

## KULĀIWI II Lesson 15

INTRO: The following is a presentation of Kamehameha Schools Bernice Pauahi Bishop Estate.

CROZIER: Aloha mai kākou nā hoa makamaka o ka 'ōlelo Hawaii. Welcome to Kulāiwi. This is the fifteenth in a series of twenty-four Hawaiian language lessons sponsored by Kamehameha Schools Bishop Estate, in collaboration with the State Department of Education. 'O Ekela Kaniaupio-Crozier ko'u inoa a 'o wau ke kumu no kēia papa 'ōlelo Hawaii. A makemake au e mahalo aku iā 'oukou no ko 'oukou nānā 'ana mai i kēia kakahiaka 'cause I know you could probably be out there watching the parade this morning, but you're here with me this morning, and that's nice. And for those of you who are taping it, well, you probably went to the parade, yeah? Tsā! Nah. 'A'ole pilikia, 'a'ole pilikia. We gotta support everywhere we can. So as long as you watch us later on, maika'i.

Okay. Mahalo for the phone calls this week. Mahalo for the interest in what went on last week. I know last week's lesson was really hard; there was a lot of things that we covered. Hopefully today, we'll review it, we'll go over it, and we'll make it more pa'a? Hana a pa'a. Maybe you've heard that before. Fisherman say, hana pa'a. You ever heard that? Hana pa'a. And where that came from was, hana a pa'a, to make until fast, until it's tight and stuck, and firm, and good, you know, and it's right where you need it to be. So that's what we're going to do today, hana a pa'a. We're going over the different tenses today. We won't be going over anything else, except for new vocabulary and those new tenses.

What happened last week was an overview of what to expect for the coming shows. And so if you were a little overwhelmed, and you still tuned in to Channel 25 this morning, I give you credit. Okay? Because now, it's going to get easier; I promise. Remember, if you have any questions concerning Kulāiwi, questions about where you can get books, where you can take classes for Hawaiian language outside of Kulāiwi, please call our Kulāiwi Hotline. And the number there is 842-8059; 842-8059. Our 'ohana on the neighbor islands, you can call--oh, kala mai, kala mai; we're not there yet.

If you're still interested in purchasing videotapes of Kulāiwi, you can call 842-8876; 842-8876. Leave your name, your address, and your phone number, and someone will get back you with an order blank. And then you just send that order form back with your check for a hundred eight dollars, and after the show is all pau--I always have to say this, because people think that as soon as you send in the check, you going get your tapes. But this is a live show, so that means you have to wait 'til after November 18th, our last show, and then it gets sent off to be reproduced; and then it comes back and gets all packed up, then it gets sent to you. Okay? So it takes a little while before you get it, which is kinda cool because then you have enough time to think whether you really want to spend a hundred eight dollars for Kulāiwi.

The one good thing about having videotapes is that you can watch it over, and over again. I think from my experience teaching Hawaiian language, I've seen a lot of people repeat the first year, three times. You know, when I was teaching night school at Kaimukī, I saw the same people coming back three years in a row. And the reason for that is because you want to practice, you want to go over and over again, and hana a pa'a. Yeah? And so that's the good thing about the videotapes, is you can watch it as many times as you want. The other good thing about is, nobody's like standing over your shoulder saying, Uh-uh-uh. 'Cause you know, when you're watching Kulāiwi, you're always maika'i and you're always pololei, 'cause I have no idea what's going on out there.

Okay. Remember, this is an interactive show, and so if you have any questions-- and I say this every, single time. And then I run into people outside who tell me, Oh, I really want to call up, but I'm so shame. Mai hilahila. You know, you want to learn, you have to waiho ka hilahila ma ka hale, a'a i ka hula, leave the hilahila at home, and dare to dance. Okay? And so call up, call up into the studio and ask questions about what we're going over. Or even if it's just you want to practice. You know. I know I might correct you on TV, but who cares? We no can see you. Okay? Nobody can see you, it's totally anonymous, okay, except for your voice. You have a voice like me, everybody knows that's you. Okay? Here on O'ahu, you can call into the studio at 956-5670. Once again, Oahu, 956-5670. Our 'ohana on the neighbor islands, 1-800-342-7949; 1-800-342-7949. Okay? So call, and let's talk story.

CROZIER: Hiki no, i kēia kakahiaka, he hoa launa ka'u. Makemake au e ho'olauna iā 'oukou ... e kala mai, he hoa pili kēia, 'a'ole he hoa launa wale nō. Kēia ku'u hoapili 'o Iialoha Quick, Aloha mai.

KEAHI: Aloha mai e Ekela, pehea?

CROZIER: Maika'i, maika'i. Hau'oli wau e 'ike iā 'oe i kēia kakahiaka.

KEAHI: 'Ae, 'o wau kekahi.

CROZIER: No ka mea, 'ike wau, i nā Pō'aono, hiki iā 'oe ke hana i kekahi mea 'ē a'e...

KEAHI: Ē, mai poina i ko'u inoa hou, 'ē?

CROZIER: Oh! 'Ae, 'ae, we have a new name now; it is now Iialoha Keahi; Sara Iialoha Keahi. 'Ae?

KEAHI: 'Ae, 'ae; pololei.

CROZIER: Hiki nō. 'Ae. Oh, don't you love this new age, where we can use new names?

KEAHI: 'Ae.

CROZIER: 'Ae.

KEAHI: He au hou kēia.

CROZIER: 'Ae; pololei. So all of you haumana out there who used to know Mrs. Keahi as Mrs. Quick, we now have a Ms. Keahi. Okay? So we can all remember that. And Iialoha teaches at Kamehameha Schools; she teaches Hawaiian language. And let's talk story about how long you've been there, and what you've been doing, and the changes you've seen. We've been talking about total immersion, and we've been talking about Pūnana Leo; but I don't think people really know how much goes on at Kamehameha Schools in the way of Hawaiian language. So maybe you can share with us when it started and ...

KEAHI: Sure. Well, I started at Kamehameha in fall of '66. And before I started there, Mrs. Kahananui had been there before she went to University. And before her,

there was Hattie Burrows. And Blossom Narry did some things, and Esther McClellan. But not really full-on Hawaiian language. I think it probably started with Kahananui. Actually, the first Hawaiian language teacher there, I think, was Lydia Aholo.

CROZIER: Oh; 'ae.

KEAHI: 'Ae; the hānai a Lili'u...

CROZIER: 'O ia ka hānai a Lili'i. 'Ae.

