
Ko e toe kuata ki he hiva´.



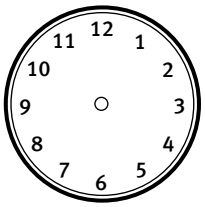
Ko e ‘osi kuata mei he hongofulu´.



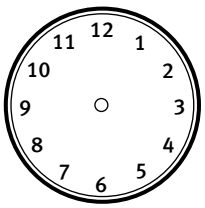
Ko e haafe ‘a e valu´.



Ko e ‘osi kuata mei he ua´.

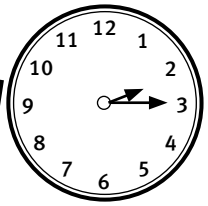


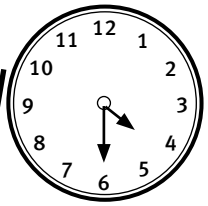
Ko e haafe ‘a e nima´.

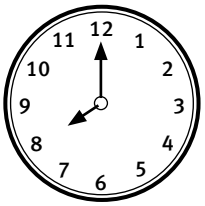


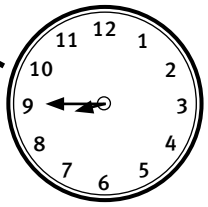
Ko e tolu´.

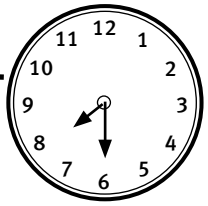
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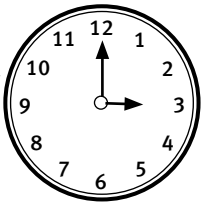

Ko e ‘osi kuata mei he ua´.

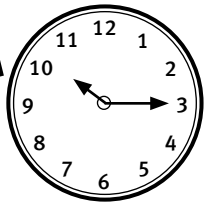

Ko e haafe ‘a e nima´.

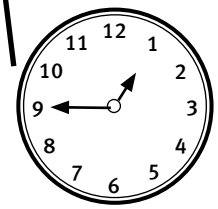

Ko e valu´.


Ko e toe kuata ki he hiva´.


Ko e haafe ‘a e valu´.


Ko e tolu´.


Ko e ‘osi kuata mei he hongofulu´.


Ko e toe kuata ki he taha´.

It’s a quarter to one.

It’s eight o’clock.

It’s a quarter to nine.

It’s a quarter past ten.

It’s half past seven.

It’s a quarter past two.

It’s half past four.

It’s three o’clock.

UNIT 7 ACHIEVEMENT CHECKLIST



Ko hoku hingoa´ ko _____.

Now I can:

- ☐ name the days of the week
- ☐ name the months of the year
- ☐ tell the time
- ☐ make connections with my own language(s) and culture(s)

UNIT 7 DVD TRANSCRIPT

Lesieli: *‘Oku lahi e mo‘ua´ he māhina´ ni!*	**Lesieli:** This month is really busy!
Tēvita: *‘Io, ko Mee´ ko e māhina mo‘ua ‘aupito. Fu‘u lahi e ngaahi kātoanga´!*	**Tēvita:** Yes, May’s a really busy month. There are so many celebrations!
Lesieli: *‘Oku ‘i ai e kātoanga he Sāpate kotoa!*	**Lesieli:** There’s a celebration every Sunday!
Sione: *Ko e Sāpate ko eni´ ko e ‘aho Faka-Mē. Tō atu!*	**Sione:** This Sunday is Children’s Day. Awesome!
Lesieli: *Ko e Sāpate kaha‘u´ ko e Sāpate Fa‘ē. Tō atu!*	**Lesieli:** Next Sunday is Mother’s Day. Awesome!
Tēvita: *‘Ana, ko e hā e taimi ho‘o sipoti´?*	**Tēvita:** ‘Ana, what time is your sport?
‘Ana *Tahataha´. ‘Oku ‘osi ‘emau va‘inga´ ‘i he taha´.*	**‘Ana:** Eleven o’clock. We finish playing at one o’clock.
Lesieli: *‘Oku ou ngāue au he Tokonaki´.*	**Lesieli:** I’m working on Saturday.
Tēvita: *He fiha´?*	**Tēvita:** At what time?
Lesieli: *Valu´ ki he faa´.*	**Lesieli:** Eight until four.
Tēvita: *Sione, ‘oku´ ke va‘inga he Tokonaki´?*	**Tēvita:** Sione, are you playing sport on Saturday?
Sione: *‘Ikai, ‘oku ou va‘inga au ia he Tu‘apulelulu´.*	**Sione:** No, I play sport on Thursday.
Tēvita: *He fiha´?*	**Tēvita:** At what time?
Sione: *He faa´.*	**Sione:** At four o’clock.
Lesieli: *‘Oku ‘ikai te´ u ngāue he Tu‘apulelulu´. Te´ u ‘alu atu ‘o sio ho‘o va‘inga´.*	**Lesieli:** I’m not working on Thursday. I’ll come and watch your game.
Sione: *Tō atu!*	**Sione:** Great!

UNIT 7 AUDIO TRANSCRIPT

Track 50 Vocabulary for Unit 7

Listen to the names of the days of the week. Say the names in the pauses.

Sāpate
Mōnite
Tūsite
Pulelulu
Tu'apulelulu
Falaite
Tokonaki

Track 51 Vocabulary for Unit 7

Listen to the names of the months of the year in Tongan. Say the names in the pauses.

Sanuali
Fepueli
Ma'asi
'Epeleli
Mē
Sune
Siulai
'Ākosi
Sepitema
'Okatopa
Nōvema
Tīsema

Track 52 to Accompany Unit 7 Lesson A Listening Activity

You will hear the names of six of the months in Tongan, with each one repeated. As you listen, write the name of the month in Tongan.

Ko e māhina fē eni?
Ko 'Ākosi.

Ko e māhina fē eni?
Ko Nōvema.

Ko e māhina fē eni?
Ko 'Epeleli.

Ko e māhina fē eni?
Ko Siulai.

Ko e māhina fē eni?
Ko Tīsema.

Ko e māhina fē eni?
Ko Ma'asi.

Track 53 to Accompany Unit 7 Lesson B OHT 1

You will hear some statements that tell the time. Look at the clock as your teacher makes it show the times you hear on the CD. Say the times along with the speaker.

Ko e hoko eni 'a e valu´.
Ko e 'osi kuata mei he valu´.
Ko e haafe 'a e hiva´.
Ko e toe kuata ki he hiva´.

Track 54 to Accompany Unit 7 Lesson B WS 1

You will hear eight statements that tell different times. Each statement is repeated. As you listen, write the number of the statement beside the clock face that it matches.

1. *Ko e nima´.*
2. *Ko e hiva pongipongi´.*
3. *'Osi kuata mei he taha´.*
4. *Haafe 'a e faa´.*
5. *Toe kuata ki he ono´.*
6. *Haafe 'a e hongofulu´.*
7. *Toe kuata ki he tahaua´.*
8. *'Osi kuata mei he fitu´.*

Track 55 to Accompany Unit 7 Lesson B OHT 2

You will hear more some words and expressions for Unit 7. Listen to the speaker and say the words or expressions after the speaker in the pauses.

kai ho'atā
mālōlō

efiafi
pongipongi

'aho´ ni
'apongipongi

Faka-Mē
Sāpate Fa'ē
Sāpate Tamai

Ko e fiha´ e kai ho'ataa´?
'I he haafe 'a e taha´.

Ko e 'aho hā eni?
Ko e Sāpate.

Ko e māhina fē eni?
Ko Tīsema.

'I he Tūsite´.
'I he Tūsite.

Track 56 to Accompany Unit 7 Lesson C WS 2

Part A

You will hear eight statements with different times. As you listen, draw the time on the clock face to match the time you hear spoken on the CD.

1. *Ko e 'osi kuata mei he ua´.*
2. *Ko e haafe 'a e nima´.*
3. *Ko e valu´.*
4. *Ko e toe kuata ki he hiva´.*
5. *Ko e haafe 'a e valu´.*
6. *Ko e tolu´.*
7. *Ko e 'osi kuata mei he hongofulu´.*
8. *Ko e toe kuata ki he taha´.*

Part B

As you listen to the statements, draw a line between the sentence and its matching time on the clock face. Then write the sentence on the line beside the clock face.

1. *Ko e 'osi kuata mei he ua´.*
2. *Ko e haafe 'a e nima´.*
3. *Ko e valu´.*
4. *Ko e toe kuata ki he hiva´.*
5. *Ko e haafe 'a e valu´.*
6. *Ko e tolu´.*
7. *Ko e 'osi kuata mei he hongofulu´.*
8. *Ko e toe kuata ki he taha´.*

UNIT 8 – *KĀTOANGA'I* – CELEBRATING

OVERVIEW

Learning Outcomes

Students will:

- give information about their birthdays;
- give and respond to invitations;
- make connections with their own culture(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objectives are:

- Communication (page 46)
  - 1.2 use basic words and expressions for numbers, shapes, sizes, weights, and colours and to indicate time and place;
  - 1.7 give simple personal information;
- Language (pages 46–47);
- Culture (pages 46 and 48).

Language Knowledge

Vocabulary

'aho fā'ele'i	birthday	*fakaafe'i*	to invite
keke	cake	*fiema'u*	to want
me'a'ofa	gift	*ha'u*	to come
pāti	party		
tohi fakaafe	invitation		

This vocabulary is on CD 2 track 1.

Structures and Expressions

Ko e 'aho fiha eni?	What's the date today?
Mōnite uatolu 'o Fepueli´.	Monday the twenty-third of February.
'Oku hoko 'afē ho 'aho fā'ele'i´?	When is your birthday?
'I he 'aho tahaua 'o Sune´.	On the twelfth of June.
Te´ u ta'u tahatolu he 'aho tahafā 'o Siulai´.	I will be thirteen on the fourteenth of July.

Kātaki, ka´ ke ha'u ki he pāti hoku 'aho´.	Please come to my birthday party.
Ko ho'o tohi fakaafe eni.	Here's your invitation.
'Oku 'i ai 'eku keke.	I'm having a birthday cake.
Te´ ke ha'u?	Will you come?
Te´ u ha'u.	Yes, I will.
Ko e hā ha'o me'a'ofa?	What do you want for a present?
CD.	Some CDs.
Mālō e lava mai.	Thank you for coming.
Kātaki, he 'ikai te´ u lava atu.	I'm sorry, I can't come.

Language Notes

Note the use of the definitive accent on *Sune* in the sentence below. The "definiteness" of the specific birthday mentioned is shown by the accent (and the pronunciation).

'I he 'aho tahaua 'o Sune´.	On the twelfth of June.

In the same way, the definitive accent is used on *Siulai* in the following sentence to show that the speaker is referring specifically to July this year.

Te´ u ta'u tahatolu he 'aho tahafā 'o Siulai´.	I will be thirteen on the fourteenth of July.

The term for "birthday" in Tongan is *'aho fā'ele'i.* This can be replaced by *aho´* to indicate definiteness (that is, to refer to a particular day), for example:

Kātaki, ka´ ke ha'u ki he pāti hoku 'aho´.	Please come to my birthday party (that is, the party for my special day).

These three sentences are on CD 2 track 2.

Mālō e lava mai (Thank you for coming), which was introduced in Unit 1, can be used as a polite, formulaic way of thanking one or more people for coming to your birthday party.

Cultural Knowledge

Birthday Celebrations

Traditionally, Tongans celebrated their children's birthdays in different ways. They celebrate a boy or girl's first birthday, but then the next birthday celebration is the twenty-first birthday, traditionally only for girls. Birthdays are usually celebrated with a family prayer. Giving gifts isn't important. Traditions are now changing owing to contact with other cultures. This is why many families are adopting the birthday customs familiar in Australia, New Zealand, and the United States. The well-known birthday song "Hiva Talamonū" is on OHT 1 in Lesson A. The first verse is sung on the DVD. In English, the words are:

Happy birthday to you

Happy birthday to you

Happy birthday, dear Nua

Happy birthday to you

Happy long life to you

Happy long life to you

Happy long life, dear Nua

Happy long life to you

You can, of course, change the name of the person.

The King's Birthday

Tonga has a public holiday on the King's birthday on 1 August (though his actual birthday is on 4 May). It is celebrated with feasts and performances. Secondary schools participate, with students wearing their school uniforms and marching to the Royal Palace, cheering the King, who stands on the front porch as they march past. Some of the nobles, together with the people of their village, make presentations to the King at the palace on his birthday. The Tonga Defence Force and the police take part in a military parade.

Other Celebrations

Uike Heilala (Heilala Week) is a fairly new Tongan festival that coincides with the King's birthday. It takes place in early July and lasts a week. The celebrations include music contests, marching, parades, and a beauty contest, where the winner is crowned Miss Heilala.

Tūpakapakanava is a torch-lighting ceremony. People carry flaming torches that light up the northern coastline of Tongatapu. It takes place about the same time as the Heilala Week, marking a royal occasion, such as the King's birthday.

Fakapale is a custom associated with a celebration. Dancers were originally given prizes of fine mats and *ngatu* in appreciation of their skill and performance. Today, they are given money.

Speeches

Speeches always form part of any gathering, celebration, or event. It is not the usual practice for Tongan people to write thank-you letters. They give speeches to thank others and acknowledge their support at the gathering. To give a Tongan speech, you begin by paying respects to everyone, starting with the most distinguished people present and then progressing down through the ranks until everyone has been mentioned, either by name or by category (such as ministers, ladies, and gentlemen). It is considered polite to refer to the King's presence rather than to the King. The same applies to other dignitaries.

The Tongan National Anthem

The festivities during Heilala Week usually feature members of the royal family and therefore begin and end with the national anthem. The national anthem is sung at any function attended by the royal family in Tonga. The words to the national anthem are:

'E 'Otua Mafimafi	Almighty God
Ko homau 'Eiki´ Koe´	You are our Lord
Ko Koe ko e falala'anga	You are the reliable One
Mo e 'ofa ki Tonga	And you love Tonga
'Afio hifo 'emau lotu	Look down upon our prayer

'A ia 'oku mau fai´ ni	That we are offering
'O ke tali homau loto	And give us our desire
'O malu'i 'a Tupou	And protect Tupou

Dances

Apart from the *lakalaka* mentioned in Unit 5, there are many other culturally significant dances.

The *kailao* is a dance that recalls the days when Tongan men set out in canoes to raid neighbouring islands. The war-like movements of the dance are accompanied by loud drumming, fierce cries, the stamping of feet, and the pounding of *pate* (spear-like poles that represent war clubs).

The *mā'ulu'ulu* is a sitting dance. The dancers use hand movements to tell stories.

The *tau'olunga* can be a solo dance, or two or more dancers can perform it, but normally not more than ten take part. A female who uses only her hands to tell a story performs the solo part. She wears a flowing knee-length dress and has flowers in her hair and on her wrists and ankles. A man often dances behind her, making no effort to stay in time. His "bad" dancing makes the woman's dancing seem all the more talented by comparison. The *tau'olunga* is performed at family, village, church, and government functions. Women sometimes perform it at their wedding.

Gifts

Traditionally, gifts are presented at celebrations. Pigs and *'ufi* (yams) play a special role because they are the centrepieces of the feast that accompanies a celebration. Gift giving is a public affair. *Ngatu*, *kie* (fine mats), mats, and *kahoa* (*lei* made from flowers, beads, or shells) are traditional gifts. In some circumstances, items such as blankets and quilts can be presented as gifts. For more about gift giving, see Unit 6.

Flowers

In the Tongan culture, different kinds of flowers are ranked by status. So are *kahoa* made from flowers. The *heilala* is the royal flower because it is used to make the *kahoa* that are presented to the King. Because of its status, a *kahoa* of *heilala* flowers appears on the cover of the Tongan language guidelines (*TiNZC*) and on the cover of *Faufaua! An Introduction to Tongan*.

Mats

Different types of mats are used for different purposes. Mats are also ranked by status. The Tongan people once wove mats for the sails of their voyaging canoes. They still weave mats today. They use different sorts of weaving for different purposes. Double-width pandanus strips are used for a *papa* (a mat for everyday use). The name of a mat depends on the kind of pandanus a mat is made from. For example, mats woven with the *tofua*, the white pandanus, are called *fala tofua*. The highest status mat is the *fala paongo*, which is woven with the brown pandanus.

Kie (Fine Mats)

Kie are worn around the waist at celebrations such as birthdays and weddings. *Kie* add status to the gifts being presented. They are made from a special type of pandanus called *la'i kie*. *La'i kie* are bleached in the sea for a few days, before being dried in the sun. In this way, they become much softer and whiter.

Teachers' Notes

Written Tongan

You will already have noted that written Tongan requires care. The written language uses the *fakau'a* (glottal stop), the *toloi* (macron), the definitive accent, and the enclitic stress mark. These are described on pages 12 and 13 in the Tongan language guidelines (*TiNZC*). It takes time for students to understand their uses and meanings. Developing your students' abilities to notice the patterns of the language and reproduce them with care will help them to progress their learning. Students can, and do, develop good habits of copying, writing, and correct spelling if teachers encourage these habits from the beginning. Give your students plenty of opportunities to develop these good habits.

The Definitive Accent

Many expressions in this unit use the definitive accent. Encouraging your students to learn and sing "Hiva Talamonū" (the birthday song) will help them to understand the definitive accent and learn how to use it. If they pronounce the words with the right stress, they will be more likely to remember to use the definitive accent when they are writing in Tongan.

Lesson Pace

You will need to monitor the pace of the lessons as you go. At times, you may need to slow down the pace of a lesson so that the students can have more time on particular tasks. Students need to feel confident that they are continuing to make progress in their skills and knowledge. You will also want to make adjustments to the lessons or repeat activities and tasks from earlier lessons, depending on student feedback and as a result of your ongoing assessment of their learning needs.

Respect

Continue to remind the students about the different ways of showing respect. Remember to use as much Tongan language in the classroom as possible yourself and encourage the students to respond in Tongan and to use Tongan with each other, along with the associated behaviours.

Stories and Legends

Exposure to the stories and legends of Tonga will help your students to understand more about the Tongan language and culture. Encourage them to read Tongan stories and bring their reading – and impressions – to class. You could also choose a particular story to read to your class yourself, incorporating it into a lesson plan. Here is one suggestion for engaging the students as they listen.

- Optional activity: Ask the students to listen quietly to a story or legend about Tonga and ask them to imagine, as they listen, a picture they could draw that would represent part, or all, of the story. They start drawing it in their workbook as they continue to listen. When they have finished listening to the story, ask them to complete their drawing as quickly as they can. Then get them to write one thing about the story that they found particularly interesting and want to remember.

UNIT 8 – *KĀTOANGA'I* – CELEBRATING

LESSON A

Learning Outcomes

Students will:

- give information about their birthdays;
- give and respond to invitations;
- make connections with their own culture(s).

Resources

OHT 1
Unit 8 DVD and transcript
Unit 7 audio CD and transcript
Unit 8 audio CD and transcript
OHT 2

You supply:

A clock with moveable hour and minute hands
Copies of OHT 1
A soft ball
Copies of the DVD transcript

Lesson Outline

Introduction

- Exchange greetings.
- Show OHT 1 and play "Hiva Talamonū" on the DVD. Encourage the students to sing along.

Looking Back

- Show a clock face with movable hour and minute hands. Using the audio transcript from Unit 7 to guide you, place the hands in different positions on the clock and get the students to say the time in Tongan. When you have completed all the times listed in the transcript, play CD 1 track 54. The students say the time along with the voice on the CD as you position the hands on the clock.

Learning Experiences

- Display the Unit 8 learning outcomes and discuss them with the students.
- Show the DVD language section where students are talking about their birthdays. Ask the students for feedback. What did they notice?

- Replay "Hiva Talamonū" and have the students sing along again with the DVD. Show OHT 1 and hand out copies to the students. Talk about the definitive accent.
- Introduce the following two language structures to the students by showing OHT 2 (covering up the rest of OHT 2).

  Ko e ʻaho fiha eni?

  Mōnite uatolu ʻo Fepueli´.

  Ask the students to listen to the start of CD 2 track 3 and repeat these sentences in the pauses and then to copy them carefully into their workbooks. Ask them, in pairs, to work out how to say today's date, to practise saying it, and then to write today's date in their workbooks. Ask for a volunteer to write today's date on the board.
- Introduce how to say when your birthday is. Show the rest of OHT 2. Ask the students to listen to the rest of track 3 and to repeat the dialogues in the pauses.

  Ask the students to practise saying these dialogues in pairs so that they become familiar with the sentence patterns. Some of the students could volunteer to say their dialogues in front of the class. Play track 3 again to reinforce the pronunciation of the sentence patterns.
- In pairs, the students work out how to say their own birthdays in Tongan and the age they will be on their next birthday. They need to look at the underlined parts of the dialogues and substitute their own information.

  Then ask them to practise the two dialogues with each other until they are fluent and confident and can say them without looking at the written text.
- Optional activity: Throw a ball to a student, asking the question *ʻOku hoko ʻafē ho ʻaho fāʻeleʻi´?* (When is your birthday?). The student must respond within the time it takes for the rest of the class to count up to five in Tongan. If the student is not successful, throw the ball to another student, asking the same question. If the student can answer the question correctly by the count of five, that student throws the ball to the next student, asking the question, and so on.
- Show the DVD language section again. Hand out copies of the transcript. Give the students time to practise the dialogue and then replay the DVD.

Looking Ahead

- Have the students practise saying when their birthdays are and how old they will be until they can say these sentences fluently.

Close

- Sing "Hiva Talamonū" along with the DVD, showing OHT 1.
- Exchange farewells.

Hiva Talamonū

‘Ofa ke monū‘ia ho ‘aho´
‘Ofa ke monū‘ia ho ‘aho´
‘Ofa ke monū‘ia ho ‘aho´ Nua
‘Ofa ke monū‘ia ho ‘aho´

‘Ofa ke´ ke mo‘ui ‘o fuoloa
‘Ofa ke´ ke mo‘ui ‘o fuoloa
‘Ofa ke´ ke mo‘ui ‘o fuoloa Nua
‘Ofa ke´ ke mo‘ui ‘o fuoloa

Ko e ʻaho fiha eni?

What's the date today?

Mōnite uatolu ʻo Fepueli´.

It's Monday the twenty-third of February.

Fepueli

Mōnite	Tūsite	Pulelulu	Tuʻapulelulu	Falaite	Tokonaki	Sāpate
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Dialogue A

ʻOku hoko ʻafē ho ʻaho fāʻeleʻi´?

When is your birthday?

ʻI he ʻaho tahaua ʻo Sune´.

On the twelth of June.

Dialogue B

ʻOku´ ke taʻu fiha?

How old are you?

Te´ u taʻu tahatolu he ʻaho tahafā ʻo Siulai´.

I will be thirteen on the fourteenth of July.

UNIT 8 – *KĀTOANGA'I* – CELEBRATING

LESSON B

Learning Outcomes

Students will:

- give information about their birthdays;
- give and respond to invitations;
- make connections with their own culture(s).

Resources

Unit 8 DVD and transcript
OHT 2 (from Lesson A)
WS 1
Unit 8 audio CD and transcript

You supply:

A blank OHT
Copies of WS 1
Copies of the DVD transcript

Lesson Outline

Introduction

- Exchange greetings.
- Play "Hiva Talamonū" on the DVD and have the students sing along.

Looking Back

- Show OHT 2 from Lesson A. With the students in pairs, ask them to practise saying the dialogues, adjusted to their own birthdays, to see how fluent they have become in saying the sentence patterns. Some of the students could volunteer to say their dialogues in front of the class.

Learning Experiences

- Show the DVD cultural section. Discuss with the students what they notice and what kinds of connections there are with their own language(s) and culture(s). Write their observations exactly as they give them on a blank OHT.

This collective commentary can be useful as an evaluative tool when you are considering the development of the students' learning, their powers of observation, and how they are learning to become critically aware of cultural practices, including their own.

- Hand out WS 1. The students listen to CD 2 track 4 and practise saying these sentences. Play CD 2 track 4 several times so that they become used to the pronunciation and rhythms of the spoken language and can hear their own pronunciation improving.
- Show the DVD language scenario. Tell the students that they are to perform role-plays. They either make up a role-play from the expressions on WS 1 or use the DVD transcript. Challenge them to speak as fluently as they can. A further challenge, depending on their level of expertise and confidence, would be to set a goal for the students of saying their parts without looking at a script. Check whether they need to watch the DVD or listen to the CD again to help them with their pronunciation.

Students need many opportunities to hear the language they are learning to build good habits of listening, understanding what they hear, and speaking so that others can understand them.

- Recall how to say the date. A student could volunteer to write the date of the lesson on the board.

Looking Ahead

- Remind the students that they will be assessing their own learning in Lesson C. They will role-play the dialogue from Lesson B or a dialogue they have composed for themselves.

Close

- Sing "Hiva Talamonū" along with the DVD.
- Exchange farewells.

Person A.	*‘Oku hoko ‘afē ho ‘aho fā‘ele‘i´?*	When is your birthday?
Person B.	*‘I he ‘aho tahaua ‘o Sune´.*	On the twelfth of June.
Person A.	*Te´ u ta‘u tahatolu he ‘aho tahafā ‘o Siulai´.*	I will be thirteen on the fourteenth of July.
	Kātaki, ka´ ke ha‘u ki he pāti hoku ‘aho´.	Please come to my birthday party.
	Ko ho‘o tohi fakaafe eni.	Here’s your invitation.
	‘Oku ‘i ai ‘eku keke.	I’m having a birthday cake.
	Te´ ke ha‘u?	Will you come?
Person B.	*Te´ u ha‘u.*	Yes, I will.
	Ko e hā ha‘o me‘a‘ofa?	What do you want for a present?
Person A.	*CD.*	Some CDs.
	Mālō e lava mai.	Thank you for coming.
Person C.	*Kātaki, he ‘ikai te´ u lava atu.*	I’m sorry, I can’t come.

UNIT 8 – *KĀTOANGA'I* – CELEBRATING

LESSON C

Learning Outcomes

Students will:

- give information about their birthdays;
- give and respond to invitations;
- make connections with their own culture(s).

Resources

Unit 8 DVD and transcript
Unit 8 audio CD and transcript
Unit 8 Achievement Checklist

You supply:

Copies of the Unit 8 Achievement Checklist
Vaka Progress Chart
The OHT from Lesson A on which you recorded the students' comments

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Sing "Hiva Talamonū".

Learning Experiences

- Give the students time to practise their role-plays. Play the DVD and the CD as often as necessary to support their efforts.
- When the students are ready, they can perform their role-plays, either to the whole class or to a group. Encourage them to give supportive and "critical" feedback to help the others to improve. Discuss their performances and help them to critically engage with the feedback that the others provide.
- The students complete their Unit 8 Achievement Checklist and colour in band 8 on their Vaka Progress Chart.

- Show the DVD cultural section again. Discuss their observations with the students. Show the OHT on which you recorded their comments in Lesson A. Ask whether they have added to their learning. Have any of them changed their thinking? Discuss the reasons for any changes with them, probing their thinking so that they can make connections with the information at a deeper level.

Looking Ahead

- In Unit 9, the students will be learning about the kinds of food that are important to Tongan people. Ask them to find out about Tongan food so that they can share this knowledge with the class at the next lesson.

Close

- Sing "Hiva Talamonū".
- Exchange farewells.

UNIT 8 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

Now I can:

- ☐ give information about my birthday
- ☐ give and respond to invitations
- ☐ make connections with my own language(s) and culture(s)

UNIT 8 DVD TRANSCRIPT

Lute: *Hei, ʻAna, ʻoku hoko hoku ʻaho´ he māhina ka tuu´!*	**Lute:** Hey, ʻAna, it's my birthday next month!
ʻAna: *ʻOku ou ʻilo! Ko ho aho´ ʻi Sune.*	**ʻAna:** I know! Your birthday's in June.
Lute: *Te´ u tahafā he ʻaho tahaono ʻo Sune´!*	**Lute:** I'll be fourteen on the sixteenth of June!
ʻAna: *Tō atu! Te´ u tahafā he ʻaho uataha ʻo Sune´!*	**ʻAna:** Cool! I'll be fourteen on the twenty-first of June!
Lute: *ʻOku ou ʻilo! ʻE fai ʻeku pāti.*	**Lute:** I know! I'm having a party.
ʻAna: *Tō atu! ʻAfē hoʻo pātí?*	**ʻAna:** Awesome! When's your party?
Lute: *ʻI he ʻaho tahavalu ʻo Sune´. Ko e tohi fakaafe´ eni.*	**Lute:** It's on the eighteenth of June. Here's the invitation.
ʻAna: *Mālō. Sai e tohi fakaafe´. Kohai ʻoku haʻu´?*	**ʻAna:** Thank you. Cool invite. Who's coming?
Lute: *Fāmili mo e ngaahi maheni. Mei toko hongofulu pe ... pe tahaua.*	**Lute:** Family and friends. About ten or ... or twelve.
ʻAna: *Tō atu. Ko e hā ʻetau meʻa ʻe fai´?*	**ʻAna:** Great. What are we going to do?
Lute: *Sio DVD.*	**Lute:** Watch some DVDs.
ʻAna: *ʻE lava ke tau ō ʻo sio faiva?*	**ʻAna:** Can we go to the movies?
Lute: *ʻIo, mahalo pē te tau ō ʻo sio faiva. Te´ ke lava ʻo haʻu?*	**Lute:** Yes, we might go to the movies. Can you come?
ʻAna: *ʻIo. Mālō e fakaafe! ʻOku ou fie haʻu!*	**ʻAna:** Sure. Thanks for the invite! I'd love to come!
Lute: *Tō atu!*	**Lute:** Great!
ʻAna: *Ko e hā ha meʻaʻofa ʻoku´ ke fiemaʻu?*	**ʻAna:** What do you want for a present?
Lute: *ʻOku ou saʻia he CD mo e DVD.*	**Lute:** I like CDs and DVDs.
ʻAna: *Tō atu! ʻOku ou saʻia he CD mo e DVD!*	**ʻAna:** Awesome! I love CDs and DVDs!

UNIT 8 AUDIO TRANSCRIPT

Track 1 Vocabulary for Unit 8

Here is the vocabulary for Unit 8. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

ʻaho fāʻeleʻi
keke
meʻaʻofa
pāti
tohi fakaafe

fakaafeʻi
fiemaʻu
haʻu

Track 2 Examples of the Definitive Accent in Unit 8

Here are three examples of sentences with the definitive accent. Say the sentences the same way the speaker does, using the same stress patterns.

ʻI he ʻaho tahaua ʻo Sune´.
Te´ u taʻu tahatolu he ʻaho tahafā ʻo Siulai´.
Kātaki, ka´ ke haʻu ki he pāti hoku ʻaho´.

Track 3 to Accompany Unit 8 Lesson A OHT 2

Listen to these two sentences. Then say each one after the speaker.

Ko e ʻaho fiha eni?
Mōnite uatolu ʻo Fepueli´.

Now listen to two dialogues.

Dialogue A
Person A: *ʻOku hoko ʻafē ho ʻaho fāʻeleʻi´?*
Person B: *ʻI he ʻaho tahaua ʻo Sune´.*

Dialogue B
Person A: *ʻOku´ ke taʻu fiha?*
Person B: *Te´ u taʻu tahatolu he ʻaho tahafā ʻo Siulai´.*

This time when you hear the dialogues, say each sentence after the speaker in the pause to practise your pronunciation.

Track 4 to Accompany Unit 8 Lesson B WS 1

Here are some sentences for you to practise. Say them in the pauses.

ʻOku hoko ʻafē ho ʻaho fāʻeleʻi´?
ʻI he ʻaho tahaua ʻo Sune´.
Te´ u taʻu tahatolu he ʻaho tahafā ʻo Siulai´.
Kātaki, ka´ ke haʻu ki he pāti hoku ʻaho´.
Ko hoʻo tohi fakaafe eni.
ʻOku ʻi ai ʻeku keke.
Te´ ke haʻu?

Te´ u haʻu.
Ko e hā haʻo meʻaʻofa?

CD.
Mālō e lava mai.

But when you can't accept an invitation, you might say:

Kātaki, he ʻikai te´ u lava atu.

UNIT 9 – *NGAAHI FIEMA'U MO E MANAKO´* – NEEDS AND PREFERENCES

OVERVIEW

Learning Outcomes

Students will:

- express their wants, needs, and preferences;
- respond to the wants, needs, and preferences of others;
- express agreement and disagreement;
- compare foods across cultures.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objectives are:

- Communication (page 46)
  - 1.3 express agreement and disagreement and respond to instructions;
  - 1.5 express their wants and needs and state their likes and dislikes;
- Language (pages 46–47);
- Culture (pages 46 and 48).

Language Knowledge

Vocabulary

'afu'ia	hot and sweaty
fieinua	thirsty
fiekaia	hungry
hela'ia	tired
ifo	delicious, yummy
mo'ui lelei	healthy
fiema'u	to need
inu	to drink
mokosia	to feel cold
hu'akau	milk
inu	drink
mā	bread
me'akai	food
sanuisi	sandwich
vai	water

Structures and Expressions

Ko e hā e me'a 'oku hoko´?	What's the matter?
'Oku ou hela'ia.	I'm tired.
'Oku ou fiema'u haku inu.	I'd like a drink.
'Oku ou fiema'u ha me'akai.	I'd like some food.
'Oku´ ne fiekaia.	He's hungry.
'E 'oatu hao inu?	Do you want a drink?
'Io, kātaki. 'Oku ou fieinua 'aupito.	Yes, please. I'm really thirsty.
'Oku ou sa'ia ange he vai´.	I prefer water.
'Oku 'ikai te´ u sa'ia he hu'akau´.	I don't like milk.
'Oku hā, 'oku ifo?	It tastes good, doesn't it?
'Io, 'oku ifo.	Yes, it does.
'Oku ifo 'aupito!	It's really delicious!
'Ikai, 'oku 'ikai.	No, it doesn't.
'Oku fakatupu mo'ui lelei.	It's healthy.
Ifo!	Yummy!

Language Notes

Your students already know that *fiema'u* means "to want" (see Unit 8). Now they can expand this to mean "to need" (sometimes in the sense of "to desire").

Another way to say "Yummy!" is to hum the sound *u*.

Cultural Knowledge

Food

Popular seasonal fruits in Tonga are *mango* (mangoes), *meleni* (melons), and *fainā* (pineapples). Tongans offer them to guests. *Niu* (coconuts) and *lesi* (pawpaws, papayas) are always available fresh from the tree.

The main vegetables in Tonga are *lū* (taro leaves), *pele*, and the common root crop vegetables of the Pacific.

'Ufi (yams), *kumala* (kūmara), *manioke* (cassava), and *talo* (taro) are traditional foods that are often served at celebrations, along with green bananas. *'Ufi* are the most valued and are often served to guests.

Puaka (pork) is a prestige food that is offered to guests. *Moa* (chicken) and *kapa pulu* (corned beef) also form part of the Tongan diet.

Celebrations are not complete without seafood of some kind. Seafood, the mainstay of the traditional Tongan diet, includes fish, clams, mussels, octopus, and *tukumisi* (seaeggs).

Preparing Food

Lū

Lū is a popular Tongan dish. To make it, you first pick *talo* leaves. Then you take a sheet of aluminium foil and spread out the *talo* leaves on the foil. Then chop some meat into small pieces and place it in the middle. Chop some onions and place these on top of the meat. Add curry and spices if you wish. Form the mixture into the shape of a cup and pour fresh coconut cream into it (or use tinned coconut cream). Cover the dish over by closing the foil at the top and place the dish in the oven or an *'umu*. In Tonga, banana leaves are used instead of foil.

Fruit

As in New Zealand, fruit is served whole, made into a fruit salad, or cut up and served on a plate. Baskets of fruit are offered to guests as an expression of hospitality.

Pork

Pork is prepared in two different ways. In the first kind of preparation, the bristles on the skin are scorched in flames to burn them off. (Using gas is common.) This is the preferred method because it is easier to do. The alternative is to remove the bristles with boiling water. Then the insides of the pig are removed. The carcass is then rinsed clean and the pig is hung up to dry for several hours or overnight. A well-drained pig roasts better than one that still contains a lot of moisture. The pig is then roasted on hot charcoal and is turned regularly to ensure even cooking. In Tonga, a pig is served whole with the head pointing towards the guest of honour.

Teachers' Notes

Language and Cultural Enrichment

You could choose to prepare some Tongan food with your students, for example, by making *lū*. You may already be in touch with parents or members of the Tongan community who could help you with this. Inviting members of the Tongan community to help out in the classroom is also a good way for students to hear Tongan spoken and used naturally in everyday situations.

Pressure to Perform

When communicating using another language, there is always pressure on the participants to perform. Providing the students with these moments of tension from time to time, for example, when they role-play dialogues in front of others, is very important. These moments of tension need to be followed by forms of support that help the students to remain motivated and engaged. Support includes, for example, modelling accurate use of language, prompting, and allowing your students to have the written text readily available. These are some of the ways that you and the students can help each other on the language-learning journey.

UNIT 9 – *NGAAHI FIEMA'U MO E MANAKO´* – NEEDS AND PREFERENCES

LESSON A

Learning Outcomes

Students will:

- express their wants, needs, and preferences;
- compare foods across cultures.

