

DOCUMENT RESUME

ED 130 535

FL 008 151

AUTHOR Bailey, Beryl Loftman
 TITLE Jamaican Creole Language Course (For English Speaking Students).
 INSTITUTION Peace Corps, Washington, D.C.
 PUB DATE 68
 CONTRACT PC-25-1501
 NOTE 319p.; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-\$0.83 plus Postage. HC Not Available from EDRS.
 DESCRIPTORS Contrastive Linguistics; *Creoles; English; *Grammar; Instructional Materials; Intonation; Language Attitudes; *Language Instruction; Language Usage; Language Variation; *Phonology; Reading Materials; *Second Language Learning; *Textbooks; Vocabulary
 IDENTIFIERS *Jamaican Creole

ABSTRACT

Because of the high-incidence of structural similarity between Jamaican Creole and Standard English, many of the important differences between the two languages can be obscured. This fact and that of negative attitudes towards Creole are the principal problems encountered in teaching Creole. The lessons in this course on Jamaican Creole are based on the variety spoken by rural or working-class people. The basic component of the course is the cycle, which consists of two phases. In the "M" phase of each cycle, students mimic the teacher's pronunciation, manipulate grammatical elements, and learn the meanings of words and sentences and memorize them. The "C" phase concentrates on connected discourse and communication. Cycles 1-20 deal with significant phonological correspondences between Jamaican Creole and English, while cycles 21-29 concentrate on the meaning and use of particular lexical items. Intonation is handled in cycles 29-40, and grammar in cycles 41-70. Cycles 71-126 include the expansion of vocabulary, story telling and story reading, and the singing of Jamaican folk songs. (CLK)

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ED130535

JAMAICAN CREOLE LANGUAGE COURSE

(For English Speaking Students)

By

Beryl Loftman Bailey

United States Peace Corps

Contract No. PC-25-1501

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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1968

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FOREWORD

In producing this culturally authentic and methodologically up-to-date course on the folk-speech of her homeland, Yeryl L. Bailey has shown herself to be adventurous as well as capable. For the fact is that attempting to teach an English-based creole language (which is what Jamaican Creole is) to speakers of standard English is technically more difficult and socio-politically much more controversial than teaching any other kind of language to the same learners would be. Her task is technically difficult, because the high incidence of structural similarity between the Jamaican Creole being taught and the English which the learners already know can easily obscure the many important differences which exist between the two languages. And the teaching of Creole can be quite controversial because most Jamaicans still regard it as nothing but badly-spoken English -- a kind of "broken" language whose persistence among lower-class Jamaicans is a national disgrace to be kept hidden from public view. Persons who hold this view (and this includes many who speak Creole themselves) may resent the study or use of Creole by foreigners as a kind of international airing of local dirty laundry.

These two kinds of special difficulty in teaching Jamaican Creole to speakers of English -- structural and attitudinal -- are undoubtedly interrelated; the similarity between the two languages makes it easy for them to be associated with each other to the extent that the less prestigious Creole is judged adversely in terms of the more prestigious standard English. For example, a

Creole phrase like Dem no gaan is likely to be associated with (and condemned as) a "Them no gone" attempt at English, rather than appreciated as the Creole structural and functional equivalent of standard English "They haven't left." In order to offset the likelihood of such unfair judgements of Jamaican Creole, it might be useful to examine the relationship between it and standard English a little more closely.

When the English-speaking American or Briton is first exposed to Jamaican Creole, and its sounds (or spelling, as used in this course) are unfamiliar enough to impede word-recognition, it will probably seem to him to be a completely foreign language. As his ear adjusts to the systematic relationships between Creole and English sounds, however, or as he comes to understand the simple principles of the Creole orthography, the learner will find that the vocabulary of Jamaican Creole is overwhelmingly English in origin and form. Then why, he may wonder, do linguists claim that Jamaican Creole is a separate language? The answer lies in the realm of grammar, by which incidentally, the linguist means the system of patterns which a speaker automatically organizes words into, rather than rules in a book. For, whatever the similarities between the vocabulary of Jamaican Creole and standard English (and even if, to stretch a point, one were to claim that they have the same vocabulary), the two-forms of speech have different enough grammatical patterns to make equivalent sentences look strikingly different -- even where the same or similar words are involved. For example, a standard English sentence like "Mr. Charley sells his fish at a high price because

he is, a thief" becomes A tiif Maas Chaali tiif mek im a sel fi-im fish so dier in an equally natural Jamaican Creole. Now, even if one were to translate the Creole equating verb a by a standard English equivalent "it's" and transcribe all the other Creole words in standard English spellings, It's thief Mast' Charley thief make him a-sell for-him fish so dear, the marked differences in grammar and idiom between Creole and English would still be apparent. It is this grammatical difference, plus the fact that there are real differences in vocabulary (e.g., Creole has nyaam and pikni where English has "to eat" and "child"), which make it almost as unreasonable to consider Creole to be "broken English" as to consider French to be "broken Latin."

Because Creole and English have existed side-by-side in Jamaica for centuries, various conventions for switching from one language to the other or for mixing the two languages have evolved. Consequently, one may hear Jamaicans use, not only the "pure" Creole taught in this course and the Jamaican variety of standard English, but also a number of intermediate stages between these extremes. This kind of variation may seem to confound the concept of two languages, Creole and English, existing side-by-side unless one understands that these intermediate stages are created by a very systematic blending of Creole and English features. For example, the Creole equative verb a may be replaced by iz in an intermediate form of speech, e.g. Iz mi tel im so for A mi tel im so "I was the one who told him so." Although the intermediate stage thus produced is more English-like in form, it is still quite Creole in its grammar since the iz functions like Creole a, not like English "is" or even "it's." Both Louise Bennett's poems and the Leandro cartoons utilize such invertemediate forms of speech.

Since the structural characteristics of the "pure" Creole taught in this course underlie and account for most of the non-English features of all intermediate stages between it and standard English, and since "pure" Creole would be the most difficult form of speech for the foreigner to decipher for himself, it has been kept relatively free of Englishisms, except where other texts have been reproduced. Even in those cases, a more characteristically Creole version has also been given.

Finally, a word of caution is in order. Because of the negative view which many Jamaicans hold toward Creole, the foreign learner would be cautious about using it to strangers until he ascertains their feelings on the matter. Some Jamaicans may be delighted by the foreigner's interest in the language, while others may feel that he is "talking down" to them. In general, one is safest using Creole with persons of the same sex, and the same age or younger. At the same time, one is generally free to quote Creole proverbs, stories, jokes, poems, etc. to anyone at any time, since these uses lack a personal association with the listener. But as personal friendships grow, the gradually increased use of Creole may become a bond cementing relationships with even very reserved Jamaicans. And for those learners who end up teaching or assisting in Jamaican schools, the knowledge of Creole gained from this course will not only help in understanding the children's out-of-school speech, but it will also help in diagnosing these children's "mistakes" in attempting to speak or write standard English.

Although the linguistic difference between Jamaican Creole and standard English has traditionally served as both a functional and

symbolic barrier between Jamaican and non-Jamaican, recognized in the Creole saying Bakra taak fi-im taak, niega taak fi-im taak "The white man and the black man each speaks his own language", it is to be hoped that Beryl Bailey's Jamaican Creole Language Course will create a new and understanding breed of bakra who will overcome that barrier by their ability to speak both.

William A. Stewart

Washington, D. C.

May 1, 1968

JAMAICAN CREOLE LANGUAGE COURSE

For English-Speaking Students

Introduction

The official language of Jamaica is English; it is the language of government, of formal education, and of publication and broadcasting. Official Jamaican English (or, to choose a better term, Jamaican standard English) is not very different from the standard English of other lands which are or have been part of the British Empire. As written, Jamaican standard English follows British usage rather closely -- a fact which Americans will note in such spellings as centre, colour, colonise, etc. As spoken by educated persons, Jamaican standard English asserts somewhat more individuality in the form of a pleasing island accent which at times may remind the American hearer of an Irish brogue.

While Jamaican standard English is (at least at its best) quite proper and at times even elegant, it is nevertheless a fact of Jamaican life that standard English is spoken as a matter of course by only a relatively small segment of the island's population. Among the country folk (and it must be remembered that most Jamaicans

are rural and poor) and to a certain extent even among the working-class residents of Jamaica's cities and towns, another kind of speech is used which, although it resembles Jamaican standard English somewhat in its vocabulary, is nevertheless different enough from English in its grammatical structure to be classified by linguists as a distinct language. It is this Jamaican folk-speech, called Jamaican Creole by linguists, which is taught in the present course.¹

With the exception of the linguistically sophisticated, native Jamaicans do not refer to their folk language as a creole. They regularly use such terms as dialect or patois and, less frequently, broken language or bad talking. (The term pidgin which is popularly used for similar forms of English spoken in Hawaii, Melanesia and West Africa, is not heard in Jamaica). But all these terms bear heavy negative connotations, and linguists have therefore preferred to use Creole, since it is a designation which is free from such implications, and at the same time clearly indicates the specific class of languages to which it belongs.

Many Jamaicans are bilingual in the sense that they know both Standard Jamaican English and Jamaican Creole. For those in the lowest strata of society, the Creole is the dominant mode, while English is a second language which they may understand, but cannot speak. At the highest levels, on the other hand, are the standard

1. This course, in the sense that it represents a conviction that Jamaican Creole can and should be taught to foreigners, is an expansion of the author's earlier Peace Corps manual, A Language Guide to Jamaica (New York: Research Institute for the Study of Man, 1962).

speakers who understand the Creole, but either cannot or will not speak it. Between the two extremes are varying degrees of dominance in one language or the other. It is in this level of society that one usually finds truly bilingual individuals who speak both languages equally well. For these people - mostly school teachers, civil servants, journalists, and other members of the middle class -- the situations in which the use of the one or the other is felt to be appropriate are clearly discriminated.

Nevertheless, the attitude of this last group toward the Creole has been marked by a syndrome of ambivalence. Because Creole speech serves as one social denominator in their rigorously stratified society, there are few educated Jamaicans who will admit that they speak it, and the unsuspecting visitor may well find doors closed to him, unless he approaches the question of the dialect with some caution.² This middle class divides into two groups; those committed to the task of eradicating the Creole completely, and those who, prompted by the consciousness of an independent culture, seek to encourage its use in drama, poetry, and folk literature. The former, for sheer weight of numbers, are the more vocal group, remaining doggedly opposed to any acceptance of the dialect. The latter regard themselves as the more enlightened, but have, however, been reluctant to take the daring step of submitting the language to precise analytical study.

2. One is reminded of the preparatory school principal who insisted: "I don't know it, and I wouldn't want to know that I knew it, either".

Wherever Jamaicans have migrated they have taken the Creole with them, and today large pockets of Jamaican Creole speakers are to be found in Panama, Costa Rica, and British Honduras. In these places the language has naturally undergone changes which give to each a particular local flavor, but basically they are all varieties of Jamaican Creole.

Americans who are acquainted with the Gullah or Geechee dialect spoken in the sea islands off the coast of Georgia and South Carolina will be struck by the amazing similarity which Jamaican Creole bears to it. The records have turned up little evidence of much physical contact between the two groups of speakers in the New World, and linguists are now generally agreed that the two languages are similar because they are the offshoots of a single ancestral pidgin or creole English spoken by African natives and European traders in West Africa, before the traffic in slaves was brought to a halt in the early nineteenth century. This viewpoint is supported by the presence in Africa today of such creole English languages as the Cameroons Creole and the Krio of Sierra Leone. These also bear strong resemblances to both Gullah and Jamaican Creole.

Cognizance must be taken of the fact that in the presence of strangers or highly respected persons most Creole speakers will switch to a form of speech which is their idea of the standard.

The student should therefore learn to manipulate more than one variety. Additional information on the language may be obtained consulting:

1. Bailey, Beryl L. Jamaican Creole Syntax, Cambridge Univ. Press, 1966.
2. Bennett, Louise Miss Lulu Sez, Kingston, 1948
3. _____ Anancy Stories and Dialect Verse, 1957
4. _____ Jamaica Labrish, Sangster's Book Stores, Jamaica 1966.
5. Cassidy, Frederic G. Jamaica Talk, Macmillan, 1961.
6. _____ & LeRage, Robert B. Dictionary of Jamaican English, Cambridge Univ. Press, 1967.
7. Jekyll, Walter Jamaican Song and Story, Dover Publications, New York, 1966.
8. Murray, Tom Folk Songs of Jamaica, Oxford Univ. Press, 1953.
9. Sherlock, Philip M. Anansi, The Spider Man, Macmillan, London, 1966.
10. Sibley, Inez K. Quashie's Reflections; in Jamaican Creole, Kingston, Bolivar Press, 1968.

The lessons in this course are based primarily on the form of Creole spoken at the very lowest rung of the Jamaican social ladder, but an attempt is made to introduce some of the variations found at other levels as well.

TO THE TEACHER

This course follows the 'microwave' style of language organization devised by Earl W. Stevick, and used in the Basic Course Series of the Foreign Service Institute of the Department of State. The basic component is the 'cycle', consisting of two phases: an 'M' phase, in which new material is introduced, and a 'C' phase in which that material is used for communication.

Stevick envisioned the 'M' phase as that in which the student would mimic pronunciation, manipulate grammatical elements, learn the meanings of words and sentences, and memorize them; while in the 'C' phase the student should concentrate on connected conver-sation and communication. In this course, the latter phase has been expanded to include choral activity in both verse and calypso.

THE CYCLE

'M' Phase:

1. Mimicry of the teacher's pronunciation.

a. Say each sentence aloud, and have students mimic you. Be sure the intonation pattern and pronunciation are exactly as you hear them on the tape. Intonation contours are very meaningful in Jamaican Creole; so have the students mimic you until he gets the correct pattern.

When all the students can say all the words and sentences well, then they are ready to learn the meanings.

2. Meanings of the sentences.

a. Have the students repeat a whole sentence after you. Then give them the English, and have them give the Jamaican Creole.

For Example:

T: We yu de?

S: We yu de?

T: Where are you?

S: We yu de?

b. Give sentences at random in either English or Jamaican Creole. Have the students translate into the other language. Do this only long enough so that you are sure the students know the meanings of the Jamaican Creole sentences.

When all students know the meanings, proceed to the manipulation of the grammatical structures.

3. Manipulation of the structures. Give the students a key word from the left hand column. The students reply with the corresponding complete sentence. For Example:

T: Si mi ya. here am I.

S: Si mi ya.

T: Mi hat.

S: Si mi hat ya. here is my hat.

T: Jan.

S: Si Jan ya. here is John.

When the students can perform all of the activities outlined above, they are ready for the C phase.

'C' Phase:

1. Conversation using sentences in the 'M' phase.
 - a. Take the part of the first speaker in the conversation, and have students take turns as the second speaker.

b. Let students take both parts in the conversation.

It is important in this phase to talk about people, places, and things that are real, and that are of interest to the students. Students are encouraged to introduce new vocabulary, if necessary. As soon as all students can converse easily, proceed to either choral activity or calypso singing as indicated in the given cycle.

2. Choral Activity:

- a. Read the proverb or verse aloud, and give a short explanation.
- b. Have students read in chorus with you.

The use of the proverbs in appropriate situations both in and out of class must be encouraged.

3. Calypso Singing:

- a. Students listen and tap rhythm as the recording of the folk song is played.
- b. They join in as instructed.

TO THE STUDENT

In the first 20 Cycles of this course you are taught some of the significant phonological correspondences between Jamaican Creole and English. Seventeen cycles concentrate on the checked vowels at the end of monosyllabic words. This never occurs in English. Because these words play an important functional role in the language, you must learn to hear and articulate them. Examples are: du 'do', go 'go', no 'no', se 'say', and tu 'too', all with shortened

final vowels replacing the lengthened or diphthongized English one.

In Cycles 29 - 40 you will learn to differentiate twelve intonational types. Since intonation plays an even more crucial role in JC than it does in English, it is important that you learn to make these distinctions. In Cycle 35, for example, you learn to discriminate the patterns which will give a phrase such as im no gaan one of two meanings:

- a. He has not gone.
- b. He has gone.

and which conversely give the two phrases im no gaan and im gaan the identical meaning of "He has gone".

In Cycles 41 - 70 the core of the grammar is taught, and new sentence patterns are introduced. The remaining 56 cycles concentrate on the expansion of vocabulary, story telling, story reading, and the singing of Jamaican folk songs.

Because much of the basic vocabulary of Jamaican Creole is similar to that of English, it has not been deemed necessary to spend too much time in the early lessons on teaching new vocabulary. You proceed, and as you learn the poems and songs, a corpus of new words is automatically being learned.

Note On The Orthography

The spelling used in the N-phase of the lessons is the regularized

"phonetic" spelling used by Frederic G. Cassidy in Jamaica Falk. In the poems given in the C - Section the literary conventional spelling used by the author is retained. It must be borne in mind that this has been done solely for convenience. Miss Bennett's spelling is not scientific, and hence can be accurately read only by someone with prior knowledge of the Creole. It has the advantage, however, of being closer to the English spelling, and so helps the reader to understand the poems. For the convenience of the reader the poems are presented in both orthographies, with Miss Bennett's in the left column and the Cassidy orthography in the right column or on a following page.

CYCLE 1M - 1

- a. Repeat each utterance after the instructor.
- b. Give the sentence that includes the cue word(s) which the instructor will give you.
- c. Memorize the meaning of each sentence.

Maanin, sa.

Good-morning, sir.

Maanin, ma.

Good-morning, mam.

Maanin, hou yu du?

Good-morning, how
are you?

Hou yu muma du? (your mother)

How is your mother?

yu pupa

Hou yu pupa du? (your father)

How is your father?

yu bredda

Hou yu bredda du? (your brother)

How is your brother?

unu

Hou unu du? (you all)

How are you all?

Bra Jaaj

Hou Bra Jaaj du? (Brother George)

How is Brother George?

dem

Hou dem du? (they)

How are they?

im

Hou im du? (he/she)

How is he/she?

M - 2

- a. Repeat the utterance given by your instructor.
- b. Give the Jamaican Creole (JC) or English translation (as required) of the utterance given by the instructor.

A. Suoso, hou yu du? . So-so, how are you?
 Mi haati, hou yu du? I am fine. How are
 you?

T: How is your mother?

S: Hou yu muma du?

T: Hou unu du?

S: How are you all?

M - 3

- a. Repeat the utterance given by your instructor.
- b. Insert the key word in the pattern.

T: Hou yu du?	(Pattern for reply)	T: Mi suoso, hou yu du?
T: Hou yu muma du?	(fi-yu muma)	S: Im suoso. Hou fi-yu muma du?
T: Hou yu pupa du?	(fi-yu pupa)	S: Im suoso. Hou fi-yu pupa du?
T: Hou yu grani du?	(fi-yu grani)	S: Im suoso. Hou fi-yu grani du?
T: Hou yu pikni-dem du?	(fi-yu pikni-dem)	S: Dem suoso. Hou fi-yu pikni-dem du?

Ask the questions above of each other and of the
 instructor. Be sure intonation is correct.
 Substitute words Puoko-puoko and haati for suoso.

C - 2

Below is the first stanza of a dialect poem by Louise Bennett. Your instructor will read it to you, and explain its meaning.

Read in chorus concentrating on correct pronunciation and intonation.

Donkey tink him cub a race-horse,	Dangki tingk him kob a ries-
John crow tink him pickney wite,	haas
Doah teacha mark John sums dem wrong	Jangkro tingk him pikni wait,
Him mumma swear dem right!	Duo tiicha maak Jan soms dem
	rang
	Him muma swier dem rait.

CYCLE 2We/"Where"M - 1

yu	We yu de?	Where are you?
unu	We unu de?	Where are you all?
yu muma	We yu muma de?	Where is your mother?
yu pupa	We yu pupa de?	Where is your father?
Mi	We mi de?	Where am I?
im	We im de?	Where is he?
mi	Si mi ya.	Here am I.
im	Si im ya.	Here he is.
mi muma	Si mi muma ya.	Here is my mother.
mi bredda	Si mi bredda ya.	Here is my brother.
wi	Si wi ya.	Here we are.

M - 2

- Repeat the formula given by the instructor.
- Give the JC or English translation of the utterances given by your instructor.

T: We yu de?

S: Where are you?

T: Where is your mother?

S: We yu muma de?

T: Where is your father?

S: We yu pupa de?

Do the same with the following.

T: Si mi brenda ya.

S: Here is my brother.

T: Here we are.

S: Si wi ya.

M - 3

- a. Your instructor will give you the formula for a question and answer.
- b. Give the appropriate answer to the questions asked, using the suggested key word.

T: We yu de? (Pattern for reply) Si mi ya.

T: We yu muma de? (ya)/here Si mi muma ya.

T: We yu pupa de? (de)/there Si mi pupa de.

T: We unu de? (uoba yaso)/over here Si wi uoba yaso.

T: We di pikni-dem de? (uoba deso)/over there
Si dem uoba deso.

T: We Tiicha de? (uoba deso) Si Tiicha uoba deso.

C - 1

You are now ready for a short conversation using what you learned in the first two lessons. Your instructor will begin the conversation, and you should respond appropriately. Then converse with each other.

C - 2

Repeat in chorus the poem learned in Cycle 1.

CYCLE 3Wa (we) / "What"M - 1

yu	Wa yu niem?	you	What is your name?
im	Wa im niem?	he/she	What is his/her name?
yu muma	We yu muma niem?	your mother	What is your mother's name?
di Tiicha	Wa di Tiicha niem?	the Teacher	What is the Teacher's name?
di biebi	We di biebi niem?	the baby	What is the baby's name?
di pikni- dem	Wa di pikni-dem niem?	the children	What are the children's names?
disya trii	Wa disya trii niem?	this tree	What is the name of this tree?

M - 2

Proceed as in Cycle 2.

T: Wa yu niem?

S: What's your name?

T: What's the teacher's name

S: Wa di tiicha niem?

T: Wa unu niem?

S: What are your names?

T: What's your brother's name?

S: Wa yu bredda niem?

M - 3

Proceed as before, first repeating the utterance given by your instructor, and then inserting the key word appropriately.

T: Wa yu niem? (Pattern for reply) T: Mi niem Jaaj.

T: Wa yu muma niem? (Jien) S: Mi muma niem
Jien.

T: Wa di biebi niem? (Ruut) S: Di biebi niem
Ruut.

T: Wa fi-yu tiicha niem? (Misa Gaadn) S: Im niem Misa
Gaadn.

T: Wa yu bredda niem? (Jan) S: Im niem Jan.

In this formula the word "niem" is not a noun but a verb. The sentence wa yu niem is literally in English "What (do) you name?" and "Mi niem Jan" is literally "I name John".

C - 1

Follow your instructor's lead in this conversation.
 You should use as many words and sentences as you can.
 Then converse with each other.

C - 3

Listen to the song Chi-chi Bod which you will hear on
 the tape. The refrain in which you join is: Som a
 dem a hala; som a baal. Some of them are crying; Some
 are bawling.

CYCLE 4Du/"Do"M - 1

Wa yu da du?	you	What are you doing?
Wa im da du?	he/she	What is he/she doing?
Wa dem da du?	they	What are they doing?
Wa yu pupa da du?	your father	What is your father doing?
Wa di pikni-dem da du?	the children	What are the children doing?
Wa yu sista da du?	your sister	What is your sister doing?
Wa paasn da du?	parson (the preacher)	What is the preacher doing?

M - 2

Give the English or Jamaican Creole expression for the one given by your instructor.

T: What is John doing?

S: Wa Jan a du?

T: Wa yu a du?

S: What are you doing?

T: Wa yu breda a du?

S: What is your brother doing?

T: What are you all doing?

S: Wa unu a du?

M - 3

As before, your instructor will ask a question, give you the formula for the answer, and suggest possible key words.

T: Wa yu a du? (Pattern for reply) T: Mi a plaan kaan.

T: Wa Jan a du? (plaan kaan/plant S: Im a plaan kaan.
corn)

T: Wa unu a du? (plaan kaan/plant S: Wi a plaan kaan.
corn)

T: Wa yu a du? (bied di biebi/ S: Mi a bied di biebi.
bathe the baby)

T: Wa yu a du? (ton di pat/stirring S: Mi a ton di pat.
the pot)

T: Wa yu muma a du? (wash doun a riba/ S: Im a wash doun a riba.
washing down at the river)

T: Wa Tiicha a du? (rait wan leta/
writing a letter) S: Im a rait wan leta.

T: Wa yu sista a du? (sel yam a maakit/
selling yams in the market) S: Im a sel yam a maakit.

C - 1

Proceed as before in this phase, incorporating as many of the patterns learned as possible.

C - 2

You have already learned two Jamaican proverbs, both having the same meaning. They are:

1. Dangki tingk im kob a ries haas.

The donkey thinks his foal is (as fleet as) a race horse.

AND

2. Jangkro tingk im pikni wait.

The John Crow (buzzard) thinks its young one is white.

You have been given one illustration of a situation in which these proverbs apply. Can you think of others?

Practice their use in the coming weeks.

CYCLE 5Se/"Say"M - 1

Wa yu se?	What did you say?
Wa yu daata se?	What did your daughter say?
Wa Anji se?	What did Angie say?
Wa Dakta se?	What did the Doctor say?
Wa unu se?	What did you all say?
Wa yu pupa se?	What did your father say?

M - 2

T: What did your mother say?	S: Wa yu muma se?
T: Wa dem se?	S: What did they say?
T: Wa Paasn se?	S: What did the Parson say?
T: What did the child say?	S: Wa di pikni se?
T: What did your brother say?	S: Wa yu bredda se?

M - 3

T: Wa yu se?	(Pattern for reply)	T: Mi se mi honggri.
T: Wa unu se?	(honggri/hungry)	S: Wi se wi honggri.
T: Wa dem se?	(honggri/hungry)	S: Dem se dem honggri.
T: Wa Jan se?	(im sik/he is sick)	S: Jan se im sik.
T: Wa yu bredda se?	(im sik/he is sick)	S: Mi bredda se im sik.
T: Wa Tiicha se?	(Jan som-dem rang)	S: Tiicha se Jan som-dem rang.

T: Wa yu pupa se? (im haati)

S: Im se im haati.

S: Mi pupa se im haati..

T: Wa yu sista se? (im suoso)

S: Im se im suoso.

S: Mi sista se im suoso.

C - 1

The conversation in this lesson should make use of all the question and answer formulae introduced in Cycles 1-5. Continue to give special attention to the checked monosyllable and the intonation patterns.

C - 2

Your instructor will read the second stanza of the poem Sweetie Pie.

Wat day me call a Becky yard

Wat die mi kaal a Beki yaad

As me wasa go pass

Az mi woz a go paas

Mi fine Miss Beck dah cry an sey

Mi fain Mis Bek da krai an se

Her little bredda las'.

Har likl bredda laas.

Now answer the questions:

We Mis Bek a du?

Mis Bek a krai.

We Mis Bek se?

Mis Bek se im likl Breda laas.

CYCLE 6Wa du/"What's the matter with"M - 1

Wa du yu?

What's the matter with you?

Wa du im?

What's the matter with him/
her?

Wa du biebi?

What's the matter with the
baby?

Wa du Albot?

What's the matter with Albert?

Wa du dem?

What's the matter with them?

M - 2

T: Wa du yu muma?

S: What's wrong with your mother?

T: What's wrong with Teacher?

S: Wa du Tiichā?

T: Wa yu pupa a du?

S: What is your father doing?

T: Wa du yu pupa?

S: What's wrong with your father?

T: What's wrong with them?

S: Wa du dem?

M - 3

T: Wa du yu? (Pattern T: Mi hed a hat mi, ma/sa.
for reply)

T: Wa du yu? (beli) S: Mi beli a hat mi, ma/sa.

T: Wa du im? (hed) S: Im hed a hat im, ma/sa.

T: Wa du Jan? (beli) S: Jan/im beli a hat im, ma/sa.

T: Wa du Tiicha? (fut) S: Tiicha fut a hat im, ma/sa.

C - 1

Conversation led by a member of the class. Students are encouraged to incorporate concepts from previous lessons. For example:

- A. Wa du Jan?
- B. Tiicha maak im som-dem rang.
- C. Im muma swier dem rait.

C - 2

Your instructor will read the third stanza of Sweetie Pie. Practice reading it aloud.

She say de lickle "heart-trob"	Shi se di likl haart-trab
Hooden go no wey an stay	Hudn go no we an stie
Except him tell him sista dat	Eksep him tel him sista dat
Him gwine fe spen de day.	Him gwain fi spen di die.

In some dialects of JC a /h/ regularly replaces /w/ in initial position. Thus, in place of English "wouldn't" or JC "wudn", you might get /hudn/, here spelled hooden by Louise Bennett.

C - 3

Close the session with singing of Chi-chi Bod, led by a member of the class.

CYCLE 7Go/ 'Go'M - 1

We yu a go?

Where are you going?

We unu a go?

Where are you all going?

We Jan a go?

Where is John going?

We Jan-dem a go?

Where are John and his friends going?

We dem pikni a go?

Where are the children going?

We Miss Beki a go?

Where is Miss Becky going?

M - 2

T: We Jan a go?

S: Where is John going?

T: Where is your mother going?

S: We yu muma a go?

T: Where is your sister going?

S: We yu sista a go?

T: Wo unu a go?

S: Where are you all going?..

M - 3

T: We yu a go?

(Pattern
for reply)

T: Mi a go a maakit.

T: We yu a go?

(shap)

S: Mi a go a shap.

T: We dem a go?

(grong/"
"field")

S: Dem a go a grong.

T: We Misa Gaadn a go?

(riba)

S: Misa Gaadn a go a riba.

S: Im a go a riba.

T: We Chaali a go?

(doun a ruod)

S: Chaali a go doun a ruod.

S: Im a go doun a ruod.

T: We di pikni-dem a go?

(kuul/
"school")

S: Di pikni-dem a go a kuul.

S: Dem a go a kuul.

T: We yu a go?

(mi yaad/
"my home")

S: Mi a go a mi yaad.

C - 1

Conversation as in previous lessons. Do not exceed 5 minutes.

C - 2Fourth stanza of Sweetie Pie.

She sure him meet bad accident	Shi shuor him miit bad aksident
She sure him dead an gawn	Shi shuor him ded an gaan
For "Sweetie-Pie" never behave so rude	Faar "Swiiti-Pai" neba bihieb so ruud
From him was bawn!	Fram him woz baan!

C - 3

Listen as the song "Jangkro se im kyaan wok pan Sonde"
is sung, and try to join in the refrain.

CYCLE 8

No/ 'Not', Don't'

M - 1

Mi no nuo we fi se.	I don't know what to say.
Mi no nuo we fi du.	I don't know what to do.
Mi no nuo we im de.	I don't know where he/she is.
Mi no nuo we im a go.	I don't know where he/she is going.
Mi no nuo we yu a du.	I don't know what you are doing.
Mi no nuo we im niem.	I don't know what's his/her name.
Mi no nuo wa du Jan.	I don't know what's wrong with John.
Mi no nuo wa Tiicha se.	I don't know what Teacher said.

M - 2

T: Mi no nuo we dem do.

S: I don't know where they are.

T: Mi no nuo we im a go.

S: I don't know where he is going.

T: I don't know what's wrong with the baby.

S: Mi no nuo wa du di biebi.

T: I don't know where Teacher is.

S: Mi no nuo we Ticha de.

M - 3

T: Yu nuo we Mis Bek de? (Reply)

T: Ino. Mi no nuo we Mis
Bek de.

T: Yu nuo wa du im?

S: Ino. Mi no nuo wa du im.

T: Yu nuo wa fi du?

S: Ino. Mi no nuo wa fi du.

T: Dem nuo wa du yu?

S: Ino. Dem no nuo wa du mi.

T: Im nuo wa yu niem?

S: Ino. Im no nuo wa mi niem.

C - 1

Group conversation.

C - 2

Two more stanzas of Sweetie Pie.

De way the ooman wring her han'	Di wie di uman ring har han
De way she fret an cry,	Di wie shi fret an krai
Me sory fe her so till	Mi sari fi har so tel
Water come a fe me y'eye!	Waata kom a fi mi yai!
Nex day, me go fe se her, an	Neks die, mi go fi si har, an
Her face was full a smile!	Har fies woz ful a smail!
Hear her, "rejoice wid me, me dear	Hier har, "rijais wid mi, mi dier
We fine de darlin' chile!	Wi fain di daalin chaill!

C - 3

Practice singing the song Jangkro Se Im Kyaan Wok Pan
Sonde.

CYCLE 9M - 1

Mi hier se yu sik. 'I hear that you are sick'.
 Mi nuo se yu kom. 'I know that you have come'.
 Mi tel im se mi nuo. 'I told him/her that I knew'.
 Jan se im hier se yu gaan. 'John says he has heard that you left'.
 Mi nuo se dem a kom. 'I know that they are coming'.
 Im no nuo se yu de a yaad. 'He doesn't know that you are at home!'.
 Mis Bek tink se yu tel mi. 'Miss Beck thinks that you have told me'.

M - 2

T: Mi nuo se im a bied di biebi.
 S: I know that he/she is bathing the baby.
 T: I hear that they are planting corn.
 S: Mi hier se dem a plaan kaan.
 T: They think that I am going to the shop.
 S: Dem tingk se mi a go a shap.

M - 3

T: Yu tel Tiicha wa mi se? (Reply) T: Iing-hing. Mi tel
 im se yu a kom.
 T: Yu hier eniting bout mi breda? (im sik) S: Iing-hing. Mi
 hier se im sik.

T: Wa yu pupa tingk bout di miit? (di miit no gud/ S: Im tingk se di
the meat is not miit no gud.
good)

C - 1

Group conversation:

C - 2

Two more stanzas of Sweetie Pie.

Him did go a smaddy yard an	Him did go a smadi yaad an
Drop asleep eena one chair	Drap asliip iina wan chier
De people never have de heart	Di piipl neba hab di haat
Fe wake de lickle dear!	Fi wiek di likl dier!

Same time we hear footstep a run	Siemtaim wi hier futstep a ron
Beck wispa, "him a come"!	Bek wispa, "him a kom"!
He tun fe greet de "lickle heart"	Mi ton fi griit di likl haat
An den me tan up dumb!	An den mi tanop dom!

C - 3

Close the Cycle with Chi-chi Bod.

CYCLE 10De/"There"M - 1

Di buk iin de.	'The book is in there'.
Pupa gaan roun de.	'(My) father has gone round there'.
Di daag gaan aanda de.	'The dog has gone under there'.
Im klaim op de.	'He/she climbed up there'.
Jan sidong de a laaf.	'John sat there laughing'.
Sta Kiet op de a baal.	'Sister Kate is up there crying'.
Di biebi iin de a sliip.	'The baby is in there sleeping'.
Mi breda iin a bush de.	'My brother is there in the bush'.

