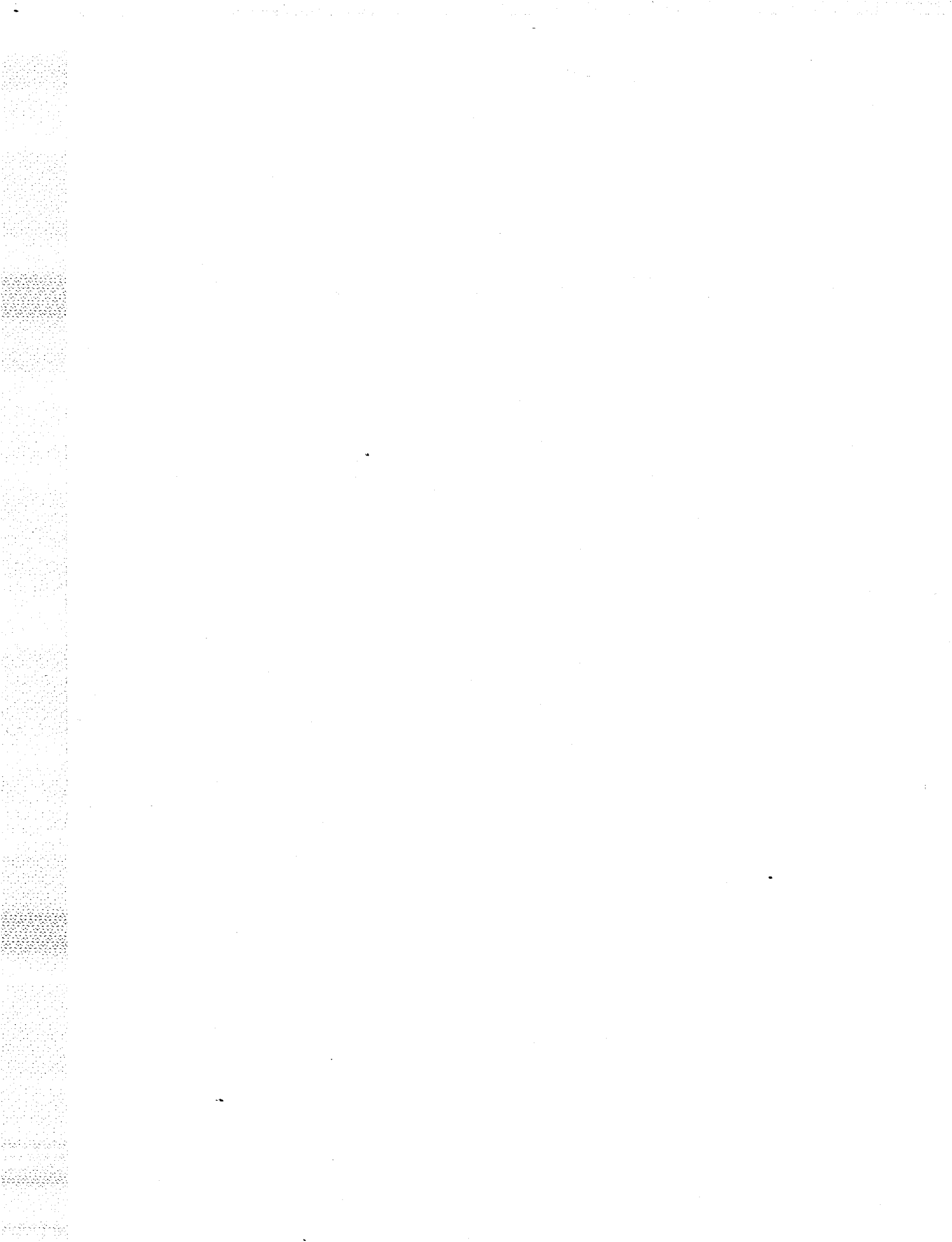


HAITIAN CREOLE

BASIC COURSE

Volume I
Lessons 1 - 10
STUDENT TEXT

December 1973
Revised December 1994
DEFENSE LANGUAGE INSTITUTE



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LESSON 1

GREETINGS

PERCEPTION DRILL

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

1. Listen and repeat:

Toma: Bonjou kòmè Mari.

