NĀ KAI 'EWALU

Beginning Hawaiian Lessons

Māhele 'Elua:
Mokuna 11 - 20

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TO THE STUDENT

For most of you, learning Hawaiian will be quite different from learning French, Japanese, Tagalog, Russian, or German. Hawai'i is not a distant foreign land. This is your home. The people are not faceless and difficult to understand. They are your relatives and friends.

Although the setting is familiar, the language is not. Due to certain factors beyond your control you grew up a part of Hawai'i without native mastery of the language that is the natural counterpart of your contemporary Hawaiian culture. The primary goal of these lessons is to teach you as much Hawaiian language appropriate to your daily life as possible within the school year.

A secondary goal is to expand from your contemporary local base into aspects of Hawaiian culture, environment, and history that may be unfamiliar to you at the present time.

Lessons teach a basic standard Hawaiian with reference to some of the variation found in the language dealt with in chapter notes. Variation found in vocabulary, pronunciation, and grammar is not as widespread in Hawaiian as it is in English. Students should be aware however that not all Hawaiian language is exactly the same and should avoid considering everything not found in these lessons as incorrect.

The title of these lessons, Nā Kai 'Ewalu, refers to the eight seas that join the Hawaiian Islands together like a lei. So important in their function of creating a whole from separate pieces of land, Hawai'i's seas are often overlooked. These eight seas provided the only means of communication between our islands until just recently and are expected to take more traffic in the future than in the present.

Any trip across these seas requires seriousness and a positive respect for their true nature in order to be successful. Although never to be taken lightly, a trip through the eight seas of Hawai'i can be enjoyable and always offers a beautiful view of our islands.

We hope that your trip will be a good one.

The **papa'ōlelo** at the beginning of each **mokuna** is very important. The **papa'ōlelo** includes everything that you must learn in the **mokuna**. The **papa'ōlelo** is the key to success on tests.

You should have the entire **papa'ōlelo** memorized. The various individual words are important because without words you cannot communicate at all. The section termed **Nā 'Ōlelo Pōkole** gives you words in useful sentences, phrases, and exclamations. Memorizing these gives you something that you can say without thinking out structures. At the top of each page is a list of **pahuhopu** (goals) for the **mokuna**. These **pahuhopu** are usages that you must master before the next **mokuna**. You should have the list of **pahuhopu** memorized so that you know exactly what the **mokuna** covers.

Each of the **pahuhopu** is illustrated with one or more examples under **Nā 'Ōlelo Pōkole**. For instance, in the **Nā 'Ōlelo Pōkole** found in **Mokuna 'Ekahi**, the **pepeke henua** is illustrated with **Aia 'o Kaipo ma ka hale**. Memorizing this sentence will help you remember the **analula pepeke henua**: Po'o (aia) - Piko - 'Awe. It is good practice to see if you can identify which of the **'ōlelo pōkole** fit the **pahuhopu** of the **mokuna** and which are other conversational usages.

2. Your **papa'ōlelo** divides words into different sections. These word divisions are based on usage. Although there is often a common meaning to words in a division, this is not always true.

   You should know how to use **ka'i** and **'ami** from the special sections on these words in **pahuhopu** 1, 2, 3, and 5 in **Mokuna 'Ekahi**. Other word types in the **papa'ōlelo** are:

Papani: These are little words that are used primarily to refer to people. There are very few **papani**. It is best to simply memorize them as **papani**.

I'oa: These are typically words that are the specific name of an individual. **Lili'uokalani** is the name of a specific individual person. **Kaua'i** is the name of a specific individual place. **I'oa** are easy to identify except for a few special cases such as **ānei** 'here', **'ō** 'there', **hea** 'where?' and **wai** 'who?'

Meme'a: These are broad words that can describe a range of individuals, things, actions, or conditions. There is a range of individuals described as **kumu** 'teacher'. There is a range of actions such as **noho** 'sit'. There is a range of conditions such as **māluhiluhi** 'tired'. Most words, then, are **meme'a.**

Later we will learn about special types of **i'oa** (**i'oama'uli** and **i'oapaku**) and special types of **meme'a** (**kikino, 'a'ano, hehele,** and **hamani.**) The differences among these types of words have to do with how they are used as well as with their meanings.

