

# CHAPIT AVANGOU

## *Premye kontak ak lang kreyòl la*

The goal of the preliminary chapter is to introduce you to the basics of the Kreyòl language and culture.

### You will learn how to:

- *greet, introduce yourself and others*
- *identify people and classroom objects*
- *ask for information: name, phone number, email...*
- *count from 1 to 29 and do additions and subtractions*
- *express possession*
- *communicate in class using Kreyòl.*
- *use the alphabet to spell people name and other words*
- *use the grave accent mark and recognize certain vowel sounds*

### You will use:

- *terms for greetings, farwells and introductions*
- *terms to identify people*
- *expressions of courtesy*
- *terms for objects in the classroom*
- *the numbers from 1 to 29*
- *the personal subject and object pronouns*
- *the possessive adjectives*
- *the indefinite article (singular and plural)*
- *the alphabet and the accent marks*
- *certain vowel sounds*
- *some common verbs.*

**Leson 1:** *Onè, Respè!*

**Leson 2:** *Li rele Wozlò Petitòm*

**Leson 3:** *Konbyen twa mwens kat fè?*

**Leson 4:** *Nan klas la*

**Dosye istorik/sosyokiltirèl:** *Istwa Tousen Louvèti*

## CHAPIT AVANGOU

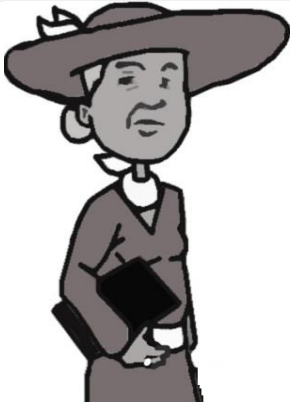
### Leson 1: *Onè, Respè!*

- Language aim: *Greeting people and introducing yourself*
- Vocabulary: *Ekspresyon ak mo pou w salye moun ak pou w prezante tèt ou*
- Grammar and Structures: *Personal subject pronouns*
- Pronunciation and Spelling: *The alphabet and sound system I*
- Comparison: *The parts of speech*

#### I. **Ki moun sa a?      Ki jan li rele?**



CD 1-2 - *Listen to the following names and titles.*



- Se yon dam. Li rele Mimoz Petitòm. Se madam Petitòm.



- Se yon madmwazèl. Li rele Wozlò Petitòm. Se manmzèl Wozlò.



- Se yon ti dam. Li rele Mari Petitòm. Se manzè Mari.





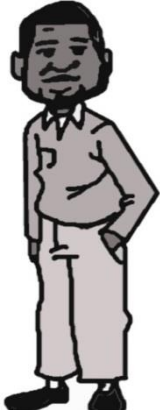
- Se yon granmoun. Li rele Lisi. Se manmi Lisi.



- Se yon timoun. Li rele Anayiz. Se yon ti fi.




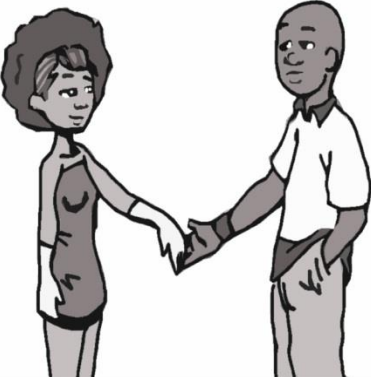

- Se yon timoun. Li rele Adriyen. Se yon ti gason.

 <ul style="list-style-type: none"> <li>- Se yon mesye. Li rele Chal Petitòm. Se mesye Petitòm.</li> </ul>	 <ul style="list-style-type: none"> <li>- Se yon granmoun. Li rele Andre. Se papi Andre.</li> </ul>	 <ul style="list-style-type: none"> <li>- Se yon granmoun.</li> <li>- Li rele Aleksis. Se misye Aleksis.</li> </ul>
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- A. Do you know other Haitian names? Make a list of Haitian names. Think about Haitian friends, classmates and famous Haitians like Tousein Louvèti, and Jan Jak Desalin, Anri Kristòf, Aristid, Jan Klod etc...



CD 1-3 – Use these expressions to greet people.

 <ul style="list-style-type: none"> <li>- Bonjou, madam.</li> <li>- Bonjou, mesye. Mwen rele Ivèt Sensi. E ou menm, ki jan w rele?</li> <li>- Mwen rele Janmak Maglwa.</li> </ul>	 <ul style="list-style-type: none"> <li>- Bonswa, madmwazèl.</li> <li>- Bonswa, mesye. Mwen rele Wozlò Petitòm. E ou menm, ki jan w rele?</li> <li>- Mwen rele Andre Senatis.</li> </ul>	 <ul style="list-style-type: none"> <li>- Bonjou, ti dam.</li> <li>- Bonjou, mesye. Mwen rele Mari Petitòm. E ou menm, kouman w rele?</li> <li>- Mwen rele Alfrèd Jolikè.</li> </ul>
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✚ Use these expressions to ask and say how you are.



CD 1-4 – Ki jan w ye? / Kouman ou ye? / Ban m nouvèl ou.

		
- Mwen byen. Mwen anfòm. E ou menm?	- M la. M pa pi mal. M ap kenbe. E ou menm?	- M pa byen. Mwen pa anfòm menm.



CD 1-5 – DYALÒG




- Gali meets Wozlò for the first time. He introduces himself to her. Listen to them.

**Gali:** - Bonjou madmwazèl.  
**Wozlò:** - Bonjou mesye.  
**Gali:** - Kouman ou ye?  
**Wozlò:** - Mwen byen wi. E ou menm?  
**Gali:** - M pa pi mal. Kouman ou rele?  
**Wozlò:** - Mwen rele Wozlò. E ou menm?  
**Gali:** - M rele Gali.

- ❖ **Enfòmasyon kiltirèl:** “*Bonjou se paspò ou.*” This Kreyòl proverb means “Hello is your passport.” It is normally considered impolite to enter a place or pass a person you know without saying *bonjou* or *bonswa*. It is also impolite to address people by their given names unless one is a family member, a friend or a close work colleague of comparable hierarchic importance. One also usually does not address people by their last name only unless at school and in a work environment.

 ANNOU PRATIKE

A. Complete the following conversations between these two persons.

 <ul style="list-style-type: none"> <li>- Bonjou madam.</li> <li>- Possible answer....</li> </ul>	 <ul style="list-style-type: none"> <li>- Possible question...</li> <li>- Mwen pa pi mal.</li> </ul>	 <ul style="list-style-type: none"> <li>- Possible question...</li> <li>- Mwen rele Andre.</li> </ul>
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B. **Ki sa y ap di?** What are these people saying? Write your answers in your notebook and prepare brief exchanges with a partner.

		
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C. **Ann fè konesans.** Greet and introduce yourself to a classmate. Ask your partner her/his name.

## II. Personal pronouns

- Personal pronouns stand for nouns that refer to persons or things. Kreyòl has five different personal pronouns represented in long and short forms. The personal pronouns have the same form whether they function as subject or object.

Person/number	Kreyòl	Short forms	English
Singular	mwen	m	I, me, my
Singular	ou	w	You, you, your
Singular	li	l	He, she, it, him, her, his, its
Plural	nou	n	We, us, our
Plural	nou	n	You, you, your
Plural	yo	y	They, them, their

- Note the differences between Kreyòl and English. The same form is used for the first and second person plural; **nou** is used for both **we** and the plural **you**. Unlike English, there are no distinctions between masculine, feminine, and neuter in the third person singular. The subject pronoun **Li** means **he**, **she**, or **it**. Note that **mwen**, **ou**, **li**, **nou** and **yo** serve as well as possessive in different contexts.

- |                     |                               |
|---------------------|-------------------------------|
| 1. Mwen se Ayisyen. | <i>I am Haitian.</i>          |
| 2. Ou se Ayisyen.   | <i>You are Haitian.</i>       |
| 3. Li se Ayisyen.   | <i>He or she is Haitian.</i>  |
| 4. Nou se Ayisyen.  | <i>We are Haitian.</i>        |
| 5. Nou se Ayisyen.  | <i>You are (all) Haitian.</i> |
| 6. Yo se Ayisyen.   | <i>They are Haitian.</i>      |

- Use of Personal Pronouns as Subject** - When a personal pronoun precedes a predicate (verb, adjective, adverb or complement of place), it functions as subject.

- |                            |                                   |
|----------------------------|-----------------------------------|
| 1. <u>Li</u> manje diri.   | <i><u>She</u> eats rice.</i>      |
| 2. <u>Mwen</u> bèl.        | <i><u>I</u> am handsome.</i>      |
| 3. <u>Yo</u> anfòm.        | <i><u>They</u> are fine.</i>      |
| 4. <u>Nou</u> nan lakou a. | <i><u>We</u> are in the yard.</i> |


**ANNOU PRATIKE**

**A. Pwonon pèsonèl** - Fill in the blanks with the correct form of the personal pronoun.

Person/number	Kreyòl	Short forms	English
Singular	...	...	I, me, my
Singular	...	w	You, you, your
Singular	li	...	He, she, it, him, her, his, its
Plural	...	n	We, us, our
Plural	...	...	You, you, your
Plural	...	y	They, them, their

**B. Pwonon sijè** - Substitute the underlined noun in each sentence with the correct corresponding subject pronoun. Follow the examples below.

