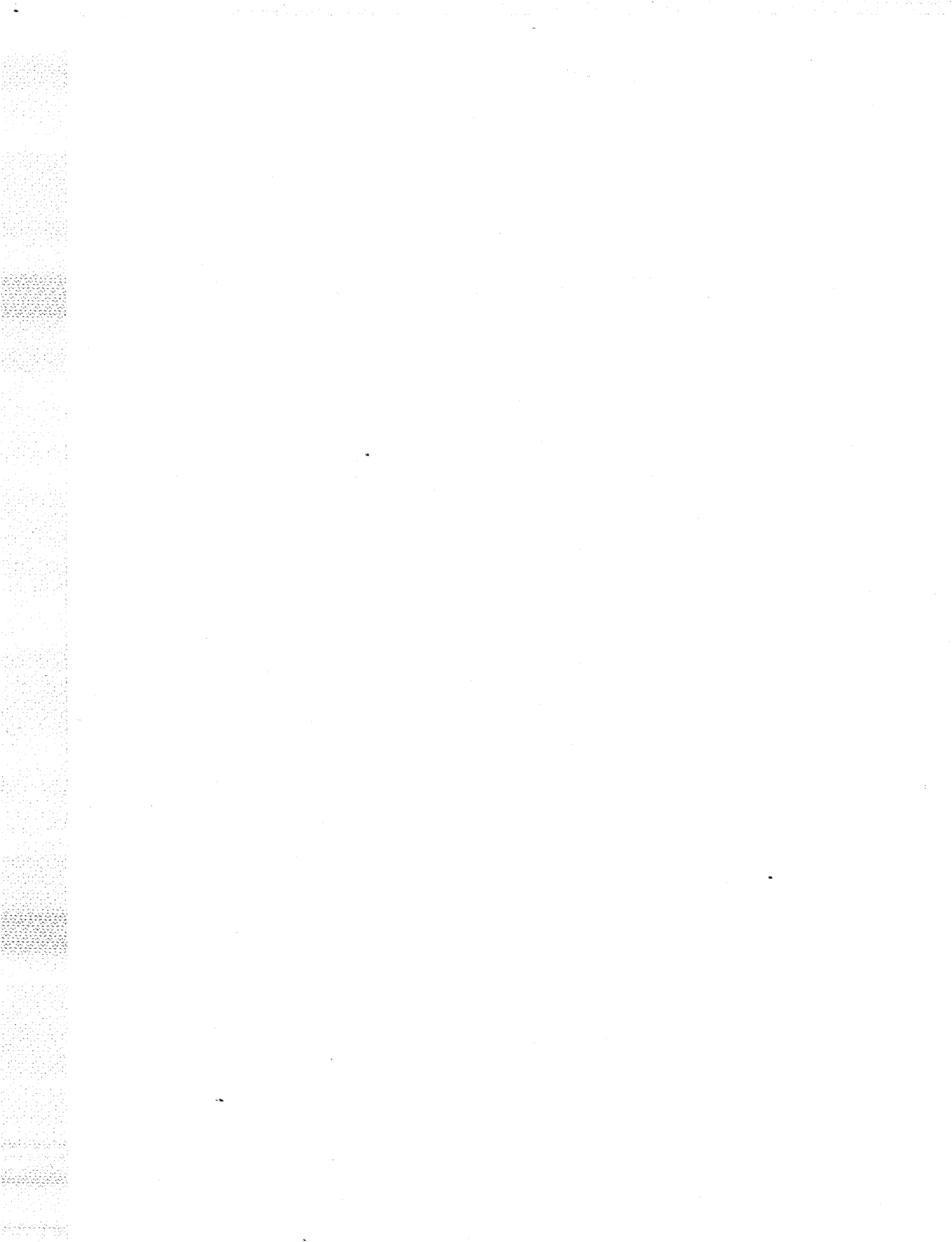


HAITIAN CREOLE

BASIC COURSE

Volume I
Lessons 1 - 10
STUDENT TEXT

December 1973
Revised December 1994
DEFENSE LANGUAGE INSTITUTE



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LESSON 1

GREETINGS

PERCEPTION DRILL

Situation 1: Marie meets her friend Thomas. They say good morning and ask each other what is new. Thomas asks Marie how their friend Alse is.

1. Listen and repeat:

Toma: Bonjou kòmè Mari.

Mari: Bonjou konpè Toma.

Toma: Ban-m nouvèl ou?

Mari: M pa pi mal; e ou-mènm?

Toma: M la. E bès Alse?

Mari: Li pa pi mal, gras a Dye.

2. Listen and repeat:

Bonjou Mari!

Bonjou Alse!

Bonjou konpè!

Bonjou kòmè!

3. Replace the last word in this greeting with the following cue words:

CUE	STUDENT(S)
Mari	Bonjou <u>Mari</u> !
konpè	Bonjou konpè!
Alse	
Toma	
kòmè	
bòs	
kòmè Mari	
bòs Alse	
konpè Toma	
konpè	
Mari	
kòmè	

Situation 2: Marie meets Charles and Thomas. She asks about them and their children.

1. Listen:

Toma: Bonjou kòmè.

Mari: Bonjou konpè; bonjou Chal. Ki jan nou ye?

Toma: Nou pa pi mal, e ou-mènm? Ki jan ou ye?

Mari: M-la. E ti-moun yo?

Toma: Yo pa pi mal, gras a Dye.

2. Listen and repeat:

Ban-m nouvèl ou. Ban mwen nouvèl ou.

Ban mwen nouvèl konpè Toma. Ban-m nouvèl konpè Toma.

Ban-m nouvèl li.

Ban mwen nouvèl nou. Ban-m nouvèl nou.

Ban mwen nouvèl bòs Alse. Ban-m nouvèl bòs Alse.

Ban-m nouvèl li.

Ban mwen nouvèl kòmè Mari. Ban-m nouvèl kòmè Mari.

Ban-m nouvèl li.

Ban mwen nouvèl ti-moun yo. Ban-m nouvèl ti-moun yo.

Ban-m nouvèl yo.

3. Replace the last word in the above pattern with these cue words:

CUE

STUDENT(S)

ou
 konpè Toma
 ti-moun yo
 li
 Alse
 ou
 komè Mari
 konpè Toma
 Yo
 nou
 Chal
 kòmè Mari

Ban-m nouvèl ou.
 Ban-m nouvèl konpè Toma.

4. Listen and repeat:

Mwen pa pi mal.
 Bòs Alse pa pi mal.
 Ti-moun yo pa pi mal.
 Nou pa pi mal.

M pa pi mal.
 Li pa pi mal.
 Yo pa pi mal.
 Ou pa pi mal.

5. Replace the first word in the pattern *...pa pi mal* with the cue word:

CUE

STUDENT(S)

Mwen
 Bòs Alse
 Li
 Chal
 Nou
 Konpè Toma
 Ou
 Kòmè Mari
 Yo
 Konpè Alse
 Bòs Toma
 Alse
 Mwen

Mwen pa pi mal (or) M pa pi mal.
Bòs Alse pa pi mal.

6. Listen and repeat:

E ou-mènmm? - M la.	E mwèn-mènmm? - Ou la.
E li-mènmm? - Li la.	E bòs Alse? - Li la.
E nou-mènmm? - Nou la.	E komè Mari? - Li la.
E yo-mènmm? - Yo la.	E konpè Toma? - Li la.

7. Answer the questions:

CUE	STUDENT(S)
E ou-mènmm?	M-la.
E bòs Alse?	Li la.
ou	
Mari	
nou-mènmm	
konpè Toma	
ti-moun yo	
li-mènmm	
komè Mari	
yo-mènmm	
li	
Chal	

Situation 3: Alce meets Thomas. He inquires about him and his children. They are growing and he is holding on.

1. Listen:

Alse: Bonjou konpè Toma!

Toma: Bonjou bòs Alse! Ki jan ou ye?

Alse: M-ap kenbe toujou; e ou-mènmm, ou byen?

Toma: Wi m byen. Ki jan ti-moun yo ye?

Alse: Yo byen tou. Y-ap grandi monchè.

Toma: En ben, o revwa.

Alse: O revwa bòs Alse.

2. Pattern: *Ki jan* (How) + pronoun or noun subject + verb = Question
Listen and repeat:

Ki jan ou ye?

Ki jan nou ye?

Ki jan Mari ye?

Ki jan ti-moun yo ye?

Ki jan

3. Make the necessary change according to the cue word:

CUE

STUDENT(S)

ou

Ki jan ou ye?

Mari

Ki jan Mari

ye

li

bòs Alse

nou

Yo

Toma

ti-moun yo

mwen

kòmè

Mari

konpè Toma

Chal

4. Pattern: subject + *ap* or *ape* + verb = progressive form, present tense
Listen and repeat:

Ti-moun yo ap grandi.

Y-ape grandi.

Y-ap grandi.

Ti-Mari ap grandi.

L-ape grandi.

L-ap grandi.

N-ape grandi.

N-ap grandi.

M-ape grandi.

M-ap grandi.

Ou ape grandi.

Ou ap grandi.

5. Change the following sentences using the *ap* form:

CUE	STUDENT(S)
Mari grandi.	Mari ap grandi.
Yo grandi.	Y-ap grandi.
Nou	
Else	
Ti-moun yo	
Mwen	
Li	
Ou	
Toma	
Yo	
Nou	
Li	

6. Listen and repeat:

M-ap kenbe toujou, monchè.	N-ap kenbe toujou, monchè.
Toma ap kenbe toujou, monchè.	Y-ap kenbe toujou, monchè.
Ou ap kenbe toujou, monchè.	

7. Replace the first word with the cue word:

CUE	STUDENT(S)
Mwen	<u>M</u> -ap kenbe toujou, monchè.
Toma	<u>Toma</u> ap kenbe toujou, monchè.
Yo	
Ti-Mari	
Nou	
Bòs Else	
Ou (W)	
Li	
Chal	
Komè Mari	
Ti-moun yo	
Mwen	

8. Answer the following questions:

CUE	STUDENT(S)
M byen, e ou?	M byen tou.
M byen, e Mari?	Li byen tou.
ti-moun yo	
bòs Alse	
nou	
Yo	
li-mènm	
kòmè Mar	
ou	
nou	
Chal	
konpè Toma	

DIALOGUE

GREETINGS

Scene: Downtown Port-au-Prince

Characters: Marie Baptiste, Thomas Louis, her friend Alce (a mutual friend who does not appear)

Thomas: Hello, Marie.

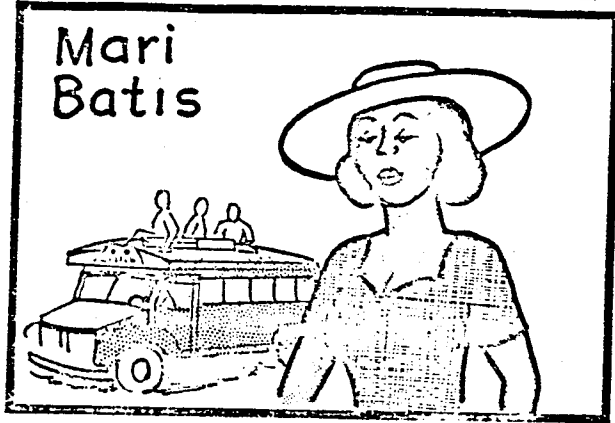
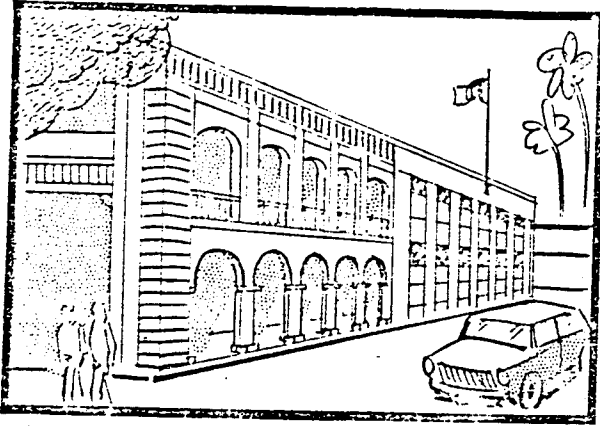
Marie: Hello, Thomas. How are you?

Thomas: I'm fine. And you?

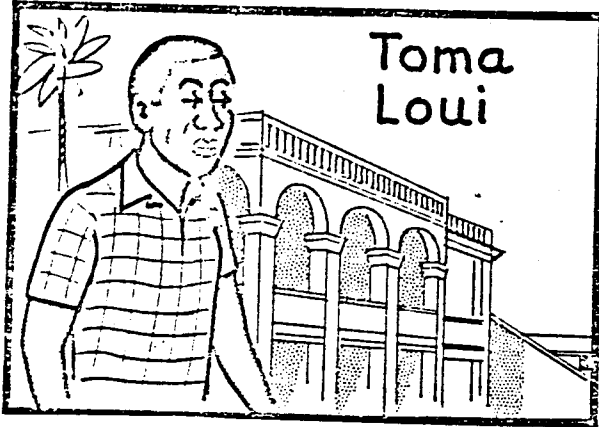
Marie: I'm fine.

Thomas: And Alce, how is he?

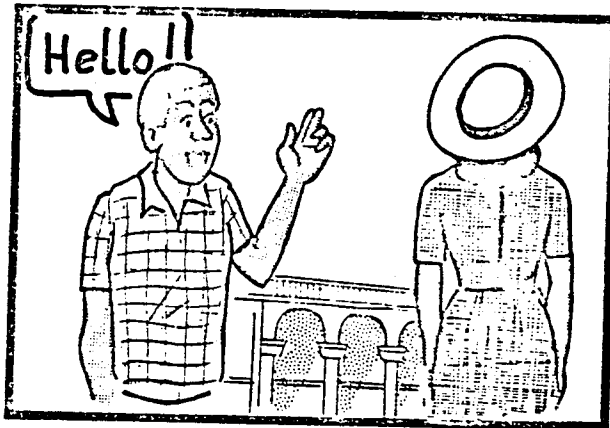
Marie: Thank God, he's fine, too.



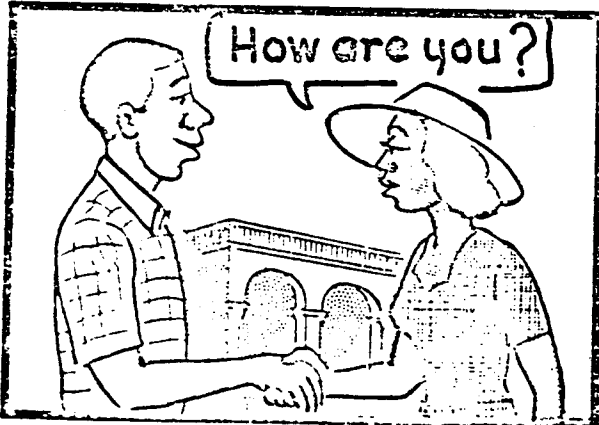
Mari
Batis



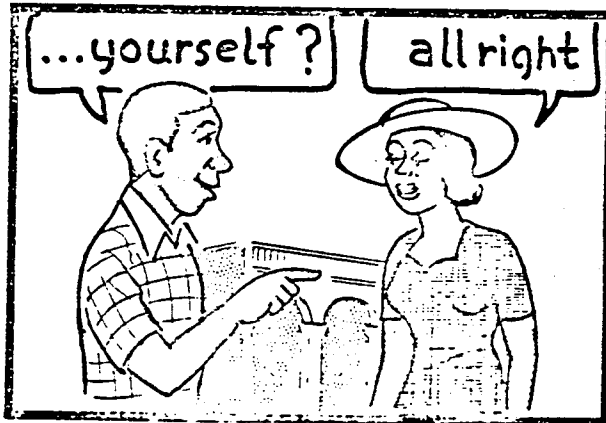
Toma
Loui



Hello!

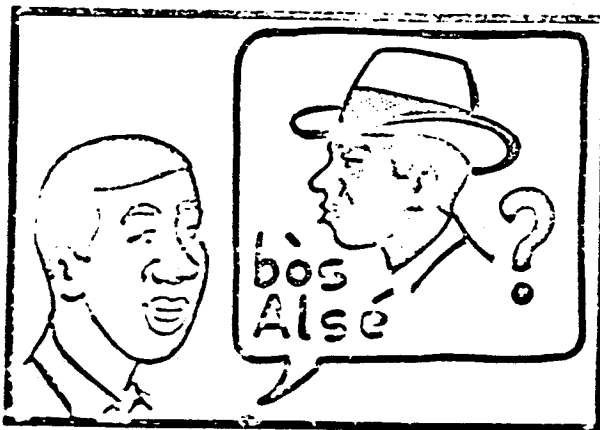


How are you?



...yourself?

all right



bos
Aisé?



Thank
God..

GREETINGS

Characters: Mari, Toma

Marie Baptiste meets her friend, Thomas Louis, in downtown Port-au-Prince.

Toma: Bonjou kòmè Mari.

Mari: Bonjou konpè Toma. Ban-m nouvèl ou?

Toma: M pa pi mal. E ou-mènm, ki jan ou ye?

Mari: M la.

Toma: E bès Alse, ki jan li ye?

Mari: Gras a Dye, li byen tou.

Dialogue Buildup

Mari
komè

bonjou
Bonjou komè Mari.

konpè
Bonjou konpè Toma.

ou
nouvèl
nouvèl ou
m
ba, ban
ban-m
Ban-m nouvèl ou?

mal
pi
pa
pa pi mal
M pa pi mal.

ye
ou ye
jan
ki
ki jan
Ki jan ou ye?

-mènm
ou-mènm
e
e ou-mènm
E ou-mènm ki jan ou ye?

la
M la.

Marie
person who is the godmother of
one's child (see Cultural Notes)
hello
Hello, komè Marie.

person who is the godfather of one's
child (see Cultural Notes)
Hello, konpè Thomas.

you, your
news
news of you
me
to give
give me
How are you?

bad, badly
more
not
not so bad
I'm not so bad.

to be
you are
way, manner
which, what
how
How are you?

-self
yourself
and
and yourself
And yourself. how are you?

there
I'm all right.

li
ki jan li ye
Alse
bòs
bòs Alse
E bòs Alse, ki jan li ye?

he, she, it
how is he (she, it)
Alce
boss, chief (see Cultural notes)

And bòs Alce, how is he?

tou
byen
li byen tou
Dye
gras a
gras a Dye

also
fine
he's fine too
God
thanks to
Thank God (see Lesson 2, Cultural Notes)

Gras a Dye , li byen tou.

Thank God, he's fine too.

Adjunct

Mari Baptiste kontre
Toma Lwi.

Marie Baptiste meets
Thomas Louis.

Ki moun Mari Baptiste kontre?

Whom does Marie Baptiste meet?

Toma di bonjou.

Thomas says good morning.

Li mande *nouvèl* bòs Alse.

He asks for news of bòs Alce.

Ki sa li mande?

What does he ask?

Cultural Notes

Konpè and Kòmè

The terms of address *konpè* and *kòmè* are widely used, especially in rural Haiti, informally to indicate friendship and also more respectfully or formally with a surname or other name to indicate deference. However, it is wise for a newcomer to Haiti to use this form of address with caution, especially in an urban community.

In a baptismal ceremony in the Catholic Church the godparents of the child are referred to as *konpè* and *kòmè*. With this title the godparents assume the responsibility of caring for the child in case the parents die or in any emergency. Also, in the Haitian wedding ceremony in the Catholic Church, the best man and maid of honor are referred to as *konpè* and *kòmè*. For Epiphany and in many voodoo ceremonies these terms have special religious significance.

Bòs

The expression *bòs* is usually used to address an artisan (shoemaker, carpenter, mason or mechanic). It is also equivalent to English 'boss'. When used in a somewhat jocular way, it implies a certain familiarity or a sense of superiority and should therefore be used with caution by the outsider.

PRONUNCIATION AND GRAMMAR DRILLS

Tape No. 1-B

Pronunciation Drill: /i/, /a/, and /ou/

In these pronunciation drills you will be given instructions for the pronunciation of Creole sounds and you will be given practice in their pronunciation.

1. The Vowel *a*

The Creole *a* is intermediate to the vowels of English *pat* and *pot*.

Repeat:

ba la sa pa ta va na ya loua ja pa ka m-a

bag lak pat klas rad kat chat ap gras sav tak bay

Repeat the following two- or three- syllable items:

ava papa malad patat kapab boua-a gaga kaka zaza

kasav bagay babay garaj travay rad la gwayav

baka patat la kasav la kay sa-a

2. The Vowel *i*

Compared to the vowel of English *key* or *lease*, Creole *i* is shorter and tenser. It is also produced without any glide sound. Your lips should assume a smiling position before you begin to pronounce the syllable and you should keep this position during the pronunciation of the entire syllable.

Practice Creole *i* in the following one-syllable items:

li ki pi ti bi si di fi Gi vi ji mi ni ri

jip lit kiv pil tim Bim siv fig Jil mit nil riz sis

dis vit plis

Repeat the following two-syllable items.:

lavi Mari padi malis pitit kabrit lavil
 midi mimi Lidi piti diri isit pitit

Repeat the following three-syllable items:

jijiri pitimi simili pitit fi

The following two-syllable items contain *a* in the first syllable and *i* in the second:

pati padi lavi lari Mari Gabi
 chasi malis kabrit lavil machi-n Alsid

Now the first syllable contains *i* and the second *a*:

ki sa chita liv la vis la

Practice:

ki sa Gabi fanmi vis la pitit

3. The Vowel *ou*

Creole *ou* is produced with the lips rounded and slightly protruding. The lips should assume a rounded and tense position during the pronunciation of the entire syllable. Compared to the vowel of English do or moose, it is shorter and tenser, and it is produced without any glide sound.

Practice the following one-syllable words:

dou jou tou chou lou gout rouj moun
 douz soup dous kou

The following two-syllable items contain *ou* in both syllables:

doudou joujou toujou poujou douz chou koukou

Practice the following three-syllable items:

doukounou choupoulout jouroumou
nou tout sou

Practice the following two-syllable items containing various combinations of *i*, *a*, and *ou*:

bijou	li tou	li fou	di nou
kouri	mouri	kousi	kou li
ti-moun	wi fout	rou-a	gout la
douz rad	tout chat	mapou	kajou
jalou	makout		

Practice the following items containing various combinations of *i*, *a*, and *ou*:

bakoulou	m-ap di ou	ti-moun ou	y-ap di ou
pitit la	diri-a	initil	l-a di sa
li isit	ou isit	pitit ou	ou malad
ou pa pi mal			

Lexical Variation Exercises

In the following exercises substitute the cue in the appropriate slot of the base sentence and construct a new sentence containing the cue.

1. Basic sentence:

Bonjou kòmè.
konpè
bòs Alse
Toma Louis
Mari Batis
kòmè

Bonjou kòmè.
Bonjou konpè.

2. Basic sentence:

Ban-m nouvèl ou, bòs Alse.
Mari
Toma Lwi
Mari Batis
Toma
bòs Alse

Ban-m nouvèl ou, bòs Alse
Ran-m nouvèl ou, Mari.

3. Basic sentence:

M la.
Li
Mari
Toma
Bòs Alse
M

M la.
Li la.

4. Basic sentence:

E Mari, ki jan li ye?
E Toma
E bòs Alse
E Mari Batis
E Toma Lwi
E Mari

E Mari, ki jan li ye?
E Toma, ki jan li ye?

5. Basic sentence:

Gras a Dye , li byen tou.
Mari
Toma
Toma Lwi
bòs Alse
li

Gras a Dye , li byen tou.
Gras a Dye . Mari byen tou.

6. Basic sentence:

E Mari, li byen tou?
E Toma
E bòs Alse
E Toma Lwi
E Mari

E Mari, li byen tou?
E Toma, li byen tou?

7. Basic sentence:

L-ap kenbe toujou.
Mari
bòs Alse
Toma
Li

L-ap kenbe toujou.
Mari ap kenbe toujou.

8. Basic sentence:

E ou-mèn m bòs Alse, ki jan ou ye?
monchè
Mari
machè
Toma
konpè

E ou-mèn m bòs Alse, ki ian ou ye?
E ou-mèn m monchè, ki jan ou ye?

9. Basic sentence:

En ben Toma, o revwa.
Mari
monchè
bòs Alse
machè
kòmè

En ben Toma, o revwa.
En ben Mari, o revwa.

10. Basic sentence:

Mari
bòs Alse
Toma Lwi
machè
bòs

O wi, Mari; y-ap grandi.

11. Basic sentence:

E bòs Alse, ban-m n ouvèl-li.
E ti-moun yo
E ou-mèn
E Mari
E nou-mèn

E bòs Alse, ban-m nouvèl-li.
E ti-moun yo, ban-m nouvèl yo.

12. Basic sentence:

E Toma, li byen tou?
E Mari Batis
E ou-mèn
E ti-moun yo
E kòmè Mari

E Toma, li byen tou?
E Mari Batis, li byen tou?

Grammar Exercises

The exercises are designed to give you additional practice in the use of basic grammatical features.

1. Repeat the following basic sentence: M pa pi mal.
Substitute the noun or the pronoun on cue as indicated.

Li	<u>Li</u> pa pi mal.
Yo	<u>Yo</u> pa pi mal.
Toma Lwi	
Nou	
bòs Alse	
Ou	
M	

2. Repeat the sentence: Ban-m nouvèl ou. Change the noun or pronoun in cue.

<u>li</u>	Ban-m nouvèl <u>li</u> .
Mari Batis	Ban-m nouvèl <u>Mari Batis</u> .
yo	
Lwi	
Mari	
nou	

3. Repeat: M la
Change the noun or pronoun in cue.

<u>yo</u>	<u>Yo</u> la.
Li	<u>Li</u> la.
nou	
m	
li	
yo	

4. Repeat: Ki jan ou ye?
Change the noun or pronoun in cue.

li
bòs Alse
yo
ou
nou
Mari
konpè Toma

Ki jan li ye?
Ki jan bòs Alse ye?

5. Change to the continuative.

M kenbe toujou.
M grandi tou.
Ou ban nou nouvèl li.
Ou kenbe.
Ti-moun yo grandi tou.

M-ap kenbe toujou.
M-ap grandi tou.

6. Change from the continuative to the simple verb form.

M-ap kenbe.
Ou ap ban nou nouvèl li.
M-ap grandi tou.
L-ap kenbe toujou.
Ti-moun yo ap grandi.

M kenbe.
Ou ban nou nouvèl li.

7. Translate into Creole.

I'm holding on.
They grew up.
You're growing up.
We hold on
I'm growing up.

M-ap kenbe.
Yo grandi.

Question-Answer

Using the pronouns and the cue in parentheses, reply in a complete sentence.

Example: Question: E ou-mènm, ki jan ou ye?
 Cue : (la)
 Answer : M la.

E Mari, ki jan li ye? (byen)	Li byen.
E bòs Alse? (la)	Li la.
E ou-mènm? (pa pi mal)	
E Toma Lwi? (byen tou)	
E Toma, ki jan li ye? (la)	
E Toma, ki jan li ye? (Gras a Dye, byen tou)	
E li-mènm? (pa pi mal)	
E ou-mènm? (la)	

Directed Statements

Say 'She's not so bad.' Li pa pi mal.

Say 'And Marie, what's new with her?' E Mari, ban-m nouvèl li.

Say 'Are you fine?'

Ask someone how he himself is.

Ask whether she's fine too.

Test

Before proceeding, you should test your ability to produce and manipulate the sentences and words you have learned. Supply the Creole equivalents for the following.

Say:

- | | |
|--------------------------------------|--------------------------|
| 1. 'She's not so bad.' | Li pa pi mal. |
| 2. 'And Marie, what's new with her?' | E Mari, ban-m nouvèl li? |
| 3. 'Are you fine?' | Ou byen? |
| 4. 'He's all right.' | Li la. |
| 5. 'Hello' | Bonjou. |
| 6. 'How are you?' | Ki jan ou ye? |
| 7. 'What's new with bès Alce?' | Ban-m nouvèl bès Alse? |
| 8. Ask me how I am myself. | E ou-mènm, ki jan ou ye? |
| 9. Ask me whether she's fine too. | Li byen tou? |
| 10. Tell me that he's not so bad.' | Li pa pi mal. |

COMPREHENSION EXERCISES

Listen and repeat:

Mari Batis kontre Toma Lwi. Konpè Toma di kòmè Mari bonjou. Kòmè Mari di konpè Toma bonjou tou. Li mande li nouvèl li. Toma pa pi mal. Li mande Mari ki jan li ye. Mari ba li nouvèl li. Li la. Li pa pi mal.

Konpè Toma mande kòmè Mari nouvèl bòs Alse. Gras a Dye , li la tou. Li byen. L-ap kenbe toujou. Toma mande Mari ki jan ti-moun yo ye. Li ba-l nouvèl ti-moun yo tou. Yo byen, gras a Dye . Y-ap grandi. Mari di o revwa. Toma di o revwa tou.

Answer the questions:

1. Ki moun Mari Batis kontre?
2. Ki moun Toma Lwi kontre?
3. Ki moun ou kontre? (another student)
4. Ki sa Toma di Mari?
5. Ki sa Mari di Toma?

6. Ki sa li mande Toma?
7. Ki jan Toma ye?
8. Ki sa Toma mande Mari?
9. Ki jan Mari ye?
10. Toma mande Mari nouvèl bòs Alse?

11. Ki jan Alse ye?
12. Li mande nouvèl ti-moun yo tou?
13. Ki jan ti-moun Mari yo ye?
14. Ki jan ti-moun yo ye?
15. Y-ap grandi?

16. Ki jan ou ye? (to a student)
17. Ki jan li ye? (to another student, pointing to the previous one)
18. Ban-m nouvèl ou?
19. Ban-m nouvèl li? (pointing to another student)
20. Ou mande-m nouvèl mwen?

21. Ou kontre mwen Montere? Ou kontre-m Montere?
22. Ou di-m bonjou?
23. Ou di-l bonjou? (pointing to another student)
24. Ki sa ou di? (bonjou)
25. Ki jan Toma Lwi ye?

26. Ou byen?
27. Ki sa li di?
28. Ki sa-m mande?
29. Ki jan yo ye (pointing to the other students)
30. M-la. Ki jan m ye?

GRAMMAR NOTES

The Grammar Section is designed to isolate basic grammatical features of Creole which you have encountered in the Dialog and the Perception Drill.

Personal Pronouns: Form

1. In Creole, personal pronouns have only one form. For example, *yo* is used for 'they' and 'them' as well as 'their'. The personal pronouns of Creole are as follows:

Singular	<i>m, mwen</i>	I	<i>me</i>	<i>my</i>
	<u><i>ou</i></u>	you	<i>you</i>	<i>your</i>
	<i>li, l</i>	he	<i>him</i>	<i>his</i>
		she	<i>her</i>	<i>her</i>
		it	<i>it</i>	<i>its</i>
Plural	<u><i>nou, n</i></u>	we	<i>us</i>	<i>our</i>
	<u><i>nou, n</i></u>	you	<i>you</i>	<i>your</i>
	<i>yo, y</i>	they	<i>them</i>	<i>their</i>

2. Note that Creole, unlike English, does not distinguish masculine, feminine and neuter in the third person singular. *Li* or *l* means 'he', 'she', and 'it'.

Personal Pronouns: Position and Function

1. When a pronoun precedes a predicator, it functions as subject.

<i>Li byen</i>	<u><i>He</i></u> 's fine.
<i>M la.</i>	<i>I</i> 'm all right.
<i>Ki jan <u>ou</u> ye?</i>	How are <u><i>you</i></u> ?

2. When it follows a noun, a pronoun functions as possessive adjective.

<i>nouvèl <u>li</u></i>	news of <u><i>him</i></u> (<u><i>her</i></u>)
<i>nouvèl <u>ou</u></i>	news of <u><i>you</i></u>

Continuative Verb Particle *ap*

In Creole, the particle *ap* placed in front of a verb indicates that the action or state is in process at the moment, or is about to take place. When a verb occurs without any particle, time reference is not specified; it may be present or past. Before *ap*, pronouns occur in their short forms and will be so represented.

Examples:

M kenbe.	I hold on/I held on.
versus	
M- <i>ap</i> kenbe.	I'm holding on.
Li grandi.	He grows up. (He grew up.)
versus	
L- <i>ap</i> grandi.	He's growing up.

Plural Nouns

In Creole, the plural marker is *yo* placed after the noun or phrase:

Example:

E ti-moun yo? How are the children?

Ba, ban, bay

Ba or *bay* becomes *ban* in front of a personal pronoun beginning with a nasal consonant: m/mwèr, n/nou.

Li <u>bay</u> Alse nouvèl ou.	He gives news of you to Alce.
Li <u>ba</u> li nouvèl ou.	He gives him (her) news of you .
Li <u>ban-m</u> (mwèn) nouvèl ou.	He gives me news of you.
Li <u>ban-n</u> (nou) nouvèl ou.	He gives us news of you.

VOCABULARY

Note: For items with an asterisk see the Cultural Notes.

a, prep.	to
ap, ape, particle	marker to indicate action or state is going on in the present (before a verb)
ba, bay, v.	to give
bonjou, n.	hello
*bòs, n.	chief, head, boss
byen, ben, adv.	well, fine
di, v.	to say, to tell
Dye, Dye, Bondye, n.	God
e, conj.	and
grandi, v.	to grow (up)
gras a, n.	thanks to
en ben, int.	well, then, well then
jan, n.	manner, way
kenbe, v.	to hold on, to hold
ki, int./rel. marker	which, what, who
ki jan, int./rel. marker	how
ki moun, int./rel. marker	who, who
ki sa, int./rel. marker	what
*komè, kòmè, n.	sister, friend (f)
*konpè, n.	brother, friend (m)
kontre, n.	to meet (with)
la, adv.	there
li, 1. pers. pr.	he, she, it, him, her, his, hers, its
mal, adv.	badly, bad
mande, v.	to ask
menm, adv./adj.	same, even yet, -self

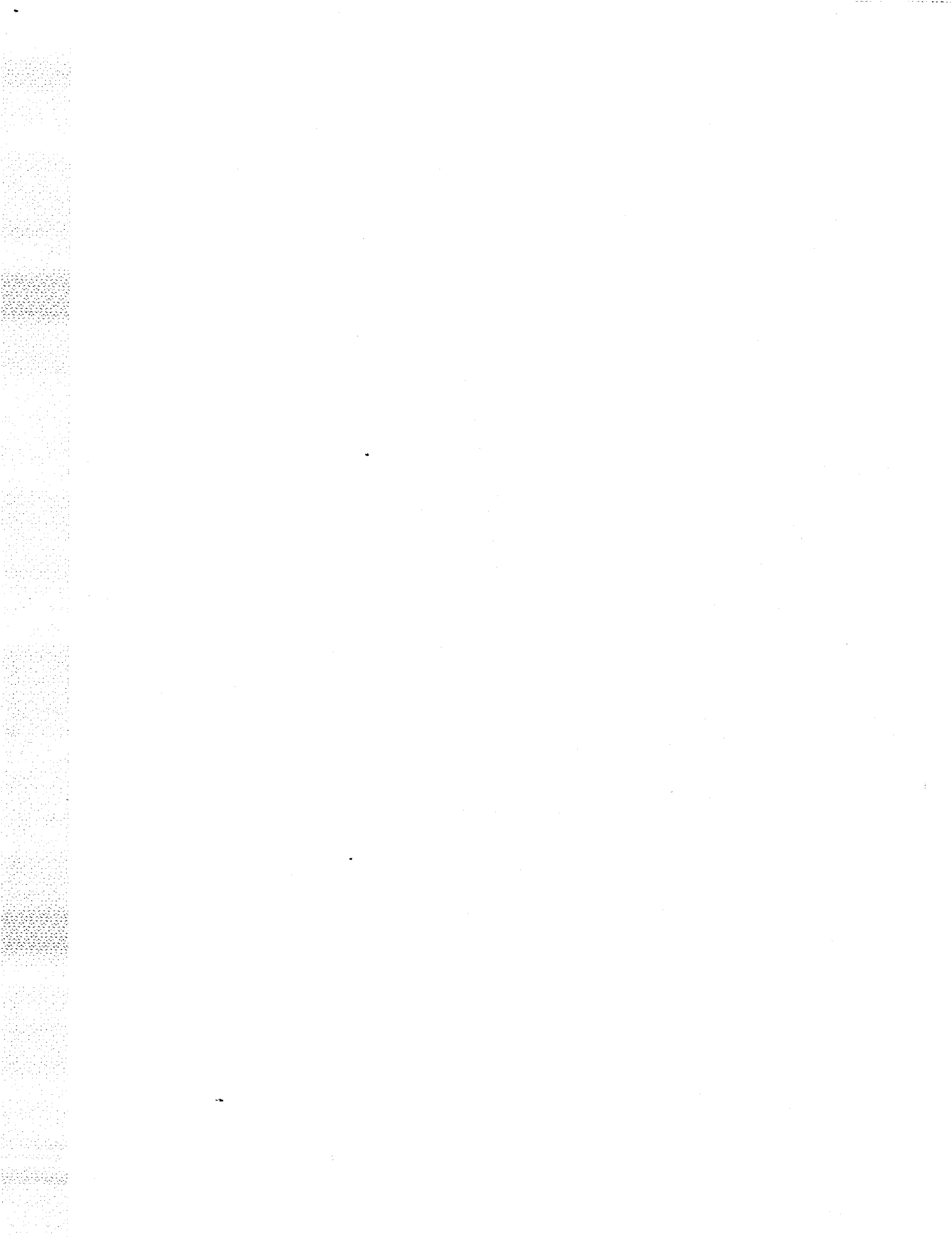
**monchè(masc), machè(fem), n. moun, n. mwèn, m, n.	old man, man, my friend people, person I, me, mine
nou, n.;pers. pr. nouvèl, n.	we, us, our, you (plural), your new, news
O!, int. o revwa, ou, pers. pr. wi, adv.	Ah! Oh! goodbye, so long you, your (singular) yes
pa, adv. pi, adv.	not more
ti, adj. ti-moun, n. tou, adv. toujou, adv.	(before a noun) little child also, too still, yet, always
ye, v. yo, y, pers. pr.	to be they, them, their

*See Cultural Note Lesson 1.

**See Cultural Note Lesson 2.

Idiomatic Expressions

Ban-m nouvèl ou?	What's new with you? How are you?
Ki jan ou ye?	How are you?
M la.	I'm all right.
pa pi mal	not so bad. no worse



LESSON 2

MEETING A FRIEND

PERCEPTION DRILL

Situation 1: Marie meets Gaby. They exchange greetings.

1. Listen and repeat:

Mari: Bonjou kòmè Gabi!

Gabi: Bonjou kòmè Mari!

Mari: Kouman ou ye?

Gabi: M la, e ou-mènm?

Mari: M kon sa. E ti-moun yo?

Gabi: Yo pa pi mal.

2. Listen and repeat:

Kouman ou ye?

Kouman Gabi ye?

Kouman li ye?

Kouman l-ye?

Kouman ti-moun yo ye?

Kouman yo ye?

Kouman nou ye?

Kouman n-ye?

Kouman ou ye?

M kon sa.

E Gabi, kouman l-ye?

Li kon sa.

Kouman ti-moun yo ye?

Yo kon sa.

E nou-mènm, kouman nou ye?

Nou kon sa.

3. Questions and Answers: Pattern - Kouman ... ye?

CUE	STUDENT(S)
Kouman ou ye?	M kon sa.
Kouman Gabi ye?	Li kon sa.
ti-moun yo	
nou	
li	
ou	
Toma	
Alse	
yo	
kòmè	
Mari	
Gabi	
nou	

Situation 2: Marie asks Gaby where she is going. Gaby is going to the market. Marie will see her later.

1. Listen and repeat:

Mari:	Bonjou Gabi!
Gabi:	Bonjou Mari!
Mari:	Ki kote ou prale?
Gabi:	M-prale nan mache.
Mari:	En ben, m-a wè ou pi ta, Gabi.
Gabi:	O revwa, Mari.

2. Pattern: *ap + al(e) = prale, pral, apral, aprale*

Listen and repeat:

Ki kote ou <u>prale</u> ?	Ki kote ou <u>pral</u> bay nouvèl ou?
Ki kote ou <u>aprale</u> ?	Ki kote ou <u>apral</u> kontre Mari.
M prale nan mache.	M pral nan mache.
M-aprale nan mache.	M-apral nan mache.
Ki kote nou prale?	Ki kote-n prale?
Ki kote n-apral kontre Gabi?	N-aprale kontre li nan mache.

3. Listen and repeat:

Ki kote ou prale?	M pral nan mache.
Ki kote Gabi prale?	Li pral nan mache.
Ki kote ti-moun yo prale?	Yo pral nan mache.
Ki kote nou prale?	Nou pral nan mache.

4. Answer the questions on the pattern *Ki kote . . . prale?*:

CUE	STUDENT(S)
Ki kote ou prale?	M pral nan mache.
Ki kote Gabi prale?	Li pral nan mache.
mwen	
nou	
bòs Alse	
ti-moun yo	
Chal	
ou	
konpè	
Toma	
li	
Yo	
Gabi	

5. Listen and repeat:

Gabi pral nan mache.
 Li wè Mari; li kontre ak li.
 Mari pral lapòs.
 Y-a wè pi ta.

6. Listen and repeat:

Gabi kontre ak Mari.	Gabi kontre ak li.	
Gabi kontre avè-l.	Gabi kontre avèk li.	
Gabi kontre Mari.	Gabi kontre li.	Gabi kontre-l.
Li kontre ak li.	Li kontre avè-l.	Li kontre avèk li.
Li kontre li.	Li kontre-l.	

7. Replace the first word with the cue word:

CUE	STUDENT(S)
Gabi kontre ak Mari.	Gabi kontre ak Mari.
Nou	<u>Nou</u> kontre ak Mari.
Li	<u>Li</u> kontre ak Mari.
Yo	
Konpè	
Toma	
Ou	
Bòs Alse	
Ti-moun yo	
Nou	
Mwen	
Chal	
Li	

8. Pattern: pron. subj. + verb + pron. obj.

Listen and repeat:

M kontre li.
Yo kontre li.
Nou kontre li.
Ou kontre li.

Li kontre-m.
Li kontre-w. (ou)
Li kontre yo.
Li kontre nou.
Li kontre-n.
Li kontre li.
Li kontre-l.

Mari wè Gabi. Li wè li. Li wè-l.
Li wè-m: m wè-l.
Li wè-n: nou wè-l.
Yo wè-w: ou wè yo.

9. Replace the last word in the pattern *M wè* with the cue word:

CUE	STUDENT(S)
li	M wè li (or) M wè-l.
Mari	M wè Mari.
ou	
Gabi	
ti-moun yo	
nou	
li	
konpè Toma	
yo	
bòs Alse	
ou	
nou	

10. Pattern: subject + *a* + verb = future

Listen and repeat:

Gabi wè Mari. Li wè-l. Li pral nan mache. L-a wè-l pi ta.
 Li kontre ou. L-a kontre ou.
 Li wè ou. L-a wè ou.

Li mande ou nouvèl ou. L-a mande ou nouvèl ou.
 Li ba ou nouvèl li. L-a ba ou nouvèl li.
 Li di ou bonjou. L-a di ou bonjou.

11. Listen and repeat:

M-a wè ou pi ta.
 Mari a wè ou pi ta.

12. Preface the pattern *a wè ou pi ta* with the cue word:

CUE	STUDENT(S)
Mwen	M-a wè ou pi ta.
Mari	<u>Mari</u> a wè ou pi ta.
Nou	
Gabi	
Yo	
Li	
Konpè	
Toma	
Mwen	
Bòs Alse	
Li	
Yo	
Konpè	
Chal	

13. Listen and repeat:

- Mari: Kòmè Gabi machè, kouman ou ye?
Gabi: M kon sa. E ou-mènm?
- Mari: Gras a Dye, m-ap kenbe.
Gabi: Ki kote ou prale?
- Mari: M pral fè yon ti vire nan mache.
Gabi: M-a wè ou pi ta. O revwa.

14. Listen and repeat:

- Konpè Toma monchè, n-a wè pi ta.
Kòmè Gabi machè, n-a wè pi ta.
- M-ap fè yon ti vire nan mache.
M-ap fè yon ti vire lapòs.
- Nou pral fè yon ti vire nan mache.
N-apral fè yon ti vire lapòs.
- Y-ap fè yon ti vire nan mache.
Y-a fè yon ti vire nan mache.

DIALOGUE

MEETING A FRIEND

- Scene:** On the way to Petionville, a suburb on the heights above Port-au-Prince
- Characters:** Thomas Louis and Alce Baptiste, his friend
- Situation:** Thomas, on his way to the market in Petionville, meets Alce, who is headed for the post office.

Alce: Thomas old man, how are you?

Thomas: Just fine; and you?

Alce: Thank God, I'm okay.

Thomas: And Marie?

Alce: She is so-so.

Thomas: And the children?

Alce: Fine. Growing up.

