



NGĀUE  
FAKATAHA

Lea  
Faka-Tonga

TEACHER SUPPORT MATERIAL

# UNPACKING THE BOOKS



Supporting Pasifika learners  
through dual language texts

## New Zealand Government

Many of these dual language books are available online as PDFs and audio files (MP3s) at <http://literacyonline.tki.org.nz/Pasifika-dual-language-books>

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### Mālo 'aupito

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## Unpacking the dual language books

More information about anga faka-Tonga (the Tongan culture) and lea faka-Tonga (the Tongan language) can be found in later sections of this resource.

The following books can be used for reading to students who are reading at the **magenta** Ready to Read level:



### *At the Airport / 'I he Mala'e Vakapuna* Feana and Sione Tu'akoi

#### Ko e anga faka-Tonga

As well as in Tonga itself, there are Tongan communities in New Zealand, Australia, and the United States. Cities with large Tongan communities include Auckland, Honolulu, and Melbourne. This is a story about the arrival of a family member flying in from overseas for a visit – an event many young Tongan children will be familiar with.

The gathering of fāмили at airports can be quite an event – and quite an important one in many fāмили, especially when it involves meeting new family members, welcoming the return of people who have been visiting family in Tonga, or saying goodbye to loved ones. These occasions bring together the Tongan community.

#### Ko e anga faka-Tonga

Notice the repeated sentence pattern “‘Oku ou lava ‘o sio ki he ...” (I can see the ...). Consider using this sentence pattern as you explore the illustrations with your students. It could be fun to use a little Tongan yourself. Your students will help you with the pronunciation. Here are some words that you and your students would find useful:

- ▶ mala'e vakapuna – airport
- ▶ vakapuna – plane
- ▶ faka'ilonga – sign
- ▶ pailate – pilot
- ▶ pāsese – passengers
- ▶ sāliote – trolley.





## ***I Can Write / ‘Oku Ou Lava ‘o Tohi***

*Fiona Lovatt Davis*

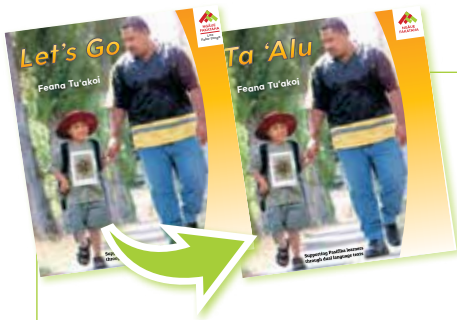
### **Ko e anga faka-Tongá**

It is common for Tongan fāмили in New Zealand to involve even young children in writing letters and emails as fāмили keep in touch with their relatives overseas.

### **Ko e lea faka-Tongá**

“‘Oku ou lava ‘o ...” (“I can ...”) is a useful sentence starter. For example, a student might say:

- ▶ ‘Oku ou lava ‘o lautohi ... – I can read ...



## ***Let's Go / Ta ‘Alu***

*Feana Tu‘akoi*

### **Ko e anga faka-Tongá**

In this story about a boy getting ready to go to school, both Mum and Dad are involved. This is typical of Tongan fāмили in New Zealand.

Though a mum and a dad are shown in *this* story, in the Tongan community, extended fāмили such as grandparents, sisters, brothers, cousins, aunties, uncles, and other members of the household who are not necessarily blood relatives help to get children ready for school.

Traditionally in Tonga, it was the role of the mother to be the nurturer: the person who got the children ready for school, washing their clothes, feeding them, preparing their school lunch, and taking them to and picking them up from school. Dad worked. Increasingly in the Tongan community in New Zealand, roles are now shared by both parents, as in *Let's Go / Ta ‘Alu*.

### **Ko e lea faka-Tongá**

*Let's Go / Ta ‘Alu* includes an example of how two languages can arrange ideas in a different order in a typical sentence, as in:

- “Here is my ...” (English), compared to “Ko ‘eku ... ‘eni.” (lea faka-Tonga)



## ***My Cat / Ko 'Eku Pusi***

*Sarona Aiono-Iosefa*

### **Ko e anga faka-Tongá**

The mother in this story is Papālangi. You can't assume that both parents of a Tongan child will be Tongan – or that the non-Tongan parent won't understand some lea faka-Tonga.

Many Tongan students in New Zealand are not Tongan only. *My Cat / Ko 'Eku Pusi* includes an example of just such a fāмили.

In both Tonga and New Zealand, many Tongan fāмили have pets. In Tonga, sometimes even a pig can be a pet – at least for a time. But in Tonga, dogs are not usually treated as pets, in the way that they are in New Zealand. In Tonga, they are considered to be working dogs, often guarding a property.

### **Ko e lea faka-Tongá**

Lea faka-Tonga is more predicable in its sentence patterns, spelling, and pronunciation than English. Tongan students will bring this expectation to the English text they encounter in your classroom. You'll need to manage this.

The story is told using the sentence pattern, “ ‘Oku ... 'eku pusi” (“My cat is ...”).

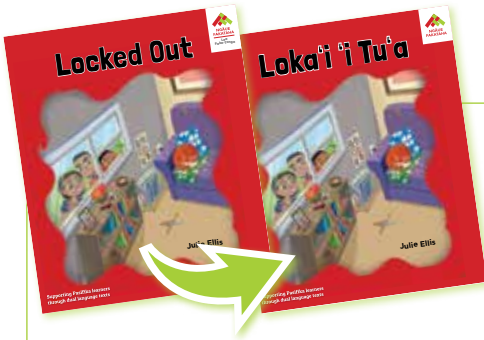
Other words you could use in relation to pets, but which are not mentioned in the book, are:

- ▶ ika – fish
- ▶ kulī – dog
- ▶ puaka – pig.

Never-the-less, be aware that dogs are not considered to be “pets” in Tonga. In Tonga, they guard properties.



The following books can be used for reading to students who are reading at the **red** Ready to Read level:



## ***Locked Out / Loka'i 'i Tu'a***

*Julie Ellis*

### **Ko e anga faka-Tongá**

Notice the way the youngest person shows faka'apa'apa (respect) by waiting for the older people to try to solve the problem first. Culturally, this story is not only about faka'apa'apa, but also about ngāue fakataha (working together) as a fāмили.

### **Ko e lea faka-Tongá**

“Let me have a go” is a colloquial expression in English. There is an equivalent colloquial expression in lea faka-Tonga: “tukuange kia au”, or you can say, “tukuange ke u ‘ahi’ahi” (let me try).



## ***My Backpack / Ko 'Eku Kato Akó***

*Christine Finau*

### **Ko e anga faka-Tongá**

In *My Backpack / Ko 'Eku Kato Akó*, Finau packs his favourite things for school. This story is similar to *Let's Go / Ta 'Alu*, as both boys prepare for school and parents help them to get ready.