M - 2

T: The dog has gone in there.
S: Di daag gaan iin de.
T: My father is under there.
S: Pupa aanda de.
T: Sta Kiet roun de.
S: Sister Kate is around there.
T: Di buk aanda de.
S: The book is under there.

M - 3

T: We yu a go?	(Pattern for reply)	T: Mi a go doun de.
T: We Jan gaan?	(op de/up there)	S: Jan gaan op de.
T: We yu breda de?	(roun de/around there)	S: Mi breda de roun de.
T: We Tiicha gaan?	(a ruod de/on the road there)	S: Tiicha gaan a ruod de.
T: We Sta Kiet a go?	(bak de/back there)	S: Sta Kiet a go bak de.
T: We yu muma gaan?	(in de/in there)	S: Mi muma gaan in de.
T: Wa im a du doun de?	(sel fish/sell fish)	S: Im a sel fish doun de.

C - 1

Conversation.

C - 2

Sweetie Pie. (Continued)

Mi did expect one pretty lickle bwoy	Mi did ekspek wan priti likl bwai.
Bout six 'ear ole.	Bout siks ier uol.
Me se one big strong-muscle man	Mi si wan big strang-mosl man
Dah run fe fifty bole!	Da ron fi fifti buol!
De man meck up him face an grunt	Di man mekop him fies an gront
An stretch, an tear him y'eye	An strech, an tier him yai
Me sey "Massie me lawd, a dis	Mi se "Masi mi laad, a dis
Becky call Sweetie-Pie?"	Beki kaal Switi Pai?"

But wen me get over de shock, Bot wen mi get uoba di shak,
 Me laugh an sey, "she right, Mi laaf an se, "shi rait,
 Donkey tink him cub a race-horse, Dangki tingk him kob a ries-haas,
 John Crow tink him pickney wite". Jangkro tingk him pikni wait".

CYCLE 11

Ya/ 'Here'

M - 1

Kom ya.	'Come here'.
Mi se yu fi kom ya.	'I say you must come here'.
Mi nuo se im de ya.	'I know that he/she is here'.
Mi si im doun ya yeside.	'I saw him/her down here yesterday'.
Sta Kiet no uoba ya.	'Sister Kate is not over here'.
Tiicha no kech ya yet!*	'Teacher hasn't reached here yet'.
Som a dem iin ya.	'Some of them are here'.
Bra Jaaj no kom roun ya yet.	'Brother George hasn't come (around here) yet'.

* Kech is the JC form of English 'catch', here used to mean 'reach'.

K - 2

T: Mi se yu fi kom ya.
 S: I say you must come here.
 T: I saw her down here yesterday.
 S: Mi si im doun ya yeside.

T: She hasn't come around here yet.

S: Im no kom roun ya yet.

T: Tiicha no kech ya yet.

S: Teacher hasn't reached here yet.

M - 3

T: We yu de?

(Pattern for reply)

T: Mi de ina ruum ya.

T: We Sta Kiet de?

(op ya/up here)

S: Sta Kiet de op ya.

T: We Jan de?

(roun ya/around here)

S: Jan de roun ya.

T: We Bra Jaaj de?

(op a ruod ya/up on

S: Bra Jaaj de op a

the road here)

ruod ya.

T: We di daag de?

(aanda tiebl ya/under

S: Di daag de aanda

the table here)

tiebl ya.

T: We di pikni-dem, de?

(ina skool ya/in the

S: Di pikni-dem ina

school here)

skool ya.

T: We dem de?

(iin ya/in here)

S: Dem de iin ya.

C - 1

Conversation.

C - 2

Take turns reading or reciting different stanzas of
Sweetie Pie.

CYCLE 12

Si...Ya/'Here is', are'
Si...De/'There is', are'

M - 1

Si yu buk-dem ya.	'Here are your books'.
Si Mis Jien de.	'There is Miss Jane'.
Si Kozn Kyari an Tata Juo de.	'There are Cousin Carrie and Father Joe'.
Si wan neks wan ya.	'Here is another one'.
Si di tara wan de.	'There is the other (one)'.
Si di tikit ya, sa.	'Here is the ticket, sir'.

M - 2

T: Si di biebi ya.	
S: Here is the baby.	
T: Here are Sister Kate and Miss Jane.	
S: Si Sta Kiet an Mis Jien ya.	
T: There is your father.	
S: Si yu pupa de.	
T: Si di tara wan de.	
S: There is the other one.	

CYCLE 12

Si...Ya/'Here is', are'
Si...De/'There is', are'

M - 1

Si yu buk-dem ya.	'Here are your books'.
Si Mis Jien de.	'There is Miss Jane'.
Si Kozn Kyari an Tata Juo de.	'There are Cousin Carrie and Father Joe'.
Si wan neks wan ya.	'Here is another one'.
Si di tara wan de.	'There is the other (one)'.
Si di tikit ya, sa.	'Here is the ticket, sir'.

M - 2

T: Si di biebi ya.
 S: Here is the baby.
 T: Here are Sister Kate and Miss Jane.
 S: Si Sta Kiet an Mis Jien ya.
 T: There is your father.
 S: Si yu pupa de.
 T: Si di tara wan de.
 S: There is the other one.

M - 3

T: We Tata Juo de?	(Pattern for reply)	T: Si Tata Juo ya, sa.
T: Wepaat yu tikit de?	(ya)	S: Si mi tikit ya, sa.
T: We Mis Jien-dem de?	(de)	S: Si dem de, sa.
		S: Si Mis Jien-dem de, sa.
T: We unu de?	(ya)	S: Si wi ya, sa.
T: We di dangki de?	(de)	S: Si di dangki de, sa.

C - 1

Conversation.

C - 2

Your instructor will read the poem C'rismus Ham by Louise Bennett. See how much of it you can understand without assistance of the instructor.

Concentrate in this lesson on the first stanza only.

Aunt Mary, Cousin Rute a bawl	Aant Mieri, Kosn Ruut a baal
Sey she get eena jam,	Se shi get iina jam,
De gal teck fool an play pranks wid	Di gyal tek fuul an plie prangks
Her Misses c'rismus ham!	wid
	Har Misis krismos ham!

You have already learned a number of phrases with "se" meaning "that" as in mi hier se yu sik. In this stanza we get it in:

Kozn Ruut a baal se shi get ina jam

Note the idiom tek fuul, meaning "to act foolish".

C - 3

Listen to the words and music of Hold Him Joe, and join in the bobbin as directed.

CYCLE 13

We/ 'Away'

M - 1

Kozn Ruut gaan-we a toun.

'Cousin Ruth has gone away to town'.

Jaa'ji ron-we gaan a bush.

'Georgie has run away and gone to the bushes'.

Di tiif get-we fram di kaapi.

'The thief got away from the cop'.

Im dash-we aal a mi moni.

'He/she has squandered my money'.

Sam tek fuul dash-we mi moni.

'Sam has foolishly squandered my money'.

Di hous wash-we gaan a goli.

'The house has been washed away into the gully'.

Mieri go-we go tel Tiicha.

'Mary went right off and told Teacher'.

Di trii lim brok-we wid dem.

'The tree limb broke with them (on it)'.

M - 2

T: Di tiif gèt-we fram di kaapi.

S: The thief got away from the cop.

T: Sam has foolishly squandered my money.

S: Sam tek fuul dash-we mi moni.

T: Mary went right off and told Teacher.

S: Mieri go-we go tel Tiicha.

T: Jan ron-we gaan a toun.

S: John has run away to town.

T: The house has been washed away into the gully.

S: Di hous wash-we gaan a goli.

T: Di trii lim brok-we wid dem.

S: The tree limb broke off with them (on it).

C - 1

Conversation.

C - 2

Crismus Ham (Cont'd)

Aunt, listen wa Rute do. She teck

De oman big big ham

An chap up eena pieces, sey

She tink it cook like yam!

Aent, lisen wa Ruut du. Shi tek

Di uman big, big ham

An chap op iina piisiz, se

Shi tingk i kuk laik yam!

Eena six li fine-fine piece mah,

What a crosses pon de lan!

Seh she never no' big sinting

Like a det can bwile in one!

Iina siks li fain-fain piis ma,

Wat a kraasiz pan di lan!

Se shi neba nuo big singting

Laika dat kyan bwail in wani

Note the use of se again in the first stanza above.

Learn the expression "Wat a kraasiz pon di lan", which you will find useful for expressing deep concern over unfortunate events. The abbreviated form "Wat a kraasiz" is also often used.

C - 3

Join in song Hold Him Joe. Members of the group should take turns as bomma.

CYCLE 14Fi/'For', 'To'M - 1

- | | |
|---|---|
| Jien gaan a shap fi bai bred. | 'Jane has gone to the shop to buy bread'. |
| Mi sen im op a ruod fi miit di bos. | 'I sent him/her up to the road to meet the bus'. |
| Sta Kiet a kom fi hier labrish. | 'Sister Kate is coming to listen to the gossip'. |
| Kozn Kyari wash di pat fi bwail di yam. | 'Cousin Carrie washed the pot to boil the yam'. |
| Mi son gaan a Kalij fi ton dakta. | 'My son has gone to college to become a doctor'. |
| Mis Bek a go-we fi prie fi yu. | 'Miss Beck is going away to pray for you (that is: to invoke ill-luck for you). |

M - 2

- | | |
|--|--|
| T: Mi a go a shap fi bai milk. | |
| S: I am going to the shop to buy milk. | |
| T: I am going there to meet the bus. | |
| S: Mi a go de fi miit di bos. | |
| T: Suu wash di pat fi bwail di piiz. | |
| S: Sue washed the pot to boil the peas. | |
| T: Bek gaan a kraasin fi hier labrish. | |
| S: Beck has gone to the crossing to hear gossip. | |

M - 3

(Pattern for reply)

T: Wa yu go a riba fa?

(fi wash mi kluoz)

T: Mi go a riba fi
wash mi kluoz.

T: Wa yu kom op ya fa?

(fi luk wok)

S: Mi kom op ya fi
luk wok.T: Wa dem gaan a ruod
fa?

(fi miit di bos)

S: Dem gaan a ruod
fi miit di bos.T: Wa Mis Bek a go-we
fa?

(fi prie fi yu)

S: Mis Bek a go-we
fi prie fi yu.T: Wa Jan bwai a go a
Kalij fa?

(fi ton laaya)

S: Jan bwai a go a
Kalij fi ton laaya.T: Wa yu sen im gaan a
bie fa?(fi bai paagi/
"porgies")S: Mi sen im gaan a
bie fi bai paagi.T: Wa Jaaji kom out ya
fa?(fi waan wi/
"warn us")S: Jaaji kom out ya fi
waan wi.C - 1

Conversation. You should try to use the new question formula introduced by the instructor in M - 3. One way of asking why, is to begin with wa and end with fa.

C - 2Crismus Ham Cont'd.

Atta we keen blame de oman
 Fe get bex an run yu out
 Wat a big an so-so foo-fool gal
 Shet up yu bun-pan mout!

Koo omuch a week yuh wasa get!
 Yuh dress up like a dude,
 Yuh dah demands big wages
 And dah treat ham like grung
 food!

Ata wi kyaen bliem di uman
 Fi get beks an ron yu out
 Wat a big an suosu fuufuul gyal
 Shetop yu bon-pan mout!

Ku omoch a wiik yu woz aget!
 Yu dresop laika duud,
 Yu da dimaanz big wiejiz
 An da triit ham laik grong fuud!

CYCLE 15Naa/ 'Is not'M - 1

Mi naa du notn.	'I am not doing anything'.
Di pikni-dem naa du dem lesn.	'The children are not doing their lessons'.
Boti naa sen di moni.	'Bertie is not sending (won't send) the money'.
Mi naa rait im tel neks wiik.	'I won't write her till next week (am not writing)'.
Jais naa fiks yu frak.	'Joyce is not fixing your dress'.
Mis Bek naa kraif fi im breda.	'Miss Beck is not crying for her brother'.
Tiif naa mek daag si im. (proverb)	'A thief will not let a dog see him (is not making)'.

M - 2

T: Mi naa du notn.	
S: I am not doing anything.	
T: Dem naa sen no moni.	
S: They will not (are not sending) send any money.	
T: Joyce is not fixing your dress.	
S: Jais naa fiks yu frak.	

T: A thief won't let a dog see him.

S: Tiif naa mek daag si im.

T: Miss Beck is not crying for her brother.

S: Mis Bek naa krai fi im breda.

M - 3

Insert naa correctly in the sentences your instructor gives you.

Mi hed a hat mi.

Mi hed naa hat mi.

Jan breda a sliip.

Jan breda naa sliip.

Sta Kyari a suo im frak.

Sta Kyari naa suo im frak.

Di daag a baak loud.

Di daag naa baak loud.

Di haas a gyalop doun di ruod.

Di haas naa gyalop doun di ruod.

Som a di bod-dem a hala.

Som a di bod-dem naa hala.

C - 1

Conversation.

C - 2

Last stanza of C'rismus Ham:

Tap yu nize eena de yard, yuh

Tap yu naiz iina di yaad, yu

Shoulda eena wos dan jam,

Shuda iina wos dan jam,

Yu hooda eena peppa-pickle

Yu huda iina pepa-pickl

If it benna fe me ham!

If it benna fi mi ham!

C - 3

Listen to the music and words of Fan Me, Soldier Man.CYCLE 16

Ku/'Look (there's)'
'Look, (see)'

M - 1

Ku de!	'Look there!'
Ku ya!	'Look here!'
Ku Kozn Ruut!	'Look! (There's) Cousin Ruth!'
Ku Kozn Ruut a baal!	'Look! (There's) Cousin Ruth crying!'
Ku Mis Bek breda!	'Look! 'There's Miss Becky's brother!'
Ku Mis Bek breda a nek op im fies!	'Look! (There's) Miss Becky's brother frowning (Lit. making up his face)!'
Ku di dangki kobi!	'Look! (There's) the donkey's cub!'
Ku di dangki wid im kobi!	'Look! (There's) the donkey with its cub!'
Ku homoch 'yu' en'a get!	'Look! (See) how much you were getting!'
Ku hou im a tier im yai!	'Look! (See) how he stares! (Lit. is staring his eyes)'
Ku' hou im doti an ragidi!	'Look! (See) how dirty and ragged he/ she is!'

M - 2

T: Ku ya!

S: Look here!

T: Ku de!

S: Look there!

T: Look! (There's) the donkey's cub.

S: Ku di dangki kobi!

T: Look! (There's) Miss Beck's brother.

S: Ku Mis Bek breda!

T: Ku hou Mis Bek breda a tier im yai!

S: Look! See how Miss Beck's brother stares.

C - 1

Conversation.

C - 2

Read in turn the stanzas of Crismus Ham. Then learn the proverb:

"If man no ha kluoz a duo, im no luk fi rien".

Meaning: One need fear no calamity where one's

interests are not involved. (Literally speaking, if you have no clothes drying outdoors, you don't have to be concerned about imminent rain).

C - 3

Join in singing of Fan Me, Soldier Man.

CYCLE 17Tu/'Too', 'Also'M - 1

Mi a go de tu.	'I am going there too'.
Mi waan sliip tu.	'I want to sleep too'.
Jien se im waan sliip tu.	'Jane says she wants to sleep too'.
Mi wuda laik si im tu.	'I'd like to see him too'.
Sta Kiet se fi-im son kom tu.	'Sister Kate says her son has come too'.
Fi-mi bak a hat mi tu.	'My back hurts too'.
Dem pikni gaan a puos tu.	'The children have gone to post of- fice too'.
Bra Jaaj de op a kraasin tu.	'Brother George is up at the cross- roads too'.
Im put fi-im buk de tu.	'She put her book there too'.

M - 2

T: Dem a plaan kaan tu.

S: They are planting corn too.

T: Babi klaim op de tu.

S: Bobby climbed up there too.

T: I want to sleep too.

S: Mi waan sliip tu.

T: I have a headache too.

S: Fi-mi hed a hat mi tu.

T: Jan ron-we gaan a toun tu.

S: John has run away to town too.

T: My son is going to be a doctor too.

S: Fi-mi son a go ton dakta tu.

C - 1

Conversation.

C - 2

Your instructor will read the poem Literacy. Again you should try to get the meaning before it is explained to you.

C - 3

Sing the song Hold Him Joe.

CYCLE 18Gi/ 'Give'M - 1

Gi mi som no, Mis Bek?	'Please give me some, Miss Beck'.
Mi naa gi yu non ataal.	'I won't give you any at all'.
Jan se im wi gi unu di bul.	'John says he will give you all the bull'.
Wa im gi yu?	'What did he/she give you?'
Im neba gi mi notn.	'He/she didn't give me anything'.
Mieri tek fuul gi-we im bed.	'Mary has foolishly given her bed away'.
A dis wan Jaki gi dem.	'This is the one Jackie gave them'.
A di rang baks im gi yu.	'It's the wrong box he/she gave you'.

M - 2

T: Mi naa gi yu non.
 S: I won't give you any.
 T: Please give me some.
 S: Gi mi som, no?
 T: This is the one Jackie gave them.
 S: A dis wan Jaki gi dem.
 T: This is the one Teacher gave us.
 S: A dis wan Ticha gi wi.

T: Im neba gi mi nota.

S: He didn't give me anything.

T: Bra JaaJ no gi mi non.

S: Brother George did not give me any.

C - 1

Conversation.

C - 2

The first four stanzas of Literacy.

Ef Jona tell we say whale got

Bed eena him belly,

We hooda haffe believe, for

Him spen time eena i'.

Soh When me gi de Literacy

Sinting praise an fame

Unoo mus hear me, for se yah

Me jus dun sighn me name!

Laa' week ef yu did write me

name

Big like dis junk a yam

Yuh coulda fool me sey is piece

A Mary lickle lamb.

Ef Juona tel wi se wiel gat

Bed ina him beli,

Wi huda hafi biliib, faar

Him spen taim ina i.

So wen mi gi di litaresi

Sinting priez an fiem

Unu mos hier mi, far si ya

Mi dis don sain mi niem!

Laas wiik ef yu did rait mi

niem

Big laik dis jongk a yam

Yu kuda fuul mi se iz piis

A Mieri likl lam.

An ef yuh did sey dat it good	An ef yu did se dat i gud
Fe meck me dry-head grow	Fi mek mi drai-hed gruo
Me hooda nyam it off an swear	Mi huda nyam i aaf an swier
De lamb was nice to know.	Di lam woz nais tu nuo.

CYCLE 19Nomo/ 'No more'M - 1

Mi no gat nomo kaan.	'I have no more corn'.
Jan se im no waan nomo kaan.	'John says he does not want any more corn'.
No tel nomo lai pan mi.	'Don't tell any more lies about me!.
Mi naa gi dem nomo manggo.	'I won't give them any more mangoes'.
Mi no si nomo kuoknat a grong.	'I don't see any more coconuts on the ground'.
Dem no ha nomo poliis op de.	'They don't have any more policemen up there'.
Mi no gat nomo fi gi yu.	'I have no more to give you'.

M - 2

T: Jan no waan nomo kuoknat.

S: John does not want any more coconuts.

T: I won't give them any more coconuts.

S: Mi naa gi dem nomo kuoknat.

T: No tel nomo lai.

S: Don't tell any more lies.

T: They don't have any more children.

S: Dem no gat (ha) nomo pikni.

T: Mi no gat nomo banaana.

S: I have no more bananas.

C - 1

Conversation.

C - 2

Three stanzas of Literacy:

But one lady start fe teach me

Literacy, an koo yah!

Now me can grab pen an sign name

Like me dah drink wata!

An dat noh all, every day now

Me read one long story,

An dem is gwine write newspapa

Especially fe me.

Soh me gwine teach yu, yu teach

Jane

Jane teach one nex' smaddy,

Dat smaddy teach smaddy, so till

We spread literacy.

Bot wan liedi staat fi tiich mi

Litaresi, an ku ya!

Nou mi kyan grab pen an sain niem

Laik mi da dringk waata

An dat no aal, ebri die nou

Mi riid wan lang stuori,

An dem iz gwain rait nyuuzpiepa

Espeshali fi mi.

So mi gwain tiich yu, yu tiich

Jien

Jien tiich wan neks smadi,

Dat smadi tiich smadi, so til

Wi spred literasi.

C - 3

Close this cycle listening to the song: Carry Me Ackee
Go A Linstead Market.

CYCLE 20Nomo/ 'Only'M - 1

Pupa gi mi trii shiling nomo.

'Father gave me only three
shillings'.

Tiicha maak siks buk nomo.

'Teacher marked only six books'.

A wan poun nomo mi pie.

'It's only one pound I paid'.

A fuor a wi nomo go a choch tide.

'Only four of us went to church
today'.

A shap nomo mi sen yu.

'I sent you only to the shop'.

A wan taim nomo Sta Kiet kom ya.

'It's only once that Sister Kate
came here'.

A di baisikl nomo mi a bai.

'It's the bicycle only that I
will buy'.

A Mis Jien nomo mi wispa tel.

'Miss Jane is the only one to
whom I whispered (and told) it'.

A suoso aki nomo yu gi mi?

'Is it only ackee you have given
me?'.

M - 2

T: A wan taim nomo Sta Kiet kom ya.

S: It's once only that Sister Kate came here.

T: A fuor a wi nomo go a choch tide.

S: Only four of us went to church today.

T: It's only once that I went there.

S: A wan taim nomo mi go de.

T: I sent you only to the shop.

S: A shap nomo mi sen yu.

T: A wan poun nomo mi pie.

S: It's only one pound I paid.

M - 3

T: Tuu eg. (Pattern to be drilled) T: A tuu eg nomo im lie.
(It's only two eggs
she laid)

T: Trii eg. S: A trii eg nomo im lie.

T: Fuor eg. S: A fuor eg nomo im lie.

T: Faiv eg. S: A faiv eg nomo im lie.

T: Siks eg. S: A siks eg nomo im lie.

T: It's down to the (Pattern to be drilled) T: A doun a riba nomo mi
river only that I sen yu.
sent you.

T: Outa ruod. S: A outa ruod nomo mi
sen yu.

T: Op a kraasin.

S: A op a kraasin nomo
mi sen yu.

T: A maakit.

S: A maakit nomo mi sen
yu.

T: It's in the house (Pattern to be drilled) T: A ina hous mi fain i.
I found it.

T: Aanda bed.

S: A aanda bed mi fain i.

T: Tap a di tiebl.

S: A tap a di tiebl mi
fain i.

T: Bak a di shed.

S: A bak a di shed mi
fain i.

C - 1

Conversation.

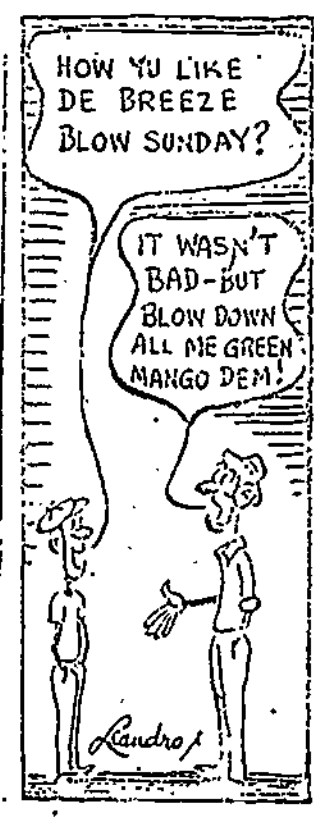
C - 2

Take turns reading different stanzas of Literacy:

Learn the proverb:

Yu wash smadi pikni beli, bot yu no wash im bak.

Meaning: You may take care of another person's child,
but you cannot be assured of gratitude for it. The
child may well prove ungrateful.



(A number of cartoons by the cartoonist, Leandro, have been inserted in the lessons. Note that because the characters are semi-literate, they do not speak a pure Creole, but a type of speech somewhat closer to standard Jamaican English. The cartoons capture, however, the wit and humor typical of Jamaica. The Creole equivalent of the captions is given below).

A: Hou yu laik di briiz-bloo Sonde?

B: I no en bad - bot i bluo doun aal a mi griin manggo-dem.

CYCLE 21Gwaan/'Behave', 'Carry on', 'Continue'N - 1

Mi no laik hou dem a gwaan.

'I don't like how they are behaving'.

A so nomo im gwaan.

'That's only how he behaves'.

Dem a gwaan tuu bad, man.

'They are behaving too badly, man'.

Di kansrt gwaan gud, yusi.

'The concert was very good'.

Unu gwaan gud fi-truu.

'You all behaved very well indeed'.

Jan a gwaan laik a fi-im kyaar.

'John is behaving as if it is his car'.

Mis siera gwaan laik im a go ded.

'Miss Sarah acted as if she was going to die'.

Juo a gwaan hai an maiti.

'Joe is behaving high and mighty'.

Yu no fi gwaan so, man.

'You shouldn't behave like that man'.

N - 2

T: Dem a gwaan tuu bad, man.

S: They are behaving too badly, man.

T: The concert was very very good.

S: Di kansrt gwaan gud, yusi.

T: John behaves as if it is his car.

S: Jan a gwaan laik a fi-im kyaar.

T: Joe is acting high and mighty.

S: Juo a gwaan hai an maiti.

T: You all behave very well, indeed.

S: Unu a gwaan gud, fi-truu.

C - 1

Conversation.

C - 2

Listen as your instructor reads the poem Rackit.

C - 3

Sing "Chi-chi Bod".

GYCIE 22Gwaan Wid/ 'Be Doing'M - 1

Wa unu a gwaan wid, duo?

'What are you all doing, though?

Dem a gwaan wid nof sinting.

'They are doing all kinds of things'.

We Maas Jaaj a gwaan wid?

'What's Mr. George doing?'

Mi naa gwaan wid notn, ma!

'I am not doing anything, mam!

Wen dem gwaan wid dem sinting de,

'When they do things like that,

mi kyaan bada wid dem.

I can't be bothered with them'.

Juo-dem a gwaan wid banz a tings.

'Joe and his friends are doing all kinds of things'.

Unu a gwaan wid suoso robish.

'You all are carrying on with nothing but rubbish'.

M - 2

T: What are you all doing, though?

S: Wa unu a gwaan wid, duo?

T: Wa Maas Chaali a gwaan wid?

S: What is Mr. Charlie doing?

T: Sarah and her friends are doing all kinds of things.

S: Siera-dem a gwaan wid banz a tings.

T: You are all carrying on with nothing but rubbish.

S: Unu a gwaan wid ruoso robish.

T: Wen dem gwaan wid dem sinting de, mi kyaan bada wid dem.

S: When they do such things, I can't be bothered with them.

M - 3

Repeat the sentences given by the instructor, and then substitute the words or phrases suggested.

T: Wen dem gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid dem.

S: Wen dem gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid dem.

T: Wen im gwaan...

S: Wen im gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid im.

T: Wen unu gwaan...

S: Wen unu gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid unu.

T: Wen yu gwaan...

S: Wen yu gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid yu.

T: Wen Muma gwaan...

S: Wen Muma gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid im.

T: Wen dem pikni gwaan...

S: Wen dem pikni gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid dem.

T: Wen Mis Kiet-dem gwaan...

S: Wen Mis Kiet-dem gwaan wid dem sinting de, tu mi Gad mi kyaan bada wid dem.

C - 1

Conversation.

C - 2

Read the first half of the poem Rackit.

Tan unno know is wat wrong wid

De bway dem now a days?

Dem is a set a raskill, cho!

Dem got real dutty ways!

As it a come to Christmas time

Dem drop dem gal-fren 'bif!

Becausen dem no want fe gi

Di gal no Christmas gif!

Po 'oman haffe suffa doah

It is a wicked rackit!

Dem bway dah gwaan too bad yaw

mah,

An smady haffe crack it!

Tan unu nuo iz wat rang wid

Di bwai dem nou-a-diez?

Dem iz a set a raskil, cho!

Dem gat riel doti wiez!

Az i a kom tu Krismos taim

Dem drap dem gyal fren bif!

Bikaazn dem no waan fi gi

Di gyal no Krismos gif!

Puo uman hafi sofa duo

It iz a wikid rakit!

Dem bwai da gwaan tuu bad yaa,

ma.

An smadi hafi krak it!

CYCLE 23Mek/ 'Why'M - 1

Mek yu neba kom?	Why didn't you come?
Mek yu tel im we mi se?	Why did you tell him/her what I said?
Mek dem ron-we go a bush?	Why did they run away to the bushes?
Mek Mis Bek a baal so?	Why is Miss Beck crying so much?
Mek Ruut chap op im Misis Krismos ham?	Why did Ruth cut up her Mistress' Christmas ham?
Mek dem a baal an gwaan so?	Why are they crying and carrying on so?
Mek yu tan so lang?	Why did you stay so long?

M - 2

T: Mek yu neba go?
S: Why didn't you go?
T: Mek yu a gwaan so?
S: Why are you behaving like that?
T: Why did you tell him/her what I said?
S: Mek yu tel im we mi se?
T: Why are you all crying so?
S: Mek unu a baal so?
T: Mek dem ron-we go a bush?
S: Why did they run away to the bushes?

T: Why did you stay so long?

S: Mek yu tan so lang?

C - 1

Conversation.

C - 2

Finish reading the poem Rackit.

Las' 'ear, two weeks from C'rismus
day

One po gal jus sey "feh".

Her bwoy frien start meck nize an
row

An get bex an go weh!

Him meck de nice-nice gal spen
C'rismus

Widout a bwoy frien,

An de last week a January

Him crawl back een again!

Dis 'ear him do de same ting, but

Ef dat gal was like me,

Nex' 'ear him hooda haffe pick

Quarrel wid him duppy!

Laas ier, tuu wiik fram Krismos
die

Wan puo, gyal dis se "fe".

Har bwai fren staat mek naiz an
rou

An get beks an go we.

Him mek di nais nais gyal spen
Krismos

Widout a bwai fren

An di laas wiik a Janweri

Him kraal bak iin agen!

Dis ier him du di siem ting, bot

Ef dat gyal woz laik mi

Neks ier im huda hafi pik

Kwaril wid him dopi!

C - 3

Sing the song Fan Me, Soldier Man.

CYCLE 24Tek/ 'Take'M - 1

Tek di Biebi gwaan.

'Take the baby and go on (your way)'.
'

Tek da paki-de gi mi.

'Take that gourd and give (it) to me'.
'

Tek out yu han out a mi baaskit.

'Take your hand out of my basket'..
'

Jien tek faas brok mi sliet.

'On account of her meddlesomeness, Jane broke my slate'.
'

Im tek kierlis laas aal di moni.

'On account of her carelessness, he/she lost all the money'.
'

Rute tek fuul chap op im Mitis
krismus ham.

'On account of her folly, Ruth chopped up her Mistress' Christmas ham'.
'

Jaaj tek grojful kil Ongki Zaki
guot.

'Because of envy, George killed Uncle Zacky's goat'.
'

Mis Shati tek kobich nyam aaf aal
di pier.

'Because of greed, Miss Charlotte ate off all the pears'.
'

Mi dis tek taim tek-we misef.

'I just cautiously slunk away'.
(Lit. took myself away).
'

M - 2

T: Tek di biebi gwaan.

S: Take the baby and go on (your way).

T: Take the book and give it to me.

S: Tek di buk gi mi.

T: Tek unu han out a mi baaskit.

S: Take your hands out of my basket.

T: Unu tek fuul laas aal di moni.

S: Because of folly, you (all) have lost all the money.

T: Mis Shati tek kobich nyam aaf aal a di fuud.

S: Because of greed, Miss Charlotte ate off all of the food.

C - 1

Conversation.

C - 2

Listen to the recording of the song Sammy Ded, and join in the bobbin M - M.

C - 3

Learn the following proverbs:

1. Yu fi tek taim tek yu han out a krokodail mout.

(Lit. You must take time in taking your hand out of a crocodile's mouth).

Meaning: Be extremely cautious in extricating yourself from a difficult situation.

2. Wen man tek sik, dakta mek riez.

(Lit. When one gets sick, the doctor gets rich).

Meaning: The misfortune of one person is another's good fortune.

CYCLE 25

Ton/'Turn' 'Become'

M - 1

Unu ton bak kom ya.

'Turn back (you all) and come here'.

Az mi kech a ruod, mi a ton bak.

'As soon as I get to the road, I will turn back'.

Di rom a ton mi hed.

'The rum is making me dizzy'.

Kom help wi ton da aiskriim bokit ya.

'Come and help us turn this ice cream bucket'.

Wat-a-wie im ton black!.

'How black he/she has become'.

Kozn Jien ton chupit nou-a-diez.

'Cousin Jane has become stupid nowadays'.

A wa ton im fuul, duo?

'What's caused him/her to become foolish, though?'

Mi en nuo se di moni wuda ton im fuul.

'I knew that money would cause him/her to turn foolish'.

Miss Mati ton smadi now.

'Miss Matty is now someone (to be reckoned with)'.

Im go-we go ton ticha.

'He/she went off and became a teacher'.

M - 2

T: Ton bak kom ya.

S: Turn back and come here.

T: The rum is making me dizzy.

S: Di rom a ton mi hed.

T: How black he/she has become!

S: Wat-a-wie im ton blak!

T: Kozn Jien ton chupit nou-a-diez.

S: Cousin Jane has become stupid nowadays.

T: Mis Matty is somebody now.

S: Mis Mati ton smadi nou.

C - 1

Conversation.

C - 2

Practice reading the first three stanzas of Eart'

Quake Night.

What a heaby eart' quake shock mah	Wat a hebi ortkwiek shak ma
Me nearly dead wid fright	Mi nieli ded wid frait
But dat no nutten to wat happen	Bot dat no notn tu wat hapn
Dat deh eart' quake night.	Dat de ortkwiek nait.
Me hear sey Vera baby,	Mi hier se Viira biebi
T'ree 'ear ole Decemba gawn,	Trii ier uol Disemba gaan
Wat never cut a teet nor walk	Wat neba kot a tiit naar waak
Nor talk good from it bawn.	Naar taak gud fram i baan.

When everybody run from shock
 An lef it one fe dead,
 De pickney halla, "po me gal!"
 An run under de bed!

Wen ebribadi ron fram shak
 An lef i wan fi ded
 Di pikni hala, "puo mi gyal"
 An ron anda di bed!

CYCLE 26

Wie/'Way, Manner, Direction'

M - 1

Wich wie im ton?

'In which direction did he/she
 turn?'

In gaan op ruod wie.

'He/she has gone up in the
 direction of the road'.

Dem lib bak Wesmolan wie.

'They live back in the direction
 of Westmoreland'.

Unu no fi gwaan dem wie de.

'You all should not behave in
 that manner'.

Mek dem gwaan aal dem wie de?

'Why do they behave in that man-
 ner?'

Di wie Raya liezi, im naa go
 du no wok.

