

HAITIAN CREOLE

BASIC COURSE

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Lessons 31 - 40
STUDENT TEXT

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LESSON 31

THOSE WHO ASK RECEIVE

I. PERCEPTION DRILL

A. Koute pa repete:

Pitit Sese-a malad. Li malad anpil. Se pa ti kras malad li malad. Le Sese wè jan pitit la malad, li rele anmwè. Sese lapryè anpil pou pitit la byen. Se pa ti kras lapryè ki pou fè pitit la byen. Sese mete a jenou pou prye. Etan l-ap lapryè, pitit la di-l: Manman, m grangou.

Sese tèlman sezi, li pa fouti fè yon pa. Li di pòt let bay pitit la. Se pa ti kras let pitit la bwè.

B. Repete kouliè-a:

Se pa ti kras malad pitit la malad. Se pa ti kras let pitit la bwè. Sese mete-l a jenou pou prye. Etan l-ap lapryè pitit la leve. Li pa fouti fè yon pa.

C. Add to the following sentences the expression *se pa ti kras* 'a lot of' and make the necessary changes:

CUES

Se lapryè ki pou sove pitit la.
Medam yo ap enkyete yo.

Sese dekouraje.

Ti-moun yo manje chadèk maten an.

Pratik la resevwa kasav O Kap.

Kamyonèt Leon an kraze sou rout la.

Vòle-a pran bagay nan kay la.

Machann nan pòt zaboka, zannanna, ze ak zoranj.

M manje roma Kafou yè swa.

Gen mòn an Ayiti.

Nou te pè.

Ti-moun yo fè bri.

STUDENTS

Se pa ti kras lapryè ki pou sove pitit la.
Se pa ti kras enkyete medam
yo ap enkyete yo.

D. Insert the cued noun and/or pronouns in the pattern ...mete...a jenou pou...prye:

CUES

Sese
Mwen
Ti-moun yo
Neg la
Nou
Machann nan
Manman ti gason an
Ou
Tonton an
Kòme Anita-a
Yo
Bòn nan

COMPLETE SENTENCES

Sese mete-l a jenou pou-l prye.
Mwen mete-m a jenou pou-m prye.

E. Link the two sentences by using *etan*:

CUE

M-ap lapryè.
Li antre legliz la.

L-ap telefone.
M fè yon rive Bisantne.

Msye-a ap okupe zafè li.
Madamn nan fè ji chadèk la.

Makdonal desann dejene.
Bon nan fè kabann nan.

Ploton an ap fè ekzèsis.
Jeneral la rive.

Kaporal la ap fè rapò li.
Yo rele lyetnan an Katye Jeneral.

STUDENTS

Li antre legliz la etan
m-ap lapryè.
OR: Etan m-ap lapryè, li
antre legliz la.
M fè yon rive Bisantnè
etan l-ap telefone.
OR: Etan l-ap telefone, m
fè yon rive Bisantnè.

Ti Andre ap bay manti.
Papa-l supran ni.

Eskwad la ap fè patrouy.
Yo kontre ak lenmi.

Lapli ap tonbe.
Loraj tonbe sou yon kay.

Ti-moun yo ap etudye.
Yo pran limyè-a.

Kaporal Jak ap pale.
Odonans la ap pran nòt.

Nèg la ap pran van sou galri-a.
Ti gason an ap etudye leson ni.

F. Complete the following sentences by adding *tèlman* and replacing *kapab* with *fouti*:

SENTENCES

Ti Andre ri, li pa kapab rete.
M bwè dlo, m pa kapab chita.

Medam yo gro, yo pa kapab kouri.
Nèg la te pè, li pa te kapab di yon mo.
Volè yo sezi, yo pa kapab fè yon pa.
M kouri, m pa kapab pran souf.
Zoranj yo pouri, machann nan pa kapab vann yo.
Ti gason an bay manti, nou pa kapab kwè li.
Ou manje a midi-a, ou pa kapab manje aswè-a ankò.
Mesye yo dekouraje, yo pa kapab kontinue travay la.
Nou okupe, nou pa kapab resevwa nèg la.
Fig la pouri, m pa kapab manje li.

COMPLETIONS

Ti Andre tèlman ri, li pa fouti rete.
M tèlman bwè dlo, m pa fouti chita.

G. Complete the pattern *Lè...rele anmwe* with the cues:

CUES

Anita wè pitit la atè-a.
M te boule men-m.

SENTENCES

Lè Anita wè pitit la atè-a, li rele anmwe.
Lè m te boule men-m nan,
m te rele anmwe.

Nou tande oto kraze tonton an.
Sese va konnen biye-l la genyen.
Madanm mwen wè pitit la mouri sou galri-a.
Sòlda yo wè lenmi voye grenad sou yo.
Madanm nan konprann ke msye-a vle touye-l.
Mulèt la frape tifi-a (mwen).
Mesye yo manyen medam yo,
Ti fi yo kontre ak ti gason ki bosu-a.
Nèg la fè hap sou mwen.
Nou tande nonm nan baskile fizi li.

H. Koute pa repete:

Anaiz kontre ak komè li. Koute yo:

Anaiz! Kote ou ap kouri kon sa-a?
-A, kòmè! Anyen pa bon. M pral achte yon biye lotri.
Fò biye-m nan genyen fwa sa-a.
Si biye-m nan sòti, m-ap gen mil goud.

In ben m pap kenbe ou. M-ale tande.
-Mèsi, kòmè-m. M pap kenbe ou non plis.
N-a wè.

I. Koul yè-a repete:

Biye lotri-m nan gen mil goud.
Chal genyen mil goud nan jwèt samdi pase.
Biye-m nan ap sòti fwa sa-a.
M pral lavil, tande. M pap kenbe ou.
M pap kenbe ou non plis.

J. Annou konte lajan pa mil goud, jus nou rive di mil goud.

Repete:

<u>youn</u>	<u>mil goud</u>	(1.000)
de	de mil goud	(2.000)
twà	twà mil goud	(3.000)
kat	kat mil goud	(4.000)

senk	senk mil goud	(5.000)
<u>sis</u>	<u>si</u> mil goud	(6.000)
sèt	sèt mil goud	(7.000)
<u>uit</u>	<u>ui</u> mil goud	(8.000)
nèf	nèf mil goud	(9.000)
<u>dis</u>	<u>di</u> mil goud	(10.000)

K. Complete the pattern *Si...jwe ak Tijo...ap gen mil goud* with the following cues:

CUES

mwen
pòv la
mesye yo
òdonans la
ou
bosu-a
Jak
militè-a
nou
medam yo
tonton an
ti fi-a

SENTENCES

Si m jwe ak Tijo, m-ap gen mil goud.
Si pòv la jwe ak Tijo, l-ap gen mil goud.

L. Replace the subjects of the following sentences with *mwen* and complete with *non plis*:

CUES

Medam yo pa pral nan zòn siklòn nan.
Nou pa resevwa kòb mwa-a.

Ti-moun yo pa vle manje likid jodi-a.
Moun yo pa gen fouchèt a tab la.
Li pa soupe yè swa.
Zanmi-m yo pa renmen lam veritab.
Bannann Sese toufe yo pa pouri.
Nou pa bwè kafe ak lèt.
Ti fi-a pa gen lide al Sen Mak.
Msye-a pa dekouraje ak sitiyasyon an.
Medam yo pa kwit manje jodi-a.
Nou pa wè klè nan bagay sa-a.

SENTENCES

M pa pral nan zòn siklòn nan non plis.
M pa resevwa kòb mwa-a non plis.

II. DIALOGUE

THOSE WHO ASK RECEIVE

Anaise meets Marie, who's going to church. They stop for a little chat.

Anaise: Good morning, Marie. How are you today?

Marie: Thank God, not bad, but not so good either.

Anaise: The way I see you dressed so well, and you even smell good, I would say you are well indeed.

Marie: Well, I'm going to church to kneel at the feet of God to ask him to perform a miracle for me.

Anaise: Oh, oh! I thought that your shop was doing very well.

Marie: Well, you see, that's why they say, "Only a knife knows what is happening inside a yucca's heart."

Anaise: That's true. We're all struggling with life.

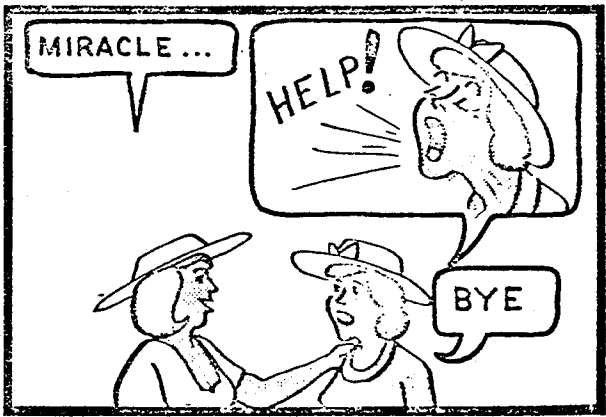
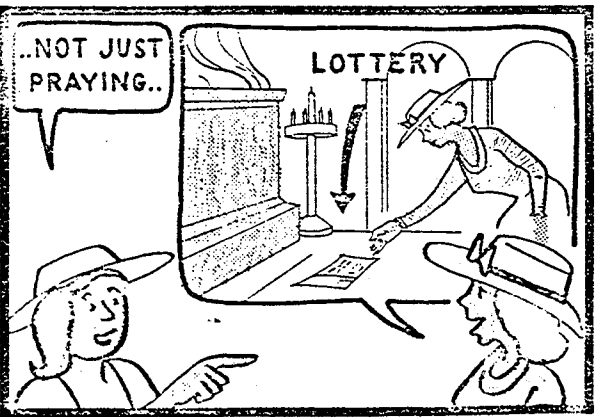
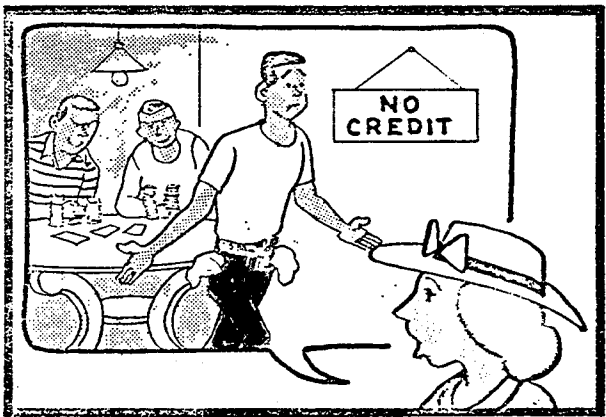
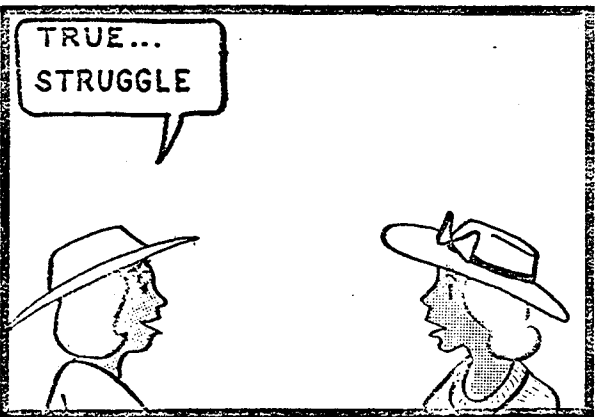
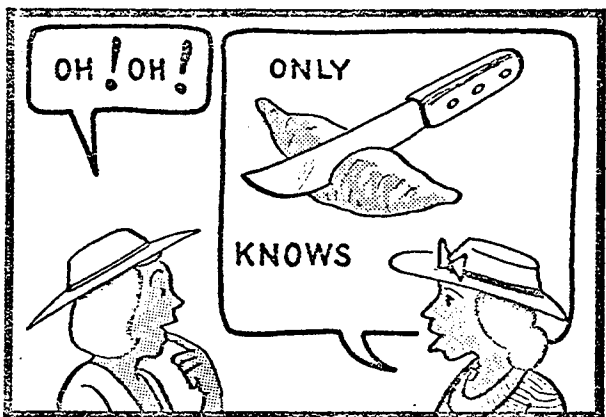
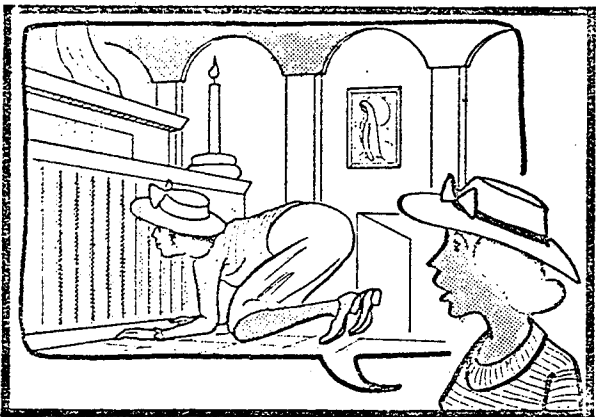
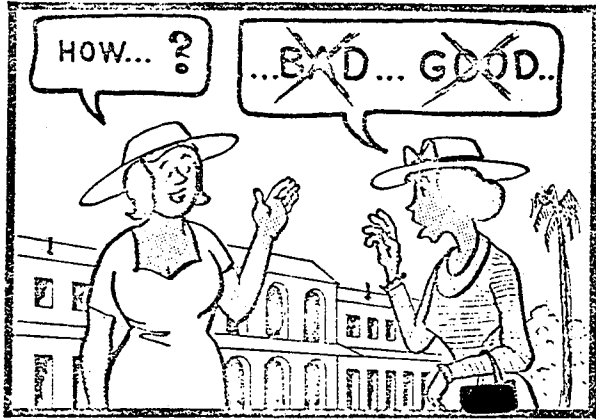
Marie: My man is about to go insane. He lost the month's money in a crooked gambling game last Saturday. He is unable to pay for the merchandise for the shop, and the merchants have stopped his credit.

Anaise: Mary, dear, not even a lot of prayer can get you out of that.

Marie: That's why I've just bought a lottery ticket. I'm going to pray at the feet of the Virgin and ask God to make my ticket win.

Anaise: Well, 'makòmè', you really are after a miracle.

Marie: My dear, "A baby who doesn't cry doesn't need to be breast-fed." I'll scream "Help" until God hears me. Listen, I'm leaving.



SE SA KI MANDE KI RESEVWA

Anaiz: kontre Mari ki pral legliz. Yo rete fè yon ti pale.

Anaiz: Bonjou Mari. Kouman ou yè jodi-a?

Mari: Ak Letenèl sa pa pi mal, men sa pa fi-n bon non plis.

Anaiz: Jan m wè ou byen abiye sa-a, e ou menm santi bon, m ta di ou byen anpil.

Mari: In ben, m pral legliz met a jenou nan pye bon Dye pou-m mande-l fè yon mirak pou mwen.

Anaiz: O,o! M te kwè biznis la tap mache byen!

Mari: In ben, ou wè, se pou sa yo di "Se kouto ki konn sa kap pase nan kè yanm."

Anaiz: Sa se vre. Se nan batay nou tout yè ak lavi-a.

Mari: Nonm mwen an vle vi-n fou. Li pèdi lajan mwa-a nan yon vye jwèt samdi dènye. Li pa fouti peye machandiz boutik la, epi komèsan yo koupe kredi msye.

Anaiz: Kòmè Mari machè, se pa ti kras lapryè ki pou wete ou la-a.

Mari: Se pou sa ke m sat achte yon biye lotri. M pral lapryè devan pye Lavyèj, pou-m mande bon Dye fè biye-a genyen.

Anaiz: En ben makamè, ou dèyè yon mirak vre.

Mari: Machè, "Pitit ki pa krye pa bezwen tete". M-ap rele 'Anmwe!' justan Letenèl tande-m. M-ale, tande.

Dialogue Buildup

resevwa
mande
Se sa ki mande ki resevwa.

to receive
to ask
Those who ask receive.

legliz
Mari ki pral legliz
kontre
Anaiz kontre Mari ki pral legliz.

church
Marie who is going to church
to meet
Anaise meets Marie, who's
going to church.

yon ti pale
Yo rete fè yon ti Pale.

a little chat
They stop for a little chat.

Bonjou Mari.

Good morning, Marie.

jodi-a
Kouman ou yè jodi-a?

today
How are you today?

non plis
pa fi-n bon non plis
men sa pa fi-n bon non plis
sa pa pi mal
Ak Letènèl sa pa pi mal,
men sa pa fi-n bon non plis.

neither
not so good either
but not so good either
that's not bad
Thank God, not bad, but
not so good either.

ou byen
m ta di ou byen
santi bon
e ou menm santi bon
ou byen abiye
Jan m wè ou byen abiye
sa-a, e ou menm santi
bon, m ta di ou byen anpil.

you are fine
I'd say that you are fine
smell good
and you even smell good
you are well dressed
The way I see you dressed
so well, and you even smell good,
I would say you are well indeed.

pou mwen
fè yon mirak pou mwen
pou-m mande-l fè yon
mirak pou mwen
nan pye bon Dye
legliz

for me
perform a miracle for me
to ask him to perform a
miracle for me
at the feet of God
church

m pral legliz met
a jenou nan pye bon Dye
In ben, m pral legliz met a jenou
nan pye bon Dye pou-m mande-l
fè yon mirak pou mwen.

O, o!

tap mache byen
biznis la
biznis la tap mache byen
M te kwè biznis la tap
mache byen!

nan kè yanm
sa k-ap pase nan kè
yanm
se kouto ki konn sa k-ap
pase nan kè yanm
se pou sa yo di
In ben, ou wè, se pou sa yo di
"Se kouto ki konn sa k-ap
pase nan kè yanm."

Sa se vre.

ak lavi
nan batay
Se nan batay nou tout yè ak lavi-a.

fou
vle
vle vi-n fou
Nonm mwen an vle vi-n fou.

samdi dènye
nan yon vye jwèt samdi
dènye
lajan mwa-a
Li pèdi lajan mwa-a nan
yon vye jwèt samdi dènye.

I'm going to church to
kneel at the feet of God.
Well, I'm going to church to kneel
at the feet of God to ask him to
perform a miracle for me.

Oh, oh!

was doing well
the shop
the shop was doing well
I thought that your shop
was doing very well!

inside yucca's heart
what's happening inside a
yucca's heart
it's the knife who knows what's
happening inside a yucca's heart
that's why they say
Well, you see, that's why they say
"Only a knife knows what's
happening inside a yucca's heart."

That's true.

with life
in struggle
We are all struggling with life.

insane
to want
wants to become insane
My man is about to go insane.

last Saturday
in a crooked gambling game
last Saturday
the month's money
He lost the month's money in a
crooked gambling game last
Saturday.

koupe kredi
 epi komèsan yo koupe
 kredi msye
 machandiz boutik la
 pa fouti peye
 Li pa fouti peye
 machandiz boutik la,
 epi komèsan yo koupe
 kredi msye.

to stop credit
 and the merchants have
 stopped his credit
 the merchandise for the shop
 to be unable to pay
 He is unable to pay for the
 merchandise for the shop,
 and the merchants have
 stopped his credit.

pou wete ou la-a
 se lapryè ki pou wete
 ou la-a
 ti kras
 se pa ti kras lapryè
 Kòmè Mari machè, se pa
 ti kras lapryè ki pou
 wete ou la-a.

to get you out of there
 it's prayer that will get
 you out of there
 a little bit
 a lot of prayer
 Marie, dear, not even a
 lot of prayer can get
 you out of that.

yon biye lotri
 m sòt achte yon biye lotri
 Se pou sa ke m sòt achte
 yon biye lotri.

a lottery ticket
 I have just bought a lottery ticket
 That's why I've just bought
 a lottery ticket.

genyen
 fè biye-a genyen
 pou-m mande bon Dye
 fè biye-a genyen
 devan pye Lavyèj
 M pral lapryè devan pye
 Lavyèj, pou-m mande bon
 Dye fè biye-a genyen.

to win
 make the ticket win
 to ask God to make the
 ticket win
 in front of the feet of the Virgin
 I'm going to pray at the
 feet of the Virgin and ask
 God to make my ticket win.

yon mirak
 ou dèyè yon mirak
 In ben makòmè, ou dèyè
 yon mirak vre.

a miracle
 you are after a miracle
 Well, 'makòmè', you really
 are after a miracle.

pa bezwen tete
 Mchè, "Pitit ki pa krye
 pa bezwen tete."

doesn't need to be breast-fed
 My dear, "A baby who doesn't
 cry doesn't need to be breast-fed."

Letènèl tande-m
justan Letènèl tande-m
anmwe!
M-ap rele 'Anmwe!'
justan Letènèl tande-m.

tande
M-ale, tande.

God hears me
until God hears me
help!
I'll scream 'Help!' until
God hears me.

listen
Listen, I'm leaving.

Homework

Be prepared to give your previously assigned speech.

III. GRAMMAR DRILLS

A. Lexical Variation Exercises

1. Basic sentence:

Jan m wè ou byen abiye sa-a !
 machandiz la pa vann
 pitit la bezwen tete
 sitiyasyon an pa bon
 nou lapryè
 nèg la jwè pokè
 li prye nan pye
 Sen Jozèf
 yo koupe kredi msye
 ou pale kreyòl
 ti-moun yo grandi vit
 nou banda
 yo gen kouraj

Jan m wè ou byen abiye sa-a !
 Jan m wè machandiz la pa vann sa-a!

2. Basic sentence:

M te kwè biznis la t-ap mache byen.
 komèsan yo te antrave nou
 Sen Jozèf t-ap fè kichòy pou nou
 nou t-ap koute konvèsasyon an
 yo te genyen nan lotri-a
 te gen kasav nan boutik la
 papa nou te mete nou a jenou
 ou te gen kredi tou patou
 biye ou la te genyen
 li te rete nan pòtay
 ou pa-t santi ou byen
 lapli-a te rete

M te kwè biznis la t-ap mache byen.
 M te kwè komèsan yo te antrave nou.

3. Basic sentence:

Nonm mwen an vle vi-n fou.
ti-moun nan yo
siryen an
komèsan yo
panyol yo
profesè-a
nou
anplwaye ladwann nan
chofè laliy nan
blan an
pratik la
gran nèg yo

Nonm mwen an vle vi-n fou.
Ti-moun nan yo vle vi-n fou.

4. Basic sentence:

Komèsan yo koupe kredi msye.
mèt restoran an
manadjè otèl la
pratik legum nan
chofè kamyonèt yo
blan ameriken an
navigatè-a
mèt otèl la
Lè Zetazini
tout moun
boutik yo
jwè pokè yo

Komèsan yo koupe kredi msye.
Mèt restoran an koupe kredi msye.

5. Basic sentence:

Se pou sa ke m sòt
achte yon biye lotri.
vann machandiz sa yo

rantre lajan an
prye nan pye Lavyèj
genyen nan lotri-a
met a jenou devan Sen Jozèf
kontrarye afè-a

Se pou sa ke m sòt achte
yon biye lotri.
Se pou sa ke m sòt vann
machandiz sa yo.

pran machandiz yo nan boutik la
 chèche ti-moun yo
 fè yon ti vire lavil la
 koute sa li gen pou di-m
 louvri kay la

6. Basic sentence:

A lafen, li deside ale legliz Sen Jozèf.
 pran machandiz la
 fè Pè Letènèl yon demand
 met a jenou pou-l pryè
 achte yon biye lotri
 tounen kay fanmi-n
 al jwe pokè
 ban-m yon kou d-men
 pase sware-a lakay li
 ale Boutilye
 okupe tèt li
 antre nan lame

A lafen, li deside ale legliz Sen Jozèf.
 A lafen, li deside pran machandiz la.

7. Basic sentence:

Gade non, monchè, pran lajan sa-a.
 wete kò ou la-a
 pa krye kon sa
 ban-m kouto-a
 mete ou a jenou
 pa pèdu tan ou la-a
 peye-m lajan-m tousuit
 desann lavil koulyè-a
 piga rete la-a
 rache pye bwa yo
 al kenbe kabrit la
 monte pye kokoye-a.

Gade non, monchè, pran lajan sa-a.
 Gade non, monchè, wete kò ou la-a.

8. Basic sentence:

Li prye, l-prye, l-prye.
fè banda
krye
tete
banboche
etudye
goute
sonnen
voye pye
travay
peche

Li prye, l-prye, l-prye.
Li fè banda, l-fè banda, l-fè banda.

B. Grammar Exercises

1. Change the following sentences by replacing *anpil* with *se pa ti kras*:

SENTENCES WITH *anpil*:

WITH *se pa ti kras*:

Yo manje anpil zaboka.
Mwen travay anpil.
Nou rakonte anpil istwa.
Gran moun nan fè Pè Letènèl anpil demand.
Pitit sa-a jouda anpil.
M sonje nou anpil, ti-moun.
Papa-m regrèt anpil li pa la.
Msye peye anpil lajan pou sa.
Sèjan an bay gad yo anpil munisyon.
Madanm mwen te gen anpil traka ak bòn nan.
Travay sa-a fè nou sue anpil.
Anpil moun mouri nan aksidan an.

Se pa ti kras zaboka yo manje.
Se pa ti kras travay mwen travay.

2. Replace *anpil* with *se pa ti kras*, as above:

SENTENCES WITH *anpil*:

...WITH *se pa ti kras*:

M te malad anpil.
Nou t-ap bay anpil odyans.
Makdonal va manje anpil ronma.
Ti gason an te gen anpil traka avèk lapolis.

Se pa ti kras malad m te malad.
Se pa ti kras odyans nou t-ap bay.

Asèn te sonnen klòch la anpil .
 Anpil moun t-apral legliz lè sa-a.
 N-av-achte anpil kasav O Kap.
 Pitit Sese-a te boule anpil.
 Manman ou ta krye anpil.
 Yo te gen anpil distraksyon nan vakans la.
 Madanm ou va dekouraje anpil.
 Gen anpil ti-moun ki fèt ane sa-a.

3. Use the link word *etan* to join the following pairs of sentences:

CUES

M t-ap manje. Telefòn nan sonnen.
 Madanm nan tap bay pitit li tete. Yo rele li.
 Ti-moun yo te nan bal. Yo tandè nouvèl la.
 Tonton an ap desann lavil. Ti bway la asasinen ni.
 Ti Andre ap kouri. Li pèdu lajan mwa-a.
 Nou t-ap vala bannann nan jaden Pòl la. Li bare nou.
 M-ap manje. Pòv la vi-n mande-m charite.
 Manman-m al nan mache. Vòlè antre nan kay la.
 Nou kanpe sou galri-a. Nou wè kamyon an pase.
 Msye yo ap peche. Medam yo fè yon vire nan mache-a.
 Ti-moun yo tap etudye. Yo pran limyè-a.
 Ou sou chemen an. Ou a jwenn yon moun ede ou.

STUDENTS

Etan m t-ap manje, telefòn nan sonnen.
Etan madanm nan t-ap bay pitit li tete, yo rele li.

4. Answer the following questions in the negative with *non plis*:

QUESTIONS

ANSWERS WITH *non plis*

Madanm mwen pa pral nan mache
jodi-a, e ou-menm?

M pa pral nan mache non
plis.

Ti-moun yo pat byen domi
yè swa; e pitit ou-a?

Li pat byen dòmi non plis.

M pa fouti konprann leson sa-a; e nou-menm?

Biye lotri-m nan pa genyen; e pa ou la?

Kay mwen an pa gen sal de ben; e kay Anita-a?

Jounalis ameriken an pa kontan; e blan franse-a?

M pa konn pale ni alman, ni italyen; e ou-menm?

Nou pa ka wete-oto-a sou rout la; e nou-menm?

Ou pa ka rache pye bannann nan; e mwen-menm?

Zaboka nou yo pa pouri; epa ou yo?

5. Read aloud the following numbers:

10.971

6.253

1973

8.795

2306

9832

7017

3548

6.003

4.600

5484

10.001

6. Write five sentences on the pattern *tèlman... fouti*. Hand them to the teacher for correction.

C. Translation

1. The man was considerably upset
when his lottery ticket didn't win.

Nèg la te kontrarye anpil win.
lè biye lotri-l la pa genyen.

2. Anaise's husband goes
gambling every Saturday night.

Mari Anaiz la ale nan
jwèt tou le samdi swa.

3. Some people go to church only
when their situation is not good.
(things are bad for them)

Gen de moun ki ale
legliz lè afê yo pa
bon sèlman.

- | | |
|---|---|
| 4. It's when the child cries that his mother suckles him. | Se lè pitit la krye
manman ni ba li tete. |
| 5. Ti Andre lost all the store's money in the crooked game at Simidor's.
(Use Se...construction) | Se nan vye jwèt kay Simidò-a
Ti Andre pèdi
tout lajan boutik la. |
| 6. The Syrian had to give 10 dollars to the old man to make him leave. | Siryen an blije bay gran moun
nan di dola pou fè-l ale. |
| 7. Anaise is discouraged because the Virgin didn't make the ticket win. | Anaiz dekouraje paske Lavyèj pa
fè biye-l la genyen. |
| 8. The merchants stopped Sonson's credit when he couldn't pay for the store's merchandise. | Komèsan yo koupe kredi
Sonson lè msye pa fouti
peye machandiz boutik la. |
| 9. A person should work harder when things are bad. | Pito yon moun travay pi
rèd lè afè-l pa bon. |
| 10. The Syrian was very upset when the old man interfered with his business with Saint Joseph. | Se pa ti kras kontrarye siryen
an te kontrarye lè tonton
an vi-n antrave biznis li ak
Sen Jozèf. |

IV. LEKTU

Yon mirak

Jodi-a m prale rakonte nou istwa yon komèsan siryen Pòtoprens ki te yon gran jwè. Yon fwa, msye ale nan jwèt pokè epi li fè twa jou ap jwe. Aprè twa jou-a, li pèdu di mil dola. Donk, lè msye sòti, msye tankou yon moun fou. Li pa konnen sa pou li fè pou rantre di mil dola-a. A lafen, li deside ale legliz nan pòtay Sen Jozèf la pou lapryè nan pye Sen Jozèf.

Lè li rive, msye mete a jenou. Li di: "Sen Josèf, papa, m konnen ou toujou bon pou mwen. Ou konn sitiyaasyon-m. Ou konnen di mil dola m pèdu-a se pa pou mwen li yè. Lajan sa-a se nan magazen an m pran ni. Epi, m pèdu li. Alò sen Djo, m pral rete la, nan pye ou. M pral mande ou pou wè Pè Letènèl pou mwen, pou mande-l pou-l fè yon mirak pou-m rantre lajan an. E m p-ap kite legliz la tout tan ou pa ban-m yon sign ke ou pral fè yon ti batay pou mwen ak Pè Letènèl."

Msye mete-l a jenou, spi li plede lapryè. Li rete pandan lontan ap lapryè. Etan l-ap lapryè-a, gen yon pè de fami brizurye ki vi-n mete a jenou tou kote msye. Gran moun nan tou ap fè Sen Jozèf yon ti demand. Li di: "Sen Djo, papa-m, ou konnen depi konben tan m pap travay. M gen sèt pitit. Ni mwen-menm, ni pitit mwen yo, ni madanm mwen, nou gen twa jou depi nou pa manje. Alò sen Djo, m p-ap kite pye ou jodi-a, tout tan ou pa fè yon mirak pou ban-m yon bagay pou-m pòte bay ti-moun yo." Sitiyaasyon an tèlman rèd pou nèg la li kanpe vap! Li pryè, l-pryè, l-pryè.

Siryen an menm depi gran moun nan antre-a, ap suiv sa l-ap fè ak sa l-ap di. Li santi gran moun nan tèlman ap lapryè rèd, ke li ka antrave konvèsasyon l-ap fè avèk Sen Jozèf la. Msye fè sa, li fourè men nan pòch li. Li te gen yon sèl biye di do, la ki te rete. Li pran biye-a, epi li bay tonton an ni. Epi li di-l: "Tonton, gade non monchè, pran lajan sa-a. Men, se pou ou sòti tousuit, paske ou ap kontrarye-m avèk Sen Jozèf la-a. Se yon biznis di mil dola m-ap chèche mare ak li."

Nòt sou lektu-a

Yon komèsan siryen.

As in the other islands of the West Indies, Lebanese merchants control the largest part of both wholesale and retail trade in Haiti, especially in textiles. They are referred to as Syrians.

Kestion

1. Sa komèsan siryen an fè yon fwa?
2. Konben jou li jwe?
3. Li genyen anpil lajan?
4. Sa li fè lè li sòti nan jwèt pokè-a?
5. Di mil dola msye pèdu-a, se pa te lajan ni?

6. Sa li fè nan legliz Sen Jozèf la?
7. Sa li mande Sen Jozèf?
8. Sa msye di ke l-ap tann?
9. Konman siryen an rele Sen Jozèf?
10. Lè siryen an t-ap lapryè, ki moun ki vini nan legliz la?

11. Konben pitit gran moun nan genyen?
12. Depi konben jou tout moun sa yo pa manje?
13. Sa pè d-fami an ta vle?
14. Pou ki sa siryen an ta vle chèche yon mwayen pou lot nèg la sòti nan legliz la?
15. Sa li fè pou gran moun nan sòti nan legliz la?

16. Eske siryen an te tankou-l fou anvan li t-al jwe?
17. Pou ki msye te vi-n tankou yon moun fou?
18. Tousuit, lè msye pèdi kòb la, li te konnen sa pou li fè?
19. Eske nan legliz yon moun kab jwenn di mil dola atè?
20. Pou ki se legliz msye ale pou-l chèche rantre di mil dola-a?

21. Eske msye di ke Sen Jozèf pa janm bon pou li?
22. Ki moun ki di Sen Jozèf pa janm bon pou li?
23. Ki kote siryen an te pran lajan li pèdi-a?
24. Eske kòb la se pa-l?
25. Se avèk Bon Dye dirèk siryen an pale?

26. Msye pa lapryè lontan?
27. Eske Sen Jozèf bay msye yon sign ke li pral fè yon ti batay pou li ak Pè Letènèl?
28. Lòt nèg ki vi-n lapryè-a gen lajan anpil?
29. Lè li rive, èske siryen an t-al deja?
30. Gran moun nan pa gen lontan depi li pap travay?

31. Eske tout moun kay gran moun nan manje anpil chak jou?
32. Pè de fami an ap lapryè pou mande di mil dola?
33. Lè siryen an mete men nan pòch li, li jwenn pliziè biye di dola?
34. Eske li bay gran moun nan twa dola?
35. Eske di dola se gro lajan pou siryen an?

36. E pou gran moun nan?
37. Eske ou kwè tonton an byen kontan?
38. Ki sa ou kwè l-al fè lè li pran kab la?
39. Sa siryen an tap chèche mare ak Sen Jozèf?

V. GRAMMAR NOTES

Se pa ti kras

A. *Se pa ti kras* is an emphasis form for *anpil* 'very much', 'many', a lot of .

Compare:

Mwen wè anpil ti-moun.
Se pa ti kras ti-moun mwen wè.

I saw many children./I saw a lot of children.
(Lit.: It's not a few children I saw.)

B. *Se pa ti kras* is generally used in two patterns:

1. *Se pa ti kras* + adj./v. + subj. + repetition of the adj./v.

Se pa ti kras bèl ti fi-a bèl.
The girl is very beautiful. (Lit.: It's not a little beautiful the girl is beautiful.)

Se pa ti kras dòmi Makdonal dòmi.
MacDonald slept a lot. (Lit.:It's not a little sleep MacDonald slept.)

2. *Se pa ti kras* + noun + subj. + verb.

Se pa ti kras pwason nèg la peche.
The guy caught a lot of fish.
(Lit.: It's not a few fish the guy caught.)

Se pa ti kras mango medam yo manje.
The women ate a lot of mangoes.

Se pa ti kras moun ki gen nan laru Pòtoprens.
There are a lot of people in the streets of Port-au-Prince.

C. In the *Se pa ti kras* construction, the tense marker, if any, is always in the second part of the sentence, never after *Se pa ti kras*.

Se pa ti kras malad m ta malad.

I would be very sick.

Se pa ti kras pale yo t-ap pale.

They were speaking a lot.

Se pa ti kras moun nou te
wè nan laru-a.

We saw a lot of people in
the street.

Se pa ti kras moun k-a genyen.

There will be a lot of people.

VI. VOCABULARY

a jenou, adj.; adv.	on one's knee, kneeling
a lafen, adv.	finally
Anmwe!, excl.	Help' Help me' (a cry for help)
antrave, v.	to interfere with, to hamper, to hinder
batay, n.	battle
bay tete, v. phr.	to breast feed
biye, n.	bill, ticket, note
biznis, n.	shop, business, deal
boutik, n.	shop, small grocery, small retail store
brizurye, n.; adj.	poverty, poor person; very poor, broke
demand, n.	request, demand
etan, conj.	while
Etènèl, Letènèl, pr. n.	God
fanmi, n.	family, relatives
fen, lafen, n.	end
fou, n.; adj.	insane person; insane, crazy
fouti, aux. v.	can, it's possible that
genyen, v.	to win
jenou, n.	knee
jwèt, n.	game, gambling
jwè, n.	gambler, player
komèsan, n.	merchant
kontrarye, v.	to get in the way, to interfere (with), to upset
konvèsasyon, n.	conversation
.. kras, ti kras, n.	little bit, very little, very few
kredi, n.	credit
krye, v.	to cry

lafen, fen, n.	end
lapryè, priè, n.; v.	prayer; to pray
Lavyèj, pr. n.	the Virgin Mary
Letènèl, Etènèl, pr. n.	God
lotri, n.	lottery
machandiz, n.	merchandise
mare, v.	to be engaged in
mete a jenou, v. phr.	to kneel
mil, num. adj.	thousand
mirak, n.	miracle
non plis, conj.	neither
pè, n.	father, priest
pokè, n.	poker
pòtay, n.	gate, entrance
prye, lapryè, n.; v.	prayer; to pray
rakonte, v.	to tell, to relate, to narrate
rantre (lajan) v.	to regain (money)
santi, v.	to reyalize
sign, n.	sign, signal
sen, sent, n.; adj.	saint; saintly, holy
siryen, n.; adj.	Syrian
sitiyasyon, n.	situation
sòti, sòti, v.	to come out, to come up
tete, n.; v.	breast; to suck; to be breast-fed
ti kras, kras, n.	little bit, very little, very few

Proverbs

Pitit ki pa krye pa bezwen tete.

(lit. transl.) A baby not crying doesn't need breast feeding.

(free transl.) Only he who asks will receive.

Se kouto ki konn sa kap pase nan kè yanm.

(lit. transl.) Only a knife knows what is going on inside a yucca's heart.

(free transl.) How would you know if I didn't tell you./ You alone understand yourself.

LESSON 32

AT THE CROIX DES BOSSALES MARKET

I. PERCEPTION DRILL

A. Koute pa repete:

Kòmè Anita, ban-m nouvèl ou non! Sa ki fè m pa wè ou kon sa.

-Kòmè Juli o! Sa pa bon menm. M gen kont traka mwen. Tout moun malad. M pou kont mwen ak yo. M travay tankou bèt.

Se lavil ou prale la-a?

-Wi, men m pap mize pase sa.

In ben m pap kenbe ou pi lontan.

-Mèsi ma kòmè-m. M p-ap kenbe ou non plis.

B. Repete koul ye-a:

Kòmè Anita o! Sa ki fè m pa wè ou kon sa?

M gen kont traka mwen.

M pou kont mwen lakay la.

M pa mize pase sa.

M pap mize pase sa non plis.

C. Add the expression o! to the following expressions. Be sure to use proper intonation.

EXPRESSIONS

Kòmè Juli

Pitit

Monchè

Tonton

Toma

Msyè Lakasad

Manman

Sen Jozèf

COMPLETIONS

Kòmè Juli o!

Pitit o!

Madanm
Kouzin-m
Lyetnan Moris
Mezanmi
Andre

D. Replace *anpil* in the following sentences with *kont* and make the necessary changes:

SENTENCES WITH *anpil*

. . . WITH *kont*

M manje anpil roma jodi-a.
Brizurye a pèdu anpil
lajan samdi dènye.

M manje kont roma mwen jodi-a.
Brizurye a pèdu kont
lajan ni samdi dènye.

Komèsan yo resevwa anpil machandiz.
Profesè-a ban nou anpil leson pou nou etudye
Boutik Lalu-a gen anpil machandiz.
Ti-moun yo fè anpil jwèt nan lakou-a.
Siryen an di anpil lapryè.
Juli vann anpil kasav nan mache-a.
Nou manje anpil roma nan restoran an.
Gen anpil mòn an Ayiti.
Ti bway la met bonkou manti nan rapò-a.
M bwè anpil kafe jodi-a.

E. Add *pou kont* and the right possessive to the following sentences:

SENTENCES

COMPLETIONS

Anita ak Sese al nan mache.
Siryen an mete-l a jenou devan Sen
Jozèf.

Anita ak Sese al nan mache pou kont yo.
Siryen an mete-l a jenou devan Sen Jozèf
pou kont li.

M-al achte nan boutik Chal la.
Komèsan an pa fouti travay.
M pa renmen dejene.
Nèg sa-a pa konn al andeyò.
Ou ka fè djòb la?
Ti kòmè-a konn fè kasav.
Nou manje tout bannann yo.
Lòugarou manke pran ti gason ki tap mache-a.
Madanm nan tap pran van sou waf la.
Ti Andre al fè patrouy la.

F. Complete the pattern *Sa ki fê...kon sa-a?* with the following cues:

CUES

Ou gen gro je.
 Ti fi-a prese.
 Tonton an te lapryè.
 Biznis la pa mache.
 Pitit la krye.
 Ou esoufle.
 Fig la gen move gou.
 Ou dekouraje.
 Pin yo boule.
 Ze yo kraze.
 N-ap inkiète nou.
 Zoranj yo pouri.

SENTENCES

Sa ki fê ou gen gro je kon sa-a?
Sa ki fê ti fi-a prese kon sa-a?

G. Put the following sentences in the negative, using *pa...pase sa*:

POSITIVE

M-ap mize.
 Komèsan yo gen lajan.
 Biznis la tap mache.
 Afê-a va regle.
 Sityasyon an pa pi bon.
 Kay la krochu.
 Y-ap inkiète yo.
 Ti-moun yo va wè nou.
 Kasav la yo boule.
 Bannann nan yo vèt.
 Larivyè-a debòde.
 Fig yo rèk.

NEGATIVE

M pa mize pase sa.
 Komèsan yo pa gen lajan pase sa.

H. Use the cues and *tankou 'as.... as'* to make the comparisons:

CUES

Zoranj ron,(ou)
 Mulèt rebèl.(yo)
 Pin nesèsè.(dlo)

SENTENCES

Ou ron tankou zoranj.
 Yo rebèl tankou mulèt.

Tonton an vye.(mwen)
 Siryen an fou.(yo)
 Van leje (li).
 Chat pè.(nou)
 Bèf fò.(yo)
 Bwa-a krochu.(ou)
 Ti Andre mantè.(nou)
 Dife cho.(mwen)
 Syèl la gran.(li)

I. Replace *se pou* by *fò* (or *fòk*) in the following sentences:

SENTENCES WITH *se pou*

... WITH *fò(k)*

Se pa pou ou kontrarye
 tout tan kon sa.

Fò(k) ou Ea kontrarye
 tout tan kon sa.

Se pou-m met a jenou
 pou-m di Letènèl mèsì.

Fò(k) m met a jenou pou
 m di Letènèl mèsì.

Lè nou wè nèg la se pou nou rele anmwe.
 Se pou brizurye-a pran yon biye lotri.
 Se pou-m santi bagay la anvan mwen bwè-l.
 Se pou patrouy la obsève sa lenmi ap fè.
 Se pou n-ale Teyat de Vèdu aswè-a.
 Se pou Anaiz achte ze, zoranj ak zaboka.
 Se pou gad yo bat vòlè-a.
 Se pou nou vizite La-Gwadeloup ak La-Matenik.
 Se pou malad la ret kouche nan kabann ni.
 Si ou grangou se pou ou manje.

J. Koute epi repete: (use visual aids)

1. Bòn nan pral nan mache. M ba-l achte yon lo (pil) patat, yon pil (lo) zaboka, twa pil ze, 2 gro mamit pwa rouj, 1 gro mamit duri, yon ti mamit mayi moulen, de lit lèt epi yon makòn mayi ole.
2. M pral nan boutik pou m-achte twa glòs luil, de liv suk rouj, de liv suk blan ak yon liv farin.
3. M-ap desann lavil apremidi-a pou m-al achte nan magazen. M bezwen de zòn karabela ak unòn kaliko.

II. DIALOGUE

At the Croix des Bossales Market

Julie is selling cassavas at the Croix des Bossales market. Anita, her kòmè, comes to buy the cassavas from her. She is bargaining for them.

Anita: How much are your cassavas, kòmè Julie?

Julie: These cassavas are from Cap-Haitien. I sell them for sixty kòb.

Anita: Well! You really ask a high price, kòmè Julie'

Julie: No, my kòmè. I'm not asking too much. I will give you one for fifty kòb.

Anita: Oh, my dear' Can you give me one for thirty kòb?

Julie: Kòmè Anita, you're killing me. If you knew what I spend for these cassavas.

Anita: Yes, my dear, one hand washes the other. If you give it to me for thirty kòb, you will sell another for sixty kòb. That way you'll get your money back.

Julie: I can't do that, my dear. I'm not even selling to you like anyone else. Fifty kòb, that's the price I am making for your especially.

Anita: I can't afford it for that price. Would you give it to me for thirty-five kòb?

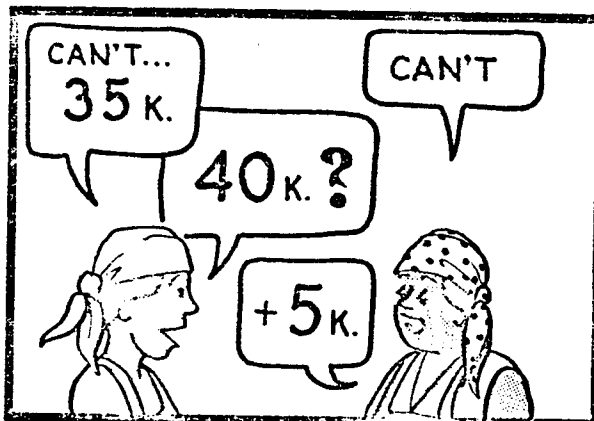
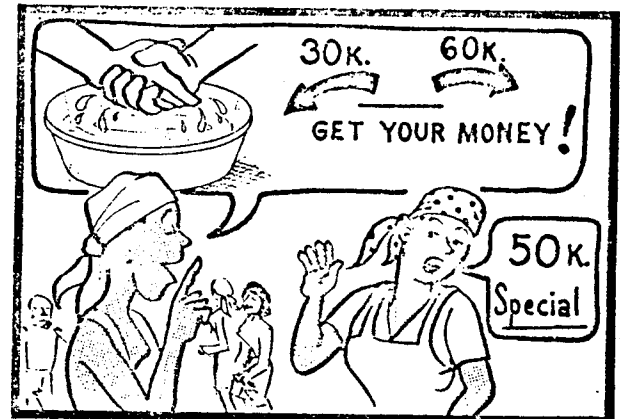
Julie: No, I can't. The cassavas are already calculated.

Anita: OK, I'm adding something to it. I'll give you forty kòb. What do you say?

Julie: Add five kòb to it.

Anita: Hey, Hey' Then I have to buy the cassava for fortyfive kòb' You are too tight, my dear. You know that I'm stingy.

Julie: OK, take it.



Nan mache Kwa Bosal

Juli ap vann kasav nan mache Kwa Bosal. Anita, kòmè li, vi-n achte kasav nan men ni. L-ap machande yo.

Anita: Konben kasav ou yo kòmè Juli?

Juli: Kasav sa yo, se kasav O Kap. Se swasant kòb mwen vann yo.

Anita: Houm! Ou mande chè, wi, kòmè Juli!

Juli: Non, kòmè-m. M pa mande chè pase sa. M-a ba ou youn pou senkant kòb.

Anita: A machè! Ou vle ban-m youn pou trant kòb?

Juli: Kòmè Anita, se touye ou touye-m. Si ou te konnen sa m depanse pou kasav sa yo.

Anita: Wi, machè, se youn antre nan lòt. Si ou ban-m ni pou trant kòb, ou a vann yon lòt pou swasant kòb. Kon sa ou a tire lajan ou.

Juli: M pa kab fè sa, machè. Mwen pa menm vann ou tankou nenpòt ki moun. Senkant kòb, se pri m fè pou ou spesyal.

Anita: M pa kapab pran ni pou pri sa-a. Ou vle ban mwen ni pou trennsenk kòb?

Juli: Non, m pa kapab. Kasav yo kontrole deja.

Anita: Bon, m-ap mete kichòy sou li. M-ap ba ou karant kòb. Sa ou di?

Juli: Mete senk kòb sou li.

Anita: He, he! Atò, pou m-achte kasav la pou karanssenk kòb! Ou rèd tròp, machè. Ou konnen m gen gro je.

Juli: In ben, pran ni non.

Dialogue Buildup

mache Kwa Bosal
Nan mache Kwa Bosal.

kasav
ap vann kasav
Juli ap vann kasav nan
mache Kwa Bosal.

nan men ni
vi-n achte kasav nan men ni
kòmè li
Anita, kòmè li, vi-n achte
kasav nan men ni.

L-ap machande yo.

kòmè Juli
kasav ou yo
Konben kasav ou yo kòmè Juli?

se kasav O Kap
Kasav sa yo, se kasav O Kap.

mwen vann yo
se swasant kòb
Se swasant kòb mwen vann yo.

mande chè
Houm! Ou mande chè, wi,
kòmè Juli!

Non, kòmè-m.

pase sa
m pa mande chè
M pa mande chè pase sa.

pou senkant kòb
m-a ba ou youn
M-a ba ou youn pou senkant kòb.

Croix des Bossales Market
At the Croix des Bossales Market.

cassava
is selling cassavas
Julie is selling cassavas at the
Croix des Bossales Market.

from her (lit., in her hands)
come to buy cassavas from her
her kòmè
Anita, her kòmè, comes to
buy cassavas from her.

She's bargaining (for them).

kòmè Julie
your cassavas
How much are your cassavas
kòmè Julie?

they are cassavas from Cap-Haïtien
These cassavas are from Cap-Haïtien.