In Tongan fāмили in New Zealand, children are encouraged from a young age to be independent – while keeping their fāмили in mind. Take Finau as an example. Though he packs his favourite things himself, his mum is never far away. She makes sure that he has everything he needs.

### **Ko e lea faka-Tongá**

In English, adjectives generally come before nouns, as in “red backpack”. In lea faka-Tonga, the order is reversed, as in “kato ako lanu kukokula”.

Here are the Tongan terms for several things that are mentioned in this book that you might like to use occasionally in your classroom:

- ▶ falani māfana – jumper or jersey
- ▶ hina inu – drink bottle
- ▶ tetipea – teddy bear.



## ***The Race / Ko e Lova***

*Liz Tui Morris*

### **Ko e anga faka-Tongá**

The kakai Tonga (Tongan people) love fe'auhi (competitions). They are a popular feature of Tongan culture and include speech competitions, athletics, swimming, boxing, rugby league, and the national sport, rugby. Athletes work hard to prepare for competitions and, in this story, so does Alisana for his race. Note that Alisana is a Sāmoan name. Tongan people of mixed ancestry don't always have a Tongan first name.

### **Ko e lea faka-Tongá**

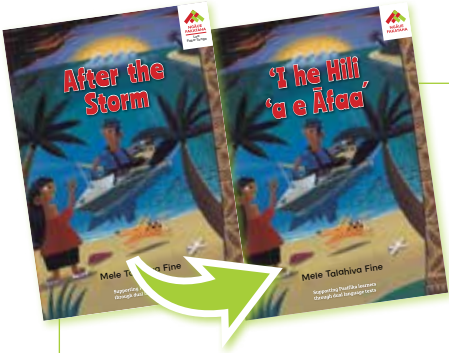
In this book, there are two examples of formulaic expressions you could use with your class:

- ▶ Teuteu, tu'u ma'u, lele! – On your marks, get set, go!
- ▶ 'Uluaki! – First! (place) at the end of a race.





The following books can be used for reading to students who are reading at the **yellow** Ready to Read level:



***After the Storm /  
'I he Hili 'a e Āfaá***  
*Mele Talahiva Fine*

**Ko e anga faka-Tongá**

*After the Storm / 'I he Hili 'a e Āfaá* shows how fāмили cooperate and work together during and after bad weather in Tonga. During such times of adversity, fāмили come together to support each other and help rebuild their homes, plantations, and villages. This is a real example of 'ofa (love) in practice. Tonga is sometimes hit by severe tropical cyclones. For example, Cyclone Jasmin, which struck in 2012, caused a lot of damage.

**Ko e lea faka-Tongá**

There are some useful weather words that you might like to use with your Tongan students:

- ▶ matangi – wind
- ▶ afā – storm
- ▶ mana – thunder
- ▶ 'uha – rain
- ▶ 'uhila – lightning.



## ***Finding Mum / Kumi 'a Mami***

*Don Long*

### **Ko e anga faka-Tongá**

The Tongan community is made up not only of Tongans but also of family members with other cultural backgrounds, such as Papālangi. So notice that the boy's mum in this story is Papālangi. Then notice the food choices on her shopping list, which reflect two cultures.

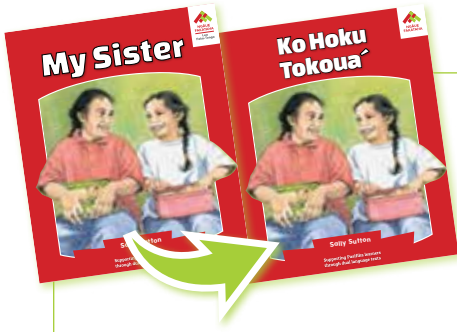
### **Ko e lea faka-Tongá**

There are some useful terms in *Finding Mum / Kumi 'a Mami* for food items that your students may bring to school, for example:

- ▶ 'iōkoti –yoghurt
- ▶ saiane – banana
- ▶ talo – taro.

The use of “talo” in the English version reflects how English is spoken in the Tongan community. There are terms for food items that some of your students may eat at home too, including:

- ▶ nūtolo – noodles
- ▶ 'ota ika – marinated raw fish (ceviche).



## *My Sister / Ko Hoku Tokouá*

Sally Sutton

### Ko e anga faka-Tongá

The bond between Tongan siblings (and cousins) is significant. In anga faka-Tonga, brothers respect their sisters and sisters their brothers.

A man's older sister or paternal aunt or her daughter – his “fahu” – holds a vital position in a Tongan family. Her rank *within the family* is higher than that of her brother. She has a number of roles, which are mainly carried out at special functions, such as celebrations and funerals. Among her other responsibilities, she chooses the names for his children.

Typically, it is the older sister who cares for her younger siblings, with the help of her brothers. Her younger sisters (if they are unmarried and have no children) are expected to help look after her children.

The rank of the eldest brother *outside the family* in the wider community is higher than that of his sisters. He is the ‘ulumotu‘a (head) of the family, running family gatherings and special events such as birthdays, weddings, and especially funerals.

The bond between older sisters, brothers, and cousins and younger ones is crucial to this story.

### Ko e lea faka-Tongá

Just as te reo Māori does, lea faka-Tonga uses different words for “brother” and “sister”, depending on the gender relationship:

- ▶ tuofefine – sister of a male
- ▶ tokoua – sister of a female or brother of a man
- ▶ tuonga‘ane – brother of a female.

The term “tokoua” can also be used for a cousin of the same gender.



## ***Simi Helps / 'Oku Tokoni 'a Simi***

*Feana Tu'akoi*

### **Ko e anga faka-Tongá**

The preparation of food typically involves people in a Tongan fāmiili and in the Tongan community working together in a particular way. The preparation (and sometimes the cooking) of food is done by women (both young and old) *inside* the house and the preparation of and cooking in an 'umu is carried out by men *outside* the house.

Over time this has changed slightly, with more and more preparing and cooking of food such sapa sui (chop suey) and lū (taro leaves cooked with coconut cream, onions, and meat) being done by men – particularly here in New Zealand.

At formal Tongan occasions, older people sit and wait. In this story, the older people are involved, but this isn't a formal occasion and the family isn't living in Tonga. So in this story, three generations join together for an 'umu – which reflects Tongan life here.

### **Ko e lea faka-Tongá**

The following lea faka-Tonga terms are used formally:

- ▶ fa'ē – mother
- ▶ tamai – father
- ▶ kui – grandparent
- ▶ kui fefine – grandmother
- ▶ fefine 'eiki – elderly woman
- ▶ kui tangata – grandfather.

But notice the colloquial – and quite contemporary – terms for the different family members that appear in this story:

- ▶ mami – mum
- ▶ nena – grandma
- ▶ papa – grandpa
- ▶ teti – dad.

The use of these terms is typical of the younger generation.