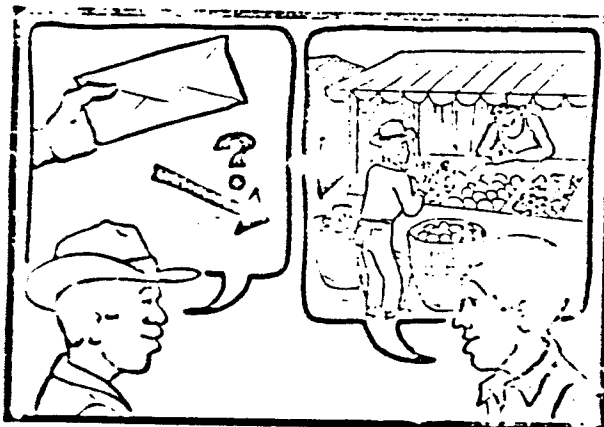
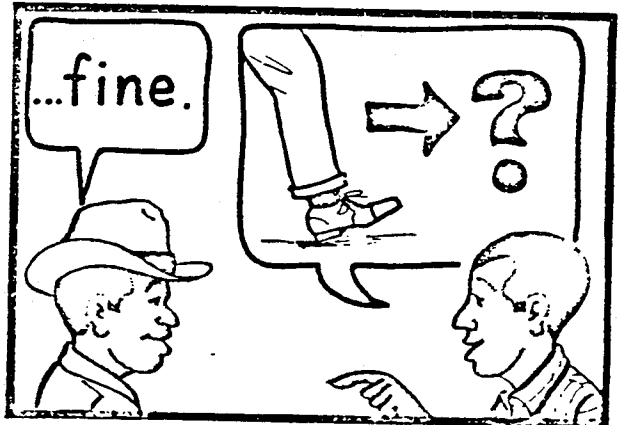
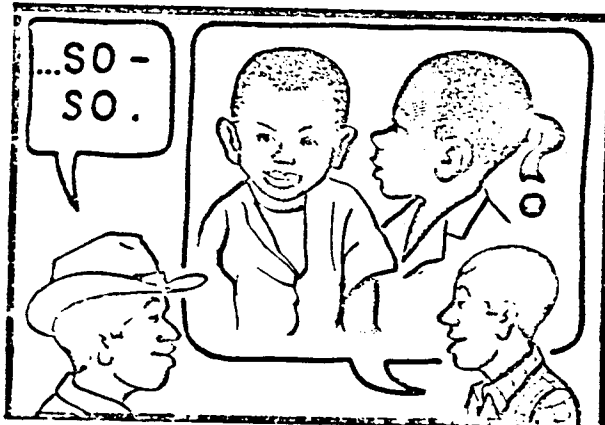
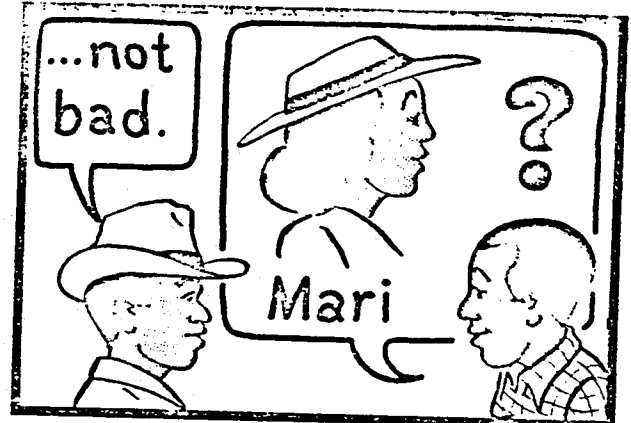
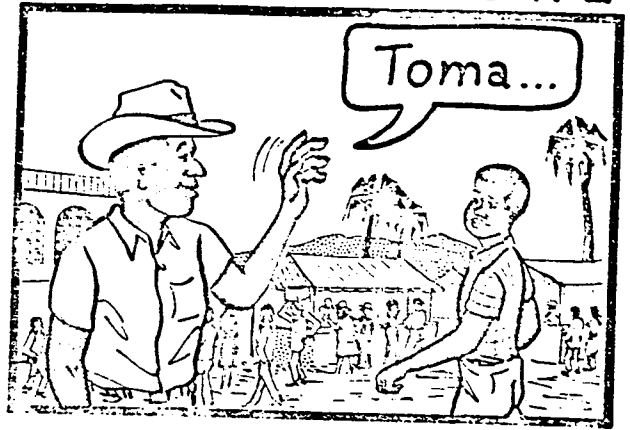
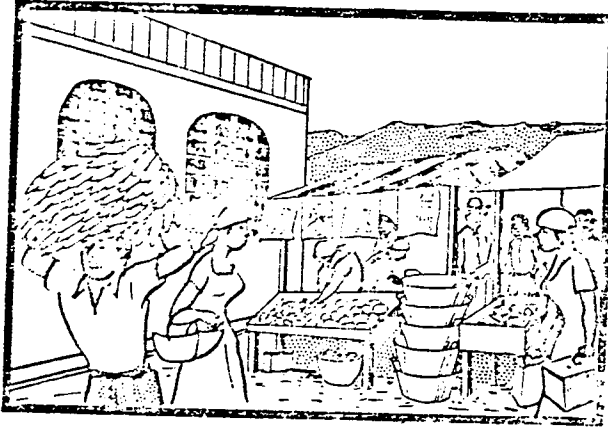
Thomas: Where are you going?

Alce: To the post office. And you?

Thomas: To the market.

Alce: Good, then I'll see you later. Goodbye, Thomas.

Thomas: Goodbye, Alce.



MEETING A FRIEND

Toma prale nan mache Petyonvil.
Nan rout, li kontre ak Alse ki prale lapòs.

Alse: Toma monchè, kouman ou ye?

Toma: M-ap kenbe toujou. E ou-mènm?

Alse: Gras a Dye, m pa pi mal.

Toma: E Mari?

Alse: Li kon sa.

Toma: E ti-moun yo?

Alse: Gras a Dye, y-ap grandi.

Toma: Ki kote ou prale?

Alse: M prale lapòs, e ou-mènm?

Toma: M prale fè yon ti vire nan mache.

Alse: Alò, m-a wè ou pi ta Toma. O revwa.

Toma: O revwa Alse.

Dialogue Buildup

Petyonvil

Petionville, a small town on the heights above Port-au-Prince (see Cultural Notes)

mache

market

nan

to, in

nan mache Petyonvil

to the Petionville market

ale

to go

prale

(ap + ale) to be going

Toma

Thomas

Toma prale

Thomas is going

Toma prale nan mache

Thomas is going to the

Petyonvil

Petionville market.

ak

with

kontre

to meet, to encounter

rout

road, way

nan rout

on the way

Nan rout, li kontre ak Alse.

On the way he meets Alce.

lapòs

post office

prale lapòs

going to the post office

Li prale lapòs.

He is going to the post office.

ki

who

ki prale lapòs

who is going to the post office.

Nan rout, li kontre ak

On the way he meets Alce

Alse ki prale lapòs.

who is going to the post office

kouman

how

kouman ou ye

how are you

monchè

old man (see cultural Notes)

Toma monchè, kouman ou ye?

Thomas old man, how are you?

M-ap kenbe toujou.

I'm still holding on.

E ou-mènm?

And yourself?

Gras a Dye. m pa pi mal.

Thank God, I'm not so bad.

I Mari?

And Marie?

sa	this, that
kon	like, as
kon sa	so-so (literally, like this)
Li kon sa.	She's so-so.
ti-moun	little (one), child
ti-moun yo	children
E ti-moun yo?	And the children?
y-ap grandi.	they're growing up fine.
Gras a Dye, y-ap grandi.	Thank God, they're growing up fine. (see Cultural Notes)
ou prale	you're going
kote	place, location
ki	(question marker) which
ki kote	where (literally, which place)
	(Grammar Notes)
Ki kote ou prale?	Where are you going?
M prale lapòs.	I'm going to the post office.
È ou-mènm?	And yourself?
mache	the market
nan mache	to the market
vire	turn, spin
ti	little (short form of piti)
yon	a (indefinite article)
yon ti vire	a little trip to
yon ti vire nan mache	a little trip to the market.
fè	to do
prale fè	going to do
M prale fè yon ti vire	I'm going to take a little
nan mache.	trip to the market.
ta	late
pi	more
pi ta	later
wè	to see
a	particle indicating future

m-wè
m-a wè
m-a wè ou pi ta
ala
Ala, m-a wè ou pi ta, Toma.

I see
I will see
I'll see you later
well then
Well then, I'll see you later, Thomas.

O revwa
O revwa Alse

Goodbye
Goodbye, Alce.

Adjunct

Toma fè yon vire lakomu-n.

Thomas went to the city hall.

L-al pran yon kat d-idantite.

He has gone for an ID card.

Mari al chèche lèt lapòs.

Marie has gone to get her mail at the post office.

Li pòte kèk lèt lapòs tou.

She also took a few letters to the post office.

Y-al fè chimen yo.

They are gone.

Cultural Notes

Monchè, machè

The terms *monchè* 'old man' and *machè* 'my dear' are used throughout Haiti at all social levels. Among equals they are nearly equivalent to the terms 'honey' and 'dear' used by saleswomen and waitresses in the United States. But these terms of endearment are used more frequently than in the United States. You will note that we generally do not translate them.

Gras a Dye

Haitians attribute all things in life to the Deity, for without Him there would be no food, joy or success. God must then be named, and thanked, whenever one has anything to be thankful for. It is not unusual for one Haitian to correct another who has failed to say *Gras a Dye*.

Petionville

Petionville bears the name of one of the early presidents of the Republic of Haiti, Alexandre Petion. It is located in the heights above Port-au-Prince and contains upper middle class residential districts as well as tourist hotèls. It is noted for its cooler temperatures and striking view of Port-au-Prince and Port-au-Prince Bay. Surrounding Petionville are small rural settlements.

Fè yon (ti) vire

Literally 'to do a little turn around', *fè yon (ti) vire* means 'going for a short while or a short distance'. It may be used alone or with an object to mean without or with a purpose, depending on whether it's on foot, horse, or by car. The English equivalent is 'to take a little stroll, walk or ride, or 'to take a short trip to...'

PRONUNCIATION AND GRAMMAR DRILLS

Tape No. 2-B

Pronunciation Drill: /e/, /è/

1. The vowel *e*

The vowel *e* is produced with the jaws spread apart slightly more than for *i*. As in the pronunciation of the latter, the jaws are held in one position without any movement during the production of the vowel. If there is any movement in the production of *e*, a glided vowel such as that found in English words like *say* results. Contrast the vowels *i* and *e* in the following pairs.

sali	'soiled'	sale	'salted'
kou li	'his neck'	koule	'to sink'
diri	'rice'	dire	'to last'
sou li	'under it'	soule	'drunk'
pa li	'his'	pale	'to speak'
mari	'husband'	mare	'to tie'

Repeat the following two-syllable words ending in *e*.

mache	kache	koule	li vle
vire	dire	prale	lage

The following words contain the vowel *e* in both syllables.

mete	bebe	pete
tete	rete	reve

Read the following items aloud. The confirmation will be given by the voice on the tape.

Two-syllable Words

ase	pase	niche	mete	doue
lage	li vle	vire	Alse	pave
Gabi	kou li	isit	chita	machi-n

Three-Syllable Words

kalite	disipe	eseye
amize	evite	elve

Practice the following sentences.

Gabi ap mache.

Nou prale.

M prale pi ta.

O revwa, Alse

Read the following utterances aloud. The confirmation will be given by the voice on the tape.

pase	ou ye	li mete
sa ou vle	li prale	li rive
nou pa pale	y-ap mache	ki sa ki rive

2. The Vowel è

Compare the following pairs of words.

sè (seù)	'sister'	se	'it is'
kè (keù)	'heart'	ke	'tail'
tè	'earth'	te	'tea'

The first word in each pair contains the vowel è, the one which occurs in such words as *machè*, *wè*. The vowel è is produced with the jaws more apart than for *e*, but the jaws hold the same position without any closing movement throughout the entire pronunciation of the vowel. Contrast è and *e* in the following pairs; the first word contains *e* and the second. è

de	'two'	dè	'of the'
se	'it is'	sè	'sister'
pe	'quiet'	pè	'priest'
ke	'tail'	kè	'heart'
koule	'sunk'	koulè	'color'
lage	'to untie'	lagè	'war'
mache	'market'	machè	'dear'

Practice the following items. Note that here è occurs before a final consonant; *e* seldom occurs in that position.

tèk	kès	bèt	kè-l
sè-m	lèt	nèg	machè
m-a wè	koulè	li pè	

Contrast the following paired words.

se sèt

chè chèk

pe pèl

ke kès

be bèt

le lèt

Change the vowel to *e*.

sè se

pè pe

bè be

koulè koule

lagè lage

machè mache

Read the following words aloud.

vapè machè koulè razè li bèt

de nèg ki lès boule li vle kite

pèdi mèsi pèmèt remèd

Practice the following sentences.

Gabi, machè.
M-a wè ou.
L-a wè ou pi ta.
Alse pa pi mal.

Read the following sentences aloud.

Li bèt.
Kèk lèt.
Sa se sè-m.
Sa ou ap fè?
Ti-moun yo wè de lèt.
Li ban-m de lèt.
M la. E ou-mènm?
M prale chèche kèk lèt.

Lexical Variation Exercises

1. Basic question:

Ki kote ou prale?
 li
 Mari
 yo
 Gabi
 ou

Ki kote ou prale?
 Ki kote li prale?

2. Basic sentence:

M prale lapòs.
 Yo
 Mari
 Bòs Alse
 Nou
 M

M prale lapòs.
Yo prale lapòs.

3. Basic sentence:

E ti-moun yo, kouman yo ye?
 ki jan yo ye?
 ban-m nouvèl yo
 yo byen tou?
 y-ap grandi?
 kouman yo ye?

E ti-moun yo, kouman yo ye?
 E ti-moun yo, ki jan yo ye?

4. Basic sentence:

M prale chèche kèk lèt.
 kat yo
 yon lèt
 yon kat d-idantite
 kat d-idantite-m.

M prale chèche kèk lèt.
 M prale chèche kat yo.

5. Basic sentence:

Ki sa li prale fè lapòs?
lakomu-n
nan mache
Petyonvil
lapòs

Ki sa li prale fè lapòs?
Ki sa li prale fè lakomu-n?

6. Basic sentence:

Gabi ap rive lakomu-n.
nan mache
lapòs
Petyonvil
lakomu-n

Gabi ap rive lakomu-n.
Gabi ap rive nan mache.

7. Basic sentence:

M wè Mari ki prale Petyonvil.
Toma
bòs Alse
ti-moun yo
Gabi
Mari

M wè Mari ki prale Petyonvil.
M wè Toma ki prale Petyonvil.

8. Basic sentence:

Sa ou prale fè?
ap fè
ap chèche
prale chèche
prale pran
prale fè

Sa ou prale fè?
Sa ou ap fè?

Grammar Exercises

Substitute the given pronoun into the base sentence, making any necessary changes in the form of the pronoun.

1. Basic sentence:

L-ap kenbe toujou.

Ou

Yo

Nou

Mwen

Li

L-ap kenbe toujou.

Ou ap kenbe toujou.

2. Basic sentence:

N-ap wè yon ti-moun.

Li

Yo

Mwen

Ou

Nou

N-ap wè yon ti-moun.

L-ap wè yon ti-moun.

Substitute the word or phrase indicated into the base sentence and make the necessary changes in the form of the pronoun.

3. Basic sentence:

Yo prale lapòs.

ap grandi.

Nou

kenbe toujou.

Li

wè yon ti-moun.

M

fè yon ti vire.

Li

ap fè yon ti vire.

Yo

prale lapòs.

Yo prale lapòs.

Y-ap grandi.

Complete the following sentences by using the short form of the pronoun where necessary.

4. Basic sentence:

Yo wè-m.
ap fè yon vire
prale fè yon vire
ap wè yon ti-moun
pa pi mal

Yo wè-m.
Y-ap fè yon vire.

5. Basic sentence:

Li pa pi mal.
ap grandi
prale lapòs
ap fè yon ti vire lapòs
byen

Li pa pi mal.
L-ap grandi.

6. Basic sentence:

Nou prale lapòs.
a wè ou pi ta
kenbe toujou
ap grandi
fè yon vire

Nou prale lapòs.
N-a wè ou pi ta.

7. Basic question:

Ou prale nan mache-a?
wè bòs Alse
ap fè yon ti vire byen

Ou prale nan mache-a?
Ou wè bòs Alse?

8. Change the following sentences to the interrogative by intonation.

Yo prale lapòs.	Yo prale lapòs?
L-ap fè yon vire.	L-ap fè yon vire?
Mari byen tou.	
N-ap rive lakomu-n.	
M-a wè ou pi ta.	
Ou ap kenbe.	

Questions - Answers

1. Affirmative:

Ou la?	Wi, m la.
Yo prale lapòs?	Wi, yo prale lapòs.
L-ap fè yon ti vire?	
Li prale lapòs?	

2. Use the cue in parentheses to answer the following question.

Ki kote ou prale? (lapòs)	M prale lapòs.
Ki kote y-ap fè yon ti vire? (nan mache)	Y-ap fè yon ti vire nan mache.
Ki jan ti-moun yo ye? (pa pi mal)	
Ki kote bòs Alse ye? (lapòs)	
Ki kote yo ye? (nan mache)	
Ki kote nou prale? (lapòs)	

3. Directed Statements

Say that they are going for awhile.	Y-ap fè yon ti vire.
Say that we are going to the market.	Nou prale nan mache.
Say that you're going to the post office.	
Say that you see them.	
Say that you're holding on.	

4. Directed Questions

Ask if they are going to the city hall Yo prale lakomu-n?

Ask if she is going for awhile. L-ap fè yon vire?

Ask if Gaby is also well.

Ask whether we are on our way to the market.

Ask whether we'll see him later.

Ask if they are holding on.

Ask me where I'm going.

Ask me whether I'm going for awhile.

Ask me whether I'm going to the market.

Ask me where I am.

Ask me where they are.

Ask me whether I see bès Alce.

Ask me whether the children are growing up.

Ask me whether I go for awhile.

Ask me what I see.

Ask me how the children are.

5. Form questions for which the following sentences could be the answer.

Yo prale lapòs.

L-ap fè yon ti vire.

L-ap rive lapòs.

Nou chèche kèk lèt.

M pran kat d-idantite-m.

M pa pi mal.

Ki kote yo prale?

Ki sa l-ap fè?

6. Change the form of the question word in the following sentences to the short form.

Ki kote ou prale?

Ki sa ou prale fè lapòs?

Ki sa ou ap chèche?

Ki kote l-ap fè yon ti vire?

Ki sa ou ap pran?

Ki sa l-ap fè?

Kote ou prale?

Sa ou prale fè lapòs?

Test

After each English sentence, supply the Creole equivalent.

- | | |
|--|---|
| 1. Where are you going? | Ki kote ou prale? |
| 2. I'll see you later. | M-a wè ou pi ta. |
| 3. Goodbye. | O revwa. |
| 4. Are you going to the market for a while? | Ou prale fè yon ti vire nan mache? |
| 5. I'm going to the post office. And you, where are you going? | M prale lapòs. E ou-mènm, ki kote ou prale? |
| 6. We're all right. | Nou byen/Nou la. |
| 7. And the children, where are they going? | E ti-moun yo, ki kote yo prale? |
| 8. They're growing up. | Y-ap grandi. |
| 9. She's so-so. | Li kon sa. |
| 10. Bòs Alce, my friend, how are you? | Bòs Alse, monchè, ki jan ou ye? |

COMPREHENSION EXERCISES

Listen and repeat:

Gabi ak Toma pral Petyonvil. Nan chemen yo kontre ak Mari Batis. Li mande yo kouman yo ye. Toma pa pi mal. Gabi ap kenbe toujou. Li mande Mari nouvèl li, ak nouvèl bòs Alse, ak nouvèl ti-moun yo. Yo kon sa. Ti-moun yo ap grandi. Bòs Alse pa pi mal.

Mari apral lapòs. Gabi pral fè yon vire nan mache Petyonvil. Toma ap fè yon vire Petyonvil tou. L-ap koute sa Mari ak Gabi ap di.

Mari a wè Gabi ak Toma pi ta. Yo di o revwa. Y-al fè chimen yo.

Answer the questions:

1. Gabi pral Pòtoprens?
2. Kote l-prale Petyonvil?
3. Ki sa li pral fè nan mache?
4. E Toma, ki kote li prale?
5. Ki kote yo kontre ak Mari Batis?

6. Ki sa Mari mande yo?
7. Kouman Toma ye?
8. E Gabi, ki jan li ye?
9. Ki sa Gabi mande Mari?
10. Kote Mari prale?

11. Ou pral Petyonvil tou?
12. Ki moun k-àp fè yon vire nan mache?
13. Ki moun k-ap fè yon vire lapòs?
14. Ou ap fè yon vire lapòs?
15. Ou pral lapòs tou?

16. Ki moun k-ap koute sa Mari ak Gabi ap di?
17. Ki kote Mari kontre ak Gabi?
18. Ki sa Mari mande Toma?
19. E kouman yo ye?
20. Mari mande Gabi nouvèl bòs Alse?

21. E kouman bòs Alse ye?
22. Ki moun Gabi a wè pi ta?
23. Ki moun ou a di bonjou?
24. Ki moun ou a kontre nan mache?
25. Ou a koute-m?

26. Ou a wè-l pi ta? (pointing to another student)
27. N-a rive lapòs pi ta?
28. N-ap koute-m?
29. Nou pral lapòs pi ta?
30. Ki kote Mari kontre ak Gabi ak Toma?

31. Ki sa Toma pral fè lakomu-n?
32. Ki sa li pral pran lakomu-n?
33. E Mari, ki kote li prale?
34. Ki sa li pral fè lapòs?
35. Ki sa li pral pòte lapòs?

36. Ki kote Toma pral chèche yon kat d-idantite?
37. Ou pral chèche yon kat d-idantite tou?
38. Ou pral chèche lèt lapòs tou?
39. Y-a pran kèk lèt lapòs pi ta?
40. Gabi pral pòte lèt lapòs?

GRAMMAR NOTES

Personal Pronouns: Short Form

Before a verb particle beginning with a vowel such as *ap* (Lesson 1 Grammar Notes) the personal pronouns always appear in a shortened form. This short form differs from the basic form by the loss of a vowel. The second person pronoun *ou* is usually pronounced as a full vowel but becomes [w] before *ap*.

<u>Base form</u>	<u>Short form</u>	
mwen	m	I
ou (full vowel)	ou [w]	you (singular)
li	l	he, she, it
nou	n	we, you (plural)
yo	y	they

Examples:

Mwen kenbe	M-ap kenbe
Ou kenbe	Ou ap kenbe
Li kenbe	L-ap kenbe
Nou kenbe	N-ap kenbe
Yo kenbe	Y-ap kenbe

Interrogative Sentences and Interrogative Pronouns

- In Creole, declarative sentences are changed into yes-no questions by simply raising the pitch of the voice on the last syllable.

Li byen tou.

versus

Li byen tou?

She's fine.

Is she fine?

Ou prale lapòs.

versus

Ou prale lapòs?

You're going to the post office.

Are you going to the post office?

2. Questions that elicit information require the use of an interrogative pronoun. Interrogative pronouns occur at the beginning of a sentence. Examine the following sentences:

Li prale chèche yon lèt.

versus

Ki sa li prale chèche?

She's going to get the letter.

What is she going to get?

Yo prale lakomu-n

versus

Ki kote yo prale?

They're going to the city hall.

Where are they going?

3. Interrogative pronouns are as follows:

ki sa -

replacing a thing; equivalent to English 'what'

ki moun -

replacing a person; equivalent to English 'who, whom'

ki kote -, ki bò -

replacing a complement of place; equivalent to English 'where'

ki jan or kouman -

equivalent to English 'how'

ki leù -

when

4. In the interrogative pronouns *ki sa* and *ki kote*, the interrogative marker *ki* may be optionally dropped.

Sa ou ap fè? or *Ki sa* ou ap fè?

What are you doing?

Kote ou prale? or *Ki kote* ou prale?

Where are you going?

5. *Kote* only as an adverb may be abbreviated to a short form *kot*.

Kote/Kot mache-a ye?

Where is the market?

Nan vs lan (in, at, to)

Many speakers use *lan* instead of *nan*. Some may use either one indifferently. They are interchangeable.

M pral nan mache.

I'm going to the market.

M pral lan mache.

I'm going to the market.

VOCABULARY

a, particle	before a verb, a marker to indicate an action or state is future
ale, v.	to go
alò, adv.	then; well then
avèk, avè, ak, prep.	with, and before a verb, a...
ap rive	to be on one's way
chèche, v.	to look for, to get
chimen, chemen, n.	road, way
fè, v.	to make, to do
idantite, n.	identification, identity
kat, n.	card
kat d-idantite, n.	identification card
kèk, ind. adj.	some, a few
ki bò, int./rel. marker	where
ki kote, int./rel. marker	where
kon, adv.	like, as
kon sa, adv.	so-so
kote, n.	place, location (see ki)
kote, kot, adv.	where
kouman, kòman, konman, adv.	how
koute, v.	to listen
lakomu-n, n.	city hall
lan. nan, prep.	at, to, in
lapòs, n.	post office
lèt, n.	letter (s)
machè, n.	my dear (f)
mache, n.	market
nan. lan. prep.	at. to. in
nan rout. nan chimen, n.	on the way
non. adv.	no
wè, v.	to see

Pòtoprens, Pr. n.	Port-au-Prince, the capital of Haiti
pi ta, adv.	later
pòte, pòt, v.	to bring, to carry, to take to
pral(e), apral(e), v.	to be going (to)
pran, v.	to take, to get
rive, v.	to arrive, to go
rout, n.	road, way
sa, dem. pr.	this, that
ta, adv.	late
vire, v;n.	to turn/spin, turn
yon, ind. art.	a, one, an
youn, num.adj.; ind. art.	one

Idiomatic Expressions

fè chimen/chemen/rout + pers. pr.	to be leaving, to go away
fè yon vire	to take a walk, to go out for a while

Lesson 3

SMALL TALK

PERCEPTION DRILL

Situation 1: Bòs Alse kontrè ak Toma nan rout pou Pòtoprens.

1. Listen and repeat:

Ban-m nouvèl ou Toma? Sa pa pi mal. E madanm ou?

Li la. Ou deyo boneù, wi! Wi monchè. M pral kay kòmè Anita.

Sa ki genyen? Anyen. M pral fè yon ti travay pou kòmè Anita.

2. Pattern: *kay* + noun (person); *lakay* + pronoun

Listen and repeat:

M pral Pòtoprens.

M pral Petyonvil.

M pral lavil.

M pral lakomu-n.

M pral nan mache.

M pral nan travay.

M pral kay kòmè Anita.

M pral kay konpè Toma.

M pral kay Mari.

M pral kay ti-moun yo.

But:

M pral lakay.

M pral lakay mwen.

M pral lakay li.

3. Substitute the cue for the last element in the pattern *M pral...*

CUE	STUDENT(S)
kay kòmè Anita	M pral <u>kay kòmè Anita</u> .
lavil	M pral <u>lavil</u> .
Petyonvil	
lapòs	
kay bòs Alse	
kay ti-moun yo	
nan mache	
kay Mari	
lakay	
lakomu-n	
lakay yo	
nan travay	

4. Listen and repeat:

M pral lapòs.
M genyen lèt lapòs. M gen lèt lapòs.
M pral chèche yo.
Ou genyen lèt lapòs tou? Ou gen lèt lapòs.
Ki sa ou gen lapòs? - Anyen.

5. Replace the first word with the cue word in the pattern *gen lèt lapòs*:

CUE	STUDENT(S)
Mwen	<u>M</u> gen lèt lapòs.
Anita	<u>Anita</u> gen lèt lapòs.
Yo	
Gabi	
Chal	
Ou	
Alse	
Toma	
Nou	
Mari	
Li	
Ti-moun yo	

6. Listen and repeat:

Ou deyò boneù wi. Wi monchè, m deyò boneù.
 Li deyò ta wi. Wi, li deyo ta.
 Ou travay boneù wi monchè. Wi, m travay boneù.

7. Replace the first word in the pattern...deyò boneù, wi with the cue word

CUE	STUDENT(S)
Ou	<u>Ou</u> deyò boneù, wi.
Chal	<u>Chal</u> deyò boneù, wi.
Nou	
Ti-moun yo	
Gabi	
Li	
Toma	
Yo	
Alse	
Ou	
Kòmè	
Konpè	

8. Listen and repeat:

M-ap fè yon ti travay pou kòmè Anita.
 M-ap fè yon ti travay pou li.
 M-ap fè yon ti travay pou ou.
 M-ap fè yon ti travay pou Anita.

9. Substitute the last element in the above pattern on cue:

CUE	STUDENT(S)
kòmè Gabi	M-ap fè yon ti travay pou <u>kòmè Gabi</u> .
ou	M-ap fè yon ti travay pou <u>ou</u> .
Anita	
li	
Chal	
yo	
Gabi	
nou	
Mari	
konpè Toma	
bòs Alse	
ti-moun yo	

10. Situation 1 cont'd: Thomas and Alce are still talking.

Listen and repeat:

Ki sa ou pòte anba bra-ou la, Toma?

Zouti mwen: rabo-m, tounvis mwen, goi-n mwen ak mato-m.

M gen kèk klou nan pòch mwen tou.

Ou pral fè yon gro travay ala?

Non monchè. Men, ki bò ou pral la-a?

M pral lavil.

Bon kouraj, monchè. N-a wè si Dye vle.

11. Pattern:

		mwen/m		
		ou (or w)		
noun or noun phrase	+	li/l	=	possessive
		nou/n		
		yo		

Listen and repeat:

Mwen pòte zouti mwen anba bra mwen.

M pòt zouti-m anba bra-m.

Toma pòt zouti li anba bra li. (or) Toma pòt zouti-l anba bra-l.

Ti-moun yo pòt zouti yo anba bra yo.

12. *M or mwen?* Add the correct form after the cue:

CUE	STUDENT(S)
Zouti	<u>Zouti</u> -m <u>Pòch</u> mwen
Bra	
Kòmè	
Goi-n	
Rabo	
Konpè	
Travay	
Tounavis	
Lakay	
Kouraj	
Madanm	

13. Change to the short form after *bra---*:

CUE	STUDENT(S)
mwen	bra- <u>m</u>
li	bra- <u>l</u>
nou	
yo	
ou	
mwen	
yo	
li	
nou	
mwen	
li	
ou	

14. Pattern: *ki bò = ki kote*

Listen and repeat:

Ki kote ou prale?	<u>Ki bò</u> ou prale?
Ki kote nou travay?	<u>Ki bò</u> nou travay?
Ki kote let ti-moun yo ye?	<u>Ki bò</u> let ti-moun yo ye?

15. Read the sentence, using *ki bò* instead of *ki kote*:

SENTENCE

STUDENT(S)

Ki kote ou prale?
Ki kote ou wè ti-moun yo?
Ki kote Anita ye?
Ki kote ou kontre Toma?
Ki kote nou prale?
Ki kote li rive?
Ki kote l-ap fè yon vire?
Ki kote li di-n o revwa?
Ki kote l-ap travay?
Ki kote yo prale?
Ki kote nou pran lèt yo?

Ki bò ou prale?
Ki bò ou wè ti-moun yo?

16. Repeat the following sentences, adding *la-a* 'there' or 'right now':

SENTENCES

STUDENT(S)

Ki bo ti-moun yo prale?
Ki sa nou wè?
Ki sa ou ap fè?
Ki sa nou vle?
Kote ou prale?
Ki jan nou ye?
Ki sa li di?
Ki bò ti-moun yo vire?
Ki moun li kontre?
Ki moun ou wè?
Ki sa Toma ap pòte?

Ki bo ti-moun yo prale la-a?
Ki sa nou wè la-a?

DIALOGUE

SMALL TALK

Scene: On the Road to Port-au-Prince

Characters: Bòs Alce and Thomas

Situation: Bòs Alce meets Thomas on the road to Port-au-Prince. Thomas is carrying some tools under his arm and this arouses bòs Alce's curiosity.

Alce: Hello, Thomas.

Thomas: Hello.

Alce: How's your wife?

Thomas: She's fine.

Alce: You are out quite early.

Thomas: I am going to Anita's.

Alce: What for?

Thomas: I'm going to do a little job for her.

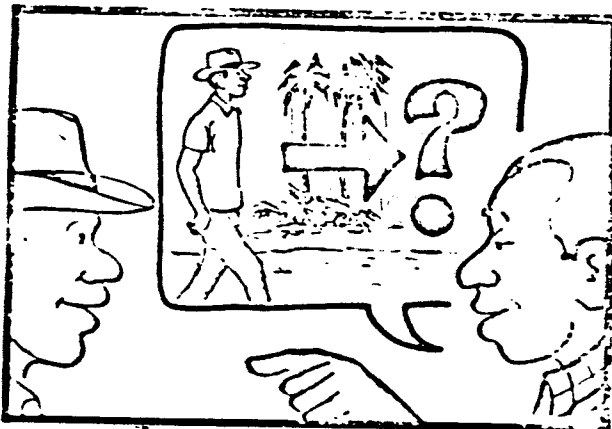
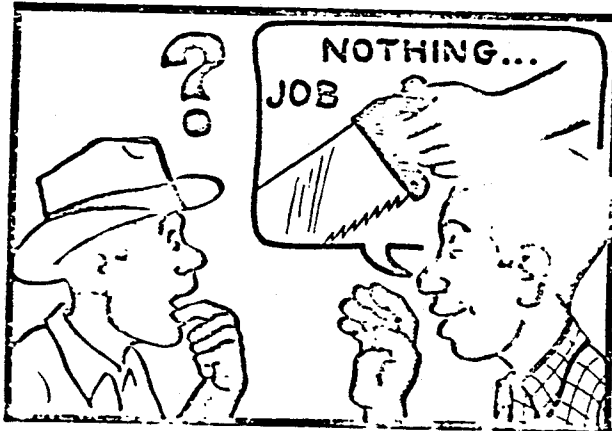
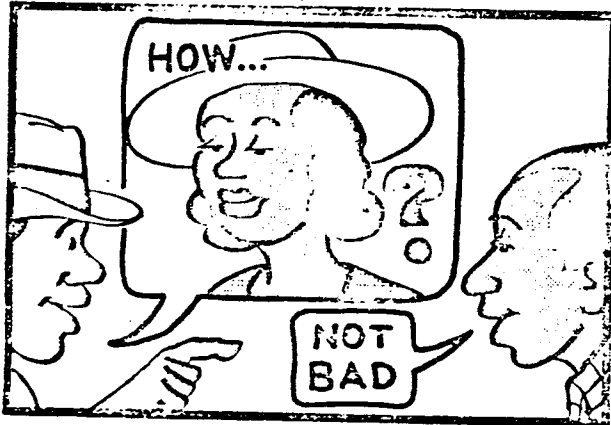
Alce: What's that under your arm?

Thomas: My tools. But where are you going?

Alce: Downtown.

Thomas: I see. Well, keep your chin up.

Alce: Sure will. Well, see you.



SMALL TALK

Bòs Alse kontre Toma nan rout pou Pòtoprens. Toma ap pòte kèk zouti anba bra li.

Alse: Toma, ban-m nouvèl ou.

Toma: Sa pa pi mal, non!

Alse: E madanm ou, ki jan li ye?

Toma: Li pa pi mal.

Alse: Ou deyò boneù, wi!

Toma: Wi monchè. M prale kay Anita.

Alse: Sa ki genyen?

Toma: Anyen, bòs Alse. M prale fè yon ti travay pou li.

Alse: Ki sa ou pòte anba bra ou?

Toma: Zouti mwen. E ou-mènm, kote ou prale?

Alse: M prale lavil.

Toma: En ben, bon kouraj bòs.

Alse: Mèsi, n-a wè, si Dye vle.

Dialogue Buildup

Pòtoprens
 nan rout pou Pòtoprens
 Bòs Alce kontre Toma
 nan rout pou Pòtoprens.

Port-au-Prince
 on the road to Port-au-Prince
 Bòs Alce meets Thomas
 on the road to Port-au-Prince.

bra
 bra li
 anba
 anba bra li
 zouti
 kèk zouti
 pòte
 Toma ap pòte kèk zouti
 anba bra li.

arm
 his arm
 under, below
 under his arm
 tool(s)
 some tools
 to bring, to carry
 Thomas is carrying some tools
 under his arm.

Toma, ban-m nouvèl ou.

What's new with you, Thomas?

sa
 sa pa pi mal
 non

things; this, that
 things aren't bad
 no; (emphasis marker when at the end
 of a statement)

Sa pa pi mal, non!

Things aren't so bad!

madanm
 madanm ou
 E madanm ou
 ki jan li ye
 E madanm ou, ki jan li ye?

wife
 your wife
 and your wife
 how is she
 How is your wife?

Li pa pi mal.

She's not so bad.

boneù
 deyò
 ou deyò
 ou deyò boneù
 wi

early
 outside
 you are outside
 you are outside early
 yes: (emphasis marker when at the
 end of a statement)

Ou deyò boneù, wi!

You're really out early!

Wi monchè.
Anita
kay
kay Anita
M prale kay Anita.

Yes, old man.
Anita
house
Anita's house
I'm going to Anita's house.

genyen
ki
sa
Sa ki genyen?

to have, there is
which (relative pronoun)
what (short form of ki sa)
What's the matter?
(literally, what (is it) which you
have?)

Anyen
Anyen, bòs Alse.

nothing
Nothing, bòs Alce.

li
pou
pou li
travay
yon ti travay
m prale fè
M prale fè yon ti travay pou li.

her
for
for her
work, job
a little job
I'm going to do
I'm going to do a little job for her.

bra ou
anba
anba bra ou
Ki sa ou pòte?
Ki sa ou pòte anba bra ou?

your arm
under
under your arm
What are you carrying?
What are you carrying under your
arm?

mwen
zouti mwen
E ou-mènm, kote ou prale?

my (see Grammar Notes)
my tools
And you, where are you going?

lavi
M prale lavi.

town, downtown
I'm going downtown.

kouraj
bon kouraj
En ben. bon kouraj. bòs.

courage
keep your chin up
Well. keep your chin up. bòs.

Wi monchè.
Anita
kay
kay Anita
M prale kay Anita.

Yes, old man.
Anita
house
Anita's house
I'm going to Anita's house.

genyen
ki
sa
Sa ki genyen?

to have, there is
which (relative pronoun)
what (short form of ki sa)
What's the matter?
(literally, what (is it) which you
have?)

Anyen
Anyen, bòs Alse.

nothing
Nothing, bòs Alce.

li
pou
pou li
travay
yon ti travay
m prale fè
M prale fè yon ti travay pou li.

her
for
for her
work, job
a little job
I'm going to do
I'm going to do a little job for her.

bra ou
anba
anba bra ou
Ki sa ou pòte?
Ki sa ou pòte anba bra ou?

your arm
under
under your arm
What are you carrying?
What are you carrying under your
arm?

mwen
zouti mwen
E ou-mènm, kote ou prale?

my (see Grammar Notes)
my tools
And you, where are you going?

laval
M prale laval.

town, downtown
I'm going downtown.

kouraj
bon kouraj
En ben, bon kouraj, bòs.

courage
keep your chin up
Well, keep your chin up, bòs.

si	if
vle	want, wish
si Dye vle	God willing (see Cultural Notes)
n-a wè	we will see
mèsi	thanks
Mèsi, n-a wè, si Dye vle.	Thanks, we'll see each other, God willing.

Cultural Notes

Si Dye vle

The Haitian folk are very fatalistic and believe that their existence is governed by the Heavenly Power's will. *Si Dye vle* 'if God wills' usually accompanies every expressed intention or desire and is used unconsciously even by educated middle class persons who lack the folk fatalism.

Provèb (see Vocabulary)

PRONUNCIATION AND GRAMMAR DRILLS

Tape No. 3-B

Pronunciation Drills on the sound /l/

The sound /l/ in Creole is almost like the English /l/ in *let*, but in Creole the tip of the tongue must touch the back of the upper teeth.

1. The sound /l/ in initial position:

Do not repeat but just listen to the following Creole words.

li	lò	lapòs
lè	lib	lève
leù	liv	lòlòj
la	lakay	lontan

Repeat the above words after hearing each of them twice.

2. The English and the Creole /l/ in final position contrasted:

Do not repeat, but just listen carefully to the following pairs of words. The first word is English and the second one Creole:

ball	bòl
call	kòl
fall	fòl
Bill	Bil
feel	fil
bell	bèl
let	lèt
pool	poul
fool	foul
cool	kou-l

Repeat the previous Creole words with the /l/ in final position, after each word has been uttered twice. Remember that the tip of your tongue must touch the back of your upper teeth.

3. Creole words in which /l/ is preceded by another consonant:

Listen carefully to the following words:

plon	fleù	blese
blan	vle	siklòn
dlo	klou	plèzi
vlin	esklav	aplon
kle	plinyin	lapli
		blie

Repeat the above words, after each has been uttered twice.

4. The sound /l/ in sentences:

Listen carefully:

Ki jan l ye?
 Gras a Dye l byen.
 E Lwi?
 Gras a Dye l-la.
 L-ap kenbe toujou.
 E pitit la?
 L-ap grandi.
 Kote l pral la-a?
 L pral lakay.
 Ki sa-l pral chèche?
 L pral chèche kèk lèt.
 N-a wè-l pi ta.
 Kote zouti-l?
 L-anba bra-l.

Repeat the above sentences, after each has been uttered twice.

Pronunciation Drills on the nasal vowel *en*.

1. Compare the following two pairs of words:

se	sen
pe	pen

2. The first word of each pair contains the vowel *e*, with which you are familiar; the second word contains the nasal vowel *en*. Both are pronounced with the jaws held close together, but for the *en* the soft palate is lowered allowing the air to penetrate into the nasal cavities. This results in the production of a characteristic nasal quality. Now compare the vowel *è* as in *monchè* and *en*:

fè	fen
lè	len

3. Contrast the following paired words:

se	'it is'	sen	'saint'
pe	'quiet'	pen	'bread'
je	'eye'	jen	'June'
chè	'dear'	chen	'dog'
fè	'to make'	fen	'fine'
bè	'butter'	ben	'bath'

4. Practice the following one-syllable words ending in *en* followed by a consonant:

pens	senp	kenz	senk
pwent	Hench	fent	venn

5. Contrast the following paired utterances:

desè	'death'	desen	'drawing'
de pè	'two priests'	de pen	'two loaves of bread'
lese	'to leave'	de Sen	'the Saints'
m-ale	'I go'	malen	'clever'

6. Repeat the following words ending in *en*:

legen	rezen	bezwen	malen	baden
jaden	kouzen	goumen	tounen	diven

7. The following words contain *en* in both syllables. Repeat:

genyen	en ben	renmen	jennen	senyen
--------	--------	--------	--------	--------

8. Read the following items aloud:

Two syllables

diven	le Sen	kouzen	maten
kenz lèt	senk kat	genyen	ak mwen

Three syllables

li genyen	machi-n mwen	senk rezen
kouzen mwen	yo benyen	mwen jennen

Four syllables

demen maten	Li fi-n goumen	epi le Sen
-------------	----------------	------------

9. Read the following sentences aloud. The confirmation will be given by the voice on the recording.

Li genyen kèk lèt.

Gras a Dye epi le Sen.

L-ap kenbe toujou.

En ben, m prale lakay mwen.

10. Read the following utterances aloud:

genyen

renmen

l-ap kenbe

machi-n mwen

Sa ki genyen?
 En ben, kouraj bòs.
 si
 M prale lavil.

11. The vowel *en* occurs before *n* or *m*.

chen	chènn	ven	venn
ben	bènn	chen	chen-m
men	mènmm	ren	ren-m

12. When it occurs before the nasal consonants *n* or *m*, *en* is less nasalized than in final position. The vowels *e* or *è* may be partially nasalized when they occur before a nasal consonant. Contrast:

jen	'June'	jènn	'young'
ven	'twenty'	vènn	'vein'
men	'but'	mènmm	'same'
plen	'full'	plènn	'full'
chen	'dog'	chènn	'chain'

13. Practice:

chen	chenn	pen	plenn
mènmm	pwent	genyen	semenn
chemen	goumen	ou-mènmm	machi-n
kokenn	reken	mwen	

14. Practice the following sentences:

E ou-mènmm?
 Ban-m nouvel ou.
 Mesi. n-a wè.

Lexical Variation Exercises

In the following exercises, substitute the cue in the appropriate slot of the base sentence and construct a new sentence containing the cue.

1. Basic sentence:

M prale kay Anita.
lavil
lakomu-n
lapòs
nan mache
wè pitit mwen

M prale kay Anita.
M prale lavil.

2. Basic sentence:

M-ap fè yon ti travay.
prale fè
prale cheche
ap cheche
genyen
vle fè

M-ap fè yon ti travay.
M prale fè yon ti travay.

3. Basic sentence:

Nou kontre ak Mari
nan rout pou Pòtoprens.
nan rout pou Petyonvil.

Nou kontre ak Mari nan rout
pou Pòtoprens
Nou kontre ak Mari nan rout pou
Petyonvil.

nan mache
kay Gabi
lavil
Kwa de Bouke

4. Basic sentence:

Sa ou prale fè lakomu-n.
yo
li
nou
m

Sa ou prale fè lakomu-n.
Sa yo prale fè lakomu-n.

5. Basic sentence:

Yo fè yon gro travay pou li.
Anita
bòs Alse
madanm li
konpe Toma
kòme-m

Yo fè yon gro travay pou li.
Yo fè yon gro travay pou Anita.

6. Basic sentence:

Li wè li kay Toma.
M
Nou
Yo
Ou
Pitit la

Li wè li kay Toma.
M wè li kay Toma.

Translation

1. I'm going to get my tools.
2. Do you have a few letters?
3. What are you going to do
in Port-au-Prince?
4. He's carrying a few tools.
5. They're under his arm.
6. What do you have there?
7. Well, keep your chin up, Mari.
8. We'll see each other, God willing.
9. Things are not so bad.
10. We are doing a little job for them.

M prale chèche zouti mwen.
Ou genyen kèk lèt?

Sa ou prale fè Pòtoprens?

L-ap pòte kèk zouti.

Yo anba bra li.

Sa ou genyen la-a?

En ben, bon kouraj, Mari.

N-a wè, si Dye vle.

Sa pa pi mal, non!

N-ap fè yon ti travay pou yo.

Grammar Exercises

1. Change the subject pronoun to the plural.

Li chèche kèk zouti.

M pran yon lèt.

Li pòte kèk lèt.

M wè bòs Alse.

Ou pral lavil.

Yo chèche kèk zouti.

Nou pran yon lèt.

2. Change the subject pronoun to the singular.

Y-ap fè yon ti vire.

Nou prale nan mache.

Yo kontre Toma.

N-a wè li.

L-ap fè yon ti vire.

M prale nan mache.

3. Supply the pronoun equivalent to the English form given by the prompting voice on the tape.

- a. Basic sentence:

M pòte zouti mwen.

(his)

(their)

(our)

(her)

(your)

(my)

M pòte zouti li.

M pòte zouti yo.

- b. Basic sentence:

Li prale lapòs pran let li.

(my)

(his)

(your)

(her)

(their)

(our)

Li prale lapòs pran let mwen.

Li prale lapòs pran let li.

4. Replace the noun phrase by the appropriate pronoun.

M wè pitit Toma ak Gabi.

Yo prale pran zouti bòs Alse.

Ou ap fè yon ti vire kay Anita?

Li prale chèche lèt Gabi.

M wè pitit yo.

Yo prale pran zouti li.

COMPREHENSION EXERCISES

Listen and repeat:

Bòs Alse sou rout Pòtoprens. Nan chemen, li kontre ak Toma. Li mande-l nouvèl li. Gras a Dye sa pa pi mal.

Alse trouve Toma deyò boneù. Li jouda. Li wè kèk zouti anba bra Toma. Li di "Ki sa l-ap fè ak zouti-l anba bra-l? Li gen goi-n, li gen rabo, li gen mato ak tounvis." Alse vle ale ak Toma, pou-l wè ki sa li pral fè ak zouti yo. Li mande Toma pou l-ale avè-l. Toma pa vle. Li di-l non. Li pa pral fè yon gro travay. Li pral fè yon ti travay pou Anita. L-a fè-l li-mènm. Li di Alse: "Fè chimen ou monchè. Ou gen travay ou pou ou fè." Alse di Toma: "Ou gen bon kouraj pou al travay pou moun boneù kon sa. 'Sòt ki bay enbesil ki pa pran!' Al travay pou kòmè ou."

Li-mènm Alse deyò boneù tou; men li pa pral travay. Li pral fè yon ti vire anba lavil Pòtoprens. Y-a wè pi ta si Dye vle. Y-al fè chimen yo.

Answer the questions:

1. Ki kote Alse ye?
2. Ki moun li kontre nan chemen?
3. Ki sa li mande Toma?
4. E kouman sa ye?
5. Ki sa Alse trouve?
6. Toma deyò ta?

7. Alse jouda?
8. Ki sa li wè anba bra Toma?
9. Ki sa Alse di?
10. Ki zouti li wè anba bra Toma?
11. Ou jouda?
12. Ou trouve Alse jouda?

13. Ou gen zouti?
14. Ki zouti ou genyen?
15. Ki sa ou gen anba bra ou? (nothing)
16. Ou gen rabo? tounvis? mato? goi-n?
17. Alse vle ale ak Toma?
18. Pou ki sa li vle ale avè-l?