'Uriah is so lazy, he will not
 do any work'.

Di wie mi fraitn, di pan drap
 outa mi han

'I was so frightened, the pan
 fell out of my hand'.

M - 2

T: In which direction did he/she turn? .

S: Wich wie im ton?

T: Im gaan op shap wie.

S: She has gone up in the direction of the shop.

T: You shouldn't behave in that manner.

S: Yu no fi gwaan dem wie de.

T: Di wie Raya liezi, im naa go du no wok.

S: Uriah is so lazy, he will not do any work.

T: I was so frightened, the pen fell out of my hand.

S: Di wie mi fraitn, di pan drap out a mi han.

T: Dem lib bak Wesmolan wie.

S: They live back in the direction of Westmoreland.

C - 1

Conversation.

C - 2

Listen while your instructor reads the poem Eart' Quake Night. How much of it did you understand? Discuss the difficult passages, and ask your instructor for explanations needed.

C - 3

Sing Sammy Ded in unison with the recording.

Learn the proverb:

Plie wid popi, popi ton ruon lik yu mout.

(Lit. If you play with a puppy, it will turn around and lick your mouth).

Meaning: If you fraternize with your subordinates, they will lose all respect for you.

CYCLE 27Dong/'Down' (in compounds)M - 1

Maas Juo sidong out de huol die.	'Mr. Joe sat out there all day'.
Si im a sidong a doti de.	'There he/she is sitting on the ground'.
Im sidong aanda di trii a wiet fi manggo fi drap.	'He/she sits under the tree waiting for mangoes to fall'.
Sta Ruoz faaldong budum.	'Sister Rose fell with a thud'.
No guop de. Yu wi faaldong.	'Don't go up there. You will fall'.
Im neba klaim up gud, im faaldong.	'No sooner had he/she climbed up than he/she fell'.
Mi bok mi fut an faaldong.	'My foot struck something and I fell'.
Mi pudong di baaskit pan di step.	'I put the basket down on the step'.
A wa dat im pudong deso?	'What's that he/she put down there?'
Di grandstan brok dong laas nait/	'The grandstand collapsed last night'.
Ef dem no main shaap, di stan brok dong.	'If they are not extremely careful, the stand will collapse.'

M - 2

T: John sat out there all day.

S: Jan eidong out de huol die.

T: Si dem a sidong a doti de.

S: There they are sitting on the ground.

T: Don't go up there; you will fall.

S: No guop de; yu wi faaldong.

T: Mi pudong di baaskit pan di step.

S: I put the basket down on the step.

T: No sooner had he climbed up than he fell.

S: Im neba klaim up gud, im faaldong?

C - 1

Conversation.

C - 2

Practice reading the next three stanzas of Eart' Quake Night.

Den Amy play-wite Aunt, all day

She cuss po Amy 'black',

She treat de gal like dog, but
wen

She feel de eart' quake shock.

She bus open Amy room door

Jump eena Amy bed

Grab Amy ole dutty jip hat

An jam awn pon her head!

Den Iemi plie wait Aant, aal die

Shi kos puo Iemi 'blak',

Shi triit di gyal laik daag, bot
wen

Shi fiil di ortkwiek shak.

Shi bos uopn Iemi ruum duor

Jomp iina Iemi bed

Grab Iemi uol doti jip hat

An jam aan pan har hed!

She hug up Amy an start call her, Shi hog op Iemi an staat kaal har,
 "Sista in distress" 'Sista in distress"
 An start halle an gwan like she An staat hala an gwaan laik shi
 Dah dead an mus confess. Da ded an mos kanfes.

C - 3

Close the session with the singing of John Crow Se Im
Kyaan Wok Pan Sonde.

CYCLE 28

ies/'Hurry'
Mikies/'Hurry up, hurriedly'; De pan ies/'to be in a hurry'

M - 1

Mikies kom bak, yaa.	'Return quickly, you hear'.
Mi dis mikies pie fi i an kom-we.	'I just paid for it quickly and came away'.
Mi beg Naana fi mikies kom.	'I begged Nursie to come quickly'.
Chaali se im de pan ies.	'Charlie says he is in a hurry'.
Wa du yu? Yu de pan ies?	'What's the matter with you? Are you in a hurry?'.
Tek di moni, ya, sa. Mi de pan ies.	'Take the money here, sir. I am in a hurry'.
Unu mosa de pan ies mek unu a ron so.	'You all must be in a hurry to be running so'.

M - 2

T: Return quickly, do you hear?

S: Mikies kom bak, yaa.

T: Mi beg Naana fi mikies kom.

S: I begged Nursie to come quickly.

T: Are you in a hurry?

S: Yu de pan ies?

T: Tek di moni, ma. Mi de pan ies.

S: Take the money, mam. I am in a hurry.

T: Joe says he is in a hurry.

S: Juo se im de pan ies.

T: Unu de pan ies?

S: Are you all 'in a hurry?

C - 1

Conversation.

C - 2

Read the next three stanzas of Part' Quake Night.

Den yuh mus know Becky bredda

Den yu mos nuo Beki bredda

She ongle got de one,

Shi ongl gat di wan,

Him long an big an strapping

Him lang an big an strapin

An gwan like supermen.

An gwaan laik syuupeman.

Well de shock teck him eena
bed

An be de time it done,
Him fine himself half-naked
Half-mile from him yard a run.

De shame him shame him tun
roun, teck

Him time an crawl home back.
Guess how him frighten wen
him fine

Him door an winda lock!

Wel di shak tek him iina bed

An bi di taim i don:
Him fain himself haaf-niekid
Haaf-mail fram him yaad a ron.

Di shiem him shiem him ton
roun, tek

Him taim an kraal huom bak,
Ges hou him fraitn wen him
fain

Him duor an winda lak!

3-3

Close the session with a song fest.

INTONATIONAL PATTERNSTO THE STUDENT:

In the previous lessons emphasis was placed on precise imitation of the intonational patterns in each of the sentences you have learned. These patterns were, however, learned by rote, and you were not told what the appropriate contextual situation for each would be. In the next twelve lessons you will learn how to match intonational pattern with the situation or emotional state of the speaker. Every effort is made to avoid introducing new sentence-types, except when they occur in the chorus section of each cycle. An example of the situation appropriate for the first sentence precedes the drill for that pattern.

* CYCLE 29TOTAL QUESTION INTONATIONTO THE STUDENT.

The intonational pattern which we regard as basic in Jamaican Creole is the one used in all statements. Like English, it is marked by the falling of the voice on the last syllable or syllables of the utterance. This is the contour we drilled in sentences such as:

Mi hed a hat mi.

This same contour is also used in requests and commands, and in questions which begin with a question word.

It is, therefore, the one which you have learned in most of the sentences so far.

When, however, a question is asked for which the answer is 'yes' or 'no', this is a total question and a rising contour is used. There is more than one of these rising contours, so that we need to be careful to differentiate them. The first of these is the 'total question' intonation, used when you want to ask a simple question like, "Is John going?".

M - 1

Jan a kom?

Yu hed a hat yu?

Yu hier wa mi se?

Yu muma nuo we yu de?

Unu nuo se im kom?

Pupa gaan roun de?

Yu bredda ina bush-de?

Yu kom ya fi hier labrish agen?

Dem naa du notn?

Babi klaim op de tu?

Jan en ron-we tu?

Is John coming?

Are you having a headache?

Have you heard what I said?

Does your mother know where you are?

Do you all know that she has arrived?

Has father gone around there?

-Is your brother in the bush?

Have you come here to listen to gossip again?

Aren't they doing anything?

Has Bobby climbed up there too?

Did John run away too?

M - 2

T: Jan a kom?

S: Is John coming?

T: Has he gone to town?

S: Im gaan a toun?

T: Jan a kom.

S: John is coming.

T: Mi hier wa yu se.

S: I hear what you say.

T: Your mother doesn't know where you are.

S: Yu muma no nuo we yu de.

T: Yu muma no nuo we yu de?

S: Doesn't your mother know where you are?

M - 3

Give the corresponding question or statement to the utterance given you by your instructor.

Jan a kom.	Jan a kom?	(question)
Im de a ruod?	Im de a ruod.	(statement)
Juo ton bak aredi.	Juo ton bak aredi?	(question)
Sta Kiet faaldong a maakit.	Sta Kiet faaldong a maakit?	(question)
Im tek yu paki gi-we?	Im tek yu paki gi-we.	(statement)
Pupa gaan op a ruod fi miit di bos.	Pupa gaan op a ruod fi miit di bos.	(question)

C - 1

Conversation.

C - 2Read the last three stanzas of Eart' Quake Night.

Him racks him brain, him scratch Him raks him brien, him skrach
him head, him hed,

Him prawl an search ali bout, Him praal an saach aal bout,
Him kean get een, him kean Him kyaan get iin, him kyaan
mamba mamba

Is how him did get out! Iz hou him did get out!

Me no know ef him sleep a door Mi no nuo ef him sliip a duor
De balance a de night, Di balans a di nait,
Or if him bawi fe help an bring Aar if im baal fi help an bring
Him cowardness to light. Him kowadnis tu lait.

But him dah gwan like mad smaddy, Bot him da gwaan laik mad smadi,
Him po brain still a fight Him puo brien stil a fait
Fe try memba wich part him walk Fi trai memba wich paat him waak
Run weh de eart' quake night. Ron-we di ortkwiek nait.

CYCLE 30THE COUNTER - QUESTION INTONATIONTO THE STUDENT:

If asked a partial question, one beginning with a question word such as we 'where' or wa 'what', you may want to check to see whether you have heard correctly. You will do this either because you are not sure of what you heard, or because the question surprises you. In either case you reiterate the question using the rising rather than the falling contour. Practice these utterances in pairs, and so learn to differentiate them.

M - 1

Wa yu a du?	Wa mi a du??	'What am I doing?'
Wa unu a du?	Wa wi a du??	'What are we doing?'
Wa yu sista a du?	Wa mi sista a du??	'What is my sister doing?'
Wa di tiicha niem?	Wa di tiicha niem??	'What's the teacher's name?'
Wa disya trii niem?	Wa disya trii niem??	'What's the name of this name?'
We Sta Mati de?	We Sta Mati de??	'Where is sister Matty?'
We unu pupa de?	We wi pupa de??	'Where is our father?'
Hou yu du?	Hou mi du??	'How am I?'
We Mis Bek a go?	We Mis Bek a go??	'Where is Miss Beck going?'
We Jan-dem a go?	We Jan-dem a go??	Where are John and the rest going?'
Wa du yu breda?	Wa du mi breda??	'What's wrong with my brother?'

Wa du dem pikni? Wa du dem pikni?? 'What's wrong with the children?'

The double question mark is here used for counter-question.

M - 3

Give the corresponding question or counter-question to the utterance given by your instructor.

TEACHER

STUDENT

Wa mi muma a du??

Wa yu muma a du?

We Bra Jaaj gaan?

We Bra Jaaj gaan??

We yu sista a go?

We mi sista a go??

Wa du Naana??

Wa du Naana?

Hou Mis Laiz du?

Hou Mis Laiz du??

Wa mi muma niem??

Wa yu muma niem?

C - 1

Conversation.

C - 2

Take turns reading the poem Eart' Quake Night.

C - 3

Sing Hold Him Joe.

CYCLE 31EMPHATIC INTONATION: Yusi "You see?"

One way of expressing emphasis in JC is by means of a tag added to the statement. Thus one may say simply Jan kyan wok haad 'John can work very hard', but if one wanted to stress how incredibly hard John works, one would add the tag yusi to the statement, thus: Jan kyan wok haad, yusi. Note carefully the difference in intonation between the simple and the emphatic statements.

M - 1

Jan kyan wok haad.

Jan kyan wok haad, yusi.

Im gat moni ('she has money').

Im gat moni, yusi.

Mi hed a hat mi.

Mi hed a hat mi, yusi.

Di bwai-dem a gwaan bad.

Di bwai-dem a gwaan bad, yusi.

Di kansrt gwaan gud.

Di kansrt gwaan gud, yusi.

Mis Bek a baal.

Mis Bek a baal, yusi.

Mis Laiz ton fuul.

Mis Laiz ton fuul, yusi.

Raya breda grojful.

Raya breda grojful, yusi.

M - 3

Give the corresponding simple or emphatic 'yusi' statement for the utterance given by your instructor.

Mi beli a hat mi, yusi.

Mi beli a hat mi.

Dem a gwaan gud.

Dem a gwaan gud, yusi.

Mi tan op dom, yusi.

Mi tan op dom.

Mi waan sliip, yusi.
 Sta Kiet gi mi nof pier.
 Mis Mati kyan tel lai.
 Jan breda tan de lang, yusi.

Mi waan sliip.
 Sta Kiet gi mi nof pier, yusi.
 Mis Mati kyan tel lai, yusi.
 Jan breda tan de lang.

C - 1

Conversation.

C - 2

Listen as your instructor reads the poem: Tan A Yuh Yard
 (Stay At Home).

C - 3

Listen to the words and music of Di Riba Ben Kom Doun.
 Join in the bobbin as before.

CYCLE 32EMPHATIC INTONATION: iing 'Isn't it so?'

In most emphatic statements iing may replace yusi as the tag. There is a slight difference in the contextual situation, however. Whereas with the use of yusi the speaker seeks to impose his evaluation of the situation on the hearer, with iing he invokes the concurrence of the hearer in the evaluation. Nevertheless, the same stress is implied in Jan kyan wok haad, iing?

M - 1

Jan kyan wok haad, iing?
 Mis Jien gat moni, iing?
 Di bwai-dem a gwaan bad, iing?
 Ruut a baal, iing?
 Di kansrt gwaan gud, iing?
 Mis Laiz ton fuul, iing?
 Mis Shati kobich, iing?
 Yu muma kierlis, iing?
 Di biebi ton blak, iing?
 Mis Mati ton smadi nou, iing?
 Di sinting swiit yu, iing?

M - 3

Give the corresponding 'yusi' or 'iing' emphatic statement for the one given by your instructor:

ERIC granpa gat moni, iing?

Yu granpa gat moni, yusi.

Dem a gwaan gud, yusi.

Dem a gwaan gud, iing?

Sta Kiet gi mi nof pier, iing?

Sta Kiet gi mi nof pier, yusi.

Im tan doun de lang, yusi.

Im tan doun de lang, iing?

Mis Mati kyan tel lai, yusi.

Mis Mati kyan tel lai, iing?

Suu breda grojful, iing?

Suu breda grojful, yusi.

Di sinting swiit im, iing?

Di sinting swiit im, yusi.

C - 1

Conversation.

C - 2

Read in chorus the first two stanzas of Tan A Yuh Yard:

Teng-Gad massa yuh nebba go!

Tenggad massa yu neba go!

Tan weh yuh deh Mass Jone!

Tan we yu de Maas Juon!

Quiet yuhself, noh meck noh fus,

Kwaiat yuself, no mek no fos,

Leff Merica alone!

Lef Merika aluon!

Gwan do yuh lickle bolo job,

Gwaan du yu likl bolo jab

Glad fe yu lickle pay,

Glad fi yu likl pie,

Me wi tun me han an we can live

Mi wi ton mi han an wi kyan lab

Pon de four-bit a day.

Pan di fuor-bit a die.

C - 3

Take turns as bomma for the song: Di Riba Ben Kom Doun.

CYCLE 33EMPHATIC INTONATION: Stress (no tag)

If no tag is used, emphasis may be express by stressing the predication or other portion of the statement which the speaker wishes to bring into focus. A rather high-pitched level contour is used for such sentences, which are otherwise exactly like the simple statement. Practice the pairs as given you, and so learn to differentiate them.

M - 1

Juo kyan tel nof lai.

Juo kyan tel nof lai!

Tiicha gat moni.

Tiicha gat moni!

Di bwai-dem a gwaan gud.

Di bwai-dem a gwaan gud!

Mis Shati kobich.

Mis Shati kobich!

Mis Siera ton fuul.

Mis Siera ton fuul!

Di biebi ton blak.

Di biebi ton blak!

Juo a gwaan hai an maiti.

Juo a gwaan hai an maiti!

Di sinting swiit mi.

Di sinting swiit mi!

M - 3

Give the corresponding stress sentence for the tag
- utterances given below:

Yu granpa gat moni, iing?

Yu granpa gat moni!

Mis Mati kyan frai fish, yusi.

Mis Mati kyan frai fish!

Di uman kobich, iing?
 Mi glad fi di likl pie, yusi.
 Fi man mek-op im fies, yusi.
 Mis Bek fret an krai, iing?
 Dem bwai a gwaan bad, iing?
 Di sinting swiit mi, yusi.

Di uman kobich!
 Mi glad fi di likl pie!
 Di man mek-op im fies!
 Mis Bek fret an krai!
 Dem bwai a gwaan bad!
 Di sinting swiit mi!

C - 1

Conversation.

C - 2

Read the next two stanzas of Tan A Yuh Yard.

Ef bakra even pos' ticket
 Come gi yuh, bwoy refuse it!
 Betta yu tan home fight yuh life
 Dan go a sea go lose i.

Ef bakra iibn puos tikit
 Kom gi yu, bwai rifyuuz i !
 Beta yu tan huom fait yu laif
 Dan go a sii go luuz i.

De same sinting wey sweet man mou.
 Wi meck him lose him head,
 Me read eena newspapa sey
 Two farm-man meet dem dead!

Di siem sinting we swiit man mout
 Wi mek him luuz him hed
 Mi riid iina nyuuzpiepa se
 Tuu faam-man miit dem dod!

C - 3

Sing the song: Di Riba Ben Kom Down.

CYCLE 34DIRECT EXCLAMATION INTONATION: Wat a...!

Exclamations in JC are of two kinds, direct and rhetorical. One type of direct exclamation begins with the equivalent of the English "What a ____". Here, as in the 'ling' emphasis, the corroboration of the hearer is sought but the high-pitched level contour is used. See Cycle 35 for the rhetorical intonation.

M - 1

Wat a kraasiz pan di lan!	'What troubles on the land!'
Wat a woris pan mi puo gyal!	'What troubles I have, poor girl as I am!'
Wat a gyal big an fuuful!	'What a big, foolish girl!'
Wat a wie im ton blak!	'How black he/she has become!'
Wat a wie Juo kyan tel lai!	'How Joe lies!'
Wat a wie Mis Shati faaldong switi!	'How delightful was Miss Shatty's fall!'
Wat a hebi ortkwiek shak, mai	'What a heavy earthquake shock, mami!'
Wat a gud ting mi no grojful!	'How good it is that I am not envious!'

M - 2

T: Wat a kraasiz pan di lan!

S: What troubles on the land!

T: How black he has become!

S: Wat a wie im ton blak!

T: What troubles I have, poor girl as I am!

S: Wat a kraasiz pan mi puo gyal!

T: Wat a gyal big an fuufuul!

S: What a big and foolish girl!

T: How good it is that I am not envious!

S: Wat a gud ting mi no grojfull!

C - 1

Conversation.

C - 2

Read in chorus the last two stanzas of Tan A Yuh Yard:

Ef a lie, a no me tell i,

Ef a label, me no know!

So mi buy i, so me sell i,

So me reap a so me sow.

Ef a lai, a no mi tel i

Ef a liebl, mi no nuo!

So mi bai i, so mi sel i,

So mi riip a so mi suo.

But wedder true or lie me bwoy,

Cowa'd man kip soun bone,

Tan a yuh yard an satisfy,

Lef Merica alone.

Bot weda truu aar lai mi bwai,

Kowad man kip soun buon,

Tan a yu yaad an satisfai,

Lef Merika aluon.

CYCLE 35RHETORICAL EXCLAMATION INTONATION : No

Rhetorical exclamations are marked by the presence of the negative no 'don't', 'not', in addition to the high-pitched level contour. There is no element of negation in the meaning of the sentence, however. The rhetorical exclamation im no gaan! does not mean that he has not gone, but rather that contrary to expectation, he has indeed gone. One must learn to differentiate between the statement im no gaan 'he has not gone' with falling contour, and the rhetorical exclamation 'im no gaan! 'he has gone (would you believe it?)' with high-pitched level contour. Practice the following pairs of sentences.

M - 1

STATEMENTRHETORICAL EXCLAMATION

Im no gaan.

Im no gaan!

Jak no gi ruoz im ring.

Jak no gi Ruoz im ring!

Aan Klem no bos uopn Iemi duor.

Aan Klem no bos uopn Iemi duor!

Ruut no chap op im Misis Krismos.
ham.

Ruut no chap op im Misis Krismos
ham!

Rayah tek taim kraal huom' bak.

Rayah no tek taim kraal huom bak!

Di pikni no dash-we mi moni.

Di pikni no dash-we mi moni!

Mis Klem son no de a kalij.

Mis Klem son no de a kalij!

Im no tel mi se yu de a yaad.

Im no tel mi se yu de a yaad!

Mi no hier se yu sik.

Mi no hier se yu sik!

Jan no sidong de huol die.

Jan no sidong de huol die!

M - 3

Give the rhetorical exclamation which corresponds to the statements given by your instructor, and say whether the meaning is the same or different. These utterances will be both positive and negative.

Dem sidong a doti.

Dem no sidong a doti! (same)

Mi pudong di baaskit pan di
step.

Mi no pudong di baaskit pan di
step! (same)

Im no faaldong.

Im no faaldong! (different)

Dem no nuo se yu kom.

Dem no nuo se yu kom! (different)

Jaaj marid tu Iemi.

Jaaj no marid to Iemi! (same)

Mis Bek glad fi di moni.

Mis Bek no glad fi di moni! (same)

Mis Mati se mi lai.

Mis Mati no se mi lai! (same)

Juo rait mi wan leta.

Juo no rait mi wan leta! (same)

C - 1

Conversation.

C - 2

Take turns reading sections of the poem Tan A Yuh Yard.

C - 3

Sing the song: Di Riba Ben Kom Duon.

CYCLE 36IMPERATIVE INTONATION : 'No' Tag

Requests which use a pleading tag are of two kinds: the affirmative which takes the tag 'no', and the negative imperative which takes the tag "yaa". In this cycle you will learn the intonation for sentences with the 'no' tag. Note how it differs from the imperative without tag. The rising contour is used. Practice the following pairs of sentences.

M - 1

Gi mi som a di pier.

Gi mi som a di pier, no?

Kom uoba yaso.

Kom uoba yaso, no?

Tel Laiz wa mi se.

Tel Laiz wa mi se, no?

Bos uopn di duor.

Bos uopn di duor, no?

Chap op di ham.

Chap op di ham, no?

Gwaan a shap.

Gwaan a shap, no?

Sidong we yu de.

Sidong we yu de, no?

Pudong di baaskit.

Pudong di baaskit, no?

M - 3

Give the corresponding sentence to the one given by the instructor. If the sentence is untagged, give the tagged sentence, and vice versa.

T: Mek we go a riba.

S: Mek wi go a riba, no?

T: Kom wi go shuut bod.

S: Kom wi go shuut bod, no?

T: Unu gwaan a skuul, no?

S: Unu gwaan a skuul.

T: Kyari di pig gwaan a
maakit, no?

S: Kyari di pig gwaan a maakit.

T: Sen mi moni kom gi mi.

S: Sen mi moni kom gi mi, no?

T: Shet op unu mout, no?

S: Shet op unu mout.

C - 1

Conversation.

C - 2

Your instructor will give you the background of the poem Rightful Way, and read the entire poem to you.

CYCLE 37IMPERATIVE INTONATION : 'Yaa' PLEA

The "Yaa" tag, which is added to both affirmative and negative requests uses a sharply rising intonation. It differs in pitch rise from the 'no' tag in a lower starting point and sharp upward sweep. Listen to the difference between the following pairs of affirmative requests, and practice them.

M - 1

Gi mi som, no?	Gi mi som, yaa.
Put i doun de, no?	Put i doun de, yaa.
Kom doun aaf a di fens, no?	Kom doun aaf a di fens, yaa.
Go ton di pat, no?	Go ton di pat, yaa.
Tel im fi kom aan, no?	Tel im fi kom aan, yaa.
Tel Jan we mi se, no?	Tel Jan we mi se, yaa.
Mek mi si we yu a du, no?	Mek mi si we yu a du, yaa.
Shet yu mout, no?	Shet yu mout, yaa.

M - 1

Now practice the pairs of affirmative and negative requests which use the 'yaa' tag.

Gi im som, yaa.	No gi im non, yaa.
Put i doun de, yaa.	No put i doun de, yaa.
Kom doun aaf a di fens, yaa.	No kom doun aaf a di fens, yaa.

Ton di pat fi im, yaa.

No ton di pat fi im, yaa.

Sidong aanda di trii de, yaa.

No sidong aanda di trii de, yaa.

Mek Juo si we yu a du, yaa.

No mek Juo si we yu a du, yaa.

Shet yu mout, yaa.

No shet yu mout, yaa.

M - 3

Your instructor will give you a request and ask you to give the corresponding affirmative or negative 'yaa' sentence.

T: Tel Jan we yu de. (Affirm.) S: Tel Jan we yu de, yaa.

T: Shuo Mis Shati yu fut. (Neg.) S: No shuo Mis Shati yu fut, yaa.

T: Gi Maas Chaali di moni (Neg.) S: No gi Maas Chaali di moni, yaa.

T: Ron go a shap fi mi. (Affirm.) S: Ron go a shap fi mi, yaa.

T: Mikies kom. (Affirm.) S: Mikies kom, yaa.

T: Kyari di aki gwaan. (Neg.) S: No kyari di aki gwaan, yaa.

C - 1

Conversation.

C - 2

Practice the first three stanzas of Rightful Way.

Cous, Weh fe do, me shame a yuh!
 Yuh mean yuh such a goat!
 Yuh mean yuh got so much big chat
 An doan know how fe vote?

Koo omuch time dem sow de votin.
 Eena pickcha show
 Fe soak t'rough nayga tough head,
 an
 Yuh mean yuh nevah know?

De man dem nevah change dem suit
 De gals no change dem frock,
 De same table, de same ole screen,
 Dah ac' de same ole ac?

Koz we fi du mi shiem a yu
 Yu miin yu soch a guot!
 Yu miin yu gat so moch big chat
 An duon nuo how fi vuot?

Ku omoch taim dem shuo di vuotr
 Iina pikcha shuo
 Fi suok truu niega tcf hed, an
 Yu miin yu neba nuo?

Di man dem neba chienj dem suut
 Di gyals no chienj dem frak,
 Di siem tiebl, di siem uol skriin
 Da ak di siem uol ak?

C - 3

Listen to the music and words of Slide Mongoose.

Bedward was a notorious self-proclaimed savior of the early twenties, who kept a healing mission in the hills of St. Andrew. Many flocked to him and were baptized. His downfall came when he attempted to carry out his promise to the faithfull that he would ascend to heaven in their presence. He climbed into a tree, set out to fly, and fell and hurt himself badly. He spent his last years in a mental institution.

This song commemorates a long standing feud between Bedward and "Mongoose", allegorical name for a seducer who lured away one of Bedward's female disciples, "one of his righteous chickens".

CYCLE 38

RHETORICAL INTONATION : 'Yunuo' Tag

The tag 'yunuo' is added to information sentences to indicate the authenticity of the report. The information itself, has a non-final intonation; but on 'yunuo' there is a fall from medium high-pitch on 'yu' to low pitch on 'nuo'.

M - 1

Practice the following sentences.

Mis Kiet gaan aredi, yunuo.

Miss Katie has gone already,
did you know?

Di pikni-dem dash-we di kaan,
yunuo.

The children threw away the
corn, did you know?

Mi pupa de out a rom shap,
yunuo, ma.

My father is out at the rum
shop, did you know, mam?

Jan no waan go, yunuo, sa.

John doesn't want to go, do you
know that, sir?

Mi tel dem we unu se, yunuo.

I told them what you all said,
did you know?

Jan faaldong aaf a di fens,
yunuo.

John fell off the fence, did
you know?

Maas Jaaj a tel lai, yunuo, ma.

Mr. George is telling lies, did you know, mam?

Di daag de aanda deso, yunuo.

The dog is under there, did you know?

M - 3

Add the tag your instructor suggests to the following sentences:

T: Mi muma sel nof aki (yunuo)
tide.

S: Mi muma sel nof aki tide,
yunuo.

T: Yu sista a sliip. (yunuo, sa)

S: Yu sista a sliip, yunuo, sa.

T: Tiicha neba maak (yunuo, ma)
mi som-dem.

S: Tiicha neba maak mi som-dem,
yunuo, ma.

T: Kozn Kyari neba tel (yunuo, sa)
mi we yu se.

S: Kozn Kyari neba tel mi we
yu se, yunuo, sa.

T: Mi a ron go doun de (yunuo)
nou.

S: Mi a ron go doun de nou,
yunuo.

C - 1

Conversation.

C - 2

Practice reading the next three stanzas of Rightful Way.

Carib, Movies, all de t'eatre
 Every'night ovah agen,
 One po' chile mus have sore-knee
 now
 So much time she cut her ten!

An yuh gwan talk bout cross out, an

Da change de votin law!
 No meck no deestant, edicated
 Smaddy hear yuh yaw.

Posen any fo-fool smaddy shoulde
 Hear yuh big report.
 An go cross-out any sinting.
 An go pwile de people vote!

Kyarib, Muuviz, aal di tieta
 Ebri nait uoba agen
 Wen puo chall mos hab suor-nii
 nou
 So moch taim shi kot har ten!

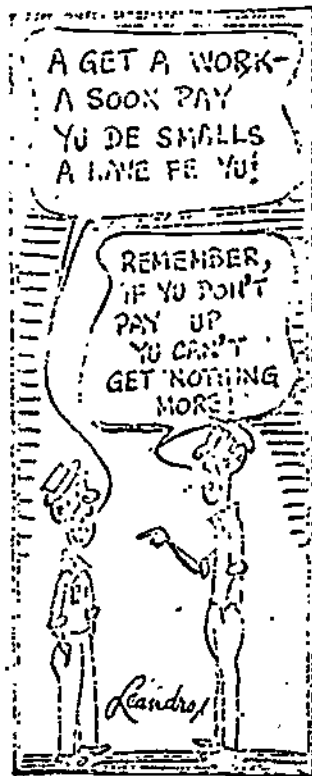
An yu gaan taak bout kraas out,
 an

Da chienj di vuotin laa!
 No mek no diistant, edicatia
 Smadi hier yu yaa.

Puosn eni fuufuul smadi shuda
 Hier yu big ripuot.
 An go kraas-out eni sinting.
 An go pwail di piipl vuot!

C - 3

Join in singing Slide Mongoose.



A: Mi get a wok - mi suun pie yu di likl sinting mi ha fi yu.

B: Memba, ef yu no pie op yu kyaan get notn muor.

CYCLE 39ROGATION INTONATION : 'No' Tag

One variation on the total question (Cycle 29) is that in which the question is asked by adding the tag 'no' to a statement. It corresponds to the English tags "hasn't he...", "isn't it", "does she?" etc.

M - 1

Kuut chap op di ham, no?	'Kuth chopped up the ham, didn't she?'
Tiicha gaan aredi, no?	'Teacher has gone already, hasn't he?'
Di pikni-dem de a skuul, no?	'The children are in school, aren't they?'
Mis Mati kom huom laas nait, no?	'Miss Matty came home last night, didn't she?'
Di kansrt neba gwaan gud, no?	'The concert was not good, was it?'
Unu no nuo we unu a du, no?	'You all don't know what you are doing, do you?'
Maas Juo gi yu di moni, no?	'Mr. Joe gave you the money, didn't he?'
Kietu ton di pat aredi, no?	'Katie has stirred the food in the pot already, hasn't she?'

M - 2

T: Mis Shati faaldong aaf a di chier, no?

S: Miss Shatty fell off the chair, didn't she?

T: You all told her what I said, didn't you?

S: Unu tel im we mi se, no?

T: Kieti bied di biebi aredi, no?

S: Katie has bathed the baby already, hasn't she?

T: Sarah is sleeping, isn't she?

S: Siera a sliip, no?

M - 3

Give the corresponding total or 'no' tag question to the statement given by your instructor, using cue given.

T: Ruut gi-we aal a mi moni. (total) S: Ruut gi-we aal a mi moni?

T: Jan de uoba deso.- ('no' tag) S: Jan de uoba deso, no?

T: Yu naa du notn. (total) S: Yu naa du notn?

T: Muma sel aal a di aki. ('no' tag) S: Muma sel aal a di aki, no?

C - 1

Conversation.

C - 2

Practice reading the next three stanzas of Rightful Way.

Yu know how de gentleman dem

Yu nuo hou di jengklman-dem

Weh dah gi speech all bout

We da gi spiich aal bout

Hooda bex fe know yuh help fe

Huu da beks fi nuo yu help fi

teck

tek

De pap outa dem mout.

Di pap outa dem mout.

Yuh doan haffe cross out nutten
 Nor haffe draw no line,
 Jus mark a side a de name
 A who deh pon yuh mine.

Yu duon hafi kraas out notn
 Naar hafi draa no lain,
 Jos maak a eks saida di niem
 A huu de pan yu main.

Open yuh head an teck i' een
 For das de rightful way,
 An doan go do no foolinish
 Pon dis yah votin day.

Uopn yu hed an tek i iin
 Naar das di raitful wie
 An duon go du no fuulinish
 Pan dis ya vuotn die.

U - 3

Learn the proverb:

E. kakruoch eba so tipsi, im no waak a ou. yaad.

(Lit. Be Cockroach ever drunk, he does not walk
 through fowl's yard).

One is never so stupid as to do what one knows will
 end in disaster for you.

CYCLE 40

You have so far learned that the falling contour is used in direct statements. In this cycle you will practice an alternate contour for statements conveying negative information. Listen carefully and learn to differentiate them.

NOTE that the entire sentence is keyed to a higher pitch.

M - 1

Jan no gaan yet.	'John hasn't gone yet!'
Ni neba gi im non.	'I didn't give him/her any!'
Im no nuo we mi de.	'He/she doesn't know where I am!'
Siera neba tel mi we yu se.	'Sarah didn't tell me what you said!'
Dem no si di dangki.	'They haven't seen the donkey!'
Jaki neba pudong im buk.	'Jacky didn't put down his book!'
Mi naa gi im no moni.	'I am not giving him/her any money!'
Di daag no waan di fuud.	'The dog doesn't want its food!'

M - 3

Give the corresponding statement to the one which your instructor gives you.

T: Jan no du im lesn. (falling)	-S: Jan no du im lesn. (rising)
T: Iemi neba go a maakit tide. (rising)	S: Iemi neba go a maakit tide. (falling)

C - 1

Conversation.

C - 2

Take turns, as before, in reading the entire poem Rightful Way.

C - 3

Choose one of your number to say the words:

If yu lik, a slip yu,

AND

Yu no nuo gud somting,
and then sing Slide Mongcose.