**Example 1:** Adriyen se yon ti gason. → **Answer:** Li se yon ti gason.

**Example 2:** Wozlò ak Mari se madmwazèl. → **Answer:** Yo se madmwazèl.

1. Adriyen se yon timoun.
2. Chal pa pi mal.
3. Anaviz se yon ti fi.
4. Andre ak Lisi granmoun.
5. Mimoz byen.

**C. Nou se Ayisyen?** Ask whether the following people are Haitian or not.

**Example:** Your instructor: ***Ou se Ayisyen? OR Li se Ayisyen?***

1. Manzè Mari
2. Mesye ak Madan Petitòm
3. Yourself
4. Adriyen ak Lisi
5. Your classmate
6. Everybody in the classroom except yourself
7. Chal
8. Everybody in the classroom including yourself

### III. The Kreyòl alphabet and sound system

✚ Going over the alphabet will not help with pronunciation. To pronounce the new Kreyòl words correctly, you must listen carefully and repeat them. After learning the alphabet, you will only be able to spell your name and other words in Kreyòl. The differences between Kreyòl and English pronunciation will be analyzed in the phonetic section of each lesson. The Kreyòl alphabet is based on the Latin alphabet. It includes 32 symbols: 12 symbols for the vowel sounds, 18 symbols for the consonant sounds and 2 symbols for the semi-vowels.



**CD 1-6** – Listen to the alphabet and repeat. You may look for the meaning of all these words in your dictionary or in the glossary in your textbook.

<b>A, a</b> <i>afè</i>	<b>An, an</b> <i>ban</i>	<b>B, b</b> <i>biwo</i>	<b>CH, ch</b> <i>chat</i>
<b>D, d</b> <i>diri</i>	<b>E, e</b> <i>ede</i>	<b>En, en</b> <i>senk</i>	<b>È, è</b> <i>atè</i>
<b>F, f</b> <i>fou</i>	<b>G, g</b> <i>figi</i>	<b>H, h</b> <i>enhen</i>	<b>I, I</b> <i>li</i>
<b>J, j</b> <i>janm</i>	<b>K, k</b> <i>kou</i>	<b>L, l</b> <i>lakay</i>	<b>M, m</b> <i>moun</i>
<b>N, n</b> <i>nèf</i>	<b>NG, ng</b> <i>lang</i>	<b>O, o</b> <i>dlo</i>	<b>Ò, ò</b> <i>lòt</i>
<b>ON, on</b> <i>pon</i>	<b>OU, ou</b> <i>chou</i>	<b>OUN, oun</b> <i>oungan</i>	<b>P, p</b> <i>pita</i>
<b>R, r</b> <i>rara</i>	<b>S, s</b> <i>sal</i>	<b>T, t</b> <i>tou</i>	<b>UI, ui</b> <i>uit</i>
<b>V, v</b> <i>vire</i>	<b>W, w</b> <i>wouj</i>	<b>Y, y</b> <i>youn</i>	<b>Z, z</b> <i>zouti</i>



#### ANNOU PRATIKE



**A. CD 1-7** – Write down the missing letter(s) in the following words.

**Example:** \_\_\_onjou → **Answer:** Bonjou

- |                |                |
|----------------|----------------|
| 1. ___onswa    | 8. Da___       |
| 2. ___ijan     | 9. ___ele      |
| 3. M ___dam    | 10. Manm___èl  |
| 4. T___dam     | 11. Ti ___ason |
| 5. Manz___     | 12. Tim ___n   |
| 6. Koum___     | 13. Ti___i     |
| 7. Madm___azèl | 14. Me___ye    |



B. Reorder the letters to find the correct Kreyòl word. Then spell the correct word aloud.

**Example:** ONBJOU → **Answer:** B-O-N-J-O-U, bonjou

- |           |              |          |            |
|-----------|--------------|----------|------------|
| 1. OBNWSA | 2. AFNÒM     | 3. TAIMD | 4. MZLMÈAN |
| 5. YBNE   | 6. LAMDAMÈWZ | 7. EMYES | 8. MADNA   |

C. **PREZANTASYON.** Introduce yourself to a classmate, who will ask you to spell your last name. **Example:**

- Bonjou, mwen rele Mari Petitòm.
- Petitòm ? Kouman li ekri ?
- Li ekri konsa : P-E-T-I-T-Ò-M. E ou menm, ki jan ou rele?
- Mwen rele Lina Aleksann.
- Aleksann ? Kouman li ekri ?
- Li ekri konsa A-L-E-K-S-A-N-N

## IV. Konparezon linguistik

### ✚ The parts of speech

In this activity, you will learn the parts of speech in Kreyòl and review them in English. When learning foreign languages at a higher level, there are many advantages of being linguistically aware of your native language. Knowledge of the lexical, phonological, and grammatical features of English or your native language can help you understand the difficulties you encounter when learning a foreign language. Your instructor may sometimes use words like adverb, preposition or determinant when explaining grammatical differences or similarities between English and Kreyòl. Knowing these grammatical notions will definitely help you understand what she or he is talking about.

### ✚ The nine parts of speech used to describe English as well as Kreyòl words are:

	ENGLISH EXAMPLES	KREYÒL
<b>PARTS OF SPEECH</b>		
1. <b>Noun:</b> <i>Country</i>	<i>The <u>country</u> is economically poor.</i>	<i>Peyi a ekonomikman pòv.</i>
2. <b>Determinant:</b> <i>A</i>	<i>There is <u>a</u> book on the table.</i>	<i>Gen <u>yon</u> liv sou tab la.</i>
3. <b>Pronoun:</b> <i>It</i>	<i><u>It</u> is economically poor.</i>	<i><u>Li</u> ekonomikman pòv.</i>
4. <b>Verb:</b> <i>To play</i>	<i>Peter <u>plays</u> basketball.</i>	<i>Pyè <u>jwe</u> baskètbòl</i>
5. <b>Adverb:</b> <i>Well</i>	<i>Peter plays <u>well</u>.</i>	<i>Pyè jwe <u>byen</u>.</i>
6. <b>Adjective:</b> <i>Excellent</i>	<i>The food is <u>excellent</u>.</i>	<i>Manje a <u>ekselan</u>.</i>
7. <b>Preposition:</b> <i>To</i>	<i>She is going <u>to</u> Haiti.</i>	<i>Li prale <u>ann</u> Ayiti.</i>
8. <b>Conjunction:</b> <i>But</i>	<i>This is good <u>but</u> I don't want it.</i>	<i>Li bon <u>men</u> m pa vle l.</i>
9. <b>Interjection:</b> <i>Ah!</i>	<i><u>Ah!</u> Now I understand.</i>	<i><u>A!</u> Kounye a, m konprann.</i>

 ANNOU PRATIKÉ

**A. Identify parts of speech.** Circle the correct answer in the following sentences:

- |  |   |
|--|---|
| 1. Which one is <u>not</u> a noun?<br>• <i>music – red – desk – health – book</i>        | 10. Which one is an adjective?<br>• <i>dossier – air – loan – pretty – she</i>          |
| 2. Which one is a noun?<br>• <i>needed – yellow – idea – they – then</i>                 | 11. Which one is <u>not</u> a conjunction?<br>• <i>or – and – but – not – so</i>        |
| 3. Which one is <u>not</u> an adverb?<br>• <i>quickly – bad – work – worst – good</i>    | 12. Which one is a conjunction?<br>• <i>one – hair – although – man – only</i>          |
| 4. Which one is an adverb?<br>• <i>carry – black – pen – slowly – the</i>                | 13. Which one is <u>not</u> a preposition?<br>• <i>to – buy – at – by – under</i>       |
| 5. Which one is <u>not</u> a determinant?<br>• <i>the – a – thus – her – their</i>       | 14. Which one is a preposition?<br>• <i>is – rare – from – lady – have</i>              |
| 6. Which one is a determinant?<br>• <i>pink – call – its – them – therefore</i>          | 15. Which one is <u>not</u> a pronoun?<br>• <i>they – she – it – for – them</i>         |
| 7. Which one is <u>not</u> a verb?<br>• <i>eat – played – working – busy – son</i>       | 16. Which one is a pronoun?<br>• <i>there – we – might – did – apt</i>                  |
| 8. Which one is a verb?<br>• <i>This – airplane – learn – an – my</i>                    | 17. Which one is <u>not</u> an interjection ?<br>• <i>oups – ah – more – hmm – ouch</i> |
| 9. Which one is <u>not</u> an adjective?<br>• <i>blue – smart – fine – yes – correct</i> | 18. Which one is an interjection?<br>• <i>dear – oh – era – fair – less</i>             |

**B. Languages in Haiti.** Name the part of speech of the underlined words in each of the following sentences.

- The two official languages of Haiti are Kreyòl and French.
- Kreyòl is the only language that all Haitians have in common.
- Spoken by approximately 10% of the Haitian population, French is used in formal situations in Haiti.
- It was in 1987 that the Constitution granted official status to Kreyòl.
- While its vocabulary is mostly of French origin, Kreyòl borrowed many words from Spanish, English and African languages.

C. **Parts of speech** - Identify the part of speech of the underlined word in each of the following Kreyòl sentences.

1. Bonjour Mesye Petitòm.
2. Kouman ou ye?
3. M pa pi mal.
4. Kouman ou rele?
5. Mwen rele Wozlò. E ou menm?
6. O! Andre. Sa k pase?
7. Plim nan sou biwo a.
8. Adriyen se yon ti gason.
9. Mimos se yon bèl madanm.
10. Anri rankontre Chal.

## CHAPIT AVANGO

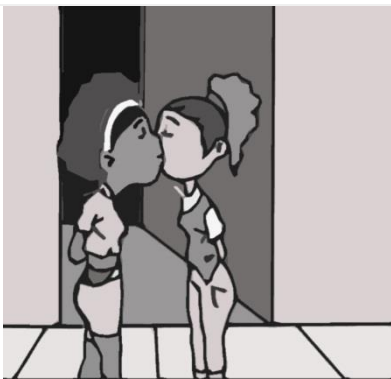
### Leson 2: Li rele Wozlò Petitòm!

