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ABSTRACT

This volume, the third in a series comprising the field-test edition of the Defense Language Institute's "Haitian Creole Basic Course," is extracted primarily from the instructor's guide to materials contained in Albert Valdman's "Basic Course in Haitian Creole." Materials are arranged in the order of their use in the classroom. Content of each class hour is indicated and includes: (1) perception drills; (2) dialogue with adjunct, cultural notes, cartoons, and suggested homework; (3) questions for the recitation hour; (4) pattern drills; (5) a recombination exercise text for comprehension or reading exercise; and (6) additional drills, exercises, and readings in area background. Dialogues of each lesson are translated, grammar notes included, and a list of new vocabulary provided. Ten lessons are presented including two review lessons. For the companion documents see FL 002 811 and FL 002 846. (RL)

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H A I T I A N C R E O L E

BASIC COURSE

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VOLUME III

Lessons 21 - 30

January 1972

DEFENSE LANGUAGE INSTITUTE

FL 002 875

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PREFACE

This is the third in a series of volumes comprising the field test edition of the Defense Language Institute Basic Course in Haitian Creole prepared by Mrs. Rolande Turnier under the direction of the Systems Development Agency.

As in the preceding two volumes, materials are arranged in the order of their use in the classroom. For details on this arrangement see the Preface to Volume I.

Inquiries concerning these materials, including requests for authorization to reproduce them, should be addressed to the Director, Defense Language Institute, U.S. Naval Station, (Anacostia Annex), Washington, D.C. 20390.

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Lesson 21

HILL PEOPLE AND THE POLICE

Two peasants, Soveũ and Alsé, meet at the village market.

Soveũ: O! good morning, friend Alsé. How are you today?

Alsé: Well! brother Soveũ, not so bad. And yourself?

Soveũ: Not so bad either. Where have you been? I haven't seen you for quite a few days.

Alsé: Oh, I had gone down into the city.

Soveũ: Really? Nothing wrong, I hope?

Alsé: My son had some trouble with the police.

Soveũ: You don't say! And what happened?

Alsé: He fought Sunday with kômê Sésé's boy, and the rural police officer arrested them.

Soveũ: Well, it seems country people always have troubles. But the news apparently did not spread, because I had not heard a word of it.

Alsé: That's because the boys were sent immediately to the city. I had to go there to the jail to take him food.

Soveũ: But, didn't I see him this morning at Mary's house?

Alsé: Right. My "Pratik" in town lent me some money for bail for my boy, and he was freed.

Soveũ: Hillpeople really don't have a chance to get ahead. We can barely earn enough to eat regularly, yet must continually find money to pay for every small misdeed.

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Alsé: That's the way it is. People in the city have plenty of money, and they don't have to pay for their misdeeds, not even much less serious crimes.

Soveũ: I believe our reward is in heaven, in God's hands.

Alsé: Maybe so, but I'd rather have it right now, during my life on this earth.

Soveũ: Right.--See you, Alsé.

Alsé: Bye, bye, Soveũ. Say hello to everyone for me.

I. PERCEPTION DRILL

1. Kouté, men pa répété:

Sé té youn fouda touazòm ki t ap maché. Yo tou lé toua plédé palé. Yo pa janm rété palé. Yo rété, yo maché jus yo rivé lakay yo.

Gen dé moun ki rété sou rout yo pou tandé mèsieu yo k ap palé. Kou nèg yo kanpé, moun ki té rété kouté yo al-fè chimen yo.

Répété kounié-a, apré mouen, sa m sòt di nou la-a.
(Repeat the above text, sentence by sentence, for repetition by the students.)

2. Kouté épi répété:

M pral lavil, é ou-menm?
-M pralé tou; é ti-gason ou-nan?

Li pralé tou avè nou.
-Nou tou lé toua pral lavil alò?

Men oui, nou tou lé toua pral lavil.

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3. Transform the following sentences on cue:

SENTENCES AND CUES

TRANSFORMED SENTENCES

Fitit ou-a ak deu
kanmarad li yo ap
benyen.

Yo tou lé toua ap
benyen.

Ou-menm avèk Sésé pral
nan dlo.

Nou tou lé deu
pral nan dlo.

Toua pitit ou yo ak
deu ti-gason Sésé yo
ap joué.

Proféseu-a ak youn
étudian ap palé.

Mouen-menm avèk ou-menm
sé deu bon zanmi.

Mouen-menm ak deu seù
m yo pral O Kap.

Ti-seù m-nan ak ti-seù
ou-ia pral manjé.

Papa-a, manman-an ak
deu ti-moun yo ap
maché.

Gen kat ponpié k ap
touyé difé-a.

Gen deu kamionèt la-a,
y ap monté Pétionvil.

Manman m, papa m avè m
ap bay odians.

Asèn a Léon ap palé de
réken-an.

4. Kouté épi répété:

Asèn ak Léon tonbé palé de réken ki bò ouaf-la.
 Yo plédé palé de sa, yo pa vlé rété.
 Ti-moun yo t ap joué nan lakou-a. Yo plédé
kouri justan yo bouké.

5. Use the verb 'plédé' with the following sentences:

SENTENCES

Pa gen travay, mèsieu yo
 anrolé yo nan lamé.

Ou téléphonnen m, m pa
 la.

Ti-moun yo kouri nan
 lakou-a justan yo bouké.

Asèn bay blag jus domi
 pran ni.

Nèg-la mét difé tou patou
 nan vil-la.

Gad yo tiré nan chan d ti
 pou bon plézi yo.

Nan réstoran-an mèsieu yo
 boué justan yo pa kapab
 ankò.

Kay kouafeu-a Ti-André bay
 odians.

Bòn-nan lumen tout èr
 kondisioné otèl-la.

Touris-la maché jus li
 rivé Bizoton.

Gen youn nèg nan bouk-la
 kap touyé moun.

Ti-gason-an gaspiyé lajan
 manman n ak papa l.

SENTENCES WITH PLÉDÉ

Pa gen travay, mèsieu
 yo plédé anrolé yo
 nan lamé.

Ou plédé téléphonnen m,
 m pa la.

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6. Kouté épi répété:

Etudian yo doué palé kréòl tout tan.
Etudian yo pou palé kréòl tout tan.
Sé pou étudian yo palé kréòl tout tan.
Pratik-la pou poté bèl légum vin vann mouen.
Nou pa pou fè anyen dimanch.

7. Change the following sentences by adding pou and giving the idea of obligation (must):

SENTENCES

Pa fumen isit-la.

Nou renmen palé kréòl.

Ti-gason-an pa joué ak
ti-seù m-nan.

Leù n al péché, pran
bèl pouason.

Yo pa gaspiyé lajan papa
yo ba yo-a.

Ou pito sa ou ka jouenn.

Roma-a pa kouté chèn.

Maré chen--an pi louen.

Nou loué kay-la ak
amériken.

Plen pisin--nan pou
mouen jodi-a.

Yo va al chanté légliz
dimanch.

Débaké zam yo bò lanmè-a.

RESPONSES

Sé pa pou ou fumen
isit-la.

Sé pou nou renmen
palé kréòl.

8. Kouté épi répété:

Leù mouen lakay mouen, m toujou palé kréòl.
 M pa janm palé anglé lakay.
 Sé pou nou toujou palé kréòl isit-la.
 Nou pa pou janm palé anglé isit-la.
 Sé pa pou nou janm palé anglé isit-la.
 Ti-moun pa doué janm joué ak dufeu.
 Li pa té janm manjé roma lakay li.
 Si ou pa té rélé li, li pa t ap janm tonbé.

9. Put the following in the negative form, using pa janm or pa...janm (never):

a. POSITIVE

Manteù renmen ouè lòt
 manteù.
 Yo doué aprann kréòl
 anvan yo vini.
 Li répété sa li tandé.
 Nou péyé beùf-la n
 achte-a.
 Ti-André maré chen-an.
 Mari tuyé poul ak men
 ni.
 M louvri magazen-an
 a sizeù.
 Sé pou nou téléfonnen
 m nan buro-a.
 Li palé leù l ap dèmi.
 Ou gaspiyé kòb yo ba ou.
 Nou pou joué a difé.
 Li doué kanpé nan laru-a.

NEGATIVE

Manteù pa janm renmen
 ouè lòt manteù.
 Yo pa doué janm aprann
 kréòl anvan yo vini.

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b. POSITIVE

Nou té ouè 1 an Frans.
Li t ap vini a deuzeù.
M ta palé ak li si m
té ouè 1.
Seu m-nan ap travay
boneù.
Bòs-la ta ka pran
longeù kabann-nan.
Yo t ap étenn dufeu-a.
Ponpié té ouè lafumen
k ap soti nan kay-la.
Moun mon yo ta ka fè
métié sa-a.
Mésieu yo té bay blag
sa-a.
Gad yo té fatigé apré
égzèsis yo.
Malad-la t ap maché bò
lariviè-a.
Solda yo té fè youn ti
dòmi.

NEGATIVE

Nou pa té janm ouè
1 an Frans.
Li pa t ap janm vini
a deuzeù.

10. Kouté épi répété:

Gen moun ki pa ka manjé tout bagay.
 Gen dé moun ki pa ka manjé tout bagay.
Dé foua bagay sa yo fè moun malad.
 Gen dé foua tou yo pa fè yo anyen.

11. Generalize the following statements by adding dé:

STATEMENTS

Gen moun ki pa manjé
 tout bagay.
 Gen bagay yo di ou, ou
 pa ka kouè.
 Gen rout youn moun fè,
 fò 1 bouké.
 Gen difé ponpié pa ka
 touyé.
 Gen machin ki kouté
 chè.
 Gen pouason ki pézé
 anpil.
 Gen zanmi ki pa zanmi
 vré.
 Gen moun ki pa konn
 al légliz.
 Gen bato ki pa rivé bò
 ouaf-la.
 Gen manteu moun pa vlé
 kouè ankò.
 Gen mèsieu ki renmen fè
 lapolis.
 Gen lèu lakay fè noua.

GENERALIZATIONS

Gen dé moun ki pa
 pa manjé tout bagay.
 Gen dé bagay yo di ou,
 ou pa ka kouè.

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12. Kouté épi répété:

Madan Chal gen deu pitit: youn gason ak youn fi. Pitit gason yo-a rélé Tijo. Pitit fi yo-a rélé Ti Mari.

13. Review: Give the female counterpart of the following male forms or concepts:

MALE

konpè m
papa ti-moun yo
Pitit gason Chal-la
monnonk mouen-an
msieu fanm-nan
kouzen Tijo
mésié yo
mari madanm-nan
monchè
sé frè m
sé youn gason
sé konpè Sésé

FEMALE

komè m
manman ti-moun yo

II. DIALOGUE

Deu abitan, deu bon zanmi, Soveù ak Alsé rankontré nan maché nan bouk-la.

Soveù: O! Bonjou konpè Alsé. Kouman ou yé jodi-a?

Alsé: En ben, frè Soveù, sa pa pi mal. E ou-menm?

Soveù: Sa pa pi mal tou, koté ou té yé kon sa ki fè m pa t ouè ou dépi kèk jou?

Alsé: Sa ki fè nou pa ouè sé pasé m té désann lavil.

Soveù: O! Kon sa menm, monkonpè. Sé pa t anyen ki pi mal?

Alsé: Apa ti-gason m-nan ki té nan traka avèk lapolis.

Soveù: Pa di m! Sa ki té gen tan genyen?

Alsé: Li goumen dimanch avèk pitit komè Sésé-a, épi chéf séksion-an arété tou lé dé.

Soveù: En ben monchè, abitan pa janm manké traka vré. Epi paròl-la pa palé pasé m pa tandé sa menm.

Alsé: Sé pasé yo voyé yo désann tousuit, ki fè ké mouen té alé tou, pou m té ka pot manjé pou li nan prizon.

Soveù: Men, apa m ouè msieu maten-an ka ti kòmè Mari-a.

Alsé: Men oui, gras a Dié, pratik mouen lavil prété m youn kòb, mouen pèyé pou gason m-nan, épi yo lagé l.

Soveù: Nèg mòn pa gen chans vré. Nou pa ka manjé tou lé jou, é fòk nou jouenn youn lajan pou pèyé pou pi piti bagay.

Alsé: Sé kon sa oui. Epi moun lavil menm ki plen kòb pa gen pou pèyé pou anyen.

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Soveù: En ben monchè, mouen-menm mouen kouè ké rékonpans nou nan men Bon Dié nan sièl.

Alsé: Pétèt, men m ta pito jouenn ni kounié-a.

Soveù: Bon, Alsé monchè, n a ouè.

Alsé: Babay Soveù, di tout moun yo bonjou.

Lab Exercise.

1. Listen to the dialogue several times.
2. Check your knowledge of the vocabulary.

HOMework

- A. Read the notes on the Narration below.
Reference: Valdman, page 206.
- B. Study the vocabulary.
- C. Master the dialogue.
- D. Read the following grammar notes:

1. Pa janm 'never'

a. Simple application:

M pa janm palé anglé lakay.
(I never speak English at home.)

b. When a verb is modified by a particle the particle comes between pa and janm.

M pa ta janm alé.
(I would never go.)

M pa t ap janm fè sa.
(I would never do that.)

M pa ap janm dòmi ta.
(I will never sleep late.)

- c. With the following auxiliaries pa janm may or may not be contiguous.

Examples: Ou pa doué janm bouè kon sa.
 Or: Ou pa janm doué bouè kon sa.
 (You should never drink like that.)

Nou pa kab janm maché anpil.
 Or: Nou pa janm kab maché anpil.
 (We can never walk a lot.)

Yo pa pou janm kouè tou sa yo di.
 Or: Yo pa janm pou kouè tou sa yo di.
 (They must never believe everything that is said.)

2. Pou occurs only as an auxiliary. It immediately precedes the verb, except when the emphatic form sé is used.

Examples: Ti moun yo pou bouè let tou lé jou.
 (The children must drink milk every day.)

Sé pou ti-moun yo bouè let tou lé jou.
 (The children must drink milk every day.)

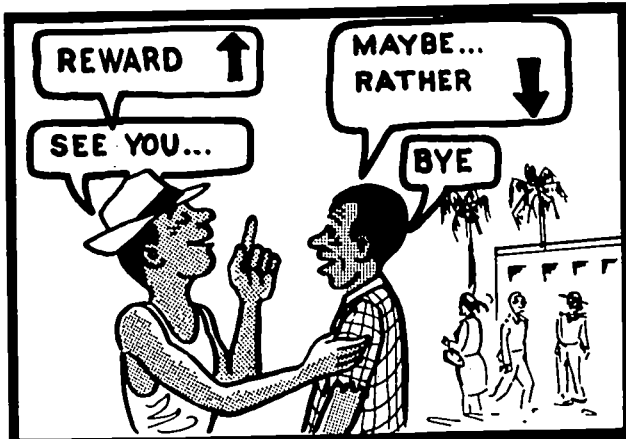
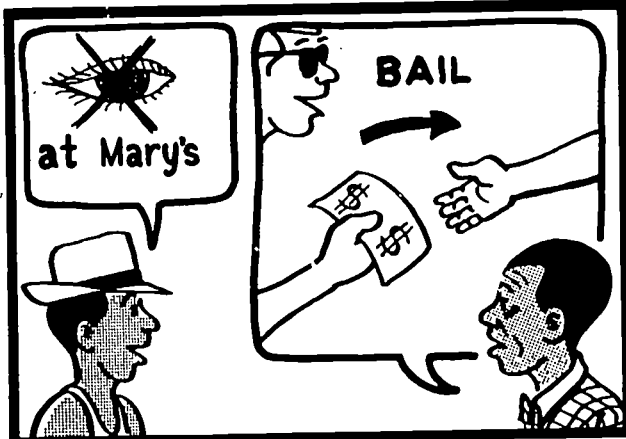
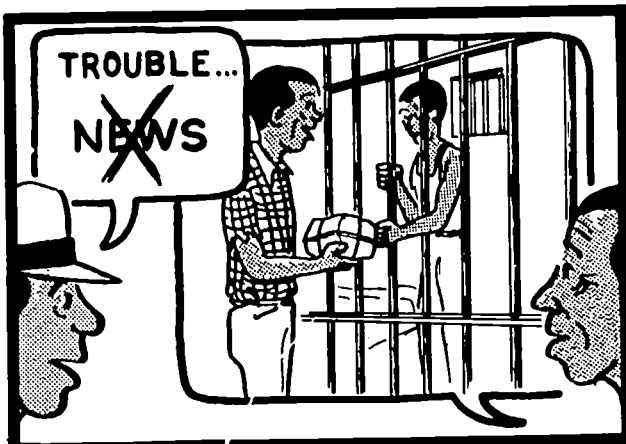
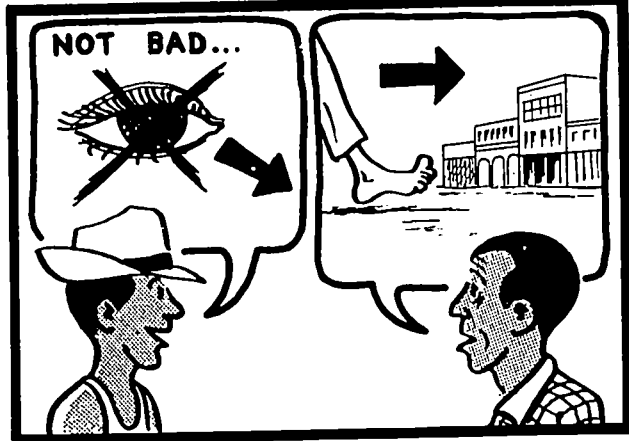
3. The indefinite article has no plural. However, sometimes the particle de or dé, derived from the plural article des/dé, is used in generalizations.

Example: Gen (dé) moun ki pa konn bay manti.
 (There are some people who don't lie.)

Dé foua nou pa al légliz.
 (Sometimes we don't go to church.)

CREOLE

Lesson 21



III. RECITATION

A. Recite the dialogue.

B. Answer the following questions on the dialogue:

1. Eské se deu touris ki kontré?
2. Konman yo rélé?
3. Sé légliz yo kontré?
4. Ki sa moun fè nan maché?
5. Sa Soveu mandé Alsé?
6. Eské Alsé malad anpil?
7. Soveu ouè Alsé tout tan?
8. Sa ki fè yo pa t ouè?
9. Eské Soveu té konnen pou ki Alsé pa t la?
10. Pou ki moun Alsé té désann lavil?

11. Ti gason-n-nan té gen traka avèk légliz?
12. Soveu pa mandé pou ki?
13. Eské se pasé li té joué ak youn ti-fi?
14. Ak ki moun li té goumen?
15. Epi sa ki rive?
16. Sé pitit-Alsé seulman yo arété?
17. Eské Soveu trouvé ké abitan toujou nan traka?
18. Eské paròl-la palé anpil?
19. Soveu pa té konn sa?
20. Pou ki sa paròl-la pa té gen tan palé?

21. Eské Alsé rété chita lakay li?
22. Pou ki sa Alsé désann tou?
23. Eské Alsé di konman ti gason-an rélé?
24. Soveu poko ouè ti nèg-la depi leu-a?
25. Ki bò li té ouè l?
26. Eské Alsé té gen pou l péyé?
27. Pou ki sa li té péyé?
28. Koté li té pran kòb la?
29. Eské Soveu kouè moun moun gen chans?
30. Soveu di yo manjé anpil chak jou?

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31. Eské li di ké fò yo péyé pou tout ti bagay?
32. Alsé pa gen lè dakò?
33. Ki sa Alsé di pou moun lavil?
34. Soveu koué ké abitan pa gen rékonpans?
35. Koté rékonpans yo yé?
36. Eské Alsé koué menm bagay-la?
37. Ki leu Alsé ta pito jouenn rékonpans li?
38. Ki sa légliz di nan sa?
39. E ou menm ki sa ou koué?
40. Eské mésiieu yo rété palé anpil?

IV. PATTERN PRACTICE DRILL

1. Substitution in the pattern Sé...li yé:

CUE

fanm
 abitan
 gason
 chèf séksion
 lariviè
 fi
 étranjé
 moun moun
 dènié
 kouafeù
 pitit fi Anita
 dèyè

STUDENTS

Sé fanm li yé.
 Sé abitan li yé.

2. Substitution in the pattern Yo gen anpil.... :

CUE

fi
 fraz
 chans
 pitit gason
 lèspri
 zanmi
 traka
 odians
 rékonpans
 métié
 pri
 pitit fi

STUDENTS

Yo gen anpil fi.
 Yo gen anpil fraz.

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3. Substitution in the pattern Nou t ap palé de...:

CUE

manadjè otèl San-Souci a

konbann nou fèk achté-a

istoua péi-a
chèf séksion Kènskòf-la
dèniè pitit fi Anita-a
lajèu ak longèu kay-la
lariviè Plézans-la
mètié n ap fè-a
razeu nan péi-a
lapolis an Aiti
otèl Bèlvu
kouzen Tijo-a

STUDENTS

Nou t ap palé de
manadjè otèl
San-Souci-a.

Nou t ap palé de
konbann nou fèk achté-
a.

4. Form a question with Konben...ou genyen and a given cue and ask another student to answer it:

CUE

matant

pitit

bra

kouzen

frè

zòrèy

gason

seu

pié

pitit fi

bouch

tèt

1st STUDENT

Konben matant
ou genyen?

Konben pitit
ou genyen?

2nd STUDENT

M gen sèt
matant.

M gen toua
pitit.

5. Add the given cue to Dépi...di ou sa,... and make appropriate changes:

CUE

M gen rézon.
 Zanmi-ou-nan gen rézon.
 Dupon pitit fi-m-nan chèt séksion-an nou kontroleù-a médam yo malad-la li kanmarad nou yo sékrète-a

STUDENTS

Dépi m di ou sa, m gen rézon.
 Dépi zanmi-ou-nan di ou sa, li gen rézon.

6. Replace "doué" in the following sentences with the form sé pou to express an obligation:

CUE

Nou doué palé kréòl tout tan.
 Chofeù-a doué vin chèché jounalis-la.
 Ti moun yo té doué al lékòl.
 Manadjè-a ta doué levé Makdonal.
 Nou doué pran avion si nou présé.
 Sòlda doué obéi lòd chèf yo.
 Ou pa doué pran sa yo pa ba ou.
 Bòn nan doué fè chanm-nan.
 Ou doué kouri si ou pa vlé rété deyè.
 Nou doué al lékòl si nou vlé gen lèspri.
 Ki moun ki doué alé anvan?
 Li té doué vin tousuit si li pa vlé manké avion-an.

STUDENTS

Sé pou nou palé kréòl tout tan.
Sé pou chofeù-a vin chèché jounalis-la.

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7. Pa janm. Change the following sentences to the negative with pa janm:

SENTENCE

NEGATIVE

Li toujou al légliz lé dimanch.
Alé kay dokteù leù ou malad.
Li vin ouè manman ni.
Avion-an toujou rivé a leù.
Chèf séksion-an arété yo leù yo goumen.
André désann lavil lé samdi.
Achté nan magazen sa-a si ou vlé gen bon bagay.
Soveù maché vit leù li pral lékòl.
Papa l poté manjé pou li nan prizon.
Pitit fi Sésé-a vlé tounen nan mòn.
Asen renmen bay odians.
Makdonal dakò ak sa chofeù-a vlé fè.

Li pa janm al légliz lé dimanch.
Pa janm al ka dokteù leù ou malad.

8. Change the persons in the following sentences to their counterparts in the opposite sex:

CUE

Mésieu yo pa vini jodi-a.
 Manman ni ba li rézon.
 Nonm-nan gen léspri anpil.
 Ti gason-an pa vlé monté
 kokoyé-a.
 Madanm-nan achté légum nan
 men machann-nan.
 Nonk li rivé sot O Kap.
 Ti frè kòmè-a pa vlé al
 lékòl.
 Kouzin Léon-an mouri lòt
 jou.
 Sé youn ti gason ki renmen
 goumen.
 Médam yo pral O Zétazuni.
 Fanm-nan renmen plédé anpil.
 Mésieu yo pa janm gen rézon.

RESPONSE

Médam yo pa vini jodi-a.
 Papa li ba li rézon.

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9. Write from dictation on tape:

Bòs Alsé sé youn abitan ki rété nan mòn Plézans. Li désann lavil dépi dé sémen pou l al chèché travay épi li poko tounen. Madanm ni ak pitit li ap tann ni chak jou paské nan pouen manjé lan kay-la. Alò y ap sivéyé rout-la tout tan pou ouè ki leù nèg-la ap parèt. Men Bòs Alsé poko parèt paské li pa gen chans jouenn youn ti travay é li pa vlé tounen ak dé men vid.

10. Write ten questions on the dictation.

Collect dictations and questions for correction.

V. NARRATION

A. See Valdman, page 205.

B. Answer the following questions on the narration:

- 1-20. See Valdman, page 206.
21. Eske mèsieu yo té kouè sé moun sòt ki palé fransé?
 22. Eské premié nèg-la té konnen ki sa fransé 1-la té vlé di?
 23. Fransé 1-la vlé di ké li pa konn ki moun ki tiyé moun-nan?
 24. Apré premié nèg la di sé li ki tiyé moun nan, ki sa chèf séksion-an mandé?
 25. Ki sa déziem nèg la réponn?
 26. Eske chèf séksion-an té kouè ké yo manti?
 27. Ki dènié bagay chèf séksion-an di?
 28. Eske sa vlé di yo mèt al lakay yo?
 29. Dènié nèg-la réponn ké li pa vlé al nan prizon?
 30. Eske sé bon paròl mèsieu yo réponn?
 31. Konn palé fransé a ba yo anpil léspri?
 32. Ki sa toua mèsieu yo t ap fè leù yo té kontré-a?
 33. Eske sé maladi ki té touyé moun-nan?
 34. Moun ki té touyé lòt la, li alé lapolis pou di ké sé li-menm?
 35. Eske istoua a di ké yo jouenn ni?
 36. Ki lòt provèb nou fèk aprann la-a?
 37. Ou konn palé fransé?
 38. Nou gen anpil léspri?
 39. Ki sa ou konn di an fransé?
 40. Si yo di ou: "Je vou mè zan prizon", ou va di: "dakò"?

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VI. WRITTEN COMPOSITION

Instructions to students:

1. Write a short composition on any or a given topic.
(15 min.)
2. Read your composition to the class.
(2-3 students)
3. Ask questions on the compositions read.

VOCABULARY

abitan, n.	peasant, rural dweller
chans, n.	luck, chance
chèf, n.	head, chief, boss
chèf séksion, n. phr.	rural police
dakò, adv.	agreed, O.K.
dé, de, art.	some
dènié, n. or adj.	last
dèyè, n. or adj.	behind, back, after
etranje, n. or adj.	foreigner; foreign
fi, n.	girl
goumen, v.	to fight
istwa, n.	story, history
janm, janmen, adv.	never, ever
kolé, v. or adj.	to glue, to stick, to be near; glued, stuck
kolé zòrèy, v. phr.	to eavesdrop
kou manman!, int.	I'll be darned! (strong exclamation), Oh, boy!
lagé, v.	to free, to drop, to let go
léspri, n. or adj.	intelligence, spirit, mind; intelligent
mouri, v.	to die
pa janm, adv. phr.	never
parèt, v.	to appear
pasé (paske), conj.	because
pèsonèl, adj.	personal
pitit fi, n. phr.	daughter
plédé + verb, v. phr.	to keep doing something as if to win an argument or a competition
pou, aux.	must
prizon, n.	jail, prison

rékonpans, n.	reward
rézon, n.	reason
gen rézon, v. phr.	to be right
séksion, n.	section, section rurale (Fr.), the smallest regional military subdivision
sièl, n.	heaven
sové, v.	to save
suvéyé, v.	to watch (for)
traka, n.	trouble, bother
zòrèy, n.	ear

Idiomatic Expressions

a1 dèyé youn bagay	to go after something
Je vous mets en prison (Fr.) (Je vou mèz an prison.) M ap mété ou nan prizon. (Cr.)	I'm putting you in jail.
nou tou lé toua	all three of us
pour une raison personnelle (Fr.) (pour un rézon pèsonèl) pou youn rézon pèsonèl (Cr.)	for a personal reason
Qui a tué cet homme?(Fr.) (Ki a tué sèt òm?) Ki moun ki tué nonm sa-a? (Cr.)	Who killed this man?
C'est moi. (Fr.) (Sè moua.) Sé mouen. (Cr.)	It's I.
Sové pou! s.o.	to escape, to save one's neck

Proverb

Palé fransé pa vlé di léspri pou sa.

