The format of this 23-unit course in Mauritian Creole is based on "microwave" cycles, each cycle beginning with the introduction of new material and ending with the use of that material in communication. A small amount of new material is introduced at a time (usually in a monolog, drill, or dialog) which, after a brief bit of practice is used for communication (in a communication activity or a dialog). An introductory section presents a short description of the history of this form of Creole, considered the national language by many Mauritians, notes on the spelling, and suggestions to the student and the teacher for using the material. Appended are additional dialogs and a section on pronunciation to provide practice on some of the aspects of Mauritian Creole likely to prove troublesome for American learners. An English-Mauritian Creole glossary concludes the text. (AMM)
MAURITIAN CREOLE: AN INTRODUCTION

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Center for Applied Linguistics, Washington, D. C.
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2. Introduction
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Foreword

This course in Mauritian Creole represents the efforts of many people. The field work necessary for its preparation was carried out by Morris Goodman, who also wrote the introductory section about Mauritian Creole, devised the transcription used, and prepared the initial draft of the Basic Sequence and vocabulary. Loren Nussbaum, utilizing this base, designed the format of the lessons and put the Basic Sequence and vocabulary into their present form. To them, he added the extension materials and the supplementary lessons. Dian Overbey assisted him in these tasks and then supervised the editing and proofreading of the manuscript. William Gage and Irvine Richardson served as consultants to the project. Dr. Gage also prepared the section on Pronunciation Practice. in addition to turning rough drafts into the final typescript, Judith Roberts provided considerable clerical and research assistance.

An incalculable contribution was made by the eight Mauritians who were language informants during the various stages in the development of the materials. Dr. Goodman worked with Serge and Tristan Bruneau, Krishna Coolen, Alain Foo Tam Fong, José Jouaneau and V. Pillay in Mauritius. Clairette Balancy and Francine Bronquer assisted the authors in Washington.

Two earlier sets of materials served as valuable resources. The first was prepared in 1969 in Mauritius by Roland Kiamtia, Balla Parmarvien Kist-massamy, Daniel H. Labonne and M. F. Michel-Ange Seeyave under the direction of Byron Caldwell, Peace Corps Director in Mauritius. The second, Spoken Mauritian Creole, was written in 1970 by Lucia Anzuini, in collaboration with Gerard and Minou de Baylon, for use during the first Peace Corps training program for Mauritius.

Center for Applied Linguistics
April, 1971
Introduction

I. About the language.

Creole is the language of the overwhelming majority of the 800,000 people of Mauritius, including the 20,000 inhabitants of Rodrigues, its principal dependency; and it is the only language of many of these. Similar, though not identical, forms of Creole French are spoken in the neighboring island of Réunion, an overseas department of France, and in the Seychelle islands to the north. In the western hemisphere varieties of Creole French are spoken in Louisiana, French Guiana (Cayenne) and a number of Caribbean islands, notably the independent republic of Haiti, the two French overseas departments of Martinique and Guadeloupe, and two British affiliated territories, St. Lucia and Dominica. All these dialects developed in the same period and under the same circumstances.

The term Creole is of Spanish or Portuguese origin, meaning someone born in an overseas colony. It was applied even as early as the 17th century to those of African as well as of European descent. It was also applied to the type of language which developed in those colonies. In addition to Creole French there are Creole varieties of other European languages, such as Portuguese and English (for example, the Creole English dialect of Freetown, Sierra Leone, known as Krio).

Although the great bulk of its vocabulary is of French origin, many Mauritian Creole words come from other languages, notably that of Madagascar (called Malagasy or Malgache) and a number of the languages of India, reflecting the diverse origins of the island's population. More recently many English words have come into the language. Furthermore, many words of French origin would be understood by few, if any, present-day Frenchmen, either because they have been greatly altered in meaning or pronunciation, or because
they are from older or dialect forms. Even more striking to those who know French are the enormous grammatical changes that have taken place in Creole, most of them in the direction of simplification. In spite of all these differences, however, a knowledge of French is a great help in learning Creole; but it is by no means a necessity.

Mauritius was uninhabited until its discovery by the Portuguese in the sixteenth century. The Dutch were the first to colonize the island, but they abandoned it in 1710. Mauritius owes its name to them, but few other traces of their occupation survive. In 1715 the French from neighboring Réunion colonized it, importing slaves from Madagascar and various parts of the African mainland. It was as a result of the French occupation that the Creole dialect became established. In 1810, during the Napoleonic wars, Great Britain seized the island and kept it, but they allowed French to be used by the local population. After the abolition of slavery, labor was needed for the sugar estates, and large numbers of Indians were imported, who soon became numerically predominant. More recently, many Chinese immigrated, establishing themselves principally as merchants and storekeepers. Such a diversified population needs a common language, and Creole, understood by over ninety-five percent of the inhabitants, fulfills that function. Younger Mauritians of whatever origin are nearly all more at ease when speaking Creole than when speaking any other language.

However, Creole has never achieved the status of a recognized written language in Mauritius. English is the language of government administration and education; but French is a compulsory subject, and instruction is available in a number of Indian languages. French is the predominant language of the daily newspapers, but most contain some English. One weekly is almost entirely in English, and there are also newspapers in Hindi and Chinese. The use of Creole in newspapers is very restricted, as is discussed in the following section. French and English are the principal languages of Mauritian
radio (where the former predominates) and television (where they are used about equally). There are programs in Hindi and (on radio only) a number of other Indian languages (e.g. Tamil) as well as Chinese. Apart from advertising, Creole is used very infrequently on television and is restricted to one or two regular weekly radio programs (e.g. 'family planning'). American and European films in Mauritius have French dialogue; Indian films are also popular. Signs, bill-boards, and other public notices may be either in French or in English. Those put up by government are written almost entirely in English, while those directed to particular ethnic or religious groups may be in Chinese or one of a number of Indian languages.

The future of Creole as a written or officially used language is uncertain; but now that Mauritius is an independent nation, a number of voices have been raised in favor of according greater recognition to what many Mauritians regard as their national language.
II. Creole spelling:

In Mauritius Creole is not normally written, but it is sometimes used in French-language newspapers, either for entertainment (as in cartoon captions, popular Mauritian song lyrics, and humorous columns) or to quote remarks made in the courtroom, during interviews, at political meetings, etc. The spelling used is very inconsistent but, on the whole, imitates that of French as closely as possible. Mauritians who read French can almost always read it with little trouble. One newspaper uses a phonetic spelling, which is much more easily understood by those who know no French, but which is sometimes confusing to Mauritians already accustomed to the French way of spelling Creole.

The spelling used in this course differs from the others and was designed with two purposes in mind: 1) to be readable to those Mauritians accustomed to reading Creole in a French imitative spelling (this would include virtually all Mauritians who serve as teachers of Creole) and 2) to be easily learned by those accustomed to reading English, whether or not they read French (this would include all Peace Corps trainees).

Proper names of places and people are written the way they are officially spelled. They are easily recognized because they are capitalized. Beau Bassin, la Réunion, Curepipe, Terre Rouge, Rose Hill, Goodlands, l'Angleterre, Krishna, Mamode, Jeanette, etc. Words of obviously English origin are spelled as in English: football (i.e. soccer, not American football), goal, team, refill (i.e. ball point pen), k-up (i.e. phonograph), pullover, etc. When used in Creole, however, they should be pronounced as Mauritians pronounce them, not as they are pronounced in English.

The sounds of Creole are represented in this text as follows:
A. Vowels. (Creole and English vowels are quite different in pronunciation; only by careful listening and imitation can Creole be correctly pronounced.)

<table>
<thead>
<tr>
<th>Creole examples</th>
<th>Closest equivalent in English pronunciation</th>
</tr>
</thead>
</table>

1. Non-nasal vowels

- a  lacaz, ar  father, car
- e. é  mété, disel  blasé, sell

'ë' is never silent, even at the end of words, where the accent serves to emphasize this fact; elsewhere, use of the accent is intended to help those who read French and may be disregarded by those who do not.

- i  mersi, lapoliss  pepsi, police
- o  foto, lécor  photo, core
- ou  trou, group  through, group

2. Nasal vowels

All nasal vowels plus following 'n' or 'm' are underlined; 'm' is written instead of 'n' before 'p' and 'b'.

- an, am  gran, vandé, ampessé  wander
- in, in  malin, impossib, sink, kinz  sank, cans

'in' is written 'en' after 'i' or 'y':

- on, om  calson, tombé, contt  haunt

B. Consonants

- b  boucou, disab  book, stab
- c  calson  call

'c' is always sounded like 'k', never like 's'. To avoid confusion 'k' is written before 'ë' and 'i'.

- d  dormi, coud  door, good
- f  for, sif  for, if
'g' is always hard as in "give", "get". Never soft as in "gin" or "rouge".

'k' has the same sound as 'c'. It is written before 'e' and 'i' and a few cases where French has 'qu' or 'q', e.g. 'kalité' (quality), 'cok' (rooster).

English 'r' is so different from that of Creole that a special effort must be made to avoid the English pronunciation; only by careful listening and imitation can Creole be correctly pronounced.

's' is always doubled at the end of words and generally so between two vowels.

't' is written double at the end of words.
These words rhyme most closely with buy, guy -- not with bay, gay.

Rhyme most closely with gray, they. These words differ from those ending in 'é'. Compare 'paré' and 'parey', 'lapé' and 'lapey'. Only by careful listening and imitation can these sounds be distinguished.

boy, joy

phooey, hooey, buoy (for those who pronounce it differently from boy)

Those accustomed to reading French should see Notice below for further clarification of the use of the preceding 'w' and 'y'.

Notice:

Le lecteur doit faire attention à l'emploi des lettres w et y en créole qui diffère sensiblement de leur emploi en français. Les exemples ci-dessous illustrent les différences:

<table>
<thead>
<tr>
<th>Français</th>
<th>Créole</th>
</tr>
</thead>
<tbody>
<tr>
<td>ou: moi, (le) doigt, voir</td>
<td>wa; mwa, lédwa, vwar</td>
</tr>
<tr>
<td>oin: loin, coin</td>
<td>win: lwin, cwin</td>
</tr>
<tr>
<td>[N.B. joindre (fr.) zwenn (cr.)]</td>
<td></td>
</tr>
<tr>
<td>oui, ui: oui, cuit, suivre, huit</td>
<td>wi: wi, cwi, swiv, witt</td>
</tr>
<tr>
<td>ail, aille: travail, (la) paille</td>
<td>ay: travay, lapay</td>
</tr>
<tr>
<td>eil: soleil, pareil</td>
<td>ey: soley, parey</td>
</tr>
<tr>
<td>ouille: grenouille</td>
<td>ouy: gréncuy</td>
</tr>
</tbody>
</table>
Simplification of Spelling:

When writing Creole, those who wish may simplify the spelling system as follows:

a) All double letters may be written singly except double 'nn' at the end of words; there, using a single 'n' might cause confusion with nasal vowels.

b) 'c' may be written as 'k' in all cases.

c) All accents may be dropped from 'e'. It may be helpful, however, to retain the accent on final 'é' as a reminder that it is never silent.

Note on the Spelling of Verbs

The verb 'vini' (to come) and most verbs that end in 'é' drop their final vowel if followed by an object or (in many cases) a prepositional phrase. (Some exceptions are: asté, montré, lé or oulé, loué, zoué.) In the vocabulary the final vowel of such verbs is written in parentheses: manz(é). For some verbs, when the final vowel is dropped, certain other changes in spelling and pronunciation also take place.

These are as follows:

1) Final single 'n', 't', and 's' are written double:

   vini > vinn
   soté > sott
   versé > verss

   Unlike the changes described in Rules 2 and 3 (below), these changes do not indicate an additional change in pronunciation; they merely follow the spelling rules outlined on page ix.

2) Final '-mb' and '-nd' (that is, nasal vowel plus 'b' or 'd') are replaced by '-mm' and '-nn' respectively:

   tombé > tomm
   vandé > vann

3) Final 't' following 's' and final 'r' or 'l' following any consonants are dropped:

   resté > ress ('s' is doubled following Rule 1.)
   rantré > rantt ('t' is doubled following Rule 1.)
   ressemblé > ressamm ('-mm' replaces '-mb' following Rule 2.)
III. Using the Course

TO THE STUDENT:

This course has been prepared with the expectation that:

1) A native speaker of Mauritian Creole will teach a small class of six to ten students;

2) The course will be taught intensively (that is, for three or more hours per day, five days a week);

3) The classes will be audio-lingual, that is, students will learn to speak Creole rather than simply learn about the grammatical structure of Creole.

These materials can, of course, be used under other circumstances. Normally such adaptation is the responsibility of the teacher. However, if it is necessary for you to learn Creole on an individual basis rather than in a class, then it is suggested that you read carefully the following notes addressed to the teacher and the language co-ordinator, since you will have to function, in part, both as a teacher and a student. (Even if you should obtain a Creole tutor with experience in teaching people to speak Creole, you will still, to a considerable extent, have to direct and supervise the learning activities.

TO THE TEACHER:

Organization of the Lessons

This introduction to Mauritian Creole has two major sets of lessons:

1) A Basic Sequence which serves to introduce the major grammatical features of the language.

2) A sequence of materials which are generally an extension of the topics and grammar introduced in the Basic Sequence.
The materials in the extension sequence (designated as 1X, 2X, etc.) have been designed to allow the teacher considerable latitude and flexibility with respect to the scheduling of the use of these materials:

a) The entire Basic Sequence can be used before any of the extension lessons.

b) Or, each extension lesson can be used immediately after the corresponding lesson in the Basic Sequence.

c) Or, an extension lesson (or part of a lesson) can be used at any time after the corresponding lesson in the Basic Sequence has been introduced.

The latter is probably the best plan of action. It means, of course, that the teacher will have to decide before each class whether to continue on in the Basic Sequence, or whether to turn to some of the extension material. In addition to decision making, this necessitates some system of record-keeping - that is, the teacher will need to know at all times where he is in the Basic Sequence, and what parts of the extension sequence have been used. The use of forms such as the following is suggested:

<table>
<thead>
<tr>
<th>Basic Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
</tr>
<tr>
<td>Intro.</td>
</tr>
<tr>
<td>Review</td>
</tr>
<tr>
<td>Lesson 2</td>
</tr>
<tr>
<td>Intro.</td>
</tr>
<tr>
<td>Review</td>
</tr>
</tbody>
</table>
(A check mark should be placed below each language activity when it has been taught and again when it has been reviewed.)

Each lesson usually consists of a combination of monologs, drills, dialogs, comprehension exercises, and C's. Of all of these, the C-activity is the most important. The monologs and drills are done in preparation for the C-activity, while the dialogs serve to demonstrate the use of C's in more extended conversation. A C is essentially the minimum unit in a conversation; that is, the C's are the building blocks of dialogs.

The basic pedagogical notion underlying the teaching of Creole in these materials is that of the "cycle". A cycle begins with the introduction of new material and ends with the use of that material in communication. Each cycle accordingly has two phases: the manipulation phase, concerned with practice, and the communication phase, concerned with usage. A small amount of new material is introduced (usually in a monolog, drills or handout), which, after a brief bit of practice is used for communication (in a C-activity or a dialog). The aim is to move as quickly as possible from attention to learning mechanics (mimicry for pronunciation and memorization, manipulation of grammatical elements, acquisition of meaning) to a realistic though limited, use of the language. Hence, both the teacher and the student should have communication rather than manipulation as their primary goal.
Throughout the Basic Sequence, the student is usually asked to play only one role— that of himself in a Training Program learning Creole. In some of the extension materials, the student is asked to play the role he will have later outside of class: that of a learner of Creole meeting Mauritians in a variety of situations. In addition to his role of "teacher" in the class, the teacher will have to play the part of a variety of Mauritian speakers. In only a few cases, however, is the student asked to play any role other than his own.

The parts in the C's and in the dialogs are usually specified as I and R (initiation and response), T and S (teacher and student), or LL and M (language learner and Mauritian). The materials in the Basic Sequence have been arranged so that the student learns to comprehend what is said to him and make appropriate responses; he is asked to make only limited efforts in initiating conversation. In the extension materials a greater emphasis is placed on taking the lead in conversation.

A few of the dialogs are indicated as taking place between two Mauritian speakers. These provide the learner with an additional opportunity for hearing the language spoken; some teachers may want to assign these parts to students and have them act out the dialog (role-play) for practice purposes. For extended practice and during reviews, it may be helpful for a student to play the part of "teacher" briefly, teaching a drill and then directing use of a C or a dialog.

The handouts included with many of the lessons serve two purposes: 1) they help the student to know if he has learned the main points of a particular lesson; and 2) they introduce new—though related—material. While these handouts are written, they, in fact, mainly test the students oral comprehension of Creole. No great amount of time should be spent on these, and it should be clear to the student that they are for his benefit, and not that of the teacher, the language co-ordinator, or any other supervisory personnel.
Teaching the Lessons

Instructions for the teaching of materials are given in two places within a lesson:

1) At the end of a lesson, in notes to the teacher. These tend to apply to the lesson as a whole.

2) In "boxes" with the monologs, dialogs, drills and C's; these tend to be "local" instructions, applicable to the particular activity.

There are basically three steps in teaching a drill:

1) Presentation. The teacher presents or demonstrates the drill by doing both the "teacher" and "response" parts himself. To the extent that it is possible, the meanings should be communicated without the use of English; i.e., by the use of pictures, by pointing to objects, by gestures or other appropriate actions.

2) Practice. The teacher gives a sentence for students to mimic (either individually or as a group). Each of the sentences should be given twice (to allow the student an opportunity to verify or correct his mimicry):

   T: Mo bien mersi. (mimicry model)
   Ss: Mo bien mersi. (imitating)
   T: Mo bien mersi. (correction/verification model)
   Ss: Mo bien mersi. (correcting/verifying)

   The teacher should require as good pronunciation as is possible at the moment, without further recourse to pronunciation exercises.

3) Drill. The drill is conducted with the teacher taking his part and the students making the appropriate responses, either individually or as a group.

How much class time should be spent on a lesson? This varies with the abilities of the students and with the length and difficulty of a particular lesson. Before going on to another lesson, you must be satisfied that each
student can thoroughly comprehend all the sentences in the lesson, and can produce the R, S, and LL responses in a comprehensible fashion when they are called for. An exploitation of all of the possibilities of usage and a high degree of production ability can be made a part of the review activities. No lesson has really been learned until it has been reviewed several times and the language in it used outside of class. Although a certain amount of review has been built into the course, the main task of review is left to the teacher. A part of each class period should be devoted to review.

The pronunciation exercises in the appendix should be used as needed for special pronunciation practice. Insistance on accurate pronunciation during all of the learning activities will take care of most of the learning problems.

**Visual Aids**

Some visual aids are suggested in the lessons, and many are ready at hand in the classroom or the rest of the Training Program environment. Others, however, will have to be collected by the teacher. The following are possible sources:

1) Old magazines, newspapers, mail-order catalogues. Advertisements are especially 'rich' in drawings and pictures that can be used in language teaching.

2) Toy shops. Inexpensive toys are available that will fill some of the needs for classroom props.

3) Sketches by teachers or trainees. In a sizable Training Program there are usually one or more persons who can prepare simple sketches.

In order to have visuals (and objects) at hand when needed, teachers should prepare a list of the required items, lesson by lesson, for a week or more in advance.
A flannel board (or some other arrangement with an easel) is a convenient way of presenting the visuals. They may also be hand-held, but frequently this interferes with a teacher's freedom in conducting the class. A blackboard should be available for simple sketches and ad hoc drawings.

FOR THE LANGUAGE CO-ORDINATOR:

Much that concerns the language co-ordinator is already included in notes elsewhere (to the student and to the teacher). A few general suggestions are made here.

These materials have been prepared on the assumption that they will be available to students as well as to teachers. From the standpoint of size alone, it may be desirable to issue them a section at a time. For pedagogical reasons also, it may be desirable to give students the lessons only after they have already been introduced orally in class. The pace and organization of a Training Program should be such, however, that there will be little opportunity for the student to fall into error by learning to read but not to speak, even if he looks at some of the materials before they are taught in class.

The specific goals and aims of each lesson may not always be understood. Hence, in the briefing session with teachers you should make certain that they have a clear idea what is to be accomplished in each lesson.

It is expected that the teacher review earlier lessons as a routine part of each class period. However, it may be well to plan for some specific review periods, when no new materials are introduced, but a systematic review of lessons is undertaken.
**TABLE OF LESSONS**

<table>
<thead>
<tr>
<th>Basic Sequence</th>
<th>Extensions to Basic Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. I'm a student. I'm not a teacher.</td>
<td>2X. His a chauffeur.</td>
</tr>
<tr>
<td>3. What do you study?</td>
<td>3X. He's a chauffeur. He drives a car.</td>
</tr>
<tr>
<td>4. What do they study?</td>
<td>4X. They're chauffeurs.</td>
</tr>
<tr>
<td>5. What did you do yesterday? What will you do tomorrow?</td>
<td>5X. Did you go to the movies yesterday?</td>
</tr>
<tr>
<td>6. We're Americans. We come from America.</td>
<td>6X. He's a Frenchman. He comes from France.</td>
</tr>
<tr>
<td>7. He sleeps in his room.</td>
<td>7X. You watch television in the living room.</td>
</tr>
<tr>
<td>8. When do you watch television?</td>
<td>8X. When do you eat lunch?</td>
</tr>
<tr>
<td>9. Does he come from Mauritius?</td>
<td>9X. Where are you coming from?</td>
</tr>
<tr>
<td>10. What is it? Whose is it?</td>
<td>10X. Who's that?</td>
</tr>
<tr>
<td>11. What are you doing (right now)?</td>
<td>11X. Where are you going (right now)?</td>
</tr>
<tr>
<td>12. What do you do with soap?</td>
<td>12X. What do you use to cut paper?</td>
</tr>
<tr>
<td>13. Do you have a pencil?</td>
<td>13X. Do you (familiar) have a cigarette?</td>
</tr>
<tr>
<td>14. Where is the pencil?</td>
<td>14X. Where's the market?</td>
</tr>
<tr>
<td>15. How many brothers do you have?</td>
<td>15X. How many days does May have?</td>
</tr>
<tr>
<td>16. Where has your friend gone?</td>
<td>16X. Please open the window.</td>
</tr>
<tr>
<td>17. What language do you speak?</td>
<td>17X. Have you heard what's happened?</td>
</tr>
<tr>
<td>18. Do you know how many people there are in Mauritius?</td>
<td>18X. Let's go eat.</td>
</tr>
<tr>
<td>19. What do Americans eat?</td>
<td>19X. What kinds of sports are there in America?</td>
</tr>
<tr>
<td>20. What do Mauritians eat?</td>
<td>20X. Do you have 'dal pouri' in America?</td>
</tr>
<tr>
<td>21. What color is this shirt?</td>
<td>21X. I have to buy lots of things.</td>
</tr>
<tr>
<td>22. When your hands get dirty, what do you have to do?</td>
<td>22X. Why did you do that?</td>
</tr>
<tr>
<td>23. What are you going to do this afternoon?</td>
<td>23X. What were you doing before you joined the Peace Corps?</td>
</tr>
</tbody>
</table>
24. What kind of work will you do in Mauritius?

25. Describe Marie for me.

26. What time did you get up this morning?

27. When he comes, I'll tell him.

Supplementary Lessons

1A. Meeting students.

2A. Becoming acquainted.

3A. Kids.
Lesson 1  Greetings and leave-taking.

This lesson introduces a common form of greetings and leave-taking. Other forms and variations in the greetings should be taught later.

Point to yourself and tell students your name:

Mo apel [Jean Leblanc].

(Substitute your own name in place of 'Jean Leblanc'.)

Then ask them for their names:

Couman ou apélè?

Teach each student how to answer with his own name:

Dir coumsa: Mo apel [Robert].

(Substitute the names of students in the class in place of 'Robert'.)

When each student is able to respond to the question with ease, have them ask you (and other students) the question:

I: Couman ou apélè?
R: Mo apel [Jean Leblanc].

(The convention of square brackets is used in this course to indicate that the appropriate names or previously learned words should be substituted.)

G-1

I: Bonzour, [Robert].                Hello, [Robert].
   Or: Bonswar, [Robert].
R: Bonzour, [Missié Leblanc].       Hello, [Mr. Leblanc].
   Or: Bonswar, [Missié Leblanc].

To the Student: Bonzour is said from rising to noon; bonswar is said from noon to retiring.
C-2
I: Ki manièr?
R: Bien mersi.

How are you? Fine thanks.

C-3

Have the students take the part of 'I'; you take the part of 'R'.

I: Bonzour, [Missié Leblanc].
R: Bonzour, [Robert].
I: Ki manièr?
R: Mo bien mersi.

Hello, [Mr. Leblanc].
Hello, [Robert].
How are you?
I'm fine thanks.

C-4

First have the students take the part of 'I', while you take the part of 'R'. Then reverse the parts (i.e. have the students take 'R' while you take 'I'). Finally have the students take both parts.

I: Ki manièr?
R: Mo bien mersi; ki manièr ou mem?
I: Mo bien mersi.

How are you? I'm fine thanks; how are you? I'm fine thanks.

Dialog - 1

Have the students take both parts in the following dialog.

I: Bonzour, [Robert].
R: Bonzour, [Paul].
I: Ki manièr?
R: Mo bien mersi; ki manièr ou mem?
I: Mo bien mersi.

C-5
I: Bonzour, [Robert].
R: Bonzour, [Missié Leblanc].
I: Ki manièr? Ou bien?
R: Wi, mo bien mersi.

How are you? Are you well? Yes, I'm fine thanks.
C-6

Repeat C-5 and add the following. Refer to both male and female students, making sure that it is understood that 'li' means both 'he' and 'she'.

I: Ki manièr [Robert]? Li bien? How is [Robert]? Is he well?
R: Wi, li bien. Yes, he's fine.

Drill - 1

Have students repeat the following, both as a group and individually.

Model (teacher)  Mimicry (students)
Mo bien.  Mo bien. (pointing to self)
Ou bien.  Ou bien. (pointing to person addressed)
Li bien.  Li bien. (pointing to third person)

C-7

Teach students to say "goodbye" using 'orévwar' and 'sallam'.

Handout - 1

Give each student a copy of the handout on page 1-6, and follow the instructions given on the handout. The purpose of this handout (and others to follow in later lessons) is to provide an opportunity for students to check themselves on whether or not they have understood certain of the essential points in the lesson. (Some of the later handouts are used to introduce new material which is closely related to the preceding classwork.) In using these handouts make sure that the students understand that you are not testing them; they are testing themselves. Do not use these handouts for any sort of grading purpose.

A by-product of using these handouts is that the student is provided with an opportunity to become familiar with the writing of Creole, without any heavy demands being placed on his ability to do this. Although the handout is written, the activity involved (that of the comprehension of Creole) is an oral language activity.
LANGUAGE ACTIVITY:

Outside of class greet your teachers and fellow students in Creole (rather than in English). Also greet any other Mauritians associated with the training program; listen carefully to any variations they make in response to your greeting.

Ask students and teachers from other classes for their name:

Couman ou apélé?
Mo apel [Paul].

TO THE STUDENT:

Since Mauritians shake hands more frequently than Americans, you should make it a practice to shake hands whenever you greet people or when taking leave of them. If you don't shake hands in situations where Mauritians normally do, you may be regarded as being ill-mannered or unfriendly.

In speaking to people, Mauritians use the name of the person being spoken to (or a substitute such as 'Madam', 'Mamzel', 'Missie') much more frequently than Americans. This is true not only in the greetings but throughout the entire conversation.

TO THE TEACHER:

The conversational exchanges in the basic sequence of lessons essentially consist of an 'initiation' (a comment or question) and a 'response'. Unless otherwise indicated you should take the part of 'I' (initiation) while the student takes the part of 'R' (response).

These lessons have been designed so that the conversation is usually between teacher and student (an exception occurs in this lesson where students are asked to take both parts of the greetings). While the use of the more formal form of the second person singular pronoun (ou) is appropriate for conversations between teacher and student, the familiar form of the second person pronoun (to) is more appropriate to conversations between student and student; the use of this pronoun is introduced in Lesson 13X. It is suggested that up until that point the conversations take place mainly between teacher and student and that 'ou' rather than 'to' be used.

See Lesson IX for further materials on greetings and leavetaking. This lesson, or preferably portions of it, should be used at such time as the teacher decides that students are ready to handle more variations to the greetings and leave-taking than are presented in Lesson 1.
In the course of conducting the class, you will need to give some brief instructions and directions. Occasionally it will be necessary to use English, but mainly it should be possible to give such instructions in Creole, especially those which must be given repeatedly. The following are suggested for use with this and later lessons:

Ecoute.
Ecoute, si-ou-plé.
Ecoute bien.
Répété.
Répété, si-ou-plé.
Répété, tou dimoun.
Ecoute é répété.
Réponn.
Réponn egzactaman coum sensual "[ ]".
Dir.
Dir egzactaman coumsa: "[ ]".
Dimann [Robert] coumsa: "[ ]".
Tou dimoun ansamm.
Ou tou sel.
Zott dé. Zott trwa.
Gett issi.
Swiv issi.
Ress trankil.
Pli for (mo pa tandé).
Ancor pli for.
Pa enn mo anglé dan class.
Arett cozé.
Ferm labouss.

These are only some of the phrases which you may find helpful in conducting classroom activities. During the early lessons be sure to limit the number used to those which are absolutely necessary. Let the meaning of these phrases become clear by the way you use them rather than by giving translations or explanations.

The names Robert, Paul, Marie and Anne are used in these lessons wherever the names of students in the class should be used. Likewise the names Missié Jean Leblanc, Missié Krishna Singh, and Mamzel Nicole Labonne are used wherever the names of Mauritian teachers should be used.
Handout - 1

1. Provide each student with a copy of this handout, folded so that the answer portion is not visible during the test. (The answer portion may be covered instead of folded under.)

2. Read each sentence twice, with a slight pause between each sentence. Students should mark their sheets according to the instructions below.

3. Have students unfold their sheets to check the answers. Pronounce again any of the sentences where students had difficulty.

Instructions:

Listen as your teacher reads the following sentences and indicate (by underlining or circling the appropriate answer) who (I, you, he/she) is being spoken about.

1. I (mo) you (ou*) he/she (lî)
2. I you he/she
3. I you he/she
4. I you he/she
5. I you he/she
6. I you he/she
7. I you he/she
8. I you he/she
9. I you he/she
10. I you he/she
11. I you he/she
12. I you he/she
13. I you he/she

1. Ou bien?
2. Mo bien mersi.
3. Ki maniér ou mem?
4. Mo tré bien mersi.
5. Ki maniér [Robert]? Li bien?
6. Wi, li bien.
7. Couman ou apélé?
8. Mo apel [Jean Leblanc].
9. Li apel [Paul].
10. Li enn zélev.
11. Li enn professér.
12. Mo enn professér.
13. Ou enn zélev.

*'Ou' is the way the sound u (as in English through, group, and boot, etc.) is written in French, and this convention is throughout this course in writing Creole.
Lesson 2  I'm a student. I'm not a teacher.

This is a lesson on identifying oneself and others according to profession or occupation. Students should recognize and use the three singular pronouns (mo, ou, li) and the negative (pa) with ease.

Monolog - 1

Present the following as a monolog.

Mo enn professér (pointing to self).  I'm a teacher.
Mo pa enn zélev.  I'm not a student.
Ou enn zélev (pointing to person addressed).  You're a student.
Ou pa enn professér.  You're not a teacher.
Li enn zélev (pointing to third person).  He's a student.
Li pa enn professér.  He's not a teacher.

Drill - 1

Have students respond affirmatively to the following questions, first as a group and then as individuals.

Teacher  Response
Mo enn professér?  Wi, ou enn professér.
Ou enn zélev?  Wi, mo enn zélev.
Li enn zélév?  Wi, li enn zélev.

C-1

I:  [Robert], mo enn professér?  [Robert], am I a teacher?
R:  Wi, ou enn professér.  Yes, you're a teacher.

C-2

I:  [Robert], ou enn zélév?  [Robert], are you a student?
R:  Wi, mo enn zélev.  Yes, I'm a student.
C-3
I: [Robert], [Paul] enn zélev?
R: Wi, li enn zélev.

[Robert], is [Paul] a student?
Yes, he's a student.

Drill - 2

Have the students respond negatively to the following questions.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response (group/individual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mo enn zélev?</td>
<td>Non, ou pa enn zélev.</td>
</tr>
<tr>
<td>Ou enn professér?</td>
<td>Non, mo pa enn professér.</td>
</tr>
<tr>
<td>Li enn professér?</td>
<td>Non, li pa enn professér.</td>
</tr>
</tbody>
</table>

C-4
I: [Robert], ou enn professér?
R: Non, mo pa enn professér; mo enn zélev.

[Robert], are you a teacher?
No, I'm not a teacher; I'm a student.

C-5
I: [Robert], mo enn zélev?
R: Non, ou pa enn zélev; ou enn professér.

[Robert], am I a student?
No, you're not a student; you're a teacher.

C-6
I: [Robert], [Paul] enn [professér]?
R: Non, li pa enn [professér]; li enn [zélev].

[Robert], is [Paul] a [teacher]?
No, he's not a [teacher]; he's a [student].

Handout - 1

In using Handout - 1 on page 2-4, follow the same procedures that were used with Handout - 1 in Lesson 1.
LANGUAGE ACTIVITY:

As you meet members of the training program during the remainder of the day, consciously ask yourself the questions

Li enn professér?
Li enn zélev?

and answer yourself

Wi, li enn professér.
Wi, li enn zélev.
Non, li pa enn professér.
Non, li pa enn zélev.

TO THE TEACHER:

In teaching Drills 1 and 2, follow these steps:

1) Demonstrate the two parts of the drill (taking both parts yourself).

2) Have students mimic the response column:

<table>
<thead>
<tr>
<th>Model (by teacher)</th>
<th>Mimicry (by student/s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wi, ou enn professér.</td>
<td>Wi, ou enn professér.</td>
</tr>
<tr>
<td>Wi, ou enn zélev.</td>
<td>Wi, ou enn zélev.</td>
</tr>
<tr>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>

3) Have students respond to your questions, first in the order given, and then at random.
Follow the same procedures as were used with Handout - 1 in Lesson 1.

Note how 'pa' is used in Creole to indicate the negative:

Li enn zelev.  He's a student.
Li pa enn professér.  He's not a teacher.
Li aprann créol.  He's learning Creole.
Li pa aprann fransé.  He's not learning French.

Listen carefully as your teacher reads a sentence twice and indicate if it is affirmative or negative (indicated by 'pa').

1. affirmative  negative
2. aff  neg
3. aff  neg
4. aff  neg
5. aff  neg
6. aff  neg
7. aff  neg
8. aff  neg
9. aff  neg
10. aff  neg
11. aff  neg
12. aff  neg
13. aff  neg
14. aff  neg
15. aff  neg
16. aff  neg
17. aff  neg
18. aff  neg

1. Li enn professér.
2. Li pa enn zelev.
3. [Robert] pa enn professér.
4. Li pa enn professér.
5. Li enn zelev.
6. Ou enn zelev.
7. Ou pa enn professér.
8. Ou aprann créol.
10. Mo pa montré fransé.
11. Mo montré créol.
12. Mo enn professér.
13. Mo pa enn zelev.
15. Li montré créol.
17. Ki maniéru mem?
18. Li pa bien.
Lesson 3  What do you study?

This is a lesson on identifying one's occupational activity and asking (ki?) the same about someone else.

Monolog - 1

Mo enn professér; mo montre créol.  
[Robert], ou enn zélev; ou aprann créol.  
[Robert] enn zélev; li aprann créol.  
[Missié Leblanc] enn professér; li montre créol.

I'm a teacher; I teach Creole.  
[Robert], you are a student; you study Creole.  
[Robert] is a student; he studies Creole.  
[Mr. Leblanc] is a teacher; he teaches Creole.

C-1

I: Mo enn professér; ki mo montre?
R: Ou montre créol.
I: Wi, mo montre créol.

I'm a Teacher; what do I teach?  
You teach Creole.  
Yes, I teach Creole.

C-2

I: [Robert], ou enn zélev; ki ou aprann?
R: Mo aprann créol.
I: Wi, ou aprann créol.

[Robert], you're a student; what do you study?  
I study Creole.  
Yes, you study Creole.

C-3

I: [Missié Leblanc] enn professér; li li montre?
R: Li montre créol.
I: Wi, li montre créol.

[Mr. Leblanc] is a teacher; what does he teach?  
He teaches Creole.  
Yes, he teaches Creole.

C-4

I: [Robert] enn zélev; ki li aprann?
R: Li aprann créol.
I: Wi, li aprann créol.

[Robert] is a student; what does he study?  
He studies Creole.  
Yes, he studies Creole.
Dialog - 1

I: Bonzour [Robert].
R: Bonzour [Missié Leblanc].
I: Ki maniér? Ou bien?
R: Wi, mo bien mersi.
I: Ou enn zélev?
R: Wi, mo enn zélév.
I: Ki ou aprann?
R: Mo aprann créol.

Good morning, [Robert].
Good morning, [Mr. Leblanc].
How are you? Are you fine?
Yes, I'm fine thanks.
Are you a student?
Yes, I'm a student.
What do you study?
I study Creole.

Drill - 1

First demonstrate this drill by taking both parts yourself and then have students practice the response.

Teacher
[Robert] enn zélév.
[Missié Leblanc] enn professér.
Mo enn professér.

Response (student)
Ki li aprann?
Ki li montré?
Ki ou montré?

Teacher
Li aprann créol.
Li montré créol.
Mo montré créol.

Handout - 1

In using Handout - 1 on page 3-3, follow the same procedures that were used with Handout - 1 in Lesson 1.
Follow the same procedures as were used with Handout - 1 in Lesson 1.

Frequently the only difference between a yes - no question and a statement is that of intonation. Note this difference as your teacher reads the following examples (listening especially to the pitch rise on the end of the questions):

Li enn profassér. Li enn profassér?
Li enn zélev. Li enn zélev?
Li enn sécréter. Li enn sécréter?

Listen carefully to each sentence and indicate if it is a statement or a question.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Q</td>
</tr>
<tr>
<td>S</td>
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<tr>
<td>S</td>
<td>Q</td>
</tr>
</tbody>
</table>

1. Li enn zélev.
2. Li enn zélev?
3. Li enn sécréter?
4. Li enn profassér.
5. Ou aprann créol.
6. Li montré créol.
7. Ou montré créol?
8. Ou enn profassér?
9. Li aprann fransé.
10. Ou bien?
11. Li bien.
12. Ou enn zélev?
13. Ou aprann fransé?
15. Zott aprann créol?
17. Li bien?
18. Li montré fransé?
19. Ou enn sécréter.
20. Li enn sécréter.
21. Zott montré fransé?
22. Zott aprann créol.
Lesson 4  What do they study?

This lesson introduces the pronoun 'zott' (they) and the conjunction 'ee' (and).

C-1

I: [Robert] enn zélev; [Paul] enn zélev. Ki zott aprann?
R: Zott aprann créol.
I: Wi, zott aprann créol.

[Robert] is a student; [Paul] is a student. What do they study? They study Creole.

Yes, they study Creole.

Repeat C-1 using the names of three students.

C-2

I: [Missié Leblanc] enn professér; [Mamzel Labonne] enn professér. Ki zott montré?
R: Zott montré créol.
I: Wi, zott montré créol.

They teach Creole.

Repeat C-2 using the names of three teachers.

C-3

I: Li (pointing) enn zélev; li (pointing to another student) enn zélev. Ki zott aprann?
R: Zott aprann créol.
I: Wi, zott aprann créol.

They teach Creole.

Repeat C-3, pointing to three students and identifying each one with 'li' (he/she).
Use a picture (or pictures) of several teachers for the following. If pictures are not available, refer to the teachers by name.

I: Li (pointing) enn profassèr; li (pointing to another teacher) enn profassèr. Ki zott montrè?

R: Zott montrè créol.

Drill - 1

Have students respond affirmatively to the following questions. Note that the names refer to people spoken about not people being addressed.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ou aprann créol?</td>
<td>Wi, mo aprann créol.</td>
</tr>
<tr>
<td>[Robert], li aprann créol?</td>
<td>Wi, li aprann créol.</td>
</tr>
<tr>
<td>[Robert] ec [Paul], zott aprann créol?</td>
<td>Wi, zott aprann créol.</td>
</tr>
<tr>
<td>Mo montrè créol?</td>
<td>Wi, ou montrè créol.</td>
</tr>
<tr>
<td>Li montrè créol?</td>
<td>Wi, zott montrè créol.</td>
</tr>
<tr>
<td>[Missie Leblanc] ec [Mamzel Labonne], zott montrè créol?</td>
<td>Wi, zott montrè créol.</td>
</tr>
</tbody>
</table>

Drill - 2

Have the students respond negatively to the following questions.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ou montrè créol?</td>
<td>Non, mo pa montrè créol.</td>
</tr>
<tr>
<td>Ou aprann fransè?</td>
<td>Non, mo pa aprann fransè.</td>
</tr>
<tr>
<td>[Robert], li aprann fransè?</td>
<td>Non, li pa aprann fransè.</td>
</tr>
</tbody>
</table>
Handout - 1

Give each student a copy of the handout on page 4-5, and follow the same procedures as were used with Handout - 1 in Lesson 1.

C-5
I: [Robert] enn zélev. Li aprann fransé?
R: Non, li pa aprann fransé. Li aprann créol.

C-6
I: [Missié Leblanc] enn professér. Li montré fransé;
R: Non, li pa montré fransé. Li montré créol.

C-7
I: [Robert] enn zélev; [Paul] enn zélev. Zott aprann fransé?
R: Non, zott pa aprann fransé. Zott aprann créol.

Repeat C-7, using 'professér' in place of 'zélev' and 'montré' in place of 'aprann'.

Dialog - 1
I: Bonzour, [Robert].
R: Bonzour, [Paul].
I: Ki maniér?
R: Mo bien mersi; ki maniér ou mem?
I: Mo bien mersi. Ki maniér ou fami? I'm fine thanks. How is your family?
R: Zott bien.
C-8

I: [Robert], couman zott apélé
   (pointing to other students in the class)?
R: Zott apel [Paul], [Marie], ec [Anne].

LANGUAGE ACTIVITY:

As you encounter people outside of class, consciously ask yourself
   Ki li aprann?
   Ki li montré?
   Ki zott aprann?
   Li montré [créol]?  
   Li aprann [fransé]?
   Zott [aprann] [créol]?

and supply the appropriate answers

   Li aprann créol.
   Li montré créol.
   Zott aprann créol.
   etc.

TO THE TEACHER:

The pronoun 'zott' (you plural) will be introduced in Lesson 6.

Be careful to use 'ec' rather than 'ar' in the Basic Sequence of lessons. The use of 'ar' as a synonym of 'ec' can be introduced anytime after the Basic Sequence has been completed.
Listen carefully as your teacher reads the following sentences and write 'mo' (I), 'ou' (you), 'li' (he/she) or 'zott' (they) in the appropriate blank.

1. _____ enn professér.
2. _____ enn zélev.
3. _____ aprann créol.
4. _____ aprann créol.
5. _____ montré créol.
6. Ki _____ montré?
7. _____ pa enn professér.
8. _____ enn professér.
9. _____ enn sécréter?
10. Ki maniér _____ mem?
11. _____ aprann créol.
12. _____ pa aprann fransé.
13. _____ zélev.
14. _____ aprann créol.
15. _____ pa montré fransé.
16. Ki _____ aprann?
17. Ki _____ aprann?
18. _____ aprann créol.
19. _____ pa montré créol.
20. _____ pa montré fransé.
Lesson 5  What did you do yesterday?  What will you do tomorrow?

In this lesson students are to learn how to speak about past (ti) and future (pou) events.

Dialog - 1

A sketch like the following may be placed on the blackboard for teaching the time adverbs (ier, granmatin, dimin, zordi-aswar, tanto, etc.) which are necessary for this dialog.

I: Bonzour (to whole class).
R: Bonzour.
I: Bonzour, [Robert]. Ki maniér?
R: Mo bien mersi. Ki maniér ou mem?
I: Mo bien mersi. [Robert] ou enn zélev?
R: Wi, mo enn zélev.
I: Ou aprann créol?
R: Wi, mo aprann créol
I: [Ier] ou ti aprann créol?
R: Wi, [ier] mo ti aprann créol.
I: [Dimin] ou pou aprann créol?
R: Non, [dimin] mo pa pou aprann créol.

Good morning.
Good morning.
Good morning, [Robert]. How are you?
I'm fine thanks. How are you?
I'm fine thanks. [Robert], are you a student?
Yes, I'm a student.
Do you study Creole?
Yes, I study Creole.
Did you study Creole [yesterday]?
Yes, I studied Creole [yesterday].
Will you study Creole [tomorrow]?
No, I won't study Creole [tomorrow].
Handout - 1

Give each student a copy of the handout on page 5-5, and follow the usual procedures.

Drill - 1

Note that some of the questions below refer to events that took place earlier in the day.

Teacher

Lèr ou ti aprann créòl?
Granmatin ou ti aprann créòl?
Zordi ou ti aprann créòl?
Tanto ou ti aprann créòl?

Did you study Creole yesterday?
Did you study Creole this morning?
Did you study Creole today?
Did you study Creole in the afternoon?

Response 1

Wi, ier mo ti aprann granmatin
--, zordi
--

Response 2

Non, ier mo pa ti aprann granmatin

Did you study Creole in the afternoon?

Drill - 2

Note that some of the questions below refer to events that will take place later in the day.

Teacher

Dimin ou pou aprann créòl?
Zordi
Zordi-aswar
Tanto

Will you study Creole tomorrow?
Will you study Creole today?
Will you study Creole this evening?
Will you study Creole in the afternoon?

Response 1

Wi, dimin mo pou aprann créòl.

Response 2

Non, dimin mo pa pou aprann créòl.
Wi, zordi mo pou aprann créol.  Non, zordi mo pa pou aprann créol.
---, zordi-aswar ---------------.
---, zordi-aswar ---------------.
---, tanto ---------------------.
---, tanto ---------------------.

C-1
I: [Ier] ki ou ti fer? What did you do yesterday?
R: [Ier] mo ti aprann créol.
I: Wi, [ier] ou ti aprann créol.

Use other time adverbs such as 'granmizin' in place of 'ier'.

C-2
I: [Dimin] ki ou pou fer? What will you do tomorrow?
R: [Dimin] mo pou aprann créol.

