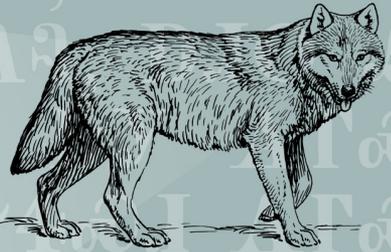
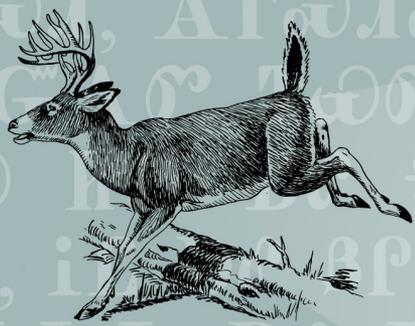


# ᎠᎵᏍᎦᎵ ᎠᎵᏍᎦᎵ ᎠᎵᏍᎦᎵ

---

# 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 SŌHĀĀĀ ĀSGĒĀĀ 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](https://creativecommons.org/licenses/by-sa/4.0/). 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

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



<b>20 Twentieth Lesson</b>	<b>171</b>
<u>ၵုၵ်း</u> <u>ၵုၵ်း</u> <u>ၵုၵ်း</u> (Grammar) . . . . .	171
<u>ၵုၵ်း</u> (Read them) . . . . .	171
<u>ၵုၵ်း</u> (Do them) . . . . .	173
<b>21 Twenty First Lesson</b>	<b>183</b>
<u>ၵုၵ်း</u> <u>ၵုၵ်း</u> <u>ၵုၵ်း</u> (Grammar) . . . . .	183
<u>ၵုၵ်း</u> (Read them) . . . . .	183
<u>ၵုၵ်း</u> (Do them) . . . . .	184
<b>22 Twenty Second Lesson</b>	<b>193</b>
<u>ၵုၵ်း</u> (Read them) . . . . .	193
<u>ၵုၵ်း</u> <u>ၵုၵ်း</u> (Funny Paper) . . . . .	193
<u>ၵုၵ်း</u> (Write them) . . . . .	203
<b>A Additional Resources</b>	<b>209</b>
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.cherokeelelessons.com/>.

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



# DŌVĀT 1

## TEVĪT DSĠEŁŌJ

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:

**RWĪ (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 (Otali).** 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-ĠŁŌŌ JŌŪEŁŌVĪ)” 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](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](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.



- 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 Otali Cherokee or the “sh” in “shell” for Kituhwa Cherokee. The pronunciation guide will be using the Otali 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 Otali 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 Otali 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

**ʔ** - 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:

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

**ᵐᵐᵐᵐ, ᵐᵐᵐᵐ** [go<sup>2</sup>hu<sup>4</sup>sdi, go<sup>4</sup>sdi] “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** [a<sup>2</sup>da] Wood.

**Dʒ** [a<sup>3</sup>ma] Salt.

**DL** [a<sup>4</sup>ɔda] Young animal.

**EᵒᵒᵑWJD** [gv<sup>2</sup>sga<sup>2</sup>lq<sup>3</sup>dɨ<sup>3</sup>ɔa] He is hiding a long object.

**Dʒ** [a<sup>2</sup>ma] Water.

**EᵒᵒᵑWJD** [gv<sup>1</sup>sga<sup>2</sup>lq<sup>3</sup>dɨ<sup>3</sup>ɔa] 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 “v̄” 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 ᵀ, “hna”, and ᵂ, “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. sɔ̃³hne²³la  
(a) short, long, short
2. ɕa²ne²³la
3. jɔ̃²zi
4. sa²ɔ̃du
5. ta²ɔ̃ldu
6. sa¹gwu⁴
7. ɨ²gv²yi⁴zi
8. hi²za²hi²za
9. u¹hna⁴
10. a³ha²ni
11. gahl²gwo²³gi
12. jɔ̃²zi²ne⁴zi
13. na
14. nvh²gi
15. ta²zi
16. ni²ga²ɔ̃du
17. jɔ̃²ɔ̃ga²ɔ̃du
18. su²³da³li²ne⁴zi
19. gahl²gwo²³gi²ne⁴zi
20. ta²li²ne⁴zi
21. ni²hi
22. hi²sgi
23. ɕu²ne²³la
24. a³hni
25. nvh²gi²ne⁴zi

## 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) ɔ̃  
(d) ²³  
(e) ⁴
4. What tone do most Cherokee words end with?
5. What do each of the following pronunciation marks stand for?
6. What Cherokee dialect is being taught in this material?

## Answers

1. sɔ̃³hne²³la  
(a) short, long, short
2. ɕa²ne²³la  
(a) short, long, short
3. jɔ̃²zi  
(a) short, short
4. sa²ɔ̃du  
(a) long, short
5. ta²ɔ̃ldu  
(a) short, short
6. sa¹gwu⁴  
(a) long, short
7. ɨ²gv²yi⁴zi  
(a) short, long, long, short
8. hi²za  
(a) short, short
9. u¹hna⁴  
(a) long, short
10. a³ha²ni  
(a) short, short, short
11. gahl²gwo²³gi  
(a) short, long, short
12. jɔ̃²zi²ne⁴zi  
(a) short, long, long, short

13. na (a) short, long, long, long, short  
(a) short
14. nvh<sup>2</sup>gi (a) short, long, long, short  
(a) short, short
15. t̄aʔ<sup>3</sup>li (a) short, short  
(a) short, short
16. ni<sup>2</sup>ga<sup>2</sup>ʔdu (a) short, long, short  
(a) short, long, short
17. j̄o<sup>2</sup>ʔga<sup>2</sup>ʔdu (a) short, long, short  
(a) short, long, short
18. su<sup>23</sup>d̄a<sup>3</sup>li<sup>2</sup>ne<sup>4</sup>ʔi (a) long, short, long, long, short  
(a) long, short, long, long, short
19. gahl<sup>2</sup>gwo<sup>23</sup>gi<sup>2</sup>ne<sup>4</sup>ʔi (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 <sup>43</sup> tone.

20. t̄aʔ<sup>2</sup>li<sup>2</sup>ne<sup>4</sup>ʔi (a) short, long, long, short  
(a) short, long, long, short

21. ni<sup>2</sup>hi (a) short, short  
(a) short, short

22. hi<sup>2</sup>sgi (a) short, short  
(a) short, short

23. chu<sup>2</sup>ne<sup>23</sup>la (a) short, long, short  
(a) short, long, short

24. ʔ<sup>3</sup>hni (a) short, short  
(a) short, short

25. nvh<sup>2</sup>gi<sup>2</sup>ne<sup>4</sup>ʔi (a) short, long, long, short  
(a) short, long, long, short

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

(a) <sup>1</sup> A low tone that falls.

(b) <sup>2</sup> A normal even speaking tone.

(c) ʔ A very brief pause in speech.

(d) <sup>23</sup> A normal speaking tone that rises some in tone.

(e) <sup>4</sup> A high and rising tone.

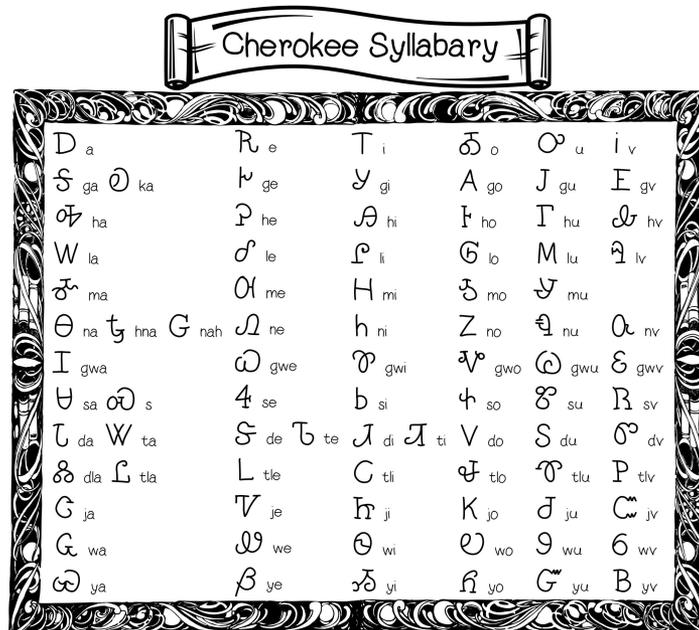
6. What Cherokee dialect is being taught in this material?

(a) Otali.

# DᎠᎩᎠᎠ 3

# ᎠᎠᎠᎠ ᎠᎠᎠᎠᎠᎠᎠᎠ

## The Syllabary



The Cherokee syllabary was invented by a single individual named Sequoyah (ᎠᎩᎠᎠᎠ) 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 (ᎠᎠᎠᎠᎠᎠᎠ)”, 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_alphabet)

[http://en.wikipedia.org/wiki/Cherokee\\_Phoenix](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](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:

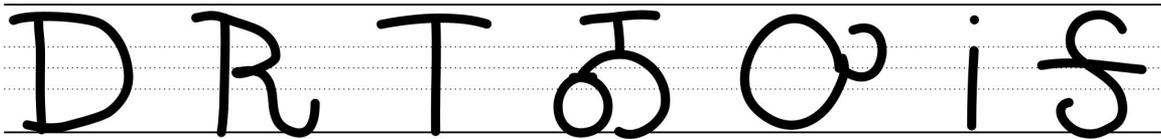
- Initial writing exercise.
  - This brief exercise exists solely to introduce you to the shapes of these new letters.
- Full practice exercise.
  - This is the exercise through which you will actually learn the Syllabary.

### 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	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	Ꭰ	D	R	T	Ꭰ	Ꭱ	i	T	Ꭰ
D	R	Ꭱ	i	Ꭲ	D	T	Ꭰ	Ꭱ	i	Ꭲ	D	R	T
Ꭲ	D	R	Ꭱ	i	R	T	Ꭰ	Ꭲ	D	R	T	Ꭰ	Ꭱ
Ꭰ	Ꭱ	i	Ꭲ	Ꭱ	i	R	T	Ꭰ	Ꭱ	Ꭲ	D	i	Ꭲ
Ꭰ	Ꭱ	D	R	i	Ꭲ	R	T	Ꭰ	i	Ꭲ	Ꭰ	Ꭱ	i
Ꭲ	D	i	Ꭲ	R	T	Ꭰ	Ꭱ	i	Ꭲ	D	R	D	R
D	T	R	T	Ꭰ	D	T	Ꭰ	R	Ꭱ	Ꭰ	Ꭱ	i	T

\*\*\* NEXT PAGE \*\*\*

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

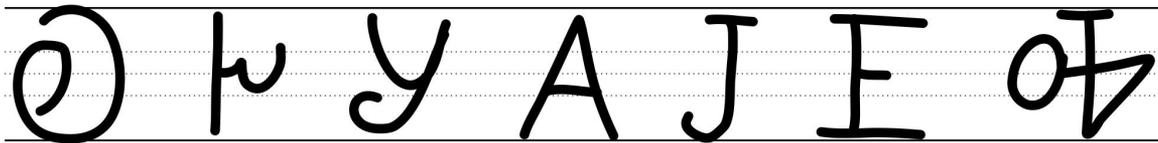
**Syllabary Writing Practice Ꭱ-Ꭳ**

**Learning the shapes.**

This exercise covers “Ꭱ (ka)”, “Ꭲ (ge)”, “Ꭳ (gi)”, “Ꭴ (go)”, “Ꭵ (gu)”, “Ꭶ (gv)”, and “Ꭷ (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:

Ꭱ	Ꭲ	Ꭱ	Ꭲ	Ꭳ	Ꭴ	Ꭱ	Ꭲ	Ꭳ	Ꭴ	Ꭵ	Ꭶ	Ꭳ	Ꭴ
Ꭱ	Ꭲ	Ꭳ	Ꭴ	Ꭵ	Ꭶ	Ꭳ	Ꭴ	Ꭵ	Ꭶ	Ꭳ	Ꭴ	Ꭵ	Ꭶ
Ꭵ	D	Ꭱ	Ꭲ	J	E	R	T	Ꭳ	A	Ꭵ	D	R	T
Ꭰ	Ꭱ	Ꭰ	Ꭱ	i	Ꭲ	J	E	R	T	Ꭰ	Ꭱ	Ꭲ	D
i	Ꭲ	Ꭰ	Ꭱ	Ꭱ	Ꭲ	i	Ꭲ	R	T	Ꭳ	A	i	Ꭲ
Ꭰ	Ꭱ	J	E	Ꭵ	D	i	Ꭲ	R	T	Ꭰ	Ꭱ	i	Ꭲ
Ꭱ	Ꭲ	Ꭱ	Ꭲ	Ꭱ	Ꭳ	Ꭳ	Ꭳ	A	Ꭱ	Ꭳ	A	Ꭲ	J

**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

\*\*\* NEXT PAGE \*\*\*

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

## Day 2

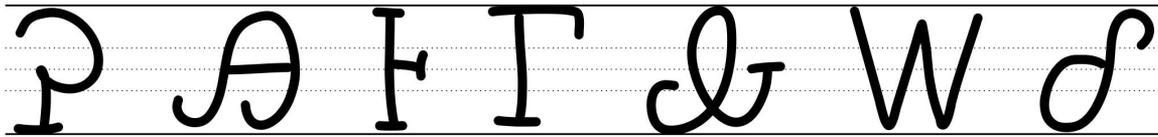
### Syllabary Writing Practice P-ɔ'

#### Learning the shapes.

This exercise covers “P (he)”, “A (hi)”, “F (ho)”, “Γ (hu)”, “ɔ' (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	ɔ'	W	F	Γ
P	A	ɔ'	W	ɔ'	ɔ'	F	Γ	ɔ'	W	ɔ'	ɔ'	F	Y
ɔ'	ɔ'	P	A	ɔ'	W	F	Y	F	Γ	ɔ'	ɔ'	F	Y
A	J	A	J	E	ɔ'	ɔ'	W	F	Y	A	J	ɔ'	ɔ'
E	ɔ'	A	J	P	A	E	ɔ'	F	Y	F	Γ	E	ɔ'
A	J	ɔ'	W	ɔ'	ɔ'	E	ɔ'	F	Y	A	J	E	ɔ'
P	A	P	A	P	F	A	F	Γ	P	F	Γ	A	ɔ'

#### 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.

ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖃ	ᖃ	ᖃ	ᖃ	ᖃ	ᖃ	ᖃ	ᖃ	ᖃ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ

\*\*\* NEXT PAGE \*\*\*

ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ

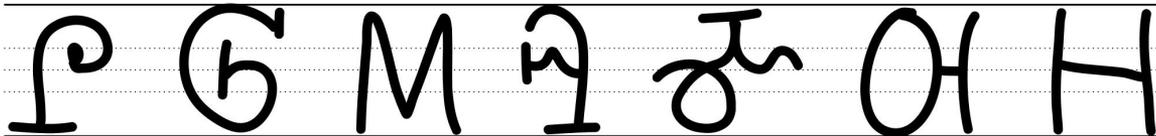
### Syllabary Writing Practice ᖃ-H

#### Learning the shapes.

This exercise covers “ᖃ (li)”, “ᖅ (lo)”, “ᖃ (lu)”, “ᖅ (lv)”, “ᖃ (ma)”, “ᖅ (me)”, and “ᖃ (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:

ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ
ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ	ᖃ	ᖅ

#### 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	OI	M	ɿ
Ɔ	G	ʝ	OI	H	ɿ	M	ɿ	ʝ	OI	H	ɿ	ʞ	F
H	ɿ	Ɔ	G	ʝ	OI	ʞ	F	M	ɿ	H	ɿ	ʞ	F
Γ	ʞ	Γ	ʞ	W	ɔ	ʝ	OI	ʞ	F	Γ	ʞ	H	ɿ
W	ɔ	Γ	ʞ	Ɔ	G	W	ɔ	ʞ	F	M	ɿ	W	ɔ
Γ	ʞ	ʝ	OI	H	ɿ	W	ɔ	ʞ	F	Γ	ʞ	W	ɔ
Ɔ	G	Ɔ	G	Ɔ	M	G	M	ɿ	Ɔ	M	ɿ	G	ʝ

\*\*\* NEXT PAGE \*\*\*

ɿ	ʝ	OI	M	OI	ʝ	OI	H	ɿ	H	Ɔ	OI	H	G
ʝ	ɿ	H	ɿ	ʞ	M	OI	ɿ	ʞ	F	ɿ	H	ɿ	ʞ
F	Γ	ʝ	ʞ	F	Γ	ɿ	Γ	OI	F	ʞ	ʞ	Γ	H
Ɔ	ʞ	W	G	F	ʞ	Γ	W	ɿ	M	ʞ	W	ɔ	ʞ
ɿ	W	ɔ	ʞ	ɔ	ʝ	F	Γ	W	ɔ	OI	H	ɔ	ʞ
W	ɿ	ʞ	ɔ	F	Γ	Ɔ	ʞ	G	W	M	ɿ	ɔ	ʝ
OI	H	ɿ	ʞ	F	Γ	ʞ	W	ɔ	Ɔ	G	M	ɿ	ʝ

## Day 3

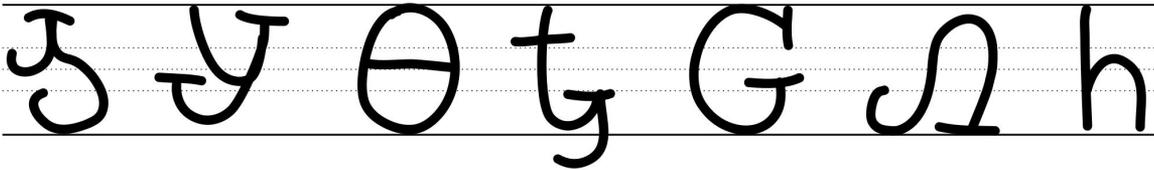
### Syllabary Writing Practice 3-h

#### Learning the shapes.

This exercise covers “ᄁ (mo)”, “ᄃ (mu)”, “ᄅ (na)”, “ᄇ (hna)”, “ᄉ (nah)”, “ᄋ (ne)”, and “ᄍ (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:

ᄁ	ᄃ	ᄅ	ᄇ	ᄉ	ᄋ	ᄍ	ᄏ	ᄑ	ᄓ	ᄕ	ᄗ	ᄙ	ᄛ	ᄝ
ᄁ	ᄃ	ᄅ	ᄇ	ᄉ	ᄋ	ᄍ	ᄏ	ᄑ	ᄓ	ᄕ	ᄗ	ᄙ	ᄛ	ᄝ
ᄁ	ᄃ	ᄅ	ᄇ	ᄉ	ᄋ	ᄍ	ᄏ	ᄑ	ᄓ	ᄕ	ᄗ	ᄙ	ᄛ	ᄝ
ᄁ	ᄃ	ᄅ	ᄇ	ᄉ	ᄋ	ᄍ	ᄏ	ᄑ	ᄓ	ᄕ	ᄗ	ᄙ	ᄛ	ᄝ
ᄁ	ᄃ	ᄅ	ᄇ	ᄉ	ᄋ	ᄍ	ᄏ	ᄑ	ᄓ	ᄕ	ᄗ	ᄙ	ᄛ	ᄝ
ᄁ	ᄃ	ᄅ	ᄇ	ᄉ	ᄋ	ᄍ	ᄏ	ᄑ	ᄓ	ᄕ	ᄗ	ᄙ	ᄛ	ᄝ

#### 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.

ᵊ	ᵑ	ᵊ	ᵑ	ᵋ	ᵋ	ᵊ	ᵑ	ᵋ	ᵋ	ᵎ	ᵎ	ᵋ	ᵋ
ᵊ	ᵑ	ᵎ	ᵎ	ᵋ	ᵋ	ᵋ	ᵋ	ᵎ	ᵎ	ᵋ	ᵋ	ᵎ	ᵎ
ᵋ	ᵋ	ᵊ	ᵑ	ᵎ	ᵎ	ᵎ	ᵎ	ᵋ	ᵋ	ᵋ	ᵋ	ᵎ	ᵎ
ᵎ	ᵋ	ᵎ	ᵋ	ᵋ	ᵋ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵋ	ᵋ	ᵋ
ᵋ	ᵋ	ᵎ	ᵋ	ᵊ	ᵑ	ᵋ	ᵋ	ᵎ	ᵎ	ᵋ	ᵋ	ᵎ	ᵎ
ᵎ	ᵋ	ᵎ	ᵎ	ᵋ	ᵋ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵋ	ᵋ	ᵎ
*** NEXT PAGE ***													

ᵋ	ᵎ	ᵎ	ᵋ	ᵎ	ᵎ	ᵎ	ᵋ	ᵋ	ᵊ	ᵎ	ᵋ	ᵑ	ᵎ
ᵎ	ᵋ	ᵋ	ᵋ	ᵎ	ᵋ	ᵎ	ᵋ	ᵎ	ᵎ	ᵋ	ᵋ	ᵋ	ᵎ
ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ
ᵊ	ᵋ	ᵋ	ᵑ	ᵎ	ᵋ	ᵎ	ᵎ	ᵎ	ᵋ	ᵋ	ᵎ	ᵋ	ᵎ
ᵋ	ᵋ	ᵎ	ᵋ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ
ᵋ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ
ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ

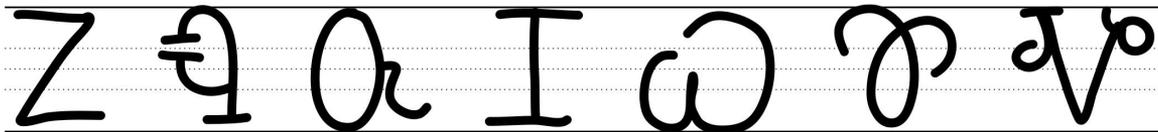
**Syllabary Writing Practice Z-V**

**Learning the shapes.**

This exercise covers “Z (no)”, “ᵎ (nu)”, “ᵋ (nv)”, “ᵎ (gwa)”, “ᵎ (gwe)”, “ᵋ (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 “ᵎ” 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 “ᵎ (gwu)” or “ᵎ (ya)”.

**Recognition Practice.**

Estimated time: 10 minutes.

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

Z	ᵎ	Z	ᵎ	ᵋ	ᵎ	Z	ᵎ	ᵋ	ᵎ	ᵎ	ᵋ	ᵎ	ᵎ
Z	ᵎ	ᵎ	ᵋ	ᵑ	ᵊ	ᵋ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ
ᵑ	ᵊ	Z	ᵎ	ᵎ	ᵋ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ
ᵋ	ᵎ	ᵋ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ
ᵎ	ᵎ	ᵋ	ᵎ	Z	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ
ᵋ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ
Z	ᵎ	Z	ᵎ	Z	ᵋ	ᵎ	ᵎ	Z	ᵎ	ᵎ	ᵎ	ᵎ	ᵎ

**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	o	O	I
Z	q	o	o	o	o	O	I	o	o	o	o	o	o
o	o	Z	q	o	o	o	o	O	I	o	o	o	o
t	G	t	G	h	h	o	o	o	o	t	G	o	o
h	h	t	G	Z	q	h	h	o	o	O	I	h	h
t	G	o	o	o	o	h	h	o	o	t	G	h	h
Z	q	Z	q	Z	O	q	O	I	Z	O	I	q	o

\*\*\* NEXT PAGE \*\*\*

I	o	o	O	o	o	o	o	I	o	Z	o	o	q
o	o	o	o	o	O	o	o	o	o	I	o	o	o
o	t	o	o	o	t	o	t	o	o	G	o	t	o
Z	G	h	q	o	G	t	h	o	G	h	h	o	o
I	h	h	G	h	o	o	h	h	o	o	o	h	G
h	o	o	h	o	t	Z	G	q	h	O	I	h	o
o	o	o	o	o	t	G	h	Z	q	O	I	o	o

## Day 4

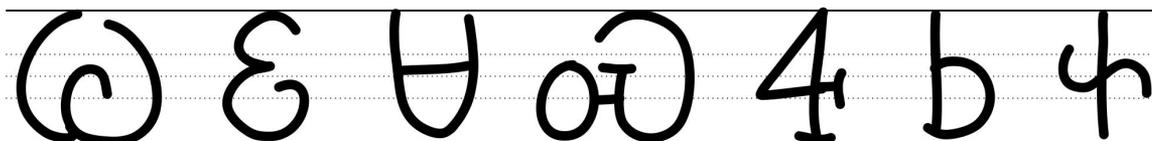
### Syllabary Writing Practice Ꭰ-Ꭰ

#### 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 “Ꭰ (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
Ꭰ	Ꭱ	Ꭲ	Ꭳ	Ꭴ	Ꭵ	Ꭶ	Ꭷ	Ꭸ	Ꭹ	Ꭺ	Ꭻ	Ꭼ	Ꭽ
Ꭶ	Ꭷ	Ꭸ	Ꭹ	Ꭺ	Ꭻ	Ꭼ	Ꭽ	Ꭾ	Ꭿ	Ꮀ	Ꮁ	Ꮂ	Ꮃ
Ꭾ	Ꭿ	Ꮀ	Ꮁ	Ꮂ	Ꮃ	Ꮄ	Ꮅ	Ꮆ	Ꮇ	Ꮈ	Ꮉ	Ꮊ	Ꮋ
Ꮄ	Ꮅ	Ꮆ	Ꮇ	Ꮈ	Ꮉ	Ꮊ	Ꮋ	Ꮌ	Ꮍ	Ꮎ	Ꮏ	Ꮐ	Ꮑ
Ꭰ	Ꭱ	Ꭲ	Ꭳ	Ꭴ	Ꭵ	Ꭶ	Ꭷ	Ꭸ	Ꭹ	Ꭺ	Ꭻ	Ꭼ	Ꭽ

#### 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 \*\*\*

Ᏼ	Ᏽ	᏶	᏷	ᏸ	ᏹ	ᏺ	ᏻ	ᏼ	ᏽ	᏾	᏿	᐀	ᐁ
ᐂ	ᐃ	ᐄ	ᐅ	ᐆ	ᐇ	ᐈ	ᐉ	ᐊ	ᐋ	ᐌ	ᐍ	ᐎ	ᐏ
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	ᐽ	ᐾ	ᐿ	ᑀ	ᑁ	ᑂ	ᑃ	ᑄ	ᑅ	ᑆ	ᑇ	ᑈ

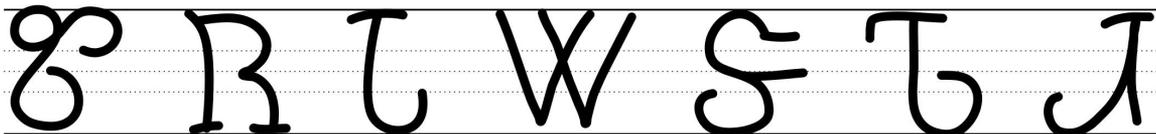
### Syllabary Writing Practice Ꭷ-ᐃ

#### Learning the shapes.

This exercise covers “Ꭷ (su)”, “Ꭸ (sv)”, “Ꭹ (da)”, “Ꭺ (ta)”, “Ꭻ (de)”, “Ꭼ (te)”, and “Ꭽ (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:

Ꭷ	R	Ꭸ	R	Ꭹ	W	Ꭺ	R	Ꭻ	W	Ꭼ	T	Ꭽ	W
Ꭾ	R	Ꭿ	T	Ꮀ	Ꮁ	Ꮂ	W	Ꮃ	T	Ꮄ	Ꮅ	Ꮆ	Ꮇ
Ꮈ	Ꮉ	Ꮊ	R	Ꮋ	T	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	R	Ꮱ	R	Ꮲ	Ꮳ	Ꮴ	Ꮵ	Ꮶ	Ꮷ	Ꮸ	Ꮹ	Ꮺ	Ꮻ

#### 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.

ᄃ	R	ᄃ	R	ᄃ	W	ᄃ	R	ᄃ	W	ᄃ	ᄃ	ᄃ	W
ᄃ	R	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ
ᄃ	ᄃ	ᄃ	R	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ
ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	R	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ
ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ
ᄃ	R	ᄃ	R	ᄃ	ᄃ	R	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	R	ᄃ

\*\*\* NEXT PAGE \*\*\*

W	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	R
ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ
ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ
ᄃ	ᄃ	ᄃ	R	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ
W	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ
ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	R	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ
ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ	R	ᄃ	ᄃ	ᄃ	ᄃ

## Day 5

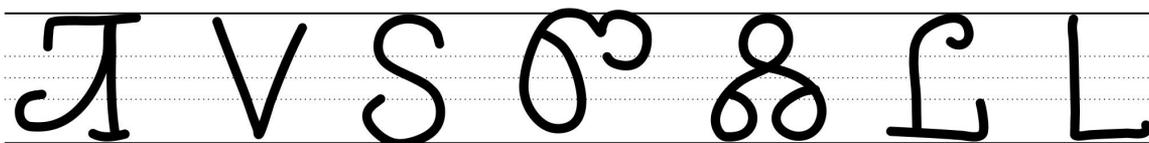
### Syllabary Writing Practice Ⴄ-L

#### 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	Ⴔ
Ⴋ	Ⴌ	Ⴍ	Ⴎ	Ⴏ	Ⴐ	Ⴑ	Ⴒ	Ⴓ	Ⴔ	Ⴕ	Ⴖ	Ⴗ	Ⴘ	Ⴙ	Ⴚ	Ⴛ
Ⴗ	Ⴘ	Ⴙ	Ⴚ	Ⴛ	Ⴜ	Ⴝ	Ⴞ	Ⴟ	Ⴀ	Ⴁ	Ⴂ	Ⴃ	Ⴄ	Ⴅ	Ⴆ	Ⴇ
Ⴃ	Ⴄ	Ⴅ	Ⴆ	Ⴇ	Ⴈ	Ⴉ	Ⴊ	Ⴋ	Ⴌ	Ⴍ	Ⴎ	Ⴏ	Ⴐ	Ⴑ	Ⴒ	Ⴓ
Ⴅ	Ⴆ	Ⴇ	Ⴈ	Ⴉ	Ⴊ	Ⴋ	Ⴌ	Ⴍ	Ⴎ	Ⴏ	Ⴐ	Ⴑ	Ⴒ	Ⴓ	Ⴔ	Ⴕ
Ⴆ	Ⴇ	Ⴈ	Ⴉ	Ⴊ	Ⴋ	Ⴌ	Ⴍ	Ⴎ	Ⴏ	Ⴐ	Ⴑ	Ⴒ	Ⴓ	Ⴔ	Ⴕ	Ⴖ

#### 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
ᄼ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ
ᄼ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ
ᄼ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ
ᄼ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ
ᄼ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ	ᄿ	ᄽ	ᄾ

\*\*\* NEXT PAGE \*\*\*

ᄏ	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	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

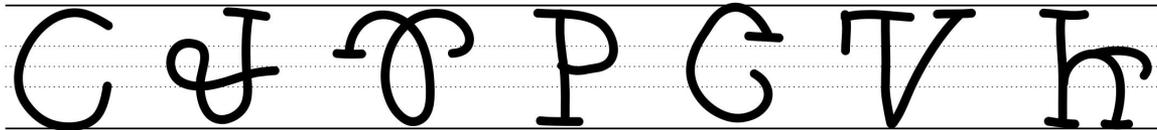
**Syllabary Writing Practice C-Ir**

**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	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	G	V	Ir	ᄀ	ᄁ	ᄒ	ᄓ	ᄔ	ᄕ	ᄖ	ᄗ	ᄘ
C	ᄀ	C	ᄀ	C	ᄀ	ᄁ	ᄁ	P	C	ᄀ	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	Ɔ	C	Ɔ	Ɔ	P	C	Ɔ	Ɔ	P	G	V	Ɔ	P
C	Ɔ	G	V	Ɔ	Ɔ	Ɔ	P	G	V	Ɔ	Ɔ	V	S
Ɔ	Ɔ	C	Ɔ	G	V	V	S	Ɔ	P	Ɔ	Ɔ	V	S
Ɔ	Ɔ	Ɔ	Ɔ	L	L	G	V	V	S	Ɔ	Ɔ	Ɔ	Ɔ
L	L	Ɔ	Ɔ	C	Ɔ	L	L	V	S	Ɔ	P	L	L
Ɔ	Ɔ	G	V	Ɔ	Ɔ	L	L	V	S	Ɔ	Ɔ	L	L
C	Ɔ	C	Ɔ	C	Ɔ	Ɔ	Ɔ	P	C	Ɔ	P	Ɔ	G

\*\*\* NEXT PAGE \*\*\*

P	G	V	Ɔ	V	G	V	Ɔ	P	Ɔ	C	V	Ɔ	Ɔ
G	Ɔ	Ɔ	Ɔ	V	Ɔ	V	Ɔ	V	S	P	Ɔ	Ɔ	V
S	Ɔ	G	V	S	Ɔ	Ɔ	Ɔ	V	S	Ɔ	V	Ɔ	Ɔ
C	Ɔ	L	Ɔ	S	Ɔ	Ɔ	L	Ɔ	Ɔ	Ɔ	L	L	V
P	L	L	Ɔ	L	G	S	Ɔ	L	L	V	Ɔ	L	Ɔ
L	Ɔ	V	L	S	Ɔ	C	Ɔ	Ɔ	L	Ɔ	P	L	G
V	Ɔ	Ɔ	V	S	Ɔ	Ɔ	L	L	C	Ɔ	Ɔ	P	G

## Day 6

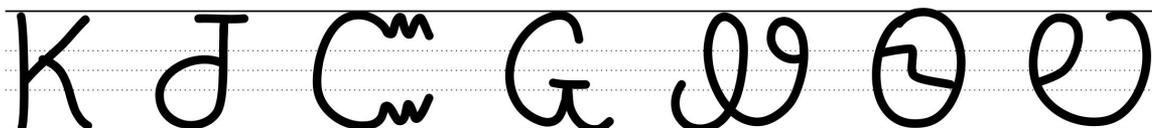
### Syllabary Writing Practice K-Ų

#### Learning the shapes.

This exercise covers “K (jo)”, “J (ju)”, “C̣ (jv)”, “G (wa)”, “Ų (we)”, “Ų (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	Ų	C̣	G
K	J	Ų	Ų	Ų	C	C̣	G	Ų	Ų	Ų	C	Ų	Ų
Ų	C	K	J	Ų	Ų	Ų	Ų	C̣	G	Ų	C	Ų	Ų
P	G	P	G	V	h	Ų	Ų	Ų	Ų	P	G	Ų	C
V	h	P	G	K	J	V	h	Ų	Ų	C̣	G	V	h
P	G	Ų	Ų	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	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
K	ᵐ	V	ᵐ	ᵐ	P	V	ᵐ	ᵐ	ᵐ	ᵐ	V	ᵐ	ᵐ
ᵐ	V	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	ᵐ
V	ᵐ	ᵐ	ᵐ	ᵐ	P	K	ᵐ	ᵐ	V	ᵐ	ᵐ	ᵐ	ᵐ
ᵐ	ᵐ	ᵐ	ᵐ	ᵐ	P	ᵐ	V	ᵐ	K	ᵐ	ᵐ	ᵐ	ᵐ

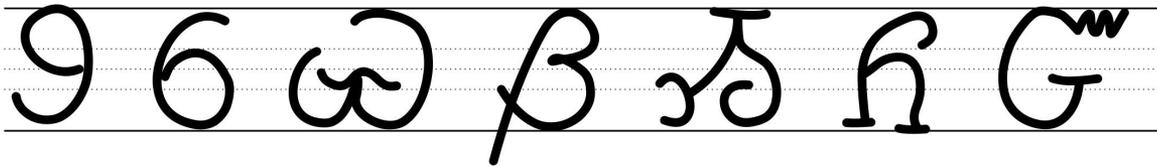
### Syllabary Writing Practice 9-6

#### 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

#### Writing Practice.

Estimated time: 10 minutes.

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

ye	yi	yo	ya	yo	yi	yo	yu	ye	yu	wu	yo	yu	wv
yi	jo	yu	jo	ju	ya	yo	jo	ju	jv	ye	yu	jo	ju
jv	wa	yi	ju	jv	wa	jo	wa	yo	jv	we	ju	wa	yu
wu	we	wi	wv	jv	we	wa	wi	jo	ya	we	wi	wo	ju
ye	wi	wo	we	wo	yi	jv	wa	wi	wo	yo	yu	wo	we
wi	jo	ju	wo	jv	wa	wu	we	wv	wi	ya	ye	wo	yi
yo	yu	jo	ju	jv	wa	we	wi	wo	wu	wv	ya	ye	yi

**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.

᠑	᠖	᠑	᠖	᠗	ᠫ	᠑	᠖	᠗	ᠫ	᠗	᠎	᠗	ᠫ
᠑	᠖	᠗	᠎	᠎	᠎	ᠫ	᠗	ᠫ	᠗	᠎	᠎	ᠫ	ᠫ
᠎	᠎	᠑	᠖	᠗	᠎	ᠫ	ᠫ	᠗	ᠫ	᠎	᠎	ᠫ	ᠫ
᠎	ᠫ	᠎	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	᠎	ᠫ	᠎	ᠫ
ᠫ	ᠫ	᠎	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ
ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ
ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ

\*\*\* NEXT PAGE \*\*\*

ᠫ	᠗	᠎	᠗	᠎	᠗	᠎	᠎	ᠫ	ᠫ	ᠫ	᠎	᠎	ᠫ
᠗	᠎	᠎	᠎	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ
ᠫ	ᠫ	᠗	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ
ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ
ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ
ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ
ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ

**One additional letter and a review.**

These additional exercises cover the final new letter “B (yv)” and reviews the letters “᠗ (gwe)”, “᠗ (gwu)”, “᠗ (ya)”, “ᠫ (ga)”, “ᠫ (de)”, and “S (du)”.

Refer to the following figure as needed.



**Recognition Practice.**

Estimated time: 10 minutes.

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

B	᠗	B	᠗	᠗	᠗	B	᠗	᠗	᠗	ᠫ	ᠫ	᠗	᠗
B	᠗	ᠫ	ᠫ	S	᠑	᠗	᠗	ᠫ	ᠫ	S	᠑	᠖	᠗
S	᠑	B	᠗	ᠫ	ᠫ	᠖	᠗	᠗	᠗	S	᠑	᠖	᠗
ᠫ	᠗	ᠫ	᠗	᠎	᠎	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	ᠫ	S	᠑
ᠫ	ᠫ	ᠫ	᠗	B	᠗	᠎	᠎	ᠫ	ᠫ	ᠫ	ᠫ	᠎	᠎
ᠫ	᠗	ᠫ	ᠫ	S	᠑	᠎	᠎	ᠫ	ᠫ	ᠫ	ᠫ	᠎	᠎
B	᠗	B	᠗	B	᠗	᠗	᠗	B	᠗	᠗	᠗	ᠫ	ᠫ

**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	Ꭱ	Ꭱ	Ꭲ	Ꭳ	Ꭳ	S	Ꭱ	Ꭲ	Ꭲ
S	Ꭱ	B	Ꭰ	Ꭳ	Ꭳ	Ꭲ	Ꭲ	Ꭲ	Ꭲ	S	Ꭱ	Ꭲ	Ꭲ
Ꭳ	Ꭲ	Ꭳ	Ꭲ	Ꭲ	Ꭳ	Ꭳ	Ꭳ	Ꭲ	Ꭲ	Ꭳ	Ꭲ	S	Ꭱ
Ꭲ	Ꭳ	Ꭳ	Ꭲ	B	Ꭰ	Ꭲ	Ꭳ	Ꭲ	Ꭲ	Ꭲ	Ꭲ	Ꭲ	Ꭳ
Ꭳ	Ꭲ	Ꭳ	Ꭳ	S	Ꭱ	Ꭲ	Ꭳ	Ꭲ	Ꭲ	Ꭳ	Ꭲ	Ꭲ	Ꭳ
B	Ꭰ	B	Ꭰ	B	Ꭰ	Ꭱ	Ꭲ	B	Ꭰ	Ꭲ	Ꭱ	Ꭳ	Ꭳ

\*\*\* NEXT PAGE \*\*\*

Ꭱ	Ꭳ	Ꭳ	Ꭱ	Ꭳ	Ꭳ	Ꭳ	S	Ꭱ	S	B	Ꭳ	S	Ꭱ
Ꭳ	Ꭱ	S	Ꭱ	Ꭲ	Ꭱ	Ꭳ	Ꭱ	Ꭲ	Ꭲ	S	Ꭱ	Ꭲ	Ꭲ
Ꭳ	Ꭳ	Ꭲ	Ꭲ	Ꭳ	Ꭱ	Ꭳ	Ꭳ	Ꭲ	Ꭲ	Ꭲ	Ꭲ	S	B
Ꭲ	Ꭳ	Ꭱ	Ꭲ	Ꭲ	Ꭳ	Ꭲ	Ꭱ	Ꭲ	Ꭲ	Ꭲ	Ꭲ	Ꭲ	Ꭳ
Ꭲ	Ꭳ	Ꭲ	Ꭳ	Ꭳ	Ꭳ	Ꭳ	Ꭲ	Ꭲ	Ꭳ	Ꭳ	S	Ꭳ	Ꭲ
Ꭱ	Ꭲ	Ꭳ	Ꭲ	Ꭳ	B	Ꭲ	Ꭱ	Ꭲ	Ꭲ	Ꭲ	Ꭳ	Ꭳ	Ꭳ
S	Ꭱ	Ꭲ	Ꭲ	Ꭳ	Ꭲ	Ꭲ	Ꭳ	B	Ꭰ	Ꭲ	Ꭲ	Ꭳ	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	Ꭱ	i
T	Ꭰ	Ꭱ	i	Ꭲ	Ꭳ	Ꭱ	i	Ꭲ	Ꭳ	Ꭴ	Ꭵ
Ꭲ	Ꭳ	Ꭴ	Ꭵ	A	J	Ꭶ	Ꭷ	A	J	E	Ꭹ
A	J	E	Ꭹ	Ꭺ	Ꭻ	E	Ꭹ	Ꭺ	Ꭻ	Ꭼ	Ꭽ
Ꭺ	Ꭻ	Ꭼ	Ꭽ	Ꭾ	Ꭿ	Ꮀ	Ꮁ	Ꮂ	Ꮃ	Ꮄ	Ꮅ
Ꭾ	Ꭿ	Ꮀ	Ꮁ	G	M	Ꮆ	Ꮇ	G	M	Ꮉ	Ꮊ

\*\*\* NEXT PAGE \*\*\*

G	M	Ꮉ	Ꮊ	Ꮋ	H	Ꮍ	Ꮎ	Ꮋ	H	Ꮏ	Ꮐ
Ꮋ	H	Ꮏ	Ꮐ	Ꮑ	Ꮒ	Ꮏ	Ꮐ	Ꮑ	Ꮒ	G	Ꭾ
Ꮑ	Ꮒ	G	Ꭾ	Ꭿ	Z	G	Ꭾ	Ꭿ	Z	Ꮁ	Ꮂ
Ꭿ	Z	Ꮁ	Ꮂ	Ꮃ	Ꮄ	Ꮁ	Ꮂ	Ꮃ	Ꮄ	Ꮅ	Ꮆ
Ꮃ	Ꮄ	Ꮅ	Ꮆ	Ꮇ	Ꮈ	Ꮅ	Ꮆ	Ꮇ	Ꮈ	Ꮉ	Ꮊ
Ꮇ	Ꮈ	Ꮉ	Ꮊ	Ꮋ	Ꮌ	Ꮋ	Ꮌ	Ꮋ	Ꮌ	Ꮍ	Ꮎ

\*\*\* NEXT PAGE \*\*\*

Ꮌ	Ꮍ	Ꮎ	Ꮏ	R	Ꮐ	Ꮎ	Ꮏ	R	Ꮐ	Ꮑ	Ꭲ
R	Ꮐ	Ꮑ	Ꭲ	Ꮔ	Ꮕ	Ꮔ	Ꮕ	Ꮔ	Ꮕ	Ꮖ	Ꮗ
Ꮔ	Ꮕ	Ꮖ	Ꮗ	S	Ꮘ	Ꮖ	Ꮗ	S	Ꮘ	Ꮙ	Ꮚ
S	Ꮘ	Ꮙ	Ꮚ	L	C	Ꮛ	Ꮜ	L	C	Ꮞ	Ꮟ
L	C	Ꮞ	Ꮟ	P	G	Ꮠ	Ꮡ	P	G	Ꮢ	Ꮣ
P	G	Ꮢ	Ꮣ	K	Ꮤ	Ꮢ	Ꮣ	K	Ꮤ	Ꮥ	Ꮦ

\*\*\* NEXT PAGE \*\*\*

K	Ꮤ	Ꮥ	Ꮦ	Ꮧ	Ꮨ	Ꮥ	Ꮦ	Ꮧ	Ꮨ	Ꮩ	Ꮪ
Ꮧ	Ꮨ	Ꮩ	Ꮪ	Ꮫ	Ꮬ	Ꮩ	Ꮪ	Ꮫ	Ꮬ	Ꮭ	Ꮮ
Ꮫ	Ꮬ	Ꮭ	Ꮮ	Ꮯ	Ꮰ	Ꮭ	Ꮮ	Ꮯ	Ꮰ	B	G
Ꮯ	Ꮰ	B	G	C	G	C	G	C	G	Ꮮ	Ꮯ
C	G	Ꮮ	Ꮯ	R	R	Ꮮ	Ꮯ	R	R	Ꮮ	Ꮯ
R	R	Ꮮ	Ꮯ	J	Ꮪ	Ꮮ	Ꮯ	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.



