

# HAITIAN CREOLE

BASIC COURSE

Volume V  
Lessons 41 - 50  
STUDENT TEXT

December 1973  
Revised March 1995  
DEFENSE LANGUAGE INSTITUTE

## TABLE OF CONTENTS

<b>LESSON 41 -- END OF THE PATROL REPORT</b> .....	1
I. PERCEPTION DRILL.....	1
II. DIALOGUE.....	5
III. GRAMMAR DRILLS.....	12
IV. LEKTU.....	19
V. GRAMMAR AND CULTURAL NOTES.....	22
VII. VOCABULARY.....	28
<b>LESSON 42 -- KOUMBIT 1</b> .....	27
I. PERCEPTION DRILL.....	27
II. DIALOGUE.....	34
III. GRAMMAR DRILLS.....	41
IV. LEKTU.....	48
V. GRAMMAR AND CULTURAL NOTES.....	50
VI. VOCABULARY.....	55
<b>LESSON 43 -- KOUMBIT 2</b> .....	57
I. PERCEPTION DRILL.....	57
II. DIALOGUE.....	62
III. GRAMMAR DRILLS.....	69
IV. LEKTU.....	78
V. GRAMMAR AND CULTURAL NOTES.....	80
VI. VOCABULARY.....	83
<b>LESSON 44 -- KOUMBIT 3</b> .....	85
I. PERCEPTION DRILL.....	85
II. DIALOGUE.....	91
III. GRAMMAR DRILLS.....	99
IV. LEKTU.....	106
V. GRAMMAR NOTES.....	108
VI. VOCABULARY.....	111
<b>LESSON 45 -- REVIEW</b> .....	115
I. ORAL REVIEW OF LESSONS 41 AND 42.....	115
II. INDEPENDENT STUDY.....	119
III. REVIEW OF LESSONS 43 AND 44.....	122
IV. INDEPENDENT STUDY.....	127
V. LEKTU.....	128
VI. VOCABULARY.....	130

Table of Contents

<b>LESSON 46 -- RARA</b> .....	131
I. PERCEPTION DRILL.....	131
II. DIALOGUE.....	137
III. GRAMMAR DRILLS.....	144
IV. LEKTU.....	152
V. GRAMMAR AND CULTURAL NOTES.....	154
VI. VOCABULARY.....	158
<b>LESSON 47 -- THE KITE</b> .....	161
I. PERCEPTION DRILL.....	161
II. DIALOGUE.....	167
III. GRAMMAR DRILLS.....	174
IV. LEKTU.....	182
V. CULTURAL NOTES.....	184
VI. VOCABULARY.....	186
<b>LESSON 48 -- THE FUNERAL PROCESSION</b> .....	189
I. PERCEPTION DRILL.....	189
II. DIALOGUE.....	194
III. GRAMMAR DRILLS.....	201
IV. LEKTU.....	208
V. GRAMMAR NOTES.....	210
VI. VOCABULARY.....	212
<b>LESSON 49 -- SOCCER</b> .....	215
I. PERCEPTION DRILL.....	215
II. DIALOGUE.....	220
III. GRAMMAR DRILLS.....	227
IV. LEKTU.....	234
V. GRAMMAR NOTES.....	237
VI. VOCABULARY.....	238
<b>LESSON 50 -- REVIEW</b> .....	241
I. ORAL REVIEW OF LESSONS 46 AND 47.....	241
II. INDEPENDENT STUDY.....	246
III. ORAL REVIEW OF LESSONS 48 AND 49.....	249
IV. INDEPENDENT STUDY.....	253
V. LEKTU.....	254
VI. INTRODUCTION TO LAUBACH-McCONNELL WRITING SYSTEM.....	256
VII. FILM.....	256
VIII. SINGING.....	257
IX. CULTURAL NOTES.....	259
X. VOCABULARY.....	262
<b>GLOSSARIES</b> .....	263
HAITIAN-CREOLE - ENGLISH.....	263
ENGLISH - HAITIAN-CREOLE.....	280



## LESSON 41

### END OF THE PATROL REPORT

#### I. PERCEPTION DRILL

##### A. Koute pa repete

Nan patrouy la, kaporal la fè chak òm mete feuy kann sou do yo kòm kamouflaj. Yo chak te gen kamouflaj. Tout òm te gen kamouflaj. Yo tout te gen kamouflaj. Ansuit yo koule kò yo do ba dèyè klotu-a. Kaporal la tou te koule kò li dèyè klotu-a. Nou chak gen pou repete sa m-ap di la-a. Nou tout konn pale kreyòl kounyè-a. Se paske nou tout travay pou sa. Sè ke nou tout travay pou sa. A midi, se pa tout elèv ki al lakay yo. Kèk elèv rete isit la. Kèkzun rete isit la. Gen, kèlke leson ki difisil. Gen kèlkezun ki difisil. Nan sa ki ale yo, kèkzun fè a dwat, lezòt yo fè a gòch.

##### B. Repete kounyè-a

Yo chak te mete feuy kann sou do yo kòm kamouflaj.  
Ansuit yo tout koule kò yo dèyè klotu-a.  
Nou chak repete apre profeseu-a.  
Nou tout konn pale kreyòl.  
Kèkzun rete isit la a midi. Kèlkezun rete isit la a midi.  
Ki kote pou-m fè, a dwat ou a gòch?  
Pa fè ni a dwat, ni a gòch. Fè tou dwat.