## **Talking to Nena / Ko e 'Eku Talanoa mo 'Eku Kui Fefine'**

Jo Carson-Barr

### **Ko e anga faka-Tongá**

Lots of Tongan fāмили in New Zealand keep in touch with relatives who live overseas. As well as in Tonga itself, there are large Tongan communities in New Zealand, Australia, and the United States. There is also a growing Tongan population in the United Kingdom and Europe, due in part to the many Tongan people travelling overseas for careers in sport and to study. Of course, some choose to stay permanently.

This story touches on the relationship between a grandmother and granddaughter – a relationship that has a particular cultural importance if the girl is named after the grandmother.

In the recent past, fāмили wrote letters to each other but nowadays, many Tongan fāмили use more modern technology to keep in touch, like the fāмили in this story, who use Skype.

### **Ko e lea faka-Tongá**

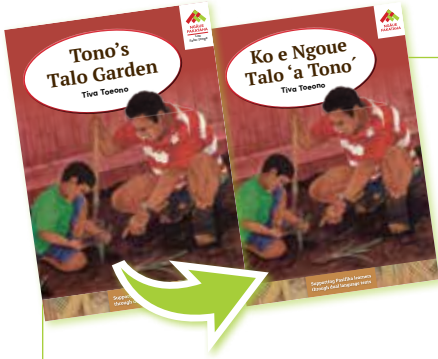
*Talking to Nena / Ko e 'Eku Talanoa mo 'Eku Kui Fefine'* contains some useful formulaic expressions that you could use in your classroom, if you wish:

- ▶ 'Ikai. – No.
- ▶ Mālō e lelei. – Hello. (a formal greeting)
- ▶ Nofo ā. – Goodbye. (to someone staying)

To someone leaving you say “Alū ā” to say goodbye.

“Nena” is a colloquial – and contemporary – way to say “Grandma”. “Kui” is another colloquial and contemporary way to say “Grandma” that also means “older person”. The traditional term is “kui fefine”. “Mami” is a colloquial – and contemporary – way to say “Mum”.





## ***Tono's Talo Garden / Ko e Ngoue Talo 'a Tonó***

*Tiva Toeono*

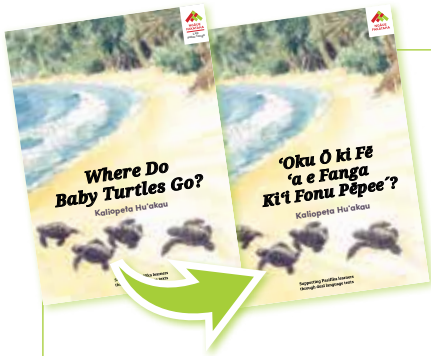
### **Ko e angá faka-Tongá**

People in Tonga grow talo (taro) to sell at local markets and to export. There are different varieties. Talo Tonga is a talo of high status and is given to nobles and people of high rank on special occasions.

In New Zealand, Tongan families grow talo plants (*Colocasia esculenta*) for their leaves, which they use in such dishes as lū (cooked taro leaves with onions, coconut cream, and meat). It is usually too cold in New Zealand to successfully grow the corm (the “talo”).

### **Ko e lea faka-Tongá**

“Talo” and “taro” are different ways to spell and say the same word in Polynesian languages. In lea faka-Tonga, you say “talo”. In te reo Māori you say “taro”. Te reo Māori uses “r” where lea faka-Tonga uses an “l” – so in lea faka-Tonga, “Māori” becomes “Māuli”. The use of “talo” in the English version reflects how English is spoken in the Tongan community.



## **Where Do Baby Turtles Go? / 'Oku Ō ki Fē 'a e Fanga Ki'i Fonu Pēpē?**

*Kaliopeta Hu'akau*

### **Ko e anga faka-Tongá**

This story takes the reader into the natural world that children can experience in Tonga. Tonga is home to green sea turtles, *Chelonia mydas*, and hawksbill turtles, *Eretmochelys imbricate*. After they leave their nests and reach the ocean – the moment shown in the story – they make their way to foraging grounds where they develop into adults. This isn't an easy process and there are many challenges. Less than one percent survive to adulthood.

### **Ko e lea faka-Tongá**

On page 4, there is a lovely introduction to counting in lea faka-Tonga. Extending this to ten, the numbers are:

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

The following books can be used for reading to students who are reading at the **blue** Ready to Read level:



## ***A Finger-painting for Grandpa / Tā Valivali ke 'Oange ma'a 'Eku Kui*** *Edgar Tu'inukuafe*

### **Ko e anga faka-Tongá**

This story offers a wonderful example of a Tongan family raising children in three languages (lea faka-Tonga, lea Ha'amoa, and 'Ingilisi) – each of them functioning as a first language for the children. It reveals some of the literacy practices that many Tongan students experience before they start primary school, giving them an invaluable skill set to bring to your class. These include:

- ▶ talking at home in more than one language
- ▶ talking to one person in one language and to another person in another language
- ▶ reading books in more than one language
- ▶ attending a Tongan-language early childhood centre (language nest)
- ▶ sharing stories with grandparents
- ▶ reading with an older brother or sister or cousin
- ▶ reading picture books with family members
- ▶ talking about the photographs in a photograph album
- ▶ having bedtime stories read and told to them.

Showing faka'apa'apa (respect) to older people, as in this story, is a core value of anga faka-Tonga. Grandparents in many Tongan fāмили act as second parents. They take on the roles of caregiver, teacher, and protector. Most importantly, they hold lea (language) and anga (cultural) knowledge that is so important for the development of children, ensuring the transfer of knowledge to the next generation.

In this story, the fānau (children) learn with help from their parents and kui tangata (grandfather).

### **Ko e lea faka-Tongá**

While “papa” is an informal and colloquial way of saying “grandpa”, the formal term is “kui tangata” (grandfather). The terms “fa'ē” and “tamai” are ways to say “mum” and “dad”. “Fine'eiki” and “tangata'eiki” are more formal, respectful terms, and equate more with “mother” and “father”.



## *Kuleni Mānea / Kuleni Mānea*

Maureen Goodwin

### Ko e anga faka-Tongá

*Kuleni Mānea* explores some of the many ways in which Tongan family members – in this case, grandmothers – contribute to early childhood centre and primary school classroom programmes. With the children, the grandmothers in this story make quilts and kaho (necklaces), plant gardens, tell stories, sing and dance, teach children how to play the ‘ukulele, and offer opportunities to talk in lea faka-Tonga. Though they provide extra pairs of hands, more importantly, they share hugs and smiles and love.

It is impossible to over-emphasise the respect in which the Tongan community holds elders. *Kuleni Mānea* begins to explain why. For the children in the early childhood centre that feature in this story, the visiting grandmothers offer direct experiences of important aspects of the culture, such as traditional stories and songs. They ensure that the children have contact with fluent speakers of the language, too.