- Language aim: **Introducing others**
- Vocabulary: **Ekpresyon ak mo pou w salye moun**
- Grammar and Structures: **Personal object pronouns**
- Pronunciation and Spelling: **The alphabet and the sound system II**
- Listening: **Some famous Haitians**

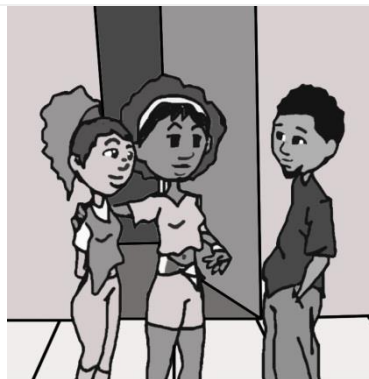
#### I. Kite m prezante w !



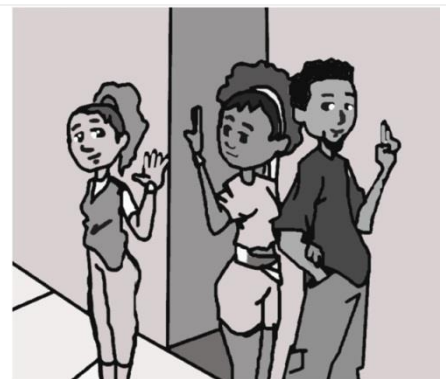
**CD 1-8** – Wozlò meets her friend, Malèn, in the streets. She introduces Malèn to her boyfriend, Filip. Use the words you already know, the context and the illustrations to try to understand what the three friends are saying.



- O! Se pa Malèn.
- Wozlò! Kouman ou ye?
- Mwen byen wi. E ou menm?
- M ap boule piti piti.
- Ban m nouvèl fanmi ou.
- A ! Tout moun anfòm wi.





- Filip, kite m prezante w zanmi m Malèn.
- Filip, se Malèn. Malèn se Filip.
- Bonjou Malèn. Ban m nouvèl ou.
- Bonjou Filip. Mwen byen. E ou menm ?
- M ap kenbe.



- Bon ! Wozlò, m prale.
- Oke dakò Malèn. M kontan wè w anpil wi.
- Mwen menm tou.
- Malèn, m kontan fè konesans avèk ou wi.
- Mwen menm tou Filip. Mwen byen kontan rankontre w.
- Orevwa.
- N a wè tande.

- ✚ Wozlò and Filip meet Malèn in the streets. Malèn is with her boyfriend, Anri. She introduces Anri to Wozlò and Filip.

 <ul style="list-style-type: none"> <li>- Bonjou Wozlò. Bonjou Filip.</li> <li>- Bonjou Malèn.</li> <li>- Sa se mennaj mwen, Anri.</li> <li>- Anchante Anri.</li> <li>- Sa fè m plezi rankontre nou. Malèn toujou ap pale de nou.</li> </ul>	 <ul style="list-style-type: none"> <li>- Wozlò, m ale wi?</li> <li>- Oke Malèn. Salye tout moun tande !</li> <li>- Ou menm tou.</li> <li>- Filip, n a kwaze ankò frè m.</li> <li>- Men wi Anri. N a kwaze.</li> </ul>
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- ❖ **Enfòmasyon kiltirèl:** In general, Haitian people shake hands (*bay lanmen*) when they meet for the first time or when they say good-bye. Among family and friends, man and man shake hands; woman and man as well as woman and woman kiss each other on the cheek. Children, however, usually kiss adults even when meeting them for the first time.

## ANNOU PRATIKE

- A. Make a list of all the new words that you do not understand. Use your dictionary to search for their meanings or ask your instructor. Then, try to translate the conversation between the two couples into English.

**Example:** MENNAJ → **Answer:** BOYFRIEND OR GIRLFRIEND

- Sa se mennaj mwen, Anri.
- *This is my boyfriend Anri.*

- B. **Ann fè konesans.** Greet and introduce yourself to a classmate. Ask your partner her/his name and get ready to introduce her/him to the class.

**Example:**

- Bonjou. Mwen rele...
- E ou menm... ?

**C. Presante you moun.** Introduce yourself to the class and then introduce your partner with complete sentences in Creole.

**Example:**

- Bonjou klas. Mwen rele...
- Li rele ...

## II. Personal object pronouns

Remember that a personal pronoun replaces a noun that refers to a person or something. Personal pronouns behave the same way as nouns in a sentence. Like nouns, pronouns function as subject or object. In the following examples the pronouns function as subject.

- |  |   |
|--|---|
| 1. Anri se mennaj Malèn.               | <i>Anri is Malèn's boyfriend.</i>                         |
| 2. <u>Li</u> se mennaj Malèn.          | <i><u>He</u> is Malèn's boyfriend.</i>                    |
| 3. Plim nan ak kreyon an nan valiz la. | <i>The pen and the pencil are in the bag. <u>They</u></i> |
| 4. <u>Yo</u> nan valiz la.             | <i>are in the bag.</i>                                    |

**Personal pronoun as object**– When a personal pronoun follows a predicate, it generally functions as object.

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1. Anri renmen Malèn.       | <i>Anri loves Malèn.</i>        |
| 2. Anri renmen <u>li</u> .  | <i>Anri loves <u>her</u>.</i>   |
| 3. Plim nan sou tab la.     | <i>The pen is on the table.</i> |
| 4. Plim nan sou <u>li</u> . | <i>The pen is on it.</i>        |

## ANNOU PRATIKE

**A.** Identify the subject and the object in the following sentences. Underline the subject with one line and the object with two. Some of the sentences do not have an object.

**Examples:** - Anri renmen Malèn. → **Answer:** - Anri renmen Malèn.

• Mwen byen wi. → **Answer:** - Mwen byen wi.

• Wozlò kontan. → **Answer:** - Wozlò kontan.

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. Anri renmen Malèn ak Wozlò. | 6. Malèn fè konesans Filip.      |
| 2. Wozlò rankontre Malèn.      | 7. Mwen byen kontan rankontre w. |
| 3. Bon ! M prale wi.           | 8. N a wè tande                  |
| 4. Mwen kontan wè w anpil wi.  | 9. Tout moun anfòm.              |
| 5. Mwen menm tou.              | 10. Kouman ou ye?                |

B. Replace the underlined noun(s) in the following sentences with a subject or an object pronoun (*mwèn, ou, li, nou, yo*).

**Examples:** - Mwen rankontre Filip. → **Answer:** - Mwen rankontre li  
 Anri renmen Malèn ak Wozlò. → **Answer:** - Anri renmen yo.

- |  |                                       |
|--|---------------------------------------|
| 1. Wozlò rankontre <u>Malèn</u> .      | 4. <u>Anri</u> kontan anpil.          |
| 2. Bon ! <u>Mari</u> prale wi.         | 5. Kouman <u>Chal ak Mimoz</u> ye?    |
| 3. <u>Malèn ak Wozlò</u> renmen Filip. | 6. Filip salye <u>Malèn ak Anri</u> . |

C. **Reponn kesyon yo.** – Use the correct form of a pronoun(s) to answer the following questions. Answers must be in the affirmative.

**Examples:** - Kouman Chal ye? → **Answer:** - Li byen wi.

- |  |                                    |
|--|------------------------------------|
| 1. <u>Malèn</u> renmen Filip?                  | 4. Anri rankontre <u>Chal</u> ?"   |
| 2. Ki jan <u>Mari</u> ye?                      | 5. Kouman <u>Chal ak Mimoz</u> ye? |
| 3. <u>Malèn ak Wozlò</u> renmen <u>Filip</u> ? | 6. Kouman <u>Adriyen</u> ye ?      |

### III. The Kreyòl alphabet and sound system

- ✚ Kreyòl spelling is mostly phonemic which means that a letter or a group of letters always correspond to the same sound (phoneme). For example, in English the letter "A" may be pronounced in different ways depending on the context. In English, "A" is pronounced [a] as in the word *last*, [ɑ] as in *what*, [æ] as in *flat* and [e] as in *make*. Unlike English, the letter "A" is always pronounced [a] in Kreyòl.
- ✚ There are some fundamental rules that one needs to know when learning the Kreyòl alphabet and sound system: There is one written sign for each sound; a written sign always corresponds to the same sound; Kreyòl has no silent letter; and each letter has its own function.
- ✚ Note that a few letters borrowed from other alphabets are used everyday in the Kreyòl language. A few examples are the letter **X** used in math to represent the unknown or the letters **Q, C, H** in physics. Note also that the letter **C** is often combined with the letter **H** to form the "CH" digraph found in kreyòl words like **chat, chen, cho, rache, mache**, etc.

 **ANNOU PRATIKE**



**A. CD 1-9** – After repeating, you may listen and repeat the following sounds and words in which they are found. Use your dictionary or the glossary in your textbook to look for the meaning of the words.