(To speak French doesn't necessarily mean being intelligent. Or: To be able to speak French is no proof of cleverness.)

Lesson 22

DISCUSSING A SIGHTSEEING TRIP

Mr. MacDonald was tired. He went up to his room and took a nap. Then the taxi driver returned and he woke him up.--Now they are making plans about what to do for the rest of the day.

Driver: Hello, Mr. MacDonald. Did you sleep well?

MacDonald: Yes, I did. It's wonderfully quiet here. I slept well.

Driver: I'm glad to hear it.--Well, what shall we do today?

MacDonald: I'd like to go up to Pétionville and then to Kenscoff. Is it far?

Driver: No, it's not far. It might take about three hours. While we're on the way to Kenscoff, I'll take you to Jeanne Barbancourt's in Boutilliers. You can buy a few bottles of rum there.

MacDonald: I don't want to buy any rum now.

Driver: That doesn't mean you can't go to Jeanne Barbancourt's. You can simply taste the rum and the liqueur. Boutilliers is a nice little spot.

MacDonald: But that doesn't interest me.

Driver: O.K., I'll take you to a tourist shop where you can buy nice little things in mahogany.

MacDonald: You really want to kill me, don't you. But I'm here for several days. I'll have plenty of time to buy these things.

Driver: O.K., you tell me what to do!

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MacDonald: You're a sly one. Take me to Pétionville first. I'd like to find a place from which I can see all of Port-au-Prince.

Driver: You've got to go to Boutiliers then.

MacDonald: O.K., on our way. Let's go.

I. PERCEPTION DRILL

1. Kouté men pa répété:

Asouè-a, leu m fin travay, m pral lakay.
 M p ap ouè pèsonn, pasé pèsonn p ap la.
Ala kontan m a kontan!
 M a ka manjé bien manjé.
 Leu m a fin manjé, m a monté kabann mouen, m a dòmi,
m a dòmi, m a dòmi, m a dòmi jus lòt moun yo va
 rivé.

Kounié-a répété apré mouen. (The students repeat the sentences after the Instructor.)

2. Answer the questions:

QUESTIONS

Ki sa n ap fè asouè-a?
 Ki moun ou a ouè
asouè-a?
 Ki bagay ou ta manjé
 asouè-a?
 Ki koté abitan yo ap
 désann asouè-a?
 Ki moun k ap palé dé
 istoua péi-a asouè-a?
 Ki fi k ap débake
 asouè-a?
 Ki étranjé ou a kontré
 asouè-a?
 Ki nèg chéf séksion-an
 ap lage asouè-a?
 Nan ki prizon yo va mété
 nonm-nan asouè-a?
 Ki koté étudian yo va
 jouenn rékonpans yo
 asouè-a?
 Ki moun ka ralé zòrey
 nou asouè-a?
 Ki moun ki va konn palé
 kréòl bien asouè-a?

ANSWERS

Asouè-a n ap aprann
 kréòl-la.
 M a ouè pitit mouen yo
asouè-a.

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3. Kouté épi répété:

Maten-an, Anita ak Chal t ap goumen. Leu sa-a Tijo
t ap kouri dèyè youn ti fi.

Maten-an, pandan ké Anita a Chal t ap goumen, Tijo
t ap kouri dèyè youn ti fi.

Pandan ke m ap palé-a, pa palé tou, pou nou ka tandé
sa m ap di-a.

Ou p ap fè anyen pandan ke m ap travay.

4. Combine the two given sentences into one:

SENTENCES

Etudian yo p ap fè anyen.
M ap travay.

Ti gason-an kolé zòrey
li.
Nou t ap palé.

André sové poul li.
Chèf sèksion-an pa t
ap suvéyé.

Papa yo mouri.
Yo t ap goumen.

Yo lagé pitit fi-a.
Manman-an ap désann
lavi.

Malad-la mouri.
Yo voyé chèché doktèu.

Nou ouè lafumen k ap
soti nan manjé-a.
Gason-an ap sèvi nou.

M fè youn ti dòmi.
Ti-moun yo ap bay blag.

Li tonbé malad.
Kontrolèu-a ap pézé valiz yo.

Avion-an atéri.
Kanmarad-la t ap fè tèt li.

Youn kokenn chenn chen mòdé li.
Li té kanpé nan kafou-a.

Lapolis-la yin pran ni.
L ap chanté.

COMBINED SENTENCES

Pandan ke m ap travay
etudian yo p ap fè
anyen.

Pandan ke nou t ap palé,
ti-gason-an kolé
zòrey li.

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5. Kouté épi répété:

Jodi-a gen étudian isit-la.
Lé samdi pa gen étudian isit-la.
Lé samdi pa gen pèsonn isit-la.
M pa ouè pèsonn légliz-la.
Ki moun ki vini la-a? - Pèsonn.

Pa gen pèsonn ki vini la-a.
Pèsonn pa vini la-a.

6. Transform the following sentences into negations using pa...pèsonn:

SENTENCES

M ouè ti moun yo
légliz-la.
Nou tandé abitan yo
ap pasé devan pòt-la.
Yo di m gen anpil moun
nan prizon-an.
Li palé ak étudian yo
maten-an.
Gen deu moun ki rété
dèyè.
M konn moun k ap benyen
nan lariviè-a.
M pito mésié sa yo.
Ou bay pitit-la di santim ò.
Nou ouè youn fanm nan
kafou-a.
Gen anpil moun kay kouafeù-a.
Gen youn pakèt moun bò lanmè-a.
Yo ba nou tout moso manjé.
Chèf séksion-an mété nèg-la
nan prizon.

NEGATIONS

M pa ouè pèsonn
légliz-la.
Nou pa tandé pèsonn
ap pasé devan pòt-la.

7. Answer the following questions using the negation pèsonn pa.

QUESTIONS

Ki moun ki chèf séksion
bouk-la?
Ki moun ki dakò avè m?
Ki moun ki t ap goumen
ak ti fi-a?
Ki moun ki mouri
jodi-a?
Ki moun ki gen rézon
nan bagay sa-a?
Ki moun ki palé fransé
isit-la?
Ki moun ki touyé nonm-
nan?
Ki moun ki mété m nan
traka sa-a?
Ki moun ki ralé zòrèy
ti fi-a?
Ki moun ki pral plédé
pou ou?
Ki moun ki té monté anlè
kay-la?
Ki moun ki pran longèu
tab-la?

NEGATIVE ANSWERS

Pèsonn pa chèf séksion
bouk-la.
Pèsonn pa dakò avè ou.

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8. Kouté épi répété:

Makdonal pran youn chanm nan otèl Splendid.
Li fatigé anpil. Li dòmi, li dòmi, li dòmi, li
dòmi, li dòmi.
Li tèlman dòmi, sé manadjè-a ki lévé l.
Otèl-la trankil tou. Leu Makdonal lévé li di:
Ala trankil isit-la trankil!

9. Change the following sentences, using ala and the repetition of the adjective:

SENTENCES

Manjé-a bon anpil.
Ti gason-an bouké
anpil.
Ti komè--a lib anpil.
Kanmarad-la malad anpil.
Avion sa-a rapid anpil.
Nou razeu anpil.
Fè cho anpil jodi-a.
Sièl-la noua anpil.
Pisin-nan plen anpil.
Etudian sa-a sérièu.
Sal de ben-an aéré anpil.
Lakou otèl-la gran anpil.

RESPONSES

Ala bon manjé-a bon.
Ala bouké ti-gason-an
bouké.

10. Transform the following sentences by using the repetition of the verb to show duration:

SENTENCES

M té grangou, m manjé
bien manjé.

Ti mésièu yo goumen
lontan.

Médam yo konmansé plédé.

Ti nèg-la gumen lontan.

André tonbé bay odians.

Nou maché lontan.

Kanmarad mouen-an péché
lontan.

Fanm-nan tonbé chanté.

Nonm-nan tonbé frapé
pitiit li-a.

Solda yo tiré lontan.

Ti pitiit-la jouenn

youn bouat alumèt,

li tonbé pasé alumèt.

Ponpié yo tonbé étenn du
feu-a.

TRANSFORMATIONS

M manjé, m manjé, m
manjé, m manjé.

Ti mésièu yo goumen, yo
goumen, yo goumen, yo
goumen.

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11. Transform the following sentences by using pou:

SENTENCES

Si m vin boneù, m a
repozé m.
Si ou la, ti moun yo p
ap goumen.
Si nou rété n a suvéyé
pitit-la.
Si li kolé zòrey li
la tandé.
Si médam yo repozé yo,
yo p ap bouké.
Si m pran lajan m p ap
razeù.
Si Mari travay bien li
p ap dènié.
Si yo bay odians, y a
fè moun ri.
Si tout moun mèt men,
travay-la va vansé.
Si nou louvri dlo-a,
pisin-nan va plen.
Si Toma rantré m a kapab
sòti.
Si sòlda yo fè égzèsis,
y a konn tiré.

TRANSFORMATIONS

M a vin boneù pou
m repozé m.
Ou a la pou ti moun
yo pa goumen.

12. Use the following auxiliaries to change the meaning of the sentence: Li...plédé pou ti frè-1-la:

AUXILIARIES

pou
 konn
 sòti
 fini
 kapab
 alé
 fèk
 mèt
 vini
 doué
 pou
 konnen

SENTENCES

Li pou plédé pou ti
 frè-1-la.
 Li konn plédé pou ti
 frè-1-la.

PRESENTATION OF THE DIALOGUE

Reference: Valdman, page 209

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II. DIALOGUE

1. Study the vocabulary on Tape No. 22.
2. Study the dialogue on Tape No. 22.

HOMEWORK

1. Work intensively with the dialogue. Be able to recite it in class.
2. Review the vocabulary.
3. Read the grammar notes in Valdman, pages 214, 215, and 216.
4. Read the following additional grammar notes:

- a. When the auxiliary pou is followed by the subject pronoun ou, the second ou sound is pronounced like a short w.

Example: Sé pou ou (pou w) fè manjé-a.
(You must do the cooking.)

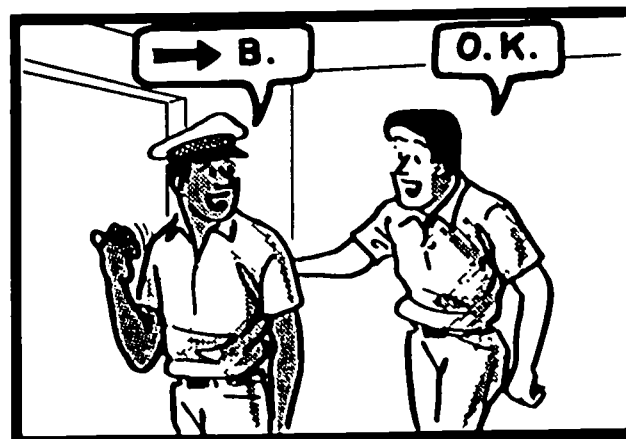
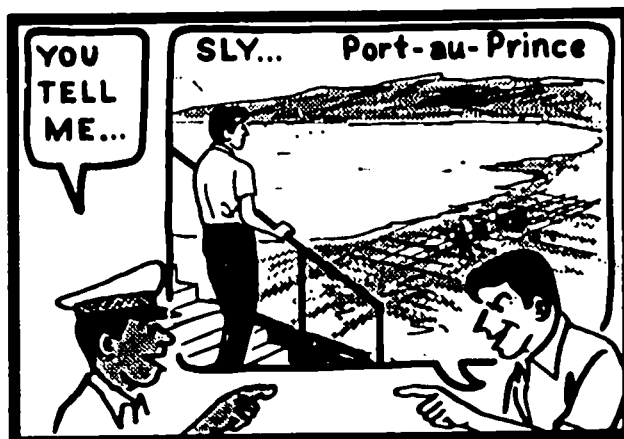
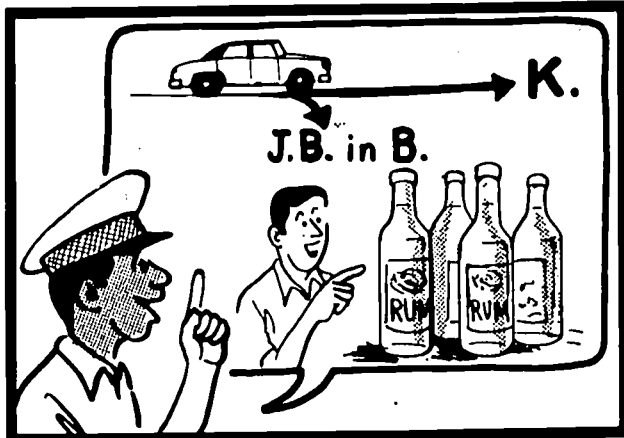
But, when pou ou means 'for you' then ou is not thus changed.

Example: Kay sa-a sé pou ou.
(This house is for you.)

- b. When the demonstrative sa is followed by the definite article -a, the pronunciation of the two a's is like a long a.
5. Prepare ten questions for use in class during the 6th period.

CREOLE

Lesson 22



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III. RECITATION

A. Reenact the dialogue.

B. Answer the following questions on the dialogue:

- 1-13. See Valdman, pages 213-214.
14. Pou ki sa Makdonal té bézouen fè youn ti dòmi?
 15. Eské se manadjè-a ki lèvé Makdonal?
 16. Ou ta domi bien nan otèl Makdonal la tou?
 17. Ki sa chofeu-a mandé Makdonal leu msieu lèvé?
 18. Ki plan chofeu-a ak Makdonal t ap fè?
 19. Eské Makdonal té konn Pétionvil ak Kenskòf déja?
 20. Koté chofeu-a vlé mennen Makdonal pandan yo sou rout Kenskòf-la?
 21. Eské deu mèsieu yo gen menm plan?
 22. Eské bagay pou achté entérésé Makdonal?
 23. Ki sa ki pi entérésé l?
 24. Konben boutèy ronm ou tava achté si ou t alé Pòtoprens?
 25. Touris pa kab alé ka Jann Babankou si yo pa vlé achté?
 26. Ki lòt koté chofeu a vlé mennen blan-an?
 27. Leu ou Boutilié ki sa ou kab oue?
 28. Eské Boutilié anro mon ou bien anba bò lanmè?
 29. Ki bò Makdonal di pou mennen ni anvan?
 30. Eské yo dakò pou alé Boutilié-a?

IV. DRILL AND TRANSLATION

<u>Exercise</u>	<u>Reference in Valdman</u>
1. Lexical Variation	pages 212-213
2. Grammar Exercises	215-219
3. Translations	215-217, 219
4. Test (translation)	214

V. LEKTU

VAKANS

Sé pa seùlman nan avion touris vouayajé. Avion sé pou moun ki présé rivé é pou touris ki pa gen anpil vakans. Men gen lòt jan pou vouayajé tou. Si sé sou tè ou ap vouayajé, ou kab pran avion si ou présé, ou bien ou kab alé nan oto ou, nan otobus ou nan tren. Si sé lòt bò dlo ou vlé alé, ou ka pran avion tou, si ou présé, ou bien ou ka pran bato si ou gen tan é si ou pa moun ki konn malad sou lanmè.

Leu ou vouayajé sou tè, gen plis bagay ou ka ouè. Men gen anpil moun ki pito vouayajé sou lanmè paské yo pa bezouen ouè anpil bagay, men yo gen tan pou yo fè anpil bagay. Sa ki gen anpil lajan yo menm, yo gen bato yo pou yo, é yo kab alé koté yo vlé, leu yo vlé. Men, pou kondui youn bato, li mèt piti, sé youn pakèt afè, paské leu ou nan mitan lanmè, sé dlo seùlman ou ouè tou patou. Alòs, fòk ou bon maren, fòk ou bon navigatè pou ou konn konman pou ou jouenn koté ou vlé alé-a.

Youn lòt bagay ki difisil ankò, sé pou ou konnen konbien tan ou ap pasé déyo, pou fè provizion pou tout moun abò-a. Pasé, si ou manké manjé, si ou manké dlo sou lanmè, sé youn bagay ki grav anpil. Leu bato ou pa tro chajé, épi leu ou gen bon manjé ak dlo, ou gen bon maren kòm kanmarad de vouayaj, leu lanmè kalm avèk bon van k ap souflé, sé youn pakèt plézi pou ou alé koté ou vlé, é pou ou vizité chak jou youn lòt rad ke ou pa té konnen anvan.

Késton

1. Sé nan avion seülman touris vouayajé?
2. Pou ki kalité moun avion yé?
3. Si ou pa gen anpil vakans é ke ou ap vouayajé, kouman pou ou vouayajé?
4. Eské gen lòt jan pou moun vouayajé?
5. Ki jan youn moun ka vouayajé sou tè?
6. Eske li kapab pran avion tou?
7. Ki jan nou ka vouayajé si nou pral lòt bò dlo?
8. Sé tout moun ki ka vouayajé sou lanmè?
9. Pou ki sa?
10. Eske ou konn malad sou lanmè?

11. Ki koté ki gen plis bagay pou ouè leü ou ap vouayajé, sou tè ou bien sou lanmè?
12. Pou ki sa gen moun ki pito vouayajé sou lanmè?
13. Ki bagay youn moun ka fè leü l ap vouayajé sou lanmè?
14. Nou renmen vouayajé sou lanmè?
15. Ki jan ou pito vouayajé?
16. Ki kalité moun ki gen bato yo?
17. Moun sa ki gen bato yo, yo kab alé koté yo vlé?
18. Eské menm moun sa-yo kapab alé youn koté leü yo vlé?
19. Ou kapab alé koté ou vlé, leü ou vlé?
20. Eske ou gen youn bato?

21. Eske sé youn ti zafè pou kondui youn bato?
22. Leü ou nan mitan lanmè, ki sa ou ouè tou patou?
23. Leü kon sa ou pa ouè tè ditou?
24. Tout moun kapab kondui youn bato?
25. Ki sa pou ou yé pou ou ka kondui youn bato?
26. Sé navigatè seülman ki travay sou bato?
27. Ki moun ankò nou ka ouè sou youn bato?
28. Leü ou pral sou lanmè pou kèk jou, ki sa pou ou sonjé poté abò?
29. Ki sa pou ou konnen anvan ou konnen konbien provizion pou ou poté?
30. Madanm ou fè provizion jodi-a?

31. Pou konben moun pou ou fè provizion lakay ou?
32. Si manké manjé ak dlo sou lanmè, eske sé youn bagay grav?
33. Nou konn manké manjé lakay nou?
34. Eske gen de koté moun konn manké manjé?
35. E an Aiti?
36. Bato yo konn trò chajé?
37. Leü bato yo trò chajé, eské yo ka vouayajé bien?
38. Eske lanmè toujou kalm?
39. Konben maren ki genyen isit-la?
40. Maren sa yo konn navigé youn bato?

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VI. TOWARD FREE EXPRESSION

Students ask each other the questions they prepared as homework.

VOCABULARY

abò, adv.	on board, aboard
afè, zafè, n.	affair, thing, matter, business
akajou, kajou, n.	mahogany
ala	how, what a (emphatic)
an avan	forward, let's go
anpèché, v. or adj.	to prevent, prevented
aprè demen, apré demen	the day after tomorrow
asouè, soua, n.	evening
Babankou, n.	Barbancourt, a family name, brand of Haitian rum
bakoulou, n. or adj.	sly fellow; sly
baré, v.	to stop, to block off one's way
bijou, n.	jewelry
boutèy, n.	bottle
Boutilié	Boutiliers, a mountain resort overlooking Port- au-Prince
chajé, v. or adj.	to load; loaded
chòp, n.	tourist shop
entérésé, v. or adj.	to interest; interested
fèt, n.	holiday, feast, anniversary
Fusi, pr.n.	Furcy, a village near Kenscoff
gouté, v.	to taste
grav, adj.	grave
Jan Babankou, pr.n.	Jeanne Barbancourt, rum distiller
kalm, adj.	calm
kalmé, kalmen, v.	to calm
koupé, v. or adj.	to cut; cut
lézòt (pl.), lòt, adj.	other
likeù, likè, n.	liqueur

mankê, v. or adj.	to miss; missed
maren, n.	sailor
minut, n.	minute
mitan, n.	middle
moua, n.	month
nan mitan	between, right in the middle
navigateû, navigatê, n.	navigator
nen, n.	nose
pandan, prep.	during, while
pêsôn, indef. pron.	no one, nobody
plan, n.	plan
potê, v.	to wear
provizion, n.	provisions, supplies, food
rad, n.	roadstead, anchorage, port
rês, n.	remainder, rest
ronm, n.	rum
sapat, n.	sandals
semên, sêmên, n.	week
senpleman, adv.	simply
tablo, n.	painting
ta leû, ti ta leû tou ta leû	in a short while
tê, n.	land, earth, ground, soil
touchê, v.	to touch
trankil, adj.	quiet
tren, n.	train
vakans, n.	vacation
youn kat jê noua, n. phr.	sunglasses (lit., (a) four black eyes)

Idiomatic Expressions

kon sa menm	really, just like that
sê youn pakèt afê	it's a big affair; it's something fantastic.

Lesson 23

AT THE RIFLE RANGE

Sergeant: The other day, I taught you the name of each part of a rifle. That's something you ought to know well. Pvt. Sédieu!

Pvt. Sédieu: Here, Sergeant.

Sergeant: Front and Center
Four steps forward! March!
Right shoulder arms!
Present arms!
Right shoulder, arms!
Left shoulder, arms!

Good. Now, take apart the rifle and give me the name for each part.

Pvt. Sédieu: This is the barrel. The bullet passes through it.

Sergeant: You, Pvt. Jak, show me the stock.

Pvt. Jak: Here it is, sergeant. It's made of wood.

Sergeant: Pvt. Sédieu, what is the stock used for?

Pvt. Sédieu: When firing the rifle, the stock is rested on the front part of the shoulder. It helps the soldier to hold the rifle and aim.

Sergeant: And what is this part, this little thing on the top of the front part of the barrel?

Pvt. Sédieu: It's called the front sight.

Sergeant: And this on the top of the back part of the barrel?

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Pvt. Sédieu: That is the rear sight. It's used with the front sight to align the rifle with the target.

Sergeant: Good. Pvt. Asèn, what is that?

Pvt. Asèn: That, sergeant, is the magazine; it carries the bullets.

Sergeant: Pvt. Jak, what is that?

Pvt. Jak: That's the magazine-well. The magazine fits into it.

Sergeant: And what is that?

Pvt. Jak: That's the bolt.

Sergeant: How is it used?

Pvt. Jak: It holds the firing pin which actually causes the powder charge in the cartridge to burn.

Sergeant: Good. Tomorrow we are going to start firing.

Fall in!
Dress right, dress!
Forward!
March!

I. PERCEPTION DRILL

1. Kouté épi répété fraz sa-a:

Sa-a sé figu mouen. (point at my face)
 Kounié-a montré m figu nou. (The students point
 to their faces.)

Répété menm fraz-la.

Répété: Sa-a sé zépòl mouen. (point to my shoulder)
 Montré m zépòl nou. (The students point
 to their shoulders.)

Répété dènié fraz-la.

Répété apré mouen: Nou gen youn figu men nou gen
 deu zépòl.

Nou gen zépòl douat; nou gen
 zépòl gòch.

Nou gen youn seul kò.

2. Answer the following questions:

QUESTIONS

Konben bra ou genyen?
 Konben figu ou genyen?
 Konben nen ou genyen?
 Konben men ou genyen?
 Konben zépòl ou genyen?
 Konben kò ou genyen?
 Konben zòrèy ou genyen?
 Konbien bra ou genyen?
 Konbien tèt ou genyen?
 Konbien zépòl ou genyen?
 Konbien zòrèy ou genyen?
 Konbien men ou genyen?

ANSWERS

M gen deu bra,
 M gen youn seul figu.

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3. Kouté épi répété:

Sa-a sé youn moso boua. Pòt-la an boua.
Tab-la pa an boua.

Substitute the following cues for baton-an in the sentence Baton sa-a an boua:

CUE	SENTENCE
baton-an	<u>Baton</u> sa-a an boua.
mato yo	<u>Mato</u> sa <u>yo</u> an boua.
bouat yo	
tab-la	
kay-la	
zouti yo	
ouaf-la	
kabann yo	
kamionèt yo	
rabo yo	
magazen-an	
legliz-la	

4. Kouté pa répété: (refer to diagram of rifle)

Nou konnen déja sa youn fizi yé. Jodi-a nou pral aprann non tout piès youn fizi genyen.

Kounié-a répété apré mouen.

Fizi sèvi ak bal pou tiré.
Piès fuzi-a, koté bal-la pasé-a, rélé kanon.
Leu n ap tiré, n apiyé dèyè kròs-la sou zèpòl nou.
Sé pou nou kolé figu nou sou kròs-la tou.
Ti bagay ki sou tèt devan kanon-an rélé gidon.
Ti bagay ki sou tèt dèyè kanon-an rélé òs.
Sou chan d ti, nou tiré sou youn sib.
Pou nou tiré nan mitan sib-la, fò nou vizé bien.
Pou nou vizé bien, fò òs ak gidon-an sou menm aliyman.
Nou mètè bal yo nan chajèu-a.
Nou mètè chajèu-a nan magazen fuzi-a.
Magazen fuzi-a sé koté ki resevoua chajèu-a.
Pou pasé youn bal nan kanon fuzi-a, nou baskulé kulas-la.

5. Kouté pa répété:

A lè ki lé nou konnen non piès fuzi yo.
 Pou pi su aprann yo ankò asoué-a.
 A lè ki lé kouté épi répété.

Nou konmansé konn kréòl-la Chak jou nou gen mouens
 bagay pou n aprann. Nou travay mouens tou.
 Nou travay mouens pasé mouen.

6. Replace 'plis' with 'mouens' in the following sentences:

SENTENCES

M fè plis afè
 pasé tonton ou.
 N achté plis akajou
 a lè ki lé.
 Asoué-a ap gen plis
 boutéy ronm.
 Apré démen y ap chajé
 kamion-an plis.
 A lè ki lé gen plis
 likeu nan chòp yo.
 Fanm poté plis bijou
 a lè ki lé.
 Gen plis maren pasé
 sòlda.
 Pèsonn pa gen plis
 provizion.
 Gran moun gen plis
 vakans pasé ti-moun.
 Sémenn sa-a gen plis yan.
 M gen plis lèspri pase ou.
 Nou gen plis traka ak
 kréòl-la moua sa-a.

RESPONSES

M fè mouens afè pasé
 tonton ou.
 N achté mouens akajou
 a lè ki lé.

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7. Kouté épi répété:

Nou isit pou n aprann kréòl. Sé sa nou la pou fè.
Sé sa liètnan-an la pou fè tou.
Sé sa nou tout la pou fè.

8. Substitute the cues for nou in the sentence Sé sa nou la pou fè:

CUES

bòn-nan
maren-an
ou
gran moun yo
mouen
navigateù-a
pitit fil-a
nou tout
abitan-an
chèf sèksion-an
li

SENTENCES

Sé sa bòn-nan la pou fè.

9. Substitute the cues for afè in the sentence Sé youn afè ki su.

CUES

maren
plan
bagay
tren
istoua
gason
mètié
kafou
paròl
kanmarad
ruèl

SENTENCES

Sé youn maren ki su.

10. Kouté épi répété:

Nou dòmi tousuit leù nou monté kabann nou.
Men gen dé leù, nou viré, nou tounen, nou pa kapab
dòmi.

Nou pa ka dòmi du tou.
Nou pa sa dòmi menm.
Pou ki sa ou kapab pa ka dòmi?
Pou ki sa ou kab pa ka dòmi?
Pou ki sa ou ka pa ka dòmi?
Pou ki sa ou ka pa sa dòmi?
M ka pa ka dòmi, paské m pa gen ben kabann.

11. Add the pattern ka pa ka to the following sentences:

SENTENCES

Li pa konnen sa y ap fè.

Madanm-nan pa vouayajé.

Touris yo pa rivé Fusi.
Lézòt bato yo pa rantré
nan rad-la.

Navigateù-a pa pran
vakans.

Pèsonn pa di anyen.

Nèg-la pa achté sapat-la.

Maren-an pa fè sèmen-nan
ak madanm-ni.