KEAHI: 'Ae; 'ae. And so I started in '66, and for twenty years, I was the only Hawaiian language teacher there. And now, I'm really happy to say there are ten of us. Ten of us Hawaiian language teachers. And ... well, six of the ten are my former students. So I'm really happy about that, you know. And it shows our language is growing, and the need is there, and I think our students at Kamehameha are finally realizing that, you know, this is their language, and nowhere else can it be learned. And they're really getting in touch with who they are; their kūpuna, wanting to know more. And so it's really exciting; it's really exciting.

CROZIER: So we have Hawaiian 1 through 5.

KEAHI: 'Ae; 'ae.

CROZIER: 'Ae? Yeah; and--

KEAHI: From seventh through twelfth grade.

CROZIER: Yes. And so in seventh grade, they have ...

KEAHI: Seventh and eighth really equals one year; so they have like 1A and 1B. Seventh grade, 1A; and eighth grade, 1B. And so after they're through with that, they've actually had one year. They can start grade nine in second year.

CROZIER: Yeah; we have two students who are children of people in our office who are in Hawaiian 2. You know, and that's really impressive; they're only freshmen, and they're already in Hawaiian 2.

KEAHI: 'Ae. And because of that, we were able to add a fifth year of Hawaiian. So now, we have a fifth year. I think this is the third year of having a fifth year. But I would like to talk about our teachers who teach there, because I think you know, the public should know who these people are. Our department chair is Ke'ala Kwan. And Ke'ala teaches Hawaiian language. He started with HSI, actually.

CROZIER: Oh, 'ae. Yeah; in our department.

KEAHI: In your department; right.

CROZIER: He's also the one who plays our opening music, you know.

KEAHI: Oh, maika'i. Maika'i; 'ae. And so we have Ke'ala, and then there's Kawika Eyer. He's on sabbatical this year. And he's also our coordinator for our

curriculum development that we're doing now in Hawaiian language. And then in seventh and eighth, we have Robin Aipolani-Mākua and we have Melelani Pang. And then ninth/tenth unit, we have Lilinoe Kaahanui, Kalei A'arona-Lorenzo, and Hailama Farden this year. And up in eleventh, twelfth unit, there's Holoua Stender. We're really happy that Holo can join us, because he's really performing arts, but he teaches two sections of Hawaiian language. And so we have Holoua, and we have Keola Wong, and myself, and Ke'ala in eleventh, twelfth. Keola actually started with seventh, eighth unit, and then he went to ninth, tenth unit, and now he's with eleven, twelve. So he's seen the whole spectrum.

CROZIER: How many students are there?

KEAHI: There are about over eight hundred and sixty students. So--

CROZIER: I was still back at six hundred-something. So gosh, it's grown.

KEAHI: Eight hundred and sixty-some students; almost two hundred in seventh and eighth, hundred eighty-something in seventh and eighth. So it's from seven through twelve.

CROZIER: Yeah; you know, before, you were the oddball if you took Hawaiian. Now, you kinda the oddball if you didn't take Hawaiian, yeah?

KEAHI: Right; right.

CROZIER: What do you say to those students--well, those parents who say--'cause I hear this all the time. Hawaiian language isn't accepted in mainland colleges, so we should take French, Spanish, and Japanese. I hear that all the time, and it just irritates me. So I want to know what your response to that is.

KEAHI: Well, I say to them, Are you sure that's true? You know, because as far as I know, we have not--there isn't a school that doesn't accept Hawaiian. I mean, we have students at Dartmouth. We have students from the West Coast to the East Coast.

CROZIER: I know one just went to Duke.

KEAHI: Right.

CROZIER: Who took Hawaiian.

KEAHI: Right. And in fact, I remember a student a couple years, he graduated, a fourth year student. He was the president of our Hui Lama Science Club, and he went to Dartmouth. And they wrote back and said--well, he had had four years. They waived his language. And I said to him, Hey, we live in a global village, take another language. So he did. He took Russian at Dartmouth, and got to visit Russia. You know, and sent a postcard to me from Russia.

CROZIER: In Hawaiian?

KEAHI: In Hawaiian. So I think they need to inquire. I think schools don't know that Hawaiian is taught like a second language. They don't know that. And I always say to the students, well, you know, you're not able to continue your Hawaiian on the mainland, but take another language. You know, broaden your horizons.

CROZIER: Yes; I agree. Well, you know, I took two languages in high school. And so I know, for myself, that you can; you can survive taking more than one language. But at this point--it's so funny; the other day, I ran into a student from Kamehameha in my daughter's orthodontist office. And so I said, What language you taking? He says, Spanish. I said, Spanish? I said, Since when is a Hawaiian supposed to be taking Spanish? Not in this day and age. And poor thing; I don't think he ever wants to go to the orthodontist office again and have a chance that he might run into me. Auē. But ...

KEAHI: Well, like Kaipō, right. Like Kaipō Hale taking Spanish at Kamehameha, and now into Hawaiian. Well, Kalena Silva--it brings back Kalena Silva, when he was my student at Kamehameha. He took four years of Hawaiian, along with four years of French. Became fluent in both. And the French teacher said his intonation inflection was just incredible.

CROZIER: You know, I think Hawaiians are good at imitating. You know, we can--because we're around so many different kinds of people, that we're able to just imitate them. You know, if you want us to imitate Filipino, we can do that. You know, imitate Japanese, we can do that. We have a caller, so why don't we take this call. Aloha, e Malia.

CALLER: Aloha.

CROZIER: Aloha.

CALLER: My question is ... I wanted to know, what are the other options for my children learning Hawaiian language, who cannot get into Kamehameha?

CROZIER: What are the other options for your children who are taking Hawaiian, who cannot get into Kamehameha? Well, there's total immersion, you know, if you're interested in going into Hawaiian language.

KEAHI: Are they high school students?

CROZIER: Malia, are you still there? Oh, okay.

KEAHI: Because there a lot of schools that offer Hawaiian. I mean, I think people would be surprised at the number of schools that offer Hawaiian language. We know, when we go to Lā Kūkahekahe, right?

CROZIER: Right.

KEAHI: From Aiea, Pearl City, Kaimukī.

CROZIER: Waipahū.

KEAHI: Waipahū.

CROZIER: Nānākuli.

KEAHI: St. Louis, Nānākuli.

CROZIER: Wai‘anae.

KEAHI: Leilehua.

CROZIER: ‘Ae.

KEAHI: He nui, he nui.