Resources

Unit 9 DVD and transcript
WS 1
CS 1
Unit 9 audio CD and transcript
OHT 1

You supply:

A calendar-like poster of the days of the week and the months of the year
Copies of WS 1
Copies of OHT 1
Sets of food vocabulary cards
A blank OHT

Lesson Outline

Introduction

- Exchange greetings.
- Ask the students to share what they have found out about the food that is associated with Tonga and the Tongan culture. How does this compare with the traditional foods they have experienced within their own culture(s)?

Looking Back

- With the students, recall how to say the date in Tongan. Ask for a volunteer to write today's date on the board and to change the cards on the wall poster you made for Unit 7.

Learning Experiences

- Tell the students that they will be learning about some food associated with Tonga and the Tongan culture, as well as how to express their needs and preferences in this unit. Display the Unit 9 learning outcomes and discuss these with the students.
- Show the DVD cultural section. Discuss what they notice (and what is new learning) with the students.

- Show the DVD language section. Discuss the content with the students. Replay the DVD and hand out WS 1. The students write what the words mean in English and match the illustrations of the food items with the words that match them by drawing lines to link them. They then check the accuracy of their matching using CS 1. When they have completed this, they swap worksheets with a peer and check each other's spelling accuracy. Now play CD 2 track 5 so that the students can hear the words pronounced and get them to repeat them in the pauses. The students test each other on their knowledge by covering over the words on WS 1 and pointing to an illustration. Their partner responds with the Tongan word.
- Show OHT 1. If necessary, play the DVD again to reinforce the vocabulary. Play CD 2 track 6. The students repeat the sentences in the pauses. In English, the Tongan sentences say:

  What's the matter?
  I'm tired.

  What's the matter?
  I'm cold.

  What's the matter?
  I'm hungry.

  What's the matter?
  I'm hot.

  What's the matter?
  I'm thirsty.

  Hand out copies of OHT 1. The students work in pairs, taking turns to ask the question and point to one of the dialogues with the other student giving the response.
- Optional activity: The students work in groups. Hand each group a set of cards with illustrations of the food items from WS 1 on them. Place the cards face down in the centre of the group. They take turns to pick up a card and say the name of the food in Tongan.
- Have a quick snapshot question time about what the students have learned about Tongan foods in this lesson. Which of the names are new to them? Discuss ways of showing appreciation, writing these expressions on the board or an OHT.
- Get the students to copy the following expressions into their workbooks and practise saying them along with CD 2 track 7 and with each other.

'Oku hā, 'oku ifo?	It tastes good, doesn't it?
'Oku ifo 'aupito!	It's really delicious!
Ifo!	Yummy!

Looking Ahead

- In Lesson B, the students will learn more about how to express their needs, wants, and preferences. Ask them to practise the names of the foods they have learned in this lesson so that they know what they mean and how to spell them. Ask them to practise showing appreciation of the food they are eating at home and among themselves, using the expressions they have just learnt.

Close

- Choose a song from an earlier unit that the students enjoy singing or replay the DVD language or cultural section.
- Exchange farewells.

WS 1

hu‘akau _____

vai _____

mā _____

sanuisi _____

‘āpele _____

moli _____

siaine _____

keke _____

‘ufi _____

ika _____

meleni _____

fainā _____

moa _____

niu _____

puaka _____



CS1

hu'akau	milk
vai	water
mā	bread
sanuisi	sandwich
'āpele	apple
moli	orange
siaine	banana
keke	cake
'ufi	yam
ika	fish
meleni	melon
fainā	pineapple
moa	chicken
niu	coconut
puaka	pork




Ko e hā e me‘a ‘oku hoko´?
‘Oku ou hela‘ia.


Ko e hā e me‘a ‘oku hoko´?
‘Oku ou fiekaia.


Ko e hā e me‘a ‘oku hoko´?
‘Oku ou fieinua.


Ko e hā e me‘a ‘oku hoko´?
‘Oku ou mokosia.


Ko e hā e me‘a ‘oku hoko´?
‘Oku ou ‘afu‘ia.

UNIT 9 – *NGAAHI FIEMA'U MO E MANAKO´* – NEEDS AND PREFERENCES

LESSON B

Learning Outcomes

Students will:

- express their wants, needs, and preferences;
- respond to the wants, needs, and preferences of others;
- express agreement and disagreement;

Resources

WS 1 (from Lesson A)
OHT 1 (from Lesson A)
Unit 9 audio CD and transcript
Unit 9 DVD and transcript
OHT 2

You supply:

Sets of food vocabulary cards
Copies of the DVD transcript

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Recall the names of the food items the students learned during Lesson A. They can use WS 1 from Lesson A to test each other. Ask whether they remember how to show their appreciation of the food they are eating.
- Show OHT 1 from Lesson A and play CD 2 track 6, with the students repeating the sentences in the pauses.

Learning Experiences

- Play the Unit 9 DVD language section and ask the students to notice how the people express preferences and show agreement or disagreement. Show OHT 2. Play CD 2 track 8 and have the students repeat the sentences in the pauses.

Then give a set of food vocabulary cards to each group. The students place the cards face down in a pack. The first student picks up a card, shows the picture to another student, and asks the question *'Oku ha, 'oku ifo?* (It tastes good, doesn't it?). That student chooses a response from OHT 2 and then picks up a card to show to another student to continue the sequence.

- Hand out copies of the DVD transcript. The students watch the DVD several times. This will attune their ear and increases the focus on the words and their pronunciation patterns. In pairs, they practise the role-play.

Looking Ahead

- Lesson C will consolidate the learning in this unit and assess how well the students can meet the learning outcomes. Tell them that they are to practise their role-plays so that they can perform them as well as they can in Lesson C. Remind them that they can make adjustments to the vocabulary as they wish.

Close

- Choose a song that the students know and enjoy singing. This will help release the tension that builds up when the students are trying to remember, pronounce, and communicate lots of new language easily and well.
- Exchange farewells.

‘Oku hā, ‘oku ifo?	It tastes good, doesn’t it?
‘Io, ‘oku ifo.	Yes, it does.
‘Oku ifo ‘aupito!	It’s really delicious!
‘Ikai, ‘oku ‘ikai.	No, it doesn’t.
‘Oku ou sa‘ia ange he vai´.	I prefer water.
‘Oku ‘ikai te´ u sa‘ia he hu‘akau´.	I don’t like milk.

UNIT 9 – *NGAAHI FIEMA'U MO E MANAKO´* – NEEDS AND PREFERENCES

LESSON C

Learning Outcomes

Students will:

- express their wants, needs, and preferences;
- respond to the wants, needs, and preferences of others;
- express agreement and disagreement;
- compare foods across cultures.

Resources

Unit 9 DVD and transcripts
Unit 9 Achievement Checklist

You supply:

Copies of the Unit 9 Achievement Checklist
Vaka Progress Chart

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Show the DVD language scenarios with the students paying close attention. Give them time to make adjustments to their scripts as a result of their learning. Play the DVD several times while the students practise their role-plays.

Learning Experiences

- In their groups, the students act out their scenarios. As usual, you need to have support in place for those who are less confident in their delivery.
- Hand out a Unit 9 Achievement Checklist to each student and get them to complete it. Then they colour in band 9 of their Vaka Progress Chart.
- Show the DVD cultural section again and discuss the foods and the student learning. Invite further comparisons with other cultures they are familiar with.

Looking Ahead

- In Unit 10, there is no new learning. The students will demonstrate – and celebrate – what they have been learning in Units 1 to 9. They need to think about what they would like to present or perform. For example, a role-play like the one in this lesson would be acceptable as well as a dialogue or giving personal information. Take some time to get them thinking about what they might like to do, choosing from what they have learned in Units 1 to 9.

Close

- Finish with a song.
- Exchange farewells.

UNIT 9 ACHIEVEMENT CHECKLIST



Ko hoku hingoa´ ko _____.

Now I can:

- ☐ express my wants, needs, and preferences
- ☐ respond to the wants, needs, and preferences of others
- ☐ express agreement and disagreement
- ☐ compare foods across cultures

UNIT 9 DVD TRANSCRIPT

Sione:
Lesieli! Ko au eni!

Lesieli:
Sione! Fēfē hake?

Sione:
Sai pē ...

Lesieli:
Ko e hā e me'a 'oku hoko´?

Sione:
Hela'ia. Na'a mau sipoti. Na'e fu'u faingata'a!

Lesieli:
'Oku´ ke fiema'u ha me'a ke kai?

Sione:
'Oku 'i ai ha keke?

Lesieli:
Kātaki, 'osi kotoa e keke´. Fēfē ha sanuisi? Fuluti?

Sione:
Sai. 'Oku 'i ai ha siaine?

Lesieli:
Kātaki, hala ha siaine.

Sione:
'Oku 'ikai ke´ u fie kai 'āpele.

Lesieli:
Sanuisi?

Sione:
'Io, mālō.

Lesieli:
Fiema'u ha inu?

Sione:
'Io, kātaki. 'Oku ou fieinua.

Lesieli:
'Oku 'i ai e hu'akau he 'aisi´. Ko e ipu ē.

Sione:
Mālō 'aupito. 'Oku ou mate he fiekaia´!

Sione:
Lesieli! I'm here!

Lesieli:
Sione! How are you?

Sione:
OK ...

Lesieli:
What's the matter?

Sione:
I'm tired. We had sport. It was really hard!

Lesieli:
Do you want some food?

Sione:
Is there any cake?

Lesieli:
Sorry, the cake's all gone. How about a sandwich? Some fruit?

Sione:
OK. Any bananas?

Lesieli:
Sorry, no bananas.

Sione:
I don't feel like an apple.

Lesieli:
A sandwich, then?

Sione:
Yes, thanks.

Lesieli:
Do you want a drink?

Sione:
Yes, please. I'm thirsty!

Lesieli:
There's milk in the fridge. Here's a cup.

Sione:
Many thanks. I'm really starving!

UNIT 9 AUDIO TRANSCRIPT

Track 5 to Accompany Unit 9 Lesson A WS 1

Here is the vocabulary for Unit 9. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

hu'akau
vai
mā
sanuisi
'āpele
moli
siaine
keke
'ufi
ika
meleni
fainā
moa
niu
puaka

Track 6 to Accompany Unit 9 Lesson A OHT 1

Listen to these questions and answers. Then say them along with the speaker.

Ko e hā e me'a 'oku hoko´?
'Oku ou hela'ia.

Ko e hā e me'a 'oku hoko´?
'Oku ou fiekaia.

Ko e hā e me'a 'oku hoko´?
'Oku ou fieinua.

Ko e hā e me'a 'oku hoko´?
'Oku ou mokosia.

Ko e hā e me'a 'oku hoko´?
'Oku ou 'afu'ia.

Track 7 to Accompany Unit 9 Lesson A Listening Activity

You will hear three expressions. First listen and then practise saying them along with the speaker.

'Oku hā, 'oku ifo?
'Oku ifo 'aupito!
Ifo!

Track 8 to Accompany Unit 9 Lesson B OHT 2

Listen to the speakers and repeat what they say in the pauses.

'Oku hā, 'oku ifo?

'Io, 'oku ifo.
'Oku ifo 'aupito!

'Ikai, 'oku 'ikai.
'Oku ou sa'ia ange he vai´.
'Oku 'ikai te´ u sa'ia he hu'akau´.

UNIT 10 – *'OKU MAU FAKAHOKO ATU 'EMAU NGĀUE´* – PRESENTING OUR WORK

OVERVIEW

Learning Outcomes

Levels 1 and 2 Learning Languages

Proficiency Descriptor

Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.

Communication Strand

To begin to achieve this, they will need to show that they can (with support and with a main focus on listening and speaking skills):

- receive and produce information;
- produce and respond to questions and requests;
- show social awareness when interacting with others to communicate effectively in Tongan.

Adapted from *The New Zealand Curriculum* (learning languages foldout page)

Curriculum Links

Unit 10 is an opportunity to assess the students' progress holistically using the levels 1 and 2 learning languages proficiency descriptor and the Communication Strand achievement objectives, as set out above.

The students will take time to revise what they have been learning in Units 1–9.

Language Knowledge

There is no new learning. This is a revision unit.

Cultural Knowledge

There is no new learning. This is a revision unit.

Teachers' Notes

Mālō 'aupito! We hope that you and your students are enjoying learning Tongan so far. You're at the halfway mark, and this is the celebration!

Presentations

For Unit 10, the students practise the language and cultural knowledge they have learned in Units 1–9 in situations where they can show their communication skills. With your assistance, they choose activities to perform so that they can consolidate their learning and demonstrate their achievement in Tongan.

Items

The students will present or perform one or more items. Unit 10 offers options for you to consider. The number of items is at your discretion. The performances and/or presentations can include any of the following:

- giving personal information, for example, introductions and talking about the family;
- role-plays (the students' own work);
- acting out DVD language scenarios.

When preparing your students for the role-plays, ask them what they'd like to do. Some students may wish to make up their own role-plays, based on their learning in Units 1–9. Others who are less confident may find it helpful to use the DVD transcripts of the language scenarios. If that is the case, ask them to vary some of the dialogue or add some extra dialogue from their knowledge of Units 1–9. In that way, all learners are encouraged to be creative while still receiving the level of support they need. It is suggested that you keep this as a class activity.

Audience

Consider who the audience will be. Depending on the circumstances within your school and people's availability, you could consider the following:

- keeping this a class activity;
- arranging to present/perform to another class that is also learning Tongan;
- arranging to present to invited parents and community members;
- arranging a visit from the principal as a respected member of the audience.

There may also be other options for you to consider within your school and community. Your students may also have useful suggestions to make about what they would like to see happen. They may be nervous about performing their role-plays to an audience. You have the flexibility to arrange the programme in the way that best suits you and your school's circumstances.

Support

The purpose of Unit 10 is to give the students a chance to continue to build and apply their knowledge, to develop their skills, and to have an opportunity to reflect with pride on what they have achieved. In the early stages of language learning, it is accepted that having appropriate supports in place to assist students to achieve increases their motivation to continue their learning, even for those who find learning a language challenging.

Assessment

Reviewing Progress

Recording the presentations on DVD will provide you and your students with a record of their achievement at this point in time. The recording can be a learning and evaluating tool for the students, helping them to critically engage with their own achievement and work out ways in which they can improve. Setting improvement targets helps to identify areas for future focus.

Assessment Criteria

Suggested assessment criteria are listed in the template below. As your students review their presentations, they could assess themselves or each other, working in pairs and using these criteria.

Proficiency Descriptor Levels 1 and 2

Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.

Students can:

Receive and produce information;

- give information;
- understand what others say;

Produce and respond to questions and requests;

- ask questions and give answers to questions;
- make requests and respond to requests;

Show social awareness when interacting with others;

- use body language;
- use language that suits the situation.

When speaking Tongan, students will show that they can:

Speak well enough for others to understand what they say (pronunciation);

Respond to questions, and say sentences, without hesitating too much (fluency).

Adapted from *The New Zealand Curriculum* (learning languages foldout page)

Please use these assessment criteria carefully. Remind the students that they are in the beginning stages of their learning. These criteria will help them to deepen their understanding of what is required for the proficiency level they are working towards and to measure their progress towards achieving it. Suggest that they look for one or two examples of each behaviour.

Tell them that it is too soon for them to achieve level 1 proficiency. They would need a wide range of examples across each behaviour and across all the language skills (speaking, listening, reading, writing, viewing, and presenting or performing) to achieve that.

Moving on to Unit 11

It will be clear from the outcomes of Unit 10 whether your students need more time to consolidate certain aspects of their learning in Units 1–10 or are ready to advance to Unit 11.

For language learning to be successful, your students need to gain sufficient control of the language they have learned to be able to use it automatically and spontaneously in the situations they have become familiar with. By now, they need to be showing confidence in meeting the objectives that have been set and to be responding without undue delay with reasonable levels of accuracy.

Consider to what extent the activities in Units 1–10 could be exploited further to reinforce your students' learning in particular areas of knowledge. In this way, the students can engage with the next phase of their learning with confidence. Repetition is the key to successful language learning.

Promotion

A DVD of your students' presentations could also, with the agreement of the students, be shown at a school function, such as a parents' evening, where the school is proud to promote the students' achievements to the community. This would showcase student learning in a positive way and would help to promote the learning of Tongan in your school and its community.

UNIT 10 – *'OKU MAU FAKAHOKO ATU 'EMAU NGĀUE´* – PRESENTING OUR WORK

LESSON A

Learning Outcomes

This is a preparation lesson. There are no measurable outcomes for this lesson apart from preparing and practising the selected items for the performances and presentations to be made in Lesson C to complete the requirements for this unit.

Resources

OHT 1

Units 1–9 DVD and transcripts

Units 1–9 audio CDs and transcripts

OHTs Units 1–9 as needed

You supply:

An enlarged copy of OHT 1

Lesson Outline

Introduction

- Exchange greetings.
- Tell the students that they will be giving presentations based on their work from Units 1–9 in Lesson C and that these will be digitally recorded and used for self-, peer, and teacher assessment.

Looking Back

- Show OHT 1. Explain that this level of proficiency is what they are aiming for. Place an enlarged copy on the classroom wall.
- Discuss how the students need to be able to understand the language (by listening, reading, and viewing) as well as use the language (by speaking, writing, and presenting or performing). They also need to develop their cultural knowledge and understandings so that they can show appropriate behaviours, for example, body language.
- Explain that this unit will assess their speaking and listening skills. Tell them that if they know the criteria, they can start checking their own progress.

Learning Experiences

- Confirm with the students what their presentations will consist of. It is important that they have equal speaking parts. Check back through the units. Show the relevant parts of the DVD. Give them time to work out their presentations.

- It may also be useful to consider one or two opportunities for the students to perform together as a class, for example, by singing a song with actions.
- Remind the students about appropriate cultural behaviours that they should by now be routinely using in class, for example, saying *Kātaki*, *Mālō*, *Mālō ʻaupito*, *Tulou*, and *Mālie* as well as using people's names and titles. This is also part of their learning and the development of their proficiency.

This should be a busy session, with all the students engaged in organising and preparing their presentation. You will be able to judge from their levels of engagement how confident they are about their own skills in presenting and performing. Help them where necessary. This may mean showing a segment of the DVD, playing a CD track, or playing a recording of a song.

- Some ideas for those not using the DVD language scenario transcripts are:
  - Unit 1 (*Mālō e Lēlei* – Greetings) and Unit 2 (*Fakafeʻiloaki* – Introductions): A new student arrives in the class. He or she meets other students at different times of the day. They greet each other and give information about themselves. Or two students could meet and introduce themselves to each other and then, when a third student arrives, the first two could introduce each other to the third student. (This provides a variety of language production.)
  - Unit 3 (*Fāmili* – Family): The students stand frozen on the spot. One by one, they come to life and introduce themselves, giving some personal and family information, and then step back into their frozen position.
  - Unit 5 (*Lau Mataʻifika´* – Counting): The students are shopping in a supermarket, commenting on the food items as they pass by them. Or the students have been to the supermarket, and they report on what they've bought, why, and what the cost was for each item, plus the total cost.
  - Unit 2 (*Fakafeʻiloaki* – Introductions) and Unit 8 (*Kātoangaʻi* – Celebrating): The students are being interviewed for a job as a supermarket checkout assistant. They have to give personal information at their interview. This could include saying who their parents are as well as information reflecting other units as they choose.

Looking Ahead

- The students can bring something from home, for example, a costume or a cultural item, to help with their presentations.

Close

- Sing a song that everyone can join in with as a strong positive note to finish on.
- Exchange farewells.

OHT 1

Proficiency Descriptor Levels 1 and 2

Students can understand and use familiar expressions and everyday vocabulary.
Students can interact in a simple way in supported situations.

Students can:

Receive and produce information;

- give information;
- understand what others say;

Produce and respond to questions and requests;

- ask questions and give answers to questions;
- make requests and respond to requests;

Show social awareness when interacting with others;

- use body language;
- use language that suits the situation.

When speaking Tongan, students will show that they can:

Speak well enough for others to understand what they say (pronunciation);

Respond to questions, and say sentences, without hesitating too much (fluency).

UNIT 10 – *'OKU MAU FAKAHOKO ATU 'EMAU NGĀUE´* – PRESENTING OUR WORK

LESSON B

Learning Outcomes

This is another preparation lesson. There are no measurable outcomes for this lesson apart from preparing and practising the selected items for the performances and presentations that the students will make in Lesson C to complete the requirements of the unit.

Resources

Units 1–9 DVD and transcripts

Units 1–9 audio CDs and transcripts

OHTs from Units 1–9 as needed

You supply:

Things that can be used as props

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- This lesson is devoted to preparing for the student's presentations that were introduced in Lesson A. The students use the time to practise and rehearse their presentations and set up any props. Remind them that the purpose of the presentation is to practise their Tongan skills, not to spend too much time making props. Their props need to be simple. Encourage them to improvise.

Learning Experiences

- The students work on their presentations. Move around each group providing assistance, answering questions, encouraging the students, and ensuring that each group is on task.

Looking Ahead

- Check that the students are ready and know what they will be doing. Remind them that their classmates will be helping to evaluate their performances.

Close

- Sing a chosen song together.
- Exchange farewells.

UNIT 10 – *'OKU MAU FAKAHOKO ATU 'EMAU NGĀUE´* – PRESENTING OUR WORK

LESSON C

Learning Outcomes

Proficiency Descriptor

Students can understand and use familiar expressions and everyday vocabulary.
Students can interact in a simple way in supported situations.

To achieve this, they will:

- receive and produce information;
- produce and respond to questions and requests;
- show social awareness when interacting with others.

Resources

Unit 10 Achievement Checklist

You supply:

A DVD camera (supplied by the school)
Props (as required)
Copies of OHT 1 (from Lesson A)
Copies of the class list
Copies of the Unit 10 Achievement Checklist
Vaka Progress Chart

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Give each group a few minutes to set up and have a final practice before their performances. This will give you time to set up the recording equipment.

Allow more time than usual in this lesson for the students to set up and deliver all their presentations.

Learning Experiences

- Get the students to give their presentations and act as the audience to other groups. Encourage them to use appropriate greetings and to say thank you in Tongan at the end of their presentation.

> **It's a good idea to set tasks for the students as they view other students' performances. Get them to use the assessment criteria on OHT 1. Hand out a class list and get them to tick each student as they listen to and view the performances, keeping in mind the assessment criteria.**

Record the performances.

> **The students can then view their own performances and identify their own strengths and the areas where they need further practice. The recording provides base-line data for ongoing assessment purposes. You will most likely need to make time for this viewing and assessment activity in another lesson. The students can then discuss their performances in relation to the criteria, with feedback from others.**

- When you have finished the presentations, have the students complete their Unit 10 Achievement Checklist and colour in band 10 of their Vaka Progress Chart.

Looking Ahead

- Tell the students that they will be learning more about the family, including the extended family, in Unit 11.

Close

- Choose a song to sing together.
- Exchange farewells.

UNIT 10 ACHIEVEMENT CHECKLIST



Ko hoku hingoa´ ko _____.

Now I can:

- ☐ receive and produce information
- ☐ produce and respond to questions and requests
- ☐ show social awareness when interacting with others
- ☐ speak well enough for others to understand what I say
- ☐ respond to questions and say sentences without hesitating too much

UNIT 11 – *KĀINGA* – EXTENDED FAMILY

OVERVIEW

Learning Outcomes

Students will:

- name the members of their extended family;
- identify family relationships;
- ask about the families of others;
- make connections with their own language(s) and culture(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objectives are:

- Communication (page 53)
  - 2.1 identify people, places, and things;
  - 2.6 understand and express concepts of amount, ownership, relationship, quality, and state;
- Language (pages 53–54);
- Culture (pages 53 and 55).

Language Knowledge

Vocabulary

fa'ē	aunt (mother's sister)
fa'ē tangata	uncle (mother's brother)
kāinga	extended family
kui	grandparent
kui fefine	grandmother
kui tangata	grandfather
mehikitanga	aunt (father's sister)
tamai	uncle (father's brother)
tokoua	cousin (same gender as you)

nofo	to live
lahi taha	eldest
si'isi'i taha	youngest
'Amelika	America
'Aositelēlia	Australia
Nu'u Sila	New Zealand

This vocabulary is on CD 2 track 9.

Structures and Expressions

Ko ‘eku kui´ eni.	This is my grandparent.
Ko ‘eku ongo kui´ eni.	These are my grandparents. (two people)
‘Oku´ na nofo ‘i fē?	Where do they live? (two people)
‘Oku´ na nofo ‘i Tonga.	They live in Tonga. (two people)
‘Oku ‘ikai ke na nofo ‘i Nu‘u Sila.	They don’t live in New Zealand. (two people)
Ko e hingoa hoku mehikitanga´ ko Mele.	My aunt’s name is Mary.
Ko hono ta‘u fiha eni?	How old is she?
Ko hono ta‘u nimaua.	She’s fifty-two years old.
Ko e ‘ofefine lahi taha´ pē au.	I’m the eldest daughter.
Ko e foha si‘isi‘i taha´ eni.	This is the youngest son.
Ko e foha eni hono ua´.	This is the second son.

These sentences are on CD 2 track 10.

Language Notes

Your students were introduced to the word *fa‘ē* (mum, mother) in Unit 2. This word can also mean your mother’s sister (your maternal aunt). In the same way, *tamai* (dad, father), which was also introduced in Unit 2, can also mean your father’s brother (your paternal uncle).

The children of your *fa‘ē* (your mum and her sisters) and your *tamai* (your dad and his brothers) are referred to as *fanga tokoua*, which is the Tongan term for “brothers or sisters”.

Kui can be used for any ancestor, from your grandparent on.

Fāmili refers to the members of a nuclear family, and *kāinga* refers to all the members of an extended family (see below). *Fānau* is a generic term for children. Units 2 and 3 have more about kinship terms.

Cultural Knowledge

The Extended Family

Traditionally, Tongan extended families lived together in houses on the *‘api* (family land). This is not so common now, but Tongan families do hold family reunions because so many live in other countries. A family reunion is an occasion for stories, songs, dances, feasts, and getting to know one another, renewing family ties.

Your *mehikitanga* (paternal aunt) is the woman with the highest status in your family. When there are special occasions for her brother’s children, for example, birthdays, funerals, weddings, christenings, holy communions, graduations, and headstone unveilings, your *mehikitanga* is the head of the occasion, and the family gives her the biggest gifts. She may give some gifts in return to the mothers of the children involved in appreciation of their generosity towards her.

The term *‘api* not only refers to the piece of land where houses are grouped but also to those who live on that land.

Addressing Relatives

When Tongan young people address their relatives, seeking their attention, they just call out their names (not using their titles). For example, in English, you might call out “Auntie!” In Tongan, you would just call out your aunt’s name, for example, “Mele!”.

Similarly, a man refers to his brother's children using the same terms as for his own, for example, calling a nephew his *foha* (son). A woman does the same with her sister's children, for example, referring to a niece as her *tama* (daughter).

Tongans do not usually refer to cousins as first or second cousins. They are all referred to as *fanga tokoua* (cousins).

Tongans don't consider relatives by marriage to be "real" relatives. For instance, where you might speak of "my aunt and uncle" in English, in Tongan, you would call them "my aunt and her husband".

Teachers' Notes

Writing Skills

Keep helping your students to notice the patterns of the letters in Tongan words and sentences, for example, that all words end in vowels. Keep pointing out the writing conventions involved in the use of the *fakau'a* (glottal stop), the *toloi* (macron) and the stress marks (the definitive accent and marking enclitic stress). Help the students to understand the writing conventions by making the link to the pronunciation of words and sentences. The DVDs and the audio CDs are useful here as you can play sequences over and over again.

Make sure that the students copy words and sentences accurately and develop the ability to check their own work. If they notice the patterns and copy these with care, they will develop a strong sense of accuracy when writing Tongan.

It is natural for students to make mistakes. Give your students a lot of opportunities to practise their copying and spelling so that they can build their accuracy and develop their writing fluency in ways they can be proud of. When they have enough opportunities to copy new vocabulary, phrases, and expressions, followed by careful checking, they can develop strong writing and self-managing skills in the new language. This can be a fresh start for students who may not have the same good habits in other languages.

Developing word-processing capacity in another language is an additional skill for your students. You could choose to develop these skills in your teaching programme. If your students are not using some of the Tongan written conventions (including macrons, glottal stops, and definitive accents) when they use a computer, take time to develop this skill.

Visual Language

You will have seen how the cultural information presented on the DVD includes visual language, with explanations of the meaning of body language, gestures, patterns, and so on. The Tongan language guidelines (*TiNZC*) on page 40 states:

> Visual language (including symbolism, imagery, and body language) is an important aspect of language. In traditional Tongan performances and events, for example, body language, gestures, and costumes contribute significantly to the meaning of the words and the occasion. Learners will need guidance on how to view and understand the ways that these visual and verbal elements interact to produce particular meanings and effects in traditional performances as well as in art forms ... and in contemporary blends of Tongan culture and New Zealand culture.

Visual language is an important aspect of language learning. When you are discussing the DVD, especially the content in the cultural sections, remember to include a focus on visual language. The Tongan people in your school community are key resource people to draw on to enrich the students' knowledge of Tongan visual language and culture.

UNIT 11 – *KĀINGA* – EXTENDED FAMILY

LESSON A

Learning Outcomes

Students will:

- name the members of their extended family;
- make connections with their own language(s) and culture(s).

Resources

Unit 3 DVD and transcript
WS 1 (from Unit 3 Lesson A)
Unit 11 DVD and transcript
OHT 1
Unit 11 audio CD and transcript
WS 1
WS 2

You supply:

The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD
Copies of WS 1 (from Unit 3 Lesson A)
Copies of WS 1
Copies of WS 2
OHTs of songs from previous units

Lesson Outline

Introduction

- Play the *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD quietly in the background.
- Exchange greetings.

Looking Back

- Find out what vocabulary and information about families the students remember from Unit 3. Play the Unit 3 DVD language scenario. Use this as a warm-up activity for recalling the vocabulary and sentence patterns for describing members of a family.
- The students use WS 1 from Unit 3 Lesson A and practise saying the descriptions with a partner.

Learning Experiences

- Display the learning outcomes and discuss those that are the focus for Lesson A. Tell the students that Unit 11 has an additional focus on reading and writing skills, which will help them to develop their literacy skills in Tongan.
- Show the DVD language scenario. Ask the students what they understand in it. What words can they pick out? How much can they understand? Play the DVD again to see whether they have improved their understanding as a result of the discussion. Do they now have a sharper focus on listening for meaning?
- Play the DVD studio section. Ask the students to repeat the words along with the studio team. Show OHT 1. Play CD 2 track 9 and have the students repeat the words in the pauses, paying close attention to the pronunciation.
- Hand out WS 1. Ask the students to listen to CD 2 track 9 and pronounce the words in the pauses, noticing the spelling patterns and matching these with the sounds they hear.

  Then ask the students to cover the Tongan words on the worksheet. Replay track 9 on the CD. Challenge the students to write the words in the spaces on their worksheet as they listen to the CD. Afterwards, they work in pairs to check each other's accuracy, using the vocabulary on the worksheet. Play track 9 again, for the students to hear the words as they check them. Have them say the Tongan words to each other to practise their pronunciation.

  Find out how successful they were because this will tell you how well they can link the spelling conventions with the sounds they hear.
- Show the DVD cultural section and discuss their observations with the students as well as any comparisons they can make with their own language(s) and culture(s).
- Have a snapshot question time about the Tongan concept of the extended family. What information on this topic was new to them?

Looking Ahead

- Hand out WS 2 for the students to complete before Lesson B.

Close

- Sing any song from an earlier unit.
- Exchange farewells.

faʻē	aunt (mother's sister)
faʻē tangata	uncle (mother's brother)
kāinga	extended family
kui	grandparent
kui fefine	grandmother
kui tangata	grandfather
mehikitanga	aunt (father's sister)
tamai	uncle (father's brother)
tokoua	cousin (same gender as you)
nofo	to live
lahi taha	eldest
siʻisiʻi taha	youngest
ʻAmelika	America
ʻAositelēlia	Australia
Nuʻu Sila	New Zealand

WS 1

faʻē	_____	aunt (mother's sister)
faʻē tangata	_____	uncle (mother's brother)
kāinga	_____	extended family
kui	_____	grandparent
kui fefine	_____	grandmother
kui tangata	_____	grandfather
mehikitanga	_____	aunt (father's sister)
tamai	_____	uncle (father's brother)
tokoua	_____	cousin (same gender as you)
nofo	_____	to live
lahi taha	_____	eldest
siʻisiʻi taha	_____	youngest
ʻAmelika	_____	America
ʻAositelēlia	_____	Australia
Nuʻu Sila	_____	New Zealand

WS 2

Instructions

Look for the Tongan vocabulary that matches the English words listed below. Highlight the words or draw a line around them as you find them. Note that macrons are not shown in the puzzle.

family land, family
cousins (same gender as you)
son
sister (of a male)
ancestors, elders
parents
grandchild
baby
uncle (father's brother)
younger sibling (same gender as you)
aunt (mother's sister)
immediate family
brother (of a female)
extended family
eldest
aunt (father's sister)
daughter
youngest
older sibling (same gender as you)
head of the family

E	D	G	L	Y	W	I	Q	P	I	Z	T	I	L	I	M	A	F
‘	U	L	U	M	O	T	U	‘	A	K	I	W	F	T	S	‘	M
D	W	‘	Q	R	B	T	B	I	I	L	E	T	N	O	A	G	H
E	M	I	C	M	P	D	U	G	Y	I	T	O	W	P	H	U	E
D	N	Q	D	C	E	L	S	O	P	U	H	P	I	Q	A	A	B
E	Q	A	O	N	O	H	K	G	F	E	Z	K	U	M	S	Y	B
‘	‘	Y	‘	R	P	M	I	U	K	E	P	L	F	I	V	Z	Y
A	G	A	F	A	A	Y	T	K	‘	‘	F	E	‘	P	M	O	N
K	N	G	F	T	G	A	K	O	I	K	I	I	L	K	O	N	I
L	V	I	U	K	‘	N	F	A	F	T	S	Y	N	L	K	A	W
N	Q	‘	H	O	A	E	O	D	I	I	A	K	M	E	O	T	L
H	A	E	K	E	F	B	B	U	‘	N	U	N	V	L	P	A	U
B	I	E	E	I	T	Y	R	I	T	K	G	S	G	D	U	M	Y
Z	T	F	N	U	H	A	T	S	C	F	Z	A	R	A	N	A	‘
E	G	E	H	S	L	A	W	L	J	S	G	N	T	Z	A	I	V
A	K	T	M	‘	H	U	H	K	A	H	A	T	I	H	A	L	W
U	L	K	K	A	A	U	O	K	O	T	A	G	N	A	F	B	Y
V	‘	‘	E	W	N	Q	O	Y	U	D	T	M	R	L	J	L	C

UNIT 11 – *KĀINGA* – EXTENDED FAMILY

LESSON B

Learning Outcomes

Students will:

- name the members of their extended family;
- identify family relationships;
- make connections with their own language(s) and culture(s).

Resources

CS 1
Unit 11 DVD and transcript
OHT 2
Unit 11 audio CD and transcript
OHT 3

You supply:

The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD
Copies of OHT 2
Computer access (optional)

Lesson Outline

Introduction

- Play the *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD as the students enter the room.
- Exchange greetings.

Looking Back

- Check to see whether the students have completed the word–find activity on WS 2. Those who have can check their responses using CS 1.
- Play the DVD studio section to recall the vocabulary learning in Lesson A. Then play the DVD language scenario and find out from the students whether the dialogue is becoming more understandable to them.

Learning Experiences

- Identify the learning outcomes for Lesson B and discuss these with the students.
- Show OHT 2. Play CD 2 track 11. The students listen to Dialogue 1. Play track 11 again and ask the students to repeat the sentences in the pauses. Repeat this sequence with Dialogues 2 and 3.
- For a writing activity, hand out copies of OHT 2. Ask the students to work in pairs and adapt the dialogues to suit their own families. Then they can have conversations with each other and exchange information about their families in Tongan.
- Tell the students to write descriptions of their families as an email to send to someone in Tonga (virtual or real). Ask them to write descriptions of five people in their family. (Their grandparents can count as one.) They choose the sentence patterns to use from the dialogues they have been practising and information from earlier units, adjusting this to describe their own families. Discuss the framing of the email. Show OHT 3. Play CD 2 track 12. The students use these expressions and work in pairs.

  Once they have completed their emails, ask the students to check their own work and their partner's. Tell them that this is the "drafting" stage, when they make their first attempt at writing and then get feedback from their partner so that they can make improvements. Play the DVD language section again if necessary.

  If the facilities are available, use computers for this writing activity. Tell the students that they will complete this writing task in Lesson C as part of their assessment for Unit 11.

> **Make sure that they develop their understanding of the process of using and adapting the Tongan language patterns. In this way, they will develop sound basic writing skills in Tongan.**

- Show the DVD cultural section and discuss the information in it with the students. Find out what connections they can make to their own culture(s) and language (s), identifying both similarities and differences.
- Ask the students to discuss with a partner the things they have learned so far in Unit 11. Check to find out what they say they have learned. Ask them what is helping them with their learning.

Looking Ahead

- Remind the students that Lesson C assesses how well they achieve the Unit 11 learning outcomes. Remind them that they will complete their email to send to someone in Tonga. They have a chance to work on this task for homework in order to make it the best they can do.

Close

- Choose a song that the students know and enjoy singing.