I sell them
it's sixty kòb
I sell them for sixty kòb.

to ask a high price
Well! You really ask a high price,
kòmè Julie!

No, my kòmè.

than that
I don't ask a high price
I'm not asking too much.

for fifty kòb
I will give you one
I will give you one for fifty kòb

A machè!

pou trant kòb
ou vle ban-m youn
Ou vle ban-m youn pou trant kòb?

ou touye-m
se touye ou touye-m
Kòmè Anita, se touye ou touye-m.

depanse
sa m depanse
pou kasav sa yo
sa m depanse pou kasav sa yo
ou te konnen
si ou te konnen
Si ou te konnen sa m depanse
pou kasav sa yo.

antre nan lòt
se youn antre nan lòt

Wi, machè, se youn antre
nan lòt.

pou swasant kòb
ou a vann youn lòt pou swasant kòb
si ou ban-m ni pou trant kòb
Si ou ban-m ni pou trant kòb,
ou a vann youn lòt pou swasant kòb.

lajan ou
tire
ou a tire lajan ou
Kon sa ou a tire lajan ou.

kab fè sa
M,pa kab fe sa, mache.

Oh, my dear!

for thirty kòb
you want to give me one
Will you give me one for thirty kob?

you kill me
you're really killing me
Kòmè Anita, you're killing me.

to spend
what I spend
for these cassavas
what I spend for these cassavas
you knew
if you knew
If you knew what I spend
for these cassavas.

entered into the other
one hand washes the other
(lit., One thing makes up for
the other.)

Yes, my dear, one hand
washes the other.

for sixty kòb
you'll sell another for sixty kòb
if you give it to me for thirty kòb
If you give it to me for thirty kòb,
you will sell another for sixty kòb.

your money
to pull
you'll get your money back
That way you'll get your
money back.

to be able to do that
I can't do that, my dear.

nenpòt
nenpòt ki moun
mwèn vann ou
mwèn pa menm vann ou
Mwèn pa menm vann ou
tankou nenpòt ki moun.

spesyal
pou ou spesyal
se pri m fè
se pri m fè pou ou spesyal
Senkant kòb, se pri m fè pou
ou spesyal.

pou pri sa-a
m pa kapab pran ni
M pa kapab pran ni pou pri sa-a.

pou trennsenk kòb
ou vle ban mwèn ni
Ou vle ban mwèn ni pou
trennsenk kòb?

Non, m pa kapab.

kontrole
kontrole deja
Kasav yo kontrole deja.

kichòy
kichòy sou li
m-ap mete kichòy
Bon, m-ap mete kichòy sou li.

karant kòb
m-ap ba ou
M-ap ba ou karant kòb.

Sa ou di?

senk kòb sou li
Mete senk kòb sou li.

any
anyone
I sell to you
I'm not even selling to you
I'm not even selling to you
like anyone else.

special
for you especially
it's the price I make
it's the price I make especially for you
Fifty kòb, that's the price I am making
for you especially.

for that price
I can't take it
I can't afford it for that price.

for thirty-five kòb
you want to give it to me
Would you give it to me for
thirty-five kòb?

No, I can't.

to calculate
already calculated
The cassavas are already calculated.

something
something on it
I'm putting something
O.K., I'm adding something to it.

forty kòb
I'm giving you
I'll give you forty kòb.

What do you say

five kòb on it
Add five kòb to it.

He, He!

pou karannsenk kòb
 pou m-achte kasav la
 Atò, pou m-achte kasav la
 pou karannsenk kòb!

tròp
 Ou rèd tòp, machè.

gro je
 m gen gro je
 Ou konnen m gen gro je.

pran ni
 pran ni non
 In ben, pran ni non.

Hey, hey!

for forty-five kòb
 I have to buy the cassava
 Then I have to buy the
 cassava for forty-five kòb!

too, too much
 You're too tight, my dear.

big eyes
 I'm stingy
 You know that I'm stingy.

to take it
 take it, why don't you take it.
 O.K., take it.

HOMework

Bring Istwa d-Ayiti to class. With the help of your Vocabulary Aid, prepare the reading: Istwa d-Ayiti, pp. 1-7 for tomorrow.

III. GRAMMAR DRILLS

A. Lexical Variation Exercises

1. Basic sentence:

Si ou te konnen sa m
depanse pou kasav yo.
zannanna

mango
zoranj
chadèk
zaboka
korosòl
grenadi-n
melon

Si ou te konnen sa m
depanse pou kasav yo.
Si ou te konnen sa m
depanse pou zannanna yo.

2. Basic sentence:

Konben ou mande pou kasav la?
tèt chou-a
berejinn nan
moso yanm nan
pil patat la
mamit duri-a
lo pwa kongo yo
makòn mayi sa-a
manyòk la yo
ti pil tomat yo
lo mango yo
grenn kasav sa-a

Konben ou mande pou kasav la?
Konben ou mande pou tèt chou-a?

3. Basic Sentence:

M pa kapab pran ni pou pri sa-a.
m ta vle
yo pa janm

M pa kapab pran ni pou pri sa-a.
M ta vle pran ni pou pri s a-a .

li pito
 m te dwe
 ou mè t
 fòk li
 se pou ou

4. Basic Sentence:

Se pri m fè pou ou spesyal.
 pou pratik
 pou ou kòm pratik
 le maten
 pou kasav O Kap
 pou j odi-a sèlman
 pou tout moun m pa konnen
 pou ou yon grenn

Se pri m fè pou ou spesyal.
 Se pri m fè pou pratik.

5. Basic Sentence:

Sa ki fè ou gen gro je kon sa-a?
 mande chè
 pa kab fè sa
 ba kò ou traka
 vann chè

Sa ki fè ou gen gro je kon sa-a?
 Sa ki fè ou mande chè kon sa-a?

6. Basic sentence:

Ou konnen se kon sa mwen yè.
 konben lajan m te depanse

kouman li machande
 yo rèd tròp
 ki kalite kasav sa yè
 yo kontrole deja

Ou konnen se kon sa mwen ye.
 Ou konnen konben lajan m te
depanse.

7. Basic sentence:

M-a ba ou youn pou senkant kòb.
deu pou yon goud
katòz pou di dola
kichòy pou anyen
sa ou depanse-a
karannsenk kòb
yon grenn pou deu pyas

M-a ba ou youn pou senkant kòb.
M-a ba ou deu pou yon goud.

8. Basic sentence:

Se pa ti kras chè yo chè.
li malad
yo bon
ou rèd
li razè
y-ap machande
y-ap bay odyans

Se pa ti kras chè yo chè.
Se pa ti kras malad li malad.

B. Grammar Exercises

1. Combine the following sets of sentences into a single sentence by using *tankou*:

Msye-a brav. Chen brav tou. Msye-a brav tankou chen.
Chat la brav. Chen brav tou. Chat-la brav tankou chen.
Li mantè. Ti bway la mantè tou.
Jounalis ameriken an pale kreyòl. Ayisyen pale kreyòl tou.
M pale angle. Ameriken pale angle tou.
Ou pale franse. Blan franse pale franse tou.

2. Change to the comparison of equality:

Yo pi rich pase nou. Yo rich tankou nou.
Li pi brav pase yon beuf. Li brav tankou yon beuf.
Li pi sòt pase yon bèt.
M pi grangou pase ti-moun sa yo.
M travay pi byen pase ou.
Yo konn pale kreyòl pi byen pase Ayisyen yo.
Ou konprann franse pi byen pase yon blan franse.

3. Put the following sentences in the completed past:

Li reponn tankou yon moun ki malad.	Li <u>te</u> reponn tankou yon moun ki <u>te</u> malad.
Li pale tankou yon moun k-ap plenyen.	Li <u>te</u> pale tankou yon moun k-ap plenyen.
Li mande charite tankou yon moun ki pòv.	
Li tande tankou yon bwi dèyè li.	
M tande yon bwi tankou yon lougarou dèyè mwen.	
Li wè tankou yon moun k-ap mache dèyè li.	
Msyè-a fè tankou yon moun k-ap foure men ni nan pòch li.	
M pa vann ou berejinn yo tankou nenpòt ki moun.	
M ba ou yo tankou pratik.	

4. Change from the *se pou* to the *fò* construction:

<u>Se pou</u> ou ale nan mache-a.	<u>Fò</u> ou ale nan mache-a.
<u>Se pou</u> li achte anpil kasav.	<u>Fò</u> li achte anpil kasav.
Se pou nou fè yon pri ak yo.	
Se pou ou chèche yon bon tèt chou.	
Se pou ou tann mwen devan otèl la.	
Se pou chofè taksi-a vi-n chèche-m maten an.	
Se pou jounalis la fè yon vire nan mòn.	
Se pou li achte ronm kay Ja-n Babankou.	
Se pou msyè yo mennen ni Kinskòf ak Fusi.	

5. Replace the noun phrase by a pronoun:

Fò <u>kwafè-a</u> fè tèt mwen.	Fò <u>li</u> fè tèt mwen.
Fò <u>chofè-a</u> pòte valiz nou.	Fò <u>li</u> pòte valiz nou.
Fò jounalis ameriken an aprann pale kreyòl.	
Fò msyè ale lakay li.	
Fò chat kouri si li pa vle chen kenbe li.	
Fò pòv yo kouri si yo pa vle ke ti-moun yo kenbe yo.	

C. Translation

- | | |
|---|--|
| 1. Her kòmè is going to bargain for cassava. | Kòmè li prale machande kasav. |
| 2. They would meet right in the market. (Se construction) | Se nan mache-a menm yo ta kontre. |
| 3. Kòmè Julie doesn't ask such a high price. | Kòmè Juli pa mande che pase sa. |
| 4. You know that one thing makes up for another. | Ou konnen se youn antre nan lòt. |
| 5. She's my regular customer. | Li se pratik mwen. |
| 6. The cassava are already inspected. | Kasav yo kontrole deja. |
| 7. What makes you so greedy? | Sa ki fè ou gen gro je kon sa? |
| 8. Then I have to buy it for fifty gourdes. You're too hard. | Atò pou mwen achte li pou senkant goud. Ou rèd tròp. |
| 9. I have to see my friends more often. | Fò-m wè zanmi mwen yo pi souvan. |
| 10. He's as brave as an ox. | Li brav tankou yon bèf. |
| 11. He's as ugly as you are. | Li lèd tankou ou. |
| 12. He's more broke than the Syrian. | Li pi brizurye pase Siryen an. |
| 13. I'm more broke than the old man. | M pi razè pase gran moun nan. |
| 14. He speaks like a man who speaks through his nose. | Li pale tankou yon moun ki pale nan nin. |
| 15. I walked like a man who put put his hands in his pockets. | M mache tankou yon moun ki foure men ni nan pòch li. |
| 16. He answered like a sick man. | Li reponn tankou yon moun ki malad. |
| 17. He is making money like a Syrian. | Li fè lajan tankou yon Siryen. |
| 18. He can speak French like a Frenchman. | Li kab pale franse tankou yon blan franse. |
| 19. They have to rent me one for ten dollars. | Fò yo lwe-m youn pou di dola. |
| 20. You have to arrive at seven o'clock. | Fò ou rive a setè. |
| 21. At what time must I arrive? | A ki lè pou-m rive? |
| 22. The taxi driver has to arrive at eight o'clock. | Fò chofè taksi-a rive a uitè. |
| 23. You have to know how much I spent for these yuccas. | Fò ou konnen konben m depanse pou yanm sa yo. |
| 24. How much do you have to pay for these cassavas? | Konben pou ou peye pou kasav sa yo? |
| 25. How much do you have | Konben pou ou peye pou |

IV. READING

A. Text: Istwa d-Ayiti (pp 1-7)

B. Vocabulary Aid

ankèt, n.	inquiry
chase, v.	to hunt
chèn, chenn, n.	chain
cheve, cheveu, n.	hair
denonse, v.	to denounce, to give away (s.o.)
dou, adj.	quiet, gentle
dousman, adj.	quiet, gentle
efase, v.	to erase, to remove
egziste, ekziste, v.	to exist
frèt, adj.	cold
il, n.	island
indyen, n.; adj.	Indian
kado, n.	gift
kalkil, kalkul, n.	calculation, arithmetic
kantite, n.	quantity
komès, konmès, n.	trade
konfians, n.	confidence
konplo, n.	plot
koulè, koulè, n.	color
kuiv, n.	copper, brass
lavni, n.	future
mati, n.	martyr
matlo, n.	sailor
mechan, adj.	naughty, nasty, spiteful
mennen (ankèt), v.	to carry out
monte, moute (konplo), v.	to scheme, to plot

Lesson 32

natirèl, naturèl, adj.
nèf, nèf, adj.

pasyans, n.
piye, v.
pòtre, n.
profite, v.
progrè, n.

rad, n.
raje, n.
rapò, n.
rèn, n.
resous, n.
retire, v.

senp, adj.
sipoze, supoze, v.
sovaj, n.; adj.

tanperati, tanperatu, n.
touni, tounu, n.; adj.
trou, n.
trou mòn, n. phr.

natural
new

patience
to pillage, to plunder
design, picture
to take advantage of
progress

clothe
bush
relation
Queen
resources
to pull out

simple, naive
to suppose, to imagine
wild person; wild

temperature
naked person; naked
hole
cave, cavern

V. GRAMMAR AND CULTURAL NOTES

A. Comparison: *tankou* 'as'

1. In Creole the comparison of equality is expressed by the use of the word *tankou*:

Li brav <u>tankou</u> chat.	He's <u>as</u> brave <u>as</u> a cat.
Ou genyen solèy <u>tankou</u> isit?	Do you have <u>as</u> much sun <u>as</u> here?

This contrasts with the comparisons of inequality where the two-term sequence *pi...pase* is used (see Grammar Notes L. 17,B;and L. 19,C).

Li pi brav <u>pase</u> ou.	He's braver than you (are).
Yo pi rich <u>pase</u> nou.	They're richer than we (are).

2. *Tankou* is also used as the equivalent of English 'as' or 'like':

Li reponn <u>tankou</u> yon moun ki ap plenyen.	He answered <u>just like</u> a person who is suffering.
Li mache <u>tankou</u> yon moun ki avèg.	He walks <u>like</u> a man who is blind.

B. Expressing Necessity or Obligation: *fò* Construction

There are two ways of expressing necessity or obligation in Creole: (1) the use of *pou* or *se pou* (Grammar Notes, Lesson 21); (2) the use of the *fò* construction.

Se pou ou ale./ Fò ou ale.	You have to go.
Fò chofè-a vini aswè-a.	The driver has to come tonight.
Fò li vini aswè-a./ Se pou li vini aswè-a.	He has to come tonight.
Fòk nou fè tèt nou./ Se pou nou fè tèt nou.	You must get a haircut.

Note: *Fò* may be replaced by *fòk* by some speakers, and is interchangeable with *se pou*, as in the examples above.

C. Retail Unit Measures

In Haiti, very few of the unit measures used by retailers and peddlers have anything to do with either the metric or the avoirdupois (pounds, ounces) systems. In the market, big fruits and vegetables of various sizes (such as watermelons) are sold by the piece: usually most people don't want or are unable to buy more than one such large item at a time anyway. Neither does the merchant sell them in groups such as one dozen, since the buyer would then want to select 12 of the biggest. However, items of relatively constant size (e.g., coconuts, oranges, eggs) can be priced by the dozen or by a fraction of a dozen.

The following list covers most of the unit measures used for retail items.

1. *Pil* or *lo* (pile/stack/heap) is used for items retailed on the ground in the market or on sidewalks (small vegetables or fruits of various sizes, firewood for cooking, etc.). The piles vary in size and importance: there are *pil 5 kòb* (one pile for 5 kòb), *pil 10 kòb*, *pil 25 kòb*, etc. But the maximum unit price for *yon pil* (one pile) would be *50 kòb*. Not all 5-, 10-, or 25-kòb piles are of equal size. Therefore a buyer will first go to many sellers, squat to appreciate, and even count the units in the piles before he decides from whom he will buy. And as the day goes by, a retailer will dispose of a few piles by adding one or two units to each of the other unsold piles in order to try to sell everything. On higher priced items sold by fixed unit measure (such as pint or other container), the price itself will come down in the afternoon.

Items sold by *pil* or *lo* include potatoes, sweet potatoes, tomatoes, mangoes, avocados, eggplants and onions plus other small fruits and vegetables not named in the English language.

Eggs are sold in the market by *pil* or *lo* also. In this case, a *pil* or *lo* is the equivalent of three eggs.

Yon pil ze.

4 pil ze.

Three eggs.

One dozen eggs.

(4 x 3 = 12)

2. *Grap* (cluster/bunch) is how small fruits attached by their stems to a limb are sold (such as grapes, *kenèp*, etc.).
3. *Pake* (bunch) is used for vegetables with tops tied together, such as carrots, beets and turnips.

4. *Makòn* is a cluster of separate units tied together by their stems on to a stick, such as onions, garlic and shallots; or by their husks, such as corncobs.
5. *Gro mamit* (large can) is a more or less constant measure which comes from using an empty five lb. can for shortening or butter.

Ti mamit (small can) indicates the use of an empty one lb. can. *Gro mamit* and *ti mamit* measures are used for selling or buying various beans and peas, rice, corn flour, corn grits, corn (in grain), rock salt, millet, etc.

6. *Glòs* is a small bottle with a capacity of four fluid oz. It derives its name from the brand name "GLOSS" of a black liquid product for dyeing or redyeing shoes and other leather articles. *Glòs* measure is used for cooking oil, castor oil, molasses syrup, kerosene, etc.
7. *Lit* (liter) is a bottle with a one-liter capacity and is used for selling the same liquids as above in (6).
8. *Liv* (lb.) is roughly equivalent to one American pound. However, because there is no control of weights and measures, what the customer gets for *yon liv* at any retail store is much less than one lb.

Many small retail store owners will purchase one lb. of sugar (or flour or whatever) for 25 kòb and retail it in six small paper cones called *kònèt*, at 5 kòb each. Also, they may take one small paper cone of the product out of one lb. (if it were a lb.) and then reseal the paper bag called *sachè*, selling it as one lb. The practice is well known and accepted when the need is immediate, but many customers would rather walk the distance of ten blocks or more in order to save a penny. It must be kept in mind that the daily sales of many a retail store in the remote areas of town and in most country villages and hamlets may often not exceed 1, 2, or 3 dollars. The profit is immediately consumed to feed the store owner and his family, sometimes ahead of the sale.

9. *Lòn, lonn, òn* (ell) is an English unit of length used for selling fabric. It's the equivalent of 45 inches. Here again, even the Lebanese importers--owners of big retail stores operating an inventory of hundreds of thousands of dollars--will cut an inch or so off the regular *lòn*. And then the peddler will in turn use a 42-inch *lòn* to retail at the Lebanese merchant's selling price.

The different writings of this word are influenced by French. All French nouns beginning with a vowel or a mute 'h' remaining in Creole (such as 'heure', è (hour); 'homme', *om* (man); 'aune', *òn* (ell) have kept the French liaisons.

Compare:

une aune	unòn	one ell
l'aune	lòn/lonn	the ell
deux aunes	dezòn	two ells
cinq aunes	senkòn	five ells

Note that unòn or yon lonn can both be used to express one ell.

VI. VOCABULARY

berejinn, n.	eggplant
chou, n.	cabbage
depanse, v.	to spend
farin, n.	flour
fè pri, v. phr.	to bargain
gen gro je, v. phr.	to be stingy/greedy
glòs, n.	liquid measure (about 4 oz.)
grap, n.	cluster, bunch
gro mamit, n.	equivalent of 5 pound can
kaliko, n.	calico fabric
kan, conj.	when
karabela, n.	kind of denim
kenèp, n.	tropical fruit
kònèt, n.	paper cone
kont, adv.	much, a lot, enough, sufficient
kontrole, v.	to work out, to calculate, to compute
lit, n.	liter
liv, n.	pound
lo, n.	pile, heap
lòn, lonn, òn, zòn, n.	aune (Fr.), approx. 45 inches
luil, n.	oil
machande, v.	to bargain, to haggle
makòn, n.	bunch (corn or animals)
mamit, n.	can (used to measure grain)
ole, adj.	young, milky (used only for corn and coconut)
òn, lòn, lonn, zòn, n.	aune (Fr.), approx. 45 inches
pa... pase sa, neg.	not.. ..more than that, not such a
pake, pakèt, n.	bunch
pase, conj.	than

pil, n.
plenyen, plenn, v.
pou kont + pers. pron., adj.
prouve, v.
revann, v.

sachè, n.
sa ki fè ke, exp.
spesyal, adj.; adv.
suk blan, n. phr.
suk rouj, n. phr.

tankou, adv.
ti mamit, n.
tire, v.
tomat, n.
trè, trèz, adv.

youn antre nan lòt, exp.

zòn, òn, lòn, lonn, n.

pile, heap
to moan, to suffer
alone, all alone, by oneself
to prove
to resell

paper bag
how come
special; especially
refined sugar
brown sugar

as, as..as
equivalent of one pound can
to pull, to get, to stretch
tomato
very

one thing makes up for another

aune (Fr.), approx. 45 inches

LESSON 33

REPORT ON A RECONNAISSANCE PATROL (con't)

I. PERCEPTION DRILL

A. Koute epi repete:

Gen peyi ki gen kat sezon nan ane-a: le prentan, l-ete, l-oton, e l-ivè.

An ete fè cho e an ivè fè frèt. An otòn tout pye bwa san fèy. O prentan tout fèy yo retounen.

B. Complete the following sentences with the cues:

SENTENCES AND CUES

STUDENTS

Fè fre. (prentan)

O prentan fè fre.

M pran vakans. (ete)

M pran vakans an ete.

Lapli tonbe anpil. (ivè)

Ti-moun yo vann tè-a. (otòn)

Tout fanmi an kontre. (ete)

Pye mango-a kouvri ak mango. (prentan)

Makdonal tounen an Ayiti. (otòn)

Anpil touris vizite Zanti yo. (ivè)

Tout pye bwa bèl. (prentan)

O Kanada fè frèt anpil. (ivè)

Gen de vil O Zetazini tout moun pa kab rete. (ete)

Gen bèl dlo nan rivyè yo. (prentan)

C. Koute pa repete:

Talè-a m-al fè yon ti vire nan jaden an. Lè m prale-a, m pa kontre ak chat. Men pandan m-ap mache tounen an, m wè deu vòlè k-ap koupe bannann nan jaden an. M fè sa pou-m rele, men m met men sou bouch mwen pou-m pa di krik. M jete kò-m anba yon ti pye bwa.

M kouri san m pa fè bri jus m rive isit. M voye pale chèf seksyon an. Talè l-ap vini.

D. Koul ye-a repete:

Talè-a vòlè yo te nan jaden an .
 Talè y-ap kenbe yo.
 M pa kontre ak chat.
 M pa di krik.
 Kouri san m pa fè bri.

E. Use *talè-a* or *talè* in the following sentences as required:

SENTENCES

M pral wè majistra-a.
 Madanm nan te nan jaden an.
 Avyon yo pral fè patrouy la.
 Nou va resevwa vizit fanmi an .
 M te pou kont mwen lakay la.
 Komèsan an sot pale ak abitan yo .
 L-a banboche byen.
 Etan m-ap mache nan laru-a m wè Ti Djo.
 Abitan yo pral devan Palè-a.
 Sitiyasyon an va regle.
 M pa fouti louvri pòt la.
 Ti-moun yo tap goumen nan lakou-a.

RESPONSES

Talè m pral wè majistra-a .
Talè-a madanm nan te nan jaden an.

F. Make up sentences with the given verbs and cues and the negation *pa...chat* 'no one':

VERBS AND CUES

mare ak (pitit mwen yo)
 kenbe (chèf seksyon an)
 suprann (patrouy la)
 koumande (nèg sa-a)
 wè...nan laru-a (nou)
 kontre ak...legliz la (Juli)
 pale ak...nan mache-a (pratik la)
 kraze (chofè sa yo)
 tande...jodi-a (nou)
 pè (fanm nan)
 pale ak (ti fi-a)
 kenbe...nan magazen an (gad la)

SENTENCES

Pitit mwen yo pa mare ak chat.
 Chèf seksyon an pa kenbe chat.

G. Combine the pattern *Lè...pa di krik* with the given cues to make complete sentences. Be sure to make any necessary changes.

CUES

M wè lougarou-a.
 Madanm nan rantre nan kay la.
 Yo rale bra nonm nan.
 Kokoye-a tonbe sou tèt pitit la.
 Kontrolè-a kenbe msye-a.
 Ti fi ki tap plenyen an wè doktè-a.
 Siryen an pèdu jwèt pokè-a.
 Fanm nan wè ti pitit la kouche sou galri-a.
 Nou wè pye kokoye-a ap tonbe sou kay la.
 Yo tandè bri pye vòlè-a.
 M wè malad la kouche tou dwat.
 Mulèt la jete ti fi-a.

SENTENCES

Lè m wè lougarou-a m pa di krik.
Leu madanm nan rantre nan
 kay la li pa di krik.

H. Make complete sentences on the pattern *Lè...wè sa,... k'o...anba...* by inserting the given cues:

CUES

jete, pye papay la (nou)
 foure, kay la (ti gason an)
 proteje, kamyonèt la (msye-a)
 apiye, pye zaboka-a (mwen)
 ranje, tab la (ti fi-a)
 kole, mulèt la (nèg la)
 foure, pye bwa-a (nou)
 rantre, pye zoranj la (madanm nan)
 krochu, chwal la (nonm nan)
 vanse, kay la (mwen)
 mete, bwa-a (nou)

STUDENTS

Lè nou wè sa, nou jete kò nou
anba pye papay la.
Lè ti gason an wè sa,
li foure kò li anba kay la.

I. Koute pa repete:

Gen kèk koulè nou konn deja: blan, vèt, nwa, rouj. Jodi-a nou pral aprann twa lòt koulè: jòn, ble ak gri. Dapre mwen li pap difisil pou nou sonje koulè sa yo.

Jodi-a fè cho. Pa gen fredu. Nou kapab di pa fè frèt. Lè van an ap soufle, fè fre. Van an pote yon bon ti frechè.

Repete koulie-a:

Nou konn pluzyè koulè, jòn, rouj ak gri. Dapre mwen, sa n-ap di-a pa laverite. Lè van an ap soufle li pote yon ti frechè. Pa fè frèt pou sa.

J. Add the cues to *Dapre mwen...*:

CUES

Sa pa bon.
Ti fi-a malad.
Koulè rouj sa-a pa bèl.
Pa fè frèt.
Van an pap soufle pi fò pase sa.
Se pa yon bagay difisil.
Van lanmè-a pote yon ti frechè.
Jòn sa-a ale ak gri-a.
Lam veritab la pa bon ditou.
Biye lotri ou la ap genyen.
Pitit la bezwen tete.
Kokoye-a pa ole.

RESPONSES

Dapre mwen sa pa bon.
Dapre mwen ti fi-a malad.

K. Koute epi repete:

Depi konben tan n-ap aprann kreyòl?

N-ap aprann kreyòl depi inpe plis ke sèt semèn.

Depi ki lè nou chita la-a?

Nou chita la-a depi inpe plis ke demi è.

L. Answer the following questions using *depi inpe plis ke* followed by an expression of time:

QUESTIONS

Depi ki lè patrouy la tounen?

Depi konben tan nou achte pye kokoye sa yo?

Depi ki lè ou tounen soti lapòs?

Depi ki lè li koupe men ni?

Depi konben tan madanm nan ap goumen ak msye-a?

Depi ki lè gad la kenbe volè-a?

Depi konben tan ti-moun yo pa danse?

Depi konben tan mesye yo ap jwe pokè?

Depi konben tan sitistasyon an vi-n pi mal?

Depi ki lè nèg la ap lapryè devan Sen Jozèf?

Depi ki lè machandiz yo rive ladwann?

Depi konben tan ou pa fouti mete ou a jenou?

ANSWERS

Patrouy la tounen depi inpe plis ke di minut.

Nou achte pye kokoye sa yo depi inpe plis ke deuzan.

II. DIALOGUE

Report on a Reconnaissance Patrol (continued)

Corporal Jacques is in the office of Lt. Maurice. He is continuing the report on the reconnaissance patrol.

Lt.: Good. Continue with the report on the reconnaissance patrol. That's why Headquarters just called on the radyo a little while ago.

Cpl.: As soon as we had passed the cemetery which is right behind the village gate, we threw ourselves under the trees in a small ravine beside the mayor's sugarcane field.

Lt.: You didn't stop on your way to speak to anyone?

Cpl.: No, lieutenant, we didn't meet a single person.

Lt.: Good. Go on.

Cpl.: When we reached the end of the ravine, we turned behind the mapou tree which is beside the little spring. Then we dashed into the sugarcane field.

Lt.: How was the sugarcane field?

Cpl.: The cane is pretty tall at this season. That permitted us to go a much longer way without anyone able to see us.

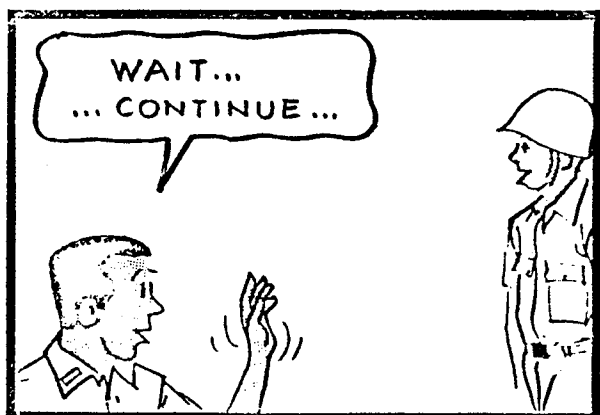
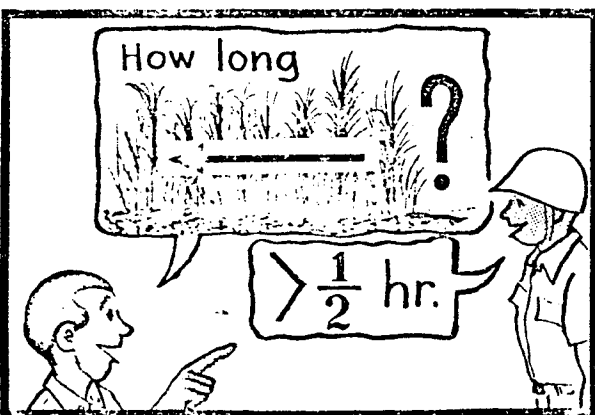
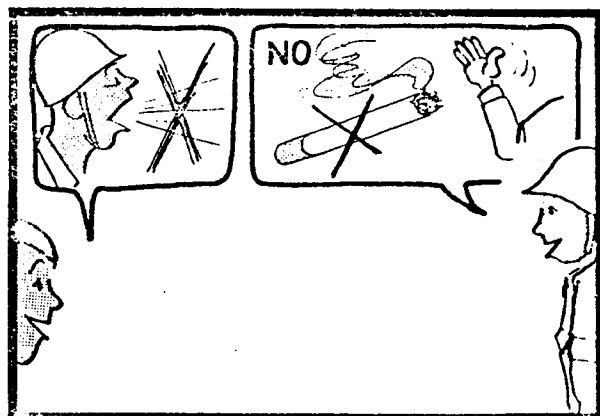
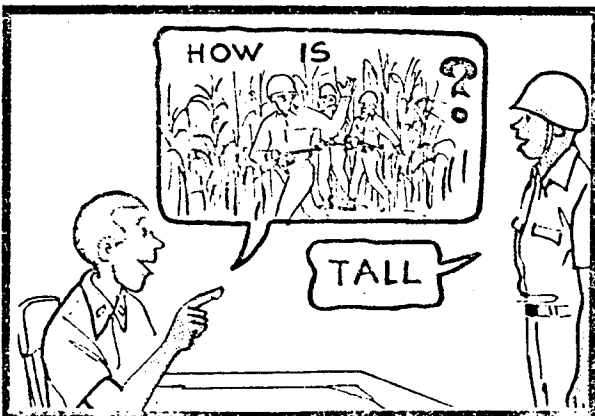
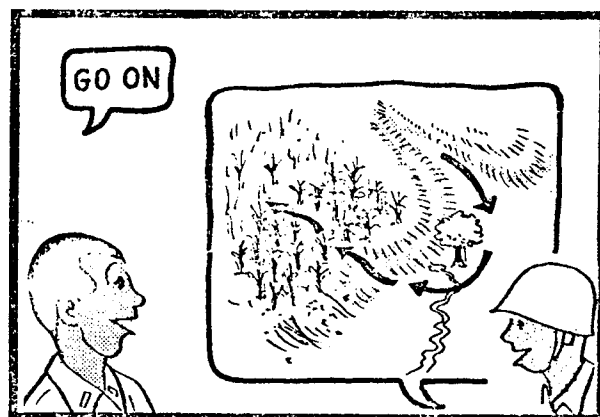
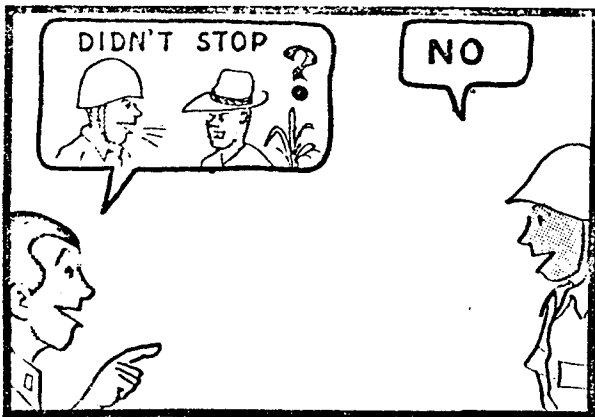
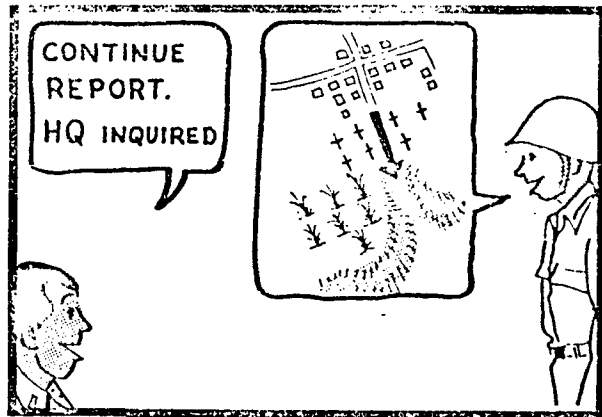
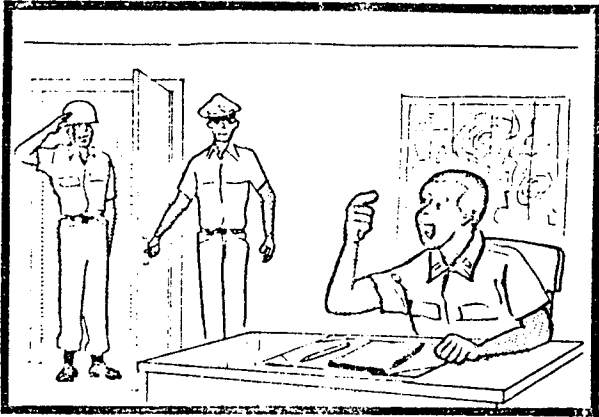
Lt.: I hope you didn't talk loudly so they would have heard you if there was someone in the field.

Cpl.: We didn't say a word. And I didn't allow anyone to smoke either. It was only with signs that I gave orders.

Lt.: About how long did it take you to go through the sugarcane field?

Cpl.: In my opinion, it took us a little more than half an hour.

Lt.: Wait for me a moment. We'll continue in a short while.



Rapò sou yon patrouy rekònesans (suit)

Kaporal Jak nan biro lyetnan Moris. L-ap kontinue rapò sou patrouy rekònesans la.

Lt.: Bon, kontinue rapò patrouy rekònesans la. Se pou sa Katye Jeneral fèk rele nan radyo talè-a.

Kap.: Kou nou fi-n pase simtyè ki apre pòtay bouk la, nou jete kò nou anba bwa, nan ti ravi-n ki bò chan kann majistra-a.

Lt.: Nou pa ret pale ak pèsonn sou rout nou?

Kap.: Non, mon lyetnan, nou pa kontre chat.

Lt.: Bon. Kontinue.

Kap.: Lè nou rive nan bout ravi-n nan, nou vire dèyè pye mapou ki bò ti sous la. Epi, nou fonse nan chan kann nan.

Lt.: Kouman chan kann nan te ye?

Kap.: Kann nan bèl rotè sezon sa-a. Sa te pèmèt nou fè yon bèl longè rout san pèsonn pa kab wè nou.

Lt.: M espere nou pa te pale fò pou yo pat tande nou si te gen yon moun nan chan an.

Kap.: Nou pa di krik. Epi, m pa te bay pèsonn dwa fimen non plis. Se ak sign sèlman mwen te bay lòd.

Lt.: Konben tan kon sa nou te pran pou janbe chan kann nan?

Kap.: Dapre mwen, sa te pran nou inpe plis ke demi è.

Lt.: Tann mwen yon ti moman. N-a kontinue talè.

Dialogue Buildup

patrouy rekonesans
Rapò sou yon patrouy rekonesans.

(suit)

biro lyetnan Moris
Kaporal Jak nan biro
lyetnan Moris.

patrouy rekonesans la
rapò sou patrouy rekonesans la
L-ap kontinue rapò sou
patrouy rekonesans la.

patrouy rekonesans la
Bon, kontinue rapò patrouy
rekonesans la.

talè-a
fèk rele nan radyo
Katyè Jeneral
se pou sa
Se pou sa Katyè Jeneral fèk
rele nan radyo talè-a.

majistra-a
bò chan kann majistra-a
nan ti ravi-n ki bò chan
kann majistra-a
anba bwa
nou jete kò nou anba bwa
apre pòtay bouk la
simtyè ki apre pòtay bouk la

Kou nou fi-n pase simtyè
ki apre pòtay bouk la,
nou jete kò nou anba
bwa, nan ti ravi-n ki
bò chan kann majistra-a.

reconnaissance patrol
Report on reconnaissance patrol.

(continued)

Lieutenant Maurice's office
Corporal Jacques is in
Lt. Maurice's office.

the reconnaissance patrol
report on the reconnaissance patrol
He's continuing the report on the
reconnaissance patrol.

the reconnaissance patrol
Good. Continue with the
report on the reconnaissance patrol.

a little while ago
just called on the radyo
Headquarters
it's why
That's why Headquarters just called
on the radyo a little while ago.

the mayor
beside the mayor's sugarcane field
in a small ravine beside the
mayor's sugarcane field
under the trees
we threw ourselves under the trees
behind the village gate
the cemetery which is right behind
the village gate
As soon as we had passed the
cemetery which is right behind
the village gate, we threw ourselves
under the trees in a small ravine
beside the mayor's sugarcane field.

sou rout nou
nou ret pale sou rout nou
Nou pa ret pale ak pèsonn
sou rout nou?

on your way
you stop to speak on your way
You didn't stop on your way
to speak to anyone?

nou pa kontre chat
Non, mon lyetnan, nou pa
kontre chat.
Bon. Continue.

we didn't meet anyone
No, lieutenant, we didn't
meet a single person.
Good. Go on.

bò ti sous la
dèyè pye mapou ki bò ti
sous la
nou vire dèyè pye mapou
ki bò ti sous la
bout ravi-n nan
nou rive
Lè nou rive nan bout
ravi-n nan, nou vire
dèyè pye mapou ki bò ti sous la.

beside the little spring
behind the mapou tree which
is beside the little spring
we turned behind the mapou tree
which is beside the little spring
the end of the ravine
we arrived, we reached
When we reached the end of the
ravine, we turned behind the mapou
tree which is beside the little spring.

chan kann nan
Epi, nou fonce nan chan
kann nan.

the sugarcane field
Then, we dashed into the
sugarcane field.

chan kann nan
Kouman chan kann nan te ye?

the sugarcane field
How was the sugarcane field?

sezon sa-a
bèl rotè sezon sa-a
Kann nan bèl rotè sezon sa-a.

this season
pretty tall at this season
The cane is pretty tall at this season.

pèsonn pa kab wè nou
san pèsonn pa kab wè nou
nou fè yon bèl longè rout
sa te pèmèt nou fè yon bèl
longè rout
Sa te pèmèt nou fè yon bèl
longè rout san pèsonn pa
kab wè nou.

no one can see us
without anyone seeing us
we go a much longer way
that permitted us to go a
much longer way
That permitted us to go a
much longer way without
anyone able to see us.

yon moun nan chan an
si te gen yon moun nan chan an
tande nou

someone in the field
if there was someone in the field
hear you

pou yo pat tande nou
 nou pale fò
 nou pa te pale fò
 M-espere nou pa te pale fò pou
 yo pat tande nou si te gen
 yon moun nan chan an.

so they couldn't hear you
 you talk loudly
 you didn't talk loudly
 I hope you didn't talk loudly so
 they would have heard you if
 there was someone in the field.

Nou pa di krik.

We didn't say a word.

non plis
 m bay dwa fimen
 m pa te bay dwa fimen
 m pa te bay pèsonn dwa fimen
 Epi, m pa te bay pèsonn
 dwa fimen non plis.

either
 I allow to smoke
 I didn't allow to smoke
 I didn't allow anyone to smoke
 And I didn't allow anyone
 to smoke either.

mwen te bay lòd
 ak sign sèlman
 Se ak sign sèlman mwen
 te bay lòd.

I gave orders
 with gestures only
 It was only with signs
 that I gave orders

chan kann nan
 pou janbe chan kann nan
 nou te pran pou janbe
 chan kann nan
 Konben tan kon sa nou te
 pran pou janbe chan kann nan?

the sugarcane field
 to cross the sugarcane field
 it took you to cross the
 sugarcane field
 About how long did it take you to
 go through the sugarcane field?

demi è
 inpe plis ke demi è
 dapre mwen
 Dapre mwen, sa te pran
 nou inpe plis ke demi è.

half an hour
 a little more than half an hour
 in my opinion, according to me
 In my opinion, it took us
 a little more than half an hour.

yon ti moman
 Tann mwen yon ti moman.

a moment
 Wait for me a moment.

talè
 N-a kontinue talè.

in a while
 We'll continue in a short while.

Homework

Prepare 10 questions on climate, season and/or weather to be used in class tomorrow.

III. GRAMMAR DRILLS

A. Lexical Variation Exercises

1. Basic sentence:

Kou nou fi-n pase simtyè-a, nou jete
kò nou anba bwa.
kite chan kann nan

janbe rivyè-a
kouvri kò nou ak fèy
vire dèyè pye mapou-a
pase pòtay la
chofe manje-a
pran grap kenèp la
bwè kokoye ole yo
fè plan nou
asasinen nèg la
fè koub la

Kou nou fi-n pase simtyè-a, nou jete
kò nou anba bwa.
Kou nou fi-n kite chan kann nan,
nou jete kò nou anba bwa.

2. Basic sentence:

Nou fonse nan chan duri-a.
kouri
jete kò nou
bese
lapryè
desann
kenbe vòlè-a
kwaze ti fi-a
pase
jwe
suiv ti-moun yo
repoze nou

Nou fonse nan chan duri-a.
Nou kouri nan chan duri-a.

3. Basic sentence:

Kouman chan kann nan te ye?
 fredu-a
 batay la
 pokè-a
 sitiwayion an
 moulen majò-a
 pwason yo
 travay la
 rejyon an
 siklòn nan
 mwa pase-a
 tanperatu-a

Kouman chan kann nan te ye?
 Kouman fredu-a te ye?

4. Basic sentence:

Nou pa di krik.
 majistra-a
 asasen an
 chèf seksyon an
 etranje yo
 msye gad kòt yo
 maren an
 navigatè-a
 madanm nan
 pratik la
 profesè-a
 gason an

Nou pa di krik.
Majistra-a pa di krik.

5. Basic sentence:

Konben tan kon sa nou te pran
 pou janbe chan kann nan?
 ale nan simtyè
 mare biznis la
 fè pri bèl la
 rive Jakmèl
 jwenn yon laliy

Konben tan kon sa nou te pran
 pou janbe chan kann nan?
 Konben tan kon sa nou te
 pran pou ale nan simtyè?

retounen nan kazèn
debake machandiz yo
al chèche doktè-a
etenn dufeu-a
jwenn ranseyman yo
pale kreyòl

6. Basic sentence:

Sa ki pi rèd rivyè ak lak tounen glas.
zaboka yo pouri
nou te blije rete
chalè-a insupòtab
fè frèt
pèsonn pa di krik
manje-a te pike anpil
simtyè-a te lwen
tanperatu-a ap bese
toujou
m pase devan-l, m pa wè-l
li kite vòlè-a ale
yo jete kò yo anba bwa

Sa ki pi rèd rivyè ak lak tounen glas.
Sa ki pi rèd zaboka yo pouri.

7. Basic sentence:

Tanperatu-a kòmanse ap bese.
terib
vi-n pi ro
desann
agreyab
trò rèd
ap monte
insupòtab
vi-n pi ba
leve
debòde
monte

Tanperatu-a kòmanse ap bese.
Tanperatu-a kòmanse terib.

8. Basic sentence:

Yon lè fe fre, yon lòt lè fè cho.
tanperatu-a agreyab, li insupòtab

Yon lè fe fre, yon lòt lè fe cho.
Yon lè tanperatu-a agreyab, yon
lòt lè li insupòtab.

chalè-a bese, li monte
li fè fredu, li fè chalè
syèl la bleu, li gri
kokoye-a ole, li rèk
nou achte suk blan, nou achte suk rouj
yo vi-n bonè, yo vi-n ta
m pale kreyòl, m pale franse
li gen kòb, li razè
ou brav, ou pè
yo bay manti, yo di laverite

B. Grammar Exercises**1. Complete the following sentences with the cues:****SENTENCES AND CUES**

An Ayiti tanperatu-a bese. (ivè)
Chalè-a insupòtab Pòtoprens. (ete)
Nou janbe la rivyè-a a pye. (prentan)
Mayi yo byen ole. (prentan)
Pa gen bèl zaboka. (ivè)
Nan peyi ki gen lanèj, yo blije fèmen tout pat. (ivè)
Anpil pye bwa jete fèy yo. (otòn)
Gen anpil fwi an Ayiti. (ete)
Tout pye bwa kouvri ak fleu. (prentan)
O Kanada, lak ak rivyè tounen glas. (ivè)
Gen anpil siklòn nan Karayib la. (otòn)
Kann nan yo bèl rotè. (prentan)

STUDENTS

An Ayiti tanperatu-a bese an ivè.
Chalè-a insupòtab Pòtoprens an ete.

2. Replace kwè with dapre in the following sentences. Make the necessary changes.

CUES

M kwè li p-ap fè si frèt mwa prochen.
Chèf seksyon an kwè ke yo kouri janbe chan kann nan.
 Gason an kwè yo fè ji ak tout grenadi-n yo.
 Nou kwè ke lapli pral tonbe pi ta.
 Ti bway la kwè ke se yon kay jòn.
 Ou kwè chaleu-a ap insupòtab ane sa-a?
 Madanm nan kwè simtyè-a lwen legliz la.
 Ti-moun yo kwè manje-a pike.
 Nonm nan kwè pye mapou-a gen santan.
 Doktè-a kwè ke nèg la mouri depi deu jou.
 Eske nou kwè n-a rantre lajan an?
 M kwè manto sa-a trò kout.

SENTENCES

DaPre mwen, li p-ap fè si frèt mwa prochen.
Dapre chèf seksyon an, yo kouri janbe chan kann nan.

3. Fill the blank spaces with a color according to the sentences.

CUES

Lè yon moun mouri,
 tout fanmi an an ...
 Gen de fwa solèy la... tankou dife.
 Lè lapli pral tonbe syèl la...
 Gen de kote an ivè tout bagay tou...
 Lè yon bannann fi-n toufe li vi-n...
 Lè yon moun gran moun anpil, cheve li...
 Si tan an bèl, syèl ak lanmè-a...
 Nan boutik m kab achte suk... ou suk...
 O prentan tout fèy pye bwa yo...
 Anpil blan gen je...ak je...
 Lè yon roma fi-n kwit li...
 Lè yon mango mu li...

STUDENTS

Lè yon moun mouri tout fanmi an an nwa.
 Gen de fwa solèy la rouj tankou dife.

4. Ask questions on the pattern *Depi konben tan* or *Depi ki lè* of which the following sentences are the answers:

ANSWERS

Lapli ap tonbe depi yon semèn.
 Nou nan chan kann nan
 depi deuzè de laprèmidi.
 Manman an pa bay pitit la tete depi deu jou.
 Nou revann oto-a jeudi dènye.
 M pa manje kenèp depi deuzan.
 Siryen an a jenou nan pye Lavyèj depi demi è.
 Boutik tonton an fèmen depi li mouri-a.
 Nou fèk kòmanse etudye istwa peyi-a.
 Patrouy la soti a senkeu maten an.
 Van ap soufle san rete depi deu jou.
 Boukan kay Jozèf la ap boule depi ui jou.
 Pitit la fèt depi maten.

QUESTIONS

Depi konben tan lapli ap tonbe?
Depi ki lè nou nan chan kann nan?

5. Use *talè* or *talè-a* in the following sentences as required:

SENTENCES

Pitit la fèt.
 Tanperatu-a pral bese.
 Tout pye bwa va gen fèy.
 Pral fè frèt.
 Nou sot chofè kò nou bò boukan an.
 Syèl la te tou gri.
 Nou janbe rivyè-a a pye.
 Majistra-a pral fè koupe pye mapou-a.
 N-av-al nan simtyè.
 Bòn nan fè kabann yo.
 Medam yo ap desann lavil.
 M sot tonbe devan kay Mari-a.

RESPONSES

Talè-a pitit la fèt.
Talè tanperatu-a pral bese.

