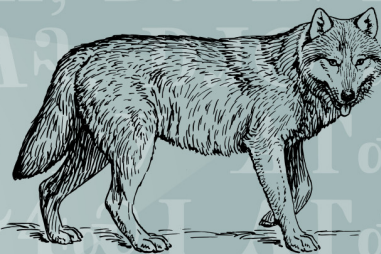


ᑭᑦᑭᑦ ᑭᑦᑭᑦ ᑭᑦᑭᑦ Cherokee Language Lessons

1



Second Edition

Michael Joyner

- Paperbook

- LULU:

- <https://www.lulu.com/shop/search.ep?keyWords=%22cherokee%20language%20lessons%22>

- Amazon:

- <http://amzn.to/2pdhTiV>

GWY SCHAAJ JSGEADJ 1

Cherokee Language Lessons 1

Michael W S Joyner

*Language and culture which are not shared and taught openly and freely will die.
If our language and culture die, as a people, so do we.*

Cherokee Language Lessons 1, 2nd Edition

Copyright 2016, Michael Joyner

ISBN: 978-1-365-92880-2

\$Revision: 2.004 \$

\$Date: 2020/01/15 02:38:51 \$ UTC

This work is licensed under the CREATIVE COMMONS ATTRIBUTION-SHARE ALIKE 3.0 UNITED STATES LICENSE. This means you are free to copy, share, and update this material under the condition that attribution is kept, no endorsements are implied, and your work is also licensed the same. *Commercial use is permitted.*

Dedication

To Ray Cochran - without his inspiration in working to keep the Cherokee culture and language alive this work would probably not have come about.

Contributors

Being listed as a contributor does not indicate endorsement.

- All the students who participated in the <http://jalagigawoni.gnomio.com/> Cherokee Language Moodle LMS.

Additional Sources

- The Cherokee-English Dictionary 1975 - *Durbin Feeling*.
- A Reference Grammar of Oklahoma Cherokee 2008 - *Brad Montgomery-Anderson*
- A Learner's Guide to the Cherokee-English Dictionary (CED) - *Christian Koops*
- Verb Reference Book : Didehloqwasgi 2012 - *Wyman Kirk*
- Classroom immersion materials produced by the Cherokee Nation of Oklahoma.
- The public domain comic book site: <http://digitalcomicmuseum.com/>
- Help by e-mail and discussion groups from various much appreciated individuals, not all of whom wished to be listed as contributors.
- Other materials too numerous to mention.

Contents

1	First Lesson	3
	Dialects	3
	The Approach	3
2	Second Lesson	5
	Pronunciation	5
	Cherokee is not English	8
	Written	8
3	Third Lesson	11
	The Syllabary	11
	Day 1	13
	Day 2	16
	Day 3	19
	Day 4	22
	Day 5	25
	Day 6	28
	Day 7	32
4	Fourth Lesson	35
	ᏍᏏᏉᏍᏏ (Read them)	35
	ᏍᏏᏉᏍᏏ (Do them)	35
5	Fifth Lesson	39
	ᏍᏏᏉᏍᏏ (Read them)	39
	ᏍᏏᏉᏍᏏ (Do them)	40
6	Sixth Lesson	43
	ᏍᏏᏉᏍᏏ (Read them)	43
	ᏍᏏᏉᏍᏏ (Do them)	43
7	Seventh Lesson	47
	ᏍᏏᏉᏍᏏ (Read them)	47
	ᏍᏏᏉᏍᏏ (Do them)	47
	ᏍᏏᏉᏍᏏ (Write them)	53
8	Eighth Lesson	57
	ᏍᏏᏉᏍᏏ (Read them)	57
	ᏍᏏᏉᏍᏏ (Do them)	57

9	Ninth Lesson	63
	የዕክልዊት ድጃዊት (Grammar)	63
	ገለጻ (Read them)	64
	ከወግዳ (Do them)	65
	ጻፃ (Write them)	69
10	Tenth Lesson	73
	ገለጻ (Read them)	73
	ከወግዳ (Do them)	74
11	Eleventh Lesson	81
	ገለጻ (Read them)	81
	የዕክልዊት ድጃዊት (Grammar)	82
	ከወግዳ (Do them)	83
12	Twelfth Lesson	89
	የዕክልዊት ድጃዊት (Grammar)	89
	ገለጻ (Read them)	90
	ከወግዳ (Do them)	90
13	Thirteenth Lesson	97
	ገለጻ (Read them)	97
	ዐዎቢ ልሳ (Funny Paper)	97
	ጻፃ (Write them)	107
14	Fourteenth Lesson	111
	ገለጻ (Read them)	111
	ከወግዳ (Do them)	111
15	Fifteenth Lesson	119
	ገለጻ (Read them)	119
	ከወግዳ (Do them)	119
16	Sixteenth Lesson	125
	የዕክልዊት ድጃዊት (Grammar)	125
	ጻፃ (Write them)	126
17	Seventeenth Lesson	133
	የዕክልዊት ድጃዊት (Grammar)	133
	ገለጻ (Read them)	135
	ከወግዳ (Do them)	136
18	Eighteenth Lesson	145
	የዕክልዊት ድጃዊት (Grammar)	145
	ገለጻ (Read them)	145
	ከወግዳ (Do them)	146
19	Nineteenth Lesson	157
	የዕክልዊት ድጃዊት (Grammar)	157
	ገለጻ (Read them)	157
	ከወግዳ (Do them)	158

20 Twentieth Lesson	171
ဒုတိယဝိသေသန (Grammar)	171
အသံထုတ်ဖတ် (Read them)	171
လုပ်ဆောင် (Do them)	173
21 Twenty First Lesson	183
ဒုတိယဝိသေသန (Grammar)	183
အသံထုတ်ဖတ် (Read them)	183
လုပ်ဆောင် (Do them)	184
22 Twenty Second Lesson	193
အသံထုတ်ဖတ် (Read them)	193
ပျော်စရာ အခန်း (Funny Paper)	193
ရေးသား (Write them)	203
A Additional Resources	209
The Leitner System	209
Names	209

Preface

It is not perfection in speaking the Cherokee language that is required. Even the most proficient of speakers have differences in the way they speak from each other. What is required is participation. Participation in speaking it. In reading it. In writing it. In teaching it. If you do not participate, or if you go out of your way to cause others harm who are working hard to keep the language alive, you are only doing the work of those who sent us to the boarding schools. You have become “them”. The foreigners. The conquerors. Those who would remove us. Those who failed. Be counted among those who keep “them” failing. Be not among those who would remove us from this Earth.

One of the keys to acquiring a new language is to learn the patterns that make up the language. Simply learning phrases so you can speak “pidgin” Cherokee is not learning Cherokee. You need to learn the fundamentals of the language on how words are put together to be able to understand and communicate in the language. There are many degrees of meaning that different word parts provide and if you don’t learn these shades of meaning up front and how they are expressed you will never progress beyond simple memorized phrases and never obtain satisfaction with the language. While each person’s skill will differ, one should strive to gain enough understanding of the mechanics of the language to be able to comprehend and communicate effectively. The goal of this material is to provide you a solid structural foundation on how Cherokee works. You will learn how words are put together in basic sentences and how to form new words for ideas not listed in the dictionary. You are about to embark on a journey of learning the Cherokee Language.

Please keep the following in mind as you do these lessons:

- The lessons in this material are like life. First we crawl, then we walk, and finally we run. The Cherokee you find in these lessons has been modified to fit a special requirement referred to by many language instructors as *Staying in Bounds*. This means that the lesson exercise material only uses the vocabulary and grammar rules that have already been taught. As a result, many of the exercises, especially the earlier ones, will seem full of “childish” or “bad” Cherokee language to full speakers. As these lessons progress, the less “childish” or “bad” the Cherokee that is taught will be.
- Cherokee is a language of description and of relationship. For this reason, much of the language at first glance appears to work opposite to the way English does. This material will hopefully ease the shift required in your thinking by starting early with some of these concepts that are so very different from English.

If you find what you believe to be an error in this material or would like to make a suggestion or comment, please visit us on the web at: <http://www.cherokeelessons.com/>.

When referencing this material, please be sure to notate the document revision tag: \$REVISION: 2.004 \$.

DŌVĀT 1

TEVĖT DSĖTŌJ

Darrel Kipp, *Encouragement, Guidance, Insights, and Lessons Learned for Native Language Activists Developing Their Own Tribal Language Programs.*

- *Rule 1:* Never Ask Permission, Never Beg to Save the Language. *Never Beg.*
- *Rule 2:* Don't Debate the Issues. Don't let anyone debate you. Don't let them start in on you. Don't let them even start.
- *Rule 3:* Be Very Action-Oriented; Just Act.
- *Rule 4:* Show, Don't Tell. Don't talk about what you will do. Do it and show it.

—<http://lakotalearners.com/Darrell%20Kipp.pdf>

Dialects

Cherokee is grouped into three major dialects:

RWĀ (Elati). This dialect was historically spoken by inhabitants of the Lower Towns in the vicinity of the South Carolina–Georgia border before the forced removal of 1838 and uses an “r” sound where the other two dialects use an “l” sound. This is also known as “The Lower” dialect. This dialect is believed to have become extinct around 1900.

ŌWF (Otalī). This dialect is spoken in Oklahoma and by the Snowbird Community in North Carolina and is known as the “Western” or “Overhill” dialect.

YSG (Kituhwa). Commonly referred to as the “Eastern” dialect, it is spoken by the Eastern band on the Qualla Boundary in North Carolina, and is known as “The Middle” dialect.

There is no single central form of Cherokee, instead, there are many variations of pronunciation and word usage within each dialect, usually centered around different communities and townships.

The vocabulary and language structure as presented in this lesson material is based primarily on the “Cherokee-English Dictionary (GWY-ĤĤS ĤSĜTŌVĀ)” published in 1975 by the *Cherokee Nation of Oklahoma*, and is commonly referred to as the “Durbin Feeling Dictionary” or “CED”.

The Approach

This lesson material uses many of the concepts from both the *TPR* and the *TPRS* language learning approaches.

TPR (Total Physical Response) is a language teaching method developed by James Asher, a professor emeritus of psychology at San José State University. It is based on the coordination of language and physical movement. In *TPR*, instructors give commands to students in the target language, and students respond with whole-body actions...

https://en.wikipedia.org/wiki/Total_physical_response

☞ *The core concept of TPR is physical activity in response to the language being learned.*

TPRS (TPR Storytelling) is a method of teaching foreign languages. TPRS lessons use a mixture of reading and storytelling to help students learn a foreign language...

https://en.wikipedia.org/wiki/TPR_Storytelling

☞ *The core concept of TPRS is listening to the language as it is used to describe a series of connected events.*

Many activities involve TPR by participants performing physical actions in response to commands. As the activities are carried out, TPRS is used to enhance the learning experience by having the participants perform a very simplified form of storytelling by providing different verbal responses based on what is happening or has happened.

One thing both approaches agree on is that students should be listening and only responding with actions only using simple and brief verbal responses when necessary. It usually takes about 30 hours of instruction in a classroom setting before students are ready to start speaking simple sentences. It is important to not force speaking the language before being ready.

In addition to the TPR and TPRS approaches, there are also sections explaining core grammar concepts in combination with a few traditional translation exercises.

DəVAT 2

WŋT DSGEŋJ

Pronunciation

Vowel Sounds

Cherokee has six main vowels. They are “a”, “e”, “i”, “o”, “u”, and “v”.

They are generally pronounced as follows:

- a: as (a) in father.
- e: as (a) in cake. *Some speakers shift this letter to sound more like the “e” in “echo”.*
- i: as (e) in Pete. *Some speakers shift this letter to sound more like the “i” in “pit”.*
- o: as (o) in hello.
- u: as (u) in tuba.
- v: as (u) in rung and is always nasalized (sounded through the nose).

Cadence Each Cherokee vowel is pronounced “long” or “short”. A long vowel is a vowel held for a normal length of time. A short vowel is a vowel spoken for a very brief length of time. Other than for the amount of time a vowel is spoken, the long and short vowels sound the same. Short vowels will be marked in the pronunciation guide with an “underdot”.

☞ *Any vowels that are not followed immediately by a number and vowels that appear at the end of words in the pronunciation guide are always short and will not be displayed with an underdot.*

Examples (the numbers will be explained shortly):

ni²ga⁴da short “i”, long “a”, short “a”
This means “all”.

a²hwi short “a”, short “i”
This means “deer”.

noh²ji short “o”, short “i”
This means “pine” or “pine tree”.

Consonant Sounds

All of the consonants in Cherokee sound the same as their English versions, with the following few exceptions:

- g: Sounds like either the “g” in “gaff” or the “k” in “kite”. When in doubt, use the “g” sound. The pronunciation guide will be using both the “g” and “k”.

- qu: Sounds like the “qu” in “question” or the “gw” in “Gwen”. When in doubt, use the “gw” sound. The pronunciation guide will be using “kw” and “gw”.
- s: Sounds like the “s” in “sight” for Otlali Cherokee or the “sh” in “shell” for Kituhwa Cherokee. The pronunciation guide will be using the Otlali pronunciation for the “s” sound.
- tl: This non-English sound is made by combining a “t” or “h” with the “l” sound while keeping the tongue’s tip against the lower front teeth then dropping the tongue straight down. Those new to the language will many times think they are hearing the “cl” sound as found in “clack” or “clock”. With a little practice, you will be able to tell the “tl”, “hl”, and “kl” sounds apart. When in doubt, use the “hl” sound. The pronunciation guide will be using “hl” and “tl”.
- ts: Sounds like either the “j” in “John”, the “ch” in “chair”, the “ds” in “best buds”, or the “tz” in “spritzer”. In Otlali Cherokee the “j” and “ch” soundings are more common. In Kituwah Cherokee, the “ds” and “tz” soundings are more common. As this material is primarily Otlali based, when in doubt, try and use a mixture between the “j” and “ch” sounds. The pronunciation guide will be using “j”, “ch”, “dz”, and “tz”. *Some books and speakers of the language will strictly use the letter combination “ts” and not any of the “j”, “ch”, or other combinations when using the English alphabet.*
- You will also see trailing and leading “h” sound indicators. These are not silent like they are in English, they are always sounded out.

Pronunciation Guide

Each new Cherokee word will be presented with its Cherokee Syllabary spelling, an English pronunciation guide in brackets (“[”, “]”), and an English definition.

The following describes the different symbols used in the pronunciation guide.

Vowels

a, e, i, o, u, v - Usually these are long vowels.

Remember that when they are not immediately followed by a tone mark or when they appear at the end of a word they are short vowels.

a, e, i, o, u, v - These are always short vowels.

Pausing

? - A dotless question mark indicates a brief pause in speaking. This is called a *glottal stop*.

Examples of this brief pause can be found in the middle of the English words: “uh-oh”, “stoplight”, and “workload”.

Glottal stops are important.

Miscellaneous

, - This will be used to indicate alternate pronunciations and spellings. Examples:

Ꮜ [tla, hla] “No” - *Here the pronunciation guide shows “L” is pronounced as either “tla” or “hla”.*

ᏪᏫᏪ, ᏪᏫᏪ [go²hu⁴sdi, go⁴sdi] “Something. A thing.” - *Here the pronunciation guide shows two different ways of spelling and saying the same word.*

Tone In the CED and other source materials you will see references to pitch or tone.

What is pitch or tone? Pitch or tone, when dealing with languages, refers to shifting the tone of the voice up or down. An example of this in English is the shifting of the tone upwards towards the end of a sentence when asking a question. In Cherokee shifts in tone are actually considered parts of words and can also be used to indicate things like “happened in the past” or “let it happen in the future”. *The tones used in words or phrases can change their meaning, sometimes dramatically.*

In this material, the CED numbering system is being used, where:

- A “2” indicates a tone with a normal pitch. 🗨️ *This tone is commonly referred to as the “normal”, “low”, or “neutral” tone.*
- A “3” indicates a tone with a higher pitch. 🗨️ *This tone is commonly referred to as the “high” tone.*

Many words have parts with “contour” or “gliding” tones. These will be indicated by combining together the starting and ending pitches:

- A “²³” indicates a tone that starts out at a normal pitch and then is glided higher in pitch. ☞ *This tone is commonly referred to as the “rising” tone.*
- A “³²” indicates a tone that starts out at a higher pitch and then is glided down to a normal pitch. ☞ *This tone is commonly referred to as the “falling” tone.*

There are two more tones which will be only marked with single numbers and one special gliding tone that has no marking at all:

- A “1” indicates a tone that starts with a normal pitch and then is glided downwards. ☞ *This tone is commonly referred to as the “extra low fall” or “low fall” tone.*
- A “4” indicates a tone that starts out usually at either “normal” or “high”, the closest matching the preceding syllable, and then is glided upwards in pitch to end higher than the “high” tone. ☞ *This tone is commonly referred to as the “extra high rise” or “high rise” tone.*
- At the end of every word, unless otherwise indicated, there is always a “43” gliding tone which starts out with an very high pitch and then is glided down very far. Because this is at the end of every word, it is not marked. ☞ *This tone is commonly referred to as the “extra high fall” or “high fall” tone.*

Example pronunciation guide entries, including entries that change meaning based on tone:

DL [a²da] Wood.

D³ [a³ma] Salt.

DL [a⁴ɹda] Young animal.

EoṑṣWJD [gv²sga²la³di³ʔa] He is hiding a long object.

D᳚ [a²ma] Water.

Eəḏʂwɪd [gv¹sga²la³di³ʔa] I am hiding a long object.

△ Stay away from any material that does not indicate proper cadence, tone, or does not supply proper dictionary entries. This especially applies to simple word lists. Only real dictionary entries, such as those found in the CED, will provide you with correct meaning and pronunciation so that you do not end up speaking gibberish or saying very bad things about yourself. *Don't embarrass yourself and don't propagate false information about the language.*

Things of note

Stress Unlike English, where you stress different syllables in words with loudness you should try and keep all the syllables in your Cherokee words held at an equal volume. As a general rule, one should only stress an ending vowel that has the high fall tone when speaking Cherokee. You will find some material that claims you should stress different parts of Cherokee words and confuse cadence and tone together to create vocabulary entries with stress marks without tone or cadence marks. You should not rely on such materials for pronunciation, you will be led astray. ☞ *Speaking with this different way of using stress takes a bit of practice. It is second nature for English speakers to stress certain parts of words without realizing they are doing so.*

Nasalization When speaking Cherokee, the “v” and “ṽ” vowels are *always* nasalized. (Sending the sound through the nose). Additionally, the ending sound on each word is also nasalized. The English word “huh”, contains an example of a nasalized “v”.

Tongue Placement Cherokee is spoken with the tip of the tongue against the lower front teeth most of the time. You should be using the middle of your tongue to make the “s”, “d”, and “t” sounds, not the tongue’s tip. Keeping your tongue properly placed takes practice, but is critical for properly emulating native pronunciation. *Do not give up.*

The Intrusive “H” Because of the way Cherokee is spoken, you will sometimes see an extra “h” added to the beginning of a syllable in the pronunciation guide, even though the matching syllabary character does not indicate any “h” sounds. This extra sound is called *The Intrusive “H”*. Except for the special Cherokee letters Ꮚ, “hna”, and Ꮝ, “nah”, this sound is not written. The amount of Intrusive “H” will vary from speaker to speaker, so you will hear the same words spoken with and without it to varying degrees.

Bridging There is normally an extra sound between spoken words in the same sentence in most languages. Different languages use different sounds. If you listen very carefully, you will notice that most American English speakers use a “y” or “w” sound between many words and between vowels in a word. Here are some American English words and phrases that bridge using the “w” sound. Where these bridges occur have been marked with the “+” symbol.

- heroic, hero+ic
- “who asked”, “who + asked”
- intuition, intu+ition
- “go away”, “go + away”
- fluent, flu+ent
- “do it”, “do + it”

Here are some American English words and phrases that bridge using the “y” sound. Where these bridges occur have been marked with the “+” symbol.

- idea, ide+a
- “say it”, “say + it”
- react, re+act
- “day after”, day + after
- science, sci+ence
- “dry off”, dry + off

Different from American English, Cherokee speakers tend to use an “h” sound. While it would be a good thing to learn to bridge with an “h” sound while speaking Cherokee, it is not required to be understood clearly and correctly. It is this bridging with an “h” sound that causes the existence of the Intrusive “H” and will give your Cherokee a more correct sound.

Cherokee is not English

Sex-gender Neutral Cherokee does not make a distinction between “he”, “she”, or “it”. Whenever you see an English translation of “he”, you can usually substitute “she” or “it”. To save space and typing, only one of the “he”, “she”, or “it” words will be provided depending on context.

Language Precision As Cherokee is more precise than English when talking about people, the English words “we” and “us” will be avoided. They are too vague. Instead the more precise indications of people such as “he and I” and “they and I” will be used.

Cherokee also makes a clear distinction between “you (one person)”, “you two”, and “you all”. Assume that whenever you see “you” and not “you two” or “you all” it specifically means “you (one person)”.

Animacy Animacy refers to whether a thing is alive or not. Most alive things are considered animate. Most non-living things are considered inanimate. If something moves about by itself without outside help, some speakers will use the animate form.

Written

Long vs Short

For each of the following identify long vs short vowels as found in the pronunciation guide. The first one has been completed as an example. Compare your answers to the answers in the next section.

1. sɔ³hne²³la
(a) short, long, short
2. ɕa²ne²³la
3. jɔ²ɿi
4. sa²ɹdu
5. ta²ɹldu
6. sa¹gwu⁴
7. ɿ²gv²yi⁴ɿi
8. hi²ɹahi²ɹa
9. u¹hna⁴
10. ɤ³ha²ni
11. gahl²gwo²³gi
12. jɔ²ɿi²ne⁴ɿi
13. na
14. nvh²gi
15. taɹ³li
16. ni²ga²ɹdu
17. jɔ²ɹga²ɹdu
18. su²³da³li²ne⁴ɿi
19. gahl²gwo²³gi²ne⁴ɿi
20. taɹ²li²ne⁴ɿi
21. ni²hi
22. hi²sgi
23. ɕu²ne²³la
24. ɤ³hni
25. nvh²gi²ne⁴ɿi

Questions

1. What are the Cherokee vowels?
(a) ¹
2. What are the major dialects of Cherokee?
(b) ²
3. Where do Cherokee Language speakers normally place the tip of their tongue?
(c) ^ɹ
4. What tone do most Cherokee words end with?
(d) ²³
5. What do each of the following pronunciation marks stand for?
(e) ⁴
6. What Cherokee dialect is being taught in this material?

Answers

1. sɔ³hne²³la
(a) short, long, short
2. ɕa²ne²³la
(a) short, long, short
3. jɔ²ɿi
(a) short, short
4. sa²ɹdu
(a) long, short
5. ta²ɹldu
(a) short, short
6. sa¹gwu⁴
(a) long, short
7. ɿ²gv²yi⁴ɿi
(a) short, long, long, short
8. hi²ɹa
(a) short, short
9. u¹hna⁴
(a) long, short
10. ɤ³ha²ni
(a) short, short, short
11. gahl²gwo²³gi
(a) short, long, short
12. jɔ²ɿi²ne⁴ɿi
(a) short, long, long, short

13. na (a) short, long, long, long, short
(a) short
14. nvh²gi (a) short, long, long, short
(a) short, short
15. tɔ³li (a) short, short
(a) short, short
16. nɪ²ga²ɔ²du (a) short, long, short
(a) short, long, short
17. jɔ²ɔ²ga²ɔ²du (a) short, long, short
(a) short, long, short
18. su²³dɔ³li²ne⁴ɔ²i (a) long, short, long, long, short
(a) long, short, long, long, short
19. gahl²gwo²³gi²ne⁴ɔ²i (a) short, long, long, short
(a) short, long, long, short

1. What are the Cherokee vowels?

(a) a, e, i, o, u, v

2. What are the major dialects of Cherokee?

(a) Elati. Kituhwa. Otali.

3. Where do Cherokee Language speakers normally place the tip of their tongue?

(a) Against the lower front teeth

4. What tone do most Cherokee words end with?

(a) The “high-fall” or ⁴³ tone.

(a) short, long, long, long, short

20. tɔ²li²ne⁴ɔ²i

(a) short, long, long, short

21. nɪ²hi

(a) short, short

22. hɪ²sgi

(a) short, short

23. chu²ne²³la

(a) short, long, short

24. ɔ³hni

(a) short, short

25. nvh²gi²ne⁴ɔ²i

(a) short, long, long, short

5. What do each of the following pronunciation marks stand for?

(a) ¹ A low tone that falls.

(b) ² A normal even speaking tone.

(c) ɔ A very brief pause in speech.

(d) ²³ A normal speaking tone that rises some in tone.

(e) ⁴ A high and rising tone.

6. What Cherokee dialect is being taught in this material?

(a) Otali.

DəVAT 3

KTAT DSGETəJ

The Syllabary

Cherokee Syllabary					
D a	R e	T i	Ꭰ o	Ꭱ u	Ꭲ v
Ꭶ ga Ꭷ ka	Ꭳ ge	Ꭴ gi	Ꭵ go	Ꭶ gu	Ꭸ gv
Ꭹ ha	Ꭺ he	Ꭻ hi	Ꭼ ho	Ꭽ hu	Ꭾ hv
Ꭿ la	Ꮀ le	Ꮁ li	Ꮂ lo	Ꮃ lu	Ꮄ lv
Ꮅ ma	Ꮆ me	Ꮇ mi	Ꮈ mo	Ꮉ mu	
Ꮊ na Ꮋ na Ꮌ na	Ꮎ ne	Ꮏ ni	Ꮐ no	Ꮑ nu	Ꮒ nv
Ꮓ gwa	Ꮔ gwe	Ꮕ gwi	Ꮖ gwo	Ꮗ gwu	Ꮘ gvw
Ꮙ sa Ꮚ s	Ꮛ se	Ꮜ si	Ꮝ so	Ꮞ su	Ꮟ sv
Ꮠ da Ꮡ ta	Ꮢ de Ꮣ te	Ꮤ di Ꮥ ti	Ꮦ do	Ꮧ du	Ꮨ dv
Ꮩ dla Ꮪ tla	Ꮫ tle	Ꮬ tli	Ꮭ tlo	Ꮮ tlu	Ꮯ tlv
Ꮰ ja	Ꮱ je	Ꮲ ji	Ꮳ jo	Ꮴ ju	Ꮵ jv
Ꮶ wa	Ꮷ we	Ꮸ wi	Ꮹ wo	Ꮺ wu	Ꮻ wv
Ꮿ ya	Ᏸ ye	Ᏹ yi	Ᏺ yo	Ᏻ yu	Ᏼ yv

The Cherokee syllabary was invented by a single individual named Sequoyah (ᎠᎩᏍᏔᏅ) to write the Cherokee language in 1819. He is credited as the only known person in history to create an alphabet from scratch without knowing how to read or write.

Around 1809, impressed by the “talking leaves” of European written languages, Sequoyah began work to create a writing system for the Cherokee language. After attempting to create a character for each word, Sequoyah realized this would be too difficult and eventually created characters to represent syllables... He worked on the syllabary for twelve years before completion... The rapid dissemination of the syllabary is notable, and by 1824, most Cherokees could read and write in the newly developed writing system.

In 1828, the ordering of the Syllabary and each letter's shape were modified by Cherokee author and editor Elias Boudinot to adapt the Syllabary to the printing press... for the creation of the “Cherokee Phoenix (ᏍᏏᏉᏍᏔᏅ)”, the first newspaper published in a Native American language... A digitized, searchable version of the paper is available through the University of Georgia Libraries and the Digital Library of Georgia.

http://en.wikipedia.org/wiki/Cherokee_alphabet

http://en.wikipedia.org/wiki/Cherokee_Phoenix

The importance of writing in learning the Cherokee Syllabary.

Learning the Cherokee Syllabary is not difficult if the right technique is used. ☞ *You should be able to learn the Cherokee Syllabary with three to five days of dedicated study.*

The best way to learn any writing system is by writing it. Unless you learn to write the Syllabary, you will be spending a lot of effort just to learn to read Cherokee. The physical act of writing will dramatically reduce the amount of time it takes for you to learn the Cherokee Syllabary. You need to associate a physical response with each letter's shape.

Simply starting out by writing each letter over and over will not work. Your brain will quickly become numb to the information you are trying to learn and you will encounter great difficulty going beyond a dozen or so letters. Instead you need to use challenge and response exercises that have been crafted using a pattern that prevents this numbness from occurring. Such an approach will give you the ability to learn many words in very short order with a much longer retention time. One such solution is to use a pattern based on the "Graduated Interval Recall" method pioneered by Dr. Paul Pimsleur:

Graduated-interval recall is a specific method of spaced repetition, published by Paul Pimsleur in 1967... Graduated Interval Recall is a complex name for a very simple theory about memory. No aspect of learning a foreign language is more important than memory, yet before Dr. Pimsleur's work, no one had explored more effective ways for building language memory...

http://en.wikipedia.org/wiki/Graduated_interval_recall

After studying Dr. Pimsleur's Graduated Interval Recall methodology, specially ordered exercises were created for different groupings of the Cherokee Syllabary letters that indicate when each letter should be written down.

The writing exercises have been broken out into four sessions. One session per day. The first three sessions are learning new letters. The fourth session is a comprehensive review exercise.

It works out best if you do each session twice per day. Once in the morning and once in the evening.

During your later lessons, if you are having problems recognizing any of the Syllabary, simply do the final session as a refresher.

Day 1

Syllabary Writing Practice D-S

About

Each writing exercise will consist of two parts:

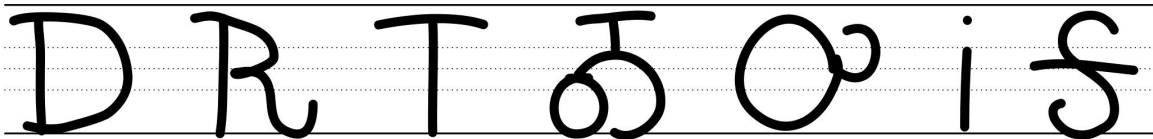
- Initial writing exercise.
 - This brief exercise exists solely to introduce you to the shapes of these new letters.
- Full practice exercise.
 - This is the exercise through which you will actually learn the Syllabary.

Learning the shapes.

This exercise covers “D (a)”, “R (e)”, “T (i)”, “Ꭰ (o)”, “Ꭱ (u)”, “Ꭲ (v)” and “Ꭳ (ga)”.

Estimated time: 5 minutes.

The purpose of this exercise is to learn the hand strokes needed for writing each of the letters. Write the following line out six times. Take your time and draw each letter step by step as depicted in the following figure. *Do not write out the English pronunciation next to each letter.* Instead as you write each letter, say aloud its name while keeping the tip of your tongue against the backside of your lower front teeth.



Recognition Practice.

Estimated time: 10 minutes.

Write out the English pronunciation for each of the following Cherokee letters:

D	R	D	R	T	R	D	T	Ꭰ	R	T	Ꭰ	Ꭱ	Ꭲ
D	T	Ꭱ	R	Ꭰ	Ꭱ	i	Ꭳ	T	Ꭱ	i	Ꭰ	Ꭳ	i
D	Ꭳ	Ꭱ	R	Ꭳ	i	T	Ꭰ	Ꭳ	Ꭱ	i	Ꭳ	D	R
T	Ꭰ	Ꭱ	i	Ꭳ	D	R	D	R	T	Ꭰ	D	T	Ꭰ
R	Ꭰ	Ꭱ	T	Ꭱ	i	Ꭰ	i	Ꭳ	Ꭱ	Ꭳ	i	D	Ꭳ
R	T	Ꭰ	Ꭱ	i	Ꭳ	D	R	T	Ꭰ	Ꭱ	i	Ꭳ	D
R	T	Ꭰ	Ꭱ	i	Ꭳ	D	i	D	R	T	Ꭱ	i	Ꭳ

Writing Practice.

Estimated time: 10 minutes.

Write out the Cherokee letter for each of the following English pronunciations:

a	e	a	e	i	e	a	i	o	e	i	o	u	o
a	i	u	e	o	u	v	ga	i	u	v	o	ga	v
a	ga	u	e	ga	v	i	o	ga	u	v	ga	a	e
i	o	u	v	ga	a	e	a	e	i	o	a	i	o
e	o	u	i	u	v	o	v	ga	u	ga	v	a	ga
e	i	o	u	v	ga	a	e	i	o	u	v	ga	a
e	i	o	u	v	ga	a	v	a	e	i	u	v	ga

Audio Dictation Practice

Estimated time: 20 minutes.

Have a partner call out each of the following letters. (*If you don't have a partner, search Youtube.com for "Cherokee Syllabary Dictation Practice" to find some dictation videos*). As the letters are called out, write each one down. At the end of each line, your partner should say "next line". The purpose of this exercise is to learn the letters based strictly on sound.

Estimated time: 20 minutes.

Switch places with your partner and repeat the exercise.

D	R	D	R	T	၎	D	R	T	၎	O'	i	T	၎
D	R	O'	i	၎	D	T	၎	O'	i	၎	D	R	T
၎	D	R	O'	i	R	T	၎	၎	D	R	T	၎	O'
၎	O'	i	၎	O'	i	R	T	၎	O'	၎	D	i	၎
၎	O'	D	R	i	၎	R	T	၎	i	၎	၎	O'	i
၎	D	i	၎	R	T	၎	O'	i	၎	D	R	D	R
D	T	R	T	၎	D	T	၎	R	O'	၎	O'	i	T
*** NEXT PAGE ***													

i	O	i	S	၁	S	D	i	S	R	O	D	S	D
R	T	i	D	R	T	၁	S	D	R	T	၁	O	R
T	၁	D	၁	i	T	O	R	၁	S	D	O	i	R
T	O	၁	i	D	T	O	i	S	R	၁	i	S	O
S	O	T	၁	i	S	i	S	O	i	D	R	S	T
၁	D	O	R	i	T	၁	S	O	i	S	D	R	T
၁	O	i	S	D	T	O	D	R	T	၁	O	S	T

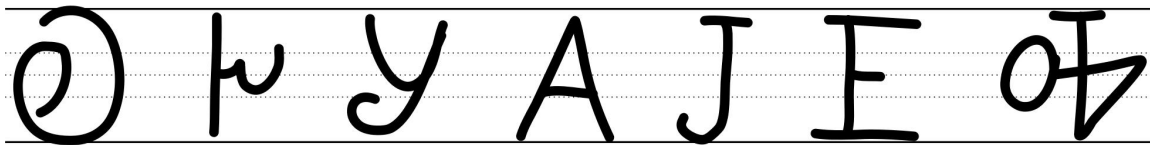
Syllabary Writing Practice @-ᄒ

Learning the shapes.

This exercise covers “ ∂ (ka)”, “ I (ge)”, “ Y (gi)”, “ A (go)”, “ J (gu)”, “ E (gv)”, and “ H (ha)”.

Estimated time: 5 minutes.

The purpose of this exercise is to learn the hand strokes needed for writing each of the letters. Write the following line out six times. Take your time and draw each letter step by step as depicted in the following figure. *Do not write out the English pronunciation next to each letter.* Instead as you write each letter, say aloud its name while keeping the tip of your tongue against the backside of your lower front teeth.



Recognition Practice.

Estimated time: 10 minutes.

Handwrite the English pronunciation for each of the following Cherokee letters:

፬	፫	፬	፫	ሃ	ለ	፬	፫	ሃ	ለ	ገ	ደ	ሃ	ለ
፬	፫	ገ	ደ	ቀ	ድ	ሃ	ለ	ገ	ደ	ቀ	ድ	ገ	ደ
ቀ	ድ	፬	፫	ገ	ደ	ገ	ደ	ሃ	ለ	ቀ	ድ	ገ	ደ
፩	፪	፩	፪	ነ	ኔ	ገ	ደ	ገ	ደ	፩	፪	ቀ	ድ
ነ	ኔ	፩	፪	፬	፫	ነ	ኔ	ገ	ደ	ሃ	ለ	ነ	ኔ
፩	፪	ገ	ደ	ቀ	ድ	ነ	ኔ	ገ	ደ	፩	፪	ነ	ኔ
፬	፫	፬	፫	፬	ሃ	፫	ሃ	ለ	፬	ሃ	ለ	፫	ገ

Writing Practice.

Estimated time: 10 minutes.

Handwrite the Cherokee letter for each of the following English pronunciations.

go	gu	gv	gi	gv	gu	gv	ha	go	ha	ka	gv	ha	ge
gu	a	ha	a	e	gi	gv	a	e	i	go	ha	a	e
i	o	gu	e	i	o	a	o	gv	i	u	e	o	ha
ka	u	v	ge	i	u	o	v	a	gi	u	v	ga	e
go	v	ga	u	ga	gu	i	o	v	ga	gv	ha	ga	u
v	a	e	ga	i	o	ka	u	ge	v	gi	go	ga	gu
gv	ha	a	e	i	o	u	v	ga	ka	ge	gi	go	gu

Audio Dictation Practice

Estimated time: 20 minutes.

Have a partner call out each of the following letters. As the letters are called out, write each one down. At the end of each line, your partner should say “next line”. The purpose of this exercise is to learn the letters based strictly on sound.

Estimated time: 20 minutes.

Switch places with your partner and repeat the exercise.

Ꭰ	Ꭱ	Ꭲ	Ꭳ	Ꭴ	Ꭵ	Ꭶ	Ꭷ	Ꭸ	Ꭹ	Ꭺ	Ꭻ	Ꭼ	Ꭽ
Ꭾ	Ꭿ	Ꮀ	Ꮁ	Ꮂ	Ꮃ	Ꮄ	Ꮅ	Ꮆ	Ꮇ	Ꮈ	Ꮉ	Ꮊ	Ꮋ
Ꮌ	Ꮍ	Ꮎ	Ꮏ	Ꮐ	Ꮑ	Ꮒ	Ꮓ	Ꮔ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ
Ꮚ	Ꮛ	Ꮜ	Ꮝ	Ꮞ	Ꮟ	Ꮠ	Ꮡ	Ꮢ	Ꮣ	Ꮤ	Ꮥ	Ꮦ	Ꮧ
Ꮨ	Ꮩ	Ꮪ	Ꮫ	Ꮬ	Ꮭ	Ꮮ	Ꮯ	Ꮰ	Ꮱ	Ꮲ	Ꮳ	Ꮴ	Ꮵ
Ꮶ	Ꮷ	Ꮸ	Ꮹ	Ꮺ	Ꮻ	Ꮼ	Ꮽ	Ꮾ	Ꮿ	Ᏸ	Ᏹ	Ᏺ	Ᏻ
*** NEXT PAGE ***													

Ᏼ	Ᏽ	᏶	᏷	ᏸ	ᏹ	ᏺ	ᏻ	ᏼ	ᏽ	᏾	᏿	᐀	ᐁ
ᐂ	ᐃ	ᐄ	ᐅ	ᐆ	ᐇ	ᐈ	ᐉ	ᐊ	ᐋ	ᐌ	ᐍ	ᐎ	ᐏ
ᐐ	ᐑ	ᐒ	ᐓ	ᐔ	ᐕ	ᐖ	ᐗ	ᐘ	ᐙ	ᐚ	ᐛ	ᐜ	ᐝ
ᐞ	ᐟ	ᐠ	ᐡ	ᐢ	ᐣ	ᐤ	ᐥ	ᐦ	ᐧ	ᐨ	ᐩ	ᐪ	ᐫ
ᐬ	ᐭ	ᐮ	ᐯ	ᐰ	ᐱ	ᐲ	ᐳ	ᐴ	ᐵ	ᐶ	ᐷ	ᐸ	ᐹ
ᐺ	ᐻ	ᐼ	ᐾ	ᐿ	ᑀ	ᑁ	ᑂ	ᑃ	ᑄ	ᑅ	ᑆ	ᑇ	ᑈ
ᑉ	ᑊ	ᑋ	ᑌ	ᑍ	ᑎ	ᑏ	ᑐ	ᑑ	ᑒ	ᑓ	ᑔ	ᑕ	ᑖ

Day 2

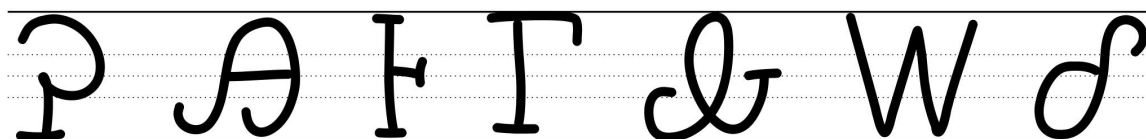
Syllabary Writing Practice P-ɔ'

Learning the shapes.

This exercise covers “P (he)”, “A (hi)”, “F (ho)”, “Γ (hu)”, “& (hv)”, “W (la)”, and “ɔ' (le)”.

Estimated time: 5 minutes.

The purpose of this exercise is to learn the hand strokes needed for writing each of the letters. Write the following line out six times. Take your time and draw each letter step by step as depicted in the following figure. *Do not write out the English pronunciation next to each letter.* Instead as you write each letter, say aloud its name while keeping the tip of your tongue against the backside of your lower front teeth.



Recognition Practice.

Estimated time: 10 minutes.

Handwrite the English pronunciation for each of the following Cherokee letters:

P	A	P	A	F	Γ	P	A	F	Γ	&	W	F	Γ
P	A	&	W	ɔ'	ɔ'	F	Γ	&	W	ɔ'	ɔ'	F	Y
ɔ'	ɔ'	P	A	&	W	F	Y	F	Γ	ɔ'	ɔ'	F	Y
A	J	A	J	E	ɔ'	&	W	F	Y	A	J	ɔ'	ɔ'
E	ɔ'	A	J	P	A	E	ɔ'	F	Y	F	Γ	E	ɔ'
A	J	&	W	ɔ'	ɔ'	E	ɔ'	F	Y	A	J	E	ɔ'
P	A	P	A	P	F	A	F	Γ	P	F	Γ	A	&

Writing Practice.

Estimated time: 10 minutes.

Handwrite the Cherokee letter for each of the following English pronunciations.

hu	hv	la	ho	la	hv	la	le	hu	le	he	la	le	hi
hv	ka	le	ka	ge	ho	la	ka	ge	gi	hu	le	ka	ge
gi	go	hv	ge	gi	go	ka	go	la	gi	gu	ge	go	le
he	gu	gv	hi	gi	gu	go	gv	ka	ho	gu	gv	ha	ge
hu	gv	ha	gu	ha	hv	gi	go	gv	ha	la	le	ha	gu
gv	ka	ge	ha	gi	go	he	gu	hi	gv	ho	hu	ha	hv
la	le	ka	ge	gi	go	gu	gv	ha	he	hi	ho	hu	hv

Audio Dictation Practice

Estimated time: 20 minutes.

Have a partner call out each of the following letters. As the letters are called out, write each one down. At the end of each line, your partner should say “next line”. The purpose of this exercise is to learn the letters based strictly on sound.

Estimated time: 20 minutes.

Switch places with your partner and repeat the exercise.

ᐅ	ᐃ	ᐅ	ᐃ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐃ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
*** NEXT PAGE ***													

ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ

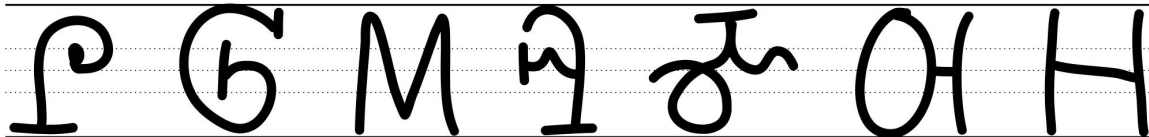
Syllabary Writing Practice ᐅ-H

Learning the shapes.

This exercise covers “ᐅ (li)”, “ᐅ (lo)”, “ᐅ (lu)”, “ᐅ (lv)”, “ᐅ (ma)”, “ᐅ (me)”, and “ᐅ (mi)”

Estimated time: 5 minutes.

The purpose of this exercise is to learn the hand strokes needed for writing each of the letters. Write the following line out six times. Take your time and draw each letter step by step as depicted in the following figure. *Do not write out the English pronunciation next to each letter.* Instead as you write each letter, say aloud its name while keeping the tip of your tongue against the backside of your lower front teeth.



Recognition Practice. Estimated time: 10 minutes.

Handwrite the English pronunciation for each of the following Cherokee letters:

ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ
ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ	ᐅ

Writing Practice. Estimated time: 10 minutes.

Handwrite the Cherokee letter for each of the following English pronunciations.

lv	ma	me	lu	me	ma	me	mi	lv	mi	li	me	mi	lo
ma	he	mi	he	hi	lu	me	he	hi	ho	lv	mi	he	hi
ho	hu	ma	hi	ho	hu	he	hu	me	ho	hv	hi	hu	mi
li	hv	la	lo	ho	hv	hu	la	he	lu	hv	la	le	hi
lv	la	le	hv	le	ma	ho	hu	la	le	me	mi	le	hv
la	he	hi	le	ho	hu	li	hv	lo	la	lu	lv	le	ma
me	mi	he	hi	ho	hu	hv	la	le	li	lo	lu	lv	ma

Audio Dictation Practice Estimated time: 20 minutes.

Have a partner call out each of the following letters. As the letters are called out, write each one down. At the end of each line, your partner should say “next line”. The purpose of this exercise is to learn the letters based strictly on sound.

Estimated time: 20 minutes.

Switch places with your partner and repeat the exercise.

Ɔ	G	Ɔ	G	M	ɿ	Ɔ	G	M	ɿ	ʝ	Oɪ	M	ɿ
Ɔ	G	ʝ	Oɪ	H	ɿ	M	ɿ	ʝ	Oɪ	H	ɿ	ɹ	F
H	ɿ	Ɔ	G	ʝ	Oɪ	ɹ	F	M	ɿ	H	ɿ	ɹ	F
Γ	ɔ	Γ	ɔ	W	ɔ	ʝ	Oɪ	ɹ	F	Γ	ɔ	H	ɿ
W	ɔ	Γ	ɔ	Ɔ	G	W	ɔ	ɹ	F	M	ɿ	W	ɔ
Γ	ɔ	ʝ	Oɪ	H	ɿ	W	ɔ	ɹ	F	Γ	ɔ	W	ɔ
Ɔ	G	Ɔ	G	Ɔ	M	G	M	ɿ	Ɔ	M	ɿ	G	ʝ

*** NEXT PAGE ***

ɿ	ʝ	Oɪ	M	Oɪ	ʝ	Oɪ	H	ɿ	H	Ɔ	Oɪ	H	G
ʝ	ɿ	H	ɿ	ɹ	M	Oɪ	ɿ	ɹ	F	ɿ	H	ɿ	ɹ
F	Γ	ʝ	ɹ	F	Γ	ɿ	Γ	Oɪ	F	ɔ	ɹ	Γ	H
Ɔ	ɔ	W	G	F	ɔ	Γ	W	ɿ	M	ɔ	W	ɔ	ɹ
ɿ	W	ɔ	ɔ	ɔ	ʝ	F	Γ	W	ɔ	Oɪ	H	ɔ	ɔ
W	ɿ	ɹ	ɔ	F	Γ	Ɔ	ɔ	G	W	M	ɿ	ɔ	ʝ
Oɪ	H	ɿ	ɹ	F	Γ	ɔ	W	ɔ	Ɔ	G	M	ɿ	ʝ

Day 3

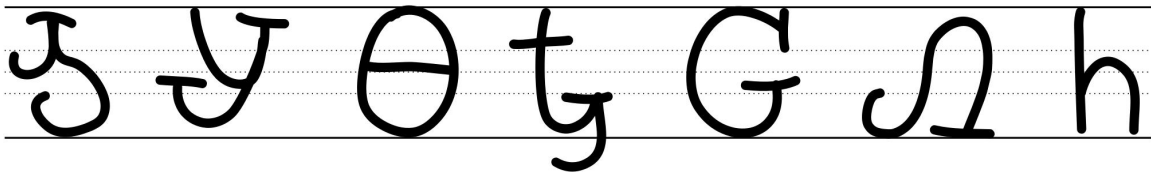
Syllabary Writing Practice 3-H

Learning the shapes.

This exercise covers “Ꮚ (mo)”, “Ꮝ (mu)”, “Ꮛ (na)”, “Ꮕ (hna)”, “Ꮖ (nah)”, “Ꮗ (ne)”, and “Ꮘ (ni)”.

Estimated time: 5 minutes.

The purpose of this exercise is to learn the hand strokes needed for writing each of the letters. Write the following line out six times. Take your time and draw each letter step by step as depicted in the following figure. *Do not write out the English pronunciation next to each letter.* Instead as you write each letter, say aloud its name while keeping the tip of your tongue against the backside of your lower front teeth.



Recognition Practice.

Estimated time: 10 minutes.

Handwrite the English pronunciation for each of the following Cherokee letters:

Ꮚ	Ꮝ	Ꮛ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ	Ꮚ	Ꮝ	Ꮛ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ
Ꮚ	Ꮝ	Ꮛ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ	Ꮚ	Ꮝ	Ꮛ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ
Ꮚ	Ꮝ	Ꮛ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ	Ꮚ	Ꮝ	Ꮛ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ
Ꮚ	Ꮝ	Ꮛ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ	Ꮚ	Ꮝ	Ꮛ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ
Ꮚ	Ꮝ	Ꮛ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ	Ꮚ	Ꮝ	Ꮛ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ
Ꮚ	Ꮝ	Ꮛ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ	Ꮚ	Ꮝ	Ꮛ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ

Writing Practice.

Estimated time: 10 minutes.

Handwrite the Cherokee letter for each of the following English pronunciations.

hna	nah	ne	na	ne	nah	ne	ni	hna	ni	mo	ne	ni	mu
nah	li	ni	li	lo	na	ne	li	lo	lu	hna	ni	li	lo
lu	lv	nah	lo	lu	lv	li	lv	ne	lu	ma	lo	lv	ni
mo	ma	me	mu	lu	ma	lv	me	li	na	ma	me	mi	lo
hna	me	mi	ma	mi	nah	lu	lv	me	mi	ne	ni	mi	ma
me	li	lo	mi	lu	lv	mo	ma	mu	me	na	hna	mi	nah
ne	ni	li	lo	lu	lv	ma	me	mi	mo	mu	na	hna	nah

Audio Dictation Practice

Estimated time: 20 minutes.

Have a partner call out each of the following letters. As the letters are called out, write each one down. At the end of each line, your partner should say “next line”. The purpose of this exercise is to learn the letters based strictly on sound.

Estimated time: 20 minutes.

Switch places with your partner and repeat the exercise.

ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ
ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ
ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ
ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ
ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ
ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ
ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ

*** NEXT PAGE ***

ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ
ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ
ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ
ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ
ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ
ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ
ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ	ᵐ	ᵑ

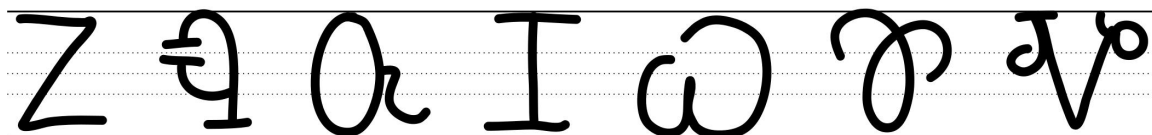
Syllabary Writing Practice Z-ᵑ

Learning the shapes.

This exercise covers “Z (no)”, “ᵑ (nu)”, “ᵐ (nv)”, “ᵐ (gwa)”, “ᵐ (gwe)”, “ᵐ (gwi)”, and “ᵑ (gwo)”.

Estimated time: 5 minutes.

The purpose of this exercise is to learn the hand strokes needed for writing each of the letters. Write the following line out six times. Take your time and draw each letter step by step as depicted in the following figure. *Do not write out the English pronunciation next to each letter.* Instead as you write each letter, say aloud its name while keeping the tip of your tongue against the backside of your lower front teeth.



☞ It is very important when writing the letter “ᵐ” to draw the top curve pointed downwards stopping very close the middle bump. If you don’t write the letter this way, it might be mistaken for either of the letters “ᵐ (gwu)” or “ᵐ (ya)”.

Recognition Practice.

Estimated time: 10 minutes.

Handwrite the English pronunciation for each of the following Cherokee letters:

Z	ᵑ	Z	ᵑ	ᵐ	ᵐ	Z	ᵑ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
Z	ᵑ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
ᵐ	ᵐ	Z	ᵑ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
ᵐ	G	ᵐ	G	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	G	ᵐ	ᵐ
ᵐ	ᵐ	ᵐ	G	Z	ᵑ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
ᵐ	G	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	G	ᵐ	ᵐ
Z	ᵑ	Z	ᵑ	Z	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ

Writing Practice.

Estimated time: 10 minutes.

Handwrite the Cherokee letter for each of the following English pronunciations.

gwa	gwe	gwi	nv	gwi	gwe	gwi	gwo	gwa	gwo	no	gwi	gwo	nu
gwe	mo	gwo	mo	mu	nv	gwi	mo	mu	na	gwa	gwo	mo	mu
na	hna	gwe	mu	na	hna	mo	hna	gwi	na	nah	mu	hna	gwo
no	nah	ne	nu	na	nah	hna	ne	mo	nv	nah	ne	ni	mu
gwa	ne	ni	nah	ni	gwe	na	hna	ne	ni	gwi	gwo	ni	nah
ne	mo	mu	ni	na	hna	no	nah	nu	ne	nv	gwa	ni	gwe
gwi	gwo	mo	mu	na	hna	nah	ne	ni	no	nu	nv	gwa	gwe

Audio Dictation Practice

Estimated time: 20 minutes.

Have a partner call out each of the following letters. As the letters are called out, write each one down. At the end of each line, your partner should say “next line”. The purpose of this exercise is to learn the letters based strictly on sound.

Estimated time: 20 minutes.

Switch places with your partner and repeat the exercise.

Z	q	Z	q	O	I	Z	q	O	I	o	p	O	I
Z	q	o	p	ʒ	O	I	o	p	ʒ	ʒ	ʒ	ʒ	ʒ
ʒ	ʒ	Z	q	o	p	ʒ	ʒ	ʒ	O	I	ʒ	ʒ	ʒ
t	G	t	G	l	h	o	p	ʒ	ʒ	ʒ	t	G	ʒ
l	h	t	G	Z	q	l	h	ʒ	ʒ	O	I	l	h
t	G	o	p	ʒ	ʒ	ʒ	l	h	ʒ	ʒ	t	G	l
Z	q	Z	q	Z	O	q	O	I	Z	O	I	q	o
*** NEXT PAGE ***													

I	o	p	O	p	o	p	ʒ	I	ʒ	Z	p	ʒ	q
o	ʒ	ʒ	ʒ	ʒ	O	p	ʒ	ʒ	ʒ	I	ʒ	ʒ	ʒ
ʒ	t	o	ʒ	ʒ	t	ʒ	t	p	ʒ	G	ʒ	t	ʒ
Z	G	l	q	ʒ	G	t	l	ʒ	O	G	l	h	ʒ
I	l	h	G	h	o	ʒ	t	l	h	p	ʒ	h	G
l	ʒ	ʒ	h	ʒ	t	Z	G	q	l	O	I	h	o
p	ʒ	ʒ	ʒ	ʒ	ʒ	G	l	h	Z	q	O	I	o

Day 4

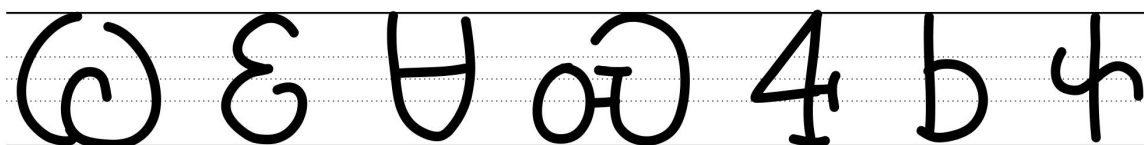
Syllabary Writing Practice Ꭰ-Ꭰ

Learning the shapes.

This exercise covers “Ꭰ (gwu)”, “Ꭱ (gwv)”, “Ꭲ (sa)”, “Ꭳ (s)”, “Ꭴ (se)”, “Ꭵ (si)”, and “Ꭶ (so)”.

Estimated time: 5 minutes.

The purpose of this exercise is to learn the hand strokes needed for writing each of the letters. Write the following line out six times. Take your time and draw each letter step by step as depicted in the following figure. *Do not write out the English pronunciation next to each letter.* Instead as you write each letter, say aloud its name while keeping the tip of your tongue against the backside of your lower front teeth.



☞ It is very important when writing the letter “Ꭰ” to draw the middle bump curved towards the right and to draw the top curve stopping very close to the left where the letter starts. If you don’t write the letter this way, it might be mistaken for either of the letters “Ꭱ (gwe)” or “Ꭳ (ya)”.

Recognition Practice.

☞ Be careful not to confuse “Ꭰ (gwe)” and “Ꭱ (gwu)” with each other in the following exercise.

Estimated time: 10 minutes.

Handwrite the English pronunciation for each of the following Cherokee letters:

Ꭰ	Ꭱ	Ꭲ	Ꭳ	Ꭴ	Ꭵ	Ꭶ	Ꭷ	Ꭸ	Ꭹ	Ꭺ	Ꭻ	Ꭼ	Ꭽ	Ꭾ
Ꭰ	Ꭱ	Ꭲ	Ꭳ	Ꭴ	Ꭵ	Ꭶ	Ꭷ	Ꭸ	Ꭹ	Ꭺ	Ꭻ	Ꭼ	Ꭽ	Ꭾ
Ꭶ	Ꭷ	Ꭸ	Ꭹ	Ꭺ	Ꭻ	Ꭼ	Ꭽ	Ꭾ	Ꭿ	Ꮀ	Ꮁ	Ꮂ	Ꮃ	Ꮄ
Ꮄ	Ꮅ	Ꮆ	Ꮇ	Ꮈ	Ꮉ	Ꮊ	Ꮋ	Ꮌ	Ꮍ	Ꮎ	Ꮏ	Ꮐ	Ꮑ	Ꮒ
Ꮒ	Ꮓ	Ꮔ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ	Ꮚ	Ꮛ	Ꮜ	Ꮝ	Ꮞ	Ꮟ	Ꮠ
Ꮠ	Ꮡ	Ꮢ	Ꮣ	Ꮤ	Ꮥ	Ꮦ	Ꮧ	Ꮨ	Ꮩ	Ꮪ	Ꮫ	Ꮬ	Ꮭ	Ꮮ
Ꮮ	Ꮯ	Ꮰ	Ꮱ	Ꮲ	Ꮳ	Ꮴ	Ꮵ	Ꮶ	Ꮷ	Ꮸ	Ꮹ	Ꮺ	Ꮻ	Ꮼ

Writing Practice.

Estimated time: 10 minutes.

Handwrite the Cherokee letter for each of the following English pronunciations.

sa	se	si	s	si	se	si	so	sa	so	gwu	si	so	gwv
se	no	so	no	nu	s	si	no	nu	nv	sa	so	no	nu
nv	gwa	se	nu	nv	gwa	no	gwa	si	nv	gwe	nu	gwa	so
gwu	gwe	gwi	gwv	nv	gwe	gwa	gwi	no	s	gwe	gwi	gwo	nu
sa	gwi	gwo	gwe	gwo	se	nv	gwa	gwi	gwo	si	so	gwo	gwe
gwi	no	nu	gwo	nv	gwa	gwu	gwe	gwv	gwi	s	sa	gwo	se
si	so	no	nu	nv	gwa	gwe	gwi	gwo	gwu	gwv	s	sa	se

Audio Dictation Practice

Estimated time: 20 minutes.

Have a partner call out each of the following letters. As the letters are called out, write each one down. At the end of each line, your partner should say “next line”. The purpose of this exercise is to learn the letters based strictly on sound.

Estimated time: 20 minutes.

Switch places with your partner and repeat the exercise.

Ꭰ	Ꭱ	Ꭲ	Ꭳ	Ꭴ	Ꭵ	Ꭶ	Ꭷ	Ꭸ	Ꭹ	Ꭺ	Ꭻ	Ꭼ	Ꭽ
Ꭾ	Ꭿ	Ꮀ	Ꮁ	Ꮂ	Ꮃ	Ꮄ	Ꮅ	Ꮆ	Ꮇ	Ꮈ	Ꮉ	Ꮊ	Ꮋ
Ꮌ	Ꮍ	Ꮎ	Ꮏ	Ꮐ	Ꮑ	Ꮒ	Ꮓ	Ꮔ	Ꮕ	Ꮖ	Ꮗ	Ꮘ	Ꮙ
Ꮚ	Ꮛ	Ꮜ	Ꮝ	Ꮞ	Ꮟ	Ꮠ	Ꮡ	Ꮢ	Ꮣ	Ꮤ	Ꮥ	Ꮦ	Ꮧ
Ꮨ	Ꮩ	Ꮪ	Ꮫ	Ꮬ	Ꮭ	Ꮮ	Ꮯ	Ꮰ	Ꮱ	Ꮲ	Ꮳ	Ꮴ	Ꮵ
Ꮶ	Ꮷ	Ꮸ	Ꮹ	Ꮺ	Ꮻ	Ꮼ	Ꮽ	Ꮾ	Ꮿ	Ᏸ	Ᏹ	Ᏺ	Ᏻ
*** NEXT PAGE ***													

᏷	ᏸ	ᏹ	ᏺ	ᏻ	ᏼ	ᏽ	᏾	᏿	᐀	ᐁ	ᐂ	ᐃ	ᐄ
ᐅ	ᐆ	ᐇ	ᐈ	ᐉ	ᐊ	ᐋ	ᐌ	ᐍ	ᐎ	ᐏ	ᐐ	ᐑ	ᐒ
ᐓ	ᐔ	ᐕ	ᐖ	ᐗ	ᐘ	ᐙ	ᐚ	ᐛ	ᐜ	ᐝ	ᐞ	ᐟ	ᐠ
ᐡ	ᐢ	ᐣ	ᐤ	ᐥ	ᐦ	ᐧ	ᐨ	ᐩ	ᐪ	ᐫ	ᐬ	ᐭ	ᐮ
ᐯ	ᐰ	ᐱ	ᐲ	ᐳ	ᐴ	ᐵ	ᐶ	ᐷ	ᐸ	ᐹ	ᐺ	ᐻ	ᐼ
ᐾ	ᐿ	ᑀ	ᑁ	ᑂ	ᑃ	ᑄ	ᑅ	ᑆ	ᑇ	ᑈ	ᑉ	ᑊ	ᑋ
ᑌ	ᑍ	ᑎ	ᑏ	ᑐ	ᑑ	ᑒ	ᑓ	ᑔ	ᑕ	ᑖ	ᑗ	ᑘ	ᑙ

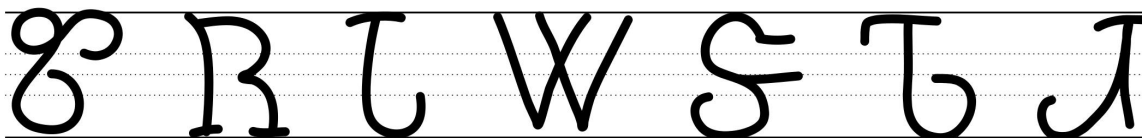
Syllabary Writing Practice ᖃ-ᐃ

Learning the shapes.

This exercise covers “ᖃ (su)”, “ᖄ (sv)”, “ᐃ (da)”, “ᐄ (ta)”, “ᐅ (de)”, “ᐆ (te)”, and “ᐇ (di)”.

Estimated time: 5 minutes.

The purpose of this exercise is to learn the hand strokes needed for writing each of the letters. Write the following line out six times. Take your time and draw each letter step by step as depicted in the following figure. *Do not write out the English pronunciation next to each letter.* Instead as you write each letter, say aloud its name while keeping the tip of your tongue against the backside of your lower front teeth.



Recognition Practice.

Estimated time: 10 minutes.

Handwrite the English pronunciation for each of the following Cherokee letters:

ᖃ	R	ᖄ	R	ᐃ	W	ᖃ	R	ᐃ	W	ᐅ	ᐆ	ᐃ	W
ᖃ	R	ᐅ	ᐆ	ᐇ	ᐃ	ᐅ	ᐆ	ᐅ	ᐆ	ᐇ	ᐃ	ᐅ	ᐆ
ᐇ	ᐃ	ᖃ	R	ᐅ	ᐆ	ᐅ	ᐆ	ᐅ	ᐆ	ᐇ	ᐃ	ᐅ	ᐆ
ᐅ	ᐆ	ᐅ	ᐆ	ᐅ	ᐆ	ᐅ	ᐆ	ᐅ	ᐆ	ᐅ	ᐆ	ᐅ	ᐆ
ᐅ	ᐆ	ᐅ	ᐆ	ᐅ	ᐆ	ᐅ	ᐆ	ᐅ	ᐆ	ᐅ	ᐆ	ᐅ	ᐆ
ᖃ	R	ᖃ	R	ᖃ	ᐃ	R	ᐃ	ᐅ	ᐆ	ᖃ	ᐃ	ᐅ	ᐆ

Writing Practice.

Estimated time: 10 minutes.

Handwrite the Cherokee letter for each of the following English pronunciations.

ta	de	te	da	te	de	te	di	ta	di	su	te	di	sv
de	gwu	di	gwu	gwv	da	te	gwu	gwv	s	ta	di	gwu	gwv
s	sa	de	gwv	s	sa	gwu	sa	te	s	se	gwv	sa	di
su	se	si	sv	s	se	sa	si	gwu	da	se	si	so	gwv
ta	si	so	se	so	de	s	sa	si	so	te	di	so	se
si	gwu	gwv	so	s	sa	su	se	sv	si	da	ta	so	de
te	di	gwu	gwv	s	sa	se	si	so	su	sv	da	ta	de

Audio Dictation Practice

Estimated time: 20 minutes.

Have a partner call out each of the following letters. As the letters are called out, write each one down. At the end of each line, your partner should say “next line”. The purpose of this exercise is to learn the letters based strictly on sound.

Estimated time: 20 minutes.

Switch places with your partner and repeat the exercise.

ʋ	R	ʋ	R	ɿ	W	ʋ	R	ɿ	W	ɤ	ɒ	ɿ	W
ʋ	R	ɤ	ɒ	ɿ	ʋ	ɿ	W	ɤ	ɒ	ɿ	ʋ	ɿ	ʋ
ɿ	ʋ	ʋ	R	ɤ	ɒ	ɿ	ʋ	ɿ	W	ɿ	ʋ	ɿ	ʋ
ʋ	ɿ	ʋ	ɿ	ɿ	ɤ	ɤ	ɒ	ʋ	ɿ	ɿ	ɿ	ɿ	ʋ
ɿ	ɿ	ʋ	ɿ	ʋ	R	ɿ	ɿ	ɤ	ɒ	ɿ	W	ɿ	ɿ
ʋ	ɿ	ɤ	ɒ	ɿ	ʋ	ɿ	ɿ	ɤ	ɒ	ʋ	ɿ	ɿ	ɿ
ʋ	R	ʋ	R	ʋ	ɿ	R	ɿ	W	ʋ	ɿ	W	R	ɤ

*** NEXT PAGE ***

W	ɤ	ɒ	ɿ	ɿ	ɤ	ɒ	ɿ	W	ɿ	ʋ	ɿ	ɿ	R
ɤ	ʋ	ɿ	ʋ	ɤ	ɿ	ɿ	ʋ	ɤ	ɒ	W	ɿ	ʋ	ɤ
ʋ	ʋ	ɤ	ɤ	ʋ	ʋ	ʋ	ɿ	ʋ	ɿ	ɤ	ʋ	ɿ	ɤ
ʋ	ɿ	ɿ	R	ʋ	ɿ	ʋ	ɿ	ɿ	ɿ	ɿ	ɿ	ɿ	ɤ
W	ɿ	ɿ	ɿ	ɿ	ɤ	ʋ	ʋ	ɿ	ɿ	ɿ	ɿ	ɿ	ɿ
ɿ	ʋ	ɤ	ɿ	ʋ	ʋ	ɿ	ɿ	R	ɿ	W	ɿ	ɤ	ɤ
ɿ	ɿ	ʋ	ɤ	ʋ	ʋ	ɿ	ɿ	ɿ	R	ɿ	W	ɤ	ɤ

Day 5

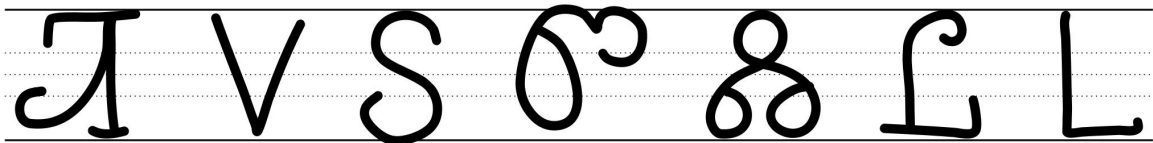
Syllabary Writing Practice Ⴄ-L

Learning the shapes.

This exercise covers “Ⴄ (ti)”, “Ⴅ (do)”, “Ⴆ (du)”, “Ⴇ (dv)”, “Ⴈ (dla)”, “Ⴉ (hla)”, and “Ⴊ (tle)”.

Estimated time: 5 minutes.

The purpose of this exercise is to learn the hand strokes needed for writing each of the letters. Write the following line out six times. Take your time and draw each letter step by step as depicted in the following figure. *Do not write out the English pronunciation next to each letter.* Instead as you write each letter, say aloud its name while keeping the tip of your tongue against the backside of your lower front teeth.



Recognition Practice.

Estimated time: 10 minutes.