Asouè-a ou p ap bouè likeù.

Chèf séksion-an pa baré
vòlò-a.

Chofèù-a pa mennen blan-an
Boutilié.

Ti-fi-a pa goumen ak
ti-gason-an.

RESPONSES

Li ka pa ka konnen sa
y ap fè.

Madanm-nan ka pa ka
vouayajé.

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II. DIALOGUE

Sou chan d tir

Youn ploton sòlda ap fè égzèsis de tir. Sé Sèjan Pòl.
K ap ba yo enstriksion.

Sèjan: Ploton, lòt jou m montré nou kouman yo rélé chak
piès fizi-a. Sé bagay pou nou konnen bien.
Sòlda Sédieu!

Sédieu: Prèzan.

Sèjan: Sòté dè ran.

Sédieu: Avozòd.

Sèjan: Kat pa an avan; an avan mach!

Sédieu: En, de, toua, kat.

Sèjan: Poté, am!
Prèzanté, am!
Am a lépòl douat, douat!
Am a lépòl gòch, gòch!
Dépozé, am!

Bon, a lè ki lè, dèmonté fizi-a é ban mouen non chak
piès yo.

Sédieu: Sa-a sé kanon-an. Sé ladan ni bal-la pasé.

Sèjan: Ou-memm sòlda Jak koté sa yo rélé kròs-la.

Sédieu: Men li sèjan. Sé piès sa-a ki an boua.

Sèjan: Sòlda Sédieu di m ki sa kròs-la sèvi.

Sédieu: Sé li pou apiyé devan zépòl ou épi ou kolé
bò figi ou sou li pou ou kab vizé bien.

Sèjan: E sa, sa sa-a yé, ti bagay ki sou tèt devan
kanon-an?

Sédieu: Sa-a, yo rélé li gidon.

Sèjan: E sa-a, sou tèt dèyè kanon-an?

Sédieu: Sa-a, sé òs-la; Sé li pou ou ajusté sou gidon-an pou ou vize sib-la jus.

Sèjan: Bon. Ou-menm sòlda Asèn. Konman yo rélé sa a?

Asèn: Sa-a sèjan, yo rélé li chajeù, sé li ki gen bal yo.

Sèjan: Sòlda Jak, sa sa-a yé?

Jak: Sa-a sé magazen-an. Sé laden ni pou ou fouré chajeù-a.

Sèjan: E sa-a?

Jak: Sa-a sé kilas.

Sèjan: Ki sa li sèvi?

Jak: Sé li yo baskilé pou pasé youn bal o kanon.

Sèjan: Bon, démen nou pral kòmansé tiré.
Sòlda Sédieu retounen lan ran.
Ploton...a douat, aliyman. Gad-a-vou! An avan,
mach!

HOMEWORK

- A. Study the dialogue well enough so that you can work with it freely in class tomorrow. You need not memorize it word for word.
- B. Check your knowledge of the vocabulary.
- C. Read the following grammar notes:

1. Mouen/mouens 'less, minus' (see Grammar Notes, L. 19 about pi/plis.)

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2. Mouen 'less' and pi 'more' are used to express the comparative degree of adjectives of quality.

Examples: Oto sa-a mouen bèl.
(This car is less beautiful.)

Ti gason-an pi fò pasé ti fi-a.
(The boy is stronger than the girl.)

3. Mouens 'less' and plis 'more' are used to express the comparative degree of quantity.

Example: Mouen gen mouens lajan pasé ou.
(I have less money than you.)

Nou gen plis liv pasé yo.
(We have more books than they.)

Note: Pasé may be replaced by ké in most cases of the comparative.

Example: Anita pi bèl ké Sésé.

Or: Anita pi bèl (ugly) pasé Sésé.

4. Most Creole speakers prefer pi/plis plus adjective to mouen/mouens plus the appropriate antonym. They will, for example, say:

rather than: Pié boua a pi ro ké kay-la.
Kay-la mouen ro ké pié boua-a.

say: Anita pi bèl ké Sésé.

or: Sésé pi lèd (ugly) pasé Anita.

rather than: Sésé mouen bèl ké Anita.

5. Ka, kab, or kapab 'may, can, be able to ' may be used interchangeably.

Study the following examples:

Mouen kab pa ka vini.

I may be unable to come.

Mouen ka pa kab vini.

"

Mouen ka pa kapab vini.

"

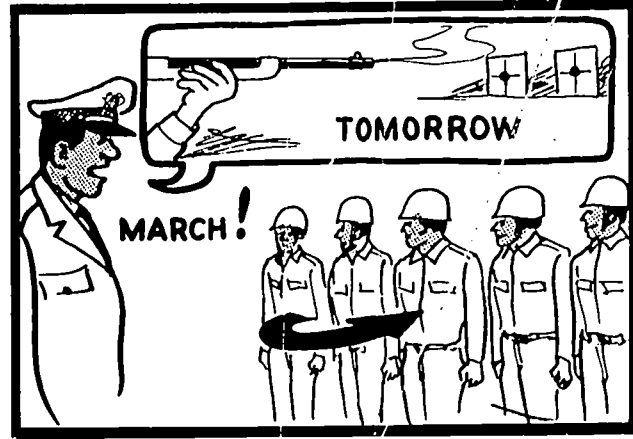
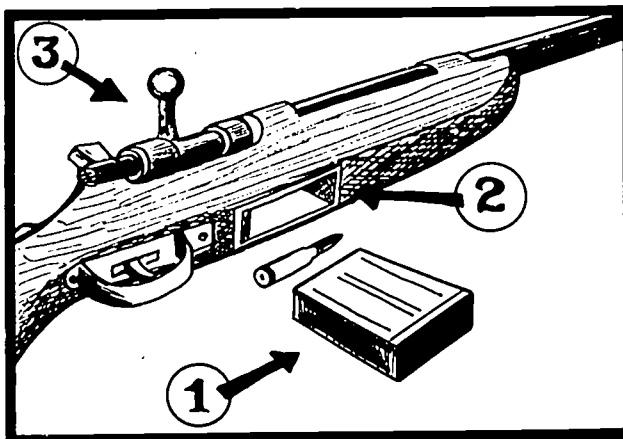
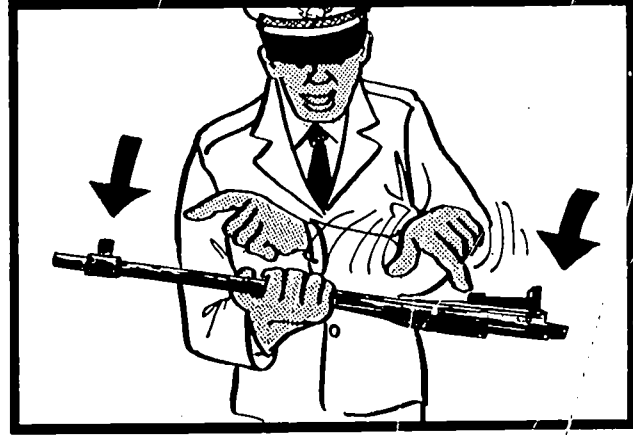
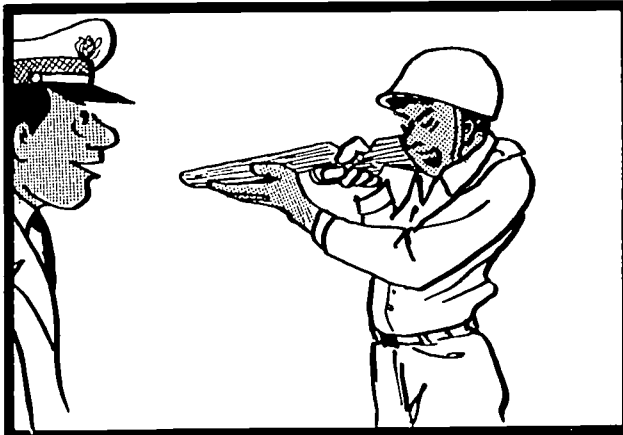
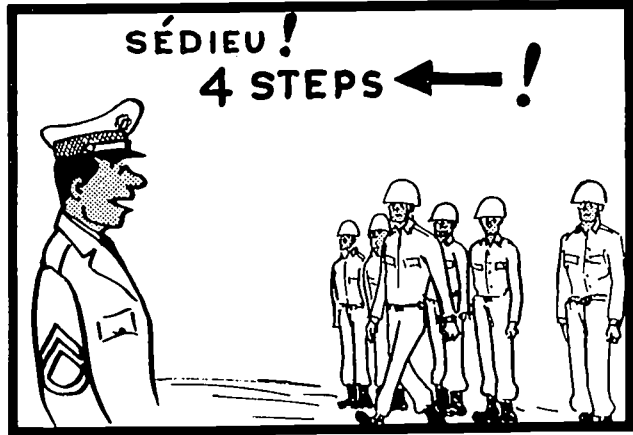
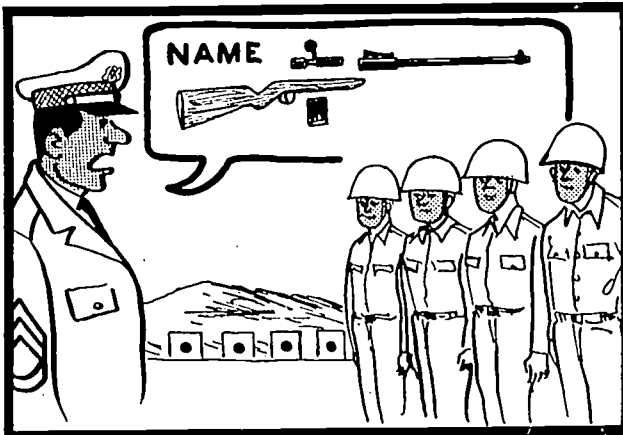
Avion an kab pa ka atéri.

The plane may be unable to land.

Or: The plane may not be able to land.

CREOLE

Lesson 23



III. RECITATION

A. Reenact the dialogue.

B. Answer the following questions on the dialogue:

1. Ki sa k ap fè egzèsis de tir? (youn ploton)
2. Ki koté sòlda yo ap fè egzèsis yo? (Chan d tir)
3. Ki moun k ap ba yo enstruksion? (sèjan Pòl)
4. Ki sa sèjan Pòl té montré sòlda yo lòt jou?
5. Eske sòlda yo konn piès fuzi yo bien?
6. E ou-menm, eske ou konn piès fizi yo?
7. Lè youn sèjan rélé non youn sòlda, sa pou sòlda-a réponn? (prézan)
8. Ki sa sèjan-an di sòlda Sédieu pou li fè? (Sòté dè ran)
9. E ki sa Sédieu réponn ni? (Avozòd.)
10. Pou ki sa sèjan-an di Sédieu pou li fè kat pa an avan?
11. Leu Sédieu fè kat pa an avan, ki sa sèjan-an di l pou l fè? (Poté am, etc.,.....)
12. Eske ou kapab fè sa sèjan-an mandé Sédieu fè-a?
13. Pou ki sa li di Sédieu pou démonté fizi-a?
14. Nou ka démonté youn fizi?
15. Konman yo rélé koté bal-la ka pasé nan fizi-a?
16. E piès ki an boua, nan dèyè fizi-a? (kròs)
17. Leu ou pral tiré youn fizi, ki sa pou ou fè ak kròs-la?
18. Si kròs-la bien apiyé devan zépòl-ou, eske ou a vizé bien?
19. Nou konn vizé bien?
20. Gen youn ti bagay devan, sou tèt kanon-an, kouman li rélé? (gidon)
21. E piès ki sou tèt dèyè-a?
22. Ki sa òs-la sèvi nan youn fizi?
23. Leu youn moun ap aprann tiré, sou ki sa yo fè li tiré?
24. Eske ou konn vizé jus?
25. Konman yo rélé bagay yo mété bal yo? (chajèu)
26. E koté pou ou fouré chajèu-a nan fuzi/ (nan magazen-an)
27. Ki piès yo baskulé pou pasé youn bal o kanon? (kilas-la)
28. Ki sa sèjan-an pral fè sòlda yo fè démen?
29. Leu ou vlé tout sòlda rété douat, ki sa pou ou di vo? (Gad-a-vou)
30. Ki dènié bagay sèjan an di ploton-an? (An avan, mach!)

IV. DRILLS AND EXERCISES

1. Add the following cues to the pattern Sòlda yo...
fizi yo...:

CUES

apiyé sou tab-la
 ap chèché
 té kouvri
 va a justé démen
 Sé pou démonté
 bat vòlè yo ak
 baskulé pou pasé youn
 bal o kanon
 mété chajeù yo nan
 magazen
 démonté piès
 kolé figi yo sou
 kròs
 baskulé kulas
 apuyé kròs devan
 zépòl yo

SENTENCES

Sòlda yo apiyé fizi yo
sou tab-la.
 Sòlda yo ap chèché fizi yo.

2. Réponn késtion yo:

QUESTIONS

Kouman piès fizi koté
 bal-la pasé-a rélé?
 Kouman piès ki an boua
 dèyè fizi-a rélé?
 Devan ki sa pou ou
 apiyé kròs-la?
 (zépòl mouen)
 Pou ki sa ou kolé
 figi ou sou kròs la?
 (vizé bien)
 Konman yo rélé ti piès
 sou tèt devan kanon-an?
 (gidon)
 Konman yo rélé ti piès
 ki sou tèt dèyè kanon-an?
 (òs)

ANSWERS

Piès fizi koté bal-la
 pasé-a rélé kanon.
 Piès ki an boua dèyè
 fizi-a rélé kròs.

(continued)

Sou ki sa pou ou ajuste
os-la pou ou ka vize?
(gidon)
Sou ki sa solda yo vize
sou chan d tir? (sib)
Kouman yo rele bagay ki
gen bal yo? (chajeu)
Ki kote yo mete chajeu-a
pou tire? (magazen)
Ki sa yo rele magazen?
(Kote yo met chajeu-a)
Ki sa pou ou baskule pou
pase youn bal o kanon?
(kulas)

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3. Give the military commands according to cues:

CUES	COMMANDS
Tell the platoon to shoulder arms.	Poté, am!
Tell the platoon to present arms.	Prézanté, am!
Tell the platoon to right shoulder arms.	Am a lépol douat, douat!
Tell the platoon to left shoulder arms.	Am a lépol gòch, gòch!
Tell the platoon to be at attention.	Gad a vou, fiks!
Tell the platoon to forward four steps.	Kat pa an avan, mach!
Tell soldier Sédieu to fall out.	Sòlda Sédieu sòté dè ran!
Tell the platoon to dress right.	A douat aliyman, mach!
Tell the platoon to order arms.	Dépozé, am!

4. Kounié-a louvri liv nou paj...Chak pòtré yo sé youn moso nan kò nou. Sé pou nou di m kouman chak rélé. Réponn késtion m yo.

1. (un) Ki moso kò ou sa-a yé? (pause)
Sa-a sé bra mouen.
2. (deu) Ki moso kò ou sa-a yé? (pause)
Sa-a sé zorèy mouen.
3. (toua) Ki moso kò ou sa-a yé? (pause)
Sa-a sé men mouen.
4. (kat) Ki moso kò ou sa-a yé? (pause)
Sa-a sé nen mouen.
5. (senk) Ki moso kò ou sa-a yé? (pause)
Sa-a sé zépòl mouen.
6. (sis) Ki moso kò ou sa-a yé? (pause)
Sa-a sé figu mouen.
7. (sèt) Ki moso kò ou sa-a yé? (pause)
Sa-a sé je mouen.
8. (uit) Ki moso kò ou sa-a yé? (pause)
Sa-a sé tèt mouen.
9. (neuf) Ki moso kò ou sa-a yé? (pause)
Sa-a sé do mouen.
10. (dis) Ki moso kò ou sa-a yé? (pause)
Sa-a sé lang mouen.

5. A leù ki lé, konté pa dis (10). Konmansé avèk un (1) jus nou rivé deu san un (201). M a répété apré nou. Konmansé.

Pause...un(1) , pause...onze(11),pause...venteun(21),
... (31),... (41),... (51)...,61,...71,...81,...91,...
101,...110,...111,...131,...141,...151,...161,...171,...
181,...191,...201,.....

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6. Transform the following sentences by using mouens:

SENTENCES

Pa gen anpil aksidan
a leù ki lé.

Pa gen anpil boua sou
mòn yo.

Moua sa-a pa gen anpil
djòb.

Pa gen anpil bal pou
gad yo.

Pa gen anpil fizi nan
kazèn-nan.

Semèn sa-a pa gen
anpil maren ki
debaké.

Pa gen anpil sòlda nan
ploton sa-a.

Jodi-a pa gen anpil
étudian ki prézan.

A leù ki lé pa gen
anpil vokasion.

Pa gen anpil moun
nan provens yo.

Pa gen anpil gason
ki fè kariè militè.

Yo pa bay sòlda yo
anpil enstruksion.

TRANSFORMATIONS

Gen mouens aksidan a leù
ki lé.

Gen mouens boua sou
mòn yo.

7. Make a complete sentence with each of the following words and say it out loud. Then write the sentences down and give them to the teacher for correction. (about 10 to 12 min.)

aliyman
baskulé
kapital

gad kòt
démonté
piès
marin

sib
gōch
boua

8. Translate the following sentences, making use of kap, ka, kab, and kapab:

- a. He may be unable to come.
- b. The manager may not be able to wake up Mr. MacDonald.
- c. You may be unable to do it yourself.
- d. The driver may not be able to go to Boutiliers.
- e. The sick girl may be unable to sleep.
- f. The tourist may not be able to buy the car.
- g. The lady may be unable to purchase the vegetables.
- h. The children may not be able to go to church.
- i. We may be unable to take our vacation this week.
- j. My brother may be unable to come back today.

V. LEKTU

Kariè militè

Nan tout pèi, gen moun ki antré nan lamé paské yo renmen sa, ou bien yo santi yo gen bon dispozision pou sa. Sé sa yo rélé vokasion. Gen anpil lòt moun menm ki anrolé nan youn branch ou bien nan youn lòt paske yo pa ka jouenn youn lòt djòb pou yo fè. An Aiti, kòm tou patou, sé menm bagay; ou jouenn militè ki gen vokasion-an, tankou ou ka jouenn tou ki antré ladan n poutèt ke sé youn kòb ki su, é poutèt otorité yo genyen sou sivil.

Genyen toua branch nan lamé d Aiti: sé Enfantri, Aviasion ak Marin. Sé Enfantri ki gen plis moun, kòm nan tout lòt pèi, paské li kouvri tout pèi-a. Aviasion ak Marin menm, yo gen mouens moun, paské sé Pòtoprens, nan kapital-la seùlman yo yé. Anpil nèg p ap antré nan aviasion, paske yo pè monte anle pou yo pa tonbé; dèt menm p ap anrolé nan marin paske yo pè dlo.

Marin-nan, an Aiti, sé pa sa yo rélé "Mérin" O Zétazuni, men sé sa Ameriken rélé "Névi". An Aiti, yo rélé li gad kòt paské sé sèl travay li la pou fè, sa vlé di ké sé-li ki la pou suveyé kòt pèi-a. Aviasion an Aiti fè sèvis komèsial tou. Li gen youn sèvis vouayaj avèk vil provens ki louen kapital-la, sa vlé di plis ké san kilomèt. O Zétazuni sa ta fè souasant "mayl." Sé youn bon bagay, pasé gen de koté rout yo pa bon menm, é si lapli tonbé, ou kab pa ka konnen ki leu ou a rive. Menm aviasion militè-a fè sèvis lapòs tou. Aviasion-an sé youn sèvis ki maché bien an Aiti. L ap maché dépi trant an, avèk avion ki gen menm laj-la. Sé youn seùl foya té gen youn aksidan dépi leu sa-a. Nan pouen youn seùl lòt pèi, ki bato rekò sa-a.

Késton

1. Nan ki péi gen moun ki antré nan lamé?
2. Pa gen pèson ki gen bon dispozision pou sa?
3. Eské gen moun ki gen vokasion-an?
4. Eské yo renmen ni leu yo gen vokasion-an?
5. Eské gen moun ki anrolé san vokasion?
6. Sa ki fè gen moun ki anrolé san vokasion?
7. An Aiti sé pa menm bagay?
8. Sivil gen otorité sou militè an Aiti?
9. Konbien branch ki genyen nan lamé d Aiti?
10. Eské sé menm avèk tout lòt péi?

11. Eske enfantri an Aiti sé sa yo rélé "armi" O Zétazuni?
12. Marin an Aiti sé sa yo rélé "Mérin" O Zétazuni?
13. Sé aviasion ki gen plis moun?
14. Ki branch ki gen plis moun?
15. Pou ki sa enfantri gen plis moun?
16. Eské tout moun renmen aviasion?
17. Pou ki sa sé pa tout moun ki renmen aviasion?
18. Konman yo rélé branch marin-nan an Aiti?
19. Ki travay li la pou l fè?
20. Eské tout moun renmen ni?

21. Ki jan moun ki pa renmen monté sou lanmè?
22. Eské aviasion gen plis moun pasé enfantri an Aiti?
23. Eske li sivéye péi a tou?
24. Ki lòt sèvis li fè?
25. Eské li pran vouayaje pou vil provens?
26. Eské tout rout an Aiti sé bon rout?
27. Ou ka vouayaje pi fasil leu lapli tonbé?
28. Vil provens ki a trant kilomèt, eské yo louen kapital-la?
29. Aviasion militè pa fè sèvis lapòs?
30. Eské gen aviasion sivil an Aiti pou fè sèvis komèsial?

31. Aviasion pa maché bien an Aiti?
32. Dépi ki leu gen aviasion an Aiti?
33. Eské avion yo la lontan?
34. Eské yo fè anpil aksidan.
35. Eské moun ka sové fasil leu youn avion tonbé?
36. Eské moun ka sové leu bato fè aksidan sou lanmè?
37. Eské konn gen vouayaje ki mouri nan aksidan avion an Aiti?
38. E nan lòt péi?
39. Ki moun ki konn monté sou bato déja?
40. E nan avion?

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VI. WRITTEN COMPOSITION

Instructions to students:

1. Write a short composition on any or a given topic.
(15 min.)
2. Read your composition to the class.
(2-3 students)
3. Ask questions on the compositions read.

VOCABULARY

ajustē, v.	to adjust, fit
aksidan, n.	accident
a lē ki lē, a leū ki lē,	now
adv.	alignment, line
aliyman, n.	to lean, rest
apuyē, apiyē, v.	Air Force, aviation
aviasion, n.	at your order
avozōd, int.	
	bullet
bal, n.	to cock
baskulē, baskilē, v.	to beat
bat, v.	wood
boua, n.	branch
branch, n.	
	magazine
chajeū, n.	
démontē, v.	to take apart
dispozision, n.	disposition
djōb, n.	job
dōt, pron.	others
douat, adj.	right
	Infantry
enfantri, n.	instruction
enstruksion, enstriksion, n.	
	face, visage
figu, figi, n.	
gidon (fizi), n.	front sight (of gun)
gōch, adj.	left
	Jacques (Fr) [James]
Jak, pr.n.	
	may
ka, kab, kapab, aux.	barrel
kanon (fizi), n.	capital
kapital, n.	career
kariē, n.	bolt
kulas, kilas, n.	body
kō, n.	commercial
komèsial, adj.	coast
kōt, n.	Coast Guard
gad kōt, cpd. n.	to cover
kouvri, v.	stock
krōs, n.	

magazen, n.	magazine-well
marin, n.	navy
militê, n. or adj.	military
mouen, mouens, adv. or prep.	less, minus
ôs, (fizi), n.	rear sight
otôrite, n.	authority
pê, peû, adj.	scared, afraid
piês, n.	part
ploton, n.	platoon, squad
Pôl, pr.n.	[_Paul_]
prézan, adj.	present
provens, n.	country town
rekô, n.	record
santi, v.	to feel
seûl, sêl, adj.	alone
sib, n.	target
Sédiéu, Sédié, pr. n.	(a man's name)
têt, n. or prep.	head, above, over, on, on top of
vokasion, n.	vocation
zépôl, n.	shoulder

Military Commands

Gad-a-vou!	Attention!
Mach!	March!
Pasé youn bal o kanon.	Load!
Soté dè ran!	Fall out!

Lesson 24

FIRST COMMUNION

Mr. MacDonald is asking Mrs. Toma about First Communion.

MacDonald: Hi! Good morning, Madam. How do you do?

Mrs. Toma: Oh! I'm fine, thank you. But who are you?
We have never seen you in this area.

MacDonald: My name is MacDonald. I'm not from here.

Mrs. Toma: What fair wind brings you here? You don't look
like a native of this country.

MacDonald: No, I'm from the United States. I'm an,
an American journalist, and I came to spend
a few days in your beautiful country.

Mrs. Toma: I'm glad you like the country, Mr. MacDonald.
My name is Mrs. Toma.

MacDonald: The reason why I came here is that I heard
there is First Communion in the village.

Mrs. Toma: Ah! You know a lot. That's true, there is First
Communion here today. Didn't you ever see one
before?

MacDonald: We do have it in my country, but I don't
think it's observed the same way. That's
why I came to see yours.

Mrs. Toma: All right, then! My daughter is receiving her
First Communion today. You are going to see
her in a while.

MacDonald: Ah! I'm very glad I came to the right
place. Where is your daughter now?

Mrs. Toma: She went to church already with her older
sister. They will be back in half an hour.

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MacDonald: I thought it was given on Sundays only.

Mrs. Toma: No. It can be on Thursdays, like today, or Fridays, or any day. It depends on what day the local Saint's day falls.

MacDonald: Ah! I understand! I know that today is Saint James' day. Does that mean that Saint James is the patron of the village?

Mrs. Toma: Exactly, Mr. MacDonald. You do know a great deal. Well, here is the bell of the church ringing now. It means that the ceremony is over.

MacDonald: Are the children coming immediately?

Mrs. Toma: No, they have to greet acquaintances and friends, and then all the people will come home with them for a little celebration.

I. PERCEPTION DRILL

1. Kouté pa répéte:

Nou kouè kréòl-la difisil. Li gen lè difisil,
men li pa difisil.

Gen lè n ap dòmi? Non? M té kouè nou t ap dòmi.
Ou konprann sa m ap di-a? M pa kouè ou konprann.

Gen lè ou pa konprann.

E ou menm? Gen lè ou renmen kréòl-la?

Ou gen lè renmen kréòl-la?

2. Add gen lè 'seem' to the following sentences:

SENTENCES

RESPONSES

Jak fè youn aksidan.
Nou pral légliz asouè-a.

Gen lè Jak fè youn aksidan.
Nou gen lè pral légliz
asouè-a.

Sédieu tiré nan mitan
sib-la.

Pa gen anpil moun nan
provens a leu ki lé.

Bal-la pa pasé nan
kanon fuzi-a.

Boua-a pa ka lumen.

Nèg-la pa gen dispozision
pou travay-la.

Gad kòt-la suvéyé lanmè-a
bien.

Ou ap maché krochu.

Nou pa konn ajusté
fizi nou.

Cha jeu-a pa nan magazen-an.

Koua dè Boukè gen mouens
moun pasé Kafou.

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3. Kouté épi répété:

Jodi-a m pa gen anyen pou m fè.
M pral fè youn ti mache.
M ka di m pral fè youn ti pronmnen.
M ka pronmnen nan oto tou.
M ka menm pronmnen nan bato, si m jouenn younn.
Nou ouè m ka pronmnen tout jan.

4. Precede the sentence...pral fè youn ti pronmnen bò ouaf-la
with the following cues:

CUES

Mouen

Ti moun yo

ploton-an

nou

bakoulou-a

lézòt gad yo

ou

maren yo

zanmi m-nan

fanm ni-an

kanmarad-la yo

pitit fi ou-la

RESPONSES

M pral fè youn ti
pronmnen bò ouaf-la.

Ti moun yo pral fè youn
ti pronmnen bò ouaf-la.

5. Kouté pa répété:

Sa-a sé youn almanak, (show a calendar)

Sé ladan pou nou ouè ki moua nou yé, ki semèn ou
ki jou nou yé.

Konman yo rélé sa-a? (show the calendar)

Jodi-a nou pral aprann non jou ki genyen nan youn
semèn.

O Zétazuni premié jou-a sé dimanch.

Men an Aiti ak anpil lòt péi, premié jou-a rélé
lundi.