<b>A, a</b> <i>papa</i>	<b>An, an</b> <i>manman</i>	<b>B, b</b> <i>bib</i>	<b>CH, ch</b> <i>chache</i>
<b>D, d</b> <i>dodin</i>	<b>E, e</b> <i>epe</i>	<b>En, en</b> <i>grennen</i>	<b>È, è</b> <i>vètè</i>
<b>F, f</b> <i>Fifi</i>	<b>G, g</b> <i>grigri</i>	<b>H, h</b> <i>hinghang</i>	<b>I, I</b> <i>izin</i>
<b>J, j</b> <i>jenjanm</i>	<b>K, k</b> <i>koukou</i>	<b>L, l</b> <i>lalin</i>	<b>M, m</b> <i>madanm</i>
<b>N, n</b> <i>nennenn</i>	<b>NG, ng</b> <i>pingpong</i>	<b>O, o</b> <i>dlololo</i>	<b>Ò, ò</b> <i>wòklò</i>
<b>ON, on</b> <i>tonton</i>	<b>OU, ou</b> <i>poupou</i>	<b>OUN, oun</b> <i>ounsi</i>	<b>P, p</b> <i>pipi</i>
<b>R, r</b> <i>rankontre</i>	<b>S, s</b> <i>salsa</i>	<b>T, t</b> <i>tenten</i>	<b>UI, ui</b> <i>uit</i>
<b>V, v</b> <i>vivan</i>	<b>W, w</b> <i>wonn</i>	<b>Y, y</b> <i>yoyo</i>	<b>Z, z</b> <i>zigzag</i>



**B. CD 1- 10 – Yon ti dikte** - Your instructor will slowly dictate five short Kreyòl sentences. Listen carefully and fill in the blanks with the missing segments.

**Example:** *You hear* → Kouman \_\_\_\_\_ ye jodi \_\_\_\_\_?  
*You write* → Kouman ou ye jodi a?

1. Kouman ou ye jodi a?
2. M \_\_\_\_\_ pi mal \_\_\_\_\_.
3. \_\_\_\_\_ou rele?
4. Mwen rele Wozlò. E ou \_\_\_\_\_?
5. Ban m \_\_\_\_\_ou non.
6. M ap \_\_\_\_\_ wi.

**IV. Annou Koute**



**CD 1- 11 – Some Famous Haitians:**

**A. Anvan ou koute.** You will hear descriptions of five famous Haitians. Look at the chart below to see if you recognize any of the names. Do you know anything about these individuals? Share what you know about them with the class.



**B. Pandan w ap koute.** Where are they from and what they are famous for? You will listen to the recording twice. The first time, circle the place or the city where each person is from. Then, listen again and in the second column, circle the profession or activity for which each of these persons is famous.

<b>Their Name</b>	<b>City/place where they are from</b>	<b>What they are famous for</b>
<b>A. Wyclef Jean</b>	1. Kwamachatè - 3. Kwadepre 2. Kwadèboukè - 4. Kafoufèy	1. Mizisyen - 3. Akademisyen 2. Ayisyen - 4. Milisyen
<b>B. Toussaint Louverture</b>	1. Finka - 3. Breda 2. Brennda - 4. Okay	1. Enfimyè - 3. Aksyonè 2. Revolisyonè - 4. vòlè
<b>C. Manno Sanon</b>	1. Pòdepè - 3. Pòtospenn. 2. Pòtoprens. - 4. Fòlibète	1. Basketè - 3. Foutbolè 2. Rakekè - 4. Bòs tayè
<b>D. Jacques Stephen Alexis</b>	1. Grangwav - 3. Lagonav 2. Tigwav - 4. Gonayiv	1. Ekriyen - 3. Ayisyen 2. Jamayiken - 4. Mannken
<b>E. Emeline Michel</b>	3. Grangwav - 3. Gonayiv 1. Tigwav - 4. Lagonav	1. Kuizinyèz - 3. Repasèz 2. Lesivèz - 4. chantèz

**C. Apre ou fin koute.** Compare your answers with those of your classmates. Which of these people would you like to meet? Why?

## CHAPIT AVANGOU

### Leson 3: *Konbyen twa mwens kat fè?*

- Language aim: *Counting, asking and giving your contact information*
- Vocabulary: *Ekpresyon ak mo pou w bay kowòdone, chif and nonm*
- Grammar and Structures: *Short forms of the pronouns and emphatic pronouns*
- Pronunciation and Spelling: *The oral vowels and the accent mark*
- Speaking: *Greet and introduce yourself*

#### I. N ap konte soti nan zewo rive nan ventnèf.



CD 1-12 – Listen to the numbers and repeat.

0 zewo	6 sis	12 douz	18 dizuit	24 venn kat
1 en, youn	7 sèt	13 trèz	19 diznèf	25 venn senk
2 de	8 uit	14 katòz	20 ven	26 venn sis
3 twa	9 nèf	15 ken z	21 venteyen	27 venn sèt
4 kat	10 dis	16 sèz	22 venn de	28 ven tuit
5 senk	11 onz	17 disèt	23 venn twa	29 vent nèf

✚ Use these expressions when doing addition and subtraction

➤  $3 + 4 = 7$

**Konbyen** twa plis kat fè?

Twa plis kat egal sèt.

➤  $11 - 6 = 5$

Konbyen onz mwens sis fè?

Onz mwens sis egal senk.



**Enfòmasyon kiltirèl:** The Haitian conventional way of counting up to 10 using the fingers is different from the American way. A Haitian child counts with palms facing in and starts with the thumb instead of the index finger.


**ANNOU PRATIKE**

**A. Ann konte.** Fill the blanks in the following lists with the logical numbers. This is an oral activity. You must say the number aloud when you fill the blanks.

1. 1, 2, \_\_\_\_, 4, 5, 6, 7, \_\_\_\_, 9, \_\_\_\_, 11, 12, 13, 14 \_\_\_\_, 16, 17, 18, 19, \_\_\_\_.
2. 2, 4, 6, \_\_\_\_, 10, 12, 14 \_\_\_\_, 18, 20, 22, \_\_\_\_, 26, 28 \_\_\_\_.
3. 0, 5, \_\_\_\_, 15, \_\_\_\_, 25 \_\_\_\_.
4. 3, 6, \_\_\_\_, 12, 15, 18, \_\_\_\_, 24, 27, \_\_\_\_, 30.

**B. Ann ekri chif yo.** Write the following numbers in Kreyòl. Change figures into words and words into figures. Pay attention to the accent marks when writing the numbers as words.

**Example:** 14: → *katòz* or **Example :** douz: → 12

- |              |                  |
|--------------|------------------|
| <b>3:</b> →  | <b>nèf:</b> →    |
| <b>8:</b> →  | <b>en:</b> →     |
| <b>17:</b> → | <b>dizwit:</b> → |
| <b>15:</b> → | <b>trèz:</b> →   |
| <b>10:</b> → | <b>ven:</b> →    |



**C. CD 1- 13 – Annou fè kèk ti kalkil.** You will hear a series of additions and subtractions read by your instructor. Write the correct answer down using figures.

**Example:** *You hear* → 12 + 4 fè konbyen?  
*You write* → 16

- |          |          |
|----------|----------|
| a) _____ | e) _____ |
| b) _____ | f) _____ |
| c) _____ | g) _____ |
| d) _____ | h) _____ |

**D. Nan sal klas la.** Respond to the following questions giving short answers.

**Example:** Konbyen tablo (*chalkboard*) ki gen nan klas la? → **Answer:** *Youn*

1. Konbyen biwo (*desk*) ki gen nan klas la?
2. Konbyen gason ki gen nan klas la?
3. Konbyen fi ki gen nan klas la?
4. Konbyen etidyan (*students*) ki gen nan klas la?
5. Konbyen chèz (*chair*) ki gen nan klas la?

**✚ Use these expressions to provide personal information**

adrès	address	nimewo	number
fèt	born	non	last name
imel	email	prenon	first name
laj	age	ri	street
lane	year	siyati	last name
nasyonalite	nationality	vil	city



**CD 1- 14 - DYALÒG**

- To register at the university, Wozlò must provide personal information.



- Employee:** - Bonjou madmwazèl.  
**Wozlò:** - Bonjou mesye.  
**Employee:** - Ki jan ou rele?  
**Wozlò:** - Mwen rele Wozlò.  
**Employee:** - Ki siyati ou?  
**Wozlò:** - *Petitòm*  
**Employee:** - Ki laj ou genyen?  
**Wozlò:** - *M gen diznèf lane.*  
**Employee:** - Ki kote ou rete?  
**Wozlò:** - *M rete nan ri Chavàn, nimewo 28.*  
**Employee:** - Ki imel ou?  
**Wozlò:** - *Imel mwen se [wozi@yahoo.fr](mailto:wozi@yahoo.fr)*  
**Employee:** - Ki nimewo telefòn ou?  
**Wozlò:** - *Nimewo mwen se 3-234-1228*  
**Employee:** - Ki nasyonalite ou?  
**Wozlò:** - *M se Ayisyèn.*  
**Employee:** - Nan ki vil ou te fèt?  
**Wozlò:** - *Petyonvil.*

**✚ ANNOU TCHEKE SI NOU KONPRANN DYALÒG LA**

- Answer the following questions in English according to the dialogue.

1. What is Wozlò's last name?
2. How old is Wozlò?
3. What is the name of the street where Wozlò lives?
4. What is the name of the city where Wozlò lives?
5. Is Wozlò Bahamian, American or Haitian?