Mari: Bonjou konpè Toma.

Toma: Ban-m nouvèl ou?

Mari: M pa pi mal; e ou-mènm?

Toma: M la. E bès Alse?

Mari: Li pa pi mal, gras a Dye.

2. Listen and repeat:

Bonjou Mari!

Bonjou Alse!

Bonjou konpè!

Bonjou kòmè!

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

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

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

1. Listen:

Toma: Bonjou kòmè.

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

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

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

Toma: Yo pa pi mal, gras a Dye.

2. Listen and repeat:

Ban-m nouvèl ou. Ban mwen nouvèl ou.

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

Ban-m nouvèl li.

Ban mwen nouvèl nou. Ban-m nouvèl nou.

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

Ban-m nouvèl li.

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

Ban-m nouvèl li.

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

Ban-m nouvèl yo.

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

CUE

STUDENT(S)

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

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

4. Listen and repeat:

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

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

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

CUE

STUDENT(S)

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

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

6. Listen and repeat:

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

7. Answer the questions:

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

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

1. Listen:

Alse: Bonjou konpè Toma!

Toma: Bonjou bòs Alse! Ki jan ou ye?

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

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

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

Toma: En ben, o revwa.

Alse: O revwa bòs Alse.

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

Ki jan ou ye?	Ki jan nou ye?
Ki jan Mari ye?	Ki jan ti-moun yo ye?
Ki jan	

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

CUE	STUDENT(S)
ou	Ki jan <u>ou</u> ye?
Mari	Ki jan <u>Mari</u>
ye	
li	
bòs Alse	
nou	
Yo	
Toma	
ti-moun yo	
mwen	
kòmè	
Mari	
konpè Toma	
Chal	

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

Ti-moun yo ap grandi.	Y-ape grandi.	Y-ap grandi.
Ti-Mari ap grandi.	L-ape grandi.	L-ap grandi.
N-ape grandi.	N-ap grandi.	
M-ape grandi.	M-ap grandi.	
Ou ape grandi.	Ou ap grandi.	

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

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

6. Listen and repeat:

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

7. Replace the first word with the cue word:

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

8. Answer the following questions:

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

DIALOGUE

GREETINGS

Scene: Downtown Port-au-Prince

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

Thomas: Hello, Marie.

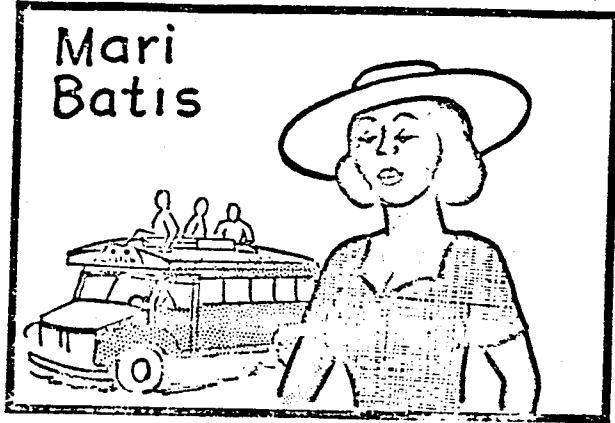
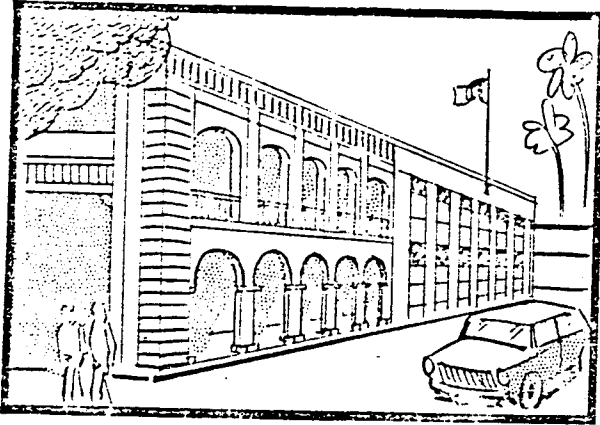
Marie: Hello, Thomas. How are you?