6. Répété apré mouen:

Jodi-a sé... (today's day)
 Lundi dènié nou té vin lékòl. N a vin lékòl lundì
prochen tou. Nou vin lékòl tou lé jou: lé lundì,
lé madi, lé mèkrédi, lé jédi, é lé vandrédi.
 Nou pa vin lékòl le samdi ak lé dimanch.
 Samdi dènié nou té vouayajé.
 Semèn dènié nou té rété isit-la.
 Vandrédi prochen n a vin lékòl.
 N a vin lékòl tout semèn prochèn.
 Moua dènié nou té Monteré. Moua prochen.
 N ava an Aiti.

7. Kouté pa répété:

Liv sa-a sé liv mouen. Sé liv pa mouen.
 Sé liv pa m.
 Sé pa liv pa ou. Sé pa pa ou.

8. Insert pa in the following sentences:

SENTENCES

Koté bal mouen yo?
 Bagay sa-a pa pou ou.
 Sa yo sé zafè ti-moun yo.
 Tout bijou sa yo sé pou
 manman-m.
 Tout lézòt yo sé pou ou.
 Provizion sa yo sé pou
 seù m-nan.
 Pa bay sapat mouen yo.
 Sé matant mouen ki pote
 ronm André yo.
 Bato ou ouè nan rad-la
 sé pou papa m.
 Koté moso viann mouen-an?
 Sé lajan m ki nan men fanm-
 nan.
 Koté ou mété sigarèt ou yo.

RESPONSES

Koté bal pa m yo?
 Bagay sa-a pa pa ou.

9. Kouté épi répété:

Ban m youn liv. - Ki liv ou vlé?

-Nenpòt. - Nenpòt liv. - Nenpòt ki liv.

Rélé solda-a pou mouen.

Ki solda ou vlé m rélé pou ou?

-Ou mèt rélé nenpòt (ki) solda pou mouen.

Nenpòt (ki) moun kab aprann kreòl; sé youn lang ki fasil.

10. Answer the following questions, using nenpòt or nenpòt ki:

QUESTIONS

ANSWERS

Ki almanak ki montré nou non moua yo?

Nenpòt (ki) almanak montré nou non moua yo.

Nan ki kouli pou m mète mai-a?

Mète l nan nenpòt (ki) kouli.

Ki jou solda yo konn al chan d ti?

Ki maren ki ka monté abò?

Ki ronm ou renmen?

Ki moua ki bon pou vizité Aiti?

Ki abitan an Aiti ki konn palé kreòl?

Moun ki nasionalité ki ka alé an Aiti?

Ki moun ki ka fè jus pri ak machann-nan?

Ki zanmi ki ta mouri pou ou?

Ki moso nan viann sa-a ki bon?

Ki sèjan ki gen mouens otorité pasé kaporal?

11. Kouté épi répété:

M pa bouè ronm. M pa janm bouè ronm.
Pèsonn lakay pa bouè ronm.
Pèson lakay pa janm bouè ronm.
 Nou pa janm ouè pèsonn sou galri-a.

12. Answer the following questions using the pattern
pèsonn pa janm or pa janm...pèsonn:

QUESTIONS

Ki moun ki al sou chan
 d ti asoué?
 Ki moun ki kon monte
 abò bato sa-a?
 Ki moun ki té anpéché
 nou aprann kréol?
 Ki moun ki té mennen nou
 ouè Boutilié?
 Ki moun ki di nou al rété
 Fusi?
 Ki moun proféseu-a suvéyé?
 Ki moun ki té manké tonbé
 nan lanmè-a?
 Ki moun ki pran vakans moua
 sa-a?
 Ki moun ou mét nan traka?
 Ki moun ki chita deyè ou?
 Ki moun yo mét nan prizon
 semèn sa-a?
 Ki moun ki bay ti-moun yo
 bouè likeu?

ANSWERS

Pèsonn pa janm alé sou
 chan d ti asoué.
Pèsonn pa janm monte abò
 bato sa-a.

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13. Kouté épi répété:

Pitit sa-a sé pitit mouen.
Men m gen de zòt pitit.
De lé zòt pitit mouen yo lakay.
Koté lèt pitit ou yo yé?
Koté lé zòt pitit ou yo yé? - Yo lakay.
Konben lèt pitit ou genyen?
M gen deu lèt pitit.
M gen deu zòt pitit.
Deu zòt yo, deu lé zòt yo lakay.

14. Add the given cues to the sentence Deu lé zòt...:

CUES

STUDENTS

Fuzi ou yo nan kazèn.

Deu lé zòt fuzi m yo
nan kazèn.

Chajeù yo sou tab-la.

Deu lé zòt chajeù-yo
sou tab-la.

Otorité yo al lakay yo.

Afè yo pa maché.

N achté boutèy yo.

Maren yo té bouè anpil.

Tren yo fè aksidan.

Etranjé yo monté jus Fusi.

Pitit fi m yo gen rézon.

Vòlè yo sovè poul yo.

Gason yo bouké.

Malad yo mouri maten-an.

15. Kouté épi répété:

Ou konnen m ap tounen nan péi mouen.

Vin ouè m anvan m pati non.

-Sé selon jou ou ap pati-a. Ki jou ou apralé?

M ap pati demen maten.

-En ben, m p ap gen tan al ouè ou.

Pratik-la vlé achté youn pè soulié. Li pa konn
ki soulié pou l achté. Li mandé m ki soulié pou
l pran. M di l ké sé selon kòb li gen nan men

ni.

II. DIALOGUE

Premié Komunion

Makdonal ap mandé ranséyman sou premié komunion. Sé ak madan Toma l ap palé.

Makdonal: O! bonjou madanm. Kouman ou yé?

Madan Toma: O! M trè bien mési blan. Ki moun ou yé, nou pa janm ouè ou nan zòn-la?

Makdonal: Mouen rélé Makdonal, m pa moun isit. Mouen vin fè youn ti pronmen bò isit-la.

Madan Toma: Ki bon van ki mennen ou. Ou pa sanblé moun péi-a.

Makdonal: Non m sé natif natal Etazuni. Mouen sé jounalis amériken é m vin pasé kèk jou nan bèl péi ou-la.

Madan Toma: Sa fè m plézi ké ou renmen péi-a, msieu Makdonal. Mouen-menm mouen rélé madan Toma.

Makdonal: Sa k fè m vin bò isit jodi-a sé pasé m tandé gen premié komunion nan bouk-la.

Madan Toma: O! En ben ou konn anpil bagay. Sé vré gen premié komunion isit jodi-a. Men gen le ou pa janm ouè sa?

Makdonal: Genyen sa lan péi m tou oui, men m pa kouè sé menm bagay. Sé pou sa m vin gadé pa ou-la.

Madan Toma: En ben, bon! M gen pitit fi m kap fè premié komunion ni jodi-a. Ou pral ouè li taleù.

Makdonal: Ah! m bien kontan m vini youn bon koté. E koté pitit-fi-a kounié-a?

Madan Toma: L alé légliz déja avèk gran sèu li. Y a tounen nan demi èu.

Makdonal: M té kouè sé té dimanch seùlman yo té fè
premié komunion isit.

Madan Toma: Non. Li ka jédi tankou jodi-a, ou bien
vendredi ou nenpòt ki jou. Sé sèlon ki jou fèt
sen-an tonbé.

Makdonal: An han! Sé kon sa! En ben, m konnen
jodi-a sé fèt sen Jak; eské sa vlé di ké
sé Sen Jak bouk la sèvi?

Madan Toma: Pozitiv, Msieu Makdonal. Ou konn tout bagay.
Bon, men klòch légliz-la ap sonnen. Sa vlé
di ké bagay-la fini.

Makdonal: Eské ti moun yo pral vini tousuit?

Madan Toma: Non, yo gen pou al di bonjou kay tout konésans
ak zanmi épi tout moun ap vini avèk yo lakay
pou youn ti banbòch.

Cultural Notes

ZOMBIE. A zombie is a will-less and speechless human in the West Indies capable only of automatic movement, held to have died and been reanimated but often to have been drugged into a catalepsy for the hours of interment.--Webster's Third New International

In Haiti, the Zonbi 'zombie' is a victim of malevolence, rendered seemingly dead from a poison extracted from certain plants and prepared with a formula known only to very few people. The victim's "corpse" is revived with an antidote that restores the physiological life of the body, but not its memory or will-power. It is capable only of blindly obeying a master and thus provides slave labor for him. Occasionally a zombie is cured and returned to normal life, if his state is discovered in time and the effect of the drugs or poison on the brain has not exceeded the tolerable amount of damage.

Palé nan nen, lit. 'speak in the nose,' is the manner of speech thought to be characteristic of zombies. It stems from the fact that the body of an intended victim, in preparing it for seeming death and resurrection has to have its nostrils and ears plugged up with cotton, as a result of which the victim, now a zombie, speaks like one whose nostrils are closed by thumb and index finger.

Grammar Notes

1. Vouala 'here is, here are, there is, there are' is used only when relating a story.

Vouala youn jou, youn msieu ak youn madamn...
(There was a time when a man and a woman...)

In all other cases men is used.

Men youn msieu ak youn madamn ap vini.
(Here are a man and a woman coming.)

2. Pa, 'share, property, own' is often used as a possessive marker. As such, it precedes the personal pronoun. Its use is not mandatory, but it puts a special emphasis on the possessor.

Sa-a sé liv mouen. This is my book.
Sa-a sé liv pa mouen. This is my book.

3. Nenpôt ki, 'any' may or may not be followed by a noun, but it generally is.

Ban m nenpôt (ki) liv. Give me any book.
Ban m nenpôt. Give me any.

4. Pèsonn...pa janm or pa janm...pèsonn are strong negatives used as follows:

Pèsonn pa janm al ouè yo.
(No one ever went to see them.)

Pa janm manjé nan men pèsonn.
(Never take food from anyone)

5. The days of the week or time of day are preceded by lé or tou lé to show regular and frequent occurrence.

Lé dimanch n al légliz.

(We /generally/ go to church on Sundays.)

Lé maten mouen lêvé boneū.

(In the morning I /generally/ get up early.)

Tou lé dimanch n al légliz.

(We go to church every Sunday.)

6. Prochen, 'next' occurs also in the forms prochèn and prochenn. Prochèn is used in Creole with formal feminine nouns.

ané prochèn

next year

semèn prochèn

next week

prochèn stasion

next gas station or stop

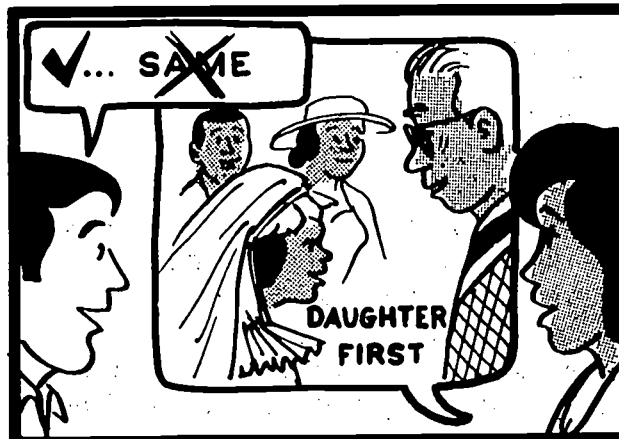
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HOMEWORK

1. Study the dialogue until you are thoroughly familiar with it.
2. Check your knowledge of the vocabulary.
3. Read the cultural notes.
4. Read the grammar notes.
5. Read the notes on the narration in Valdman, pages 220-221.
6. Prepare ten questions for use in class tomorrow.

CREOLE

Lesson 24



III. RECITATION

A. Reenact the dialogue.

B. Answer these questions on the dialogue:

1. Ki moun k ap mandé ranséyman?
2. Ki ranséyman Makdonal ap mandé?
3. Ki moun Makdonal ap mandé ranséyman yo?
4. Eske Makdonal ak Madan Toma té konnen déja?
5. Makdonal pa mandé Madan Toma kouman li yé?
6. Eske Madan Toma té konn ouè Makdonal nan zon-nan?

7. Eske li mandé msieu ki moun li yé?
8. Makdonal pa di kouman li rélé?
9. Eské li di ké l pa moun isit?
10. Ki sa li di li vin fè?
11. Eske Madan Toma té pran Makdonal pou youn Aisien?
12. Li pa mandé msieu ki bon van ki mennen ni?

13. Ki bò Makdonal di ké li natif natal?
14. Eske li di li sé dokteu?
15. Konman Makdonal di ké li trouvé péi-a?
16. Eske li vin pasé dézan ladan n?
17. Madan Toma pa kontan sa Makdonal di li?
18. Eske li di Makdonal kouman li rélé?

19. Sa Makdonal tandé ki fè li vin nan bouk Madan Toma-a?
20. Eske sé vré (ke) gen premié konmunion jou sa-a?
21. Makdonal di (ké) nan pouen sa nan péi li?
22. Eské li kouè ké sé menm jan O Zétazuni?
23. Pa gen pèsonn k ap fè premiè komunion ka Madan Toma?
24. Sa moun k ap fè premiè konmunion-an yé pou Madan Toma?

25. Makdonal pa kontan li tonbé jus koté li té bezouen-an?
26. Eské ti fi-a nan kay-la kounié-a?
27. Koté li yé?
28. Ak ki moun li alé légliz?
29. Eské sé demen y a tounen?
30. Ki jou Makdonal té kouè gen premiè konmunion?

31. Ki jou ki ka gen premiè komunion an Aiti?
32. Nan bouk Madan Toma-a ki sen yo sèvi?
33. Klòch légliz-la pa sonnen?
34. Leu klòch-la sonnen ki sa sa vle' di?
35. Ti moun yo pa pral vini?
36. Pou ki sa yo p ap vin tousuit.

37. Sa k ap gen lakay Madan Toma leu tout moun rive?

IV. TAPED DRILLS AND EXERCISES

1. Make sentences of the following expressions and cues:

CUE	STUDENT(S)
Nèg-la abiyé an noua, samdi.	<u>Lé samdi</u> , nèg-la abiyé an noua.
Bosu-a mandé charité, jeudi.	<u>Lé jeudi</u> , bosu-a mandé charité.
Aveüg-la pa sòti, lundi.	
Ti gason-an sonnen klòch, dimanch.	
Banbòch, konmansé, vandrédi soua.	
Yo fè premiè komunion, jeudi.	
Pòv-la poté kouli-li, mèkrédi.	
Li ouété bès-la, madi aprémidi.	
Pèsonn pa promennen, vandrédi.	
Moun pa vin nan zòn sa-a, madi.	
Pòv-la pa mét ranyon, dimanch.	
M ranjé zafè m, sanmdi.	

2. Add the cues to the given utterance nonm sa-a:

CUE	RESPONSE
aveùg	Nonm sa-a <u>aveùg</u> .
abiyé an blan	Nonm sa-a <u>abiyé an blan</u> .
bosu	
poté lunèt noua	
kout	
gen bès	
krochu	
sé youn diab	
gen lè malad	
rebèl	
peù gad yo	
pa rét nan zòn isit	

3. Precede ..., pa manyen zafè-m with the following cues:

CUE	STUDENTS
sekrètè	<u>Sekrètè</u> , pa manyen zafè-m.
Pòl	<u>Pòl</u> , pa manyen zafè-m.
Ti gason	
madanm	
mésieu	
gad	
ti fi	
médam	
Sédieu	
kaporal	
gran moun	
kanmarad	

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4. Insert the given cues in the sentence Kité. . .al pronmnen nan oto-a non:

CUE

mouen

ti moun yo

Jak

navigateù-a

chèf séksion-an

pitit fi m-nan

zanmi madanm ou-an

ti aveùg yo

kouzin nou yo

nou

fanm yo

bòn ou an

STUDENTS

Kité m al pronmnen nan
oto-a non.

Kité ti moun yo al
pronmnen nan oto-a non.

5. Conclude Lunèt sa yo pa pa. . .with the following cues:

CUE

misionè-a

ti fi-a

mouen

komè m-nan

madan Chal

pratik ou-a

mari Anita-a

papa ti gason-an

kontroleù sèvis paspò-a

manman Tijo

machann-nan

pòv-la

STUDENTS

Lunèt sa yo pa pa
misionè-a.

Lunèt sa yo pa pa ti fi-a.

6. Réponn késtion yo:

Eske nou tout té vin lékòl vandrèdi dènié? (oui)
 Eské ou té rété isit-la jédi soua? (non)
 Etudian yo té désann lavil dimanch soua? (non)
 Proféseu-a té vin lékòl jeudi dènié? (oui)
 N a alé an Aiti semèn prochèn? (non)
 Ki koté nou té vini semèn dènié? (lékol)
 Etudian yo té tounen lékòl madi apré midi? (oui)
 Eské nou té soti lékòl-la a onzeu mèkredi dènié? (oui)
 Ki koté nou pralé dimanch prochen (Pòtoprens)
 Etudian yo kontan lè vandrèdi rivé? (Non, proféseu yo)

7. Insert the following cues in the sentence Lè. . .di manman m sa, li voyé. . .o ciab:

CUE

STUDENTS

mouen

Lè m di manman m sa,
li voyé m o diab.

ti fi-a

Lè ti fi-a di manman
m sa, li voyé l o
diab.

bòn-nan

gason lakou-a

nou

mésieu yo

sekrètè-a

pòv-la

ti bouay-la

Jak

frè m-nan

chofeu-a

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8. Translate the following sentences:

- a. It looks like there will be nobody at the First Communion.
- b. It's the hunch-back who rings the bells on Sundays.
- c. No one has ever shown charity to that boy.
- d. Show me the calendar, so that I can see what day is today.
- e. Wednesday evening there will be a big spree at the woman's.
- f. That girl, it's only rags that she wears.
- g. What Saint do they worship in that village?
- h. You say anyone can enter the church?
- i. Children like to touch everything they see.
- j. Those who accept God don't know the devil('s business).

9. Answer the questions in the following manner: Repeat the question with the right intonation, then add the cue phrase preceded by sé selon.

QUESTIONS AND CUES

ANSWERS

Chak bouk gen jou premié
komunion pa l? (jou
fèt sen-an tonbé)

Chak bouk gen jou premié
komunion pa l, sé
selon jou fèt sen-an
tonbé.

Abitan pa planté nenpòt
ki leù? (leù lapli
tonbé)

Abitan pa planté nenpòt
ki leù, sé selon leù
lapli tonbé.

Ou a vini ouè m anvan
m pati? (jou ou ap
pati)

Ma mèt kenbé oto ou-la
jus mouen fini?
(leù ou ap fini)

Li va vini kounié-a?
(sa l' ap fè)

M a pran chapo blan-an
ou bien chapo noua-a?
(chapo ou pito)

Ou a bay ti bouay-la
kòb-li? (si li fin
travay-la)

Y a fin djòb-la boneù?
(leù y a konmansé li)

N ava mèt kat jé noua
nou? (si gen anpil
solèy)

Médam yo va fè nenpòt
ki travay? (sa yo
jouenn)

Sésé ap mèté bèl soulié
li? (koté li pralé)

Ou pral pronmennen avè nou?
(koté nou pral pronmnen)

V. NARRATION

A. Study the narration in Valdman, page 220.

B. Answer the following questions on the narration:

- 1-20. See Valdman, page 221.
21. Eské pòv-la tounen nan zòn-la?
 22. Eské sé youn vré pòv?
 23. Pou ki yo rélé l pòv rébèl?
 24. Tout moun chèche konnen pou ki sa li rebèl?
 25. Ki moun ti gason-an mennen avèk li pou ouè si nèg-la sé pòv vré?
 26. Konbien ti moun sa fè ki al ouè si sé vré?
 27. Eské ti moun yo fè sa yo té vlé fè-a?
 28. Yo tou lé toua manyen bès-la?
 29. Eské sé youn seul ti bouay ki ouété lunèt-la?
 30. Sé yo dé ki ralé baton-an?

 31. Pou ki sa pòv-la té mét kat jé noua?
 32. Ki jou pòv-la al mandé charité?
 33. Gen moun ki konn rankontre pòv-la lé samdi ak lé dimanch?
 34. Eske ou gen you bès nan do ou?
 35. Ou konn mété kat jé?
 36. Leu ou kanpé, eské ou kanpé krochu?
 37. Nou tout kout?
 38. Nan ki légliz yo fè premié komunion?
 39. Leu gen premié komunion an Aiti, eské gen anpil banbòch?
 40. Konman yo rélé youn moun ki pa ouè?

VI. TOWARD FREE EXPRESSION

Students ask each other the questions they prepared as homework.

VOCABULARY

abiyé, v.	to dress
almanak, n.	calendar
asépté, aksépté, v.	to accept
aveùg, avèg, n. or adj.	blind
banbòch, n.	spree, feast
banbòché, v.	to go on a binge, to carouse
bann, n.	bunch, band
bòs, n.	hump
bosu, n.	hunchback
bouay, n.	boy
charité, n.	charity
diab, n.	devil
dimanch, n.	Sunday
do, n.	back
fè hap, v. phr.	to move suddenly
hap!, int.	(onomatopoeia) a sudden movement
gen lè, v. phr.	to seem, it seems
jeudi, jédi, n.	Thursday
kat jé, n. phr.	eye glasses
klòch, n.	bell
kòmansé, koumansé, v.	to begin
komunion, n.	communion
koui, n.	dish made out of a cala- bash
kout, adj.	short
krochu, adj.	crooked, bent over
lendi, lundi, n.	Monday
lunèt, linèt, n.	eye glasses
madi, n.	Tuesday
mandé charité, v. phr.	to beg (lit. to ask for charity)
manyen, v.	to feel, to touch, to examine by touch

mèkrédi, mèkredi, n. mélé, v.	Wednesday to be confused, mixed up
nenpòt nenpòt ki, pron. phr.	either, either one any, anyone, no matter what
ouété, v.	to remove
pa, n.	(my) share, possession, part
pèt, adv.	none whatsoever (negative expression)
peù, pè, n. pozitiv, adv.	fear exactly! right! very true!
proché, v.	to draw near, to approach, to come close
pronmen, promennen, v.	to take a walk, a drive, a ride
prochen (m.), prochèn (f.) adj.	next
ranjé, v.	to arrange
ranyon, n.	rag
rebèl, rébél, n. or adj.	rebel; rebellious
sanblé, v.	to gather, to find out
selon, sélon, sé selon, prep.	depends, according to, that depends
sèvi, v.	to worship
sonnen, v.	to ring, to sound, to peal
vandredi, vandrédi, n. vouala	Friday here is, there is
zòn, n.	zone, area
zonbi, n.	zombie

Lesson 25

REVIEW

I. Review of Lessons 21 and 22

1. Put in the negative with janm:

SENTENCES

Li vouayajé.
Nou té konn palé kréòl.
Y ap vin ouè ou.
Madanm-nan té fè pòv-la
charité.
Youn té konn lòt.
Lapli tonbé jeudi.
Ti bouay-la aksépté fè
kariè militè.
Pòv-la bosu é aveüg.
Mésieu yo al légliz
lé dimanch.
Gen premié komunion
nan bouk-la.
Nèg-la konn abiyé bien.
Lanèj a tonbé Pòtoprens.

RESPONSES IN NEGATIVE

Li pa janm vouayajé.
Nou pa té janm konn palé
kréòl.

2. Make sentences with the following words:

WORDS

chans
chèf séksion
goumen
suvéyé
abitan
lagé
abitan
nan mitan
bakoulou
semèn
lézòt
gouté

SENTENCES

Nou gen chans yo voyé
n aprann kréòl.
Chèf séksion-an kenbé
youn vòlè maten-an.

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3. Answer the following questions in the negative,
using pèsonn pa or pa. . .pèsonn as required:

QUESTIONS

NEGATIVE RESPONSES

Ki moun ki vini maten-an? Pèsonn pa vini maten-an.

Li té bay pòv yo kòb? Li pa té bay pèsonn kòb.

Ki moun ou konnen

Pòtoprens?

Tout mèsieu yo an

vouayaj?

Konbien moun avion-an

genyen?

Eske ou té ouè ti
médam yo légliz?

Ki moun ki té nan

banbòch-la?

Ki moun Sauveù té

ouè?

Eské gen moun ki té

mouri nan aksidan-an?

Tout moun ap dòmi kounié-a?

Ki moun ki ta va fè yo

charité?

Nou té ouè yo ap kouri.

4. Translate:

- The rural police officer arrested the sly fellow and put him in jail.
- If you are interested, come to see me at home the day after tomorrow.
- Boutilliers is a cool and quiet area on the hill above Pétionville.
- The plane landed at "Mai Gaté" airport, loaded with American tourists.
- Makdonal had never come to Haiti before.
- Your are right if you think that it is easy to speak Creole.
- Never argue or fight without a good reason. It can get you in trouble.
- Foreigners like to spend their vacation in Haiti, where they find good sun, good food, beautiful sky, good rum and everything cheap.
- The story about the shark made everyone run to the seaside.
- The tourist called a taxi and hurried to the airport in order not to miss the plane to the U.S..

5. Change the following sentences using the pattern Ala... and the repetition of either the adjective or the verb:

SENTENCES

N ap banboché.

Ou bël.

Klôch-la sonnen.

Nêg sa-a krochu.

M ta promennen.

Pôv sa-a rebël.

M ta peû si m té ou-menm.

Gad kôt ta tiré sou bato-yo.

Nonm sa-a bakoulou.

Otêl-la trankil.

Maren yo bouké.

Ti gason-an malad.

RESPONSES

Ala banboché n ap
banboché!Ala bël ou bël.

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II. Léktu

1. Listen to, then read the following story:

DEU AVEUG

Vouala sé té youn fouda, youn msieu kap désann lavil, ouè deu aveug k ap mandé charité devan légliz katolik-la. Li proché koté yo épi li di: "Mésié mouen pa gen ti kòb pou m ta ba nou chak, alòs men mouen ba nou youn goud pou nou de." Aveug yo di mési anpil, épi nèg-la al fè rout li. Men msieu pa bay pèt lajan, é kòm youn goud sé pa kòb ki sonnen, chak aveug kouè ké sé lòt-la ki gen kòb-la. Yo plédé bay odians afòs yo kontan, men nèg la rété tou pré pou l ouè sa ka pral pasé.

Uneù pi ta mésié yo tèlman ri, yo tèlman bay odians ké yo koumansé grangou. Youn di lòt-la: "Monchè ak lajan sa-a ki lan men ou nan, annou al achté youn ti manjé pou dis kòb a chak épi ou a ba m karant kòb." Lòt-la di: "Apa ou menm ki gen kòb-la." Epi yo chak kouè ké lòt-la vlé pran tout lajan-an pou li seùl épi yo ralé baton yo é yo plédé goumen. Nèg-la menm ap plédé ri. Baton a douat, baton a gòch, justan youn fanm ki rété nan zòn-nan té ouè tout bagay é li kouri vin di aveug yo: "Mésié, pa goumen mouen té la leù nèg-la pasé a é m ka di nou li pa t mété pèt lajan nan koui pèsonn. Epi men msieu rété la-a pou l ri nou". Leù aveug yo tandé sa, yo pa goumen anko é yo di ké y ap sivéyé leù nèg la pasé youn jou pou yo bat li.

2. Note the following concerning kòb:

- a. kòb 'money; cent, penny'
b. youn kòb may mean 'one cent' or 'some money,' depending on the context.

Si ou ba m youn kòb m a kité ou alé.
(If you give me some money, I will let you go.)

To avoid ambiguity, most people say youn santim for 'one cent.'

c. kòb also means 'fortune' and 'lot of money'!

Li gen kòb. (He has a lot of money.)

When two heirs or rich people marry (each other), the Creole says, Sé dé kòb ki kontré.
(lit., "It is two fortunes that meet.")

Késton

1. Eske sé istoua deu moun ki cuè bien?
2. Ki sa aveüg yo t ap fè?
3. Koté yo té yé?
4. Koté msieu k ap pasé a t apralé?
5. Eské li bay aveüg yo charité?
6. Ki lajan li di li ba yo pou yo tou deu?
7. Ki sa chak aveüg yo kouè?
8. Leü yo kouè nèg la alé, ki sa yo fè?
9. Eske nèg la alé vré?
10. Ki sa li fè?
11. Ki leü youn aveüg mandé kòb pa li?
12. Sa lòt la di?
13. Ki sa chak aveüg kouè?
14. Aveüg yo pa fè anyen leü chak kouè ké lòt-la pran tout kòb-la?
15. Pa té gen pèsonn la leü nèg la té pasé?
16. Sa li di pou li rété goumen-an?