## DəVƏT 4

# OYΛT DSGETƏJ

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

### JAFƏ (Read them)

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

**DƏ!** [a²yo] “Ouch!”

**ƏƏL, ƏƏV** [o⁴sda, o⁴sdv] “Good. Well.”

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

**OƏT** [u²yo⁴ɪ] “Bad.”

**ii** [v²v] “Yes.”

**iƏY?** [v¹sgi²gi?] “Really?”

**iL, L** [v²tla, v²hla, tla, hla] “No.”

**IG** [hə²wa] “Okay. Alright. Sure.”

**h!** [ni!] “Look at that!”

**GWY** [ja²lɑ²gi] “Cherokee.”

**Gv** [wɑ²do] “Thanks.”

**hΛS, BƏΛS** [yo³ne²ga, yv³wɪ³ne²ga] “English.”

☞ The word “IG” 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 “hΛS” is a combination of the words **DBƏ** [a²yv²wi] “person” and **OΛS** [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.

### hWƏS (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

- |  |   |
|--|---|
| <p>1. Dḥ</p> <p>(a) Each person should tap the cactus then say “Dḥ!” and shake their hand as if injured.</p> <p>2. ḏḃḥ</p> <p>(a) Wave hello to each other while saying “ḏḃḥ”.</p> <p>3. ḥ, Bḡḏḥ</p> <p>(a) Point to the English paper and say “ḥ! Bḡḏḥ!”</p> <p>4. ḥ, GWY</p> <p>(a) Point to the Cherokee paper and say “ḥ! GWY!”</p> <p>5. Dḥ</p> <p>(a) Each person should tap the fire then say “Dḥ!” and shake their hand as if injured.</p> | <p>6. ḏḃḥ</p> <p>(a) Shake hands with each other while saying “ḏḃḥ”.</p> <p>7. ḥ, ḥḏḥ</p> <p>(a) Point to the English paper and say “ḥ! ḥḏḥ!”</p> <p>8. ḥ, GWY</p> <p>(a) Point to the Cherokee paper and say “ḥ! GWY!”</p> <p>9. ḤV, ḤḤ, ḥḏḃḃ?</p> <p>(a) Pass the gift from left to right. The person receiving it should say “ḥḏḃḃ? ḤV!”. The person giving the gift should then respond with “ḤḤ!”.</p> |
|--|---|

### Set 2

- |  |  |
|--|--|
| <p>1. Ḥ, ii, OḥT, ḏḏḏ</p> <p>(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 “ḥḏḃḃ? OḥT!”. The person receiving the gift should then say “ḏ... ḤḤ, ii.”. The person giving the gift should say “ḏḏḏ”. The gift should then be passed.</p> <p>2. Dḥ</p> <p>(a) Each person should tap the cactus then say “Dḥ!” and shake their hand as if injured.</p> <p>3. ḏḃḥ</p> <p>(a) Bow slightly to each other while saying “ḏḃḥ”.</p> <p>4. ḥ, ḥḏḥ</p> | <p>(a) Point to the English paper and say “ḥ! ḥḏḥ!”</p> <p>5. ḥ, GWY</p> <p>(a) Point to the Cherokee paper and say “ḥ! GWY!”</p> <p>6. ḤV, ḤḤ, ḥḏḃḃ?</p> <p>(a) Pass the gift from left to right. The person receiving it should say “ḥḏḃḃ? ḤV!”. The person giving the gift should then respond with “ḤḤ!”.</p> <p>7. ḥḤ, ii, OḥT, ḏḏḤ</p> <p>(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 “ḥḏḃḃ? OḥT!”. The person receiving the gift should then say “ḏ... ḤḤ, ii.”. The person giving the gift should say “ḏḏḤ”. The gift should then be passed.</p> |
|--|--|

8. Dᄁ

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

**Set 3**

1. ᄁ, Bᄁᄁᄁ

- (a) Point to the English paper and say “ᄁ! Bᄁᄁᄁ!”

2. ᄁ, ᄁᄁᄁ

- (a) Point to the Cherokee paper and say “ᄁ! ᄁᄁᄁ!”

3. ᄁᄁ, ᄁᄁ, ᄁᄁᄁᄁ?

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

4. ᄁ, ᄁᄁ, ᄁᄁᄁ, ᄁᄁᄁᄁ?

- (a) Pass the gift from left to right. The person to receive it should indicate they don’t want it and say “ᄁ!”. The person giving the gift should then say “ᄁᄁᄁᄁ? ᄁᄁᄁᄁ!”. The person receiving the gift should then say “ᄁ... ᄁᄁ, ᄁᄁ.”. The person giving the gift should say “ᄁᄁᄁᄁ”. The gift should then be passed.

**Set 4**

1. ᄁᄁ, ᄁᄁ, ᄁᄁᄁ, ᄁᄁᄁ

- (a) Pass the gift from left to right. The person to receive it should indicate they don’t want it and say “ᄁᄁ!”. The person giving the gift should then say “ᄁᄁᄁᄁ? ᄁᄁᄁᄁ!”. The person receiving the gift should then say “ᄁ... ᄁᄁ, ᄁᄁ.”. The person giving the gift should say “ᄁᄁᄁᄁ”. The gift should then be passed.

2. Dᄁ

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

3. ᄁᄁᄁ

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

4. ᄁ, Bᄁᄁᄁ

- (a) Point to the English paper and say “ᄁ! Bᄁᄁᄁ!”

5. ᄁ, ᄁᄁᄁ

- (a) Point to the Cherokee paper and say “ᄁ! ᄁᄁᄁ!”

6. ᄁᄁ, ᄁᄁ, ᄁᄁᄁᄁ?

9. ᄁᄁᄁ

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

5. Dᄁ

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

6. ᄁᄁᄁ

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

7. ᄁ, ᄁᄁᄁ

- (a) Point to the English paper and say “ᄁ! ᄁᄁᄁ!”

8. ᄁ, ᄁᄁᄁ

- (a) Point to the Cherokee paper and say “ᄁ! ᄁᄁᄁ!”

9. ᄁᄁ, ᄁᄁ, ᄁᄁᄁᄁ?

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

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

7. ᄁ, ᄁᄁ, ᄁᄁᄁ, ᄁᄁᄁᄁ?

- (a) Pass the gift from left to right. The person to receive it should indicate they don’t want it and say “ᄁ!”. The person giving the gift should then say “ᄁᄁᄁᄁ? ᄁᄁᄁᄁ!”. The person receiving the gift should then say “ᄁ... ᄁᄁ, ᄁᄁ.”. The person giving the gift should say “ᄁᄁᄁᄁ”. The gift should then be passed.

8. ᄁᄁ, ᄁᄁ, ᄁᄁᄁᄁ?

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

9. ᄁᄁ, ᄁᄁ, ᄁᄁᄁ, ᄁᄁᄁ

- (a) Pass the gift from left to right. The person to receive it should indicate they don’t want it and say “ᄁᄁ!”. The person giving the gift should then say “ᄁᄁᄁᄁ? ᄁᄁᄁᄁ!”. The person receiving the gift should then say “ᄁ... ᄁᄁ, ᄁᄁ.”. The person giving the gift should say “ᄁᄁᄁᄁ”. 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.



## 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 "ᎠᎠ \_\_\_\_?" 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 "ᎠᎠ ᎠᎠ \_\_\_\_?" 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. "ᎠᎠ \_\_\_\_?"
  - (a) "D" selects an appropriate number of items from the correct group and places them before "R".
  - (b) "D" asks "R": "ᎠᎠ \_\_\_\_?" 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. "ᎠᎠ ᎠᎠ \_\_\_\_?"

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

**Set 1**

- |  |   |
|--|---|
| <p>1. \$V O'බැකි KTΛT?</p> <p>(a) <input type="checkbox"/><input type="checkbox"/><input checked="" type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>2. ාW T\$? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ. (Inanimate).</p> <p>3. \$V O'බැකි ාඬඃΛT?</p> <p>(a) <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input checked="" type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>4. ාW T\$? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ. (Inanimate).</p> | <p>5. ාW Tඬh? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ. (Animate).</p> <p>6. ාW T\$? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, W෦. (Inanimate).</p> <p>7. ාW Tඬh? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ. (Animate).</p> <p>8. ාW T\$? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, W෦. (Inanimate).</p> |
|--|---|

**Set 2**

- |   |  |
|---|--|
| <p>1. ාW Tඬh? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, DhW෦. (Animate).</p> <p>2. ාW T\$? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, W෦, KT. (Inanimate).</p> <p>3. ාW Tඬh? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, DhW෦. (Animate).</p> <p>4. ාW T\$? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, W෦, KT. (Inanimate).</p> | <p>5. ාW Tඬh? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, DhW෦, DhKT. (Animate).</p> <p>6. \$V O'බැකි ඊ෦෦෦ΛT?</p> <p>(a) <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input checked="" type="checkbox"/><input type="checkbox"/></p> <p>7. ාW T\$? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ. (Inanimate).</p> <p>8. ාW Tඬh? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, DhW෦, DhKT. (Animate).</p> |
|---|--|

**Set 3**

- |   |   |
|---|---|
| <p>1. ාW T\$? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, W෦, KT, O'ඃ. (Inanimate).</p> <p>2. ාW Tඬh? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ. (Animate).</p> <p>3. ාW T\$? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, W෦. (Inanimate).</p> <p>4. ාW T\$? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, W෦, KT, O'ඃ. (Inanimate).</p> | <p>5. ාW Tඬh? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, DhW෦, DhKT, O'ඃ. (Animate).</p> <p>6. ාW Tඬh? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, DhW෦. (Animate).</p> <p>7. ාW T\$? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, W෦, KT. (Inanimate).</p> <p>8. ාW Tඬh? <input type="checkbox"/><input type="checkbox"/></p> <p>(a) ඊඬ, DhW෦, DhKT, O'ඃ. (Animate).</p> |
|---|---|

**Set 4**

1. **ᐱᑦᑎ ᑕᑦ?**
  - (a) ᑕᑦ, ᑎᑦ, ᑕᑕ, ᑕᑦ, ᐱᑦᑎ. (Inanimate).
2. **ᐱᑦᑎ ᑕᑦᑎ?**
  - (a) ᑕᑦ, ᑎᑦᑎ, ᑎᑎᑕᑕ, ᑕᑦ, ᐱᑦᑎ. (Animate).
3. **ᐱᑦᑎ ᑕᑦᑎ?**
  - (a) ᑕᑦ, ᑎᑦᑎ, ᑎᑎᑕᑕ. (Animate).
4. **ᐱᑦᑎ ᑕᑦ?**
  - (a) ᑕᑦ, ᑎᑦ, ᑕᑕ, ᑕᑦ, ᐱᑦᑎ. (Inanimate).

5. **ᐱᑦᑎ ᑕᑦᑎ?**
  - (a) ᑕᑦ, ᑎᑦᑎ, ᑎᑎᑕᑕ, ᑕᑦ, ᐱᑦᑎ. (Animate).
6. **ᐱᑦᑎ ᑕᑦ?**
  - (a) ᑕᑦ, ᑎᑦ, ᑕᑕ, ᑕᑦ, ᐱᑦᑎ, ᑕᑦᑎ. (Inanimate).
7. **ᐱᑦᑎ ᑕᑦ?**
  - (a) ᑕᑦ, ᑎᑦ, ᑕᑕ, ᑕᑦ. (Inanimate).
8. **ᐱᑦᑎ ᑕᑦ?**
  - (a) ᑕᑦ, ᑎᑦ, ᑕᑕ, ᑕᑦ, ᐱᑦᑎ, ᑕᑦᑎ. (Inanimate).

**Set 5**

1. **ᐱᑦᑎ ᑕᑦᑎ?**
  - (a) ᑕᑦ, ᑎᑦᑎ, ᑎᑎᑕᑕ, ᑕᑦ, ᐱᑦᑎ, ᑕᑦᑎ. (Inanimate).
2. **ᐱᑦᑎ ᑕᑦ?**
  - (a) ᑕᑦ, ᑎᑦ, ᑕᑕ, ᑕᑦ, ᐱᑦᑎ, ᑕᑦᑎ, ᑕᑦᑎᑎ. (Inanimate).
3. **ᐱᑦᑎ ᑕᑦᑎ?**
  - (a) ᑕᑦ, ᑎᑦᑎ, ᑎᑎᑕᑕ, ᑕᑦ. (Animate).
4. **ᐱᑦᑎ ᑕᑦᑎ?**
  - (a) ᑕᑦ, ᑎᑦᑎ, ᑎᑎᑕᑕ, ᑕᑦ, ᐱᑦᑎ, ᑕᑦᑎ. (Inanimate).

5. **ᐱᑦᑎ ᑕᑦ?**
  - (a) ᑕᑦ, ᑎᑦ, ᑕᑕ, ᑕᑦ, ᐱᑦᑎ, ᑕᑦᑎ, ᑕᑦᑎᑎ. (Inanimate).
6. **ᐱᑦᑎ ᑕᑦᑎ?**
  - (a) ᑕᑦ, ᑎᑦᑎ, ᑎᑎᑕᑕ, ᑕᑦ, ᐱᑦᑎ, ᑕᑦᑎ, ᑕᑦᑎᑎ. (Animate).
7. **ᐱᑦᑎ ᑕᑦ?**
  - (a) ᑕᑦ, ᑎᑦ, ᑕᑕ, ᑕᑦ, ᐱᑦᑎ. (Inanimate).
8. **ᐱᑦᑎ ᑕᑦᑎ?**
  - (a) ᑕᑦ, ᑎᑦᑎ, ᑎᑎᑕᑕ, ᑕᑦ, ᐱᑦᑎ. (Animate).

**Set 6**

1. **ᐱᑦᑎ ᑕᑦᑎ?**
  - (a) ᑕᑦ, ᑎᑦᑎ, ᑎᑎᑕᑕ, ᑕᑦ, ᐱᑦᑎ, ᑕᑦᑎ, ᑕᑦᑎᑎ. (Animate).
2. **ᐱᑦᑎ ᑕᑦ?**
  - (a) ᑕᑦ, ᑎᑦ, ᑕᑕ, ᑕᑦ, ᐱᑦᑎ, ᑕᑦᑎ. (Inanimate).
3. **ᐱᑦᑎ ᑕᑦᑎ?**
  - (a) ᑕᑦ, ᑎᑦᑎ, ᑎᑎᑕᑕ, ᑕᑦ, ᐱᑦᑎ, ᑕᑦᑎ. (Inanimate).

4. **ᐱᑦᑎ ᑕᑦ?**
  - (a) ᑕᑦ, ᑎᑦ, ᑕᑕ, ᑕᑦ, ᐱᑦᑎ, ᑕᑦᑎ, ᑕᑦᑎᑎ. (Inanimate).
5. **ᐱᑦᑎ ᑕᑦᑎ?**
  - (a) ᑕᑦ, ᑎᑦᑎ, ᑎᑎᑕᑕ, ᑕᑦ, ᐱᑦᑎ, ᑕᑦᑎ, ᑕᑦᑎᑎ. (Animate).

## Dᵃᵛᵛᵃᵀ 6

# ᵛᵛᵛᵛᵀ ᵀᵀᵀᵀᵀ

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

### ᵀᵀᵀᵀ (Read them)

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

Review the following vocabulary then do the exercises.

**Dᵃᵛᵛᵛᵀ** [a<sup>1</sup>gowh<sup>2</sup>tᵢ<sup>3</sup>ha] “He sees him or it.”

**Dhᵃᵛᵛᵛᵀ** [a<sup>1</sup>ni<sup>2</sup>gowh<sup>2</sup>tᵢ<sup>3</sup>ha] “They see him or it.”

**ᵀᵃᵛᵛᵛᵀ** [da<sup>1</sup>gowh<sup>2</sup>tᵢ<sup>3</sup>ha] “He sees them.”

**ᵀhᵃᵛᵛᵛᵀ** [da<sup>1</sup>ni<sup>2</sup>gowh<sup>2</sup>tᵢ<sup>3</sup>ha] “They see them.”

**Dᵃᵃ, Zᵃ** [a<sup>2</sup>le, nᵃ<sup>2</sup>le] “And. Or.”

**Dᵃᵃᵀ** [a<sup>2</sup>ge<sup>23</sup>hya] “A woman.”

**Dhᵃᵃᵀ** [a<sup>2</sup>ni<sup>2</sup>ge<sup>23</sup>hya] “Women.”

**Dᵃᵃᵀᵀᵀ** [a<sup>2</sup>sga<sup>2</sup>ya] “A man.”

**Dhᵃᵃᵀᵀᵀ** [a<sup>2</sup>ni<sup>2</sup>sga<sup>2</sup>ya] “Men.”

**ᵀᵛ ᵀᵃᵀᵀ** [ga<sup>2</sup>do<sup>2</sup>ju<sup>4</sup>sdi] “Which ones?” Used when the person asking a question is expecting a response about two or more non-living or inanimate things.

**ᵀᵛ ᵀᵃᵀᵀᵀ** [ga<sup>2</sup>do<sup>2</sup>un<sup>4</sup>sdi] “Which ones?” Used when the person asking a question is expecting a response about two or more alive or animate things.

**ᵀᵀ** [gi<sup>2</sup>hli] “A dog. Dogs.”

**ᵀᵃᵀ** [nu<sup>23</sup>na] “A potato. Potatoes.”

**ᵀᵃᵀ** [nv<sup>1</sup>ya] “A rock. Rocks.”

**ᵀᵀᵀ** [we<sup>23</sup>sa] “A cat. Cats.”

### ᵀᵀᵀᵀ (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] ᄃᄃ ᄃᄃᄃ. ᄃᄃ ᄃᄃ.

“D” puts one woman in a first group and one potato in second group.

- (a) [D->R] ᄃᄃ ᄃᄃᄃ ᄃᄃᄃᄃᄃ?

“D” points at the first group and asks “R”: What does she see?

- (b) [R] ᄃᄃᄃ ᄃᄃ ᄃᄃᄃᄃᄃ.

“R” responds: The woman sees a potato.

2. [D] ᄃᄃ ᄃᄃᄃ. ᄃᄃ ᄃᄃᄃ.

“D” puts one woman in a first group and three rocks in second group.

- (a) [D->R] ᄃᄃ ᄃᄃᄃ ᄃᄃᄃᄃᄃ?

“D” points at the first group and asks “R”: What does she see?

- (b) [R] ᄃᄃᄃ ᄃᄃᄃ ᄃᄃᄃᄃᄃ.

“R” responds: The woman sees rocks.

3. [D] ᄃᄃᄃᄃ ᄃᄃᄃᄃ. ᄃᄃ ᄃᄃ.

“D” puts two women in a first group and one potato in second group.

- (a) [D->R] ᄃᄃ ᄃᄃᄃ ᄃᄃᄃᄃᄃ?

“D” points at the first group and asks “R”: What do they see?

- (b) [R] ᄃᄃᄃᄃ ᄃᄃ ᄃᄃᄃᄃᄃ.

“R” responds: The women see a potato.

4. [D] ᄃᄃᄃᄃ ᄃᄃᄃᄃ. ᄃᄃ ᄃᄃᄃ ᄃᄃ ᄃᄃ ᄃᄃᄃ.

“D” puts two women in a first group. In the second group are put one woman and one rock.

- (a) [D->R] ᄃᄃ ᄃᄃᄃ ᄃᄃᄃᄃᄃ?

“D” points at the first group and asks “R”: What do they see?

- (b) [R] ᄃᄃᄃᄃ ᄃᄃᄃ ᄃᄃ ᄃᄃᄃ ᄃᄃᄃᄃᄃ.

“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] ຫລັ ດຳລັ. ຫລັ ອຳລັ.
  - (a) [D→R] ສຽ ອຳລັ ດາລັ?
  - (b) [R] ດຳລັ ອຳລັ ດາລັ.
- 2. [D] ຫລັ ດລັສັ. ຫລັ ຍັ.
  - (a) [D→R] ສຽ ອຳລັ ດາລັ?
  - (b) [R] ດລັສັ ຍັ ດາລັ.
- 3. [D] ຫລັ ດຳລັ. ພຳ ຈັ.
  - (a) [D→R] ສຽ ຈລັ ລາລັ?
  - (b) [R] ດຳລັ ຈັ ລາລັ.
- 4. [D] ຫລັ ດລັສັ. ຫລັ ຈັ.
  - (a) [D→R] ສຽ ອຳລັ ດາລັ?
- 5. [D] ດຫັ ດລັສັ. ຫລັ ອຳລັ.
  - (a) [D→R] ສຽ ອຳລັ ດຫາລັ?
  - (b) [R] ດລັສັ ອຳລັ ດຫາລັ.
- 6. [D] ຫລັ ດຳລັ. ຫລັ ພັ.
  - (a) [D→R] ສຽ ອຳລັ ດາລັ?
  - (b) [R] ດຳລັ ພັ ດາລັ.
- 7. [D] ດຫັ ດຳລັ. ຫລັ ຈັ.
  - (a) [D→R] ສຽ ອຳລັ ດຫາລັ?
  - (b) [R] ດຳລັ ຈັ ດຫາລັ.

**Set 2**

- 1. [D] ຫລັ ດລັສັ. ຫັ ອຳລັ.
  - (a) [D→R] ສຽ ຈລັ ລາລັ?
  - (b) [R] ດລັສັ ອຳລັ ລາລັ.
- 2. [D] ດຫັ ດລັສັ. ຫລັ ພັ.
  - (a) [D→R] ສຽ ອຳລັ ດຫາລັ?
  - (b) [R] ດລັສັ ພັ ດຫາລັ.
- 3. [D] ດຫັ ດຳລັ. ຫລັ ອຳລັ.
  - (a) [D→R] ສຽ ອຳລັ ດຫາລັ?
  - (b) [R] ດຳລັ ອຳລັ ດຫາລັ.
- 4. [D] ຫລັ ດລັສັ. ດຫັ ຍັ.
  - (a) [D→R] ສຽ ອຳລັ ລາລັ?
- 5. [D] ດຫັ ດຳລັ. ຫລັ ຍັ.
  - (a) [D→R] ສຽ ອຳລັ ດຫາລັ?
  - (b) [R] ດຳລັ ຍັ ດຫາລັ.
- 6. [D] ຫລັ ດຳລັ. ດຫັ ພັ.
  - (a) [D→R] ສຽ ອຳລັ ລາລັ?
  - (b) [R] ດຳລັ ພັ ລາລັ.
- 7. [D] ດຫັ ດລັສັ. ພຳ ຈັ.
  - (a) [D→R] ສຽ ຈລັ ລາລັ?
  - (b) [R] ດລັສັ ຈັ ລາລັ.

**Set 3**

- 1. [D] ດຫັ ດຳລັ. ດຫັ ພັ.
  - (a) [D→R] ສຽ ອຳລັ ລາລັ?
  - (b) [R] ດຫັ ພັ ລາລັ.
- 2. [D] ຫລັ ດຳລັ. ດຫັ ຍັ.
  - (a) [D→R] ສຽ ອຳລັ ລາລັ?
  - (b) [R] ດຳລັ ຍັ ລາລັ.

3. [D] DhWf Dhññññ. DhWf YC.  
 (a) [D→R] \$V O'ññññ LhAGññññ?  
 (b) [R] Dhññññ YC LhAGññññ.
4. [D] DhKT Dhññññ. KT ã.  $\Theta$ .  
 (a) [D→R] \$V ðñññ LhAGññññ?  
 (b) [R] Dhññññ ã LhAGññññ.
5. [D] Ëñ Dññññ Zñ Ëñ YC. Ëñ O'ñ.  
 (a) [D→R] \$V O'ññññ DhAGññññ?

- (b) [R] Dññññ Dñ YC O'ñ DhAGññññ.
6. [D] DhWf Dhññññ. DhWf ã.  $\Theta$ .  
 (a) [D→R] \$V O'ññññ LhAGññññ?  
 (b) [R] Dhññññ ã LhAGññññ.
7. [D] Ëñ Dññññ Dñ Ëñ ã.  $\Theta$ .  
 (a) [D→R] \$V O'ññññ DhAGññññ?  
 (b) [R] Dññññ Dñ ã DhAGññññ.

**Set 4**

1. [D] DhKT Dhññññ. Ëñ Dññññ Zñ Ëñ ã.  $\Theta$ .  
 (a) [D→R] \$V ðñññ LhAGññññ?  
 (b) [R] Dhññññ Dññññ Dñ ã LhAGññññ.
2. [D] Ëñ Dññññ Dñ Ëñ YC. Ëñ O'ñ.  
 (a) [D→R] \$V O'ññññ DhAGññññ?  
 (b) [R] Dññññ Dñ YC O'ñ DhAGññññ.
3. [D] DhWf Dhññññ. Ëñ Dññññ Zñ Ëñ ã.  $\Theta$ .  
 (a) [D→R] \$V ðñññ LhAGññññ?  
 (b) [R] Dhññññ Dññññ Dñ ã LhAGññññ.
4. [D] Ëñ Dññññ. DhWf Dhññññ Dñ Wf ã.  $\Theta$ .  
 (a) [D→R] \$V ðñññ LAGññññ?

- (b) [R] Dññññ Dhññññ Dñ ã LAGññññ.
5. [D] Ëñ Dññññ. Ëñ O'ñ.  
 (a) [D→R] \$V O'ññññ DAGññññ?  
 (b) [R] Dññññ O'ñ DAGññññ.
6. [D] Ëñ Dññññ. Ëñ ã.  $\Theta$ .  
 (a) [D→R] \$V O'ññññ DAGññññ?  
 (b) [R] Dññññ ã DAGññññ.
7. [D] Ëñ Dññññ. KT O'ñ.  
 (a) [D→R] \$V ðñññ LAGññññ?  
 (b) [R] Dññññ O'ñ LAGññññ.

**Set 5**

1. [D] DhKT Dhññññ. Ëñ YC.  
 (a) [D→R] \$V O'ññññ DhAGññññ?  
 (b) [R] Dhññññ YC DhAGññññ.
2. [D] DhKT Dhññññ. Wf ã.  $\Theta$ .  
 (a) [D→R] \$V ðñññ LhAGññññ?  
 (b) [R] Dhññññ ã LhAGññññ.
3. [D] DhWf Dhññññ. Ëñ Dññññ Dñ Ëñ O'ñ.  
 (a) [D→R] \$V ðñññ LhAGññññ?

- (b) [R] Dhññññ Dññññ Dñ O'ñ LhAGññññ.
4. [D] Ëñ Dññññ. DhWf Dhññññ Zñ KT ã.  $\Theta$ .  
 (a) [D→R] \$V ðñññ LAGññññ?  
 (b) [R] Dññññ Dhññññ Dñ ã LAGññññ.
5. [D] Ëñ Dññññ. DhKT Dhññññ Zñ Wf ã.  $\Theta$ .  
 (a) [D→R] \$V ðñññ LAGññññ?  
 (b) [R] Dññññ Dhññññ Dñ ã LAGññññ.



## 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] ፀፀ ህፀ ደፍሰ. ፀፀ ህፀ ላፀ.

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

(a) [D→R] ህፀ ፀፀ ህፀ ላፀ?

“D” asks “R”: Which ones do you see?

(b) [R] ህፀ ፀፀ ህፀ ላፀ?

“R” responds: Which ones do I see?

(c) [R] ደፍሰ ደፍሰ ህፀ ላፀ.

“R” says: Here I see a woman.

(d) [R] ዐፀ ላፀ ህፀ ላፀ.

“R” says: There I see a potato.

2. [D] ፀፀ ደክፀ ደክፀፀ. ፀፀ ህፀ ዐፀ.

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

(a) [D→R] ህፀ ፀፀ ህፀ ላፀ?

“D” asks “R”: Which ones do you see?

(b) [R] ህፀ ፀፀ ህፀ ላፀ?

“R” responds: Which ones do I see?

(c) [R] ደፍሰ ደክፀፀ ህፀ ላፀ.

“R” says: Here I see men.

(d) [R] ዐፀ ዐፀ ህፀ ላፀ.

“R” says: There I see a potato.

3. [D] ፀፀ ህፀ ደፍሰ. ፀፀ ደክ ህፀ ደክፀፀ.

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

(a) [D→R] ህፀ ዐፀፀ ህፀ ላፀ?

“D” asks “R”: Which ones do you see?

(b) [R] ህፀ ዐፀፀ ህፀ ላፀ?

“R” responds: Which ones do I see?

(c) [R] ደፍሰ ደፍሰ ህፀ ላፀ.

“R” says: Here I see a woman.

(d) [R] ዐፀ ደክፀፀ ህፀ ላፀ.

“R” says: There I see men.

4. [D] ፀፀ ህፀ ደክፀፀ. ፀፀ ህፀ ደፍሰ ፀፀ ህፀ ዐፀ.

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

(a) [D→R] ህፀ ፀፀ ህፀ ላፀ?

“D” asks “R”: Which ones do you see?

(b) [R] ህፀ ፀፀ ህፀ ላፀ?

“R” responds: Which ones do I see?

(c) [R] ደፍሰ ደክፀፀ ህፀ ላፀ.

“R” says: Here I see a man.

(d) [R] ዐፀ ደፍሰ ህፀ ላፀ ደፀ ዐፀ ህፀ ላፀ.

“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

- [D]  $\Theta$   $i$   $U$   $\omega$   $\vartheta$ .
  - [D→R]  $\$V$   $O$   $\omega$   $J$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $\$V$   $O$   $\omega$   $J$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $D$   $\text{\textcircled{h}}$   $\vartheta$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
- [D]  $\Theta$   $i$   $U$   $\omega$   $D$   $\omega$   $\text{\textcircled{S}}$   $\omega$ .
  - [D→R]  $\$V$   $O$   $\omega$   $J$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $\$V$   $O$   $\omega$   $J$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $D$   $\text{\textcircled{h}}$   $D$   $\omega$   $\text{\textcircled{S}}$   $\omega$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
- [D]  $\Theta$   $i$   $U$   $\omega$   $YC$ .  $T$   $\Theta$   $U$   $\omega$   $O$   $\omega$ .
  - [D→R]  $\$V$   $J$   $\omega$   $J$   $\text{\textcircled{S}}$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $\$V$   $J$   $\omega$   $J$   $\text{\textcircled{S}}$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $D$   $\text{\textcircled{h}}$   $YC$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $O$   $\text{\textcircled{t}}$   $O$   $\omega$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
- [D]  $\Theta$   $i$   $U$   $\omega$   $O$   $\omega$ .
  - [D→R]  $\$V$   $O$   $\omega$   $J$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $\$V$   $O$   $\omega$   $J$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
- [R]  $D$   $\text{\textcircled{h}}$   $O$   $\omega$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$ .
- [D]  $\Theta$   $i$   $U$   $\omega$   $\text{\textcircled{U}}$ .
  - [D→R]  $\$V$   $O$   $\omega$   $J$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $\$V$   $O$   $\omega$   $J$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $D$   $\text{\textcircled{h}}$   $\text{\textcircled{U}}$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
- [D]  $\Theta$   $i$   $U$   $\omega$   $D$   $\text{\textcircled{F}}$   $\omega$ .  $T$   $\Theta$   $U$   $\omega$   $D$   $\omega$   $\text{\textcircled{S}}$   $\omega$ .
  - [D→R]  $\$V$   $O$   $\omega$   $J$   $\text{\textcircled{S}}$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $\$V$   $O$   $\omega$   $J$   $\text{\textcircled{S}}$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $D$   $\text{\textcircled{h}}$   $D$   $\text{\textcircled{F}}$   $\omega$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $O$   $\text{\textcircled{t}}$   $D$   $\omega$   $\text{\textcircled{S}}$   $\omega$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
- [D]  $\Theta$   $i$   $U$   $\omega$   $D$   $\omega$   $\text{\textcircled{S}}$   $\omega$ .  $T$   $\Theta$   $U$   $\omega$   $\vartheta$ .
  - [D→R]  $\$V$   $J$   $\omega$   $J$   $\text{\textcircled{S}}$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $\$V$   $J$   $\omega$   $J$   $\text{\textcircled{S}}$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $D$   $\text{\textcircled{h}}$   $D$   $\omega$   $\text{\textcircled{S}}$   $\omega$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $O$   $\text{\textcircled{t}}$   $\vartheta$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$

### Set 2

- [D]  $\Theta$   $i$   $U$   $\omega$   $YC$ .  $T$   $\Theta$   $U$   $\omega$   $\text{\textcircled{U}}$ .
  - [D→R]  $\$V$   $O$   $\omega$   $J$   $\text{\textcircled{S}}$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $\$V$   $O$   $\omega$   $J$   $\text{\textcircled{S}}$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $D$   $\text{\textcircled{h}}$   $YC$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
  - [R]  $O$   $\text{\textcircled{t}}$   $\text{\textcircled{U}}$   $\text{\textcircled{A}}$   $\text{\textcircled{G}}$   $\text{\textcircled{J}}$   $\text{\textcircled{?}}$
- [D]  $\Theta$   $i$   $D$   $h$   $W$   $F$   $\text{\textcircled{U}}$ .  $T$   $\Theta$   $U$   $\omega$   $\vartheta$ .





1. [D] Өи Үбб Дбббб. ТӨ ДҺВҒ ДҺҒбб Дбб ВҒ Обб.
  - (a) [D→R] бВ ббб ббббббб?
  - (b) [R] бВ ббб ббббббб?
  - (c) [R] Дббб Дбббб ббббббб.
  - (d) [R] Обб ДҺҒбб ббббббббб Дбб Обб ббббббббб.
2. [D] Өи Үбб ббб. ТӨ Үбб Дббббб Дбб Үбб ббб.
  - (a) [D→R] бВ ббб ббббббб?
  - (b) [R] бВ ббб ббббббб?
  - (c) [R] Дббб ббб ббббббб.
  - (d) [R] Обб Дббббб ббббббббб Дбб ббб ббббббббб.
3. [D] Өи ДҺВҒ ДҺббббб. ТӨ Үбб бВ Збб Үбб ббб.
  - (a) [D→R] бВ ббб ббббббб?
  - (b) [R] бВ ббб ббббббб?
  - (c) [R] Дббб ДҺббббб ббббббббб.
  - (d) [R] Обб бВ ббббббббб Дбб ббб ббббббббб.
4. [D] Өи Үбб Дббббб. ТӨ ДҺКТ бВ Дбб ВҒ Обб.
  - (a) [D→R] бВ ббб ббббббб?

- (b) [R] бВ ббб ббббббб?
  - (c) [R] Дббб Дбббб ббббббб.
  - (d) [R] Обб бВ ббббббббб Дбб Обб ббббббббб.
5. [D] Өи Үбб ббб.
    - (a) [D→R] бВ Оббб ббббббб?
    - (b) [R] бВ Оббб ббббббб?
    - (c) [R] Дббб ббб ббббббб.
  6. [D] Өи Үбб ббб.
    - (a) [D→R] бВ Оббб ббббббб?
    - (b) [R] бВ Оббб ббббббб?
    - (c) [R] Дббб ббб ббббббб.
  7. [D] Өи Үбб ДҒбб. ТӨ Үбб Обб.
    - (a) [D→R] бВ ббб ббббббб?
    - (b) [R] бВ ббб ббббббб?
    - (c) [R] Дббб ДҒбб ббббббб.
    - (d) [R] Обб Обб ббббббб.

**Set 7**

1. [D] Өи Үбб ДҒбб. ТӨ Үбб ббб.
  - (a) [D→R] бВ Обббб ббббббб?
  - (b) [R] бВ Обббб ббббббб?
  - (c) [R] Дббб ДҒбб ббббббб.
  - (d) [R] Обб ббб ббббббб.
2. [D] Өи ДҺВҒ ДҺббббб. ТӨ Үбб Обб.
  - (a) [D→R] бВ ббб ббббббб?
  - (b) [R] бВ ббб ббббббб?
  - (c) [R] Дббб ДҺббббб ббббббббб.
  - (d) [R] Обб Обб ббббббб.
3. [D] Өи ДҺКТ бВ. ТӨ Үбб ббб.
  - (a) [D→R] бВ Обббб ббббббб?
  - (b) [R] бВ Обббб ббббббб?
  - (c) [R] Дббб бВ ббббббббб.
  - (d) [R] Обб ббб ббббббб.
4. [D] Өи Үбб Дббббб. ТӨ ДҺКТ бВ.
  - (a) [D→R] бВ Обббб ббббббб?
  - (b) [R] бВ Обббб ббббббб?

- (c) [R] Дббб Дбббб ббббббб.
  - (d) [R] Обб бВ ббббббббб.
5. [D] Өи ДҺВҒ ДҺҒбб. ТӨ КТ ббб.
    - (a) [D→R] бВ ббб ббббббб?
    - (b) [R] бВ ббб ббббббб?
    - (c) [R] Дббб ДҺҒбб ббббббббб.
    - (d) [R] Обб ббб ббббббббб.
  6. [D] Өи ДҺВҒ ббб. ТӨ ДҺВҒ ббб.
    - (a) [D→R] бВ Обббб ббббббб?
    - (b) [R] бВ Обббб ббббббб?
    - (c) [R] Дббб ббб ббббббб.
    - (d) [R] Обб ббб ббббббб.
  7. [D] Өи Үбб бВ. ТӨ Үбб ДҒбб Збб Үбб Обб.
    - (a) [D→R] бВ ббб ббббббб?
    - (b) [R] бВ ббб ббббббб?
    - (c) [R] Дббб бВ ббббббббб.
    - (d) [R] Обб ДҒбб ббббббббб Дбб Обб ббббббббб.

**Set 8**

1. [D] ოი DhWp YC. TᎠ ᎠᎠ ᎠᎠ ZᎠ ᎠᎠ ᎠᎠ.

- (a) [D→R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?
- (b) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?
- (c) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.
- (d) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

2. [D] ᎠᎠ ᎠᎠ ᎠᎠ. TᎠ DhKT DhᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

- (a) [D→R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?
- (b) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?
- (c) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.
- (d) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

3. [D] ᎠᎠ ᎠᎠ ᎠᎠ.

- (a) [D→R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?
- (b) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?
- (c) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

4. [D] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

- (a) [D→R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?
- (b) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?

(c) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

5. [D] ᎠᎠ ᎠᎠ ᎠᎠ. TᎠ ᎠᎠ ᎠᎠ.

- (a) [D→R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?
- (b) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?
- (c) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.
- (d) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

6. [D] ᎠᎠ DhKT DhᎠᎠ ᎠᎠ. TᎠ ᎠᎠ ᎠᎠ.

- (a) [D→R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?
- (b) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?
- (c) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.
- (d) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

7. [D] ᎠᎠ ᎠᎠ ᎠᎠ. TᎠ DhWp YC.

- (a) [D→R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?
- (b) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ?
- (c) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.
- (d) [R] ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

## VᎠᎠᎠ (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.

*ᎠᎠ 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. ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

- (a) I see five rocks.

2. ᎠᎠ DhᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

3. ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

4. ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

5. ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

6. ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

7. ᎠᎠ ᎠᎠ ᎠᎠ DhᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

8. DhᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

### Set 2

1. ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

2. ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

3. DhᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

4. ᎠᎠ DhᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

5. DhᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

6. ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

7. ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

8. DhᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ ᎠᎠ.

**Set 3**

- 1. ደቱ ገጽ ገጽ ለሌሎች.
- 2. ግራ ስራዎች.
- 3. ልሳን ወይንም ልሳን ስራዎች.
- 4. ወይንም ገጽ ለሌሎች.
- 5. ልሳን ስራዎች.
- 6. ወይንም ስራዎች ለሌሎች.
- 7. ስራ ስራዎች.
- 8. ደቱ ስራዎች.

**Set 4**

- 1. ግራ ወይንም ስራዎች.
- 2. ወይንም ስራዎች.
- 3. ስራ ደቱ ለሌሎች.
- 4. ግራ ስራዎች.
- 5. ወይንም ልሳን ወይንም ወይንም ስራዎች ለሌሎች.
- 6. ወይንም ወይንም ወይንም ስራ ለሌሎች.
- 7. ልሳን ወይንም ወይንም ስራዎች.
- 8. ወይንም ስራዎች ስራዎች.

**Answers**

**Set 1**

- 1. ልሳን ግራ ስራዎች.  
(a) I see five rocks.
- 2. ስራ ወይንም ስራዎች.  
(a) The dog sees men.
- 3. ወይንም ስራ ስራዎች.  
(a) The man sees dogs.
- 4. ልሳን ገጽ ስራዎች.  
(a) You see six potatoes.
- 5. ደቱ ገጽ ስራዎች.  
(a) The woman sees potatoes.
- 6. ወይንም ስራዎች.  
(a) I see a man.
- 7. ልሳን ልሳን ወይንም ስራዎች.  
(a) The cat sees six women.
- 8. ወይንም ልሳን ስራዎች.  
(a) The men see cats.