19. Ki sa li mande Toma?
20. Toma vle l-al avè-l?
21. Ki sa Toma di-l?
22. Ki sa Toma pral fè?
23. Pou ki moun li pral travay?
24. Li pral fè yon gro travay?

25. Alse a fè travay la pou Anita?
26. Toma gen kouraj pou l-travay?
27. E ou, ou gen kouraj pou ou travay?
28. Ki provèb Alse di Toma?
29. Si yo ba ou, ou ap pran?
30. Ou sòt?

31. Ou enbesil?
32. Ou pral lavil Montere pi ta?
33. Ou toujou deyò boneù?
34. Ki kote Alse prale?
35. Ki sa ou ap pòte la-a? (nothing)
36. Ou pral lakay ou?

37. Ou deyò boneù?
38. Ou pral kay Anita tou?
39. Ki sa ou ap fè la-a?
40. M pral fè chimen-m, e ou?
41. Ou trouve li gen kouraj?
42. Ou di-m mèsì?

INDEPENDENT STUDY

Tape No. 3-C

Translation Test

Write the English equivalent of the following sentences.

1. Ki sa ou prale fè lavil?
2. Yo deyò bonè.
3. N-ap rive Pòtoprens.
4. N-a wè, si Dye vle.
5. M-ap fè yon gro travay.
6. E madanm ou, ki jan li ye?
7. M prale chèche kèk zouti.
8. N-ap fè yon ti vire lavil.
9. Sa ki genyen, monchè?
10. Li prale kay Toma pou fè yon ti travay.

Exercises

1. Questions-answers, affirmative:

Ou pòte zouti mwen?

Wi, m pòte zouti ou.

Ou prale lakay ou?

Wi, m prale lakay mwen.

Ou prale pran lèt ou?

Wi, m prale pran lèt mwen.

Ou ap chèche kat
d-idantite-m?

Wi, m-ap chèche kat
d-idantite ou.

2. Cued questions-answers

Ou wè ti-moun ou?
(no, their)

Non, m wè ti-moun yo.

Y-ap pòte zouti ou?
(no, yours)

Non, y-ap pòte zouti ou.

Li prale pran kat d-idantite-m?
(no, hers)

Non, li prale pran kat
d-idantite li.

Ou kontre madanm ou?
(no, yours)

Non, m kontre madanm ou.

3. Directed questions and statements

a. Ask me how my child is.

Ki jan pitit ou ye?

b. Ask me what I'm carrying
under my arm.

Ki sa ou ap pòte anba bra ou?

c. Ask me whether I'm going
to their house.

Ou prale lakay yo?

d. Ask me whether he's going
to get his identification card.

Li prale pran kat d-idantite
li.

e. Tell me you're going to get
your letter at the post office

M prale chèche lèt mwen
lapòs.

f. Tell me you carry his tools.

M pòte zouti li.

g. Tell me you see your wife.

M wè madanm mwen.

h. Tell me you're going to my house.

M prale lakay ou.

4. In the pattern *M pral . . .* change the last element on cue:

CUE	STUDENT(S)
Anita	M pral <u>kay Anita</u> .
mache	M pral <u>nan mache</u> .
kòmè-m	
pitit mwen	
Chal	
lakomu-n	
yo	
lapòs	
li	
mwen	
Petyonvil	
travay	

5. Change the pattern *M pran . . .* on cue, using the short form of the pronoun whenever possible. Listen carefully:

Basic sentence:	M pran lèt mwen.
CUE	STUDENT(S)
rabo	M pran lèt mwen.
li	M pran <u>rabo-m</u> .
kat d-idantite	M pran rabo <u>li</u> .
nou	
yò	
zouti	
tounvis	
mwen	
goi-n	
klou	

6. Change the underlined words in the pattern *Toma pòte zouti-l anba bra-l*:

CUE

Toma
Mwen
Nou
Bòs Else
Ti-moun yo
Ou
Li
Gabi
Yo
Mwen
Anita
Nou

STUDENT(S)

Toma pòte zouti-l anba bra-l.
Mwen pòte zouti-m anba bra-m.

Fluency Test

- | | |
|---|----------------------------------|
| 1. I'm going to take my tools. | M prale pran zouti-m. |
| 2. She's going to get her letter. | Li prale pran lèt li. |
| 3. Are you going to get your identification card? | Ou prale pran kat d-idantite ou? |
| 4. He's carrying his tools under his arm. | Li pòte zouti-l anba bra-l. |
| 5. They carry their tools under their arms. | Yo pòte zouti yo anba bra yo. |
| 6. I see their child. | M wè pitit yo. |
| 7. Do you see her child? | Ou wè pitit li? |
| 8. What's new with them? | Ban-m nouvèl yo? |
| 9. What's new with her? | Ban-m nouvèl li? |
| 10. I'm going to his house. | M prale lakay li. |
| 11. We're going to your house. | Nou prale lakay ou. |
| 12. Is she going to their house? | Li prale lakay yo? |

GRAMMAR NOTES

Pronouns as subject (review)

We have seen that when a pronoun occurs before a predicator it functions as subject:

Li lavil.

M koute

Nou wè li.

M-ap koute.

He (she) is downtown.

I listen./I listened.

We see him.

I'm listening.

Possessives

Compare:

1. L-ap pran yon kat d-idantite.

versus

2. L-ap pran kat d-idantite li.

He's getting an identification card.

Hels getting his identification card.

In sentence 2 the *li* that occurs after the object (*kat d-idantite*) has the same function as the indefinite article *you* that precedes the object in sentence 1.

Compare:

1. Li prale kay Anita.

versus

2. Li prale lakay li.

He's going to Anita's.

He's going to her house.

The *li* in the second sentence is equivalent to the modifier Anita. As in the subject position, no differentiation is made between 'his' and 'her'.

Now compare:

1. Kat d-idantite-m, zouti-m

versus.

2. Kat d-idantite mwèn, zouti mwèn

The possessive equivalent to 'me' may be either *m* or *mwèn* after nouns ending with a vowel. The occurrence of one or the other of the two forms is not predictable: *m* appears to be more frequent, however.

Compare:

1. lèt mwen versus
2. zouti-m or zouti mwen

After a noun ending with a consonant only *mwen* occurs. Note that the plural is not always overtly marked in Creole and is then deduced from the context. Thus *zouti mwen* may mean both 'my tool' and 'my tools'.

When the possessor is a noun or a pronoun it follows immediately the possessed noun and precedes the article.

ti-moun yo	the children
ti-moun <u>Anita</u> yo	Anita's children
ti-moun <u>ou</u> yo	your children
pitit <u>Chal</u> la	Charles' child
pitit yo	their child/children

Summary of Possessive Pronouns

	<u>Creole</u>	<u>English</u>
	-m/mwen	my
	-ou	your
Noun or noun phrase	-li	his, her, its + Noun or noun phrase
+	-nou	our, your
	-yo	their
	lèt mwen	my letter
	zouti mwen or zouti-m	my tool
	lèt ou	your letter
	lèt li	his, her letter
	lèt nou	our letter
	lèt yo	their letter

Gen & genyen

Gen is the reduced form of *genyen* and may always be substituted for it. *Gen* is mostly used when followed by a complement. Example: *Li gen yon chapo* is preferable to *Li*

genyen yon chapo which is also good but much less used. However, it must be *genyen* at the end of the sentence, when the complement precedes the verb or is not used.

Example:

Se yon seul chapo li genyen.

It is the only hat he (she) has.

Èske ou gen chapo?

Do you have a hat?

Non, m pa genyen.

No, I don't have one.

Ti-moun/pitit

Ti moun (young kid, child, small fry - either sex) has a wider use than *pitit* which means 'child', 'children' with the meaning of 'son', 'daughter' (not necessarily young).

Example:

1. Many children go to that school.

Anpil ti-moun ale lekòl sa-a.

2. Are they all your children?

Èske tout se pitit ou?

When accompanied by a possessive adjective, *ti-moun* is also widely used with the meaning of 'sons', 'daughters', mostly in the plural form.

Example:

1. My child is sick.

Pitit mwen an malad.

2. My children are on vacation.

Ti-moun mwen yo an vakans.

Neither is used when sex is to be specified

a boy

yon ti gason

a girl

yon ti fi

my son

pitit gason mwen

his daughter

pitit fi li

La-a

a following *la* in *la-a* is a construction which has no equivalent in English. The best that could be said is that it is a kind of adverbial suffix which changes a concrete place (*la* 'there') into an abstract time or way. To someone who would tell you about a situation he is in, you would ask:

1. Ki sa ou vle fè la-a? what do you want to do?
2. Ki sa ou ap fè la-a? What are you doing (there now)?
3. Kote ou prale la-a? Where are you going (this now)?

Most of the time it's simply an emphasis suffix which adds an accent of insistence or precision and could be omitted without much damage to the meaning. When *la* (alone) expresses the idea of a precise place or location, it may not take the suffix *a*.

Ki sa ou ap fè la?

What are you doing there?

Sa-a, sila-a

The same suffix *a* following the demonstrative pronoun *sa, sila*, 'this', 'that' is the singular article which changes 'this', 'that' to 'this one', 'that one'. The plural is *sa yo* 'these ones', 'those ones'.

1. Pa fè sa. Don't do that.
 versus
2. Pa pran sila-a , pran sa-a, Don't take this one, take that one.

When the demonstrative *sa* or the adverb *la* is followed by the definite article *-a*, the pronunciation of the two *a*'s is like a long *a*.

VOCABULARY

anba, adv.	under, below
anba lavil, n. phr.	downtown
anyen, pr.	anything
boneù, bònè adv.	early
bon kouraj (idiomatic exp)	keep your chin up
bra, n.	arm
chapo, n.	hat
deyo, adv.	outside, out
ekol, lekol, n.	school
genyen, gen, v.	to have, there is, there are
goi-n, n.	saw
gro, adj.	big, large
enbesil, n.	imbecile, idiot
jouda, adj.	curious, meddlesome, inquisitive
kay, lakay, ka, prep.; n.	house, home, to the house(home) of
klou, n.	nail
kòmè-a, n. phr.	that woman
kouraj, kouray, n.	courage, strength
la-a, adv.	there, then, now (see Grammar notes)
lakay, kay, n.	(see kay)
lavil, vil. n.	town, downtown
lekòl. ekòl. n.	school
madanm. n.	madanm. woman. wife. lady
mato. n.	hammer
mèsi. int.	thanks
men	but

non, adv.	emphasis marker, when occurring at the end of a statement
wi, adv.	emphasis marker, when occurring at the end of a statement
pa anyen, pr.	nothing; not anything
pitit, n.	child
pitit fi, n.	daughter
pitit gason, n.	son
pòch, n.	pocket
pou, prep.	for, to, in order to
provèb, n.	proverb
rabo, n.	plane
sa-a, sila-a, dem. pr.	this one; that one
si, conj.	if
sòt, adj.	foolish, stupid
sou rout, n. phr.	on the way, on the road
tounvis, tounavis, n.	screwdriver
travay, n.;v.	work, job; to work
trouve, v.	to find, to see, to observe, to notice
vil, lavil, n.	town, downtown
vle, v.	to want, to wish
zouti, n.	tool(s)

Idiomatic Expressions

Sa ki genyen?	What's the matter?
Sa pa pi mal.	Not so bad; that's/it's not so bad.
Si Dye vle	God willing

Proverb

Sòt ki bay, enbesil ki pa pran.

Literal translation: A fool who gives, an imbecile who doesn't take.

Free translation: Always take advantage, never give it

Lesson 4

AT ANITA'S HOUSE

PERCEPTION DRILL

Situation 1: Toma goes to Anita's house and finds she has gone out with her husband.

1. Listen and repeat:

Bonjou, ti gason.

Bonjou, msye .

Se kay Anita sa?

Wi msye, se kay li.

Li pa la kounyè-a. Li sòti ak papa-m.

Y-ap retounen touswit.

2. Pattern:

		adjective
subject +		adverb
		place or location

[Note: No form of 'to be' necessary]

M la.

M byen.

M sòt.

M lakay.

M anba.

M pa pi mal.

M piti.

M enbesil.

M nan mache.

M kay Anita.

3. Make a complete sentence with *M*:

CUE	STUDENT(S)
Pòtoprens	<u>M Pòtoprens.</u>
lakay ou	<u>M lakay ou.</u>
lakomu-n	
nan chimen	
gro	
lavil	
kon sa	
deyò	
lapòs	
Petyonvil	
piti	
pa pi mal	

4. Pattern:

subject + pa +
 adjective
 place or location
 verb
 adverb
 = negative statement

Listen and repeat:

M wè Anita. M pa wè Anita.

M gen madanm. M pa gen madanm.

M koute Chal. M pa koute Chal.

5. Put the following sentences in the negative form:

CUE	STUDENT(S)
M bay nouvèl mwen.	M <u>pa</u> bay nouvèl mwen.
Chal di bonjou.	Chal <u>pa</u> di bonjou.
Ti-moun yo al chèche let lapòs.	
Alse kontre ak Chal.	
Gabi koute-m.	

Li rive lavil.
 Li sòti ak papa-l.
 Mari gen kouraj.
 Nou pran lèt yo.
 M pòte kat d-idantite-m.
 Li gen yon ti madanm.

6. Put the following sentences in the negative form:

CUE

STUDENT(S)

Chal Pòtoprens.
 Ou sòt.
 Li lakay.
 Nou piti.
 Ti-moun yo lakay.
 Kòmè Anita gro.
 Mari nan mache.
 Yo piti.
 Bòs Alse lapòs.
 Ou sou rout.
 Petyonvil.
 Ti-moun yo deyò.
 Li la kounyè-a.

Chal pa Pòtoprens.
 Ou pa sòt.

7. Pattern:

pa + ap = pap (or) p-ap
 pa + pral(e) (or) apral(e) = pa pral(e)

Listen and repeat:

M-ap travay.
 L-ap di bonjou.
 N-ap rive lakay.
 Yo pral(e) nan mache.
 M pral(e) Petyonvil.

M pap travay.
 Li pap di bonjou.
 Nou pap rive lakay.
 Yo pa pral (e) nan mache.
 M pa pral(e) Petyonvil.

8. Put the following sentences in the negative form:

CUE	STUDENT(S)
Y-ap travay.	Yo <u>pa</u> travay.
Y-apral(e) lavil.	Yo <u>pa</u> pral(e) lavil.
Y-ap di bonjou.	
Yo pral nan mache.	
Y-ap rive lakay.	
Y-ap grandi.	
Yo pral lakomu-n.	
Y-ap sòti pi ta.	
Yo pral wè Anita.	
Y-ap pòte kèk zouti.	
Y-ap mande nouvèl mwen.	

9. Pattern:

ki sa?	... kay	+ noun or pronoun
ki kote?	... lakay or lakay	+ pronoun

Listen and repeat:

Ki kote ou prale?	M pral kay Anita.
Ki kote ou sòti?	M sòt lakay.
Ki kote ou ye?	M lakay mwen.
Ki sa ou genyen?	M gen kay papa-m.
Ki sa ou pran?	M pran kay li.

10. Answer the questions, using either *lakay* or *kay*, according to the situation:

CUE	STUDENT(S)
Ki sa ou wè?	M wè <u>kay</u> mwen.
Ki kote ou prale?	M pral <u>lakay</u> mwen.
Ki kote ou kontre ak Alse?	
Ki sa ou bay ti-moun yo?	
Ki kote Toma di bonjou?	

Ki kote ti-moun yo grandi?
 Ki kote ou ye?
 Ki sa y-ap chèche?
 Ki kote yo rive?
 Ki sa li pran?

11. Listen and repeat:

Se Alse?
 Se kòmè ou?
 Se li-mènm?
 Se pitit ou?
 Se kay ou sa?
 Se mari Anita?

Wi, se Alse.
 Wi, se kòmè-m.

12. Answer in the affirmative:

CUE

STUDENT(S)

Se kay ou sa?
 Se Alse?
 Se pitit ou?
 Se li-mènm sa?
 Se konpè ou sa?
 Se kat d-idantite-l?
 Se lakomu-n sa?
 Se Pòtoprens?
 Se travay ou?
 Se zouti-l?
 Se ou-mènm sa?
 Se mato yo?

Wi, se kay mwen sa.
 Wi, se Alse.

13. Toma and Tijo continue their conversation:

Koute yo:

Ti gason, m kapab tann papa ou ak manman ou?
Men wi msye, chita non.

Ki jan ou rele.
M rele Tijo.

Ki moun ki manman ou?
Se Anita k-manman-m.

Ou sanble-l anpil, san reproch.
Toma kontan wè Tijo.

14. Pattern: ki + moun + ki or k = question

Listen and repeat:

Ki moun ki sòti? Chal ak Anita sòti.

Se Chal ak Anita ki sòti.

Ki moun k-ap tann yo? Chal ap tann yo.

Se Chal k-ap tann yo.

Ki moun ki manman Tijo? Se Anita ki manman ni (li).

Tijo se ti gason-n. Se pitit li.

Ki kote ki byen? Se Pòtoprens ki byen.

Ki kote ki piti? Se Petyonvil ki piti.

(Ki) sa ki gro? Anyen.

(Ki) sa ki genyen? Anyen.

15. Ask questions on cue:

CUE

STUDENT (S)

ap tann yo (moun)

gro (sa)

piti (kote)

genyen (sa)

byen (kote)

Ki moun k-ap tann yo?

Ki sa ki gro?

manman Tijo (moun)
 sòti (moun)
 gro (kote)
 byen (sa)
 ap tann yo (sa)
 piti (sa)
 lavil (moun)

16. Pattern: Imperative + non = emphatic imperative

Listen and repeat:

Chita non.
 Ban-m nouvèl ou non.
 Di bonjou non.
 Grandi non.

17. Make the following sentences emphatic using non:

CUE

STUDENT (S)

M di bonjou.
 M pral(e) lavil.
 M-ap rive lakomu-n.
 M-ap fè chemen-m.
 M pral chèche kèk lèt.
 M-ap koute ti-moun yo.
 M pral nan mache.
 M pran lèt yo lapòs.
 M di bonjou.
 M pòte zouti yo.
 M chita.
 M ba ou nouvèl mwen.

Di bonjou, non
 Al(e) lavil, non.

18. Listen and repeat:

Ki jan ou rele? Kouman ou rele? -M rele Tijo.
 E ou-mènm. kouman ou rele? -M rele Toma.
 Ki jan li rele? -Li rele Chal.

19. "What is your name?" Answer the question:

CUE

STUDENT(S)

Ki jan ou rele?

M rele Toma.

Ki jan ou rele?

M rele

20. *Kapab, kap, kab, or ka, (can, be able to) + verb;*

Listen and repeat:

Nou kapab tann. Nou kap pòte zouti yo.

Nou ka chita. Nou kab bay lèt yo.

Nou kap sòti pi ta.

21. Repeat the following sentences, using *kap, kab* or *ka* before the verb:

CUE

STUDENT(S)

Li tann.

Li kap tann.

Li grandi.

Li kab grandi.

Li kenbe toujou.

Li ka kenbe toujou.

Li ban-m nouvèl yo.

Li mande nouvèl Alse.

Li al lavil.

Li fè yon vire nan mache.

Li koute ti-moun yo.

Li wè Pòtoprens.

Li pòte zouti-l.

Li bay lèt yo lapòs.

Li fè yon gro travay.

DIALOGUE

AT ANITA'S HOUSE

Scene: At Anita's house

Characters: Thomas, Tijo, Anita's son

Situation: Thomas goes to Anita's house and finds she has gone out with her husband. Thomas meets Tijo.

Thomas: Hi, son!

Tijo: Hello, sir!

Thomas: Is this Anita's house?

Tijo: Yes, sir.

Thomas: Is Anita at home?

Tijo: No, she went out with my father, but they should be back soon.

Thomas: May I wait for them?

Tijo: Yes, sir. Please have a seat.

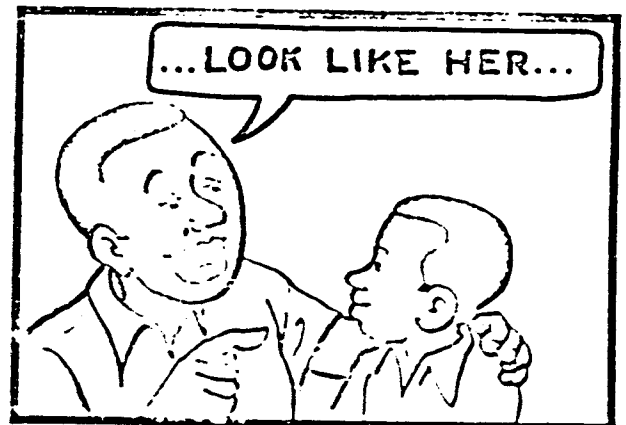
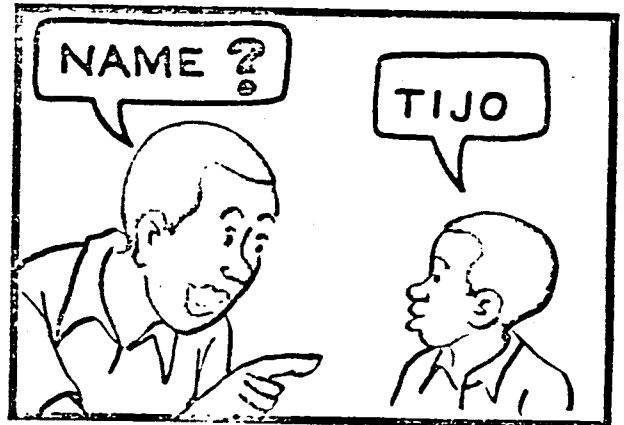
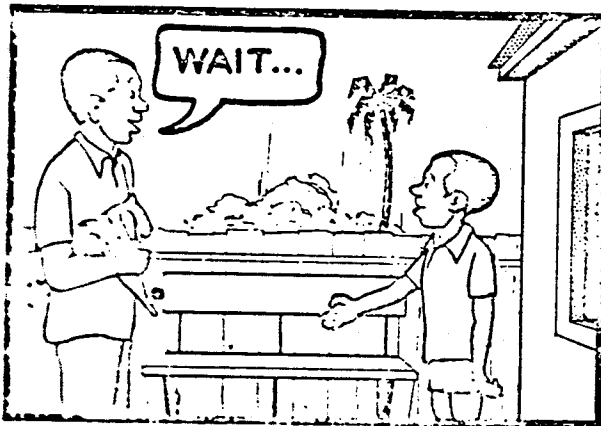
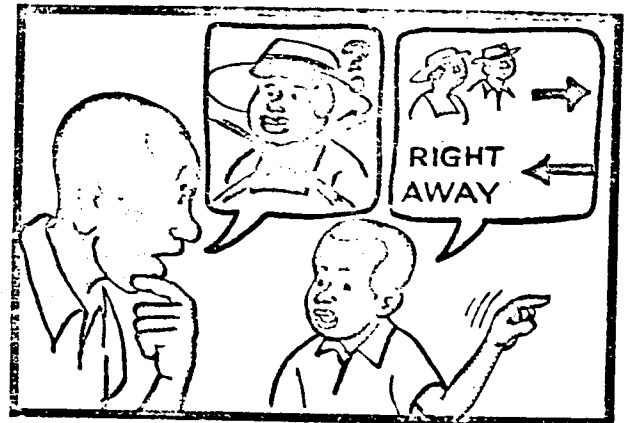
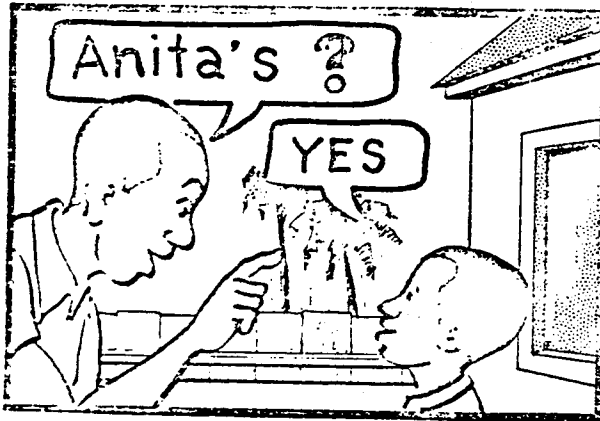
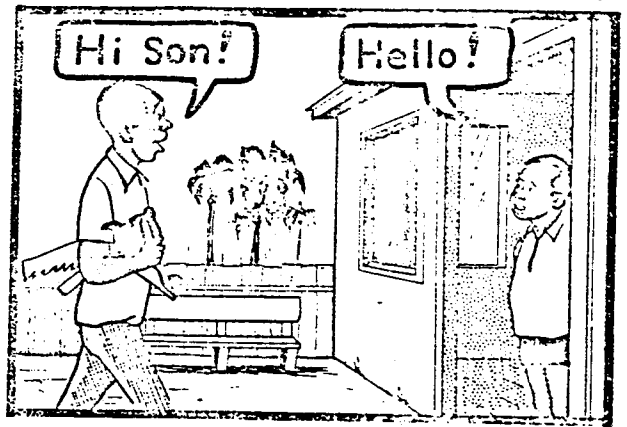
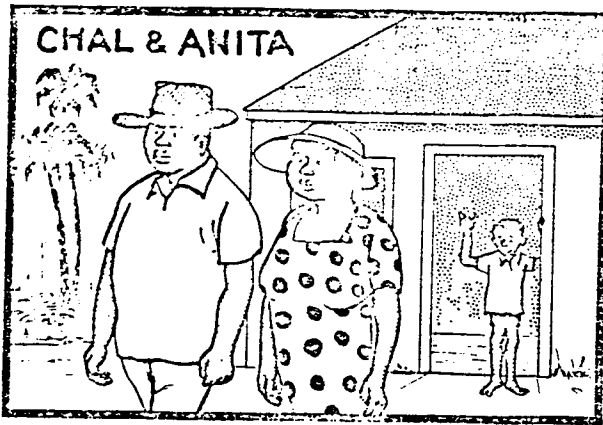
Thomas: What is your name?

Tijo: My name is Tijo.

Thomas: And who is your mother?

Tijo: Anita is my mother.

Thomas: Yes, of course: you look a great deal like her.



AT ANITA'S HOUSE

Toma ale kay Anita. Anita sòti ak Chal, mari li. Toma kontre ak Tijo lakay li.

Toma: Bonjou ti gason.

Tijo: Bonjou msye.

Toma: Se kay Anita sa?

Tijo: Wi msye. Se kay li.

Toma: Li pa la kounyè-a?

Tijo: Non, li sòti ak papa-m. Y-ap retounen touswit.

Toma: M kab tann yo?

Tijo: Wi msye. Chita non.

Toma: Ti gason, ki jan ou rele?

Tijo: M rele Tijo.

Toma: Ki moun ki manman ou?

Tijo: Se Anita ki manman-m msye.

Toma: A wi, ou sanble-l anpil, san repròch.

Dialogue Buildup

kay Anita
Toma ale kay Anita.

Anita's house
Thomas goes to Anita's house.

mari
mari li
Chal
ak Chal
ak Chal, mari li
sòti
Anita sòti
Anita sòti ak Chal, mari li.

husband
her husband
Charles
with Charles
with Charles, her husband
to go out
Anita has gone out
Anita has gone out with Charles, her husband.

lakay
lakay li
Tijo
ak Tijo
kontre
Toma kontre
Toma kontre ak Tijo
Toma kontre ak Tijo
lakay li.

house
her house
Tijo
with Tijo
to meet
Thomas meets
Thomas meets Tijo
Thomas meets Tijo at her house.

ti gason
Bonjou ti gason.

boy, kid, son (used in greetings)
Hi, son.

msye
Bonjou msye.

sir
Hello, sir,

kay Anita
se
Se kay Anita.
sa
Se kay Anita sa?
Wi msye.

Anita's house
it is, is it
It is Anita's house.
this. that
Is this Anita's house?
Yes. sir.

lakay li
Se lakay li.

her house
It is her home.

kounyè-a	now
la	there, here
pa	not
pa la	not here
li pa la	she is not here
Li pa la kounyè-a?	Isn't she here now?
papa	father
papa-m	my father
ak papa-m	with my father
li sòti ak papa-m.	She left with my father.
Non, li sòti ak papa-m.	No, she left with my father.
touswit	right away, immediately
retounen	to return
ap retounen	are returning
Y-ap retounen.	They are returning.
Y-ap retounen touswit.	They are returning right away.
yo	for them
tann	to wait
tann yo	wait for them
kab	can
M kab	I can
M kab tann yo?	May I wait for them?
Wi msye	Yes, sir.
chita	to sit
Chita non.	Please have a seat.
rele	to call, to be called, to be named.
ou rele	you are called
Ki jan ou rele?	What is your name? (literally. How are you called?)
M rele Tijò.	My name is Tijò.

manman
manman ou
ki
ki manman ou
ki moun
Ki moun ki manman ou?

manman-m
Anita se manman-m.
se Anita
Se Anita ki manman-m,
wi msye.

san
repròch
san repròch

anpil
sanble
sanble-l
ou sanble-l anpil
a
A wi, ou sanble-l
anpil, san repròch.

mother
your mother
who (relative)
who is your mother
who (interrogative)
Who's your mother?
(literally, Who is it who is your
mother?)

my mother
Anita is my mother.
it is Anita
It is Anita who is my
mother, sir.

without
reproach
no kidding, if you don't mind my
saying so

a lot, much, very much
to resemble
resemble her
you resemble her a lot
ah, oh
Oh, yes, you look a lot
like her, no kidding.

PRONUNCIATION AND GRAMMAR DRILLS

Tape No. 4-B

Pronunciation Drills: /m/, /n/, an, an + n/m

1. Syllabic /m/

- a. The sound /m/ often stands by itself and is, therefore, treated as a syllable. To pronounce it properly, keep your lips tightly together while uttering it. The sound must be completed before you separate your lips.
- b. In front of a verb beginning with a consonant, the syllabic /m/ replaces the pronoun subject *mwen*.

Listen carefully to the following sentences:

M ba ou-l.

M pa lakay.

M di yo bonjou.

M rete isit.

M fè sa.

M te wè-l.

M gade ti-moun yo.

M sove-l.

M jwenn ni.

M vle.

M kite yo.

M wè-l.

M loue-l.

Se la m-ye.

M mande nouvèl li.

Msye. bonjou.

M naje byen.

Repeat the above sentences, after each has been modeled twice for you.

- c. The syllabic /m/ also represents *mwen* after a verb which ends in a vowel sound.

Listen carefully to the following sentences. Note especially the cases in which the /m/ sound appears in final position.

Manman-m ap chèche-m.

Ti gason-m nan wè-m.

Yo kontre-m.

Li koute-m.

Se kat d-idantite-m.

Papa-m sanble-m.

Yo voye-m nan biro-m.

Ou wè mari-m.

Se msye-m.

Repeat the sentences, after they have been modeled twice.

2. The sound /n/

- a. In pronouncing /n/, the tip of the tongue touches the back of the upper teeth.

Listen carefully to the following words:

nou

n-ap

nonm

no

nivo

novanm

nan

nègès

Repeat the previous words after each has been modeled twice. Do not forget to touch the back of your upper teeth with the tip of your tongue.

Listen to the /n/ in final position:

liann	konn	bannann
tann	fonn	marinn
jèn	rasi-n	desann
jwenn	kabann	kolonn
grinn	santèn	

Now repeat the above words after each has been modeled twice.

- b. As in the case of /m/, /n/ may stand by itself before a verb beginning with a consonant or after a verb ending with a vowel. This syllabic /n/ stands for *nou*, 'we' or 'you' (plural).

Listen to the following sentences:

Ki kote n-wè yo?

Ban-n nouvèl Alse?

Ki jan n-ye? N-pa pi mal.

Ki sa n-di la-a? N-pa di anyen.

Ki moun nou kontre? N kontre Mari.

Yo mande-n pou li. N-mande pou li tou.

Kouman n-ye? N-ap grandi.

Y-a wè-n pi ta.

Se konpè-n ak kòmè-n.

N jwenn ni lakay.

Repeat the previous sentences after each has been modeled twice.

3. The nasal vowel *an*.

a. Compare the following pairs:

sa	san
ta	tan

The second word contains the nasal equivalent of the vowel of the first word.

b. Now compare the two nasal vowels *en* and *an*:

sen	san
men	man

For *in* the tongue is fronted, and it moves back for *an*.

c. Identify the member of each pair which contains the vowel *an*. If you make the correct identification, repeat the word containing the vowel *an* which will be given by the voice on the recording.

(1) la	lan	(2) lan
(2) tan	ta	(1) tan
(3) san	sa	(1) san
(4) rin	ran	(2) ran
(5) chan	chen	(1) chan
(6) ba	ban	(2) ban
(7) pa	pan	(2) pan
(8) kan	ka	(1) kan
(9) ben	ban	(2) ban

d. Do the previous exercise until your score is perfect.

e. Contrast the following paired words:

ta	'conditional particle'	tan	'weather'
sa	'this'	san	'blood'
len	'flax'	lan	'in'
sen	'Saint'	san	'blood'
men	'hand'	man	'abbreviation for mother'

Two syllables

ruban	ladan	boukan	kouman	vrèman
tèlman	senkant	dimanch	swasant	egzanp

Three syllables

li ladan	instriman	de paran	li pantan
----------	-----------	----------	-----------

f. The following words have *an* in the first syllable.

anvi	manje	danse	santim	anpil	anlè
------	-------	-------	--------	-------	------

g. Read the following utterances aloud:

ruban	kouman	chanjman	trant an	anlè
senkant	mande	santi	anyen	anpil

h. Take the following utterances in dictation. Hand it to the teacher afterward.

anba	nan mache-a
Kouman ou ye?	M pran kèk lèt.
Y-ap grandi toujou.	Li chante anpil.

4. *An + n/m*

a. Compare:

tan	tann	jan
van	vann	janm

The first word of each pair ends in the nasal vowel *an* followed by *n* or *m*.

b. Contrast the following paired words:

tann	'to wait'	tan	'weather'
vann	'to sell'	van	'wind'
janm	'leg'	jan	'manner'
kann	'cane'	kan	'camp'

c. Repeat the following words ending in *an* followed by *n* or *m*.

tann	vann	kann	prann	tann
janm	viann	madanm	aprann	desann
ladwann	ban-m			

d. The following words contain *an* followed by *n* or *i* within the word.

zanmi	manman	anmè	lanni	zannanna
-------	--------	------	-------	----------

e. Read aloud:

tann	viann	janm	kann
rann	desann	aprann	de bann
li pann	li ban-m	zanmi	manman
desanm	lanni	madanm	lanm

f. Read the following sentences aloud. The confirmation will be given by the voice on the recording. Then translate the sentence you have read and check with the key in the right side of this page.

- | | |
|--------------------------------------|--|
| (1) Ban-m nouvèl ou? | How are you? |
| (2) Kouman Anita ye? | How is Anita? |
| (3) Nou prale nan mache. | We are going to the market. |
| (4) Sa ki genyen, machè? | What's the matter, dear? |
| (5) E ou-mènm, ki sa ou ap fè? | And yourself, what are you doing? |
| (6) Gras a Dye, y-ap grandi. | Thanks to God, they are growing up. |
| (7) O revwa Mari
M-a wè ou pi ta. | Goodbye, Marie.
I'll see you later. |
| (8) Nan rout li wè Anita ak Alse. | On his way he saw Anita and Alce. |

g. After you check your answers with the key, read aloud.

- (1) Kouman Anita ye?
- (2) Li gen kèk zouti anba bra li.
- (3) Nou prale lavil dimanch.
- (4) Sa pa fè anyen, machè.
- (5) Swasant senk santim.
- (6) Pa genyen anpil ladan ni.
- (7) Sa li mande ou?
- (8) Nou prale ladwann ansanm.

Lexical Variation Exercises

1. Basic sentence:

Se kay Anita sa?
lapòs
mari li
kay li
manman ni
kay Anita

Se kay Anita sa?
Se lapòs sa?

2. Basic sentence:

M rele Tijo.
Mari
Anita
Chal
Toma
Tijo

M rele Tijo.
M rele Mari.

3. Basic sentence:

Ki jan ou rele?
li
madanm ou
papa ou
ou

Ki jan ou rele?
Ki jan li rele?

4. Basic sentence:

Li sòti ak papa mwen.
Toma Lwi
manman ni
Chal
papa mwen

Li sòti ak papa mwen.
Li sòti ak Toma Lwi.

5. Basic sentence:

M kab tann yo.
mari mwen
Anita
ou
yo

M kab tann yo.
M kab tann mari mwen.

6. Basic sentence:

Ki moun ki manman ou?
papa ou
madanm ou
mari li
manman ni
manman ou

Ki moun ki manman ou?
Ki moun ki papa ou?

7. Basic sentence:

Li pa la kounyè-a.
Yo
Madanm ni
Anita
Manman
Li

Li pa la kounyè-a.
Yo pa la kounyè-a.

8. Basic sentence:

Y-ap retounen touswit.
Mari mwen
Madanm ou
Papa mwen
Yo

Y-ap retounen touswit.
Mari mwen ap retounen touswit.

Grammar exercises

Change the following to negative statements by adding *pa*.

1. Li la kounyè-a. Li pa la kounyè-a.
Nou lavil. Nou pa lavil.
Yo la kounyè-a.
Gabi lapòs kounyè-a.
Toma nan mache.
M lakomu-n.

2. M rele Tijo. M pa rele Tijo.
Mari chita. Mari pa chita.
Li ale lakay nou.
Tijo sanble li.
Ti gason an sòti ak manman ni.
M-ap retounen touswit.

3. Se kay papa mwen. Se pa kay papa mwen.
Se Anita ki sòti. Se pa Anita ki sòti.
Se mari li ki tann yo.
Se madanm mwen.
Se li ki rele Tijo.

Cued questions

1. Answer the following questions using the cue in parentheses.
 - a. Se kay Anita sa? (non; Toma) Non, se kay Toma.
 - b. Li pòte kèk lèt? (non; zouti) Non, li pòte kèk zouti.
 - c. E bòs Alse, li prale kay Anita tou? (non; lavil)
 - d. Se papa li? (non; Tijo)
 - e. Chal sanble li? (non; Tijo)
 - f. Gabi prale lavil? (non; Pòtoprens)

2. Reply to the following questions in the negative.

- | | |
|--|-----------------------------|
| a. Se kay Gabi? | Non, se pa kay Gabi. |
| b. L-ap chèche lèt yo? | Non, li p-ap chèche lèt yo. |
| c. E bòs Alse, li prale kay Anita tou? | |
| d. Se papa yo sa? | |
| e. Chal sanble li anpil? | |
| f. Gabi prale nan mache? | |

Directed questions

- | | |
|---|--------------------|
| 1. Ask 'Isn't she here now?' | Li pa la kounyè-a? |
| 2. Say 'She's not here.' | Li pa la. |
| 3. Say that he is here now. | Li la kounyè-a. |
| 4. Tell me they are not at the city hall. | Yo pa lakomu-n. |
| 5. Say that he is not sitting down. | Li p-ap chita. |
| 6. Tell me they are not at home | Yo pa lakay yo. |

Translation Test

- | | |
|---|----------------------------------|
| 1. Say that Thomas is going to Charles' house. | Toma prale kay Chal. |
| 2. Ask me if that is my house. | Se kay ou sa? |
| 3. Say that we are taking a little walk downtown. | N-ap fè yon ti vire lavil/envil. |
| 4. Tell her that she can wait for you. | Ou kap tann mwen. |
| 5. Say that they left with your wife. | Yo sòti ak madanm mwen. |
| 6. Tell me that they went out early. | Yo deyò boneù. |
| 7. Tell me you are going to return immediately. | M-ap retounen touswit. |
| 8. Ask me what the matter is. | Sa ki genyen? |
| 9. Say you are going to look for some tools. | M prale chèche kèk zouti. |
| 10. Ask the little boy whether they are here. | Ti gason, yo la? |
| 11. Ask how she is. | Ki jan li ye? |
| 12. Tell me she went out with your father. | Li sòti ak papa mwen. |

COMPREHENSION EXERCISES

Listen and repeat:

Anita ak Chal sòti. Yo pa la kounyè-a. Nan chemen yo kontre ak yon machann legum yo konnen: "Pratik, ban-m nouvèl ou non."

-Bonjou msye Chal, bonjou Madanm Chal. Ki kote nou prale?

N-ap fè yon ti sòti, men nou pa pral mèn m kote. M-ap rive nan bouk, m pap mize. Madanm mwen ap fè yon ti vire kay Sese, kòmè-l. Li pa byen. Li pa rete lwen isit.

-Nou pap achte kèk legum pou lakay? Yo bèl wi.

-Ou kouè sa, pratik. Kouman pou-m pòte yo?

-M-ap mache ak nou. Kay kòmè Sese ou a jwennn yon bagay pou mete yo. Kòmè ou kapab achte tou.

-Se byen.

Anita, Chal ak pratik fè chemen yo. Kay Sese Chal pa vle rete kounyè-a. Li pa kapab. L-a rete pi ta. Anita, li-mèn m, rete kay kòmè-l. Y-a wè. Chal ap tounen sòt nan bouk touswit. L-a rete di Sese yon ti bonjou. Li di o revwa. L-ale.

Answer the questions:

1. Chal ak Anita la kounyè-a?
2. Ki kote yo ye?
3. Ki moun yo kontre nan chèmin?
4. Yo konnen ni (li)?
5. Si ou konn yon machann, kouman pou ou rele-l?
6. Ou konnen msye (show another student)?
7. Li konnen ou?
8. Ki jan madanm Chal rele? (Anita)
9. Ki moun ki rele Sese?
10. Se madanm Chal yo rele Sese?
11. Se Chal ou rele?
12. Ki sa Pratik vle Anita achte?
13. Anita gen bagay pou-l mete yo?
14. Ki sa pou li fè alò?
15. Anita ak Chal pral mèn m kote?

16. Ki kote Chal prale?
17. Ou konn sa Chal pral fè nan bouk? (non)
18. Ki sa Anita pral fè kay Sese?
19. Chal pral mize nan bouk?
20. Kouman Sese ye?

21. Ou ap mize isit?
22. Ou kouè Anita pral mize kay Sese?
23. Sese rete lwen?
24. E ou, ou rete lwen isit?
25. Sese mache ak msye ak madanm Chal?

26. Chal rete kay Sese?
27. Pou ki sa li pa rete kay Sese?
28. Anita pa rete kay Sese li-mènm?
29. E Pratik?
30. Ki sa Anita achte?

31. Ki kote l-jwenn bagay pou-l mete legum yo?
32. Madanm ou achte legum tou?
33. Chal a rete kay Sese pi ta?
34. Chal ap tounen sòt nan bouk touswit?
35. Alò, l-a rete kay Sese?

36. Ou gen bèl ti-moun?
37. Madanm ou bèl?
38. Ou se yon madanm?
39. Ou konnen-m?
40. M konnen nou?

INDEPENDENT STUDY

Assignment in the Library:

- A. Consult the bibliography on Haiti at the end of this volume.
- B. Choose a book for a book report at a designated date in the future.
- C. Go to the library to start reading your chosen or assigned book.
- D. Take notes in order to be ready for your oral report in Creole when requested.

GRAMMAR NOTES

Negative

1. In Creole, the negative is expressed by the use of the word *pa* 'not' before the predicate or the verb.

Example:

Nou lapòs.
Nou konnen ou.

versus

Nou pa lapòs.
Nou pa konnen ou.

We are at the post office.
We know you.

We are not at the post office.
We don't know you.

2. *Pa* loses its vowel before the continuative particle *ap*.

Example:

M p-ap fè yon ti vire. I am not taking a little walk.

Li/ni

When *li* follows a word which ends with a nasal vowel or consonant, it becomes *ni*.

Example:

ti gason ni

tann ni

Konn/konnen

1. *Konn* is the short form for *konnen* and is preferred whenever followed by a complement (noun or verb).

Example:

Li pa konn anyen.

He (or she) knows nothing.

Yo konn travay.

They know how to work.

2. In all other cases, when it ends a sentence such as when the complement is not repeated in answering a question) *konnen* must be used:

Example:

Ki moun ki pral lavil?	Who is going to town?
M pa <u>konnen</u> .	I don't know.

***Ale* 'to go'; *prale* (*ap* + *ale*) 'to be going'**

Ale and *prale* are usually substituted for the short forms *al* and *pral*, except when they end a statement or a question.

Example:

N- <u>al</u> lavil./N- <u>ale</u> lavil.	We go to town.
Nou <u>pral</u> lavil./Nou <u>prale</u> lavil	We are going downtown.
Ti gason an <u>ale</u> ?	Is the little boy gone?
Wi, l- <u>ale</u> .	Yes, he is gone.
Mari <u>pral</u> nan mache? Mari <u>prale</u> nan mache?	Is Marie going to the market?
Non, li pa <u>prale</u> .	No, she is not going.

The Pronoun *ki*

Like the pronouns, *ki* also occurs in the short form: *k*. This short form should be used before *a* or *ap*. It is optional after *sa*, but the short form is widely used.

Se Chal <u>k-ap/-ape</u> tann yo	It is Charles who is waiting for them.
Se Anita <u>ki/k</u> -manman-m	Anita is my mother.
Ki sa <u>ki -k</u> lakomu-n?	What is (there) at the City Hall?

VOCABULARY

achte, v.	to buy; to purchase
anpil, adj.	a lot, many, lots of
bagay, n.	thing
bèl, adj.	beautiful
bouk, n.	village
chita, v.	to sit
gason, n.	boy
isit, adv.	here
jwenn, v.	to find
kap, kapab, kab, ka, v.	can, to be able
konn, konnen, v.	to know
kontan, adj.	happy, pleased, glad
kouè, v.	to believe, to think
kounyè-a, kouliè-a, adv.	now
la, art.	the (see grammar notes in lesson 6)
legum, n.	vegetable (s)
lwen, adv.	far, distant, far away
machann, n.	merchant
mache, v.	to walk
madamn, n.	Mrs.
manman, n.	mother
mari, n.	husband
mete, v.	to put
mize, v.	to dawdle, to waste time
msye. msyeu, n.	Sir. Mr.
papa, n.	father, daddy
piti, adj.	small, little
pratik, n.	regular customer, clientele

rele, v.	to call, to be named, to be called; to yell; to shout
repròch, repròch, n.	reproach, blame
rete, v.	to stay, to stop, to live
retounen, retounen, tounen, v.	to return, to come back
san, prep.	without
sanble, v.	to resemble, to look, to look like
se, v.	it is, is it, to be
sòti, sòti, sot, sòt, v.	to go out
sòti, sòti, n.	outing
tann, v.	to wait
touswit, adv.	immediately, right away
tounen, retounen, v.	to return; to come back

Idiomatic Expressions

ak Bondye	God willing
Ki jan ou rele?	What's your name?
san repròch	no kidding - if you don't mind my saying so

Lesson 5

REVIEW OF LESSONS 1 AND 2

Oral Review Drill

1. **Pattern:** *kouman ou ye?*

Change the introductory word on cue. Pay particular attention to the intonation.

CUE

STUDENT(S)

Gabi

Gabi, kouman ou ye?

Monchè

Monchè, kouman ou ye?