3. Memorizing **meme'a** with **ka** and **ke** before them will help you remember an **'okina** at the beginning of a word. It is easy to hear the **'okina** after **ka** and **ke.** Note the following pairs of words:

ke ala	the path	**ke ehu**	the (sea) spray
ke 'ala	the scent	**ka 'ehu**	the reddish (hair) color
ka iwa	the ninth	**ke ono**	the **ono** fish
ka 'iwa	the **'iwa** bird	**ka 'ono**	the delicious taste
ka ula	the lobster		
ka 'ula	the redness		

Memorizing **meme'a** with **ka** and **ke** before them will also help you to remember a **kahakō** at the beginning of a word. It is easier to hear the long sound after **ka** and **ke** due to the resulting stress pattern as shown below:

ka malama	the month	sounds like:	**kama lama**
ka mālama	the care	sounds like:	**kamā lama**
ke kakau	the sitting (of many)	sounds like:	**keka kau**
ke kākau	the writing	sounds like:	**kekā kau**

Do not overstress the **kahakō** in words like those above. The strongest stress in Hawaiian is always near the end of the word.

MOKUNA 'UMIKŪMĀKAHI

Nā Pahuhopu: E nānā hou i nā mea a pau mai ka mokuna 'ekahi a hiki i ka mokuna 'umi

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KA PAPA'ŌLELO

Nā I'oa - (Nā Mahina o ka Makahiki)

Ianuali	**'Apelila**	**Iulai**	**'Okakopa**
Pepeluali	**Mei**	**'Aukake**	**Nowemapa**
Malaki	**Iune**	**Kepakemapa**	**Kekemapa/ Dekemapa**

Nā Meme'a Kikino

ka 'āinahānau	birthplace	**ka pūpū**	food with drinks
ke aupuni	government, country	**ka waiū**	milk
		ka waiūpaka	butter
ka 'ehako	dove		
ka 'okika	orchid	**'A'ano**	
ka 'ōpala	rubbish	**ka 'eha**	sore
ka 'umi'umi	beard, mustache	**ka 'ehu**	reddish color (of the hair of some Hawaiians
ka hīmeni	song		
ka huamoa	(chicken) egg		
ke kauka	doctor	**ka hanini**	to be spilled
ke kahi	comb	**ka ho'okano**	think you are too good
ke kamali'i	children		
ke kino	body	**ke kapakahi**	crooked
ke kokoleka	chocolate	**ke kaumaha**	heavy, sad
ke mele	song	**ka lawa**	enough
ka mō'ī	king, queen	**ka make**	dead, die
ka mo'olelo	story	**ka malo'o**	dry
ka pahi'umi'umi	razor	**ka nuha**	don't want to talk, sulky
ka palaki	brush		
ka pali	cliff	**ka pa'a**	stuck, firm
ka pēkona	bacon	**ka pū'iwa**	surprised, startled
		ka pulu	wet

Hehele

ka hō'oio	show off
ka maha'oi	stick your nose where it does not belong

Hamani

ka haku	compose	**ka hīmeni**	sing
ka honi	smell, kiss	**ke kahi**	comb, shave, smooth out
ke kali	wait, wait for	**ka ninini**	pour
ke mele	sing	**ka palaki**	brush
ka palai	fry		

Nā 'Ōlelo Pōkole

He aha ka mea hou?	What's up? (What is the new thing?)
'A'ohe mea hou.	Nothing. (There is nothing new.)
Māluhiluhi 'oe?	Are you tired?
'Ae, 'ano māluhiluhi nō.	Yes, sort of. (Not just 'ae, 'ano)
He aha kou pilikia?	What's wrong with you? (What is your problem?)
'Eha ko'u wāwae.	I have a sore foot. (My foot is sore.)
He aha ka pilikia o kona ka'a? (o kona ka'a not me kona ka'a)	What is the problem with his car? (What is the problem of his car?)
ma Hawai'i nei	here in Hawai'i
i ka Po'ahā, lā 'umi o Mei	on Thursday, the tenth of May
E kali mai 'oe ia'u.	Wait for me. (ia'u not no'u.)