**Set 2**

- 1. ልሳን ስራዎች.  
(a) You see a cat.
- 2. ልሳን ልሳን ስራዎች.  
(a) I see seven cats.
- 3. ወይንም ገጽ ወይንም ስራዎች.  
(a) The women see a potato.
- 4. ስራ ወይንም ስራዎች.  
(a) The dogs see women.
- 5. ወይንም ስራ ገጽ ስራዎች.  
(a) The men see rocks.
- 6. ግራ ስራዎች.  
(a) I see rocks.
- 7. ግራ ስራዎች.  
(a) You see a rock.
- 8. ወይንም ስራ ወይንም ስራዎች.  
(a) The women see a dog.

**Set 3**

1. ደቱሰ ካፐ ሳፀ ሊላጭታቸው።  
(a) The woman sees three potatoes.
2. ዑሰ ከገላጭታቸው።  
(a) I see a rock.
3. ስጦሃ ደከጦኛሰ ሳህ ደከላጭታቸው።  
(a) The five men see a cat.
4. ደጦኛሰ ሳፀ ደላጭታቸው።  
(a) The man sees a potato.

5. ሳህ ክገላጭታቸው።  
(a) I see cats.
6. ደከካፐ ሃር ክጦላጭታቸው።  
(a) You see three dogs.
7. ሃር ክጦላጭታቸው።  
(a) You see dogs.
8. ደቱሰ ጦላጭታቸው።  
(a) You see a woman.

**Set 4**

1. ዑሃ ደከጦኛሰ ክጦላጭታቸው።  
(a) You see four men.
2. ደከቱሰ ክጦላጭታቸው።  
(a) You see women.
3. ሃር ደቱሰ ደላጭታቸው።  
(a) The dog sees a woman.
4. ዑሰ ክጦላጭታቸው።  
(a) You see rocks.

5. ደከሠገገ ሳህ ደከሠገገ ደከጦኛሰ ሊላጭታቸው።  
(a) The two cats see two men.
6. ደከካፐ ደከቱሰ ደከካፐ ሃር ሊላጭታቸው።  
(a) The three women see three dogs.
7. ሳህ ደጦኛሰ ደከላጭታቸው።  
(a) The cats see a man.
8. ደከጦኛሰ ክገላጭታቸው።  
(a) I see men.



## Dᵃᵛᵃᵀ 8

# ᠘ᠠᠮᠠᠨ ᠳᠰᠬᠡᠳᠤᠯᠠ

### ᠵᠠᠮᠠᠳᠤ (Read them)

Review the following vocabulary then do the exercises.

**ᠳᠤ, ᠳᠠ** [᠗²yᵛ, ᠗²ya] “I. We.”

**ᠨᠠᠰᠢ** [na¹sgɪ] - *Alternate pronunciation.*

**ᠶᠢᠨᠰᠢᠨᠠ** [v¹sgɪ²na] “He. She. They. That. Those.”

**ᠬᠢ, ᠬᠤ** [hi²᠗a, hi²᠗i] “He. She. They. This. These.”

**ᠶᠢᠨᠰᠢ** [v¹sgɪ] - *Alternate pronunciation.*

**ᠨᠠ** [na] “That, Those”

**ᠶᠢᠨᠰᠢᠨᠠ** [sgɪ²na] - *Alternate pronunciation.*

**ᠬᠢ** [hi²hi] “You. You two. You all.”

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

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

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

### ᠬᠠᠭᠤᠰᠤ (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:

- [D→R] ၵၰ ၵၰ ၵၰ ၵၰ.  
“D” says to “R”: One and two.  
  - [R] ၵၰ (→1). DB (2၀).  
“R” responds: You (while pointing at one person). Us (while pointing at self and one other).
- [D] တ ၵၰ. ၵၰ ၵၰ ၵၰ.  
“D” places a cat far from “R” and places two or more men near “R”.  
  - [D→R] ၵၰ ၵၰ?  
“D” asks “R”: Where is the cat?
  - [R] ၵၰ ၵၰ ၵၰ.  
“R” responds: That cat is there.
- [D] ၵၰ ၵၰ ၵၰ. တ ၵၰ ၵၰ.  
“D” places one woman near “R” and places one potato far from “R”.  
  - [D→R] ၵၰ တ ၵၰ ၵၰ ၵၰ.  
“D” says to “R”: You see he-she-it-they far away.
  - ၵ ၵၰ ၵၰ ၵၰ ၵၰ?  
“D” asks “R”: Which do you see?
  - [R] ၵၰ ၵၰ ၵၰ ၵၰ ၵၰ ၵၰ?  
“R” responds: Which do I see there?
  - [R] ၵၰ ၵၰ ၵၰ ၵၰ.  
“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] TΘ ለሆነ. Θi Dከጠፍታል.

- (a) [D→R] ቀP ለሆነ?
- (b) [R] Θ ለሆነ ዐጥ.

2. [D] TΘ ሃር. Θi Dጠፍታል.

- (a) [D→R] ቀP Dጠፍታል?
- (b) [R] ለD Dጠፍታል Dh.

3. [D] TΘ Dፍታል. Θi ሃር.

- (a) [D→R] ቀP Dፍታል?
- (b) [R] Θ Dፍታል ዐጥ.

4. [D] TΘ ለሆነ. Θi Dከፍታል.

- (a) [D→R] ቀP ለሆነ?
- (b) [R] Θ ለሆነ ዐጥ.

5. [D] TΘ Dጠፍታል. Θi ሃር.

- (a) [D→R] ቀP ሃር?
- (b) [R] ለD ሃር Dh.

6. [D] TΘ ለሆነ. Θi Dከፍታል.

- (a) [D→R] ቀP Dከፍታል?
- (b) [R] ለD Dከፍታል Dh.

7. [D] TΘ Dፍታል. Θi ለሆነ.

- (a) [D→R] ቀP ለሆነ?
- (b) [R] ለD ለሆነ Dh.

8. [D] TΘ Dከጠፍታል. Θi ሃር.

- (a) [D→R] ቀP Dከጠፍታል?
- (b) [R] Θ Dከጠፍታል ዐጥ.

**Set 2**

1. [D] TΘ Dከጠፍታል. Θi ባፀ.

- (a) [D→R] ቀP ባፀ?
- (b) [R] ለD ባፀ Dh.

2. [D] TΘ ዐጥ. Θi Dከፍታል.

- (a) [D→R] ቀP ዐጥ?
- (b) [R] Θ ዐጥ ዐጥ.

3. [D] TΘ Dፍታል. Θi ሃር.

- (a) [D→R] ቀP ሃር?
- (b) [R] ለD ሃር Dh.

4. [D] TΘ ባፀ. Θi Dጠፍታል.

- (a) [D→R] ቀP ባፀ?

(b) [R] Θ ባፀ ዐጥ.

5. [D→R] DhKT Dፍ DhWፍ.

- (a) [R] ከሐ (→3). DB (2ፀ).

6. [D] TΘ Dጠፍታል. Θi ዐጥ.

- (a) [D→R] ቀP ዐጥ?
- (b) [R] ለD ዐጥ Dh.

7. [D→R] DhWፍ Dፍ DhKT.

- (a) [R] ከሐ (→2). DB (3ፀ).

8. [D→R] ሆፊ Dፍ ሆፊ.

- (a) [R] ከሐ (→1). DB (1ፀ).

**Set 3**

1. [D] TΘ ዐጥ. Θi Dፍታል.

- (a) [D→R] ቀP ዐጥ?
- (b) [R] Θ ዐጥ ዐጥ.

2. [D→R] DhKT Dፍ DhWፍ.

- (a) [R] ከሐ (→3). DB (2ፀ).

3. [D] ፀi ሆፊ Dጠፍታል. TΘ ሆፊ ባፀ.

- (a) [D→R] iጠሃ TΘ ለገራገጥፍ.
- (b) [D→R] ፍV ዐጠገ ለገራገጥፍ?
- (c) [R] ፍV ዐጠገ ዐጥ ለገራገጥፍ?
- (d) [R] ባፀ ዐጥ ለገራገጥፍ.

4. [D→R] ሆፊ Dፍ ሆፊ.

- (a) [R] ከሐ (→1). DB (1ፀ).

5. [D] ፀi ሆፊ ለሆነ. TΘ ሆፊ ዐጥ.

- (a) [D→R] iጠሃፀ TΘ ለገራገጥፍ.
- (b) [D→R] ፍV ዐጠገ ለገራገጥፍ?
- (c) [R] ፍV ዐጠገ ዐጥ ለገራገጥፍ?
- (d) [R] ዐጥ ዐጥ ለገራገጥፍ.

6. [D] ፀi ሆፊ ሃር. TΘ ሆፊ ባፀ.

- (a) [D→R] iጠሃፀ ፀi ለገራገጥፍ.
- (b) [D→R] ፍV ዐጠገ ለገራገጥፍ?



8. [D] Өи Үд ӡҮ. ТӨ Үд ДӡҢд.
- (a) [D→R] ӨӡҮ Өи ӡӢӢ.
- (b) [D→R] ҢҮ ӨӡӢ ӡӢӢ?

- (c) [R] ҢҮ ӨӡӢ Дһ ҺӢӢ?
- (d) [R] ӡҮ Дһ ҺӢӢ?

**Set 6**

1. [D] Өи ДһҮҢ ӡҮ. ТӨ Үд ӡҮ.
- (a) [D→R] ӡҮӨ ТӨ ӡӢӢ.
- (b) [D→R] ҢҮ ӨӡӢ ӡӢӢ?
- (c) [R] ҢҮ ӨӡӢ ӨӢ ҺӢӢ?
- (d) [R] ӡҮ ӨӢ ҺӢӢ.
2. [D] Өи ДһКТ ДһӡҢд. ТӨ Үд ДӡҢд.
- (a) [D→R] ӡӢҮ Өи ҢӢӢ.
- (b) [D→R] ҢҮ ӨӡӢ ҢӢӢ?
- (c) [R] ҢҮ ӨӡӢ Дһ ҢӢӢ?
- (d) [R] ДһӡҢд Дһ ҢӢӢ.
3. [D] Өи Үд ДӢд. ТӨ Үд Өд.
- (a) [D→R] ӡӢҮӨ ТӨ ӡӢӢ.
- (b) [D→R] ҢҮ ӨӡӢ ӡӢӢ?
- (c) [R] ҢҮ ӨӡӢ ӨӢ ҺӢӢ?
- (d) [R] Өд ӨӢ ҺӢӢ.
4. [D] Өи Үд ДӡҢд. ТӨ Үд ҮӨ.
- (a) [D→R] ӡҮӨ Өи ӡӢӢ.
- (b) [D→R] ҢҮ ӨӡӢ ӡӢӢ?
- (c) [R] ҢҮ ӨӡӢ Дһ ҺӢӢ?
- (d) [R] ДӡҢд Дһ ҺӢӢ.

5. [D] Өи Үд ӡҮ. ТӨ Үд ҮС.
- (a) [D→R] ӨӡҮ Өи ӡӢӢ.
- (b) [D→R] ҢҮ ӨӡӢ ӡӢӢ?
- (c) [R] ҢҮ ӨӡӢ Дһ ҺӢӢ?
- (d) [R] ӡҮ Дһ ҺӢӢ.
6. [D] Өи ДһҮҢ Дһд. ТӨ Үд ДӢд.
- (a) [D→R] ӡӢҮ ТӨ ӡӢӢ.
- (b) [D→R] ҢҮ ӨӡӢ ӡӢӢ?
- (c) [R] ҢҮ ӨӡӢ ӨӢ ҺӢӢ?
- (d) [R] ДӢд ӨӢ ҺӢӢ.
7. [D] Өи ДһКТ ҮС. ТӨ Үд ДӡҢд.
- (a) [D→R] ӡӢҮӨ Өи ҢӢӢ.
- (b) [D→R] ҢҮ ӨӡӢ ҢӢӢ?
- (c) [R] ҢҮ ӨӡӢ Дһ ҢӢӢ?
- (d) [R] ҮС Дһ ҢӢӢ.
8. [D] Өи Үд ДӡҢд. ТӨ ДһКТ ӡҮ.
- (a) [D→R] ӡҮӨ ТӨ ҢӢӢ.
- (b) [D→R] ҢҮ ӨӡӢ ҢӢӢ?
- (c) [R] ҢҮ ӨӡӢ ӨӢ ҢӢӢ?
- (d) [R] ӡҮ ӨӢ ҢӢӢ.

**Set 7**

1. [D] Өи Үд ҮӨ. ТӨ Үд ҮС.
- (a) [D→R] ӡӢҮӨ ТӨ ӡӢӢ.
- (b) [D→R] ҢҮ ӨӡӢ ӡӢӢ?
- (c) [R] ҢҮ ӨӡӢ ӨӢ ҺӢӢ?
- (d) [R] ҮС ӨӢ ҺӢӢ.
2. [D] Өи ДһҮҢ ӡҮ. ТӨ Үд ӡҮ.
- (a) [D→R] ӡӢҮ Өи ҢӢӢ.
- (b) [D→R] ҢҮ ӨӡӢ ҢӢӢ?
- (c) [R] ҢҮ ӨӡӢ Дһ ҢӢӢ?
- (d) [R] ӡҮ Дһ ҢӢӢ.
3. [D] Өи Үд ДӢд. ТӨ ДһКТ Дһд.
- (a) [D→R] ӨӡҮ ТӨ ҢӢӢ.

- (b) [D→R] ҢҮ ӨӡӢ ҢӢӢ?
- (c) [R] ҢҮ ӨӡӢ ӨӢ ҢӢӢ?
- (d) [R] Дһд ӨӢ ҢӢӢ.
4. [D] Өи Үд ҮС. ТӨ ДһҮҢ ДһӡҢд.
- (a) [D→R] ӡӢҮӨ Өи ӡӢӢ.
- (b) [D→R] ҢҮ ӨӡӢ ӡӢӢ?
- (c) [R] ҢҮ ӨӡӢ Дһ ҺӢӢ?
- (d) [R] ҮС Дһ ҺӢӢ.
5. [D] Өи Үд ҮС. ТӨ Үд ДӢд.
- (a) [D→R] ӡӢҮӨ ТӨ ӡӢӢ.
- (b) [D→R] ҢҮ ӨӡӢ ӡӢӢ?
- (c) [R] ҢҮ ӨӡӢ ӨӢ ҺӢӢ?
- (d) [R] ДӢд ӨӢ ҺӢӢ.



# ᎠᎵᎠᎵᎠ 9

## ᎠᎵᎠᎵᎠ ᎠᎵᎠᎵᎠ

### ᎠᎵᎠᎵᎠ ᎠᎵᎠᎵᎠ (Grammar)

ᎠᎵᎠᎵᎠ ᎠᎵᎠᎵᎠ - “His ongoing speaking - his ongoing knowing how.”

#### Clitics

ᎠᎵᎠᎵᎠ ᎠᎵᎠᎵᎠ ᎠᎵᎠᎵᎠ. 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.

**-Ꭰ** [-hv] “But?”

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

Examples:

- ᎠᎵ. ᎠᎵᎠ? “One. But for the one?”
- ᎠᎵ. ᎠᎵᎠ? “You. But for you?”

**-Ꭱ** [-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:

- ᎠᎵ. ᎠᎵᎡ? “One. What of the one?”
- ᎠᎵ. ᎠᎵᎡ? “Me. What about me?”

**-ᎢᎠ, -Ꭲ** [-sgo, -s] “Yes or No?”

When we add “-ᎢᎠ” to the end of the first word in a sentence, we indicate we are asking “Is it?”.

Examples:

- ᎠᎵ. ᎠᎵᎢᎠ? “Okay. Is it Okay?”
- ᎠᎵ. ᎠᎵᎢ? “One. Is it one?”
- ᎠᎵ. ᎠᎵᎢᎠ. “Me. Is it me?”

- ከሕ. ከሕሕ. “You. Is it you?”
- ስሊ. ስሊሕ? “No. Is it no?”

The short form “-ሕ” is used more often than the full form “-ሕሕ”.

**-ሕ** [-gwu] “Just. Only.”

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

Examples:

- ሁሕ. ሁሕሕ. “One. Just one.”
- ሕሕሊ. ሕሕሊሕ. “Good. Only good.”

**-ገ** [-ju] “It is, isn’t it? Right?”

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

- ዩገ. ዩገገ? “Okay. It’s okay, right?”
- ሁገ. ሁገገ? “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:

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

## ገለጻህ (Read them)

Review the following vocabulary.

**ደሳጸ, ደጸ** [ḳ²hə²wi, ḳ²hwi] “A deer. Deer.”

**ጸረጽ** [go²hwe²li] “A sheet of paper.”

**ጸረጸ** [di²go²hwe²li] “Sheets of paper.”

**ገሮ** [gu²le] “An acorn. Acorns.”

**ሎሕ** [do²ya] “A beaver. Beaver.”

**ሎሕ** [tu²³ya] “A bean. Beans.”

**ሎሕ** [ji²sdu] “A rabbit. Rabbits.”

**ግሎሕ, ግሎሕ** [wə²hə²ya, wə²hya] “A wolf. Wolves.”

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

ᄀ \_\_\_\_\_ ᄃᄃᄃ. “It isn’t \_\_\_\_\_.”

Examples:

- ᄃᄃᄃ ᄃᄃ. “A good beaver.”
  - ᄀ ᄃᄃᄃ ᄃᄃ ᄃᄃᄃ. “It isn’t a good beaver.”
  - ᄃᄀ, ᄀ ᄃᄃᄃ ᄃᄃ ᄃᄃᄃ. “No, it isn’t a good beaver.”
- ᄃᄃ ᄃᄃᄃ. “The wolf is bad.”
  - ᄀ ᄃᄃ ᄃᄃᄃ ᄃᄃᄃ. “The wolf isn’t bad.”
  - ᄃᄀ, ᄀ ᄃᄃ ᄃᄃᄃ ᄃᄃᄃ. “No, the wolf isn’t bad.”
- ᄃᄃ ᄃᄃ. “The wolf is here.”
  - ᄀ ᄃᄃ ᄃᄃ ᄃᄃᄃ. “The wolf isn’t here.”
  - ᄃᄀ, ᄀ ᄃᄃ ᄃᄃ ᄃᄃᄃ. “No, the wolf isn’t here.”

## **hWŋʂ (Do them)**

You will need the following props:

- Two slips of paper with “ᄃᄃᄃ” on them.
- Two slips of paper with “ᄃᄃᄃ” on them.
- A sheet of paper with only Cherokee writing on it.
- A sheet of paper with only English writing on it.
- A woman doll.
- A man doll.
- A toy dog.
- A toy cat.
- A toy deer.
- A toy wolf.
- A toy rabbit.
- A toy beaver.
- A potato.
- A rock.
- An acorn.
- 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] ዐክፕ ህጻ. ስጦሪ ደጠኛገገ.  
“D” places a beaver with “ዐክፕ” and a man with “ስጦሪ” before “R”.
  - (a) [D→R] ደጠኛገገ ስጦሪ.  
“D” says to “R”: The man is good.
  - (b) [R→D] ህጻፀ?  
“R” asks about the other one: What about the beaver?
  - (c) [D→R] ህጻ ዐክፕ.  
“D” responds to “R”: The beaver is bad.
2. [D] ስጦሪ ደቁፀ. ዐክፕ ራጸገ.  
“D” places a deer with “ስጦሪ” and a wolf with “ዐክፕ” before “R”.
  - (a) [D→R] ደቁፀጠጋ ዐክፕ?  
“D” asks “R”: Is the deer bad?
  - (b) [R→D] ነገ, ለ ደቁፀ ዐክፕ ገገገ.  
“R” looks at the deer and responds: No, it isn’t a bad deer.
3. [D] ዐክፕ ደፀ. ስጦሪ ደጠኛገገ.  
“D” places a deer with “ዐክፕ” and a man with “ስጦሪ” before “R”.
  - (a) [D→R] ከ, ደፀፀ ዐክፕ?  
“D” asks “R”: Yes, the deer is bad, right?
  - (b) [R→D] ከ, ደፀ ዐክፕ.  
“R” looks at the deer and responds: Yes, the deer is bad.
4. [D] ዐክፕ ደቁፀ. ዐክፕ ራጸገ.  
“D” places a deer with “ዐክፕ” and a wolf with “ዐክፕ” before “R”.
  - (a) [D→R] ደቁፀጠጋ ዐክፕ?  
“D” asks “R”: Is just the deer bad?
  - (b) [R→D] ነገ, ደቁፀ ዐክፕ ደፀ ራጸገ ዐክፕ.  
“R” looks at the deer and wolf and responds: No, the deer is bad and the wolf is bad.
5. [D] ዐክፕ ኩጠፍ. ዐክፕ ሳዞ.  
“D” places a rabbit with “ዐክፕ” and a cat with “ዐክፕ” before “R”.
  - (a) [D→R] ከ, ኩጠፍጠፀ ዐክፕ?  
“D” asks “R”: Yes, just the rabbit is bad, right?
  - (b) [R→D] ነገ, ኩጠፍ ዐክፕ ደፀ ሳዞ ዐክፕ.  
“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] ඉහත වැඩ. ඔබ්බේ Dබැසීම.
    - (a) [D→R] Dබැසීම ඔබ්බේ?
    - (b) [R→D] වැඩ?
    - (c) [D→R] වැඩ ඉහත.
  - 2. [D] ඔබ්බේ GWY ඇස්. ඉහත හැස ඇස්.
    - (a) [D→R] හැස ඇස් ඉහත.
    - (b) [R→D] GWY ඇස්?
    - (c) [D→R] GWY ඇස් ඔබ්බේ.
  - 3. [D] ඉහත Dඉ. ඉහත උළු.
    - (a) [D→R] Dඉබැසීම ඉහත?
    - (b) [R→D] iL, Dඉ ඉහත Dඉ උළු ඉහත.
  - 4. [D] ඔබ්බේ Dඉ. ඉහත උළු.
    - (a) [D→R] උළු ඉහත.
    - (b) [R→D] Dඉ?
    - (c) [D→R] Dඉ ඔබ්බේ?
  - 5. [D] ඉහත ඉ. ඔබ්බේ Jඉ.
    - (a) [D→R] Jඉ ඔබ්බේ.
  - (b) [R→D] ඉඉ?
  - (c) [D→R] ඉඉ ඔබ්බේ?
- 6. [D] ඔබ්බේ Dඉ. ඔබ්බේ YC.
    - (a) [D→R] Dඉබැසීම ඔබ්බේ?
    - (b) [R→D] iL, Dඉ ඔබ්බේ Dඉ YC ඔබ්බේ?
  - 7. [D] ඉහත හැස. ඉහත ඉඉ.
    - (a) [D→R] ii, හැසබැසීම ඉහත?
    - (b) [R→D] iL, හැස ඉහත Dඉ ඉඉ ඉහත.
  - 8. [D] ඔබ්බේ වැඩ. ඔබ්බේ YC.
    - (a) [D→R] වැඩබැසීම ඔබ්බේ?
    - (b) [R→D] iL, වැඩ ඔබ්බේ Dඉ YC ඔබ්බේ.
  - 9. [D] ඔබ්බේ Dඉ. ඉහත උළු.
    - (a) [D→R] Dඉබැසීම ඉහත?
    - (b) [R→D] iL, L Dඉ ඉහත වැඩ.
  - 10. [D] ඔබ්බේ Dඉ. ඔබ්බේ උළු.
    - (a) [D→R] ii, Dඉබැසීම ඔබ්බේ?
    - (b) [R→D] iL, Dඉ ඔබ්බේ Dඉ උළු ඔබ්බේ?

**Set 2**

- 1. [D] ඔබ්බේ හැස. ඉහත ඉඉ.
  - (a) [D→R] හැසබැසීම ඉහත?
  - (b) [R→D] iL, L හැස ඉහත වැඩ.
- 2. [D] ඉහත Dඉ. ඔබ්බේ Dබැසීම.
  - (a) [D→R] ii, Dඉ ඉහත?
  - (b) [R→D] ii, Dඉ ඉහත.
- 3. [D] ඉහත වැඩ. ඔබ්බේ උළු.
  - (a) [D→R] වැඩබැසීම ඔබ්බේ?
  - (b) [R→D] iL, L වැඩ ඔබ්බේ වැඩ.
- 4. [D] ඔබ්බේ Dඉ. ඉහත උළු.
  - (a) [D→R] ii, උළුබැසීම ඉහත?
  - (b) [R→D] ii, උළුබැසීම ඉහත.
- 5. [D] ඔබ්බේ Dඉ. ඉහත Dබැසීම.
  - (a) [D→R] ii, Dඉබැසීම ඔබ්බේ?
  - (b) [R→D] ii, Dඉ ඔබ්බේ?
- 6. [D] ඉහත Dඉ. ඔබ්බේ YC.
  - (a) [D→R] ii, YCබැසීම ඔබ්බේ?
  - (b) [R→D] ii, YC ඔබ්බේ.
- 7. [D] ඔබ්බේ හැස. ඉහත ඉඉ.
  - (a) [D→R] ii, හැසබැසීම ඉහත?
  - (b) [R→D] iL, L හැස ඉහත වැඩ.

8. [D] ඉහත Dෆඵ. ධබඵ ්C.
- (a) [D→R] ii, ්Cඵ ධබඵ?
- (b) [R→D] ii, ්C ධබඵ.
9. [D] ධබඵ නබඵS. ඉහත ඡඵ.
- (a) [D→R] ii, ඡඵඵ ධබඵ?

- (b) [R→D] iෆ, ෆ ඡඵ ධබඵ ඡඵ.
10. [D] ඉහත Dෆඵ. ධබඵ Dබඵඵ.
- (a) [D→R] ii, Dෆඵඵ ධබඵ?
- (b) [R→D] iෆ, ෆ Dෆඵ ධබඵ ඡඵ.

**Set 3**

1. [D] ඉහත Dඵ. ධබඵ ජඵ.
- (a) [D→R] ii, ජඵඵ ඉහත?
- (b) [R→D] iෆ, ෆ ජඵ ඉහත ඡඵ.
2. [D] ඉහත Vඵ. ධබඵ ජඵඵ.
- (a) [D→R] Vඵඵ ඉහත?
- (b) [R→D] ii, Vඵ ඉහත.
3. [D] ධබඵ Dෆඵ. ඉහත Dබඵඵ.
- (a) [D→R] ii, Dබඵඵඵ ධබඵ?
- (b) [R→D] iෆ, ෆ Dබඵඵ ධබඵ ඡඵ.
4. [D] ධබඵ Vඵ. ඉහත ජඵ.
- (a) [D→R] ජඵඵඵ ඉහත?
- (b) [R→D] ii, ජඵ ඉහත.
5. [D] ධබඵ නබඵS. ඉහත ඡඵ.
- (a) [D→R] නබඵSඵ ධබඵ?
- (b) [R→D] ii, නබඵS ධබඵ.

6. [D] ඉහත Dඵ. ධබඵ ්C.
- (a) [D→R] ්Cඵඵ ධබඵ?
- (b) [R→D] ii, ්C ධබඵ.
7. [D] ඉහත Dෆඵ. ධබඵ ජඵඵ.
- (a) [D→R] ජඵඵඵ ඉහත?
- (b) [R→D] iෆ, ෆ ජඵඵ ඉහත ඡඵ.
8. [D] ධබඵ Dඵ. ඉහත ජඵ.
- (a) [D→R] ජඵඵඵ ඉහත?
- (b) [R→D] ii, ජඵ ඉහත.
9. [D] ධබඵ Vඵ. ඉහත ්C.
- (a) [D→R] Vඵඵඵඵ ධබඵ?
- (b) [R→D] ii, Vඵඵ ධබඵ.
10. [D] ඉහත Dෆඵ. ධබඵ ඡඵ.
- (a) [D→R] ඡඵඵ ඉහත?
- (b) [R→D] iෆ, ෆ ඡඵ ඉහත ඡඵ.

**Set 4**

1. [D] ධබඵ Dෆඵ. ඉහත Dබඵඵ.
- (a) [D→R] Dෆඵඵඵ ධබඵ?
- (b) [R→D] ii, Dෆඵඵ ධබඵ.
2. [D] ඉහත නබඵS. ධබඵ ජඵඵ.
- (a) [D→R] ජඵඵඵඵඵ ධබඵ?
- (b) [R→D] ii, ජඵඵඵ ධබඵ.
3. [D] ඉහත Dඵ. ධබඵ Dබඵඵ.
- (a) [D→R] Dඵඵඵඵ ඉහත?
- (b) [R→D] ii, Dඵඵ ඉහත.
4. [D] ධබඵ Vඵ. ඉහත ඡඵ.
- (a) [D→R] ii, Vඵඵඵ ධබඵ?
- (b) [R→D] ii, Vඵඵ ධබඵ.
5. [D] ඉහත Dෆඵ. ධබඵ ජඵඵ.

- (a) [D→R] ජඵඵඵඵඵ ධබඵ?
- (b) [R→D] ii, ජඵඵඵඵ ධබඵ.
6. [D] ධබඵ නබඵS. ඉහත ්C.
- (a) [D→R] ii, නබඵSඵඵ ධබඵ?
- (b) [R→D] ii, නබඵSඵ ධබඵ.
7. [D] ධබඵ Dෆඵ. ඉහත ජඵ.
- (a) [D→R] ii, ජඵඵඵ ඉහත?
- (b) [R→D] ii, ජඵඵ ඉහත.
8. [D] ඉහත Dඵ. ධබඵ ඡඵ.
- (a) [D→R] ii, Dඵඵඵ ඉහත?
- (b) [R→D] ii, Dඵඵ ඉහත.
9. [D] ධබඵ නබඵS. ඉහත ජඵඵ.
- (a) [D→R] ii, ජඵඵඵඵ ඉහත?
- (b) [R→D] ii, ජඵඵඵ ඉහත.

10. [D] ᎠᎩᎠ ᎠᎩᎠ ᎠᎩᎠ.

(a) [D→R] ᎠᎩᎠ ᎠᎩᎠ.

(b) [R→D] ᎠᎩᎠᎠ?

(c) [D→R] ᎠᎩᎠ ᎠᎩᎠ.

## VᎠᎠᎠᎠ (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. ᎠᎩᎠ ᎠᎩᎠ ᎠᎩᎠᎠ.

(a) The women see only the dogs.

2. ᎠᎩᎠᎠᎠᎠ.

3. ᎠᎩᎠᎠ ᎠᎩᎠ ᎠᎩᎠᎠᎠ.

4. ᎠᎩᎠᎠᎠ ᎠᎩᎠᎠᎠ?

5. ᎠᎩᎠᎠᎠᎠᎠ?

6. ᎠᎩᎠ ᎠᎩᎠ ᎠᎩᎠᎠᎠ.

7. ᎠᎩᎠ ᎠᎩᎠ ᎠᎩᎠᎠᎠ.

8. ᎠᎩᎠᎠᎠ ᎠᎩᎠ ᎠᎩᎠᎠᎠ?

### Set 2

1. ᎠᎩᎠᎠᎠᎠ.

2. ᎠᎩᎠᎠᎠᎠᎠᎠ?

3. ᎠᎩᎠᎠᎠᎠᎠᎠ?

4. ᎠᎩᎠᎠᎠᎠ ᎠᎩᎠ ᎠᎩᎠᎠᎠ?

5. ᎠᎩᎠ ᎠᎩᎠᎠᎠᎠ.

6. ᎠᎩᎠᎠ ᎠᎩᎠ ᎠᎩᎠᎠᎠ?

7. ᎠᎩᎠᎠ ᎠᎩᎠᎠᎠᎠ?

8. ᎠᎩᎠᎠᎠ?

### Set 3

1. ᎠᎩᎠ ᎠᎩᎠᎠᎠᎠ?

2. ᎠᎩᎠᎠᎠᎠᎠ ᎠᎩᎠ ᎠᎩᎠᎠᎠᎠᎠ?

3. ᎠᎩᎠᎠᎠᎠ ᎠᎩᎠ ᎠᎩᎠᎠᎠᎠ?

4. ᎠᎩᎠᎠᎠ ᎠᎩᎠᎠᎠᎠ.

5. ᎠᎩᎠ ᎠᎩᎠᎠᎠᎠ.

6. ᎠᎩᎠᎠᎠᎠᎠ ᎠᎩᎠᎠᎠ ᎠᎩᎠᎠᎠᎠ?

7. ᎠᎩᎠᎠᎠᎠᎠ.

8. ᎠᎩᎠᎠᎠ ᎠᎩᎠᎠᎠᎠᎠ.

### Set 4

1. ᎠᎩᎠᎠ ᎠᎩᎠᎠᎠᎠ.

2. ᎠᎩᎠᎠᎠᎠ ᎠᎩᎠᎠ ᎠᎩᎠᎠᎠᎠ?

3. ᎠᎩᎠ ᎠᎩᎠ ᎠᎩᎠᎠᎠ?

4. ᎠᎩᎠᎠᎠ ᎠᎩᎠᎠᎠᎠ?

5. ᎠᎩᎠᎠᎠᎠ?

6. ᎠᎩᎠᎠ ᎠᎩᎠᎠᎠᎠ.

7. ᎠᎩᎠᎠ ᎠᎩᎠᎠᎠᎠ.

8. ᎠᎩᎠᎠ ᎠᎩᎠᎠ ᎠᎩᎠᎠᎠᎠᎠ.

### Set 5

1. Dhambhitha Dha Lhagayth.
2. Irayayth.
3. Dhambhitha YC Dhagayth.
4. Dhambhitha Sath Lhagayth?

5. Dhambhitha Dha Dha Lhagayth?
6. Dhambhitha Vath Lhagayth.
7. Vath Sathagayth?
8. Oath Sthirayayth.

**Set 6**

1. Dhambhitha Dhagayth.
2. Dhambhitha Jha Lhagayth?
3. Dhambhitha Gath DAgayth.
4. Dhambhitha Irath Lhagayth.

5. Jha Irayayth.
6. Dhambhitha Jha Dhagayth.
7. Dhambhitha Sath Dhagayth?
8. Gath?

**Set 7**

1. Dhambhitha Gath Lhagayth.
2. Bgathath?
3. Vath Sathagayth.
4. Irayaythath?

5. Dhambhitha Sathagayth?
6. Dhambhitha Lhagayth?
7. Ath Irayaythath.
8. Sthirayayth.

**Set 8**

1. Dhambhitha Dha DAgayth.
2. Dhambhitha Jha DAgayth.
3. Gathath?
4. Dhambhitha Sath Lhagayth.

5. Sathagaythath?
6. Dhambhitha Jha Ath Lhagayth?
7. Dhambhitha Irath DAgayth?
8. Jha Lhagayth?

**Answers**

**Set 1**

1. Dhambhitha YC Lhagayth.  
(a) The women see only the dogs.
2. Sthirayayth.  
(a) I see them.
3. Dhambhitha Gath Lhagaythath.  
(a) The man is only seeing the wolves.
4. Dhambhitha Dhagayth?  
(a) Do the men see it?

5. Sthirayaythath?  
(a) Do I see them?
6. Dhambhitha Gath Lhagayth.  
(a) The woman sees only the wolves.
7. Dhambhitha YC Irayayth.  
(a) Only I am seeing the dog.
8. Dhambhitha Gath Dhagayth?  
(a) The women see the wolf, right?

**Set 2**

1. **የይዘው ስጦታዎች.**

(a) You see them.

2. **የሰጡትን ይገኛሉ?**

(a) Do I see them?

3. **የይዘው ይገኛሉ?**

(a) Do you see them?

4. **ወንጌት ስጦታዎችን ይገኛል?**

(a) The man sees the cats, right?

5. **ይዘው ስጦታዎች.**

(a) I see only the cat.

6. **ወንጌት ስጦታዎችን ይገኛል?**

(a) Does the woman see the rocks?

7. **ወንጌት ስጦታዎች?**

(a) Do I see a deer?

8. **ግንባታ?**

(a) It is Cherokee, right?

**Set 3**

1. **የወንጌት ስጦታዎች?**

(a) Do I see the potato?

2. **ወንጌት ስጦታዎችን ወንጌት ስጦታዎች?**

(a) Are the men only seeing the deer?

3. **ወንጌት ስጦታዎችን የወንጌት ስጦታዎች?**

(a) Are the men seeing only the potatoes?

4. **ገሰገሶች ስጦታዎች.**

(a) They see the papers.

5. **ወንጌት ስጦታዎች.**

(a) The woman see them.

6. **ወንጌት ስጦታዎችን ገሰገሶች ስጦታዎች?**

(a) Is only the man seeing the papers?

7. **የይዘው ስጦታዎች.**

(a) You see them.

8. **ወንጌት ስጦታዎች.**

(a) I see the men.

**Set 4**

1. **የወንጌት ስጦታዎች.**

(a) I see the rabbit.

2. **ወንጌት ስጦታዎችን ስጦታዎች?**

(a) Is the man seeing only the rock?

3. **እንዴት ስጦታዎች? ስጦታዎች?**

(a) How many beans? Is it five?

4. **ወንጌት ስጦታዎች?**

(a) Does the woman see it?

5. **ወንጌት ስጦታዎች?**

(a) Is it just bad?

6. **ወንጌት ስጦታዎች.**

(a) The women see them.

7. **ወንጌት ስጦታዎች.**

(a) I see only the rock.

8. **ወንጌት ስጦታዎች.**

(a) The women see only the cat.

**Set 5**

1. **ወንጌት ስጦታዎችን ወንጌት ስጦታዎች.**

(a) The men are only seeing the deer.

2. **የይዘው ስጦታዎች.**

(a) I see it.

3. **ወንጌት ስጦታዎችን ወንጌት ስጦታዎች.**

(a) The men see the dog.

4. **ወንጌት ስጦታዎችን ወንጌት ስጦታዎች?**

(a) Is the woman seeing only the beans?

5. **ወንጌት ስጦታዎችን ወንጌት ስጦታዎች?**

(a) Do the women see the deer?

6. Dm̄s̄w̄ V̄w̄ LAḠJ̄w̄.

(a) The man sees the beaver.

7. V̄w̄w̄ s̄m̄AḠJ̄w̄?

(a) Do you see the beavers?

8. Ōw̄ s̄H̄r̄AḠJ̄w̄.

(a) I see the rocks.

**Set 6**

1. Dh̄m̄s̄w̄ Dh̄AḠJ̄w̄.

(a) The men see it.

2. Dh̄F̄w̄w̄w̄A J̄ō Ūh̄AḠJ̄w̄?

(a) Are only the women seeing the acorns?

3. Dm̄s̄w̄ Ḡōw̄w̄ DAḠJ̄w̄.

(a) The man sees the wolf.

4. Dh̄F̄w̄w̄ Ir̄w̄S̄ LAḠJ̄w̄.

(a) Only the woman sees the rabbits.

5. J̄ō H̄r̄AḠJ̄w̄.

(a) I see the acorn.

6. Dh̄m̄s̄w̄w̄ J̄ō Dh̄AḠJ̄w̄.

(a) Only the men see the acorn.

7. Dh̄F̄w̄w̄A S̄w̄w̄ Dh̄AḠJ̄w̄?

(a) Are the women seeing only the bean?

8. h̄l̄s̄w̄?

(a) But for it being English?

**Set 7**

1. Dh̄m̄s̄w̄ Ḡōw̄ Ūh̄AḠJ̄w̄.

(a) The men see the wolves.

2. B̄ḡl̄s̄w̄?

(a) It is just English, right?

3. V̄w̄w̄ m̄AḠJ̄w̄.

(a) You see the beaver.

4. H̄r̄AḠJ̄w̄w̄?

(a) Do I see him/her?

5. D̄ōw̄w̄A m̄AḠJ̄w̄?

(a) Do you see a deer?

6. Dm̄s̄w̄w̄ LAḠJ̄w̄?

(a) Does the man see them?

7. Āw̄w̄ H̄r̄AḠJ̄w̄w̄.

(a) I am only seeing the paper.

8. s̄H̄r̄AḠJ̄w̄.

(a) I see them.

**Set 8**

1. Dh̄F̄w̄ D̄ōw̄ DAḠJ̄w̄.

(a) The woman sees only the deer.

2. Dm̄s̄w̄w̄ q̄w̄ DAḠJ̄w̄.

(a) Only the man sees the potato.

3. w̄w̄l̄w̄?

(a) It is just good, right?

4. Dh̄F̄w̄w̄ S̄w̄ Ūh̄AḠJ̄w̄.

(a) Only the women see the beans.

5. s̄m̄AḠJ̄w̄w̄?

(a) Do you see them?

6. Dh̄m̄s̄w̄w̄ J̄Āw̄w̄ Ūh̄AḠJ̄w̄?

(a) The men see the papers, right?

7. Dh̄F̄w̄w̄w̄A Ir̄w̄S̄ DAḠJ̄w̄?

(a) Is only the woman seeing the rabbit?

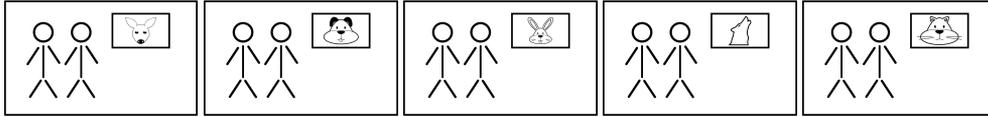
8. q̄w̄w̄ Ūh̄AḠJ̄w̄?

(a) Do they see the potatoes?



## HWŌS (Do them)

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



Label each card on the reverse as follows: DhDŌ, DhYC, DhIrŌS, DhGŌŌ, DhŌŌH.

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] ḪŌŪ DŌ ḪŌ→. (DhYCŪ, DhIrŌS→)

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 "DhIrŌS" index card to hold and holds an "DhYC" index card.

- (a) [D→R] ḪḪḪ DhIrŌS, VḪḪ?

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

- (b) [R→D] ḪḪḪ DhYC, VḪḪ. ḪḪŌŌ?

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

- (c) [D→R] VḪḪ. ŌŌEAḪḪA?

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

- (d) [R→D] ii, ŌŌŌYAḪḪ.

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

- (e) [D→R] VŌLAŌ<sup>2</sup>T.

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

- (f) [R→D] VŌLAŌ<sup>2</sup>T.

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

2. [D] DhWŌŪ DŌ ḪŌ→. (DhGŌŌŪ, DhIrŌS→)

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 "DhIrŌS" index card to hold. Each "D" holds an "DhGŌŌ" index card.

- (a) [D→R] ḪḪḪ DhIrŌS, VḪḪ?

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

- (b) [R→D] ḪḪḪ DhGŌŌ, VḪḪ. ḪḪŌŌ?

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

- (c) [D→R] VḪḪ. ŌŌŌŌAḪḪ?

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

- (d) [R→D] ii, ስግግሩህላላ።  
“R” responds: Yes, you two will see me again later.
- (e) [D→R] ህህላላ።  
“D” says to “R”: Let us all see each other again later.
- (f) [R→D] ህህላላ።  
“R” responds: Let us all see each other again later.

3. [D] DhWፑፀ Dፍ DhKT→. (Dhፍፀፀ, Dhፍፀፀ→)  
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 “Dhፍፀፀ” index card to hold. Each “D” holds an “Dhፍፀፀ” index card.