Bòs Alse

Pratik

Toma

Kòmè-m

Sese

Anita

Konpè-m

Machè

Chal

Tijo

2. **Translate into Creole:**

1. They are going out for awhile.
2. We are going to market.
3. I am going to the post office.
4. I see them.
5. I am holding on.

3. Pattern: *Ki kote . . . prale la-a?*

- a.. Change the noun or pronoun on cue, as indicated.

CUE	STUDENT(S)
ou	Ki kote <u>ou</u> prale la-a?
Mari	Ki kote <u>Mari</u> prale la-a?
Tijo	
konpe-m	
mwen	
yo	
Mari	
Chal	
nou	

- b. Repeat the above exercise, using the short form of the Pronoun whenever possible (i.e., in the case of li, nou, ou, and mwen).

4. Pattern: *Alò, m-a wè . . . pi ta.*

- a. Fill in the missing noun or pronoun on cue.

CUE	STUDENT(S)
yo	Alò, m-a wè <u>yo</u> pi ta.
bòs Alse	Alò, m-a wè <u>bòs Alse</u> pi ta.
nou	
kòmè-m	
li	
Anita	
ou	
Gabi	
yo	
Mari	
Chal	
nou	

- b. Repeat the previous exercise. using the short form of the pronoun whenever possible (i.e., in the case of li, nou, and ou).

5. **Rule:** A subject pronoun is shortened or contracted when followed by a predicate beginning with a vowel.

Make a complete sentence with the following cues by adding one of the pronouns *li*, *nou*, *mwen*, or *yo* as instructed:

CUE	STUDENT(S)
pral lapòs (li)	<u>Li</u> pral lapòs.
ap grandi (nou)	<u>N-ap</u> grandi.
kenbe toujou(yo)	
wè yon ti-moun(mwen)	
fè yon ti vire(li)	
ap fè yon vire lavil(yo)	
pral fè yon vire(nou)	
ap wè yon ti-moun(mwen)	
pa pi mal (mwen)	
ap fè yon ti vire lapòs(yo)	
wè ou pi ta(li)	
prale nan mache-a(yo)	
wè bòs Alse (mwen)	
byen (nou)	

6. **Change the following by adding *pral* after the subject:**

CUE	STUDENT(S)
Li bay Mari kèk lèt.	Li <u>pral</u> bay Mari kèk lèt.
Yo grandi.	Yo <u>pral</u> grandi.
Gabi nan mache.	
M-ale nan mache.	
Ti-moun yo rive nan mache.	
Nou chèche kèk lèt.	
Toma fè yon rive lakomu-n.	
Li kontre Mari.	
Li koute Gabi ak Mari.	
Mwen wè Chal.	
Ou pran kat d-idantite ou.	

7. **Change to the future tense, i.e., add *a* after the subject.**
Use the short form of the pronoun whenever possible:

CUE

STUDENT(S)

Li ba Mari kèk lèt.

L-a ba Mari kèk lèt.

Yo grandi.

Y-a grandi.

Gabi nan mache.

M-ale nan mache.

Ti-moun yo rive nan mache.

Nou chèche kèk lèt.

Toma fè yon rive lakomu-n.

Li kontre Mari.

Li koute Gabi ak Mari.

Mwen wè Chal.

Ou pran kat d-idantite ou.

8. **Review the questions in Lesson 1 and 2 for comprehension and fluency.**

INDEPENDENT STUDY

Tape No. 5A

1. Listen to and repeat line by line, with proper intonation, the following conversation between Thomas and Marie. This will help you to comprehend sentences containing more than six words.

Toma: Mari! Ban-m nouvèl ou non!

Mari: M pa pi mal monchè. E ou-mènm, ki jan ou ye?

Toma: Gras a Dye, sa pa pi mal. Kouman Alse ye?

Mari: Li byen tou. E kòmè Gabi, ban-m nouvèl li?

Toma: L-ap kenbe toujou. Kouman ti-moun yo ye?

Mari: Yo grandi anpil. E ti-moun yo?

Toma: Yo kon sa. Ki kote ou prale la-a, Mari?

Mari: M pral lapòs pòte kèk lèt. M pral wè si m gen kèk lèt tou.

Toma: Mwen-mènm, m-ap rive lakomu-n. M pral pran kat d-idantite-m.

Mari: Gabi rete lakay ak ti-moun yo?

Toma: Non machè. L-al fè yon ti vire nan mache-a. M prale Mari. Di bòs Alse ak ti-moun yo bonjou. O revwa.

Mari: Mèsi Toma. Di Gabi ak ti-moun yo bonjou tou.

2. Now close your books. Translate each sentence you hear in English.

3. Answer the following questions in Creole:

1. Ban-m nouvèl Mari?
2. E ou-mènm, ki jan ou ye?
3. Kouman Alse ye?
4. E ti-moun Mari yo?
5. Ti-moun Toma yo byen tou?

6. Ki kote Mari pral la-a?
7. Ki sa li pral fè lapòs?
8. E Toma, ki kote li prale?
9. Ki sa li pral fè lakomu-n?
10. Ki kote Gabi ale?

11. Li pa rete lakay ak ti-moun yo?
12. Ki moun Mari a di bonjou pou Toma?
13. E Toma, ki moun l-a di bonjou?
14. Ou ap grandi toujou?
15. Ban-m nouvèl ou?

16. Kouman madanm ou ye?
17. Ou pral lapòs tou?
18. Ki sa ou pral fè lapòs?
19. Ki jan ti-moun ou yo ye?
20. Madanm ou al nan mache?

21. Ou pral lakomu-n pi ta?
22. Ou gen anpil pitit?
23. Ti-moun ou yo piti?
24. Ki sa ou ap fè la-a?
25. Nou gen kat d-idantite?

REVIEW OF LESSONS 3 AND 4

Oral Review Drill1. **Pattern:** *Se ... ou.*

Change on cue:

CUE

moun
 kat d-idantite
 mari
 manman
 legum
 gason
 bagay
 zouti
 travay
 madanm
 kay
 pitit

STUDENT(S)

Se moun ou.
 Se kat d-idantite ou.

2. **Pattern:** *M gen yon*

Change on cue:

CUE

pitit
 travay
 ti-moun
 lèt
 goi-n
 madanm
 machann
 zouti
 kat d-idantite
 mato
 kòmè
 nouvèl

STUDENT(S)

M gen yon pitit.
 M gen yon travay.

3. **Pattern:** *pral fê travay (possessive)*

Show the form of the possessive by repeating the pronoun subject at the end of the sentence or by placing the noun subject in its pronoun form at the end of the sentence.

CUE	STUDENT(S)
Nou	<u>Nou</u> pral fê travay <u>nou</u> .
Li	Li pral fê travay li.
Anita	Anita pral fê travay li.
Mwen	
Ti-moun yo	
Toma	
Tijo	
Ou	
Nou	
Yo	
Sese	
Else	

4. **Put in the negative:**

Positive cue by instructor:

M jwenn bagay la.
Tijo ap tann papa-l.
Pratik wè manman-m.
Zouti-l anba bra-l.
Papa-l tann ni.
Ou travay anpil, msye .
Anita al nan bouk.
Ou gen klou nan pòch ou.
Nou sanble manman nou.
Li rele Tijo.
Yo grandi anpil.
Mari tounen ak ti-moun yo.

Negative response by students:

M pa jwenn bagay la.
Tijo pa tann papa-l.
Pratik pa wè manman-m.

5. **Pattern:** *Ki bò (kote) ... la-a?*

Ask questions based on the following statements:

STATEMENT

M pral lavil.
 Alse pòte zouti-1.
 Chal pral chèche
 yon mato.
 M gen yon ti travay.
 Nou kontre Mari.
 Bòs Alse fè yon gro travay.
 Li wè Toma.
 Yo kontre Anita.
 M pral chèche zouti-m.
 Mari al pran yon lèt.
 Nou wè bòs Alse.
 L-ap fè yon ti vire.

QUESTION

Ki bò (kote) ou pral la-a?
 Ki bò (kote) Alse pòte zouti-1 la-a?

6. **Answer the following questions in the negative:**

QUESTION

M pral pran zouti-m?
 Li pòte mato-l?
 Ou wè ti-moun yo?
 Y-ap pòte zouti yo?
 Li pran kat d-idantite li?
 Ou wè madanm mwenn?
 Manman-m sòti ak papa-m?
 Tijò sanble papa-l anpil?
 Se kay li sa? Ou rele Anita?
 Papa-m sòti ak Lwi?
 Nou kap tann yo?

ANSWER

Non, ou pa pral pran zouti ou.
 Non, li pa pòte mato-l.

7. Translate:

1. Thomas meets Anita's husband.
2. You are not taking a little walk.
3. She went out with her father.
4. They are going to return immediately.
5. He is sitting down with Tijo.
6. Bòs Alse is going to Anita's house with me.
7. We are carrying our tools under our arms.
8. I am doing a big job for her.
9. Fortunately we will see each other.
10. You are meeting Gaby on the way to Port-au-Prince.

8. Review the questions in Lessons 3 and 4 for pronunciation and fluency.

INDEPENDENT STUDY

Tape No. 5B

Listen and repeat with proper intonation:

Toma se mari Gabi. Gabi se madanm Toma. Yo rele Gabi ak Toma Lwi. Alse se mari Mari. Mari se madanm Alse. Yo rele Mari ak Alse Batis. Chal se mari Anita. Anita se madanm Chal. Yo rele Anita ak Chal Teodò. Yo gen yon pitit. Pitit la rele Tijo. Li sanble manman-n anpil. Mari ak Alse gen pitit tou. Nou pa konnen kouman yo rele.

Msye ak madanm Toma Lwi, msye ak madanm Alse Batis ak ti-moun yo, msye ak madanm Chal Teodò ak Tijo byen. Yo pa pi mal, gras a Dye .

Toma konn travay. Li fè yon ti travay pou Anita, komè-l. Madanm Chal kontan anpil. Toma travay byen pou li. Toma gen bon kouraj pou li travay. Li gen anpil zouti. Chal, li-mènm, pa konn travay ak zouti. Li pa gen mato, l-pa gen rabo, l-pa gen goi-n, li pa gen tounvis, li pa gen klou. Li kontan wè Toma fè travay la pou madanm ni. Li di-l mèsi.

Answer the following questions:

1. Ki moun ki mari Gabi?
2. Kouman Gabi ak Toma rele?
3. Ki moun ki madanm Alse?
4. Ki jan Mari ak Alse rele?
5. Yo gen pitit?
6. E kouman mari Anita-a rele?
7. Li gen pitit?
8. Kouman yo rele pitit la?
9. E ki jan yo rele Anita. Chal ak Tijo?

Lesson 5

10. Ki moun Tijo sanble?
11. Li sanble ak papa-l?
12. Nou konnen ki jan pitit Mari yo rele?
13. Kouman moun yo ye?
14. Ki moun ki fè ti travay la pou Anita?
15. Li fè travay la byen?
16. Toma gen kouraj pou-l travay?
17. Li gen anpil zouti?
18. Ki zouti li genyen?
19. Chal gen zouti tou?
20. Ki moun ki di Toma mèsì?

Review tapes 3-B and 4-B.

COMPREHENSION AND TRANSLATION EXERCISES

Tape No. 5-C

1. Listen to the text of the comprehension exercise on Tape 5-C.
2. Rewind the tape and listen to it again, using the pause button after each sentence to pronounce what you have heard.
3. Write down the translation of each sentence.
4. Translate your sentences back into Creole and record them on your Practice tapes.
5. Listen to Haitian music and turn in your tapes and papers for correction.
6. Get written Comprehension Text for checking.



LESSON 6

FINDING ONE'S WAY

PERCEPTION DRILL

1. Listen and repeat:

E! Msye, bon jou.
Bonjou msye. Sa m kap fè pou ou?

M ta vle voye yon depèch Ozetazini.
An! Biro depèch la ru dè Mirak.

Ki bò ru dè Mirak la ye? Ru sa-a se ru du Peùp. Pran ni tou dwat.
Lè ou rive ru dè Mirak, desann ni nèt, jus nan biro-a.

2. Listen and repeat:

M-ap desann anba. M-ap desann jus anba. M desann, m rive lapòs. M desann jus m rive lapòs. M desann lavil. M desann jus lavil.

3. Change the sentences by adding the expression jus 'as far as':

CUE

STUDENT (S)

M desann kay papa-m.

M desann jus kay papa-m.

M-al lakomu-n.

M-al jus lakomu-n.

M rive lapòs.

M soti Pòtoprens.

M tounen nan bouk la.
M mache Petyonvil.
M chèche lavil.
M-al lapòs.
M tounen nan mache-a.
M travay Pòtoprens.
M pòte-l lakay mwen .
M mande lavil.

4. **Pattern:** *ta + verb = would + verb*
 ta + vle = would like

Listen and repeat-

Li vle al lapòs. Li ta vle al lapòs. Li vle fè yon vire nan mache.
Li ta vle tounen isit. Li ta sòti avè ou.

5. **Change the following sentences** by using the particle *ta* 'would' (*ta vle* means 'would like to'):

CUE

STUDENT(S)

Li vle sòti pi ta.
Ti-moun yo vle tann
papa yo.
Mari vle retounen lakay li.
Nou vle travay anpil.
Yo vle rete lavil.
Gabi vle mete kèk lèt lapòs.
Anita vle konnen ki moun ki la.
Nou vle rive Pòtoprens.
Li vle ale lakomu-n.
M vle fè yon rive nan mache.

Li ta vle sòti pi ta.
Ti-moun yo ta vle tann
papa yo.

6. **Listen and repeat:**

M gen yon kat d-idantite.
Li gen yon pitit.
Gen yon bèl mache Petyonvil.
M wè yon goi-n anba bra Toma.

7. Repeat the following sentences, adding yon before the noun or noun phrase:

CUE

STUDENT(S)

M gen kat d-idantite.

M gen yon kat d-idantite.

Li wè goi-n anba bra Toma.

Li wè yon goi-n anba bra Toma.

Gen bèl mache Petyonvil.

Yo gen pitit.

Toma gen kay Pòtoprens.

M konn provèb kreyòl.

Li vle voye depèch.

L-apral met lèt lapòs.

Toma ap fè travay pou Anita.

Nou voye lèt lapòs.

Yo fè bon travay.

M gen pratik.

8. Listen and repeat:

Li vle voye yon depèch Ozetazini.

Li vle ale an Aiti.

Li vle ale lavil.

Li vle rive an Frans.

Li vle fè yon rive nan mache.

Li vle ale Pòtoprens.

9. Complete the sentence *Li vle ale ...* with the given cue:

CUE

STUDENT(S)

lapòs

Li vle ale lapòs.

Ozetazini

Li vle ale Ozetazini.

nan mache

lakay

Pòtoprens

lakomu-n

kay Anita

nan travay li

lavil

Ozetazini

Petyonvil

10. **Pattern: noun phrase or noun (ending with a consonant) + *la* (the)
noun phrase or noun (ending with a vowel) + *a* (the)**

Listen and repeat:

M gen yon zouti.	Pran zouti-a pou mwen.
M wè yon pitit.	Rele pitit la pou mwen.
Ki kote <u>bure depèch la</u> ye?	<u>Biro-a</u> ru dè Mirak.
Se ròt Petyonvil la.	

11. **Change the following sentences, replacing yon with a or la after the noun:**

CUE

STUDENT(S)

M wè yon bagay.	M wè bagay la.
M gen yon rabo.	M gen rabo-a.
M konn yon provèb.	
M jwenn yon pòch .	
M mete yon bra.	
M desann yon pitit.	
M pòte yon klou.	
M f è yon rout .	
M sanble yon bagay.	
M wè yon pratik.	
M-al nan yon mache.	
M montre-l yon biro .	

12. **Pattern: noun or noun phrase + *yo* (the, plural)**

Listen and repeat:

M pran zouti-a. M pran zouti yo. M koute nouvèl la. M koute nouvèl yo. M gen kat d-idantite-a. M gen kat d-idantite yo.

13. Repeat the following sentences but change the singular *a* or *la* to the plural *yo*:

CUE

STUDENT(S)

Nou gen pitit la.
 M pran mato-a.
 Li konnen provèb la.
 Yo fè travay la.
 M gen zouti-a.
 Li pran kat d-idantite-a.
 Mande klou-a.
 Rele pratik la.
 Nou koute nouvèl la.
 Li wè rout la.
 Nou wè mache-a.
 Yo mande bagay la.

Nou gen pitit yo.
 M pran mato yo.

14. Pattern: noun + *sa-a* = 'this' or 'that' + noun

Listen and repeat:

Pran ru dè Mirak.	Ru sa-a?	Wi, ru sa-a.
Ou wè biro-a?	Biro sa-a?	Wi, biro sa-a.
Al nan mache-a.	Mache sa-a?	Wi, mache sa-a.
Pòte pitit la.	Pitit sa-a?	Wi, pitit sa-a.

15. Ask questions, using the nouns of the following sentences plus *sa-a*:

CUE

STUDENT(S)

Pran bagay la pou mwen.
 Pòt travay la isit.
 Al nan biro-a.
 Pòte lèt la lapòs.
 Fè yon vire nan mache-a.
 Voye pitit la kay papa-l.
 Ou trouve klou-a pa bon.
 Ou kapab wè msye-a.
 Pran rout Petyonvil la.
 Mande pratik la kèk legum.
 Rive lapòs la.
 Pran zouti-a pou mwen.

Bagay sa-a?
Travay sa-a?

Ale nan kay la.
Bay travay la lakay.

16. Listen and repeat:

Pran ru du Peup. Ale tou dwat. Pa vire a dwat, pa vire a gòch. Lè ou jwenn ru dè Mirak a dwat. Desann ru dè Mirak nèt, jus ou rive nan biro "R.C.A.", a dwat, an fas Bank Kanada ki a gòch.

17. Listen and repeat:

Lè ou jwenn ru dè Mirak, vire a dwat.
Lè ou al lavil, achte kèk klou pou mwen.
Lè ou rive di bonjou.
Sese pa byen. Lè ou kapab, al wè-l.

18. Add *lè* 'when' to the following sentences:

CUE

STUDENT(S)

Ou kapab, al wè-l.

Lè ou kapab, al wè-l.

Ou rive, di bonjou.

Lè ou rive, di bonjou.

Ou jwenn ru dè Mirak,
vire a dwat.

Ou rive nan biro-a, voye
depèch la.

Ou al lavil, achte kèk
klou pou mwen.

Ou kontre pratik la,
di-l bonjou.

Ou al nan bouk, pòte yon
mato pou mwen.

Ou nan rout, pa mize.

Ou al nan mache, tounen
touswit.

Ou Petyonvil, fè yon
vire nan mache-a.

Ou wè papa ou, ba-l
nouvel la.

DIALOGUE

FINDING ONE'S WAY

- Scene:** Port-au-Prince, rue des Cesars (Street of the Caesars) at rue du Peuple (People's Street)
- Characters:** Mr. Jones, missionary who has lived in rural Haiti for several months and is now spending a few days in Port-au-Prince
Passerby
- Situation:** Mr. Jones wishes to send a telegram to the United States and inquires how to get to the cable office.

Mr. Jones: Excuse me, sir.

Passerby: How do you do? What can I do for you?

Mr. Jones: I would like to send a cable to the United States.

Passerby: Oh, you'd like to send a cable to the United States?

Mr. Jones: Yes, I would like to send the cable now.

Passerby: The cable office is on the rue des Miracles.

Mr. Jones: Where is the rue des Miracles?

Passerby: You go straight down the rue du Peuple....

Mr. Jones: This very street?

Passerby: Yes, this one. When you reach the rue des Miracles, turn to the right.

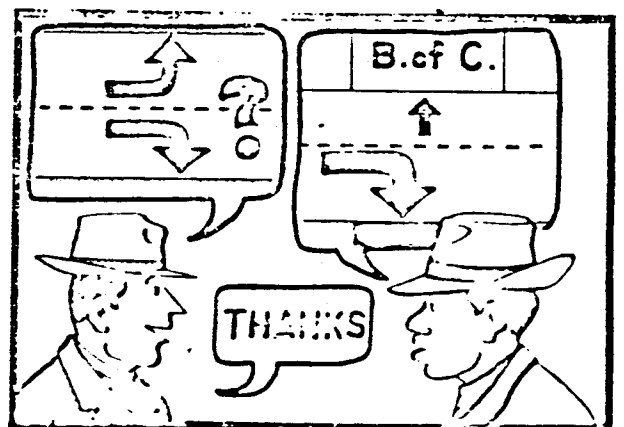
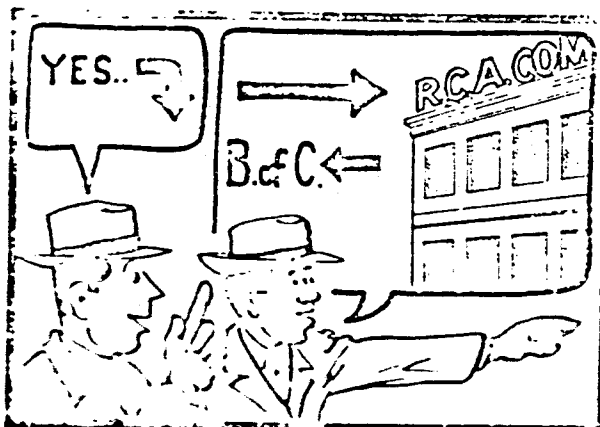
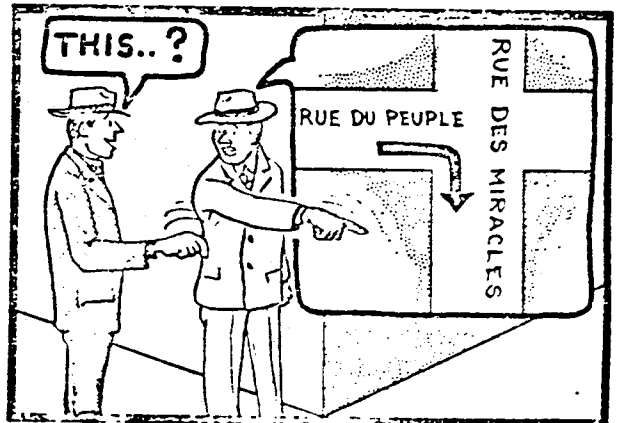
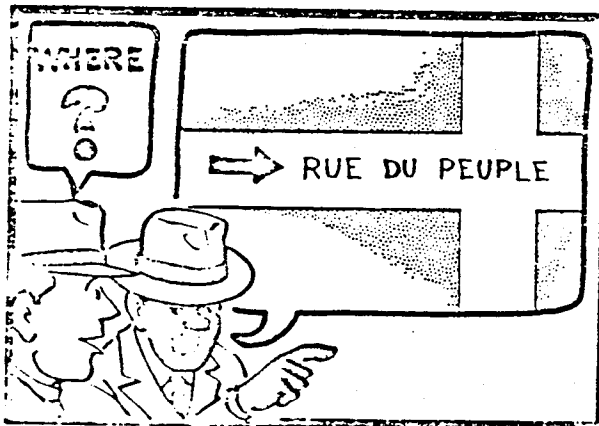
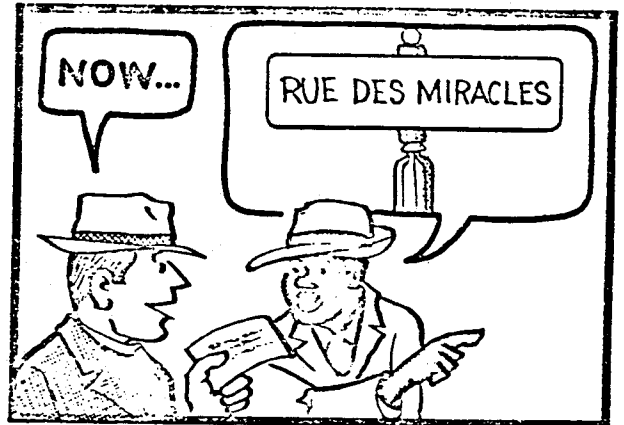
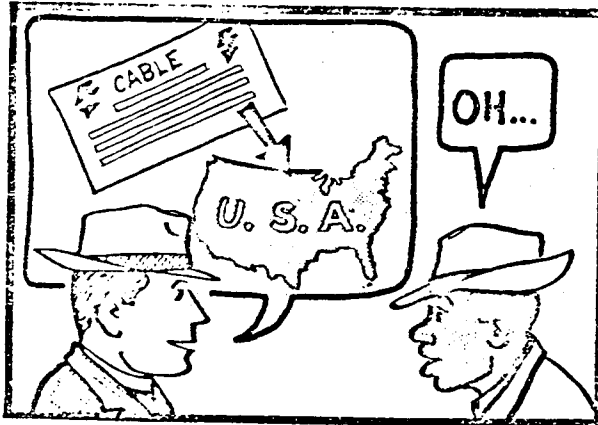
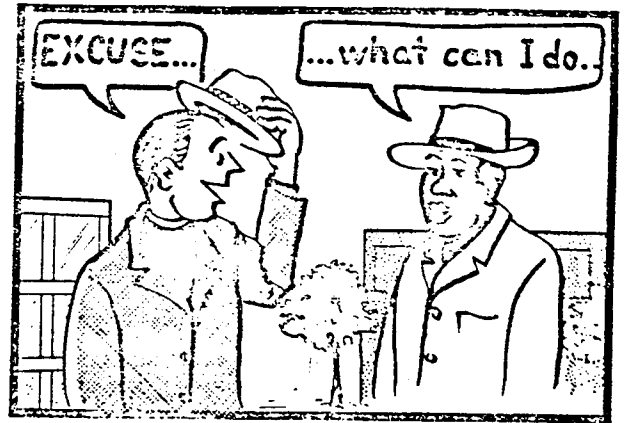
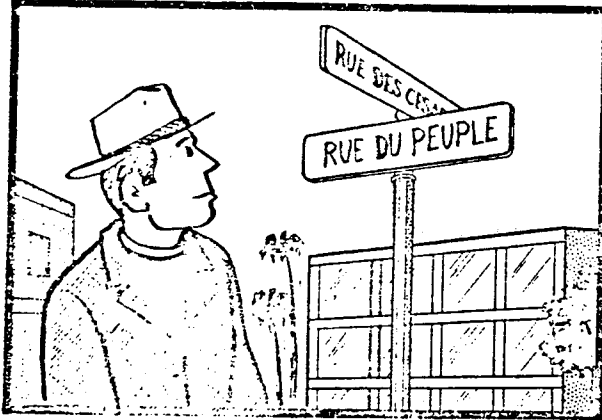
Mr. Jones: Well, I turn right at rue des Miracles....

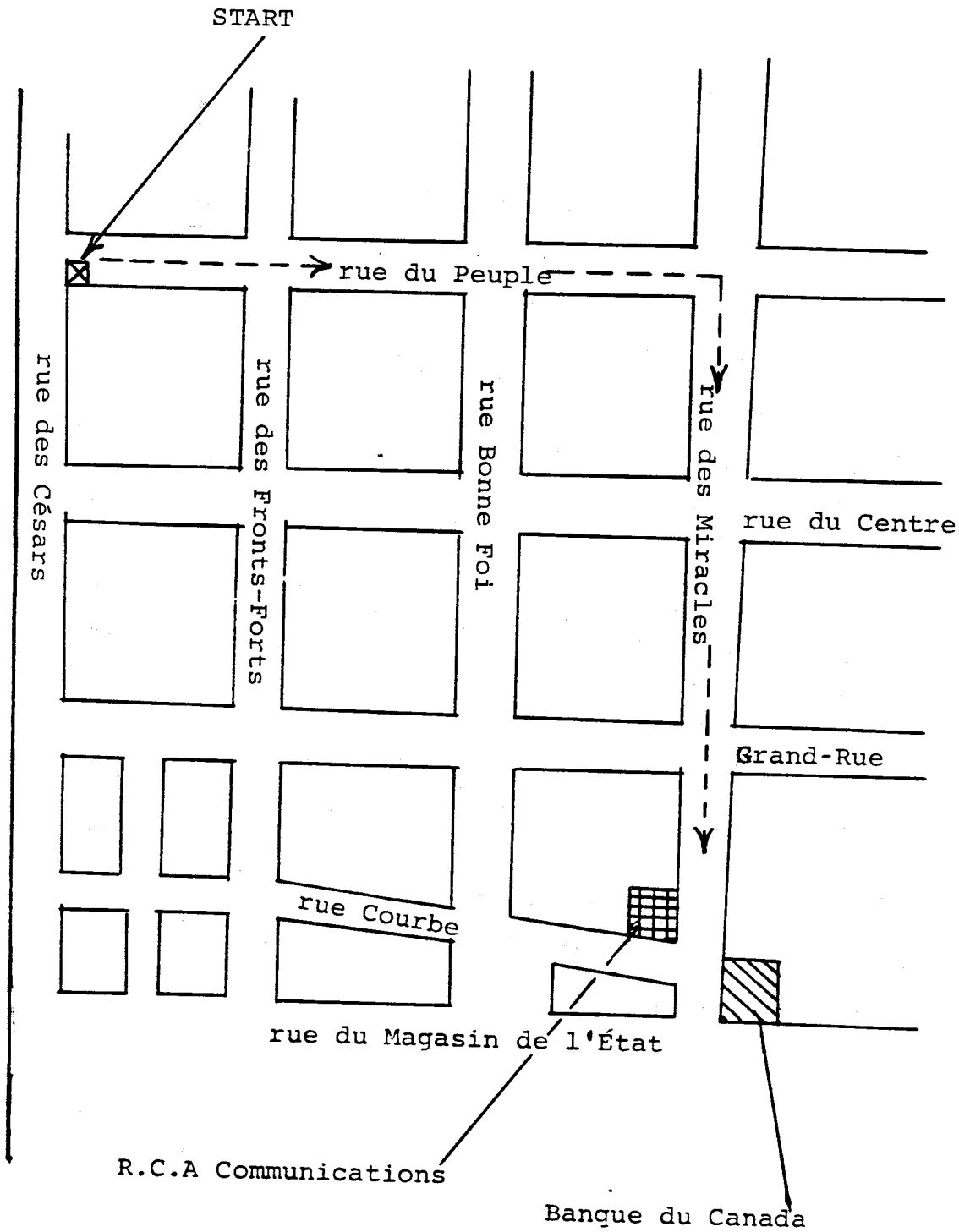
Passerby: Then you go straight down until you get to the cable office. It is marked "R.C A. Communications." It is across the street from the Bank of Canada.

Mr. Jones: Is the office on the left or on the right?

Passerby: It's on the right. The Bank of Canada is on the left.

Mr. Jones: Thank you.





A SECTION OF DOWNTOWN PORT-AU-PRINCE

FINDING ONE'S WAY

Msye Jones (Djonns) Pòtoprens. Li ta vle voye yon depèch. Li rele yon Ayisyen pou mande li kote biro depèch la ye.

Mr. Jones: E! Msye, bonjou.

Passerby: Bonjou msye. Sa-m kab fè pou ou?

Mr. Jones: M ta vle voye yon depèch Ozetazini.

Passerby: An, ou ta vle voye yon depèch Ozetazini.

Mr. Jones: Wi, m ta vle voye depèch la kounyè-a.

Passerby: Biro depèch la nan ru dè Mirak.

Mr. Jones: Ki kote ru dè Mirak ye?

Passerby: Ou pran ru du Peùp tou dwat...

Mr. Jones: Ru sa-a mèn m?

Passerby: Wi, ru sa-a. Leù ou jwenn ru dè Mirak, ou vire a dwat.

Mr. Jones: Bon, m vire a dwat ru dè Mirak.

Passerby: Ou desann nèt jus ou rive nan biro depèch la. Li make 'R.C.A. Communications.' Li an fas Bank Kanada.

Mr. Jones: Biro-a a gòch ou a dwat?

Passerby: Li a dwat. Bank Kanada a gòch.

Mr. Jones: Bon, mèsè anpil.

Dialogue Buildup

Msye Jones (Djonns) Pòtoprens.

depèch
yon depèch
voye
voye yon depèch
vle
ta

li vle
li ta vle
li ta vle voye
Li ta vle voye yon depèch.

biro
biro depèch la
kote biro depèch la ye
mande li
pou mande li
pou mande li kote biro
depèch la ye
yon Ayisyen
pale ak yon Ayisyen
Li rele yon Ayisyen pou mande
li kote biro depèch la ye.

E! Msye.
Bonjou.
Bonjou msye .

pou ou
m kab fè
sa m kab fè
Sa m kab fè pou ou?

Mr. Jones is in Port-au-Prince.

cable, telegram
a cable
to send
to send a cable
to want, to wish
(before a verb) marker to indicate
state or action is conditional

he wants
he would like
he would like to send
He would like to send a
cable.

office
the cable office
where the cable office is
to ask him
in order to ask him
in order to ask him where
the cable office is
a Haitian
to talk with a Haitian
He calls a Haitian to ask
him where the cable office is.

Excuse me, sir.
How do you do?
How do you do, sir?

for you
I can do
what can I do
What can I do for you?

Etazuni
Ozetazini
voye yon depèch
m ta vle
M ta vle voye yon depèch
Ozetazini.
ou ta vle voye yon depèch
An, ou ta vle voye yon
depèch Ozetazini.

kounyè-a
depèch la
m ta vle voye
Wi, m ta vle voye depèch
la kounyè-a.

ru
ru dè Mirak

nan ru dè Mirak
biro depèch la
Biro depèch la nan ru des Miracles.
ru dè Mirak
Ki kote ru dè Mirak ye?

tou dwat
ru du Peùp

ou pran
ou pran ru du Peùp
Ou pran ru du Peùp tou dwat.

mènm
ru sa-a
Ru sa-a mènm?

United States
to the United States
to send a cable
I would like
I would like to send a cable
to the United States.
you would like to send a cable
Oh, you'd like to send a
cable to the United States.

now
the cable
I would like to send
Yes, I would like to send
the cable now.

street
rue des Miracles (French); Miracles
Street
on rue des Miracles
the cable office
The cable office is on rue dè Mirak.
rue des Miracles
Where is rue des Miracles?

straight ahead
rue du Peuple (French);
People's Street
you take
you take rue du Peuple
You go straight along
rue
du Peuple.

very (intensive marker)
this street
This very street?

ru sa-a Wi, ru sa-a.	this street Yes, this one.
dwat a dwat ou vire ou vire a dwat jwenn ou jwenn ru dè Mirak leù leù ou jwenn ru dè Mirak Leù ou jwenn ru dè Mirak ou vire a dwat.	right to the right you turn you turn to the right to reach, to find you find rue des Miracles when when you find rue des Miracles When you reach rue des Miracles you turn to the right.
m vire m vire a dwat m vire a dwat ru dè Mirak Wi, m vire a dwat ru dè Mirak	I turn I turn to the right I turn right at rue des Miracles Yes, I turn right at rue des Miracles
nan biro depèch la ou rive ou rive nan biro depèch la jus jus ou rive nan biro depèch la nèt desann ou desann ou desann nèt Ou desann nèt jus ou rive nan biro depèch la.	at the cable office you arrive, you get to you get to the cable office until until you get to the cable office straight, clear to go down you go down you go down straight You go straight down until you get to the cable office.
make li make Li make 'R.C.A. Communications'	to mark it is marked It is marked 'R.C.A. Communications'.
Bank Kanada fas an fas Li an fas Bank Kanada.	Bank of Canada face facing: across the street (from) It is across the street from the Bank of Canada.

a dwat	on the right
gòch	left
a gòch	on the left
ou	or
a gòch ou a dwat	on the left or on the right
Biro-a a gòch ou a dwat?	Is the office on the left or on the right?
Li a dwat.	It's on the right.
Bank Kanada a gòch.	The Bank of Canada is on the left.
mèsi anpil	thanks a lot
bon	good, well
Bon, mèsi anpil.	Good, thanks a lot.

Cultural Note

Use of Creole vs. French

In such urban centers as Port-au-Prince and Petionville, the use of French rather than Creole can be extensive, especially in more formal situations. However, when Mr. Jones stops the passerby, he is careful to note that the passerby does not seem very prosperous. Thus Mr. Jones infers that the passerby does not belong to the middle class and probably has not had the opportunity to learn French well. Had the passerby been a well-dressed person, he might have been insulted had he been addressed in Creole. French is the official and the prestige language in Haiti, and Haitians who have some knowledge of it prefer to use it in dealing with foreigners. However, the middle class is not a wealthy class; so many passersby wearing worn out clothes may well have an average to very good education. And they are more touchy. So a good recommendation is that any foreigner who has some knowledge of both French and Creole might well try his French first and then switch to Creole if necessary.

PRONUNCIATION AND GRAMMAR DRILLS

Pronunciation Drill:

1. The sounds /p/, /t/, and /k/

The voiceless stops (p t k) are always produced without aspiration. That is, in their production no significant puff of air issues from the mouth. They are similar to the consonants of English spin, stint, and skin respectively, but on the other hand, contrast with the aspirated voiceless stops of p n, tin and kin.

2. The sounds /o/ and /ò/

a. The Vowel o

Compare the following pairs:

pou	po
dou	do

The second word of each pair contains the vowel *o* which is produced with a little less rounding than for *ou*. The lips assume a rounded position and maintain it throughout the production of the vowel. If the lips move during the production of the vowel, a gliding vowel such as is found in the English word do results. Contrast the following paired words.

pou	'for'	po	'pot'
dou	'sweet'	do	'back'
sou	'under'	so	'jump'
chou	'cabbage'	cho	'hot'
ro	'high'	rou	'hoe'
po li	'his pot'	pouli	'for him'
kòche	'to skin'	kouche	'to lie down'

Practice:

bo do po so cho mo yo ro lo zo

Repeat the following words ending in *o*.

Two syllables

biro chapo repo tablo lèt yo digo
kouto

Three syllables

papa yo karako li pito se chapo pa di yo nou ta cho

Practice the following words containing *o* in the first syllable.

kote odè loraj polis gode sòti

Read the following aloud.

repo poto poko lèt yo zaparo kokolo
kokoye karako lopital zavoka asorosi fobo

Practice the following sentences.

Papa yo.
Se Tijo.
Ki kote ou prale?
Kat d-idantite yo.
E ti-moun yo, ban-m nouvèl yo.
Ou rele Tijo tou.

b. The vowel *ò*

Compare the following pairs.

po pò bo bò

The second word contains the vowel *ò* which is produced with less lip rounding than that of *o*. The lips also hold the same position and do not move during the entire production of the vowel.

Contrast the following paired words.

po	'pot'	pò	'port'
bo	'kiss'	bò	'side'
mo	'word'	mò	'dead'
fo	'false'	fò	'strong'
lo	'lot'	lò	'gold'

Practice the following one-syllable words:

bo so do ro bo fo mo

When it occurs in the last syllable of a word, the vowel *o* usually ends the syllable; the vowel *ò* may end the word or it may be followed by a syllablefinal consonant.

Practice the following one-syllable words containing *ò*.

pò kò nò bò fòs
bòs lòt lòd kòb gòch

Repeat the following two-syllable words ending in *ò*.

deyò alò ankò rigòl gimòv
lòlòj

Read the following aloud:

rigòl kreyòl lezòt alò ankò bòlèt
sòti chofè loraj bòs Pòl recho Ajenò
Pòtoprens bòs Toma kòdonie zòtèy bokit

Practice the following sentences.

Yo pran kèk lèt.

Gade byen kote li ye.

Yo ale lapòs.

Yo vire a gòch.

Ki kote ou monte?

Lexical Variation Exercises

1. Basic sentence:

Sa m kab fè pou ou?

li

yo

Gabi

nou

Sa m kab fè pou ou?

Sa m kab fè pou li?

2. Basic sentence:

M ta vle voye yon depèch
Ou
Mari
Gabi

M ta vle voye yon depèch.
Ou ta vle voye yon depèch.

3. Basic sentence:

Bank Kanada nan ru dè Mirak.
nan ru du Peùp
a dwat
a gòch
tou dwat
nan ru dè Seza

Bank Kanada nan ru dè Mirak.
Bank Kanada nan ru du Peùp.

4. Basic sentence:

Ki kote ru du Peùp ye?
ru dè Mirak
Bank Kanada
biro depèch la
kay Toma
Libreri Alfalit

Ki kote ru du Peùp ye?
Ki kote ru dè Mirak ye?

5. Basic sentence:

Li ta vle voye kèk lèt.
vle voye
voye
vle
ta voye
ta vle voye

Li ta vle voye kèk lèt.
Li vle voye kèk lèt.

6. Basic sentence:

Ru sa-a mènmm?

Biro

Bank

Lèt

Depèch

Kay

Ru sa-a mènmm?

Biro sa-a mènmm?

7. Basic sentence:

M jwenn biro depèch la.

ru dè Mirak

Bank Kanada

lakomu-n

ru du Peùp

lapòs la

M jwenn biro depèch la.

M jwenn ru dè Mirak.

8. Basic sentence:

Leù ou vire a gòch, ou a wè Bank Kanada.

ou jwenn biro depèch la

ou pran ru du Peùp

ou desann nèt

ou ale tou dwat

ou a wè katedral la

Leù ou vire a gòch, ou a wè Bank Kanada.

Leù ou vire a gòch, ou jwenn biro depèch la.

9. Basic sentence:

Li desann nèt jus li

rive nan biro depèch la.

li jwenn Bank Kanada

li wè lakomu-n

li vire a dwat

li rive lapòs

Li desann nèt jus li

rive nan biro depèch la.

Li desann nèt jus li jwenn Bank Kanada.

Grammar Exercises

1. Provide the appropriate form of the definite article after the following nouns:

bòs	bòs <u>la</u>
kat	kat <u>la</u>
bra	
kay	
zouti	
rout	
nouvèl	

2. Substitute the cue words with their appropriate definite article into the base sentences given:

- a. Basic sentence:

Ki kote <u>biro-a</u> ye?	Ki kote <u>biro-a</u> ye?
mache	Ki kote <u>mache-a</u> ye?
bank	
lèt	
biro	

- b. Basic sentence:

M pa wè <u>mache-a</u> .	M pa wè <u>mache-a</u> .
msye	M pa wè <u>msye -a</u> .
kat	
bank	
mache	

3. Use the indefinite noun marker in the following sentences:

L-ap pòte lèt la.	L-ap pòte yon let.
Ki kote m kab jwenn biro-a?	Ki kote m kab jwenn yon biro?

M vle voye depèch la Ozetazini.

Nou desann nèt jus nou rive nan bank la.

Yo jwenn Bank Kanada an fas gro kay la.

4. Change the noun to the plural:

M genyen depèch la.

Ou jwenn zouti-a?

Yo wè ru-a.

L-a ba ou lèt la.

N-ap pòte zouti-a.

Li wè bank la.

M genyen depèch yo.

Ou jwenn zouti yo?

5. Change the noun to the plural if necessary:

M genyen lèt la

Li jwenn kèk kat

Yo wè anpil zouti.

Ki kote m kab jwenn biro-a?

Ou kab pòte lèt la kounyè-a.

Yo genyen de ti-moun.

M genyen lèt yo.

Li jwenn kèk kat

6. Change to the singular:

Ou a chèche lèt yo?Li jwenn zouti yo.

M-a pòte zouti yo.

Ou wè bank yo?

Li genyen kat d-idantite yo.

M desann ru yo.

Ou a chèche lèt la?

Li jwenn zouti-a.

WRITING SYSTEM FOR HAITIAN CREOLE

Recommended by

ONAAC

Office National d'Alphabetisation
et d'Action Communautaire de l'Orthographe Creole

This writing system is recommended to Haitian writers and to all those who use written Creole. It's a phonetic orthographic system based on the works of Laubach - McConnell, Faublas - Pressoir and on the experience of ONAAC during its National Campaign for Alphabetization; this system was refined with time.

General Principle: The phonetic writing system transcribes sounds.

1. Each sign or letter has only one value.
2. The same sound is always transcribed by the same **sign**.
3. Each letter in a word is pronounced.

Main signs used in the phonetic writing:

1. Consonants

- a. The following consonants keep almost the same value they have normally in English: *b, d, u, k, l, m, n, p, s, t, v, z.*

b as in *bed*

d as in *do*

f as in *father*

k as in *kitchen*

l as in *lot*

m as in *mother*

n as in *no*

p as in *paper*

s as in *so*

t as in *tell*

u as in *veil*

z as in *zebra*

- b. *g* is always hard as in *gate*
- c. *h* is always aspirated as in *hot*
- d. *j* is always soft as the 's' in *pleasure*
- e. *ch* is used as *sh* shovel
- f. *ks* is a voiced stop as *x* in *taxi*

Ex: eksite - "to excite"

g. *kz* is a voiceless stop as the *x* in exercise

Ex: *ekzèsis* exercise

h. *r* is between the rolled French *r* and the lateral English *r*

i. *gn* is the nasalized semiconsonant used only at the end of a word;
otherwise *y* is used

Ex: *bengn*, *panyen*

2. Vowels:

a. Oral vowels: *a*, *e*, *è*, *i*, *o*, *ò*, *u*, *ou*.

a as in father

e as in hate

è as in met

o as in hole

ò as in fall

i as in mean

u is like the French 'u'. It's also used to represent the French semivowel

uit, *nuît*

ou is almost as in the English 'you'. It's also used to represent the semivowel
/w/ as in:

wi /wi/

b. Semivowel: *y* (i)

(1) *y* is used when preceded and followed by other vowels:

boya, *vouayaj*, *ranyon*

(2) *y* is used to avoid *ii*:

byen

(3) *y* is used between a consonant and a following vowel except another *i*:

papye. *dyondyon*

(4) *y* is used when preceded by another vowel and followed by a consonant or at the end of the word:

ayisyen, peyi

c. Nasal vowels: *an, en, on,*

(1) When *an, en, or on* occur, the final *n* indicates the vowel is nasalized and the *n* is not fully released:

Ex: van /vã/

(2) When a vowel is nasalized and the *n* is to be pronounced, it is written as a double *nn*:

Ex: vann /vãnn/

(3) When a vowel is not nasalized and the *n* is to be pronounced, a hyphen is placed between the vowel and the *n*:

Ex: va-n /van/

(4) Certain nasalizations are difficult to represent in the ONAAC writing system, such as in:

piga pinga/ ougan /oungan/

The best solution is to use the simplest spelling, but piga or pinga, ougan or oungan are all acceptable.

The orthographic signs: hyphen, comma, interrogation mark, etc;

1. The hyphen is used in two precise cases:

a. to indicate that a vowel followed by an *n* is not a nasal vowel.

Ex: Jan /jã /, Ja-n /jan/

b. to mark the liaison, and especially, to link a reduced form of a pronoun, determinant, or marker to the preceding or following word.

Ex:	chou-a	the cabbage
	m-anba	I'm downstairs

2. There is no apostrophe.

3. One accent is used:

a. on *e*, accent grave: è.

b. on *o*, accent grave: ò

D. The liaisons: There is no specific rule for them.

E. The proper nouns: They must be written according to the principles of phonetic orthography.

Ex: Creole

French

Jak

Jacques

Jan

Jean

Piè

Pierre

Pòl

Paul

Jozèf

Joseph

Jera

Gerard

NOTE: To these recommendations we add the following.