CROZIER: He nui nā kula. And in fact, we're going to have Duane Steele, who's a trustee from Punahou coming on one Saturday with me, to talk story about Hawaiian language at Punahou. They have a little ways to go, but we're going to talk story about that and see where that's going. But yeah; there are so many places now that teach Hawaiian.

KEAHI: I think a lot of people see Kamehameha as a panacea, and it's not. It's not a panacea, you know. I'm not a Kamehameha graduate. I mean, I'm a very proud public school product.

CROZIER: I agree; I agree. Here for public schools, huh? ‘Aiea.

KEAHI: My students are surprised, because a lot of them say, Oh, what year did you graduate, Kumu? I said, kala mai ‘a‘ole wau hele mai ma‘ane‘i.

CROZIER: ‘Ae; ‘ae. ‘O wau pū.

KEAHI: ‘Ae.

CROZIER: You know, I think people take it for granted, right? They come up to me and they go, What year did you graduate from Kamehameha? Graduated from ‘Aiea. We can give public school credit this time. But I want to say mahalo iā ‘oe for coming this morning and sharing with us. Because I think now, our viewers have a good understanding of where Kamehameha is at in language. Because we also have language in our elementary school too.

KEAHI: ‘Ae, right.

CROZIER: You know, we have similar to the kūpuna program in elementary schools, but I think a little bit more than that. And so we're real fortunate. We're real fortunate that Kamehameha has taken an interest in Hawaiian language, and has found that it's important enough to keep it going.

KEAHI: Well, I think it's our obligation. It really is an obligation. I mean, look at the clientele we serve. All of our students are Hawaiian. We're obligated to share with them something about the indigenous language of this land, you know. And it's our responsibility. We shouldn't expect anybody else to do it; we should be doing it.

CROZIER: Pololei; maika'i. And with that, we're ready to introduce you to our vignette for today. Today's vignette takes us to--we're going to watch three haumāna from Kula Kaiapuni, Kula Ki'eki'e Kaiapuni, the total immersion high school. Of course, this is acting, so you know, it's not like the real thing, but it's close enough. Okay? But three of them getting ready to go to their graduation, and the things that they do before they get ready to go. Listen carefully for those patterns that you recognize. Remember what I said before; don't get overwhelmed by what you don't know. Listen to the things that you do know, and then try to watch what's going on, and piece things together. It's like a little puzzle, you know, so if you pay attention, watch the gesturing, watch the expressions, listen to those key words that you know and try to put it all together, those things that you don't know will be my kuleana to clarify when we come back. So until we're pau, a hui hou. Aloha.

[00:17:26.09] [HAWAIIAN LANGUAGE VIGNETTE]

KUNĀNE: E Pualei, he aha kāu hana?

PUALEI: Ke nānā nei wau i ke kīwī.

KUNĀNE: Auē! E ho'omākaukau 'oe. E ho'ololi i kou lole.

PUALEI: No ke aha?

KUNĀNE: No ka mea, 'o kēia ka lā o ko'u puka kula. E ho'omaka ana i ka hola 'ekolu i kēia awakea. Mākaukau kou mau lolé?

PUALEI: 'A'ole wau 'ike. Hele wau nānā.

KUNĀNE: 'Ae, e ho'okomo 'oe i ka lole nani 'eā?

PUALEI: 'Ae, hiki nō. Pehea ko'u lole hou?

KUNĀNE: Maika'i kēlā. E 'āwīwī 'oe.

PUALEI: Ma hea 'o Tūtū?

KUNĀNE: Aia 'o ia ma ke kula. Kōkua nei 'o ia i nā mākua 'ē a'e e ho'owehiwehi i kēlā wahi.

PUALEI: A ma hea ke ka'a?

KUNĀNE: Aia ke ka'a i waho o ka hale.

PUALEI: Mai huhū. Pīhoihoi 'oe?

KUNĀNE: 'Ae, e pule ana wau i kēia awakea. A ua ho'oma'ama'a nui wau i ka pō nei. A mana'ō wau mākaukau wau i kēia manawa.

PUALEI: 'Ae, ua lohe wau iā 'oe mai ko'u lumi i ka pō nei. Mai hopohopo. Hana maika'i ana 'oe. Ha'aheo loa 'o Tūtū iā 'oe. A ha'aheo pū au iā 'oe. Makemake au e hele i ke kulanui e like me 'oe, akā, nui ka hana.

- KUNĀNE: ‘Ae, pono ‘oe e ho‘opa‘a ha‘awina i nā lā apau. Tsa, lawa ka wala‘au. Hele ‘oe e ho‘omākaukau.
- PUALEI: Hiki nō.
- ‘ANAKĒ: Pehea ‘oe e Kalama? Mākaukau ‘oe no kou puka kula?
- KALAMA: Kokoke ana e ‘Anakē, akā e kōkua mai ‘oe ia‘u ke ‘olu‘olu.
- ‘ANAKĒ: He aha kou pilikia?
- KALAMA: Ke hemo nei kēia pihi.
- ‘ANAKĒ: Auē, ua ‘aiana ‘oe i kēia palule? ‘Ano minomino kēia.
- KALAMA: ‘Ae. E ‘Anakē, aia ma hea ka pā‘ina no Kunāne i kēia awakea?
- ‘ANAKĒ: Aia ka pā‘ina ma ka hale o kona Tūtū. Lāki loa ‘o ia.
- KALAMA: ‘Ae. Akā, ‘a‘ole lāki ‘o Kainalu.
- ‘ANAKĒ: No ke aha? He aha ka pilikia?
- KALAMA: No ka mea, ‘a‘ole ‘o ia e puka ana.
- ‘ANAKĒ: Auē! No ke aha, ‘a‘ole maika‘i kāna mau kaha?
- KALAMA: ‘Ae, no ka mea, ‘a‘ole ‘o ia i hele i ke kula. Ua hele mau ‘o ia i kahakai e he‘enalū. Hau‘oli ‘o ia i ka he‘enalū. ‘A‘ole hau‘oli ‘o ia i ka ho‘opa‘aha‘awina.
- ‘ANAKĒ: ‘Ae, maopopo ia‘u, akā ‘a‘ole maika‘i kēlā ‘ano hana.
- KALAMA: ‘Ē, minamina au iā ia. No ka mea, ua ho‘omaka pū mākou ma ka papa mālaa‘o ma ke kula kaiapuni. E hele mai ana paha ‘o ia i kēia awakea. Mana‘olana au.
- ‘ANAKĒ: ‘Ike ‘oe, pono ‘oe e hele i ke kula, a laila, akamai ‘oe. E Kalama, e ‘aiana ‘oe i kou palulē.
- KALAMA: ‘Ae, ‘Anakē.
- PĀPĀ: E Kau‘i, auhea ‘oe?
- KAU‘I: Oh, kala mai. Ua ho‘oma‘ama‘a wau i ka‘u ha‘i ‘ōlelo no ka puka kula.
- PĀPĀ: E ‘āwīwī! E ki‘i ana kāua iā Tūtū.
- KAU‘I: Oh, maika‘i e hele mai ana ‘o Tūtū me kāua.
- PĀPĀ: ‘Ē
- KAU‘I: Ē Pāpā, ha‘oha‘o nui wau iā Māmā i kēia lā.