This **mokuna** is a review of what we have learned so far from the internal workings of the Hawaiian language itself. We have learned three basic **pepeke** that have a **piko** position and the **pepeke huahelu** which does not have a **piko** position.

	Po'o	Piko	'Awe
1. **Pepeke Henua**	**Aia**	----	----
2. **Pepeke Painu**	**Ke -- nei**	----	----
	Ua --	----	----
	E -- ana	----	----
	E --	----	----
	Mai --	----	----
3. **Pepeke 'Aike**	**'O**	----	----
	He	----	----
4. **Pepeke Huahelu ...**	**Ho'okahi**	no **piko**	----
	'Elua	no **piko**	----

We have also learned five **pepeke nono'a.**

5. Have a	**He --**	**ko --**	**'Awe**
	He --	**kā --**	**'Awe**
6. Have an amount (with a **papani**)	Amount	**o papani**	**'Awe**
	Amount	**a papani**	**'Awe**
7. Have an amount (no **papani**)	Amount	**o** (possessor)	**'Awe**
	Amount	**a** (possessor)	**'Awe**
8. Have a lot (**o/a** form)	**Nui**	**nā--o** (possessor)	**'Awe**
	Nui	**nā--a** (possessor)	**'Awe**
9. Have a lot (**ko/ka** form)	**Nui**	**ko** (possessor) **mau**	**'Awe**
	Nui	**kā** (possessor) **mau**	**'Awe**

Note that none of the **pepeke nono'a** has a Hawaiian name. This is because from a Hawaiian viewpoint they are really just versions of the **pepeke painu**, **pepeke 'aike**, and **pepeke huahelu**. The reason that we have learned them seperately is because Hawaiian thinking and English thinking are very different in expressing the idea of ownership and possession.

From a Hawaiian viewpoint, "have a lot" is just a regular **pepeke painu.**

Po'o	Piko	'Awe	Hawaiian Thinking
Ua nui	**nā i'a a Kimo**	**i kēia lā.**	The fish of Kimo are plentiful today. (Kimo has a lot of fish today.)
Ua nui	**kā Kimo mau i'a**	**i kēia lā.**	Kimo's fish are plentiful today. (Kimo has a lot of fish today.)
Nui	**kona mau hale**	**i laila.**	His houses are plentiful there. (He has a lot of houses there.)

From the Hawaiian viewpoint, "have a" is just a **pepeke 'aike.**

Po'o	Piko	'Awe	Hawaiian Thinking
He pāpale	**kona**	**i kēia lā.**	His is a hat today. (He has a hat today.)
He 'īlio	**kā Keoni.**		Keoni's is a dog. (Keoni has a dog.)
He mau i'a	**kā lāua.**		Their's are fish. (They have fish.)
He mau pua	**kā ko'u māmā.**		My mother's are flowers. (My mother has flowers.)

"Have an amount" is a bit more complicated. In the pattern containing a **papani** possessor, the amount can be viewed as the **po'o**. The **piko** then is a **meme'a** in which the k has been deleted from the **ka'i**.

Po'o	Piko	'Awe	Hawaiian Thinking
'Elua	(k)**a'u mau 'īlio**	**i kēia wā.**	My dogs are two now. (I have two dogs now.)
'A'ohe	(k)**o lāua mau hale.**		Their houses are none. (They don't have any houses.)
Ho'okahi	(k)**ona wa'a**	**ma laila.**	His canoe is one there. (He has one canoe there.)

In the other "have an amount" pattern, there is a **po'o** but no **piko**. The possesor is a **kāhulu** describing the **piko**. These are versions of the **pepeke huahelu**.