- (a) [D→R] ገገገ ልላላ, ህላላ?  
“D” says to “R”: Hello “the cat people”, things are well, right?
- (b) [R→D] ገገገ ልላላ, ህላላ. ስላላ?  
“R” responds: Hello “the wolf people”, things are just fine. But what about you two?
- (c) [D→R] ህላላ. ስግግሩህላላ?  
“D” says to “R”: Things are just fine. Will we two see you all again later?
- (d) [R→D] ii, ስግግሩህላላ።  
“R” responds: Yes, you two will see us all again later.
- (e) [D→R] ህህላላ።  
“D” says to “R”: Let us all see each other again later.
- (f) [R→D] ህህላላ።  
“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]  $D \cup D^c \rightarrow$ . (DhYCU, DhIrwS $\rightarrow$ )
  - (a) [D $\rightarrow$ R]  $\delta$ bn DhIrwS, V $\delta$ J?
  - (b) [R $\rightarrow$ D]  $\delta$ bn DhYC, V $\delta$ l. h $\delta$ l?
  - (c) [D $\rightarrow$ R] V $\delta$ l.  $\mathcal{P}EA$ l?
  - (d) [R $\rightarrow$ D] ii,  $\mathcal{P}Y$ A $\delta$ .
  - (e) [D $\rightarrow$ R] V $\mathcal{L}A$  $\delta^2$ T.
  - (f) [R $\rightarrow$ D] V $\mathcal{L}A$  $\delta^2$ T.
2. [D]  $D \cap W^c \cup D^c \rightarrow$ . (DhG $\delta$ l, Dh $\delta$ l $\rightarrow$ )
  - (a) [D $\rightarrow$ R]  $\delta$ bn Dh $\delta$ l, V $\delta$ J?
  - (b) [R $\rightarrow$ D]  $\delta$ bn DhG $\delta$ l, V $\delta$ l. h $\delta$ l?
  - (c) [D $\rightarrow$ R] V $\delta$ l.  $\mathcal{P}A$ l?
  - (d) [R $\rightarrow$ D] ii,  $\mathcal{P}Y$ A $\delta$ .
  - (e) [D $\rightarrow$ R] V $\mathcal{L}A$  $\delta^2$ T.
  - (f) [R $\rightarrow$ D] V $\mathcal{L}A$  $\delta^2$ T.
3. [D]  $D \cup D^c \rightarrow$ . (DhG $\delta$ l, DhD $\delta$  $\rightarrow$ )
  - (a) [D $\rightarrow$ R]  $\delta$ bn DhD $\delta$ , V $\delta$ J?
  - (b) [R $\rightarrow$ D]  $\delta$ bn DhG $\delta$ l, V $\delta$ l. h $\delta$ l?
  - (c) [D $\rightarrow$ R] V $\delta$ l.  $\mathcal{P}EA$ l?
  - (d) [R $\rightarrow$ D] ii,  $\mathcal{P}Y$ A $\delta$ .
  - (e) [D $\rightarrow$ R] V $\mathcal{L}A$  $\delta^2$ T.
  - (f) [R $\rightarrow$ D] V $\mathcal{L}A$  $\delta^2$ T.
4. [D]  $D \cap KT \cup D^c \rightarrow$ . (DhYCU, DhD $\delta$  $\rightarrow$ )
  - (a) [D $\rightarrow$ R]  $\delta$ bn DhD $\delta$ , V $\delta$ J?
  - (b) [R $\rightarrow$ D]  $\delta$ bn DhYC, V $\delta$ l. h $\delta$ l?
  - (c) [D $\rightarrow$ R] V $\delta$ l.  $\mathcal{P}TC$ A $\delta$ l?
  - (d) [R $\rightarrow$ D] ii,  $\mathcal{P}Y$ A $\delta$ .
  - (e) [D $\rightarrow$ R] V $\mathcal{L}A$  $\delta^2$ T.
  - (f) [R $\rightarrow$ D] V $\mathcal{L}A$  $\delta^2$ T.
5. [D]  $D \cap W^c \cup D^c \rightarrow$ . (DhG $\delta$ l, DhIrwS $\rightarrow$ )
  - (a) [D $\rightarrow$ R]  $\delta$ bn DhIrwS, V $\delta$ J?
  - (b) [R $\rightarrow$ D]  $\delta$ bn DhG $\delta$ l, V $\delta$ l. h $\delta$ l?
  - (c) [D $\rightarrow$ R] V $\delta$ l.  $\mathcal{P}A$ l?
6. [D]  $D \cap KT \cup D^c \rightarrow$ . (DhG $\delta$ l, Dh $\delta$ l $\rightarrow$ )
  - (a) [D $\rightarrow$ R]  $\delta$ bn Dh $\delta$ l, V $\delta$ J?
  - (b) [R $\rightarrow$ D]  $\delta$ bn DhG $\delta$ l, V $\delta$ l. h $\delta$ l?
  - (c) [D $\rightarrow$ R] V $\delta$ l.  $\mathcal{P}TC$ A $\delta$ l?
  - (d) [R $\rightarrow$ D] ii,  $\mathcal{P}Y$ A $\delta$ .
  - (e) [D $\rightarrow$ R] V $\mathcal{L}A$  $\delta^2$ T.
  - (f) [R $\rightarrow$ D] V $\mathcal{L}A$  $\delta^2$ T.
7. [D]  $D \cup D^c \rightarrow$ . (DhG $\delta$ l, DhD $\delta$  $\rightarrow$ )
  - (a) [D $\rightarrow$ R]  $\delta$ bn DhD $\delta$ , V $\delta$ J?
  - (b) [R $\rightarrow$ D]  $\delta$ bn DhG $\delta$ l, V $\delta$ l. h $\delta$ l?
  - (c) [D $\rightarrow$ R] V $\delta$ l.  $\mathcal{P}A$ l?
  - (d) [R $\rightarrow$ D] ii,  $\mathcal{P}Y$ A $\delta$ .
  - (e) [D $\rightarrow$ R] V $\mathcal{L}A$  $\delta^2$ T.
  - (f) [R $\rightarrow$ D] V $\mathcal{L}A$  $\delta^2$ T.
8. [D]  $D \cap KT \cup D^c \rightarrow$ . (DhYCU, Dh $\delta$ l $\rightarrow$ )
  - (a) [D $\rightarrow$ R]  $\delta$ bn Dh $\delta$ l, V $\delta$ J?
  - (b) [R $\rightarrow$ D]  $\delta$ bn DhYC, V $\delta$ l. h $\delta$ l?
  - (c) [D $\rightarrow$ R] V $\delta$ l.  $\mathcal{P}TC$ A $\delta$ l?
  - (d) [R $\rightarrow$ D] ii,  $\mathcal{P}Y$ A $\delta$ .
  - (e) [D $\rightarrow$ R] V $\mathcal{L}A$  $\delta^2$ T.
  - (f) [R $\rightarrow$ D] V $\mathcal{L}A$  $\delta^2$ T.
9. [D]  $D \cup D^c \rightarrow$ . (DhG $\delta$ l, DhIrwS $\rightarrow$ )
  - (a) [D $\rightarrow$ R]  $\delta$ bn DhIrwS, V $\delta$ J?
  - (b) [R $\rightarrow$ D]  $\delta$ bn DhG $\delta$ l, V $\delta$ l. h $\delta$ l?
  - (c) [D $\rightarrow$ R] V $\delta$ l.  $\mathcal{P}TC$ A $\delta$ l?
  - (d) [R $\rightarrow$ D] ii,  $\mathcal{P}Y$ A $\delta$ .
  - (e) [D $\rightarrow$ R] V $\mathcal{L}A$  $\delta^2$ T.
  - (f) [R $\rightarrow$ D] V $\mathcal{L}A$  $\delta^2$ T.







- (b)  $[R \rightarrow D]$  ၎်ဗ်ဂ်  $DhG\text{-}t\text{-}U$ ,  $V\text{-}t\text{-}U$ .  $h\text{-}t\text{-}U$ ?
- (c)  $[D \rightarrow R]$   $V\text{-}t\text{-}U$ .  $t\text{-}EA\text{-}t\text{-}U$ ?
- (d)  $[R \rightarrow D]$  ii,  $t\text{-}t\text{-}YA\text{-}t\text{-}U$ .
- (e)  $[D \rightarrow R]$   $V\text{-}t\text{-}U\text{-}t\text{-}T$ .
- (f)  $[R \rightarrow D]$   $V\text{-}t\text{-}U\text{-}t\text{-}T$ .

7.  $[D]$   $DhW\text{-}t\text{-}U$   $D\text{-}t\text{-}U$   $h\text{-}t\text{-}U$ . ( $DhG\text{-}t\text{-}U$ ,  $DhI\text{-}t\text{-}U$ )

- (a)  $[D \rightarrow R]$  ၎်ဗ်ဂ်  $DhI\text{-}t\text{-}U$ ,  $V\text{-}t\text{-}U$ ?
- (b)  $[R \rightarrow D]$  ၎်ဗ်ဂ်  $DhG\text{-}t\text{-}U$ ,  $V\text{-}t\text{-}U$ .  $h\text{-}t\text{-}U$ ?
- (c)  $[D \rightarrow R]$   $V\text{-}t\text{-}U$ .  $t\text{-}t\text{-}YA\text{-}t\text{-}U$ ?
- (d)  $[R \rightarrow D]$  ii,  $t\text{-}t\text{-}YA\text{-}t\text{-}U$ .
- (e)  $[D \rightarrow R]$   $V\text{-}t\text{-}U\text{-}t\text{-}T$ .
- (f)  $[R \rightarrow D]$   $V\text{-}t\text{-}U\text{-}t\text{-}T$ .

8.  $[D]$   $h\text{-}t\text{-}U$   $D\text{-}t\text{-}U$   $DhW\text{-}t\text{-}U$ . ( $DhY\text{-}t\text{-}U$ ,  $DhI\text{-}t\text{-}U$ )

- (a)  $[D \rightarrow R]$  ၎်ဗ်ဂ်  $DhI\text{-}t\text{-}U$ ,  $V\text{-}t\text{-}U$ ?
- (b)  $[R \rightarrow D]$  ၎်ဗ်ဂ်  $DhY\text{-}t\text{-}U$ ,  $V\text{-}t\text{-}U$ .  $h\text{-}t\text{-}U$ ?
- (c)  $[D \rightarrow R]$   $V\text{-}t\text{-}U$ .  $t\text{-}t\text{-}YA\text{-}t\text{-}U$ ?
- (d)  $[R \rightarrow D]$  ii,  $t\text{-}t\text{-}YA\text{-}t\text{-}U$ .
- (e)  $[D \rightarrow R]$   $V\text{-}t\text{-}U\text{-}t\text{-}T$ .
- (f)  $[R \rightarrow D]$   $V\text{-}t\text{-}U\text{-}t\text{-}T$ .

9.  $[D]$   $DhW\text{-}t\text{-}U$   $D\text{-}t\text{-}U$   $DhW\text{-}t\text{-}U$ . ( $DhG\text{-}t\text{-}U$ ,  $DhD\text{-}t\text{-}U$ )

- (a)  $[D \rightarrow R]$  ၎်ဗ်ဂ်  $DhD\text{-}t\text{-}U$ ,  $V\text{-}t\text{-}U$ ?
- (b)  $[R \rightarrow D]$  ၎်ဗ်ဂ်  $DhG\text{-}t\text{-}U$ ,  $V\text{-}t\text{-}U$ .  $h\text{-}t\text{-}U$ ?
- (c)  $[D \rightarrow R]$   $V\text{-}t\text{-}U$ .  $t\text{-}t\text{-}YA\text{-}t\text{-}U$ ?
- (d)  $[R \rightarrow D]$  ii,  $t\text{-}t\text{-}YA\text{-}t\text{-}U$ .
- (e)  $[D \rightarrow R]$   $V\text{-}t\text{-}U\text{-}t\text{-}T$ .
- (f)  $[R \rightarrow D]$   $V\text{-}t\text{-}U\text{-}t\text{-}T$ .





## HWŌŌ (Do them)

You will need the following props:

- Twenty counters. (Beans, checkers, rocks, etc.)
- Four index cards with 10A.0 on them. Each one represents a group of ten counters.
- Two index cards with 100A.0 on them. Each one represents a group of fifty counters.
- Four index cards with 1000A.100 on them. Each one represents a group of one hundred counters.
- Two index cards with 10000A.1000 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] §V O'000J G.1000T?  
"D" asks "R": Which one is the eighth?
  - (b) [R] □□□□□ □□×□□.  
"R" points to the eighth one.
2. [D] 10A.0 □□□□□ □□□□□.  
"D" places a 10 sheet followed by ten counters before "R".
  - (a) [D→R] §V O'000J UWSb.10T?  
"D" asks "R": Which one
  - (b) [R] □□□□□ ×□□□□□.  
"R" points to the sixth one.
3. [D] KTh.100 G.0.  
"D" places three 100 sheets and a wolf before "R".
  - (a) [D→R] 10W T.00h G.0?  
"D" asks "R": How many wolves?
  - (b) [R] KTh.100.  
"R" responds: Three hundred.

4. [D]  $O^Y \bar{A} \bar{A} \bar{G} \bar{A}$ .  
 “D” places four 10 sheets and a wolf before “R”.
  - (a) [D→R]  $\bar{A} W T \bar{A} \bar{H} V \bar{A}$ ?  
 “D” asks “R”: How many beaver?
  - (b) [R]  $Z \bar{A}, \bar{O} \bar{H} Y \bar{L}$ .  
 “R” responds: Zero, none.
5. [D]  $\bar{A} Y \bar{A} \bar{A} \bar{A} \bar{H} \bar{O}$ .  
 “D” places a 50 sheet and a bear before “R”.
  - (a) [D→R]  $\bar{A} Y \bar{A} \bar{A} \bar{A} \bar{A} \bar{H} \bar{O}$ ?  
 “D” asks “R”: Are there fifty bears?
  - (b) [R]  $i$ .  
 “R” responds: Yes.
6. [D]  $\bar{V} \bar{L} \bar{A} \bar{A} \bar{A} \bar{H} \bar{G} \bar{R}$ .  
 “D” places a 50 sheet, a 10 sheet, and a squirrel before “R”.
  - (a) [D→R]  $\bar{S} \bar{F} \bar{L} \bar{A} K T \bar{A} \bar{H} \bar{G} \bar{R}$ ?  
 “D” asks “R”: Are there seventy three squirrels?
  - (b) [R]  $i \bar{L}, \bar{V} \bar{L} \bar{A} \bar{A} \bar{A} \bar{H} \bar{G} \bar{R}$ .  
 “R” responds: No, there are sixty squirrels.
7. [D]  $D \bar{F} \bar{G} \bar{G} \rightarrow O \bar{A}$ .  
 “D” places a girl facing a rock before “R”.
  - (a) [D→R]  $\bar{S} V D \bar{O} \bar{O} \bar{A} \bar{A}$ ?  
 “D” asks “R”: What is she doing?
  - (b) [R]  $D \bar{F} \bar{G} \bar{G} O \bar{A} D \bar{A} \bar{G} \bar{A} \bar{A}$ .  
 “R” responds: The girl is seeing the rock.
8. [D]  $D \bar{J} \bar{G} \leftrightarrow \bar{F} \bar{O} \bar{F}$ .  
 “D” places a boy and a horse facing each other before “R”.
  - (a) [D→R]  $\bar{S} V D \bar{O} \bar{O} \bar{A} \bar{A}$ ?  
 “D” asks “R”: What are they doing?
  - (b) [R]  $D \bar{J} \bar{G} \bar{F} \bar{O} \bar{F} D \bar{A} \bar{G} \bar{A} \bar{A} \bar{D} \bar{O} \bar{F} \bar{O} \bar{F} D \bar{J} \bar{G} D \bar{A} \bar{A}$ .  
 “R” responds: The boy sees the horse and the horse sees the boy.
9. [D]  $\bar{S} \bar{F} \bar{A} \bar{Y} D \bar{H} \bar{F} \bar{G} \bar{G} \leftrightarrow \bar{F} \bar{L} W V \bar{A}$ .  
 “D” places seven counters with a girl and nine counters with one beaver.  
 The girl and beaver are facing each other.
  - (a) [D→R]  $\bar{S} V D \bar{O} \bar{O} \bar{A} \bar{A}$ ?  
 “D” asks “R”: What are they doing?
  - (b) [R]  $\bar{S} \bar{F} \bar{A} \bar{Y} D \bar{H} \bar{F} \bar{G} \bar{G} \bar{F} \bar{L} W V \bar{A} \bar{L} \bar{H} \bar{A} \bar{G} \bar{A} \bar{A} \bar{D} \bar{O} \bar{F} \bar{L} W V \bar{A} \bar{S} \bar{F} \bar{A} \bar{Y} D \bar{H} \bar{F} \bar{G} \bar{G} \bar{L} \bar{H} \bar{A} \bar{G} \bar{A} \bar{A}$ .  
 “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] ለመሃከጊት ህሳብ.
  - (a) [D→R] ለው ጥሪው ህሳብ?
  - (b) [R] ለመሃከጊት.
- 2. [D] ያደረገውን ጉዳይ ያስቀመጥ.
  - (a) [D→R] ለው ጥያቄ ያስቀመጥ?
  - (b) [R] ያደረገውን ጉዳይ.
- 3. [D] □□□□□ □□□□□.
  - (a) [D→R] ያህን ዓይነት ወጪዎች?
  - (b) [R] □×□□□ □□□□□.
- 4. [D] ዓላማዎችን ያቀጥጥ.
  - (a) [D→R] ለው ጥሪው ያቀጥጥ?
  - (b) [R] ዓላማዎች.
- 5. [D] ያደረገውን ጉዳይ ያስቀመጥ.
  - (a) [D→R] ለው ጥሪው ጉዳይ?
  - (b) [R] ያደረገውን ጉዳይ.
- 6. [D] ተጠቃሚዎችን ያስቀመጥ.
  - (a) [D→R] ለው ጥያቄ ያስቀመጥ?
  - (b) [R] ተጠቃሚዎች.
- 7. [D] ለውጥ ህግ.
  - (a) [D→R] ለው ጥሪው ህግ?
  - (b) [R] ለውጥ ህግ.
- 8. [D] □□□□□ □□□□□.
  - (a) [D→R] ያህን ዓይነት ለውጥ?
  - (b) [R] □□□□× □□□□□.

**Set 2**

- 1. [D] ተጠቃሚዎችን ያስቀመጥ.
  - (a) [D→R] ተጠቃሚዎችን ያስቀመጥ?
  - (b) [R] ii.
- 2. [D] ለውጥ ህግ.
  - (a) [D→R] ለውጥ ህግ ለውጥ ህግ?
  - (b) [R] iL, ለውጥ ህግ ህግ.
- 3. [D] ለውጥ ህግ.
  - (a) [D→R] ለው ጥሪው ህግ?
  - (b) [R] ለውጥ ህግ.
- 4. [D] ለውጥ ህግ ለውጥ ህግ.
  - (a) [D→R] ለውጥ ህግ ለውጥ ህግ?
  - (b) [R] iL, ለውጥ ህግ ለውጥ ህግ.
- 5. [D] ዓላማዎችን ያስቀመጥ.
  - (a) [D→R] ለው ጥያቄ ያስቀመጥ?
  - (b) [R] ዓላማዎች.
- 6. [D] ለውጥ ህግ ለውጥ ህግ.
  - (a) [D→R] ለውጥ ህግ ለውጥ ህግ?
  - (b) [R] ii.
- 7. [D] ለውጥ ህግ ለውጥ ህግ.
  - (a) [D→R] ለው ጥያቄ ያስቀመጥ?
  - (b) [R] ለውጥ ህግ.
- 8. [D] ለውጥ ህግ → ዓላማ.
  - (a) [D→R] ያህን ዓይነት ለውጥ?
  - (b) [R] ለውጥ ህግ ለውጥ ህግ.







## DəVĀT 12

# WWSĬΛT DŌGTƏJ

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 “ᐱᐱᐱᐱ (di<sup>2</sup>t<sup>2</sup>yo<sup>23</sup>hi<sup>2</sup>hi)”, literally “he argues repeatedly and on purpose with a purpose”, which is used to refer to attorneys. Another example is “ᐱᐱᐱᐱᐱ (di<sup>2</sup>da<sup>2</sup>ni<sup>23</sup>yi<sup>4</sup>sgi)”, 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.

## ŌHƏT DŌWŁT (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 “-J” and “-Θ”, 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.

ᐱᐱ [ha<sup>2</sup>d<sup>lv</sup>] “Where?”

ᐱᐱ ᐱᐱ [hi<sup>2</sup>la<sup>4</sup> i<sup>23</sup>ga<sup>4</sup>] “How many?” “How many inanimate things?”

ᐱᐱ ᐱᐱ [hi<sup>2</sup>la<sup>4</sup> i<sup>2</sup>ya<sup>3</sup>ni] “How many?” “How many animate things?”

ᐱᐱᐱᐱ [hi<sup>2</sup>la<sup>32</sup>yv<sup>4</sup>zi] “When?”

ᐱᐱ [ga<sup>3</sup>go<sup>2</sup>] “Who?”

ᐱᐱ [ga<sup>32</sup>gi<sup>3</sup>] “Who again?”

ᐱᐱ [ga<sup>2</sup>do<sup>1</sup>] “What?” ☞ For when the question is about some doing or happening.

ᐱᐱ ᐱᐱ [ga<sup>2</sup>do<sup>2</sup> u<sup>2</sup>sdi] “What?” “What thing?”

ᐱᐱ ᐱᐱ [ga<sup>2</sup>do<sup>2</sup> u<sup>4</sup>sdi] “Which one?”

ᐱᐱ ᐱᐱᐱᐱ [ga<sup>2</sup>do<sup>2</sup> un<sup>4</sup>sdi] “Which ones?” “Which animate things?”

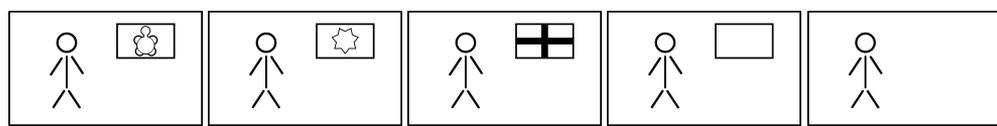
ᐱᐱ ᐱᐱᐱᐱ [ga<sup>2</sup>do<sup>2</sup> ju<sup>4</sup>sdi] “Which ones?” “Which inanimate things?”

ᐱᐱᐱ [ga<sup>2</sup>do<sup>1</sup>hv<sup>4</sup>] “Why?” ☞ This is “ᐱᐱ” with the “-ᐱ” ending added. “But for what?”



- Dᄡᄢᄣᄤ/RhVh, ᄡᄢᄣᄤ/ᄥᄧᄨ, ᄥᄧᄨᄩᄪᄫᄬ, ᄫᄬᄭᄮᄯ, ᄯᄰᄱᄲᄳ, ᄳᄴᄵᄶᄷ.
- Index cards for the following face and word combinations. Put the faces on the front of the cards with the Cherokee on the reverse.
  - ᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷ/DZᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷᄸᄴᄵᄶᄷᄸᄴᄵᄶᄷ.
- An index card with a drawing of a person with an English flag. Write ᄸᄴᄵᄶᄷ 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 ᄫᄬᄭᄮᄯ 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 ᄫᄬᄭᄮᄯ on the reverse side.
- An index card with a drawing of a person with a turtle flag. Write ᄫᄬᄭᄮᄯᄰᄱᄲᄳ 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 ᄫᄬᄭᄮᄯ on the reverse side.
- Index cards for each of the following animals:
  - ᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷ.
  - ☞ *Pictures on front. Cherokee on the reverse side.*
- Index cards for each of the following items:
  - ᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷ, ᄸᄴᄵᄶᄷ.
  - ☞ *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] ᄸᄴᄵᄶᄷ.  
 "D" puts a deer picture card in front of "R".  
 (a) [D→R] ᄸᄴᄵᄶᄷ ᄸᄴᄵᄶᄷ?  
 "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 Ṗḡḡḡ 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 Ṗḡḡḡḡ ḡḡḡḡḡ?  
“D” asks “R”: Which ones are you are seeing?
- (b) [R] Ṗḡ DZḡḡ Dḡḡḡḡ ḡḡḡḡḡḡ.  
“R” responds: I am seeing four good English people.
4. [D] ḡḡḡ Dḡ ḡḡ→. (ḡḡḡ/ḡḡḡḡ, ḡḡḡ/ḡḡḡḡ→)  
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 “ḡḡḡ/ḡḡḡḡ” 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] Dḡḡḡḡḡ Dḡ ḡḡ→. (ḡḡḡ/ḡḡḡḡ, ḡḡḡ/ḡḡḡḡḡ, ḡḡḡZ/Gḡ→)  
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 “ḡḡḡZ/Gḡ” card, gives the person to their right a “ḡḡḡ/ḡḡḡḡ” card and holds a “ḡḡḡ/ḡḡḡḡ” card.  
Each person selects a name to be called and shows that name.
- (a) [D→R] ḡḡḡḡ, Vḡḡ?  
“D” says to “R”: Hello, things are well, right?
- (b) [R] ḡḡ Vḡḡ. ḡḡḡḡ ḡḡḡḡḡ. ḡV ḡḡḡḡḡḡ?  
“R” responds: Hello things are just fine. I’m called Susan. What are you two called?
- (c) [D] ḡḡḡḡḡ Dḡ ḡḡḡ Vḡḡḡḡḡ. 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] ḡḡḡḡḡḡḡḡ.  
“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. (a) [D→R] §V SVD? (b) [R] hθ SVD.
- 2. [D] Sθ. (a) [D→R] §V SVD? (b) [R] Sθ SVD.
- 3. [D] γC. (a) [D→R] §V SVD? (b) [R] γC SVD.
- 4. [D] θET. (a) [D→R] §V SVD? (b) [R] θET SVD.
- 5. [D] DGWY. (a) [D→R] §V O'θAJ θAGAJθ? (b) [R] DGWY θAGAJθ.
- 6. [D] DhKT Dθ. (a) [D→R] §V SθVD? (b) [R] Dθ SθVD.
- 7. [D] DYθB. (a) [D→R] §V O'θAJ θAGAJθ? (b) [R] DYθB θAGAJθ.

**Set 2**

- 1. [D] Oγ γC. (a) [D→R] §V SθVD? (b) [R] γC SθVD.
- 2. [D] DhWθ DhhAJθ. (a) [D→R] §V O'θAJ θAGAJθ? (b) [R] DhWθ DhhAJθ θAGAJθ.



- (a) [D→R] ከፍ, ህልፍ?
- (b) [R] ከፍ ህልፍ. \_\_\_\_\_ ሲሆን. ቃል ያገኛል?

- (c) [D] \_\_\_\_\_, \_\_\_\_\_, ልዩ \_\_\_\_\_ ህላውንት.
- (d) [R] ጠጥረውን.

**Set 5**

- 1. [D] ተሞቶ.

  - (a) [D→R] ቃል ሲሆን?
  - (b) [R] ተሞቶ ሲሆን.

- 5. [D] ዓይ ወይን ሲሆን.

  - (a) [D→R] ቃል ዓጠቃይ ያለው?
  - (b) [R] ዓይ ወይን ሲሆን ያለው.

- 2. [D] ዓይ.

  - (a) [D→R] ቃል ሲሆን?
  - (b) [R] ዓይ ሲሆን.

- 6. [D] ዓይ ገፅ.

  - (a) [D→R] ቃል ሲሆን?
  - (b) [R] ገፅ ሲሆን.

- 3. [D] ልዩ ሲሆን.

  - (a) [D→R] ቃል ዓጠቃይ ያለው?
  - (b) [R] ልዩ ሲሆን ያለው.

- 7. [D] ወይን ሲሆን ልዩ ዓይን. (ወይን/ሲሆን, ወይን/ሲሆን, ልዩ/ሲሆን, ወይን/ሲሆን)

  - (a) [D→R] ከፍ, ህልፍ?
  - (b) [R] ከፍ ህልፍ. \_\_\_\_\_ ሲሆን. ቃል ያገኛል?
  - (c) [D] \_\_\_\_\_, \_\_\_\_\_, ልዩ \_\_\_\_\_ ህላውንት.
  - (d) [R] ጠጥረውን.

- 4. [D] ወይን ሲሆን.

  - (a) [D→R] ቃል ሲሆን?
  - (b) [R] ወይን ሲሆን.

**Set 6**

- 1. [D] ልዩ ሲሆን.

  - (a) [D→R] ቃል ዓጠቃይ ያለው?
  - (b) [R] ልዩ ሲሆን ያለው.

- (d) [R] ጠጥረውን.

- 2. [D] ልዩ ወይን ሲሆን.

  - (a) [D→R] ቃል ዓጠቃይ ያለው?
  - (b) [R] ወይን ወይን ሲሆን ያለው.

- 5. [D] ወይን ሲሆን ልዩ ዓይን. (ወይን/ሲሆን, ወይን/ሲሆን, ወይን/ሲሆን)

  - (a) [D→R] ከፍ, ህልፍ?
  - (b) [R] ከፍ ህልፍ. \_\_\_\_\_ ሲሆን. ቃል ያገኛል?
  - (c) [D] \_\_\_\_\_ ልዩ \_\_\_\_\_ ህላውንት.
  - (d) [R] ጠጥረውን.

- 3. [D] ወይን ሲሆን ልዩ ዓይን. (ወይን/ሲሆን, ወይን/ሲሆን, ወይን/ሲሆን)

  - (a) [D→R] ከፍ, ህልፍ?
  - (b) [R] ከፍ ህልፍ. \_\_\_\_\_ ሲሆን. ቃል ያገኛል?
  - (c) [D] \_\_\_\_\_, \_\_\_\_\_, ልዩ \_\_\_\_\_ ህላውንት.
  - (d) [R] ጠጥረውን.

- 6. [D] ወይን ሲሆን ልዩ ዓይን. (ወይን/ሲሆን, ወይን/ሲሆን, ወይን/ሲሆን)

  - (a) [D→R] ከፍ, ህልፍ?
  - (b) [R] ከፍ ህልፍ. \_\_\_\_\_ ሲሆን. ቃል ያገኛል?
  - (c) [D] \_\_\_\_\_, \_\_\_\_\_, ልዩ \_\_\_\_\_ ህላውንት.
  - (d) [R] ጠጥረውን.

- 4. [D] ወይን ሲሆን ልዩ ዓይን. (ወይን/ሲሆን, ወይን/ሲሆን)

  - (a) [D→R] ከፍ, ህልፍ?
  - (b) [R] ከፍ ህልፍ. \_\_\_\_\_ ሲሆን. ቃል ያገኛል?
  - (c) [D] \_\_\_\_\_ ሲሆን. ህላውንት.

- 7. [D] ወይን ሲሆን ወይን ሲሆን.

  - (a) [D→R] ቃል ዓጠቃይ ያለው?
  - (b) [R] ወይን ወይን ሲሆን ያለው.



# ᐃᐸᐅᐅᐅ 13

## ᐅᐅᐅᐅᐅᐅ ᐃᐅᐅᐅᐅᐅ

### ᐅᐅᐅᐅ (Read them)

**ᐅ** [si] “Wait! All the same (*still*). Even now (or then) as was formerly (*still*).”

**ᐅᐅ, ᐅᐅᐅ** [hla<sup>3</sup>si, vhlə<sup>3</sup>si] “Not all the same (*not still*). Not now as was formerly (*no longer still*).”

**ᐅᐅᐅᐅ, ᐅᐅᐅᐅ** [go<sup>2</sup>hu<sup>4</sup>sdi, go<sup>4</sup>sdi] “Something. A thing. Things.”

**ᐅ ᐅᐅᐅᐅ** [hla go<sup>2</sup>hu<sup>4</sup>sdi] “Not anything. Nothing. No things.”

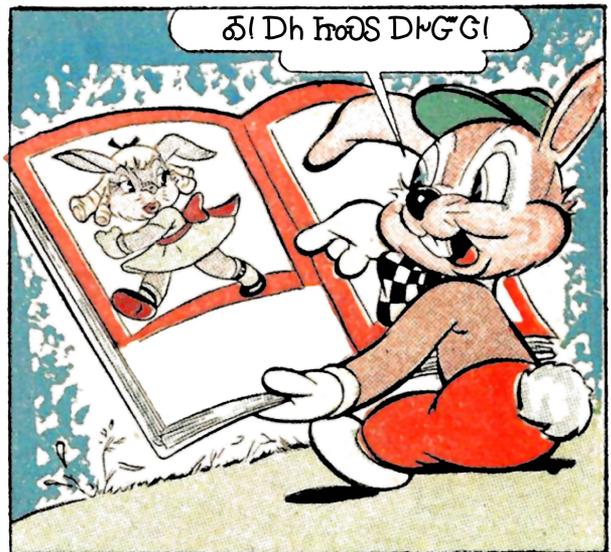
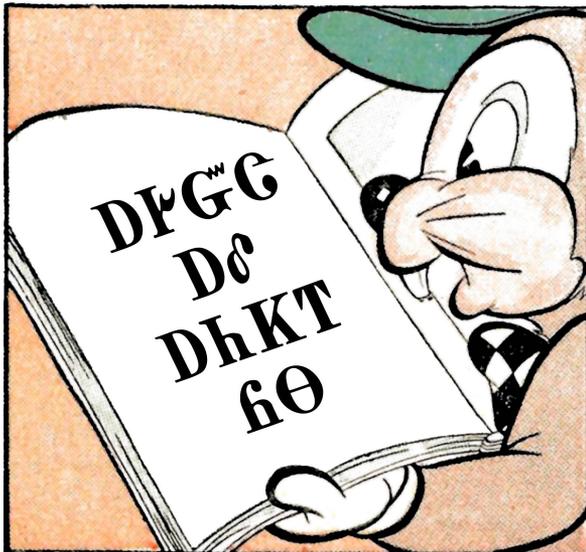
### ᐅᐅᐅᐅ ᐅᐅᐅᐅ (Funny Paper)

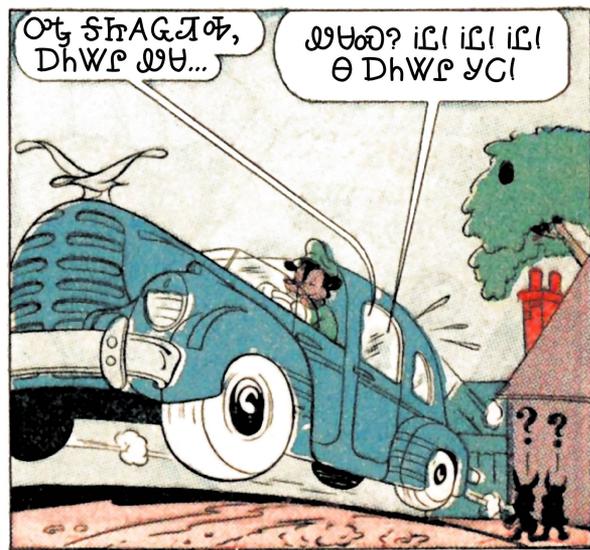
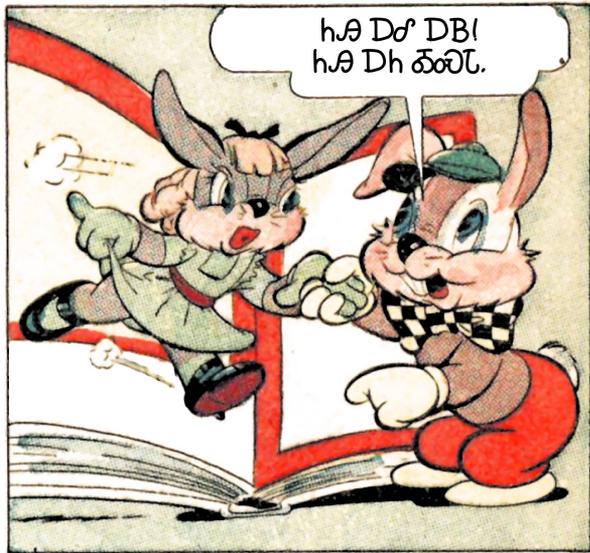
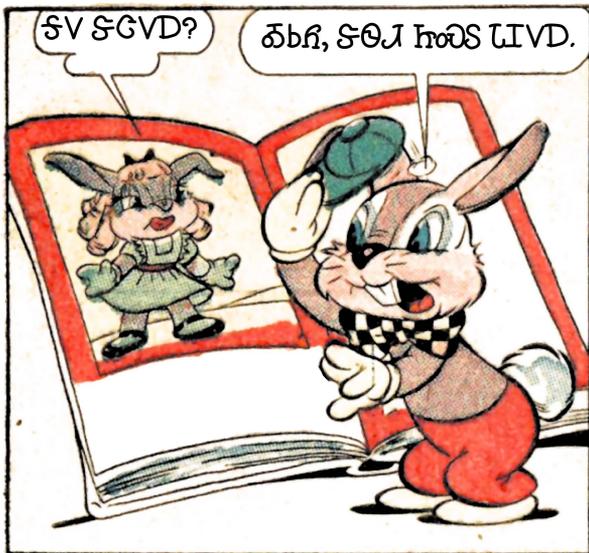
Read the following comic aloud. ☞ *If you have partners, have one person read aloud all the ᐅᐅᐅᐅ ᐅᐅᐅᐅᐅ and ᐅᐅᐅᐅᐅᐅ parts and another the ᐅᐅᐅᐅᐅᐅᐅ and ᐅᐅᐅᐅᐅᐅ parts. Each person should read aloud both roles at least once.*

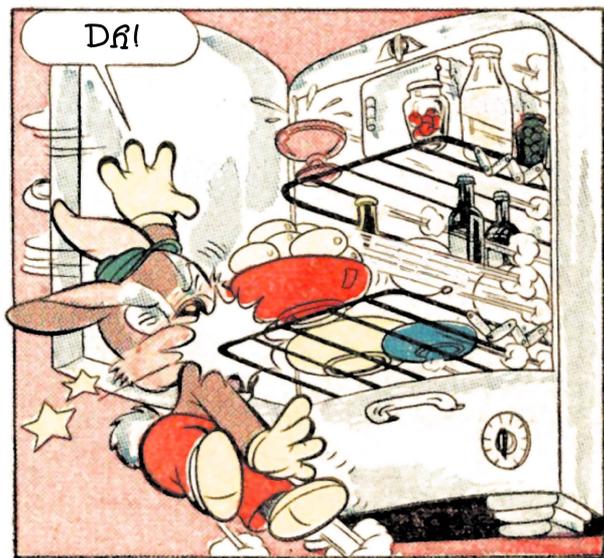
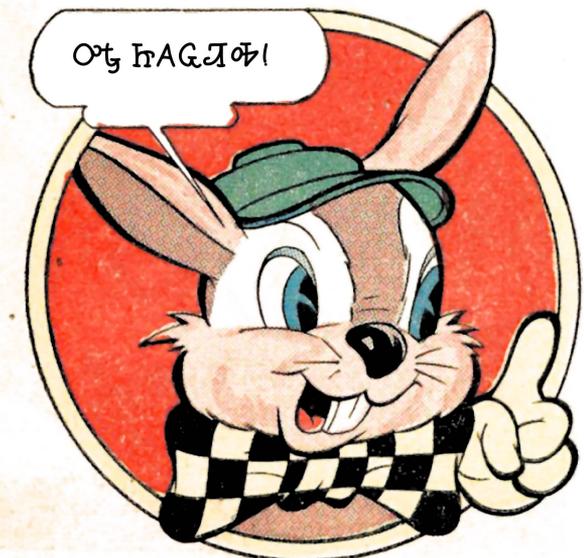
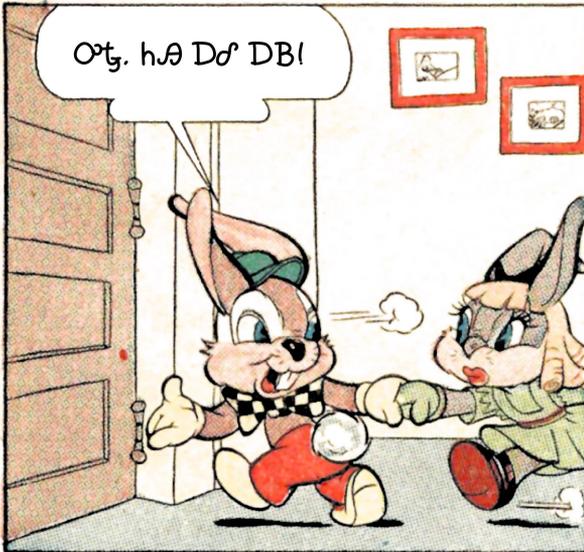
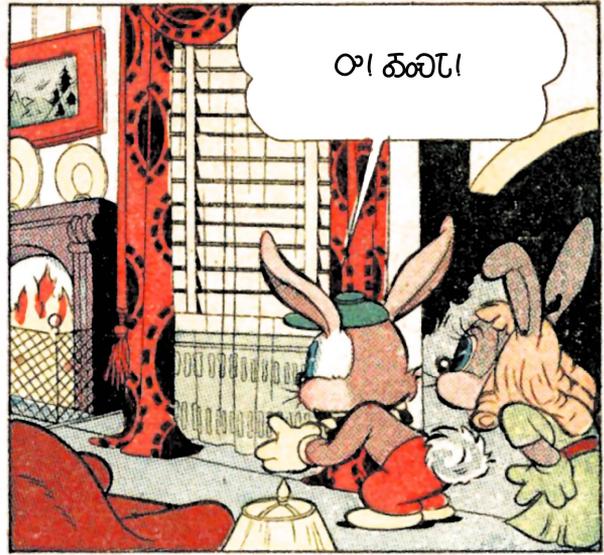
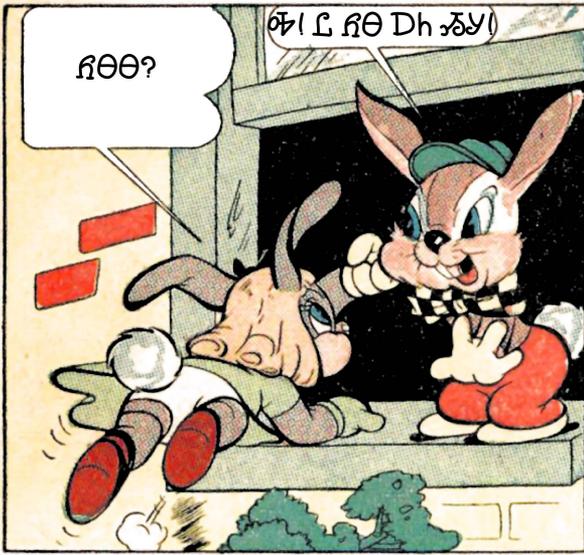