1. The standard Creole spoken in Port-au-Prince has almost all the sounds found in French. Therefore we will add to the vowels listed above:

a. the sounds *e* and *eù*: de (two), keù (heart)

b. the nasal vowel *un*: un (one)

2. The representation of the sounds noted by 'x' are ks or gz

eksite

to excite

egzèsis

exercise

3. The exclamation mark.
4. The semi-colon.
5. ayisyen instead of aysyin
mayi " mai
peyi " pei
fevrye" fevrie
kreyòl" kreòl

GRAMMAR NOTES

Definite Article

The definite article occurs in four forms. *La* is the form of the definite article after nouns ending with a consonant; *a* is the form after nouns ending with a vowel. We will see the two other forms later.

Example:

lèt la 'the letter' zouti-a 'the tools'

In Creole the definite article must be used whenever one is referring to a previously mentioned noun.

Compare:

Ou pran ru du Peùp.	'You take People's Street.'
versus	
Ou pran ru-a.	'You take the street.' (previously mentioned)

Indefinite Article

Yon is used to express an indefinite 'a, one'.

Example:

M-ap chèche yon lèt.	'I am looking for a letter.'
versus	
M-ap chèche lèt la.	'I am looking for the letter.'

Plural Nouns

In 'Creole, the plural marker is yo postposed to the noun or phrase.

Example:

Ou ap chèche lèt la?	'Are you looking for the letter?'
Ou ap chèche lèt yo?	'Are you looking for the letters?'

VOCABULARY

a, art.	the (see grammar notes)
ayisyen, n.;adj.	Haitian
an, interj.	ah, oh
ansanm, adv.	together
bank, labank, n.	bank
bon, adj.	well, good
biro, biro, n.	office
de (dez preceding a vowel), num adj.	two
depèch, n.	cable, telegram
desann, v.	to go down
dwat, adj.	right, straight
du, de la, de, dez, de l-, d-l, art.	of the, in the (French)
E!, Ey!	Excuse me! Hi! (calling or stopping someone for information)
Etazuni, pr. n.	United States
fas, n.	face
an fas, adv.	facing, across the street, across the street from
jwenn, v.	to reach
jus, jis, jouk, prep	until (time) up to, as far as (place)
kab, n.	cable, telegram
Kanada, pr. n.	Canada
kwen, n.	corner
kreyòl, n.;adj.	Creole
laru. lari, n.	Street
lè, leù, lò, conj.	when
lektu, n.	reading (passage)
libreri, n.	book store
liv, n.	book (s)
make, v.	to mark
mènmm. adv.	very (intensive marker)

misyonè, n.
 nan, prep.
 nèt, adv.

missionary
 on
 straight, clear

Ozetazini
 ru ri, n.
 seulman, sèlman, adv.

from or to the United States
 street
 only, but

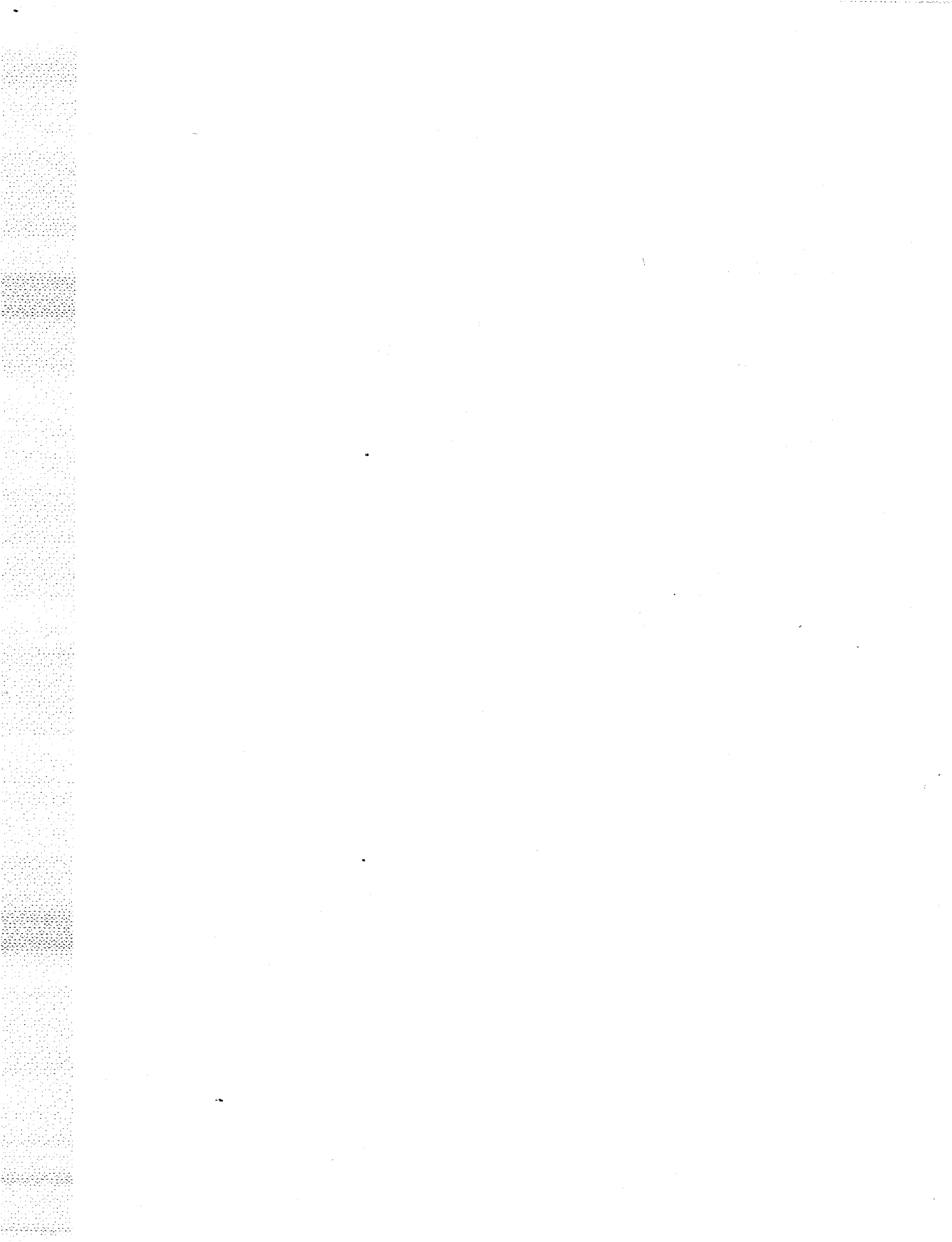
ta, part.

marker to indicate state
 or action is conditional
 straight ahead

tou dwat, adv.

vann, v.
 voye, v.

to sell
 to send



LESSON 7

PERCEPTION DRILL

1. Listen and repeat:

M. Jones: Msye, tanpri. Bonjou.
Lakasad : Bonjou msye .

M. Jones: Ki rout pou-m fè pou al katedral?
Lakasad : Se fasil. Mache avèk mwen. Gade byen devan ou. Nou
toujou nan ru du Magazen de Leta. Vire a dwat nan ru Bòn
Fwa. Ou konprann?

M. Jones: Wi, m konprann.
Lakasad : Monte ru Bòn Fwa nèt, pa vire ni a dwat, ni a gòch; ou a
jwenn katedral la.

2. Listen and repeat:

Gade devan ou. Gad devan ou. Gade devan Chal. Gad devan Chal. Gad
devan Chal ou a wè mato-a. Gad an fas Bank Kanada ou a wè biro depèch
la.

3. Change the sentence *Gade devan...* on cue.

Use the short form pronoun whenever possible.

CUE

STUDENT(S)

ou

Gade devan ou.

Chal

Gade devan Chal.

nou

Tijo

mwen

Yo
biro-a
li
kòmè-a
madanm mwen
ti-moun yo
kay la

4. Listen and repeat:

Nou nan ru du Magazen de Leta toujou.
Li ta vle voye kab la toujou.

5. Add *toujou* 'still' to the following sentences:

CUE

STUDENT(S)

Nou nan biro kab la.
Yo wè labank la.
Yo gen de ti-moun.
Li wè anpil zouti.
Ou a jwenn kèk kat.
Li gen kab la.
N-ap chèche lèt yo.
Li ta vle voye yon depèch.
M nan ru dè Mirak.
Yo an fas Bank Kanada.
Nou devan katedral la.
Nou ta vle al nan mache-a.

Nou nan biro kab la toujou.
Yo wè labank la toujou.

6. Pattern: *pa* + verb + *ni...ni...*

Listen and repeat:

M-ap vire a dwat.
Pa vire ni a dwat, ni a gòch.
M pa vle ou ale ni Bank Kanada, ni nan biro kab la.
Pa monte ni ru dè Seza, ni ru dè Mirak.

7. Put the following sentences in the negative form, using *pa...ni...ni* 'neither...nor.':

CUE

STUDENT(S)

M pran mato ak klou.

M pa pran ni mato, ni klou.M pral achte kèk legum
ak liv yo.M pa pral achte ni legum,
ni liv yo.

M prale labank ak nan biro kab la.

M-ap monte ru dè Seza ak ru dè Mirak.

M pral desann ru dè Mirak ak ru Bòn Fwa.

M-ap rive lakomu-n ak lapòs.

M-ap fè yon vire lavil la ak nan mache-a.

M pral libreri Alfalit ak katedral la.

M-ap pòte ti-Mari ak Tijo.

M-ap bay travay la ak nouvèl la.

M pral di papa-m ak manman-m bonjou.

M mande rabo ak goi-n.

8. Word order review: subject + verb + ind obj/dir obj .

Koute epi repete - Listen and repeat:

M ba manman-m liv yo.

Li di ti-moun yo bonjou.

Msye Jones di msye-a mèsi.

9. Complete the following sentences with the cue word or phrase:

CUE

STUDENT(S)

M bay liv yo
manman-m.M bay manman-m liv yo.Li di bonjou.
ti-moun yoLi di ti-moun yo bonjou.Lī bay kèk zouti.
papa li.

Nou mande lèt yo.
li

Misyonè-a di mèsì.
msye-a

Kay la koute (cost) anpil.
papa-m

Msye-a montre ru-a.
misyonè-a

Nou bay mato-a.
yo

Li mande zouti yo.
ti-moun yo

M montre mache-a.
Tijo

Liv sa-a pa koute anyen.
mwèn

Papa ou bay kat d-idantite-a.
ou

10. subject + verb + dir obj + *pou* + ind obj

Koute epi repete (Listen and repeat):

Ti-moun yo chèche kèk zouti pou papa yo.

Li gen kèk liv pou mwèn.

11. Complete the following sentences by adding *pou* and the cue word:

CUE

STUDENT(S)

Y-ap fè travay la.
(li)

Y-ap fè travay la pou li.

Tijo pral nan mache.
(Sese)

Tijo pral nan mache pou Sese.

Ti-moun yo al chèche kèk zouti.
(papa yo)

Li gen kèk lèt.
(mwèn)

Yo travay anpil.
(manman yo)

Anita pòte mato-a.
(Chal)

M rive lapòs.
(papa-m)

L-al lavil.
(ou)

Nou pran kèk liv.
(msyeu-a)

Manman pral chèche kèk legum.
(kòmè-l)

M kenbe ti-moun yo.
(manman yo)

Li bay nouvèl la.
(manman-n ak papa-l)

12. Koute epi repete:

Lakasad : M te di ou fò ou pa vire ni a dwat, ni a gòch.

M. Jones: M konprann.

Lakasad : Aprè de, twa, kat ru, ou a jwenn katedral la.

M. Jones: Se ru Bòn Fwa katedral la ye?

Lakasad : Non, leù ou fi-n monte ru-a nèt, ou a wè katedral la a gòch.

13. Fò/Fòk (have to, must). Fò or Fòk (impersonal) + subject + verb

Koute epi repete:

M pa konn kot katedral la ye.

Fòk mwen mande yon moun kote li ye.

Fò misyonè-a voye depèch la touswit.

Fò Chal al fè travay la pou Anita.

13. Add to the following sentences the expression *fò*, in order to give the idea of obligation or necessity.

Note the intonation!

CUE

STUDENT(S)

Nou travay ansanm.
 Anita al wè Sese ki pa byen.
 Pratik la vann legum yo.
 Misyonè-a jwenn biro
 depèch la touswit.
 Li wè biro-a an fas
 Bank Kanada.
 M jwenn rout la.
 Ou desann nèt.
 Misyonè-a voye depèch la
 touswit.
 Nou mande yon moun kot
 katedral la ye.
 Chal al fè travay la pou
 Anita.
 Ou di bonjou.
 Yo gen kat d-idantite yo.

Fò nou travay ansanm.
Fò Anita al wè Sese ki pa byen.

14. subject + te + verb = past perfect

Koute epi repete:

Ou pa vire a dwat.

M te di ou vire a dwat.

Kote Tijo?

L-al kay Anita.

Ou te ba-l zouti yo?

Wi, m te ba li yo.

Kot Tijo?

Li sòti.

Li te wè papa-l?

Non, li pa te wè-l.

15. Change the sentences from the past tense to the past perfect (*te* form):

CUE

M di ou vire a dwat.
 Li wè papa-l.
 Misyonè-a voye depèch la.
 Pratik la vann legum yo.
 Nou make liv la.
 Yo jwenn biro kab la.
 M desann lavil.
 L-ale lapòs.
 Chal ba Tijo zouti-a.
 Nou chèche libreri-a.
 Li chita lakay la.
 Mari fè yon vire nan mache-a.

STUDENT(S)

M te di ou vire a dwat.
 Li te wè papa-l.

16. Pattern: *fini* or *fi-n* + verb

Koute epi repete:

Monte ru-a nèt.

Lè ou fi-n monte-l, ou a wè katedral la a gòch.

Lè ou fi-n desann ru dè Mirak, ou a wè biro depèch la a dwat.

Fi-n manje, epi ou a pran lèt la pou mwen.

Pa fi-n monte. Pran liv sa-a pou mwen.

Men, m fi-n monte.

17. Indicate that the action is completed by adding *fi-n* to the following sentences:

CUE

Li vann legum yo.
 Nou fè travay la pou Mari.
 Li gen kat d-idantite li .

STUDENT(S)

Li fi-n vann legum yo.
 Nou fi-n fè travay la pou Mari.

Tijo grandi.
Nou konnen ki sa ou ap fè.
Li kouè sa ou di-l.
Yo koute msye-a.
M-al nan libreri-a.
N-ale katedral.
Li mande Alse fè
travay la pou li.
Ou desann ru-a nèt.
Nou wè ti-moun yo.

18. Koute epi repete:

Men sis liv.	
M pran <u>premye</u> liv la.	M gen yon liv.
M pran <u>dezyèm</u> liv la.	M gen de liv.
M pran <u>twazyèm</u> liv la.	M gen twa liv.
M pran <u>katyèm</u> liv la.	M gen kat liv.
M pran <u>senkyèm</u> liv la.	M gen senk liv.
Sa-a se <u>dènye</u> liv la.	Se <u>sizyèm</u> liv la.
M pran ni.	Kounyè-a m gen sis liv.

DIALOGUE

DIRECTIONS TO THE CATHEDRAL

Scene: Port-au-Prince, rue du Magasin de l'Etat
 Characters: Mr. Jones, missionary
 Mr. Lacassade, a passerby
 Situation: Mr. Jones wants to visit the cathedral so he asks a passerby, Mr. Lacassade, for directions.

Mr. Jones: Excuse me, sir. Good morning.

Lacassade: Good morning, sir.

Mr. Jones: Which way should I go to get to the cathedral?

Lacassade: That's easy. Look carefully. This is rue du Magasin de l'Etat. Go straight ahead. When you come to....

Mr. Jones: Hold it! Hold it! You go too fast. Is this rue du Magasin de l'Etat?

Lacassade: Yes, that's right, rue du Magasin de l'Etat. Walk with me and I'll show you.

Mr. Jones: (after having walked a block) Where are we now?

Lacassade: We are still on rue du Magasin de l'Etat. Look well in front of you. This is rue Bonne Foi. You must turn here.

Mr. Jones: I must turn to the right or to the left?

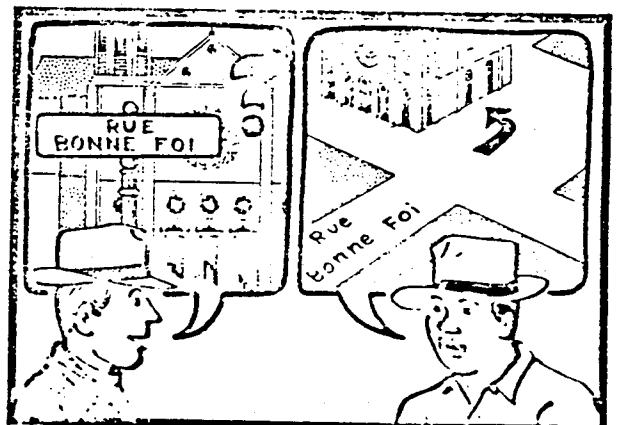
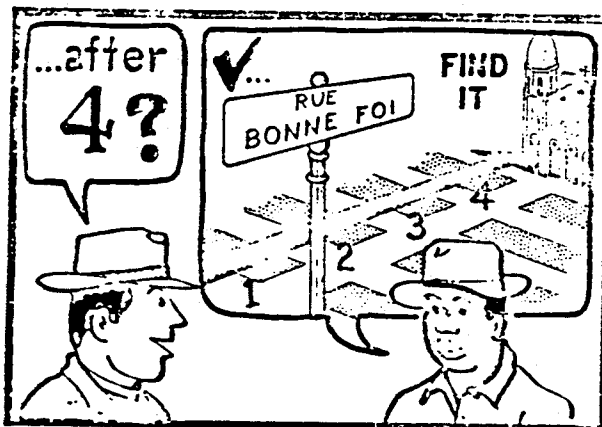
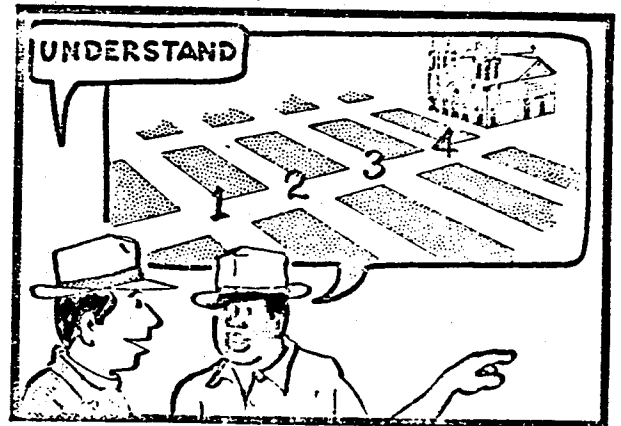
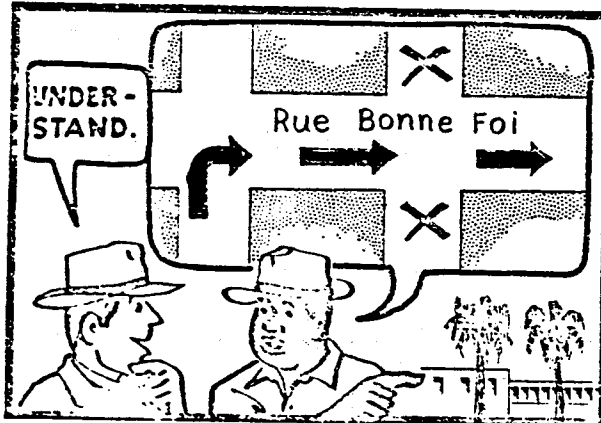
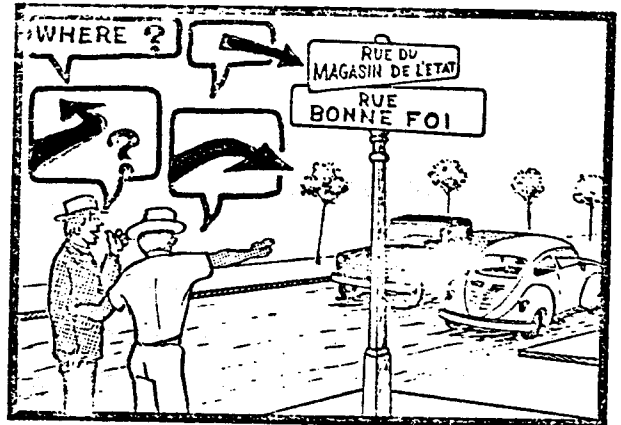
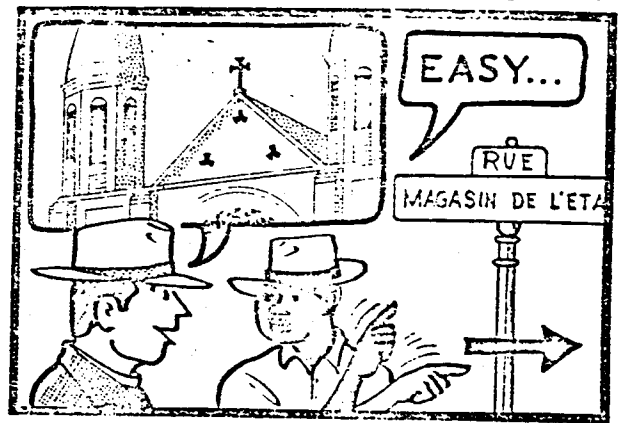
Lacassade: You must turn to the right. Do you understand?

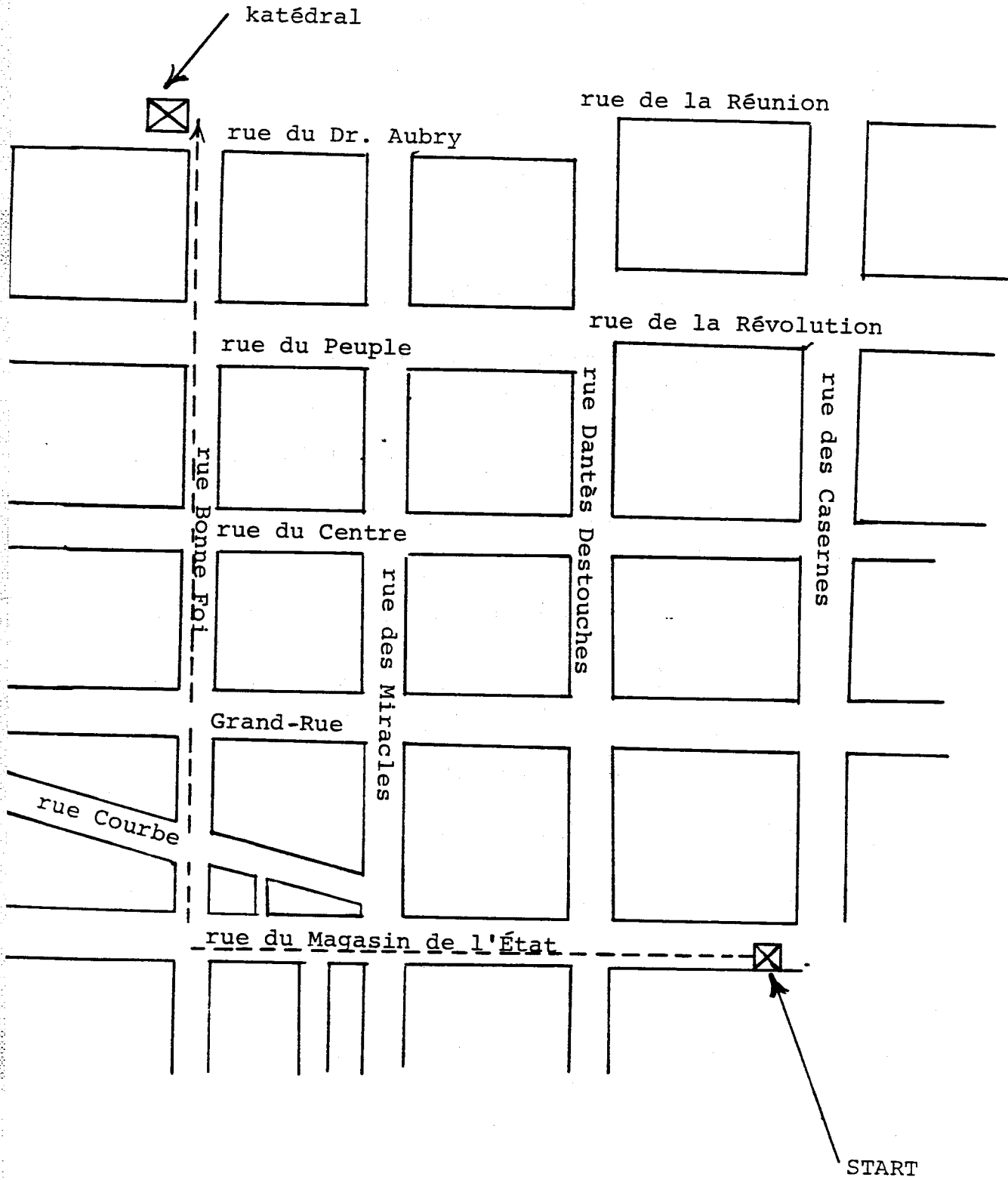
Mr. Jones: I understand.

Lacassade: Good. Go straight all the way up rue Bonne Foi. After one, two, three, four streets, you will find the cathedral.

Mr. Jones: Is the cathedral on rue Bonne Foi?

Lacassade: No, it leads you to the cathedral. When you have gone up rue Bonne Foi, the cathedral is on the left.





A SECTION OF DOWNTOWN PORT-AU-PRINCE

DIRECTIONS TO THE CATHEDRAL

Msyeu Jones ta vle ale katedral. Li mande Msyeu Lakasad ki kote pou-l fè pou-l rive katedral.

Mr. Jones: Msye, tanpri. Bonjou.

Lakasad: Bonjou msye.

Mr. Jones: Ki rout pou-m fè pou al katedral?

Lakasad: Se fasil. Gade byen. Sa se ru du Magazen de Leta. Ou ale tou dwat. Leù ou rive...

Mr. Jones: Rete! Rete! Ou ale trò vit. Sa se ru du Magazen de Leta?

Lakasad: Wi, se byen sa, ru du Magazen de Leta. Mache ak mwen, m-a montre ou.

Mr. Jones: (aprè li fi-n mache yon blòk) Ki kote nou ye kounyè-a?

Lakasad: Nou toujou nan ru du Magazen de Leta. Gade byen devan ou. Sa se ru Bòn Fwa. Fò ou vire isit.

Mr. Jones: Fò-m vire a dwat ou a gòch?

Lakasad: Fò ou vire a dwat. Ou konprann?

Mr. Jones: M konprann.

Lakasad: Bon. Monte ru Bòn Fwa nèt. Aprè youn, de, twa, kat ru, ou a jwenn katedral la.

Mr. Jones: Se ru Bòn Fwa katedral la ye?

Lakasad: Non, ru Bòn Fwa mennen ou katedral la. Leù ou fi-n monte ru Bòn Fwa, katedral la a gòch.

Dialogue Buildup

katedral
 Msye Jones ta vle ale
 Msye Jones ta vle ale
 katedral.

cathedral
 Mr. Jones would like to go
 Mr. Jones would like to go
 to the cathedral.

pou rive katedral
 pou li ale
 kote pou li ale
 li mande Msye Lakasad
 Li mande Msye Lakasad
 ki kote pou-l fè
 pou-l rive katedral.

in order to get to the cathedral
 he should go
 where he should go
 he asks Mr. Lacassade
 He asks Mr. Lacassade which
 way he should go to get
 to the cathedral.

tanpri
 Msye, tanpri
 Bonjou.
 Bonjou, msye .

please, excuse me
 Excuse me, sir.
 Good morning.
 Good morning sir.

katedral
 pou al katedral
 pou-m fè
 ki rout pou-m fè
 Ki rout pou-m fè pou
 al katedral?

cathedral
 to go to the cathedral
 should I do
 which way should I go
 Which way should I go to
 get to the cathedral?

fasil
 Se fasil.

easy
 It is easy.

byen
 gade
 Gade byen.

well, fine, carefully
 to look
 Look carefully.

ru du Magazen de Leta

Rue du Magasin de l'Etat
 (French); State Store Street

sa se
 Sa se ru du Magazen de
 Leta.

this is
 This is rue du Magasin de
 L'Etat.

tou dwat

straight ahead

ou ale
 Ou ale tou dwat.
 Leù ou rive...

you go
 You go straight ahead.
 When you arrive

rete
 Rete! Rete!
 vit
 trò
 Ou ale trò vit.

to stop
 Hold it! Hold it!
 fast
 too; too much
 You go too fast.

ru du Magazen de Leta
 Sa se ru du Magazen
 de Leta?

rue du Magasin de l'Etat
 Is this rue du Magasin de
 l'Etat?

Wi, se byen sa.

Yes, that's right.

montre
 m-a montre
 m-a montre ou
 ak mwen
 mache
 mache ak mwen
 Mache ak mwen, m-a montre
 ou.

to show
 I will show
 I will show you
 with me
 to walk
 walk with me
 Walk with me, I will show
 you.

yon blòk
 li fi-n mache yon blòk
 Aprè li fi-n mache yon blòk

a block
 he has walked a block
 After having walked a block

ki kote
 ki kote nou ye
 Ki kote nou ye kounyè-a?

where
 where are we
 Where are we now?

nan ru du Magazen de
 Leta
 toujou
 Nou toujou nan ru du
 Magazen de Leta.

on rue du Magasin de
 l'Etat
 still
 We are still on rue du
 Magasin de l'Etat.

devan
 devan ou
 Gade byen devan ou.

before, in front of
 in front of you
 Look well in front of you.

ru Bòn Fwa	rue Bonne Foi (French); Good Faith Street
Sa se ru Bòn Fwa.	This is rue Bonne Foi.
isit	here
fò	it is necessary, must, have to
fò ou	you must
fò ou vire	you must turn
Fò ou vire isit.	You must turn here.
fò-m	I must
fò-m vire	I must turn
Fò-m vire a dwat ou a gòch?	Must I turn to the right or to the left?
Fò ou vire a dwat.	You must turn right.
konprann	to understand
Ou konprann?	Do you understand?
M konprann.	I understand.
monte	to go up
ou monte nèt	to go all the way up
monte ru Bòn Fwa	go straight up rue Bonne Foi
Bon Monte ru	Go straight all the way
Bòn Fwa nèt.	up rue Bonne Foi.
ru Bòn Fwa	rue Bonne Foi
se ru Bòn Fwa	it is on rue Bonne Foi
Se ru Bòn Fwa katedral la ye?	Is the cathedral on rue Bonne Foi?
katedral la	the cathedral
Ou a jwenn katedral la	you will find the cathedral
kat ru	four streets
youn, de, twa, kat ru	one, two, three, four streets
aprè	after
aprè youn, de, twa, kat ru, ou a jwenn katedral la	after one, two, three, four streets you will find the cathedral
katedral la	the cathedral

mennen
ru Bòn Fwa mennèn
ou Bòn Fwa mennèn ou
Non, ru Bòn Fwa mennèn
ou katedral la.

to lead to, to take
rue Bonne Foi takes
rue Bonne Foi takes you
No, rue Bonne Foi leads
you to the cathedral.

katedral la a gòch
fini
fi-n
ou monte
ou fi-n monte
ou fi-n monte ru Bòn
Fwa
Leù ou fi-n monte ru
Bòn Fwa
Leù ou fi-n monte ru
Bòn Fwa, katedral
la a gòch.

the cathedral is on the left
to finish
short form of fini
you go up
you have gone up
you have gone up rue Bonne
Foi
When you have gone up
rue Bonne Foi
When you have gone up rue
Bonne Foi, the cathedral
is on the left.

Dialogue Note

Ki rout pou-m fè pou m-al katedral?

Note the absence of the definite noun marker. The reason for this absence is that there is only one such entity in Port-au-Prince; therefore there is no need to individualize it. Similarly, public buildings such as lapòs and lakomu-n and names of buildings and sites preceded by a proper noun are seldom followed by the definite noun marker.

Homework

Write ten questions in Creole, based on Lessons 1-7.

PRONUNCIATION AND GRAMMAR DRILLS

Tape No. 7-B

Pronunciation Drill

I. The Nasal Vowel *on*

Compare the following pairs:

do	don
po	pon

The vowel of the second word is the nasal equivalent of that of the first word.

Contrast the following paired words.

ban	'bench'	bon	'good'
tan	'weather'	ton	'sound'
pen	'bread'	pon	'bridge'
so	'jump'	son	'sound'
gou	'taste'	gon	'hinge'
ro	'high'	ron	'round'
nen	'dwarf'	non	'no'
dan	'tooth'	don	'gift'

Practice the three nasal vowels *in*, *an*, *on*, in the following words.

ban nen ton ron sen jan don gon

Contrast the following paired words.

ban	bon
tan	ton jan
jon gon	gan
ron	ran

Now contrast the following sets of four words.

ban	bon	bo	bò
san	son	so	sò
pan	pon	po	pò

Repeat:

jon ton ran kanf donk onz rans mont

Repeat the following two-syllable words.

The last syllable contains *on*.

gason leson citron bouton poumon chabon

In the following two-syllable words the first syllable contains *on*.

sonje fontèn montre tonbe konsa kontan

Read the following aloud:

ton bonbon konpè tonton-m reparasyon se tonton nou

Practice the following sentences.

Konpè Toma se tonton-m.

M-a montre yo.

Nou gen dizan.

Se bòs Toma ki tonton li.

Read the following sentences aloud.

Yo montre-m kay yo.

Tonton-m ap kenbe toujou.

Ki bò konpè-a prale?

Ti gason an rele Robè?

Yo gen onz pitit.

Vini. m-a montre ou.

Listen and compare:

kon	konn
pon	ponn

The first word ends with the nasal vowel *on*; the second word also contains the nasal vowel *on* followed by *n*.

Now compare:

lonn	lòn
konn	kòn

The first word ends with the sequence *on + n*;
the second contains the non-nasalized vowel *ò + n*.

Compare the set of three words.

kon	'like'	konn	'to know'	kòn	'horn'
-----	--------	------	-----------	-----	--------

Practice the following paired words illustrating the three types of vowels contrasted above.

ponn	pon
kòn	konn
lon	lonn
ponn	pon

Practice.

bòn	non	konn	jòn	lonn	fonn	mòn	ton
-----	-----	------	-----	------	------	-----	-----

Repeat.

pon	konn	fonn	lonn	bòn	mòn	jòn	donn
-----	------	------	------	-----	-----	-----	------

Read aloud:

ponn	konn	jòn	bòn	pon	ton	pann	tann
------	------	-----	-----	-----	-----	------	------

Repeat:

konnen	kòmè	bonnè	somèy	
konmanse	lestomak	bòn	mòn	jòn

Read aloud:

bon	bòn konn	ponn	jòn	fòm
desann madanmm	reponn	yo tann	li ponn	zanmi
kamyon	sonnen	rennen	bonè	konnen kòmè

Practice the following sentences.

Konnè Toma ak komè Anita.

Li jwenn bank la.

Nou vini fè reparasyon an.

Pa vire a gòch.

Li genyen anpil alò.

Read aloud the following sentences.

Yo prale bonè.

Li kapab mennen ou.

Nan biro depèch la.

Yo vann anpil zouti.

2. The consonant *g*

The Creole sound *g* is always sounded like 'g' in get.

gen	nègès	nèg
-----	-------	-----

3. The consonant *r*

The consonant *r* is a sound produced by very light contact between the back part of the tongue and the soft palate. The closest English near equivalent sound is 'g' occurring between two vowels within a word and pronounced with very slight contact; e.g., Peggy.

Listen to the following words with /r/ in the middle; they will be repeated twice.

mari	pare	foure	karant	diri
devore	dore	lantouraj	naturèl	veritab

Practice *r* at the beginning of the following words:

rale	rame	rele	renmen	roma	roule
------	------	------	--------	------	-------

Repeat the following words aloud:

pare	zorèy	kouraj	anro	vire
paròl	rive	rezon	reponn	rido
rele	rete	prete	prale	troupe
grangou	kraze	franse	drapo	bra
galri	lespri	fren	grigri	

Practice the following sentences; each will be uttered twice:

Mari rele nou.

M rive Pòtoprens a twazeù.

Ou aprann franse ou kreyòl?

Amerikin an ale trò vit.

Nan rout, yo vire a dwat.

Repeat the following sentences aloud; each will be uttered twice:

M pa konprann sa ki rive ou.

Nan restoran an yo fè bon roma.

Li pran poua rouj ak duri.

L-ap repete non gran-moun nan.

Li kontre konpè kabrit ak kòmè bourik.

Roua-a renmen zoranj anpil.

Lexical Variation Exercises

1. Basic sentence:

Ki rout pou-m fè pou m-al katedral?
Anbasad Amerikèn

Bank Kanada
Institu Franse
kazino epi lapòs
nan mache

Ki rout pou-m fè pou m-al katedral?
Ki rout pou-m fè pou m-al
Anbasad Amerikèn.

2. Basic sentence:

Fò nou monte ru Bòn Fwa isit.
ru de Mirak
ru du Peup
boulva Ari Troumann
ru de la Revolusyon
ru de Seza

Fò nou monte ru Bòn Fwa isit.
Fò nou monte ru de Mirak isit.

3. Basic sentence:

Fò-m vire aprè sis ru?
kat
senk
twa
youn
sis

Fò-m vire aprè sis ru?
Fò-m vire aprè kat ru?

4. Basic sentence:

M te di fò ou mache
ak nou.
vire a dwat
monte ru-a
desann isit
ale tou dwat
tounen lakay

M te di fò ou mache ak
nou.
M te di fò ou vire a dwat.

5. Basic sentence:

Ru sa-a mèn m a mennen ou
Institu Franse
Anbasad Amerikèn
lapòs
kazino
lakomu-n
kay Mari

Ru sa-a mèn m a mennen ou
Institu Franse
Ru sa-a mèn m a mennen ou

6. Basic sentence:

Nou nan ru de la Revolusyon.
boulva Ari Troumann
ru dè Mirak
ru du Peùp
ru du Magazen de Leta

Nou nan ru de la Revolusyon.
Nou nan boulva Ari Troumann.

7. Basic sentence:

Aprè de ru, ou a wè
youn
twa
senk
sis
kat

Aprè de ru, ou a wè li.
Aprè yon ru, ou a wè li.

8. Basic sentence:

Li fi-n sòti.
retounen
monte ru Bòn Fwa
jwenn ni
wè yo
rive

Li fi-n sòti.
Li fi-n retounen.

9. Basic sentence:

Ou a jwenn Anbasad Amerikèn.
 Institu Franse
 lakomu-n epi lapòs
 kazino-a
 katedral la
 mache-a

Ou a jwenn Anbasad Amerikèn.
 Ou a jwenn Institu Franse.

Grammar Exercises**I. Substitution.**

Replace the pronoun object by the Creole equivalent of the English cue.

Li wè-m. (you)
 (us)
 (them)
 (her)
 (me)

Li wè ou.

Ou sanble li. (him)
 (them)
 (me)
 (her)

Ou sanble li.

Mwen tann ni. (them)
 (you)
 (her)
 (him)

Mwen tann yo.

Li ban-m kèk lèt. (us)
 (her)
 (them)
 (you)
 (me)

Li ban-n kèk lèt.

Ou a montre-l anpil kat. (them)
 (us)
 (me)
 (him)
 (her)

Ou a montre yo anpil kat.

L-a di-m pi ta. (us)
(him)
(you)
(her)
(them)
(me)

L-a di-n pi ta.
L-a di-l pi ta.

2. Replace the direct object by *li* if it is singular and *yo* if it is plural:

Li chèche yon zouti.
Li chèche kèk zouti.
Yo wè Anita.
Yo wè Anita ak Chal.
M pòte lèt la lapòs.
M pòte kèk lèt lapòs.
Tijo sanble Anita.
Li sanble manman-n ak papa li.
Ou jwenn biro-a.

Li chèche li.
Li chèche yon.

3. Change to the singular:

Li tann yo.
Ou sanble yo anpil.
M kontre yo.
Y-ap wè yo.
Ou chèche yo.

Li tann ni.
Ou sanble li anpil.

4. Change to the plural:

M kontre-l.
Li wè-m.
Nou tann ni.
Y-ap pòte-l.
M-a jwenn ni.

M kontre yon.
Li wè nou.

Translation

In this exercise use the short variant when possible.

- | | |
|--|-----------------------------|
| 1. He's looking for me. | L-ap chèche-m. |
| 2. They're carrying it. | Y-ap pòte-l. |
| 3. Are you waiting for us? | Ou ap tann nou? |
| 4. I'm getting them. | M-ap pran yo. |
| 5. She's calling you. | L-ap rele ou. |
| 6. He sees me. | Li wè-m. |
| 7. I look for her. | M chèche-l. |
| 8. He looks like him. | Li sanble-l. |
| 9. Do you find it? | Ou jwenn ni? |
| 10. He gives me the letter. | Li ban-m lèt la. |
| 11. Does she give them my tools? | Li ba yo zouti-m? |
| 12. Are you looking for my father? | Ou ap chèche papa-m? my |
| 13. She's getting his identification card. | L-ap pran kat d-idantite-l. |
| 14. Are you giving me some letters? | Ou ap ban-m kèk lèt? |
| 15. I give him the letter. | M ba-l lèt la. |
| 16. I give the letter to him. | M ba-l lèt la. |

Questions

Questions-answers,

1. Affirmative:

Ou wè yo?
Yo rele li?
N-ap tann yo?
Li rele-m?
Ou chèche-m?
Yo wè ou?

Wi, m wè yo.
Wi, yo rele-l.

2. Cued questions and answers:

Ou pran yo? (no, it)
Li sanble-m? (no, her)
Li rele nou? (no, me)
Y-ap pòte li? (no, them)
Yo tann yo? (no, him)

Non, m pran ni.
Non, li sanble-l.

3. Directed questions and statements:

Ask me if I met them.

Ask me if he's calling me.

Ask me if he's waiting for us.

Tell me that he's carrying it.

Tell me they see you.

Tell me she looks like me.

Tell me I will find them.

Ask me whether I give him the letter.

Ask me whether I give them my tools.

Ask me if I send you a cable.

Ask me whether I call you.

Tell me that you give him their letter.

Tell me that we give them our tools.

Tell me that they give him his identification card.

Tell me that you're sending her a cable.

Ou kontre yo?

L-ap rele ou?

4. Consult Map No. 2 as you answer these questions:

Ki kote Msye Jones vle ale?

Ki moun ki montre li chemen an?

Fò li ale tou dwat nan ru du Magazen de Leta?

Fò li vire a gòch ou a dwat?

Leù li vire, fò li desann ru Bòn Fwa?

Li kab wè katedral la kounyè-a?

Se ru Bòn Fwa katedral la ye?

LEKTU

Jodi-a Msye Jones kontre ak yon msye ki rele Lakasad. Li kontre avè-l anba lavil Pòtoprens, nan ru du Magazen de Leta. Li vle al vizite katedral la. Katedral la pa trò lwen. Lakasad di Jones kouman pou li ale. Men, msye-a pa konprann sa Lakasad di-l. Lè li wè sa, Lakasad di-l:

"E ben, monchè, ban-m fè yon ti mache avè ou. M-a montre ou rout la."

-Mèsi anpil, monchè. Se yon gro sèvis ou ap rann mwen la-a.

Yo mache ansanm youn ou deu blòk. M. Jones pa konnen ki kote yo ye. Li mande M. Lakasad:

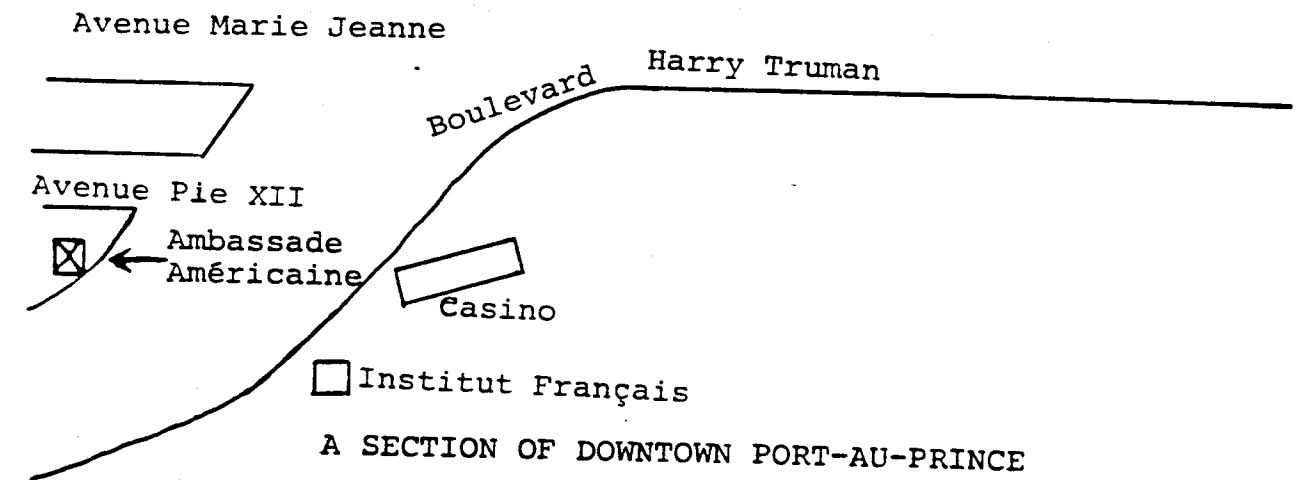
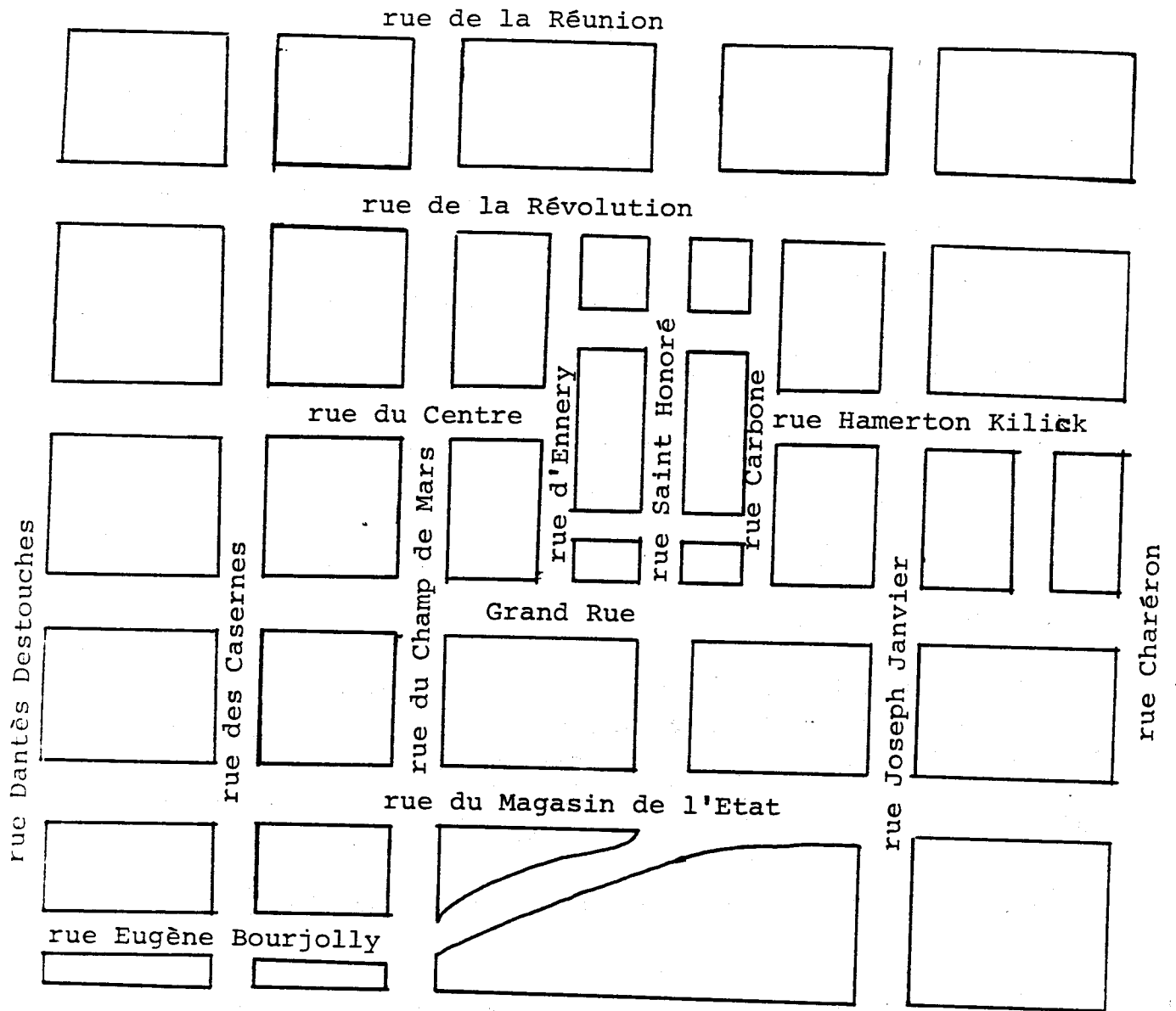
"Nan ki ru nou ye la-a?"