Dictation

(first paragraph of the text above)

HOMEWORK

1. Review Lessons 21-24.
2. Bring your Istoua d'Aiti to class.
3. Read the following vocabulary note:

VOCABULARY NOTE

an, ané 'year'

The terms are often used interchangeably; however, usage has established an as preferred in answering the question How old? and ané as preferred in answering the question In what year?

Examples:	Ki laj gason ou-nan?	How old is your boy?
	Li gen sét <u>an</u> .	He is seven years old.
	Ki laj kay sa-a?	How old is this house?
	Kay sa-a gen senkant <u>an</u> .	This house is 50 years old.
	Ki <u>ané</u> ou té fèt?	In what year were you born?
	Ané 1966 té bon.	1966 was a good year.

III. Review of Lessons 23 and 24

1. Answer the following questions about the human body:

QUESTIONS

Ki koté nan kô youn
moun ki pi ro?
Tout koté yo, mèté
ansanm fè ki sa?
Ak ki koté nan kô li
youn moun manyen?
Ki bô nan kô li chak
moun tandé?
Ak ki koté nan kô ou
ka manjé?
Avèk ki sa youn moun
ouè?
Ki bô nan kô nou bon
Dié ban nou pou
nou santi?
E pou ki sa jé sèvi?
Ki bô yo di lèsprî
ou yé?
Nan ki koté nan kô youn
moun men ni kolé?
Konman yo rélé koté ki
anlè tèt chak bra?
Kouman yo rélé bô devan
tèt ou ki gen nen, jé
ak bouch?

ANSWERS

Sé tèt youn moun ki
pi ro.
Tout koté yo mèt ansanm
fè youn kô.

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2. Write a sentence with each of the following words pronouncing it as you write:
(Fè youn fraz avèk chak mo nou pral tandé yo.):

kouri
mouens
provens
a lè ki lé
démonté

almanak
manyen
ranyon
koui
mèkrédi

Hand in for correction!

3. Write a composition of about 15 lines on what you do on Saturdays and Sundays.

Hand in for correction!

4. Answer the following questions in the negative. Use mouens instead of plis.

QUESTIONS

Ou gen plis travay
jodi-a?
Sésé abiyé plis pasé
Anita?
N a banboché plis sémèn
prochèn?
Bosu-a resevoua plis kòb
maten-an?
Lé jeudi soua gen plis
moun ki al lègliz?
Gen plis pòv kouniè-a
nan ru Pòtoprens?
Gen plis komunion nan
bouk-la ané sa-a?
Nou té pronmnen plis
samdi sa-a pasé samdi
dènié?
Ti fi-a sanblé manman ni
plis?
Rebèl-la-yo plis nan pòl-a?
Gen plis aksidan an Aiti pasé
O Zètazuni?
Nou ka jouenn plis djòb nan
provens pasé nan kapital-la?

ANSWERS IN THE NEGATIVE

Non, m gen mouens
travay jodi-a.
Non, li abiyé mouens
pasé Anita.

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IV. Lektu

SOU CHAN D TI

Toua fousa pa semèn gen ègzèsis sou chan d ti. Sé prèské toujou anrolé ki pa gen lontan nan lamé ké yo mennen vin aprann tiré. Yo montré yo tiré fizi anvan lòt zam paské fizi pi fasil pou aprann tiré. Apré ou fin aprann dèmonté youn fizi avèk non tout piès yo, premié bagay yo montré ou sé jan pou kenbé fizi ou, jan pou poté l, jan pou ajusté li sou zépòl ou baskilé pou pasé youn bal o kanon é pi jan pou vizé jus. Pou ou su bal la ap tonbé koté ou ap tiré-a sé pou fizi-a kolé bien sou zépòl ou, épi, pou òs ak gidon fizi-a tou lé deu bien ajusté sou sib-la. Avèk youn bon fizi ou kab ajusté òs-la selon si sib la louen ou bien pré, épi avèk sa nan pouen manké. Anpil anrolé gen bon dispozision pou tiré; yo aprann vit é yo vinn fò tousuit.

Késton

1. Koté yo aprann tiré an Aiti?
2. Konbien fousa pa semèn ki gen ègzèsis de tir?
3. Eske sé militè ki la lontan yo montré tiré?
4. Ki premié zam pou ou aprann konnen?
5. Pou ki sé fizi yo montré anvan?
6. Ki premié bagay pou aprann ak fizi?
7. E apré, sa yo montré ou ankò?
8. Ki sa pou ou fè pou vizé jus?
9. Eské òs fizi-a bezouen ajusté?
10. Ak ki fizi òs-la kapab ajusté?
11. Ki leù òs fizi-a bezouen ajusté?
12. Eske sé fasil pou ou manké si ou vizé jus?
13. Nan pouen anrolé ki gen bon dispozision pou tiré?
14. Yo pran anpil tan pou yo aprann?

V. Oral Quiz

VI. In the Lab

1. New vocabulary of the narrative Vakans:
Study it in preparation for the oral comprehension exercise below.

ané, lané, n.	year
bal, n.	ball, dance
bouéson, bouason, n.	booze, drink, beverage (alcohol)
chaleũ, chalê, n.	heat, warmth, high temperature
dansé, v.	to dance
distraksion, n.	fun, distraction, amusement, enter- tainment
ifò, fò, fòk, aux.	must, it's necessary
janm, n.	leg
jounen, lajounen, n.	day, daytime
krazé, v.	to take a lot of (idiom)
mizi, mēzi, mézu, n.	measure, amount
mo, n.	word
mouayen, moyen, n.	means, way
najé, v.	to swim
nésésē, adj.	necessary
pié, n.	foot, feet
a pié, n. phr.	by foot
sinon, conj. or adv.	unless, otherwise, or else
souvan, adv.	often
têrs, n.	text

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2. Vakans, a narrative recorded on Tape No. 25.
Listen to it for oral comprehension.
3. A true-false test on the narrative Vakans.
4. Questions on the narrative Vakans.

VII. Reading and Writing

1. Introduction to the new Haitian writing system (ONAAC). A lecture.
2. a. An exercise in reading. Ref.: Abréjé Istoua D'Aiti, pp. 1-6.
- b. Vocabulary of pp. 1-6 of Istoua d'Aiti:

Afrik, pr. n.	Africa
ankèt, n.	inquiry, investigation
mennen youn ankèt, (minnin) v. phr.	to conduct an inquiry
bon kou, n. phr.	a lot
chasē, v.	to hunt
chenn, (chinn), n.	chain
Chin, La Chin(la-Chi-n) pr. n.	China
dékouvri, v.	to discover
dénonssé, v.	to denounce, to give away
désanm, (Désanm), n.	December
éfasé, v.	to erase
égzistē (ékzistē), v.	to exist
Espagn, pr. n.	Spain
Eròp, pr. n.	Europe
frèt, adj.	cold
il, n.	island

kado, n.	gift
kalkul, kalkil, n.	calculation
kantitê, n.	quantity
kôd, n.	rope
mêtê anba kôd, v.phr.	to bind (hand and foot)
komès, konmès, n.	commerce, trade
konèsans, n.	knowledge, understanding
konfians, n.	confidence, trust, reliance
konplo, n.	plot
montê youn konplo, v. phr.	to plot
lavni avni, n.	future
lidê, idê, n.	idea
mas, (Mas), n.	March
mati, n.	martyr
matlo, n.	sailor
mê, (Mê), n.	May
mêchan, n/adj.	bad, naughty, ill- natured
mizê, n.	misery, poverty, dis- tress
nêf, neūf, adj.	new
naturêl, natirêl, adj.	natural
pasians, n.	patience
pran pasians, v. phr.	to be patient
pêdu, pêdi, v.	to lose, lost
piyê, v.	to pillage, to plunder to loot
pòtrê, n.	picture, design, photo
progrê, progrê, n.	progress
rajê, n.	bush
rapô, n.	relation
rêñ, n.	queen
rêsous, n.	resource(s)
rêtirê, retirê, ouêtê, v.	to take out, to pull out, to draw out, to get out

senp (sinp), adj.	simple
sipozè, v.	to suppose, to assume
sovaj, n./adj.	savage, wild
tan lontan, n. phr.	in the old days formerly
tanpèratu, tanpèrati, n.	temperature
touni, adj.	naked
trou, n.	hole
trou mòn, cpd. n.	cave
viv, v.	to live

Proper Nouns

Bobadiya	François de Bobadilla (Fr.)
Izabèl	Isabelle (Fr.) [Isabel]
Kiskéya	Quisqueya (Fr.) (an Indian name for Haiti)
Kristòf Kolon	Christophe Colomb (Fr.) Christopher Columbus
Mòl Sen Nikola (Sin)	Môle Saint Nicolas (Fr.) (a place in the north- western part of Haiti)
Sen Sovè	Saint-Sauveur (Fr.) San Salvador

VIII. Lecture with slides

Showing of 50 slides on Haiti, with commentary.

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IX. Haitian Creole Songs

GABELUS

Gabélus sé gnou bèl ti gason;
Ak pantalon vèt li
L sanblé gnou jako pié vèt

Refrin

Gabélus tounin ou vi-n bo m.)
Tounin, tounin vi-n bo m,
Bi-n fè doudous pou mouin }

bis

Gabélus

Manman m pa la
Li alé nan maché
Papa m pa la
L alé bouské boukan

Gabélus is a handsome
young boy;
With his green pants
He looks like a green-
footed parrot.

Refrin

Gabélus tounin ou vi-n bo m.)
Tounin, tounin vi-n bo m
Pou ou fè dodo nan zieu m }

bis

Chorus

Gabélus, come back to
kiss me,
Come back, come back and
kiss me.
Come to caress me.

Vocabulary

bo, v.	to kiss
boukan, n.	fire; fire wood
bouské, v.	to look for
fè dodo, v. phr.	to put someone to sleep
fè doudous, v.phr.	to caress
jako, n.	parrot
pantalon, n.	pants
vèt, adj.	green
zieu (jé), n.	eye

My mother is not there;
She went to the market.
My father is not there;
He went to look for some
wood.

Chorus

Gabélus, come back to
kiss me,
Come back, come back and
kiss me
In order to make me
sleepy.

MADANM-NAN KUIT GNOU POUA KONGO

Madanm-nan kuit gnou poua kongo

Zandolit vèt tonbé ladann.

Zandolit vèt tonbé ladann.

Li bay mari l manjé l.

Ala gnou madanm ki malpròp O!

Li bay mari l manjé l.

Ala gnou nègès ki malpròp O!

Li bay mari l manjé l.

The Lady Cooked 'Pigeon Peas'

The lady cooked 'pigeon peas.'
A green lizard fell in it.
A green lizard fell in it.
She gave it to her husband
to eat.

What a dirty lady she is!
She gave it to her husband
to eat.

What a dirty woman she is!
She gave it to her husband
to eat.

Vocabulary

kuit, v.	to cook, to bake
malpròp, adj.	dirty
nègès (f.), n.	negress, woman
zandolit, n.	lizard

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IBO LÉLÉ

Ibo Lélé, Lélé
Ibo Lélé, oui ayanman } (bis)

Nanchonm Ibo soti nan Ginen

Ibo Lélé Ayanman

Ibo soti anro Ginen

Ibo Lélé Ayanman

Ayanman Ibo Lélé, Lélé, Lélé

Ayanman Ibo Lélé

Ou pilé pié m, ou mandé m padon(bis)

Sa padon-an va fê pou mouen

Ayanman sa, kon sa

Kon sa m dansé Ibo

Ibo Lélé

This is a song in Ibo rhythm, in honour of Ibo Lélé, an important deity of the Voodoo.

Ibo Lélé, Lélé,
Ibo Lélé, yes 'ayanman'
Ibo comes from Guinea
Ibo Lélé 'Ayanman'
Ibo comes from High Guinea
Ibo Lélé 'Ayanman'

'Ayanman' Ibo Lélé, Lélé, Lélé
'Ayanman' Ibo Lélé
You walked on my foot, you
begged my pardon (bis)
What a difference do excuses
make to me

This Ayanman, like that
This is the way I dance
Ibo

TOLALITO (Kalipso)

(Sé Rodōf Legro ki êkri sa a)

Avan-yè mouin ouè Loulou.

Yè o soua mouin fè gnou rêv,

Tout lan-nuit, tolalito

Siyé, siyé n ap banboché.

Siyé, siyé n ap banbilé

Kiling, kiling, kiling tolalito

Kilong tolalito

Kiling tolalito

Kilong tolalito

Tolalito (calypso)

Rodolphe Legros wrote this
song)The day before yesterday I
saw Loulou.
Yesterday night I had a
dream
The whole night, "tolalito."Dance, dance, we are
spreeing
Dance, dance, we are
spreeing
"Kiling, kiling, kiling
tolalito"
"Kilong tolalito"
"Kiling tolalito"
"Kilong tolalito"Vocabulary

avan-yè, adv. phr.	the day before yesterday
rêv, n.	dream
siyé, v.	dance
yè o soua, adv.phr.	last night
kiling, kilong, tolalito	These are nonsense syllables

Vocabulary (Songs)

avan-yê, adv. phr. ayanman	the day before yesterday (nonsense syllables)
bo, v. boukan, n.	to kiss wood for fire; the fire itself
bouskê, v.	to look for
fê dodo, v. phr. fê doudous, v. phr.	to make someone sleep to caress
Guinin, prop. n.	Guinea
jako, n.	parrot
kuit, v.	to cook, to bake
malprôp, adj.	dirty
nanchonm nêgês, (f.), n.	(nonsense syllables) negress, woman
padon, n.	forgivenesses, pardon, excuse
pantalon, n. pilê, v.	pants to stamp on someone
rêv, n.	dream
siyé, v.	to dance
vêt, adj.	green
yê o soua, adv. phr.	last night
zandolit, n. zieu (jê), n.	lizard eye

Lesson 26

THE WEATHER

Mr. MacDonald and his driver leave Port-au-Prince by car to go to Boutiliers. It's very hot and Mr. MacDonald asks the driver if it's like that all the time in Haiti.

MacDonald: Am I warm!

Driver: Are you really hot? But the warm season hasn't arrived yet.

MacDonald: When is that?

Driver: Pretty soon. We're in March now. In May the heat begins to increase.

MacDonald: How many months does the heat last?

Driver: Let me see. May, June, July, August, September, October. It lasts for six months. Toward November you get big winds, and rain usually starts to fall. As for December, it's the cool month. In fact, it usually gets quite cool then.

MacDonald: Is it cold enough to cause snow to fall on the mountains?

Driver: No, we haven't yet experienced here what is called snow.

MacDonald: Does it rain heavily here, when it rains?

Driver: Mr. MacDonald, when rain begins to fall here, it's something that bears no resemblance to rain. It pours.

MacDonald: Another question: When there is what you would call hot weather, how do people in the city manage?

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Driver: Wealthy people go up to Pétionville, Kenscoff, and Furcy.

MacDonald: And people who don't have money, how do they manage?

Driver: There are some among them who take a camionette to Pétionville; others go to Bizoton and Carrefour, places where it is not necessary to have a lot of money.

MacDonald: How about those who don't have any money at all?

Driver: They remain in town, and they are not in worse health for it. They don't die. But you yourself, you can stay in Pétionville or Kenscoff, if you wish. I could come to get you every morning.

MacDonald: Too much trouble. My room is quite cool. You need not go to all that trouble.

I. PERCEPTION DRILL

i. Kouté pa répété:

Kouman yo rélé sa a? (show a calendar)
 Oui, sé gnou almanak. Li ban nou non jou la-semèn
 yo, é li fè nou konnin nan ki moua nou yé.

Koul yé a, nou nan moua...(Janvié). Janvié sé
 premié moua nan ané a. Apré Janvié sé Fèvrié.
 Sé. moua ki pi kout nan ané a. Li duré 28 ou 29
 jou. Lè zòt moua yo duré 30 ou 31 jou. Apré
Fèvrié sé Mas, Avril, Mé, Jin, Juyé, Out, Séptanm,
Oktòb, Novanm ak Desanm.

2. Annou di non moua yo. Répété apré mouen:

Janvié, Fèvrié, Mas, Avril, Mé, Jin, Juyé, Out, Séptanm,
 Oktòb, Novanm, Désanm.

3. Koul yé a, réponn kèstion sa yo:

1. Ki moua ki pi kout?
2. Konbin jou Fèvrié konn poté?
3. Pa gin lòt moua ki duré 28 jou?
4. Konbin jou lòt moua yo duré?
5. Ki moua ki duré 30 jou?
6. E ki moua ki duré 31 jou?
7. Nan ki moua nou yé koul yé a?
8. Ki dènié moua ané a?
9. Ki moua ki nan mitan ané a?
10. Lè Fèvrié fi-n pasé, nan ki moua nou yé?

4. Kouté pa répété:

Koul yé a, nou kòmansé gnou nouvèl ané. Ané...
(1971) fi-n pasé déjà. Nan ki ané nou yé la a?
--Nou an ... (1972).

Konbin jou Fèvrié ap duré nan ané 1972 la?
-L ap duré 29 jou.

Ané pasé ou tē gin 20 an. Ané sa a ou ap gin 21 an.

Jodi a fè hon. Li pa fè lapli, li pa fè la nèj,
li pa fè la glas, li pa fè loraj. Pa fè frèt dutou.
An Aiti lē gin lavalas, gro lapli kon sa, ak anpil
loraj, pa gin lumiè nan kay yo. Tout moun rēt nan noua.
Nou pa gin la nèj, min nou gin anpil siklôn.

5. Substitute the following cues for bon in the sentence:
Jodi a li fè bon anpil.

CUE

STUDENTS

fré
chaleù
van
la nèj
cho
lapli
frèt
lavalas
loraj
frèdu
frèt
mové

Jodi a li fè fré anpil.
Jodi a li fè anpil chaleù.

Note: The cue is usually put before anpil when it is an
adjective. It is put after anpil when it is a
noun.

6. Kouté pa répété:

Sa a sé kò m. (show my body). Bra m, tèt mouin janm mouin, tout ansanm sé kò mouin. Min, si m pral gnou koté, pèsonn pa pralé avèk mouin, pèsonn pap montré koté m pralé a, m kapab di ké m pral koté a pou kò m.

Répété: M pral lavil pou kò m.

Kouté: Deu moun ap goumin. Lapolis vi-n rivé. M pa vlé yo pran mouin; m ralé kò m.

Répété: Pou lapolis la pa kinbé m, m ralé kò m.

7. Insert kò (-self) in the following sentences:

CUE

Pòv la kouvri l ak ranyon.

Ti gason an binyin ni ak tè.

Matin an lè m lèvé, m té santi m cho.

Pou yo pa kinbé m, m ouété m.

Chin an fouré l nan trou a, li pa kapab sòti.

Ti moun nan pa kontan, li frapé li a tè.

Mésié yo bouké, yo apiyé yo sou galri a.

Nou té tèlman ap bay odians, nou blié nou.

Nan fèt la, tout moun touyé yo anba bouéson.

Madanm nan fèmin ni nan chanm nan, li pa louvri pou pèsonn.

Ban m répozé m, m bouké anpil.

Sé pou moun toujou suvéyé yo lè y ap palé.

SENTENCES

Pòv la kouvri kò l ak ranyon.

Ti gason an binyin kò li ak tè.

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8. Kouté pa répété:

Yo di m moun yo pa ko antré.
-O kontrè, y antré dépi yè soua.

M ta vlé pati boneù.
-O kontrè, sé pa pou ou pati boneù.

Répété dènié fraz sa a apré mouin. (Repeat the last sentence.)

9. Transform the following sentences using o kontrè:

CUE

Ti moun yo p ap manjé
jodi a.
Sé pou ou al lavil boneù.

Ané pasé, pa té gin anpil
lapli.

Ti gason an konn najé
byin.

Mari di ké manman ni ap
vi-n a pié.

Ifò nou krazé bon kou
bouéson.

Madanm nan al ouè mari l
souvan nan prizon an.

Msieu sa a pa konn dansé
byin.

An Aiti pa gin bèl solèy
la jounin.

Yo voyé mèzu kabann nan
bay bôs la.

Mésié yo chasé anpil bèt
yè.

Nou pa konn kalkilé kantité
lajan ki pasé.

STUDENTS

O kontrè, ti moun
yo ap manjé jodi a.
O kontrè, sé pa pou m
al lavil boneù.

10. Kouté pa répété:

Si ou pa kapab fè gnou bagay pou kò ou, gnou moun kapab fè bagay la ak ou; li kapab édé ou fè bagay la.

Lè gnou moun édé gnou lòt, ou di ké li ba li gnou kou d min.

Répété: M pa kapab pran tab la, ban m gnou kou d min mézanmi.

11. Use either édé or bay gnou kou d min pou with the following sentences. Make changes if necessary.

CUES

Mésieu yo ap minnin gnou ankèt. (Nèg la)

Lòt kanmarad yo ap monté gnou konplo. (Méchan an)

Matlo yo ap antré nan rad la. (navigateu a)

Avèg yo ap piyé magazin an. (matlo a)

N ap rêtiré oto a nan trou a. (mouen)

Etudian yo ap fè progrè. (proféseu a)

Pitit yo ap préparé avni yo. (papa a)

RESPONSES

Nèg la édé mésieu yo minnin gnou ankèt.
or: Nèg la bay mésieu yo gnou kou d min pou minnin gnou ankèt.

Méchan an ap édé lòt kanmarad yo monté gnou konplo.
or: Méchan an ap bay lòt kanmarad yo gnou kou d min pou yo monté gnou konplo.

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Gabi ap achté gnou kado pou
Toma. (Mari)

Lapolis dèkouvri vòlè a.
(nonm nan)

Chèf sèksion an mèt vòlè
a anba kòd. (nèg la)

Madanm nan ouété rajé yo
dèyè kay la. (msieu a)

Sésé abiyé malad ki touni
an. (Anita)

12. Kouté èpi répété:

Dépi kèk jou m pa ouè Anita ak Sésé.

M pa ouè yo dutou.

Li poko manjé dépi matin. Li pa manjé dutou jodi a.

13. Add dutou to the following sentences:

CUE

STUDENTS

Ané sa a pa té bèl.

Ané sa a pa té bèl

Tijo pa konn najé.

dutou.

Tijo pa konn najé

dutou.

Tèks sa a pa long.

Gin moun ki pa ékzisté
pou yo.

Sé pa tout lidé ki bon.

Gin étudian ki pa fè
progrè.

Gin kèk péi ki pa gin
résous.

Jodi a tanpèratu a pa ro.

Gin anpil moun ki pa konn
viv ak lòt moun.

Gin ranyon ki pa ka sèvi.

Sé zòn moun pa ka al
pronmnin lé soua.

Gin dé klòch ti moun
pa ka sonnin

PRESENTATION OF THE DIALOGUE

See Valdman, p. 223.

DIALOGUE ADJUNCT

Ki sa yo rélé traduksion?

In bin, traduksion sè gnou fraz ou gnou, mo nan gnou lang
ou di nan gnou lòt lang.

Par ekzanp, si mouin di nou tradui fraz kréòl sa a an
anglè:

"Jounal sa a ban nou bon konsèy."

N a tradui li kon sa.

"This newspaper gives us good advices."

Nou fi-n aksépté aprann kréòl la; koul yé a, nou oblijé
étudié réd. M ap fè tou sa m kapab pou m édé nou.

La jounin gin bon solèy; nou pa bézouin limin lumiè a.

Sèmen pasé Toma té di Mari gnou ti kozé. Malérezman
papa li pa vlé.

Pa rét nan minm pozision an, ou a bouké.

Katédral la nan sant Pòtoprins.

Anfin m fi n di nou tout paròl pou m té di nou yo.

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II. IN THE LAB

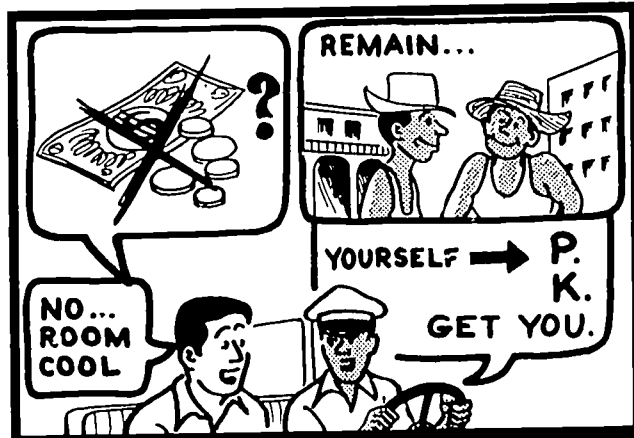
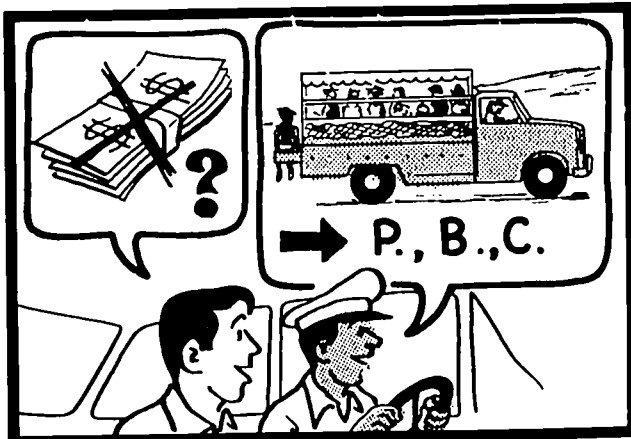
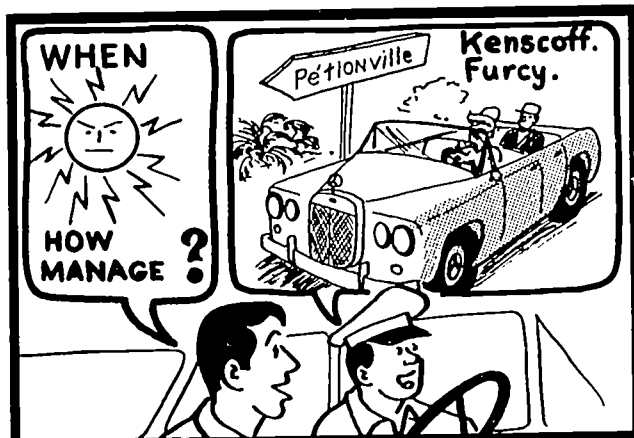
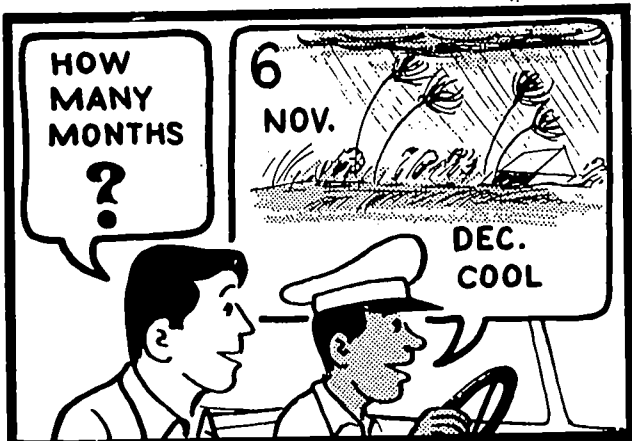
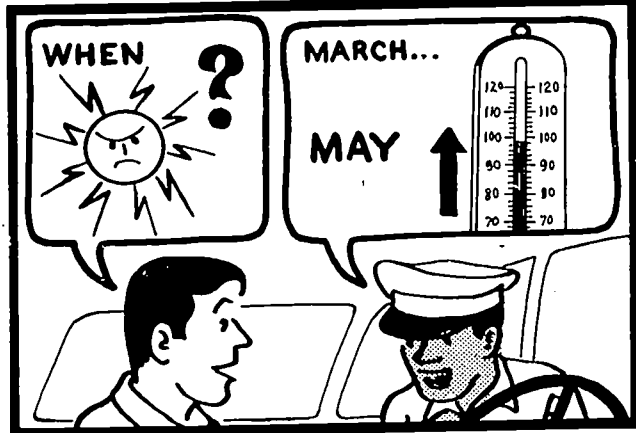
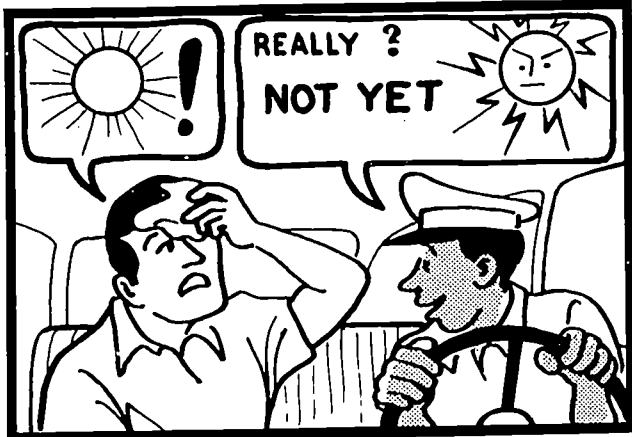
1. Listen to the dialogue and its adjunct on tape at least twice.
2. Note the pronunciation of the new vocabulary.