## ANNOU PRATIKE

### A. Ki enfòmasyon? What personal information is Aleksis giving?

**Example:** Ayiti. → Se peyi (*country*) li.

- |   |                 |
|---|-----------------|
| 1. Aleksis  | 5. Ayisyen      |
| 2. Petitòm  | 6. Pòtoprens    |
| 3. 13, ri Dipèp                                     | 7. 3-203-2212   |
| 4. <a href="mailto:toma@yahoo.fr">toma@yahoo.fr</a> | 8. Ventuit lane |

### B. E ou menm? Answer the following questions in Kreyòl.

- |                  |                          |
|------------------|--------------------------|
| 1. Ki non ou?    | 5. Ki nasyonalite ou ?   |
| 2. Ki siyati ou  | 6. Nan ki vil ou fèt?    |
| 3. Ki adrès ou ? | 7. Ki nimewo telefòn ou? |
| 4. Ki imel ou ?  | 8. Ki laj ou?            |

## II. How to use the short form of the personal pronouns

Remember whether they function as subject or object, personal pronouns can be written in short forms which are: **m, w, l, n, y** as in the following sentences:

- |                              |   |                           |
|------------------------------|---|---------------------------|
| - <b>Mwen</b> renmen Malèn.  | → | <b>M</b> renmen Malèn.    |
| - Kouman <b>ou</b> ye?       | → | Kouman <b>w</b> ye?       |
| - Anri rankontre <b>li</b> . | → | Anri rankontre <b>l</b> . |
| - <b>Nou</b> ap kenbe.       | → | <b>N</b> ap kenbe.        |
| - <b>Yo</b> ap boule.        | → | <b>Y</b> ap boule.        |

While the long form of the pronouns occurs in any position and in all contexts, the short forms do not normally appear after consonant sounds.

**The short form “M”** - The short form **M** is the only one that occurs before both consonant and vowel sounds when it functions as subject. It also appears after vowel sounds.

**Examples before a consonant sound:**

- Mwen byen.
- Mwen renmen Wozlò.
- M byen.
- M renmen Wozlò.

**Examples before a vowel sound:**

- Mwen ale.
- Mwen antre.
- M ale.
- M antre.

**Examples after a vowel sound:**

- Pyè kale mwen.
- Wozlò manyen mwen.
- Pyè kale m.
- Wozlò manyen m.

✚ **The short forms “L, N and W”** – These forms appear only when the preceding or following word begins with a vowel.

**Examples before a vowel sound**

- Li ale.
- Nou antre.
- Ou atè.
- L ale.
- N antre.
- W atè.

**Examples after a vowel sound**

- Chal rale li.
- Vini nou pale ou.
- Chal rale l.
- Vinin pale w.

✚ **The short form “Y”** – “Y” usually occurs only before words that begin with a vowel.

**Examples**

- Yo ap ekri.
- Yo ale.
- Y ap ekri.
- Y ale.

- ✚ Kreyòl uses emphatic pronouns (***mwen menm, ou menm, li menm, nou menm, yo menm***) to emphasize the subject or object of a verb or when there are two or more subjects. Put the adverb ***menm*** directly after each pronoun to form emphatic pronouns.

- |                                     |  |
|-------------------------------------|--|
| 1. Se <u>mwen menm</u> ki fè sa.    | <i>I did that. OR I am the one who did that.</i> |
| 2. <u>Ou menm!</u> M rayi w.        | <i>You! I hate you.</i>                          |
| 3. <u>Li menm</u> , li rele Wozmèn. | <i>Her, her name is Wozmèn.</i>                  |
| 4. Nou prale <u>nou menm</u> .      | <i>We are leaving.</i>                           |
| 5. Se <u>yo menm</u> ki bon.        | <i>These are the good ones.</i>                  |
| 6. Se ak <u>ou menm</u> m ap pale.  | <i>It's you I'm talking to.</i>                  |

- ✚ Sometimes the adverb ***menm*** is used twice to place additional emphasis.

- |   |  |
|---|--|
| 1. Se <u>mwen menm menm</u> ki fè sa.     | <i>I did that. OR I am the one who did that.</i> |
| 2. <u>Ou menm menm!</u> M rayi w.         | <i>You! I hate you.</i>                          |
| 3. <u>Li menm menm</u> , li rele Tijanti. | <i>Her name is Tijanti.</i>                      |



## ANNOU PRATIKE

- A. Use the contracted form of the pronouns to transform the following sentences using the verb marker « ap ».

**Example:** Nou ... kenbe. → **Answer:** N ap kenbe.

1. Nou \_\_\_\_ pale.
2. Li \_\_\_\_ boule.
3. Ou \_\_\_\_ manje.
4. Yo \_\_\_\_ kenbe.
5. Mwen \_\_\_\_ rankontre Jan.

- B. Use the contracted form of the pronouns when possible to complete the following sentences.

**Example:** Kouman \_\_\_\_\_ (you) ye? → **Answer:** Kouman w ye?

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. Ban m nouvèl _____ (you).  | 5. Wozlò manyen _____ (them).   |
| 2. Ki jan _____ (they) ye?    | 6. Jak vann _____ (me) yon liv. |
| 3. _____ (I) rankontre Toma.  | 7. Malèn fè konesans (him).     |
| 4. _____ (they) renmen Wozlò. | 8. Anri salye _____ (her).      |

- C. **Pwonon anfatik.** Use the correct form of the emphatic pronouns to complete the following statements. The emphatic pronoun you use must replace the noun or the pronoun in parenthesis as in the example below.

**Example:** E \_\_\_\_\_ (Malèn)? → **Answer:** E li-menm?

1. (Filip) \_\_\_\_\_ renmen Wozlò.
2. \_\_\_\_\_ (they), yo renmen Malèn.
3. Se \_\_\_\_\_ (you) ki kontan.
4. \_\_\_\_\_ (I) m rele Anita.
5. E \_\_\_\_\_ (we) ki sa n ap fè?
6. (Wozlò) \_\_\_\_\_ renmen Filip.

**D. Siyati (last name).** Respond to the following questions using the correct form of the emphatic pronouns. In the responses, everybody’s last name should be *Petitòm*.

**Example :** Siyati Lina se Pyè. E Wozlò?

**Answer:** Siyati Wozlò li menm se Petitòm.

1. Siyati Lina se Pyè. E Chal?
2. Siyati Lina se Pyè. E Chal ak Andre?
3. Siyati Lina se Pyè. E nou?
4. Siyati Lina se Pyè. E Mimos ak Mari?
5. Siyati Lina se Pyè. E Adriyen ak Anayiz?
6. Siyati Lina se Pyè. E ou?

### III. The oral vowels and the accent mark

Remember that the Kreyòl alphabet includes 10 vowel sounds. The 10 vowels are divided into 7 oral vowels (**a, e, è, i, o, ò, ou**) and 3 nasal vowels (**an, en, on**). They are considered to be the most important sounds in the Kreyòl language. Thus, in order to acquire good pronunciation, you must pronounce these vowels correctly.

Note the small sign on the top of the **è** and the **ò**. It is called grave accent. The grave accent does not exist in English. It is the only accent used in Kreyòl. It is used to modify the sounds of the vowels (**e, o, a**) which become: (**è, ò, à**) like in **lame: army / lamè: sea; lo: pile / lò: gold; pan: piccock; pàn: breakdown**.



**A. CD 1- 15** – Listen and repeat words with oral vowel sounds.

<b>A, a</b> <i>akra</i>	<b>E, e</b> <i>tete</i>	<b>O, o</b> <i>moto</i>	<b>I, i</b> <i>mimi</i>
<b>À, à</b> <i>pàn</i>	<b>È, è</b> <i>bèbè</i>	<b>Ò, ò</b> <i>bòkò</i>	<b>OU, ou</b> <i>doudou</i>





**B. CD 1- 16** – Write down the vowel sound that is missing in the following words.

**Example:** B\_\_jou → **Answer:** Bonjou

- |                 |                 |
|-----------------|-----------------|
| 1. Bonsw_____   | 8. D_____m      |
| 2. K____jan     | 9. Rel_____     |
| 3. M____dam     | 10. Manmz_____l |
| 4. T____dam     | 11. Ti gas_____ |
| 5. Manz_____    | 12. Tim _____n  |
| 6. K____man     | 13. Ti f_____   |
| 7. M____dmwazèl | 14. M_____sye   |



**C. CD 1- 17 – Yon ti dikte.** Listen to the following Kreyòl sentences and write down the missing oral vowel segments.


**Example:** *You hear* : Mar\_\_ nan l\_\_ri a. → *You write* : Mari nan lari a.

- |                                      |   |
|--------------------------------------|---|
| 1. Mar__ nan l____ ri a.             | 7. Poup____ fifi dlolol_____.               |
| 2. Fifi ap k____ ri v ____t.         | 8. W ____ch Lòlò a pèdi nan f____ a.        |
| 3. Loulou l ____d k____ kouk _____.  | 9. Tidj____ fè gwo l ____bo ak<br>Tot_____. |
| 4. Ti gas_____ an wòkl_____ anpil.   | 10. Bek____ Ànmari pran p_____.             |
| 5. Tonton an ap pal____ k____k_____. | 11. Ti fi a b____ l kou lakansy _____l.     |
| 6. Vètè sou f____ a k____ at_____ a. |   |

## IV. Annou pale yon ti kreyòl

### Speaking in a foreign language

Language teachers often say "*the best way to learn a foreign language is to try to speak in the target language*". While speaking practice is important in helping with fluency, by itself, it does not help build vocabulary, grammar and pronunciation. In order to speak, you have to be exposed to language input first. By listening to native speakers and by reading what they write, you learn new words and grammar structures that you can then use to express yourself.

-  You will apply everything you have learned so far in order to greet someone, introduce yourself, spell your name and ask for contact information such as names, phone numbers, email addresses etc.

**A. Anvan ou pale.** Imagine that you go to Haiti to improve your Kreyòl. You are taking Kreyòl classes at the State University of Haiti. Tomorrow is the first day of class and you will have to greet, introduce yourself, say hello to new students. Make a list of expressions and sentences you will use or you may hear in your conversations. You may use information you've already learned in lesson 1 and 2 to prepare your list.