C. Translation

- | | |
|--|---|
| 1. In that country the heat is terrible even in the spring. | Nan peyi sa-a chalè-a terib menm o prentan. |
| 2. He came a while ago, but he was tired and went to bed. | Li rive taleu-a, men li te bouke epi l-al kouche. |
| 3. When it's too cold in winter we keep the house heated night and day. | Lè fè trò frèt an ivè nou kenbe kay la chofe nuit kon jou. |
| 4. I was forced to quit smoking because I was very ill. | Yo te oblije-m kite fumen paske m te trè malad. |
| 5. During spring, all the trees are covered with leaves and flowers. | O prentan tout pye bwa kouvri ak fèy epi flè. |
| 6. There are places where the sky is always blue all year. | Gen (de) kote syèl la toujou bleu tout lane. |
| 7. She has the right to stay home if she doesn't want to go out with you. | Li gen rezon rete lakay si-l pa vle soti ak ou. |
| 8. In my opinion, fall is a more agreeable season than summer. | Dapre mwen lotòn se yon sezon ki pi agreyab pase lete. |
| 9. The sun was so hot that they were forced to throw themselves in the lake. | Solèy la te si cho ke yo te blije jete kò yo nan lak la. |
| 10. The sky is all gray this afternoon, however, I don't think it's going to rain. | Syèl la tou gri apremidi-a, sepandan m pa kwè lapli pral tonbe. |

IV. LEKTU

Sezon

Nan yon ane gen kat sezon. Yo rele prentan, ete, otòn ak ivè. O prentan, latè bèl, syèl la bèl, tout bagay bèl. Pye bwa kouvri ak bèl fèy vèt, e jaden kouvri ak bèl flè tout koulè. Lè-a fre, tanperatu-a agreyab. Se prèske kon sa tou patou. Lete fè pi cho ke lòt sezon yo. Solèy la pike anpil paske li pi pre latè. Men, tout peyi pa fè cho menm jan an. Gen de peyi chalè-a insupòtab, e gen dèt peyi kote chalè-a pa si terib. Men tou patou, fè pi cho ke rès ane-a an ete. Se pandan sezon sa-a ke plus moun pran vakans, ni gran moun ki nan travay, ni ti-moun ki lekòl. Gen lòt moun menm ki vwayaje ale nan lòt peyi ki pa fè si cho, paske lete nan peyi fredu pa cho tankou lete nan peyi cho.

An otòn menm, chalè lete-a pase, e tanperatu-a kòmanse ap bese, paske se livè k-ap vini apre. Syèl la kòmanse vi-n gri, kòmanse fè frèt. Gen de peyi kote tout fèy pye bwa vi-n tout koulè jòn ak rouj, epi y-ap tonbe. Tout tè-a kouvri ak feuy yo ki fe yon bèl tapi k-ap chanjè tout tan, lè van an ap soufle. Sepandan, gen ae peyi kote lotòn fè unpe pi fre ke lete, men pye bwa pa pèdu fèy yo .

Lè livè vini menm, tou patou fè pi frèt ke pandan rès ane-a. Donk livè se sezon fredu; men, sa pa vle di ke tout peyi fè frèt anpil. Gen de kote lanèj tonbe, dlo tounen glas. Menm rivyè ak lak tounen glas. Tè-a, pye bwa, kay, tout bagay tou blan, kouvri ak lanèj. Tout kay chofe, e tout moun blije mete manto pou yo kab sòti deyò. Gen de kote ki pa fè frèt dutou; lanèj pa janm tonbe, dlo pa tounen glas, kay pa bezwen chofe e moun pa janm bezwen mete manto. Sa ki pi rèd, gen de peyi kote lete fè pi fre pase livè yon lòt peyi. Gen de rejyon menm ki gen yon tanperatu mwayèn tout ane-a. Yon lè fè frè yon lòt lè fè cho, kom si kote sa yo pa gen kat sezon nan ane-a. Gen de kote, si yon moun ale, li p-ape jwenn ke an ete ou o prentan tout jaden kouvri ak bèl flè, paske pa gen jaden dutou. Se glas tou patou e tout tan. Donk genyen tout kalite tanperatu sou latè-a: gen peyi fredu, gen peyi chalè e gen peyi tanperatu mwayèn. Moun peyi frèt ki gen lajan al pase vakans yo nan peyi cho lè livè vini; moun peyi cho ki gen lajan tou al pase vakans yo nan peyi frèt lè lete vini.

Pi bon kote se peyi ki gen tanperatu mwayèn kote ki pa janm fè trò cho, ki pa janm fè trò fre, kote syèl la bleu tout tan, kote lanèj pa janm tonbe kote tout pye bwa toujou kouvri ak bèl fèy vèt, e tout jaden gen flè.

Kestion

1. Konben sezon ki gen nan yon ane?
2. Konman yo rele?
3. Konman tè-a ak syèl la ye o prentan?
4. Ak ki sa pye bwa kouvri lè sa-a?
5. Ki sa ou wè nan tout jaden?

6. Konman tanperatu-a ye o prentan?
7. Se menm tanperatu li fè an ete tou?
8. Pou ki sa solèy la pi pike an ete?
9. Ki sezon ki fè pi cho nan tout ane-a?
10. Pou ki sa anpil moun pran vakans yo an ete?

11. Se tout moun ki rete fè vakans yo nan peyi yo?
12. Konman chalè-a ye an otòn?
13. Nan peyi ki fè frèt, ki koulè fèy pye bwa yo an otòn?
14. Lè fèy jòn ak rouj sa yo tonbe atè-a, ki sa yo fè?
15. An Ayiti, fèy yo vi-n jòn ak rouj an otòn?

16. Ki sezon ki fè pi frèt tou patou nan ane-a?
17. Fè frèt anpil an Ayiti an ivè?
18. Kote ki fè frèt anpil, ki gen lanèj, ki sa rivyè ak lak yo tounen an ivè?
19. Ki koulè tout bagay ou wè devan ou lè kon sa?
20. Pou ki sa pye bwa yo vi-n tou blan tou?

21. Pou kay yo pa frèt, ki sa moun nan peyi sa yo fè?
22. Yo ka sòti nenpòt ki jan?
23. Ki kote an Ayiti gen moun ki konn chofe kay yo an ivè?
24. Se tout kote sou tè-a tout jaden gen bèl flè o prentan?
25. Pou ki sa kote sa yo pa ka gen jaden?

26. Ki sa ou pito, peyi frèt ou peyi cho?
27. Ou renmen yon kote lè lanèj ap tonbe?
28. Lè ou an ivè, tanperatu-a monte ou byen li bese?
29. E lè yo chofe yon kay?
30. Lè tanperatu-a pa ro, konman li ye? - (ba)

V. GRAMMAR AND VOCABULARY NOTES

A. *Pa...krik*

1. *Krik* is an onomatopoeia for a 'slight noise', 'the slightest noise', 'one word'.
Pa...krik is the negative.

Si ou di krik m-ap sòti.

If you say (even) one word I'll leave.

Pèsonn pa di krik.

No one said a word.

M pa vle tande krik.

I don't want to hear a word.

Pòt la pa fè krik.

The door doesn't make the slightest noise.

Si kabann nan fè krik

If the bed makes the slightest

mwen p-ape ka dòmi.

noise, I won't be able to sleep.

2. The above examples show that, because of the nature of the word, the only verbs used with it are *di* 'to say', *tande* 'to hear', and *fè* 'to make'.

B. French Forms of the Names of the Seasons

1. The names of the seasons of the year, as we have seen, are *prentan* 'spring', *ete* 'summer', *otòn* 'autumn/fall', and *ivè* 'winter'.

However, they are generally used with the French noun marker (article) (Grammar Note L. 27, B) and become *leprintan*, *lete*, *lotòn* and *livè*.

le-prentan an	leprentan an	the spring
l-ete-a	lete-a	the summer
l-otòn nan	lotòn nan	the fall
l-ivè-a	livè-a	the winter

2. They retake their basic forms (*prentan*, *ete*, *otòn*, and *ivè*) when used with the persisting French prepositions "en" and "au" to mean 'in the', 'during'.

French	Creole	English
au printemps	o prentan	in spring/during the spring
en ete	an ete	in summer/during the summer
en automne	an otòn	in fall/during the fall
en hiver	an ivè	in winter/during the winter

Note that *prentan* takes *o* instead of *an* because of the consonant. Note also that the French pronunciation liaisons have persisted (see Grammar Notes, L. 12, C-1 and 2).

written	spoken
an ete	an n-ete
an otòn	an n-otòn
an ivè	an n-ive

C. *Talè* vs. *Talè-a*

Talè

in a little while
in the near future

Talè-a a little while ago

M-a manje talè.

I'll eat in a little while.

M-a vi-n taleu.

I'll come in a little while.

Li rive taleu-a.

He/She arrived a little while ago.

VI. VOCABULARY

agreyab, adj.	agreeable
ba, adj.	low
bèl, adj.	intensifier, much, more
bese, v.	to lower, to go down, to decrease, to diminish
ble, bleu, adj.	blue
blije, oblije, v.	to force, to oblige, to be forced
chofe, v.; adj.	to heat, to heat up; heated
daprè, dapre, prep.	according to, in someone's opinion
dwa, n.	right (have the right to)
espere, v.	to hope, to wait
ete, lete, n.	summer
feuy, fèy, n.	leaf
fimen, v.	to smoke
flè, flè, n.	flower
fonse, v.	to break through, to dash in, to plunge into, to penetrate
frechè, frechè, n.	coolness
frèt, adj.	cold
gri, griz, adj.	gray
inpe, unpe, adj.	a little
insupòtab, adj.	unbearable
ivè, livè, n.	winter
janbe, v.	to cross, to go across, to cross through
jete, jete, v.	to drop, to throw
jete kò + pers. pr., v. phr.	to throw. . .self
jòn, jo-n, adj.	yellow
kann, n.	sugarcane
koulè, koulè, n.	color

lak, n.	lake
leprintan, prentan, n.	spring
lete, ete, n.	summer
livè, ivè, n.	winter
lòd, òd, n.	order
lotòn, otòn, n.	fall, autumn
majistra, n.	mayor
manto, n.	coat '
mapou, n.	a large and very shady tropical tree (usually beside a spring or stream)
mwayèn, mwayen, n.; adj.	average, medium
oblije, blije, v.	to force, to oblige, to be forced
òd, lòd, n.	order
otòn, lotòn, n.	fall, autumn
pa chat, pa... chat, neg.	no one, nobody (lit., not a cat)
pa... krik, neg.	not a word
pèmèt, v.	to permit, to allow
pike, adj.; v.	hot; to burn, to be hot
prentan, leprintan, n.	spring
sepandan, sepandan, conj.	however, yet, nevertheless
si, adv.	so
simtyè, n.	cemetery
suit, n.	continued subject
talè-a, adv.	a while ago
tanperatu, tanperati, n.	temperature
tapi, n.	carpet
terib, adj.	terrible
tounen, v.	to become, to change to
unpe, inpe, adj.	a little

Idiomatic Expression

sa ki pi rèd what's more strange, furthermore, moreover

LESSON 34

CARNIVAL

I. PERCEPTION DRILL

A. Koute pa repete:

M pa mande anyen, Asèn rakonte-m tou sa ki rive.
San m pa mande anyen, Asèn rakonte-m tou sa ki rive.

M ka travay san pale.
M ka travay san m pa pale.

Ki moun ki ka fè sa tou?
Kilès moun ki ka fè sa tou?
Kilès ki ka fè sa tou?
M pa konn kilès ki ka fè sa.

B. Koul ye-a repete:

Asèn soti san li pa di o revwa.
Nou ka travay san nou pa pale.
Kilès kap sòti?
M pa konn kilès pou mwen pran.

C. Add *san* to the following sentences:

SENTENCES

Li sòti, li pa di o revwa.
Yo rive jus bò mapou-a,
yo pa wè chat.
Nèg la bat ti-moun yo, yo pa di krik.
Ti gason an tonbe sou kann yo, li pa rele.
Patrouy la te fè yon bèl longè rout, yo pa kontre ak lenmi.

RESPONSES

Li sòti san li pa di o revwa.
Yo rive jus bò mapou-a
san yo pa wè chat.

Madanm nan achte poul la, li pa fè jus pri .
Vòlè-a janbe chan mayi-a, nou pa wè li .
Ti moun yo fumen, papa yo pa konn sa.
Ti bway la ap krye, li pa gen anyen.
Mesye yo tap vòlè mayi yo, nou pa-t wè sa.
Nonm nan mande manje, li pa grangou.
Misyonè-a achte bèf la, li pa machande.

D. Use *kilès* in the following sentences, and make the necessary changes:

SENTENCES

Li difisil pou konn ki
moun ki koupe kann yo.
Nou pa konn sa pou nou pran.
Mesye yo pa di ki sa yo t-ap fumen an.
Nou pa fouti di ki bway nou bare.
Li jwenn ki sa pou li mete sou li.
Gad la pa ka deside ki abitan pou li arete.
M te wè ki seksyon ki konmanse anvan.
Nou pa konn ki moun ki pral okupe duri-a.
Profesè-a montre ki etudyan pou yo wete.
Yo konnen ki moun ki fè travay sa-a.
Majistra-a konnen ki kann ki pi bon.
Nou kapab prouve ki komèsan ki gen rezon.

RESPONSES

Li difisil pou konn kilès
ki koupe kann yo.
Nou pa konn kilès pou nou pran.

E. Ask questions based on the statements, using *kilès*:

STATEMENTS

Yo kontrole tout kasav yo.
Yo rache pye yanm yo.
Yo kontrarye afè-m ak Andrea.
Yo rakonte kouman sa te pase.
Yo achte deu kònèt suk.
Yo koupe fig yo sou pye.
Yo interese nan afè alumèt la.
Yo bay randevou ak blan franse-a demen.
Yo pran manje ki te sou tab la.
Y-al fè lajounen bò rivyè-a.
Yo travay tou le swa.
Yo pote kichòy pou-m manje.

QUESTIONS

Kilès ki kontrole tout kasav yo?
Kilès ki rache pye yanm yo?

F. Koute epi repete:

Papa-m gen anpil bèt, anpil zannimo.

Li gen bèf, li gen poul, li gen chwal, li gen kòk, li gen kabrit,
li gen mulèt, li gen kochon.

Li gen chen ak chat tou, men li pa gen makak. Pa gen makak an Ayiti.

Men, lè madigra, gen moun ki konn degize yo an makak.

G. Conclude the sentence *Nan jaden majistra-a gen anpil...* with the following cues:

CUES

bèf
chen
mulèt
chwal
zannimo
poul
kabrit
kòk
kochon
bèt
kann
dlo

SENTENCES

Nan jaden majistra-a gen anpil bèf.

Nan jaden majistra-a gen anpil chen.

H. Conclude the sentence *Apremidi-a m ta vle degize an...* with the following cues:

CUES

makak
makak.
rwa
Japonè
gad
abitan
bosu
fanm
chinwa
gran moun lontan
pòv
jeneral
moun mòn

SENTENCES

Apremidi-a m ta vle degize an

Apremidi-a m ta vle degize an rwa.

I. Koute pa repete:

Fig la bon; men, li pa trò bon. M kapab di: Li manyè bon. M kapab di tou: Li manyè pa bon.

Ti-moun sa yo pa fi-n konn leson an. Yo manyè konn leson an.

M-ap seye leve yon gro bwat. M pa kapab fè-l pou kò-m. Gen yon nèg ki kanpe devan mwen k-ap gade. Li pa fè anyen pou ede mwen. Mwen di-l: "Manyè ede-m leve bwat la non! Ou pa wè m pa kapab pou kont mwen."

Ti-moun yo pa vle etudye. M di yo: "Fòk nou konn leson an pa sa? Alò, manyè etudye."

Nou konprann sa m-ap di la-a.

Nou konprann sa m-ap di la-a, pa sa?

J. Koul yè-a repete:

Fig la manyè bon.

Manyè ede-m non!

Ou konprann sa m-ap di-a, pa sa?

K. Add *manyè* to the following sentences.

CUES

Sitiyasyon an regle kounyè-a.

Ede-m pote zaboka yo non.

Suk rouj la chè.

Zannanna nou pote yo pouri.

Gade devan nou.

Kenbe pitit la pou li pa tonbe.

Rakonte-m konman sa te pase.

Ti-moun mwen yo pale panyol.

Apre mache sa-a m grangou.

Bay ti fi-a yon kou d-men.

Lapli tonbe ane sa-a.

Malad la fè yon ti manje.

STUDENTS

Sitiyasyon an manyè regle kounyè-a.

Manyè ede-m pote zaboka yo non.

L. Change the following statements into questions by adding *pa sa*.

STATEMENTS

QUESTIONS

Ou pa fumen ankò.

Ou pa fumen ankò, pa sa?

Sese pote deu makòn mayi.

Sese pote deu makòn mayi, pa sa?

Nou jwenn kay la vid.

Tout moun ki te la yote rive nan simtyè.

An Ayiti fè cho anpil an ete.

Juli pa pral lavil apremidi-a.

Nou pa-t tandè nouvèl la.

M ka vann duri-a nan ti mamit sa-a.

Patrouy la fè rapò-l déjà.

Ti fi-a pa ka janbe laru-a kon sa.

Bòn nan te louvri pòt yo.

Ou a achte deu sachè suk blan pou mwen.

II. DIALOGUE

Carnival

Thomas is going downtown. He meets Albert, who is standing at a street corner, gazing at the passers-by.

Thomas: I need a companion to walk downtown with me.

Albert: Why don't you go alone?

Thomas: When you're alone, the road seems to be longer, and I like to have someone to chat with.

Albert: O.K., let's go. Today being carnival, no one should stay in one place.

Thomas: That's why I'm going downtown now. Last night I couldn't go to the masked ball, because I didn't have a disguise.

Albert: Ah, and how do you want to disguise yourself?

Thomas: I don't know yet. What would you suggest to me?

Albert: It depends on what you have available. If you want to disguise yourself as an old-time gentleman, you must find a frock coat, top hat, and stiff high collar.

Thomas: No, my friend, I'd prefer to disguise myself as a monkey.

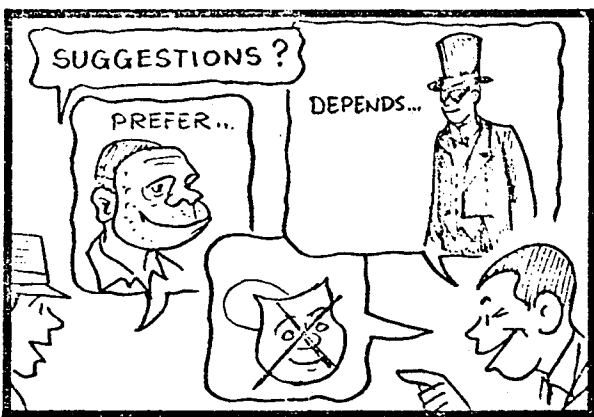
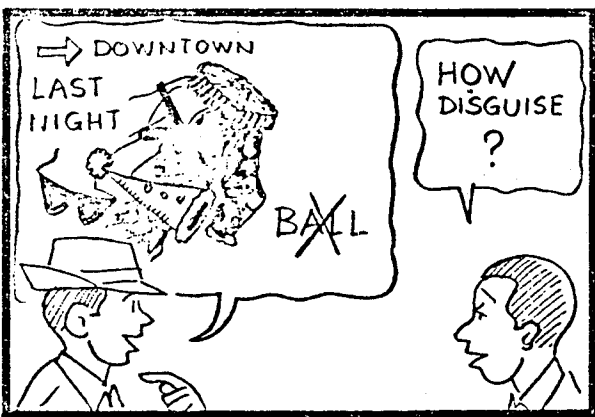
Albert: Well, in that case, you are O.K. just as you are, no need to put anything on your face.

Thomas: Oh, no, Albert, my friend, I'm not that ugly.

Albert: You know that I'm kidding.

Thomas: Good. I'm dropping you here. I'll see you later at the ball at the Excelsior.

Albert: O.K., see you later.



Kanaval

Toma ap desann lavil. Li kontre Albè ki kanpe nan yon kafou ape gade moun k-ap pase.

Toma: M bezwen yon kanmarad pou desann lavil ak mwen.

Albè: Pou ki sa ou pa ale pou kont ou?

Toma: Lè ou pou kont ou, rout la parèt pi long, epi m renmen gen yon nèg avèk mwen pou bay odyans.

Albè: Bon, an-n ale. Jodi-a se madigra, nèg pa dwe ret an plas.

Toma: Se pou sa menm m-apral lavil koulye-a. Yè swa, m pa te kab al danse nan bal maske, paske mwen pa te gen degizman.

Albè: O, O! E kouman ou vle degize?

Toma: M poko konnen non. Ki sa ou ta konseye-m?

Albè: Sa depann de ki sa ou genyen. Si ou vle degize an gran moun lontan, fòk ou jwenn jakèt, konma avèk yon gro fokòl rèd.

Toma: Non, monchè, mwen ta pito degize an makak.

Albè: In ben alò, ou bon jan ou ye-a, san ou pa bezwen met anyen nan figi ou.

Toma: A non, Albè monchè, m pa lèd kon sa.

Albè: Ou konn se betize m-ap betize.

Toma: Bon, m lage ou. M-a wè ou pi ta nan bal Eksèlèsyò-a.

Albè: Oke, a pli ta.

Dialogue Buildup

Kanaval

lavil

Toma ap desann lavil.

moun k-ap pase

ape gade moun k-ap pase

nan yon kafou

ki kanpe nan yon kafou

Li kontre Albè ki kanpe

nan yon kafou ape' gade

moun k-ap pase.

ak mwen

pou desann lavil ak mwen

yon kanmarad

M bezwen yon kanmarad pou

desann lavil ak mwen.

pou kont ou

ou pa ale pou kont ou

Pou ki sa ou pa ale pou kont ou?

pou bay odyans

yon nèg avèk mwen pou bay odyans

m renmen gen yon nèg avèk

mwen pou bay odyans

pi long

rout la parèt pi long

Lè ou pou kont ou, rout la

parèt pi long, epi m

renmen gen yon nèg avèk

mwen pou bay odyans.

Bon, an-n ale.

an plas

ret an plas

Carnival

downtown

Thomas is going downtown.

passers-by

gazing at passers-by

at a crossroad, at a street corner

who is standing at a street corner

He meets Albert, who is standing

at a street corner, gazing at the

passers-by.

with me

to go downtown with me

a companion

I need a companion to walk

downtown with me.

by yourself

you don't go by yourself

Why don't you go alone?

to banter

someone with me to banter

I like to have someone to

chat with

longer

the road seems to be longer

When you're alone, the road

seems to be longer, and I

like to have someone to

chat with.

O.K., let's go.

in place

stay in place

nèg pa dwe ret an plas
madigra
Jodi-a se madigra, nèg pa
dwe ret an plas.

people shouldn't stay in one place
carnival
Today being carnival, no
one should stay in one place.

koul ve-a
m-apral lavil koul ye-a
Se pou sa menm m-apral
lavil koulye-a.

now
I'm going downtown now
That's why I'm going down-
town now.

degizman
paske mwen pa te gen degizman
nan bal maske
al danse nan bal maske
m pa te kab al danse nan bal maske
Yè swa, m pa te kab al
danse nan bal maske, paske
mwen pa te gen degizman.

disguise
because I didn't have a disguise
in masked ball
go to dance at masked ball
I could not go to the masked ball
Last night I couldn't go to the
masked ball, because
I didn't have a disguise.

degize
ou vle degize
kouman ou vle degize
O, O! E kouman ou vle
degize?

to disguise
you want to disguise
how do you want to disguise
Oh, and how do you want to
disguise yourself?

konnen
M poko konnen non.

to know
I don't know yet.

konseye
ou konseye-m
Ki sa ou ta konseye-m?

to suggest, to recommend
you suggest to me
What would you suggest to me?

ou genyen
ki sa ou genyen
Sa depann de ki sa ou
genyen.

you have
what you have
It depends on what you have
available.

fokòl
yon gro fokòl
avèk yon gro fokòl rèd
konma

high collar
a big high collar
with a big stiff high collar
top hat

jakèt
 fòk ou jwenn jakèt, konma
 avèk yon gro fokòl rèd
 gran moun
 gran moun lontan
 ou degize an gran moun
 lontan
 Si ou vle degize an gran
 moun lontan, fòk ou
 jwenn jakèt, konma avèk
 yon gro fokòl rèd.

makak
 degize an makak
 mwen ta pito degize an
 makak
 Non, monchè, mwen ta pito
 degize an makak.

nan figi ou
 ou pa bezwen met anyen
 nan figi ou
 jan ou ye-a
 ou bon jan ou ye-a
 In ben alò, ou bon jan ou
 ye-a, san ou pa bezwen
 met anyen nan figi ou.

m pa lèd
 m pa lèd kon sa
 A non, Albè monchè, m pa
 lèd kon sa.

m-ap betize
 Ou konn se betize m-ap betize.

Bon, m lage ou.

nan bal Eksèlsiyò-a
 M-a wè ou pi ta nan bal
 Eksèlsiyò-a.

Oke, a pli ta.

frock coat
 you must find a frock coat,
 top hat and stiff high collar
 adult, old person
 old-time person
 you disguise yourself as
 an old-time person
 If you want to disguise yourself
 as an old-time gentleman,
 you must find a frock coat, top hat
 and stiff high collar.

monkey
 to disguise as a monkey
 I'd prefer to disguise myself
 as a monkey
 No, my friend, I'd prefer to
 disguise myself as a monkey.

on your face
 you don't need to put anything
 on your face
 the way you are, as you are
 you are O.K. just as you are
 Well, in that case, you are O.K.
 just as you are, no need to put
 anything on your face.

I'm not ugly
 I'm not that ugly
 Oh no, Albert, my friend,
 I'm not that ugly.

I 'm joking, I 'm kidding
 You know that I 'm kidding.

Good. I 'm dropping you here.

at the ball at the Excelsior
 I 'll see you later at the ball
 at the Excelsior.

O. K ., see you later.

III. GRAMMAR DRILLS

A. Lexical Variation Exercises

1. Basic sentence:

Ou pa ka konnen nou pi
byen pase nou-menm.
li

abitan yo
lòt ti fi-a
manman ou
nou tout
mesye yo
blan an
bòn nan
gason an
mwèn
ayisyen yo

Ou pa ka konnen nou pi byen
pase nou-menm.
Ou pa ka konnen ni pi byen
pase li-menm.

2. Basic sentence:

Se mwèn-menm sèl ki
konn tèt mwèn.
yo
ou
mwèn
nou
li
yo
nou
mwèn
ou
yo

Se mwèn-menm sèl ki
konn tèt mwèn.
Se yo-menm sèl ki konn tèt yo.

3. Basic sentence:

Nou vini jan nou kapab.
 dòmi
 lapryè Bondye
 ede kanmarad la
 fri vyann kochon an
 demonte kamyonèt la
 banboche
 chaje oto-a
 kwit pwa-a
 okupe ti-moun yo
 toufe bannann nan
 repoze nou

Nou vini jan nou kapab.
 Nou dòmi jan nou kapab.

4. Basic sentence:

Se te yon dimanch.
 jou swa
 samdi matin
 jou lapli t-ap tonbe
 lundì a deuzè
 jou mache
 gro lannuit
 madi apremidi
 jedi a midi
 vandredi vè dizè
 mwa d-mas
 jou pa-t gen lekòl

Se te yon dimanch.
 Se te yon jou swa.

5. Basic sentence:

Tout invite yo kòmanse
ap vini grenn an grenn.
 sanble
 pase devan nou
 debake
 reponn nou
 sonnen nan pòt la

Tout invite yo kòmanse ap
vini grenn an grenn.
 Tout invite yo kòmanse
sanble grenn an grenn.

vini lakay la
desann
vanse
benyen
chita
kite kay la

6. Basic sentence:

Jodi-a se madigra, nèg
pa dwe ret an plas.
samdi

jou mache
dènye jou vakans
lundi
jou touris ap debake
premye komunyon
vandredi
jou n-al peche
mèkredi
dimanch
jou magazen louvri

Jodi-a se madigra, nèg pa
dwe ret an plas.
Jodi-a se samdi, nèg pa
dwe ret an plas.

7. Basic sentence:

M ta pito degize an makak.
pale kreyòl
bese chalè-a
janbe chan patat la
fonse nan jaden an
jete kò nou nan lak la
tanperatu-a pi ba
tounen tousuit
rete dousman
degize an gran moun lontan
sele chwal papa-m nan
goute duven franse-a

M ta pito degize an makak.
M ta pito pale kreyòl.

8. Basic sentence:

Pou ki sa ou pa ale pou kont ou?
janbe simtyè-a

koupe kann nan
pote machandiz yo
machande zannanna yo
fumen sigarèt la
touye bèf la
rive nan pòtay Leoga-n
atrap vòlè-a
soupe
fè rapò-a
pran prekosyon ou

Pou ki sa ou pa ale pou kont ou?
Pou ki sa ou pa janbe
simtyè-a pou kont ou?

B. Grammar Exercises

1. Ask questions based on the statements, using *kilès*. Make any necessary changes.

STATEMENTS

Pran mamit sa-a pou mwen.
Malad la ap plenyen.
Rele pitit la pou mwen.
Ba li yon degizman pou mwen.
Michèl pral O Kanada.
Sele yon chwal pou mwen.
Invite medam yo pou mwen.
Ti-moun yo grangou.
Fi sa-a chante byen.
Koupe flè sa-a pou mwen.
Nèg sa-a pale pluzyè lang.
M sot demonte fizi -a.

QUESTIONS

Kilès pou-m pran?
Kilès k-ap plenyen?

2. Add *pa sa* to the following statements to change them into questions. Give the right intonation.

STATEMENTS

Yo rakonte ou sa ki pase.
 Bòn nan chofè manje-a.
 M mèt depanse tout kòb ou-a.
 Ou revann kabrit la pi chè.
 Nou pral pase yon semèn O Kay.
 Ti-moun yo fè pri kenèp la.
 Se mayi ole sèlman nou mande.
 Tout moun fè rapò yo.
 Pratik la rantre lajan ni.
 Msye yo p-ap antrave biznis la.
 N-a manyè ede-m.
 M-a mèt repoze-m rès jounen an.

QUESTIONS

Yo rakonte ou sa ki pase, pa sa?
 Bòn nan chofè manje-a, pa sa?

3. Confirm the following statements with emphasis by using *apa*. Use the right intonation.

STATEMENT

M jwenn liv ou a.
 Ti-moun yo degize an
 gran moun lontan.
 Jakèt la trò piti pou ou .
 Madanm nan kite ti gason an ponpe sou kabann nan.
 Nou rekonèt ou.
 Ti fi-a pa konn kilès pou li pran.
 Bòn nan pa chofè pwa rouj la.
 Tanperatu-a ap bese.

... with *apa*

Apa ou jwenn liv mwen an.
Apa ti-moun yo degize an
 gran moun lontan.

4. Add *manyè* to the following sentences:

SENTENCES

Afè-m pa bon jodi-a.
 Ponpe dlo-a pou-m
 ka benyen.

... with *manyè*

Afè-m manyè pa bon jodi-a.
Manyè ponpe dlo-a pou-m
 ka benyen.

Rete dousman non ti-moun.
 Malad la rekonèt moun maten an.
 Tanperatu-a ba aswè-a.
 Bese janm ou ti fi.
 M konn jwe pokè.
 Konseye ti bway la non.
 Pin ou pote jodi-a boule.
 Semenn sa-a m dekouraje.
 Suveye sa ti-moun yo ap fè.
 Sitiyasyon abitan yo pi bon kounyè-a.

5. **Change the following statements into questions using the pattern *Apa sa...?*. Make any necessary changes.**

STATEMENTS

Madanm nan mande msye-a louvri
 kokoye-a pou li.
 Yo wete yon bal nan tèt nèg la.
 Se sa m di.
 Ou tande y-arete Albè.
 Papa-m kwè lapli ap tonbe aswè-a.
 Yo oblije-l aprann kreyòl.
 Istwa interese pitit la anpil.
 Malad la vle manje poul jodi-a.
 Ou mande ti gason an fè jaden an.
 Nou pral chèche kat d-idantite nou lakomu-n.
 Tout moun t-ap gade reken an bò waf la.
 Manman-m di-m Sese mouri.

QUESTIONS

Apa sa madanm nan mande msye-a?
Apa sa yo wete nan tèt nèg la?

6. **Complete the following sentences with *kò* or *tèt*, preceded or not by *pou* according to the case, to express '-self':**

CUES

M pral lavil jodi-a.
 Ala moun renmen yo.
 Kilès ki ka fè li?
 Yo jwenn yon nèg ki trangle li.
 Nou tounen sot legliz.

STUDENTS

M pral lavil pou kò-m jodi-a.
 Ala moun renmen tèt yo.

Nèg la ba li yon bal.
Li vanse sou mwen.
M renmen fè-m plezi.
Ou wè ou nan yon sitiyasyon kon sa?
Msye-a frape li atè-a.
Ti-moun yo benyen.
Tèlman y-ap bay odyans, yo blye yo.

C. Translation

- | | |
|--|---|
| 1. In spite of the rain, all the guests had come to the dinner. | Malgre lapli-a tout invite yo te vini nan dine-a. |
| 2. They invited me to the masked ball at the Excelsior, but I couldn't go. | Yo te invite-m nan bal maske Eksèlsiò-a, men m pa-t kab ale. |
| 3. Come and get me early tomorrow afternoon when you are leaving for the picnic. | Vi-n chèche-m bonè demen apremidi lè ou pral nan piknik la. |
| 4. You cannot see or do much if you stay in one place, can you? | Ou pa ka wè ni ou pa ka fè anpil bagay si ou rete an plas, pa sa? |
| 5. The monkey is not the ugliest animal on earth. | Se pa makak ki bèt ki pi lèd sou latè. |
| 6. In Haiti, it's kind of hot in summer, isn't it? | An Ayiti, li manyè fè cho an ete, pa sa? |
| 7. It was not the largest animal at the party. | Se pa pi gro bèt ki te nan fèt la ki pi fò. |
| 8. There was a time when only animals were living on earth. | Te gen yon lè, se bèt sèlman ki t-ap viv sou latè. |
| 9. When you said she was sick, I thought you were kidding. | Lè ou di li te malad, m te kwè ou t-ap betize. |
| 10. Who can help someone who doesn't want to help himself. | Kilès moun ki kab ede yon moun ki pa vle ede tèt li. |

IV. LEKTU

Se mèt kò ki konnen kò.

Te gen yon lè, zannimo te gen yon rwa ki te trè intelijan e trè malen. Li te toujou ap di konseye li yo: "Se mèt kò ki konnen kò. Ou pa kapab konnen yon moun pi byen pase li-menm. Se li-menm sèl ki konn tèt li." Alò yon jou, pou li fè wè sa li t-ap di-a se laverite, li fè yon gro piknik, li invite tout zannimo: Bèf, Chwal, Kabrit, Kochon, Poul ak Makak. Li di yo: "Mezanmi, n-ap fè yon ti fèt jòdi-a. Nou pa bezwen byen abiye. Se pou nou tout vini jan nou kapab, san jèn, san protokòl. M ta vle nou tout vini pou nou fè yon jounen ansanm, pou nou manje, pou nou banboche, pou tout nèg kontan."

Jou fèt la rive. Se te yon dimanch. Yo fè fèt la anba yon gro pye bwa. Tout invite yo kòmanse ap vini grenn an grenn. Bèf vi-n rive avèk yon gro kokenn chenn poto sou tèt li pou montre ki jan li fò kouman li se bèt ki gen anpil fòs. Chwal vi-n dèyè, avèk yon sèl byen hanache. Li ponpe, li karakole, li kouri nan tout lakou-a pou yo ka wè li. Kabrit menm vini tou dousman ak yon ti fèy sou tèt li. Li pa nan gro bagay li pa gen anyen pou li montre. Kochon li-menm vini avèk yon moso kann nan bouch li. Li pronmennen nan tout lakou-a ap fè 'Hon' Hon' Hon' Hon', pou chèche yon ti bagay pou li manje. Konpè Makak menm vini byen degize. Li mete yon jakèt ak yon gro fokòl epi yon hotfòm pou fè tout moun kwè ke li serye. Li pa vle pèsonn rekonèt li. Donk tout moun rive ak yon bagay ki pou montre sa li ye, sa li pi renmen, sòf Makak.

Alò, lè tout moun fi-n sanble, rwa-a mande Bèf pou li prezide dine-a, kòm se li ki pi gro nèg. Tout moun chita bò tab la, yo manje, yo banboche, yo pale, anfen yo fè tout bagay. Men gen yon bagay rwa pat mete ditou sou tab la, se dlo. Li te fè espere; li te bay anpil manje san dlo pou tout moun te ka swaf. Lè Bèf ki te mèt dine-a wè sa, li di: "A, mezanmi! Se yon move bagay rwa-a fè nou la-a. Nou pa kab kontinue manje anpil kon sa san nou pa bwè dlo, pa sa? Se trangle n-a trangle isit. Kilès moun ki vle leve al chèche dlo?" Tout moun rete chita pèsonn pa fè yon mouvman. Lè Bèf wè sa, li di: Bon. Ou konn sa ki genyen, pwiske tout moun ap manje, pèsonn pa vle leve al pran dlo, m deklare ke se invite ki pi lèd pami nou an ki pou al chèche dlo." Tout moun youn gade lòt yo pa di anyen. Alò, leu Konpè Makak ki te chita anba tout degizman ni wè pèsonn pa leve, li manyè jennen, li rete tann yon ti moman, epi li fè sa li wete konma li epi li di: "Bon, nou konn sa ki genyen, tonne kraze-m m pa prale." Si Makak fè sèman li pa prale, se paske li konnen ke se li ki te pi lèd pami yo, malgre tout bagay li te gen sou li yo.

Kestion

1. Rwa-a sòt?
2. Ki sa li di konseye li yo?
3. Yon moun kab konnen yon lòt moun byen?
4. Kilès moun rwa-a invite?
5. Pou ki sa rwa-a invite tout zannimo yo?

6. Nan piknik genyen protokòl?
7. Sa pou yo fè nan piknik la?
8. Kote yo fè fèt la?
9. Ki sa rwa-a mande Beuf pou li fè?
10. Ki kalite zannimo ki vini nan piknik la?

11. Pou ki sa se Bèf ki mèt fèt la?
12. Sa Chwal pòte?
13. Ki jan Kabrit vini?
14. Pou ki sa Makak pòte yon bab?
15. Sa Kochon renmen fè?

16. Ki sa rwa te fè espre pat mete sou tab la?
17. Pou ki sa zannimo yo va trangle?
18. Tout moun te vle ale pran dlo-a?
19. Kouman yo deside ki moun ki pou ale pran dlo-a?
20. Makak konnen ke se li ki pi lèd pase tout lòt zannimo?

21. Makak ale pran dlo-a?
22. Eske se te yon mèkredi yo te fè fèt la?
23. Ki sa Beuf mete sou tèt li?
24. Sa Chwal ap fè ak bèl sèl li-a?
25. Ki sa Kochon pote nan bouch li?

26. Sa Kabrit menm te met sou tèt li?
27. Eske Kabrit se bèt dousman?
28. Pèsonn pa te swaf?
29. Ki sèman Makak te fè?
30. Se pou apre midi-a sèlman rwa-a invite zannimo yo?

31. Lè moun manje anpil san bwè dlo, ki sa ki kapab rive?
32. Madigra pase an Ayiti deja?
33. Eske gen makak an Ayiti?
34. Lè se madigra, Ayisyen banboche anpil?
35. Lè moun al nan bal maske, fò yo degize?

V. AREA STUDIES

Film: Carnival in Haiti, with music and oral commentary.

VI. GRAMMAR AND CULTURAL NOTES

A. Reflexive Forms

1. Reflexive expressed by body terms

In Creole, the reflexive may be expressed by body terms such as *tèt* 'head', *kò* 'body', *kadav* 'corpse' 'body' (emphatic) after the verb and followed by the appropriate personal pronoun.

Wete kò ou.	Go away. (lit., Withdraw yourself.)
Li rale kò li.	He went away. (lit., He withdrew himself.)
Nèg la touye tèt li.	The man killed himself.
Moun sa yo renmen kadav yo.	Those people love themselves.
Vanse ka ou kote-m.	Come close to me. (lit., Advance yourself to my side.)

2. Reflexive preceded by *pou*

The body terms *kò* and *tèt* can also be preceded by *pou* and followed by the personal pronoun. The construction is as follows:

pou + ko + pers. pron. = by ...-self/alone
 pou + tèt + pers. pron. = for ...-self

Ou kab fè li pou ka ou.	You can do it by yourself.
Li pou ka li.	He is by himself./He's alone.
Mwen fè sa pou tèt mwen.	I did that for myself.

In the first two examples above, *ka* is interchangeable with *kont*.

Yo vini pou ka yo./Yo vini pou kont yo. They have come by themselves.

B. Personification of Animals

In Haitian folklore (as in old French fables) certain characters are represented by animals who play roles, live, speak, and behave like human beings.

The animals chosen have the general characteristics of the personages they represent. Most of the time they are still called by their animal names; these names, however, are promoted to proper noun status with a capital letter for this purpose.

In such a caricature of human society, a king is played by the lion, a strong guy is a bull, an ugly character is a monkey, the dog is a policeman or security guard, and so on. Their names in Creole are *lyon*, *bèf*, *makak*, *bourik*, *chyen*, etc., but in the tales they are not referred to as *lyon an* or *bourik la*. They become *Lyon*, *Bèf*, *Makak*, *Bourik*, and *Chyen* without the article that goes with the common noun. That personification avoids the absurd and the ridiculous, and helps one to remember that they are animals although the caricature is that of the human society.

C. Carnival in Haiti

Madigra is the greatest event of the year in Haiti. Any other holiday is dull by comparison, be it Christmas, New Year's Day, Easter, or even Independence Day.

What makes it of the utmost importance both socially and politically is that all classes are involved. For at least three days they come into intimate contact with each other in a bacchanal of music, dance and alcohol. All differences are forgotten. It is a wonder that anyone is still alive on the cold dawn of Ash Wednesday after three days and three nights of collective hysteria, the more so since the lower classes rehearse intensively every weekend for a month or more in advance, from the first weekend after New Year's.

Everyone is in the streets either as a participant or a spectator. Some go in groups through the streets all over the city, others form long processions with many glittering floats. Spectators by the thousands--more or less disguised--line both sides of the streets. There are processions or parades on each of the three days preceding Ash Wednesday, each day along a different route, so that even those who cannot leave their house may see something of the festivities.

A king and many queens are elected each year to reign during the pandemonium. Their Majesties, the Queens, will survive, but the poor king, who is a manmade mannequin, will be burned in effigy. He will symbolize the close of all festivities before midnight on Tuesday by going up in flames. This is again an occasion for intensive celebrating. People dance and sing around the flames and throw their masks and disguises into them.

If there is one thing that can unite the Haitian people, it is Madigra--'fat Tuesday'.

VII. VOCABULARY

an plas, adj.; adv.	still, in one place
apa sa, pa sa, neg.	isn't it, interrog. marker
a pli ta, exp.	see you later
arete, v.	to arrest
betize, v.	to be kidding
degize, v.; adj.	to disguise; disguised
degizman, n.	disguise
deklare, v.	to declare, to decree, to proclaim
dousman, adj.; adv.	quiet; slowly, gently, softly
espre, esprè, adv.	on purpose, expressly, purposely, purposefully
fè sèman, v. phr.	to swear
fokòl, n.	collar
hanache, v.; adj.	to harness; harnessed
hon, exp.	onomatopoeia imitating the pig's oinking
hotfòm, n.	top hat
intèlijan, adj.	intelligent, clever
invite, v.; n.	to invite; guest
jakèt, n.	jacket
jèn, n.	embarrassment
jennen, v.	to embarrass, to be embarrassed
kanaval, n.	carnival
karakole, v.	to make half-turns
kilès, pr.; adj.	who is the one, which is the one; who is, which is
kochon, n.	pig
konma, n.	top hat
konseye, n.; v.	counsellor, advisor; to advise, to recommend

lontan, adv.	old time, yesteryear
madigra, n.	Mardi Gras, carnival; Mardi Gras participant
makak, n.	monkey
malen, adj.	cunneng
malgre, prep.	in spite of
manyè, exp.; adv.	why don't you; a little, kind of, a bit
maske, v. ; adj.	to mask, to disguised masked, disguised
mouvman, n.	movement
pa sa, apa sa, neq.	isn't it; interrog. marker
pale mwa d-sa, exp.	now you're talking sense
pami, prep.	among
piknik, n.	picnic
ponpe, v.	to hop up and down; to pump
poto, n.	post
prezide, v.	to preside
protokòl, n.	protocol, formality
pwiske, conj.	since, as
rekonèt, v.	to recognize
rwa, n.	king
sanble, v.	to gather
sèl, n.	saddle
sele, v.	to saddle
tonnè', excl.	Damn it', Darn it'
tonnè kraze-m , excl.	I'll be damned. (lit., May thunder crush me.)
trangle, v.	to choke, to strangle
zannimo, zanimò, n.	animal



LESSON 35

I. ORAL REVIEW OF LESSONS 31 AND 32

A. Make a complete sentence using *etan* and the cues:

CUES

M kontre Sedieu, m tap
desann lavil.
Ou la-a, bòn nan pral nan mache.
Ou bay Mari lèt sa-a, ou pral lavil.
Ti gason an tap kouri, ti tonbe.
Li achte manto-a, li te San Fransisko.
M tap janbe rivyè-a m pèdu malèt mwen.
Anpil tan pase, n-ap pale-a.
Ou tap depanse kòb ou, li tap fè charite.
M-a fè travay la, ou ap dòmi.
Nou Montere, annou aprann kreyòl.
Mwen prete oto-a, ou pa la-a.
Ou ap pase, fèmen pòt la pou mwen.

SENTENCES

M kontre Sedieu etan m tap
desann lavil.
Etan ou la-a, bòn nan pral nan mache.

B. Put the following sentences in the negative with *pa fouti*. Use the same tense and the same person:

CUES

Li pale kreyòl.
Yo te manje tout.
Msye-a pral pronmnen jodi-a.
Manman ti gason an jwenn liv la.
M-a pati demen.
Ponpie yo te tuye dife-a.
Oto-a te pran tout moun.
N-a jwenn rout la fasil.

STUDENTS

Li pa fouti pale kreyòl.
Yo pa te fouti manje tout.

C. Use the form *Se pa ti kras* in the following sentences:

CUES

M te malad.
Solèy la te cho.
Se pou nou leve bonè.
Travay la difisil.
Nou te pèdu rout nou.
Y-ap boule ak kreyòl la.
Van an kraze kay la.
Ti-moun yo te blije kouri.
Te fè frèt yè swa.
Profesè-a kontan wè nou.
Makdonal leve ta maten an.
Manje-a te bon jodi-a.

STUDENTS

Se pa ti kras malad m te malad.
Se pa ti kras cho solèy la te cho.

D. Translate the following sentences into Creole:

1. The girls are traveling by themselves.
2. Can you do it by yourself?
3. Why don't you go by yourself?
4. I will stay by myself.
5. It can stand by itself.
6. Let them fall by themselves.
7. Should we do it by ourselves?
8. He wouldn't come by himself.
9. Let me go by myself.
10. Do it yourself.

E. Translate into English:

1. Oto-a pap kouri pase sa.
2. Fanm nan pa pi bèl pase sa.
3. Pa fè pi cho pase sa.
4. Nonm nan pa pi rich pase sa.
5. Kreyòl pa yon lang ki pi difisil pase sa.
6. Nou konnen fò nou al lekòl jodi-a.
7. Fòk ou prese pou ou rive anvan yo fèmen.
8. Si yo vle al nan bal maske-a, fòk yo degize.
9. Fò nou bay kredi si nou vle boutik la mache.
10. Menm si nou pa vle fò nou aprann kreyòl.

F. Answer the following questions in the negative.

QUESTIONS

Pitit mwen yo pa renmen manje
vyann kabrit, e pitit ou yo?

M pa pral nan bal maske-a,
e Asèn?

Nou pa bay kredi nan boutik nou an, e ou-menm?

Medam yo pap tounen trò ta, e nou-menm?

Ti gason an pa intelijan eti fi-a?

Jèn moun pa renmen met tout koulè, e gran moun?

Grap kenèp sa yo pa chè, epil malanga sa yo?

Sitiyasyon lakay mwen pa bon menm, e lakay ou?

Pitit sè-m yo pa konn krye, e pitit ou yo?

Kouto-m nan pa koupe, e kouto ou la?

Pa gen anpil lapli isit ane sa-a, e nan peyi ou?

Liv m-ap li-a pa interesan, e liv ou a?

NEGATIVE ANSWERS

Yo pa renmen manje vyann
kabrit non plis.

Li pa pral nan bal maske-a
non plis.

G. Transform the following statements into questions on the pattern *Sa ki fè ... kon sa-a?*:

STATEMENTS

Nou pale anpil.

Kamyon an ale vit.

Komèsan yo kontrarye.

Bèt yo santi.

Glòs luil la chè.

Tomat yo pa gen ji.

Nou renmen fè sèman.

Ou toujou ap betize.

Ti-moun yo insupòtab.

Chalè-a fi-n debòde.

Kasav yo pa gen bon gou.

Ou renmen foure men ou nan poch ou.

QUESTIONS

Sa ki fè nou pale anpil kon sa-a?

Sa ki fè kamyon an ale vit kon sa-a?

H. Make five sentences in Creole with -self, by -self, or for -self.

II. INDEPENDENT STUDY

Tape No. 35-A

A. Koute pa repete:

Men sis mo ke nou pa ko konnen e ki nan tèks la:

chodyè	cauldron
fache, v.	to get angry
imajinasyon, n.	imagination
lapèch, pèch; n.	fishing
pechè, n.	fisherman
rame, v.	to row

Repete yo.

B. Lektu

Istwa yon pechè

Se pa ti kras odyans Chal ak Antwa-n t-ap bay lòt jou etan yo t-apral lapèch. Men lè deu kanmarad toujou ansanm, pa gen anpil nouvel youn ka bay lòt lò yo kontre. Men deu msye sa yo, se nèg ki gen anpil imajinasyon, e Chal menm, sa li wè ak sa li tande pa janm piti. Msye se moun ki pou fache si yo pa kwe li, paske yon fwa li fi-n di yon bagay, li-menm li kwè ke se vre. Se kon sa ke pandan y-ap rame pou al lapèch li rakonte Antwa-n ke yon fwa li te sou lanmè pou kont li lè li wè yon gro bato k-ap vini. Men kan li rive pi pre, li wè ke sa li te kwè ki bato-a se te yon kokenn pwason. Pa kab gen pi gro pase sa. Tèt pwason an sèlman pran demi è pou-l pase, e solèy tap kouche deja lè bèt la fi-n pase. Antwa-n rete koute, epi li di ke, li-menm tou, yon jou, pandan li t-ap vwayaje, li kontre senkant mil òm kap fè yon chodyè ki tèlman gro ke yo ta kab mete Nou Yòk ak Los Annjelès ladan ni. Chal di: "A, monchè! Yon chodyè pa fouti gro kon sa. Sa pou yo fè avèk li?" Antwa-n reponn ke se pou kwit pwason Chal te wè-a.