- PĀPĀ: ‘Ae, ‘o wau pū. Akā, maopopo ia ‘u, ha‘aheo ‘o ia i kāu hana maika‘i loa. Aia ‘o ia ma ka lanī i kēia manawa e ‘ōlelo ana: “E nānā i ka ‘u kaikamahine nui. Pōmaika‘i ka lāhui i kēia keiki ‘ōlelo makuahine.
- KAU‘I: E hele kākou i kona hē ma hope o ka puka kula. Makemake wau e kau i nā lei ma luna.
- PĀPĀ: Hiki nō! A ma hope o kēlā, e hele ana kākou i ka pā‘ina ‘o Kunāne.
- KAU‘I: Oh, mahalo e Pāpā! Aloha nui wau iā ‘oe.
- PĀPĀ: Mākaukau ke po‘okela?
- KAU‘I: ‘Ae, mākaukau nō.
- KUNĀNE: [Praying] ...a e ho‘opōmaika‘i i kāu mau haumāna e ‘ākoako mai nei i kēia awakea. Nāu nō e alaka‘i iā mākou i ke ala pono i hiki iā mākou ke mālama i nā pōmaika‘i āu i waiho mai ai ma mua o mākou. Ma ka inoa o ka Makua, ke Keiki a me ka ‘Uhane hemolele au e pule nei, ‘Āmene.
- KAU‘I: I kēia manawa, ha‘aheo wau e ho‘olauna iā ‘oukou i kā mākou kumu mua ma ke kula kaiapuni. He kāne ‘olu‘olu a akamai ‘o ia kekahi. Eia nō ‘o Mika Kahele.
- KAHELE: Ma mua o ko‘u ha‘i ‘ōlelo ‘ana i kēia awakea makemake au e hā‘awi aku i ku‘u aloha i nā kumu, nā mākuā, nā ‘ohana, nā hoa aloha, a me ka po‘e hanohano i kēia awakea, ‘o ia ho‘i nā haumāna o ke kula kaiapuni. Aloha nui loa kākou.
- CROZIER: Hiki nō. Ua le‘ale‘a nō kēlā ‘eā? Oh, there were so many things going on in that little vignette, and I wonder how many things you were able to pick up. Well, let's see how it went. There were words that you may not have gotten. Remember that we'll see this vignette next week too. So although you didn't get it this time, or you don't feel solid that you got everything, don't worry, because next time we're gonna watch it again. And when we watch it again, we're going to go over more patterns that you may have heard, or more things that you may have heard and you didn't understand. So mai hopohopo. Okay? So let's take a look. Ka puka kula; that's what we're calling this.
- Ka puka kula, graduation. Okay? See this word puka right here, puka. Puka means to emerge; not only "hole", okay? So to emerge from school. I've heard some people say, hemo kula. Hemo kula; that works too. But we're going to use ka puka kula. Our first that we use is ho‘ololi. Ho‘ololi, to change. He says, Eh, Pualei, e ho‘ololi ‘oe i kou lole. Lole; hiki nō? Ho‘ololi. Kulanui. Kulanui; well, take a look at it. We have kulakamali‘i, we have kulawaena, and we have kulanui. Well, then we have kulaki‘eki‘e, then we have kulanui. Kulanui is university. So Kulanui o Hawaii. If you were listening to the lēkio this morning with Kimo and Brickwood, we talked about the Rainbow Warriors from the University of Hawaii, Kulanui o Hawaii. Hiki nō.
- Lāki; look at this word lāki. Looks like lucky, and it sounds like lucky, and guess what it means. It means lucky. Okay. All right; minamina. Minamina means to pity, or to regret. Okay; minamina. And I think at this point, he used the word

minamina wau iā ia, I feel sorry for him, this one boy who didn't go to school, 'cause he liked to surf a lot. Okay?

Ha'oha'o. Ha'oha'o means to miss. And Kau'i says this, Ha'oha'o nui wau iā Māmā. Ha'oha'o nui au iā Māmā. Okay? I really miss Māmā. Ha'oha'o nui ia au iā Māmā. Now, you can also say ha'o, one ha'o. Okay; ha'oha'o. Sometimes, you know, when you see a reduplication of the word, it intensifies the meaning. So instead of just, miss, you get really miss, just by reduplicating the word, ha'oha'o.

Pōmaika'i; this is a special word to me. Not only because it's the name of my kane, but it's also the name of my son. His name is Kapōmaika'i Waipehe. Pōmaika'i means blessing, or blessed. Pōmaika'i. Pōmaika'i ka la hui i kēia keiki 'ōlelo makuahine. Pōmaika'i ka lāhui; the lāhui is blessed, i kēia keiki 'ōlelo makuahine, because of this child who speaks the mother tongue. And I think you hear the Pāpā of Kau'i say that. 'Akoako. 'Akoako, to gather together, to come together.

All right; let's take a look at our next pattern. We're going to review ua. Ua, action. Ua, action; it means that the action is completed. Kala mai; we're not reviewing it. This is an intro to this new one. Okay? So that now you have all the tenses. That means you can talk in the past, you can say i nehinei, yesterday; you can say i kēlā makahiki aku nei, last year. Okay; i ka pō nei, last night. We had that before, i ka pō nei, last night. Now you can talk about things that happened that's pau, that happened. Okay? And all we have to do--it's so simple; you just put ua in front of the action. Now, if you think this is going to be difficult, or if you're going to have pilikia with this, call; call here into the studio, call me. Here on O'ahu, 956-5670; and on our neighbor islands, our 'ohana on the neighbor islands, call 1-800-342-7949. Okay? Doesn't cost anything to call. Just call, and ask your questions. Or even if you just want to practice and try it out. Let's take a look. Ua, action; okay?