CYCLE 41Dem plural

In this lesson you will learn the use of dem in expressing various concepts of plurality in JC.

N - 1

Di daag-dem wi bait yu.

'The dogs will bite you'.

Di manggo-dem no gud.

'The mangoes are not good'.

Im fling-we di buk-dem.

'He/she flung the books away'.

Si di kuoknat-dem ina basket de.

'There are the coconuts in the basket there'.

Di man-dem gaan a groun aredi.

'The men have gone to the fields already'.

Jan-dem no si mi yet.

'John and his bunch have not yet seen me'.

Mi a go luk fi His nieti-dem.

'I am going to visit Miss Katie and family'.

Yu si Maas Chaali-dem gaan lang de?

'Have you seen Mr. Charlie and the others pass by?'

Dem pikni se yu a sliip.

'The children said you were sleeping'.

Dem bwai naa gwaan gud, yunuo.

'The boys are not behaving well you know'.

Dem gyal spaitful, duo, iing?

'Those girls are spiteful (vindictive), though, aren't they?'

M - 2

T: Di dangki-dem get-we.

S: The donkeys have escaped.

T: Unu si dem pikni gaan lang de?

S: Have you all seen the children pass by?

T: Joe and his friends have just come home.

S: Juo-dem dis kom huom.

T: The babies fell asleep.

S: Di biebi-dem drap asliip.

T: Did you see the buzzards?

S: Yu si di jangkro-dem?

C - 1

Conversation.

C - 2

Listen as your instructor reads the poem Roas' Turkey,
and see how much of it you can understand.

C - 3

Close with singing of "Hold Him Joe".

CYCLE 42The "A" Verb

You have already learned the use of a as a helping verb in sentences like 'Wa Jan a du?' and 'di biebi a sliip'. In this lesson you will learn its use as main verb in sentences which correspond to the English. This is mine, or he is a good man.

E

M - 1

Mi a big uman.	'I am (a) big woman'.
Jaaj a di liida.	'George is the leader'.
Waia a paizn ting.	'Wire is (a) poisonous thing'.
Dat a fi-mi baaskit.	'That is my basket'.
Sta Kiet a gwaan laik im a idiat.	'Sister Kate is behaving as if she is an idiot'.
Jan a Jien bredda.	'John is Jane's brother'.
Fi-mi daata a di fos wan paasn krisn.	'My daughter was the first one Parson (the preacher) christened'.
Di pitietta-dem a fi-mi.	'The potatoes are mine'.
Mis Iemi a no gud smadi, yunuo.	'Miss Amy is not a good person, did you know?'.

M - 2

T: Jan a wan grojful smadi.

S: John is a grudgeful (envious) person.

- T: Your brother is a wicked man.
 S: Yu breda a wan wikid smadi/man.
 T: Fi-mi pupa a di giet-man a maakit.
 S: My father is the gate man (gate keeper) at the
 market.
 T: Dat a Tiicha uoba deso.
 S: That is Teacher over there.
 T: Fi-mi muma a di liida.
 S: My mother is the leader.
 T: The first horse is (a) race-horse.
 S: Di fos haas a ries-haas.

C - 1

Conversations.

C - 2

Practice reading the first three stanzas of Roas' Turkey.

Gal, run go wash de jesta-pot,	Gyal, ron go wash di jesta-pat
Ketch up de fire, Fred,	Kech op di faya, Fred,
Tell Lou fe sen some seasonin'	Tel Luu fi sen som siiznin
Miss Marie turkey dead!	Mis Mari torki ded!

De turkey wake up hearty, and
 Was strolling bout de place,
 Wen him an Kate half-starvin dog
 Jus buck up face to face!

De turkey stop, de dog jaw drop,
 Him lick him mout an work i,
 Him meck a robot-bomba dive,
 An pounce dung pon de turkey!

Di torki wiek op haati, an
 Woz struolin bout di plies,
 Wen him an Kiet haaf-staavn daag
 Jos bok op fies tu fies!

Di torki stap, di daag jaa drap,
 Him lik him mout an work i,
 Him mek a ruobat bama daiv
 An pouns dong pan di torki!

CYCLE 43'This, That, These, Those'M - 1

Disya buk a fi-mi.

'This book is mine'.

Dat-de buk a fi-yu.

'That book is yours'.

Mi no waan disya hat.

'I don't want this hat'.

Di mi dat-de hat deso.

'Give me that hat over there'.

Demya buk a fi-mi.

'These books are mine'.

Dem-de buk a fi-yu.

'Those books are yours'.

Mi no waan dem-de fish.

'I don't want those fish'.

Gi mi dem-de fish uoba deso.

'Give me those fish over there'.

Disya bwai a tiif, yunuo.

'This boy is a thief. do you know that?'

Demya kuoknat haad, yusi.

'These coconuts are very hard'.

M - 2

T: Dat-de biebi a gyal..

S: That baby is (a) girl.

T: We yu a go wid disya daag?

S: Where are you going with this dog?

T: Charlie sat down under this tree.

S: Chaali sidong aanda disya trii.

T: I do not want those eggs; give me these.

S: Mi no waan dem-de eg; gi mi demya.

T: That man is (a) thief, indeed.

S: Dat-de man a tiif, yunuo.

M - 3

Insert the appropriate cue words in the sentence patterns given by your instructor.

T: Dat-de haas a ries-haas. (This)	S: Disya haas a ries-haas.
(These)	S: Demya haas a ries-haas.
(Those)	S: Dem-de haas a ries-haas.

T: Shuo mi dem-de pat. (These)	S: Shuo mi demya pat.
(This)	S: Shuo mi disya pat.
(That)	S: Shuo mi dat-de pat.

T: Jan se demya buut no (Those)	S: Jan se dem-de buut no gud.
gud. (That)	S: Jan se dat-de buut no gud.
(This)	S: Jan se disya buut no gud.

T: Wa disya bwai a du? (These)	S: Wa demya bwai a du?
(Those)	S: Wa dem-de bwai a du?
(That)	S: Wa dat-de bwai a du?

C - 1

Conversation.

C - 2

Practice the next two stanzas of Roas' Turkey.

Miss Marie bawl out, "Save de
turkey",

"Kill de dog!" po' Souli.

Two man run out fe help her, but

Dat time de turkey cole!

Po Marie disa groan an sigh,

An swear her heart stop beat,

She teck oat' wen de turkey cook

She hooden touch de meat!

Mis Mari baal out "Sieb di
torki",

"kil di daagi" puo Juoli!

Tuu man ron out fi help har, bot

Dat taim di torki kuol!

Puo Mari dis a groon an sai,

An swier har haat stap biit,

Shi tek uot wen di torki kuk

Shi hudn toch di miit!

CYCLE 44

The Passive

M - 1

Di to'ki kuk aredi.	'The turkey is already cooked'.
Di pat ton yet?	'Has (the food in) the pot been stirred?'.
Jien se di biebi no bied yet.	'Jane says the baby has not been bathed'.
Disva fish naa sel.	'This fish is not being sold (is not for sale)'.
Di kori guot nyaam-aaf aredi.	'The curried goat has all been eaten up already'.
Di gyal frak tier-aaf.	'The girl's frock (dress) is torn off (her)'.
Wen Mis Marie to'ki gwain kuk?	'When is Miss Marie's turkey going to be cooked?'.
Mi nuo se di leta haid.	'I know that the letter has been hidden'.

M - 2

T: Yu frak mek yet?

S: Has your frock (dress) been made yet?

T: The curried goat is all eaten up.

S: Di kori-guot nyam-aaf aredi.

T: Dem-ya pitieta naa sel.

S: These potatoes are not being sold (not for sale).

T: Yu no si se dat-de frak tier?

S: Don't you see that that frock (dress) is torn?

T: Has the chicken been cooked?

S: Di chikin kuk yet?

C - 1

Conversation.

C - 2

Practice the last three stanzas of Roas' Turkey.

Me mout start sympat'ize wid her
An tell her sey she right,
But hear me heart, "tenggad fe me
Belly gwine bus tonight".

Mi mout staat simpataiz wid har
An tel har se shi rait,
Bot hier mi haat, "tenggad fi mi
Beli gwain bos tinait".

So run go beg Fan two stale bread,
Beg Jane some coaknat-ile,
Talk loud meck grudgeful Emma know
Sey we gwine eat in style.

So ron go beg Fan tuu stiel bred,
Beg Jien som kuoknat-ail,
Taak loud mek grojful Ema nuo
Se wi gwain iit in stail.

Dem sey, "Wen horse dead cow fat"
an
"Puss laugh wen pear-tree fall",
So me gwine full me belly, wile
Miss Marie she dah bawl!

Dem se, "Wer haas ded kou fat",
an
"Pus laaf wen pier-trii faal",
So mi gwain ful mi beli, wail
Mis Mari.shi da baal!

C - 3

Practice using the two proverbs given in this poem.

1. Wen haas ded kou fat.

Meaning: What is misfortune for one person is good luck for another.

2. Pus laaf wen pier trii faal.

The meaning is about the same. The reference here is to the well-known predilection of cats for avocado pears.

CYCLE 45More sentences with MekM - 1

Mek wi go op a ruod.

'Let's go up to the road'.

hek mi tel yu sinting.

'Let me tell you something'.

No mek mi laaf, yaa, sa.

'Don't let me laugh, (do) you hear, sir'.

Mis Shati mek mi laas di moni.

'Miss Shatty caused me to lose the money'.

Mi muma mek mi kech a skuul liet.

'My mother caused me to get to school late'.

Busha lak di giet mek mi kudn get iin.

'Busha (the overseer) locked the gate so that I couldn't get in'.

Jan nak mi mek mi faaldong.

'John hit me causing me to fall'.

Emma haid di ayan mek mi kudn fain i.

'Emma hid the iron, so that I couldn't find it'.

M - 2

T: mek wi go op a ruod.

S: Let's go up to the road.

T: Your brother caused me to fall.

S: Yu brenda mek mi faaldong.

T: Mis Shati mek mi laas di moni.

S: Miss Shatty caused me to lose the money.

T: Don't let me laugh (do) you hear, sir.

S: No mek mi laaf, yaa, sa.

T: Disya bwai nak mi mek mi faaldong.

S: This boy hit me, causing me to fall,

T: That girl hid my iron, so that I couldn't find it.

S: Dat-de gyal haid mi ayan mek mi kudn fain it.

C - 1

Conversation.

C - 2

Take turns reading different stanzas of Roas' Turkey.

C - 3

Sing Kyari Ni Aki Go A Linstid Maakit.

CYCLE 46The en MarkerM - 1

Jan en si wen mi kom.

'John saw when I came'.

Di biebi en a sliip.

'The baby was sleeping'.

Mi en nuo se im wuda go.

'I knew that he/she would go'.

Mieri en fain di bakl.

'Mary found the bottle'.

Mieri no en fain di bakl?

'Didn't Mary find the bottle?'

Jan en pinch mi tel mi bout i.

'John told me in secret about it'.

Jan no en pinch mi tel mi bout i.

'John did tell me in secret about it!'

Mi en glad fi si dem.

'I was glad to see them'.

Yu no en glad fi si dem?

'Weren't you glad to see them?'

M - 2

T: Di biebi en a sliip.

S: The baby was sleeping.

T: Wa di biebi en a du?

S: What was the baby doing?

T: I knew that she would come.

S: Mi en nuo se im wuda kom.

T: Mi en glad fi si unu.

S: I was glad to see you all.

T: I told Rose about it in secret.

S: Mi pinch Ruoz tel im bout i.

T: Kiet en kuk di chikin.

S: Kate cooked the chicken.

M - 3

Give the corresponding marked (en) or unmarked form for the sentence given by your instructor.

T: Im tek taim kraal huom.

S: Im en tek taim kraal huom.

T: Di shak tek im fina bed.

S: Di shak en tek im fina bed.

T: Im en aded fi kanfes.

S: Im a ded fi kanfes.

T: Im en triit di gyal laik daag.

S: Im triit di gyal laik daag.

T: Im a baal se im breda laas.

S: Im en a baal se im breda laas.

T: Im hog op Iemi?

S: Im en hog op Iemi?

T: Di gyal no en wash di pat.

S: Di gyal no wash di pat.

C - 1

Conversation.

C - 2

Listen as your instructor reads the poem Tram Car.

CYCLE 47Aal / 'Even'

The word aal 'all' is used in many ways in JC to mean "even".

In this lesson you will practice some of these. '

N - 1

Disya daag wi nyam aal kaan.

'This dog will eat (anything)
even corn'.

Aal di biebi en go de tu.

'Even the baby went there too'.

Di biebi (an) aal en go de tu.

'Even the baby went there too'.

Mi go aal doun a Kraas Ruod.

'I went even down to Cross Roads'.

Di pikni-dem aal tier-aaf im frak.

'The children even tore her dress
off (her)'.

Aal afta mi baal out, dem wudn
help mi.

'Even after I had cried out, they
wouldn't help me'.

Aal wen im fi siirias, him laaf.

'Even when he should be serious,
he laughs'.

N - 2

T: Aal di biebi en go de tu.

S: Even the baby went there too.

T: Jan (an) aal en a luk fi yu.

S: Even John was looking for you.

T: I went even down to Cross Roads.

S: Mi go aal doun a Kraas Ruod.

T: The children even tore her dress off (her).

S: Di pikni-dem aal tier-eaf' im frak.

T: Aal wen mi tel im, im neba biliib mi.

S: Even when I told her, she didn't believe me.

C - 1

Conversation.

C - 2

Practice reading the first three stanzas of 'Tram Car.

Wat a way de tram-car pack up
 Se' anada front seat deh,
 Foke de bankra ya, like 'ow is
 war
 Ke sidung any weh.

Dis ole 'oman can get a kotch,
 Se' seat yah ole lady -
 Gu wey yuh musa tink yu wite,
 Yuh favah hag mawmie.

De 'oman look 'traight 'pon
 de seat,
 Soh cut har y'eye an' pass
 Gawn sidung side a red-kin man
 Ah tell yuh 'ow dem fas'.

Wat a wie di tram-kyaar pak op!
 Si anada front siit de,
 'uok di bangkra ya, laik ou iz
 waar
 Mi sidong eniwe.

Dis uol umar kyan get a kach
 Si siit ya, uol liedi.
 Gu we yu mosu tink yu wait,
 Yu fieba hag maami.

Di uman luk striet pan di siit,
 So kot har yai an paas
 Gaan sidung saida red-kin man
 A tel yu ou dem faas.

CYCLE 48As.....so sentencesM - 1

- Az mi, si im so, mi dis lob im. 'As soon as I saw her, I just fell in love with her'.
- Az Jan kom so, mi a go a mi bed. 'As soon as John comes, I am going to my bed'.
- Az Mieri iit don so, im drap esliip. 'As soon as Mary finishes eating, she falls asleep'.
- Az dat-de manggo drap, mi a nyam i. 'As soon as that mango falls, I am going to eat it'.
- Az di pikni kom so, dem kech im biit im. 'As soon as the child arrived, they took her and beat her'.
- Az mi sidong so, Tiicha kaal mi fi kom op a blakbuod. 'As soon as I took my seat, Teacher called me up to the blackboard'.

M - 2

- T: As soon as he comes, I will tell you.
- S: Az im kom so, mi wi tel yu.
- T: Az di kuoknat drap so, yu pik i op.
- S: As soon as the coconut fell, you picked it up.
- T: As soon as I arrived, he went away.
- S: Az mi kom so, im go-we.

T: As soon as I sat, she told me to stand up.

S: Az mi sidong so, im tel mi fi tanop.

T: Az Ruoz kech a yaad so, di pikni-dem staat baal.

S: As soon as Rose reached home, the children began
to cry.

C - 1

Conversation.

C - 2

Practice reading the next three stanzas of Tram Car.

As dem kin tun lickie from black

Dem start believe dem nice,

Cock-uo dem nose 'pon black
people

An gwan like poun' a rice.

Noh look roun' 'pon me, watch
yuh face,

It ugly lika sin,

Yuh nose bex wid yu tap-lip

An' yuh t'roat t'ief wey yuh
chin.

Is wat de man a sey? Lawd sah

Yuh musa har te-tes,

Goh gi de babar man some food

Yuh head favah bud nes'.

Az dem kin ton likl fram blak

Dem staat biliib dem nais,

Kakop dem nuoz pan blak piipl

An gwaan laik poun a rais.

No luk roun pan mi, wach yu
fies,

I ogli laika sin,

Yu nuoz beks wid yu tap-lip

An yu truot tiif-we yu chin.

Iz wat di man a se? Laad sa

Yu mos a har te-tes,

Go gi di baaba-man som fuud

Yu hed fieba bod nes.

CYCLE 49

Neba....gud sentences

In this lesson you will learn an alternate form of the construction learned in Cycle 48. Note the distinction in the use of neba and naa in these sentences. Neba is used for past, and no and naa for all sentences which do not express past time. The same ideas are expressed as in Cycle 48.

M - 1

- | | |
|--|---|
| Mi neba si im gud, mi dis lob im. | 'No sooner did I see her than I fell in love with her'. |
| Jan naa kom gud, mi a go a mi bed. | 'As soon as John comes, I am going to my bed'. |
| Mieri no iit don gud, im drap asliip. | 'As soon as Mary finishes eating, she falls asleep'. |
| Dat-de manggo naa drap gud, mi a nyam i. | 'As soon as that mango falls, I am going to eat it'. |
| Di pikni neba kom gud, dem kech im biit im. | 'As soon as the child arrived, they took her and beat her'. |
| Mi neba sidong gud, Tiicha kaal mi fi kom op a blakbuod. | 'No sooner did I take my seat than Teacher called me up to the blackboard'. |

M - 3

Give the corresponding sentence to the 'Az....so' or 'neba....gud' utterances given by your instructor.

T: Mi naa kech de gud, mi a tel im.

S: Az me kech de so, mi a tel im.

T: Az di kuoknat drap so, yu pik i op.

S: Di kuoknat neba drap gud, yu pik i op.

T: Mi neba kom gud, im gitop go-we.

S: Az mi kom so, im gitop go-we.

T: Az mi sidong so, im tel mi fi tanop.

S: Mi neba sidong gud, im tel mi fi tanop.

T: Ruoz neba kech a yaad gud, di pikni-dem staat
baal.

S: Az Ruoz kech a yaad so, di pikni-dem staat
baal.

C - 1

Conversation.

C - 2

Continue with the next two stanzas of Tram Car.

I know ah black, but all like me	A nuo a blak, bot aal laik mi
Doan count fe fe yuh colia,	Duon kount fi fi-yu kola,
Ax Mary yah, my sambily	Aks Mieri ya, mi sambili
Full up wid malatta.	Ful op wid malata.

My mumma puppa sista chile
 Have pickney fe a Jew,
 An' de pickney come out fair
 skin
 Wid betta hair dan yuh.

Mi muma pupa sista chail
 Hab pikni fi a Joo,
 An di pikni kom out fier
 skin
 Wid beta hier dan yu.

U - 3

Sing the song Sammy Dead.

CYCLE 50Hafi sentences

In this cycle you will learn the use of the word hafi 'must' 'have to', alone and in combination with other helping verbs.

M - 1

Yu hafi go a shap fi mi.

'You have to go to the shop for me'.

Yu no hafi go nowe, yaa.

'You don't have to go anywhere, do you hear?'

Unu wi hafi tek di shaat-kot.

'You all will have to take the short cut'.

Muma se Mieri no en hafi go.

'Mother said that Mary did not have to go'.

Mi nuo se Jan mos hafi tel im.

'I know that John would have to tell her'.

Jien wuda en mos hafi shuo

'Jane would have had to show Katie the letter'.

Kieti di leta.

If mi en kech im, im wuda en hafi baal.

'Had I caught her, she would have had to cry'.

Wen mi don wid demya kluoz, dem wi mos hafi klin.

'When I have finished with these clothes, they will have to be clean'.

M - 2

T: Jien hafi ton di pat fi mi.

S: Jane has to stir (the food in) the pot for me.

T: You will have to write a letter to the overseer.

S: Yu wi hafi reit wan leta tu di busha.

T: If mi en si yu, mi wuda en hafi gi yu sinting.

S: Had I seen you, I'd have had to give you something.

T: Yu en hafi shuo im di leta?

S: Did you have to show her the letter?

T: Mis Kieti no mos lafi pie fi di buk!

S: Miss Katie had to pay for the book!

T: I just had to send her some money.

S: Mi dis hafi sen im som moni.

C - 1

Conversatinn.

C - 2

Practice reading the last three stanzas of Tram Car.

My mamma puppa sista chile

Have pickney fe a Jew,

An' de pickney come out fair skin

Wid betta hair dan yuh.

Me fadah mahda husban' was

A blue eye Englishman,

An' me son wat gone to war married

A gal from Irelan'.

Mi muma-pupa sista chail

Hab pikni fi a Juu,

An di pikni kom out fier skin

Wid beta hier dan yu.

Mi faada mada hozban woz

A bluu ai Ingglishman,

An mi son wat gaan tu waar marid

A gyal fram Ayalan.

Soh me noh frighten fe yuh face
 Yuh do well fe come off
 Before yuh meck de peepke pon
 De tram car dead wid laff.

So mi no fraitn fi yu fies
 Yu du wel fi kom aaf
 Bifuor yu mek di piipl pan
 Di tram kyaar ded wid laaf.

CYCLE 51

A Inversion : Subject

M - 1

A Sta Kiet tek di baaskit.

'It was sister Kate (who) took the
 basket'.

A mi breda pik di bredfruut.

'It was my brother (who) picked the
 breadfruit'.

A Jan tel mi wa dakta se.

'It was John (who) told me what the
 doctor said'.

A Maas Jaaj a taak de nou.

'It's Mr. George speaking there now'.

A Henri.plaan dem-de kaan.

'It's Henry (who) planted the (patch
 of) corn'.

A mi put i doun de, no toch i.

'It's I (who) put it down there, don't
 touch it'.

A Mis Shati brok di pat.

'It was Miss Shatty (who) broke the
 pot'.

M - 2

T: It was I who told him so.

S: A mi tel im so.

T: A Kyasi wash di kluoz-dem yeside.

S: It was Cassie who washed the clothes yesterday.

T: A Busha lak di giet, yunuo.

S: It was the overseer who locked the gate, you know.

T: It was Parson who showed me your home.

S: A Paasn shuo mi yu yaad.

T: It is mother who is sitting under the tree there.

S: A mama sidong aanda di trii de.

C - 1

Conversation.

C - 2

Take turns reading 'Tram Car'. Then try acting out the incident.

C - 3

Listen to the words and music of Why Women Grumble So.
 Hum and tap in tune with it. The refrain is: Waan
Muor Moni 'Wants More Money'.

Learn the proverbs:

1. Ebrì uol huo hab im tik a bush.

Meaning: Everybody has his life partner somewhere or
 other.

(Lit. Every old hoe has his stick (handle) in the
 bushes).

2. Taim langga dan ruop.

Meaning: The wrongs you do will catch up with you some
 day.

(Lit. Time is longer than rope).



A: "Teligram arraiv afta berial".

B: Dem mosa sen dat-de wan pan sniel.

CYCLE 52A Inversion : ObjectM - 1

- A Tamas mi gi di moni. 'It was Thomas whom I gave the money to'.
- A Siere. Chaali gwain marid? 'Is it Sarah (whom) Charlie is going to marry?'
- A di pikni-dem mi a luk i:fa. 'It is the children I am cooking it for'.
- A kuoknat wata dem gi wi fi 'It was coconut water (that) they gave drink.
us to drink'.
- A siks luod a banaana im 'Is it six loads of banana that he has draa sins maanin?
drawn (carried) since morning?'
- A ten yam hil di bwai tiif 'It's ten hills of yams the boy stole out a Misa Broun groun.
from Mr. Brown's field'.

M - 2

- T: A mi im bai di kyaar fram.
- S: It was I he bought the car from
- T: Was it her sister she told that lie?
- S: A im sista im tel dat-de lai?
- T: A trii guot Piita kyari go sel a maakit.
- S: It's three goats Peter took to sell in the market.
- T: A di hous mi a go swiip nou.
- S: It's the house I am going to sweep now.

- | | |
|---|---|
| T: Mieri gaan a shap fi bai shuga. (Shuga) | S: A shuga Mieri gaan a shap fi bai. |
| T: Unu en:ataak bout Jan? (Jan) | S: A Jan unu en:ataak bout? |
| T: Ruut chap op di Krismos ham. (di Krismos ham) | S: A di Krismos Ham Ruut chap op? |
| T: Jaaj kil Henri daag yeside. (Henri daag) | S: A Henri daag Jaaj kil yeside. |
| T: Bra Koni tiif Ongkl Ruufos dangki. (Ongkl Ruufos dangki) | S: A Ongkl Ruufos dangki Bra Koni tiif. |
| T: Kieti-dem wash out di jesta pat. (di jesta pat) | S: A di jesta pat Kieti-dem wash out. |

C - 1

Conversation.

C - 3Join in singing the song Why Woman Grumble So?

CYCLE 53A Inversion : Predicate VerbM - 1

- A waak mi waak kom ya. 'It's by walking that I came here'.
- A no tiif Sami tiif mek im ded. 'It's not because he stole that
Sammy is dead'.
- A plie mi ena plie wid dem. 'I was merely playing with them'.
- A biit Tiicha a biit dem pikni? 'Is Teacher actually beating those
children?'.
- A kiba im kiba op di jesta pat. 'She has actually covered up the
jester pot'.
- A bon Maas Juo bon doun im
hous. 'Mr. Joe actually burned down his
house'.
- A lak Busha lak di giet? 'Has Busha actually locked the gate?'
- A rait mi a rait wan leta. 'I am merely writing a letter'.

M - 2

T: A ron yu ron go a skuul?

S: Did you actually run to school?

T: A gi Jan gi mi im tranzista.

S: John actually gave me his transistor (radio).

T: A klin mi a go klin hous nou.

S: I am about to clean the house now.

T: Are you all actually begging me for mangoes?

S: A beg unu a beg mi fi manggo?

T: Did Charlie actually tear up the letter?

S: A tierop Chaali tierop di leta?

OR A tier Chaali tierop di leta?

M - 3

Give the corresponding inverted sentence for the utterance your instructor gives you using the cues.

- | | |
|--|---|
| T: Jan a plie wid di pikni-dem. (plie) | S: A plie Jan a plie
wid di pikni-dem. |
| T: Jan a plie wid di pikni-dem. (di pikni-
dem) | S: A di pikni-dem Jan
a plie wid. |
| T: Jan a plie wid di pikni-dem. (Jan) | S: A Jan a plie wid di
pikni-dem. |
| T: Kozn Jien nak Jak pan im fut. (nak) | S: A nak Kozn Jien nak
Jak pan im fut. |
| (Jak) | S: A Jak Kozn Jien nak
pan im fut. |
| (Kozn Jien) | S: A Kozn Jien nak Jak
pan im fut. |
| T: Sta Kiet a brok pimenta a
groun. (Pimenta) | S: A pimenta Sta Kiet
a brok a groun. |
| (brok) | S: A brok Sta Kiet a
brok pimenta a groun. |

T: Sta Kiet a brok pimenta a (Sta Kiet) S: A Sta Kiet a brok
groun. pimenta a groun.

C - 1

Conversation.

C - 2

Listen as your instructor read the poem Uriah Preach!

C - 3

Sing the song: Why Woman Grumble So?

CYCLE 54A Inversion: Predicate AdjectiveM - 1

A grojful Sami grojful mek im ded.	'It's on account of being envious that Sammy is dead'.
A tiif Maas Chaali tiif mek im a sel fi-im fish so dier.	'It's because Mr. Charlie is a thief that he sells his fish so dear'.
Yu miin a beks yu beks wid mi?	'Do you mean (to tell me) that you are really angry with me?'
A no sik mi sik. Mi dis tayad.	'It's not that I am sick; I am just tired'.
A kuol yu kuol mek yu a waam son?	'Is it on account of being cold that you are getting warm in the sun?'
A fuul Ruut fuul mek im chap op di uman ham.	'It's because Ruth is foolish that she chopped up the woman's ham'.

M - 2

T: A beks Jiems beks wid unu?	
S: Is it that James is angry with you all?	
T: A sari mi sari fi dem.	
S: It's because I am sorry for them.	
T: It's because Mis Katie is foolish.	
S: A fuul Mis Kieti fuul.	

T: It's because she is ill, not that she's late.

S: A sik im sik, a no liet im liet.

M - 3

Convert the utterances given by your instructor corresponding A - inversion form, using the cue word given.

- | | |
|---|--|
| T: Di pikni-dem fala mi kom ya. (mi) | S: A mi di pikni-dem
fala kom ya. |
| T: Di haas get-we out a di
staal. (get-we) | S: A get-we di haas get-
we out a di staal. |
| T: Wi en honggri, sa. (honggri) | S: A honggri, wi en
honggri, sa. |
| T: Yu miin se Pupa ded? (ded) | S: Yu miin se a ded Pupa
ded? |
| T: Unu redi aredi? (redi) | S: A redi unu redi aredi? |
| T: Mieri fain Sta Iemi pan. (Mieri) | S: A Mieri fain Sta Iemi
pan. |

C - 1

Conversation.

C - 2

Learn the first three stanzas of Uriah Preach!

Fè me fambly is noh peaw-peaw	Fi mi fambli iz no pyaa-pyaa
Me data Sue dah teach,	Mi daata Suu da tiich,
An wen rain fall or parson sick,	An wen rien faal aar paasn sik,
On Uriah preach.	Mi son Yuraya priich.

Sunday gawn rain come soh till
Parson

Couldn' left' from out him yard,
People did eena church and soh
Uriah get wey broad.

Him climb up pon de pulpit,
him lean

Ovah an look dung,

Him look pon all we enemy

An lash dem wid him tongue.

Sonde gaan rien kom so til
Paasn

Kudn lef fram out him yaad.
Piipi did ina choch an so
Yureya gat-we braad.

Him klaim op pan di pulpit,
him liin

Uoba an luk dong,

Him luk pan aal wi enimi

An lash dem wid him tong.

CYCLE 55A Inversion : Adverbial ModificationM - 1

- A doun ya Jan-dem lib nou. 'It's down here that John and his bunch live now'.
- A siem-wie di gyal-dem en a gwaan. 'It's the same way that the girls were behaving'.
- A nou di bout-dem dis a kom in. 'It's only now that the boats are coming in'.
- A rait yaso di riba wash-we Koza Joo. 'It's right at this spot that the river washed Cousin Joe away'.
- A yeside mi tel im no fi go bak de, yunuo. 'It was (only) yesterday (that) I told him not to go back there, you know'.
- A so nomo Breda Boti taak. 'It's only so that Brother Bertie talks'.

M - 2

T: A aanda di tiebl mi fain im.

S: It's under the table that I found her.

T: A ina mi bed im ron go haid.

S: It's in Amy's bed that she ran to hide.

T: It's only so those children behave.

S: A so nomo dem pikni gwaan.

(or) A dem-wie-de nomo di pikni-dem.

gwaan.

T: It's three weeks now that Miss Beck has gone.

S: A trif wiik nou Mis Bek gaan.

T: It's up the road they are dancing.

S: A op a ruod dem a dans.

C - 1

Conversation.

E - 2

Practice reading the next three stanzas of Uriah Preach.

De fus one him teck awn was Lize
Who tel de lie pon me,
Him stare eena har face an' sey
"Thou art de mouti-mouti"

Him sey "thou art de meddlesam,
Thou art de rowasam!"
An den him look pon me an sey
"Thou art de slaughtered lamb".

Him teck awn teacher Brown, for
wen
Him was a lickle tot,
Teacher beat him one day because
Him call teacher "top-knot".

Di fos wan him tek aan woz Laiz
Huu tel di lai pan mi,
Him stier iina har fles an se
'Dou aat di mouti-mouti".

Him se "dou aat di medlsam,
Dou aat di rowasam!"
An den him luk pan mi an se
"Dou aat di slaatord lam".

Him tek aan tiicha Broun, faar
wen
Him woz a likl tat
Tiicha biit him wan die bikaaz
Him kaal tiicha "tap-nat".

C - 3

Sing the song: Di Riba Ben Kom Doun. The refrain is:

Waayo, Waayo, Waayo, Den a hou yu kom uoba?

'Oh, oh, oh, oh, oh, oh, Then how did you come over?'

CYCLE 56A Inversion: Equating SentencesM - 1

A huu dat? A Bra Jaaj.

'Who is that? It's Brother George'.

A wa dis? A manggo.

'What's this? It's (a) mango'.

A wichwan dis? A Mis Kieti bwai
dis.

'Which one is this? This is Miss
Katie's son'.

A huufa buk dat?

'Whose book is that?'

A fi Maas Hari kyaat dis?

'Is this Mr. Harry's cart?'

A huu dat sidong pan di tomp de?

'Who is that sitting on that stump?'

A wa dat lidong a di banaana ruut?

'What's that lying at the root of
the banana tree?'

A huufa frak dat pan di lain?

'Whose dress is that on the line?'

M - 2

T: A wa dat?

S: What is that?

T: Whose basket is that on the table?

S: A huufa baaskit dat pan di tiebl?

T: What is that in the basket?

S: A wa dat fina di baaskit?

T: Who is that standing at the gate?

S: A huu dat tanop a di giet?

T: What's this in your hand?

S: A wa dis fina yu han?

C - 1

Conversation.

C - 2

Practice reading the next four stanzas of Uriah Preach!

Soh Riah get him revenge now

So Raya get him rivenj nou

For him stare straight pan Brown

Faar him stier striet pan Broun

An sey "Let him dat sittet' on

An se "Let him dat sitet an

De house top not come down"

Di hous-tap: nat kom doun".

Riah tun pon Butcha Jones who ~~noted~~ Raya ton pan Bucha Juonz huu muotid

We sell all scrapses meat

Fi sel aal skrapsiz miit

An sey "Thou shalt not give thy

An se "Dou shalt nat giv dai

neighbours

niebaz

Floolooops to eat!"

Flululups tu iit!"

Him tell dem off, dem know is dem,	him tel dem aaf, dem nuo iz dem,
Dem heart full to di brim	Dem haat ful tu di brim
But as Uriah eena pulpit,	Bot az Yuraya ina pulpit
Dem kean back-ansa him.	Dem kyaan bakansa him.

So wen chu'ch memba mel me
 A doan ansa till it reach
 A rainy day wen parson stay
 home
 An Wen Uriah preach.

So wen choch memba mel mi
 A duon ansa til i riich
 A rieni die wen paasn stie
 huom
 An wen Yuraya priich.

C - 3

Sing the song Chi-chi bod.

CYCLE 57A Inversion : QuestionsM - 1

In the last cycle you learned one group of questions (in equating sentences) in which the a inversion was used. Actually, partial questions which use an introductory question word are more often expressed in this form than in the form without a. However, you must learn both.