##### C. Insert either *chak* or *tout* in the following sentences

SENTENCES

...with *chak* or *tout*

Nou te gen manje pa nou.

Nou chak te gen manje pa nou.  
(or) Nou tout te gen manje pa nou.

Yo pral nan plas yo.

Yo chak pral nan plas yo.  
(or) Yo-tout pral nan plas yo.

Yo gen movèz abitud yo.  
Yo pale kont pale yo.  
Nou achte yon biye lotri.  
Nou gen avyon antrenman pa nou.  
Yo chofe manje yo apa.  
Nou chwazi liv nou renmen.  
Nou gen yon hotfòm.  
Yo viv endepandan.  
Nou janbe larivyè-a a pye.  
Yo pran anpil pwason jodi-a.

**D. Replace *kèk/kèlke* and the following noun with *kèkzun/kèlkezun***

CUES

STUDENTS

Kèk elèv rive an reta maten an.  
M-ap pran kèlke fleù lakay ou.  
Ti-moun yo ap chèche kèk kalbas pou al nan dlo.  
Gen kèk zannimo ki malad.  
Kèlke vwayajeù ap pati aswè-a.  
Achte kèlke tomat nan mache-a pou mwen.  
Ti gason an pran kèk biye lotri mwa sa-a.  
Nèg la koupe kèlke rasi-n.  
Nou rekonèt kèk moun.  
Li ranplase kèk tab.  
Gen kèk leson ki difisil.  
Kèlke touris mouri nan aksidan an.

Kèkzun rive an reta maten an.  
M-ap pran kèlkezun lakay ou.

**E. Substitute the following cues for *yo* in the sentence: *Yo koule kò yo do ba dèyè klotu-a.***

CUES

STUDENTS

vòlè-a  
nou  
ti-moun yo  
sòlda yo  
chèf seksyon an  
ou  
pòv la

Vòlè-a koule kò li do ba dèyè klotu-a.  
Nou koule kò nou do ba dèyè klotu-a.

nou  
 kaporal la  
 elèv yo  
 ti kòmè-a  
 majistra-a

**F. Insert *ansuit* in the following sentence**

CUES

Nou koule kò nou dèyè  
 klotu-a, nou kouri.  
 Nèg la chita, li di bonjou.  
 M pral Gonayiv, m pral O Kap.  
 Nou rele anmwe, nou kouri kache.  
 Madanm nan tande nouvèl la, li pran mache ale vini.  
 Nèg la gade bèf yo byen, li chwazi youn.  
 Tezen fi-n pale ak Maria, li disparèt nan dlo-a.  
 Ti-moun yo fè kont dezòd yo, yo rete dousman.  
 M-annik regle zafè-a, m tounen lakay.  
 Nou bay pitit la medikaman an, li dòmi.  
 Yo jete kò yo anba pye bwa-a, yo ranpe al fè rout yo.  
 Li vi-n lakay, li kontinue pou kont li.  
 Yo louvri pòtay la, pasaje yo pase.

STUDENTS

Nou koule kò nou dèyè klotu-a,  
ansuit nou kouri.  
 Nèg la chita, ansuit li di bonjou.  
 M pral Gonayiv, ansuit m pral O Kap.

**G. Koute epi repete:**

Moun ki kote ou ye? Ki kote ou sòti?  
 M se ayisyen. M soti an Ayiti. M sot an Ayiti.  
 Maten an m vi-n lekòl a pye. M soti depi lakay mwen a pye.  
 Pòtoprens a Kwa dè Boukè dwe gen 18 a 20 kilomèt kon sa. M pa fi-n su.  
 Semèn pase-a, m te malad, se sa ki fè ke m pat vini. Se sa ki fè m pa-t vini.  
 Semèn pase-a m te malad ki fè ke m pa-t vini.  
 Semèn pase-a m te malad ki fè m pa-t vini.

**H. Substitute the following cues for *lakay mwen* in the sentence: *M soti depi lakay mwen a pye.***

CUES

Petyonvil  
 nan pòtay Leoga-n

STUDENTS

M soti depi Petyonvil a pye.  
 M soti depi nan pòtay Leoga-n a pye.

Bisantnè  
Mache Kwa Bosal  
anba lavil  
legliz Sen Jozèf  
Lopital Jeneral  
avyasyon  
sou Chan d-mas  
ka Bata  
Anbasad amerikèn  
Kenskof

**I. Insert *se sa ki fè(ke)* or *ki fè (ke)* in the following sentences.**

SENTENCES

...with *se sa ki fè (ke)* or *ki fè (ke)*

M malad, m pa al lekòl.

M malad se sa ki fè(ke) m pa al lekòl.

or M malad ki fè(ke) m pa al lekòl.

Manje-a pike, nou pa ka manje-l.

Manje-a pike se sa ki fè(ke) nou pa ka manje-l.

or Manje-a pike ki fè(ke) nou pa ka manje-l.

Pisi-n nan pa gen dlo, ti-moun yo pa ka benyen.

Papa-l mouri, li pral Sen Mak.

Ti bway la wè chèf seksyon an, li kache.

Nou pa konn kilès yo invite, nou pa prale.

Peyi-a agreab, touris yo ap ret pi lontan.

Biznis la pa mache, nèg la blije fèmen boutik la.

M pa renmen kenèp, m pa achte.