Also use other time adverbs such as 'zordi-aswar' in place of 'dimin'.

C-3
I: [Ier] ki [Robert] [ti] fer?
R: [Ier] [Robert] [ti] aprann créol.

Also use other time adverbs in place of 'ier' and use 'pou' in place of 'ti'.

C-4
R: [Mo] aprann créol dan class. [I] learn Creole in class.
I: Wi, [ou] aprann créol dan class.

Also use the names of students in place of 'ou' and 'mo'.

41
C-5
I: [Ier] acott ou [ti] aprann créol?
R: [Yesterday] where [did] you study Creole?
K: [Ier] mo [ti] aprann créol dan class.

Also use 'dimin' in place of 'ier'.

C-6
I: Acott mo montré créol?
R: Ou montré créol dan class.

C-7
I: [Ier] acott mo [ti] montré créol?
R: [Ier] ou [ti] montré créol dan class.

LANGUAGE ACTIVITY:
While it is true that you are studying Creole in class (C-4), that is hardly the information a Mauritian is looking for when he asks you

Acott ou aprann créol?

Rather he expects the name of some place or school. Hence learn the appropriate answer

Mo aprann créol [Port Louis].

and use it outside of class when one of the teachers or some other Mauritian asks where you are learning Creole.

TO THE TEACHER
Add the following to the classroom phrases you are currently using:

Anou coumansé. Let's begin.
Anou continié. Let's continue.
Anou répété. Let's repeat.
In the examples below note that 'ti' is used to indicate past events, while 'pou' is used to indicate anticipated (future) events:

Ier mo ti aprann créol.
YesterdAy I studied Creole.

Dimin mo pou aprann
Tomorrow I'll study Creole.

Listen carefully as your teacher reads each sentence, and indicate if the sentence is past (ti) or future (pou).

1. past (ti) future (pou)
2. past future
3. past future
4. past future
5. past future
6. past future

Write 'ti' or 'pou' in the appropriate blank.

7. Tanto (in the afternoon) li _____ aprann créol.
8. Tanto zott _____ aprann fransé.
9. Zordi (today) ou _____ aprann créol.
10. Zordi-aswar (tonight) mo _____ montré créol.
11. Granmatin (in the morning) mo _____ montré créol.
12. Dimin zott _____ aprann fransé.
13. Ier mo _____ al (go to) dan class.
14. Tanto li _____ al dan class.

1. Ier mo ti montré créol.
2. Dimin mo pou montré créol.
3. Ier ou ti montré créol.
4. Ier ou ti aprann créol.
5. Dimin ou pou aprann créol.
7. Tanto li pou aprann créol.
8. Tanto zott ti aprann fransé.
9. Zordi ou pou aprann créol.
10. Zordi-aswar mo pou montré créol.
12. Dimin zott pou aprann fransé.
13. Ier mo ti al dan class.
14. Tanto li ti al dan class.
15. Zordi-aswar ou ____ al dan libréri (to the library).
16. Ou ____ al dan class zordi?
17. Ou ____ al dansé (go dancing) samdi (Saturday)?
18. Ou ____ al dansé samdi?
19. Mo ____ al dan class tanto.
20. Ier mo ____ al dan laboutik (store, shop; cf. 'boutique').
Lesson 6  We're Americans. We come from America.

This is a lesson on identifying one's nationality and country of origin. Students should be able to distinguish 'zott' (you plural) from 'zott' (they) by the situation in which they occur.

Monolog - 1

Present the following as a monolog, using maps of Mauritius and the United States.

Mo enn morissien/morissienn; mo sorti Maurice (moriss).

[Robert], ou enn amérikin; ou sorti l'Amérique (laméri).

[Marie], ou enn amérikenn; ou sorti l'Amérique.

[Missié Leblanc] enn morissien; li sorti Maurice.

[Mamzel Labonne] enn morissienn; li sorti Maurice.

C-1

I: [Robert], acott ou sorti?
R: Mo sorti l'Amérique.

Drill - 1

Teacher | Response
---|---
Eski [Marie] enn amérikenn? | Wi, li enn amérikenn.

Handout - 1

C-2

I: Ou enn amérikin/amérikenn?
R: Wi, mo enn amérikin/amérikenn.

Are you an American?

Yes, I'm an American.
C-3

I: [Robert], acott [Paul/Marie] sorti?
R: Li sorti [l'Amérique].
I: Li enn [améri'ìn/amérikenn]?
R: Wi, li enn [amérikìn/amérikenn].

Also use 'Maurice' and 'morissiën/morissiènn' in the above.

C-4

I: [Robert] enn amérikin; [Marie] enn amérikenn. Acott zott sorti?
R: Zott sorti l'Amérique.
I: [Missie Leblanc] enn morissiën;
    [Mamzel Labonne] enn morissienn. Acott zott sorti?
R: Zott sorti Maurice.

Drill - 2

In this drill use the names of well-known Americans in the places left blank (e.g. John Wayne sorti l'Amérique?).

Teacher
[Robert] sorti l'Amérique?
[ ] sorti l'Amérique?
[Robert] ec [Marie] sorti l'Amérique?
[ ] ec [ ] sorti l'Amérique?

Response
Wi, li sorti l'Amérique.
Wi, li sorti l'Amérique.
Wi, zott sorti l'Amérique.
Wi, zott sorti l'Amérique.

Monolog - 2

Present the following as a monolog.

I am a Mauritian; [Mr. Leblanc] is a Mauritian. We come from Maurice.
[Robert], ou enn amérikin. [Marie] ou enn amérikenn. Zott sorti l'Amérique.

[Robert, Marie], zott amérikin. Zott sorti l'Amérique.


C-5

I: Mo enn morissien/morissienn; [Missié Leblanc] enn morissien. Acott nou sorti?
R: Zott sorti Maurice.
I: Mo enn professér. [Mamzel Labonnn] enn professér. Yi nou montré?
R: Zott montré créol.

C-6

I: [Robert], ou enn amérikin; [Marie] ou enn amérikenn. Acott zott sorti?
R: Nou sorti l'Amérique.
I: Wi, zott sorti l'Amérique.

C-7

I: [Robert], ou enn amérikin; [Anne] (of an absent person) enn amérikenn. Acott zott sorti?
R: Nou sorti l'Amérique.
I: Wi, zott sorti l'Amérique.
### Drill - 3

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Robert], eski ou, ou (pointing) sorti l'Amerique?</td>
<td>Wi, mo sorti l'Amerique.</td>
</tr>
<tr>
<td>[Robert], eski mwa, mo (pointing) sorti Maurice?</td>
<td>Wi, ou sorti Maurice.</td>
</tr>
<tr>
<td>[Robert], eski [Paul], li (pointing) sorti l'Amerique?</td>
<td>Wi, li sorti l'Amerique.</td>
</tr>
<tr>
<td>[Robert], eski ou ec [Paul], zott (pointing) sorti l'Amerique?</td>
<td>Wi, nou sorti l'Amerique.</td>
</tr>
<tr>
<td>[Robert], eski mwa ec [Mamzel Labonne], nou (pointing) sorti Maurice?</td>
<td>Wi, zott sorti Maurice.</td>
</tr>
<tr>
<td>[Robert], eski [Paul] ec [Marie], zott (pointing) sorti l'Amerique?</td>
<td>Wi, zott sorti l'Amerique.</td>
</tr>
</tbody>
</table>

Also ask the above questions at random.

### Handout - 2

**LANGUAGE ACTIVITY:**

As you meet people during the remainder of the day, consciously ask yourself the questions

- Acott li sorti?
- Acott zott sorti?

and answer yourself

- Li sorti Maurice. Li enn morissien/morissienn.
- Li sorti l'Amerique. Li enn americin/americenn.

**TO THE STUDENT:**

The masculine - feminine distinction which is so characteristic of French vocabulary survives in Creole in only a few words, such as

<table>
<thead>
<tr>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>americin</td>
<td>americenn</td>
</tr>
<tr>
<td>morissien</td>
<td>morissienn</td>
</tr>
</tbody>
</table>
The masculine-feminine distinction, which is so characteristic of French vocabulary, survives in Creole in only a few words. Listen as your teacher pronounces the Creole for the following:

Mauritian (man)  Mauritian (woman)  
morissien  morissienn

American (man)  American (woman)  
amérikin  amérikenn

Indian (man)  Indian (woman)  
indien  indienn

The words for a man end in a nasalized vowel, while those for a woman end in the consonant 'n'.

The following are distinguished in Creole by a different means; can you tell what it is as your teacher pronounces the Creole for the following?

Frenchman  French woman  
franse  fransez

Englishman  English woman  
anglé  anglez

Chinese man  Chinese woman  
sinwa  sinwaz

Listen carefully to each sentence and indicate if the person named is a man or a woman.

1. man  woman
2. man  woman
3. man  woman
4. man  woman
5. man  woman
6. Missié Singh enn indien.
7. man woman
8. man woman
9. man woman
10. man woman
11. man woman
12. man woman
13. man woman

7. Li pa enn indiern.
8. Li sorti la France. Li enn françois.
9. Li sorti l'Angleterre. Li enn anglez.
10. Li pa enn françois.
11. Li enn sinwa.
12. Marie, eski ou enn sinwaz?
13. Li enn fransez.
Handout - 2

While 'zott' meaning 'you plural' and 'zott' meaning 'they' are pronounced the same in Creole, the situation usually makes clear which meaning is meant. (Mauritians have even less difficulty distinguishing these two than English speakers have with 'you singular' and 'you plural'.

While a larger context is usually available, the meaning of 'zott' can be distinguished even in restricted contexts such as the sets of sentences below.

Write the pronouns (mo, ou, li nou, zott) in the blank spaces.

1. A: Ki maniéru fami?  
   B: _____ bien.
   B: Eski _____ sorti l'Amérique?
3. -------------.  
   --------------.  
   _____ sorti Maurice.
4. Robert enn amérikin.  
   _____ enn amérikin.  
   _____ sorti l'Amérique.
5. Missié Singh, _____ enn morissien.  
   _____ enn morissien oussi.  
   _____ sorti Maurice.
6. Robert, _____ enn amérikin.  
   Paul, _____ enn amérikin oussi.  
   _____ sorti l'Amérique.
7. A: -------------.  
   B: Eski _____ aprann créol?
8. A: Zott sorti l'Amérique?  
   B: Wi, _____ sorti l'Amérique.
9. A: Zott sorti Maurice?  
   B: Non, _____ pa sorti Maurice.
10. A: -------------.  
    B: ----- ______--?
Lesson 7  He sleeps in his room.

This lesson identifies the place where certain activities usually take place (e.g., I sleep in my room).

Dialog - 1

I: Bonzour, zélev.
R: (All together) bonzour, [Missié].
I: Bonzour, [Robert], ki maniér?
R: Mo bien mersi; ki maniér ou mem?
I: Ala maniér.

Good morning, students.
Good morning, [sir].
Good morning, [Robert], how are you?
I'm fine thanks; how are you?
I'm okay.

C-1

I: [Robert], acott ou aprann créol?
R: Mo aprann créol dan class.
I: Wi, ou aprann créol dan class.

C-2

I: Acott ou dormi?
R: Mo dormi dan mo lasamm.

Where do you sleep?
I sleep in my room.

C-3

I: [1er] acott ou [ti] dormi?
R: [1er] mo [ti] dormi dan mo lasamm.

Where [did] you sleep [yesterday]?
[Yesterday] I slept in my room.

C-4

I: [Robert], ou dormi dan class?
R: Non, mo pa dormi dan class.
Mo dormi dan mo lasamm.

[Robert], do you sleep in class?
No, I don't sleep in class.
I sleep in my room.
C-5
I: Ki ou fer dan class?
R: Mo aprann créol dan class.
I: Wi, ou aprann créol dan class.

C-6
I: Ki ou fer dan ou lasamm?
R: Mo dormi dan mo lasamm.

C-7
I: Ki mo fer dan class?
R: Ou montré créol dan class.

C-8
I: Ki Robert fer dan class?
R: Li aprann créol dan class.
I: Ki li fer dan so lasamm?
R: Li dormi dan so lasamm.

C-9
I: Ki ou aprann dan class?
R: Mo aprann créol dan class.

Drill - 1

Teacher
Dir mwa ki [Robert] fer dan class.
Dir mwa ki [Robert] fer dan so lasamm.
Dir mwa ki ou aprann dan class.
Dir mwa ki [Missié Singh] montré dan class.
Dir mwa acott ou aprann créol.

Response
[Robert] aprann créol dan class.
[Robert] dormi dan so lasamm.
Mo aprann créol dan class.
[Missié Singh] montré créol dan class.
Mo aprann créol dan class.
Drill - 2
Teacher
(Eski) ou dormi dan ou lasamm?
-------- aprann créol dan class?
-------- répett créol dan class?
-------- écoutt créol dan class?
-------- écoutt disc dan salon?
-------- manz dan lasal-manze?
-------- gett fim dan sinéma?

Do you sleep in your room?
Do you study Creole in class?
Do you repeat Creole in class?
Do you listen to Creole in class?
Do you listen to records in the living room?
Do you eat in the dining room?
Do you see films at the movie theater?

Response
Wi, mo dormi dan mo lasamm.
-- -- aprann créol dan class.
-- -- répett créol dan class.
-- -- écoutt créol dan class.
-- -- écoutt disc dan salon.
-- -- manz dan lasal-manze.
-- -- gett fim dan sinéma.

Drill - 3
Teacher
(Eski) ou dormi dan class?
-------- écoutt disc dan libréi?
-------- manz dan libréi?
-------- gett fim dan laboutik?

Response
Non, mo pa dormi dan class.
----- écoutt disc dan libréi.
----- manz dan libréi.
----- gett fim dan laboutik.

Drill - 4
Teacher
(Eski) ou aprann créol dan ou lasamm?
-------- écoutt disc dan lasal-manze?
-------- écoutt disc dan laboutik?
-------- manz dan ou lasamm?
-------- écoutt créol dan lasal-manze?
-------- dormi dan libréi.

Response
Wi, parfwa. Yes, sometimes.
-- ----.
-- ----.
-- ----.
-- ----.
C-10

I: Ki ou fer [dan sinémá]?
R: Mo [gett fim] [dan sinémá].

TO THE TEACHER:

Dialog - provides for a review of the greetings and adds one new element (ala maniér) as a response. Further review of the greetings and the teaching of other forms of the greetings (and leave-taking) is left to your discretion. Whenever students are ready for more, go to Lesson IX and teach those sentences which students can learn and use with ease.

In addition to the classroom phrases suggested in Lesson 1, the following can be used for dismissing the class at the end of the hour:

Zott capav alé astér.
Class fini astér. Oréwvar.
[Dimin] mo a trouv zott.
Lesson 8 When do you watch television?

The question word 'kan' is introduced and used in this lesson.

Drill - 1

Teacher

(Eski) ou dormi aswar?
------- lévé granmatin?
------- aprann créol granmatin?
------- aprann créol tanto?
------- gett télévizion aswar?
------- écoutt nouvel aswar?
------- écoutt nouvel granmatin?
------- lavé aswar?

Do you get up in the morning?
Do you watch television in the evening?
Do you listen to the news (on the radio) in the evening?
Do you wash (clothes) in the evening?

Response

Wi, mo dormi aswar.
-- -- lévé granmatin.
-- -- aprann créol granmatin.
-- -- aprann créol tânto.
-- -- gett télévizion aswar.
-- -- écoutt nouvel aswar.
-- -- écoutt nouvel granmatin.
-- -- lavé aswar.

Drill - 2

Teacher

Eski ou aprann créol aswar?
------- dormi tânto.
------- dormi dan lazourné? Do you sleep during the day?
------- lévé dan lazourné?
------- lavé dan lazourné?

Response

Parfwa.
-------
-------
-------
C-1
I: (Eski) ou [aprann créol] [aswar]?
R: Wi, mo [aprann créol] [aswar].
   Or: Non, mo pa [aprann créol] [aswar].
   Or: Parfwa.
C-2
I: Kan ou [dormi]?
R: Mo [dormi] [aswar].
   I: Wi, ou [dormi] [aswar].
C-3
I: Kan ou [aprann créol]?
R: Mo [aprann créol] [granmatin ec tanto].
   I [learn Creole] [in the morning and afternoon].

Monolog - 1
Enn dimoun lévé granmatin.
Enn dimoun dézéné midi.
Enn dimoun diné aswar.
Enn dimoun gett télévizion aswar.
Enn dimoun dormi aswar.

Enn télev al lâcol granmatin ec tanto.
Enn travayér al travay granmatin ec tanto.

* * *

C-1
I: Eski enn dimoun [lévé] [granmatin]?
R: Wi, enn dimoun [lévé] [granmatin].
In the following C-phase, 'T' indicates teacher and 'S' indicates student.

T: [Robert], dimann [Paul] si enn dimoun [lévé granmatin].
S1: [Paul], eski enn dimoun [lévé granmatin]?
S2: Wi, enn dimoun [lévé granmatin].

I: Acott [Robert] ec [Paul] [aprann créol]?
R: Zott [aprann créol] [dan class].
I: Zott zott [dormi]?
R: Zott [dormi] [dan zott lasamm].

I: Acott [Robert] ec [Paul] [aprann créol]?
R: N’ou [aprann créol] [dan class].
I: Acott zott [dormi]?
R: N’ou [dormi] [dan zott lasamm].
I: Wi, zott [dormi] [dan zott lasamm].

Drill - 3

Teacher

Ki ou fer dan ou lasamm?
Ki Robert fer dan so lasamm?
Ki mo fer dan mo lasamm?
Ki Robert ec Paul fer dan zott lasamm?
Robert, ki ou ec Paul fer dan zott lasamm?
Ki mwa ec [Missié Leblanc] fer dan nou lasamm?

Response

Mo écoute radio dan mo lasamm.
Li écoute radio dan o lasamm.
Ou écoute radio dan ou lasamm.
Zott écoute radio dan zott lasamm.
Nou écoute radio dan nou lasamm.
Zott écoute radio dan zott lasamm.
C-8

I: Kan [Robert ec Paul] écoutt
disc dan [zott] lasamm?

R: [Zott] écoutt disc dan [zott]
lasamm [aswar].
Or: [Aswar].

Drill - 4

Teacher
Kan ou ti al laboutik?

Response
Mo ti al laboutik ier.

Kan ou pou al sinéma?

Response
Mo pou al sinéma dimin.

Drill - 5

Teacher
Eski ou pou al laboutik ec laposs dimin?

Response
Wi, mo pou al laboutik ec laposs dim'ìn.

Will you go to the store and post-office tomorrow?
This lesson is basically a review of earlier materials. Drills 1, 2, and 3 have something slightly new in that the student is responding with a question rather than a statement (as he usually does).

C-1

I: [Robert], acott ou sorti?
R: Mo sorti l'Amérique.
I: Ou enn amérikin?
R: Wi, mo enn amérikin.

C-2

I: [Paul], acott [Missié Singh] sorti?
R: Li sorti Maurice.
I: Li enn morissien?
R: Wi, li enn morissien.

C-3

I: [Paul], acott ou ec [Robert] sorti?
R: Nou sorti l'Amérique.
I: Zott amérikin?
R: Wi, nou amérikin.

C-4

I: Acott [Missié Singh] ec [Mamzel Labonne] sorti?
R: Zott sorti Maurice.
I: Zott morissien?
R: Wi, zott morissien.
Drill - 1

Use the names of students and teachers connected with the training program in the place of those given below.

Teacher
Robert sorti l'Amerique.
Missié Singh sorti Maurice.
Robert aprann créol.
Missié Singh montré créol.
[ ] [ ].

Response
Li sorti l'Amerique?
Li sorti Maurice?
Li aprann créol?
Li montré créol?
[ ] [ ]?

Teacher
Wi, li sorti l'Amerique.
Wi, li sorti Maurice.
Wi, li aprann créol.
Wi, li montré créol.
[ ] [ ].

Appropriate names and other activities (learned up to this point) can be added to the above.

Drill - 2

Other activities and times (learned up to this point) should be added to the following.

Teacher
Tanto mo pou aprann angle.
[ ] mo pou [ ].
Ier mo ti montré franse.
[ ] mo ti [ ].

Response
Ou pou aprann angle tanto?
[ ]?
Ou ti montré franse ier?
[ ]?

Teacher
Wi, mo pou aprann angle tanto.
Wi, mo pou [ ].
Wi, mo ti montré franse ier.
Wi, mo ti [ ].
Drill - 3

Teacher

Acott Robert dormi? Li dormi dan class?
Acott [ ] dormi? Li dormi dan [ ]?
Kan Robert pou al libréri? Li pou al libréri dimin?
Kan [ ] pou al [ ]? Li pou al [ ] [ ]?
Ki Robert fer dan class? Li dormi dan class?
Ki [ ] fer dan [ ]? Li [ ] dan [ ]?

Response

Wi, li dormi dan class.
Wi, li dormi dan [ ].
Wi, li pou al libréri dimin.
Wi, li pou al [ ] [ ].
Wi, li dormi dan class.
Wi, li [ ] dan [ ].

LANGUAGE ACTIVITY:

Use the names of Mauritians and Americans whom students may or may not know as follows

Teacher

Acott Mantee Gopal sorti?
Acott [ ] sorti?

Response

Li sorti Maurice?
Li sorti [ ]?

Teacher

Wi, li sorti Maurice.
Wi, li sorti [ ].

Continue the activity until each student has answered for at least one Mauritian and one American. For the American names, be sure to use the Creole pronunciation rather than the English pronunciation.
Lesson 10  What is this? Whose is it?

This lesson introduces two common questions:

Ki été sa?  What is this/that?
Pou ki sa?  Whose is it?

The first, 'Ki été sa?' is especially useful as a tool of language learning.

Monolog - 1

Sa enn lagazett.  This is/that's/it's a newspaper.
Sa enn plim.  This is/that's/it's a pen.
Sa enn créyon.  This is/that's/it's a pencil.
Sa enn liv.  This is/that's/it's a book.

Drill - 1

Teacher  Response 1  Response 2

--- plim ------?  ---, --- plim ------.  ---, ------ plim ------.  --- créyon ---.
--- créyon ------?  ---, --- créyon ----.  ---, ------ créyon ----.  --- lagazett ------.
--- liv ------?  ---, --- liv ------.  ---, ------ liv ------.  --- plim ---.

C-1

I:  Ki été sa?
R:  Enn [lagazett] sa.

What is this?
That's (it's) a [newspaper].

Teach students to say the question, and then have them ask you for the name of a number of objects in the classroom.

Drill - 2

Teacher  Response

Ou lagazett sa?
-- plim ------?
-- créyon ------?
-- liv ------?
[ ] ---?

Wi, mo lagazett sa.
--, -- plim ------.
--, -- créyon ----.
--, -- liv ------.
--, -- [ ] ---.
For additional practice you may ask about two or three other objects which students have in their possession, such as clothing.

Drill - 3

Teacher | Response 1
---|---
Ou lagazett sa? | Wi, li pou mwa. (Yes, it's mine (lit: it's for me)).
-- plim ------? | --, --------------.
-- créyon ----? | --, --------------.
-- liv -------? | --, --------------.
-- [ ] -----? | --, --------------.

Response 2

Non, li pa pou mwa. (No, it's not mine. It's yours).
Li pou ou.
--, --------------.
--, --------------.
--, --------------.
--, --------------.
--, --------------.
--, --------------.

C-2

I: Ki été sa?
R: Enn [lagazett] sa.
I: Wi, enn [lagazett] sa. Ou [lagazett] sa?
R: Wi, li pou mwa.
   Or: Non, li pa pou mwa, li pou ou.
   Or: Non, li pa pou mwa, li pou [Marie].
Drill - 4

Teacher

Ou lagazett sa?
-- plim ------?
-- créyon ------?
-- liv ------?
-- [ ] ------?

Response

Non, li pa mo lagazett. Li ou lagazett.
---, -------- plim.  ------ plim.
---, -------- créyon. ------ créyon.
---, -------- liv.  ------ liv.
---, -------- [ ].  ------ [ ].

C-3

I: Ou [lagazett] sa?
R: Non, li pa mo [lagazett].
   Li ou [lagazett].
I: Wi, mo lagazett sa. Li pou mwa.
   Li pa pou ou.

Handout - 1

C-4

I: Pou ki sa [lagazett] la?
R: Mo [lagazett] sa; li pou mwa.
   Or: Ou [lagazett] sa, li pou ou.

C-5

Point to various objects and ask who owns them. If a student
doesn't know, teach him to say 'Mo pa cone'.

I: Pou ki sa?
R: Sa pou mwa.
   Or: Sa pou ou.
   Or: Sa pou li.
   Or: Mo pa cone.
Monolog - 2

Lagazett Robert sa; li pou Robert.
Plim Paul sa; li pou Paul.

Drill - 5

Teacher

Lagazett Robert sa?
Plim Paul sa?

Response

Non, li pa so lagazett. Li lagazett Paul.

C-6

I: Ou lagazett sa?
R: Non, li pa pou mwa. Li pou [Robert]. Li lagazett [Robert].

Handout - 2

Drill - 6

Teacher | Response | Teacher
---|---|---
Enn plim sa? | Enn plim sa? | Wi, enn plim sa. Yes, it's a pen.
--- cayé --? | --- cayé --? | --, --- cayé --. Yes, it's a notebook.
--- sizo --? | --- sizo --? | --, --- sizo --. Yes, they're scissors.
--- pegn --? | --- pegn --? | --, --- pegn --. Yes, it's a comb.
---[ ] --? | --- [ ] --? | --, --- [ ] --. Yes, it's a [ ].
TO THE TEACHER:

Frequently a student needs to respond to a question (such as that in C-1) with:

Mo pa coné. I don't know.
Mo pa compran. I don't understand.
Mo'nn blié. I've forgotten.

When it appears that a student (or the class) has need of one of these sentences, teach it to him. After he has used these sentences several times teach him to add 'eskiz mwa':

Eskiz mwa, mo pa compran. Excuse me, I don't understand.

Watch also for an opportunity to teach students to use:

Ou capav répété, Would you repeat, please.
si-ou-plé.

Ou capav répété sa Would you repeat the question,
kestión la, si-ou-plé. please.
The possessive pronouns in Creole are:

- mo (Mo liv sa. This is my book.)
- ou (Ou liv sa. This is your book.)
- so (So liv sa. This is his book.)
- nou (Nou liv sa. This is our book.)
- zott (Zott liv sa. This is your-pl. book.)
- zott (Zott liv sa. This is their book.)

Listen carefully as your teacher reads each of the following sentences (twice), and write the possessive pronouns (mo, ou, so nou, zott, zott) in the blank.

1. ______ liv sa.
2. ______ liv sa.
3. ______ lagazett sa.
4. ______ lagazett sa.
5. ______ professér sa.
6. ______ professér sa.
7. ______ zélev sa.
8. ______ créyon sa.
9. ______ plim sa.
10. ______ lagazett sa.

1. Mo liv sa.
2. So liv sa.
3. Nou lagazett sa.
4. Ou lagazett sa.
5. Nou professér sa.
7. So zélev sa.
8. So créyon sa.
The object pronouns in Creole are:

mwa (Li pou mwa. It's mine. [lit: It's for me.])
ou (Li pou ou. It's yours.
li (Li pou li. It's his.)
nou (Li pou nou. It's ours.)
zott (Li pou zott. It's yours-pl.)
zott (Li pou zott. It's theirs.)

Listen carefully to the following sentences, and write the object pronoun in the blank.

11. Li pou _____.
12. Li pou _____.
13. Li pou _____.
14. Li pou _____.
15. Li pou _____.
16. Mo liv sa. Li pou _____.
17. So liv sa. Li pou _____.
18. Nou liv sa. Li pou _____.
19. Zott liv sa. Li pou _____.
20. Ou liv sa. Li pou _____.
22. Pou _____. sa.
23. Mo liv sa. Li pou mwa.
27. Ou liv sa. Li pou ou.
28. Pou mwa sa.
29. Pou nou sa.
Handout - 2

Note that while a possessive pronoun comes before the object possessed, the name of the possessor comes after the object:

So liv sa. This is his book.

Listen carefully to the following sentences, noting whether the possessor is indicated by one of the possessive pronouns (mo, o", so, nou, zott, zott) coming before the object, or by a name coming after the object. Indicate the location of the possessor by putting a check mark in the appropriate blank.

1. ___ liv ___
2. ___ liv ___
3. ___ fami ___
4. ___ fami ___
5. ___ lasamm ___
6. ___ lasamm ___
7. ___ lagazett ___
8. ___ lagazett ___
9. ___ plim ___
10. ___ fami ___
11. ___ cayé ___
12. ___ camarad ___
13. ___ camarad ___
14. ___ camarad ___
15. ___ professér ___
16. ___ lasamm ___

1. Mo liv sa.
2. Liv Robert sa.
3. Ki maniér ou fami?
4. Ki maniér fami Marie?
5. Zott dormi dan zott lasamm toulézour.
6. Marie dormi dan lasamm Anne.
7. Li ou lagazett sa.
8. Li lagazett Paul.
9. Eski plim Marie sa?
10. Mo fami bien.
11. So cayé sa.
12. Marie mo camarad.
15. Mo zott professér.
Lesson 11 What are you doing (right now)?

In this lesson students are to learn how to speak of events which are in progress (pé) at the moment of speaking in contrast to events that occur habitually.

Dialog - 1

I: Ki été sa?
R: Enn lagazett sa.
I: Ou lagazett sa?
R: Wi, li pou mwa.
I: Ou lir lagazett toulézour?
R: Wi, mo lir li toulézour.

Do you read the newspaper everyday?
Yes, I read it everyday.

Drill - 1

Teacher

Ou lir lagazett toulézour?
Ou aprann créol toulézour?
Ou al dan class toulézour?

* *

Response

Wi, mo lir lagazett toulézour.
Wi, mo aprann créol toulézour.
Wi, mo al dan class toulézour.

Yes, I go to class everyday.

* *

Ou dormi dan class toulézour?

Non! Mo pa dormi dan class toulézour.

C-1

I: Ki ou fer toulézour?
R: Mo [lir lagazett] toulézour.

Monolog - 1

Present the following monolog by acting out each statement as you say it.

Mo pé lir lagazett astér. I'm reading the newspaper (right) now.
Mo pa pé lir lagazett astér. I'm writing on the blackboard (right) now.
Mo pé écrir lor tablo astér.
Mo pa pé écrir lor tablo astér.
Mo pé gett [Robert] astér.
Mo pa pé gett [Robert] astér.
Mo pé montré enn liv astér.
Mo pa pé montré enn liv astér.

I'm looking at [Robert] (right) now.
I'm pointing to a book (right) now.

Drill - 2

Teacher

(Desi) mo pé lir lagazett astér?
----------- écrir lor tablo astér?
----------- gett Robert astér?
----------- montré enn liv astér?

Response 1

Wi, ou pé lir lagazett astér.
----, ------ écrir lor tablo astér.
----, ------ gett Robert astér.
----, ------ montré enn liv astér.

Response 2

Non, ou pa pé lir lagazett astér.
----, ------ écrir lor tablo astér.
----, ------ gett Robert astér.
----, ------ montré enn liv astér.

C-2

I: Ou lir lagazett toulézour?
R: Wi, mo lir lagazett toulézour.
I: Ou pé lir lagazett astér?
Or: Ou lir li astér?
R: Non, mo pa pé lir lagazett astér.
Or: Non, mo pa pé lir li astér.

C-3

I: Ki ou pé fer astér?
R: Mo pé aprann créol.
I: Ou aprann créol toulézour?
R: Wi, mo aprann créol toulézour.
Handout - 1

Give each student a copy of the handout on page 11-4, and follow the usual procedures.

Monolog - 2

Mo pè montré créol astér.  
Mo montré créol toulézour.  
Zott pè aprann créol astér.  
Zott aprann créol toulézour.  
Mo aprann anglé, mé astèr mo pa pè aprann anglé.  
Mo lir lagazett toulézour, mé mo pa pè lir li astèr.  
Zott dormi dan zott lasamm, mé zott pa dormi dan class.

I'm teaching Creole (right) now.  
I teach Creole everyday.  
You're studying Creole (right) now.  
You study Creole everyday.  
I study English, but I'm not studying English (right) now.  
I read the newspaper everyday, but I'm not reading it (right) now.  
They sleep in their room, but they don't sleep in class.

C-4

I: Ou aprann créol?  
R: Wi, mo aprann créol toulézour.  
I: Eski ou pè aprann créol astèr?  
R: Wi, mo pè aprann créol astèr.  
I: Ou lir lagazett?  
R: Wi, mo lir lagazett toulézour, mé mo pa pè lir li astèr.

Handout - 2
Handout - 1

Note the use of 'pou', 'ti' and 'pé' in the following:

```
pou  Mo pou aprann créol dimin.
ti   Mo ti aprann créol ier.
pé   Mo pé aprann créol astér.
      Mo aprann créol toulézour.
```

The verbal marker 'pé' is used to indicate an action in progress at the moment of speaking, in contrast to 'pou' and 'ti' which indicate anticipated or past actions (events). The absence of a verbal marker as in the last example above, indicates that the action is habitual or customary (sometimes referred to as 'general').

While the time adverbs (dimin, ier, astér, toulézour) re-inforce the meaning of the verbal auxiliaries (future, past progressive, general), they may be omitted in the above sentences.

Listen carefully to each of the following sentences and indicate (by underlining or circling) whether it is future (pou), past (ti), progressive (pé), or general (signaled by the absence of a verbal marker).

```
1. fut  past  prog  gen
2. fut  past  prog  gen
3. fut  past  prog  gen
4. fut  past  prog  gen
5. fut  past  prog  gen
6. fut  past  prog  gen
7. fut  past  prog  gen
8. fut  past  prog  gen
9. fut  past  prog  gen
10. fut past  prog  gen
11. fut past  prog  gen
12. fut past  prog  gen
```

```
1. Mo ti montré créol.  (past)
2. Ou pou aprann créol. (fut)
3. Li ti dormi dan class. (past)
4. Mo pou dormi dan mo lasamm. (fut)
5. Li pé dormi dan class. (prog)
6. Li pé lir lagazett. (prog)
7. Mo montré créol. (gen)
8. Ou aprann créol. (gen)
9. Ki ou ti fer?  (past)
10. Mo dormi dan mo lasamm. (gen)
11. Eski ou pou al dan class? (fut)
12. Li pé écrir so fami. (prog)
```
13. fut past prog gen
14. fut past prog gen
15. fut past prog gen
16. fut past prog gen
17. fut past prog gen
18. fut past prog gen
19. fut past prog gen
20. fut past prog gen
21. fut past prog gen
22. fut past prog gen

13. Ki ou pou fer? (fut)
14. Li coz créò.. (gen)
15. Li pé coz fransé. (prog)
16. Mo pa pé coz fransé. (prog)
17. Zott pa ti coz fransé. (past)
18. Zott pa coz anglé. (gen)
19. Mo pa pou dormi dan class. (fut)
20. Ki ou pé fer? (prog)
22. Ki ou pou écrir? (fut)
In earlier lessons 'ec' has been used in the sense of 'and' to join together nouns, names, pronouns, and adverbs:

Li montré créol ec francé.
Robert ec Paul, zott aprann créol.
Acott ou ec Paul sorti?

Clauses, however, are joined together by 'é' (and) and 'mé' (but)

Li coz créol, é li coz francé oussi. (coz = speak; oussi = also)
Mo lir mo lesson è mo aprann li.
Robert sorti l'Amérique, mé Missié Leblanc sorti Maurice.
Robert enn zélev, mé Missié Leblanc enn professér.
Li coz créol, mé li pa coz francé.

Listen carefully to the following sentences and write 'ec', 'é', or 'mé' in the blanks.

1. Ou aprann créol, ___ li aprann francé.
2. Ou ___ li aprann créol.
3. Li coz créol, ___ li coz francé oussi.
4. Li coz créol ___ francé.
5. Li montré créol grammatin ___ tanto.
6. Li montré créol grammatin, ___ li aprann anglé tanto.
7. ___________ ___________.
8. ___________ ___________.
9. ___________ ___________.
10. ________ -- ________.
11. ___________ ___________.
14. Li écoute nouvel, mé li pa gett télévizion.
Lesson 12  What do you do with soap?

This lesson introduces the use of 'ec' (with) to indicate the instrument or object with which an action is carried out.

C-1

I: Ou [lagazett] sa?
R: Non, pa mo [lagazett] sa.
I: Pou ki sa?
R: Li pou mo [professér].
I: Wi, so [lagazett] sa.

In place of 'professér', also use 'camarad' (friend).

Drill - 1

Teacher          Response
Lagazett ou professér sa?    Wi, so lagazett sa.
[ ] ----------------?-    --, -- [ ] --.

In place of 'professér', also use 'camarad'.

Drill - 2

Use the following to check students on how they remember the names of various objects.

Teacher

Eski enn pegn sa ouswa enn sizo sa?     Is this a comb or scissors?
Eski enn cayé sa ouswa enn liv sa?     Is this a notebook or a book?
-------- [ ]--------[ ]--?

Response

Enn pegn sa.
Enn liv sa.

m [ ] sa.  78
Dialog - 1

I: Ki été sa? Enn [pegn] ouswa enn [sizo] sa?
R: Enn [pegn] sa.
I: Pou ki sa? Sa pou mwa ouswa li pou [Robert]?
R: Li pou [Robert].
I: Wi, li pou [Robert].

Monolog - 1

Mo écrire ec enn plim. I write with a pen.
---------------------- crayon.
----------------------- refill. I write with a ballpoint pen.

C-2

I: Ki mo fer ec enn [refill]?
R: Ou écrire ec li.

Monolog - 2

Mo coup papié ec enn sizo. I cut paper with scissors.
Mo pegn mo sévé ec enn pegn. I comb my hair with a comb.
Mo raz ec enn razwar. I shave with a razor.
Mo lav linz ec savon. I wash clothes with soap.

C-3

I: Ec ki mo [coup papié]? Ec enn [sizo] ouswa enn [razwar]?
R: Ec enn [sizo].

C-4

I: Ki mo fer ec enn [sizo]? Eski mo [coup papié] ouswa mo [pegn sévé] ec li?
R: Ou [coup papié] ec li.
Drill - 3

Teacher | Response | Teacher
--- | --- | ---
Ki mo fer ec enn plim? | Ou écrir ec li? | Wi, mo écrir ec li.
---------- enn sizo? | Ou coup papié ec li? | --, -- coup papié -----
---------- [ ]? | -- [ ] ----? | --, -- [ ] -----

Dialog - 2

I: Ki étè sa?
I: Wi, enn [plim] sa.
Ki mo fer ec li?
R: Ou [écrir] ec li?
I: Wi, mo [écrir] ec li.

Dialog - 3

I: Ki ou pé fer?
R: Mo pé écrir enn lett.
I: Eski ou écrir ou [fami]?
R: Wi, mo écrir [zott].
I: Eski ou écrir [zott] souvan ouswa raman?
R: [Souvann].

What are you doing?
I'm writing a letter.
Are you writing your [family]?
Yes, I'm writing [them].
Do you write [them] often or seldom?
[Often].

Repeat the above dialog, using one or more of the following in place of 'fami': 'papa', 'mama'; 'camarad'; 'piess' (girl friend); 'pwintèr' (boy friend).

C-5

I: Gett bien sa ki mo pé fer:
(Performs action of [reading].)
Ki mo pé fer?
R: Ou pé [lir].

Look carefully at what I am doing?
What am I doing?
You're [reading].

In addition to reading (lir), also demonstrate at least four of the following actions: writing (écrir), cutting (coupé), drinking (bwar), combing (pégné), washing (lavé), sleeping (dormi).
LANGUAGE ACTIVITY:

Show students pictures (if you have them) of the members of your family, and then ask them to show you pictures from their wallets of their family and close friends. Ask them such questions as

- Ou fami sa?
- Ou papa/mama sa?
- Ou frer/se sa?
- Ou camarad/piess/pwinter sa?
- Ki été sa?
- Foto ou [fami] sa?

TO THE TEACHER:

The following may be used in directing classroom activities (cf. C-5):

- Gett bien sa ki mo pé fer. Look carefully at what I'm doing.
- Gett bien sa ki mo pou fer. Look carefully at what I'm going to do.
- Ecoutt bien sa ki mo pou dír: [ ]. Listen carefully to what I'm going to say: [ ].
- Ecoutt bien sa ki mo pou dimandé: [ ]? Listen carefully to what I'm going to ask: [ ]?

The following can be used for drawing attention to a particular object:

- Gett bien ki mo éna la. Look at what I have here.

The meaning of 'gett' and 'écoutt' can easily be re-inforced by pointing to one's eyes and ears.
Lesson 13  Do you have a pencil?

This lesson teaches two uses of the verb 'éna': 1) to express the fact that a person has a certain object in his possession (e.g., He has a book) and 2) to express the existence of an object (e.g., There's a table in the room).

Monolog - 1

Take several familiar objects and illustrate the meaning of 'éna' as follows.

Mo éna enn [créyon].
(Handing it to a student) Astér ou éna enn [créyon].

Drill - 1

Teacher

Ou éna enn créyon?
-------- refill?
-------- liv?
-------- cayé?
-------- bourss?
-------- [ ]?

Do you have a pencil?
Do you have a ballpoint pen?
Do you have a book?
Do you have a notebook?
Do you have a wallet?

Response

Wi, mo éna enn créyon.
--, -------- refill.
--, -------- liv.
--, -------- cayé.
--, -------- bourss.
--, -------- [ ].
C-1
I: Mo éna enn [créyon].
   Ou oussi éna enn [créyon]?
R: Wi, mo oussi éna enn [créyon].
   I have a [pencil].
   Do you have a [pencil] too?
   Yes, I have a [pencil] too.

C-2
I: Ou éna enn créyon, [Robert]?
R: Wi, mo éna enn créyon.
I: Ec enn plim oussi?
R: Wi, mo éna enn plim oussi.

C-3
I: Ou éna enn [plim] ouswa enn refill?
R: Enn [refill].

Monolog - 2
Repeat Monolog - 1 adding 'Mo pa éna enn créyon' after giving the object to a student. (Be sure to use the careful speech form 'pa éna' rather than the normal or rapid form 'p'éna'.)

Handout - 1

Drill - 2
Teacher
Ou éna enn créyon?
--------- refill?
--------- [ ]?
Response
Non, mo pa éna enn créyon. No, I don't have a pencil.
---------, --------- refill.
---------, --------- [ ].

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C-4

I: Eski ou éna enn [créyon]?
R: Wi, mo éna enn [créyon].
Or: Non, mo pa éna enn [créyon].

Monolog - 3

Dan class éna latab.
Ena sez oussi.
Ena tablo oussi.
Ena map oussi.
Ena zimaz oussi.
Ena lalamp oussi.

Dan class éna latab, sez, tablo, map, zimaz, lalamp.

C-5

I: Ki éna dan class?
R: Ena [latab].
Or: Ena [tablo] ec [sez].

LANGUAGE ACTIVITY:

Give each student a paper bag with two or three objects in it which he should be able to identify. (The bags should not all have the same things in them.) Ask each student.

Ki éna dan sa sac la?

After this ask students

Ki éna dan ou lamin? (hand)
Ki éna dan ou poss? (pocket)
Ki éna dan ou sac? (handbag)
TO THE TEACHER:

Be sure to practice reading the sentences with 'pa éna' and 'p'éna' in the handout before coming to class. While students should use the full form 'pa éna' in Drill - 2, in future lessons you should have them use both 'pa éna' and 'p'éna'.

When there is an appropriate opportunity, comment on a statement made by a student:

Ou éna rézon. You're right (lit: have reason).

Look at Part Two of Lesson 13X and decide if you wish to introduce the use of the familiar second person singular pronoun 'to' at this point. Up to now the conversations have been between teacher and student, and the relationship has properly been that of 'ou' (formal). Whenever you start asking students to speak to each other, you will need to introduce 'to'.
Handout - 1

Frequently in conversation the pronunciation of 'pa éna' (Drill - 2 of this lesson) is reduced to a short form, 'p'éna'. Listen as your teacher pronounces the following sentences with first the full form, and then the reduced form:

**Careful Speech**
Mo pa éna enn crayon.
Mo pa éna enn sigarett.
Pa éna liv dan mo sac.

**Normal Speech**
Mo p'éna enn crayon.
Mo p'éna enn sigarett.
P'éna liv dan mo sac.

Indicate whether the careful speech form 'pa éna' or the normal speech form 'p'éna' is used in the following sentences.

| 1. pa éna | p'éna |
| 2. pa éna | p'éna |
| 3. pa éna | p'éna |
| 4. pa éna | p'éna |
| 5. pa éna | p'éna |
| 6. pa éna | p'éna |
| 7. pa éna | p'éna |
| 8. pa éna | p'éna |
| 9. pa éna | p'éna |
| 10. pa éna | p'éna |
| 11. pa éna | p'éna |
| 12. pa éna | p'éna |
| 13. pa éna | p'éna |
| 14. pa éna | p'éna |
| 15. pa éna | p'éna |
| 16. pa éna | p'éna |

1. Mo pa éna enn cayé.
2. Mo p'éna enn plim.
3. Mo p'éna enn sigarett.
4. Mo pa éna enn sac.
5. Mo p'éna frer.
7. Mo p'éna enn liv créol.
8. Mo p'éna enn lareg.
11. P'éna zimaz dan lasamm-bin.
12. Pa éna crayon lor latab.
13. Pa éna map dan mo lasamm.
15. P'éna lécol zordi.
16. Robert pa éna so cayé.
Lesson 14  Where is the pencil?