Huu put i de?	A huu put i de?	'Who put it there?'
Wa Anti sen fi mi?	A wa Anti sen fi mi?	'What has Auntie sent for me?'
Hou demya likl so?	A hou demya likl so?	'How is it that these are so little?'
We yu muma gaan?	A we yu muma gaan?	'Where has your mother gone?'
Wen im se im a kom bak?	A wen im se im a kom bak?	'When did he/she say he/she is coming back?'
Homoch Jan waan fi di kou?	A homoch Jan waan fi di kou?	'How much does John want for the cow?'
Wa briiz blau yu ya?	A wa briiz blau yu ya?	'What breeze has blown you here?'
Wichwan a di shet-pan yu gi im?	A wichwan a di shet-pan yu gi im?	'Which of the 'shutpans' did you give him/her?'

M - 2

Give the "A" inversion questions corresponding to the ones given by your instructor.

T: Who is that up in the tree?

S: A huu dat op iina di trii?

T: Where is your father living now?

S: A we yu pupa a lib nou?

T: How much corn is there in the bag?

S: A homoch kaan de iina di bag?

T: When are you all going to pay me for my eggs?

S: A wen unu a (go) pia mi fi mi eg-dem?

T: What is that under the bed?

S: A wa dat aanda di bed?

T: What's wrong with you?

S: A wa du yu?

C - 1

Conversation.

C - 2

Take turns reading Uriah Preach.

C - 3

Sing Fan Mi Soja Man.

CYCLE 58No Inversion: rhetorical SentencesM - 1

In cycle 35 you learned the use of no in rhetorical sentences to express emphasis or to assert a fact contrary to expectation. You will now practice the rhetorical form of inverted sentences of this type.

No Mieri rait di leta fi Jan!

'It was Mary who wrote the letter for John'.

No six baks a pimenta mi pik tide!

'It's six boxes of pimento I picked today'.

No manggo dem gaan luk!

'It's mangoes they have gone to look for'.

No faaldong mi faaldong brok mi han!

'It's by falling that I broke my hand'.

No fuul Ruut fuul mek im chap op di ham!

'It's because Ruth is foolish that she chopped up the ham'.

No Bra JaaJ tel me wa yu se!

'It was Brother George who told me what you said'.

No iina kichin mi fain im a sliip!

'It's in the kitchen I found him sleeping'.

M - 3

Give the no inversion form of the utterance your instructor will give you, using the cue word.

- | | | |
|--|-------------------------|--|
| T: I am writing Mary a letter. | (Mary) | S: No Mieri mi a rait
wan leta! |
| T: It's because Mr. Charlie is
envious. | (grudgeful.
envious) | S: No grojful Maas
Chaali grojful! |
| T: I returned from Kingston
only yesterday. | (yesterday) | S: No yeside nomo mi
kom bak fram Kingston! |
| T: I was sick, and so I didn't
come. | (sick) | S: No sik mi (en) sik
mek mi neba kom! |
| T: John sent his brother to call
me. | (John) | S: No Jan sen im brede
kom kaal mi! |

C - 1

Conversation.

C - 2

Read in chorus the poem C'rismus Ham.

C - 3

Learn the following proverbs:

1. Hat niigl bon tred. (Lit. A hot needle burns the thread). This is the Jamaican version of the English "Haste makes waste".

2. Griidi chuok popi. (Lit. Greed makes the puppy choke). Meaning: If you are intemperate in anything, you will suffer for it.

3. Waak fi notn beta dan sidong fi notn. (Lit. To walk aimlessly is better than aimlessly standing still) If you have no definite goal in mind, it's usually better to be on the move.



A: An Dakta, di faals tiit we yu a mek fi mi, dem a go
luk riil?

B: Dem wi luk riil so tel dem wi aal hat yu!

CYCLE 59The articles di and wan with verbs

It is not possible in English for the articles 'the' and 'a' to be followed by verb forms, unless those verbs are converted into nouns by the addition of a nominalizing suffix. In JC, however, the verb in the inverted phrase may be preceded by either di or wan. Practice the following sentences.

H - 1

Aal di kaal mi kaal im,
im wudn kom.

'Though I called him/her repeatedly,
he/she wouldn't come'.

Aal di shuo mi shuo im,
im stil kudn laan.

'Though I showed her over and over
again, she still couldn't learn'.

Aal di waak wi waak, wi
neba kech de til dos.

'Though we walked and walked, we
didn't arrive there till dusk'.

Di tretn dem tretn Babi, im
ron-we go a toun.

'Because they threatened Bobby, he
ran away to town'.

Wan ton Maas Chaali ton di
bokit, di hanggl pap aaf.

'No sooner did Mr. Charlie turn the
bucket than the handle broke off'.

Wan baks his mieri baks
ayah, im gitop kwiktam go
chap di wud.

'Miss Mary boxed Uriah so sharply,
he got up immediately and went to
chop the wood'.

Wan chap Juo chap di trii,
i faaldong.

'Joe gave the tree a single chop,
making it fall'.

Ji aks mi aks Nisa Boti fi
di moni, im kos mi draib mi we.

'I merely asked Mr. Bertie for the
money, (and) he cursed me and drove
me away'.

M - 3

Turn these sentences into alternate ones, using the pattern you have just learned.

T: Mi tel im and tel im, bot im neba andastan.

S: Aal di tel mi tel im, im neba andastan.

T: Juo kos Mis Ema yusi, bot Mis Ema neba se a wod.

S: Aal di kos Juo Kos Mis Ema, Mis Ema neba se a wod.

T: Dakta juk di biebi wan taim nomo, en im get beta.

S: Wan juk Dakta juk di biebi, im get beta.

T: Az di bwai fling afta di manggo so, wan daag tek afta im.

S: Di fling di bwai fling afta di manggo, wan daag tek afta im.

T: Sta Kiet waan unu nof taim, but unu naa lisn.

S: Aal di waan Sta Kiet waan unu, unu naa lisn.

T: Jaaji so sik, dem dis hafi put aaf di wedn.

S: Di sik Jaaji sik, dem hafi put aaf di wedn.

C - 1

Conversation.

C - 2

Lead Uriah Preach.

C - 3

CYCLE 60More fi SentencesM - 1

I no gud fi taak ebriting yu hier.	'It's not good to talk all you hear'.
I no iizi fi fain aki disya taim a yier.	'It's not easy to find ackees at this time of the year'.
Demys fish a fi mi pikni-dem fi iit; dem no fi sel.	'These fish are for my children to eat; they are not to be sold'.
Dem gyal de kwik fi tries yu, yusi.	'Those girls are ever ready to abuse you'.
kisis, mi glad fi hier hou yu a gwaan.	'My dear, I am glad to hear of your progress'.
A bara im bara aal dem kluoz fi go marid.	'He borrowed all those clothes to get married in'.
Dat-de naif no en mek fi yuuz so.	'That knife wasn't made to be used like that'.

M - 2

- Q: Dis kain a fish gud fi iit?
 J: Is this kind of fish good to eat?
 T: Are you glad to see me, Miss Ettie?
 J: Yu glad fi si mi, Mis Eti?

T: They are ready to curse us off, aren't they?

S: Dem kwik fi kos wi aaf, iing?

T: Mi sari fi si we yu kom doun tu.

S: I am sorry to see what you have come down to.

T: How happy you all are to eat off all my ackee.

S: Wat-a-wie unu glad fi nyam-aaf aal a mi aki.

C - 1

Conversation.

C - 2

Listen as your instructor reads the poem Ice Cream.
You should now be able to understand, with little or
no explanation. Try putting it in your own words in
Creole.

C - 3

Join in singing Right Through, Right Through The Rocky
Road. One member of the group should be the bomma.

CYCLE 61

Comparison

M - 1

Fi-im han saafn di piiz maor an
fi-mi uon, mam.

'Her hands (Lit. soften the peas
more) make the peas softer than
mine, mam'.

Demya pier beta an dem-de uoba
deso.

'These pears are better than those
over there'.

Lat-de biebi kraas laka was.

'That baby is as cross as a wasp'

Im ogli siem laka patu.

'He/she is as ugly as a patoo
(owl)'.

Nowe no de haada an Jumicka.

'There is no place harder than
Jamaica'.

Nobadi no de fata, an Mis Emi.

'There is none fatter than Miss
Emmie'.

Bucha Juons tiif no pus.

'Butcher Jones is as thieving as
a cat'.

Mis Shati biebi ogli no patu.

'Miss Shatty's baby is as ugly
as a patoo'.

Di kori guot hat no pepa.

'The curried goat is as hot as
pepper'.

M - 2

T: Bek bredda tiif no pus.

S: Mis Beck's brother is as thieving as a cat.

T: Di biebi kraas no was.

S: The baby is as cross as a wasp.

T: The new Teacher is as good as gold.

S: Di nyuu Tiicha gud no guol.

T: The ginger beer is as bitter as gall.

S: Di jinja bier bita no gaal.

T: Notn no de swiita an honi.

S: There is nothing sweeter than honey.

T: There is none kinder than my mother.

S: Nobadi no de kaina an mi muma.

T: There is no place hotter than Kingston.

S: Nowe no de hata an Kingston.

C - 1

Conversation.

C - 2

Practice the first three stanzas of Ice Cream.

Me have one joke fe gi yuh chile,

Me goh spen' one day wid smady,

As me step een, before ah warm

a chair

She start show off pon me.

Mi hab wan juok fi gi yu chail

Mi go spen wan die wid smadi

Az mi step iin, bifuor a waam

a chier

Shi staat shuo aaf pan mi.

Hear har, "I makin' cream today,
 We'll have it for dessert.
 It's apricots and pears." Same
 time
 Water full up me mout.

Wen dinner dun me leff y'eye start
 re jump jus like it mad.
 Hear de 'oman "De cream won't
 freeze at all
 De bucket mus be bad."

Hier har, "a mekin kriim tide,
 Wi wi hab i fi dizot,
 Iz ieprikat an piez." Siem
 taim
 Waata ful op mi mout.

Wen dina don mi lef yai staat
 Fi jomp jos laik i mad.
 Hier di uman "Di kriim wuont
 friiz at aal
 E bokit mos bi bad."

CYCLE 62

Kya/ 'care'
No kya...! / No matter...!

M - 1

Ongkl Juo se im no kya wa unu
 waan du.

Mi no kya if unu waan nyam aaf
 aal di swiiti.

Yu tingk mi kya notn bout unu?

No kya we im ton, a di siem
 ripuot im hier.

No kya huu naa go, mi shuor fi
 di de.

No kya if pupa waan biit me, mi
 naa tel im we mi haid di moni.

No kya we yu go, mi wi fain yu.

'Uncle Joe says he doesn't care
 what you all want to do'.

'I don't care if you want to eat
 up all the candy'.

'Do you think I care one bit for
 you all?'

'No matter where he goes he hears
 the same report'.

'No matter who doesn't go I will
 surely be there'.

'No matter whether (my) father
 beats me, I won't tell him
 where I hid the money'.

'No matter where you go, I will
 find you'.

M - 2

T: No kya hou im baal out, nobadi wudn help im.

S: No matter how (loudly) he/she cried, no one
 would help him/her.

T: Mi no kya huu put i de; yu muuv i.

S: I don't care who put it there; you move it.

T: I don't care what you are doing; come here now.

S: Mi no kya we yu a du; kom ya nou!

T: Do you think he cares where you go?

S: Yu tingk se im kya we yu go?

T: James doesn't care what happens to his mother.

S: Jiems no kya wa hapn tu im muma.

C.- 1

Conversation.

C.- 2

Practice the next three stanzas of Ice Cream.

As she sey soh she buck har leff foot,	Az shi se so shi bok har lef fut
An' anada 'oman sneeze.	An aneda uman sniiz
Me sey to meself dis a real bad luck	Mi se tu miself dis a riil bad lok
De po cream naw go freeze.	Di puo kriim naa go friiz.
She sen go borrow a bucket,	Shi sen go boro a bokit
An de 'ole a we gi a han,	An d' uol a wi gi a han,
Me tun, she tun, anada 'oman tun,	Mi ton, shi ton, anada uman ton,
Den we open de bucket pan.	Den wi uopn di bokit pan.

But all de tun we bena tun
 Believe me wud Miss Kate,
 De ice cream an my-mout was in
 De same watery state.

Bot aal di ton wi ben a ton
 Bilib mi wod Mis Kiet,
 Di ais kriim an mi mout woz in
 Di siem waatari stiet.

C - 3

Sing the song: Fan Me Solja Man.

CYCLE 63Bizniz/'to be concerned with'M - 1

Mi no bizniz wid unu.

'I have nothing to do with you all'.

Yu nuo se yu no bizniz a Mis
Klem yaad'.'Do you know that you have no right
at Miss Clem's home?'Lisa Klaak: no bizniz wid maakit
moni no muor.'Mr. Clarke no longer looks about
the market money'.Haas no bizniz a kou fait, faar
im no gat haan (Proverb).'Horse has no right at cow's fight,
for he has no horns'.Jan se unu no bizniz doun ya;
unu fi gowe.'John says you all have no right
being here; you must go away'.

Yu bizniz wid dem, duo?

'Have you anything to do with them,
though'.Afta unu no bizniz wid mi; we
unu no lef mi aluon?'But you all have nothing to do
with me; why not leave me alone?'Li wie dem-de pikni fresh, mi
no bizniz wid dem ataal.'Those children are so impudent, I
want to have nothing to do with
them at all'.A gud! Yu neba bizniz de! We yu
go de fa?'Serves you right! You had no right
there. Why did you go there?'J - 1

Conversation.

C - 2

Finish the poem Ice Cream.

She keiba it up and pack some ice,	Shi kiba i op an pak som ais
An' put it outa yard,	An put i outa yaad,
An' sey she hope dat by nightfall	An se shi huop dat bi naitfaal
De wata wi freeze hard,	Di waata wi friiz haad.

It keiba up deh de 'ole day,	I kiba op de di uol die
Till evenin' start fe fade;	Til iibnin staat fi fied;
Wen nite come she t'row out de	Wen nait kom shi truo out di
cream,	kriim,
An' drink it fe lemonade.	An dringk i fi lemanied.

It did sweet me, but as me nevah,	I did swiit mi, bot az mi neba
Undah me owna shed,	Anca mi uona shed,
Me wait till me ketch outa street	Mi wiet til mi kech outa striit
an den	an den
Me laff till me neally dead.	Mi laaf til mi nieli ded.

CYCLE 64Tikya/Take care lest'Main/'Mind you don't'M - 1

Tikya yu go doun a goli, yunuo.

'Take care lest you go down to
the gully, you know'.

'Tikya yu no kom bak, yunuo.

'Take care lest you don't re-
turn, you know'.

Tikya dem fuul yu op, yaa.

'Take care lest they fool you,
do you hear?'

Main yu tel Mis Bek wa mi se.

'Be sure you don't tell Miss
Beck what I have said'.

Main di lim brok we wid yu.

'Take care lest the limb breaks
away with you'.Main yu no kyari di dangki go
a pan, yunuo.'Be sure you take the donkey to
the pond, you know'.Tikya a no yu Mis Ema sen kom
kaal, yunuo.'Take care lest it's not you
Miss Emma sent to call, you know'.Main unu tel Sta Kiet wa Kozn
Kyari se.'Be sure you don't tell sister
Kate what Cousin Carrie said'.M - 2

T: Tikya yu no rait mi, yunuo.

S: Take care lest you don't write me, you know.

T: Take care lest you come late, you know.

S: Tikya yu (kom) liet, yunuo.

T: Be sure you don't pick any of the limes, you know.

S: Main yu pik eni a di laim, yunuo.

T: Be sure you don't eat any of the mangoes, you know.

S: Main yu iit eni a di manggo, yunuo.

T: Tikya yu giwe di popi-dem.

S: Take care lest you give the puppies away.

T: Take care lest you make them drown.

S: Tikya yu mek dem droun.

C - 1

Conversation.

C - 2

Take turns reading Ice Cream.

C - 3

Learn these proverbs:

1. Ef yu truo tuon a hagpen, di wan we baal, a him i nak.
(Lit. If you throw a stone into a hogpen and one (of the pigs) bawls, that's the one it hits).

Meaning: Only the guilty person is hurt when vague reference is made to his offense.

2. Chikin a bush kyaan bwail suup.

(Lit. A chicken in the bush cannot be used to make soup).

Compare English: A bird in hand is worth two in the bush.

CYCLE 65

M - 1

Yu no sari se im neba kom?

'Aren't you sorry that she didn't come?'

Jieki shiem se Mati wuon marid
tu im.

'Jackie is ashamed that Matty
won't marry her'.

Gladis op de mad se yu liet.

'Gladys is up there getting mad
because you are late'.

Maas Chaali beks se a no disya
haas im en bai.

'Mr. Charlie is angry saying that
is not the horse he bought'.

Gries proud se a fi-im son gwain
liid di ban.

'Grace is proud (of the fact)
that it's her son who will lead
the band'.

Tiicha no mad se di pikni dem
no du dem huomwok.

'Teacher is mad because the chil-
dren didn't do their homework'.

Mi sari se mi no en de ya wen
paasn kom.

'I am sorry that I was not here
when parson came'.

M - 2

T: My father is mad because you took his horse.

S: (Mi) pupa mad se yu tekwe im haas.

T: Ruut shiem se im chap op im misis ham.

S: Ruth is ashamed that she chopped up her mistress' ham.

T: Yu no shiem se yu fiel yu egzam?

S: Aren't you ashamed that you failed your exam?

T: I am sorry that Joe did not find you at home.

S: Mi sari se Juo neba fain yu a yaad.

T: Mr. Charlie is angry that Miss Kate shut the gate.

S: Maas Chaali beks se Mis Kiet shet di giet.

T: Mi glad se mi neba toch di baks at aal.

S: I am glad I did not touch the box at all.

C - 1

Conversation.

C - 3

Close this session with a song fest.

CYCLE 66EMPHATIC MODIFIERSM - 1

Laad, misis, yu koward fi-truu

'Lord, Miss, you are a coward indeed'.

Bra Jaaj en fraitn kyaan-don.

'Brother George was exceedingly frightened'.

Mis Emi biebi ogli kyaan-don.

'Miss Emmie's baby is very, very ugly'.

Di arinj-dem safa disya trii
swiit kyaan-don.

'The oranges from this tree are very, very sweet'.

Demya tamrin sowa, sa; dem sowa
fi-truu.

'These tamarinds are sour, sir; they are sour indeed'.

Dat-de daag maaga fi-truu; mek
yu no fiid im?

'That dog is meagre indeed; why don't you feed him?'

A suoso kuoknatiina di bag; i
hebi kyaan-don.

'There are only coconuts in the bag; it is exceedingly heavy'.

A wan dego bambie manggo im,
gi mi, bot i swiit kyaan-don.

'It's only one Bombay mango she gave me, but it was very, very sweet'.

M - 2

T: Maas Juo nyuu hous big fi-truu.

S: Mr. Joe's new house is big indeed.

T: John's sister was exceedingly angry.

S: Jan sista en beks fi-truu.

T: My clothes got very, very wet in the rain.

S: Mi kluoz-dem wetop kyaan-don fina di rien.

T: Disya bwai fat fi-truu.

S: This boy is very, very fat.

T: Sami en grojful kyaan-don.

S: Sammy was exceedingly grudgeful.

C - 1

Conversation.

C - 2

Review the poem 'Eart Quake Night'.

C - 3

Learn the proverbs:

1. Pus gaan, rata tek hous.

Compare English: "When the cat's away, the mice will play".

2. Bokit a go a wel aal die, wan die di batam wi drap out.

Compare English: "It's a long lane that has no turning".

CYCLE 67L - 1

Mi hafi go chak op a Kraas Kuod tide.

'I have to go all the way to Cross Roads today'.

A chak doun a goli batam mi go fain im.

'It's all the way down at the bottom of the gully that I found him'.

Mi kech slap a batam yaad bifuor mi si dem.

'I did not see them till I got all the way to the Bottom Yard'.

'Di pikni luk slap fina mi truot fi kech we mi a se.

'The child looked all the way into my throat to catch my every word'.

A klier pan tap a di tie. l im tek di fish.

'It's way on top of the table that he took the fish'.

No chak op a Papiin Iemi gaan'.

'It's all the way to Papine that Amy has gone'.

Jan kom kwait a mi yaad fi kom-plier bout yu.

'John came all the way to my home to complain'.

Juo no ron kom slap doun ya yeside!

'Joe ran all the way down here yesterday'.

M - 2

T: Mavis has gon' all the way to market today.

S: Mavis gaan slap a maakit tide.

T: Im a kos se a chak a Jan yaad yu en go.

S: She is cursing that you went all the way to John's home.

T: Mi go slap a shap, an yu no don kliin di hous yet?

S: I went quite to the shop, and you haven't finished cleaning the house yet?

T: He sat all the way on top of the ladder laughing at us.

S: Im sidong chap pan tap a di leda a laaf afta wi.

C - 1

Conversation.

C - 2

Review the poem Sweetie Pie.

C - 3

Learn the proverbs:

1. Wa yai no si, haat no liip.

(Lit. What the eyes don't see, the heart won't leap for).

Meaning: One will not fear a danger of which one is not aware.

2. Rakstuan a riba batam neba fiil son-hat.

(Lit. A stone at the bottom of the river never feels the sun's heat).

Meaning: One who is protected from hardships never knows what others must endure.

CYCLE 68.H - 1

- A dis op a Kanstan Spring im gaan. 'It's up to Constant Spring that she is gone'.
- A mosa op a Kanstan Spring im gaan. 'It's likely to be up to Constant Spring that she is gone'.
- A mos op a Kanstan Spring im gaan. 'It's must be up to Constant Spring that she is gone'.
- Yu wuda mos tel Juo we mi se. 'You would tell Joe what I said'.
- Yu wuda hafi tel Juo we mi se. 'You would have had to tell Joe what I said'.
- Yu wuda en mos hafi tel Juo, iing? 'You would have had to tell Joe, wouldn't you'.
- Yu no en hafi tel Juo, yunuc. 'You didn't have to tell Joe, you know'.

H - 2

- T: A mosa anda bush ya di hen a lie.
- S: It must be under this bush that the hen is laying.
- T: Jane would have to buy that hat.
- S: Jien wuda mos hafi bai dat-de hat.
- T: It's just around the corner that we found them.
- S: A dis roun a kaana wi fain dem.

T: Dem wuda en hafi sen sinting fi Kozn Suu.

S: They would have had to send something for
Cousin Sie.

T: Siera no wuda en mos hafi baal.

S: Sarah would surely have to cry.

Conversation.

C - 2

Review Loas' Turkey.

C - 3

Sing: Chi-chi Bod. Learn the proverbs:

1. Fingga neba se "luk ya".

(Lit. 'The finger never says 'Look here').

Meaning: One never calls attention to one's own faults.

2. Habi-habi no want i, an waanti-waanti kyaan get i.

Meaning: Those who have, much make light of their possessions, while those who would hold such possessions dear, cannot even get them.

CYCLE 69

Echoic Adverbs

M - 1

Di myuul tap braps ina di migl
ruod.

'The mule stopped abruptly in
the middle of the road'.

Jan dis tanop bramfina di paas.

'John just stood still in the
pathway'.

Mis Shati faaldong budum laka
bredfruut.

'Miss Shatty fell with a thud
like a breadfruit'.

Mi hier di paip a liik tip tip
huol nait.

'I heard the pipe leaking tip
tip all night'.

Boti lik di dangki plai mek im
gwaan.

'Bertie hit the donkey 'ply',
and made him go on'.

Di kuoknat-dem dis drap ouf buf
di huol nait.

'The coconuts just fell 'buf
buf' all night'.

C - 1

TO THE STUDENT:

The conversation which follows is taken from A Language
Guide to Jamaica (1962). Practice it with a colleague
before proceeding to your usual conversation.

A. Maanin, bra.

A. Good-morning, brother/sister.

B. Hou yu du?

B. How are you?

A. Mi haati, bra. Hou fi-yu
said tan?

A. I am well, brother/sister.

How are things on your end?

- B. No tuu bad. Ongl mi. Mi mashop tide.
- A. Wa du yu?
- B. Fresh l oi a tek mi lai?
- A. Den a we yu a go nou?
- B. Ii a go doun a town.
- A. A de mi a kom fram tu.
- B. Mi dis a go bai wan chuuz fi Jaisi.
- A. Aarait den, mi gaan, yaa.
- B. Ting-hing, mi tu. Mi de pan hie:.
- A. Aarait misis, waak gud
- B. Not too bad. All but me. I am in poor shape today.
- A. What's the matter?
- B. I have a very bad cold. (Lit. Fresh cold is taking my life).
- A. But where are you going now?
- B. I am going down town.
- A. That's where I am coming from too.
- B. I am just going to buy a pair of shoes for Joyce.
- A. All right then. I am gone. (do you hear?).
- B. Yes, me too. I am in a hurry.
- A. All right friend, walk safely.

C - 3

Learn the following proverbs:

1. Daag ha moni, im bai chiiz.

Meaning: Those who are rich can buy white elephants (what they can't use).

2. Bul uol, yu tek aan trash liid am.

Meaning: When one grows old, one can be easily made to do the bidding of others.

3. A no want a tong, mek kou no teak. (Lit. It's not for want of a tongue that a cow does not talk.

Compare English: It's a wise head that keeps a still tongue.

CYCLE 70M - 1

Si wan trii wa bod fiid pan.

Siem plies we mi put i, a de

mi kom bak kom fain i.

Dem ha sinting we dem mek,

dem kaal ruoti.

Wa unu kaal disya trii? Wi

kaal i brednot.

Yu shudn en tel kozn Suu we

mi gaan.

A sho-aaf unu lob sho-aaf

mek unu put-aan dem-de kluoz.

Dem smadi no ha naif kyaan

nyam waata-melan.

A smaal tumatis mi a plaan. Wa

yu a put-iin dis ier?

A fi-mi wan baaskit yu si in ya?

'There's a tree on which birds feed'.

'I returned to find it in the very
place where I put it'.

'There is something they make called
roti'.

'What do you call this tree? We call
it the breadnut'.

'You should not have told Cousin Sue
where I was gone'.

'It's because you all love to show
off that you put on those clothes'.

'Those who have no knives can't eat
water-melons'.

'It's small tomatoes I am planting.
What are you putting in this year?'

'Is mine the only basket you see in
here'.

C - 1

Proceed as in the previous lesson. Read the conversation given here first, and then continue with the usual class conversation.

A. Maanin, Maas Joo. We yu de?

A. Good morning, Mr. Joe. Where are
you?

- B. Mi ina ruum ya, Sta Kiet.
Hou yu du de?
- A. Suoso, sa. Mi dis a kom fram miitin.
- B. Mi en wel waan go, yunuo, Sta Kiet, bot..
- A. Wel, yu shuda en di de, faar di man taak fi-truu tinait.
- B. Fram mi iit dina don Sta Kiet, mi beli dis staat wori-wori mi.
- A. Den yu mek likl beli-hat tap yu fram go?
- B. Laad, Sta Kiet, afta yu no nuo hou mi en fiil. Mi dis lef fi pyuk.
- A. Wel, mi sari fi-truu, faar mi wuda en laik yu fi hier di man.
- B. Mi no hafi wiet tel neks taim, ef laif spier?
- A. Wa yu tek fi yu beli? Yu tek eniting?
- B. I am in the room here, Sister Kate, How are you?
- A. Fair, sir. I am just coming from (the) meeting'.
- B. I really wanted to go, you know Sister Kate, but..
- A. Well, you should have been there, for the man spoke eloquently tonight.
- B. From I finished eating dinner, Sister Kate, I began to have a stomach ache.
- A. Then did you make a little stomach ache stop you from going?'
- B. Lord, Sister Kate, you (really) don't know hoe I felt. I all but puked'.
- A. I am truly sorry, for I would have liked you to hear the man.
- B. I'll have to wait till next time, if my life is spared.
- A. What have you taken for your stomach ache? Have you taken anything?'

- B. Iing-hing, ma. Dem gyal bwail likl sorosi tii gi mi. B. Yes, mam. The girls made a little cerasee tea for me.
- A. Dem put eni jinja in de? A. Did they put any ginger in it?
- B. Nuo, Sta Kiet, bot mi fiil likl beta aredi. B. No, Sister Kate, but I feel a little better already'.
- A. Aarait den, Maas Juo. Mi a galang nou. Mi wi si hou yu tan a maanin. A. All right, then, Mr. Joe. I am going along now. I will (stop by to) see how you are in the morning!
- B. Aarait, Sta Kiet, waak gud, no? B. All right, Sister Kate. Walk safely, please.

C - 3

Sing Slide Mongoose and Why Woman Grumble So?

TO THE STUDENT

The remaining lessons in this course are designed to acquaint you with a greater portion of the vocabulary, and to introduce variations in the grammatical forms learned so far. Few new sentence patterns are introduced, and ample opportunity is given to review those already learned.

CYCLE 71M - 1

- | | |
|---|--|
| Wi gitor <u>bifuo die</u> go a spring. | 'We got up before dawn and went to the spring'. |
| Ni an Jan sagl di dangki an
put tuu <u>duuna pan</u> iina di <u>hampa-</u>
<u>dem</u> . | 'John and I saddled the donkey and
'put two 'duuna' pans in the hampers'. |
| Jien kyari di bokit pan, an
Jan kyari di <u>korsiin</u> . | 'Jane carried the bucket pan and I
carried the kerosene (pan)'. |
| Mi neba kyari notn. A mi draib
.di dangki. | 'I did not carry anything. It was I
who drove the donkey'. |

N - 3

Give the appropriate answers to the questions asked by the instructor, using the cue words given. Answer in full sentences only.

T: A wa unu put iina di hampa-dem? (duuna pan)

S: Wi put tuu duuna pan iina di hampa-dem.

T: A-huu help yu sagl di dangki? (Jan)

S: A Jan help mi sagl di dangki.

T: Wa yu kyari go a spring? (notn)

S: Mi neba kyari notn go a spring.

T: Huu draib di dangki go a spring? (Jan)

S: A Jan draib di dangki go a spring.

C - 1

Conversation.

C - 2TO THE STUDENT.

The story below is from Walter Jekyll's Jamaican Song and Story. It is No. AI Annancy Puss, and Latta. Read the story as it appears in the text, and then read the Creole version. In later lessons, you will practice telling other stories in J.C.

ANANSI, PUS AN RATA.

Wan die Anansi an Pus mek a daans an invait Rata de. Anansi a di figla. Di fos figa we im plie, di chuun se:

Ying di ying di ying.

Ying di ying di ying

Tikya yu go taak uo..

Main yu takla tong, ying di ying

Main yu takla tong, ying di ying

Main yu takla tong, ying di ying.

Di neks chuun se:

Bandi wichi wich

Bandi wichi wich

Bandi wichi wich

Timba heng an faal, la la

Faal la la, faal la.

Den, az di Rata daans, di hai figa we im mek, im slaid pan di fluor an im trouziz pap. Den di shiem im shiem, im ron hina wan huol, an a dat mek Rata lib hina huol op tu tide die.

Jak Manduora, mi no chuuz nor. *

* See the note to the first story in the book.

M - 1

Jaisi raid di dangki go a
spring, bot wi mek im kyari
bak di guodi.

Wi neba memba di yaba. Wi
lef i a yaad.

Tek di paki-de gi mi. Mi
dis waan likl waata.

Ron > pik wan kalabash mek
mi mek wan paki.

'Joyce rode the donkey to (the
spring), but we made her bring
the gourd back'.

'We did not remember the 'yabba'.
We left it at home'.

'Take the 'packy' and give it to
me. I just want a little water'.

'Run and pick a calabash, so that
I can make a 'packy'.

M - 3

Give the appropriate answers to the following
questions, again using the cue words given.

T: Wa Jais en kyari go a spring? (guodi)

S: A wan guodi Jais kyari go a spring.

T: Wa yu gwain tek fi ta. di ta. (paki)

S: A paki mi gwain tek tekop di waata.

T: A wa unu tek mek paki? (kalabash).

S: A kalabash wi tok mek paki.

Wi tek kalabash mek paki.

C - 1

Conversation.

C - 2Review the story Anansi, Pus, An Rata in Cycle 71.C - 3

Learn the proverb:

Boul go, paki kom.

Meaning: Same as English "One good turn deserves another".

CYCLE 73M - 1

Hou dem gat somoch baskit
a maakit tide?

Dem-de a bankra baskit. A
tach dem tek mek dem.

Mi reda kyari di hampa baskit,
duo. Sem trangga.

Ef' yu put kata pon yu hed, i
iizia fi kyari bankra.

'How is it that there are so many
baskets in the market today?'

'Those are bankra baskets. They
are made of thatch!.

'I prefer to carry hamper baskets,
though, 'They are stronger'.

'If you put a 'cotta' on your
head, it is easier to carry a
bankra'.

M - 2

Give the corresponding English or Creole utterance to the one
given by your instructor.

T: Wa dem yuuz bambu baskit fa?

S: What are bamboo baskets used for?

T: Child, take this hamper basker and put it in the kitchen.

S: Pikai, tek da hampa baskit-ya put ina kichin.

T: These bankra baskets are made of thatch.

S: Demya bankra baskit mek out a tach.

C - 1

Conversation.

C - 2

Review the poem Tram Car.

C - 3

Learn the proverb:

Piipi hist yu, dem gi yu baskit fi kyari waata; bot ef yu
ha sens, yu tek kuoko-liif lain i.

Meaning: Those who hate you will slander you and make things
difficult for you. But if you are wise, you will know how
to counteract them.

CYCLE 74M - 1

fi-mi waif pak huol hiip a bred-
 fruit an saalfish ina mi kotoku
 tide.

A bambu baskit nomo Tiema. kyari
 fi-im fuud ina.

Yu kyan youz bambu baskit fi
kluoz baskit tu.

Mis Kieti dis don mek wan kriegl
baskit fi Siera biebi.

'My wife packed a lot of bread-
 fruit and saltfish in my cutacoo
 (basket) today.

'It's only in bamboo baskets that
 Tayma carries her food (for sale).

'You can use a bamboo basket as a
 clothes basket also'.

'Miss Kate has just finished making
 a basket cradle for Sarah's baby'.

M - 2

Give the corresponding English or Creole utterance to the one
 given by your instructor.

T: Mi wi gi Siera biebi wan kriegl baskit.

S: I will give Sarah's baby a basket cradle.

T: Ku wan bambu baskit anda di pier trii de!

S: Look, there's a bamboo basket under the pear tree.

T: Juo kyari im lonch ina kotoku baskit.

S: Joe carries his lunch in a cutacoo basket.

M - 3

(Review of Total Question Imposition Cycle 29)

Give the corresponding question or statement to the sentence given by your instructor. Make the necessary substitutions.