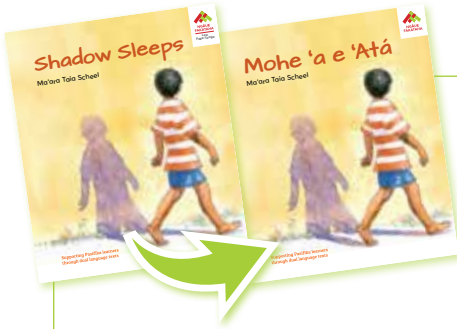
### Ko e lea faka-Tongá

One way to bring moments of lea faka-Tonga into your classroom would be to occasionally say “Ready to go?” and “goodbye” in lea faka-Tonga the way these expressions are modelled in this story:

- ▶ Kuó ke maau ke tau ‘alu? – Ready to go?
- ▶ Nofo ā. – Goodbye. (said to those staying)

You and your students can listen to how to say these things in the audio recording of the book.

To say “Goodbye” to those going, say “‘Alu ā.”



## ***Shadow Sleeps / Mohe 'a e 'Atá***

*Ma'ara Taia Scheel*

### **Ko e anga faka-Tongá**

This book is filled with glimpses into the life of a child living in the tropical Pacific: gathering seafood with family members, buying bread at the local shop, playing marbles, feeding animals before going to school, and sleeping under a mosquito net with only a sheet (because it is often too warm in the tropics for anything else). Here is an opportunity for your students to compare their lives with the life of someone living in the tropical Pacific.

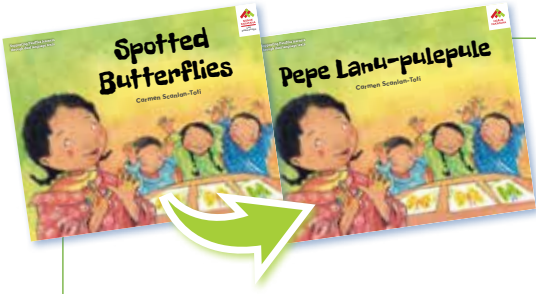
### **Ko e lea faka-Tongá**

This story introduces some lea faka-Tonga words for the different times of the day. Terms of this type include:

- ▶ 'aho – day
- ▶ pō – night
- ▶ pongipongi – morning.

Notice that the word for “shadow”, “'ata”, is very similar to one of the New Zealand Māori words for a shadow, “ata”.





## ***Spotted Butterflies / Pepe Lanu-pulepule***

*Carmen Scanlan-Toti*

### **Ko e anga faka-Tongá**

*Spotted Butterflies / Pepe Lanu-pulepule* was originally published in the Participation series with an early childhood setting in mind. But the discoveries in the story could equally well be made by students in a new entrant class, and the illustrations could be set in either setting, with family members occasionally visiting and lending a hand. Use this book as an opportunity to ensure that members of the families of your Tongan students feel that they are welcome in your classroom as you partner with them to build on the early reading skills and experiences that Tongan students bring to school in two languages.

### **Ko e lea faka-Tongá**

*Spotted Butterflies / Pepe Lanu-pulepule* offers an opportunity to share and talk about some lea faka-Tonga words for colours, for example:

ENGLISH	LEA FAKA-TONGA
purple	vaioleti, lanu-vaioleti
orange	lanu-moli
yellow	engeenga, lanu-engeenga
brown	lanu-melomelo
red	kulokula, lanu-kulokula
green	lanu-mata
blue	lanu-pulū, lanu-moana
white	hinehina, lanu-hinehina
black	‘uli‘uli, lanu-‘uli‘uli

Notice how lea faka-Tonga sometimes includes the word for “colour” (“lanu”) in colour names and sometimes does not. You will have noticed this in the text of *Spotted Butterflies / Pepe Lanu-pulepule* too.



## ***Walking Home in the Rain / Ko e 'Alu ki 'Api 'i he 'Uhá***

*Feaua'i Amosa Burgess and Mere Tapaeru Tereora*

### **Ko e anga faka-Tongá**

You probably have students in your class whose parents both work – and so a grandparent looks after them after school, as in this story. In the Tongan community, older sisters, brothers, and cousins sometimes take on this responsibility too, providing support and help to their grandparents in caring for younger siblings and cousins.

### **Ko e lea faka-Tongá**

There are some words in this story that you might find useful on a wet day:

- ▶ anoano vai – puddles
- ▶ kote faka'uha – raincoat
- ▶ mālohi – strong
- ▶ matangí – wind
- ▶ pelepela – mud
- ▶ puti vaipelapela – gumboots
- ▶ 'uha – rain
- ▶ vala viku – wet clothes.

The following books can be used for reading to students who are reading at the **green** Ready to Read level:



## ***A Present for Aunty Lise / Ko ha Me'a'ofa ma'a 'Anitī Lise***

*Vaitoa Baker*

### **Ko e anga faka-Tongá**

Giving and receiving me'a'ofa (gifts) is an important aspect of anga faka-Tonga. Shell necklaces are a welcomed gift in the Tongan community.

### **Ko e lea faka-Tongá**

Notice the way Aunty Lise thanks La:

- ▶ Mālō 'aupito, Lā. – Thank you, Lā.

You could use this way of saying “thank you” occasionally in your classroom too, if you wish.



## ***A Quiet Night / Pō Malū***

*Johnny Frisbie*

### **Ko e anga faka-Tongá**

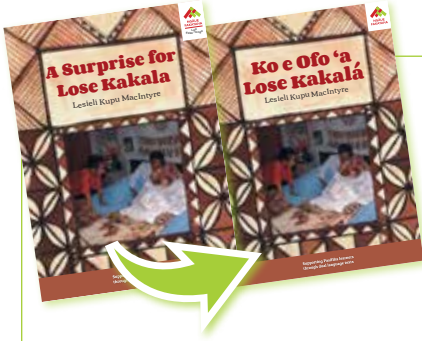
While Johnny Frisbie was still a teenager, she wrote her first book – writing it in three languages – leo Pukapuka, gagana Sāmoa, and English. *A Quiet Night / Pō Malū*, is a moment from her second book, *The Frisbies of the South Seas*, which was published by Doubleday in New York in 1959. Like *Shadow Sleeps / Mohe 'a e 'Atá*, this book offers students a glimpse of life in the tropical Pacific. They may not have a tropical lagoon close to where they sleep, but what if they were to look out the window late at night? What would they see?

### **Ko e lea faka-Tongá**

In this story, there are night-time expressions you could explore together, such as:

- ▶ 'i ha pō 'e taha – one night
- ▶ 'i he ma'a 'a e 'ahó – at dawn
- ▶ na'e 'ikai ke u lava 'o mohe – I couldn't get to sleep

All of these can be used as story-starters.



## ***A Surprise for Lose Kakala / Ko e Ofo 'a Lose Kakala***

*Lesieli Kupu MacIntyre*

### **Ko e anga faka-Tongá**

In the Tongan culture, the older sister of a newborn baby's father usually has the honour of naming the baby. As in this story, the aunt may sometimes choose to involve her daughter – the baby's cousin – in the responsibility, too. The aunt's responsibilities extend far beyond just the naming of her brother's children. She is also expected to help make important family decisions that involve them. Certainly, her advice is always sought. It is worth bearing this in mind when you have Tongan students in your class.