This lesson introduces the words used for the location of an object or a person:

<table>
<thead>
<tr>
<th>la</th>
<th>(here)</th>
<th>la-ba</th>
<th>(there)</th>
</tr>
</thead>
<tbody>
<tr>
<td>lor</td>
<td>(on)</td>
<td>an-ba</td>
<td>(under)</td>
</tr>
<tr>
<td>divan</td>
<td>(in front of)</td>
<td>dériér</td>
<td>(behind)</td>
</tr>
<tr>
<td>acott</td>
<td>(beside)</td>
<td>pré-cott</td>
<td>(near)</td>
</tr>
</tbody>
</table>

Drill - 1

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acott Robert?</td>
<td>Ala li la-ba.  There he is over there.</td>
</tr>
<tr>
<td>Acott [ ]?</td>
<td>---------</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Acott Paul?</td>
<td>Ala li la.  Here he is.</td>
</tr>
<tr>
<td>Acott [ ]?</td>
<td>---------</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Acott Mamzel Labonne?</td>
<td>Li dan lasal-manzé.</td>
</tr>
<tr>
<td>Acott [ ]?</td>
<td>--------- { [ ] }</td>
</tr>
</tbody>
</table>

Drill - 2

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acott crayon?</td>
<td>Ala li la-ba.</td>
</tr>
<tr>
<td>Acott [ ]?</td>
<td>---------</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Acott cayé?</td>
<td>Ala li la.</td>
</tr>
<tr>
<td>Acott [ ]?</td>
<td>---------</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Acott zalimett?</td>
<td>Li dan sac.</td>
</tr>
<tr>
<td>Acott [ ]?</td>
<td>--------- [ ]</td>
</tr>
</tbody>
</table>
C-1
I: Acott [Missié Singh]?
R: (Ala) li la.
   Or: (Ala) li la-ba.
   Or: Li dan [lasal-manzé].

Monolog - 1
Mo pé mett enn tass lor latab. I'm putting a cup on the table.
Mo pé mett enn [ ] lor latab.
Mo pé mett enn ver an-ba latab. I'm putting a glass under the table.
Mo pé mett enn [ ] an-ba latab.

Drill - 3
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acott tass?</td>
<td>Li lor latab. It's on the table.</td>
</tr>
<tr>
<td>Acott [ ]?</td>
<td>-------- [ ].</td>
</tr>
<tr>
<td>Acott ver?</td>
<td>Li an-ba latab. It's under the table.</td>
</tr>
<tr>
<td>Acott [ ]?</td>
<td>-------- [ ].</td>
</tr>
</tbody>
</table>

C-2
I: Ki été sa?
R: Enn [tass] sa.
I: Acott li été?
   Or: Acott li?
R: Li [lor] [latab].

C-3
I: Ki mo pé fer?
R: Ou pé mett enn [tass] [lor latab].
Demonstrate the meaning of 'divan' (in front of), 'dérié' (behind), and 'acott' (beside) by standing in front of, behind, and beside a chair (sez).

Mo divan sez.
Mo dérié sez.
Mo acott sez.

Do the same using a student instead of a chair.

Mo divan [Robert].
Mo dérié [Robert].
Mo acott [Robert].

C-4

I: Ki coté mo pé diboutt? Where am I standing?
R: [Divan] [sez].

Monolog - 3

Mo pé diboutt pré-cott laportt. I am standing near the door.
Mo pé diboutt pré-cott lafnett.
Mo pé diboutt pré-cott [ ].

Drill - 4

Teacher

Eski Robert pré-cott lafnett?
---- [ ] ---------------?
Eski Paul pré-cott laportt?
---- [ ] ---------------?

Response 1

Wi, li pré-cott lafnett.
---, -------------------.
---, -----------laportt.
---, -------------------.

Response 2

Non, li pa pré-crott lafnet. Li pré-cott laportt.
---, -------------------.
---, ----------- laportt.
---, ---- -------------. 
C-5
I: Acott [Robert] pé diboutt?
R: Li pé diboutt pré-cott [lafnett].

C-6
I: Acott ou lasamm?
R: [Pré-cott] lasamm [Robert].

C-7
I: Acott mo [plim]?
R: Li lor [sez].
I: Ki [sez]?
R: Li lor [sez] la.

Drill - 5
Teacher
Acott mo plim? Li lor latab (1a)? Wi, li lor latab (1a).
Acott sizo? Li an-ba [ ] (1a)? --, -- an-br [ ] (1a).
Acott [ ]? Li pré-cott [ ] (1a)? --, -- pré-cott [ ] (1a).
Lesson 15  How many brothers do you have?

This lesson teaches the numbers 1 - 10.

Monolog - 1

In presenting this monolog, bring a quantity sufficient to illustrate 'boucou' and 'pa boucou' of four or five of the following: créyon; zalimett (matches); lanvlop (envelop); carné (small notebook); lacré (chalk); tass (cup); zimaz, zarico (beans). Divide each into two unequal piles and point to them.

Ena boucou créyon issi.
P'éna boucou créyon issi.
Ena boucou [ ] issi.
P'éna boucou [ ] issi.

Drill - 1

Teacher

Ena boucou créyon lor latab?
---------- zalimett ------?
---------- [ ] ------?

Response 1

Wi, éna boucou créyon lor latab.
--, ---------- zalimett -------.
--, ---------- [ ] -------.

Response 2

Non, p'éna boucou créyon lor latab.
--, ---------- zalimett -------.
--, ---------- [ ] -------.

C-1

I: Ki été sa?
R: Enn liv sa.
I: Ou lir boucou liv?
R: Wi, mo lir boucou liv.

What is this?
That's a book.
Do you read many books?
Yes, I read a lot of books.
Drill - 2

Write the numbers 1 to 10 on the blackboard. Point to each number as you identify it (enn, dé, trwa, katt, sink, siss, sett, witt, nef, dis) and have students mimic you. First present the numbers in order and then at random. Test the students' comprehension by sending them to the blackboard one at a time:

I: Montré mwa katt.
R: (Points).
I: [Sett].
R: (Points).
etc.

Handout - 1

Drill - 3

Write the numbers 1 to 10 on the blackboard. Point to each number as you identify it and have students mimic you. Test their production, first as a group and then individually.

I: Ki sif sa?
R: [Sink].
I: (Points).
R: [Siss].
etc.

C-2

I: Ena boucou [créyon] lor latab?
R: Non, p'éna boucou [créyon] lor latab.
I: Comien [créyon] éna lor latab?
R: Ena [katt] [créyon].
Drill - 4

Teacher

Ou éna enn frer?
----- dé ----?
----- trwa ----?

Response

Wi, mo éna enn frer.
-- , ----- dé ----.
-- , ----- trwa ----.

* * *

Ou éna enn ser?
----- dé, ---?
----- trwa ---?

C-3

I: Comien [frer] ou éna? How many [brothers] do you have?
R: Mo éna [dé] [frer]. I have [two] [brothers].
Or: Mo p'éna [frer]. I don't have any [brothers].

Ask the same question using 'ser' in place of 'frer'.

C-4

I: Comien [zélev] éna dan class?
R: [Sink] [zélev].
I: Wi, éna [sink] [zélev] dan class.

Ask the same question using 'sez' in place of 'zélev'.

C-5

I: Comien dimoun éna dan [l’Amérique]?
R: Ena boucou dimoun dan [l’Amérique].

How many people are there in [America]?
There are many people in [America].
Handout - 1

Listen carefully for the number of items mentioned in each of the sentences below, and write the number (1, 2, 3, 4, etc.) in the blank.

1. Mo éna ___ liv.
2. Mo éna ____ plim.
3. Ou éna ____ refill.
4. Ou éna ____ créyon.
5. Mo professér éna ____ zélev.
6. Ena ____ zélev dan class.
7. --- ____________.
8. --- ____________.
9. ----- ____________.
10. ----- ____________.
11. ----- ____________.
12. Ena ____ dimoun dan mo lasamm.
14. Era ____ latab dan class.
15. --- ____________.
16. --- ____________.
17. --- ____________.
18. --- ____________.
19. --- ____________.
20. --- ____________.

1. Mo éna katt liv.
2. Mo éna enn plim.
3. Ou éna dé refill.
4. Ou éna trwa créyon.
5. Mo professér éna sink zélev.
6. Ena sink zélev dan class.
7. Ena katt sez dan class.
8. Li éna dé cayé.
9. Li éna trwa camarad.
10. Mo éna dé ser.
11. Nou éna trwa frer.
12. Ena sink dimoun dan mo lasamm.
14. Ena siss latab dan class.
15. Ena witt sez dan class.
16. Ena sett morisssien issi.
17. Mo éna diss cayé.
18. Ena siss zélev dan class.
19. Ena sett dimoun issi.
20. Ena nef camarad issi.
Lesson 16  Where has your friend gone?

This lesson introduces the use of 'finn' for speaking about completed actions.

C-1

I: Ki été sa?  What's this?
R: Enn laportt sa.  That's a door.
I: Ki été sa?  What's this?
R: Enn lafnett sa.  That's a window.

Monolog - 1

Ki mo pou fer? Mo pou ouvér [lafnett]. I'm going to (lit: will) open [the window].
Ki mo pé fer? Mo pé ouvér [lafnett]. I'm opening [the window].
Ki mo finn fer? What've I done? Mo finn ouvér [lafnett]. I've opened [the window].

Repeat the above using 'laportt' in place of 'lafnett'.

C-2

I: [Robert], ouvér [lafnett]. [Robert], open [the window].
   Atann enn cou.  Wait a minute.
   Ki ou pou fer?  What are you going to do?
R: Mo pou ouvér [lafnett]. I'm going to open [the window].
I: Alé astér.  Go ahead.
   Ki ou pé fer?  What are you doing?
R: Mo pé ouvér [lafnett]. I'm opening [the window].
I: Ki ou finn fer?  What've you done?
R: Mo finn ouvér [lafnett]. I've opened [the window].

Monolog - 2

Ki mo pou fer? Mo pou ferm [lafnett]. I'm going to close [the window].
Ki mo pé fer? Mo pé ferm [lafnett]. I'm closing [the window].
Ki mo finn fer? Mo finn ferm [lafnett]. I've closed [the window].
C-3

Repeat C-2 using 'ferm' in place of 'ouvré'.

Handout - 1

Give each student a copy of the handout on page 16-6. Be careful to use the full form of 'finn' in the first part, and the contracted forms in the second part.

C-4


(After the actions have been performed)

Ki ou'nn fer?


I: Ier ou ti [ferm] laportt ec lafnett?

R: Wi, ier mo ti [ferm] zott.

C-5

I: Ki finn [ferm] [laportt]?

Or: Ki'nn [ferm] [laportt]?

R: [Robert] sa.


C-6

I: [Robert] pou écrire [so] non.

[Robert], al lor tablo. Ecrire ou non.

Atann enn cou.

Ki li pou fer?

R: Li pou écrire [so] non.

I: Alé astér.

Ki li pé fer?
Repeat the above, asking the student to 'écrire mo non'.

Drill - 1

Teacher

Ouvér ou liv.
Ferm  ------.

Ouvér ou lagazett.
Ferm  -----------.

Ouvér ou cayé.
Ferm  ----------.

Ouvér [liv] ou camarad.
Ferm  1-1-1-1-1-1-1-1-

Response (Performs the action.)

Response

Teacher

Ki ou finn fer?

-----------?

-----------?

-----------?

-----------?

Response

Mo finn ouvér mo liv.
------- ferm -------.

------- ouvér mo lagazett.
------- ferm 1-1-1-1-1-1-1-1-

------- ouvér mo cayé.
------- ferm 1-1-1-1-1-1-1-1-

------- ouvér [liv] mo camarad.
------- ferm 1-1-1-1-1-1-1-1-

C-7

I: Acott [ou camarad] finn alé?
R: Li finn al [laboutik].
Drill - 2

Teacher

Fer tro so. Eski mo capav ouvér lafnett?
--------------------------- laportt?
*

Fer tro fré. Eski mo capav ferm lafnett?
--------------------------- laportt?

Response 1

Wi, ouvér lafnett.
---, ------ laportt.
*

Wi, ferm lafnett.
---, ---- laportt.

Response 2

Non, pa ouvér lafnett.
---, -------- laportt.
*

Non, pa ferm lafnett.
---, -------- laportt.

C-8

I: Fer tro [so]. [Ouver] [lafnett].
R: (Performs the action.)

Introduce the more courteous ways of giving a command or making a request:

[Ouver] [lafnett], si-ou-plé.
Eski ou capav [ouver] [lafnett], si-ou-plé?
[Open] [the window], please.
Would you [open] [the window], please?

TO THE STUDENT:

While the grammatical imperative ('Ouver lafnett') may be used in familiar situations (e.g. speaking to children) or in shopping ('Donn mwa enn kilo' [Give me a kilo]), it is more common, for reasons of courtesy, to give commands in the form of a request:

Eski ou capav ouvér lafnett, si-ou-plé?
Would you open the window, please?
TO THE TEACHER:

Find an opportunity in connection with the classroom work to introduce

Pa tracassé. Don't worry.

Your students are familiar with computer cards (such as IBM cards) which carry the warning DO NOT BEND. You might make the negative imperative somewhat more memorable by bringing a few such cards to class and deliberately bending them. Teach your students to say 'Pa plié' or the stronger 'Na pa plié'.

For further materials using 'finn' and for an introduction of 'fee', see Lesson 17X.
Handout - 1

The predicate marker 'finn' is used to indicate an action that has been completed, resulting in a state or condition which is relevant at the moment of speaking.

Li finn al laboutik.
He has gone to the store (and therefore isn't here).

Li ti al laboutik.
He went to the store (and has returned).

Li finn sou.
He became drunk (and still is).

Li ti sou.
He was drunk (but no longer is).

Listen carefully to the following sentences and write 'finn' (completed--and still relevant--action), 'ti' (past), 'pé' (progressive), or 'pou' (future) in the blank. If none of these predicate markers is used, put a checkmark in the blank as an indication that the sentence is 'general'.

1. Li _____ al sinéma.
2. Mo _____ sorti laboutik.
3. Nou _____ lir lagazett.
5. Mo _____ écoutt nouvel.
6. Ou _____ coz anglé bien.
7. Robert _____ aprann françé.
8. Kifér (why) ou _____ fer sa?
9. Li _____ conn françé oussi.

1. Li finn al sinéma.
2. Mo finn sorti laboutik.
3. Nou pé lir lagazett.
5. Mo finn écoutt nouvel.
6. Ou coz anglé bien.
7. Robert ti aprann françé.
8. Kifér ou finn fer sa?
9. Li conn françé oussi.
The predicate marker 'finn' is often contracted after vowels. Listen as your teacher reads the following examples:

Mo'nnouvér laportt.
I have opened the door.

Ou'nnferm lafnett?
Have you closed the window?

Li'nn al dan class.
He has gone to class.

Nou'nn réponns okestion.
We have answered his question.

Continue to write the predicate markers in the sentences below, writing the contracted form of 'finn' whenever it occurs.

11. Mo ___--------.
12. Ou ___--------.
13. Ou ___--------.
14. Li ___--------.
15. Li ___--------.
16. Nou ___--------.
17. Nou ___--------.
18. Ki ou ___ fer?
19. Ki ou ___ fermé?.
20. Ki ou ___ ouvér?
21. Ki ou ___ fer?
22. Mo ___ blié (forget).

11. Mo'nn ferm lafnett.
12. Ou'nn ouvér laportt.
13. Ou pé ouvér laportt.
14. Li'nn écrir enn lett.
15. Li pou écrir enn lett.
17. Nou'nn lir ou lett.
18. Ki ou'nn fer?
19. Ki ou'nn fermé?
20. Ki ou pé ouvér?
21. Ki ou fer?
22. Mo'nn blié.
Lesson 17  What languages do you speak?

This lesson teaches ways of talking about one's language ability.

Drill - 1

Teacher | Response
--- | ---
Eski ou coz créol? | Wi, mo coz créol enn tigitt.
--------- fransé? | --, ------ fransé -------.
* | *

Eski ou camarad coz créol?
--------- ----- fransé -------.
* | *

Eski ou coz anglé?
--- mo --- créol?

Dialog - 1

I: Eski ou coz créol?
Or: Ou coz créol?
R: Wi, mo coz créol enn tigitt.
I: Eski [Robert] coz créol?
R: Wi, li coz créol bien.
Or: Wi, li coz créol enn tigitt.
Or: Non, li pa coz créol ditou.
I: Eski ou coz anglé?
R: Wi, mo coz anglé bien.
I: Ec fransé oussi?
R: Wi, enn tigitt.
Or: Non, mo pa coz fransé ditou.
Dialog - 2

I: Créol enn lang, anglais enn lang, français enn lang. Ki lang ou aprann?
R: Mo aprann créol.
I: Acott ou aprann créol?
R: Mo aprann créol dan class.
I: Ki lang ou coze?
R: Mo coz anglais. Mo coz français enn tigitt.

Drill - 2

Teacher

Ki péi dimoun coz créol? In what country do people speak Creole?
--------------------- anglais?
--------------------- français?

C-1
I: Ki dimoun [Maurice] coze?
R: Zott coz [créol].

C-2
I: Ki coz [créol]?
R: Dimoun Maurice coz [créol].

C-3
I: [L'Amérique] ki lang dimoun coze?
R: [L'Amérique] dimoun coz [anglés].

Creole is a language, English is a language, French is a language. Which language do you study?
Repeat C-3, having the students ask the question. Then have them ask you the question below about Canada.

I: Canada, ki lang dimoun cozé?
R: Canada, éna dimoun ki coz fransé, éna dimoun ki coz anglé.

C-5

I: [Canada] comien lang dimoun cozé?  
R: Zott coz [dé] lang, [anglé ec fransé].

In [Canada] how many languages do people speak?
They speak two languages, [English and French].

C-6

I: Ccien lang ou cozé?
R: Mo coz enn lang, anglé selman.

Or: Mo coz dé lang, anglé ec fransé.

How many languages do you speak?
I speak one language, only English.

C-7

Teach students the question 'Comien lang ou cozé?' and then repeat C-6 with students asking the question of each other.

C-8

I: Ki lang [ou professér] cozé?
R: Li coz [anglé, fransé, ec créol].
I: Comien lang li cozé?
P: Li coz [trwa] lang.
LANGUAGE ACTIVITY:

Outside of class ask at least three other people about their language ability with such questions as

Comien lang ou cozé?
Eski ou coz [fransé]?
Eski ou coz [créol] bien?
Lesson 18  Do you know how many people there are in Mauritius?

In this lesson students are to practice using the long form of the verb (e.g., coze, manzé, lavé) as well as the short form (e.g., coz, manz, lav) which was practiced in earlier lessons.

Handout - 1

Drill - 1

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mo lav linz</td>
<td>Ki ou lavé?</td>
<td>Linz.</td>
</tr>
</tbody>
</table>

C-1

T:  Dir [Robert]:  Ki to [coze]?
S₁:  [Robert], ki to [coze]?
S₂:  Mo [coz] [anglé].

C-2

In doing this C-phase and others following, first ask the questions yourself and then have students ask the questions of each other.

I:  Comien lang ou coné?  How many languages do you know?
R:  Mo conn [enn sel] lang.  I know one (lit: a single) language.
I:  Ki lang ou coné?
R:  Mo conn [anglé].

C-3

I:  Comien [morissien] ou coné?
R:  Mo conn [sink] [morissien].
C-4
I: Acott ou resté? Where do you live (lit: stay)?
R: Mo ress [pré-cott] [Robert]. I live [near] [Robert].

Drill - 2

Teacher | Response | Teacher
---|---|---
Mo begn dan lasamm-bin. | Acott ou bégné? Dan lasamm-bin.

C-5
I: Acott ou resté?
R: Mo ress [acott] [Robert].
I: Ec ki ou resté?
R: Mo ress ec [Paul].
I live [next to] [Robert].
Who do you live with?

Drill - 3

Teacher | Response | Teacher
---|---|---
Li apel [Robert]. | ------ li ------? [Robert].

Mo pou al laboutik [dimin]. | Kan ou pou alé? [Dimin].
Li ti lav linz [ier]. | --- li ti lavé? [Ier].

C-6
I: Couman li apélé?
R: Li apel [Robert].
I: Wi, l' apel [Robert].
Couman ou apélé?
R: Mo apel [Paul].
C-7
I: (Eski) ou coné si [Paul] coz [fransé]?
R: Wi, mo coné. Li coz fransé [enn tigitt].
    Or: Non, mo pa coné.

C-8
I: (Eski) ou coné comien dimoun éna dan class?
R: Wi, mo coné. Ena [sink] dimoun dan class.
I: Eski ou coné comien dimoun éna Maurice?
R: Non, mo pa coné. Ena boucou.

C-9
I: Eski ou coné ki lang [Robert] coze?
R: Wi, mo coné. Li coz [anglé].
    Or: Non, mo pa coné.

C-10
I: Ena comien lang ofissiel dan Canada, ou coné?
R: Wi, mo coné. Ena dé lang ofissiel dan Canada, anglé ec fransé.
I: Ena comien lang ofissiel dan l'Amérique, ou coné?
R: Wi, mo coné. Ena enn sel, anglé.

Drill - 4
Teacher
Ki ou lavé? Linz?
Ki lang ou coze? Créol?
Ki ou gëtë? Télévizion?
Ki ou fermé? Laportt?
Ki ou écoute? Disc?

Response
Wi, mo lav linz.
Wi, mo coz créol.
Wi, mo gett télévizion.
Wi, mo ferm laportt.
Wi, mo écoudt disc.
When a student makes a grammatical error in a sentence, you may want to ask the following question of another student:

T: Eski li bon sa fraz la? Is that sentence correct?
S: Non.
T: Ki li bizin dir? What should he (lit: does he need to) say?
S: (States sentence correctly) [Gett lor tablo].

TO THE TEACHER:

Teacher

Wi, mo pou alé dimin.
Wi, mo pou lavé dimin.
Wi, mo écouté tou-lé-aswar.
Wi, mo pégne tou-lé-granmatin.

Response

Wi, mo al dan class.
Wi, mo ress pré-cott Robert.
Wi, mo manz dan lasal-manžé.
Wi, mo begn dan lasamm-bin.

Kan ou pou alé? Dimin?
Kan ou pou lavé? Dimin?
Kan ou ti alé? Ier?
Kan ou ti lévé? Grammatin?
Kan ou ti bégne? Grammatin?

Kan ou pou alé? Dimin?
Kan ou pou lavé? Dimin?
Kan ou ti alé? Ier?
Kan ou ti lévé? Granmatin?
Kan ou ti bégne? Granmatin?

/*

Drill - 5

18-4
Most verbs that end in '-é' drop this vowel if the verb is followed by an object, a prepositional phrase, or a manner adverb (e.g., bien). ('Montré' is one of the exceptions.)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Li apel Robert.</td>
<td>Mo al dan class.</td>
<td>Ecoutt bien.</td>
</tr>
</tbody>
</table>

The '-é' does not drop when the verb comes at the end of a sentence or clause:

Couman li apélé?
Eski ou coné comien dimoun éna dan class?

The '-é' also does not drop when the verb is followed by a time adverb:

Acott li ti alé ier?

For some verbs, when the final vowel is dropped, other changes in spelling also take place: coné > conn; écoute > écoutt; répété > répett; apélé > apel; etc.

Listen carefully to the following sentences and indicate if the final '-é' of the verb is present or lacking.

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>-é</td>
<td>lacks -é</td>
</tr>
<tr>
<td>2.</td>
<td>-é</td>
<td>lacks -é</td>
</tr>
<tr>
<td>3.</td>
<td>-é</td>
<td>lacks -é</td>
</tr>
<tr>
<td>4.</td>
<td>-é</td>
<td>lacks -é</td>
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<td>-é</td>
<td>lacks -é</td>
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<tr>
<td>15.</td>
<td>-é</td>
<td>lacks -é</td>
</tr>
</tbody>
</table>

1. Couman li apélé?
2. Li apel Robert.
3. Eski ou conn Robert?
4. Comien lang ou coné?
5. Mo conn katt lang.
6. Ki lang Robert coze?
7. Eski li coz créol bien?
8. Comien lang ou coz bien?
9. Couman ou apel sa?
10. Li'nn ferm laportt.
11. Ki li finn fermé?
12. Ki li ti fermé ier?
13. Acott ou pou alé dimin?
14. Mo pou al dan class.
15. Eski ou écouth ou professér bien?
16. -é lacks -é
17. -é lacks -é
18. -é lacks -é
19. -é lacks -é
20. -é lacks -é

16. Ki ou pé écoute?
17. Ki li ti lavé ier?
18. Répété, si-ou-plé.
19. Mo répett kession.
20. Eski ou lav ec savon Tide?
Lesson 19  What do Americans eat?

In this lesson students learn to tell what Americans eat and drink.

Monolog - 1

Use pictures for identifying and introducing the following: dizef (eggs), dipin (bread), béconn (bacon).

Sa dizef, sa dipin, sa béconn.

C-1

I:  Ki dimoun l’Amérique manzé grannatin?
R:  Zott manz dizef, dipin, béconn.

What do Americans eat in the morning?
They eat eggs, bread, bacon.

Monolog - 2

Use pictures to introduce the following (as in Monolog - 1): zi fri (fruit juice), café (coffee), dité (tea), dilé (milk).

C-2

I:  Ki zott bwar?
R:  Zott bwar zi frai, café, swa dité, swa dilé.

What do they drink?
They drink juice, coffee, or tea or milk.

Monolog - 3

Use pictures to introduce the following (as in Monolog - 1): laviann (meat), pwasson (fish), légim (vegetables), salad (lettuce; salad), fri (fruit), pométer (potatoes).
I: Aswar ki zott manzé?  
R: Zott manz laviann swa pwasson, ec pomdétér, lègeim, salad.  

What do they eat in the evening?  
They eat meat or fish with potatoes, vegetables, salad.

C-4

I: Ki kalité laviann zott manzé?  
R: Zott manz laviann bef, laviann poul, laviann mouton, laviann cosson.

C-5

I: Ki kalité lègeim zott manzé?  
R: Zott manz zarico ver, bred, may, tomatt.

Teacher

Ou contan pwasson?  
--------- laviann?  
--------- dizef?  
--------- [ ]?

Do you like fish?  
Do you like meat?  
Do you like eggs?

Response 1

Wi, mo contan pwasson.  
---, --------- laviann.  
---, --------- dizef.  
---, --------- [ ].

Response 2

Non, mo pa contan pwasson tro boucou.  
---, --------- laviann  
----------.

---, --------- dizef  
----------.

---, --------- [ ]  
----------.
Drill - 2

Teacher

Ou contan laviann bef?
--------------------- poul?
--------------------- mouton?
--------------------- cosson?

Response 1

Wi, mo contan laviann bef.
---, --------------------- poul.
---, --------------------- mouton.
---, --------------------- cosson.

Response 2

Non, mo pa contan laviann bef.
---, --------------------- poul.
---, --------------------- mouton.
---, --------------------- cosson.

C-6

I: Ki kalité laviann ou contan?
R: Mo contan laviann [bef].

C-7

I: Ki kalité dessér dimoun l'Amérique manzé?
R: Zott manz sorbé, swa gato, swa fri.

C-8

I: Ki kalité fri zott manzé?
R: Zott manz tou kalité fri: ponn, banann, zoranz, zanana.
Drill - 3

Teacher

Ki ou kontan pliss: banann swa zanana?

-------------------: sorbé banann swa
sorbé socola?
-------------------: laviann bef swa
laviann poul?
-------------------: [   ] swa [   ]?

Which do you like better (lit: more): bananas or pineapples?

Which do you like better: banana or chocolate ice-cream?

Which do you like better: beef or chicken?

Response

Mo kontan [zanana] pliss.

-------- [sorbé socola] ------.
-------- [laviann poul] ------.
-------- [   ] ------.

What do Americans drink?

They drink milk, coffee, tea, water, beer, coca-cola.

I: Ki dimoun l'Amérique bwar?

R: Zott bwar dilé, café, diité, dilo, labier, coca-cola.

Drill - 4

Teacher

Eski ou bwar boucou dilé?

------------------- ----- café?
------------------- [   ]?

Response 1

Wi, mo bwar boucou dilé.

--, ---------------- café.

--, ---------------- [   ].

Response 2

Non, mo pa bwar tro boucou dilé.

---, ---------------- café.
---, ------------------- [   ].

Response 3

Non, mo pa bwar dilé ditou.

---, ---------------- café ------.
---, ---------------- [   ] ------.

Also include 'dité' (tea), 'dilo' (water), 'labier' (beer), and 'coca cola' in the above.
Lesson 20  What do Mauritians eat?

In this lesson students learn what Mauritians eat and drink.

**Dialog - 1**

I: Eski ou coné ki dimoun Maurice manzé?
R: Non, mo pa coné.
I: Abé, dimann mwa.
A: Ki dimoun Maurice manzé?
I: Zott manz tou kalité kiksoz, Zott manz douri ec cari, salad, grin sec, laviann, boucou légim oussi.
R: Ki légim éna Maurice?
I: Ena tou kalité légim: pomdétér, lisou, lisouflér, lalo, zarico ver, ziromon, brinzel.

Do you know what Mauritians eat?
No, I don't know.
Well, you can ask me.
What do Mauritians eat?
They eat all kinds of things. They eat rice with curry, salad, dried beans (lit: grains), meat and many vegetables, too.
What vegetables are there in Mauritius?
There are all kinds of vegetables: potatoes, cabbage, cauliflower, okra, green beans, pumpkin, eggplant.

C-1

Use pictures for identifying the foods introduced in the dialog below.

I: Ou coné ki été [douri]?
R: Non, mo pa coné. Ki été sa?
Or: Ki été [douri]?
I: (Pointing to a picture) sa ki apel [douri].
Or: Sa [douri].

Ask questions about the foods introduced in Dialog - 1.

Ou contan manz [douri]?
Ki kalité [légit] ou contan?
Eski ou contan manz [cari]?
Ki ou contan pliss: [zarico] swa [pomdétér]?
Do you know what cherry tomatoes are?

I: Ou coné ki été pomdamour?

R: Non, mo pa coné. Ki été sa?


R: Mo compran astér.

Drill - 1

Teacher

Tomatt gro, pomdamour piti. Tomatt pli gro ki pomdamour.

Response

[ ] gro, [ ] piti. [ ] pli gro ki [ ].

Add such vocabulary to the above drill which has already been learned or compare objects which are available in the classroom.

Drill - 2

Teacher

Tomatt dou, pomdamour pa dou. Tomatt pli dou ki pomdamour.

Response

[ ] dou, [ ] pa dou. [ ] pli dou ki [ ].

Drill - 3

Teacher

Sa enn gro tomatt, sa enn ti tomatt.

Response

This is a large tomato, that is a small tomato.

[ ], [ ].

Sa tomatt la pli gro ki sa lott la.

This tomato is larger than the other.

[ ] -------------------------.
Drill - 4

Teacher
Sa enn tomatt dou, s'enn tomatt la pa dou.
----- [ ] ---, ----- [ ] -------.

Response
Sa tomatt la pli dou ki sa lott tomatt la.
-- [ ] ----------------------------------.

Drill - 5

Teacher
Ou finn déza manz manzé indien?
------------------------ sinwa?

Response 1
Wi, mo'nn déza manz manzé indien.
-=, ----------------- sinwa.

Response 2
Non, mo p'ancor manz manzé indien.
-=, ----------------- sinwa.

Dialog - 2

I: Dan Maurice éna oussi manzé sinwa ec manzé indien. [Robert]
ou finn déza manz manzé indien?
R: Wi, mo'nn déza manz manzé indien.
Or: Non, mo p'ancor manz manzé indien.

I: Ec manzé sinwa oussi?
R: Wi, mo'nn déza manz manzé sinwa.
I: Eski ou'nn déza manz ec bagett?
R: Non, mo p'ancor manz ec bagett.
I: [Robert], ou'nn déza servi bagett?
R: Wi, mo'nn déza servi bagett.
Or: Non, mo p'ancor servi bagett.
I: [Paul], ou capav servi bagett?
R: Non, mo pa capav servi bagett?
Or: Wi, mo capav servi bagett.
Drill - 6

First introduce the meaning of 'foursett' (fork), 'couto' (knife), and 'couyer' (spoon) by using pictures of the actual objects.

Teacher

Ou capav manz lasoup ec bagett? 
------------------------------------- couto? 
------------------------------------- foursett? 
* * 

Can you eat soup with chopsticks?  
Can you eat soup with a knife?  
Can you eat soup with a fork?  

Can you eat soup with a spoon?  
Can you cut meat with a knife?

Response

*Nin, mo pa capav manz lasoup ec bagett.  
---, -------------------------------------- couto. 
---, -------------------------------------- foursett. 
* * 

Wi, mo capav manz lasoup ec couyer.  
--, ------- coup laviann ec couto.

Drill - 7

Teacher

Ki ou bizin servi pou manz lasoup?  
-------------------------------------- coup laviann?  
-------------------------------------- écrir enn lett?  
-------------------------------------- [ ]?

Response

Mo bizin enn couyer.  
-------- couto.  
-------- plim.  
-------- [ ].
Dialog - 3

I: Ou capav manz lasoup ec [bagett]?
R: Non, mo pa capav manz lasoup ec bagett.
I: Ki ou bizin servi pou manz lasoup?
R: Mo bizin enn couýér.
I: Wi, ou bizin enn couýér. Ki ou bizin pou coup laviann?
R: Mo bizin enn couto pou coup laviann.
I: Eski ou capav coup laviann ec enn foursét?
R: Non, mo pa capav coup laviann ec enn foursett.
Or: Wi, parfwa mo capav, mé li difissil.
I: Wi, li difissil, li pa fassil.

Can you eat soup with chopsticks?
No, I can't eat soup with chopsticks.
What do you have to use to eat soup?
I need a spoon.
Yes, you need a spoon. What do you need to cut meat?
I need a knife to cut meat.
Can you cut meat with a fork?
No, I can't cut meat with a fork.
Yes, sometimes I can, but it's hard.
Yes, it's hard, it's not easy.

Dialog - 4

I: Ou coné ki nou bwar Maurice?
R: Non, mo pa coné; ki zott bwar?
I: Nou bwar café swa dité. Nou bwar coca-cola swa labiér swa fanta swa parfwa d' o coco.
R: Ki été fanta?
I: Sa kiksoz ki ou bwar. Li couman soda, mé li éna gou zoranz.

Do you know what we drink in Mauritius?
No, I don't know, what do you drink?
We drink coffee or tea. We drink coca-cola or beer or fanta or sometimes coconut water.
What is 'fanta'?
It's something you drink. It's like soda but it tastes like oranges.

Drill - 8

Teacher
Ou bwar café ec dilé?
-------------- disic?

Response
Wi, mo bwar li ec dilé.
--, -------------- disic.
Dialog - 5
I: [Robert], ou contan bwar café nwar?
R: Ki vé dir 'café nwar'?
I: 'Café nwar' vé dir café ki p'éna dilé.
R: Couma ou apel café ec disic?
I: Kan ou bwar café ec disic, ou bwar café dou. Eski ou bwar café ec disic?
R: Wi, mo bwar li ec disic.
Or: Non, mo bwar li san disic.

[Robert], do you like to drink black coffee?
What's 'café nwar'? 'Café nwar' means coffee without milk.
What do you call coffee with sugar.
When you drink coffee with sugar you drink sweet coffee. Do you drink coffee with sugar?
Yes, I drink it with sugar.
No, I drink it without sugar.

Drill - 9
Teacher
Ou lé manzé?
----- bwar?
* aster

Teacher Response
Wi, mo lé manzé.
--, ----- bwar.
*

Ou gagn fin?
------- swaf?

Response
Wi, mo gagn fin.
--, ------- swaf.

Dialog - 6
I: Astér ou (gagn) fin?
R: Wi, mo (gagn) fin.
I: Ou (gagn) swaf oussi?
Ou lé bwar kiksoz fré?
R: Wi, mo lé bwar kiksoz fré.

Are you hungry now?
Yes, I'm hungry.
Are you thirsty too?
Do you want to drink a cold drink?

Dialog - 7
I: Eski ou contan manz laviann cabri?
R: Mo p'ancor manz sa laviann la.
I: Boucou morissien manz laviann cabri. Eski ou lé sényé?
R: Wi, mo lé sényé.
Or: Non, mo pa lé sényé.

Do you like to eat goat meat?
I've never eaten that kind of meat.
Many Mauritians eat goat meat.
Do you want to try it?
Lesson 21  What color is this shirt?

This lesson introduces the use of colors in describing objects.

Drill - 1

For teaching the following use shirts (or pictures of shirts) of various colors.

Teacher                          Response
Ki couler sa simiz la été? What color is this shirt? Li blé. It's blue.
---------------------------------------------
Li blan. It's white.
---------------------------------------------
Li rouz. It's red.
---------------------------------------------
Li maron. It's brown.

Drill - 2

Teacher                          Response
Ki couler ou simiz été?          Li [blan]. Mo simiz [blan].
------------ mo simiz ---?        ------------. Ou --------------.
------------ simiz [Robert] ---?  ------------. So --------------.
------------ sa simiz la ---?     ------------. Sa --------------.

C-1

I:  Ki couler mo simiz?           What color is my shirt.
R:  Li [blan].

I:  Wi, li [blan]. Zordi mo finn
    mett enn simiz [blan]. Ki
    couler simiz ou finn mété zordi?
R:  Mo finn mett enn simiz [blé].

I:  Ki couler simiz ou ti mété ier?
R:  Mo ti mett enn simiz [maron].

Yes, it's [white].

Today I've put
on a [white] shirt. What color
shirt have you put on today?
Drill - 3

Teacher

Ki couler simiz [Robert] ti mété ier?

Response

Mo finn blié, mo pa rapel.

Drill - 4

Teacher

Ki ou ti manzé ier-aswar? Eski ou rapel?
Ki ou ti bwar ier-aswar? Eski ou rapel?
Ki ou ti aprann [ier]? Eski ou rapel?
Ki ou ti fer ier-aswar? Eski ou rapel?

Response 1

Mo pa rapel ki mo ti manzé ier-aswar.

Response 2

Wi, mo rapel. Ier-aswar mo ti manz [laviann] ec [léguim].

C-2

I: Eski ou rapel ki ou ti [manzé] [ier-aswar]?
R: Wi, mo rapel. Mo ti [manz] [laviann ec léguim].

C-3

I: Eski ou éna simiz [gri]?
R: Wi, mo éna enn simiz [gri].
I: Kan ou ti mett ou simiz [gri]?
R: Mo ti mett li [samdi].

Do you have a [gray] shirt?
Yes, I have a [gray] shirt.
When do you put on your [gray] shirt?
I put it on on [Saturday].
C-4

I: Ou éna enn simiz [blé]?
R: Non, mo pa éna enn simiz [blé].
I: Ki coulér simiz ou éna?
R: Mo éna enn simiz [blan].
Lesson 22  When your hands get dirty, what do you have to do?

This lesson gives further practice in the use of adjectives to describe objects.

Drill - 1

Teacher

Eski ou mett palto toulézour?  Do you put on a jacket everyday?
---------------- long calson ----?  Do you put on long pants everyday?
---------------- rob ------------?-  Do you put on a dress everyday?
---------------- soulié ---------?  Do you put on shoes everyday?

Response

Wi, mo mett palto toulézour.
--, ------ long calson --.
--, ------ rob -----.
--, ------ soulié ------.

Monolog - 1

Present the following as a monolog. Be sure to have at least one item of clean clothing and one item of dirty clothing available.

Sa enn [simiz] sal, li pa prop.  This is a dirty [shirt], it's not clean.
Sa enn [simiz] prop, li pa sal.  This is a clean [shirt], it's not dirty.

C-1

I:  Eski ou mett enn [simiz] sal
    swa enn [simiz] prop?
R:  Mo mett enn [simiz] prop toulézour.

Do you put on a dirty [shirt] or a clean one?
I put on a clean [shirt] everyday.
**Dialog - 1**

I: **Kan** ou mett e³m [simiz] dé, trwa zour, li vinn sal, pa vré?

R: Wé.

I: **Kan** ou [simiz] finn vinn sal, ki ou bizin fer?

R: Mo bizin lav li.

I: Wi, ou bizin lav ou [simiz] kan li finn vinn sal. **Kan** ou lav ou [simiz], eski li vinn prop?

R: Wi, li vinn prop.

I: **Kan** ou lav ou [simiz], eski ou servi savon ordinér swa savon lapoud?

R: Mo servi [savon lapoud].

**Drill - 2**

Teacher

**Kan** ou lamin finn sal, ki ou bizin fer?

----- figir ----------------------------?

----- lipié ----------------------------?

----- sévé ----------------------------?

----- lécor ----------------------------?

Response

Mo bizin lav zott.

---------- li.

---------- zott.

---------- li.

---------- li.
C-2
I: Eski ou lav ou [lamin] ec savon ec dilo?
R: Wi, mo lav zott ec savon ec dilo.

C-3

Place a number of familiar items, one at a time, on the table.

I: Ki mo finn mété lor latab?
R: Ou finn mett enn [créyon] lor latab.
I: (After taking the object from the table) Ki mo'nn pran lor latab? What have I taken off the table?
R: Ou finn pran enn [créyon].
I: Astér ki éna lor latab?
R: P'éna narien lor latab.
I: Astér ki éna dan mo [lamin]? What have I taken off the table?
R: Ou éna enn [créyon] dan ou [lamin].
   Or: Ou p'éna narien dan ou [lamin].
Lesson 23  What are you going to do after class?

This lesson introduces the use of 'avan' (before) and 'apré' (after) to relate one event to another.

Dialog - 1

I: [Robert], acott ou alé toulézour?
R: Mo al dan class toulézour.
I: Eski ou al dan [lasal-manzé] oussi toulézour?
R: Wi, mo al dan [lasal-manzé] oussi toulézour.
I: Eski ou pou al [Maurice] apré Training Program?
R: Wi, mo pou al [Maurice] apré Training Program.
I: Eski ou ti ress dan liniversité avan ou ti vinn issi?
R: Wi, mo ti ress dan liniversité avan mo ti vinn issi.

[Robert], where do you go everyday?
I go to class everyday.
Do you go to the [dining room] everyday, too?
Yes, I go to the [dining room] everyday, too.
Will you go to [Mauritius] after the Training Program?
Yes, I'll go to [Mauritius] after the Training Program.
Were you in college before you came here?
Yes, I was in college before I came here.

If the Training Program takes place in Mauritius, mention a local place instead of 'Maurice'.

Drill - 1

Teacher

Eski ou pou al laboutik apré class?
------------- laposs -------------?
------------- libréri -------------?
*   *

Response

Wi, mo pou al laboutik apré class.
--, ---- laposs -------------.
--, ---- libréri -------------.
*

Eski ou pou al dan class apré dézéné?
------------- laboutik ----------?
------------- [ ] ----------?

--, ---- laboutik ----------.
--, ---- [ ] ----------.
Eski ou pou al sinéma apré diné? Wi, mo pou al sinéma apré diné.
-------------- dan ou lasamm apré diné? --, ------------- dan mo lasamm ----------.
-------------- [ ] -------? --, ------------- [ ] ----------.

After practicing the affirmative responses, ask the questions at random and encourage students to answer truthfully about their intended activities after class (etc.) with negative as well as affirmative answers.

C-1
I: Kan ou pou al [Maurice]?
R: Mo pou al [Maurice] apré [Training Program].

C-2
I: Ki ou pou fer apré [Training Program]?
R: Mo pou al [Maurice].

Drill - 2

Teacher
Avan Training Program, eski ou ti ress dan liniversité?
Avan class eski ou ti al laboutik?
Avan class eski ou ti al [ ]?

Response
Wi, avan Training Program mo ti ress dan liniversité.
Wi, avan class mo ti al laboutik.
Wi, avan class mo ti al [ ].

C-3
I: Avan [Training Program] ki ou ti [fer]?
R: Mo ti [ress] [dan liniversité].

If any students have not been in college immediately prior to the Training Program, teach them the answer that applies to them (e.g. 'Mo ti travay' or 'Mo ti ress mo lacaz').
Drill - 3

Teacher
Avan class acott ou ti été?
---- dzéné --------------?
---- diné --------------?

Response
Avan class mo ti dan mo lasann.
---- dzéné ------- class.
---- diné ------- librëri.

C-4
I: Kan ou ti dan [librëri]?
R: Avan [diné].

Drill - 4

Teacher
Avan ou ti vinn issi, ou ti ress dan liniversité?
Avan ou ti vinn dan class, ou ti al laboutik?
Avan ou ti vinn dan class, ou ti al [ ]?

Response
Wi, avan mo ti vinn issi, mo ti ress dan liniversité.
Wi, avan mo ti vinn dan class, mo ti al laboutik.
Wi, avan mo ti vinn dan class, mo ti al [ ].

C-5
I: Ki ou ti fe: avan ou ti vinn issi?
R: Mo ti [ress] [dan liniversité].

C-6
I: Eski ou ti vinn issi aprë liniversité?
R: Wi, mo ti vinn issi aprë liniversité.
    Or: Non, mo pa ti vinn issi aprë liniversité.
Drill - 5

Teacher

Avan ou ti vinn issi, ou ti dan ou lasamm?
Avan ou ti vinn issi, ou ti dan laboutik?
Avan ou ti vinn issi, ou ti dan [ ]?

C.

I: Avan ou ti vinn dan class acott ou ti été?
R: Mo ti [dan mo lasamm].

Drill - 6

Teacher

Eski ou ti vinn dépi ou lasamm?
Eski ou ti vinn dépi libréri?
Eski ou ti vinn dépi laboutik?

Response 1

Wi, mo ti vinn dépi mo lasamm.
Wi, mo ti vinn dépi libréri.
Wi, mo ti vinn dépi laboutik.

Response 2

Non, mo pa ti vinn dépi mo lasamm.
Mo ti vinn dépi [sinéma].
Non, mo pa ti vinn dépi libréri.
Mo ti vinn dépi [ ].
Non, mo pa ti vinn dépi laboutik.
Mo ti vinn dépi [ ].

C-7

I: Dépi ki coté ou finn vini?
Or: Dépi ki coté ou ti vini?
R: Dépi [mo lasamm].

Where have you come from?
From [my room].
Drill - 7

Teacher

Eski ou ti vini avan Training Program ti finn (ti'nn) coumansé?

Eski ou ti vini avan class ti finn (ti'nn) coumansé?

Eski ou ti vini avan [ ] ti finn (ti'nn) coumansé?

Response 1

Wi, mo ti vini avan Training Program ti finn (ti'nn) coumansé.

Wi, mo ti vini avan class ti finn (ti'nn) coumansé.

Wi, mo ti vini avan [ ] ti finn (ti'nn) coumansé.

Response 2

Non, mo ti vini apré Training Program ti finn (ti'nn) coumansé.

Non, mo ti vini apré class ti finn (ti'nn) coumansé.

Non, mo ti vini apré [ ] ti finn (ti'nn) coumansé.

Use one or more of the following in the above drill as seems appropriate:

- fett (party)
- sinma (movie)
- lamess (church service)
- conférence (meeting)
- consér (concert)
- maach-football (soccer game).

Drill - 8

Teacher

Kan ou ti vinn issi, avan ou bien apré Training Program ti'nn coumansé?