Thomas: I'm fine. And you?

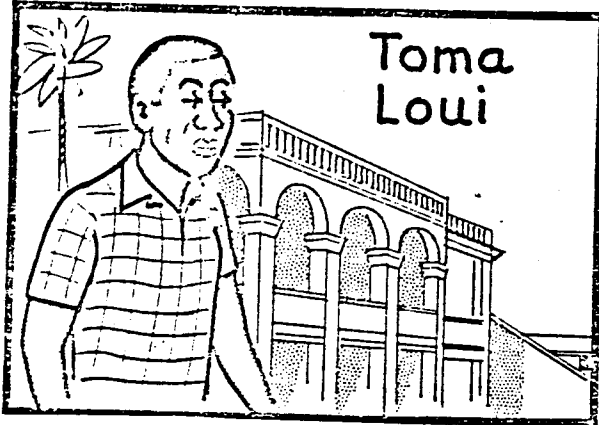
Marie: I'm fine.

Thomas: And Alce, how is he?

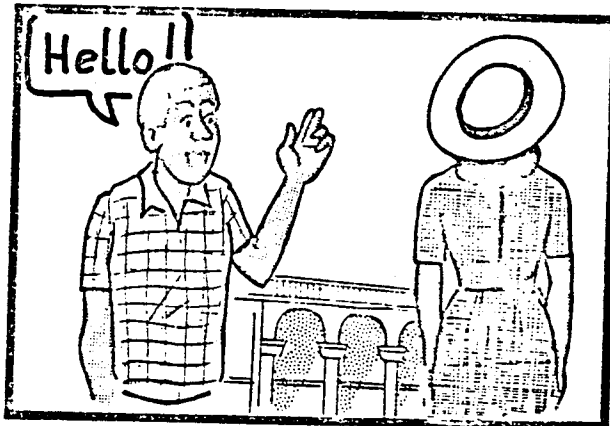
Marie: Thank God, he's fine, too.



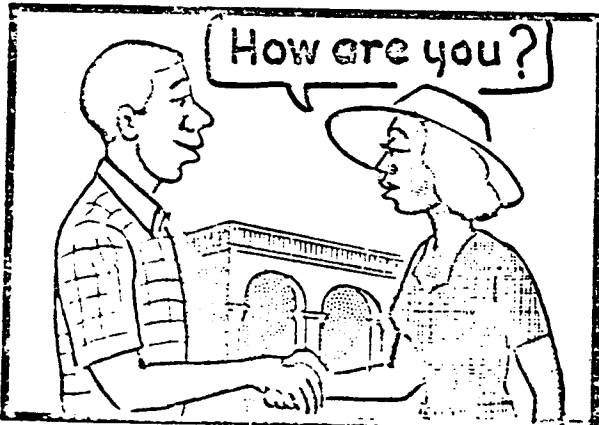
Mari Batis



Toma Loui



Hello!

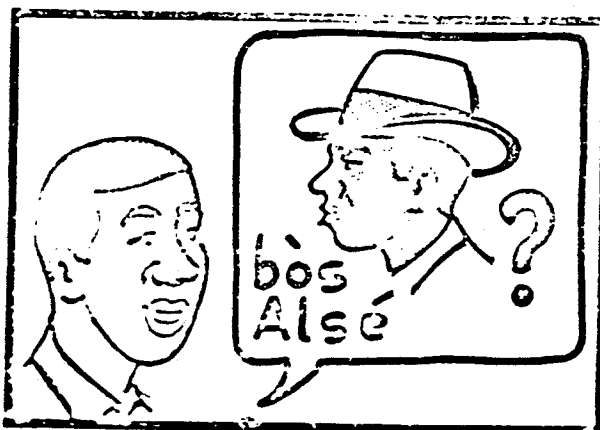


How are you?



...yourself?

all right



bos
Aisé



Thank
God..