Po'o +	Kāhulu	'Awe	Hawaiian Thinking
'Ewalu mau i'a	**a kēlā kanaka**	**i nehinei.**	(There were) eight fish of that man yesterday. (That man had eight fish yesterday.)
'A'ohe hale	**o ko'u 'anakē.**		No house of my aunty. (My aunty doesn't have a house.)
Ho'okahi puke	**a nā keiki.**		(There is) one book of the children. (The children have one book.)
'Elua mau pōpoki	**a Keoni.**		(There are) two cats of Keoni. (Keoni has two cats.)

No matter how you remember the nine **pepeke** we have learned so far, you must always be sure to use one of them as your base whenever you want to express yourself in Hawaiian. No matter how complicated the statement, it must be built upon one of these basic patterns. You can now begin to realize how these patterns are second nature for a Hawaiian speaker, if he uses them over and over again for every statement he makes. You should try to make them a part of you too!

Ha'awina 1. Identify the nine **pepeke** being used in the Hawaiian sentences below. You do not know all the vocabulary or structures added on to the **pepeke** serving as a base, but you should be able to identify the basic **pepeke** forms from what you know.

Example: **I ia mau lā, he wa'apā kona ma Kailua.** (Have a) (He--ko--)

1. **I kēlā manawa, 'a'ohe a lākou kālā i loko o ka panakō.**
2. **No laila nō ho'i, ua kelepona koke akula au i ko'u mau hoahana.**
3. **E ku'u kupunawahine, he mau pukaaniani nunui ko ka halepule ma ka 'ao'ao ma uka.**
4. **A no ia kumu, aia nā pōhaku a pau ma kekahi wahi kokoke loa i ka pali.**
5. **Nui loa ka wela o kēlā imu ma 'ō.**
6. **E ka malihini, i ka Po'ahā aku nei, he kanakolu lei pakalana o kēlā halekū'ai ma 'ane'i mai o ka hale'aina Pākē.**
7. **He makemake ko'u e ho'ā'o i ko laila mea'onohaupia i kekahi manawa.**
8. **Ua hā'ule ihola 'o ia i loko o ka 'aila wela.**
9. **I kēlā mahina, 'o wau kekahi o nā keiki hana ma kēlā wahi.**
10. **A aia i lalo o kona moe nā kālā a pau a me kona mau apolima.**
11. **Ke hāpai 'ia nei nā ukana ma luna o ke kalaka.**
12. **E ko'u hoaaloha, 'a'ohe kahua mokulele o kēlā wahi i kēia mau lā.**
13. **Akamai loa kēlā po'e i ka lawai'a.**
14. **Nui nā hua o luna o kēia kumulā'au a 'A'ala mā.**
15. **No laila, he māka'i 'o Kawehi ma Moloka'i i kēia manawa.**
16. **E ke kumu, 'o kēia ko'u.**
17. **E ka pēpē, mai inu 'oe i kēnā waiū.**

18. **He iwi pipi nui kā kāna ʻīlio liʻiliʻi ma lalo o ke kumumanakō.**
19. **He kanalimakūmāono ona mau makahiki.**
20. **I ke Kalikimaka, aia lākou a pau ma ka home o nā mākua i Kahuku.**
21. **ʻAe, ʻaʻohe ʻumiʻumi o kona kaikaina.**
22. **E Keoki, he ʻūpā lapuwale nō hoʻi kēia ma luna o kāu pākaukau.**
23. **E hele ana mākou i kekahi kiʻiʻoniʻoni i kēia ahiahi.**
24. **He kanahikukūmāwalu mau pua kīkā o loko o kēia lei.**
25. **ʻO wai kēlā mea mahaʻoi ma waho o ka lānai?**

Haʻawina 2. Make two Hawaiian examples each for the nine **pepeke** structures that you know. Compose your examples without thinking in English and then translate the results into English.

Haʻawina 3. Now see if you can the **pepeke** with concepts. Do not translate the following English sentences. Just identify the pattern you would use to express the same idea in Hawaiian.

Example: The old lady had seven lamps in her garage. (Have an amount, non-**papani** pattern.)