Kan ou ti vinn issi, avan ou bien apré class ti'nn coumansé?

Kan ou ti vinn issi, avan ou bien apré [ ] ti'nn coumansé?

Response


Mo ti vini [avan] class ti'nn coumansé.

Mo ti vini [avan] [ ] ti'nn coumansé.
G-8

I: Kan ou ti vini, avan oubien aprè class ti'nn coumansié.
R: Mo ti vini [avan] class ti'nn coumansié.
I: Kan [Robert] ti vini?
R: Li ti vini [aprè] class ti'nn coumansié.

Review

Review Drills 1 to 8 by changing the question from second singular to third singular. For example:

I: Kan ou pou al [laboutik]?  
R: Mo pou al [laboutik] aprè class.
I: (To another student) Kan li pou al [laboutik]?
R: Li pou al [laboutik] aprè class.
Lesson 24  What kind of work will you do in Mauritius?

In this lesson students learn to identify several occupations. In particular, each student should be able to say what work he expects to do in Mauritius.

Drill - 1

Teacher
Apré Training Program eski ou pou travay dan lagrikiltir?
Apré Training Program eski ou pou travay dan santt sossial.
Apré Training Program eski ou pou travay dan [  ]?

Response
Wi, mo pou travay dan lagrikiltir.
--, ---------------- santt sossial.
--, ---------------- [  ].

In the above drill ask about the kinds of work that you expect the students will be engaged in.

Dialog - 1

I: Apré Training Program ou pou travay dan Maurice?
R: Wi, apré Training Program mo pou travay dan Maurice.
I: Ki travay ou pou fer?
R: Mo pou travay dan [lagrikiltir].
I: Eski ou contan sa travay la?
R: Wi, mo contan sa travay la boucou.
### Drill - 2

**Teacher**

Eski [Robert] pou travay dan lagrikiltir?

--- [Marie] ---------------

santt sossial.

--- [ ] ---------------

[ ]?

**Response**

Wi, li pou travay dan lagrikiltir.

---, --------------- santt sossial.

---, --------------- [ ].

### Drill - 3

**Teacher**

Eski ou'nn déza fer travay professér?

------------------------ [ ]?

**Response**

Wi, mo'nn déza fer travay professér.

---, ------------- [ ].

---

*In the above drill ask about the various kinds of work you think your students have already done, such as: sécrétér (secretary), fermié (farmer), sofré (driver), cwizinié (cook), sarpantié (carpenter), garson (waiter), etc.*

### Dialog - 2

I: Ki travay [Robert] pou fer Maurice?

P: Li pou travay dan [lagrikiltir].

I: Ki travay ou ti fer avan ou ti vinn issi?

R: Avan mo ti vinn issi, mo ti [aprann dan liniversité].

I: Ki lott travay ou'nn déza fer?

J: Mo'nn déza fer travay [sofré] ec travay [garson].

### Drill - 4

**Teacher**

Eski ou capav fer travay doctér?

------------------------ dantiss?

------------------------ [ ]?

**Response**

Non, mo pa capav fer sa travay la.

---, -------------.

---, -------------.
Drill - 5

Teacher

Pou fer travay enn doctó, eski li falsil oublén li difisil?

Pou fer travay enn dantiss, eski li falsil oublén li difisil?

Pou fer travay enn [ ], eski li falsil oublén li difisil?

Response

Li difisil, li pa falsil.

----------, ----------.

----------, ----------.

C-1.

I: Eski ou capav fer travay [doctó]?
R: Non, mo sa capav fer sa travay la.
I: Pou fer sa travay la, ou bizin aprann boucoun; li enn travay difisil, li pa falsil.

Drill - 6

Teacher

Couman apel enn dimoun ki okip malad?

Couman apel enn dimoun ki okip lédan?

Couman apel enn dimoun ki montré zélev dan l'écol oublén liniversité?

Couman apel enn dimoun ki condir loto?

Couman apel enn dimoun ki lapess pwasson?

Response

Enn doctó.

Enn dantiss.

Enn profisssér.

Enn sofér.

Enn pessér.

C-2

I: Ou coné ki étè enn [doctó]?
R: Wi, mo coné. Enn [doctó] enn dimoun ki [okip malad].
  Or: Non, mo pa coné.
  Or: Non, mo'nn blié.
Lesson 25  Describe Marie for me.

This lesson teaches students to describe people.

C-1

I:  [Robert], décir [Marie] pou mwa.  
    Li enn [garson] sa venn [tifi]?  
R:  Li enn [t'fi].

[Robert], describe [Marie] for me.  
Is she a [boy] or a [girl]? 
She's a [girl].

For adults ask: 'Li enn zomm sa venn famm?' (Is he/she a man or a woman?)

C-2

I.  Eski li zoli?  
R:  Wi, li zoli.  
    Or:  Non, li pa tro zoli.  
    Or:  Li pa zoli ditou.

Is she pretty/is he handsome?  
No, she's not very pretty/he's not very handsome.  
She's not pretty/he's not handsome at all (but she/he has lots of personality).

C-3

I:  Eski li [gran] sa li [courtt]?  
R:  Li [gran].  
I:  Wi, [Marie] [gran].  
    Or:  Wi, [Marie] courtt.

Is she [tall] or [short]?  
She's [tall].  
Yes, [Marie] is [tall].

When it is appropriate, teach students the following answer: Li pa gran, li pa courtt (He/she's not tall, he/she's not short). Also teach 'gro' (fat) and 'meg' (thin).

C-4

I:  Eski li vié sa li zenn?  
R:  Li [zenn].

Is she/he old or young?
C-5

I: Ki couler so sêvé?
R: So sêvé [blon].
I: Wi, li éna sêvé [blon].

What color is her hair?
Her hair is [blond].

One of the following may be used in place of 'blon': maron (brown), nwar (black), rouz (red), blan (white), gri (gray).

C-6

I: Eski li éna sêvé courtt swa long?
R: Li éna long sêvé.
Or: Li éna sêvé courtt.
Or: So sêvé pa long.

Does she have short hair or long?
She has long hair.
She has short hair.
Her hair isn't long.

C-7

I: So sêvé drwatt swa bouclé?
R: So sêvé [drwatt].

Is her hair straight or curly?

C-8

I: Ki couler so lizié?
R: So lizié [blé].
I: Eski li mett linett?
R: Wi, li mett linett.
Or: Non, li pa mett linett.

What color are her eyes?
Her eyes are [blue].
Does she wear glasses?

C-9

I: Eski [Robert] éna [labarb]?
R: Wi, li éna [labarb].

Does [Robert] have a [beard]?

One of the following may be used in place of 'labarb': 'moustass' (mustache) or 'carali' (sideburns).
C 10

I: (Pointing to someone in the room)  
Ki s'enn la sa?  
Who is that?

R: [Robert] sa.  
Or: Mi apel [Robert].

Get a description of this person by asking the questions in C-2 through C-9.

C-11

I: Ki a'enn la [Missié Singh]?
R: Li enn [professér].

Also ask about 'Mamzel [Labonne]'. Some additional answers which are possible: doctér, zélev, enn dimoun ki travay dan biro (or 'zardin', 'lacouzinn', etc.). Get a description of this person by asking the questions in C-2 through C-9.
Lesson 26  What time did you get up this morning?

This lesson introduces the telling of time and the use of 'ti pou' as a past conditional.

C-1

For the following use a clock on which the hands can easily be changed. Ask students to give the following times: enn-er (1:00), dez-er (2:00), trwaz-er (3:00), katr-er (4:00), sink-er (5:00), siz-er (6:00), sett-er (7:00), witt-er (8:00), nev-er (9:00), diz-er (10:00), onz-er (11:00), midi, minwi (12:00).

I: Ki ler 1a?
R: [Enn-er].

C-2

I: Ki ler ou al dormi toulé-swar.
R: Mo al dormi ver [diz-er].
I: Ki ler ou lévé toulézour?
R: Mo lévé [siz-er].

Monolog - 1

Ier-aswar mo ti al dormi ver [diz-er].
Grammatin mo ti lévé ver [siz-er].
Mo ti dormi ziska [siz-er].

Last night I went to sleep about [ten o'clock]. This morning I got up about [six o'clock]. I slept until [six o'clock].

C-3

I: Ki ler mo ti al dormi ier-aswar?
R: Ier-aswar ou ti al dormi ver [diz-er].
I: Ki ler ou ti al dormi ier-aswar?
R: Mo oussi, mo ti al dormi ver [diz-er].

C-4

I: Ki ler mo ti lévé zordi-grammatin?
R: Zordi-grammatin ou ti lévé ver [siz-er].
I: Ki ler ou ti lévé zordi-grammatin?
R: Mo ti lévé ver [sett-er].
Monolog - 2


I got up about six o'clock. I bathed, and put on my clothes. I ate breakfast about seven o'clock. I came to class about eight o'clock.

C-5

I: Ki ler mo ti manz mo ti-dézéné zordi?
R: Ou ti manzé ver sett-er.
I: Ki ler ou ti manz ou ti-dézéné?
R: Mo pa ti manz mo ti-dézéné zordi.

C-6

I: Ki ler mo ti vinn dan class?
R: Ou ti vinn dan class ver [witt-er].
I: E ou?
R: Mo oussi, mem parey.
    Or: Mo 'issi, mem parey.

Drill - 1

Teacher

Ier-aswar ou ti al dormi ver [diz-er], pa vré?
Zordi ou ti dormi ziska [sett-er], pa vré?
Ou ti vinn dan class ver [witt-er], pa vré?
Ou pou sorti dan class ver [midi], pa vré?

Last night you went to bed about ten o'clock, didn't you (lit: not true)?

Response

Wi, li vré, mo ti al dormi ver [diz-er] ier-aswar.
--, -------, mo ti dormi ziska [sett-er] zordi.
--, -------, mo ti vinn dan class ver [witt-er].
--, -------, mo pou sorti class ver [midi].
Drill - 2

Teacher

[Onz-er] ier-aswar ou ti pé dormi, pa vre? At [11 o'clock] last night you were sleeping, weren't you?

[Siz-er] granmatin ou ti pé dormi, pa vre?

[Nev-er] granmatin ou ti pé aprann dan class, pa vre?

Response

Wi, l' vre, mo ti pé dormi [onz-er] ier-aswar. Yes, that's right; I was sleeping at
--, -----, -------------- [siz-er] granmatin.
--, -----, ----------- aprann dan class [nev-er] granmatin.

Drill - 3

Teacher

Ki ou ti pé fer onz-er ier-aswar?
------------ never -----------?
------------ witt-er ----------?
------------ sett-er --------
------------ siz-er ---------?

Response

Onz-er ier-aswar mo ti pé dormi.
Nev-er --------------- répozé dan mo lasamm. At eight o'clock last night I was
Witt-er --------------- zoué cartt ec playing cards with my friends.
mo camarad.
Sett-er --------------- aprann dan libréri.
Siz-er --------------- manzé.
Drill - 4

Teacher

Avan ou ti vinn dan class, ou ti pé manzé?
-----------------------------, ------ aprann dan libréri?
-----------------------------, ------ répozé dan ou lasamm?
-----------------------------, ------ cozé ec ou camarad?

Response

Wi, mo ti pé manzé avan class.
--, ------ aprann dan libréri avan class
--, ------ répozé dan mo lasamm avan class.
--, ------ cozé ec mo camarad avan class.

C-7

I: Ki ou ti pé fer avan class?
R: Mo ti pé [aprann dan libréri].

Monolog - 3

Ier-aswar ou ti al dormi diz-er, é ou
ti lévé sett-er. Ou ti dormi ziska sett-er.
Ier-granmatin ou ti al dan class witt-er, é
ti sorti midi. Ou ti aprann ziska midi.

C-8

I: Comien létan ou ti [dormi]?
R: Mo ti [dormi] [nev-er] tan.
I: Wi, ou éna rézon, ou ti [dormi] [nev-er] tan.

How long did you [sleep]?
I [slept] [nine hours].
Yes, you're right, you [slept] [nine hours].
Drill - 5

Teacher

Ier-tant mo ti montré créol dépi 
dez-er ziska sink-er. Comien tan mo ti montré?

Ier-aswar mo ti zoué cartt ec mo camarad dépi sett-er ziska nev-er. Comien tan mo ti zoué cartt?

Ier mo camarad ti travay dépi witt-er ziska katr-er. Comien tan li ti travay?

Response

Ou ti montré créol trwaz-er tan.

Ou ti zoué cartt ec ou camarad dez-er tan.

Li ti travay witt-er tan.

C-9

I: Comien létan ou ti pran pou [manz ou diné] ier?

R: [Enn-er] tan.

How long did you take to eat your dinner yesterday?

[One hour].

Ask how much time was taken for some other activities, such as:
pou lav ou linz (to wash your clothes), pou lir lagazett (to read the newspaper), pou zoué football (to play soccer), pou al laboutik (to go to the store).

Dialog - 1

I: Ier-granmatin ou ti lévé ver sett-er, è ou ti al dan class ver witt-er, pa vré?

R: Wi, li vré.

I: Ou ti bégéné. Ou ti mett ou linz. Ou ti al dan class. Eski ou ti manz ou ti-dézér avan class?

R: Non, mo pa ti manz mo ti-dézénè.

I: Si ou ti lévé ver siz-er, ou ti pou capav manz ou ti-dézénè, pa vré?

R: Wi, ou éna rézon.

I: Ou ti mank ou ti-dézénè, pa vré?

R: Wi, li vré, mo ti man’ mo ti-dézénè zordi.

I: Si mo ti lévé ver sett-er, mo ti pou mank mo ti-dézénè oussi. Mé mo pa ti mank mo ti-dézénè, parski mo ti lévé avan sett-er.

If you got up about six o'clock, you would have been able to eat your breakfast, right?

You missed your breakfast, didn't you?
Dialog - 2

S1: Ki travay ou pé fer astér?
S2: Mo pé [apprann créol].
S1: Comien létan ou pou aprann?
S2: Ziska [sink-er é-d’mi].
S1: Anou [apprann] ansanm; mé mo nec capav travay [enn-er tan é-d’mi].
S2: Kifér? Eski ou tro fatigé?
S1: Non, mo éna enn lott kiksoz pou fer.
S2: Bien bon, anou coumancé.

LANGUAGE ACTIVITY:

During the next day ask at least three students and three Mauritians (teachers and/or others) for the time: 'Eskiz mwa, ki ler la?' Since you have only practiced the on-the-hour times listen especially to the responses by the Mauritians.

TO THE STUDENT:

In the handout of Lesson 18 you learned the final '-é' of most verbs is dropped when the verb is followed by a direct object, a prepositional phrase or a manner adverb:

Li apel Robert.
Mo al dan class.
Ecoutt bien.

In practicing the Drill - 4 you may have noticed two sentences in which the final '-é' is not dropped:

Avan ou ti vinn dan class, ou ti pé répozé dan ou lasanm.
Avan ou ti vinn dan class, ou ti pé cozé ec ou camarad.

The long form of the verb (with final '-é') occurs before a prepositional phrase (as above) and a manner adverb when the verb is preceded by 'ti pé'. Note that the short form is still used before an object:

Li ti pé cozé bien.
Li ti pé coz créol.
Lesson 27: When he comes, I'll tell him.

This lesson introduces situations in which 'a' rather than 'pou' is used to refer to future events.

Handout - 1

Use Handout - 1 as an introduction to this lesson.

Drill - 1

Teacher

Ki ou pou fer tantôt?
------------ aswar?
------------ dimin?
------------ samdi?

Response

Kitfwa mo a lav linz. Perhaps I'll wash clothes.
------------ marss-marsé. Perhaps I'll take a walk.
------------ al sinéma.
------------ zoué football.

Dialog - 1

T: Ki ou pou fer [tantôt]?
S: Kitfwa mo a [lav linz].

T: Mé ou ti pou [lav li] dépi iér. But you were going to wash them yesterday.
S: Wi, mé mo pa ti gagn létan. Yes, but I didn't have time.

T: Eski ou éna [boucou linz pou lavé]?
S: Wi, mo éna [simiz, zip, calson, mouswar, ec sossett]. Yes, I have shirts, skirts, pants, handkerchiefs, and socks.
Drill - 2

Teacher
Ki ou pou fer kan ou fini ou létid? What will you do when you finish your studies?
------------- travay Maurice?
------------- travay zordi?
Ki ou pou fer si ou fel ou lagzamin?

Response
Mo p'anchor dessidé; mo a gété. I haven't decided; I'll see.
-------------; -------.
-------------; -------.
Mo pa conné; mo a gété.

Drill - 3

Teacher
Es'ki ou crwar Robert bwar boucou? Do you think Robert drinks too much?
------------- fim boucou?
------------- travay tro boucou?
------------- lir tro boucou?
------------- zoué tro boucou? Li pa aprann.

Response
Wi, li a malad, si li continié coumsa. Yes, he'll get sick if he continues like that.
-- -- -- -- -- --
--, li a fatigé, -- -- -- -- -- --.
--, la a vinn fou, -- -- -- -- -- --.
--, li a fel so lagzamin, -- -- -- -- -- --.

Yes, he'll get tired if he continues like that.
Yes, he'll become crazy if he continues like that.
Yes, he'll fail his exam if he continues like that.
Drill - 4

Teacher

Paul pa aprann ditou. Ki pou arivé dan legzamin?
Paul pa seriè dan so travay. Ki pou arivé?
Marie pa pa manz ditou. Ki pou arivé?
Paul na pa swagn li. Ki pou arivé?
Paul na pa finn lev bonér zordi. Ki pou arivé?

Response

Li a fel so legzamin.
Li a perdi so plass.
Li a tomm malad.
Li a tomm pli malad.
Li ava ariv an rétar.

Drill - 5

Teacher

Eski ou capav dir Paul enn comission pou mwa?
------------- dimann Paul lagazett ier pou mwa?
------------- vinn cott mwa dimin-aswar?
------------- donn Paul enn lett pou mwa?
------------- mett sa lett la laposs pou mwa?

Response

Wi, mo a dir li ou comission.
--, mo a dimann li.
--, mo a vini.
mo a donn li.
mo a mett li.
Dialog - 2

LL: Sylvie, Sylvie.
M: Wi.
LL: Bonzour, Madamm [Labonne]. Ki nouvel?
M: Mo bien mersi. Ki nouvel ou mem?
LL: Mo bien. Eski Sylvie la?
M: Non, li pa la. Ou ti bien bizin li?
    Si ou éna commission mo capav dir li.

Dialog - 3

LL: Laval, Laval.
M: Wi.
LL: Bonzour, madamm.
M: Bonzour, mo garson.
LL: Eski Laval la?
M: Non, li pa la. Li finn sorti.
LL: Ou capav dir li mo ti vinn gett li, si-ou-plé.
M: Wi. Couma li rantré, mo a dir li.

C-1

I: [Ram] finn pass so legzamin.
R: Ki ou crwar pou éna cott li? What do you think there'll be at his house?
I: Sirman va éna enn bal. So papa a donn enn bal, parski
    li finn pass so legzamin. Surely there will be a celebration. His
    father will give a celebration because he's passed his exam.

C-2

I: Ou coné, nou pou gagn
dififikité transpor apré
lacourss.
R: Dan sa coudission la, mo
    pa a vini. You know, we'll have trouble getting transporta-
    tion after the race. If that's the case (lit: in that case) I
    won't come.
Practice leave-taking with the following sentences:

Mo (pé) alé. [Lindi] nou a cozé.  I'm going. We'll talk on [Monday].
Mo (pé) alé. [Enn lott zour] a blagé.  I'm going. We'll talk [another day].
Mo a trouv twa/zott dimin, si plé-t-a-Dié.  I'll see you tomorrow, if it please God.
In addition to the predicate marker 'pou' which is commonly used in speaking of future events and activities, another predicate marker, 'a', is frequently used when making promises or predictions. Listen carefully as your teacher reads the following examples:

Mo alé. Lindi nou a cozé. I'm going. We'll talk (again) on Monday.

Couman li rantré, mo a dir li. When he returns, I'll tell him.

Dan sa condisson li, mo pa a vini. In that case, I won't come.

To a malad si to contine bwar. You'll get sick if you continue to drink.

Li a fel so legzamin. He'll fail his exam.

Mo a asté enn bisiclet, si mo gagn larzan. I'll buy a bicycle if I get the money.

Mé a trouv zott dimin. I'll see you tomorrow.

'Pou' can also be used in sentences like some of those above, but the circumstances are slightly different: 'pou' is used to refer to events which are to some extent pre-determined (or already scheduled), while 'a' is used for events which are, at the moment of speaking, being put on the schedule of possible future events (as viewed by the speaker).

Li pou perdi so plass. He's going to lose his job (lit: place).

He's going to lose his job (The employer has already announced the conditions for dismissal.)

Li a perdi so plass. He'll lose his job.

He'll lose his job. (A judgement on the part of the speaker, who is considering the situation.)

Mo pou trouv ou dimin. I'll see you tomorrow.

I'll see you tomorrow. (As usual.)

Mo a trouv ou dimin. I'll see you tomorrow.

I'll see you tomorrow. (A special arrangement, from the viewpoint of the speaker.)

Kitfwa mo pou lav linz. Perhaps I'll wash clothes.

Perhaps I'll wash clothes. (Previously planned, but something might interfere.)

Kitfwa mo a lav linz. Perhaps I'll wash clothes.

Perhaps I'll wash clothes. (Planning the schedule.)
Li pou gagn enn baba.  She'll have a baby.
(Is already pregnant, or will have a
child as routine consequence of marriage.)

Li a gagn enn baba.  She'll have a baby.
(If she isn't careful.)

Ki ou pou fer dimin?  What will you do tomorrow?
Ki mo a fer?  What should I do?
(A response to a change of circumstances,
like the loss of a job.)

Two longer forms of 'a' also occur in the speech of many Mauritians:
'va' and 'ava'.

Va éna Marie, Anne, mwa.  Marie, Anne and I will be there (lit:
There will be ...).

Li ava ariv an rétar.  He'll arrive late.
Listen as your teacher reads the following sentences and write either 'pou' or 'a' in the blank space.

1. Mo ___ aprann créol dimin.
2. Nou ___ cozé dimin.
3. Nou ___ al sinéma dimin.
4. Mo ___ trouv zott dimin.
5. Mo ___ dir li.
6. Mo ___ vinn gett twa 5:00.
7. Mo ___ vinn gett twa.
8. Li ___ travay tanto.
9. Li ___ fel so legzamin.
10. Dan sa condission la, mo pa ___ vini.
11. Mo ___ vinn ar twa.
12. Ki to ___ fer lott sémenn?
13. Li ___ malad.
14. ___ éna enn bal.
15. Ki ___ arivé?
17. Kitfwa zott ___ pran biss.
18. Kan mo ___ contan, mo ___ vini.
19. Li pé bwar, é kitfwa li ___ sou.
20. Li pé bwar, é kitfwa li ___ sou.

1. Mo pou aprann créol dimin.
2. Nou a cozé dimin.
4. Mo a trouv zott dimin.
5. Mo a dir li.
6. Mo pou vinn gett twa 5:00.
7. Mo a vinn gett twa.
8. Li pou travay tanto.
9. Li a fel so legzamin.
10. Dan sa condission la, mo pa a vini.
11. Mo a vinn ar twa.
12. Ki to pou fer lott sémenn?
13. Li a malad.
14. Pou éna enn bal.
15. Ki pou arivé?
17. Kitfwa zott a pran biss.
18. Kan mo a contan, mo a vini.
19. Li pé bwar, é kitfwa li a sou.
20. Li pé bwar, é kitfwa li pou sou.
Lesson IX  More on greetings and leave-taking.

C-1

A number of responses are possible to the questions 'Ki maniér?'
As it seems appropriate, have students learn some of these additional responses.

I:  Ki maniér? (Ou bien?)
R:  'A la maniér
    Or:  Corec.
    Or:  Coumji-coumsa.
    Or:  Pa tro mal.
    Or:  Pa tro bien.
    Or:  Couma to/ou trouv mwa.
    Or:  Mo in-pé feb zordi.
    Or:  Doussman, doussman.
    Or:  Mo touzour parey.

Okay. (Common among youth)
I'm well.
So-so.
Not too bad.
Not too good.
As you see me.
Not too good (lit: somewhat weak) today.
So-so (lit: softly, softly).
Same as usual (lit: always the same).

C-2

T:  Bonzour, [Robert]. Ki nouvel?
S:  Mo bien mersi [Mamzel]. Ki nouvel ou mem?
T:  Mo bien mersi.

T:  Ki nouvel ou fami?
S:  Zott bien.

C-3

I:  Bon, mo bizin alé. Oréwwar. (Shaking hands)
R:  Oréwwar.
I:  Salamm. (At a distance, raising the hand)
R:  Salamm. (Raising hand)
Later in the Training Program teach some additional ways of initiating leave-taking, such as:

[Mo camarad] pé aspér mwa; mo bizin kitt twa/ou.
Ki ler la? Finn tar. Mo bizin alé.
Mo alé; [lindi] nou a cozé.
Mo alé; [enn lott zour] nou a blagé.
Mo pé alé.
Mo a trouv twa [dimin], si plié-t-a-Dié.

[My friend] is waiting for me; I have to leave you.
What time is it? It's late. I have to go.
I'm going; [Monday] we'll talk.
I'm going; we'll chat [another day].
I'm going.
I'll see you [tomorrow], if it pleases God.
Lesson 2X He's a chauffeur.

Monolog - 1

Obtain pictures which will clearly identify the following occupations.

Li enn sofér. He's a chauffeur/driver.
Li enn doctér. He's a doctor.
Li enn factér. He's a postman.
Li enn cwaafér. He's a barber.
Li enn sérér. She's a secretary.
Li enn directér. He's a director.
Li enn dobi. She's a laundry woman.

C-1

T: Montré mwa enn [sofér]. Show me a [chauffeur].
S: (Points to the appropriate picture.)

Drill - 1

Teacher

Montré mwa enn sofér.
------------ factér.
------------ cwaafér.
---- [ ].

Response

Ala enn sofér. Here's (pointing) a chauffeur.
------- factér.
------- cwaafér.
------ [ ].

Drill - 2

Use the following to teach students how to admit that they have forgotten the meaning of a word.

Teacher

Montré mwa enn sofér.
------------ factér.
------------ cwaafér.
---- [ ].

Response

Mo'nn blié ki été enn sofér. I've forgotten what a chauffeur is.
--------------- factér.
--------------- cwaafér.
------------- [ ].
C-2

T: (Pointing) (Eski) li enn sofér?
S: Wi, li enn [sofér].
Or: Non, li pa enn [sofér].

TO THE TEACHER:

Use only as much of the material in this lesson as meets with the immediate interest and ability of your students.
Lesson 3X  He's a chauffeur. He drives a car.

Monolog - 1

Li enn sofér. Li condir loto.
Li enn doctér. Li swagn malad.
Li enn factér. Li donn lett.
Li enn cwafér. Li tay sévé.
Li enn sécrétér. Li tip lett.
Li enn dobi. Li lav linz.

He's a chauffeur. He drives a car.

He's a doctor. He takes care of the sick.

He's a postman. He delivers letters.

He's a barber. He cuts hair.

She's a secretary. She types letters.

She's a laundry woman. She washes clothes.

C-1

T: (Pointing) (Eski) li [condir loto]?
S: Wi, li [condir loto].
Or: Non, li pa [condir loto].

Monolog - 2

Teach not more than four of the following, using pictures which clearly identify the occupation or role involved.

Li enn nénenn. Li okip lacaz.
------ comi. ------- laboutik.
------ cwizinié. ------ lacouzinn.
------ zardinie. ------ zardin.
------ comersan. ------ magazin.
------ mama. ------- zanfan/fami.
------ sofér. ------ loto.
------ doctér. ------ malad.

She's a maid. She takes care of the house.

She's a clerk. He takes care of the shop.

He's a cook. He takes care of the kitchen.

He's a gardener. He takes care of the garden.

He's a merchant. He takes care of the store.

She's a mother. She takes care of the children/family.

He's a chauffeur. He takes care of the car.

He's a doctor. He takes care of the sick.

C-2

T: Montré mwa enn [nénenn].
S: (Points to the appropriate picture.)
Or: Ala enn [nénenn].

Here's a [maid].
T: (Pointing) (Eski) li enn [comi]?
S: Wi, li enn [comi].
   Or: Non, li pa enn [comi].

T: (Pointing to a picture)
Eski li okip [zardin]?
S: Wi, li okip [zardin].
   Or: Non, li pa okip [zardin].

C-3
T: Ki okip [laboutik]?
S: (Pointing) Li okip [laboutik].
T: Wi, comi okip [laboutik].
Lesson 4X  They're chauffeurs.

C-1

Use pictures showing at least five of the occupations introduced in Lesson 3X for the following.

T: Li (pointing) enn [sofér].
   Li (pointing to another picture of a [chauffeur]) enn [sofér].
   Eski zott [condir loto]?
S: Wi, zott [condir loto].

C-2

T: Montré mwa enn dimoun ki [condir loto].
S: (Points.)

C-3

T: Ki [condir loto]?
S: Enn [sofér] (pointing). Li [condir loto].

C-4

T: Li enn [sofér]. Li (pointing) enn [sofér] oussi. Ki zott fer?
S: Zott [condir loto].

TO THE TEACHER:

The following are some additional occupations (and related activities) which should be introduced either with this lesson or at some later point in the Training Program:

Enn marsan vann légim (dan bazar).
A vendor sells vegetables (in the market).
Enn pessèr lapess plasson (dan bato).
A fisherman fishes (in a boat).
Enn labourèr coup cann (dan caro).
A laborer cuts sugar cane (in the cane field).
Enn boussè vann laviann (dan bazar).
A butcher sells meat (in the market).
Enn infermiè/r infermièr okip malad (dan lopital).
A (male/female) nurse takes care of sick people (in the hospital).
Enn forzron travay ec feray (dan laforz).
A blacksmith works with iron (in the blacksmith's shop).
Enn planòr plantt légim.
A farmer plants vegetables.

Enn tayér coud/fer costim (dan latélié).
A tailor sews/makes suits (in a shop).

Enn lapoliss atrap volèr.
A policeman catches thieves.

Enn sirdar control travayèr.
A foreman supervises workers.

Enn controlèr control cartt (dan biss).
A conductor checks tickets (on the bus).

Enn boulanzé fer dipin (dan boulanzri).
A baker makes bread (in a bakery).

Enn mènizè fer meb (dan latélié).
A cabinet maker makes furniture (in a shop).

Enn mett lécol an-sarz lécol.
A principal is in charge of a school.

Enn mècanissien aranz loto (dan latélié).
A mechanic fixes cars (in a shop).
Lesson 5X Did you go to the movies yesterday?

Drill - 1

Teacher

Ou ti al lécol ier?
-------- libréri ???
-------- laboutik ???
-------- laposs ???
-------- sinéma ???

Did you go to school yesterday?
Did you go to the library yesterday?
Did you go to the store yesterday?
Did you go to the post office yesterday?
Did you go to the movies yesterday?

Response 1

Wi, mo ti al lécol ier.
--, -------- libréri ----.
--, -------- laboutik ----.
--, -------- laposs ----.
--, -------- sinéma ----.

Response 2

Non, mo pa ti al lécol ier.
---, -------- libréri ----.
---, -------- laboutik ----.
---, -------- laposs ----.
---, -------- sinéma ----.

In place of 'ier' also use one or more of the following: ier-aswar (yesterday evening), ier-tanto (yesterday afternoon), ier-grammatin (yesterday morning), avan-ier (day before yesterday), zordi-grammatin (this morning), zordi-tanto (this afternoon).

C-1

T: Ou ti al [lécol] [ier]?
S: Wi, mo ti al [lécol] [ier].
   Or: Non, mo pa ti al [lécol] [ier].

C-2

If necessary, construct a drill like Drill - 1 using 'pou' instead of 'ti' and 'dimin' instead of 'ier'.

T: Ou pou al [laboutik] [dimin]?
S: Wi, mo pou al [laboutik] [dimin].
   Or: Non, mo pa pou al [laboutik] [dimin].
In place of 'dimin' also use one or more of the following: dimin-gtanmatin (tomorrow morning), dimin-tanto (tomorrow afternoon), dimin-aswar (tomorrow evening), apré-dimin (day after tomorrow), zordi-tanto, zordi-aswar.

Monolog - 1

Point to a current calendar as you teach the names of the days of the week. Be sure to use the actual day names rather than the ones given below.

(Pointing to today's date) Zordi [mardi].
(Pointing) Ier [lindi].
(Pointing) Dimin [mercrédi].

* * *

Apré-dimin [zédi].
Avan-ier [dimanss].

The day after tomorrow is Thursday.
The day before yesterday was Sunday.

Dialog - 1

T: [Robert], ki zour zordi?
S: Zordi [mardi].

T: Wi, zordi [mardi].
[Marie], ier ti ki zour?
S: Ier [lindi].
T: Wi, é dimin?
S: Dimin [mercrédi].

Yes, and tomorrow?

Repeat Monolog - 1 and Dialog - 1 for several successive days, until all the days of the week have been learned (including 'vandrédi', Friday).
Review Monolog - 2 in 3X. Be sure to include 'comi', 'cwizinié', and 'zardinié'.

T: Li enn [nénn].
   Li okip [lacz].
   Acott li travay?
S: Li travay dan [lacz].
   Or: Dan [lacz].

Drill - 2

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Li enn doctér. Ki li fer?</td>
<td>Li swagn malad.</td>
</tr>
<tr>
<td>------- sécréter. -------?</td>
<td>-- tip lett.</td>
</tr>
<tr>
<td>------- directér. -------?</td>
<td>-- donn lord. He gives orders.</td>
</tr>
<tr>
<td>------- cwafér. -------?</td>
<td>-- tay sévé.</td>
</tr>
<tr>
<td>------- cwizinié. -------?</td>
<td>-- cwi manzé. She cooks food.</td>
</tr>
<tr>
<td>------- zardinié. -------?</td>
<td>-- plantt fler. He plants flowers.</td>
</tr>
</tbody>
</table>

T: Acott li travay?
S: Li travay dan lopital. He works in the hospital.
-------? Li travay dan lopital. He works in the hospital.
-------? Li travay dan lopital. He works in the hospital.
-------? Li travay dan lopital. He works in the hospital.
-------? Li travay dan lopital. He works in the hospital.
-------? Li travay dan lopital. He works in the hospital.

C-4

T: Enn [doctér], ki li fer?
S: Li [swagn malad].

C-5

T: Enn [doctér], acott li [swagn malad]?
S: Li [swagn malad dan lopital]
   Or: Dan lopital.
LANGUAGE ACTIVITY:

If you have an opportunity to meet Mauritians other than your teachers ask them

Acott ou travay?
Lesson 6X  He's a Frenchman. He comes from France.

Monolog - 1

Mo enn morissien/morissienn. Mo coz créol.
Ou enn amérikin/amérikenn. Ou coz anglé.

[Robert] enn amérikin. Li coz anglé.


[Missié Pompidou] enn fransé. Li coz fransé.

I am a Mauritian. I speak Creole.
You are an American. You speak English.

[Robert] is an American. He speaks English.

[Mr. Singh] is a Mauritian. He speaks Creole.

[Mr. Pompidou] is a Frenchman. He speaks French.

C-1

T: [Robert] enn [amérikin].
(Eski) [li] coz [fransé]?

S: Non, [li] pa coz [fransé].
Li coz [anglé].

Monolog - 2

Use pictures of well-known people for the following.

Li (pointing) enn fransé/fransez.
Li sorti la France.

Li enn angié/anglez. Li sorti l'Angleterre.

Li enn indien/indienn. Li sorti l'Inde/Maurice.

Li enn sinwa/sinwaz. Li sorti la Chine/Maurice.

C-2

T: Acott li (pointing to a picture) sorti?

S: Li sorti [l'Angleterre].

C-3

Use 'zott' in place of 'li' in C-1 and C-2.
Teach students how to respond when Mauritäns ask what part of America they come from.

**C-4**

T: Acott ou sorti?
S: Mo sorti l'Amérique.

T: Ki landrwa?
Or: Ki coté?
Or: Ki parti dan l'Amérique?

S: [Texas].

**C-5**

S: Acott ou sorti?
T: Mo sorti Maurice.

S: Ki coté ou abité?
T: [Beau Bassin].

**Monolog - 3**

[Amoy] enn sinwa. Li abitt Maurice. 
So fami sorti la Chine. Li coz sinwa
é créol, mé li pa coz fransé.

**Drill - 1**

**Teacher**

Eski Amoy enn sinwa?
Eski li abitt Maurice?
Eski so fami sorti la Chine?
Eski li coz créol?

**Response**

Wi, li enn sinwa.
Wi, li abitt Maurice.
Wi, zott sorti la Chine.
Wi, li coz créol.
Drill - 2 and C-6 below should not be used until the long and short forms of verbs have been practiced (Lesson 18).

Drill - 2

The question 'Where do you live?' may be answered with a town name or a street name (if the question is asked in town).

Teacher

Ki coté ou abité?
Ki coté zott abité?
Ki coté Mamzel Labonne abité?
Ki coté Missié Singh abité?
Ki coté ou camarad abité?

Response 1

Mo abitt [Beau Bassin].
Nou abitt [Rose Hill].
Li abitt [Curepipe].
Li abitt [Port Louis].
Li abitt [Grand Baie].

Response 2

Mo abitt lari [Balfour].
Nou abitt lari [La Bourdonnais].
Li abitt lari [Royal].
Li abitt lari [Desforges].
Li abitt lari [Hennessy].

I: Ki coté ou abité?
      Or: Ki coté ou resté?
R: [Beau Bassin].
I: Ki lari?
      Or: [Beau Bassin], ki coté?
R: Lari [Balfour].
Lesson 7X You watch television in the living room.

Drill - 1

Teacher

Eski ou dormi dan ou lasamm?
Eski ou cwi manzé dan lacouzinn?
Eski ou begun dan lasam-bin?
Eski ou gett télévizion dan salon?

Response

Wi, mo dormi dan mo lasamm.
Wi, mo cwi manzé dan lacouzinn.
Wi, mo begun dan lasam-bin.
Wi, mo gett télévizion dan salon.

Drill - 2

Teacher

Eski ou dormi dan lasam-bin?
Eski ou aprann créol dan lacouzinn?
Eski ou cwi manzé dan salon?
Eski ou begun dan class?
Eski ou gett fim dan lacouzinn?
Eski ou gett télévizion dan lasam-bin?
Eski ou écoutt disc dan libréri?

Response

Non, mo pa dormi dan lasam-bin.
Non, mo pa aprann créol dan lacouzinn.
Non, mo pa cwi manzé dan salon.
Non, mo pa begun dan class.
Non, mo pa gett fim dan lacouzinn.
Non, mo pa gett télévizion dan lasam-bin.
Non, mo pa écoutt disc dan libréri.

C-1

T: Acott ou [gett télévizion]?
S: Mo [gett télévizion] dan [salon].
Or: Dan [salon].
C-2
T: Ki ou fer dan [salon]?
S: Mo [gett télévizion] dan [salon].
   Or: Mo [gett télévizion].

C-3
T: Eski ou ti [gett télévizion] ier-aswar?
S: Wi, mo ti [gett télévizion] ier-aswar.
   Or: Non, mo pa ti [gett télévizion] ier-aswar.

C-4
T: Eski ou pou [gett télévizion] [zordi-aswar]?
S: Wi, mo pou [gett télévizion] [zordi-aswar]
   Or: Non, mo pa pou [gett télévizion] [zordi-aswar].

C-5
T: Ki ou ti fer [ier-tanto]?
S: Mo ti [aprann créol] [ier-tanto].

C-6
T: Ki ou pou fer [dimin-granmatin]?
S: Mo pou [al laboutik].

Monolog - 1
Enn dimoum gett télévizion dan salon.
Enn dimoum begn dan lasamm-bin.
Enn dimoum cwi manzé dan lacouzinn.
Enn dimoum [ ] dan [ ].

C-7
T: Acott enn dimoum [gett télévizion]?
S: Li [gett télévizion] dan [salon].
   Or: Dan [salon].
C-8
T: Ki enn dimoun fer dan salon?
S: Li [gett télévisiön].

C-9
T: Ki enn doctér fer dan [lópital]?
S: Li [swagn malad].

Drill - 3
Teacher
Dir mwa ki enn dimoun fer dan lacouzinn.
Dir mwa ki enn dimoun fer dan [ ].
* *
Dir mwa acott enn dimoun cwi manzé.
Dir mwa acott enn dimoun [ ].

Response
Li cwi manzé.
Li [ ].
*
Dan lacouzinn.
Dan [ ].

Drill - 4
Teacher
Dir mwa ki enn doctér fer dan lópital.
Dir mwa ki enn [ ] fer dan [ ].
* *
Dir mwa acott enn doctér travay.
Dir mwa acott enn [ ] travay.

Response
Li swagn malad.
Li [ ].
*
Li travay dan lópital.
Li travay dan [ ].

Drill - 5
Teacher
Dir Robert ki enn doctér fer.
Dir [ ] ki enn [ ] fer.

Response
Robert, enn doctér swagn malad.
[ ], enn [ ] [ ].
Teacher
Dir Robert acott enn dimoun cwi manzé.
Dir [ ] acott enn [ ] [ ].

Response
Robert, enn dimoun cwi manzé dan lacouzinn.
[ ], enn [ ] [ ] dan [ ].

Dialog - 1

T: [Robert], eski enn [sécrétér tip lett]?
S1: Mo pa coné.
Or: Mo'nn blié.
T: Dimann [Paul] si enn [sécrétér tip lett].
S1: [Paul], eski enn [sécrétér tip lett]?
S2: Wi, li [tip lett].
Or: Mo crwar. I think so.

Also ask
Eski enn factér donn lett?
-------- dobi lav linz?
-------- cwafér tay sévé?
-------- zardinié okip zardin?
-------- mécanissien répar loto?

C-10
S: Ki enn dimoun fer dan salon?
T: Li gett télevizion.
Li assizé, li cozé.
Li écoutt lamizik.
Have students ask you (as in C-10 above) about the activities usually associated with other rooms of a house:

<table>
<thead>
<tr>
<th>lacouzin</th>
<th>lasamm-manzé</th>
</tr>
</thead>
<tbody>
<tr>
<td>cwi (manzé)</td>
<td>manzé</td>
</tr>
<tr>
<td>manzé</td>
<td>dézéné</td>
</tr>
<tr>
<td>lav lassiett</td>
<td>aprann</td>
</tr>
<tr>
<td>[ ]</td>
<td>fer dévwar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ou lasamm</th>
<th>lasamm-bin</th>
<th>varan</th>
</tr>
</thead>
<tbody>
<tr>
<td>dormi</td>
<td>lav mo lécor</td>
<td>coz ec mo camarad</td>
</tr>
<tr>
<td>abiyé</td>
<td>pegrn mo sévé</td>
<td>gett télévizion</td>
</tr>
<tr>
<td>coz ec mo camarad</td>
<td>bégné</td>
<td>écoutt radio</td>
</tr>
<tr>
<td>[ ]</td>
<td>lav linz</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
Lesson 8X  When do you eat lunch?

Drill - 1

Teacher

Eski ou dézéné midi?
Eski ou dormi aswar?
Eski ou lévé granmatin?
Eski ou diné aswar?
Eski ou al lécəl granmatin ec tanto?
Eski ou bégné granmatin?
Eski ou abiyé granmatin?

Do you eat lunch at noon?
Do you get up in the morning?
Do you eat dinner in the evening?
Do you get up in the morning?
Do you go to school in the morning and afternoon?
Do you bathe in the morning?
Do you get dressed in the morning?

Response

Wi, mo 'ızéné midi.
Wi, mo dormi aswar.
Wi, mo lévé granmatin.
Wi, mo diné aswar.
Wi, mo al lécəl granmatin ec tanto.
Wi, mo bégné granmatin.
Wi, mo abiyé granmatin.

Drill - 2

Teacher

Eski ou dézéné minwi?
Eski ou diné granmatin?
Eski ou lévé midi.
Eski ou [ ] [ ]?

Response

Non, mo pa dézéné minwi.
Non, mo pa diné granmatin.
Non, mo pa lévé midi.
Non, mo pa [ ] [ ].

No, I don't eat lunch at midnight.

C-1

T: Kan ou [dézéné]?
S: Mo [dézéné] [midi].
Monolog - 1

Granmatin mo lévé.
Mo mett mo dézabiyé.
Mo lav mo figir é mo bross mo lédan.
Apré sa mo abiyé é mo pégni.
Mo manz mo ti-dézéné.
Mo al lécol.

I put on my bathrobe.
I wash my face and brush my teeth.
Then I get dressed and comb my hair.
I eat my breakfast.
I go to school.

C-2

I: Ki mo fer granmatin?
R: Ou lévé, [ou lav ou figir, ou abiyé].
I: Apré sa, ki mo fer?
R: [Ou manz ou ti-dézéné]. Ou al lécol.

C-3

I: Ki ou fer granmatin?
Or: Ki ou fer tou-lé-granmatin?
R: Mo lévé, [mo abiyé].
I: Ki ou fer apré sa?
R: [Mo pégni, mo manz mo ti-dézéné].
I: Apré sa?
R: Mo al lécol.

C-4

I: Ki ou ti fer ier-granmatin?
R: Mo ti lévé, [mo ti mett mo dézabiyé, mo ti lav mo figir].
I: Apré sa?
R: [Mo ti abiyé, mo ti manz mo ti-dézéné], mo ti al lécol.
Vocabulary Supplement - 1

The following are some additional activities that may be associated with 'grammatin':

- Mo bégné.
- Mo pran enn douss.
- Mo razé.
- Mo prépar mo ti-dézéné.
- Mo pran mo ti-dézéné.
- Mo lir zournal/lagazett.
- Mo écoutt nouvel (létan mo abiye).
- Mo lav lassiett.
- Mo nétway mo lasamm.

I take a shower.
I shave.
I fix my breakfast.
I eat my breakfast.
I read the newspaper.
I listen to the news (while I get dressed).
I wash the dishes.
I clean my room.

These may be introduced from time to time in later classes, in steps similar to Monolog - 1 and C-2 through C-4.

Vocabulary Supplement - 2

The following are some activities associated with 'lazourné'. They may be introduced now or later in steps similar to those above.