HOMEWORK

1. Review the vocabulary of Lesson 25.
2. Study the dialogue well enough so that you can work with it freely in class tomorrow. You need not memorize it word for word.
3. Check your knowledge of the new vocabulary.
4. Read the grammar notes in Valdman, on pages 230, 231, and 232.
5. Continue to prepare your topics for oral reporting. The following students should be ready to report in the morning:

CREOLE

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III. RECITATION

A. Reenact the dialogue.

B. Answer the following questions on the dialogue:

1-20. See Valdman, pages 228 f.

21. Ak ki moun Makdonal yé nan machin-nan?
22. Eské Makdonal santi frédu?
23. Leù ou nan moua d mas, eské sèzon chaleù-a preské rivé?
24. Ki non moua chaleù yo?
25. Eske tout pèi gen menm moua chaleù?
26. An Aiti frédu rété pi lontan ké chaleù?
27. Eske O Zétazuni lapli tonbé rèd tankou an Aiti?
28. Youn moun bezouen anpil köb pou alé Kafou leù fè cho?
29. Leù fè cho lavil, moun mouri anpil?
30. Makdonal pito pran traka pasé li rêt nan chanm ni?

IV. LAB EXERCISES

1. Lexical Variation Drills

See Valdman, pages 225-228.

2. Grammar Exercises

See Valdman, pages 230-233.

3. Test (translation)

See Valdman, page 229.

V. STUDENT REPORTS

Individual students make reports prepared at home. Their audience listens, then asks questions at will.

VI. AURAL COMPREHENSION

1. Text of radio broadcast Radio Lumiè--Krèòl I on Tape No. 26.
2. Vocabulary for Radio Lumiè - Krèòl I:

amou, lanmou, n.	love
atik, n.	article
andikapé, v./adj.	to handicap/handicapped
*anfin, adv.	at last, finally
biblik, adj.	biblical
*blijé, oblijé, v./adj.	to oblige, to force, to compel/obliged
bokou, adv.	much, a great deal(of)
Boukan, n.	(a Creole newspaper)
chan, n.	song, hymn
dérapé, v.	to start, to spurt
dévelopé, v.	to develop
dévosion, n.	devotion
*édé, v.	to help, to assist
*ékzanp, n.	example
* par ékzanp	for example, for instance
éspèrans, n.	hope
éstasion, n.	station
*étudié, v.	to study
fab, n.	fable
intéré, n.	interest
poté gnou intéré, v.phr.	to show an interest
*journal, n.	newspaper
komité, n.	committee
*konsèy, n.	counsel, advice
*kontrè	contrary, opposed
* o kontrè	on the contrary
*kozé, v./n.	to talk, to chat/talk
krétyin, n./adj.	christian, human being

*lumiè, limiè, n.	light
*malérézman, adv. monitè, n.	unfortunately monitor
òr, conj. (French)	now, well
parèt, v.	to appear
*paròl, n.	word(uttered)
*pasé, adj.	past, last
patisipé, v.	to participate
pètèt, adv.	maybe, perhaps
pous, n.	help(idiomatic)
*pozision, n.	position
préparasion, n.	preparation
providans	Providence
réèlman, adv.	really, truly, actually
rekòmansé, v.	to start afresh, to begin again
reparèt, v.	to reappear, to turn up again, to come out again
richès, n.	riches, wealth
roman, n.	novel
*sant, n.	center
sè (sé) ké, v.phr.	it's that
sériézman, adv.	seriously
*tradui, v.	to translate
*traduksion, n.	translation

Idiomatic Expressions

an sé sans ké (French)	in that
bay gnou kou-d-min	to lend a hand, to help

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3. Suggested procedural steps:

- a. Students listen to the radio broadcast in Creole, a conversation between Carrié Paultre and Raymond Destin about Creole.
- b. They study the above vocabulary. Most of it is for comprehension alone, not active mastery. Only a few words were selected for study as a part of this lesson.
- c. They listen once again to the broadcast.
- d. They listen to each speaker and speech separately and attempt a résumé in English of each speech.
- e. They listen once more and check their résumés.
- f. They write a résumé in English of the whole piece.

Note: This exercise may take more than one hour. Complete it at home.

VOCABULARY

*anfin, adv. Avril, n.	at last, finally April
bay manti, v. phr. *blijē, obligē, v.	to tell a lie, to lie to oblige, to force, to compel
choual, cheval, n.	horse
durē, v. dutou, ditou, adv. pa...dutou	to last at all not at all
*ēdé, v. *ēkzanp, n. * par ēkzanp *ētudiē, v.	to help, to assist example for example, for instance to study
farinaj, farinay, n. fē, li fē, imp. expr.	misty rain it's + (expression relevant to the weather)
Féviré, n.	February
Janviē, n. Jen, n.	January June
*journal, n. Juyé, Jiyé, n.	newspaper July
kabrit, n. klé, n. kō + (pers. pron.) kōm, prep. *konsēy, n. *kontrē * o kontrē *kozé, v./n.	goat key -self since counsel, advice contrary, opposed on the contrary to talk, to chat/talk
laglas, glas, n. la-nēg, nēj, n. lapli, n. lavalas, n. loraj, loray, n. *lumiē, limiē, n.	ice snow rain torrential rain, flood storm, thunder light

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* malérézman, adv.	unfortunately
mové, adj.	bad
mulèt, n.	mule
Novanm, n.	November
Oktòb, n.	October
Ou, Out, Dou, Dout, Daou, n.	August
* paròl, n.	word (uttered word)
* pase, adj.	past, last
poté pi mal, v. phr.	to be in worse health
* pozision, n.	position
* sant, n.	center
Séptanm, n.	September
sézon, n.	season (of the year)
siklòn, n.	hurricane
* tradui, v.	to translate
* traduksion, n.	translation
trapé, atrap, v.	to catch

Lesson 27

RECONNAISSANCE PATROL

Situation: A squad returns from a reconnaissance patrol and makes its report.

Scene 1: Orderly Room. Lt. Maurice and Sgt. Sauveur converse.

Lt. : Who was in charge of the reconnaissance patrol last night?

Sgt. : Cpl. Jacques, sir.

Lt. : Have him report to me.

Sgt. : Yes, sir. I'll have him report to you at once.

Scene 2: Sgt. Sauveur goes to the guard room, sends for Cpl. Jacques, and orders him to go to Lt. Maurice in the executive office of the 14th Company. Cpl. Jacques goes to Lt. Maurice's office and reports.

Cpl. : Cpl. Jacques reporting, sir.

Lt. : Oh, yes. You were the one in command of the reconnaissance patrol last night?

Cpl. : Yes, sir.

Lt. : Good, report to me in detail how everything went.

Cpl. : In accordance with instructions, I rounded up the men who had been designated for the patrol, and I gave the "march" order at 1700 exactly. The squad was composed of 3 soldiers, not including myself. I had calculated that it would take us about one hour to get close to the enemy's position.

Lt. : What weapons did you have with you?

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Cpl. : The sergeant gave us light tommy guns with fifty rounds ammunition and four hand grenades each.

Lt. : That was all you had?

Cpl. : No, sir. We also had knives, so that we could defend ourselves without making any noise, in case we surprised an enemy patrol.

Lt. : Good, that's fine. What route did you follow?

Scene 3: Sgt. Sauveur enters.

Sgt. : Lt. Maurice, Headquarters is asking for you on the radio.

Lt. : Very well, say that I'm coming to take the message right away. You, Cpl. Jacques, stay here until I return to complete the report.

I. PERCEPTION DRILL

1. Kouté, pa répété:

Nou konnin dēja kē sōlda sēvi ak zam, ak fizi, ak bal. Jodi a nou gin toua lōt bagay yo konn sēvi.

Répété. Sōlda yo konn sēvi ak grenad, ak mitrayèt ak kouto. Min tout moun konn sēvi ak kouto tou.

2. Substitute the following cues for zam in the sentence
Yo bay gad yo bon kou zam:

CUES

fizi

bal

mitrayèt
konsèy
grenad
provizion
kouto
bayonèt
manjé
chajeù
bouéson
journal

STUDENTS

Yo bay gad yo bon kou
fizi.

Yo bay gad yo bon kou
bal.

3. Kouté épi répété:

Jodi a sé...(today's day). Yè sé té...(yesterday's day). Yè matin nou vi-n lēkol, min nou pa vi-n yè scua.

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4. Put the following sentences in the past tense, using yè and the particle té:

PRESENT

Asouè a, y ap mèt Tijò
anba kòd.
Jodi a, madanm nan édè
msieu a travay jadin an.

Matin an yo kinbé nèg yo ap
monté gnou konplo.
A midi a ti gason an pa manké
bay manti.
Jounal jodi a pa palé de sant
la dutou.
Apré midi a va gin loraj ak
lapli.
Yo koupé lumiè a pluzieù fous
matin an.
Li fè farinaj jodi a.
Matin an n oblijé bay ti moun
yo kèk konsèy.
Malérèzman m pa fè traduksion
jodi a.
Asouè a malad la pa pòté li pi
mal.
Jodi a lajounin an ap bèl.

PAST

Yè soua yo té mèt
Tijò anba kòd.
Yè madanm nan té édè
msieu a travay jadin
an.

5. Kouté épi répété:

Malad la bouké. L ap fè gnou ti dòmi. Pa palé.
Nou mèt rantré ouè l san palé. Sé pa pou nou fè
bri. Sé pou nou rantré san fè bri.

6. Complete the sentence Fè médam yo rantré san...with the following cues in final position:

CUES

fè bri

palé

di gnou mo
 frapè pòt la
 ti moun yo
 sapat yo
 lumiè
 manyen tout bagay
 apiyé
 touché tab la
 boutèy yo
 goumin

COMPLETE SENTENCES

Fè médam yo rantré san
fè bri.

Fè médam yo rantré san
palé.

7. Kouté épi répèté:

Nou ouè ke travay la ta pran nou deujou.
 Nou kalkilé ke sa ta ka pran nou deu jou.
 Yo di ke sa ta pran yo tròp tan.

8. Furnish the missing final word in the sentence Nou té kalkilé ke sa ta pran nou...on cue:

CUES

kèk tan

gnou semèn

deu jou
 gnou grinn jounin
 toua moua
 tout ané a
 uneù
 lontan
 bon kou tan
 sinkeù
 deu semèn
 gnou sèl moua

SENTENCES

Nou té kalkilé ke sa
 ta ka pran nou kèk
tan.

Nou té kalkilé ke sa
 ta ka pran nou gnou
semèn.

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9. Kouté épi répété:

Mézanmi, nou tandé nouvèl la? -Gin gnou gro rékin
bò ouaf la. Ann al ouè li. Tout moun ki ouè bèt la
lè yo rivé di: "Mézanmi! Ala gnou kokinn rékin!"

10. Put mézanmi in front of the following sentences and pro-
nounce them with the proper intonation.

CUES

RESPONSES

Pa bay manti kon sa non.

Mézanmi, pa bay manti
kon sa non.

Nou tandé sa ki rivé yè
soua?

Mézanmi, nou tandé sa
ki rivé yè soua?

Li fè gnou grinn lavalas
nan nò semèn pasé.

Yo pran lumiè a sis foua
jodi a.

Yo di gin gnou kokinn
siklòn k ap vini sou
Aiti.

Pa rété trò pré mulèt la
pou l pa voyé pié.

Li fè gnou chaleu lavil la,
nan pouin bouch pou palé.

Sé pa gnou bouéson nèg sa a
bouè.

Yo mèté Tijo anba kòd.

Sé pa ti banboché mésié yo
ap banboché.

Ala manyin nou manyin sa ki
pa pou nou.

Ninpòt ki moun ka fè travay
sa-a.

11. Kouté pa répété:

Min gnou bèf. Si m koupé li an deu, chak moso sé
gnou mouatié. A lè ki lè, si m koupé gnou mouatié an
deu chak moso sé gnou ka. Si m bay gnou ka, m gadé
rès bèf la pou mouin, m kinbé toua ka bèf la.

12. Listen carefully to the following explanations, then answer the following questions:

EXPLANATIONS AND QUESTIONS

ANSWERS

Si m pran gnou boutèy ronm
plin. Kantité m bouè a
minm ak kantité m kitè a.
Ki kantité boutèy la m
bouè?

Ou bouè mouatié boutèy
ronm nan.

M gin gnou bouat mai moulin.
M patajé li an 4 pati.
M pran gnou pati.
Ki pati nan bouat mai moulin
an mouin pran?

Ou pran gnou ka bouat
mai moulin an.

Gnou machann touyé gnou
bèf. Li fè li fè 4 moso.
Li vann 3 moso.
Ki kantité nan bèf la li
vann?

Gnou fi achté un peu duri.
Li patajé li an deu pou
deu jou.
Ki kantité duri a li manjé
jodi a?

Gnou machann poté duri pou
li vann nan maché a.
Li patajé l an 4 pati.
Li vann tout.
Ki kantité duri li rété ki
pa vann?

Yo bay ti Mari gnou patat. Li
gin 3 frè ak seū. Li patajé
li pou yo tout jouinn gnou
moso.
Konbin nan patat la yo chak
ginyin?

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Gin 3 mésiē ki chita nan gnou
rēstoran. Yo kōmandē 2 boutēy
duvin. Gnoun ladan di 1 a bouè
mouatiē gnou boutēy. Deu lōt
yo patajē sa ki rētē a.
Ki kantitē chak lōt yo va bouè?

Gnou batō rivē bō ouaf la. Kèk
touris dēsann a tē. Gin toua
foua kartitē sa a ankō nan bato a.
Ki kantitē touris ki dēsann?

Jodi a tout étudian yo pa la.
Gin minm kantitē étudian ki pa
vini.
Ki kantitē étudian ki prēzan?

Gnou manman gin 4 pitit. Li achtē
2 boutēy koka kola.
Konbin boutēy pou li ba yo chak?

II. DIALOGUE

O RAPO

Eskouad la vi-n fê rapò leù li tounin sòt an patrouy.
Liétnan Moris fêk antré nan buro l.

Lt. M: Ki moun ki té kòmandé patrouy yè soua-a?

Sj. S: Sé kaporal Jak, mon liétnan.

Lt. M: Voyé l vi-n jouinn mouin nan buro m.

Sj. S: Avozòd mon liétnan. M ap voyé l ba ou tousuit.

Sèjan Soveù retounin nan sal dé gad la, li fê rélé kaporal Jak, épi li voyé l jouinn liétnan Moris nan buro ékzékutif katòzièm konpagni a. Kaporal Jak alé o rapò. Li rivé nan biro liétnan Moris.

Kap J: Kaporal Jak o rapò mon liétnan.

Lt. M: Aa! bon! Sé ou ki té kòmandé patrouy rekonésans la yè soua?

Kap J: Oui mon liétnan.

Lt. M: Bon. Rapòté m an détay kòman sa té pasé. Odonans Léon, pran nòt.

Kap J: Selon instruksion mouin té résévoua, m rasanblé sòlda yo ki té dézigné pou patrouy la, épi m kòmansé lévé la mach égzaktéman a sinkeù dé laprèmidi. Patrouy la té konpozé dé toua zòm avèk mouin fê kat. M té kalkilé ké sa ta pran nou a pé prè uneù pou nou rivé tou prè pozision lènmi an.

Lt. M: Ki zam nou té ginyin avèk nou?

Kap J: Pou nou pa té trò anbarasé, sèjan an té ba nou ti mitrayèt léjè avèk sinkant bal é kat grenad a chak òm.

Lt. M: Sé sa seülman nou té ginyin?

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Kap J: Non, mon liétnan. Nou té gin kouto tou pou nou té ka sovè po nou san fè bri, si nou ta suprann gnou patrouy lènmi.

Lt. M: Bon, sé trè byin. Min, ki rout nou té suiv?

(Sèjan Soveù antré nan buro a)

Sj. S: Mon liétnan, min Katié Jénéral ap mandé pou ou lan radio.

Lt. M: Bon. Réponn kè m ap vi-n pran komunikasion an tousuit. Ou-minm, kaporal Jak, rété a ma dispozision justan mouin tounin pou fini rapò a.

Adjunct

Maladi a rēd sou madanm nan. Li inpōtan pou nou suiv tou sa dokteū a di nou. Nou fèt pou nou kouté konsèy dokteū a. Sē la vérité. Sa va pèmèt malad la gin la vi, gin la santé. Li pa trō vié. L a viv.

M ta manjé gnou poul antié pou kō m. M pa ta patajé l ak pèsonn.

-Minm dēmi poul ou ta bay.

M p ap bay minm gnou ka poul la.

-Mézanmi, vi-n tandé sa msieu ap di.

Lapli pa tonbé. Sous yo pa bay anpil dlo. Sē sa ki fè ke lariviè a preske san dlo.

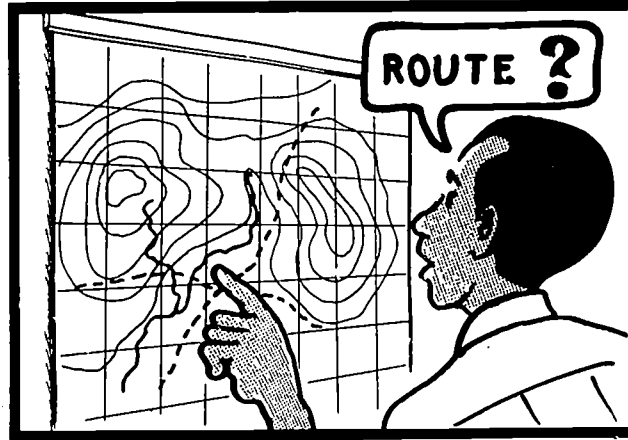
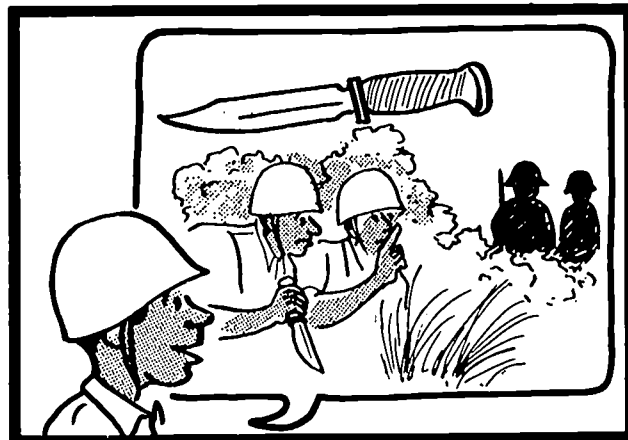
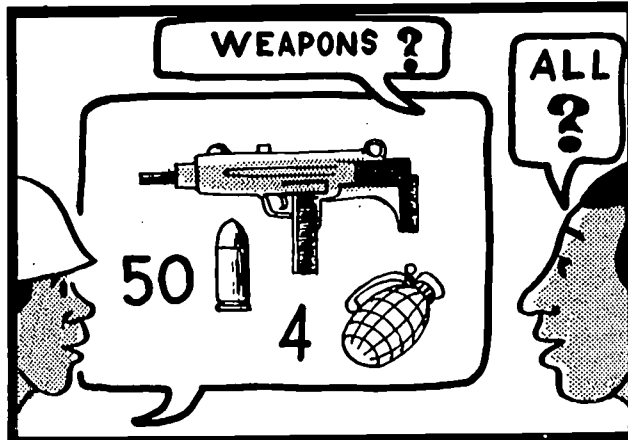
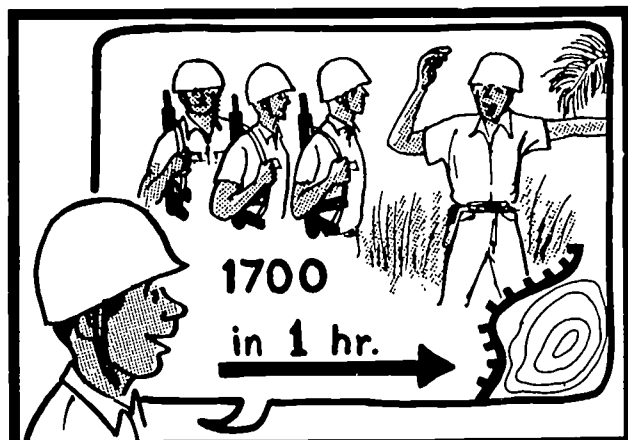
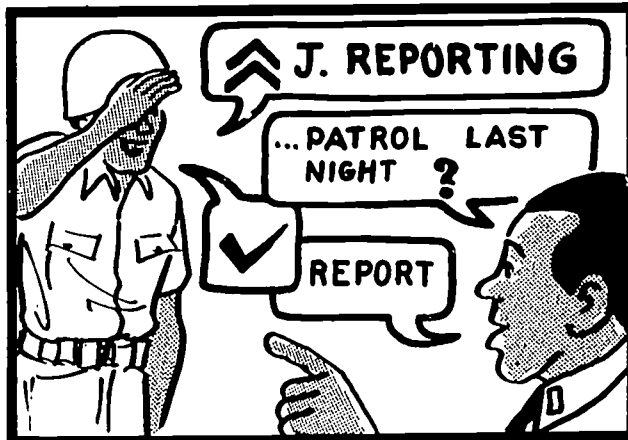
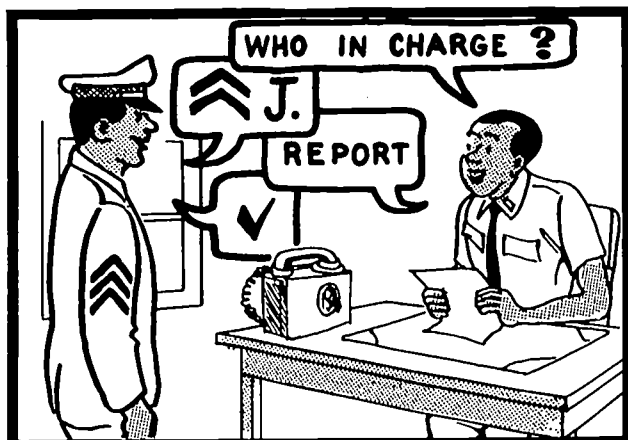
Ki kouleū soulié ou ap mēté? -M ap mēté gnou soulié noua.

HOMEWORK

1. Read the Grammar and Culture Notes.
2. Check your knowledge of the lesson's vocabulary.
3. Study the dialogue so intensively that you can manipulate its lines freely in class next day.
4. Write a résumé of Radio Lumiè Kréòl 1.
5. Bring Istoua d Aiti to class tomorrow.

CREOLE

Lesson 27



III. RECITATION

A. Reenact the dialogue.

B. Answer these questions on the dialogue:

1. Sa êskouad la vi-n fê?
2. Kotê li sôti?
3. Sê Kaptinn Pôl ki fêk antré?
4. Eske sê lan chanm ni Liêtnan Moris antré?
5. Ki sa li mandé?
6. Ki moun ki réponn ni?
7. Sêjan an réponn ke sê Majô André ki kômandé patrouy la?
8. Kotê Liêtnan Moris di pou yo voyé Kaporal Jak?
9. Sa Sêjan Soveù réponn?
10. Sêjan Soveù al la kay li?
11. Eske li fê rélé Jénéral la?
12. Kotê li voyé Kaporal Jak?
13. Kaporal la pa vlé alé?
14. Sa Liêtnan an mandé Kaporal Jak?
15. Kaporal la di ké sê pa t li?
16. Eske sê Kaptinn Pôl Liêtnan an mandé pran nôt?
17. Kaporal Jak pa t résévoua instruksion dutou?
18. Ki moun li rasanblé?
19. A ki leù patrouy la lèvé la mach?
20. Patrouy la té gin uit òm?
21. Ki bò patrouy la t apral fê rekônésans?
22. Kaporal la té kalkilé sa ta pran yo gnou jou pou rivé?
23. Ki zam patrouy la té ginyin?
24. Yo té gin gnou lòt zam. Eske sê té pou manjé patat?
25. Sa pou yo té fê ak kouto a?
26. Ki moun ki vi-n antré nan buro a?
27. Sêjan an vi-n di Liêtnan Moris ké madanm ni ap rélé l?
28. Liêtnan an di li pa pralé?
29. Eske Liêtnan an tann kaporal la fi-n fê rapò a?
30. Li di kaporal-la pou rétê tann ni?

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IV. LISTENING COMPREHENSION

During this hour students work in the lab, listening to a broadcast by the Haitian network Radio Lumiè. The program is part of a series on health, entitled "Radio Dokteu I," prepared in collaboration with the Centre d'Hygiène Familiale, located at 10 Impasse Lavaud, Port-au-Prince.

Students are provided with a handout on the vocabulary of the program.

They will listen to the program on tape at least twice, then attempt a written résumé in English.

V. NARRATIVE

Students will read pages 7-10 in their printed text Istoua d Aiti.

They are given assistance with the vocabulary on a handout.

The hour ends with a series of questions on the text--by the instructor.

VI. GUIDED CONVERSATION

This is conducted by the instructor in class. The topic is the broadcast Radio Dokteu I of the fourth hour.

Grammar and Cultural Notes

1. Fractions. In Creole, major fractions are expressed thus:

$1/4$ = gnou ka (one fourth)
 $1/2$ = demi (before a noun), é dmi (after a noun)
 $3/4$ = toua ka (three fourths)

In certain regions people say toua ka pias for 75 kòb (\$.15). Pias is another word for goud.

2. French definite articles. Some of these are still in use, without having displaced the Creole article. They may be written separate from the noun or joined to it, to form one new word.

Examples: lavi la vi (life), lavi a (the life)
 lanmè lan mè (sea), lanmè a (the sea)
 lèkol l-ékòl (school), lèkòl la (the school)
 lézòt lé zòt (others), lézòt yo (the others)

3. Fèt pou and doué. Both express obligation and are often used interchangeably. Fèt pou (lit. 'made for' or 'born for') should be used only when the obligation is a natural one and not simply conventional.

Example: Ti moun doué kouté konsèy gran moun.
 Ti moun fèt pou kouté konsèy gran moun.
 (Children must listen to adult's advices.)

VOCABULARY

anbarasē, adj.	encumbered, entangled, hindered
*antiē, adj.	whole, entire
a pe, prē, adv. phr.	more or less, about, close to
bri, n.	noise
détay, n.	detail
désignē, v.	to designate
éskouad, n.	squad, section
égsékutif, adj.	executive
égzaktēman, adv.	exactly
*fèt (pou), aux.	must
grenad, n.	grenade
*inpòtan, adj.	important
instruksion, n.	instruction
*ka, n.	quart
katié jénéral, n. phr.	headquarter
kòmandē, v.	to command, to give orders
komunikasion, n.	communication
konpozē, v./adj.	to compose/composed of
*koulē, kouleū, n.	color
kouto, n.	knife
lējè, adj.	light
lénmi, n.	enemy
lévè la mach, v. phr.	to begin walking
*maladi, n.	illness, sickness
*médikaman, n.	medicine, medicament, drugs
*mèzanmi, excl./n.	O Lord!/friends
mouatiē, n.	half
nòt, n.	note

* Words assimilated from Radio Lumiè and Istoua d Aiti. They form a part of the student's active vocabulary.