C. Kestion:

1. Eske se yon istwa chofè?
2. Konben nèg ki lan istwa-a?
3. Kote yo t-aprale?
4. Kouman msye yo rele?
5. Youn pa konn lòt?

6. Yo te bay ti kras odyans?
7. Kilès nan msye yo ki gen imajinasyon?
8. Lè Chal rakonte yon istwa, si yo pa kwè-l, ki sa ki rive?
9. Lè li di yon bagay ki pa vre, èske li vi-n kwè se vre?
10. Pandan y-ap bay odyans la, ki sa yo t-ap fè tou?

11. Yo te blije rame rèd?
12. Kilès ki rakonte premye istwa-a?
13. Ki sa Chal te kwè li wè?
14. Ki bò li te ye lè sa-a?
15. Eske li te gen moun avèk li?

16. Eske se ale bato-a te sanble li tap ale?
17. Se te yon bato vre?
18. Ki sa Chal te pran pou bato-a?
19. Eske kab gen pi gro pwason pase sa?
20. An deu minut tèt la te fi-n pase?

21. Ki lè li te ye kon sa lè bèt la fi-n pase?
22. Antwa-n pa t-ap koute msye-a?
23. Eske lè Chal fi-n pale, Antwa-n rakonte yon istwa tou?
24. Konben moun Antwa-n te kontre?
25. Ki lè Antwa-n te wè tout moun sa yo?

26. Eske se yon kay moun yo t-ap fè?
27. Ki sa yo t-ap fè?
28. Eske se te yon gro bagay?
29. Chodyè-a te kab kenbe yon ti vil?
30. Apre sa, Chal pa di anyen ankò?

31. Eske li kwè ke chodyè-a pa gro?
32. Chal konnen sa yo ta kab fè ak yon chodyè kon sa?
33. Eske Antwa-n konnen sa pou yo fè ak chodyè-a?
34. Ki sa li di pou yo fè ak chodyè-a?
35. Eske gen youn nan msye yo ki manti?

D. Read the following numbers aloud:

1001	2222	6666
555	6441	2771
1520	4444	3333
7208	2987	8861
9999	8888	1111
3132	4856	7777
8072	5765	

E. Make a sentence with each of the following words and give them to the teacher for correction.

genyen (to win)
kichòy
antrave
mil
kontrarye

Priè
machande
plenyen
kenbe
fou

III. REVIEW OF LESSONS 33 AND 34

- A. Fill the blanks with one of the following: *leprintan, lete, lotòn, livè, o prentan, an ete, an oton, an ivè.*

CUES

O Kanada, pye bwa san fèy...
 ...se sezon ki bay anpil flèu.
 Fè cho anpil...
 ...vini tousuit apre lete:
 ...se pi bèl sezon nan ane-a.
 ...pa toujou frèt tou patou.
 Lete konmanse kou...fini.
 Anvan...se lotòn.
 ...(spring) lapli konn tonbe an Ayiti.

SENTENCES

O Kanada, pye bwa san fèy an ivè.
Leprintan se sezon ki bay anpil flè.

- B. Put the following sentences in the negative form using the expression *pa...chat*:

SENTENCES

Li wè anpil moun.
 Mwen invite tout ponpie yo.
 Yo tande yon moun.
 Nou wè yon touris.
 Mwen kontre yon madanm.
 Gen moun ki vini.
 Ti Jo kontre ak machann nan.
 Ou wè chofè-a.
 Mwen te kontre sòlda yo.
 Gen moun nan kay la.
 Sedieu te wè nèg la.
 Li te jwenn madigra sou rout la.

NEGATIVE FORM

Li pa wè chat.
 Mwen pa invite chat.

C. Complete the following sentences using *talè* or *talè-a* as necessary:

CUES

...Andrea voye di-m n-a wè pi ta.

M-a voye invite moun yo...

Pann Amerikann 824 la rive...

...m-a ba ou-l.

...nou pral lavil.

Makdonal voye di l-a vini...

Li fèk fi-n manje...

M-a pote-l pou ou...

...m sot wè ti bway la ki pral lekòl.

Li rive...

L-a vini...

Mwen fèk wè l-ale...

SENTENCES

Talè-a, Andrea voye
di-m n-a wè pi ta.

M-a voye invite moun yo talè.

D. Ask these questions which would elicit the given answers, using *depi konben tan*, *depi ki lè*, or *ki lè*, as the case may be:

ANSWERS

Gen lontan chofè-a la.

M-a vini a katrè.

Makdonal rive depi twa jou.

Gen lontan machann nan ap tann.

Li te rive depi yon semèn.

Yo pati maten an.

M-a voye li ba ou pi ta.

Msye yo ap tann lontan wi.

Gen kèk mwa nou pa wè profesè-a.

N-a wè demen.

Bay ti gason an medikaman an anvan l-al dòmi.

Sa fè deu jou machann nan pa vini.

QUESTIONS

Depi konben tan chofè-a la?

(A) ki lè ou a vini?

E. Ask questions based on the following statements using *kilès*:

STATEMENTS

Ti Andre bay kochon yo
manje maten an.
Gen yon moun ki sot fumen la-a.
M-ap degize-m an gran moun lontan.
Nou invite ti medam kay Andre yo aswè-a.
Papa-m fè-m sele chwal blan an.
Se Chal yo pran pou majistra.
Yo manje tout kann ki te sou galri yo.
Se ou ki pou fè pri mango yo.
Siryen an pedu tout kòb li nan Kazino yè swa.
Kann kreyòl bon pou moulen.
Gro mamit kenbe senk liv, e ti mamit kenbe yon liv.
Bòn nan al achte karabela-a lavil pou ou.

QUESTIONS

Kilès ki bay kochon yo
manje maten an?
Kilès moun ki sot fumen la-a?

F. Add *manyè* to the following sentences:

CUES

Ban-m nouvèl ou non.
Chalè kalme jodi-a.
Ede-m non pou-m pa tonbe.
Pale kreyòl lè nou ansanm.
Ti fi Sese-a grandi ane sa-a.
Konprann sa m-ap di ou la-a non.
Pri makòn mayi-a ro.
Tonton an bay kèk odyans semenn sa-a.
Di chofè-a l-al trò vit.
Etenn dufeu-a, li fè tròp lafumen.
M sot lekòl, m fatige.
Lè moun mache anpil, yo swaf.

STUDENTS

Manyè ban-m nouvèl ou non.
Chalè-a manyè kalme jodi-a.

G. Answer the following questions in the negative, using *pa ... krik*:

QUESTIONS

Ki sa-ou tande lè ou rive?
Lè ou ap mache soulye
ou fè bri?

ANSWERS

Lè m rive m pa tande krik.
Non, lè m-ap mache soulye-m
pa fè krik.

Sa nèg la di lè eskwad la pral tire?
 Ki sa madanm nan di kan msye-a rale kouto li?
 Ki sa nou tandè lè nou kole zorèy nou sou pòt la?
 Sa madigra-a di lè ou rekonèt li?
 Ki sa ti gason an tandè lè moun yo sanble bò pye mapou-a?
 Kan ti fi-a wè msye-a trangle maaanm nan, li rele anmwe?
 Ki sa ti nonm nan di lè li fonsè nan chan kann nan?
 Fanm ki te tonbe nan rivyè-a, lè li t-ap janbe-l sou chwal la, te rele?
 Lè ti gason an sot tonbe anlè tèt kokoye-a, sa-l di?
 Kan ou t-ap mache nan jaden an, epi ou wè vòlè-a, sa ou di?

H. Transform the following sentences in order to use *dapre*:

CUES

STUDENTS

Chèf seksyon an di se

Asèn ki ansasin an.

M kwè ke chwal la pa-t

byen sele.

Mari tandè ke bann madigra ap soti jodi-a.

Makak konnen se li ki pi lèd pami tout bèt.

Papa-m kwè lapli ap tonbe pi ta.

Komèsan yo di afè siryen an manyè pa bon.

Ti-moun yo di manman yo p-ap tounen aswè-a.

Mèt boutik la kwè pri suk rouj la ap monte.

Tonton an di li pa fouti bay fanmi ni manje tou le jou.

Kontrolè-a di nou ka pran machandiz yo ladwann jodi-a.

M kwè lonn sa-a pa yon bon lonn.

Pratik la di kokoye yo ole.

Dapre chèf seksyon an, se

Asèn ki ansasin an.

Dapre mwen, chwal la pa-t

byen sele.

I. Transform the following sentences into questions, using *pa sa*:

SENTENCES

QUESTIONS

N-ap betize.

N-ap betize, pa sa?

Yo pa vle reponn mwen.

Yo pa vle reponn mwen, pa sa?

Bann yo ap sanble devan lakomu-n nan a dezeu.

Ti medam yo pral Eksèlèsyò aswè-a.

Se pa ou k-ap fè sèman la-a.

Etan manman-m pral lavil, l-a pase kay Sese.

Se demen maten bonè nou pral Sen Mak la.
 Nou se moun Jakmèl.
 Istwa peyi-a trèz interesan.
 Bòn nan pote manje bay malad la deja.
 Bannann ak zaboka yo mu.
 Se nan demi è n-ap pati.

J. Answer the following questions using *inpe plis ke* and the given expression of time:

QUESTIONS AND CUES

ANSWERS

Konben tan manman ou pral
 pase Sen Mak? (yon simenn).
 Gen konben tan sa te pase? (ui jou).

Manman-m pral pase inpe plis ke
yon simenn Sen Mak.
 Gen inpe plis ke ui jou sa te pase.

Konben tan sa fè n-ap aprann kreyòl? (sèt semèn)
 Nou pral rete lontan O Zetazini? (deuzan)
 Konben tan sezon chalè dure isit? (4 mwa).
 Papa ou achte bèf sa-a depi lontan? (kinz jou).
 Nou gen lontan nou pa fumen anka? (kinzan).
 Ou kwè ti gason sa-a gen sizan? (dizan)?
 Depi ki lè ti-moun yo ap benyen nan rivyè-a? (deuzè).
 Ou pa wè fanmi ou depi lontan? (unan e dmi).
 Depi konben tan pratik la pa desann lavil? (yon mwa)

IV. INDEPENDENT STUDY

Tape No; 35-B

A. Men sis mo nou pral tande nan tèks la; nou pako konnen yo. Koute, epi repete apre mwen.

char, cha, n.	float
djaz, n.	jazz; jazz player/musician
group, n.	group
indyen, n.; adj.	Indian; indian
pèp, pèp; n.	people
rèn, n.	queen
sann, n.	ash

B. Koul ye-a koute, pa repete. M pral li tèks la deu fwa pou nou.

Madigra

An Ayiti, madigra se pi gro fèt nan ane-a. Se pa ti kras banbòch. Pandan twa jou sa yo ki anvan mèkredi dè sann, dimanch, lindi, ak madi, depi maten jusk aswè, tout moun deyò ap pran plezi yo. Madigra se non dènye jou-a, anvan mèkredi dè sann. Se non tout sezon fèt la tou, epi ankò, se kon sa yo rele chak moun ki maske pou fèt la; yo di se yon madigra. Sezon madigra-a, yo rele li kanaval tou. Donk, si se pou pale de fèt la, madigra vle di menm bagay ak kanaval.

Banbòch la kòmanse depi apeprè yon mwa anvan twa jou sa yo. Tou le samdi ak le dimanch gen bal maske tou patou, e lan peup la, bann sòti pou danse lan laru. Men, twa dènye jou yo, se yon bagay apa. Tout bann sanble ansanm chak apremidi vè deuzè, devan lakomu-n nan, pou yo mache youn dèyè lòt, nan ru Pòtoprens.

Gen yon rènn chak ane ki an tèt sou yon char. Gen anpil lòt char tou ke gro komèsan lavil yo fè pou magazen yo. Jou sa yo, tout moun devò nan laru. Sa ki degize yo mache ak bann yo dèyè char yo. Pi bèl group a pye yo se Indyen yo. Yo degize tankou Indyen Karayib lontan yo. Sa ki pa degize, al kanpe sou deu bò laru, pou gade madigra. Chak jou yo suiv yon lòt rout pou pèmèt tout moun wè yo. Kab genyen plis ke senkant mil moun kap chante, kap danse, kap rele. Konn gèn plis ke vin djaz kap jwe. Gen anpil moun ki pa menm rantre lakay yo, ni pou manje, ni pou dòmi pandan twa jou sa yo. Apre sa yo blije pran kabann pandan kèk jou, pou yo kab repoze yo, pou yo ka tann lòt madigra ane prochèn nan.

C. Reponn kestion sa yo:

1. Ki pi gro fèt ki gen nan ane-a an Ayiti?
2. Konben jou moun banboche?
3. Ki jou sa ye?
4. Konman yo rele dènye jou-a?
5. E konman yo rele jou ki vi-n apre madigra-a?

6. Ki sa yo rele madigra ankò?
7. E moun ki maske yo, konman yo rele yo?
8. Sezon madigra gen yon lòt non?
9. Banbòch la dure twa jou madigra-a sèlman?
10. Ki sa ki genyen tou le samdi ak le dimanch swa?

11. Twa jou madigra-a, sa moun wè nan laru?
12. Vè ki lè bann yo sanble?
13. E ki bò yo sanble?
14. Ki sa ki genyen pou wè ankò?
15. Kote moun kanpe pou gade char yo ak bann yo pase?

16. Se menm rout la yo fè tou le jou?
17. Pou ki sa yo pa fè menm rout la tou le jou?
18. Gen anpil djaz lè kon sa?
19. Lè madigra fini, ki sa kèk moun blije fè?
20. Depi lè sa-a, y-ap tann madigra ane prochèn?

21. Ki moun ki fè char yo?
22. Tout moun ki degize sou char yo, pa sa?
23. Se tout moun k-ap banboche ki antre lakay yo pandan twa jou sa yo?
24. Lè bann yo pran laru pou yo, se danse sèlman yo danse?
25. Ki group a pye ki pi bèl?

26. Tankou ki indyen yo degize yo?
27. Pèp ayisyen renmen madigra?
28. Gen kote O Zetazini ki gen kanaval?
29. Gen lòt peyi ki konn fè madigra tou, pa sa?
30. Ki sa madanm yon rwa ye?

D. Dictation

E. Ekri dis fraz ak mo sa yo:

dapre
manyè
jennen
frèt
blijè

espre
konseye
pami
sele
pwiske

V. SINGING

A. Sovè, Ti Zwazo and Yoyo (see Song Book)

B. Vocabulary Aid

brit kolobrit

nonsense syllable

ewa!, excl.

nonsense syllable

fiyèt, n.

little girl

kache, v.

to hide

koumbit, n.

gathering for community
work project

Mache anba, Pr. n.

a market in downtown Port-au
Prince, called also the 'Iron Market'
or 'Marche Vallières'

ouoy!, excl.

Wow!

rapadou, n.

candy made of brown syrup

rosignòl, n.

nightingale

senpatik, adj.

attractive, sympathetic

zwazo, n.

bird

VI. VOCABULARY

char, cha, n.	float
chodyè, n.	cauldron
djaz, n.	jazz; jazz player/musician
fache, v.	to get angry, to be mad
group, n.	group
imajinasyon, n.	imagination
indyen, n.; adj.	Indian; indian
lapèch, pech, n.	fishing
pèch, lapèch, n.	fishing
pecheu, n.	fisherman
pèp, pèp, n.	people
rame, v.	to row
rèn, n.	queen
sann, n.	ash



LESSON 36

A COCKFIGHT

I. PERCEPTION DRILL

A. Koute pa repete:

M pral di kèk fraz ki vle di menm bagay la. Koute byen jan m di yo:

Ti gason an malad anpil.

Se pa ti kras malad ti gason an malad.

Se kat malad ti gason an malad. Iad ti gason an malad.

Ti gason an manje anpil zaboka.

Se kat zaboka ti gason an manje.

Se pa kat zaboka ti gason an manje.

Se kat mande m mande nèg la lajan mwen.

Se pa kat mande m mande nèg la lajan mwen.

B. Koul ye-a repete. (Repeat the six sentences with *Se kat* and *Se pa kat*.)

C. Replace *Se pa ti kras* with *Se pa kat* in the following sentences. Give the right intonation.

CUES

Se pa ti kras kasav nan pote.

Se pa ti kras dòmi pitit
la dòmi jodi-a.

Se pa ti kras pè nou te pè.

Se pa ti kras pin machann nan pote.

Se pa ti kras banboche msye yo banboche.

STUDENTS

Se pa kat kasav machann machann
nan pote.

Se pa kat dòmi pitit la
dòmi jodi-a.

Se pa ti kras dlo ki gen nan ravi-n nan.
Se pa ti kras ravaj siklòn nan fè.
Se pa ti kras kòròsòl ki gen sou pye-a.
Se pa ti kras lam veritab kochon an manje.
Se pa ti kras banda ti medam yo banda.
Se pa ti kras mize ti bway la mize.
Se pa ti kras touris ki debake sou waf la.

D. Koute pa repete:

Chak jou popilasyon an vi-n pi plus sou tè-a.
De jou an jou popilasyon an vi-n pi plus sou tè-a.
De jou an jou n-ap konprann kreyòl la pi byen.
De j ou an j ou malad la vi-n pi mal .

Talè-a m goute duri-a.
Koulié-a m goute duri-a ankò.
Talè m-a goute-l ankò.
M kapab di: De tan z-an tan mwen goute duri-a.
De tan z-an tan m gade sa n-ap f è .
De tan z-an tan nou repete sa m di.

De Pòtoprens a Sen Mak gen 90 kilomèt.
M f è de Nouyòk a Pari an bato.
De 1804 a kounyè-a, peyi-a indepandan.

E. Repete:

De j ou an j ou nou konprann kreyòl la pi byen.
De tan z-an tan nou repete sa ou di.
De Pòtoprens a Sen Mak gen go kilomèt.
De 1804 a kounyè-a peyi-a indepandan.

F. Replace *chak jou* with *de jou an jou* in the following statements:

CUES

Chak jou ti-moun yo
vi-n pi intelijan.

STUDENTS

De jou an jou ti-moun yo
vi-n pi intelijan.

Chak jou chyen an pi malen.
 Chak jou malad la pi ba.
 Chak jou ti gason an vi-n pi terib.
 Chak jou nou depanse plus kòb pou manje.
 Chak jou ou vi-n pi fou.
 Chak jou pri machandiz yo pi ro.
 Chak jou nou konn naje pi byen.
 Chak jou chèf seksyon an vi-n pi rèd.
 Chak jou ronm nan vi-n pi bon.
 Chak jou popilasyon an vi-n plus.
 Chak jou dlo nan ravi-n nan vi-n mwens.

De jou an jou chyen an pi malen.

G. Make complete sentences with the following cues using the pattern *de...a/an*:

CUES

Pòtoprens/Sen Mak gen 90 kilomèt.
 Nou pronmnen pale group/group.
 Lakay mwen/lakay li pa lwen.
 Nou ale libreri/libreri, nou pa jwenn liv la.
 M-ap vwayaje Nouyòk/ Pari an avyon.
 Me/novanm chalè-a rèd anpil.
 Nou vi-n lekòl lundì/ vandredi.
 Nèg la mande charite pòt/pòt.
 Lè ou vini/lè ou ale, m p-ap gen tan fè travay la.
 Tonton antre legliz/ legliz pou-l lapryè.
 Samdi sa-a/samdi prochen, papa-m p-ap la.
 Atè-a/tèt kay la; gen yon bèl rotè.

SENTENCES

De Pòtoprens a Sen Mak gen 90 kilomèt.
 Nou pronmnen pale de group an group.

H. Koute epi repete:

Lè nou te rive, nou te di bonjou.
Lè nou rive, nou di bonjou.
 Lè n-a rive, n-a di bonjou.
Lè nou ta rive, nou ta di bonjou.

Lè nou rive, di bonjou.
 Lè n-a rive, di bonjou.

Lè n-a rive n-a di bonjou.

Kan n-a rive, n-a di bonjou.
Osito (ke) n-a rive n-a di bonjou.
Sito (ke) n-a rive n-a di bonjou.
K n-a rive, n-a di bonjou.

I. Preface the following sentences with the pattern *Osito (ke)/Sito (ke)*..., putting them into the future:

SENTENCES

Yo we-m, yo vi-n
jwenn mwen.
Nou an ivè, lapli
konmanse tonbe.
Pisi-n nan vid, ti bway la plin ni.
Yo wè lenmi, yo kouri.
Pitit la krye, manman ni ba li tete.
Boutik la louvri, m-al achte sigarèt.
Ti gason an fi-n etudye, li jwe.
Andre sele chwal la, l-al lavil.
Manje-a kwit, nou desann chodyè-a.
M fi-n fè tapi-a, m voye-l pou ou.
Yo janbe rivyè-a, yo tounen chwal la.
M tounen, m fè ou konnen.

RESPONSES

Osito (ke) y-a wè-m, y-a
vi-n jwenn mwen.
Osito (ke) n-a an ivè lapli
a konmanse tonbe.

J. Koute pa repete:

Lè m fi-n rakonte ti-moun yo istwa lougarou-a, yo tèlman pè ke yo pa vle al dòmi pou kont yo.

Yo tèlman pè ke yo kole sou mwen.
Yo si tèlman pè ke yo kole sou mwen.

Se pa tout moun ki al legliz. Men, pi plus moun al legliz. M kapab di: Pi fò moun yo al legliz.

Pi fò touris yo vwayaje an bato.
Pi fò touris an Ayiti se ameriken.
Malad la manje pi fò manje-a.

Repete:

Pi fò touris an Ayiti se ameriken.
 M pale ak pi fò moun ki te la yo.
 Yo si tèlman pè ke yo kole sou mwen.

K. Preface *tèlman* with *si* in the following sentences, for emphasis:

CUES

Li tèlman manje, li pa ka leve.
 Yo tèlman bay odyans, yo
 blye kò yo.
 Ti-moun yo tèlman kontan, yo rele.
 Mesye yo tèlman pran pousoan, yo bay anpil.
 Nou telman rame, nou bouke.
 Chabon an tèlman pa bon, li fè sann sèlman.
 Ti Andre tèlman bay manti, yo pa vle kwè li ankò.
 Duri-a tèlman pike, m pa ka manje li.
 Ti fi-a tèlman pè, li pa vle dòmi pou kò li.
 Biznis la tèlman mache byen, nèg la al an Frans chak ane.
 Gen tèlman moun labank la, m pa ka antre.
 Lajounen an tèlman kout, moun pa gen tan fè anyen.

STUDENTS

Li si tèlman manje, li pa ka leve.
 Yo si tèlman bay odyans, yo
 blye kò yo.

L. Preface the following sentences with *pi fò*:

SENTENCES

Moun yo al nan simtyè.
 Chabon an tounen sann.
 Chadèk yo pouri.
 Malad yo pran prekosyon yo.
 Provizion an fini.
 Abitan yo gen yon ti moso tè.
 Ti-moun yo fè premiè komunyon yo.
 Bwason yo se ronm.
 Kay la boule.
 Mezu yo pa bon.
 Larivyè-a al nan lanmè.
 Munisyon yo fi-n pase.

RESPONSES

Pi fò moun yo al nan simtyè.
Pi fò chabon an tounen sann.

II. DIALOGUE

A Cockfight

Mr. MacDonald is in the Bicentenaire cockpit watching a cockfight. He sees the people who are fighting the cocks perform a group of ceremonies before they fight the cocks. He is asking for information.

Tidjo: Your face is not strange to me at all. Are you the American journalist who speaks Creole?

MacDonald: Yes, that's me. I've been in the country only two or three days, and yet everybody knows who I am.

Tidjo: It's because there are not many white men who speak Creole.

MacDonald: Well, tell me, why do the men lick the heads of the roosters before they fight them?

Tidjo: That's called magic. It's a strength they put on the heads and bodies of the cocks. According to them, the other cocks won't be able to peck them.

MacDonald: Fine, and what are they placing under their wings?

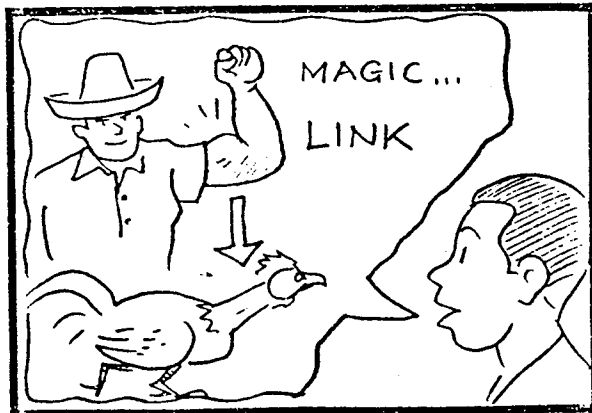
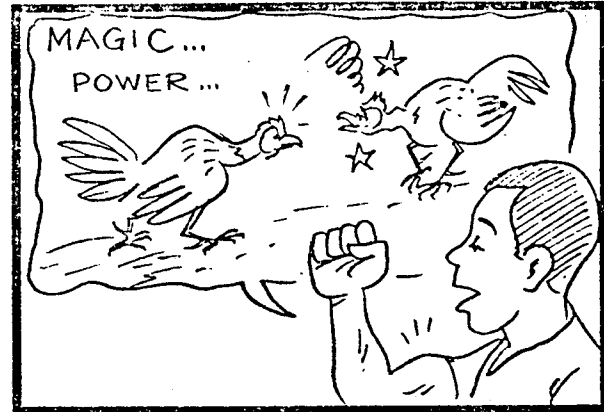
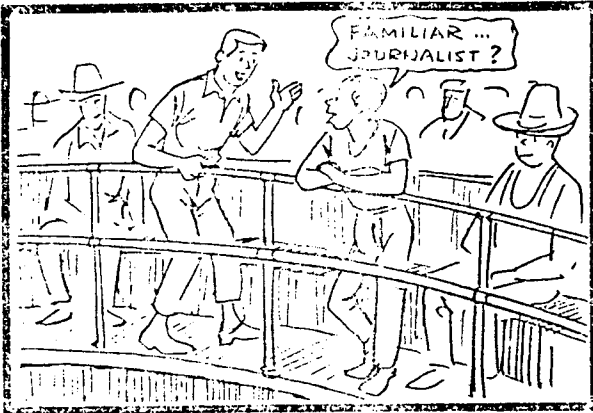
Tidjo: That's really nothing. Sometimes it's just cool water. That's called magic, too. It gives the cock strength to fly well. It makes him lighter.

MacDonald: Why is that fellow passing the rooster between his legs?

Tidjo: That's magic, too. It's to have more of a bond between the animal and his owner, so the man gives the rooster all his strength so he fights and wins the battle.

MacDonald: Thanks a lot for all this information. Here's something for a little drink.

Tidjo: Thanks very much. See you later.



Yon batay kòk

Makdonal nan gagè Bisantnè ap gade batay kòk. Li wè moun k-ap bat kòk yo fè yon bann seremoni anvan yo bat kòk yo. L-ap mande ransèyman.

Tidjo: Figu-ou pa etranj pou mwen dutou. Ou se jounalis ameriken ki konn pale kreyòl la?

Makdonal: Wi, se mwen. M gen deu twa jou sèlman nan peyi-a, epi tout moun konnen ki moun mwen ye.

Tidjo: Se paske pa gen anpil blan ki pale kreyòl.

Makdonal: Bon, di mwen, pou ki sa msye yo niche tèt kòk yo anvan yo bat yo?

Tidjo: Sa rele senp. Se yon fòs yo mete nan tèt ak nan kò kòk yo. Daprè yo, lòt kòk p-ape ka beke yo.

Makdonal: Bon, e ki sa y-ap mete anba zèl yo-a?

Tidjo: Se pa anyen. Souvan se dlo fre. Se senp sa rele tou. Sa bay kòk la fòs pou li vole byen. Sa rann ni pi leje.

Makdonal: Pou ki sa nèg sa-a ap pase kòk la nan mitan janm ni?

Tidjo: Se senp ankò. Se pou genyen plus raprochman ant bèt la ak mèt li, pou nèg la bay kòk la tout fòs li pou li goumen, pou genyen batay la.

Makdonal: Mèsi anpil pou tout ranseyman sa yo. Men pou pran yon ti gròg.

Tidjo: Mèsi anpil. N-a wè.

Dialogue Buildup

kòk	rooster, cock
batay	fight
Yon batay kòk.	A cockfight.
gade	to watch
ap gade batay kòk	watching a cockfight
gagè	cockpit
nan gagè Bisantnè	in the Bicentenaire cockpit
Makdonal nan gagè Bisantne	MacDonald is in the Bicentenaire
ap gade batay kak.	cockpit watching a cockfight.
yo bat kòk yo	they fight the cocks
anvan	before
anvan yo bat kòk yo	before they fight the cocks
seremoni	ceremony
yon bann	a group
yon bann seremoni	a group of ceremonies
yo fè yon bann seremoni	they perform a group of ceremonies
anvan yo bat kòk yo	before they fight the cocks
rnoun k-ap bat kòk yo	the people who are fighting the cocks
Li wè ke moun k-ap bat kòk	He sees the people who are fighting
yo fè yon bann seremoni	the cocks perform a group of cere-
anvan yo bat kòk yo.	monies before they fight the cocks.
ransèyman	information
L-ap mande ransèyman.	He's asking for information.
dutou	at all
pou mwen	for me
etranj	strange, unfamiliar
figu ou	your face
Figou ou pa etranj pou mwen	Your face is not unfamiliar
dutou.	to me at all.
konn pale kreyòl	to know how to speak Creole
jounalis ameriken ki konn	the American journalist who
pale kreyòl la	knows how to speak Creole
Ou se jounalis ameriken ki	Are you the American journalist
konn pale kreyòl la?	who knows how to speak Creole?

Wi, se mwen.

mwen ye
 ki moun mwen ye
 tout moun konnen
 epi tout moun konnen ki
 moun mwen ye
 peyi
 nan peyi-a
 m gen deu twa jou
 m gen deu twa jou nan peyi-a

M gen deu twa jou seulman
 nan peyi-a, epi tout moun
 konnen ki moun mwen ye.

ki pale kreyòl
 blan
 anpil blan ki pale kreyòl

paske
 Se paske pa gen anpil blan
 ki pale kreyòl.

anvan yo bat yo
 tèt
 tèt kòk yo
 niche
 msye yo
 pou ki sa msye yo niche
 tèt kòk yo
 Bon, di mwen, pou ki sa
 msye yo niche tèt kòk
 yo anvan yo bat yo?

senp
 Sa rele senp.

kò
 nan tèt ak nan kò kòk yo
 yo mete

Yes, that's me.

I am
 who I am
 everybody knows
 and everybody knows who I am

country
 in the country
 I have been two or three days
 I have been in the country
 two or three days
 I've been in the country two
 or three days and yet
 everybody knows who I am.

who speaks Creole
 white man
 many white men who speak
 Creole
 because
 It's because there are not many
 white men who speak Creole.

before they fight them
 head
 heads of the roosters
 to lick
 the men
 why do the men lick the heads
 of the roosters
 Well, tell me, why do the men lick
 the heads of the roosters before
 they fight them?

magic
 That's called magic.

body
 on the heads and the bodies
 of the cocks
 they put

fòs
 se yon fòs
 Se yon fòs yo mete nan tèt
 ak nan ka kok yo.

strength
 it's a strength
 It's a strength they put on
 the heads and bodies of the cocks.

beke
 ka beke yo
 p-ape
 p-ape ka beke yo
 lòt kòk
 daprè yo
 Daprè yo, lòt kòk p-ape ka
 beke yo.

to peck
 to be able to peck them
 won't
 won't be able to peck them
 other cocks
 according to them
 According to them, other cocks
 won't be able to peck them.

zèl yo
 anba zèl yo
 mete
 Bon, e ki sa y-ap mete anba
 zèl yo-a?

their wings
 under their wings
 to put, to place
 Fine, and what are they placing
 under their wings?

Se pa anyen.

That's really nothing.

souvan
 Souvan se dlo fre.
 Se senp sa rele tou.

often
 Sometimes, it's just cool water.
 That's called magic, too.

vole
 pou vole byen
 Sa bay kòk la fòs pou vole byen.

to fly
 to fly well
 It gives the cock strength to fly well.

leje
 rann
 Sa rann ni pi leje.

light
 to render, to make
 It makes him lighter.

janm
 mitan
 nan mitan
 nan mitan janm ni
 nèg sa-a ap pase kòk la
 nan mitan janm ni
 Pou ki sa nèg sa-a ap pase
 kòk la nan mitan janm ni?

leg
 middle
 in the middle, between
 between his legs
 that fellow is passing the
 rooster between his legs
 Why is that fellow passing
 the rooster between his legs?

ankò
Se senp ankò.

again
That's magic, too.

batay
genyen batay la
goumen
pou li goumen, pou genyen batay la
tout fòs li
nèg la
pou nèg la bay kòk la tout
fòs li
mèt li
ant
ant bèt la ak mèt li
raprochman
pou genyen plus raprochman
Se pou genyen plus raprochman
ant bèt la ak mèt li, pou nèg la
bay kòk la tout fòs li pou li
goumen, pou genyen batay la.

battle
win the battle
to fight
for him to fight, to win the battle
all his strength
the fellow
so the man gives the rooster
all his strength
his owner
between
between the animal and his owner
bond, relationship
to have more of a bond
It's to have more of a bond
between the animal and his owner,
so the man gives the rooster all his
strength so he fights and wins the
battle.

tout ransèyman sa yo
Mèsi anpil pou tout ransèyman
sa yo.

all this information
Thanks a lot for all this
information.

gròg
Men pou pran yon ti gròg.

drink
Here is something for a little drink.

Mèsi anpil.

Thanks very much.

N-a wè.

We'll see each other. (See you later.)

Homework

Prepare the reports previously assigned.

III. GRAMMAR DRILLS

A. Lexical Variation Exercises

1. Basic Sentence:

Figu ou pa etranj pou mwen dutou.
fi yo
frè li-a
non an
batay kòk yo
nèg sa-a
figu fanm nan

Figu ou pa etranj pou mwen dutou.
Fi yo pa etranj pou mwen dutou.

2. Basic Sentence:

Yo prale ansanm nan gagè.
nan muze nasional
pou gade yon bann seremoni
pou wè rad la
pou pran yon ti gròg
pou wè batay la
ladwann

Yo prale ansanm nan gagè.
Yo prale ansanm nan muze nasional.

3. Basic Sentence:

Sa rele senp; se pou ba li fòs.
se pou leve yo
sa rann ni pi leje
se pou li vole pi byen
se pou li goumen pi byen
se pou li genyen batay la

Sa rele senp; se pou ba li fòs.
Sa rele senp; se pou leve yo.

4. Basic Sentence:

Anvan batay kòk la, li ale benyen.
li leve kòk yo

Anvan batay kòk la, li ale benyen.
Anvan batay kòk la, li leve kòk yo.

li ofri madanm ni yon ti gròg
li tann zanmi li yo
li kontre ak jounalis ameriken an
li pase dlo fre anba zal bat yo

5. Basic sentence:

Men pou pran yon ti gròg.
rache pye bannan nan
peye djaz la
ou degize aswè-a
nou fumen pi ta
revann nan boutik la
griye pou manje a
midi-a
ou goute
nou etudye pou demen
anpeche ou malad
touye kabrit la
achte yon chodyè

Men pou pran yon ti gròg.
Men pou rache pye bannann nan.

6. Basic sentence:

Li ale de kay an kay.
komèsan
vil
flè
group
pòt
legliz
peyi
magazen
provins
boutik
pil

Li ale de kay an kay.
Li ale de komèsan an komèsan.

B. Grammar Exercises**1. Expand the following sentences by inserting *met* before the verb:**

SENTENCES

... with *mèt*

Li monte nan chanm ni.
 Ou bwè yon ti gròg.
 M-ofri yo yon ti kichòy.
 Ou voye ti-moun ou yo achte ronm.
 Ou voye ti fi-a nan mache.
 Yo pran kamyonèt pou monte Petyonvil.

Li met monte nan chanm ni.
 Ou mèt bwè yon ti gròg.

2. Replace the modal auxiliary by *mèt*:

CUES

STUDENTS

Ou kab pran machi-n mwen an.
 Ou kab bwè gròg la.
 Ou vle voye ti fi-a nan mache.
 Ou vle monte nan chanm ou.
 Ou vle pran taksi pou ale nan aeropò?
 Ou fi-n sòti aprèmidi-a.
 Ou fi-n bwè yon ti gròg.
 Ou fèk pale kreyòl.
 Ou fèk voye lèt la.

Ou mèt pran machi-n mwen an.
 Ou mèt bwè gròg la.

3. Replace *mèt* by the modal auxiliary given:

CUES

STUDENTS

Ou mèt gade batay kak la.
 kab
 sòt
 fi-n
 vle
 pral
 fek

Ou mèt gade batay kak la.
 Ou kab gade batay kòb la.

4. Replace *anpil* first with *se kat* and second with *se pa kat*, making any necessary changes. Give the right intonation for both:

CUES

Ti-moun yo mange anpil.

Pechè yo pran anpil
pwason jodi-a.

Papa-m te fache anpil.
Nèg la fè anpil seremoni ak kòk la.
Kamyon an pote anpil sak chabon.
Panyol yo te jwenn anpil lò nan rivyè yo.
Gen anpil invite k-ap vini aswè-a.
Ti gason sa-a fumen anpil
M depanse anpil lajan pou maladi-a.
Madanm nan lapryè anpil.
Gen anpil trafik lavil la le samdi.
Ponpie yo voye anpil dlo pou touye dife-a.

STUDENTS

Se kat manje ti-moun yo manje.
Se pa kat manje ti-moun yo manje.
Se kat pwason pechè yo
pran jodi-a.
Se pa kat pwason pechè
yo pran jodi-a.

5. Put the following statements into the future:

PRESENT

Lè ou vini, ou wè-m.
Dè ke papa-m antre, li
telefonnen-m.
Osito ke msye yo al lapèch, n-al legliz.
Dè ke nou kòmanse rame, bato-a vanse.
Kan madanm nan fi-n bay pitit li tete, li soti.
Sito ke yo invite-m, m prale.
Lè solèy leve, nou desann lavil.
Sito ke Maria fi-n vann, li retounen.
Kou yo soti legliz, y-al nan simtyè.
Lè li fi-n fè ekzèsis, li bouke epi-l grangou.
Osito ke nou repoze nou, nou kontinue.
Dè ke inspektè ladwann nan verifye bagaj yo, nou pran yon laliy.

FUTURE

Lè ou a vini ou a wè-m.
Dè ke papa-m a rantre l-a
telefonnen-m.

6. Substitute the given cue into the model sentence: *Pito nou ta voye li jodi-a.*

CUES

nou ta voye yon depèch
 yo ta voye yon lèt
 yo ta telefonnen demen
 li pa ta soti aswè-a
 li ta chita lakay li
 li pa ta jwe
 li ta pèdi lajan papa li
 ti bway la pa ta bay manti
 ti bway la pa ta bay odyans

STUDENTS

Pito nou ta voye yon depèch.
 Pito yo ta voye yon lèt.

7. Reply by granting the request:

REQUEST

Kite-m sòti jodi-a.
 Kite-m bwè yon ti gròg.
 Kite-m niche tèt kòk la.
 Kite-m monte nan chanm sa-a.
 Kite li pale kreyòl.
 Kite yo kondui machi-n nan.
 Kite yo ale lakay yo.

REQUEST GRANTED

Ou mèt sòti jodi-a.
 Ou mèt bwè yon ti gròg.

8. Substitute the pronoun in the model sentence: *Kitè-m wè sa y-ap fè.*

CUES

nou
 yo
 li
 mwen
 nou

STUDENTS

Kite-nou wè sa y-ap fè.

9. Complete the following sentences with *de jou an jou* or *de tan z-an tan*, according to their meaning:

CUES

Nou pale kreyòl pi byen.

Ti-moun yo al Sen Mak
an kamyon.

Madanm nan fè sèman.

Mapou-a vi-n pi gro.

Chalè-a manyè bese.

Ti msye yo pi insupòtab.

M-al andeyò pou kont mwen.

Biznis la pa mache dutou.

Yo lwe kay yo pi chè.

Nou repoze nou.

Ti fi yo chante pi byen.

Afè Asèn vi-n pi mal.

STUDENTS

De jou an jou nou pale kreyòl pi
byen.

De tan z-an tan ti-moun
yo al Sen Mak an kamyon.

10. Replace *tout* with *pi fò* in the following sentences:

CUES

Ti-moun yo manje tout kenèp yo.

Tout pechè yo al lapèch.

Tout chabon an tounen sann.

Tout seremoni yo se senp.

Nou pran tout manje ki te rete-a.

Sa ki pi rèd, tout bannann yo pa kwit.

Lè yo tande sa, tout moun jete kò yo nan bwa.

Ti fi-a jete tout chodyè mayi-a nan dife.

Tout machandiz yo kontrole deja.

Tout pòv ki mande charite ka travay.

Tout mango yo pouri.

Abitan yo fi-n koupe tout akajou yo.

STUDENTS

Ti-moun yo manje pi fò kenèp yo.

Pi fò pechè yo al lapèch.

C. Translation

- | | |
|---|--------------------------------------|
| 1. You may offer him a drink. | Ou mèt ofri li yon ti gròg. |
| 2. You may go out now. | Ou mèt sòti koulie-a. |
| 3. You may go to the wharf now. | Ou mèt ale sou waf la koulie-a. |
| 4. You may speak French with him. | Ou mèt pale franse ak li. |
| 5. You may awaken the
American journalist. | Ou mèt leve jounalis
ameriken an. |
| 6. You've just awakened
the American journalist. | Ou fèk leve jounalis
ameriken an. |
| 7. Do you want to wake up
the American journalist? | Ou vle leve jounalis
ameriken an? |
| 8. I'd rather drink coffee. | M ta pito bwè kafè. |
| 9. They would prefer water. | Yo ta pito dlo. |
| 10. They would prefer to leave today. | Yo ta pito pati jodi-a. |
| 11. I'd rather be going today. | M pito ale jodi-a. |
| 12. Let me see what she's | Kite-m wè sa l-ap fè. doing. |
| 13. Let me stay here. | Kite-m rete isit. |
| 14. Let them carry the suitcase. | Kite yo pòte valiz la. |
| 15. Let him carry the cock. | Kite li pòte kòk la. |

IV. LEKTU

Resous Naturèl d-Ayiti (1)

Ayiti pa yon peyi ki gen anpil resous naturèl. Pou di vre, te gen yon lè, lontan lontan, peyi-a te rich. Men gen lontan depi ke pa prèske rete anyen ankò. Lè Kristòf Kolon te debake nan peyi-a ak yon bann vagabon, te gen lò nan anpil rivyè, te gen mi-n lò, te gen mi-n kuiv. Tè-a te si tèlman rich ke indyen yo pa te bezwen travay li anpil pou yo te jwenn tout manje yo te vle. Tout mòn, tout plenn te kouvri ak pye bwa ki te kenbe dlo lapli. Sous te pèse nan tout mòn, e sa te fè anpil rivyè ki te chaje ak dlo.

Paske lavi te fasil, indyen an Ayiti yo pa te renmen goumen, ni travay. Pandan santan, espagnòl yo oblije indyen yo fouye mi-n, epi yo pote tout lò peyi-a ale. Indyen yo te bouke pase mizè. Fatig, tòtu, grangou ak maladi fi-n tue yo tout nan peyi-a. Espagnòl yo voye pran nèg an Afrik kòm esklav pou ranplase indyen yo. Apre panyol yo, se franse ki vini. Yo kontinue fè menm bagay la.

Lè esklav yo vi-n revolte an 1791, se pa kat goumen yo goumen pou yo chase franse yo. An 1804 yo vi-n indepandan, men yo pa gen anyen pou fè peyi-a mache, e pèsonn pa te vle montre yo ni prete yo anyen. Se tè-a sèlman ki pou ba yo manje, men esklav yo pa te konnen kouman pou travay tè-a. Yo koupe bwa pou yo fè jaden, yo koupe bwa pou yo bati kay, pou yo kwit manje, pou yo fè chabon. Yo koupe bwa pou tout bagay, nenpòt kòman e nenpòt ki bò. Tout peyi-a se mòn, e yo prèske pa gen pye bwa ankò. Pa gen rasi-n ki pou kenbe tè-a, e ki pou kenbe dlo lapli nan mòn yo. Abitan pa janm ranplase pye bwa yo koupe yo. Se pou sa, lè lapli tonbe an Ayiti, se yon lavalas ki pote tout bon tè-a nan lanmè. Alò, de jou an jou, tè-a vi-n pi pòv, li pa kab fè danre li te konn fè lontan yo ankò, li pa menm ka bay popilasyon an manje. Travay latè vi-n difisil, paske se pi fò ròch ki rete nan tè-a. Lè ayisyen a suspann koupe bwa, tè-a va bay plus danre.

Kestion

1. De ki sa yo pale nan lektu sa-a?
2. Ayiti gen anpil resous naturèl?
3. E nan tan lontan?
4. Lè Kristòf Kolon ak panyol yo te debake an Ayiti, ki kote yo te jwenn lò?
5. Se mi-n lò sèlman ki te genyen?

6. Lè Kolon debake, ki moun li jwenn nan peyi-a?
7. Indyen yo te bezwen travay rèd pou viv?
8. Pou ki sa?
9. Ki sa espagnòl yo oblije indyen yo fè pou yo?
10. Sa espagnòl yo fè ak tout lò sa yo?

11. Sa ki rive indyen ki te an Ayiti yo?
12. Pou ranplase indyen ki t-ap mouri yo, ki sa panyol yo fè?
13. Ki moun ki vi-n mèt peyi-a apre panyol yo.
14. Eske franse yo te voye chèche nèg an Afrik kòm esklav tou?
15. Jus ki lè esklav yo vi-n chase franse yo nan peyi-a?

16. Eske esklav yo te konn konman pou yo te fè peyi-a mache?
17. Eske yo te konn travay tè byen?
18. Ki moun ki te ede yo okupe peyi-a?
19. Ki sèl resous ayisyen yo te genyen pou ba yo manje?
20. Pou ki sa yo vi-n koupe bwa yo?

21. Yo pa te koupe bwa nenpòt ki ba?
22. Yo te koupe ni gro pye bwa, ni piti alò?
23. Ayiti se yon peyi ki kouvri ak plenn sèlman?
24. Ki pati nan yon pye bwa ki kenbe tè-a lè lapli tonbe?
25. Lè pa gen pye bwa yon kote, sutou nan man, ki sa ki rive?

26. An Ayiti, lè abitan yo koupe pye bwa, èske yo ranplase yo?
27. Lè nan yon peyi, yo koupe tout pye bwa yo, san yo pa ranplase yo, sa ki rive?
28. Lè nan yon peyi, lapli fi-n pote tout bon tè-a nan lanmè, peyi sa-a kab bay popilasyon ni manje?
29. Se danre pou manje tè pav bay?
30. Pou ki yo di travay tè an Ayiti vi-n difisil?

31. Ayisyen yo te goumen rèd pou yo te chase franse yo? (use *se pa kat*)
32. Pou ki yo di ke indyen yo te bouke pase mizè?
33. An ki ane Ayiti vi-n indepandan?
34. Eske de jou an jou nou konprann kreyòl la pi byen?
35. Ki sa pou abitan yo suspann fè pou tè-a ka bay plus danre?

V. GRAMMAR NOTES

A. *Se kat/Se pa kat*

These expressions both mean 'it's a lot', 'it's not a few' and may be used with a noun to express a great number of something, or with a verb to express a great intensity of action. The constructions are as follows:

Se(pa) kat + noun + subject + verb
 Se(pa) kat + verb + subject + repeated verb

We can compare these constructions with the *Se pa ti kras* constructions (Grammar Notes, L. 31, B and C). *Se kat* is not affirmative but rather expresses amazement with high pitch on *se*. *Se pa kat* is a formal negative form with the high pitch on *pa*. *Se pa kat* is the more common expression. Sometimes the number *kat* is replaced by *deu* (lit., 'two') or *yon* (lit., 'one') in the negative form, but only by *deu* in the affirmative form. The meaning remains the same.

Se pa kat/deu/yon moun
 mwen wè jodi-a.

I have seen a lot of people today.
 (lit., It's not four/ two/ one
 person(s) I have seen today.)

Se kat/deu pyès li achte pou oto-a.

It's a lot of parts he/she
 bought for the car.

Se kat/deu manje ti-moun yo manje.

The children ate a lot.

Se pa kat/deu/yon kouri
 nou te blije kouri yè swa.

We were forced to run a lot
 last night.

B. *De...a/de...an*

Although these prepositions are similar in form, they are different in function: *de...a* means 'from...to', 'between...and'; *de...an* means 'from...to' to show the repetition, recurrence or progression of an action.

1. *de...a* indicates two points or two movements between which a state of being exists.

Gen 96 kilomèt de
 Pòtoprens a Sen Mak.

There are 96 kilometers from
 Port-au-Prince to Saint

De (mwa d-) jun a(mwa d-)
septanm fè cho an Ayiti.

Marc (between Port-au-Prince
and Saint Marc).

From June to September it's
hot in Haiti.

De lè madanm nan rive a lè
li ale li pa rete pale.

From the moment the woman arrived
to the moment she left, she didn't
stop talking.

2. *de...an* indicates two points or two moments where something is or happens (not the space between them). Usually the same noun indicating the points or moments follows *de* and *an* because of the sameness of the action recurring or progressing.

Li mache de legliz an legliz
pou al lapryè.

She goes from church to church
(in church after church) to pray.

Tonton an mande charite de pòt
an pòt.

The old man goes begging
from door to door.

Fanm nan mache de
an kay pou vann chapo.

The woman goes from door
to door to sell hats.

De jou an jou manje
koute pi chè.

The price of food increases every
day. (lit., From day to day foods cost
more.)

D-ane an ane vil la
ap vi-n pi gran.

The town is expanding year
after year. (lit., From year to year
the town is coming bigger.)