> **This kind of activity releases the tension of trying to remember lots of language and communicating it easily and well.**

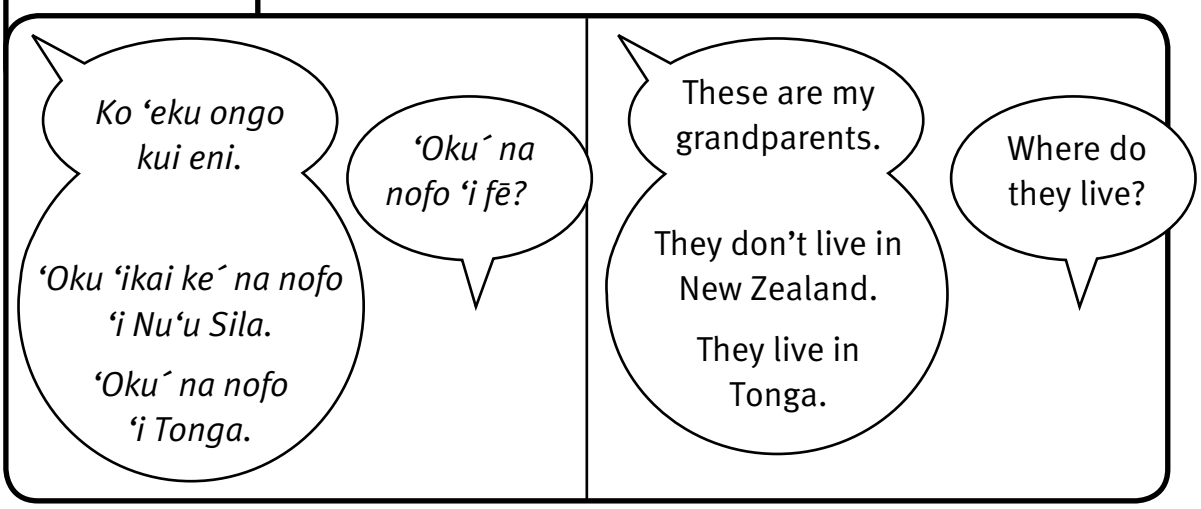
- Exchange farewells.

The words to find were:

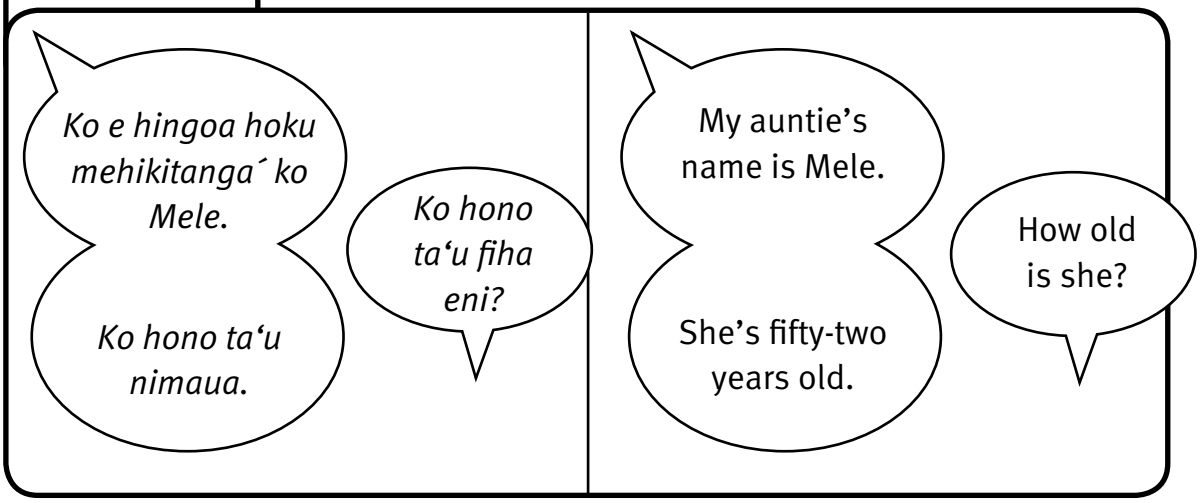
FĀMILI	*FANGA TOKOUA*
FA'E	*FOHA*
KĀINGA	*KUI*
LAHITAHA	*MĀTU'A*
MEHIKITANGA	*MOKOPUNA*
PĒPĒ	*SI'ISI'ITAHA*
TAMAI	*TA'OKETE*
TEHINA	*TUOFEFINE*
TUONGA'ANE	*'ULUMOTU'A*
'API	*'OFEFINE*

E	D	G	L	Y	W	I	Q	P	I	Z	T	I	L	I	M	A	F
'	U	L	U	M	O	T	U	'	A	K	I	W	F	T	S	'	M
D	W	'	Q	R	B	T	B	I	I	L	E	T	N	O	A	G	H
E	M	I	C	M	P	D	U	G	Y	I	T	O	W	P	H	U	E
D	N	Q	D	C	E	L	S	O	P	U	H	P	I	Q	A	A	B
E	Q	A	O	N	O	H	K	G	F	E	Z	K	U	M	S	Y	B
'	'	Y	'	R	P	M	I	U	K	E	P	L	F	I	V	Z	Y
A	G	A	F	A	A	Y	T	K	'	'	F	E	'	P	M	O	N
K	N	G	F	T	G	A	K	O	I	K	I	I	L	K	O	N	I
L	V	I	U	K	'	N	F	A	F	T	S	Y	N	L	K	A	W
N	Q	'	H	O	A	E	O	D	I	I	A	K	M	E	O	T	L
H	A	E	K	E	F	B	B	U	'	N	U	N	V	L	P	A	U
B	I	E	E	I	T	Y	R	I	T	K	G	S	G	D	U	M	Y
Z	T	F	N	U	H	A	T	S	C	F	Z	A	R	A	N	A	'
E	G	E	H	S	L	A	W	L	J	S	G	N	T	Z	A	I	V
A	K	T	M	'	H	U	H	K	A	H	A	T	I	H	A	L	W
U	L	K	K	A	A	U	O	K	O	T	A	G	N	A	F	B	Y
V	'	'	E	W	N	Q	O	Y	U	D	T	M	R	L	J	L	C

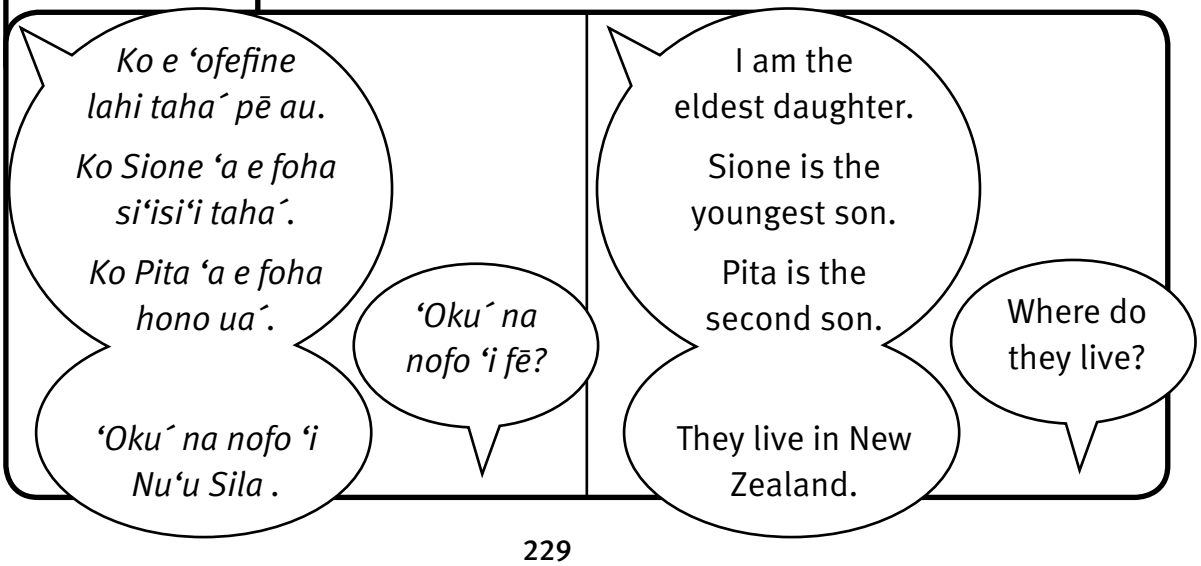
Dialogue 1

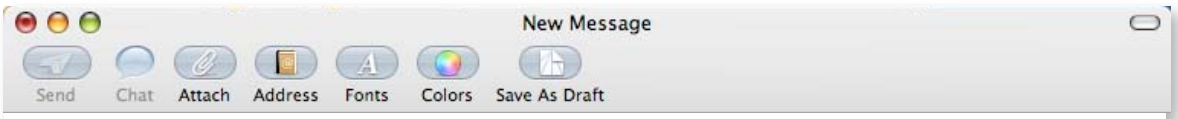


Dialogue 2



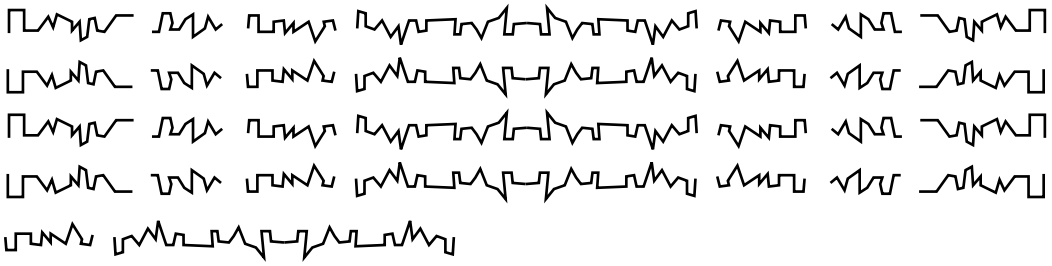
Dialogue 3





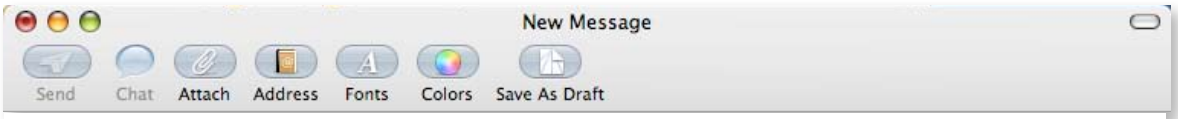
'E Mele

Mālō e lelei, Mele. 'Oku mou fēfē hake 'i Tonga´ na?



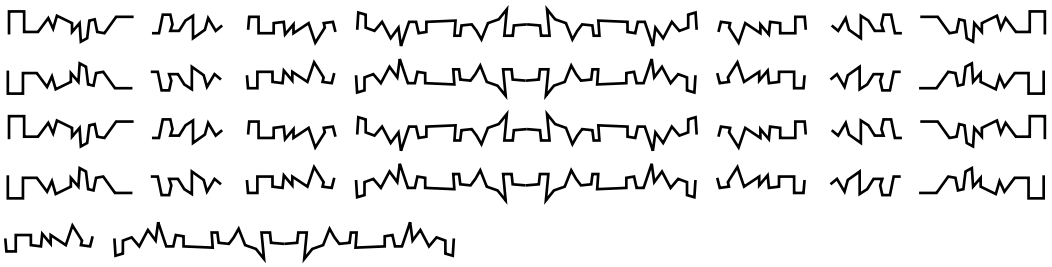
'Ofa lahi atu

Xxxxxx



Dear Mele

Good morning, Mele. How are you and all your family in Tonga?



Lots of love

Xxxxxx

UNIT 11 – *KĀINGA* – EXTENDED FAMILY

LESSON C

Learning Outcomes

Students will:

- name the members of their extended family;
- identify family relationships;
- ask about the families of others;
- make connections with their own language(s) and culture(s).

Resources

Unit 11 DVD and transcript

Unit 11 Achievement Checklist

You supply:

Computer access (optional)

Copies of the Unit 11 Achievement Checklist

Vaka Progress Chart

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Discuss the learning outcomes with the students.
- Show the DVD language scenario with the students paying close attention.

Learning Experiences

- The students work on the family descriptions in their emails. Encourage them to use their reference sheets from Lessons A and B so that their writing is as accurate as possible. Have them check each other's work and give each other feedback. Developing critical and self-managing skills is an important part of their learning. Play the DVD again if needed.

  When the students have completed their writing task, ask them to join another group and take turns to read their emails to the group.

  If you have access to computers for this activity, you could arrange for the emails to be sent to a nominated address. They could then be printed and returned to the students so that they and other students can check them. If you are in contact with Tonga, arrange for the students to send their emails once they have been through this checking process.

- Show the DVD cultural segment again. Encourage the students to discuss family organisation and practices in the Tongan culture (their new learning) and in other culture(s) they are familiar with.
- Hand out the Unit 11 Achievement Checklist for the students to complete. They colour in band 11 on their Vaka Progress Chart.

Looking Ahead

- In Unit 12, the students will learn about food and its preparation. Ask them to find out anything they can about food that is associated with Tonga and the Tongan people in New Zealand.

Close

- Finish with a song.
- Exchange greetings.

UNIT 11 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

Now I can:

- ☐ name the members of my extended family
- ☐ identify family relationships
- ☐ ask about the families of others
- ☐ make connections with my own language(s) and culture(s)

UNIT 11 DVD TRANSCRIPT

'Ana:	**'Ana:**
Ko 'eku ongo kui´ eni.	These are my grandparents.
Lute:	**Lute:**
'Oku nofo 'i fē ho'o ongo kui´?	Where do your grandparents live?
'Ana:	**'Ana:**
'Oku´ na nofo pē 'i Tonga.	They live in Tonga.
Lute:	**Lute:**
'Io? 'Oku toko fiha ho kāinga 'oku nofo 'i Tonga´?	Really? How many of your relatives live in Tonga?
'Ana:	**'Ana:**
Tokolahi!	Lots!
Lute:	**Lute:**
Tō atu! Toko fiha?	Wow! How many?
'Ana:	**'Ana:**
Mei toko tolunoa. Ko 'Anitī Taiana. Ko e tuofefine 'eku tamai´.	Around thirty. There's Aunty Taiana. She's my father's sister.
Lute:	**Lute:**
Ko e tuofefine pē ia ho'o tamai´?	Is she your father's only sister?
'Ana:	**'Ana:**
'Ikai. 'Oku toko ua e tuofāfine 'eku tamai´: ko 'Anitī Taiana pea mo 'Anitī Malia.	No. My father has two sisters: Aunty Taiana and Aunty Malia.
Lute:	**Lute:**
Kohai 'oku lahi´?	Who's the oldest?
'Ana:	**'Ana:**
Lahi taha´ 'eku tamai´. Pea 'Anitī Taiana, 'Anitī Malia, pea mo 'Angikolo Oscar.	My father is the oldest. Then Aunty Taiana, Aunty Malia, and Uncle Oscar.
Lute:	**Lute:**
Ko hai 'a 'Angikolo Oscar?	Who's Uncle Oscar?
'Ana:	**'Ana:**
Ko e tehina 'eku tamai´.	He's my father's younger brother.
Lute:	**Lute:**
Ko e fanga tokoua kotoa eni mo e fanga tuonga'ane?	Are these all cousins?
'Ana:	**'Ana:**
'Io. 'Oku tokolahi hoku fanga tokoua´ mo e fanga tuonga'ane´! Mahalo 'e uanoa!	Yes. I have lots of cousins! Maybe twenty!
Lute:	**Lute:**
'Oku fu'u tokolahi ho kāinga´!	Your family's huge!

UNIT 11 AUDIO TRANSCRIPT

Track 9 to Accompany Unit 11 Lesson A OHT 1

Here is the vocabulary for Unit 11. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

fa'ē
fa'ē tangata
kāinga
kui
kui fefine
kui tangata
mehikitanga
tamai
tokoua

nofo

lahi taha
si'isi'i taha

'Amelika
'Aositelēlia
Nu'u Sila

Track 10 Structures and Expressions for Unit 11

You will hear the sentences and expressions that you are to learn in Unit 11. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Ko 'eku kui´ eni.

Ko 'eku ongo kui´ eni.
'Oku´ na nofo 'i fē?
'Oku´ na nofo 'i Tonga.
'Oku 'ikai ke na nofo 'i Nu'u Sila.

Ko e hingoa hoku mehikitanga´ ko Mele.
Ko hono ta'u fiha eni?
Ko hono ta'u nimaua.

Ko e 'ofefine lahi taha´ pē au.

Ko e foha si'isi'i taha´ eni.
Ko e foha eni hono ua´.

Track 11 to Accompany Unit 11 Lesson B OHT 2

You will hear three dialogues. First listen to the dialogues. Then listen to each one again, this time repeating each sentence after the speaker.

Dialogue 1

Person A: *Ko 'eku ongo kui eni.*

Person B: *'Oku´ na nofo 'i fē?*

Person A: *'Oku 'ikai ke´ na nofo 'i Nu'u Sila.*
'Oku´ na nofo 'i Tonga.

Dialogue 2

Person A: *Ko e hingoa hoku mehikitanga´ ko Mele.*

Person B: *Ko hono ta'u fiha eni?*

Person A: *Ko hono ta'u nimaua.*

Dialogue 3

Person A: *Ko e 'ofefine lahi taha´ pē au. Ko Sione 'a e foha si'isi'i taha´. Ko Pita 'a e foha hono ua´.*

Person B: *'Oku´ na nofo 'i fē?*

Person A: *'Oku´ na nofo 'i Nu'u Sila.*

Track 12 to Accompany Unit 11 Lesson B OHT 3

Practise saying these expressions after the speaker.

'E Mele

Mālō e lelei, Mele.
'Oku mou fēfē hake 'i Tonga´ na?

'Ofa lahi atu

UNIT 12 – *FEIME'AKAI* – PREPARING FOOD

OVERVIEW

Learning Outcomes

Students will:

- make requests;
- give instructions;
- respond to requests and instructions;
- make connections with their own culture(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objective are:

- Communication (page 53)
  2.4 make requests, give instructions, and respond to requests and instructions;
- Language (pages 53–54);
- Culture (pages 53 and 55).

Language Knowledge

Vocabulary

founga hono ngaohi	recipe (how something is made)
lēmani	lemon
māsima	salt
me'a 'oku ngaohi 'aki	ingredients
niu taufua	coconut cream
onioni	onion
'ota ika	a raw fish dish
tēmata	tomato
'umu	earth oven
hifi	to cut
ngaohi	to make, to prepare
tānaki	to add
tokoni	to help
haafe	half
kilo	kilo
manako	favourite

This vocabulary is on CD 2 track 14, where it is in the order shown on OHT 1 in Lesson A.

Structures and Expressions

Ko e founga hono ngaohi e ʻota ika´: How *ʻota ika* is made:

Ko e ngaahi meʻa ke ngāueʻaki: ika, tēmata, onioni, lēmani, māsima, mo e niu taufua
The ingredients: fish, tomatoes, onions, lemons, salt, and coconut cream

Hifi e ika´.	Cut up the fish.
ʻAi e ika´ ki ha poulu.	Put the fish into a bowl.
Tuku ʻi ha kiʻi taimi.	Leave it for a while.
Tānaki ki ai e tēmata´ mo e onioni´.	Add tomatoes and onions to the mixture.
Heu ke nau fio.	Mix it well.
Kuo maau ke kai.	Now it is ready to eat.
Ko fē e ika´?	Where's the fish?
Ko eni.	Here it is.
onioni haafe kilo	half a kilo of onions
foʻi lēmani ʻe ua	two lemons
tēmata kilo ʻe taha	a kilo of tomatoes
Kātaki, tokoni mai.	Help me, please.
Kuo maau e meʻakai´.	The food's ready.
Mālō ē.	Thank you for helping.
ʻOku ou manako ʻaupito he ʻota ika´.	I love raw fish!
Ko hoku mamana!	It's my favourite!
ʻE ʻikai siʻi eni ʻo ka moho.	Little when uncooked, plenty when cooked. (a proverb)

The proverb is on CD 2 track 13. Most of the sentences and expressions are on CD 2 track 15.

Language Notes

Tinned coconut cream is *kapa niu taufua*. The juice in a coconut (coconut milk) is called *huhuʻaʻi niu*.

Because recipes include lots of formulaic patterns of language, you can use them to help your students build their comprehension skills (especially their listening and reading comprehension skills). This kind of skill development lays a solid foundation of vocabulary and familiar patterns of language for their speaking and writing skills to draw on.

Proverbs form an integral part of the Tongan culture. They are sayings that express many ideas in a few words. They are often used in particular settings. They can have both literal and figurative meanings. *ʻE ʻikai siʻi eni ʻo ka moho* is a proverb that expresses anticipation and hunger for a delicious dish that is still being prepared. The dish looks small and insignificant now, but when it is cooked and ready to eat, it will be delicious and capable of filling many stomachs! (This is the literal meaning.) The writers of the Tongan language guidelines (*TiNZC*) placed this proverb in the introduction, drawing upon its metaphorical meaning to anticipate the achievement that will result when you and your students use the Tongan language guidelines (*TiNZC*) to develop your knowledge and skills.

Kilo is a term borrowed from French via English.

Note the difference between *ngaahi* (the plural marker) and *ngaohi* (to make), but be aware that all languages change over time. A shift is taking place from *ngaohi* to *ngaahi*, as in the phrase *ngaahi ʻota*.

It is more intimate and appreciative to say *mālō ē* than *mālō* on its own.

Cultural Knowledge

ʻUmu

A traditional Tongan method of cooking is in an *ʻumu* (earth oven). *ʻUmu* are essentially like a Māori *hāngi*. Rocks are first heated in an open fire until they are red-hot, and then you spread them at the bottom of the hole you've dug for the purpose. You put root crops and portions of meat wrapped in banana leaves on them. Then you cover everything with banana leaves, sacking, and earth until the hole is completely covered. The food is left to cook for at least an hour. These days, people mostly use the traditional *ʻumu* for special occasions, for example, to prepare a Sunday lunch for the family or when there is a celebration that calls for a feast.

Tongan Meals

A traditional Tongan meal usually consists of *meʻakai* (see below) and *kiki* (meat, including poultry, fish, and shellfish). *Meʻakai,* which can be translated simply to mean "food", strictly refers just to root crops such as *talo*, *manioke* (tapioca, cassava), *ʻufi* (yams), potatoes, and sweet potatoes, but it can also refer to *siaine* (bananas) and *mei* (breadfruit). *Vesitapolo* is the general term for vegetables not covered by *meʻakai*, for example, cabbage.

Lū

Lū is the term for both *talo* leaves and a dish consisting of meat (or some substitute), *talo* leaves, coconut cream, and onion, with salt added, which is then wrapped in banana leaves and baked. (You discard the banana leaves after cooking.) For more about *lū*, see Unit 9.

Fingota

Fingota is a collective term for shellfish. The most chiefly and valuable shellfish is *ʻuo* (crayfish), the first to be included at the King's table. Giant clams are also considered to be a delicacy. *Paka* is the collective term for crabs, and these are also offered to guests (who appreciate the gesture because they can be expensive to buy). *Toʻo* are cockles.

ʻOta Ika (Raw Fish)

There are two recipes for *ʻota ika*. They are on WS 2 and OHT 3. To make this dish, you need *ika* (fish), *niu taufua* (coconut cream), *tēmata* (tomatoes), *onioni* (onions), *lēmani* (lemons), and *māsima* (salt). The first version has a simple set of instructions that will be easier for the students to master, and perhaps even memorise. The second version is the same recipe with the instructions expanded to provide sufficient challenge to the students as a listening activity.

Fakaʻapaʻapa (Respect)

In the Tongan culture, when you approach someone of high rank, it's polite to keep your head lower than theirs. It's also considered polite, when you enter a home or an office, to sit down immediately, without waiting for an invitation, before saying why you have come. Tongans sit when a person of high rank arrives as a sign of respect. In this way, you place yourself lower than others and show respect.

Eating while standing up is considered to be bad manners. In Tonga, you sit down when you eat. It's also considered polite to eat everything you're given.

If someone visits around morning or afternoon tea, you don't ask them whether they would like a hot drink, you just give them one. In the Tongan culture, asking a guest whether they would like a drink implies that you're hoping they won't want one.

For more on respect, see Unit 4.

Teachers' Notes

Food Preparation

Unit 12 is about preparing food. In line with the other messages that are concerned with student health and safety, you could make a sign for your classroom wall that says "Wash your hands" in Tongan.



Using Recipes

The ingredients for *'ota ika* are easily found in New Zealand, they are not too expensive, and the dish can be made without an oven. Note that the fish needs to be absolutely fresh and must be safely stored before use.

At this level, students cannot yet be expected to write out the recipe in full, from memory, with complete accuracy and understanding of the language structures. This depth of knowledge, skill, and understanding comes at a later stage of language learning. Recipes are useful, though, for helping to develop comprehension skills, especially recipes that have illustrations that will help the students to recall the Tongan words and sentence patterns, thus building and strengthening their store of picture–word associations.

You may decide to use the *'ota ika* recipe with your students and have them follow the instructions in Tongan as they help to prepare the dish. Or you may have community members who would like to present a recipe or make a dish with your students.

Unit 13 will be about sharing food. If you and your students do make a dish, this unit will present an opportunity to share the dish in the context of their language and cultural learning.

Extended Texts

Faufaua! An Introduction to Tongan provides activities that will help your students to master the vocabulary as separate words. They also need to learn to listen to and read Tongan in extended texts that may include more complex language than the language they can produce themselves, for example, in the DVD language scenarios. In this way, they learn to work out the meaning(s) of words from the context, using their stock of knowledge to make guesses about what they don't yet know. These are important skills to develop in language work.

Recall

You will have noticed that many of the activities ask the students to recall their previous learning in quite specific ways. Recall and memory searches are critical to effective language learning. When communicating in a new language, students are actively searching their memory for words, expressions, and gestures to match the situation. The more they practise, the faster their recall – and their responses – will be.

UNIT 12 – *FEIME'AKAI* – PREPARING FOOD

LESSON A

Learning Outcomes

Students will:

- respond to requests and instructions;
- make connections with their own culture(s).

Resources

Unit 12 DVD and transcript
Unit 12 audio CD and transcript
OHT 1
WS 1
WS 1 (from Unit 5 Lesson B)
Unit 5 audio CD and transcript

You supply:

The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* book and CD
A blank OHT
A poster of the proverb explained in the overview
Copies of WS 1
Copies of WS 1 (from Unit 5 Lesson B)
An OHT of the words of "Fo'i To'o" (see page 19 in *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs*)

Lesson Outline

Introduction

- Play "Fo'i To'o" quietly in the background as the students enter the classroom.
- Exchange greetings.

Looking Back

- Help the students to recall the Tongan words for family members to link with the learning in Unit 11. Divide them into two or three groups of equal number. Choose a leader for each group. The leader writes the name of a family member in Tongan on an A4 sheet of paper and then passes it to the next student, who adds another family member to the list. Each student has a turn and adds a different name. The group with the highest number of names wins. Set a time limit.

This quick recall of previous learning helps to embed the vocabulary in the learner's stock of knowledge. Learners need to use vocabulary items frequently over a short period in different situations in order to be able to recall them when needed.

- Find out what the students know about the food associated with Tonga. Write this information on a blank OHT. Ensure that they can see what you write as they search their memories.

Learning Experiences

- Display the learning outcomes for Unit 12 and discuss these with the students. Identify those that are the focus of Lesson A. Tell the students that they will be learning about some typical Tongan food and how to follow the instructions in a recipe.

- Show the DVD cultural section. Discuss what they notice with the students. Find out what connections they can make to the cultures they are familiar with. Ask whether they have tasted any of the foods or dishes shown on the DVD.
- Show the poster with the proverb written on it. Explain the proverb's two levels of meaning and the importance of proverbs in the Tongan culture. Play CD 2 track 13. The students practise the pronunciation. Place the poster on the classroom wall. The students copy the proverb into their workbooks, with another student checking the accuracy of their spelling.
- Show the DVD language scenario. Ask for the students' observations, which will give you insights into their thinking and experiences. Ask them to tell you what they can understand.
- Show OHT 1. Check with the students what they think each word means in English.

This ensures that they make the correct connection between the word and its matching illustration.

Play CD 2 track 14. The students repeat the words in the pauses, being careful about the pronunciation and looking at the illustrations in order to link sound, written form, and meaning.

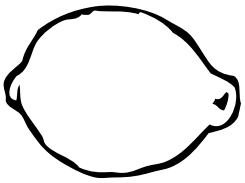
- Hand out WS 1. Play CD 2 track 14 again. As they listen, the students write the Tongan words in the spaces on their worksheets. Then they swap their worksheet with a partner and check each other's accuracy using OHT 1. They sign off their partner's worksheet when it is correct.
- Still using WS 1, the students now work in pairs, taking turns to point to an illustration, with their partner responding by saying the word in Tongan. Play CD 2 track 14 again so that the students can practise their pronunciation and build their fluency.
- Show the DVD language scenario again. Ask the students whether they now recognise and understand more of the words.
- Optional activity: Use WS 2 from Unit 5 Lesson B. This activity recalls numbers and expressing amounts when buying food. Play CD 2 track 43. Ask the students to listen to and then repeat the sentences in the pauses. Remind them about the pronunciation of words with a definitive accent. Because particular items are being referred to, they are emphasised by being stressed on the last syllable (for example, *ika´*). They practise the dialogue in pairs, building their fluency and getting the stress patterns consistent with what they hear on the CD.
- Ask the students to repeat the proverb with you a few times as you play CD 2 track 13.
- Each student is to tell their partner three things they have learned from the lesson that particularly interested them.

Looking Ahead

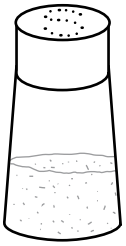
- Ask the students to practise saying the vocabulary associated with food until they know the meanings of the words, know how to spell them, and understand the words when they hear them spoken. Practising with each other before the next lesson will help a lot. Challenge them to memorise the proverb.

Close

- Play "Fo'i To'o" while showing the words on an OHT. Encourage the students to sing along.
- Exchange farewells.



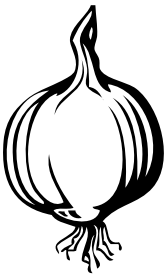
lēmani



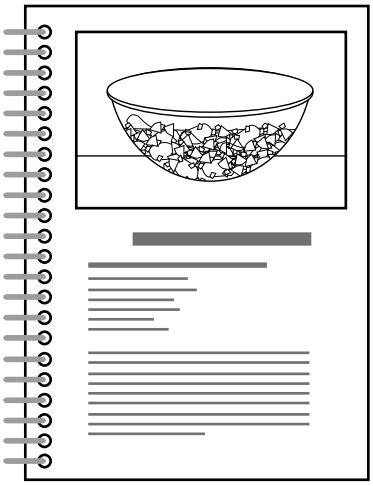
māsima



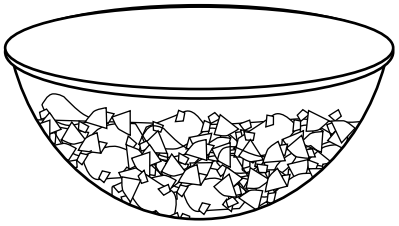
niu taufua



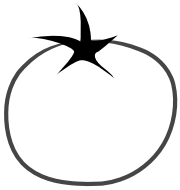
onioni



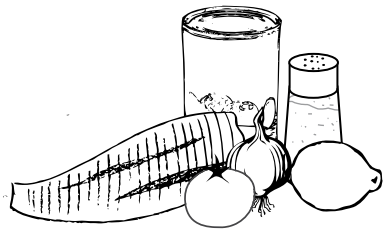
founga hono ngaohi



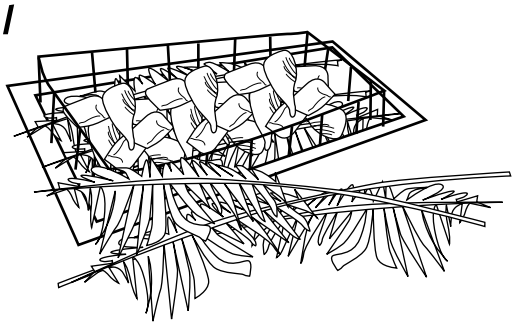
ʻota ika



tēmata



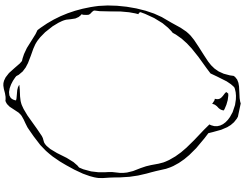
meʻa ʻoku ngaohi ʻaki

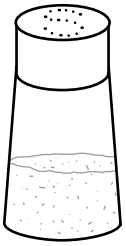


ʻumu

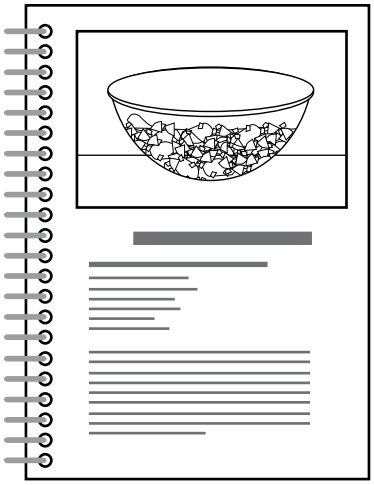
hifi	to cut
ngaohi	to make, to prepare
tānaki	to add
tokoni	to help
haafe	half
kilo	kilo
manako	favourite

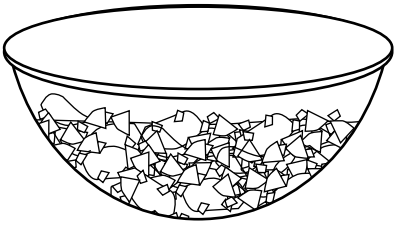
WS 1

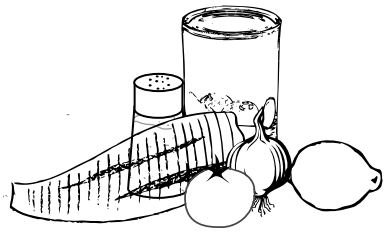


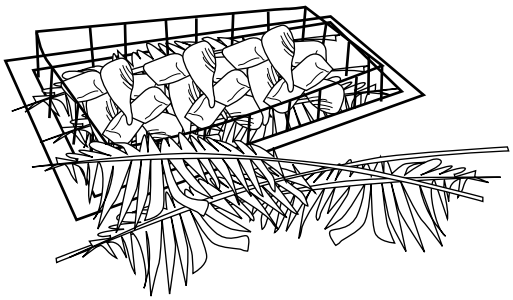


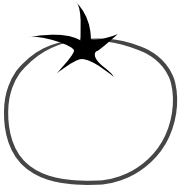


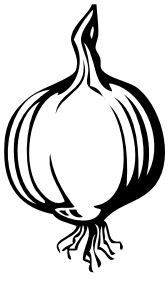












_____ to cut

_____ to make, to prepare

_____ to add

_____ to help

_____ half

_____ kilo

_____ favourite

UNIT 12 – *FEIME'AKAI* – PREPARING FOOD

LESSON B

Learning Outcomes

Students will:

- make requests;
- give instructions;
- respond to requests and instructions.

Resources

OHT 1 (from Lesson A)
Unit 12 audio CD and transcript
Unit 12 DVD and transcript
WS 2
OHT 2
WS 2 (from Unit 5 Lesson B)

You supply:

The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD
The OHT of the words to "Fo'i To'o"
Copies of WS 2
Copies of OHT 2
Sets of cards made from WS 2
Copies of the DVD transcript (optional)
Copies of WS 2 (from Unit 5 Lesson B – optional)

Lesson Outline

Introduction

- Sing "Fo'i To'o" together to begin the lesson.
- Exchange greetings.

Looking Back

- Recall the vocabulary from Lesson A. Show OHT 1. Cover the Tongan words, showing only the illustrations. Point to each illustration and ask *Ko e hā eni?* (What is this?). The students respond with the Tongan word or phrase. This activity will give you a quick measure of their level of recall.
- Follow this recall activity with a quick reinforcement. Uncover the Tongan words. The students repeat the words in the pauses as they listen to CD 2 track 14 and look at the words and illustrations that match what they hear.
- Find out whether your students have memorised the proverb *'E 'ikai si'i eni 'o ka moho.* (Little when uncooked, plenty when cooked.) If they haven't, challenge them to memorise it by the end of the lesson. Play CD 2 track 13 again for them to practise saying the proverb.

Learning Experiences

- Identify the learning outcomes that are the focus of Lesson B.

- Play the DVD language scenario. Hand out WS 2. Go through each line, asking the students to pick out the Tongan words they know and look at the illustration to help them build the meaning of each step in the recipe.

  Play CD 2 track 16. Reassure the students that they do not need to know, or learn, all the sentences at once. As they listen to the recipe, they look at the illustrations. This will help them to make associations with meaning that will build their understanding and recall. Repeat this a few times if necessary.
- Show OHT 2. Play CD 2 track 15 and ask the students to repeat the sentences in the pauses. In pairs, they take turns to practise saying the sentences. Play track 15 again to model the pronunciation. Hand out copies of OHT 2 to the students. Challenge them to memorise three of the sentences. Place the students in groups. One student throws a ball to another student, who must then say three of the sentences.
- Play the DVD language scenario again. Hand out the sets in envelopes of illustrations and recipe instructions cut up from WS 2. Play CD 2 track 16. As they listen, the students assemble the Tongan instructions and their matching illustrations in the correct order. Play the track as many times as needed to complete this activity. The students then check their accuracy using WS 2.
- Remind the students about the proverb and have them practise saying it.
- Show the DVD cultural section and discuss what they notice and observe with the students. Find out what is familiar to them and what is new learning.
- Optional activity: Repeat the envelope activity, but this time the students don't have the CD to guide them. They check their matching with WS 2. Ask how many students completed the activity successfully.