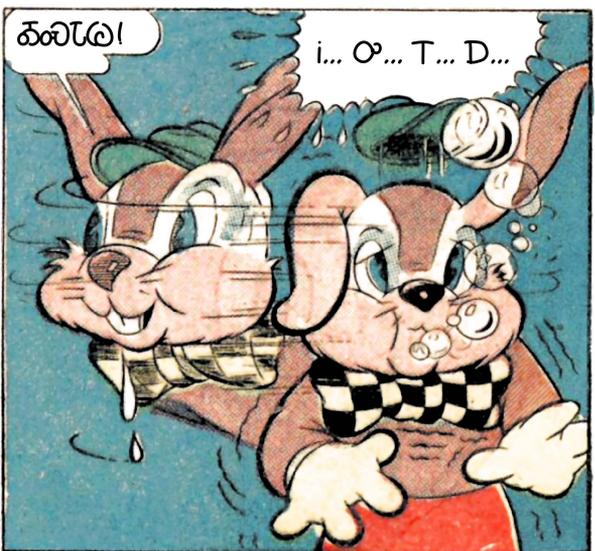
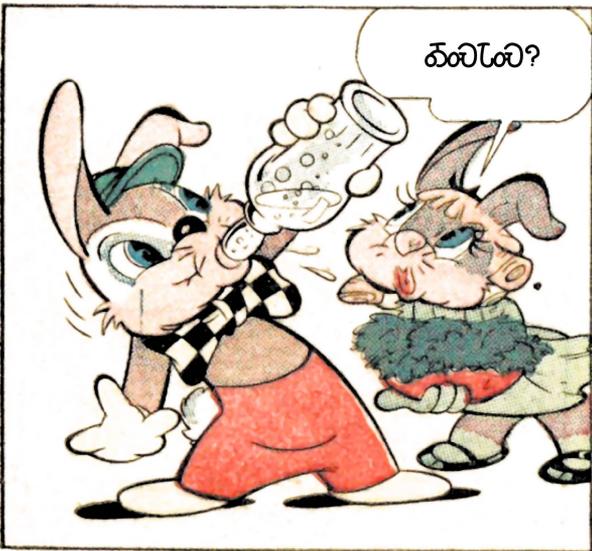
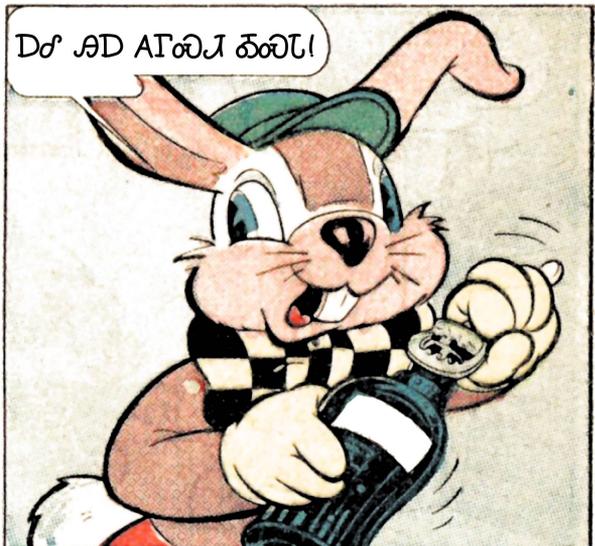
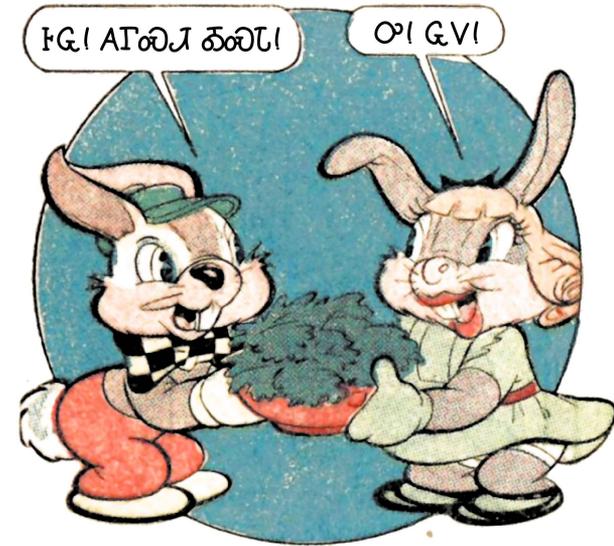
# SOUL FOODS

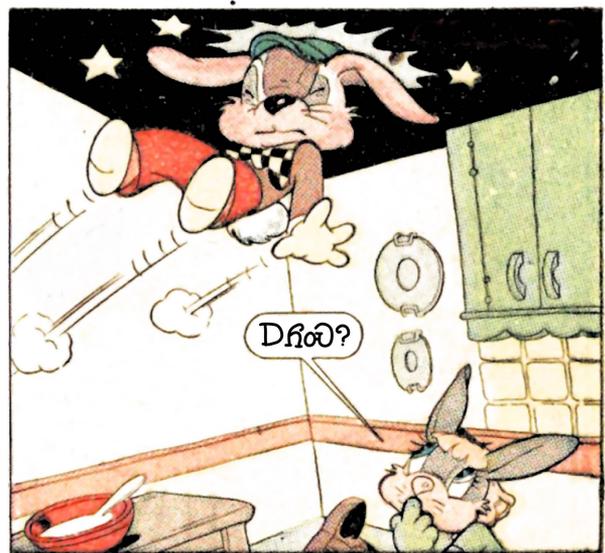
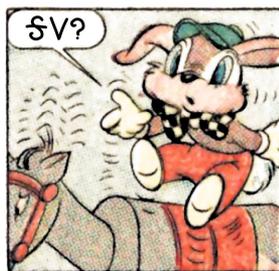
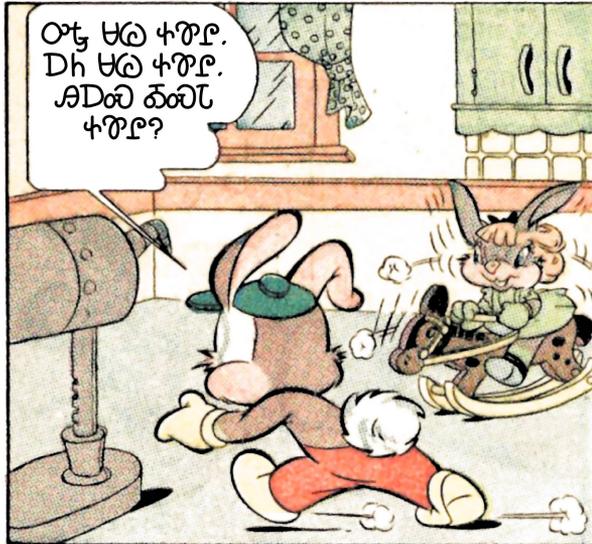
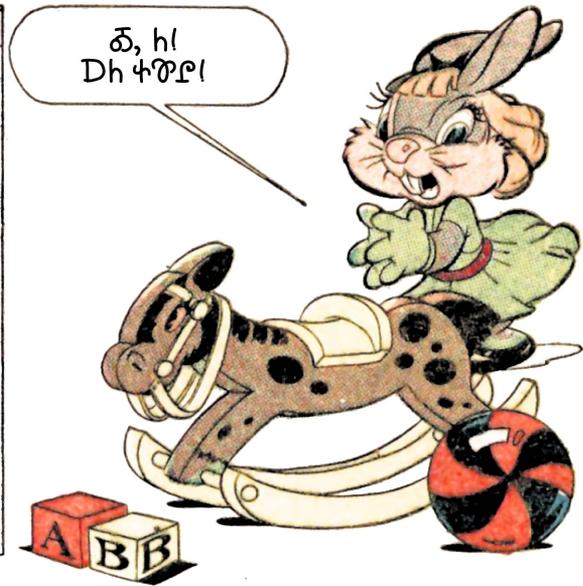
## Də ɔ DhKT ɦə!

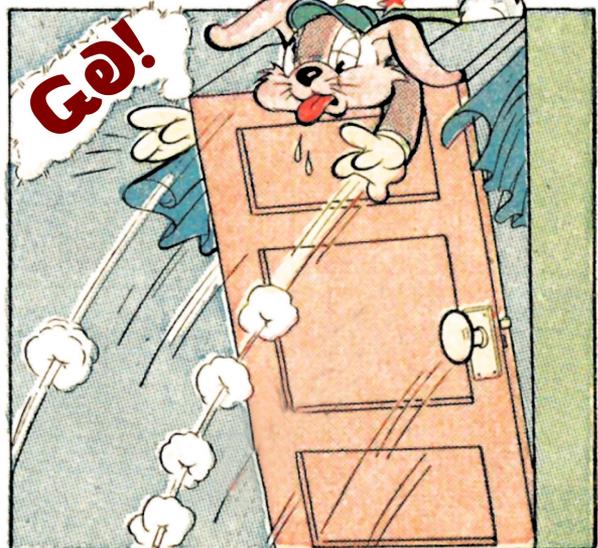
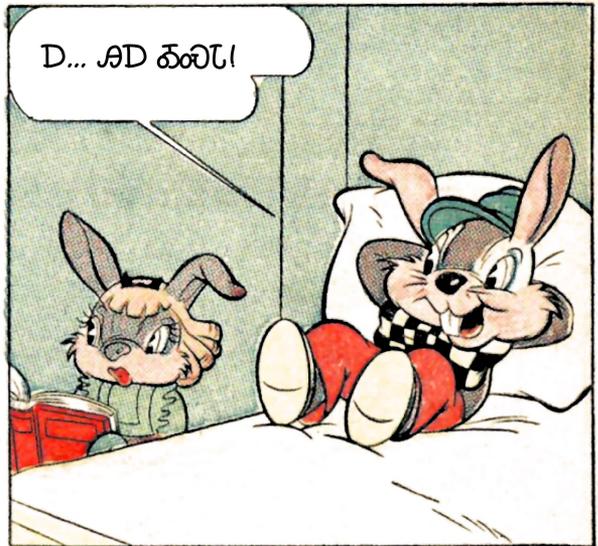
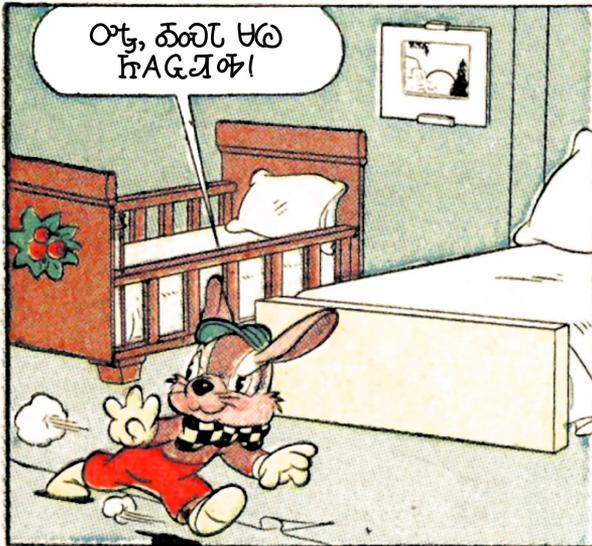
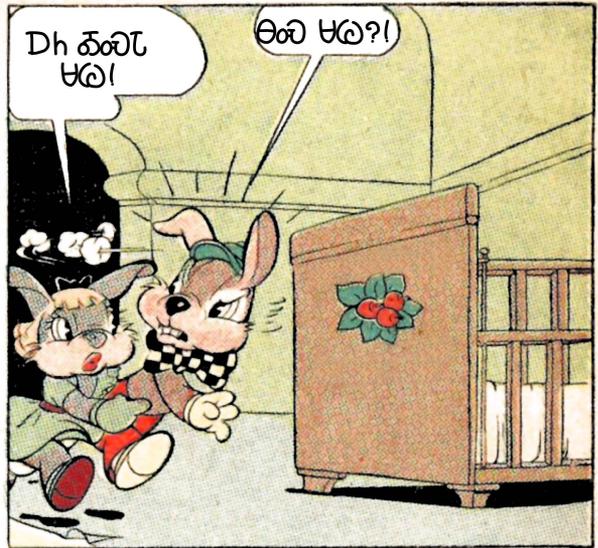
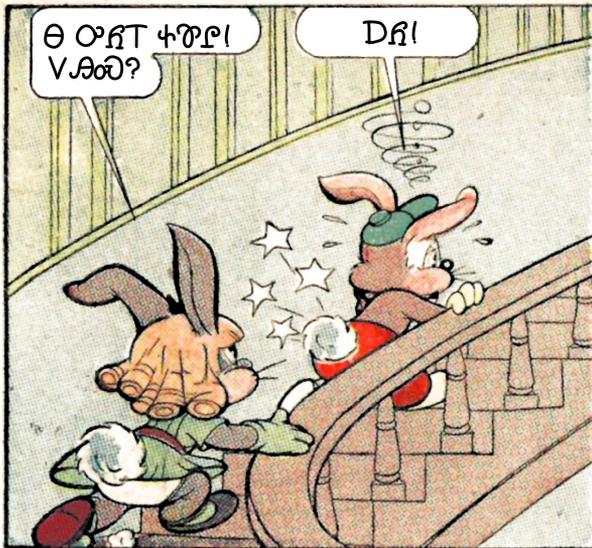


















**Page 7**

**හිම** **ඩොයිෂ්** ධ, ධබ්හ **ඩෆ්ෆ්**. **වෘඞ?**  
**ඩෆ්ෆ්** ධ, ධබ්හ **හිම**. **වෘඞ**. **හෘම?** **ෆ්හ්** **ලිව්ඩ**.  
**හිම** **ඩෆ්** ධ, **වෘඞ**. **ඔෆ්** **ලිව්ඩ**. **ඊ** **හිම** **ඩ්ඞ** **ග්හ** **ස්ව්**.  
**ෂූ** **ඩ්ඩ්**! **ඩ්ඩ්**!  
**හිම** **ෂෘ?** **ස්ව** **ස්ව්**?

**ජෆ්**

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

**Page 1**

**ෂූ** **හිම** **ඩ්** **ඊ** **ඩ්හ්ක්** **හිම**!  
**David** **Rabbit** and **Those** **Three** **Bears**!  
**හිම** **ඞ** **ඊ** **ඊ** **ඊ** **හිම**! **හි** **ෂූ**...  
**Bear** **This** is one bad rabbit! **Hello** **David**...  
**ෂූ** **ඩෆ්ෆ්** **ඩෆ්ෆ්** **ඩ්** **ඩ්හ්ක්** **හිම**  
**Book** **A** **Girl** and **Three** **Bears**  
**ෂූ** **ධ**! **ඩ්** **හිම** **ඩෆ්ෆ්**!  
**David** **ඊ**! **හි** **හි** **හි** **ග්** **ග්**!

**Page 2**

**ඩෆ්ෆ්** **ස්ව** **ෂූව්**?  
**Girl** **What** are you called?  
**ෂූ** **ධබ්හ**, **ෂූ** **හිම** **ලිව්ඩ**.  
**David** **Hello**, I'm called **David** **Rabbit**.  
**ෂූ** **හෘ** **ඩ්** **ඩ්**! **හෘ** **ඩ්** **ධබ්**.  
**David** **You** and me! **You** (being) here is good.  
**ඩෆ්ෆ්** **ෆ්** **ඊ** **ඩ්හ්ක්** **හිම**?  
**Girl** **Where** are those three bears?  
**ෂූ** **හිම** **ඩ්හ්ක්**?  
**David** **What** about bears, three of them?  
**ෂූ** **ඊ** **ඩ්හ්ක්** **හිම**? **ඊ** **ඊ**!  
**David** **Are** the three bears there? **That's** bad!  
**ඩෆ්ෆ්** **ඊ** **ඩ්හ්ක්** **හිම** **ඊ**, **ධබ්**!  
**Girl** **Those** three bears are there, it's good!  
**ෂූ** **හි**! **ධබ්**... **ඊ** **ඩ්හ්ක්** **හිම** **ඩ්**!

**ෂූ** **ඩ්**! **ඩ්**! **ඩ්**!  
**ෆ්හ්** **ඞ** **ෂූ** **හිම**.  
**ෂූ** **ධබ්**...  
**හිම** **ෂූව්** **ෂූ** **හිම**? **ඩ්**! **හෘ** **ඊ** **ඊ** **හිම**!  
**හිම** **ඊ** **හිම** **ඩ්** **ඊ**!  
**ෂූ** **ධ**... **ඞ** **ඊ**. **හි** **හිම** **ඩෆ්ෆ්** **ඩ්** **ධ**. **ඩ්** "ඩ්!"

**David** **Wait!** **Shhhhh**... **Those** **three** **bears** are here!  
**හිම** **ඩ්** **ඊ** **ඊ** **ඊ**, **ඩ්** **ඊ** **ඊ**...  
**Bear boy** **I** saw them there, two cats...  
**හිම** **ඩොයිෂ්** **ඊ**! **හි**! **හි**! **ඊ** **ඩ්** **ඊ** **ඊ**!  
**Bear man** **Cats?** **No!** **No!** **No!** **Those** are two dogs!

**Page 3**

**ඩෆ්ෆ්** **හිම**?  
**Girl** **What** about the bears?  
**ෂූ** **ඊ**! **හිම** **ඩ්** **ධ** **ධ**!  
**David** **Ha!** **No** bears are here!  
**ෂූ** **ධ**! **ධබ්**!  
**David** **O!** **Good!**  
**ෂූ** **ඊ**. **හෘ** **ඩ්** **ඩ්**!  
**David** **There.** **You** and me!  
**ඩෆ්ෆ්** **ස්ව** **ඊ** **ඩ්**?  
**Girl** **What** is here?  
**ෂූ** **හි**!  
**David** **Wait!**  
**ෂූ** **ඊ** **ඊ** **ඊ**!  
**David** **I'm** looking there!  
**ෂූ** **ඩ්**!  
**David** **Ouch!**

**Page 4**

**SOJ** ඩ! Dඬ! Dඬ! Dඬ!

**David** Oh! Ow! Ow! Ow!

**SOJ** Aඟමක ජබල හඟලැණ!

**David** I see something good!

**DFGG** ජV ඉමක ආලැණ?

**Girl** What do you see?

**SOJ** හල! Aඟමක ජබල!

**David** Alright! Something good!

**DFGG** ඉ! ලV!

**Girl** Ooo! Thanks!

**SOJ** Dඉ ආD Aඟමක ජබල!

**David** And this something good!

**DFGG** ජබලම?

**Girl** Is it good?

**SOJ** ජබලම!

**David** Just fine!

**SOJ** i... ඉ... T... D...

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

**Page 5**

**DFGG** SOJ, Vආජ?

**Girl** David, it's well, right?

**SOJ** ජ, Vආම. ජජජ...

**David** Oh, just well. Oh...

**DFGG** ජ, හ! Dh ජඉඉ!

**Girl** Oh, look! Here is a horse!

**SOJ** ඉඬ ජම ජඉඉ. Dh ජම ජඉඉ. ආDම ජබල ජඉඉ?

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

**SOJ** ඩ! ආD ජබල ජඉඉ!

**David** Oh! This is a good horse!

**SOJ** හල!

**David** Alright!

**SOJ** ජV?

**David** What?

**SOJ** ඉඬT!

**David** Bad!

**SOJ** DDD!

**David** Ahhh!

**DFGG** Dhම?

**Girl** Ouchies?

**Page 6**

**DFGG** ඉ ඉඬT ජඉඉ! Vආම?

**Girl** That bad horse! Are things well?

**SOJ** Dඬ!

**David** Ouch!

**DFGG** Dh ජබල ජම!

**Girl** Here is a good one!

**SOJ** ඉම ජම?!

**David** That one?!

**SOJ** ඉඬ, ජබල ජම හඟලැණ!

**David** There, I see a good one!

**SOJ** D... ආD ජබල!

**David** Ah... This is good!

**DFGG** ඩ! SOJ! Bඉ Dh!

**Girl** Oh! David! People are here!

**SOJ** ජV?!?

**David** What?!?



# ᐃᐃᐅᐅᐅᐅ 14

## ᐅᐅᐅᐅᐅᐅᐅ ᐃᐅᐅᐅᐅᐅᐅ

### ᐅᐅᐅᐅ (Read them)

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

**ᐅᐅᐅ** [i<sup>1</sup>je<sup>4</sup>zi] “Green of fruit or vegetable.”

**ᐅᐅᐅᐅᐅᐅ** [i<sup>2</sup>je<sup>3</sup>zi<sup>2</sup>yu<sup>4</sup>sdi] “Green colored.”

**ᐅᐅᐅᐅ** [u<sup>2</sup>ne<sup>4</sup>ga] “White.”

**ᐅᐅᐅᐅᐅᐅ** [u<sup>1</sup>sgo<sup>23</sup>lv<sup>4</sup>zi] “Dim. Faded.”

**ᐅᐅᐅᐅᐅᐅ** [u<sup>2</sup>wo<sup>23</sup>di<sup>3</sup>ge<sup>4</sup>zi] “Brown.”

**ᐅᐅᐅᐅ, ᐅᐅᐅᐅ** [gi<sup>23</sup>ga<sup>3</sup>ge<sup>4</sup>zi, gi<sup>23</sup>ge<sup>4</sup>zi] “Red.”

**ᐅᐅᐅᐅ, ᐅᐅᐅᐅ** [gv<sup>23</sup>hna<sup>3</sup>ge<sup>4</sup>zi, gv<sup>23</sup>ni<sup>3</sup>ge<sup>4</sup>zi] “Black.”

**ᐅᐅᐅᐅᐅᐅ** [sa<sup>2</sup>ko<sup>23</sup>ni<sup>3</sup>ge<sup>4</sup>zi] “Blue.”

**ᐅᐅᐅᐅᐅᐅ** [da<sup>2</sup>ha<sup>2</sup>li<sup>2</sup>ge<sup>4</sup>zi] “Purple.”

**ᐅᐅᐅᐅᐅ** [da<sup>2</sup>lo<sup>23</sup>ni<sup>3</sup>ge<sup>4</sup>zi] “Yellow.”

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

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

When talking about single animate things, the prefix ᐅ- is added if the word doesn’t start with any of the vowels ᐃ, ᐅ, ᐅ, ᐅ, ᐅ, or i:

**ᐅᐅᐅᐅᐅ, ᐅᐅᐅᐅᐅ** [a<sup>2</sup>gi<sup>23</sup>ga<sup>3</sup>ge<sup>4</sup>zi, a<sup>2</sup>gi<sup>23</sup>ge<sup>4</sup>zi] “Red.”

**ᐅᐅᐅᐅᐅᐅᐅ** [a<sup>2</sup>da<sup>2</sup>ha<sup>2</sup>li<sup>2</sup>ge<sup>4</sup>zi] “Purple.”

**ᐅᐅᐅᐅᐅ, ᐅᐅᐅᐅᐅᐅ** [a<sup>2</sup>gv<sup>23</sup>hna<sup>3</sup>ge<sup>4</sup>zi, a<sup>2</sup>gv<sup>23</sup>ni<sup>3</sup>ge<sup>4</sup>zi] “Black.”

**ᐅᐅᐅᐅᐅᐅ** [a<sup>2</sup>da<sup>2</sup>lo<sup>23</sup>ni<sup>3</sup>ge<sup>4</sup>zi] “Yellow.”

**ᐅᐅᐅᐅᐅᐅᐅ** [a<sup>2</sup>sa<sup>2</sup>ko<sup>23</sup>ni<sup>3</sup>ge<sup>4</sup>zi] “Blue.”

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

**ᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅ** [gi<sup>23</sup>ga<sup>3</sup>ge u<sup>1</sup>sgo<sup>23</sup>lv<sup>4</sup>zi] “Pink. (Red-faded).”

**ᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅ** [gv<sup>23</sup>hna<sup>3</sup>ge u<sup>1</sup>sgo<sup>23</sup>lv<sup>4</sup>zi] “Grey. (Black-faded).”

**ᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅ** [sa<sup>2</sup>ko<sup>23</sup>ni<sup>3</sup>ge u<sup>1</sup>sgo<sup>23</sup>lv<sup>4</sup>zi] “Grey. (Blue-faded).”

**ᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅ** [da<sup>2</sup>lo<sup>23</sup>ni<sup>3</sup>ge u<sup>1</sup>sgo<sup>23</sup>lv<sup>4</sup>zi] “Orange. (Yellow-dim).”

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

### ᐅᐅᐅᐅᐅᐅ (Do them)

You will need the following:

- 40 white index cards.

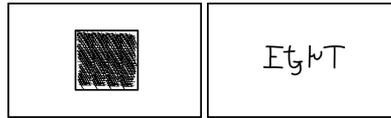
- A box of crayons for coloring the index cards. *☞ The “boxes of 8” as sold in most stores should have all the colors needed.*

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.

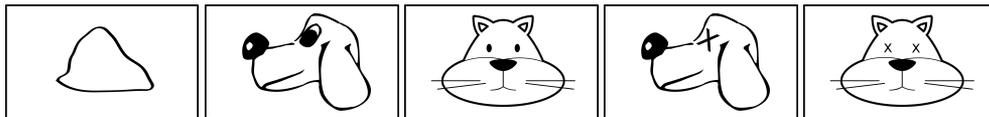
Example:



The colors you will be using are:

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

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.*

OᎠᎢ cards:

- White / OᎠᎢ OᎠᎢ. *☞ Don't color in the OᎠᎢ.*
- Brown / OᎠᎠᎢ OᎠᎢ.
- Black / Etłt OᎠᎢ. (Ehłt OᎠᎢ.)
- Yellow / ᎠᎠᎢ OᎠᎢ.
- Orange / ᎠᎠᎢ ᎠᎢᎢ OᎠᎢ.

Alive ᎠᎢ cards:

- Green / TVTGᎎᎠ ᎠᎢ.
- White / OᎠᎢ ᎠᎢ. *☞ Don't color in the ᎠᎢ.*
- Red / ᎠᎢᎢ ᎠᎢ. (ᎠᎢ ᎠᎢ.)
- Purple / ᎠᎢᎢ ᎠᎢ.
- Yellow / ᎠᎠᎢ ᎠᎢ.

Alive ᎠᎢ cards:

- Green / TVTGᎎᎠ ᎠᎢ.
- Brown / OᎠᎠᎢ ᎠᎢ.
- Blue / ᎠᎠᎢ ᎠᎢ.
- Purple / ᎠᎢᎢ ᎠᎢ.
- Orange / ᎠᎠᎢ ᎠᎢᎢ ᎠᎢ.

Dead ᎠᎢ cards:

- White / Ɔᵒᵒᵒ ᵒᵒᵒ. ☞ *Don't color in the ᵒᵒᵒ.*
- Black / Eᵒᵒ ᵒᵒᵒ. (Ehᵒ ᵒᵒᵒ.)
- Blue / ᵒAhᵒ ᵒᵒᵒ.
- Yellow / ᵒGhᵒ ᵒᵒᵒ.
- Orange / ᵒGhᵒ ƆᵒᵒAᵒ ᵒᵒᵒ.

Dead ᵒᵒᵒ cards:

- Green / ᵒᵒᵒᵒᵒᵒ ᵒᵒᵒ.
- Black / Eᵒᵒ ᵒᵒᵒ. (Ehᵒ ᵒᵒᵒ.)
- Brown / Ɔᵒᵒᵒ ᵒᵒᵒ.
- Red / ᵒᵒᵒ ᵒᵒᵒ. (ᵒᵒ ᵒᵒᵒ.)
- Yellow / ᵒGhᵒ ᵒᵒᵒ.

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:

- ᵒᵒᵒ Ɔᵒᵒᵒ Ɔᵒᵒᵒ?
 

“D” asks “R”: ᵒᵒᵒ Ɔᵒᵒᵒ Ɔᵒᵒᵒ? (Which is white?)

“R” selects the card they think is Ɔᵒᵒᵒ.

“R” says: ᵒᵒᵒ Ɔᵒᵒᵒ. (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: iᵒ. ᵒ \_\_\_\_\_. (No. That is \_\_\_\_\_.)
- ᵒᵒᵒ Ɔᵒᵒᵒ ᵒᵒᵒᵒᵒ?
 

“D” asks “R”: ᵒᵒᵒ Ɔᵒᵒᵒ ᵒᵒᵒᵒᵒ? (Which is red?)

“R” selects the card they think is ᵒᵒᵒᵒᵒ.

“R” says: ᵒᵒᵒ ᵒᵒᵒᵒᵒ. (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: iᵒ. ᵒ \_\_\_\_\_. (No. That is \_\_\_\_\_.)

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

- ᵒᵒᵒ Ɔᵒᵒᵒ Ɔᵒᵒᵒ Ɔᵒᵒᵒ?
 

“D” asks “R”: ᵒᵒᵒ Ɔᵒᵒᵒ Ɔᵒᵒᵒ? (Which is the white rock?)

(a) ᵒᵒᵒ Ɔᵒᵒᵒ Ɔᵒᵒᵒ.

“R” selects the card they think is the Ɔᵒᵒᵒ Ɔᵒᵒᵒ.

“R” says: ᵒᵒᵒ Ɔᵒᵒᵒ Ɔᵒᵒᵒ. (This is the white rock.)

“R” flips the card over to see if they are correct or incorrect.
- ᵒᵒᵒ Ɔᵒᵒᵒ ᵒᵒᵒᵒᵒ ᵒᵒᵒ?
 

“D” asks “R”: ᵒᵒᵒ Ɔᵒᵒᵒ ᵒᵒᵒᵒᵒ ᵒᵒᵒ? (Which is the red dog?)

(a) **ඹD DYSFT YC.**

“R” selects the card they think is the **DYSFT YC**.

“R” says: **ඹD DYSFT YC.** (This is the red dog.)

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

3. **ඳV ඉඹඹ ඉඹඳ YC?**

“D” asks “R”: **ඳV ඉඹඹ ඉඹඳ YC?** (Which is the white dog?)

(a) **ඹD ඉඹඳ YC** (alive) **Dඉ ඹD ඉඹඳ YC** (dead).

“R” sees two cards that match.

“R” selects each card they think is an **ඉඹඳ YC**.

“R” says: **ඹD ඉඹඳ YC Dඉ ඹD ඉඹඳ YC.** (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. **ඳV ඉඹඹ EඡFT?**

4. **ඳV ඉඹඹ ඉඉඹFT?**

2. **ඳV ඉඹඹ YFT?**

5. **ඳV ඉඹඹ HඹFT?**

3. **ඳV ඉඹඹ ඉඹඳ?**

### Set 2

1. **ඳV ඉඹඹ EඡFT?**

4. **ඳV ඉඹඹ HඹFT?**

2. **ඳV ඉඹඹ ඉඉඹFT?**

5. **ඳV ඉඹඹ ඉඹඳ?**

3. **ඳV ඉඹඹ YඳFT?**

### Set 3

1. **ඳV ඉඹඹ LඡFT?**

4. **ඳV ඉඹඹ HඹFT?**

2. **ඳV ඉඹඹ ඉඉඹFT?**

5. **ඳV ඉඹඹ LඒFT?**

3. **ඳV ඉඹඹ LඒFT?**

### Set 4

1. **ඳV ඉඹඹ TVTGඹ?**

4. **ඳV ඉඹඹ TVTGඹ?**

2. **ඳV ඉඹඹ Lඒඒ ඉඹඳFT?**

5. **ඳV ඉඹඹ Lඒඒ ඉඹඳFT?**

3. **ඳV ඉඹඹ LඡFT?**

**Set 5**

- |                            |                      |
|----------------------------|----------------------|
| 1. \$V\$ ማጠቃለያ ለገጠኝ?       | 4. \$V\$ ማጠቃለያ ለገጠኝ? |
| 2. \$V\$ ማጠቃለያ ለገጠኝ?       | 5. \$V\$ ማጠቃለያ ለገጠኝ? |
| 3. \$V\$ ማጠቃለያ ለገጠኝ ማጠቃለያ? |                      |

**Set 6**

- |                       |                      |
|-----------------------|----------------------|
| 1. \$V\$ ማጠቃለያ ማጠቃለያ? | 4. \$V\$ ማጠቃለያ ለገጠኝ? |
| 2. \$V\$ ማጠቃለያ ማጠቃለያ? | 5. \$V\$ ማጠቃለያ ለገጠኝ? |
| 3. \$V\$ ማጠቃለያ ለገጠኝ?  |                      |

**Set 7**

- |                            |                       |
|----------------------------|-----------------------|
| 1. \$V\$ ማጠቃለያ ለገጠኝ?       | 4. \$V\$ ማጠቃለያ ለገጠኝ?  |
| 2. \$V\$ ማጠቃለያ ለገጠኝ ማጠቃለያ? | 5. \$V\$ ማጠቃለያ ማጠቃለያ? |
| 3. \$V\$ ማጠቃለያ ለገጠኝ?       |                       |

**Set 8**

- |                       |                      |
|-----------------------|----------------------|
| 1. \$V\$ ማጠቃለያ ማጠቃለያ? | 4. \$V\$ ማጠቃለያ ለገጠኝ? |
| 2. \$V\$ ማጠቃለያ ለገጠኝ?  | 5. \$V\$ ማጠቃለያ ለገጠኝ? |
| 3. \$V\$ ማጠቃለያ ለገጠኝ?  |                      |

**Set 9**

- |                            |                       |
|----------------------------|-----------------------|
| 1. \$V\$ ማጠቃለያ ለገጠኝ ማጠቃለያ? | 4. \$V\$ ማጠቃለያ ማጠቃለያ? |
| 2. \$V\$ ማጠቃለያ ለገጠኝ?       | 5. \$V\$ ማጠቃለያ ለገጠኝ?  |
| 3. \$V\$ ማጠቃለያ ለገጠኝ?       |                       |

**Second Group**

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

**Set 1**

- |  |  |
|--|--|
| 1. \$V\$ ማጠቃለያ ማጠቃለያ ማጠቃለያ?<br>(a) ማጠቃለያ ማጠቃለያ (alive) ማጠቃለያ ማጠቃለያ ማጠቃለያ (dead). | 4. \$V\$ ማጠቃለያ ለገጠኝ ማጠቃለያ?<br>(a) ማጠቃለያ ለገጠኝ ማጠቃለያ.                                    |
| 2. \$V\$ ማጠቃለያ ማጠቃለያ ማጠቃለያ?<br>(a) ማጠቃለያ ማጠቃለያ ማጠቃለያ.                            | 5. \$V\$ ማጠቃለያ ለገጠኝ ማጠቃለያ ማጠቃለያ?<br>(a) ማጠቃለያ ለገጠኝ ማጠቃለያ ማጠቃለያ.                        |
| 3. \$V\$ ማጠቃለያ ለገጠኝ ማጠቃለያ ማጠቃለያ?<br>(a) ማጠቃለያ ለገጠኝ ማጠቃለያ ማጠቃለያ.                  | 6. \$V\$ ማጠቃለያ ማጠቃለያ ማጠቃለያ?<br>(a) ማጠቃለያ ማጠቃለያ ማጠቃለያ (alive) ማጠቃለያ ማጠቃለያ ማጠቃለያ (dead). |

7. ቆህ ዐጫ ይክቸ ሃር?  
(a) ጳደ ይክቸ ሃር.
8. ቆህ ዐጫ ዐጊቆ ዐጳ?  
(a) ጳደ ዐጊቆ ዐጳ.

9. ቆህ ዐጫ ይክቸ ዐጳ?  
(a) ጳደ ይክቸ ዐጳ.
10. ቆህ ዐጫ ደሃቸ ሃር?  
(a) ጳደ ደሃቸ ሃር.

**Set 2**

1. ቆህ ዐጫ ይክቸ ማዞ?  
(a) ጳደ ይክቸ ማዞ.
2. ቆህ ዐጫ ይክቸ ሃር?  
(a) ጳደ ይክቸ ሃር.
3. ቆህ ዐጫ ሃቸ ማዞ?  
(a) ጳደ ሃቸ ማዞ.
4. ቆህ ዐጫ ይክቸ ዐጳ?  
(a) ጳደ ይክቸ ዐጳ.
5. ቆህ ዐጫ ሃቆቸ ማዞ?  
(a) ጳደ ሃቆቸ ማዞ.

6. ቆህ ዐጫ ዐጳቸ ዐጳ?  
(a) ጳደ ዐጳቸ ዐጳ.
7. ቆህ ዐጫ ዐጳቸ ማዞ?  
(a) ጳደ ዐጳቸ ማዞ (alive) ደግሞ ጳደ ዐጳቸ ማዞ (dead).
8. ቆህ ዐጫ ይክቸ ማዞ?  
(a) ጳደ ይክቸ ማዞ.
9. ቆህ ዐጫ ዐጳቸ ዐጳ?  
(a) ጳደ ዐጳቸ ዐጳ.
10. ቆህ ዐጫ ዐጳቸ ማዞ?  
(a) ጳደ ዐጳቸ ማዞ (alive) ደግሞ ጳደ ዐጳቸ ማዞ (dead).

**Set 3**

1. ቆህ ዐጫ ዞላክ ሃር?  
(a) ጳደ ዞላክ ሃር.
2. ቆህ ዐጫ ሊክቸ ሃር?  
(a) ጳደ ሊክቸ ሃር.
3. ቆህ ዐጫ ሃቆቸ ማዞ?  
(a) ጳደ ሃቆቸ ማዞ.
4. ቆህ ዐጫ ዞላክ ሃር?  
(a) ጳደ ዞላክ ሃር.
5. ቆህ ዐጫ ሊክቸ ሃር?  
(a) ጳደ ሊክቸ ሃር.

6. ቆህ ዐጫ ሊክቸ ዐጳ?  
(a) ጳደ ሊክቸ ዐጳ.
7. ቆህ ዐጫ ዐጳቸ ዐጳ?  
(a) ጳደ ዐጳቸ ዐጳ.
8. ቆህ ዐጫ ዐጳቸ ማዞ?  
(a) ጳደ ዐጳቸ ማዞ (alive) ደግሞ ጳደ ዐጳቸ ማዞ (dead).
9. ቆህ ዐጫ ሊክቸ ዐጳ?  
(a) ጳደ ሊክቸ ዐጳ.
10. ቆህ ዐጫ ሊክቸ ማዞ?  
(a) ጳደ ሊክቸ ማዞ.

**Set 4**

1. ቆህ ዐጫ ዞላክ ሃር?  
(a) ጳደ ዞላክ ሃር.
2. ቆህ ዐጫ ሊክቸ ሃር?  
(a) ጳደ ሊክቸ ሃር.
3. ቆህ ዐጫ ሊክቸ ማዞ?

- (a) ጳደ ሊክቸ ማዞ.
4. ቆህ ዐጫ ደዞላክ ማዞ?  
(a) ጳደ ደዞላክ ማዞ.
5. ቆህ ዐጫ ሊክቸ ዐጳ?  
(a) ጳደ ሊክቸ ዐጳ.

6. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

7. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

8. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

9. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

10. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

**Set 5**

1. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

2. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

3. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

4. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

5. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

6. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

7. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

8. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ (alive) ወይ ሕወ ወላክ ይዛ (dead).

9. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

10. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

**Set 6**

1. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

2. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

3. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ (alive) ወይ ሕወ ወላክ ይዛ (dead).

4. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

5. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

6. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

7. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

8. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ.

9. ቆህ ዑጫ ወላክ ይዛ?

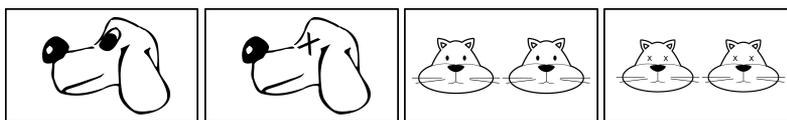
(a) ሕወ ወላክ ይዛ.

10. ቆህ ዑጫ ወላክ ይዛ?

(a) ሕወ ወላክ ይዛ (alive) ወይ ሕወ ወላክ ይዛ (dead).







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 ၵᄁ ၵC cards:

- Green / ၵᄁᄁᄁᄁ ၵC.
- White / ၵᄁᄁ ၵC.
- Brown / ၵᄁᄁ ၵC.
- Black / ᄁᄁᄁ ၵC.
- Yellow / ᄁᄁᄁ ၵC.
- Orange / ᄁᄁᄁ ၵᄁᄁᄁ ၵC.

Alive ᄁᄁᄁ ᄁᄁ cards:

- Green / ᄁᄁᄁᄁᄁ ᄁᄁ.
- White / ᄁᄁᄁ ᄁᄁ.
- Brown / ᄁᄁᄁ ᄁᄁ.
- Black / ᄁᄁᄁ ᄁᄁ.
- Yellow / ᄁᄁᄁᄁ ᄁᄁ.
- Orange / ᄁᄁᄁᄁ ᄁᄁᄁᄁ ᄁᄁ.

Dead ၵᄁ ၵC cards:

- Green / ၵᄁᄁᄁᄁ ၵC.
- White / ၵᄁᄁ ၵC.
- Brown / ၵᄁᄁ ၵC.
- Black / ᄁᄁ ၵC.
- Yellow / ᄁᄁᄁ ၵC .
- Orange / ᄁᄁᄁ ၵᄁᄁᄁ ၵC.

Dead ᄁᄁ ᄁᄁ cards:

- Green / ᄁᄁᄁᄁᄁ ᄁᄁ.
- White / ᄁᄁᄁ ᄁᄁ.
- Brown / ᄁᄁᄁ ᄁᄁ.
- Black / ᄁᄁᄁ ᄁᄁ.
- Yellow / ᄁᄁᄁᄁ ᄁᄁ .
- Orange / ᄁᄁᄁᄁ ᄁᄁᄁᄁ ᄁᄁ.

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. ᄁᄁ ၵC.

“D” selects the dead black dog card and shows the picture to “R”.

(a) [D→R] ᄁᄁ ၵᄁᄁᄁ?

“D” asks: What is it?

(b) [R] ᄁᄁ ᄁᄁ ᄁᄁ ၵC.

“R” responds: This is a black dog.

2. **ᐃᐱᑦ ᐃᑭ.**  
 “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 ᐃᑭ.**  
 “R” responds: These are white cats.
  