Handwrite the English pronunciation for each of the following Cherokee letters:

Ⴄ	Ⴅ	Ⴆ	Ⴇ	Ⴈ	Ⴉ	Ⴊ	Ⴋ	Ⴌ	Ⴍ	Ⴎ	Ⴏ	Ⴐ	Ⴑ	Ⴒ	Ⴓ
Ⴄ	Ⴅ	Ⴆ	Ⴇ	Ⴈ	Ⴉ	Ⴊ	Ⴋ	Ⴌ	Ⴍ	Ⴎ	Ⴏ	Ⴐ	Ⴑ	Ⴒ	Ⴓ
Ⴄ	Ⴅ	Ⴆ	Ⴇ	Ⴈ	Ⴉ	Ⴊ	Ⴋ	Ⴌ	Ⴍ	Ⴎ	Ⴏ	Ⴐ	Ⴑ	Ⴒ	Ⴓ
Ⴄ	Ⴅ	Ⴆ	Ⴇ	Ⴈ	Ⴉ	Ⴊ	Ⴋ	Ⴌ	Ⴍ	Ⴎ	Ⴏ	Ⴐ	Ⴑ	Ⴒ	Ⴓ
Ⴄ	Ⴅ	Ⴆ	Ⴇ	Ⴈ	Ⴉ	Ⴊ	Ⴋ	Ⴌ	Ⴍ	Ⴎ	Ⴏ	Ⴐ	Ⴑ	Ⴒ	Ⴓ
Ⴄ	Ⴅ	Ⴆ	Ⴇ	Ⴈ	Ⴉ	Ⴊ	Ⴋ	Ⴌ	Ⴍ	Ⴎ	Ⴏ	Ⴐ	Ⴑ	Ⴒ	Ⴓ

Writing Practice.

Estimated time: 10 minutes.

Handwrite the Cherokee letter for each of the following English pronunciations.

dv	dla	tla	du	tla	dla	tla	tle	dv	tle	ti	tla	tle	do
dla	su	tle	su	sv	du	tla	su	sv	da	dv	tle	su	sv
da	ta	dla	sv	da	ta	su	ta	tla	da	de	sv	ta	tle
ti	de	te	do	da	de	ta	te	su	du	de	te	di	sv
dv	te	di	de	di	dla	da	ta	te	di	tla	tle	di	de
te	su	sv	di	da	ta	ti	de	do	te	du	dv	di	dla
tla	tle	su	sv	da	ta	de	te	di	ti	do	du	dv	dla

Audio Dictation Practice

Estimated time: 20 minutes.

Have a partner call out each of the following letters. As the letters are called out, write each one down. At the end of each line, your partner should say “next line”. The purpose of this exercise is to learn the letters based strictly on sound.

Estimated time: 20 minutes.

Switch places with your partner and repeat the exercise.

ᄀ	ᄁ	ᄂ	ᄃ	ᄄ	ᄅ	ᄆ	ᄇ	ᄈ	ᄉ	ᄊ	ᄋ	ᄌ	ᄍ	ᄎ
ᄏ	ᄐ	ᄑ	ᄒ	ᄓ	ᄔ	ᄕ	ᄖ	ᄗ	ᄘ	ᄙ	ᄚ	ᄛ	ᄜ	ᄝ
ᄞ	ᄟ	ᄠ	ᄡ	ᄢ	ᄣ	ᄤ	ᄥ	ᄦ	ᄧ	ᄨ	ᄩ	ᄪ	ᄫ	ᄬ
ᄭ	ᄮ	ᄯ	ᄰ	ᄱ	ᄲ	ᄳ	ᄴ	ᄵ	ᄶ	ᄷ	ᄸ	ᄹ	ᄺ	ᄻ
ᄼ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ
ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ
ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ
ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ

*** NEXT PAGE ***

ᄏ	ᄐ	ᄑ	ᄒ	ᄓ	ᄔ	ᄕ	ᄖ	ᄗ	ᄘ	ᄙ	ᄚ	ᄛ	ᄜ	ᄝ
ᄞ	ᄟ	ᄠ	ᄡ	ᄢ	ᄣ	ᄤ	ᄥ	ᄦ	ᄧ	ᄨ	ᄩ	ᄪ	ᄫ	ᄬ
ᄭ	ᄮ	ᄯ	ᄰ	ᄱ	ᄲ	ᄳ	ᄴ	ᄵ	ᄶ	ᄷ	ᄸ	ᄹ	ᄺ	ᄻ
ᄼ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ
ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ
ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ
ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ
ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ

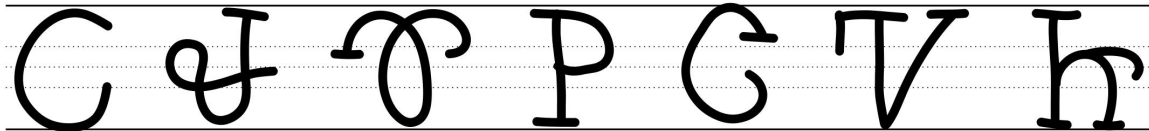
Syllabary Writing Practice C-Ir

Learning the shapes.

This exercise covers “C (tli)”, “ᄀ (tlo)”, “ᄁ (tlu)”, “P (tlv)”, “G (ja)”, “V (je)”, and “Ir (ji)”.

Estimated time: 5 minutes.

The purpose of this exercise is to learn the hand strokes needed for writing each of the letters. Write the following line out six times. Take your time and draw each letter step by step as depicted in the following figure. *Do not write out the English pronunciation next to each letter.* Instead as you write each letter, say aloud its name while keeping the tip of your tongue against the backside of your lower front teeth.



Recognition Practice.

Estimated time: 10 minutes.

Handwrite the English pronunciation for each of the following Cherokee letters:

C	ᄀ	C	ᄀ	ᄁ	P	C	ᄀ	ᄁ	P	G	V	ᄁ	P
C	ᄀ	G	V	Ir	ᄀ	ᄁ	P	G	V	Ir	ᄀ	V	S
Ir	ᄀ	C	ᄀ	G	V	V	S	ᄁ	P	Ir	ᄀ	V	S
ᄏ	ᄐ	ᄑ	ᄒ	ᄓ	ᄔ	G	V	V	S	ᄏ	ᄐ	ᄑ	ᄒ
ᄓ	ᄔ	ᄕ	ᄖ	ᄗ	ᄘ	ᄙ	ᄚ	ᄛ	ᄜ	ᄝ	ᄞ	ᄟ	ᄠ
ᄟ	ᄠ	G	V	Ir	ᄀ	ᄁ	ᄓ	ᄔ	V	S	ᄏ	ᄐ	ᄑ
C	ᄀ	C	ᄀ	C	ᄁ	ᄁ	ᄁ	P	C	ᄁ	P	ᄀ	G

Writing Practice.

Estimated time: 10 minutes.

Handwrite the Cherokee letter for each of the following English pronunciations.

tlv	ja	je	tlu	je	ja	je	ji	tlv	ji	tli	je	ji	tlo
ja	ti	ji	ti	do	tlu	je	ti	do	du	tlv	ji	ti	do
du	dv	ja	do	du	dv	ti	dv	je	du	dla	do	dv	ji
tli	dla	tla	tlo	du	dla	dv	tla	ti	tlu	dla	tla	tle	do
tlv	tla	tle	dla	tle	ja	du	dv	tla	tle	je	ji	tle	dla
tla	ti	do	tle	du	dv	tli	dla	tlo	tla	tlu	tlv	tle	ja
je	ji	ti	do	du	dv	dla	tla	tle	tli	tlo	tlu	tlv	ja

Audio Dictation Practice

Estimated time: 20 minutes.

Have a partner call out each of the following letters. As the letters are called out, write each one down. At the end of each line, your partner should say “next line”. The purpose of this exercise is to learn the letters based strictly on sound.

Estimated time: 20 minutes.

Switch places with your partner and repeat the exercise.

C	Ƴ	C	Ƴ	ŋ	P	C	Ƴ	ŋ	P	G	ʋ	ŋ	P
C	Ƴ	G	ʋ	h	ɹ	ŋ	P	G	ʋ	h	ɹ	V	S
h	ɹ	C	Ƴ	G	ʋ	V	S	ŋ	P	h	ɹ	V	S
ŋ	ɹ	ŋ	ɹ	ɹ	L	G	ʋ	V	S	ŋ	ɹ	h	ɹ
ɹ	L	ŋ	ɹ	C	Ƴ	ɹ	L	V	S	ŋ	P	ɹ	L
ŋ	ɹ	G	ʋ	h	ɹ	ɹ	L	V	S	ŋ	ɹ	ɹ	L
C	Ƴ	C	Ƴ	C	ŋ	Ƴ	ŋ	P	C	ŋ	P	Ƴ	G

*** NEXT PAGE ***

P	G	ʋ	ŋ	ʋ	G	ʋ	h	P	h	C	ʋ	h	Ƴ
G	ɹ	h	ɹ	V	ŋ	ʋ	ɹ	V	S	P	h	ɹ	V
S	ŋ	G	V	S	ŋ	ɹ	ŋ	ʋ	S	ɹ	V	ŋ	h
C	ɹ	ɹ	Ƴ	S	ɹ	ŋ	ɹ	ɹ	ŋ	ɹ	ɹ	L	V
P	ɹ	L	ɹ	L	G	S	ŋ	ɹ	L	ʋ	h	L	ɹ
ɹ	ɹ	V	L	S	ŋ	C	ɹ	Ƴ	ɹ	ŋ	P	L	G
ʋ	h	ɹ	V	S	ŋ	ɹ	ɹ	L	C	Ƴ	ŋ	P	G

Day 6

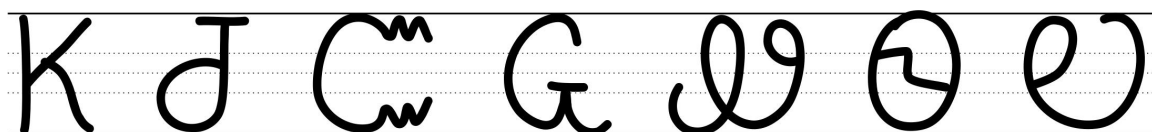
Syllabary Writing Practice K-Ų

Learning the shapes.

This exercise covers “K (jo)”, “J (ju)”, “C̣ (jv)”, “G (wa)”, “Ų (we)”, “Θ (wi)”, and “Ų (wo)”.

Estimated time: 5 minutes.

The purpose of this exercise is to learn the hand strokes needed for writing each of the letters. Write the following line out six times. Take your time and draw each letter step by step as depicted in the following figure. *Do not write out the English pronunciation next to each letter.* Instead as you write each letter, say aloud its name while keeping the tip of your tongue against the backside of your lower front teeth.



Recognition Practice.

Estimated time: 10 minutes.

Handwrite the English pronunciation for each of the following Cherokee letters:

K	J	K	J	C̣	G	K	J	C̣	G	Ų	Θ	C̣	G
K	J	Ų	Θ	Ų	C	C̣	G	Ų	Θ	Ų	C	Ų	Ų
Ų	C	K	J	Ų	Θ	Ų	Ų	C̣	G	Ų	C	Ų	Ų
P	G	P	G	V	h	Ų	Θ	Ų	Ų	P	G	Ų	C
V	h	P	G	K	J	V	h	Ų	Ų	C̣	G	V	h
P	G	Ų	Θ	Ų	C	V	h	Ų	Ų	P	G	V	h
K	J	K	J	K	C̣	J	C̣	G	K	C̣	G	J	Ų

Writing Practice.

Estimated time: 10 minutes.

Handwrite the Cherokee letter for each of the following English pronunciations.

wa	we	wi	jv	wi	we	wi	wo	wa	wo	jo	wi	wo	ju
we	tli	wo	tli	tlo	jv	wi	tli	tlo	tlu	wa	wo	tli	tlo
tlu	tlv	we	tlo	tlu	tlv	tli	tlv	wi	tlu	ja	tlo	tlv	wo
jo	ja	je	ju	tlu	ja	tlv	je	tli	jv	ja	je	ji	tlo
wa	je	ji	ja	ji	we	tlu	tlv	je	ji	wi	wo	ji	ja
je	tli	tlo	ji	tlu	tlv	jo	ja	ju	je	jv	wa	ji	we
wi	wo	tli	tlo	tlu	tlv	ja	je	ji	jo	ju	jv	wa	we

Audio Dictation Practice

Estimated time: 20 minutes.

Have a partner call out each of the following letters. As the letters are called out, write each one down. At the end of each line, your partner should say “next line”. The purpose of this exercise is to learn the letters based strictly on sound.

Estimated time: 20 minutes.

Switch places with your partner and repeat the exercise.

K	ᵐ	K	ᵐ	ᵐ	ᵐ	K	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
K	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
ᵐ	ᵐ	K	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
P	ᵐ	P	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	P	ᵐ	ᵐ	ᵐ
V	ᵐ	P	ᵐ	K	ᵐ	V	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	V	ᵐ
P	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	V	ᵐ	ᵐ	ᵐ	P	ᵐ	V	ᵐ
K	ᵐ	K	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ

*** NEXT PAGE ***

ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	K	ᵐ	ᵐ	ᵐ
ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
ᵐ	P	ᵐ	ᵐ	ᵐ	P	ᵐ	P	ᵐ	ᵐ	G	ᵐ	P	ᵐ
K	G	V	ᵐ	ᵐ	G	P	V	ᵐ	ᵐ	G	V	ᵐ	ᵐ
ᵐ	V	ᵐ	G	ᵐ	ᵐ	ᵐ	P	V	ᵐ	ᵐ	ᵐ	ᵐ	G
V	ᵐ	ᵐ	ᵐ	ᵐ	P	K	G	ᵐ	V	ᵐ	ᵐ	ᵐ	ᵐ
ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	P	G	V	ᵐ	K	ᵐ	ᵐ	ᵐ	ᵐ

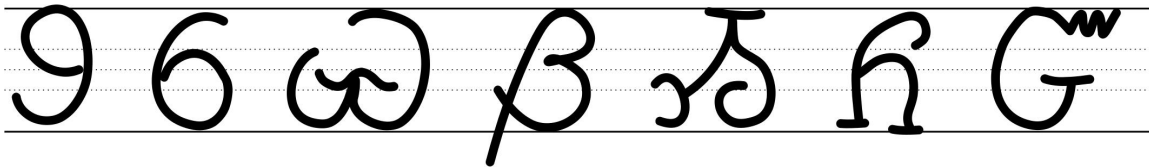
Syllabary Writing Practice 9-6

Learning the shapes.

This exercise covers “ᵐ (wu)”, “ᵐ (wv)”, “ᵐ (ya)”, “ᵐ (ye)”, “ᵐ (yi)”, “ᵐ (yo)”, and “ᵐ (yu)”.

Estimated time: 5 minutes.

The purpose of this exercise is to learn the hand strokes needed for writing each of the letters. Write the following line out six times. Take your time and draw each letter step by step as depicted in the following figure. *Do not write out the English pronunciation next to each letter.* Instead as you write each letter, say aloud its name while keeping the tip of your tongue against the backside of your lower front teeth.



It is very important when writing the letter “ᵐ” to draw the cap across the middle bump. If you don’t include the cap, it might be mistaken for either of the letters “ᵐ (gwe)” or “ᵐ (gwu)”.

Recognition Practice.

Estimated time: 10 minutes.

Handwrite the English pronunciation for each of the following Cherokee letters:

ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
ᵐ	K	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	K	ᵐ	ᵐ
ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ

Writing Practice.

Estimated time: 10 minutes.

Handwrite the Cherokee letter for each of the following English pronunciations.

Writing Practice.

Estimated time: 10 minutes.

Handwrite the Cherokee letter for each of the following English pronunciations.

ya	ga	de	gwu	de	ga	de	du	ya	du	yv	de	du	gwe
ga	wu	du	wu	wv	gwu	de	wu	wv	ya	du	wu	wv	ya
ye	ga	wv	ya	ye	wu	ye	de	ya	yi	wv	ye	du	yv
yi	yo	gwe	ya	yi	ye	yo	wu	gwu	yi	yo	yu	wv	ya
yo	yu	yi	yu	ga	ya	ye	yo	yu	de	du	yu	yi	yo
wu	wv	yu	ya	ye	yv	yi	gwe	yo	gwu	ya	yu	ga	de
du	wu	wv	ya	ye	yi	yo	yu	yv	gwe	gwu	ya	ga	ya

Audio Dictation Practice

Estimated time: 20 minutes.

Have a partner call out each of the following letters. As the letters are called out, write each one down. At the end of each line, your partner should say “next line”. The purpose of this exercise is to learn the letters based strictly on sound.

Estimated time: 20 minutes.

Switch places with your partner and repeat the exercise.

B	Ꭰ	B	Ꭰ	Ꭱ	Ꭲ	B	Ꭰ	Ꭱ	Ꭲ	Ꭳ	Ꭳ	Ꭱ	Ꭲ
B	Ꭰ	Ꭳ	Ꭳ	S	Ꭹ	Ꭱ	Ꭲ	Ꭳ	Ꭳ	S	Ꭹ	Ꭳ	Ꭲ
S	Ꭹ	B	Ꭰ	Ꭳ	Ꭳ	Ꭳ	Ꭲ	Ꭲ	S	Ꭹ	Ꭳ	Ꭲ	Ꭲ
Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ
Ꭳ	Ꭳ	Ꭳ	Ꭳ	B	Ꭰ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ
Ꭳ	Ꭳ	Ꭳ	Ꭳ	S	Ꭹ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ
B	Ꭰ	B	Ꭰ	B	Ꭰ	Ꭲ	Ꭲ	B	Ꭰ	Ꭲ	Ꭲ	Ꭲ	Ꭲ

*** NEXT PAGE ***

Ꭲ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	S	Ꭲ	S	B	Ꭳ	S	Ꭲ
Ꭳ	Ꭳ	S	Ꭹ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	S	Ꭹ	Ꭳ	Ꭲ	Ꭲ
Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	S	B
Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ
Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ
Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ
S	Ꭹ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	B	Ꭰ	Ꭲ	Ꭲ	Ꭲ	Ꭲ

Day 7

Syllabary Writing Practice D-B

Final Practice Part One.

Estimated time: 10 minutes.

Handwrite the English pronunciation for each of the following Cherokee letters:

D	R	D	R	T	Ꭰ	D	R	T	Ꭰ	O'	i
T	Ꭰ	O'	i	Ꭱ	Ꭲ	O'	i	Ꭱ	Ꭲ	F	Y
Ꭱ	Ꭲ	F	Y	A	J	F	Y	A	J	E	Ꭳ
A	J	E	Ꭳ	Ꭴ	Ꭵ	E	Ꭳ	Ꭴ	Ꭵ	F	Ꭶ
Ꭴ	Ꭵ	F	Ꭶ	Ꭷ	W	F	Ꭶ	Ꭷ	W	Ꭸ	Ꭹ
Ꭷ	W	Ꭸ	Ꭹ	G	M	Ꭸ	Ꭹ	G	M	Ꭺ	Ꭻ

*** NEXT PAGE ***

G	M	Ꭺ	Ꭻ	OI	H	Ꭺ	Ꭻ	OI	H	Ꭼ	Y
OI	H	Ꭼ	Y	Ꭽ	Ꭾ	Ꭼ	Y	Ꭽ	Ꭾ	G	Ꭿ
Ꭽ	Ꭾ	G	Ꭿ	Ꮀ	Ꮁ	Z	G	Ꮀ	Ꮁ	Z	O'
Ꮀ	Z	Ꮁ	O'	Ꮂ	Ꮃ	Ꮁ	O'	Ꮂ	Ꮃ	Ꮄ	Ꮅ
Ꮂ	Ꮃ	Ꮄ	Ꮅ	Ꮆ	Ꮇ	Ꮄ	Ꮅ	Ꮆ	Ꮇ	Ꮈ	Ꮉ
Ꮆ	Ꮇ	Ꮈ	Ꮉ	Ꮊ	Ꮋ	Ꮈ	Ꮉ	Ꮊ	Ꮋ	Ꮌ	Ꮍ

*** NEXT PAGE ***

Ꮊ	Ꮋ	Ꮌ	Ꮍ	R	Ꮎ	Ꮌ	Ꮍ	R	Ꮎ	W	Ꮏ
R	Ꮎ	W	Ꮏ	Ꮐ	Ꮑ	W	Ꮏ	Ꮐ	Ꮑ	Ꮒ	V
Ꮐ	Ꮑ	Ꮒ	V	S	Ꮓ	Ꮒ	V	S	Ꮓ	Ꮔ	Ꮕ
S	Ꮓ	Ꮔ	Ꮕ	L	C	Ꮔ	Ꮕ	L	C	Ꮖ	Ꮗ
L	C	Ꮖ	Ꮗ	P	G	Ꮖ	Ꮗ	P	G	Ꮘ	Ꮙ
P	G	Ꮘ	Ꮙ	K	Ꮚ	Ꮘ	Ꮙ	K	Ꮚ	Ꮛ	Ꮜ

*** NEXT PAGE ***

K	Ꮚ	Ꮛ	Ꮜ	Ꮝ	Ꮞ	Ꮛ	Ꮜ	Ꮝ	Ꮞ	Ꮟ	Ꮠ
Ꮝ	Ꮞ	Ꮟ	Ꮠ	Ꮡ	Ꮢ	Ꮟ	Ꮠ	Ꮡ	Ꮢ	Ꮣ	Ꮤ
Ꮡ	Ꮢ	Ꮣ	Ꮤ	Ꮥ	Ꮦ	Ꮣ	Ꮤ	Ꮥ	Ꮦ	B	G
Ꮥ	Ꮦ	B	G	C	G	B	G	C	G	Ꮧ	Ꮨ
C	G	Ꮧ	Ꮨ	R	R	Ꮧ	Ꮨ	R	R	O'	O'
R	R	O'	O'	J	Ꮪ	O'	O'	J	Ꮪ	J	Ꮪ

☞ Your answers should match the English pronunciations in the next practice.

Final Practice Part Two.

Estimated time: 10 minutes.

Handwrite the Cherokee letter for each of the following English pronunciations.

a	e	a	e	i	o	a	e	i	o	u	v
i	o	u	v	ga	ka	u	v	ga	ka	ge	gi
ga	ka	ge	gi	go	gu	ge	gi	go	gu	gv	ha
go	gu	gv	ha	he	hi	gv	ha	he	hi	ho	hu
he	hi	ho	hu	hv	la	ho	hu	hv	la	le	li
hv	la	le	li	lo	lu	le	li	lo	lu	lv	ma

*** NEXT PAGE ***

lo	lu	lv	ma	me	mi	lv	ma	me	mi	mo	mu
me	mi	mo	mu	na	hna	mo	mu	na	hna	nah	ne
na	hna	nah	ne	ni	no	nah	ne	ni	no	nu	nv
ni	no	nu	nv	gwa	gwe	nu	nv	gwa	gwe	gwi	gwo
gwa	gwe	gwi	gwo	gwu	gwv	gwi	gwo	gwu	gwv	s	sa
gwu	gwv	s	sa	se	si	s	sa	se	si	so	su
*** NEXT PAGE ***											

se	si	so	su	sv	da	so	su	sv	da	ta	de
sv	da	ta	de	te	di	ta	de	te	di	ti	do
te	di	ti	do	du	dv	ti	do	du	dv	dla	tla
du	dv	dla	tla	tle	tli	dla	tla	tle	tli	tlo	tlu
tle	tli	tlo	tlu	tlv	ja	tlo	tlu	tlv	ja	je	ji
tlv	ja	je	ji	jo	ju	je	ji	jo	ju	jv	wa

*** NEXT PAGE ***

jo	ju	jv	wa	we	wi	jv	wa	we	wi	wo	wu
we	wi	wo	wu	wv	ya	wo	wu	wv	ya	ye	yi
wv	ya	ye	yi	yo	yu	ye	yi	yo	yu	yv	nah
yo	yu	yv	nah	tli	ja	yv	nah	tli	ja	jv	wa
tli	ja	jv	wa	e	sv	jv	wa	e	sv	u	nv
e	sv	u	nv	gu	ju	u	nv	gu	ju	gu	ju

☞ Your answers should match the Syllabary in the previous practice.

DəVAT 4

OYAT DSGETəJ

☞ Remember that if you are having problems recognizing any of the Syllabary you should do the final Syllabary exercise as a refresher.

JAḞə (Read them)

Review the following vocabulary then do the exercises. Take your time and work through the pronunciation guide for each word.

DḞ! [a²yo] “Ouch!”

ḞəḞ, ḞəḞḞ [o⁴sda, o⁴sdv] “Good. Well.”

ḞḞḞ, ḞḞ [o²sɪ³yo, sɪ³yo] “Hello.” ☞ *This literally means “all is just fine”.*

OḞT [u²yo⁴ɪ] “Bad.”

ii [v²v] “Yes.”

iəYḞ? [v¹sgɪ²gi?] “Really?”

iḞ, Ḟ [v²tla, v²hla, tla, hla] “No.”

ḞḞ [hə²wa] “Okay. Alright. Sure.”

h! [ni!] “Look at that!”

GWY [ja²lɔ²gi] “Cherokee.”

Ḟv [wɔ²do] “Thanks.”

ḞḞḞ, BḞḞḞ [yo³ne²ga, yv³wɪ³ne²ga] “English.”

☞ The word “ḞḞ” is an affirmative response and can be understood to mean different things depending on how it is used. Two of the more common meanings are “Okay” and “You are welcome”.

☞ The word “ḞḞḞ” is a combination of the words **DBḞ** [a²yv²wi] “person” and **OḞḞ** [u²ne⁴ga] “white”.

Flashcards

Create flash cards from the vocabulary list with the Cherokee words in Syllabary on one side and the English on the other side. Practice saying the Cherokee for the English, and the English for the Cherokee with the flash cards. Be sure that you sound the words out based on each ones pronunciation guide. For the most effective use of your flash cards you should use the Leitner system. The Leitner system is described in the appendix.

hWḞḞ (Do them)

Each of the following sets are composed of “mini-skits” to be performed in order. Each “mini-skit” indicates the vocabulary being practiced followed by the skit to be acted out. ☞ *Don’t be afraid to “over-act” a little bit.*

You will need the following props:

- A pretend “gift” that can be passed from person to person.
- A pretend “cactus” that can be touched. A picture or drawing works well. ☞ *Do not use a real cactus with spines!*

- A pretend “fire” that can be touched. A picture or drawing works well. ☞ *Do not use a real fire!*
- A sheet of paper with only Cherokee writing on it.
- A sheet of paper with only English writing on it.

If there are five in your study group, split up into groups of two and three.

If there are more than five in your study group, split up into groups of three to four.

Follow the appropriate instructions based on your group’s size.

Groups of Two to Four

☞ *Items being passed should pass through all members of the group while performing the instructions each time it is passed.*

Set 1

1. Dḥ

- (a) Each person should tap the cactus then say “Dḥ!” and shake their hand as if injured.

2. ḍḅḥ

- (a) Wave hello to each other while saying “ḍḅḥ”.

3. ḥ, Bḡḏḥ

- (a) Point to the English paper and say “ḥ! Bḡḏḥ!”

4. ḥ, GWY

- (a) Point to the Cherokee paper and say “ḥ! GWY!”

5. Dḥ

- (a) Each person should tap the fire then say “Dḥ!” and shake their hand as if injured.

6. ḍḅḥ

- (a) Shake hands with each other while saying “ḍḅḥ”.

7. ḥ, ḥḏḥ

- (a) Point to the English paper and say “ḥ! ḥḏḥ!”

8. ḥ, GWY

- (a) Point to the Cherokee paper and say “ḥ! GWY!”

9. ḤV, ḤḤ, ḥḍḍḍ?

- (a) Pass the gift from left to right. The person receiving it should say “ḥḍḍḍ? ḤV!”. The person giving the gift should then respond with “ḤḤ!”.

Set 2

1. Ḥ, ii, OḥT, ḍḍḍ

- (a) Pass the gift from left to right. The person to receive it should indicate they don’t want it and say “Ḥ!”. The person giving the gift should then say “ḥḍḍḍ? OḥT!”. The person receiving the gift should then say “ḍ... ḤḤ, ii.”. The person giving the gift should say “ḍḍḍ”. The gift should then be passed.

2. Dḥ

- (a) Each person should tap the cactus then say “Dḥ!” and shake their hand as if injured.

3. ḍḅḥ

- (a) Bow slightly to each other while saying “ḍḅḥ”.

4. ḥ, ḥḏḥ

- (a) Point to the English paper and say “ḥ! ḥḏḥ!”

5. ḥ, GWY

- (a) Point to the Cherokee paper and say “ḥ! GWY!”

6. ḤV, ḤḤ, ḥḍḍḍ?

- (a) Pass the gift from left to right. The person receiving it should say “ḥḍḍḍ? ḤV!”. The person giving the gift should then respond with “ḤḤ!”.

7. ḥḤ, ii, OḥT, ḍḍḍ

- (a) Pass the gift from left to right. The person to receive it should indicate they don’t want it and say “ḥḤ!”. The person giving the gift should then say “ḥḍḍḍ? OḥT!”. The person receiving the gift should then say “ḍ... ḤḤ, ii.”. The person giving the gift should say “ḍḍḍ”. The gift should then be passed.

8. Dḥ

- (a) Each person should tap the fire then say “Dḥ!” and shake their hand as if injured.

Set 3

1. h, Bḡḏḥ

- (a) Point to the English paper and say “h! Bḡḏḥ!”

2. h, GWY

- (a) Point to the Cherokee paper and say “h! GWY!”

3. ḠV, ḤḠ, iṁYY?

- (a) Pass the gift from left to right. The person receiving it should say “iṁYY? ḠV!”. The person giving the gift should then respond with “ḤḠ!”.

4. Ḥ, ii, OḥT, ḥṁṁ

- (a) Pass the gift from left to right. The person to receive it should indicate they don’t want it and say “Ḥ!”. The person giving the gift should then say “iṁYY? OḥT!”. The person receiving the gift should then say “ḥ... ḤḠ, ii.”. The person giving the gift should say “ḥṁṁ”. The gift should then be passed.

Set 4

1. iḤ, ii, OḥT, ḥṁḤ

- (a) Pass the gift from left to right. The person to receive it should indicate they don’t want it and say “iḤ!”. The person giving the gift should then say “iṁYY? OḥT!”. The person receiving the gift should then say “ḥ... ḤḠ, ii.”. The person giving the gift should say “ḥṁḤ”. The gift should then be passed.

2. Dḥ

- (a) Each person should tap the cactus then say “Dḥ!” and shake their hand as if injured.

3. ḥḥḥ

- (a) Shake hands with each other while saying “ḥḥḥ”.

4. h, Bḡḏḥ

- (a) Point to the English paper and say “h! Bḡḏḥ!”

5. h, GWY

- (a) Point to the Cherokee paper and say “h! GWY!”

6. ḠV, ḤḠ, iṁYY?

9. ḥḥḥ

- (a) Bow slightly to each other while saying “ḥḥḥ”.

5. Dḥ

- (a) Each person should tap the fire then say “Dḥ!” and shake their hand as if injured.

6. ḥḥḥ

- (a) Wave hello to each other while saying “ḥḥḥ”.

7. h, ḥḏḥ

- (a) Point to the English paper and say “h! ḥḏḥ!”

8. h, GWY

- (a) Point to the Cherokee paper and say “h! GWY!”

9. ḠV, ḤḠ, iṁYY?

- (a) Pass the gift from left to right. The person receiving it should say “iṁYY? ḠV!”. The person giving the gift should then respond with “ḤḠ!”.

- (a) Pass the gift from left to right. The person receiving it should say “iṁYY? ḠV!”. The person giving the gift should then respond with “ḤḠ!”.

7. Ḥ, ii, OḥT, ḥṁṁ

- (a) Pass the gift from left to right. The person to receive it should indicate they don’t want it and say “Ḥ!”. The person giving the gift should then say “iṁYY? OḥT!”. The person receiving the gift should then say “ḥ... ḤḠ, ii.”. The person giving the gift should say “ḥṁṁ”. The gift should then be passed.

8. ḠV, ḤḠ, iṁYY?

- (a) Pass the gift from left to right. The person receiving it should say “iṁYY? ḠV!”. The person giving the gift should then respond with “ḤḠ!”.

9. iḤ, ii, OḥT, ḥṁḤ

- (a) Pass the gift from left to right. The person to receive it should indicate they don’t want it and say “iḤ!”. The person giving the gift should then say “iṁYY? OḥT!”. The person receiving the gift should then say “ḥ... ḤḠ, ii.”. The person giving the gift should say “ḥṁḤ”. The gift should then be passed.

Someone Alone

Use a prop such as a pillow or broom as an imaginary study partner. Follow the instructions for groups of two people. Have your imaginary partner act out any actions. Speak for your imaginary partner where appropriate.

DAVAT 5

ABOUT DSCTOJ

 Remember that if you are having problems recognizing any of the Syllabary you should do the final Syllabary exercise as a refresher.


ᱪᱷᱚᱴᱚ (Read them)

Review the following vocabulary then do the exercises.

☞ *Reminder: Animacy refers to whether a thing is alive or not. Most alive things are considered animate. Most non-living things are considered inanimate.*

ᖃ ᐅᐸᑦ [gə²do² u⁴sdi] “Which one?”

DhWᵑ [a²nᵢtə²³li] “Two.” This is a special form of Wᵑ used when referring to anything animate.

ǂW Tɛ [hɪ²la⁴ i²³ga⁴] “How many?”  “ǂW Tɛ” is used when talking about inanimate things.

KT [jɔ²ɿ] “Three.”

ᐃᑦ ᑕᐃᑦ [hi²la⁴ i²ya³ni] “How many?” **ᐃᑦ** “ᐃᑦ ᑕᐃᑦ” is used when talking about animate things.

DhKT [a²ni²jo²zi] “Three.” 🗨️ *This is a special form of KT used when referring to anything animate.*

ᐱᕐᑦᓂᐅᐱ (Numbers)

Oy [nv^hgi] “Four.”

ᖃᖅ [sa¹gwu⁴] “One.”

ᠠ᠋᠋ᠨᠠᠭ [hi²sgi] “Five.”

Wf [taʔ³li] “Two.”

ᖃᖃ [su²³da³li] “Six.”

ᖃᖅᖅ [gahl²gwo²³gi] “Seven.”

With the exception of the special word “TE₁OT (first)”, all of the ordering numbers are the same as the counting numbers with either “-T₁OT” or “-B₁OT” added onto the end. This is very similar to the way English adds “-th” to the end of most ordering numbers like “fourth”, “fifth”, and “sixth”.

Generally:

- The ordering numbers are created by dropping the ending vowel then adding “-ᑭᐱᑦ”.
- Ordering numbers higher than one that end with “ᕐᓄᑦ” use “ᕐᓄᓄᑭᐱᑦ” and not “ᑭᐱᕐᓄᑦ”. This is because “ᑭᐱᕐᓄᑦ” has a closer literal meaning of “earlier than, place of” and is only used where referring to the true first position.
- For the the ordering numbers “ᕐᓄᓄᑭᐱᑦ (eleventh)” through “ᑭᐱᑭᐱᑭᐱᑦ (nineteenth)” you don’t drop the ending vowel and instead add “-ᑭᐱᑦ”.

TEXT [i²gv²yi⁴ɔi] “First.”

ᠬᠤᠨᠤᠯᠤᠰ [hi²sgi²ne⁴ʔi] “Fifth.”

WFLT [taɹ²li²ne⁴ɹi] “Second.”

𐎧𐎠𐎡𐎹 [su²³da³li²ne⁴zi] “Sixth.”

КТЛТ [jo²ɰi²ne⁴ɰi] “Third.”

ᖃᕐᕐᕐᕐᕐᕐ [gahl²gwo²³gi²ne⁴ʔi] “Seventh.”

OʻYLT [nvh²gi²ne⁴ʔi] “Fourth.”

HWŃŃ (Do them)

The following exercises are designed to allow you to count and put things into order in Cherokee. Simply learning the Cherokee names for the English words for numbers only allows you to translate from English to Cherokee and vice-versa when dealing with numbers. It does not allow you to think in Cherokee while dealing with quantities and ordered positions. You will need the following props:

- Two sets of items that are countable.
 - The first set should be smooth stones, checkers, or dried beans.
 - The second should be toy stuffed animals or pictures of live animals.

☞ *During the exercises you must pretend that these are living animals.*

Divide up into groups of three to five. If you don't have enough people, use props for imaginary people and act the imaginary people out.

Groups of Three to Five

For each group the first person is designated "D". The second person is designated "R". The remaining people are grouped together and are designated "T". After each set, rotate positions so that "D" becomes the "R", the "R" becomes one of the "T", and one of the "T" becomes the "D".

☞ *Keep rotating until everyone has been in position "D", starting over with the first set of challenges as needed.*

☞ *Any imaginary study partners always stay as one of the "T" and do not rotate.*

Someone Alone

On index cards, slips of paper, or something similar, write out the challenges on each of the front sides along with the correct response on the reverse side for the first set of challenges. Do this for each challenge as listed. There will be challenges and responses repeated. Keep the cards in order.

For "Set 1":

Place the stack of index cards, challenge side up, response side down.

For each "ᎠᎵ ____?" challenge count out loud the correct number of appropriate items then flip the card over checking that you counted correct and that you selected between animate vs inanimate correctly.

For each "ᎠᎵ ᎠᎵ ____?" challenge line up seven items then indicate the position of each until you reach the position indicated. Flip the card over and verify you stopped at the correct position.

For each remaining set:

Adjust the index cards to match the new set, creating new ones as needed, and removing those not in the set. Follow the instructions previously given for "Set 1".

Sets

Each challenge-response is structured in one of the following two ways:

1. "ᎠᎵ ____?"

- (a) "D" selects an appropriate number of items from the correct group and places them before "R".
- (b) "D" asks "R": "ᎠᎵ ____?" while pointing at the items for counting.
- (c) "R" counts out loud the items one by one then repeats the final count to "D".

1. "ᎠᎵ ᎠᎵ ____?"

- (a) “D” selects seven items from either group and places them before “R” lined up in a row.
 (b) “D” asks “R”: “\$V O'ḡḡḡ _____?”.
 (c) “R” says out loud the position of each item from “TEḡḡT” to _____. Then “R” points to the correct item and says to “D” _____.

Set 1

1. \$V O'ḡḡḡ KTḡḡT?
 (a) ☐☐☒☐☐☐☐
2. ḡW Tḡ? ☐☐
 (a) ḡḡ. (Inanimate).
3. \$V O'ḡḡḡ ḡḡḡḡḡḡT?
 (a) ☐☐☐☐☒☐☐
4. ḡW Tḡ? ☐☐
 (a) ḡḡ. (Inanimate).
5. ḡW Tḡḡḡ? ☐☐
 (a) ḡḡ. (Animate).
6. ḡW Tḡ? ☐☐
 (a) ḡḡ, Wḡ. (Inanimate).
7. ḡW Tḡḡḡ? ☐☐
 (a) ḡḡ. (Animate).
8. ḡW Tḡ? ☐☐
 (a) ḡḡ, Wḡ. (Inanimate).

Set 2

1. ḡW Tḡḡḡ? ☐☐
 (a) ḡḡ, DhWḡ. (Animate).
2. ḡW Tḡ? ☐☐
 (a) ḡḡ, Wḡ, KT. (Inanimate).
3. ḡW Tḡḡḡ? ☐☐
 (a) ḡḡ, DhWḡ. (Animate).
4. ḡW Tḡ? ☐☐
 (a) ḡḡ, Wḡ, KT. (Inanimate).
5. ḡW Tḡḡḡ? ☐☐
 (a) ḡḡ, DhWḡ, DhKT. (Animate).
6. \$V O'ḡḡḡ ḡḡḡḡḡḡT?
 (a) ☐☐☐☐☒☐
7. ḡW Tḡ? ☐☐
 (a) ḡḡ. (Inanimate).
8. ḡW Tḡḡḡ? ☐☐
 (a) ḡḡ, DhWḡ, DhKT. (Animate).


Set 3

1. ḡW Tḡ? ☐☐
 (a) ḡḡ, Wḡ, KT, O'ḡ. (Inanimate).
2. ḡW Tḡḡḡ? ☐☐
 (a) ḡḡ. (Animate).
3. ḡW Tḡ? ☐☐
 (a) ḡḡ, Wḡ. (Inanimate).
4. ḡW Tḡ? ☐☐
 (a) ḡḡ, Wḡ, KT, O'ḡ. (Inanimate).
5. ḡW Tḡḡḡ? ☐☐
 (a) ḡḡ, DhWḡ, DhKT, O'ḡ. (Animate).
6. ḡW Tḡḡḡ? ☐☐
 (a) ḡḡ, DhWḡ. (Animate).
7. ḡW Tḡ? ☐☐
 (a) ḡḡ, Wḡ, KT. (Inanimate).
8. ḡW Tḡḡḡ? ☐☐
 (a) ḡḡ, DhWḡ, DhKT, O'ḡ. (Animate).


Set 4

1. **ᐃᑦ ᑦᑦᑦ?** 


(a) ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ. (Inanimate).

2. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦ. (Animate).

3. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ. (Animate).

4. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ. (Inanimate).

5. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦ. (Animate).

6. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ. (Inanimate).


7. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ. (Inanimate).

8. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ. (Inanimate).


Set 5

1. **ᐃᑦ ᑦᑦᑦ?** 


(a) ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦᑦ. (Animate).

2. **ᐃᑦ ᑦᑦᑦ?** 


(a) ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦᑦ. (Inanimate).

3. **ᐃᑦ ᑦᑦᑦ?** 


(a) ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦ. (Animate).

4. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦᑦ. (Animate).

5. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦᑦ. (Inanimate).

6. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ. (Animate).


7. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ. (Inanimate).

8. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦᑦ. (Animate).


Set 6

1. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ. (Animate).

2. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦᑦ. (Inanimate).

3. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦᑦ. (Animate).

4. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦᑦ. (Inanimate).

5. **ᐃᑦ ᑦᑦᑦ?** 

(a) ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦᑦ, ᑦᑦᑦᑦ. (Animate).

DAVAT 6

VELAT DSGEOMJ

☞ Remember that if you are having problems recognizing any of the Syllabary you should do the final Syllabary exercise as a refresher.

JAFAM (Read them)

☞ Reminder: Whenever you see “he” you can usually substitute “she”.

Review the following vocabulary then do the exercises.

DAGJAM [a¹gowh²tɪ³ha] “He sees him or it.”

DHAGJAM [a¹ni²gowh²tɪ³ha] “They see him or it.”

LAGJAM [da¹gowh²tɪ³ha] “He sees them.”

LHAGJAM [da¹ni²gowh²tɪ³ha] “They see them.”

DOR, ZOR [a²le, nɔ²le] “And. Or.”

DEFAM [a²ge²³hya] “A woman.”

DHFAM [a²ni²ge²³hya] “Women.”

DOMSAM [a²sga²ya] “A man.”

DHOMSAM [a²ni²sga²ya] “Men.”

SV JOMJ [ga²do²ju⁴sdi] “Which ones?” Used when the person asking a question is expecting a response about two or more non-living or inanimate things.

SV OOMJ [ga²do²un⁴sdi] “Which ones?” Used when the person asking a question is expecting a response about two or more alive or animate things.

YC [gi²hli] “A dog. Dogs.”

QO [nu²³na] “A potato. Potatoes.”

ORAM [nv¹ya] “A rock. Rocks.”

WE [we²³sa] “A cat. Cats.”

HWOS (Do them)

You will need the following props:

- Four female dolls or pictures of women – one woman per picture.
- Four male dolls or pictures of men – one man per picture.
- Four toy dogs or pictures of dogs – one dog per picture.
- Four potatoes or pictures of potatoes – one potato per picture.
- Four small rocks or pictures of rocks – one rock per picture.
- Four toy cats or pictures of cats – one cat per picture.

☞ During the exercises you must pretend that the people and animals are alive.

Divide up into groups of three to five. If you don’t have enough people, use props for imaginary people and act the imaginary people out.

Groups of Three to Five

For each group the first person is designated “D”. The second person is designated “R”. The remaining people are grouped together and are designated “T”. After each set, rotate positions so that “D” becomes the “R”, the “R” becomes one of the “T”, and one of the “T” becomes the “D”.

☞ *Keep rotating until everyone has been in position “R”, starting over with the first set of challenges as needed.*

☞ *Any imaginary study partners always stay as one of the “T” and do not rotate.*

Each challenge-response should be done as in the following examples:

1. [D] ၵ၆ ၵ၆၆. ၵ၆ ၵ၆.
“D” puts one woman in a first group and one potato in second group.
 - (a) [D->R] ၵ၆ ၵ၆၆ ၵ၆၆?
“D” points at the first group and asks “R”: What does she see?
 - (b) [R] ၵ၆၆ ၵ၆ ၵ၆၆.
“R” responds: The woman sees a potato.
2. [D] ၵ၆ ၵ၆၆. ၵ၆ ၵ၆.
“D” puts one woman in a first group and three rocks in second group.
 - (a) [D->R] ၵ၆ ၵ၆၆ ၵ၆၆?
“D” points at the first group and asks “R”: What does she see?
 - (b) [R] ၵ၆၆ ၵ၆ ၵ၆၆.
“R” responds: The woman sees rocks.
3. [D] ၵ၆၆ ၵ၆၆. ၵ၆ ၵ၆.
“D” puts two women in a first group and one potato in second group.
 - (a) [D->R] ၵ၆ ၵ၆၆ ၵ၆၆?
“D” points at the first group and asks “R”: What do they see?
 - (b) [R] ၵ၆၆ ၵ၆ ၵ၆၆.
“R” responds: The women see a potato.
4. [D] ၵ၆၆ ၵ၆၆. ၵ၆ ၵ၆၆ ၵ၆ ၵ၆ ၵ၆.
“D” puts two women in a first group. In the second group are put one woman and one rock.
 - (a) [D->R] ၵ၆ ၵ၆၆ ၵ၆၆?
“D” points at the first group and asks “R”: What do they see?
 - (b) [R] ၵ၆၆ ၵ၆၆ ၵ၆ ၵ၆ ၵ၆၆.
“R” responds: The women see a woman and a rock.

Someone Alone

On index cards, slips of paper, or something similar, write out the challenges and the Cherokee for “What do you see?” on each of the front sides along with the correct responses on the reverse side for the first set of challenges. Do this for each challenge as listed. There may be challenges and responses repeated. Keep the cards in order.

☞ *The “D” challenges should be read from the cards. The “R” responses should be done without reading the cards.*

☞ *Take a short break if needed after every two sets.*

For “Set 1”:

Place the stack of index cards, challenge side up, response side down.

For each challenge place the appropriate items in two groups.

Ask aloud the Cherokee challenge on the front of the card while pointing at the first group.

Respond in Cherokee with: ____ sees ____.

Flip the card over and check your response against the response on the response side of the index card.

For each remaining set:

Adjust the index cards to match the new set, creating new ones as needed, and removing those not in the set. Follow the instructions previously given for “Set 1”.

Sets

☞ Repeat these until everyone can do the “R” responses smoothly without having to reference the material.

Set 1

1. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
2. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
3. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
4. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
5. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
6. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
7. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .

Set 2

1. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
2. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
3. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
4. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
5. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
6. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
7. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .

Set 3

1. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
2. [D] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .
(a) [D \rightarrow R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} ?
(b) [R] $\bar{E} \rightarrow D$ \bar{E} \bar{D} \bar{E} \bar{D} .

- (b) [R] ልብናቸው ልብ ሆኖ ላይ ሊገኝ ይችላል።
6. [D] ልብናቸው ልብ ሆኖ ይገኛል።
 - (a) [D→R] ልብናቸው ልብ ሆኖ ላይ ሊገኝ ይችላል?
 - (b) [R] ልብናቸው ልብ ሆኖ ላይ ሊገኝ ይችላል።
7. [D] ልብናቸው ልብ ሆኖ ይገኛል።
 - (a) [D→R] ልብናቸው ልብ ሆኖ ላይ ሊገኝ ይችላል?
 - (b) [R] ልብናቸው ልብ ሆኖ ላይ ሊገኝ ይችላል።

1. [D] DhKT Dhබ්‍රිව. ඊබ්‍රිව් Dබ්‍රිව් Zඊ ඊබ්‍රිව්.
(a) [D→R] ඊව් ඊබ්‍රිව් Lහඟැඊඊ?
(b) [R] Dhබ්‍රිව් Dබ්‍රිව් Dඊ ඊබ්‍රිව් Lහඟැඊඊ.
2. [D] ඊබ්‍රිව් Dබ්‍රිව් Dඊ ඊබ්‍රිව් ඊඊ. ඊබ්‍රිව් ඊබ්‍රිව්.
(a) [D→R] ඊව් ඊබ්‍රිව් Dhඟැඊඊ?
(b) [R] Dබ්‍රිව් Dඊ ඊඊ ඊබ්‍රිව් Dhඟැඊඊ.
3. [D] Dhඊඊ Dhඊබ්‍රිව්. ඊබ්‍රිව් Dඊබ්‍රිව් Zඊ ඊබ්‍රිව්.
(a) [D→R] ඊව් ඊබ්‍රිව් Lහඟැඊඊ?
(b) [R] Dhඊබ්‍රිව් Dඊබ්‍රිව් Dඊ ඊබ්‍රිව් Lහඟැඊඊ.
4. [D] ඊබ්‍රිව් Dඊබ්‍රිව්. Dhඊඊ Dhඊබ්‍රිව් Dඊ ඊබ්‍රිව්.
(a) [D→R] ඊව් ඊබ්‍රිව් Lහඟැඊඊ?

- (b) [R] Dfᵂ DhFᵂ Dᵂ ၿΘ LAGᵂᵂᵂ.
5. [D] ၿᵂ Dᵂᵂᵂᵂ. ၿᵂ ၿᵂ.
- (a) [D→R] ၿᵂ ၿᵂᵂᵂᵂ DAGᵂᵂᵂ?
- (b) [R] Dᵂᵂᵂᵂ ၿᵂ DAGᵂᵂᵂ.
6. [D] ၿᵂ Dᵂᵂᵂᵂ. ၿᵂ ၿᵂ.
- (a) [D→R] ၿᵂ ၿᵂᵂᵂᵂ DAGᵂᵂᵂ?
- (b) [R] Dᵂᵂᵂᵂ ၿᵂ DAGᵂᵂᵂ.
7. [D] ၿᵂ Dfᵂ. KT ၿᵂ.
- (a) [D→R] ၿᵂ ၿᵂᵂᵂᵂ LAGᵂᵂᵂ?
- (b) [R] Dfᵂ ၿᵂ LAGᵂᵂᵂ.

1. [D] DhKT DhṁSīṭ. Ḥḥ ḤC.
 - (a) [D→R] ṢV ḐḥḤ DhAGḥḥ?
 - (b) [R] DhṁSīṭ ḤC DhAGḥḥ.
2. [D] DhKT Dhḥḥ. Wḥ ḐḐ.
 - (a) [D→R] ṢV ḐḥḤ ḤhAGḥḥ?
 - (b) [R] Dhḥḥ ḐḐ ḤhAGḥḥ.
3. [D] DhWḥ DhṁSīṭ. Ḥḥ Dḥḥ Dḥ Ḥḥ Ḑḥ.
 - (a) [D→R] ṢV ḐḥḤ ḤhAGḥḥ?

- (b) [R] Dhṛṇṣṭi Dfṭ Dṛ Oṭ LhAGṇṭṭ.
4. [D] Ḥṭ Dṛṇṣṭi. DhWṛ Dhṛṭ Zṛ KT ḂṬ.
 - (a) [D→R] ṢV Ḃṭṭṭ LAGṇṭṭ?
 - (b) [R] Dṛṇṣṭi Dhṛṭ Dṛ ḂṬ LAGṇṭṭ.
5. [D] Ḥṭ Dṛṇṣṭi. DhKT Dhṛṇṣṭi Zṛ Wṛ ḂṬ.
 - (a) [D→R] ṢV Ḃṭṭṭ LAGṇṭṭ?
 - (b) [R] Dṛṇṣṭi Dhṛṇṣṭi Dṛ ḂṬ LAGṇṭṭ.

DATA 7

§FVYAT DS6T0AJ

☞ Remember that if you are having problems recognizing any of the Syllabary you should do the final Syllabary exercise as a refresher.

ἸΑϞΩ (Read them)

Review the following vocabulary then do the exercises.

𐌹𐌶𐌵𐌹𐌸 [ji²gowh²ti³ha] “I see him.”

ᐃᐱᑭᐱᐅ [ji²gowh²ti³ha] “I see it.”

ᖃᐱᑕᐱᐅ [ga²ji²gowh²ti³ha] “I see them-animate.”

ᖃᐱᑕᐱᐅ [de²ji²gowh²ti³ha] “I see them-inanimate.”

ᐃᐱᑭᐣ [hi²gowh²ti³ha] “You see him.”

ᐃᐱᐱᐱᐱ [hi²gowh²ti³ha] “You see it.”

ᖃᐱᐱᐱᐱ [ga²hi²gowh²ti³ha] “You see them-animate.”

S.AG.7 [de²hi²gowh²ti³ha] “You see them-inanimate.”

Dɔ̌h, Dh [a³ha²ni, a³hni] “Here.”

TΘ [i⁴na] “Far.”

O't [u¹hna⁴] “There.”

Θι [na²ɤv] “Near. Close by.”

HW's (Do them)

You will need the following props:

- Four female dolls or pictures of women – one woman per picture.
- Four male dolls or pictures of men – one man per picture.
- Four toy dogs or pictures of dogs – one dog per picture.
- Four potatoes or pictures of potatoes – one potato per picture.
- Four small rocks or pictures of rocks – one rock per picture.
- Four toy cats or pictures of cats – one cat per picture.

☞ *During the exercises you must pretend that the people and animals are alive.*

Divide up into groups of three to five. If you don't have enough people, use props for imaginary people and act the imaginary people out.

Groups of Two to Five

For each group the first person is designated “D”. The second person is designated “R”. Any remaining people are grouped together and are designated “T”. After each set, rotate positions so that “D” becomes the “R”, the “R” becomes one of the “T”, and one of the “T” becomes the “D”.

☞ *Keep rotating until everyone has been in position “R”, starting over with the first set of challenges as needed.*

Each challenge-response should be done as in the following examples:

1. [D] Θi $\Xi \omega$ $Df\omega$. $T\Theta$ $\Xi \omega$ $\varnothing \Theta$.

“D” puts one woman near “R”. “D” puts one potato far from “R”.

- (a) [D→R] $\$V$ $J\omega J$ $\$ \varnothing \varnothing \varnothing$?

“D” asks “R”: Which ones do you see?

- (b) [R] $\$V$ $J\omega J$ $\$ \varnothing \varnothing \varnothing$?

“R” responds: Which ones do I see?

- (c) [R] $D\varnothing h$ $Df\omega$ $\varnothing \varnothing \varnothing$.

“R” says: Here I see a woman.

- (d) [R] $O\varnothing$ $\varnothing \Theta$ $\varnothing \varnothing \varnothing$.

“R” says: There I see a potato.

2. [D] Θi $DhKT$ $Dh\omega \varnothing \omega$. $T\Theta$ $\Xi \omega$ $O\omega$.

“D” puts three men near “R”. “D” puts one rock far from “R”.

- (a) [D→R] $\$V$ $J\omega J$ $\$ \varnothing \varnothing \varnothing$?

“D” asks “R”: Which ones do you see?

- (b) [R] $\$V$ $J\omega J$ $\$ \varnothing \varnothing \varnothing$?

“R” responds: Which ones do I see?

- (c) [R] $D\varnothing h$ $Dh\omega \varnothing \omega$ $\varnothing \varnothing \varnothing$.

“R” says: Here I see men.

- (d) [R] $O\varnothing$ $O\omega$ $\varnothing \varnothing \varnothing$.

“R” says: There I see a potato.

3. [D] Θi $\Xi \omega$ $Df\omega$. $T\Theta$ $DhWf$ $Dh\omega \varnothing \omega$.

“D” puts one woman near “R”. “D” puts two men far from “R”.

- (a) [D→R] $\$V$ $O\varnothing \varnothing \varnothing$ $\$ \varnothing \varnothing \varnothing$?

“D” asks “R”: Which ones do you see?

- (b) [R] $\$V$ $O\varnothing \varnothing \varnothing$ $\varnothing \varnothing \varnothing$?

“R” responds: Which ones do I see?

- (c) [R] $D\varnothing h$ $Df\omega$ $\varnothing \varnothing \varnothing$.

“R” says: Here I see a woman.

- (d) [R] $O\varnothing$ $Dh\omega \varnothing \omega$ $\varnothing \varnothing \varnothing$.

“R” says: There I see men.

4. [D] Θi $\Xi \omega$ $D\omega \varnothing \omega$. $T\Theta$ $\Xi \omega$ $Df\omega$ $Z\varnothing$ $\Xi \omega$ $O\omega$.

“D” puts one man near “R”. “D” puts one woman and one rock far from “R” in a group.

- (a) [D→R] $\$V$ $J\omega J$ $\$ \varnothing \varnothing \varnothing$?

“D” asks “R”: Which ones do you see?

- (b) [R] $\$V$ $J\omega J$ $\varnothing \varnothing \varnothing$?

“R” responds: Which ones do I see?

- (c) [R] $D\varnothing h$ $D\omega \varnothing \omega$ $\varnothing \varnothing \varnothing$.

“R” says: Here I see a man.

- (d) [R] $O\varnothing$ $Df\omega$ $\varnothing \varnothing \varnothing$ $D\varnothing$ $O\omega$ $\varnothing \varnothing \varnothing$.

“R” says: There I see a woman and I see a rock.

Someone Alone

On index cards write out the “D” challenges on each of the front sides along with the correct “R” responses on the reverse side for the each set of challenges. Do this for each challenge as listed. There may be challenges and responses repeated. Keep the cards in order and in separate sets.

☞ *The “D” challenges should be read from the cards. The “R” responses should be done without reading the cards.*

☞ *Take a short break if needed after every two sets.*

For “Set 1”:

Place the stack of index cards, challenge side up, response side down.

Generally follow the instructions as given for groups of two or more. You will need to act out both the “D” and “R” parts.

Flip the card over and check your responses against the responses on the response side of the index card.

For each remaining set:

Follow the instructions previously given for “Set 1”.

Sets

☞ *Repeat these until everyone can do the “R” responses smoothly without having to reference the material.*

Set 1

1. [D] Θi $\Xi\omega$ $\vartheta\Theta$.
 - (a) [D→R] $\$V$ $O^\omega\mu\lambda$ $\mathfrak{A}AG\lambda\theta$?
 - (b) [R] $\$V$ $O^\omega\mu\lambda$ $\mathfrak{H}AG\lambda\theta$?
 - (c) [R] $D^\theta h$ $\vartheta\Theta$ $\mathfrak{H}AG\lambda\theta$.
2. [D] Θi $\Xi\omega$ $D\omega\mathfrak{S}\omega$.
 - (a) [D→R] $\$V$ $O^\omega\mu\lambda$ $\mathfrak{A}AG\lambda\theta$?
 - (b) [R] $\$V$ $O^\omega\mu\lambda$ $\mathfrak{H}AG\lambda\theta$?
 - (c) [R] $D^\theta h$ $D\omega\mathfrak{S}\omega$ $\mathfrak{H}AG\lambda\theta$.
3. [D] Θi $\Xi\omega$ γC . $T\Theta$ $\Xi\omega$ O^ω .
 - (a) [D→R] $\$V$ $J\omega\mu\lambda$ $\mathfrak{S}\mathfrak{A}AG\lambda\theta$?
 - (b) [R] $\$V$ $J\omega\mu\lambda$ $\mathfrak{S}\mathfrak{H}AG\lambda\theta$?
 - (c) [R] $D^\theta h$ γC $\mathfrak{H}AG\lambda\theta$.
 - (d) [R] O^θ O^ω $\mathfrak{H}AG\lambda\theta$.
4. [D] Θi $\Xi\omega$ O^ω .
 - (a) [D→R] $\$V$ $O^\omega\mu\lambda$ $\mathfrak{A}AG\lambda\theta$?
 - (b) [R] $\$V$ $O^\omega\mu\lambda$ $\mathfrak{H}AG\lambda\theta$?
- (c) [R] $D^\theta h$ O^ω $\mathfrak{H}AG\lambda\theta$.
5. [D] Θi $\Xi\omega$ $\mathfrak{W}\mathfrak{H}$.
 - (a) [D→R] $\$V$ $O^\omega\mu\lambda$ $\mathfrak{A}AG\lambda\theta$?
 - (b) [R] $\$V$ $O^\omega\mu\lambda$ $\mathfrak{H}AG\lambda\theta$?
 - (c) [R] $D^\theta h$ $\mathfrak{W}\mathfrak{H}$ $\mathfrak{H}AG\lambda\theta$.
6. [D] Θi $\Xi\omega$ $D^\theta\omega$. $T\Theta$ $\Xi\omega$ $D\omega\mathfrak{S}\omega$.
 - (a) [D→R] $\$V$ $O^\theta\omega\mu\lambda$ $\mathfrak{S}\mathfrak{A}AG\lambda\theta$?
 - (b) [R] $\$V$ $O^\theta\omega\mu\lambda$ $\mathfrak{S}\mathfrak{H}AG\lambda\theta$?
 - (c) [R] $D^\theta h$ $D^\theta\omega$ $\mathfrak{H}AG\lambda\theta$.
 - (d) [R] O^θ $D\omega\mathfrak{S}\omega$ $\mathfrak{H}AG\lambda\theta$.
7. [D] Θi $\Xi\omega$ $D\omega\mathfrak{S}\omega$. $T\Theta$ $\Xi\omega$ $\vartheta\Theta$.
 - (a) [D→R] $\$V$ $J\omega\mu\lambda$ $\mathfrak{S}\mathfrak{A}AG\lambda\theta$?
 - (b) [R] $\$V$ $J\omega\mu\lambda$ $\mathfrak{S}\mathfrak{H}AG\lambda\theta$?
 - (c) [R] $D^\theta h$ $D\omega\mathfrak{S}\omega$ $\mathfrak{H}AG\lambda\theta$.
 - (d) [R] O^θ $\vartheta\Theta$ $\mathfrak{H}AG\lambda\theta$.

Set 2

1. [D] Θi $\Xi\omega$ γC . $T\Theta$ $\Xi\omega$ $\mathfrak{W}\mathfrak{H}$.
 - (a) [D→R] $\$V$ $O^\theta\omega\mu\lambda$ $\mathfrak{S}\mathfrak{A}AG\lambda\theta$?
 - (b) [R] $\$V$ $O^\theta\omega\mu\lambda$ $\mathfrak{S}\mathfrak{H}AG\lambda\theta$?
 - (c) [R] $D^\theta h$ γC $\mathfrak{H}AG\lambda\theta$.
 - (d) [R] O^θ $\mathfrak{W}\mathfrak{H}$ $\mathfrak{H}AG\lambda\theta$.
2. [D] Θi $Dh\mathfrak{W}\mathfrak{F}$ $\mathfrak{W}\mathfrak{H}$. $T\Theta$ $\Xi\omega$ $\vartheta\Theta$.

- (a) $[D \rightarrow R]$ $\$V$ J $\$A$ $\$A$ $\$A$?
 - (b) $[R]$ $\$V$ J $\$A$ $\$A$ $\$A$?
 - (c) $[R]$ D $\$H$ $\$H$ $\$A$ $\$A$?
 - (d) $[R]$ O $\$H$ $\$H$ $\$A$ $\$A$?
3. $[D]$ $\$i$ D H K T Y C . T $\$$ $\$$ D $\$H$.
- (a) $[D \rightarrow R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (b) $[R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (c) $[R]$ D $\$H$ Y C $\$H$ $\$A$ $\$A$?
 - (d) $[R]$ O $\$H$ D $\$H$ $\$A$ $\$A$?
4. $[D]$ $\$i$ $\$H$ $\$H$. T $\$$ $\$$ Y C .
- (a) $[D \rightarrow R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (b) $[R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (c) $[R]$ D $\$H$ $\$H$ $\$A$ $\$A$?
 - (d) $[R]$ O $\$H$ Y C $\$H$ $\$A$ $\$A$?
5. $[D]$ $\$i$ D H K T D H $\$H$. T $\$$ $\$$ O $\$H$.

- (a) $[D \rightarrow R]$ $\$V$ J $\$A$ $\$A$ $\$A$?
 - (b) $[R]$ $\$V$ J $\$A$ $\$A$ $\$A$?
 - (c) $[R]$ D $\$H$ D H $\$H$ $\$A$ $\$A$?
 - (d) $[R]$ O $\$H$ O $\$H$ $\$A$ $\$A$?
6. $[D]$ $\$i$ D H W F D H $\$H$. T $\$$ $\$$ $\$H$.
- (a) $[D \rightarrow R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (b) $[R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (c) $[R]$ D $\$H$ D H $\$H$ $\$A$ $\$A$?
 - (d) $[R]$ O $\$H$ $\$H$ $\$A$ $\$A$?
7. $[D]$ $\$i$ $\$H$ D $\$H$. T $\$$ D H W F D H $\$H$.
- (a) $[D \rightarrow R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (b) $[R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (c) $[R]$ D $\$H$ D $\$H$ $\$A$ $\$A$?
 - (d) $[R]$ O $\$H$ D H $\$H$ $\$A$ $\$A$?

Set 3

1. $[D]$ $\$i$ D H K T $\$H$. T $\$$ $\$$ Y C .
- (a) $[D \rightarrow R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (b) $[R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (c) $[R]$ D $\$H$ $\$H$ $\$A$ $\$A$?
 - (d) $[R]$ O $\$H$ Y C $\$H$ $\$A$ $\$A$?
2. $[D]$ $\$i$ D H W F D H $\$H$. T $\$$ $\$$ O $\$H$.
- (a) $[D \rightarrow R]$ $\$V$ J $\$A$ $\$A$ $\$A$?
 - (b) $[R]$ $\$V$ J $\$A$ $\$A$ $\$A$?
 - (c) $[R]$ D $\$H$ D H $\$H$ $\$A$ $\$A$?
 - (d) $[R]$ O $\$H$ O $\$H$ $\$A$ $\$A$?
3. $[D]$ $\$i$ $\$H$ $\$H$. T $\$$ D H K T Y C .
- (a) $[D \rightarrow R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (b) $[R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (c) $[R]$ D $\$H$ $\$H$ $\$A$ $\$A$?
 - (d) $[R]$ O $\$H$ Y C $\$H$ $\$A$ $\$A$?
4. $[D]$ $\$i$ D H W F D H $\$H$. T $\$$ K T $\$H$.
- (a) $[D \rightarrow R]$ $\$V$ J $\$A$ $\$A$ $\$A$?

- (b) $[R]$ $\$V$ J $\$A$ $\$A$ $\$A$?
 - (c) $[R]$ D $\$H$ D H $\$H$ $\$A$ $\$A$?
 - (d) $[R]$ O $\$H$ $\$H$ $\$A$ $\$A$?
5. $[D]$ $\$i$ $\$H$ $\$H$.
- (a) $[D \rightarrow R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (b) $[R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (c) $[R]$ D $\$H$ $\$H$ $\$A$ $\$A$?
6. $[D]$ $\$i$ $\$H$ D $\$H$.
- (a) $[D \rightarrow R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (b) $[R]$ $\$V$ O $\$H$ $\$A$ $\$A$ $\$A$?
 - (c) $[R]$ D $\$H$ D $\$H$ $\$A$ $\$A$?
7. $[D]$ $\$i$ $\$H$ Y C . T $\$$ $\$$ O $\$H$.
- (a) $[D \rightarrow R]$ $\$V$ J $\$A$ $\$A$ $\$A$?
 - (b) $[R]$ $\$V$ J $\$A$ $\$A$ $\$A$?
 - (c) $[R]$ D $\$H$ Y C $\$H$ $\$A$ $\$A$?
 - (d) $[R]$ O $\$H$ O $\$H$ $\$A$ $\$A$?

Set 4

1. $[D]$ $\$i$ D H K T Y C . T $\$$ $\$$ O $\$H$.
- (a) $[D \rightarrow R]$ $\$V$ J $\$A$ $\$A$ $\$A$?
 - (b) $[R]$ $\$V$ J $\$A$ $\$A$ $\$A$?


- (c) $[R]$ D $\$H$ Y C $\$H$ $\$A$ $\$A$?
 - (d) $[R]$ O $\$H$ O $\$H$ $\$A$ $\$A$?
2. $[D]$ $\$i$ D H W F $\$H$. T $\$$ D H W F D H $\$H$.

1. [D] ፅኑ ዘላቂ ሃር. ጥላይ ላይ ሃረፍ ሆኖ ማሳሰቢያ ይሰጣል።
 - (a) $[D \rightarrow R]$ ማረጋገጫ ይቀርባል?
 - (b) $[R]$ ማረጋገጫ ይቀርባል?
 - (c) $[R]$ ደብዳቤ ሃር ይቀርባል?
 - (d) $[R]$ ጥላይ ላይ ይቀርባል ወይስ ሃረፍ ይቀርባል?
2. [D] ፅኑ ዘላቂ ሃር. ጥላይ ላይ ይቀርባል ወይስ ሃረፍ ይቀርባል?
 - (a) $[D \rightarrow R]$ ማረጋገጫ ይቀርባል?
 - (b) $[R]$ ማረጋገጫ ይቀርባል?
 - (c) $[R]$ ደብዳቤ ሃር ይቀርባል?
 - (d) $[R]$ ጥላይ ላይ ይቀርባል ወይስ ሃረፍ ይቀርባል?
3. [D] ፅኑ ዘላቂ ሃር.
 - (a) $[D \rightarrow R]$ ማረጋገጫ ይቀርባል?
 - (b) $[R]$ ማረጋገጫ ይቀርባል?
 - (c) $[R]$ ደብዳቤ ሃር ይቀርባል?
4. [D] ፅኑ ዘላቂ ይቀርባል.
 - (a) $[D \rightarrow R]$ ማረጋገጫ ይቀርባል?
 - (b) $[R]$ ማረጋገጫ ይቀርባል?
5. [D] ፅኑ ዘላቂ ሃር. ጥላይ ላይ ይቀርባል ወይስ ሃረፍ ይቀርባል?
 - (a) $[D \rightarrow R]$ ማረጋገጫ ይቀርባል?
 - (b) $[R]$ ማረጋገጫ ይቀርባል?
 - (c) $[R]$ ደብዳቤ ሃር ይቀርባል?
 - (d) $[R]$ ጥላይ ላይ ይቀርባል ወይስ ሃረፍ ይቀርባል?
6. [D] ፅኑ ዘላቂ ይቀርባል ወይስ ሃረፍ ይቀርባል?
 - (a) $[D \rightarrow R]$ ማረጋገጫ ይቀርባል?
 - (b) $[R]$ ማረጋገጫ ይቀርባል?
 - (c) $[R]$ ደብዳቤ ይቀርባል ወይስ ሃር ይቀርባል?
 - (d) $[R]$ ጥላይ ላይ ይቀርባል ወይስ ሃረፍ ይቀርባል?
7. [D] ፅኑ ዘላቂ ይቀርባል ወይስ ሃረፍ ይቀርባል?
 - (a) $[D \rightarrow R]$ ማረጋገጫ ይቀርባል?
 - (b) $[R]$ ማረጋገጫ ይቀርባል?
 - (c) $[R]$ ደብዳቤ ይቀርባል ወይስ ሃር ይቀርባል?
 - (d) $[R]$ ጥላይ ላይ ይቀርባል ወይስ ሃረፍ ይቀርባል?