**Examples:**

To introduce yourself to the class, you may say:

- *Bonjou klas. Kouman nou ye? Mwen rele...*

To introduce yourself to your instructor, you may say:

- *Bonjou/bonswa mesye, madam, madmwazèl. Mwen rele... e ou menm?*

**B. Ann pale.** Now, circulate among your classmates and ask the questions you have prepared. But, you need to greet them and introduce yourself first. Then, you may ask them their name, phone numbers, email address etc. Don't forget to ask them to spell their name if you do not understand. Also write down their name and contact information.

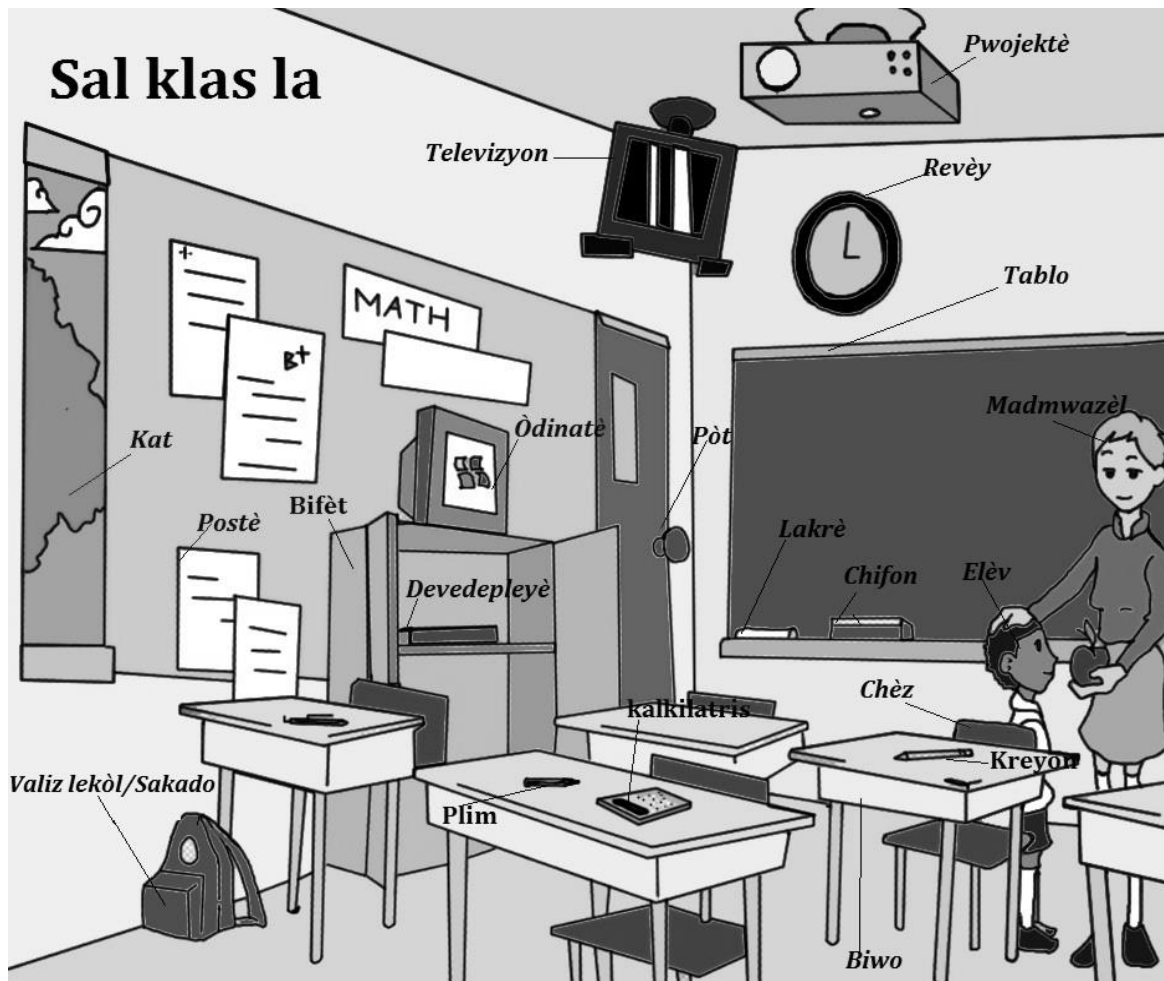
## CHAPIT AVANGOU

### Leson 4: Nan klas la

- Language aim: *Nan klas la*
- Vocabulary: *Classrooms objects; kèk ekspresyon itil pou w kominike nan klas la*
- Grammar and Structures: *Expressing possession*
- Pronunciation and Spelling: *Nasal vowels, semi-vowels and the especial vowel /ui/*
- Writing: *Directory listings*

#### I. Premye jou klas kreyòl la

Sa se klas nan lekòl Adriyen an. Gen anpil bagay nan klas la. Sa se klas ki nan lekòl boujwa (bourgeois/rich people). Majorite lòt lekòl ann ayiti yo pa gen anpil bagay konsa.



 **ANNOU PRATIKE**

**A. Ki sa ki sou tab la?** What is/isn't on the table?

**Example:** Sa k sou tab la? → **Answer:** Gen yon liv. OR Pa gen chifon.

- |           |            |
|-----------|------------|
| 1. liv    | 6. òdinatè |
| 2. chifon | 7. gòm     |
| 3. plim   | 8. kaye    |
| 4. kreyon | 9. valiz   |
| 5. liv    | 10. règ    |



**B. Ki sa k gen nan klas la?** Say *wi* OR *non* when asked about what is in the classroom.

*Nan klas kreyòl la, gen...:*

- |                     |                    |
|---------------------|--------------------|
| 1. kat ban?         | 11. ven kaye?      |
| 2. anpil chèz?      | 12. yon gwo tablo? |
| 3. twa biwo?        | 13. anpil elèv?    |
| 4. kat òdinatè?     | 14. yon pwofesè?   |
| 5. senk televizyon? | 15. yon pwojektè?  |
| 6. anpil liv?       | 16. anpil gòm?     |
| 7. twa radyo?       | 17. yon chifon?    |
| 8. anpil plim?      | 18. kèk limyè?     |
| 9. sis fenèt?       | 19. de poflè?      |
| 10. yon pòt?        | 20. yon ti revèy?  |

**C. Ki sa ou bezwen?** What do you need to do the following things?

**Example:** Pou m gade fim... → **Answer:** M bezwen yon televizyon.

- |                            |                            |
|----------------------------|----------------------------|
| 1. Pou m etidye...         | 5. Pou m li...             |
| 2. Pou m efase tablo...    | 6. Pou m efase kaye...     |
| 3. Pou m ekri nan kaye.... | 7. Pou m ekri sou tablo... |
| 4. Pou m chita...          | 8. Pou m koute mizik...    |

**D. Ki sa sa ye?** Point at 10 different items around the classroom and ask a classmate to identify them. Write your partner's responses on the spaces below.

**Example:**

- **Student 1:** Ki sa sa ye? → **Student 2:** Se yon biwo.

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

✚ **Use these expressions when communicating in class**

• **Pwofesè a di elèv yo:**

1. Kanpe!

*Stand up!*

2. Chita !

*Sit down!*

3. Koute byen.

*Listen carefully.*

4. Pran liv nou.

*Take your book.*

5. Louvri liv nou nan paj 25.

*Open your book at page 25.*

6. Fè egzèsis yo.

*Do the exercises.*

7. Travay an gwoup.

*Work in group.*

8. Fèmen kaye nou.

*Close your notebook.*

9. Depoze plim ou sou tab la.

*Put your pen on the table.*

10. Ale sou tablo a.

*Go to the board.*

11. Ekri fraz yo sou tablo a.

*Write the sentences on the board.*

12. Efase tablo a.

*Erase the board.*

13. Aprann mo nouvo yo.

*Learn the new words.*

14. Etidye leson nou.

*Study your lesson.*

15. Prepare egzamen an.

*Prepare for the exam.*

**Elèv yo di pwofesè a:**

- |   |   |
|---|---|
| 1. Eskize m.                                | <i>Excuse me.</i>                       |
| 2. Silvouplè!                               | <i>Please!</i>                          |
| 3. Kouman yo di... ?                        | <i>How do you say... ?</i>              |
| 4. Ki sa sa vle di?                         | <i>What does... mean?</i>               |
| 5. M pa konnen.                             | <i>I don't know.</i>                    |
| 6. M pa konprann.                           | <i>I don't understand</i>               |
| 7. M pa kwè.                                | <i>I am not sure.</i>                   |
| 8. M bliye.                                 | <i>I forgot.</i>                        |
| 9. M pa sonje.                              | <i>I don't remember.</i>                |
| 10. Ou kapab repete pi dousman/yon lòt fwa? | <i>Can you repeat slower/once more?</i> |
| 11. Ki sa nou sipoze fè?                    | <i>What are we supposed to do?</i>      |
| 12. Ki egzèsis? Ki paj?                     | <i>Which exercise? which page?</i>      |
| 13. Ki jan ou pwononse...?                  | <i>How do you pronounce... ?</i>        |
| 14. Kouman sa ekri?                         | <i>How is that written?</i>             |
| 15. Ki jan ou eple...?                      | <i>How do you spell...?</i>             |



**CD 1- 18 – DYALÒG**

- *Adriyen is standing in the classroom talking to another student while his teacher is explaining something important. The teacher is asking Adriyen to be quiet, to sit down and to work. But Adriyen is not behaving very well. Listen to their conversation.*