This will be useful monitoring for you to see their level of recall of the Tongan instructions – both the speed of recall and their accuracy with the recipe order.

- Depending on how well your students are progressing with their learning, do one of the following:
  (a) Hand out the Unit 12 DVD drama script. The students practise saying the dialogue.
  (b) Repeat the activity on WS 2 from Unit 5 Lesson B. The students make up their own short dialogues using the ingredients for *'ota ika,* using weights in kilograms for the amounts, and giving prices.

  Allow the students to choose which of these activities they prefer. Students progress at different rates, and some may prefer the more creative challenge of the second activity.

Looking Ahead

- Tell the students they will be performing their dialogue in Lesson C. They will need to be familiar with the steps in the recipe in order to match the steps with the illustrations.
- If you are planning to make *'ota ika*, tell the students what they need to do to prepare for this activity in the next lesson.

Close

- Sing "Fo'i To'o".
- Exchange farewells.

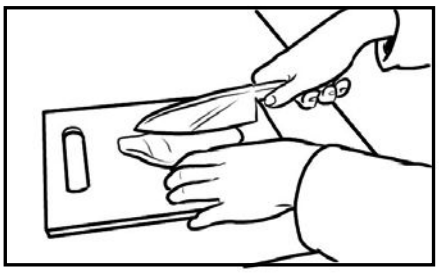
Ko fē e ika´?	Where's the fish?
Ko eni.	Here it is.
onioni haafe kilo	half a kilo of onions
fo'i lēmani 'e ua	two lemons
tēmata kilo 'e taha	a kilo of tomatoes
Kātaki, tokoni mai.	Help me, please.
Kuo maau e me'akai´.	The food's ready.
Mālō ē.	Thank you for helping.
'Oku ou manako 'aupito he 'ota ika´.	I love raw fish a lot.
Ko hoku mamana´!	It's my favourite!

‘Ota Ika

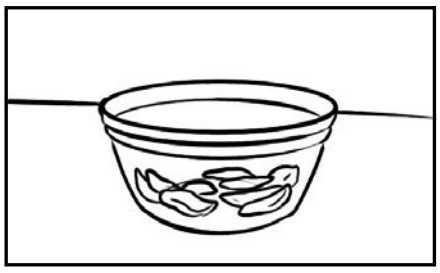
Me‘a ‘Oku Ngaohi ‘Aki´

kakano‘i ika
niu taufua
tēmata
onioni
lēmani
māsima

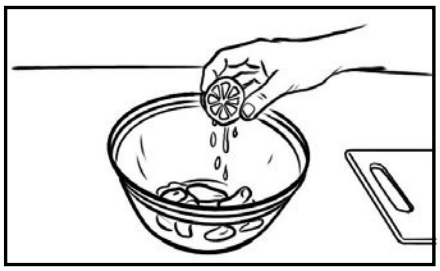
Ko e Founga Hono Ngaohi e ‘Ota Ika´



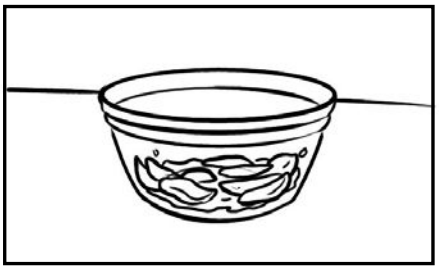
Hifi e ika´.



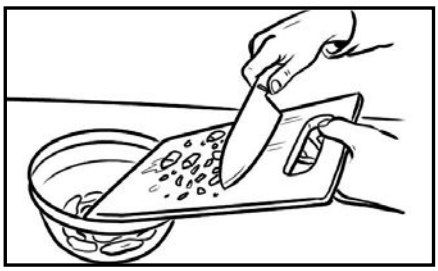
‘Ai e ika´ ki ha poulu.



Tānaki ki ai e lēmani´.



Tuku ‘i ha ki‘i taimi.



Tānaki ki ai e tēmata´ mo e onioni´.



Tānaki ki ai e māsima´.



Tānaki ki ai e niu taufua.



Heu ke nau fio.

Kuo maau ke kai.

UNIT 12 – *FEIME'AKAI* – PREPARING FOOD

LESSON C

Learning Outcomes

Students will:

- make requests;
- give instructions;
- respond to requests and instructions;
- make connections with their own culture(s).

Resources

Unit 12 DVD and transcript
WS 2 (from Unit 5 Lesson B – optional)
Unit 12 audio CD and transcript
OHT 3
Unit 12 Student Achievement Checklist

You supply:

Sets of the *'ota ika* recipe on OHT 3 cut into slips, each slip with one line of the text on it
Copies of the Unit 12 Student Achievement Checklist
Vaka Progress Chart

Lesson Outline

Introduction

- Exchange greetings.
- Sing "Fo'i To'o".

Looking Back

- Recall with the students what they have learned about Tongan food.

Learning Experiences

- Do one of the following activities.
  (a) Show the DVD language scenario with the students paying close attention. They practise their presentations using the transcript. You can circulate and listen to them as they engage with the dialogues. They take turns to present their dialogues to the class.
  (b) The students take time to finalise and practise their prepared dialogues using WS 2 from Unit 5 Lesson B as their model. They take turns to present their dialogues to the class.

- The students work in pairs to match the recipe instructions with what they hear in CD 2 track 17. Hand out envelope sets that contain the recipe for *'ota ika* that is on OHT 3 cut into slips of paper, each slip containing one line of text in Tongan. The students place their slips face up on the desk with the text showing. As they listen to track 17, they assemble the slips to make up the list of ingredients and the instructions for making the recipe. Play track 17 as many times as they need to complete the activity. They check their accuracy using OHT 3.
- Optional activity: You could ask the students to complete this task as a reading activity.
- The students complete their Unit 12 Achievement Checklist and colour in band 12 on their Vaka Progress Chart.
- Optional activity: Prepare *'ota ika* together and share in the tasting.

Looking Ahead

- In Unit 13, the students will continue their learning about food, with the focus turning to sharing food. If you are planning to make a recipe with the students, let them know what they need to do to prepare for this.

Close

- Finish with "Fo'i To'o".
- Exchange farewells.

‘Ota Ika

Raw Fish

Me‘a ‘Oku Ngaohi ‘Aki´

Ingredients

ika	fish
niu taufua	coconut cream
tēmata	tomatoes
onioni	onions
lēmani	lemons
māsima	salt

Ko e Founga Hono Ngaohi e ‘Ota Ika´

How to Make Raw Fish

Hifi e ika´.	Cut up the fish.
‘Ai e ika´ ki ha poulu.	Put the fish into a bowl.
Tānaki ki ai e huhu‘a‘i lēmani´.	Add lemon juice.
Tuku ‘i ha ki‘i taimi.	Leave this for a while.
Hifi e tēmata´ mo e onioni´.	Chop up the tomatoes and onions.
Tānaki ki ai e tēmata´ mo e onioni´.	Add the tomatoes and onions
‘Ai ha māsima ki he niu taufua´.	Add a little salt to the coconut cream.
Hua‘i e niu´ ki he poulu ika´.	Pour the coconut cream into the bowl of fish.
Heu ke nau fio.	Mix well.
Kuo maau ke kai.	Now it is ready to eat.

UNIT 12 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

Now I can:

- ☐ make requests
- ☐ give instructions
- ☐ respond to requests and instructions
- ☐ make connections with my own culture(s)

UNIT 12 DVD TRANSCRIPT

'Ana:
Ko e hā 'etau kai efiafi´?

Lesieli:
Ko e 'ota ika.

'Ana:
Tō atu! 'Oku ou ifo'ia he 'ota ika´. Ko hoku manako´!

Lesieli:
Ko ia. Kātaki tokoni mai ke ngaohi. Ko e māsima´ mo e niu´. Ko e ika ē 'i he lēmani´.

'Ana:
Ko e tēmata´ mo e onioni´.

Lesieli:
Sai. Hifi e tēmata´.

'Ana:
'Oku sai ee´?

Lesieli:
Sai. Mālō. Ko fē e ika´?

'Ana:
Ko eni.

Lesieli:
'Ai atu ē ki he 'ota´: 'ai atu e niu´ mo e māsima´ ... heu ke fio.

'Ana:
'Osi. 'Oku ou mate he fiekaia´!

'Ana:
What's for dinner?

Lesieli:
We're having raw fish.

'Ana:
Great! I love raw fish. It's my favourite!

Lesieli:
I know. Please help me make it. I've got the salt and coconut cream. The chopped up fish is in the lemon juice.

'Ana:
Here are the tomatoes and onions.

Lesieli:
OK. Cut up the tomatoes.

'Ana:
Is this OK?

Lesieli:
Well done. Thanks. Where's the fish?

'Ana:
Here it is.

Lesieli:
Now add these to the mixture: add salt and coconut cream ... and then mix.

'Ana:
It's ready. I'm starving!

UNIT 12 AUDIO TRANSCRIPT

Track 13 to Accompany Unity 12 Lesson A

Here is a proverb. Say it after the speaker.

'E 'ikai si'i eni 'o ka moho.

Track 14 to Accompany Unit 12 Lesson A OHT 1

Repeat the words in the pauses, being careful about the pronunciation and looking at the illustrations so that you can link the sound of the word to its meaning.

lēmani
māsima
niu taufua
onioni
tēmata
founga hono ngaohi
'ota ika
me'a 'oku ngaohi 'aki
'umu

hifi
ngaohi
tānaki
tokoni

haafe
kilo

manako

Track 15 to Accompany Unit 12 Lesson B OHT 2

Listen to these sentences and phrases and repeat them in the pauses.

Ko fē e ika´?
Ko eni.

onioni haafe kilo
fo'i lēmani 'e ua
tēmata kilo 'e taha

Kātaki, tokoni mai.
Kuo maau e me'akai´.
Mālō ē.

'Oku ou manako 'aupito he 'ota ika´.
Ko hoku mamana´!

Track 16 to Accompany Unit 12 Lesson B WS 2

'Ota Ika

Here is a simple recipe for raw fish. The ingredients (*me'a 'oku ngaohi 'aki´*) are:

kakano'i ika
niu tafua
tēmata
onioni
lēmani
māsima

Here is how to make raw fish. *Ko e founga hono ngaohi e 'ota ika´*:

Hifi e ika´.
'Ai e ika´ ki ha poulu.
Tānaki ki ai e lēmani´.
Tuku 'i ha ki'i taimi.
Tānaki ki ai e tēmata´ mo e onioni´.
Tānaki ki ai e māsima´.
Tānaki ki ai e niu taufua´.
Heu ke nau fio.
Kuo maau ke kai.

Track 17 to Accompany Unit 12 Lesson C OHT 3

'Ota Ika

Here is a slightly different recipe for making raw fish. The ingredients (*me'a 'oku ngaohi 'aki´*) are:

ika
niu taufua
tēmata
onioni
lēmani
māsima

Here is how to make raw fish. *Ko e founga hono ngaohi e 'ota ika´*:

Hifi e ika´.
'Ai e ika´ ki ha poulu.
Tānaki ki ai e huhu'a'i lēmani´.
Tuku 'i ha ki'i taimi.
Hifi e tēmata´ mo e onioni´.
Tānaki ki ai e tēmata´ mo e onioni´.
'Ai ha māsima ki he niu taufua´.
Hua'i e niu´ ki he poulu ika´.
Heu ke nau fio.
Kuo maau ke kai.

UNIT 13 – *KAI FAKATAHA* – SHARING FOOD

OVERVIEW

Learning Outcomes

Students will:

- offer things;
- accept and refuse things;
- communicate interest and enjoyment;
- identify food items;
- make connections with their own language(s) and culture(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objectives are:

- Communication (page 53)
  - 2.3 offer, accept, and refuse things;
  - 2.5 communicate interest, enjoyment, and need;
- Language (pages 53–54);
- Culture (pages 53 and 55).

Language Knowledge

Vocabulary

fuamelie	raisin
laise	rice
moa	chicken
nūtolo	noodle
pisikete	biscuit
siaine momoho	ripe banana
fiu	to have enough to eat
kai	to eat
vahevahe	to share
lahi ange	more

This vocabulary is on CD 2 track 18.

Structures and Expressions

Ha'u 'o kai.	Come and eat.
Kai ke´ ke mākona.	Eat up. (Have plenty.)
Ko ho inu´ eni.	Here's your drink.
Ko ho'o me'akai´ eni.	Here's your food.
Kātaki kai.	Please help yourself.
Ko e sanuisi´ eni.	Here are the sandwiches.
'Oku´ ke fie vahevahe e me'akai´?	Would you like to share out the food?
'Oku´ ke fiema'u ha toe me'a?	Would you like something else?
'Oku kei lahi pē e me'akai´.	There is still more food.
'Ikai, mālō.	No, thank you.
Kuo´ u fiu, mālō.	I've had enough to eat, thanks.
Mālō.	Thanks anyway.
Ifo!	It's really delicious!
Mālō e ma'u me'akai.	Thanks for the meal.

These sentences and expressions are on CD 2 track 20.

Language Notes

Mālō e ma'u me'akai (Thanks for the meal) is a formulaic expression.

Vahevahe indicates that food is about to be distributed.

In Unit 9, your students were introduced to another way of saying "It's really delicious!" (*'Oku ifo 'aupito!*). In Unit 9, they were also introduced to *'Io, kātaki* (Yes, please). See page 192.

The enclitic stress mark is part of the Tongan language (see the *lea Tonga* section). An enclitic is a small word consisting of just one syllable (with one vowel). Speakers of Tongan normally stress the second-to-last vowel or syllable of a word. One-syllable words are unpronounceable in isolation – so they are pronounced as part of the preceding or the following word, for example:

Kuo´ u mākona, mālō.	I've had enough to eat, thanks.

The *o* in *kuo* is stressed because it is followed by the enclitic *u*.

Cultural Knowledge

'Ufi (Yams)

'Ufi are an important food crop in Tonga. There are more than fifty varieties. They are classified into two main groups. *Tokamu'a* can be harvested after three months. They are planted in September to be harvested for Christmas. *Tokamui* need at least six months before they can be harvested. It is important to save some *'ufi* for planting. They are grown from *pulopula* (seedlings).

There are two types of noble yams: *kahokaho* and *kaumeile*. The latter include purple yams and yams that are white with purple stripes in the centre. When purple yams are cooked with other food, the colour of the water changes to purple, and that colours all the food.

Polopolo is the day of harvest, when villages remember their hard work and give thanks for a rich harvest. It's a time when everyone in the village shares a food that is normally reserved for nobles and special occasions.

The *'ufi* are sorted and collected according to variety and size. Then they are given as gifts. This includes gifts to the landowner as a token of appreciation for the use of the land. The harvest celebration includes awards for the longest *'ufi* and the heaviest *'ufi*. The best *'ufi* are put aside as gifts for people such as nobles, *mehikitanga fahu*, and church ministers. Your *mehikitanga* is your aunt on your father's side. A man's sister's son or grandson is a *fahu*. When the *'umu* is opened, the food is blessed and everyone shares in a meal to which they have all contributed. For more about *'ufi*, see Units 6 and 14.

Sharing Food

Sharing is an important part of *anga faka-Tonga* (the Tongan way). In Tonga, sharing food is a tradition. For example, on Sundays after church, families eat their *'umu* as the main meal of the week. Before eating, they take a plate of food to the neighbours. On special occasions and celebrations, the hosts share the leftovers with friends, family, and neighbours.

It's normal for Tongan families travelling to Tonga from overseas to take food with them as a gift. When families who live in Tonga travel overseas, they take *'umu* packs and seafood delicacies with them to give as gifts.

Sharing things like food, *ngatu* (tapa cloth), and mats is a feature of Tongan celebrations. Everyone is well looked after by the extended family, each person carrying out their roles and obligations.

Sharing in the Community

Tongan villages share their resources and raise funds together for particular projects and needs.

Colleges in Tonga have their own ex-student associations, which work to support the school with fundraising for scholarships, resources, and other purposes.

Extended families often have their own fundraising events for such expenses as family reunions and the cost of travel to and from Tonga. They may also contribute to the cost of building a new church or part of the church.

A green basket of food is prepared before a feast or any celebratory occasion, such as a birthday or graduation. The basket is presented to the minister or priest who leads the service and to the *mehikitanga fahu*, nobles, and others of high status who are present.

Blessing Food

It is customary to bless food before eating it. The blessing usually takes the form of a prayer. Here is an example of such a *lotu* (blessing):

'Eiki, ke´ ke tapuaki	Lord, bless the food
'A e me'akai kuo foaki.	That has been given.
Tufa ha ivi mei he langi	Grant us strength from above
Ke mau mālohi ai.	So that we can be strong.
'Emeni.	Amen.

The following *lotu* are shorter, more general-purpose blessings:

'Eiki, tapuaki mai e me'akai´. 'Emeni. Lord, bless this food. Amen.

'Eiki, tapuaki mai 'emau me'akai´ ni. 'Emeni. Lord, bless our food. Amen.

These *lotu* are on CD 2 track 19.

Family Meals

In Tonga, every village has its own school, and so primary school pupils usually walk home for lunch.

The evening meal is the main meal of the day. Families eat together. The common pattern for seating is for the father, who is served first, to sit at the head of the table. Then the food is passed from oldest to youngest, with boys on one side and girls on the other. The youngest normally sits next to their mother, who is served last.

Before dinner starts, the father or whoever is nominated to bless the food says a prayer. After dinner, the older children help with the dishes, and then a family meeting is held for everyone to share any thoughts and then participate in a prayer led by the father, mother, or a nominated member of the family before the family goes to bed.

Teachers' Notes

A Shared Lunch

This unit provides an opportunity for a shared lunch so that your students can put their language and cultural knowledge into practice in an authentic situation. You could use the recipe for *'ota ika* (raw fish) from Unit 12 to make a dish for the students to share, or you may have Tongan community members who are willing to help and who could make different recipes for your students to share. A shared lunch would ideally take place in Lesson C. Lessons A and B would prepare the students in the usual way so that they can use their new language and cultural knowledge on the occasion.

This unit also provides an opportunity to spotlight the enclitic stress as well as to remind the students about the other written conventions of Tongan (the macron, the glottal stop, and the definitive accent). The students are not expected to have mastered these written conventions at this early stage of their learning, especially as the main focus has been on listening and speaking. Helping your students to notice these written conventions where they occur and to relate them to pronunciation patterns will help them to grow in their understanding of the rhythms of the Tongan language. If they learn to pronounce Tongan well, they will be able to transfer their understandings to the written language more easily and accurately as they progress their learning.

UNIT 13 – *KAI FAKATAHA* – SHARING FOOD

LESSON A

Learning Outcomes

Students will:

- offer things;
- accept and refuse things;
- identify food items.

Resources

Food domino cards template
OHT 1
Unit 13 DVD and transcript
Unit 13 audio CD and transcript
OHT 2
WS 1

You supply:

The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD
Sets of food domino cards
A large card with *'Eiki, tapuaki mai 'emau me'akai´ ni. 'Emeni.* on it
A poster of OHT 2
Copies of WS 1

Lesson Outline

Introduction

- Exchange greetings.
- Sing "Fo'i To'o". By now, your students may not need to see the words.

Looking Back

- Hand out the sets of food domino cards, one set per pair of students. They match the words with the illustrations as they play dominoes. To play, they will need to draw on what they already know about the Tongan language and their own language(s), make informed guesses about the meanings of the new words, and recall vocabulary items from previous lessons. Show OHT 1 so that the students can see how well they matched the new items.

This kind of activity helps the students to develop a repertoire of strategies for dealing with unfamiliar vocabulary when they encounter it in spoken, written, and visual texts. They need these strategies to become effective language learners and communicators.

Learning Experiences

- Display the learning outcomes for Unit 13 and identify those that are the focus of Lesson A. Tell the students that they need to connect with their learning from Unit 12 and with food items from previous units, as well as learn vocabulary for some foods they eat for lunch at school. The focus is on sharing food. If you plan to make a recipe in Unit 13, then discuss the requirements with the students.
- View the DVD language scenario. Discuss what they notice with the students.
- Show OHT 1 again. Tell the students that they now have a spelling challenge. Play CD 2 track 18. Ask them to study the vocabulary, looking at the spelling of the Tongan words. A suggested time limit for this part of the activity is three minutes.

  Turn off the OHT. Play track 18 again. As they hear the words spoken on the CD, they write the words. Display OHT 1 again for them to check their accuracy. Get them to correct any words they have misspelled. Find out whether any students managed to write all the words correctly.
- Show the large card with *'Eiki, tapuaki mai 'emau me'akai´ ni. 'Emeni.* (May there be a blessing on the food. Amen.) on it. Play CD 2 track 19 and have the students recite this *lotu*. Place the card on the wall in a prominent place. Encourage the students to memorise this *lotu*. Show OHT 2 so that they can see the other two *lotu*. Display OHT 2 as a poster on the classroom wall. Take the opportunity to help the students notice the enclitic stress mark in the first *lotu*. Discuss it and reinforce the link with pronunciation.
- Play the DVD cultural section. With the students, discuss the practices around sharing food in culture(s) that they are familiar with and make comparisons with what they see on the DVD.
- Hand out WS 1. Play the DVD studio section in which some students offer and refuse things. Ask your students to mark the sentences they hear. Confirm these by playing the DVD studio section again. Then play CD 2 track 20. They practise all the expressions to build their fluency.
- Domino activity: The students work in pairs to play food dominoes. You will be able to monitor how familiar the students are with the vocabulary by their speed in completing this activity (and also their accuracy). You could set a time limit to challenge them further.

Looking Ahead

- Ask the students to memorise *'Eiki, tapuaki mai 'emau me'akai´ ni. 'Emeni.* and to practise the sentences and vocabulary they have learned in this lesson. Suggest that they try to use some of the expressions when they have dinner with their families.

Close

- Say all three *lotu* through a few times with the students. Make sure that they are pronouncing them with the correct stress. Ask them to write all three in their workbooks and to check each other's writing for accuracy. Remind them how the stress marks link to the pronunciation.
- Exchange farewells.

fuamelie	raisin
laise	rice
moa	chicken
nūtolo	noodle
pisikete	biscuit
siaine momoho	ripe banana
fiu	to have enough to eat
kai	to eat
vahevahe	to share
lahi ange	more

Ngaahi Lotu

1.

‘Eiki, ke´ ke tapuaki	Lord, bless the food
‘A e me‘akai kuo foaki.	That has been given.
Tufa ha ivi mei he langi	Grant us strength from above
Ke mau mālohi ai.	So that we can be strong.
‘Emeni.	Amen.

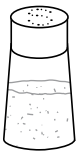
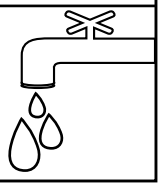
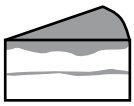
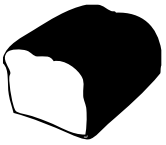
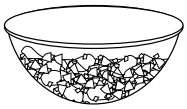
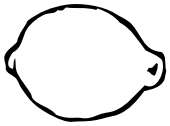
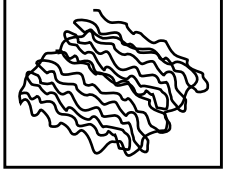
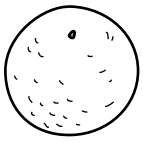
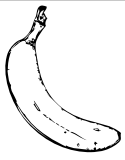
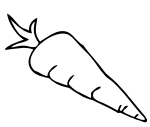
2.

‘Eiki, tapuaki mai e me‘akai´. ‘Emeni.	Lord, bless this food. Amen.

3.

‘Eiki, tapuaki mai ‘emau me‘akai´ ni. ‘Emeni.	Lord, bless our food. Amen.

FOOD DOMINO CARDS TEMPLATE

ʻota ika	onioni	niu taufua	lēmani	tēmata
				
fuamelie	nūtolo	laise	moa	siaine
				
moli	ʻāpele	kāpisi	kāloti	keke
				
inu	siaine momoho	māsima	pisikete	meʻakai
				
huʻakau	vai		mā	sanuisi
				

Ha‘u ‘o kai.	Come and eat
Kai ke´ ke mākona.	Eat up. (Have plenty.)
Ko ho inu´ eni.	Here’s your drink.
Ko ho‘o me‘akai´ eni.	Here’s your food.
Kātaki kai.	Please help yourself.
Ko e sanuisi´ eni.	Here are the sandwiches.
‘Oku´ ke fie vahevahe e me‘akai´?	Would you like to share out the food?
‘Oku´ ke fiema‘u ha toe me‘a?	Would you like something else?
‘Oku kei lahi pē e me‘akai´.	There is still more food.
‘Ikai, mālō.	No, thank you.
Kuo´ u fiu, mālō.	I’ve had enough to eat, thanks.
Mālō.	Thanks anyway.
Ifo!	It’s delicious!
Mālō e ma‘u me‘akai.	Thanks for the meal.

UNIT 13 – *KAI FAKATAHA* – SHARING FOOD

LESSON B

Learning Outcomes

Students will:

- offer things;
- accept and refuse things;
- communicate interest and enjoyment;
- identify food items;
- make connections with their own language(s) and culture(s).

Resources

OHT 2
Unit 13 audio CD and transcript
Unit 13 DVD and transcript
WS 1

You supply:

The *lotu* poster made from OHT 2
Copies of WS 1
Sets of food domino cards
The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Recall the *lotu* from Lesson A. Point to the *lotu* on the poster. Play CD 2 track 19 and ask the students to repeat the *lotu* along with the CD. Ask whether any of the students can say a *lotu* from Lesson A by heart. Praise their efforts.
- Ask the students whether they can recall the proverb from Unit 12 (*'E 'ikai si'i eni 'o ka moho*) and its meaning. Discuss how the meaning fits with Unit 13.

Learning Experiences

- Discuss the learning outcomes for this lesson.
- Show the Unit 13 DVD language section. Ask the students to turn to WS 1 from Lesson A. Play CD 2 track 20. The students repeat the pronunciation in the pauses.

- Organise the students into groups. Ask them to imagine that they are sharing food and get them to make up a dialogue that they can all participate in. Then they are to practise saying their dialogues, supporting each other to achieve a good level of fluency.
- Organise the students to act out their dialogues before the class, in turn. Ask the class to be an appreciative audience. This is a comprehension activity for those who are listening because other students made up the dialogues so they won't have heard them before.

When they have opportunities to use the language creatively, students become more motivated. They also learn to take risks and come to understand that risk-taking is an important strategy for successful language learning and communicating.

- You will have noticed the strengths and weaknesses of particular students from the way they performed their dialogues. Discuss how they felt when they were performing their dialogues. What did they find easy, and what did they find difficult? Ask them what helps them to learn best.

This will inform you, and them, about how their learning is progressing and what steps you might need to take with your class to help them further in their learning.

- Show the DVD cultural section and discuss what they notice with the students.
- Optional activity: Play food dominos.

Looking Ahead

- Lesson C, as usual, consolidates the learning, assessing how well the students can meet the learning objectives set for the unit. Tell them that they will participate in a (virtual) shared lunch and have to all be prepared to:
  - offer things;
  - accept and refuse things;
  - communicate interest and enjoyment;
  - identify food items.

  If you have organised an actual shared lunch, Lesson C can be an authentic situation rather than a simulation. In this case, prepare the students for what they will need to bring and tell them where they will need to meet for Lesson C.

Close

- Sing "Fo'i To'o".
- Exchange farewells.

UNIT 13 – *KAI FAKATAHA* – SHARING FOOD

LESSON C

Learning Outcomes

Students will:

- offer things;
- accept and refuse things;
- communicate interest and enjoyment;
- identify food items;
- make connections with their own language(s) and culture(s).

Resources

Unit 13 DVD and transcript
WS 1
Unit 13 Achievement Checklist

You supply:

Copies of WS 1
Copies of the Unit 13 Achievement Checklist
Vaka Progress Chart

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Ask the students what sentences they can remember from previous lessons that they can use when they share this meal. Play the DVD studio section to recall some of these.
- Ask who can say a *lotu*. Appoint a student (or some students) to say the *lotu* before the meal.
- Ask who can remember the proverb from Unit 12.

Learning Experiences

- Organise the students around tables in groups. If it is a virtual lunch, place illustrations of the food items on the tables. (You could use enlargements of the domino card illustrations.) If it is a real lunch, the students contribute the food they've brought.
- Display the achievement objectives. Using WS 1, the students take time to practise what they need to say. Show the DVD language scenario. They need to say at least one Tongan sentence to achieve each objective.

- Start with the *lotu*. Ask the appointed student(s) to say a *lotu* and then have everyone say it together. Now the students can begin eating and using the language they have been learning. Ask the students to help and monitor each other. You will be able to move around the room listening to the students as they engage with this activity, helping out where needed.
- At the end of the meal, discuss with the students how they felt about this activity. They will have been in a real or virtual situation, sharing the meal together. However, they will have been communicating mainly in Tongan.

Expressing how they feel when they are communicating in Tongan helps them to come to terms with their own identity and their attitudes towards others.

Discuss what they have learned about the food and customs associated with food and sharing food in Tongan communities. If they actually ate some Tongan food, did they like it (and can they express this in Tongan)?

- Hand out the Unit 13 Achievement Chart for the students to complete. They colour in band 13 of their Vaka Progress Chart.
- Optional activity: Show the DVD cultural section again. The students can discuss food organisation and practices, both in the Tongan culture (their new learning) and in other culture(s) they are familiar with.

Looking Ahead

- In Unit 14, the students will be learning how to say things about the seasons and the weather in Tongan. Ask them to revise the names for the months of the year (from Unit 7) so that they can say them fluently and spell them accurately.

Close

- Sing "Fo'i To'o".
- Exchange farewells.

UNIT 13 ACHIEVEMENT CHECKLIST



Ko hoku hingoa´ ko _____.

Now I can:

- ☐ offer things
- ☐ accept and refuse things
- ☐ communicate interest and enjoyment
- ☐ identify food items
- ☐ make connections with my own language(s) and culture(s)

UNIT 13 DVD TRANSCRIPT

Lesieli: *Sione, Tēvita! Mo omi ʻo kai!*	**Lesieli:** Sione, Tēvita! Come and eat!
Sione: *Ko eni ʻoku´ ma ō atu! ʻOku ou mate he fiekaia´!*	**Sione:** Coming! I'm starving!
ʻAna: *ʻOku ou mate he fiekaia´ mo au! Mālō e lelei, Sione.*	**ʻAna:** I'm starving, too! Hello, Sione.
Lesieli: *Mālō e lelei, Sione.*	**Lesieli:** Hello, Sione.
Tēvita: *Ifo atu e! ʻOku ou ifoʻia pe mo au he ʻota ika´!*	**Tēvita:** Yum! I love raw fish, too!
Lesieli: *Sai ia!*	**Lesieli:** Good!
Tēvita: *Tau lotu. ʻEiki oku mau fakamālō atu kiate koe ʻi he meʻatokoni ʻoku ʻamanaki ke mau maʻu Tapuakiʻi ia ke maʻu hamau ivi. ʻEmeni.*	**Tēvita:** Let's pray. Lord, we thank you for the food we are about to receive. Bless it as a source of strength. Amen.
Fāmili: *ʻEmeni.*	**Family:** Amen.
Lesieli: *Tata´ ke lahi.*	**Lesieli:** Have plenty.
Sione: *Mataʻi ifo hake e ʻota´.*	**Sione:** The raw fish looks yummy.
Lesieli: *Sai ia. Naʻe tokoni mai ʻa ʻAna hono ngaohi´ e ota´. Toe ʻatu haʻo talo?*	**Lesieli:** Good. ʻAna helped me make it. Would you like some more taro?
Sione: *ʻIo, kātaki. Tēvita, te´ ke fiemaʻu haʻo talo?*	**Sione:** Yes, please. Tēvita, do you want some taro?
Tēvita: *ʻIkai mālō. Lesieli, ʻAna, meʻa ifo moʻoni ko e ʻota ika!*	**Tēvita:** No thanks. Lesieli, ʻAna, the raw fish is very tasty!
ʻAna: *ʻOku´ ke fiemaʻu lū ika?*	**ʻAna:** Would you like some *lū ika*?
Sione: *Mālō.*	**Sione:** Thanks.
Lesieli: *ʻOatu ha coleslaw?*	**Lesieli:** Want some coleslaw?
Sione: *Mālō.*	**Sione:** Thanks.
Lesieli: *Tēvita, kei toe pē e meʻakai´.*	**Lesieli:** Tēvita, there's still more food.
Tēvita: *Mālō.*	**Tēvita:** Thank you.

UNIT 13 AUDIO TRANSCRIPT

Track 18 to Accompany Unit 13 Lesson A OHT 1

Here is the vocabulary for Unit 13. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

fuamelie
laise
moa
nūtolo
pisikete
siaine momoho

fiu
kai
vahevahe

lahi ange

Track 19 to Accompany Unit 13 Lesson A OHT 2

Listen to the following three blessings. They are used before eating food.

Blessing 1
ʻEiki, keˊ ke tapuaki
ʻA e meʻakai kuo foaki.
Tufa ha ivi mei he langi
Ke mau mālohi ai.
ʻEmeni.

Blessing 2
ʻEiki, tapuaki mai e meʻakaiˊ. ʻEmeni.

Blessing 3
ʻEiki, tapuaki mai ʻemau meʻakaiˊ ni. ʻEmeni.

Track 20 to Accompany Unit 13 Lesson A WS 1

Listen to these expressions. Then practise saying them along with the speaker. Remember to copy the rhythm and stress patterns of the sentences.

Haʻu ʻo kai.
Kai keˊ ke mākona.
Ko ho inuˊ eni.

Ko hoʻo meʻakaiˊ eni.
Kātaki kai.
Ko e sanuisiˊ eni.

ʻOkuˊ ke fie vahevahe e meʻakaiˊ?
ʻOkuˊ ke fiemaʻu ha toe meʻa?
ʻOku kei lahi pē e meʻakaiˊ.

ʻIkai, mālō.
Kuoˊ u fiu, mālō.
Mālō.

Ifo!
Mālō e maʻu meʻakai.

UNIT 14 – *FA'AHITA'U* – SEASONS

OVERVIEW

Learning Outcomes

Students will:

- ask about and discuss the weather;
- understand and use time expressions;
- make connections with their own culture(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objectives are:

- Communication (page 53)
  - 2.2 understand and use time expressions;
  - 2.6 understand and express concepts of amount, ownership, relationship, quality, and state;
- Language (pages 53–54);
- Culture (pages 53 and 55).

Language Knowledge

Vocabulary

'afu	hot and humid
'ao'aofia	cloudy
havili	windy
la'ā	sunny
momoko	cold
momoko 'aupito	freezing
sinou	snowy (snowing)
'afua mo la'ā	fine
'uha	rainy (raining)
anga maheni	usually (usual practice)
fa'a	often
fa'ahita'u	season
(fa'ahita'u) failau	spring
(fa'ahita'u) fakatōlau	autumn
(fa'ahita'u) māfana	summer
(fa'ahita'u) momoko	winter

This vocabulary is on CD 2 track 21.

Structures and Expressions

'Oku fēfē 'ea´?	What's the weather like?
'Oku fēfē 'ea´ 'i Tonga´ na?	What's the weather like in Tonga?
'Oku fēfē 'ea´ he taimi momoko´?	What's the weather like in winter?
Ko e 'aho 'afua mo la'ā eni, 'inē?	It's a fine day, isn't it?
'Io, ko ia.	Yes, it is.
'Oku momoko e 'aho´ ni.	It's cold today.
'Oku 'ikai 'uha.	It's not raining.
'Oku fa'a 'ao'aofia.	It's often cloudy.

Language Notes

When you communicate by phone, fax, or email, you add *na* at the end of the sentence to ask a question, for example:

'Oku fēfē 'ea´ 'i Tonga´ na?	What's the weather like in Tonga?

When *na* is added, the written language shows the change in pronunciation stress by adding the enclitic stress mark.

Cultural Knowledge

The Seasons

Temperate countries such as New Zealand have four seasons, but tropical countries such as Tonga have only two: a wet and a dry season. When it's late summer in New Zealand, it's the wet season in Tonga. The seasonal round for growing *'ufi* (yams) in Tonga demonstrates this. The Tongan word for "year", *ta'u*, is the word for the period of time it takes for *'ufi* roots to fully mature.

January

This month is the time for New Year chores, including getting the plots ready to grow *'ufi*.

February–March

This is the wet season. The first rains come and there is a risk of hurricanes. (Tropical cyclones are often called "hurricanes" in Tonga.) It isn't constantly windy with bad weather all the time, though. The men finish digging their plots, getting them ready for planting the *'ufi*.

April

The bad weather and hurricanes have passed. People are looking after their *'ufi*, making sure that they are well weeded.

May–June

The *'ufi* roots are growing bigger, and the "second root" is starting to grow. The first *'ufi* are ready to harvest.

July–August

The *'ufi* are harvested and stored. The *tokamui* variety of *'ufi* are harvested from August right through to December.

September–December

The men start digging the soil, getting their plots ready for the new season.

Fale (Buildings)

The traditional Tongan *fale* is suitable for all kinds of weather because the roof and the walls are made of coconut leaves, which shed the rain and provide ventilation. Nowadays, people in Tonga also build houses with the same kinds of materials that we use in New Zealand, such as timber, bricks, and metal roofing iron.

Clothing

In Tonga, people don't really wear warm clothing in winter and lighter clothing in summer the way people do in New Zealand. On the other hand, women, including visitors, are expected to cover their bodies. Because of tourism and with so many Tongans living overseas and then returning, dress styles are changing. Many younger people dress the way people do in Australia, New Zealand, and the United States, where many Tongans live.