V&A\$ (Write them)

Write out each of the following Cherokee sentences followed by an English translation.

The first one has been done as an example. When done, compare your answers to the answers at the end of this section.

 The challenges and answers show some pronunciation marks. They have been added to help you with remembering critical pronunciations. You should not write them out.

Challenges

Set 1

- [illegible]

Set 2

1. ማይ ልላግጥ።
2. ያዮሃንስ ማይ ያክላግጥ።
3. ዘክርያስ ባፀ ዘላግጥ።
4. ሃር ዘክርያስ ላላግጥ።
5. ዘክርያስ ወላጅ ላላግጥ።
6. ወላጅ ያክላግጥ።
7. ወላጅ ልላግጥ።
8. ዘክርያስ ሃር ዘላግጥ።

Set 3

1. Dfəw KT qə LAGAw.
2. Ow hAGAw.
3. Abay Dhəwəw əw DhAGAw.
4. Dəwəw qə DAGAw.
5. əw hAGAw.
6. DhKT yC səAGAw.
7. yC səAGAw.
8. Dfəw əAGAw.

Set 4

1. Oy Dhəwəw səAGAw.
2. Dhəw səAGAw.
3. yC Dfəw DAGAw.
4. Ow səAGAw.
5. DhWf əw DhWf Dhəwəw LhAGAw.
6. DhKT Dhəw DhKT yC LhAGAw.
7. əw Dəwəw DhAGAw.
8. Dhəwəw hAGAw.

Answers

Set 1

1. Abay Ow hAGAw.
(a) I see five rocks.
2. yC Dhəwəw LAGAw.
(a) The dog sees men.
3. Dəwəw yC LAGAw.
(a) The man sees dogs.
4. Wlf qə səAGAw.
(a) You see six potatoes.
5. Dfəw qə LAGAw.
(a) The woman sees potatoes.
6. Dəwəw hAGAw.
(a) I see a man.
7. əw Wlf Dhəw LAGAw.
(a) The cat sees six women.
8. Dhəwəw əw LhAGAw.
(a) The men see cats.

Set 2

1. əw əAGAw.
(a) You see a cat.
2. səwəw əw hAGAw.
(a) I see seven cats.
3. Dhəw qə DhAGAw.
(a) The women see a potato.
4. yC Dhəw LhAGAw.
(a) The dogs see women.
5. Dhəwəw Ow LhAGAw.
(a) The men see rocks.
6. Ow hAGAw.
(a) I see rocks.
7. Ow əAGAw.
(a) You see a rock.
8. Dhəw yC DhAGAw.
(a) The women see a dog.

Set 3

1. ደቱኔ ነገር ሳይ ሲሆን.

(a) The woman sees three potatoes.

2. ዐቅ ሲሆን.

(a) I see a rock.

3. ስድስት ወንዶች ስድስት ወንዶች.

(a) The five men see a cat.

4. ወንድም ሳይ ወንድም.

(a) The man sees a potato.

5. ስድስት ስድስት.

(a) I see cats.

6. ወንድም ስድስት ወንዶች.

(a) You see three dogs.

7. ስድስት ወንዶች.

(a) You see dogs.

8. ወንድም ወንድም.

(a) You see a woman.

Set 4

1. ዐቅ ወንድም ወንዶች.

(a) You see four men.

2. ወንድም ወንዶች.

(a) You see women.

3. ስድስት ወንድም.

(a) The dog sees a woman.

4. ዐቅ ወንዶች.

(a) You see rocks.

5. ወንድም ስድስት ወንዶች ወንዶች.

(a) The two cats see two men.

6. ወንድም ወንድም ወንድም ስድስት ወንዶች.

(a) The three women see three dogs.

7. ስድስት ወንድም.

(a) The cats see a man.

8. ወንድም ወንድም.

(a) I see men.

DEATH 8

CLAT DSCIA

JAFA (Read them)

Review the following vocabulary then do the exercises.

DB, Də [a²yv, a²ya] “I. We.”

ΘəY [na¹sgi] - Alternate pronunciation.

ioYΘ [v¹sgi²na] “He. She. They. That. Those.”

əD, əT [hi²ʔa, hi²ʔi] “He. She. They. This. These.”

ioY [v¹sgi] - Alternate pronunciation.

Θ [na] “That, Those”

əYΘ [sgi²na] - Alternate pronunciation.

hə [ni²hi] “You. You two. You all.”

☞ The word “ioYΘ” is used to refer someone or something that is usually out of reach. “That him. That her. That them.”

☞ The word “əD” is used to refer someone or something that is usually within reach. “This him. This her. This them.”

☞ The word “Θ” works like a combination of the English words “the” and “that/those”.

HWFS (Do them)

You will need the following props:

- Four female dolls or pictures of women – one woman per picture.
- Four male dolls or pictures of men – one man per picture.
- Four toy dogs or pictures of dogs – one dog per picture.
- Four potatoes or pictures of potatoes – one potato per picture.
- Four small rocks or pictures of rocks – one rock per picture.
- Four toy cats or pictures of cats – one cat per picture.

☞ During the exercises you must pretend that the people and animals are alive.

Divide up into groups of three to six. If you don’t have enough people, use props for imaginary people and act the imaginary people out.

Groups of three or more

Using pillows or other props, add enough imaginary study partners to create a group of six.

For each group the first person is designated “D”. The second person is designated “R”. The remaining people are grouped together and are designated “T”. After each set, rotate positions so that “D” becomes the “R”, the “R” becomes one of the “T”, and one of the “T” becomes the “D”.

☞ *Keep rotating until everyone has been in position “D”, starting over with the first set of challenges as needed.*

☞ *Any imaginary study partners always stay as one of the “T” and do not rotate.*

Each challenge-response comes in one of three forms and should be done as in the following examples:

1. [D→R] ህፊ ወረ ወረ ወረ ወረ.

“D” says to “R”: One and two.

- (a) [R] ከፊ (→1). DB (2ፀ).

“R” responds: You (while pointing at one person). Us (while pointing at self and one other).

2. [D] ጥፍ ሆኖ. ፀፀ ወረወረወረ.

“D” places a cat far from “R” and places two or more men near “R”.

- (a) [D→R] ቅጥ ሆኖ?

“D” asks “R”: Where is the cat?

- (b) [R] ፀፀ ሆኖ ዐፄ.

“R” responds: That cat is there.

3. [D] ፀፀ ህፊ ወረወረ. ጥፍ ህፊ ህፊ.

“D” places one woman near “R” and places one potato far from “R”.

- (a) [D→R] ሆኖ ጥፍ ህፊ ህፊ ህፊ.

“D” says to “R”: You see he-she-it-they far away.

- (b) ሆኖ ሆኖ ህፊ ህፊ ህፊ?

“D” asks “R”: Which do you see?

- (c) [R] ሆኖ ሆኖ ዐፄ ህፊ ህፊ ህፊ?

“R” responds: Which do I see there?

- (d) [R] ህፊ ዐፄ ህፊ ህፊ ህፊ.

“R” says: I see a potato there.

Someone Alone

Using pillows or other props, add enough imaginary study partners to create a group of six.

On index cards, slips of paper, or something similar, write out the “D” challenges on each of the front sides along with the correct “R” responses on the reverse side for the first set of challenges. Do this for each challenge as listed. There may be challenges and responses repeated. Keep the cards in order.

For “Set 1”:

Place the stack of index cards, challenge side up, response side down.

For each challenge that uses props place the appropriate items in easy reach and just outside of easy reach.

Have an imaginary study partner “D”. Start out as the “R” person. After each set switch places with your imaginary study partner. You must act out both sides.

Flip the card over and check your response against the response on the response side of the index card.

For each remaining set:

Adjust the index cards to match the new set, creating new ones as needed, and removing those not in the set. Follow the instructions previously given for “Set 1”.

Sets

☞ *Repeat these until everyone can do the “R” responses smoothly without having to reference the material.*

Set 1

1. [D] TӨ ԿԵՄ. Թի Dհոճճւծ.

(a) $[D \rightarrow R]$ ՖP ԿԵՄ?

(b) [R] Թ ԿԵՄ ՕԷ.

2. [D] TӨ YC. Թի Dոճճւծ.

(a) $[D \rightarrow R]$ ՖP Dոճճւծ?

(b) [R] ԹD Dոճճւծ Dh.

3. [D] TӨ Dհւծ. Թի YC.

(a) $[D \rightarrow R]$ ՖP Dհւծ?

(b) [R] Թ Dհւծ ՕԷ.

4. [D] TӨ ԿԵՄ. Թի Dհհւծ.

(a) $[D \rightarrow R]$ ՖP ԿԵՄ?

(b) [R] Թ ԿԵՄ ՕԷ.

5. [D] TӨ Dոճճւծ. Թի YC.

(a) $[D \rightarrow R]$ ՖP YC?

(b) [R] ԹD YC Dh.

6. [D] TӨ ԿԵՄ. Թի Dհհւծ.

(a) $[D \rightarrow R]$ ՖP Dհհւծ?

(b) [R] ԹD Dհհւծ Dh.

7. [D] TӨ Dհւծ. Թի ԿԵՄ.

(a) $[D \rightarrow R]$ ՖP ԿԵՄ?

(b) [R] ԹD ԿԵՄ Dh.

8. [D] TӨ Dհոճճւծ. Թի YC.

(a) $[D \rightarrow R]$ ՖP Dհոճճւծ?

(b) [R] Թ Dհոճճւծ ՕԷ.

Set 2

1. [D] TӨ Dհոճճւծ. Թի ԳԹ.

(a) $[D \rightarrow R]$ ՖP ԳԹ?

(b) [R] ԹD ԳԹ Dh.

2. [D] TӨ Օւծ. Թի Dհհւծ.

(a) $[D \rightarrow R]$ ՖP Օւծ?

(b) [R] Թ Օւծ ՕԷ.

3. [D] TӨ Dհւծ. Թի YC.

(a) $[D \rightarrow R]$ ՖP YC?

(b) [R] ԹD YC Dh.

4. [D] TӨ ԳԹ. Թի Dոճճւծ.

(a) $[D \rightarrow R]$ ՖP ԳԹ?

(b) [R] Թ ԳԹ ՕԷ.

5. $[D \rightarrow R]$ DհKT Dո DհWԲ.

(a) [R] հ. (→3). DB (2Ս).

6. [D] TӨ Dոճճւծ. Թի Օւծ.

(a) $[D \rightarrow R]$ ՖP Օւծ?

(b) [R] ԹD Օւծ Dh.

7. $[D \rightarrow R]$ DհWԲ Dո DհKT.

(a) [R] հ. (→2). DB (3Ս).

8. $[D \rightarrow R]$ Եւ Dո Եւ.

(a) [R] հ. (→1). DB (1Ս).

Set 3

1. [D] TӨ Օւծ. Թի Dհւծ.

(a) $[D \rightarrow R]$ ՖP Օւծ?

(b) [R] Թ Օւծ ՕԷ.

2. $[D \rightarrow R]$ DհKT Dո DհWԲ.

(a) [R] հ. (→3). DB (2Ս).

3. [D] Թի Եւ Dոճճւծ. TӨ Եւ ԳԹ.

(a) $[D \rightarrow R]$ իւծ TӨ ԹԱԸԱԴ.

(b) $[D \rightarrow R]$ ՏV Օւծ ԹԱԸԱԴ?

(c) [R] ՏV Օւծ ՕԷ ԻԴԱԸԱԴ?

(d) [R] ԳԹ ՕԷ ԻԴԱԸԱԴ.

4. $[D \rightarrow R]$ Եւ Dո Եւ.

(a) [R] հ. (→1). DB (1Ս).

5. [D] Թի Եւ ԿԵՄ. TӨ Եւ Օւծ.

(a) $[D \rightarrow R]$ իւծ TӨ ԹԱԸԱԴ.

(b) $[D \rightarrow R]$ ՏV Օւծ ԹԱԸԱԴ?

(c) [R] ՏV Օւծ ՕԷ ԻԴԱԸԱԴ?

(d) [R] Օւծ ՕԷ ԻԴԱԸԱԴ.

6. [D] Թի Եւ YC. TӨ Եւ ԳԹ.

(a) $[D \rightarrow R]$ իւծ Թի ԹԱԸԱԴ.

(b) $[D \rightarrow R]$ ՏV Օւծ ԹԱԸԱԴ?

8. [D] Өй Үд ҮҮҮ. ТӨ Үд ДөҮҮ.
- (a) [D→R] Өд Өй ҮҮҮ.
- (b) [D→R] SV Өд ҮҮҮ.

- (c) [R] SV Өд Д ҮҮҮ.
- (d) [R] ҮҮҮ Д ҮҮҮ.

Set 6

1. [D] Өй ДҺҮҮ ҮҮҮ. ТӨ Үд ҮҮҮ.
- (a) [D→R] ҮҮҮ ТӨ ҮҮҮ.
- (b) [D→R] SV Өд ҮҮҮ.
- (c) [R] SV Өд ӨҮҮ ҮҮҮ.
- (d) [R] ҮҮҮ ӨҮҮ ҮҮҮ.
2. [D] Өй ДҺКТ ДҺҮҮ. ТӨ Үд ДөҮҮ.
- (a) [D→R] ҮҮҮ Өй ҮҮҮ.
- (b) [D→R] SV Өд ҮҮҮ ҮҮҮ.
- (c) [R] SV Өд Өд ҮҮҮ.
- (d) [R] ДҺҮҮ Д ҮҮҮ.
3. [D] Өй Үд ДҮҮ. ТӨ Үд ӨҮҮ.
- (a) [D→R] ҮҮҮ ТӨ ҮҮҮ.
- (b) [D→R] SV Өд ҮҮҮ.
- (c) [R] SV Өд ӨҮҮ ҮҮҮ.
- (d) [R] ӨҮҮ ӨҮҮ ҮҮҮ.
4. [D] Өй Үд ДөҮҮ. ТӨ Үд ҮҮҮ.
- (a) [D→R] ҮҮҮ Өй ҮҮҮ.
- (b) [D→R] SV Өд ҮҮҮ.
- (c) [R] SV Өд Д ҮҮҮ.
- (d) [R] ДөҮҮ Д ҮҮҮ.

5. [D] Өй Үд ҮҮҮ. ТӨ Үд ҮҮҮ.
- (a) [D→R] Өд Өй ҮҮҮ.
- (b) [D→R] SV Өд ҮҮҮ.
- (c) [R] SV Өд Д ҮҮҮ.
- (d) [R] ҮҮҮ Д ҮҮҮ.
6. [D] Өй ДҺҮҮ ДҮҮ. ТӨ Үд ДҮҮ.
- (a) [D→R] ҮҮҮ ТӨ ҮҮҮ.
- (b) [D→R] SV Өд ҮҮҮ.
- (c) [R] SV Өд ӨҮҮ ҮҮҮ.
- (d) [R] ДҮҮ ӨҮҮ ҮҮҮ.
7. [D] Өй ДҺКТ ҮҮҮ. ТӨ Үд ДөҮҮ.
- (a) [D→R] ҮҮҮ Өй ҮҮҮ.
- (b) [D→R] SV Өд ҮҮҮ ҮҮҮ.
- (c) [R] SV Өд Өд ҮҮҮ.
- (d) [R] ҮҮҮ Д ҮҮҮ.
8. [D] Өй Үд ДөҮҮ. ТӨ ДҺКТ ҮҮҮ.
- (a) [D→R] ҮҮҮ ТӨ ҮҮҮ.
- (b) [D→R] SV Өд ҮҮҮ ҮҮҮ.
- (c) [R] SV Өд Өд ҮҮҮ.
- (d) [R] ҮҮҮ ӨҮҮ ҮҮҮ.

Set 7

1. [D] Өй Үд ҮҮҮ. ТӨ Үд ҮҮҮ.
- (a) [D→R] ҮҮҮ ТӨ ҮҮҮ.
- (b) [D→R] SV Өд ҮҮҮ.
- (c) [R] SV Өд ӨҮҮ ҮҮҮ.
- (d) [R] ҮҮҮ ӨҮҮ ҮҮҮ.
2. [D] Өй ДҺҮҮ ҮҮҮ. ТӨ Үд ҮҮҮ.
- (a) [D→R] ҮҮҮ Өй ҮҮҮ.
- (b) [D→R] SV Өд ҮҮҮ ҮҮҮ.
- (c) [R] SV Өд Өд ҮҮҮ.
- (d) [R] ҮҮҮ Д ҮҮҮ.
3. [D] Өй Үд ДҮҮ. ТӨ ДҺКТ ДҮҮ.
- (a) [D→R] Өд Өй ҮҮҮ.

- (b) [D→R] SV Өд ҮҮҮ ҮҮҮ.
- (c) [R] SV Өд Өд ҮҮҮ.
- (d) [R] ДҮҮ ӨҮҮ ҮҮҮ.
4. [D] Өй Үд ҮҮҮ. ТӨ ДҺҮҮ ДҺҮҮ.
- (a) [D→R] ҮҮҮ Өй ҮҮҮ.
- (b) [D→R] SV Өд ҮҮҮ.
- (c) [R] SV Өд Д ҮҮҮ.
- (d) [R] ҮҮҮ Д ҮҮҮ.
5. [D] Өй Үд ҮҮҮ. ТӨ Үд ДҮҮ.
- (a) [D→R] ҮҮҮ ТӨ ҮҮҮ.
- (b) [D→R] SV Өд ҮҮҮ.
- (c) [R] SV Өд ӨҮҮ ҮҮҮ.
- (d) [R] ДҮҮ ӨҮҮ ҮҮҮ.

6. [D] Θ i DhKT YC. T Θ W Φ q Θ .
- (a) [D \rightarrow R] Θ ny T Θ S Φ AG Γ o Φ .
 - (b) [D \rightarrow R] S Φ J Θ mi S Φ AG Γ o Φ ?
 - (c) [R] S Φ J Θ mi O Φ S Φ AG Γ o Φ ?
 - (d) [R] q Θ O Φ S Φ AG Γ o Φ .
7. [D] Θ i E ω D Θ Si ω . T Θ DhW Φ YC.
- (a) [D \rightarrow R] i Θ Y Θ i Φ AG Γ o Φ .
 - (b) [D \rightarrow R] S Φ O Θ mi Φ AG Γ o Φ ?

- (c) [R] S Φ O Θ mi Dh Φ AG Γ o Φ ?
- (d) [R] D Θ Si ω Dh Φ AG Γ o Φ .

8. [D] Θ i DhKT Dh Φ o. T Θ KT O ω .
- (a) [D \rightarrow R] ny Θ T Θ S Φ AG Γ o Φ .
 - (b) [D \rightarrow R] S Φ J Θ mi S Φ AG Γ o Φ ?
 - (c) [R] S Φ J Θ mi O Φ S Φ AG Γ o Φ ?
 - (d) [R] O ω O Φ S Φ AG Γ o Φ .

Set 8

1. [D] Θ i E ω Φ Y. T Θ E ω YC.
- (a) [D \rightarrow R] i Θ Y Θ Θ i Φ AG Γ o Φ .
 - (b) [D \rightarrow R] S Φ O Θ mi Φ AG Γ o Φ ?
 - (c) [R] S Φ O Θ mi Dh Φ AG Γ o Φ ?
 - (d) [R] Φ Y Dh Φ AG Γ o Φ .
2. [D] Θ i DhW Φ Dh Θ Si ω . T Θ E ω Φ Y.
- (a) [D \rightarrow R] Θ ny T Θ Φ AG Γ o Φ .
 - (b) [D \rightarrow R] S Φ O Θ mi Φ AG Γ o Φ ?
 - (c) [R] S Φ O Θ mi O Φ Φ AG Γ o Φ ?
 - (d) [R] Φ Y O Φ Φ AG Γ o Φ .
3. [D] Θ i DhW Φ Dh Θ Si ω . T Θ W Φ O ω .
- (a) [D \rightarrow R] i Θ Y T Θ S Φ AG Γ o Φ .
 - (b) [D \rightarrow R] S Φ J Θ mi S Φ AG Γ o Φ ?
 - (c) [R] S Φ J Θ mi O Φ S Φ AG Γ o Φ ?
 - (d) [R] O ω O Φ S Φ AG Γ o Φ .
4. [D] Θ i DhKT Φ Y. T Θ E ω D Φ o.
- (a) [D \rightarrow R] ny Θ Θ i S Φ AG Γ o Φ .
 - (b) [D \rightarrow R] S Φ O Θ mi S Φ AG Γ o Φ ?
 - (c) [R] S Φ O Θ mi Dh S Φ AG Γ o Φ ?

- (d) [R] Φ Y Dh S Φ AG Γ o Φ .

5. [D] Θ i E ω D Φ o. T Θ DhKT YC.
- (a) [D \rightarrow R] Θ ny T Θ S Φ AG Γ o Φ .
 - (b) [D \rightarrow R] S Φ O Θ mi S Φ AG Γ o Φ ?
 - (c) [R] S Φ O Θ mi O Φ S Φ AG Γ o Φ ?
 - (d) [R] YC O Φ S Φ AG Γ o Φ .

6. [D] Θ i E ω YC. T Θ DhW Φ Φ Y.
- (a) [D \rightarrow R] i Θ Y Θ Θ i Φ AG Γ o Φ .
 - (b) [D \rightarrow R] S Φ O Θ mi Φ AG Γ o Φ ?
 - (c) [R] S Φ O Θ mi Dh Φ AG Γ o Φ ?
 - (d) [R] YC Dh Φ AG Γ o Φ .

7. [D] Θ i DhKT Dh Φ o. T Θ KT q Θ .
- (a) [D \rightarrow R] i Θ Y T Θ S Φ AG Γ o Φ .
 - (b) [D \rightarrow R] S Φ J Θ mi S Φ AG Γ o Φ ?
 - (c) [R] S Φ J Θ mi O Φ S Φ AG Γ o Φ ?
 - (d) [R] q Θ O Φ S Φ AG Γ o Φ .

8. [D] T Θ YC. Θ i Dh Φ o.
- (a) [D \rightarrow R] Φ P YC?
 - (b) [R] Θ YC O Φ .

DATA 9

ቅጥጥር ድጋፍ

§0h0ET DSW&T (Grammar)

☛ **ShoET DSW&T** - *"His ongoing speaking - his ongoing knowing how."*

Clitics

☞ *Don't get hung up on grammar information. Grammar is not something that needs to be memorized or fully understood. It is through the exercises in the lesson material that you will learn how to understand and speak Cherokee, not by memorizing rules and word parts.*

Clitics are special word endings that are used to add or change the meanings of existing words. They are a very powerful feature of the Cherokee language and allow you to express a great many complicated things in short order. It is important to note that these endings cannot be used alone. They must always be combined with an existing word to form a new word.

- & [-hv] “But?”

When we add “-hv” to the end of the first word in a sentence, we indicate we are asking “But for?”.

Examples:

- **U. Uu?** “One. But for the one?”
- **h. hu?** “You. But for you?”

-Θ [-na] “What of? What about?”

When we add “-na” to the end of the first word in a sentence, we indicate we are asking “What about? What of?”.

Examples:

- $\mathcal{U}\omega$. $\mathcal{U}\omega\Theta$? “One. What of the one?”
- $\mathcal{D}\mathcal{B}$. $\mathcal{D}\mathcal{B}\Theta$? “Me. What about me?”

-oʊA, -oʊ [-sgo, -s] “Yes or No?”

When we add “ $\exists A$ ” to the end of the first word in a sentence, we indicate we are asking “Is it?”.

Examples:

- **FG.** **FG**လဲ? “Okay. Is it Okay?”
- **ဗဝ.** **ဗဝ**လဲ? “One. Is it one?”
- **DB.** **DB**လဲ. “Me. Is it me?”

- **hə. həəə.** “You. Is it you?”
- **iL. iLəəA?** “No. Is it no?”

The short form “-ə” is used more often than the full form “-əəA”.

-ə [-gwu] “Just. Only.”

When we add “-ə” to the end of a word, it is like adding “just” or “only” before the word in English.

Examples:

- **ə. əəə.** “One. Just one.”
- **əəəL. əəəLə.** “Good. Only good.”

-d [-ju] “It is, isn’t it? Right?”

When we add “-d” to the end of the first word in a sentence we are asking “It is, isn’t it?”.

- **ə. əd?** “Okay. It’s okay, right?”
- **ə. əəd?** “One. It is one, right?”

When we combine these special endings with our existing vocabulary, we greatly expand what we can express. Here are some possible combinations:

- | | |
|--|---|
| 1. Ayv. “I.” | 3. Howa. “Okay.” |
| (a) Ayvju? “It is me, right?” | (a) Howaju? “It is okay, right?” |
| (b) Ayvgwu. “It is just me.” | 4. Osda. “Good.” |
| (c) Ayvna? “What about me?” | (a) Osdaju? “It is good, right?” |
| (d) Ayv hv? “But for me?” | (b) Osdagwu. “It is only good.” |
| (e) Ayv nahv? “But what about me?” | 5. Uyoi. “Bad.” |
| (f) Ayvgwuju? “It is just me, right?” | (a) Uyoiju? “It is bad, right?” |
| 2. Nihi. “You.” | (b) Uyoigwu. “It is only bad.” |
| (a) Nihiju? “It is you, right?” | 6. Jalagi. “Cherokee.” |
| (b) Nihigwu. “It is just you.” | (a) Jalagiju? “It is Cherokee, right?” |
| (c) Nihina? “What about you?” | (b) Jalagigwu. “It is only Cherokee.” |
| (d) Nihihv? “But for you?” | (c) Jalagigwuju? “It is only Cherokee, right?” |
| (e) Nihinahv? “But what about you?” | |
| (f) Nihigwuju? “It is just you, right?” | |

ᐃᐱᐱᐱ (Read them)

Review the following vocabulary.

ᐃᐱᐱ, ᐃᐱ [a²hə²wi, ə²hwi] “A deer. Deer.”

ᐱᐱᐱ [go²hwe²li] “A sheet of paper.”

ᐃᐱᐱᐱ [di²go²hwe²li] “Sheets of paper.”

ᐃᐱ [gu²le] “An acorn. Acorns.”

ᐃᐱ [do²ya] “A beaver. Beaver.”

ᐱᐱ [tu²ya] “A bean. Beans.”

ᐱᐱᐱ [ji²sdu] “A rabbit. Rabbits.”

ᐱᐱᐱ, ᐱᐱ [wə²hə²ya, wə²hya] “A wolf. Wolves.”

The following special phrase is introduced in the **hWŋʒ** exercise:

Ḳ _____ ṽṽY. “It isn’t _____.”

Examples:

- ṽṽḲ ṽṽ. “A good beaver.”
 - Ḳ ṽṽḲ ṽṽ ṽṽY. “It isn’t a good beaver.”
 - iḲ, Ḳ ṽṽḲ ṽṽ ṽṽY. “No, it isn’t a good beaver.”
- Ḳṽ ṽṽḲ. “The wolf is bad.”
 - Ḳ Ḳṽ ṽṽḲ ṽṽY. “The wolf isn’t bad.”
 - iḲ, Ḳ Ḳṽ ṽṽḲ ṽṽY. “No, the wolf isn’t bad.”
- Ḳṽ Ḳṽ. “The wolf is here.”
 - Ḳ Ḳṽ Ḳṽ ṽṽY. “The wolf isn’t here.”
 - iḲ, Ḳ Ḳṽ Ḳṽ ṽṽY. “No, the wolf isn’t here.”

hWŋʒ (Do them)

You will need the following props:

- | | |
|--|-----------------|
| ● Two slips of paper with “ṽṽḲ” on them. | ● A toy deer. |
| ● Two slips of paper with “ṽṽḲ” on them. | ● A toy wolf. |
| ● A sheet of paper with only Cherokee writing on it. | ● A toy rabbit. |
| ● A sheet of paper with only English writing on it. | ● A toy beaver. |
| ● A woman doll. | ● A potato. |
| ● A man doll. | ● A rock. |
| ● A toy dog. | ● An acorn. |
| ● A toy cat. | ● A bean. |

☞ *During the exercises you must pretend that the people and animals are alive.*

☞ *Substitute pictures or drawings as needed.*

Divide up into groups of three to six. If you don’t have enough people, use props for imaginary people and act the imaginary people out.

Groups of three or more

Using pillows or other props, add enough imaginary study partners to create a group of six.

For each group the first person is designated “D”. The second person is designated “R”. The remaining people are grouped together and are designated “T”. After each set, rotate positions so that “D” becomes the “R”, the “R” becomes one of the “T”, and one of the “T” becomes the “D”.

☞ *Keep rotating until everyone has been in position “R”, starting over with the first set of challenges as needed.*

☞ *Any imaginary study partners always stay as one of the “T” and do not rotate.*

☞ *The “D” responses should be read from the book. The “R” responses should be done without reading the book.*

Each challenge-response comes in one of five main forms and should be done as in the following examples:

1. [D] *၀၁၇၇* *၁၁*. *၁၁၁၁* *၁၁၁၁*.
 “D” places a beaver with “*၀၁၇၇*” and a man with “*၁၁၁၁*” before “R”.
 - (a) [D→R] *၁၁၁၁၁၁* *၁၁၁၁*.
 “D” says to “R”: The man is good.
 - (b) [R→D] *၁၁၁၁*?
 “R” asks about the other one: What about the beaver?
 - (c) [D→R] *၁၁* *၀၁၇၇*.
 “D” responds to “R”: The beaver is bad.
2. [D] *၁၁၁၁* *၁၁၁၁*. *၀၁၇၇* *၁၁*.
 “D” places a deer with “*၁၁၁၁*” and a wolf with “*၀၁၇၇*” before “R”.
 - (a) [D→R] *၁၁၁၁၁၁* *၀၁၇၇*?
 “D” asks “R”: Is the deer bad?
 - (b) [R→D] *၁၁*, *၁၁၁၁* *၀၁၇၇* *၁၁*.
 “R” looks at the deer and responds: No, it isn’t a bad deer.
3. [D] *၀၁၇၇* *၁၁*. *၁၁၁၁* *၁၁၁၁*.
 “D” places a deer with “*၀၁၇၇*” and a man with “*၁၁၁၁*” before “R”.
 - (a) [D→R] *၁၁*, *၁၁၁၁* *၀၁၇၇*?
 “D” asks “R”: Yes, the deer is bad, right?
 - (b) [R→D] *၁၁*, *၁၁* *၀၁၇၇*.
 “R” looks at the deer and responds: Yes, the deer is bad.
4. [D] *၀၁၇၇* *၁၁၁၁*. *၀၁၇၇* *၁၁*.
 “D” places a deer with “*၀၁၇၇*” and a wolf with “*၀၁၇၇*” before “R”.
 - (a) [D→R] *၁၁၁၁၁၁* *၀၁၇၇*?
 “D” asks “R”: Is just the deer bad?
 - (b) [R→D] *၁၁*, *၁၁၁၁* *၀၁၇၇* *၁၁* *၁၁* *၀၁၇၇*.
 “R” looks at the deer and wolf and responds: No, the deer is bad and the wolf is bad.
5. [D] *၀၁၇၇* *၁၁၁၁*. *၀၁၇၇* *၁၁*.
 “D” places a rabbit with “*၀၁၇၇*” and a cat with “*၀၁၇၇*” before “R”.
 - (a) [D→R] *၁၁*, *၁၁၁၁၁၁* *၀၁၇၇*?
 “D” asks “R”: Yes, just the rabbit is bad, right?
 - (b) [R→D] *၁၁*, *၁၁၁၁* *၀၁၇၇* *၁၁* *၁၁* *၀၁၇၇*.
 “R” looks at the rabbit and cat and responds: No, the rabbit is bad and the cat is bad.

Someone Alone

Using pillows or other props, add enough imaginary study partners to create a group of six.

On index cards, slips of paper, or something similar, write out the “D” challenges on each of the front sides along with the correct “R” responses on the reverse side for the first set of challenges. Do this for each challenge as listed. There may be challenges and responses repeated. Keep the cards in order.

☞ *The “D” responses should be read from the cards. The “R” responses should be done without reading the cards.*

For “Set 1”:

Place the stack of index cards, challenge side up, response side down.

For each challenge that uses props place the appropriate items in easy reach and just outside of easy reach.

Have an imaginary study partner “D”. Start out as the “R” person. After each set switch places with your imaginary study partner. You must act out both sides.

Flip the card over and check your response against the response on the response side of the index card.

For each remaining set:

Adjust the index cards to match the new set, creating new ones as needed, and removing those not in the set. Follow the instructions previously given for “Set 1”.

Sets

☞ Repeat these until everyone can do the “R” responses smoothly without having to reference the material.

Set 1

1. [D] ඉඟ් වැට. ඒබ්බ් ධබ්බ්.
(a) [D→R] ධබ්බ් ඒබ්බ්.
(b) [R→D] වැට?
(c) [D→R] වැට ඉඟ්.
2. [D] ඒබ්බ් GXY Aඹ්. ඉඟ් හ්හ් Aඹ්.
(a) [D→R] හ්හ් Aඹ් ඉඟ්.
(b) [R→D] GXY Aඹ්?
(c) [D→R] GXY Aඹ් ඒබ්බ්.
3. [D] ඉඟ් ධබ්බ්. ඉඟ් ගැට.
(a) [D→R] ධබ්බ්බ්බ් ඉඟ්?
(b) [R→D] iL, ධබ්බ් ඉඟ් ධබ්බ් ගැට ඉඟ්.
4. [D] ඒබ්බ් ධබ්බ්. ඉඟ් ගැට.
(a) [D→R] ගැට ඉඟ්.
(b) [R→D] ධබ්බ්?
(c) [D→R] ධබ්බ් ඒබ්බ්.
5. [D] ඉඟ් ඉබ්. ඒබ්බ් Jඹ.
(a) [D→R] Jඹ ඒබ්බ්.
- (b) [R→D] ඉබ්බ්?
- (c) [D→R] ඉබ්බ් ඉඟ්.
6. [D] ඒබ්බ් ධබ්බ්. ඒබ්බ් YC.
(a) [D→R] ධබ්බ්බ් ඒබ්බ්?
(b) [R→D] iL, ධබ්බ් ධබ්බ් ධබ්බ් YC ඒබ්බ්.
7. [D] ඉඟ් හ්හ්. ඉඟ් ඹඹ.
(a) [D→R] ii, හ්හ්බ්බ් ඉඟ්?
(b) [R→D] iL, හ්හ් ඉඟ් ධබ්බ් ඹඹ ඉඟ්.
8. [D] ඒබ්බ් වැට. ඒබ්බ් YC.
(a) [D→R] වැටබ්බ් ඒබ්බ්?
(b) [R→D] iL, වැට ඒබ්බ් ධබ්බ් YC ඒබ්බ්.
9. [D] ඒබ්බ් ධබ්බ්. ඉඟ් ගැට.
(a) [D→R] ධබ්බ්බ්බ් ඉඟ්?
(b) [R→D] iL, L ධබ්බ් ඉඟ් බ්බ්.
10. [D] ඒබ්බ් ධබ්බ්. ඒබ්බ් ගැට.
(a) [D→R] ii, ධබ්බ්බ්බ් ඒබ්බ්?
(b) [R→D] iL, ධබ්බ් ඒබ්බ් ධබ්බ් ධබ්බ් ගැටබ්බ්.

Set 2

1. [D] ඒබ්බ් හ්හ්. ඉඟ් ඹඹ.
(a) [D→R] හ්හ්බ්බ් ඉඟ්?
(b) [R→D] iL, L හ්හ් ඉඟ් බ්බ්.
2. [D] ඉඟ් ධබ්බ්. ඒබ්බ් ධබ්බ්.
(a) [D→R] ii, ධබ්බ් ඉඟ්?
(b) [R→D] ii, ධබ්බ් ඉඟ්.
3. [D] ඉඟ් වැට. ඒබ්බ් ගැට.
(a) [D→R] වැටබ්බ් ඒබ්බ්?
(b) [R→D] iL, L වැට ඒබ්බ් බ්බ්.
4. [D] ඒබ්බ් ධබ්බ්. ඉඟ් ගැට.
(a) [D→R] ii, හ්හ්බ්බ් ඉඟ්?
(b) [R→D] iL, L හ්හ් ඉඟ් බ්බ්.
5. [D] ඒබ්බ් ධබ්බ්. ඉඟ් ධබ්බ්.
(a) [D→R] ii, ධබ්බ්බ්බ් ඒබ්බ්?
(b) [R→D] ii, ධබ්බ් ඒබ්බ්.
6. [D] ඉඟ් ධබ්බ්. ඒබ්බ් YC.
(a) [D→R] ii, YC ඒබ්බ්?
(b) [R→D] ii, YC ඒබ්බ්.
7. [D] ඒබ්බ් හ්හ්. ඉඟ් ඹඹ.
(a) [D→R] ii, හ්හ්බ්බ් ඉඟ්?
(b) [R→D] iL, L හ්හ් ඉඟ් බ්බ්.

8. [D] ඉහිටි Dෑ. ධබ්බ ජෑ.

(a) $[D \rightarrow R]$ ii, ජෑජ ධබ්බ?

(b) $[R \rightarrow D]$ ii, ජෑ ධබ්බ.

9. [D] ධබ්බ හබ්බ. ඉහිටි ඔඟ.

(a) $[D \rightarrow R]$ ii, ඔඟ ධබ්බ?

(b) $[R \rightarrow D]$ iෑ, ෑ ඔඟ ධබ්බ ජෑ.

10. [D] ඉහිටි Dෑ. ධබ්බ Dබ්බ.

(a) $[D \rightarrow R]$ ii, Dෑබ්බ ධබ්බ?

(b) $[R \rightarrow D]$ iෑ, ෑ Dෑබ්බ ධබ්බ ජෑ.

Set 3

1. [D] ඉහිටි Dබ්බ. ධබ්බ ෑ.

(a) $[D \rightarrow R]$ ii, ෑබ්බ ඉහිටි?

(b) $[R \rightarrow D]$ iෑ, ෑ ෑබ්බ ඉහිටි ජෑ.

2. [D] ඉහිටි Vබ්බ. ධබ්බ ෑ.

(a) $[D \rightarrow R]$ Vබ්බ ඉහිටි?

(b) $[R \rightarrow D]$ ii, Vබ්බ ඉහිටි.

3. [D] ධබ්බ Dෑ. ඉහිටි Dබ්බ.

(a) $[D \rightarrow R]$ ii, Dබ්බබ්බ ධබ්බ?

(b) $[R \rightarrow D]$ iෑ, ෑ Dබ්බබ්බ ධබ්බ ජෑ.

4. [D] ධබ්බ Vබ්බ. ඉහිටි ෑ.

(a) $[D \rightarrow R]$ ෑබ්බබ්බ ඉහිටි?

(b) $[R \rightarrow D]$ ii, ෑබ්බ ඉහිටි.

5. [D] ධබ්බ හබ්බ. ඉහිටි ඔඟ.

(a) $[D \rightarrow R]$ හබ්බබ්බ ධබ්බ?

(b) $[R \rightarrow D]$ ii, හබ්බ ධබ්බ.

6. [D] ඉහිටි Dබ්බ. ධබ්බ ජෑ.

(a) $[D \rightarrow R]$ ජෑබ්බබ්බ ධබ්බ?

(b) $[R \rightarrow D]$ ii, ජෑබ්බ.

7. [D] ඉහිටි Dෑ. ධබ්බ ෑ.

(a) $[D \rightarrow R]$ ෑබ්බබ්බ ඉහිටි?

(b) $[R \rightarrow D]$ iෑ, ෑ ෑබ්බබ්බ ඉහිටි ජෑ.

8. [D] ධබ්බ Dබ්බ. ඉහිටි ෑ.

(a) $[D \rightarrow R]$ ෑබ්බබ්බ ඉහිටි?

(b) $[R \rightarrow D]$ ii, ෑබ්බ ඉහිටි.

9. [D] ධබ්බ Vබ්බ. ඉහිටි ජෑ.

(a) $[D \rightarrow R]$ Vබ්බබ්බබ්බ ධබ්බ?

(b) $[R \rightarrow D]$ ii, Vබ්බබ්බ ධබ්බ.

10. [D] ඉහිටි Dෑ. ධබ්බ ඔඟ.

(a) $[D \rightarrow R]$ ඔඟබ්බ ඉහිටි?

(b) $[R \rightarrow D]$ iෑ, ෑ ඔඟ ඉහිටි ජෑ.

Set 4

1. [D] ධබ්බ Dෑ. ඉහිටි Dබ්බ.

(a) $[D \rightarrow R]$ Dෑබ්බබ්බ ධබ්බ?

(b) $[R \rightarrow D]$ ii, Dෑබ්බබ්බ ධබ්බ.

2. [D] ඉහිටි හබ්බ. ධබ්බ ෑ.

(a) $[D \rightarrow R]$ ෑබ්බබ්බබ්බ ධබ්බ?

(b) $[R \rightarrow D]$ ii, ෑබ්බබ්බ ධබ්බ.

3. [D] ඉහිටි Dබ්බ. ධබ්බ Dබ්බ.

(a) $[D \rightarrow R]$ Dබ්බබ්බබ්බ ඉහිටි?

(b) $[R \rightarrow D]$ ii, Dබ්බබ්බ ඉහිටි.

4. [D] ධබ්බ Vබ්බ. ඉහිටි ඔඟ.

(a) $[D \rightarrow R]$ ii, Vබ්බබ්බ ධබ්බ?

(b) $[R \rightarrow D]$ ii, Vබ්බබ්බ ධබ්බ.

5. [D] ඉහිටි Dෑ. ධබ්බ ෑ.

(a) $[D \rightarrow R]$ ෑබ්බබ්බබ්බ ධබ්බ?

(b) $[R \rightarrow D]$ ii, ෑබ්බබ්බබ්බ ධබ්බ.

6. [D] ධබ්බ හබ්බ. ඉහිටි ජෑ.

(a) $[D \rightarrow R]$ ii, හබ්බබ්බබ්බ ධබ්බ?

(b) $[R \rightarrow D]$ ii, හබ්බබ්බ ධබ්බ.

7. [D] ධබ්බ Dෑ. ඉහිටි ෑ.

(a) $[D \rightarrow R]$ ii, ෑබ්බබ්බ ඉහිටි?

(b) $[R \rightarrow D]$ ii, ෑබ්බබ්බ ඉහිටි.

8. [D] ඉහිටි Dබ්බ. ධබ්බ ඔඟ.

(a) $[D \rightarrow R]$ ii, Dබ්බබ්බ ඉහිටි?

(b) $[R \rightarrow D]$ ii, Dබ්බබ්බ ඉහිටි.

9. [D] ධබ්බ හබ්බ. ඉහිටි ෑ.

(a) $[D \rightarrow R]$ ii, ෑබ්බබ්බබ්බ ඉහිටි?

(b) $[R \rightarrow D]$ ii, ෑබ්බබ්බබ්බ ඉහිටි.

10. [D] ᎢᎦᎢ ᎠᎦᎢᎦ. ᎢᎦᎢ ᎠᎦᎢ.

(a) [D→R] ᎠᎦᎢ ᎢᎦᎢ.

(b) [R→D] ᎠᎦᎢᎦ?

(c) [D→R] ᎠᎦᎢ ᎢᎦᎢ.

VᎠᎠᎢᎢ (Write them)

Write out each of the following Cherokee sentences followed by an English translation.

The first one has been done as an example. When done, compare your answers to the answers at the end of this section.

☞ *The challenges and answers show some pronunciation marks. They have been added to help you with remembering critical pronunciations. You should not write them out.*

Challenges

Set 1

1. ᎠᎦᎢᎦ ᎠᎦᎢ ᎠᎦᎢᎦ.

(a) The women see only the dogs.

2. ᎠᎦᎢᎦᎢᎦ.

3. ᎠᎦᎢᎦ ᎠᎦᎢ ᎠᎦᎢᎦᎢᎦ.

4. ᎠᎦᎢᎦᎢᎦ ᎠᎦᎢᎦᎢᎦ?

5. ᎠᎦᎢᎦᎢᎦᎢᎦ?

6. ᎠᎦᎢ ᎠᎦᎢᎦ ᎠᎦᎢᎦᎢᎦ.

7. ᎠᎦᎢ ᎠᎦᎢ ᎠᎦᎢᎦᎢᎦ.

8. ᎠᎦᎢᎦᎢ ᎠᎦᎢ ᎠᎦᎢᎦᎢᎦ?

Set 2

1. ᎠᎦᎢᎦᎢᎦ.

2. ᎠᎦᎢᎦᎢᎦᎢᎦ?

3. ᎠᎦᎢᎦᎢᎦᎢᎦ?

4. ᎠᎦᎢᎦᎢᎦ ᎠᎦᎢ ᎠᎦᎢᎦᎢᎦ?

5. ᎠᎦᎢ ᎠᎦᎢᎦᎢᎦ.

6. ᎠᎦᎢᎦ ᎠᎦᎢ ᎠᎦᎢᎦᎢᎦ?

7. ᎠᎦᎢᎦ ᎠᎦᎢᎦᎢᎦ?

8. ᎠᎦᎢᎦᎢ?

Set 3

1. ᎠᎦᎢ ᎠᎦᎢᎦᎢᎦ?

2. ᎠᎦᎢᎦᎢᎦᎢᎦ ᎠᎦᎢ ᎠᎦᎢᎦᎢᎦᎢᎦ?

3. ᎠᎦᎢᎦᎢᎦ ᎠᎦᎢ ᎠᎦᎢᎦᎢᎦ?

4. ᎠᎦᎢᎦᎢ ᎠᎦᎢᎦᎢᎦ.

5. ᎠᎦᎢ ᎠᎦᎢᎦᎢᎦ.

6. ᎠᎦᎢᎦᎢᎦᎢᎦ ᎠᎦᎢᎦᎢ ᎠᎦᎢᎦᎢᎦ?

7. ᎠᎦᎢᎦᎢᎦ.

8. ᎠᎦᎢᎦᎢ ᎠᎦᎢᎦᎢᎦ.

Set 4

1. ᎠᎦᎢᎦ ᎠᎦᎢᎦᎢᎦ.

2. ᎠᎦᎢᎦᎢᎦ ᎠᎦᎢᎦ ᎠᎦᎢᎦᎢᎦ?

3. ᎠᎦᎢ ᎠᎦᎢ ᎠᎦᎢᎦ?

4. ᎠᎦᎢᎦᎢ ᎠᎦᎢᎦᎢᎦ?

5. ᎠᎦᎢᎦᎢᎦ?

6. ᎠᎦᎢᎦ ᎠᎦᎢᎦᎢᎦ.

7. ᎠᎦᎢᎦ ᎠᎦᎢᎦᎢᎦ.

8. ᎠᎦᎢᎦ ᎠᎦᎢᎦ ᎠᎦᎢᎦᎢᎦ.

Set 5

1. Dhambid DQ LhAGAJof.
2. IfAGAJof.
3. Dhambid YC DhAGAJof.
4. DfildidA Sdid LAGAJof?

5. Dhfidid DfQ DhAGAJof?
6. Dmbid Vdi LAGAJof.
7. Vdid SdAGAJof?
8. Of SIfAGAJof.

Set 6

1. Dhambid DhAGAJof.
2. DhfidididA Jd LhAGAJof?
3. Dmbid Gfidi DAGAJof.
4. Dfidid Irdis LAGAJof.

5. Jd IfAGAJof.
6. Dhambid Jd DhAGAJof.
7. DhfididA Sdid DhAGAJof?
8. fdis?

Set 7

1. Dhambid Gdi LhAGAJof.
2. Bgdisid?
3. Vdi dAGAJof.
4. IfAGAJofid?

5. DfQidA dAGAJof?
6. Dmbid LAGAJof?
7. AdIf IfAGAJofid.
8. SIfAGAJof.

Set 8

1. Dfid DQdi DAGAJof.
2. Dmbidid QD DAGAJof.
3. didid?
4. Dhfidid Sdi LhAGAJof.

5. SdAGAJofid?
6. Dhmbid JAdIf LhAGAJof?
7. DfidididA Irdis DAGAJof?
8. Qid LhAGAJof?

Answers

Set 1

1. Dhfid YCdi LhAGAJof.
(a) The women see only the dogs.
2. SIfAGAJof.
(a) I see them.
3. Dmbid Gfidi LAGAJofid.
(a) The man is only seeing the wolves.
4. Dhmbidid DhAGAJof?
(a) Do the men see it?

5. SIfAGAJofidA?
(a) Do I see them?
6. Dfid Gdi LAGAJof.
(a) The woman sees only the wolves.
7. Dbi YC IfAGAJof.
(a) Only I am seeing the dog.
8. Dhfid Gdi DhAGAJof?
(a) The women see the wolf, right?

Set 2

1. **የይዘው ስራዎች.**

(a) You see them.

2. **የሰው ሰው ስራዎች?**

(a) Do I see them?

3. **የሰው ሰው ስራዎች?**

(a) Do you see them?

4. **በሰው ሰው ስራዎች?**

(a) The man sees the cats, right?

5. **የሰው ሰው ስራዎች.**

(a) I see only the cat.

6. **በሰው ሰው ስራዎች?**

(a) Does the woman see the rocks?

7. **በሰው ሰው ስራዎች?**

(a) Do I see a deer?

8. **በሰው ሰው ስራዎች?**

(a) It is Cherokee, right?

Set 3

1. **በሰው ሰው ስራዎች?**

(a) Do I see the potato?

2. **በሰው ሰው ስራዎች?**

(a) Are the men only seeing the deer?

3. **በሰው ሰው ስራዎች?**

(a) Are the men seeing only the potatoes?

4. **በሰው ሰው ስራዎች.**

(a) They see the papers.

5. **በሰው ሰው ስራዎች.**

(a) The woman see them.

6. **በሰው ሰው ስራዎች?**

(a) Is only the man seeing the papers?

7. **በሰው ሰው ስራዎች.**

(a) You see them.

8. **በሰው ሰው ስራዎች.**

(a) I see the men.

Set 4

1. **በሰው ሰው ስራዎች.**

(a) I see the rabbit.

2. **በሰው ሰው ስራዎች?**

(a) Is the man seeing only the rock?

3. **በሰው ሰው ስራዎች?**

(a) How many beans? Is it five?

4. **በሰው ሰው ስራዎች?**

(a) Does the woman see it?

5. **በሰው ሰው ስራዎች?**

(a) Is it just bad?

6. **በሰው ሰው ስራዎች.**

(a) The women see them.

7. **በሰው ሰው ስራዎች.**

(a) I see only the rock.

8. **በሰው ሰው ስራዎች.**

(a) The women see only the cat.

Set 5

1. **በሰው ሰው ስራዎች.**

(a) The men are only seeing the deer.

2. **በሰው ሰው ስራዎች.**

(a) I see it.

3. **በሰው ሰው ስራዎች.**

(a) The men see the dog.

4. **በሰው ሰው ስራዎች?**

(a) Is the woman seeing only the beans?

5. **በሰው ሰው ስራዎች?**

(a) Do the women see the deer?

6. Dm̄s̄w̄ V̄w̄ LAḠJ̄.

(a) The man sees the beaver.

7. V̄w̄w̄ S̄m̄AḠJ̄?

(a) Do you see the beavers?

8. Ōw̄ S̄H̄AḠJ̄.

(a) I see the rocks.

Set 6

1. Dh̄m̄s̄w̄ Dh̄AḠJ̄.

(a) The men see it.

2. Dh̄F̄w̄w̄w̄A J̄ō L̄h̄AḠJ̄?

(a) Are only the women seeing the acorns?

3. Dm̄s̄w̄ Ḡōw̄ DAḠJ̄.

(a) The man sees the wolf.

4. D̄F̄w̄w̄ Īr̄m̄S̄ LAḠJ̄.

(a) Only the woman sees the rabbits.

5. J̄ō H̄AḠJ̄.

(a) I see the acorn.

6. Dh̄m̄s̄w̄w̄ J̄ō Dh̄AḠJ̄.

(a) Only the men see the acorn.

7. Dh̄F̄w̄w̄w̄A S̄w̄w̄ Dh̄AḠJ̄?

(a) Are the women seeing only the bean?

8. H̄m̄S̄w̄?

(a) But for it being English?

Set 7

1. Dh̄m̄s̄w̄ Ḡōw̄ L̄h̄AḠJ̄.

(a) The men see the wolves.

2. B̄m̄S̄w̄?

(a) It is just English, right?

3. V̄w̄w̄ m̄AḠJ̄.

(a) You see the beaver.

4. H̄AḠJ̄?

(a) Do I see him/her?

5. D̄ōw̄w̄A m̄AḠJ̄?

(a) Do you see a deer?

6. Dm̄s̄w̄w̄ LAḠJ̄?

(a) Does the man see them?

7. Ām̄F̄ H̄AḠJ̄.

(a) I am only seeing the paper.

8. S̄H̄AḠJ̄.

(a) I see them.

Set 8

1. D̄F̄w̄ D̄Ōw̄ DAḠJ̄.

(a) The woman sees only the deer.

2. Dm̄s̄w̄w̄ ̄Ō DAḠJ̄.

(a) Only the man sees the potato.

3. ̄m̄L̄w̄?

(a) It is just good, right?

4. Dh̄F̄w̄w̄ S̄w̄ L̄h̄AḠJ̄.

(a) Only the women see the beans.

5. S̄m̄AḠJ̄?

(a) Do you see them?

6. Dh̄m̄s̄w̄w̄ J̄Ām̄F̄ L̄h̄AḠJ̄?

(a) The men see the papers, right?

7. D̄F̄w̄w̄w̄A Īr̄m̄S̄ DAḠJ̄?

(a) Is only the woman seeing the rabbit?

8. ̄Ōw̄ L̄h̄AḠJ̄?

(a) Do they see the potatoes?

DEWAT 10

MAJIT DSGETAJ

JAFW (Read them)

DHDΘ [a¹ni²q²hwi] “The deer people.”

DHYC [a¹ni²gi²hli] “The dog people.”

DHHRΘS [a¹ni²ji²sdu] “The rabbit people.”

DHG.FW [a¹ni²w²q²h²ya] “The wolf people.”

DHΘY [a¹ni²we²³sa] “The cat people.”

VΘ [to¹hi⁴] “Peaceful. Well in health.”

VΘJ [to¹hi⁴ju] “It is well, isn’t it?”
“Things are well, aren’t they?”

VΘW [to¹hi⁴gwu] “It is just well.”
“Things are just well.”

ΘEAW [dv²gv²go²hi] “I will see you one again.”

ΘWYAW [dv²sgi²go²hi] “You one will see me again.”

ΘWΘAW [dv²sdv²go²hi] “I will see you two again.”
“We two will see you one again.”
“We two will see you two again.”

ΘWYHAW [dv²sgi²ni²go²hi] “You one will see us two again.”
“You two will see me or us two again.”

ΘTCAW [dv²zi¹ju²go²hi] “I will see you all again.”
“We two will see you all again.”
“We all will see you one or you two or you all again.”

ΘTΘYAW [dv²zi¹sgi²go²hi] “You one will see us all again.”
“You two will see us all again.”
“You all will see me or us two or us all again.”

VΘLA&T [dɔ²na²da²go²hv²zi] “Later let us two see each other again.”

VULA&T [dɔ²da²da²go²hv²zi] “Later let us all see each other again.”

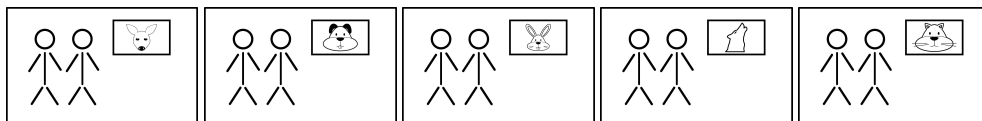
☞ *VΘJ* is a common greeting when meeting someone. ⚠ This is incorrectly translated by a lot of materials as “How are you?”. While it is used to ask someone how things are, it does not have a literal meaning of “How are you?”.

☞ *VΘW* is normally used in response when asked “VΘJ?”. ⚠ This is incorrectly translated by a lot of materials as “I am fine.”. While it is used to indicate things are fine, it does not have the literal meaning of “I am fine.”

☞ For the words “VΘLA&T” and “VULA&T”, the final “&” is always pronounced with a normal tone. If you instead use a high tone, you will change the meaning from a desired future event to something that happened a while ago.

HWŦŦ (Do them)

You will need to create three each of the following index cards:



Label each card on the reverse as follows: DhDŦ, DhYC, DhŦŦS, DhŦŦŦ, DhŦŦ.

Divide up into groups of six to eleven. If you don't have enough people, use props for imaginary people and act the imaginary people out.

Groups of two or more

If needed, use pillows or other props to add enough imaginary study partners to create a group of six.

For each group the first person is designated "D". Additional people will be assigned to "D" or "R" as needed for each challenge. People should be assigned to the "D" group from the right. People should be assigned to the "R" group from the left. The remaining people are grouped together and are designated "T". After each set rotate positions right so that there is a new "D" person.

☞ Keep rotating until everyone has been in both positions of "D" and "R", starting over with the first set of challenges as needed.

☞ Any imaginary study partners should be included in the rotations.

☞ The "D" responses should be read from the book. The "R" responses should be done without reading the book.

Each challenge-response should be done as in the following examples:

1. [D] ŦŦŦ DŦ ŦŦŦ. (DhYCŦ, DhŦŦSŦ)

There is only one "D" and only one "R".

"D" indicates the person to their immediate left is to be the "R".

"D" gives the "R" an "DhŦŦS" index card to hold and holds an "DhYC" index card.

- (a) [D→R] ŦŦŦ DhŦŦS, VŦŦ?

"D" says to "R": Hello "the rabbit people", things are well, right?

- (b) [R→D] ŦŦŦ DhYC, VŦŦ. hŦŦŦ?

"R" responds: Hello "the dog people", things are just fine. But what about you?

- (c) [D→R] VŦŦ. ŦŦŦŦŦŦŦ?

"D" says to "R": Things are just fine. Will I see you again later?

- (d) [R→D] ii, ŦŦŦŦŦŦŦ.

"R" responds: Yes, you will see me again later.

- (e) [D→R] VŦŦŦŦŦŦŦ.

"D" says to "R": Let us two see each other again later.

- (f) [R→D] VŦŦŦŦŦŦŦ.

"R" responds: Let us two see each other again later.

2. [D] DhWŦŦ DŦ ŦŦŦ. (DhŦŦŦŦŦ, DhŦŦSŦ)

There are two "D" and only one "R".

"D" indicates the person to their immediate right is to be part of the "D" group.

"D" indicates the person to their immediate left is to be the "R".

"D" gives the "R" an "DhŦŦS" index card to hold. Each "D" holds an "DhŦŦŦ" index card.

- (a) [D→R] ŦŦŦ DhŦŦS, VŦŦ?

"D" says to "R": Hello "the rabbit people", things are well, right?

- (b) [R→D] ŦŦŦ DhŦŦŦŦŦ, VŦŦ. hŦŦŦŦ?

"R" responds: Hello "the wolf people", things are just fine. But what about you two?

- (c) [D→R] VŦŦŦ. ŦŦŦŦŦŦŦŦŦŦ?

"D" says to "R": Things are just fine. Will we two see you again later?

- (d) [R→D] ii, ກ່ອນໄປເບິ່ງ.
“R” responds: Yes, you two will see me again later.
- (e) [D→R] ວຸ້າເບິ່ງ.
“D” says to “R”: Let us all see each other again later.
- (f) [R→D] ວຸ້າເບິ່ງ.
“R” responds: Let us all see each other again later.
3. [D] DhWf ∪ Dd DhKT →. (DhGd ∪, DhGd →)
There are two “D” and three “R”.
“D” indicates the person to their immediate right is to be part of the “D” group.
“D” indicates the next three people to their immediate left is to be the “R” group.
“D” gives each “R” an “DhGd” index card to hold. Each “D” holds an “DhGd” index card.
- (a) [D→R] ສະບັບ ດີໄປ, ວຸ້າເບິ່ງ?
“D” says to “R”: Hello “the cat people”, things are well, right?
- (b) [R→D] ສະບັບ ດີໄປ, ວຸ້າເບິ່ງ. ມີຫຍັງ?
“R” responds: Hello “the wolf people”, things are just fine. But what about you two?
- (c) [D→R] ວຸ້າເບິ່ງ. ກ່ອນໄປເບິ່ງ?
“D” says to “R”: Things are just fine. Will we two see you all again later?
- (d) [R→D] ii, ກ່ອນໄປເບິ່ງ.
“R” responds: Yes, you two will see us all again later.
- (e) [D→R] ວຸ້າເບິ່ງ.
“D” says to “R”: Let us all see each other again later.
- (f) [R→D] ວຸ້າເບິ່ງ.
“R” responds: Let us all see each other again later.

Someone Alone

Using pillows or other props, add enough imaginary study partners to create a group of six.

On index cards, slips of paper, or something similar, write out the “D” challenges on each of the front sides along with the correct “R” responses on the reverse side for the each set of challenges. Do this for each challenge as listed. There may be challenges and responses repeated. Keep the cards in order and in separate sets.

☞ *The “D” responses should be read from the cards. The “R” responses should be done without reading the cards.*

For “Set 1”:

Place the stack of index cards, challenge side up, response side down.

Have the second imaginary study partner to your right be “D”.

Generally follow the instructions as given for groups of two or more. You will need to act out both the “D” and “R” parts.

Flip the card over and check your responses against the responses on the response side of the index card.

For “Set 2”:

Have the first imaginary study partner to your right be “D”.

For “Set 3”:

You are the “D”.

For “Set 4”:

Have the first imaginary study partner to your left be “D”.

For “Set 5”:

Have the second imaginary study partner to your left be “D”.

Sets

☞ Repeat these until everyone can do the “R” responses smoothly without having to reference the material.

Set 1

1. [D] $\text{D} \rightarrow \text{D}$ $\text{D} \rightarrow \text{D}$. (DhYCC , DhIrrS)
 - (a) [D→R] $\text{D} \rightarrow \text{D}$ DhIrrS , V ?
 - (b) [R→D] $\text{D} \rightarrow \text{D}$ DhYCC , V . h ?
 - (c) [D→R] V . D ?
 - (d) [R→D] ii, D ?
 - (e) [D→R] V D ?
 - (f) [R→D] V D ?
2. [D] DhWF $\text{D} \rightarrow \text{D}$. (DhG , DhH)
 - (a) [D→R] $\text{D} \rightarrow \text{D}$ DhH , V ?
 - (b) [R→D] $\text{D} \rightarrow \text{D}$ DhG , V . h ?
 - (c) [D→R] V . D ?
 - (d) [R→D] ii, D ?
 - (e) [D→R] V D ?
 - (f) [R→D] V D ?
3. [D] $\text{D} \rightarrow \text{D}$ $\text{D} \rightarrow \text{D}$. (DhG , DhD)
 - (a) [D→R] $\text{D} \rightarrow \text{D}$ DhD , V ?
 - (b) [R→D] $\text{D} \rightarrow \text{D}$ DhG , V . h ?
 - (c) [D→R] V . D ?
 - (d) [R→D] ii, D ?
 - (e) [D→R] V D ?
 - (f) [R→D] V D ?
4. [D] DhKT $\text{D} \rightarrow \text{D}$. (DhYCC , DhD)
 - (a) [D→R] $\text{D} \rightarrow \text{D}$ DhD , V ?
 - (b) [R→D] $\text{D} \rightarrow \text{D}$ DhYCC , V . h ?
 - (c) [D→R] V . D ?
 - (d) [R→D] ii, D ?
 - (e) [D→R] V D ?
 - (f) [R→D] V D ?
5. [D] DhWF $\text{D} \rightarrow \text{D}$. (DhG , DhIrrS)
 - (a) [D→R] $\text{D} \rightarrow \text{D}$ DhIrrS , V ?
 - (b) [R→D] $\text{D} \rightarrow \text{D}$ DhG , V . h ?
 - (c) [D→R] V . D ?
- (d) [R→D] ii, D ?
- (e) [D→R] V D ?
- (f) [R→D] V D ?
6. [D] DhKT $\text{D} \rightarrow \text{D}$. (DhG , DhH)
 - (a) [D→R] $\text{D} \rightarrow \text{D}$ DhH , V ?
 - (b) [R→D] $\text{D} \rightarrow \text{D}$ DhG , V . h ?
 - (c) [D→R] V . D ?
 - (d) [R→D] ii, D ?
 - (e) [D→R] V D ?
 - (f) [R→D] V D ?
7. [D] $\text{D} \rightarrow \text{D}$ DhWF . (DhG , DhD)
 - (a) [D→R] $\text{D} \rightarrow \text{D}$ DhD , V ?
 - (b) [R→D] $\text{D} \rightarrow \text{D}$ DhG , V . h ?
 - (c) [D→R] V . D ?
 - (d) [R→D] ii, D ?
 - (e) [D→R] V D ?
 - (f) [R→D] V D ?
8. [D] DhKT $\text{D} \rightarrow \text{D}$. (DhYCC , DhH)
 - (a) [D→R] $\text{D} \rightarrow \text{D}$ DhH , V ?
 - (b) [R→D] $\text{D} \rightarrow \text{D}$ DhYCC , V . h ?
 - (c) [D→R] V . D ?
 - (d) [R→D] ii, D ?
 - (e) [D→R] V D ?
 - (f) [R→D] V D ?
9. [D] $\text{D} \rightarrow \text{D}$ DhKT . (DhG , DhIrrS)
 - (a) [D→R] $\text{D} \rightarrow \text{D}$ DhIrrS , V ?
 - (b) [R→D] $\text{D} \rightarrow \text{D}$ DhG , V . h ?
 - (c) [D→R] V . D ?
 - (d) [R→D] ii, D ?
 - (e) [D→R] V D ?
 - (f) [R→D] V D ?

- (b) $[R \rightarrow D]$ ၎်ဃ် $DhG\text{-}\text{နီ}$, $V\text{-}\text{ခိ}$. $h\text{-}\text{ခိ}$?
 - (c) $[D \rightarrow R]$ $V\text{-}\text{ခိ}$. ဝိ $EA\text{-}\text{ခိ}$?
 - (d) $[R \rightarrow D]$ ii, ဝိ $Y\text{-}\text{ခိ}$.
 - (e) $[D \rightarrow R]$ $V\text{-}\text{ခိ}$ $2T$.
 - (f) $[R \rightarrow D]$ $V\text{-}\text{ခိ}$ $2T$.
7. $[D]$ $DhW\text{-}\text{နီ}$ $D\text{-}\text{ခိ}$ $E\text{-}\text{ခိ}$. ($DhG\text{-}\text{နီ}$, $DhI\text{-}\text{ခိ}$)
- (a) $[D \rightarrow R]$ ၎်ဃ် $DhI\text{-}\text{ခိ}$, $V\text{-}\text{ခိ}$?
 - (b) $[R \rightarrow D]$ ၎်ဃ် $DhG\text{-}\text{နီ}$, $V\text{-}\text{ခိ}$. $h\text{-}\text{ခိ}$?
 - (c) $[D \rightarrow R]$ $V\text{-}\text{ခိ}$. ဝိ $EA\text{-}\text{ခိ}$?
 - (d) $[R \rightarrow D]$ ii, ဝိ $Y\text{-}\text{ခိ}$.
 - (e) $[D \rightarrow R]$ $V\text{-}\text{ခိ}$ $2T$.
 - (f) $[R \rightarrow D]$ $V\text{-}\text{ခိ}$ $2T$.
8. $[D]$ $E\text{-}\text{ခိ}$ $D\text{-}\text{ခိ}$ $DhW\text{-}\text{နီ}$. ($DhY\text{-}\text{နီ}$, $DhI\text{-}\text{ခိ}$)

- (a) $[D \rightarrow R]$ ၎်ဃ် $DhI\text{-}\text{ခိ}$, $V\text{-}\text{ခိ}$?
 - (b) $[R \rightarrow D]$ ၎်ဃ် $DhY\text{-}\text{နီ}$, $V\text{-}\text{ခိ}$. $h\text{-}\text{ခိ}$?
 - (c) $[D \rightarrow R]$ $V\text{-}\text{ခိ}$. ဝိ $EA\text{-}\text{ခိ}$?
 - (d) $[R \rightarrow D]$ ii, ဝိ $Y\text{-}\text{ခိ}$.
 - (e) $[D \rightarrow R]$ $V\text{-}\text{ခိ}$ $2T$.
 - (f) $[R \rightarrow D]$ $V\text{-}\text{ခိ}$ $2T$.
9. $[D]$ $DhW\text{-}\text{နီ}$ $D\text{-}\text{ခိ}$ $DhW\text{-}\text{နီ}$. ($DhG\text{-}\text{နီ}$, $DhD\text{-}\text{ခိ}$)
- (a) $[D \rightarrow R]$ ၎်ဃ် $DhD\text{-}\text{ခိ}$, $V\text{-}\text{ခိ}$?
 - (b) $[R \rightarrow D]$ ၎်ဃ် $DhG\text{-}\text{နီ}$, $V\text{-}\text{ခိ}$. $h\text{-}\text{ခိ}$?
 - (c) $[D \rightarrow R]$ $V\text{-}\text{ခိ}$. ဝိ $EA\text{-}\text{ခိ}$?
 - (d) $[R \rightarrow D]$ ii, ဝိ $Y\text{-}\text{ခိ}$.
 - (e) $[D \rightarrow R]$ $V\text{-}\text{ခိ}$ $2T$.
 - (f) $[R \rightarrow D]$ $V\text{-}\text{ခိ}$ $2T$.