- |          |   |
|----------|---|
| Pwofesè: | - <b>Adriyen! Ki sa ou ap fè la?</b>                |
| Adriyen: | - <b>Anyen non.</b>                                 |
| Pwofesè: | - <b>Chita epi fèmen bouch ou.</b>                  |
| Adriyen: | - <b>Mwen p ap pale non.</b>                        |
| Pwofesè: | - <b>Louvri liv ou nan paj 18 epi fè egzèsis B.</b> |
| Adriyen: | - <b>Eskize m wi. Ki egzèsis ou di?</b>             |
| Pwofesè: | - <b>Egzèsis B nan paj 18.</b>                      |
| Adriyen: | - <b>Ki sa m sipoze fè nan egzèsis B a?</b>         |
| Pwofesè: | - <b>Aprann mo yo epi ekri fraz yo nan kaye ou.</b> |
| Adriyen: | - <b>M pa konprann non.</b>                         |
| Pwofesè: | - <b>Ki sa? Sot deyò nan klas la. Ti enbesil!</b>   |

## ANNOU TCHEKE SI NOU KONPRANN DYALÒG LA

➤ **Answer the following questions in English according to the dialogue.**

1. What was the first thing that the teacher asked Adriyen to do?
2. What was the second thing that the teacher asked Adriyen to do?
3. Did Adriyen understand what the teacher asked him to do?
4. What was the last thing the teacher told Adriyen?

## ANNOU PRATIKE

**A. Ki kote?** Is your instructor telling you to do these things in class or at home?

**Example:** Koute byen. → **Answer:** in class

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. Koute byen.                | 7. Etidye leson nou.          |
| 2. Louvri liv nou nan paj 25. | 8. Depoze plim ou sou tab la. |
| 3. Prepare egzamen an.        | 9. Ale sou tablo a.           |
| 4. Travay an gwoup.           | 10. Efase tablo a.            |
| 5. Aprann mo nouvo yo.        | 11. Fèmen kaye nou.           |
| 6. Ekri fraz yo sou tablo a.  | 12. Pran liv nou.             |

**B. Nan klas la.** Match the two columns to make up instructions that your instructor might give you in class.

**Example:** Koute... .. radio a byen. → **Answer:** Koute radio a byen.

- |                       |                               |
|-----------------------|-------------------------------|
| 1. <b>Koute...</b>    | ...nan paj 28.                |
| 2. Louvri ...         | <b>... radio a byen.</b>      |
| 3. Depoze plim nou... | ... liv nou pou fè egzèsis B. |
| 4. Ale...             | ...tablo a.                   |
| 5. Ekri fraz yo...    | ...nan kaye nou.              |
| 6. Fèmen...           | ... sou tablo a.              |
| 7. Pran...            | ...pòt la.                    |
| 8. Fè egzèsis C...    | ... sou biwo a.               |
| 9. Efase...           | ...kreyon nou                 |

**C. Konplete lojikman.** How many logical ways can you complete the following commands?

**Example:** Fèmen.... → **possible answers:** - Fèmen liv nou. ; Fèmen kaye nou.  
- Fèmen pòt la.

- |               |               |
|---------------|---------------|
| 1. Fèmen....  | 5. Ekri....   |
| 2. Depoze.... | 6. Aprann.... |
| 3. Ale.....   | 7. Prepare... |
| 4. Fè...      | 8. Etidye...  |

**D. Ann pale.** Turn to your classmate and give her/him instructions using to the following words, as in the example.

**Example:** Kaye → **possible answers:** - Louvri kaye ou.  
- Ekri nan kaye ou.

- |           |            |
|-----------|------------|
| 1. Kaye   | 6. Òdinatè |
| 2. Plim   | 7. Règ     |
| 3. Chifon | 8. Fenèt   |
| 4. Chèz   | 9. Tablo   |
| 5. Radyo  | 10. Liv    |

## II. Expressing Possession

✚ Possession is indicated by placing the possessor after the item possessed as in the following examples:

- |                             |  |
|-----------------------------|--|
| - Se chèz Wozlò.            | <i>It's Wozlò's chair.</i>             |
| - Se chèz li.               | <i>It's her chair.</i>                 |
| - Se liv Anayiz ak Adriyen. | <i>It's Anayiz and Adriyen's book.</i> |
| - Se liv yo                 | <i>It's their book.</i>                |



✚ When ***mwen, ou, li nou, yo*** follow a noun, they function as possessive. They have short forms which are: ***m, w, l, n, y***. Except for ***y***, the short forms only appear after words ending with vowel sounds. Unlike English the possessive in Kreyòl follows the noun it modifies.

- |                       |                                      |
|-----------------------|--------------------------------------|
| 1. Se kaye <u>m</u> . | <i>This is <u>my</u> notebook.</i>   |
| 2. Se plim mwen.      | <i>This is my pen.</i>               |
| 3. Se chifon w        | <i>This is your eraser.</i>          |
| 4. Se pòt ou.         | <i>This is your door.</i>            |
| 5. Se òdinatè l.      | <i>This is his/her/its computer.</i> |
| 6. Se chèz li         | <i>This is his/her/its chair.</i>    |
| 7. Se radyo n.        | <i>This is our/your radio.</i>       |
| 8. Se liv nou.        | <i>This is our/your book.</i>        |
| 9. Se tablo yo.       | <i>This is their board.</i>          |
| 10. Se règ yo.        | <i>This is their ruler.</i>          |

✚ Simply add ***yo*** after the possessive adjectives to make them plural. However, do not add another ***yo*** after ***yo***. Check the following examples:

<b>Singular</b>	<b>English</b>	<b>Plural</b>	<b>English</b>
kaye <u>m</u> .	<i><u>my</u> notebook.</i>	kaye <u>mwen yo</u> .	<i><u>my</u> notebooks.</i>
plim mwen.	<i>my pen.</i>	plim mwen yo.	<i>my pens.</i>
chifon w.	<i>your eraser.</i>	chifon w yo.	<i>your erasers.</i>
pòt ou.	<i>your door.</i>	pòt ou yo.	<i>your doors.</i>
òdinatè l.	<i>his/her/its computer.</i>	òdinatè l yo.	<i>his/her/its computers.</i>
chèz li	<i>his/her/its chair.</i>	chèz li yo	<i>his/her/its chairs.</i>
radyo n.	<i>our/your radio.</i>	radyo n yo.	<i>our/your radios.</i>
liv nou.	<i>our/your book.</i>	liv nou yo.	<i>our/your books.</i>
tablo yo.	<i>their board.</i>	tablo yo.	<i>their boards.</i>
règ yo.	<i>their ruler.</i>	règ yo.	<i>their rulers.</i>

 ANNOU PRATIKE

**A. Short forms.** Change the long form of the possessive to its contracted form in the following sentences when possible. Follow the example below.

**Example:** - Se tablo li. → **Answer:** Se tablo l.  
 Se liv nou. → **Answer:** Se liv nou. (*change is not possible*)

1. Se plim mwen.
2. Se chifon ou
3. Se tablo yo.
4. Se òdinatè li.
5. Se radyo nou.
6. Se kaye mwen.
7. Se pòt ou.
8. Se chèz li
9. Se règ yo.
10. Se liv nou.

**B. Plural forms.** Change the singular form of the possessive to its plural form in the following sentences to indicate that more than one thing is owned.

- |                   |                  |
|-------------------|------------------|
| 1. Se plim mwen.  | 6. Se kaye mwen. |
| 2. Se chifon ou.  | 7. Se pòt ou.    |
| 3. Se tablo yo.   | 8. Se chèz li.   |
| 4. Se òdinatè li. | 9. Se règ yo.    |
| 5. Se radyo nou.  | 10. Se liv nou.  |

**C. Se zafè l.** Who has the following things? Replace underlined words as in the examples.

**Example:** - Se kaye Adriyen. → **Answer:** Se kaye l.  
 - Se règ elèv la. → **Answer:** Se règ li.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. Se plim <u>Mimoz</u> .          | 6. Se kay <u>madmwazèl la</u> .    |
| 2. Se chifon <u>ti gason an</u> .  | 7. Se òdinatè <u>Lisi ak Pòl</u> . |
| 3. Se tablo <u>Andre ak Chal</u> . | 8. Se chèz <u>elèv yo</u> .        |
| 4. Se klas <u>ti fi a</u> .        | 9. Se règ <u>Jak ak Aleks</u> .    |
| 5. Se radyo <u>Wozmèn</u> .        | 10. Se liv <u>pwofesè a</u> .      |

**D. Se pou... /This is for.** Use the following pairs of words to indicate possession. Follow the example below.

**Example:** - Adriyen/kaye → **Answer:** Se kaye l.

1. Plim/Mimoz.
2. Chifon/ti gason an.
3. Andre ak Chal/tablo.
4. Klas/ti fi a.
5. Elèv yo/chèz.
6. Règ/ Jak ak Aleksi

### III. The nasal vowels, the semi-vowels and the special vowel /ui/

✚ Kreyòl has three nasal vowels (**an, en, on**), two semi-vowels (**w, y**) and a special vowel (**ui**). The nasal vowels always function as single vowel sounds although they are composed of two letters. The word **pen** (bread) has three letters, two different sounds or phonemes but only one syllable. The last two letters (**e** and **n**) in the word **pen** are always pronounced as one nasal vowel sound. It's the same for the two other nasal vowels (**an** and **on**). However, the special vowel (**ui**), which is a glide, has two adjacent vowel sounds pronounced as a diphthong.