Now Contrast:

Gen demi mil de kay
mwen a kay ou.

There is half a mile from my house
to your house. (distance between
two particular points)

Fanm nan ap vann
chapo de kay an kay.

The woman is selling hats
from house to house. (not between
houses or between two particular
ones, but at each house)

C. Future Tense in Main and Subordinate Clauses

Contrary to English usage, in Creole *lè/kan* 'when', and *dè ke, osito(ke), sito(ke), kou* 'as soon as' may be followed by the future when the main clause is in the future or imperative. However, even though this is often used, it's not mandatory.

Lè m(-a) rive m-a chèche wè ou.

When I arrive, I'll try to see you.

Kou n(-a) an vakans, nou
va ale an Ayiti.

As soon as we are on vacation,
we'll go to Haiti.

Dè ke n(-a) rive an Ayiti,
al vizite Sitadèl la.

As soon as you arrive in
Haiti, go and visit the Citadel.

VI. VOCABULARY

ant, prep.	between, among
bati, v.	to build
beke, v.	to peek
chabon, n.	charcoal
chase, v.	to drive out, to pursue
danre, n.	foodstuffs, commodities, agricultural production
de... a/an, prep.	from... to, between... and
dè ke, conj.	as soon as
de tan z-an tan, adv.	from time to time
esklav, n.	slave
etranj, adj.	unfamiliar, unknown, strange, odd
fatig, n.	weariness, fatigue
fouye, v.	to dig
gagè, gadiè, gadjè, n.	cockpit, cockfight
gròg, n.	drink
indepandan, adj.	independent
jèn, jèn, jènn, adj.	young
kòk, n.	cock, rooster
kuiv, n.	copper, brass
lò, ò, n.	gold
merite, v.	to deserve, to be worthy
mi-n, n.	mine
montre, v.	to teach
muze, n.	museum

naturèl, natirèl, ad.;	natural
niche, v.	to lick
ò, lò, n.	gold
ofri, v.	to offer
osito (ke), sito (ke), conj.	as soon as
pèse, v.	to spring, to soak through, to pierce
pi fò, adv.	most of, mostly
plenn, plèn, n.	plain
pò, n.	harbor
pwisans, n.	power, strength
rann, v.	to make, to render
ranplase, v.	to replace
raprochman, n.	link, feeling of closeness
rasi-n, n.	root
resous, n.	resources
revòlte, v.	to revolt
ròch, n.	rock, stone
se kat...!, se pa kat...!, exp.	it's a lot..., it's not a few
seremoni, n.	ritual, ceremony
senp, n.	magic
sito (ke), osito (ke), conj.	as soon as
suspann, v.	to cease, to stop
tòtu, n.	torture
vagabon, vakabon, n.; adj.	vagabond
vole, v.	to fly
zèl, n.	wing

LESSON 37

“STUPID IS HE WHO THINKS HE IS CLEVER”

I. PERCEPTION DRILL

A. Koute pa repete:

Deu msye kontre nan laru. Koute yo:

O, o ! Se pa chofè laliy m te kontre Boutilye-a sa? Men wi se mwen. Ou pa tronpe ou.

Se sa m konnen. M pa tronpe-m fasil. Men m pa renmen moun tronpe mwen non plus. Non, li pa bon pou yon moun tronpe yon lòt.

Koute toujou, pa repete:

Avyon yo vole anlè, min yo konn desann atè tou. Yon lòt yo anro, yon lòt lòt yo anba. Gen de kote madanm mache devan mari yo. Gen lòt kote yo mache dèyè yo. Lè deu moun ap antre nan yon kay, sa ki devan an pase anvan, sa ki dèyè-a pase apre. Lè m vi-n lekòl, si yo pako kòmanse, mwen rive a lè. Men, si m rive apre, mwen an reta. Maten an m leve bonè pou-m pa an reta. Si m leve ta, m p-ap rive a lè.

B. Koul yè-a repete:

Ou pa tronpe ou. M pa renmen moun tronpe-m. M leve bonè pou-m pa an reta. Maten an m rive a lè.

C. Substitute the first word on cue and make any necessary changes:

CUES

M pa tronpe-m souvan.
Pitit ou-a
nou
ti-moun yo
pechè-a
ou
yo
papa nou
kaptinn nan
mwèn
lyetnan an
nou

STUDENTS

M pa tronpe-m souvan.
Pitit ou-a pa tronpe-l souvan.

D. Make complete negative sentences with the following cues and *pa dwe tronpe*.

CUES

mwèn, ti-moun yo
yon papa, pitit li
etudyan yo, nou
ou, mwèn
pratik la, ou
ti-moun yo, fanmi yo
komèsan yò, brizurye-a
nèg la, avèg yo
mwèn, manman-m
nou, mwèn
ou, yo
ti fi-a, matant li

NEGATIVE SENTENCES

M pa dwe tronpe ti-moun yo.
Yon papa pa dwe tronpe pitit li.

E. Substitute the subject on cue and make any necessary changes:

CUES

M pa vle an reta, prese
pou-m rive a lè.
ti-moun yo

ou
etudyan yo
papa ou
pitit ou yo
sòlda yo
chèf seksyon an
pastè-a
medam yo
ti fi-a
misyonè yo.

STUDENTS

M pa vle an reta, prese
pou-m rive a lè.
Ti-moun yo pa vle an reta,
prese pou yo rive a lè.

F. Koute pa repete:

Asèn, ou la-a toujou, ou pako sòti!

Kouman ou fè la-a toujou?

Kouman fè ou la-a toujou?

-- M te blye liv mwen yo, m vi-n cheche yo.

Kouman fè ti-moun yo pa al lekòl jodi-a?

Kouman ti-moun yo fè pa al lekòl jodi-a?

Kouman fè ti-moun ki ret kay Mari yo pa al lekòl jodi-a?

Kouman ti moun ki ret kay Mari yo fè pa al lekòl jodi-a

Depi maten jus aswè n-ap travay.

Depi maten jouk aswè n-ap travay.

Juska ki lè n-a tounen?

Jouk (a) ki lè n-a tounen?

G. Repete apre mwen:

Kouman fè ou la-a toujou?
 Kouman ou fè la-a toujou?
 Kouman fè ti-moun yo pa al lekòl?
 Kouman ti-moun yo fè pa al lekòl?
 N-ap travay depi maten jouk aswè.
 Jouk(a) ki lè n-a tounen?

H. Insert the following cues in the question *Kouman fè (Kouman...fè)...pa al lekòl jodi-a?*:

CUES

nou

ti medam ki ret anro mòn nan

ou

kouzin-m yo

etudyan yo

ti gason ou nan

pitit fi ou la

nou

li

kouzi-n ou yo

ou

ti bway la

QUESTIONS

Kouman fè nou pa al lekòl jodi-a?
 (or) Kouman nou fè pa al lekòl jodi-a?
Kouman fè ti medam ki ret anro mòn nan pa al lekòl jodi-a?
 (or) Kouman ti medam ki ret anro mòn nan fè pa al lekòl jodi-a?

I. Answer the following questions according to the cue:

QUESTIONS AND CUES

Jouk ki kote ou prale?

(kay matant mwen)

Jouk ki bò kamyonèt la ap mennen ou?

-(Kinskòf)

Jouk ki leu n-ap etudye lesan sa-a?

(nou konnen nl)

ANSWERS

M prale jouk kay matant mwen.

L-ap mennen mwen jouk Kinskòf.

Se jouk Gonaiv yo prale?
 (Non, Linbe)
 Depi ki leu jouk a ki leu papa ou travay?
 (de uiteu a katreu)
 Jouk ki bò pratik la rete?
 (Fusi)
 Jouk ki lè bòs la va fi-n fè travay la?
 (semèn prochèn)
 Jouk ki kote ti-moun yo al lekòl?
 (anba lavil)
 Jouk ki kote touris yo ap rive?
 (Sitadèl)
 Ou p-ap fè anyen jouk ou ale?
 (non, repoze)

J. Koute epi repete:

M pa wè.
 M pa wè anyen.
 M pa wè pèsonn.
 M pa janm wè anyen.
 M pa janm wè pèsonn.
 M pa janm bay pèsonn anyen.
 M pa te janm di pèsonn anyen.

K. Substitute the following cues for *mande* in the sentence *Nou pa te mande pèsonn anyen*:

CUES

vann
 ofri
 vòlè
 rakonte
 pase
 revann
 deklare
 prete
 tounen
 rapòte
 konseye
 bay

STUDENTS

Nou pa te janm vann pèsonn anyen.
 Nou pa te janm ofri pèsonn anyen.

L. Koute epi repete:

Aviasion sèvi pou anpil bagay: spò, plezi, transpò pasaje, transpò komèsial, patrouy, obsèvasyon mèeteorolojik, defans peyi-a, goumen ak peyi etranje, antrenman, bonbade.

Gen avyon a motè, a elis, a reyaksyon (sa yo rele djèt yo), san motè, san elis, san zel.

Gen avyon sivil, milite, supesonik, antrenman, transpò, leje, lou, mwayen, de rekonesans, de chas (ke yo rele chaseu). Gen bonbadye tou.

II. DIALOGUE

"With Too Much Intelligence, Stupidity Is Not Far"

MacDonald sees a taxi driver he met at Boutilliers at Mayi Gate Airport. He's not mistaken; it's really Charlie in front of him.

MacDonald: Charlie!

Driver: Mr. MacDonald, what are you doing here?

MacDonald: I'm going to leave.

Driver: I thought the plane was to leave at noon, and it's almost one o'clock. How come you're still here?

MacDonald: What you say is true. The plane is late. It won't arrive before 2 p.m.

Driver: And what's it doing in the air like that?

MacDonald: It's not in the air. It hasn't left Puerto Rico yet.

Driver: Boy oh boy! And it'll arrive at 2! Those things sure go fast nowadays.

MacDonald: Oh! You haven't seen anything yet. There are supersonic planes in commercial use today. These fly faster than sound.

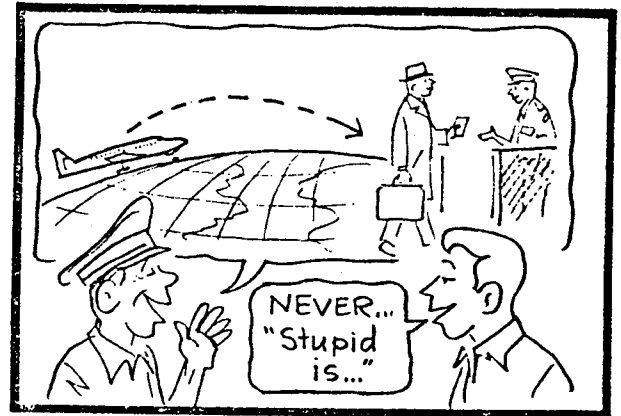
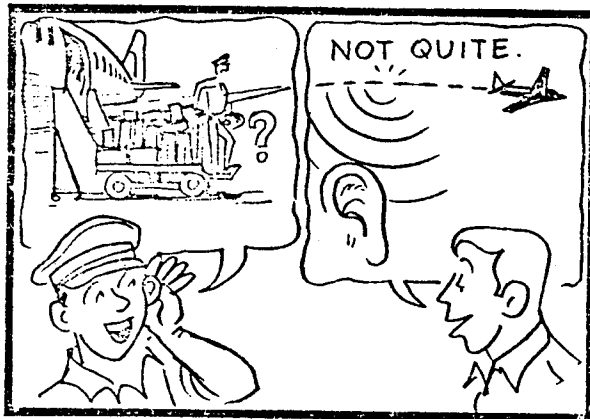
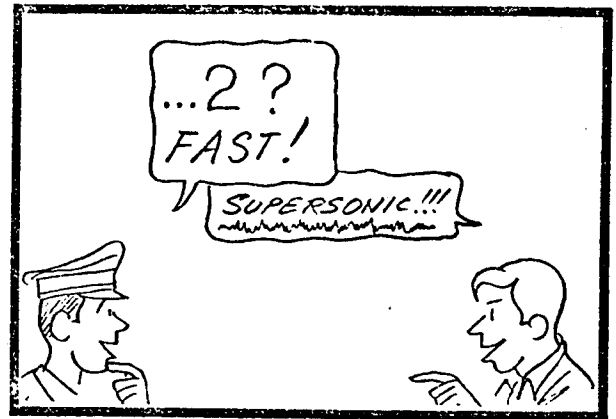
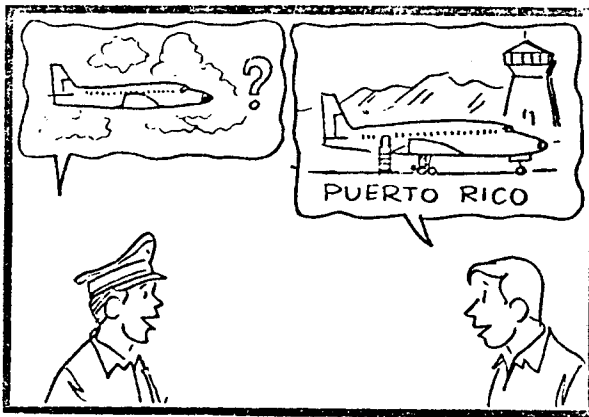
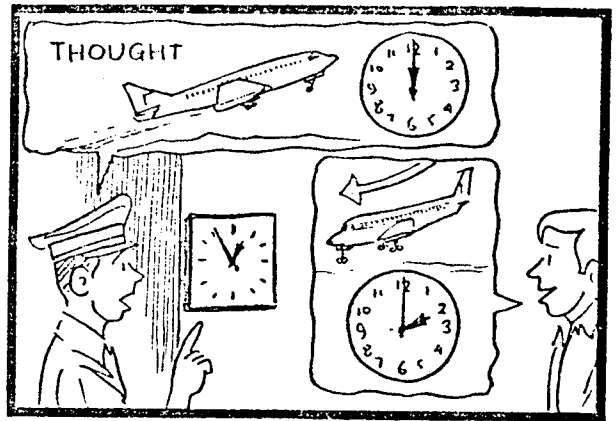
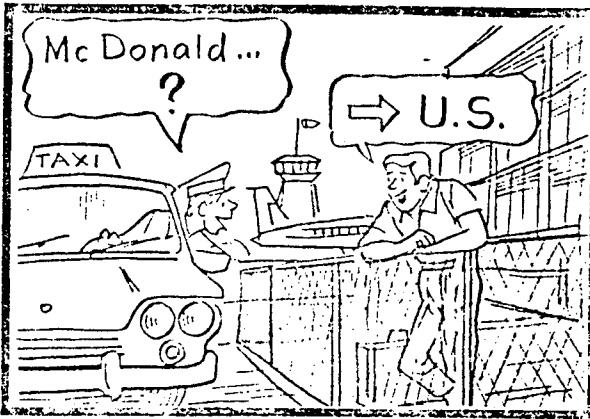
Driver: You mean to say that when I hear the noise coming, it's almost finished unloading?

MacDonald: Maybe not finished unloading, but when you hear the noise, it has already passed.

Driver: Wow! My friend, MacDonald, what do you bet, if planes keep going faster, one day you'll see travellers arrive where they are going before they depart.

MacDonald: Oh no, my friend. You'll never see anything like that. Be careful, my friend: "With too much intelligence, stupidity is not far."

Driver: Oh, oh! Hear the man! Well, one day you'll see what I'm telling you, listen: "All that you do not know is greater than you." Have a pleasant trip, MacDonald.



"Tròp lespri, sòt pa lwen."

Makdonal wè yon chofè li te kontre Boutilye, nan aeropò Mayi Gate. Li pa tronpe-l, se byen Ti Chal ki devan ni.

Makdonal: Ti Chal!

Chofèü: Msye Makdonal, sa ou ap fè la-a?

Makdonal: M pral pati.

Chofè: M te kwè avyon an te pou pati a midi, e li prèske unè. Kouman ou fè la-a toujou? -

Makdonal: Sa ou di-a se vre. Men avyon an an reta. Li pap rive anvan deuze.

Chofè: E sa l-ap ret fè anlè-a kon sa?

Makdonal: Li pa anlè. Li poko menm kite Pòtoriko.

Chofeu: Kou manman' Epi l-ap rive a dezè' Bagay sa yo ale vit alèkile!

Makdonal: O, o! Ou poko wè anyen. Koul ye-a gen avyon supèsonik nan sèvis komèsial deja. Sa yo vole pi vit pase son.

Chofeu: Ou vle di ke lè-m tande bri li ap vini, li prèske fi-n debake?

Makdonal: Petèt pa fi-n debake, men lè ou tande bri li, li gen tan fi-n pase.

Chofeu: Wipip! Monchè Makdonal, ki sa ou parye, si avyon kontinue fè plis vitès, yon jou ou ap wè vwayajè rive kote yo prale-a anvan ke yo pati.

Makdonal: A non, monchè! Ou pap janm wè yon bagay kon sa. Fè atansyon wi, monchè: "Tròp lespri, sòt pa lwen."

Chofè: O, o! Koute msye' In ben ou a wè sa m di ou la-a, tande: "Tou sa ou pa konnen pi gran pase ou." Bon vwayaj Makdonal.

Dialogue Buildup

aeròpò Mayi Gate
 Boutilye
 li te kontre Boutilye
 yon chofeü li te kontre Boutilye
 Makdonal wè yon chofè li te
 kontre Boutilye nan
 aeròpò Mayi Gate.

Mayi Gate airport
 Boutilliers
 he met at Boutilliers
 a taxi driver he met at Boutilliers
 MacDonald sees a taxi driver he
 met at Boutilliers at
 Mayi Gate Airport.

devan ni
 se byen Ti Chal ki devan ni

in front of him
 it's really Charlie who is
 in front of him
 he's not mistaken
 He's not mistaken, it's really
 Charlie in front of him.

li pa tronpe-l
 Li pa tronpe-l, se byen
 Ti Chal ki devan ni.

Ti Chal!

Charlie!

sa ou ap fè la-a
 Msye Makdonal, sa ou ap
 fè la-a?

what are you doing here
 Mr. MacDonald what are you
 doing here?

pati
 M pral pati.

to leave
 I'm going to leave.

uneu
 li praske unè
 a midi
 te pou pati a midi
 avyon an
 m te kwè avyon an
 M te kwè avyon an te pou pati
 a midi, e li prèske uneu.

one o'clock
 it's almost one o'clock
 at noon
 was to leave at noon
 the plane
 I thought the plane
 I thought the plane was to leave at
 noon, and it's almost one o'clock.

toujou
 kouman fè
 Kouman ou fè la-a toujou?

still
 how come
 How come you're still here?

se vre
 sa ou di-a
 Sa ou di-a se vre.

it's true
 what you say
 What you say is true.

an reta
Men avyon an an reta.

late
The plane is late.

dezeu
anvan dezeu
rive
Li pap rive anvan dezè.

2 p.m.
before 2 p.m.
to arrive
It won't arrive before 2 p.m.

anlè-a
sa l-ap fè
E sa l-ap ret fè anlè-a
kon sa?

in the air
what is it doing
And what's it doing in the
air like that?

Li pa anlè.

It's not in the air.

Pòtoriko
kite Pòtoriko
Li poko menm kite Pòtoriko.

Puerto Rico
leave Puerto Rico
It hasn't left Puerto Rico yet.

Kou manman!

Boy oh boy!

a dezè
l-ap rive a dezè
Epi l-ap rive a dezè!

at 2 p.m.
it will arrive at 2
And it'll arrive at 2!

alèkile
ale vit alèkile
bagay sa yo
Bagay sa yo ale vit alèkile!

nowadays
go fast nowadays
those things
Those things sure go fast nowadays!

anyen
ou poko wè anyen
O, o! Ou poko wè anyen.

anything
you haven't seen anything yet
Oh! You haven't seen anything yet.

nan sèvis komèsial
gen avyon supèsonik
Koul ye-a gen avyon supèsonik
nan sèvis komèsial deja.

in commercial use
there are supersonic planes
There are supersonic planes
in commercial use today.

son
pi vit pase son
Sa yo vole pi vit pase son.

sound
faster than sound
These fly faster than sound.

debake
 li prèske fi-n debake
 ap vini
 bri
 leü m tande bri li ap vini
 Ou vle di ke leu m tande
 bri li ap vini, li prèske
 fi-n debake?

pase
 fi-n pase
 li gen tan
 li gen tan fi-n pase
 bri li
 men leu ou tande bri li
 fi-n debake
 pètèt
 Pètèt pa fi-n debake, men leu
 ou tande bri li, li gen tan
 fi-n pase.

Wipip!

yo pati
 anvan ke yo pati
 kote yo prale-a
 vwayajè
 yon jou ou ap wè vwayajeu
 rive kote yo prale-a anvan
 ke yo pati
 vitès
 fè vitès
 fè plis vitès
 si avyon kontinue fè plis vitès
 parye
 ki sa ou parye
 Monchè Makdonal, ki sa ou
 parye, si avyon kontinue fè
 plis vitès, yon jou ou ap wè
 vwayajè rive kote yo
 prale-a anvan ke yo pati.

to unload
 it's almost finished unloading
 coming
 noise
 when I hear the noise coming
 You mean to say that when I hear
 the noise coming it's almost
 finished unloading?

to pass
 to finish passing
 it has time
 it has already passed
 its noise
 but when you hear the noise
 to finish unloading
 maybe
 Maybe not finished unloading, but
 when you hear the noise, it has
 already passed.

Wow!

they depart
 before they depart
 where they are going
 travellers
 one day you'll see travellers
 arrive where they are going
 before they depart
 speed
 to go fast
 go faster
 if planes keep going faster
 to bet
 what do you bet
 MacDonald fellow, what do
 you bet, if planes keep going
 faster, one day you will see
 travellers arrive where they are
 going before they depart.

O non, monchè'

kon sa
yon bagay kon sa
Ou pap janm wè yon bagay kon sa.

sòt pa lwen
tròp lespri
tròp lespri, sòt pa lwen

fè atansyon
Fè atansyon wi, monchè:
"Trop lespri, sòt pa lwen."

O, o! Koute msye!

pi gran pase ou
tou sa ou pa konnen
"Tou sa ou pa konnen
pi gran pase ou."
tande
sa m di ou la-a, tandè
ou a wè
In ben ou a wè sa m di ou
la-a, tandè: "Tou sa ou
pa konnen pi gran pase ou."

Bon vwayaj, Makdonal.

Oh no, my friend'

like that
something like that
You'll never see anything like that.

stupidity is not far
too much intelligence
with too much intelligence,
stupidity is not far

be careful
Be careful, my friend: "With too
much intelligence, stupidity
is not far."

Oh, oh! Hear the man!

greater than you
all that you don't know
"All that you don't know is
greater than you."
to listen
what I'm telling you now
you will see
Well, one day you will see
what I am telling you, listen: "All
that you don't know is
greater than you."

Have a pleasant trip, MacDonald.

III. GRAMMAR DRILLS

A. Lexical Variation Exercises

1. Basic sentence:

Se byen Ti Chal ki devan ni.
motè avyon an m tande
Asèn ki an reta
chajman an ki trò lou
pati touris yo ap pati
plas ki pa genyen
yon gròg nèg la ap bwè
rasi-n pye kenèp la ki parèt
suspann msye suspann travay
deu kòk k-ap goumen
lapèch msye yo ale
rame pou nou rame

Se byen Ti Chal ki devan ni.
Se byen motè avyon an m tande.

2. Basic sentence:

Kou manman! Bagay sa
yo ale vit alèkile.
pa bon menm

fatige moun
ap tounen sann
pa naturèl
antrave sitiyasyon an
ap fè moun fou
pa fouti bon
santi move
fe nou depanse trop
agreyab
terib e insupotab.

Kou manman! Bagay sa yo
ale vit alèkile.
Kou manman! Bagay sa yo
pa bon menm.

3. Basic sentence:

Li poko menm kite Pòtoriko.
 Sen Domeng
 Miami
 Nouyòk
 Kinston
 La Matenik
 I.a Gwadeloup
 Lè Zetazini
 Kanada
 Pari
 La Frans
 Pòtoprens

Li poko menm kite Pòtoriko.
 Li poko menm kite Sen Domeng.

4. Basic sentence:

Li prèske fi-n debake.
 bati kay la
 koupe rasi-n nan
 invite tout moun
 chofe lèt la
 janbe rivyè-a
 koupe kann yo
 depanse tout lajan an
 kontrole travay la
 rantre lajan an
 pouri
 abiye

Li prèske fi-n debake.
 Li prèske fi-n bati kay la.

5. Basic sentence:

Ki sa ou parye, avyon an ap an reta.
 m-ap rive anvan ou
 l-ap anpeche ti fi-a pati
 y-ap bare msye
 yo pa soupe yè swa
 l-ap suveye nou
 lapli pral tonbe
 m ka demonte fizi-a

Ki sa ou parye, avyon an ap an reta.
 Ki sa ou parye, m-ap rive anvan ou.

ou ap nan traka
nou pèdu
yo pral goumen
m-ap pale kreyòl tankou ayisyen

6. Basic sentence:

Ou p-ap janm wè yon bagay kon sa.
tande

di
mande
suprann
pariye
goute
fè
ofri
rekonèt
pote
manke

Ou p-ap j anm wè yon bagay kon sa.
Ou p-ap j anm tande yon
bagay kon sa.

7. Basic sentence:

Koute msye! In ben ou a
wè sa m di ou la-a tandè.
rakonte

verifye
fè
pito
fini
rekonèt
make
fè atansyon
santi
kwe
pale

Koute msye! In ben ou a
wè sa m di ou la-a tandè.
Koute msye! In ben ou a rakonte
sa m di ou la-a, tandè.

8. Basic sentence:

Fè atansyon, monchè!
 madanm
 Anita
 ti-moun
 manman
 ti gason
 pratik
 Pòl
 blan
 msye Lakasad
 profeseu
 medam

Fè antansion, monchè!
 Fè antansion, madanm!

B. Grammar Exercises**1. Transform the following sentences into the pattern *Se* (reduplicated verb)...**

CUES

M t-ap pati leu ou
 wè-m nan.
 Avyon an ap
bonbade vil la.
 Mesye yo tronpe mouln.
 Kòk la ap beke lòt la.
 Nou te fouye rasi-n bannann nan.
 Profesè-a ap montre nou pale kreyòl.
 Neg la niche tet kòk la.
 M pa ofri ou machandiz yo.
 Manman-m bezwen ranplase chodyè yo.
 Nèg la fache poutèt sa ou di-a.
 Y-ap betize.
 Msye-a trangle madanm ni.

SENTENCES

Se pati m t-ap pati leu
 ou wè-m nan.
Se bonbade avyon an ap
bonbade vil la.

2. Insert *fi-n* in the following sentences:

CUES

Cha yo pase deja.
M kwit poul la.
Nou rive an reta.
Elèv yo etudye leson yo.
Pasaje yo desann avyon an.
Yo pran tout plas yo .
Vwayajè yo debake.
Madanm nan bay pitit li tete.
Tout moun pedu lajan yo nan Kazino yè swa.
Ti-moun yo janbe laru-a.
Dènye moun sanble nan legliz la.
Sezon lapli-a pase.

STUDENTS

Cha yo fi-n pase deja.
M fi-n kwit poul la.

3. Preface the following sentences with *Kouman fè* to change them into questions:

SENTENCES

Ou la-a toujou.
Mesye yo poko pati.
Ti-moun yo pè dòm pou kont yo.
Gad la pa kenbe vòlè-a.
Nou pèdu kle kay la.
Chadèk yo pa gen anpil ji .
Pèsonn pa tande pitit la ap rele.
Nou gen tan fi-n abiye nou.
Bato pechè yo chavire.
Ou pa al legliz dimanch dènye.
Chwal la mouri.
Limyè-a etenn.

QUESTIONS

Kouman fè ou la-a toujou?
(or) Kouman ou fè la-a toujou?
Kouman fè mesye yo poko pati?
(or) Kouman mesye yo fè poko pati?

4. Answer the following questions in the negative, and complete them with the opposite word:

QUESTIONS

Avyon an anle?
N-ap mache dèyè?

Manman ou anro?
Se pitit sa-a ki vi-n anvan?
Ou se premye pitit manman ou?
Gad yo leve ta?
Liv ou bezwen yo anba?
Asèn renmen dòmi anlè?
Medam yo va rive apre?
Ti-moun yo devan nou?
N-ap leve ta demen?
Chal se dènye pitit gason ou?

ANSWERS

Non, avyon an pa anle, li atè.
Non, nou p-ap mache dèyè,
n-ap mache devan.

5. Substitute the following cues starting with the sentence *M pa janm fè anyen*:

CUES

SENTENCES

poko
wè
pa
pèsonn
poko
tande
pa
anyen
pèsonn
defann
tronpe
rekonèt

M poko janm fè anyen.
M poko janm wè anyen.

6. Write four sentences with *jouk* and four with *tronpe*. Give them to the teacher for correction.

C. Translation

- | | |
|--|--|
| 1. It's a lot of speed for a plane to go faster than sound. | Se yon pakèt vitès pou yon avyon ale pi vit pase son. |
| 2. No one will ever be able to make anything go faster than light. | Pèsonn p-ap janm kapab fè anyen ale pi vit pase limyè. |
| 3. The earth is not that big, since there are people who know all the countries of the world. | Latè pa si gro (pa pi gro pase sa), pwiske gen moun ki konnen tout peyi du mond. |
| 4. If everyone could travel more, men would better understand their fellows. | Si tout moun te kab vwayaje plus, lèzòm ta konprann kanmarad yo pi byen. |
| 5. They say that in California there are more cars than inhabitants. | Yo di ke an Kalifòni gen plus oto pase abitan (moun). |
| 6. Most accidents happen because many people are not careful. | Pi fò aksidan rive paske anpil moun pa fè atansyon. |
| 7. A driver who goes too fast is not sure to reach home. | Yon chofè ki fè tròp vitès pa su rive lakay li. |
| 8. Wow! What speed those men are going! | Wipip! (Kou manman!) Ala vitès mesye sa yo ap fè! |
| 9. Not all airplanes have propellers, but they all have wings. | Se pa tout avyon ki gen elis, men yo tout gen zèl. |
| 10. Language has come to have great importance in the good relations of one people with another. | Lang vi-n gen anpil inpòtans nan bon rapò yon pèp ak yon lòt. |

IV. LEKTU

Aviasion

Depi kèk tan, se tankou si lemond antie te prese rive yon kote, san li pa konnen ki kote li prale. Alò, li bezwen plis vitès pou fè tout bagay, e sa fè ke aviasion vi-n pran yon inpòtans konsiderab. Tout peyi ki pa vle rete dèyè, blije fè yon efò pou devlope aviasion yo. Kòm se yon bagay ki mande anpil lajan, ti peyi pa kab fè fo, e gro peyi toujou devan.

Aviasion sèvi pou anpil bagay, pou spò, pou plezi, pou transpò pasaje e transpò komèsial, pou patrouy, pou obsèvasyon meteorolojik, pou defann peyi-a, e pou goumen ak peyi etranje. Se poutèt tout bagay sa yo ke genyen aviasion spò, aviasion sivil, aviasion komèsial, e aviasion militè. Depi kèk ane, gen avyon supèsonik ki vole pi vit pase son. Genyen menm deja ki nan sèvis pasaje. Motè a piston pa kab bay tout vitès sa-a. Se motè a reyaksyon ki fè avyon vole vit kon sa. Yo rele yo djèt, e yo rele yo avyon san elis tou.

Aviasion militè bezwen tout kalite aparèy, depi pi piti, jouk pi gro. Piti yo se avyon antrenman ki gen deu plas, youn pou elèv la, lòt la pou instruktè-a. Gen avyon de rekonesans ki fèt pou al rekonèt pozisyon ak mouvman lenmi. Epi gen avyon d-chas ki fèt pou bare e chase bonbadye enmi kap vi-n jete bonm sou peyi-a. Pi gro avyon yo menm, se transpò ak bonbadye. Avyon transpò yo fèt pou pote troup nenpòt ki bo, menm kamyon, tank ak kannon. Bonbadye gen tout grosè. Gen bonbadye leje, bonbadye mwayen ak bonbadye lou. Bonbadye lou yo se pi gro yo.

Yon lot aparèy ankò ki fè anpil sèvis nan aviasion se elikoptè. Elikoptè-a se yon avyon san zèl ak yon gro elis kap vire anlè tèt li. Li trèz util paske li kapab rete an plas anlè pou bay tan obsève, epi li pa bezwen teren, paske li kapab monte ou byen desann tou dwat, menm sou tèt yon kay.

Nan aviasion de spò, genyen yon ti avyon san motè yo rele planè. Se yon lòt avyon ki pou rale li monte, e ki lage li lè li rive anlè. Si yon bon pilòt jwenn bon van, li kab fè planè-a ret anlè lontan.

Kestion sou lektu-a

1. Lemond antie pa sanble li prese?
2. Eske li sanble li konnen ki kote li prale?
3. Li pa bezwen vitès menm?
4. Eske aviasion nesèsè pou ale vit?
5. Eske sa fè aviasion vi-n pran inpòtans?

6. Si yon peyi pa vle rete dèyè, ki sa pou li fè?
7. Eske aviasion mande anpil lajan?
8. Ti peyi pòv kapab fè tankou gro peyi?
9. Ki peyi ki toujou devan?
10. Aviasion pa sèvi pou anpil bagay?

11. Pou ki sa li sèvi?
12. Se aviasion militè sèlman ki ginyin?
13. Avyon pa fouti ale vit tankou son?
14. Kouman yo rele avyon ki ale pi vit pase son?
15. Se sèlman depi kèk semèn ki gen avyon sa yo?

16. Se nan aviasion militè sèlman ki genyen avyon supèsonik?
17. Eske motè a piston fè avyon ale pi vit?
18. Ki jan motè ki fè plis vitès?
19. Se djèt la yo rele avyon a elis?
20. Eske aviasion militè bezwen tout kalite aparèy?

21. Avyon antrenman se yon gro avyon ki gen san plas?
22. Eske se pou rekonesans bonbadye yo fèt?
23. Ki sa yo kapab pote nan yon transpò?
24. Ki grosè bonbadye ki genyen?
25. Eske tout aparèy aviasion gen zèl?

26. Kouman yo rele sa ki pa gen zèl yo?
27. Ki bò elis elikoptè ye?
28. Sa ki fè elikoptè trèz util?
29. Eske paske li kab ret an plas sa pèmèt obsève pi byen?
30. Bonbadye ak elikoptè, kilès ki bezwen pi gro teren?

V. GRAMMAR NOTES

A. *Tronpe*: Reflexive or Directive

1. When reflexive, *tronpe* means 'to be mistaken' ('to mistake oneself'), and the reflexive pronoun (-self) is used. When the subject is a noun, the corresponding reflexive pronoun will be used.

Mwen <u>tronpe</u> mwen	I am mistaken
Yo tronpe yo.	They are mistaken.
Ti fi-a tronpe li.	The girl is mistaken.

2. When directive, *tronpe* means to 'fool', 'to deceive', 'to cheat', etc, and, of course, the subject is different from the object.

<u>Chofè-a tronpe mwen.</u>	The driver has fooled (cheated) me.
Ti-moun yo pa tronpe papa yo.	The children have not fooled (deceived) their father.
Ti-moun ni yo tronpe li.	His/her children have fooled (deceived) him/her.

In many instances when both subject and object are in the third person, only the context can tell whether *tronpe* is reflexive or directive.

Compare:

- | | |
|-----------------------|------------------------------|
| a. Ti fi-a tronpe li. | The girl is mistaken./ |
| | The girl has fooled him/her. |

Him or her is another third person in the second context.

- | | |
|-------------------------------|-------------------------------------|
| b. <u>Chofè yo tronpe yo.</u> | The/Their drivers are mistaken. |
| | The/Their drivers have fooled them. |

Them may be the passengers or the vehicles' owners.

B. *Kouman fê*

1. *Kouman fê* (lit., 'how done...') is an interrogative expression equivalent to the English 'How is it that ...?', 'How come...?'. Note that the subject may be placed either after *kouman fê*... or between *kouman* and *fê*.

Kouman fê ou la-a toujou?

How come you are still there?

Kouman ou fê la-a toujou?

How come you are still there?

Kouman fê madanm

How come the woman hasn't

nan pa vini jodi-a?

come today?

Kouman madanm nan

How come the woman hasn't

fê pa vini jodi-a?

come today?

2. When the subject is a noun phrase with a dependent or a relative clause, the insertion between *kouman* and *fê* is also possible.

Kouman fê tout chofê kamyon ki te pati yè yo poko tounen?

Kouman tout chofê kamyon ki te pati yè yo fê poko tounen?

How come all the truck drivers who left yesterday haven't come back yet?

3. The verb phrase *gen* having no subject may not be inserted between *kouman* and *fê*, but must follow the interrogative expression.

Kouman fê gen tout kantite moun sa yo isit jodi-a?

How come there are so many people here today?

C. Negatives

Unlike the English, it's possible in Creole to use more than one negative particle.

Compare:

Nou pa janm fê anyen.

You/We never did anything.

(lit., We never did nothing.)

Nou pa janm wè pèsonn.

You/We never saw anyone.

(lit., We never saw no one.)

Nou pa janm fê anyen pou pèsonn.

You/We never did anything for anyone.

(lit., We never did nothing for no one.)

D. *Se byen*

1. When *se byen* is a complete statement or answer to a question, it means 'that's fine', 'that's all right', 'that's good', 'O.K.'.

Manman, m-ap soti.
Se byen.

Mother, I'm going out.
O.K./That's all right.

2. When *se byen* only begins a longer clause, byen means 'exactly', 'truly', 'really', 'definitely'.

Se byen sa mwen t-ap di ou.

That's exactly what I was telling you.

Se byen Ti Chal ki te vini maten an.

That's really/definitely Ti Chal
who came this morning.

3. The word to be emphasized must follow *se byen* immediately. Compare the transformation of the sentence *Madanm nan ap vini demen*:

Se byen demen madanm
nan ap vini.

It's definitely tomorrow the woman
is coming (not another day).

Se byen madanm nan
k-ap vini demen.

It's really the woman who's coming
tomorrow (not someone else).

Se byen vini madanm
nan ap vini demen.

The woman is arriving (not
leaving) tomorrow.

4. Clauses with *se byen* can be either affirmative or interrogative. Only the intonation and the pitch convey the meaning.

Se byen Ti Chal k-ap vi-n la-a.

It's truly Ti Chal who's coming there.

Se byen Ti Chal k-ap vi-n la-a?

Is that really Ti Chal who's
coming there?

E. Position of adjectives

Generally, adjectives are placed after the noun in Creole. There are a few exceptions which should simply be memorized. Besides being short, they don't belong to a common definition. The following exceptions are placed before the noun:

anpil	several; many
bèl	beautiful; pretty
bon	good
chak	each
gro	big, large, stout
jèn/jènn	young
kèk	some
kokenn	big, large, stout
lòt	other, the other
move	bad
pluzyè	several; many
tèl	such a
*ti	small; little
vye	old; bad

*Note: *ti* is a short form for *piti* which is placed after the noun, but mostly as predicate more than as an adjective.

When two of the above adjectives are connected by *e* 'and' to qualify the same noun, they both follow the noun.

Yon <u>jèn</u> ti fi.	A <u>young</u> girl
Yon <u>bèl</u> ti fi.	A beautiful girl.
Yon ti fi <u>jeun e bèl</u> .	A <u>young</u> and <u>beautiful</u> girl.

When one or more of the above adjectives is used with another one that normally follows the noun, they all keep their respective position.

Yon <u>gro</u> chyen <u>parese</u> .	A <u>big</u> <u>lazy</u> dog.
Yon <u>bon</u> ti chwal <u>blan</u> .	A <u>good</u> <u>little</u> <u>white</u> horse.

It is recommended that the student memorize the list above and pay attention to its position every time he learns a new adjective.

VI. VOCABULARY

a lè, adv.	on time
an reta, adv.	late
antrenman, n.	training
aparèy, n.	machine, plane
atansyon, n.	attention, care
avyon a reyaksyon, n.	jet aircraft
bonbade, v.	to bomb, to shell
bonbadye, n.	bomber
bonm, n.	bomb
*byen, adv.	exactly, truly, really
chajman, n.	load
chas, n.	chase, pursuit
defans, n.	defense
defann, v.	to defend, to protect
devlope, v.	to develop, to increase
djèt, n.	jet aircraft
efò, n.	effort
elèv, n.	student
elikoptè, n.	helicopter
elis, n.	propeller
fè atansyon, v. phr.	to pay attention, to be careful, to watch out
fè fò, v. phr.	to do much, to do well
fè vitès, v. phr.	to go fast
fò, adv.	much
grosè, n.	size, volume, bulkiness
inpòtans, n.	importance
instrukteu, n.	instructor

*See Grammar Notes

jouk, jus, jis, prep. (see L.6)	until (time), up to, as far as (place)
kanon, kannon, n. konsiderab, adj.	cannon, gun considerable, great
lemond, mond, n. lou, adj.	world heavy
meteorolojik, adj. mond, lemond, n. moteu, motè, n.	meteorological world engine, motor
obsèvasyon, n. obsève, v. Wipip!, excl.	observation to observe Wow' Oh boy
parye, v. pati, v. piston, n. planeu, n. plas, n. pozisyon, n. prèske, près, adv.	to bet to leave, to depart piston glider seat, place position almost
reyaksyon, n. rekonèt, v.	reaction to reconnoiter
son, n. spò, n. supèsonik, adj.	sound sport supersonic
tank, n. teren, n. transpò, n. tronpe, v.	tank field, land, landing field transport to be mistaken, to fool
util, adj.	useful, necessary
vitès, n. vwayajeu, n.	speed traveller

LESSON 38

A LITTLE CHAT ON EDUCATION AND HISTORY

I. PERCEPTION DRILL

A. Koute epi repete.

Gen misyonè ki fè anpil pou abitan yo.
Gen de misyonè ki fe anpil pou abitan yo.

Se pou sa abitan yo renmen yo tou.
Se sa ki fè abitan yo renmen yo tou.
Se sa ki fè ke abitan yo renmen yo tou.

Gen lòt ki pa ede yo dutou.
Gen lòt ki pa ede yo pyès.
Gen lot ki pa ede yo kras.

B. Put the following statements in the negative form using *pa...pyès* or *pa...kras*.

AFFIRMATIVE

Msye yo fè antrenman
alèkile.
Lè nèg la gade-m li
rekonèt mwen.
Gen indyen ki rete an Ayiti.
Nou merite tout bagay sa yo.
Yo suspann fè seremoni ak kòk yo.
Lè Makdonal t-apral O Kap la, li te fè vitès.
Ti medam sa yo konn rame.
Gen de fwa abitan yo manje.
M-al nan mache, m jwenn kasav.
Ane sa-a gen anpil siklòn.
Nan fèt nou te ale-a, te gen distraksyon.
Solèy leve, lajounen an bèl.

NEGATIVE

Msye yo pa fè antrenman
pyès (kras) alèkile.
Lè nèg la gade-m li pa
rekonèt mwen pyès (kras).

C. Insert *se sa ki fè (ke)* in the following sentences.

CUES

Ti-moun yo pa vini, m pap soti.

Elèv yo an reta, m pa ka kòmanse.

Kamyonèt la pa gen gro chajman, li kab ale vit.

Elèv yo vle konn kreyòl, y-ap fè efò.

Msyè yo renmen jwe, yo parye.

Avyon sa-a ale pi vit pase son, yo rele li supèsonik.

Se yon avyon transpò, li util.

Motè-a lou, m pa ka leve-l.

Makdonal vle pran pòtre, li chita devan.

Se kòk batay, l-ap beke lòt la.

Nou travay rèd, nou fatige.

Tab sa-a pa bon, m ranplase-l.

STUDENTS

Ti-moun yo pa vini se sa ki fè (ke) m pap soti.

Elèv yo an reta se sa ki fè (ke) m pa ka komanse.

D. Koute pa repete

Prèske tout elèv yo la jodi-a.

Yon sèl pa vini.

Gen youn ki pa vini.

Gen youn nan elèv yo ki pa vini.

Petèt li malad.

Li dwe malad.

Se dwe malad li malad.

An midi-a, nèg sa-a manje anpil.

Li manje kont manje li.

M manje kont manje-m tou.

Ou bezwen pale ak ti-moun yo.

Rele yo sèlman y-a vini.

Annik rele yo, y-a vini.

Yo lwen. M mèt rele, yo p-ap tande.

Rele kou m rele, yo p-ap tande.

Rele kou ou rele, yo p-ap tande.

E. Koulié-a repete fraz sa yo:

Gen youn elèv yo ki pa vini jodi-a.
 Se dwe malad li malad.
 Se dwe malad li te malad.
 M manje kont manje mwen a midi-a.
 M-a manje kont manje mwen a midi-a.
 Annik rele yo, y-a vini.
 Rele kou m rele, yo p-ap tande.
 Rele kou m ta rele yo pa ta tande.

F. Transform the following sentences using *youn nan*.

SENTENCES

...with youn nan

Yon elèv pa vini jodi-a.
 Zèl kòk la blese.
 Yon avyon pa tounen sot an patrouy.
 Gen yon mi-n ki pete.
 Nou ranplase yon liv.
 Yo tire sou yon elikoptè.
 Se yon pozisyon ki pa bon.
 Yon piston pa mache.
 Gen yon elis ki pa vire.
 Rekin manje yon pechè.
 Gen yon cha ki bèl anpil.
 Yon djaz a vini pou bal la.

Youn nan elèv yo pa vini jodi-a.
Youn nan zèl kòk la blese.

G. Make complete sentences on the pattern *Se dwe...* using reduplication.

CUES

STUDENTS

Li malad.
 Ti-moun yo manje tròp.

Se dwe malad li malad.
Se dwe manje ti-moun yo
manje tròp.

Yo rekonèt vòlè-a.
 Ou t-ap fè vitès.
 Chajman an lou.
 Msye yo pati.
 Avyon d-chas la pèdu.

Li pa merite li.
Ou fatigue.
Yo pral degize.
Li t-ap sele chwal la.
Yo te blije pati.

H. Make complete sentences using *kont* and reduplication.

CUES

M manje a midi-a.
Medam yo chofe bò dufe-a.

Kòk la beke lot la.
Nèg la te blije rame.
Papa-m ak manman-m fa che.
Ti bway la ponpe sou kabann nanO
Ti msye yo kache epi yo fumln.
Gad yo al Fò Dimanch, yo tire.
Malad la plenyen jodi-a.
Fanm nan desann lavil, li depanse.
Yè, restavèk kay Anita yo goumen.
Lè n-al nan lanmè nou naje.

STUDENTS

M manje kont manje-m a midi-a.
Medam yo chofe kont chofe yo
bo dufe-a.

I. Make complete sentences with the following cues using *kou* and reduplication.

CUES

M rele, yo pa tande.
Nou dòmi, nou bouke toujou.

Li jwe, li pa genyen.
M defann mwen, m pèdu.
Chèf seksyon an fouye, li p-ap jwenn anyen.
Nou prese, kay la p-ap fini.
Yo rame, yo pa rive atè.
Ou fache, se pou ou pale ak mwen.
Msye yo peche, yo pa ka pran pwasonO
Nou maske, m-ap rekonèt nou.
Kay la chofe, fè frèt toujou
Duri-a pike, m-ap manje tout.

STUDENTS

Rele kou-m rele, yo pa tande.
Dòmi kou nou domi, nou bouke
toujou.

J. Precede the following sentences with *Annik*

SENTENCES

Rele yo, y-a vini.
 Chita tann ni.
 Rive a lè, ou a konn sa k-ap pase.
 Pa fè vitès, nou p-ap fè aksidan.
 Rame, ou a rive atè.
 Pa fache, tout bagay va pase byen.
 Trangle poul la, l-a mouri.
 Sanble moun yo, m-a pale ak yo.
 Invite-l nan bal la, sa va mache.
 Janbe chan kann nan, n-a jwenn ni.
 Fonse, n-a pase.
 Kanpe bò dufeu-a, ou p-ap frèt ankò.

...with Annik

Annik rele yo, y-a vini
Annik chita tann ni.

K. Insert *pa* in the following sentences for emphasis.

SENTENCES

Liv mwen yo bon toujou.
 Teren ou nan pi gro.
 M pito plas ou a.
 Planè yo a pa mache byen.
 Chajman nou an konsiderab.
 Aparèy mwen an fè plus vitès.
 Pwisans motè ou la anpil.
 Li fi-n boule tout chabon ni an.
 Degizman ou nan pa ko fini.
 Hotfòm mwen an pi ro.
 Zannimo-m yo lib sou teren an.
 Kann nou yo bèl rotè kouliè-a.

STUDENTS

Liv pa-m yo bon toujou.
 Teren pa ou la pi gro.

L. Put the following sentences in the given tenses.

SENTENCES

Fè kou ou fè, li pa bon. (ta)
Nou manje kont manje nou. (a)
Se dwe malad li malad. (te)
Se dwe pati yo blije pati. (va)
Malad la plenyen kont plenyen ni yè swa. (te)
Gad yo al sou chan d-ti epi yo tire kont tire yo. (va)
Se dwe sele 1-ap sele chwal blan an. (te)
Chofè kou kay la chofe, nou frèt toujou. (a)
Poul la pike, m manje tout. (ta)
Lè n-al nan lanmè; nou naje kont naje nou. (te)
Se dwe pati msye-a pati. (va)

STUDENTS

Fè kou ou ta fè, li pa ta bon.
N-a manje kont manje nou.
Se dwe malad li te malad.

II. DIALOGUE

A Little Chat on Education and History

Mr. Jones, an American missionary, meets Mr. Jean-Baptiste, a history professor, at the Lycee National. Listen to part of their conversation.

J.B.: I hear them say a lot of good things about you, Pastor Jones. I congratulate you on the great amount of good you are doing for the peasants.

Jones: That's nothing, Professor Jean-Baptiste, they are a very good people.

J.B.: Yes, that's true, and the work you are doing is very necessary because the people need a lot of help.

Jones: And they are very grateful. They show me they have great consideration for me and that encourages me to do all I can for them.

J.B.: Particularly the population of the frontier zone. Their situation is not good at all, because the land is poor and it doesn't give them enough to live on.

Jones: It's because of this I chose that zone which needs more help than many other places.