ōdonans, n.	ordinance
*patajē, v.	to share, to divide
patrouy, n.	patrol
*pēmēt, v.	to permit, to allow
*prēkosition, n.	precaution
po, n.	skin
*protējē, v.	to protect
rasanblē, v.	to muster, to gather
rapō, n.	report
rapōtē, v.	to report, to relate
rekonēsans, n.	reconnaissance, re- connoitering
sal dē gad, n. phr.	guard-room
santē, la santē, n.	health
*sous, n.	source
suprann, v.	to take by surprise, to surprise
*vēritē, la vēritē, n.	truth
*vi, la vi, n.	life
*viē, adj.	old, worthless
yē, n.	yesterday

Lesson 28

I. PERCEPTION DRILL

1. Kouté pa répété:

Lè Ti André fi-n rakonté istoua a, tout moun pran; tout moun kouè, sòf Tijo ki konnin ke Ti André rinmin bay manti. Sa vlé di ke sè Tijo sèl ki pa kouè sa Ti André di a.

Répété: Tout moun kouè Ti André, sòf Tijo.

2. In the following sentences replace the period with a comma and add sòf plus the given cue:

SENTENCES AND CUES

ENLARGED SENTENCES

Tout moun té alé nan patrouy.
(mouin minm)

Tout moun té alé nan
patrouy, sòf mouin minm.

Nou fè mouatié rout la.
(éskouad la)

Nou fè mouatié rout la,
sòf éskouad la.

Yo pran mēdikaman yo tou
lé jou. (yè)

Nou tout nou di la vérité.
(Ti André)

Sous tou patou bay anpil dlo.
(an Aiti)

Tout sòlda yo anbarasé ak
grenad yo. (Asèn)

Tout moun ap pran prékosion
yo. (ou minm)

Patrouy la pran tout zam li
bezouin. (kouto)

Tout moua poté 30 ou 31 jou.
(Février)

Tou lé jou li fè farinaj.
(jodi a)

Tout moun fè rapò yo katié
jénéral. (kaporal la)

Nou jouinn-komunikasion ak tou
patou. (sal de gad la)

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3. Kouté pa répété:

Mézanmi kouté. Ou ta di ke sé bri pié gnou moun kap maché deyò a.

-Min oui, on diré sa vré. On diré m tandé bri pié gnou moun kap maché. Rété trankil; pa fè bri pou nou ka kouté.

Répété: On diré bri pié gnou moun k ap maché deyò a.

4. Replace "Sé tankou" with "On diré" in the following sentences:

SENTENCES

Sé tankou si médikaman an pa fè anyin pou malad la.

Sé tankou si komunikasion an koupé.

Sé tankou si nou pa étudié dutou.

Sé tankou si lapli ap tonbé.

Sé tankou si nou nan gnou mové pozision.

Sé tankou si loraj la tonbé sou gnou pié boua.

Sé tankou si sòlda yo rasanblé nan sal de gad la.

Sé tankou si kaporaj la pa fè gnou bon rapò.

Sé tankou si sé sa jounal la di.

Sé tankou si yo koupé lumiè a.

Sé tankou si Ti André ap bay gnou lòt manti.

Sé tankou si li pa ékzisté.

RESPONSES

On diré médikaman an pa fè anyin pou malad la.

On diré komunikasion an koupé.

5. Kouté pa répété:

Si m gin gnou gro travay pou m fè, m pa ka fè tout gnou grinn jou. M ka fè gnou moso, gnou bout travay la chak jou. M ka di: Bout pou bout ma fi-n fè travay la. Sa vlé di, piti, piti ma rivé fi-n fè travay la. Min lè travay la fi-n fèt, m ka di tou: Bout pou bout travay la fini. Sa vlé di, Anfin, travay la fini.

Répété: Bout pou bout travay la fini.

6. Replace "anfin" with "bout pou bout" in the following sentences:

SENTENCES

Anfin na rivé koté nou
pralé a.
Anfin nou pa anbarasé pou
lajan ankò.

Anfin li rakonté m an dètay
sa ki tē pasé.
Anfin éskouad la tounin sot
nan patrouy.
Anfin médikaman an fè kichòy
pou malad la.
Anfin malad la rebran kouleu
li.
Anfin yo rivé patajé manjé a.
Anfin yo fè lénmi yo ralé kò
yo.
Anfin li di nou la vérité.
Anfin nou fi-n fè tout traduksion
ou tē ban nou an.
Anfin Gabi jouinn gnou ti djòb
nan Sant la.
Anfin mulèt la kité yo chajé li.

RESPONSES

Bout pou bout na rivé
koté nou pralé a.
Bout pou bout nou pa
anbarasé pou lajan
ankò.

7. Kouté pa répété:

Lòt jou tē gin gnou ti gason ki tap kouri ak gnou boutèy
koka-kola plin nan min ni. Li tonbé épi boutèy koka a
pété nan min ni. Lè moun ki tap pasé yo ouè sa ki rivé,
yo pété rélé.

Répété:

Moun ki tap pasé yo pété rélé.
Lè moun tandé sa, yo pété gnou kous kouri pou al gadé.

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8. Complete the following sentences with pètè gnou kous kouri:

SENTENCES

Leù yo ouè lénmi ap maché
sou yo...

Kou dokteù a di malad la
li pral mètè kouto sou
li...

Kou ti moun yo tandé bri a
nan la kou a...

Lè m rivé bò sous la...

Lè nou ouè choual la sovè...

Kou lapli kòmansé tonbé...

Kou yo pran lumiè a, Ti Mari...

Leù li tandé sa...

Leù mouin ouè chin an ap vi-n
sou mouin...

Lè mèdam yo ouè mésié yo tou
touni...

Kou gad la baskulé fizi a, nèg
la...

COMPLETIONS

Leù yo ouè lénmi ap
maché sou yo, yo
pètè gnou kous kouri.

Kou dokteù a di malad
la li pral mètè kouto
sou li, li pètè gnou
kous kouri.

9. Kouté pa répèté:

Mouin pa gin anyin pou m fè, é fè cho nan kay la.
Gin gnou bon ti van kap vanté deyò a. M pral pran
gnou ti van sou galri a. Kòm gin gnou plas devan légliz
la, é ke plas la pa louin, m ka al pran van sou plas
légliz la pito.

Répèté: M al pran van sou plas légliz la. Nou taval
pran gnou ti van sou galri a.

10. Insert "al pran van" in the following incomplete sentences:

INCOMPLETE

Msieu a...sou plas légliz
la.
Patrouy la...bò katié
jénéral la.
Toua ka éskouad la... sou
ouaf la.
Makdonal...nan lakou otèl
la.
Sékrètè kolonèl la...bò
lanmé a.
Marin ki fèk débaké a...
Boutilié.
Mésié ak médam yo...sou plas
Pétionvil la.
Zanmi m nan...nan zòn Koua dè
Boukè a.
Kanmarad ou a...nan aviasion an.
Ti gason an...sou branch pié
boua a.
Abitan ki désann lavil la...
sou galri magazin ou.
Fanm ou té ouè a...bò sous la.

COMPLETE

Msieu a al pran van sou
plas légliz la.
Patrouy la al pran van
bò katié jénéral la.

11. Kouté pa répété:

Gin gnou nèg ki fi-n vòlè nan gnou magazin. Kou li sòti nan magazin an, li viré kouin an, kon sa gnou gad vi-n fè patrouy nan ru a. Gad sa a manké kinbé vòlè a.

M tapral pati yè. Tout afè m té fi-n ranjé. M resevoua gnou lèt gnou zanmi mouin ki di m lap vi-n jodi a. M pa kapab pati ankò. Min m kapab di ke m manké pati yè.

Répété: Gad la manké kinbé vòlè a.
M manké pati yè.

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12. Insert the auxiliary "manké" in the following sentences to indicate that the action is almost done:

SENTENCES

M kòmandé patrouy la.
Zanmi m nan patajé kòb
la ak mouin.
Liétnan an dézigné nou
pou patrouy la.
Yè gad la té suprann nèg
la ap vòlè.
Chofeù a krazé gnou
kabrit sou rout la.
Nou al chasé sou mòn nan.
Médam yo dénonse ti gason
an.
Kolonèl la dékouvri kaporal
la kap dòmi nan sal de gad
la.
Nèg an ranyon yo piyé magazin
yo.
Li mélé kola ak duvin ni an.
Yo ouété kò yo nan lamé a.
Madanm nan fèmin ti moun yo
nan kay la.

RESPONSES

M manké kòmandé
patrouy la.
Zanmi m nan manké
patajé kòb la ak mouin.

II. NARRATIVE

1. Reference: Valdman, page 234.

2. Adjunct:

An Aiti nou manjé bannann vèt ak bannann mu. Gin anpil moun ki toufè bannann nan lè li rèk, min, si ou blié li, li ka pouri. Si ou pa bouyi ou byin kuit bannann nan, li gin gou rak. Bannann ak lambi bon.

Toujou gin viv sou tab an Aiti.

Yo planté bannann ak kann nan plinn. Nan mòn, sé kafé sutou abitan planté.

Fig minm ou pa bezouin kuit li pou manjé li. Dépi li mu li bon. Si ou pa konnin, ou pa kapab di ki plant ki fig, ki plant ki bannann. Fò sé gnou moun ki konnin ki pou ékspliké ou.

An Aiti sé pi gran ki fè tout bagay nèt pou pi piti. Sé yo ki okupé yo, ki séparé manjé matin, midi, soua. Manyè édé pi gran yo tou non.

3. Cultural and Grammar Notes

a. Viv

In Haiti, the common diet consists of starch vegetables, fruits, meat, and fish. They are referred to as viv. Specific examples are bana-n vèt ou mu (green or ripe plantain), yanm, manyòk (manioc), patat (sweet potatoes or yam), lam or lam véritab (bread fruit), and malanga, also called tayo. All are tubers except bana-n and lam.

b. Toufê

In Haiti, fruits are not allowed to ripen on the tree. They are cut "green" (not yet good for immediate consumption) and kept in a warm place in wrapping of either paper, cloth, cotton, straws or banana leaves. The process is called toufê, which means literally "to suffocate." Darkness is supposed to accelerate the ripening process.

But why not wait until maturity, to let the fruits ripen on the tree? Because somebody else will harvest one day ahead of you.

c. Manyè (aux.)

Manyè is used to form a mild imperative. It denotes a request that the person comply at least in part.

- Example: a. Manyè vini pi boneù non.
Wouldn't you come a bit earlier?
(With the unexpressed meaning that "you should.")
- b. Ou ta manyè di bonjou.
You might (as well) say good morning.

In a declarative sentence manyè means " a little. "

- Example: a. Li manyè fè frèt.
It's a little bit cold.
- b. Frè li a manyè vini ta jodi a.
His brother has come a bit late today.

HOMework

1. Of Lesson 27 reread the pages in Istoua d Aiti and the transcript of the broadcast by Radio Lumié. Note particularly the words designated as forming an integral part of the Basic Course.
2. Study the vocabulary of this lesson's narrative.
3. Write five questions based on the narrative in Valdman, for use in class tomorrow.

III. FREE CONVERSATION

1. Individual students read the narrative in Valdman aloud.
2. Students ask the questions prepared as homework. The class responds.
3. The instructor leads a discussion on last Friday's class picnic. See also the 6th Period below.

IV. LISTENING COMPREHENSION

A. Radio Lumiè--Konésans sé Richès: "Agrikultu I"B. Vocabulary Aid

agrikultu, n.	agriculture
atansion, n.	attention
atiré, v.	to attract, to pull
*bana-n, bannann, n.	plantation
boutu, bouti, n.	cutting, slip
*bouyi, v.	to boil
difikulté, difikilté, n.	difficulty
dréné, v.	to drain
*ékspliké, v.	to explain
*fig, fig bana-n, n.	banana
fleü, flē, n.	flower
fòm, n.	form
fômé, v.	to form
frui, foui, n.	fruit
*gou, n.	taste, flavor
grèf, n.	graft (on plant)
grinn, n.	seed
il è vrè, Fr.	it is true...
konpôté, v.	to behave, to act
konpôtman, n.	comportment, behavior
kultivé, kiltivé, v.	to cultivate
kultu, la kultu, n.	agriculture
lougarou, n.	werewolf
mango, n.	mango
*manyè, aux.	why don't you; a little
marékaj, marékay, n.	swamp, marsh
mintnan, adv.	now
*mu, adj.	ripe

*nèt, adv.	absolutely, entirely
*plant, n.	plant
*planté, v.	to plant
*plinn, n.	plain
posédé, v.	to possess, to own
*pouri, v./adj.	to rot/rotten
premièman, adv.	first
*rak, adj.	acrid
ranvouayé, v.	to dismiss, to send away
rasi-n, n.	root
reprodui, v.	to reproduce
rès, n.	remainder, rest
sité, v.	to mention
souin, n.	care
pran souin, v. phr.	to take care
sutou, adv.	especially
tij, n.	stem, stalk, trunk
*toufé, v./adj.	to store, to ripen/ in the process of becom- ing ripe
un peu, in pé, adv. phr.	a little, a bit, slightly
valé, v.	to swallow
variété, n.	variety

C. Résumé: prepared by students.

V. READING

A. Reference: Jéografi, pp. 41-44.

B. Vocabulary Aid

antouré, v.	to surround
dominikèn, adj.	Dominican
établi, v.	to establish
Fon ^m dè Nèg, pr.n.	country village in the South
frontiè, n.	frontier, border
gouvènman, n.	government
jéografi, n.	geography
*kafé, n.	coffee
*kann, n.	sugar cane
Kao, pr.n.	mountain in Haiti
La Gonav, pr. n.	island at the entrance of Port-au-Prince Bay
laj, adj.	large, wide
*lanbi, n.	conch, shellfish
Latibonit, pr.n.	a river
La Tòtu, pr.n.	island on the North coast
La Sèl, pr. n.	a mountain
Léoga-n, pr.n.	a small town South-west of Port-au-Prince
Mòn Lopital, pr.n.	mountain overlooking Port-au-Prince
nivo, n.	level
*okipé, okupé, v.	to occupy
pant, n.	slope
an pant, n. phr.	sloping, shelving

* Items which reappear in the lesson vocabulary

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plinn du Kul de Sak, pr.n.	a plain near Port-au-Prince
prézidan, n.	president
produi, n.	product
républik, n.	republic
rotè, n.	height
salé, adj.	salty, salted
*séparé, v./adj.	to divide, to separate/ separated, divided
sirik, n.	a variety of crab
sufas, n.	surface
valé, n.	valley
*viv, n.	starchy food (vegetables and fruit)

VI. FREE CONVERSATION

Topics:

1. Today's broadcast.
2. Today's reading assignment.
3. Games played at the picnic: cards and dominoes.

VOCABULARY

atō, adv.	then, so
*bana-n, bannann, n.	plantain
bout, n.	end
bout pou bout, adv. phr.	finally
*bouyi, v.	to boil
brav, adj.	brave, courageous
briz, n.	breeze
brui, bri, n.	noise
chaplèt, n.	beads
chat, n.	cat
débòdé, v.	to rise above normal, above limit, to overflow
*ékspliké, v.	to explain
fèt, adj.	made, born
*fig, fig bana-n, n.	banana
*gou, n.	taste, flavor
*kafé, n.	coffee
*kann, n.	sugar-cane
kinbè, v.	to catch, to hold
manké kinbè, v. phr.	to almost catch
kou, n.	blow(strike a)
kous, n.	race(contest)
*kuit, v.	to cook, to bake
*lanbi, n.	conch, shellfish
lapeū, lapè, n.	fear
lougarou, n.	werewolf
manké, v.	to fail, to miss, to come near, to be with- in an inch of, to be on the point of
*manyè, aux.	why don't you; a little
*môn, n.	mountain

* Words assimilated from the broadcast and reading topics.

*mu, adj.	ripe
*okupē, okipē, v. on dirē, v. phr.	to occupy it seems, one would say(think), it looks like
pētē, v.	to explode, to burst out with
*plant, n.	plant
*plantē, v.	to plant
plas, n.	square
*plinn, n.	plain
*pouri, v./adj.	to rot/rotten
pran van, v. phr.	to get a breath of fresh air
*rak, adj.	acid
ravi-n, n.	ravine
rēk, hēk, adj.	stage of ripeness or maturity although not ripe yet
rekōmansē, v.	to begin again
rēputasion, n.	reputation
*sēparē, v./adj.	to separate, to divide/ separated, divided
sōf, prep.	except
souf, n.	breath
sutou, adv.	especially
*toufē, v./adj.	to store, to ripen/ in the process of becoming ripe
vēt, adj.	green, not ripe
*viv, n.	starch food (begetable, fruit)

Lesson 29

BREAKFAST

Mr. MacDonald is going down to get his breakfast. He's talking with the hotel waiter. He would like to visit several places in Port-au-Prince on foot. The waiter discourages him from walking.

Waiter: Oh, good morning, Mr. MacDonald. You're already downstairs?

MacDonald: Yes, I'm a man who likes to get up early.

Waiter: What are you going to do today?

MacDonald: I'd like to visit many places within Port-au-Prince: the National Palace, the Bicentenaire section, the Croix des Bossales market, etc.

Waiter: Oh! You are going to cover all of this distance on foot? I think it's better for you to go by car.

MacDonald: I'd rather go on foot.

Waiter: Be careful so that the sun doesn't burn you! The sun is very hot now.

MacDonald: Man, you need not worry. I'm not afraid of the sun. I was born in California. It's a place in the United States that gets a lot of sun, too.

Waiter: Do you really get as much sun as here?

MacDonald: Yes, man. O.K., what's this? Is it orange juice?

Waiter: No. Mr. MacDonald, it's grapefruit juice.

MacDonald: Don't you have papaya?

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Waiter: Yes, there's papaya juice.

MacDonald: I don't want papaya juice. I'd like to eat a piece of papaya itself.

Waiter: I'm sorry about that. There isn't any papaya anymore. They made juice with all of it. Give me four cents and I'll buy one for you tomorrow.

MacDonald: What else is there to eat?

Waiter: There are eggs, there's toast, there's coffee, there's chocolate. . .

MacDonald: Waiter, do they serve that here every day?

Waiter: No, not every day. Sometimes they even serve cassava, fish with avocados. It depends on the preferences of the customer.

MacDonald: I'd rather taste real Haitian food.

Waiter: There's no hurry (about that), you've got time.

I. PERCEPTION DRILL1. a. Kouté, min pa répété:

Si mouin ouè you ti moun ap fè you bagay li pa pou fè, m ka di li: Pa fè sa. Min li pi fò si m di li: Piga fè sa.

b. Répété: Piga fè sa.
Piga ou joué nan dlo a.c. Replace pa with piga in the following sentences:

SENTENCES

Pa kité chat la manjé bannann mu an.
Pa jété kafé a, ban m bouè l.
 Pa okupé sa lôt moun ap fè.
 Pa fè bri ak lanbi a.
 Pa manké légliz jodi a.
 Pa planté fig yo bō ravi-nan.
 Pa voyé souf ou sou mouin.
 Pa al sou plas la anba lapli a.
 Pa bouyi bannann vèt yo ak lôt viv yo.
 Pa manjé fig vèt la, li gin gou rak.
 Pa séparé madanm ak msieu.
 Pa toufé fig yo la a, ya pouri.

RESPONSES

Piga kité chat la manjé bannann mu an.
Piga jété kafé a, ban m bouè l.

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2. a. Kouté pa répété:

(1) Mouin sé you proféseù. M sòti an Aiti. M kapab mètè tou dé fraz sa yo ansanm pou m fè you grinn fraz: M sé you proféseù ki sòti an Aiti.

(2) Nou pran fig la. Ban m fig la. Gin de jan m kapab fè fraz sa yo fè youn.

1. Ban m fig nou pran an. (ou byin)

2. Ban m fig ke nou pran an.

Yo vlé di minm bagay la.

(3) M ap kinbé ti gason an. Ti gason an pa sòti.

Lè m mét tou lé dé fraz yo ansanm m ginyin:

M ap kinbé ti gason an pou li pa sòti.

(4) M ap fè sa a. Ou pa okupé sa a.

Tou lé dé fraz yo kolé ansanm ban mouin.

Ou pa okupé sa m ap fè a.

Donk nou ouè, gin anpil jan nou ka fè dé fraz fè you sèl.

b. Koul yé a répété:

M sé you amérikain ki konn palé kréòl.

Ban m fig nou pran an.

Ban m fig ke nou pran an.

M ap séré liv mouin yo pou yo pa vòlò yo.

Manyè kouté sa l ap di ou.

3. M ap ban nou de fraz. Fè yo fè you grinn avèk ki, kon sa:

CUES

L ap manjé fig la.
Fig la mu.

Proféseù a ékspliké you leson.
Leson an difisil.

On diré ti gason an ap manjé
you bannann.
Bannann nan pa kuit.

Msieu a ouè you lougarou.
Lougarou a manké kinbé li.

Ti fi a ap manjé you fig.
Fig la pako mu.

Ou ap okupé you bagay.
Bagay la pa gadé ou.

Nou rekòmansé you leson.
Leson an difisil.

Nou toufé you bannann.
Bannann nan pa ko rèk.

Nèg la al pran van sou plas la.
Plas la devan légliz katolik la.

L ap manjé you bannann.
Bannann nan gin gou rak.

Sèjan an bay gad la you grenad.
Grenad la pètè nan min ni.

Yè yo suprann nèg la.
Nèg la konn pran fig sou pié.

STUDENTS

L ap manjé fig ki mu
an.

Proféseù a ékspliké
you leson ki difisil.

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4. Koul yé a nou pral fè de fraz yo fè youn avèk ke. Min, anvan sa, m ta rinmin nou fè yo fè youn san mètè anyin, kon sa:

CUES

Yo oblijé ti fi a fè you bagay.
Ti fi a pa rinmin bagay la.

Nou étudié you leson.
Nou pa konprann leson an.

Li okupé pié boua yo.
Li planté pié boua yo yè.

Malad la pa vlé pran médikaman an.
Dokteù a ba li médikaman an.

M konprann ékzanp la.
Proféseù a bay ékzanp la.

Msieu a mouté choual la.
Yo ba li choual la.

Etudian yo pa ka fè traduksion an.
Ou ba yo traduksion an.

Ifò nou manjé poul la.
Madanm mouin kuit poul la.

Li fè konésans ti fi a.
Li rankontré ti fi a yè soua.

M pran kantité a.
M bezouin kantité a.

Yo lagé nèg la.
Yo té mètè nèg la anba kòd.

Nou dènonse konplo a.
Madanm nan monté konplo a.

SENTENCES

Yo oblijé ti fi a fè you bagay li pa rinmin.
Yo oblijé ti fi a fè you bagay ke li pa rinmin.

Nou étudié you leson nou pa konprann.
Nou étudié you leson ke nou pa konprann.

5. Fè de fraz sa yo fè youn ak pou, kon sa:

CUES

Profèseù a èkspliké li leson
an.
Sé pou li étudié leson an.

Madanm nan krazé boutèy la.
Sé pa pou msieu a bouè tròp.

Ti gason an poté bannann vèt yo.
Sé pou li toufé bannann vèt yo.

Manman ou bay ti moun yo you
poul antié.
Sé pou yo patajé poul la.

Papa a bat pitit la.
Sé pa pou pitit la bay manti
ankò.

Lapli tonbé sou plant yo.
Sé pou plant yo ka grandi.

Madanm nan bay tifi a yanm nan.
Sé pou li bouyi yanm nan.

M bay pitit gason m nan you fizi.
Sé pou pitit gason m nan ka chasé.

Nou ba yo you bon lidé.
Sé pou yo kapab gin konfians nou.

Ti bouay la sonnin klòch la.
Sé pou tout moun vi-n légliz.

Gad yo apiyé kròs fizi a sou figi yo.
Sé pou gad yo ka vizé byin.

Chofeù a minnin Makdonal kay Babankou.
Sé pou Makdonal gouté ronm Babankou.

SENTENCES

Profèseù a èkspliké
li leson pou li
étudié a.

Madanm nan krazé
boutèy la pou msieu
a pa bouè tròp.

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6. Minm ékzèsis; min, fousa sa a sè avèk sa:

CUES

STUDENTS

Li manjé sa a.
Sè sa a ki rété.

Li manjé sa ki rété a.

Proféseù a ékspliké sa a.
Ou pa konprann sa a.

Proféseù a ékspliké sa
ou pa konprann nan.

Nou pèmèt yo fè sa a.
Yo tè vlé fè sa a.

M rasanblé sa a.
M pa tè bezouin sa a.

Yo rekòmansé sa a.
Proféseù a tè di yo rekòmansé
sa a.

Nou resevoua sa a.
Nou tè kòmandé sa a.

Li tandé sa a.
Yo pa tè vlé li konn sa a.

Mésié yo voyé sa a.
Yo tè mandé yo sa a.

M tradui sa a.
Proféseù a tè di sa a.

Ou dèkouvri sa a.
Ti bouay la tap fè sa a.

Nou pèdu sa a.
Manman nou tè ban nou sa a.

M supozé sa a.
Li di ou sa a.

7. a. Kouté pa répété:

M ap kouri rélé ti gason an.
 --Kité m rélé ti gason an pou ou.

Non monchè, ou pa bezouin bay kò ou traka.
 --Min sé pa traka sa.

b. Répété: Ou pa bezouin bay kò ou traka.c. Now substitute ou in Ou pa bezouin bay kò ou traka with the following cues:

CUES

mouin

ti bouay la

nou

pòl

étudian yo

ti fi a

ou

médam yo

li

kanmarad la

proféseù a

malad la

STUDENTS

Mouin pa bezouin bay
 kò m traka.

Ti bouay la pa bezouin
 bay kò l traka.

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8. Repeat: Lè m fi-n levé, m lavé figi m.
Lè m fi-n levé, m lavé figi m.

Exercise: Form new sentences by combining Lè m fi-n with the last part of the previous sentence and the given cue.

For example: Lè m fi-n plus lavé figi m plus cue
brosé dan m.

CUES

m brosé dan m
m fè la bab
m dézabiyé m
m pran savon an
m binyin
m suiyé m
m abiyé m
m pinyin tèt mouin
m brosé chévé m
m manjé
m sòti

NEW SENTENCES

Lè m fi-n lavé figi m,
m brosé dan m.
Lè m fi-n brosé dan m,
m fè la bab.

II. DIALOGUE

1. Text of the Dialogue: See Valdman, page 237.
2. Adjunct:

Lé matin, lè ou lèvé, ou ka bezouin alé o ouatè.
Lè ou fini, sé pou ou fè la bab, brosé dan ou ak you
brôs a dan épi pat dantifris, pinyin tèt ou ak you
pingn, brosé chevè ou ak you brôs tèt.

Panché pou ou lavé figi ou nan kuvèt la ou byin nan
lavabo a ak savon an, min pa apiyé. Lè ou fini, suyé
figi ou ak you sèvièt.

Li dézabiyé li épi li kouché.

Avion an lagé mésié yo nan lè a.

Ti gason an pozé liv li yo sou mu an pou li ka
obsèvé gad yo kap fè ékzèsis.