GREETINGS

Characters: Mari, Toma

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

Toma: Bonjou kòmè Mari.

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

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

Mari: M la.

Toma: E bès Alse, ki jan li ye?

Mari: Gras a Dye, li byen tou.

Dialogue Buildup

Mari
komè

bonjou
Bonjou komè Mari.

konpè
Bonjou konpè Toma.

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

mal
pi
pa
pa pi mal
M pa pi mal.

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

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

la
M la.

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

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

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

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

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

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

there
I'm all right.

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

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

And bòs Alce, how is he?

tou
byen
li byen tou
Dye
gras a
gras a Dye

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

Gras a Dye , li byen tou.

Thank God, he's fine too.

Adjunct

Mari Baptiste kontre
Toma Lwi.

Marie Baptiste meets
Thomas Louis.

Ki moun Mari Baptiste kontre?

Whom does Marie Baptiste meet?

Toma di bonjou.

Thomas says good morning.

Li mande *nouvèl bòs Alse.*

He asks for news of bòs Alce.

Ki sa li mande?

What does he ask?

Cultural Notes

Konpè and Kòmè

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

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

Bòs

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

PRONUNCIATION AND GRAMMAR DRILLS

Tape No. 1-B

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

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

1. The Vowel *a*

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

Repeat:

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

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

Repeat the following two- or three- syllable items:

ava papa malad patat kapab boua-a gaga kaka zaza

kasav bagay babay garaj travay rad la gwayav

baka patat la kasav la kay sa-a

2. The Vowel *i*

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

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

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

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

dis vit plis

Repeat the following two-syllable items.:

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

Repeat the following three-syllable items:

jijiri pitimi simili pitit fi

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

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

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

ki sa chita liv la vis la

Practice:

ki sa Gabi fanmi vis la pitit

3. The Vowel *ou*

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

Practice the following one-syllable words:

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

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

doudou joujou toujou poujou douz chou koukou

Practice the following three-syllable items:

doukounou choupoulout jouroumou
nou tout sou

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

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

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

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

Lexical Variation Exercises

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

1. Basic sentence:

Bonjou kòmè.
konpè
bòs Alse
Toma Louis
Mari Batis
kòmè

Bonjou kòmè.
Bonjou konpè.

2. Basic sentence:

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

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

3. Basic sentence:

M la.
Li
Mari
Toma
Bòs Alse
M

M la.
Li la.

4. Basic sentence:

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

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

5. Basic sentence:

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

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

6. Basic sentence:

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

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

7. Basic sentence:

L-ap kenbe toujou.
Mari
bòs Alse
Toma
Li

L-ap kenbe toujou.
Mari ap kenbe toujou.

8. Basic sentence:

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

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

9. Basic sentence:

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

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

10. Basic sentence:

Mari
bòs Alse
Toma Lwi
machè
bòs

O wi, Mari; y-ap grandi.

11. Basic sentence:

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

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

12. Basic sentence:

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

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

Grammar Exercises

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

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

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

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

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

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

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

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

li
bòs Alse
yo
ou
nou
Mari
konpè Toma

Ki jan li ye?
Ki jan bòs Alse ye?

5. Change to the continuative.

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

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

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

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

M kenbe.
Ou ban nou nouvèl li.

7. Translate into Creole.

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

M-ap kenbe.
Yo grandi.

Question-Answer

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

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

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

Directed Statements

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

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

Say 'Are you fine?'

Ask someone how he himself is.

Ask whether she's fine too.

Test

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

Say:

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

COMPREHENSION EXERCISES

Listen and repeat:

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

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

Answer the questions:

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

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

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

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

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

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

GRAMMAR NOTES

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

Personal Pronouns: Form

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

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

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

Personal Pronouns: Position and Function

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

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

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

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

Continuative Verb Particle *ap*

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

Examples:

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

Plural Nouns

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

Example:

E ti-moun yo? How are the children?

Ba, ban, bay

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

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

VOCABULARY

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

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

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

*See Cultural Note Lesson 1.

**See Cultural Note Lesson 2.

Idiomatic Expressions

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