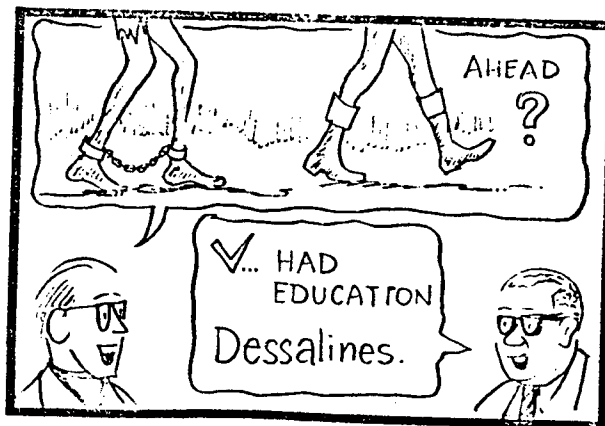
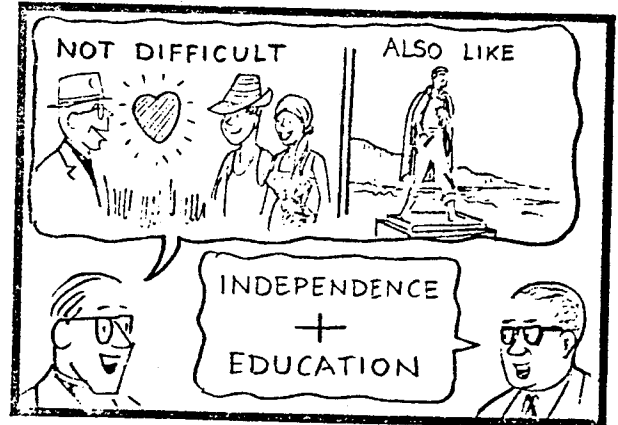
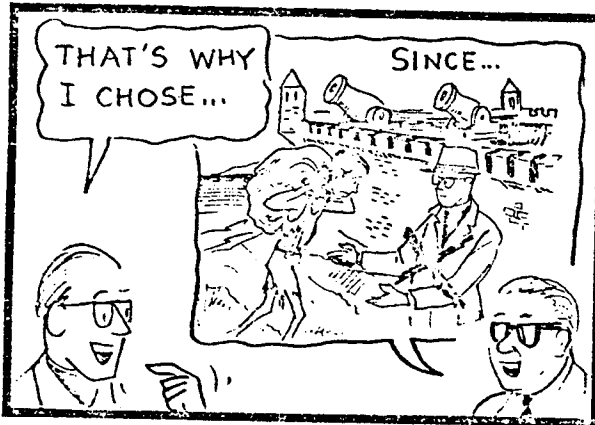
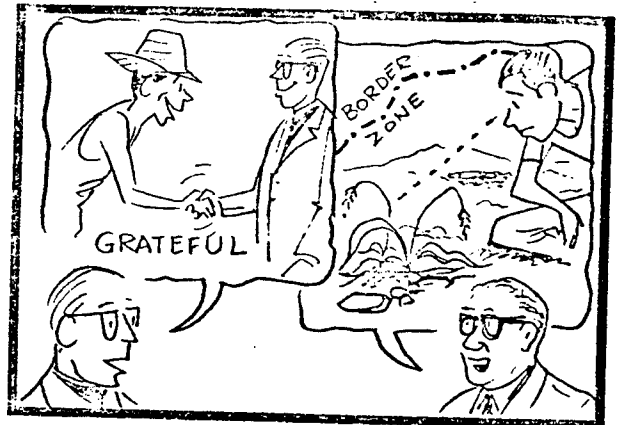
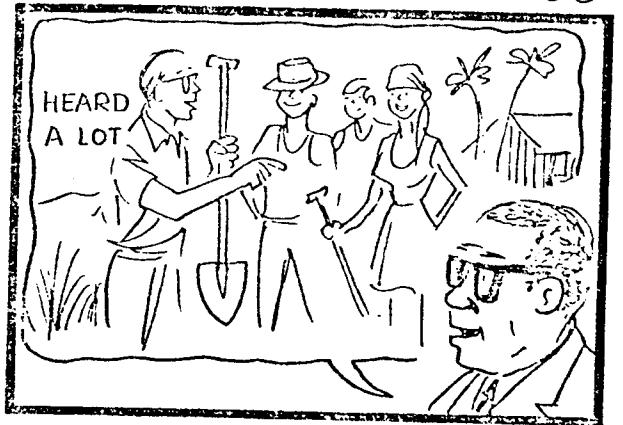
J.B.: That class (peasants) has not prospered at all since colonial times. Perhaps it's because they don't always find missionaries like you.

Jones: It's not difficult to serve the people when you like them; and I like the history of the country too.

J.B.: Independence is not enough to remove a people from slavery. It is education that teaches them what they need to save themselves.

Jones: Is that why the freedmen were always ahead of the former slaves?

J.B.: Yes. It's because they already had education when Dessalines proclaimed the independence of the country.



Ti koze sou Edukasyon ak Istwa

M. Jones, misyonè ameriken an, kontre msye Janbatis, profesè istwa nan Lise Nasionnal. Koute yon pati nan konvèsasyon yo.

Jan.: M tandè yo di anpil byen sou ou Pastè Jones. Mwen felisite ou pou kantite byen ou ap fè pou peyizan yo.

Jones: Se pa anyen, profesè Janbatis, pèp la se yon trè bon pèp.

Jan.: Wi, se vre, e travay ou ap fè-a trè nesèsè, pase pèp la bezwen anpil èd.

Jones: Epi yo trè rekonesan. Yo montre-m ke yo gen anpil konsiderasyon pou mwen, e sa ankouraje-m fè tou sa m kapab pou yo.

Jan.: Sutou popilasyon nan zòn frontyè-a. Afè yo pa bon menm, pase tè-a chich, e li pa ba yo ase pou viv.

Jones: Se poutèt sa m te chwazi zòn sa-a ki bezwen plis èd pase anpil lòt kote.

Jan.: Klas sa-a pa prospere pyès depi sou tan lakoloni. Se petèt pase yo pa toujou jwenn de misyonè tankou ou.

Jones: Se pa difisil pou sèvi peup la lè ou renmen li, epi m renmen istwa peyi-a tou.

Jan.: Indepandans pa kont pou wete yon pèp nan esklavaj. Se edukasyon ki pou montre-l sa li bezwen pou-l sove tèt li.

Jones: Eske se sa ki fè afranchi yo te toujou devan ansyen esklav yo?

Jan.: Wi Se pase yo te deja gen edukasyon lè Desali-n te deklare indepanmans peyi-a.

Dialogue Buildup

istwa
 edukasyon
 ti koze
 Ti koze sou edukasyon ak istwa.

history
 education
 little chat
 A little chat on Education
 and History.

Lise Nasional
 profesè istwa Lise Nasional

Lycee National, College
 for boys in Port-au-Prince
 a history professor at the Lycee
 National

msye Janbatis, profesè
 istwa Lise Nasional
 misyonè ameriken an
 kontre
 M. Jones, misyonè ameriken an,
 kontre msye Janbatis, profèsè
 istwa nan Lise Nasional.

Mr. Jean-Baptiste, a history
 professor at the Lycee National
 the American missionary
 to meet
 Mr. Jones, an American missionary,
 meets Mr. Jean-Baptiste, a history
 professor, at the Lycee National.

konvèsasyon
 yon pati nan konvèsasyon yo
 Koute yon pati nan konvèsasyon yo.

conversation
 a part of their conversation
 Listen to part of their conversation.

sou ou
 anpil byen sou ou
 yo di
 tande
 M tande yo di anpil byen
 sou ou, pastè Jones.

on you, about you
 lot of good things about you
 they say
 to hear
 I hear them say a lot of good things
 about you, Pastor Jones.

peyizan yo
 ou ap fè pou peyizan yo
 kantite
 kantite byen ou ap fè pou
 peyizan yo
 felistite
 Mwen felisite ou pou kantite
 byen ou ap fè pou peyizan yo.

the peasants
 you are doing for the peasants
 quantity, great amount
 great amount of good you
 are doing for the peasants
 to congratulate
 I congratulate you on the great
 amount of good you are doing for
 the peasants.

yon pèp
 yon trè bon pèp
 pèp la se yon trè bon pèp
 profesè Janbatis
 se pa anyen
 Se pa anyen, profesè Janbatis,
 pèp la se yon trè bon pèp.

a people
 a very good people
 they are a very good people
 professor Jean-Baptiste
 that's nothing
 That's nothing, Professor Jean-
 Baptiste, they are very good people.

anpil èd
 pase pèp la bezwen anpil èd
 trè nesèsè
 e travay ou ap fè-a trè
 nesèsè
 wi, se vre
 Wi, se vre, e travay ou ap
 fè-a trè nesèsè, pase pèp
 la bezwen anpil èd.

lot of help
 because the people need a lot of help
 very necessary
 and the work you are doing
 is very necessary.
 yes, it's true
 Yes, that's true, and the work you
 are doing is very necessary because
 the people need a lot of help.

rekonesan
 Epi yo trè rekonesan.

grateful
 And they are very grateful.

m kapab
 tou sa m kapab pou yo
 ankouraje
 e sa ankouraje-m fè tou
 sa m kapab pou yo
 konsiderasyon
 yo gen anpil konsiderasyon
 pou mwen.
 yo montre-m
 Yo montre-m ke yo gen anpil
 konsiderasyon pou mwen,
 e sa ankouraje-m fè tou sa
 m kapab pou yo.

I can
 all that I can for them
 to encourage
 and that encourages me to do
 all I can for them
 consideration
 they have a lot of consideration
 for me
 they show me
 They show me they have great
 consideration for me and that
 encourages me to do all I
 can for them.

zòn frontyè-a
 Sutou popilasyon nan zòn
 frontyè-a.

the frontier zone
 Particularly the population
 of the frontier zone.

ase pou viv
 e li pa ba yo ase pou viv

enough to live on
 and it doesn't give them
 enough to live on

pase te-a chich
pa bon menm
afè yo pa bon menm
Afè yo pa bon menm, pase
te-a chich, e li pa ba
yo ase pou viv.

pase anpil lòt kote
bezwen plis èd
ki bezwen plis èd pase
anpil lòt kote
m te chwazi zòn sa-a
se poutèt sa
Se poutèt sa m te chwazi
zòn sa-a ki bezwen plis
èd pase anpil lòt kote.

depi sou tan lakoloni
pa prospere pyès
klas sa-a
Klas sa-a pa prospere
pyès depi sou tan lakoloni.

tankou ou
de misyonè tankou ou
yo pa jwenn
yo pa toujou jwenn
se pase
se petèt pase
Se petèt pase yo pa toujou
jwenn de misyonè tankou ou.

istwa peyi-a
m renmen istwa peyi-a
epi m renmen istwa peyi-a tou

ou renmen
lè ou renmen li
pou ou sèvi pèp la lè ou
renmen li
se pa difisil

because the land is poor
not good at all
their situation is not good at all
Their situation is not good at all,
because the land is poor and it
doesn't give them enough to live on.

than many other places
to need more help
which needs more help than
many other places
I chose that zone
it's because of this
It's because of this I chose
that zone which needs more
help than many other places.

since colonial times
not prosper at all
that class (the peasants)
That class (peasants) has not pros-
pered at all since colonial times.

like you
missionaries like you
they don't find
they don't always find
it's because
it's perhaps because
Perhaps it's because they don't
always find missionaries like you.

history of the country
I like the history of the country
and I also like the history
of the country
you like, you love
when you love them
to serve the people when
you love them
it's not difficult

Se pa difisil pou ou sèvi pèp
la lè ou renmen li, epi m
renmen istwa peyi-a tou.

esklavaj
yon pèp nan esklavaj
pou wete yon pèp nan esklavaj
indepandans
indepandans pa kont
Indepandans pa kont pou wete
yon pèp nan esklavaj.

sove tèt li
sa li bezwen pou-l sove tèt li
pou montre-l sa li bezwen
pou-l sove tèt li
edukasyon
Se edukasyon ki pou montre-l
sa li bezwen pou-l sove tèt li.

esklav yo
ansyen esklav yo
te toujou devan ansyen
esklav yo
afranchi yo
se sa ki fè afranchi yo
Eske se sa ki fè afranchi yo te toujou
devan ansyen esklav yo?

indepandans peyi-a
deklare
deklare indepandans peyi-a

Desali-n

lè Desali-n te deklare
indepandans peyi-a
yo te gen edukasyon
se pase yo te deja gen
edukasyon
Wi. Se pase yo te deja
gen edukasyon leu Desali-n
te deklare indepandans peyi-a.

It's not difficult to serve the people
when you like them, and I like the
history of the country too.

slavery
a people in slavery
to remove a people from slavery
independence
independence is not enough
Independence is not enough
to remove a people from slavery.

to save oneself
what they need to save themselves
to teach them what they need
to save themselves
education
It is education that teaches them
what they need to save themselves.

the slaves
the former slaves
were always ahead
of the former slaves
the freedmen
that's why the freedmen
Is that why the freedmen were always
ahead of the former slaves?

the independence of the country
to declare, to proclaim
proclaim the independence
of the country.

Dessalines, national hero, founder of
the Independence of Haiti
when Dessalines proclaimed the
independence of the country
they had education
it's because they already
had education
Yes. It's because they already had
education when Dessalines
proclaimed the independence of
the country.

III. GRAMMAR DRILLS

A. Lexical Variation Exercises

1. Basic sentence:

Yo montre ke yo gen anpil
konsiderasyon pou mwen.
renmen nou anpil
pa gen movez abitud
tre rekonesan
bezwen ed nou
ka fe efò leu se nesese
toujou rive a leu
fe atansyon leu y-ap kondui
ka defann peyi-a
pa fe tròp vites
interese nan tou sa y-ap fe
rekonet sa nou fe yo

Yo montre ke yo gen anpil
konsiderasyon pou mwen.
Yo montre ke yo renmen nou anpil.

2. Basic sentence:

Afe yo pa bon menm.
pecheu yo
pasteu-a
nou
peyizan yo
ou
li
Maria
elev sa-a
bonbadye-a
vwayajeu yo
pasaje yo

Afe yo pa bon menm.
Afe pecheu yo pa bon menm.

3. Basic sentence:

Se sa ki fè afranchi yo te
toujou devan.
 peup la ankouraje travay
 pastè-a ede yo anpil
 esklavaj disparèt nan peyi-a
 yo blije fè chemen koupe
 popilasyon an ap prospere
 peyizan yo rekonesan anpil
 li pèdu tout san ni
 fò nou veye rèd
 m pa gen tan rive a leu
 li pa fè komisyon yo
 fò ou chwazi bon bèt

Se sa ki fè afranchi yo te
toujou devan.
 Se sa ki fè pèp ia ankouraje travay.

4. Basic sentence:

M tande yo di anpil byen sou ou.
 afè ou pa pi mal
 ou te nan kache
 ou konn tire kont
 ou fè anpil efò
 motè sa-a lou
 ou parye di dola ak Chal
 ou renmen fè vitès
 ou bati yon bèl kay
 ou pral nan gagè dimanch
 ou jwenn yon mi-n lò
 yo ranplase ou nan travay la.

M tande yo di anpil byen sou ou.
 M tande yo di afè ou pa pi mal.

5. Basic sentence:

Pèp la se yon bon pèp.
 chabon
 kannon
 motè
 aparèy
 avyon d-chas
 chajman

Pèp la se yon bon pèp
Chabon an se yon bon chabon.

pozisyon
bèt
kalbas
liv
afè

6. Basic sentence:

Li pase nan chemen koupe
pou rive anvan.
bèt la pa fatigue

li kache
veye sa k-ap pase
fè dezòd
rive pi vit
li pa an reta
wè jèn òm nan
bwè dlo nan sous la
li pase bò gagè-a
rive bonè
tounen anvan tout moun.

Li pase nan chemen koupe
pou rive anvan.
Li pase nan chemen koupe
pou bèt la pa fatigue.

7. Basic sentence:

Li chante menm chante li
konn chante-a.
dejeune

danse
koze
dine
lapryè
invite
soupe
manje
chante

Li chante menm chante li
konn chante-a.
Li dejeune menm dejeune li konn
dejeune-a.

B. Grammar Exercises

1. Put the following sentences in the negative form using *pa...pyès*.

AFFIRMATIVE SENTENCES

M wè li yè maten.
 Nou tande sa li di.
 Elèv yo fè atansyon a sa y-ap di.
 Lè nou pral lavil nou fè vitès.
 Jèn òm sa-a konn danse.
 Fi sa-a konn fè manje.
 Pitit fi Anita-a byen.
 Nou pronmnen semenn sa-a.
 Abitan yo kite kajou yo grandi.
 Zafè-m bon.
 Ti-moun yo fè bri.
 Madanm nan suveye pitit la.

NEGATIVE SENTENCES

M pa wè li pyès yè maten.
 Nou pa tande sa li di pyès.

2. Transform the following sentences by using reduplication of the first verbs or adjectives with *kou*.

CUES

Ou cache, m-ap jwenn ou.
 Doktè-a bon, malad
 la mouri.
 Li piti, n-a manje.
 Ou goumen, ou pap genyen.
 Ti bway la util, manman-m voye-l ale.
 Ou rich, ou pa ka achte tout bagay.
 Liv la interesan, m p-ap ka fi-n li li.
 Yo suveye, nèg la sove.
 Mesye yo fò, m ka goumen ak yo.
 Li lèd, m renmen ni.
 Yo mele, yo pa ka pi mele pase nou.
 Li leje, nou pè pote-l.

STUDENTS

Cache kou ou cache, m-ap jwenn ou.
Bon kou doktè-a bon, malad
 la mouri.

3. Replace *anpil* with kont in the following sentences. Make the necessary changes:

CUES

Yo pale anpil.
 Nou manje anpil duri.
 Li chwazi anpil soulye.
 M koze anpil ak Chal.
 Motè-a lou anpil.
 Nèg yo antre nan magazen an, yo vòlè anpil.
 Ti medam yo lèd anpil.
 Pechè yo al sou lanmè, yo pran anpil pwason.
 N-al Pòtoriko nou vizite anpil.
 Ti-moun yo jete kò yo nan pisi-n nan, yo naje anpil.
 Nou monte kabann nou, nou dòmi anpil.
 Asèn ak Andre kontre, yo di anpil betiz.

STUDENTS

Yo pale kont pale yo.
 Nou manje kont duri nou.

4. Put the following sentences in the negative using *pa kont pou*.

AFFIRMATIVE

Indepandans wete
 yon pèp nan esklavaj.
 Avyon sa-a ap pran
 tout pasaje ki la yo.
 Kalbas yo pote dlo pou tout moun sa yo.
 Chajman an fè kamyon an chavire.
 Rive a lè ou ap konn lang nan.
 Edukasyon fè moun gen bon abitud.
 Mouchwa-a wete tout dlo ki nan je ou.
 Misyonè yo okupe pèp la.
 Konn kondui anpeche aksidan rive.
 Chita ou ap repoze ou.
 Fè efò ou a pale lang nan.
 Al lekòl ou a konn tout bagay.

NEGATIVE

Indepandans pa kont pou
 wete yon pèp nan esklavaj.
 Avyon sa-a p-ap kont pou
 pran tout pasaje ki la yo.

5. Answer the following questions by using *se dwe* and reduplication of the given cues.

QUESTIONS AND CUES

RESPONSES

Pou ki Asèn pa vini? (malad)

Se dwe malad li malad.

Pou ki yo pa manje? (pa grangou)

Se dwe grangou yo pa grangou.

Kote ti Jozèf? (kache)

Sa ki fè papa-m pa antre? (koze)

Pou ki ti gason an pa vi-n di-m bonjou? (sal)

Pou ki Maria pa ko rive? (an reta)

Pou ki sa yo pa ka leve motè-a? (trò lou)

Kote msye yo ale? (peche)

Pou ki Makdonal pa retounen nan otèl la? (pati)

Kouman fè nèg la pèdu tout lajan ni? (te parye)

Pou ki mèt boutik la pa ban-m tout kòb mwen? (tronpe)

Pou ki ti Djo pa tounen? (ede yon moun)

6. Insert *pa* in the following sentences to put emphasis on the possessives. Use the short forms as much as possible,

CUES

STUDENTS

Li gen tout afè-1.

Li gen tout afè pa-l

M pran liv mwen yo.

M pran liv pa-m yo.

Chak moun plin kalbas yo, epi y-ale.

Nou fi-n fè komisyon nou bonè.

Sa-a se mouchwa ou.

Pwason-m nan pa bèl.

Chodyè manman-m nan pa bon ankò.

Machandiz mwen yo ap rive ladwann demen.

Grap kenèp li-a pi gro.

Pitit ou yo grandi pi vit.

Pa chofe lèt Asèn nan.

Manto-1 la pi kout.

7. Insert *annik* before the first verb in the following sentences.

CUES

STUDENTS

M`di-1 o revwa.

M-annik di-1 o revwa.

Mande papa ou lajan

Annik mande papa ou lajan

an, 1-a ba ou-1.

an, 1-a ba ou-1.

Ti fi-a tande yon bagay, li kouri al repete-1.
 Ou parèt, tout moun fê sa yo gen pou fê.
 Vini, tout bagay a pase byen.
 Nan peyi nou lontan, ou bese, ou pran lò nan rivyè yo.
 Rale pòt la, l-a fêmen.
 Ti kòmè-a parèt, tout msye yo kouri sou li.
 Bat men, tout ti-moun yo ap kouri vini.
 Gade li nan je si ou vle li suspann fê bri.
 Papa-a wè pwason an, li rale kouto li.
 Maria gade mouchwa li, li pran kouri.

C. Translation

- | | |
|---|---|
| 1. The people living along the border the border are very poor and need a lot of help. | Moun k-ap viv bò/sou frontie yo pov anpil e yo bezwen anpil ed. |
| 2. The peasant takes a short cut on his way to the village market every Friday. | Peyizan an pran/fe yon chemen koupe lè li pral nan mache (nan) bouk la chak/le vandredi. |
| 3. Not one drop of rain fell on the border zone during the last six months. | Pa yon gout lapli pa tonbe nan zon frontie-a pandan sis dènye mwa yo. |
| 4. One of the peasants took calabashes to sell in town one day last week and he came back the next day. | Youn nan abitan yo pran kalbas pou vann lavil yon jou semenn pase-a, epi li tounen lelandmen. |
| 5. The pastor said that the people people are very grateful for the help he has brought them. | Pasteu-a di ke pèp la trè rekonesan pou èd li pote pou yo. |
| 6. There are missionaries of various religions, mostly American Baptists (batis) and Canadian Catholics, in various regions of the country. | Gen misione pluzieu relijion, sutou batis ameriken ak katolik kanadyin nan pluzieu rejyon peyi-a. |

- | | |
|--|--|
| 7. Pastor Jones works hard to help the peasants prosper; that's why they like him so much. | Pasteu Jones travay red pou ede peyizan yo prospere; se sa ki fè (ke) yo renmen ni anpil/tèlman. |
| 8. Story telling is the amusement (distrac tion) that fills up the evenings of most of the peasants. | Tire kont se distraksyon ki plin sware pi fò abitan yo. |
| 9. The former slaves drove out the French and proclaimed their independence. | Ansyen esklav yo chase blan franse yo e yo deklare indepandans yo. |
| 10. The class of freedmen is a class formed form the offspring of Blacks and Whites. | Klas afranchi-a se YON klas ki fòme de pitit nèg ak blan. |

IV. LEKTU

Tezen nan dlo (1)

Se te yon manman ki te genyen yon pitit fi ki rele Maria ak yon pitit gason ki rele Ti Jozèf. Yo te rete sou tèt mon nan. Chak jou manman an voye ti-moun yo ak youn nan ti restavèk yo al chèche dlo larivyè. Lè yo tounen sot nan dlo, tout moun pote dlo sal, sòf dlo pa Maria ki toujou pròp. Tou le jou se menm bagay la. Manman an pa ka konprann pou ki sa. Li di pitit gason-n nan se dwe pase li ret nan dezòd ak ti restavèk yo. Ti Jozèf di-l: "Non manman, m pa nan dezad. Men Maria gen yon abitud voye nou devan pou-l rete dèyè pou kont li. Fè kou m fè li pa vle m rete tann ni. M-a veye-l pou-m wè sa k-ap pase."

Lelandmen tout ti-moun yo al nan dlo. Kou yo fi-n plin kalbas yo, Maria di yo al devan. Y-ale vre. Men Ti Jozèf menm al kache dèyè yon pye bwa ap gade. Li we sè-l la vanse bò rivye-a epi-l pran chante:

Tezen, Tezen, zin nan dlo.
 Tezen, Tezen, zin nan dlo.
 Tezen, bon zanmi mwen, zin.
 Tezen, nan dlo, bon zanmi mwen, zin.

Ti Jozèf wè yon gro pwason ki parèt. Li louvri dlo-a ya! L-annik parèt dlo-a vi-n pròp. Pwason an pale ak ti fi-a. Lè yo fi-n pale kont pale yo, Maria pran dlo, li vire, epi pwason an disparèt nan rivyè-a.

Kou ti gason an wè sè-a ap tounen, li kouri, li pase nan chemen koupe pou rive anvan ni. Li tèlman kouri pi fò dlo-a tonbe. Men, li gen tan rakonte manman an tou sa li wè. Lè manman an tande koze-a li di: "Se byen, m-a regle sa." Lè papa-a vini sot nan jaden, manman an rakonte li tout bagay. Papa-a di: "In ben, fò m-al konn ki pwason sa ki nan rivyè-a ki fè dlo-a vi-n pròp. Jodi-a vandredi. Demen sanmdi. Bay Maria anpil komisyon pou l-al fè lavil demen. M pral koupe bannann pou ba-l vann nan mache tou." Menm lè-a tou li tounen nan jaden ni koupe bannann. Manman an rele Maria, li di-l: "Demen maten m-ap voye ou lavil. Ou a vann bannann pou papa ou, e ou a fè pluzyè lòt komisyon m pral ba ou fè pou mwen." Ti fi-a reponn: "Se byen manman."

Demen maten, Maria leve byen bonè, li sele bèt li, li chaje bannann yo, epi li pati. Li pase bò rivyè-a, li chante menm ti chante-a pou li rele Tezen, gro pwason ki zanmi-n nan. Lè Tezen parèt, li di Maria: "Ou pral lavil. Lè midi sonnen, ou a gade nan mouçhwa ou, ou a wè twa gout san. Ou a konnen se mwen ki mouri." Tezen rantre floup! nan rivyè-a, l-ale.

Kestion

1. Konman yo rele istwa sa-a?
2. Ki sa Tezen yè?
3. Konben pitit manman an te genyen, e konman yo rele?
4. Pa-t gen lòt ti-moun nan kay la?
5. Kote fanmi sa-a te rete?

6. Pou ki sa yo te blije al chèche dlo larivyè?
7. Nan ki sa ti-moun yo al chèche dlo?
8. Ki kalite dlo yo pote?
9. Pou ki sa manman an kwè Ti Jozèf pote dlo sal?
10. Ti gason an konn fè dezòd ak lat ti-moun yo vre?

11. Ki abitud Maria genyen lè l-al nan dlo ak yo?
12. Sa ti gason an di manman-n li pral fè?
13. Kou yo fi-n plin kalbas yo nan rivyè-a lelandmen, ki sa Maria di yo fè?
14. Tout ti-moun yo ale vre?
15. Ki sa Ti Jozèf rete fè?

16. Ki chante Maria te chante?
17. Lè li fi-n chante ki sa ki pase?
18. Lè yo fi-n pale ki sa Maria ak pwason an fè?
19. Ki kote ti gason an pase pou li ka rive lakay anvan Maria?
20. Li pa pale ak pèsonn la li rive, pa sa?

21. Sa manman an fè lè li tande koze sa-a?
22. Ki jou sa te ye?
23. Sa papa-a di li pral fè?
24. Ki sa li mande manman an pou fè?
25. Lè manman Maria di-l pou l-al nan mache, li pa vle ale?

26. Jou samdi sa-a, Maria te leve ta?
27. Ki sa-l fè lè-l leve?
28. Lè li sot lakay li, l-al nan mache tou dwat?
29. Lè Tezen parèt, sa li di Maria?
30. Lè li fi-n pale ak zanmi-n, sa Tezen fè?

V. GRAMMAR AND CULTURAL NOTES

A. *Kont*, adverb or noun can be used without or with a possessive.

1. Without a possessive, *kont* is an adverb and means 'enough', 'sufficiently'

Mwen manje kont.

Li gen kont.

Sa kont.

I have eaten enough.

He (or) she has enough.

That's enough.

Note: When followed by a pronoun *sa kont* means 'that's enough for'.

Sa kont yo.

Sa kont mwen.

That's enough for them.

(They have had enough.)

I have enough (That's enough for me.)

2. When followed by a possessive, *kont* is a bit stronger than 'enough' and means 'very much', 'full need', 'full capacity', 'full possibility', 'full share' of the possessive subject.

Yo gen kont yo.

Li manje kont li.

Mwen tande kont mwen.

They have all they need/
all they can bear.

He/She ate (or) have eaten
all he/she could (eat).

I have heard all I need to
hear. (I don't want to hear more.)

3. Sometimes the possessive is emphasized by insertion of *kò* 'body' between *kont* and the possessive.

N-a bwè kont kò nou.

Yo te dòmi kont kò yo.

Ti nèg la lèd kont kò li.

We'll drink the most we can.

They slept more than enough
(all they could).

The boy is as ugly as can be
(his full share).

4. *Kont* may be followed by a repetition of the verb or the adjective in lieu of *kò*. Compare the following sentences with the preceding ones.

N-a <u>bwè kont bwè nou</u> .	We'll drink the most we can.
Yo te <u>dòmi kont dòmi yo</u> .	They slept more than enough.
Ti nèg la <u>lèd kont lèd li</u> .	The boy is ugly as can be.

5. When used in clauses where the action takes a direct object, *kont* precedes the direct object to mean 'very much', 'a great amount', 'a sufficient amount', 'quantity' or 'number', etc...

Nou tande <u>kont istwa nou</u> .	We have heard a great number of stories (a sufficient quantity).
Makdonal manje <u>kont duri ak roma li</u> .	MacDonald has eaten a great amount of rice and lobster (all the rice and lobster he could eat).

B. *Pyès*

Like *anyen* 'nothing', *pèsonn* 'nobody' (Grammar Notes L. 22-G) and *janm* 'never' (Grammar Notes L. 23-F) *pyès* is another negative that must be doubled by *pa* 'no', 'not'.

1. When *pyès* negates the verb, the construction is as follows: subject + *pa* + verb + *pyès*. It means 'not at all', 'not anything', 'none whatsoever'. In this construction, *pyès* functions as the object of the verb.

M <u>pa tande pyès</u>	I don't hear at all./I don't hear anything.
------------------------	---

2. When *pyès* negates the noun or the pronoun object the constructions are as follows:

subject + pa + verb + *pyès* + noun object.
(or) subject + pa + verb + pronoun object + *pyès*.

It functions then as the negative adjective modifying the noun object or as an adverb modifying the verb in the case of the pronoun object.

M <u>pa tande p es bri</u> .	I hear no noise whatsoever. I don't hear the slightest noise.
------------------------------	--

Madanm nan pa te wè
pyès chapo sou tab la.

The woman saw no (didn't see
any) hat whatsoever on the table.

M pa wè ou pyès depi lontan.

I haven't seen you at all
for a long time.

3. When *pyès* negates the noun subject the construction is as follows:

pyès + noun subject + *pa* + verb.

It means then 'no one', 'not one', 'no...at all' and functions as the negative adjective of the subject.

Pyès moun pa manje jodi-a.

No one has eaten today.

Pyès touris pa vini maten an.

No (not one) tourist has
arrived this morning.

Note: In all above instances, *plès* may be replaced by *kras* with same meanings. However *pyès* is the more common expression.

M pa tande pyès./M pa tande kras.

I don't hear at all.

C. Reduplication with *kou*

Kou is the Creole for the English adverb 'as', 'like'. When used after and before the same repeated adjective or verb, it means 'no matter how', 'no matter how much', 'no matter what'.

Travay kou li travay, li
pa kab fè kont lajan.

No matter how much he works,
he can't make enough money.

Bon kou yo bon, m pa vle yo.

No matter how good they are,
I don't want them.

Fè kou nou fè, nou p-ap
kab pati jodi-a.

No matter what you/we do, you/we
won't be able to leave today.

.. Chè kou-l chè, m-ap
achte-l.

No matter how expensive it
is, I'm buying it.

D. Annik

The best English equivalent for *annik* are the following adverbs, 'uniquely', 'simply', 'merely', 'just', 'only'. *Annik* must precede the verb in order to bear the restriction on the verb and not on the object.

Annik bay madanm nan lèt la,
epi tounen.

Just give the letter to the woman
and come back.

Pwason an annik parèt,
dlo-a vi-n pròp.

The fish just came up and
the water became clear.

Mwen annik gade-l,
epi l-kouri

I simply glanced at him and
he ran away.

Annik rele non ni tou
dousman l-a leve.

Merely call his name softly
and he will awaken.

E. The Water Problem

Water is indispensable to any and all living creatures: human beings, animals, and plants. But, to the peasant in Haiti, it's an element of the greatest importance, because its scarcity really makes it a matter of life or death. It has not always been so though. There was a time when rivers were flowing in all directions and springs spouting from all mountainsides. That was when the mountains were densely forested and every hill covered with bushes and trees. And because the country is all mountainous with very little flatlands, and since it's geographically situated in a zone of heavy tropical rains, the water held by the roots was forced to infiltrate in the ground and create immense water reservoirs which in turn would feed the springs and rivers.

But when the slaves freed themselves, proclaiming their independence and became the new Haitian peasants, they were left by themselves, uneducated, completely ignorant of self-government, hygiene, economy and what is now called ecology. The population swelled up, took to the mountains for shelter and food, and gradually and systematically deforested the whole country without ever replanting one tree for reforestation purposes. With less and less twining roots to hold it on the mountain slopes the topsoil also gradually has been washed away to the sea by the heavy tropical rains whose waters no longer infiltrate in the soil. The result is that the mountain water reservoirs have dried up and so the springs and the rivers, and what is left is an overpopulation living on scanty seasonal crops that depend on the rain.

Most of the few rivers that are still flowing have narrowed to thin trickles of water. But the people living along them or within walking distance, are blessed to have drinking water within reach, although not always clear or clean. It's necessary to say now that what is said to be "within walking distance" for a peasant, may be as distant as 4 or 5 hours each way along stony trails bordered by thorny bushes. The closer to the spring, the cleaner the water is. The farther down from the spring, the more polluted, because the population living upstream, including cattle, satisfy all their needs in the water, not necessarily out of sheer spite, but without the slightest thought of consideration for those living downstream. Water indeed is not pumped or carried to the cattle. They have to be walked every day to the river or to a pond - whatever is within reach - in which they enter to quench their thirst and do everything and it's not unusual to see peasants drinking or bathing a few yards below within sight. Those who have some understanding of the danger to health posed by using infected water for drinking or cooking, make it a rule, when they can, to send for water very early in the morning, around 4 a.m. before the herd of people and cattle begin washing or crossing on their way to the market.

When the stream flows a few feet below the land surface, the Haitian peasant doesn't know how to tap and bring it up to the surface for irrigation. Long level canals, rudimentary water wheels, or hand water pumps are not common sights in Haiti. As a matter of fact, they are altogether ignored, and it's not at all unusual that peasants living along or within reach of deep flowing streams cultivate their lands for seasonal crops that depend on rain. And those are the lucky ones. It cannot be understood or believed how the great number of the less fortunate who live on high plateaus manage with no spring or streams within reach. Each region presents a different characteristic or problem depending on the configuration of the land. Of course they all go on seasonal culture, but how do they get water for drinking and cooking? Here and there on plateaus where the rain waters don't have an easy flow, the concavities in the ground are filled up by the rains and hold the water, a few days or weeks for some, a few months for others. This water is polluted as soon as it touches the ground, and in less than 48 hours it swarms with microscopic life. One or two days later, it's living with grubs and worms. Within a few weeks after human and animals have been coming to it, the water has already turned greenish and stinking. They have to keep coming, but when it becomes really bad, they use a piece of cloth or the tail of their shirt as a rudimentary filter to fill up their jug. This note gives only an idea of the water problem confronted by the Haitian peasant. It's not within its scope to exhaust the problem.

There is no improvement in sight and there won't be any as long as the peasant is not properly educated. And it has to be the right education to teach him how to work and love the earth. It's true that more and more peasant children are

receiving some education, but it's also true that they no longer want to till the earth and they migrate not only to the nearest town, but to the capital as soon as they know how to read and write. More so since the "good earth" can no longer yield enough to satisfy their new ambitions. And they quickly become the scum of the city societies.

The water problem is a tragic one that has inspired quite a few of the best novels for many Haitian writers.

F. *Tire kont* 'Story telling'

There was a time in Haiti, when all children and many adults used to gather in the evening to 'tell stories' before time to go to bed. That was going on in almost every other house in small or large groups, depending on whether few or many neighbors would get together for the occasion. The stories told depicted legendary characters, mostly from Haitian folklore, very colorful and very moral, and they always propose exemplary heroes to the imagination of the excited listeners. The good, the strong and the brave always win while the ugly, the weak, the dirty, the coward are always mocked. Since the repertory of those *kont* 'stories' is necessarily limited, they were retold and reheard time and again but it's always with unabated interest and excitement that the hypnotized audience would get to the 'happy ending' with a deep sigh of relief.

Because the *kont* were primarily meant for youngsters and naive adults, they had a certain educative character aiming at teaching good behavior, good ways and means in various situations, what to do and what not to do. To most children the *lougarou* 'werewolf' is a real creature who roams the country at night and takes away with him whoever ventures out after sunset. The *lougarou* may even be called for children who would not behave, would not want to go to bed, would cry without a good reason and what not. And that senseless dread of an imaginary creature would help the parents keep the children inside at night, make them obey and behave. But, because of the high rate of illiteracy, education never comes to open the eyes of most, and they drag along with them all through life a long string of superstitions that keep them down, prevent them from undertaking what might bring them some money, or make them stupidly bring their meagre earnings to the witchdoctor or the sorcerer. The writer of this note vividly remembers children who would rather consciously wet their bed instead of open their eyes in the dark and reach for the night can that was only three feet away. It was greatly inconvenient to spend the rest of the night in a bath that would quickly cool and there was a spanking coming on waking up the next morning. But all that was so much better than the eventuality of having to face up with the *lougarou*.

And because he lives in the imagination, the dreadful *lougarou* is everywhere, his presence betrayed by the shadow in the corner, the swaying of a shirt, dress or towel, the sinister barking of a dog in the neighborhood, the meowing of the cat on the roof. It must be added that *kont* are always told outdoors and necessarily in the dark, not purposefully though, but because most homes would have only one or two kerosene lamps that are taken from room to room where light is needed. So the darkness would set up the right atmosphere and condition for the listener to imagine anything.

If 'story telling' has had such a great importance in filling up the empty evenings of young and old, it's because not many other entertainments were accessible to a society with a 90% illiteracy rate and a per capita income of \$70.00 a year. Few can read, and of those few can buy a story book or the equivalent. But it costs nothing to listen to a wonderful repertory of stories which constitute the most magnificent blooming of the imagination. While listening to the stories, each listener becomes the hero of the tales and rejoices over the final victory as his very own.

Gradually, new amusements have replaced 'tale telling' in city societies and certain rural societies as well. The custom is slowly disappearing altogether and can be found only in remote areas of the back country. The language in which the *kont* were told had never been a written language and so, it's a rich and wonderful heritage that's being lost because the harshness of modern realities is not propitious to keep an oral tradition alive forever.

VI. VOCABULARY

abitud, n.	habit
afè, zafè, n.	affairs
afranchi, n.	freedman
ankouraje, v.	to encourage
annik, adv.	only, just
ansyen, adj.	former, old, previous, ancient
bèt, n.	mount, beast of burden, animal
bò, n.	side
byen, n.	good
chemen koupe, n. phr.	short cut
chwazi, v.	to choose
deagut, gout, n.	drop
dezod, n.	misbehavior, disorder
disparèt, v.	to disappear
dwe, aux.v.	may
èd, n.	help, assistance, aid
edukasyon, n.	education
esklavaj, lesklavaj, n.	slavery
felisite, v.	to congratulate
floup! exp.	onomatopoeia (floop)
frontyè, n.	frontier, border
gout, degout, n.	drop
indepandans, lindepandans, n.	independence
kache, v.; n.	to hide; hiding
kalbas, n.	calabash
klas, n.	class
koloni, lakoloni, n.	colony
komisyon, konmisyon	errand, shopping

konsiderasyon, n.	consideration
kont, n.	tale
kou, pr.	whatever, no matter what, no matter how
koze, n.; v.	chat; to chat
lakoloni, koloni, n.	colony
landmen, landerllin, lelandmen, n.	the day after
lesklavaj, esklavaj, n.	slavery
lindepandans, indepandans, n.	independence
mouchwa, n.	handkerchief, kerchief, scarf
pa...kras, pa...pyès, neg.	not one, none at all, none, not anyone
pastè, pastè, n.	pastor, minister
peyizan, n.	peasant
pròp, adj.	clean, clear
prospere, v.	to prosper
rekonesan, adj.	grateful
sal, adj.	dirty
san, n.	blood
se sa ki fè, exp.	it's why, that's why
tire kont, v. phr.	tell a story
veye, v.	to watch
ya', exp.	onomatopoeia (ya')
youn nan, n. phr.	one of, one among
zafè, afè, n.	affairs

LESSON 39

AT THE BUS STATION

I. PERCEPTION DRILL

- A. Jodi-a nou pral aprann di tout lè yo.
Gade pandul sa-a.**

Repete apre mwen:

Kouliè-a li unè senk, unè dis, unè e ka. Apre unè e ka, se unè vin, unè vinnsenk epi unè e dmi. Kouliè-a li fè deuzè mwen vinnsenk, apre sa, se deuzè mwen vin epi deuzè mwen-l ka. N-ap fi-n klas sa-a a deuzè mwen dis. Ant deuzè mwen dis e deuzè, li fè deuzè mwen senk.

- B. Reponn kestion yo souple:**

Ki sa sa-a yè?
Ki lè li fè? (or) Ki lè li ye?

- C. Koute, pa repete:**

N-ap mache, n-ap vanse.
A mezu n-ap mache, vanse kote nou prale-a.
A mezu m-ap pale ak nou, nou konprann pi byen.

A mezu y-ap chante, y-ap danse.
O fu e a mezu y-ap chante, y-ap danse.

N-ap manje, nou pa kab pale.
Tan ke n-ap manje, nou pa kab pale.
Tan ke nou la-a, se pou nou travay.
Tan-k nou la-a, se pou-n travay.

Repete:

A mezu n-etudye, nou pale lang nan pi byen.
 O fu e a mezu n-etudye, nou pale lang nan pi byen.
 Tan ke nou la-a, se pou-n travay.
 Tan-k nou la-a, se pou-n travay.

D. Precede the following sentences with *tan ke*:

SENTENCES

... with *tan ke*

N-ap mande, m p-ap ban nou-l.	<u>Tan ke</u> n-ap mande, m p-ap ban nou-l.
Ou travay rèd, ou ankouraje-m.	<u>Tan ke</u> ou travay rèd, ou ankouraje-m.
Ti-moun yo fè dezòd, nou p-ap tire kont.	
Elis la ap vire, aparèy la va mache.	
Peyizan yo pa travay tè byen, yo p-ap prospere.	
Tonton an pa suspann bwè, l-ap malad.	
Ou veye, bèt la p-ap sòti.	
M pa rele ou, pa vini.	
Nou pa fi-n fè komisyon yo, pa tounen.	
Afê-m pa bon, m pa ka vwayaje.	
Planè-a jwenn van, l-ap ret anlè.	
Nou pa fatigue, n-a travay.	

E. Precede the following sentences with *a mezu*:

SENTENCES

...with *a mezu*

N-ap pale, n-ap manje.	<u>A mezu</u> n-ap pale, n-ap manje.
Maria ap mache, l-ap krye.	<u>A mezu</u> Maria ap mache, l-ap krye.
L-ap chante, pwason an ap sòt nan rivyè-a.	
Kòk yo ap goumen, mesye yo ap rele pi fò.	
Indyen yo mouri, panyol yo pran nèg Afrik.	
N-ap vanse, nou wè chodyè-a pi gro.	
Msyè yo ap rame, y-ap chante.	
Ti fi-a ap chofe manje-a, l-ap man j e- 1.	
Nou monte nan mòn, f è pi frèt.	
M-ap desann, chalè-a vi-n pi insupòtab.	
M-ap machande, madanm nan ap di beti z.	
Ou plin kònèt suk yo, n-a fèmen yo.	

F. Koute pa repete:

Lè yon moun yon kote, li pa ka ret an plas, li pa ka ret trankil, li ale vini, li vire tounen, li ale tounen, li monte desann, li bese leve, li leve chita.

Trè souvan, lè yon moun ap monte yon mòn, li tonbe leve pluzyè fwa.

Gen de soulye, lè ou fi-n mete yo, fa ou boutonnen yo. Pou ou wete soulye sa yo, fò ou déboutonnen yo. Si m fè yon bagay, epi l-pa bon, m ka defè-l.

Lè m-ap soti m-abiye mwen. Lè m tounen m dezabiye-m.

Si m vi-n nan klas la, nou kapab di: Men profesè-a parèt. Si m te la, men m pa la kounyè-a ankò, nou kapab di: Profesè-a dlsparèt.

Lè yon bato rive yon kote li debake machandiz yo. Byen souvan li anbake lòt machandiz.

Repete:

Li ale vini.

Li vire tounen.

Li ale tounen.

Li monte desann.

Li bese leve.

Li leve chita.

Li tonbe leve.

Déboutonnen soulye-a anvan ou wete-l.

Pa defè sa-a.

Al dezabiye ou anvan ou manje.

Pwason an disparèt nan dlo-a.

Msye yo anbake pluzyè sak kafe.

G. Give the opposite of the following words by prefixing *de*:**WORDS**

mare

kole

kouvri

monte

OPPOSITE WORDS

demare

dekole

sele
toufe
fòmè
konseye
maske
sèvi
bande

H. Koute pa repete.

Mesye nou konnen kichòy, m pral an Ayiti.

Se vre? Ou prale vre an Ayiti?

Wi, se tout bon. M prale an Ayiti tout bon.

Wi, m prale an Ayiti tout bon vre.

Lè Makdonal rive kote kamyon yo pati-a, li di chofè-a:

Konbyen ou mande pou Linbe?

Se konbyen ou mande pou Linbe?

Pandan y-ap pale-a, yon laliy frape yon ti-moun.

Kan moun ki te la yo wè sa, yo pran rele.

Makdonal tèlman sezi, li pe bouch li. Li pa di krik.

Aprè sa, kou ti-moun nan leve atè-a, tout moun okupe afè yo.

Repete:

M prale an Ayiti tout bon.

M prale an Ayiti tout bon vre.

Se konbyen ou mande pou Linbe?

Tout moun pran rele.

M pe bouch mwen.

I. Add *tout bon* to the following sentences:

SENTENCES

... with *tout bon*

Esklavaj fini nan peyi-a.

Esklavaj fini tout bon nan peyi-a.

Pwason an te disparèt nan dlo-a.

Pwason an te disparèt nan dlo-a tout bon.

Profesè-a ankouraje nou.

Anita pati kite Toma.

M tronpe-m fwa sa-a.

Fatig ap touye nou jodi-a.

Papa ti msye yo te fache yè swa.
 Makak se yon bèt ki lèd.
 M rekonèt madigra sa-a.
 Ti fi Sese-a sanble-l.
 Sezon sa-a, chalè-a insupòtab.
 Brizurye-a ap lapryè.

J. Substitute the following cues for *mwen* in the sentence *Mwen pe bouch mwen*:

CUES

ti fi-a
 tout moun
 nou
 medam yo
 madanm nan
 ti gason an
 ou
 mwen
 kwafè-a
 pratik la
 nou
 li

STUDENTS

Ti fi-a pe bouch li.
Tout moun pe bouch yo.

K. Ask questions using the following statements preceded by *se konbyen*. Make any necessary changes:

STATEMENTS

Ou achte poul sa-a.
 Yo mennen bèt yo.
 Ti-moun yo pote kalbas nan dlo.
 Ou fè komisyon pou madanm ou.
 Nou bay liv yo nan libreri-a.
 Aviasion genyen bonbadye.
 Nou parye.
 Vwayajè yo desann avyon an.
 Manman ou vann sak chabon an.
 Se pou-m pran kòk yo.
 Ti fi-a achte pwason an.
 Ou vann gro mamit duri.

QUESTIONS

Se konbyen ou achte poul sa-a?
Se konbyen bèt yo mennen?

L. Insert *pran* in the following sentences:

SENTENCES

...with *pran*

Kou vòlè-a antre, madanm
nan rele.

Kou vòlè-a antre, madanm
nan pran rele.

Osito ke manman-m soti,
ti-moun yo di betiz.

Osito ke manman-m, soti;
ti-moun yo pran di betiz.

Lò yo mete kòk yo ansanm, youn beke lòt.

Lè mesye yo wè motè-a pa vle mache, yo rame.

Kou chwal la rive nan lakou-a, li karakole.

Osito ke gran moun nan pati, ti gason an ponpe sou kabann nan.

Kou malad la tande doktè-a, li plenyen.

Kou sòlda yo rive sou chan d-ti, yo tire.

Kou nou monte sou chwal la, li voye pye.

Pou ti bway la defann tèt li, li bay manti.

Kou djaz la vini, moun yo danse.

Lò de nèg yo kontre, yo goumen.

II. DIALOGUE

At the Bus Station

MacDonald is going to Limbe. He is at the bus station. He is talking with a bus driver. He is discussing the price and a place for him to sit. Listen to their discussion.

MacDonald: How much do you ask for Limbe?

Driver: The bus to Limbe is seven gourdes. That's what every passenger pays.

MacDonald: Will you take me for five gourdes?

Driver: Are you crazy, Mister? Is it for your handsome face that I have to take you for five gourdes? Everyone pays seven gourdes. If you can't pay, go on foot.

MacDonald: Wow! You confuse me. I don't understand.

Driver: White man, we don't bargain over bus fares.

MacDonald: I didn't know that.

Driver: If you want to see everything better, you must sit in front beside me. They are reserved seats that cost two dollars each.