Bòkò-a pa ka fè anyen pou yo, y-al kay dokteù.

Nou depanse tout lajan an, nou pa gen senk kòb.

Li pa gen cheve, li pa al kay kwafeù.

**J. Koute epi repete:**

Lè yon moun travay, ou ka peye li par an, pa mwa, pa kenzèn, pa semèn, pa jou ou par eu.

Si ou ap voye yon bagay nan yon lòt peyi ou nan yon lòt vil, ou ka voye li par avyon, pa tè, pa kamyon ou pa bato.

Pratik la pa pote anyen ki bon jodi-a.

Patrouy la pa wè anyen ki parèt suspèk.

Moun sa yo bay legliz 10% (di pou san) nan lajan yo fè pa mwa.



## II. DIALOGUE

### End of the Patrol Report

Corporal Jaques is in the office of Lt. Maurice. He is finishing the report on the reconnaissance patrol.

Lt: Continue. Where did you come out?

Cpl: We got to a large millet field which had just been harvested.

Lt: How did you manage to get across that wide open space?

Cpl: Lieutenant, we didn't go straight across. I ordered each soldier to pick up a bunch of millet leaves to put on their back as camouflage.

Lt: That's fine. Continue.

Cpl: We crawled up to a cactus fence which is no taller than this desk.

Lt: What did you do when you arrived at the fence?

Cpl: Then we all bent low and crept behind the fence up to the rear of a small hill opposite the enemy's position.

Lt: And up to that point, you had not noticed anything that looked suspicious?

Cpl: Nothing at all. Then I ordered the soldiers to scatter and go around the hill and observe exactly everything happening on the other side.

Lt: Did all of them pass on the same side?

Cpl: No, Lieutenant. Some passed on the left, others on the right.

Lt: What were the findings of the reconnaissance according to the soldiers' reports?

Cpl: The result is that the enemy had really been there behind the hill, because we saw trenches they had begun to dig.

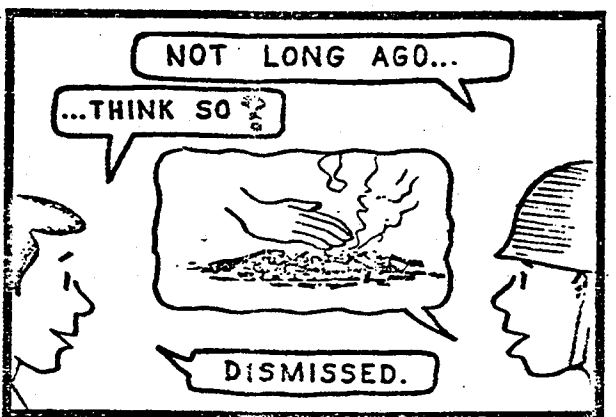
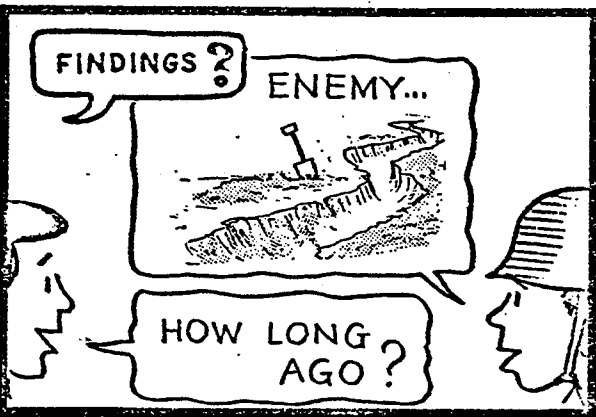
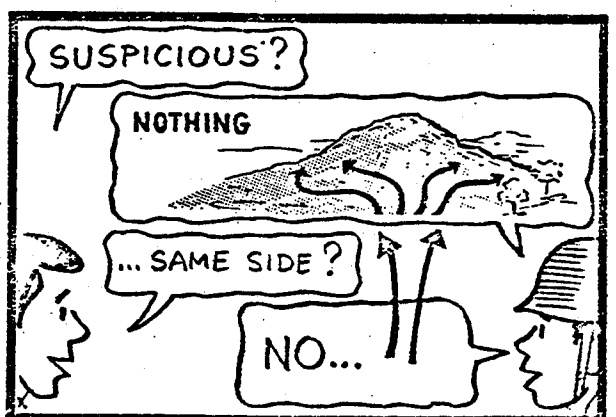
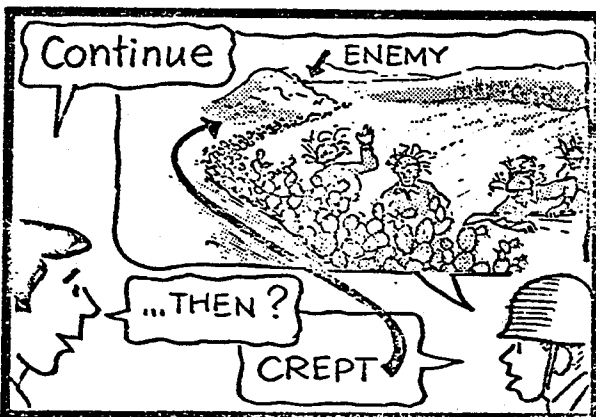
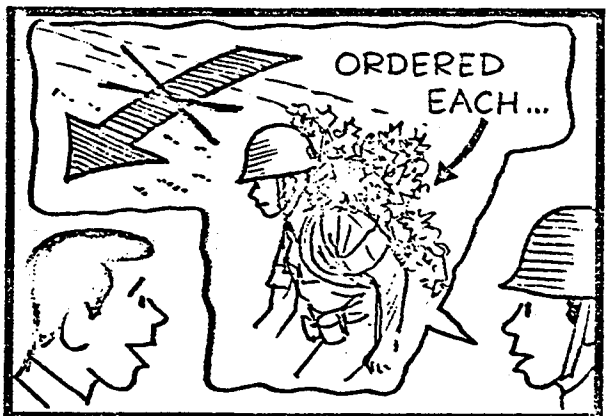
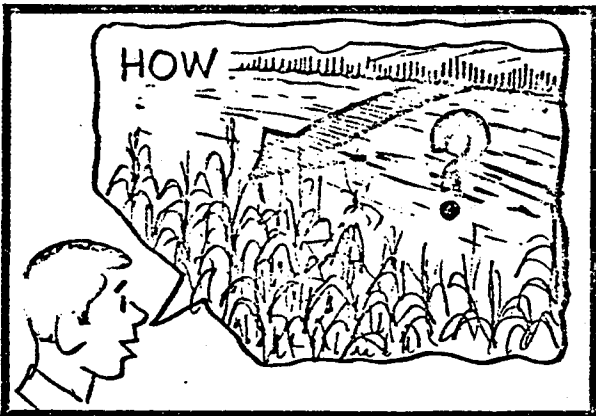
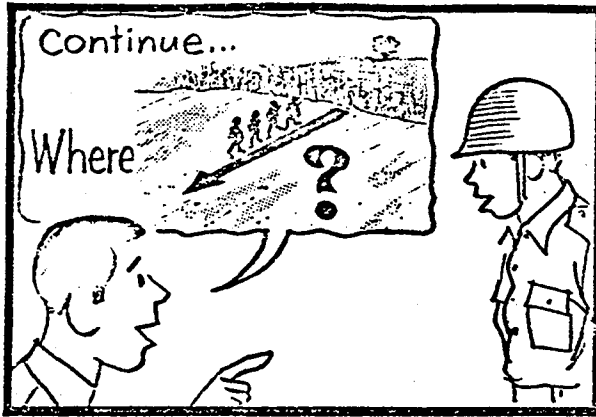
Lt: How long ago do you believe they've left?