3. [D→R] **ᑭᐅ ᐅᐱᐱ ᐅᐱᑦ ᑭ?**  
 “D” asks “R”: Which one is a white dog?
  - (a) [R] **ᐱᐃ ᐅᐱᑦ ᑭ (alive) ᐃᐅ ᐅᐱᑦ ᑭ (dead).**  
 “R” sees two cards that match.  
 “R” selects each card they think is an **ᐅᐱᑦ ᑭ**.  
 “R” says: **ᐱᐃ ᐅᐱᑦ ᑭ ᐃᐅ ᐱᐃ ᐅᐱᑦ ᑭ.** (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 ᐃᑭ?**  
 “D” asks “R”: Which ones are (alive) white cats?
  - (a) [R] **ᐱᐃ ᐅᐱᑦ ᐃᑭ.**  
 “R” selects the card they think is an **ᐅᐱᑦ ᐃᑭ**.  
 “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

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. [D→R] <b>ᑭᐅ ᐅᐱᐱ ᐅᐱᑦ ᑭ?</b> <ol style="list-style-type: none"> <li>(a) [R] <b>ᐱᐃ ᐅᐱᑦ ᑭ (alive) ᐃᐅ ᐅᐱᑦ ᑭ (dead).</b></li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>2. [D→R] <b>ᑭᐅ ᐅᐱᑦ ᐅᐱᑦ ᑭ?</b> <ol style="list-style-type: none"> <li>(a) [R] <b>ᐱᐃ ᐅᐱᑦ ᑭ (alive) ᐃᐅ ᐅᐱᑦ ᑭ (dead).</b></li> </ol> </li> <li>3. [D→R] <b>ᑭᐅ ᐅᐱᐱ ᐅᐱᑦ ᑭ?</b></li> </ol> |
|---|--|



1. TVTGᄁᄁ ᄁC (dead).
  - (a) [D→R] ᄁV ᄁᄁᄁ?
  - (b) [R] ᄁᄁ TVTGᄁᄁ ᄁC.
2. ᄁᄁᄁ ᄁC (dead).
  - (a) [D→R] ᄁV ᄁᄁᄁ?
  - (b) [R] ᄁᄁ ᄁᄁᄁ ᄁC.
3. ᄁᄁᄁᄁ ᄁC (dead).
  - (a) [D→R] ᄁV ᄁᄁᄁ?
  - (b) [R] ᄁᄁ ᄁᄁᄁᄁ ᄁC.
4. ᄁᄁᄁ ᄁC.
  - (a) [D→R] ᄁV ᄁᄁᄁ?
  - (b) [R] ᄁᄁ ᄁᄁᄁ ᄁC.
5. ᄁᄁᄁ ᄁC.
  - (a) [D→R] ᄁV ᄁᄁᄁ?
6. ᄁᄁᄁ ᄁᄁᄁᄁ ᄁC.
  - (a) [D→R] ᄁV ᄁᄁᄁ?
  - (b) [R] ᄁᄁ ᄁᄁᄁ ᄁᄁᄁᄁ ᄁC.
7. DhVTGᄁᄁ ᄁᄁᄁ.
  - (a) [D→R] ᄁV ᄁᄁᄁᄁ?
  - (b) [R] ᄁᄁ DhVTGᄁᄁ ᄁᄁᄁ.
8. ᄁᄁᄁᄁ ᄁᄁᄁ.
  - (a) [D→R] ᄁV ᄁᄁᄁᄁ?
  - (b) [R] ᄁᄁ ᄁᄁᄁᄁ ᄁᄁᄁ.
9. ᄁᄁᄁᄁ ᄁᄁᄁ.
  - (a) [D→R] ᄁV ᄁᄁᄁᄁ?
  - (b) [R] ᄁᄁ ᄁᄁᄁᄁ ᄁᄁᄁ.

**Set 5**

1. Dhᄁᄁᄁ ᄁᄁᄁ.
  - (a) [D→R] ᄁV ᄁᄁᄁᄁ?
  - (b) [R] ᄁᄁ Dhᄁᄁᄁ ᄁᄁᄁ.
2. Dhᄁᄁᄁᄁ ᄁᄁᄁ.
  - (a) [D→R] ᄁV ᄁᄁᄁᄁ?
  - (b) [R] ᄁᄁ Dhᄁᄁᄁᄁ ᄁᄁᄁ.
3. Dhᄁᄁᄁᄁ ᄁᄁᄁᄁᄁ ᄁᄁᄁ.
  - (a) [D→R] ᄁV ᄁᄁᄁᄁ?
  - (b) [R] ᄁᄁ Dhᄁᄁᄁᄁ ᄁᄁᄁᄁᄁ ᄁᄁᄁ.
4. ᄁᄁᄁᄁᄁ ᄁᄁᄁ.
  - (a) [D→R] ᄁV ᄁᄁᄁ?
  - (b) [R] ᄁᄁ ᄁᄁᄁᄁᄁ ᄁᄁᄁ.
5. ᄁᄁᄁ ᄁᄁᄁ.
  - (a) [D→R] ᄁV ᄁᄁᄁ?
6. ᄁᄁᄁᄁ ᄁᄁᄁ.
  - (a) [D→R] ᄁV ᄁᄁᄁ?
  - (b) [R] ᄁᄁ ᄁᄁᄁᄁ.
7. ᄁᄁᄁᄁ ᄁᄁᄁ.
  - (a) [D→R] ᄁV ᄁᄁᄁ?
  - (b) [R] ᄁᄁ ᄁᄁᄁᄁ ᄁᄁᄁ.
8. ᄁᄁᄁᄁ ᄁᄁᄁ.
  - (a) [D→R] ᄁV ᄁᄁᄁ?
  - (b) [R] ᄁᄁ ᄁᄁᄁᄁᄁ ᄁᄁᄁ.
9. ᄁᄁᄁᄁ ᄁᄁᄁᄁᄁ ᄁᄁᄁ.
  - (a) [D→R] ᄁV ᄁᄁᄁ?
  - (b) [R] ᄁᄁ ᄁᄁᄁᄁᄁ ᄁᄁᄁᄁᄁ ᄁᄁᄁ.





- “ᎠᎩᎠ.” Something good - either animate or inanimate.
  - “DZᎠᎠ.” Good things - animate. (“Dh-” + “ᎠᎩᎠ”).
  - “KᎠᎠ.” Good things - inanimate. (“Ꭰ-” + “ᎠᎩᎠ”).
- “ᎠᎩᎠᎠ.” Something bad - either animate or inanimate.
  - “ᎠᎩᎠᎠᎠ.” Bad things - animate. (“ᎠᎩᎠ-” + “ᎠᎩᎠᎠ”).
  - “ᎠᎩᎠᎠᎠ.” Bad things - inanimate. (“Ꭰ-” + “ᎠᎩᎠᎠ”).
- “ᎠᎩᎠᎠᎠᎠ.” Something brown - either animate or inanimate.
  - “ᎠᎩᎠᎠᎠᎠᎠ.” Brown things - animate. (“ᎠᎩᎠ-” + “ᎠᎩᎠᎠᎠᎠ”).
  - “ᎠᎩᎠᎠᎠᎠᎠᎠ.” Brown things - inanimate. (“Ꭰ-” + “ᎠᎩᎠᎠᎠᎠᎠ”).

Example usage:

- ᎠᎩᎠᎠ DᎠᎠᎠᎠ. “A good Cherokee person.”
  - DZᎠᎠᎠᎠ DᎠᎠᎠᎠᎠᎠ. “Good Cherokee people.”
- ᎠᎩᎠᎠ DᎠᎠᎠᎠᎠ. “A good English person.”
  - DZᎠᎠᎠᎠ DᎠᎠᎠᎠᎠᎠ. “Good English people.”
- ᎠᎩᎠᎠ DᎠᎠᎠᎠᎠ. “A bad Cherokee person.”
  - ᎠᎩᎠᎠᎠᎠ DᎠᎠᎠᎠᎠᎠ. “Bad Cherokee people.”
- ᎠᎩᎠᎠᎠᎠ DᎠᎠᎠᎠᎠᎠ. “A bad English person.”
  - ᎠᎩᎠᎠᎠᎠᎠᎠ DᎠᎠᎠᎠᎠᎠᎠ. “Bad English people.”
- ᎠᎩᎠᎠᎠᎠᎠᎠ DᎠᎠᎠᎠᎠᎠᎠᎠ. “A brown Cherokee person.”
  - ᎠᎩᎠᎠᎠᎠᎠᎠᎠᎠ DᎠᎠᎠᎠᎠᎠᎠᎠᎠᎠ. “Brown Cherokee people.”
- ᎠᎩᎠᎠᎠᎠᎠᎠ ᎠᎩᎠᎠᎠ. “A brown potato.”
  - ᎠᎩᎠᎠᎠᎠᎠᎠᎠ ᎠᎩᎠᎠᎠᎠ. “Brown potatoes.”

## VᎠᎠᎠᎠ (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. ᎠᎩᎠᎠ ᎠᎩᎠᎠᎠ ᎠᎩᎠᎠᎠᎠᎠ.            | 5. DᎠᎠᎠᎠᎠᎠᎠ ᎠᎩᎠᎠᎠᎠ ᎠᎩᎠᎠᎠᎠᎠ. |
| 2. DᎠᎠᎠᎠᎠᎠ ᎠᎩᎠᎠᎠ ᎠᎩᎠᎠᎠᎠᎠᎠ.        | 6. DᎠᎠᎠᎠᎠ ᎠᎩᎠᎠᎠᎠᎠᎠ?         |
| 3. ᎠᎩᎠᎠᎠᎠ ᎠᎩᎠᎠᎠᎠ ᎠᎩᎠᎠᎠᎠᎠᎠ.        | 7. ᎠᎩᎠᎠᎠᎠ ᎠᎩᎠᎠᎠᎠᎠᎠᎠᎠ.       |
| 4. DᎠᎠᎠ ᎠᎩᎠᎠᎠᎠᎠᎠ ᎠᎩᎠᎠᎠᎠ ᎠᎩᎠᎠᎠᎠᎠᎠ. | 8. EᎠᎠᎠ ᎠᎩᎠᎠᎠᎠ ᎠᎩᎠᎠᎠᎠᎠᎠ.    |

#### Set 2

1. Tᵛᵛᵀᵀᵀᵀᵀᵀᵀᵀᵀᵀᵀᵀ ᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ?
2. ᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ.
3. ᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ.
4. ᵀᵀᵀᵀᵀ ᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ?

5. ᵀᵀᵀᵀ ᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ.
6. ᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ?
7. ᵀᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀ ᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀᵀ.
8. ᵀᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀᵀ.

**Set 3**

1. ᵀᵀᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀ ᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ.
2. ᵀᵀᵀᵀᵀ ᵀᵀᵀᵀ ᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ.
3. ᵀᵀᵀ ᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ.
4. ᵀᵀᵀᵀᵀ ᵀᵀᵀᵀ ᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀᵀ.

5. ᵀᵀᵀ ᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ.
6. ᵀᵀᵀᵀᵀᵀ ᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ.
7. ᵀᵀᵀᵀᵀᵀᵀ ᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ?
8. ᵀᵀᵀᵀᵀ ᵀᵀᵀᵀᵀᵀᵀ?

**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?     | 5. What about me seeing a green deer? |
| 2. I see good Cherokee people.    | 6. You see something brown.           |
| 3. The woman sees white potatoes. | 7. You see just a yellow tree.        |
| 4. Do you see something green?    | 8. You see a person.                  |

**Set 2**

- |  |                                |
|--|--------------------------------|
| 1. The Cherokee person sees red deer.    | 5. I see a bad dog.            |
| 2. The Native American sees a good bear. | 6. I see a bad boy.            |
| 3. Do you see a girl?                    | 7. The girls see black wolves. |
| 4. What about you seeing a black wolf?   | 8. I see just a blue paper.    |

**Set 3**

- |                             |                                    |
|-----------------------------|------------------------------------|
| 1. You see a purple wolf.   | 5. Do I see a good horse?          |
| 2. The boys see a red trap. | 6. The Native American sees a cat. |
| 3. The women see bad dogs.  | 7. Do I see something white?       |
| 4. Do I see a man?          | 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. <sup>ᵀᵀ</sup> *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.*

<sup>ᵀᵀ</sup> *Some sentences might not have errors.*





4. What about you seeing a black wolf?

(a) DEṬṬṬ ራጭጭ ጠላጮች?

5. I see a bad dog.

(a) ዐፍ ሃር ኩላጮች.

6. I see a bad boy.

(a) ዐፍ ደጋጋ ኩላጮች.

7. The girls see black wolves.

(a) ደክፍግ ደክቴቶ ራጭ ሁላጮች.

8. I see just a blue paper.

(a) ሁለክ ለግግግ ኩላጮች.

**Set 3**

1. You see a purple wolf.

(a) ደሆፍፍ ራጭ ጠላጮች.

2. The boys see a red trap.

(a) ደክጋ ሃያቶ ህግጋ ደክላጮች.

3. The women see bad dogs.

(a) ደክፍፍ ዐፍክ ሃር ሁላጮች.

4. Do I see a man?

(a) ደጠፍፍፍ ጠላጮች?

5. Do I see a good horse?

(a) ጠጠፍፍ ፍግፍ ኩላጮች?

6. The Native American sees a cat.

(a) ደጠግግግ ግግ ደላጮች.

7. Do I see something white?

(a) ለጠጠፍፍ ዐግፍ ኩላጮች?

8. I see a black deer.

(a) ደክፍ ደግ ኩላጮች.

**Fix the bad grammar**

**Set 1**

1. ደጠፍፍ ደጋግ ሃር ሁላጮች.

(a) ደክጠፍፍ ደጋግ ሃር ሁላጮች.

2. ግግ ሁለክ ግግ ደክላጮች.

(a) ደክግግ ሁለክ ግግ ደክላጮች.

3. ደክግፍ ዐፍክ ደግግ ሁላጮች.

(a) ደክክግፍ ዐፍክ ደግግ ሁላጮች.

4. ደፍግግ ደጋግ ደሃፍፍ ሁላጮች.

(a) ደፍግግ ደጋግ ደክሃፍፍ ሁላጮች.

5. ደፍግግ ዐግፍ ራጭ ደክላጮች.

(a) ደክፍግግ ዐግፍ ራጭ ደክላጮች.

6. ደፍፍ ዐፍክ ደጠግ ሁላጮች.

(a) ደፍፍ ዐፍክ ደክጠግ ሁላጮች.

7. ደጠፍፍ ሃያቶ ራጭ ሁላጮች.

(a) ደጠፍፍ ደክሃያቶ ራጭ ሁላጮች.

8. ሁለክ ራጭ ኩላጮች.

(a) ደሁለክ ራጭ ኩላጮች.

**Set 2**

1. ደግግ ዐፍክ ደሃፍፍ ሁላጮች.

(a) ደግግ ዐፍክ ደክሃፍፍ ሁላጮች.

2. ሃፍ ፍግፍ ኩላጮች.

(a) ደሃፍ ፍግፍ ኩላጮች.

3. ደጋግ ዐግግፍ ራጭ ሁላጮች.

(a) ደጋግ ደጋግፍ ራጭ ሁላጮች.

4. ጠጠፍ ደክጋ ፍግፍ ኩላጮች.

(a) ደጋግፍ ደክጋ ፍግፍ ኩላጮች.

5. ዐግግፍ ኩላግ ኩላጮች.

(a) ዐግግፍ ኩላግፍ ኩላጮች.

6. ዐፍግግ ደፍግግ ኩላጮች.

(a) ዐፍ ደፍግግ ኩላጮች.

7. ධබ්ලු ධහිඞ් ෂිඞ්ඞුඞු.

(a) DZබ්ලු ධහිඞ් ෂිඞ්ඞුඞු.

8. Eඞ්ඞු Aඞ්ඞු ෂිඞ්ඞුඞු.

(a) JEඞ්ඞු JAඞ්ඞු ෂිඞ්ඞුඞු.

**Set 3**

1. ධබ්ලු DGWY ඞ්ඞුඞු.

(a) ධබ්ලු DGWY ඞ්ඞුඞු.

5. UGඞ්ඞු Oඞ්ඞුඞු ඞ්ඞු ෂිඞ්ඞුඞු.

(a) DhLUGඞ්ඞු Oඞ්ඞුඞු ඞ්ඞු ෂිඞ්ඞුඞු.

2. Dhඞ්ඞුඞු ඞ්ඞුඞු ඞ්ඞුඞු.

(a) Dhඞ්ඞුඞු Dhඞ්ඞුඞු ඞ්ඞුඞු.

6. DhYඞ්ඞු Yඞ්ඞු ඞ්ඞුඞු.

(a) DhYඞ්ඞු DhYඞ්ඞු ඞ්ඞුඞු.

3. Eඞ්ඞු Oඞ්ඞු ෂිඞ්ඞුඞු.

(a) JEඞ්ඞු Oඞ්ඞු ෂිඞ්ඞුඞු.

7. Dඞ්ඞු Oඞ්ඞුඞු Sඞ්ඞු.

(a) Dhඞ්ඞු ඞ්ඞුඞු Sඞ්ඞු.

4. Dඞ්ඞුඞු Oඞ්ඞුඞු ඞ්ඞුඞු.

(a) Dhඞ්ඞුඞු ඞ්ඞුඞු ඞ්ඞුඞු.

8. TVTGඞ්ඞු Dඞ්ඞු ෂිඞ්ඞුඞු.

(a) DhTVTGඞ්ඞු Dඞ්ඞු ෂිඞ්ඞුඞු.



# DŌVĀT 17

## ᏆᏆᏆᏆᏆᏆ ᏆᏆᏆᏆᏆᏆ

### ᏆᏆᏆᏆᏆᏆ ᏆᏆᏆᏆᏆᏆ (Grammar)

ᏆᏆ 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 ᏆᏆᏆᏆᏆᏆ you have been using.

ᏆᏆ Reminder: Cherokee does not differentiate based on sexual gender. Where you see “he” or “him” in the following you can substitute “she” or “her”.

- ᏆᏆᏆᏆᏆ [D + ᏆᏆᏆᏆᏆ] “He sees him or it.”
  - D: “He + him or it.”
  - ᏆᏆᏆᏆᏆ: “is seeing”
- ᏆᏆᏆᏆᏆᏆ [Dh + ᏆᏆᏆᏆᏆ] “They see him or it.”
  - Dh: “They + him or it.”
  - ᏆᏆᏆᏆᏆ: “is seeing”
- ᏆᏆᏆᏆᏆᏆ [Ꮖ + D + ᏆᏆᏆᏆᏆ] “He sees them.”
  - Ꮖ: “More than one or once.”
  - D: “He + him or it.”
  - ᏆᏆᏆᏆᏆ: “is seeing”
- ᏆᏆᏆᏆᏆᏆᏆ [Ꮖ + Dh + ᏆᏆᏆᏆᏆ] “They see them.”
  - Ꮖ: “More than one or once.”
  - Dh: “They + him or it.”
  - ᏆᏆᏆᏆᏆ: “is seeing”
- ᏆᏆᏆᏆᏆᏆ [ᏆᏆ + ᏆᏆᏆᏆᏆ] “I see him.”
  - ᏆᏆ: “I + him.”
  - ᏆᏆᏆᏆᏆ: “is seeing”
- ᏆᏆᏆᏆᏆᏆᏆ [ᏆᏆ + ᏆᏆᏆᏆᏆ] “I see it.”
  - ᏆᏆ: “I + it.”
  - ᏆᏆᏆᏆᏆ: “is seeing”
- ᏆᏆᏆᏆᏆᏆᏆᏆ [ᏆᏆᏆ + ᏆᏆᏆᏆᏆ] “I see them-animate.”
  - ᏆᏆᏆ: “I + them.”
  - ᏆᏆᏆᏆᏆ: “is seeing”
- ᏆᏆᏆᏆᏆᏆᏆᏆᏆ [Ꮖ + ᏆᏆ + ᏆᏆᏆᏆᏆ] “I see them-inanimate.”
  - Ꮖ: “More than one or once.”
  - ᏆᏆ: “I + it.”
  - ᏆᏆᏆᏆᏆ: “is seeing”
- ᏆᏆᏆᏆᏆᏆᏆᏆ [ᏆᏆ + ᏆᏆᏆᏆᏆ] “You see him.”
  - ᏆᏆ: “You + him.”
  - ᏆᏆᏆᏆᏆ: “is seeing”
- ᏆᏆᏆᏆᏆᏆᏆᏆᏆ [ᏆᏆ + ᏆᏆᏆᏆᏆ] “You see it.”
  - ᏆᏆ: “You + it.”
  - ᏆᏆᏆᏆᏆ: “is seeing”
- ᏆᏆᏆᏆᏆᏆᏆᏆᏆᏆ [ᏆᏆᏆ + ᏆᏆᏆᏆᏆ] “You see them-animate.”
  - ᏆᏆᏆ: “You + them.”
  - ᏆᏆᏆᏆᏆ: “is seeing”
- ᏆᏆᏆᏆᏆᏆᏆᏆᏆᏆᏆ [Ꮖ + ᏆᏆ + ᏆᏆᏆᏆᏆ] “You see them-inanimate.”
  - Ꮖ: “More than one or once.”
  - ᏆᏆ: “You + it.”
  - ᏆᏆᏆᏆᏆ: “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:

- DƑɔ̃ “A woman. She’s a woman.” (D + Ƒɔ̃)
  - ƑƑɔ̃ “I’m a woman.” (Ƒ + Ƒɔ̃)
  - ɔ̃Ƒɔ̃ “You’re a woman.” (ɔ̃ + Ƒɔ̃)
- Dɔ̃ɔ̃ɔ̃ “A man. He’s a man.” (D + ɔ̃ɔ̃ɔ̃)
  - Ƒɔ̃ɔ̃ɔ̃ “I’m a man.” (Ƒ + ɔ̃ɔ̃ɔ̃)
  - ɔ̃ɔ̃ɔ̃ “You’re a man.” (ɔ̃ + ɔ̃ɔ̃ɔ̃)
- GWY “Cherokee.”
  - DGWY “He’s Cherokee.” (D+ GWY)
  - ƑGWY “I’m Cherokee.” (Ƒ + GWY)
  - ɔ̃GWY “You’re Cherokee.” (ɔ̃ + GWY)
- YƑFT “Red.”
  - DYƑFT “He’s red. A red person.” (D + YƑFT)
  - ƑYƑFT “I’m red.” (Ƒ + YƑFT)
  - ɔ̃YƑFT “You’re red.” (ɔ̃ + YƑFT)
- EtFT “Black.”
  - DEtFT “He’s black.” (D + EtFT)
  - ƑEtFT “I’m black.” (Ƒ + EtFT)
  - ɔ̃EtFT “You’re black.” (ɔ̃ + EtFT)
- ɔ̃ɔ̃ɔ̃ “Good. He’s good. It’s good.”
  - Ƒɔ̃ɔ̃ɔ̃ “You’re good.” (Ƒ + ɔ̃ɔ̃ɔ̃)
  - DZɔ̃ɔ̃ɔ̃ “They’re good.” (Dh + ɔ̃ɔ̃ɔ̃)

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.”
  - ɔ̃YC! “You’re a dog! You dog!”
- DhGɔ̃ɔ̃ “The wolf clan.”
  - DGɔ̃ɔ̃ “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 “Ƒ-” prefix. If I want to say “You see him” I would use the “ɔ̃-” 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: Ir-, Irᵛ- (ji-, ji²y-)
  - Set B: Ir-, Irᵛ- (ji-, ji²y-)
- I ... it
  - Set A: Ir-, ḡ- (ji-, g-)
  - Set B: Dᵛ-, Dᵗ- (a²gi-, a²gw-) *☞ New.*
- I ... them (an.)
  - Set A: ḡIr-, ḡIrᵛ- (ga²ji-, ga²jiy-)
  - Set B: ḡIr-, ḡIrᵛ- (ga²ji-, ga²ji²y-)
- I ... them (in.)
  - Set A: ḡIr-, ḡḡ- (de²ji-, g-)
  - Set B: ᵛᵛ-, ᵛᵗ- (da²gi-, da²gw-) *☞ New.*
- He ... me.
  - Set A: Dᵛ-, Dᵗ- (a²gi-, a²gw-) *☞ New.*
  - Set B: Dᵛ-, Dᵗ- (a²gi-, a²gw-) *☞ New.*
- He ... he or it (an.+in.)
  - Set A: D-, ḡ- (a-, ga-)
  - Set B: Oᵛ-, Oᵗ- (u-, ᵛw-)
- He ... them (an.+in.)
  - Set A: ᵛ-, ḡḡ- (da-, de²ga-)
  - Set B: S-, ḡḡ- (du-, du²w-)
- You ... him
  - Set A: ḡ-, ḡᵛ- (hi-, hi²y-)
  - Set B: ḡ-, ḡᵛ- (hi-, hi²y-)
- You ... it
  - Set A: ḡ- (hi-)
  - Set B: ḡ- (ja-) *☞ New.*
- You ... them (an.)
  - Set A: ḡḡ-, ḡḡᵛ- (ga²hi-, ga²hi²y-)
  - Set B: ḡḡ-, ḡḡᵛ- (ga²hi-, ga²hi²y-)
- You ... them (in.)
  - Set A: ḡḡ- (de²hi-)
  - Set B: ḡḡ- (de²ja-) *☞ New.*
- He ... you.
  - Set A: ḡ- (ja-) *☞ New.*
  - Set B: ḡ- (ja-) *☞ New.*
- They ... he or it (an.+in.)
  - Set A: Dḡ- (a²ni-)
  - Set B: Oḡ- (u¹ni-)
- They ... them (an.+in.)
  - Set A: ᵛḡ- (da²ni-)
  - Set B: Sh- (du¹ni-)

☞ When “Dᵛ-” or “ḡ-” is immediately followed by one of the sounds of “r”, “d”, or “s”, they are pronounced as “ak-” and “ts-” respectively.

☞ The bound pronouns “Dᵛ-” and “ḡ-” have more than one possible meaning depending on context.

## ᵗᵗᵗᵗ (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: Oᵛᵗ and Oḡḡᵗ.

Oᵛᵗ [u²³ha] “He has it, something solid.”

Oḡᵗ [u¹ni²³ha] “They have it, something solid.”

Dᵛᵗ [a¹gi²ha] “I have it, something solid.”

Gᵗ [ja²ha] “You have it, something solid.”

Oḡḡᵗ [u¹wa²ka³ha] “He has it, something alive.”

Oḡᵗᵗ [u¹ni²ka³ha] “They have it, something alive.”

Dᵛᵗᵗ [a¹gi²ka³ha] “I have it, something alive.”

Gᵗᵗ [ja²ka³ha] “You have it, something alive.”

For review:

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

iᵛᵗ [v¹sgi] - Alternate pronunciation.

ᵛᵗᵗ [sgi²na] - Alternate pronunciation.

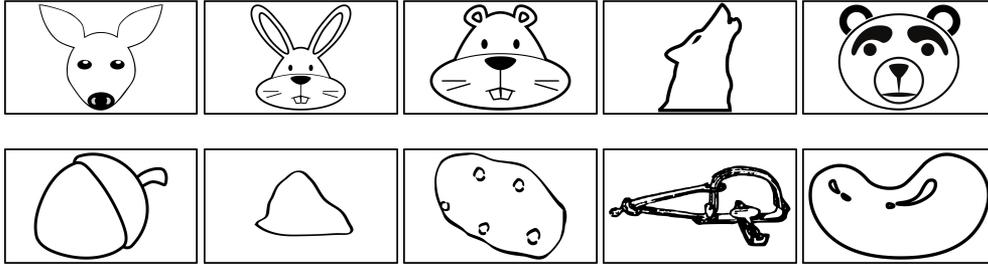
ᵗᵗᵗ [na¹sgi] - Alternate pronunciation.

## HWጽ (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.

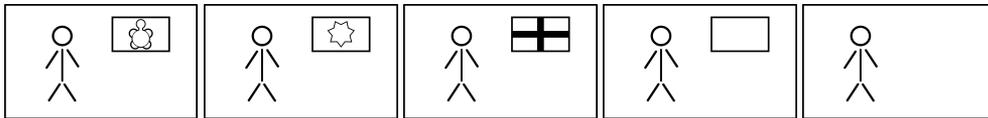


The red cards should be labeled on the reverse, in order: ድሃያቱ ደፀ, ድሃያቱ ኩጫ, ድሃያቱ ዜገፍ, ድሃያቱ ፎቶጫ, ድሃያቱ ክፀ, ሃያቱ ጆ, ሃያቱ ዑጫ, ሃያቱ ባፀ, ሃያቱ ዞጆጊ, and ሃያቱ ልጫ.

The white cards should be labeled on the reverse, in order: ዐጊያ ደፀ, ዐጊያ ኩጫ, ዐጊያ ዜገፍ, ዐጊያ ፎቶጫ, ዐጊያ ክፀ, ዐጊያ ጆ, ዐጊያ ዑጫ, ዐጊያ ባፀ, ዐጊያ ዞጆጊ, and ዐጊያ ልጫ.

The brown cards should be labeled on the reverse, in order: ዐጊያ ደፀ, ዐጊያ ኩጫ, ዐጊያ ዜገፍ, ዐጊያ ፎቶጫ, ዐጊያ ክፀ, ዐጊያ ጆ, ዐጊያ ዑጫ, ዐጊያ ባፀ, ዐጊያ ዞጆጊ, and ዐጊያ ልጫ.

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. ኩጫ.

“D” selects a rabbit card and shows the picture to “R”.

(a) [D→R] ድሃፀቶኛ ኩጫ?

“D” asks “R”: Do I have a rabbit?

(b) [R] ii, ኩጫ ገፀቶ.

“R” responds: Yes, you have a rabbit.

#### 2. ክፀ.

“D” selects a bear card and shows the picture to “R”.

(a) [D→R] ድሃፀቶኛ ልጫ?

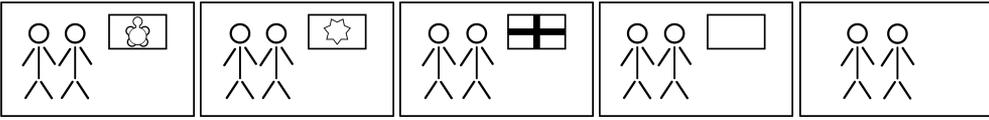
“D” asks “R”: Do I have a deer?

- (b) [R] iL, hΘ GΘጥ.  
 “R” responds: No, you have a bear.
3. DΘ. Dፍ.ገፍ.  
 “D” selects a deer card and a white person card and places them together.
- (a) [D→R] DΘገፍ ማግኘት ለፍገፍ?  
 “D” asks “R”: Does the white person have a deer?
- (b) [R] ii, ፍገፍ DΘ ማግኘት.  
 “R” responds: Yes, the white person has a deer.
4. ማግኘት ስጦ.  
 “D” selects a brown bean card and shows the picture to “R”.
- (a) [D→R] ልጄ ስጦ ስላላ?  
 “D” asks “R”: Do I have a red potato?
- (b) [R] iL, ማግኘት ስጦ ስላላ?  
 “R” responds: No, you have a brown bean.
5. ስጦ. Dፍ.  
 “D” selects a squirrel card and a generic person card and places them together.
- (a) [D→R] ስጦ ስጦ ስጦ?  
 “D” asks “R”: Does the person have a rabbit?
- (b) [R] iL, Dፍ ስጦ ስጦ.  
 “R” responds: No, the person has a squirrel.
6. DΘ. Dፍ.ገፍ.  
 “D” selects a deer card and a white person card and places them together.
- (a) [D→R] DΘገፍ ማግኘት ለፍገፍ?  
 “D” asks “R”: Does he/she have a deer?
- (b) [R] ii, ማግኘት DΘ ማግኘት.  
 “R” responds: Yes, he/she has a deer.
7. ስጦ. Dፍ ስጦ ስጦ.  
 “D” selects a squirrel card, a generic person card, and a Cherokee person card and places them together.
- (a) [D→R] ስጦ ስጦ ስጦ?  
 “D” asks “R”: Do they have a rabbit?
- (b) [R] iL, ስጦ ስጦ ስጦ.  
 “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: DhBΘጥT, DhGWY, DhYፍb, Dhፍ.ገፍ, 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. ጫፊ.

Select a wolf card.

(a) While holding the card:

i. Say to yourself: ጫፊ ድሃዎቼ. (I have the wolf.)

(b) Place the card with your imaginary study partner:

i. Say to your study partner: ጫፊ ገፀቼ. (You have the wolf.)

(c) Check the answer and check that you used the correct cards.

2. ድሃቱ ድቆይ.

Select the red deer card.

(a) While holding the card:

i. Say to yourself: ድሃቱ ድቆይ ድሃዎቼ. (I have the red deer.)

(b) Place the card with your imaginary study partner:

i. Say to your study partner: ድሃቱ ድቆይ ገፀቼ. (You have the deer.)

(c) Check the answer and check that you used the correct cards.

3. ጫፊ. ድቆይ. ገፀ.

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: ድቆይ ጫፊ ወይንሁኝ. (A person has a wolf.)

ii. Say to your study partner: ገፀ ጫፊ ወይንሁኝ. (He/she has a wolf.)

(b) Check the answer and check that you used the correct cards.

4. ህግጋት. ድቆይ. ገፀ.

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: ድቆይ ህግጋት ወይንሁኝ. (The white people have a trap.)

ii. Say to your study partner: ገፀ ህግጋት ወይንሁኝ. (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. ህግጋት.

(a) [D→R] ድሃዎቼ ህግጋት ድቆይ?

(a) [D→R] ድሃዎቼ ህግጋት?

(b) [R] ስፊት, ጫፊ ገፀ.

(b) [R] ii, ህግጋት ገፀ.

3. ድቆይ.

2. ጫፊ.

(a) [D→R] ድሃዎቼ ድቆይ?





6. **ኩሳስ**. **ደባረኝ** **ድሮ** **ደሃዮኔ**.  
 (a)  $[D \rightarrow R]$  **ኩሳስ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **ii**, **ጫሃ** **ኩሳስ** **ዓከፀኛ**.
7. **ክፍ**. **ደባረኝ** **ድሮ** **ደገወሃ**.  
 (a)  $[D \rightarrow R]$  **ክፍ** **ደባረኝ** **ጫሃ?**

- (b)  $[R]$  **ii**, **ጫሃ** **ክፍ** **ዓከፀኛ**.
8. **ዘገዮ**. **ደባረኝ** **ድሮ** **ደክሊኛ**.  
 (a)  $[D \rightarrow R]$  **ደባረኝ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **i**, **ጫሃ** **ዘገዮ** **ዓከፀኛ**.

**Set 7**

1. **ክፍ**. **ደባረኝ** **ድሮ** **ደገወሃ**.  
 (a)  $[D \rightarrow R]$  **ደባረኝ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **i**, **ጫሃ** **ክፍ** **ዓከፀኛ**.
2. **ኩሳስ**. **ደባረኝ** **ድሮ** **ደክሊኛ**.  
 (a)  $[D \rightarrow R]$  **ዘገዮ** **ደባረኝ** **ጫሃ?**  
 (b)  $[R]$  **i**, **ጫሃ** **ኩሳስ** **ዓከፀኛ**.
3. **ደገ**. **ደባረኝ** **ድሮ** **ደሃዮኔ**.  
 (a)  $[D \rightarrow R]$  **ደባረኝ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **i**, **ጫሃ** **ደገ** **ዓከፀኛ**.
4. **ዘገዮ**. **ደባረኝ** **ድሮ** **ደሃዮኔ**.  
 (a)  $[D \rightarrow R]$  **ዘገዮ** **ደባረኝ** **ጫሃ?**  
 (b)  $[R]$  **ii**, **ጫሃ** **ዘገዮ** **ዓከፀኛ**.

5. **ዓፀ**. **ደባረኝ** **ድሮ** **ደክሊኛ**.  
 (a)  $[D \rightarrow R]$  **ዓፀ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **ii**, **ጫሃ** **ዓፀ** **ዓከፀኛ**.
6. **ዓፀ**. **ደባረኝ** **ድሮ** **ደገወሃ**.  
 (a)  $[D \rightarrow R]$  **ዘገዮ** **ደባረኝ** **ጫሃ?**  
 (b)  $[R]$  **i**, **ጫሃ** **ዓፀ** **ዓከፀኛ**.
7. **ዓፀ**. **ደባረኝ** **ድሮ** **ደሃዮኔ**.  
 (a)  $[D \rightarrow R]$  **ደባረኝ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **i**, **ጫሃ** **ዓፀ** **ዓከፀኛ**.
8. **ደባረኝ**. **ደባረኝ** **ድሮ** **ደክሊኛ**.  
 (a)  $[D \rightarrow R]$  **ደባረኝ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **i**, **ጫሃ** **ደባረኝ** **ዓከፀኛ**.

**Set 8**

1. **ዘገዮ**. **ደባረኝ** **ድሮ** **ደገወሃ**.  
 (a)  $[D \rightarrow R]$  **ዓፀ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **i**, **ጫሃ** **ዘገዮ** **ዓከፀኛ**.
2. **ዓፀ**. **ደባረኝ** **ድሮ** **ደገወሃ**.  
 (a)  $[D \rightarrow R]$  **ደባረኝ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **i**, **ጫሃ** **ዓፀ** **ዓከፀኛ**.
3. **ደገ**. **ደባረኝ** **ድሮ** **ደሃዮኔ**.  
 (a)  $[D \rightarrow R]$  **ደባረኝ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **i**, **ጫሃ** **ደገ** **ዓከፀኛ**.
4. **ደባረኝ**. **ደባረኝ** **ድሮ** **ደገወሃ**.  
 (a)  $[D \rightarrow R]$  **ደባረኝ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **ii**, **ጫሃ** **ደባረኝ** **ዓከፀኛ**.

5. **ደባረኝ**. **ደባረኝ** **ድሮ** **ደገወሃ**.  
 (a)  $[D \rightarrow R]$  **ደባረኝ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **ii**, **ጫሃ** **ደባረኝ** **ዓከፀኛ**.
6. **ደገ**. **ደባረኝ** **ድሮ** **ደሃዮኔ**.  
 (a)  $[D \rightarrow R]$  **ደባረኝ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **i**, **ጫሃ** **ደገ** **ዓከፀኛ**.
7. **ደገ**. **ደባረኝ** **ድሮ** **ደሃዮኔ**.  
 (a)  $[D \rightarrow R]$  **ደባረኝ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **i**, **ጫሃ** **ደገ** **ዓከፀኛ**.
8. **ደባረኝ**. **ደባረኝ** **ድሮ** **ደገወሃ**.  
 (a)  $[D \rightarrow R]$  **ደባረኝ** **ዓከፀኛ** **ጫሃ?**  
 (b)  $[R]$  **i**, **ጫሃ** **ደባረኝ** **ዓከፀኛ**.

**Sets for Someone Alone**

**Set 1**

1. ፎቶብ.
  - (a) ፎቶብ ደሃዎች.
  - (b) ፎቶብ ርዕዮች.
2. ዑብ.
  - (a) ዑብ ደሃዎች.
  - (b) ዑብ ርዕዮች.
3. ህገቶ.
  - (a) ህገቶ ደሃዎች.
  - (b) ህገቶ ርዕዮች.
4. ሰብ.
  - (a) ሰብ ደሃዎች.
  - (b) ሰብ ርዕዮች.

5. ደሃዎች ደግሞ.
  - (a) ደሃዎች ደግሞ ደሃዎች.
  - (b) ደሃዎች ደግሞ ርዕዮች.
6. ዑብ ህገቶ.
  - (a) ዑብ ህገቶ ደሃዎች.
  - (b) ዑብ ህገቶ ርዕዮች.
7. ፎቶ.
  - (a) ፎቶ ደሃዎች.
  - (b) ፎቶ ርዕዮች.
8. ባጠቃላይ.
  - (a) ባጠቃላይ ደሃዎች.
  - (b) ባጠቃላይ ርዕዮች.

**Set 2**

1. ክፍል. ደሃዎች. ስለሆነ.
  - (a) ደሃዎች ክፍል ስለሆነ. ስለሆነ ክፍል ስለሆነ.
2. ደሃዎች ደግሞ.
  - (a) ደሃዎች ደግሞ ደሃዎች.
  - (b) ደሃዎች ደግሞ ርዕዮች.
3. ክፍል. ደሃዎች. ስለሆነ.
  - (a) ደሃዎች ክፍል ስለሆነ. ስለሆነ ክፍል ስለሆነ.
4. ህገቶ.
  - (a) ህገቶ ደሃዎች.

- (b) ህገቶ ርዕዮች.
5. ፎቶ. ደሃዎች. ስለሆነ.
  - (a) ደሃዎች ፎቶ ስለሆነ. ስለሆነ ፎቶ ስለሆነ.
6. ባጠቃላይ. ደሃዎች.
  - (a) ደሃዎች ባጠቃላይ ስለሆነ. ስለሆነ ባጠቃላይ ስለሆነ.
7. ፎቶ. ደሃዎች. ስለሆነ.
  - (a) ደሃዎች ፎቶ ስለሆነ. ስለሆነ ፎቶ ስለሆነ.
8. ሰብ. ደሃዎች. ስለሆነ.
  - (a) ሰብ ደሃዎች ስለሆነ. ስለሆነ ሰብ ስለሆነ.

**Set 3**

1. ደሃዎች. ደሃዎች. ስለሆነ.
  - (a) ደሃዎች ደሃዎች ስለሆነ. ስለሆነ ደሃዎች ስለሆነ.
2. ህገቶ. ደሃዎች. ስለሆነ.
  - (a) ደሃዎች ህገቶ ስለሆነ. ስለሆነ ህገቶ ስለሆነ.
3. ሰብ. ደሃዎች. ስለሆነ.
  - (a) ደሃዎች ሰብ ስለሆነ. ስለሆነ ሰብ ስለሆነ.
4. ደሃዎች ህገቶ. ደሃዎች. ስለሆነ.
  - (a) ደሃዎች ደሃዎች ህገቶ ስለሆነ. ስለሆነ ደሃዎች ህገቶ ስለሆነ.
5. ዑብ. ደሃዎች. ስለሆነ.
  - (a) ደሃዎች ዑብ ስለሆነ. ስለሆነ ዑብ ስለሆነ.

- (a) ደሃዎች ዑብ ስለሆነ. ስለሆነ ዑብ ስለሆነ.
6. ዑብ ክፍል. ደሃዎች. ስለሆነ.
  - (a) ደሃዎች ዑብ ክፍል ስለሆነ. ስለሆነ ዑብ ክፍል ስለሆነ.
7. ዑብ ደግሞ. ደሃዎች. ስለሆነ.
  - (a) ደሃዎች ዑብ ደግሞ ስለሆነ. ስለሆነ ዑብ ደግሞ ስለሆነ.
8. ደሃዎች ህገቶ. ደሃዎች. ስለሆነ.
  - (a) ደሃዎች ደሃዎች ህገቶ ስለሆነ. ስለሆነ ደሃዎች ህገቶ ስለሆነ.

**Set 4**

- 1. **ጥሬገጽ.**
  - (a) ጥሬገጽ ደረጃዎች.
  - (b) ጥሬገጽ ገጽዎች.
- 2. **ገጽ.**
  - (a) ገጽ ደረጃዎች.
  - (b) ገጽ ገጽ.
- 3. **ደረጃ ደረጃ.**
  - (a) ደረጃ ደረጃ ደረጃዎች.
  - (b) ደረጃ ደረጃ ገጽዎች.
- 4. **ሃይማኖት ጥያቄ.**
  - (a) ሃይማኖት ጥያቄ ደረጃዎች.
- 5. **ደረጃዎች ደረጃዎች. ደረጃዎች. ገጽዎች**
  - (a) ደረጃዎች ደረጃዎች ደረጃዎች ደረጃዎች. ገጽዎች ደረጃዎች ደረጃዎች ደረጃዎች.
- 6. **ደረጃዎች ደረጃዎች. ደረጃዎች.**
  - (a) ደረጃዎች ደረጃዎች ደረጃዎች. ገጽዎች ደረጃዎች ደረጃዎች.
- 7. **ጥሬገጽ. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ደረጃዎች ደረጃዎች. ገጽዎች ደረጃዎች ደረጃዎች.
- 8. **ሃይማኖት ገጽ. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ሃይማኖት ገጽ ደረጃዎች. ገጽዎች ሃይማኖት ገጽ ደረጃዎች.