1. He ate namasū, pizza, adobo, and crackers with his poi.
2. We saw twelve goats out at **Makua** last weekend.
3. My uncle has an old truck.
4. The African snail with the white dot on his shell is still under the lily plants at school.
5. Right now, we have a gorgeous brown sofa in our store for $129.37.
6. I am the youngest boy.
7. The third annual picnic of the **ʻŌlapa** Canoe Club is this Saturday at three o'clock in the afternoon.
8. His great,great,great grandfather was one of the very first Japanese in Hawai'i.
9. These people have a lot of **aloha** for the school.
10. We have some soda bottles from the old Hilo Soda Works.
11. My uncle is forty-nine.
12. These little weird things here on the floor are kind of round and slippery.

13. **Koahaole** is the name for **ʻēkoa** on **Oʻahu**.
14. The kids have a fort up in the **wilelaiki** bushes behind the market.
15. I have plenty pencils in my top drawer.
16. The Wizard of Oz is on television tomorrow night.
17. We have seven cats.
18. John folks are down at the beach.
19. My mother doesn't have a car.
20. There are a lot of hotels in **Kīhei** now.
21. He is drinking beer with his friends on the hotel **lānai**.
22. They are busboys at that fancy restaurant downtown.
23. I have seven **āholehole** and one **poʻopaʻa**.
24. That bird killing mongoose is out by the pigeon coop right now.
25. This store has fresh **poi** on weekends.

Haʻawina 4. Make two English examples appropriate for each of the nine **pepeke**. You do not have to translate them.

The **Poke**

The basic unit of the Hawaiian language is the **poke**. A **poke** is a chopped piece of the **pepeke** just like the chopped piece of fish or squid which is the **poke** that we eat. To be a good speaker of Hawaiian, these poke have to become ingrained in your thinking and pronounciation habits. The two basic **poke** types are the **poke painu** and the **poke kiʻa**.

The **Poke Painu**

The **poke painu** is the easiest to identify since there are only a few words that can come at the beginning of a **poke painu**. You know five of these **māka painu**. (In addition, we shall consider the absence of a word in the **māka painu** position as a sixth **māka painu** with a meaning distinct from the other five.)

Nā Māka Painu

1.	**Ua --**	A.	Marks past action or state of being.
		E.	Marks completed action, completed state of being or condition.
2.	**Ke -- nei**	A.	Marks an action or condition in the process of becoming completed at the present time.
3.	**E -- ana**	A.	Marks an action or condition as to completed in the future.
		E.	Marks an action or condition in the process of being completed.
4.	**E --**	A.	Marks a positive suggestion that an action or condition be completed.
		E.	Is translated as "to" when occurring within another sentence.
5.	**Māka ʻole**	A.	Marks an action or condition without emphasizing time or completion.

Only one of these six possibilities can be used at a time and the word following the **māka painu** must be a **memeʻa** word. The **poke painu** in the following examples are underlined.

Ua hele mai ʻo Keola i ka hale.
Mai ninini ʻoe i ka waiū.
I nehinei, ua hīmeni lāua ma laila.
Ke ʻōlelo nei ka wahine iaʻu e hīmeni iā Ka Makani Kaʻili Aloha.
Kapakahi kēia papaʻeleʻele.

Haʻawina 5. Go over the sentences in Haʻawina 1 and underline the **poke painu**. Note that not all the sentences contain a **poke painu.**

The **Poke Ki'a**

Like the **poke painu** which is identified by its initial **māka painu**, the **poke ki'a** is identified by its initial **'ami**. We have learned nine **'ami** so far.

Nā 'Ami

1. **me**

A. Marks something as accompanying something else. English translation : "with"

Aia 'o ia me kona 'anakala. He is with his uncle.
Ua hele 'o ia me a'u. She went with me.

E. Marks something as a tool in performing an action. English translation: "with".
Ua 'oki 'o ia i ka i'a me kona pahi.
He cut the fish with his knife.