- Mo al lécol/travay.
- Mo rantt dan class.
- Mo aprann créol.
- Après class mo al gett mo camarad.
- Nou al déséné ansamm.
- Nou coz-cozé/nou blagé.
- Mo répozé.
- Mo al dan class ancor.
- Après class mo zoué football.
- Mo al laboutik/bazar/laposs/an-vil.
- Mo al lacaz.
- Mo diné.

I go to school/work.
I go into class.
I study Creole.
After class I visit my friend(s).
We go have lunch together.
We chat.
I rest.
I go to class again.
After class I play soccer.
I go to the store/market/post office/town.
I go home.
I eat dinner.
These are some activities associated with 'aswar'. They may be introduced now or later as above.

Mo écoute disc/nouvel/lamizik. I listen to records/news/music.
Mo aprann mo lesson. I study my lessons.
Mo écrir mo fami/camarad/piess/pwinter. I write to my family/friends/girl friend/boy friend.
Mo gett télévision. I watch television.
Mo camarad vinn gett mwa/ Mo al gett mo camarad. My friend(s) come to visit me/I go to visit my friend(s).
Mo al sinéma/consér/bal/dans. I go to the movies/a concert/a party/a dance.
Mo rétourn lacaz. I return home.
Mo décabiyé. I get undressed.
Mo begné é mo al dormi. I bathe and go to bed.

Dialog - 1
I: Ki ou ti fer ier?
R: Granmatin mo ti al lécol. Mo ti aprann créol.
I: Ki ou ti fer apré class?
R: Mo ti [zoué football].
I: Ou pa ti répozé ditou? You didn’t rest at all?
R: Non, apré sa mo ti [al laboutik].
I: Aswar ki ou ti fer?
R: Mo ti [al sinéma].

Drill - 3
Teacher
Zordi-aswar ki ou pou fer? Mo pou gett télévision.
-------------------------? ------- [ ].
C-5

I: Ki ou pou fer [dimin]?  
R: Mo pou [al an-vil].

LANGUAGE ACTIVITY:

Outside of class ask two fellow students and two Mauritians what they did yesterday.
Lesson 9X Where are you coming from?

Drill - 1

Stand at the door, as if you were just coming from somewhere.

Teacher

Mo sorti dan lasal-manzé.
Acott mo sorti?

Mo sorti dan mo lasamm.
Acott mo sorti?

Mo sorti dan libréri.
Acott mo sorti?

Mo sorti dan laboutik.
Acott mo sorti?

Mo sorti dan biro.
Acott mo sorti?

Response

Ou sorti dan lasal-manzé.

Ou sorti dan ou lasamm.

Ou sorti dan libréri.

Ou sorti dan laboutik.

Ou sorti dan biro.

C-1

Have a student stand at the door, as if he were just coming from somewhere.

T: Acott ou sorti?
S: Mo sorti dan [libréri].
Lesson 10X  Who's that?

C-1

Point to various objects and ask who owns them.

I:  Pou ki sa?
R:  Li pou [mwa]
    Or: Li pa pou mwa.
    Or: Sa pou [Robert].

Drill - 1

In this drill refer to at least four objects which students already know the names of. Then refer to at least four objects for which students do not yet know the names.

Teacher
Ou carné sa?  Is this your notebook?
-- [ ] --?

Response 1
Wi, mo carné sa.
-- [ ] --.

Response 2
Non, pa mo carné sa.
---, ----- [ ] --.

In place of the question 'Ou carné sa?' you may also use the longer question 'Eski sa ou carné sa?'.

180
Use items or pictures of items whose Creole names are not known to the students such as:

<table>
<thead>
<tr>
<th>Item</th>
<th>Creole Name</th>
<th>Item</th>
<th>Creole Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>boutey</td>
<td>bottle</td>
<td>biss</td>
<td>bus</td>
</tr>
<tr>
<td>cartt</td>
<td>playing card; ticket</td>
<td>papié</td>
<td>paper</td>
</tr>
<tr>
<td>blouz</td>
<td>blouse</td>
<td>foto</td>
<td>photo</td>
</tr>
<tr>
<td>bouton</td>
<td>button</td>
<td>zimaz</td>
<td>picture, drawing (image)</td>
</tr>
<tr>
<td>coton</td>
<td>cotton</td>
<td>lalamp</td>
<td>lamp, light</td>
</tr>
<tr>
<td>bisiclett</td>
<td>bicycle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

T: Eski ou koné k' issi sa sa?
S: Mo pa koné.
T: Sa enn [boutey].

Teach students to use 'K'issi sa sa?' in place of 'Ki été sa?' in place of '

S: K' issi sa sa? What's this here/what's that there?
T: Enn [blouz].
Or: Sa enn [blouz].

In order to use the following dialog, give each student two or more of the following objects:

<table>
<thead>
<tr>
<th>Objects</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>sigarett</td>
<td>fim enn sigarett</td>
</tr>
<tr>
<td>zalimett</td>
<td>alim enn zalimett</td>
</tr>
<tr>
<td>razwar</td>
<td>razé</td>
</tr>
<tr>
<td>savonett</td>
<td>lav lamin</td>
</tr>
<tr>
<td>boul</td>
<td>anvoyé, trapé</td>
</tr>
</tbody>
</table>
[Missié Singh], k' issi sa sa?
S: Enn [sigarett]?
T: Wé, enn [sigarett]. Eski ou còné coumanc dir sa (makes gesture of [smoking]) an créol?
S: Non, mo pa còné.
T: An créol nou dir sa [fim enn sigarett].
S: Fim enn sigarett. Mo capav dimann ou enn lott kitsoz?

[Mr. Singh], what's this/that? That? It's a [cigarette]. A [cigarette]?
Right, a cigarette. Do you know how to say this (making gesture of [smoking]) in Creole? No, I don't know.
In Creole we say 'fim enn sigarett'. 'Fim enn sigarett'. Can I ask you another question?

Teach students to ask for the meaning of a word with 'k' issi sa [bouton]?
Place several objects or pictures (at least six) before the students, such as the following:

cartt   biss
blouz   fler
bross   lett
bisiclett   lanvlop
motosiclett   ross
coton   fim

T: Donn mwa [enn bouton].
Or: Montré mwa [enn bouton].
S: k' issi sa [bouton]?
T: Sa (pointing) ki apel ['bouton']. An anglé ou dir ['button'].

Give me a [button].
What is this ['bouton']?
This is what is called ['bouton']. In English you say ['button'].
Teach students to use 'Ki s'enn la sa?' in asking for the identification of people. Have available pictures of four or five of the following:

- lapoliss: policeman
- solda: soldier
- mécanissien: mechanic
- farmassien: pharmacist
- marson: merchant
- masson: mason
- labourér: laborer (unskilled)
- plantér: farmer
- tayér: tailor
- baba: baby

S: Ki s'enn la sa?
   Or: Couman li apélé?

T: Sa enn [lapoliss].
   Or: [Lapoliss].

Show pictures of several well-known personalities and ask for their names.

I: Ki s'enn la sa?
R: [John Wayne].

Use pictures to identify and teach the following: zomm (man), fàmm (woman), tifi (girl), garson (boy). Then ask students the question:

I: Ki s'enn la sa?
R: Enn [fàmm] sa.

Also ask about: professèr, zélev, and volontèr (volunteer).
C-8

T: Mo coz créol ec fransé. Mo capav coz anglé oussi. Ou coz anglé. Eski ou capav coz fransé?

S: Wi, mo capav coz fransé.

Or: Non, mo pa capav.

Dialog - 2

I: [Paul], ki s'enn la sa?
R: Enn volontér sa. Li apel [Robert].

Or: Robert sa.

I: Li coz créol?
R: Wi, enn tigitt mem.

I: Ec fransé oussi?
R: Wi, li capav coz fransé.

Or: Non, li pa capav coz fransé.

I: [Paul], ou mem, ou capav coz fransé?
R: Non, mo pa capav.

Or: Wi, mo capav.

TO THE TEACHER:

At some appropriate time, teach the following as additional ways of asking for the name of an object:

Ki sa sa sa?

K' issi sa sa sa?
Lesson 11X  Where are you going (right now)?

C-1
I: [Bonzour], [Robert].
R: [Bonzour], [Paul].
I: [Ki maniér]?
R: [Mo bien mersi]. [Ki maniér ou mem]?
I: [Bien mersi]. Acott ou pé alé?
R: Mo pé al [laboutik].

C-2
I: Ki ou pé fer?
R: Mo pé [écoutt lamizik].
    Or: Mo okipé.
    Or: Mo pé fer enn paké kitsoz.
    Or: Mo pa pé fer narien.

C-3
A: Ki ou pé fer astér?
B: Mo pé al [an-vil]. Ou lé vini?
A: Wi, mo lé vini.

C-4
I: Ki ou pé fer?
R: Mo pé [gett télèvizion].
I: Eski ou [gett télèvizion] souvan?
R: Wi, mo [gett télèvizion] [toulé-aswar].

C-5
I: Acott [Robert]?
R: Li pé [écrir so fami].
I: (Eski) li [écrir so fami] [souvan]?
R: Non, li pa [écrir zott] [tro souvan].
Dialog - 1

I: Ki ou pé fer?
R: Mo pa pé fer narien.
I: Eski ou arvi al sinéma?
R: Wi, anou al sinéma.

Do you want to go to the movies?
Yes, let's go to the movies.

Dialog - 2

I: Anou al consér?
R: Mo pa capav alé astér. Mo pé aprann mo lesson.
I: Ou touzour pé aprann. Zamé ou sorti.
Or: Ou pa amizé. Ou nec ziss aprann.

Why don't we go to the concert?
I can't go now. I'm studying my lessons.
You're always studying. You never go out.
You never have any fun. You only study.

C-6

I: Ki ou pé fer?
R: Mo pé [aprann mo lesson] astér.
Or: Mo pa pé fer narien.
Or: Kifôr ou dimandé?
I: Eski ou capav [ed mwa enn cou]?
R: Wi, mo capav.
Or: Non, mo éna tro boucou pou fer.

Why do you ask?
Can you help me a minute?
No, I have too much to do.

C-7

I: Nou pé al [laplaz] astér.
Eski ou anvi vini?
R: Wi. Ou capav atann mwa enn cou.
I: Dacor, mé degaz ou.

We're going to the [beach] now.
Would you like to come?
Yes. Can you wait a minute for me?
Okay, but hurry.

C-8

I: Nou pé al [bor lamer] astér.
Eski ou lé vini?


We're going to the [seashore] now.
Do you want to come?
No, thank you. I have to go to [town] today.
Dialog - 3
I: [Robert], nou pé al laplaz astér. Eski ou anvi vini?
R: Non mersi. Mo pa contan al laplaz tro boucou.
I: Kifér?
R: Parski, soley bril mwa.
I: Mo bien sagrin. Mwa, mo contan bégné térib.

Handout - 1

TO THE STUDENT:

Note the use of 'nec' and 'selman' in the following:

Ier-aswar nou finn nec bwar.
Yesterday evening we only drank (i.e., we didn't do anything else).

Ier-aswar nou finn bwar dilo selman.
Yesterday evening we only drank water (i.e., we didn't drink anything else).

'Nec' modifies verbs, while 'selman' modifies nouns. Note the use of 'nec' in Dialog - 2:

Ou nec ziss aprann.
You only (just) study.
An alternative form of the predicate marker 'pé' is 'apé'.

Ki ou pé fer astér?
Ki ou apé fer astér?

Listen carefully to the sentences below and indicate whether 'pé' or 'apé' was used.

1. pé apé
2. pé apé
3. pé apé
4. pé apé
5. pé apé
6. pé apé
7. pé apé
8. pé apé
9. pé apé
10. pé apé
11. pé apé
12. pé apé
13. pé apé
14. pé apé
15. pé apé
16. pé apé
17. pé apé
18. pé apé
19. pé apé
20. pé apé

1. Ki li pé fer astér?
2. Ki li apé fer astér?
3. Li apé gett télévização.
4. Li pé écoudt nouvel.
5. Robert apé écrir so fami.
6. Mo pa pé aprann français.
7. Zott pé répoz dan zott lasamm.
8. Marie apé gett li.
9. Eski li apé gett mwa?
10. Eski li pé gett nou?
11. Li apé écoudt so professör.
12. Ki ou pé fer?
15. Nou pé zoué football.
17. Acott ou pé sorti?
18. Nou apé dézéné.
20. Gett bien sa ki mo pé fer.
Lesson 12X  What do you use to cut paper?

C-1

'Mama', 'papa', 'frer', and 'ser' may be substituted for 'fami'.

T: Ou [ti] écrir ou [fami] [ier]?
S: Wi, mo [ti] écrir mo [fami] [ier].
   Or: Non, mo pa [ti] écrir [zott] [ier].

Also use 'pou' in place of 'ti', and 'dimin' in place of 'ier'.

C-2

S: Ki été sa?
T: Enn [sizo] sa.
S: Pou ki sa?
   Or: Pou ki s'enn la sa?
T: Pou [Robert].
S: Ki (dimoun) fer ec sa?
T: Zott [coup] [papié].

Have students learn the questions (What is it? Whose is it? What is it used for?) necessary for identifying an object. Give each student at least one opportunity to ask about an object. Have students learn the names and use of three objects outside of class.

Dialog - 1

Use at least three of the following sets of objects and actions with this dialog:

<table>
<thead>
<tr>
<th>Objects</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>sizo, couto</td>
<td>coupé</td>
</tr>
<tr>
<td>foursett, couyer</td>
<td>marzé</td>
</tr>
<tr>
<td>serviett, sifon</td>
<td>souyé</td>
</tr>
<tr>
<td>savonett, dilo</td>
<td>lavé</td>
</tr>
<tr>
<td>difil, zégwi</td>
<td>coud</td>
</tr>
<tr>
<td>lipié, lazamm</td>
<td>marsé</td>
</tr>
<tr>
<td>linett, lizié</td>
<td>gété</td>
</tr>
</tbody>
</table>
S: [Missié Singh], k'issi sa sa?
S: Enn [créyon]?
T: Wé, enn [créyon]. Eski ou coné couman dir sa (holds up a [pen]) an créol?
S: Non, mo pa coné.
T: Sa enn [plim].
Or: Nou apel sa [plim].
S: Enn [plim]. [Missié Singh], couman ou dir sa (makes gesture of [writing]) an créol?
T: An créol nou dir sa ['écrit']. Astér ou capav dir: 'Mo [écrit] ec [enn plim]'.
S: Bien, astér mo capav dir: 'Mo [écrit] ec [enn plim]'.

Monolog - 1

Mo servi sizo pou coup papié. I use scissors to cut paper.
Mo servi savonett pou lavé.
Mo servi plim pou écrire.
Mo servi [ ] pou [ ].

C-3

T: Ki ou servi pou [coup] [papié]?
S: Enn [sizo].

C-4

T: Ki dimoun fer ec enn [sizo]?
S: Zott [coup]. [papié].

Handout - 1
'Ar' is a frequently used synonym of 'ec':

Mo coup papié ar enn sizo.
Mo coup papié ec enn sizo.

Li montré créol ar fransé.
Li montré créol ec fransé.

Listen carefully to the sentences below and indicate whether 'ec' or 'ar' was used.

1. ec    ar
2. ec    ar
3. ec    ar
4. ec    ar
5. ec    ar
6. ec    ar
7. ec    ar
8. ec    ar
9. ec    ar
10. ec    ar
11. ec    ar
12. ec    ar
13. ec    ar
14. ec    ar
15. ec    ar

Occasionally there are circumstances where 'ar' seems preferable to 'ec':

Ena sarpantié travay ar dibwa.
A carpenter works with/in wood.

Enn modiss travay ar tissi.
A dressmaker works with/in cloth.
Lesson 13X  Do you (familiar) have a cigarette?

Part One

Drill - 1

Teacher

Ena sez dan ou lasamm?
--- enn larmwar dan ou lasamm?
--- enn laglass -------------?
--- enn latab -------------?
--- enn radio -------------?
--- enn lili -------------?

Is there a wardrobe in your room?
Is there a mirror in your room?
Is there a bed in your room?

Response 1

Wi, éna sez dan mo lasamm.
---, --- enn larmwar dan mo lasamm.
---, --- enn laglass -------------.
---, --- enn latab -------------.
---, --- enn radio -------------.
---, --- enn lili -------------.

Response 2

Non, plena sez dan mo lasamm.
---, ----- enn larmwar dan mo lasamm.
---, ----- enn laglass -------------.
---, ----- enn latab -------------.
---, ----- enn radio -------------.
---, ----- enn lili -------------.

C-1

I:  Ena [enn laglass] dan ou lasamm?
R:  Wi, éna [enn laglass] dan mo lasamm.

Or:  Non, p'éna [enn laglass] dan mo lasamm.

After each student has answered in the negative at least once, teach the stronger form of the negative with 'na':

Non, na p'éna [enn laglass] dan mo lasamm.
C-2
I: Ki éna dan ou lasamm?
R: Ena [sez, lili, ec latab].

C-3
I: Ki ti éna dan ou lasamm kan u ti dan liniversité?
R: Ti éna [sez, lili, ec latab].

LANGUAGE ACTIVITY:

Outside of class, students should learn (by asking their teachers or other Mauritians) the names of at least three items commonly found in one of the following rooms of a house: lacouzinn (kitchen), salon (living room), lasamm-manze (dining room), lasamm-bin (bathroom), drénaž (toilet). In a later class they should be prepared to answer

Ki éna dan [lacouzinn]?
Ki mob éna dan [lacouzinn]? What furniture is there in the [kitchen]?
Part Two

Handout - 1

Use this handout to introduce the familiar second person singular pronoun 'to'.

Monolog - 1

Si enn dimoun ou camarad, ou capav dir li: to.
To éna enn sizo?
Si enn dimoun pa ou camarad, ou bizin dir li: ou.
Ou éna enn sizo?
Si ou conn enn dimoun bien, ou capav dir li: to.
To éna enn sizo?
Si ou pa conn enn dimoun bien, ou bizin dir li: ou.
Ou éna enn sizo?

C-4

T: [Robert], eski ou éna enn [plim]?
S1: Non, mo p'éna enn [plim].
T: Dimann [Paul] coumsa: Eski to éna enn [plim]?
   Or: Dir [Paul]: Eski to éna enn [plim]?
S1: [Paul], eski to éna enn [plim]?
S2: Wi, mo éna enn [plim].
   Or: Non, mo p'éna enn [plim].

C-5

T: [Robert], ki ou [ti] fer [ier]?
S1: Mo [ti] [al laboutik].
T: Dimann [Paul] coumsa: Ki to [ti] fer [ier]?
   Or: Dir [Paul]: Ki to [ti] fer [ier]?
S1: [Paul], ki to [ti] fer [ier]?
S2: Mo [ti] [al laposs].
Repeat C-6 with several questions such as the following:

Ki ou pou fer dimin?
Acott ou ti alé ier?
Ki ou fer ec enn sizo?
Eski ou écoute [nouvel] dan ou lasamm?
Eski ou coz [fransé]?

C-6

T: [Robert], [lagazett] ou camarad sa?
S1: Mo pa coné.
T: Dimann [Paul] coumsa: To [lagazett] sa?
    Or: Dir [Paul]: To [lagazett] sa?
S1: [Paul], to [lagazett] sa?
S2: Wi, li pou mwa.
    Or: Non, li pa pou mwa.

C-7

T: [Robert], pou ki sa [lagazett] la?
S1: Li pa pou mwa.
T: Dimann [Paul] coumsa: Li pou twa sa?
S1: [Paul], li pou twa sa?
S2: Wi, li pou mwa.
    Or: Non, li pa pou mwa.

C-8

T: [Robert], eski [Paul] [ti] [al laboutik] [ier]?
S1: Mo pa coné.
T: Dimann [Paul] si li [ti] [al laboutik] [ier].
S1: [Paul], eski to [ti] [al laboutik] [ier].
S2: Wi, mo [ti] [al laboutik] [ier].
    Or: Non, mo pa [ti] [al laboutik] [ier].
Drill - 2

Teacher

Dimann ou camarad si li éna enn créyon.
--------------------- si li pou al laboutik dimin.
--------------------- si li coz fransé.
--------------------- si li écoutt disc dan so lasamm.

*

Dimann ou camarad ki li pé fer.
--------------------- ki li pou fer an-vil dimin.
--------------------- ki li ti lir ier.
--------------------- ki li éna dan so poss.

Response

Eski to éna enn créyon?
Eski to pou al laboutik dimin?
Eski to coz fransé?
Eski to écoutt disc dan to lasamm?

*

Ki to pé fer?
Ki to pou fer an-vil dimin?
Ki to ti lir ier?
Ki to éna dan to poss?

C-9

Have students practice greeting each other using 'to' rather than 'ou'.

S1: [Bonzour ], [matlo]. Ki [nouvel]?
S2: Mo bien mersi, [Robert]. Ki [nouvel] to mem?
S1: Mo bien mersi.
C-10

S1: To éna enn [sigarett]?
S2: Wé.
S1: Mersi.

Teach the following as responses that S2 can also make:

Mo pa coné. Less mwa gété.
Mo éna enn tou sel.
Non, mo p'éna.

C-11

At some point a Mauritian acquaintance may suggest that the volunteer use 'to/twa' in place of 'ou'. Have the students learn the appropriate responses. 'M' stands for the Mauritian; 'LL' stands for the volunteer or any other language learner.

M: To capav dir mwa twa.
LL: Dacor. To oussi capav apel mwa twa.
Or: Si to lé.

TO THE STUDENT:

As noted before (Lesson 1), Mauritians use terms of address more frequently in their conversations than Americans do in English conversations. In addition to names and titles (Missié, Madamm, Mamzel) which are widely used, terms of endearment or kinship terms are often used among friends: matlo (buddy, pal), mo nwar (pal, chum; lit: my black), mo ser (my sister), mo frer (my brother), cousin, cousinn (cousin). Parents are often referred to and addressed in terms of the names of their children: Mama Rose (mother of Rose), Papa Ram (father of Ram).

The personal pronouns are often used for insistence or emphasis when speaking to a person:

Vinn issi do ta. Come here (then) you. (familiar)
Vinn issi do ou. Come here (then) you. (formal)
Handout - 1

Between close friends the form 'to' (you-sg.) is used rather than 'ou' (you-sg.):

Ki ou pé fer, Missié Singh?
What are you (formal) doing, Mr. Singh?

Ki to pé fer, matlo?
What are you (familiar) doing, pal?

In speaking to Mauritians it is normally safer to use 'ou', letting them initiate the use of 'to' if they so wish. In such cases, you should, of course, reciprocate. In speaking to your fellow volunteers, you may use 'to'. Also, 'to' should be used in Mauritius when speaking to children.

Listen to the following sentences and indicate if the formal (ou) or familiar (to) form of the second person singular pronoun has been used.

1. ou (formal) to (familiar)
2. ou to
3. ou to
4. ou to
5. ou to
6. ou to
7. ou to
8. ou to
9. ou to
10. ou to
11. ou to
12. ou to
13. ou to
14. ou to
15. ou to
16. ou to

1. Ou montré créol?
2. To pou a! dansé samdi?
3. Ki to pé fer?
4. Ki ou pé fer?
5. Ou lir lagazett toulezour?
6. To ti lir lagazett?
7. Ou enn professér?
8. Ou sorti Maurice?
9. Dimin ki to pou fer?
10. Comien frer to éna?
11. Comien ser ou éna?
12. To écrir to fami toulezour?
13. Ou écrir ou fami toulezour?
14. To lagazett sa?
15. Ou liv sa?
16. Mo pé écrir ec to plim.
The familiar form of the second person singular pronoun changes from 'to' to 'twa' when it occurs as the object of a verb or a preposition (just as 'mo' changes to 'mwa'):

Eski to fami écrire twa souvan?
Does your (familiar) family write you (familiar) often?

Eski ou fami écrire ou souvan?
Does your (formal) family write you (formal) often?

Mo fami écrire mwa souvan.
My family writes me often.

Sa lagazett la pou twa.
This newspaper is yours (familiar).

Sa lagazett la pou ou.
This newspaper is yours (formal).

Sa lagazett la pou mwa.
This newspaper is mine.

Listen carefully to the following sentences and indicate if 'ou', 'twa', or 'mwa' which has been used.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>'ou'</th>
<th>'twa'</th>
<th>'mwa'</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>Li pou twa.</td>
<td>ou (formal)</td>
<td>twa (familiar)</td>
</tr>
<tr>
<td>18.</td>
<td>Li pou ou.</td>
<td>ou</td>
<td>twa</td>
</tr>
<tr>
<td>19.</td>
<td>Li pou mwa.</td>
<td>ou</td>
<td>twa</td>
</tr>
<tr>
<td>20.</td>
<td>Eski sa lagazett la pou twa?</td>
<td>ou</td>
<td>twa</td>
</tr>
<tr>
<td>21.</td>
<td>Li écrire mwa souvan.</td>
<td>ou</td>
<td>twa</td>
</tr>
<tr>
<td>22.</td>
<td>Eski to fami écrire twa souvan?</td>
<td>ou</td>
<td>twa</td>
</tr>
<tr>
<td>23.</td>
<td>Eski li écrire ou souvan?</td>
<td>ou</td>
<td>twa</td>
</tr>
<tr>
<td>24.</td>
<td>Sa lagazett la pou ou.</td>
<td>ou</td>
<td>twa</td>
</tr>
<tr>
<td>25.</td>
<td>Mo pou al laboutik ec twa.</td>
<td>ou</td>
<td>twa</td>
</tr>
<tr>
<td>26.</td>
<td>Gett mwa.</td>
<td>ou</td>
<td>twa</td>
</tr>
<tr>
<td>27.</td>
<td>Mo ti vinn gett twa ier.</td>
<td>ou</td>
<td>twa</td>
</tr>
</tbody>
</table>
Lesson 14X  Where's the market?

Dialog - 1

Have students practice both parts of this dialog.

A: (Knocks at the door.)
B: Ki s'en la sa?
A: Mwa sa.
   Or: [Robert] sa.
B: Mo arivé la. (Opens the door.)
   I'm coming (lit: I arrive there).

Dialog - 2

Situation: Ram comes to the house of his friend Philip and calls for him. Have students practice both parts of this dialog.

Ram: Philip! Philip!
Mama Philip: Wi.
Ram: Bonzour, Madamm.
Mama Philip: Bonzour, [mo garson].
Ram: Eski [Philip] la?

Drill - 1

Teacher  Response 1  Response 2
--[--]----------? --, ----- [ ]. ---, ---------- [ ].

Drill - 2

Teacher  Response 1  Response 2
Pou ki sa liv la? Sa liv la pou mwa. Sa liv la pa pou mwa.
--[--]--? --[ ]--------. --[ ]----------.
Have available several of the following, each containing a number of objects, both familiar and unfamiliar.

- bwatt (box)
- paké (package)
- parsel (package)
- tirwar (drawer)
- lanvlop (envelope)
- valiz (suitcase)

T: Anou gété ki éna dan sa [sac] la.

S: Decor, arou gété.
   Or: Less nou gété.

T: Mo trouv [lanvlop, créyon, pegn].

Let's see what's (lit: what there is) in this/that bag.
Okay. Let's look.
Let us (lit: allow us to) look.
I see an envelope/envelopes, a pencil/pencils, a comb/combs.

Repeat the above using some of the other locations: lor, an-ba, divan, dérièr.

Drill - 4

Teacher

Ala enn sac.

------- bwatt.
------- lanvlop.
------- [ ].

Response

Anou gété ki éna dan sa sac la.

------------------------------- bwatt la.
------------------------------- lanvlop la.
------------------------------- [ ] --.

S: Anou gété ki éna dan sa [sac] la.

T: Dacor. dégaze. Ouver; nou gété.

S: Mo trouv [lanvlop, créyon, pegn].
   Or: P'éna narièn.

Okay. Hurry up. Open (it); we'll look.
There's nothing.
C-3
S1: Anou gété ki s'enn la ki dan [lasal-manzé].
S2: Ducor, anou gété.
S1: Sa [Marie].
    Or: P'éna personn.

C-4
T: Mo bi7f1 enn [creyon].
    Or: Acott mo capav
gagn enn [créyon]?

Dialog - 3
T: Ki ou apé fer astér?
S: Mo pé al [an-vil]. Ou lé vinn ar mwa?
T: Wi, mo lé vini. Ki ou pou fer la-ba?
S: Mo pou al asté kiksoz. Mo bizin [papié, lanvlop, ec tenn].
T: Ou pou [écrit lett]?
S: Wi, mo pou [écrit mo piess].

C-5
S: Acott [ou lasamm]?
T: Mo apé al la-ba la.
    Vini; mo montré ou.

Let's see who's in the [dining hall].
There's no one.
I need a [pencil].
Where can I find a [pencil]?
What are you doing now?
I'm going to [town]. Do you want to come with me?
Yes, I'd like to come. What are you going to do there?
I'm going to buy (some) things. I need [paper, envelopes, and stamps].
Are you going to [write letters]?
Yes, I'm going to [write my girl friend].
Where is your room?
I'm going there (now).
Come; I'll show you.
Indicate the location of several of the following places (at or associated with the Training Program). Drawing a local site plan on the blackboard may be helpful.

- biro
- dortwar (dormitory)
- lasal-manze
- laposs
- libréri
- laboutik
- lécol
- tavern
- lacaz dobi (laundry)
- labank (bank)
- lasamm-bin
- dispensér
- sinéma
- légliz (church)
- teatt (theater)
- bazar

[Biro] pré-cott [laplenn football].
[Libréri] pré-cott [lécol].
[Lacaz dobi] acott [lasamm-bin].
[Labank] acott [sinéma].
[Sinéma] divan laposs.
[Laboutik] divan [bazar].
[Dréna] dériér [lasamm-bin]
[Tavern] dériér [bazar].

C-6

T: Acott [biro]?
Or: Acott [biro], si-ou-plé?
S: Li [pré-cott] [laplenn football].

Where's the [office]?
It's [near] the [soccer field].

C-7

LL: Eski ou coné acott [tavern]?
M: Wi. Ou trouv [bazar]?
LL: Wé.
M: Bon, li [dériér].

Do you know where the [tavern] is?
Yes. Do you see the [market]?
Good, it's behind (it).
C-8

LL: Eski ou coné acott [laposs], si-ou-plé?
M: Wi, mè li in-pé difissil pou mwa pou espliké. Vinn ar mwa. Yes, but it's a little difficult for me to explain. Come with me.

C-9

T: Ou al [laboutik] la?
S: Non, mo pa al [laboutik].
Mo al [laposs].

T: Acott sa?
S: La-ba.
Or. La-mem ('cm) la. It's right there.
Or: [Pré-cott][sinéma].

C-10

T: Ki coté ou abité?
Or: Acott ou abité?
S: Mo abitt [pré-cott] [Paul].

Help each student to learn the answer (or answers) which is most appropriate for him. Also help him learn an answer for:

Ki coté ou lasamm?

C-11

LL: Acott [bazar], si-ou-plé?

C-12

LL: Acott [biro], si-ou-plé?
Dialog - 4

L.: Ac t [drénaz], si-ou-plé?
M. Li [dériér] [lasam-bin].
LL: Adrwatt, agoss?
M. Ou nec swiv sa [coulwar] la, ou tourn agoss. L' la-ba.
LL: Mersi.

Monolog - 2

Couman dimoun vwayazé dan Maurice?

Zott vwayaz par biss.
Zott vwayaz par loto.
Zott vwayaz par motosiclett.
Zott vwayaz par bisiclett.
Zott vwayaz par taxi.
Zott vwayaz par camion.
Zott marsé.

Drill - 5

Teacher

Eski dimoun vwayaz par biss dan Maurice?
------------------------ par taxi ------------------------?
------------------------ par motosiclett ----?
* *
------------------------ par trin------------------------?

Response

Wi, zott vwayaz par biss.
--, ---------------- par taxi:.
--, ---------------- par motosiclett.
* *
Non, zott pa vwayaz'par trin dan Maurice.

C-13

T: Couman dimoun vwayazé dan Maurice?
S1: Zott vwayaz par [biss].
S2: Zott vwayaz par [loto].
S3: Zott vwayaz par [taxi] oussi.
Dialog - 5

M: Acèt ou pé alé?
Or: Ki cotè ou pé alé?
LL: Mo pé al [Curepipe].
M: Couman ou pé al [Curepipe]?
Or: Par ki ou pé alé?
LL: Mo pé al par [biss].
M: Kan ou pou alé?
LL: Astér la-mem.

How (lit: by what) are you going? Right now.
Lesson 15X  How many days does May have?

C-1

T:  Eski éna enn fey papi?  Do you have a piece of paper?
S:  Wi.
T:  Pliy li an-dé.
Or:  Pliy li an-trwa.
Or:  Pliy li an-katt.
Or:  Coup li [an-dé].

Drill - 1

Review the numbers 1 to 10 (Lesson 15) and then write the numbers 11-16 on the blackboard. Point to each number as you identify it (onz, douz, trez, katorz, kiu, sez) and have students mimic you. First present the numbers in order and then at random. Test the students' comprehension by sending them to the blackboard one at a time:

T:  Montré mva katorz.
S:  (Points).
T:  [Sez].
S:  (Points).
   etc.

Also include the numbers from 1 to 10 in your testing for comprehension.

Handout - 1

Drill - 2

Point to each of the numbers (written on the board for Drill 1) as you identify it and have students mimic you. Test their production, first as a group and then individually:

T:  Ki sif sa?
S:  [Douz].
T:  Sa (pointing)?
S:  [Kiu].
   etc.
Using a map of Mauritius, give the distances between various towns (up to 16 miles).

Ena kinz mil antt Port Louis ec Curepipe.
Ena [onz] mil antt Port Louis ec Vacoas.
Ena [sez] mil antt Port Louis ec Grand Baie.
Ena [ ] mil antt [ ] ec [ ].

C-2
T: Ki distanss ena antt [Port Louis] ec [Curepipe]?
   Or: Comien mil éna antt [Port Louis] ec [Curepipe]?

C-3
T: Comien mwa éna dan enn lané? How many months are there in a year?
S: Ena douz mwa dan enn lané.
   Or: Douz.

Drill - 3

Write the hours of the day (1:00 to 11:00) on the blackboard. Point to each hour as you identify it and have students mimic you. Test the students' comprehension by sending them to the blackboard one at a time:

T: Montré mwa dez-er.
S: (Points.)
   etc.
   *  *  *
T: Ki ler sa?
S: [Sink-er].
Use a clock (or make sketches on the blackboard) and ask about the hourly time. Also introduce the use of 'midi' (12:00 noon) and 'minwi' (12:00 midnight).

T: Eski ou éna ler ziss? Do you have the correct time?
   Or: Ki ler la?
S: (Wi), li [enn-er].
   Or: [Enn-er].

Drill - 4

Practice the following times (as in Drill - 3) and then repeat C-4:

| 1:05 | 5:10 | 9:15 |
| 2:05 | 6:10 | 10:15 |
| 3:05 | 7:10 | 11:15 |
| 4:05 | 8:10 | 12:15 (midi kinz, minwi kinz) |

Drill - 5

Practice the following times (as in Drill - 3 and then repeat C-4):

12:55 enn-er mwin sink (lit: one o'clock minus five)
1:55 dez-er mwin sink
2:55 trwaz-er mwin sink
*   *   *
4:50 sink-er mwin diss (lit: five o'clock minus ten)
5:50 sig-er mwin diss
6:50 sett-er mwin diss
*   *   *
8:45 nev-er mwin kinz (lit: nine o'clock minus fifteen)
9:45 diz-er mwin kinz
10:45 onz-er mwin kinz
Monolog - 2

Ena [douz] dimoun dan mo fami.
Ena mo papa, mo mama, [katt] frer, [sink] ser, ec mwa.

C-5

T: [Marie], comien dimoun éna dan ou fami?
S: Ena [siss] dimoun dan mo fami.
T: Ki s'enn la?
T: Ou gran-mama ec ou gran-papa abitt ec ou fami?
S: Non, zott pa abitt ec mo fami.
T: Dan Maurice dabiti gran-mama ec gran-papa abitt ec zott fami.

C-6

T: Ki laz ou [frer] éna?
S: Li éna [sez] an.
Or: [Trez ec sez] an.

C-7

T: Comien cousin ou éna?
S: Mo éna [onz] cousin.
T: Comien cousinn ou éna?
S: Mo éna [trez] cousinn.
The following are the names of other relatives which have not as yet been introduced. They may be taught later as part of further discussions about families. Some questions for initiating such discussions are also given.

<table>
<thead>
<tr>
<th>garson</th>
<th>son</th>
<th>zann</th>
<th>son-in-law</th>
</tr>
</thead>
<tbody>
<tr>
<td>tifi</td>
<td>daughter</td>
<td>névé</td>
<td>nephew</td>
</tr>
<tr>
<td>zanfan</td>
<td>child/children</td>
<td>ti-zanfan</td>
<td>niece</td>
</tr>
<tr>
<td>matantt, tantinn</td>
<td>aunt</td>
<td>ariér ti-zanfan</td>
<td>grandchildren</td>
</tr>
<tr>
<td>tonton</td>
<td>uncle</td>
<td>gran-mer bizayel</td>
<td>great-grandchildren</td>
</tr>
<tr>
<td>bo-per</td>
<td>faher-in-law</td>
<td>gran-per bizayel</td>
<td>great-grandfather</td>
</tr>
<tr>
<td>bel-mer</td>
<td>mother-in-law</td>
<td>marenn</td>
<td>godmother</td>
</tr>
<tr>
<td>bo-frer</td>
<td>brother-in-law</td>
<td>parin</td>
<td>godfather</td>
</tr>
<tr>
<td>bel-ser</td>
<td>sister-in-law</td>
<td>fiel</td>
<td>godchild</td>
</tr>
<tr>
<td>bel-fi</td>
<td>daughter-in-law</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Questions:**

Comien *zanfan* ou éna?
Comien *garson* ou éna?
Comien *tifi* ou éna?
Eski ou éna ser/frer marié?
Eski li/zott éna *zanfan*?
Comien *niess/névé* ou éna?
Comien *ser/irer* ou mama/papa éna?
Eski ou mari/famm éna ser/frer?
Couman ou *bel-ser*/*bo-frer* apélé?
Comien *ti-zanfan* ou mama éna?
Eski ou *gran-mer bizayel* ancor vivan?
Eski ou éna enn marenn/parin?
Eski ou éna fiel?
Couman li/zott apélé?
Drill - 6

Introduce 'pié' (foot) and 'pouss' (inch) by giving the length of several items (latab, lareg, papié, etc.). Then ask students questions such as:

- Comien [pié] sa [latab] la? How many feet is this table?
- Ki longér sa [latab] la? How long is this table?
- Eski sa [latab] la mizir sink pié? Does this table measure five feet?

Teach them to use 'apépré' and 'anviron' for approximate lengths:

- Li apépré/anviron siss pié. It's about/approximately six feet.

Teach them how to combine feet and inches:

- Robert sink pié diss. Robert is five feet ten.

Give the opening and closing times of several of the following (in Mauritius):

- bazar (8:00 - 6:00)
- laboutik (7:00 - 7:00)
- magazin (9:00 - 7:00)
- labank
- dispensier (7:00 - 5:00)
- laposs

T: Ki ler [bazar] ouvér?
S: [Witt-er] (dimatin).
T: Ki ler [bazar] fermé?
S: [Siz-er] (diswar).

Also ask

- Ki ler lécol comanss? What time does school begin?
- Ki ler ou comanss ou travay?
- Ki ler [labourér] comanss (so) travay?
- Ki ler ou sorti ou travay?
Handout - 2

Drill - 7

Practice the following times (as in Drill - 3) and then do C-9.

<table>
<thead>
<tr>
<th>Time</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30</td>
<td>8:30</td>
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<tr>
<td>6:20</td>
<td>8:20</td>
</tr>
<tr>
<td>5:40</td>
<td>7:40</td>
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<tr>
<td>6:25</td>
<td>8:25</td>
</tr>
<tr>
<td>5:35</td>
<td>7:35</td>
</tr>
</tbody>
</table>

C-9

Teach students to ask for the time as well as to give it.

S$_1$: Eskiz mwa, eski ou koné ki ler la? Excuse me, do you know what the time is?
Or: Eski ou capav dir mwa ki ler la, si-ou-plé? Can you tell me what time it is, please?
Or: Ou éna ler ziss?
Or: Ki ler ou dir la? What time do you have (lit: say it is)?

S$_2$: (Wi), li [déz-er vin sink].

Teach your students the alternate way of saying such times as 6:15, 6:30 and 6:45:

- 6:15 siz-er é-kar quarter past six (lit: six and a quarter)
- 6:30 siz-er é-d'mi half past six (lit: six and a half)
- 6:45 sett-er mwin kar quarter of seven (lit: seven minus a quarter)
Drill - 8

Practice the following numbers (as in Drill - 2).

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td></td>
<td>etc.</td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
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<td>52</td>
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<td>54</td>
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<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C-10

T: Comien zour éna dan enn sémmenn? How many days in a week?
S: Ena sëtt zour.
T: Comien sémmenn éna dan enn lané?
S: Ena sinkantt-dé semenn.

C-11

T: Comien zour éna dan mwa [avr'îl]? How many days are there in the month of [Apr'îl]?
S: Ena trantt.
T: Comien zour éna dan mwa [marss]? How many days are there in the month of [March]?
S: Ena trantt-d-enn.
T: Comien zour éna dan mwa févrié?
S: Ena vintt-witt ouswa vintt-nef.

Use a calendar to introduce the other months (zanvié, mé, zin/zwin, zilié, outt, septamm, octob, novamm, dessamm) and then ask for the number of days in each.

C-12

T: Ki mwa astér?
S: Astér [zilié]?
T: Wi, astér [zilié]. What month is it (now)?
Ki datt zordi?
S: Zordi lé-[kinz] [zilié]. It's [July] now?

What day is today?

It's the [15]th of [July].
T: Ki datt ier?
S: Ier lé-[katorz] [zilié].
T: Ki datt dimin?
S: Dimin lé-[sez] [zilié].

Ask also about 'avan(tt)-ier' (day before yesterday) and 'apré-dimin' (day after tomorrow)

C-13

T: [Robert], ki laz ou éna?
S1: Mo éna [vin(tt)-dé] an.
T: [Marie], ki luz [Robert] éna?
S2: Li éna [vin(tt)-dé] an.

Dialog - 1

T: [Robert], eski ou éna enn tran(tt)-sink?
S: Tran(tt)-sink? Ki sa vé-dir?
T: Tran(tt)-sink, sa vé-dir piess.
S: Kifer li vé-dir sa?
S: Ena lott?
T: Wi, éna boucou.

[Robert], how old are you (lit: what age do you have)?
I'm [twenty-two] (lit: have twenty-two years).

[Robert], do you have a 'thirty-five'?
Thirty-five? What does that mean?
Thirty five, that means girlfriend.
Why does it mean that?
I don't know. There's lots of numbers like that. Like thirty-two, that means Chinese.
Are there others?
Yes, there are lots of them.

The teacher can continue by giving the meanings of some other numbers (see the note to the student at the end of the lesson).

Handout - 3

215
Drill - 9

Practice the following numbers (as in Drill - 2).

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>60</td>
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<td>72</td>
<td>92</td>
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<td>etc.</td>
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<td>69</td>
<td>89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For review, include also some of the numbers learned earlier.

Handout - 4

Drill - 10

Practice the following numbers (as in Drill - 2).

<p>| | | | |</p>
<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td>100</td>
<td>200</td>
<td>300</td>
<td>400</td>
</tr>
<tr>
<td>101</td>
<td>201</td>
<td>301</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>202</td>
<td></td>
<td>etc.</td>
</tr>
<tr>
<td>103</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Also practice a few of the numbers in the thousands (e.g. 1000, 1100, 1220, 4000, 7700, etc.)

Dialog - 2

M: (To himself) Mo caray so. [Robert], ou capav prett mwa enn ti diz-witt? Mo p'éna ar mwa. I'm broke (lit: my pot is hot). [Robert], can you loan me a little eighteen? I don't have any with me. Can't (I) get a little money from you, pal?

LL: Diz-witt? Ki sa vé-dir? Eighteen, that means 'money'.

M: Diz-witt, sa vé-dir larzan. Oh yes, now I remember. Thirty-five means 'girlfriend'.

''': A vé, astér mo rapel. Tran(tt)-sink vé-dir piess.
Drill - 11

Teacher

Eski ou aprann créol ziska onz-er é-d’mi? Do you study Creole until 11:30?
Eski ou [ ] ziska [ ]?

* * *

Eski ou aprann créol ziska midi?
Eski ou [. ] ziska [ ]?

* * *

Ziska ki ler ou aprann créol?
Ziska ki ler ou [ ]?

* * *

Ki ou fer dépi witt-er ziska onz-er é-d’mi?
Ki ou fer dépi [ ] ziska [ ]?

Response

Wi, mo aprann créol ziska onz-er é-d’mi.
Wi, mo [ ] ziska [ ].

* *

Non, mo aprann créol ziska onz-er é-d’mi.
Non, mo [ ] ziska [ ].

* *

Mo aprann créol ziska onz-er é-d’mi.
Mo [ ] ziska [ ].

* *

Mo aprann créol ziska onz-er é-d’mi.
Mo [ ] ziska [ ].

C-14

T: Ki ler ou [manzé] [granmatin]?
S: Mo [manzé] [ver siz-er].
T: Apré sa ki ou fer?
S: Mo [aprann créol] ziska [onz-er é-d’mi]. Apré sa mo [désené].
T: Apré sa?

etc.

Use this C-phase to teach the students to state the hour at which they do the various activities of their daily routine. (See the activities given in Vocabulary Supplements 1-3 in Lesson 8X.)
Drill - 12

Teacher

Comien ler tan ou aprann créol?  
How many hours do you study Creole?

Comien ler tan ou [ ]?

Response

Mo aprann créol dépi witt-er ziska onz-er é-d'ni.

Mo [ ] dépi [ ] ziska [ ].

I study Creole from 8:00 until 11:30.

Drill - 13

Teacher

Kan ou aprann créol?  
I begin at 8:00 (and) I continue until 11:30.

Kan ou [ ]?

Response

Mo coumansé witt-er, mo continié ziska onz-er é-d'ni.

Mo coumansé [ ], mo continié ziska [ ].