You see how we have ua starts out our sentence, and then we're going to put in the verb. Ua ho'oma'ama'a nui au. Ho'oma'ama'a; do you remember that word? Practice; yeah? Here's the key. The key is right here. Ma'a; that small little word, okay, means to be used to. 'Ae? So remember that I told you, when you put ho'o in front of one of those words, like ma'a, what you have is, to cause to make used to. And if you want to cause something so that you're ma'a to it, you have to ho'oma'ama'a, you have to practice. And in this case, we have nui; you have to practice nui, plenty. Okay? So he says--this is Kunāne talking to Pualei, saying, I practiced a lot, I practiced plenty. Ua ho'oma'ama'a nui au. Okay; past tense, completed action, ua ho'oma'ama'a nui au. Practiced--d, d--a lot. Okay?

Ua lohe au iā 'oe mai ko'u lumi i ka pō nei. Here, we have a time phrase, i ka pō nei, last night. Okay? I ka pō nei, last night. But what does it say here? I heard you; I heard you, iā 'oe. Remember that before pronouns, or the papani, before this pronoun, like you, he, she, they, we, it; you have to put iā. When it's the object, when it's receiving the action. So in this case, when Pualei is talking to Kunāne, she says, I heard you from my room. Mai ko'u lumi, from my room, i ka pō nei, last night. Okay. Ua lohe au iā 'oe. Iā 'oe; not i 'oe, iā 'oe. Hiki nō? Okay; let's go on.

Ua 'aiana 'oe i kēia pālule? And this one, you gotta be little bit careful, because if you don't say this right, it's gonna sound like you don't know what you're doing. Okay? 'Aiana, iron; iron. So, ua 'aiana 'oe i kēia pālule. Pālule, shirt. So let me try again. Okay; I want you to think. Ua 'aiana 'oe i kēia pālule? Okay; if you said, Did you iron this shirt?, you were right. Typical auntie, always looking at-- they try to tell you something, they see something else wrong. Okay. Ua 'aiana 'oe i kēia pālule?

Then they begin to talk about this friend of his that doesn't go to school. And why? Because, ua hele mau 'o ia--oh, kala mai. They talk about this friend who's not going to graduate. Why? Because, ua hele mau 'o ia i kahakai, to the beach, e he'enalu. To what? To he'enalu. Okay. How many of you are listening to Keahonui's new song, Pi'i Mai Kanalu? And then in the end, it says, [SINGS] E he'enalu kākou. Yeah? He'enalu, let's he'enalu. Okay? So Kalama tells Auntie, 'Anakē, you know, Oh, ua hele mau 'o ia i kahakai e he'enalu. You may be asking, Hey, where's the ke in front of kahakai? Kahakai is one of those special words, okay? Special words, exception to the rule, that you can use without the article. So you can say, i kahakai. Okay? But the mau is important here. Ua hele mau 'o ia i kahakai e he'enalu. What does that mau do? It says, always. Ua hele mau 'o ia. Okay? Remember, we had this before when it was, You always hungry. pololi mau 'oe. Well, this one says, Ua hele mau 'o ia, he always went. He always went, where? I kahakai e he'enalu. Okay? So I guess the thing is that it's not important for you to know the English of all of this, but that you know if you use ua in front of your action word, in front of your verb, that it's a completed action. Ua hele mau 'o ia i kahakai e he'enalu. Hiki nō?

Okay. Ua ho'omaka pū mākou i ka papa mālaa'o. Ua ho'omaka pū mākou i ka papa mālaa'o. This little pū over here; together. Okay? You'll see pū sometimes, and you wonder, What does that mean? Pū can mean together, in this case when it's right after the action. Sometimes it can also mean, also. But in this case, we're looking at, ua ho'omaka pū; ho'omaka, to begin. So, ua ho'omaka pū mākou; we began. We began together, we started together in kindergarten. I ka papa mālaa'o. Okay? Mālaa'o. If you take a look at that word, it's made up of two words; mala, garden; a'o, to learn, a learning garden. Okay? Mālaa'o, papa mālaa'o, kindergarten.

If you look at the dictionary, it gives us the word kula kamali'i. Kula kamali'i for kindergarten. And with kula kamali'i, it explains to us the kind of school it is, a kamali'i kind of kula. Okay, versus a kula ki'eki'e or a kula waena. And so papa mālaa'o gives us a more specific term for kindergarten. And it's a new word. Remember I told you before, that there's a committee, a lexicon committee that meets and develops new words, especially for our children in total immersion programs. I know that when I need to tell my son, you know, something about microwave, what do I do, yeah? There's no word. I could probably say microwave, and he would know. But I really want to give him a word, then I need to search, or I need to make something up. And most often, I try to either describe the function of that thing, or describe the purpose of it. And so we're fortunate that this lexicon committee came up with a word like 'omawawe. 'Omawawe; 'oma, meaning oven; wawe, meaning quick. Microwave; makes sense, yeah? So there are words, though, at the same time, that maybe are a little strange to us, and we might not want to use, but there are definitely words that we can use, okay, like mālaa'o, papa mālaa'o, for kindergarten. And yet, there are

also words that we have--you know, if you have the Hawaiian dictionary, and you take a look in there, Pukui has left us with such a great legacy, with so many new words. And we should be thankful. So always check that book first, okay, when you need a new word. Okay; let's go on.

Let's go on to the next tense, which is ke, action, nei. Okay; ke, verb, nei, which puts us in the present tense. When we use this tense, we're talking about--oh, auē. This little menehune in this mouse over here. Okay. We're talking about something that's happening at the moment we speak, okay; present tense. So all you have to do with this is simple; you just stick your action in between ke and nei. Ke nānā nei au i ke kīwī. Ke nānā nei au i ke kīwī. Hiki nō? Now, you know this. I don't have to translate this one for you. If you think about it, you can figure it out. Here's Pualei sitting in front of the kīwī, okay, the pahu ho'olele ki'i. Okay; sitting in front of this TV, and he tells here, He aha kāu hana; what you doing? And she turns around and she goes, Ke nānā nei au i ke kīwī, in that typical adolescent way. Okay. Ke nānā nei au i ke kīwī; I'm watching TV. Isn't that obvious? And you'd just like to give them a slap. Okay. Ke nānā nei au i ke kīwī. Then she asks, And aia ma hea 'o Tūtū? And Kunāne says, Ke kōkua nei 'o ia i nā makua 'ē a'e. Ke kōkua nei 'o ia i nā makua 'ē a'e. Now, this may look new to you. 'Ē a'e, 'ē a'e. Meaning, other; other. 'Ē a'e. You put that on top of something, and you get, the other parents. Okay? Ke kōkua nei 'o ia i nā makua e 'ae. I'm not going to translate that, until you translate it first. What do you think it means? Ke kōkua nei 'o ia i nā makua 'ē a'e. You don't have to translate, if you can just sit there and go, Oh, I know what that means, I don't have to translate it. That's maika'i; that's even better than sitting there going, She is helping the other parents. Okay; because that's what it means. She's helping the other parents. Maika'i. Okay; let's put our peni back, ho'ihō'i ka peni. Let's go on to our next one.