2. **o**

A. Marks someone or something as having something without being able to control the fact of possession. English translation: "of", "'s".

nā maka o ka 'īlio The dog's eyes
nā manakō o Kona the mangos of **Kona**

E. Marks someone as owning something in order to wear it, or be on, under, inside, or behind it. English translation: "of", "'s".

ka pāpale o ka wahine the woman's hat
kēia hale o ko'u 'anakala this house of my uncle's
ka noho o ke kanaka the man's chair

3 **a** A Marks someone as owning something in ways not marked by o English translation: "of", "'s", "by" (made by).

ka ʻīlio a ke keiki	the boy's dog
kēia puaʻa a lāua	this pig of theirs
ke mele a Liliʻuokalani	the songs by **Liliʻuokalani**

4. **e** A. (**ʻami hea**) Marks someone or something as being talked to. English translation: usually nothing, in old fashioned English "oh" is sometimes used, and local English follows Hawaiian in using "eh".

E koʻu aliʻi wahine aloha, e hoʻolohe mai ʻoe i kaʻu noi.
O beloved queen, hear my request.

E Keoni, e hele pū ana ʻoe?
Eh Keoni, you going too?

5 **ʻo/O** A. (**ʻami ʻaike**) Marks the beginning of a **pepeke ʻaike.** Nothing occurs before the **kaʻi he**, and **ʻo** everywhere else. No English translation.

ʻO wau kona kaikunāne.	I am her brother.
ʻO kēlā hale kona halepule.	That building is his church.
He mākaʻi kona kaikunāne.	Her brother is a policeman.

6. **O/ʻo** A. (**ʻami piko**) Marks the **piko** of a **pepeke**. The **ʻami ʻo** occurs before all **iʻoa** (e.g., **Lānaʻi, Kimo, luna**) and **ia** "he/she". Nothing occurs before all other **piko**. No English translation, but the English equivalent of the **piko** is usually at the very beginning of a sentence.

Ua ʻakaʻaka ʻo Lei iā Nani.	Lei laughed at **Nani.**
Aia ʻo ia ma ʻō.	She is over there.
Wela ʻo ʻaneʻi.	It is hot here.
Nani kēia hale.	This house is pretty.
E hele ana au me ʻoukou.	I am going with you.

7. **ma** A. Marks the location of someone, something, or some event. The location can be in time or space. English translation: "in", "on", "at".

Aia 'o ia ma ke kaona. He is in town.
Aia ka mea'ai ma ke pākaukau. The food is on the table.
'Ike au iā ia ma ke kula. I see her at school.
Aia ka pā'ina ma ka Pō'alima. The party is on Friday.
Aia 'oe ma hea? Where are you?

8. **i/iā** A. Marks location in the same way as ma. The **'ami iā** is used with **papani** and those **i'oa** that refer to people and living things. English translation: "in", "on", "at", "has".

Aia ke keiki i Honolulu. The boy is in **Honolulu.**
Aia ka'u pahi iā Keola. **Keola** has my knife. (on him)

E. Marks the thing or person toward which an action is moving. This is a function not usually marked with ma. English translation: "to" or nothing.

Ua hele 'o ia i ke kuahiwi. He went to the mountain.
Ua hā'awi 'o ia i ke kālā iā 'oe. He gave the money to you.
He gave you the money.

9. **iā/i** A. (**'ami lauka**) Marks something or someone acted upon in some way by a **hamani** word. The **'ami iā** is used with **papani** and all **i'oa** including place names and **i'oahenua.** Sometimes translated "with", "of", "at", "for", but usually no English translation. Note however that the English equivalent of the **lauka** usually comes right after the action.

Ua 'ai 'o ia i ka i'a. He ate the fish.
Ua 'ike au iā Haleakalā. I saw **Haleakalā.**
Huhū 'o ia iā lāua. He is mad at them.
Kama'āina au i kēlā 'ohana. I am familiar with that family.