Teachers' Notes

When students learn another language, they need to be able to describe things that are familiar to them in their own environments. This is why your students learn the words for the seasons that they are familiar with here in New Zealand. However, it is important that they understand that these terms do not describe the seasonal weather patterns in Tonga. Tongan people have their own ways of talking about the seasons and the changes between them, different times of the year, and time as it relates to day and night. Helping the students to come to terms with these cultural differences is part of the language teaching and learning process.

Presenting Work

By now, the students should be confident in presenting their work and receiving feedback from you and their peers, especially where there is a strongly supportive classroom atmosphere.

Learning another language and culture involves the students questioning their own identities, especially when they are being asked to pronounce words in different ways and use gestures and body language that were previously unfamiliar. Many students can feel awkward and very exposed when they try to do this, especially if they don't get it right the first time they try. Having the support of their peers is very important as this support can encourage them to keep trying and gain confidence in expressing themselves in very different ways.

UNIT 14 – *FA'AHITA'U* – SEASONS

LESSON A

Learning Outcomes

Students will:

- ask about and discuss the weather;
- make connections with their own culture(s).

Resources

Unit 14 DVD and transcript
OHT 1
Unit 14 audio CD and transcript
WS 1
CS 1

You supply:

The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD
Copies of OHT 1
Copies of WS 1
An OHT made from CS 1

Lesson Outline

Introduction

- Play the *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD to welcome the students to the lesson.
- Exchange greetings.

Looking Back

- Recall the names of the months of the year, which the students learned in Unit 7.
- Divide the class into two groups. Choose a leader for each group. Tell the students that they are to start with the leader, who says *Sanuali* (January). The next student says *Fepueli* (February), and so on around the group, each student saying the next month in the sequence. They are to complete five rounds in their group. The first group to finish five rounds wins.

Learning Experiences

- Tell the students that they will be learning about the seasons and how to talk about the weather and that there are important differences between New Zealand weather and seasonal patterns and those in Tonga. Display the learning outcomes and discuss those that are the focus of Lesson A.

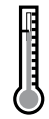
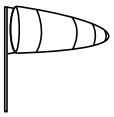
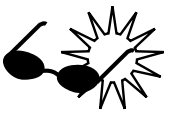
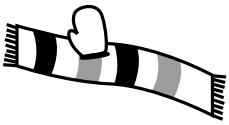
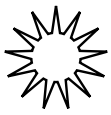
- Show the DVD cultural section. Discuss what they learned from the information presented with the students. Find out what connections they can make to their own culture(s). There may be a range of responses.
- Play the DVD studio section that covers the weather expressions. Do a quick check to see what words the students remember afterwards. Show the DVD again. The students are to try to memorise three weather expressions from what they hear and see. Test them afterwards to see whether they can. They can also test each other. Play the DVD once more as a final check.
- Show OHT 1. Give the students time to look at the vocabulary and become familiar with it. Play CD 2 track 21 and have them repeat the expressions in the pauses. Repeat this sequence. Hand out copies of the OHT to the students.
- Hand out WS 1 for the students to complete. Show CS 1 for the students to verify their responses. Ask for a show of hands to see how many had a perfect result. This monitoring will enable you to adjust the lesson plan and, if needed, repeat some of the activities from Lesson A.
- Tell the students to use WS 1 and take turns to ask each other the questions with a partner giving an appropriate response in Tongan. Tell them to use the questions and responses on the worksheet.

Looking Ahead

- In the next lesson, your students will continue their work with weather expressions, adding the season and the time of the day. Ask the students to practise asking the questions about the weather in Tonga and in New Zealand and to see how many responses they can give.

Close

- Exchange farewells.

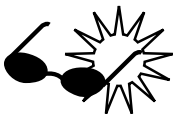
ʻafu	hot and humid	
ʻaoʻaofia	cloudy	
havili	windy	
laʻā	sunny	
momoko	cold	
momoko ʻaupito	freezing	
sinou	snowy (snowing)	
ʻafua mo laʻā	fine	
ʻuha	rainy (raining)	
anga maheni	usually (usual practice)	
faʻa	often	
faʻahitaʻu	season	
(faʻahitaʻu) failau	spring	
(faʻahitaʻu) fakatōlau	autumn	
(faʻahitaʻu) māfana	summer	
(faʻahitaʻu) momoko	winter	

Instructions

As you listen to the CD, draw a line between each sentence and the picture that matches it. First, here are the questions:

ʻOku fēfē ʻeaˊ ʻi Tongaˊ na?	What's the weather like in Tonga?
ʻOku fēfē ʻa e ʻea ʻi Nuʻu Sila?	What's the weather like in New Zealand?

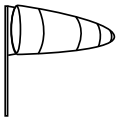
ʻOku ʻafu.



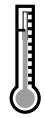
ʻOku ʻafua mo laʻā.



ʻOku laʻā!



ʻOku momoko ʻaupito.



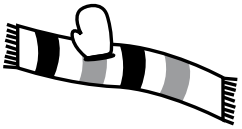
ʻOku sinou.



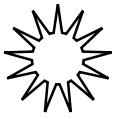
ʻOku ʻaoʻaofia.



ʻOku ʻuha.



ʻOku havili.



ʻOku momoko.



Instructions

As you listen to the CD, draw a line between each sentence and the picture that matches it. First, here are the questions:

'Oku fēfē 'ea´ 'i Tonga´ na?	What's the weather like in Tonga?
'Oku fēfē 'a e 'ea 'i Nu'u Sila?	What's the weather like in New Zealand?

'Oku 'afu.

'Oku 'afua mo la'ā.

'Oku la'ā!

'Oku momoko 'aupito.

'Oku sinou.

'Oku 'ao'aofia.

'Oku 'uha.

'Oku havili.

'Oku momoko.



UNIT 14 – *FA'AHITA'U* – SEASONS

LESSON B

Learning Outcomes

Students will:

- communicate about the seasons;
- understand and use time expressions.

Resources

OHT 1 (from Lesson A)
WS 2
Unit 14 audio CD and transcript
CS 2
Unit 14 DVD and transcript
WS 3
OHT 2

You supply:

Weather and season flashcards (optional)
Copies of WS 2
Copies of WS 3
Copies of the DVD transcript

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Recall the weather expressions from Lesson A, using either the flashcards or OHT 1 from Lesson A.
- Hand out WS 2. Play CD 2 track 23. The students verify their responses using CS 2. Play track 23 again for the students to further check their responses.

Learning Experiences

- Identify the learning outcomes that are the focus of Lesson B. Show the Unit 14 DVD language section. In this viewing, have the students focus on the words for the seasons.
- Hand out WS 3, which has illustrations of the four seasons experienced in New Zealand. Tell the students that they are to complete the names for these in Tongan on the lines at the top of each section. Then, in Tongan, they write three descriptions of the weather typically experienced in each season in the same sections. Some expressions may be repeated.

- Working in groups, the students take turns to read out a description of one of the seasons. Other members of the group try to guess which season is being described. Make sure that all of the students have a turn at reading one of their descriptions. The student with the highest number of correct interpretations in each group wins.
- Show OHT 2. Play CD 2 track 24 and have the students repeat the sentences in the pauses. Then play the DVD language scenario. Ask the students if the language is now more familiar? How much can they understand? Play the scenario again to see whether they can now understand even more. Hand out copies of the transcript to the students for their reference.
- Ask the students to look again at the maps of New Zealand and Tonga on WS 2. Now they are going to ask each other questions about the weather, as they did in Lesson A. Encourage them to use the sentence patterns on OHT 2. For example they can use sentence patterns like the following:

Ko e ʻaho ʻafua mo laʻā eni, ʻinē?	It's a fine day, isn't it?
ʻIo, ko ia.	Yes, it is.
ʻOku momoko e ʻaho´ ni.	It's cold today.
ʻOku ʻikai ʻuha.	It's not raining.
ʻOku faʻa ʻaoʻaofia.	It's often cloudy.

- Optional activity: Using the flashcards, revise the weather and season expressions with the students.
- Play the DVD language scenario, with the students watching and listening carefully. Then ask the students to work in pairs to practise the role-plays using their copies of the DVD transcript.

Looking Ahead

- Tell the students that they will perform their role-plays in Lesson C as their assessment for Unit 14. Remind them to practise. Tell them that they can make changes to the role-plays if they wish, but they need to make sure that other students can still understand them.
- Ask those students who didn't complete the illustrations on WS 2 during the lesson to complete them now. Display the completed worksheets on the classroom wall.

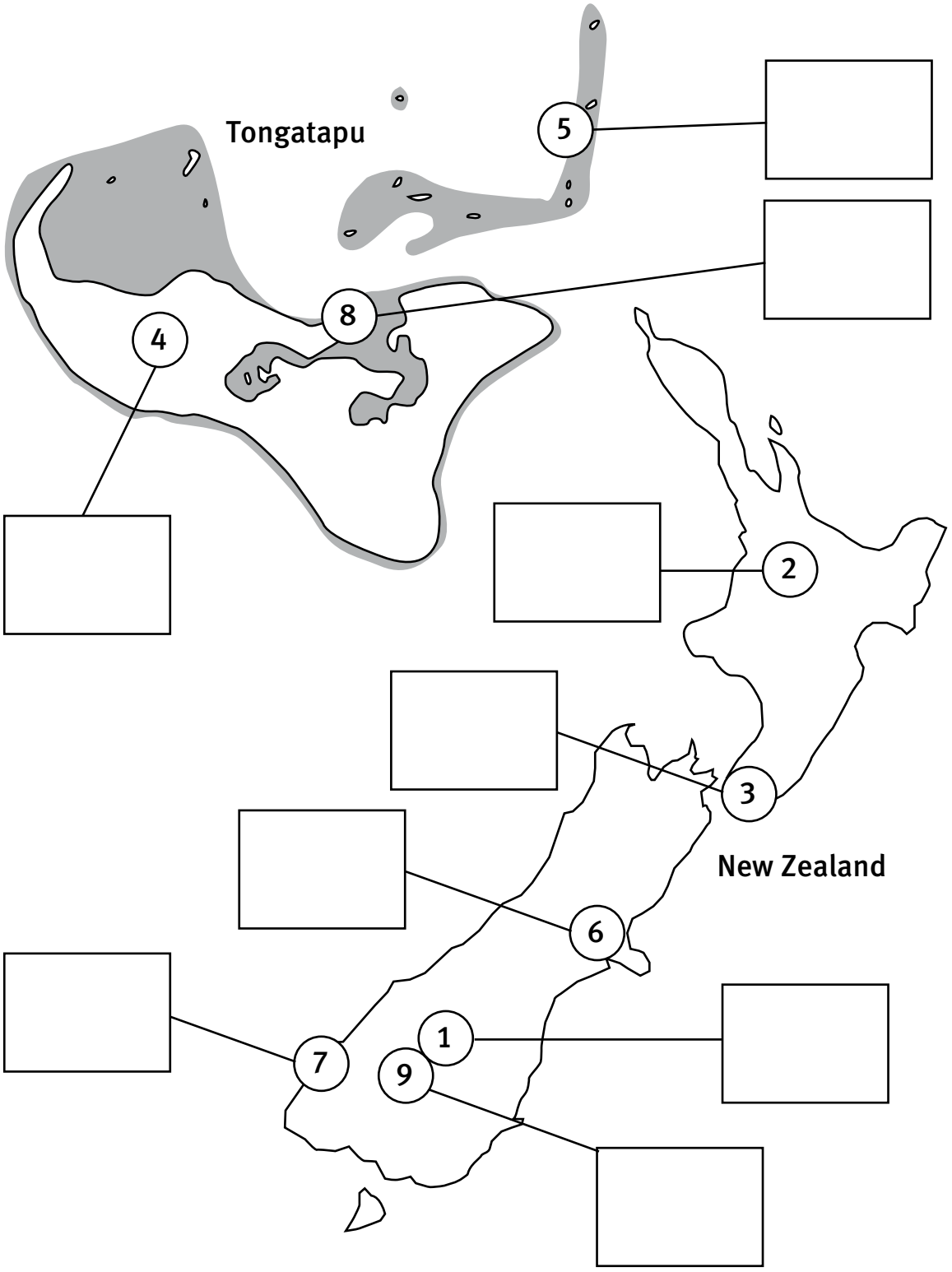
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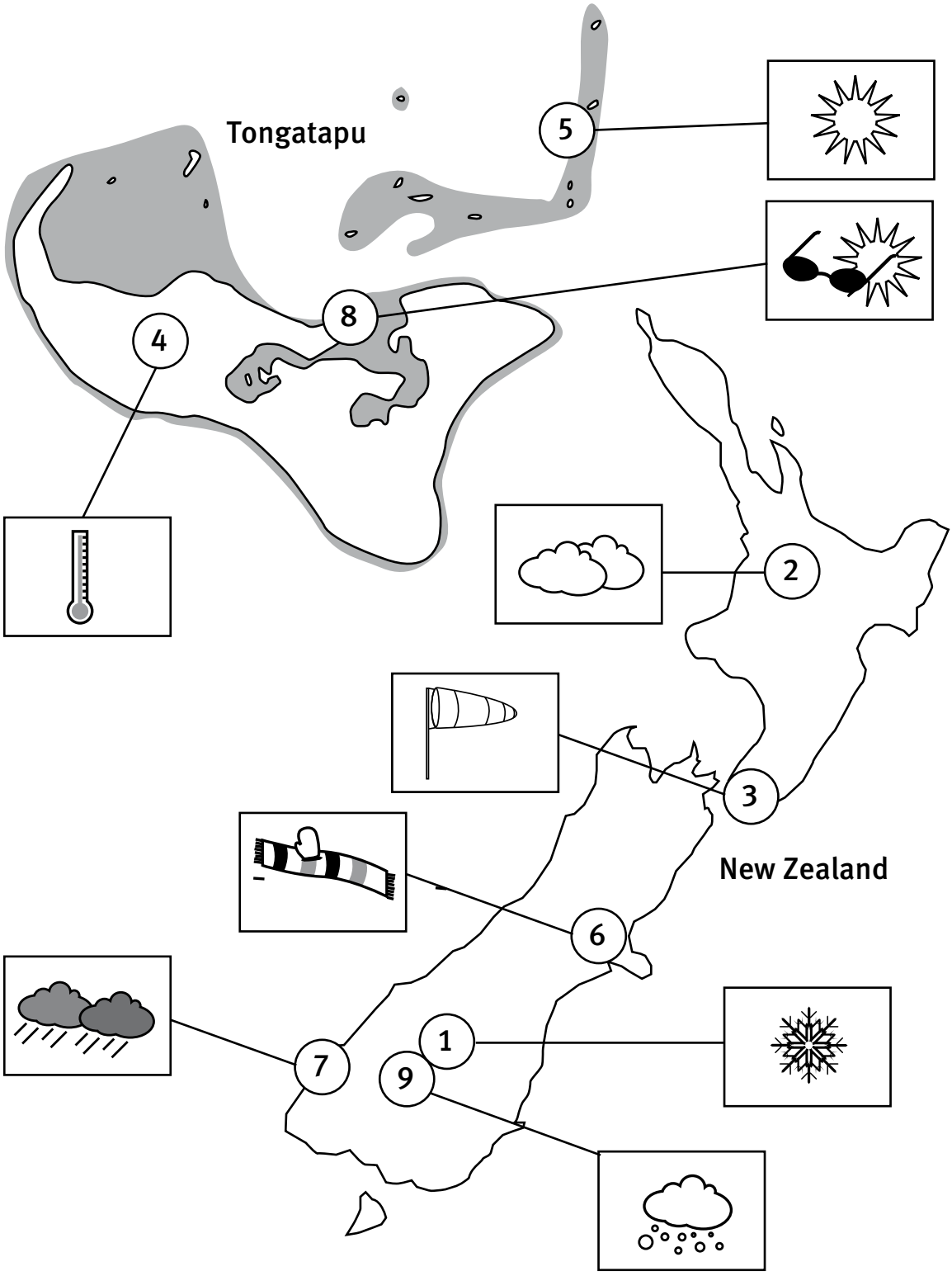
- Play the DVD cultural section.
- Exchange farewells.

WS 2

Instructions

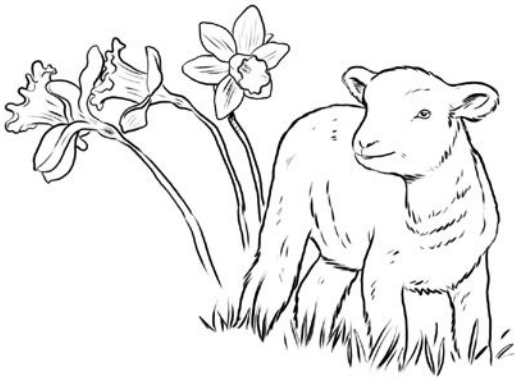
You will hear nine weather expressions spoken on the CD in a numbered sequence. Each one is said twice. As you listen, draw a picture that matches what you hear for each number on the map.




Tongatapu
5
8
4
2
3
New Zealand
6
7
1
9

WS 3

Ngaahi Fa‘ahita‘u

Fa‘ahita‘u _____ 	Fa‘ahita‘u _____ 
Fa‘ahita‘u _____ 	Fa‘ahita‘u _____ 

‘Oku fēfē ‘ea´?	What’s the weather like?
‘Oku fēfē ‘ea´ ‘i Tonga´ na?	What’s the weather like in Tonga?
‘Oku fēfē ‘ea´ he taimi momoko´?	What’s the weather like in winter?
Ko e ‘aho ‘afua mo la‘ā eni, ‘inē?	It’s a fine day, isn’t it?
‘Io, ko ia.	Yes, it is.
‘Oku momoko e ‘aho´ ni.	It’s cold today.
‘Oku ‘ikai ‘uha.	It’s not raining.
‘Oku fa‘a ‘ao‘aofia.	It’s often cloudy.

UNIT 14 – *FA'AHITA'U* – SEASONS

LESSON C

Learning Outcomes

Students will:

- ask about and discuss the weather;
- understand and use time expressions;
- make connections with their own culture(s).

Resources

Unit 14 DVD and transcript
Unit 14 Achievement Checklist
WS 2 (from Lesson B)

You supply:

The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD
Copies of the Unit 14 Achievement Checklist
Vaka Progress Chart
Copies of WS 2 (from Lesson B)
Copies of the CD 2 track 23 transcript

Lesson Outline

Introduction

- Play the *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD quietly in the background to welcome the students.
- Exchange greetings.

Looking Back

- Tell the students that they are going to work in groups to practise their role-plays. Play the DVD language scenario to focus them and then give them time to practise. Play the scenario again if needed.

Learning Experiences

- Ask the students to perform their role-plays. Decide whether the role-plays are to be presented to other groups or acted in front of the whole class. Encourage the audience to give feedback in ways that are helpful, for example, what might be "next-steps" learning for particular students.

- Ask the students to complete their Unit 14 Achievement Checklist with a partner and have the partner sign it off in the usual way. Then they colour in band 14 on their Vaka Progress Chart.
- Optional activity: Organise the students into groups with two students acting as the leaders of each group. The leaders use the list of weather expressions from WS 2 from Lesson B that are in the CD 2 track 23 transcript, but change the order. They take turns to read the number and the weather expression while the rest of the group draw an illustration on their worksheet against the matching number. When they've done this, the leaders say what the weather is for each illustration so that the other members of the group can verify their responses.

Looking Ahead

- In Unit 15, the students will be learning more about time and also about some interesting places in Tonga. Ask them to use whatever resources they can to find out what visitors go to see in Tonga.

Close

- Play the DVD cultural section.
- Exchange farewells.

UNIT 14 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

Now I can:

- ☐ ask about and discuss the weather
- ☐ understand and use time expressions
- ☐ make connections with my own culture(s)

UNIT 14 DVD TRANSCRIPT

'Ana:
'Oku fai ho'o paati´ 'i Sune? 'Oku momoko 'aupito 'a Sune!

'Ana:
Your party is in June? It's really cold in June!

Lute:
'Ikai, ko e ta'u kuo 'osi´ na'e 'afua mo la'ā!

Lute:
No, last year it was fine and sunny!

'Ana:
Na'e momoko 'aupito!

'Ana:
It was really freezing!

Lute:
'Io, sai. Ko e fa'ahita'u momoko!

Lute:
Yeah, OK. It was winter!

'Ana:
'Io, ko e fa'ahita'u momoko 'i Nu'u Sila´ 'oku momoko 'aupito!

'Ana:
Yes, winter in New Zealand is so cold!

Lute:
'Oku fēfē 'ea 'i Tonga´?

Lute:
What's the weather like in Tonga?

'Ana:
'I he fa'ahita'u mafana´ 'oku lahi la'ā pē mo 'afu.

'Ana:
In summer it's usually sunny and humid.

Lute:
'Oku fēfē 'i he fa'ahita'u momoko´?

Lute:
What's it like in winter?

'Ana:
'Oku 'ikai ha fa'ahita'u momoko. Ko e fa'ahita'u 'uha pē mo e fa'ahita'u la'ā.

'Ana:
There's no winter. We have a wet and a dry season.

Lute:
'Oku lahi 'aupito e 'uha´ heni! 'Oku 'ikai te´ u sa'ia he 'uha´.

Lute:
It rains a lot here! I don't like the rain.

'Ana:
'Oku 'ikai te´ u tokanga au kapau 'e 'uha. 'Oku ou sa'ia he sio DVD!

'Ana:
I don't mind if it rains. I love watching DVDs!

UNIT 14 AUDIO TRANSCRIPT

Track 21 to Accompany Unit 14 Lesson A OHT 1

Here is the vocabulary for Unit 14. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

ʻafu
ʻaoʻaofia
havili
laʻā
momoko
momoko ʻaupito
sinou
ʻafua mo laʻā
ʻuha

anga maheni
faʻa

faʻahitaʻu
faʻahitaʻu failau
faʻahitaʻu fakatōlau
faʻahitaʻu māfana
faʻahitaʻu momoko

Track 22 to Accompany Unit 14 Lesson A WS 1

As you listen, draw a line between each sentence and the picture that matches it.

First, here are the questions:

ʻOku fēfē ʻea´ ʻi Tonga´ na?
ʻOku fēfē ʻa e ʻea ʻi Nuʻu Sila?

Now, here are the sentences. They describe the weather.

ʻOku ʻafu.
ʻOku ʻafua mo laʻā.
ʻOku laʻā!
ʻOku momoko ʻaupito.
ʻOku sinou.
ʻOku ʻaoʻaofia.
ʻOku ʻuha.
ʻOku havili.
ʻOku momoko.

Track 23 to Accompany Unit 14 Lesson B WS 2

You will hear nine weather expressions said in a numbered sequence. Each one is said twice. As you listen, draw a picture that matches what you hear for each number on the map.

1. *ʻOku momoko ʻaupito.*
2. *ʻOku ʻaoʻaofia.*
3. *ʻOku havili.*
4. *ʻOku ʻafu.*
5. *ʻOku laʻā.*
6. *ʻOku momoko.*
7. *ʻOku ʻuha.*
8. *ʻOku ʻafua mo laʻā.*
9. *ʻOku sinou.*

Track 24 to Accompany Unit 14 Lesson B OHT 2

Listen to these speakers and repeat what each one says in the pauses.

ʻOku fēfē ʻea´?
ʻOku fēfē ʻea´ ʻi Tonga´ na?
ʻOku fēfē ʻea´ he taimi momoko´?

Ko e ʻaho ʻafua mo laʻā eni, ʻinē?
ʻIo, ko ia.

ʻOku momoko e ʻaho´ ni.
ʻOku ʻikai ʻuha.
ʻOku faʻa ʻaoʻaofia.

UNIT 15 – *KO E TAIMI´ MO E NGAAHI FEITU'U´* – TIME AND PLACES

OVERVIEW

Learning Outcomes

Students will:

- use time expressions;
- ask about and identify places;
- make connections with their own culture(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objectives are:

- Communication (page 53)
  - 2.1 identify people, places, and things;
  - 2.2 understand and use time expressions;
- Language (pages 53–54);
- Culture (pages 53 and 55).

Language Knowledge

Vocabulary

'ana	cave
matātahi	beach
motu	island
mo'ungaafi	volcano
pupu'a	blowhole
hahake	east
hihifo	west
loto fonua	centre (of land)
tokelau	north
tonga	south

kolo	village or town
kolo lahi	big village or town, city
kolo si'isi'i	small village or town
hengihengi	before sunrise
pongipongi	sunrise to midday
ho'atā efiafi	early afternoon
efiafi po'uli	sunset to dusk

This vocabulary is on CD 2 track 25.

Structures and Expressions

Tau ō ki matātahi.	Let's go to the beach.
Fakakū?	When?
'I he efiafi´.	In the afternoon.
Ko e taimi lelei taha´ ia.	It's the best time.
'Oku 'i fē 'a e pupu'a´?	Where are the blowholes?
'I he tokelau´.	In the north.
'I loto fonua he motu´.	In the centre of the island.

Language Notes

Loto mālie is the term for "centre". When "centre" refers to the middle of an island, the term becomes *loto fonua* because *fonua* is the word for land. *Loto kolo* is used for the centre of a village, town, or city. *Kolo* is a word that expresses both a place where people live and the people of that place. You add an adjective to express a difference in size:

kolo si'isi'i	small village or town
kolo	village or town
kolo lahi	big village or town, city

Time in Tonga is traditionally expressed by the movement of the sun and the natural rhythm of day and night. Your students can now expand some of the time expressions they know to include some subtle cultural meanings. In Unit 2, they were introduced to:

pongipongi	morning
ho'atā	midday, noon
efiafi	afternoon
po'uli	night

In Unit 7, your students expanded the idea of before and after noon to include:

pongipongi	a.m.
efiafi	p.m.

Further shades of meanings can now be added:

pongipongi	sunrise to midday
efiafi	midday to sunset
efiafi po'uli	sunset to dusk

Cultural Knowledge

Punctuality

Except for very formal events – such as a church service that a member of the royal family is expected to attend or a royal function – you are not expected to be punctual in Tonga. Events often start late. Once everyone has arrived, the event begins.

Teachers' Notes

Times of the Day

Tongans divide a twenty-four hour period into the following sections:

tu'apō	midnight
valengapō	after midnight (until dawn)
'ata 'a puaka	the hour before dawn (the darkest time of the night, when only pigs are moving around, foraging for food)
mafoa e ata	dawn
hengihengi	before sunrise
pongipongi	sunrise to midday
ho'atā	noon
ho'atā efiafi	early afternoon
efiafi	afternoon
po'uli	night

These terms express traditional Tongan concepts of time.

Pupu'a (Blowholes)

Pupu'a or *pupu'a puhi* are blowholes at the edge of the reef that connects the shallow sea inside the reef with the deep ocean outside. *Pupu'a Puhi* is also the name for the blowholes at the beach at Houma. Waves are sucked into the holes. Then the water is forced out high into the air (*puhi*), making a sound a bit like someone whistling.

Taunga Peka (Where Flying Foxes Live)

Tonga's *peka* (flying foxes) hunt at night for food and hang upside down in trees during the day. They are protected. No one is allowed to kill them. Although they also live in other *taunga* (hanging places) in Tonga, their traditional home is considered to be at Kolovai.

According to tradition, *peka* were a gift from Sina, who was Samoan. Also according to tradition, every time there is an event in the royal family, such as a death, a white bat appears and flies around the island. When people see a white bat, this indicates to them that something of significance is about to happen.

Ha'amonga 'a Maui

Ha'amonga 'a Maui is a huge stone archway at Niutoua. Talaiha'atama and Talaiha'apepe built it at the beginning of the 13th century for their grandfather as an entrance for the people to his palace. In 1976, King Taufa'ahau Tupou IV offered an additional explanation for why Ha'amonga 'a Maui was built. He reasoned that the "V" notch on the top of the lintel was used as a marker for ancient lunar observations, particularly observations made to establish the beginning of the lunar New Year. Observations made on the shortest and longest days aligned with the Tropic of Cancer and Tropic of Capricorn, confirming that the "V" notch marks the position of the rising of the sun on the shortest and longest days of the year. Ha'amonga 'a Maui is now a national park, and the area is protected.

Working in Pairs and Groups

You will have noticed that most of the tasks and activities in *Faufaua! An Introduction to Tongan* require the students to work in pairs or groups. When students work together, the discussion they engage in contributes to their learning and the development of strategies that can help them to work independently when they need to.

UNIT 15 – *KO E TAIMI´ MO E NGAAHI FEITU'U´* – TIME AND PLACES

LESSON A

Learning Outcomes

Students will:

- use time expressions;
- ask about and identify places;
- make connections with their own culture(s).

Resources

OHT 1
Poster template
Unit 14 DVD and transcript
Unit 15 DVD and transcript
Unit 15 audio CD and transcript

You supply:

The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD
A blank OHT or a large piece of paper
Flashcards of the seasons and the months of the year
A poster made from the template on page 296
Flashcards of the points of the compass
Copies of OHT 1

Lesson Outline

Introduction

- Play the *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD to welcome the students to the lesson.
- Exchange greetings.

Looking Back

- Ask the students what they found out about the places that visitors to Tonga like to see. Write what the students say on a blank OHT, a large sheet of paper, or the board. If you use an OHT, you can show it to the students at the end of the unit. They can then judge for themselves what they have learned from this unit.
- Using the flashcards, recall the Tongan names for the seasons and the months of the year with the students.

Learning Experiences

- Display the learning outcomes for Unit 15 and discuss those that are the focus of Lesson A.
- Show OHT 1. Remind the students that they already know how to express the time of day when they say say "Good morning" in Tongan: *Mālō e lelei ki he pongipongi´ ni*. Discuss expressions of time such as this and how they are quite precise, indicating a particular time of the day.

  Show the poster of the Tongan expressions of time and discuss these with the students. Tongan people use clocks and the pattern of night and day to tell the time. Tell the students that the poster is for their reference. They do not need to memorise these time divisions at this stage of their learning, but they do need to understand that concepts of time are expressed and understood differently within the Tongan culture. Play CD 2 track 26 so that the students can hear the pronunciation of the time words. They repeat them in the pauses.

  Now play CD 2 track 25 and have the students repeat the vocabulary on OHT 1 in the pauses. Ask the students to practise saying the vocabulary to each other. If necessary, play track 25 again to reinforce the pronunciation.
- Show the flashcards with the points of the compass in Tongan written on them. Divide the classroom into points of the compass and label them in Tongan. Divide the class into two groups, each group lined up behind a leader. Say "south" (in English). The leaders must run in that direction with only the Tongan word on the classroom wall to help them. The winner gets a point. These leaders then go to the back of the line, and the cycle is repeated with the next person in the line until everyone has had a turn and one team is declared the winner.
- Show the Unit 14 and Unit 15 DVD cultural sections. Discuss what they notice with the students. Ask whether they have been to Tonga and visited any of the places shown. Using the information in the overview, expand the students' knowledge of the various places of interest shown.

  Show the DVD cultural segment again. This time, invite feedback from the students about anything further they wish to discuss or comment on. There will be points of similarity and points of difference, depending on the students' own backgrounds. Link the discussion with the fact that cultures express time according to their own traditions.
- Show OHT 1 again. Play CD 2 track 25, with the students repeating the words in the pauses. Hand out copies of OHT 1.

Looking Ahead

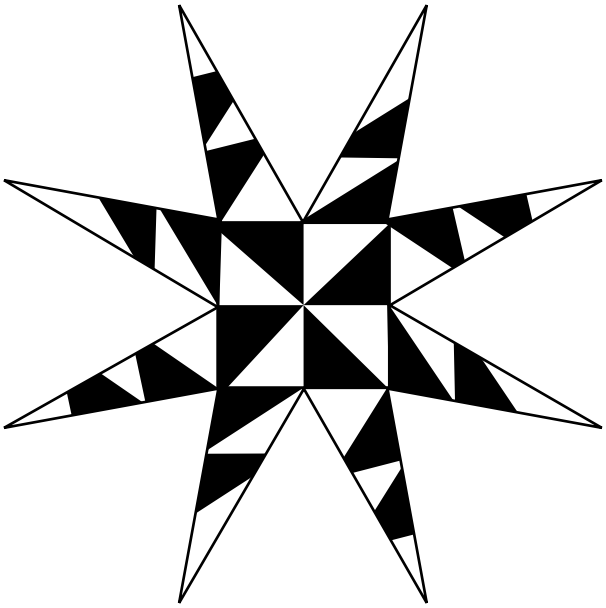
- Ask the students to practise saying the vocabulary they have been learning in Lesson A so that they know the meanings of the words, know how to spell them, and understand the words when they hear them spoken. Practising with each other before the next lesson will help a lot.

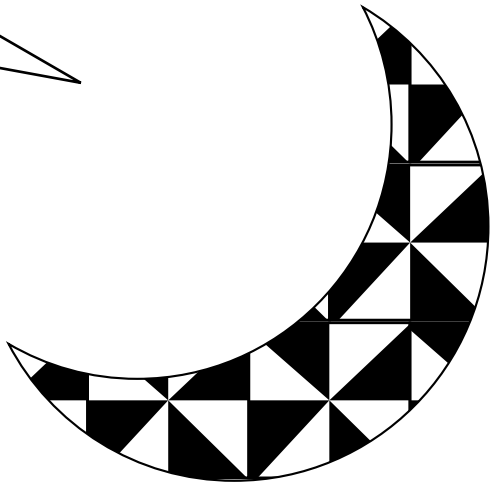
Close

- Ask the students to turn to their partner. Each student is to tell their partner three things they have learned from the lesson about what there is to see in Tonga that particularly interested them.
- Farewell the students.

ʻana	cave
matātahi	beach
motu	island
moʻungaafi	volcano
pupuʻa	blowhole
hahake	east
hihifo	west
loto fonua	centre (of land)
tokelau	north
tonga	south
kolo	village or town
kolo lahi	big village or town, city
kolo siʻisiʻi	small village or town
hengihengi	before sunrise
pongipongi	sunrise to midday
hoʻatā efiafi	early afternoon
efiafi poʻuli	sunset to dusk

POSTER TEMPLATE





Tongans divide a twenty-four hour period into the following sections:

tu'apō	midnight
valengapō	after midnight (until dawn)
'ata 'a puaka	the hour before dawn (the darkest time of the night, when only pigs are moving around, foraging for food)
mafoa e ata	dawn
hengihengi	before sunrise
pongipongi	sunrise to midday
ho'atā	noon
ho'atā efiafi	early afternoon
efiafi	afternoon
po'uli	night

These terms express traditional Tongan concepts of time.

UNIT 15 – *KO E TAIMI´ MO E NGAAHI FEITU'U´* – TIME AND PLACES

LESSON B

Learning Outcomes

Students will:

- use time expressions;
- ask about and identify places;
- make connections with their own culture(s).

Resources

OHT 1 (from Lesson A)
Unit 15 audio CD and transcript
Unit 15 DVD and transcript
OHT 2
WS 1
CS 1

You supply:

The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD
Copies of WS 1
Copies of the DVD transcript

Lesson Outline

Introduction

- Play the *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD quietly in the background to welcome the students.
- Exchange greetings.

Looking Back

- Recall the vocabulary from Lesson A. Show OHT 1. Play CD 2 track 25, with the students repeating the words in the pauses.

Learning Experiences

- Discuss the learning outcomes that are the focus of Lesson B with the students.
- Show the Unit 15 DVD language scenario. Discuss what they notice with the students and invite them to comment in terms of their own learning and making meaning. How much of the dialogue can they understand?

- Play the DVD studio section. Show OHT 2 and play CD 2 track 27, with the students repeating the dialogue in the pauses. Then organise the students into groups and have them make up their own dialogues on the model they have just heard. Tell them to use their vocabulary from previous units to extend the scope of what they can say and to change the times of the day to suit. For example:

Tau ō ki falekoloa.	Let's go to the shops.
Fakakū?	When?
'I he efiafi´.	In the afternoon.
Ko e taimi lelei taha´ ia.	It's the best time.

- Hand out WS 1. Play CD 2 track 28. As the students listen to the CD, they complete the worksheet. Then they verify their responses using CS 1. Remind them that because they will hear each dialogue spoken only once, they will need to be very attentive. You may need to replay the track if you have students who cannot manage this task successfully the first time.
- Play the DVD language scenario. Hand out copies of the transcript to the students and give them time to practise a role-play.

Looking Ahead

- Lesson C, as usual, will consolidate the learning, assessing how well the students can meet the learning objectives set for the unit. Tell the students that they will be completing a listening activity in Lesson C, and so it's important that they know the vocabulary. They will also present their role-plays.

Close

- Play the DVD cultural section.
- Exchange farewells.

OHT 2

Tau ō ki matātahi.	Let's go to the beach.
Fakakū?	When?
'I he efiafi´.	In the afternoon.
Ko e taimi lelei taha´ ia.	It's the best time.

'Oku 'i fē 'a e pupu'a´?	Where are the blowholes?
'I he tokelau´.	In the north.
'I loto fonua he motu´.	In the centre of the island.

WS 1

Instructions

You will hear five dialogues in Tongan. Each dialogue is spoken only once. As you listen to each dialogue, write the English in the gaps.

1. Let's go to the _____ .

   When?

   _____ .

   It's the best time.

2. Let's go to the _____ .

   When?

   _____ .

   It's the best time.

3. Let's go to the _____ .

   When?

   _____ .

   It's the best time.

4. Let's go to the _____ .

   When?

   _____ .

   It's the best time.

5. Let's go to the _____ .

   When?