DəVAT 11

USŊLT DSGTəJ

JAƑə (Read them)

DƑGG [a²ge²hyu⁴ja] “A girl.”

DhƑGG [a²ni²ge²hyu⁴ja] “Girls.”

DdJG [a²chu⁴ja] “A boy.”

DhdJG [a²ni²chu⁴ja] “Boys.”

SV DƑJLə [ga²do² a¹dv³ne²ha] “What is he doing?”

SV DəƑJLə [ga²do² a¹na²dv³ne²ha] “What are they doing?”

UGƑ [sa²lo²³li] “A squirrel. Squirrels.”

UƑJ [sa²dv³di] “A trap.”

JUƑJ [di²sa²dv³di] “Traps.”

ƑƑƑ [so²³gwi³li] “A horse. Horses.”

ƑET [hlgv⁴zi] “A tree.”

SGƑET [de²³hlgv⁴zi] “Trees.”

hƑ [yo²³na] “A bear. Bears.”

JAəJ (Numbers)

ZJ [not², nɔ²ti] “Naught. Zero.”

əHyL [ka²ni²gi³²da] “None. Nothing. Zero.”

GJW, dJW [cha²ne²³la, chu²ne²³la] “Eight.”

JLW [sɔ³hne²³la] “Nine.”

əA.ə [sgo²³hi] “Ten.”

US [sa²du] “Eleven.”

WFS [ta²ldu] “Twelve.”

KSS [jɔ²ga²du] “Thirteen.”

hSS [ni²ga²du] “Fourteen.”

əYSS [sgi²ga²du] “Fifteen.”

LWS [da²la²du] “Sixteen.”

SGTS [gahl²gwa²³du] “Seventeen.”

JWS [ne²³la²du] “Eighteen.”

JLWS [soh³ne²³la²du] “Nineteen.”

WFəA.ə [ta³lsgo²³hi] “Twenty. (Two tens.)”

KəA.ə [jɔ²sgo²³hi] “Thirty. (Three tens.)”

OYəA.ə [nvk²sgo²³hi] “Forty. (Four tens.)”

əYəA.ə [hik²sgo²³hi] “Fifty. (Five tens.)”

VLəA.ə [su²³dal³sgo²³hi] “Sixty. (Six tens.)”

SGTəA.ə [gahl²gwa²³sgo²³hi] “Seventy. (Seven tens.)”

JWəA.ə [nel³sgo²³hi] “Eighty. (Eight tens.)”

JLWəA.ə [sɔ³hnel³sgo²³hi] “Ninety. (Nine tens.)”

əA.əhT [sgo²³hi³tsgwa] “One hundred.”

ZJ is an import of the English word “naught”. It was used in 19th century school books and other publications.

WFəA.ə is a combination of “WF” and “əA.ə” and KəA.ə is a combination of “KT” and “əA.ə”.

§0h0ET D\$W&T (Grammar)

☞ Remember that it is through the exercises in the lesson material that you will learn how to understand and speak Cherokee, not by memorizing rules and word parts.

For the numbers twenty one, twenty two, etc., in Cherokee, you drop the “-Ꭰ” then add the appropriate number “ᎠᎵ” through “ᎠᎿ”.

Examples:

- Examples:
- $W\mathbb{F}\mathbb{Q}A_{\mathbb{A}}\mathbb{A}$. Twenty.
 - $W\mathbb{F}\mathbb{Q}A$ $\mathbb{H}\mathbb{Q}$. Twenty one.
 - $W\mathbb{F}\mathbb{Q}A$ $\mathbb{A}\mathbb{Q}\mathbb{Y}$. Twenty five.
 - $K\mathbb{Q}A_{\mathbb{A}}\mathbb{A}$. Thirty.
 - $K\mathbb{Q}A$ $\mathbb{A}\mathbb{Q}\mathbb{Y}$. Thirty five.

For the numbers two hundred, three hundred, etc., in Cherokee, you take the first number then simply add -ᵐᵗ (-tsgwa).

Examples:

- Wf. “Two.”
 - Wf_{IT}. “Two hundred.”
- KT. “Three.”
 - KT_{IT}. “Three hundred.”

There is one exception, “GAW” loses the leading “G” when added to “-IT”:

- G \mathcal{N} W. “Eight.”
 - \mathcal{N} W \mathcal{H} T. “Eight hundred.”

Reminder:

- The ordering numbers are created by dropping the ending vowel then adding “-T.ḲṲT”.
- Ordering numbers higher than one that end with “ḲṲ” use “ḲṲ.ḲṲṲT” and not “TḲṲT”.
- For the the ordering numbers “ḲṲṲṲT (eleventh)” through “ṲṲṲṲṲṲT (nineteenth)” you don’t drop the ending vowel and instead add “-ḲṲT”.

Examples:

- ၵၷၳ, ၵၷၳၵၷ.
 - One, First.
- ၵၷၳ, ၵၷၳၵၷၵၷ.
 - Eleven, Eleventh.
- ၵၷၳၵၷၵၷ, ၵၷၳၵၷၵၷၵၷ.
 - Twenty, Twentieth.
- ၵၷၳၵၷ ၵၷၳ, ၵၷၳၵၷ ၵၷၳၵၷၵၷ.
 - Twenty one, Twenty first.
- ၵၷၳၵၷ ၵၷၳ, ၵၷၳၵၷ ၵၷၳၵၷၵၷ.
 - Twenty two, Twenty second.

HWŌŌ (Do them)

You will need the following props:

- Twenty counters. (Beans, checkers, rocks, etc.)
- Four index cards with 𐌲𐌶𐌰 on them. Each one represents a group of ten counters.
- Two index cards with 𐌲𐌶𐌰𐌶 on them. Each one represents a group of fifty counters.
- Four index cards with 𐌲𐌶𐌰𐌶𐌴 on them. Each one represents a group of one hundred counters.
- Two index cards with 𐌲𐌶𐌰𐌶𐌴𐌴 on them. Each one represents a group of five hundred counters.
- Dolls or pictures for: a woman, a man, a boy, and a girl.
- Stuffed animals or pictures for: a dog, a cat, a deer, a beaver, a rabbit, a wolf, a squirrel, a horse, and a bear.
- Real or pictures of: a potato, a rock, an acorn, a bean, a trap, and a tree.
- A sheet of blank paper.

☞ *During the exercises you must pretend that these are living animals.*

Divide up into groups of four to seven. If you don't have enough people, use props for imaginary people and act the imaginary people out.

Groups of two or more

For each group the first person is designated "D". The second person is designated "R". The remaining people are grouped together and are designated "T". After each set, rotate positions so that "D" becomes the "R", the "R" becomes one of the "T", and one of the "T" becomes the "D".

☞ *Keep rotating until everyone has been in position "D", starting over with the first set of challenges as needed.*

☞ *Any imaginary study partners always stay as one of the "T" and do not rotate.*

☞ *The "D" responses should be read from the book. The "R" responses should be done without reading the book.*

Each challenge-response should be done as in the following examples:

1. [D] □□□□□ □□□□□.
"D" places ten counters in a line before "R".
(a) [D→R] 𐌱𐌴 𐌲𐌶𐌰 𐌶𐌴𐌴𐌴𐌴?
"D" asks "R": Which one is the eighth?
(b) [R] □□□□□ □□×□□.
"R" points to the eighth one.
2. [D] 𐌲𐌶𐌰 □□□□□ □□□□□.
"D" places a 10 sheet followed by ten counters before "R".
(a) [D→R] 𐌱𐌴 𐌲𐌶𐌰 𐌴𐌴𐌴𐌴𐌴?
"D" asks "R": Which one
(b) [R] □□□□□ ×□□□□.
"R" points to the sixth one.
3. [D] K𐌲𐌴𐌴𐌴 𐌶𐌴.
"D" places three 100 sheets and a wolf before "R".
(a) [D→R] 𐌲𐌴𐌴 𐌴𐌴𐌴 𐌶𐌴?
"D" asks "R": How many wolves?
(b) [R] K𐌲𐌴𐌴𐌴.
"R" responds: Three hundred.

4. [D] ዐሃጠላ ራዕ.
“D” places four 10 sheets and a wolf before “R”.
 - (a) [D→R] ሐወ ጥዕክ ህዕ?
“D” asks “R”: How many beaver?
 - (b) [R] ረ፯, ዐከሂሊ.
“R” responds: Zero, none.
5. [D] ሐሃጠላ ስፀ.
“D” places a 50 sheet and a bear before “R”.
 - (a) [D→R] ሐሃጠላ ስፀ?
“D” asks “R”: Are there fifty bears?
 - (b) [R] ከ.
“R” responds: Yes.
6. [D] ህሊጠላ ህጸ.
“D” places a 50 sheet, a 10 sheet, and a squirrel before “R”.
 - (a) [D→R] ስፂጠላ ጽፀ ህጸ?
“D” asks “R”: Are there seventy three squirrels?
 - (b) [R] ከ, ህሊጠላ ህጸ.
“R” responds: No, there are sixty squirrels.
7. [D] ደፂጽ → ዐዕ.
“D” places a girl facing a rock before “R”.
 - (a) [D→R] ስህ ደፂጽ?
“D” asks “R”: What is she doing?
 - (b) [R] ደፂጽ ዐዕ ደፂጽ.
“R” responds: The girl is seeing the rock.
8. [D] ደጽ ↔ ቶፂ.
“D” places a boy and a horse facing each other before “R”.
 - (a) [D→R] ስህ ደፂጽ?
“D” asks “R”: What are they doing?
 - (b) [R] ደጽ ቶፂ ደፂጽ ደፂጽ ደጽ ደፂጽ.
“R” responds: The boy sees the horse and the horse sees the boy.
9. [D] ስፂሃሃ ደፂጽ ↔ ቶጸ ህዕ.
“D” places seven counters with a girl and nine counters with one beaver.
The girl and beaver are facing each other.
 - (a) [D→R] ስህ ደፂጽ?
“D” asks “R”: What are they doing?
 - (b) [R] ስፂሃሃ ደፂጽ ቶጸ ህዕ ስፂሃሃ ደፂጽ ስፂሃሃ ደፂጽ ስፂሃሃ ደፂጽ.
“R” responds: The seven girls see the nine beaver and the nine beaver see the seven girls.

Someone Alone

On index cards write out the “D” challenges on each of the front sides along with the correct “R” responses on the reverse side for the each set of challenges. Do this for each challenge as listed. There may be challenges and responses repeated. Keep the cards in order and in separate sets.

☞ The “D” responses should be read from the cards. The “R” responses should be done without reading the cards.

For “Set 1”:

Place the stack of index cards, challenge side up, response side down.

Generally follow the instructions as given for groups of two or more. You will need to act out both the “D” and “R” parts.

Flip the card over and check your responses against the responses on the response side of the index card.

For each remaining set:

Follow the instructions previously given for “Set 1”.

Sets

☞ Repeat these until everyone can do the “R” responses smoothly without having to reference the material.

Set 1

1. [D] $\text{A} \rightarrow \text{B}$ V. (a) [D→R] $\text{A} \rightarrow \text{B}$ V. (b) [R] $\text{A} \rightarrow \text{B}$.
2. [D] $\text{A} \rightarrow \text{B}$ S. (a) [D→R] $\text{A} \rightarrow \text{B}$ S. (b) [R] $\text{A} \rightarrow \text{B}$.
3. [D] $\square \square \square \square \square \square \square \square$. (a) [D→R] $\text{A} \rightarrow \text{B}$ S. (b) [R] $\square \square \square \square \square \square \square \square$.
4. [D] $\text{A} \rightarrow \text{B}$ F. (a) [D→R] $\text{A} \rightarrow \text{B}$ F. (b) [R] $\text{A} \rightarrow \text{B}$.
5. [D] $\text{A} \rightarrow \text{B}$ G. (a) [D→R] $\text{A} \rightarrow \text{B}$ G. (b) [R] $\text{A} \rightarrow \text{B}$.
6. [D] $\text{A} \rightarrow \text{B}$ J. (a) [D→R] $\text{A} \rightarrow \text{B}$ J. (b) [R] $\text{A} \rightarrow \text{B}$.
7. [D] $\text{A} \rightarrow \text{B}$ U. (a) [D→R] $\text{A} \rightarrow \text{B}$ U. (b) [R] $\text{A} \rightarrow \text{B}$.
8. [D] $\square \square \square \square \square \square \square \square$. (a) [D→R] $\text{A} \rightarrow \text{B}$ S. (b) [R] $\square \square \square \square \square \square \square \square$.

Set 2

1. [D] $\text{A} \rightarrow \text{B}$ D. (a) [D→R] $\text{A} \rightarrow \text{B}$ D. (b) [R] ii.
2. [D] $\text{A} \rightarrow \text{B}$ Y. (a) [D→R] $\text{A} \rightarrow \text{B}$ Y. (b) [R] iL, $\text{A} \rightarrow \text{B}$ Y.
3. [D] $\text{A} \rightarrow \text{B}$ H. (a) [D→R] $\text{A} \rightarrow \text{B}$ H. (b) [R] $\text{A} \rightarrow \text{B}$.
4. [D] $\text{A} \rightarrow \text{B}$ I. (a) [D→R] $\text{A} \rightarrow \text{B}$ I. (b) [R] iL, $\text{A} \rightarrow \text{B}$ I.
5. [D] $\text{A} \rightarrow \text{B}$ Q. (a) [D→R] $\text{A} \rightarrow \text{B}$ Q. (b) [R] $\text{A} \rightarrow \text{B}$.
6. [D] $\text{A} \rightarrow \text{B}$ M. (a) [D→R] $\text{A} \rightarrow \text{B}$ M. (b) [R] ii.
7. [D] $\text{A} \rightarrow \text{B}$ J. (a) [D→R] $\text{A} \rightarrow \text{B}$ J. (b) [R] $\text{A} \rightarrow \text{B}$.
8. [D] $\text{A} \rightarrow \text{B}$ →. (a) [D→R] $\text{A} \rightarrow \text{B}$ →. (b) [R] $\text{A} \rightarrow \text{B}$ →.

Set 3

1. [D] Kṛtsnā hē.
 (a) [D→R] śrītadā KTad hē?
 (b) [R] iL, Kṛtsnā hē.
2. [D] DīG → Sd.
 (a) [D→R] śV Dṭṇi?
 (b) [R] DīG Sd DAGj.
3. [D] Dmśid ↔ YC.
 (a) [D→R] śV Dṭṇi?
 (b) [R] Dmśid YC DAGj Dṭ YC Dmśid DAj.
4. [D] Wfṛnā Sd.
 (a) [D→R] āW Tś Sd?
 (b) [R] Wfṛnā.
5. [D] DjG ↔ Ḥ.
 (a) [D→R] śV Dṭṇi?
 (b) [R] DjG Ḥ DAGj Dṭ Ḥ DjG DAj.
6. [D] Vrṇnā hē.
 (a) [D→R] āW Tadh IrṃS?
 (b) [R] ZJ, ṁhY.
7. [D] Dfṛ → ḡET.
 (a) [D→R] śV Dṭṇi?
 (b) [R] Dfṛ ḡET DAGj.
8. [D] fṛWnā ḢGf.
 (a) [D→R] āW Tadh Vd?
 (b) [R] ZJ, ṁhY.

Set 4

1. [D] $\text{DdG} \leftrightarrow \text{Gcc}$.
 - (a) $[D \rightarrow R]$ SV O'mi NWSbNT ?
 - (b) [R] $\square\square\square\square \square\square \times \square\square$.
 2. [D] $\text{DdG} \leftrightarrow \text{Gcc}$.
 - (a) $[D \rightarrow R]$ SV $\text{D}\Theta\text{J}$ Nt ?
 - (b) [R] DdG Gcc DAGJt $\text{D}\theta$ Gcc DdG DAJt .
 3. [D] $\text{DdG} \leftrightarrow \text{Gcc}$.
 - (a) $[D \rightarrow R]$ SV O'mi NWSbNT ?
 - (b) [R] $\square\square\square\square \square\square \times \square$.
 4. [D] $\text{DdG} \leftrightarrow \text{Gcc}$.
 - (a) $[D \rightarrow R]$ SV O'mi NWSbNT ?
 - (b) [R] $\times\square\square\square\square \square\square\square\square$.
 5. [D] $\text{DdG} \leftrightarrow \text{Gcc}$.
 - (a) $[D \rightarrow R]$ SV O'mi NWSbNT ?
 - (b) [R] $\square\square\square\square \square\square \times \square\square$.
 6. [D] $\text{DdG} \leftrightarrow \text{Gcc}$.
 - (a) $[D \rightarrow R]$ SV O'mi NWSbNT ?
 - (b) [R] $\square\square\square\square \square\square \times \square\square$.
 7. [D] $\text{DdG} \leftrightarrow \text{Gcc}$.
 - (a) $[D \rightarrow R]$ SV O'mi NWSbNT ?
 - (b) [R] $\square\square\square\square \square\square \times \square\square$.
 8. [D] $\text{DdG} \leftrightarrow \text{Gcc}$.
 - (a) $[D \rightarrow R]$ SV O'mi NWSbNT ?
 - (b) [R] $\square\square\square\square \square\square \times \square\square$.

Set 5

- [illegible]

6. [D] ተገደለው ተገደሉ ተቆይተዋል።
 (a) $[D \rightarrow R]$ ገደብ ሊገኝ ይችላል?
 (b) [R] ከፊት ገደብ ተገደለው ተገደሉ ተቆይተዋል።
7. [D] ለገደብ ማረጋገጫ ይገባል።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?

- (b) [R] ለገደብ ማረጋገጫ ይገባል።
8. [D] ለገደብ ማረጋገጫ ይገባል።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] ለገደብ ማረጋገጫ ይገባል።

Set 6

1. [D] ወይን ለገደብ ይገባል።
 (a) $[D \rightarrow R]$ ወይን ለገደብ ይገባል?
 (b) [R] ከፊት ወይን ለገደብ ይገባል።
2. [D] ለገደብ ማረጋገጫ ይገባል።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] ለገደብ ማረጋገጫ ይገባል።
3. [D] ለገደብ ማረጋገጫ ይገባል።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] ለገደብ ማረጋገጫ ይገባል።
4. [D] ለገደብ ማረጋገጫ ይገባል።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] ለገደብ ማረጋገጫ ይገባል።

5. [D] $K \rightarrow D \rightarrow G \rightarrow O$ ።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] $K \rightarrow D \rightarrow G \rightarrow O$ ይገባል።
6. [D] $K \rightarrow T \rightarrow R \rightarrow L \rightarrow S$ ።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] $K \rightarrow T \rightarrow R \rightarrow L \rightarrow S$ ይገባል።
7. [D] $K \rightarrow D \rightarrow G \rightarrow O$ ።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] $K \rightarrow D \rightarrow G \rightarrow O$ ይገባል።
8. [D] ለገደብ ማረጋገጫ ይገባል።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] ለገደብ ማረጋገጫ ይገባል።

Set 7

1. [D] ለገደብ ማረጋገጫ ይገባል።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] ለገደብ ማረጋገጫ ይገባል።
2. [D] ለገደብ ማረጋገጫ ይገባል።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] ለገደብ ማረጋገጫ ይገባል።
3. [D] ለገደብ ማረጋገጫ ይገባል።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] ለገደብ ማረጋገጫ ይገባል።
4. [D] ለገደብ ማረጋገጫ ይገባል።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] ለገደብ ማረጋገጫ ይገባል።

5. [D] ለገደብ ማረጋገጫ ይገባል።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] ለገደብ ማረጋገጫ ይገባል።
6. [D] ለገደብ ማረጋገጫ ይገባል።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] ለገደብ ማረጋገጫ ይገባል።
7. [D] ለገደብ ማረጋገጫ ይገባል።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?
 (b) [R] ለገደብ ማረጋገጫ ይገባል።
8. [D] $D \rightarrow G \rightarrow O$ ።
 (a) $[D \rightarrow R]$ ማረጋገጫ ይገባል?

Set 8

1. [D] WFS Dhəṣṣəḥ ↔ KSS Gəḥ.
 (a) [D→R] ሥV Dəṣṣጎታ?
 (b) [R] WFS Dhəṣṣəḥ KSS Gəḥ ሊላግላቸው ደፍ KSS Gəḥ WFS Dhəṣṣəḥ ሊላግላቸው.
2. [D] Dəṣṣəḥ → GገW ሳፀ. [D→R] ሥV Dፀጎታ?
 (a) [R] Dəṣṣəḥ ሳፀ ሊላግላቸው.
3. [D] Dfəḥ ↔ ሥፑፒS Dፀ. [D→R] ሥV Dəṣṣጎታ?
 (a) [R] Dfəḥ Dፀ ሊላግላቸው ደፍ Dፀ Dfəḥ ሊላግላቸው.
4. [D] DfGጎ → KT Jፍ. [D→R] ሥV Dፀጎታ?
 (a) [R] DfGጎ Jፍ ሊላግላቸው.
5. [D] DdG ↔ ህሊፍ ስፀ. [D→R] ሥV Dəṣṣጎታ?
 (a) [R] DdG ስፀ ሊላግላቸው ደፍ ስፀ DdG ሊላግላቸው.
6. [D] ትገገገገ ትገገገ.
 (a) [D→R] ሳW ፒፀክ ትገገገ?
 (b) [R] ትገገገገ.
7. [D] Wፑፑፑፑ ገፀጎጎ.
 (a) [D→R] ሳW ፒፑ ገፀጎጎ?
 (b) [R] Wፑፑፑፑ.
8. [D] □□□□ □□□□.
 (a) [D→R] ሥV ዐፀጎ ፒፑፑፑ?
 (b) [R] ⊗□□□ □□□□.

DəVAT 12

WWSBΛT DSGTəJ

Cherokee is a language of relationship. Most words and sentences describe the relationship between things on a continuous basis. For example, to talk about someone being a friend, requires that you indicate with whom they are friends. While Cherokee has a word that can be translated as “friendship”, there is no word that directly translates to “a friend” without indicating with whom the friendship resides. It is always “his friend”, “my friend”, “your friend”, “their friend”. A person who is not in relationship to anyone, has no friends, therefore can not be called “a friend”, no matter how friendly they may be.

Cherokee is also a language of description. Like many Native American languages, Cherokee is polysynthetic, meaning that many special basic word parts called morphemes may be linked together to form a new larger, single word. This allows the easy creation of new and descriptive words to reflect or express modern concepts. One example is “ᏏᏊᏂᏃᏍᏉ (di²tᵢ²yo²³hi²hi)”, literally “he argues repeatedly and on purpose with a purpose”, which is used to refer to attorneys. Another example is “ᏏᏊᏂᏃᏍᏉ (di²da²ni²³yi⁴sgi)”, literally “the final catcher” or “he catches them finally and conclusively”, which is used to refer to policemen.

As you learn Cherokee, you will notice that the literal or exact meaning of many words and phrases do not match up with their English counterparts in the translations. This is because many times the intent of what is being said is expressed very differently between the two languages. Where possible, it is always important to learn the literal meaning of Cherokee words and phrases and to treat their English translations as only approximations based on usage and not meaning. Do not make the mistake of trying to string Cherokee words together like they are English words, you will wind up speaking gibberish.

ᏍᏊᏂᏃᏍᏉ DSW&T (Grammar)

☞ Remember that it is through the exercises in the lesson material that you will learn how to understand and speak Cherokee, not by memorizing rules and word parts.

To ask a question in Cherokee, you can either use one of a number of special endings, such as “-Ꮙ” and “-Ꮚ”, or you can use a question word, normally as the first word of the question.

☞ All of the following words should only be used when asking a question.

ᏉP [ha²dlv] “Where?”

ᏊW TS [hi²la⁴ i²³ga⁴] “How many?” “How many inanimate things?”

ᏊW TᏊH [hi²la⁴ i²ya³ni] “How many?” “How many animate things?”

ᏊWBT [hi²la³²yv⁴zi] “When?”

ᏍA [ga³go²] “Who?”

ᏍY [ga³²gi³] “Who again?”

ᏍV [ga²do¹] “What?” ☞ For when the question is about some doing or happening.

ᏍV ᏉᏊᏂ [ga²do² u²sdi] “What?” “What thing?”

ᏍV ᏉᏊᏂ [ga²do² u⁴sdi] “Which one?”

ᏍV ᏉᏊᏂᏃᏍᏉ [ga²do² un⁴sdi] “Which ones?” “Which animate things?”

ᏍV ᏉᏊᏂ [ga²do² ju⁴sdi] “Which ones?” “Which inanimate things?”

ᏍVᏊ [ga²do¹hv⁴] “Why?” ☞ This is “ᏍV” with the “-Ꮚ” ending added. “But for what?”

ᐱᐱᐱ (Read them)

ᐱᐱᐱ [da¹gwa²do³a] “... is what I am called.”

ᐱᐱᐱᐱ [do¹gi²na²do³a] “... is what we two are called.”

ᐱᐱᐱᐱᐱ [do¹ga²do³a] “... is what we all are called.”

ᐱᐱᐱᐱ? [de²³ja³do³a] “... is what you are called.”

ᐱᐱᐱᐱᐱ? [de²³sda³do³a] “... is what you two are called.”

ᐱᐱᐱᐱ? [de¹ja³do³a] “... is what you all are called.”

ᐱᐱᐱ [du¹do³a] “... is what he is called.”

ᐱᐱᐱᐱ [du¹na²do³a] “... is what they are called.”

ᐱᐱᐱᐱᐱ [i³he²³do³lv²i] “You come around again.”

ᐱᐱᐱᐱᐱᐱ [i³sde²³do³lv²i] “You two come around again.”

ᐱᐱᐱᐱᐱᐱᐱ [i³zi¹je²³do³lv²i] “You all come around again.”

ᐱᐱᐱ [o⁴sda] “Good. Well.”

ᐱᐱᐱᐱ [a¹no⁴sda] “Good (them).”

ᐱᐱᐱ [u²yo⁴i] “Bad.”

ᐱᐱᐱᐱ [u²ni²yo⁴i] “Bad (them).”

ᐱᐱᐱ [gi²li²si] “English.”

ᐱᐱ [yv²wi] “A person. People.”

ᐱᐱᐱᐱ [a²gi²li²si] “An English person.”

ᐱᐱᐱᐱᐱ [a²ni²gi²li²si] “English people.”

ᐱᐱᐱᐱ [a²ja²la²gi] “A Cherokee person.”

ᐱᐱᐱᐱᐱ [a²ni²ja²la²gi] “Cherokee people.”

ᐱᐱᐱᐱ [a²yo³ne²ga] “An English person.”

ᐱᐱᐱᐱᐱ [a²ni²yo³ne²ga] “English people.”

ᐱᐱᐱ [a²yv²wi] “A person.”

ᐱᐱᐱᐱ [a²ni²yv²wi] “People.”

ᐱᐱᐱᐱᐱ [a²yv²wi²ya⁴i] “A Native American.”

ᐱᐱᐱᐱᐱᐱ [a²ni²yv²wi²ya⁴i] “Native Americans.”

☞ Note the similarity of **ᐱᐱᐱ** to **ᐱᐱ**.

☞ **ᐱᐱᐱ** refers to the English language or people from England.

☞ The **ᐱ**- prefix on the words **ᐱᐱᐱᐱ**, **ᐱᐱᐱᐱ**, **ᐱᐱᐱᐱᐱ**, and **ᐱᐱᐱ** indicates him or her.

☞ The **ᐱᐱ**- prefix on the words **ᐱᐱᐱᐱᐱ**, **ᐱᐱᐱᐱᐱ**, **ᐱᐱᐱᐱᐱ**, and **ᐱᐱᐱᐱᐱ** indicates them.

☞ The word **ᐱᐱᐱᐱ** literally means “a white person”. The English speakers the Cherokee originally met were white.

☞ The word **ᐱᐱᐱᐱᐱᐱ** literally means “a true person”, it is a combination of the word **ᐱᐱᐱ** and the suffix **-ᐱᐱ** (“-ya⁴i”). The suffix **-ᐱᐱ** adds the meaning of “true and pure”. The word was originally used to only refer to the Cherokee people but its use has been expanded to refer any indigenous person of the Americas.

ᐱᐱᐱᐱᐱ [a²li³sa²gwe²ti] “Elizabeth”

ᐱᐱᐱᐱ [en³to²ni] “Anthony.”

ᐱᐱᐱ [li³ni²da] “Linda”

ᐱᐱᐱᐱ [ma²ga³li] “Michael”

ᐱᐱᐱᐱᐱ [ma³ga²ye²ti] “Margaret”

ᐱᐱᐱ [me³li] “Mary”

ᐱᐱᐱ [gwa²gwa²a] “Barbara.”

ᐱᐱᐱ [su³sa²no] “Susan”

ᐱᐱᐱ [to³ma²si] “Thomas”

ᐱᐱᐱ [de³wi²di] “David”

ᐱᐱᐱ [cha³li] “Charles”

ᐱᐱᐱ [ja³ni] “John”

☞ You will notice the Cherokee for several names is quite different than their English forms. This is because Cherokee does not use the same sounds as found in English. For more information on how English names are written and spoken in Cherokee see the section about name transliteration in the Appendix.

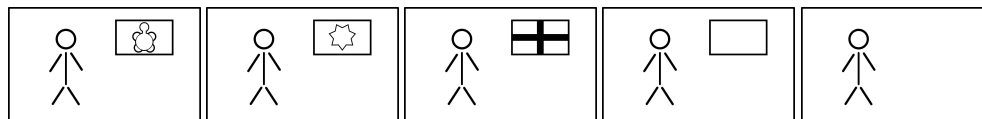
ᐱᐱᐱᐱ (Do them)

You will need the following props:

- Index cards with the following name pairs written on them. The first name goes on the front and the second name goes on the back. You will need two copies of each.

- DᎡᎩᎩ/RhVh, FᎡᎩ/ᎡᎡᎡ, ᎡᎡᎡ/VᎡᎡ, ᎡᎡᎡ/ᎡᎡᎡ, ᎡᎡᎡ/GᎡ, ᎡᎡᎡ/GᎡ.
- Index cards for the following face and word combinations. Put the faces on the front of the cards with the Cherokee on the reverse.
 - ᎡᎡᎡᎡ, ᎡᎡᎡᎡ/DZᎡᎡ, ᎡᎡᎡᎡᎡ, ᎡᎡᎡᎡᎡᎡᎡ.
- An index card with a drawing of a person with an English flag. Write DYᎡᎡ on the reverse side. *☞ Simply using two crossed lines in the flag would work well.*
- An index card with a drawing of a person with a Cherokee flag. Write DGWY on the reverse side. *☞ Simply using a seven pointed star in the flag would work well.*
- An index card with a drawing of a person with a blank (white) flag. Write DᎡᎡᎡ on the reverse side.
- An index card with a drawing of a person with a turtle flag. Write DBᎡᎡᎡ on the reverse side. *☞ North America is referred to as “Turtle Island” in many Native American traditions, so a person combined with a turtle flag would represent a person of “Turtle Island”, or a Native American.*
- Two index cards with a drawing of a person without any flag. Write DBᎡ on the reverse side.
- Index cards for each of the following animals:
 - DᎡ, YC, VᎡ, ᎡᎡᎡ, ᎡᎡᎡ, ᎡᎡᎡ, ᎡᎡᎡ, ᎡᎡᎡ.
 - ☞ Pictures on front. Cherokee on the reverse side.
- Index cards for each of the following items:
 - JᎡ, ᎡᎡ, ᎡᎡ, ᎡᎡᎡ, ᎡᎡᎡ, ᎡᎡ.
 - ☞ Pictures on front. Cherokee on the reverse side.

Example index card fronts:



☞ During the exercises you must pretend that these are living animals and people.

Divide up into groups of four to seven. If you don't have enough people, use props for imaginary people and act the imaginary people out.

Groups of two or more

If needed, use pillows or other props to add enough imaginary study partners to create a group of six.

For each group the first person is designated “D”. Additional people will be assigned to “D” or “R” as needed for each challenge. People should be assigned to the “D” group from the right. People should be assigned to the “R” group from the left. The remaining people are grouped together and are designated “T”. After each set rotate positions right so that there is a new “D” person.

☞ Keep rotating until everyone has been in both positions of “D” and “R”, starting over with the first set of challenges as needed.

☞ Any imaginary study partners should be included in the rotations.

☞ The “D” responses should be read from the book. The “R” responses should be done without reading the book.

Each challenge-response should be done as in the following examples:

1. [D] DᎡ.
 - “D” puts a deer picture card in front of “R”.
 - (a) [D→R] ᎡᎡ SVD?
 - “D” asks “R”: What is it called?

- (b) [R] DΘ SVD.
“R” responds: It is called a deer.
2. [D] Dḡḡḡ.
“D” puts a white flag person card in front of “R”.
- (a) [D→R] ḡV ṖṖḡḡ ḡḡḡḡḡ?
“D” asks “R”: Which one are you are seeing?
- (b) [R] Dḡḡḡ ḡḡḡḡḡ.
“R” responds: I am seeing an English person.
3. [D] ☺☺ Ṗḡ Dḡḡḡḡ.
“D” places the ☺☺ card, and four English flag person cards in front of “R”.
- (a) [D→R] ḡV ṖṖḡḡ ḡḡḡḡḡ?
“D” asks “R”: Which ones are you are seeing?
- (b) [R] Ṗḡ DZḡḡ Dḡḡḡḡ ḡḡḡḡḡ.
“R” responds: I am seeing four good English people.
4. [D] ḡḡḡ Dḡ ḡḡ→. (ḡḡḡ/ḡḡḡḡ, ḡḡ/ḡḡḡ→)
There is only one “D” and only one “R”.
“D” indicates the person to their immediate left is to be the “R”.
“D” gives the “R” a “ḡḡ/ḡḡḡ” card and holds a “ḡḡḡ/ḡḡḡḡ” card.
Each person selects a name to be called and shows that name.
- (a) [D→R] ḡḡ, Vḡḡ?
“D” says to “R”: Hello, things are well, right?
- (b) [R] ḡḡ Vḡḡ. _____ ḡḡḡḡ. ḡV ḡḡḡḡ?
“R” responds: Hello things are just fine. I’m called David. What are you called?
- (c) [D] _____ ḡḡḡḡ. Vḡḡḡḡḡḡ.
“D” responds: I’m called Mike. Let’s see each other again.
- (d) [R] ḡḡḡḡḡḡ.
“R” responds: Come around again.
5. [D] Dḡḡḡḡ Dḡ ḡḡ→. (ḡḡḡ/ḡḡḡḡ, ḡḡ/ḡḡḡḡ, ḡḡḡḡ/ḡḡ→)
There are two “D” and only one “R”.
“D” indicates the person to their immediate right is to be part of the “D” group.
“D” indicates the person to their immediate left is to be the “R”.
“D” gives the “R” a “ḡḡḡḡ/ḡḡ” card, gives the person to their right a “ḡḡ/ḡḡḡḡ” card and holds a “ḡḡḡḡ/ḡḡḡḡ” card.
Each person selects a name to be called and shows that name.
- (a) [D→R] ḡḡḡ, Vḡḡ?
“D” says to “R”: Hello, things are well, right?
- (b) [R] ḡḡ Vḡḡ. ḡḡḡ ḡḡḡḡ. ḡV ḡḡḡḡḡ?
“R” responds: Hello things are just fine. I’m called Susan. What are you two called?
- (c) [D] ḡḡḡḡ Dḡ ḡḡ Vḡḡḡḡ. Vḡḡḡḡḡḡ.
“D” responds: We are called (pointing at self) Mike and (pointing at the other “D”) Mary. Let’s see each other again.
- (d) [R] ḡḡḡḡḡḡḡ.
“R” responds: You two come around again.

Someone Alone

Using pillows or other props, add enough imaginary study partners to create a group of four.

On index cards write out the “D” challenges on each of the front sides along with the correct “R” responses on the reverse side for the each set of challenges. Do this for each challenge as listed. There may be challenges and responses repeated. Keep the cards in order and in separate sets.

☞ *The “D” responses should be read from the cards. The “R” responses should be done without reading the cards.*

For “Set 1”:

Place the stack of index cards, challenge side up, response side down.

Have the second imaginary study partner to your right be “D”.

Generally follow the instructions as given for groups of two or more. You will need to act out both the “D” and “R” parts.

Flip the card over and check your responses against the responses on the response side of the index card.

For “Set 2”:

Have the first imaginary study partner to your right be “D”.

For “Set 3”:

You are the “D”.

For “Set 4”:

Have the first imaginary study partner to your left be “D”.

For “Set 5”:

Have the second imaginary study partner to your left be “D”.

Sets

☞ Repeat these until everyone can do the “R” responses smoothly without having to reference the material.

☞ Remember to speak the names selected by each person as shown on each persons index cards.

Set 1

- | | |
|--------------------|---------------------------|
| 1. [D] hθ. | (b) [R] ʔET SVD. |
| (a) [D→R] \$V SVD? | |
| (b) [R] hθ SVD. | |
| 2. [D] Sθ. | 5. [D] DGWY. |
| (a) [D→R] \$V SVD? | (a) [D→R] \$V OʔθJ θAGJθ? |
| (b) [R] Sθ SVD. | (b) [R] DGWY θAGJθ. |
| 3. [D] YC. | 6. [D] DhKT Dθ. |
| (a) [D→R] \$V SVD? | (a) [D→R] \$V SθVD? |
| (b) [R] YC SVD. | (b) [R] Dθ SθVD. |
| 4. [D] ʔET. | 7. [D] DYʔb. |
| (a) [D→R] \$V SVD? | (a) [D→R] \$V OʔθJ θAGJθ? |
| | (b) [R] DYʔb θAGJθ. |

Set 2

- | | |
|---------------------|---------------------------|
| 1. [D] OY YC. | 2. [D] DhWʔ DhθJθ. |
| (a) [D→R] \$V SθVD? | (a) [D→R] \$V OʔθJ θAGJθ? |
| (b) [R] YC SθVD. | (b) [R] DhWʔ DhθJθ θAGJθ. |

3. [D] Wෆ ෦෨.

(a) [D→R] \$V S෨VD?

(b) [R] ෦෨ S෨VD.

4. [D] D෨.

(a) [D→R] \$V SVD?

(b) [R] D෨ SVD.

5. [D] J෦.

(a) [D→R] \$V SVD?

(b) [R] J෦ SVD.

6. [D] ෨Y S෨.

(a) [D→R] \$V S෨VD?

(b) [R] S෨ S෨VD.

7. [D] DB෨.

(a) [D→R] \$V ෨෧෦෦ ෦෦෦෦෦෦?

(b) [R] DB෨ ෦෦෦෦෦෦.

Set 3

1. [D] DhKT V෨.

(a) [D→R] \$V S෨VD?

(b) [R] V෨ S෨VD.

2. [D] ෨ DB෨෨T.

(a) [D→R] \$V ෨෧෦෦ ෦෦෦෦෦෦?

(b) [R] ෨෦෦T DB෨෨T ෦෦෦෦෦෦.

3. [D] ෨Y DhGWY.

(a) [D→R] \$V ෨෧෦෦෦ ෦෦෦෦෦෦෦?

(b) [R] ෨Y DhGWY ෦෦෦෦෦෦෦.

4. [D] ෨ D෦෦෦.

(a) [D→R] \$V ෨෧෦෦෦ ෦෦෦෦෦෦?

(b) [R] ෦෦෦෦ D෦෦෦෦ ෦෦෦෦෦෦.

5. [D] KT \$෦෦ET.

(a) [D→R] \$V S෨VD?

(b) [R] \$෦෦ET S෨VD.

6. [D] ෨෨ DhWෆ DhB෨.

(a) [D→R] \$V ෨෧෦෦෦ ෦෦෦෦෦෦෦?

(b) [R] DhWෆ ෨෦෦෦T DhB෨ ෦෦෦෦෦෦෦.

7. [D] ෨ DYෆ෦.

(a) [D→R] \$V ෨෧෦෦෦ ෦෦෦෦෦෦?

(b) [R] ෦෦෦෦ DYෆ෦ ෦෦෦෦෦෦.

Set 4

1. [D] ෦෦෦෦ D෦ ෦෦෦෦. (෦෦෦෦෦/V෦෦෦෦, ෦෦෦/෦෦෦෦→)

(a) [D→R] ෦෦෦, V෦෦෦?

(b) [R] ෦෦෦ V෦෦෦. ____ L෦VD. \$V \$GVD?

(c) [D] ____ L෦VD. V෦෦෦෦෦෦.

(d) [R] T෦෦෦෦෦෦.

(a) [D→R] ෦෦෦, V෦෦෦?

(b) [R] ෦෦෦ V෦෦෦. ____ L෦VD. \$V \$෦෦LVD?

(c) [D] ____ D෦ ____ VY෦VD. V෦෦෦෦෦෦.

(d) [R] T෦෦෦෦෦෦.

2. [D] ෨෨ DhKT DhB෨෨T.

(a) [D→R] \$V ෨෧෦෦෦ ෦෦෦෦෦෦෦?

(b) [R] DhKT DZ෦෦෦ DhB෨෨T ෦෦෦෦෦෦෦.

5. [D] ෦෦෦෦ D෦ ෦෦෦෦. (෦෦෦෦/෦෦෦෦, ෦෦෦Z/G෦→)

(a) [D→R] ෦෦෦෦, V෦෦෦?

(b) [R] ෦෦෦෦ V෦෦෦. ____ L෦VD. \$V \$GVD?

(c) [D] ____ L෦VD. V෦෦෦෦෦෦.

(d) [R] T෦෦෦෦෦෦.

3. [D] ෦෦෦෦ D෦ ෦෦෦෦. (D෦෦෦෦෦/R෦෦V෦෦, T෦D/G෦→)

(a) [D→R] ෦෦෦෦, V෦෦෦?

(b) [R] ෦෦෦෦ V෦෦෦. ____ L෦VD. \$V \$GVD?

(c) [D] ____ L෦VD. V෦෦෦෦෦෦.

(d) [R] T෦෦෦෦෦෦.

6. [D] DhWෆ෦ D෦ ෦෦෦෦. (෦෦෦෦/෦෦෦෦, ෦෦෦෦෦/V෦෦෦෦, T෦D/G෦→)

(a) [D→R] ෦෦෦෦, V෦෦෦?

(b) [R] ෦෦෦෦ V෦෦෦. ____ L෦VD. \$V \$෦෦LVD?

(c) [D] ____ D෦ ____ VY෦VD. V෦෦෦෦෦෦.

(d) [R] T෦෦෦෦෦෦.

4. [D] DhWෆ෦ D෦ ෦෦෦෦. (D෦෦෦෦෦/R෦෦V෦෦, ෦෦෦/෦෦෦෦, ෦෦෦Z/G෦→)

7. [D] DhKT෦ D෦ ෦෦෦෦. (෦෦෦෦/෦෦෦෦, ෦෦෦/෦෦෦෦, ෦෦෦Z/G෦, T෦D/G෦→)

- (a) $[D \rightarrow R]$ ከፍ, ህጻን?
 (b) $[R]$ ከፍ ህጻን. _____ ሲሆን. $\$V$ $\1GVD ?

- (c) $[D]$ _____, _____, D^0 _____ $V\$VD$.
 $VLLA\&^2T$.
 (d) $[R]$ $TTVV\&^2T$.

Set 5

1. $[D]$ ተሞቶ.
 (a) $[D \rightarrow R]$ $\$V$ SVD ?
 (b) $[R]$ ተሞቶ SVD .
 2. $[D]$ ዐገረ.
 (a) $[D \rightarrow R]$ $\$V$ SVD ?
 (b) $[R]$ ዐገረ SVD .
 3. $[D]$ $DB\&T$.
 (a) $[D \rightarrow R]$ $\$V$ ዐገረ ስላገረ?
 (b) $[R]$ $DB\&T$ ስላገረ?
 4. $[D]$ $DhWF$ ህጻን.
 (a) $[D \rightarrow R]$ $\$V$ $S\&VD$?
 (b) $[R]$ ህጻን $S\&VD$.

5. $[D]$ ዐገረ $DhYFb$.
 (a) $[D \rightarrow R]$ $\$V$ ዐገረ ስላገረ?
 (b) $[R]$ ዐገረ $DhYFb$ ስላገረ?
 6. $[D]$ ዐገረ J^0 .
 (a) $[D \rightarrow R]$ $\$V$ $S\&VD$?
 (b) $[R]$ J^0 $S\&VD$.
 7. $[D]$ $DhKT \cup D^0$ ህጻን. (D^0 ህጻን/ $RhVh$,
 $\$^1\&J/V^0b$, $TTD/GF \cup D^0$ ህጻን/ $RhVh \rightarrow$)
 (a) $[D \rightarrow R]$ ከፍ, ህጻን?
 (b) $[R]$ ከፍ ህጻን. _____ ሲሆን. $\$V$ $\1GVD ?
 (c) $[D]$ _____, _____, D^0 _____ $V\$VD$.
 $VLLA\&^2T$.
 (d) $[R]$ $TTVV\&^2T$.

Set 6

1. $[D]$ $\& DB\&$.
 (a) $[D \rightarrow R]$ $\$V$ ዐገረ ስላገረ?
 (b) $[R]$ ዐገረ $DB\&$ ስላገረ?
 2. $[D]$ $\&\&$ ዐገረ $DhB\&T$.
 (a) $[D \rightarrow R]$ $\$V$ ዐገረ ስላገረ?
 (b) $[R]$ ዐገረ $DZ\&L$ $DhB\&T$ ስላገረ?
 3. $[D]$ $DhKT \cup D^0$ ህጻን. (D^0 ህጻን/ $\$^1\&$, $OH/\0J ,
 $TTD/GF \cup D^0$ ህጻን/ $\$^1\& \rightarrow$)
 (a) $[D \rightarrow R]$ ከፍ, ህጻን?
 (b) $[R]$ ከፍ ህጻን. _____ ሲሆን. $\$V$ $\1GVD ?
 (c) $[D]$ _____, _____, D^0 _____ $V\$VD$.
 $VLLA\&^2T$.
 (d) $[R]$ $TTVV\&^2T$.
 4. $[D]$ ህጻን D^0 ህጻን. (D^0 ህጻን/ $RhVh \cup OH/\$^0J \rightarrow$)
 (a) $[D \rightarrow R]$ ከፍ, ህጻን?
 (b) $[R]$ ከፍ ህጻን. _____ ሲሆን. $\$V$ $\$GVD$?
 (c) $[D]$ _____ ሲሆን. $V\&L\&^2T$.

- (d) $[R]$ $TPV\&^2T$.
 5. $[D]$ $DhWF \cup D^0$ ህጻን. (D^0 ህጻን/ $RhVh$,
 $\$^1\&J/V^0b \cup V^0Z/Gh \rightarrow$)
 (a) $[D \rightarrow R]$ ከፍ, ህጻን?
 (b) $[R]$ ከፍ ህጻን. _____ ሲሆን. $\$V$ $\0LVD ?
 (c) $[D]$ _____ D^0 _____ $VY\&VD$. $VLLA\&^2T$.
 (d) $[R]$ $T\&SV\&^2T$.
 6. $[D]$ $DhKT \cup D^0$ ህጻን. (D^0 ህጻን/ $\$^1\&$, $OH/\0J ,
 $TTD/GF \cup V^0Z/Gh \rightarrow$)
 (a) $[D \rightarrow R]$ ከፍ, ህጻን?
 (b) $[R]$ ከፍ ህጻን. _____ ሲሆን. $\$V$ $\1GVD ?
 (c) $[D]$ _____, _____, D^0 _____ $V\$VD$.
 $VLLA\&^2T$.
 (d) $[R]$ $TTVV\&^2T$.
 7. $[D]$ $DhKT$ $Dh\&L\&$.
 (a) $[D \rightarrow R]$ $\$V$ ዐገረ ስላገረ?
 (b) $[R]$ $DhKT$ $Dh\&L\&$ ስላገረ?

DAVAT 13

KSBLT DSGETMJ

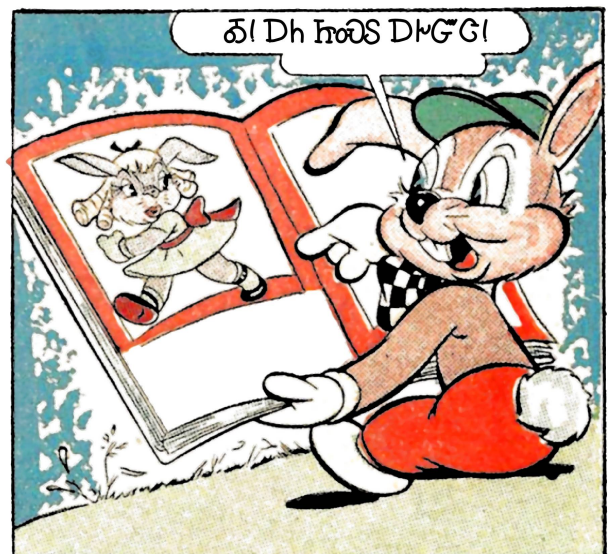
JAFJ (Read them)

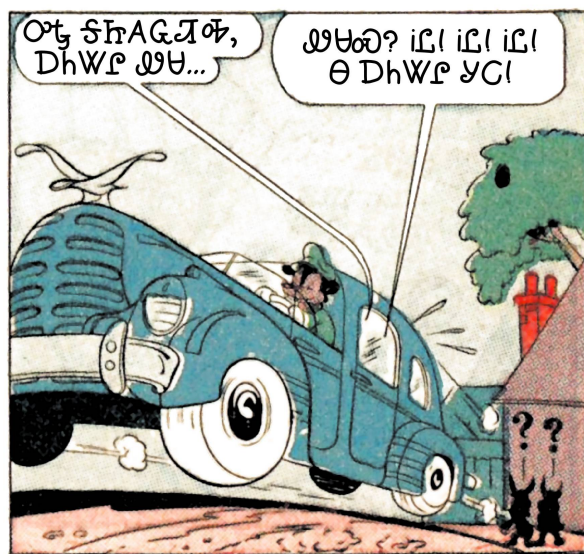
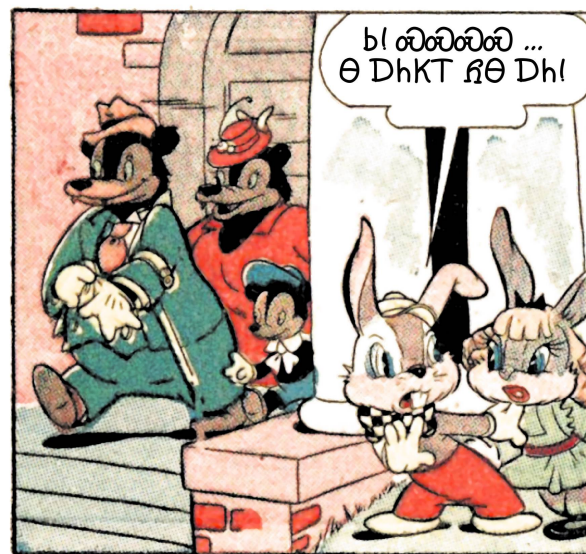
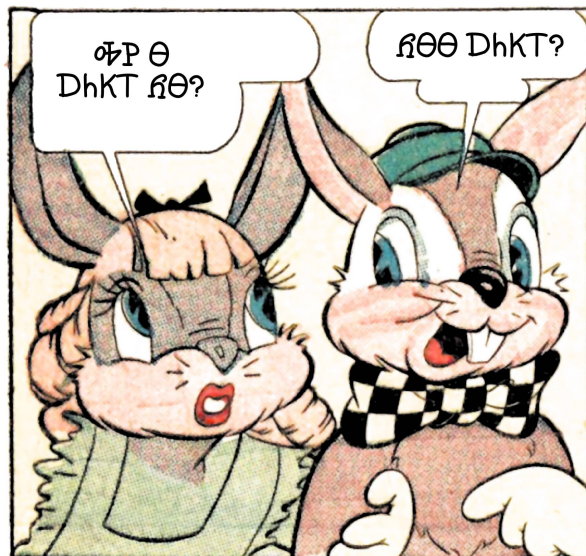
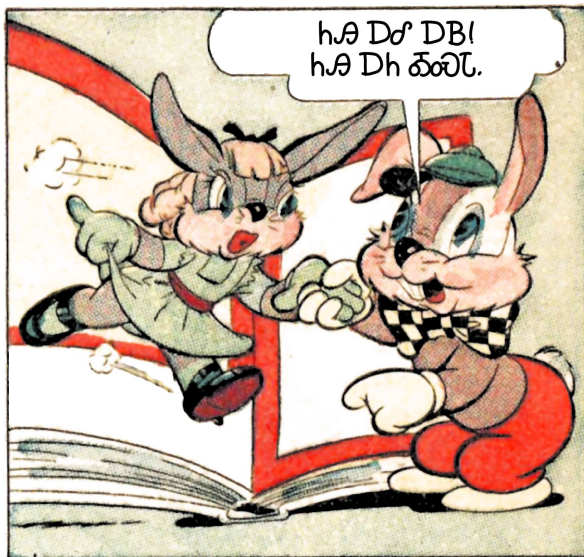
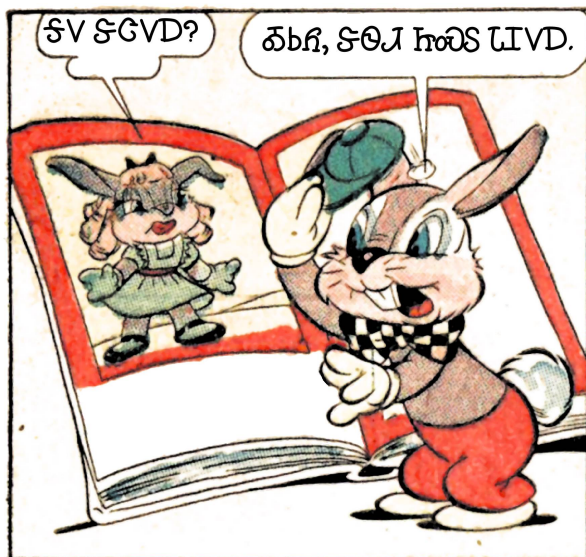
- b** [si] “Wait! All the same (*still*). Even now (or then) as was formerly (*still*).” **AFMJ, AJMJ** [go²hu⁴sdi, go⁴sdi] “Something. A thing. Things.”
- LB, iLB** [hla³si, vhlā³si] “Not all the same (*not still*). Not now as was formerly (*no longer still*).” **L AFMJ** [hla go²hu⁴sdi] “Not anything. Nothing. No things.”

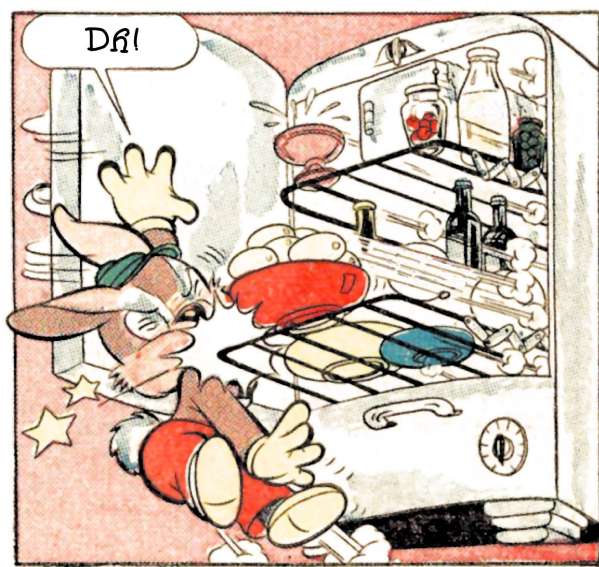
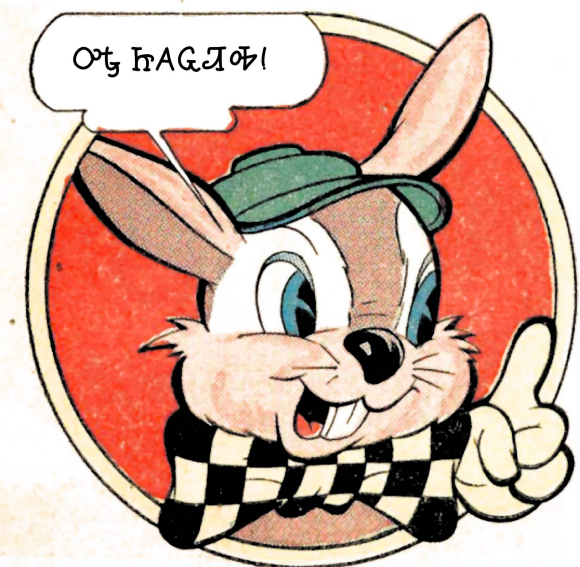
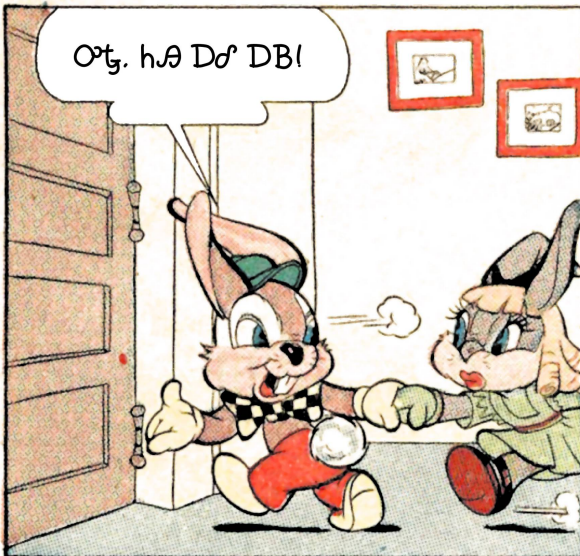
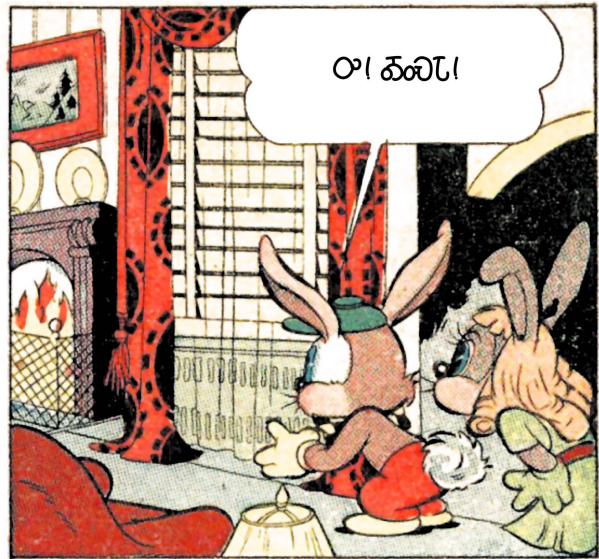
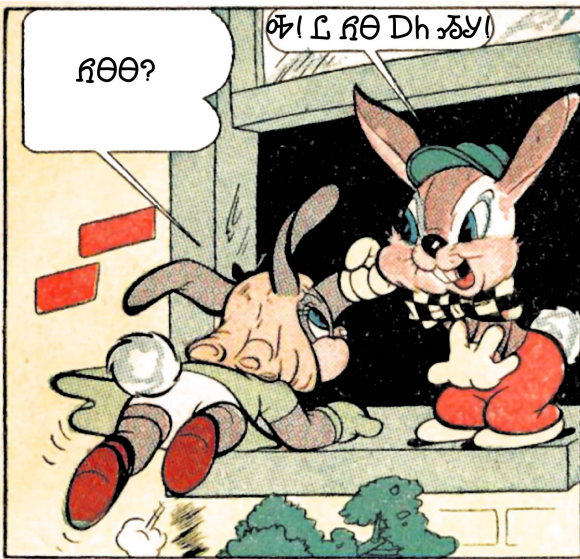
OJFJ AJF (Funny Paper)

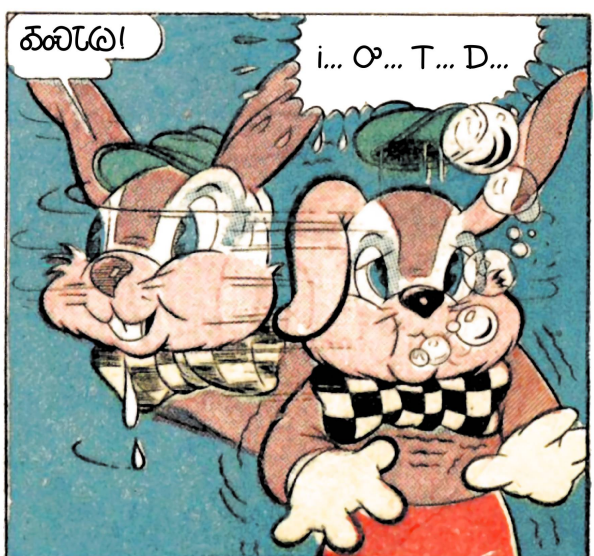
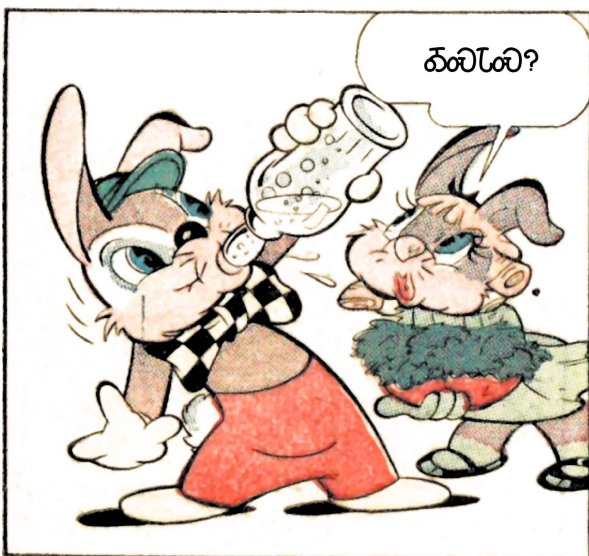
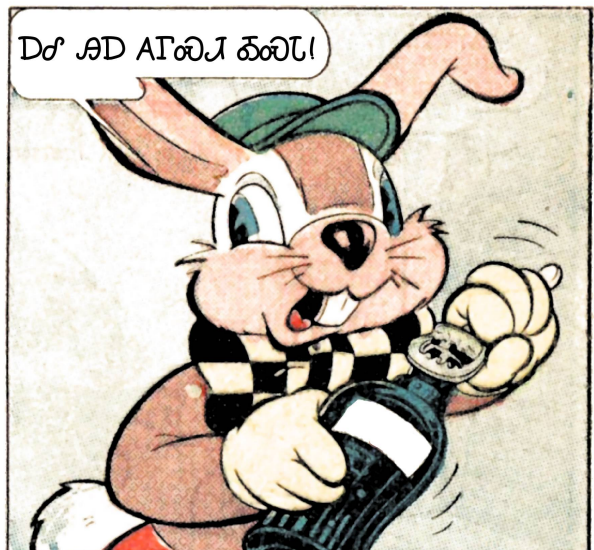
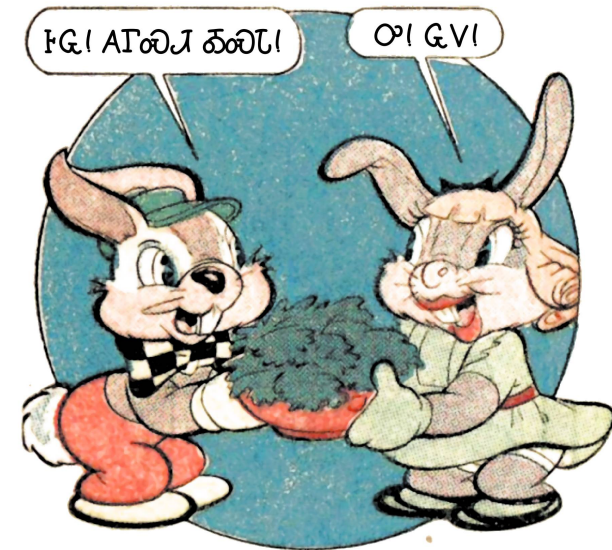
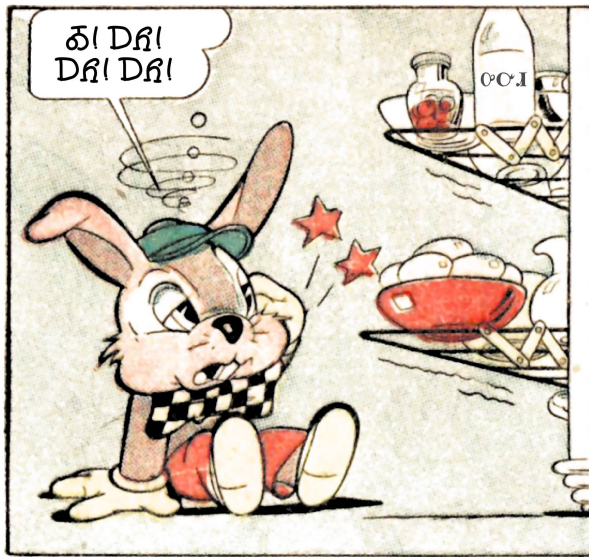
Read the following comic aloud. ☞ If you have partners, have one person read aloud all the **SOJ IrMS** and **hΘ DmSd** parts and another the **IrMS DFGG** and **hΘ DfJ** parts. Each person should read aloud both roles at least once.

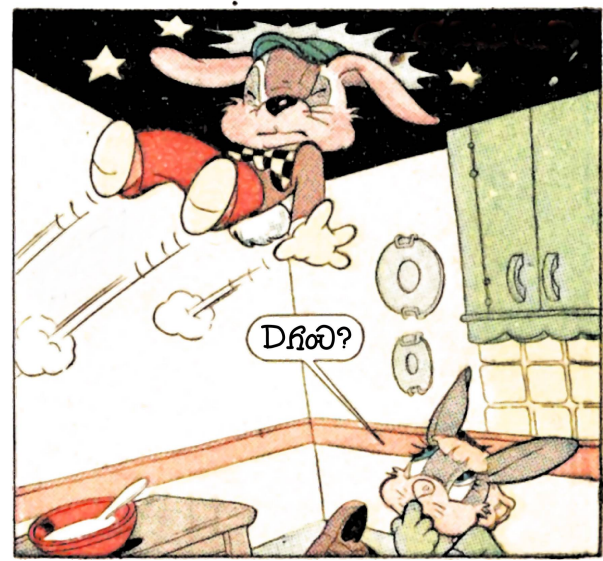
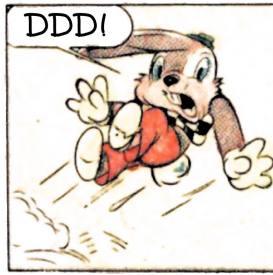
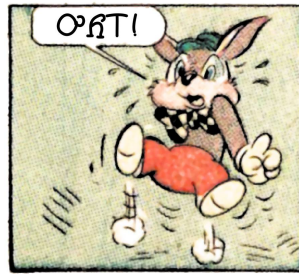
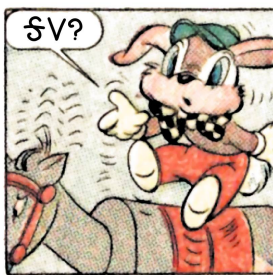
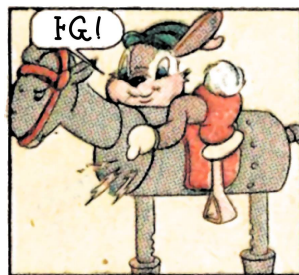
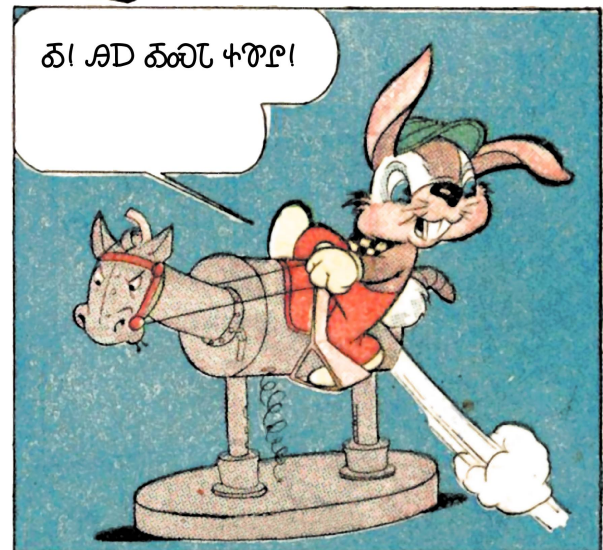
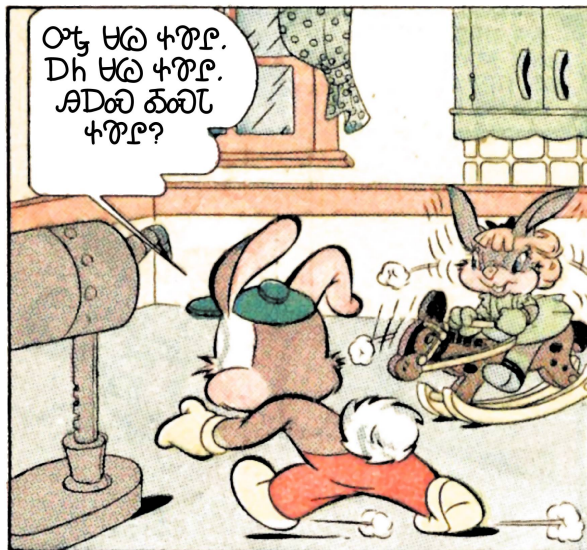
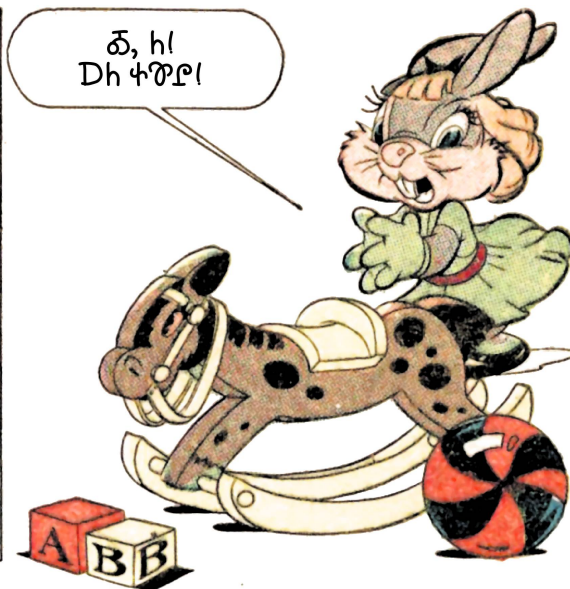
સૌ જોડો ડૉ ઇ ડહક્ટ જો!