Lakasad di-l:

"Nou toujou ru du Magazen de Leta. Kounyè-a nou rive nan kwen ru du Magazen de Leta ak ru Bòn Fwa. Monte ru Bòn Fwa nèt. Ou ap kontre youn, de, twa, kat ru. Premye-a se ru Koub. Dezyèm ru-a, se Gran Ru. Twazyèm ru-a se ru du Sant, katryèm ru-a se ru du Peùp. Mache tou dwat toujou jus ou wè katedral la a gòch. Li pa nan ru Ban Fwa. L-a gach ru-a. M pa kapab al pi lwen avè ou."

-Ou fè anpil pou mwen, monchè. Mèsi. Se fasil pou-m jwenn katedral la kounyè-a. M-ale.

M. Jones fi-n di mèsi, l-al fè chimen ni. Li kwaze ru Koub, li kwaze Gran Ru, li kwaze ru du Sant, li kwaze ru du Peùp. Li kontinue monte ru Bòn Fwa jus li wè katedral la a gòch. Li kontan anpil.



A SECTION OF DOWNTOWN PORT-AU-PRINCE

Questions

1. Ki bò, lavil Pòtoprens Jones kontre ak Lakasad?
2. Pou ki sa Jones rete Lakasad?
3. Ki kote li vle ale?
4. Katedral la lwen kote yo ye-a?
5. Èske Msye Jones konprann sa Lakasad di li?
6. Ki sa Lakasad di Jones lè li wè li pa konprann?

7. Ou ta fè yon ti mache avè-m?
8. Ki sa Lakasad a montre Jones si li mache avè-1?
9. Jones pa konnen rout pou li fè?
10. Se yon blòk sèlman yo mache?
11. M. Jones konnen ki kote yo ye?
12. Nan ki ru yo ye toujou? (Magazen de Leta)

13. Nan ki kwen pou Jones vire?
14. L-a vire a gòch?
15. Jones fi-n vire, ki premye ru li kontre? (Koub)
16. E dezyèm ru-a, kouman l-rele? (Gran Ru)
17. Twazyèm ru-a rele ru du Peup? (Sant)
18. Ru du Peup se dènye ru pou li kwaze?

19. Lè Jones a monte ru Bòn Fwa nèt, ki sa l-a wè a gòch?
20. Èske katedral la nan ru Bòn Fwa?
21. Lakasad rive katedral la avèk M. Jones?
22. Pou ki li pa rive avè-1?
23. Avèk sa Lakasad di-1, èske se fasil pou Jones jwenn katedral la?
24. Si ou ale Pòtoprens, l-a fasil pou ou jwenn katedral la?

25. Lè Jones fi-n di mès, ki sa li fè?
26. Li fè sa Lakasad te di li fè?
27. M sot Gran Ru m monte ru Bòn Tona mrive, Katedral la.
M fin kwaze ru du peup deja?.
28. M libreri Alfalit. M vle ale Anbasad amerikèn, ki sa pou-m fè?
(use the City Map)
29. Ou Bank Kanada. Ou ta vle ale Institu Franse, ki rout
pou ou fè? (use the City Map)
30. Lè ou nan Institu Franse lapòs lwen ou?

31. Ki sa ki pa lwen ou, lè ou devan kazino-a?
32. Ki ru ki devan kazino-a? (Blvd. H. Truman)

GRAMMAR NOTES

Transforming a Declarative Sentence into a Question

1. Prefixing Èske:

Èske is an interrogative marker used in front of a declarative sentence to transform it into a question that can be answered by 'Yes' or 'No'.

Li prale lavil.
Èske li prale lavil?

He's going to town.
Is he going to town?

2. Raising Pitch at End of Sentence

The question may also be asked without prefixing èske, by simply raising the pitch at the end of the sentence.

Compare:

Ou prale lavil.
Ou prale lavil?

You're going to town.
Are you going to town?

3. Numerals

Here are the first numerals, cardinals and ordinals.

cardinals

Ordinals

youn
de
twa
kat
senk
sis

premye
dezyèm
twazyèm
katryèm
senkyèm
sizyèm

VOCABULARY

amerikèn (f)amerikin(m),n.;adj.	American
anbasad, n.	embassy
aprè, prep.	after
blòk, n.	block
boulva, n.	boulevard
denye, n.; adj.	last
dezyèm, n.; num. adj.	second
devan, devan, adv;prep.	before, in front of
epi, adv;conj.	and, then
èske, èske, ès;part. a statement to transform it into a question	particle used in front of
eù, leù, n.	hour
fasil, adj.	easy
fini, fi-n, v.	to finish, to end, to complete
fò, fòk, v. (used inter- changeably)	to be necessary, must have to
franse, adj.jn.	French
gade, v.	to pay attention, to look
institi, institi, n.	institute
jodi, jodi-a, adv.	today
kat, num. adj.	four
katedral, n.	cathedral
katryèm/ n.: adj.	fourth
kazino, n.	casino
kenbe, v.	keep, hold
ki leù, ki lè	whem
konprann, v.	to understand
kwaze, v.	to cross
leù, lè, eù, n.	hour
magazen, n.	store
manje, n.	food, meal
manje, v.	to eat
mennen, v.	to lead, to take
moniè. moute, v.	to go up
montre. moutre. v.	to show

pa...ni, conj.	neither ...nor...
premye, n.; adj.	first
repete, v.	repeat
senk, num. adj.	five
senkyèm, n.; adj.	fifth
sis, siz, num. adj.	five
sizyèm, n.; adj.	sixth
tanpri, exp.	please, if you please
tanpri souple, exp.	please, if you please
te, part	marker to indicate state or
action completed in the past	
tro, trò, adv.	too, too much
twa, num. adj.	three
twazyèm, n.; adj.	third
vit, adj.; adv.	fast/quick, quickly
vizite, v.	to visit

Idiomatic Expression

fè yon ti mache

take a (few steps) walk

Lesson 8

FINDING A TELEPHONE

PERCEPTION DRILL

1. Koute epi repete:

J: Ki kote m kapab telefone?

L: Ou, kab telefone tou patou, nan tout magazen. Men, pou pi su, nan telegraf la.

J: M kap telefone nan telegraf la vrè?

L: Men wi, monchè.

J: Ki kote telegraf la ye?

L: Se pi gro kay ou wè-a.

2. Koute epi repete:

Ou kap telefone tou patou. Kounyè-a ayisyen tou patou. Ou jwenn liv kreyòl tou patou. Gen misyonè tou patou.

3. Add to the following sentences the expression tou patou 'everywhere':

CUE

STUDENT(S)

Li vann liv yo.

Li van liv yo tou patou.

M voye pitit la.

M voye pitit la tou patou.

Yo gade.

Msye-a montre misyonè-a.

Ou kapab telefone.

Kounyè-a, gen ayisyen.
Nou jwenn liv kreyòl.
Ou wè misyonè.
Ti-moun yo travay.
Gen bon bagay.
Pratik la ale.
Li gen pòch.

4. Koute epi repete:

Ou kap telefonnen nan tout magazen yo. Tout magazen gen telefòn. Tout vil gen telegraf. Tout ayisyen pale kreyòl. Nou bay tout ti-moun yo manje.

5. Add to the following sentences the expression tout 'all':

CUE

STUDENT(S)

Ou kap telefonnen nan
magazen yo.
Nou bay ti-moun yo manje.

Ou kap telefonnen nan tout
magazen yo.
Nou bay tout ti-moun yo
manje.

Ou kab jwenn liv kreyòl
libreri Alfalit.
Ayisyen pale kreyòl.
Vil yo gen katedral.
Nou kapab achte legum
nan mache.
M kapab achte liv kreyòl
nan libreri-a.
Yo di moun yo bonjou.
M bay papa-m nouvèl la.
Genyen lakomu-n nan
bouk yo.

6. Koute epi repete:

Ou kap telefone tou patou.
Men, pou pi su, m-ap mache ak ou rive nan telegraf la.
Tout kay nan bouk la bel. Men, kay sa-a pi bel.
Se. Tiio ki travay pi mal. Se li ki pi gro tou.
Se isit la kay Sese? Nou mache toujou. Li pi devan.

7. Add the word *pi* to the following sentences.
It indicates the superlative.

CUE

STUDENT(S)

Kay sa-a gro.
Ti-gason Anita-a bèl.
Ti jo travay mal.
L-ap rive ta.
Katedral la lwen.
Ti-Mari mize.
Ti-moun yo sanble ak papa yo.
Pratik la sòt.
Se Chal ki bon nan kreyòl la.
Bank Kanada devan.
Gran Ru dwat.

Kay sa-a pi gro.
Ti-gason Anita-a pi bel.

8. Pattern: **subject + adj., adv., place, or location.**
(No form of 'to be' is necessary)

Review: In Creole, the verb 'to be' is often omitted. Make a sentence with the cue word. For Example:

CUE

SENTENCE

fasil
bèl
ru dè Mirak
piti
lwen
isit
bon
gro
aprè
devan
deya
la

Travay sa-a fasil.
Ti-moun Mari yo bèl.

9. Pattern: *a, ava, av, or va + verb = future*

Review: To express an action in the future, the particle *a* is inserted before the verb. Its variants are *ava* and *va*. They are used interchangeably. Use either *a, ava, or va*.

Exercise: Put the following sentences in the future:

CUE	STUDENT(S)
M-ap desann lavil ak Mari. Ti-moun yo manje tout manje-a. Nou fè yon travay fasil. Lè-m fi-n rive, m wè katedral la. M konprann ki kote ou di-m. Pitit la jwenn kay la. Li pran liv kreyòl yo. Ou wè-m devan biro depèch la. Nou rele Tidjo pou papa-l. Y-ale Anbasad amerikèn. Ou genyen anpil zouti. Li pòte kab la nan biro-a.	M-ava desann lavil ak Mari. Ti-moun yo <u>va</u> manje tout manje-a.

10. Review: The particle *ap* or *ape* which indicates that the action is taking place or is going to take place right now:

CUE	STUDENT(S)
M manje legum. Ti-moun yo koute sa-m di ou. Li rive kazino epi lapòs. Yo mande Mari nouvèl Alse. Tidjo grandi anpil. Gabi fè yon vire nan mache-a. Chal chèche zouti yo. Misyonè-a pòte liv li anba bra-l. M sot lakay mwen boneù.	M-ap manje legum. Ti-moun y-ape koute sa m-ap di ou.

Chal ak Anita tounen
 touswit.
 Pitit la sanble anpil
 ak papa-l.
 Nou desann lavil kounyè-a.

11. Koute epi repete

J: M-ap mande ou yon lòt sèvis, souple.

L: Avèk plezi, monchè. M kab rann ou yon lòt sèvis.

J: Ki kote m kab jwenn yon kamyonèt pou Petyonvil?

L: Isit la mèn. Devan ou. Nou anba g alri a kote magazen Bata-al sou ru
 dè Mirak. Se la kamyonèt ki fè lign Petyonvil yo monte. Devan kay Bata,
 ou kap pran kamyonèt pou Kafou.

J: Mèsi anpil. Men pou ou pran yon ti sigarèt.

L: Mèsi msye. M kontan m fè ou plèzi.

12. Koute epi repete:

Ou ban-m yon liv deja. Ban-m yon lòt. Ou rann mwen yon sèvis deja. M-ap
 mande ou yon lòt sèvis. Rann mwen yon lòt sèvis, tanpri souple.

13. Add *yon lòt* (another) to the following sentences:

CUE

STUDENT(S)

Sese gen yon pitit.

Sese gen yon lòt pitit.

Rann mwen yon sèvis.

Rann mwen yon lòt sèvis.

M pòte yon lèt.

N-ap fè yon lektu.

Msye-a achte yon liv

kreyòl.

M pral wè nan yon

libreri.

L-ap fè yon bagay pou

tî-moun yo.

Pratik la pral vann nan

yon mache.
Ou konnen li gen yon
bèl ti-gason.
Nou kab rive nan yon
kwen.
Ban-m yon provèb.
Li gen yon bon travay.

14. Koute epi repete:

Kamyonèt Kafou yo rete devan kay Bata.
Kamyonèt Petyonvil yo rete sou kote kay Bata.
Tidjo ap travay sou kote kay la.

15. Replace devan with sou kote in the following sentences:

CUE

Kamyonèt la rete devan
galri-a.
Pitit la ap travay devan
kay la.
Liv la devan biro-a.
Gabi ap tann devan
labank la.
Anita ap gade lèt la
devan Chal.
Li devan zouti yo, l-ap
chèche yo.
Nou sòti devan kay la.
Ru-a devan kay la.
Libreri-a devan lapòs la.
Biro-a devan labank la.
Li pa wè mato-a devan ni.
Msye-a ap mache devan
madanm ni.

STUDENT(S)

Kamyonèt la rete sou kote
galri-a.
Pitit la ap travay sou
kote kay la.

DIALOGUE

FINDING A TELEPHONE

Scene: Port-au-Prince, Grand Rue, in front of Bata Shoe Store

Characters: Mr. Jones Passerby

Situation: Mr. Jones wishes to make a telephone call. He asks a passerby for directions to a booth and also to a camionette (small bus) to Petionville.

Mr. Jones: Hi! Good morning, sir. I would like to make a telephone call. Where can I telephone here?

Passerby: Well, sir, you can make a call anywhere.

Mr. Jones: What do you mean exactly?

Passerby: I mean you can telephone in all the stores. Right here, at Bata's, you can telephone. But to make sure, if you want to go a few steps, you can telephone in the telegraph office.

Mr. Jones: Where is the telegraph office?

Passerby: It's across from you. Do you see the biggest building? Well, that's the telegraph office.

Mr. Jones: Are you sure I can really make a call there?

Passerby: Yes, sir, you can find a telephone in the telegraph office.

Mr. Jones: Well, I'm asking you another favor. Where can I find a camionette to take me to Petionville?

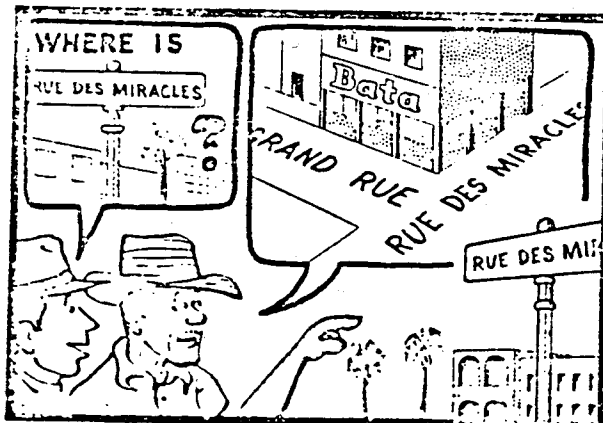
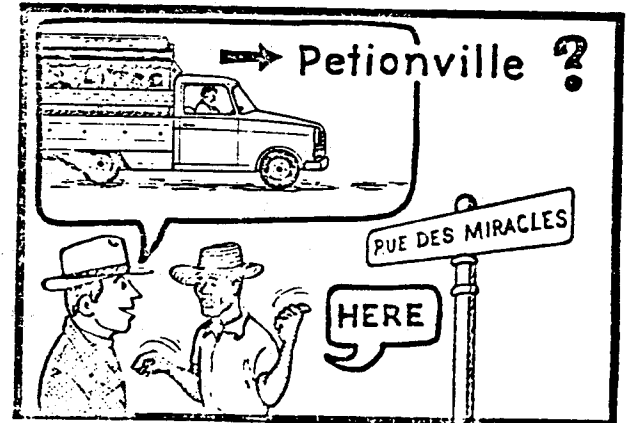
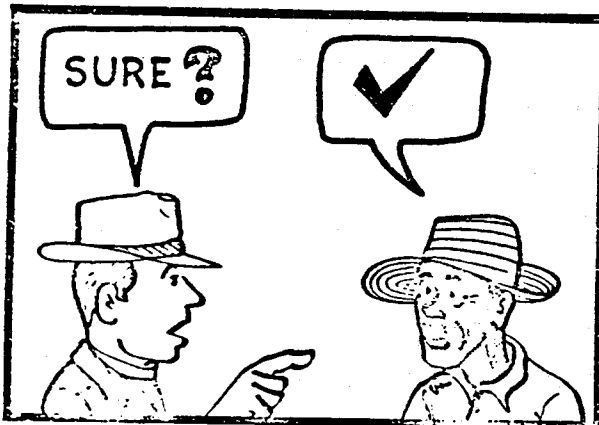
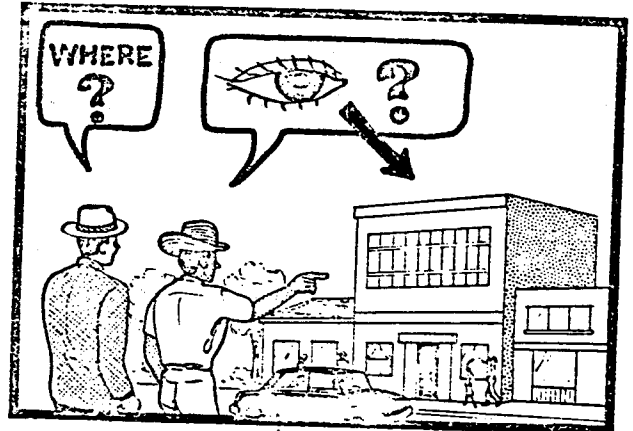
Passerby: The camionettes go up rue des Miracles.

Mr. Jones: Where is rue des Miracles?

Passerby: There before you. When you're on the sidewalk on the side of Bata's store, you are on Rue des Miracles. When you're in front of the store, you're on Grand Rue. There all the camionettes turn.

Mr. Jones: I see. Thank you very much, old man. Here, for your cigarettes. (He hands him a coin.)

Passerby: Thanks a lot. Goodbye.



FINDING A TELEPHONE

Msyeu Jones ta vle telefone. Li mande yon Ayisyen kote li kab telefone, epi li mande kote li kab jwenn yon kamyonèt pou li ale Petyonvil.

Mr. Jones: E! Bonjou msye. M ta vle telefone. Ki kote m kab telefone isit?

Passerby: En ben, msye, ou kab telefone tou patou.

Mr. Jones: Ki sa ou vle di ekzakteman monchè.

Passerby: Ou kab telefone nan tout magazen yo. Isit la mèn, kay Bata, ou kab telefone. Men pou pi su, si ou vle fè yon ti mache, ou ka telefone nan telegraf la.

Mr. Jones: Ki kote telegraf la ye?

Passerby: Li an fas ou. Ou wè pi gro kay la? Bon, se telegraf la.

Mr. Jones: Ou su m kab telefone la vrè?

Passerby: Wi msye, ou kab jwenn telefòn nan telegraf la.

Mr. Jones: Bon, m-ap mande ou yon lòt sèvis. Ki kote m kab jwenn yon kamyonèt pou m-ale Petyonvil?

Passerby: Se nan ru dè Mirak kamyonèt yo monte.

Mr. Jones: Kote ru dè Mirak ye?

Passerby: Devan ou la-a. Leu ou sou galri a kote magazen Bata-a, ou nan ru dè Mirak. Leu ou devan ni, ou nan Gran Ru. Se la tout kamyonèt yo vire.

Mr. Jones: M wè .Mèsi anpil monchè. Men pou sigarèt ou .

Passerby: Mèsi anpil O revwa.

Dialogue Buildup

telefone
ta vle
Msye Jones ta vle
telefone.

to telephone, to make a call
would wish, would like
Mr. Jones would like to
make a call.

li ale Petyonvil
pou li ale Petyonvil
kamyonèt
jwenn yon kamyonèt
li kab jwenn yon kamyonèt
kote li kab jwenn yon kamyonèt
epi li mande kote li kab
jwenn yon kamyonèt
pou li ale Petyonvil

he goes to Petionville
for him to go to Petionville
camionette
to find a camionette
he can find a camionette
where he can find a camionette
and he asks where he can
find a camionette to take
him to Petionville

kote li kab telefone
yon Ayisyen

where he can telephone
a Haitian

Li mande yon Ayisyen kote
li kab telefone, epi
li mande kote li kab
jwenn yon kamyonèt
pou li ale Petyonvil.

He asks a Haitian where he
can make a call, and he
asks where he can find
a camionette to take him
to Petionville.

E!
Bonjou msye.

Hi
Good morning, sir.

M ta vle telefone.

I would like to make a call.

M kab telefone isit
Ki kote m kab telefone isit?

I can make a call here .
Where can I telephone here?

tou patou
ou kab telefone tou patou msyeu
En ben, msye, ou kab
telefone patou.

everywhere, anywhere
you can telephone anywhere, sir
Well, sir, you can make a
call anywhere.

ekzakteman
ki sa
ki sa ou vle di
Ki sa ou vle di ekzakteman,
monchè?

exactly
what
what do you mean
What do you mean exactly,
old man?

magazen yo
 tout
 tout magazen yo
 nan tout magazen yo
 Ou kab telefone nan
 tout magazen yo.

stores
 all
 all the stores
 in all the stores
 You can telephone in all
 the stores.

kay Bata
 isit la mèn
 Isit la mèn, kay Bata,
 ou kab telefone.

Bata's (shoe store)
 right here
 Right here, at Bata's, you
 can telephone.

telegraf
 nan telegraf la
 ou a telefone
 ou ka telefone nan
 telegraf la
 fè yon ti mache
 few steps
 su
 pi su
 pou pi su

cable (telegraph) office
 in the telegraph office
 you will telephone
 you can telephone in the
 telegraph office
 take a few steps, walk a

men pou pi su
 Men pou pi su, si ou vle
 fè yon ti mache, ou ka
 telefone nan telegraf la.
 la.

sure, certain
 more sure
 to make sure (lit. for more
 sure)
 but to make sure
 But to make sure, if you
 want to take a few steps,
 you can telephone in the
 telegraph office.

Ki kote telegraf la ye?
 an fas
 an fas ou
 Li an fas ou.

Where is the telegraph office?
 across from
 across from you
 It's across from you.

kay la
 pi gro kay la
 ou wè pi gro kay la
 Ou wè pi gro kay la?

the building
 the biggest building
 you see the biggest building
 Do you see the biggest building?

se telegraf la
 Bon, se telegraf la.

that's the telegraph office
 Well, that's the telegraph office.

vrè
 m kab telefone la
 ou su
 Ou su m kab telefone
 la vrè?

really
 I can telephone there
 you are sure
 Are you sure I can really
 telephone there?

nan telegraf la
 ou kab jwenn
 ou kab jwenn telefòn
 Wi msye, ou kab jwenn
 telefòn nan telegraf
 la.

in the telegraph office
 you can find
 you can find a telephone
 Yes, sir, you can find a
 telephone in the telegraph
 office.

sèvis
 lòt sèvis
 yon lòt sèvis
 mande
 m-ap mande
 m-ap mande ou
 Bon, m-ap mande ou yon
 lòt sèvis.

favor
 other favor
 another favor
 to ask
 I'm asking
 I'm asking you
 Good, I'm asking you another
 favor.

m-ale Petyonvil
 pou m-ale Petyonvil
 kamyonèt
 m kap jwenn yon kamyonèt
 Ki kote m kab jwenn
 yon kamyonèt
 Ki kote m kab jwenn yon
 kamyonèt pou m-ale Petyonvil?

I go to Petionville
 for me to go to Petionville
 camionette
 I can find a camionette
 Where can I find a
 camionette
 Where can I find a camionette
 to take me to Petionville?

kamyonèt
 kamyonèt yo
 kamyonèt yo monte
 nan ru dè Mirak
 se nan ru dè Mirak
 Se nan ru dè Mirak,
 kamyonèt yo monte.
 Kote ru dè Mirak ye?

camionette (see Cultural Notes)
 the camionettes
 the camionettes go up
 on rue des Miracles
 it is on rue des Miracles
 The camionettes go up rue
 des Miracles.
 Where is rue des Miracles?

la-a
 devan ou

there
 in front of you

Devan ou la-a.

ou nan ru dè Mirak
magazen Bata
sou galri
a kote
sou galri a kote magazen
Bata-a
leù ou sou galri a kote
magazen Bata-a
Leù ou sou galri a kote
magazen Bata-a, ou nan
ru dè Mirak.

Gran Ru
nan Gran Ru
ou nan Gran Ru
devan ni
leù ou devan ni
Leù ou devan ni, ou nan
Gran Ru.

tout kamyonèt yo
se la
Se la tout kamyonèt yo vire.

M wè.
Mèsi anpil monchè

sigarèt
sigarèt ou
pou
pou sigarèt ou
men
Men, pou sigarèt ou.

Mèsi anpil.
O revwa.

There before you.

you are on rue des Miracles
Bata's store
on the covered sidewalk
on the side
on the sidewalk on the side of
Bata's store
when you are on the sidewalk on
the side of Bata's store
When you are on the sidewalk on
the side of Bata's store, you are
on Rue des Miracles.

Grand Rue (main street)
on Grand Rue
you are on Grand Rue
in front of it
when you are in front of it
When you are in front of it,
you are on Grand Rue.

all the camionettes
it is there
There all the camionettes turn.

I see.
Thank you very much, old man.

cigarette
your cigarettes
for
for your cigarettes
here
Here, for your cigarettes.
(see Cultural Notes)

Thanks a lot.
Goodbye.

Cultural Notes

Telephone Service

Telephones are available in most places of business and in private residences of most upper class people in Port-au-Prince. However, one cannot expect them to function always, because the lines are insufficient for the number of subscribers and therefore are often over-loaded.

Camionettes

In Port-au-Prince there is no bus service as such. The nearest equivalent to urban public transportation is camionette service. A camionette is a pickup truck or station wagon which takes passengers (usually as many as can be squeezed in) along certain routes, from city to suburbs. There are established routes and stopping places. The camionette service is an inexpensive but uncomfortable means of transportation for anyone without an automobile. It differs from taxi service in that it is much less expensive and that the taxi takes passengers (also as many as can be squeezed in) from any point to any point within city limits. The fare is not exactly subject to bargaining, but many users do bargain often with success.

Tipping

You have noted that Mr. Jones gives the passerby a small tip in exchange for directions. Although it is not obligatory to tip in such a situation, it is considered courteous. In hotels and restaurants, of course, it is expected. However, if the passerby had been a more prosperous looking person, it would have been most insulting to tip him.

Homework

Write down ten questions in Creole, based on L. 1-8.

PRONUNCIATION AND GRAMMAR DRILLS

Tape No. 8-B

Pronunciation Drill: /u/, /e /, and /èù/

1. The Vowel *u*.

Compare the following pairs:

di	du
ri	ru
dou	du
rou	ru

The second vowel of each pair is produced by starting from *i* and rounding the lips or, alternatively, by starting with *ou* and moving the tongue to a fronted position. To pronounce *u*, the lips should be rounded and protruding slightly with the tongue in the front part of the mouth. Before we ask you to practice the vowel *u*, we should like to point out that many Haitian speakers replace it with *i*; in fact, the vowel *u* occurs in French and is mostly used by speakers who have some knowledge of French.

Practice the following.

ru/ri	du/di	nu/ni	ju/ji	pèdu/pèdi	Lalu/Lali
pwentu/pwenti	biro/biro	kuvèt/kivet	Ozetazuni/Ozetazini		

Read aloud:

Ozetazini

Lalu/Lali

Ki kote biro depèch la ye?

Li nan ru dè Mirak.

2. The Vowels *e* and *eù*

Compare the following pairs:

de de ke ke sè seù lè leù

Some speakers of Creole have, in addition to *u*, two other vowels which occur in French: *e* and *eù*. These two vowels are often replaced by *e* and *è* respectively, and they are produced starting with these vowels and rounding the lips. Contrast the following paired words.

de	de
ke	ke
pèp	peùp
nèf	neùf

Practice the following:

de	de	seùl
bezwen	paske	dufe
resevoua	revandeùz	

ru du Magazen de Leta

The vowels *u*, *e*, and *eù* usually occur in words borrowed from French. They would also be used in the word *ru* 'street' and proper names (place names, names of streets, names of persons). Remember that these vowels also occur in such commonly used words as *seù* 'sister' and *dufe* 'fire' when they are pronounced by bilingual speakers and some monolingual speakers.

Comprehension Exercise

- | | |
|---|---|
| 1. Msye Jones an fas kay Bata? | Non, li an fas telegraf la. |
| 2. Msye Jones kab telefone nan tout magazen yo? | Wi, li kab telefone tou patou. |
| 3. Pou pi su, ki kote li kab telefone? | Pou pi su, li kab telefone nan telegraf la. |
| 4. Ki kote Msye Jones kab jwenn yon telefòn? | Li kab jwenn yon telefòn nan telegraf la. |
| 5. Li kab jwenn youn kay Bata tou? | Wi, li kab jwenn youn kay Bata tou. |
| 6. Ou su Msye Jones kab jwenn telefòn la? | Wi, m su Msye Jones ka jwenn telefòn la. |
| 7. L-ap mande msye a yon lòt sèvis? | Wi, l-ap mande li yon lòt sèvis. |
| 8. Li kab jwenn telefòn nan tout magazen yo? | Wi, li kab jwenn telefòn nan magazen yo. |
| 9. Se nan ru dè Mirak kamyonèt yo monte? | Wi, se nan ru dè Mirak kamyonèt yo monte. |
| 10. Msye Jones ta vle ale Pòtoprens? | Non, li ta vle ale Petyonvil. |
| 11. Ki kote Msye Jones ta vle ale? | Li ta vle ale Petyonvil. |
| 12. Pou ki sa Msye Jones ta vle jwenn yon kamyonèt? | Li ta vle jwenn yon kamyonèt pou ale Petyonvil. |
| 13. Gran Ru devan kay Bata? | Wi, li devan ni. |
| 14. Se nan ru Bòn Fwa kamyonèt yo monte? | Non, se pa nan ru Bòn Fwa yo monte. |

Translation

- | | |
|---|----------------------------|
| 1. He has gone out (and is still out). | Li sòti. |
| 2. He has eaten. | Li manje. |
| 3. She's sitting (and has been for some time) | Li chita. |
| 4. They've arrived at the bank. | Yo rive labank. |
| 5. They've gone down Rue du Peuple. | Yo desann ru du Peup. |
| 6. Have you brought the tools? | Ou pòte zouti yo? |
| 7. Have you looked for Tijo? | Ou chèche Tijo? |
| 8. Has she given you the letter? | Li ba ou lèt la? |
| 9. Have they given her the cigarettes? | Yo ba li sigarèt yo? |
| 10. Go down Rue des Miracles. | Desann ru dè Mirak. |
| 11. Turn to the right after one block. | Vire a dwat aprè yon blòk. |
| 12. Go down Rue Bonne Foi. | Desann ru Bòn Fwa. |
| 13. He'll work here. | L-a travay isit. |
| 14. He'll look for the post office. | N-a chèche lapòs la. |
| 15. He'll find his son. | L-a jwenn pitit gason ni. |
| 16. They'll take the cigarettes. | Y-a pran sigarèt yo. |
| 17. Will you send a cable? | Ou a voye yon depèch? |
| 18. You'll see the bank. | Ou a wè labank la. |
| 19. The children will grow up. | Ti-moun yo a grandi. |

- | | |
|--|-------------------------|
| 20. They're walking down
Rue du Peuple. | Y-ap desann ru du Peùp. |
| 21. She's gone out. | Li sòti. |
| 22. Are you going to the
market? | Ou pral nan mache? |

Lexical Variation Exercises

1. Basic sentence:

L-ap mande ou yon lòt
sèvis.

nou

Yo

li

mwen

ti-moun yo

L-ap mande ou yon lòt
sèvis.

L-ap mande nou yon lòt sèvis.

2. Basic sentence:

Telegraf la an fas ou.
devan ou
isit mèn m
isit la mèn m

Telegraf la an fas ou.
Telegraf la devan ou.

3. Basic question:

Ou wè pi gro kay la?
kay la
kay Bata
Gran Ru
telegraf la
laru-a

Ou wè pi gro kay la?
Ou wè kay la?

4. **Basic sentence:**

Ou kab telefone tou patou.
nan tout magazen yo

kay Bata
nan telegraf la
isit la mèn
lapòs

Ou kab telefone tou patou.
Ou kab telefone nan tout
magazen yo.

5. **Basic sentence:**

M vle fè yon ti mache.
fè yon ti vire
telefone
ale Petyonvil
jwenn kamyonèt la
rive lakomu-n

M vle fè yon ti mache.
M vle fè yon ti vire.

6. **Basic sentence:**

Ou kab jwenn yon telefòn
nan telegraf la.
lèt la lapòs
kat d-idantite ou
lakomu-n.
kamyonèt yo nan Gran Ru
sigarèt yo nan magazen yo
legum nan mache-a

Ou kab jwenn yon telefòn
nan telegraf la.
Ou kab jwenn lèt la lapòs.

7. **Basic sentence:**

Kote ru dè Mirak ye?
kay Bata
Gran Ru
telegraf la
telefòn yo
ru du Sant

Kote ru dè Mirak ye?
Kote kay Bata ye?

8. **Basic question:**

Ki sa li mande?
 mande ou
 mande yo
 mande li
 mande nou

Ki sa li mande?
 Ki sa li mande ou?

Exercises1. **Change to the continuative:**

Li vire a dwat.
 Yo desann ru a.

L-ap vire a dwat.
 desann ru a.

M mande yon sèvis.

Nou fè yon ti vire.

Ou pran sigarèt yo?

2. **Change to the no-particle form:**

Yo pral lakay mwen.

Yo ale lakay mwen.

Li pral an fas.

Li ale an fas.

M pral Petyonvil.

Ou pral fè yon ti vire?

Y-ap mande ou yon sèvis .

M-a wè deu kamyonèt.

Ou ap telefone li?

L-ap voye yon depèch?

N-ap fè yon ti mache.

3. Translate the following:

He'll work here.

L-a travay isit.

We'll look for the post office.

N-a chèche lapòs la

He'll find his son.

L-a jwenn pitit gason ni.

They'll take the cigarettes

Y-a pran sigarèt yo.

Will you send a cable?

Ou a voye yon depèch?

You'll see the bank.

Ou a wè labank la.

The children will grow up.

Ti-moun yo a grandi.

They're walking down
Rue du Peuple.

Y-ap desann ru du Peup.

She's gone out.

Li sòti.

Are you going to the market?

Ou pral nan mache?

4. Change to the continuative:

M-a voye depèch la
Ozetazini.

M-ap voye depèch la
Ozetazini.

Li fè yon vire nan mache-a.

L-ap fè yon vire nan mache-a.

N-a mande ou.

Ou ba li lèt la?

Yo jwenn mache Petyonvil?

5. Answer the following questions in the affirmative:

Ou pral nan telegraf la? Wi, m pral nan telegraf la.

Ou ap fè yon ti vire? Wi, m-ap fè yon ti vire.

Ou a telefone isit?

Y-a voye yon depèch Ozetazini?

L-ap vire nan Gran Ru?

Ou ap chèche lapòs la?

6. Answer the following questions by using the cue word in parentheses:

Ki kote yo prale?
(kay Bata) Yo pral kay Bata.

Ki kote m-a jwenn
yon kamyonèt?
(an fas ou) Ou a jwenn yon kamyonèt
an fas ou.

Ki kote l-ap pòte
zouti li?
(lakay mwen)

Ki kote ou a kontre
bas Alse?
(nan ru dè Mirak)

Ki kote li prale?
(lapòs)

7. Directed questions:

Ask me what I'm doing now.

Sa ou ap fè kounyè-a?

Ask me where he'll wait.

Ki kote l-a tann?

Ask me who's telephoning.

Ki moun k-ap telefone?

Ask me if I'm going
to the telegraph office.

Ou pral nan telegraf la?

Ask me if Marie will
send the letter.

Mari a voye lèt la?

Test - Translation

- | | |
|---|--|
| 1. Where can I make a call here? | Ki kote m kab telefone isit? |
| 2. I don't understand you, madame. | M pa konprann ou madanm. |
| 3. But to make sure, go to the telegraph office. | Men, pou pi su,ale nan telegraf la. |
| 4. Are you sure I can find a telephone there? | Ou su m kab jwenn yon telefòn la? |
| 5. Fine, may I ask another favor of you? | Bon, m ka mande ou yon lòt sèvis? |
| 6. Where can I get a camionette to take me to Port-au-Prince? | Kote m kab jwenn kamyonèt pou m-ale Pòtoprens? |
| 7. Where is Grand Rue? | Kote Gran Ru ye? |
| 8. There in front of you, on the left. | Devan ou, a gòch. |
| 9. All the camionettes turn there. | Se la tout kamyonèt yo vire. |
| 10. Thanks very much. Goodbye. | Mèsi anpil. O revwa. |

LEKTU

Nan Pòtoprens, pa gen otobus pou ou sòt nan yon vil, pou ou al nan yon lòt. Si ou pa gen oto, e si ou vle ale nan yon vil ki pi lwen, ou pran kamyonèt. Pou ale Kafou, Petyonvil, Kwa dè Boukè, ou pran kamyonèt. Men si ou vle ale pi lwen, ou pran kamyon. Fò ou konnen ki kote pou al pran yo. Sou tout Gran Ru ou kap pran kamyonèt pou Kafou, Bizoton, Matisan epi Bòlòs. Nan ru dè Mirak ak Lalu, ou kab jwenn kamyonèt pou Petyonvil ak Kinskòf.

Misyonè-a fi-n fè vire-l lavil la. Li ta vle monte Petyonvil. Men, nou sonje, li pa moun Pòtoprens e li pa gen oto-l. Li pa konn ki kote pou l-al pran yon kamyonèt. Li sot achte yon pè soulie kay Bata. Kounyè-a li kanpe sou galri Bata-a. Li gade a dwat, li gade a gòch. Li pa konn sa pou-l fè. Li wè yon nèg* k-ap pase. Li rete-l, li mande-l ki kote pou l-al pran kamyonèt la. Gras a Dye, li pap mache anpil. Se nan kwen sa-a mèn, nan kwen Ru dè Mirak ak Gran Ru kamyonèt yo vire pou monte Petyonvil. Misyonè-a kontan anpil. Li ba nèg la lajan pou-l achte manje . Nèg la kontan tou. Li di Msye Jones mèsi.

Cultural Note

*Nèg. Although neg may be used in opposition to blan 'white man' to mean 'Negro', it usually is used to mean 'guy', and has no pejorative connotation whatsoever when used among Haitians. When used in its usual sense, it refers to any unspecified individual regardless of his skin color. Foreigners should not use this term.

Kestyon

1. Gen otobus Pòtoprens?
2. Si yon moun vle al nan yon lòt vil, ki sa pou-l fè?
3. Li kapab al Petyonvil nan oto?
4. Misyonè-a gen oto Pòtoprens?
5. Ki sa pou li pran. ala?

6. Se mèn m kamyonèt ki fè rout Petyonvil, ki fè rout Kinskòf tou?
7. Ki kote ki pi lwen, Petyonvil ou Kinskòf?
8. Se pou ou pase Petyonvil pou ou al Kinskòf?
9. Se mèn m kote Kafou ye?
10. Si m vle al Bòlòs, Matisan ou Bizoton, se kamyonèt Kafou pou-m pran?
11. Nan ki ru pou-m pran kamyonèt Kafou-a?
12. Si m Lalu, m kap pran kamyonèt kap fè lign Petyonvil?
13. Ki kote misyonè-a ye kounyè-a?
14. Ki sa l-ap fè sou galri kay Bata-a?
15. L-achte yon bagay kay Bata?
16. Ki sa l-achte kay Bata?
17. Si m vle yon pè soulie m kab jwenn kay Bata?
18. Bata vann soulie pou tout moun?
19. Ki kote misyonè-a ta vle ale kounyè-a?
20. Ou sonje ki kamyonèt misyonè-a ta vle al pran?
21. Misyonè-a chita sou galri-a?
22. Ki kote-l gade?
23. Ki moun li wè k-ap pase?
24. Ki sa li mande nèg la?
25. M. Jones va mache anpil pou l-al pran kamyonèt la?
26. Nan ki kwen kamyonèt yo pase?
27. Ki sa M. Jones ba nèg la?
28. Pou ki sa li ba nèg la lajan?
29. Nou kanpe ou nou chita kounyè-a?
30. E mwen-mèn m?
31. Ou ava achte yon pè soulie pi ta?
32. Ou sonje nan ki kwen pou pran kamyonèt Petyonvil la?
33. Nan ki lòt ru ou kapab pran kamyonèt kap fè lign Petyonvil? (Lalu)
34. Ki kote ou kab ale leù ou pran kamyonèt Kafou?
35. Ki moun ki pale kreyòl pi vit isit la?
36. Nou ka jwenn bon soulie kay Bata?
37. Leù M. Jones sòti kay Bata, jus ki ba l-ap rive?
38. Nou konprann lektu sa-a?
39. Si ou Petyonvil ou ap monte, ou ap desann lavil? (desann?)
40. Kamyonèt Petyonvil yo, y-al tou dwat sou Gran Ru ou yo vire nan Ru de Mirak?

GRAMMAR NOTES

Verb without Particle

We have seen that in Creole, verbs occur alone or are preceded by particles. When a verb occurs alone, the time at which the action takes place is not marked specifically; it may be present or past.

li monte	'he has gone up' or 'he goes up'
compare with	
l-ap monte	'he is going up'

Continuative Particle *ap*

To indicate that an action has begun and is incomplete, the continuative particle *ap* is used.

l-ap mache	'he's (or she's)(in the process of) walking'
li mache	'she (or he) has walked (action started and ended in the past)' or 'he walks (generic statement)'
li chita	'he (or she) sat' or 'is sitting'
l-ap chita	'he (or she) is sitting down'

Continuative Particle plus *ale*

1. Note that before *ale* 'to go', the continuative particle *ap* becomes *pr*.

Li ale	'he goes, he has gone'	Li prale	'he's going'
--------	------------------------	----------	--------------

2. Before another word, *prale* is shortened to *pral*.
(see L.4 Grammar Note - 4)

Li pral manje.	'He's going to eat.'
Li pral an fas.	'He's going across the street.'
Li pral Petyonvil.	'He's going to Petionville.'

Future Particle *a*

1. The particle *a* indicates future action or polite command.

Ou a jwenn katedral la. 'You'll find the cathedral.'

Ou a vire a gòch. 'Turn to the left.'

2. The particle *ap* may also indicate the near future.

M-ap mande ou yon lot sèvis. 'I'll ask you (I'm asking you)
for another favor.'

However, note that in the example cited, the action may be viewed as related to the present. In this sense it is a continuing action. To mark an action as clearly future we must use *a*.

3. The short form of pronouns is also used with the future particle *a*.

m-a kenbe

n-a wè

l-a pran

y-a sòti

ou a pran

(ou is shortened to 'w')

Summary of Verb Particles

- | | | |
|---|------------------|---------------|
| 1. Action started in the past and completed at the moment of speech. | no particle | li telefone |
| 2. Habitual action | | li telefone |
| 3. Action in process and continuing at moment of speech or future action related to the present | <i>ap</i> + verb | l-ap telefone |
| 4. Future action not related to present | <i>a</i> + verb | l-a telefone |

VOCABULARY

av, ava va; part	before a verb, a marker to indicate an action or state
blan, adj.	white
blan, n.	white (man or woman)
deja, adv.	already
egzakteman, adv.	exactly
fè lign, v.	to follow a scheduled route
fè plèzi, v.	to please, to cause pleasure
galri, n.	covered walk (street), porch (house)
isit la mèn, isit mèn, adv.	right here
kamyon, n.	truck, bus
*kamyonèt, n.	camionette
kanpe, v.	to stand up
kestyon, kesyon, n.	question
lajan, n.	money
*lalign, lign, n.	taxi
lòt, adj.	other
men (with gesture), adv.	here
nèg, n.	someone, guy, fellow (male)
oto, n.	car, automobile
otobus, otobis, n.	bus
ou, conj.	or
pale, v.;n	to speak; to chat
pase, v.	to pass
pè, n.	pair
plezi, plèzi, n.	pleasure
pi devan: adv.	further

sèvis, n.	favor, service
sigarèt, n.	cigarette
sonje, v.	to remember, to remind
sou, prep.	on
soulie, n.	shoe(s)
souple, exp.	please, if you please
su, si, adj.	sure, certain, trustworthy (person)
telefòn, n.	telephone
telefone, telefanin, telefonnen, v.	to telephone, to make a call
telegraf, n.	cable (telegraph) office
tou patou, patou	everywhere
tout, adj.	all
va, av, ava, part.	(see av, ava, va)
vrè, adv.	truly, really
yon lòt, adj. phr.	another

Idiomatic Expressions

anba galri;	on the covered wall
men wi	yes, of course, but yes
pou pi su	to make sure
rann (yon) sèvis	to do a favor, to render a service

* See Cultural Notes

Lesson 9

BANKING HOURS

PERCEPTION DRILL

1. Koute epi repete:

M. Jones: Kouman, bank la fèmen deja?

Passerby: Non, l-poko fèmen.

M. Jones: A ki leù li fèmen?

Passerby: A uneù d-laprèmidi.

M. Jones: E a ki leù l-ouvri?

Passerby: L-ouvri a neveù, lematin.

2. Koute epi repete:

M louvri liv la.

M pa fèmen ni.

Louvri liv nou tou.

Tout liv yo louvri.

Bank la ouvri ta, men l-fèmen ta tou.

Kay Bata pa ouvri ta. Liv ou a fèmen ou louvri?

Li fèmen. E liv sa-a.

Li pa fèmen. Li louvri.