Ah; yes. I put this one in so that we know what not to say, okay? Ke hemo nei ka pihi. See this word hemo? Hemo means to have been removed, to have been taken off. Hemo is a stative word, okay? It's a stative word, and so it tells you how something is, the condition of something. So it's like a word, like maika'i, 'ōma'ima'i, māluhiluhi. It tells you the condition of something. Maika'i au, I'm fine. 'Ae? 'Ōma'ima'i au, I'm sick. In this case, hemo ka pihi, the button is come off. It's come off; hemo. So you shouldn't--well, it's not commonplace to use ke nei with these kinds of verbs. We call them stative verbs; in Hawaiian, we call them 'a'ano, those kinds of verbs, where it tells you how something stay. Okay; stative. I took that from Puhi. Thank you, Puhi. Okay; mahalo, Puhi. All of us kumu, we all try to come up with different ways to make our haumāna remember things. So in this case, this kind of word, like hemo, maika'i, māluhiluhi, 'ōma'ima'i, pupule, pupuka, hilahila--see, they all describe how something stay. Stative; stative verbs. Thank you. Mahalo iā Puhi. I don't know what I would do if he didn't give us that explanation.

So in that case, we wouldn't want to use this pattern here; ke hemo nei ka pihi. We would want to use ua hemo, ua hemo ka pihi. Okay? So let's draw the big X over here, so you all know this is not how to use--isn't this neat? This is so neat; I just enjoy doing this. Okay; this is not how to use--you should use--let's try see what would happen if I tried to write with this thing. Okay. I try practice this all week, you know, and still look like that. Okay; we should use ua with these kinds of verbs. Ua hemo ka pihi.

Now, don't start getting all confused, and then start using ua--you know, this always happens. You teach all one time. Now, I'll have some kumu say, Well, that's what happens when you try to teach it all one time; okay, they get all confused. Well, what you shouldn't do is mix them all up. Okay? You need to remember them for their specific situations. Ua, action, completed action. Ke, verb, nei; ke, action, nei, for when we're talking about something that's happening right now. Like, ke 'ōlelo nei au iā 'oukou. Okay? Ke 'ōlelo nei au iā 'oukou. 'Cause that's happening right now. But don't be doing things like, ua 'ōlelo nei, ke 'ōlelo ana, and just make any kind and start mixing them all up. Think, think, think. Like I tell my children, you know, No'ono'o; think, before you talk. Like my mother told me, okay? You think you never say those things to your children, yeah? Hō, I hear my mother's voice coming out of my mouth sometimes. Okay? So let's try looking at the next tense.

E, action, ana. Whoa, big one. Oh, what happened? It's gone. Kala mai. Kala mai. You have it in front of you, so let's go over it, okay? You're supposed to have it in front of you. If you don't, quick, run to your MidWeek. Halfway through the show, you gotta run to your MidWeek. Only twenty minutes left. Auē. Okay; somewhere in your MidWeek, got all of these things that I'm showing on the screen, you can have in front of you, okay? So 'a'ole pilikia. I think I clicked it twice, and so it disappeared off of me. E, action, ana. Tells us that something can be happening now, and can still be happening later, or it can be happening later. Okay? So don't worry; this one is probably the most commonly used one, okay? Because it describes action that's happening now, that's going to continue to happen, or it can describe an action that will happen maybe later tomorrow, later on tonight. Okay. But in this case, it says, E ho'omaka ana; e ho'omaka ana--remember, we had the word ho'omaka, to begin. E ho'omaka ana i ka hola 'eono i kēia ahiahi. Now, what you're seeing here is the subject has been dropped out. E ho'omaka ana, what; ka puka kula, graduation. 'Ae? I ka hola 'eono i kēia ahiahi. So we can just take out graduation, 'cause we know that that's what we're talking about. Throw it out and just say, E ho'omaka ana i ka hola 'eono i kēia ahiahi. Hiki nō? Okay.

Now, I have to learn to be light handed with this thing, or else I'm going to make everything disappear one time. Okay? Next one says, E pule ana au i kēia pō. E pule ana au i kēia pō. Here, we have i kēia pō. [SINGS] I kēia pō. I love that. I put that in just so that I can sing, you know. Okay. E pule ana au i kēia pō. I kēia pō, tonight. Right? [SINGS] Tonight, tonight. Okay? I kēia pō. [SINGS] I kēia pō. Oh, I have to find something to keep me excited in here, okay? E pule ana au i kēia pō, means what? I will pray tonight. I will pray tonight. And for those of us who don't say I will pray tonight, I going pray tonight. Okay? I going go pray tonight. All right; this is the future tense. E, action, ana. Right? And here we have the word for pray, pule. Pule. E pule ana au i kēia pō. And I guess that's why he's a little testy, you know. Kunāne is a little pihoihoi, yeah, and a little huhū, when Pualei doesn't rackadoo and get moving. Okay? So she tells him--you know, she so akamai; she tells him, E hana maika'i ana 'oe. Yeah? You'll do good; you'll do good. E hana maika'i ana 'oe. Hiki nō? Okay. And you see how we can just put maika'i on top of the action, and make, do good. And so, e hana maika'i ana 'oe. Why don't you say that. E hana maika'i ana 'oe. You'll do good. Hiki nō.

‘Ae. This one; just take a look at this. Maybe you might have a question about, me. Me is "with". Okay? This “me” right here. Think about this, and think about what it probably means. Okay? If you thought it meant, Ah, Tūtū is going to come with us, Tūtū will come with us, us two, you and I. Okay, you remember, kāua is, you and I. Like [SINGS] kāua i ka holoholo ka‘a. Kāua la i ta huahua‘i la. Okay, like that; that’s kāua. You and I. And so this is Kau‘i’s Papa telling her, E hele mai ana ‘o Tūtū me kāua. And she’s happy, yeah? Hau‘oli wau hele mai ana ‘o Tūtū me kāua. Okay; hiki nō.