   _____ .

   It's the best time.

CS1

1. *Tau ō ki matātahi.* — Let's go to the beach.
   Fakakū? — When?
   'I he pongipongi´. — In the morning.
   Ko e taimi lelei taha´ ia. — It's the best time.

2. *Tau ō ki 'ana.* — Let's go to the cave.
   Fakakū? — When?
   'I he efiafi po'uli´. — After sunset.
   Ko e taimi lelei taha´ ia. — It's the best time.

3. *Tau ō ki pupu'a puhi.* — Let's go to the blowholes.
   Fakakū? — When?
   'I he ho'atā efiafi´. — In the early afternoon.
   Ko e taimi lelei taha´ ia. — It's the best time.

4. *Tau ō ki motu.* — Let's go to the island.
   Fakakū? — When?
   'I he hengihengi´. — Before sunrise.
   Ko e taimi lelei taha´ ia. — It's the best time.

5. *Tau ō ki kolo lahi.* — Let's go to the city.
   Fakakū? — When?
   'I he efiafi po'uli´. — After sunset.
   Ko e taimi lelei taha´ ia. — It's the best time.

UNIT 15 – *KO E TAIMI´ MO E NGAAHI FEITU'U´* – TIME AND PLACES

LESSON C

Learning Outcomes

Students will:

- use time expressions;
- ask about and identify places;
- make connections with their own culture(s).

Resources

Unit 15 DVD and transcript
WS 2
Unit 15 audio CD and transcript
CS 2
Unit 15 Achievement Checklist

You supply:

Copies of WS 2
Copies of CS 2
Copies of the Unit 15 Achievement Checklist
Vaka Progress Chart

Lesson Outline

Introduction

- Play the DVD quietly in the background to welcome the students to the lesson.
- Exchange greetings.

Looking Back

- Show the DVD language scenario as a warm-up reminder for the students.

Learning Experiences

- Give the students time to practise their role-plays in their groups. When they are ready, ask them to perform their role-plays, either to the whole class or to other members of their group. As before, make sure that they are all actively engaged in providing feedback to the presenters, who need to take note of the comments for their "next-steps" learning.

- Hand out WS 2. As the students listen to CD 2 track 29, they fill in the gaps in English according to what they hear spoken in Tongan. Remind them that they will hear each conversation only once, and so they will need to concentrate.

  Before the students check their responses, ask how many managed to fill all the gaps. You may need to play CD 2 track 29 again to allow everyone to complete the task and to help a peer to check what they have written. The students then verify their own responses using CS 2.
- Hand out the Unit 15 Achievement Checklist. You and the students now have enough information to assess whether they have completed the objectives or need more time to consolidate their learning. When the learning outcomes have been met and peer-checked, tell the students to complete their checklist and colour in band 15 on their Vaka Progress Chart.
- Optional activity: Ask the students to draw a map of Tonga and locate places of interest on it, using the information they have gathered together with the information that was presented on the DVD. When their maps are ready, ask them individually or in pairs, to describe the places of interest and where they are, using the language they have been learning. You could turn this activity into a challenge: a student describes a place of interest and its location in Tongan, and the others try to identify the place correctly.
- Optional activity: The students work in groups to prepare a wall mural or a poster to consolidate their knowledge about places of interest in Tonga. Encourage the students to research more places of interest so that their wall murals – or posters – become a useful resource that contributes to their ongoing learning.

Looking Ahead

- In Unit 16, the students will return to their family vocabulary, will learn about traditional kinds of work that are carried out in Tongan families, and will describe who does what in their own families. Ask the students to go back to the Unit 5 and Unit 11 material in their workbook and revise the Tongan words for family members.

Close

- Play the DVD cultural section.
- Exchange farewells.

WS 2

Instructions

You will hear eight conversations, each said once only. For each conversation, you need to write the English words for what you hear in the gaps. For example, if you heard the voices say:

'Oku 'i fē 'a e pupu'apuhi´?

'I he tokelau´.

you would fill in the gaps like this:

1. Where are the blowholes ?
   In the north .
2. Where is the _____ ?
   In the _____ .
3. Where are the _____ ?
   In the _____ .
4. Where is the _____ ?
   On the _____ .
5. Where are the _____ ?
   In the _____ .
6. Where is the _____ ?
   In the _____ .
7. Where is the _____ ?
   In the _____ .
8. Where is the _____ ?
   In the _____ .

CS 2

1.	*'Oku 'i fē 'a e pupu'a puhi´?*	Where are the blowholes?
	'I he tokelau´.	In the north.
2.	*'Oku 'i fē 'a e matātahi´?*	Where is the beach?
	'I he hahake´.	In the east.
3.	*'Oku 'i fē 'a e ngaahi kolo´?*	Where are the villages?
	'I loto fonua he motu´.	In the centre of the island.
4.	*'Oku 'i fē 'a e mo'ungaafi´?*	Where is the volcano?
	'I he motu´.	On the island.
5.	*'Oku 'i fē 'a e ngaahi 'ana´?*	Where are the caves?
	'I he tonga´.	In the south.
6.	*'Oku 'i fē 'a e motu´?*	Where is the island?
	'I he hahake´.	In the east.
7.	*'Oku 'i fē 'a e kolo´?*	Where is the town?
	'I loto fonua he motu´.	In the centre of the island.
8.	*'Oku 'i fē 'a e kolo lahi´?*	Where is the city?
	'I he hahake´.	In the east.

UNIT 15 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

Now I can:

- ☐ use time expressions
- ☐ ask about and identify places
- ☐ make connections with my own culture(s)

UNIT 15 DVD TRANSCRIPT

Lu'isa:	**Lu'isa:**
Ko fē e vaka´ ia?	Where's the boat?
Taniela:	**Taniela:**
'Oku 'ikai ke 'i matātahi ia.	It's not on the beach.
Lu'isa:	**Lu'isa:**
'Oku pau kuo 'osi 'alu 'a Manu ia mo Siaosi 'o taumāta'u.	Manu and Siaosi must be out fishing.
Taniela:	**Taniela:**
Ko e fiha´ eni?	What time is it?
Lu'isa:	**Lu'isa:**
Ko e tolu´ eni.	It's three o'clock.
Taniela:	**Taniela:**
Ko e tolu´? Ko e taimi efiafi´ 'oku sai taha ai e taumāta'u´.	Only three o'clock? The afternoon is the best time for fishing.
Lu'isa:	**Lu'isa:**
'Io, ko e taimi efiafi´ 'oku sai ai e kaukau tahi´!	Yeah, and the afternoon's the best time for swimming, too!
Taniela:	**Taniela:**
Vela mo'oni. Taimi ke tau 'alu tautolu 'o kaukau tahi!	It's so hot. Let's go swimming now!
Lu'isa:	**Lu'isa:**
'Io, tau ō 'o kaukau tahi.	OK, let's go swimming.
Taniela:	**Taniela:**
Ko Siaosi ē!	There's Siaosi!
Lu'isa:	**Lu'isa:**
Ko fē?	Where?
Taniela:	**Taniela:**
Ko ē he vaka´. 'Oku fai 'ene taumāta'u.	He's on the boat. He's fishing.
Lu'isa:	**Lu'isa:**
Tō atu! Tau ō 'o ui ki ai!	Cool! Let's go call out to him!
Taniela:	**Taniela:**
'Io. Mahalo pē kuo ma'u ha'ane ika!	Yeah. He might have some fish!

UNIT 15 AUDIO TRANSCRIPT

Track 25 to Accompany Unit 15 Lesson A OHT 1

Here is the vocabulary for Unit 15. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

ʻana
matātahi
motu
moʻungaafi
pupuʻa
hahake
hihifo
loto fonua
tokelau
tonga
kolo
kolo lahi
kolo siʻisiʻi
hengihengi
pongipongi
hoʻatā efiafi
efiafi poʻuli

Track 26 to Accompany the Unit 15 Lesson A Poster

Listen to these time words. Say them after the speaker.

tuʻapō
valengapō
ʻata ʻa puaka
mafoa e ata
hengihengi
pongipongi
hoʻatā
hoʻatā efiafi
efiafi
poʻuli

Track 27 to Accompany Unit 15 Lesson B OHT 2

Listen to these dialogues. Then say the sentences along with the speakers.

Tau ō ki matātahi.
Fakakū?
ʻI he efiafi´.
Ko e taimi lelei taha´ ia.
ʻOku ʻi fē ʻa e pupuʻa´?
ʻI he tokelau´.
ʻI loto fonua he motu´.

Track 28 to Accompany Unit 15 Lesson B WS 1

You will hear five dialogues in Tongan. Each dialogue is spoken only once. As you listen to each dialogue, write the English in the gaps on your worksheet.

Dialogue 1
Person A: *Tau ō ki matātahi.*
Person B: *Fakakū?*
Person A: *ʻI he pongipongi´. Ko e taimi lelei taha´ ia.*

Dialogue 2
Person A: *Tau ō ki ʻana.*
Person B: *Fakakū?*
Person A: *ʻI he efiafi poʻuli´. Ko e taimi lelei taha´ ia.*

Dialogue 3
Person A: *Tau ō ki pupuʻa puhi.*
Person B: *Fakakū?*
Person A: *ʻI he hoʻatā efiafi´. Ko e taimi lelei taha´ ia.*

Dialogue 4
Person A: *Tau ō ki motu.*
Person B: *Fakakū?*
Person A: *ʻI he hengihengi´. Ko e taimi lelei taha´ ia.*

Dialogue 5
Person A: *Tau ō ki kolo lahi.*
Person B: *Fakakū?*
Person A: *ʻI he efiafi poʻuli´. Ko e taimi lelei taha´ ia.*

Track 29 to Accompany Unit 15 Lesson C WS 2

You will hear eight conversations, each said only once. For each conversation, you need to write the English words for what you hear in the gaps. For example, if you hear the voices say:

Conversation 1
Person A: *'Oku 'i fē 'a e pupu'a puhi´?*
Person B: *'I he tokelau´*.

you would fill in the gaps with the words "blowholes" and "north".

Conversation 2
Person A: *'Oku 'i fē 'a e matātahi´?*
Person B: *'I he hahake´*.

Conversation 3
Person A: *'Oku 'i fē 'a e ngaahi kolo´?*
Person B: *'I loto fonua he motu´*.

Conversation 4
Person A: *'Oku 'i fē 'a e mo'ungaafi´?*
Person B: *'I he motu´*.

Conversation 5
Person A: *'Oku 'i fē 'a e ngaahi 'ana´?*
Person B: *'I he tonga´*.

Conversation 6
Person A: *'Oku 'i fē 'a e motu´?*
Person B: *'I he hahake´*.

Conversation 7
Person A: *'Oku 'i fē 'a e kolo´?*
Person B: *'I loto fonua he motu´*.

Conversation 8
Person A: *'Oku 'i fē 'a e kolo lahi´?*
Person B: *'I he hahake´*.

UNIT 16 – *KO HAI ‘OKU´ NE FAI ‘A E NGĀUE´?* – WHO DOES THE WORK?

OVERVIEW

Learning Outcomes

Students will:

- talk about roles in their family;
- make connections with their own language(s) and cultures(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objectives are:

- Communication (page 53)
  - 2.1 identify people, places, and things;
  - 2.6 understand and express concepts of amount, ownership, relationship, quality, and state;
- Language (pages 53–54);
- Culture (pages 53 and 55).

Language Knowledge

Vocabulary

fefie	firewood
kā	car
loki kaukau	bathroom
mohenga	bed
musie	lawn, grass
toileti	toilet
(ngaahi) vala	clothes
vesitapolo	vegetable
fahi fefie	to chop wood
fai e homueka	to do homework
fai e ngāue faka‘api	to do housework
fakatau	to buy
fō	to wash clothes
fufulu	to wash, to clean
kosi	to mow
tō	to plant

This vocabulary is on CD 2 track 30.

Structures and Expressions

'Oku´ ke kosi 'a e musie´?	Do you mow the lawn?
'Io, 'i he Tokonaki.	Yes, on Saturdays.
'Oku fakatau e me'akai´ he'eku fa'ee´.	My mum buys the food.
'Oku ou ngaohi e ngaahi mohenga´.	I make the beds.

Language Notes

In Tonga, there tend to be separate *fale* for different purposes, for example, sleeping, eating, and bathing. This is why the word *fale* is used with an adjective to describe the particular purposes of these separate structures, for example:

fale kaukau	bathhouse
fale mālōlō	toilet (outhouse)

In houses where all the amenities are within the same building, as in many New Zealand homes, different terms are used to describe the rooms, for example:

loki kaukau	bathroom
toileti	toilet

Remember that when a word ends in a vowel that has a macron, for example, *kā*, the vowel is written as a double vowel when it is followed by the definitive accent, for example:

'Oku fufulu 'e Sione 'a e kaa´.	Sione washes the car.

Cultural Knowledge

In Tonga, different tasks are traditionally associated with different genders. The following are tasks associated with men and boys:

- getting food for Sunday from the plantation;
- chopping wood for an *'umu*;
- feeding pigs;
- planting *'ufi*.

Similarly, work associated with women and girls includes:

- doing the washing and the ironing;
- sweeping up grass clippings;
- weeding a flower garden;
- cooking;
- washing dishes;
- looking after children;
- beating and preparing mulberry bark;
- making *kahoa kakala* and *sisi kakala* for family celebrations.

Traditionally, Tongan girls don't go out unless they are chaperoned. They also make *kava* and serve it to men, first getting permission from their parents.

These traditions are changing. Many Tongan families in New Zealand are still very traditional, but other families are increasingly influenced by the cultures of the people around them, and men and women are taking on roles that are different from their traditional roles in Tonga. Intermarriage with people from other cultures is also having an impact on these traditional cultural patterns of behaviour.

Teachers' Notes

The students are encouraged to talk about their own families in this unit. As well, they continue to learn more about the structure of Tongan families and the values they live by.

When discussing how tasks and roles may be associated with a particular gender, it is important to ensure that the students are not formulating a stereotypical view of Tongan society. Ensure that your students have an opportunity to air their impressions, respectfully and without making judgments. Encouraging them to share their thinking, experiences, and opinions as they investigate roles and responsibilities in families can lead to greater self-knowledge and intercultural understanding.

As the students meet more Tongan people and learn more about the language and *anga faka-Tonga* (the Tongan way), they will come to know that there is no one way to describe a culture. What people do within their families and within the wider society varies. Beliefs, roles, and actions change over time.

UNIT 16 – *KO HAI ʻOKUˊ NE FAI ʻA E NGĀUEˊ?* – WHO DOES THE WORK?

LESSON A

Learning Outcomes

Students will:

- make connections with their own languages and cultures(s).

Resources

OHT 1 (from Unit 11 Lesson A)
Unit 11 audio CD and transcript (optional)
Unit 11 DVD and transcript (optional)
WS 1 (from Unit 11 Lesson A)
Unit 16 DVD and transcript
OHT 1a
OHT 1b
Unit 16 audio CD and transcript
WS 1
OHT 2

You supply:

The *Hiva, Taʻanga, mo e Himi ʻi loto Nuʻu Sila: Tongan Songs* CD
A soft ball

Lesson Outline

Introduction

- Play the *Hiva, Taʻanga, mo e Himi ʻi loto Nuʻu Sila: Tongan Songs* CD quietly in the background to welcome the students to the lesson.
- Exchange greetings.

Looking Back

- With the students, recall the words for family members. Show OHT 1 from Unit 11, which is a list of family vocabulary. Cover the English words and point to each Tongan word in turn, asking the class to respond with its English equivalent. Play CD 2 track 9 as reinforcement or show the DVD language section (optional).
- Tell the students to use their copies of WS 1 from Unit 11 to test each other on the words for family members.

Learning Experiences

- Display the learning outcomes for Unit 16 and identify those that are the focus of this lesson.
- Play the DVD language scenario. Ask the students what they can understand. Repeat the viewing as reinforcement and to challenge them to see whether they can understand more now they have discussed it.
- Display OHT 1a. Check the students' understanding of the picture–word match in Tongan. Then show OHT 1b to allow them to feel confident in their understanding. Afterwards, play CD 2 track 30. Ask the students to repeat the words or phrases in the pauses as they view the Tongan words and the matching illustrations.
- Hand out copies of WS 1. Play CD 2 track 30. As the students listen to the CD, they write the Tongan word(s) for the vocabulary that they hear just above the matching illustration. Play track 30 again to let them proofread their responses and then show OHT 1a for them to check their and their partner's work.
- Now play CD 2 track 31. This time, the students listen to nine sentences in Tongan. As they listen, they write down in English what they think the person is saying.

> **If the students find this task challenging, reassure them that they are not expected to be perfect. If they get most of them right, tell them "*Faufaua!*"**

Show OHT 2. Help the students to notice the sentence patterns. Replay track 31 and ask them to repeat the sentences as they hear them. Ask them to practise saying the sentences to each other. Remove OHT 2 and repeat the listening activity. Ask them whether they were more successful this time.

> **This technique is a way to build their listening skills through risk taking. First you give the students a challenge that moves them out of their comfort zone. Then you offer support to help them feel secure in their learning.**

- Optional activity: Using a soft ball or some other soft object, throw it to a student and say a Tongan word from the vocabulary list. The student catches it and mimes the action associated with the activity. Then that student continues the cycle. To engage more students, you may choose to divide the class into groups for this quick recall activity.

Looking Ahead

- Ask the students to keep practising the words and phrases they have been learning in Lesson A. They could even try them out on their families.

Close

- Play the DVD cultural section and discuss their observations and the connections that they can make with their own language(s) and culture(s) with the students.
- Exchange farewells.

OHT 1a

fefie



toileti



fai e ngāue faka'api



kā



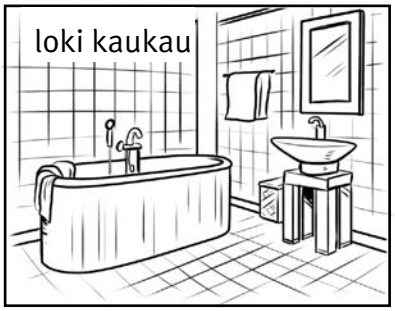
ngaahi vala



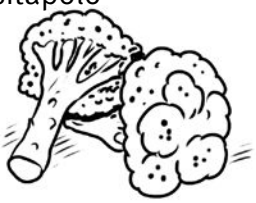
fakatau



loki kaukau



vesitapolo



fō



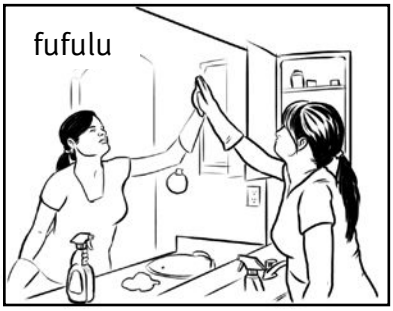
mohenga



fahi fefie



fufulu



musie



fai e homueka



kosi



tō



OHT 1b


firewood


toilet


car

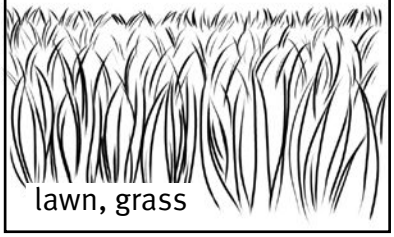

clothes


bathroom


vegetable


bed


to chop wood


lawn, grass


to do homework


to do housework


to buy


to wash clothes


to wash, to clean


to mow


to plant

WS1



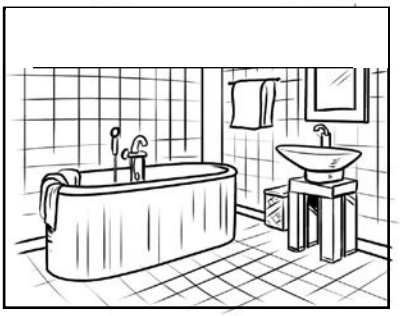






























Ko hai ‘oku´ ne fai ‘a e ngāue´?	Who does the work?
‘Oku ou fufulu e falekaukau´.	I clean the bathroom.
‘Oku ou fō e ngaahi vala´.	I wash the clothes.
‘Oku ou ngaohi e ngaahi mohenga´.	I make the beds.

Ko hai ‘oku´ ne fai ‘a e ngāue´?	Who does the work?
‘Oku tō e vesitapolo´ he‘eku tamai´.	My father grows the vegetables.
‘Oku fakatau e me‘akai´ he‘eku fa‘ee´.	My mum buys the food.

‘Oku´ ke kosi ‘a e musie´?	Do you mow the lawn?
‘Io, ‘i he Tokonaki.	Yes, on Saturdays.

UNIT 16 – *KO HAI ʻOKUˊ NE FAI ʻA E NGĀUEˊ?* – WHO DOES THE WORK?

LESSON B

Learning Outcomes

Students will:

- talk about roles in their family;
- make connections with their own language(s) and cultures(s).

Resources

OHT 1b (from Lesson A)
OHT 1a (from Lesson A)
Unit 16 audio CD and transcript
OHT 2 (from Lesson A)
Unit 16 DVD and transcript
OHT 3
CS 1

You supply:

The *Hiva, Taʻanga, mo e Himi ʻi loto Nuʻu Sila: Tongan Songs* CD
Copies of OHT 2
Copies of CS 1
Copies of CD 2 track 32 from the audio CD transcript on page 328

Lesson Outline

Introduction

- Play the *Hiva, Taʻanga, mo e Himi ʻi loto Nuʻu Sila: Tongan Songs* CD quietly in the background to welcome the students to the lesson.
- Exchange greetings.

Looking Back

- Show OHT 1b. Point to one of the illustrations and ask *Ko e hā eni?* (What is this?). The students respond with the Tongan word(s). Go through five or six illustrations in this way.

This activity will give you a quick measure of their level of recall.

- Follow the above recall activity with quick reinforcement. Show OHT 1a. Play CD 2 track 30. Tell the students to repeat the word(s) in the pauses as they look at the matching Tongan word(s) and illustration.
- Repeat the listening activity from Lesson A. Ask whether the students found it easier to understand the meanings of the sentences this time. Show OHT 2 to help them verify their responses.

Learning Experiences

- Identify the learning outcomes for this lesson.
- Play the Unit 16 DVD language scenario. Ask the students if they can now understand more of the language. Find out what helped them to understand more.
- Hand out copies of OHT 2 to the students. Ask them to work in pairs. Using the sentence patterns on OHT 2, they make up sentences in Tongan about the roles and responsibilities of their own family members, including themselves.

  The students may need more time to master the vocabulary and feel more comfortable with using the sentence patterns. If so, repeat the viewing of the DVD language section and revisit some of the activities from Lesson A.
- Play the DVD studio section. Show OHT 3. Tell the students that they are about to hear three short texts spoken on the CD. For each text, they respond in English to the questions on the OHT. Play CD 2 track 32. Decide whether to play all the texts one after the other or to stop after each one so that the students can check their responses.

  As the students grow in their knowledge and confidence, sustained opportunities for listening comprehension activities will help them to learn. However, in the early stages, they need support to develop that confidence.

  The students then check their responses using CS 1. Hand out copies. Replay track 32 on the CD so that they can follow the text and mentally check their responses.
- Optional activity: Photocopy CD 2 track 32 in the audio CD transcript and hand these out. Show OHT 3. The students verify their responses using CS 1. Play track 32 for the students to further reinforce their learning.
- If you didn't do the optional activity, hand out copies of the DVD transcript now. Play the DVD language scenario. Tell the students to work in pairs to role-play the scenario. Challenge them to make five changes to the scenario to individualise their role-play, using vocabulary they know but keeping the sentence patterns the same.

Looking Ahead

- Remind the students that they will be assessing their own learning in Lesson C. Tell them that they will be performing their adjusted role-plays.

Close

- Play the DVD cultural section and discuss with the students any observations they wish to make.
- Exchange farewells.

Who Does the Work?

The questions are:

Text 1

1. Who does the dishes?
2. Who mows the lawn?
3. Who helps with the homework?
4. Who chops the firewood?

Text 2

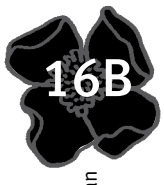
1. What does the mother do?
2. What does the grandmother do?
3. What do the parents do?
4. What does the younger brother do?

Text 3

What four things does Sione do?

1.
2.
3.
4.

Ko Hai ʻOku ne Fai ʻa e Ngāueˊ?



Text 1

ʻOku fufulu ʻe he taʻahine lahiˊ ʻa e ʻū peletiˊ.	The older sister does the dishes.
ʻOku kosi ʻe he tamasiʻi lahiˊ ʻa e musieˊ.	The older brother mows the lawn.
ʻOku tokoni ʻa e fineʻeikiˊ ki he homuekaˊ.	The mother helps with the homework.
ʻOku fahi ʻe he fohaˊ ʻa e fefieˊ.	The son chops the firewood.

Text 2

ʻOku teuteuʻi ʻe he fineʻeikiˊ ʻa e meʻatokoniˊ.	The mother prepares the food.
ʻOku tokangaʻi ʻe he kui fefineˊ ʻa e fānauˊ.	The grandmother looks after the children.
ʻOku ō ʻa e ongo mātuʻaˊ ʻo ngāue.	The parents go to work.
ʻOku ngaohi ʻe he kiʻi tamasiʻi siʻisiʻi ʻa e mohengaˊ.	The younger brother makes the beds.

Text 3

ʻOku fufulu ʻe Sione ʻa e ʻū peletiˊ.	Sione washes the dishes.
ʻOku fufulu ʻe Sione ʻa e kaaˊ.	Sione washes the car.
ʻOku fufulu ʻe Sione ʻa e toiletiˊ.	Sione cleans the toilet.
ʻOku tō ʻe Sione ʻa e vesitapoloˊ.	Sione grows the vegetables.

UNIT 16 – *KO HAI ‘OKU´ NE FAI ‘A E NGĀUE´?* – WHO DOES THE WORK?

LESSON C

Learning Outcomes

Students will:

- talk about roles in their family;
- make connections with their own language(s) and cultures(s).

Resources

Unit 16 DVD and transcript
Unit 16 Achievement Checklist
WS 2
Unit 6 DVD

You supply:

Copies of the Unit 16 Achievement Checklist
Vaka Progress Chart
Copies of WS 2

Lesson Outline

Introduction

- Play the DVD cultural section.
- Exchange greetings.

Looking Back

- With the students, recall the learning outcomes for Unit 16. Discuss their observations relating to the DVD cultural section with them. What connections and comparisons can they make with their own language(s) and (cultures)?

Learning Experiences

- Show the DVD language section as a warm-up reminder for the students.
- Give the students time to practise their role-plays. The students take turns to perform their role-plays before the class. As usual, the class is to be an appreciative audience. The changes the students made to their role-plays will make each performance unique and fresh.
- The students complete their Unit 16 Achievement Checklist and colour in band 16 on their Vaka Progress Chart.

Looking Ahead

- In Unit 17, the students will learn to make craft items that are associated with the Tongan culture. Hand out WS 2 and ask the students to colour in the patterns according to the names of the colours on the worksheet.

Close

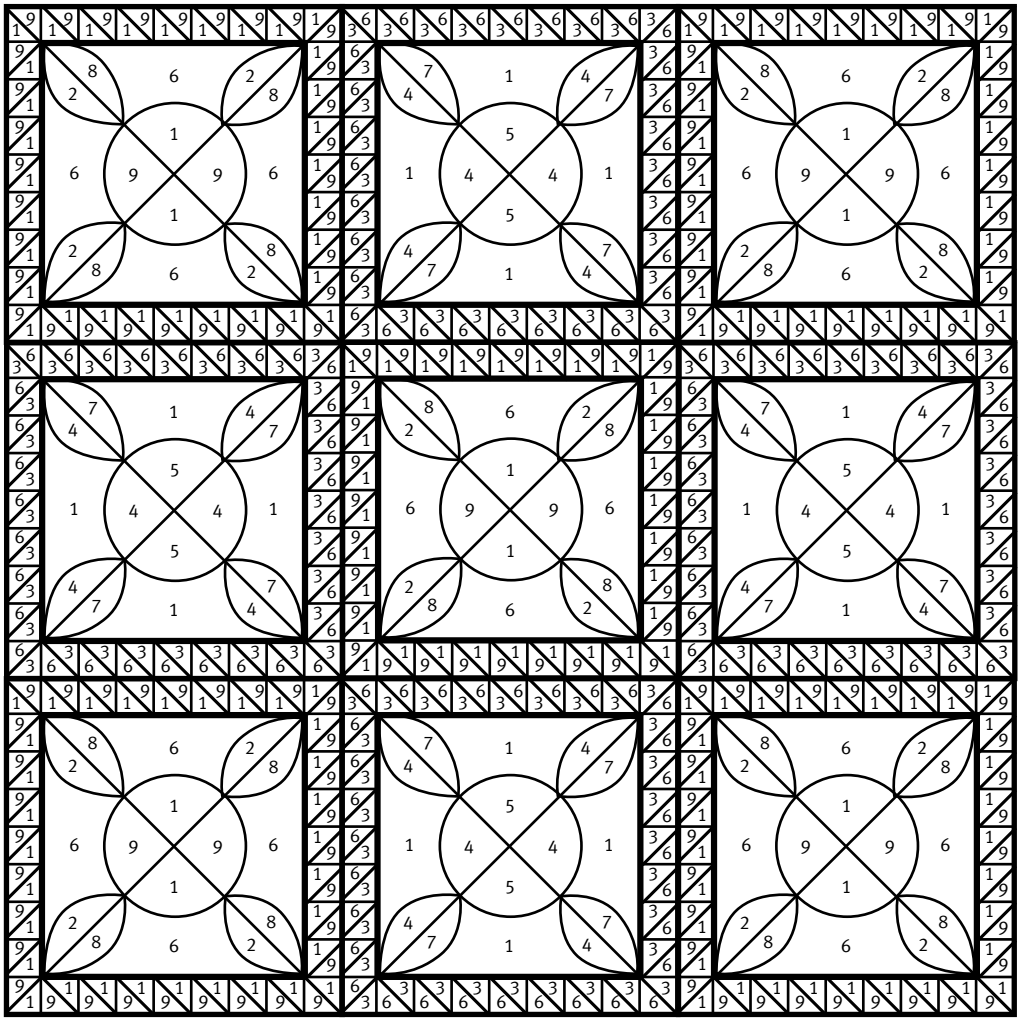
- Play the Unit 6 DVD cultural section to prompt their thinking about Tongan crafts.
- Exchange farewells.

UNIT 16 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

Now I can:

- ☐ talk about roles in my family
- ☐ make connections with my own language(s) and cultures(s)



1. engeenga
2. hinehina
3. kulokula
4. lanumata
5. lanumoli
6. pulū
7. tukumisi
8. ʻuliʻuli
9. vāleti

UNIT 16 DVD TRANSCRIPT

Taiana:
Lu'isa! Kuo 'osi e foo´?

Lu'isa:
'Io, kuo mei 'osi.

Taiana:
Mālō. Ko e 'aho lelei eni ke fai ai e foo´.

Lu'isa:
Ko e hā e me'a 'oku toe fiema'u ke fai´?

Taiana:
Te´ ke lava 'o fai e tafi´.

Lu'isa:
'Io. Te´ u toki 'ai 'anai.

Taiana:
Mālō, Lu'isa. 'Oku´ ke fu'u ngāue lahi!

Lu'isa:
Ko fē 'a Taniela?

Taiana:
'Oku kosi.

Lu'isa:
Ko fē 'a Mātiu?

Taiana:
Ko ē 'i 'uta he ngoue´.

Lu'isa:
Te´ ke 'alu 'o fakatau he 'aho´ ni?

Taiana:
'Io, te´ u 'alu ki māketi.

Lu'isa:
Ta ō?

Taiana:
'Io. Te´ u 'uluaki ngaohi e 'ū mohenga´.

Lu'isa:
Sai. Te´ u tokoni atu hono ngaohi e 'ū mohenga´.

Taiana:
Mālō, Lu'isa.

Taiana:
Lu'isa! Have you done the washing?

Lu'isa:
Yes, I've just about finished.

Taiana:
Thanks. It's a good day to do the washing.

Lu'isa:
What else needs doing?

Taiana:
You could do the sweeping.

Lu'isa:
OK. I'll do it later.

Taiana:
Thanks, Lu'isa. You're doing a lot of work!

Lu'isa:
Where's Taniela?

Taiana:
He's mowing the lawn.

Lu'isa:
Where's Mātiu?

Taiana:
He's at the plantation.

Lu'isa:
Are you going shopping today?

Taiana:
Yes, I'm going to the market.

Lu'isa:
Can I come?

Taiana:
Sure. First I'll make the beds, though.

Lu'isa:
OK. I'll help you make the beds.

Taiana:
Thanks, Lu'isa.

UNIT 16 AUDIO TRANSCRIPT

Track 30 to Accompany Unit 16 Lesson A OHT 1a

Here is the vocabulary for Unit 16. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

fefie
kā
loki kaukau
mohenga
musie
toileti
ngaahi vala
vesitapolo

fahi fefie
fai e homueka
fai e ngāue faka'api
fakatau
fō
fufulu
kosi
tō

Track 31 to Accompany Unit 16 Lesson A OHT 2

Listen to what these people are saying. In English, write down what they say.

Ko hai 'oku´ ne fai 'a e ngāue´?
'Oku ou fufulu e falekaukau´.
'Oku ou fō e ngaahi vala´.
'Oku ou ngaohi e ngaahi mohenga´.

Ko hai 'oku´ ne fai 'a e ngāue´?
'Oku tō e ngaahi vesitapolo´ he'eku tamai´.
'Oku fakatau e me'akai´ he'eku fa'ee´.

'Oku´ ke kosi 'a e musie´?
'Io, 'i he Tokonaki´.

Now listen to the sentences again and repeat them in the pauses.

Track 32 to Accompany Unit 16 Lesson B OHT 3

Ko hai 'oku ne fai 'a e ngāue´?
Who does the work?

You will hear three short texts. For each text, respond in English to the questions on the OHT.

Text 1
'Oku fufulu 'e he ta'ahine lahi´ 'a e 'ū peleti´.
'Oku kosi 'e he tamasi'i lahi´ 'a e musie´.
'Oku tokoni 'a e fine'eiki´ ki he homueka´.
'Oku fahi 'e he foha´ 'a e fefie´.

Text 2
'Oku teuteu'i 'e he fine'eiki´ 'a e me'atokoni´.
'Oku tokanga'i 'e he kui fefine´ 'a e fānau´.
'Oku ō 'a e ongo mātu'a´ 'o ngāue.
'Oku ngaohi 'e he ki'i tamasi'i si'isi'i 'a e mohenga´.

Text 3
'Oku fufulu 'e Sione 'a e 'ū peleti´.
'Oku fufulu 'e Sione 'a e kaa´.
'Oku fufulu 'e Sione 'a e toileti´.
'Oku tō 'e Sione 'a e vesitapolo´.

UNIT 17 – *KO E NGAOHI HA ʻŪ MEʻA* – MAKING THINGS

OVERVIEW

Learning Outcomes

Students will:

- make requests;
- give instructions;
- respond to requests and instructions;
- make connections with their own cultures(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objectives are:

- Communication (page 53)
  - 2.1 identify people, places, and things;
  - 2.4 make requests, give instructions, and respond to requests and instructions;
- Language (pages 53–54);
- Culture (pages 53 and 55).

Language Knowledge

Vocabulary

afo	string	*fakalolo*	to oil
ipu	cup	*fakangingila*	to polish
maea	rope	*fakapona*	to knot
ngeʻesi fingota	seashell	*fī*	to plait
ngeʻesi niu	coconut shell	*vau*	to scrape
sanipepa	sandpaper	*kaeʻoua*	until
loto	inside		
tuʻa	outside		
ngingila	shiny		

This vocabulary is on CD 2 track 35.

Structures and Expressions

Kātaki fī ha maea.	Please plait a rope.
Te´ u ngaohi fēfē'i ia?	How do I make it?
Hoko?	Next?
Mo e hoko?	And after that?
'Oku 'ikai tonu ia.	That's not right.
Ngaohi peheni.	Do it like this.
Sio! Kuo´ u fī ha maea.	Look! I've plaited a rope.

These sentences and expressions are on CD 2 track 34.

Language Notes

Nge'esi means "empty" or "dead" as in the sense of "no life", for example:

nge'esi niu	(dry) coconut shell
nge'esi fingota	(empty) seashell

Cultural Knowledge

Sennit

A special kind of coconut is used for making sennit, from which ropes are plaited. The husk is removed, the fibres are beaten, and then they are left in the sun to dry. Once dry, the fibres are plaited into sennit. Sennit has many uses. For example, you can tie coconut leaf midribs together to make a broom with it.

Kiekie

A *kiekie* is a decorative waistband with dangling strips of pandanus, strands of seeds, bits of cloth, and fibre cords that is worn by women or girls on a daily basis and on special occasions, such as when going to church on Sunday. *Kiekie* are made with many different kinds of materials, including strings, beads, shells, coconut shells carved into different shapes, feathers, and pandanus cut into shapes. The style and decoration depends on your individual choice.

Teachers' Notes

Traditional Crafts

Women's crafts include *lālanga* (weaving), making *kahoa* (garlands), and *koka'anga* (the process of making *ngatu*). In Tonga, *lālanga* is mostly done with *lou'akau* (pandanus). The longer and wider a mat, the more valuable it is. As well as length, a mat's value is based on thickness, purpose, and the material it is woven from. Women also make *ngatu* (tapa cloth) using *hiapo* (the bark of the paper mulberry tree). Many Tongan women, including those living in New Zealand, continue the tradition of embroidery and patchwork to make quilts, cushions, and pillowcases. New materials and technologies are influencing the choice of material, colour, and design.