3. Pattern: ...louvri, li pa fèmen. (on the board)

Repeat the pattern and precede it with the cue word or phrase

CUE

STUDENT(S)

liv la
labank la
kazino-a
telegraf la
Bata
libreri Alfalit
Anbasad amerikèn
magazen Chal la
kamyonèt la
Institu franse-a
katedral la
telefòn isit la

Liv la louvri, li pa fèmen.
Labank la louvri, li pa fèmen.

4. Koute epi repete:

Bata fèmen deja?

- Wi, l-fèmen deja.

E labank la ?

- Non, l-poko fèmen.

Ou jwenn kamyonèt la deja?

- Wi, m jwenn kamyonèt la deja, men M. Jones poko jwenn.

5. Answer the questions, first affirmatively, then negatively:

CUE

STUDENT(S)

M. Jones al Petyonvil deja?

Wi, l-al Petyonvil deja.
Non, l-poko al Petyonvil.

Nou pale ak mwen deja?

Wi, nou pale ak ou deja.
Non, nou pale ak ou.

Telegraf la louvri deja?

Misyone-a telefonnen deja?

Tout magazen gen telefòn deja?

Ou rann mwen sèvis deja?

Nou konn pale kreyòl deja?

Nèg la achte sigarèt deja?

Ou konn biro kab la deja?

N-al Institu franse deja?

Ti-moun yo fi-n manje deja?

6. Koute epi repete: (use a clock)

Ki leù li ye kounyè-a? Li twazeù.

(A) ki leù n-ap fini? N-ap fini a katreù.

Kounyè-a, nou pral di tout leù yo ansann:

uneù

dezeù

twazeù

katreù

senkeù

sizeù

seteù

uiteù

neveù

dizeù

onzeù

midi ou minui

**7. Ask each student the same question: *Ki leù li ye?*
Use the clock to change the time in each case.**

8. Koute epi repete: (use any gadget to help the students in counting)

Konben liv nou genyen?
 Nou gen yon liv. Nou gen youn.
 Konben kay ou wè?
 M wè yon kay. M wè youn.
 Kounyè-a nou pral konte an kreyòl juska vin (20).

<u>youn</u>	<u>yon liv</u>	onz	onz liv
de	de liv	douz	douz liv
twà	twà liv	trèz	trèz liv
kat	kat liv	katòz	katòz liv
senk	senk liv	kenz	kenz liv
sis	sis liv	sèz	sèz liv
sèt	sèt liv	disèt	disèt liv
uit	uit liv	dizuit	dizuit liv
neùf	neùf liv	dizneùf	dizneùf liv
dis	dis liv	vin	vin liv

9. Koute epi repete:

Kounyè-a li katreù d-laprèmidi.
 Li pa katreù du maten.
 A onzeù du swa, n-a lakay.
 Demen, n-ap sòti a onzeù du maten.
 M pa sòti lezaprèmidi.
Demen maten, m pral labank.
 A ki leù ou sòti lematin?
Demen aprèmidi m pap sòti.
 Nou pa isit la a minui. Lematin, m sòti a seteù.
 M tounen a midi.
 Ti-moun yo ap sòti demen swa.
 M pa vle sòti aswè.

10. Pattern: *M sòti a ... du maten.* (written on the board)

Exercise: Fill in the blank on cue. The cue *d-laprèmidi* is a substitute for *du maten*.

CUE

STUDENT(S)

katreù
d-laprèmidi
sizeù
uneù
senkeù
du maten
onzeù
du swa
dizeù
du maten
dezeu
midi

M sòti a katreù du maten.
M sòti a katreù d-laprèmidi.

11. Koute epi repete:

Lè m-ap monte m p-ap desann.
Lè m-ap desann, m p-ap monte.

Lè m pral lavil, m desann lavil.
Lè m lavil, m pral lakay, m monte lakay.

12. Exercise: (requires a map or street guide of Port-auPrince and outlying areas). You are given two words. The first denotes your present location and the second your destination. Make a sentence, using *monte* or *desann* as called for by the destination.

Present Location	Destination	Appropriate Sentence
lavil	lakay	M-ap <u>monte</u> lakay.
Petyonvil	Pòtoprens	M-ap desann <u>Pòtoprens</u> .
Bank Kanada	katedral	
Institu Franse	Alfalit	
Pòtoprens	Kinskòf	

lakay	Anbasad Amerikèn
biro depèch	kazino
lapòs	katedral
Alfalit	labank
Anbasad Amerikèn	katedral
Pòtoprens	Kafou

13. Koute epi repete:

Else: Ban-m nouvèl ou non?

Toma: M la monchè, e ou-mènmm?

Else: Sa pa pi mal. E Chal, l-ap travay toujou

Toma: Non, li pa travay ankò.

Else: Sa ki genyen? Li pa ka travay ankò?

Toma: Li pa byen mènmm. E ou-mènmm, ou jwenn travay?

Else: Non, m poko jwenn travay. Jus ki kote ou prale la-a?

Toma: M-ap rive anba lavil.

Else: Juska ki leù ou ap tounen?

Toma: M pap mize.

Else: En ben, ban-m mache ak ou. N-a pale nan rout.

14. Koute epi repete:

L-ap travay toujou, men m pa travay ankò.

N-ap manje toujou. Ti-moun yo p ap manje ankò.

15. Replace *toujou* 'still' with *pa...ankò* or *p-ap...ankò* 'not anymore', as required:

CUE

STUDENT(S)

Mari vann soulie toujou.

Mari pa vann soulie ankò.

Ti-moun yo prale Ozetazini toujou.

Ti-moun yo pa pral Ozetazini ankò.

M-ap travay toujou.

Sese lapòs toujou.
 Li pral vizite katedral la toujou.
 Asèn fè lign Petyonvil toujou.
 Chal gen kamyonèt la toujou.
 Libreri-a vann liv franse toujou.
 Bagay la bon toujou.
 Misyonè-a Pòtoprens toujou.
 Li rann yo sèvis toujou.
 Nou rete nan bank la toujou.

16. Answer the following questions, using the expression *juska* 'until':
 (Each student will give a different time)

CUE

STUDENT(S)

Juska ki leù ou ap tounen?

M-ap tounen juska minui.

Juska ki leù ou pral lavil?

M pral lavil juska twazeù.

Juska ki leù magazen yo louvri?

Juska ki leù ou ap rete lavil?

Juska ki leù kamyonèt yo monte Petyonvil?

Juska ki leù ou kapab telefonnen?

Juska ki leù telegraf la louvri?

Juska ki leù n-ap rive Kinskòf?

Juska ki leù Alse ap travay?

Juska ki leù l-ap rete nan mache-a?

Juska ki leù n-a voye lèt yo?

Juska ki leù y-ap rann ou sèvis la?

DIALOGUE

BANKING HOURS

Scene: Port-au-Prince, in front of the National Bank

Characters: Missionary Jones Passerby

Situation: Mr. Jones has an errand to do in the National Bank, finds it closed, and, disappointed, discusses the local banking hours with a passerby.

Mr. Jones: Hello, sir. How's that, the bank is already closed?

Passerby: Yes, sir. It's closed.

Mr. Jones: When does it close?

Passerby: It closes at one o'clock, sir.

Mr. Jones: Isn't there another bank I can go to now?

Passerby: I'm sorry about that. At this hour all the banks are closed.

Mr. Jones: What time is it?

Passerby: Look at the clock of the National Bank. It's already two o'clock.

Mr. Jones: Oh! Two o'clock! It's that late!

Passerby: Well, come back tomorrow.

Mr. Jones: At what time do the banks open and close?

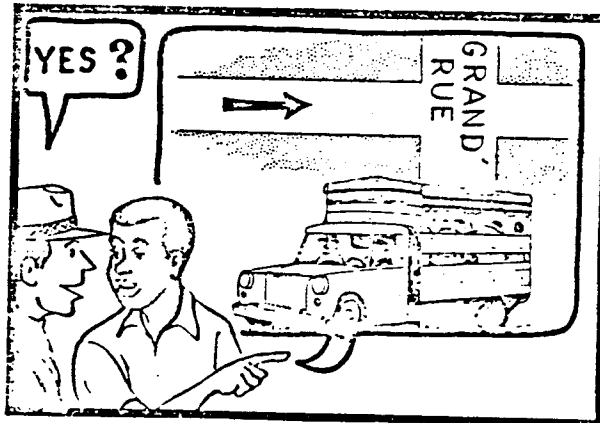
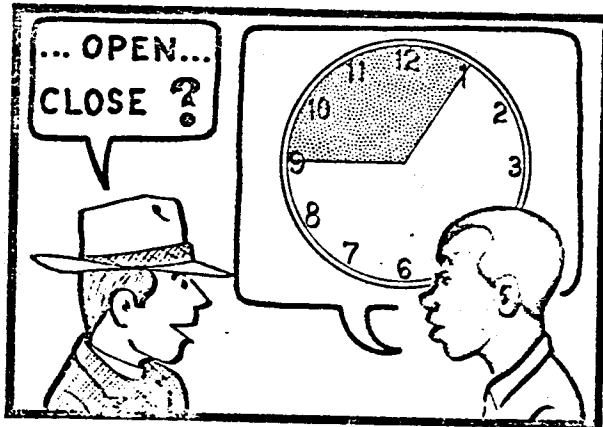
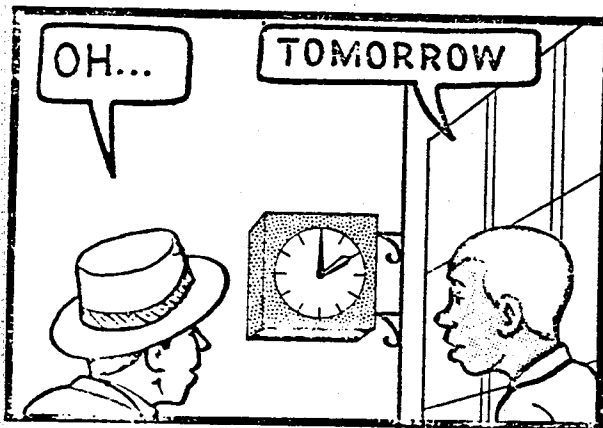
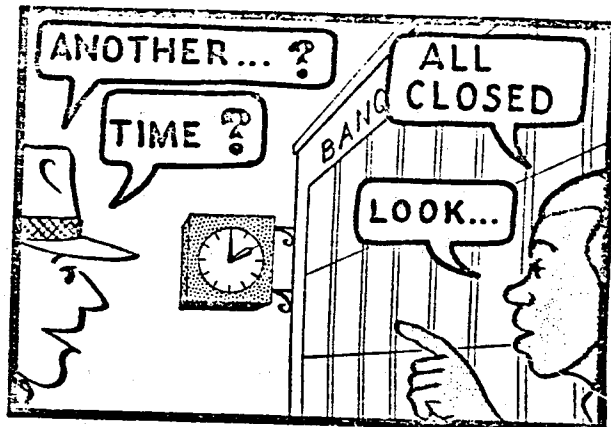
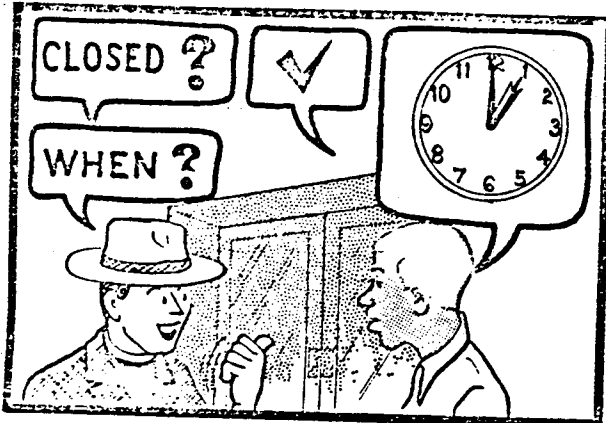
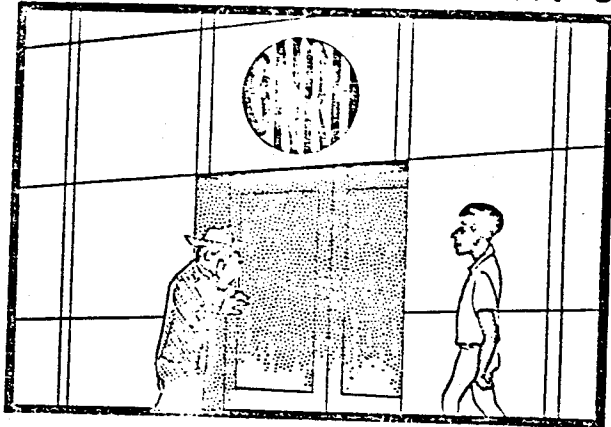
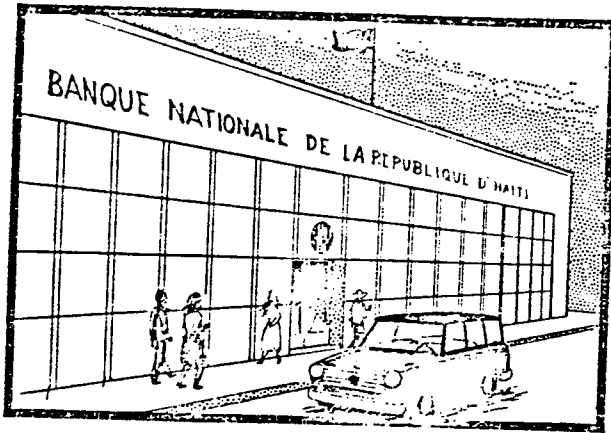
Passerby: They open at nine in the morning and they close at one in the afternoon.

Mr. Jones: Good, thank you very much, old man. I'll come back tomorrow morning. How can I get to Petionville?

Passerby: It's easy. You are on rue des Miracles.

Mr. Jones: Yes.

Passerby: Go up rue des Miracles. When you get to Grand Rue, you'll find camionettes which go to Petionville.



BANKING HOURS

Msye Jones ta vle ale labank, men li deja fèmen. Epi l-ap chèche yon kamyonèt pou ale Petyonvil.

Mr. Jones: Bonjour msye . Kouman, bank la fèmen deja?

Passerby: Wi msye. Li fèmen.

Mr. Jones: A ki leù li fèmen?

Passerby: Li fèmen a uneù, msye .

Mr. Jones: Nan pwen yon lòt bank m kab ale kounyè-a?

Passerby: M regrèt sa. A leù sa-a, tout bank fèmen.

Mr. Jones: Ki leù li ye?

Passerby: Gade nan pandul Bank Nasional la. Li deja dezeù.

Mr. Jones: O, O! dezeù! Li ta kon sa!

Passerby: En ben, tounen demen.

Mr. Jones: A ki leù bank yo ouvri e a ki leù yo fèmen?

Passerby: Yo ouvri a neveù du matin e yo fèmen a uneù d-laprèmidi.

Mr. Jones: Bon, mési anpil monchè. M-a tounen demen matin. Ki jan pou-m fè pou m-ale Petyonvil?

Passerby: Se fasil. Ou nan ru dè Mirak.

Mr. Jones: Wi!

Passerby: Monte ru dè Mirak. Leù ou rive nan Gran Ru, ou a jwenn kamyonèt k-ap fè lign Petyonvil.

Dialogue Buildup

fèmen	to close
li fèmen	it is closed
deja	already
li deja fèmen	it's already closed
men li deja fèmen	but it's already closed
labank	the bank
ta vle ale	would like to go to
ta vle ale labank	would like to go to the bank
Msye Jones ta vle ale	Mr. Jones would like to go
labank.	to the bank.
Msye Jones ta vle ale	Mr. Jones would like to go to the
labank men li deja fèmen.	bank but it's already closed.
pou li ale Petyonvil	for him to go to Petyonvil
l-ap chèche yon kamyonèt	he's looking for a camionette
Epi l-ap chèche yon kamyonèt	Then he looks for a camionette
pou ale Petyonvil.	to take him to Petyonvil.
Bonjou msye .	Hello, sir.
bank la fèmen deja	the bank is already closed
kouman	how's that
Kouman, bank la fèmen deja?	How's that, the bank is already
	closed?
Wi msye .	Yes, sir.
Li fèmen.	It's closed.
ki leù	what time, when
a ki leù	at what time
A ki leù li fèmen?	When does it close?
uneù	one o'clock
a uneù	at one o'clock
Li fèmen a uneù, msye .	It closes at one o'clock, sir.
m kab ale	I can go
m kab ale kounyè-a	I can go now
yon lòt bank	another bank
nan pwen	there is no
nan pwen yon lòt bank	there is not another bank
Nan pwen yon lòt bank	Is there not another bank I
m kab ale kounyè-a?	can go to now?

tout bank
 tout bank fèmen
 a leù sa-a
 regrèt
 m regrèt
 m regrèt sa
 M regrèt sa. A leù sa-a,
 tout bank fèmen.

all the banks
 all the banks are closed
 at this time, at this hour
 to be sorry
 I am sorry
 I am sorry about that
 I am sorry about that. At this hour,
 all the banks are closed.

ki leù
 Ki leù li ye?

when, what time
 What time is it?

Bank Nasional la
 pandul
 nan pandul
 nan pandul Bank Nasional
 la
 gade
 Gade nan pandul Bank
 Nasional la.

The National Bank
 clock
 at the clock
 at the clock of the National
 Bank
 to look (at)
 Look at the clock of the
 National Bank.

dezeù
 Li deja dezeù.

two o'clock
 It's already two o'clock.

O, o!
 de zeù!

Oh!
 Two o'clock!

kon
 kon sa
 ta kon sa
 Li ta kon sa!

as, like
 as that
 late as that
 It's that late!

demen
 tounen
 tounen demen
 En ben, tounen demen.

tomorrow
 to come back, to return
 come back tomorrow
 Well, come back tomorrow.

yo fèmen
 a ki leù yo fèmen
 ouvri
 bank yo ouvri
 a ki leù bank yo ouvri

they close
 at what time do they close
 to open
 the banks open
 at what time do the banks open

A ki leù bank yo ouvri
e a ki leù yo fèmen?

aprèmidi
d-laprèmidi
a uneù
a uneù d-laprèmidi
maten
du matin
a neveù
a neveù du matin
yo ouvri a neveù du matin
Yo ouvri a neveù du matin
e yo fèmen a uneù
d-laprèmidi.

mèsi anpil
Bon, mèsi anpil, monchè.

demen matin
M-a tounen demen matin.

pou m-ale
pou m-ale Petyonvil
pou-m fè
ki jan
ki jan pou-m fè
Ki jan pou-m fè pou m-ale
Petyonvil?

fasil
Se fasil.

nan ru dè Mirak
Ou nan ru dè Mirak.

Wi.

monte
Monte ru dè Mirak.

At what time do the banks
open and close?

afternoon
in the afternoon
at one o'clock
at one o'clock in the after noon
morning
in the morning
at nine o'clock
at nine in the morning
they open at nine in the morning
They open at nine in the
morning and they close
at one in the afternoon.

thanks a lot
Good, thanks a lot, old man.

tomorrow morning
I will return tomorrow morning.

for me to go
for me to go to Petionville
for me to do
how
what should I do
How can I get to Petionville?

easy
It's easy.

on rue des Miracles
You are on rue des Miracles.

Yes.

to go up
Go up rue des Miracles.

lign
lign Petyonvil
l-ap fè
l-ap fè lign Petyonvil
ou ap jwenn
ou ap jwenn kamyonèt
ki
ou ap jwenn kamyonèt
k-ap fè lign Petyonvil
sou Gran Ru
ou rive
leù ou rive sou Gran Ru
Leù ou rive sou Gran Ru,
ou ap jwenn kamyonèt
k-ap fè lign Petyonvil.

line, trip
a trip to Petionville
it is making, it is doing
it is making the trip to Petionville
you will find
you will find camionettes
which
you will find camionettes
which are going to Petionville
on Grand Rue
you arrive
when you get to Grand Rue
When you get to Grand Rue,
you'll find camionettes
which go to Petionville.

Homework

Make up ten questions based on Lessons 1-9.
Write them out for use in class the next day.

PRONUNCIATION AND GRAMMAR DRILLS

Tape No. 9-B

Pronunciation Drill and Writing Exercise:

Representation of Creole Vowels

i (u)	ou		
e (e or eu)	o		un
è (èu)	ò	en	on
	a	an	

Read aloud. Be sure to maintain a 1-2 rhythm.

bonjou	mirak	anpil	konnen	monchè	vire
sòti	kreyòl	franse	kenbe	tonton	Dye vle

Dictation.

Write down the numbers from one to ten.
First copy the number for "one".

youn

Now write and read aloud after you have written each number.

youn	de	twa	kat	senk
sis	sèt	uit	neuf (nèf)	dis

Now read aloud the numbers you have written.

youn	del	(de)	twa	kat	senk
sis	sèt	uit	neuf (naf)	dis	

Let us now review words ending in a nasal vowel plus *n* or *m*.

Repeat:

tann	pann	jwenn	chinn
reponn	madanm	desann	kokinn
tonton-m	nonm	mènm	mande-m
ban-m	jinn	bann	gonm

Read aloud:

M pa konprann.

Se madanm mwen.

Li pa kap jwenn.

Fò ou reponn.

Remember that a vowel followed immediately by *n* or *m* may be nasalized.

Compare and repeat.

telefonnen	telefone
bonnè	boneù
pronmnen	promne
kamyonnèt	kamyonèt

Read aloud.

kamyon	konnen	bonnè	mennen
pronmennen	jinjanm	telefonnen	kamyonèt

Dictation

M ta vle telefonnen.

Ki kote lapòs la ye?

L-ap monte ru du Peùp.

Sa ou ap fè isit?

Bòs Alse pa vle voye kòb la.

Read the dialogues of Lessons 3 and 6. Read sentence by sentence and compare with the native voice which will follow. Repeat each sentence until you are able to read it accurately and fluently. Be sure you know the meaning of each sentence.

Dialogue No. 3:

Alse: Toma, ban-m nouvèl ou.

Toma: Sa pa pi mal, non!

Alse: E madanm ou, ki jan li ye?

Toma: Li pa pi mal.

Alse: Ou deyò bonè, wi!

Toma: Wi monchè. M prale kay Anita.

Alse: Sa ki genyen?

Toma: Anyen, bòs Alse. M prale fè yon ti travay pou li.

Alse: Ki sa ou pòte anba bra ou?

Toma: Zouti mwen. E ou-mènm, kote ou prale?

Alse: M prale lavil.

Toma: En ben, bon kouraj bòs.

Alse: Mèsi. n-a wè. si Dye vle.

Dialogue No. 6

Mr. Jones: E! Msye, bonjou.

Passerby : Bonjou msye. Sa m kab fê pou ou?

Mr. Jones: M ta vle voye yon depèch Ozetazini.

Passerby : An, ou ta vle voye yon depèch Ozetazini.

Mr. Jones: Wi, m ta vle voye depèch la kounyè-a.

Passerby : Biro depèch la nan ru dè Mirak.

Mr. Jones: Ki kote ru dè Mirak ye?

Passerby : Ou pran ru du Peup tou dwat...

Mr. Jones: Ru sa-a mèn m?

Passerby : Wi, ru sa-a. Leu ou jwenn ru dè Mirak, ou vire a dwat.

Mr. Jones: Bon, m vire a dwat ru dè Mirak...

Passerby : Ou desann nèt jus ou rive nan biro depèch la. Li make 'R.C.A. Communications.' Li an fas Bank Kanada.

Mr. Jones: Biro-a a gòch ou a dwat?

Passerby : Li a dwat. Bank Kanada a gòch.

Mr. Jones: Bon, mès anpil.

Lexical Variation Exercises, with Test

1. Basic question:

Kouman, bank la fèmen deja?
 magazen an
 Bank Nasional
 lapòs la
 biro depèch la
 lakomu-n

Kouman, bank la fèmen deja?
 Kouman, magazen an fèmen deja?

2. Basic question:

Ki leù li fèmen?
 ouvri
 sòti
 tounen
 rive
 ale

Ki leù li fèmen?
 Ki leù li ouvri?

3. Basic sentence:

Li fèmen a uneù.
 a twazeù
 a neveù
 a onzeù
 a sizeù
 a seteù

Li fèmen a uneù.
 Li fèmen a twazeù.

4. Basic question:

Nan pwen lòt labank m kab ale?
 lapòs
 telefòn
 magazen
 kay
 kote

Nan pwen lòt labank m kab ale?
 Nan pwen lòt lapòs m kab ale?

5. **Basic sentence:**

M-a tounen demen maten.
demen
aprèmidi
a midi
a dezeù
aswè

M-a tounen demen maten.
M-a tounen demen.

6. **Basic sentence:**

Leù sa-a tout bank fèmen.
anpil magazen
fèmen.
kèk biro
yon lòt magazen
tout kote

Leù sa-a tout bank fèmen.
Leù sa-a anpil magazen

7. **Basic question:**

Ki jan pou-m fè pou m-ale
Petyonvil?
pou-m jwenn katedral la

pou m-ale Pòtoprens
pou-m rive Gran Ru
pou-m kontre ak Mari
pou desann lavil

Ki jan pou-m fè poum
m-ale Petyonvil?
Ki jan pou-m fè pou-m
jwenn katedral la?

8. **Basic sentence:**

Ou ap jwenn kamyonèt k-ap
fè lign Petyonvil.
ki fè lign Kinskòf laprèmidi.

ki rive Kafou a dezeù
ki monte ru dè Mirak
ki rete Gran Ru
k-ap fè lign Kwa dè Boukè

Ou ap jwenn kamyonèt
k-ap fè lign Petyonvil.
Ou ap jwenn kamyonèt ki
fè lign Kinskòf laprè midi.

Test

- | | |
|---|---|
| 1. Ask when the National Bank opens and closes | Ki leù Bank Nasional ouvri e ki leù li fèmen? |
| 2. Say that all the banks open at 8 in the morning and close at 1 in the afternoon. | Tout bank yo ouvri a uiteù du maten e yo fèmen a uneù d laprèmidi |
| 3. Tell someone to look at the clock. | Gade pandul la. |
| 4. Say "It is already four o'clock". | Li deja katreù. |
| 5. Say "Is it that late already?" | Li ta kon sa? |
| 6. Tell someone it is easy; he can return tomorrow. | Se fasil, ou kab tounen demen. |
| 7. Say you are sorry that all the stores are closed now. | M regrèt sa, tout magazen yo fèmen kounyè-a. |
| 8. Thank the passerby very much. | Mèsi anpil monchè. |
| 9. Ask what time it is. | Ki leù li ye? |
| 10. Ask how you can get to Kenscoff. | Ki jan pou-m fè pou m-ale Kinskòf? |
| 11. Tell someone to look at the time on the clock. | Gade ki leù li ye nan pandul la. |

Grammar Exercises and Translation

Insert the auxiliary verb *kab* into the following sentences.

Ou di mwen.
M konprann ou.
Li prale Petyonvil
demen?
Nou mennen ti-moun yo
nan mache.
Yo pa monte ru-a.
M telefonnen isit?

Ou kab di mwen.
M kab konprann ou.
Li kab ale Petyonvil
demen?
Nou kab mennen ti-moun
yo nan mache.
Yo pa kab monte ru-a.
M kab telefonnen isit?

Substitute the cue words in the basic sentence.

1. Basic sentence:

Li genyen two sigarèt.
kat lèt
de depèch
yon kay
senk zouti
sis magazen

Li genyen two sigarèt.
Li genyen kat lèt.

2. Basic sentence:

Nou wè sis kamyonèt.
uit ti-moun
dis kay
sèt ru
neuf liv
sis lèt

Nou wè sis kamyonèt.
Nou wè uit ti-moun.

3. Basic sentence:

M te voye onz lèt.
 trèz depèch
 katòz goud
 douz dola
 kenz sigarèt
 twa gason

M te voye onz lèt.
 M te voye trèz depèch.

4. Basic sentence:

Lavil la genyen vin bank.
 dizuit biro
 disèt magazen
 dizneùf ru
 sèz kamyonèt
 vin pandul

Lavil la genyen vin bank.
 Lavil la genyen dizuit biro.

Translation - Substitution**1. Basic sentence:**

M ta vle voye depach la.
 the cables
 two cables
 some cables
 the cable
 one cable

M ta vle voye depèch la.
 M ta vle voye depèch yo.

2. Basic sentence:

Bank yo fèmen deja.
 four banks
 one bank
 the bank
 some banks
 the banks

Bank yo fèmen deja.
Kat bank fèmen deja.

3. Basic sentence:

Li deja uneù.
two
three
four
five

Li deja uneù.
Li deja dezeù.

4. Basic sentence:

Sizeù
seven
eight
nine
ten

Sizeù
Seteù

5. Basic sentence:

Ou ap sòti a onzeù.
nine
three
one
six
eleven

Ou ap sòti a onzeù.
Ou ap sòti a neveù

Answer the following questions using the cues:

Ki leù li ye? (kat)
Ki leù bank la ouvri? (neùf)
Li pran sèt zouti? (non, neùf)
Yo genyen de ti-moun? (non, youn)
L-ap voye kèk lèt? (wi, kat)
Ki leù magazen yo fèmen? (sis)

Li katreù.
Bank la ouvri a neveù.

Substitute the appropriate form of the number in the following sentences:

1. Li voye de depèch. (one)
2. Bank la fèmen a dezeù. (one)
3. N-ap wè anpil kay. (nine)
4. Magazen yo fèmen a twazeù. (four)
5. Li deja onzeù. (ten)
6. Yo genyen kèk ti-moun. (three)

Li voye youn depèch.
Bank la fèmen a uneù.

Translation

- | | |
|---|-----------------------------------|
| 1. I can work in the house. | M kab travay nan kay la. |
| 2. You can ask her. | Ou kab mande li. |
| 3. You can sit right here. | Ou kab chita isit la. |
| 4. Can she go with me? | Li kab ale ak mwen? |
| 5. May we go for a little walk now? | Nou kab fè yon ti vire kounyè-a? |
| 6. Can you wait for me here? | Ou kab tann mwen isit? |
| 7. I can't give you a cigarette. | M pa kab ba ou yon sigarèt |
| 8. He can't see. | Li pa kab wè. |
| 9. Do you see seven children? | Ou wè sèt ti-moun? |
| 10. The banks open at 9 in the morning. | Bank yo ouvri a t,neveù du matin. |
| 11. After 4 streets, you will find it. | Aprè kat ru, ou a jwenn ni. |
| 12. He is looking for two letters. | L-ap chèche de lèt. |
| 13. The stores close at four o'clock. | Magazen yo fèmen a katreù. |
| 14. It's already two o'clock. | Li deja dezeù. |

LEKTU

Jodi-a ankò, Mr. Jones, misyonè-a, desann lavil. Li gen anpil bagay pou li fè. Kounyè-a l-ap monte galri labank la. "O, o!". Yon nèg ki t-ap pase di: "Blan, sa ou genyen?"

-M pa gen anyen, monchè. M t-aprale labank la, epi m wè-l fèmen.

Ou pa konn ki leù l-ye? Jones gade leù Bank Nasional la.

-O, o! dezeù deja! M pa-t konn li ta kon sa. Ki sa pou-m fè la-a?

Se pou ou tounen demen. Labank la pa louvri lez aprèmidi.

-M ta kapab ale nan yon lòt bank.

--Nan pwen yon bank ki louvri. Laprèmidi tout bank yo fèmen a uneù.

Jones a tounen demen, lè labank la va louvri a neveù. Fò li sonje sa, pou li pa rive trò ta. Lè l-a desann sòti Petyonvil, demen matin, se premye bagay pou li fè.

M. Jones ta vle tounen Petyonvil. Li pa vle mize lavil, jodi-a. Jus kounyè-a li pa kapab sonje rout pou li fè pou l-al pran kamyonèt ki fè lign Petyonvil yo. Li mande nèg ki t-ap pale ak li-a ki kote pou l-al pran kamyonèt la. Li pa lwen. Si li monte ru dè Mirak, lè l-a kwaze Gran Ru, l-a jwenn yon kamyonèt.

A leù sa-a, pa gen anpil moun ki pran kamyonèt pou Petyonvil. M. Jones a jwenn yon bon kote pou li chita. Li kapab chita devan. L-a pi bon pou li. L-a wè byen tout kote l-ap pase. Li ta vle jwenn yon kamyonèt touswit, leù li rive sou Gran Ru, pou li pa pèdu tan ni.

Kestyon

1. Se premye sòti M. Jones nan Pòtoprens?
2. Se Pòtoprens mèn m li ye?
3. Ki sa li gen pou l-fè lavil?
4. Lè l-ap monte galri labank la, ki sa li di?
5. Lè li di sa, ki sa nèg ki t-ap pase-a di?

6. Ki sa Jones genyen?
7. Ki kote li t-aprale lè li monte galri labank la?
8. Labank la louvri kounyè-a?
9. Èske Jones konn ki leù li ye?
10. Èske li kapab al nan yon lòt bank?

11. Pou ki sa?
12. Se tout labank ki fèmen a uneù?
13. A ki leù Bank Nasional a ouvri demen maten?
14. E lòt labank yo, y-ap louvri mèn m leù-a?
15. Ki sa pou Jones fè la-a?

16. Èske l-a sonje al labank boneù demen maten?
17. Ki premye bagay pou li fè demen?
18. Ki sa Jones ta vle fè kounyè-a?
19. Li p-ap mize lavil jodi-a?
20. Èske li sonje ki kote pou l-al pran kamyonèt Petyonvil?

21. Ki moun li mande ki rout pou l-fè?
22. Kote pou l-al pran kamyonèt la lwen?
23. Ki ru pou li monte?
24. Ki kote l-a jwenn kamyonèt la?
25. A leù sa-a, èske gen anpil moun ki pran kamyonèt Petyonvil?

26. Jones a jwenn yon bon kote pou-l chita?
27. Ki kote li kapab chita?
28. Lè l-ap pase nan kamyonèt la, ki sa li ka wè?
29. Pou ki sa li ta vle jwenn yon kamyonèt touswit?
30. N-ap pèdu tan nou isit?

31. Nou isit a minui?
32. E le swa?
33. Se a midi nou manje?
34. Nou al lakay nou aswè?
35. Ki sa nou fè le swa?

GRAMMAR NOTES

1. When the Creole numeral adjective for 'one' stands alone, it is *youn*. When it is followed by a noun, it is *yon*.

M gen yon liv.

I have a book.

M gen youn.

I have one.

2. *Poko*, *pòkò*, *panko* and *pako* all mean 'not yet'. Whichever word is used stands immediately before the verb.

M poko ouè-l.

I haven't seen him/her/it yet.

They are reduction or deformation of the French expression "pas encore" 'not yet' *paz-ankò*, which is still occasionally used by some speakers.

Whenever this adverb modifies a verb with a particle, the adverb is split in *pa kò*, *po kò*, *pan kò*, and the particle comes in between.

Yo pa te kò ale.

They had not gone yet.

Yo pa-t kò ale.

They had not gone yet.

Yo pa-t kò ale.

They had not gone yet.

Yo pan-t kò ale.

They had not gone yet.

Generally the particle *ap* and the particle *ta* will not take all the above variations that are possible with *te*.

Mari p-ap kò ale.

Mary will not have gone yet.

Yo pa ta kò ale.

They would not have gone yet.

3. *Ankò* 'again'

M wè-l ankò.

I saw him again.

The negation pa...ankò means 'no longer', 'not anymore'.

M pa wè-l ankò. I do not see him anymore.

4. *Jus* means 'until', 'till', 'up to', 'as far as'.

M pral jus lavil.

I am going as far as downtown.

When it precedes an expression of specific time, it becomes juska or jusk.

Ou p-ap rive avan midi?

You will not arrive before noon?

Non, m-ap rive juska
katreù d-laprèmidi.

I will not arrive till
4 p.m.

When it is followed by a general expression of time, either one is acceptable.

Juska (jus) ki leù
ou ap rive?

Up to what time will
you arrive?

M-ap rive jusk (jus)
aswè.

I will not arrive before
this evening.

(Notice that *juska* is translated by 'not...until'.)

5. The Creole auxiliary verb meaning 'can, to be able' appears as *kab* or *kap*, the shortened form of *kapab*. There is also another shortened form: *ka*. *Kapab* is always placed directly in front of the verb.

M kab ale. M ka ale. 'I can go.' 'I am able to go.'

6. Here are the Haitian Creole numbers one through twenty.

1 yon, youn	6 sis	11 onz	16 sèz
2 deu, de	7 sèt	12 douz	17 disèt
3 twa	8 uit	13 trèz	18 dizuit
4 kat	9 neùf, nèf	14 katòz	19 dizneùf, diznèf
5 senk	10 dis	15 kenz	20 vin

Remember that the plural is not always marked.

Compare:

lèt la
lèt yo
twa lèt

the letter
the letters
three letters

Note that the plural need not be marked in the third noun phrase above since the number *twa* provides sufficient indication that the noun is plural.

Certain numbers have variant forms borrowed from French which are used in fixed phrases. For example, to refer to time of day these variants will be used. Compare:

youn	uneù	one o'clock
deu	ezeù	two o'clock
twa	twazeù	three o'clock
kat	katreù	four o'clock
senk	senkeù	five o'clock
sis	sizeù	six o'clock
sèt	seteù	seven o'clock
uit	uiteù	eight o'clock
neùf	nèveù	nine o'clock
dis	dizeù	ten o'clock
onz	onzeù	eleven o'clock

7. Expressions of time

Du, de la, de l, d-l, 'of the', 'in the' (already introduced in Lesson 6) are French articles persisting in a few instances such as expressions to specify the time of the day:

6:00 a.m.	sizeù <u>du</u> maten
3:00 p.m.	twazeù de laprèmidi
	twazeù d-laprèmidi
8:00 p.m.	uiteù <u>du</u> swa

Le, lè, and lèz are used to say that something generally, usually, or regularly happens:

in the morning (of everyday)	le maten/lè maten
at midday (between morning & noon)	le midi/lè midi
in the afternoon	lèz aprèmidi
in the evening	le swa/lè swa
in the night	lannuit, lanui

In the morning I wake up at 6:00 a.m.
I usually play tennis in the afternoon.

Le maten m leve a sizeù.
M joue tenis lèz aprèmidi.

8. *Swa*/, *aswè* 'evening'

With "...o'clock" swa is used as above, to specify a precise moment of the evening.

neveù du swa

9:00 p.m.

It is also used to specify the moment when something recurrently happens.

Fè frèt le swa.

It's cold in the evening.

Aswè means the period of the day (as a whole) between afternoon and night.

Leù aswè vini.

When evening comes.

With the Creole article *a*, *aswè-a* means 'tonight', 'this evening'.

Aswè-a m pral lakay boneù.

Tonight I'm going home early.

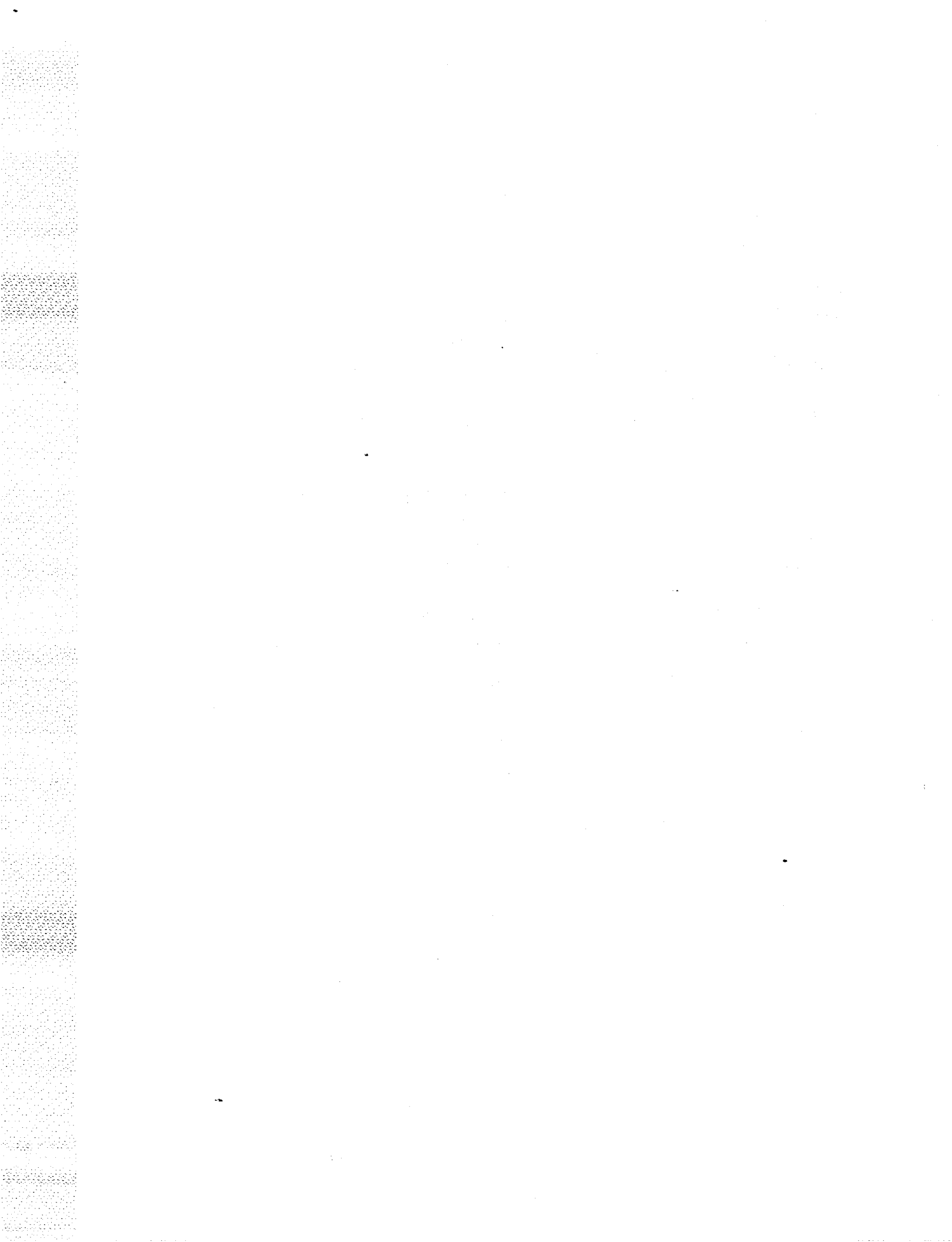
VOCABULARY

a, prep.	at
ankò, adv.	again, more
aprèmndi, aprèmidi, n.	afternoon
aswè, n.	evening
aswè-a; n.	tonight
demen, adv.	tomorrow
dezeù, dezè)r).	two o'clock
dis, num.adj.	ten
disèt, num.adj.	seventeen
dizeù, dizè, n.	ten o'clock
dizneùf, diznèf, num,adj.	nineteen
dizuit, num;adj.	eighteen
dola, n.	dollar
douz, num.adj.	twelve
fèmen, v.	to close
goud, n.	gourde (unit of money)
juska, jusk, prep.	until
katòz, num.adj.	fourteen
katreù, katrè, n.	four o'clock
kenz, num.adj.	fifteen
kon sa, adv.	as that
konbyen, konben, adv.	how much, how many
konte, v.	to count
kouman, kòman, konman, int.excl.	how's that?!; what!!
la, le, lè, lèz, l-, art.	the (French)
lign, n.	line, route
louvri, ouvri, v.	to open
maten, n.	morning
midi, n.	noon
minui, n.	midnight

neùf, nèf, num.adj. neveù, nevè, n.	nine nine o'clock
onz, num.adj. onzeù, onzè J n ouvri, louvri, v.	eleven eleven o'clock to open
pa z-ankò, adv. pandul, n. pèdu tan, v. phr. poko, pòkò, panko, pako, adv.	not yet clock to waste time not yet
regrèt t, v.	to regret, to be sorry
sèt, num,adj. seteù, setè n sèz, num.adj. sizeù, sizè) n swa, aswè, n.	seven seven o'clock sixteen six o'clock evening
twazeù, twazè, n . trèz, num,adj.	three o'clock thirteen
uit, num. adj	eight
ven, num adj.	twenty

Idiomatic Expressions

nan pwen	there isn't, there aren't
----------	---------------------------



Lesson 10

REVIEW OF LESSONS 6 AND 7

Oral Review

1. Add *ta* to the following sentences:

CUE

M-ap manje yon bon manje.
Li kenbe pitit la pou mwen.
Yo desann Anbasad Ameriken.
Fò ou rive jodi-a.
Msye-a gade kome-l.
Nou va konprann sa ou di-a.
Yo monte jus katedral.
M repete bagay la,
Li montre nou ru du Magazen de Leta.
Chal ale touswit.
Yo pale kreyòl la byen.
Nou te mache anba galri-a.

STUDENT(S)

M ta manje yon bon manje.
Li ta kenbe pitit la pou mwen.

2. Change to the singular:

CUE

Mache sou galri yo.
Li pòte sigarèt yo pou mwen.
M pa vle pran kamyonet yo.
Nou rele neg yo.
Li ta vle wè oto yo.
Fo ou ale nan anbasad yo.
Li vizite tout katedral yo.
Nou mache nan ru yo.
N-a gade magazen lavil yo.
Li gen klou yo nan poch li.
Pratik yo pase deja.
Libreri yo pa vann liv kreyòl.

STUDENT(S)

Mache sou galri-a.
Li pòte sigarèt-a pou mwen.

3. Make a sentence with each of the following words:

a goch	tout
dwat	devan
nèt	sou kote
a dwat	tou dwat
tou patou	deja

4. Put the following sentences in the negative, using *pa...ni...ni*:

CUE	STUDENT(S)
M pral Anbasad Amerikèn ak Institu Franse.	M <u>pa</u> pral <u>ni</u> Anbasad Amerikèn, <u>ni</u> Institu Franse.
Chal gen klou ak mato.	Chal <u>pa</u> gen <u>ni</u> klou, <u>ni</u> mato.
Yo vizite Kafou ak Bizoton.	
M Li te desann ru dè Mirak ak ru dè Seza.	
M jwenn Tijo ak papa li.	
Yo pale kreyòl ak franse.	
Nou make labank la ak biro-a.	
Ou monte Kwa dè Boukè ak Bolos.	
M voye liv kreyòl yo ak zouti yo.	
Li gade Tijo ak ti-Mari.	
M konprann papa-m ak manman-m.	
Yo kwaze ru du Peùp ak ru du Sant.	

5. Repeat the following sentences, inserting the given cue word:

CUE	STUDENT(S)
Misyonè-a bay liv kreyòl yo. (Mari)	Misyonè-a bay <u>Mari</u> liv kreyòl yo.
Li mande kote ru-a ye. (Lakasad)	Li mande <u>Lakasad</u> kote ru-a ye.
Nou vann twa liv. (ti-moun Yo)	
Yo montre rout la. (misyonè-a)	
M repete nouvèl la. (Chal)	
Ou pase liv la. (pratik la)	
Ti-moun yo di bagay la. (manman yo)	
Neg la montre libreri-a. (Jones)	
Li telefone nouvel la. (papa-l)	
M tounen zouti yo. (ou)	
Pratik la vann legum.(mwèn)	
Nou bay depech la. (madanm misyone-a)	

6. Complete the following sentences with *pou*:

CUE

STUDENT(S)

Misyone-a voye depèch la.

Misyonè-a voye depèch la

pou madanm ni.