TO THE STUDENT:

Numbers are frequently used in Mauritius in place of Creole words to designate persons, objects, actions, etc. Some of these function as a code or 'secret language' within a particular in-group or circle of friends, while others, such as the following, are quite widely known:

2  zaco  (monkey)  Mo finn manz cari niméro dé (2).  I've eaten curry made from monkey meat.
4  mor  (die, death)  Li finn katt (4).  He's dead.
6  (homosexual)
8  tata  (feces)
11  al/vinn marsé  (go/come by foot)  Mo'nn vinn lor mo onz (11).  I came on foot.
17  piess  (girlfriend)  Mo finn amenn mo diz-sett (17) lor mo diz-witt (18).  I carried my girlfriend on my bicycle.
18  larzan  (money)
21  bisiclett  (bicycle)
27  sou  (be drunk)  Li finn vint-t-é-enn (21).  He became drunk.
27  lapoliss  (policeman)

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29 pipi (urinate) Mo bizin al vintt-nef (29).
32 sinwa (Chinese) Li éna enn zoli tran(tt)-sink (35).
35 piess (girlfriend) Li éna enn gro karantt (40).
40 dériér (behind, backside)
71 enn dimoun (lame person) Li marss swassann-onz (71).

Certain of these are limited to private use, among friends (such as 6), while others can be used more publicly, with a wide group of people (such as 17).
Listen carefully for the number of items mentioned in each of the sentences below, and write the number (11, 12, 13, 14, 15, 16) in the blank. (The numbers from 17 on are regular and will be practiced later.)

1. Ena ____ sez dan lasal-manzé.
5. Ena ____ créyon dan enn douzenn.
   (a dozen)

6. Mo éna ____ cousin.
   (male cousin)
7. Ena ____ zélev dan class.
8. Ena ____ mil antt Curepipe ec Port Louis.
9. Li éna ____ ti-zanfan.
   (grandchildren)
10. ____ enn niméro bonér.
   (lucky number)
11. Le-____ marss laniversér fett lindépandanss.
   (The ____th of March is the anniversary of the Independence of Mauritius.)

The hours of the day are said as follows (listen as your teacher reads them):

   enn-er   1:00
   sink-er  5:00
   sett-er  7:00
   witt-er  8:00
   onz-er   11:00
Indicate which of these times is given by your teacher.

12. 1:00 5:00 7:00
13. 1:00 5:00 7:00
14. 8:00 11:00 7:00
15. 8:00 11:00 5:00
16. 1:00 11:00
17. 1:00 11:00

Listen as your teacher reads the following times:
- enn-er sink 1:05
- enn-er diss 1:10
- enn-er kinz 1:15
- witt-er sink 8:05
- witt-er diss 8:10
- witt-er kinz 8:15
- onz-er kinz 11:15
- sink-er diss 5:10
- sett-er sink 7:05

Indicate which of these times is given by your teacher.

18. 1:05 8:10 11:15
19. 1:10 8:15 11:05
20. 1:15 11:05 1:10
21. 8:05 11:10 8:15
22. 5:15 7:15 7:10
23. 5:10 7:15 7:05

Listen as your teacher reads the following numbers and hours of the day.

- dé (2) dez-er (2:00)
- trwa (3) trwaz-er (3:00)
- siss (6) siz-er (6:00)
- diss (10) diz-er (10:00)
- nef (9) nev-er (9:00)
- katt (4) katr-er (4:00)
Write the time (2:00, 3:00, etc.) which occurs in the sentences below.

24. Mo lévé _____.
25. Mo dormi _____.
26. Mo zoué football _____.
27. Mo al lécol ver (about) _____.
28. Mo aprann ziska (until) _____.
29. Ier mo ti zoué cartt ziska _____.

24. Mo lévé siz-er.
25. Mo dormi diz-er.
27. Mo al lécol ver dez-er.
29. Ier mo ti zoué cartt ziska nev-er.
Handout - 2

Listen carefully for the number of items mentioned in each of the sentences below, and write the number (20, 30, 40 50, 60; 25, 35, 45, 55, 65) in the blank.

1. Mo finn pey _____ sou.
   (I paid ____ cents.)
2. Mo finn perdi _____ sou.
   (lost)
3. Mo finn trouv _____ sou.
   (found)
   (I lack just ____ cents to go to town.)
5. Kan mo gagn _____ an, mo pou fer mo laniverser.
   (When I reach ____, I will celebrate my coming of age.)
6. Donn mwa _____ sou.
   (Give me ____ cents.)
7. Enn paké biskwi 'Marie' coutt _____ sou.
   (A package of Marie cookies costs ____ cents.)
8. Enn paké sigarett coutt _____ sou.
   (Lend me ____ cents.)
10. Enn sopinn coca-cola coutt _____ sou.
    (A 'half-bottle' of coca-cola costs ____ cents.)

1. Mo finn pey 60 sou.
2. Mo finn perdi 30 sou.
3. 'Mo finn trouv 40 sou.
5. Kan mo gagn 20 an, mo pou fer mo laniverser.
6. Donn mwa 55 sou.
7. Enn paké biskwi 'Marie' coutt 35 sou.
8. Enn paké sigarett coutt 45 sou.
9. Prett mwa 65 sou ar twa.
Listen as your teacher reads the following times:

<table>
<thead>
<tr>
<th>Time</th>
<th>6:20</th>
<th>5:40</th>
<th>6:25</th>
<th>5:35</th>
<th>6:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>siz-er vin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>siz-er mwvin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>siz-er vin-sink</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>siz-er mwvin-sink</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>siz-er trantt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate which of the times is given by your teacher.

<table>
<thead>
<tr>
<th></th>
<th>6:20</th>
<th>7:20</th>
<th>5:40</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Sett-er vin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Sett-er mwvin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Sett-er vin(tt)-sink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Sett-er mwvin sink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Sett-er trantt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Sett-er mwvin(tt)-sink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Diz-er trantt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Midi vin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Midi mwvin(tt)-sink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Midi mwvin vin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen carefully as your teacher reads the following numbers:

21. vintt-é-enn
31. trannt-é-enn
42. karan(tt)-dé
52. sinkan(tt)-dé
63. swassan(tt)-trwa
64. swassan(tt)-katt
66. swassan(tt)-siss
17. diss-sett
18. diz-witt
19. diz-nef

(Numbers from 70 to 99 are somewhat more complicated and will be taught later.)
Indicate the number given by your teacher.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>21</td>
<td>21</td>
<td>41 47</td>
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<tr>
<td>22</td>
<td>24</td>
<td>34 44</td>
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<tr>
<td>23</td>
<td>22</td>
<td>52 25</td>
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<td>24</td>
<td>22</td>
<td>26 32</td>
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<td>25</td>
<td>33</td>
<td>36 43</td>
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<td>26</td>
<td>19</td>
<td>49 69</td>
</tr>
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<td>27</td>
<td>55</td>
<td>57 67</td>
</tr>
<tr>
<td>28</td>
<td>36</td>
<td>38 46</td>
</tr>
<tr>
<td>29</td>
<td>18</td>
<td>26 28</td>
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<tr>
<td>30</td>
<td>36</td>
<td>46 66</td>
</tr>
<tr>
<td>31</td>
<td>17</td>
<td>18 28</td>
</tr>
<tr>
<td>32</td>
<td>17</td>
<td>18 29</td>
</tr>
</tbody>
</table>

21. karantt-é-enn 41
22. karan(tt)-katt 44
23. sinkan(tt)-dé 52
24. vin(tt)-dé 22
25. tran(tt)-trwa 33
26. swassantt-nef 69
27. sinkan(tt)-sett 57
28. tran(tt)-siss 36
29. vintt-witt 28
30. swassan(tt)-siss 66
31. diss-sett 17
32. diz-witt 18
As your teacher reads the following, note how the counting system in Creole (based on French) works for the numbers from 70 to 99:

60 swas: ntt  
69 swassantt-nef  
70 swassann-diss (lit: 60 + 10)  
71 swassann-onz (lit: 60 + 11)  
72 swassann-douz (lit: 60 + 12)  
73 swassann-trez (lit: 60 + 13)  
   etc.
80 katrovin (lit: 4 x 20)  
81 katrovin-enn (lit: 4 x 20 + 1)  
82 katrovin-dé (lit: 4 x 20 + 2)  
83 katrovin-trwa (lit: 4 x 20 + 3)  
   etc.
90 katrovin-diss (lit: 4 x 20 + 10)  
91 katrovin-onz (lit: 4 x 20 + 11)  
   etc.
98 katrovin-diz-witt (lit: 4 x 20 + 18)  
99 katrovin-diz-nef (lit: 4 x 20 + 19)

Indicate the number given by your teacher.

1. 60 70 10  
2. 60 72 12  
3. 15 60 75  
4. 66 76 16  
5. 66 76 16  
6. 68 78 18  
7. 60 61 71  
8. 60 61 71  
9. 4 20 80  
0. 80 85 95

1. swassann-diss  
2. swassann-douz  
3. swassann-kinz  
4. swassann-sez  
5. swassann-siss  
6. swassann-diz-witt  
7. swassann-onz  
8. swassantt-ë-enn  
9. katrovin  
10. katrovin-sink
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>80</td>
<td>85</td>
<td>95</td>
</tr>
<tr>
<td>12.</td>
<td>90</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>13.</td>
<td>80</td>
<td>83</td>
<td>93</td>
</tr>
<tr>
<td>14.</td>
<td>80</td>
<td>83</td>
<td>93</td>
</tr>
<tr>
<td>15.</td>
<td>96</td>
<td>93</td>
<td>86</td>
</tr>
<tr>
<td>16.</td>
<td>19</td>
<td>89</td>
<td>99</td>
</tr>
<tr>
<td>17.</td>
<td>84</td>
<td>94</td>
<td>14</td>
</tr>
<tr>
<td>18.</td>
<td>64</td>
<td>94</td>
<td>74</td>
</tr>
</tbody>
</table>

11. katrovin-kinz  
12. katrovin-diss  
13. katrovin-trwa  
14. katrovin-trez  
15. katrovin-sez  
16. katrovin-diss-nef  
17. katrovin-katorz  
18. swassann-katorz
Listen as your teacher reads the following numbers:

100  san
200  dé-san
300  trwa-san
400  katt-san
500  sink-san
1000 mil

Indicate the number given by your teacher.

1. 100  4  400
2. 105  500  600
3. 200  102  600
4. 100  500  1000
5. 100  500  1000
6. 60  600  800
7. 900  109  800
8. 700  800  900
9. 700  800  900

Listen as your teacher reads the following numbers.

100  san
101  san-enn
102  san-dé
112  san-dour
120  san-vin
200  dé-san
202  dé-san-dé
220  dé-san-vin
360  trwa-san-swassantt
370  trwa-san-swassann-diss
380  trwa-san katrovin
919  nef-san-diz-nef
Indicate the number given by your teacher:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>100</td>
<td>102</td>
<td>200</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>102</td>
<td>200</td>
</tr>
<tr>
<td>12</td>
<td>200</td>
<td>203</td>
<td>300</td>
</tr>
<tr>
<td>13</td>
<td>12</td>
<td>102</td>
<td>112</td>
</tr>
<tr>
<td>14</td>
<td>17</td>
<td>77</td>
<td>117</td>
</tr>
<tr>
<td>15</td>
<td>41</td>
<td>400</td>
<td>401</td>
</tr>
<tr>
<td>16</td>
<td>41</td>
<td>440</td>
<td>441</td>
</tr>
<tr>
<td>17</td>
<td>900</td>
<td>919</td>
<td>119</td>
</tr>
<tr>
<td>18</td>
<td>52</td>
<td>502</td>
<td>552</td>
</tr>
<tr>
<td>19</td>
<td>600</td>
<td>660</td>
<td>666</td>
</tr>
<tr>
<td>20</td>
<td>1002</td>
<td>1200</td>
<td>2000</td>
</tr>
<tr>
<td>21</td>
<td>1002</td>
<td>1200</td>
<td>2000</td>
</tr>
<tr>
<td>22</td>
<td>1002</td>
<td>1200</td>
<td>2200</td>
</tr>
</tbody>
</table>

10. san-dé
11. dé-san
12. dé-san-trwa
13. san-douz
14. san-diss-sett
15. katt-san-enn
16. katt-san-karan-tt-enn
17. nef-san-diz-nef
18. sink-san-dé
19. siss-san-swassan(tt)-siss
20. mil-dé
21. dé-mil
22. mil-dé-san
Lesson 15X  Please open the window.

C-1

Briefly review Lesson 16. Then introduce the use of at least three of the following with 'ouver' and 'ferm': bwatt (box), lanvlop (envelop), sac (bag), valiz (suitcase), portt-moné (wallet).

T: Sa enn [bwatt].
   (To S1) Ouvér sa [bwatt] la, si-ou-plé.
S1: (Performs the action.)
T: Ki ou finn ouvré?
S1: Mo finn ouvré sa [bwatt] la.
T: Ferm sa [bwatt] la, si-ou-plé.
S1: (Performs the action.)
T: (To S2) Ki li finn fer?
S2: Li finn ferm sa [bwatt] la.

C-2

Ask individual students to take off and then put on at least four of the following: palto (jacket), trico (sweater), soulié (shoe), cravatt (tie), linett (glasses), montt (watch), bag (ring), braslè (bracelet).

T: Tir ou [palto] (pointing to the object), si-ou-plé.
S: (Performs the action.)

*  *  *

T: Mett ou [palto], si-ou-plé.
S: (Performs the action.)
Drill - 1

Use this and the following drills to teach students how to respond negatively to commands.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tir ou montt, si-ou-plé.</td>
<td>Mo p'éna montt.</td>
</tr>
<tr>
<td>------[ ], si-ou-plé.</td>
<td>------[ ].</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Mett ou montt, si-ou-plé.</td>
<td>Mo p'éna montt.</td>
</tr>
<tr>
<td>------[ ], si-ou-plé.</td>
<td>------[ ].</td>
</tr>
</tbody>
</table>

Drill - 2

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tir ou soulié, si-ou-plé.</td>
<td>Non! Mo pa lé tir mo soulié.</td>
</tr>
<tr>
<td>------[ ], si-ou-plé.</td>
<td>------[ ].</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Mett ou cravatt, si-ou-plé.</td>
<td>Non! Mo pa lé mett mo cravatt.</td>
</tr>
<tr>
<td>------[ ], si-ou-plé.</td>
<td>------[ ].</td>
</tr>
</tbody>
</table>

Drill - 3

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tir ou soulié, si-ou-plé.</td>
<td>Non! Mo pa lé fer sa.</td>
</tr>
<tr>
<td>Mett ou cravatt, si-ou-plé.</td>
<td>------[ ].</td>
</tr>
<tr>
<td>Ouvèr lafnett, si-ou-plé.</td>
<td>------[ ].</td>
</tr>
<tr>
<td>Ferm laportt, si-ou-plé.</td>
<td>------[ ].</td>
</tr>
</tbody>
</table>
Drill - 4

Teacher

Ouver lafnett, si-ou-plé.
Ferm laportt, si-ou-plé.
[ ], si-ou-plé.

Response

Mo pa capav.
----------.
----------.

C-3

T: [Tir] ou [palto].
S₁: (Performs the action.)
T: Ki li [pék] fer?
S₂: Li [pék] [tir] so [palto].

C-4

Check on students' comprehension of the new vocabulary introduced above in C-1 and C-2.

T: Montré mwaw [enn bwatt].
S: (Points to the object requested.)

C-5

Check on students' learning of the new vocabulary introduced in C-1 and C-2.

T: Ki été sa?

C-6

Teach the meanings of 'alim' (light, turn on) and 'tegn' (extinguish, turn off) by having students perform the actions with a candle (labouzi) and the room lights (lalimier):

Alim labouzi. Light the candle.
Alim lalimier. Turn on the light.
Tegn labouzi. Extinguish the candle.
Tegn lalimier. Turn off the light.
As there is opportunity and time, demonstrate the use of these two verbs (alim, tegn) with any of the following: lalamp (lamp; camping stove), sigarett (cigarette), pip (pipe), difé (fire).

C-7

Tell students to take (pran) a number of familiar objects from the table and tell them to put (mett) these objects on the table, or some other place:

Pran [labouzi] lor [latab].
Mett [sigarett] lor [latab].

Ask such questions as:
Ki ou [pé] fer?
Ki li [finn] fer?
Ki li [finn] mett lor [latab]?
Ki li [pé] pran lor [latab]?
Ki [pé] mett [labouzi] lor [latab]?

C-8

Ask students to give (donn) you (or somebody else) a number of familiar objects:

Donn [mwa] [ou montt]. Give me your watch.
Donn [Robert] [sa liv la]. Give Robert this book.

Ask them to take these or other familiar objects:

Pran [mo liv]. Take my book.

Ask them to return the objects you gave them:
Rann [mo liv].
Rann [Paul] [so liv].

Ask questions, such as in C-7, about these activities.
Tell students to write (écrire) and erase (éfass) their names and those of their classmates:

Al lor tablo, écrire ou non.
---------, écrire non [Robert].
---------, éfass ou non.
---------, éfass non [Robert].

Ask questions such as:
Ki ou [pou] fer?
Ki ou [pou] écrire?
Ki [finn] éfass non [Robert]?

Review C-1, C-6, C-7, and C-8.

Al [ouver] lafnett.
Al [ferm] laportt.
Al [alim] lalumiér.
Al pran [labouzi] lor latab.
Al mett [sigarett] lor latab.
Al donn [Robert] [ou liv].
Al rann [Paul] [so liv].
Al [écrire] [ou non].

T: (After pulling open a student's shoestring)
Atass ou soulié.

(As student performs the action)
Li pé atass so soulié.
Ki li pé fer?

S2: Li pé atass so soulié.

T: (To S1) Larg ou soulié.

(To S2) Ki li pé fer?

S2: Li pé larg so soulié.
Also demonstrate the use of 'sintir' (belt) with 'larg' and 'atass'.

C-12

Review the new vocabulary (and any old vocabulary that students have difficulty remembering).

T: Montré mwa enn [labouzi].
S: Sa enn [labouzi].

C-13

Repeat some of the C-phases above, using the polite imperative:

Eski ou capav [alim lalimiér], Would you please [turn on si-ou-plé? the light]? 

In your conversations with students, both in and out of class, be sure to use the polite imperative and the familiar imperative (alim labouzi) in accord with the social demands of the situation.

C-14

T: [Robert], dir [enn ou camarad] [tir so palto]. [Robert], tell [one of your friends] [to take off his jacket].
S1: [Paul], [tir to palto].
T: Ki ou pou fer, [Paul]?
S2: Mo pou [tir mo palto].

* *

T: [Marie], dimann [Paul] ki li pé fer?
S3: [Paul], ki to pé fer?
S2: Mo pé [tir mo palto].

Use at least six other imperatives introduced in the earlier part of this lesson.
C-15

T: [Robert], dir [Paul] donn ou so [créyon].
S₁: [Paul], donn mwa to [créyon].
S₂: (Performs the action.)
Or: Mo p'éna enn [créyon].
*  
T: Ki ou finn fer, [Paul]?
S₂: Mo finn donn [Robert] mo [créyon].

C-16

T: Eski ou éna enn [pegn]?
S: Wi.
T: [Pegn] [ou latett].

 Repeat C-16 using several of the following:

- balié (broom)  
- bross (brush)  
- liv (book)  
- lacre (chalk)  
- sizo (scissors)  
- ver (glass)  
- tass (cup)  
- savon (soap)  
  
- balié lasamm (sweep the room)  
- bross ou lédan (brush your teeth)  
- lir ou liv (read your book)  
- écrir ou non lor tablo  
- coup papié  
- bwar dilò  
- bwar café  
- lav ec li
Drill -5

Teacher

Fer tro so. (Ki mo capav fer?)
------------- (-------------------?)
------------- (-------------------?)

* *

Fer tro fré. (Ki mo capav fer?)
------------- (-------------------?)
------------- (-------------------?)

* *

Fer tro nwar. 'It's too dark.'
Mo pa capav dormi.
Mo gagn fin.
Mo gagn swaf.
Sa lasamm la bien sal.
Mo calson éna lapoussier.

Response

Ouvér lafnett.
Tir ou palto.
Tir ou [ ].

* *

Fern laportt.
Mett ou trico.
Mett ou [ ].

* *

Alim lalimiér.
Tegn lalimiér.
Manz in-pé.
Bwar in-pé dilo.
Balié li. Sweep it.
Bross li. Brush them.

Drill -6

Teacher

Fer tro so.
Fer tro fré.
Fer tro nwar.
Ena tro boucou divan.
Mo letett fer mal.
Mo gagn somey.
Mo lé al Maurice.

Response

Fodé ouvér lafnett. You need (lit: it's necessary) to open the window.
Fodé ferm laportt.
Fodé alim lalimiér.
Fodé ferm laportt.
Fodé bwar aspirinn.
Fodé al dormi.
Fodé aprann créol.
Dialog - 1

S1: Pou ki sa [révi] la?  Whose [comic book] is that?
S2: Li pou mwa.
S1: Eski to finn déza [lir] li?  Have you already [read] it?
S2: Wi, mo finn déza [lir] li.
S1: Li zoli pou [lir]?  Is it interesting to [read]?
S2: Wi, sa enn zoli [révi] sa.

Also use the following in the dialog above in place of 'révi' and 'lir':

disc, écoute(é)  (record, listen)
ti-sinéma, gét(é)  (View-Master, look at)
zoué, zoué  (game, play)

Dialog - 2

LL: Ki disc sa?  What record is this?
M: Séga 'Ti-frer'.  A sega 'Little Brother'.
LL: Mo pa finn déza tann disc la.  I haven't heard that record yet.
M: Wi, enn nouvo séga sa.
LL: Li zoli pou écoute? Ou contan li?  Is it nice to listen to? Do you like it?

TO THE TEACHER:

If a student performs the wrong action, correct him with a negative imperative:

Pa ouver [sac]. Ouvér [bwatt]. (C-1)
Pa tir ou [soulie]. Tir ou [palto]. (C-2)
Pa pran [labouzi] lor latab. Pran [sigarett] lor [latab]. (C-7)
Both in and out of class watch for opportunities to give commands to students; use the courteous forms (unless the situation calls for a direct imperative):

Eski ou/zott capav [alim lalimiér], si-ou/zott plé?

Practice this form of the imperative with students and encourage them to use it outside of class.
Lesson 17X  Have you heard what's happened?

Drill - 1

Teacher                                  Response                        Teacher
(What other languages do you speak?)
Mo compran in-pé tamil.                 Ki lott lang ou compran?
(I understand a little Tamil.)

* Ena enn tass lor latab.                 Ki lott kiksoz éna lor latab?
* Ena enn [ ] dan [ ].                    Ki lott kiksoz éna dan [ ]?

* Mo gett télévizion dan salon.          Ki lott kiksoz ou fer dan salon?
* Mo [ ] dan [ ].                         Ki lott kiksoz ou fer dan [ ]?
* Mo ti al an-vil ier.                   Ki lott kiksoz ou ti fer?
* Mo pou lav linz dimin.                 Ki lott kiksoz ou pou fer?
* Mo ti al laboutik ier.                 Ki lott landrwa ou ti alé?
* Missié Singh dan salon.                Ki lott dimoun la-ba?

Mamzel Labonne.

C-1

T: Mo éna enn [liv] issi.
   Ki éna dan mo lott lamín?
S: [Enn zournal.]
**Dialog - 1**

S: [Missié Leblanc], eski dimoun coz boucou différan lang Maurice?

T: Wi, mé preské tou dimoun conn coz créol.

S: Mé ki lott lang zott cozé?

T: Ena boucou ki compran anglé ec fransé, parski sa dé lang la montré dan tou lécol.

S: Ki lang servi dan radio ec télé-vizion?

T: Fransé ec anglé é parfwa créol. Ena oussi programm dan lang oriental, sirtou hindi, mé dan radio zott servi oussi sinwa ec tamil.

S: K' issi sa tamil?

T: Sa enn lang ki sorti lésid l'Inde. Ena morissien ki coz sa lang la lacaz, é éna ki aprann li dan lécol.

**Drill - 2**

Teacher

Ki zouti ou servi pou coup papie?

Ki zouti ou servi pou razé?

Ki zouti ou servi pou [ ]?

Ki lang servi dan télévization?

Ki lang servi dan laggerett?

Ki lang servi dan bazar?

Ki lang servi dan lécol?

Response

What (tool) do you use to cut paper?

Enn sizo.

Enn razwar.

Enn [ ].

Fransé ec anglé é parfwa créol.

Fransé ec anglé é parfwa créol.

Créol é parfwa fransé, tamil, ec hindi.

Fransé ec anglé.

[Mr. Leblanc], do people speak many different languages in Mauritius?

Yes, but almost everyone can (lit: knows how to) speak Creole.

But what other languages do they speak?

There are many who understand English and French, because those two languages are taught in all schools.

What languages are used in radio and television?

French and English and sometimes Creole. There are also programs in oriental languages, especially Hindi, but on the radio they also use Chinese and Tamil.

What's Tamil?

It's a language of southern India. There are Mauritian who speak it at home, and there are those who study it in school.
Dialog - 2

LL: Eski ou conn [Missié Bala]?
M: Wi, mo conn li. Li enn professér.

LL: Ki li montré?
M: Li montré anglé.

LL: Ki lott sizé li montré?
M: Li montré zéografi, fizik, ec matematik oussi.

What other subjects does he teach?
He teaches geography, physics and mathematics, too.

Also use: sianss (science), istvar (history), art.

Drill - 3

Teacher

Eski li finn sorti dépi long tan? Has he been gone a long time (lit: is it a long time since he left)?
Eski li finn al labautik dépi long tan?
Eski li finn vini dépi long tan?
Eski li finn manzé dépi long tan?
Eski ou finn gagn sa dépi long tan?

Response

Non, li fec sorti. No, he just left.
Non, li fec alé.
Non, li fec vini.
Non, li fec manzé.
Non, mo fec gagn sa.

Teacher

Eski ou fimé dépi long tan?
Eski ou aprann créol dépi long tan?

Response

Non, mo fec coumansé.
Non, mo fec coumansé.

Eski ou pé esper mwa dépi long tan?
Eski li finn malad dépi long tan?

Non, mo fec vini.
Non, li fec tomm malad.

No, he just got sick (lit: fell ill)
Drill - 4

Teacher

Dépi kan Robert finn sorti?
Dépi kan [ ] finn [ ]?
Dépi kan class finn coumansé?
Dépi kan [ ] finn [ ]?
Dépi kan Anne malad?
Dépi kan [ ] [ ]?

* 
Dépi kan ou finn coumanss aprann créol?
Dépi kan ou’nn vinn issi?
Dépi dan ou’nn kitt liniversité?

Response

Ena sink minitt.
Ena [ ] minitt.
Ena dez-er tan.
Ena [ ]-er tan.
Ena trwa zour.
Ena [ ] zour.

Ena sink sémenn.
Ena dé mwa.
Ena trwaz an.

C-2

T: Acott [Robert]?
S: Li’nn sorti.
T: Dépi kan li’n. sorti?
S: Fec la.
Or: Dépi long tan.
Or: Dépi enn-er tan.
Or: Dépi nev-er.
Or: Ena dé minitt. When did he leave (lit: since when has he been gone)?
Just now.

Two minutes ago (lit: there are two minutes).

C-3

T: Eski ou éna sa dépi long tan?
Or: Kan ou finn gagn sa?
Or: Dépi kan ou finn gagn sa?
S: Mo fec asté sa [grammatin].

C-4

T: Ou capav al [laboutik] enn cou?
S: Mo ti fec al [laboutik]. Can you go to the [store] a minute?
I just went to the [store].
Dialog - 3

T: Comien [créyon] ou éna?
S: Mo éna enn sel.
T: Iér ou ti éna dé. Acott lott la?
S: Mo ti less li [lor latab], mé zordi mo pa finn trouv li.
T: Astér ou bizin rod li?
S: Wi, mé mo crwar [li'nn verdi].

S1: Eski ou bizin enn [créyon].
T: Non, mo pa bizin.
   (To S2) Eski ou capav pass mwa enn [créyon], si-ou-plé?
S1: Ou finn fec dir mwa ou pa bizin enn [créyon].

Also ask: Eski ou fime? Eski ou bwar?

To the student: 'Finn fec' is somewhat more emphatic than 'fec' by itself. 'Fec-fec' and 'finn fec-fec' are also used for emphasis.

C-6

Teach students the question and have them ask you about several of the following: bag (ring), montt (watch), colíe (necklace), lasenn (chain), zano (earring), cravatt (tie), liv, zournal, révi (comic book).

S: Cott ou finn gagn sa [braslé] la?
T: [Mo'nn gagn sa cado pou mo laniversér].

Where did you get (lit: have you gotten) that [bracelet]?
[I got that (as a) gift for my birthday].
Drill - 5

Teacher

Eski ou finn paré? Are you (lit: have you gotten) ready?

----------- manzé? Have you eaten?

----------- lir lagazett?

----------- [ ]?

Response 1

Wi, mo finn paré.

--, ------- manzé.

--, ------- lir lagazett.

--, ------- [ ].

Response 2

Non, mo plancor paré.

No, I'm not (lit: haven't gotten) ready yet.

---, ----------- manzé.

No, I haven't eaten yet.

---, ----------- lir lagazett.

---, ----------- [ ].

Drill - 6

Teacher

Eski ou finn déza fer travay profassér? Have you already worked (lit: done the work of) a teacher?

----------- [ ]?

* * *

Response 1

Wi, mo finn déza fer travay profassér.

--, ----------- [ ].

Eski ou finn déza écrir enn liv?

Wi, mo finn déza écrir enn liv.

Response 2

Non, zamé mo pa finn fer travay profassér.

No, I've never worked as a teacher.

----- [ ].

* * *

Non, zamé mo pa finn écrir enn liv.

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Drill - 7

Teacher

Ki ou fer toulézour?
Ki ou fer apré class?
Ki ou fer tou-lé-aswar?
Ki ou fer tou-lé samdi?
Ki ou fer tou-lé dimans?

Response

Mo nec aprann créol. Mo pa fer okenn lott kiksoz.
Mo nec al laplaz. --------------------.
Mo nec gett télévisjon. -----------------.
Mo nec al anvil. ---------------------.
Mo nec lir lagazett ec répozé. ---------.

I just study Creole. I don't o anything else.

Situation: A language learner asks a Mauritian about the kind of work he or she does.

LL: Ki travay ou fer?
M: Mo nec [cwi manzé]. Mo pa fer okenn lott kiksoz.

Some other answers:

Mo nec vey zanfan.   I only look after children.
Mo nec tipé.       I only type.
Drill - 8

Teacher

Ena enn créyon lor latab.

Response

Ki éna ancor lor latab?

What else is there on the table?

Ena enn cayé dan sac.

Ki éna ancor dan sac?

Mo éna enn lacré dan mo lamin.

Ki ou éna ancor dan ou lamin?

Teacher

Ena enn lareg oussi.

Ena enn liv oussi.

Mo éna enn mouswar oussi.

I have a handkerchief, too.

C-8

T: Eski ou lé ancor (in-pé) [dité]?

Would you like (a little) more [tea]?

S: Wi, donn mwa ancor, si-ou-plé.

Yes, please give me more.

Or: Non, mersi.

Or: Non, mo pa lé ancor.

C-9

T: Ou'nn tandé ki'nn arivé?

Have you heard what happened?

S: Ki été?

What is it?

Or: Ki finn arivé?

What's happened?

T: Lapoliss finn atrap [Paul].

The police arrested [Paul].

Li finn sou.

He was drunk.

C-10

T: Ou'nn tandé ki [Gaston] 'inn fer?

Have you heard what [Gaston] has done?

S: Ki été?

Or: Ki li finn fer?

T: Li finn cokin dan Magazin Soobhan.

He stole (something) in Soobhan's Department Store.
C-11

T: Ou'nn tande ki'nn passé?
S: Non, mo pa finn tande.
    Ki finn passé?
T: Zott finn defonss labank
    Barclays.

Have you heard what has happened?
They broke into Barclays' Bank.

C-12

T: Ou'nn tann sa nouvel la?
S: Non, mo pa finn tande.
    Ki nouvel?
T: [Zarina] ec [ti-Georges] pou
    marié dimin.

[Zarina] and ['Little George']
are getting married tomorrow.

C-13

T: Ou'nn tann sa acsidan la?
S: Non. Ki acsidan?
T: [Missié Joseph] finn tap loto.
    Li finn mor.

[Mr. Joseph's] been hit by a car.
He's dead.

The following can also be used as answers to C-9 to C-13 above:

[Marie] finn kitt so lacaz.        [Marie] has left (her) home.
Li finn batt so [papa].            He's beaten his [father].
[Dé tifi] finn perdi [Souillac].  [Two girls] are lost in [Souillac].
[Gros Alice] finn gagn premié lo.  ['Big Alice'] has won first prize
    in the lottery.
Enn biss dimoun finn crazé        A bus full of people has crashed
    [Curepipe].                   in [Curepipe].
TO THE STUDENT:

'Fec' usually occurs by itself. It may, however, occur with 'finn' (as in C-5), where it adds emphasis to the meaning of 'fec'. It may also occur with 'ti' (as in C-4); note the following sentences as a response to the announcement of somebody's death:

Li ti fec pé coz ar mwa. He was just talking with me.

Mo ti fec trouv li. I just saw him.
Lesson 18X  Let's go eat.

Drill - 1

Teacher

Eski ou coné couman condir loto?
--------------- répar loto?
--------------- fer dipin?
--------------- tay sévé?
--------------- montt bisiclett?
--------------- cwi dal pouri?

Do you know how to ride a bicycle?
Do you know how to cook 'dal pouri'?

Response 1

Wi, mo conn condir loto.
-- ------ répar loto.
-- ------ fer dipin.
-- ------ tay sévé.
-- ------ montt bisiclett.
-- ------ cwi dal pouri.

Response 2

Non, mo pa coné.
-- ------.
-- ------.
-- ------.
-- ------.
-- ------.

Drill - 2

Teacher

Ki s'enn la ou pé écrire?
------------- atann?
------------- rodé?
------------- aspéré?
------------- gété?
------------- apélé?

Who are you (who is it that you are) writing to?
Who are you waiting for?
Who are you looking for?
Who are you waiting for?

Response 1

Mo pé écrire [mo ser].
----- atann [mo professér].
----- rod [Marie].
----- aspé [ ].
----- gett [ ].
----- apel [ ].

Response 2

Mo pa pé écrire personn. I'm not writing to anyone.
------------- atann -------------
------------- rod -------------
------------- aspé -------------
------------- gett -------------
------------- apel -------------
C-1

S1: Eski to fimé?
S2: Non, mo pa fimé.
   Or: Wi, mo fimé.
   *
   *
S1: Eski ou fim pip?
S2: Non, mo pa fim pip. Mo fim sigarett selman.
   Or: Wi, mo fim pip ec sigarett oussi.
   Or: Wi, mo fim pip, mé pa souvan.

C-2

S1: Pran enn sigarett.
S2: Mersi.
   Or: Non mersi. Mo fec fimé.
   Or: Non mersi. Mo pa fimé.
   Or: Non mersi. Mo'nn arett fimé. No thank you. I've stopped smoking.
   Or: Non mersi. Doctérfinn ampess mwa fimé. No thank you. The doctor told me not (lit: has forbidden me) to smol.

Have students learn to offer some other things using the following sentences (bring some of these items to class, if you wish):

Pran in-pé [pistass]. Take some [peanuts].
Pran dé, trwa [pistass]. Take some (lit: two or three) [peanuts].
Pran enn [gato]. Take some [cake].
Manz enn [zoranz]. Eat an [orange].
Goutt enn [zoranz]. Taste an [orange].
Eski ou lé in-pé [pistass]? Do you want some [peanuts]?
Eski ou lé enn [banann]?
C-3

S1: Pass mwa enn [sigarett].
    Or: Donn mwa enn [sigarett] ar twa.
    Or: Eski ou éna (enn) [sigarett]?
    Or: Pa gagn enn [sigarett] ar twa?
    Or: Prett mwa enn [sigarett] ar twa.

S2: Ala.
    Or: Mo p'éna ar mwa.
    ' Or: Mo fec fim mo dernié [sigarett].
    Or: Mo éna enn tou sel.
    Or: Mo bien sagrin, mo pa fimé.
    Or: Mo pa marss cc [sigarett].

Pass me a [cigarette].
Give me a [cigarette] (from you).
Can (I) get a [cigarette] from you?
Lend me a [cigarette].

I don't have (any) with me.
I just smoked my last [cigarette].
I just have one (left).
I'm very sorry, I don't smoke.
I don't carry [cigarettes] with me (lit: walk with [cigarettes]).

Drill - 3

Teacher

Finn ler pou al lécol.
It's time to go to school.
Finn ler pou al manzé.
The bell's rung.
Lacloss finn soné.
It's noon (lit: noon has sounded).
Midi finn soné.
Katr-er (4:00) finn soné.
Class finn fini.
Travay finn fini.

Response

Anou alé.
Let's go.
Anou alé.

Anou al dan class.
Let's go eat our (bag) lunch.
Anou al manz nou ti-fin.
Anou al répozé.
Anou al zoué.
Anou al lacaz.
Dialog - 1

S1: [Paul], anou al manzé. 
    [Lacloss fin sone].

S2: Mo pa fin astér. Aspér pli tar.

S1: To coné, mwa mo fin mwa. Mo pa capav aspéré.

S2: Bon, al touzour. Talér mo vini.

I'm not hungry now. Wait a while (lit: later).
You know, me I'm hungry. I can't wait.
Okay, go on ahead. I'll come soon.

Drill - 4

Teacher

Ki nou capav fer astér?
-------------- apré class?
-------------- tanto?
-------------- aswar?
-------------- samdi?

Response

Anou zoué cartt.
---- al zoué football.
---- al an-vil.
---- al sinéma.
---- al bor-lamér.

Dialog - 2

S1: [Robert], ki to pou fer [tanto]?

S2: Narien.

S1: Anou [al bor-lamér] do [mato].

S2: Wé, sa enn bon lidé sa, an plass mo pa pou fer narien mem.

S1: Nou capav [lapess oussi]?

S2: Anou ali do [mo frer]. 
    Or: Anou ali do ta.

Let's [go to the seashore] then, [pal].
Yes, that's a good idea, instead of doing nothing.
C-5
LL: Eskiz mwa, acott [laposs] si-ou-plé?
   Or: Eski ou capav dir mwa acott [laposs]?
M: Anou. Mo montré ou. Li pou difissil pou
   ou trouvé.
   Or: Anou. Mo pé al la-ba mem-la.

Drill - 5
Teacher
[Paul], dimann mwa less ou sorti.
[Paul], ask me to let you leave.

[Marie], dimann mwa less ou sanz plass.
[Marie], ask me to let you change places
   (seats).

[Robert], dimann mwa less ou passé.

[Anne], dimann mwa less ou al biro.

[Paul], dimann mwa less ou vinn ar mwa.

Response
Less mwa sorti, si-ou-plé.
Less mwa sanz plass, si-ou-plé.
Less mwa passé, si-ou-plé.
Less mwa al biro, si-ou-plé.
Less mwa vinn ar ou, si-ou-plé.

Drill - 6
Teacher
Eski ou bizin sorti?
----------- sanz plass?
----------- [

Response
Wi, less mwa sorti.

----------- sanz plass.
----------- [  ].

C-6
T: Eski ou capav lir sa ki éna
   lor tablo?
Can you read what's on the blackboard?
S: Non, mo pa trouv lor tablo.
No, I can't see (on) the blackboard.
T: Eski ou lé sanz plass?
Do you want to change seats?
S: Wi, less mwa sanz plass,
   si-ou-plé.
C-7

T: [Robert], al serss enn lacré, si-ou-plé.
S₁: [Paul], ou pé diboutt Jan laportt. Less mwa passé, si ou-plé.
S₂: Wi, ou capav passé.

C-8

T: [Paul], ki ou gagné?
T: Wi. Al répoz ou.

[Robert], go find a piece of chalk, please.
[Paul], you're standing in the door. Let me pass, please.
[Paul], what's wrong with you (lit: what do you have)?
I'm sick. I have a headache. Let me leave, please.
Yes. Go rest.

Drill - 7

Teacher

Mo éna boucou liv pou améné.
Mo sac bien lour.
I have a lot of books to carry.
My bag's very heavy.

Response

Less mo ed ou.
Less mo donn ou enn coudmin.
I'll (lit: let me) help you.
I'll give you a hand.

C-9

T: [Paul], dir [Robert] ou éna boucou liv pou améné.
S₁: [Mo éna boucou liv pou améné].
S₂: Less mo ed ou.
Or: Less mo donn ou enn coudmin.
Drill - 8

Teacher

Mo bizin al bazar.
Mo bizin enn lacré.
'Mo bizin in-pé disic.

Mo bizin lesanz pou enn roupi.

Response

Less mo vinn ar ou.
Less mo al serss enn pou ou.
Less mo pass ou.

I need a little sugar.

I need change for a rupee.

Drill - 9

Teacher

Eski ou coné si Robert conn condir loto?
---------------------------------- conn répar loto?
---------------------------------- fimè?
---------------------------------- éna sigarett?
---------------------------------- finn al lécol zordi?
---------------------------------- pou zoué football aprè class?
---------------------------------- contan Marie?
---------------------------------- finn al serss lacré?
---------------------------------- bizin al acott doctér?

Response

Wi, mo coné. Li conn condir loto bien.
----------. Li pa conn répar loto.
----------. Li fim boucou.
----------. Li éna.
----------. Li pa finn al lécol zordi. Li malad.
----------. Li pou zoué, couman dabitid. He'll play as usual.
----------. Li bien contan Marie. He really likes Marie.
----------. Li fec alé.
----------. Li bizin alé. Li malad.
This drill may be continued with further questions of this type, based on vocabulary learned in previous lessons. Help students to give realistic answers if they can’t think of good ones themselves.

C-10

T: (Eski) ou coné si [Robert] [conn condir loto]?  
S: Wi, mo coné. Li [conn condir loto bien].  
Or: Non, mo pa coné.

TO THE STUDENT:

'Anou' (let's) is used to suggest doing something immediately (as in C-4) or to make arrangements for a joint activity at some later time (as in Drill - 4). 'Anou' can also be used as a synonym of 'less' (below) as an offer of assistance:

Anou mo donn ou enn tass dité. Let me give you a cup of tea.

'Less' (allow, permit) is used to request permission (as in C-6), to offer assistance (as in Drill - 7), or as a synonym for 'anou':

Less nou comanss class astér. Let's begin class now.
Less nou continié.
Less nou alé.

In earlier lessons you learned that most common uses of 'ec/ar':

Association (and, with): Robert ec Paul aprann créol.
Instrument (by means of): Enn dimoun coup papié ec enn sizo.

'Ec/ar' are also used with certain verbs to express the source or destination of the action (from, to, on):

Prett mwa enn sigarett ar twa. Lend me a cigarette (from you).
Na pa prett (li) larzan ar twa. Don't loan (him) money (from you).
Na pa prett larzan ec li. Don't borrow money from him.
Donn mwa enn sigarett ar twa. Give me a cigarette (from you).
Pa gagn enn sigarett ar twa? Can't (I) get a cigarette from you?
Na pa vann narien ec li. Don't sell anything to him.
Na pa asté narien ec li. Don't buy anything from him.
(cf: Na pa fer comerss ec li. Don't do business with him.)
Na pa dibout ec latab.
Don't lean on the table.

Na pa apiy ec mwa.
Don't lean on me.

Na pa plegn ec mwa.
Don't complain to me.

Na pa plor ec mwa.
Don't cry to me.

Na pa racontt ec mwa.
Don't tell me (the story).

Na pa rann ec li.
Don't return (it) to him.

Li costé ec mwa.
He is close to me.
Lesson 19X  What kinds of sports are there in America?

C-1

M: Ki kalité spor éna dan l'Amérique?
LL: Nou éna plizier spor. Ena [baseball, football, basketball, tennis, soccer].

What kinds of sports are there in America?

C-2

M: Ki étu 'soccer'?
LL: Nou apel 'soccer' sa ki zott apel football. Football enn lott kalité spor dan l'Amérique.

What's soccer?

C-3

M: Ki mwayen transpor zott éna?
LL: Nou éna tou kalité transpor. Ena [biss, taxi, loto motorsiclett, tre, avion].

What means of transportation do you have?

C-4

M: Ki kalité clima éna dan l'Amérique?
LL: An ivér, dan preské tou landrwa fer fré terib, é lanez tombé boucou. An été, dan tou landrwa fer so, telman so. Printan ec otonn fer bon. pa fer ni fré ni so.

What kind of climate is there in America?

In winter it's terribly cold almost everywhere, and it snows (lit: snow falls) a lot. In summer it's not, very hot everywhere. Spring and fall are nice; it's neither cold nor hot.
Lesson 20X  Do you have 'dal pouri' in America?

Drill - 1

Teacher

K' issi sa fanta?
-------- enn tabazi?
-------- enn sirdar?
-------- pomdamour?
-------- alouda?

Response

Li couman zi zoranz.  
-------- enn ti laboutik.  
-------- enn sef travay.  
-------- enn ti tomatt.  
Li in-pé couman limonad.  

It's like orange juice.
He's a foreman (lit: chief of work).
It's a little like lemonade.

Drill - 2

Teacher

K' issi sa coca-cola?
-------- alouda?
-------- dal pouri?
-------- panizé?
-------- sossett?
-------- ?

Response

Sa enn kiksoz ki ou bwar.  
----------------------.  
---------------------- manzé.  
---------------------- servi pou al bazar.  
---------------------- mett dan ou lipié.
---------------------- [ ].  

It's something you use to go to the market.
Drill - 3
Teacher
K' issi enn dobi?
------- enn sofér?
------- [ ]?

Response
Sa kikenn ki lav linz.
--------- condir biss.
--------- [ ].

Drill - 4
Teacher
K' issi sa enn bazar?
------------- magazin?
------------- laboutik?
------------- lafarmassi?
------------- boulanzri?
------------- [ ]?

Response
Sa mem landrwa cott vann légit.
------------- latwal.
------------- tou kalité kiksoz.
------------- medsin.
------------- dipin.
------------- [ ].

That's a place (lit: the same place) where they sell vegetables.
That's a place where they sell cloth.

C-1
T: Ki zott vandé dan [laboutik]?
   Or: Ki vandé dan [laboutik]?
S: Zott vann [tou kalité kiksoz].
C-2

S: Ki diferanss éna antt enn [zournal] ec enn [lagazett]?

T: Na p'éna okenn diferanss. There isn't any difference. There isn't (any) difference, both are the same.

Or: P'éna diferanss, toulé-dé parey. There isn't (any) difference, both are the same.