MacDonald: So, apart from yourself, there are seats for two people in front.

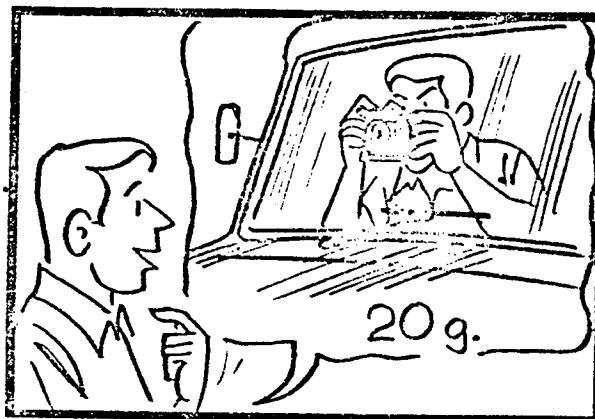
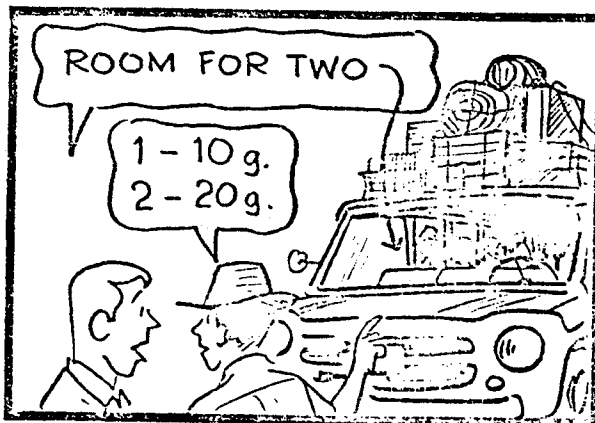
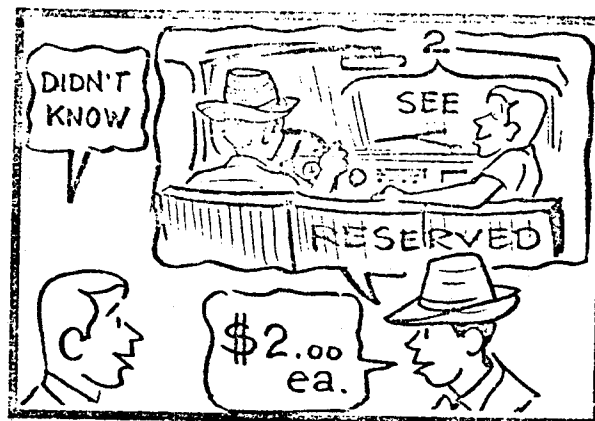
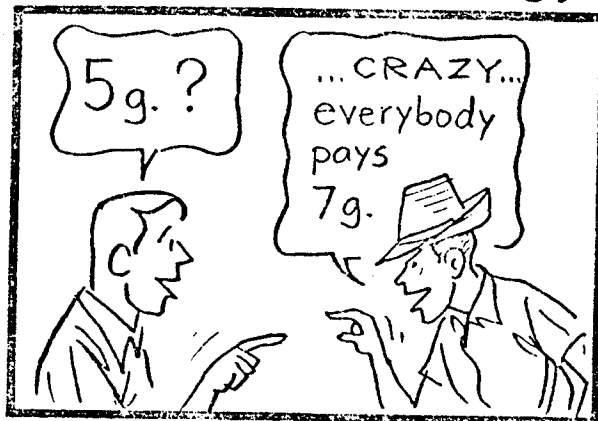
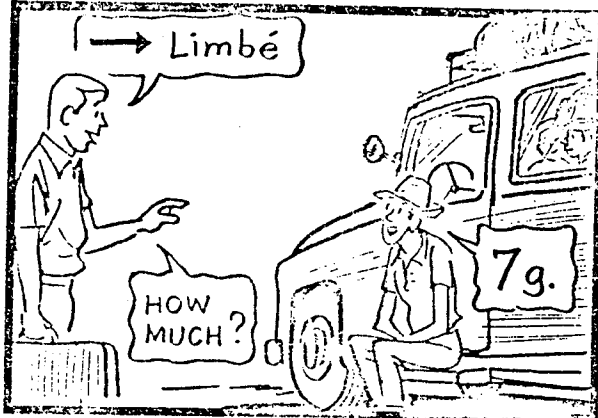
Driver: Yes. If you want to take only one seat, it's ten gourdes you must pay. But, if you want to take both seats to be more comfortable, it's twenty gourdes.

MacDonald: I would like to see everything and I need to take some pictures too. I'll pay the twenty gourdes.

Driver: Well then, get in. I'm leaving at a quarter to ten.

MacDonald: I'm going to buy cigarettes. Don't leave as long as I'm not back.

Driver: My friend, don't make me late.



Nan Stasyon Kamyon

Makdonal prale Linbe. Li nan stasyon kamyon yo. L-ap pale ak yon chofè kamyon. L-ap diskute pri ak kote pou-l chita. Koute diskusyon yo.

Makdonal: Se konben ou mande pou Linbe?

Chofè: Kamyon Linbe se sèt goud. Se sa tout pasaje peye.

Makdonal: Ou ap pran-m pou senk goud?

Chofè: Ou malad, msye! Se pou bèl figi ou la pou-m pran ou pou senk goud? Se sèt goul tout moun peye. Si ou pa kab peye, ale a pye.

Makdonal: Wipip! Ou mele mwen. M pa konprann.

Chofè: Blan, nou pa fè jus pri nan kamyon.

Makdonal: M pa te konnen sa.

Chofè: Si ou vle wè tout bagay pi byen, se devan pou ou chita, kote mwen. Se plas rezève ki koute de dola chak.

Makdonal: Donk, apa ou-menm, gen plas pou de moun devan.

Chofè: Wi. Si ou vle pran yon sèl plas, se di goud pou ou peye. Men, si ou vle pran tou le de plas yo pou ou pi alèz, se vin goud.

Makdonal: M ta vle wè tout bagay, epi m bezwen pran kèk pòtre tou. M-a peye vin goud la.

Chofè: In ben, monte non. M-ap derape a dizè mwen-l ka.

Makdonal: M pral achte sigarèt. Pa pati tan ke m pa tounen.

Chofè: Monchè, pa mete-m an reta.

Dialogue Buildup

Linbe
Makdonal prale Linbe.

Limbe, a city in northern Haiti
MacDonald is going to Limbe.

stasyon kamyon
Li nan stasyon kamyon yo.

bus station
He's at the bus station.

yon chofè kamyon
L-ap pale ak yon chofè kamyon.

a bus driver
He's talking with a bus driver.

pou-1 chita
ak kote pou-1 chita
diskute
diskute pri
L-ap diskute pri ak kote
pou-1 chita.

for him to sit
and where (the place) to sit
to discuss
to discuss the fare (price)
He's discussing the fare and a place
for him to sit.

diskusyon
Koute diskusyon yo.

discussion
Listen to their discussion.

pou Linbe
konben ou mande
Se konben ou mande pou Linbe?

for (the trip to) Limbe
how much you ask
How much do you ask for Linbe?

sèt goud
se sèt goud
kamyon Linbe
Kamyon Linbe se sèt goud.

seven gourdes
it's seven gourdes
the bus to Limbe
The bus to Limbe is seven gourdes.

peye
tout pasaje
tout pasaje peye
Se sa tout pasaje peye.

to pay
all passengers, every passenger
every passenger pays
That's what every passenger pays.

pou senk goud
pran-m
Ou ap pran-m pou senk goud?

for five gourdes
to take me
Will you take me for five gourdes?

malad
Ou malad, msye!

sick
You are sick (crazy), Mister!

pou senk goud
 pou-m pran ou pou senk goud
 figi ou la
 se pou bèl figi ou la
 Se pou bèl figi ou la pou-m
 pran ou pou senk goud?

tout moun peye
 Se sèt goud tout moun peye.

kab peye
 ale a pye
 Si ou pa kab peye, ale a pye.

Wipip!

mele
 Ou mele mwen
 M pa konprann.

nan kamyon
 fè jus pri
 Blan, nou pa fè jus pri nan
 kamyon.

konnen sa
 M pa te konnen sa.

kote mwen
 ou chita
 se devan pou ou chita, kote
 mwen
 pi byen
 tout bagay
 si ou vle wè tout bagay pi byen
 Si ou vle wè tout bagay pi byen,
 se devan pou ou chita, kote mwen.

deu dola chak
 li koute de dola chak
 plas rezève
 Se plas rezève ki koute de
 dola chak.

for five gourdes
 I have to take you for five gourdes
 your face
 it's for your handsome face
 Is it for your handsome face that I
 have to take you for five gourdes?

everybody pays
 Everybody pays seven gourdes.

can pay
 to go on foot
 If you can't pay, go on foot.

Wow!

to confuse
 You confuse me.
 I don't understand.

in bus
 to bargain
 White man, we don't bargain
 over bus fares.

to know that
 I didn't know that.

beside me
 you sit
 you must sit in front,
 beside me
 better
 everything
 if you want to see everything better
 If you want to see everything better,
 you must sit in front beside me.

two dollars each
 that cost two dollars each
 reserved seats
 They are reserved seats that cost
 two dollars each.

devan
pou de moun devan
gen plas
apa ou-menm
Donk, apa ou-menm, gen plas
pou de moun devan.

in front
for two people in front
there are seats
apart from yourself
So, apart from yourself, there are
seats for two people in front.

pou ou peye
se di goud pou ou peye
yon sèl plas
ou vle pran
Wi. Si ou vle pran yon sèl
plas, se di goud pou ou peye.

for you to pay
you must pay ten gourdes
only one seat
you want to take
Yes. If you want to take only one
seat, it's ten gourdes you must pay.

se vin goud
alèz
pou ou pi alèz
plas yo
tou le de plas yo
ou vle pran
Men, si ou vle pran tou le
de plas yo pou ou pi alèz,
se vin goud

it's twenty gourdes
comfortable
for you to be more comfortable
the seats
both seats
you want to take
But, if you want to take both
seats to be more comfortable,
it's twenty gourdes.

pòtre
pran kèk pòtre
epi m bezwen pran kèk potre
tou
m ta vle wè tout bagay
M ta vle wè tout bagay, epi
m bezwen pran kèk pòtre tou.

picture, photograph
to take some pictures
and I need to take
some pictures too
I would like to see everything
I would like to see everything and
I need to take some pictures too.

vin goud la
M-a peye vin goud la

the twenty gourdes
I'll pay the twenty gourdes.

monte
In ben, monte non.

to get in
Well then, get in.

mwen-l ka
a dizè mwen-l ka
derape
M-ap derape a dizè mwen-l ka.

a quarter to
a quarter to ten
to start, to leave
I'm leaving at a quarter to ten.

sigarèt
M pral achte sigarèt.

cigarettes
I'm going to buy cigarettes.

tounen
tan ke
tan ke m pa tounen
pati
Pa pati tan ke m pa tounen.

to return, to come back
as long as
as long as I'm not back
to leave
Don't leave as long as I'm not back.

an reta
mete an reta
Monchè, pa mete-m an reta.

late
make (s.o.) late
My friend, don't make me late.

III. GRAMMAR DRILLS

A. Lexical Variation Exercises

1. Basic sentence:

L-ap pale ak yon chofè kamyon.
yon pasaje
moun ki chita devan an
blan an
twa nèg yo
moun ki te pran pòtre-a
chofè Makdonal la
tout moun
revandèz bò kamyon yo

L-ap pale ak yon chofè kamyon.
L-ap pale ak yon pasaje.

2. Basic sentence:

M-ap peye vin goud la.
si dola-a
katòz goud la
deu goudin an
yon ka pyas la
senkant santim nan
senkant santim ò-a
vinnsenk kòb la
twa ka pyas la
kat dola-a

M-ap peye vin goud la.
M-ap peye si dola-a.

3. Basic sentence:

Se pou bèl figu ou la pou-m
pran ou pou senk goud?
pe
deboutonnen soulye ou la
rezève-l pou ou
ba ou-l pou si goud e ka

Se pou bèl figu ou la pou-m
pran ou pou senk goud?
Se pou bèl figu ou la pou-m pe?

pote ou travèse larivyè-a
 suye pye ou
 sele bèt la pou ou
 peye deu pyas
 goumen nan plas ou
 fè vitès
 bati kay la pou anyen

4. Basic sentence:

Gen kèk bagay ki gen pri fiks.
 koute chè
 pa gen jus pri
 fè moun pè
 bay moun sezisman
 gen bon pri
 pa gen pri fiks
 pa bon pyès
 gen jus pri
 util
 kontrole deja
 pa gen pri

Gen kèk bagay ki gen pri fiks.
 Gen kèk bagay ki koute chè.

5. Basic sentence:

Li pran tou le de pou li Pi alèz.
 pa manke
 wè plus
 gen anpil konfò
 kab pran pòtre
 wè tout bagay
 pa diskute
 ankouraje nèg la
 fè plus efò
 gen plus plas
 ka dòmi
 repoze-l byen

Li pran tou le de pou li pi alèz.
 Li pran tou le de pou li pa manke.

6. Basic sentence:

Pale ak chofè-a.
pastè
doktè
majistra
revandèz
pratik
bòs
profesè
kòdonye
kontrolè
chèf seksyon
manadjè

Pale ak chofè-a.
Pale ak pastè-a

7. Basic sentence:

M-ap voye ou kote kòmè-m
pou mwen.
madan Chal

M-ap voye ou kote kòmè-m
pou mwen.
M-ap voye ou kote madan Chal
pou mwen.

kòdonye-a
machann legum nan
mèt boutik la
manman Asèn
komèsan lavil yo
siryen an
pechè yo
machann pwason an
blan an
mèt magazen an

8. Basic sentence:

Kou ti gason an wè sa, li tonbe leve.
ale tounen
monte desann
bese leve
vire tounen
leve chita
ale vini

Kou ti gason an wè sa, li tonbe leve.
Kou ti gason an wè sa, li ale tounen.

B. Grammar Exercises

1. Change the following sentences to yes - no questions by using *èske*

SENTENCES

Li rele Tidjo.
 Y-al chèche yon chofè taksi.
 N-ap chèche yon otèl.
 Li te bay odyans.
 Yo pote dlo sal.
 Li kite mache-a.
 Sè li-a ap antre nan tè.
 N-ap derape tousuit.
 Plas sa yo se plas rezève.
 Ou fè tout komisyon yo.
 Papa ou pati deja.
 Mouchwa-a sal.

QUESTIONS

Eske li rele Tidjo?
Eske y-al chèche yon chofè taksi?

2. Conjoin the following sentences. Assume that the two events are concurrent.

CUES

Pwason an parèt, papa-a
 rale manchèt li.
 Li tande bri pye-a, li
 rale pòt la.
 Makdonal monte nan kamyon an, li chita kot chofè-a.
 Pwason an parèt, papa Maria touye li.
 Tout moun chita, chofè-a derape.
 Pwason an tande chante Maria-a, li ouvri dlo-a.
 Li rive Linbe, li peye vin goud la.
 Maria rantre lakay li, li chita epi li chante.
 Frè-a tande Maria ap chante, l-al gade sa k-ap pase.
 Ti frè-a wè Maria ap antre nan tè, li pran rele.
 Ti gason an rele, manman ni pa pran ka li.
 Papa a manman an rive, sezisman pran yo.

STUDENTS

Leu/kou/kan pwason an parèt,
 papa-a rale manchèt li.
Lè/kou/kan li tande bri
 pye-a, li rale pòt la.

3. Say the time or the date according to the cues.

CUES

10:50 a.m.
Feb. 2nd, 1967
June 3rd, 1954
2:25 p.m.
in 66
8:05 a.m.
10:00 sharp
today is Friday, March 13
January 1st, 1804
5:45 a.m.
7:35 p.m.
It's midnight here but noon in Africa.

STUDENTS

Li onzè mwen dis du matin.
Le 2 fevrie mil nèf san swasant sèt.

4. Ask the price of the following items using the pattern (*Se*) *Konbyen ou mande pou...madanm?*

ITEMS

pil ze sa yo
gro mamit mayi moulen an

lo patat la
kònèt suk rouj yo
grap kenèp sa-a
makòn mayi ole yo
glòs luil la
liv suk blan an
lonn kaliko-a
lit lèt la
lo pwa kongo yo
pil kafe sa yo.

QUESTIONS

(Se) Konbyen ou mande pou
pil ze sa yo, madanm?
(Se) Konbyen ou mande pou
gro mamit mayi moulen an,
madanm?

5. Replace *si* with *tan ke* in the following sentences.

SENTENCES WITH *si*

...with *tan ke*

Si ou pa manje, ou p-ap sòti.

Tan ke ou pa manje, ou p-ap sòti.

Si ti bway la ede-m, m-a travay.

Tan ke ti bway la ede-m m-a travay.

Si ou pa deboutonnen ni, ou p-ap ka wete-l.

Si ti-moun yo pa te rive, yo pa te manje.

Si nou pa derape, nou p-ap rive kote nou prale-a.

Si yo gen manchèt nan men yo, nèg la p-ap vanse.

Si ou pa pran pòtre mwen, m p-ap deplase.

Si diskusyon sa-a pā fini, travay la ap rete la.

Si m pa janbe rivyè-a, m pa ka konnen si m ka travèse-l.

Si yo pa travèse frontyè, yo nan peyi-a toujou.

Si ou voye je sou ti-moun yo, yo p-ap gen anyen.

Si nou pa gade, nou p-ap konprann sa m-ap di nou an.

6. Insert *pran* in the following sentences.

CUES

STUDENTS

Li kouri pou al lakay li.

Li pran kouri pou al lakay li.

Poul la vire tounen

Poul la pran vire tounen

tankou bèt ki malad.

tankou bèt ki malad.

Ti msye yo diskute, yo pa vle rete.

Nèg la vole sou vil la, epi li bonbade.

Lè madanm nan ap defann pitit li-a, pèsonn pa di anyen.

Kou pasaje yo wè dufeu nan avyon an, yo rele.

Tonton an voye ròch lè ti bway la rele non ni.

Yo rame vit pou yo rive a lè.

Kou mwen vire, ti-moun yo ponpe sou kabann nan.

Kan nou tande valè-a, nou rele anmwe.

Lè ti jèn òm yo bwè, yo pa konn suspann.

Lè asasen an tue, se pa de moun ki pase.

C. Ask questions that would elicit the following statements.

STATEMENTS

Li prale lavil paske fò li achte kèk zouti.
 M mande deu goud pou kann yo.
 Fò ou ban-m sèt goud pou ou chita devan.
 Kamyon O Kap pati a katrè kon sa.
 Bank la ouvri a neuvè.
 Li mande charite paske li grangou.
 Fò ou ban-m di goud pou ou chita kote mwen.
 Kamyon an ale Linbe.
 Se pou ou chita devan ak chofè-a.
 Yo rete sou tèt mòn nan.
 M te pale ak yon moun ki sot O Kap.
 M chita ak yon gran moun ki pa kab tande anyen.
 Yo ban-m anpil bannann ak fig.
 Nèg sa-a ka vann ou kèk bagay an akajou.

QUESTIONS

Pou ki (sa) li prale lavil?
 Konben ou mande pou kann yo?

D. Response Drill (use *èske* when possible).

- | | |
|---|--|
| 1. Say that you're happy. | M kontan. |
| 2. Ask me whether I'm happy. | Eske ou kontan? |
| 3. Ask me whether Anita is greedy. | Eske Anita gen gro je? |
| 4. Ask me whether he was a doctor. | Eske li te doktè? |
| 5. Ask me if I'm not happy. | Eske ou pa kontan? |
| 6. Say that she's not poor. | Li pa pòv. |
| 7. Ask if they're not liars? | Eske yo pa mantè? |
| 8. Say that she's not greedy. | Li pa gen gro je. |
| 9. Ask me if they didn't go to see the
cockfights. | Eske yo pa t-al wè
batay kòk la? |
| 10. Ask me if I didn't used to
go to see cockfights. | Eske ou pa te konn al
wè batay kòk? |
| 11. Ask me if they didn't used to go
to fetch water. | Eske yo pa te konn al
chèche dlo? |

IV. LEKTU

Tezen Nan Dlo (fen)

Lè Maria wè Tezen disparèt nan rivye-a, li vire, li pase sou yon ti pon pou travèse rivye-a, epi l-al lavil. Li prese pou-l vann bannann yo vit vit ak revandèz, epi fè komisyon manman ni yo pou-l ka tounen bonè.

Yon ti moman apre Maria te pati pou al nan mache-a, solèy la leve. Papa-a leve Ti Jozèf a lòt ti-moun ki te ret ak li yo, epi li di yo: "Nou pral nan dlo". Lè yo rive bò larivyè-a, dlo-a te sal. Yo voye je, yo pa wè okinn pwason. Papa-a di pitit gason-n nan pou li chante menm chante Maria konn chante bò dlo-a. Ti Jozèf pran chante:

Tezen, Tezen, zin nan dlo.
 Tezen, Tezen, zin nan dlo.
 Tezen, bon zanmi mwen, zin.
 Tezen nan dlo, bon zanmi mwen, zin.

Menm lè-a dlo-a louvri ya!, epi yon gro pwason parèt. Kou-l parèt, papa-a rale manchèt li li touye pwason an. Dlo-a te vi-n pròp. Tout ti-moun yo plin kalbas yo, papa-a chaje pwason an sou do li, epi yo rantre lakay. Manman an kwit pwason an. Li kite yon bèl plat manje pou ti fi-a. Tout moun manje vant deboutonnen.

Ti fi-a menm te fi-n vann bannann yo, li te pase kote kadonnie-a pou pran soulye manman-n yo, men li pa-t fi-n fè tout komisyon yo. Lè li tande midi sonnen nan legliz nan bouk la, li tankou li gen yon bagay ki pran ni. Li sonje sa Tezen te di li. Li gade mouchwa li, epi li wè twa gout san. Li tonbe krye, epi li pran kouri. Tout tan l-ap kouri l-ap krye, jouk li rive lakay li. Lè li rive, li suye je li, li bay papa li lajan bannann yo, epi li bay manman ni komisyon li te gen tan fè yo. Manman an di-l: "Men manje mwen kite pou ou." Li pran manje-a, li pase dèyè kay la ak li. Li pran yon ti chèz, li chita, epi li pran chante:

Tezen, Tezen, zin nan dlo.
 Tezen, Tezen, zin nan dlo.
 Tezen, bon zanmi mwen, zin.
 Tezen nan dlo, bon zanmi mwen, zin.

Lè Ti Jozèf ki jouda tande sè-l la ap chante chante li konn chante bò dlo-a, li pase dèyè kay la. Li wè sè-l la k-ap antre nan tè ak tout chèz la, a mezu l-ap chante. Li rele: "Manman! Manman! Kouri vi-n wè!" Manman an pa pran ka li. Lè li wè sa,

li kouri al kote manman ni epi li di: "Manman! Manman! Men sè-m nan ap antre nan tè!" Manman an reponn ni: "Pe bouch ou la! Kote ou konn tande moun antre nan tè?" Ti gason an pe bouch li, men li pè, li ale dèyè kay la ankò. Lè li wè sè-a rantre nan tè jus nan lestonmak, li pran kouri al jwenn papa li fwa sa-a: "Papa! Papa! Papa! Men sè-m ap antre nan tè. Li rive jus nan lestonmak." Papa-a di-l: "Ti inbesil, sa ou ap rakonte la-a? Kote ou konn wè sa? Al chita!" Ti gason an pa konn sa pou li fè ankò. Li ale vini, li vire tounen, li pase dèyè kay la ankò yon twazièm fwa. Li wè se pwent tèt Maria ki rete deyò. Li tèlman sezi, li pa fouti deplase. Li rele: "Papa! Manman! Papa! Manman! Men Maria ap fi-n antre nan tè. Se pwent tèt li sèlman ki parèt!" Lè yo tande Ti Jozèf, yo kouri vi-n wè. Sezisman pran yo tou. Se yon ti très cheve Maria ki te parèt. Papa-a kenbe très cheve-a, epi li rale. Se très cheve-a sèlman ki vi-n jwenn ni. Maria fi-n disparèt nan tè nèt. Yo pa kab fè anyen pou li ankò. Li te trò ta.

KESTION

1. Lè Tezen disparèt nan dlo-a, ki sa ti fi-a fè?
2. Lè Maria te pati al nan mache-a, solèy te leve dèjà?
3. Lè solèy leve, ki sa papa-a fè?
4. Kouman dlo larivyè-a te ye jou sa-a?
5. Pou ki papa-a mande Ti Jozèf pou-l chante chante sè-l la konn chante-a?
6. Lè ti gason an fi-n chante, sa ki rive?
7. Sa papa-a fè lè sa-a?
8. Ki sa li fè ak pwason li touye-a?
9. Sa sa vle di-l, tout moun manje vant deboutonnen?
10. Lè soulye yon moun deboutonnen ki sa pou li fè? (boutonnen ni)
11. Ki sa manman ti fi-a te voye-l fè kote kòdonye-a?
12. Lè midi sonnen, ki sa Maria fè?
13. Lè li wè san an nan mouchwa li, ki sa-l fè?
14. Pou ki sa li suye je li lè li rive lakay li?
15. Li te fi-n fè tout komisyon manman-n yo?
16. Lè manman an bay Maria plat manje li, sa pitit fi-a fè?
17. Lè Jozèf tande Maria ap chante dèyè kay la, sa li fè?
18. Ki sa li wè?
19. Lè li wè sa, sa li fè?
20. Ki sa manman ni reponn ni?

21. Lè ti gason an tounen dèyè kay la, ki sa li wè?
22. Li rele manman-n ankò?
23. Sa li di papa-a?
24. Papa-a kwè sa-l di-a se vre?
25. Lè papa-a di Ti Jozèf al chita, l-al chita vre?

26. Lè li pase twazièm fwa dèyè kay la, ki sa li wè?
27. Se kouri li kouri al rele manman-n ak papa-l?
28. Lè yo vini, ki sa papa-a fè?
29. Li rive wete Maria nan tè-a?
30. Se yon istwa ki rive tout bon vre?

V. GRAMMAR NOTES

A. Conjunctions of time

Where the embedded clause serves as complement of time to the main clause, one uses the following conjunctions of time.

1. *lè, lè, lò* 'when'

Li rive lakay li lè
papa-l tuye pwason an.

She arrived at her house when
her father killed the fish.

2. *pandan* 'while'

Li rive lakay li pandan papa-l
ap tuye pwason an.

She arrived home while her
father was killing the fish.

3. *anvan, avan* 'before'

Li rive lakay li anvan/ avan
papa-l tuye pwason an.

She arrived home before
her father killed the fish.

4. *apre* 'after'

Li rive lakay li apre papa-l
te fi-n tuye pwason an.

She arrived home after her
father had killed the fish.

5. *jouk, jus* 'until'

Li kouri jouk/jus li bouke.

She ran until she was tired out.

6. *tan-k, tan ke* 'as long as'

M pap vini tan-k/tan ke
li rete isit.

I won't come as long as
he stays here.

7. *kou* 'just when', 'at that
particular time', 'as soon as'

Kou ou fè koub la ou a
jwenn Linbe.

Just when you come out of
the curve, you'll find Limbe.

B. *Pran* preceding another verb.

When *pran* precedes another verb--in a clause that is followed by a completive action--it plays the role of an auxiliary and means 'to (suddenly) begin/start to'. This implies that much of the action is to be done.

Tifi-a pran chante.

The girl (suddenly) began to sing
(and sang, and sang, and sang).

Nèg la pran kouri.

The man (suddenly) began to run
(and kept running for sometime).

Medam yo pran rele.

The woman began to yak
(and didn't shut up for hours).

Remember that *pran* means 'to take' when followed by a noun.

Li pran liv la.

He takes the book.

Beware of identical verb and noun. The content or inflection of voice tells the difference.

Ti gason an pran manje (v.)

The boy begins to eat.

Ti gason an pran manje (n.)

The boy takes food.

C. Combination of two opposite action verbs.

Certain Creole expressions are made of two opposite action verbs, and express indeterminacy, irresolution, like a child who doesn't know what to do, but cannot stay still, or someone who's impatient of waiting, but can't decide whether to leave or wait longer. Generally the English would use two opposite adverbs with the same verb. However, in some instances two different verbs may be used.

ranje/deranje

to range, to place/to
disarrange, to misplace

maske/demaske

to mask, to disguise/to
unmask, to show up

In front of a verb beginning with a vowel, the prefix is dez

aprouve/dezaprouve

to approve/to disapprove

abiye/dezabiye

to dress/to undress

uni/dezuni

to unite/to disunite

Not all prefixes de express opposite action.

pase/depase	to pass/to overtake
koupe/dekoupe	to cut/to cut out, to cut up
pale/depale	to speak/to speak nonsense
twin/detounen	to return/to entice, to allure from

D. *Pa*, preposition 'by/per' versus *pa*, negative adverb 'not'

1. The preposition *pa* 'by/per' follows a verb while the negative adverb *pa* 'not' precedes the verb.

Li <u>pa</u> konprann.	He doesn't understand.
Yo <u>pa</u> kòmanse travay.	They have <u>not</u> begun to work.
Albè kòmanse <u>pa</u> brose dan-n.	Albert begins <u>by</u> brushing his teeth.
Li rive <u>pa</u> Pann Amerikann.	He arrived by Pan American.
Li pa vini pa Er Frans.	He didn't come by Air France.

2. The preposition *pa* is often given the French pronunciation '*par*' by those who have a minimum of education.
3. See L. 13, Grammar Notes D, for the exception when the negative adverb *pa* follows the verb *se*.

E. The prefix *re* versus the adverb *ankò*.

To indicate repetition of action, the adverb *ankò* 'again' may be used with any and all verbs both in Creole and English. The prefix *re* can also be used for the same purpose but with only some verbs, also just like in English.

fè; fè <u>ankò</u> , refè	to do, to do again, to redo
plante; plante <u>ankò</u> , replante	to plant; to plant <u>again</u> , to replant
vann; vann <u>ankò</u> , revann	to sell; to sell <u>again</u> , to resell
di; di <u>ankò</u> , redi	to say; to say <u>again</u> , to resay

The student is advised to use *re* with only the verbs he already knows can take it. Otherwise, he should use *ankò*.

Some verbs, however, take the prefix *re* or use *ankò* in Creole but are translated by the opposite term in English.

pati; repati	to leave; to leave again
pale; repale	to speak; to speak again
ekri; ekri <u>ankò</u>	to write; to rewrite

VI. VOCABULARY

a, ak, prep.	with
ale vini, v. phr.	to go back and forth
alèz, adj.	at ease, comfortable
a mezi, a mezu, o fu e a mezu, o fu e a mezi, adv.	as, in proportion as, simultaneously and gradually, at the same time
anbake, v.	to embark, to load
boutonnen, v.	to button
cheve, cheve, n.	hair
chèz, n.	chair
deboutonnen, v.	to unbutton, to unfasten
defè, v.	to undo
deplase, v.	to move, to displace
derape, v.	to weigh anchor, to get started
dezabiye, v.	to undress
diskusyon, n.	discussion
diskute, v.	to discuss
e ka, exp.	a quarter past.....(time)
kodak, n.	camera
kòdonye, n.	shoemaker
kote, prep.	to the place, at the place
lestomak, lestonmak, n.	stomach
manchèt, n.	machete
monte desann, v. phr.	to go up and down
mwen-l ka, exp.	quarter to.....(time)
nèt, adv.	completely, entirely, all
o fu e a mezu, o fu e a mezu, a mezi, a mezu, adv.	as, in proportion as, simultaneously and gradually, at the same time

pandul, n.	clock
pe, pe bouch + pers. pron., v. phr	to shut up
plat, n.	platter, serving plate
pon, n.	bridge
pòtre, n.	photograph, picture
pwent, n.	extremity, end, point
pran, aux. v.	to start, to begin doing something
pran ka, v. Phr.	to pay attention
reta, n.	delay, lateness
revandèz, revandèz, n.	retailer
rezève, v.; adj.	to reserve, reserved
sezi, v.; adj.	to surprise, to astonish; surprised, astonished, seized, bewildered, stricken
sezisman, n.	astonishment, bewilderment
suye, siye, suiye, v.	to wipe
tan-k, tan ke, conj.	as long as
tout bon, adv.	really
travèse, v.	to cross
très, n.	tress, lock of hair
vant, n.	stomach, belly, abdomen
vire tounen, v. phr.	to turn around
voye je, v. phr.	to look, to have a glance, to watch

LESSON 40

I. ORAL REVIEW OF LESSONS 36 AND 37

A. Answer the following questions in the negative, using *pa...janm...pèsonn*:

QUESTIONS

Ki moun ou te wè?
Ale wè makòmè ou non?
Ou te di yo machann nan la?
Li tande yon moun ap vini?
Kilès Tidjo te bay chapo-a?
Sedieu te zanmi msye?
Ki lè ou pral kay moun yo?
Se chofè-a yo te di sa?
Ki moun ou te tande kap pale?
Ou a ba yo nouvèl la?
Gen moun ki vini yè?
Ou te di moun sa?

ANSWERS

M pa te janm wè pèsonn.
M p-ap janm ale wè pèsonn.

B. Add to or insert *fini/fi-n* in the given sentences:

SENTENCES

Gade madigra, epi tounen lakay.
Lè ou a manje, al achte sigarèt.
Ranje oto-a, desann lavil.
Fè ekzesis, ale lekòl.
Lè ou travay, vi-n repoze ou .
Manje, epi bwè dlo.
Lè ou etudye, ale jwe.
Abiye ou, annou sòti.
Leu ou li liv la, bay profesè-a li.
Pale ak chofè-a, ale jwenn manadjè-a.
Mwen te dejene, m te tounen nan buro-m.
Lè yo achte, se pou yo pati tousuit.

RESPONSES

Fini/fi-n gade madigra, epi tounen lakay.
Lè ou a fini/fi-n manje, al achte sigarèt.

**C. With the following cues make complete sentences on the pattern
Se.... + verb + repetition of the verb:**

CUES

ap pati (mwen)
 tap manje (li)
 pa te wè-l (ou)
 tounen (yo)
 tap dòmi (ou)
 pa vle (ou)
 ap travay (nou)
 tap pase (moun nan)
 jwenn ni (li)
 te ba li-l (ou)
 ap gade (yo)
 kontan kon sa (li)

SENTENCES

Se pati m-ap pati.
Se manje li tap manje.
 Se wè ou pa te wè-l.

D. Fill the blank with *osito* or *osito ke*:

CUES

Avyon an pati ____ li fi-n chaje.
 ____ li fi-n achte, Anaiz tounen nan mòn.

Ti gason an al lekòl ____ li fi-n dejene.
 Makdonal al dòmi li dezabiye-l.
 ____ li sòti nan patrouy, sèjan an al fè rapò-l.
 Fè nwa ____ solèy la disparèt
 Livè kòmanse ____ lotòn fini.
 Tijo rete dousman ____ papa-l parèt.
 Ti-moun yo al jwe ____ yo sòt lekòl.
 ____ avyon an ateri, pasaje yo debake.
 Vini wè m ou retounen.
 ____ m fini, m-a pote-l pou ou .

SENTENCES

Avyon an pati osito (ke) li fi-n chaje.
Osito (ke) li fi-n achte, Anaiz tounen
 nan mòn.

E. Reply using the second of the choices offered:

.. QUESTIONS

Sa ou pito bwè, dlo ou duven?
 Sa yo pito bwè, lèt ou ronm?

ANSWERS

M pito bwè duven.
 Yo pito bwè ronm.

Sa ou pito, ronma ou poul?
 Sa yo pito, ale nan yon gagè ou ale nan yon muze?
 Sa ou pito, manje pwa rouj ou pwa kongo?
 Sa ou pito, pale franse ou angle?

F. The voice on the tape will express a wish. Grant that wish by using a sentence with *mèt*.

WISH

M pito ale nan mòn jodi-a.
 M pito bwè yon ti gròg.
 Nou pito manje vyann beuf ak duri.
 M pito voye ti-moun yo al chèche lèt la.
 Nou pito rete isit aswè-a.
 Nou pito tann jus yo tounen.
 M pito pale kreyòl.

WISH GRANTED

Ou mèt ale nan mòn jodi-a.
 Ou mèt bwe yon ti grog.

G. Transform the following sentences by using *Se pa deu*. Make the necessary changes:

CUES

Yo te gen traka ak lapolis.
 Li manje anpil yè maten.
 Nèg la pèdu anpil cheve.
 Nou te alèz pou vwayaje.
 Makdonal pran pluzyè pòtre sou rout Linbe.
 Mesye yo diskute sou tout rout la.
 Nou fè anpil vire tounen lavil la.
 Siryen an fè move zafè jodi-a.
 Lè m wè moun mwen yo, m kontan.
 Gen anpil misyonè andeyò.
 Ameriken yo ban nou ad.

STUDENTS

Se pa deu traka yo te gen ak lapolis.
Se pa deu manje li manje yè maten.

H. Insert *jouk* in the following sentences:

SENTENCES

Ti gason an gade ti fi-a rantre nan tè.

...with *jouk*

Ti gason an gade jouk
 ti fi-a rantre nan tè.

Kamyon Plezans la ap derape a
uitè du swa.

Ti msye yo al Sen Mak a pye.

Nou rive a deuzè.

Papa-m al O Kap.

Pòtre-a kay matant mwen.

Kòdonye-a rete nan bouk.

Pratik la ap tounen semen prochen.

Yo fe chemen koupe, yo rive kote yo prale-a.

Misyonè yo ap travay bò frontie-a.

M-a retounen aswè-a.

Ti fi-a al fè komisyon an pou mwen nan pòtay.

Kamyon Plezans la ap derape,
jouk a uitè du swa.

I. Ask questions using the pattern *Kouman fè...or Kouman...fè...and the cues:*

CUES

Medam yo la-a toujou.

Kodonie-a pa ba ou soulye-a.

Tout moun pe.

Se trè Maria sèlman ki parèt.

Bòn nan poko suye chèz yo.

Depi m vini nou pa pran ka-m.

Gen bagay ki gen pri fiks.

Kamyon Jakmèl la gen tout reta sa-a.

Abitan zòn frontyè yo pa prospere pyès.

Pechè sa yo pa konn rame.

Nou manke imajinasion.

Vil sa-a san resous.

QUESTIONS

Kouman fè medam yo la-a toujou?/

Kouman medam yo fè la-a toujou?

Kouman fe kadonie-a pa ba ou
soulye-a?

Kouman kodonie-a fè pa ba ou
soulye-a?

J. Use *de/d-...a* or *de...an* according to the cues, to make complete sentences:

CUES

Malad la pi mal. (jou)

Lapli tonbe anpil. (avril, juin)

STUDENTS

De jou an jou malad la pi mal.

Lapli tonbe anpil d-avril a juin.

Nou fè gro banboch .(tan)
 Elèv yo konn pale lang nan pi byen. (semèn)
 N-ap etidye kreyòl isit la tou le jou. (uitè, katrè)
 Ivè dure twa mwa. (desanm, mas)
 Peyi-a ap prospere plus. (ane)
 Gen de blòk. (kay pa-m, kay manman-m)
 Madanm nan ofri kenep. (pot)
 Komesan an voye vann machandiz li yo. (vil)
 Nou te blije tann. (minui, senkè du maten)
 Misyonè-a pase di bonjou. (kay)

K. Translation:

- | | |
|---|--|
| 1. I'm going to the cockpit with a young Haitian. | M prale nan gagè ak yon ti ayisyen. |
| 2. They perform a lot of rituals before they fight the cocks. | Yo fè yon bann seremoni anvan yo bat kok yo. |
| 3. We're asking information. | N-ap mande ransèyman. |
| 4. Your face is not at all unknown to him. | Figu ou pa etranj pou li dutou. |
| 5. They've been in the country five days. | Yo gen senk jou nan peyi-a. |
| 6. They put strength in the head and body of the cocks. | Yo mete fòs nan tet ak nan kò kòk yo. |
| 7. The cock can fly well. | Kok la kapab vole byen. |
| 8. That's called magic too. | Sa rele senp tou. |
| 9. That fellow is passing the cock between his legs. | Neg sa-a ap pase kòk la nan mitan janm ni. |
| 10. What are they putting under the wings? | Sa y-ap mete anba zel yo? |
| 11. That's to give him the strength to fight. | Se pou ba li fòs pou li goumen. |
| 12. He took a little drink to win the battle. | Li pran yon ti gròg pou li gen batay la. |

II. INDEPENDENT STUDY

Tape No. 40-A

A. Men uit mo ke nou pa ko tande an kreyòl (see vocabulary).

Repete yo.

anba chal
bòkò bòks
egziste
kangourou
lumanite
maji
toro

B. Lektu:

Batay kòk

Depi lumanite egziste, gen moun ki pran plezi pou gade batay, men chak peyi gen jan batay ke li pito. Gen de kote, se batay moun ak moun yo renmen wè, tankou bòks O Zetazini. Gen lòt kote yo pito batay moun avèk bèt, tankou lan peyi pangnol kote se moun ki goumen ak toro. Dòt peyi menm pito wè batay bèt ak bèt kòm par ekzanp batay kòk an Ayiti, batay kangourou an Ostrali, ou byen batay chyen an Angletè. Men, se anba chal yo fè batay chyen ak chyen an Angletè. An Ayiti, yo rele kote yo fè batay kòk yo gagè.

Anpil moun al nan gagè pou plezi gade sèlman, men anpil lòt moun ale pou parye lajan sou yon kòk, pou yo wè si y-a genyen. Peyizan ayisyen bat kòk anpil tou patou an Ayiti. Gen de peyizan, se sa sèlman yo fè pou fè lajan pou viv. Yo okupe kòk pou yo bat nan gagè ou byen pou yo vann. Anpil moun ki bat kòk kwè ke gen senp ki kab fè kòk genyen. Yo konn peye yon bòkò anpil lajan pou fè yon maji pou kòk la. Lè kòk la pèdu batay la, yo kwè ke mèl lòt kòk la gen yon senp ki pi fò pase pa yo-a.

Chak dimanch tout gagè nan peyi-a chaje ak moun. Gen de fwa moun sòti byen lwen lè yo tande ke gen yon bon kòk k-ap bat yon kote. Lè kon sa yo pote anpil kòb pou yo parye. Yo kab genyen anpil tankou yo kab pèdu tout kòb yo tou yon sèl jou.

C. Reponn kestion sa yo:

1. De ki sa y-ap pale nan tèks sa-a?
2. Eske gen moun ki pran plezi pou gade batay?
3. Depi ki lè moun pran plezi pou gade batay?
4. Tout peyi renmen menm jan batay?
5. Ki sa bòks ye?

6. Nan pwin peyi ki renmen batay moun ak moun?
7. Se batay bèt ak bèt panyol yo renmen?
8. Batay moun ak ki bèt yo renmen an Espagn?
9. E an Ayiti, ki batay pèp la renmen gade?
10. Kouman yo rele kote yo fè batay kòk an Ayiti?

11. An Ostrali, ki bèt yo fè goumen?
12. E an Angletè?
13. Men konman yo blije fè batay chyen an Angletè?
14. Tout moun al nan gagè pou menm rezon?
15. Pou ki rezon anpil moun ale?

16. Pou ki lat rezon anpil lat moun ale?
17. Peyizan ayisyen pa bat kak anpil?
18. Eske sa kab bay kont kòb pou viv?
19. Eske se tout moun ki okupe kak batay, ki bat kòk?
20. Ki sa anpil moun kwè ki fè kak genyen yon batay?

21. Ki moun yo peye pou fè senp la pou kak la?
22. Se ti kras kab yo bay baka lè kon sa?
23. Lè yon moun fi-n peye pou yon maji epi kak la pèdu, sa-l kwè?
24. Ki jou moun al nan gagè?
25. Gen gagè ki pa janm gen pèsonn le dimanch?

26. Eske se moun ki rete tou pre sèlman ki al lan gagè?
27. Ki sa ki fè moun konn sòti byen lwen?
28. Eske yo konn parye anpil kab?
29. Eske yon moun kab pèdu tout kab li genyen yon sèl jou?
30. Eske se an Ayiti sèlman yo fè kak goumen?

D. Fè yon fraz ak chak mo sa yo:

etranj
merite
resous
chajman
grosè
tronpe
fè fa
teren
pati
vwayajè

E. Translation:

- | | |
|--|--|
| 1. You may speak Creole with me. | Ou mèt pale kreyòl avè-m. |
| 2. You may send the child to buy some rum. | Ou mèt voye pitit la achte ronm. |
| 3. You may send her out to buy some rice. | Ou mèt voye-l achte duri. |
| 4. You may drink if you wish. | Ou mèt bwè si ou vle. |
| 5. You may go to the cockpit if you want. | Ou mèt ale nan gagè si ou vle. |
| 6. You may lick his head if you wish. | Ou mèt niche tèt li si ou vle. |
| 7. You may take it if you wish. | Ou mèt pran ni si ou vle. |
| 8. Can you call the American journalist? | Ou ka rele jounalis ameriken an? |
| 9. Do you wish to call a taxi driver? | Ou vle rele yon chofè laliy? |
| 10. Are you going to call the manager? | Ou pral rele manadjè-a? |
| 11. You may call the manager. | Ou mèt rele manadjè-a. |
| 12. What would you prefer? | (Ki) Sa ou (ta) pito? |
| 13. What would you prefer to do? | (Ki) Sa ou (ta) pito fè? |
| 14. Let her look at the yuccas. | Kite-l gade yanm yo. |
| 15. Let me buy a cassava. | Kite-m achte yon kasav. |
| 16. Let's give him ten cents. | Kite nou ba li senkant kab (deu goudin/di santim a). |
| 17. You may give him a little something. | Ou mèt ba li yon ti kichòy. |
| 18. You may take this head of cabbage. | Ou mèt pran tèt chou sa-a. |
| 19. We had better speak French. | Pito nou ta pale franse. |
| 20. They had rather speak Creole with him. | Pito yo ta pale kreyòl ak li. |

- | | |
|--|--|
| 21. You had better work. | Pito ou ta travay. |
| 22. You had better not go
to the cockfight. | Pito ou pa ta ale nan
batay kak la. |
| 23. We had better go to the market. | Pito nou ta ale nan mache. |
| 24. You had better take this yucca. | Pito ou ta pran yanm sa-a. |
| 25. You had better not buy any cassava. | Pito ou pa ta achte kasav. |

HOMEWORK

Bring your Istwa d-Ayiti to class tomorrow. Prepare pp 8-12.

III. ORAL REVIEW OF LESSONS 38 AND 39

A. Replace *sèlman* with *annik* and make the necessary changes:

GIVEN SENTENCES

Rele li sèlman epi la vini.
 Li sa-a sèlman ou a konprann.
 Bat men ou sèlman l-a tande.
 Di li sèlman ke mwen pa vle.
 Ba li biye sa-a sèlman, l-a konprann.
 Ba li liv la sèlman epi ou a mèt ale.
 Voye li jete sèlman si ou pa bezwen-l anka.
 Manje moso sèlman epi jete rès la.
 Pran nouvèl li sèlman epi ou a mèt ale.
 Gade sèlman, pa di krik.
 Mete ou alèz sèlman koul ye-a, n-a diskute kestion an pi ta.
 Frape sèlman nan pat la, l-a leve.

RESPONSES

Annik rele li epi la vini.
Annik li sa-a ou a konprann.

B. Use reduplication and *kou* to make complete sentences with the following cues:

CUES

Li piti, m-a ba ou unpe.
 Ou fa, ou pa fè-m pè.
 Li fa, m pa pè-l.
 Li lou, m konnen ou ka pote-l.
 Li chè, ou mèt achte-l.
 M malad, fa-m sati aswè-a.
 Yo intèlijan, yo pa fouti konprann bagay sa-a.
 Li kouri, m-a kouri pase li.
 Li manje, li toujou grangou.
 Yo pav, gen moun ki pi pav.
 M bouke, m-apral nan bal maske.
 Li lèd, Sedieu pa sanble makak.

SENTENCES

Piti kou li piti, m-a ou unpe.
Fò kou ou fò, ou pa fè-m pè.

C. Replace *gade* or *suveye* with *voye je* or *voye je sou* (with a direct object):

INSTRUCTOR

STUDENT

Gade pou wè si chofè-a tounen.

Voye je pou wè si chofè-a tounen.

Suveye ti-moun yo pou mwen.

Voye je sou ti-moun yo pou mwen.

Kite-m gade journal la.

M-ap soti, suveye kay la pou mwen souple.

Gade pou wè si machann nan la.

Mwen poko menm gade leson demen an.

Di Tijo suveye dife-a pandan m pa la-a.

Lè sè-m nan vwayaje, m suveye kay la pou li.

Neg la pa menm gade oto-a.

M-ap deplase, ou vle suveye pou mwen?

Gade pou wè kouman msye fè-l.

Fa ou gade tou patou pou konn sa k-ap pase.

D. Make complete sentences with...*se sa ki fè (ke)*...and the following cues:

CUES

SENTENCES

M pa gen lajan, m pa kab ale.

M pa gen lajan se sa ki fè (ke)
m pa kab ale.

Ou te di-m ou pa tap la, m pa vini.

Ou te di-m ou pa tap la se sa ki fè
(ke) m pa vini.

Li koute tra chè, m pa achte li.

Oto-l la te O Kap, li pa-t kab vini.

Msye pale trap, m pito ale pou kont mwen.

Andrea danse byen, se avèk li m pral nan bal la.

Ti gason an dezad, papa-l pa vle-l sati.

M te okupe anpil, m pat telefone ou.

Fè cho, moun bwè anpil dlo.

Li bezwen ni, li achte li .

Ti-moun yo malad, yo pa al lekal.

Vakans fini, n-ap pati.

E. Make complete sentences with *se konben ou mande pou...* and the following cues. Be sure to give the right intonation!

CUES

chofè, mennen-m Linbe

machann, pwason yo

manadjè, chanm nan

mesye, kokoye-a

madanm, legum yo

chofè, Plezans

Tijo, okupe jaden an

Anaiz, dejene-a

machann, poul yo

tifi, sigarèt yo

bòs, ranje soulye yo

Albè, suveye boutik la

SENTENCES

Chofè, se konben ou mande pou mennen-m Linbe?

Machann, se konben ou mande pou pwason yo?