**Set 5**

- 1. **ገጽ. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ገጽ ደረጃዎች. ገጽዎች ገጽ ደረጃዎች.
- 2. **ሃይማኖት ገጽ. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ሃይማኖት ገጽ ደረጃዎች. ገጽዎች ሃይማኖት ገጽ ደረጃዎች.
- 3. **ገጽ. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ገጽ ደረጃዎች. ገጽዎች ገጽ ደረጃዎች.
- 4. **ሃይማኖት. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ሃይማኖት ገጽ ደረጃዎች. ገጽዎች ሃይማኖት ገጽ ደረጃዎች.
- 5. **ደረጃዎች ገጽ. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ደረጃዎች ገጽ ደረጃዎች. ገጽዎች ደረጃዎች ገጽ ደረጃዎች.
- 6. **ደረጃዎች ገጽ. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ደረጃዎች ገጽ ደረጃዎች. ገጽዎች ደረጃዎች ገጽ ደረጃዎች.
- 7. **ደረጃዎች ገጽ. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ደረጃዎች ገጽ ደረጃዎች. ገጽዎች ደረጃዎች ገጽ ደረጃዎች.
- 8. **ሃይማኖት ገጽ. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ደረጃዎች ገጽ ደረጃዎች. ገጽዎች ደረጃዎች ገጽ ደረጃዎች.

**Set 6**

- 1. **ደረጃዎች ገጽ. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ደረጃዎች ገጽ ደረጃዎች. ገጽዎች ደረጃዎች ገጽ ደረጃዎች.
- 2. **ገጽ.**
  - (a) ገጽ ደረጃዎች.
  - (b) ገጽ ገጽ.
- 3. **ደረጃዎች.**
  - (a) ደረጃዎች ደረጃዎች.
  - (b) ደረጃዎች ገጽ.
- 4. **ደረጃዎች ገጽ.**
  - (a) ደረጃዎች ደረጃዎች ደረጃዎች.
- 5. **ሃይማኖት ገጽ.**
  - (a) ሃይማኖት ገጽ ደረጃዎች.
  - (b) ሃይማኖት ገጽ ገጽ.
- 6. **ጥሬገጽ. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ደረጃዎች ደረጃዎች. ገጽዎች ደረጃዎች ደረጃዎች.
- 7. **ደረጃዎች. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ደረጃዎች ደረጃዎች. ገጽዎች ደረጃዎች ደረጃዎች.
- 8. **ሃይማኖት. ደረጃዎች. ገጽዎች.**
  - (a) ደረጃዎች ሃይማኖት ገጽ ደረጃዎች. ገጽዎች ሃይማኖት ገጽ ደረጃዎች.

Set 7

1. ህጽጋ ደሃዬ ጫፀ.

(a) ደሃዬ ህጽጋ ዎች ጫፀ ህጽጋ ዎች.

2. ደሃዬ ራሱ ደሃዬ ጫፀ

(a) ደሃዬ ደሃዬ ራሱ ዎች ጫፀ ደሃዬ ራሱ ዎች.

3. ደሃዬ ራሱ ደሃዬ ጫፀ

(a) ደሃዬ ደሃዬ ራሱ ዎች ጫፀ ደሃዬ ራሱ ዎች.

4. ደሃዬ ራሱ ደሃዬ ጫፀ.

(a) ደሃዬ ራሱ ደሃዬ ራሱ ዎች ጫፀ ደሃዬ ራሱ ዎች.

5. ደሃዬ ራሱ ደሃዬ ጫፀ.

(a) ደሃዬ ደሃዬ ራሱ ዎች ጫፀ ደሃዬ ራሱ ዎች.

6. ደሃዬ ደሃዬ.

(a) ደሃዬ ደሃዬ ደሃዬ.

(b) ደሃዬ ደሃዬ ደሃዬ.

7. ደሃዬ ደሃዬ.

(a) ደሃዬ ደሃዬ ደሃዬ.

(b) ደሃዬ ደሃዬ ደሃዬ.

8. ደሃዬ ደሃዬ ጫፀ.

(a) ደሃዬ ደሃዬ ጫፀ ጫፀ ደሃዬ ጫፀ.



**DYAGJ** [a<sup>2</sup>gi<sup>2</sup>gowh<sup>2</sup>ti<sup>3</sup>ha] “He sees me.”

**L WYAGJ** [hla ya<sup>2</sup>gi<sup>2</sup>gowh<sup>2</sup>ti<sup>3</sup>ha] “He doesn’t see me.”  
☞ *w*- followed by *D*- combine and become *w*-.

**GAGJ** [ja<sup>2</sup>gowh<sup>2</sup>ti<sup>3</sup>ha] “He sees you.”

**L WAGAGJ** [hla yi<sup>2</sup>ja<sup>2</sup>gowh<sup>2</sup>ti<sup>3</sup>ha] “He doesn’t see you.”

**L G** [hla yu<sup>23</sup>ha] “He doesn’t have it, something solid.”  
☞ *w*- followed by *O*- combine and become *G*-.

**L GH** [hla yu<sup>1</sup>ni<sup>23</sup>ha] “They don’t have it, something solid.”

**L WY** [hla ya<sup>1</sup>gi<sup>2</sup>ha] “I don’t have it, something solid.”

**L WAG** [hla yi<sup>2</sup>ja<sup>2</sup>ha] “You don’t have it, something solid.”

**L GGW** [hla yu<sup>1</sup>wa<sup>2</sup>ka<sup>3</sup>ha] “He doesn’t have it, something alive.”

**L GHW** [hla yu<sup>1</sup>ni<sup>2</sup>ka<sup>3</sup>ha] “They don’t have it, something alive.”

**L WYW** [hla ya<sup>1</sup>gi<sup>2</sup>ka<sup>3</sup>ha] “I don’t have it, something alive.”

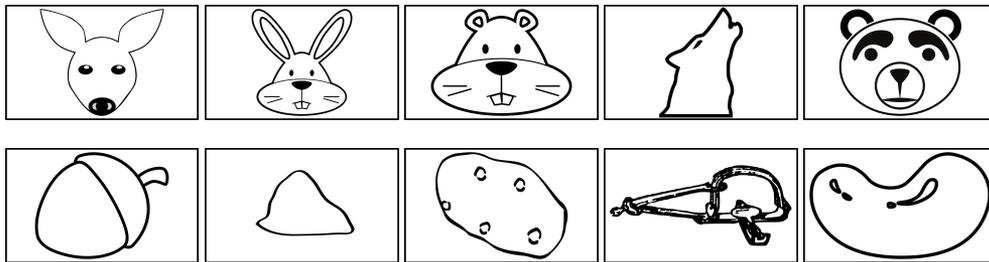
**L WAGW** [hla yi<sup>2</sup>ja<sup>2</sup>ka<sup>3</sup>ha] “You don’t have it, something alive.”

## HWOS (Do them)

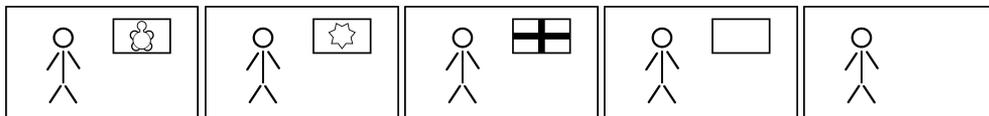
You will need the following:

- 15 index cards.
- Crayons for coloring the index cards.

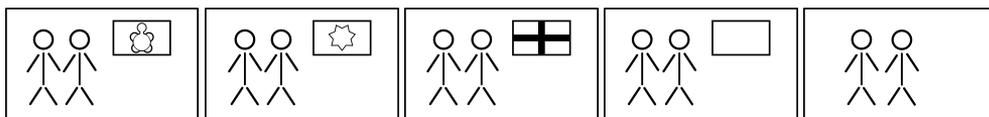
You will need to reuse the following cards from the previous chapter.



You will need to reuse the following people index cards:

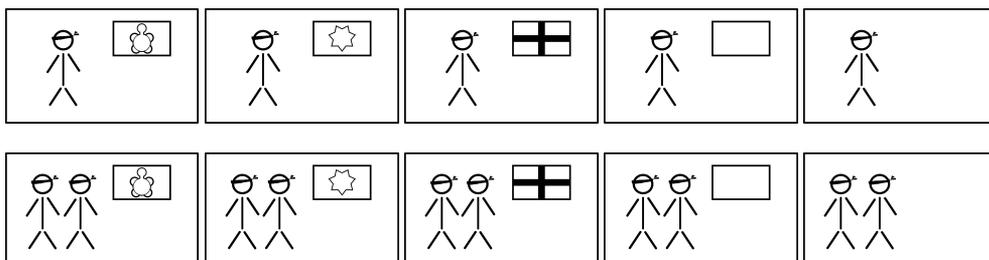


You will need to add the following people index cards:



Label each card on the reverse as follows: DhBQWT, DhGWY, DhYFB, Dhh/1S, DhBQ.

You will need to create one copy each of the following blind-folded people index cards:



Label each card on the reverse as follows: DB᠐᠗ᠲ, DGWY, DYᠫᠪ, Dᠬᠠᠯᠰ, DB᠐, DᠬB᠐᠗ᠲ, DᠬGWY, DᠬYᠫᠪ, Dᠬᠬᠠᠯᠰ, DᠬB᠐.

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. ᠢᠷᠢᠨᠰ.

“D” selects a rabbit card and shows the picture to “R”.

(a) [D→R] DYᠫᠪᠦᠨ ᠢᠷᠢᠨᠰ?

“D” asks “R”: Do I have a rabbit?

(b) [R] ii, ᠢᠷᠢᠨᠰ ᠭᠣᠫᠦ.

“R” responds: Yes, you have a rabbit.

### 2. ᠬᠡᠬᠡ.

“D” selects a bear card and shows the picture to “R”.

(a) [D→R] DYᠫᠪᠦᠨᠠ ᠳᠡᠫᠡ?

“D” asks “R”: Do I have a deer?

(b) [R] iᠯ, ᠬᠡᠬᠡ ᠭᠣᠫᠦ.

“R” responds: No, you have a bear.

### 3. ᠳᠣ. ᠳᠬᠠᠯᠰ.

“D” selects a deer card and a white person card and places them together..

(a) [D→R] ᠳᠣᠨ ᠣᠭᠦᠫᠦᠨᠠ ᠳᠬᠠᠯᠰ?

“D” asks “R”: Does the white person have a deer?

(b) [R] ii, ᠬᠠᠯᠰ ᠳᠣ ᠣᠭᠦᠫᠦᠨ.

“R” responds: Yes, the white person has a deer.

### 4. ᠣᠯᠠᠮᠦ ᠰ᠗᠋.

“D” selects a brown bean card and shows the picture to “R”.

(a) [D→R] DYᠫᠪᠦᠨ ᠶᠦ ᠶᠣᠫᠡ?

“D” asks “R”: Do I have a red potato?

(b) [R] iᠯ, ᠣᠯᠠᠮᠦ ᠰ᠗᠋ ᠭᠣᠫᠦ.

“R” responds: No, you have a brown bean.

### 5. ᠬᠠᠭᠦ. ᠳB᠐.

“D” selects a squirrel card and a generic person card and places them together..

(a) [D→R] ᠢᠷᠢᠨᠰᠢᠨ ᠣᠭᠦᠫᠦᠨ ᠳB᠐?

“D” asks “R”: Does the person have a rabbit?

(b) [R] iᠯ, ᠳB᠐ ᠬᠠᠭᠦ ᠣᠭᠦᠫᠦᠨ.

“R” responds: No, the person has a squirrel.

## 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. Ἦ᠗S.

- (a) Select and hold a rabbit card.
- (b) Point at your self and say to your study partner Ἦ᠗S ḌḂ᠐᠋᠋᠋. (I have a rabbit.)
  - i. Point at your partner and say Ḍ Ἦ᠗S ṽḂ᠐᠋᠋᠋. (You don't have a rabbit.)
- (c) Place the card with your imaginary study partner.
- (d) Point at yourself and say to your partner Ḍ Ἦ᠗S ṽḂ᠐᠋᠋᠋. (I don't have a rabbit.)
  - i. Point at your partner and say Ἦ᠗S Ḃ᠐᠋᠋᠋. (You have a rabbit.)
- (e) Check the answer and that you are using the correct card.

### 2. DB᠐ [blind-folded]

- (a) Select a generic person card that is blind-folded.
- (b) Pretend aloud that your study partner asks ᠐ DB᠐, Ḃ᠘᠘᠈᠈᠈᠈᠈? (That person, does he/she see you?)
  - i. Point at the card and say to your partner Ḍ DB᠐ ṽḂ᠐᠋᠋᠋᠋᠋. (The person does not see me.)
- (c) Check the answer and that you are using the correct card.

### 3. DGWḂ [not-blind-folded]

- (a) Select a Cherokee person card that isn't blind-folded.
- (b) Pretend aloud that your study partner asks ᠐ DGWḂ, Ḃ᠘᠘᠈᠈᠈᠈᠈? (That Cherokee, does he/she see you?)
  - i. Point at the card and say to your partner ii, DGWḂ ḌḂ᠐᠋᠋᠋᠋᠋. (Yes, the Cherokee person sees me.)
- (c) Check the answer and that you are using the correct card.

### 4. Ḃ᠐. ✓ Ḃ᠈᠈᠈᠈᠈᠈᠈. ✗ Ḃ᠈᠈᠈᠈᠈᠈᠈. Ḃ᠈᠈᠈᠈᠈᠈᠈.

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. Ḃ᠈᠈᠈᠈᠈᠈᠈ Ḃ᠐ ᠐᠋᠋᠋᠋᠋. (The Native Americans have a bear.)
  - ii. Ḃ᠈᠈᠈᠈᠈᠈᠈ Ḃ᠐ ᠐᠋᠋᠋᠋᠋. (They have a bear.)
- (c) Point to the Cherokee people card and say:
  - i. Ḍ Ḃ᠈᠈᠈᠈᠈᠈᠈ Ḃ᠐ Ḃ᠈᠈᠈᠈᠈᠈᠈. (The Cherokee people don't have a bear.)
  - ii. Ḍ Ḃ᠈᠈᠈᠈᠈᠈᠈ Ḃ᠐ Ḃ᠈᠈᠈᠈᠈᠈᠈. (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. ክፍል.
  - (a)  $[D \rightarrow R]$  ደረጃው ክፍል?
  - (b)  $[R]$  ii, ክፍል ርዕይ.
2. ክፍል.
  - (a)  $[D \rightarrow R]$  ደረጃው ልዩ ልዩ?
  - (b)  $[R]$  ለ ደብዳቤ ርዕይ.
  - (c)  $[R]$  ክፍል ርዕይ.
3. ህገፍ.
  - (a)  $[D \rightarrow R]$  ደረጃው ህገፍ?
  - (b)  $[R]$  ii, ህገፍ ርዕይ.
4. ህገፍ.
  - (a)  $[D \rightarrow R]$  ደረጃው ስጦት?
  - (b)  $[R]$  ለ ስጦት ርዕይ.
  - (c)  $[R]$  ህገፍ ርዕይ.

5. ደግሞ.
  - (a)  $[D \rightarrow R]$  ደረጃው ርዕይ?
  - (b)  $[R]$  ለ ደግሞ ርዕይ.
  - (c)  $[R]$  ደግሞ ርዕይ.
6. ህግጋ.
  - (a)  $[D \rightarrow R]$  ደረጃው ህግጋ?
  - (b)  $[R]$  ii, ህግጋ ርዕይ.
7. ስጦት.
  - (a)  $[D \rightarrow R]$  ደረጃው ርዕይ?
  - (b)  $[R]$  ለ ስጦት ርዕይ.
  - (c)  $[R]$  ስጦት ርዕይ.
8. ሳይ.
  - (a)  $[D \rightarrow R]$  ደረጃው ሳይ?
  - (b)  $[R]$  ii, ሳይ ርዕይ.

**Set 2**

1. ዐቅ.
  - (a)  $[D \rightarrow R]$  ደረጃው ህግጋ?
  - (b)  $[R]$  ለ ህግጋ ርዕይ.
  - (c)  $[R]$  ዐቅ ርዕይ.
2. ስጦት.
  - (a)  $[D \rightarrow R]$  ደረጃው ሳይ?
  - (b)  $[R]$  ለ ሳይ ርዕይ.
  - (c)  $[R]$  ስጦት ርዕይ.
3. ሳይ.
  - (a)  $[D \rightarrow R]$  ደረጃው ስጦት?
  - (b)  $[R]$  ለ ስጦት ርዕይ.
  - (c)  $[R]$  ሳይ ርዕይ.
4. ህግጋ.
  - (a)  $[D \rightarrow R]$  ደረጃው ዐቅ?

- (b)  $[R]$  ለ ዐቅ ርዕይ.
- (c)  $[R]$  ህግጋ ርዕይ.
5. ደግሞ [blind-folded]
  - (a)  $[D]$  ፀ ደግሞ, ለገጠኞች?
  - (b)  $[R]$  ለ ደግሞ ለገጠኞች.
6. ዐቅጣ ስጦት. ደግሞ.
  - (a)  $[D \rightarrow R]$  ደግሞ ደግሞ ስጦት ስጦት?
  - (b)  $[R]$  ii, ደግሞ ደግሞ ስጦት ስጦት.
7. ዐቅ ርዕይ. ደግሞ.
  - (a)  $[D \rightarrow R]$  ስጦት ደግሞ ርዕይ ስጦት?
  - (b)  $[R]$  ii, ስጦት ደግሞ ርዕይ ስጦት.
8. ደግሞ ስጦት. ደግሞ.
  - (a)  $[D \rightarrow R]$  ደግሞ ደግሞ ስጦት ስጦት?
  - (b)  $[R]$  ii, ደግሞ ደግሞ ስጦት ስጦት.

**Set 3**

1. ዐቅጣ ስጦት. ደግሞ.
  - (a)  $[D \rightarrow R]$  ስጦት ደግሞ ስጦት ስጦት?
  - (b)  $[R]$  ii, ስጦት ደግሞ ስጦት ስጦት.
2. ደግሞ ህገፍ. ደግሞ.
  - (a)  $[D \rightarrow R]$  ደግሞ ደግሞ ስጦት ስጦት?

- (b)  $[R]$  ለ ደግሞ ደግሞ ስጦት ስጦት.
- (c)  $[R]$  ደግሞ ደግሞ ስጦት ስጦት.
3. ደግሞ ክፍል. ደግሞ.
  - (a)  $[D \rightarrow R]$  ስጦት ደግሞ ደግሞ ስጦት?
  - (b)  $[R]$  ለ ስጦት ደግሞ ደግሞ ስጦት.





**Set 8**

1. **ዐብያ ጭቆ. ደክብያ.**
  - (a) [D→R] ደክብያው ዐብያ ጭቆ ዐጭቅ?
  - (b) [R] ii, ደክብያ ዐብያ ጭቆ ዐጭቅ.
2. **ዐረጃ ላይ. ደባረጃ.**
  - (a) [D→R] ገላጭ ዐረጃ ላይ ዐጭቅ?
  - (b) [R] ii, ገላጭ ዐረጃ ላይ ዐጭቅ.
3. **ዐብያ ክፍ. ደክብያ.**
  - (a) [D→R] ደክብያው ዐብያ ደግሞ ዐጭቅ?
  - (b) [R] ለ ደክብያ ዐብያ ደግሞ ገላጭ.
  - (c) [R] ደክብያ ዐብያ ክፍ ዐጭቅ.
4. **ዐረጃ ህገፍ. ደባረጃ.**
  - (a) [D→R] ገላጭ ዐረጃ ህገፍ ደግሞ ዐጭቅ?
  - (b) [R] ለ ገላጭ ዐረጃ ህገፍ ገላጭ.
  - (c) [R] ገላጭ ዐረጃ ህገፍ ዐጭቅ.
5. **ደግሞ ክፍ. ደባረጃ.**
  - (a) [D→R] ደባረጃው ደግሞ ክፍ ደግሞ ዐጭቅ?
  - (b) [R] ለ ደባረጃ ደግሞ ክፍ ገላጭ.
  - (c) [R] ደባረጃ ደግሞ ክፍ ደግሞ ዐጭቅ.
6. **ዐረጃ ጭቆ. ደግሞ.**
  - (a) [D→R] ገላጭ ደግሞ ክፍ ደግሞ ዐጭቅ?
  - (b) [R] ለ ገላጭ ደግሞ ክፍ ገላጭ.
  - (c) [R] ገላጭ ዐረጃ ጭቆ ዐጭቅ.
7. **ዐብያ ደግሞ. ደክብያ.**
  - (a) [D→R] ደክብያው ዐረጃ ህገፍ ደግሞ ዐጭቅ?
  - (b) [R] ለ ደክብያ ዐረጃ ህገፍ ገላጭ.
  - (c) [R] ደክብያ ዐብያ ደግሞ ዐጭቅ.
8. **ደግሞ ክፍ. ደግሞ.**
  - (a) [D→R] ገላጭ ዐብያ ክፍ ደግሞ ዐጭቅ?
  - (b) [R] ለ ገላጭ ዐብያ ክፍ ገላጭ.
  - (c) [R] ገላጭ ደግሞ ክፍ ደግሞ ዐጭቅ.

**Sets for Someone Alone**

**Set 1**

1. **ጭቆ.**
  - (a) ጭቆ ደግሞ. ለ ጭቆ ገላጭ.
  - (b) ለ ጭቆ ደግሞ. ጭቆ ደግሞ.
2. **ዐጭቅ.**
  - (a) ዐጭቅ ደግሞ. ለ ዐጭቅ ገላጭ.
  - (b) ለ ዐጭቅ ደግሞ. ዐጭቅ ደግሞ.
3. **ክፍ.**
  - (a) ክፍ ደግሞ. ለ ክፍ ገላጭ.
  - (b) ለ ክፍ ደግሞ. ክፍ ደግሞ.
4. **ደግሞ.**
  - (a) ደግሞ ደግሞ. ለ ደግሞ ገላጭ.
  - (b) ለ ደግሞ ደግሞ. ደግሞ ደግሞ.
5. **ደግሞ ደግሞ.**
  - (a) ደግሞ ደግሞ. ለ ደግሞ ደግሞ ገላጭ.
  - (b) ለ ደግሞ ደግሞ ደግሞ. ደግሞ ደግሞ ደግሞ.
6. **ዐብያ ደግሞ.**
  - (a) ዐብያ ደግሞ. ለ ዐብያ ደግሞ ገላጭ.
  - (b) ለ ዐብያ ደግሞ ደግሞ. ዐብያ ደግሞ ደግሞ.
7. **ደግሞ.**
  - (a) ደግሞ ደግሞ. ለ ደግሞ ገላጭ.
  - (b) ለ ደግሞ ደግሞ. ደግሞ ደግሞ.
8. **ደግሞ ደግሞ.**
  - (a) ደግሞ ደግሞ. ለ ደግሞ ደግሞ ገላጭ.
  - (b) ለ ደግሞ ደግሞ ደግሞ. ደግሞ ደግሞ ደግሞ.

**Set 2**

1. **ደባረጃ [blind-folded]**
  - (a) [D] ፅ ደባረጃ, ገላጭ?
  - (b) [R] ለ ደባረጃ ደግሞ.
2. **ደግሞ ጭቆ.**
  - (a) ደግሞ ጭቆ ደግሞ. ለ ደግሞ ጭቆ ገላጭ.
  - (b) ለ ደግሞ ጭቆ ደግሞ. ደግሞ ጭቆ ደግሞ.

3. Dḥḥḥ [blind-folded]
  - (a) [D] ፀ Dḥḥḥ, ገላጪቶቹ?
  - (b) [R] ለ Dḥḥḥ ልሃላጪቶቹ.
4. ሃቶ ሆጆጋ.
  - (a) ሃቶ ሆጆጋ ድሃቶ. ለ ሃቶ ሆጆጋ ስጭቶ.
  - (b) ለ ሃቶ ሆጆጋ ልሃቶ. ሃቶ ሆጆጋ ጭቶ.
5. DGWY [not-blind-folded]
  - (a) [D] ፀ DGWY, ገላጪቶቹ?
  - (b) [R] ii, DGWY ድሃላጪቶቹ.

6. DBፀ [blind-folded]
  - (a) [D] ፀ DBፀ, ገላጪቶቹ?
  - (b) [R] ለ DBፀ ልሃላጪቶቹ.
7. ኩጤ. ✓ DhBፀፀፕ. ✗ Dhሃቶፕ. ጠሃፀ.
  - (a) DhBፀፀፕ ኩጤ ሆከፀ. ጠሃፀ ኩጤ ሆከፀ.
  - (b) ለ Dhሃቶፕ ኩጤ ሆከፀ. ለ ጠሃፀ ኩጤ ሆከፀ.
8. ድሃቶፕ [not-blind-folded]
  - (a) [D] ፀ ድሃቶፕ, ገላጪቶቹ?
  - (b) [R] ii, ድሃቶፕ ድሃላጪቶቹ.

**Set 3**

1. ድቶፀ. ✓ DhBፀ. ✗ Dhḥḥḥ. ፀጠሃ.
  - (a) DhBፀ ድቶፀ ሆከፀ. ፀጠሃ ድቶፀ ሆከፀ.
  - (b) ለ Dhḥḥḥ ድቶፀ ሆከፀ. ለ ፀጠሃ ድቶፀ ሆከፀ.
2. ድቶፀ. ✓ DBፀ. ✗ ድሃቶፕ. ጠሃፀ.
  - (a) DBፀ ድቶፀ ሆከፀ. ጠሃፀ ድቶፀ ሆከፀ.
  - (b) ለ ድሃቶፕ ድቶፀ ሆከፀ. ለ ጠሃፀ ድቶፀ ሆከፀ.
3. ሆጆፕ. ✓ DhBፀ. ✗ DhGWY. ጠሃፀ.
  - (a) DhBፀ ሆጆፕ ሆከፀ. ጠሃፀ ሆጆፕ ሆከፀ.
  - (b) ለ DhGWY ሆጆፕ ሆከፀ. ለ ጠሃፀ ሆጆፕ ሆከፀ.
4. ኩጤ. ✗ DhBፀፀፕ. ✓ Dhሃቶፕ. ጠሃፀ.
  - (a) Dhሃቶፕ ኩጤ ሆከፀ. ጠሃፀ ኩጤ ሆከፀ.
  - (b) ለ DhBፀፀፕ ኩጤ ሆከፀ. ለ ጠሃፀ ኩጤ ሆከፀ.

5. ጭ. ✓ DBፀፀፕ. ✗ DGWY. ፀጠሃ.
  - (a) DBፀፀፕ ጭ ሆከፀ. ፀጠሃ ጭ ሆከፀ.
  - (b) ለ DGWY ጭ ሆከፀ. ለ ፀጠሃ ጭ ሆከፀ.
6. ጭቶ. ✗ DhBፀፀፕ. ✓ DhGWY. ጠሃፀ.
  - (a) DhGWY ጭቶ ሆከፀ. ጠሃፀ ጭቶ ሆከፀ.
  - (b) ለ DhBፀፀፕ ጭቶ ሆከፀ. ለ ጠሃፀ ጭቶ ሆከፀ.
7. ድፀ. ✗ DBፀ. ✓ Dḥḥḥ. ጠሃፀ.
  - (a) Dḥḥḥ ድፀ ሆከፀ. ጠሃፀ ድፀ ሆከፀ.
  - (b) ለ DBፀ ድፀ ሆከፀ. ለ ጠሃፀ ድፀ ሆከፀ.
8. ክፀ. ✗ DhBፀ. ✓ Dhḥḥḥ. ፀጠሃ.
  - (a) Dhḥḥḥ ክፀ ሆከፀ. ፀጠሃ ክፀ ሆከፀ.
  - (b) ለ DhBፀ ክፀ ሆከፀ. ለ ፀጠሃ ክፀ ሆከፀ.

**Set 4**

1. ሆ. ✓ DhBፀፀፕ. ✗ Dhሃቶፕ. ጠሃፀ.
  - (a) DhBፀፀፕ ሆ ሆከፀ. ጠሃፀ ሆ ሆከፀ.
  - (b) ለ Dhሃቶፕ ሆ ሆከፀ. ለ ጠሃፀ ሆ ሆከፀ.
2. ጭ. ✗ DBፀፀፕ. ✓ ድሃቶፕ. ጠሃፀ.
  - (a) ድሃቶፕ ጭ ሆከፀ. ጠሃፀ ጭ ሆከፀ.
  - (b) ለ DBፀፀፕ ጭ ሆከፀ. ለ ጠሃፀ ጭ ሆከፀ.
3. ል. ✓ DhBፀ. ✗ Dhḥḥḥ. ጠሃፀ.
  - (a) DhBፀ ል ሆከፀ. ጠሃፀ ል ሆከፀ.
  - (b) ለ Dhḥḥḥ ል ሆከፀ. ለ ጠሃፀ ል ሆከፀ.
4. ዓፀ. ✓ DBፀፀፕ. ✗ DGWY. ፀጠሃ.
  - (a) DBፀፀፕ ዓፀ ሆከፀ. ፀጠሃ ዓፀ ሆከፀ.
  - (b) ለ DGWY ዓፀ ሆከፀ. ለ ፀጠሃ ዓፀ ሆከፀ.

5. ዓፀ. ✓ DhBፀፀፕ. ✗ DhGWY. ጠሃፀ.
  - (a) DhBፀፀፕ ዓፀ ሆከፀ. ጠሃፀ ዓፀ ሆከፀ.
  - (b) ለ DhGWY ዓፀ ሆከፀ. ለ ጠሃፀ ዓፀ ሆከፀ.
6. ሆጆፕ. ✗ DhBፀ. ✓ DhGWY. ጠሃፀ.
  - (a) DhGWY ሆጆፕ ሆከፀ. ጠሃፀ ሆጆፕ ሆከፀ.
  - (b) ለ DhBፀ ሆጆፕ ሆከፀ. ለ ጠሃፀ ሆጆፕ ሆከፀ.
7. ል. ✓ DBፀ. ✗ Dḥḥḥ. ጠሃፀ.
  - (a) DBፀ ል ሆከፀ. ጠሃፀ ል ሆከፀ.
  - (b) ለ Dḥḥḥ ል ሆከፀ. ለ ጠሃፀ ል ሆከፀ.
8. ሆ. ✗ DhBፀ. ✓ Dhḥḥḥ. ጠሃፀ.
  - (a) Dhḥḥḥ ሆ ሆከፀ. ጠሃፀ ሆ ሆከፀ.
  - (b) ለ DhBፀ ሆ ሆከፀ. ለ ጠሃፀ ሆ ሆከፀ.



**Set 7**

1. **ዐረጊዎች ምረጫ. ✓ DBQ. ✗ Dፍብዳ. ገጽጫ.**
  - (a) DBQ ዐረጊዎች ምረጫ ገጽጫ. ገጽጫ ዐረጊዎች ምረጫ ገጽጫ.
  - (b) ለ Dፍብዳ ዐረጊዎች ምረጫ ገጽጫ. ለ ገጽጫ ዐረጊዎች ምረጫ ገጽጫ.
2. **ሃያዎች ገጽጫ. ✓ DhBQገጽጫ. ✗ Dhሃዎች. ገጽጫ.**
  - (a) DhBQገጽጫ ሃያዎች ገጽጫ ገጽጫ. ገጽጫ ሃያዎች ገጽጫ ገጽጫ.
  - (b) ለ Dhሃዎች ሃያዎች ገጽጫ ገጽጫ. ለ ገጽጫ ሃያዎች ገጽጫ ገጽጫ.
3. **ሃዎች ገጽጫ. ✓ DBQገጽጫ. ✗ DGWሃ. ገጽጫ.**
  - (a) DBQገጽጫ ሃዎች ገጽጫ. ገጽጫ ሃዎች ገጽጫ ገጽጫ.
  - (b) ለ DGWሃ ሃዎች ገጽጫ ገጽጫ. ለ ገጽጫ ሃዎች ገጽጫ ገጽጫ.
4. **ዐብዳ ገጽጫ. ✗ DhBQ. ✓ DhGWሃ. ገጽጫ.**
  - (a) DhGWሃ ዐብዳ ገጽጫ ገጽጫ. ገጽጫ ዐብዳ ገጽጫ ገጽጫ.
  - (b) ለ DhBQ ዐብዳ ገጽጫ ገጽጫ. ለ ገጽጫ ዐብዳ ገጽጫ ገጽጫ.
5. **ሃዎች ምረጫ. ✓ DBQ. ✗ Dፍብዳ. ገጽጫ.**
  - (a) DBQ ሃዎች ምረጫ ገጽጫ. ገጽጫ ሃዎች ምረጫ ገጽጫ.
  - (b) ለ Dፍብዳ ሃዎች ምረጫ ገጽጫ. ለ ገጽጫ ሃዎች ምረጫ ገጽጫ.
6. **ዐረጊዎች ገጽጫ. ✗ DhBQገጽጫ. ✓ DhGWሃ. ገጽጫ.**
  - (a) DhGWሃ ዐረጊዎች ገጽጫ ገጽጫ. ገጽጫ ዐረጊዎች ገጽጫ ገጽጫ.
  - (b) ለ DhBQገጽጫ ዐረጊዎች ገጽጫ ገጽጫ. ለ ገጽጫ ዐረጊዎች ገጽጫ ገጽጫ.
7. **ዐብዳ ገጽጫ. ✗ DBQገጽጫ. ✓ DYሃዎች. ገጽጫ.**
  - (a) DYሃዎች ዐብዳ ገጽጫ ገጽጫ. ገጽጫ ዐብዳ ገጽጫ ገጽጫ.
  - (b) ለ DBQገጽጫ ዐብዳ ገጽጫ ገጽጫ. ለ ገጽጫ ዐብዳ ገጽጫ ገጽጫ.
8. **ሃያዎች ገጽጫ. ✗ DhBQገጽጫ. ✓ Dhፍብዳ. ገጽጫ.**
  - (a) Dhፍብዳ ሃያዎች ገጽጫ ገጽጫ. ገጽጫ ሃያዎች ገጽጫ ገጽጫ.
  - (b) ለ DhBQገጽጫ ሃያዎች ገጽጫ ገጽጫ. ለ ገጽጫ ሃያዎች ገጽጫ ገጽጫ.

**Set 8**

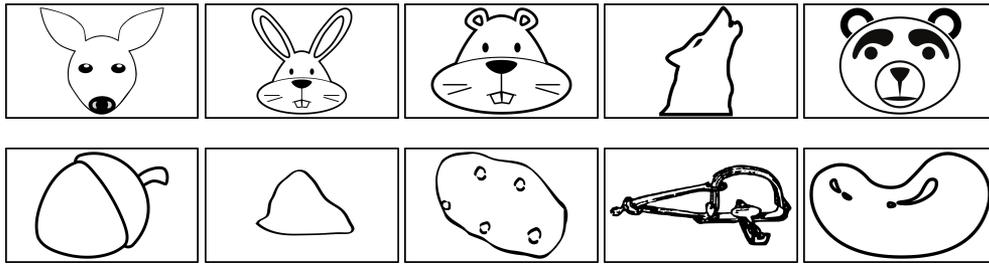
1. **ዐብዳ ገጽጫ. ✗ DBQ. ✓ DYሃዎች. ገጽጫ.**
  - (a) DYሃዎች ዐብዳ ገጽጫ ገጽጫ. ገጽጫ ዐብዳ ገጽጫ ገጽጫ.
  - (b) ለ DBQ ዐብዳ ገጽጫ ገጽጫ. ለ ገጽጫ ዐብዳ ገጽጫ ገጽጫ.
2. **ዐብዳ ገጽጫ.**
  - (a) ዐብዳ ገጽጫ ገጽጫ. ለ ዐብዳ ገጽጫ ገጽጫ ገጽጫ.
  - (b) ለ ዐብዳ ገጽጫ ገጽጫ. ዐብዳ ገጽጫ ገጽጫ ገጽጫ.
3. **ሃያዎች ገጽጫ.**
  - (a) ሃያዎች ገጽጫ ገጽጫ. ለ ሃያዎች ገጽጫ ገጽጫ ገጽጫ.
  - (b) ለ ሃያዎች ገጽጫ ገጽጫ. ሃያዎች ገጽጫ ገጽጫ ገጽጫ.
4. **DBQ [not-blind-folded]**
  - (a) [D] ለ DBQ, GAGገጽጫ?
  - (b) [R] ii, DBQ DYAGገጽጫ.
5. **ገጽጫ. ✓ DBQገጽጫ. ✗ Dፍብዳ. ገጽጫ.**
  - (a) DBQገጽጫ ገጽጫ ገጽጫ. ገጽጫ ገጽጫ ገጽጫ ገጽጫ.
  - (b) ለ Dፍብዳ ገጽጫ ገጽጫ. ለ ገጽጫ ገጽጫ ገጽጫ ገጽጫ.
6. **ገጽጫ. ✗ DBQ. ✓ DGWሃ. ገጽጫ.**
  - (a) DGWሃ ገጽጫ ገጽጫ ገጽጫ. ገጽጫ ገጽጫ ገጽጫ ገጽጫ.
  - (b) ለ DBQ ገጽጫ ገጽጫ. ለ ገጽጫ ገጽጫ ገጽጫ ገጽጫ.
7. **ምረጫ. ✓ DBQገጽጫ. ✗ Dፍብዳ. ገጽጫ.**
  - (a) DBQገጽጫ ምረጫ ገጽጫ. ገጽጫ ምረጫ ገጽጫ ገጽጫ.
  - (b) ለ Dፍብዳ ምረጫ ገጽጫ. ለ ገጽጫ ምረጫ ገጽጫ ገጽጫ.
8. **ገጽጫ. ✗ DBQገጽጫ. ✓ DYሃዎች. ገጽጫ.**
  - (a) DYሃዎች ገጽጫ ገጽጫ. ገጽጫ ገጽጫ ገጽጫ ገጽጫ.
  - (b) ለ DBQገጽጫ ገጽጫ ገጽጫ. ለ ገጽጫ ገጽጫ ገጽጫ ገጽጫ.



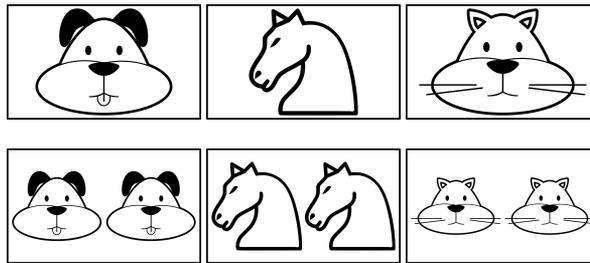


## ከሠሎች (Do them)

You will need to reuse the following cards from the previous chapter.

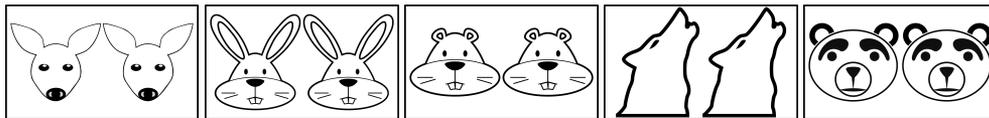


You will need to add three each of the following cards. Color the first set of each brown. Color the second set of each red. Leave the third set of each white.



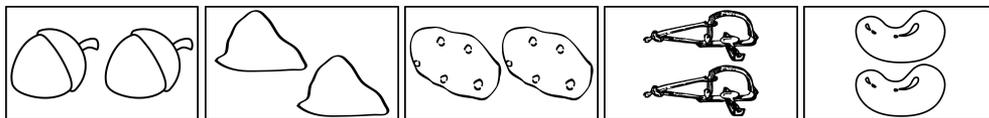
Label each card on the reverse as follows: ዐጫቱ ሃር, ዐጫቱ ተዋዋ, ዐጫቱ ላይ, ስጊቱ ሃር, ስጊቱ ተዋዋ, ስጊቱ ላይ, ደሃቱ ሃር, ደሃቱ ተዋዋ, ደሃቱ ላይ, ደካሃቱ ሃር, ደካሃቱ ተዋዋ, ደካሃቱ ላይ, ዐለቱ ሃር, ዐለቱ ተዋዋ, ዐለቱ ላይ, ዐክለቱ ሃር, ዐክለቱ ተዋዋ, ዐክለቱ ላይ.

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.



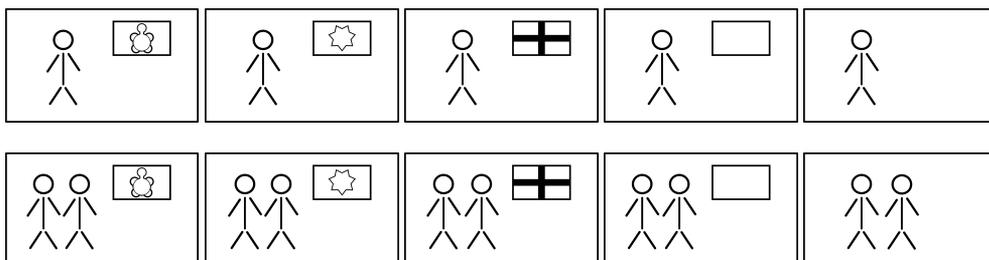
Label each card on the reverse as follows: ስጊቱ ደፀ, ስጊቱ ኩጦስ, ስጊቱ ህገዋ, ስጊቱ ጭጭ, ስጊቱ ስፀ, ደካሃቱ ደፀ, ደካሃቱ ኩጦስ, ደካሃቱ ህገዋ, ደካሃቱ ጭጭ, ደካሃቱ ስፀ, ዐክለቱ ደፀ, ዐክለቱ ኩጦስ, ዐክለቱ ህገዋ, ዐክለቱ ጭጭ, ዐክለቱ ስፀ.

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.

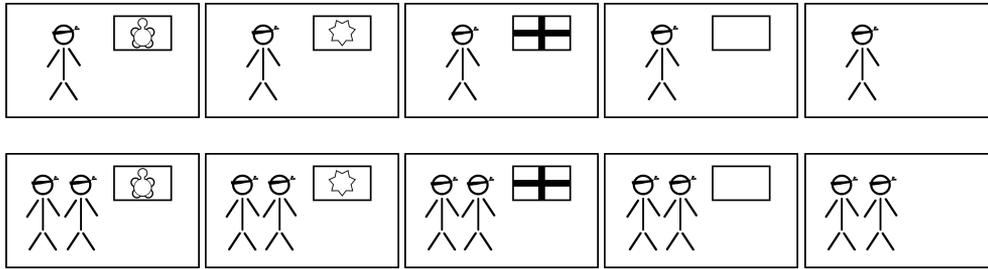


Label each card on the reverse as follows: ስጊቱ ገሪ, ስጊቱ ዑጳ, ስጊቱ ዓፀ, ስጊቱ ለዞሶጋ, ስጊቱ ስጳ, ስጊቱ ገሪ, ስጊቱ ዑጳ, ስጊቱ ዓፀ, ስጊቱ ለዞሶጋ, ስጊቱ ስጳ, ስጊቱ ገሪ, ስጊቱ ዑጳ, ስጊቱ ዓፀ, ስጊቱ ለዞሶጋ, ስጊቱ ስጳ.

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. ጥሬ ጥሬ.

“D” selects a rabbit card and shows the picture to “R”.

(a) [D→R] ድሃው ጥሬ ጥሬ?