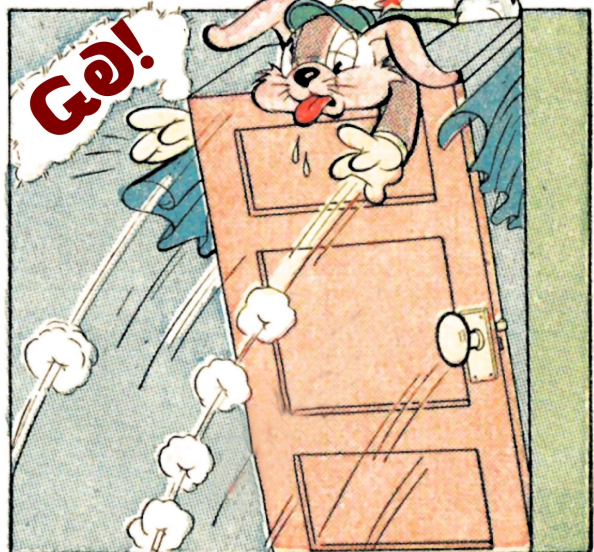
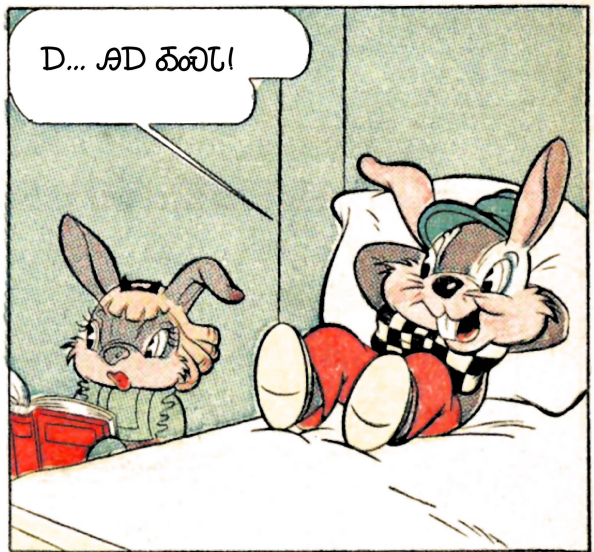
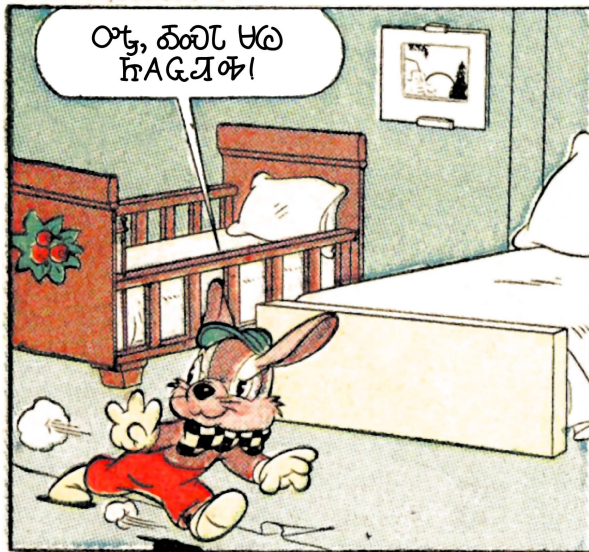
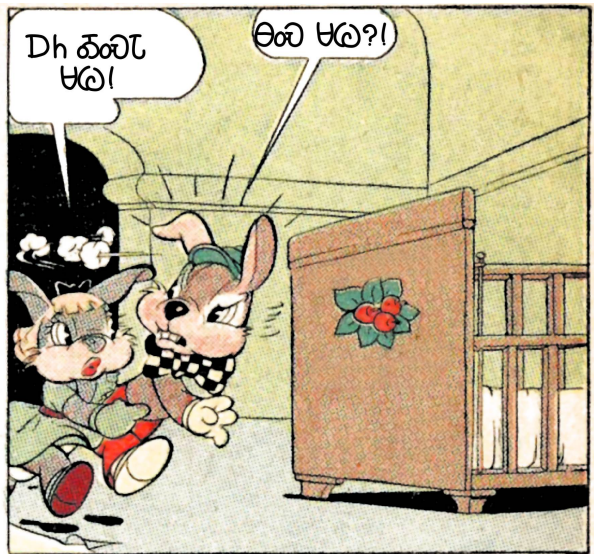
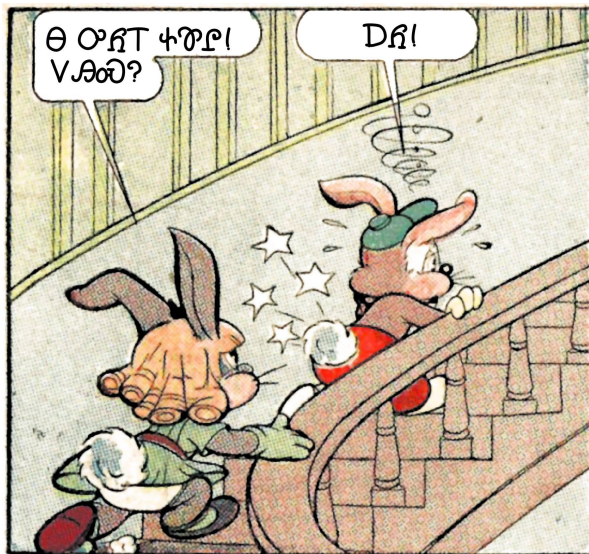


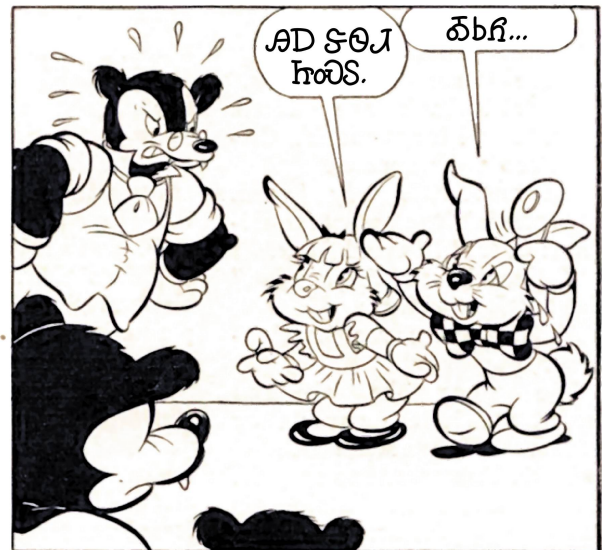
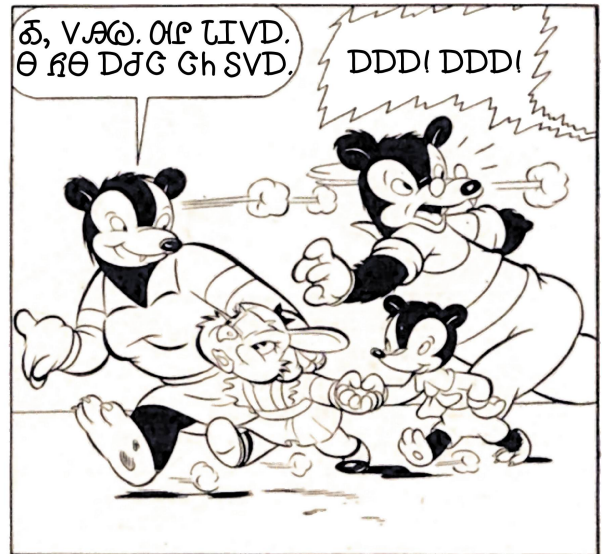
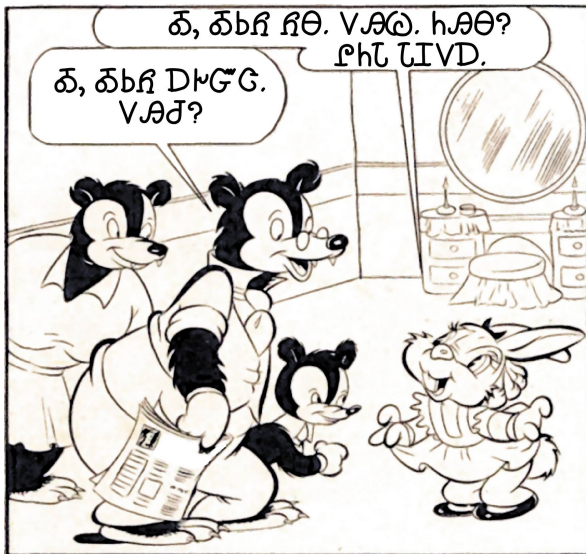












Page 7

හිමි **ඩොස්ත** ඩ, ධ්වනි **ඩිෆ්ෆ්**. **වැඩ?**

ඩිෆ්ෆ් ඩ, ධ්වනි **හිමි**. **වැඩ**. **හැමදා?** **ෆ්ලි** **ලිෆ්ඩ**.

හිමි **ඩිෆ්ෆ්** ඩ, **වැඩ**. **ඔෆ්** **ලිෆ්ඩ**. **ඔ** **හිමි** **ඩිෆ්ෆ්** **ග්හි** **එඩ්**.

සොමි **ඩඩ්**! **ඩඩ්**!

හිමි **සා?** **එඩ්** **එඩ්**?

ප්ලේ

☞ Your answers are not expected to exactly match the answers provided here. Just be close.

Page 1

සොමි **හිමි** **ඩි** **ඔ** **ඩිකි** **හිමි**!

David **Rabbit** and **Those Three Bears**!

හිමි **ඩි** **ඔ** **ඔ** **ඔ** **හිමි**! **හිමි** **සොමි**...

Bear **This** is one bad rabbit! **Hello** **David**...

කැමරා **ඩිෆ්ෆ්** **ඩි** **ඩිකි** **හිමි**

Book **A** **Girl** and **Three Bears**

සොමි **ඩි**! **ඩි** **හිමි** **ඩිෆ්ෆ්**!

David **Oh**! **Here** is a rabbit girl!

Page 2

ඩිෆ්ෆ් **එඩ්** **එඩ්**?

Girl **What** are you called?

සොමි **ධ්වනි**, **සොමි** **හිමි** **ලිෆ්ඩ**.

David **Hello**, I'm called **David Rabbit**.

සොමි **හැම** **ඩි** **ඩි**! **හැම** **ඩි** **ධ්වනි**.

David **You** and **me**! **You** (being) **here** is good.

ඩිෆ්ෆ් **ආ** **ඔ** **ඩිකි** **හිමි**?

Girl **Where** are those three bears?

සොමි **හිමි** **ඩිකි**?

David **What** about bears, three of them?

සොමි **ඔ** **ඩිකි** **හිමි**? **ඔ** **ඔ**!

David **Are** the three bears there? **That's** bad!

ඩිෆ්ෆ් **ඔ** **ඩිකි** **හිමි** **ඔ**, **ධ්වනි**!

Girl **Those** three bears are there, it's good!

සොමි **හිමි**! **හිමි**... **ඔ** **ඩිකි** **හිමි** **ඩි**!

සොමි **ඩි**! **ඩි**! **ඩඩ්**!

ෆ්ලි **ඩි** **සොමි** **හිමි**.

සොමි **ධ්වනි**...

හිමි **එඩ්** **සොමි** **හිමි**? **ඩි**! **හැම** **ඔ** **ඔ** **හිමි**!

හිමි **ඔ** **හිමි** **ඩි** **ඔ**!

සොමි **ඩි**... **ඩි** **ඔ**! **හිමි** **ඩිෆ්ෆ්** **ඩි** **ඩි**. **ඩි** "ඩි!"

David **Wait**! **Shhhhh**... **Those** three bears are here!

හිමි **ඩි** **ඔ** **සොමි**, **ඩි** **ඩි** **ඩි**...

Bear boy **I** saw them there, two cats...

හිමි **ඩොස්ත** **ඩි**! **ඩි**! **ඩි**! **ඔ** **ඩි** **ඩි** **ඩි**!

Bear man **Cats**? **No**! **No**! **No**! **Those** are two dogs!

Page 3

ඩිෆ්ෆ් **හිමි**?

Girl **What** about the bears?

සොමි **ආ**! **ඔ** **හිමි** **ඩි** **ඩි**!

David **Ha**! **No** bears are here!

සොමි **ඩි**! **ඩි**!

David **O**! **Good**!

සොමි **ඔ**. **හැම** **ඩි** **ඩි**!

David **There**. **You** and **me**!

ඩිෆ්ෆ් **එඩ්** **ඔ** **ඩි**?

Girl **What** is here?

සොමි **හිමි**!

David **Wait**!

සොමි **ඔ** **සොමි**!

David **I'm** looking there!

සොමි **ඩි**!

David **Ouch**!

Page 4

සම ඩ! Dඬ! Dඬ! Dඬ!

David Oh! Ow! Ow! Ow!

සම Aඟම ධමලු හඟැම?

David I see something good!

DFGG \$V ඉමම ආඟැම?

Girl What do you see?

සම Fඳ! Aඟම ධමලු!

David Alright! Something good!

DFGG ඉ! ඳV!

Girl Ooo! Thanks!

සම Dථ මD Aඟම ධමලු!

David And this something good!

DFGG ධමලුම?

Girl Is it good?

සම ධමලුම!

David Just fine!

සම i... ඉ... T... D...

David Uh... Oo... Ee... Ah...

Page 5

DFGG සම, Vම?

Girl David, it's well, right?

සම ඩ, Vම. ධධධ...

David Oh, just well. Oh...

DFGG ඩ, h! Dh ජූූ!

Girl Oh, look! Here is a horse!

සම ඉත ජම ජූූ. Dh ජම ජූූ. මDම ධමලු ජූූ?

David There is one horse. Here is one horse. Is this a good horse?

සම ඩ! මD ධමලු ජූූ!

David Oh! This is a good horse!

සම Fඳ!

David Alright!

සම \$V?

David What?

සම ඉඬT!

David Bad!

සම DDD!

David Ahhh!

DFGG Dඬම?

Girl Ouchies?

Page 6

DFGG ම ඉඬT ජූූ! Vමම?

Girl That bad horse! Are things well?

සම Dඬ!

David Ouch!

DFGG Dh ධමලු ජම!

Girl Here is a good one!

සම මම ජම?!

David That one?!

සම ඉත, ධමලු ජම හඟැම?

David There, I see a good one!

සම D... මD ධමලු!

David Ah... This is good!

DFGG ඩ! සම! Bම Dh!

Girl Oh! David! People are here!

සම \$V?!?

David What?!?

DəVɪT 14

hʃsɛɫ Dʃɛtə

ɹAɾə (Read them)

The following color names are used when talking about single inanimate things:

TVT [i¹je⁴ɹi] “Green of fruit or vegetable.”

TVTɛə [i²je³ɹi²y⁴sdi] “Green colored.”

Ōɹʃ [u²ne⁴ga] “White.”

Ōəəɹt [u¹sgo²lv⁴ɹi] “Dim. Faded.”

Ōəɹt [u²wo²³di³ge⁴ɹi] “Brown.”

ɹʃt, ɹt [gi²³gə³ge⁴ɹi, gi²³ge⁴ɹi] “Red.”

ɛt, ɛt [gv²³hna³ge⁴ɹi, gv²³ni³ge⁴ɹi] “Black.”

əəɹt [sə²ko²³ni³ge⁴ɹi] “Blue.”

ɹt [də²ha²li²ge⁴ɹi] “Purple.”

əɹt [də²lo²³ni³ge⁴ɹi] “Yellow.”

☞ *TVT is only used when referring to fruits and vegetables that are still green.*

☞ *TVTɛə - Think “like a new fruit or vegetable”.*

When talking about single animate things, the prefix **ɹ-** is added if the word doesn’t start with any of the vowels **D, R, T, ə, Ō, or i**:

ɹʃt, ɹt [ə²gi²³gə³ge⁴ɹi, ə²gi²³ge⁴ɹi] “Red.”

ɛt, ɛt [ə²gv²³hna³ge⁴ɹi, ə²gv²³ni³ge⁴ɹi] “Black.”

əəɹt [ə²sə²ko²³ni³ge⁴ɹi] “Blue.”

ɹt [ə²də²ha²li²ge⁴ɹi] “Purple.”

əɹt [ə²də²lo²³ni³ge⁴ɹi] “Yellow.”

Some colors are described with word combinations. **Ōəəɹt** is used in many of these combinations:

ɹʃt Ōəəɹt [gi²³gə³ge u¹sgo²lv⁴ɹi] “Pink. (Red-faded).”

ɛt Ōəəɹt [gv²³hna³ge u¹sgo²lv⁴ɹi] “Grey. (Black-faded).”

əəɹt Ōəəɹt [sə²ko²³ni³ge u¹sgo²lv⁴ɹi] “Grey. (Blue-faded).”

əɹt Ōəəɹt [də²lo²³ni³ge u¹sgo²lv⁴ɹi] “Orange. (Yellow-dim).”

☞ *Some communities use **əɹt** for “orange”.*

hWʃʃ (Do them)

You will need the following:

- 40 *white* index cards.

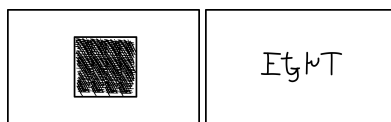
- A box of crayons for coloring the index cards. ☞ *The “boxes of 8” as sold in most stores should have all the colors needed.*

The exercise has been split up into two grouped sets.

For the first group you will need to create nine index cards.

On each card's front draw a black square then color it in with the specified color. On the reverse side write the color's name.

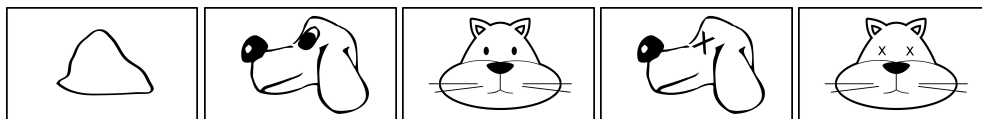
Example:



The colors you will be using are:

- Green / TVTGᎎᎡ. ☞ *If anyone is red-green color blind, add a drawing of a leaf.*
- White / OᎡᎢ. ☞ *Don't color in the square.*
- Brown / OᎡᎡᎢ.
- Red / ᎠᎢᎢ. (ᎠᎢ.)
- Black / Etłt. (Ehłt.)
- Blue / ᎡᎡᎢ.
- Purple / ᎡᎢᎢ.
- Yellow / ᎡᎢᎢ.
- Orange / ᎡᎢᎢ OᎡᎡᎢ.

For the second set you will need to create five copies of each the following index cards:



The picture goes on the front of each index card and gets colored in. Each card needs to be colored as specified. On the reverse of the card you will need to add the matching Cherokee.

☞ *If anyone is red-green color blind, add a drawing of a leaf to each card with green on it.*

OᎡᎡ cards:

- White / OᎡᎢ OᎡᎡ. ☞ *Don't color in the OᎡᎡ.*
- Brown / OᎡᎡᎢ OᎡᎡ.
- Black / Etłt OᎡᎡ. (Ehłt OᎡᎡ.)
- Yellow / ᎡᎢᎢ OᎡᎡ.
- Orange / ᎡᎢᎢ OᎡᎡᎢ OᎡᎡ.

Alive ᎠᎢ cards:

- Green / TVTGᎎᎡ ᎠᎢ.
- White / OᎡᎢ ᎠᎢ. ☞ *Don't color in the ᎠᎢ.*
- Red / ᎠᎢᎢ ᎠᎢ. (ᎠᎢᎢ ᎠᎢ.)
- Purple / ᎡᎢᎢ ᎠᎢ.
- Yellow / ᎡᎢᎢ ᎠᎢ.

Alive ᎡᎢ cards:

- Green / TVTGᎎᎡ ᎡᎢ.
- Brown / OᎡᎡᎢ ᎡᎢ.
- Blue / ᎡᎢᎢ ᎡᎢ.
- Purple / ᎡᎢᎢ ᎡᎢ.
- Orange / ᎡᎢᎢ OᎡᎡᎢ ᎡᎢ.

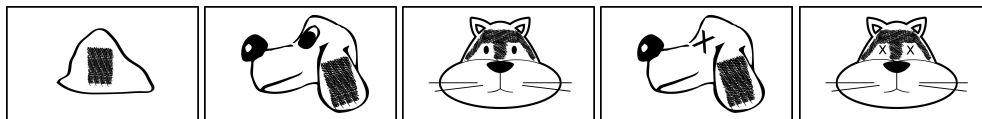
Dead ᎠᎢ cards:

- White / ዐቢያ ሃር. ☞ *Don't color in the ሃር.*
- Black / ዩቲፍ ሃር. (ዩቲፍ ሃር.)
- Blue / ህላክፍ ሃር.
- Yellow / ሊክፍ ሃር.
- Orange / ሊክፍ ዐፃላ ሃር.

Dead ሳይ cards:

- Green / ፕፕፐር ሳይ.
- Black / ዩቲፍ ሳይ. (ዩቲፍ ሳይ.)
- Brown / ዐጣፊ ሳይ.
- Yellow / ሊክፍ ሳይ.
- Red / ሃያፍ ሳይ. (ሃያ ሳይ.)

Recommended areas on each card to color:



Divide up into groups of four to seven.

Groups

For each group the first person is designated “D”. The second person is designated “R”. Any remaining people are grouped together and are designated “T”. After each set, rotate positions so that “D” becomes the “R”, the “R” becomes one of the “T”, and one of the “T” becomes the “D”.

☞ *Keep rotating until everyone has been in position “R”, starting over with the first set of challenges as needed.*

☞ *The “D” responses should be read from the book. The “R” responses should be done without reading the book.*

For the first group of sets each challenge-response should be done as in the following examples:

1. **የህ ዐፃላ ዐቢያ?**
 “D” asks “R”: **የህ ዐፃላ ዐቢያ?** (Which is white?)
 “R” selects the card they think is ዐቢያ.
 “R” says: **ዐቢ ዐቢያ.** (This is white.) ☞ *(Only use the spoken name.)*
 “R” flips the card over to see if they are correct or incorrect.
 If incorrect “D” should say: **ዐ. ፀ ____.** (No. That is ____.)
2. **የህ ዐፃላ ሃያፍ?**
 “D” asks “R”: **የህ ዐፃላ ሃያፍ?** (Which is red?)
 “R” selects the card they think is ሃያፍ.
 “R” says: **ዐቢ ሃያፍ.** (This is red.) ☞ *(Only use the spoken name.)*
 “R” flips the card over to see if they are correct or incorrect.
 If incorrect “D” should say: **ዐ. ፀ ____.** (No. That is ____.)

For the second group of sets each challenge-response should be done as in the following examples:

1. **የህ ዐፃላ ዐቢያ ዐፃ?**
 “D” asks “R”: **የህ ዐፃላ ዐቢያ?** (Which is the white rock?)
 (a) **ዐቢ ዐቢያ ዐፃ.**
 “R” selects the card they think is the ዐቢያ ዐፃ.
 “R” says: **ዐቢ ዐቢያ ዐፃ.** (This is the white rock.)
 “R” flips the card over to see if they are correct or incorrect.
2. **የህ ዐፃላ ዐፃፍ ሃር?**
 “D” asks “R”: **የህ ዐፃላ ዐፃፍ ሃር?** (Which is the red dog?)

(a) **ᐃᐃ ᐃᐅᓂᓴᓴᓴ ᓂᓴ.**

“R” selects the card they think is the **ᐃᐅᓂᓴᓴᓴ ᓂᓴ**.

“R” says: **ᐃᐃ ᐃᐅᓂᓴᓴᓴ ᓂᓴ**. (This is the red dog.)

“R” flips the card over to see if they are correct or incorrect.

3. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓂᓴ ᓂᓴ?**

“D” asks “R”: **ᓂᐅ ᐅᐃᐃ ᐅᐃᓂᓴ ᓂᓴ?** (Which is the white dog?)

(a) **ᐃᐃ ᐅᐃᓂᓴ ᓂᓴ** (alive) **ᐃᐃ ᐅᐃᓂᓴ ᓂᓴ** (dead).

“R” sees two cards that match.

“R” selects each card they think is an **ᐅᐃᓂᓴ ᓂᓴ**.

“R” says: **ᐃᐃ ᐅᐃᓂᓴ ᓂᓴ** **ᐃᐃ ᐅᐃᓂᓴ ᓂᓴ**. (This is a white dog and this is a white dog.)

“R” flips the cards over to see if they are correct or incorrect.

If “R” does not select all the correct cards, “D” shows them the other correct card.

Someone Alone

For each set, write out all of the “D” challenges on a sheet of paper. Do not write out the “R” responses.

☞ *The “D” responses should be read aloud from the paper. The “R” responses should be done without reading anything. The book should then be checked to see if the all correct cards were selected.*

First Group

☞ *Repeat this group until everyone can do the “R” responses smoothly without having to reference the material.*

Set 1

1. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

4. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

2. **ᓂᐅ ᐅᐃᐃ ᓂᓴᓴᓴ?**

5. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

3. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓂᓴ?**

Set 2

1. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

4. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

2. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

5. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓂᓴ?**

3. **ᓂᐅ ᐅᐃᐃ ᓂᓴᓴᓴ?**

Set 3

1. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

4. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

2. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

5. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

3. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

Set 4

1. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

4. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

2. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ ᐅᐃᓴᓴᓴ?**

5. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ ᐅᐃᓴᓴᓴ?**

3. **ᓂᐅ ᐅᐃᐃ ᐅᐃᓴᓴᓴ?**

Set 5

1. \$V ማጠቃለያ ሲሆን?
2. \$V ማጠቃለያ ማጠቃለያ?
3. \$V ማጠቃለያ ሲሆን ማጠቃለያ?

4. \$V ማጠቃለያ ሲሆን?
5. \$V ማጠቃለያ ሲሆን?

Set 6

1. \$V ማጠቃለያ ሲሆን?
2. \$V ማጠቃለያ ሲሆን?
3. \$V ማጠቃለያ ሲሆን?

4. \$V ማጠቃለያ ሲሆን?
5. \$V ማጠቃለያ ሲሆን?

Set 7

1. \$V ማጠቃለያ ሲሆን?
2. \$V ማጠቃለያ ሲሆን ማጠቃለያ?
3. \$V ማጠቃለያ ሲሆን?

4. \$V ማጠቃለያ ሲሆን?
5. \$V ማጠቃለያ ሲሆን?

Set 8

1. \$V ማጠቃለያ ሲሆን?
2. \$V ማጠቃለያ ሲሆን?
3. \$V ማጠቃለያ ሲሆን?

4. \$V ማጠቃለያ ሲሆን?
5. \$V ማጠቃለያ ሲሆን?

Set 9

1. \$V ማጠቃለያ ሲሆን ማጠቃለያ?
2. \$V ማጠቃለያ ሲሆን?
3. \$V ማጠቃለያ ሲሆን?

4. \$V ማጠቃለያ ሲሆን?
5. \$V ማጠቃለያ ሲሆን?

Second Group

☞ Repeat this group until everyone can do the “R” responses smoothly without having to reference the material.

Set 1

1. \$V ማጠቃለያ ሲሆን ሲሆን?
(a) ማጠቃለያ ሲሆን (alive) ማጠቃለያ ሲሆን (dead).
2. \$V ማጠቃለያ ሲሆን ሲሆን?
(a) ማጠቃለያ ሲሆን.
3. \$V ማጠቃለያ ሲሆን ሲሆን?
(a) ማጠቃለያ ሲሆን.

4. \$V ማጠቃለያ ሲሆን ሲሆን?
(a) ማጠቃለያ ሲሆን.
5. \$V ማጠቃለያ ሲሆን ሲሆን?
(a) ማጠቃለያ ሲሆን.
6. \$V ማጠቃለያ ሲሆን ሲሆን?
(a) ማጠቃለያ ሲሆን (alive) ማጠቃለያ ሲሆን (dead).

7. **SV** ዕጩ **EHFT** ሃር?

(a) **ጸድ** **EHFT** ሃር.

8. **SV** ዕጩ ዕጵ **ዕጵ** ዕጵ?

(a) **ጸድ** ዕጵ **ዕጵ** ዕጵ.

9. **SV** ዕጩ **EHFT** ዕጵ?

(a) **ጸድ** **EHFT** ዕጵ.

10. **SV** ዕጩ **DYFT** ሃር?

(a) **ጸድ** **DYFT** ሃር.

Set 2

1. **SV** ዕጩ **EHFT** ሃር?

(a) **ጸድ** **EHFT** ሃር.

2. **SV** ዕጩ **EHFT** ሃር?

(a) **ጸድ** **EHFT** ሃር.

3. **SV** ዕጩ ሃር ሃር?

(a) **ጸድ** ሃር ሃር.

4. **SV** ዕጩ **EHFT** ዕጵ?

(a) **ጸድ** **EHFT** ዕጵ.

5. **SV** ዕጩ ሃር ሃር?

(a) **ጸድ** ሃር ሃር.

6. **SV** ዕጩ ዕጵ ሃር?

(a) **ጸድ** ዕጵ ሃር.

7. **SV** ዕጩ ዕጵ ሃር?

(a) **ጸድ** ዕጵ ሃር (alive) **ጸድ** ዕጵ ሃር (dead).

8. **SV** ዕጩ **EHFT** ሃር?

(a) **ጸድ** **EHFT** ሃር.

9. **SV** ዕጩ ዕጵ ሃር?

(a) **ጸድ** ዕጵ ሃር.

10. **SV** ዕጩ ዕጵ ሃር?

(a) **ጸድ** ዕጵ ሃር (alive) **ጸድ** ዕጵ ሃር (dead).

Set 3

1. **SV** ዕጩ **EAH** ሃር?

(a) **ጸድ** **EAH** ሃር.

2. **SV** ዕጩ **LGH** ሃር?

(a) **ጸድ** **LGH** ሃር.

3. **SV** ዕጩ ሃር ሃር?

(a) **ጸድ** ሃር ሃር.

4. **SV** ዕጩ **EAH** ሃር?

(a) **ጸድ** **EAH** ሃር.

5. **SV** ዕጩ **LGH** ሃር?

(a) **ጸድ** **LGH** ሃር.

6. **SV** ዕጩ **LGH** ዕጵ?

(a) **ጸድ** **LGH** ዕጵ.

7. **SV** ዕጩ ዕጵ ሃር?

(a) **ጸድ** ዕጵ ሃር.

8. **SV** ዕጩ ዕጵ ሃር?

(a) **ጸድ** ዕጵ ሃር (alive) **ጸድ** ዕጵ ሃር (dead).

9. **SV** ዕጩ **LGH** ዕጵ?

(a) **ጸድ** **LGH** ዕጵ.

10. **SV** ዕጩ **LGH** ሃር?

(a) **ጸድ** **LGH** ሃር.

Set 4

1. **SV** ዕጩ **EAH** ሃር?

(a) **ጸድ** **EAH** ሃር.

2. **SV** ዕጩ **LGH** ሃር?

(a) **ጸድ** **LGH** ሃር.

3. **SV** ዕጩ **LGH** ሃር?

(a) **ጸድ** **LGH** ሃር.

4. **SV** ዕጩ **DEAH** ሃር?

(a) **ጸድ** **DEAH** ሃር.

5. **SV** ዕጩ **LGH** ዕጵ?

(a) **ጸድ** **LGH** ዕጵ.

6. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

7. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

8. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

9. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

10. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

Set 5

1. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

2. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

3. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

4. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

5. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

6. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

7. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

8. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ (alive) ወይም ልወ ወላዲ ይዛ (dead).

9. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

10. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

Set 6

1. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

2. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

3. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ (alive) ወይም ልወ ወላዲ ይዛ (dead).

4. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

5. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

6. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

7. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

8. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

9. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ.

10. \$V\$ ዐጫ ወላዲ ይዛ?

(a) ልወ ወላዲ ይዛ (alive) ወይም ልወ ወላዲ ይዛ (dead).

DəVAT 15

əYSSəLT DSGTəJ

JAFə (Read them)

When talking about multiple animate things, the prefix Dh- is added if the word doesn't start with O':

DhVT [a²ni²je⁴zi] “Green of fruit or vegetable.”

DhVTGəJ [a²ni²je³zi²yu⁴sdi] “Green colored.”

DhYsFT [a²ni²gi²³ga³ge⁴zi] “Red.”

DhLəFT [a²ni²da²ha²li²ge⁴zi] “Purple.”

DhEtFT [a²ni²gv²³hna³ge⁴zi] “Black.”

DhəAFT [a²ni²sa²ko²³ni³ge⁴zi] “Blue.”

DhLəFT [a²ni²da²lo²³ni³ge⁴zi] “Yellow.”

For “O’-” words, when talking about multiple animate things, either the prefix O’h- or Jh- is added after removing the O’- or O’G-. Which to use for which word will be specified as part of your vocabulary.

O’hLs [u²ni²ne⁴ga] “White.”

O’həAFT [u¹ni²sgo²³lv⁴zi] “Dim. Faded.”

JZJFT [ju²no²³di³ge⁴zi] “Brown.”

When talking about multiple inanimate things, the prefix “J-” is added. *☞ Note: When “J-” is used with a word starting with “R-”, “ə-”, “O’-”, or “i-” the two sounds combine together and become one of “V-”, “K-”, “J-”, or “C-”. When “J-” is used on a word that starts with “D-” or “T-”, the “D-” or “T-” is dropped before “J-” is added.*

JVT [di²je⁴zi] “Green of fruit or vegetable.”

JVTGəJ [di²je³zi²yu⁴sdi] “Green colored.”

JLs [ju²ne⁴ga] “White.”

JəAFT [ju²sgo²³lv⁴zi] “Dim. Faded.”

JəJFT [ju²wo²³di³ge⁴zi] “Brown.”

JYsFT [di²gi²³ga³ge⁴zi] “Red.”

JEtFT [di²gv²³hna³ge⁴zi] “Black.”

JəAFT [di²sa²ko²³ni³ge⁴zi] “Blue.”

JLəFT [di²da²ha²li²ge⁴zi] “Purple.”

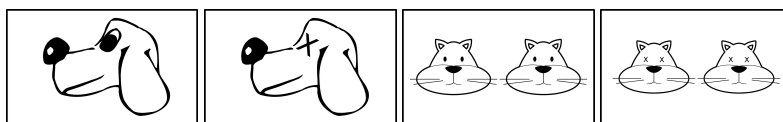
JLəFT [di²da²lo²³ni³ge⁴zi] “Yellow.”

hWəS (Do them)

You will need the following:

- 30 white index cards.
- A box of crayons for coloring the index cards. *☞ The “boxes of 8” as sold in many stores should have all the colors needed.*

You will need to create six copies each of the following index cards:



The picture goes on the front of each index card and gets colored in. Each card needs to be colored as specified. On the reverse of the card you will need to add the matching Cherokee.

☞ *If anyone is red-green color blind, add a drawing of a leaf to each card with green on it.*

Alive ၵ၆ ၵ၆ cards:

- Green / ၵၵၵၵၵၵ ၵ၆.
- White / ၵ၆ၵ၆ ၵ၆.
- Brown / ၵ၆ၵ၆ ၵ၆.
- Black / ၵ၆ၵ၆ ၵ၆.
- Yellow / ၵ၆ၵ၆ ၵ၆.
- Orange / ၵ၆ၵ၆ ၵ၆ၵ၆ ၵ၆.

Alive ၵ၆ၵ၆ ၵ၆ cards:

- Green / ၵ၆ၵၵၵၵၵၵ ၵ၆.
- White / ၵ၆ၵ၆ ၵ၆.
- Brown / ၵ၆ၵ၆ ၵ၆.
- Black / ၵ၆ၵ၆ ၵ၆.
- Yellow / ၵ၆ၵ၆ ၵ၆.
- Orange / ၵ၆ၵ၆ ၵ၆ၵ၆ ၵ၆.

Dead ၵ၆ ၵ၆ cards:

- Green / ၵၵၵၵၵၵ ၵ၆.
- White / ၵ၆ၵ၆ ၵ၆.
- Brown / ၵ၆ၵ၆ ၵ၆.
- Black / ၵ၆ၵ၆ ၵ၆.
- Yellow / ၵ၆ၵ၆ ၵ၆.
- Orange / ၵ၆ၵ၆ ၵ၆ၵ၆ ၵ၆.

Dead ၵ၆ ၵ၆ cards:

- Green / ၵၵၵၵၵၵ ၵ၆.
- White / ၵ၆ၵ၆ ၵ၆.
- Brown / ၵ၆ၵ၆ ၵ၆.
- Black / ၵ၆ၵ၆ ၵ၆.
- Yellow / ၵ၆ၵ၆ ၵ၆.
- Orange / ၵ၆ၵ၆ ၵ၆ၵ၆ ၵ၆.

Divide up into groups of four to seven.

Groups

For each group the first person is designated “D”. The second person is designated “R”. Any remaining people are grouped together and are designated “T”. After each set, rotate positions so that “D” becomes the “R”, the “R” becomes one of the “T”, and one of the “T” becomes the “D”.

☞ *Keep rotating until everyone has been in position “R”, starting over with the first set of challenges as needed.*

☞ *The “D” responses should be read from the book. The “R” responses should be done without reading the book.*

Each challenge-response should be done as in the following examples:

1. ၵ၆ ၵ၆.

“D” selects the dead black dog card and shows the picture to “R”.

(a) [D→R] ၵ၆ ၵ၆ၵ၆?

“D” asks: What is it?

(b) [R] ၵ၆ ၵ၆ ၵ၆ ၵ၆.

“R” responds: This is a black dog.

2. ᐃᐱᑦ ᐱᐅ.

“D” selects the dead white cats card and shows the picture to “R”.

(a) [D→R] ᑭᐅ ᐃᐱᑦ?

“D” asks: What are these?

(b) [R] ᐱᐃ ᐃᐱᑦ ᐱᐅ.

“R” responds: These are white cats.

3. [D→R] ᑭᐅ ᐅᐱᐱ ᐅᐱᑦ ᐅᑕ?

“D” asks “R”: Which one is a white dog?

(a) [R] ᐱᐃ ᐅᐱᑦ ᐅᑕ (alive) ᐃᐅ ᐅᐱᑦ ᐅᑕ (dead).

“R” sees two cards that match.

“R” selects each card they think is an ᐅᐱᑦ ᐅᑕ.

“R” says: ᐱᐃ ᐅᐱᑦ ᐅᑕ ᐃᐅ ᐅᐱᑦ ᐅᑕ. (This is a white dog and this is a white dog.)

“R” flips the cards over to see if they are correct or incorrect.

If “R” does not select all the correct cards, “D” shows them the other correct card.

4. [D→R] ᑭᐅ ᐅᐱᐱ ᐅᐱᑦ ᐱᐅ?

“D” asks “R”: Which ones are (alive) white cats?

(a) [R] ᐱᐃ ᐅᐱᑦ ᐱᐅ.

“R” selects the card they think is an ᐅᐱᑦ ᐱᐅ.

“R” responds: These are white cats.

Someone Alone

There are two different types of challenges in the sets. You will need to do each type differently.

Which ones?

Write out all of the challenges that start with “[D→R]” on a sheet of paper. Do not write out the “R” responses. The “D” challenges should be read aloud from the paper. The “R” responses should be done without reading anything. The book should then be checked to see if the all correct cards were selected.

☞ Repeat this exercise until you can select all the correct pictures for each challenge without having to reference the material. The faster you can select the correct pictures, the better.

What is it?

Take all the index cards and shuffle them well. Cycle through the cards and for each picture say: “ᐱᐃ _____.” Turn the card over to see if you are correct.

☞ After you have cycled through all the cards shuffle them well before doing the exercise again.

☞ Repeat this exercise until you can correctly describe each picture without having to reference the material. The faster you can describe each picture, the better.

Sets

☞ Repeat this group until everyone can do the “R” responses smoothly without having to reference the material.

Set 1

1. [D→R] ᑭᐅ ᐅᐱᐱ ᐅᐱᑦ ᐅᑕ?

(a) [R] ᐱᐃ ᐅᐱᑦ ᐅᑕ (alive) ᐃᐅ ᐅᐱᑦ ᐅᑕ (dead).

2. [D→R] ᑭᐅ ᐅᐱᐱ ᐅᐱᑦ ᐅᑕ?

(a) [R] ᐱᐃ ᐅᐱᑦ ᐅᑕ (alive) ᐃᐅ ᐅᐱᑦ ᐅᑕ (dead).

3. [D→R] ᑭᐅ ᐅᐱᐱ ᐅᐱᑦ ᐅᑕ?

1. TVTGᄁᄁ ᄁC (dead).
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD TVTGᄁᄁ ᄁC.
2. ᄁᄁᄁ ᄁC (dead).
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD ᄁᄁᄁ ᄁC.
3. ᄁᄁᄁ ᄁC (dead).
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD ᄁᄁᄁ ᄁC.
4. ᄁᄁ ᄁC.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD ᄁᄁ ᄁC.
5. ᄁᄁᄁ ᄁC.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
- (b) $[R]$ ᄁD ᄁᄁᄁ ᄁC.
6. ᄁᄁᄁ ᄁᄁᄁ ᄁC.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD ᄁᄁᄁ ᄁᄁᄁ ᄁC.
7. DhVTGᄁᄁ ᄁᄁ.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD DhVTGᄁᄁ ᄁᄁ.
8. ᄁᄁᄁ ᄁᄁ.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD ᄁᄁᄁ ᄁᄁ.
9. ᄁZᄁ ᄁᄁ.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD ᄁZᄁ ᄁᄁ.

Set 5

1. Dhᄁᄁ ᄁᄁ.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD Dhᄁᄁ ᄁᄁ.
2. Dhᄁᄁ ᄁᄁ.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD Dhᄁᄁ ᄁᄁ.
3. Dhᄁᄁ ᄁᄁᄁ ᄁᄁ.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD Dhᄁᄁ ᄁᄁᄁ ᄁᄁ.
4. ᄁVTGᄁᄁ ᄁᄁ.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD ᄁVTGᄁᄁ ᄁᄁ.
5. ᄁᄁᄁ ᄁᄁ.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
- (b) $[R]$ ᄁD ᄁᄁᄁ ᄁᄁ.
6. ᄁᄁᄁ ᄁᄁ.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD ᄁᄁᄁ ᄁᄁ.
7. ᄁᄁᄁ ᄁᄁ.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD ᄁᄁᄁ ᄁᄁ.
8. ᄁᄁᄁ ᄁᄁ.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD ᄁᄁᄁᄁ ᄁᄁ.
9. ᄁᄁᄁ ᄁᄁᄁ ᄁᄁ.
 - (a) $[D \rightarrow R]$ ᄁV ᄁᄁᄁ?
 - (b) $[R]$ ᄁD ᄁᄁᄁᄁ ᄁᄁᄁ ᄁᄁ.

DᎠᎩᎠᎠᎠ 16

ᎠᎩᎠᎠᎠ ᎠᎩᎠᎠᎠ

ᎠᎩᎠᎠᎠ ᎠᎩᎠᎠᎠ (Grammar)

☞ Remember that it is through the exercises in the lesson material that you will learn how to understand and speak Cherokee, not by memorizing rules and word parts.

As demonstrated by your exercises in previous chapters, many Cherokee words for animals, plants, places and things do not change form when used in a plural sense. They work like the English words “deer” or “buffalo”.

However, most Cherokee words used to describe things do change form to indicate plurality and animacy. Such words include those which indicate color, size, shape, texture, and so on.

There are four special prefixes used:

Ꭰ- [a-] “it-animate”

When talking about single animate things, the prefix Ꭰ- is added if the word doesn’t start with any of the vowels D, R, T, Ꭰ, Ꭰ, or i.

ᎠᎠ- [a²ni-] “they-animate”

When talking about multiple animate things, the prefix ᎠᎠ- is added if the word doesn’t start with Ꭰ. ☞ The “i” sound is normally dropped if the word starts with a vowel.

ᎠᎠ-, ᎠᎠ- [u²ni-, ju²ni-] “they-animate”

For “Ꭰ-” words, when talking about multiple animate things, either the prefix ᎠᎠ- or ᎠᎠ- is added after removing the Ꭰ- or ᎠᎠ-. Which to use for which word will be specified as part of your vocabulary. ☞ The “i” sound is normally dropped if the word starts with a vowel.

Ꭰ- [di-] “they-inanimate”

When talking about multiple inanimate things, the prefix “Ꭰ-” is added. ☞ When “Ꭰ-” is used with a word starting with “R-”, “Ꭰ-”, “Ꭰ-”, or “i-” the two sounds combine together and become one of “V-”, “K-”, “Ꭰ-”, or “C-”. When “Ꭰ-” is used on a word that starts with “D-” or “T-”, the “D-” or “T-” is dropped before “Ꭰ-” is added.

Examples:

Review the following forms for “ᎠᎠ”, “ᎠᎠ”, “ᎠᎠ”, and “ᎠᎠᎠᎠ”.

- “ᎠᎠ.” Something Cherokee - inanimate.
 - “ᎠᎠᎠ.” Something Cherokee - animate. (“Ꭰ-” + “ᎠᎠ”).
 - “ᎠᎠᎠᎠ.” Cherokee things - animate. (“ᎠᎠ-” + “ᎠᎠ”).
 - “ᎠᎠᎠᎠ.” Cherokee things - inanimate. (“Ꭰ-” + “ᎠᎠ”).

- “ᏈᏃᏍᏗ.” Something good - either animate or inanimate.
 - “DZᏈᏍᏗ.” Good things - animate. (“Dh-” + “ᏈᏃᏍᏗ”).
 - “KᏈᏍᏗ.” Good things - inanimate. (“J-” + “ᏈᏃᏍᏗ”).
- “ᏉᏃᏍᏗ.” Something bad - either animate or inanimate.
 - “ᏉᏃᏃᏍᏗ.” Bad things - animate. (“ᏉᏃᏃ-” + “ᏉᏃᏍᏗ”).
 - “JᏃᏍᏗ.” Bad things - inanimate. (“J-” + “ᏉᏃᏍᏗ”).
- “ᏊᏃᏍᏗ.” Something brown - either animate or inanimate.
 - “JZᏃᏍᏗ.” Brown things - animate. (“Jh-” + “ᏊᏃᏍᏗ”).
 - “JᏃᏍᏗ.” Brown things - inanimate. (“J-” + “ᏊᏃᏍᏗ”).

Example usage:

- ᏈᏃᏍᏗ DGWY. “A good Cherokee person.”
 - DZᏈᏍᏗ DhGWY. “Good Cherokee people.”
- ᏈᏃᏍᏗ DYFB. “A good English person.”
 - DZᏈᏍᏗ DhYFB. “Good English people.”
- ᏉᏃᏍᏗ DGWY. “A bad Cherokee person.”
 - ᏉᏃᏃᏍᏗ DhGWY. “Bad Cherokee people.”
- ᏉᏃᏍᏗ DYFB. “A bad English person.”
 - ᏉᏃᏃᏍᏗ DhYFB. “Bad English people.”
- ᏊᏃᏍᏗ DGWY. “A brown Cherokee person.”
 - JZᏃᏍᏗ DhGWY. “Brown Cherokee people.”
- ᏊᏃᏍᏗ ᏉᏃ. “A brown potato.”
 - JᏃᏍᏗ ᏉᏃ. “Brown potatoes.”

VᏊᏉᏐᏍᏗ (Write them)

Translate into English

Write out each of the following Cherokee sentences with an English translation. Compare your answers to the answers in the next section. *Some of the Cherokee has pronunciation marks such as underdots and tone markings added. You should not write out these pronunciation marks.*

Set 1

- | | |
|-----------------------------|-----------------------------|
| 1. ᏉᏃᏃᏍᏗ ᏃᏃᏃᏍᏗ. | 5. DhBᏃᏃᏍᏗ JᏃᏃᏃᏍᏗ ᏊᏃ ᏃᏃᏃᏍᏗ. |
| 2. DBᏃᏃᏍᏗ ᏈᏃᏍᏗ DᏃᏃᏍᏗ ᏃᏃᏃᏍᏗ. | 6. DᏃᏃᏍᏗ ᏃᏃᏃᏍᏗ? |
| 3. JYᏃᏃᏍᏗ JᏃᏃᏍᏗ ᏃᏃᏃᏍᏗ. | 7. ᏈᏃᏍᏗ DBᏃ ᏃᏃᏃᏍᏗ. |
| 4. DᏃᏃᏍᏗ JᏃᏃᏍᏗ ᏃᏃᏃᏍᏗ ᏃᏃᏃᏍᏗ. | 8. EᏃᏃᏍᏗ ᏃᏃᏃᏍᏗ ᏃᏃᏃᏍᏗ. |

Set 2

1. TVTGᎠᎠᎠ ᎠᎠ ᎠᎠᎠᎠ?
2. DGWY ᎠᎠᎠᎠ.
3. DFG ᎠᎠᎠ ᎠᎠᎠᎠ.
4. ᎠᎠᎠ ᎠᎠ ᎠᎠᎠᎠ?

5. ᎠᎠᎠ ᎠᎠ ᎠᎠᎠᎠ.
6. ᎠᎠᎠ ᎠᎠᎠᎠ ᎠᎠᎠᎠ?
7. DhGWY DhUGh ᎠᎠ ᎠᎠᎠᎠ.
8. ᎠᎠᎠ ᎠᎠᎠ ᎠᎠᎠᎠ.

Set 3

1. DBᎠᎠᎠ ᎠᎠᎠ ᎠᎠ ᎠᎠᎠᎠ.
2. DhBᎠ ᎠᎠ ᎠᎠ ᎠᎠᎠᎠ.
3. ᎠᎠ ᎠᎠ ᎠᎠᎠᎠ.
4. DhᎠᎠ ᎠᎠᎠ ᎠᎠ ᎠᎠᎠᎠ.

5. DᎠᎠ DZᎠᎠ DhᎠᎠ ᎠᎠᎠᎠ.
6. ᎠᎠᎠ ᎠᎠ ᎠᎠᎠᎠ.
7. ᎠᎠᎠᎠ ᎠᎠ ᎠᎠᎠᎠ?
8. DBᎠᎠ ᎠᎠᎠᎠ?

Translate into Cherokee

Translate each of the following English sentences into Cherokee. Compare your answers to the answers in the next section.

Set 1

1. Do you see a white rabbit?
2. I see good Cherokee people.
3. The woman sees white potatoes.
4. Do you see something green?

5. What about me seeing a green deer?
6. You see something brown.
7. You see just a yellow tree.
8. You see a person.

Set 2

1. The Cherokee person sees red deer.
2. The Native American sees a good bear.
3. Do you see a girl?
4. What about you seeing a black wolf?

5. I see a bad dog.
6. I see a bad boy.
7. The girls see black wolves.
8. I see just a blue paper.

Set 3

1. You see a purple wolf.
2. The boys see a red trap.
3. The women see bad dogs.
4. Do I see a man?

5. Do I see a good horse?
6. The Native American sees a cat.
7. Do I see something white?
8. I see a black deer.

Fix the bad grammar

Write out each of the following Cherokee sentences with the correct word forms substituted for the incorrect word forms. Compare your answers to the answers in the next section. The first three have been done as examples. *Many times a trailing "T" is left off in the supplied answers for pronunciation reasons, if you have a trailing "T" and the answer doesn't, don't worry about it, your answer is still correct.*

Some sentences might not have errors.

Set 1

1. Dṁṁṁṁ DZṁṁ ሃር ሆላጂጊጊ.
(a) Dṁṁṁṁ DZṁṁ ሃር ሆላጂጊጊ.
2. ሃሃ ህላክ ፃፀ ሆላጂጊጊ.
(a) Dṁṁṁ ህላክ ፃፀ ሆላጂጊጊ.
3. Dṁṁṁ ሀክን ልግፀ ሆላጂጊጊ.
(a) Dṁṁṁ ሀክን ልግፀ ሆላጂጊጊ.
4. Dፑፑፑ DZṁṁ ሃሃፑ ሆላጂጊጊ.
5. Dፑፑፑ ሀገፑ ልግፀ ሆላጂጊጊ.
6. Dፑፑ ሀክን ልግፀ ሆላጂጊጊ.
7. Dṁṁṁ ሃፑ ልግፀ ሆላጂጊጊ.
8. ህላክ ልግፀ ሆላጂጊጊ.

Set 2

1. Dፑፑ ሀክን ሃሃፑ ሆላጂጊጊ.
2. ሃሃ ፑፑ ሆላጂጊጊ.
3. Dፑፑ ሀገፑ ልግፀ ሆላጂጊጊ.
4. ልግፀ ሆላጂጊጊ ሆላጂጊጊ.
5. ሀገፑ ሆላጂጊጊ ሆላጂጊጊ.
6. ሀገፑ ሆላጂጊጊ ሆላጂጊጊ.
7. ልግፀ ሆላጂጊጊ ሆላጂጊጊ.
8. ሆላጂጊጊ ሆላጂጊጊ ሆላጂጊጊ.

Set 3

1. ልግፀ ሆላጂጊጊ ሆላጂጊጊ.
2. Dṁṁṁ ህላክ ሆላጂጊጊ ሆላጂጊጊ.
3. ሆላጂጊጊ ሆላጂጊጊ ሆላጂጊጊ.
4. Dṁṁṁ ሀገፑ ሆላጂጊጊ ሆላጂጊጊ.
5. ሆላጂጊጊ ሆላጂጊጊ ሆላጂጊጊ.
6. ሆላጂጊጊ ሆላጂጊጊ ሆላጂጊጊ.
7. Dፑፑ ሀገፑ ሆላጂጊጊ ሆላጂጊጊ.
8. ሆላጂጊጊ ሆላጂጊጊ ሆላጂጊጊ.

Answers

Translate into English

Set 1

1. ሀክ ሆላጂጊጊ ሆላጂጊጊ.
(a) I see a bad rabbit.
2. ልግፀ ሆላጂጊጊ ሆላጂጊጊ ሆላጂጊጊ.
(a) The Native American sees a good deer.
3. ሆላጂጊጊ ሆላጂጊጊ ሆላጂጊጊ.
(a) I see red papers.
4. Dፑፑ ሆላጂጊጊ ሆላጂጊጊ ሆላጂጊጊ.
(a) The boy sees green traps.
5. ሆላጂጊጊ ሆላጂጊጊ ሆላጂጊጊ.
(a) The Native Americans see blue acorns.
6. Dፑፑ ሆላጂጊጊ ሆላጂጊጊ?
(a) Do I see a woman?
7. ልግፀ ሆላጂጊጊ ሆላጂጊጊ.
(a) You see a good person.
8. ሆላጂጊጊ ሆላጂጊጊ ሆላጂጊጊ.
(a) You see a black trap.

Set 2

4. What about you seeing a black wolf?

(a) DEtIΘ Gēfēd mAGAJt.

5. I see a bad dog.

(a) Oñ YC IrAGAJt.

6. I see a bad boy.

(a) Oñ DdG IrAGAJt.

7. The girls see black wolves.

(a) DhFGG DhEtēf Gēd LhAGAJt.

8. I see just a blue paper.

(a) UAhf Aθfēd IrAGAJt.

Set 3

1. You see a purple wolf.

(a) DLtēfēf Gēd mAGAJt.

2. The boys see a red trap.

(a) DhJG YSt H?J DhAGAJt.

3. The women see bad dogs.

(a) Dhēd Oñh YC LhAGAJt.

4. Do I see a man?

(a) DmSēd mA IrAGAJt?

5. Do I see a good horse?

(a) mēd mA tēf IrAGAJt?

6. The Native American sees a cat.

(a) DBθwt θf DAAGAJt.

7. Do I see something white?

(a) AΓmēd OñS IrAGAJt?

8. I see a black deer.

(a) DEhf Dθ IrAGAJt.

Fix the bad grammar

Set 1

1. DmSēd DZmL YC LhAGAJt.

(a) DhdmSēd DZmL YC LhAGAJt.

2. GwY UAhf qθ DhAGAJt.

(a) DhGwY UAhf qθ DhAGAJt.

3. DfñS Oñh Dēθ LhAGAJt.

(a) DhñS Oñh Dēθ LhAGAJt.

4. DfGG DZmL DYfB LAGAJt.

(a) DfGG DZmL DhYfB LAGAJt.

5. DfGG OñS Sēd DhAGAJt.

(a) DhFGG OñS Sēd DhAGAJt.

6. Dfēd Oñh DBθ LAGAJt.

(a) Dfēd Oñh DhBθ LAGAJt.

7. DmSēd YSt Gēd LAGAJt.

(a) DmSēd DhYSt Gēd LAGAJt.

8. UAhf Gēd IrAGAJt.

(a) DUAhf Gēd IrAGAJt.

Set 2

1. DGwY Oñh DYfB LAGAJt.

(a) DGwY Oñh DhYfB LAGAJt.

2. Yf tēf IrAGAJt.

(a) DYf tēf IrAGAJt.

3. DdG OñmL Gēd LAGAJt.

(a) DdG dZmL Gēd LAGAJt.

4. mēd DhJG S IrAGAJt.

(a) DZmL DhJG S IrAGAJt.

5. OñmL IrmS IrAGAJt.

(a) OñmL IrmS IrAGAJt.

6. OñT DfGG IrAGAJt.

(a) Oñ DfGG IrAGAJt.

7. ᐃᐃᐅ ᐃክᐸᐅ ᑭᑦᑭᑦᑭᑦ.

(a) ᐃᐅᐃᐅ ᐃክᐸᐅ ᑭᑦᑭᑦᑭᑦ.

8. ᐸᑦᑦ ᐃᐃᑦ ᑭᑦᑭᑦᑭᑦ.

(a) ᐃᐸᑦᑦ ᐃᐃᐃᑦ ᑭᑦᑭᑦᑭᑦ.

Set 3

1. ᐃᐃᐅ ᐃᐅᐅᑦ ᑭᑦᑭᑦᑭᑦ.

(a) ᐃᐃᐅ ᐃᐅᐅᑦ ᑭᑦᑭᑦᑭᑦ.

2. ᐃክᑭᑭᑦ ᐸᐃክᑦ ᐃᐸ ᐅᐃᑭᑦᑭᑦ.

(a) ᐃክᑭᑭᑦ ᐃክᐸᐃክᑦ ᐃᐸ ᐅᐃᑭᑦᑭᑦ.

3. ᐸክᑦ ᐅᐸᐅ ᑭᑦᑭᑦᑭᑦ.

(a) ᐃᐸᑦ ᐅᐸᐅ ᑭᑦᑭᑦᑭᑦ.

4. ᐃᐃᑭᐸᐅ ᐅᑭᑭᑦ ᐃᐸᐅᑦ ᐅᐃᑭᑦᑭᑦ.

(a) ᐃክᐃᑭᐸᐅ ᐅᑭᑭᑦ ᐃᐸᐅᑦ ᐅᐃᑭᑦᑭᑦ.

5. ᐅᐃᑦ ᐅᐸᐃᐃᑦ ᐃᐅ ᑭᑦᑭᑦᑭᑦ.

(a) ᐃክᐅᐃᑦ ᐅᐸᐃᐃᐃᑦ ᐃᐅ ᑭᑦᑭᑦᑭᑦ.

6. ᐃክᑦᑦ ᑦᑦ ᑦᑦ ᐃᐃᑭᑦ ᐅᐃᑭᑦᑭᑦ.

(a) ᐃክᑦᑦ ᐃክᑦᑦ ᐃᐃᑭᑦ ᐅᐃᑭᑦᑭᑦ.

7. ᐃᑦᐅ ᐅᐃᑦ ᑭᑦ ᐅᐃᑭᑦᑭᑦ.

(a) ᐃᑦᐅ ᐅᐃᑦ ᑭᑦ ᐅᐃᑭᑦᑭᑦ.

8. ᐅᐅᐅᐅᐅᐅ ᐃᐅ ᑭᑦᑭᑦᑭᑦ.

(a) ᐃᐅᐅᐅᐅᐅ ᐃᐅ ᑭᑦᑭᑦᑭᑦ.

D&VAT 17

የፕላን ድጋፍ

§0h0ET D\$W&T (Grammar)

Remember that it is through the exercises in the lesson material that you will learn how to understand and speak Cherokee, not by memorizing rules and word parts.

Each of the action words that you have learned so far are composed of two main parts. A base word which indicates “an action” and one or more prefixes which are used to indicate “who and whom”. The following list shows this information for the forms of **DAGJ** you have been using.

🔔 *Reminder: Cherokee does not differentiate based on sexual gender. Where you see “he” or “him” in the following you can substitute “she” or “her”.*

- DAgɿ [D + Agɿ] “He sees him or it.”
 - D: “He + him or it.”
 - Agɿ: “is seeing”
- DhAgɿ [Dh + Agɿ] “They see him or it.”
 - Dh: “They + him or it.”
 - Agɿ: “is seeing”
- UAgɿ [ʒ + D + Agɿ] “He sees them.”
 - ʒ: “More than one or once.”
 - D: “He + him or it.”
 - Agɿ: “is seeing”
- UAgɿ [ʒ + Dh + Agɿ] “They see them.”
 - ʒ: “More than one or once.”
 - Dh: “They + him or it.”
 - Agɿ: “is seeing”
- IrAgɿ [Ir + Agɿ] “I see him.”
 - Ir: “I + him.”
 - Agɿ: “is seeing”
- IrAgɿ [Ir + Agɿ] “I see it.”
 - Ir: “I + it.”
 - Agɿ: “is seeing”
- ʒIrAgɿ [ʒIr + Agɿ] “I see them-animate.”
 - ʒIr: “I + them.”
 - Agɿ: “is seeing”
- IrAgɿ [ʒ + Ir + Agɿ] “I see them-inanimate.”
 - ʒ: “More than one or once.”
 - Ir: “I + it.”
 - Agɿ: “is seeing”
- ʒAgɿ [ʒ + Agɿ] “You see him.”
 - ʒ: “You + him.”
 - Agɿ: “is seeing”
- ʒAgɿ [ʒ + Agɿ] “You see it.”
 - ʒ: “You + it.”
 - Agɿ: “is seeing”
- ʒʒAgɿ [ʒʒ + Agɿ] “You see them-animate.”
 - ʒʒ: “You + them.”
 - Agɿ: “is seeing”
- ʒʒAgɿ [ʒ + ʒ + Agɿ] “You see them-inanimate.”
 - ʒ: “More than one or once.”
 - ʒ: “You + it.”
 - Agɿ: “is seeing”

These prefixes which directly indicate the pairing of “who and whom” are called *Bound Pronouns*.

Bound pronouns are also used on most description words like colors, names for kinds of people, good, bad, and so forth.

Examples:

- Dfəw “A woman. She’s a woman.” (D + Fəw)
 - Ifəw “I’m a woman.” (If + Fəw)
 - Afəw “You’re a woman.” (A + Fəw)
- Dəwəw “A man. He’s a man.” (D + əwəw)
 - Ifəwəw “I’m a man.” (If + əwəw)
 - Afəwəw “You’re a man.” (A + əwəw)
- GWY “Cherokee.”
 - DGWY “He’s Cherokee.” (D+ GWY)
 - IfGWY “I’m Cherokee.” (If + GWY)
 - AfGWY “You’re Cherokee.” (A + GWY)
- YSFT “Red.”
 - DYST “He’s red. A red person.” (D + YST)
 - IfYST “I’m red.” (If + YST)
 - AfYST “You’re red.” (A + YST)
- EtFT “Black.”
 - DET “He’s black.” (D + EtFT)
 - IfEtFT “I’m black.” (If + EtFT)
 - AfEtFT “You’re black.” (A + EtFT)
- wəw “Good. He’s good. It’s good.”
 - Fəw “You’re good.” (A + wəw)
 - DZwəw “They’re good.” (Dh + wəw)

Bound Pronouns are also sometimes used to indicate someone is a type of something or is a member of something like a clan.

Examples:

- YC “A dog.”
 - AfYC! “You’re a dog! You dog!”
- DhGəwəw “The wolf clan.”
 - DGəwəw “A member of the wolf clan.”

Bound Pronouns:

- Provide the same information that the English pronouns such as “I”, “he”, “she” do.
- Are in four main groups: “Set A”, “Set B”, “Combined”, and “Object Focus”.
- Are always *bound* to a word. ☞ *This means they are only used as parts of words. They are never used by themselves.*
- Indicate a paired relationship between both who or what is doing something (referred to as a sentence’s subject) and to whom or what the something is being done (referred to as a sentence’s object).
- Specify to whom or what a descriptive word, such as a color, applies.
- Are required on many words. Such words *must* be prefixed with a bound pronoun.

The following shows the first of the “Set A” and “Set B” bound pronouns you will be practicing in the next set of exercises. Each entry shows a “Pairing”, a “Set A” prefix, and a “Set B” prefix.

A “Pairing” is the paired relationship and animacy each prefix stand for. For example, if I want to say “I see him” I would use the “If-” prefix. If I want to say “You see him” I would use the “A-” prefix.

“Set A” prefixes are used on “Set A” words. “Set B” prefixes are used on “Set B” words. What determines whether a word is “Set A” or “Set B” is simple. If the word uses “O-” for “he...” it is “Set B”, otherwise it is “Set A”.

Where you see “(an.)” in the “Pairing” entry, the bound pronoun is only used with animate objects. Where you see “(in.)” it is only used with inanimate objects. And where you see “(an.+in.)” this indicates that the same prefix is used for both animate and inanimate objects.

☞ *Many of these you have already practiced. The ones which are new have been marked.*

- I ... him
 - Set A: ᎠᎵ-, ᎠᎵᎵ- (ji-, ji²y-)
 - Set B: ᎠᎵ-, ᎠᎵᎵ- (ji-, ji²y-)
- I ... it
 - Set A: ᎠᎵ-, ᎠᎵ- (ji-, g-)
 - Set B: ᎠᎵᎵ-, ᎠᎵᎵ- (a²gi-, a²gw-) *↔ New.*
- I ... them (an.)
 - Set A: ᎠᎵᎵ-, ᎠᎵᎵᎵ- (ga²ji-, ga²jiy-)
 - Set B: ᎠᎵᎵ-, ᎠᎵᎵᎵ- (ga²ji-, ga²ji²y-)
- I ... them (in.)
 - Set A: ᎠᎵᎵ-, ᎠᎵᎵ- (de²ji-, g-)
 - Set B: ᎠᎵᎵ-, ᎠᎵᎵ- (da²gi-, da²gw-) *↔ New.*
- He ... me.
 - Set A: ᎠᎵᎵ-, ᎠᎵᎵ- (a²gi-, a²gw-) *↔ New.*
 - Set B: ᎠᎵᎵ-, ᎠᎵᎵ- (a²gi-, a²gw-) *↔ New.*
- He ... he or it (an.+in.)
 - Set A: ᎠᎵ-, ᎠᎵ- (a-, ga-)
 - Set B: ᎠᎵ-, ᎠᎵᎵ- (u-, u²w-)
- He ... them (an.+in.)
 - Set A: ᎠᎵ-, ᎠᎵᎵ- (da-, de²ga-)
 - Set B: ᎠᎵ-, ᎠᎵᎵ- (du-, du²w-)
- You ... him
 - Set A: ᎠᎵ-, ᎠᎵᎵ- (hi-, hi²y-)
 - Set B: ᎠᎵ-, ᎠᎵᎵ- (hi-, hi²y-)
- You ... it
 - Set A: ᎠᎵ- (hi-)
 - Set B: ᎠᎵ- (ja-) *↔ New.*
- You ... them (an.)
 - Set A: ᎠᎵᎵ-, ᎠᎵᎵᎵ- (ga²hi-, ga²hi²y-)
 - Set B: ᎠᎵᎵ-, ᎠᎵᎵᎵ- (ga²hi-, ga²hi²y-)
- You ... them (in.)
 - Set A: ᎠᎵᎵ- (de²hi-)
 - Set B: ᎠᎵᎵ- (de²ja-) *↔ New.*
- He ... you.
 - Set A: ᎠᎵ- (ja-) *↔ New.*
 - Set B: ᎠᎵ- (ja-) *↔ New.*
- They ... he or it (an.+in.)
 - Set A: ᎠᎵᎵ- (a²ni-)
 - Set B: ᎠᎵᎵ- (u¹ni-)
- They ... them (an.+in.)
 - Set A: ᎠᎵᎵ- (da²ni-)
 - Set B: ᎠᎵᎵ- (du¹ni-)

↔ When “DY-” or “G-” is immediately followed by one of the sounds of “r”, “d”, or “s”, they are pronounced as “ak-” and “ts-” respectively.

↔ The bound pronouns “DY-” and “G-” have more than one possible meaning depending on context.

ᎠᎵᎵ (Read them)

There are a number of verbs in Cherokee that are very specific as to their use depending on the nature or attributes of what is being referred to. These attributes can be grouped together into the five categories of *flexible*, *liquid*, *living*, *long and rigid* (rod shaped), and *solid or other* (neutral). The following vocabulary introduces two such verbs: ᎠᎵᎵ and ᎠᎵᎵᎵ.

ᎠᎵᎵ [u²³ha] “He has it, something solid.”

ᎠᎵᎵᎵ [u¹ni²³ha] “They have it, something solid.”

ᎠᎵᎵᎵ [a¹gi²³ha] “I have it, something solid.”