Ngatu have many different patterns, each with a meaning. You and your students can also do your own research into *ngatu* making and design. Your school may have Tongan community members who might be willing to bring along some *ngatu* to show to the students.

Men's crafts include carving. Men carve the traditional Tongan *kumete* (kava bowl), which has four legs. Part of the bowl is known as the *taunga*. It tells you the back from the front. The girl who prepares the kava keeps the *taunga* facing her. Men also make *ipu kava* (kava cups). They collect dry coconut shell halves (the solid end) and scrape them with pieces of broken bottle glass until both the inside and the outside are blackened. To make them even blacker, they bury them in mud near the sea for a week or two. Then they wash them and oil them until they are shiny. Today, *ipu kava* are sometimes made more quickly using electric tools.

Making a Craft Item

This unit includes two worksheets for making craft items. These describe plaiting strings to make a rope and making a cup from half a coconut shell.

The DVD shows the sequence, and the language, for plaiting a rope. The instructions for making a kava cup are on the audio CD.

While plaiting is a simple activity for students in years 7–8, the objective is for them to learn the language associated with this activity.

Making cups can be done as a group activity, depending on how many coconut halves you can acquire. Remember that you can only use one of the halves from each whole coconut because of the "eyes".

The Tupu Series

You may find copies of titles from the Tupu series in your school. If not, the Ministry of Education's on-line catalogue will tell you how your school can obtain them.

The Tupu story *Ko e Me'a'ofa mei He'eku Kui´* by Kaliopeta Hu'akau, listed in the preface, is suitable for inclusion in this unit. It tells the story of a teenage girl who weaves a mat with her grandmother. A reading in Tongan is available on audio cassette, and there is an English version in the teachers' notes.

Having written texts in Tongan available in the classroom to support the students' learning is important. Students progress at different rates, and many like the individual challenge of reading texts in order to make meaning of what they read. You could also consider using other Tongan Tupu books (where available) in other units to extend the students' interest and learning. The illustrations, as visual texts, also contribute to student learning. Audio versions are often available on audio cassette or, for recent titles, CD.

UNIT 17 – *KO E NGAOHI HA ʻŪ MEʻA* – MAKING THINGS

LESSON A

Learning Outcomes

Students will:

- make connections with their own cultures(s).

Resources

Unit 17 DVD and transcript
WS 1
Unit 17 audio CD and transcript
OHT 1

You supply:

The *Hiva, Taʻanga, mo e Himi ʻi loto Nuʻu Sila: Tongan Songs* book and CD
Envelope sets of slips made from WS 1
Copies of WS 1
Copies of OHT 1

Lesson Outline

Introduction

- Play the *Hiva, Taʻanga, mo e Himi ʻi loto Nuʻu Sila: Tongan Songs* CD quietly in the background to welcome the students to the lesson.
- Exchange greetings.

Looking Back

- Have a quick class discussion about what the students can recall from Unit 16 about traditional roles in the Tongan culture. This is to set the scene for discussing some of the traditional Tongan crafts and the roles of men and women in making them. Connect this information with the students' lives and experiences.
- Ask whether the students have completed WS 2 from Unit 16. Display the completed worksheets in a suitable place in the classroom.

Learning Experiences

- Display the learning outcomes for this unit and identify those that are the focus of Lesson A. Tell the students that they will be learning more about traditional Tongan crafts in this unit. They will also learn how to make some craft items and how to give instructions that others can follow in Tongan.

- Show the DVD cultural section and discuss this with the students. Some of your students' families may make these items. Other students will connect with similar things their families make that form part of their culture(s).
- Show the DVD studio section, which gives instructions for making some craft items. Tell the students to observe carefully and to focus on the language as well as the items themselves. Discuss what they observe with the students.

  Organise the students into pairs and hand out an envelope to each pair. Ask the students to take out the contents of the envelope and spread the slips face up on the desk. Explain that the slips have sentences in Tongan and illustrations. Play CD 2 track 33. As the students listen to the Tongan sentences (each one said twice), they place the slips of paper in sequence, one beneath the other.

  Some of the students may not be able to complete this activity in one go. It is quite challenging because it demands a simultaneous focus on listening, scanning, and reading. Let those who can't listen again so that they can check what they have done so far. Then let them complete what they didn't manage to finish in the first round.

  When they have all their sentences lined up one under the other, ask them to check the order against WS 1 (with the illustrations covered). Play the DVD studio section again.

  Optional: Play track 33 again. Let the students verify their responses, this time focusing on reading, listening to the pronunciation, and getting a sense of the order. They may not yet have a full understanding of the sentences and what they mean in English.

  Then ask them to choose an illustration and place it beside the matching sentence and carry on until they've placed all the illustrations. They then check their responses against WS 1.
- Optional activity: Ask the students to mix up the illustrations and sentences and place them face up in a random order on their desks. Ask them to work in pairs to put the sentences into sequence beside the matching illustrations, raising their hands as they finish. Verify their accuracy using WS 1.

  Afterwards, get the students to gather up the strips of paper and put them back in the envelopes for you to collect. Each student keeps a copy of WS 1.
- Play the DVD studio section again. Display OHT 1. Play CD 2 track 34 and have the students repeat the sentences in the pauses. Repeat this sequence until they become familiar with saying the sentences.
- Hand out lengths of string suitable for plaiting. Ask the students to work in pairs, using WS 1. One gives the instructions while the other follows the instructions and plaits the rope. Then they reverse the roles. Encourage them to use the sentences on OHT 1 as they work. Hand out copies of OHT 1 for the students to keep as a reference.
- Invite the students to say what interested them the most about their learning in this lesson and what really helped them to learn.

Looking Ahead

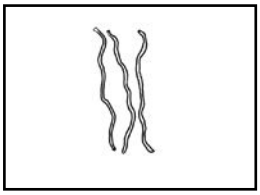
- Challenge the students to find out more about traditional Tongan crafts.

Close

- Choose a song from *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* to sing together.
- Exchange farewells.

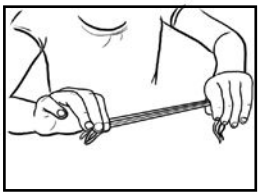
Anga Hono Fī ha Maea

Me‘angāue

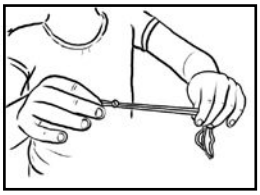


afo

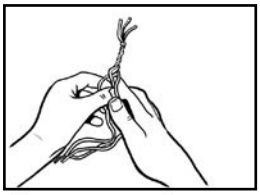
Founga Ngaohi



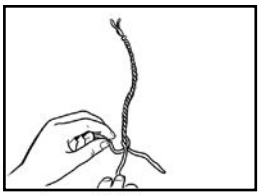
‘Ai e afo ‘e tolu.



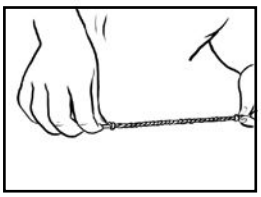
Fakapona e ngaahi afo´.



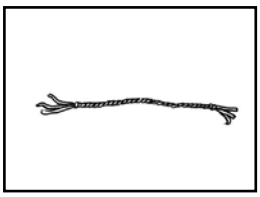
Fī.



‘Osi e fī.



Fakapona.



Kuo ‘osi e maea´.

OHT 1

Kātaki fī ha maea.	Please plait a rope.
Te´ u ngaohi fēfē‘i ia?	How do I make it?
Hoko?	Next?
Mo e hoko?	And after that?
‘Oku ‘ikai tonu ia.	That’s not right.
Ngaohi peheni.	Do it like this.
Sio! Kuo´ u fī ha maea.	Look! I’ve plaited a rope.

UNIT 17 – *KO E NGAOHI HA ʻŪ MEʻA* – MAKING THINGS

LESSON B

Learning Outcomes

Students will:

- make requests;
- give instructions;
- respond to requests and instructions.

Resources

OHT 1 (from Lesson A)
Unit 17 audio CD and transcript
OHT 2
OHT 3
WS 2
Unit 17 DVD and transcript

You supply:

The *Hiva, Taʻanga, mo e Himi ʻi loto Nuʻu Sila: Tongan Songs* CD
Envelope sets of cards made from WS 2
Copies of WS 2

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Find out whether the students have brought more information about Tongan crafts and discuss what they have found out.
- Show OHT 1 from Lesson A. Play CD 2 track 34 and ask the students to repeat the sentences in the pauses.

Learning Experiences

- Identify the learning outcomes for this lesson.
- Tell the students they are now going to learn the instructions for making a cup from half a coconut shell. First, show OHT 2. Play CD 2 track 35 and have the students repeat the vocabulary in the pauses.

- Show OHT 3. Play CD 2 track 36 a few times. As the students listen, they repeat the sentences in the pauses. Make sure that they become familiar with the instructions as they focus their listening, matching the sentences they hear with the pictures they see.
- Organise the students into groups and give each student in the group a number. Hand an envelope containing a set of cards to each group. Each card has an instruction or an illustration from WS 2. A caller calls out an instruction and a number. The student with that number must pick up the two matching cards (a sentence and an illustration). The group that completes this task first gets a point. The activity continues until all the cards have been picked up and the winning group declared.
- Now ask the students to work together in their group to practise giving the instructions and matching the instructions to the illustrations. Play CD 2 track 36 to reinforce their pronunciation and learning. Hand out copies of WS 2 for their reference. Note that the worksheet does not have the English text on it.
- Optional activity: Play CD 2 track 33. As the students look at their copies of WS 1, they revise the instructions for plaiting string into rope.

Looking Ahead

- Remind the students that they will be assessing their learning in Lesson C by giving and responding to instructions for making a craft item. If you have decided to make a craft item, tell the students what they need to bring. If you plan for them to make an *ipu kava*, arrange to have the number of coconut halves you will need. Making an *ipu kava* could be a group activity where they all participate in every step of the task.

Close

- Show the DVD cultural section and discuss the content with the students.
- Exchange farewells.

afo	string
ipu	cup
maea	rope
nge‘esi fingota	seashell
nge‘esi niu	coconut shell
sanipepa	sandpaper
loto	inside
tu‘a	outside
ngingila	shiny
fakalolo	to oil
fakangingila	to polish
fakapona	to knot
fī	to plait
vau	to scrape
kae‘oua	until

How to Make an *Ipu Kava* (Kava Cup)

Me‘angāue	Materials
nge‘esi niu	dry coconut halves
nge‘esi fingota	seashells
sanipepa	sandpaper
lolo	oil

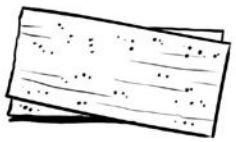
Founga Ngaohi		Method
1.	*To‘o e nge‘esi niu ‘e taha.*	Take one dry coconut half.
2.	*Vau ‘a tu‘a ‘aki e nge‘esi fingota´.*	Scrape the outside with the shell.
3.	*Vau ‘a loto ‘aki e nge‘esi fingota´.*	Scrape the inside with the shell.
4.	*Fakangingila ‘a loto ‘aki e sanipepa´.*	Polish the inside with the sandpaper.
5.	*Fakangingila kae‘oua ke ‘uli‘uli mo ngingila.*	Polish it until it’s black and shiny.
6.	*Fakangingila ‘a tu‘a ‘aki e sanipepa´.*	Polish the outside with the sandpaper.
7.	*Fakangingila kae‘oua ke ‘uli‘uli mo ngingila.*	Polish it until it’s black and shiny.
8.	*Fakalolo e ipu´.*	Oil the cup.
9.	*Kuo ‘osi e ipu´.*	The cup is finished.

WS 2 Ipu Kava

Me‘angāue


nge‘esi niu


nge‘esi fingota


sanipepa


lolo

Founga Ngaohi

		
1. To‘o e nge‘esi niu ‘e taha.	2. Vau ‘a tu‘a ‘aki e nge‘esi fingota´.	3. Vau ‘a loto ‘aki e nge‘esi fingota´.
		
4. Fakangingila ‘a loto ‘aki e sanipepa´.	5. Fakangingila kae‘oua ke ‘uli‘uli mo ngingila.	6. Fakangingila ‘a tu‘a ‘aki e sanipepa´.
		
7. Fakangingila kae‘oua ke ‘uli‘uli mo ngingila.	8. Fakalolo e ipu´.	9. Kuo ‘osi e ipu´.

UNIT 17 – *KO E NGAOHI HA ʻŪ MEʻA* – MAKING THINGS

LESSON C

Learning Outcomes

Students will:

- make requests;
- give instructions;
- respond to requests and instructions;
- make connections with their own cultures(s).

Resources

Unit 17 DVD and transcript
OHT 1 (from Lesson A)
WS 2 (from Lesson B – optional)
Unit 17 audio CD and transcript
Unit 17 Achievement Checklist

You supply:

Material for making posters (optional)
Copies of WS 2 (optional)
One bundle of string per student
Other craft materials (as needed)
Copies of the Unit 17 Achievement Checklist
Vaka Progress Chart
A copy of *Ko e Meʻaʻofa mei Heʻeku Kuiˊ*, the teachers' notes, and the accompanying audio cassette (optional)

Lesson Outline

Introduction

- Play the DVD cultural section to create the right mood for the lesson.
- Exchange greetings.

Looking Back

- Review the learning outcomes for Unit 17. Discuss with the students what they find particularly interesting about traditional Tongan crafts. What comparisons can they make with their own and culture(s)?

  Consider using this discussion as a poster activity. The students work in groups to create a poster that makes the connections between the students' own culture(s) and what they are learning.

Learning Experiences

- Play the DVD studio section. Tell the students to work in pairs to give each other the instructions for plaiting strings to make rope. Show OHT 1 from Lesson A to ensure that the students use the vocabulary and expressions they have been learning. Ask them to monitor each other's use of the language.
- Make the planned craft item(s) with the students or repeat the activities associated with making an *ipu kava* (WS 2).
- The students complete their Unit 17 Achievement Checklist and colour in band 17 on their Vaka Progress Chart.
- Optional activity: Read the English version of *Ko e Me'a'ofa mei He'eku Kui´* to the class. This is a story about a girl who weaves a mat with her grandmother. Once they are familiar with the story, play the Tongan version for the students to listen to. Show them the illustrations as they listen. Ask the students whether they could understand any of the Tongan text. Discuss the illustrations as visual texts, drawing out what they notice from the students.

Looking Ahead

- In Unit 18, the students will return to their number vocabulary and learn about some traditional ways of measuring things in Tonga. Ask them to go back to Unit 5 and revise the Tongan words for numbers.

Close

- Play the DVD cultural section and review it further with the students.
- Exchange farewells.

UNIT 17 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

Now I can:

- ☐ make requests
- ☐ give instructions
- ☐ respond to requests and instructions
- ☐ make connections with my own cultures(s)

UNIT 17 DVD TRANSCRIPT

Lu'isa:
Kakala faka'ofo'ofa!

Siu:
'Io. Ko e heilala, ko e huni, pea mo e fā.

Lu'isa:
'Oku faka'ofo'ofa 'aupito. 'Oku ou sa'ia hono lanu´.

Siu:
Lanu kulokula lelei. 'Oku ou tui kahoa.

Lu'isa:
'Oku lava ke´ u tui ha kahoa?

Siu:
'E lava lelei pē. Te´ u fakahinohino atu hono tui e kahoa´. Te´ ke tui e fau´ 'i he hui´. Pea´ ke tui leva mo e heilala´ 'o peheni.

Lu'isa:
Ko e matala'i heilala 'e fiha 'oku fiema'u´?

Siu:
Te´ ke tui e matala'i heilala 'e nima, pea ka hili ia pea´ ke nono'o.

Lu'isa:
Fakalata!

Siu:
Mālō, Lu'isa.

Lu'isa:
What beautiful flowers!

Siu:
Yes. They're *heilala*, *huni*, and *fā*.

Lu'isa:
The flowers are really beautiful. I love the colour.

Siu:
It's a great red. I'm making a garland.

Lu'isa:
Can I make a garland, too?

Siu:
Of course you can. I'll show you how to make a garland. You thread the *fau* through the needle. Then you thread a *heilala* like this.

Lu'isa:
How many *heilala* flowers do you need?

Siu:
You thread five *heilala* flowers, and then you tie it up.

Lu'isa:
Great!

Siu:
Thanks, Lu'isa.

UNIT 17 AUDIO TRANSCRIPT

Track 33 to Accompany Unit 17 Lesson A WS 1

Anga Hono Fī ha Maea

As you listen to the instructions for how to plait string to make a rope, put the slips of paper in the order that you hear.

Me'angāue:
afo

Founga ngaohi:
'Ai e afo 'e tolu.
Fakapona e ngaahi afo´.
Fī.
'Osi e fī.
Fakapona.
Kuo 'osi e maea´.

Track 34 to Accompany Unit 17 Lesson A OHT 1

Listen to these speakers and repeat the sentences in the pauses.

Kātaki fī ha maea.
Te´ u ngaohi fēfē'i ia?
Hoko?
Mo e hoko?
'Oku 'ikai tonu ia.
Ngaohi peheni.
Sio! Kuo´ u fī ha maea.

Track 35 to Accompany Unit 17 Lesson B OHT 2

Listen to the following words and say them after the speaker in the pauses.

afo
ipu
maea
nge'esi fingota
nge'esi niu
sanipepa
loto
tu'a

ngingila

fakalolo
fakangingila

fakapona
fī
vau

kae'oua

Track 36 to Accompany Unit 17 Lesson B OHT 3 and WS 2

Ipu Kava

Listen to the instructions for how to make a kava cup.

Me'angāue:
nge'esi niu
nge'esi fingota
sanipepa
lolo

Founga ngaohi:
To'o e nge'esi niu 'e taha.
Vau 'a tu'a 'aki e nge'esi fingota´.
Vau 'a loto 'aki e nge'esi fingota´.
Fakangingila 'a loto 'aki e sanipepa´.
Fakangingila kae'oua ke 'uli'uli mo ngingila.
Fakangingila 'a tu'a 'aki e sanipepa´.
Fakangingila kae'oua ke 'uli'uli mo ngingila.
Fakalolo e ipu´.
Kuo 'osi e ipu´.

UNIT 18 – *KO HONO FUA´* – MEASURING

OVERVIEW

Learning Outcomes

Students will:

- identify and use numbers and number patterns;
- understand and express amount;
- understand and express size;
- make connections with their own culture(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of the Tongan language guidelines (*TiNZC*)

The strands and achievement objectives are:

- Communication (page 53)
  - 2.1 identify people, places, and things;
  - 2.6 understand and express concepts of amount, ownership, relationship, quality, and state;
- Language (pages 53–54);
- Culture (pages 53 and 55).

Language Knowledge

Vocabulary

fo'i	(a single item of) fruit
fokotu'unga	pile, stack
hanga	hand span
ha'inga	bundle
kato	basket
kau	bunch (for example, a bunch of bananas)
loloto	depth
manga	stride
ofa	fathom
tā'i, taa'i	hand (for example, a hand of bananas)
tuinga	string (for example, a string of fish)
fua	to measure
fālahi	wide

This vocabulary is on CD 2 track 37.

Structures and Expressions

'Oku fiha e kato 'ufi?	How much for the basket of yams?
Pa'anga 'e teau.	One hundred dollars.
Fo'i meleni 'e ua, kātaki.	Two watermelons, please.
Ha'inga talo 'e ua, kātaki.	Two bundles of taro, please.
Kau siaine 'e ua, kātaki.	Two bunches of bananas, please.
Tuinga ika 'e taha, kātaki.	One string of fish, please.
Ko e hā e lōloa e ngoue´?	How long is the garden?
Manga 'e uanoa.	Twenty strides.
'Oku senitimita 'e hongofulu fālahi.	It's ten centimetres wide.

The first six sentences are on CD 2 track 38.

Language Notes

You can't use the word for a "bunch" on its own in Tongan. It is always used with another word, for bananas or plantains, for example:

kau siaine	a bunch of bananas

Cultural Knowledge

People use traditional forms of measurement in Tonga as well as the modern ones that are used internationally, such as *senitimita* (centimetres). *Hanga* (a hand span) is used to measure things that are not too long, for example, mats. *Manga* (a stride) is used to measure something where some walking is involved, for example, a rugby field. *Ofa* is a measure used for items like rope and string. It equals the spread of your open arms, from the tip of one hand across to the tip of the other. It is often translated into English as a fathom. This can cause confusion, though, because a fathom in English is a measure of depth at sea. Your students will need to learn to distinguish between Tongan and English with respect to this. Food such as fruit is sold in piles (stacks) known as *fokotu'unga*, for example:

fokotu'unga moli	a pile (stack) of oranges

Leaves are sold in *ha'inga* (bundles), for example:

ha'inga lū	a bundle of *talo* leaves

Fish are sold by the *tuinga* (string), for example:

tuinga ika	a string of fish

Teachers' Notes

There are interesting connections for the students to make with their own culture(s) and experiences: with the forms of measurements they are familiar with and with what they may have learned from earlier generations. For example, New Zealand changed to the metric system many years ago, but some people still remember measuring things in feet and inches.

Although they still use traditional ways of measuring, Tongans, like New Zealanders, have converted to the metric system, which they now use more commonly. However, it is still important for students to learn about traditional forms of measurement because this helps them to gain a more comprehensive understanding of the Tongan people and of the concepts of measurement that remain fundamental to the Tongan culture.

UNIT 18 – *KO HONO FUA´* – MEASURING

LESSON A

Learning Outcomes

Students will:

- identify and use numbers and number patterns;
- understand and express amount;
- make connections with their own language(s) and culture(s).

Resources

Unit 18 DVD and transcript
OHT 1
OHT 2
WS 1
Unit 18 audio CD and transcript
CS 1

You supply:

The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD
The number cards from Unit 5
Lists of numbers on an OHT
Copies of WS 1

Lesson Outline

Introduction

- Play the *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD quietly in the background to welcome the students to the lesson.
- Exchange greetings.

Looking Back

- Revise the numbers with the students by showing the number cards from Unit 5 and getting them to respond by saying the numbers in Tongan.
- Prepare lists of numbers written in Tongan on an OHT. Read them out one by one, with the students writing the equivalent numerals. Maintain a steady pace. Turn the OHP on for the students to check their responses at the end. You could prepare several lists and repeat this activity until you feel that the students are gaining in their number fluency. You could also appoint a student to call out the numbers.

Learning Experiences

- Display the learning outcomes for Unit 18 and identify those that are the focus of this lesson. Tell the students that they will be learning more about numbers and number patterns as they relate to measurement. This will include some of the traditional Tongan ways of measuring things. Ask them to reflect on what connections they can make to their learning in other learning areas, for example, mathematics.
- Show the DVD cultural section and discuss what they observe with the students.
- Show the DVD language scenario. Discuss the students' observations. Ask how much they could understand after the first viewing. Play the language scenario again.
- Now play the DVD studio section. Show OHT 1. Play CD 2 track 37 and have the students repeat the vocabulary in the pauses. Play the DVD studio section again.
- Show OHT 2. Find out if the students can recall any of these expressions from what they saw on the DVD. Play the DVD sections they mention. Then play CD 2 track 38 and have them practise saying the expressions in the pauses.
- Hand out WS 1. Play CD 2 track 39. As the students listen to the CD, they write the number of the phrase they hear in the box beside the matching picture on their worksheet.

  Play track 39 again. This time, the students write the Tongan for what they hear on the line beside the matching picture. Use CS 1 for the students to verify their responses and to check the accuracy of their written Tongan.
- With the students, recall what they learned about the measurements from the DVD. Show the DVD cultural section again. Ask the students whether they can recall the traditional way of measuring string and similar materials. Some may recall *ofa* (fathom), which is the measurement across the span from one fingertip to the other with the arms spread wide.

  Hand out a ball of yarn to each group. As one student does the measuring, the others count the *ofa*. They each take a turn to measure the yarn. They will discover that their arm spans differ in width.

Looking Ahead

- Ask the students to practise the vocabulary they have been learning, especially the phrases on CS 1. They need to be able to say them fluently and know what they mean.

Close

- Exchange farewells.

fo'i	(a single item of) fruit
fokotu'unga	pile, stack
hanga	hand span
ha'inga	bundle
kato	basket
kau	bunch (for example, a bunch of bananas)
loloto	depth
manga	stride
ofa	fathom
tā'i, taa'i	hand (for example, a hand of bananas)
tuinga	string (for example, a string of fish)
fua	to measure
fālahi	wide



‘Oku fiha e kato ‘ufi´?

How much for the basket of yams?



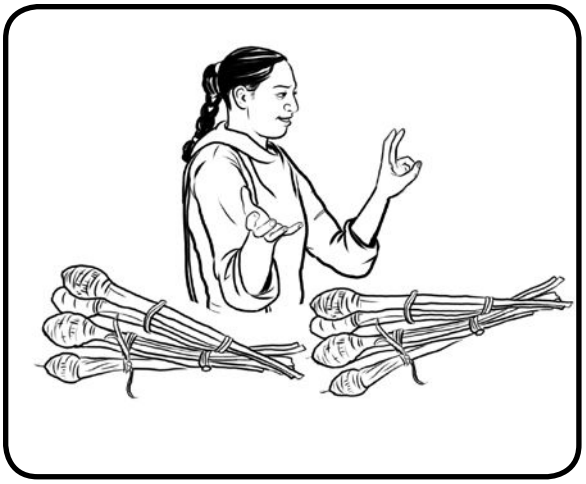
Pa‘anga ‘e teau.

One hundred dollars.



Fo‘i meleni ‘e ua, kātaki.

Two watermelons, please.



Ha‘inga talo ‘e ua, kātaki.

Two bundles of taro, please.



Kau siaine ‘e ua, kātaki.

Two bunches of bananas, please.



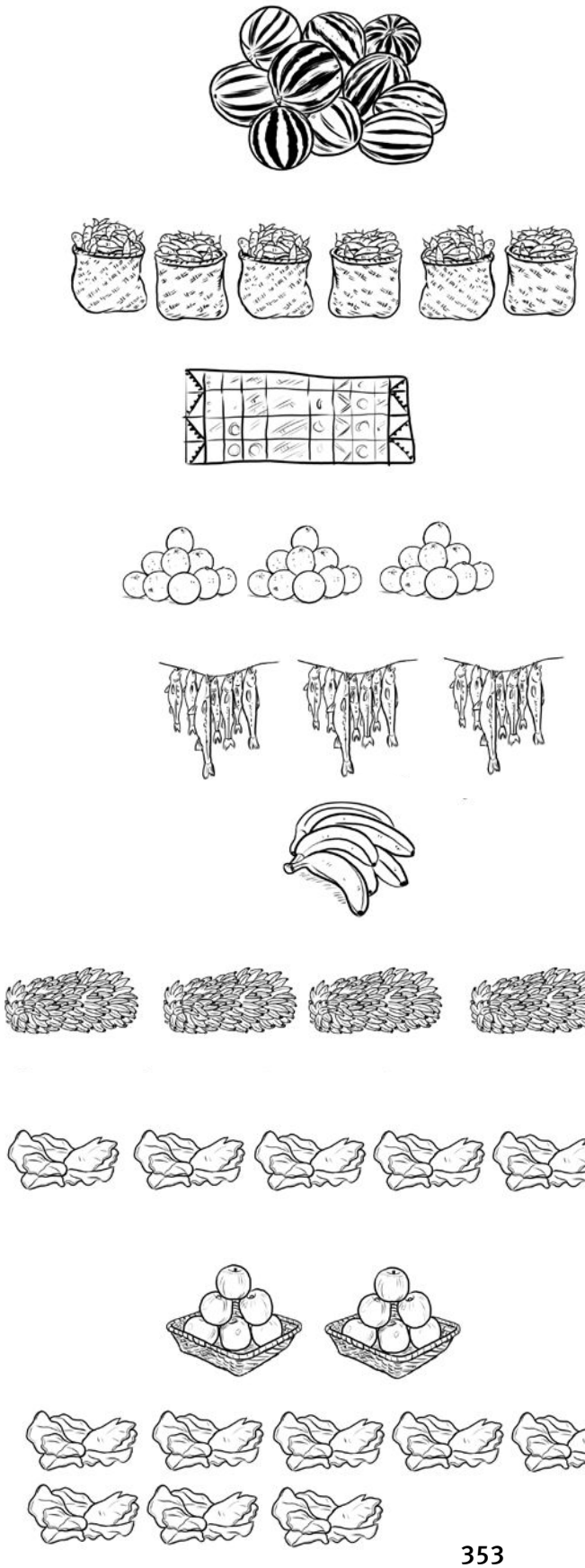
Tuinga ika ‘e taha, kātaki.

One string of fish, please.

WS 1

Instructions

As you listen to the CD, put the number beside the illustration that matches what you hear. Each phrase is repeated.

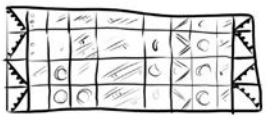


ten watermelons 

2 fo'i meleni 'e hongofulu

six baskets of yams 

1 kato 'ufi 'e ono

one section of *ngatu* 

9 langanga 'e taha 'o e ngatu

three stacks of oranges 

4 fokotu'unga moli 'e tolu

three strings of fish 

6 tuinga ika 'e tolu

one hand of bananas 

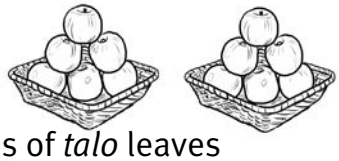
7 taa'i siaine 'e taha

four bunches of bananas 

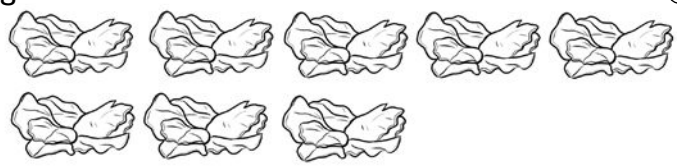
5 kau siaine 'e fā

five bundles of *talo* leaves 

8 ha'inga lū 'e nima

two stacks of apples 

10 fokotu'unga 'āpele 'e ua

eight bundles of *talo* leaves 

3 ha'inga lū 'e valu

UNIT 18 – *KO HONO FUA´* – MEASURING

LESSON B

Learning Outcomes

Students will:

- identify and use numbers;
- identify and use number patterns;
- understand and express size.

Resources

OHT 2 (from Lesson A)
Unit 18 DVD and transcript
OHT 3
Unit 18 audio CD and transcript
WS 2

You supply:

The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD
Copies of WS 2

Lesson Outline

Introduction

- Play the *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD quietly in the background to welcome the students to the lesson.
- Exchange greetings.

Looking Back

- Show OHT 2. With the Tongan expressions covered, point to an illustration, asking the class to respond by saying the Tongan phrase. This will give you a measure of their level of recall from the previous lesson.
- Play the DVD studio section.

Learning Experiences

- Identify the learning outcomes for this lesson.
- Show OHT 3. Play CD 2 track 40 and get the students to repeat the sentences in the pauses.
- Ask the students to work in pairs. They measure six objects in the classroom and list them using the sentence patterns on OHT 3 as models. Then they join with another pair and take turns to share what they found out.

- Hand out WS 2. Organise the students to work in groups, each group starting at a different location. They report back to the classroom when they have completed the task. Give them a time limit. When they return to the classroom, they can compare their measurements with those of the other groups.

  Alternatively, you could hand this out as a homework worksheet to be brought back to the next lesson.
- Play the DVD cultural section and discuss what they notice with the students. Invite them to tell you some of the things they have learned so far in this unit and what they have found particularly interesting.

It is always fruitful to expose student thinking about their learning.

- To help the students consolidate their learning, revisit some of the activities from Lesson A. Ask the students which of these would help them to feel more confident in their learning.

Looking Ahead

- Remind the students that they will be assessing their learning in Lesson C. Tell them that their best preparation would be to practise the vocabulary and sentence patterns they have been learning in Lessons A and B.

Close

- Play the DVD cultural section again.
- Exchange farewells.

Ko e hā e lōloa e ngoue´?	How long is the garden?
Manga ‘e uanoa.	Twenty strides.
Ko e hā e fālahi e tohi´?	How wide is the book?
‘Oku senitimita ‘e hongofulu fālahi.	It’s ten centimetres wide.
Ko e hā e lōloa e mala‘e´?	How long is the field?
Ko e fo‘i manga ‘e nimanoa.	Fifty strides.
Ko e hā e lōloa ‘o e mala‘e ‘akapulu´?	How long is the rugby field?
Ko e manga ‘e uaafe.	Two thousand strides.

Ko e hā e lōloa e ngoue´?	How long is the garden?
Manga ʻe uanoa.	Twenty strides.
Ko e hā e fālahi e tohi´?	How wide is the book?
ʻOku senitimita ʻe hongofulu fālahi.	It's ten centimetres wide.
Ko e hā e lōloa e malaʻe´?	How long is the field?
Ko e foʻi manga ʻe nimanoa.	Fifty strides.
Ko e hā e lōloa ʻo e malaʻe ʻakapulu´?	How long is the rugby field?
Ko e manga ʻe uaafe.	Two thousand strides.

1. *Ko e hā e lōloa e malaʻe netipolo´?* (netball court)
   Ko e manga ʻe _____
2. *Ko e hā e lōloa e malaʻe vaʻinga´?* (playground)
   Ko e manga ʻe _____
3. *Ko e hā e lōloa e malaʻe ʻakapulu´?* (rugby field)
   Ko e manga ʻe _____
4. *Ko e hā e lōloa e fale koloa fakaako´?* (school canteen)
   Ko e manga ʻe _____
5. *Ko e hā e lōloa e vai kaukau´?* (swimming pool)
   Ko e manga ʻe _____

UNIT 18 – *KO HONO FUA´* – MEASURING

LESSON C

Learning Outcomes

Students will:

- identify and use numbers and number patterns;
- understand and express amount;
- understand and express size;
- make connections with their own culture(s).

Resources

Unit 18 DVD and transcript
WS 1 (from Lesson A)
Unit 18 audio CD and transcript
WS 2 (from Lesson B)
WS 3
Unit 18 Achievement Checklist

You supply:

Copies of WS 3
Material to make a wallchart
Copies of the Unit 18 Achievement Checklist
Vaka Progress Chart

Lesson Outline

Introduction

- Play the DVD cultural section quietly in the background as the students get ready for the lesson.
- Exchange greetings.

Looking Back

- Show the DVD language scenario to recall the language focus with the students. Play the DVD studio section. Discuss forms of measurements and what they have learned about measurement in the Tongan culture with the students.
- Play the DVD cultural section and discuss any further observations the students wish to make.

Learning Experiences

- Ask the students to take out WS 1 from Lesson A (with the illustrations of the items found at a Tongan market on it). Ask them to practise saying the expressions, pointing to the matching illustration as they do so. Play CD 2 track 39 as a model for their pronunciation.
- Tell the students to take out WS 2 from Lesson B and, working in groups, share what they found out.
- Hand out WS 3. Play CD 2 track 41 and ask the students to repeat the sentences in the pauses. Repeat this. Tell them to complete their worksheet by measuring their own height and that of five other students and filling in the gaps.
- Optional activity: The students each write their name and their height (in Tongan) on a slip of paper. Appoint two group leaders to collect the slips of paper and range them by height. Then they can glue them onto a chart to put on the classroom wall.
- The students complete their Unit 18 Achievement Checklist and colour in band 18 on their Vaka Progress Chart.

Looking Ahead

- In Unit 19, the students will be discussing sport and will be making written presentations about themselves to put up on the classroom wall. Tell them to find out about any famous Tongan sportspeople and about the sports that are typically played in Tonga or are associated with Tongan sportspeople.

Close

- Play the DVD cultural section again.
- Exchange farewells.

WS 3

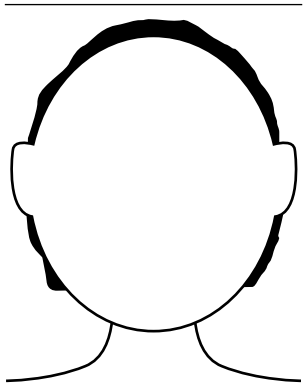
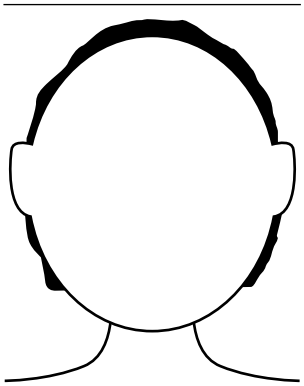
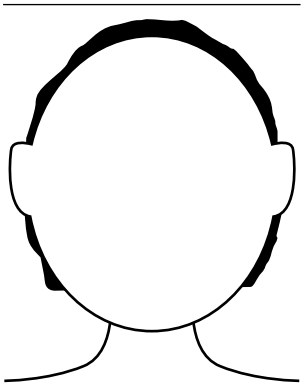
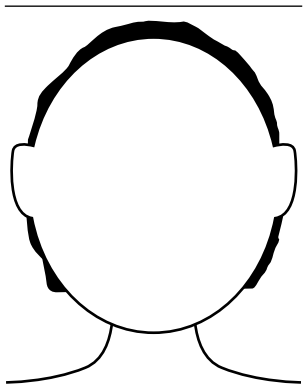
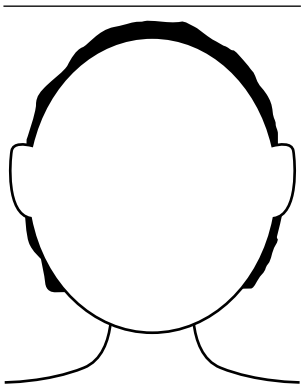
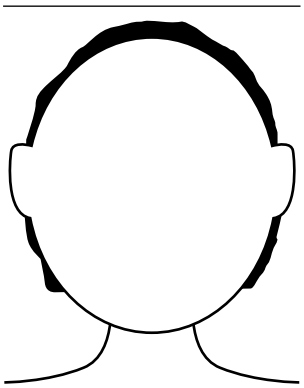
Instructions

Using these sentences as models, find out your own height and write it in Tongan underneath one of the faces. Then measure the height of five other students and write their heights in Tongan under each of the other five faces. Put their names above the faces.