E hele mai ana paha ‘o ia i kēia pō. Okay; see this paha? It pops up again. And you see where it pops up? Outside of e, action, ana. Not in here, not over here, not any kind place. You don’t just stick it all over. It goes right here. E hele mai ana paha ‘o ia i kēia pō. Paha; maybe he’ll come tonight. And this is when Kalama is talking about his friend Kainalu, who didn’t graduate, who’s not going to graduate. And says, well, he hopes he’ll come; mana‘olana wau. Okay?

All right. Now hopefully, with all of this, you feel a little more comfortable--oh, hello. You feel a little more comfortable with our lesson today, and that you feel a little more comfortable with the different tenses. What you need to do, more than anything else, is to practice it. And I say that all the time, and you probably sitting there going, Yes, I know, I have to practice, but I don’t have anyone to practice with. Ah, but that should not be an excuse. Okay? You shouldn’t be sitting there making excuses for yourself. All right? You have to say, Well, I guess I gotta talk to myself. Hiki nō. Don’t worry, we have all these Hawaiian language students walking around talking to themselves. But not for long, because we will have more people speaking Hawaiian, and then you’ll have somebody to practice with. Okay?

So when you do something; say you just pau clean the room. So you walk out of the room, and you can say, Ua--and you don’t know the word for clean, okay. You know, that shouldn’t stop you either. That probably be another excuse; Oh, I don’t know the word for everything that I want to say. Well ... gosh, think, no‘ono‘o. Just use the English for now, until you can go check your dictionary. Right? So you can walk out of the room, and you can say, Ua clean au i ko‘u lumi. See? Easy. And then while you’re doing something, you can say, Ke kuke nei au i ka ‘aina awakea. And then you can say, Oh, hele ana au i ka hale pule. Okay? See? All these things. But you need to force yourself to talk, because I’m not there. I hope I’m there in your mind, okay, making you think about this.

Anyway, let’s take a look at our vignette again, and see how you do this time. Okay? Remember, this is not the last time you’re going to see it; next week, we’re going to watch it again. And next week, I’ll clarify more things that we see inside there. Okay; so mai hopohopo. Mai worry, okay? I’ll see you as soon as it’s pau. A hui hou.

[00:47:46.09] HAWAIIAN LANGUAGE VIGNETTE

KUNĀNE: E Pualei, he aha kāu hana?

PUALEI: Ke nānā nei wau i ke kīwī.

KUNĀNE: Auē! E ho‘omākaukau ‘oe. E ho‘ololi i kou lole.

- PUALEI: No ke aha?
- KUNĀNE: No ka mea, ‘o kēia ka lā o ko‘u puka kula. E ho‘omaka ana i ka hola ‘ekolu i kēia awakea. Mākaukau kou mau lolé?
- PUALEI: ‘A‘ole wau ‘ike. Hele wau nānā.
- KUNĀNE: ‘Ae, e ho‘okomo ‘oe i ka lole nani ‘eā?
- PUALEI: ‘Ae, hiki nō. Pehea ko‘u lole hou?
- KUNĀNE: Maika‘i kēlā. E ‘āwīwī ‘oe.
- PUALEI: Ma hea ‘o Tūtū?
- KUNĀNE: Aia ‘o ia ma ke kula. Kōkua nei ‘o ia i nā mākua ‘ē a‘e e ho‘owehiwehi i kēlā wahi.
- PUALEI: A ma hea ke ka‘a?
- KUNĀNE: Aia ke ka‘a i waho o ka hale.
- PUALEI: Mai huhū. Pīhoihoi ‘oe?
- KUNĀNE: ‘Ae, e pule ana wau i kēia awakea. A ua ho‘oma‘ama‘a nui wau i ka pō nei. A mana‘o wau mākaukau wau i kēia manawa.
- PUALEI: ‘Ae, ua lohe wau iā ‘oe mai ko‘u lumi i ka pō nei. Mai hopohopo. Hana maika‘i ana ‘oe. Ha‘aheo loa ‘o Tūtū iā ‘oe. A ha‘aheo pū au iā ‘oe. Mākemake au e hele i ke kulanui e like me ‘oe, akā, nui ka hana.
- KUNĀNE: ‘Ae, pono ‘oe e ho‘opa‘a ha‘awina i nā lā apau. Tsa, lawa ka wala‘au. Hele ‘oe e ho‘omākaukau.
- PUALEI: Hiki nō.
- ‘ANAKĒ: Pehea ‘oe e Kalama? Mākaukau ‘oe no kou puka kula?
- KALAMA: Kokoke ana e ‘Anakē, akā e kōkua mai ‘oe ia‘u ke ‘olu‘olu.
- ‘ANAKĒ: He aha kou pilikia?
- KALAMA: Ke hemo nei kēia pihi.
- ‘ANAKĒ: Auē, ua ‘aiana ‘oe i kēia pālule? ‘Ano minomino kēia.
- KALAMA: ‘Ae. E ‘Anakē, aia ma hea ka pā‘ina no Kunāne i kēia awakea?
- ‘ANAKĒ: Aia ka pā‘ina ma ka hale o kona Tūtū. Lāki loa ‘o ia.
- KALAMA: ‘Ae. Akā, ‘a‘ole lāki ‘o Kainalu.