ᎠᎵᎵ [ja²³ha] “You have it, something solid.”

ᎠᎵᎵᎵᎵ [u¹wa²ka³ha] “He has it, something alive.”

ᎠᎵᎵᎵᎵ [u¹ni²ka³ha] “They have it, something alive.”

ᎠᎵᎵᎵᎵ [a¹gi²ka³ha] “I have it, something alive.”

ᎠᎵᎵᎵᎵ [ja²ka³ha] “You have it, something alive.”

For review:

ᎠᎵᎵᎵᎵ [v¹sgi²na] “He. She. They. That. Those.”

ᎠᎵᎵᎵᎵ [v¹sgi] - Alternate pronunciation.

ᎠᎵᎵᎵᎵ [sgi²na] - Alternate pronunciation.

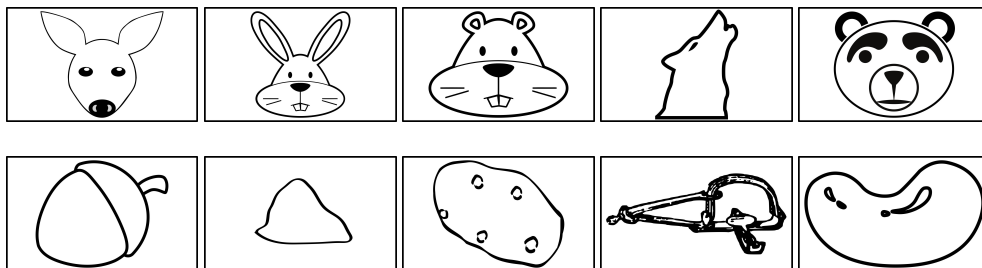
ᎠᎵᎵᎵᎵ [na¹sgi] - Alternate pronunciation.

HWŌŌŌ (Do them)

You will need the following:

- 30 index cards.
- Crayons for coloring the index cards.

You will need to create three copies each of the following index cards. Color the first set of each brown. Color the second set of each red. Leave the third set of each white.

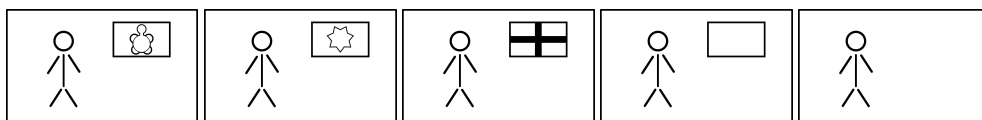


The red cards should be labeled on the reverse, in order: *DYŌŌŌ DŌ*, *DYŌŌŌ ĪŌŌS*, *DYŌŌŌ HGF*, *DYŌŌŌ GŌŌŌ*, *DYŌŌŌ ĤŌ*, *YŌŌŌ ĴŌ*, *YŌŌŌ ŌŌŌ*, *YŌŌŌ ŸŌ*, *YŌŌŌ HŌŌŌ*, and *YŌŌŌ SŌŌ*.

The white cards should be labeled on the reverse, in order: *ŌŌŌŌ DŌ*, *ŌŌŌŌ ĪŌŌS*, *ŌŌŌŌ HGF*, *ŌŌŌŌ GŌŌŌ*, *ŌŌŌŌ ĤŌ*, *ŌŌŌŌ ĴŌ*, *ŌŌŌŌ ŌŌŌ*, *ŌŌŌŌ ŸŌ*, *ŌŌŌŌ HŌŌŌ*, and *ŌŌŌŌ SŌŌ*.

The brown cards should be labeled on the reverse, in order: *ŌŌŌŌŌ DŌ*, *ŌŌŌŌŌ ĪŌŌS*, *ŌŌŌŌŌ HGF*, *ŌŌŌŌŌ GŌŌŌ*, *ŌŌŌŌŌ ĤŌ*, *ŌŌŌŌŌ ĴŌ*, *ŌŌŌŌŌ ŌŌŌ*, *ŌŌŌŌŌ ŸŌ*, *ŌŌŌŌŌ HŌŌŌ*, and *ŌŌŌŌŌ SŌŌ*.

You will need to reuse the following people index cards:



Divide up into groups of four to seven.

Groups

For each group the first person is designated “D”. The second person is designated “R”. Any remaining people are grouped together and are designated “T”. After each set, rotate positions so that “D” becomes the “R”, the “R” becomes one of the “T”, and one of the “T” becomes the “D”.

☞ *Keep rotating until everyone has been in position “R”, starting over with the first set of challenges as needed.*

☞ *The “D” responses should be read from the book. The “R” responses should be done without reading the book.*

Each challenge-response should be done as in the following examples:

1. ĪŌŌS.

“D” selects a rabbit card and shows the picture to “R”.

(a) [D→R] *DYŌŌŌŌ ĪŌŌS?*

“D” asks “R”: Do I have a rabbit?

(b) [R] ii, *ĪŌŌS GŌŌŌ*.

“R” responds: Yes, you have a rabbit.

2. ĤŌ.

“D” selects a bear card and shows the picture to “R”.

(a) [D→R] *DYŌŌŌŌA DŌŌŌ?*

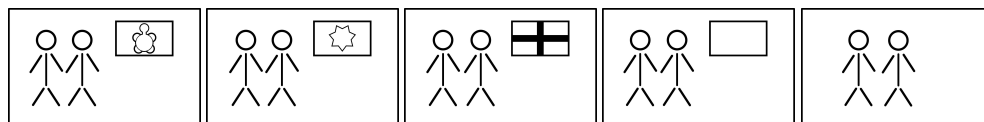
“D” asks “R”: Do I have a deer?

- (b) [R] iL, hΘ GΘf.
“R” responds: No, you have a bear.
3. DΘ. Df.Λf.
“D” selects a deer card and a white person card and places them together.
- (a) [D→R] DΘf O’GΘfA Df.Λf?
“D” asks “R”: Does the white person have a deer?
- (b) [R] ii, hΛf DΘ O’GΘf.
“R” responds: Yes, the white person has a deer.
4. O’UΛf SΘ.
“D” selects a brown bean card and shows the picture to “R”.
- (a) [D→R] DYfΘ yf qΘ?
“D” asks “R”: Do I have a red potato?
- (b) [R] iL, O’UΛf SΘ Gf.
“R” responds: No, you have a brown bean.
5. HGF. DBΘ.
“D” selects a squirrel card and a generic person card and places them together.
- (a) [D→R] IrΘSΘ O’GΘf DBΘ?
“D” asks “R”: Does the person have a rabbit?
- (b) [R] iL, DBΘ HGF O’GΘf.
“R” responds: No, the person has a squirrel.
6. DΘ. Df.Λf.
“D” selects a deer card and a white person card and places them together.
- (a) [D→R] DΘf O’GΘfA iΘy?
“D” asks “R”: Does he/she have a deer?
- (b) [R] ii, iΘy DΘ O’GΘf.
“R” responds: Yes, he/she has a deer.
7. HGF. DBΘ DΘ DGWY.
“D” selects a squirrel card, a generic person card, and a Cherokee person card and places them together.
- (a) [D→R] IrΘSΘ O’hΘf ΘΘy?
“D” asks “R”: Do they have a rabbit?
- (b) [R] iL, ΘΘy HGF O’hΘf.
“R” responds: No, they have a squirrel.

☞ Use the “Sets for Groups” section for your exercises.

Someone Alone

You will need to add the following people index cards:



Label each card on the reverse as follows: DhBΘΘT, DhGWY, DhYfb, Dhf.Λf, DhBΘ.

For the exercises you can either use index cards or use the list directly from the book.

If using the list in the book, be sure to cover up the answers with an index card or sheet of paper until the answer needs checking.

If using index cards, write the challenge on the front of each card. Write all the responses on the back of each card. Each item should be done as in the following examples:

Use a stuffed animal or pillow as an imaginary study partner.

☞ *There are two main challenge types. Those without people cards and those with people cards. Each one is done differently.*

1. ራሳህ.

Select a wolf card.

(a) While holding the card:

i. Say to yourself: ራሳህ ድሃዎች. (I have the wolf.)

(b) Place the card with your imaginary study partner:

i. Say to your study partner: ራሳህ ሰው. (You have the wolf.)

(c) Check the answer and check that you used the correct cards.

2. ድሃዎች ድሃዎች.

Select the red deer card.

(a) While holding the card:

i. Say to yourself: ድሃዎች ድሃዎች ድሃዎች. (I have the red deer.)

(b) Place the card with your imaginary study partner:

i. Say to your study partner: ድሃዎች ድሃዎች ሰው. (You have the deer.)

(c) Check the answer and check that you used the correct cards.

3. ራሳህ. ድሃዎች. ሰው.

Select a wolf card and a generic person card and place them together.

(a) Point to wolf and person cards:

i. Say to your study partner: ድሃዎች ራሳህ ሰው. (A person has a wolf.)

ii. Say to your study partner: ሰው ራሳህ ሰው. (He/she has a wolf.)

(b) Check the answer and check that you used the correct cards.

4. ሰው. ድሃዎች. ሰው.

Select a trap card and the white people card and place them together.

(a) Point to the trap and white people cards:

i. Say to your study partner: ድሃዎች ሰው ሰው. (The white people have a trap.)

ii. Say to your study partner: ሰው ሰው ሰው. (They have a trap.)

(b) Check the answer and check that you used the correct cards.

☞ *Use the “Sets for Someone Alone” section for your exercises.*

Sets for Groups

☞ *Repeat until everyone can do the “R” responses smoothly without having to reference the material.*

Set 1

1. ሰው.

(a) [D→R] ድሃዎች፡አ ድሃ?

(a) [D→R] ድሃዎች፡አ ሰው?

(b) [R] ሰው, ራሳህ ሰው.

(b) [R] ii, ሰው ሰው.

3. ድሃዎች.

2. ራሳህ.

(a) [D→R] ድሃዎች፡አ ድሃዎች?

- (b) [R] ii, **ፊት** ምዕራብ?
4. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?
5. **ፊት**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ፊት** ምዕራብ?
6. **ሀይል**.

- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] ii, **ሀይል** ምዕራብ?
7. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?
8. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] ii, **ሀይል** ምዕራብ?

Set 2

1. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?
2. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?
3. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?
4. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?

5. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?
6. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?
7. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] ii, **ሀይል** ምዕራብ?
8. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] ii, **ሀይል** ምዕራብ?

Set 3

1. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?
2. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?
3. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?
4. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?

5. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?
6. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] i, **ሀይል** ምዕራብ?
7. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] ii, **ሀይል** ምዕራብ?
8. **ሀይል**.
- (a) $[D \rightarrow R]$ **ሀይል** ስላለው?
- (b) [R] ii, **ሀይል** ምዕራብ?

Set 4

1. $S \leftrightarrow DGWY$.
 - (a) $[D \rightarrow R]$ $S \leftrightarrow DGWY$ ነው?
 - (b) $[R]$ ii, $S \leftrightarrow DGWY$ ነው.
2. $Q \leftrightarrow DBQ$.
 - (a) $[D \rightarrow R]$ $S \leftrightarrow DBQ$ ነው?
 - (b) $[R]$ iL, DBQ $Q \leftrightarrow DBQ$ ነው.
3. $O \leftrightarrow DGWY$.
 - (a) $[D \rightarrow R]$ $U \leftrightarrow DGWY$ ነው?
 - (b) $[R]$ iL, $DGWY$ $O \leftrightarrow DGWY$ ነው.
4. $O \leftrightarrow DfL$.
 - (a) $[D \rightarrow R]$ $U \leftrightarrow DfL$ ነው?
 - (b) $[R]$ iL, $iL \leftrightarrow DfL$ ነው.
5. $Q \leftrightarrow DBQ$.
 - (a) $[D \rightarrow R]$ $S \leftrightarrow DBQ$ ነው?
 - (b) $[R]$ iL, $S \leftrightarrow DBQ$ ነው.
6. $U \leftrightarrow DBQ$.
 - (a) $[D \rightarrow R]$ $Q \leftrightarrow DBQ$ ነው?
 - (b) $[R]$ iL, DBQ $U \leftrightarrow DBQ$ ነው.
7. $S \leftrightarrow DYF$.
 - (a) $[D \rightarrow R]$ $O \leftrightarrow DYF$ ነው?
 - (b) $[R]$ iL, DYF $S \leftrightarrow DYF$ ነው.
8. $U \leftrightarrow DGWY$.
 - (a) $[D \rightarrow R]$ $Q \leftrightarrow DGWY$ ነው?
 - (b) $[R]$ iL, $Q \leftrightarrow DGWY$ ነው.

Set 5

1. $S \leftrightarrow DBQ$.
 - (a) $[D \rightarrow R]$ $O \leftrightarrow DBQ$ ነው?
 - (b) $[R]$ iL, $S \leftrightarrow DBQ$ ነው.
2. $DYF \leftrightarrow DBQ$.
 - (a) $[D \rightarrow R]$ $DBQ \leftrightarrow DYF$ ነው?
 - (b) $[R]$ ii, $DBQ \leftrightarrow DYF$ ነው.
3. $DYF \leftrightarrow DYF$.
 - (a) $[D \rightarrow R]$ $DYF \leftrightarrow DYF$ ነው?
 - (b) $[R]$ ii, $DYF \leftrightarrow DYF$ ነው.
4. $DYF \leftrightarrow DfL$.
 - (a) $[D \rightarrow R]$ $DfL \leftrightarrow DYF$ ነው?
 - (b) $[R]$ iL, $DfL \leftrightarrow DYF$ ነው.
5. $DYF \leftrightarrow DYF$.
 - (a) $[D \rightarrow R]$ $DYF \leftrightarrow DYF$ ነው?
 - (b) $[R]$ iL, $DYF \leftrightarrow DYF$ ነው.
6. $O \leftrightarrow DBQ$.
 - (a) $[D \rightarrow R]$ $DBQ \leftrightarrow O$ ነው?
 - (b) $[R]$ iL, $DBQ \leftrightarrow O$ ነው.
7. $O \leftrightarrow DGWY$.
 - (a) $[D \rightarrow R]$ $DGWY \leftrightarrow O$ ነው?
 - (b) $[R]$ iL, $DGWY \leftrightarrow O$ ነው.
8. $Y \leftrightarrow DfL$.
 - (a) $[D \rightarrow R]$ $DfL \leftrightarrow Y$ ነው?
 - (b) $[R]$ ii, $DfL \leftrightarrow Y$ ነው.

Set 6

1. $O \leftrightarrow DBQ$.
 - (a) $[D \rightarrow R]$ $DBQ \leftrightarrow O$ ነው?
 - (b) $[R]$ ii, $DBQ \leftrightarrow O$ ነው.
2. $Y \leftrightarrow DfL$.
 - (a) $[D \rightarrow R]$ $DfL \leftrightarrow Y$ ነው?
 - (b) $[R]$ iL, $DfL \leftrightarrow Y$ ነው.
3. $O \leftrightarrow DGWY$.
 - (a) $[D \rightarrow R]$ $DGWY \leftrightarrow O$ ነው?
 - (b) $[R]$ iL, $DGWY \leftrightarrow O$ ነው.
4. $Y \leftrightarrow DBQ$.
 - (a) $[D \rightarrow R]$ $DBQ \leftrightarrow Y$ ነው?
 - (b) $[R]$ iL, $DBQ \leftrightarrow Y$ ነው.
5. $O \leftrightarrow DGWY$.
 - (a) $[D \rightarrow R]$ $DGWY \leftrightarrow O$ ነው?
 - (b) $[R]$ iL, $DGWY \leftrightarrow O$ ነው.

1. ፍቅረ.

- (a) ፍቅረ ድሃዎች.
- (b) ፍቅረ ርዕዮች.

2. ዐረብ.

- (a) ዐረብ ድሃዎች.
- (b) ዐረብ ርዕዮች.

3. ህገደ.

- (a) ህገደ ድሃዎች.
- (b) ህገደ ርዕዮች.

4. ሰላሳ.

- (a) ሰላሳ ድሃዎች.
- (b) ሰላሳ ርዕዮች.

5. ድሃዎች ድጋፍ.

- (a) ድሃዎች ድጋፍ ድሃዎች.
- (b) ድሃዎች ድጋፍ ርዕዮች.

6. ዐብዳህ ህገደ.

- (a) ዐብዳህ ህገደ ድሃዎች.
- (b) ዐብዳህ ህገደ ርዕዮች.

7. ሰላሳ.

- (a) ሰላሳ ድሃዎች.
- (b) ሰላሳ ርዕዮች.

8. ባሕር.

- (a) ባሕር ድሃዎች.
- (b) ባሕር ርዕዮች.

Set 2

1. ክፍል. ድሃዎች. ሰላሳ.

- (a) ድሃዎች ክፍል ድሃዎች. ሰላሳ ክፍል ድሃዎች.

2. ድሃዎች ድጋፍ.

- (a) ድሃዎች ድጋፍ ድሃዎች.
- (b) ድሃዎች ድጋፍ ርዕዮች.

3. ክፍል. ድሃዎች. ሰላሳ.

- (a) ድሃዎች ክፍል ድሃዎች. ሰላሳ ክፍል ድሃዎች.

4. ድሃዎች ድጋፍ.

- (a) ድሃዎች ድጋፍ ድሃዎች.

- (b) ድሃዎች ድጋፍ ርዕዮች.

5. ፍቅረ. ድሃዎች. ሰላሳ.

- (a) ድሃዎች ፍቅረ ድሃዎች. ሰላሳ ፍቅረ ድሃዎች.

6. ባሕር. ድሃዎች. ሰላሳ.

- (a) ድሃዎች ባሕር ድሃዎች. ሰላሳ ባሕር ድሃዎች.

7. ፍቅረ. ድሃዎች. ሰላሳ.

- (a) ድሃዎች ፍቅረ ድሃዎች. ሰላሳ ፍቅረ ድሃዎች.

8. ሰላሳ. ድሃዎች. ሰላሳ.

- (a) ድሃዎች ሰላሳ ድሃዎች. ሰላሳ ሰላሳ ድሃዎች.

Set 3

1. ድሃዎች. ድሃዎች. ሰላሳ.

- (a) ድሃዎች ድሃዎች ድሃዎች. ሰላሳ ድሃዎች ድሃዎች.

2. ህገደ. ድሃዎች. ሰላሳ.

- (a) ድሃዎች ህገደ ድሃዎች. ሰላሳ ህገደ ድሃዎች.

3. ሰላሳ. ድሃዎች. ሰላሳ.

- (a) ድሃዎች ሰላሳ ድሃዎች. ሰላሳ ሰላሳ ድሃዎች.

4. ድሃዎች ድጋፍ. ድሃዎች. ሰላሳ

- (a) ድሃዎች ድጋፍ ድሃዎች ድሃዎች. ሰላሳ ድሃዎች ድጋፍ ድሃዎች.

5. ድሃዎች. ድሃዎች. ሰላሳ.

- (a) ድሃዎች ድሃዎች ድሃዎች. ሰላሳ ድሃዎች ድሃዎች.

6. ድሃዎች ክፍል. ድሃዎች. ሰላሳ

- (a) ድሃዎች ክፍል ድሃዎች ክፍል. ሰላሳ ድሃዎች ክፍል ድሃዎች.

7. ድሃዎች ድጋፍ. ድሃዎች. ሰላሳ

- (a) ድሃዎች ድጋፍ ድሃዎች ድሃዎች. ሰላሳ ድሃዎች ድጋፍ ድሃዎች.

8. ድሃዎች ድጋፍ. ድሃዎች. ሰላሳ

- (a) ድሃዎች ድጋፍ ድሃዎች ድሃዎች. ሰላሳ ድሃዎች ድጋፍ ድሃዎች.

Set 4

1. ኩሳሳ.
 - (a) ኩሳሳ ድሃዎች.
 - (b) ኩሳሳ ርዕዮች.
2. ባሕር.
 - (a) ባሕር ድሃዎች.
 - (b) ባሕር ርዕዮች.
3. ድሃዎች ድጋፍ.
 - (a) ድሃዎች ድጋፍ ድሃዎች.
 - (b) ድሃዎች ድጋፍ ርዕዮች.
4. ሃይማኖት ማረጋገጥ.
 - (a) ሃይማኖት ማረጋገጥ ድሃዎች.
- (b) ሃይማኖት ማረጋገጥ ርዕዮች.
5. ድሃዎች ድጋፍ. ድጋፍ. ስላሳሳ
 - (a) ድጋፍ ድሃዎች ድጋፍ ርዕዮች. ስላሳሳ ድሃዎች ድጋፍ ርዕዮች.
6. ዐብዳሴ ርዕዮች. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድሃዎች ርዕዮች. ስላሳሳ ድሃዎች ርዕዮች.
7. ኩሳሳ. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድሃዎች ኩሳሳ ርዕዮች. ስላሳሳ ኩሳሳ ርዕዮች.
8. ሃይማኖት ማረጋገጥ. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድሃዎች ሃይማኖት ማረጋገጥ. ስላሳሳ ሃይማኖት ማረጋገጥ.

Set 5

1. ክፍል. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድጋፍ ክፍል ርዕዮች. ስላሳሳ ክፍል ርዕዮች.
2. ሃይማኖት. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ሃይማኖት ድጋፍ. ስላሳሳ ሃይማኖት ድጋፍ.
3. ባሕር. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድጋፍ ባሕር ርዕዮች. ስላሳሳ ባሕር ርዕዮች.
4. ሃይማኖት. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድጋፍ ሃይማኖት ርዕዮች. ስላሳሳ ሃይማኖት ርዕዮች.
5. ዐብዳሴ ርዕዮች. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድጋፍ ድጋፍ. ስላሳሳ ድጋፍ ድጋፍ.
6. ድጋፍ ድጋፍ. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድጋፍ ድጋፍ ርዕዮች. ስላሳሳ ድጋፍ ድጋፍ ርዕዮች.
7. ድጋፍ ርዕዮች. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድጋፍ ድጋፍ ርዕዮች. ስላሳሳ ድጋፍ ድጋፍ ርዕዮች.
8. ሃይማኖት. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድጋፍ ድጋፍ ርዕዮች. ስላሳሳ ሃይማኖት ርዕዮች.

Set 6

1. ዐብዳሴ ባሕር. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድጋፍ ድጋፍ ርዕዮች. ስላሳሳ ድጋፍ ድጋፍ ርዕዮች.
2. ርዕዮች.
 - (a) ርዕዮች ድጋፍ.
 - (b) ርዕዮች ርዕዮች.
3. ርዕዮች.
 - (a) ርዕዮች ድጋፍ.
 - (b) ርዕዮች ርዕዮች.
4. ድጋፍ ድጋፍ.
 - (a) ድጋፍ ድጋፍ ድጋፍ.
- (b) ድጋፍ ድጋፍ ርዕዮች.
5. ሃይማኖት ማረጋገጥ.
 - (a) ሃይማኖት ማረጋገጥ ድጋፍ.
 - (b) ሃይማኖት ማረጋገጥ ርዕዮች.
6. ኩሳሳ. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድጋፍ ኩሳሳ ርዕዮች. ስላሳሳ ኩሳሳ ርዕዮች.
7. ድጋፍ. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድጋፍ ድጋፍ ርዕዮች. ስላሳሳ ድጋፍ ድጋፍ ርዕዮች.
8. ሃይማኖት. ድጋፍ. ስላሳሳ.
 - (a) ድጋፍ ድጋፍ ሃይማኖት ርዕዮች. ስላሳሳ ሃይማኖት ርዕዮች.

Set 7

1. **ዞጽጋ ድሃዬ. ስሃ።**

(a) ድሃዬ ዞጽጋ ሆኖ. ስሃ። ዞጽጋ ሆኖ.

2. **ድሃዬ ልሳ. ድሃዬ. ስሃ**

(a) ድሃዬ ድሃዬ ልሳ ሆኖ. ስሃ ድሃዬ ልሳ ሆኖ.

3. **ዞጽጋ ልሳ. ድሃዬ. ስሃ**

(a) ድሃዬ ዞጽጋ ልሳ ሆኖ. ስሃ ዞጽጋ ልሳ ሆኖ.

4. **ዞጽጋ ልሳ. ድሃዬ. ስሃ.**

(a) ድሃዬ ዞጽጋ ልሳ ሆኖ. ስሃ ዞጽጋ ልሳ ሆኖ.

5. **ዞጽጋ ልሳ. ድሃዬ. ስሃ.**

(a) ድሃዬ ዞጽጋ ልሳ ሆኖ. ስሃ ዞጽጋ ልሳ ሆኖ.

6. **ዞጽጋ ልሳ.**

(a) ዞጽጋ ልሳ ድሃዬ.

(b) ዞጽጋ ልሳ ልሳ.

7. **ድሃዬ ልሳ.**

(a) ድሃዬ ልሳ ድሃዬ.

(b) ድሃዬ ልሳ ልሳ.

8. **ድሃዬ. ድሃዬ. ስሃ.**

(a) ድሃዬ ድሃዬ ልሳ. ስሃ ድሃዬ ልሳ.

ᎠᎵᎠᎵᎠ 18

ᎠᎵᎠᎵᎠ ᎠᎵᎠᎵᎠ

ᎠᎵᎠᎵᎠ ᎠᎵᎠᎵᎠ (Grammar)

Remember that it is through the exercises in the lesson material that you will learn how to understand and speak Cherokee, not by memorizing rules and word parts.

You were previously introduced to the special combination of Ꭰ/ᎠᎵ to indicate “isn’t”.

- Ꭰ _____ ᎠᎵ [hla _____ yi⁴gi]

When you use the Cherokee word “ᎠᎵ” and combine it with the special prefix “Ꭰ-” you create a negative sentence.

Examples:

- ᎠᎵ ᎠᎵᎵᎵ. “This is an English person.”
 - ᎠᎵ Ꭰ ᎠᎵᎵᎵ ᎠᎵ. “This is not an English person.”
 - Ꭰ ᎠᎵ ᎠᎵᎵᎵ ᎠᎵ. “Not this English person.”
- ᎠᎵᎵᎵᎵ. “It is only the Cherokee people.”
 - ᎠᎵᎵ ᎠᎵᎵᎵᎵ ᎠᎵ. “Not only is it the Cherokee people.” Notice how the “-Ꮅ” was add to “ᎠᎵ” to form “not only”?
- Ꭰ ᎠᎵᎵ ᎠᎵᎵᎵ. “He sees that horse.”
 - Ꭰ Ꭰ ᎠᎵᎵ ᎠᎵᎵᎵ. “He doesn’t see that horse.”
- Ꭰ ᎠᎵᎵ ᎠᎵᎵ ᎠᎵᎵᎵᎵ. “It is not a good wolf I see.”
 - ᎠᎵᎵ, Ꭰ ᎠᎵᎵ ᎠᎵᎵᎵᎵ. “Good, it is not a wolf I see.”
- Ꭰ ᎠᎵᎵ ᎠᎵᎵ ᎠᎵᎵᎵᎵ. ᎠᎵᎵ ᎠᎵᎵᎵ. “It is not a brown rabbit I see. I see a white one.”
 - ᎠᎵᎵ ᎠᎵᎵᎵ. Ꭰ ᎠᎵᎵ ᎠᎵ. ᎠᎵᎵ. “The rabbit I am seeing. It isn’t brown. It’s white.”

You must use both ᎠᎵ and Ꭰ- together to indicate “isn’t” or “doesn’t”.

If you leave off “ᎠᎵ” and only use “Ꭰ-” you create a statement that sits between “is” and “isn’t”. You are indicating “if” or “maybe”.

Example:

- ᎠᎵᎵ ᎠᎵᎵᎵᎵ ᎠᎵ ᎠᎵᎵᎵᎵ. “Maybe I see wolf or maybe I see a dog.”

ᎠᎵᎵᎵ (Read them)

DYAGJ [a²gi²gowh²tɨ³ha] “He sees me.”

L ʎYAGJ [hla ya²gi²gowh²tɨ³ha] “He doesn’t see me.”
 ʎ- followed by D- combine and become ʎ-.

GAGJ [ja²gowh²tɨ³ha] “He sees you.”

L ʎGAGJ [hla yi²ja²gowh²tɨ³ha] “He doesn’t see you.”

L G [hla yu²³ha] “He doesn’t have it, something solid.”
 ʎ- followed by O- combine and become G-.

L GH [hla yu¹ni²³ha] “They don’t have it, something solid.”

L ʎY [hla ya¹gi²ha] “I don’t have it, something solid.”

L ʎG [hla yi²ja²ha] “You don’t have it, something solid.”

L GG [hla yu¹wa²ka³ha] “He doesn’t have it, something alive.”

L GH [hla yu¹ni²ka³ha] “They don’t have it, something alive.”

L ʎY [hla ya¹gi²ka³ha] “I don’t have it, something alive.”

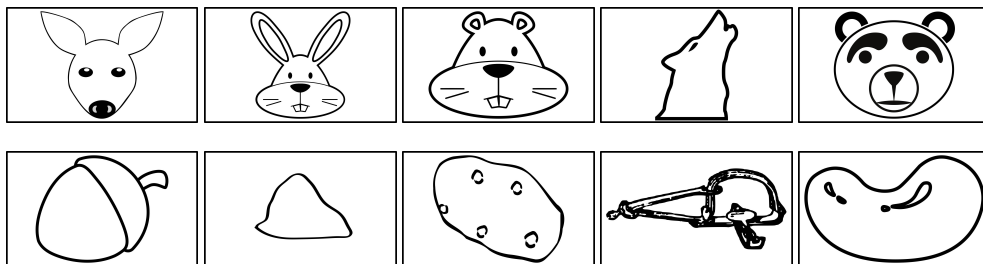
L ʎG [hla yi²ja²ka³ha] “You don’t have it, something alive.”

hWʈʂ (Do them)

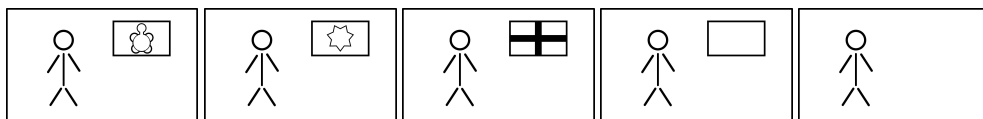
You will need the following:

- 15 index cards.
- Crayons for coloring the index cards.

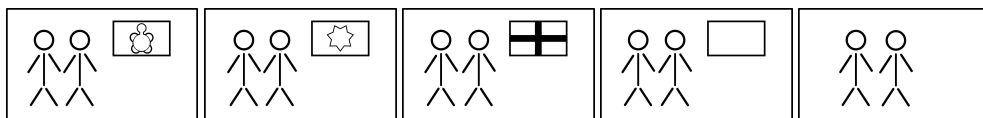
You will need to reuse the following cards from the previous chapter.



You will need to reuse the following people index cards:

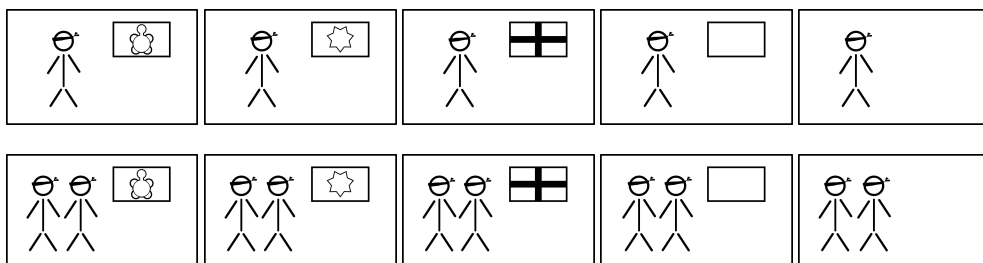


You will need to add the following people index cards:




Label each card on the reverse as follows: DhBQʈT, DhGWY, DhYʈb, Dhḡ/ʌḡ, DhBQ.

You will need to create one copy each of the following blind-folded people index cards:



Divide up into groups of four to seven.

For each group the first person is designated “D”. The second person is designated “R”. Any remaining people are grouped together and are designated “T”. After each set, rotate positions so that “D” becomes the “R”, the “R” becomes one of the “T”, and one of the “T” becomes the “D”.

 The “D” responses should be read from the book. The “R” responses should be done without reading the book.

1. $\text{Ker } \partial S$.

(a) $[D \rightarrow R]$ $DY \nabla \nabla \nabla$ $Ir \nabla S$?

(b) [R] ii, H_2O $\text{C}_2\text{O}_4^{2-}$.

2. $\hbar\theta$.

(a) [D→R] D_Y0₇0A D₀0?

(b) [R] iL, hΘ Gθ^o.

3. DΘ. Dκλξ.

(a) $[D \rightarrow R]$ Dፀፀዕ ዐፍፀዕቲፀላ Dክብኛ?

(b) [R] ii, ከገጽ ፬፬ ዓፄ፡፡

4. **ଓପେନିଂ ଷେଡ.**

(a) $[D \rightarrow R]$ $DY \neq \emptyset$ $Y \neq \emptyset$?

(b) [R] iL, O'UJf Sæ Gof.

5. UGF. DBQ.

(a) $[D \rightarrow R]$ ኩላል ስራውን ይገልጻል?

(b) [R] iL, DBΘ UGF O'Gdθ.

147

Someone Alone

For the exercises use the list directly from the book.

Be sure to cover up the answers with an index card or sheet of paper until the answer needs checking.

Each item should be done as in the following examples:

Use a stuffed animal or pillow as an imaginary study partner.

☞ *There are three main challenge types. Those with people cards and animals, those with only people cards, and those with only animal cards. Each one is done differently.*

1. ἩῶS.

- (a) Select and hold a rabbit card.
- (b) Point at your self and say to your study partner ἩῶS ΔΥΘῶ. (I have a rabbit.)
 - i. Point at your partner and say Ἐ ἩῶS ῥῖΓΘῶ. (You don't have a rabbit.)
- (c) Place the card with your imaginary study partner.
- (d) Point at yourself and say to your partner Ἐ ἩῶS ῥῖΥΘῶ. (I don't have a rabbit.)
 - i. Point at your partner and say ἩῶS ΓΘῶ. (You have a rabbit.)
- (e) Check the answer and that you are using the correct card.

2. DBΘ [blind-folded]

- (a) Select a generic person card that is blind-folded.
- (b) Pretend aloud that your study partner asks Θ DBΘ, ΓΑḂἸῦῶ? (That person, does he/she see you?)
 - i. Point at the card and say to your partner Ἐ DBΘ ῥῖΥΑḂἸῦῶ. (The person does not see me.)
- (c) Check the answer and that you are using the correct card.

3. DGWY [not-blind-folded]

- (a) Select a Cherokee person card that isn't blind-folded.
- (b) Pretend aloud that your study partner asks Θ DGWY, ΓΑḂἸῦῶ? (That Cherokee, does he/she see you?)
 - i. Point at the card and say to your partner ii, DGWY ΔΥΑḂἸῦῶ. (Yes, the Cherokee person sees me.)
- (c) Check the answer and that you are using the correct card.

4. ἡΘ. ✓ DhBΘῶT. ✗ DhGWY. ἰῶΥ.

The ✓ indicates they have it. The ✗ indicates they don't have it.

- (a) Select a bear card and a Native American people card and place them with each other. Select a Cherokee people card and place it by itself.
- (b) Point to the bear and Native American cards and say:
 - i. DhBΘῶT ἡΘ Ὁῖῦῶ. (The Native Americans have a bear.)
 - ii. ἰῶΥ ἡΘ Ὁῖῦῶ. (They have a bear.)
- (c) Point to the Cherokee people card and say:
 - i. Ἐ DhGWY ἡΘ Ḃῖῦῶ. (The Cherokee people don't have a bear.)
 - ii. Ἐ ἰῶΥ ἡΘ Ḃῖῦῶ. (They don't have a bear.)
- (d) Check the answer and that you are using the correct cards.

☞ *Use the "Sets for Someone Alone" section for your exercises.*

Sets for Groups

Set 1

1. $\neg \Theta$.
 - (a) $[D \rightarrow R]$ $DY\theta\text{-}\neg \Theta$ $\neg \Theta$?
 - (b) $[R]$ ii, $\neg \Theta$ $\neg \Theta$.
2. $\neg \Theta$.
 - (a) $[D \rightarrow R]$ $DY\theta\text{-}\neg \Theta$ $D\text{-}\neg \Theta$?
 - (b) $[R]$ $\neg \Theta$ $\neg \Theta$.
 - (c) $[R]$ $\neg \Theta$ $\neg \Theta$.
3. $\neg \Theta$.
 - (a) $[D \rightarrow R]$ $DY\theta\text{-}\neg \Theta$ $\neg \Theta$?
 - (b) $[R]$ ii, $\neg \Theta$ $\neg \Theta$.
4. $\neg \Theta$.
 - (a) $[D \rightarrow R]$ $DY\theta\text{-}\neg \Theta$ $\neg \Theta$?
 - (b) $[R]$ $\neg \Theta$ $\neg \Theta$.
 - (c) $[R]$ $\neg \Theta$ $\neg \Theta$.
5. $\neg \Theta$.
 - (a) $[D \rightarrow R]$ $DY\theta\text{-}\neg \Theta$ $\neg \Theta$?
 - (b) $[R]$ $\neg \Theta$ $\neg \Theta$.
 - (c) $[R]$ $\neg \Theta$ $\neg \Theta$.
6. $\neg \Theta$.
 - (a) $[D \rightarrow R]$ $DY\theta\text{-}\neg \Theta$ $\neg \Theta$?
 - (b) $[R]$ ii, $\neg \Theta$ $\neg \Theta$.
7. $\neg \Theta$.
 - (a) $[D \rightarrow R]$ $DY\theta\text{-}\neg \Theta$ $\neg \Theta$?
 - (b) $[R]$ $\neg \Theta$ $\neg \Theta$.
 - (c) $[R]$ $\neg \Theta$ $\neg \Theta$.
8. $\neg \Theta$.
 - (a) $[D \rightarrow R]$ $DY\theta\text{-}\neg \Theta$ $\neg \Theta$?
 - (b) $[R]$ ii, $\neg \Theta$ $\neg \Theta$.

1. $O\omega$.
 - (a) $[D \rightarrow R] \text{ DY}\omega\omega \text{ H}\theta^2\mathcal{A}?$
 - (b) $[R] \subseteq \text{H}\theta^2\mathcal{A} \text{ vG}\omega$.
 - (c) $[R] \text{ O}\omega \text{ G}\omega$.
2. $S\omega$.
 - (a) $[D \rightarrow R] \text{ DY}\omega\omega \text{ A } \mathcal{Q}\theta?$
 - (b) $[R] \subseteq \mathcal{Q}\theta \text{ vG}\omega$.
 - (c) $[R] \text{ S}\omega \text{ G}\omega$.
3. $\mathcal{Q}\theta$.
 - (a) $[D \rightarrow R] \text{ DY}\omega\omega \text{ S}\omega?$
 - (b) $[R] \subseteq \text{S}\omega \text{ vG}\omega$.
 - (c) $[R] \mathcal{Q}\theta \text{ G}\omega$.
4. $\text{H}\theta^2\mathcal{A}$.
 - (a) $[D \rightarrow R] \text{ DY}\omega\omega \text{ O}\omega?$

1. ဝဇ္ဇိယ ဖဇ္ဇ. ဝဇ္ဇိယ.
(a) $[D \rightarrow R]$ ခဏှိယ ဝဇ္ဇိယ ဖဇ္ဇ ဝဇ္ဇိယ?
(b) $[R]$ ii, ခဏှိယ ဝဇ္ဇိယ ဖဇ္ဇ ဝဇ္ဇိယ.
2. ဝဇ္ဇိယ ဖဇ္ဇ. ဝဇ္ဇိယ.
(a) $[D \rightarrow R]$ ဝဇ္ဇိယခဏှိယ ဝဇ္ဇိယ ဝဇ္ဇိယ?

- (b) [R] ረ ወክሎ ግብርና ባለ ምክትል ሆኖ ለገቢ ማግኘት ይረዳል።
- (c) [R] ወክሎ ግብርና ሆኖ ለገቢ ማግኘት ይረዳል።

- (a) [D→R] DGWY ሃያል ዓፀ ዐቅ?
 (b) [R] ሊ DGWY ሃያል ዓፀ ጥቅ.
 (c) [R] DGWY ዐለቆ ርዕ ዐቅ.

7. $\mathcal{Y}\mathfrak{S}\mathfrak{F}\mathfrak{U}\mathfrak{P}\mathfrak{J}$. DBQ.

- (a) [D→R] DBፀፀ ዐግዳ ዐገፍ ዐቶ?
- (b) [R] ረ DBፀ ዐግዳ ዐገፍ ሸቶ.
- (c) [R] DBፀ ሃያፍ ዘግጋ ዐቶ.
8. **ዲያፑኔ** [not-blind-folded]
- (a) [D] ፀ ዲያፑኔ, ሸፍጊቶፍ?
- (b) [R] ii, ዲያፑኔ ዲያፍጊቶ.

Set 6

1. DGWY [not-blind-folded]
 - (a) [D] Θ DGWY, GAGAA θ ?
 - (b) [R] ii, DGWY DYAGAA θ .
2. O π S θ Y. DhB Θ D θ Dh π .
 - (a) [D \rightarrow R] θ Y Θ DA O π S θ Y O θ θ ?
 - (b) [R] ii, θ Y Θ O π S θ Y O θ θ .
3. DY π θ θ . DhB Θ D θ Dh π .
 - (a) [D \rightarrow R] θ Y θ DY π θ θ O θ θ ?
 - (b) [R] ii, θ Y DY π θ θ O θ θ .
4. O π θ θ . Dh π D θ DB Θ .
 - (a) [D \rightarrow R] Θ Y θ DA O π θ θ θ θ O θ θ ?
 - (b) [R] ii, Θ Y O π θ θ θ θ O θ θ .
5. O π θ θ . DB Θ D θ DY π .

- (a) $[D \rightarrow R]$ ጫሃፀጠላ ዐገስ ፍቶ ዐክፀቶ?
 - (b) $[R]$ ii, ጫሃፀ ዐገስ ፍቶ ዐክፀቶ.
6. ዐገስ ህገፍ. $DhB\Theta$ $D\theta$ $DhGWY$.
- (a) $[D \rightarrow R]$ ጫሃፀጠ ዐገስ $D\Theta$ ዐክፀቶ?
 - (b) $[R]$ \mathcal{L} ጫሃፀ ዐገስ $D\Theta$ G ክፀቶ.
 - (c) $[R]$ ጫሃፀ ዐገስ ህገፍ ዐክፀቶ.
7. $DY\mathfrak{F}$ ፍቶፊ. $DhB\Theta\omega T$ $D\theta$ $Dh\mathfrak{f}\mathfrak{f}\mathfrak{f}$.
- (a) $[D \rightarrow R]$ ፀጫጠላ $DY\mathfrak{F}$ ኩጠስ ዐክፀቶ?
 - (b) $[R]$ \mathcal{L} ፀጫ $DY\mathfrak{F}$ ኩጠስ G ክፀቶ.
 - (c) $[R]$ ፀጫ $DY\mathfrak{F}$ ፍቶፊ ዐክፀቶ.
8. ዐሣዢ ህገፍ. $DGWY$ $D\theta$ $DY\mathfrak{f}\mathfrak{f}$.
- (a) $[D \rightarrow R]$ ጫሃፀጠ ዐሣዢ $D\theta$ ዐክፀቶ?
 - (b) $[R]$ \mathcal{L} ጫሃፀ ዐሣዢ $D\theta$ G ክፀቶ.
 - (c) $[R]$ ጫሃፀ ዐሣዢ ህገፍ ዐክፀቶ.

Set 7

1. $DY\text{S}\text{F}\text{ } \dot{h}\Theta, DGWY\text{ } D\dot{o}\text{ } DB\dot{O}$.
 - (a) $[D \rightarrow R]$ $i\dot{a}Y\Theta\dot{a}\text{ } DY\text{S}\text{F}\text{ } D\Theta\text{ } O^h\dot{o}\text{F}$?
 - (b) $[R]$ $L\text{ } i\dot{a}Y\Theta\text{ } DY\text{S}\text{F}\text{ } D\Theta\text{ } G^h\dot{o}\text{F}$.
 - (c) $[R]$ $i\dot{a}Y\Theta\text{ } DY\text{S}\text{F}\text{ } h\Theta\text{ } O^h\dot{o}\text{F}$.
2. $O^lY\text{F}\text{ } I\dot{r}\dot{a}S, DhB\Theta\dot{a}T\text{ } D\dot{o}\text{ } DhGWY$.
 - (a) $[D \rightarrow R]$ $i\dot{a}Y\dot{a}\text{ } O^lY\text{S}\text{ } HGF\text{ } O^h\dot{o}\text{F}$?
 - (b) $[R]$ $L\text{ } i\dot{a}Y\text{ } O^lY\text{S}\text{ } HGF\text{ } G^h\dot{o}\text{F}$.
 - (c) $[R]$ $i\dot{a}Y\text{ } O^lY\text{F}\text{ } I\dot{r}\dot{a}S\text{ } O^h\dot{o}\text{F}$.
3. $O^lY\text{S}\text{ } D\Theta, DhB\Theta\text{ } D\dot{o}\text{ } DhY^hB$.
 - (a) $[D \rightarrow R]$ $\Theta\dot{a}Y\dot{a}\text{ } DY\text{S}\text{F}\text{ } G^h\dot{o}\dot{a}\text{ } O^h\dot{o}\text{F}$?
 - (b) $[R]$ $L\text{ } \Theta\dot{a}Y\text{ } DY\text{S}\text{F}\text{ } G^h\dot{o}\dot{a}\text{ } G^h\dot{o}\text{F}$.
 - (c) $[R]$ $\Theta\dot{a}Y\text{ } O^lY\text{S}\text{ } D\Theta\text{ } O^h\dot{o}\text{F}$.
4. $O^lY\text{S}\text{ } D^h\Theta, D\dot{h}Y\text{S}\text{ } D\dot{o}\text{ } DY^hB$.
 - (a) $[D \rightarrow R]$ $i\dot{a}Y\Theta\dot{a}\text{ } O^lY\text{S}\text{ } h\Theta\text{ } O^h\dot{o}\text{F}$?
 - (b) $[R]$ $L\text{ } i\dot{a}Y\Theta\text{ } O^lY\text{S}\text{ } h\Theta\text{ } G^h\dot{o}\text{F}$.

- (c) [R] ስጦት ማስፈጸም ይቻላል።
5. $DY \vdash D \rightarrow R$. $DB \vdash D \rightarrow R$.
- (a) $[D \rightarrow R]$ ስጦት ማስፈጸም ይቻላል።
- (b) [R] ስጦት ማስፈጸም ይቻላል።
- (c) [R] ስጦት $DY \vdash D \rightarrow R$ ይቻላል።
6. $DB \vdash [blind-folded]$
- (a) [D] $\vdash DB$, $GAC \vdash D$?
- (b) [R] ስጦት $DB \vdash [blind-folded]$ ይቻላል።
7. $O \vdash D \rightarrow R$. $DH \vdash D \rightarrow R$.
- (a) $[D \rightarrow R]$ $DH \vdash D \rightarrow R$ ይቻላል።
- (b) [R] ii, $DH \vdash D \rightarrow R$ ይቻላል።
8. $DY \vdash H \rightarrow S$. $DH \vdash H \rightarrow S$.
- (a) $[D \rightarrow R]$ ስጦት ማስፈጸም ይቻላል።
- (b) [R] ii, ስጦት $DY \vdash H \rightarrow S$ ይቻላል።

3. Dፍለጽ [blind-folded]

- (a) [D] ፀ Dፍለጽ, ገላጭታቸው?
- (b) [R] ለ Dፍለጽ ሕሃልጭታቸው.

4. ሃቶ ሆጽጋ.

- (a) ሃቶ ሆጽጋ ድሃቸው. ለ ሃቶ ሆጽጋ ሕገቸው.
- (b) ለ ሃቶ ሆጽጋ ሕሃቸው. ሃቶ ሆጽጋ ጭቸው.

5. DGWY [not-blind-folded]

- (a) [D] ፀ DGWY, ገላጭታቸው?
- (b) [R] ii, DGWY ድሃልጭታቸው.

6. DBፀ [blind-folded]

- (a) [D] ፀ DBፀ, ገላጭታቸው?
- (b) [R] ለ DBፀ ሕሃልጭታቸው.

7. ኩጫ. ✓ DhBፀፀገገ. ✗ Dhሃቸፍ. ስጋሃፀ.

- (a) DhBፀፀገገ ኩጫ ዐክፀፀ. ስጋሃፀ ኩጫ ዐክፀፀ.
- (b) ለ Dhሃቸፍ ኩጫ ርክፀፀ. ለ ስጋሃፀ ኩጫ ርክፀፀ.

8. DYቸፍ [not-blind-folded]

- (a) [D] ፀ DYቸፍ, ገላጭታቸው?
- (b) [R] ii, DYቸፍ ድሃልጭታቸው.

Set 3

1. ድቀፀ. ✓ DhBፀ. ✗ Dhፍለጽ. ፀጫሃ.

- (a) DhBፀ ድቀፀ ዐክፀፀ. ፀጫሃ ድቀፀ ዐክፀፀ.
- (b) ለ Dhፍለጽ ድቀፀ ርክፀፀ. ለ ፀጫሃ ድቀፀ ርክፀፀ.

2. ድቀፀ. ✓ DBፀ. ✗ DYቸፍ. ስጋሃፀ.

- (a) DBፀ ድቀፀ ዐጭፀፀ. ስጋሃፀ ድቀፀ ዐጭፀፀ.
- (b) ለ DYቸፍ ድቀፀ ርጭፀፀ. ለ ስጋሃፀ ድቀፀ ርጭፀፀ.

3. ሃገቸ. ✓ DhBፀ. ✗ DhGWሃ. ስጋሃፀ.

- (a) DhBፀ ሃገቸ ዐክፀፀ. ስጋሃፀ ሃገቸ ዐክፀፀ.
- (b) ለ DhGWሃ ሃገቸ ርክፀፀ. ለ ስጋሃፀ ሃገቸ ርክፀፀ.

4. ኩጫ. ✗ DhBፀፀገገ. ✓ Dhሃቸፍ. ስጋሃፀ.

- (a) Dhሃቸፍ ኩጫ ዐክፀፀ. ስጋሃፀ ኩጫ ዐክፀፀ.
- (b) ለ DhBፀፀገገ ኩጫ ርክፀፀ. ለ ስጋሃፀ ኩጫ ርክፀፀ.

5. ጭሕ. ✓ DBፀፀገገ. ✗ DGWሃ. ፀጫሃ.

- (a) DBፀፀገገ ጭሕ ዐጭፀፀ. ፀጫሃ ጭሕ ዐጭፀፀ.
- (b) ለ DGWሃ ጭሕ ርጭፀፀ. ለ ፀጫሃ ጭሕ ርጭፀፀ.

6. ጭሕ. ✗ DhBፀፀገገ. ✓ DhGWሃ. ስጋሃፀ.

- (a) DhGWሃ ጭሕ ዐክፀፀ. ስጋሃፀ ጭሕ ዐክፀፀ.
- (b) ለ DhBፀፀገገ ጭሕ ርክፀፀ. ለ ስጋሃፀ ጭሕ ርክፀፀ.

7. ድፀ. ✗ DBፀ. ✓ Dፍለጽ. ስጋሃፀ.

- (a) Dፍለጽ ድፀ ዐጭፀፀ. ስጋሃፀ ድፀ ዐጭፀፀ.
- (b) ለ DBፀ ድፀ ርጭፀፀ. ለ ስጋሃፀ ድፀ ርጭፀፀ.

8. ስፀ. ✗ DhBፀ. ✓ Dhፍለጽ. ፀጫሃ.

- (a) Dhፍለጽ ስፀ ዐክፀፀ. ፀጫሃ ስፀ ዐክፀፀ.
- (b) ለ DhBፀ ስፀ ርክፀፀ. ለ ፀጫሃ ስፀ ርክፀፀ.

Set 4

1. ዐፀ. ✓ DhBፀፀገገ. ✗ Dhሃቸፍ. ስጋሃፀ.

- (a) DhBፀፀገገ ዐፀ ዐክፀፀ. ስጋሃፀ ዐፀ ዐክፀፀ.
- (b) ለ Dhሃቸፍ ዐፀ ርክፀፀ. ለ ስጋሃፀ ዐፀ ርክፀፀ.

2. ጭሕ. ✗ DBፀፀገገ. ✓ DYቸፍ. ስጋሃፀ.

- (a) DYቸፍ ጭሕ ዐጭፀፀ. ስጋሃፀ ጭሕ ዐጭፀፀ.
- (b) ለ DBፀፀገገ ጭሕ ርጭፀፀ. ለ ስጋሃፀ ጭሕ ርጭፀፀ.

3. ሕፀ. ✓ DhBፀ. ✗ Dhፍለጽ. ስጋሃፀ.

- (a) DhBፀ ሕፀ ዐክፀፀ. ስጋሃፀ ሕፀ ዐክፀፀ.
- (b) ለ Dhፍለጽ ሕፀ ርክፀፀ. ለ ስጋሃፀ ሕፀ ርክፀፀ.

4. ሳፀ. ✓ DBፀፀገገ. ✗ DGWሃ. ፀጫሃ.

- (a) DBፀፀገገ ሳፀ ዐክፀፀ. ፀጫሃ ሳፀ ዐክፀፀ.
- (b) ለ DGWሃ ሳፀ ርክፀፀ. ለ ፀጫሃ ሳፀ ርክፀፀ.

5. ሳፀ. ✓ DhBፀፀገገ. ✗ DhGWሃ. ስጋሃፀ.

- (a) DhBፀፀገገ ሳፀ ዐክፀፀ. ስጋሃፀ ሳፀ ዐክፀፀ.
- (b) ለ DhGWሃ ሳፀ ርክፀፀ. ለ ስጋሃፀ ሳፀ ርክፀፀ.

6. ሆጽጋ. ✗ DhBፀ. ✓ DhGWሃ. ስጋሃፀ.

- (a) DhGWሃ ሆጽጋ ዐክፀፀ. ስጋሃፀ ሆጽጋ ዐክፀፀ.
- (b) ለ DhBፀ ሆጽጋ ርክፀፀ. ለ ስጋሃፀ ሆጽጋ ርክፀፀ.

7. ሕፀ. ✓ DBፀ. ✗ Dፍለጽ. ስጋሃፀ.

- (a) DBፀ ሕፀ ዐክፀፀ. ስጋሃፀ ሕፀ ዐክፀፀ.
- (b) ለ Dፍለጽ ሕፀ ርክፀፀ. ለ ስጋሃፀ ሕፀ ርክፀፀ.

8. ዐፀ. ✗ DhBፀ. ✓ Dhፍለጽ. ስጋሃፀ.

- (a) Dhፍለጽ ዐፀ ዐክፀፀ. ስጋሃፀ ዐፀ ዐክፀፀ.
- (b) ለ DhBፀ ዐፀ ርክፀፀ. ለ ስጋሃፀ ዐፀ ርክፀፀ.

DəVAT 19

ᏊᏌᏍᏏᏂᏐ ᏈᏍᏐᏂᏐ

ᏍᏚᏂᏂᏐᏐ ᏈᏍᏍᏐᏐ (Grammar)

☞ Remember that it is through the exercises in the lesson material that you will learn how to understand and speak Cherokee, not by memorizing rules and word parts.

The following two new bound pronouns are used in this lesson.

- They ... me.
 - EᏍ-, EᏐ- (gv²gi-, gv²gw-)
- They ... you.
 - ᏐᏍ- (ge²ja-)

ᏐᏌᏌᏐ (Read them)

EᏍᏌᏌᏐ [gv²gi²gowh²ti³ha] “They see me.”

Ꮜ ᏍEᏍᏌᏌᏐ [hla yi²gv²gi²gowh²ti³ha] “They don’t see me.”

ᏍᏐ [du²³ha] “He has them, some solid things.”

ᏍᏂᏐ [du¹ni²³ha] “They have them, some solid things.”

ᏌᏍᏐ [da¹gi²ha] “I have them, some solid things.”

ᏍᏍᏐ [de²ja²ha] “You have them, some solid things.”

Ꮜ ᏍᏍᏐ [hla yi²du²³ha] “He doesn’t have them, some solid things.”

Ꮜ ᏍᏍᏂᏐ [hla yi²du¹ni²³ha] “They don’t have them, some solid things.”

Ꮜ ᏍᏌᏍᏐ [hla yi²da²gi²ha] “I don’t have them, some solid things.”

Ꮜ ᏍᏌᏍᏐ [hla yi²di²ja²ha] “You don’t have them, some solid things.”

ᏐᏍᏌᏌᏐ [ge²ja²gowh²ti³ha] “They see you.”

Ꮜ ᏍᏐᏍᏌᏌᏐ [hla yi²ge²ja²gowh²ti³ha] “They don’t see you.”

ᏍᏍᏐᏐ [du¹wa²ka³ha] “He has them, some alive things.”

ᏍᏂᏐᏐ [du¹ni²ka³ha] “They have them, some alive things.”

ᏌᏍᏐᏐ [da¹gi²ka³ha] “I have them, some alive things.”

ᏍᏍᏐᏐ [de²ja²ka³ha] “You have them, some alive things.”

Ꮜ ᏍᏍᏍᏐᏐ [hla yi²du¹wa²ka³ha] “He doesn’t have them, some alive things.”

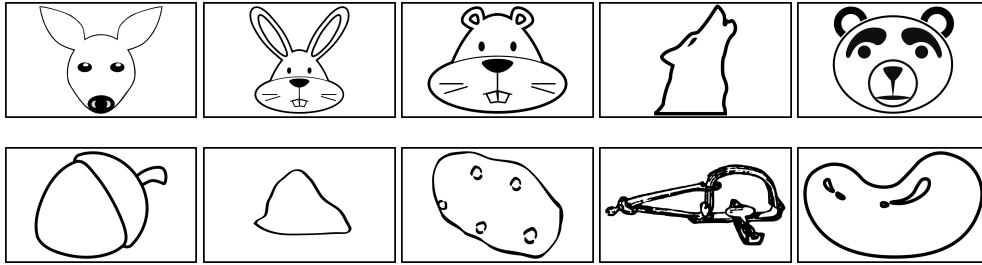
Ꮜ ᏍᏍᏂᏐᏐ [hla yi²du¹ni²ka³ha] “They don’t have them, some alive things.”

Ꮜ ᏍᏌᏍᏐᏐ [hla yi²da²gi²ka³ha] “I don’t have them, some alive things.”

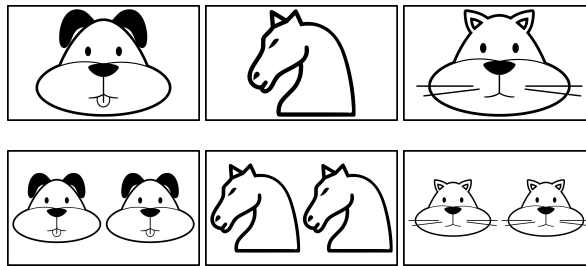
Ꮜ ᏍᏌᏍᏐᏐ [hla yi²di²ja²ka³ha] “You don’t have them, some alive things.”

ከሠሮች (Do them)

You will need to reuse the following cards from the previous chapter.

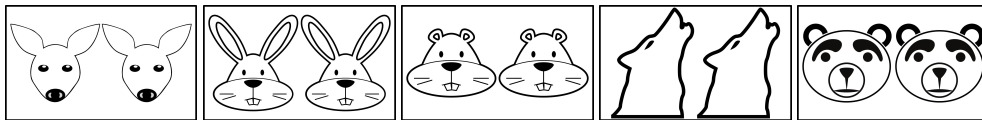


You will need to add three each of the following cards. Color the first set of each brown. Color the second set of each red. Leave the third set of each white.



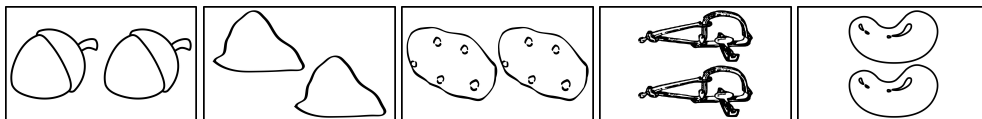
Label each card on the reverse as follows: ዐረቢኛ ሃር, ዐረቢኛ ተሾዋ, ዐረቢኛ ልዩ, ታሪክ ሃር, ታሪክ ተሾዋ, ታሪክ ልዩ, ድሃነት ሃር, ድሃነት ተሾዋ, ድሃነት ልዩ, ወይንነት ሃር, ወይንነት ተሾዋ, ወይንነት ልዩ, ዐብያ ሃር, ዐብያ ተሾዋ, ዐብያ ልዩ, ዐክብያ ሃር, ዐክብያ ተሾዋ, ዐክብያ ልዩ.

You will need to add three each of the following cards. Color the first set of each brown. Color the second set of each red. Leave the third set of each white.



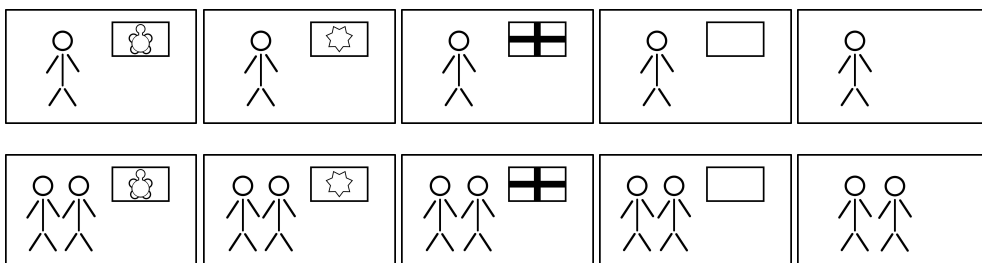
Label each card on the reverse as follows: ታሪክ ወፃ, ታሪክ ኩፍ, ታሪክ ህገ, ታሪክ ራቂ, ታሪክ ስፀ, ወይንነት ወፃ, ወይንነት ኩፍ, ወይንነት ህገ, ወይንነት ራቂ, ወይንነት ስፀ, ዐክብያ ወፃ, ዐክብያ ኩፍ, ዐክብያ ህገ, ዐክብያ ራቂ, ዐክብያ ስፀ.

You will need to add three each of the following cards. Color the first set of each brown. Color the second set of each red. Leave the third set of each white.

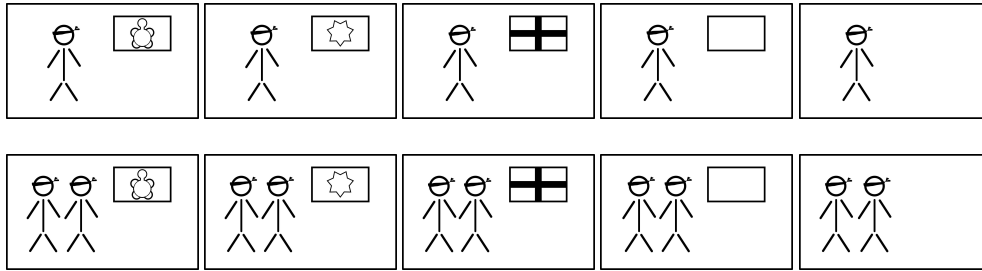


Label each card on the reverse as follows: ታሪክ ገፊ, ታሪክ ዐፊ, ታሪክ ፃፀ, ታሪክ ለዘግጋ, ታሪክ ሰፊ, ለሃነት ገፊ, ለሃነት ዐፊ, ለሃነት ፃፀ, ለሃነት ለዘግጋ, ለሃነት ሰፊ, ስብያ ገፊ, ስብያ ዐፊ, ስብያ ፃፀ, ስብያ ለዘግጋ, ስብያ ሰፊ.

You will need to reuse the following people index cards:



You will need to reuse the following blind-folded people index cards:



Groups

For each group the first person is designated “D”. The second person is designated “R”. Any remaining people are grouped together and are designated “T”. After each set, rotate positions so that “D” becomes the “R”, the “R” becomes one of the “T”, and one of the “T” becomes the “D”.

☞ *Keep rotating until everyone has been in position “R”, starting over with the first set of challenges as needed.*

☞ *The “D” responses should be read from the book. The “R” responses should be done without reading the book.*

Each challenge-response should be done as in the previous lesson.

Examples:

1. ስጦት.

“D” selects a rabbit card and shows the picture to “R”.

(a) [D→R] ድሃውክህ ስጦት?

“D” asks “R”: Do I have a rabbit?

(b) [R] ከሱ ስጦት አለው.

“R” responds: Yes, you have a rabbit.

2. ሁለት ዓሳቢ.

“D” selects a two rocks card and shows the picture to “R”.

(a) [D→R] ሁለት ዓሳቢ አለው?

“D” asks “R”: Do I have rocks?

(b) [R] ከሱ ዓሳቢ አለው.

“R” responds: Yes, you have rocks.

Someone Alone

For the exercises you can either use index cards or use the list directly from the book.

If using the list in the book, be sure to cover up the answers with an index card or sheet of paper until the answer needs checking.

If using index cards, write the challenge on the front of each card. Write all the responses on the back of each card.

Each item should be done as in the following examples:

Use a stuffed animal or pillow as an imaginary study partner.

☞ *There are three main challenge types. Those with people cards and animals, those with only people cards, and those with only animal cards. Each one is done differently.*

Each challenge-response should be done as in the previous lesson.

Examples:

1. ስጦት.

(a) Select and hold a rabbit card.

(b) Point at your self and say to your study partner ስጦት ድሃውክህ. (I have a rabbit.)

- i. Point at your partner and say ᐱ ᐱᐱ ᐱᐱᐱ. (You don't have a rabbit.)
 - (c) Place the card with your imaginary study partner.
 - (d) Point at yourself and say to your partner ᐱ ᐱᐱ ᐱᐱᐱ. (I don't have a rabbit.)
 - i. Point at your partner and say ᐱᐱ ᐱᐱᐱ. (You have a rabbit.)
 - (e) Check the answer and that you are using the correct card.
2. ᐱᐱ ᐱᐱ. ✓ ᐱᐱᐱᐱᐱ. ✗ ᐱᐱᐱᐱ. ᐱᐱᐱ.
- The ✓ indicates they have it. The ✗ indicates they don't have it.
- (a) Select a two potato card and a Native American people card and place them with each other. Select a Cherokee people card and place it by itself.
 - (b) Point to the potatoes card and Native American card and say:
 - i. ᐱᐱᐱᐱᐱ ᐱᐱ ᐱᐱᐱ. (The Native Americans have potatoes.)
 - ii. ᐱᐱᐱ ᐱᐱ ᐱᐱᐱ. (They have potatoes.)
 - (c) Point to the Cherokee people card and say:
 - i. ᐱ ᐱᐱᐱᐱ ᐱᐱ ᐱᐱᐱᐱ. (The Cherokee people don't have potatoes.)
 - ii. ᐱ ᐱᐱᐱ ᐱᐱ ᐱᐱᐱᐱ. (They don't have potatoes.)
 - (d) Check the answer and that you are using the correct cards.

☞ Use the "Sets for Someone Alone" section for your exercises.

Sets for Groups

☞ The following contains both review material from previous lessons and new material from this lesson.

Set 1

1. ᐱᐱᐱ.
 - (a) [D→R] ᐱᐱᐱᐱᐱ ᐱᐱᐱ?
 - (b) [R] ii, ᐱᐱᐱ ᐱᐱᐱ.
2. ᐱᐱᐱ.
 - (a) [D→R] ᐱᐱᐱᐱᐱ ᐱᐱᐱ?
 - (b) [R] ᐱ ᐱᐱᐱ ᐱᐱᐱᐱ.
 - (c) [R] ᐱᐱᐱ ᐱᐱᐱ.
3. ᐱᐱ.
 - (a) [D→R] ᐱᐱᐱᐱᐱ ᐱᐱ?
 - (b) [R] ii, ᐱᐱ ᐱᐱᐱ.
4. ᐱᐱᐱ.
 - (a) [D→R] ᐱᐱᐱᐱᐱ ᐱᐱᐱ?
 - (b) [R] ᐱ ᐱᐱᐱ ᐱᐱᐱᐱ.
 - (c) [R] ᐱᐱᐱ ᐱᐱᐱ.
5. ᐱᐱ.
 - (a) [D→R] ᐱᐱᐱᐱᐱ ᐱᐱ?
 - (b) [R] ii, ᐱᐱ ᐱᐱᐱ.
6. ᐱᐱ.
 - (a) [D→R] ᐱᐱᐱᐱ ᐱᐱᐱ?
 - (b) [R] ᐱ ᐱᐱᐱ ᐱᐱᐱ.
 - (c) [R] ᐱᐱ ᐱᐱᐱ.
7. ᐱᐱ.
 - (a) [D→R] ᐱᐱᐱᐱ ᐱᐱ?
 - (b) [R] ii, ᐱᐱ ᐱᐱᐱ.
8. ᐱᐱ.
 - (a) [D→R] ᐱᐱᐱᐱ ᐱᐱ?
 - (b) [R] ᐱ ᐱᐱ ᐱᐱᐱ.
 - (c) [R] ᐱᐱ ᐱᐱᐱ.
9. ᐱᐱ ᐱᐱ.
 - (a) [D→R] ᐱᐱᐱᐱ ᐱᐱ?
 - (b) [R] ii, ᐱᐱ ᐱᐱᐱ.
10. ᐱᐱᐱ ᐱᐱᐱ.
 - (a) [D→R] ᐱᐱᐱᐱ ᐱᐱᐱ?
 - (b) [R] ii, ᐱᐱᐱ ᐱᐱᐱᐱ.