Or: P'éna diferanss, toulé-dé mem kiksoz.

Or: P'éna diferanss, toulé-dé mem dimoun.

Or: Zott parey.

Also nave students ask about:

- bonbon, pasti (candy)
- panič, corbey (basket)
- tissi, latwal (cloth)
- larzan, lamoné (money)
- medsin, doctér (doctor)
- comersan, marsan (merchant)

Dialog - 1

LL: Ki ou bwar kan ou gagn swaf dan Maurice?

M: Ena boucou kiksoz ki capav bwar, mé mwa mo préfér fanta. In Mauritius, what do you drink when you're thirsty? There are many things you can drink, but I prefer fanta.

LL: Issi sa fanta?

M: Li couman zi zoranz.

LL: Ki lott kiksoz éna ancor?

M: Ena coca-cola, limonad, pepsi, aouda.

LL: K' issi aloua?

M: Ou coné, li tro difissil pou espliké. Ou bizin goutt li. You know, it's very difficult to explain. You need to taste it.
Dialog - 2

LL: Ki ou bwar kan ou gagn swaf?
M: Éna boucou kiksoz ki ou capav bwar, mé mwa mo préfér fanta.
LL: Zott dir mwa li bon sa, mé mo p'ancor goutt li.
M: Ou bizin goutt li enn zour. Li bien, bien bon. Apré sa nou éna coca-cola, limorad, ec oussi alouda.
LL: Nou éna coca-cola l'Amérique, mé k'issi sa alouda?
LL: Zamé mo'nn tandé sa mo la, tokmaria.
LL: Mo bizin goutt sa (kan mo al Maurice).

It's the best cold drink that there is in Mauritius, and everyone likes to drink it. They mix milk, water, sugar and tokmaria.
I've never heard that word, 'tokmaria'. That's what makes alouda so good. It's a little seed (that) you have to soak. Afterwards, you make alouda. Without tokmaria you can't make it.
I have to taste it (when I go to Mauritius).

Drill - 5

Teacher

Ena dal pouri l'Amérique?
--- samoussa ---------?
--- gato piman -------?
--- gato patatt -------?
--- dipin frir -------?
--- [ ] ---------?

Response
Non, na pa éna dal pouri l'Amérique.
---, --------- samoussa ---------.
---, --------- gato piman -------.
---, --------- gato patatt -------.
---, --------- dipin frir -------.
---, --------- [ ] ---------.

Ask about television, pizza, hot dogs, etc.

S: Ena ['hamburgers'] Maurice?
T: Wi, éna.
Or: Non, p'éna.
The use of 'capav' in a polite imperative was introduced in Lesson 16:

(Eski) ou capav ouvér lafnett, si-ou-plé?

Introduce the use of 'capav' in the sense of 'be capable of' by asking your students about their abilities as the following:

(Eski) ou capav condir enn loto?  Can you drive a car?
--------------------- aranz enn loto?  Can you repair a car?
--------------------- mont enn bisiclett?  Can you ride a bicycle?
--------------------- tay sévé?  Can you cut hair?
--------------------- tip lett?
--------------------- cwi manzé indion?
--------------------- zoué football?

---

C-5

T: Ou [frer] pli vié swa pli zenn ki ou?
S: Enn [frer] pli vié, lott la pli zenn.
Or: Zott pli [vié].

Drill - 6

Teacher

Eski ou mett cravatt toulé-tan?  Are you [brothers] older or younger than you?
--------------------- linett ------------?
--------------------- braslé -----------?
--------------------- [ ] -----------?

Response

Non, tiss kan mo bizin mété.  No, only when I need to wear (one).
---, -------------- lir.
---, -------------- sorti.
---, -------------- [ ].

264
Drill - 7

Lasamm bien sal.
Vitt lafnett bien sal.
Biss bien an rétar.
Soley bien lor.
Ena 'boucou divan.

The window (lit: glass of the window) is very dirty.

The sun is very strong.

There's a lot of wind.

Response

Bizin balié li.
Bizin lav li.
Bizin pran taxi.
Bizin amenn parasol.
Bizin ferm laportt.

You need to sweep it.

You need to carry a parasol.

C-6

M: Mo malad. Mo bizin al gett doctér, mé mo p'éni larzan.
LL: To capav pran préte. Kan to gagné, to a randé.
Or: Kifér to pa al dimann lassistansts public in-pe larzan.

I'm sick. I need to go see a doctor, but I don't have any money.

You can borrow (some money). When you get some, you can return it.

Why don't you go ask Public Welfare for some money?

C-7

M: Toulé-aswar mo pa dormi. Ki mo bizin fer?
LL: Kifér to pa al gett enn doctér?
Or: To bizin pran pilil pou gagn somey.

I can't (lit: don't) sleep every night.

You need to take pills to get sleepy.

C-8

M: Mo fec perdi mo plass. Ki mo bizin fer?
LL: Kifér to pa sey coz ec [Missié Singh]?

Why don't you try taking with [Mr. Singh]?
Dialog - 3

T: E [Robert]! Ki ou apé fer la?
S: Mo apé serss kikenn ec enn loto.
    Mo bizin al an-vil.
T: Ou apé perdi ou létan [Robert].
S: Alor, ki mo bizin fer?
T: Ou nec ress dan bor lari é ou atann biss.
S: Eski mo capav sey gagn enn lift?
T: Wi, mé mo pa crwar li pou fassil.

Hey [Robert]! What are you doing here?
I'm looking for someone with a car.
I need to go to town.
You're wasting (lit: losing) your time, [Robert].
Well then, what should I do?
(You) just stay at the curb and (you) wait for a bus.
Can I try and get a lift?
Yes, but I don't think it will be easy.

Dialog - 4

T: Bonzour, [Robert]. Ki bon nouvel?
S: Nouvel la ar ou-m-em.
T: To finn bien travay zordi?
S: Mo finn séyé. Mè, créol la bien, bien difissil.

What's the good news?
You tell me (lit: the news is with you).
Have you worked well today?
I've tried. But Creole is very, very hard.
Lesson 21X  I have to buy lots of things.

Handout - 1

Read the note in the first part of the handout to the class, paying particular attention to the Creole examples.

Dialog - 1

T: [Robert], comien liv éna lor latab?
S1: Ena [trwa].
T: Bien bon, mett enn liv lor sez la.
S1: (Puts a book on the chair.)
T: Bien bon. Alor [Paul], rémett sa liv la lor latab la.
S2: (Puts the book back on the table.)
T: Bien bon, alor [Marie], donn mwa sa bann liv la.
S3: (Gives the books to the teacher.)
T: [Anne], pou ki sa bann liv la?
S4: Zott pou ou.
T: Wi, zott pou mwa.

Mo bann liv sa.
Sa liv la pou mwa (holds up one). Mo liv sa.
Sa liv la pou mwa (holds up 2nd). Mo liv sa.
Sa liv la pou mwa (holds up 3rd). Mo liv sa.
Sa mo bann liv la pou mwa (holds up all); mo bann liv sa.

C-1

T: [Robert], dir mwa non bann zour lasémenn.
S: Dimanss, lindi, mardi, etc.
T: [Paul], dir mwa non bann mwa lané.
S: Zanvié, févrié, marss, etc.
C-2

T: Contt sa bann [créyon] la.
S: Ena sink.
Or: Enn, dé, trwa, katt, sink.

Drill-1

Teacher
Dir mwa acott bann doctér travay.
------------------------ dimoun gett télévizion.
------------------------ comi vann kiksoz.
------------------------ [ ] travay?

Dialog - 2

T: Ki ou apé fer astér?
S: Mo pé al an-vil.
T: Ki ou pou fer la-ba?
S: Mo pou al asté enn bann lartic.
T: Mo bizin papiñ, lanvlop ec tenn.
S: Ou pou écrir lett?
T: Wi, mo pou écrir mo bann fami.

Dialog - 3

LL: [Missié Singh], acott zardin botanik?
M: Li Curepipe. Pou kifér?
LL: Mo lé promné la-ba.
M: Bin, nou capav alé dimin, si-ou-lé.
LL: Dacor. Mé dir mwa in-pe ki éna la-ba.
M: O, tou kalité zarb tropical.
LL: Eski éna bann fler oussi?
M: A wi. Ou pou trouvé ou mem.

Response
Zott travay dan lopital.
Zott gett télévizion dan salon.
Zott vann kiksoz dan laboutik.
Zott travay dan [ ].

I'm going to buy some things.

[Mr. Singh], where's the Botanical Garden?
It's in Curepipe. Why?
I want to visit there.
O.K., we can go tomorrow if you like.
C.K. But tell me a little about what's there.
Oh, all kinds of tropical trees.
Are there a lot of flowers, too?
Oh, yes. You'll see for yourself.
Dialog - 4

M: Ki ou pé fer dan Maurice?
LL: Mo'nn vinn issi ec bann Peace Corps.
Or: Mo travay ec bann Peace Corps.

M: Ki été sa Peace Corps?
LL: Sa enn lorganizassion ki anvoy volonter dan tou péi cott bizin led.

M: Ki zott fer dan Peace Corps?
LL: Nou fer tou kalité travay dan bann péi cott bizin nou.

M: Dépi kan ou issi Maurice?
LL: Ena [enn banané].
Or: Dépi [katt mwa].

M: Ziska kan ou pou resté?
LL: Ziska lott lané.

M: Ou contan issi?
LL: Wi, mo bien contan.

M: Cott ou'nn aprann créol?
LL: Ti éna training l'Amérique avan mo vinn Maurice. Mo'nn aprann créol ar mo bann professér morissien.

TO THE STUDENT:

I've come here with the Peace Corps.
I work with the Peace Corps.
What's the Peace Corps?
It's an organization which sends volunteers to all the countries where they need aid.
What do you do in the Peace Corps?
We do all kinds of work in lots of countries where they need us.
How long have you been (lit: since when are you) here in Mauritius?
[One year].
How long (lit. until when) will you stay?
Until next (lit: the other) year.
Do you like it here?
Yes, I like it a lot.
Where have you learned Creole?
There was training in America before I came to Mauritius. I've studied Creole with my Mauritian teachers.

The most common adjectives which occur before a noun in Creole are as follows:

<table>
<thead>
<tr>
<th>French</th>
<th>Creole</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>bon</td>
<td>(good)</td>
<td>sel</td>
</tr>
<tr>
<td>mové</td>
<td>(bad)</td>
<td>boucou</td>
</tr>
<tr>
<td>fay</td>
<td>(bad)</td>
<td>in-pe</td>
</tr>
<tr>
<td>gran</td>
<td>(big)</td>
<td>tou</td>
</tr>
<tr>
<td>gro</td>
<td>(big, fat)</td>
<td>zoli</td>
</tr>
<tr>
<td>ti</td>
<td>(small)</td>
<td>doubt</td>
</tr>
<tr>
<td>vié</td>
<td>(old)</td>
<td>drol</td>
</tr>
<tr>
<td>zenn</td>
<td>(young)</td>
<td>pov</td>
</tr>
</tbody>
</table>

Most of the adjectives in Creole come after the noun.
Creole nouns can be modified by numbers, adjectives and other nouns:

1. **Numbers**
   
   - enn panié  
   - dé panié  
   - sink panié  
   
   a/one basket  
   two baskets  
   five baskets

2. **Adjectives**

   a. Most adjectives come **after** the noun:
   
   - simiz blé  
   - labwasson fré  
   - lamin goss  
   
   blue shirt  
   cold drink  
   left hand

   b. A few adjectives come **before** the noun:
   
   - gro tomatt  
   - ti tomatt  
   
   large tomato  
   small tomato

   (See the note at the end of this lesson for the most common adjectives which come before nouns.)

3. **Other nouns**

   Nouns may also be modified by another noun. The construction used (noun + noun) is the same as that which is used to show the possession of an object by a person (or the relationship between two people). Note the following:

   a. Possession
   
   - lagazett Robert  
   - papa Robert  
   - camarad sofér  
   
   Robert's newspaper  
   Robert's father  
   driver's friend

   b. Description
   
   - lamanss panié  
   - miray lacaz  
   - vitt lafnett  
   - lédwa lípié  
   
   handle of a basket/basket handle  
   wall of a house/house wall  
   glass of a window/window glass  
   toe (lit: finger of the foot)
maizé sinwa  Chinese food
laviann bef  beef (lit: meat of a cow)
bor-lamer  seaside (lit: border of the sea)

This construction (noun + noun) is also used to express
the notion 'quantity of _____' or 'measure of _____'

enn liv disic  a pound of sugar
enn boutey dilé  a bottle of milk
enn sopinn labiér  a half-bottle of beer
enn bwatt dité  a box of tea
enn paké sigaret  a package of cigarettes
enn tass café  a cup of coffee
enn mett tissi  a meter of material (yard goods)
enn bobinn difil  a spool of thread
enn douzenn dizef  a dozen (of) eggs
   (cf. douz dizef  twelve eggs)
enn porsion minn  a serving (portion) of Chinese noodles
enn bann fler  a bunch of flowers
enn bann volér  a band of thieves
trwa bann zélev  three sets/groups/classes of students
sa bann liv la  this set/group/pile of books
enn bann lartic  some things (lit: a set/group of things)
bann dimoun Port Louis  the people of Port Louis

While Creole does not formally mark the difference between
the singular and plural of nouns,

Ena créyon lor latab.  There is a pencil on the table.
Ena enn créyon lor latab.  There are pencils on the table.

plurality can be indicated either by use of numbers

Ena enn créyon lor latab.  There's a/one pencil on the table.
Ena trwa créyon lor latab.  There are three pencils on the
   table.

or by use of 'quantity' words, such as 'bann', 'paké', 'kantité'
(a quantity of money), 'tigitt' (few):

Ena bann créyon lor latab.  There are some/many pencils on
   the table.
Ena enn bann créyon lor latab.  There are lots of pencils
   on the table.
Ena enn paké créyôn lor latab. There are lots of (lit: a package of pencils) on the table.

Ena enn kantité créyôn lor latab. There's a quantity of pencils on the table.

Ena enn tigitt créyôn lor latab. There are a few pencils on the table.
Listen as your teacher reads the following sentences and write the appropriate word (bann, kantité, tigitt, liv, bwatt, boutey) in the blank.

1. Ena enn _______ lacré lor latab.
2. Ena enn _______ lacré lor latab.
3. Donn mwa enn _______ disic.
4. Contt sa _______ créyon la.
5. Donn mwa enn _______ dilé.
6. Mo pou al asté enn _______ lartic.
7. Pou ki sa _______ liv la?
8. Ena enn _______ fri lor latab.
9. Ena _______ fri lor latab.
10. Eski éna _______ fler oussi?
11. Comien ou péyé pou enn _______ dilé?
12. Acott _______ dimoun gett télévizion?
13. Donn mwa enn _______ dité.
14. Ena enn _______ dimoun dan laboutik.
15. Comien ou péyé pou enn _______ diri?
17. Mo finn asté katt _______ tomatt.
18. Asté enn _______ dilwil pou mwa.
19. Mo finn trouv enn _______ légim dan bazar.
20. Ena _______ légim dan bazar.
21. Mo bizin asté enn _______ macaroni.
22. Mo éna enn _______ larzan.
23. Mo pou écrir mo _______ fami.

*The Mauritians pronounce 'bann' 'benn'.*
Lesson 22X  Why did you do that?

Drill - 1

Teacher

Mo finn écrir ou non lor tablo.
Mo finn ferm lafnett.
Mo finn ouvére lafnett.
Robert finn pran ou plim.

Response

Kifér ou finn fer sa?
Kifér ou finn fer sa?
Kifér ou finn fer sa?
Kifér li finn fer sa?
Kifér [ ] finn fer sa?

Teacher

Parski li enn non difissil pou rapel.  Because it's a difficult name to remember.
Parski mo gagn fré.
Parski mo gagn so.
Parski li bizin écrir enn lett.
Parski [ ].

Drill - 2

Teacher

Ier-aswar mo ti zoué cartt.

Response

Kifér ou ti fer sa?

Teacher

Parski mo pa ti éna lott kiksou pou fer.
Parski [ ].

Drill - 3

Teacher

(Yawns.)  Kifér ou fer sa?
(Closes the window.)  Kifér ou fer sa?
(Scratches head.)  Kifér ou fer sa?

Response

[ ]

Teacher

Parski mo fatigé.
Parski mo gagn fré.
Parski mo finn blié.
Parski mo [ ].
**Drill - 4**

**Teacher**

Ouvèr lafnett. Mo gagn so.

--- ---

--- ---

--- ---

--- ---

Ferm lafnett. Mo gagn fré.

--- ---

--- ---

--- ---

--- ---

**Response**

A' Pa fer tro so zordi.

Kitiwa ou malad.

Parski ou finn marss vitt.

(It's) because you've been walking fast.

Parski ou finn galoupé.

(It's) because you've been running.

--- ---

--- ---

--- ---

--- ---

Oubizin astë enn trico.

(It's) because you've been walking in the rain.

--- ---

--- ---

--- ---

--- ---
Lesson 23X  What were you doing before you joined the Peace Corps?

Monolog - 1

Any appropriate activities in Lesson 8X which students already know may be used below.

Avan mo ti vinn dan class, mo ti pé [manzé].
Avan [Robert] ti vinn dan class, li ti pé [gett télévizacion].
Avan [Paul] ti vinn dan class, li ti pé [zoué football].
Avan [Marie] ti vinn dan class, li ti pé [nétway so lasarm].
Avan [Anne] ti vinn dan class, li ti pé [lav linz].
Avan [Missié Singh] ti vinn dan class, li ti pé [lir zournal].

C-1

T: [Robert], avan ou ti vinn dan class, ki ou ti pé fer?
S: Mo ti pé [gett télévizacion].

C-2

T: [Paul], ki ou ti pé fer létan [Robert] ti pé [gett télévizacion]?
S: Mo ti pé [zoué football].

C-3

T: [Robert], ki ou ti pé fer kan [Paul] ti rantt dan [salon]?
S: Mo ti pé [gett télévizacion].
Drill - 1

Teacher

Eski ou ti pé aprann dan l'université
avan ou ti zwenn Peace Corps?
Eski ou ti pé travay avanika?
Eski ou ti pé travay [sécrété] avanika?
Eski ou ti pé travay [dan lagrikiltir]
avanika?

Response

Non, mo pa ti pé aprann dan l'université.
------ travay.
------ travay [sécrété].
------ travay [dan lagrikiltir].

C-4

T: Ki ou ti pé fer avan ou ti
zwenn Peace Corps?
S: Mo ti pé [aprann dan l'université].

Be sure that each student can give the answer that fits his circumstances. If none of the above answers apply, teach him the answer which does.
Lesson 1A  Meeting Students.

Dialog - 1

Situation: A language learner interviews a Mauritian elementary school student.

LL: Vi lécol to alé?
M: Mo s1 lécol [gouvernman].
LL: Dan ki class to eté?
M: Mo dan [sinkiem].
LL: Ki siizé to apran: den lécol?
M: Mo apran [anglé, fransé, zéografi, calkil ec catessiss].
LL: A' Li bien interessan. Eski ou contan apran?
M: A' We. Mo mem promi dan class. Mo papa pou donn mwa enn bisiclett, kan mo pass mo [sinkiem].

What school do you go to?
I go to the [government] school.
What grade are you in?
I'm in the [fifth].
What subjects do you study in school?
I study [English, French, geography, arithmetic and catechism].

Ah! That’s very interesting. Do you like to study?
Oh, yes! I'm first in the class. My father's going to give me a bicycle when I pass my [fifth-year] (exam).

Dialog - 2

Situation: A learner talks to a Mauritian elementary school student.

LL: Ki class to fer?
M: Mo dan siziem.
LL: Ki to apran?
M: Anglé, fransé, zéografi, calkil.
LL: Ki zéografi to fer?
M: Zéografi Maurice.
LL: To coné ki grandér Maurice été?
M: Wi, Missié. Li sett san sinkantt mil caré.
LL: Epi comien ranzé mantan li éna?
M: Ena trwa. Ranzé Moka, ranzé Rivière Noire, ranzé Grand Port.
LL: Epi comien dimoun éna?
M: Ena pliss ki witt san mil.

What grade are you in?
I'm in the sixth.
What do you study?
English, French, geography.
What geography are you doing?
The geography of Mauritius.
Do you know how large Mauritius is?
Yes, sir. It's seven hundred fifty square miles.
And how many mountain ranges does it have?
There are three: Moka, Rivière Noire, and Grand Port.
And how many people are there?
There are more than eight hundred thousand.
Dialog - 3

Situation: A language learner talks with a Mauritian secondary school student.

LL: [Rico], ki colez to élé?
M: [Colez Royal Curepipe].
LL: Dan ki form to étè?
M: Mo dan form [katt].
LL: Ki sizé to pou pran pou legzamin senior?
M: Mo pou pran litèratin, anglé, fransé, art, biolozi, matematik, ec istwar.
LL: Ki sizé to pli contan?
M: Istwar mo sizé preféré, mo bien contan fer sa sizé la.
   Eski zott montrá istwar ec fransé dan colez l'Amérique?
LL: Wi, nou aprann boucou sizé.
M: Ki sizé?
LL: Presé parey mem sizé ki issi.
Lesson 2A Becoming acquainted.

Dialog - 1

Situation: Two Mauritians strike up an acquaintance on a bus.

M1: Acott ou resté?
M2: Mo ress [Curepipe], lari [Lacroix].
    Acott ou resté ou?
M1: Mo ress [Rose Hill] acott bazar.
    Mo pé al [cott mo cousinn]
    [Port Louis]. Acott ou pé álé?
M2: Mo pé al travay.
M1: Acott ou travay?
M2: Mo travay dan dry cleaning.
    Ki coté ou travay?
M1: Mo travay ec Missié Duval.
M2: Ki travay ou fer?
M1: Mo travay sofér. Ki ou fer ou?
M2: Mo condir vann dry cleaning.
M1: A! Bon, couman ou appélé?
M2: Mo apel [Zozor]. Nimpourt ki
    ler ou vinn dry cleaning, ou
    dimann [Zozor]. Tou dimoun
    conn mwa.
M2: Bon. Mo bien contan mo'nn coz
    ar ou. Mo bizin dessann astér.
M1: Alé. Oréwar.

Dialog - 2

Situation: A Mauritian and a learner strike up a conversation.

M: Acott ou resté?
LL: Mo ress [Terre Rouge].
M: Ki pèi ou sorti?
LL: Mo sorti l'Amérique.
M: Ah! Bon. Ki ou'nn vinn fer issi?
LL: Mo travay ec Peace Corps.
M: Ki coté ou travay?
LL: Mo travay dan [lagrikiltir]. Acott ou travay?

M: Mo travay biro [lédicassion Port Louis]. Ou capav vinn gett mwa kan ou vinn an-vil.

LL: Wi, lott sémenn mo bizin al an-vil. Mo a vinn gett ou.

M: Mo'nn arivé astér, mo bizin alé.

LL: Bon. Oréwar.

The learner will frequently find himself in situations where mutual introduction and interviewing takes place, as above. Continue practicing this type of dialog, using

Acott ru pé alé?
Acott ou sorti?
Acott ou abité?
Dépi kan ou'nn vinn issi?
Ki travay ou ñer?
Dépi kan ou'nn comanss travay?
Ou contan Maurice?
Ou contan ou travay?
Ou tou sel issi, swa ec ou fami?
Comien frer/ser ou éna?
Ki zott ñer?
Couman zott apélé?
Couman ou apélé?
Lesson 3A  Kids

Dialog - 1

Situation: A child is trying to sell crabs to a volunteer.

M: Missié, Missié, mo finn amenn zoli crab pou vancé.
LL: Cott to'nn gagn sa?
M: Mo ti al lapess granmatin, Missié. Gété couma zott zoli, fec lapess, zott ancor fré.
LL: Comieh to vann zott?
LL: To sir zott bon?
M: Missié, kan crab bel-bel li pa gagn bon gou. Sa benn la mwayen. Bon mwa donn ou Rs. 2.50 enn douzenn.
LL: Dacor, dont: mwa enn douzenn.
M: Enn douzenn selman?
LL: Wi, mo pa manz tro boucou crab.

Sir, Sir, I've brought some nice crabs to sell.
Where did you get them?
I went fishing this morning, Sir. Look how nice they are, just caught, they're still fresh.
How much do you sell them for?
Three rupees a dozen, sir. They're of good quality.
Are you sure they're good?
They're still alive, Sir. Look, look.
The price is too high. The crabs aren't big.
Sir, when crabs are too big they don't taste good (lit: have a good taste). These are average. Well, I'll give you (them) at 2.50 rupees a dozen.
Okay, give me a dozen.
Only a dozen?
Yes, I don't eat many crabs.

Dialog - 2

Situation: Volunteer refuses what a child is selling.

M: Bel pwasson fré, fec lapess, Madamm. Ou lé asté pwasson?
LL: Mo gett enn cou.
M: Bon pwasson sa, Madamm, ou trouve couma zott bel-bel.
LL: Comien laliv?
M: Dé roupi laliv, Madamm. Pwasson fré couma pa pou gagné pli bon marse.

Big, fresh fish, just caught, Madam. Would you like to buy some?
Let me see.
They're good, Madam, see how big and nice they are.
How much a pound?
Two rupees a pound, Madam. You won't get such fresh fish cheaper.
It's too expensive. You're fooling me. No, I don't want any fish, thanks. Believe me, Madam, you'll not get such nice fish for less. Well, I'm not going to buy any. I'll be back later in case you change your mind.

## Dialog - 3

### Situation: A child is begging money for food.

**M:** Missié, mo p'ancor m'ë dépi grammatin; donn mwa enn ti cass.

**LL:** To p'éna mama ec papa?

**M:** Wi, mo papa pa travay. Mo mama bien malad.

**LL:** To p'éna ser, frer?

**M:** Mo bann frer, ser piti-piti.

**LL:** Ala vin-sink sou al asté dipin, dibér.

**M:** Mersi, Missié. Bondié bén ou.

Sir, I haven't eaten since morning; give me a little change. Don't you have a mother and father? Yes, my father's not working. My mother's very sick. Don't you have sisters (and) brothers? My brothers and sisters are very small. Here's twenty-five cents to buy bread and butter. Thank you, Sir. God bless you.

The following is an alternate ending to this dialog.

**LL:** Mo p'éna ti cass astér. Mo pou répasse talér.

**M:** Mo pou atann ou la.

I don't have any change now. I'll pass by again later. I'll wait for you here.
Dialog - 4

Situation: Children playing in the courtyard early in the morning wake up a volunteer.

LL: Ki zott pé fo granmatin coumsa?
What are you doing this early in the morning?

M: Nou pé zoué football, Madamm.
We're playing soccer, Madam.

LL: Dimoun na pa zoué dan granmatin. We're playing soccer, Madam.
Zott capav al zoué pli lwin si
People don't play this early in the morning. You can play somewhere further away if you want, because I need to rest.
zott lé, parski astér mo bizin répozé.

M: Less nou zoué, nou p'éna narien away if you want, because I need to rest.
pou fer.

LL: Non, zott finn cass mo somey é Let us play, we don't have anything to do.
astér mo bizin répozé trankil.

M: Dacor, nou va alé.
Okay, we'll go.

LL: Enn lott zour pa anouy mwa gran Don't ever come bothering in the morning like this, otherwise I won't let you play at all, do you hear?
matin coumsa, sinon mo pa pou less zott zoué ditou, zott tandé?
This section provides practice on some of the aspects of Mauritian Creole pronunciation that are likely to prove troublesome for American learners. In general, pronunciation of certain of the vowels requires more attention than that of most of the consonants. The student should pay close attention to these vowels sounds if he is to learn to speak so that he avoids attracting unfavorable attention to his accent.

1. The vowel 'i'

The closest approximation in American pronunciation to the Mauritian sound 'i' is the vowel sound of "see". The most important difference is that the Mauritian vowel has a much steadier quality while the American pronunciation usually becomes more y-like towards the end. Notice - and imitate - the constant quality of Mauritian 'i' in the following examples:

<table>
<thead>
<tr>
<th>Mauritian</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>fi</td>
<td>(girl)</td>
</tr>
<tr>
<td>wi</td>
<td>(yes)</td>
</tr>
<tr>
<td>fami</td>
<td>(family)</td>
</tr>
<tr>
<td>lavi</td>
<td>(life)</td>
</tr>
<tr>
<td>issi</td>
<td>(here)</td>
</tr>
<tr>
<td>vini</td>
<td>(come)</td>
</tr>
<tr>
<td>pini</td>
<td>(punish)</td>
</tr>
<tr>
<td>depi</td>
<td>(from)</td>
</tr>
<tr>
<td>zoli</td>
<td>(beautiful)</td>
</tr>
</tbody>
</table>

There is some difference between the 'i' sound at the end of a syllable and the sound which it has when followed by a consonant in the same syllable (in which case it sounds somewhat between the vowels of English "eat" and "it"). Listen for this difference in the following sets of words:

<table>
<thead>
<tr>
<th>Mauritian</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>vi</td>
<td>(view)</td>
</tr>
<tr>
<td>wi</td>
<td>(yes)</td>
</tr>
<tr>
<td>si</td>
<td>(if)</td>
</tr>
<tr>
<td>zi</td>
<td>(juice)</td>
</tr>
<tr>
<td>li</td>
<td>(he)</td>
</tr>
<tr>
<td>fi</td>
<td>(girl)</td>
</tr>
<tr>
<td>ni</td>
<td>(neither)</td>
</tr>
<tr>
<td>vitt</td>
<td>(quickly)</td>
</tr>
<tr>
<td>witt</td>
<td>(eight)</td>
</tr>
<tr>
<td>'siss</td>
<td>(six)</td>
</tr>
<tr>
<td>zip</td>
<td>(skirt)</td>
</tr>
<tr>
<td>lib</td>
<td>(free)</td>
</tr>
<tr>
<td>fim</td>
<td>(movie)</td>
</tr>
<tr>
<td>imid</td>
<td>(humid)</td>
</tr>
</tbody>
</table>

There is a Mauritian combination of sounds 'iy' which is rather more like the vowel in English "see" than Mauritian 'i' is. The occurrence of 'iy', however, is limited to certain shortened verb forms.
Mo ti abiy zanfan.  (I dressed the children.)
Zott apiy miray.  (They lean against the wall.)
Li criy for.  (He screams loudly.)
Li riy for.  (He laughs hard.)
Mo pa bliy li.  (I don't forget him.)

Listen to the difference between English and each of the two Mauritian possibilities in the following sets, and learn to reproduce the difference between Mauritian 'i' and 'iy':

<table>
<thead>
<tr>
<th>Creole</th>
<th>English</th>
<th>Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td>débi'</td>
<td>(first performance) a bee Abiy li. (Dress him.)</td>
<td></td>
</tr>
<tr>
<td>pi</td>
<td>(rotten) a pea Apiy li. (Lean against it.)</td>
<td></td>
</tr>
<tr>
<td>pli</td>
<td>(more) plea Pliy li. (Fold it.)</td>
<td></td>
</tr>
<tr>
<td>dan lari</td>
<td>(in the street) Rhee Li riy for. (He laughs hard.)</td>
<td></td>
</tr>
<tr>
<td>Li cri.</td>
<td>(It's raw.) Cree Li criy for. (He screams loudly.)</td>
<td></td>
</tr>
</tbody>
</table>

2. The vowel 'ou'

Mauritian 'ou' has a more constant quality than the vowel sound in American English "zoo". Compare the Mauritian and the English vowel sounds in the following sets:

<table>
<thead>
<tr>
<th>Creole</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>dou</td>
<td>(sweet) do</td>
</tr>
<tr>
<td>sou</td>
<td>(cent) sue</td>
</tr>
<tr>
<td>tou</td>
<td>(all) two</td>
</tr>
<tr>
<td>cou</td>
<td>(a blow) coup</td>
</tr>
</tbody>
</table>

Imitate the Mauritian vowel sound 'ou' in these examples:

- fou (crazy)
- sou (cent)
- lazou (cheek)
- boucou (many)
- zouzou (toy)
- coulou (nail)
- lisou (cabbage)

Listen in the following sets of words for the difference between the 'ou' sound when it is at the end of a syllable and when it is followed by a consonant. (In the latter case it sounds somewhat between the vowel in "pool" and the vowel in "pull".)
3. The vowel 'o'

The tendency to have a glide towards a w-sound in the pronunciation of the vowel in American English "so" is far more pronounced than for "zoo", and makes for a quite unacceptable pronunciation if carried over into Mauritian. Compare the constant Mauritian 'o' with the diphthongized American 'o' in the following sets of words:

<table>
<thead>
<tr>
<th>Creole</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>so</td>
<td>so</td>
</tr>
<tr>
<td>po</td>
<td>Poe</td>
</tr>
<tr>
<td>to</td>
<td>toe</td>
</tr>
<tr>
<td>défo</td>
<td>Défo</td>
</tr>
<tr>
<td>resso</td>
<td>Rousseau</td>
</tr>
</tbody>
</table>

Imitate the steady Mauritian vowel sound 'o' in these examples:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>vo</td>
<td>(calf)</td>
</tr>
<tr>
<td>mo</td>
<td>(I)</td>
</tr>
<tr>
<td>zaco</td>
<td>(monkey)</td>
</tr>
<tr>
<td>lapo</td>
<td>(skin)</td>
</tr>
<tr>
<td>zozo</td>
<td>(bird)</td>
</tr>
<tr>
<td>foto</td>
<td>(photograph)</td>
</tr>
<tr>
<td>poto</td>
<td>(pole)</td>
</tr>
<tr>
<td>défo</td>
<td>(defect)</td>
</tr>
<tr>
<td>nouvo</td>
<td>(new)</td>
</tr>
<tr>
<td>sizo</td>
<td>(scissors)</td>
</tr>
</tbody>
</table>

When followed by a consonant in the same syllable, Mauritian 'o' sounds, to an American, quite different from the syllable-final 'o'. (It is often more like a shortened version of the vowel in "caught" - at least as some Americans pronounce it - than it is like the vowel in "coat".) Listen for the different varieties of 'o' in the following sets of words:
The vowels 'e' and 'ey'

Mauritian has a combination 'ey' which is rather like the vowel sound in American English "say". Much more common, however, is the vowel 'e', which lacks the y-sound at the end that is characteristic of the American vowel sound. Listen to the difference between English and each of the two Mauritian possibilities in the following sets of words:

<table>
<thead>
<tr>
<th>Creole</th>
<th>English</th>
<th>Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td>mē</td>
<td>May</td>
<td>somey</td>
</tr>
<tr>
<td>pé</td>
<td>pay</td>
<td>larey</td>
</tr>
<tr>
<td>oulé</td>
<td>allay</td>
<td>soley</td>
</tr>
<tr>
<td>bîlé</td>
<td>bay</td>
<td>corbey</td>
</tr>
</tbody>
</table>

Make sure you can make a consistent distinction between Mauritian 'e' and 'ey' in imitating the pronunciation of the following sets of words. (This represents one of the few points where carrying over an American pronunciation in Creole is likely to give people a totally wrong notion of what you are trying to say.)

<table>
<thead>
<tr>
<th>Creole</th>
<th>English</th>
<th>Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td>ké</td>
<td>(wharf)</td>
<td>føy</td>
</tr>
<tr>
<td>lapé</td>
<td>(peace)</td>
<td>lapey</td>
</tr>
<tr>
<td>sëvé</td>
<td>(hair)</td>
<td>révey</td>
</tr>
<tr>
<td>foudé</td>
<td>(make fun of)</td>
<td>boutey</td>
</tr>
<tr>
<td>zamé</td>
<td>(never)</td>
<td>somey</td>
</tr>
<tr>
<td>oulé</td>
<td>(want to)</td>
<td>soley</td>
</tr>
<tr>
<td>paré</td>
<td>(ready)</td>
<td>parey</td>
</tr>
<tr>
<td>fonse</td>
<td>(dark colored)</td>
<td>coneys</td>
</tr>
</tbody>
</table>

The other frequent Mauritian diphthong besides 'ey' is 'ay', which sounds much like the ending of the English word "sigh". Except in rapid speech, there is not much danger of failing to hear the difference between these, but Americans can easily be confused by the fact that - as with "gray" and "grey" - 'ay' and 'ey' are both used in English to spell the sound that is like Mauritian 'ey'. Note the pronunciation of the following words.
lay (not any good)    fey (leaf)
lay (garlic)          soley (sun)
may (corn)           somey (sleepiness)
lapay (straw)       lapey (wages)

5. The nasal vowel 'on'

The combination on represents a nasal vowel - that is, one pronounced
through the nose as well as through the mouth. The nasal quality (represented
by the 'n' of 'on') is present throughout the vowel rather than following it,
as the arrangement of letters on the page might suggest. Practice pronouncing
on in combination with various consonants in the following examples:

onz (eleven)
contt (story)
répons (answer)
on (no)
fon (deep)
bon (good)
pon (bridge)
bonbon (candy)
tonton (uncle)
fasson (manner)
mouton (sheep)
sifon (rag)
lamson (fish hook)
conzé (vacation)
fonsé (dark-colored)
monté (climb)
tombé (fall)

Note the similarities and differences among the sounds 'o', 'on' and 'onn'
in the following sets of words:

lédo (back)         limon (lemon)         lémonn (world)
tablo (blackboard)  blon (blond)         siclonn (hurricane)

6. The nasal vowel 'an'

This is a second nasalized vowel. Practice it in various environments:
Note the somewhat similar sounds 'a', 'an', 'ann':

<table>
<thead>
<tr>
<th>ba</th>
<th>(low)</th>
<th>ban</th>
<th>(bench)</th>
<th>bann</th>
<th>(bunch)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta</td>
<td>(a pile)</td>
<td>létan</td>
<td>(time)</td>
<td>tann</td>
<td>(tender)</td>
</tr>
<tr>
<td>gra</td>
<td>(greasy)</td>
<td>gran</td>
<td>(large)</td>
<td>aprann</td>
<td>(study)</td>
</tr>
</tbody>
</table>

7. The nasal vowel in

Practice this nasal vowel as you did the other two:

<table>
<thead>
<tr>
<th>kinz</th>
<th>(fifteen)</th>
</tr>
</thead>
<tbody>
<tr>
<td>sink</td>
<td>(five)</td>
</tr>
<tr>
<td>minss</td>
<td>(thin)</td>
</tr>
<tr>
<td>simp</td>
<td>(simple)</td>
</tr>
<tr>
<td>pwintt</td>
<td>(sharp pointed)</td>
</tr>
<tr>
<td>fin</td>
<td>(hungry)</td>
</tr>
<tr>
<td>swin</td>
<td>(care)</td>
</tr>
<tr>
<td>cwin</td>
<td>(corner)</td>
</tr>
<tr>
<td>bizin</td>
<td>(need)</td>
</tr>
<tr>
<td>simin</td>
<td>(path)</td>
</tr>
<tr>
<td>couzin</td>
<td>(cousin)</td>
</tr>
<tr>
<td>malin</td>
<td>(clever)</td>
</tr>
</tbody>
</table>
Note this vowel written 'en' after 'i' or 'y':

- bien (well)
- narien (nothing)
- comien (how many)
- lisien (dog)
- mécanissien (mechanic)
- mwayen (average)

It is the vowel 'é' and the combination 'enn' that bear resemblance to 'in' in pronunciation, rather than 'i' and 'inn':

- sémé (sow seeds)
- Missié (Sir)
- cozé (talk)
- simin (path)
- lisien (dog)
- couzin (cousin)
- sémenn (week)
- morissienn (female inhabitant of Mauritius)
- douzenn (dozen)

8. The consonant 'l'

All occurrences of the l-sound in Mauritian are quite close to the variety of 'l' found in English "leaf" or "glee". This is what is sometimes called a "clear l". At the end of a syllable, Americans use what is called a "dark l", which is much closer to a w-sound, and quite inappropriate to use in speaking Mauritian Creole. Listen to this difference in these sets of words:

<table>
<thead>
<tr>
<th>Creole</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>sel</td>
<td>sell</td>
</tr>
<tr>
<td>mal</td>
<td>moll</td>
</tr>
<tr>
<td>fol</td>
<td>fall</td>
</tr>
<tr>
<td>poul</td>
<td>pool</td>
</tr>
<tr>
<td>lial</td>
<td>(island)</td>
</tr>
<tr>
<td>lavil</td>
<td>(town)</td>
</tr>
<tr>
<td>lável</td>
<td>(wing)</td>
</tr>
<tr>
<td>lotel</td>
<td>(hotel)</td>
</tr>
<tr>
<td>latwal</td>
<td>(fabric)</td>
</tr>
<tr>
<td>lëcol</td>
<td>(school)</td>
</tr>
</tbody>
</table>

Make sure that you can make initial 'l' and final 'l' sound much more alike than they usually do in English. Practice them in the following words:
Try particularly to keep a "clear 1" sound before another consonant, as in the following words:

- selman (only)
- elvé (raise)
- palto (jacket)
- calson (pants)
- solda (soldier)
- toultan (all the time)
- récoltt (harvest)

9. The sequence 'di'

In this sequence in Mauritian there is a slight transitional sound between the 'd' and the 'i', so that they sound together something like 'dzi'. Listen for this effect and try to get it the way your teacher says it:

- diss (ten)
- disc (phonograph record)
- samdi (Sunday)
- zédi (Thursday)
- disic (sugar)
- dizef (egg)
- dimoun (person)
- divan (wind)
- ditou (not at all)
- distanss (distance)

10. The sequence 'ti'

The same sort of effect that takes place with 'di' is found also in 'ti', so that it sounds rather like 'tsi'. Practice this sequence in these words:

- ti (little)
- zouti (tools)
- lanti (lentils)
- itil (useful)
- labitid (habit)
- tini (hold)
- tissi (cloth)
- tipé (to type)
11. The consonant 'gn'

The sound represented by these letters is a lot like that sequence represented by 'ny' in the English word "canyon". In Mauritian Creole, however, this sound needs to be considered as a basic element in the sound system, rather than as a sequence of other sounds. Between vowels, the Mauritian pronunciation of 'gn' is not too much different from sounds an American is used to making:

- gagné (get)
- pwagné (wrist)
- signé (to sign)
- bégné (take a bath)
- zognon (onion)

The 'gn' sound is also found fairly frequently at the end of a word, in which circumstance considerably more practice may be needed to achieve a good imitation of it. Practice this sound in the following examples:

- pegn (comb)
- tegn (extinguish)
- montagn (mountain)
- lacampagn (countryside)
- Sign li. (Sign it.)
- Swagn li. (Take care of him.)
- Li plegn for. (He complains loudly.)

12. The consonant 'r'

Mauritian 'r' bears virtually no resemblance to the sound written with the same letter in English. It is only for historical reasons that using the letter 'r' in writing the Mauritian Creole sound seems appropriate. You may in fact have some difficulty distinguishing 'r' from 'w'.

- cwi (cooked)
- pwin (point)
- witt (eight)
- twa (you)
- fwa (instance)
- bwatt (box)
- bwi (boil)
- vwayaz (trip)
- cri (raw)
- pran (take)
- riss (rich)
- dra (bed sheet)
- fré (cold)
- braslé (bracelet)
- brik (brick)
- vré (true)
At the end of a syllable or before a consonant, 'r' is pronounced with much less force than at the beginning. In fact, Mauritian "dir" sounds more like the end of English "idea", than it does like any English word ending with a consonant. You should not have much trouble detecting the presence of 'r'. Getting your tongue back towards your throat enough to make the sound correctly may require considerable practice.