Pratik la vann legum yo.

Pratik la vann legum yo

pou kòmè-l.

M telefonin Mari.

Nou rele pratik la.

Y-al pran kamyonèt la.

Li chita nan kay la.

Nèg la desann lavil.

Tijo gade deyò.

Ou louvri kay la.

M kwaze ru du Sant.

M mande Chal.

Yo louvri liv la.

7. Begin each of the following sentences with *fò*:

CUE

STUDENT(S)

M voye depèch la bay
papa-m touswit.Fò-m voye depèch la bay
papa-m touswit.Nou vizite katedral la.
Libreri Alfalit vann tout
liv kreyòl.Fò nou vizite katedral la.

Ou sonje tou sa ou di.

Pratik la vann tout legum
yo nan mache-a.

Yo tann lot ti-moun yo.

Nou tounen a katreù.

Li fèmen kay la leù l-ap sòti.

Ou kwaze ru du Sant pou ou jwenn ru du Peup.

Nou make liv nou yo.

Nou konn konte juska vin.

Li pale kreyòl pou yo konprann ni.

8. Review the questions in Lessons 6 and 7.

INDEPEDENT STUDY

Tape No. 10-A

1. Take the city map to follow the indications given

Koute epi repete:.

Kounyè-a nou konnen Msye Jones. Nou konnen ki sa li ye. Lè li vini Pòtoprens, li pa vle pedu tan ni. Li fè anpil bagay deja, men li gen anpil bagay pou li fè toujou. Li te desann nan biro depech la pou li te voye yon depech ba madanm ni ki Ozetazini. Li pa te konnen kote biro depech la ye. Gras a Dye li te jwenn yon neg pou montre-l ki bo l-ye. Li te pase librerri Alfalit tou pou-l te achte kèk liv kreyòl. Li kontan anpil; li konnen jan moun lakay li pral wè liv sa yo ak plezi. Li vle fè yo plèzi tou.

Lè msye sòti nan biro depèch la, li te nan kwen ru Koub ak ru aè Mirak. Li te boneù. Li pa te mize nan biro-a. Li di: "En ben, ban-m al vizite katedral la." Yon lot neg k-ap pase montre-l rout pou li fè pou-l rive devan katedral la. Li mache nan ru Koub jus lot kafou-a. La, li vire a dwat, nan ru Bon Fwa. Li monte net. Li kwaze Gran ru, ru du Sant ak ru du Peup. Le li rive nan lot kwen ru-a, li wè Katedral la k-ap gade-l a goch.

Le li fi-n vizite katedral la, li te ta. Li pa te kapab rete lavil la pi ta. Li pa te lwen kote pou li pran yon kamyonet ki fè lign Petyonvil yo. Se nan ru de Mirak yo monte. M. Jones konnen kouman pou li rive pran kamyonet la nan ru de Mirak. Moun pa di-l kote pou l-ale.

2. Answer the following questions:

1. Nou konnen msye Jones kounyè-a?
2. Nou konnen ki sa li ye?
3. Ki sa-l ye?
4. Li fè anpil bagay Pòtoprens deja?
5. Li ret anpil bagay pou li fè?

6. Ki kote li te desann lavil?
7. Pou ki sa li te ale nan biro depech la?
8. Pou ki moun li te vle voye depèch la?
9. Li te konnen kote biro depèch la ye?

10. Ki moun ki di-l kote l-ye?
 11. Ki kote li te voye depech la?
 12. Ki kote li te pase tou?
 13. Ki sa li te al fè libreri Alfalit?
 14. Le msye sot nan biro depèch la, nan ki kwen li te ye?
 15. Li te ta?

 16. Èske-l te mize nan biro-a?
 17. Ki sa-l di?
 18. Ki moun ki moutre-l rout katedral la?
 19. Nan ki premye ru li pase pou-l al katedral la?
 20. Ki kote-l vire?

 21. Li desann ru dè Mirak tou dwat?
 22. Se nan kwen ru du Peup ak ru de Mirak li wè katedral la?
 23. Le-l sot katedral la, l-ale yon lot kote?
 24. Pou ki sa li pa al yon lot kote?
 25. Kote pou-l pran kamyonet la lwen katedral la?

 26. Kamyonet pou ki bo li pral pran?
 27. Nan ki ru kamyonet sa yo monte?
 28. Se moun ki di misyone-a ki kote pou-l al pran kamyonet la ?
 29. Ru-a fasil pou jwenn?
 30. Ki sa ki pral fè moun lakay misyone-a plezi?
3. **Translate the text into English.**
 4. **Review Tapes 6-B and 7-B.**

Homework

Acquaint yourself with the vocabulary of the songs at the end of this lesson. You need not memorize it, but you should know the meaning of the words when you hear and see them.

REVIEW OF LESSONS 8 AND 9

1. Repeat the following sentences, adding *tou patou* at the end:

CUE

M wè ti-moun yo.
 Pratik la vann legum yo.
 Misyone-a telefonnen.
 Libreri Alfalit voye liv kreyòl.
 Chal rete pale.
 Magazen yo fèmen.
 Nou kab jwenn liv kreyòl.
 Kounyè-a yo fi-n travay.
 Fok nou kapab pale kreyòl.
 Fok nou konprann moun tou.
 Msye Jones ta vle vizite.
 Le li te Pòtoprens, li te manje.

STUDENT(S)

M wè ti-moun yo tou patou.
 Pratik la vann legum yo tou patou.

2. Repeat the following sentences, inserting *tout*:

CUE

M wè ti-moun yo.
 Pratik la vann legum yo.
 Libreri-a voye liv yo.
 Alfalit vann liv kreyòl.
 Misyone-a vle vizite vil la.
 Bank yo louvri a neveù.
 Men, magazen yo fèmen a katreù.
 M rann ni sèvis.
 Yo pa vle sigarèt.
 Nou mache anba galri yo.
 Kamyonet pa monte Petyonvil.
 Li ka telefonnen nan magazen yo.

STUDENT(S)

M wè tout ti-moun yo.
 Pratik la vann tout legum yo .

3. Repeat the following sentences inserting *lot*:

CUE

M wè ti-moun yo.
 wè yon ti-moun.
 Li voye yon depech.
 Nou desann nan yon biro.
 M jwenn liv franse yo.
 Yo make lektu-a.
 Nou montre ru-a.
 L-ale nan yon anbasad.
 Fo ou fini fè travay yo.
 Manman-m gade ti-moun yo.
 Li kwaze twa ru.
 Nou wè yon bel kazino.

STUDENT(S)

M wè lot ti-moun yo.
 M wè yon lot ti-moun.

4. Make a sentence with each of the following words:

fèmen
 lematin
 leù
 monte
 du maten

louvri
 lezaprèmidi
 d-laprèmidi
 desann
 laprèmidi

5. Change the following sentences, using *a*, *ava*, or *va*:

CUE

M-ap manje yon bon manje.
 Yo desann Anbasad Ameriken.
 Nou konprann sa li di. Li rive jodi-a.
 N-ap pale kreyòl la byen.
 Manman-m kenbe pitit la pou mwèn.
 Toma pòte klou ak mato.
 Nou konprann tout moun ki pale kreyòl.
 Misyone-a pòte liv pou moun lakay li.
 Ki moun ki montre nou libreri-a?
 M mande ki kote ru-a ye.
 Msye -a telefonnen madanm ni.

STUDENT(S)

M ava manje yon bon manje.
 Y-a desann Anbasad Ameriken.

6. Put the following sentences in the negative, using first poko, then pa...ankò:

CUE

STUDENT(S)

M wè-l.

M poko wè-l.

Labank sa-a louvri.

M pa wè-l ankò.

Labank sa-a poko louvri.

Labank sa-a pa louvri ankò.

Nou prale Bizoton.

Li fè lign Kafou.

Yo gen anpil lajan.

M pale franse.

Nou sonje sa-n te di.

Nèg la ale Kwa dè Bouke.

Ou rann mwen sèvis.

Nou voye bagay la?

Magazen yo fèmen a katreù.

Li pa montre rout la.

7. Review the questions in Lessons 8 and 9.

INDEPENDENT STUDY

Study, Tape No. 10-B

1. Koute epi repete:

Li pa fasil pou moun, ki pa konnen, pran kamyonèt pou ale yon kote. Tout kamyonèt yo pa fè mèn m lign. Nou konnen kounyè-a pa gen otobus ni nan Pòtoprens, ni sou rout pou ale nan lot vil yo. Si yon moun pa gen oto, e si-l vle ale yon kote ki pa nan vil la, fo li pran kamyon ou kamyonèt. Si kay li sou rout kamyonèt yo ou si kay li pa tro lwen rout la, li kapab pran yo. Men se pa fasil. Yo pa toujou mete ou devan kay ou. Yon moun ki pral Petyonvil ka pran kamyonèt la sou Gran Ru, nan ru dè Mirak ou Lalu. Si li vle al Kinskòf, fò-l pa pran kamyonèt ki fè lign Petyonvil. Li pap rive. Mèn kote ou pran kamyonèt Petyonvil yo, se mèn kote pou ou pran kamyonèt Kinskòf yo tou. Pa moute si ou pa mande kote yo prale.

Si yon moun vle ale Bòlòs, Bizoton, Matisan, ou Kafou, li ka pran yon kamyonèt sou tout Gran Ru-a. Kamyonèt yo ret pran moun sou tout rout la. Moun moute, moun desann. Leu ou nan kamyonèt yo, tout tan, fò ou bay yon ti kote pou moun chita. Ou pa ka chita mèn kote-a tout tan. Moun k-ap monte yo mande pou ou ba yo yon ti kote pou yo chita. Ou pa toujou byen chita nan kamyonèt yo. Ki sa pou ou fè? Pran tout bagay jan yo ye.

2. Answer the following questions:

1. Èske-l fasil pou moun ki pa konnen pran kamyonèt?
2. Tout kamyonèt nan Pòtoprens fè mèn m lign?
3. Èske gen otobus nan Pòtoprens?
4. E sou rout pou al nan lòt vil yo?
5. Si yon moun pa gen oto, kouman pou l-ale nan yon lot vil?
6. Si ou ret Pòtoprens, ou ka pran kamyonèt pou ou ale lakay ou?
7. Se fasil pou yon moun ki pa ret sou rout kamyonèt yo, pou-l pran yo?
8. Èske kamyonèt yo toujou mete ou devan kay ou?
9. Nan ki ru yon moun ka pran kamyonèt ki fè lign Petyonvil?
10. E ki kote pou nou pran kamyonèt pou Kinskòf?
11. Se lè ou fi-n monte kamyonèt la pou ou mande ki kote li prale?
12. Ki kote m ka pran kamyonèt ki pral Bòlòs, Bizoton, Matisan ak Kafou?
13. Kamyonèt yo pa konn ret sou rout pou yo pran moun?
14. Ki ba nou ka pran kamyonèt ki fè lign Kafou?
15. Le ou nan yon kamyonèt, èske ou chita mèn kote-a tout tan?

16. Ki sa pou ou fè tout tan?
17. Ki sa moun k-ap monte yo mande?
18. Ou toujou byen chita nan kamyonèt yo?
19. Nou byen chita kote nou ye-a?
20. Se pou nou pran tout bagay jan yo ye?

3. Telling time. Answer the question *Ki leù li ye?* with the given cues. The voice on the tape will confirm your answers.

CUE

STUDENT(S)

2:00 a.m.
10:00 p.m.
6:00 a.m.
1:00 p.m.
11:00 p.m.
5:00 a.m.
3:00 p.m.
9:00 p.m.
7:00 a.m.
8:00 a.m.
4:00 p.m.
12:00 noon
12:00 midnight

Li dezeù du maten.
Li dizeù du swa.

4. Translate the text into English.

SINGING

Reference: Songbook

1. Tòtu
2. Fèy
3. Anjèlik

Vocabulary Aid

(Totu)

fey, n.
mòde, v.
tòtu, n.

tooth, teeth
to bite
turtle

(Fèy)

fèy, n.
gangan, houngan, n.
kouri, v.
lavi, vi, n.
malad, adj.
mize, n.
sove, v.

leave
Voodoo priest
to run
life
sick
sorrow, misery
to save

(Anjèlik)

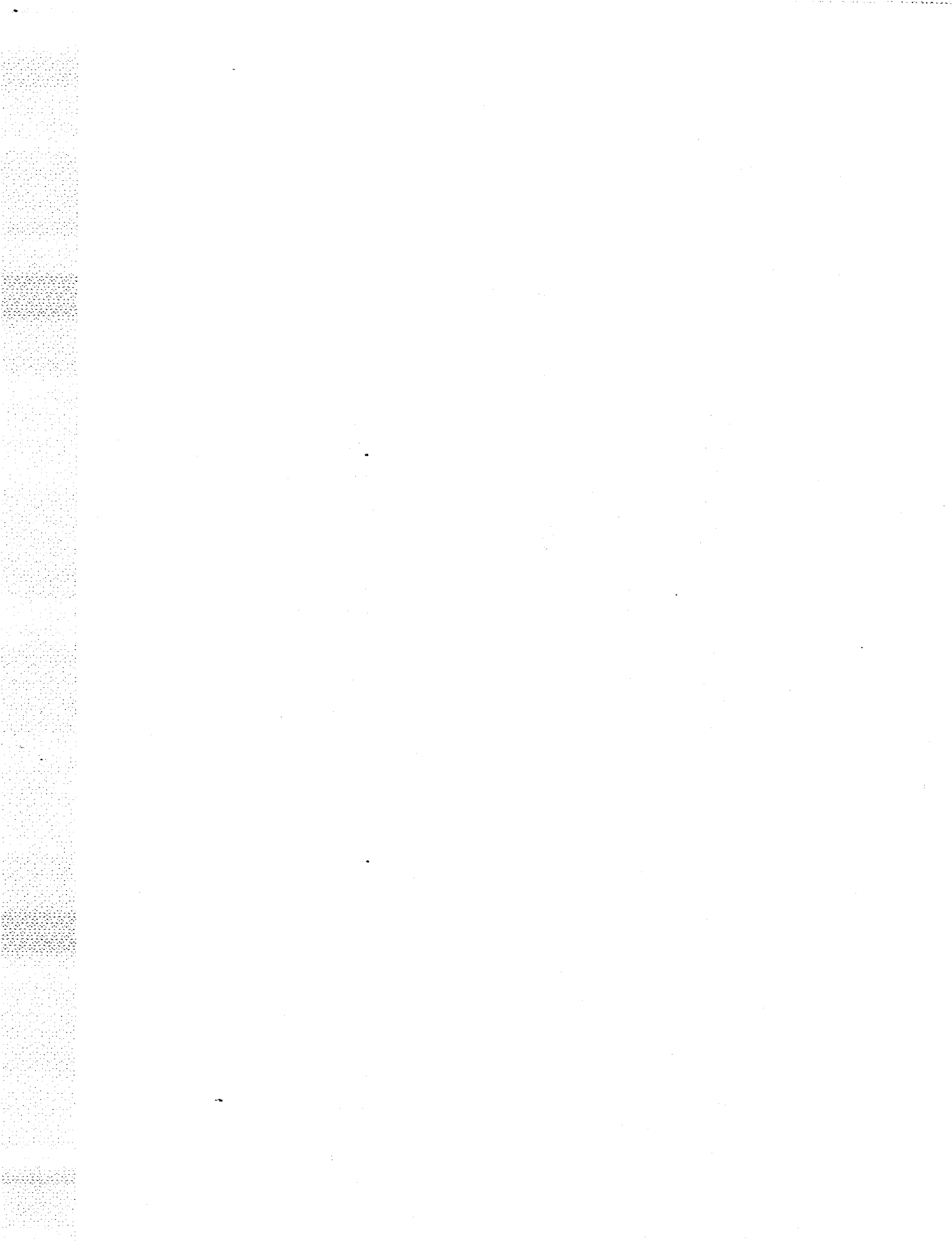
chè, adi.
dezagreman, n.
fi, n.
lave, v.
pase, v.

dear
trouble, nuisance
girl
to wash
to iron

(Panama-m tonbe)

an arivan, exp.
dèyè, adv.
panama, n.
ramase, ranmase, v.
tonbe, v.

on arriving
behind, back
Panama hat
to pick up
to fall



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* See Grammar Notes

GLOSSARY

Lessons 1-10

HAITIAN CREOLE--ENGLISH

1. The numbers on the left side refer to the lesson(s) in which the words first appear.
2. Phrases and idiomatic expressions are usually listed under the initial word.

List of Abbreviations

Meaning

adj.	adjective
adv.	adverb
art.	article
conj.	conjunction
dem. pr.	demonstrative pronoun
excl.	exclamation
id. exp.	idiomatic expression
ind. adj.	indefinite adjective
int.	interrogative
interj.	interjection
n.	noun
n. phr.	noun phrase
num. adj.	numeral adjective
part.	particle
pers. pr.	personal pro pronoun
pr.	pronoun
Pr. n.	Proper noun
prep.	preposition
prov.	proverb
rel.	relative
v.	verb

A

2	a, part.	before a verb, a marker to indicate an action or state is future
6	a, art.	the
1,9	a, prep	to, at
4	achte, v.	to buy, to purchase
6	ayisyen, n.;adj.	Haitian
2	ak, prep.	with, and
4	ak Bondye, id. exp.	God willing
2	ale, v.	to go
2	alò, adv.	then, well then
7	amerikèn (f.). amerikin(m.), n.; adj.	American
6	an, interj.	ah, oh
6	an fas, adv.	facing, across the street, across the street from
3	anba, adv.	under, below
8	anba galri, id. exp.	on the covered walk
3	anba lavil, n. phr.	downtown
7	anbasad, n.	embassy
9	ankò, adv.	again, more
4	anpil, adj.	a lot, many, lots of
6	ansanm, adv.	together
3	anyen, pr.	anything, nothing
1	ap, ape, part.	marker to indicate action or state is going on in the present (before a verb)
2	apral(e), v.	to be going (to)
7	aprè, prep.	after
9	aprèmidi, aprèmidi, n.	afternoon
9	aswè, n.	evening
9	aswè-a, n.	tonight
8	av, ava, part.	before a verb, marker to indicate an action or state is future
2	avè, avèk, prep.	with, and

B

1	ba, bay, v.	to give
4	bagay, n.	thing

1	bank, n.	bank
1	Ban-m nouvèl ou?, id.exp.	What's new with you? How are you?
1	bay, ba, v.	to give
4	bèl, adj.	beautiful
1	ben, byen, adv.	well, fine
6	biro, n.	office
8	blan, adj.	white
8	blan, n.	white (man or woman)
7	blòk, n.	block
6	bon, adj.	well, good
3	bon kouraj, id. exp.	keep your chin up
1	Bondye, n.	God
3	bònè, boneù, adv.	early
1	bonjou, n.	hello
1	bòs, n.	chief, head, boss
4	bouk, n.	village
7	boulva, n.	Boulevard
3	bra, n.	arm
6	biro, n.	office
1	byen, adv.	well, fine

CH

2	chèche, v.	to get, look for
2	chemen, chimen, n.	road, way
4	chita, v.	to sit

D

6	d-l, art.	of the, in the (French)
6	de, dez, num. adj.	two
6	de, art.	of the, in the (French)
6	de l-, de la, d-l, art.	of the, in the (French)
8	deja, adv.	already
9	demen, adv.	tomorrow
7	dènie, n.; adj.	last
6	depèch, n.	cable, telegram
6	desann, v.	to go down
7	devan, devan. adv.; prep.	before, in front of
3	deyò, adv.	outside, out
6	dez, de, num. adj.	two

Glossary

6	dez, art.	of the, in the (French)
9	dezeù, dezeù, n.	two o'clock
7	dezyèm, n.; adj.	second
1	di, v.	to say, tell
9	dis, num. adj.	ten
9	disèt, num. adj.	seventeen
9	dizè, dizeù, n.	ten o'clock
9	diznèf, dizneùf, num. adj.	nineteen
9	dizuit, num. adj.	eighteen
9	dola, n.	dollar
6	dwat, adj.	right, straight
9	douz, num. adj.	twelve
6	du, art.	of the, in the (French)
1	Dye, Pr. n.	God

E

1	e, conj.	and
6	E!, excl.	Excuse me!, Hi!
8	egzakteman, adv.	exactly
3	ekòl, n.	school
1	en ben, interj.	well then, well, then
3	enbesil, adj.	imbecile, idiot
7	epe, adv.; conj.	and, then
7	ès, èske, èske, part.	particle used in front of a statement to transform it into a question
6	Etazuni, Pr. n.	United States
7	eù, n.	hour
6	Ey!, excl.	Excuse me!, Hi!

F

6	fas, n.	face
7	fasil, adj.	easy
2	fè, v.	to make, do
2	fè chimen (chemen) +pers. pr., id.exp.	to be leaving, go away
8	fè lign, v.	to make a scheduled route
8	fè plezi, v.	to please, cause pleasure
2	fè rout + pers. pr., id. exp.	to be leaving. to go away
7	fè you ti mache, id. exp.	to take a walk (few steps)

2	fè you vire, id. exp.	to take a walk, go out for awhile
9	fèmen, v.	to close
7	fi-n, fini, v.	to finish, end, complete
7	fò, fòk, aux.	to be necessary, have to
7	franse, adj.;n.	French

G

7	gade, v.	to pay attention, look
8	galri, n.	covered walk (street), porch (house)
4	gason, n.	boy
3	gen, genyen, v.	to have, there is, there are
3	goi-n, n.	saw
9	goud, n.	gourde (unit of money)
1	grandi, v.	to grow (up)
1	gras a, n.	thanks to
3	gro, adj.	big, large

I

2	idantite, n.	identification, identity
7	institi, institu, n.	institute
4	isit, adv.	here
8	isit la mèn, isit mèn, adv.	right here

J

1	jan, n.	manner, way
6	jis, jouk, jus, prep.	until (time), up to, as far as (place)
7	jodi, jodi-a, n.	today
3	jouda, adj.	curious, meddlesome, inquisitive
4,6	jwenn, v.	to find; to reach
6	jouk, jus, jis, prep.	until (time), up to, as far as (place)
6	jus, jis, jouk, prep.	until (time), up to, as far as (place)
9	jusk, juska, prep.	until

K

3	ka, prep.; n.	house, home, to the house, (home) of
4	ka, kab, v.	can, to be able
6	kab, n.	cable, telegram
8	kamyon, n.	truck, bus
8	kamyonèt, n.	camionette
6	Kanada, Pr. n.	Canada
8	kanpe, v.	to stand up
4	kap, kapab, v.	can, to be able
7	kat, num. adj.	four
2	kat, n.	card
2	kat d-idantite, n.	identification card
7	katedral, n.	cathedral
9	kataz, num. adj.	fourteen
9	katrè, katreù, n.	four o'clock
7	katryèm, n.; adj.	fourth
3	kay, prep.; n.	house, home, to the house (home) of
7	kazino, n.	casino
2	kèk, ind. adj.	some, a few
8	kestyon, kesyon, n.	question
1	ki, int./rel. marker	which, what, who
1	ki jan, int./rel. marker	how
4	Ki jan ou rele?, id. exp.	What's your name?
1	Ki jan ou ye?, id. exp.	How are you?
2	ki kote, int./rel. marker	where
7	ki lè, ki leù, int./rel. marker	when
1	ki moun, int./rel. marker	who, whom
1	ki sa, int./rel. marker	what
1.7	kenbe, v.	to hold on; to hold, to keep
9	kenz, num. adj.	fifteen
3	klou, n.	nail
9.2	kòman, int.; excl.; adj.	how's that?!, what?!;
1	komè, kamè, n.	sister, friend (f)
3	kòmè-a, n. phr.	that woman
2	kon, adv.	like, as
2.9	kon sa, adv.	so-so; as that
9	konben, konbyen, adv.	how many, how much
9.2	konman, int.; excl.; adv.	how's that?!, what?!; how
4	konn, konnen, v.	to know
1	konpè, n.	brother, friend (m)
7	konprann, v.	to understand

4	kontan, adj.	happy, pleased, glad
9	konte, v.	to count
1	kontre (ak), v.	to meet (with)
2	kot, adv.	where
2	kote, n.; adv.	place, location, where
7	kwaze, v.	to cross
4	kouè, v.	to believe, think
4	koulyè-a, adv.	now
2,9	kouman, int.; excl.; adv.	how's that?!, what!; how
2	Kouman ou ye?, id. exp.	How are you?
4	kounyè-a, adv.	now
3	kouraj, kouray, n.	courage, strength
2	koute, v.	to listen
6	kreyòl, n.; adj.	Creole
6	kwen, n.	corner

L

9	l, art.	the (French)
1	la, adv.	there
4,9	la, art.	the (Creole/French)
3	la-a, adv.	there, then, now
6	labank, n.	bank
8	lajan, n.	money
3	lakay, prep.; n.	house, home, to the house (home) of
2	lakomu-n, n.	city hall
8	lalign, n.	taxi
2,6	lan, nan, prep.	at, to, in; on
2	lapòs, n.	post office
6	laru, lari, n.	street
3	lavil, n.	town, downtown
9	le, le, lè, lèz, art.	the (French)
7	lè, n.	hour
6	lè, conj.	when
4	legum, n.	vegetable(s)
6	lektu, n.	reading (passage)
9	lematin, n. phr.	in the morning
2	lèt, n.	letter(s)
6	leù, conj.	when
7	leù, n.	hour
1	li. 1. pers. pr.	he. she. it: him. her:his. hers. its

6	libreri, n.	bookstore
8,9	lign, n.	taxi, line, route
6	liv, n.	book(s)
6	lò, conj.	when
8	lòt, adj.	other
9	louvri, v.	to open
4	lwen, adv.	far, distant, far away

M

1	m, pers. pr.	I, me, mine
1	M la., id. exp.	I'm all right.
4	machann, n.	merchant
2	machè, n.	my dear (f)
2,4	mache, n.; v.	market; to walk
4	madan, n.	Mrs.
3	madanm, n.	wife, woman, madam, lady
7	magazen, n.	store
6	make, v.	to mark
1	mal, adv.	bad, badly
1	mande, v.	to ask
7	manje, n.; v.	food, meal; to eat
4	manman, n.	mother
4	mari, n.	husband
9	maten, n.	morning
3	mato, n.	hammer
3	mèsi, interj.; n.	thanks
4	mete, v.	to put
9	midi, n.	noon
8.3	men, adv.; conj.	here; but
8	men wi, id. exp.	yes, of course, but yes
1.6	mènem, adv.; adj.	same, even, yet, self; very (intensive marker)
7	mennen, v.	to lead, take
9	minui, n.	midnight
6	misyonè, n.	missionary
4	mize, v.	to waste time, dawdle
1	monchè, n.	old man, my friend, man
7	monte, v.	to go up
7	montre, v.	to show
1	moun, n.	people, person

7	moute, v.	to go up
7	moutre, v.	to show
4	msye, n.	sir, Mr.
1	mwen, pers. pr.	I, me, mine

N

2,6	nan, lan, prep.	at, to, in; on
2	nan chimen, n.phr.	on the way
9	nan pwen, id. exp.	there isn't, there aren't
2	nan rout, id. exp.	on the way
9	nèf, num.adj.	nine
8	nèg, n.	someone, guy, fellow (m)
6	nèt, adv.	straight, clear
9	neùf, num. adj.	nine
g	neveù, neve, n.	nine o'clock
7	ni... ni, conj.	neither...nor
2,3	non, adv.	no, emphasis marker when occurring at the end of a statement
1	nou, n.; pers. pr.	we, us, our; you, your (pl)
1	nouvèl, n.	new, news

O

1	O!, interj.	Ah!, Oh!
1	O revwa, id. exp.	goodbye, so long
6	Ozetazini, n. phr.	from or to the United States
9	onz, num. adj.	eleven
9	onzè, onzeù, n.	eleven o'clock
8	oto, n.	car, automobile
8	otobis, otobus, n.	bus
8	ou, conj.	or
1	ou, pers. pr.	you, your (sing)
9	ouvri, v.	to open

P

1	pa. adv.	not
3	pa anyen. pr.	nothing: not anything

7	pa ni ni, conj.	neither nor
1	pa pi mal, id. exp.	not so bad
9	pa z-ankò, adv.	not yet
9	pako, adv.	not yet
8	pale, v.; n.	to speak; chat
9	pandul, n.	clock
9	panko, adv.	not yet
4	papa, n.	father, daddy
8	pase, v.	to pass
8	patou, adv.	everywhere
8	pè, n.	pair
9	pèdu tan, v. phr.	to waste time
1	pi, adv.	more
8	pi devan, adv.	further
2	pi ta, adv.	later
4	piti, adj.	small, little
3	pitit, n.	child
3	pitit fi, n. phr.	daughter
3	pitit gason, n. phr.	son
8	plezi, plèzi, n.	pleasure
3	pòch, n.	pocket
9	poko, pokò, adv.	not yet
2	pòt, pòte, v.	to bring, carry, take to
2	Pòtoprens, Pr. n.	Port-au-Prince, the capital of Haiti
3	pou, prep.	to, for, in order to
8	pou pi su, id. exp.	to make sure
2	pral(e), v.	to be going (to)
2	pran, v.	to get, take
4	pratik, n.	regular customer, clientele
7	premye, n.; adj.	first
3	provèb, n.	proverb

R

3	rabo, n.	plane (tool)
8	rann (you) sèvis, id. exp.	to do a favor, to render a service
9	regrèt, v.	to regret, be sorry
4	rele, v.	to call, to be named/called, to yell, to shout
7	repete, v.	to repeat
4	repròch, n.	reproach. blame

4	rete, v.	to stay, stop, to live
4	retounen, v.	to return, to come back
2	rive, v.	to go, arrive
2	rout, n.	road, way
6	ru, ri, n.	street

S

2	sa, pr.	this, that
3	sa-a, dem. pr.	this one; that one
3	Sa ki genyen?, id. exp.	What's the matter?
3	Sa pa pi mal., id. exp.	Not so bad.
4	san, prep.	without
4	san repròch, id. exp.	no kidding, if you don't mind my saying so
4	sanble, v.	to resemble, look like, to look
4	se, v.	to be, it is, is it
6	sèlman, adv.	only, but
9	sèt, num. adj.	seven
9	setè, seteù, n.	seven o'clock
6	seùlman, adv.	only, but
8	sèvis, n.	favor, service
9	sèz, num. adj.	sixteen
3,8	si, conj.; adj.	if; certain, sure, trust- worthy (person)
3	Si Dye vle, exp.	God willing.
8	sigarèt, n.	cigarette
3	sil-a, dem. pr.	this one; that one
7	senk, num. adj.	five
7	senkyèm, n.; adj.	fifth
7	sis, siz, num. adj.	six
9	size, sizeù, n.	six o'clock
7	sizyèm, n.; adj.	sixth
8	sonje, v.	to remember, remind
3	sòt, adj.	foolish, stupid
4	sòt, sot, v.	to go out
3	Sòt ki bay, enbesil ki pa pran., prov.	Always take advantage, never give it.
4	sòti, sòti, n.; v.	outing: to go out
8	sou. prep.	on

Glossary

3	sou rout, n. phr.	on the way, on the road
9	swa, n.	evening
8	soulie, n.	shoe(s)
8	souple, exp.	please, if you please
8	su, adj.	sure, certain, trustworthy (person)

T

2,6	ta, adv.	late, marker to indicate a state or action is conditional
4	tann, v.	to wait
7	tanpri, exp.	please, if you please
7	tanpri souple, exp.	please, if you please
7	te, part.	marker to indicate a state or action was completed in the past
8	telefòn, n.	telephone
8	telefone, telefònin, telefonnen, v.	to telephone, to make a call
8	telegraf, n.	cable (telegraph)office
1	ti, adj.	little
1	ti-moun, n.	child
1	tou, adv.	also, too
6	tou dwat, adv.	straight ahead
8	tou patou, adv.	everywhere
7	twa, num. adj.	three
9	twazè, twazeù, n.	three o'clock
7	twazyèm, n.; adj.	third
1	toujou, adv.	still, yet, always
3	tounavis, n.	screwdriver
4	tounen, v.	to return, come back
3	tounvis, n.	screwdriver
4	touswit, adv.	immediately, right away
8	tout, adj.	all
3	travay, n.; v.	work, job; to work
9	trèz, num.adj.	thirteen
7	tro, trò, adv.	too, too much
3	trouve, v.	to find, see, observe, notice

U

9 uit, num. adj. eight

V

8 va, part. before a verb, marker to indicate
an action or state is future

6 vann, v. to sell

3 vil, n. town

9 vin, num. adj. twenty

2 vire, n ; v. to turn, spin, turn

7 vit, adj.; adv. fast, quick; quickly

7 vizite, v. to visit

3 vle, v. to want, wish

6 voye, v. to send

8 vrè, adv. truly, really

W

2 wè, v. to see

1,3 wi, adv. yes; emphasis marker when occurring
at the end of a statement

Y

1 yè, v. to be

1 yo y; pers. pr. they, them, their

2 yon, art. a, an, one

8 yon lòt, adj. another

2 youn, num. adj.; ind. art. one

Z

3 zouti, n. tool(s)

ENGLISH--HAITIAN CREOLE

1. The numbers on the left side refer to the lesson(s) in which the words first appear.
2. Phrases and idiomatic expressions are usually listed under the initial word.
3. The Special Word Indicators are listed on the last page of this glossary.

A

2	a	yon
4	a lot	anpil
6	across the street (from)	an fas
2	a few	kèk
7	after	aprè
9	afternoon	aprèmidi
9	again	ankò
1,6	ah	O, an
8	all	tout
8	already	deja
1	also	tou
1	always	toujou
3	Always take advantage, never give it.	Sòt ki bay, enbesil ki pa pran.
7	American	amerikin (m) amerikèn (f)
2	an	yon
1,7,2	and	e; epi; ak, avè, avèk
8	another	yon lat
3	anything	anyen
3	arm	bra
2	arrive	rive
2	as	kon
6	as far as (place)	jus, jis, jouk
9	as that	kon sa
1	ask	mande
2,9	at	nan; lan; a
8	automobile	oto

B

1	bad, badly	mal
6	bank	bank, labank
1,4	be	ye; se
4	be able	ab, kap, kapab
4	be called	rele
2	be going (to)	pral, prale, apral, aprale
2	be leaving	fè chimen/chemen /rout + pas. pr. + pers. pronoun
4	be named/called	rele
7	be necessary	fò, fòk
2	be on one's way	ap rive
9	be sorry	regrèt
4	beautiful	bèl
7	before	devan
4	believe	kouè
3	below	anba
3	big	gro
4	blame	repròch
7	block	blòk
6	book(s)	liv
6	bookstore	libreri
1	boss	bòs
7	boulevard	boulva
4	boy	gason
2	bring	pòte, pòt
1	brother	konpè
8	bus	kamyon, otobus, otobis
3, 6	but	men; sèlman, seùlman
8	but yes	men wi
4	buy	achte

C

6	cable	kab, depèch
8	cable office	telegraf
4	call, be called	rele
8	camionette	kamyonèt
4	can, v.	kab. kap. kapab
6	Canada	Kanada

Glossary

2	capital of Haiti	Pòtoprens
8	car	oto
2	card	kat
2	carry	pòte, pòt
7	casino	kazino
7	cathedral	katedral
8	cause pleasure	fè plèzi
8	certain	su, si
8	chat	pale
1	chief	bòs
1,3	child	ti-moun; pitit
8	cigarette	sigarèt
2	city hall	lakomu-n
6	clear	nèt
4	clientele	pratik
9	clock	pandul
9	close, v.	fèmen
4	come back	retounen, tounen
7	complete	fini, fi-n
6	conditional (marker to indicate a state or action is conditional)	ta
6	corner	kwen
9	count	konte
3	courage	kouraj, kouray
8	covered walk (street)	galri
6	Creole	kreyòl
7	cross, v.	kwaze
3	curious ,	jouda
4	customer (regular)	pratik

D

4	daddy	papa
3	daughter	pitit fi
4	dawdle	mize
4	distant	lwen
2	do	fè
8	do a favor, render a service	rann (yon) sèvis
9	dollar	dola
3	downtown	lavil, anba lavil

E

3	early	boneù, bonè
7	easy	fasil
7	eat	manje
9	eight	uit
9	eighteen	dizuit
9	eleven	onz
9	eleven o'clock	onzeù, onzè
7	embassy	anbasad
3	emphasis marker when occurring at the end of a statement	wi
7	end	fini, fi-n
1	even	mènm
9	evening	aswè, swa
8	everywhere	tou patou, patou
8	exactly	egzakteman
6	Excuse me!	E!, Ey!

F

6	face	fas
6	facing	an fas
4	far, far away	lwen
7	fast, quick, quickly	vit
4	father	papa
8	favor	sèvis
8	fellow	nèg
2	few, a few	kèk
9	fifteen	kenz
7	fifth	senkyèm
3,4	find	trouve; jwenn
1	fine, adj.	ben, byen
7	finish	fini, fi-n
7	first	premye
7	five	senk
7	food	manje
3	foolish	sòt
3	for, in order for	pou
7	four	kat
9	four o'clock	katreù, katrè

Glossary

9	fourteen	katòz
7	fourth	katryèm
7	French	franse
1	friend (f)	kòmè
1	friend (m)	konpè
7	front of (in)	devan
1	friend (my)	manchè
6	from the United States	Ozetazini
8	further	pi devan
2	future (before a verb, a marker to indicate an action is future)	a, av, ava, va

G

2	get	chèche, pran
1	give	ba, bay
4	glad	kontan
2	go	ale, rive
2	to go away	fè chemen/chemen/rout
6	go down	desann
4	go out	sot, sòt, sòti, sòti
2	go out for a while	fè yon vire
7	go up	monte, moute
1	God	Dye , Bondye
3,4	God willing	si Dye vle, ak Bondye
6	good	bon
1	goodbye	o revwa
9	gourde (unit of money)	goud
1	grow (up)	grandi
8	guy	nèg

H

6	Haitian	ayisyen
3	hammer	mato
4	happy	kontan
3	have	gen, genyen
7	have to	fò

1	her	li, 1
4,8	here	isit, men
1	hers	li, 1
6	Hi!	E!, Ey!
1	him	li, 1
1	his	li, 1
7	hold	kenbe
	to hold on	kenbe
3	home, house, to the home (house) of	kay, lakay, ka
7	hour	eù, leù, lè
1,2	how	ki jan; kouman, konman, kòman
1,2	How are you?	Kouman ou ye? Ban-m nouvèl ou? Ki jan ou ye?
9	how many	konben, konbyen
9	How much	konben, konbyen
9	how's that?!	kouman, konman, kòman
4	husband	mari

I

1	I	mwen, m
1	I'm all right.	M la.
2	identification, identity	idantite
2	identification card	kat d-idantite
3	idiot	imbesil
3	if	si
4	if you don't mind my saying so .	san repròch
8, 7	if you please	souple; tanpri, tanpri souple
3	imbecile	enbesil
4	immediately	touswit
2	in	nan, lan
7	in front of	devan
3	in order to	pou
6	in the (French)	d-l, de, de la, de l-, dez, du
9	in the morning	lematin
3	inquisitive	jouda
7	institute	institi, institi
4	is it	se

Glossary

1	it	li, 1
4	it is	se
1	it's	li, 1

J

3	job	travay
---	-----	--------

K

7	keep	kenbe
3	keep your chin up	bon kouraj (kouray)
4	know	konn, konnen

L

3	lady	madanm
3	large	gro
7	last	dènie
2	late	ta
2	later	pi ta
7	lead, v.	mennen
2	letter(s)	lèt
2	like	kon
9	line	lign
2	listen	koute
	little	ti, piti
4	live, v.	rete
2	location	kote
4, 7	to look	gade, sanble
2	look for	chèche
4	look like	sanble
4	lot, lots of	anpil

M

3	madam	madanm
2	make	fè
8	make a call	telefonnen. telefònin. telefone

8	make sure	pou pi su
8	make the scheduled route	fè lign
1	man	monchè
1	manner	jan
4	many	anpil
6	mark, v.	make
2	market	mache
1	me	mwen, m
7	meal	manje
3	meddlesome	jouda
1	meet (with)	kontre
4	merchant	machann
9	midnight	minui
1	mine	mwen, m
6	missionary	misyonè
4	mister, Mr.	msye
8	money	lajan
1,9	more	pi, ankò
9	morning	maten
9	in the morning	lematin, du matin
4	mother	manman
4	Mrs.	madanm
1	my friend (m)	monchè
1	my friend (f)	machè
2	my dear (f.)	machè

N

3	nail (metal)	klou
7	neither...nor	ni...ni; pa...ni...ni...
1	new, news	nouvèl
9	nine	neuf, nèf
9	nine o'clock	neveù, nevè
9	nineteen	dizneuf, diznèf
2	no	non
4	no kidding	san repròch
9	noon	midi
1	not	pa
3	not anything	pa...anyen
1.3	not so bad	pa pi mal. sa pa pi mal
9	not yet	poko. pòkò. pako. panko. Pa z-ankò

Glossary

3	nothing	pa...anyen; anyen
3	notice, v.	touve
4	now	kounyè-a
3,4	now	la-a; kounyè-a, koul ye-a

O

3	observe	trouve
8	of course	men wi
6	office	biro, biro
6	of the (French)	du, di, de, d-l, del-, de la, dez
1,6	oh!	O, an
1	old man	monchè
8,6	on	sou; lan, nan
8	on the covered walk	anba, galri
2,3	on the road/way	nan chimen/chemen/rout; sou rout
2	one	youn, yon
6	only	seùlman, sèlman
9	open, v.	ouvri, louvri
8	or	ou
8	other	lòt
1	our	nou, n
3	out, outside	deyò
4	outing	sòti, sòti

P

8	pair	pè
8	pass	pase
7	pay attention	gade
1	people	moun
1	person	moun
2	place	kote
3	plane (tool)	рабо
8, 7	please, if you please	souple; tanpri, tanpri souple
8	please, v.	fè plèzi
4	pleased	kontan
8	pleasure	plèzi
3	pocket	pòch
8	porch	galri
2	Port-au-Prince	Pòtoprens

2	post office	lapòs
3	proverb	provèb
4	to purchase	achte
4	put	mete

Q

8	question	kestyon, kesyon
7	quick, quickly, fast	vit

R

6	reach	jwenn
6	reading (passage)	lektu
8	really	vrè
9	regret	regrèt
4	regular customer	pratik
8	remember	sonje
8	to remind	sonje
8	render a service	rann (yon) sèvis
7	repeat	repete
4	reproach	repròch
4	resemble	sanble
4	return	retounen, tounen
6	right	dwat
4	right away	touswit
8	right here	isit la mèn, isit mèn
2	road	chimen, chemen, rout
9	route	lign

S

1	same	mèn
3	saw	goi-n
1	say	di
3	school	ekòt, lekòt
3	screwdriver	tounvis, tounavis
7	second	dezyèm
2,3	see	wè, trouve
1	self	mèn
6	sell	vann

Glossary

6	send	voye
8	service	sèvis
9	seven	sèt
9	seven o'clock	setè, seteù
9	seventeen	disèt
1	she	li, 1
8	shoe(s)	soulie
4	to shout	rele
7	show, v.	montre, moutre
4	sir	msye
1	sister	kòmè
4	sit	chita
7	six	sis, siz
9	six o'clock	sizeù, sizè
9	sixteen	sèz
7	sixth	sizyèm
4	small	piti
1	so long	o revwa
2	some	kèk
8	someone	nèg
2	so so	kon sa
3	son	pitit gason
8	speak	pale
2	spin	vire
8	stand up	kanpe
4	stay	rete
1	still	toujou
4	stop	rete
7	store	magazen
6	straight	dwat, nèt
6	straight ahead	tou dwat
6	street	ru, ri, laru, lari
3	strength	kouraj, kouray
3	stupid	sòt
8	sure	su, si

T

2.7	take	pran, mennen
7	take a few steps	fè yon ti mache
2.8	take a walk	fè yon vire. fè yon ti mache

2	take to	pòte, pòt
8	taxi	lign, lalign
6	telegram	depèch, kab
8	telegraph office	telegraf
8	telephone	telefòn
8	telephone, v.	telefonnen, telefònin, telefone
1	tell	di
9	ten	dis
9	ten o'clock	dizeù, dizè
3	thanks	mèsi
1	thanks to	gras a
2	that	sa
3	that one/this one	sa-a, sila-a
3	that woman	kòmè-a
6, 9	the	a, la
9	the (French)	l, le, lè, lèz
1	their	yo, y-
1	them	yo, y-
3	then	la-a
1,7,2	then, well then	en ben; epi; alò
1, 3	there	la; la-a
3	there are	genyen, gen
9	there aren't	nan pwen
3	there is	genyen, gen
9	there isn't	nan pwen
1	they	yo, y-
4	thing	bagay
4	think	kouè
3	third	twazyèm
9	thirteen	trèz
2	this	sa
3	this one/that one	sa-a, sila-a
7	three	twa
9	three o'clock	twazeù, twazè
1,2,3	to	a, nan, lan;pou
3	to the house/home of	ka,kay,lakay
7	today	jodi, jodi-a
6	together	ansanm
9	tomorrow	demen
9	tonight	aswè-a
1.7	too	tou; tro, trò
7	too much	tro. trò

Glossary

3	tool(s)	zouti
3	town	lavil, vil
8	truck	kamyon
8	truly	vrè
8	trustworthy (person)	su, si
2	turn	vire
9	twelve	douz
9	twenty	vin
6	two	de, dez
9	two o'clock	dezeù, deze

U

3	under	anba
7	understand	konprann
6	United States	Etazuni
6	from or to the U.S.	Ozetazini
6,9	until	jus, jis, juska, jusk, jouk
6	up to	jus, jis, jouk
1	us	nou, n

V

4	vegetable(s)	legum
6	very (intensive marker)	mènm
4	village	bouk
7	visit, v.	vizite

W

4	wait	tann
4	walk	mache
8	walk (covered)	galri
3	want	vle
4, 9	waste time	mize, pèdu tan, pèdi; tan
1	way (manner)	jan
2	way (direction, movement)	chimen, chemen, rout
1	we	nou, n
6	well (adj)	bon

1	well (adv)	ben, byen
1	well, well then	en ben, alò
1	what	ki, ki sa
9	what?!	kouman, kòman, konman
1	What's new with you?	Ban-m nouvèl ou?
3	What's the matter?	Sa ki genyen?
4	What's your name?	Ki jan ou rele?
6,7	when	lè, leù, lò, ki le, ki leù
2,3	where	ki kote, ki bò, kote, kot
1	which	ki
8	white	blan
8	White (person)	blan
1	who	ki moun, ki
1	whom	ki moun
3	wife	madanm
3	wish	vle
2	with	ak, avèk, avè
4	without	san
3	woman	madanm
2	woman (my dear)	machè
3	woman (that)	komè-a
3	work	travay
3	work, v.	travay

Y

4	to yell	rele
1	yes	wi; men wi
1	yet	mèn m, toujou
1	you, sing.	ou
	you, pl.	nou, n
1	your, sing.	ou
	your, pl.	nou, n

Special Word Indicators

completed past word indicator	te
conditional word indicator	ta
emphasis word indicator	non, wi

Glossary

future word indicator	a, av, ava, va
intensive word indicator	mènm
progressive word indicator	a, ape
question word indicator	ès, èske, èske