Set 2

1. **ዋቂ ዑደ.**
 - (a) $[D \rightarrow R]$ ሊሞቅል ላይሆን?
 - (b) $[R]$ ሊሞቅል ሊገባ?
 - (c) $[R]$ ዑደ ያሳያል.
2. **ዋቂ ስድስት.**
 - (a) $[D \rightarrow R]$ ሊሞቅል ዓይን?
 - (b) $[R]$ ሊሞቅል ሊገባ?
 - (c) $[R]$ ስድስት ያሳያል.
3. **ወደቀ ህገደ.**
 - (a) $[D \rightarrow R]$ ሊሞቅል ሃር?
 - (b) $[R]$ ሊሃር ሊገባ?
 - (c) $[R]$ ህገደ ያሳያል.
4. **ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ሊሞቅል ርዕስ?
 - (b) $[R]$ ሊስድስት ሊገባ?
 - (c) $[R]$ ስድስት ያሳያል.
5. **ወደቀ ስድስት [blind-folded]**
 - (a) $[D]$ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ሊስድስት ሊገባ?
6. **ወደቀ ስድስት [blind-folded]**
 - (a) $[D]$ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ሊስድስት ሊገባ?
7. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ወደቀ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ii, ወደቀ ስድስት ወደቀ ስድስት.
8. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ii, ስድስት ወደቀ ስድስት.
9. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ወደቀ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ii, ወደቀ ስድስት ወደቀ ስድስት.
10. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ii, ስድስት ወደቀ ስድስት.

Set 3

1. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ii, ስድስት ወደቀ ስድስት.
2. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ወደቀ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ሊወደቀ ስድስት ወደቀ ስድስት.
 - (c) $[R]$ ወደቀ ስድስት ወደቀ ስድስት.
3. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ወደቀ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ሊወደቀ ስድስት ወደቀ ስድስት.
 - (c) $[R]$ ወደቀ ስድስት ወደቀ ስድስት.
4. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ሊወደቀ ስድስት ወደቀ ስድስት.
 - (c) $[R]$ ስድስት ወደቀ ስድስት.
5. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ሊወደቀ ስድስት ወደቀ ስድስት.
 - (c) $[R]$ ስድስት ወደቀ ስድስት.
6. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ወደቀ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ሊወደቀ ስድስት ወደቀ ስድስት.
 - (c) $[R]$ ወደቀ ስድስት ወደቀ ስድስት.
7. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ወደቀ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ሊወደቀ ስድስት ወደቀ ስድስት.
 - (c) $[R]$ ወደቀ ስድስት ወደቀ ስድስት.
8. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ሊወደቀ ስድስት ወደቀ ስድስት.
 - (c) $[R]$ ስድስት ወደቀ ስድስት.
9. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ሊወደቀ ስድስት ወደቀ ስድስት.
 - (c) $[R]$ ስድስት ወደቀ ስድስት.
10. **ወደቀ ስድስት ወደቀ ስድስት.**
 - (a) $[D \rightarrow R]$ ወደቀ ስድስት ወደቀ ስድስት?
 - (b) $[R]$ ii, ወደቀ ስድስት ወደቀ ስድስት.

- (b) [R] ii, ፀሐይ ዓክለኛ ሃር ስከቶ.
9. $D \rightarrow R$ ወይም D ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (a) $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (b) [R] ii, ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡

Set 10

1. $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (a) $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (b) [R] ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (c) [R] ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
2. $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (a) $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (b) [R] ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (c) [R] ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
3. $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (a) $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (b) [R] ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (c) [R] ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
4. $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (a) $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (b) [R] ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (c) [R] ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
5. $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (a) $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (b) [R] ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
10. $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (a) $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (b) [R] ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (c) [R] ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡

Sets for Someone Alone

- ☞ The following contains both review material from previous lessons and new material from this lesson.
- ☞ Take a short break if needed after every two sets.

Set 1

1. ሐይ.
- (a) ሐይ ወይም D ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (b) D ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
2. ሐይ.
- (a) ሐይ ወይም D ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (b) D ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
3. $D \rightarrow R$.
- (a) $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (b) [R] ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
4. $D \rightarrow R$.
- (a) $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
- (b) D ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡
5. $D \rightarrow R$.
- (a) $D \rightarrow R$ ከ R ይከተላል፡፡ D ከ R ይከተላል፡፡

6. $\text{DhWf} \models \Theta$.

8. $\mathcal{O}(\mathcal{M}) \ni \Theta$.

Set 2

1. Wf ysf Sα∅.

- ## 5. DhfNS [not-blind-folded]

Set 3

1. \mathcal{UC} . ✓ $\text{DHL}\mathfrak{S}$. ✗ DYFB . $\Theta\omega\mathfrak{U}$.

5. O^oω. ✓ DGWY. ✗ DYFB. ΘωY.

Set 4

(b) ሲ ወክልና ዐብያ ዐጪ ርክቶ. ሲ ጫሃ ዐብያ ዐጪ ርክቶ.

4. ዐረቢቶ ባፀ. ✓ ወክልና. ✗ ወይ፡. ሲሃፀ.

- (a) ወክልና ዐረቢቶ ባፀ ዐጪ. ሲሃፀ ዐረቢቶ ባፀ ዐጪ.
- (b) ሲ ወይ፡ ዐረቢቶ ባፀ ርክቶ. ሲ ሲሃፀ ዐረቢቶ ባፀ ርክቶ.

5. ሃያቶ ርሕ. ✓ ወይ፡. ✗ ወሃቶ. ሲሃፀ.

- (a) ወይ፡ ሃያቶ ርሕ ዐጪ. ሲሃፀ ሃያቶ ርሕ ዐጪ.
- (b) ሲ ወሃቶ ሃያቶ ርሕ ርክቶ. ሲ ሲሃፀ ሃያቶ ርሕ ርክቶ.

6. ወሃቶ ዐክብያ ክጫና. ✓ ወይ፡. ✗ ወክልና. ሲሃፀ

- (a) ወይ፡ ወክልና ክጫና ርሕቶ. ሲሃፀ ወክልና ክጫና ርሕቶ.

(b) ሲ ወክልና ዐክብያ ክጫና ርሕቶ. ሲ ሲሃፀ ወክልና ክጫና ርሕቶ.

7. ወሃቶ ስረቢቶ ሃር. ✓ ወይ፡. ✗ ወሃቶ. ሲሃፀ

- (a) ወይ፡ ስረቢቶ ሃር ርሕቶ. ሲሃፀ ስረቢቶ ሃር ርሕቶ.
- (b) ሲ ወሃቶ ስረቢቶ ሃር ርሕቶ. ሲ ሲሃፀ ስረቢቶ ሃር ርሕቶ.

8. ወሃቶ ስረቢቶ ተሃቶ. ✓ ወክልና. ✗ ወይ፡. ሲሃፀ

- (a) ወክልና ስረቢቶ ተሃቶ ርሕቶ. ሲሃፀ ስረቢቶ ተሃቶ ርሕቶ.
- (b) ሲ ወይ፡ ስረቢቶ ተሃቶ ርሕቶ. ሲ ሲሃፀ ስረቢቶ ተሃቶ ርሕቶ.

Set 7

1. ወሃቶ ወሃያቶ ርክቶ. ✓ ወሃሃ. ✗ ወሃቶ. ሲሃፀ

- (a) ወሃሃ ወሃያቶ ርክቶ ርሕቶ. ሲሃፀ ወሃያቶ ርክቶ ርሕቶ.
- (b) ሲ ወሃቶ ወሃያቶ ርክቶ ርሕቶ. ሲ ሲሃፀ ወሃያቶ ርክቶ ርሕቶ.

2. ወሃቶ ዐክብያ ሃሃ. ✗ ወይ፡. ✓ ወሃሃ. ጫሃ

- (a) ወሃሃ ዐክብያ ሃሃ ርሕቶ. ጫሃ ዐክብያ ሃሃ ርሕቶ.
- (b) ሲ ወይ፡ ወክልና ሃሃ ርሕቶ. ሲ ጫሃ ዐክብያ ሃሃ ርሕቶ.

3. ወሃቶ ስረቢቶ ሃር. ✗ ወይ፡. ✓ ወሃሃ. ሲሃፀ

- (a) ወሃሃ ስረቢቶ ሃር ርሕቶ. ሲሃፀ ስረቢቶ ሃር ርሕቶ.
- (b) ሲ ወይ፡ ስረቢቶ ሃር ርሕቶ. ሲ ሲሃፀ ስረቢቶ ሃር ርሕቶ.

4. ወሃቶ ዐክብያ ርሕ. ✗ ወይ፡. ✓ ወይ፡. ሲሃፀ

- (a) ወይ፡ ዐክብያ ርሕ ርሕቶ. ሲሃፀ ዐክብያ ርሕ ርሕቶ.

(b) ሲ ወይ፡ ዐክብያ ርሕ ርሕቶ. ሲ ሲሃፀ ዐክብያ ርሕ ርሕቶ.

5. ወሃቶ ወሃያቶ ወሃቶ. ✗ ወክልና. ✓ ወሃቶ. ሲሃፀ

- (a) ወሃቶ ወሃያቶ ወሃቶ ርሕቶ. ሲሃፀ ወሃያቶ ወሃቶ ርሕቶ.
- (b) ሲ ወክልና ወሃያቶ ወሃቶ ርሕቶ. ሲ ሲሃፀ ወሃያቶ ወሃቶ ርሕቶ.

6. ሃሃ ሃያቶ ዐጪ. ✓ ወይ፡. ✗ ወሃቶ. ጫሃ.

- (a) ወይ፡ ሃያቶ ዐጪ ርሕቶ. ጫሃ ሃያቶ ዐጪ ርሕቶ.
- (b) ሲ ወሃቶ ሃያቶ ዐጪ ርሕቶ. ሲ ጫሃ ሃያቶ ዐጪ ርሕቶ.

7. ሃሃ ዐረቢቶ ባፀ. ✓ ወይ፡. ✗ ወክልና. ሲሃፀ.

- (a) ወይ፡ ወሃቶ ባፀ ርሕቶ. ሲሃፀ ወሃቶ ባፀ ርሕቶ.
- (b) ሲ ወክልና ወሃቶ ባፀ ርሕቶ. ሲ ሲሃፀ ወሃቶ ባፀ ርሕቶ.

8. ሃሃ ዐብያ ርሕ. ✓ ወሃሃ. ✗ ወይ፡. ሲሃፀ.

- (a) ወሃሃ ዐብያ ርሕ ርሕቶ. ሲሃፀ ዐብያ ርሕ ርሕቶ.
- (b) ሲ ወይ፡ ዐብያ ርሕ ርሕቶ. ሲ ሲሃፀ ዐብያ ርሕ ርሕቶ.

Set 8

1. ሃሃ ዐብያ ባፀ. ✓ ወሃሃ. ✗ ወሃቶ. ሲሃፀ.

- (a) ወሃሃ ዐብያ ባፀ ርሕቶ. ሲሃፀ ዐብያ ባፀ ርሕቶ.
- (b) ሲ ወሃቶ ዐብያ ባፀ ርሕቶ. ሲ ሲሃፀ ዐብያ ባፀ ርሕቶ.

2. ሃሃ ሃያቶ ዐጪ. ✗ ወይ፡. ✓ ወክልና. ጫሃ.

- (a) ወክልና ሃያቶ ዐጪ ርሕቶ. ጫሃ ሃያቶ ዐጪ ርሕቶ.
- (b) ሲ ወይ፡ ሃያቶ ዐጪ ርሕቶ. ሲ ጫሃ ሃያቶ ዐጪ ርሕቶ.

3. ሃሃ ዐረቢቶ ሃሃሃ. ✗ ወይ፡. ✓ ወሃሃ. ሲሃፀ.

- (a) ወሃሃ ዐረቢቶ ሃሃሃ ርሕቶ. ሲሃፀ ዐረቢቶ ሃሃሃ ርሕቶ.
- (b) ሲ ወይ፡ ዐረቢቶ ሃሃሃ ርሕቶ. ሲ ሲሃፀ ዐረቢቶ ሃሃሃ ርሕቶ.

4. ሃሃ ሃያቶ ባፀ. ✗ ወክልና. ✓ ወይ፡. ሲሃፀ.

- (a) ወይ፡ ሃያቶ ባፀ ርሕቶ. ሲሃፀ ሃያቶ ባፀ ርሕቶ.

- ## Set 9

- 169

DəVĦT 20

WŦəA.əNT DŦĖTəJ

ŦŦĦəĖT DŦWĖT (Grammar)

☞ Remember that it is through the exercises in the lesson material that you will learn how to understand and speak Cherokee, not by memorizing rules and word parts.

The Cherokee words for “is”, “was”, and “will be” work a little differently than they do in English. The words have special forms to indicate just now, now and on going, usually, a while ago, first hand knowledge, and second hand knowledge.

The special first hand and second hand knowledge forms will be indicated by references to “*with personal knowledge*” and “*without personal knowledge*”. “*With personal knowledge*” indicates being a first hand witness. “*Without personal knowledge*” indicates being told something by someone else making your information second hand.

☞ In some materials you will see these words grouped together as one and referred to as “the copula”.

JĦŦ (Read them)

TY [i⁴gi] “Is.” ☞ *Is now or was just now.*

TŦ [i⁴ga] “Is.” ☞ *Now and ongoing.*

ĦT [ge¹so³ʔi] “Is.” ☞ *Usually, habitually, or on certain occasions.*

ĦRT [ge¹sv²³ʔi] “Being.”

ĦRY [ge¹sv²³gi] “Was being.” ☞ *With personal knowledge, or consciousness.*

ĦT [ge¹se³ʔi] “Was being.” ☞ *Without personal knowledge, or consciousness.*

ĦĖT [ge¹hv²³ʔi] “Been (a while ago).”

ĦĖY [ge¹hv²³gi] “Was (a while ago).” ☞ *With personal knowledge, or consciousness.*

ĦPT [ge¹he³ʔi] “Was (a while ago).” ☞ *Without personal knowledge, or consciousness.*

ĦəJ [ge¹se³sdi] “Will be being.”

When looking at the previous vocabulary, it should be easy to see a pattern that indicates some common endings are in use. “*Being*” is indicated by the -iT (-v²³i) ending. In English we indicate this by phrases such as “His act of ...”, “His being ...”, “His ...ness”.

“*With personal knowledge*” is indicated by the -iY (-v²³gi) ending. In English we indicate this by phrases such as “I know for a fact that ...”.

“*Without personal knowledge*” is indicated by the -RT (-e²³ʔi) ending. In English we indicate this by phrases such as “Reportedly ...”, “Supposedly ...”.

“*Usually*” is indicated by the -ŦT (-o³ʔi) ending. In English we indicate this by phrases such as “Usually ...”, “Often ...”.

“*Will be*” is indicated by the -RəJ (-e³sdi) ending.

☞ In the preceding vocabulary you saw words ending in both -iY (with personal knowledge) and -iT (being). Some dialects of Cherokee do not use the -iY ending and instead use -iT for both “being” and “was with personal knowledge”. Such dialects use context to keep the two different meanings separate. As many historical documents use the -iY ending extensively and its

use appears in some modern publications such as “The Cherokee Phoenix”, this material will be teaching the use of both -iY and -iT.

The various words for “is” can be combined with ʟ and ʋ- to create the standard not forms:

ʟ ʋY [hla yi⁴gi] “Isn’t.”

ʟ ʋʟʟT [hla yi²ge¹hv²³ʔi] “Had not been (a while ago).”

ʟ ʋʂ [hla yi⁴ga] “Isn’t.”

ʟ ʋʟʟT [hla yi²ge¹he³ʔi] “Wasn’t (a while ago).” ʋ Without personal knowledge, or consciousness.

ʟ ʋʟʟT [hla yi²ge¹so³ʔi] “Isn’t usually.”

ʟ ʋʟʟʟ [hla yi²ge¹se³sdi] “Will not be being.”

ʟ ʋʟʟT [hla yi²ge¹sv²³ʔi] “Not being.”

ʟ ʋʟʟT [hla yi²ge¹se³ʔi] “Wasn’t being.” ʋ Without personal knowledge, or consciousness.

ʋ When using the ʋ- prefix you should use the -RT “without personal knowledge” ending instead of the -iY “with personal knowledge” ending. This also applies when asking questions.

Examples

TY

- ʟD DBʁ ʁʟʟ TY. “This person is good.” or “This person just now was good.”
 - ʟD DBʁ ʁʟʟ. “This person is good.”
- ʁ DBʁ ʁʁ TY. “That person is bad.” or “That person just now was bad.”
 - ʁ DBʁ ʁʁT. “That person is bad.”
- DhGWY Dh TY. “Cherokee people are here.” or “Cherokee people were just here.”
 - DhGWY Dh. “Cherokee people are here.”
- ʁʟʟ TY. “It is good.” or “It just now was good.”
 - ʁʟʟ “It is good.”

ʋ The word “TY” is rarely spoken or written.

ʟ ʋY

- ʟD DYʟʟ. “This is an English person.”
 - ʟD ʟ DYʟʟ ʋY. “This is not an English person.”
- ʁY Dh Tʂ. “There are four here.”
 - ʟ ʁY Tʂ Dh ʋY. “There aren’t four here.” or “Just now there weren’t four here.”
- DhGWYʁ. “It is only the Cherokee people.”
 - iʟʁ DhGWY ʋY. “It is not only the Cherokee people.” ʋ Notice how the “-ʁ” was add to “iʟ” to form “not only”?
- ʟ ʁʟʟ ʋY. ʁʁT. “It is not good. It is bad.”
 - ʟ ʁʁ ʋY. ʁʟʟ. “It is not bad. It is good.”

Tʂ

- ʟD DBʁ ʁʟʟ Tʂ. “This person is good.” - An ongoing goodness.
- ʁ DBʁ ʁʁ Tʂ. “That person is bad.” - An ongoing badness.

- DhGWY Dh T\$. “Cherokee people are here.” - *An ongoing habitation of “here”.*
- ᐃᐃᐅᐅ T\$. “It is good.” - *It is an ongoing good.*

ᐃᐃᐅᐅ

- ᐃᐅ DBᐅ ᐃᐃᐅ ᐃᐃᐅ. “This person is often being good.” ᐃᐅ *This does not mean the person isn’t bad sometimes.*
- ᐅ DBᐅ ᐅᐃ ᐃᐃᐅ “That person is often being bad.” ᐃᐅ *This does not mean the person isn’t good sometimes.*
- DhGWY Dh ᐃᐃᐅ. “Cherokee people are often here.” ᐃᐅ *This does not mean they are always here.*
- Gh ᐅᐃ ᐃᐃᐅ ᐃᐃᐅ ᐅᐃ ᐃᐃᐅ. “If John is bad Maria is usually bad.” ᐃᐅ *This is an example of “on certain occasions”.*

ᐃᐃᐅ

- ᐃᐅ DBᐅ ᐃᐃᐅ ᐃᐃᐅ. “This person was being good.”
- ᐅ DBᐅ ᐅᐃ ᐃᐃᐅ. “That person was being bad.”

ᐃᐃᐅ

- ᐃᐅ DBᐅ ᐃᐃᐅ ᐃᐃᐅ. “Reportedly this person was being good.”
- ᐅ DBᐅ ᐅᐃ ᐃᐃᐅ. “Supposedly that person was being bad.”

ᐃᐃᐅ

- ᐃᐅ DBᐅ ᐃᐃᐅ ᐃᐃᐅ. “This person was good a while ago.”
- ᐅ DBᐅ ᐅᐃ ᐃᐃᐅ. “That person was bad a while ago.”
- Dh DhGWY ᐃᐃᐅ. “Cherokee people were here a while ago.”

ᐃᐃᐅ

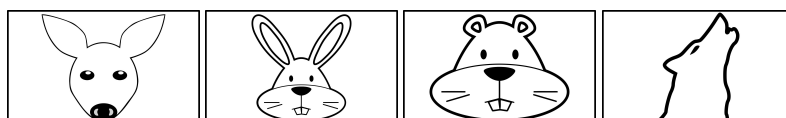
- ᐃᐅ DBᐅ ᐃᐃᐅ ᐃᐃᐅ. “Reportedly this person was good a while ago.”
- ᐅ DBᐅ ᐅᐃ ᐃᐃᐅ. “Supposedly that person was bad a while ago.”

ᐃᐃᐅ

- ᐃᐅ DBᐅ ᐃᐃᐅ ᐃᐃᐅ. “This person will be good.”
- ᐅ DBᐅ ᐅᐃ ᐃᐃᐅ “That person will be bad.”
- Dh DhGWY ᐃᐃᐅ “Cherokee people will be here.”
- ᐃᐃᐅ ᐃᐃᐅ. “It will be good.”

ᐃᐃᐅ (Do them)

You will need to reuse the following white cards from the previous chapter.



☞ Keep rotating until everyone has been in position “D”, starting over with the first set of challenges as needed.

☞ The “D” responses should be read from the book. The “R” and “T” responses should be done without reading the book. The “D” person should help as needed.

Each challenge-response should be done as in the following examples:

1. [D→R] ከሕሳብ.

“D” says to “R”: Just you.

(a) [D→R] ህልውና ወይም የፋብሪካ.

“D” says to “R”: It will be a blue rock.

(b) [D] cards → [R].

“D” passes to “R” a single blue color card and a single rock card.

(c) [R→T] ህልውና ወይም.

Only “R” looks at the cards.

“R” says to “T”: It’s a blue rock.

(d) [T→ወ] ህልውና ወይም.

“T” says to “ወ”: It’s a blue rock.

(e) [D] ← cards [R].

“D” retrieves the cards from “R”.

(f) [D→R] ቢሮ.

“D” says to “R”: Alright.

(g) [R→T] ህልውና ወይም የጸሃይ.

“R” says to “T”: It was a blue rock.

(h) [T→ወ] ህልውና ወይም የፋብሪካ.

“T” says to “ወ”: Reportedly it was a blue rock.

2. [D→R] ከሕሳብ.

“D” says to “R”: Just you.

(a) [D→R] ዓለም ገዢ የፋብሪካ.

“D” says to “R”: It will be a white acorn.

(b) [D] cards → [R].

“D” passes to “R” a single white color card and a single acorn card.

(c) [R→T] ዓለም ገዢ.

Only “R” looks at the cards.

“R” says to “T”: It’s a white acorn.

(d) [T→ወ] ዓለም ገዢ.

“T” says to “ወ”: It’s a white acorn.

(e) [D] ← cards [R].

“D” retrieves the cards from “R”.

(f) [D→R] ት ጥፍ.

“D” says to “R”: Another day. (To indicate a day’s passing.)

(g) [R→T] ዓለም ገዢ የፊት.

“R” says to “T”: It was a white acorn a while ago.

(h) [T→ወ] ዓለም ገዢ የፊት.

“T” says to “ወ”: Reportedly it was a white acorn a while ago.

3. ጭፍረት, የሽቦ, ወይም, ባሕር.

“D” places a wolf card, a horse card, a rock card, and a potato card in a row.

(a) [D→R] ወይም የሽቦ ለ ባሕር የሽቦ.

“D” says to “R”: If there is a rock, there isn’t a potato.

(b) ✗ ባሕር.

“R” turns the potato card over to indicate it doesn’t belong.

4. $O'N\& YC$.

“D” picks up a single white color card and a single dog card up and shows them to “R”.

(a) $[D \rightarrow R]$ ᐃᐅᐃ ᐅᐭᐭᐭ ᐃᑖᑖ?

“D” ask “R”: Is this a purple squirrel?

(b) $[R \rightarrow D]$ ᐅ ᐅ ᐅᐭᐭᐭ ᐃᑖᑖ ᐃᑖᑖ.

“R” says to “D”: That isn’t a purple squirrel.

5. ᐅᐭᐭᐭ ᑖᐭᐭᐃ.

“D” picks up a single purple color card and a single wolf card up and shows them to “R”.

(a) $[D \rightarrow R]$ ᐃᐅᐃ ᐅᐭᐭᐭ ᑖᐭᐭᐃ?

“D” ask “R”: Is this a purple wolf?

(b) $[R \rightarrow D]$ ii, ᐅ ᐅᐭᐭᐭ ᑖᐭᐭᐃ.

“R” says to “D”: Yes, that is a purple wolf.

(c) $[D]$ Cards \downarrow .

“D” lays the cards picture down.

(d) $[D \rightarrow R]$ $\text{ᐃᑖᑖ, ᐃᐃᑖᐅᐃ ᐅᐭᐭᐭ ᑖᐭᐭᐃ ᐭᐭᐭ?}$

“D” says to “R”: Alright, was it a purple wolf?

(e) $[R \rightarrow D]$ ii, $\text{ᐃᐃᑖᐅ ᐅᐭᐭᐭ ᑖᐭᐭᐃ ᐭᐭᑖ.}$

“R” says to “D”: Yes, it was a purple wolf.

6. $\text{ᐃᑖᑖ, ᐭᐭᐭ, ᐃᐭᐭᐭ, ᑖᐃᐃ.}$

“D” places a cat card, a horse card, a trap card, and a bean card in a row.

(a) $[D \rightarrow R]$ ᐃᐭᐭᐭ ᐃᐭᐭ ᑖᐃᐃ ᐭᐭᐭ.

“D” says to “R”: If there is a trap, there is a bean.

(b) \checkmark $\text{ᐃᐭᐭᐭ, } \checkmark$ ᑖᐃᐃ.

“R” places the trap and bean cards together.

“R” turns the other cards picture down to indicate they don’t belong.

7. $[D \rightarrow R]$ ᑖᑖ ᐃᐅᐃᐭ ᐭᐭᐭᐭᐭ?

“D” says to “R”: What are they seeing?

(a) $[D \rightarrow R]$ $\text{ᐅᐭᐭᐭ ᐃᐭᐅᐅ ᐃᐭᐭᐭ ᐃᑖᑖ ᐭᐭᐭᐭᐭ.}$

“D” says to “R”: The white people see black cats.

“R” selects and places the plural white card with the people card.

“R” selects and places the plural black card with the plural cats card.

“R” positions the cards to indicate that the white people are seeing the black cats.

(Turn the cards over to be sure both the correct color and object cards were picked.)

8. ᐭᐭᐭᐭ ᐅᐭᐭ.

“D” picks up a single purple color card and a single rock card up and shows them to “R”.

(a) $[D \rightarrow R]$ ᐃᐅᐃ ᐭᐭᐭᐭ ᐅᐭᐭ?

“D” ask “R”: Is this a purple rock?

(b) $[R \rightarrow D]$ ii, ᐅ ᐭᐭᐭᐭ ᐅᐭᐭ.

“R” says to “D”: Yes, that is a purple rock.

(c) $[D]$ Cards \downarrow .

“D” lays the cards picture down.

(d) $[D \rightarrow R]$ $\text{ᐃᑖᑖ, ᐃᐃᑖᐅ ᐅᐭᐭ ᐃᐭᐭ?}$

“D” says to “R”: Alright, was it a white acorn?

(e) $[R \rightarrow D]$ $\text{ᐃᐃᑖ ᐅ ᐅᐭᐭ ᐃᐭᐭ ᐃᐭᐭᐭ.}$

“R” says to “D”: It wasn’t a white acorn.

Someone Alone

Add three pretend study partners and follow the instructions for Groups.

☞ Use an index card and hide the “R” and “T” responses when reading the “D” challenges. Until you know the exercises steps, you will have to periodically check the “R” and “T” responses before doing them while they are covered.

☞ Remember to speak and act the responses out!

Sets

☞ Take a short break if needed after every two to three sets.

Set 1

1. $[D \rightarrow R]$ **h. h. h.**

- (a) $[D \rightarrow R]$ DUGHF O'wAq I'wS F4wJ.
- (b) $[D]$ cards $\rightarrow [R]$.
- (c) $[R \rightarrow T]$ DUGHF O'wAq I'wS.
- (d) $[T \rightarrow \delta]$ DUGHF O'wAq I'wS.
- (e) $[D] \leftarrow$ cards $[R]$.
- (f) $[D \rightarrow R]$ F.G.
- (g) $[R \rightarrow T]$ DUGHF O'wAq I'wS FRY.
- (h) $[T \rightarrow \delta]$ DUGHF O'wAq I'wS F4T.

2. $[D \rightarrow R]$ **h. h. h.**

- (a) $[D \rightarrow R]$ O'wJF J' F4wJ.
- (b) $[D]$ cards $\rightarrow [R]$.
- (c) $[R \rightarrow T]$ O'wJF J'.
- (d) $[T \rightarrow \delta]$ O'wJF J'.
- (e) $[D] \leftarrow$ cards $[R]$.
- (f) $[D \rightarrow R]$ F.G.
- (g) $[R \rightarrow T]$ O'wJF J' FRY.
- (h) $[T \rightarrow \delta]$ O'wJF J' F4T.

3. $[D \rightarrow R]$ **h. h. h.**

- (a) $[D \rightarrow R]$ DUGHF D' F4wJ.
- (b) $[D]$ cards $\rightarrow [R]$.
- (c) $[R \rightarrow T]$ DUGHF D'.
- (d) $[T \rightarrow \delta]$ DUGHF D'.
- (e) $[D] \leftarrow$ cards $[R]$.
- (f) $[D \rightarrow R]$ F.G.
- (g) $[R \rightarrow T]$ DUGHF D' FRY.
- (h) $[T \rightarrow \delta]$ DUGHF D' F4T.

4. $[D \rightarrow R]$ **h. h. h.**

- (a) $[D \rightarrow R]$ Etf S'w F4wJ.
- (b) $[D]$ cards $\rightarrow [R]$.
- (c) $[R \rightarrow T]$ Etf S'w.

(d) $[T \rightarrow \delta]$ Etf S'w.

(e) $[D] \leftarrow$ cards $[R]$.

(f) $[D \rightarrow R]$ F.G.

(g) $[R \rightarrow T]$ Etf S'w FRY.

(h) $[T \rightarrow \delta]$ Etf S'w F4T.

5. $[D \rightarrow R]$ **h. h. h.**

- (a) $[D \rightarrow R]$ DUAHF w'w F4wJ.
- (b) $[D]$ cards $\rightarrow [R]$.
- (c) $[R \rightarrow T]$ DUAHF w'w.
- (d) $[T \rightarrow \delta]$ DUAHF w'w.
- (e) $[D] \leftarrow$ cards $[R]$.
- (f) $[D \rightarrow R]$ F T'S.
- (g) $[R \rightarrow T]$ DUAHF w'w F'wY.
- (h) $[T \rightarrow \delta]$ DUAHF w'w F'PT.

6. $[D \rightarrow R]$ **h. h. h.**

- (a) $[D \rightarrow R]$ TVTG'wJ q' F4wJ.
- (b) $[D]$ cards $\rightarrow [R]$.
- (c) $[R \rightarrow T]$ TVTG'wJ q'.
- (d) $[T \rightarrow \delta]$ TVTG'wJ q'.
- (e) $[D] \leftarrow$ cards $[R]$.
- (f) $[D \rightarrow R]$ F T'S.
- (g) $[R \rightarrow T]$ TVTG'wJ q' F'wY.
- (h) $[T \rightarrow \delta]$ TVTG'wJ q' F'PT.

7. $[D \rightarrow R]$ **h. h. h.**

- (a) $[D \rightarrow R]$ O'wJF HGF F4wJ.
- (b) $[D]$ cards $\rightarrow [R]$.
- (c) $[R \rightarrow T]$ O'wJF HGF.
- (d) $[T \rightarrow \delta]$ O'wJF HGF.
- (e) $[D] \leftarrow$ cards $[R]$.
- (f) $[D \rightarrow R]$ F T'S.
- (g) $[R \rightarrow T]$ O'wJF HGF F'wY.
- (h) $[T \rightarrow \delta]$ O'wJF HGF F'PT.

8. $[D \rightarrow R]$ ከሕሰብ.

- (a) $[D \rightarrow R]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (b) $[D]$ cards $\rightarrow [R]$.
- (c) $[R \rightarrow T]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (d) $[T \rightarrow \text{ኃ}]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (e) $[D] \leftarrow \text{cards } [R]$.
- (f) $[D \rightarrow R]$ ት ጥያቄ.
- (g) $[R \rightarrow T]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (h) $[T \rightarrow \text{ኃ}]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.

9. ጥንቃቄ ሂሳብ.

- (a) $[D \rightarrow R]$ ለወሰደ ጥንቃቄ ሂሳብ?
- (b) $[R \rightarrow D]$ ii, ፀ ጥንቃቄ ሂሳብ.

(c) $[D]$ Cards \downarrow .

- (d) $[D \rightarrow R]$ ይህ, ለወሰደ ጥንቃቄ ሂሳብ?
- (e) $[R \rightarrow D]$ ii, ለወሰደ ጥንቃቄ ሂሳብ.

10. $[D \rightarrow R]$ ከሕሰብ.

- (a) $[D \rightarrow R]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (b) $[D]$ cards $\rightarrow [R]$.
- (c) $[R \rightarrow T]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (d) $[T \rightarrow \text{ኃ}]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (e) $[D] \leftarrow \text{cards } [R]$.
- (f) $[D \rightarrow R]$ ይህ.
- (g) $[R \rightarrow T]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (h) $[T \rightarrow \text{ኃ}]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.

Set 2

1. $[D \rightarrow R]$ ከሕሰብ.

- (a) $[D \rightarrow R]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (b) $[D]$ cards $\rightarrow [R]$.
- (c) $[R \rightarrow T]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (d) $[T \rightarrow \text{ኃ}]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (e) $[D] \leftarrow \text{cards } [R]$.
- (f) $[D \rightarrow R]$ ይህ.
- (g) $[R \rightarrow T]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (h) $[T \rightarrow \text{ኃ}]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.

2. ጥንቃቄ ሂሳብ.

- (a) $[D \rightarrow R]$ ለወሰደ ጥንቃቄ ሂሳብ?
- (b) $[R \rightarrow D]$ ii, ፀ ጥንቃቄ ሂሳብ.
- (c) $[D]$ Cards \downarrow .
- (d) $[D \rightarrow R]$ ይህ, ለወሰደ ጥንቃቄ ሂሳብ?
- (e) $[R \rightarrow D]$ ለወሰደ ጥንቃቄ ሂሳብ.

3. $[D \rightarrow R]$ ከሕሰብ.

- (a) $[D \rightarrow R]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (b) $[D]$ cards $\rightarrow [R]$.
- (c) $[R \rightarrow T]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (d) $[T \rightarrow \text{ኃ}]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (e) $[D] \leftarrow \text{cards } [R]$.
- (f) $[D \rightarrow R]$ ት ጥያቄ.
- (g) $[R \rightarrow T]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
- (h) $[T \rightarrow \text{ኃ}]$ ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.

4. $[D \rightarrow R]$ ከሕሰብ.

- (a) $[D \rightarrow R]$ ጥንቃቄ ሂሳብ?

(b) $[D]$ cards $\rightarrow [R]$.

- (c) $[R \rightarrow T]$ ጥንቃቄ ሂሳብ?
- (d) $[T \rightarrow \text{ኃ}]$ ጥንቃቄ ሂሳብ?
- (e) $[D] \leftarrow \text{cards } [R]$.
- (f) $[D \rightarrow R]$ ት ጥያቄ.
- (g) $[R \rightarrow T]$ ጥንቃቄ ሂሳብ?
- (h) $[T \rightarrow \text{ኃ}]$ ጥንቃቄ ሂሳብ?

5. ይህ ሊገኝ ይችላል.

- (a) $[D \rightarrow R]$ ለወሰደ ይህ ሊገኝ ይችላል?
- (b) $[R \rightarrow D]$ ii, ፀ ይህ ሊገኝ ይችላል.
- (c) $[D]$ Cards \downarrow .
- (d) $[D \rightarrow R]$ ይህ, ለወሰደ ይህ ሊገኝ ይችላል?
- (e) $[R \rightarrow D]$ ለወሰደ ይህ ሊገኝ ይችላል.

6. ጥንቃቄ ሂሳብ.

- (a) $[D \rightarrow R]$ ለወሰደ ጥንቃቄ ሂሳብ?
- (b) $[R \rightarrow D]$ ii, ፀ ጥንቃቄ ሂሳብ.
- (c) $[D]$ Cards \downarrow .
- (d) $[D \rightarrow R]$ ይህ, ለወሰደ ጥንቃቄ ሂሳብ?
- (e) $[R \rightarrow D]$ ii, ለወሰደ ጥንቃቄ ሂሳብ.

7. ሊገኝ ይችላል.

- (a) $[D \rightarrow R]$ ለወሰደ ጥንቃቄ ሂሳብ?
- (b) $[R \rightarrow D]$ ፀ ጥንቃቄ ሂሳብ?

8. ሊገኝ ይችላል.

- (a) $[D \rightarrow R]$ ለወሰደ ሊገኝ ይችላል?
- (b) $[R \rightarrow D]$ ii, ፀ ሊገኝ ይችላል.
- (c) $[D]$ Cards \downarrow .
- (d) $[D \rightarrow R]$ ይህ, ለወሰደ ሊገኝ ይችላል?
- (e) $[R \rightarrow D]$ ii, ለወሰደ ሊገኝ ይችላል.

9. **ዐይዘቱ ራታላችሁ።**

- $[D \rightarrow R]$ ADDA O'LLI Gee ?
- $[R \rightarrow D]$ ii, Θ O'LLI Gee .
- $[D]$ Cards \downarrow .
- $[D \rightarrow R]$ IG , SAY ADA DUGH O'ADA HO FAT ?
- $[R \rightarrow D]$ SAY L DUGH O'ADA HO FAT .

10. LGhF Sα∅.

- (a) $[D \rightarrow R]$ ለ D ላይ ለ G ስለሚገኝ ስላለው?
- (b) $[R \rightarrow D]$ ስላለው ስለሚገኝ ስላለው?
- (c) $[D]$ ስላለው ስላለው?
- (d) $[D \rightarrow R]$ ስላለው ስላለው ስላለው ስላለው?
- (e) $[R \rightarrow D]$ ስላለው ስላለው ስላለው ስላለው?

Set 3

1. [D→R] ስህ ዐጩል DAG ሲሆን?

- (a) [D→R] DLGHf DBΘ LGHf UJ A DAGJf.

2. 0ΛS YC.

- (a) $[D \rightarrow R]$ အသံကွဲများကို ဖော်ပြပါ။
 (b) $[R \rightarrow D]$ ဖြစ်နိုင်သည့် အသံကွဲများကို ဖော်ပြပါ။

3. [D→R] $\S V$ $\mathcal{O}^{\text{nd}} \mathcal{I}$ $\text{DAG} \mathcal{I} \mathcal{I}$?

- (a) [D→R] DUAhF DBΘ ሆኖታል ባለ DAgJታል.

4. [D→R] $\mathbb{S}V$ 0% \mathbb{D} DAG \mathbb{J} ?

- (a) [D→R] ማህዝብ ውስጥ ያለውን ልዩነት ያሳያል።

5. LGH ဖွဲ့စည်းပုံ

- (a) $[D \rightarrow R]$ ሕገ D ላይ R ያለበት ሆኖ ማረጋገጥ?
- (b) $[R \rightarrow D]$ ሕገ R ላይ D ያለበት ሆኖ ማረጋገጥ.
- (c) $[D]$ Cards \downarrow .
- (d) $[D \rightarrow R]$ የሕግ D ላይ R ያለበት ሆኖ ማረጋገጥ የቀጥታ?
- (e) $[R \rightarrow D]$ ሕገ R ላይ D ያለበት ሆኖ ማረጋገጥ የቀጥታ.

6. $[D \rightarrow R]$ $\S V$ $O^\circ\partial J$ $DA\mathbb{G}J^\circ$?

- (a) [D→R] ማሳዘን ይፀና ይረዳል ማልላን ህግን ይገልጻል.

7. [D→R] §V ၵၵၵ ၵၵၵ?

- (a) [D→R] ማለፍ ይቻላል ለጊዜው ለሌሎች ሳይሆን፡

8. [D→R] \mathfrak{SV} $\mathcal{O}^{\text{ad}}\mathcal{I}$ $\text{DAG}\mathcal{I}\mathfrak{v}$?

- (a) [D→R] D^UAhI^{*} DBΘ T^VTG[~]ၵၵ O^oၵ DAG[~]ၵၵ.

9. [D→R] §V ၵၵၵ ၵၵၵ?

- (a) [D→R] DLGHF DBΘ JEtF Jd LAGJt.

10. TVTGᄡᆞᆯ ᄢᄫᆞᆯ.

- (a) [D→R] ሕጋዊ ፕላንብ ይኖራል?
- (b) [R→D] ii, ፀ ፕላንብ ይኖራል.
- (c) [D] Cards ↓.
- (d) [D→R] ዲጂታል ኦፕሬሽን የተስተካከለ?
- (e) [R→D] የጥያቄው ኦፕሬሽን የተስተካከለ.

Set 4

1. [D→R] ያህ ዐጩን ወርሷል?

- (a) [D→R] ማለቱን ያሳያል።

2. EtF O ω .

- (a) $[D \rightarrow R]$ $\text{A}D\text{a}\text{O}$ EtF $\text{O}'\text{a}$?
- (b) $[R \rightarrow D]$ ii, O EtF $\text{O}'\text{a}$.
- (c) $[D]$ Cards \downarrow .
- (d) $[D \rightarrow R]$ IG , $\text{O}\text{a}\text{y}\text{a}$ $\text{O}'\text{a}\text{y}\text{F}$ Jd FaT ?
- (e) $[R \rightarrow D]$ $\text{O}\text{a}\text{y}\text{a}$ L $\text{O}'\text{a}\text{y}\text{F}$ Jd yaT .

3. LGH ୦୯୦A୩ H୮୭୩.

- (a) $[D \rightarrow R]$ မှာ D နှင့် R ၏ ဖြစ်နိုင်ချေရှိသည့် အခြေအနေအထားများကို ဖော်ပြပါ။
- (b) $[R \rightarrow D]$ မှာ D နှင့် R ၏ ဖြစ်နိုင်ချေရှိသည့် အခြေအနေအထားများကို ဖော်ပြပါ။

4. [D→R] የV ሐሳብ ሊለግግ?

- (a) [D→R] DHAhF DBQ ၂၀၂၂ ဝယ် လာခဲ့ပါတယ်။

5. **ᐅᐅᐅ ᐅᐅᐅ.**

- (a) $[D \rightarrow R] \models D \supset A \text{ UAhf } \varphi \Theta$?
 (b) $[R \rightarrow D] \models \Theta \sqsubset \text{UAhf } \varphi \Theta \text{ wY}$.

6. [D→R] ስህተት ወይስ ትክክል?

- (a) [D→R] O'h.18 DhBΘ O'U.18 Sω DhAG.18.

7. လတ်ပူဝေ့.

- (a) $[D \rightarrow R]$ ልዩነት ሆኖታል?
 (b) $[R \rightarrow D]$ ስኬት ሆኖታል?
 (c) $[D]$ ከጥቅም ላይ ይውላል?
 (d) $[D \rightarrow R]$ ለጥቅም ላይ ይውላል?
 (e) $[R \rightarrow D]$ ለጥቅም ላይ ይውላል?

8. [D→R] §V Ꭰፃፅ፡፻ DhaGaa?

- (a) [D→R] DhUAhf DhBΘ Etf Jδ DhAGJϕ.

9. $[D \rightarrow R]$ $\$V$ ዐጫ ዘላጪታት?
 (a) $[D \rightarrow R]$ ፓሂቶ ዘኮፀ ፕላፕራሚ ሃር ዘላጪታት.
 (a) $[D \rightarrow R]$ ልዕል ዐረቢያ ልዕ?
 (b) $[R \rightarrow D]$ ፀ ሊ ዐረቢያ ልዕ ሕሃ.
10. ዩቲዩ ህግጋ.

Set 5

1. $[D \rightarrow R]$ $\$V$ ዐጫ ዘላጪታት?
 (a) $[D \rightarrow R]$ ዘሊጪቶ ዘኮፀ ደቲቶ ራቲዕ ዘላጪታት.
2. $[D \rightarrow R]$ $\$V$ ፓፀሚ ሊላጪታት?
 (a) $[D \rightarrow R]$ ዘሊጪቶ ዘኮፀ ዘሊጪቶ ዐክልላ ኩፀ ሊላጪታት.
3. $[D \rightarrow R]$ $\$V$ ዐጫ ዘላጪታት?
 (a) $[D \rightarrow R]$ ዐክሊያ ዘኮፀ ህላኮ ባፀ ዘላጪታት.
4. $[D \rightarrow R]$ $\$V$ ፓፀሚ ሊላጪታት?
 (a) $[D \rightarrow R]$ ዐክሊያ ዘኮፀ ዘላጪታት ደፀ ሊላጪታት.
5. $[D \rightarrow R]$ $\$V$ ፓፀሚ ሊላጪታት?
 (a) $[D \rightarrow R]$ ዘህላኮ ዘኮፀ ፓላፕራሚ ባፀ ሊላጪታት.
6. $[D \rightarrow R]$ $\$V$ ዐጫ ዘላጪታት?
 (a) $[D \rightarrow R]$ ፓሂቶ ዘኮፀ ዘሊጪቶ ዐጫላ ክፀ ዘላጪታት.
7. $[D \rightarrow R]$ $\$V$ ፓፀሚ ሊላጪታት?
 (a) $[D \rightarrow R]$ ዘሊጪቶ ዘኮፀ ፓሊያ ልዕ ሊላጪታት.
8. $[D \rightarrow R]$ $\$V$ ፓፀሚ ሊላጪታት?
 (a) $[D \rightarrow R]$ ዘህላኮ ዘኮፀ ዘሊጪቶ ቶፖ ሊላጪታት.
9. $[D \rightarrow R]$ $\$V$ ፓፀሚ ሊላጪታት?
 (a) $[D \rightarrow R]$ ዘሊጪቶ ዘኮፀ ዘላፕራሚ ህጪ ሊላጪታት.
10. $[D \rightarrow R]$ $\$V$ ፓፀሚ ሊላጪታት?
 (a) $[D \rightarrow R]$ ዘሊጪቶ ዘኮፀ ዘሊጪቶ ክፀ ሊላጪታት.

Set 6

1. $[D \rightarrow R]$ $\$V$ ፓፀሚ ሊላጪታት?
 (a) $[D \rightarrow R]$ ፓሂቶ ዘኮፀ ሊጪቶ ፓልላ ዐፅ ሊላጪታት.
2. ህህ, ደፀ, ህግጋ, ባፀ.
 (a) $[D \rightarrow R]$ ህህ ሕቶ ደፀ ቶፕ.
 (b) ✓ ህህ, ✓ ደፀ.
3. $[D \rightarrow R]$ $\$V$ ፓፀሚ ሊላጪታት?
 (a) $[D \rightarrow R]$ ዐክሊያ ዘኮፀ ዘላጪቶ ህህ ሊላጪታት.
4. ራቲዕ, ህጪ, ዐፅ, ልዕ.
 (a) $[D \rightarrow R]$ ራቲዕ ሕቶ ህጪ ቶፕ.
 (b) ✓ ራቲዕ, ✓ ህጪ.
5. ኩፀ, ክፀ, ህግጋ, ፓፀ.
 (a) $[D \rightarrow R]$ ኩፀ ሕቶ ህግጋ ቶፕ.
 (b) ✓ ኩፀ, ✓ ህግጋ.
6. ኩፀ, ቶፖ, ዐፅ, ፓፀ.
 (a) $[D \rightarrow R]$ ኩፀ ሕቶ ቶፖ ቶፕ.
 (b) ✓ ኩፀ, ✓ ቶፖ.
7. ሃር, ህጪ, ዐፅ, ባፀ.
 (a) $[D \rightarrow R]$ ሃር ሕቶ ዐፅ ቶፕ.
 (b) ✓ ሃር, ✓ ዐፅ.
8. ራቲዕ, ደፀ, ህግጋ, ልዕ.
 (a) $[D \rightarrow R]$ ህግጋ ሕቶ ደፀ ቶፕ.
 (b) ✓ ደፀ, ✓ ህግጋ.
9. ህህ, ክፀ, ህግጋ, ልዕ.
 (a) $[D \rightarrow R]$ ህህ ሕቶ ህግጋ ቶፕ.
 (b) ✓ ህህ, ✓ ህግጋ.
10. ኩፀ, ህጪ, ዐፅ, ባፀ.
 (a) $[D \rightarrow R]$ ዐፅ ሕቶ ህጪ ቶፕ.
 (b) ✓ ህጪ, ✓ ዐፅ.

Set 7

1. ለህይወት፣ ተግባራት፣ ዓላማ፣ ገቢ።
 - (a) $[D \rightarrow R]$ ዓላማ ህይወት ገቢ የተገኘበት.
 - (b) ✓ ዓላማ፣ ✓ ገቢ.
2. ህይወት፣ ወርሃ፣ ህይወት፣ ዓላማ።
 - (a) $[D \rightarrow R]$ ህይወት ህይወት ወርሃ የተገኘበት.
 - (b) ✓ ወርሃ፣ ✓ ህይወት.
3. ህይወት፣ ህይወት፣ ዓላማ፣ ህይወት።
 - (a) $[D \rightarrow R]$ ዓላማ ህይወት ህይወት የተገኘበት.
 - (b) ✓ ዓላማ፣ ✓ ህይወት.
4. ህይወት፣ ህይወት፣ ህይወት፣ ገቢ።
 - (a) $[D \rightarrow R]$ ህይወት ህይወት ህይወት የተገኘበት.
 - (b) ✗ ህይወት.
5. ህይወት፣ ተግባራት፣ ህይወት፣ ህይወት።
 - (a) $[D \rightarrow R]$ ህይወት ህይወት ህይወት የተገኘበት.
 - (b) ✓ ህይወት፣ ✓ ህይወት.
6. ህይወት፣ ህይወት፣ ዓላማ፣ ዓላማ።
 - (a) $[D \rightarrow R]$ ህይወት ህይወት ህይወት የተገኘበት.
 - (b) ✗ ህይወት.
7. ህይወት፣ ወርሃ፣ ህይወት፣ ገቢ።
 - (a) $[D \rightarrow R]$ ህይወት ህይወት ህይወት የተገኘበት.
 - (b) ✗ ህይወት.
8. ህይወት፣ ወርሃ፣ ዓላማ፣ ዓላማ።
 - (a) $[D \rightarrow R]$ ህይወት ህይወት ህይወት የተገኘበት.
 - (b) ✗ ወርሃ.
9. ህይወት፣ ህይወት፣ ህይወት፣ ገቢ።
 - (a) $[D \rightarrow R]$ ህይወት ህይወት ህይወት የተገኘበት.
 - (b) ✗ ህይወት.
10. ህይወት፣ ህይወት፣ ዓላማ፣ ህይወት።
 - (a) $[D \rightarrow R]$ ዓላማ ህይወት ህይወት የተገኘበት.
 - (b) ✗ ህይወት.

Set 8

1. ህይወት፣ ተግባራት፣ ህይወት፣ ዓላማ።
 - (a) $[D \rightarrow R]$ ህይወት ህይወት ህይወት የተገኘበት.
 - (b) ✗ ህይወት.
2. ህይወት፣ ህይወት፣ ዓላማ፣ ገቢ።
 - (a) $[D \rightarrow R]$ ዓላማ ህይወት ህይወት የተገኘበት.
 - (b) ✗ ህይወት.
3. ህይወት፣ ህይወት፣ ህይወት፣ ህይወት።
 - (a) $[D \rightarrow R]$ ህይወት ህይወት ህይወት የተገኘበት.
 - (b) ✗ ህይወት.
4. ህይወት፣ ወርሃ፣ ዓላማ፣ ገቢ።
 - (a) $[D \rightarrow R]$ ዓላማ ህይወት ህይወት የተገኘበት.
 - (b) ✗ ወርሃ.
5. ህይወት፣ ተግባራት፣ ህይወት፣ ህይወት።
 - (a) $[D \rightarrow R]$ ህይወት ህይወት ህይወት የተገኘበት.
 - (b) ✗ ህይወት.
6. ህይወት፣ ህይወት፣ ዓላማ፣ ዓላማ።
 - (a) $[D \rightarrow R]$ ህይወት ህይወት ህይወት የተገኘበት.
 - (b) ✗ ህይወት.
7. ህይወት፣ ወርሃ፣ ህይወት፣ ገቢ።
 - (a) $[D \rightarrow R]$ ህይወት ህይወት ህይወት የተገኘበት.
 - (b) $[R \rightarrow D]$ ii, ህይወት ህይወት ህይወት የተገኘበት.
 - (c) $[D]$ Cards ↓.
 - (d) $[D \rightarrow R]$ ህይወት፣ ህይወት ህይወት ህይወት የተገኘበት?
 - (e) $[R \rightarrow D]$ ii, ህይወት ህይወት ህይወት ህይወት የተገኘበት.
8. ህይወት፣ ተግባራት፣ ዓላማ፣ ዓላማ።
 - (a) $[D \rightarrow R]$ ዓላማ ህይወት ህይወት የተገኘበት.
 - (b) ✗ ዓላማ.

DAVAT 21

WFOA UAAIT DSGETA

SCHMET DSW&T (Grammar)

☞ Remember that it is through the exercises in the lesson material that you will learn how to understand and speak Cherokee, not by memorizing rules and word parts.

Cherokee word ordering works differently than English word ordering. In simple sentences the subject of the sentence comes first, followed by the object and its modifiers, and finally by the verb and its modifiers. This results in what is called a “subject-object-verb” word order. This can be seen in the following example:

- “ROVh DΘ DAGA.”
 - “Tony, a deer, he sees it.”
 - “Tony sees a deer.”

Placing the subject after the verb is also possible, yielding “object-verb-subject”, as in the following example:

- “DΘ DAGA TTD.”
 - “A deer, she sees it, Barbara.”
 - “Barbara sees a deer.”

In addition, adjectives, such as colors, while normally placed before nouns, will sometimes be used after them as in the following two examples:

- “ROVh DY&f DΘ DAGA.”
 - “Anthony, a red deer, he sees it.”
 - “Anthony sees a red deer.”
- “TTD DΘ DY&f DAGA.”
 - “Barbara, a deer, a red one, she sees it.”
 - “Barbara sees a red deer.”

Because Cherokee is very flexible about word ordering many speakers will sometimes rearrange sentences to emphasize something by saying that part first.

☞ As you work through the exercises Cherokee word ordering will become second nature and not something you normally will need to think about.

IA& (Read them)

This lesson introduces O'S&f “He wants him, it.” The following shows O'S&f combined with the bound pronouns you have learned so far:

ᠢᠠᠨᠠᠭᠤᠨ [ji²ya²du²li³ha] “I want him.”

ᠳᠡᠰᠡᠭᠡ [a¹gwa²du²li³ha] “I want it.”

ᠰᠢᠠᠨᠠᠭᠤᠨ [ga²ji²ya²du²li³ha] “I want them-animate.”

ᠯᠤᠰᠡᠭᠡ [da¹gwa²du²li³ha] “I want them-inanimate.”

ᠳᠡᠰᠡᠭᠡ [a¹gwa²du²li³ha] “He wants me.”

ᠡᠳᠡᠰᠡᠭᠡ [gv¹gwa²du²li³ha] “They want me.”

ᠣᠰᠡᠭᠡ [u¹du²li³ha] “He wants him, it.”

ᠰᠰᠡᠭᠡ [du¹du²li³ha] “He wants them.”

ᠠᠨᠠᠭᠤᠨ [hi²ya²du²li³ha] “You want him.”

ᠭᠡᠰᠡᠭᠡ [ja²du²li³ha] “You want it.”

ᠰᠢᠠᠨᠠᠭᠤᠨ [ga²hi²ya²du²li³ha] “You want them-animate.”

ᠰᠭᠡᠰᠡᠭᠡ [de²ja²du²li³ha] “You want them-inanimate.”

ᠭᠡᠰᠡᠭᠡ [ja²du²li³ha] “He wants you.”

ᠢᠭᠡᠰᠡᠭᠡ [ge²ja²du²li³ha] “They want you.”

ᠣᠨᠠᠭᠤᠨ [u¹na²du²li³ha] “They want him, it.”

ᠰᠣᠰᠡᠭᠡ [du¹na²du²li³ha] “They want them.”

Additional vocabulary used in the following exercises.

ᠳᠠᠵ, ᠳᠠᠣ [a²se³hno, a²se³hnv] “But.”

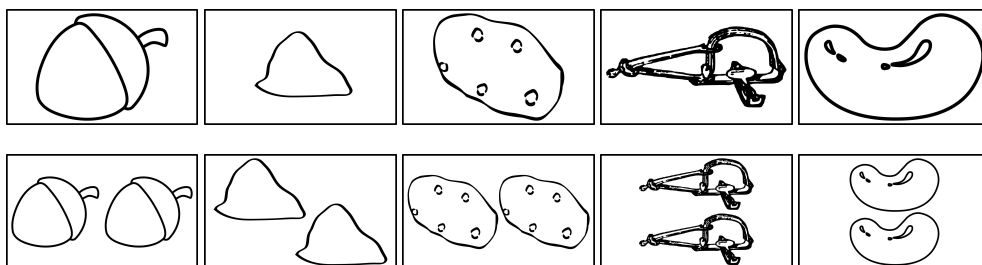
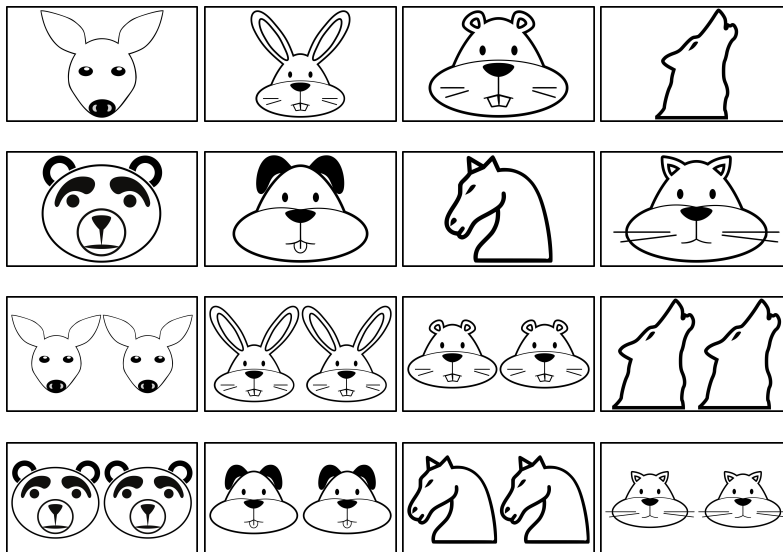
ᠭᠠᠰᠢᠭᠡᠯᠣ [ga²sgi²lo] “A table or a chair.”

ᠰᠠ [ga³go²] “Who?”

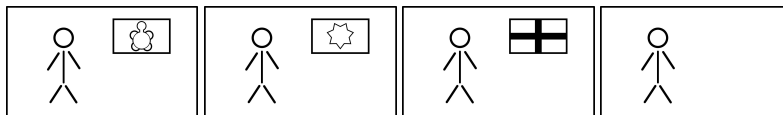
ᠵᠰᠠᠭᠠᠰᠢᠭᠡᠯᠣ [di²ga²sgi²lo] “Tables. Chairs.”

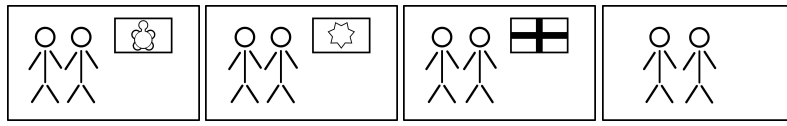
ᠠᠨᠠᠭᠤᠨ (Do them)

You will need to reuse the following white cards from the previous chapter.

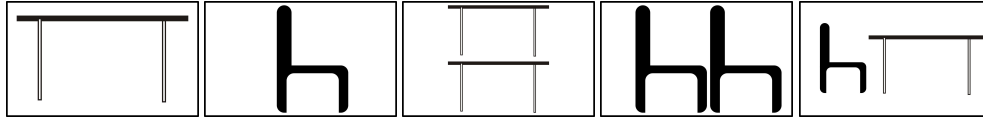


You will need to reuse the following people index cards:





You will need to add the following index cards:



Label each one on the reverse as follows: **ᏌᏉᏍᏉ**, **ᏌᏉᏍᏉ**, **ᏌᏉᏍᏉ**, **ᏌᏉᏍᏉ**, **ᏌᏉᏍᏉ**.

Divide up into groups of two to seven.

Groups

For each group the first person is designated “D”. The second person is designated “R”. Any remaining people are grouped together and are designated “T”. After each set, rotate positions so that “D” becomes the “R”, the “R” becomes one of the “T” and one of the “T” becomes the “D”.

☞ *Keep rotating until everyone has been in position “D”, starting over with the first set of challenges as needed.*

☞ *The “D” responses should be read from the book. The “R” responses should be done without reading the book. The “D” person should help as needed.*

Each challenge-response should be done as in the following examples:

1. ᏌᏉ, ᏌᏉᏍᏉ ᏌᏉ, ᏌᏉᏍᏉ, ᏌᏉ ᏌᏉ.

“D” places a single bear card, a two cat card, a single trap card, and a two acorn card in front of “R”.

- (a) [D] ᏌᏉ ᏌᏉᏍᏉ.

“D” says: I want acorns.

- (b) [R] ᏌᏉᏍᏉ ᏌᏉᏍᏉ?

“R” confirms: You want acorns?

- (c) [D] ii.

“D” says: Yes.

- (d) [R] ᏌᏉ, ᏌᏉ → [D]

“R” says: Alright. Hands “D” the acorns card.

- (e) [R] ᏌᏉ ᏌᏉᏍᏉ.

“R” says: You have acorns.

2. ᏌᏉ, ᏌᏉᏍᏉ ᏌᏉ, ᏌᏉᏍᏉ(ᏌᏉ), ᏌᏉ ᏌᏉᏍᏉ, → ᏌᏉᏍᏉ.

“D” places a single dog card, a two bear card, a single chair card, a two trap card, and a two Cherokee card in front of “R”.

- (a) [D] ᏌᏉ ᏌᏉᏍᏉ.

“D” points at the Cherokee card and says: They want bears.

- (b) [R] ᏌᏉᏍᏉ ᏌᏉᏍᏉ?

“R” confirms: They want bears?

- (c) [D] ii.

“D” says: Yes.

- (d) [R] ᏌᏉ, ᏌᏉ → ᏌᏉᏍᏉ

“R” says: Alright. Places bears with Cherokee.

- (e) [R] ᏌᏉ ᏌᏉᏍᏉ.

“R” says: They have bears.

3. UGF , DhWf YC , $\text{SodYG}(\text{ } \text{ })$, $\text{Wf JSoYG}(\text{ } \text{ } \text{ })$, $\rightarrow \text{DYFb}$.
 “D” places a single squirrel card, a two dog card, a single table card, a two table card, and a two English card in front of “R”.
 - (a) [D] qO O'Sf .
 “D” points at the English card and says: He/she wants a potato.
 - (b) [R] DfZ L qO adY .
 “R” says: But I don't have a potato.
4. Ud UGF , DhWf DQ .
 “D” places a single squirrel card and a two deer card in front of themselves.
 - (a) [D] AD Ud UGF . AD DhWf DQ .
 “D” points at the squirrel card and says: This is one squirrel.
 “D” points at the deer card and says: These are two deer.
 - (b) [D] SA GSf ?
 “D” says: Who wants you? (Who one wants you?).
 - (c) [R] O Ud UGF DTSf .
 “R” says: That one squirrel wants me.
5. Ud DBQ , DhWf DhBQ .
 “D” places a single person card and a two people card in front of themselves.
 - (a) [D] AD Ud DBQ . AD DhWf DhBQ .
 “D” points at the one person card and says: This is one person.
 “D” points at the two person card and says: These are two people.
 - (b) [D] SA fGSf ?
 “D” says: Who wants you? (Who they wants you?).
 - (c) [R] O DhWf DhBQ ETSf .
 “R” says: Those two people want me.

Someone Alone

Add one pretend study partner and follow the instructions for Groups.

☞ Use an index card and hide the “R” responses when reading the “D” challenges. Until you know the exercises steps, you will have to periodically check the “R” responses before doing them while they are covered.

☞ Remember to speak and act the responses out!

Sets

☞ Take a short break if needed after every two to three sets.

Set 1

1. YC , DhWf IrS , Sd , $\text{Wf JSoYG}(\text{ } \text{ })$.
 - (a) [D] DQ fHdSf .
 - (b) [R] DfZ L DQ adLYd .
 - (c) [D] DhBQ SdSf .
 - (d) [R] DhBQd SdSf .
 - (e) [R] DhBQ Shd .
2. DBQ , DhWf DhBQ , Oad , Wf Oad , $\rightarrow \text{DhBQdT}$.
 - (a) [D] DhBQ SdSf .
 - (b) [R] DhBQd SdSf .
 - (c) [D] ii.
 - (d) [R] fG , $\text{DhBQ} \rightarrow \text{DhBQdT}$.
3. Ud fO , DhWf YC .
 - (a) [D] AD Ud fO . AD DhWf YC .
 - (b) [D] SA fGSf ?
 - (c) [R] O DhWf YC ETSf .
4. Gad , DhWf adY , $\text{SodYG}(\text{ } \text{ })$, Wf JHJ .
 - (a) [D] UGf fHdSf .
 - (b) [R] DfZ L UGf adLYd .

- (b) [R] $D4Z \perp$ S is false .
4. $\text{If } H, \text{ then } D \text{ is true, } S \text{ is false} (\perp), \text{ and } J \text{ is false} (\perp),$
 $\rightarrow D \text{ is false.}$
- (a) [D] $J \text{ is false}$.
 (b) [R] $J \text{ is false}$
 (c) [D] ii.
 (d) [R] $I, J \rightarrow D \text{ is false}$
 (e) [R] $J \text{ is false}$.
5. $\text{If } H, \text{ then } D \text{ is false, } S, \text{ and } W \text{ is false, } \rightarrow DB \text{ is true.}$
- (a) [D] $D \text{ is false}$.
 (b) [R] $D \text{ is false}$
 (c) [D] ii.
 (d) [R] $I, D \rightarrow DB \text{ is true}$
 (e) [R] $D \text{ is false}$.
6. $H \text{ is true, } D \text{ is true.}$
- (a) [D] $\text{If } H \text{ is true, } D \text{ is true.}$

- (b) [D] $S \text{ is false?}$
 (c) [R] $H \text{ is true, } D \text{ is false.}$
7. $H, D, \text{ then } H, \text{ then } H, \text{ then } W, \text{ and } J \text{ is false} (\perp),$
 $\rightarrow DB \text{ is true.}$
- (a) [D] $J \text{ is false}$.
 (b) [R] $J \text{ is false}$
 (c) [D] ii.
 (d) [R] $I, J \rightarrow DB \text{ is true}$
 (e) [R] $J \text{ is false}$.
8. $D, \text{ then } D, \text{ then } H, \text{ then } O, \text{ and } W, \rightarrow DG \text{ is true.}$
- (a) [D] $H \text{ is false}$.
 (b) [R] $H \text{ is false}$
 (c) [D] ii.
 (d) [R] $I, H \rightarrow DG \text{ is true}$
 (e) [R] $H \text{ is false}$.

Set 4

1. $H \text{ is true, } D, \text{ then } H.$
- (a) [D] $\text{If } H \text{ is true, } D. \text{ If } D \text{ is true, } H.$
 (b) [D] $S \text{ is false?}$
 (c) [R] $H \text{ is true, } D \text{ is false.}$
2. $DB, \text{ then } D, \text{ then } S, \text{ then } J \text{ is false} (\perp), \text{ and } J \text{ is false} (\perp),$
 $\rightarrow D \text{ is false.}$
- (a) [D] $J \text{ is false}$.
 (b) [R] $D4Z \perp J \text{ is false}$.
3. $H, \text{ then } D, \text{ then } H, \text{ then } J, \text{ and } W \text{ is true, } \rightarrow DB \text{ is true.}$
- (a) [D] $H \text{ is false}$.
 (b) [R] $H \text{ is false}$
 (c) [D] ii.
 (d) [R] $I, H \rightarrow DB \text{ is true}$
 (e) [R] $H \text{ is false}$.
4. $H, \text{ then } D, \text{ then } H, \text{ then } S, \text{ then } O, \text{ and } W, \rightarrow DG \text{ is true.}$
- (a) [D] $H \text{ is false}$.
- (b) [R] $D4Z \perp H \text{ is false}$.
5. $H, \text{ then } D, \text{ then } S, \text{ and } W, \rightarrow D \text{ is false.}$
- (a) [D] $H \text{ is false}$.
 (b) [R] $D4Z \perp H \text{ is false}$.
6. $H, \text{ then } D, \text{ then } D, \text{ then } S, \text{ then } J \text{ is false} (\perp), \text{ and } J \text{ is false} (\perp),$
 $\rightarrow D \text{ is false.}$
- (a) [D] $S \text{ is false}$.
 (b) [R] $D4Z \perp S \text{ is false}$.
7. $H, \text{ then } D, \text{ then } S, \text{ then } H, \text{ and } W, \rightarrow D \text{ is true.}$
- (a) [D] $D \text{ is false}$.
 (b) [R] $D4Z \perp D \text{ is false}$.
8. $H, \text{ then } D, \text{ then } S, \text{ then } J \text{ is false} (\perp), \text{ and } J \text{ is false} (\perp),$
 $\rightarrow D \text{ is false.}$
- (a) [D] $H \text{ is false}$.
 (b) [R] $D4Z \perp H \text{ is false}$.

Set 5

1. $S, \text{ then } D, \text{ then } S, \text{ then } J, \text{ and } W, \rightarrow DB \text{ is true.}$
- (a) [D] $DB \text{ is false}$.
 (b) [R] $D4Z \perp DB \text{ is false}$.
2. $H, \text{ then } D, \text{ then } H, \text{ then } H, \text{ and } W, \rightarrow DB \text{ is true.}$
- (a) [D] $H \text{ is false}$.
 (b) [R] $D4Z \perp H \text{ is false}$.