#### ANNOU PRATIKE



**A. CD 1- 19** – Listen and repeat words with nasal vowels, semi-vowel and the special vowel sound.

<b>AN, an</b> <i>manman</i>	<b>EN, en</b> <i>tenten</i>	<b>ON, on</b> <i>tonton</i>
<b>UI, ui</b> <i>luil</i>	<b>W, w</b> <i>won</i>	<b>Y, y</b> <i>pye</i>



**B. CD 1- 20** – Write down the nasal vowel, semi-vowel and special vowel sounds that are missing in the following words.

**Example:** B\_\_ en → **Answer:** Byen

- |                   |                 |
|-------------------|-----------------|
| 1. Mw_____        | 7. Bons_____ a  |
| 2. Kij_____       | 8. l_____ l     |
| 3. B_____swa      | 9. M_____ mzèl  |
| 4. Madm_____ azèl | 10. Ti gas_____ |

5. Koum\_\_\_\_\_

6. Diz\_\_\_\_\_t

11. B\_\_\_\_\_jou.

12. Lann\_\_\_\_\_t



**CD 1- 21 – You ti dikte.** Listen to the following Kreyòl sentences and write down the missing nasal vowel or semi-vowel segments as in the example.

**Example:** *You hear* → Mad\_\_\_\_\_ Andre b\_\_\_\_\_ en.

*You write* → Madan Andre byen.

1. B\_\_\_\_\_jou madm \_\_\_\_\_azèl.

2. T\_\_\_\_\_t\_\_\_\_\_an ap pale t\_\_\_\_\_t\_\_\_\_\_.

3. Ti Djo achte \_\_\_\_\_t boutè\_\_\_\_\_ l\_\_\_\_\_l.

4. G\_\_\_\_\_anpil m \_\_\_\_\_t nan magaz\_\_\_\_\_an.

5. Lakans \_\_\_\_\_èl la bèl n\_\_\_\_\_s\_\_\_\_\_èl la.

6. Mari limen \_\_\_\_\_t lanp pou n\_\_\_\_\_t lan.

#### IV. Annou ekri

##### Writing in a foreign language

The ability to write is not natural. Writing skills must be learned and practiced. The first step to becoming a proficient writer is to be a good reader. Reading helps learners acquire knowledge of the written code, grammar, vocabulary, and discourse style writers use (Krashen, S. and Lee, 2004). Here are some tips to help you write more effectively in the Kreyòl language.

- ✓ Transfer your writing abilities from English to Kreyòl.
- ✓ Make an outline of your ideas before you start writing.
- ✓ Use the grammar and vocabulary that you know.
- ✓ Try to think directly in Kreyòl.
- ✓ Avoid writing in English and translating into Kreyòl afterwards.
- ✓ Avoid copying what is in your textbook.

---

In the following activity, you will use what you have learned to write a list of useful information in Kreyòl.

**A. Anvan ou ekri.** Think about directory listings with contact information for faculty, staff and students that you usually find on most college websites. Are they useful? How are they organized? How about the student handbooks available in most academic units in your college?

**B. Ann ekri.** Imagine that several Haitian students will be studying in your college for a year. You have been asked to create a list of people and places that might be of interest to them. Your list must include:

- ✓ Your name, address, phone numbers and email address
- ✓ The name of three or four other students in your Kreyòl class, their addresses, phone numbers, and email addresses
- ✓ Your Kreyòl instructor's name, office and phone numbers, and email addresses
- ✓ Your school library's phone number
- ✓ The names, addresses, and phone numbers of three places near your school where students like to go (bookstore, coffee shop, restaurant, basket-ball court etc...)

**C. Lè ou fin ekri.** Re-read your list. Is there something else you want to add? Look closely at your text to check for possible spelling and grammar mistakes. Make the necessary corrections before share your list with your classmates.

## Dosye istorik

### **Toussaint Louverture** **The Black Haitian slave who defeated Napoleon Bonaparte**



*Toussaint Louverture*

François-Dominique Toussaint Louverture, also known as Toussaint L'Ouverture or Toussaint Breda, was the first black leader to abolish slavery in the new world. He defeated the Spanish, British and French colonial armies of the late 18<sup>th</sup> and early 19<sup>th</sup> century. Born into slavery in 1743 on the plantation of the Count de Breda, Toussaint, along with Jean Jacques Dessalines, Henri Christophe and Alexandre Petion, is considered to be one of the founding fathers of the Republic of Haiti. Toussaint must have been in his thirties when he gained his freedom. Shortly thereafter, he joined the militia of rebel slaves. By 1801, he was governing the whole island of Saint-Domingue and he proclaimed himself governor and commander-in-chief of the colony. In the same year, he submitted a newly written constitution to Napoleon Bonaparte (1769-1821) stating that slavery and servitude had been abolished in the colony. In response, Bonaparte sent 82,000 of his battle proven troops commanded by Leclerc, his own brother-in-law, to overthrow Toussaint. Leclerc treacherously arrested him during a meeting in June 1802. Toussaint was exiled to France and died of cold and hunger in the fortress of Joux in the Jura mountains in April 1803.

#### ❖ **Annou aprann li**

##### **Reading in a foreign language**

After learning the basic vocabulary and grammar of Kreyòl, it is important to consistently practice all four skills: speaking, listening, writing, and reading in order to progress. Here are some tips when reading Kreyòl:

##### ➤ ***Don't get caught up on individual words***

While learning to read in a foreign language will require more time, stopping at each unknown word when reading will only hinder your comprehension, leading to frustration. Don't consider each single word or try to translate the entire text. Instead, read for overall meaning and understanding.

➤ *Use cognates, familiar words and context clues*

When reading in a foreign language, it's important to use context clues, root words, and cognates. Cognates are words that look the same or similar in two languages and have the same meaning. Here are ten words. Translation is provided for the first five on the left. What do the last five words on the right mean?

demokrasi	→	<i>democracy</i>	prezidan	→	???
tcheke	→	<i>to check</i>	televizyon	→	???
rilaks	→	<i>relax</i>	radio	→	???
oblige	→	<i>obliged</i>	zonbi	→	???
respè	→	<i>respect</i>	otopsi	→	??

✚ You will read a short history text about one of the founding fathers of Haiti. Apply the techniques and use the strategies you've just learned to grasp the overall meaning of the text.

- A. **Anvan ou li.** Answer the following questions before you read the Kreyòl text. What do you know about Toussaint Louverture? Have you already heard his name before you took this class? If not, why? What does Toussaint Louverture represent for Haitians and all black people around the world?

### Tousen Louvèti

5  
Tousen Louvèti se youn nan **nèg vanyan** ki te **goumen** pou **lendepandans peyi** Ayiti. Li te **fèt** Breda, **nan zòn** Wodikap. Papa l ak manman l se te esklav. Lè Tousen te piti, li te mèt anpil; Li te fè espò pou l te kapab devlope kò l. Tousen te vin gwo gason, li te vin kapab **monte** epi **donte** nenpòt chwal. Parenn Tousen, ki te rele Pyè Batis, te aprann misye li ak ekri. Li te montre l **trete** maladi **zannimo** ak **renmèd** fèy.

10  
Tousen te aprann fè lagè tou. Li te vin ap kòmande yon gwo **lame** twa mil sòlda. Lè sa a, Tousen vin tounen yon moun enpòtan nan koloni Sendomeng lan. Esklav yo te renmen Tousen epi yo te respekte li. Tousen te toujou **swete jwenn** libète pou tout **esklav** yo. Lè Tousen te vin ap gouvènè Sendomeng, pa t gen esklavaj nan koloni an ankò. Tousen te gen tan menm tabli pwòp regleman sosyal pa l. Li te gen pwojè pwoklame endepandans ofisyèl zile a. Men li pa t gen tan fè sa paske blan Franse te **arete** l epi mete l nan prizon kote li te **mouri**.

Frenand Léger, January 2010

**B. Pandan w ap li.** Find the English equivalents of the following Kreyòl words which are in bold in the text. Match the columns. The first answer is given as an example. Write the appropriate letter in each space to indicate your answer. *The purpose of this activity is to help you understand the text.*

- |                        |                    |
|------------------------|--------------------|
| 1. fèt <b>__d__</b>    | a) army            |
| 2. donte _____         | b) animal          |
| 3. lame _____          | c) in the area     |
| 4. zannimo _____       | <b>d) born</b>     |
| 5. monte _____         | e) to tame         |
| 6. nan zòn _____       | f) ride            |
| 7. goumen_____         | g) independence    |
| 8. swete _____         | h) to find         |
| 9. trete _____         | i) died            |
| 10. peyi _____         | j) to wish         |
| 11. jwenn _____        | k) country         |
| 12. esklav _____       | l) to fight        |
| 13. lendepandans _____ | m) vaillant man    |
| 14. arete _____        | n) to treat        |
| 15. mouri _____        | o) slave           |
| 16. nèg vanyan _____   | p) arrest, capture |

**C. You ti gramè.** What are the two predicates in the following complex sentence? Are they verb or adjective? What are the subjects of the two predicates?

**Sentence:** *Lè Tousen te piti, li te mèg anpil.*

**D. Reponn kesyon yo.** Answer the following questions in English.

1. According to the text, What was Tousein like when he was a child?
2. What happened to Tousein right after developing his body? (there are two answers)
3. What did Tousein’s godfather teach him? Name the three things he taught him.
4. How many soldiers was in the army commanded by Tousein?
5. What was Tousein’s wish for all slaves?
6. According to the text, what happened to Tousein finally?

**E. Apre ou fin li.** Compare and discuss your answers with your classmates.