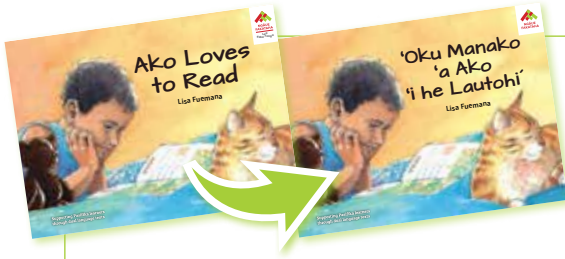
When the baby is born, gifts are given to both the mother and the baby. The aunt who names the child typically gives a ngatu (tapa cloth), a kie (fine mat), or lolo (fragrant Tongan coconut oil), or all of these. The baby's maternal grandmother usually gives several mats and tapa as a longá – a "bed" – for the newborn.

### **Ko e lea faka-Tongá**

On page 5, notice how Vika's mother says "Come in" – "Hū mai. Hū mai." You could welcome a Tongan visitor into your classroom in the same way. Other useful expressions in this story include:

- ▶ Mālō 'aupito. – Thank you.
- ▶ 'Oiauē! – Oh, wow!

Your students will feel welcome if you occasionally use expressions such as these. Why not give it a try?



## ***Ako Loves to Read / 'Oku Manako 'a Ako 'i he Lautohi***

*Lisa Fuemana*

### **Ko e anga faka-Tongá**

While parents are their children's first teachers, in the Tongan community knowledge is passed down from grandparents and extended family members too. A lot of this learning begins in the home and is extended when children attend church and take part in family and community functions.

For many young Tongan students, reading will also involve reading the Bible, which in many Tongan fāмили is in lea faka-Tonga.

Fruit bats are fairly widespread in the Pacific, including in Tonga. Ako has a stuffed toy fruit bat, Kuku. Other children in the story have toy lions and teddy bears.

*Ako Loves to Read / 'Oku Manako 'a Ako 'i he Lautohi* models some Tongan home literacy practices:

- ▶ reading picture books in bed
- ▶ reading to a pet or stuffed toy
- ▶ parents reading books with children
- ▶ listening to a story read at school in English that a parent has read to the child at home in lea faka-Tonga
- ▶ reading with older brothers, sisters, and cousins
- ▶ children having a bedtime story read to them.

Notice the way the students sit quietly at school when their teacher shares a book with them. You may notice that most Tongan students are often quite good at this and may have more patience than some of your other students. They have probably been exposed to situations at church and fakataha (meetings) where young people are expected to sit quietly and listen respectfully. One of the values of anga faka-Tonga is to listen carefully and show faka'apa'apa (respect) to elders and people of importance, such as ministers, principals, teachers, and community leaders.

### **Ko e lea faka-Tongá**

Page 7 introduces a way to say "English" in lea faka-Tonga: "Ingilisi". An alternative is "lea faka-Pilitānia".





## ***Big Saturday / Ko e Tokonaki Mahu'inga***

*Sheralynn Tonu'u*

### **Ko e anga faka-Tongá**

As you explore this story with your students, share the exciting news that the author's husband was an All Black (Ofisa Junior Tonu'u). 'Akapulu (rugby) is a popular sport in the Tongan community and in Tonga.

### **Ko e lea faka-Tongá**

Notice that the lea faka-Tonga word for "important" is "mahu'inga". This is a word you can use to convey the idea that something is not only important, and therefore out-of-the ordinary, as in the title of this story, but also precious, valuable, and essential.

And notice the use of colloquial expressions, such as:

- ▶ 'Ikai. – No.
- ▶ 'Io. – OK.
- ▶ 'Io. – Yes.
- ▶ 'Io, ko ia. – Yes, it is.
- ▶ Ko ia. – That's right.
- ▶ 'Osi. – Finished.

You might like to use some of these expressions in your classroom.



## ***Mum's New Job / Ko e Ngāue Fo'ou 'Eku Fa'éé***

*Bronwyn Tainui*

### **Ko e anga faka-Tongá**

Consider how the child in the story is learning to be considerate (faka'atu'i). Notice, too, that the aunt is Papālangi.

Every person in a Tongan fāмили has a role to play – and this includes children – especially if a child is the eldest child. The role of the eldest child in a Tongan fāмили is to help their parents. In the case of a mother needing help, her eldest daughter sometimes takes on the roles of carer, mother, teacher, and provider. This can involve looking after grandmothers, younger siblings (sometimes including cousins and children who are counted as members of the fāмили but are not necessarily blood relatives). The role of the oldest boy in a similar situation can include helping to look after grandfathers or older uncles. This is done with faka'apa'apa (respect) and 'ofa (love). Taking on responsibilities within the immediate fāмили, the extended fāмили, and in the wider community is something that Tongan people take pride in and expect to do.

### **Ko e lea faka-Tongá**

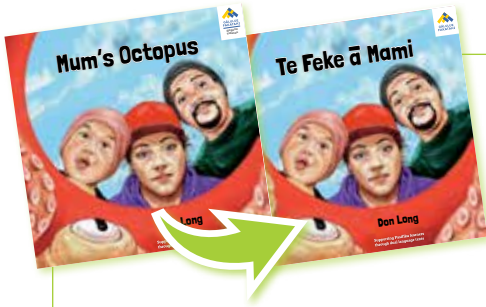
There is a very useful formulaic expression in *Mum's New Job / Ko e Ngāue Fo'ou 'Eku Fa'éé*:

- ▶ Mālō, Semi. – Thank you, Semi.

Notice that a way to express gratitude and 'ofa (love) is:

- ▶ Ko e me'a fakafiefia 'eni. – This is a lovely surprise.

The following books can be used for reading to students who are reading at the **orange** Ready to Read level:



## ***Mum's Octopus / Ko e Feke 'a Mamí***

*Don Long*

### **Ko e anga faka-Tongá**

*Mum's Octopus / Ko e Feke 'a Mamí* is a story about what happens when a boy's dad – who may be Tongan – wants to do one thing with an octopus, and his mum – who probably isn't Tongan – wants to do something else.

Catching feke (octopus) is something that is quite common in Tonga. Feke have many uses, including as food, bait, and as something to sell at a local market. In Tonga, catching and cleaning feke is normally something that men do.

### **Ko e lea faka-Tongá**

If you take your class to a rocky shore, there are some terms in this story that you might like to use with your Tongan students that are associated with the shoreline:

- ▶ feke – octopus
- ▶ kane – bucket
- ▶ limu – seaweed
- ▶ maka – rocks
- ▶ māsolo – mussels
- ▶ matātahi – beach.

It would be interesting to compare these words to the equivalent Māori terms.

On page 11, “Oku sai pē” is an idiomatic way of saying “It's okay” that suits the situation in this story.