- ‘ANAKĒ: No ke aha? He aha ka pilikia?
- KALAMA: No ka mea, ‘a‘ole ‘o ia e puka ana.
- ‘ANAKĒ: Auē! No ke aha, ‘a‘ole maika‘i kāna mau kaha?
- KALAMA: ‘Ae, no ka mea, ‘a‘ole ‘o ia i hele i ke kula. Ua hele mau ‘o ia i kahakai e he‘enalu. Hau‘oli ‘o ia i ka he‘enalu. ‘A‘ole hau‘oli ‘o ia i ka ho‘opa‘aha‘awina.
- ‘ANAKĒ: ‘Ae, maopopo ia‘u, akā ‘a‘ole maika‘i kēlā ‘ano hana.
- KALAMA: ‘Ē, minamina au iā ia. No ka mea, ua ho‘omaka pū mākou ma ka papa mālaa‘o ma ke kula kaiapuni. E hele mai ana paha ‘o ia i kēia awakea. Mana‘olana au.
- ‘ANAKĒ: ‘Ike ‘oe, pono ‘oe e hele i ke kula, a laila, akamai ‘oe. E Kalama, e ‘aiana ‘oe i kou pālule.
- KALAMA: ‘Ae, ‘Anakē.
- PĀPĀ: E Kau‘i, auhea ‘oe?
- KAU‘I: Oh, kala mai. Ua ho‘oma‘ama‘a wau i ka‘u ha‘i ‘ōlelo no ka puka kula.
- PĀPĀ: E ‘āwīwī! E ki‘i ana kāua iā Tūtū.
- KAU‘I: Oh, maika‘i e hele mai ana ‘o Tūtū me kāua.
- PĀPĀ: ‘Ē
- KAU‘I: Ē Pāpā, ha‘oha‘o nui wau iā Māmā i kēia lā.
- PĀPĀ: ‘Ae, ‘o wau pū. Akā, maopopo ia‘u, ha‘aheo ‘o ia i kāu hana maika‘i loa. Aia ‘o ia ma ka lani i kēia manawa e ‘ōlelo ana: “E nānā i ka‘u kaikamahine nui. Pōmaika‘i ka lāhui i kēia keiki ‘ōlelo makuahine.”
- KAU‘I: E hele kākou i kona hē ma hope o ka puka kula. Makemake wau e kau i nā lei ma luna.
- PĀPĀ: Hiki nō! A ma hope o kēlā, e hele ana kākou i ka pā‘ina o Kunāne.
- KAU‘I: Oh, mahalo e Pāpā! Aloha nui wau iā ‘oe.
- PĀPĀ: Mākaukau ke po‘okela?
- KAU‘I: ‘Ae, mākaukau nō.
- KUNĀNE: [Praying] ...a e ho‘opōmaika‘i i kāu mau haumāna e ‘ākoakoa mai nei i kēia awakea. Nāu nō e alaka‘i iā mākou i ke ala pono i hiki iā mākou ke mālama i nā pōmaika‘i āu i waiho mai ai ma mua o mākou. Ma ka inoa o ka Makua, ke Keiki a me ka ‘Uhane hemolele au e pule nei, ‘Āmene.

KAU'I: I kēia manawa, ha'aheo wau e ho'olauna iā 'oukou i kā mākou kumu mua ma ke kula kaiapuni. He kāne 'olu'olu a akamai 'o ia kekahi. Eia nō 'o Mika Kahele.

KAHELE: Ma mua o ko'u ha'i 'ōlelo 'ana i kēia awakea makemake au e hā'awi aku i ku'u aloha i nā kumu, nā mākua, nā 'ohana, nā hoa aloha, a me ka po'e hanohano i kēia awakea, 'o ia ho'i nā haumāna o ke kula kaiapuni. Aloha nui loa kākou.

CROZIER: Somehow, you just want that vignette to go on, and on, and on. Yeah? Anyway, was it better this time? Were you able to catch a little bit more? Were you zeroing in on those words that you heard? I hope so. Because you know, that's real life. That's how it's going to happen. Like I always tell my students, you know, you don't carry around your paper and your pencil everywhere you go. But you do carry your pepeiao, your maka, and your waha. And your pu'uwai, and your na'au. All of this goes with you everywhere you go. And so when someone comes up to you and starts speaking to you in Hawaiian, you cannot tell them, Oh, try wait, you gotta go get your paper, you gotta go get your book, you gotta open 'em up to page ten, and then respond. It has to be here, constantly. And so what we try to do through these little vignettes is to get you to hear the language being spoken and being used, so that if you're in that situation, you would be able to just kick back and go, Oh, yeah, I know what's going on. Okay?

Now, those of you who are watching who may feel like, Wow, you know, am I supposed to know things already? Well, this is Lesson 15. Okay; and so if you had watched 1 through 12, then there are certain things that have already been taught, and we're picking up from there and moving on. So if you have any questions--you know, you may have missed 1 through 12--call anyway, and ask, you know, what was it that you missed, or how would you be able to practice again. Because if you let me know that, and I know you're watching, then maybe I can make sure that we cover those things that maybe, you know, causing little bit pilikia. Okay?

Remember I talked before about this show, this segment--I'm sorry, this set of lessons will cover the resources of Hawai'i, the valuable resources of Hawai'i, and one of which kai. Kai; okay? The ocean. We talked about wai the last time, water, fresh water. And this time, we're talking about kai, the ocean, and how valuable it is to the people of Hawai'i. Okay. I guess I wanted to choose this, because we see so much pilikia in the news right now about nuclear testing in our waters, and then worrying about ciguatera when we go buy fish, and just so much pilikia with the things happening in our kai. And I think we need to take the time, everybody, to think about what's going on in our kai, and care about how we treat it. I know once, I was in the water--we were swimming off of Ka'a'awa, and this guy came by and he was smoking in the water. You know, I guess that's cool, yeah, he was smoking cigarette in the water. And then he just kinda threw his cigarette butt into the water. And we may think, oh, that's so small, that's real manini compared to nuclear testing. But it starts there, with that kind of mentality; that if we can throw this much, what's the difference, just throw as much as you can into this ocean. The ocean provides valuable resources, provides food for our 'ohana. And we need to take care of this resource, the kai. And so I ask you to take the time to take care of your kai. Okay?

You may have had some questions about ua, action; ke, action, nei; e, action, ana, and you may not have wanted to call and ask the questions in front of everybody.

But remember that you can call the hotline, okay, and you can always ask questions there on the Kulāiwi Hotline, 842-8059, if that's more comfortable for you. 'Cause I know a lot of people do call the hotline and ask these little questions, and that's maika'i. Remember that Kulāiwi's lessons comes out in MidWeek, every MidWeek. I thought it was always going to be page three, but auē, ua hewa wau, okay, I made mistake. But it's comes out in the MidWeek, somewhere in the MidWeek, okay. But take a look in there, cut it out, and you can begin by just repeating the words over and over, and practicing on your own. If you have any questions after the show is aired and you still don't understand, like I said, call up, okay?

[00:57:27.23] Makemake wau e mahalo iā 'oukou no ko 'oukou nānā 'ana mai. And remember that next week, we'll be watching the same vignette, getting ready for graduation, and we'll be talking about it further and looking at those words or phrases that you may be confused about. We might even go over how to make something negative. Oh, that'll be fun. Okay? No laila, a hiki i kēia Pō'aono a'e makemake au e hā'awi aku iā 'oukou i ku'u aloha. Ke Akua pū me 'oukou apau. Aloha. A hui hou e ku'u mau keiki 'o Keonilei, Kuanoni, me Kaleialoha. And 'olua kekahi 'o Pa'ahana me 'Analū. A hui hou.

[CREDITS]

[END]