Cpl: They broke camp not very long ago, Lieutenant.

Lt: What makes you think so?

Cpl: It's because the cinders were still hot where they had made a fire for cooking. That's all.

Lt: Good. You are dismissed.



## Fen rapò patrouy la

Kaporal Jak nan buro lyetnan Moris. L-ap fini rapò sou patrouy rekonesans la.

Lt: Kontinue. Ki bò n-al abouti?

Kap: N-al abouti nan yon gran chan pitimi ke yo fèk koupe.

Lt: Konman nou fè travèsè gran zòn vid sa-a?

Kap: Mon lyetnan, nou pa travèsè li dirèk. Mwen òdone chak òm ranmase yon pake fèy pitimi pou mete sou do yo kòm kamouflaj.

Lt: Sa se trè byen. Kontinue.

Kap: Nou ranpe jus nan yon klotu kandelab ki pa pi ro ke biro-a.

Lt: Ki sa nou fè kan nou rive nan klotu-a?

Kap: Ansuit, nou tout koule kò nou do ba dèyè klotu-a, jouk dèyè yon ti kòli-n ki an fas pozisyon lenmi an.

Lt: E jus nou rive la, nou pa remake anyen ki parèt suspèk?

Kap: Anyen menm. Alò mwen òdone sòlda yo gaye pou fè kontou kòli-n nan, e pou obsève ekzakteman tou sa k-ap pase sou lòt bò.

Lt: Eske yo tout pase menm bò-a?

Kap: Non, mon lyetnan. Kèkzun pase a gòch, lòt yo fè a dwat.

Lt: Ki rezilta rekonesans la daprè rapò sòlda yo?

Kap: Rezilta-a, sè ke lenmi te la vre dèyè kòli-n nan, paske nou wè tr-anche yo te koumanse fouye.

Lt: Depi ki leù ou kwè yo pati?

Kap: Pa gen lontan depi yo dekanpe, mon lyetnan.

Lt: Sa ki fè ou kwè sa?

Kap: Se paske sann nan cho toujou kote yo te limen dife pou kuit manje. Se tout.

Lt: Bon. Ronpe!

### Dialogue Buildup

nan buro  
Kaporal Jak nan buro  
lyetnan Moris.

in the office  
Corporal Jacques is in  
lieutenant Maurice's  
office.

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

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

Kontinue.

Continue.

abouti  
Ki bò n-al abouti?

to abut, to end  
Where did you come out?

koupe  
ke yo fèk koupe  
yon gran chan pitimi  
N-al abouti nan yon gran  
chan pitimi ke yo fèk koupe.

to cut  
that they had just cut  
a large millet field  
We got to a large millet field  
which had just been harvested.

vid  
gran zòn vid sa-a  
travèse  
Konman nou fè travèse  
gran zòn vid sa-a?

empty  
that wide open space  
to cross, to get across  
How did you manage to get  
across that wide open space?

dirèk  
Mon lyetnan, nou pa travèse li  
dirèk.

straight  
Lieutenant, we didn't go  
straight across.

kòm kamouflaj  
sou do yo  
fèy pitimi  
yon pake fèy pitimi pou  
mete sou do yo  
ranmase  
chak òm  
òdone

as camouflage  
on their back  
millet leaves  
a bunch of millet leaves to  
put on their back  
to pick up  
each man, each soldier  
to order

Mwen òdone chak òm  
 ranmase yon pake fèy pitimi pou  
 mete sou do yo kòm kamouflaj.