T: Mi reda kyari hampa.

S: Yu reda kyari hampa?

T: Dem-de a bangkra?

S: Dem-de a bangkra.

T: Jais draib di dangki go a spring.

S: Jais draib di dangki go a spring?

T: Jan neba sagl di dangki?

S: Jan neba sagl di dangki.

C - 1

Conversation.

C - 3

Sing the song: Hold Him Joe.



A: Wen yu tingk dem gwain transplaant di yuman brien?.

B: Wa apn? Fi-yu a trobl yu?

CYCLE 75M - 1

Put aan di belagot mek mi bwail
dem bredfruut ya.

Mis Mati, fi-yu jesta wi jos du
fi mek di pepa pat suup.

A fina di doch uoan mi gwain mek
di pitieta puon.

Tel Mis Jaaji se mi a bara im
dochi fi mek bami tinait.

'Put on the big pot, so that I
can boil these breadfruits.

'Miss Matty, your 'jester' pot
will be just right for making
the pepper pot soup'.

'It's in the dutch oven that I
am going to make the potato puon'.

'Tell Mis Georgie that I am bor-
rowing her dutch pot to make
bammies tonight'.

M - 3

(Review of Emphatic Intonation, Cycles 31 & 32).

Give the corresponding emphatic statement for the one
given by your instructor, using the cue tag indicated.

Maas Jaaj kotoku baskit fulop tide. (yusi)

Mis Jien gat nof manggo ina di hampa. (iing?)

Kis Siera biebi get wan priti kriegl baskit. (yusi)

Fi-yu doch uobn kyan mek nais puon. (iing?)

Fi Mis Jaaji bami dem swiit. (iing!)

Dem pikni lob go a spring fi waata. (yusi)

Dem-de bredfruut lit gud. (yusi)

Dat-de dochi saab yu lang. (iing?)

C - 1

Conversation.

C - 2

Here is the beginning of another Jekyll story. It is No. XIV in Jamaican Song and Story, and is called "Doba." Listen as your instructor reads the JC version.. Practice reading it before you look at Jekyll's version.

DUCBA

Wan die Pūs mek daans an invait a huol wol a rata. Aal a di rata-dem habaan lang kuot an silk dres. Wen dem kom dem kyari wan lili bwai an di muma wid yong biebi.

Wen aal di rata sekl, the duo shet, and di pus-dem ha-dem jongka tik haid ina dem trouziz fut. Dem mekop wid wan aneda se dat wen di rata-dem a daans haad-haad, Duoba fi out di lamp, an den di likin mach wi begin.

Wen di myuzik begin, i swiit rata so tel, and dem gwaan daans tel dem wait shot-buzam wet.

A Dandi Jimi Flint en a di figla.

Hier we im figl se:

Duoba, Duoba Duoba no mek di likl wan get-we

Baal-an-tuo-ni Bap! twii twii,

Baal-an-tuo-ni Bap! twii twii.

Di bwai tek nuot a wa di figl se.

CYCLE 76M - 1

- Hou yu manij ton uoba di huol 'How did you manage to overturn
ko:siin pan a kuoknat ail? the whole kerosene can of coco-
nut oil?
- Mek op di faya an put aan likl 'Make the fire and put some
sorosi fina di bonpan fi mi. cerassee (to boil) in the 'burnt
pan' for me'.
- Az di pikni-dem kech a ruod so, 'No sooner did the children reach
dem uopn di shetpan nyam out som the road, than they opened the
a di miit. shut-pan and ate some of the meat'.
- We dat-de pan niem? Wi kaal i 'What's that pan called. It's
puon-pan. called a pudding-pan'.

M - 3

(Review of Emphatic Intonation contd. Cycle 33)

Give the corresponding stress sentence for the tag utterances
below:

- Kis Anj kotoku fulop, yusi.
Dem arinj-ya sowa, iing?
Disya doch uobn mek gud bami, yusi.
Dem kyan tiif-out di miit outa di shet-pan, iing?
Auo:z lob bara bara piipl pat, yusi.
Tiiche kyan nyam a pitieta puon, iing?
Aozn Kyarc gat huol hiip a sorosi, yusi.

C - 1

Conversation.

C - 2Continuation of Duoba.

Him go tu in pupa an wispa: "Pupa yu nohier wa di figl se?".

Duoba, Duoba, Duoba no mek di likl wan get-we.

Baal-an-tuo-ni bap twii twii, Baal-an-tuo-ni bap twii twii.

Di pupa se "Get out a di wie, sa, yu likl raskil yu! A di wos ting fi kyari likl bwai go a met. Go we, yu layad raskil yu!"

Aal dis taim di bwai hier wa di myuzik se fi truu.

Im go dig huol fi him an him muma.

Wen rata-dem iina di hiit a daansin di giet-man Pus,

Misa Duoba, out di lamp. Den di jongk a tik flai roun an aal di rata dem kilaaf.

Blod koba di fluor an aal di pus-dem tek dem shier.

A ongl bwai rata an him muma an di yong biebi get-we.

Ef di pupa en main wa di bwai se him wudn dad.

Pus baal flourish wid miit, an ef bwai rata an him muma no en get-we wi wudn ha no rata iina disya wol agen.

CYCLE 77M - 1

Mi a git op suun a maanin fi go
a manggo waak.

'I will get up early tomorrow
morning to go to the mango walk
(grove)'.

Ef yu no lef fram bifuo die yu
naa fain no manggo wen yu kech
(de).

'If you don't leave before dawn
you won't find any mangoes when
you get there'.

A suoso bod-mout arinj mi fain.
Dem pikni tiif-aaf aal di gud wan
dem.

'I found bird-eaten oranges only.
The children had stolen all the
good ones'.

Yu no si se dat-de bredfrucht a
biizting bredfrucht? We yu bai i
fa?

'Didn't you see that that bread-
fruit has been stung by bees?
Why did you buy it?'.

k - 2

Give the corresponding English or Creole utterance to the
one given by your instructor.

T: Da jesta de wi jos rait fi mek di suup.

S: That jester pot will be just right for making the soup.

T: Tell Joe I'd like to borrow his shutpan.

S: Tel Jwo se mi a bara im chet-pan.

T: A-huu pudong dis pudn-pan out ya?

S: Who put down this pudding pan out here?

T: Bela dis gaan mek op di faya fi bwail di sorosi.

S: Bella has just gone to make the fire to boil the
cerassee.

C - 1

Conversation.

C - 2

Practice telling the story Anansi, Pus and Rata in Creole.

C - 3

Sing the song: Chi-chi Bod.

CYCLE 78M - 1

Di kaafi naa raip haad yet. Dem dis <u>bonsaid</u> nou.	'The coffee is not fully ripe yet. It's just turning color now (lit. 'with burnt sides)'
Di pikni-dem fain nof <u>rat-kot</u> kaafi a groun dis maanin.	'The children found a lot of rat- cut coffee on the ground this morning'
Di plaantn-dem <u>ful</u> , bot mi naa kot dem faar: dem no <u>fit</u> yet.	'The plaintains are fully deve- loped, but I will not cut them for they are not yet ready to reap'
Di kaan a <u>flag</u> aredi. Dem wi suun shuut nou.	'The corn is tasseling already. It will soon shoot now'

M - 3

(Review of rhetorical exclamation - Cycle 35)

Give the rhetorical exclamation which corresponds to the statements given by your instructor. Say whether the meaning is the same or different. Remember the use of 'no' in these sentences.

Dem bwai gaan a grong fram maanin.

Jieni lef di yaba a yaad.

Jan no en waan len mi fi-im calabash.

In no put di kuoknat ail ina korsiiin pan.

Tiicha no gat paki fi kech di waata.

Siera tek banaana trash mek kata.

Im kot doun di bambu fi mek kluoz basket.

C - 1

Conversation.

C - 2

Try telling the story Duoba in your own words in Jamaican Creole. Take turns acting the parts in the story.

C - 3

Learn the proverbs:

Ef yu go a wan-fut man dans, yu fi jump wan-fut tu.

Compare English: When in Rome, do as the Romans.

#aya de a mus-mus tiel, him tingk a kuul briiz.

(Lit. Fire is at mouse's tail; he thinks it's a cool breeze).

Meaning: We often mistake pending adversity for goodluck.

CYCLE 79M - 1

We yu a go aredi? kaachi no bluo
yet?

'Where are you going already? The
time shell (kaachi) has not blown
as yet'.

Mi kyaan pudong di kisaada a
babikyugud, da sense foul get
ina i.

'No sooner do I put the cassava
down on the barbecue than that
sensay chicken gets into it'.

Mi dis don kyari di kisaada ina
kotoku go put anda pres.

'I have just come from putting the
Cassava to press in a cutacoo'.

Dem' kech im wid huol hiipa groun
fuud ina im krokos bag.

'He was caught with lots of ground
food in his burlap bag'.

Im ha kuoko an kuoka-hed, yam,
badu, an aalkain a swiit pitieta
we im tiif.

'He had cocones and coco-heads, yams,
badoos, and different varieties of
sweet potatoes which he had stolen'.

C - 1

Conversation.

C - 2

Listen to the recording of the poem "Careless" By Louise Bennett.
It appears on page 192 of Jamaica-Labrish. Below it is written
in the Creole orthography. Take turns reading it.

Yu memba lang-mout Daris huu
 Yuuz fi go bout wid Han?
 Shi no sidong an tek kierlis
 Mek him flai outa har han.

Him yuuz fi main har wel, yusi,
 Him woz a gud-gud man
 An shi jos sidong de wotlis
 Mek im swips out har han.

Shi ongl ha harsel self fi bliem
 Faar diiz inlaintn diez
 Evribadi da fiks op demself
 Iina dem diffran wiez.

Mi tel har se yu shiek man han
 Bot yu no shiek dem haat
 Yu an man kyan swiit tide
 An tumaro unu paat.

Mi tel har yu kyaan let man luus
 Eksep yu shuor yu hab im,
 Faar as yu wingk yu yai, anada
 Uman de fi grab im.

Mi advaiz har fi tai im ma,
 Mi se mi nuo wan ail
 Dat wi kip im wid har fi eba,

Faar tropans ail-a-stie-wid-mi
 Jos rob iina im hed
 An him an har kudn paat a taal
 So tel wan a dem ded.

Shi se shi kudn haam im
 Ef im iibn lef har out,
 Faar im iz di fos man eba tel
 Har se im lob har mout.

Shi hudn tek mi gud advaiz
 Shi staat fi gwaan kwait prim
 So se shi kudn tek im von
 Moni so uobia im.

An eal di fuos mi fuor di gyal
 Shi hudn andastan.
 Shi lingga, an di gud-gud man
 Dis "flips" out o' har han.

CYCLE 80M - 1

Jan tek mashiet chap down Misa
Boti kaan piis..

'John used a machete to chop down
Mr. Bertie's corn field'.

A opin-gyaad kotlis nomo Jieki
him kyari go a groun.

'It's only open-guard cutlasses
that Jackie carries to the fields'.

Mi fried a aal lajk unu. Unu a
ring panya mashiet. Unu tuu tun-
mout.

'I am afraid of folks like you.
You are all like (two mouthed)
Spanish machetes. You are too
given to duplicity.

K - 2

Give the corresponding English or Creole utterance to the
one given by your instructor.

T: Mi fain nef rat-kot a groun tide.

S: I have found a lot of rat-cut coffee on the ground today.

T: A wa du di kaan mek dem naa flag yet?

S: What's wrong with the corn that it isn't tasseling yet?

T: Di manggo dem a bonsaid suun dis yier.

S: The mangoes are ripening early this year...

T: I have just taken the cutacoo to the press.

S: Mi dis kyari di kotoku go put enda pres.

T: He was caught with twelve badoo heads in his bur-la, bag.

S: Dem kech im wid twelv badu hedina im krokos bag.

B - 3

(Review Imperative Intonation Cycles 36 & 37)

You are now reviewing the use of the tags "no" and "yaa" in imperative sentences. If given the "no" tag, reply with the corresponding "yaa" sentence, and vice-versa.

- | | |
|----------------------------------|-------------------------------------|
| T: Gi mi liki sorosi, no? | S: No gi im no sorosi, yaa? |
| T: No pudong di shet-pan, yaa? | S: Pudong di shet-pan, no? |
| T: Ruos di bredfruut fi mi, no? | S: No ruos di bredfruut fi im, yaa? |
| T: No help im pik no kaafi, yaa? | S: Help im pik di kaafi, no? |
| T: No ful op di krokos bag, yaa? | S: Ful op di krokos bag, no? |
| T: Griet wan kuoknat de, no? | S: No griet no kuoknat, yaa? |

C - 1

Conversation.

3 - 3

Learn the following proverb:

Jut kyaan swier fi paas.

(Lit. The foot cannot forswear the path).

Meaning: One cannot be confident never to take a given line of action. Unforeseen circumstances may compel you to do things you never wanted to do.

CYCLE 81M - 1

Jan him no iibn ha no hous fi no 'John does not even have a house
waif. A wan likl wakl-an nomo im for a wife. He only lives in a
libfina. little mud hut'.

Gu-we! No taak tu mi. Fi-yu hous 'Go away! Don't talk to me. Your
no iibn gat jelasi. house doesn't even have a jalosie
(louvered) window'.

I beta an fi-yu, duo. Mi kudn lib 'It's better than yours, though.
fina dat-de rata kyaasl. I could not live in that rat
castle'.

No fieba his Luusi sidong a duor- 'It seems as if Miss Lucy sat in
mout de huol die!. that doorway all day long!.

M - 2

(review of Negation Intonation: Cycle 39)

- T: Tiema kyari fi-im fuud fina bambu basket, no?
S: Tayma carried her food in a bamboo basket, didn't she?
T: It's in the dutch oven you made the pone, wasn't it?
S: Aiina di doch-uobn yu en mek di puon, no?
T: Da belagot de a fi bwail hag fiidn, no?
S: That big pot is for boiling hog food, isn't it?
T: You all opened the shut-pan and ate all the meat,
didn't you?
S: Unu uopn di shet-pan so nyam-aaf aal a di miit, no?

T: They have overturned the pan of coconut oil, haven't they?

S: Dem ton uoba di pan a kuoknat ail, no?

C - 1

Conversation.

C - 2

Review the poem "Careless".

C - 3

Sing Fan Mi, Solja Man.

CYCLE 82M - 1

Jiems se him naa marid tel him kyan
bil a opstierz.

'James says he will not marry
till he can build a two-story
house'.

Buut, pudong da pudn-pan ya pan.
kichin dresa fi mi.

'Ruth, put this pudding pan on
the kitchen table for me'.

Pupa gaan op a hiltap gaan bon kuol-
skil fi mek faya-kuol.

'Father has gone up to the hill-
top to make coal in a coal
kiln.

A bout trii ier nou mi no go a
Kietl yaad. Mi no ieb1 im kos mi no
muor.

'It's about three years now that
I have not gone to Kate's home.
I won't have her curse me any-
more'.

C - 1

Conversation.

C - 2

Read Duoba and take turns telling Anansi, Pus, and Rata.

C - 3

Learn the following proverbs:

1. Wen trobl a kom, shel naa blauo.

Meaning: Misfortune is always unexpected. It never gives a warning signal.

2. Wen kichin dresa faaldong, maaga daag laaf.

When disaster strikes it often brings good fortune to someone.

Compare English "It's an ill wind that doesn't blow somebody good luck".

CYCLE 83K - 1

Maas Juo se im a bara yu tinkies
fi go a toun neks wiik.

'Mr. Joe says he's borrowing your
tincase (suitcase) to go to King-
ston next week.

Tel im se im no fi kyari im moni
kierlis. Im fi put i fina wan tred-
bag an tai i roun im weis.

'Tell him to be sure not carry his
money carelessly. He should put
it in a pouch and tie it to his
waist.

Yu waan si Misa Jaaji waak gaan
lang de. Im hab aan kwiiza an wan
debl aba kukumaka fina im han.

'You should have seen Mr. Georgie
walking along there. He is wear-
ing pince-nez glasses, and has
a splendid walking stick in his
hand.

M - 2

T: Hari fiesi fi waan put Jienfina im likl waki hous.

S: Harry is impudent. He wants to put Jane in a little
mud hut.

T: I could not live in your rat castle.

S: Mi kudn lib fina fi-yu rata kyaasl.

T: I have just put the guord down on the kitchen table.

S: Mi dis pudong di guodi a kichin dresa.

C - 1

Conversation.

C - 2DI TRII SISTA

(This is No.VII in Jekyll's Jamaican Song and Story, p. 26.
Note that the song in this story is in English).

Wans dier woz trii sista libin ina hous, an ebribadi waan dem fi marid, an dem rifiuz. So wan die Sniek go baara him nieba lang kuot an bonpan hat an di huol set out a kluoz. Dem him dres imself, an im tel im freñ-dem dat him mos taak tu dem yong liedi. An wa yu tingk di raskil du? Him get op a hiip a man fi kyari him go a di yong liedi-dem yaad. An wen im get de di duor lak wid ayan baar. An wen him kom im se: "Please to open the door, there is a stranger coming in". An im sing se:

My eldes' sister, will you open the door?

My eldes' sister, will you open the door oh?

Fair an' gandelow steel.

An' di eldis wan woz gwain uopn di duor. An di laas wan, huu woz a uol wich, sé tu im sista: "Duon uopn di duor", and shi sing:

My door is bar' with a scotran bar

My door is bar' with a scotran bar

Fair an gandelow steol.

Den di Sniek aks agen tu di siem tyaun:

My second sister will you open the door?

My second sister will you open the door?

Fair an gandelow steel.

An di yongis, wich woz uol wich, sing agen:

My door is bar' with an iron bar,

My door is bar' with an iron bar oh,

Fair an gandelow steel.

An di Sniek ton intu a Debl, an di trii sista kom an pushpan di duor fi kip i fram uopn. An di Debl aks a tod taim:

My youngest sister will you open the door?

My youngest sister will you open the door oh?

Fair an' gandelow steel.

Bot di laas sista wudn hab i so, an im get raatið an se:

The Devil roguer than a woman-kind

The Devil roguer than a woman-kind oh,

Fair an gandelow steel.

An di Debl get fina tempa an se:

What is roguer than a woman-kind?

What is roguer than a woman-kind oh?

Fair an gandelow steel.

Den di Debl flai fram di step striet fina hel an hab chien roun im wies tel nou.

Jak Manduora mi no chuuz non.

CYCLE 84M - 1

- Koza Laiz no waan Rafiel fi 'Cousin Eliza does not want Raphael
kyari di biis go a maakit, faar to take the mule to the market,
i gat suor bak. for it has a sore back'.
Im ha nof haas, and myuul an 'He/she has many horses, mules and
dangki, bot a wan puol-ed kou donkeys, but he/she has one horn-
nomo im gat. less cow only'.
Di bwai tieraaf im wan gud shot 'The boy got his one good shirt
pan Busha ping-wing fens. torn off on the overseer's cactus
fence.

M - 3

- Give the corresponding Creole or English sentence for the one given by your instructor.

T: Sniek go baara him nieba lang kuot.

S: Snake borrowed his neighbor's long coat.

T: He told his friend he must accost the young ladies.

S: Him tel im fren him mos taak tu dem yong liedi.

T: The door was locked with an iron bar.

S: Di duor lak wid ayan baar.

T: Wa yu tingk di raskal du?

S: What do you think the rascal did?

T: The three sisters pushed on the door to keep it
from opening.

S: Di trii sista push pan di duor fi kip i fram uopn.

C - 1

Conversation.

C - 2

Read Di Trii Sista.

C - 3

Sing Why Woman Grumble So?

CYCLE 85M - 1

Siera, wen yu go a maakit tide,
mek shuor yu tap a Mis Tutu shap
 an bai wan katn-riil kya kom.

'Sarah, when you go to the market
 today, be sure to stop at Miss
 Tootoo's shop and buy a spool of
 thread to bring to me'.

Ma Simit a gwaan laik a ring uol
haig. Im ina mi buon a maama an
 komplien fram die lait dis maanin.

'Mother Smith is behaving like a
 very old witch (hag). She has
 been at me, murmuring and com-
 plaining from daybreak this morn-
 ing'.

Di wie him kriebrn and iti-iti,
 him shuda en di laas wan fi kos
 enibadi gaamandaiza.

'She is so greedy and gluttonous
 (eaty-eaty), she should be the
 last to call anyone a gormandizer'.

C - 1

Conversation. Try to use as many as you can of the new words
 learned in Cycles 71 - 85.

C - 2

Let one member of the group narrate the story of The Three
 Sisters, while the others take the part of the sisters and
 the Snake, singing the sections indicated.

C - 3

Learn the following proverbs:

1. Yu sliip wid daag, yu kech im flii:

(Lit. If you sleep with dog, you catch his flea).

Meaning: You become like those with whom you associate.

2. Aal fish nyam man, bot a shaak wan get bliem.

(Lit. All fish eat man, but only shark gets the blame).

Meaning: A known offender will be accused even when he is free of blame.

CYCLE 86M - 1

Ron go out a kaafi piis go pik-
op som brang-brang, mek mi kech-
op da faya-ya.

Tek dis piis a puok put ina
di kreng-kreng uoba di faya side
fi mi.

Mis Mieri out a maal huol a brok
tuon sens laas wiik.

Mi glad so tel wen mi si di priti
shuut di arinj sen out. Mi neba
nuo se a gaamandaiza.

'Run to the coffee-piece and get
some bramble, so that I can make
this fire'.

'Take this piece of pork and put
it in the wire basket (kreng-
kreng) hanging over the fireplace
for me'.

'Miss Mary has been out at the
quarry (marl hole) breaking stones
since last week'.

'I was exceedingly glad when I
saw the lovely shoot on the
orange tree. I did not realize it
was a sucker'.

M - 2

T: Mother Smith is behaving like an old witch.

S: Ma Simit a gwaan laka uol haig.

T: A wan puol-hed kou nomo mi gat.

S: I have one hornless cow only.

T: Main yu tieraaf yu klapz pan ping-wing fens.

S: Be careful lest you tear off your clothes on the
cactus fence.

T: Miss Ann's mule has a sore back this week.

S: Mis An myuul gat suor bak dis wiik.

T: I am very glad to see how large the oranges are this year.

S: Mi glad so tel fi si hou di arinj dem big dis ier.

C - 1

Conversation.

C - 2

Review the poem: Roas' Turkey.

C - 3

Try telling in Creole a short sotry which you know to illustrate the proverb:

"Yu sliip wid daag, yu kech im flii".



A: "Japanese mart being slowly opened to local importers!"

B: Wa mek dem no uopn i op kwiktaim, kyari doun di kaas a libin. Mi a fiil di pinch.

CYCLE 87M - 1

Sta Kiet, mi dis a kom. Mi tayad,
yusi, an honggri. Yu ha eni
kech-op de fi mi?

Wel, Bra Jaaj, mi ha som yam an
kuoko fina di pat-de, an likl
kalalu.tu. Bot mi no ha no miit
kain!. Yu wi tek som saalting?

Tengk yu ma. Wen mi iit i don,
mi wi jos wash i down wid som
shugg an waata.

'Sister Kate, I am just arriving.
I am very, very tired, and
hungry too. Have you a little
bite for me?

'Well, Brother George, I have
some yam and cocoes in the pot,
and a little spinach too. But I
have no meat. Will you eat some
salfish?

'Thank you, mam. When I have
finished eating it, I will just
wash it down with some 'lemonade'.

C - 1

Conversation.

C - 2

Listen to the recording of the poem Jamaica Patois (Jamaica
Labrish, p. 87). Then practice reading the first six stanzas.

Iz wa Mis Laiza shi da-faam
Da gwaan laik farina
Bikaaz har sista hozban get
Wan jab op a Muona!

Yu waan hier har kot spanish, laik
 Shi jos kom out fram sii!
 So til dem bwai sbaat fi kaal har
 Di drai-lan-refyujii!

Teda maanin mi go aks har
 Wa. shi tingk about di waar
 Shi gi out "A tingk di waar iz
 Muyii malo mi amaar".

Mi did a ded fi bos out laaf
 Bot mi ton mi yai luk roun
 An az a mi wan ben de de
 Mi dis kwiiz mi fut a groun.

Dis iz hou shi griit mi wan die.
 Manana kuoraseng
 Hou iz yu granmadre? A huop
 She kiiping muyii beng.

Mi go iina har shap, an kaal
 Fi trii jil wot a saal,
 An som ada tings wat kom op
 Tu mak-an-top in aal.

CYCLE 88M - 1

Mi naa bada mek no tii dis maanin. 'I won't bother making tea this
 Mi dis a go fiks chaklata an don. morning. I'll just fix a good
 breakfast, and that will be all'.

Pikni, unu kom iit unu chaklata 'Children, come and eat your
 an gwaan a skuul. Taim unu kom breakfast and go on to school.
 bak di brekfos, wi redi. By the time you return, your
 lunch will be ready'.

Mi fiks bami, ruos plaantn, ruos 'I fixed bammy, roasted plaintain,
 saal puok and koko tii gi dem fi roasted salt pork and cocoa for
 dem chaklata. their breakfast'.

Bwai, mi beli ful. Mi kyaan nyam 'Boy, my belly is full. I can't
 no muor. Mi a go put op dis fi mi eat anything more. I am going to
bambai. put this away till later.

M - 2

(Review of the Passive: Cycle 44)

T: Di raip plaantn-dem don ruos yet?

S: Have the ripe plaintains been roasted yet?

T: These cocoos, badoos and breadfruits are all for sale.

S: Dem kuoko, badu an bredfruut ya a sel.

T: The turkey will be cooked before you return.

S: Di torki wil kuk bi taim yu kom bak.

T: Di kori-guot nyam-aaf aredi.

S: The curried goat is all eaten up.

T: I know the jester pot is broken.

S: Mi nuo se di jesta brok.

C - 1

Conversation.

C - 2

Practice reading the next six stanzas of Jamaica Patois.

Wen shi sel mi don shi se

"Ad dem op sinorita,

Far iz haad fi intiende,

Jami.eka diniera!"

Mi did nuo homoch i. kom tu,

Bot mi staat fi ad i op,

An wen mi don mi tel har se,

Iz jos tuu bit an top!

Di wod neba out a mi mout

Bifuc shi grab mi han

An baal out pan tap a har fais

Fi tii. an poliis man!

Iz a gud ting se di poliisman
Wóz sombadi mi nuó,
Lia hozban outsaid daata son
Wa dem kaal nak-nii Juo.

Wen him ask har homoch mi uo,
Misis i fraitn mi,
Fi hier Mis Laiza baal out
"Iz shilin an kwati".

So Laiza shi kyaan faam no muor
Pan dis Senorita,
Far mi nuó se shi andastan
Wi Jamieka patwa.

CYCLE 89M - 1

Yu waan hier Juo baal: "Du mi
moki maasa, no bada wid mi",
wen di pan-hed kech im fi go
bring im op.

Juo swiir se a no gyanja im
ena smuok; a dis likl jakaas-
ruop tubako im en ha fina di paip.

Yu beta mek di bes a di halidie
nou. Neks wiik dis taim yu frii-
piepa bon.

'You should have heard Joe cry out:
"Please, sir, don't bother with
me", when the constable held him
to arrest him'.

'Joe swore that he was not smoking
ganja; (he said that) 'it was just
some rope tobacco he had in his
pipe'.

'You had better make the best of
your holidays now. At this time
next week, you will be back in
school (Lit. your free paper burn)..

M - 2

T: A jakaas-ruop nomo Maas Jan him smuok.

S: It's rope tobacco only Mr. John smokes.

T: You should have returned earlier.

S: Yu shuda ben kom bak suuna.

T: I knew what it all added up to.

S: Mi ben nuo homoch i kom tu.

T: Di wod neba out: a mi mout, him grab mi.

S: The words were hardly out of my mouth than she grabbed
me.

T: I know she understands our patois.

S: Mi nuo se him andastan wi patwa.

C - 1

Conversation.

C - 2

Review the entire poem: Jamaica Patois.

C - 3

Tell in Creole a story which will illustrate the proverb: "Ebri uol huo hab im tik a bush".

CYCLE 90M - 1

Misis, mi naa taak tu eni an eni man. Mi waan wan stuoshas man fi kom fren mi.

Misa Gyaadna wail yusi. Im ha bout siks outsaid pikni bisaid di nain we im gat wid Miss Ema.

Im tretn mi se ef a se 'fe' im wi baks me; so mi dis tek op di kukumaka gi im wan big lik.

Wat a ruogin bwai da Piita, duo. Mi neba ton mi bak gud im tiif di mak-an-top we mi lef pan di dresa.

'Mistress, I won't talk to just any man. I want a dandy man to be my lover'.

'Mr. Gardner is quite lecherous. He has about six 'outside' children, in addition to the nine he has by Miss Emma (his wife).

'He threatened me saying that if I said "fe" he would box me; so I just took up the cusumaca stick and hit him hard'.

'What a thieving boy that Peter is! I had barely turned my back when he stole the one shilling and penny halfpenny I had left on the dresser'.

M - 2

Put the following sentences in the past tense using the cue word given:

T: I know she will come. (ben)

S: Mi ben nuo so im wuda kom.

T: She is threatening to box me if I tell you anything.

(ben: a)

S: Im bena tretn fi baks mi if mi tel yu eniting.

T: I took up the cucumaca stick and hit him. (ben)

S: Mi ben tekop di kukumaka an lik im.

T: The constable caught him stealing a bicycle.

S: Di pan-hed ben kech im a tiif wan baisikl.

C - 1

Conversation .

C - 2

Review the story Duoba.

C-- 3

Listen to the words and music of "Matty Drowned".

CYCLE 91M - 1

Di/ red-siim gaan' wid Hendri, se
a him tiif Misa Koni' yam groun.

'The policeman has gone off with
(arrested) Henry, on the grounds
that it was he who robbed
Mr. Cunningham's yam field!'

Ef yu no main shaap, dem truo im
a jiel an gi im kyat-a-nain-tiel.

'In all probability they will
throw him in jail and beat him
in jail and beat him with the
cat-o-nine tails besides!'

Yu beta wach yuself wid Aata,
faar him a jinal yunuo. Im tek
ebribadi mek kunumunu.

'You had better be wary of Arthur,
for he is very crafty. He makes
a dupe of everybody!'

Mis Mati fingga-lait bwai no du
notn sal die bot sidong todi kiim
hou fi brok bakra hous a nait.

'Miss Matty's thieving (finger
light) boy does nothing all day
but schemes and plots (study
schemes) how to burglar white
folks' houses at night!'

M - 3

(Review 'A' Inversion: Cycles 51 & 52)

Give the inverted sentence which corresponds to the following,
using the using the cues given.

T: Ruut pudong di paki a groun. (paki)

S: A di paki Ruut pudong a groun.

T: Pupa gaan a mounn fi bon kuol-skil. (mounn)

S: A mounn Pupa gaan fi bon kuol-skil.

T: Mis Jaaji habaan kwiiza tide. (kwiiza)

S: A kwiiza Mis Jaaji habaan tide.

T: Kiet kyari im monifina tredbag nomo. (tredbag)

S: A tredbag nomo Kiet kyari im monifina.

T: Juo bon bara mi tinkies fi go a toun. (Juo)

S: A Juo ben bara mi tinkies fi go a toun.

C - 1

Conversation.

C - 2

Review the poem: Ice Cream.

C - 3

Sing Matty Drownded and learn the proverbs:

1. Kak mout kil kak.

(Lit. Cock's mouth kill cock).

Meaning: What you say inadvertently may incriminate you.

2. Kou ded lef trobl gi kou kin.

(Lit. Cow dies and leaves trouble for cow's kin).

Meaning: When one departs, one leaves difficult problems to one's relatives or successors.

CYCLE 921: - 1

Nien him a riel fayakiti; im wi 'Jane is a very fiery and brazen
taki Misa Hill bout di waata trok. person. She will tackle (chal-
lunge) Mr. Hill about the water
truck'.

Misis, tan todi yaa, mek mi hier 'Mistress, be quiet you hear? Let
wa im a go so, faar a trii die nou me hear what he will say, for
di trok fi kom, an aal di taak wi its' now three days that the
truck should have come, and de-
'taak, haranaro. spite our complaints, there is
nothing but silence'.

Laad, Tiicha, taim haad, bot we 'Lord, Teacher, the times are hard,
fi du? Mi dis hafi gront an but what can I do? I can't steal,
bier i. I just have to bear it patiently'.

1: - 2

(Review of Predicate Inversion: Cycles 53 & 54)

Give the inverted sentence which corresponds to the following,
using predicate verb or predicate adjective only.

T: Mi dis a go mek wan kisaada puon nou.

S: A mek mi dis a go mek wan kisaada puon nou.

T: Anji bara mi dochi fi mek bami.

S: A bara Anji bara mi dochi fi mek bami.

T: Mis Luusi sidong a duormout huol-die.

S: A sidong Mis Luusi sidong a duormout huol die.

T: Him wan dege shot tieraaf pan di pingwing fens.
('His one and only shirt got torn off on the
cactus fence').

S: A tieraaf him wan dege shot tieraaf pan di ping-
wing fens.

T: Juo fraitn fi Maas Boti.

S: A fraitn Juo fraitn fi Maas Boti.

C - 1

Conversation.

C - 2

Review the poem Uriah Preach.

C - 3

Sing the Song Slide Mongoose.

CYCLE 93M - 1

No fitiig mi dais ma. Yu go bout 'Do not pester and annoy me. Mind
 yu bizniz lef mi mek mi gwaan kuk your own business and let me con-
 mi pepa pat. tinue making my pepper-pot soup'.

Dem gyal sen kom beg mi mek taya- 'The girls have sent to ask me to
liif an rondoun til dem kom, bot make "tie-a-leaf" and 'run-down',
 aafta wi no iibn a kuk dem sinting but we don't even cook those
agen. things any more'.

Den Jan no aawiez miit Zaki a 'Then John always met Zacky in the
 iibnin taim, mek di tuu a dem go evenings, for them both to go to
 a Miss Luu go iit grato an jork- Miss Lou's to eat hard bread and
puok. jerked pork (smoked pork).

C - 1

Conversation.

C - 2

Read the story Annancy and Brother Tiger as it appears on
 page 7 of Jamaican Song and Story. Then read the Creole
 version given here.

Wan die Anansi an Bra Taiga go a riba fi wash kin. Hier Anansi tu
 Bra Taiga: "Bra Taiga, yu so big, ef yu go ina di bluu huol wid yu
 fat yu a go droundid, so yu fi tek out yu fat so lef i ya".

Taiga se to Bra Anansi, "Yu fi tek out fi-yu. tu".

Anansi se, "Yu tek-out fos, an mek mi tek out aafta".

Taiga fos tek-out.