3. $\text{In}\text{S}, \text{DhWf } \text{f}\text{f}, \text{S}\text{S}\text{G}(\text{ } \sqcap \text{ }), \text{Wf } \text{O}\text{w}, \rightarrow \text{DGWY}.$
 - (a) [D] SSG OSf .
 - (b) [R] SSG OSf ?
 - (c) [D] ii.
 - (d) [R] $\text{f}\text{f}, \text{S}\text{S}\text{G} \rightarrow \text{DGWY}$
 - (e) [R] SSG Of .
4. $\text{G}\text{f}\text{w}, \text{DhWf } \text{In}\text{S}, \text{O}\text{w}, \text{Wf } \text{J}\text{S}\text{S}\text{G}(\text{ } \sqcap \text{ } \sqcap \text{ }), \rightarrow \text{DYfB}.$
 - (a) [D] ff OSf .
 - (b) [R] DfZ L ff wf .
5. $\text{H}\text{Gf}, \text{DhWf } \text{DhB}\text{O}, \text{S}\text{S}\text{G}(\text{ } \sqcap \text{ }), \text{Wf } \text{J}\text{f}, \rightarrow \text{DGWY}.$
 - (a) [D] SSG OSf .
 - (b) [R] SSG OSf ?
 - (c) [D] ii.
 - (d) [R] $\text{f}\text{f}, \text{S}\text{S}\text{G} \rightarrow \text{DGWY}$
6. $\text{G}\text{f}\text{w}, \text{DhWf } \text{H}\text{Gf}, \text{H}\text{f}\text{J}, \text{Wf } \text{J}\text{S}\text{S}\text{G}(\text{ } \sqcap \text{ } \sqcap \text{ }).$
 - (a) [D] SS DSf .
 - (b) [R] DfZ L SS wf .
7. $\text{H}\text{f}, \text{DhWf } \text{H}\text{f}, \text{O}\text{w}, \text{Wf } \text{J}\text{S}\text{S}\text{G}(\text{ } \sqcap \text{ } \sqcap \text{ }), \rightarrow \text{DB}\text{O}\text{wT}.$
 - (a) [D] Ow OSf .
 - (b) [R] Ow OSf ?
 - (c) [D] ii.
 - (d) [R] $\text{f}\text{f}, \text{O}\text{w} \rightarrow \text{DB}\text{O}\text{wT}$
 - (e) [R] Ow Of .
8. $\text{H}\text{O}, \text{DhWf } \text{G}\text{f}\text{w}, \text{O}\text{w}, \text{Wf } \text{J}\text{S}\text{S}\text{G}(\text{ } \sqcap \text{ } \sqcap \text{ }).$
 - (a) [D] HO DSf .
 - (b) [R] DfZ L HO wf .

Set 6

1. $\text{f}\text{f}, \text{DhWf } \text{H}\text{O}, \text{S}\text{S}, \text{Wf } \text{S}\text{S}.$
 - (a) [D] ff $\text{H}\text{O}\text{S}\text{f}$.
 - (b) [R] ff $\text{H}\text{O}\text{S}\text{f}$?
 - (c) [D] ii.
 - (d) [R] $\text{f}\text{f}, \text{f}\text{f} \rightarrow [\text{D}]$
 - (e) [R] ff GOf .
2. $\text{DB}\text{O}, \text{DhWf } \text{In}\text{S}, \text{S}\text{S}\text{G}(\text{ } \sqcap \text{ }), \text{Wf } \text{J}\text{S}\text{S}\text{G}(\text{ } \sqcap \text{ } \sqcap \text{ }).$
 - (a) [D] Jf DSf .
 - (b) [R] DfZ L Jf wf .
3. $\text{YC}, \text{DhWf } \text{YC}, \text{H}\text{f}\text{J}, \text{Wf } \text{O}\text{w}.$
 - (a) [D] YC $\text{H}\text{O}\text{S}\text{f}$.
 - (b) [R] YC $\text{H}\text{O}\text{S}\text{f}$?
 - (c) [D] ii.
 - (d) [R] $\text{f}\text{f}, \text{YC} \rightarrow [\text{D}]$
 - (e) [R] YC GOf .
4. $\text{D}\text{O}, \text{DhWf } \text{D}\text{O}, \text{J}\text{f}, \text{Wf } \text{J}\text{H}\text{f}\text{J}, \rightarrow \text{DhGWY}.$
 - (a) [D] DO OSf .
 - (b) [R] DO OSf ?
 - (c) [D] ii.
 - (d) [R] $\text{f}\text{f}, \text{D}\text{O} \rightarrow \text{DhGWY}$
 - (e) [R] DO $\text{O}\text{h}\text{O}\text{f}$.
5. $\text{D}\text{O}, \text{DhWf } \text{G}\text{f}\text{w}, \text{H}\text{O}, \text{Wf } \text{J}\text{f}.$
 - (a) [D] DO $\text{H}\text{O}\text{S}\text{f}$.
 - (b) [R] DO $\text{H}\text{O}\text{S}\text{f}$?
 - (c) [D] ii.
 - (d) [R] $\text{f}\text{f}, \text{D}\text{O} \rightarrow \text{DhB}\text{O}\text{wT}$
 - (e) [R] ff $\text{O}\text{h}\text{O}\text{f}$.
6. $\text{YC}, \text{DhWf } \text{DhB}\text{O}, \text{S}\text{S}\text{G}(\text{ } \sqcap \text{ }), \text{Wf } \text{J}\text{S}\text{S}\text{G}(\text{ } \sqcap \text{ } \sqcap \text{ }), \rightarrow \text{DhYfB}.$
 - (a) [D] YC OSf .
 - (b) [R] YC OSf ?
 - (c) [D] ii.
 - (d) [R] $\text{f}\text{f}, \text{YC} \rightarrow \text{DhYfB}$
 - (e) [R] YC $\text{O}\text{h}\text{O}\text{f}$.
7. $\text{YC}, \text{DhWf } \text{In}\text{S}, \text{O}\text{w}, \text{Wf } \text{S}\text{S}, \rightarrow \text{DYfB}.$
 - (a) [D] HO SSf .
 - (b) [R] DfZ L HO wf .
8. $\text{f}\text{f}, \text{DhWf } \text{YC}, \text{S}\text{S}\text{G}(\text{ } \sqcap \text{ }), \text{Wf } \text{J}\text{S}\text{S}\text{G}(\text{ } \sqcap \text{ } \sqcap \text{ }), \rightarrow \text{DhB}\text{O}\text{wT}.$
 - (a) [D] ff OSf .
 - (b) [R] ff OSf ?
 - (c) [D] ii.
 - (d) [R] $\text{f}\text{f}, \text{f}\text{f} \rightarrow \text{DhB}\text{O}\text{wT}$
 - (e) [R] ff $\text{O}\text{h}\text{O}\text{f}$.

Set 7

1. ለየዘ, $DhWp$ ለየዘ, $ፍጻሜ(\neg)$, Wp $ገፍጻሜ(\neg \neg)$, $\rightarrow DGWY$.
 - (a) [D] ተግባር ስላለው.
 - (b) [R] $D4Z$ ለ ተግባር ምላሽ.
 - (c) [D] $q \rightarrow p$ ስላለው.
 - (d) [R] $p \rightarrow q$ ስላለው.
2. ለየዘ, $DhWp$ ለየዘ, q , Wp q , $\rightarrow DhBq$.
 - (a) [D] $q \rightarrow p$ ስላለው.
 - (b) [R] $q \rightarrow p$ ስላለው?
 - (c) [D] ii.
 - (d) [R] $p \rightarrow q$ ስላለው.
 - (e) [R] $q \rightarrow p$ ስላለው.
3. Ir , $DhWp$ YC , U , Wp $ፍጻሜ(\neg \neg)$, $\rightarrow DBq$.
 - (a) [D] DhB ስላለው.
 - (b) [R] $D4Z$ ለ DhB ምላሽ.
4. UG , $DhWp$ ተግባር, S , Wp $ገፍጻሜ(\neg \neg)$, $\rightarrow DGWY$.
 - (a) [D] $S \rightarrow p$ ስላለው.
 - (b) [R] $S \rightarrow p$ ስላለው?
 - (c) [D] ii.
- (d) [R] $p \rightarrow q$, $S \rightarrow p$ ስላለው.
- (e) [R] $S \rightarrow p$ ስላለው.

Set 8

1. YC , $DhWp$ ለየዘ, S , Wp q .
 - (a) [D] UG ስላለው.
 - (b) [R] $D4Z$ ለ UG ምላሽ.
2. h , $DhWp$ h , U , Wp $ገፍጻሜ(\neg \neg)$.
 - (a) [D] $S \rightarrow p$ ስላለው.
 - (b) [R] $D4Z$ ለ S ምላሽ.
3. Ir , $DhWp$ UG , q , Wp S .
 - (a) [D] UG ስላለው.
 - (b) [R] UG ስላለው?
 - (c) [D] ii.
 - (d) [R] $p \rightarrow q$, $UG \rightarrow [D]$
 - (e) [R] UG ስላለው.
4. ተግባር, $DhWp$ UG , O , Wp O .
 - (a) [D] J ስላለው.
 - (b) [R] $D4Z$ ለ J ምላሽ.
5. Ir , $DhWp$ DhB , O , Wp $ፍጻሜ(\neg \neg)$.
 - (a) [D] DhB ስላለው.
 - (b) [R] DhB ስላለው?
 - (c) [D] ii.
 - (d) [R] $p \rightarrow q$, $DhB \rightarrow [D]$
 - (e) [R] DhB ስላለው.
6. ለየዘ, $DhWp$ ለየዘ, $ፍጻሜ(\neg)$, Wp O , $\rightarrow DGWY$.
 - (a) [D] ተግባር ስላለው.
 - (b) [R] $D4Z$ ለ ተግባር ምላሽ.
7. YC , $DhWp$ h , U , Wp $ፍጻሜ(\neg \neg)$.
 - (a) [D] h ስላለው.
 - (b) [R] h ስላለው?
 - (c) [D] ii.
 - (d) [R] $p \rightarrow q$, $h \rightarrow [D]$
 - (e) [R] h ስላለው.
8. ለየዘ, $DhWp$ YC , J , Wp J , $\rightarrow DhY$.
 - (a) [D] UG ስላለው.
 - (b) [R] $D4Z$ ለ UG ምላሽ.

Set 9

1. $DQ, DhWF \ DQ, \text{ ክፍላሃር } (_), \text{ ወደ ላዕላዊ, } \rightarrow DBQ\omega T.$
 - (a) [D] $S\omega$ $SS\omega$.
 - (b) [R] $D4Z$ L $S\omega$ $\omega LY\omega$.
2. $\omega Y, DhWF \ \omega Y, \text{ ሀላፊ, ወደ ላዕላዊ, } \rightarrow DhBQ\omega T.$
 - (a) [D] $DhBQ$ $S\omega S\omega$.
 - (b) [R] $D4Z$ L $DhBQ$ $\omega LY\omega$.
3. $\omega Y, DhWF \ \omega Y, \text{ ክፍላሃር } (_), \text{ ወደ ላዕላዊ } (_ _), \rightarrow DGWY.$
 - (a) [D] $Q\omega$ $SS\omega$.
 - (b) [R] $D4Z$ L $Q\omega$ $\omega LY\omega$.
4. $DBQ, DhWF \ \text{ቶፖ, } Q\omega, \text{ ወደ ላዕላዊ } (_ _), \rightarrow DYFb.$
 - (a) [D] DBQ $O'S\omega$.
 - (b) [R] $DBQ\omega$ $O'S\omega$?
 - (c) [D] ii.
 - (d) [R] $I\omega, DBQ \rightarrow DYFb$
 - (e) [R] DBQ $O'G\omega$.
5. $\omega Q, DhWF \ \omega Q, \text{ ክፍላሃር } (_), \text{ ወደ ላዕላዊ } (_ _), \rightarrow DGWY.$
 - (a) [D] $J\omega$ $SS\omega$.
 - (b) [R] $D4Z$ L $J\omega$ $\omega LY\omega$.
6. $\omega G, DhWF \ \text{ኩፍ, } O\omega, \text{ ወደ ላዕላዊ } (_ _), \rightarrow DBQ\omega T.$
 - (a) [D] ωG $O'S\omega$.
 - (b) [R] $\omega G\omega$ $O'S\omega$?
 - (c) [D] ii.
 - (d) [R] $I\omega, \omega G \rightarrow DBQ\omega T$
 - (e) [R] ωG $O'G\omega$.
7. $\omega Q\omega, DhWF \ YC, \text{ ክፍላሃር } (_), \text{ ወደ } Q\omega.$
 - (a) [D] $Q\omega$ $LIS\omega$.
 - (b) [R] $Q\omega\omega$ $SGS\omega$?
 - (c) [D] ii.
 - (d) [R] $I\omega, Q\omega \rightarrow [D]$
 - (e) [R] $Q\omega$ $SG\omega$.
8. $\omega Y, DhWF \ \omega Y, S\omega, \text{ ወደ } S\omega, \rightarrow DYFb.$
 - (a) [D] ωY $O'S\omega$.
 - (b) [R] $\omega Y\omega$ $O'S\omega$?
 - (c) [D] ii.
 - (d) [R] $I\omega, \omega Y \rightarrow DYFb$
 - (e) [R] ωY $O'G\omega$.

Set 10

1. $\omega Q\omega, DhWF \ DhBQ, \text{ ክፍላሃር } (_), \text{ ወደ } S\omega.$
 - (a) [D] $S\omega$ $LIS\omega$.
 - (b) [R] $S\omega\omega$ $SGS\omega$?
 - (c) [D] ii.
 - (d) [R] $I\omega, S\omega \rightarrow [D]$
 - (e) [R] $S\omega$ $SG\omega$.
2. $\text{ኩፍ, } DhWF \ YC, O\omega, \text{ ወደ } O\omega, \rightarrow DhBQ\omega T.$
 - (a) [D] $O\omega$ $S\omega S\omega$.
 - (b) [R] $O\omega\omega$ $S\omega S\omega$?
 - (c) [D] ii.
 - (d) [R] $I\omega, O\omega \rightarrow DhBQ\omega T$
 - (e) [R] $O\omega$ $Sh\omega$.
3. $\text{ቶፖ, } DhWF \ \omega Q\omega, J\omega, \text{ ወደ } Q\omega.$
 - (a) [D] $Q\omega$ $LIS\omega$.
 - (b) [R] $Q\omega\omega$ $SGS\omega$?
 - (c) [D] ii.
 - (d) [R] $I\omega, Q\omega \rightarrow [D]$
 - (e) [R] $Q\omega$ $SG\omega$.
4. $\omega Q, DhWF \ \text{ኩፍ, ክፍላሃር } (_), \text{ ወደ ላዕላዊ, } \rightarrow DhGWY.$
 - (a) [D] $\text{ላዕላዊ } S\omega S\omega$.
 - (b) [R] $\text{ላዕላዊ } S\omega S\omega$?
 - (c) [D] ii.
 - (d) [R] $I\omega, \text{ላዕላዊ } \rightarrow DhGWY$
 - (e) [R] $\text{ላዕላዊ } Sh\omega$.
5. $YC, DhWF \ YC, Q\omega, \text{ ወደ ላዕላዊ } (_ _).$
 - (a) [D] DQ $Sh\omega S\omega$.
 - (b) [R] $D4Z$ L DQ $\omega LY\omega$.
6. $DQ, DhWF \ \text{ቶፖ, ክፍላሃር } (_), \text{ ወደ } J\omega, \rightarrow DhYFb.$
 - (a) [D] $J\omega$ $S\omega S\omega$.
 - (b) [R] $J\omega\omega$ $S\omega S\omega$?
 - (c) [D] ii.
 - (d) [R] $I\omega, J\omega \rightarrow DhYFb$
 - (e) [R] $J\omega$ $Sh\omega$.

DEWAT 22

WFOA WFLT DSGTOLA

JAFU (Read them)

Q [ka] “Hey now! Enough already! Hey!” *Also used as a greeting to indicate a “Hey!” kind of “Hi!”* **QW** [nu⁴la] “Hurry.”

TQH [i²ya³ni] “Count of animate.”

TS [i²³ga⁴] “Count of inanimate.”

SQYAT [ga²sgi²lv⁴zi] “On a chair or on a table.”

HSU, HSO [ni²ga⁴da, ni²ga⁴dv] “All. Everyone.”

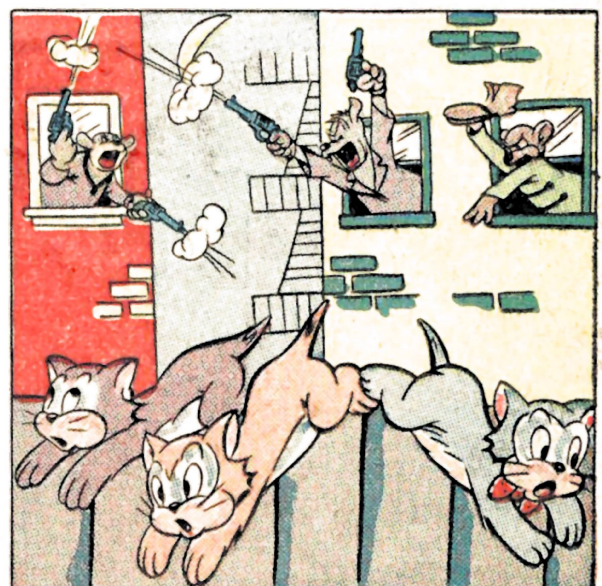
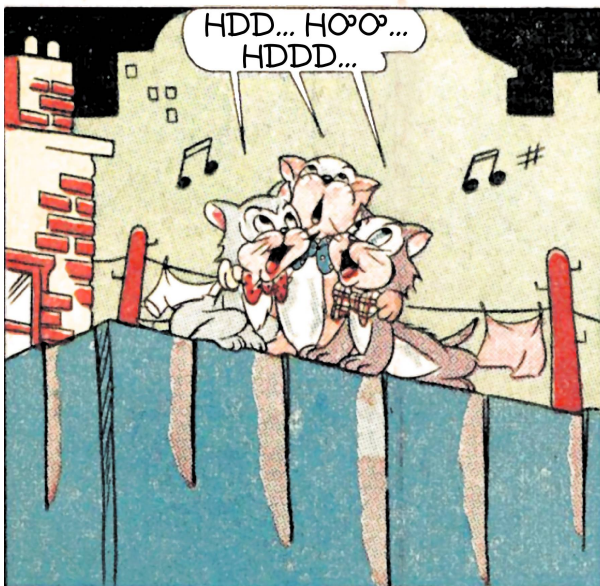
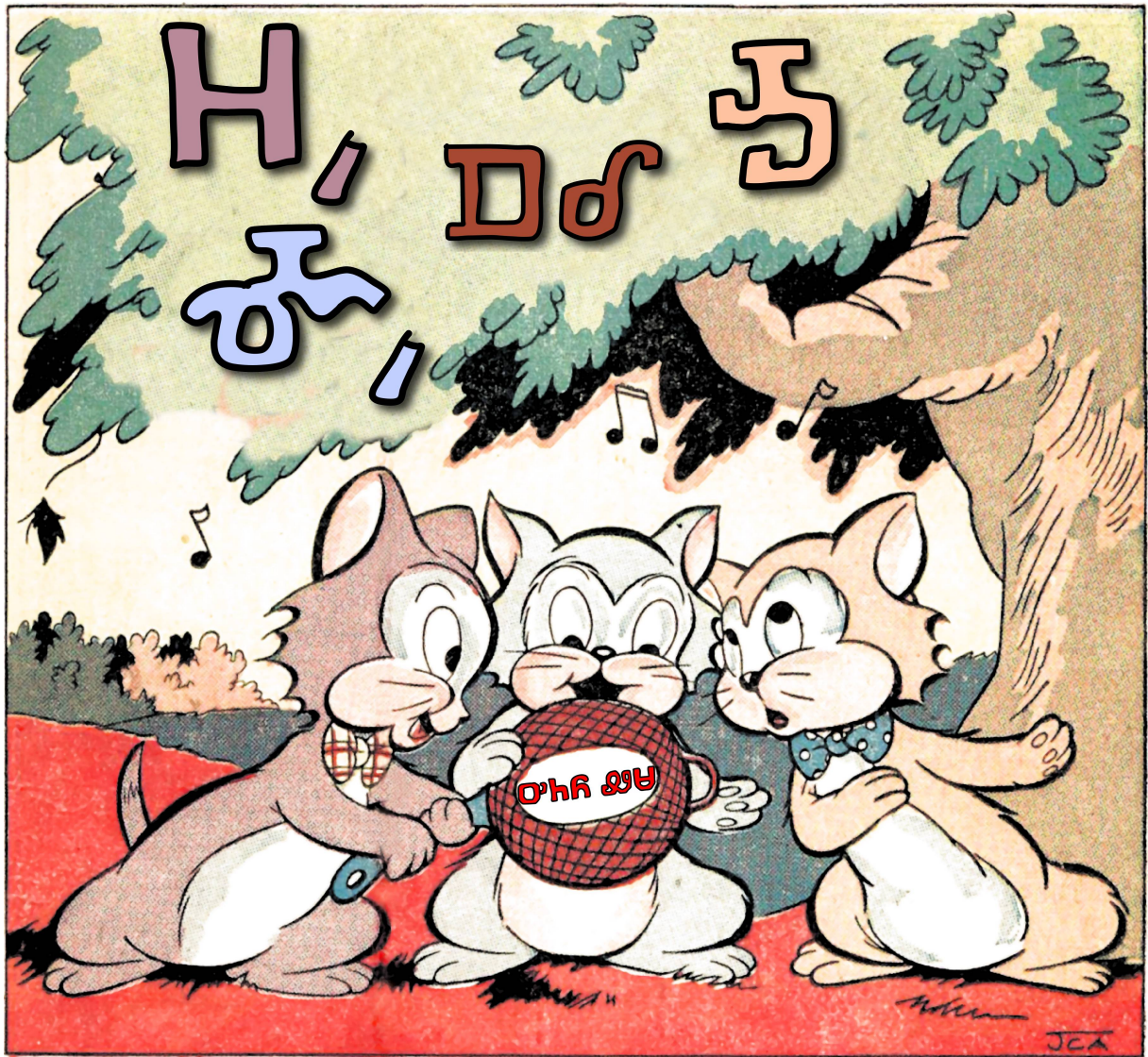
OFUL [ul²su²³hwi²da] “Color.”

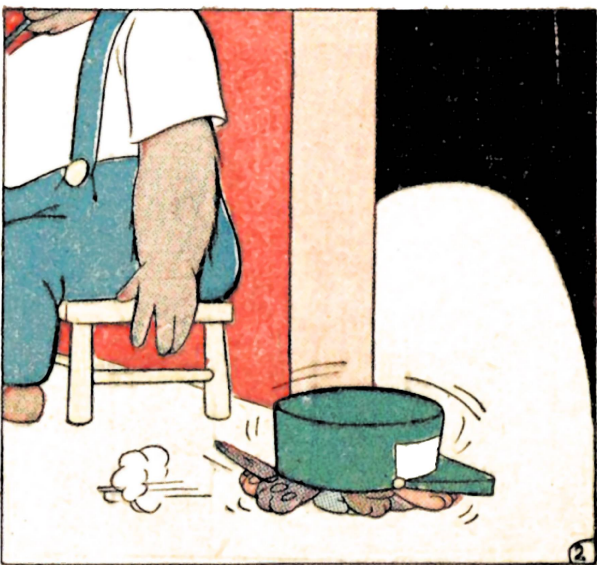
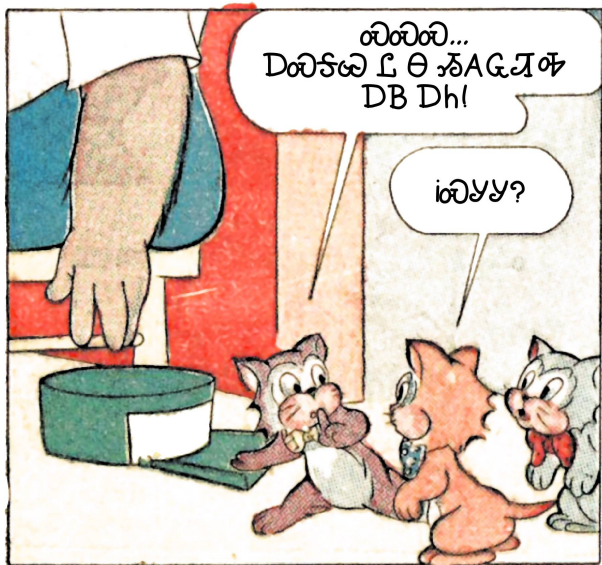
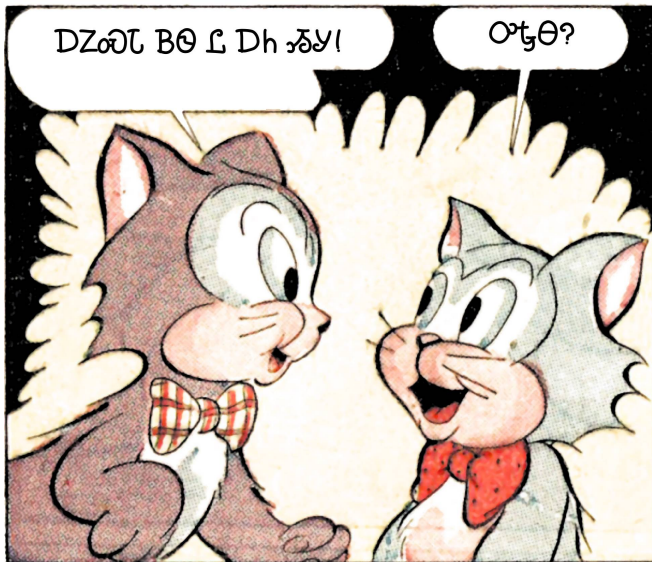
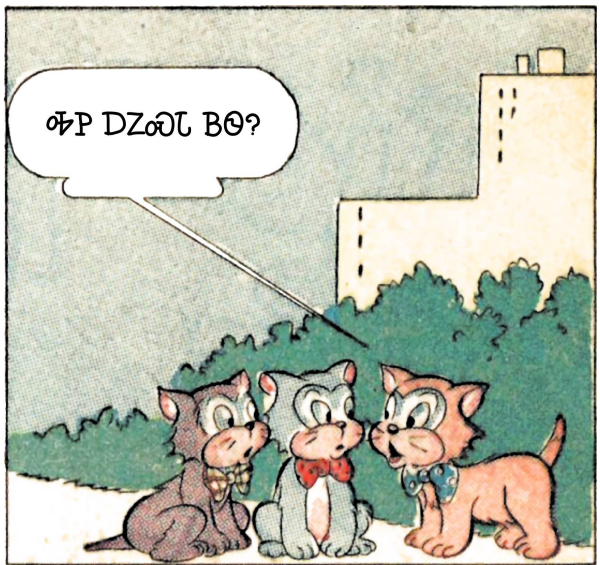
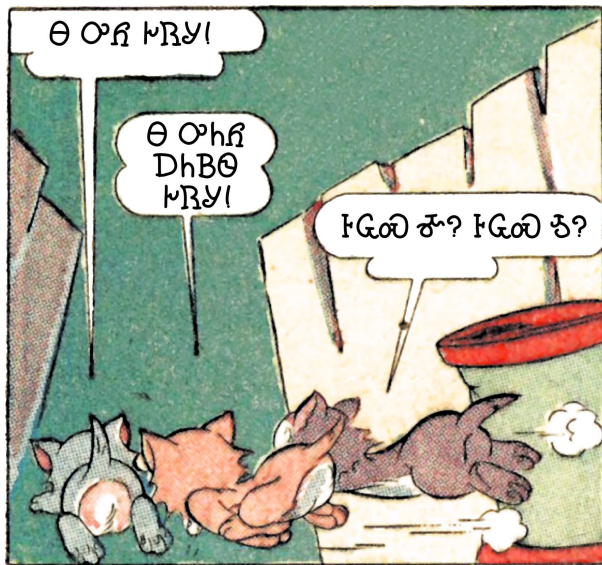
OFUL [u²nal²su²³hwi²da] “Color (them-animate).”

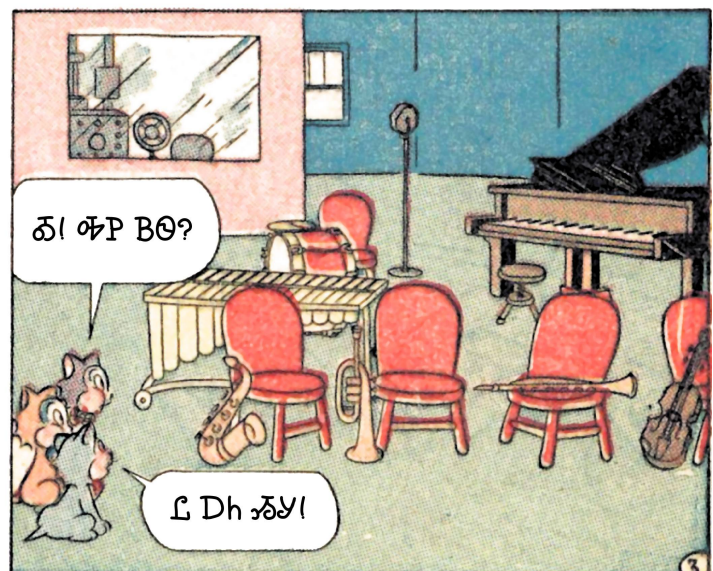
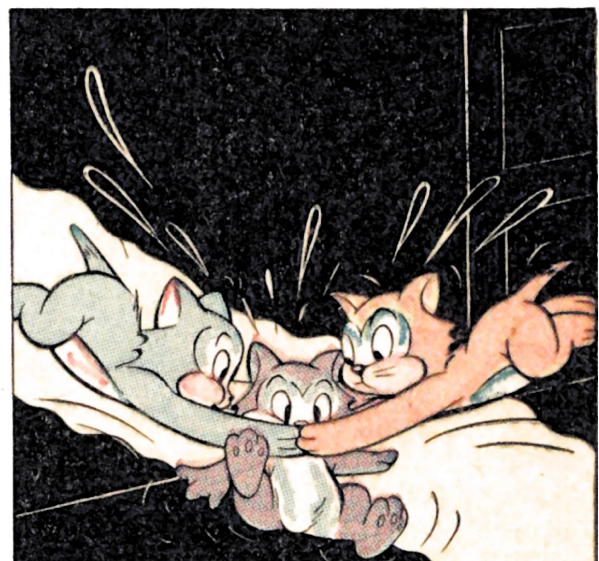
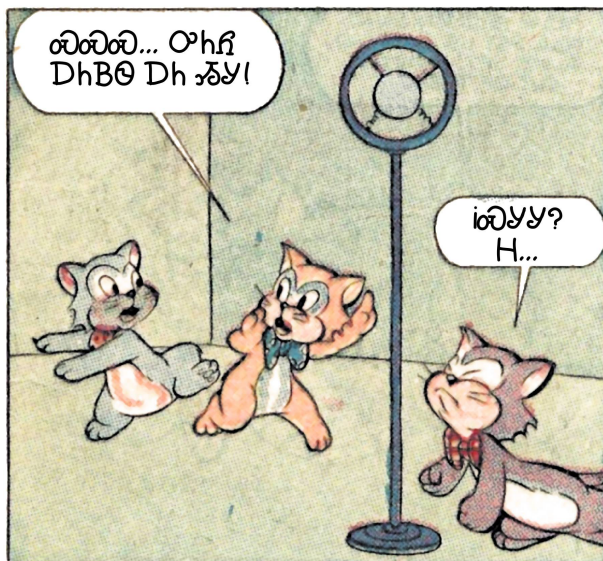
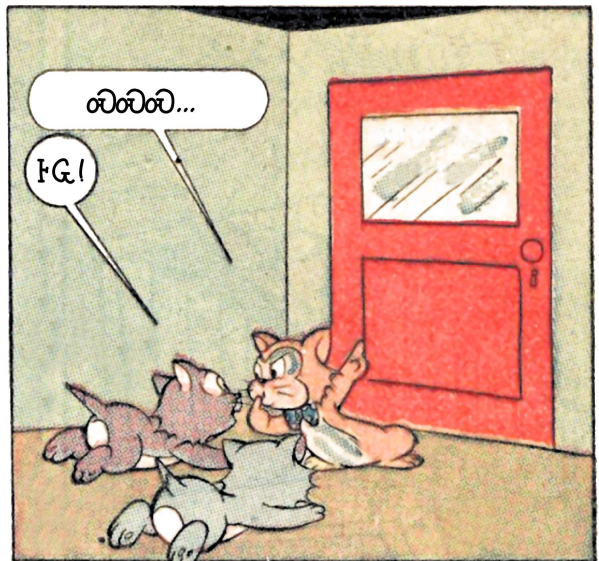
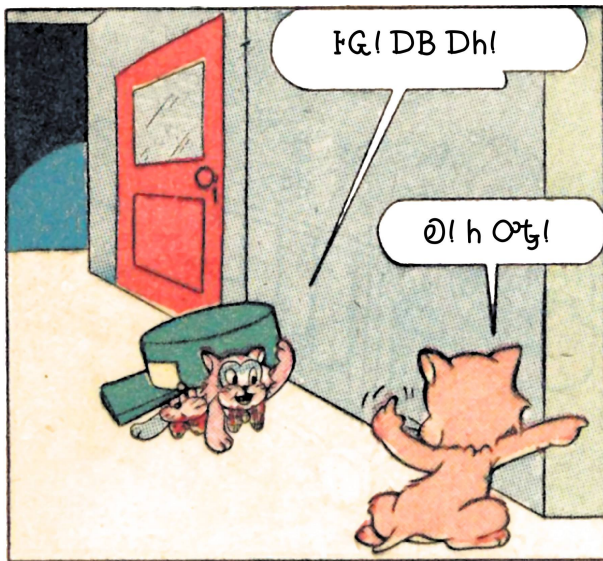
JFUL [jul²su²³hwi²da] “Color (them-inanimate).”

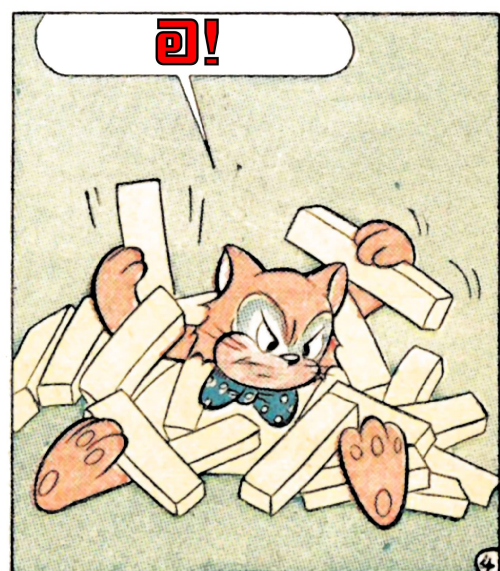
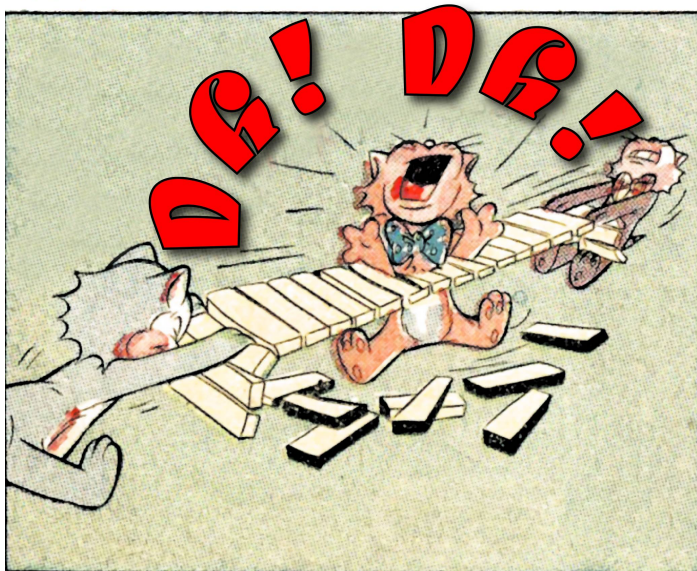
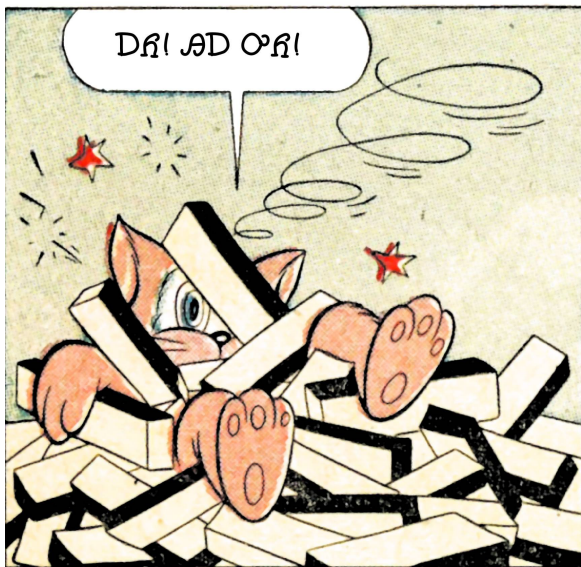
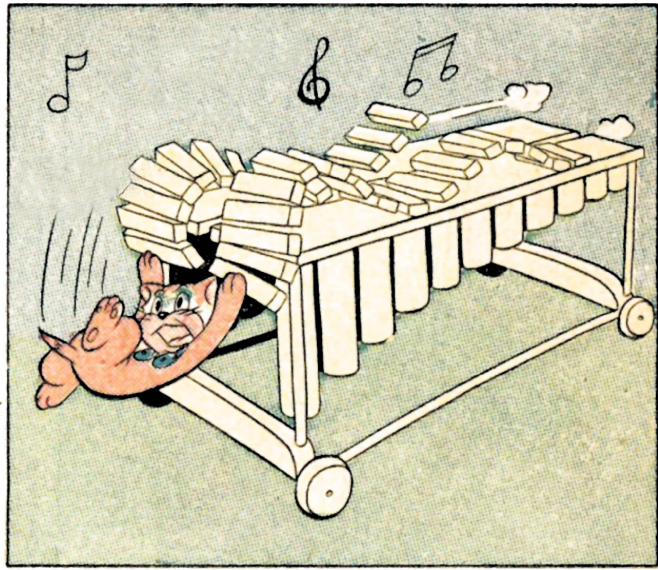
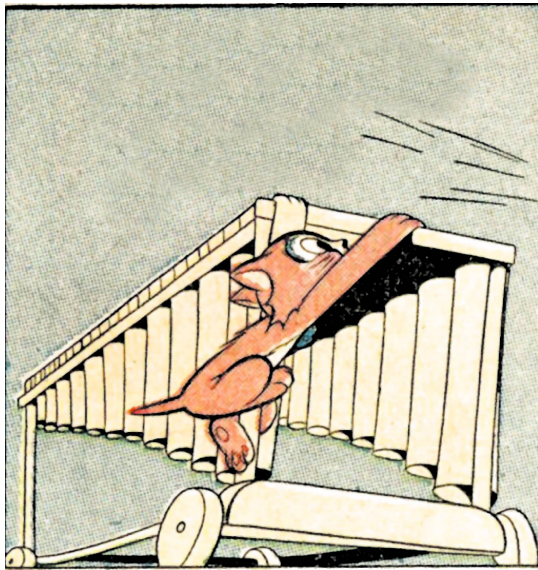
OFUJ AFU (Funny Paper)

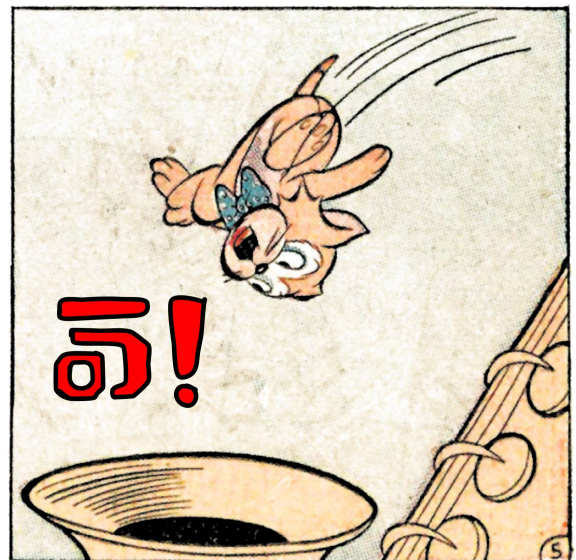
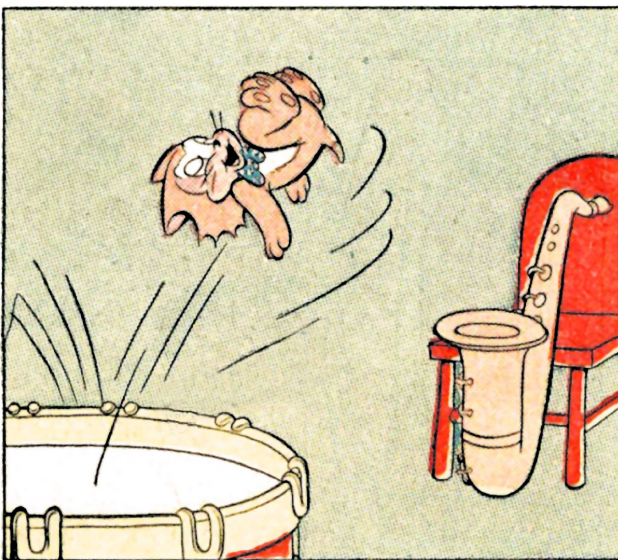
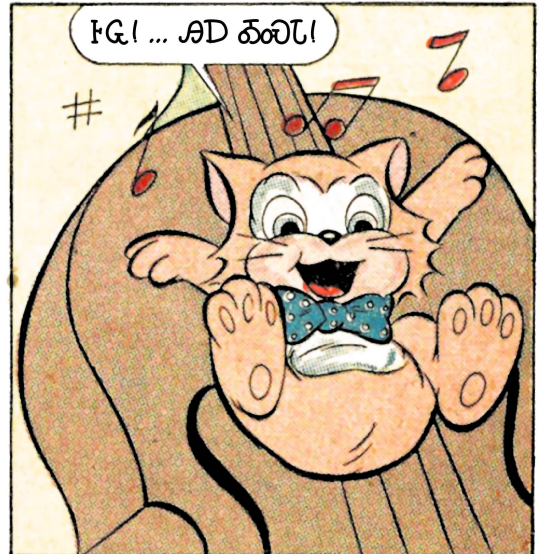
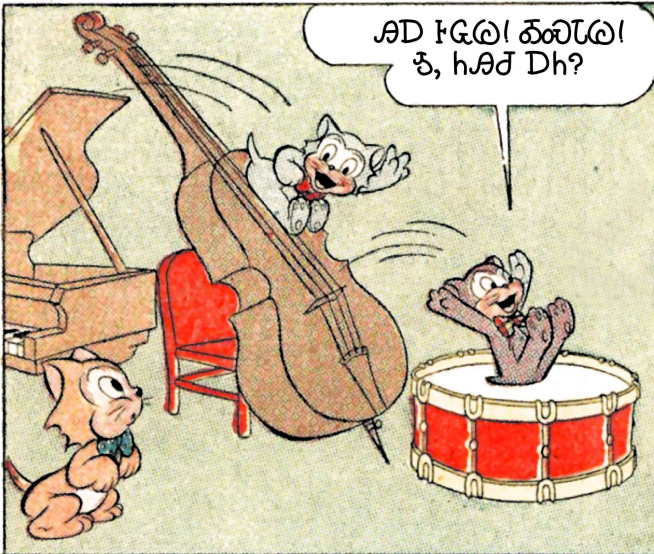
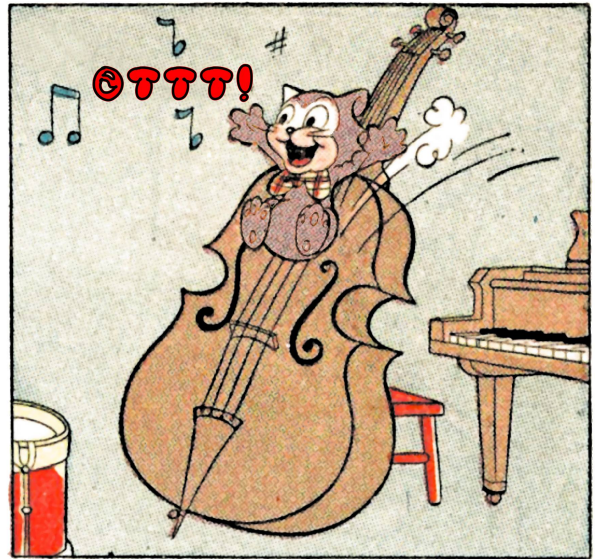
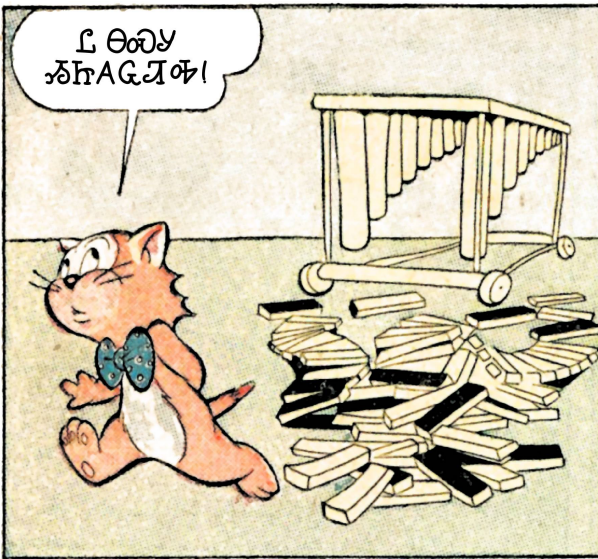
Read the following comic.

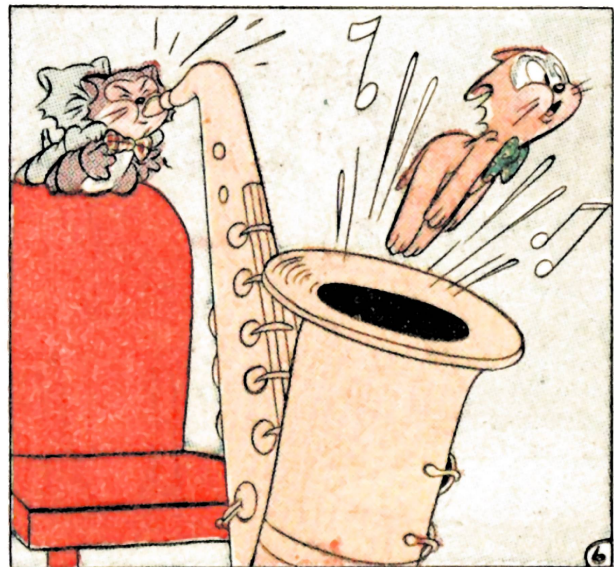
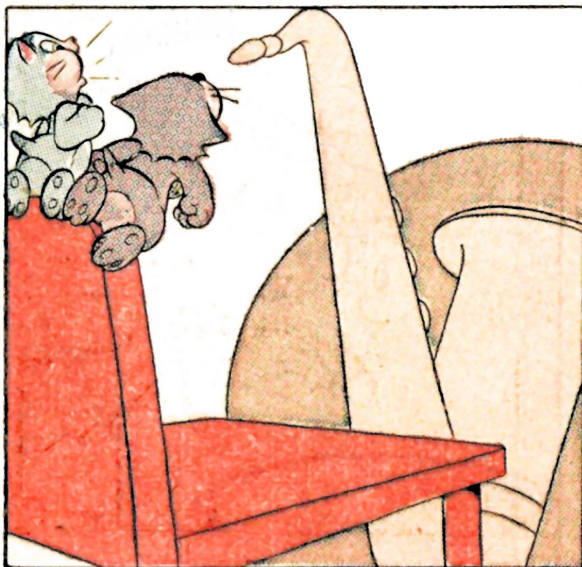
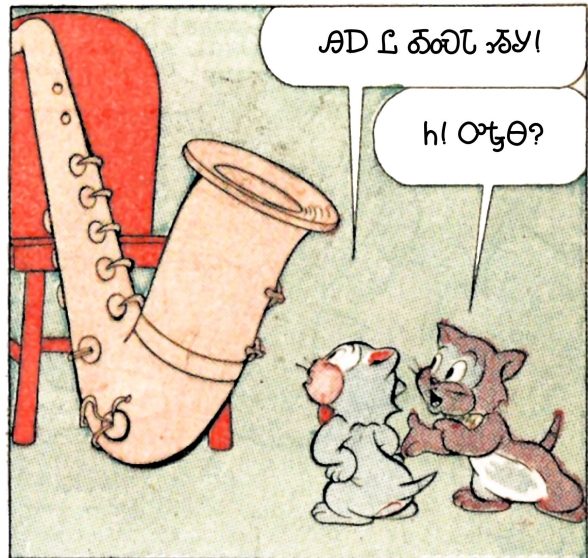
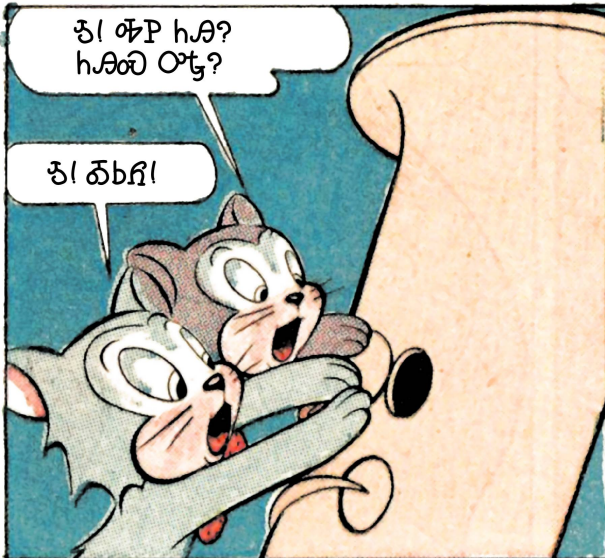


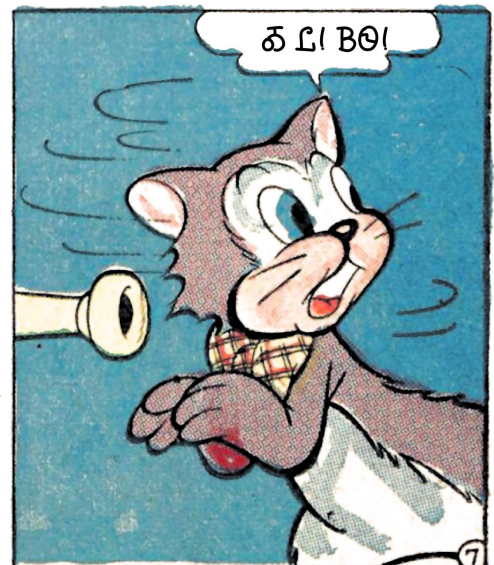
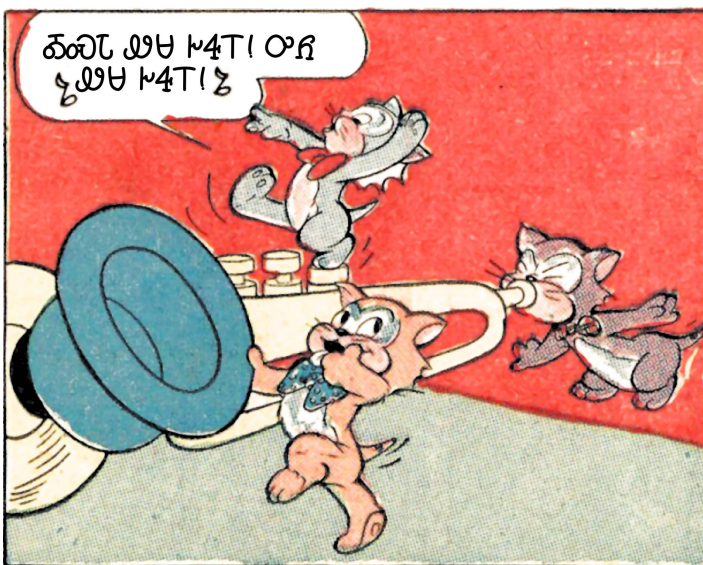
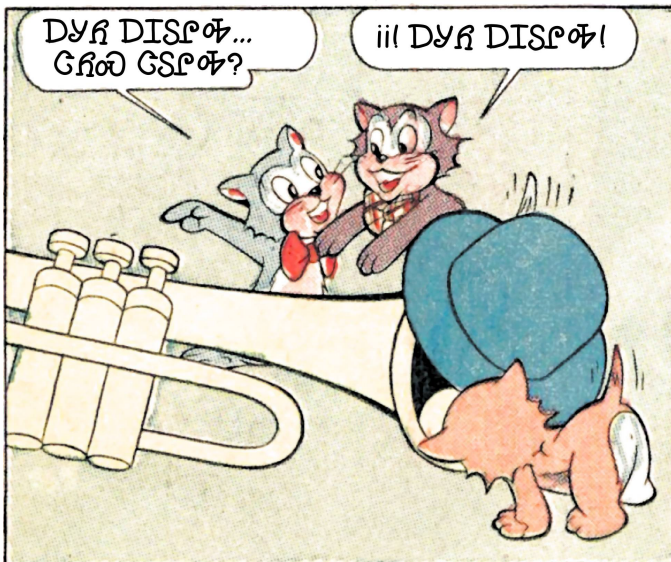
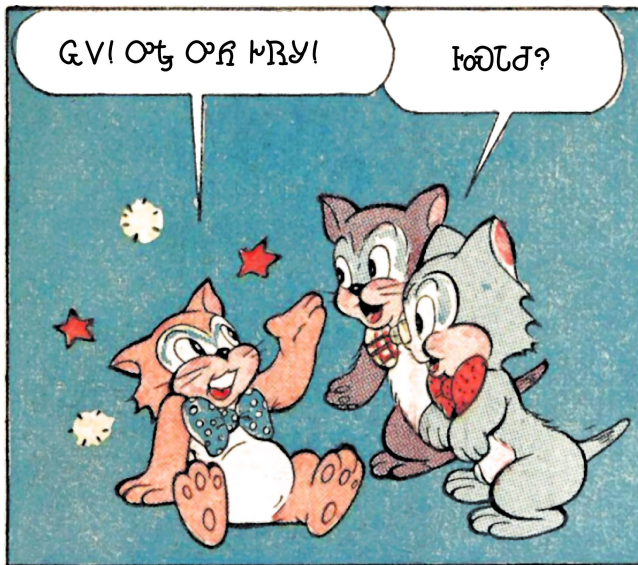












Vocabulary (Write them)

Write out each of the following Cherokee sentences from the comic followed by an English translation. Compare your answers to the answers in the YPB section. *Refer back to the comic as needed to be sure your translation fits the scene the dialogue is taken from.*

GWY

Page 1

ᎠᎩᎨ ᎠᎩᎩ

ᎠᎩᎩ HDD... ᎠᎠᎠ... HDDD...

Page 2

Ꭰ Ꭰ ᎠᎩ ᎠᎩᎩ!

Ꭰ Ꭰ ᎠᎩ ᎠᎩᎩ ᎠᎩᎩ!

Ꭰ ᎠᎩ ᎠᎩ ᎠᎩ ᎠᎩ?

Ꭰ ᎠᎩ ᎠᎩᎩ ᎠᎩ?

Ꭰ ᎠᎩᎩ ᎠᎩ ᎠᎩ ᎠᎩ!

Ꭰ ᎠᎩᎩ?

Ꭰ ᎠᎩᎩ ᎠᎩᎩ ᎠᎩ ᎠᎩᎩᎩ!

Ꭰ ᎠᎩᎩ... ᎠᎩᎩ Ꭰ ᎠᎩᎩᎩ ᎠᎩ ᎠᎩ!

Ꭰ ᎠᎩᎩ?

Page 3

Ꭰ ᎠᎩ! ᎠᎩ ᎠᎩ!

Ꭰ ᎠᎩᎩ...

Ꭰ ᎠᎩ!

Ꭰ ᎠᎩᎩ... ᎠᎩᎩ ᎠᎩᎩ ᎠᎩ ᎠᎩ!

Ꭰ ᎠᎩᎩ? Ꭰ...

Ꭰ ᎠᎩ! Ꭰ ᎠᎩ ᎠᎩ ᎠᎩ!

Ꭰ ᎠᎩ ᎠᎩᎩ?

Ꭰ Ꭰ ᎠᎩ ᎠᎩ!

Page 4

Ꭰ ᎠᎩ! ᎠᎩ ᎠᎩ!

Ꭰ Ꭰ ᎠᎩ ᎠᎩᎩ!

Ꭰ ᎠᎩ! ᎠᎩᎩᎩ?

Ꭰ ᎠᎩ! ᎠᎩ!

Ꭰ Ꭰ!

Page 5

Ꭰ Ꭰ ᎠᎩ ᎠᎩᎩᎩᎩ!

Ꭰ ᎠᎩ ᎠᎩᎩ! ᎠᎩᎩᎩ! Ꭰ, ᎠᎩᎩ ᎠᎩ?

Ꭰ ᎠᎩ! ... ᎠᎩ ᎠᎩᎩ!

Page 6

Ꭰ Ꭰ, Ꭰ ᎠᎩᎩ ᎠᎩ!

Ꭰ ᎠᎩᎩ ᎠᎩ? ᎠᎩᎩᎩ?

Ꭰ Ꭰ ᎠᎩᎩᎩᎩ!

Ꭰ ᎠᎩ ᎠᎩᎩ? ᎠᎩᎩ ᎠᎩ?

Ꭰ ᎠᎩ ᎠᎩᎩ!

Ꭰ ᎠᎩ Ꭰ ᎠᎩᎩ ᎠᎩ!

Ꭰ ᎠᎩ ᎠᎩᎩ?

Page 7

Ꭰ ᎠᎩ! ᎠᎩ ᎠᎩ ᎠᎩᎩ!

Ꭰ ᎠᎩ ᎠᎩ ᎠᎩᎩ?

Ꭰ ᎠᎩᎩ ᎠᎩᎩᎩ...

Ꭰ ᎠᎩᎩ ᎠᎩᎩᎩ... ᎠᎩᎩ ᎠᎩᎩ?

Ꭰ ii! ᎠᎩᎩ ᎠᎩᎩᎩ!

Ꭰ ᎠᎩᎩ ᎠᎩ ᎠᎩᎩ! ᎠᎩᎩ ᎠᎩ ᎠᎩᎩ!

Ꭰ ᎠᎩᎩ ᎠᎩ ᎠᎩᎩ! ᎠᎩ ᎠᎩ ᎠᎩᎩ!

Ꭰ Ꭰ ᎠᎩ! ᎠᎩ!

Page 8

H ඉහින ධහබ්බ ධහ!

ඡ ඉච්ච! ඉච්ච!

ඡෙඡ බ්බ ඉබ්බ ධහ ධහ ජ්ජ!

ඡ්ජ බ්බ ධ ජ්ජ! ජ්ජ!

ඡෙඡ බ්බ ඉ ඉච්ච ජ්ජ ජ්ජඡ්ජඡ.

ඡෙඡ බ්බ ඡ්ජ ධහබ්බ.

ඡ්ජ බ්බ ඡ්ජ.

ඡෙඡ බ්බ ජ්ජ ඉබ්බ ඡ්ජ!?!? ඉහින ඡ්ජ!?!?

ඡෙඡ බ්බ ධ! බ! ඡ...

ඡ්ජ බ්බ ඡ්ජ ධහබ්බ! ඉ ඡ්ජ ධහබ්බ! ඉබ්බ ජ්ජඡ්ජඡ!

H ධහඡ ඉහින ඡ්ජ... ධහ ජ්ජ.

ሃፑፅ

☞ Your answers are not expected to exactly match the answers provided here. Just be close.

Page 1

ዐክፍ ጃዞ

Bad cats

ጃዞ HDD... Hፀዐ... HDDD...

Cats Meaaah... Meooo... Meaaaah...

Page 2

ቶ ፀዐፍ ቶሃ!

Ma That was bad!

ኃ ፀዐክ ወክፀ ቶሃ!

Mo Those were bad people!

H ደግሎ ቶ? ደግሎ ኃ?

Mi Are you good Ma? Are you good Mo?

ኃ ቶሃ ወክፀ ወ?

Mo Where are good people?

H ወክፀ ወ ለ ወክ ሃሃ!

Mi Good people aren't here!

ቶ ዐቴወ?

Ma What about there?

H ወክፀ ወክፀ ዐቴ ሃፋፋፋ!

Mi Maybe good people will be there!

H ሳሳሳ... ወክፀ ለ ፀ ሃፋፋፋ ወክ ወክ!

Mi Shh.... The man doesn't see that we are here!

ኃ ሳሳሳ?

Mo Really?

Page 3

H ደግሎ! ወክ ወክ!

Mi Alright! Here we are!

ኃ ሳሳሳ...

Mo Shh...

H ደግሎ!

Mi Ok!

ኃ ሳሳሳ... ዐክፍ ወክፀ ወክ ሃሃ!

Mo Shh... Bad people might be here!

H ሳሳሳ? ዘ...

Mi Really? Meee...

H ወክ! ፀዐፍ ቶሃ ዘፈ!

Mi Ow! That was bad y'all!

H ሳ! ቶሃ ወ?

Mi Oh! Where are the people?

ቶ ለ ወክ ሃሃ!

Ma Not here!

Page 4

ኃ ወክ! ፈወ ዐክ!

Mo Ow! This is bad!

H ፀዐፍ ቶሃ!

Mi That was bad!

ቶ ሳ! ደግሎ?

Ma Mo! Are you good?

ኃ ወ!

Mo Enough!

Page 5

ኃ ለ ፀዐሃ ሃፋፋፋፋ!

Mo I don't see that!

H ፈወ ደግሎ! ሳሳሳ! ሳ, ዘፈ ወክ?

Mi This is just alright! Just good! Mo, you here, right?

ኃ ደግሎ! ... ፈወ ሳሳሳ!

Mo Alright! ... This is good!

Page 6

H ခဲ, ငါ့ မိလိ ခဲယ!

Mi Oh, not good!

H ဟိမိ ဝဲနဲ? ဖဲလိမိ?

Mi You're there, aren't you? Are you good?

န ငါ့ ခဲဟိမိအဲဒါနဲ!

Ma I don't see him!

H ခဲ! နဲပ ဟိမိ? ဟိမိမိ ဝဲနဲ?

Mi Mo! Where are you? Are you there?

န ခဲ! မိမိ!

Ma Mo! Hello!

န မိမိ ငါ့ မိလိ ခဲယ!

Ma This isn't good!

H ဟိ! ဝဲနဲ?

Mi Look! What about there?

Page 7

န ငါ့! ဝဲနဲ ဝဲနဲ ဖဲယ!

Mo Thanks! It was bad there!

H ဝဲနဲ နဲ ဖဲလိမိ?

Mi and Ma You're good, right?

န ဝဲယ ဝဲယနဲ...

Mo I want to be bad...

န ဝဲယ ဝဲယနဲ... ဂိမိ ဂိမိနဲ?

Ma I want to be bad... Are you wanting to be bad?

H ii! ဝဲယ ဝဲယနဲ!

Mi Yes! I want to be bad!

န ဝဲယ ဝဲယ ဖဲယ! ဝဲယ ဝဲယ ဖဲယ!

Ma There was a Cherokee cat! There was a English cat!

န မိလိ ဝဲယ ဖဲယ! ဝဲယ ဝဲယ ဖဲယ!

Ma There was a good cat! There was a bad cat!

H ဝဲ ငါ့! ဝဲနဲ!

Mi Oh no! People!

Page 8

H ဝဲဟိမိ ဝဲဟိမိ ဝဲဟိမိ!

Mi Bad people are here!

န ဝဲယ! ဝဲယ!

Mo Hurry! Hurry!

TE၁၁ B၁ ဝဲယ ဝဲယ ဝဲယ ဝဲယ ဝဲယ!

First Person Those good dogs were here!

W၁၁ B၁ ဝဲ ဝဲဟိမိ! ဝဲဟိမိ!

Second Person Oh ok! Ok!

TE၁၁ B၁ ဝဲ ဝဲယ ဝဲယ ဝဲယနဲနဲ.

First Person You are wanting those four dogs.

TE၁၁ B၁ မိမိ မိမိ.

First Person This is good.

W၁၁ B၁ ဝဲယ.

Second person Maybe.

TE၁၁ B၁ ဝဲယ ဝဲယ မိမိ!?! ဝဲဟိမိ ဝဲဟိမိ!?!?

First Person What's this!?!? Bad cats?!?!?

TE၁၁ B၁ ဝဲ! ဝဲ! i...

First Person Oh! Wait! uh...

W၁၁ B၁ မိမိ မိမိ! ဝဲယ ဝဲယ! ဝဲယ ဝဲယနဲနဲ!

Second Person This is good! Those cats are good! I want them!

H ဝဲဟိမိ ဝဲဟိမိ... ဝဲဟိမိ.

Mi Three bad cats.... we were.

Congratulations! You are ready to move on to the next book.

Appendix A

Additional Resources

The Leitner System

The Leitner system is a widely used method to efficiently use flashcards that was proposed by the German science journalist Sebastian Leitner in the 1970s. It is a simple implementation of the principle of spaced repetition, where cards are reviewed at increasing interval.

Method In this method flashcards are sorted into groups according to how well you know each one in the Leitner's learning box. This is how it works: you try to recall the solution written on a flashcard. If you succeed, you send the card to the next group. But if you fail, you send it back to the first group. Each succeeding group has a longer period of time before you are required to revisit the cards.

Example Suppose you have 3 groups called Group 1, Group 2 and Group 3. The cards in Group 1 are the ones

that you often make mistakes with, and Group 3 contains the cards that you know very well. You might choose to study the Group 1 cards once a day, Group 2 every 3 days, and the Group 3 cards every 5 days. If you look at a Group 1 card and get the correct answer, you “promote” it to Group 2. A correct answer with a Group 2 card “promotes” that card to Group 3. If you make a mistake with a Group 2 or Group 3 card, it gets “demoted” to the first level, which forces you to study that card more often.

The advantage of this method is that you can focus on the most difficult flashcards, which remain in the first few groups. The result is, ideally, a reduction in the amount of study time needed.

http://en.wikipedia.org/wiki/Leitner_system

Names

Your Name in Cherokee: Tips for Transliteration: Translation - by Knave from Raleigh, North Carolina

There are many sites and books out there that have overused the consonant Q as a default replacement for any foreign consonant that has no direct analogue with the Cherokee syllabary. The references out there were somewhat misinformed and apparently forgot about the plethora of already-transliterated names in the Bible which used several different letter combinations to replicate English sounds, instead of relying only on the Q.

**Note: Letters within slashes are the IPA symbols. Transliterations from the Bible will follow the Cherokee letter in parentheses.*

Rhotic Vowels

Unstressed -er /ə/ (as in dinner) = A (sometimes E, depending on preference)
Stressed -er, -ur /ɜ/ (as in turkey) = V
Stressed -ar /ɑ/ (as in star) = A
Stressed -or /ɔ/ (as in north) = O

Let's begin ...

Consonants

B, Br = Qu (Bernice = ႠႩႠ “Quanisi”)
 Bl = Tl (Publius = ႠႠႩ “Quatliya”)
 C /k/ (hard) = K / G (Corinth = ႠႩႩႠႩ
 “Golinidiyi”)
 C /s/ (soft) = S (Cilicia = ႠႩႩႩ “Silisiyi”)
 Ch /tʃ/ (as in cheese) = Ts (Rachel = ႩႩႩ
 “Letsili”)
 Cl, Cr = Tl (Claudius = ႩႩႩ “Tlodiya”,
 Crete = ႠႩ “Tlidi”)
 F, Ph = Qu / W (Felix = ႩႩႩ “Quilisi”,
 Nephthali = ႠႠႩႩ “Newatali”)
 J = Ts (Jesus = ႩႩ “Tsisa”)
 K = K / G
 P, Pr = Qu (Priscilla = ႩႩႩ “Quisila”)
 Pl = Tl
 R = L / W (Rachel = ႩႩႩ “Letsili”)
 Sh /ʃ/ (as in sheep) = S
 T, Th = T / D (Matthew = ႩႩႩ “Madu”)
 Tr = Tl (Troas = ႩႩႩ “Tloasi”)

V = W
 X = Gi-S (Usually just transliterated with
 the S syllables, but if the /ks/ sound needs
 to be stressed like in Maxwell = ႠႩႩႩ
 “Megisweli” / Max = ႠႩႩ “Megisi”
 Z = Ts / S (Zabulon = ႠႩႩႩ “Tsequalani”,
 Nazareth = ႠႩႩႩ “Naselidi”)

Zh /ʒ/ = Ts

These analogues are not always 100% cor-
 rect, but it is the standard in transliterating from
 English to Cherokee. Use this as a base guide
 and note that vowels will be transliterated more
 at random and you must listen to what sound it
 makes to replicate it properly in the Cherokee
 syllabary.

I hope this helps! Good luck, translitera-
 tors! Feel free to ask me (Knave) if you have
 any questions!

You are about to embark on a journey of learning the Cherokee Language.

One of the keys to acquiring a new language is to learn the patterns that make up the language. Simply learning phrases so you can speak “pidgin” Cherokee is not learning Cherokee. The goal of this material is to provide you a solid structural foundation on how Cherokee works. This lesson material uses many of the concepts from both the TPR and the TPRS language learning approaches. The core concept of TPR is physical activity in response to the language being learned. The core concept of TPRS is listening to the language as it is used to describe a series of connected events.⁵

Many activities involve TPR by participants performing physical actions in response to commands. As the activities are carried out, TPRS is used to enhance the learning experience by having the participants perform a very simplified form of storytelling by providing different verbal responses based on what is happening or has happened. One thing both approaches agree on is that students should be listening and only responding with actions only using simple and brief verbal responses when necessary. It usually takes about 30 hours of instruction in a classroom setting before students are ready to start speaking simple sentences. It is important to not force speaking the language before being ready. In addition to the TPR and TPRS approaches, there are also sections explaining core grammar concepts in combination with a few traditional translation exercises.



ISBN 978-1-365-92880-2 90000