I ordered each soldier to  
 pick up a bunch of millet leaves to  
 put on their back as camouflage.

Sa se trè byen. Kontinue.

That's fine. Continue.

biro-a  
 ki pa pi ro ke biro-a  
 kandelab

the desk  
 which is no taller than the desk  
 kind of cactus with thorns found in  
 the tropics

yon klotu kandelab  
 ranpe  
 jus nan  
 Nou ranpe jus nan yon klotu  
 kandelab ki pa pi rò ke biro-a.

a cactus fence  
 to crawl  
 up to  
 We crawled up to a cactus fence  
 which is no taller than the desk.

nan klotu-a  
 kan nou rive nan klotu-a  
 Ki sa nou fè kan nou rive  
 nan klotu-a?

to/at the fence  
 when you arrived at the fence  
 What did you do when you  
 arrived at the fence?

lenmi an  
 pozisyon lenmi an  
 an fas  
 yon ti kòli-n  
 jouk dèyè yon ti kòli-n ki  
 an fas pozisyon lenmi an  
 dèyè klotu-a  
 nou koule ka nou do ba  
 Ansuit, nou tout koule kò  
 nou do ba dèyè klotu-a,  
 jouk dèyè yon ti kòli-n ki  
 an fas pozisyon lenmi an.

the enemy  
 the enemy's position  
 facing, opposite  
 a small hill  
 up to the rear of a small  
 hill opposite the enemy's position  
 behind the fence  
 we bent low and crept  
 Then, we all bent low and crept  
 behind the fence up to the rear  
 of a small hill opposite  
 the enemy's position.

suspèk  
 parèt  
 nou pa remake anyen ki  
 parat suspèk  
 jus nou rive la  
 E jus nou rive la, nou pa remake  
 anyen ki parèt suspèk?

suspicious  
 to appear, to look  
 you had not noticed anything  
 that looked suspicious  
 until you arrived there  
 And up to that point, you had not  
 noticed anything that looked  
 suspicious?

Anyen menm.

sou lòt bò  
sa k-ap pase sou lòt bò  
e pou obsève ekzakteman  
  tou sa k-ap pase sou lòt bò  
kòli-n nan  
pou fè kontou kòli-n nan  
gaye  
Alò mwen òdone sòlda yo gaye  
  pou fè kontou kòli-n nan,  
  e pou obsève ekzakteman  
  tou sa k-ap pase sou lòt bò.

menm bò-a  
yo tout  
Eske yo tout pase menm bò-a?

Non, mon lyetnan.

a dwat  
lòt yo fè a dwat  
a gòch  
kèkzun  
Kèkzun pase a gòch, lòt  
  yo fè a dwat.

rapò sòlda yo  
dapre  
rezulta  
Ki rezulta rekonesans la  
  dapra rapò sòlda yo?

fouye  
yo te koumanse fouye  
tranche  
paske nou wè tranche  
dèyè kòli-n nan  
lenmi te la vre  
Rezulta-a, sè ke lenmi te la vre  
  dèyè kòli-n nan, paske nou wè  
  tranche yo te koumanse fouye.

Nothing at all.

on the other side  
what's happening on the other side  
and observe exactly every thing  
  happening on the side  
the hill  
to go around the hill  
to scatter  
Then I ordered the soldiers to scatter  
  and go around the hill and observe  
  exactly everything happening  
  on the other side.

the same side  
all of them  
Did all of them pass on the same side?

No, Lieutenant.

on the right  
the others went on the right  
on the left  
some  
Some passed on the left, the  
  others on the right.

the soldiers' reports  
according to  
results, findings  
What were the findings of the  
  reconnaissance according  
  to the soldiers' reports?

to dig  
they had begun to dig  
trenches  
because we saw trenches  
behind the hill  
the enemy had really been there  
The result is that the enemy had  
  really been there behind the hill,  
  because we saw trenches they had  
  begun to dig.

yo pati  
ou kwè  
depi ki leù  
Depi ki leù ou kwè  
yo pati?

they've left  
you believe  
since when, how long  
How long ago do you believe  
they've left?

yo dekanpe  
depi yo dekanpe  
pa gen lontan  
Pa gen lontan depi yo  
dekanpe, mon lyetnan.

they broke camp  
since they broke camp  
it's not a long time  
They broke camp not very long  
ago, Lieutenant.

ou kwè sa  
Sa ki fè ou kwè sa?

you think that, you believe that  
What makes you think so?

pou kuit manje  
yo te limen dife  
toujou  
sann nan cho toujou  
Se paske sann nan cho toujou  
kote yo te limen dife pou kuit manje.

to, cook food  
they had made fire  
still  
the cinders were still hot  
It's because the cinders were still hot  
where they had made a fire for  
cooking.

Se tout.

That's all.

Bon. Ronpe!

Good. You are dismissed.