<table>
<thead>
<tr>
<th>ta</th>
<th>(pile)</th>
<th>tar</th>
<th>(late)</th>
</tr>
</thead>
<tbody>
<tr>
<td>pa</td>
<td>(not)</td>
<td>par</td>
<td>(by means of)</td>
</tr>
<tr>
<td>swa</td>
<td>(or)</td>
<td>aswar</td>
<td>(evening)</td>
</tr>
<tr>
<td>mwa</td>
<td>(me)</td>
<td>mwar</td>
<td>(black)</td>
</tr>
<tr>
<td>laz</td>
<td>(age)</td>
<td>larz</td>
<td>(wide)</td>
</tr>
<tr>
<td>katt</td>
<td>(four)</td>
<td>cartt</td>
<td>(playing card)</td>
</tr>
<tr>
<td>blagé</td>
<td>(talk)</td>
<td>largé</td>
<td>(untie)</td>
</tr>
<tr>
<td>coud</td>
<td>(elbow)</td>
<td>sourd</td>
<td>(deaf)</td>
</tr>
<tr>
<td>zott</td>
<td>(they)</td>
<td>sortt</td>
<td>(shorts)</td>
</tr>
<tr>
<td>feb</td>
<td>(weak)</td>
<td>lerb</td>
<td>(grass)</td>
</tr>
<tr>
<td>lamwatié</td>
<td>(half)</td>
<td>larmwar</td>
<td>(wardrobe)</td>
</tr>
</tbody>
</table>

Practice final 'r' after various vowels:

<table>
<thead>
<tr>
<th>ier</th>
<th>(yesterday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>lir</td>
<td>(read)</td>
</tr>
<tr>
<td>ser</td>
<td>(sister)</td>
</tr>
<tr>
<td>zour</td>
<td>(day)</td>
</tr>
<tr>
<td>tar</td>
<td>(late)</td>
</tr>
<tr>
<td>lé. r</td>
<td>(north)</td>
</tr>
<tr>
<td>lagar</td>
<td>(station)</td>
</tr>
<tr>
<td>dir</td>
<td>(say)</td>
</tr>
<tr>
<td>fer</td>
<td>(do)</td>
</tr>
<tr>
<td>for</td>
<td>(strong)</td>
</tr>
<tr>
<td>four</td>
<td>(oven)</td>
</tr>
<tr>
<td>mir</td>
<td>(ripe)</td>
</tr>
</tbody>
</table>

The sequence 'rw' may cause particular difficulty.

| lérwa | (king) |
| drwatt | (right) |
| trwa | (three) |
| crwar | (believe) |
13. The combination 'ng'

Words which end in 'ng' are pronounced much like English words with the same spelling.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
<td>(long)</td>
</tr>
<tr>
<td>lang</td>
<td>(language)</td>
</tr>
<tr>
<td>zéping</td>
<td>(pin)</td>
</tr>
</tbody>
</table>

This ng-sound occurs only at the end of words. In other circumstances a nasal vowel followed by a definite g-sound occurs.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>longér</td>
<td>(length)</td>
</tr>
<tr>
<td>anglé</td>
<td>(English)</td>
</tr>
<tr>
<td>triangé</td>
<td>(do by devious means)</td>
</tr>
<tr>
<td>English</td>
<td>Mauritian Creole</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>able</td>
<td>capav</td>
</tr>
<tr>
<td>about (concerning)</td>
<td>lor</td>
</tr>
<tr>
<td>about (clock time)</td>
<td>ver</td>
</tr>
<tr>
<td>accept</td>
<td>acsept(e)</td>
</tr>
<tr>
<td>accident</td>
<td>acsidan</td>
</tr>
<tr>
<td>account</td>
<td>contt</td>
</tr>
<tr>
<td>acquainted (to be)</td>
<td>fer conésansss</td>
</tr>
<tr>
<td>add</td>
<td>azout(e)</td>
</tr>
<tr>
<td>address</td>
<td>ladress</td>
</tr>
<tr>
<td>advice</td>
<td>consey</td>
</tr>
<tr>
<td>affair</td>
<td>zafér</td>
</tr>
<tr>
<td>afraid (be, be afraid of)</td>
<td>per, gagn per</td>
</tr>
<tr>
<td>after, afterwards</td>
<td>apré</td>
</tr>
<tr>
<td>afternoon</td>
<td>tanto</td>
</tr>
<tr>
<td>again</td>
<td>ancor</td>
</tr>
<tr>
<td>against</td>
<td>contt</td>
</tr>
<tr>
<td>agriculture department</td>
<td>lagriikiltir</td>
</tr>
<tr>
<td>ahead</td>
<td>an, avan, divan</td>
</tr>
<tr>
<td>air</td>
<td>ler</td>
</tr>
<tr>
<td>airplane</td>
<td>avion</td>
</tr>
<tr>
<td>alive</td>
<td>vivan</td>
</tr>
<tr>
<td>English</td>
<td>French</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>all</td>
<td>tou, toutt</td>
</tr>
<tr>
<td>all right (okay)</td>
<td>dacor</td>
</tr>
<tr>
<td>almost</td>
<td>preské</td>
</tr>
<tr>
<td>aloe</td>
<td>lalwess</td>
</tr>
<tr>
<td>alone</td>
<td>tou sel, sel</td>
</tr>
<tr>
<td>already</td>
<td>déza</td>
</tr>
<tr>
<td>also</td>
<td>oussi</td>
</tr>
<tr>
<td>although</td>
<td>kan mem</td>
</tr>
<tr>
<td>always</td>
<td>touzour, toultan</td>
</tr>
<tr>
<td>America</td>
<td>L'Amerique</td>
</tr>
<tr>
<td>American</td>
<td>amerikin</td>
</tr>
<tr>
<td>among</td>
<td>parmi</td>
</tr>
<tr>
<td>amount (of money)</td>
<td>somm</td>
</tr>
<tr>
<td>and</td>
<td>é, ec</td>
</tr>
<tr>
<td>anger</td>
<td>colér</td>
</tr>
<tr>
<td>angry (become; cause to become)</td>
<td>enraz(e)</td>
</tr>
<tr>
<td>animals (small)</td>
<td>bébett</td>
</tr>
<tr>
<td>animals (large)</td>
<td>zanimo</td>
</tr>
<tr>
<td>annoy</td>
<td>anouy(e)</td>
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<tr>
<td>answer</td>
<td>réponse</td>
</tr>
<tr>
<td>answer (to)</td>
<td>réponn</td>
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<tr>
<td>apple</td>
<td>pomma</td>
</tr>
<tr>
<td>approach (to)</td>
<td>costé</td>
</tr>
<tr>
<td>April</td>
<td>avril</td>
</tr>
<tr>
<td>approximately</td>
<td>apépré, environ</td>
</tr>
<tr>
<td>arm</td>
<td>lébra</td>
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</table>
around
arrange
arrangement
arrangement (to make an)
arrive
arrival
artisan
ask
ask a question
August
aunt
average
létour
arranz(é), ranz(é)
lord
fer (enn) laranzman
arriv(é)
arrivé
zouvié
dimand(é)
poz enn keston
outt
tantinn, matantt
mwayon

B
baby
ti baba, baba
lédó
dériér
ariér
rékil(é)
béconn
mové (pre-noun), fay (pre-noun)
mal
sac
boulanzé
boulanzzri

298
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<th>French</th>
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<td>boul</td>
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<td>ball (celebration)</td>
<td>bal</td>
</tr>
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<td>balloon</td>
<td>balon</td>
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<tr>
<td>banana</td>
<td>banann</td>
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<tr>
<td>bandage</td>
<td>bandaz</td>
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<tr>
<td>barber</td>
<td>cwafer</td>
</tr>
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<td>basket</td>
<td>panié, corbey</td>
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<tr>
<td>basket (shopping)</td>
<td>tantt</td>
</tr>
<tr>
<td>bathe</td>
<td>bégn(é)</td>
</tr>
<tr>
<td>bathroom</td>
<td>lasamm-bin</td>
</tr>
<tr>
<td>battery (dry cell)</td>
<td>pil</td>
</tr>
<tr>
<td>battery (car)</td>
<td>batrí</td>
</tr>
<tr>
<td>beak</td>
<td>labec</td>
</tr>
<tr>
<td>beans</td>
<td>zarico</td>
</tr>
<tr>
<td>beard</td>
<td>labarb</td>
</tr>
<tr>
<td>beat (to)</td>
<td>tap(é), bat(é)</td>
</tr>
<tr>
<td>beautiful</td>
<td>zóli</td>
</tr>
<tr>
<td>because</td>
<td>parski</td>
</tr>
<tr>
<td>because of</td>
<td>acoz</td>
</tr>
<tr>
<td>become</td>
<td>vini, vinn; finn</td>
</tr>
<tr>
<td>become angry</td>
<td>anraz(é)</td>
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<td>become fat</td>
<td>grossi</td>
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<td>bed</td>
<td>lili</td>
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<td>beef</td>
<td>laviann bef</td>
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<tr>
<td>beer</td>
<td>labiér</td>
</tr>
<tr>
<td>before (in time)</td>
<td>avan</td>
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<td>English</td>
<td>French</td>
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<tr>
<td>------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>begin</td>
<td>coumans(é)</td>
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<tr>
<td>begin again</td>
<td>récoumans(é)</td>
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<td>coumansman</td>
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<td>believe</td>
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<td>below</td>
<td>an-ba</td>
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<td>belt</td>
<td>sintir, sang</td>
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<td>bench</td>
<td>ban</td>
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<td>bend down</td>
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<td>pli bon</td>
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<td>between</td>
<td>antt</td>
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<td>bicycle</td>
<td>bisiclet</td>
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<tr>
<td>big</td>
<td>gran, gro (pre-noun)</td>
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<tr>
<td>big (and nice)</td>
<td>bel (pre-noun)</td>
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<td>bird</td>
<td>zwazo, zozo</td>
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<td>bite (to)</td>
<td>mord(é)</td>
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<tr>
<td>bitter</td>
<td>amér</td>
</tr>
<tr>
<td>black</td>
<td>ñwar</td>
</tr>
<tr>
<td>blackboard</td>
<td>tablo</td>
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<td>forzron</td>
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<td>lamm</td>
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<td>molton, moulton</td>
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<td>aveg</td>
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<td>blond</td>
<td>blon</td>
</tr>
<tr>
<td>blood</td>
<td>disan</td>
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<tr>
<td>blouse</td>
<td>blouz</td>
</tr>
<tr>
<td>blow</td>
<td>cou</td>
</tr>
</tbody>
</table>
blow (to)  soufflé
blow a car horn  tromp(é)
blow a whistle  siflé
blue  blé
board  planss
boat  bato
body  lécor
boil (to)  bwí
book  liv
bookstore  libréri
bone  lézo
bore, be bored  agass(é)
born  né
borrow money  pran larzan prêté
boss  bourzwa, patron
bottle  boutey
box  bwatt
boy  garson
boy friend  pwantér
branch  branss
bread  dipin
break (to)  cass(é)
breathe  respir(é)
brick  brik
bridge  pon
broom  balié
brown
brush
brush (to)
bucket
build
bungalow (sea-side)
burlap sack
burn (to)
bury
bus
business
but
butter
button
buy (to)
by (means of)
by (way of)

C

cabinet maker
cake
calf
call (to), to be called (named)
camera
can (tin)
can (to be able)
<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
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</thead>
<tbody>
<tr>
<td>candle</td>
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<td>candy</td>
<td>bonbon, pasti, socola</td>
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<tr>
<td>capital (city)</td>
<td>capital</td>
</tr>
<tr>
<td>car</td>
<td>loto</td>
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<td>cartt</td>
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<td>care</td>
<td>swin</td>
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<td>carpenter</td>
<td>ménizié, sarpantié</td>
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<td>sarié, amén(é)</td>
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<td>case (in)</td>
<td>tansion</td>
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<td>satt</td>
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<td>trap(é), may(é)</td>
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<td>cause</td>
<td>lacoz</td>
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<td>cent</td>
<td>sou</td>
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<td>santt</td>
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<td>sir</td>
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<td>sez</td>
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<td>chalk</td>
<td>lacré</td>
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<td>chance</td>
<td>sanss</td>
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<td>change (to)</td>
<td>sansz(é)</td>
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<td>cheap</td>
<td>bon marsé</td>
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<td>cheat (to)</td>
<td>triang(é), gor(é), ambét(é)</td>
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<td>check (for bank)</td>
<td>sek, manda</td>
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<tr>
<td>English Word</td>
<td>French Translation</td>
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<td>--------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>cheek</td>
<td>lazou</td>
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<td>swazir</td>
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<td>lamess</td>
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<td>cigarette</td>
<td>sigarett</td>
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<td>city</td>
<td>sité</td>
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<td>City Hall</td>
<td>Minisipalité</td>
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<td>clam (local)</td>
<td>tek-tek</td>
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<tr>
<td>class</td>
<td>class</td>
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<tr>
<td>clean</td>
<td>prop</td>
</tr>
<tr>
<td>clean (to)</td>
<td>nétway(é)</td>
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<td>clear</td>
<td>cler</td>
</tr>
<tr>
<td>clever</td>
<td>malin</td>
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<tr>
<td>client</td>
<td>clian</td>
</tr>
<tr>
<td>climb (to)</td>
<td>mont(é), grimpé</td>
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<tr>
<td>clinic</td>
<td>clinic</td>
</tr>
<tr>
<td>clock (alarm)</td>
<td>révey</td>
</tr>
<tr>
<td>close (to)</td>
<td>ferm(é)</td>
</tr>
<tr>
<td>clot (to)</td>
<td>cay(é)</td>
</tr>
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<td>cloth</td>
<td>tissi, latwal</td>
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<tr>
<td>English Word</td>
<td>French Translation</td>
</tr>
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<td>------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>clothes</td>
<td>linz</td>
</tr>
<tr>
<td>cloud</td>
<td>niaz</td>
</tr>
<tr>
<td>coast</td>
<td>lacott</td>
</tr>
<tr>
<td>coat</td>
<td>manto</td>
</tr>
<tr>
<td>cock (rooster)</td>
<td>cok</td>
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<tr>
<td>coffee</td>
<td>café</td>
</tr>
<tr>
<td>cold</td>
<td>fré</td>
</tr>
<tr>
<td>cold (to be)</td>
<td>gagn fré</td>
</tr>
<tr>
<td>color</td>
<td>coulér</td>
</tr>
<tr>
<td>comb</td>
<td>pegn</td>
</tr>
<tr>
<td>comb (to)</td>
<td>pégn(é)</td>
</tr>
<tr>
<td>come</td>
<td>vini, vinn</td>
</tr>
<tr>
<td>come back</td>
<td>révini, révinn</td>
</tr>
<tr>
<td>come from</td>
<td>sorti</td>
</tr>
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<td>comfortable</td>
<td>confortab</td>
</tr>
<tr>
<td>command (a)</td>
<td>lord</td>
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<td>complain</td>
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<td>concert</td>
<td>contérieur</td>
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<td>continue (to)</td>
<td>contiérié</td>
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<td>contrary</td>
<td>lécontreer</td>
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<td>contrary (on the)</td>
<td>ocontreer</td>
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<tr>
<td>cook</td>
<td>cwizinié</td>
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<td>cook (to)</td>
<td>cwi</td>
</tr>
<tr>
<td>cooking pot</td>
<td>caray</td>
</tr>
<tr>
<td>cooking pot (with long handle)</td>
<td>castrol</td>
</tr>
<tr>
<td>cooking pot (with two side-handles)</td>
<td>decli, decti</td>
</tr>
</tbody>
</table>
cork

cork (to)
corn
corner
cost
cotton
couch
cough (to)
count (to)
country
country (vs. town)
courage
court (of law)
cousin (female)
cousin (male)
cow
crazy
crazy (of a man)
crazy (of a woman)
cross (the street)
crow of the rooster

crush (to)
cry (to)
cup
cure (to)
curious

bousson
bouss(é)
may
cwin
cout(é)
coton
divan
touss(é)
cont(é)
péi
lacampagn
lafors, couraz
lacour
couzinn
couzin
vass, bef
pagla
fou
fol
sot(é)
santé
craz(é)
plor(é), gélé
tass
swagn(é)
kirié
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<td>English Word</td>
<td>French Equivalent</td>
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<td>lasamm-manzé, lasal-manzé</td>
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<td>directér</td>
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<td>malang, sal</td>
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<td>divide (to)</td>
<td>partaz(é)</td>
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do
fer

do (over)
référ

dock (boat)
ké

doctor
medsin, doctér

dog
lisien

domineering
dominér

donkey
bourik

door
laportt

double
doub (pre-noun)

dough
lapatt

down
an-ba

dozen
douzenn

drawer
tirwar

drawing
dessin

dress
rob

dress (to)
labwasson

drink
bwar

drink (to)
condir(é)

drive (to)
sofér

driver
zét(é)

drop (to)
goutt

drop (of liquid)
farmassien

druuggist
sec

dry
létan, pandan

during
lapoussiér

dust
dévwar

duty
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<td>each one</td>
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<td>early</td>
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<td>gagn(é)</td>
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<td>earth</td>
<td>latér</td>
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<td>fassil, simp</td>
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<td>edge</td>
<td>bor</td>
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<td>onz</td>
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<tr>
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<td>embarrass</td>
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<td>employ</td>
<td>amploy(é)</td>
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<td>employee</td>
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<td>empty</td>
<td>vid</td>
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<td>empty (to)</td>
<td>vid(é)</td>
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<td>end (of an event or period of time)</td>
<td>lafin</td>
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<tr>
<td>end (of an object)</td>
<td>boutt</td>
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<td>end (to)</td>
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<td>inzéniér</td>
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English
enjoy oneself
enormously
enough
enter
envelope
erase
escape (to)
especially
evening (in the)
every
every day
every month
every morning
every night
every week
every year
everywhere
exactly
excuse (to)
excuse me
expensive
explain
extinguish
eyes
eyeglasses

anglé
amiz(é)
térib
assé
rantr(é)
lanvlop
éfass(é)
sov(é), bouré (vulgar)
sirtou
aswar
tou
tou-lé-zour
tou-lé-mwa
tou-lé-granmatin
tou-lé-swar
tou-lé-sémmenn
tou-lé-banané
partou
zistémon, egzactaman
eskiz(é)
pardon
ser
esplik(é)
tegn
lizié
linett
fabric  latwal
face  figir
factory  lizinn, moulin
fall (to)  tomb(é)
false  foss
family  fami
far  lwin
farmer  plantér
farming (growing fruits, veg., etc.)  plantassion
fast  rapid
fat (of people)  gro (pre-noun)
fat (of foods)  gra
fat (grease)  lagress
father  papa
fatal  téréb
faucet  robiné
fault  fott, défo
favor  serviss
fear (to)  per
February  févrié
feel (to)  saanti
fellow  boug
fever  lafiev
field  laplenn, caro
fifteen  kinz
fifth  sinkem, sinkiem
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<td>fight</td>
<td>lagér</td>
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<td>fight (to)</td>
<td>bat(é), lagér</td>
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<td>fill (to)</td>
<td>rampli</td>
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<td>film</td>
<td>- fim</td>
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<tr>
<td>finally</td>
<td>anfin</td>
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<td>find (to)</td>
<td>trouv(é)</td>
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<td>find (after losing)</td>
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<td>find out</td>
<td>découvér</td>
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<td>bien</td>
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<td>lamann</td>
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<td>finger</td>
<td>lédwa</td>
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<td>fingernail</td>
<td>zong</td>
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<td>finish (to)</td>
<td>fini</td>
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<td>fire</td>
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<td>prémie, promié (pre-noun), dńbor</td>
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<td>pwasson, posson</td>
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<td>fish (to), fishing</td>
<td>lapess</td>
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<td>fisherman</td>
<td>pessér</td>
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<td>fish-hook</td>
<td>lamson</td>
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<td>fishing line</td>
<td>lalinn</td>
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<td>couthpwin</td>
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<td>sink</td>
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<td>five o'clock</td>
<td>sink-er</td>
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<tr>
<td>flag</td>
<td>pavion</td>
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<tr>
<td>flat</td>
<td>platt</td>
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flatter (to)       flat(é)
floor             létaz
flour             lafarinn
flow (to)         coul(é)
flower            fler
fly               mousc
fly (to)          anvol(é)
fog               briar
fold (to)         pli(é)
follow            swiv
foot              lipié
foot (12 in.)     pié
for               pou
forbid            défann, ampooess(é)
forehead          fron
foreigner         tranzoné
forest            danbwa
forget            bli(é)
forgive           pardon(é)
fork              foursett
fortunate         éré, bonnezé
fortunately       gran mersi, rezman
forty             karantt
four              katt
four o'clock      katrer
fourteen          katorz
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<td>lib, gratiss</td>
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<td>French, Frenchman</td>
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<td>vandrédi</td>
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<td>dépi</td>
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<td>front (in), be in front</td>
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<td>frying pan</td>
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<td>gain (to)</td>
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<td>English</td>
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<td>get</td>
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<td>get up</td>
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<td>get well</td>
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<td>get work</td>
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<td>fi, tifi</td>
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<td>piess</td>
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<td>give</td>
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<td>give back</td>
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<td>God</td>
<td>Bondié</td>
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<td>group</td>
<td><strong>group; bann, benn</strong></td>
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<td>grow (of persons or animals)</td>
<td><strong>grandi</strong></td>
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<td>grow (of plants)</td>
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<td>habit</td>
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<td>hair (body)</td>
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<td><strong>sac, sacamin</strong></td>
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<td>handkerchief</td>
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<td>handle</td>
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<td>hang (an object)</td>
<td><strong>mett an-pandan</strong></td>
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<td><strong>lagósté, lazwa</strong></td>
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happy
harbor
hard
harvest
harvest (to)
hat
have
have to
he
head
heal
health
hear
heart
heavy
height
help
her, hers
here
here is
hide (to)
high
him
himself
his
history

éré, contan
por, larad
dir
récolt
récolt(é)
sapo
éna, gagn(é)
bizin
li
latett
swagn(é), okip malad
lasanté
tand(é)
lékér
lour
otér
éd(é), donn lamin
li, so, pou li
issi
ala
cassiett
ott
li
li mem
so, pou li
zistwar
hit (to) .tap(é)
hoe  pioss
hoe (to)  pioss(é)
hold (to)  tini
hole  trou
homework  dévwar
honest  ziss, onett
hope  espérans, lespwar
hope (to)  espér(é)
horn (of an animal)  corn
horn (of a car)  tromp
horse  souval, séval
hospital  lopital
hot  so
hot (to be)  gagn so
hotel  lotel
hour  létan, ler-tan, -er-tan (e.g. sink-er-tan)
house  lacaz
household  ménaz
how  couman, par ki
how far  ki distanss
how long (length)  ki longér
how long (time)  comien tan
how many, how much  comien
humid  imid
hundred  san
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<td>fin, gagn fin</td>
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<td>sículon</td>
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<td>dégaz(é)</td>
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<td>pressé</td>
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<td>mo</td>
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<td>si</td>
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<td>imagine (to)</td>
<td>mazin(é)</td>
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<td>immediately</td>
<td>déswitt, toutswitt</td>
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<td>impolite</td>
<td>malelvé</td>
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<td>importan</td>
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<td>in order to</td>
<td>pou</td>
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<td>independent</td>
<td>indépandan</td>
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industry
inexpensive
inquisitive
inside
install
insult
insult (to)
intelligent
interested
interesting
introduce (people)
invite
iron (metal)
iron (for clothes)
iron (to)
island
it
its

jacket
January
jar (glass)
join
joy
joyful

indistri
bon marsé
kirié
ladan, andan
instal(é)
insilté
insilté
intélizan, malin
intéressé
intéressan
prézant(é)
invit(é)
féray
caro
dress(é), répass(é)
lil
li
so

carlo

321
judge
judge (to)
July
jump (to)
June
just now
drive

K
keep
kerosene
key
kid (to)
kill (to)
kilogram
kilometer
kiss
kiss (to)
kitchen
knee
kneel (to)
knife
knit
know (to)

L
ladder
lake
lamb  
mouton

lamp  
larlamp

landlord  
propriéter

language  
lang

large  
larz

last (final)  
dernié

last (preceding)  
pasé

late  
tar

lateness  
rétar

later  
talér

laugh, laugh at  
riy(é)

law  
lalwa

lay (eggs)  
ponn

lead (a group)  
comand(é)

leaf  
fey

leak (to)  
coul(é)

lean on  
apiy(é)

learn  
aprann

leave  
kit(é)

left  
goss

left hand  
lamin goss

leg  
lazamm

lend  
prét(é)

lentils  
lanti

less  
mwin

lesson  
lesson
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<tr>
<td>let (allow)</td>
<td>less(é)</td>
</tr>
<tr>
<td>let go of</td>
<td>larg(é)</td>
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<tr>
<td>let's</td>
<td>anou</td>
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<td>Let's go eat.</td>
<td>Anou al manzé.</td>
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<td>letter</td>
<td>lett</td>
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<tr>
<td>library</td>
<td>libréri</td>
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<tr>
<td>lie</td>
<td>manti</td>
</tr>
<tr>
<td>lie (to)</td>
<td>coz manti, manti</td>
</tr>
<tr>
<td>lie down (of people)</td>
<td>alonz(é)</td>
</tr>
<tr>
<td>lie down (of animals)</td>
<td>couss(é)</td>
</tr>
<tr>
<td>life</td>
<td>lavi</td>
</tr>
<tr>
<td>lift (to)</td>
<td>lév(é)</td>
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<tr>
<td>light</td>
<td>lalimier</td>
</tr>
<tr>
<td>light (in color)</td>
<td>cler</td>
</tr>
<tr>
<td>light (in weight)</td>
<td>lézé</td>
</tr>
<tr>
<td>light (to)</td>
<td>alim(é)</td>
</tr>
<tr>
<td>light (to give)</td>
<td>éclér(é)</td>
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<td>lightning</td>
<td>zéclér</td>
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<td>like (similar)</td>
<td>couman</td>
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<td>like this</td>
<td>coumsa</td>
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<td>like (to)</td>
<td>contan</td>
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<td>likeable</td>
<td>émab</td>
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<td>line</td>
<td>lalinn</td>
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<td>line (queue)</td>
<td>laké</td>
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<td>lip</td>
<td>lalév</td>
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<td>listen</td>
<td>écouter(é)</td>
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<td>English Word</td>
<td>French Equivalent</td>
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<td>--------------</td>
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<tr>
<td>liter</td>
<td>litt</td>
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<tr>
<td>little</td>
<td>ti, p'ti, piti</td>
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<tr>
<td>little (a)</td>
<td>in-pé</td>
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<td>little bit</td>
<td>tiginn, tigitt</td>
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<td>live (to)</td>
<td>viv</td>
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<tr>
<td>live in</td>
<td>abit(é), rest(é)</td>
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<td>liver</td>
<td>léfwa</td>
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<tr>
<td>living room</td>
<td>salon</td>
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<td>load (to)</td>
<td>sarz(é), rampli</td>
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<tr>
<td>loan</td>
<td>prêt(é)</td>
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<td>lobster</td>
<td>omar, oumar</td>
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<td>long</td>
<td>long (pre/post noun)</td>
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<tr>
<td>how long (length)</td>
<td>comien distanss</td>
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<td>how long (time)</td>
<td>comien tan</td>
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<td>look</td>
<td>régar</td>
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<tr>
<td>look at</td>
<td>gét(é)</td>
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<td>look for</td>
<td>rod(é)</td>
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<tr>
<td>loose</td>
<td>lass</td>
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<td>lorry</td>
<td>camion</td>
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<td>lose</td>
<td>perdi</td>
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<tr>
<td>lose weight</td>
<td>mégri</td>
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<tr>
<td>lottery (to win a)</td>
<td>gagn lotri</td>
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<tr>
<td>love</td>
<td>lamour</td>
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<td>love (to)</td>
<td>contan</td>
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<td>low</td>
<td>ba</td>
</tr>
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<td>lower (to)</td>
<td>bess(é)</td>
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luck
lunch

machine
make
make fun of
man
manner
many
map
March
mark (to)
market
marry
mason
matches
material
mattress
Mauritian
Mauritius
May
maybe
me
meal
mean (to)
sanss
dézéné
massinn
fer
foud(é), sican(é)
zomm
maniér, fasson
boucou
map
marss
mark(é)
bazar
marié
masson
zalimett
latwal, tissi
matla
morissier
Maurice
mé
kitfwa
mwa
répa
vé-dir
measure (to)  mézir(é)
meat  laviann
mechanic  mécanissien
medicine  medsinn, meksinn
meeting  conféranss
melt  fonn
mention (to)  dir
merchant  comersan, marsan
mess  dézord
metal  métal
meter  mett
middle (in the)  omilié
midnight  minwi
mile  mil
milk  dilé
million  milion
mind  lespri
minute (60 seconds)  minitt
mirror  laglass
mischievous  mésansté
misfortune  malér
mislead  ambét(é)
Miss  wamzel
miss (to)  rat(é), mank(é)
mistake  fott
mistaken (be)  tromp(é)
mix (to)  brouy(é), mél(é)
modern  modern
moment (a)  enn timama
Monday  lindi
money  larzan, lamóné, cass
monkey  zaco
month  nwa
moon  lalinn
more  pliss, pli
morning  gramma tin
mosquito  moustik
mother  mama, mami, ma
motorcycle  motosiclett
mountain  montagn
mouth  labouss
move (to)  avans(é)
movement  mouvman
movie  fim
movies, movie theater  sinéma
Mr., sir  missié
Mrs., ma'am  madamm
much  boucou
music  lamizik
mustache  moustass
mute  gaga
my  mo
nail
coulou
name
non
name (given)
tinon
name (to)
donn enn non
named (to be) (to be called)
apel(é)
narrow
tip' ti, p'ti
nationality
nassionalité
natural
naturel
naturally
naturel'man
near
pré, pré-cott, pré-ar, pré-ec
nearby
acosté, pré
necessary
nessessér
it is necessary to
sodé, bizin
neck
licou
necktie
cravatt
need (to)
bizin, bizwin
needle
zégwi
neighbor
vwazin
neither...nor
ni...ni
nephew
névé
net
filé
never
zamé
nevertheless
kan mem
new
nef, nouvo (pre-noun)
news
nouvel
newspaper
lagazett
next
nice
niece
night (evening)
night
nine
nine o'clock
ninth
no
nobody
noise
noodles (Chinese)
oon
north
nose
not (negative marker)
not yet
note (down)
notebook
nothing
notice (to)
November
now
nurse (female)
nurse (male)
number

prosin
zanti, zoli, bon
niess
aswar
lanwitt
nef
nev-er
néviem
non
personn
tapaz
minn
midi
lénor
néné
pa
p'ancellor
marké
cayé, carné
narien, nanien
rémark(é)
novamm
astér
inthermiér, nerss
inthermié
niméro, sif
oblige (to), to be obliged
occasionally
o'clock (cf. hour)
October
octopus
of course
office
often
oil
okay
okra
old
on
one
onion
cnly (adj.)
only (adv.)
open
operation (medical)
opinion
opposite
or
orange (fruit)
order, orders
order (to)
ordinary
obliz(é)
parfwa
-er (e.g. sink-er)
octob
ouritt, zouritt
naturelman, bien sir
biro
souvan
dilwil
dacor, bon
lalo
vié
lor
enn
rgognon, zwagnon
sel (pre-noun)
nec, selman, ziss
ouvé
loparession
lidé, lopion
lécontrér
oubien, swa, ouswa
zoranz
lord
comand(é)
ordinér
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<td>other</td>
<td>lott</td>
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<tr>
<td>otherwise</td>
<td>sinon</td>
</tr>
<tr>
<td>our</td>
<td>nou</td>
</tr>
<tr>
<td>ours</td>
<td>pou nou</td>
</tr>
<tr>
<td>outside</td>
<td>déor</td>
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<tr>
<td>oven</td>
<td>four</td>
</tr>
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<td>page</td>
<td>paz</td>
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<td>pail</td>
<td>séo</td>
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<td>pain</td>
<td>dimal</td>
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<td>paint</td>
<td>lapintir</td>
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<td>paint (to)</td>
<td>penn</td>
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<td>painting</td>
<td>tablo</td>
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<td>pal (used in address)</td>
<td>matlo</td>
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<td>pants</td>
<td>calson</td>
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<td>pants (short)</td>
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<td>parcel</td>
<td>paké</td>
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<tr>
<td>part</td>
<td>par, parti</td>
</tr>
<tr>
<td>part (of any mechanical instrument)</td>
<td>piess</td>
</tr>
<tr>
<td>party (celebration)</td>
<td>fett</td>
</tr>
<tr>
<td>pass (to)</td>
<td>pass(é)</td>
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<tr>
<td>passenger</td>
<td>passazé</td>
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<td>passport</td>
<td>passpor</td>
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<tr>
<td>English Word</td>
<td>French Translation</td>
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<tr>
<td>path</td>
<td>simin</td>
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<td>paw (of animal)</td>
<td>lapatt</td>
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<td>pay</td>
<td>lapey</td>
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<tr>
<td>pay (to)</td>
<td>péy(é)</td>
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<td>peace</td>
<td>lapé</td>
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<td>peculiar</td>
<td>drol</td>
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<td>pen</td>
<td>plim</td>
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<td>pen (ball point)</td>
<td>'refill'</td>
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<td>pencil</td>
<td>créyon</td>
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<td>people</td>
<td>dimoun</td>
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<td>pepper (chili)</td>
<td>piman</td>
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<td>perhaps</td>
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<td>person</td>
<td>dimoun, zan</td>
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<td>pharmacist</td>
<td>farmassien</td>
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<td>pharmacy</td>
<td>farmassi</td>
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<td>phonograph</td>
<td>'pickup'</td>
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<td>photograph</td>
<td>foto</td>
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<td>photographer</td>
<td>fotograf</td>
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<td>pick (tool)</td>
<td>pik</td>
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<td>picture</td>
<td>zimaz</td>
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<tr>
<td>piece</td>
<td>morso, boutt</td>
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<tr>
<td>piece of cloth</td>
<td>piess</td>
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<td>pig</td>
<td>cosson</td>
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<tr>
<td>pile</td>
<td>ta</td>
</tr>
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<td>pillow</td>
<td>lorié</td>
</tr>
<tr>
<td>pillow case</td>
<td>tett lorié</td>
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pin  
zéping
pin (hair)  
zéping latett
pin (safety)  
zéping nouriss
pineapple  
zanana
pink  
roz
pipe (for smoking)  
pip
pipe (for water)  
touyo
place  
plass, landrwa
place (to)  
plass(é), poz(é)
plane (tool)  
rabo
plank  
planss
plant  
plantt
plant (to)  
plant(é)
plate  
lassiett
play  
pieiss
play (to)  
zoué
pleasant (of people)  
émab
pleasure  
plézir
pocket  
poss
point (dot)  
pwin
point (of pencils, needles, etc.)  
pwintt
point out  
montré
pole  
poto
policeman  
lapoliss
poor  
mízér, pov
port  
larad
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<td>possibly</td>
<td>capav, kitfwa</td>
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<td>postman</td>
<td>faktér</td>
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<td>post office</td>
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<td>potato</td>
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<td>liv</td>
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<td>pour (to)</td>
<td>vers(é)</td>
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<td>power</td>
<td>pouvwar</td>
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<td>flat(é)</td>
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<td>pri</td>
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<td>prick (to)</td>
<td>pík(é)</td>
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<td>mett lécol</td>
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<td>prize</td>
<td>pri</td>
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<td>property</td>
<td>térin</td>
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<td>public</td>
<td>pibic</td>
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<td>pull tight (rope, etc.)</td>
<td>rédi</td>
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<td>pumpkin</td>
<td>ziromon</td>
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<td>punish</td>
<td>píni</td>
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<td>purple</td>
<td>mov</td>
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<td>purse</td>
<td>sac, sacamin</td>
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<td>purse (coin)</td>
<td>portt-moné</td>
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<td>push (to)</td>
<td>pouss(é)</td>
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<td>put (to)</td>
<td>mét(é)</td>
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<td>put down (to)</td>
<td>poz(é)</td>
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Q

quality
quantity
quantity (sizable)
question
quickly
quiet
quite

R

radio
rag
rain
raise (an object)
raise (a child)
raise (a flag)
raise (livestock)
rarely
rather
raw
razor
read (to)
ready (be)
really
reason
receive
recognize
record (phonograph)
red
region
religion
remain
remainder
remember
remove
rent (to)
repair (to)
repair(s)
repeat
replace
represent
republic
resemble
rest (to)
restaurant
result
return (to)
rib
rice
ride (a bicycle)
right (legal, moral)
right (direction)
ing
<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
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<tr>
<td>ring (wedding)</td>
<td>mariage</td>
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<tr>
<td>ring (to)</td>
<td>son(é)</td>
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<td>rip (to)</td>
<td>dessir(é)</td>
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<tr>
<td>ripe</td>
<td>mir</td>
</tr>
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<td>river</td>
<td>larivière</td>
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<td>robber</td>
<td>voler</td>
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<tr>
<td>roof</td>
<td>twa</td>
</tr>
<tr>
<td>room</td>
<td>lasamm, piess</td>
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<td>rotten</td>
<td>gâté, pouri</td>
</tr>
<tr>
<td>round</td>
<td>ron</td>
</tr>
<tr>
<td>rubber</td>
<td>carotsou</td>
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<td>ruler</td>
<td>lareg</td>
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<td>run (to)</td>
<td>galoupé</td>
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<tr>
<td>run away (escape)</td>
<td>sové, bouré (vulgar)</td>
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<tr>
<td>run (of vehicle)</td>
<td>mars(ée)</td>
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<td>run over</td>
<td>crazée</td>
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<td>rupee</td>
<td>roupi</td>
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<td>sad</td>
<td>triss</td>
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<td>sadness</td>
<td>lapenn</td>
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<td>salt</td>
<td>désel</td>
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<tr>
<td>salute (to)</td>
<td>salié</td>
</tr>
<tr>
<td>same</td>
<td>patey, mem</td>
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<tr>
<td>sandal</td>
<td>savatt</td>
</tr>
<tr>
<td>sandal (made of old tire)</td>
<td>calpa</td>
</tr>
</tbody>
</table>
sandal (plastic)    tanga
sandalwood      sandal
Saturday       sandi
save           sov(é)
saw             lansar
school          lécol
scissors       sizo
scream (to)      criy(é)
scrub (to)       frot(é)
sea             lamér
seashore     bor-lamér, bord-mer
season         sézon
second         déziém
secondhand     ségonn-min
secretary      sécrétér
section (of town) kartié
see             trouv(é)
see again   rétrouv(é)
seed           lagrin
seem           paretz
seldom       raman
sell           vand(é)
send           anvoy(é)
September  septamm, sektamm
servant (girl) nénenn
service       serviss
seven
seven o'clock
seventh
seventy
several
scw (to)
shadow
shake (to)
shake hands
share (to)
sharpen (a pencil)
shave (to)
she
sheep
sheet (for bed)
sheet (of paper)
shirt
shoe
shoot
shop
shop window
shop for household items (to)
short
shoulders
shovel
show (to)
shower
douss
sick
malad
side
coté
sideburns
carabi
sidewalk
trotwar
sight
lavi
sign (to)
sign(é)
signature
signatir
silence
silanss
silver
arzan
simple
simp
since (because)
piské, pwiské
since (time)
dépi
sing (to)
sant(é)
single (sole)
sel (pre-noun)
single (unmarried)
zenn zan, zenn fi
sir
missié
sister
ser
sit (down)
assiz(é)
six
siss
six o'clock
siz-er
sixteen
sez
sixth
siziem
sixty
swassantt
skin
lapo
skinny
meg
skirt
sky
sleep
sleepiness
sleeve
slow
slowly
small
small (very)
smart
smell (to)
smelly
smile
smile (to)
smoke
smoke (to)
snow
soap
soap (for bathing)
socks
soft
soft (of cloth)
soil
soldier
sole
solid
zipp
lésiel, lisiel
dormi
somey
lamanss
lan
dousma, lantman
piti, ti
tip'ti
malin
santi
pi
sourir
fer enn ti sourir
lafimé
fim(é)
lanez
savon
savonett
sosett
mou, mol
fin
latér
solda
sel (pre-noun)
solid
some
someone
something
sometimes
soon
sore
soreness
sort out (to)
sound
soup
south
sow (to)
spacious
spare tire
speak
speed
spend
spice(s)
spill (to)
spit (to)
spoon
sport
spring (of water)
square
squeeze (to)
strícense

in-pé
kikenn
kitsoz
parfwa
talér
fer dimal
dimal
triy(é)
son
lasoup
lósid
sém(é), plant(é)
larz
stepni, stepné
cocz(é)
vitess
dépans(é)
zépiss
vers(é)
crass(é)
couyér
sportt, spor
lasourss
caré
press(é), cwinski(é)
lescalié
stand (to)
dibout(é)
star
zétwal
station (for bus, train)
lagar
station (radio or TV)
poss
steal
cokin
steam
lavapr
step
pa
stick
baton
stick (to)
col(é)
stiff
red
sting (to)
pik(é)
stir (to)
brouy(é)
stocking
sossett, léba
stomach
vantt
stone
ross
stop (to)
aréét(é)
stop up
bouss(é)
store
magazin, laboutik
story (of a building)
létaz
story
zistwar
stove
resso
straight
drwatt
strange
drol (pre-noun)
stranger
étranzé
straw
lapay
street
simin, simé, lari
strength
strike (to hit)
strike (of workers), to strike
string
strong
student
study
study (to)
stupid
succeed
sugar
sugar cane
sugar-estate
suitcase
summer
sun
Sunday
support (by leaning against)
sure (be)
surely
surprise
surprised (to be)
surround
swamp
swear
sweater
laforss
tap(é)
lagrev, fer lagrev
lafissel, lacord
for
zélev
létid
apran
bett
ressi
disic
cann
tallisman
valiz
lété
soley
dimans
apiy(é)
sir
sirman
sirpriz
ress bett
antour(é), fer létour
lamar
zour(é)
trico
<table>
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<th>English Word</th>
<th>French Equivalent</th>
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<td>balié</td>
</tr>
<tr>
<td>sweet</td>
<td>dou</td>
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<tr>
<td>swim</td>
<td>naz(é)</td>
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<td>table</td>
<td>latab</td>
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<tr>
<td>tail (animal's)</td>
<td>laké</td>
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<tr>
<td>tailor</td>
<td>«ayér</td>
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<tr>
<td>take</td>
<td>pran, amén(é)</td>
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<tr>
<td>take again</td>
<td>répran</td>
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<tr>
<td>take care of</td>
<td>okip(é)</td>
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<tr>
<td>take care of (medically)</td>
<td>swazn(é)</td>
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<tr>
<td>take place</td>
<td>èna lié</td>
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<td>talk (to)</td>
<td>coz(é)</td>
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<td>tall</td>
<td>long (pre/post noun)</td>
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<td>tap</td>
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<td>task</td>
<td>dévwar</td>
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<td>taxi</td>
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<td>tea</td>
<td>dité</td>
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<td>teacher</td>
<td>professer</td>
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<td>teach</td>
<td></td>
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<td>tear (to)</td>
<td>dessir(é)</td>
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<td>téléfon(é)</td>
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<td>television</td>
<td>télévization</td>
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<td>tell</td>
<td>dir</td>
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tell (a story)  
racont(é)

ten  
diss

ten o'clock  
diz-er
tender  
tenn

tent  
latantt
tenth  
diziem

than  
ki
thanks  
mersi
that  
sa, sa-mem
that way  
comsma, comsa
theater  
téat
them  
zott
then  
unswitt, apré, ler-1-
there  
la-ba
there (is, are)  
čna
there (right)  
la-mem
they  
zott
thick  
épé
thief  
volér
thin  
minss
thing  
kitsoz, kiksoz, zafér
think (to)  
pans(é)
think of (to)  
mazin(é)
third  
twaziem
thirsty  
swaf, gagn swaf
thirteen  
trez
thirty  trantt
this    sa
thousand mil
thread  difil
three   trwr
three o'clock trwaz-er
throw (to) anvoy(é)
throw down, throw away zét(é)

thunder loraz
Thursday zéci
ticket biyé
tie (neck) cravatt
tie up amar(é), atass(é)
time létan, tan
time (all the) toultan, toulétan
time (instance) fwa
time (o'clock) ler
time (to have the) gagn létan
tire carotsou, larou
tired fatigé
tobacco taba
today zordi, zourdí
toe lédwa lipié
toenail zong lipié
together ansamm
toilet drénaz, cabiné
tomato

tomorrow
tongue
too (also)
too, too much
tools
tooth
touch (to)
tou (to)
towel
tower
town
town (to, in)
toy
tractor
train
travel (for pleasure)
treat (medically)
true
trip (short)
truck
true
truth
try
Tuesday
turn (to)
tomatt, pomdamour
dimin
lalang
oussi
tro, tro boucou
zouti
lédan
touss(é)
vacarn(é)
serviett
tour
lavil
un-vil
zouzou
tractér
trin
vacarn(é)
swagn(é)
pié
létour
çamion
vré
lavérité
séy(é)
mardi
tourn(é), vir(é)
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<td>twenty</td>
<td>vin</td>
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<td>dé fwa</td>
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<tr>
<td>two</td>
<td>dé</td>
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<td>two o'clock</td>
<td>djez-er</td>
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<td>ugly</td>
<td>vilin</td>
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<td>uncertain</td>
<td>pasir</td>
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<td>undress</td>
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<td>unemployed (person)</td>
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<td>zenn zan, zenn fi</td>
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<td>untie</td>
<td>larg</td>
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<td>until</td>
<td>ziska</td>
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<td>up there</td>
<td>lor-la</td>
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<td>us</td>
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<td>use (to)</td>
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<td>used (not new)</td>
<td>izé, ségonn-min</td>
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<td>English</td>
<td>French</td>
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<td>-----------</td>
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<td>useful</td>
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<td>usually</td>
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<td>sarett</td>
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<td>waiter</td>
<td>garson, servér</td>
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<td>wake up</td>
<td>lév(é)</td>
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<tr>
<td>walk (to)</td>
<td>mars(é)</td>
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<td>wall</td>
<td>mir, miray</td>
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<td>wallet</td>
<td>portt-fey, bourss</td>
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<td>want (to)</td>
<td>lé, oulé; anvi</td>
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<tr>
<td>Word</td>
<td>French Translation</td>
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<td>-----------------------------</td>
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<tr>
<td>war</td>
<td>lagér</td>
</tr>
<tr>
<td>wardrobe</td>
<td>larmwar</td>
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<td>warn</td>
<td>prevni</td>
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<td>warrant</td>
<td>manda</td>
</tr>
<tr>
<td>wash (to)</td>
<td>lav(é)</td>
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<tr>
<td>wash basin</td>
<td>kivett</td>
</tr>
<tr>
<td>watch (timepiece)</td>
<td>montt</td>
</tr>
<tr>
<td>watch (to)</td>
<td>gét(é)</td>
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<tr>
<td>watch out!</td>
<td>atansion!</td>
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<tr>
<td>watch out (to)</td>
<td>fer atansion</td>
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<td>water</td>
<td>diolo</td>
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<tr>
<td>way</td>
<td>fasson, maniér</td>
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<td>way (.his/that)</td>
<td>coumsa, comsa</td>
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<tr>
<td>we</td>
<td>nou</td>
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<td>weak</td>
<td>feb</td>
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<td>weapon</td>
<td>zarm</td>
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<td>wear</td>
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<td>weigh</td>
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<td>pwa</td>
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<td>welfare (money)</td>
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<td>well (interj.)</td>
<td>alor, abin</td>
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<td>well</td>
<td>bien</td>
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<td>well (get)</td>
<td>dégazé</td>
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well-mannered
west
wet
what
wheel
when
whenever
where
while
white
why
wide
win
wind
window
wine
wing
winter
wipe
with
woman
wood
wool
word
work
work (to)

bien elvé
louess
mouy(é)
ki
larou
kan
nimportt kan
acott
létan, pandan
blan
kifér
larz
gagn(é)
divan
lafnett
divin
lézel
livér
souy(é)
ar, ec, avec
famm
dibwa
lalenn
mo
travay
travay
<table>
<thead>
<tr>
<th>English Word</th>
<th>French Equivalent</th>
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<tbody>
<tr>
<td>worker (skilled)</td>
<td>zouvrié</td>
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<td>pir</td>
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<td>would</td>
<td>ti pou</td>
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<td>wound</td>
<td>dimal</td>
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<td>bless(é)</td>
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<td>wrap</td>
<td>anvlop(é)</td>
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<td>write</td>
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<td>wrong</td>
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<table>
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<th>English Word</th>
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<td>yard</td>
<td>lacour</td>
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<tr>
<td>year</td>
<td>banané</td>
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<tr>
<td>yellow</td>
<td>zonn</td>
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<td>yes</td>
<td>wi, wé</td>
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<td>yesterday</td>
<td>ier</td>
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<td>you (formal)</td>
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<tr>
<td>you (familiar)</td>
<td>to, twa</td>
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<td>you (plural)</td>
<td>zott</td>
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<td>young</td>
<td>zenn (pre-noun)</td>
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<tr>
<td>your (formal)</td>
<td>ou</td>
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<tr>
<td>your (familiar)</td>
<td>to</td>
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</table>
your (plural)
yourself (formal)
yourself (familiar)
yourselves

zott
ou-mem
to-mem
zott-mem

Z
zero
zéro

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