Ko e hā ho māʻolungaˊ?
How tall are you?

Ko hoku māʻolungaˊ ko e mita ʻe taha senitimita ʻe onovalu.
I'm one metre sixty-eight centimetres tall.

Ko hono māʻolungaˊ ko e mita ʻe taha senitimita ʻe toluhiva.
He/she is one metre thirty-nine centimetres tall.

UNIT 18 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

Now I can:

- ☐ identify and use numbers and number patterns
- ☐ understand and express amount
- ☐ understand and express size
- ☐ make connections with my own culture(s)

UNIT 18 DVD TRANSCRIPT

Siu:
Te tau tui e kahoa ʻe tolu he ʻahoˊ ni: ko e pitoʻingalau, ko e veʻeveē, pea mo e fakamatamoana.

Luʻisa:
Ko e hā e lahi e kakala ʻoku fiemaʻu ki he fakamatamoana?

Siu:
Ko e falukunga heilala ʻe taha pea mo e foʻi fā ē tahaua. Taha, ua, tolu, fā, nima, ono, fitu, valu, hiva, hongofulu, tahataha, tahaua.

Luʻisa:
Fēfē e lōloaˊ?

Siu:
Ko e hanga ʻe ua. Taha, ua.

Luʻisa:
Peheni? Taha, ua.

Siu:
Tō atu, Luʻisa.

Luʻisa:
Mālō.

Siu:
We're making three garlands today: a *pitoʻingalau*, a *veʻeveē*, and a *fakamatamoana*.

Luʻisa:
How much do I need for a *fakamatamoana*?

Siu:
A handful of *heilala* and twelve pandanus seeds. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

Luʻisa:
How long?

Siu:
Two hand spans. One, two.

Luʻisa:
Like this? One, two.

Siu:
Well done, Luʻisa.

Luʻisa:
Thank you.

UNIT 18 AUDIO TRANSCRIPT

Track 37 to Accompany Unit 18 Lesson A OHT 1

Listen to each word as it is being spoken. Then repeat the word in the pause.

fo‘i

fokotu‘unga

hanga

ha‘inga

kato

kau

loloto

manga

ofa

tā‘i, taa‘i

tuinga

fua

fālahi

Track 38 to Accompany Unit 18 Lesson A OHT 2

Listen to the following expressions and practise saying them in the pauses.

‘Oku fiha e kato ‘ufi´?

Pa‘anga ‘e teau.

Fo‘i meleni ‘e ua, kātaki.

Ha‘inga talo ‘e ua, kātaki.

Kau siaine ‘e ua, kātaki.

Tuinga ika ‘e taha, kātaki.

Track 39 to Accompany Unit 18 Lesson A WS 1

As you listen, put the number beside the illustration that matches what you hear. Each phrase is repeated.

1. *kato ‘ufi ‘e ono*
2. *fo‘i meleni ‘e hongofulu*
3. *ha‘inga lū ‘e valu*
4. *fokotu‘unga moli ‘e tolu*
5. *kau siaine ‘e fā*
6. *tuinga ika ‘e tolu*
7. *taa‘i siaine ‘e taha*
8. *ha‘inga lū ‘e nima*
9. *langanga ‘e taha ‘o e ngatu*
10. *fokotu‘unga ‘āpele ‘e ua*

Track 40 to Accompany Unit 18 Lesson B OHT 3

Listen to what these people are saying about measurements and repeat the sentences in the pauses.

Ko e hā e lōloa e ngoue´?

Manga ‘e uanoa.

Ko e hā e fālahi e tohi´?

‘Oku senitimita ‘e hongofulu fālahi.

Ko e hā e lōloa e mala‘e´?

Ko e fo‘i manga ‘e nimanoa.

Ko e hā e lōloa ‘o e mala‘e ‘akapulu´?

Ko e manga ‘e uaafe.

Track 41 to Accompany Unit 18 Lesson C WS 3

Listen to these sentence patterns and practise saying them in the pauses.

Ko e hā ho mā‘olunga´?

Ko hoku mā‘olunga´ ko e mita ‘e taha senitimita ‘e onovalu.

Ko hono mā‘olunga´ ko e mita ‘e taha senitimita ‘e toluhiva.

UNIT 19 – *SIPOTI* – SPORTS

OVERVIEW

Learning Outcomes

Students will:

- identify some sports;
- ask about and discuss sports preferences;
- make connections with their own culture(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of the Tongan language guidelines (*TiNZC*).

The strands and achievement objectives are:

- Communication (page 53)
  - 2.1 identify people, places, and things;
  - 2.5 communicate interest, enjoyment, and need;
- Language (pages 53–54);
- Culture (pages 53 and 55).

Language Knowledge

Vocabulary

ʻaka pasikala	cycling
ʻakapulu	rugby
ʻakapulu liiki	rugby league
ʻatelita	athletics
fangatua	wrestling
hiko	juggling
hoki	hockey
kakau	swimming
kilikiti	cricket
malemale	touch rugby
netipolo	netball
palāleli	gymnastics
pasiketipolo	basketball
sikeiti	skating
sikeitipooti	skateboarding
sipoti	sport
sofipolo	softball
soka	soccer
tenisi	tennis
tolo meʻa mamafa	shot-put
mamata	to watch
vaʻinga	to play

This vocabulary is on CD 2 track 42.

Structures and Expressions

Ko e hā e sipoti ʻokuˊ ke vaʻinga aiˊ?	What sport do you play?
ʻOku ou manako he vaʻinga ʻakapuluˊ.	I like playing rugby.
ʻOku ʻikai keˊ u manako he tenisiˊ.	I don't like tennis.
ʻOku ou vaʻinga soka he Tokonaki.	I play soccer on Saturdays.
Ko e hā e sipoti ʻokuˊ ke manako taha aiˊ?	What is your favourite sport?
Ko e ʻatelitaˊ.	Athletics.

These sentences are on CD 2 track 45.

Language Notes

Note the use of the definitive accent to indicate that the stress falls on the last syllable of a word when the immediately preceding word is a definite article, for example:

Ko e ʻatelitaˊ.	Athletics.

The Tongan word *saiʻia* (to like) can also be spelled and pronounced *saʻia*. There are examples of both on the DVD and in the DVD transcript (on page 380).

Cultural Knowledge

Drawing Lots to See Who Has the First Turn

To draw lots in Tonga, people first cut *tuʻaniu* (coconut frond ribs) into different lengths. One person holds the bundle, and the others take turns to select a rib. The person who draws the longest rib starts. The person with the shortest rib goes last. This latter player must also perform tasks for the others, for example, serving the drinks at half-time.

Teachers' Notes

Tongan Sports and Games

The information below is for your reference. You can decide how much of it you wish to share with your students.

Lova lālanga kato are basket-weaving competitions. The organisers supply the green coconut fronds, one per competitor. When the signal is given, the competitors start weaving their baskets. The first to finish is the winner.

Another competition, *lova fahi niu*, is for chopping coconuts. People collect coconuts, which are then divided into groups of fifty. The competitors pick up their axes and wait for the signal. When it is given, the competitors start chopping the coconuts open. The first to split fifty coconuts wins.

Lova hoka niu is a coconut-husking competition. Each competitor has a stick sharpened at one end and a pile of coconuts. When the signal is given, the competitors start husking their coconuts. When they've finished husking, they make baskets from coconut fronds. They fill their baskets with the husked coconuts and place them in rows. The winner is the first to finish.

Hiko is the traditional Tongan sport of juggling for girls. They use the fruit of the *tuitui* tree. Once the starting signal is given, the girls begin juggling. Whoever can juggle the longest without dropping a fruit is the winner. The competition starts with juggling three fruits and rises to six fruits.

Veimau (draughts) is played using local materials. For example, people might get a wooden box and draw squares on it, colouring them in using black charcoal or red seeds from the *loa* plant. For the draughts, they use such items as seeds, shells, buttons, *elili* (cat's eye shells), and stones.

Another example of using local materials in Tonga is the game of *moa* (knucklebones), for which you can use stones, seeds, or shells.

Transliterated Words

You will have noticed that many of the names of sports in Tongan are transliterated words. This can be a point of interest for your students. You could talk about the ways that languages change and adapt over time, incorporating words from other languages to express new ideas and concepts. All languages do this as part of their growth and evolution.

Research Skills

You will also have noticed the emphasis on research skills and enquiry-based learning in this resource. Identifying potential sources of information can help to stimulate the students' interest and motivate them to explore particular interests further in their own time. This is especially so if what they bring to class becomes an integral part of their language and cultural learning.

The cultural aspect of language learning is extremely important. Your students can only learn to communicate in Tongan effectively if they have developed the necessary cultural understandings that are an integral part of the communication process. Their own research and discussions with others contribute to these understandings.

Vocabulary Cards

Lesson A includes an activity that uses sets of vocabulary cards with words and matching illustrations. You can make these sets by photocopying the vocabulary and illustrations on OHT 1 onto card and then cutting the card up into the sections.

Previous units have also included activities that can be done with sets of vocabulary cards. You may have other variations on this activity that you can use to assist the students' learning and recall of vocabulary. The students will have their own ideas about vocabulary-learning activities that utilise cards.

UNIT 19 – *SIPOTI* – SPORTS

LESSON A

Learning Outcomes

Students will:

- identify some sports;
- make connections with their own culture(s).

Resources

Unit 19 DVD and transcript

OHT 1

Unit 19 audio CD and transcript

WS 1

You supply:

Material for making posters (optional)

Copies of WS 1

Sets of cards made from OHT 1 (enough for one set per pair or group)

A soft ball

The *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* book and CD

An OHT of the words to "'Ofaange 'a e 'Otua ē!" (see page 24 in *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs*)

Lesson Outline

Introduction

- Play the DVD cultural section in the background as the students prepare for the lesson.
- Exchange greetings.

Looking Back

- Ask what the students have found out about famous Tongan sportspeople and the sports that are played in Tonga. Discuss what they have found out. Decide how you will deal with this information. For example, the students could start work on the posters to be completed later in this unit.
- If there are questions that neither you nor the students can answer, set a research plan for the students. Maybe the students could spend some lesson time in the computer suite carrying out a search on the Internet. An alternative is to work through your library or information centre. Researching information about Tonga in such places will also help the students to develop their research skills. It will stimulate an interest in learning more about the culture as well.

Learning Experiences

- Play the DVD language scenario. As usual, encourage the students to discuss what they observe.

> **Discussions can contribute a great deal to the students' "learning power". Research indicates that even the students who need support to actively participate in discussions will still benefit because they will learn from others and extend their own thinking.**

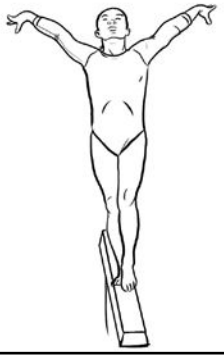
- Play the DVD studio section. Show OHT 1. Play CD 2 track 43 and ask the students to repeat the words in the pauses.
- Hand out WS 1. Play CD 2 track 44. The students complete the task on the worksheet. Show OHT 1 for the students to verify their responses. Then play track 44 again and ask the students to repeat the words in the pauses as they view the words and their matching illustrations, reinforcing their learning.
- Make sets of cards from OHT 1 by cutting the words off the bottom of each card and gluing them to blank cards. Ask the students to work in groups. Hand out a set of cards to each group. The students place the cards face up. Play CD 2 track 43. As the students listen, they pick up the card with the word that is spoken and also the card with the matching illustration. Afterwards, find out how many of them completed the activity (by picking up all the cards). You can make this activity more challenging by asking the students to work in pairs or individually.
- Show the DVD cultural section about Tongan sports and games and discuss these as a class.
- Say the name of a sport in English and throw a soft ball to a student. The student says the Tongan name, chooses another sport to say in English, and throws the ball to another student. Repeat this sequence many times. Encourage the students to have their vocabulary list in front of them so that they can check it quickly if it is their turn. The objective is to reinforce vocabulary learning, not to catch the students out.
- Play the farewell song on the DVD. The words are on page 24 in the *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* book. Show an OHT of the words and have the students sing along. Tell them that this song is an important one to Tongan people and that they need to practise it so that they can sing it well when they present their work in Unit 20.

Looking Ahead

- Tell the students that they will be working towards presenting a piece of writing in Tongan about themselves as a poster for the classroom wall. They will begin this in Lesson B and complete it in Lesson C. To do this well, they need to practise their vocabulary and make sure they can spell the words correctly.

Close

- Sing "'Ofaange 'a e 'Otua ē!" again while showing the OHT of the words and playing either the DVD or the *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD.
- Exchange farewells.

			
ʻaka pasikala	ʻakapulu	ʻatelita	fangatua
			
hiko	hoki	kakau	kilikiti
			
netipolo	palāleli	pasiketipolo	sikeitipooti
			
sofipolo	soka	tenisi	tolo meʻa mamafa

WS 1

Instructions

As you listen to the CD, draw a line between each sport and the picture that matches it.

fangatua

tenisi

ʻakapulu

palāleli

sofipolo

ʻatelita

hiko

kakau

kilikiti

sikeitipooti

soka

pasiketipolo

ʻaka pasikala

tolo meʻa mamafa

hoki

netipolo


















UNIT 19 – *SIPOTI* – SPORTS

LESSON B

Learning Outcomes

Students will:

- identify some sports;
- ask about and discuss sports preferences;
- make connections with their own culture(s).

Resources

Unit 19 DVD and transcript
WS 1 (from Lesson A)
OHT 2
Unit 19 audio CD and transcript
OHT 3

You supply:

Copies of OHT 2
The OHT of the words to "'Ofaange 'a e 'Otua ē!"

Lesson Outline

Introduction

- Play the DVD cultural section to welcome the students to the lesson.
- Exchange greetings.

Looking Back

- Show the DVD studio section. Ask the students to work in pairs with WS 1 from Lesson A. Ask them to cover the Tongan words, leaving only the illustrations in view. They take turns to challenge each other to say the names of the sports in Tongan.
- Find out whether the students have any further information about famous sportspeople from Tonga (or of Tongan heritage) or about the sports associated with Tonga.

Learning Experiences

- Discuss the learning outcomes for Lesson B.
- Play the DVD language scenario. Show OHT 2. Play CD 2 track 45 and ask the students to repeat the sentences in the pauses. Repeat this sequence.
- Divide the class into two groups. Choose a leader for each group. The leader turns to the next student in their group and asks *Ko e hā e sipoti 'oku´ ke manako taha ai´?* (What is your favourite sport?).

That student replies, for example, *Ko e ‘atelita´*. Then he or she turns to the next student and asks the same question, and so on round the group. The first group to finish is the winner. A more demanding version of this activity is not to allow a sport to be repeated.

- Play the DVD studio section. Hand out copies of OHT 2 to the students. Ask them to work in pairs. They take turns to practise the sentences and then adapt them to suit themselves by changing the names of the sports.
- Tell the students that they are now going to work on charts that will be displayed on the classroom wall when they give their presentations in Unit 20. Show OHT 3 and discuss the requirements with the students. Tell them that you will hand out a worksheet for them to write their final version on in Lesson C.

  Ask them to first work by themselves. Tell them that thinking, recalling, and researching are important processes for them to undertake. Explain that in this activity they are expected to “craft” their work. Their first step is to compose the sentences, using what they have learnt in this unit and previous units.

  When they have written a draft copy of their sentences, tell them to ask their partner to check their work. This checking process needs to consider whether:
  - The macrons are in the right places;
  - capital letters are used where they are needed;
  - the glottal stop is used correctly;
  - accents are used in the right places;
  - the spelling is accurate;
  - no words are left out;
  - all ten of the required sentences are there.
- Have a quick session inviting the students to give you feedback on this writing activity.

  Their feedback will give you insights into their thinking and their attitude to this kind of work that will help you to manage their learning.

- Play the DVD cultural section once more and encourage further discussion.

Looking Ahead

- Remind the students that what they have written is a draft (rough) copy of their presentation. In Lesson C, they will write the final copy as a presentation piece. They have time to do further checking before the next lesson. Ask them to bring a photograph if they have one or to do a drawing of themselves that they can attach to their final copy. It needs to be about 5 cm square.

Close

- Display the OHT of “‘Ofaange ‘a e ‘Otua ē!” and sing the song together.
- Exchange farewells.

Ko e hā e sipoti ʻokuˊ ke vaʻinga aiˊ?
What sport do you play?

ʻOku ou manako he vaʻinga ʻakapuluˊ.
I like playing rugby.

ʻOku ʻikai keˊ u manako he tenisiˊ.
I don't like tennis.

ʻOku ou vaʻinga soka he Tokonaki.
I play soccer on Saturdays.

Ko e hā e sipoti ʻokuˊ ke manako taha aiˊ?
What is your favourite sport?

Ko e ʻatelitaˊ.
Athletics.

Instructions

Using full sentences, write ten sentences in Tongan that include:



1. your name;
2. how old you are;
3. what your height is;
4. where you live;
5. a sentence about your family or a member of a family;
6. another sentence about your family or a member of your family;
7. what work you do at home;
8. what your favourite sport is;
9. a sport you don't like;
10. a sport that someone in your family plays.



UNIT 19 – *SIPOTI* – SPORTS

LESSON C

Learning Outcomes

Students will:

- identify some sports;
- ask about and discuss sports preferences;
- make connections with their own culture(s).

Resources

Unit 19 DVD and transcript
WS 2
Unit 19 audio CD and transcript
Unit 19 Achievement Checklist

You supply:

Copies of WS 2
Copies of the Unit 19 Achievement Checklist
Vaka Progress Chart
Copies of the DVD transcript (optional)

Lesson Outline

Introduction

- Exchange greetings.
- Show the DVD cultural segment and discuss it again briefly with the students.

Looking Back

- Show the learning outcomes for this unit. Ask the students, working in pairs, to complete the draft of their presentations and do their final checking.
- Hand out WS 2, which includes the layout for their presentation. Tell the students that they are to write the final copy of their sentences on their copy of this worksheet. They complete this by drawing their own portrait in the box (or attaching the photograph or drawing they have brought) and colouring in the border as they wish. Remind them that these presentations are samples of the standard of the work they have achieved and are for others to see.
- The students complete their Unit 19 Achievement Checklist and colour in band 19 on their Vaka Progress Chart.

- Optional activity: The students work in groups to complete their posters about famous Tongan sportspeople and Tongan sports, using the information they have brought to class.
- Optional activity: The students work in pairs to role-play the DVD language scenarios. Play the DVD language scenario to model the language before they begin. Give out copies of the transcript.

Looking Ahead

- Unit 20 is a celebration of the learning that the students have achieved. Ask them to think about the kind of presentations they would like to make. They should look at what they have achieved in the previous units and to bring their ideas to the next lesson.

Close

- Sing "'Ofaange 'a e 'Otua ē!" together.
- Exchange farewells.

Ko hoku hingoa´ ko _____ .

Attach photograph or drawing here.

UNIT 19 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

Now I can:

- ☐ identify some sports
- ☐ ask about and discuss sports preferences
- ☐ make connections with my own culture(s)

UNIT 19 DVD TRANSCRIPT

Sione:
ʻOku lahi ʻaupito e ngaahi sipoti he ʻapiakoˊ!

Tēvita:
ʻIo? Sai tama, kaˊ ke manatuʻiˊ ko e faʻahitaʻu momoko eni. Ko e hā e faʻahinga sipoti ʻokuˊ ke fie kau ki aiˊ?

Sione:
ʻOku ou saiʻia he hokiˊ, sokaˊ, mo e ʻakapuluˊ!

Tēvita:
Masiʻi, kuoˊ ke soka, kuoˊ ke hoki, kuoˊ ke ʻakapulu? Ko e sipoti ia ʻe tolu!

Sione:
ʻIo. ʻOku ou saʻia he sokaˊ, hokiˊ, mo e ʻakapuluˊ!

Tēvita:
Siʻi, mahalo tama ʻoku fuʻu lahi. Ko e hā e sipoti ʻokuˊ ke saʻia aiˊ?

Sione:
Hmmm … ʻOku ou saʻia au ia he ʻakapuluˊ mo e sokaˊ!

Tēvita:
ʻIo, ʻoku ou saʻia mo au he ʻakapuluˊ mo e sokaˊ. Ka ko e hā e sipoti ʻokuˊ ke saʻia taha aiˊ?

Sione:
Hmm, kiʻi faingataʻa! Ka ʻoku ou manako he ʻakapuluˊ.

Tēvita:
Fakafetaʻi. ʻOku ou saʻia mo au he sio ʻakapuluˊ!

Sione:
Ko e hā e sipoti ʻa ʻAnaˊ?

Tēvita:
ʻO, ko ʻAna ia ʻoku ʻakapulu malemale mo netipolo.

Sione:
ʻOku ʻikai ke saiʻia ia he hoki?

Tēvita:
ʻIkai, ʻoku ʻikai saʻia ia he hokiˊ.

Sione:
Moʻoni? ʻOku ʻikai keˊ u saʻia au he malemaleˊ, ka ʻoku ou saʻia au ia he hokiˊ!

Tēvita:
ʻOku ou saʻia pe au he sio hokiˊ. Ka ʻokuˊ ke ʻilo ʻoku ʻikai keˊ u fie kau au.

Sione:
Tō atu. Teˊ ke haʻu koe ʻo sio heʻeku vaʻingaˊ!

Sione:
There are so many sports at the school!

Tēvita:
Yeah? That's good, but remember that it's winter. What sports do you want to play?

Sione:
I prefer hockey, soccer, and rugby!

Tēvita:
Man, you play soccer, you play hockey, and you play rugby? That's three sports!

Sione:
Yes. I love soccer, hockey, and rugby!

Tēvita:
Probably it's too many. Which one's your favourite?

Sione:
Hmm … I like rugby *and* soccer!

Tēvita:
Yes, I like rugby and soccer, too. But which sport do you like the *most*?

Sione:
Hmm, that's hard! But I like rugby.

Tēvita:
Thank you. I like watching rugby, too!

Sione:
What sport is ʻAna playing?

Tēvita:
Oh, ʻAna's playing touch and netball.

Sione:
Doesn't she like hockey?

Tēvita:
No, she doesn't like hockey.

Sione:
Really? I don't like touch, but I like hockey!

Tēvita:
I like watching hockey. But you know, I don't want to take part.

Sione:
Cool. You can watch me play!

UNIT 19 AUDIO TRANSCRIPT

Track 42 Vocabulary for Unit 19

Here is the vocabulary for Unit 19. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

ʻaka pasikala
ʻakapulu
ʻakapulu liiki
ʻatelita
fangatua
hiko
hoki
kakau
kilikiti
malemale
netipolo
palāleli
pasiketipolo
sikeiti
sikeitipooti
sipoti
sofipolo
soka
tenisi
tolo meʻa mamafa
mamata
vaʻinga

Track 43 to Accompany Unit 19 Lesson A OHT 1

Listen to each word and say it after the speaker.

ʻaka pasikala
ʻakapulu
ʻatelita
fangatua
hiko
hoki
kakau
kilikiti
netipolo
palāleli
pasiketipolo
sikeitipooti
sofipolo
soka
tenisi
tolo meʻa mamafa

Track 44 to Accompany Unit 19 Lesson A WS 1

As you listen, draw a line between each sport and the picture that matches it.

fangatua
tenisi
ʻakapulu
palāleli
sofipolo
ʻatelita
hiko
kakau
kilikiti
sikeitipooti
soka
pasiketipolo
ʻaka pasikala
tolo meʻa mamafa
hoki
netipolo

Track 45 to Accompany Unit 19 Lesson B OHT 2

Listen to these sentences and repeat them in the pauses.

Ko e hā e sipoti ʻokuˊ ke vaʻinga aiˊ?
ʻOku ou manako he vaʻinga ʻakapuluˊ.
ʻOku ʻikai keˊ u manako he tenisiˊ.
ʻOku ou vaʻinga soka he Tokonaki.

Ko e hā e sipoti ʻokuˊ ke manako taha aiˊ?
Ko e ʻatelitaˊ.

UNIT 20 – *OKU MAU FAKAHOKO ATU 'EMAU NGĀUE´* – PRESENTING OUR WORK

OVERVIEW

Learning Outcomes

Levels 1 and 2 Learning Languages

Proficiency Descriptor

Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.

Communication Strand

To begin to achieve this, they will need to show that they can (with support and with a main focus on listening and speaking skills):

- receive and produce information;
- produce and respond to questions and requests;
- show social awareness when interacting with others to communicate effectively in Tongan.

Adapted from *The New Zealand Curriculum* (learning languages foldout page)

Curriculum Links

Unit 20 is an opportunity to assess the students' progress holistically using the levels 1 and 2 learning languages proficiency descriptor and the Communication Strand achievement objectives, as set out above.

The students will take time to revise what they have been learning in Units 11–19.

Language Knowledge

There is no new learning. This is a revision unit.

Cultural Knowledge

There is no new learning. This is a revision unit.

Teachers' Notes

There is a summary overview of Units 11–19 in the preface.

Presentations

For Unit 20, the students practise the language and cultural knowledge they have learned in Units 11–19 in situations where they can show their communication skills. With your assistance, they choose activities to perform that will consolidate their learning and demonstrate their achievement in Tongan.

Items

The students will present or perform one or more items. Unit 20 offers options for you to consider. The number of items is at your discretion. The performances and/or presentations can include any of the following:

- giving personal information, for example, introductions and talking about the family;
- role-plays (the students' own work);
- acting out the DVD language scenarios.

When preparing your students for the role-plays, ask them what they'd like to do. Some students may wish to make up their own role-plays, based on their learning in Units 11–19. Others who are less confident may find it helpful to use the DVD transcripts of the language scenarios. If they do this, ask them to vary some of the dialogue or add some extra dialogue from their knowledge of Units 11–19. In that way, all learners are encouraged to be creative while still receiving the level of support they need. It is suggested that you keep this as a class activity.

Assessment

Reviewing Progress

Recording the presentations on DVD will provide you and your students with a record of their achievement at this point in time. The recording can be a learning and evaluative tool for the students, helping them to critically engage with their own achievement and work out ways in which they can improve. Setting improvement targets helps to identify areas of future focus.

Assessment Criteria

The template on page 384 suggests assessment criteria. As your students review their presentations, they could assess themselves or each other, working in pairs and using these criteria.

Proficiency Descriptor Levels 1 and 2

Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.

Students can:

Receive and produce information;

- give information;
- understand what others say;

Produce and respond to questions and requests;

- ask questions and give answers to questions;
- make requests and respond to requests;

Show social awareness when interacting with others;

- use body language;
- use language that suits the situation.

When speaking Tongan, students will show that they can:

Speak well enough for others to understand what they say (pronunciation);

Respond to questions, and say sentences, without hesitating too much (fluency).

Adapted from *The New Zealand Curriculum* (learning languages foldout page)

These criteria will help the students to deepen their understanding of what is required for the proficiency level they are working towards and measure their progress towards achieving it. Suggest that they look for one or two examples of each behaviour.

Remind the students that it is too soon for them to achieve level 2 proficiency. They would need a wide range of examples across each behaviour and across all the language skills (speaking, listening, reading, writing, viewing, and presenting or performing) to achieve it. That would require them to have more language learning time and experience.

As with Unit 10, place a poster-sized chart of the assessment criteria on the classroom wall so that the students can become very familiar with them.

Lessons

It is suggested that the students prepare their presentation in Lessons A and B and then do the actual presentations in Lesson C. It may be that with an invited audience, with a special day arranged, and with other activities also taking place, it may not be possible or desirable to carry out any assessment activity at the time. In that case, you should organise an extra lesson for the students to come together to review what they have presented and performed. This kind of reviewing builds a critical sense, leading to an appreciation of quality and standards and the need to work to attain them.

Audience

You need to consider who the audience is when your students make their presentations. Here are some suggestions:

- keep this as a class activity;
- present to another class that is also learning Tongan;
- present to invited parents and community members;
- invite the principal to be a respected member of the audience;
- present to the whole school;
- present at a local community function.

There may be other options within your own school and community. Your students may also make useful suggestions. Arrange the programme in the way that best suits you and your school's circumstances.

You could consider extending this into a Tongan Day for your school. This could work well with a supportive Tongan community. It could involve preparing food, laying down an *'umu*, and eating together. It could also involve making crafts. With a Tongan Day, the students can be involved in many of the aspects of their learning in enjoyable and meaningful ways and with plenty of opportunities for communicating in Tongan.

'Ofa ke´ ke Monū'ia!

We hope you and your students have greatly enjoyed your experience of learning Tongan through *Faufaua! An Introduction to Tongan*. You may wish to further acknowledge the students' achievement by arranging to award their completed Vaka Progress Chart at a special ceremony or at a school assembly. This unit also includes a template for a certificate to award to your students.

'Ofa ke fakalakalaka ai pē ho'o ako 'a e lea faka-Tonga. Best wishes as you continue your learning journey with the Tongan language.

UNIT 20 – *OKU MAU FAKAHOKO ATU ʻEMAU NGĀUEʹ* – PRESENTING OUR WORK

LESSON A

Learning Outcomes

Students will:

- select language that is appropriate to the audience and the situation.

Resources

OHT 1 (from Unit 10 Lesson A)
Units 11–19 DVD and transcripts as needed
Units 11–19 audio CD and transcripts as needed
OHTs Units 11–19 as needed

You supply:

The enlarged copy of OHT 1 (from Unit 10)
Extra resources for the presentations
The *Hiva, Taʻanga, mo e Himi ʻi loto Nuʻu Sila: Tongan Songs* CD
The OHT of the words to "ʻOfaange ʻa e ʻOtua ē!" (from Unit 19)

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Tell the students that they will be giving presentations based on their work from Units 11–19 and that these will be recorded and used for self-, peer, and teacher assessment.
- Show OHT 1 from Unit 10. You may already have a copy on the classroom wall. Remind the students that this is the level of proficiency that they are aiming for. Ask them to keep this focus in mind as they prepare and give their presentations.
- Ask the students what they would like to present or perform and list the suggestions on the board. Discuss who the audience will be and how much time the students will have for their presentations overall.

Learning Experiences

- Divide the students into pairs or groups and arrange for each pair or group to work on a different unit. Focus on Units 11–19 if possible. The presentations should be around three minutes long and must be oral-based so that both students of the pair or all the members of the group are involved and have opportunities to speak Tongan. Hand out the DVD transcripts from the respective units.

Tell the students that they can adapt the scenarios as they wish, for example, by changing the vocabulary. The audience will need to pay close attention because some elements of the role-plays will be new.

- With the students, check and set up further resources around the classroom for them to use.
- Give the students time to work on their presentations. Remind them about appropriate cultural behaviours that they should by now be routinely using in class. This is also part of their learning and the development of proficiency.
- Tell the students they will be singing together, as a class, "'Ofaange 'a e 'Otua ē!" as their final item, so they need to learn the words. Play the song either on the Unit 19 DVD or the *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs* CD and have the students sing along.

This should be a busy session, with all the students engaged in organising and preparing their presentations. You will be able to judge from their level of engagement how confident they are about their skills in presenting and performing. Help where necessary. This may mean showing a segment of the DVD or playing a CD track.

Looking Ahead

- Remind the students to keep practising their parts and to bring along any props they need to the next lesson (so long as the props are manageable).

Close

- Sing "'Ofaange 'a e 'Otua ē!" together again.
- Exchange farewells.

UNIT 20 – *OKU MAU FAKAHOKO ATU 'EMAU NGĀUE´* – PRESENTING OUR WORK

LESSON B

Learning Outcomes

This is another preparation lesson. This lesson has no measurable outcomes apart from preparing for and practising the items for the performances and presentations that will be made in Lesson C.

Resources

OHT 1 (from Unit 10 Lesson A)
Units 11–19 DVD and transcripts as needed
Units 11–19 audio CD and transcripts as needed
OHTs from Units 11–19 as needed

You supply:

The enlarged copy of OHT 1 (from Unit 10)
The OHT of the words to "'Ofaange 'a e 'Otua ē!" (from Unit 19)

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Discuss the learning outcomes. Display OHT 1 from Unit 10 and talk about the assessment criteria. This will help the students to become more familiar with what is expected of them when they learn a language.
- It can be useful to have the students assess each other in pairs. This means that, as well as monitoring their own performance, each student is responsible for monitoring the performance of one other person.

Learning Experiences

- The students practise their items.
- The students work in pairs to assess each other using the assessment criteria.
- Practise singing "'Ofaange 'a e 'Otua ē!" together.

Looking Ahead

- Review the order of the programme with the students. Make sure that you practice some appropriate greetings and farewells. These depend on who the audience will be. You may need to appoint some students to perform some roles. Make sure everyone knows what they need to do before the next lesson.

Close

- Exchange farewells.

UNIT 20 – *OKU MAU FAKAHOKO ATU ʻEMAU NGĀUEʻ* – PRESENTING OUR WORK

LESSON C

Learning Outcomes

Levels 1 and 2 Learning Languages

Proficiency Descriptor

Students can understand and use familiar expressions and everyday vocabulary.
Students can interact in a simple way in supported situations.

To begin to achieve this, they will show that they can (with support and with a main focus on listening and speaking skills):

- receive and produce information;
- produce and respond to questions and requests;
- show social awareness when interacting with others.

Resources

OHT 1 (from Unit 10 Lesson A)
Unit 20 Student Achievement Checklists
Unit 20 Certificate Template

You supply:

A blank DVD
A DVD recorder and someone to operate it
Copies of the Unit 20 Student Achievement Checklist
Vaka Progress Chart
Copies of the certificate

Lesson Outline

Introduction

- Exchange greetings.

Learning Experiences

- The students give their presentations, which are recorded.
- The class sings "ʻOfaange ʻa e ʻOtua ē!".
- In pairs, the students give each other feedback on their performances.
- The students complete their Unit 20 Achievement Checklist and colour in band 20 on their Vaka Progress Chart.

Looking Ahead

- Tell the students whether you have arranged for them to review the recorded presentations at another time so that they can see how well they are progressing. You may wish to wait until they have assessed their performances before getting them to complete the Unit 20 Achievement Checklist and their Vaka Progress Chart.
- You may also want to arrange for them to be awarded their certificates at an assembly or at another occasion.

Close

- Sing "'Ofaange 'a e 'Otua ē!" again.
- Wish your students every success as they carry on their learning of the Tongan language and culture.
- Exchange farewells.

UNIT 20 ACHIEVEMENT CHECKLIST

Ko hoku hingoa´ ko _____.

I have used my knowledge of the Tongan language and anga faka-Tonga to:

- ☐ receive and produce information
- ☐ produce and respond to questions and requests
- ☐ show social awareness when interacting with others
- ☐ speak well enough so that others can understand what I say
- ☐ respond to questions and say sentences without hesitating too much

UNIT 20 DVD TRANSCRIPT

'Alisi (faiako):	**'Alisi (teacher):**
Sai, ko e taimi eni ke tau lea māvae ai ki hotau ngaahi kaume'a 'i Nu'u Sila´. Ko hai 'oku fie lea māvae?	Okay, everyone, it's time to say goodbye to our friends in New Zealand. Who would like to say goodbye?
'Alisi:	**'Alisi:**
Mālō, Pua. Pe'i lea.	Thank you, Pua. Go ahead.
Pua:	**Pua:**
Mou nofo ā homau ngaahi kaume'a! 'Ofa ke fai tapuekina kimoutolu 'e he 'Otua´. 'Ofa atu!	Goodbye, friends! May God bless you. Farewell!
Fānau:	**Class:**
'Ofa atu!	Farewell!
'Alisi:	**'Alisi:**
Sai 'aupito, Pua. Mālō. Mou nofo ā. 'Ofa atu!	Very good, Pua. Thank you. And goodbye to you, too. Farewell!
Fānau:	**Class:**
'Ofaange 'a e 'Otua ē *Ke ne taki ho fononga´* *'Oua na'a ke tuēnoa´* *Lolotonga pe 'etau mavae.*	May it please God To lead your journey So that you're not forsaken While we are apart.
Ke mo ō mo ia, *Ke mo ō mo ia* *'I ho hala fuape.* *Ke mo ō mo ia,* *Ke mo ō mo ia* *Lolotonga pe 'etau mavae.*	May He go you, May He go with you On every pathway. May He go you, May He go with you While we are apart.
'Ofa atu!	Farewell!

The hymn the class sings is the first verse and the chorus from Hymn 523 in *Ko e Tohi Himi 'a e Siasi Uesiliana Tau'ataina 'o Tonga* (1826).

FAUFAUA!

TOHI FAKAMO`ONI AKO

CERTIFICATE OF ACHIEVEMENT

_____

hingoa (name)

kuo´ ne lava‘i lelei ‘a e (has successfully completed):

Faufaua! An Introduction to Tongan

Units 1–20

Faiako (teacher): _____

Puleako (principal): _____

‘Apiako (school): _____

‘Aho (date): _____