### III. GRAMMAR DRILLS

#### A. Lexical Variation Exercises

##### 1. Basic sentence:

N-al abouti nan yon gran  
chan pitimi.  
klotu kandelab

tranche  
pil chabon  
kokenn chemnchodyè  
gagè  
mi-n lò  
muze  
simtyè  
teren vid  
chan kann ki fèk koupe  
zòn ki byen defann

N-al abouti nan yon gran  
chan pitimi.  
N-al abouti nan yon klotu  
kandelab.

##### 2. Basic sentence:

Mwen òdone chak òm  
mete fèy sou do yo.  
dis

pluzyè  
vin  
tout  
kat  
de  
sis  
kèk  
de twa  
yon seùl  
swasanndis

Mwen òdone chak òm mete  
fèy sou do yo.  
Mwen òdone dizòm mete  
fèy sou do yo.



**3. Basic question:**

Ki sa nou fè lè nou rive nan klotu-a?  
mande

di  
tande  
wè  
deside  
pran  
valè  
travèse  
santi  
rekonèt  
rakonte

Ki sa nou fè lè nou rive nan klotu-a?  
Ki sa nou mande lè nou rive  
nan klotu-a?

**4. Basic sentence:**

Nou koule ka nou do ba dèyè klotu-a.  
tounen  
fonse  
pase  
mache  
ranpe  
vire  
bese  
disparèt  
retounen  
travèse  
soti

Nou koule kò nou do ba dèyè klotu-a.  
Nou tounen do ba dèyè klotu-a.

**5. Basic question:**

Eske yo tout pase menm bò-a?  
fè menm bagay  
disparèt menm kote-a  
mete menm kamouflaj  
ale nan menm vil la  
parèt sou menm ba-a  
soti menm peyi  
chwazi menm bagay la

Eske yo tout pase menm bò-a?  
Eske yo tout fè menm bagay?

fè vitès menm jan an  
invite menm moun yo  
parie sou menm kak la  
rakonte menm istwa-a

**6. Basic sentence:**

Pa gen mwayen mache.  
tande sa y-ap di  
parèt devan pòt la  
ranpe  
mete a jenou  
chase yo  
chofe kò nou  
chwazi sa nou vle  
diskute avèk yo  
genyen  
janbe chan an  
pale de koze-a

Pa gen mwayen mache.  
Pa gen mwayen tande sa y-ap di.

**7. Basic question:**

Sa ki fè ou kwè sa?  
pale de  
di  
mande  
deside  
ankouraje  
diskute  
konseye  
kontrarye  
merite  
rakonte

Sa ki fè ou kwè sa?  
Sa ki fè ou pale de sa?

**8. Basic sentence:**

Se yon sèvis ki trèz enpòtan.  
pròp  
ansyen  
util

Se yon sèvis ki trèz enpòtan.  
Se yon sèvis ki trè prop.

nesèsè  
 endepandan  
 konsiderab  
 agreab  
 su  
 enteresan  
 sal  
 trankil

## B. Grammar Exercises

### 1. Answer the following questions using the cues with *depi*.

Kote ti-moun yo ap derape? (lavil)      Y-ap derape depi lavil.  
 Depi ki kote l-ap fè vitès? (Petyonvil)      L-ap fè vitès depi Petyonvil.

Ki kote vil la bati? (patay Sen Jozèf jouk patay Leoga-n)

Ki kote kourye sa yo soti? (lapòs)

Depi ki kote li rakonte istwa-a? (lakay)

Kote fakteù-a kòmanse distribue lèt yo? (anba lavil)

Ki kote nou t-ap diskute? (nan travay la)

Depi ki kote y-ap ranpe? (bò chan kann majistra-a)

Ki kote yo bonbade? (nan na jouk nan sud)

Ki kote ou soti la-a? (Kenskòf)

Ki kote yo fè klotu kandelab la? (bò rivyè-a)

Kote bann madigra yo parèt? (bò lakomu-n nan)

### 2. Replace *kont* with *ase* in the following sentences.

Nou manje kont jodi-a.

Nou manje ase jodi-a.

Touris la gen kont tenm pou lèt sa-a.

Touris la gen ase tenm pou lèt sa-a.

Fakteù yo pa gen kont tan pou distribue lèt yo.

Kandelab yo pa kont pou fè tout klotu-a.

Lajan ou ban mwen an kont.

Pa gen kont kazye postal nan lapòs la.

M gen kont ti-moun pou m-okupe.

Medam yo achte kont chabon pou semèn nan.

Mesye yo bwè kont ronm.

Ti-moun yo rele kont.

Pitit sa-a tete kont.

Bato-a chaje kont.



Yo di bonjou anvan yo rantre (chak).  
 Nou gaye kò nou nan chan an pou yo pa wè nou (tout).  
 Nou peye dwa ladwann nan pou sa nou pote (chak).  
 Yo resevwa yon kantite kourye (tout).