## ***My Name Is Melepaea / Ko Hoku Hingoa' ko Melepaea***

*Dan Taulapapa McMullin*

### **Ko e anga faka-Tongá**

Names in Tongan society are important. Each one has a meaning and a story behind it. Many names are passed down from generation to generation and are not restricted to just one person. In some fānili, for example, there could be more than one Melepaea. Sometimes you might have a Melepaea lahi (senior) and a Melepaea si'i (junior). This bond makes the name even more special.

Most Tongan children are named by their father's older sister. She normally names them after someone in the family to continue the tradition. Though this practice is carried on by many Tongan people, not everyone does it. Some Tongan parents choose to name their children themselves.

Your Tongan students will bring this cultural understanding to this story about Melepaea and her name. It is a long name and her teacher sensitively uses a way to help other students learn to say her name properly and not tease. The Tongan value of ngāue fakataha (working together) is exemplified in the criss-cross game. Her fa'e (mother) and faiako (teacher) help Melepaea appreciate the value of her name and remain proud of it. Your Tongan students will be proud of their names and the histories behind them. When their faiako and classmates show faka'apa'apa (respect) by making an effort to learn how to say their hingoa (names), it will make a big difference. Hearing your name pronounced correctly at school by your teacher and your classmates makes you feel welcomed.

### **Ko e lea faka-Tongá**

To ask what someone's name is in lea faka-Tonga, ask "Ko hai ho hingoá?" The title of this book is an example of how to answer this question.

You could further this exchange, as follows:

- ▶ Question: Ko hai ho hingoá? – What is your name?
- ▶ Answer: Ko hoku hingoá ko .... – My name is ....
- ▶ Comment: 'Oku faka'ofa'ofa ho hingoá. – Your name is beautiful.

Note that the words hingoa (name), and faka'ofa'ofa (beautiful) are used in this book.

Some of the words in this book, such as "criss-cross candy floss", cannot be easily translated because there isn't really a Tongan equivalent and a literal translation might not convey the meaning.



# Some aspects Tongan culture (anga faka-Tonga)

Tongans form the third largest Pasifika community in New Zealand. Within this community, there is variation in the extent to which people practise anga faka-Tonga – the Tongan way.



Ask the families of the Tongan students in your class about the values of anga faka-Tonga. How do the following, for example, feature in the lives of your students?

- ▶ fāmili (family), mateaki fāmili (family loyalty), and ‘ofa fāmili (love of family)
- ▶ ‘ofa (love)
- ▶ faka‘apa‘apa (respect)
- ▶ talitali lelei ha taha/kakai (hospitality)
- ▶ anga fakafonua (Tongan customs)
- ▶ fananga (folktales) and talatupu‘a (legends)
- ▶ fakatu‘utu‘unga (observing social rank within the Tongan society) and talangofua (obedience)
- ▶ lea faka-Tonga (the Tongan language)
- ▶ anga fakalotu (religious behaviour)
- ▶ hiva (songs) and himi (hymns).

Here is some cultural knowledge that will help you in your partnership with Tongan families and the Tongan community:

- ▶ Respect Sunday – on Sunday, families are often involved in church activities and do not work since Sunday is respected as a day of rest.
- ▶ Be aware that adoption within families is fairly common. It is not uncommon for an older couple to adopt a grandchild, for example. Adoption in Tongan society is not viewed in the same way that adoption is in the Papālangi community in New Zealand – it serves a different social function.
- ▶ In a traditional Tongan family, special respect is given to a father’s oldest sister. As the fahu, she acts as the female head of the family and is deeply involved in the lives of her siblings, nieces, and nephews. She often chooses their names.
- ▶ Social levels in Tongan society include the royal family, nobles, and the general community. This is reflected in the different social levels of the language.
- ▶ When you invite members of the Tongan community to your school, show cultural understanding by offering some refreshments.
- ▶ Show faka‘apa‘apa (respect) to elders, such as grandparents, fahu, and church ministers and their spouses. These are community leaders who will help you if they can.



Ask fāmili – parents, grandparents, fahu, other aunts and uncles, and older brothers, sisters, and cousins – to tell you more. For example, ask whether they feel it is appropriate for men and boys to appear bare-chested in public (something that is generally frowned upon within the Tongan community).



# The Tongan language (lea faka-Tonga)

No one expects you to learn lea faka-Tonga or teach it, but knowing a little bit about the language is useful when you are teaching bilingual Tongan students.

Like te reo Māori, lea faka-Tonga is a Polynesian language. Polynesian languages share a common grammar and the two languages that are most distantly related still share half of their vocabulary. So if you know some Māori, you already know more lea faka-Tonga than you might think.

There are five social levels of lea faka-Tonga – and in its written form, lea faka-Tonga uses several diacritical marks. While most of its alphabet is shared with English and Māori, there is one letter that may seem somewhat unusual to you at first.

## The Tongan alphabet (‘alafapeti)

The Tongan alphabet is made up of seventeen letters (mata‘itohi), including the glottal stop (fakaū‘a):

A E I O U F Ng H K L M N P S T V ‘, which you say in a different order as:

Ā Ē Fā Hā Ī Kā Lā Mā Nā Ngā Ō Pā Sā Tā Ū Vā

You can listen to an audio track (MP3) of the Tongan alphabet at <http://literacyonline.tki.org.nz/Pasifika-dual-language-books>, but be aware that many Tongan children learn the alphabet as a song.

The follow table compares the English alphabet with the Tongan one:

ENGLISH	LEA FAKA-TONGA	ENGLISH	LEA FAKA-TONGA
a	a	n	n
	ā	o	o
b			ō
c		p	p
d		q	
e	e	r	
	ē	s	s
f	f	t	t
g	ng	u	u
h	h		ū
i	i	v	v
	ī	w	
j		x	
k	k	y	
l	l	z	
m	m		‘ (fakaū‘a)



The consonants (konisinānite) are all pronounced the same as in English, with the exception that “ng” sounds like the “ng” in the Māori word “ngā” or the English word “sing”. Other vowel (vauale) sounds are ‘a, ‘ā, ‘e, ‘ē, ‘i, ‘o, ‘u, and ‘ū (but not ‘ī and rarely ‘ō).

Either a vowel or a consonant can start a word in lea faka-Tonga, but all lea faka-Tonga words end in a vowel. Vowels can also occur as words in their own right in lea faka-Tonga, for example o (of).

## Using what you already know about te reo Māori

As in Māori, vowels can be long or short. In lea faka-Tonga, a long vowel is written with a toloi (macron) over it, as in the lea faka-Tonga word mālō (thanks). In addition, lea faka-Tonga has double vowels, as in maama (light). The difference in pronunciation between a long vowel and a double vowel is that a long vowel is stressed, whereas in a double vowel the stress falls on the second of the two vowels.

The presence of a macron not only changes the pronunciation, it also changes the meaning. For example, “ki” mean “to” or “towards” but “kī” means “key” or “squeak”.