Anansi se, "Gwaan ina huol Bra Taiga, mek mi si hou yu swim lait".

Bra Anansi him neba go in.

Wail Taiga a swim haad-haad, Anansi tek op im fat an iit i.

Den Anansi so fraitn fi Taiga, him lef di ribasaïd go a Big Mongki Toun.

Him se: "Bra Mongki, mi hier dem a shing wan shing a ribasaïd se:

Yeshide dis taim mi a nyam Taiga fat (Repeat three times)

Di Big Mongki draib im we, se dem no waan hier no sang.

So im lef an go a Likl Mongki toun, an wen im go im se: Bra Mongki,

a hier wan shwiit sang a ribasaïd se:

Yeshide dis taim mi a nyam Taiga fat.

Yeshide dis taim mi a nyam Taiga fat.

(Continued in next cycle)

CYCLE 94M - 1

Mi sen Ruoz a gran maakit wid
poun, an im kom bak wid Dochman
tuori kyaan gi mi no gud akount a
i.

'I sent Rose to Grand Market with
a pound, and she has returned
with an incredible story; she
can't give a good accounting for
it'.

Tel yu pa se Mis Kieti se im ha
wan pan a nyuu shuga, a homoch
far i.

'Tell your father that Miss Katy
wants to know how much for the
pan of new sugar which he has
(for sale)'.

Mis Efi, mi en go doun a Bie, bot
a suoso pere-pere fish mi si. Dem
neba wot jil. Mi kudn bai dem.

'Miss Effie, I went down to the
Bay, but I saw only some little
worthless fish. They were not
worth three farthings. I couldn't
buy them'.

M - 2

(Review of Inverted Equating Sentences: Cycle 56)

Give the English or Creole equivalent.

T: A huufa saalting dis ina paki?

S: Whose saltmeat is this in this guord?

T: Is this Sister Kate's tincase?

S: A Sta Kiet tinkies dis?

T: What do you have in that pouch?

S: A wa dat yu gat fina da tredbag de?

T: A huufa kwiiza Maas Jani wier gaan lang de?

S: Whose pince-nez is Mr. Johnny wearing there?

T: Which mule has Arthur taken to the market?

S: A wichwan a di myuul Aata kyari gaan a maakit?

C - 1

Conversation.

C - 2

Continue reading the Creole version of Annancy and Brother Tiger!

Den Mongki se: "Sing di sang mek wi hier".

Den Anansi begin sing.

Mongki dem so lob di sang dem mek baal a nait an ha di siem sang
a plie.

So wen Anansi hier di sang a plie, him glad fi go bak tu Bra Taiga.

Wen im go a i riba im si Taiga a luk fi im fat.

Taiga se: Bra Anansi, mi kyaan fain mi fat ataal.

Anansi se: "Ha ha! bidibai mi hier dem shing a Likl Mongki Toun se:

Yeshide dis taim mi a nyam Taiga fat (repeat)

Bra Taiga, ef yu tingk a lai, kom mek wi go a Likl Mongki Toun.

So him an Taiga go.

Wen dem kech a di plies, Anansi tel Taiga fi mek dem haid a bush.

Dat taim di mongki dem a daans an plie di siem tyuun.

Taiga hier.

Anansi se: Bra Taiga, wa mi tel yu? Yu no hier mi tel yu se dom
kaal yu niem op ya?

CYCLE 95M - 1

Mi sen Janatan go pik kuoknat fi
mek draps an gizaada, di fuufuul
bwai kya waata-kuoknat kom

Wen yu si Taata iit da pliet a
yela yam an kaan puok don, a
tekop im waataz, im dis draa
chier, kakop im fut pan tomp,
go sliip an snuor.

Mi no ha notn fi di pikni-dem
brekfos tide bot likl ton mill,
an som kuuli-fut shuga de fi mek
brebij.

C - 1

Conversation.

C - 2

Finish reading the Creole version of Annancy and Brother Tiger.

An di mongki dem neba tap wid di tyuun:

Yeshide dis taim mi a nyam Taiga fat. (Repeat)

'I sent Jonathan to pick coconuts
to make "drops" and "gizaadas";
the foolish boy brought me water-
coconuts'.

'When you see Father finishes eat-
ing that plate of yellow yam and
corned pork, and takes a drink,
he just draws a chair, puts up
his feet on a stump, falls asleep
and snores'.

'I have nothing for the children's
lunch today but a little ~~cornmeal~~
~~mush~~, and there is some "coolie-
foot" sugar to make a beverage'.

Den Taiga go in di baal an aks Mongki-dem fi im fat.

Di Mongki-dem no nuo notn niem se, a Anansi laan dem di sang.

So Taiga kuda manij di Likl Mongki-dem, an im waan fi fait dem.

So di Likl Mongki sen we a biera go a Big Mongki Toun an bring doun lats a suoja, an Bra Taiga an Anansi.

So Bra Taiga hafi tek bush an Anansi ron op a hous-tap.

Fram dat, Taiga lib a wud tel nou, and Anansi de ina hous-tap.

Jak Manduora, mi ni chuuz non.

C - 3

Try telling stories to illustrate the proverb in Cycle 58.

CYCLE 96M - 1

Yu fi tek di likl fain-fain fish 'You must make fish-tea of the
mek: fish-tii, an skobiich di res little fish, and escoveach the
a dem. rest'.

Babi Kou kuda haadli iit, i bluu. 'Bobby's cow could barely be eaten;
Mi-ri en fata beta rain an beta it was meagre. Mine was fatter,
insaid. with a better ~~skin~~ and better in-
sides'.

A wanda homoch Misa Ellis a go 'I wonder how much Mr. Ellis will
waan fi da maagakin hag ya. Mi want for this meagre hog. He and
an him no en kom tu no bizniz I did not come to any agreement
pan fut. for the live animal'.

M - 2

(Review of Rhetorical Sentences: Cycle 58)

Give the "no" inversion form of the following, using the cues
given you.

T: Jan-dem gaan dig yam an kuoko fi dina. (yam an)

S: No yam an kuoko Jan-dem gaan dig fi dina!

T: Taami ha bout ten pikni wid Mis Ema. (bout ten pikni)

S: No bout ten pikni Taami ha wid Mis Ema!

T: Piita tiif di moni aafa mi dresa. (Piita)

S: No Piita tiif di moni aafa mi dresa!

T: Di red-siim gaan wid Hendri. (gaan)

S: No gaan di red-siim gaan wid Hendri!

T: Mi sen Ruoz a gran maakit wid poun. (poun)

S: No poun mi sen Ruoz a gran maakit wid!

C - 1

Conversation.

C - 2

Tell the story of Annancy and The Tiger in your own words, acting out the parts where possible.

C - 3

(a) Listen to the words and music of Teacher Lick De Gal, and join in the refrain.

(b) Learn the proverbs:

1. Jak Panya krai fi laif, im no krai fi feda.

(Lit. Jack Spaniard cries for life, he does not cry for feather).

Meaning: One need only be concerned for long life, not for the immediate appurtenances of a good life. (These latter will come in good time).

2. Waata muor an flowa.

(Lit. Water is more than flour).

Times are so hard, I can't meet my expenses these days.

CYCLE 97M-1

Kom ya, dundus, kom ron go doun
a Kozn Maata, beg har sen likl
legins fi mi put iina di suup.

Di pikni riez hel pan ruod se
Mis Hilda wuon kot op di tuoto
gi im.

Mis Anji him nudong kisaada waata
a im yaad kil aaf aal a di foul
dem.

'Come here, darling, Come run down
to Cousin Martha's and ask her to
send me some legumes to put in the
soup'.

'The child complained bitterly on
the road that Miss Hilda wouldn't
cut up the cake and give to him'.

'Miss Angie put cassava water in
her yard, killing all the chickens
(poisoning them).

M-3

Give the English equivalent to the utterances given by your
instructor.

T: No kya wa yu gwain du, him naa preke pan yu.

S: No matter what you do, he won't pay you any attention.

T: Aal di chap Chaali chap, di trii wudn faaldong.

S: Despite Charlie's constant chopping, the tree would
not fall.

T: Ef unu gwaan mel mi, a gwain fiks unu.

S: If you all continuc bothering me, I will retaliate.

T: Dem-de harinj sowa laka laim

S: Those oranges are as sour as limes.

T: Tikya yu lego di kyaaf nek in dringk-aaf di milk,
yunuo.

S: Be careful lest you let the calf loose to drink all
the milk.

C - 1

Conversation.

C - 3

(a) Tell a story to illustrate:

"Chikin a bush bryaan bwail suup".

(b) Sing "Jammy Lead".

CYCLE - 98M - 1

Wen mi kech a toun dis maanin
 Mis Maagrit don sel-aaf aal a im
kot-kiek an grieta kiek. A ongl
wangla an bomp pepamint an
kakshaan im en ha lef ina im
 buol.

Unu naa ha no saril c's krismos,
 faar i plaan tuu liet. Unu beta
 satisfai wid jinja bier.

Gyata a draa im han nou-a-diez.
 Im no iibn waan gi nomo braata
 wen im sel wan likl baaskit a
 di starapl.

'When I reached town this morning
 Miss Margaret; had sold off all
 her cut-cake and grater cake.
 She had only wangers, bump candy,
 and pop-corn balls left in her
 bowl'.

'You all won't have any sorrel
 this year, for it was planted too
 late. You had better be satisfied
 with ginger beer'.

'Agatha is getting stingy now-a-
 days. She does not even want to
 give anything over when she sells
 a little basket of star-apples'.

C - 1

Conversation.

C - 2

Choose a partner with whom you will do this exercise.
 Select a poem from Jamaica Labrish which you have not yet
 practiced reading, and then take turns reading the stanzas
 to each other. When you both think you have a satisfactory
 interpretation, record your version on tape. In the next two
 lessons you will be asked to listen to the other recordings
 for criticism.

G - 3Sing the Song: Hold Him Joe.CYCLE 99H - 1

Sta Ruoz, yu fut shaat. Wi dis
don bos wi beli wid breadfruit,
bluu-draaz, and dip-an-faal-bak.

'Sister Rose, you are a bit late.
We have just finished stuffing
ourselves with breadfruit, boiled
cornmeal pudding, and dip-and-fall-
back'.

Mi go out a Haas Ciebroel shap fi
tek a steel batam, bot mi get
shuks. Him neba gat no beer fi
mek i.

'I went down to Mr. Gabriel's
shop to have a steel bottom (white
rum and beer concoction), but I
was disappointed. He had no beer
to make it'.

Mi kyaan toch di rom it, ataal.
Di ongl wie mi kyan tek i a iida
ina pimenta dram aarina kiek.

'I can't touch rum at all. The only
form in which I can take it is in
pimento dram or in cakes'.

H - 2

Give the Creole or English equivalent of the following
utterances:

T: Joe swore that he had never smoked ganja.

J: Jue swier se im neba sumuok gyanja yet.

T: Taata kech Piita, an lik im wid im kukumaka.

S: Grandpa caught hold of Peter and whacked him with his cucumaca stick.

T: Jane says she doesn't want to be courted by just any man.

S: Jien se im no waan oni an eri man fi kom kaotn in.

T: Todi dis a todi kiim fi tiif yu out a yu moni.

S: Bertie is merely plotting to rob you of your money.

T: If we are not careful, Jane will waste all the coffee.

S: If wi no main shaap, Jien dash-we aal a di kaafi.

2 - 1

Conversation.

2 - 2

Without benefit of text, listen to one of the recordings made in the last lesson. Discuss the meaning of the poem, and give a criticism of the presentation.

CYCLE 100M - 1

Ebri Sonde libnin Fredi push im
 snuo-baal kyaat kom doun Rom
 Lien, an'wi pikni ron go bai
snuo-baal, dandi-shandi and
frisko.

Yeside mi go a Darati yaad. A
 di fos mi eba it kuuli fuud.
 Dem gi mi ruti fiobe bami, daal
an baat we luk laik rais-an-piiz,
an baji - a so dem kaal dem griinz.

A wanda a wen Mis Aimo a kom bak
 fram toun. Hi ha wan piis a
guava duosi a siev fi him bout
 tuu mont nou.

'Every Sunday evening Freddy pushes
 his snowball cart down Rum Lane,
 and we children rush to buy snow-
 ball, dandy-shandy and frisco.

'Yesterday I went to Dorothy's
 home. It was the first time I had
 Indian food. They gave me roti
 (which) looks like bammy, daal-
an-baat, which looks like rice-
 and-peas, and baji, the name for
 their greens!'

'I wonder when Miss Imo is return-
 ing from town. I have been saving
 a piece of guava dolce for her
 about two months now!'

M - 2

Give the Creole or English equivalent of the following
 utterances:

T: A-hou somoch smadi de a maalit tide?

S: How is it there are so many people in the market today?

T: A uk dem tek mek hampa, no?

S: It's hook they use to make hampers, isn't it?

T: Aal di fuos mi fuos im, im wudn boj.

S: Though I tried with all my might to force her, she
wouldn't budge.

T: Joe used an opon-guard cutlas to chop down the withes.

S: Joe tek opin-gyaad kotlis chap doun di wis.

T: Harry says he wants to build a two-storey house.

S: Hari se im vaan bil wan opstierz hous.

C - 1

Conversation.

C - 2

Continue listening to the recordings made in Cycle 98.

C - 3

Sing the song: Fan Mi, Solja Man.

CYCLE 101K - 1

Puo Iemi, di lili Kuuli rayal
 gyal no tek-we Maikal fram im!
 Aal di siem dat no sopraizn,
 faar Iemi him en a gwaan tu:
fenke-fenke an fain-faal.

Di uol bad-maindid uman tek mi
 gud-gud guol-ring dash a doti.
 Wen mi aks im bout i, im tek
faawod mout mi aaf ran tap a i,
 Ki no tingk im raitid, yunuo.

'Poor Amy. The little half-Indian
 girl has taken Michael from her'.
 'That's not surprising just the
 same, for Amy was too finicky
 and hard to please (find fault)'.
 'The evil-minded woman threw my
 good gold ring on the ground'.
 'When I asked her about it, she
 added insult to injury by be-
 rating me. I don't think she is
 in her right mind, you know'.

M - 2

Give the English or Creole equivalent of the following:

T: A wa da lili kuuli rayal gyal a du de?

S: What's that little half-Indian girl doing there?

T: Why are some people so hard to please?

S: A wa nek som smadi fain-faal so?

T: Da blebi de kyan gwaan fenke-fenke, iing?

S: That baby is rather finicky, isn't it?

T: Jaisi tek bad-maindid brok-op Chaalz spekt'ki.

S: Because of evil Joyce has broken Charles' glasses.

T: That girl is not in her right mind at all.

S: Da gyal de no raitid nontaal.

Da gyal de no fina im rait main nontaal.

C - 1

Conversation.

C - 2

Read the Bennett poem Cheap-Fare Day, and learn the meanings of the new words and phrases. (The Bennett orthography only is given here).

Tantuddy mah meck me sidung,
 Tap wriggle yuhself, cho,
 All yuh too high fe dis yah train.
 Matty come katch yah soh.

She wone dress-dung? clap' pon har lap
 Because we all dah pay,
 More ovah she too dress fe deh
 Pon train, pon cheap fare day.

Teng Gad, she gawn, happy redants
 Now we can start fe nyam.
 Me gat de dip-dip yah Tayma
 Pass de yebbah wid de yam.

Jake a dah big mout' police-man
 Me nealy miss de train.

Tayma yuh like me no-toe boots
 Me buy it down de lane.

De 'oman was a show me wan
 Po petty-faggin' wan,
 But me tell har me no want i --
 Pickney teck out yuh han' !.

Matty talk to yuh lickle gal,
 No bada suck yuh teet,
 Tell har stap wallah up har han'
 Eena de tings fe eat.

Pass de sugar-wata fe me chile
 An' meck me ease me thirs',
 Matty yu li' gal can nyam sah!
 Chile mine yu belly burs.

'Wat a way we deh go fas doah
 De train eena him saal.
 Is alright wid me wile him doan
 Capsize an' kill we all.

For 'ow yuh see me jus' dun nyam.
 An' favah roasen bull,
 Me hooden like fe dead at all.
 Wid dia yah belly full.



A: Waata fram win - wa yuu tingk bout i?

B: Eniting wi kyan get waata fram wot traial.

CYCLE 102K - 1

Ki a wan smadi no tross dem
 Meruun piipl nontaal. Dem tuu
koni. Di huol a dem a jinal.
 Kirout bwai! Afta mi no yu tetes.
 Yu no, si se mi no non pyang-
pyang.
 Yu si Ruoz biebi yet? Im a kwaaw.
 Ki no nuo how Ruoz a go manij
 wid dat-de bakra pikni.

Yes, misis, Kozn Jien di de
 big an bufu-bufu laka asunu siem
 wic.

H - 2

Give the Creole or English equivalent to the following:

- T: Those who have no knives can't eat watermelons.
 S: Dem smadi huu no ha neif kyaan nyan waata-melan.
 T: A sho-aaf yu waan sho-aaf mek yu go roun de.
 S: It's because you want to show off that you went
 around there.

'Personally speaking, I don't
 trust those Maroons at all. They
 are all crafty people'.

'Get away, boy! I am no sweet-
 heart of yours. Can't you see
 that I am no ordinary person'.

'Have you seen Rose's baby yet?
 It is an albino. I don't know
 what she is going to do with
 that albino child'.

'Yes, my dear, Cousin Jane is
 still as big and clumsy as an
 elephant'.

T: Siem wie hou mi tel yu, a so i go.

S: It happened exactly as I told you.

T: I heard the pipe leaking tip tip all night.

S: Mi hier di paip a liik tip tip huol nait.

T: Those who are rich can buy white elephants. (Proverb)

S: Daag ha moni, im bai chiiz.

C - 1

Conversation.

C - 2

Practice the first five stanzas of Cheap-Fare Day.

Tantodi ma, wêk mi sidong,

Tap rigl yuseli, cho!

Aal yu tuu hai fi disya trien

Mati, kom kach yaso

Shi wuon dres-dong? Klap pan har lap

Bikaaz wi aal da pic,

Kuoruoba shi tuu dres fi

Pan trien, pan chioq titee la.

Teng Gad, she gaan. Hapi redants,
 Now wi kyan staat fi nyam.
 Mi gat di dip-dip, ya Tiema
 Paas di yaba wid di yam.

Siaka da big-mout poliisman

Mi nieli mis di trien.

Tiema yu laik mi nuo-tuo buuts

Mi bai i doun di lien.

Di 'oman woz a shuo mi wan

Paopeti Pagin wan,

Bot mi tel har mi no waant, i

Pikni tek out yu han!

0 - 3

Listen to the song Matty Walla Lef, joining in when you can.

CYCLE 103M - 1

Di wie dem en pichi-pachi an
ragid! mi en tingk se dem a
buguyssa niessa.

Mi no fraitn fi di huol jing.
bang a unu. Mi liki, bet mi
talawa.

Di mout-a-masi higla uman en a
trai fi tiif mi bet mi dis
bringgi pan im, mek im nuo se
mi no mumu.

Jiaki tek im swiit-mout faul-
of Mis Kuozi, mek im bilib se im
en a go marid im.

'They were so patched and ragged,
I thought they were low-class
people'.

'I am not scared of the whole
bunch of you. I may be small,
but I am strong and fearless'.

'The talkative street vendor was
trying to rob me, but I got very
angry with her, and made her
understand that I was no fool'.

'In his charming way Jackie tricked
Miss Rosie into believing that
he meant to marry her'.

M - 2

Give the Creole or English equivalent of the following:

T: Jane would have to buy that hat.

S: Jien wala mos hait bai dat-de he .

T: It must be under the house that you found that pot.

S: A mos aude hous yu f'ain dat-de pat.

T: A brok yu brok di yaba mi dis bai?

S: Have you broken the 'yabba' I just bought?

T: Wa du yu mek yu so bringgl tide?

S: What's wrong with you, that you are so angry today?

T: A swiit-mout yu swiit-mout mek dem biliib yu.

S: It's because you are charming that they believe you.

C - 1

Conversation.

C - 2

Practice the last four stanzas of Cheap-Fare Day.

Mati, taak tu yu likl gyal

No bada sok yu tiit,

Tel har stap wala op har han

Iina di tings fi iit.

Paas di shuga-waata fi mi chail

An mek mi iiz mi tors,

Maŋi yu li' gyal kyan nyam sah

Chail main yu beli bors.

Wat-a-wie wi de go faas duo

Di trien iina him saal.

Iz aalrait wid mi wail him duon

Kyapsaiz an kil wi aal.

Faar ou yu si mi jos don nyam

An fieva ruosn bul,

Mi hudn laik fi ded ataal,

Wid disya beliful.

C - 3

Play the game of "Rumor", using a Creole proverb as the message. The first player whispers the proverb to his neighbor, who in turn whispers it to the next person, and so on down the line. The last person says aloud the proverb he hears.

CYCLE 104M - 1

Bifuo di uman tel im pikni fi tap 'Instead of stopping her child
wala op im hanfina mi fuud, im from wallowing in my food, she
kom sok im tiit afta mi. sucked her teeth at me?'

Mi no nuo a wa Henrieta en a du 'I don't know what Henrietta was
fina dat-de ruum. So i chaka-chaka, doing in that room. It was not
a so i doti, an fulop a aal kain only exceedingly untidy, but
a banggarang. also dirty and full of all kinds
of junk'.

Yu si di nyuu puosmisis yet? Im 'Have you seen the new postmistress
winji an kraani so tel, bot im yet? She is very frail and skinny,
nais fi-truu. but she is very nice indeed'.

No pie Jan no main, yaa. A fuos 'Pay no attention to John, do you
raip a du im; im tuu fiesi an hear? It's precocity that is his
faawod. trouble. He is too impudent and
forward'.

M - 2

Give the Creole or English equivalent of the following:

T: A chak op a Gaadn Toun Puosmisis lib.

S: It's all the way up at Gordon Town that Postmistress
lives.

T: I wonder why Butcher Jones is so thin and skinny.

S: A wanda wa mek Bucha Juonz so maaga and kraani.

T: Mary came all the way to my house to complain about you.

S: Mieri kom slap a yaad kom komplien bout yu.

T: There is no mint in the house; we have cerassee only

S: No mint no ina hous; a suoso sorosi wi gat.

C - 1

Conversation.

C - 2

TO THE STUDENT

For this and the next lesson you need to know the story of Anansi and the Plaintains. See Anansi, the Spider Man, by Philip M. Sherlock. Try telling this story in Jamaican Creole.

C - 3

Sing the song: Matty Walla Lef.

CYCLE 105M - 1

Maas Chaali a go-marid wan nais
Chaini rayal gyal. Im gat wan
 kuul sambo kola, an im priti
 kyaan-don.

Unu kyan gwaan tingk se Maruun
 a bonggo fuul. Dem waiza an um,
 an ef no main shaap dem rap unu
op, fling-we.

Mi dis aks di malata uman wen
 Misa Klarens a kom bak; im get
raatid an staat kos se im no
 Misa Klarens houskiipa.

'Mr. Charlie is going to marry a
 nice half Chinese girl. She is
 of a soft darkish brown com-
 plexion, and exceedingly
 beautiful'.

'You all are mistaken in think-
 ing that Maroons are backward
 folk. They are smarter than you,
 and if you aren't careful will
 outwit you'.

'I merely asked the mulatto
 woman when Mr. Clarence would
 return. She got real angry, and
 began to curse, saying she was
 not Mr. Clarence's Mistress'.

L - 2

T: Mis Mati a kwaril se yu no sen di bami.

S: Miss Matty is berating you because you have not sent
 the bammy.

T: I am sorry that the children did not find you at
 home.

J: Mi sari se di pikni dem neba fain yu a yaed.

T: Hendri beks se Mis Luusi no waan marid im.

S: Henry is hurt because Miss Lucy doesn't want to marry him.

T: Miss Lou is proud of her son. He passed his examination.

S: Mis Luu proud se im son paas im egzam.

T: Paasn no mad se mi neba krisn di biebi a chapel?

S: Parson is very angry, because I didn't christen the baby at the chapel.

C - 1

Conversation.

C - 2

Practice the Creole version of Anansi and the Plaintains.

Choose members of the group to be Anansi, Rat, and Crooky.

A narrator should tell the story, leaving the main actors to speak their parts.

CYCLE 106M - 1

A so nomo kwashi tan, yunuo. Dem no wot. Az yu ton yu bak so, dem staat siitful pan yu.

Kon go a shap go beg swiizai tros mi fuor bit wot a saalfish tel a maanin.

Laad, misis, shet-op yu mout! Yu tuu krai-krai. Afta a no yu wan a fiil di haad tain, ma.

'That's characteristic of low-caste Negroes, you know. They are not trustworthy. No sooner is your back turned than they begin to speak ill of you'.

'Run to the shop and ask the Chinaman to credit me one and sixpence worth of codfish till tomorrow morning'.

'Lord, woman, shut up! You complain too much. After all, you are not the only person experiencing difficult times, you know?'

M - 2

Give the English or Creole equivalent of:

T: A so nomo Kieti tan. Im no satisfai ef im naa siitful pan smadi.

J: That's characteristic of Katie. She is not satisfied if not speaking ill of someone.

T: It's a wise head that keeps a still tongue. (Proverb)

S: A no want a tong mek kou no taak OR

No ebriting gud fi iit gud fi taak.

T: Yu wuda mos gi Hari di wan dege kuoknat mi gat, iing?

S: You would give Harry my one and only coconut, wouldn't you?

T: A klier pan tap a kichin dresa mi en put i, yunuo, sa?

S: It's way on top of the kitchen dresser I had put it, you know, sir?

T: Lord, sir, for a grown man you complain too much.

S: Lead, sa, yu tuu-krai-krai fi big smadi.

C - 1

Conversation.

C - 2

Review the poem "Cheap-Fare Day".

C - 3

Learn the proverbs:

1. Ef mi kyaan kech Hari, mi wi kech im shot.

Lit. If I can't catch Harry, I'll catch his shirt.

Meaning: If I can't wreak vengeance on my enemy directly, I'll hurt him indirectly through someone he cherishes.

2. Ebriwe mi ton maka juk mi.

Lit. Wherever I turn, thorns prick me.

Meaning: No matter what I do, misfortunes befall me.

CYCLE 107

K - 1

Miida kech ya lang taim, bot di ruod so swipl an pyaka pyaka wid di rien, mi kudn mek no taim. 'I would have reached here long ago, but the road was so slippery and slushy because of the rain, I could not drive fast'.

Mi si Kozn Suu doun a Frii-Toun laas wiik. Im luk bogobogo yusi. 'I saw Cousin Sue down in Free Town last week, look very unkempt indeed. I hear that she now consorts with a stupid shiftless man'.

A wanda we Bukiipa im fain dat-de trang-mout grabalishas gyal we im gat de nou. 'I wonder where the book-keeper found that talkative avaricious girl he consorts with now'.

K - 2

T: A wan dege bod-mout erinj yu gi mi?

S: Is it only one bird-eaten orange you have given me?

T: My clothes got very, very wet in the rain.

S: Mi kluoz-dem wet-op kyaan-don jina di rien.

T: When we grow old, we are at the mercy of others.
(Proverb).

S: Bul uol, yu tek kaan-trash liid im.

T: The mule stopped abruptly in the middle of the path.

S: Di myuul tanop braps fiina di migl paas.

T: Siera no wuda en mos hafi kom tu.

S: Sarah would surely have to come too.

C - 1

Conversation.

C - 2

Read the story Annancy And Hog. Page 98 in Jamaican Song and Story.

Wan die Anansi an im granmuma go a wan grong. Anansi lef im faif. Wen im komin huom, him an him granmuma, him se: "Granmuma, yu nuo mi lef mi faif a grong".

Im granmuma se, "Mi sot mi nuo yu wel. Yu bad kyaan-don. Go fi i', bot no plie".

Wen Anansi a kom huom im plie:

Non a wi, non a wi komando

Sieri gaan huom komando

Ya. ka Yaki Yak komando

Sok yu mada buon komando

An az im plie im miit Hag. Hag se, "Breda, a yu a plie da swiit swiit chuun?" Anansi se, "nuo Bra". Hag se, "Plic mek mi hier". Anansi plie twii, twii, twii, suoso rang nuot. Hag se "Cho, yu kyaan plie". Hag gaan roua shaat paas.

Az Hag go roua shaat paas, im bok-op di bwai a plie di tyuun. Hag se: "Bra Anansi, a tingk a yu a plie, yu boga, yu lait fi mi dina, yu liba fi mi daag". An Hag kyari huom Anansi fi go du im op fi im dina. An wen hag tingk im don op Anansi, Anansi don op im uona mada. An dat mek Hag naasi fiido op tu tide die.

Jak Manduora mi no chuuz non.

3 - 3

Learn the proverb:

Kaad-ies pikni waak tuu taim.

Lit. Disobedient children walk two times.

Meaning: Those who are disobedient reap bitter consequences.

CYCLE 108M - 1

Si ya pilmi, a wa du yu? A haad-iez yu haad-iez aar a dongkya yu dongkya? Yu si hou lang mi tai yu se yu frak rang said, an yu no chienj i yet?

Mis Jaaji, wat-a-wie Sidni likl an buosi. An im manazebl, yusi. Jan him a suobo kp'of. An liki-likl! Dem kaal'im Belagot.

'Look here, child, what's wrong with you? Is it that you are stubborn or is it that you don't care? I have told you repeatedly that your dress is inside out, and you have not changed it yet'.

'Miss Georgie, how dandy is little Sidney! He is well-mannered too'.

'John is a very crude boy. He is very greedy too. They call him Bella gut (stuff your belly)'.

L - 2

T: If you don't leave before dawn, you won't get any.

S: Ef yu no lef bifuo die, yu naa get non.

T: Be sure you stop off at the shop on your way home.

S: Kek chuor yu tap a shap wen yu a kom huom.

T: Bai top wot a saal an wan bredfruit kyari kom.

S: Buy a penny-halfpenny worth of salt and a breadfruit for me.

T: Ruth is ashamed that her dress got torn.

S: Ruut shiem se im frak tierop.

T: Mi sari se dem kech im a smuok di gyanja.

S: I am sorry he was caught smoking ganja.

C - 1

Conversation.

C - 2

Review the story Annancy And Hog, and try telling it in your own words in Creole.

C - 3

Sing Tiicha Lik Di Gyal.

CYCLE 109M - 1

Laad, Miss Vai, mi no nuo hou fi
go huom. Pretnieshan naa kil mi?
Miss Alice gwain haig mi laik tiks
so mi tan tuu liet.

Ebri maanin Miss Eti langgulala
daata an im likl dogi fren paas
ya go op a haspital fi go laan-
dispenza. Wi kaal der: Lang-an-
shaat.

Bramidi-die Kozn Lais an Miss
Shati ha' den big kas-kas a
naakit, dem a kip malis tel nou.

M - 2

(Review of Cycle 64).

T: Be careful not to let the policeman catch you, you
know.

S: Tikya yu mek the policeman kech yu, yunuo.

'Lord, Miss Vic, I really don't
know how to go home. I am wor-
ried to death. Miss Alice is
going to nag me all night be-
cause I have stayed so late'.

'Every morning Miss Ettie's very
tall daughter and Lor short
little friend pass here on their
way to the hospital where they
are studying to be druggists.
We call them "Long-and-Short".'

'Ever since Cousin Lize and Miss
Shatty had that big quarrel in
the market, they have not
uttered a word to each other'.

T: Tikya yu mek eni a di nyuu shuga wies.

S: Be careful not to waste any of the new sugar.

T: Be sure you don't eat up my "tie-a-leaf" and "run-down".

S: Main yu nyam-aaf mi tayaliif an ron-down.

T: Tikya yu no put no jork puok ina di bag.

S: Be sure to put some jerked pork in the bag.

T: Main yu no lef non a di grato fi mi, yunuc.

S: Be careful lest you don't leave any of the hard bread for me, you know.

C - 1

Conversation.

C - 2

Read the Bennett poem "Colonization In Reverse". (Orthography is Miss Bennett's).

Wat a joyful news, Miss Mattie,
I feel like me heart gwine burs'
Jamaica people colonizin
Englan in reverse.

By de hundred, by the t'ousan,
 From country and from town,
 By de ship-load, by the plane-load
 Jamaica is Englan boun.

Dem a-pour out o' Jamaica,
 Everybody future plan
 Is fe get a big-timo job
 An settle in de mother lan.

What a islan! What a peoplo!
 Man an woman, old an young
 Jusa pack dem bag an baggage
 An 'un history upside dung'.

Somo people don't like travel,
 But fe show dem loyalty
 Dem all a-open up cheap-faro,
 To - Englan agency.

An week by week dem shippin off
 Dem countryman like fire,
 Fe immigrate an populate
 De seat o' de Empire.

Oonoo se how life is funny,
 Oonoo see de 'tunabout,
 Jamaica live fe box bread
Outa English people mout'.

For wen dem catch a Englan,
 An start play dem different role,
 Some will settle down to work
 An some will settle fe de dole.

Jane say de dole is not too bad
 Because de payin' she
 Two pounds a week fe seek a job
 Dat suit her dignity.

Me say Jane will never find work
 At the rate how she dah-look,
 For all day she stay pon Aunt Fan couch.
 An read love-story book.

'Wat a devilment a Englan!
 Dem face war an brave de worse,
 But I'm wonderin' how dem gwine stan'
 Colonizin' in reverse.

(NOTE TO STUDENT).

This is one of Miss Bennett's later poems. The style is much closer to Standard English than the earlier poems you have read so far. A few changes have therefore been made in the practice exercises in Cycles 110 and 111 to give a more valid Creole flavor.

CYCLE 110M - 1

No wori yusef bout Luuta, yaa,
ma. Him nuo hou fi krob drai
yaaz. Swiit-mout wi kyari him
truu.

'Don't be too concerned about Luther,
mam. He know how to win his way
with others. His charming manner
will carry him through'.

A gud! Ef yu no en so fala-
fashin yu wudn en fina di mango
trii fi di pan-hed fi kech yu.

'Serves you right. Were you not
given to following the crowd you
would not have been caught in the
mango tree by the constable'.

Unu kyan taak-out loud we unu
a se. Unu no hafi su-su bikaaz
mi de ya.

'You can converse audibly. You need
not whisper because I am here'.

H. - 2

(Review of Cycle 63)

T: I have nothing to do with that brazen girl.

S: Mi no bizniz wid da fayakiti gyal-de.

T: Serves you right! You had no right going there.

S: A gud! Yu no en bizniz fi go de.

T: Strangers should not meddle in family quarrels.
(Proverb)/

S: Haas no bizniz a kou fait.

T: We unu no lef mi luon? Afta unu no bizniz wid mi.

S: Why not leave me alone? After all, you have nothing
to do with me.