6. Substitute the cues for *m* in the following sentence *Leù m tande bri pye-a, m koule kò-m anba kabann nan.*

Sese

Leù Sese tande bri pye-a, li koule ka-l  
 anba kabann nan.

pitit mwen yo

Leù pitit mwen yo tande bri pye-a,  
yo koule ka yo anba kabann nan.

fakteù-a

vwayajeù yo

mèt kak la

nou

rèn nan

revandeùz yo

pecheù-a

mwen

machann nan

peyizan yo

### C. Translation

- |                                                                                                                            |                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1. What makes travelling so interesting is that it's a good time to see a lot of people and places you didn't know before. | Sa ki fè (ke) vwayaje si enteresan, se paske se yon bon leù pou wè yon kantite kote ak moun (ke) ou pa-t konnen anvan |
| 2. It doesn't even take two days now to go around the earth at the speed planes can fly.                                   | Sa pa menm pran de jou aleùkile pou fè kontou latè ak vitès avyon kab vole kounyè-a.                                  |
| 3. Because millet is not expensive, it's very much used as every day food by poor class people.                            | Paske pitimi pa chè, li sèvi anpil kòm manje chak jou pou moun klas pòv yo.                                           |
| 4. If he hasn't arrived in time, it's that he has missed the plane.                                                        | Si li pa rive a leù, sè ke li manke avyon an.                                                                         |

- |                                                                                                                                                  |                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 5. The boy looks suspicious, but<br>it's not he who threw the stone.                                                                             | Ti gason an parèt suspèk, men<br>se pa li ki jete ròch la.                                                                |
| 6. The temperature on the hill<br>is a lot cooler than it is<br>downtown near the coast.                                                         | Tanperatu sou kali-n nan<br>pi frè anpil pase anba<br>lavil pre kat la.                                                   |
| 7. They don't distribute mail<br>everyday in all areas.                                                                                          | Yo pa distribue kourye<br>tou le jou nan tout zòn.                                                                        |
| 8. Bonne Foi Street goes straight<br>down, passing in front of the Post<br>Office, and ends at Christopher<br>Columbus Quay.                     | Ru Bòn Fwa desann tou dwat,<br>pase devan (buro) lapòs pou<br>abouti sou waf Kristaf<br>Kolon an.                         |
| 9. Tourists like to go to countries<br>where the sky is always blue,<br>the air clear and clean, the sea warm,<br>and where the people are good. | Touris renmen ale nan peyi<br>kote syèl la toujou ble,<br>lè-a klè e pròp, lanmè-a cho,<br>e kote peup la bon.            |
| 10. When Christopher Columbus<br>discovered Haiti, the country<br>was inhabited by Arawak<br>Indians.                                            | Leù Kristaf Kolon dekouvri<br>Ayiti, peyi-a te abite pa indyen<br>Ararwak. (se indyen Ararwak<br>ki te abite nan peyi-a.) |

## IV. LEKTU

### Sèvis postal an Ayiti

Tankou nan lòt peyi, lapòs se yon sèvis ki trèz enpòtan an Ayiti. Sa pa vle di ke se yon administrasyon konsiderab, piske sou kat milyon abitan, gen seulman di pou san ki konn li e ekri, e se pa tout ki ekri chak jou, ni chak semèn, ni menm yon fwa pa mwa. Gen anpil moun ki pa menm ekri yon lèt par an. Donk, pi fa lèt ki pase lapòs an Ayiti, se lèt komèsyal, paske gen anpil komèsan ki ekri pluzyè lèt chak jou. Men leu ou rive lapòs pou voye yon lèt, toujou genyen tèlman moun, ke ou pa kab rive jus nan gichè pou achte tenm nan. Moun yo pa seulman anndan lapòs la. Ou kòmanse jwenn anpil moun depi yon blòk anvan ou rive. Buro lapòs la jouk anba lavil, bò waf Kristòf Kolon an, devan plas Nasyon Zuni (United Nations). Se yon zòn ki genyen anpil chop touris, e se bò la buro touris la ye tou. Donk touris vini bò la souvan, ki fè ke zòn nan toujou chaje ak anpil machann k-ap seye vann touris yo tout kalite bagay. Kan touris rive pa bato, se sou waf Kolon an menm yo debake.

Trotwa devan lapòs la kouvri ak machann k-ap vann kat postal ak tou sa ke touris renmen achte pou pote lakay yo. Leu kon sa, pou chak grenn touris ki parèt, gen yon lame machann ki kouri al rankontre li byen lwen. Gen machann ki menm vle vann touris la biye lotri nasyonal. Men touris ki pral lapòs poko ap achte anyen pou-l pa trò chaje, paske anndan buro lapòs la menm, pa gen mwayen mache. Premye bagay touris yo achte se kat postal pou voye bay fanmi ak zanmi nan peyi yo. Gen tab anndan lapòs la ki ase ro pou ekri kanpe. Se la touris yo al kanpe pou ekri. Kan yo fini, yo mete lèt ou byen kat yo nan anvlòp. Yo adrese anvlòp la, epi yo kachte-l. Yo pral pèdu tan pou achte tenm, paske gen seulman de gichè kote yo vann tenm, e kantite moun ki bezwen achte tenm konn fè yon long ke ki rive jouk sou galri deyò-a.