It helps to know that:

- ▶ where te reo Māori uses a “wh”, lea faka-Tonga often uses an “f”
- ▶ where te reo Māori uses an “r”, lea faka-Tonga often uses an “l”
- ▶ where te reo Māori uses a “w”, lea faka-Tonga often uses a “v”.

Here are some examples.

TE REO MĀORI	LEA FAKA-TONGA
whare	fale
raro	lalo
waka	vaka

If you already know some Māori, see how many lea faka-Tonga words you already know!

## The glottal stop (fakaū‘a)

Like many other Polynesian languages, lea faka-Tonga uses a glottal stop, which in print looks like this: ‘

It only ever comes before a vowel or between two vowels. In Polynesian languages, it counts as a consonant. It’s a little catch in your voice, like saying the English word “bottle” the Cockney way. In te reo Māori, sometimes there is a “r” where lea faka-Tonga has a glottal stop.

TE REO MĀORI	LEA FAKA-TONGA
akoranga	ako‘anga





## Avoiding confusion

Of course, there are differences between English and lea faka-Tonga, so here are some potential sources of confusion when Tongan students are learning how to read in English:

- ▶ The glottal stop isn't an apostrophe. It isn't a punctuation mark.
- ▶ When students who speak lea faka-Tonga are first learning English, they sometimes confuse the sounds of p/b, k/ng, l/r, and f/th.
- ▶ When you say a word in lea faka-Tonga, you tend to emphasise the second-to-last syllable.
- ▶ You say one-syllable words as if they are part of the preceding or following word.
- ▶ In English, we put adjectives before nouns (the “red book”). In lea faka-Tonga, it's the other way around (“tohi kulokula”).

## Stress marks

Written lea faka-Tonga uses two stress marks. Both are written as ´. They only ever come at the end of a word.

In some publications, they are printed immediately after the stressed vowel and in others over the stressed vowel, for example, á. In the Ngāue Fakataha books, we are moving to the latter, following the Tongan Ministry of Education and Training with this style change.

The fakamamafa pau (definitive accent) designates definiteness. Compare, for an example, “ko e tangata” (“a person”) with “ko e tangatá” (“the person”).

Tongan puts a fakamamafa he lea fiepipikí (an enclitic stress mark) before an enclitic. An enclitic is a word that must be pronounced as if it is part of the preceding word. In lea faka-Tonga, words that consist of only one syllable with only one vowel in them are enclitics, hence “falé ni” (“this house”).

## Social levels of lea faka-Tonga

There are different social levels of Tongan, each marked by its vocabulary. You choose the one to use depending on the rank (status) of the person you are addressing.

- ▶ Lea tavale is everyday, conversational Tongan.
- ▶ Lea fakamatāpule is the polite form of Tongan that you use when you speak to respected people who are not chiefs.
- ▶ Lea fakahouhou'eiki is chiefly Tongan. Use this form of Tongan when you are speaking to nobles and other high-ranking people.
- ▶ Lea fakatu'i is the form of Tongan you use when you speak to the king or another member of the royal family.
- ▶ Lea faka'aki'akimui (which is also called lea fakatōkilalo) is a humble form of Tongan you can use to elevate the status of the person you are talking to.

In the Ngāue Fakataha series, most of the text is in lea tavale. For example, to say hello in lea tavale, you just say “Mālō e lelei”. This is the form of the language that Tongan people expect non-Tongan learners of the language to start using first.

Your Tongan students may well elevate “Mālō e lelei” to lea fakamatāpule by greeting you with “Mālō e lelei 'a e faiakó” (“hello, teacher”). By including your title, they greet you in a polite way.



## Saying Tongan names

If you haven't had Tongan students in your class before, some Tongan names can seem challenging at first, but make the effort to say them properly. Don't anglicise or shorten them. To pronounce someone's name correctly is to respect his or her identity. It's how we would all like to be treated.



If you are not sure how to say a name, such as “Mā'ata” or “Sēini”, ask someone who speaks lea faka-Tonga to show you

# Family letter

## *Mālō e lelei*

Our school supports bilingual students who speak lea faka-Tonga and English. These students bring early language and literacy skills and experiences in two languages to school – which we can build on when your child is reading at school in English. So some of the books your child will bring home may be in both lea faka-Tonga and English. Read them to your child in your strongest language.

We will be using these books to build connections between what your child knows about lea faka-Tonga to help them to read in English. Many of the skills of reading in lea faka-Tonga can be transferred to reading in English. Dual language books give us a chance to build on all the language and reading experiences and skills that your child brings to school.

The following information would help me, but it is up to you whether you wish to share it.

## *Mālō*



Student's name: \_\_\_\_\_

Please return to: \_\_\_\_\_



Which languages are spoken in your home?

- Lea faka-Tonga
- English
- Other languages: \_\_\_\_\_



What languages do other family members usually speak at home?

- Lea faka-Tonga
- English
- Other languages: \_\_\_\_\_



What language does Dad usually speak at home?

- Lea faka-Tonga
- English
- Other languages: \_\_\_\_\_



Has your child attended a Tongan-language early childhood centre in New Zealand or a pre-school in Tonga?

- Yes
- No



What language does Mum usually speak at home?

- Lea faka-Tonga
- English
- Other languages: \_\_\_\_\_



Does your child attend a Sunday school where lea faka-Tonga is spoken?

- Yes
- No

*Mālō 'aupito*

# Ko e tohi 'a e fāmili

## Mālō e lelei


Ko homau 'apiakó ni 'oku mau pou pou 'i 'a e fānauako lea uá, 'a ia ko e lea faka-Tonga mo e 'Ingilísí. 'Oku 'omai ki he akó 'e he fānau ko ení 'a 'enau 'ilo lea he lea 'e ua – pea 'oku mau malava ke faka'aonga 'i 'a 'enau 'ilo ko 'ení 'i he 'enau 'ako ke lautohi 'i he lea 'Ingilísí. Ko e ní'ihí 'o e ngaahi tohi 'e 'ave atu 'e he fānau ki 'apí, 'e 'i he lea faka-Tongá mo e 'Ingilísí. Lautohi ki ho'ó fānau 'i he lea 'oku ke 'ilo leleí.

Te mau faka'aonga 'i 'a e ngaahi tohi ko 'ení mo e 'ilo 'e ho'omou fānau 'a e lea faka-Tongá ke tokoni ki he 'enau lau 'a e ngaahi tohi 'i he lea 'Ingilísí. Ko e lahi 'o e ngaahi taukei 'i he lautohi lea faka-Tongá, 'oku toe lava pe ke ngāue'aki 'i he lautohi 'Ingilísí. Ko hono 'aonga ia 'o e fanga ki 'i tohi paaki 'i he lea kehekehe 'e ua' ke malava 'a e feako'aki.

Ko hono tali 'o e ngaahi fehu'í hoko mai 'e tokoni kia kimautolu, ka ke fili tau'atāina pe te ke tali pe 'ikai.