T: Dem en kom ya, bot mi no bizniz wid dem ragidi
piipl, yaa.

S: They came here, but I have nothing to do with people
in rags, hear?

C - 1

Conversation.

C - 2

Practice the first six stanzas of Colonization in Reverse.

Wat a joyful nyuuz, Mis Mati
A fiil laik mi haat gwain bos
Jumieka piipl kalanaizin
Ingglan in rivos.

Bai di hondred, bai di tousan
 Fram kontri an fram toun,
 Bai di ship-luod, bai di plien-luod
 Jumieka iz Ingglan boun.

Dem a puor outa Jumieka
 Ebribadi fyuucha plan
 Iz fi get wan big-taim jab
 An sekl in di mada lan.

Wat a ailan! Wat a piipl!
 Man an uman, uol an yong
 Disa pak dem bag an bagij
 An ton histri op said dong!

Jom piipl duon laik trabl,
 Bot fi shuo dem laayalti
 Dem aal a uopn-op chiip-fier
 Tu - Ingglan lejensi.

An wiik bai wiik dem shipin aaf
 Dem kontriman laik faya,
 Fi imigrict an papyuliet
 Di siit a di Lmpaya.

C - 3

Sing the song Cudelia Brown.

CYCLE 111M - 1

Tiema hozban him a raa mampaalo.
A him kuk an wash an kliin di
hous. Tiema dis tek im mek wan
ting.

Huol maanin yu out de a truo
wod fi mi, an nou yu si mi wid
di likl kuoknat waata yu waan
traf kom swiit mi op.

Wat a kobel Kyati en. a riez out
a yaad laas nait! Mi neba nuo se
im a soch a tegereg. Mi iez
kudn chaa graas di wie im gwaan
bad.

Yu si hou Jais and Ruoz nak hed
an a gi wan aneda labrish? Likl
afta dis dem fina somoch kyari-go
bring-kom tuori, dem a go faal
out an staat malis wan aneda.

'Tayma's husban is quite effemi-
nate. He even cooks, washes, and
cleans the house. Tayma treats
him very shabbily'.

'You kept throwing all kinds of
abuse at me all morning, and now
that you see me with a little
coconut water you are trying to
be nice to me'.

'What a loud quarrel Cathie stirred
up out in the yard last night. I
had no idea she was such a
quarrelsome bully. She behaved so
badly, I could not hear anything
else'.

'Do you see how chummy Joyce and
Rose are, constantly chattering?
They will soon be in such trouble
for scandal-mongering, their
friendship will break, and they
will refuse to speak to each other'.

<p>Di uol bufutu woman waan tek mi mek preke, tingk se mi wuda biliiv im <u>kakenbul</u> tuori.</p> <p>Kom, mi <u>bobo</u>. Kom kil: <u>pupa lik</u> fi Grama.</p>	<p>'The big old ill-shaped woman must have thought I'd be foolish enough to believe her ridiculous story'.</p> <p>'Come my sweet child. Come and do a somersault for Grandma'.</p>
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C - 1

Conversation.

C - 2

Practice the last five stanzas of Colonization In Reverse.

Unu si hou laif foni?
Unu si di toabout?
Jumieka lib fi baks bred
Outa Ingglisch pi:pl neut.

Naar wen dem kech a Ingglan,
An staat plie dem difran ruol
Som wi sekl down tu vol:
An som wi sekl fi di duol.

Jien se di duol iz nat tuu bad
Bikaaz dem piein chil
Tuu poun a wiik fi siik a jab
Dat suut har digniti.

Mi se Jien wi neba fain work
 Di riet hou shii da luk
 Paar aal die shi de pan Aan Fan kouch
 Da riid lob-stuori buk.

Wat a deblment a Ingglan!
 Dem fies waar an brief di wos
 Bot a wanda hou dem gwain stan
 Kalanaizin in rivors.

3 - 3

Practice this riddle:

Rigl mi dis, rigl mi dat
 Ges mi dis rigl an paraps nat.

Riddle:

Ol Ingglan ded an neba ratn.

Answer: Graas bakl (Lit. Glass bottle).

CYCLE 112M - 1

Dem pikni out a skuulyaad a
plie kushu. Di likl wan-dem a
ron op an doun wid briizmil.

Jan a fait Piita fi im gig,
bot Piita huolaan pan i, so
im naa gi i op tel Jan gi im
im nikal.

Mi hier se dem gwain ha brokingz
out a shap tinait. Mi a guop de
go wach dem gyal yanggan wain
op demself.

'The children are out in the
school-yard playing "cashew".
The little ones are running
around with toy windmills'.

'John is fighting Peter to re-
claim his top, but Peter holds
on to it, refusing to give it
up till John returns his
nicker'.

'I hear there is to be a dance
out at the shop tonight. I am
going up there to watch the
girls "yangga" (dance) and see
their hips'.

M - 2

A: No kya homoch im bog mi, mi nea tel im we mi put i.

B: No matter how much she asks, I won't tell her where
I put it.

C: No matter where you are, you will hear about it.

D: No kya we yu de, yu wi hier bout i.

T: Do you think he cares what happens to him?

S: Yu tingk se im kya wa hapn tu im?

T: No kya we mi ton, a di siem ting mi hier.

S: No matter where I turn, I hear the same thing.

T: Mi no. kya ef unu fit-aaf aal a di bula.

S: I don't care if you (all) eat up all the cakes.

C - 1

Convercation.

C - 2

Review the entire poem Colonization In Reverse.

C - 3

Learn the riddle:

Rigl mi dis, rigl mi dat

Ges mi dis rigl an paraps nat.

Riddle:

Mi faada hab an uol haas, an im neba mount pan im bak antel
wen im bak suor.

Answer: House.

CYCLE 113K - 1

Di drom-dem wiek mi op huol nait. 'The drums kept me awake all night.
 Kiet se a di jangkunu dem a prak- Kate said it was a John Canoe
 tis, bot i soun muor laik a jomp practice, but to me it seemed more
 dem a jomp poko tu mi. like a pocomania meeting'.

Kisis, mi enjaay miself a Aant 'My dear, I enjoyed myself very
 An set-op yusi. Mi tan out a much at Aunt Ann's wake. I stayed
 kichin wid Siera-dem, a kuk an in the kitchen with Sarah and the
taak rigl huol nait. rest, cooking and asking riddles
 all night'.

Swiiti gud lokid yusi. Im get 'Sweetie is very lucky. She got a
fiifi, daal-biebi, an Gaya- toy whistle, a doll and fire-
 krakaz iina fi-im loki-baks. crackers in her lucky-box'.

K - 2

T: Aal di naiz di jangkunu dem mek dis ier dem no nais.ataal.

S: Despite their noisemaking this year the John Canoe was
 not much good.

T: Nobadi kyaan jomp jangkunu laka Siiza.

S: No one can dance the John Canoe like Caesar.

T: Aal we yu a se de a suoso rigl tu mi.

S: All you are saying there is only riddles to me.

T: The baby's porridge is as sweet as syrup.

S: Di biebi parij swiit no sorop.

T: Claris was very glad to get the whistle and the doll.

S: Klari en glad fi-truu fi get di fiifi an di daal-biebi.

3 - 1

Conversation.

3 - 2

Read the story of "Anansi and the Alligator Eggs" in

Anansi, The Spider Man by Philip N. Sherlock. p. 64.

Prepare to tell this story in Creole in your next lesson.

3 - 3

Learn the riddle:

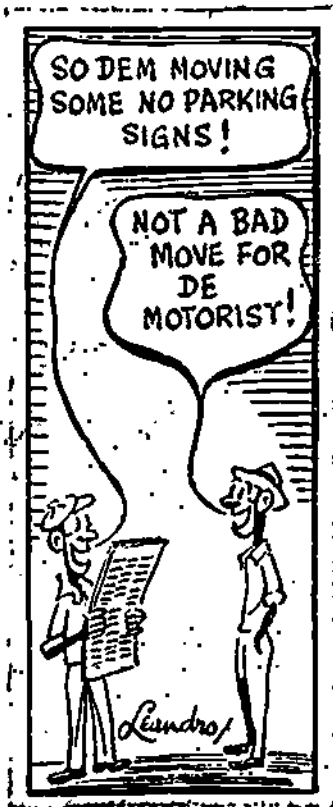
Rigl mi dis, rigl mi dat

Ges mi dis rigl an paraps nat.

Riddle:

Mi faada hab a huol hous a pikni an aal a dem kimbo.

Answer: Pat (pots).



A: So dem a muuv som a di nuo paakin sain?

B: Nat a bad muuv fi di draiba-dem.

CYCLE 114M - 1

Mis Emi mek dem bwai dringk-aaf
aal di likl rom mi sieb fram
krap-uoba.

Mi a man waak aal howaz a nait,
an mi neba si no dopi naar no
ruolin kyaaf yet.

Kozn Bod no tap yaso, yunuo. Im
op de a kos Vai se Vai go-we a
Vier fi im, bot im ha wan sayans
man fi fiks har.

'Miss Emmy let the boys drink
up all the rum I saved from
the end of crop festivities'.

'I walk at all hours of night, but
I have never seen a ghost or a
"rolling calf" (a kid of ghost)!

'Cousin Bird is not a docile per-
son, you know. She is up there
abusing Vie. She claims that Vie
went to Vere to obeah her, but
she has a science man (obeahman)
who will fix her'.

M - 2

T: Fresh kuol a tek mi laif.

S: (Fresh cold is taking my life) I have a very bad cold.

T: The coconuts fell "buf buf" all night.

S: Di kuoknat dem drap buf-buf huol nait.

T: One never calls attention to one's own faults.
(Proverb).

S: Fingga neba se "luk ya".

T: Kozn Bod dis brok di kaana de, gaan lang.

S: Cousin Bird has just turned the corner there ahead of you.

T: Yu no gwain kech op wid dem disya taim a nait.

S: You won't find them (overtake them) at this time of night.

C - 1

• Conversation.

C - 2

Divide into groups of three, each member of the group being responsible for telling in Creole one section of Anansi and the Alligator Eggs.

C - 3

Learn the riddle:

'Rigl mi dis, rigl mi dat

Ges mi dis rigl an paraps nat.

Riddle:

Mi faada sen fi a huol trok luod a suolja, an ebriwan a dem kom wid boul hat.

Answer: Banaana.

CYCLE 115M - 1

Bifuor di pikni-dem ron kom
huom afta skuul, dem tap a di
swingaang a plie. Dem neba kech
ya tel naitfaal.

Micha biit Ruufos bikaaz im
at flayin haas pan Iemos siit.

Mi go a di kansot laas nait,
but no suoso papishuo dem gwaan
wid? Dem plie liki shie-shie
myuuzik, sing some mento, an
mek mongki-fies bot wi neba
enjay wisef.

'Instead of running home after
school, the children stopped to
play at the swing. They didn't
get home till nightfall'.

'Teacher beat Rufus for putting
a "flying horse^{*}" on Amos' seat'.
(*pin bent with point upwards).

'I went to the concert last night,
but the performance was a real
puppet show. They played dance
music, sang folk songs, and made
grimaces, but we didn't enjoy
ourselves.

C - 1

Conversation.

C - 2

Read the story SLV "The Old Lady and the Jar" in Jamaican
Song and Story, p. 137.

A uol liedi, hab tuu son, wan niem Duori Don an wan niem Tompa
Tuo, an Tompa Tuo an Duori Don a hontaman. Wel dem gi dem muma nof
sinting an se: "Muma mi a go a bush, no faas wid di jaar jina mi
ruur."

Wen dem gaan uol liedi se: "A wanda wa mi son hab ina da jaar se mi no fi toch".

Uoliedi go shub im han insaid a di jaar. Di jaar huol uoliedi.

Uoliedi se: (Sing) Tompa Tuo, Laad! Duori Don oh, Laad.

An di jaar se:

"Muma longgubelo, tum tulalulalum tum".

An di jaar faya him from di ruum tu di haal. An wen him riich tu di haal him se:

"Tompa Tuo, Laad! Duori Don oh, Laad".

Jaar se: "Muma longgubelo, Tum tulalulalum tum".

An aal dis taim di Jaar a huol im bai im han an kyaan let him go.

An di jaar truoc him outsaid aduo. Wen him get out a duor uoliedi se: "Tompa Tuo, Lord! Duori Don uoh, Laad!".

Jaar se: "Muma longgubelo, Tum Tulalulalum tum".

Jaar huol aan pan im, Jaar faya him a siisaid nou.

An him gat wan daata a siisaid. Di daata se: "Du mi jaar, Du mi jaar wi yu siev, wi yu siev mi mada laif!".

Jaar se: "Uol liedi toch mi, uol liedi toch mi,

Yu neba wi si im nomuo."

Di daata se: "Du mi jaar, Du mi jaar! A wi gi yu som silva fi siev mi mada laif".

Jaar se: "Nuo, mi gyal, nuo mi gyal. A gat silva aredi;

Yu neba wi si im nomuo".

Di Jaar faya him in a sii.

Jak Manduora Mi No Chuuz Non.

CYCLE 116M - 1

Maas Chaali maanin mach a gwaan
gud dis wiik. Dem neba les an du
nof wok enitaim Boti a di boma
fi di singin.

'Mr. Charlie's morning match is
going well this week. They always
do plenty of work when Bertie
takes the lead in the diggin
songs'.

Gyata se im a kyari Aanal go a
baamyad, faar im no nuo weda a
sik im sik aar ef a put dem put
im so.

'Agatha says she intends to take
Arnold to a balm-yard, to see
whether he is sick indeed, or
whether he has only been bewitched'

Ki no hafi fraitn fi dem and dem
uobia; faar Pupa Jiizas mi ha yu
an Big Maasa fi luk aafta mi.

'I need not fear them and their
obeah, for Father Jesus, I have
you and Big Master (God the Father)
to protect me'.

M - 2

T: A thief will not let a dog see him. (Proverb)

S: Tiif naa mek daag si im.

T: Jan-dem tek fuul kyari di biebi go a baamyad.

S: John and the others have foolishly taken the baby
to the balmyard.

T: Sarah sent a huge piece of yam for us.

S: Siera sen wan big jangk a yam kom gi wi.

T: Mi no nuo wa Klaris a gwaan wid; se im a uobia Juo.

S: I don't know what Claris is doing; she claims she is working obeah for Joe.

C - 1

Conversation.

C - 2

Read "The Old Lady and the Jar," and try telling the story to a partner.

C - 3

Learn the proverbs:

1. Wen katn-trii faaldong, nani guot jomp uoba i.

Lit. When cotton tree falls, nanny goat jumps over it.

Meaning: When great ones fall, the weaker ones take advantage of the situation.

2. Wen flai a bada maaga myuul, nobadi no si; bot wen im kik, dem se im bad.

Meaning: The source of provocation often goes unnoticed. It is the reaction to provocation that most often gets the blame.

CYCLE 117M - 1

Ki neba go a di nain-nait agen,
yaa, faar i ena kwaal wen mi
redi, an mi no en iebi mi wet-
op.

'I did not go to the ninth night
wake as I intended for it was
raining (squalling) when I got
ready, and I didn't want to get
wet'.

~~Yu waan si kozn Hendri gaan lang~~
de; dres opina tuu botn suut,
pus buuts, an jipi-japa hat;
kwiiza pan him yai, an kukumaka
tik jina im han.

'You should have seen Cousin
Henry going along there, all
dressed up in a three-buttoned
suit, white tennis shoes, a
straw hat, a lorgnette on his
eyes, and a walking cane in his
hand'.

Dem no kuk fuud fina manggo siizn,
yunuo. Dem wash dem pat ton down
pan kichin dresa til manggo don.

'They do not cook any meals
during the height of the mango
season, you know. They wash their
pots and turn them down on the
kitchen dressers till the mangoes
are finished'.

M - 2

T: It's because of envy that Amy threw out Sam's Cold
pen.

...: A grojful mek Iemi dash-we Sam guol pen.

T: Mi is a go kech-op di faya, put aan mi dina.

S: I am just going to make the fire to start my dinner.

T: As soon as I reached the gate, the rain began to fall.

S: Az mi kech a giet so, rien-~~taat~~ faaldong.

T: Wan lik mi lik im, im kwik tel mi we im haid di moni.

S: I gave him such a hit, he quickly told me where he hid the money.

C - 1

Conversation.

C - 2

Read the Bennett poem: Bans o' Killing.

So yu a di man mi hier bout

A yu dem se da tek

Huol hiip a Ingglish uot se dat

Yu gwain kil dayalek!

Mek mi got i striet Maas Chaali

Faar mi no kwait andastan,

Yu gwain kil aal Ingglish dayalek

Aar jos Jumieka wan?

Ef yu da iikwal op wid Ingglisch
 Langgwiij, den wa mek
 Yu gwain go fiil infiiria, wen
 I kom tu dayalek?

Ef yu kyaan sing "Linstid Maakit"
 An "Maata kom a mi yai",
 Yu wi hafi tap sing "Aal lang sain"
 An "Komin truu di rai".

Da langgwiij we yu proud a,
 We yu ana an rispek,
 Puo Maas Chaali! Yu no nuo se
 Dat i spring fram dayalek!

Dat dem start fi trai ten langgwiij
 Fram di fuortiin sentri
 Paiv ondred yier gaan an dem gat.
 Kuor dayalek dan wi.

Yu wi hafi kil di Langkashaya
 Di Yaakshaya, di lakni
 Di braad Skach an di Airish bruog
 Bifuor yu staat kil mi!

Yu wi hafi get di Aksfod buk
 A Inglish vor's, an tier
 Out Chaasa, Bornz, Liedi Grizel
 An plenti a Shiekspier.

Wen yu don kil "wit" an "yuma"

Wen yu kil "varayati"

Yu wi hafi fain a wie fi kil

Harijinaliti!

An main hou yu da riid dem Inglish

Buk de pan yu chelf

Faar of yu trap a "hiech" yu maita

Hafi kil yuself.

CYCLE 118M - 1

Mi an Kieti tries aaf wan aneda
 gud-gud, yunuo. Hotn neba hat mi
 muoran wen im kom tel mi se mi
 pilni a bafani. Mi dis aks im se
 a sens won fi-im bangbeli wan
 fieba smadi.

'Katio and I cursed each other
 thoroughly, you know. I was par-
 ticularly hurt when she said my
 child was retarded. I retorted
 by asking when her pot-bellied
 one began looking like a human
 being'.

Di pilni-dem tiif out aal a
 kwiini ginep and niizberi. Yu
 waan si dem kyata fut wen dem
 hier im a kom.

'The children stole all of
 Quonie's guineps and naseberries
 (fruits). You should have seen
 them running in all directions
 when they heard her coming'.

No jangga an tiki-tiki dat iina
 di waata! Yu neba si jangga yet?

'Those are prawns and other tiny
 fish in the water. Have you
 never seen prawns before?'

K - 2

T: I am no sweetheart of yours.

S: Mi no yu tetes (or bobo).

T: John is as big and clumsy as an elephant.

S: Jan big an bufu-bufu laka asunu (or clifant).

T: Da pikni de no raitid, yunuo! A wa du im?

S: That child is not in her right mind, you know!
What's wrong with her.

T: Wa mek unu kip disya ruum so chaka-chaka?

S: Why do you keep this room so untidy?

T: A swiit mout him a tek kyari im truu laif.

S: It's his charming manner that is taking him through
life.

C - 1

Conversation.

C - 2

Practice the first six stanzas of Bans o' Killing.

C - 3

Sing the song: "Waata Kom a Mi Yai".

CYCLE 119M - 1

Di fos taim Jien go a nain-nait
 an hier dem a taak bout babin,
 di puo gyal neba nuo se a sang
 dem miin: him staat luk fi
 mashiin babin.

'The first time Jane went to a
 ninth night (wake) and heard
 about a bobbin, the poor girl
 had no idea they meant a song.
 She thought it was a machine
 bobbin'.

Mi dis a kech op mi brien 'si ef
 mi kyan memba som rigl fi tel a
 di met tinait.

'I am just putting my thoughts
 together, trying to remember
 some riddles to give at the
 affair tonight'.

Wi en a plie tii-taa-tuo a ruod
 afta skuul, an wen mi redi fi
 kom huom Chaalz gi mi laas-lik,
 an mi mek afta im, an den wi
 gwaan gi wan aneda laas lik
 tel nait kom dong pan wi, ma.

'We were playing tick-tack-toe
 in the road after school, and
 when I was ready to come home
 Charles gave me a "last lick",
 and I ran after him, and then
 we traded last licks till
 night crept up on us, mam'.

C - 1

Conversation.

C - 2

Practice the last four stanzas of Bans O' Killing,
 and then review the entire poem.

C - 3

Sing: "Waata Kom a Mi Yai".CYCLE 120M - 1

Di nait daak, sa, a suoso krikrit
an krichoul yu hier roun yu, an
wen yu luk a onggel faya-flai an
piini-waali yu kyan si.

'How dark the night is. You can
hear only crickets and hooting
owls about you, and there are
only fireflies and fire-bugs to
be seen'.

Di bush tii we Jien draa gi mi
fi mi bad fiiling dis aperiet mi
huol nait. Mi neba sliip non
taal.

'The bush-tea which Jane brewed for
me purged me all night. I didn't
get a wink of sleep'.

Yu wel an nuo se mi tiit er a
hat mi, an mi en gat gombwail.
How mi en gi go?

'You know full well that I had a
toothache and an abscess. How
could I have gone?

Maas Zanda bok op Giebrel out a
paascha we die, an gi im wan
bjis lik kraas im bak wid di
sibl jak, im nieli fene.

'Mr. Alexander met Gabriel (un-
expectedly) out in the pasture
a few days ago, and gave him such
a heavy blow with the supple-jack,
he almost puked'.

Pram di taim yu a si bod, yu
miin yu no nuo di difrans bi-
twiin blakbod and klings-klings
yet?

'Do you mean that since you have
been seeing birds you still don't
know the difference between a
blackbird and a cling-cling?'

Kieful hou yu taak ju im, misis, 'Be careful what you say to her,
 faar az yu se "fe" im redi fi my dear, for she weeps at the
 wash yu we wid ai-waata. slightest provocation'.

C - 1

Conversation.

C - 2

Read the first seven stanzas of Bennett's "Country Bwoy".*

Me noh like Tung at all, at all!

Lie no gwine gu back deh

De wan nomo week me spen' deh

Me moet crosses! eh! eh!

Wan day me walk dung King Sreet,

An me go eena wan Store

Me think dem call! "Enterprise"

But me is not soh sure.

Me tan-up tan-up 'bout de place "

Look - look pon everything;

Tell me se wan 'oman queeze sinting

An' me hear de sinting ring.

* Note that the poem is given in Bennett's orthography.

Me se wan doa-way open, de
 'Oman goh tru de door
 Me ax wan man ah weh she gawn
 An him sey up Five Prize Store.

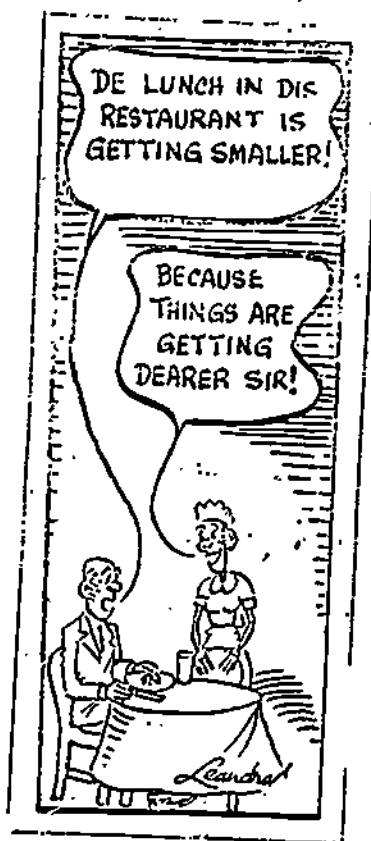
He tink to meself "Ah doan know
 Wey Five Prize deh, but tan!
 Ef de sinting kea har dch, it can
 Kea me a farrin lan' .

He memba hou we gawn a sea
 From me, was a lili bwoy,
 Ah sey "Ah gwino goh look: fe har"
 An me heart full up wid joy.

He put me han' pan de button,
 De door open wid case,
 He step cen an sey to de man -
 "Stap me at Cuba please".

G - 3

Jing Katty Walla Lef.



A: Di lonch ina disya restorant a get smaala an smaala.

B: Sieka tingz a get diera, sa!

CYCLE 121M - 1

Dem pikni a skuul a laaf afta
mi se a shampata nomo fi-mi pupa
wier.

Az di wod drap out a mi mout so,
im ron kwik tain go pik di sibl
arinj bring kom.

Du Mis Siera, paas di baaskit
mek mi get liki a di kulu-kulu
tu, no?

Yu beta no mek Grama kech yu a
sok yu tiit afta im; im gi yu
wan gud kongk fina yu hed, yu
fene.

Wat-a-wie di gimimibat an
pichieri dem a mek naiz dis
maanin! A wanda ef a tuokin,
ef eniting a go hapn?

'The children at school are laugh-
ing at me saying that my father
wears sandals (made of used tires)
only'.

'No sooner had I spoken the word
than she quickly ran to pick the
seville oranges for me'.

'Please, Miss Sarah, pass the bas-
ket, so that I can get some of the
goodies too, won't you?'

'You had better not let Grandma
hear you deriding her by sucking
air through your teeth; if she
(then) hits you on the head with
her knuckles, you will puke'.

'How noisy are the "gi-me-mebits"
and the "petcharies" (birds) this
morning! I wonder if it is a token
of anything unusual about to
happen?'

C - 1

Conversation.

C - 2

Repeat the first seven stanzas of Country Bwoy and then add the next four stanzas.

De man meck up him face dis lacka,
 Wen it set fe rain
 Soh tun roun' ax me ef me tink
 He eena aeroplane.

De ting start move, me feel like me
 Drink 'bout twelve glass a beer,
 Ah nevah know meself soh tell
 De man sey "Come out here".

A stop eena wan pretty place
 An nally drap a grung
 Wen a se de strate hair ladies
 Jus' walking up an' dung.

Wan pretty gal step up soh sey
 "Wat can I do for you?"
 Hoar me: Dis is Cuba, I presoom,
 An want see Cousin Lou'.

C - 3

Learn the proverb:

Yu kyaan tek papgon kil aligieta.

Lit. You can't use a popgun to kill alligator.

Meaning: One must make proper preparations for an enterprise.

CYCLE 122M - 1

We yu neba put-aan di juuta bi-
fuor yu go dong a di hag pan?
Main yu pik op jiga fina yu fut
yunuo.

Esta, go op a Kozn Hendri si ef
im hab eni raip sowa sap. A
waan mek a gud dringk fi go wid
mi parat fish an rais tide.

Dem get wan helaba iitn mach
op a di tuumin yaad, mek yu
moutwaata ron.

"Why didn't you put on the old
shoes before going down to the
hogpen? Be careful lest you get
chigoes in your feet, you know'.

'Eather, go up to Cousin Henry and
see if he has any ripe sour sops.
I want to make a good drink to
go with my parrot fish and rice
(dinner) today'.

'They are having such a big feast
up at the home in celebration of
the tombing, your saliva is bound
to flow'.

C - 1

Conversation.

C - 2

Finish reading the poem "Country Bwoy" and then tell the en-
tire story in your own words.

De gal bus outa laff an' sey
 "You're dizzy from de ride
 You're from de country? oh, poor t'ing,
 Jus' step aroun' dis side".

She show me some step soh sey "Don't
 Ride on de Liff no more",
 Me go dung forty step, an' lan'
 Same place back eena de store.

Me pass boot, hat an' 'clah, me go
 Len an come outa door,
 But all de tun me tun an' twis',
 Me still een a de store.

Massa me get eena tempa,
 Ah teck a oat an' sey -
 Ah doan like Tung at all, at all,
 An' a hooden gu back deh.

0 - 3

Sing the song: Di Riba Ben Kom Down.

CYCLE 123H - 1

Misa Boti him a plie bad; swie
se im a uobiaman an nuo hou fi
kech shado aafa yu.

No main, mi a kom luk fi yu
lilil muor. Mi dis a wiet tel
mi kyan get som gud swiit sap
fi kyan fi di pikni-dem.

Di foul-dem get fina di kisaada
waata an di huola dem nieli ded.
Mi hafi groun lilil bisi gi dem
kwil: tain.

'Mr. Bertie is behaving like a
man to be feared. He says he is
an obeahman,, and that he knows
how to remove ghosts from you'.

'Don't worry, I am coming to see
you soon. I am merely waiting
till I can get some good sweet-
sops to take for the children'.

'The chickens got to drinking the
cassava water, and they all
nearly died. I quickly had to
grind a little cola nut and give
to them'.

C - 1

Conversation.

J - 2

Read the entire poem Country Lwoy, acting out the parts with
your partner.

C - 3A riddle:

Rigl mi 'dis, rigl mi dat

Ges mi dis rigl an paraps nat.

Op chim chori, doun chim cheri

Huu kyan kãaim chimcheri laik mii.

Answer: Smuok.

Rigl mi dis, rigl mi dat.

Ges mi dis rigl an paraps nat.

Hi faada hab a hous iina imyaad

An i ucni tan op pan wan, pous

Answer: Umbrela.Sing Cudelia Broun.

CYCLE 124M - 1.

Aana! pik op imself go a kontri
laas wiik an neba wier no
mariina. Him kech op wan bad
kuol yusi.

Nobadi naa wier dem-de bon-pan
hat out ya no muor, sa, anles
dem kom fram farin.

Siril lef fram bifuo die gaan
a bod fiidn groun fi shuut bod.
A baalpiet muosli him go aafta.

Mi sen di pikni-dem go luk
salandain fi klin di hous, an
dem kombak wid cowich a krach
dem aal uoba.

We yu no en shaapn di mashiet.
Yu dis saaka saaka up di sinting.

Di jak-fruut trii out a ruod-
said a fi Tuoni. A de in niobl-
tring plaant.

'Arnold went off to the country
last week without a warm under-
shirt; with the result that he
caught a very bad cold'.

'No one wears those top hats out
here any more, sir, except peo-
ple who came from abroad'.

'Cyril left before daybreak to go
hunting at the bird feeding-
ground. He tries mostly for
bald-pate doves'.

'I sent the children to fetch
some celandine bush to clean the
house. They returned itching all
over from cowitch (nettle) stings'.

'Why didn't you sharpen the machete.
You have just hacked up the thing
crudely'.

'The jackfruit tree by the roadside
is Tony's. That's where his
umbilical cord is buried'.

C - 1

Conversation.

C - 2

Read "Anansi and Turtle and Pigeon" p. 23 in Anansi, The Spider Man, and try telling the story in Creole.

C-- 3

Sing the song: Chi Chi Dod.



A: So di balie kom an gaan an no shuo!

B: Shuor man - wi no waan no kolcho bear Luwiz an
Rani. *

* The reference is to Louise Bennott, who teams up with Ranny Williams in a number of comedy sketches featuring typical Jamaican peasants.

CYCLE 125M - 1

Awe yu beks wid mi fa? Mi du yu
notn?. Mi no trobl yu.

Wen yu hier Maas Jaaf se di kou
maaga, i bluu; faar wen i maaga
im de se i fat.

Supuoz yu en si mi wen mi fat.
Mi no fat agen. Mi draa nou.

Jani, a yu en da tel mi se yu
da suun ha wan baro pig gi sel?

A da beg unu help get wan kou
fi mi, di wie tingz a go unu
suun no ha no biif ataal Fraide
die'.

Fieba a kom yu waan kom saida
mi, yu fain eskyuuz se yu a fiks
di liedi hat.

'Why are you angry with me? Have
I done you anything. 'I have not
molested you'.

'Whenever Mr. George admits that
the cow is meagre (you can be
sure) it is skinny, for when it
is meagre he (usually) says it
is fat'.

'Suppose you had seen me when I
was fat. I am no longer fat. I
have lost considerable weight'.

'Johnny, was it you who told me
that you'd soon have a barrow
pig to sell?'

'I beg you (all) to help me get a
cow; as things now stand, you
soon won't get any beef at all
on Fridays'.

'Apparently you merely want to
come close to me. You use the
fact that you are fixing the
lady's hat only as an excuse'.

C - 1

Conversation.

C - 2Review the poem: Country Bwoy.C - 3Learn the Song: Right Through The Rocky Road.

CYCLE 126M - 1

A wa unu a gwáan wid fína da shap
ya, duo, ef mi no kom ya an kos
bad wod, mi kyaan get saab.

'What are you (all) doing in this
shop, though? If I don't curse
and swear when I come here, I
can't get served'.

Ho bada kom nier mi wid dem niiz-
beri de; mi no want dem; dem
ties tuu bad.

'Don't come near me with those
náseberries; I don't want them;
they are too bad tasting'.

Den His Mati, we Ci Misa Koni
him de? A kompini ni a luk fi
go doun a Batam Golí.

'Then, Miss Matty, where is Mr.
Cunny? I am looking for somebody
to accompany me down to Bottom
Gully'.

Wat a hiip a bush yu de put fína
di hous. Afta yu no gat no
flowaz de!

'What large quantities of foliage
you are putting in your house.
You don't have any flowers there'.

No trai kom swiit mi op nou afta
yu tel Siera lai pan mi. Mi an
yu fína malis nou, yunuo.

'Don't try to placate me now that
you have lied about me to Sarah.
You and I are not on speaking
terms, you know'.

C - 1

Conversation.

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C - 2

(This story is from Jekyll's Jamaican Song and Story)

ANANSI AN IM FISHPAT

Breda Anansi aazwica set im fishpat fina riba uoba a faalin fi koch jangga. Takuma him yuujuwal go nak i.. Wan die Anansi set wach fina wan riba kaana, an Takuma kom fi nak i, . im neba nuo se Breda Anansi haïd de fi wach im.

As Takuma go uoba di fishpat so, Breda Anansi chok im down, an Takuma hech fina di fishpat. Anansi go beg Breda Rabbit se: 'Bya Yabit, mi fishpat koch wan big fish, kom help me nak i.. Mi wan kyaan manij i, . Eya Yabit'.

Bra Anansi and Bra Rabbit go a di riba. Anansi se: "Bra Yabit, mi fiil mi beli a hat mi dis maanin; mi no iebi fi put mi fut fina di kwol waata; si if yu wan kyan manij fi tek cut di fishpat'.

Breda Rabbit go tel i out tel him nieli nok shuor wid di fish pat. Anansi se: 'Eeri wel, yu kil Breda Takuma, Beri wel, yu kil Breda Takuma.

Den Breda Rabbit komens fi kwai nou, an di fretnieshan fina Rabbit, him se him kil smadi and him nuo dem gwain heng him, an noka die Rabbit de.

Den di kies neba trai again.

JAK HANUORA MI NO CHUUZ NON.