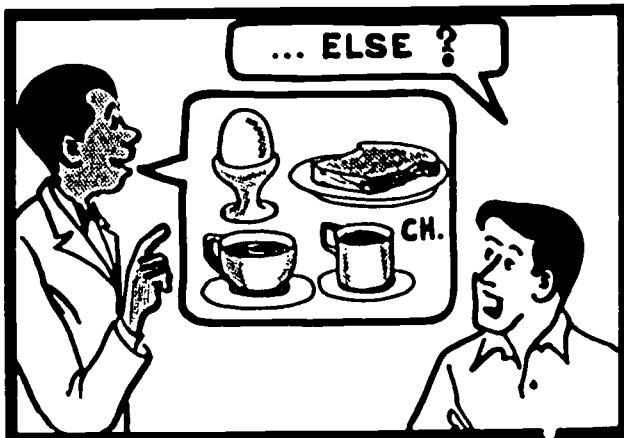
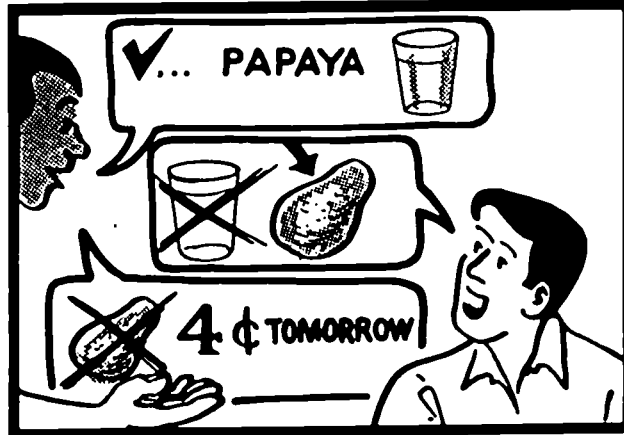
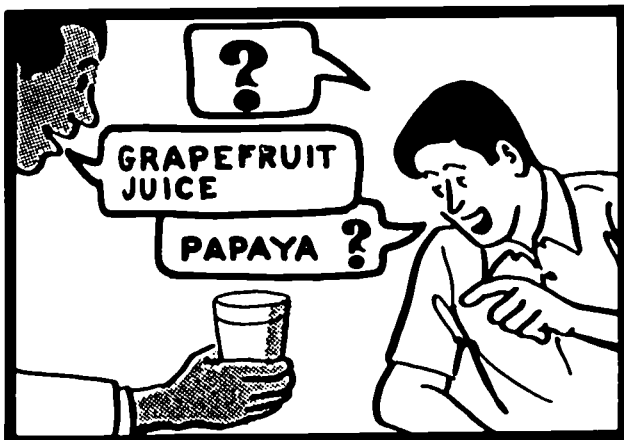
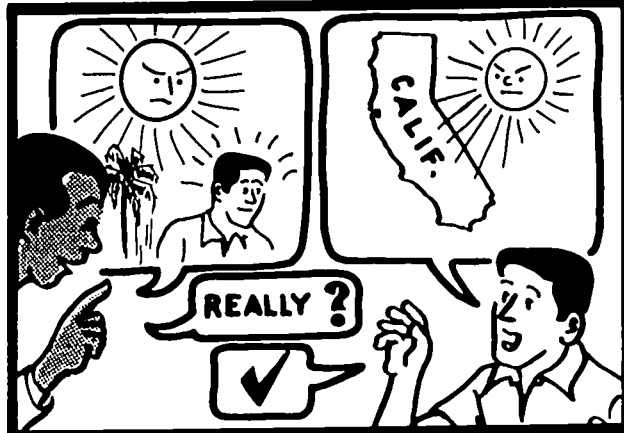
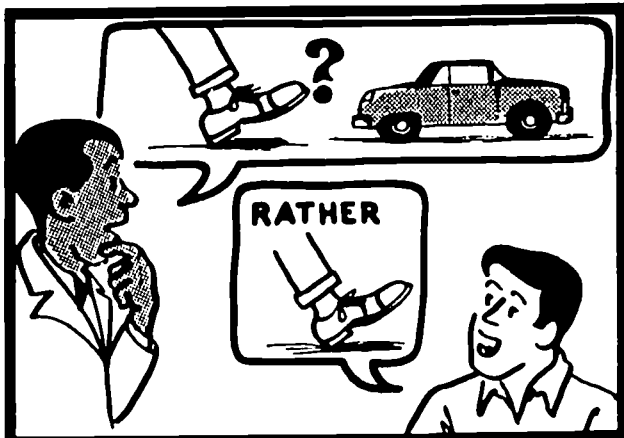
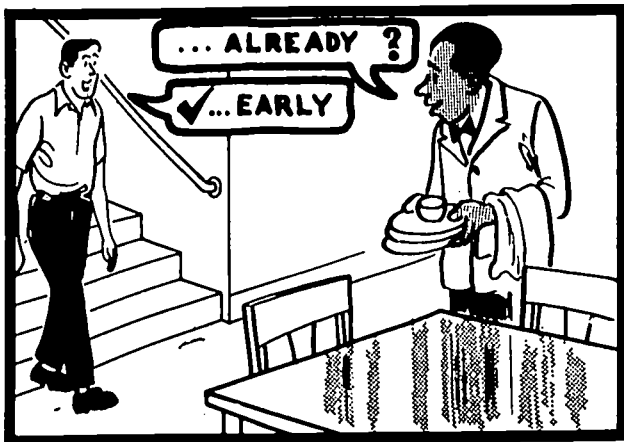
Ou pa pral nan bon diréksion; pasé isit.

HOMEWORK

1. Read the grammar notes on pages 242-246 in Valdman.
2. Check your knowledge of the lesson's vocabulary.
3. Work with the dialogue until you are able to reconstruct it with only the cartoons as cues.
4. Bring your copy of Basic Situations to class tomorrow.

CREOLE

Lesson 29



III. RECITATION

A. Recite the dialogue.

B. Answer the following questions on the dialogue:

- 1-18. See Valdman, p. 241 f.
19. Ak ki moun Makdonal ap palé?
 20. Ki moun ki dèkourajé Makdonal sòti a pié?
 21. E pou ki sa gason an dèkourajé Makdonal?
 22. Makdonal sè moun ki peù solèy? Pou ki sa?
 23. Pou konbin kòb gason an ka jouinn you papay pou Makdonal?
 24. Ki leù l'ava achté li pou li?
 25. Sa ki gin pou déjené nan otèl la jodi a?
 26. Gin dé leù, ki sa yo konn bay pou déjené nan otèl la?
 27. Nou konn manjé kasav ak zaboka déja?
 28. Makdonal ap repati tousuit?
 29. Manjé aisyin sè minm ak manjé amèrikin?
 30. Nou konn manjé manjé aisyin déja?
 31. Ou rinmin manjé aisyin?
 32. Kouman yo rélé manjé ou pran lé matin?
 33. Amèrikin manjé zeu lé matin?
 34. Ki ju ou bouè matin an?
 35. Ki sa ou déjené matin an?
 36. Gin gro solèy jodi a Montèré?
 37. Pou ou vizité you vil byin, li pi bon pou ou alé nan oto?
 38. Ki lòt ju moun ka bouè an Aiti?
 39. Ki lòt pèi ki patajé il la ak Aiti?
 40. Koté La Gouadloup ak La Matinik yé?

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IV. LAB EXERCISES

1. Lexical Variation Exercises

See Valdman, pages 240-241.

2. Grammar Exercises

See Valdman, pages 243-247.

3. Test

See Valdman, page 242, Translation.

V. FREE EXPRESSION WITHIN BASIC SITUATIONS

Topics: First activities in the morning.

Reference: Basic Situations (cartoon book), A-1, A-2, A-3.

Vocabulary Aid: (Memorize words with an asterisk.)

A-1

bayē, v.	to yawn
dékouvri, v.	to uncover, to throw off one's bedclothes
dra, n.	sheet
drēsē kō, v. phr.	to rise
*kouvri, v.	to cover
pantouf, n.	slipper
pijama, n.	pajama
révèy, n.	alarm-clock
rōb de chanm, n.	negligee, bath-robe
tapi, n.	carpet
tirē, v.	to stretch
zōriē, n.	pillow

A-2

*apuiyē, apiyē, v.	to lean, to rest
bēyoua, n.	bathtub
*brōs, n.	brush
brōs a dan, n. phr.	tooth-brush
*brosē, v.	to brush
dēzabiyē, v.	to undress
glas, n.	mirror
krokē, v.	to hang up
*kuvēt, kivēt, n.	basin, washbowl
*lavabo, n.	washbowl
*mu, n.	wall
*ouatē, n.	W.C.
*pat dantifris, n. phr.	toothpaste
pōt savon, n. phr.	soapdish
robinēt, robinē, n.	faucet, tap
*savon, n.	soap
*sēviēt, n.	towel
*suiyē, suyē, siyē, v.	to dry, to wipe

*bab, n.	beard
* fê la bab, v.	to shave
bléro, n.	shaving-brush
brôs têt, n.	hair-brush
éponj, n.	sponge
gagari, gagarizê, v.	to gargle
jilêt, n.	razor blade
losion, n.	lotion
*pingn, n.	comb
*pinyin, v.	to comb
razoua, n.	razor
rinsê, n.	to rinse, to wash
souké dlo nan bouch, v.phr.	to rinse one's mouth out
têt soua, têt siro	straight hair

VI. RADIO LUMIÈ

1. Text: Sians 1 (senes: Konésans sé Richès)

2. Vocabulary:

anplouayé, v. (Fr.)	to use, to employ
aplou, daplon, n.	perpendicularity, plumb, steadiness
bat, v.	to struggle
*diréksion, n.	direction
dirèktéman, adv.	directly, straight
émision, n.	broadcast, transmission
fil-a-plon, n.	plumb-line
fisèl, n.	string, pack thread
fèy papié, papié, n.	sheet of paper, paper
grinn (dlo), n.	air bulb (in a level)
imédiatman, adv.	immediately
konstrui, v.	to build
kuvèt, kivèt, n.	basin
lèman, n.	magnet
mason, n.	mason, bricklayer
muray, n.	wall
*obsèvé, v.	to observe
orizantal, adj.	horizontal
*panché, v.	to tilt
pézanteû, n.	gravity, gravitation
*pozé, v.	to put down, to place, to lay down
prinsip, n.	principle

* Words marked with an asterisk reappear in the lesson's end-vocabulary and are to be memorized for active use.

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ranjê, v.	to settle, to manage, to arrange, to fix
ròch, n.	rock, stone
santi, v.	to understand, to feel
sans, n.	direction, way
sê ta di ke	I mean, i.e.
tandans, n.	tendency
vêtikal, adj.	vertical

3. Résumé: Prepared by students from listening to the broadcast on tape.

VOCABULARY

*bab, n.	beard
* fè la bab, v. phr.	to shave
bay kò ou traka, v. phr.	to worry oneself
Bisantnè, pr. n.	Bicentenaire (Fr.), a part of Port-au- Prince which houses buildings constructed for an exhibition
boulè, brilè, v.	to burn
*bròs, n.	brush
bròs a dan, n.	toothbrush
*brosé, v.	to brush
chadèk, n.	grapefruit
*chèvé, n.	hair
chokola, n.	chocolate
dan, n.	tooth
dé lè, n.	times
dégajé, v.	to get along
dējènè, ti dējènè, n.	breakfast
dékourajé, v.	to discourage
dèpan, dèpann, v.	to depend
*dezabiyé, v.	to undress
*dirèksion, n.	direction
gou, n.	taste, preference
griyé, v./adj.	to grill/grilled
ju, n.	juice
Kalifòni, pr. n.	California
kasav, n.	cassava
kouché, v.	to go to bed, to lie down
*kouvri, v.	to cover, to cover one- self
krazé, v.	to crush, to run over
Kuba, pr.n.	Cuba
*kuvèt, kivèt, n.	basin, wash-bowl

La Gouadeloup, pr. n.	Guadeloupe
La Martinik, pr. n.	Martinique
*lavabo, n.	wash-bowl
*mu, n.	wall
ni...ni	both...and (used in a series rather than <u>é</u> or <u>ak</u>)
*obsèvé, v.	to observe
*ouatè, n.	W.C.
palè, n.	palace
Palè Lèjislatif, pr. n.	Legislative Palace
Palè Nasional, pr. n.	Palais National (Fr.), National Palace
*panchê, v.	to tilt, to bend, to lean
papay, n.	papaya
*pat dantifris, n.	tooth paste
pin, n.	bread
pin griyé, n.	toast
piga, v.	be careful, watch out!, (with following verb compound, don't...)
*pingn, n.	comb
*pinyin, v.	to comb
*pozè, v.	to put down, to place, to lay down
*savon, n.	soap
*sèvièt, n.	towel
*suiyè, suyé, siyé, v.	to dry, to wipe
téyat, n.	theater
Téyat de Vèdu, pr.n.	Théâtre de Verdure (Fr.), an open air theater where plays in Creole are some- times given
voleù, vòlè, n.	thief, robber
zaboka, n.	avocado
zannanna, n.	pineapple
Zanti, Anti (Fr.), pr.n.	Antilles
zeu, n.	egg
zoranj, n.	orange

Lesson 30

REVIEW

I. Oral Review Drill on Lessons 26 and 27

1. Put the following sentences in the past tense using yè and té:

PRESENT

PAST

Matin an m fè la bab
boneù.

Yè matin m té fè
la bab boneù.

Asouè a nou pral
pronmnin Bisantnè.

Yè soua nou té al

pronmnin Bisantnè.

A midi lè solèy va cho,
m a lavé chève m.

Matin an ti moun yo
manjè kasav griyé ak
zaboka.

Aprémidi a, lè ma rantré,
ma dèzabiyé m.

Demin Toma va fè la bab
a sizeù pou l soti boneù.

Jodi a m pral bouè ju
papay nan réstoran.

Matin an m pinyin tèt mouin
anvan m sòti.

Ti André pral gadé ploton an
fè èkzèsis.

Sé demin apré midi ma rekòmansé
planté.

An midi a na manjé lanbi bouyi
ak duri.

On diré jodi a m pa ouè chat
Anita a.

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2. Answer the following questions by using O kontrè and the cues:

CUES

On diré manjé a pa byin
kuit? (boulé)
Eske sè monté li tap monté?
(désann)

Yè té fè cho anpil Kensköf?
(frèt)
Gin lè ou rinmin bannann vèt?
(mo)
On diré sè nan diréksion nò
van an ap sou flé? (sid)
Yo di m ké papa ou gin you
choual noua? (blan)
Légliz la louin anpil?
(tou pré)
Krèòl la sè you lang ki
difisil, konpè? (fasil)
Eské sè a douat pou m vèrè
devan Katié Jénéral?
(a göch)
Kay ou a pi piti ke kay Alsé
a? (pi gro)
Eské sè fini ou pral fini
travay la? (kòmansé)
M tandé ké madanm ou rantré
yè? (pati)

ANSWERS

O kontrè, manjé a
boulé.
Non, o kontrè, sè
désann li t ap
désann.

3. Answer the following questions:

- a. Nan ki moua nou yé?
- b. Ki moua ou fèt?
- c. Konman yo rélè toua premié moua ané a?
- d. E toua dènié moua yo?
- e. Konman ou rélè toua moua nan ané a ki fè pi cho
O Zètazuni?
- f. Moua prochin sè ki moua l ap yè?
- g. E ki moua moua pasé té yé?
- h. Kouman yo rélè toua moua ki vi-n apré Mas?
- i. Lè ou nan moua d Juyé, ki moua ki vi-n apré?
- j. Kouman yo rélè toua moua ki vi-n anvan Oktòb?

4. Min kèk mo ke nou pa ko konnin é ke nou pral tandé nan ti léktu m pral fè pou nou an:

chaviré, v.	to upset, to turn over, to capsize
grondé, v.	to rumble
keù, kè, n.	heart, center, eye (hurricane)
Mè dè Karayib, pr.n.	Caribbean Sea
raché, v./adj.	to uproot/uprooted
ravaj, n.	devastation
réjion, n.	region
séchrès, n.	drought

5. Koul yé a, kouté pa répété:

Sézon lapli

Gin dè pèi lapli pa janm tonbé, épi gin dè pèi li tonbé tròp. Gin dèt pèi minm ki gin you sézon séchrès ki long anpil, épi you sézon lapli ki sanblé li pap janm fini. Sé kon sa pèi tropikal yé, kòm par ékzèmp Aiti avèk lé zòt zanti yo. Pèi sa yo nan zòn siklòn ki fòmé o sid, nan Mè dè Karayib. Leù siklòn sa yo kòmansé monté, tout moun peù, paské pèsonn pankò konnin ki rout yo va suiv ni ki koté yap pasé. You ané yo pasé you koté, you lòt ané yo pasé nan you lòt réjion, min gin dè réjion yo rinmin pasé souvan. Tout koté yo pasé sé pakèt ravaj yo fè. Lavalas tonbé, loraj grondé, dlo désann, lariviè débòdé, kantité kay krazé pié boua raché, trin chaviré, moun mouri anpil.

Yo kab fè anpil déga minm leù sant yo pasé byin louin. Lè ou nan keù bagay la minm sé pi rès. Chak ané yo retounin, Chak ané yo rekòmansé ba yo non. Non premié a kòmansé avèk A, non dézièm nan avèk B, non touzièm nan avèk C, épi sé kon sa pou lòt yo. Min, tout non yo sé non fanm sé paské leù fanm ap fè ravaj sé pa blag; yo frapé fò, é yo pa kité ou konnin ni ki leù, ni ki bò, ni pou ki sa. E mouin byin kouè ké sé you fanm ki di sa.

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6. Réponn kèstion sa yo:

- (1) De ki sèzon y ap palé nan lèktu a?
- (2) Kouman ou rélé sèzon ki pa gin lapli ditou?
- (3) Tout péi tropikal gin minm sèzon?
- (4) Eske Aiti nan zòn siklòn?
- (5) Ki koté siklòn yo fòmé?
- (6) Leù siklòn kòmansé ap monté ki sa ki rivé tout moun?
- (7) Pou ki sa tout moun peù lè sa a?
- (8) Sè toujou minm rout la siklòn yo suiv?
- (9) Min, èské gin dé réjion ke siklòn rinmin pasé lèt?
- (10) Koté siklòn yo pasé, sè you pakèt ravaj yo fè?

- (11) Ki ravaj kon sa siklòn yo konn fè?
- (12) Ou konn tandé loraj grondé déjà?
- (13) Ki sa siklòn fè pié boua yo?
- (14) E trin yo?
- (15) Eske sè leù sant la pasé you koté seùlman li fè ravaj?
- (16) Leù gin anpil lapli ak van, sa ki rivé lariviè yo?
- (17) Lè yo di dlo désann; sa sa vlé di?
- (18) Sa ki rivé dé kay lè gin siklòn?
- (19) Konn gin moun ki mouri lè kon sa?
- (20) Lè yo di ou 'nan keù' you bagay, sa sa vlé di?

- (21) Sè tou lé semèn gin siklòn an Aiti?
- (22) Pa ki sa non premiè siklòn nan kòmansé?
- (23) E dezièm nan?
- (24) Sè non gason siklòn pôté?
- (25) Pou ki sa yo ba yo non fanm?
- (26) Ou konn nan you réjion lè gin siklòn déjà?
- (27) Lè fanm ap fè ravaj sè blag?
- (28) Eske van konn raché pié boua devan ou?
- (29) Ki ravaj van konn fè devan ou déjà?
- (30) Ki koté konn gin siklòn O Zétazuni?

7. Fè fraz avèk mo sa yo:

jounak, anfin, mové, poté pi mal, par ékzanp, rapôté, vié, la santé, lénmi, prékosion

II. Independent Study of Lessons 26 and 27

HOMework

1. Review Lessons 26-29.
2. Bring the novel Ti Jak to the next class.

III. Oral Review Drill on Lessons 28 and 29

1. Add manké to the verb in the following sentences:

SENTENCES

Kuvèt la tonbé nan min
ti gason an.
Mouin té lèvé trò ta
yè matin.
Chofeu a krazé oto a
nan you aksidan.
Difé a boulé kay madanm
nan.
Avion an pati kité
Makdonal.
Anita pa rivé légliz a
leu.
Frè m nan vini an
Kalifòni ané pasé.
Mouin pa té rekonèt
vouazi-n nan.
Riviè a té débòdé leu
lapli té tonbé yè a.
Chaleu fè ti moun yo
pa alé lèkòl.
Lanèj té tonbé Montéré
semèn pasé.
Avion an pa kab tounin
La Guadeloup.

RESPONSES

Kuvèt la manké tonbé
nan min ti gason an.
Mouin té manké lèvé
tro ta yè matin.

2. Use pinga with the verbs in the following sentences, to put emphasis on the interdiction, the warning, the advice, or the apprehension.

CUES

Fò ou pa grinpé pié
kokoyé a Tijo.
Di soveù pa désann
lavil jodi a.
Pa kité m ouè ou fè
sa ankò.
Pa koupé chadèk la ak
kouto sa a.
Pa dèzabiyé ou nan
chanm sa a.
Fò pa manadjè a lèvé
Makdonal anvan deuzeù.
Fòk ti moun yo pa rêté
nan dlo a trò lontan.
Pa alé pronnin ak
étudian yo.
Fòk pa ti bòn nan
boulé pin griyé a.
Pito yo pa pran otc
a jodi a.
Pa vi-n di m ké ou pa
té ouè-l.
Di machann nan pa vi-n
vann zaboka ak zannanna
demin.

STUDENTS

Pinga grinpé pié
kokoyé a Tijo.
Di Soveù pinga désann
lavil jodi a.

3. Fill the blanks in the following sentences with ki, ke, pou, or sa as required:

CUES

Di papa ou...m pa ouè
zouti a.
Mandé manadjè a...
chanm...m pran.
Mouin pa kab jouinn...
m ap chèché a.
..jou jodi a yè.
Eské sè oto sa a...
ou vlé achté?
Sè pa... .. va fè
l manjé kasav la.
Louvri pòt la... li
ka antré.
...moun...konnin...bò
...mouin dèzabiyé m.
Di nou...ou ap fè demin.
Sè nan avion yè a...
Makdonal débaké.
...diréksion...m pran...
m alé Bisantrè?
Sè...tout moun di...
ou té doué fè.

STUDENTS

Di papa ou ke m pa
ouè zouti a.
Mandé manadjè a ki
chanm pou m pran.

4. Nan tèks sa a tou, gin sink mo nou pa ko konnin. M
pral di yo pou nou. Répèté yo:

diné, n. / v.	lunch / to eat lunch
fouchèt, n.	fork
nòmàl, adj.	normal
repa, n.	meal
soupe, n. / v.	dinner / to dine

5. Koul yé a kouté, pa répété:

Chak moun manjé selon bezouin yo, ou selon santé yo. Sè poutèt sa ke tout moun pa manjé minm jan. Min gin you lòt bagay tou. Chak moun manjé selon mouayin yo, sa vlé di selon mizi kòb yo. Sè sa ki fè ke moun pòv pa kab manjé tankou moun ki gin lajan. An jénéral, nan tout péi, yo manjé toua fousa pa jou, matin, an midi ak asouè. Chak manjé sè you repa, é chak repa gin you non. An Aiti, yo rélé sa matin an déjené, sa an midi a rélé diné, sa asouè a rélé soupé. Sè sa ki sanblé nòm, min sè pa kon sa sa yé tou patou, paské gin anpil lòt koté yo pran déjéné a midi, é diné asouè. Alò yo pa gin leù pou yo soupé. Min, kòm nan pouin mouayin rété grangou juska midi, moun sa yo blijé fè you ti manjé lè matin, é yo rélé li ti déjéné. O Zétazuni sè non yo ki chanjé. Ti déjéné a yo rélé li "brékfas" (breakfast), manjé a midi a yo rélé li "lunch" é manjé asouè a yo rélé li "dineù" (dinner). Donk gin lè sè nan kabann yo pran "seùpeù" (supper). Anpil koté ki pran toua ou kat repa pa jou gin you sèl repa ki inpòtan. An jénéral sè diné yo pran asouè a. Min, an Aiti, sòf moun ki pa kapab vré, manjé toua fousa pa jou a sè manjé yo rélé manjé. Ni déjéné, ni diné, ni soupé, sè chita a tab lakay pou manjé solid avèk kuiyè, fouchèt ak kouto. Gin dé moun minm ki bouè duvin tou lè jou, a chak repa.

6. Réponn késtion m pral mandé nou sou sa m sòt di nou la a:

- (1) Selon ki sa moun manjé?
- (2) Tout moun manjé minm jan?
- (3) Sa ki fè ke moun pòv pa ka manjé tankou moun ki gin lajan?
- (4) An jénéral konbin fousa pa jou yo manjé nan tout péi?
- (5) Ki lè yo manjé manjé sa yo?

- (6) Konman yo rēlē tout manjē? (repa)
 (7) Ki non yo bay repa lē matin an?
 (8) E sa yo pran a midi a?
 (9) E konman yo rēlē sa yo pran lē soua a?
 (10) Eske sē tout kotē ki pran dējēné matin?
 (11) Gin dē kotē ki lē yo pran dējēné?
 (12) E dinē?
 (13) Ki lē yo pran soupē la a?
 (14) Kotē ki pran dējēné a a midi, konman yo rēlē repa
 yo pran lē matin an?
 (15) Eske sē minm bagay O Zētazuni?
 (16) Eske nou soupē O Zētazuni?
 (17) Eskē O Zētazuni nou gin you repa ki pi inpōtan pasē
 lē zōt yo?
 (18) Ki repa ki pi inpōtan O Zētazuni?
 (19) E an Frans, eske sē minm bagay?
 (20) Pou moun ki gin lajan an Aiti, kouman yo manjē?
 (21) Ak ki bagay yo manjē you manjē ki solid?
 (22) Ak ki sa ou ka manjē you manjē ki likid?
 (23) Ki sa you kouto ka fē?
 (24) Ki sa moun ki gin lajan bouè ak repa yo?
 (25) Sē ak tout repa yo, yo bouè duvin?
 (26) Moun ki pōv, ki sa yo bouè lē yo fi-n manjē?
 (27) Moun ki gin lajan é ki pa bouè duvin, ki sa yo
 bouè a tab?
 (28) O Zētazuni ki sa pi fō moun bouè a tab?
 (29) Apré Aisyin fi-n manjē ki sa yo bouè?
 (30) Sē apré repa Amérikīn bouè kafē?

7. Fē fraz avèk mo sa yo:

kouché	lapeū
bout pou bout	panché
pozé	séparé
suyé	toufē
krazé	laplinn

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IV. Independent Study of Lessons 28 and 29

In class or in the laboratory.

V. Weekly Quiz

In class.

VI. Reading Exercise (in class)

- a. Text: Ti Jak, a novel. Chapter 1.
b. Vocabulary Aid: (for passive or recognition knowledge only)

an deyō, n. phr.	out of town
bat kōk, v. phr.	cock fighting
bay kou, v. phr.	to give a blow, to hit, to strike
bēni bag, v. phr.	to bless a ring
chaché (chèché) kont, v. phr.	to pick a quarrel with load
chaj, n.	cock-crow
chan kōk, n. phr.	
éstasion, n.	station, mission
katié, n.	quarter, area, town section
konsulté, v.	to consult
konvétì, v.	to convert
lévanjil, n.	Evangile
lign frans, n. phr.	string
mab, n.	marble
mézi, adj.	as many as, as much as
milèt, n.	mule
pi fō, adj. phr.	most of
popé, n.	doll
popé toual, v. phr.	rag doll
prédikatè, n.	lay preacher

rěspěktě, v.	to respect
sělě, v.	to saddle
suspann, v.	to suspend, to stop
tafia, n.	poor alcoholic beverage at end of distillation of sugar cane mash
těta, n.	polliwog
tět chajě, n.	quandary, headache, worry
zangi, n.	eel
zin, n.	fish-hook

c. Questions

- (1) Li fasil pou ou joutinn you nonm an děyō
ki viv ak you sěl fanm?
- (2) Sa ki rivě pitit Dėzius yo?
- (3) Ki sa konpě li di li ki rivě ti moun yo?
- (4) Pou li ka sově lōt ti moun yo, sa li dėsided
fě?
- (5) Ki moun li rankontrě pandan vouayaj la?
- (6) Ki sa něg la fě li?
- (7) Leū li tounin ki sa li fě?
- (8) Ki sa Dėzius pa tē fě ankō lē li tounin?
- (9) Konman yo rėlē fanm li gadě a?
- (10) Katri-n tē gin pitit pou Dėzius?
- (11) Lē Karti-n ouē ki jan Dėzius chanjě, ki sa li
fě?
- (12) Ki lē Katri-n ak Dėzius bėni bag?
- (13) Konbin pitit yo gin ansanm?
- (14) Kotě yo tē mētē Ti Jak lėkōl?
- (15) Ki moun yo rėlē frē Prėvilus?
- (16) A ki lē Katri-n lėvė lē samdi?
- (17) Ki sa li fě kou li lėvė?
- (18) Ki kotě li alē lē kon sa?
- (19) Lē li tounin sōt nan machė, sa li potē pou ti
moun yo?
- (20) You jou, sa li potē pou Ti Jak?

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- (21) Pou ki sa li tē poté bagay sa yo pou li?
- (22) Ki bêt ti Jak ka pēché nan la riviè a?
- (23) E ki koté la riviè a pasé?
- (24) Ki travay ti moun yo gin pou fè anvan y alé lèkòl?
- (25) E lé zaprémidi, lè yo tounin?
- (26) Pou ki sa poul monté pié boua?
- (27) Konman yo rélé bouéson abitan yo bouè a?
- (28) Aisyin rinmin bat kòk?
- (29) Dézius sè frè Prévius?
- (30) Nou konn non lòt pitit Dézius ak Katri-n yo?