Tarif tenm nan pa menm pou tout peyi. Par ekzanp, tarif kourye par avyon pou 15 gram ou demi ons (1/2 oz) se swasanndi santim pou. kontinan ameriken e pou lè Zanti, yon goud swasannkenz pou Leròp, e de goud vennsenk pou lezòt peyi. Kom nan tout buro postal, apre ou mete kantite tenm nesesè sou lèt la, gen yon bwat pou lage lèt par avyon e yon lot bwat pou kourye pa bato ou pa tè. Gen yon gichè spesyal pou ou pote lèt ou vle rekòmande. Se pou ou peye senkant kòb an plus, epi anplwaye-a mete yon so ki make "Recommande" (Rekòmande) sou lèt la. Nenpòt kote ou rete, se pou ou desann jus lapòs pou voye yon lèt, paske pa gen menm yon seul bwat postal nan laru, okenn kote nan vil la. Se poutèt sa pèsonn pa bezwen achte tenm pou kenbe lakay yo, e se poutèt sa buro lapòs la toujou plen moun. Sa ki fè sèvis la pa mache pi byen se paske yon seul buro lapòs la pa kont pou yon vil tankou Pòtoprens:

Kourye ki soti nan peyi etranje menm, se yon lòt afè. Pi bon jan pou ou resevwa lèt ou, se pou ou lwe yon kazyè postal. Sa koute apeprè senkant goud par ane (\$10.00). Lòt jan pou kourye vi-n jwenn ou, se fakteu ki pou pote-l lakay ou. Menm Pòtoprens ki kapital la, se a pye fakteu sòti depi lapòs pou al distribue lèt nenpòt ki bò nan vil la. Gen de fakteu ki mache menm dis a kenz kilomèt chak jou ak yon sak byen lou sou zepòl li. Jou kourye-a trò lou, fakteu-a kite unpe pou demen, ou byen li fè, de vwayaj. Trè souvan menm, li jete anpil kourye ki pa sanble enpòtan. Sa se yon bagay fakteu fè tou patou, menm OZetazuni. Sèvis ki okupe lapòs an Ayiti-a rele "Administration Generale des Postes" (Administrasyon jeneral dè Pòs). Poutèt afè pote kourye a pye sou zepòl la, e pou leta ka touche dwa de dwa-n tou, fakteu pa distribue koli postal. Buro lapòs la voye tout koli posto nan buro ladwann.

### Kestyon

1. Konben pou san ayisyen ki konn li e ekri?
2. Ki kalite lèt ki pase pi fò nan lapòs an Ayiti?
3. Pou ki sa?
4. Ki kote pou ou ale pou achte tenm nan lapòs la?
5. Ou rive fasil nan gichè-a?
  
6. Se anndan lapòs la seùlman gen anpil moun?
7. Ki kote lapòs la ye Pòtoprens?
8. Ki lòt buro ki nan zòn nan tou?
9. Se moun ki pral lapòs seùlman ou ka kontre devan lapòs la?
10. Sou ki waf touris ki rive pa bato debake?
  
11. Ki sa machann ki sou trotwa yo vann?
12. Pou ki sa se yon lame machann ki kouvri chak touris?
13. Ki sa machann yo konn vle fè touris yo achte?
14. Lè touris yo achte kat postal, kote yo ekri yo?
15. Leu yon moun fi-n ekri yon lèt ou byen yon kat, ki sa pou li fè ankò?
  
16. Leu gen anpil moun deja devan gichè-a, ki sa pou yon moun ki vle achte tenm fè?
17. Leu ou ekri, ki kote pou ou mete tenm nan?
18. Ki tarif tenm par avyon pou kontinan ameriken ak Anti yo pou 15 gram?
19. E pou Leròp ak lòt peyi yo?
20. Leu ou fi-n mete tenm, se nan menm bwat la pou ou lage tout lèt yo?



21. Se menm kantite tenm nan pou ou mete sou yon lèt rekòmande?
22. Gen bwat postal nan laru nan Pòtoprens?
23. Konben buro lapòs ki genyen pou tout vil la?
24. Si ou vle resevwa kourye ou pi vit, ki sa pou ou fè?
25. Konben pou ou peye pou sa?
  
26. Si ou pa gen kazye postal, konman ou resevwa lèt ou yo?
27. Se nan oto fakteù yo distribue lèt yo?
28. Konman yo rele sèvis ki okupe lapòs an Ayiti?
29. Nan ki sa fakteù yo mete lèt yo?
30. Se fakteù yo ki distribue koli posto yo tou?

## V. GRAMMAR AND CULTURAL NOTES

### A. *Se* vs. *Sè*

*Sè ke* 'it's that' is the only form in which *se* 'it's' becomes *sè*. *Sè ke* is often used with the meaning of 'it's because', 'that means'.

Se kreyòl nou pale.  
Sè ke li pa vle vini.

We speak Creole. (lit., It's Creole we speak.)  
It's that he doesn't want to come.  
That means he doesn't want to come.  
It's because he doesn't want to come.

### B. *Tout*, *chak*, *sèl/seùl*

The adjectives *tout* 'all' and *chak* 'each' *sèl/seùl* 'only' when qualifying plural personal pronouns come after the pronoun, while in English they precede the pronoun, generally with the preposition 'of'.

yo chak  
nou tout  
yo sèl  
Nou chak va pran twa pen.

each of them  
all of us; all of you (pl.)  
only them  
Each of you/us will take three  
loaves of bread.

### C. *Fè* used for direction

*Fè* used with terms of direction means 'go', 'go to', 'turn'.

fè a gòch  
fè tou dwat  
fè nan sud

go to the left; turn left  
go straight (ahead)  
go in the direction of south; turn to south

### D. Decimal system

Officially the system in use in Haiti for sizes and measurements, weights, surface and volume, is the metric system. This is why the postal rates are expressed in grams and distances in kilometers. But all the different systems are known in the country and the units used in the U.S. are also widely used in Haiti. For instance, in Haiti gallon (*galon*), quart (*ka*), and pint (*pint*) for gasoline, oil, alcohol,