F. Replace *sòf* with *apa* 'besides' in the following sentences Make any necessary changes:

SENTENCES with *sòf*

P-ape gen pèsonn sòf mwen-menm.

Pèsonn pa vini sòf Sedie

Pa te gen dat moun sòf Sovè.

M pap rete dat kote sòf lakay ou.

Li pa wè pèsonn, sòf mwen-menm.

Li pa vle you lòt oto sòf sa-a.

Pa gen dat mesye ki te vini, sòf deu ou te wè yo.

Nan pwin lat avyon ki rive sòf Pann Amerikann nan.

Makdonal pa vle dat chanm, sòf sa-a.

Li pa gen lat soulye pou-l mete sòf soulye jan nan.

Nan pwin lat moun la sòf ou-menm.

Mwen pa gen lat chapo, sòf chapo blan an.

with *apa*

Apa mwen-menm, p-ape gen pèsonn.

Apa Sedie, pèsonn pa vini.

G. Replace *si* with *tan ke* in the following sentences:

CUES

Li pap manje si-m pa tounen.
 Yo pa kab pati si oto-a pa ranje.
 Mwen pa prale si ou rete la-a.
 Manman li pa te al travay si Tidjo te malad,
 Li pap manje si machann nan pa vini.
 Piga ou vini si-m pa rele ou.
 Kontinue travay la si-m pa di ou rete.
 N-a kenbe si gen manje.
 Pa konmanse fèt la si-m pa rive.
 M-a boule avèk ou si ou ap boule ak mwen.
 Piga di se pou ou si-l pa nan vant ou.
 M-a toujou vini si ou pa di-m non.

SENTENCES

Li pap manje tan ke m pa tounen.
 Yo pa kab pati tan ke oto-a pa ranje.

H. Transform the following sentences on the pattern *Se dwe...*:

CUES

Yo pati deja.
 Andre rale manchèt li.

 Ti msye yo t-ap goumen.
 Yo tire li nan vant.
 Pratik la an reta.
 Makdonal ap pran patre.
 Se pou nou travèse pon an.
 Ban nan deplase kabann nan.
 Li pa gen cheveu.
 Ti-moun yo kache.
 Ti Jozèf fè chemen koupe.
 Medam yo ap koze.

STUDENTS

Se dwe pati yo pati deja.
Se dwe manchèt li Andre rale.
 (or) Se dwe rale Andre rale manchèt li.

I. Insert *pran* in the following sentences:

SENTENCES

...with *pran*

Lè madanm nan wè valè-a, li rele.

Lè madanm nan wè volè-a,
li pran rele.

Nou kouri pou-n rive pi vit.

Nou pran kouri pou-n rive pi vit.

Kou ti msye yo rive ka majistra-a, yo koupe kann.

Medam yo tèlman kontan yo kontre, yo koze.

Lè poul la pral mouri, li vire tounen.

Kou ti Andre pran volan an, li fè vitès.

Lè nèg la fè sèman, nan pwin moun ki pou fe-l pe.

Kou chwal la santi li sele, li kouri.

Kou nou lage bèt la, li vole.

Kou tout invite yo gade chwal la, li karakole.

Kou manman-m sati, ti-moun yo ponpe sou kabann nan.

Lè madanm nan wè msye-a atè-a, li krye.

J. Make complete sentences with *kont* and the cues:

CUES

SENTENCES

Nou mache.

Nou mache kont mache nou

Ti-moun yo dòmi.

Ti-moun yo dòmi kont dòmi yo.

Mesye yo diskute.

Bonbadye yo bonbade vil la.

Motè sa-a lou.

Lè-m te O Zetazini m te chofè.

Kak la beke lòt la.

Nèg la monte nan avyon ni, li vole.

Nou ede madanm nan.

Yo veye, yo pa wè anyen.

Ti fi-a fache.

M desann lavil, m depanse.

K. Insert *pa* between the noun and the possessive for emphasis. Use the short form pronouns when possible:

SENTENCES

...with *pa*Se liv mwen yo sa.Se liv pa-m yo sa.

Pran ti-moun ou yo.

Pran ti-moun pa ou yo.

M rantre lajan-m fwa sa-a.

Biznis ou a mache byen.

Kouto nou an pa koupe byen.

Sitiyasyon ou pi bon pase sitiyasyon mwen.

Mayi madanm sa-a pi ole.

Tomat mwen yo poko mu.

Ti-moun Sese yo terib.

Grap kenèp nou yo pi gro.

Chokola-m nan pa gen suk.

Medikaman ou nan gen bon gou.

IV. INDEPENDENT STUDY

Tape No. 35-B

A. Men nèf lat mo ke nou pa ko konnen e ki nan tèks la (see vocabulary).

Repete yo apre mwen:

elektrisite	pèsonaj
emosyon	radyo
fòklò	reyalize
kouche (solèy)	resite
lejand	reyuni
lespwa	televizyon
	vwazen

B. Lektu:

Tan lontan

Nan tan lontan an Ayiti, moun pa te konn soti ta aswè tankou koul ye-a. Depi ti-moun sòti lekal, se pou yo pran liv yo pou etudye lesou pou demen an, e fòk yo resite lesou an pou manman ak papa yo, anvan y-al dòmi vè uitè. Tout lasemèn, ti-moun pa sati deya anka, osito solèy kouche. Gran moun menm te chita sou galri ape pran van justan y-al dòmi tou. Pa te gen radyo, pa te gen televizyon, pa te menm gen elektrisite. Kèk fwa youn ou de vwazen janbe al kay yon lòt, epi yo pase kek ze ansanm ap bay odyans. Yo rakonte ti mize yo, paske tout moun nan batay avek lavi-a; yo fe de gran lide ki p-ap janm reyalize. Men, kam yo di, lespwa fè viv; epi mize chak moun ankouraje yon lat aksepte mize pa li. Leu kon sa, youn ap plenyen lat, men se kontan yo chak kontan tande afè lòt la pi mal.

Lè fen semèn rive, vandredi swa yo te pèmèt ti-moun ki rete pre yo reyuni ansanm devan pat yon vwazen pou bay ti odyans, e pou rakonte istwa ak kont. Fa yo te pale fò pou gran moun te kab tande sa y-ap di. Istwa yo te trèz interesan. Se te de bèl kont avèk de pèsonaj lejand, ou byen pèsonaj falklò ayisyen. Ti-moun yo te mèt tande yon kont pluzyè fwa yo pa-t janm bouke tande-l. Istwa Tezen, pwason nan dlo-a, se istwa yo te rakonte trè souvan. Prèske tout ti-moun te konnen preske tout kont yo, men yo te toujou pran plezi pou koute yo anko avèk menm emosyon. Yon lot fwa n-a li youn nan kont sa yo.

C. Kestion su lektu-a:

1. Se de bagay k-ap pase kounyè-a, y-ap pale nan lektu-a?
2. Nan tan lontan, èske moun te soti ta, an Ayiti?
3. Ki sa pou tout ti-moun te fè osito yo sot lekal?
4. Ki leson pou yo etudye?
5. Pou ki moun pou yo te resite leson yo?

6. Eske se anvan yo manje pou yo te resite leson yo?
7. Vè ki lè yo t-al dòmi?
8. Lasemen, eske ti-moun te kab soti deyo apre soley kouche?
9. E ki sa gran moun yo te konn fe le swa?
10. Pou ki sa yo te konn chita sou galri?

11. Ki sa ki genyen koulie-a ki pa-t genyen nan tan sa-a?
12. Ki moun ki konn janbe bay odyans ak gran moun yo?
13. De ki sa yo te pale?
14. Tout gran lide yo fe toujou reyalize?
15. Ki sa yo di ki fe viv?

16. Ki sa ki pemèt chak moun aksepte mizè li?
17. Lè y-ap plenyen yon lòt, èske y-ap plenyen ni vre?
18. Ki jou ti-moun te ka soti deyò aswè pou jwe?
19. Ak ki lat ti-moun yo te reyuni?
20. Se nan lakou yo te reyuni lè kon sa?

21. Pou ki sa yo te reyuni?
22. Leu yo t-ap bay odyans se dousman yo te pale?
23. Pou ki sa yo te blije pale fa?
24. Istwa yo te rakonte yo pa-t interesan?
25. Se te istwa tankou istwa d-Ayiti?

26. Nan ki folklò yo te pran kont yo te tire yo?
27. Se yon grenn fwa yo te tande chak kont?
28. Eske yo te bouke tande menm kont yo?
29. Ti-moun alèkile pran plezi pou koute kont lontan yo tou?
30. Nou kab rkonte yon lòt moun kont Tezen nan dlo?

D. Fè fraz ak mo sa yo:

kache
chwazi
pran ka
pa...pyès
nèt
disparèt
pèp
voye je
chemen koupe
alèz

E. Translation:

- | | |
|---|--|
| 1. Ask him what he saw. | Mande-l sa li te wè. |
| 2. He says that there was a big fish in the water. | Li di te gen yon gro pwason nan dlo-a. |
| 3. He showed me what the werewolf ate. | Li montre-m sa lougarou-a manje. |
| 4. He swore that a werewolf seized him. | Li fè sèman ke yon lougarou kenbe li. |
| 5. Is this what you need? | (Eske) se sa ou bezwen? |
| 6. Is this what she sang to the fish? | (Eske) se sa li chante pou pwason an? |
| 7. When she's tired, she'll sit down. | Lè/Kan l-a bouke, l-a chita. |
| 8. As soon as you arrive, call me. | Kou/Osito (ke)/Sito (ke)/
Dè ke ou rive, rele-m. |
| 9. As soon as you see the fish, pull out your machete. | Kou/Osito (ke)/Sito (ke)/Dè ke ou wè pwason an, rale manchèt ou. |
| 10. When they arrived in the mountains, they began to speak French. | Lè/Kan yo rive nan mòn, yo pran pale franse. |
| 11. When they saw him, they began to run. | Lè/Kan yo wè li, yo pran kouri. |
| 12. You have to leave before he catches you. | Se pou/Fò ou ale anvan li kenbe ou. |
| 13. We have to run before they catch us. | Se pou/Fò nou kouri anvan yo kenbe nou. |
| 14. After you finish eating, you have | Aprè ou fi-n manje, se pou/ |

- | | | |
|-----|--|--|
| | to pay the restaurant owner. | fò ou peye mèt restoran an. |
| 15. | After you carry my suitcase upstairs,
I'll pay you. | Lè/Apre ou fi-n monte valiz
mwèn an, m-a peye ou. |
| 16. | Then he told me what he heard. | Alò/Epi li di-m sa li tandè. |
| 17. | Isn't this what you wanted? | Apa sa ou te vle? |
| 18. | Isn't this what she sold at the market? | Apa sa li vann nan mache-a? |
| 19. | When I became tired, I sat down. | Lè m te vi-n bouke, m te chita. |

V. LEKTU

A. Text: Istwa d-Ayiti (pp. 8-12) B. Vocabulary Aid

aboli, v.	to abolish
avantaj, n.	advantage
branka, n.	portable chair with canopy
depase, v.	to over-exert, to exceed
devwa, devwa, n.	duty, task
dore, adj.	golden, gilt
ès, lès, n.	east
gro nèg, n.; adj.	tough guy, husky
kasik, n.	the Indian chief of a "kasika" during the Indian period
kasika, n.	division of the island during the Indian period
kouròn, n.	crown
krim, n.	crime
lès, as, n.	east
libète, n.	liberty, freedom
lwa, n.	law
mas, n.	mask
masakre, v.	to massacre, to slaughter
nègès, n.	woman, female
nò-dès, n.	northeast
otou, adv.	around

pataje, v.
payèt, n.
plim, plum, n.
posesyon, n.

to divide
paillette, speck
feather
procession

rapòte, v.
repran, reprann, v.

to produce, to bring in, to yield
to take again

sud-wès, sid-wès, n.

southwest

travo fòse, n. phr.
trèt dè nwa

penal servitude, forced labor
slave trade

VOCABULARY

anba chal, adv.	slyly, under cover
bòkò, n.	sorcerer, witchdoctor
bòks, n.	boxing
chal, n.	shawl
egziste, ekziste, v.	to exist
elektrisite, n.	electricity
emosyon, n.	emotion
espwa, lespwa, n.	hope
fòlklò, n.	folklore
kangourou, n.	kangaroo
kouche (solèy), v.	to set, to senk (sun)
lejand, n.	legend
lespwa, espwa, n.	hope
lumanite, n.	mankind, humanity
maji, n.	magic
pèsonaj, n.	characters
radyo, n.	radyo
reyalize, v.	to reyalize
resite, v.	to say (a lesson), to recite
reyuni, reyini, v.	to gather, to meet, to join, to unite
televizyon, n.	television
toro, n.	bull
vwazen, n.	neighbor

GLOSSARY

Lessons 31-40

HAITIAN CREOLE--ENGLISH

1. The numbers on the left side refer to the lesson(s) in which the words first appear.
2. Phrases and idiomatic expressions are usually listed under the initial word.

List of Abbreviations

Meaning

adj.	adjective
adv.	adverb
art.	article
aux.	auxiliary
conj.	conjunction
excl.	exclamation
exp.	expression
id. exp.	idiomatic expression
imp. exp.	impersonal expression
ind. adj.	indefinite adjective
int.	interrogative
interj.	interjection
n.	noun
n. phr.	noun phrase
num. adj.	numeral adjective
part.	particle
pers. pr.	personal pronoun
pr.	pronoun
Pr. n.	Proper noun
prep.	preposition
rel.	relative
v.	verb
v. phr.	verb phrase

A

39	a, prep.	with
31	a jenou, adj. adv.	on one's knee, kneeling
39	ak, prep.	with
31	a lafen, adv.	finally
37	a lè, adv.	on time
39	a mesi, a mezu, adv.	as, in proportion as, simultaneously and gradually, at the same time
34	a pli ta, exp.	see you later
38	abitud, n.	habit
38	afe, n.	affairs
38	afranchi, n.	freedman
33	agreyab, adj.	agreeable
39	ale vini, v. phr.	to go back and forth
39	alèz, adj.	at ease, comfortable
34	an plas, adj.; adv.	still, in one place
37	an reta, adv.	late
40	anba chal, adv.	slyly, under cover
39	anbake, v.	to embark, to load
38	ankouraje, v.	to encourage
31	Anmwe!, excl.	Help', Help me! (a cry for help)
38	annik, adv.	only, just
38	ansyen, adj.	former, old, previous, ancient
36	ant, prep.	between, among
31	antrave, v.	to interfere with, to hamper, to hinder
37	antrenman, n.	training
34	apa sa, neg.	isn't it, interrog. marker
37	aparèy, n.	machine, plane
34	arete, v.	to arrest
37	atansyon, n.	attention, care
37	avyon a reyaksyon, n.	jet aircraft
37	avyon antrenman, n.	trainer
37	avyon d-chas, n.	fighter, pursuit plane

B

33	ba, adj.	low
31	batay, n.	battle
36	bati, v.	to build
31	bay tete, v. phr.	to breast feed
36	beke, v.	to peck
33	bèl, adj.	intensifier, much, more
32	berejinn, n.	eggplant
33	bese, v.	to lower, to go down, to decrease, to diminish
38	bèt, n.	mount, beast, animal
34	betize, v.	to be kidding
31	biye, n.	bill, ticket, note
31	biznis, n.	shop, business, deal
33	ble, ble, adj.	blue
33	blije, v.	to force, to oblige, to be forced
38	bò, n.	side
40	bòkò, n.	sorcerer, witch doctor
40	bòks, n.	boxing
37	bonbade, v.	to bomb, to shell
37	bonbadye, n.	bomber
37	bonm, n.	bomb
31	boutik, n.	shop, grocery (small), small retail store
39	boutonnen, v.	to button
31	brizurye, n.; adj.	poverty, poor person; very poor, broke
37,38	byen; adv.; n.	exactly, truly, really; good

Ch

35	cha, n.	float
36	chabon, n.	charcoal
37	chajman, n.	load
40	chal, n.	shawl
35	char, n.	float
37	chas, n.	chase, pursuit
36	chase, v.	to drive out, to pursue
38	chemen koupe, n. phr.	short cut
39	cheve, n.	hair

39	chèz, n.	chair
35	chodyè, n.	cauldron
33	chofe, v.; adj.	to heat, to heat up; heated
32	chou, n.	cabbage
38	chwazi, v.	to choose

D

36	danre, n.	foodstuffs, commodities, agricultural production
33	daprè, dapre, prep.	according to, in someone's opinion
36	de... a/an, prep.	from.... to, between....and
36	dè ke, conj.	as soon as
36	de tan z-an tan, adv.	from time to time
39	deboutonnen, v.	to unbutton, to unfasten
37	defann, v.	to defend, to protect
37	defans, n.	defense
39	defè, v.	to undo
34	degize, v.; adj.	to disguise; disguised
34	degizman, n.	disguise
38	degout, n.	drop
34	deklare, v.	to declare, to decree, to proclaim
31	demand, n.	request, demand
32	depanse, v.	to spend
39	deplase, v.	to move, to displace
39	derape, v.	to weigh anchor, to get started
37	devlope, v.	to develop, to increase
39	dezabiye, v.	to undress
38	dezòd, n.	misbehavior, disorder
39	diskusyon, n.	discussion
39	diskute, v.	to discuss
38	disparèt, v.	to disappear
35	djaz, n.	jazz; iazz player/musician
37	djèt, n.	jet aircraft
33	dwa, n.	right (have the right to)
38	dwe, aux.v.	may
34	dousman, adj.; adv.	quiet; slowly, gently, softly

E

39	e ka, exp.	a quarter past...(time)
38	èd, n.	help, assistance , aid
38	edukasyon, n.	education
37	efò, n.	effort
40	egziste, v.	to exist
40	elektrisite, n.	electricity
37	elèv, n.	student
37	elikoptè, n.	helicopter
37	elis, n.	propeller
40	emosyon, n.	emotion
36	esklav, n.	slave
38	esklavaj, n.	slavery
33	espere, v.	to hope, to wait
40	espwa, n.	hope
34	espre, esprè, adv.	on purpose, expressly, purposely, purposefully
31	etan, conj.	while
33	ete, n.	summer
31	Etènèl, Pr. n.	God
36	etranj, adj.	unfamiliar, unknown, strange, odd

F

35	fache, v.	to get angry, to be mad
31	fanmi, n.	family, relatives
32	farin, n.	flour
36	fatig, n.	weariness, fatigue
37	fè atansyon, v. phr.	to pay attention, to be careful, to watch out
37	fè fò, v. phr.	to do much, to do well
32	fè pri, v. phr.	to bargain
34	fè sèman, v. phr.	to swear
37	fè vitès, v. phr.	to go fast
38	felisite, v.	to congratulate
33	fèy, feùy, n.	leaf
33	fimen, v.	to smoke
31	fen, n.	end
33	flè, fleù n.	flower

38	floup!	onomatopoeia (floop!)
37	fò, adv.	much
34	fokòl, n.	collar
40	fòlklò, n.	folklore
33	fonse, v.	to break through, to dash in, to plunge into, to penetrate
31	fou, n.; adj.	insane person; insane, crazy
31	fouti, aux. v.	can, it's possible that
36	fouye, v.	to dig
33	frechè, frecheù, n.	coolness
33	frèt, adj.	cold
38	frontyè, n.	frontier, border

G

36	gagè, gadiè, gadjè, n.	cockpit, cockfight
32	gen gro je, v. phr.	to be stingy /greedy
31	genyen, v.	to win
32	glòs, n.	liquid measure (about 4 oz.)
38	gout, n.	drop
32	grap, n.	cluster, bunch
33	gri, griz, adj.	gray
32	gro mamit, n.	equivalent of 5 lb can
36	gròg, n.	drink
37	grosè, n.	size, volume, bulkiness
35	group, n.	group

H

34	hanache, v.; adj.	to harness; harnessed
34	hon! exp.	onomatopoeia imitating the pig's oinking
34	hotfòm, n.	top hat

I

35	imajinasyon, n.	imagination
36	indepandan, adj.	independent
38	indepandans, n.	independence

35	indyen, n.; adj.	Indian
33	inpe, adj.	a little
37	inpòtans, n.	importance
37	instruktè, n.	instructor
33	insupòtab, adj.	unbearable
34	intèlijan, adj.	intelligent, clever
34	invite, v.; n.	to invite; guest
33	ivè, n.	winter

J

34	jakèt, n.	jacket
33	janbe, v.	to cross, to go across, to cross through
34, 36	jèn, n.; adj.	embarrassment; young
34	jennen, v.	to embarrass, to be embarrassed
31	jenou, n.	knee
33	jete, v.	to drop, to throw
33	jete kò + pers. pr., v. phr.	to throw...-self
36	jèn, adj.	young
36	jènn, adj.	young
34	jennen, v.	to embarrass, to be embarrassed
37	jis, prep. (see L.6)	until (time), up to, as far as (place)
33	jòn, jo-n, adj.	yellow
31	jwèt, n.	game, gambling
31	jwè, prep.	gambler, player
37	jouk, prep.	until

K

38	kache, v.; n.	to hide; hiding
38	kalbas, n.	calabash
32	kaliko, n.	calico fabric
34	kanaval, n.	carnival
32	kan, conj.	when
40	kangourou, n.	kangaroo
33	kann, n.	sugarcane

Glossaries

37	kannon, kanon, n.	cannon, gun
32	karabela, n.	kind of denim
34	karakole, v.	to make half-turns
32	kenèp, n.	tropical fruit
34	kilès, pr.; adj.	who is the one, which is the one; who is, which is
38	klas, n.	class
34	kochon, n.	pig
39	kodak, n.	camera
39	kòdonye, n.	shoemaker
36	kòk, n.	cock, rooster
38	koloni, n.	colony
31	komèsan, n.	merchant
38	komisyon	errand, shopping
32	kònèt, n.	paper cone
34	konma, n.	top hat
38	konmisyon	errand, shopping
34	konseye, n.; v.	counsellor, advisor; to advise, to recommend
37	konsiderab, adj.	considerable, great
38	konsiderasyon, n.	consideration
32	kont, adv.	much, a lot, enough, sufficient
38	kont, n.	tale
31	kontrarye, v.	to get in the way, to interfere with, to upset
32	kontrole, v.	to work out, to calculate, to compute; to inspect
31	konvèsasyon, n.	conversation
39	kote, prep.	to the place, at the place
38	kou, pr.	whatever, no matter what, no matter how
40	kouche (solèy), v.	to set, to senk (sun)
33	koulè, koulè, n.	color
38	koze, n.; v.	chat; to chat
31	kras, n.	little bit, very little, very few
31	kredi, n.	credit
31	krye, v.	to cry
36	kuiv, n.	copper, brass

L

31	lafen, n.	end
33	lak, n	lake
38	lakoloni, n.	colony
38	landemin, landmen, n.	the day after
38	lapèch, n.	fishing
31	lapryè, n.; v.	prayer; to pray
31	Lavyèj, pr.n.	the Virgin Mary
40	lejand, n.	legend
38	lelandmen, n.	the day after
37	lemond, n.	world
33	leprintan, n.	spring
38	lesklavaj, n.	slavery
40	lespwa, n.	hope
39	lestomak, lestonmak, n.	stomach
33	lete, n.	summer
31	Letènèl, pr. n.	God
38	lindepandans, n.	independence
32	lit, n.	liter
3'	liv, n.	pound, lb.
33	livè, n.	winter
32	lo, n.	pile, heap
36	lò, n.	gold
33	lòd, òd, n.	order
32	lòn, lonn, n.	aune (Fr;), approx. 45 inches
34	lontan, adv.	old time, yesteryear
33	lotòn, n.	fall, autumn
31	lotri, n.	lottery
37	lou, adj.	heavy
32	luil, n.	oil
40	lumanite, n.	mankind, humanity

M

32	machande, v.	to bargain, to haggle
31	machandiz, n.	merchandise
34	madigra, n.	Mardi Gras, carnival; Mardi Gras participant
40	maji, n.	magic
33	majistra, n.	mayor

34	makak, n.	monkey
32	makòn, n.	bunch (corn or animals)
34	malen, adj.	cunneng
34	malgre, prep.	in spite of
32	mamit, n.	can (used to measure grain)
39	manchèt, n.	machete
33	manto, n.	coat
34	manyè, exp.; adv.	why don't you; a little, kind of, a bit
33	mapou, n.	a large and very shady tropical tree (usually grows beside a spring or stream)
31	mare, v.	to be engaged in
34	maske, v.; adj.	to mask, to disguise; masked, disguised
36	merite, v.	to deserve, to be worthy
31	mete a jenou, v. phr.	to kneel
37	meteorolojik, adj.	meteorological
31	mil, num. adj.	thousand
36	mi-n, n.	mine
31	mirak, n.	miracle
37	mond, n.	world
39	monte desann, v. phr.	to go up and down
36	montre, v.	to teach
37	motè, n.	engine, motor
38	mouchwa, n.	handkerchief, kerchief, scarf
34	mouvman, n.	movement
36	muze, n.	museum
33	mwayèn, mwayen, n.; adj.	average, medium
39	mwen-l ka, exp.	quarter to...(time)

N

36	naturèl, natirèl, adj.	natural
39	nèt, adv.	completely, entirely, all the way
36	niche, v.	to lick
31	non plis, non plus, conj.	neither

O

36	ò, n.	gold
39	o fu e a mezi, o fu e a mezu, adv.	as, in proportion as, simultaneously and gradually, at the same time
33	oblige, v.	to force, to oblige, to be forced
37	obsèvasyon, n.	observation
37	obsève, v.	to observe
33	òd, lòd, n.	order
36	ofri, v.	to offer
3»	ole, adj.	young, milky (used only for corn and coconut.)
32	òn, n.	aune (Fr.), approx. 45 inches
36	osito (ke), conj.	as soon as
33	otòn, n.	fall, autumn

P

33	pa chat, pa... chat, neg.	no one, nobody (lit., not a cat)
33	pa...krik, neg.	not a word
38	pa...kras, neg.	not one, none at all, not anyone
32	pa...pase sa, neg.	not...more than that, not such a
38	pa...pyès, neg.	not one, none at all, not anyone
34	pa sa, neg.	isn't it, interrog. marker
32	pake, pakèt, n.	bunch
34	pale mwa d-sa, exp.	now you're talking sense
34	pami, prep.	among
39	pandul, n.	clock
37	parye, v.	to bet
32	pase, conj.	than
38	pastè, pastèu, n.	pastor, minister
37	pati, v.	to leave, to depart
39	pe, pe bouch + pers. pr., v. phr.	to shut up
31	pè, n.	father, priest
35	pèch, n.	fishing
35	pechè, n.	fisherman
38	peyizan, n.	peasant

33	pèmèt, v.	to permit, to allow
36	pèse, v.	to spring, to soak through, to pierce
40	pèsonaj, n.	characters
35	pèp, pèp, n.	people
36	pi fò, adv.	most of, mostly
33	pike, adj.; v.	hot; to burn, to be hot
34	piknik, n.	picnic
32	pil, n.	pile, heap
37	piston, n.	piston
37	planè, n.	glider
37	plas, n.	seat, place
39	plat, n.	platter, serving plate
36	plenn, n.	plain
32	plenn, plenyen, v.	to moan, to suffer, to complain
36	pò, n.	harbor
31	poke, n.	poker
39	pon, n.	bridge
34	ponpe, v.	to hop up and down; to pump
36	populasyon, n.	population
31	pòtay, n.	gate, entrance
34	poto, n.	post
39	pòtre, n.	photograph, picture
32	pou kont + pers. pr., adj.	alone, all alone, by oneself
39	pwent	extremity, end, point
37	pozisyon, n.	position
39	pran, aux. v.	to start, to begin doing something
39	pran ka, v. phr.	to pay attention
37	près, prèske, adv.	almost
34	prezide, v.	to preside
31	prye, v.	to pray
31	priè, n.	prayer
33	prentan, n.	spring
38	pròp, adj.	clean, clear
38	prospere, v.	to prosper
34	protokòl, n.	protocol, formality
32	prouve, v.	to prove
39	pwent	extremity, end, point
36	pwisans, n.	power, strength
34	pwise, conj.	since, as

R

40	radyo, n.	radyo
31	rakonte, v.	to tell, to relate, to narrate
35	rame, v.	to row
36	rann, v.	to make, to render
36	ranplase, v.	to replace
36	raprochman, n.	link, feeling of closeness
36	rasi-n, n.	root
31	rantre (lajan), v.	to regain (money)
37	reyaksyon (djèt), n.	reaction (jet)
40	reyalize, v.	to reyalize
40	reyini, v.	to gather, to meet, to join, to unite
38	rekonesan, adj.	grateful
34, 37	rekonèt, v.	to recognize, to reconnoiter
35	rèn, n.	queen
40	resite, v.	to say (a lesson), to recite
36	resous, n.	resources
39	reta, n.	delay, lateness
40	reyuni, v.	to gather, to meet, to join, to unite
39	revandeuZ, n.	retailer
32	revanr., v.	to resell
36	revòlte, v.	revolt
39	rezève, v.; adj.	to reserve; reserved
36	rich, adj.	rich
36	ròch, n.	rock, stone
34	rwa, n.	king

S

32	sa ki fè, exp.	how come
33	sa ki pi rèd, conj.	what's more strange, further- more, moreover
32	sachè, n.	paper bag
38	sal, adj.	dirty
38	san, n.	blood
34	sanble, v.	to gather
35	sann, n.	ash
31	santi, v.	reyalize

36	se kat...!, se pa kat...!, exp.	it's a lot, it's not few
38	se sa ki fê, id. exp.	it's why, that's why
34	sèl, n.	saddle
34	sele, v.	to saddle
33	sepandan, sepandan, conj.	however, yet, nevertheless
36	seremoni, n.	ritual, ceremony
39	sezi, v.; adj.	to surprise, to astonish; surprised, astonished, seized, bewildered, stricken
39	sezisman, n.	astonishment, bewilderment
33	si, adv.	so
31	sign, n.	sign, signal
33	simtyè, n.	cemetery
31	sen, sent, n.; adj.	saint; saintly, holy
31	siryen, n.; adj.	Syrian
36	sito (ke), conj.	as soon as
31	sitiyasyon, n.	situation
39	siye, v.	to wipe
37	son, n.	sound
32	spesyal, adj.; adv.	special; especially
37	spò, n.	sport
31	soti, sòti, v.	to come out, to come up
39	stasyon, n.	station
33	suit, n.	continued subject
39	suiye, swiye, v.	to wipe
32	suk blan, n. phr.	refined sugar
32	suk rouj, n. phr.	brown sugar
37	supèsonik, adj.	supersonic
36	suspann, v.	to cease, to stop
39	suye, v.	to wipe

T

33	talè-a, adv.	a while ago
39	tan-k, tan ke, conj.	as long as
37	tank, n.	tank
32	tankou, adv.	as, as... as
33	tanperati, tanperatu, n.	temperature
33	tapi, n.	carpet
40	televizyon, n.	television

33	terib, adj.	terrible
37	teren, n	field, land, landing field
31	tete, n.; v.	breast; to suck, to breast feed
31	ti kras, n.	little bit, very little, very few
32	ti mamit, n.	equivalent of 1 pound can
32	tire, v.	to pull, to get, to stretch
38	tire kont, v. phr.	to tell a tale
32	tomat, n.	tomato
34	tonnè!, excl.	Damn it!, Darn it!
34	tonnè kraze-m!, exp.	I'll be damned. (lit., May thunder crush me.)
40	toro, n.	bull
36	tòtu, n.	torture
33	tounen, v.	to become, to change to
39	tout bon, adv.	really
34	trangle, v.	to choke, to strangle
37	transpò, n.	transport
39	travèse, v.	to cross
32	trè, adv.	very
39	très, n.	tress, lock of hair
32	trèz, adv.	very
37	tronpe, v.	to be mistaken, to fool
37	troup, n.	troop

U

33	unpe, adj.	a little
37	util, adj.	useful, necessary

V

39	vant, n.	stomach, belly, abdomen
38	veye, v.	to watch
39	vire tounen, v. phr.	to turn around
37	vitès, n.	speed
36	vole, v.	to fly
37	vwayajè, n.	traveller
40	vwazen, n.	neighbor
39	voye je, v.phr.	to look, to have a glance,

W

37	wipip!	Wow! Oh boy! to watch
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Y

38	ya!, exp.	onomatopoeia (ya!)
32	youn antre nan lòt, exp.	one thing makes up for another
38	youn nan, n. phr.	one of, one among

Z

38	zafè, n.	affairs
34	zannimo, zanimò, n.	animal
36	zèl, n.	wing
32	zòn, n.	aune (Fr.), approx. {5 inches

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A

34	a bit	manyè
33, 34	a little	inpe, unpe; manyè
32	a lot	kont
33	a while ago	talè-a
39	abdomen	vant
33	according to	dapre, daprè
34	advisor; to advise	konseye
38	affairs	afè
33	agreeable	agreyab
36	agricultural production	danre
38	aid	èd
33	to allow	pèmèt
37	almost	près, prèske
32	all alone, alone	pou kont + pers. pr.
39	all the way	nèt
34, 36	among	pami; ant
38	ancient	ansyen
38,34	animal	bèt; zannimo, zanimò
34	to arrest	arete
39, 34, 32	as	a mezi, a mezu, o fu e a mezi, o fu e a mezu; pwiske; tankou
32	as...as	tankou
37	as far as (place)	jouk, jus, jis
39	as long as	tan-k, tan ke
36	as soon as	dè ke, osito (ke), sito (ke)
35	ash	sann
38	assistance	èd
39	to astonish, astonished	sezi
39	astonishment	sezisman
38	at all	pa...pyès
39	at ease	alèz
39	at the place	kote
39	at the same time	a mezi, a mezu, o fu e a mezi, o fu e a mezu
37	attention	atansyon

32	aune (approx. 45 inches)	lòn, lonn, òn, zòn
33	autumn	lotòn, otòn
33	average	mwayèn, mwayen

B

32	bag (paper)	sachè
32	to bargain	fè pri, machande
31	battle	batay
31	to be breast-fed	tete
37	to be careful	fè atansyon
34	to be embarrassed	jennen
31	to be engaged in	mare
33	to be forced	blije, oblije
32	to be greedy, to be stingy	gen gro je
33	to be hot	pikè
34	to be kidding	betize
35	to be mad	fache
37	to be mistaken	tronpe
36	to be worthy	merite
38	beast of burden	bèt
33	to become	tounen
39	to begin doing something	pran + verb
39	belly	vant
37	to bet	parye
36	between	ant
36	between...and	de...a
39	bewildered	sezi
39	bewilderment	sezisman
31	bill	biye
38	blood	san
33	blue	ble, ble
37	bomb	bonm
37	to bomb	bonbade
37	bomber	bonbadye
38	border	frontyè
40	boxing	bòks
36	brass	kuiv
31	breast	tete
31	to breast-feed	bay tete
33	to break through	fonse

39	bridge	pon
31	broke	brizurye
36	to build	bati
37	bulkiness	grosè
40	bull	toro
32	bunch	grap; makòn (used for corn or animals); pake, pakèt
33	to burn	pike
38, 31	business	afê; biznis
39	to button	boutonnen

C

31	cabbage	chou
38	calabash	kalbas
32	to calculate	kontrole
32	calico fabric	kaliko
39	camera	kodak
31	can, v.	fouti
32	can, n. (used to measure grain)	mamit
32	can, equivalent of 5 lbs.	gro mamit
32	can, equivalent of 1 lb.	ti mamit
37	cannon	kannon, kanon
37	care	atansyon
34	carnival	kanaval; madigra
33	carpet	tapi
35	cauldron	chodyè
36	cease	suspann
33	cemetery	simtyè
36	ceremony	ceremoni
39	chair	chèz
33	to change to	tounen
40	characters	pèsonaj
36	charcoal	chabon
37	chase	chas
38	chat; to chat	koze
34	to choke	trangle
38	to choose	chwazi
38	class	klas
38	clean, clear	pròp
34	clever	intèlijan

39	clock	pandul
32	cluster	grap
33	coat	manto
36	cock	kòk
36	cockfight	gagè, gadiè, gadjè
36	cockpit	gagè, gadiè, gadjè
33	cold	frèt
34	collar	fokòl
38	colony	koloni, lakoloni
33	color	koulè, koulè
31	to come up	soti, sòti
31	to come out	soti, sòti
39	comfortable	alèz
36	commodities	danre
32	to complain	plenn, plenyen
39	completely	nèt
32	to compute	kontrole
32	cone (paper, ice cream)	kònèt
38	to congratulate	felisite
37	considerable	konsiderab
38	consideration	konsiderasyon
33	continued subject	suit
31	conversation	konvèsasyon
33	coolness	frechè, frechè
36	copper	kuiv
34	counsellor	konseye
31	crazy	fou
31	credit	kredi
33, 39	to cross, to cross through	janbe; travèse
31	to cry	krye
31	cry for help	anmwe!
34	cunneng	malen

D

34	Damn it!	Tonnè!
34	damned (I'll be)	tonnè kraze-m
34	Darn it!	Tonnè!
33	to dash in	fonse
38	day after	landemin, landmen, lelandmen
31	deal	biznis

34	to declare	deklare
33	to decrease	bese
34	to decree	deklare
37	to defend	defann
37	defense	defans
39	delay	reta
31	demand	demand
32	denim (kind of)	karabela
37	to depart	pati
36	to deserve	merite
37	to develop	devlope
36	to dig	fouye
33	to diminish	bese
38	dirty	sal
38	to disappear	disparèt
39	to discuss	diskute
39	discussion	diskusyon
34	disguise	degizman
34	to disguise; disguised	degize, maske
38	disorder	dezòd
39	to displace	deplase
37	to do much, to do well	fè fò
36	drink	gròg
36	to drive out	chase
38	drop	gout, degout
33	to drop	jete, jete

E

38	education	edukasyon
37	effort	efò
32	eggplant	bereièn, berejinn
40	electricity	elektrisite
39	to embark	anbake
34	to embarrass, to be embarrassed	jennen
34	embarrassment	jèn
40	emotion	emosyon
38	to encourage	ankouraje
31, 39	end	fen, lafen; pwent
37	engine	motè
32	enough	kont

Glossaries

39	entirely	nèt
31	entrance	patay
38	errand	komisyon, konmisyon
32	especially	spesyal
37	exactly	byen
40	to exist	egziste, ekziste
34	expressly	espre
39	extremity	pwent

F

33	fall	lotan, otan
31	family	fanmi
31	father	pè
36	fatigue	fatig
36	feeling of closeness	raprochman
31	few (very)	kras, ti kras
37	field	teren
37	fighter	avyon d-chas
31	finally	a lafen
35	fisherman	pechè, pechè
35	fishing	lapèch, pèch
35	float	cha, char
32	flour	farin
33	flower	flè, flè
36	to fly	vole
40	folklore	fòkla
36	foodstuffs	danre
37	to fool	tronpe
33	to force	blije, oblije
34	formality	protokal
38	former	ansyen
38	freedman	afranchi
36	from...to	de...a/an
36	from time to time	de tan z-an tan
38	frontier	frontyè
32	fruit (tropical)	kenèp
33	furthermore	sa ki pi rèd

G

31	gambler	jwè
31	gambling	jwèt
31	game	jwèt
31	gate	patay
40, 34	to gather	reyuni, reyini; sanble
34	gently	dousman
32	to get	tire
35	to get angry	fache
31	to get in the way	kontrarye
39	to get started	derape
39	to glance, to have a glance	voye je
37	glider	planè
33	to go across	janbe
39	to go back and forth	ale vini
33	to go down	bese
37	to go fast	fè vitès
39	to go up and down	monte desann
31	God	ènèl, Letènèl
36	gold	la, ò
38	good	byen
38	grateful	rekonesan
33	gray	gri, griz
37	great	konsiderab
32	greedy (to be)	gen gro je
31	grocery (small)	boutik
35	group	group
34	guest	invite
37	gun	kannon, kanon

H

38	habit	abitud
32	to haggle	machande
39	hair	cheve, cheve
39	hair (lock of)	très
34	half-turns (to make)	karakole
31	to hamper	antrave
38	handkerchief	mouchwa
36	harbor	pa

34	to harness; harnessed	hanache
32	heap	lo, pil
33	to heat, to heat up	chofe
33	heated	chofe
37	heavy	lou
37	helicopter	elikoptè
31	Help! Help me!	Anmwe!
38	help	èd
38	to hide	kache
38	hiding	kache
31	to hinder	antrave
31	holy	sen, sent
34	to hop up and down	ponpe
40	hope	espwa, lespwa
33	to hope	espere
33	hot	pike
32	how come	sa ki fè
33	however	sepandan, sepandan
40	humanity	lumanite

I

35	imagination	imajinasion
37	importance	inpòtans
34	in one place	an plas
39	in proportion as	a mezi, a mezu, o fu e a mezi, o fu e a mezu
33	in someone's opinion	daprè, dapre
34	in spite of	malgre
37	to increase	devlope
38	independence	indepandans, lindepandans
36	independent	indepandan
35	Indian	indyen
36	inhabitants	populasyon
31	insane person; insane	fou
32	to inspect	kontrole
37	instructor	instruktè
34	intelligent	intèlijan, intelijan
33	intensifier	bèl
31	to interfere with	antrave, kontrarye
34	interrogative marker	apa sa, pa sa

34	to invite	invite
34	isn't it	apa sa, pa sa
36	it's a lot	se kat...!, se pa kat...!
36	it's not a few	se kat...!, se pa kat...!
31	it's possible that	fouti
38	it's why	se sa ki fè

J

34	jacket	jakèt
35	jazz; jazz player/musician	djazz
37	jet, jet plane	djèt, avyon a reyaksyon
40	to join	reyuni, reyini
38, 37	just	annik; byen

K

40	kangaroo	kangourou
38	kerchief	mouchwa
34	kind of	manyè
34	king	rwa
31	knee	jenou
31	knee (on one's), kneeling	a jenou
31	to kneel	mete a jenou

L

33	lake	lak
37	land; landing field	teren
37	late	an reta
39	lateness	reta
33	leaf	fèy, fèy
37	to leave	pati
40	legend	lejand
36	to lick	niche
36	link	raprochman
32	liter	lit
31	little bit; (very) little	kras; ti kras
37	load	chajman
39	to load	anbake

39	lock of hair	très
39	to look	voye je
31	lottery	lotri
33	low	ba
33	to lower	bese

M

39	machete	manchèt
37	machine	aparèy
35	mad (to be)	fache
40	magic	maji
36	to make	rann
40	mankind	lumanite
34	Mardi Gras; Mardi Gras participant	madigra
34	to mask; masked	maske
38	may	dwe
33	mayor	majistra
32	measure (liquid, about 4 oz)	glòs
33	medium	mwayèn; mwayen
40	to meet	reyuni, reyini
31	merchandise	machandiz
31	merchant	komèsan
37	meteorological	meteorolojik
32	milky (used only for corn and coconut)	ole
36	mine	mi-n
38	minister	pastè, pastè
31	miracle	mirak
38	misbehavior	dezòd
32	to moan	plenn; plenyen
34	monkey	makak
33	more	bèl
33	moreover	sa ki pi rèd
36	most of; mostly	pi fò
37	motor	motè; motè
38	mount	bèt
39	to move	deplase
34	movement	mouvman
37, 32, 33	much	fa; kont; bèl
36	museum	muze

N

31	to narrate	rakonte
36	natural	naturèl, natirèl
37	necessary	util
40	neighbor	vwazen
31	neither	non plis, non plus
33	nevertheless	sepandan, sepandan
38	no matter how, no matter wat	kou
33	no one	pa chat, pa.....chat
33	nobody	pa chat, pa.....chat
38	none, none at all	pa...pyès; pa...kras
33	not a word	pa...krik
38	not anyone; not one	pa...pyès; pa...kras
32	not...more than that, not such a	pa pase sa
31	note	biye
34	now you're talking sense	pale mwa d-sa

O

33	to oblige	blije, oblije
37	observation	obsèvasyon
37	to observe	obsève
36	odd	etranj
36	to offer	ofri
37	Oh boy!	Wipip!
32	oil	luil
38	old	ansyen
34	old time	lontan
34	on purpose	espre
37	on time	a lè
38	one among, one of	youn nan
32	one thing makes up for another	youn antre nan lòt
32	oneself (by)	pou kont + pers. pr.
38, 37	only	annikc byen
33	order	lòd, od

P

38	pastor	pastè; pastè
37, 39	to pay attention	fè atansyon; pran ka
38	peasant	peyizan
36	to peck	beke

Glossaries

33	to penetrate	fonse
35	people	pèp , pep
33	to permit	pèmèt
39	photograph	pòtre
34	picnic	piknik
39	picture	pòtre
36	to pierce	pèse
34	pig	kochon
32	pile	lo, pil
37	piston	piston
37	place	plas
36	plain	plèn, plenn
37	plane	aparèy
39	plate (serving)	plat
39	platter	plat
31	player	jwè
33	to plunge into	fonse
39	point	pwent
31	poker	pokè
36	population	populasyon
31	poor (very)	brizurye
37	position	pozisyon
34	post	poto
32	pound	liv
31	poverty	brizurye
36	power	pwisans
31	to pray	lapryè; pryè
31	prayer	lapria; priè
34	to preside	prezide
38	previous	ansyen
34	to proclaim	deklare
37	propeller	elis
38	to prosper	prosperè
37	to protect	defann
34	protocol	protokòl
32	to prove	prouve
32	to pull	tire
34	to pump	ponpe
34	purposely, purposefully	espre, esprè
37	pursuit	chas
37	to pursue	chase
37	pursuit plane	avyon d-chas

Q

39	quarter past...(time)	e ka
39	quarter to...(time)	mwen-l ka
35	queen	rèn
34	quiet	dousman

R

40	radyo	radyo
37	reaction (jet)	reyaksyon (djèt)
40, 31	to reyalize	reyalize; santi
37, 39	really	byen; tout bon
40	to recite	resite
34	to recognize	rekonèt
34	to recommend	konseye
37	to reconnoiter	rekonèt
31	to regain (money)	rantre (lajan)
31	to relate	rakonte
31	relatives	fanmi
36	to render	rann
36	to replace	ranplace
31	request	demand
32	to resell	revann
39	to reserve; reserved	rezève
36	resources	resous
31	retail store (small)	boutik
39	retailer	revandèz, revandèz
36	to revolt	revòlte
36	rich	rich
33	right	dwa
36	ritual	seremoni
36	rock	ròch
36	rooster	kòk
36	root	rasi-n
35	to row	rame

S

34	saddle	sèl
34	to saddle	sele
31	saint; saintly	sen, sent
40	to say a lesson	resite
38	scarf	mouchwa
37	seat	plas
34	see you later	a pli ta
39	seized	sezi
39	serving plate	plat
40	to set (sun)	kouche (solèy)
40	shawl	chal
37	to shell	bonbade
39	shoemaker	kòdonye
31	shop	biznis; boutik
38	shopping	komisyon, konmisyon
38	short cut	chemen koupe
39	to shut up	pe, pe bouch
38	side	bò
31	sign, signal	sign
39	simultaneously and gradually	a mezi, a mezu, o fu e a mezi, o fu e a mezu
34	since	pwiske
40	to sink (sun)	kouche (solèy)
3-1	situation	sitiyasyon
37	size	grosau
36	slave	esklav
38	slavery	esklavaj
34	slowly	dousman
40	slyly	anba chal
33	to smoke	fimen
33	so	si
36	to soak through	pèse
34	softly	dousman
40	sorcerer	bòkò
37	sound	son
32	special	spesyal
37	speed	vitès
32	to spend	depanse
37	sport	spò
33	spring	leprintan, prentan

36	to spring	pèse
39	to start	pran + verb
39	station	stasyon
34	still	an plas
32	stingy (to be)	gen gro je
39	stomach	lestomak, lestonmak; vant
36	stone	rach
36	stop	suspann
31	store (small retail)	boutik
36	strange	etranj
34	to strangle	trangle
36	strength	pwisans
32	to stretch	tire
39	stricken	sezi
37	student	elèv
31	to suck	tete
32	to suffer	plenn, plenyen
32	sufficient	kont
32	sugar (brown)	suk rouj
32	sugar (refined)	suk blan
33	sugarcane	kann
33	summer	ete, lete
37	supersonic	supèsonik
39	to surprise, surprised	sezi
34	to swear	fè sèman
31	Syrian	siryen

T

38	tale	kont
37	tank	tank
36	to teach	montre
31	to tell	rakonte
38	to tell a tale	tire kont
40	television	televizyon
33	temperature	tanperatu, tanperati
33	terrible	terib
32	than	pase
38	that's why	se sa ki fè
31	thousand	mil
39	to the place	kote

Glossaries

33	to throw	jete, jete
33	to throw...self	jete kò + pers. pr.
31	ticket	biye
32	tomato	tomat
34	top hat	hotfòm; konma
36	torture	tòtu
37	trainer	avyon antrenman
37	training	antrenman
37	transport	transpa
37	traveller	vwayajè
39	tress	très
37	troop	troup
33	tropical tree (large and shady)	mapou
37	truly	byen
39	to turn around	vire tounen

U

33	unbearable	insupatab
39	to unbutton	deboutonnen
40	under cover	anba chal
39	to undo	defè
39	to undress	dezabiye
36	unfamiliar	etranj
39	to unfasten	deboutonnen
40	to unite	reyuni, reyini
36	unknown	etranj
37	until (time), up to	jouk, jus, jis
31	upset	kontrarye
37	useful	util

V

32	very	trè, trèz
31	Virgin Mary	Lavyèj, Lavyèj
37	volume	grosè

W

33	to wait	espere
37	to watch out	fè atansyon
37, 38, 39	to watch	fè atansyon; veye; voye je
36	weariness	fatig
39	to weigh anchor	derape
38	whatever	kou
33	what's more strange	sa ki pi rèd
32	when	kan
34	which is the one, which is	kilès
31	while	etan
34	who is the one, who is	kilès
34	why don't you	manyè
31	to win	genyen
36	wing	zèl
33	winter	ivè, livè
39	to wipe	siye, siuye, suye
40	witchdoctor	baka
40	witchery	maji
39	with	a, ak
32	to work out	kontrole
37	world	lemond, mond
36	worthy (to be)	merite
37	Wow!	Wipip!

Y

33	yellow	jo-n, jan
34	yesteryear	lontan
33	yet	sepandan, sepandan
36	young	jèn, jèn, jènn
32	young (used only for corn and coconut)	ole