The match between Hawaiian **'ami** and English words like "with", "to", "at", etc is not perfect When translating from English, it is best to think in terms of the purpose of the **'ami** (e g marks an owner, marks a **lauka**, etc.) than to think English "with" will always be translated as Hawaiian **'me'**,English "of" will always be translated as Hawaiian **"o"** etc Practice deciding which **'ami** to use for expressing the underlined thoughts in the English sentences below:

Examples

He ate the fish with the fork yesterday.
O/'o iā/i me i/iā or ma

The mother of the boy is mad with him.
O/'o o iā/i

I am his teacher now.
'o/O O/'o i/iā or ma

1. This man is a policeman, John.
2. **Keola** is going to the beach with his friend
3. He threw the dog's bone inside
4. That fish of your's is the same one I saw last Friday.
5. This is one of the doctors.
6. **Nani** spoke of him to me and **Kalei.**
7. We heard the bird in the park.
8. **Keola** plays guitar with his cousin there.
9. Friend, that aunty of mine is really mad at you.
10. We walked home along the beach.
11. **Pua'a** and Honda are our neighbors on this side.
12. She hit me with that big hat of yours.
13. Don't give the candy to Joseph, Patrick!
14. I'm familiar with **Kekaha** on Kaua'i.
15. Clean the bottom of this pan of **Kaho'i's** children.
16. This is my comb now.

Points to Remember About **'Ami** in the **Poke Ki'a**

Only one **'ami** is used in a **poke ki'a** at a time. A **poke ki'a** must start off with an **'ami** with two exceptions:

1. The **'ami 'aike 'o** is deleted before **he** in the **pepeke 'aike**. (**'O ka wahine ka'u kumu. He wahine ka'u kumu.**)

2. The **'ami piko 'o** is deleted before all types of words except the **papani** "**ia**" and **i'oa** including the **i'oahenua**. (**Nani lāua., Nani ka hale., Nani ko'u hale.**, but, **Nani 'o ia., Nani 'o waho., Nani 'o Maui.**)

3. The **'ami lauka "iā"** is used before **i'oa** referring to places and **i'oahenu** as well as before **papani** and **i'oa** referring to people. The **'ami "iā"** 'to', 'in', 'on', 'at', is used with the same types of words except that it is used with **i'oahenua** and **i'oa** referring to places (e.g. **Makemake au iā Moloka'i., Hele au i Moloka'i., Holoi au iā loko o ke pola., Aia ka poi i loko o ke pola.**)

There are few unexpected forms with some of the **'ami** and **papani** combinations.

Incorrect Expected Form	Correct Actual Form	English
iā au	**ia'u**	to me, at me, me (lauka)
me au	**me a'u**	with me
o au	**o'u**	of me, of mine
a au	**a'u**	of me, of mine
o 'oe	**ou**	of you, of yours
a 'oe	**āu**	of you, of yours
o ia	**ona**	of him/her, of his/hers
a ia	**āna**	of him/her, of his/hers

Nā Ka'i

In a **poke ki'a**, an **'ami** comes directly before a **papani** or **i'oa**. With **meme'a**, however, a **ka'i** must intervene between the two.

I'oa	Papani	Meme'a
me Kimo	**me ia**	**me ke keiki**
iā Kimo	**iā ia**	**i kēia keiki**
'o Kimo	**'o ia**	**'o ka'u keiki**

The **ka'i** is required, and is even more important than the **meme'a** itself since the **meme'a** may be dropped as understood. (Those **ka'i** after which a **meme'a** may be dropped as understood have an asterisk next to them in the list below.)

The word may come between the **ka'i** and **meme'a** to indicate **helunui**, that is, that there is more than one individual involved. The only exception to this generalization is that **mau** may not be placed between **ka** (or **ke**) and following a **meme'a**. The combination **ka** plus **mau** is replaced by the **ka'i "nā"**.