## Mālō



 Hingoa e taha ako: \_\_\_\_\_  
Fakamolemole fakafoki kia: \_\_\_\_\_



Ko e hā e lea 'oku ngāue'aki homou 'apí?

- Lea faka-Tonga
- Lea faka-Pālangi ('Ingilisi)
- Lea kehe: \_\_\_\_\_



Ko e hā e lea ho'ó tamai 'i api?

- Lea faka-Tonga
- Lea faka-Pālangi ('Ingilisi)
- Lea kehe: \_\_\_\_\_



Ko e hā e lea ho'ó fa'ē 'i api?

- Lea faka-Tonga
- Lea faka-Pālangi ('Ingilisi)
- Lea kehe: \_\_\_\_\_



Ko e hā e lea 'oku ngāue'aki ho fāmili 'i api?

- Lea faka-Tonga
- Lea faka-Pālangi ('Ingilisi)
- Lea kehe: \_\_\_\_\_



Na'e alu ho'ó tama ki he ako kamata lea faka-Tongá 'i Niu Sila pe ako 'i Tongá?

- 'Io
- 'Ikai



'Oku alu ho'ó tama' ki he lautohi faka-Sāpate 'o lea faka-Tonga?

- 'Io
- 'Ikai



## More resources

### Some useful expressions in lea faka-Tonga

- ▶ Mālō e lelei. – Hello.
- ▶ ‘Alu ā. / Nofo ā. – Goodbye.
- ▶ ‘Io. – Yes.
- ▶ ‘Ikai. – No.
- ▶ Te‘eki ai. – Not yet.
- ▶ Hū mai. – Come in.
- ▶ Ko hai ho hingoá? – What’s your name?
- ▶ Ko hoko hingoá ko Liz. – My name is Liz.
- ▶ Fanongo (kia au). – Listen (to me).
- ▶ Feinga lahi.– Try hard.
- ▶ Fai pē ho lelei taha. – Do your best.
- ▶ Fakamolemole. – Please.
- ▶ Fakamolemole, fakalongolongo. – Quiet, please.
- ▶ Hiki nima hake. – Hands up.
- ▶ Mālō. – Thank you.
- ▶ Sai ‘aupito. – Very good.
- ▶ Mālie! – Awesome!
- ▶ Tuku ē longoā’a! – Stop the noise!
- ▶ Kuo ‘osi? – Finished?
- ▶ ‘Auvē! – This is an expression of surprise or amazement.
- ▶ Mo‘oni? – Really?

### Classroom vocabulary

- ▶ faiako – teacher
- ▶ komipiuta – computer
- ▶ penivahevahe – pencil
- ▶ pepa – paper
- ▶ sea – chair
- ▶ taha ako – student
- ▶ tēpile – table
- ▶ tesi – desk
- ▶ tohi – book

### Reading prompts

Here are some prompts for when you are looking at a book with a student who speaks lea faka-Tonga. Use these if you wish. It is up to you, how much lea faka-Tonga you use.

- ▶ Ko fe ho’o tohi? – Where’s your book?
- ▶ Lava pē koe e lau ho’o tohi he taimí ni. – You can read the book now.
- ▶ Feinga pē, Sione. – Keep trying, Sione.
- ▶ Fakahā mai kia au e feitu’u ke kamata ai ‘eku laú. – Show me where to start reading.
- ▶ Fakamatala’i ‘a e fakatātā ko ení. – Tell me about this picture.
- ▶ Sio ki he ngaahi fo’i leá. Ko e hā e me’a ‘oku ‘uhinga lelei? – Look at the words. What would make sense?
- ▶ Ko e hā ‘a e lea faka-Tonga ki he ...? – What’s the Tongan word for ...?



Here are some further resources that you might also find useful. In the information that follows, item numbers are provided where a resource was published for the Ministry of Education.

## Resources about anga faka-Tonga

- ▶ Phyllis Herda, Jennifer Terrell, and Niel Gunson (1990). *Tongan Culture and History*. Canberra: Australian National University.
- ▶ Helen Morton Lee (1996). *Becoming Tongan: An Ethnology of Childhood*. Honolulu: University of Hawai'i Press.
- ▶ Helen Morton Lee (2003). *Tongans Overseas: Between Two Shores*. Honolulu: University of Hawai'i Press.

## Tongan songs

- ▶ Ministry of Education (2003). *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs*. Wellington: Learning Media. (item 10612)
- ▶ Richard Moyle (1987). *Tongan Music*. Auckland: Auckland University Press.

## Resources about lea faka-Tonga

- ▶ *A Beginners Guide to Learning Tongan* at <http://letslearntongan.com/>
- ▶ Ministry of Education (2010). *Faufau! An Introduction to Tongan* (2010). Wellington: CWA New Media. (item 118307)
- ▶ Eric B. Shumway (1988). *Intensive Course in Tongan*. Lā'ie: The Institute for Polynesian Studies.
- ▶ Edgar Tu'inukuafe (1980). *An Introduction to the Tongan Language*. Auckland: Pacific Islanders' Educational Resource Centre.

## Lea faka-Tonga alphabet resources

- ▶ “Ko e Ā Faka-Tonga”, a Tongan alphabet song in Ministry of Education (2003). *Hiva, Ta'anga, mo e Himi 'i loto Nu'u Sila: Tongan Songs*. Wellington: Learning Media. (item 10612)
- ▶ Richard and 'Ofa Thompson, with Bill Lee (2005). *Ko 'Eku Tohi Lau Mata'itohi*. Bakersfield California: Friendly Isles Press.

- ▶ Edgar Tu'inukuafe, Larry Killip, and Bettina Ikenasio-Thorpe (2005). *Learn the Alphabet, Numbers, and Colours in Tongan*. Auckland: EthnicWord Publications. (audio book)
- ▶ Bettina and Sam Ikenasio-Thorpe, with Edgar Tu'inukuafe (2005). *Alafapeti: Tongan Alphabet with English Translation*. Auckland: EthnicWord Publications.

## Lea faka-Tonga number resources (1-10)

- ▶ Richard and 'Ofa Thompson, with Bill Lee (2003). *Ko 'Eku Tohi Lau Fika*. Bakersfield, California: Friendly Isles Press.
- ▶ Edgar Tu'inukuafe, Larry Killip, and Bettina Ikenasio-Thorpe (2005). *Learn the Alphabet, Numbers, and Colours in Tongan*. Auckland: EthnicWord Publications. (audio book)

## Lea faka-Tonga dictionaries

- ▶ Thomas Schneider (1996). *Tongan-English English-Tongan Functional Dictionary*. Burwood, Victoria: Dellastra.
- ▶ Richard and 'Ofa Thompson (1992). *The Student's English-Tongan and Tongan-English Dictionary*. Nuku'alofa: Friendly Islands Bookshop.
- ▶ Edgar Tu'inukuafe (1992). *A Simplified Dictionary of Modern Tongan*. Auckland: Polynesian Press.