You can use only one **ka'i** in front of a **meme'a**. However, a **ka'i** initiated with **ko** or **kā** may be quite long and even include other **ka'i** within it (e.g. **ko ka wahine mau hale**), but the combination of elements acts as a single **ka'i**.

ka	the
ke	the (replaces **ka** before words beginning with **k,e,a,o** and a few others such as **'ano** and **po'o**.)
nā	**helunui** of **ka** and **ke**
he	a, an, some
kēia	this, these
kēnā	that, those (by the person being spoken to)
kēlā	that, those (not by the person being spoken to)
kekahi	one of the, some of the, another, the other, some other, some, a
ko'u	my, mine
ka'u	my, mine
kou	your, yours (one person)
kāu	your, yours (one person)

	his, her, hers
kona	his, her, hers
kāna	their, theirs (two persons)
ko lāua	their, theirs (two persons)
ka lāua	**Keoni**'s
ko Keoni	**Keoni**'s
kā Keoni	the child's
ko ke keiki	the child's
kā ke keiki	this child's
ko kēia keiki	this child's
ka kēia keiki	the children's
ko nā keiki	the children's
kā nā keiki	my child's
ko ka'u keiki	my child's
kā ka'u keiki	
etc...	
ho'okahi	one
'elua	two
'ekolu	three
etc...	

Ha'awina 7. Circle all **'ami** and underline all **ka'i** in Ha'awina 1.

Ha'awina 8. In the following examples, express the underlined portions of the English sentences with Hawaiian **poke ki'a**. Make sure to use the right **'ami** and to include a **ka'i** if the **poke ki'a** contains a **meme'a**.

Example: **Keola** ate **poi** with me this morning.
'o Keola/i ka poi/me a'u/i kēia kakahiaka.

1. **Ku'ulei** shaved his beard on **Kaua'i** with my razor.
2. That brother of hers is a doctor in your birth place, friend.
3. The baggage of that man is wet.
4. Monday, **Kalehua** ate bread with butter.
5. I read another story by **Ke'ala** in September.
6. She hit them with her shoe.
7. **Kalei**, who are the children over there?
8. **Ipo**'s little sister prepared the **pūpū** with her on Sunday.
9. Those doves waited for me last night.
10. They (2) are the boy's grandparents.

6. How many packages are there over here?
7. The mailman has a new radio.
8. What do you want, policeman?
9. Don't go because he is under the truck.
10. He was very embarrassed because he didn't have any doves.
11. What's new here in **Hawai'i**?

Ha'awina Hui Pū 'Ia

1. **Kahōkū**: What a lot of mango this place has!
2. **Kealoha**: How sweet these mangos are!
3. Look up (you 2) on top the tree! Those mangos are ripe!
4. I'll go get the picking pole,
5. and you and **Ipo** pick these ones with your hands.
6. **Kahōkū** & **Ipo**: Who told you that there was a mango tree over here?
7. **Kealoha**: My friend's grandparents told me.
8. Do you guys know **Moke** and **Keoki**?
9. I'm going to take some of these mangos for his house.
10. **Kahōkū**: An overripe mango fell over there, **Ipo**. Take care!
11. **Ipo**: You take care. There's one under your foot.

Ha'awina Hui Pū 'Ia

1. List all nine **pepeke** and give their basic forms from memory.
2. List all six **māka painu** and give their functions from memory.
3. List all nine **'ami** and give their functions from memory.
4. List all eight **ka'i** that are neither **huahelu** nor **ka'i nono'a**.
5. List four **ka'i nono'a** containing a **papani** from memory.
6. Create two **ka'i nono'a** containing an **i'oa** and translate them.
7. Create five **ka'i nono'a** containing a **meme'a** and translate them.

Ha'awina Ho'omana'o

1. How many of you are there?
2. I don't have a seed.
3. This little dove's foot is stuck under the rock.
4. Don't fry bacon on her stove.
5. There's a lot of rubbish in your uncle's yard.
6. The orchids are growing on the big **hāpu'u**.
7. My baby has milk in his bottle.
8. They are the children with him on the street.
9. So, I don't like it.
10. My clothes are starting to get dry.
11. These mangos are very soft now.
12. **Holokai** has forty-three old forks at home.
13. Your aunty's husband likes **Hāna**.
14. I'm going to give this **pīkake lei** to her at seven o'clock.
15. They (2) have three pieces of chocolate.
16. This razor is heavier than that (by you) comb.