“D” asks “R”: Do I have a rabbit?

(b) [R] ስፊ፣ ጥሬ ጥሬ ጥሬ.

“R” responds: Yes, you have a rabbit.

### 2. ሠፍ ሠፍ.

“D” selects a two rocks card and shows the picture to “R”.

(a) [D→R] ሠፍ ሠፍ ሠፍ?

“D” asks “R”: Do I have rocks?

(b) [R] ስፊ፣ ሠፍ ሠፍ ሠፍ.

“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. ጥሬ ጥሬ.

(a) Select and hold a rabbit card.

(b) Point at your self and say to your study partner ጥሬ ጥሬ ድሃው. (I have a rabbit.)

- i. Point at your partner and say ᐅ ᐱᐱᐱ ᐱᐱᐱᐱ. (You don't have a rabbit.)
- (c) Place the card with your imaginary study partner.
- (d) Point at yourself and say to your partner ᐅ ᐱᐱᐱ ᐱᐱᐱᐱ. (I don't have a rabbit.)
  - i. Point at your partner and say ᐱᐱᐱ ᐱᐱᐱᐱ. (You have a rabbit.)
- (e) Check the answer and that you are using the correct card.

2. ᐱᐱ ᐱᐱ. ✓ ᐱᐱᐱᐱᐱᐱ. ✗ ᐱᐱᐱᐱᐱ. ᐱᐱᐱᐱ.

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. ᐱᐱᐱᐱᐱᐱ ᐱᐱ ᐱᐱᐱᐱ. (The Native Americans have potatoes.)
  - ii. ᐱᐱᐱᐱ ᐱᐱ ᐱᐱᐱᐱ. (They have potatoes.)
- (c) Point to the Cherokee people card and say:
  - i. ᐅ ᐱᐱᐱᐱᐱ ᐱᐱ ᐱᐱᐱᐱᐱᐱ. (The Cherokee people don't have potatoes.)
  - ii. ᐅ ᐱᐱᐱᐱ ᐱᐱ ᐱᐱᐱᐱᐱᐱ. (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

- |   |  |
|---|--|
| <p>1. ᐱᐱᐱᐱ.</p> <ul style="list-style-type: none"> <li>(a) [D→R] ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱ?</li> <li>(b) [R] ii, ᐱᐱᐱᐱ ᐱᐱᐱᐱ.</li> </ul>                                    | <p>6. ᐱᐱᐱᐱ.</p> <ul style="list-style-type: none"> <li>(a) [D→R] ᐱᐱᐱᐱᐱ ᐱᐱᐱᐱ?</li> <li>(b) [R] ᐅ ᐱᐱᐱᐱ ᐱᐱᐱᐱ.</li> <li>(c) [R] ᐱᐱᐱᐱ ᐱᐱᐱᐱ.</li> </ul>    |
| <p>2. ᐱᐱᐱᐱ.</p> <ul style="list-style-type: none"> <li>(a) [D→R] ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱ?</li> <li>(b) [R] ᐅ ᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ.</li> <li>(c) [R] ᐱᐱᐱᐱ ᐱᐱᐱᐱ.</li> </ul>        | <p>7. ᐱᐱᐱᐱ.</p> <ul style="list-style-type: none"> <li>(a) [D→R] ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱ?</li> <li>(b) [R] ii, ᐱᐱᐱᐱ ᐱᐱᐱᐱ.</li> </ul>                             |
| <p>3. ᐱᐱᐱᐱ.</p> <ul style="list-style-type: none"> <li>(a) [D→R] ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱ?</li> <li>(b) [R] ii, ᐱᐱᐱᐱ ᐱᐱᐱᐱ.</li> </ul>                                    | <p>8. ᐱᐱᐱᐱ.</p> <ul style="list-style-type: none"> <li>(a) [D→R] ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱ?</li> <li>(b) [R] ᐅ ᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ.</li> <li>(c) [R] ᐱᐱᐱᐱ ᐱᐱᐱᐱ.</li> </ul> |
| <p>4. ᐱᐱᐱᐱᐱᐱ.</p> <ul style="list-style-type: none"> <li>(a) [D→R] ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱ?</li> <li>(b) [R] ᐅ ᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱᐱ.</li> <li>(c) [R] ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ.</li> </ul> | <p>9. ᐱᐱᐱᐱ ᐱᐱᐱᐱ.</p> <ul style="list-style-type: none"> <li>(a) [D→R] ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱ?</li> <li>(b) [R] ii, ᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ.</li> </ul>                      |
| <p>5. ᐱᐱᐱᐱ.</p> <ul style="list-style-type: none"> <li>(a) [D→R] ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱ?</li> <li>(b) [R] ii, ᐱᐱᐱᐱ ᐱᐱᐱᐱ.</li> </ul>                                    | <p>10. ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ.</p> <ul style="list-style-type: none"> <li>(a) [D→R] ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ?</li> <li>(b) [R] ii, ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱᐱ.</li> </ul>            |

**Set 2**

1. **ወቅት**.
  - (a) [D→R] ለሚታወቅ ገደብ?
  - (b) [R] ለ ገደብ ገደብ.
  - (c) [R] ወቅት ገደብ.
2. **ወቅት**.
  - (a) [D→R] ለሚታወቅ ዓይነት?
  - (b) [R] ለ ዓይነት ገደብ.
  - (c) [R] ገደብ ገደብ.
3. **ወቅት** ገደብ.
  - (a) [D→R] ለሚታወቅ ገደብ?
  - (b) [R] ለ ገደብ ገደብ.
  - (c) [R] ገደብ ገደብ.
4. **ወቅት** ገደብ.
  - (a) [D→R] ለሚታወቅ ገደብ?
  - (b) [R] ለ ገደብ ገደብ.
  - (c) [R] ገደብ ገደብ.
5. **ወቅት** [blind-folded]
  - (a) [D] ለ ወቅት, ገደብ?
  - (b) [R] ለ ወቅት ገደብ.
6. **ወቅት** [blind-folded]
  - (a) [D] ለ ወቅት, ገደብ?
  - (b) [R] ለ ወቅት ገደብ.
7. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ii, ወቅት ገደብ ገደብ.
8. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ii, ወቅት ገደብ ገደብ.
9. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ii, ወቅት ገደብ ገደብ.
10. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ii, ወቅት ገደብ ገደብ.

**Set 3**

1. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ii, ወቅት ገደብ ገደብ.
2. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ለ ወቅት ገደብ ገደብ.
  - (c) [R] ወቅት ገደብ ገደብ.
3. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ለ ወቅት ገደብ ገደብ.
  - (c) [R] ወቅት ገደብ ገደብ.
4. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ለ ወቅት ገደብ ገደብ.
  - (c) [R] ወቅት ገደብ ገደብ.
5. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ለ ወቅት ገደብ ገደብ.
  - (c) [R] ወቅት ገደብ ገደብ.
6. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ለ ወቅት ገደብ ገደብ.
  - (c) [R] ወቅት ገደብ ገደብ.
7. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ለ ወቅት ገደብ ገደብ.
  - (c) [R] ወቅት ገደብ ገደብ.
8. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ለ ወቅት ገደብ ገደብ.
  - (c) [R] ወቅት ገደብ ገደብ.
9. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ለ ወቅት ገደብ ገደብ.
  - (c) [R] ወቅት ገደብ ገደብ.
10. **ወቅት** ገደብ.
  - (a) [D→R] ወቅት ገደብ ገደብ?
  - (b) [R] ii, ወቅት ገደብ ገደብ.



1. DhWf O'hlf F'f. Df.lf.
  - (a) [D→R] Df.lf. O'hlf F'f Sg.?
  - (b) [R] ii, Df.lf O'hlf F'f Sg.?
2. DhWf O'hlf D. DB.
  - (a) [D→R] O' O'hlf D Sg.?
  - (b) [R] ii, O' O'hlf D Sg.?
3. DhWf DhYf D. DB.
  - (a) [D→R] O' DhYf D Sg.?
  - (b) [R] ii, O' DhYf D Sg.?
4. Wf JYf . DhB.
  - (a) [D→R] DhB. JYf JYf Sh.?
  - (b) [R] L DhB. JYf JYf Sh.?
  - (c) [R] DhB. JYf JYf Sh.?
5. Wf JYf . DhYf.
  - (a) [D→R] DhYf. JYf S Sh.?
  - (b) [R] L DhYf JYf S Sh.?
  - (c) [R] DhYf JYf S Sh.?
6. Wf JYf . DB.
  - (a) [D→R] DB. JYf S Sh.?
  - (b) [R] L DB. JYf S Sh.?
  - (c) [R] DB. JYf S Sh.?
7. Wf JYf . DB.
  - (a) [D→R] DB. JYf JYf S Sh.?
  - (b) [R] L DB. JYf JYf S Sh.?
  - (c) [R] DB. JYf JYf S Sh.?
8. Wf JYf S. DhB.
  - (a) [D→R] DhB. JYf O' Sh.?
  - (b) [R] L DhB. JYf O' Sh.?
  - (c) [R] DhB. JYf S Sh.?
9. Wf JYf JYf. Dh.lf.
  - (a) [D→R] Dh.lf. JYf JYf Sh.?
  - (b) [R] L Dh.lf. JYf JYf Sh.?
  - (c) [R] Dh.lf. JYf JYf Sh.?
10. Wf JYf JYf. DYf.
  - (a) [D→R] DYf. JYf O' S Sh.?
  - (b) [R] L DYf. JYf O' S Sh.?
  - (c) [R] DYf. JYf JYf S Sh.?

**Set 7**

1. Wf JYf S. Df.lf.
  - (a) [D→R] Df.lf. JYf JYf S Sh.?
  - (b) [R] L Df.lf. JYf JYf S Sh.?
  - (c) [R] Df.lf. JYf JYf S Sh.?
2. DhWf JYf H. DhGWY.
  - (a) [D→R] DhGWY. O'hlf YC Sh.?
  - (b) [R] L DhGWY O'hlf YC Sh.?
  - (c) [R] DhGWY JYf H Sh.?
3. DhWf DhYf D. DhB.
  - (a) [D→R] DhB. JYf F'f Sh.?
  - (b) [R] L DhB. JYf F'f Sh.?
  - (c) [R] DhB. JYf D S Sh.?
4. DhWf JYf . DhB.
  - (a) [D→R] O' DhYf JYf Sh.?
  - (b) [R] L O' DhYf JYf Sh.?
  - (c) [R] O' DhYf JYf Sh.?
5. DhWf O'hlf . Dh.lf.
  - (a) [D→R] O' O'hlf YC Sg.?
  - (b) [R] L O' O'hlf YC Sg.?
  - (c) [R] O' O'hlf YC Sg.?
6. DhWf O'hlf . DGWY.
  - (a) [D→R] DGWY. JYf JYf Sg.?
  - (b) [R] L DGWY JYf JYf Sg.?
  - (c) [R] DGWY O'hlf . Sg.?
7. DhWf DhYf D. DGWY.
  - (a) [D→R] DGWY. O'hlf Sg.?
  - (b) [R] L DGWY O'hlf Sg.?
  - (c) [R] DGWY DhYf D Sg.?
8. DhWf JYf . DYf.
  - (a) [D→R] O' JYf F'f Sg.?
  - (b) [R] L O' JYf F'f Sg.?
  - (c) [R] O' JYf Sg.?
9. DhWf JYf . Df.lf.
  - (a) [D→R] O' O'hlf YC Sg.?
  - (b) [R] L O' O'hlf YC Sg.?
  - (c) [R] O' O'hlf YC Sg.?

10. DhWf O'hlf f'f'f. DhBwt.  
 (a) [D→R] DhBwtA DhYsf D'to Shoth?

- (b) [R] L DhBwt DhYsf D'to v'Shoth.  
 (c) [R] DhBwt O'hlf f'f'f Shoth.

**Set 8**

1. DhWf DhYsf yf. DhGWY.  
 (a) [D→R] DhGWY O'hlf D'o Shoth?  
 (b) [R] L DhGWY O'hlf D'o v'Shoth.  
 (c) [R] DhGWY DhYsf yf Shoth.
2. DhWf DhYsf hf. DhYfb.  
 (a) [D→R] i'nyoA DhYsf I'ns Shoth?  
 (b) [R] L i'nyo DhYsf I'ns v'Shoth.  
 (c) [R] i'nyo DhYsf hf Shoth.
3. DhWf O'hlf YC. DhBw.  
 (a) [D→R] i'nyo jZlf HGF Shoth?  
 (b) [R] L i'nyo jZlf HGF v'Shoth.  
 (c) [R] i'nyo O'hlf YC Shoth.
4. DhWf jZlf hf. DBw.  
 (a) [D→R] DBw DhYsf D'to SGoth?  
 (b) [R] L DBw DhYsf D'to v'SGoth.  
 (c) [R] DBw jZlf hf SGoth.
5. DhWf DhYsf yf. DBwt.  
 (a) [D→R] DBwtA jZlf G'w SGoth?  
 (b) [R] L DBwt jZlf G'w v'SGoth.

- (c) [R] DBwt DhYsf yf SGoth.
6. DhWf O'hlf YC. DBw.  
 (a) [D→R] i'nyo O'hlf HGF SGoth?  
 (b) [R] L i'nyo O'hlf HGF v'SGoth.  
 (c) [R] i'nyo O'hlf YC SGoth.
7. DhWf jZlf f'f'f. DGWY.  
 (a) [D→R] i'nyoA DhYsf D'o SGoth?  
 (b) [R] L i'nyo DhYsf D'o v'SGoth.  
 (c) [R] i'nyo jZlf f'f'f SGoth.
8. O'lyf I'ns. DhBw D' DhYfb.  
 (a) [D→R] O'lyoA O'lyf I'ns O'hoth?  
 (b) [R] ii, O'lyo O'lyf I'ns O'hoth.
9. DYsf YC. DhBwt D' DhGWY.  
 (a) [D→R] i'nyo DYsf YC O'hoth?  
 (b) [R] ii, i'nyo DYsf YC O'hoth.
10. DYsf hf. DBwt D' DBw.  
 (a) [D→R] i'nyo DYsf hf O'hoth?  
 (b) [R] ii, i'nyo DYsf hf O'hoth.

**Set 9**

1. O'lf yf. DGWY D' DYfb.  
 (a) [D→R] i'nyoA O'lf yf O'hoth?  
 (b) [R] ii, i'nyo O'lf yf O'hoth.
2. O'lyf G'w. DhBwt D' Dhflf.  
 (a) [D→R] O'lyoA O'lyf yf O'hoth?  
 (b) [R] L O'lyo O'lyf yf G'hoth.  
 (c) [R] O'lyo O'lyf G'w O'hoth.
3. O'lf I'ns. DhBw D' DhYfb.  
 (a) [D→R] i'nyo O'lf hf O'hoth?  
 (b) [R] L i'nyo O'lf hf G'hoth.  
 (c) [R] i'nyo O'lf I'ns O'hoth.
4. DYsf D'o. Dhflf D' DYfb.  
 (a) [D→R] i'nyoA DYsf YC O'hoth?

- (b) [R] L i'nyo DYsf YC G'hoth.  
 (c) [R] i'nyo DYsf D'o O'hoth.
5. O'lyf I'ns. DBwt D' DBw.  
 (a) [D→R] O'lyoA O'lyf f'f'f O'hoth?  
 (b) [R] L O'lyo O'lyf f'f'f G'hoth.  
 (c) [R] O'lyo O'lyf I'ns O'hoth.
6. DhWf DhYsf D'o. DhBw D' Dhflf.  
 (a) [D→R] i'nyo DhYsf D'o Shoth?  
 (b) [R] ii, i'nyo DhYsf D'o Shoth.
7. DhWf jZlf G'w. DhBwt D' DhGWY.  
 (a) [D→R] i'nyoA jZlf G'w Shoth?  
 (b) [R] ii, i'nyo jZlf G'w Shoth.
8. DhWf O'hlf YC. DGWY D' DYfb.  
 (a) [D→R] O'lyoA O'hlf YC Shoth?

- (b) [R] ii, ጮሃ ማከብያ ሃር ስከፊት.
- 9. ልከወቅ ልከሃያቸ ልከቀፅ. ልከብያ ልከ ልከፀፅ.
  - (a) [D→R] ገጠሃፀጠ ልከሃያቸ ልከቀፅ ስከፊት?
  - (b) [R] ii, ገጠሃፀ ልከሃያቸ ልከቀፅ ስከፊት.

- 10. ልከወቅ ልከሂቸ ልከፈፈ. ልከፀፀፀ ልከ ልከፈፈ.

  - (a) [D→R] ገጠሃፀጠ ልከሂቸ ልከቀፅ ስከፊት?
  - (b) [R] ለ ገጠሃፀ ልከሂቸ ልከቀፅ ስከፊት.
  - (c) [R] ገጠሃፀ ልከሂቸ ልከፈፈ ስከፊት.

**Set 10**

- 1. ልከወቅ ልከብያ ልከቀፅ. ልከፀፀ ልከ ልከብያ.
  - (a) [D→R] ገጠሃፀጠ ልከብያ ልከ ልከቀፅ ስከፊት?
  - (b) [R] ለ ገጠሃፀ ልከብያ ልከ ልከቀፅ ስከፊት.
  - (c) [R] ገጠሃፀ ልከብያ ልከቀፅ ስከፊት.
- 2. ልከወቅ ልከሃያቸ ልከፈፈ. ልከብያ ልከ ልከቀፅ.
  - (a) [D→R] ገጠሃፀ ልከሂቸ ልከ ስከፊት?
  - (b) [R] ለ ገጠሃ ልከሂቸ ልከ ስከፊት.
  - (c) [R] ገጠሃ ልከሃያቸ ልከፈፈ ስከፊት.
- 3. ልከወቅ ልከሂቸ ልከፈፈ. ልከፈፈ ልከ ልከፀፀ.
  - (a) [D→R] ገጠሃፀጠ ልከሃያቸ ልከ ስከፊት?
  - (b) [R] ለ ገጠሃፀ ልከሃያቸ ልከ ስከፊት.
  - (c) [R] ገጠሃፀ ልከሂቸ ልከፈፈ ስከፊት.
- 4. ልከወቅ ልከብያ ልከፈፈ. ልከፀፀፀ ልከ ልከቀፅ.
  - (a) [D→R] ገጠሃፀጠ ልከብያ ልከ ልከፈፈ ስከፊት?
  - (b) [R] ለ ገጠሃ ልከብያ ልከ ልከፈፈ ስከፊት.
  - (c) [R] ገጠሃ ልከብያ ልከ ስከፊት.
- 5. ልከወቅ ልከሃያቸ ልከፈፈ. ልከፀፀ ልከ ልከፈፈ.
  - (a) [D→R] ገጠሃፀ ልከሃያቸ ልከ ልከፈፈ ስከፊት?
  - (b) [R] ለ ገጠሃ ልከሃያቸ ልከ ልከፈፈ ስከፊት.

- (c) [R] ገጠሃ ልከሃያቸ ልከ ስከፊት.
- 6. ልከወቅ ልከብያ ልከ ልከፈፈ. ልከፀፀፀ ልከ ልከቀፅ.
  - (a) [D→R] ገጠሃፀጠ ልከሂቸ ልከፈፈ ስከፊት?
  - (b) [R] ለ ገጠሃፀ ልከሂቸ ልከፈፈ ስከፊት.
  - (c) [R] ገጠሃፀ ልከብያ ልከ ልከፈፈ ስከፊት.
- 7. ልከወቅ ልከሂቸ ልከፈፈ. ልከፀፀፀ ልከ ልከፀፀ.
  - (a) [D→R] ገጠሃፀጠ ልከብያ ልከ ልከፈፈ ስከፊት?
  - (b) [R] ለ ገጠሃፀ ልከብያ ልከ ልከፈፈ ስከፊት.
  - (c) [R] ገጠሃፀ ልከሂቸ ልከፈፈ ስከፊት.
- 8. ልከ ልከፈፈ.
  - (a) [D→R] ለ ልከፈፈ ልከፈፈ ስከፊት?
  - (b) [R] ii, ልከ ልከፈፈ.
- 9. ልከወቅ ልከፈፈ.
  - (a) [D→R] ለ ልከፈፈ ልከፈፈ ስከፊት?
  - (b) [R] ii, ልከ ልከፈፈ ስከፊት.
- 10. ልከ ልከፈፈ.
  - (a) [D→R] ለ ልከፈፈ ልከፈፈ ስከፊት?
  - (b) [R] ለ ልከፈፈ ልከፈፈ ስከፊት.
  - (c) [R] ልከፈፈ ልከፈፈ ስከፊት.

**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. ልከፈፈ.
  - (a) ልከፈፈ ልከፈፈ. ለ ልከፈፈ ልከፈፈ.
  - (b) ለ ልከፈፈ ልከፈፈ. ልከፈፈ ልከፈፈ.
- 2. ልከፈፈ.
  - (a) ልከፈፈ ልከፈፈ. ለ ልከፈፈ ልከፈፈ.
  - (b) ለ ልከፈፈ ልከፈፈ. ልከፈፈ ልከፈፈ.
- 3. ልከፈፈ.
  - (a) ልከፈፈ ልከፈፈ. ለ ልከፈፈ ልከፈፈ.

- (a) ልከፈፈ ልከፈፈ. ለ ልከፈፈ ልከፈፈ.
- (b) ለ ልከፈፈ ልከፈፈ. ልከፈፈ ልከፈፈ.
- 4. ልከፈፈ.
  - (a) ልከፈፈ ልከፈፈ. ለ ልከፈፈ ልከፈፈ.
  - (b) ለ ልከፈፈ ልከፈፈ. ልከፈፈ ልከፈፈ.
- 5. ልከ ልከፈፈ.
  - (a) ልከፈፈ ልከፈፈ. ለ ልከፈፈ ልከፈፈ.

- (b) ለ ጋህሮጋ ሕሊሃቶ. ጋህሮጋ ፍጭ.
- 6. ልክሃቶ ክፀ.
  - (a) ክፀ ሊሃፀቶ. ለ ክፀ ሕጋጭፀቶ.
  - (b) ለ ክፀ ሕሊሃፀቶ. ክፀ ፍጭፀቶ.
- 7. ልሃፍቶ ኩጤፍ.

- (a) ልሃፍቶ ኩጤፍ ልሃፀቶ. ለ ልሃፍቶ ኩጤፍ ጭፀቶ.
- (b) ለ ልሃፍቶ ኩጤፍ ሕሃፀቶ. ልሃፍቶ ኩጤፍ ጭፀቶ.
- 8. ዐረሃቶ ላፀ.
  - (a) ዐረሃቶ ላፀ ልሃቶ. ለ ዐረሃቶ ላፀ ሕጭፀቶ.
  - (b) ለ ዐረሃቶ ላፀ ሕሃቶ. ዐረሃቶ ላፀ ጭፀቶ.

**Set 2**

- 1. ሃቶ ሃፍቶ ፍፀ.
  - (a) ሃፍቶ ፍፀ ሊሃቶ. ለ ሃፍቶ ፍፀ ሕጋጭፀቶ.
  - (b) ለ ሃፍቶ ፍፀ ሕሊሃቶ. ሃፍቶ ፍፀ ፍጭፀቶ.
- 2. ልክሃቶ ልክሃፍቶ ጭፀ.
  - (a) ልክሃፍቶ ጭፀ ሊሃፀቶ. ለ ልክሃፍቶ ጭፀ ሕጋጭፀቶ.
  - (b) ለ ልክሃፍቶ ጭፀ ሕሊሃፀቶ. ልክሃፍቶ ጭፀ ፍጭፀቶ.
- 3. ልክግሃሃ [blind-folded]
  - (a) [D] ፀ ልክግሃሃ, ቶጋጋጭጭጭፀ?
  - (b) [R] ለ ልክግሃሃ ሕይሃጋጭጭጭፀ.
- 4. ልፀፀፀፀፀ [blind-folded]
  - (a) [D] ፀ ልፀፀፀፀፀ, ጋጋጋጭጭጭፀ?
  - (b) [R] ለ ልፀፀፀፀፀ ሕሃሃጋጭጭጭፀ.

- 5. ልክክጊፍ [not-blind-folded]
  - (a) [D] ፀ ልክክጊፍ, ቶጋጋጭጭጭፀ?
  - (b) [R] ii, ልክክጊፍ ይሃሃጋጭጭጭፀ.
- 6. ልጋሃሃ [not-blind-folded]
  - (a) [D] ፀ ልጋሃሃ, ጋጋጋጭጭጭፀ?
  - (b) [R] ii, ልጋሃሃ ልሃሃጋጭጭጭፀ.
- 7. ቶፀቶ. ✓ ልክፀፀ. ✗ ልክሃቶፀ. ጤሃፀ.
  - (a) ልክፀፀ ቶፀቶ ዐክፀቶ. ጤሃፀ ቶፀቶ ዐክፀቶ.
  - (b) ለ ልክሃቶፀ ቶፀቶ ጭክፀቶ. ለ ጤሃፀ ቶፀቶ ጭክፀቶ.
- 8. ሃጋቶ. ✓ ልፀፀፀፀፀ. ✗ ልፀፀፀ. ጤሃሃ.
  - (a) ልፀፀፀፀፀ ሃጋቶ ዐጋጭፀቶ. ጤሃሃ ሃጋቶ ዐጋጭፀቶ.
  - (b) ለ ልፀፀፀ ሃጋቶ ጋጋጭፀቶ. ለ ጤሃሃ ሃጋቶ ጋጋጭፀቶ.

**Set 3**

- 1. ሃጋ. ✓ ልክጊፍ. ✗ ልሃቶፀ. ጤሃሃ.
  - (a) ልክጊፍ ሃጋ ዐጋጭፀቶ. ጤሃሃ ሃጋ ዐጋጭፀቶ.
  - (b) ለ ልሃቶፀ ሃጋ ጋጋጭፀቶ. ለ ጤሃሃ ሃጋ ጋጋጭፀቶ.
- 2. ዐፀ. ✓ ልክፀፀፀፀፀ. ✗ ልክክጊፍ. ጤሃፀ.
  - (a) ልክፀፀፀፀፀ ዐፀ ዐክፀቶ. ጤሃፀ ዐፀ ዐክፀቶ.
  - (b) ለ ልክክጊፍ ዐፀ ጭክፀቶ. ለ ጤሃፀ ዐፀ ጭክፀቶ.
- 3. ሃፀጋ. ✓ ልክፀፀ. ✗ ልክጋሃሃ. ጤሃሃ.
  - (a) ልክፀፀ ሃፀጋ ዐክፀቶ. ጤሃሃ ሃፀጋ ዐክፀቶ.
  - (b) ለ ልክጋሃሃ ሃፀጋ ጭክፀቶ. ለ ጤሃሃ ሃፀጋ ጭክፀቶ.
- 4. ላፀ. ✓ ልጋሃሃ. ✗ ልፀፀፀ. ጤሃሃ.
  - (a) ልጋሃሃ ላፀ ዐክፀቶ. ጤሃሃ ላፀ ዐክፀቶ.
  - (b) ለ ልፀፀፀ ላፀ ጭክፀቶ. ለ ጤሃሃ ላፀ ጭክፀቶ.

- 5. ዐፀ. ✓ ልጋሃሃ. ✗ ልሃቶፀ. ጤሃሃ.
  - (a) ልጋሃሃ ዐፀ ዐክፀቶ. ጤሃሃ ዐፀ ዐክፀቶ.
  - (b) ለ ልሃቶፀ ዐፀ ጭክፀቶ. ለ ጤሃሃ ዐፀ ጭክፀቶ.
- 6. ሃቶ ላፀ. ✓ ልክፀፀፀፀፀ. ✗ ልክክጊፍ. ጤሃፀ.
  - (a) ልክፀፀፀፀፀ ላፀ ሃክፀቶ. ጤሃፀ ላፀ ሃክፀቶ.
  - (b) ለ ልክክጊፍ ላፀ ሕሃክፀቶ. ለ ጤሃፀ ላፀ ሕሃክፀቶ.
- 7. ሃቶ ዐፀ. ✓ ልክፀፀ. ✗ ልክሃቶፀ. ጤሃሃ.
  - (a) ልክፀፀ ዐፀ ሃክፀቶ. ጤሃሃ ዐፀ ሃክፀቶ.
  - (b) ለ ልክሃቶፀ ዐፀ ሕሃክፀቶ. ለ ጤሃሃ ዐፀ ሕሃክፀቶ.
- 8. ሃቶ ጋህሮጋ. ✓ ልክጊፍ. ✗ ልፀፀፀ. ጤሃሃ.
  - (a) ልክጊፍ ጋህሮጋ ሃክፀቶ. ጤሃሃ ጋህሮጋ ሃክፀቶ.
  - (b) ለ ልፀፀፀ ጋህሮጋ ሕሃክፀቶ. ለ ጤሃሃ ጋህሮጋ ሕሃክፀቶ.

**Set 4**

1. **Wፍ ሰሪ. ✓ DBጠጠፕ. X DYፑፅ. ጫፀ.**
  - (a) DBጠጠፕ ሰሪ ስፑ. ጫፀ ሰሪ ስፑ.
  - (b) ለ DYፑፅ ሰሪ ህፅፑ. ለ ጫፀ ሰሪ ህፅፑ.
2. **Wፍ ባፀ. X DhBጠጠፕ. ✓ DhGፒ. ጫፀ.**
  - (a) DhGፒ ባፀ ስፑ. ጫፀ ባፀ ስፑ.
  - (b) ለ DhBጠጠፕ ባፀ ህፅፑ. ለ ጫፀ ባፀ ህፅፑ.
3. **Wፍ ግሪ. X DhBፀ. ✓ Dhፍገፍ. ፀጫ.**
  - (a) Dhፍገፍ ግሪ ስፑ. ፀጫ ግሪ ስፑ.
  - (b) ለ DhBፀ ግሪ ህፅፑ. ለ ፀጫ ግሪ ህፅፑ.
4. **Wፍ ገዞፕ. X DGፒ. ✓ DBፀ. ጫፀ.**
  - (a) DBፀ ገዞፕ ስፑ. ጫፀ ገዞፕ ስፑ.
  - (b) ለ DGፒ ገዞፕ ህፅፑ. ለ ጫፀ ገዞፕ ህፅፑ.

5. **Wፍ ሰሪ. X DBጠጠፕ. ✓ DYፑፅ. ጫፀ.**
  - (a) DYፑፅ ሰሪ ስፑ. ጫፀ ሰሪ ስፑ.
  - (b) ለ DBጠጠፕ ሰሪ ህፅፑ. ለ ጫፀ ሰሪ ህፅፑ.
6. **DhWፑ ልፀ. ✓ DhBጠጠፕ. X DhYፑፅ. ጫፀ.**
  - (a) DhBጠጠፕ ልፀ ስፑ. ጫፀ ልፀ ስፑ.
  - (b) ለ DhYፑፅ ልፀ ህፅፑ. ለ ጫፀ ልፀ ህፅፑ.
7. **DhWፑ ራፑሪ. ✓ DhBፀ. X DhGፒ. ጫፀ.**
  - (a) DhBፀ ራፑሪ ስፑ. ጫፀ ራፑሪ ስፑ.
  - (b) ለ DhGፒ ራፑሪ ህፅፑ. ለ ጫፀ ራፑሪ ህፅፑ.
8. **DhWፑ ልፀ. ✓ Dፍገፍ. X DBፀ. ጫፀ.**
  - (a) Dፍገፍ ልፀ ስፑ. ጫፀ ልፀ ስፑ.
  - (b) ለ DBፀ ልፀ ህፅፑ. ለ ጫፀ ልፀ ህፅፑ.

**Set 5**

1. **DhWፑ ሳዞ. ✓ Dፍገፍ. X DYፑፅ. ጫፀ.**
  - (a) Dፍገፍ ሳዞ ስፑ. ጫፀ ሳዞ ስፑ.
  - (b) ለ DYፑፅ ሳዞ ህፅፑ. ለ ጫፀ ሳዞ ህፅፑ.
2. **DhWፑ ሃር. X DhBጠጠፕ. ✓ DhGፒ. ፀጫ.**
  - (a) DhGፒ ሃር ስፑ. ፀጫ ሃር ስፑ.
  - (b) ለ DhBጠጠፕ ሃር ህፅፑ. ለ ፀጫ ሃር ህፅፑ.
3. **DhWፑ ራሪ. X DhBጠጠፕ. ✓ DhYፑፅ. ጫፀ.**
  - (a) DhYፑፅ ራሪ ስፑ. ጫፀ ራሪ ስፑ.
  - (b) ለ DhBጠጠፕ ራሪ ህፅፑ. ለ ጫፀ ራሪ ህፅፑ.
4. **DhWፑ ፑፑፑ. X DGፒ. ✓ DYፑፅ. ጫፀ.**
  - (a) DYፑፅ ፑፑፑ ስፑ. ጫፀ ፑፑፑ ስፑ.
  - (b) ለ DGፒ ፑፑፑ ህፅፑ. ለ ጫፀ ፑፑፑ ህፅፑ.
5. **DhWፑ ፍፍፍ. X DBጠጠፕ. ✓ DBፀ. ጫፀ.**
  - (a) DBፀ ፍፍፍ ስፑ. ጫፀ ፍፍፍ ስፑ.

- (b) ለ DBጠጠፕ ፍፍፍ ህፅፑ. ለ ጫፀ ፍፍፍ ህፅፑ.
6. **ግገፍ ልፀ. ✓ DhBፀ. X Dhፍገፍ. ፀጫ**
  - (a) DhBፀ ግገፍ ልፀ ስፑ. ፀጫ ግገፍ ልፀ ስፑ.
  - (b) ለ Dhፍገፍ ግገፍ ልፀ ስፑ. ለ ፀጫ ግገፍ ልፀ ስፑ.
7. **ግገፍ ሃፍፍ. ✓ DhBፀ. X DhGፒ. ጫፀ**
  - (a) DhBፀ ግገፍ ሃፍፍ ስፑ. ጫፀ ግገፍ ሃፍፍ ስፑ.
  - (b) ለ DhGፒ ግገፍ ሃፍፍ ስፑ. ለ ጫፀ ግገፍ ሃፍፍ ስፑ.
8. **ግገፍ ራፑሪ. ✓ DGፒ. X DBፀ. ፀጫ**
  - (a) DGፒ ግገፍ ራፑሪ ስፑ. ፀጫ ግገፍ ራፑሪ ስፑ.
  - (b) ለ DBፀ ግገፍ ራፑሪ ስፑ. ለ ፀጫ ግገፍ ራፑሪ ስፑ.

**Set 6**

1. **ግገፍ ስፑ. ✓ DBጠጠፕ. X DYፑፅ. ጫፀ**
  - (a) DBጠጠፕ ግገፍ ስፑ ስፑ. ጫፀ ግገፍ ስፑ ስፑ.
  - (b) ለ DYፑፅ ግገፍ ስፑ ስፑ. ለ ጫፀ ግገፍ ስፑ ስፑ.
2. **ግገፍ ሰሪ. ✓ DhBጠጠፕ. X DhYፑፅ. ጫፀ.**

- (a) DhBጠጠፕ ግገፍ ሰሪ ስፑ. ጫፀ ግገፍ ሰሪ ስፑ.
- (b) ለ DhYፑፅ ግገፍ ሰሪ ስፑ. ለ ጫፀ ግገፍ ሰሪ ስፑ.
3. **ግገፍ ግሪ. ✓ DhBጠጠፕ. X Dhፍገፍ. ፀጫ.**
  - (a) DhBጠጠፕ ግገፍ ግሪ ስፑ. ፀጫ ግገፍ ግሪ ስፑ.







## DəVĦT 20

# WĦƏAƏĦT DŖĦTƏĦ

### ŖĦĦƏT DŖWĦT (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”.

### ĦAĦƏ (Read them)

**TY** [i<sup>4</sup>gi] “Is.” ☞ *Is now or was just now.*

**TŖ** [i<sup>4</sup>ga] “Is.” ☞ *Now and ongoing.*

**ĦT** [ge<sup>1</sup>so<sup>3</sup>ʔi] “Is.” ☞ *Usually, habitually, or on certain occasions.*

**ĦRT** [ge<sup>1</sup>sv<sup>23</sup>ʔi] “Being.”

**ĦRY** [ge<sup>1</sup>sv<sup>23</sup>gi] “Was being.” ☞ *With personal knowledge, or consciousness.*

**ĦT** [ge<sup>1</sup>se<sup>3</sup>ʔi] “Was being.” ☞ *Without personal knowledge, or consciousness.*

**ĦĦT** [ge<sup>1</sup>hv<sup>23</sup>ʔi] “Been (a while ago).”

**ĦĦY** [ge<sup>1</sup>hv<sup>23</sup>gi] “Was (a while ago).” ☞ *With personal knowledge, or consciousness.*

**ĦĦT** [ge<sup>1</sup>he<sup>3</sup>ʔi] “Was (a while ago).” ☞ *Without personal knowledge, or consciousness.*

**ĦĦƏĦ** [ge<sup>1</sup>se<sup>3</sup>sdi] “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 (-v<sup>23</sup>i) 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 (-v<sup>23</sup>gi) ending. In English we indicate this by phrases such as “I know for a fact that ...”.

“Without personal knowledge” is indicated by the -RT (-e<sup>23</sup>ʔi) ending. In English we indicate this by phrases such as “Reportedly ...”, “Supposedly ...”.

“Usually” is indicated by the -ŖT (-o<sup>3</sup>ʔi) ending. In English we indicate this by phrases such as “Usually ...”, “Often ...”.

“Will be” is indicated by the -RƏĦ (-e<sup>3</sup>sdi) 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 *ᐅ* and *ᐃ*- to create the standard not forms:

**ᐅ ᐃᐃ** [hla yi<sup>4</sup>gi] “Isn’t.”

**ᐅ ᐃᐃᐅᐅ** [hla yi<sup>2</sup>ge<sup>1</sup>hv<sup>23</sup>zi] “Had not been (a while ago).”

**ᐅ ᐃᐃ** [hla yi<sup>4</sup>ga] “Isn’t.”

**ᐅ ᐃᐃᐅᐅ** [hla yi<sup>2</sup>ge<sup>1</sup>he<sup>3</sup>zi] “Wasn’t (a while ago).” *ᐃᐃ Without personal knowledge, or consciousness.*

**ᐅ ᐃᐃᐅᐅ** [hla yi<sup>2</sup>ge<sup>1</sup>so<sup>3</sup>zi] “Isn’t usually.”

**ᐅ ᐃᐃᐅᐅᐅ** [hla yi<sup>2</sup>ge<sup>1</sup>se<sup>3</sup>sdi] “Will not be being.”

**ᐅ ᐃᐃᐅᐅ** [hla yi<sup>2</sup>ge<sup>1</sup>se<sup>3</sup>zi] “Wasn’t being.” *ᐃᐃ Without personal knowledge, or consciousness.*

*ᐃᐃ When using the ᐃ- 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

### ᐅᐃ

- ᐃᐅ ᐅᐅᐅ ᐃᐃᐅ ᐅᐃ. “This person is good.” or “This person just now was good.”
  - ᐃᐅ ᐅᐅᐅ ᐃᐃᐅ. “This person is good.”
- ᐅ ᐅᐅᐅ ᐅᐅᐅ ᐅᐃ. “That person is bad.” or “That person just now was bad.”
  - ᐅ ᐅᐅᐅ ᐅᐅᐅᐅ. “That person is bad.”
- ᐅᐅᐅᐅᐅ ᐅᐅ ᐅᐃ. “Cherokee people are here.” or “Cherokee people were just here.”
  - ᐅᐅᐅᐅᐅ ᐅᐅ. “Cherokee people are here.”
- ᐃᐃᐅ ᐅᐃ. “It is good.” or “It just now was good.”
  - ᐃᐃᐅ “It is good.”

*ᐃᐃ The word “ᐅᐃ” is rarely spoken or written.*

### ᐅ ᐃᐃ

- ᐃᐅ ᐅᐅᐅᐅ. “This is an English person.”
  - ᐃᐅ ᐅ ᐅᐅᐅᐅ ᐃᐃ. “This is not an English person.”
- ᐅᐅᐅ ᐅᐅ ᐅᐅ. “There are four here.”
  - ᐅ ᐅᐅᐅ ᐅᐅ ᐃᐃ. “There aren’t four here.” or “Just now there weren’t four here.”
- ᐅᐅᐅᐅᐅᐅ. “It is only the Cherokee people.”
  - ᐅᐅᐅᐅ ᐅᐅᐅᐅᐅ ᐃᐃ. “It is not only the Cherokee people.” *ᐃᐃ Notice how the “-ᐅ” was add to “ᐅᐅ” to form “not only”?*
- ᐅ ᐃᐃᐅ ᐃᐃ. ᐅᐅᐅ. “It is not good. It is bad.”
  - ᐅ ᐅᐅ ᐃᐃ. ᐃᐃᐅ. “It is not bad. It is good.”

### ᐅᐅ

- ᐃᐅ ᐅᐅᐅ ᐃᐃᐅ ᐅᐅ. “This person is good.” - *An ongoing goodness.*
- ᐅ ᐅᐅᐅ ᐅᐅᐅ ᐅᐅ. “That person is bad.” - *An ongoing badness.*

- DhGwY Dh T\$. “Cherokee people are here.” - *An ongoing habitation of “here”.*
- ወሌ T\$. “It is good.” - *It is an ongoing good.*

**FHT**

- ለD DBፀ ወሌ FHT. “This person is often being good.” ፻ This does not mean the person isn’t bad sometimes.
- ፀ DBፀ ዐን FHT “That person is often being bad.” ፻ This does not mean the person isn’t good sometimes.
- DhGwY Dh FHT. “Cherokee people are often here.” ፻ This does not mean they are always here.
- Gh ዐን ሌቶ ቶፀD ዐን FHT. “If John is bad Maria is usually bad.” ፻ This is an example of “on certain occasions”.

**FRY**

- ለD DBፀ ወሌ FRY. “This person was being good.”
- ፀ DBፀ ዐን FRY. “That person was being bad.”

**F4T**

- ለD DBፀ ወሌ F4T. “Reportedly this person was being good.”
- ፀ DBፀ ዐን F4T. “Supposedly that person was being bad.”

**FፄY**

- ለD DBፀ ወሌ FፄY. “This person was good a while ago.”
- ፀ DBፀ ዐን FፄY. “That person was bad a while ago.”
- Dh DhGwY FፄY. “Cherokee people were here a while ago.”

**FፆT**

- ለD DBፀ ወሌ FፆT. “Reportedly this person was good a while ago.”
- ፀ DBፀ ዐን FፆT. “Supposedly that person was bad a while ago.”

**F4ፌJ**

- ለD DBፀ ወሌ F4ፌJ. “This person will be good.”
- ፀ DBፀ ዐን F4ፌJ “That person will be bad.”
- Dh DhGwY F4ፌJ “Cherokee people will be here.”
- ወሌ F4ፌJ. “It will be good.”

**hWፀፆ (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] ህልዘቱ ወሳኝ የፋሽጋጊ.

“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] ህልዘቱ ወሳኝ.

Only “R” looks at the cards.

“R” says to “T”: It’s a blue rock.

(d) [T→ፊ] ህልዘቱ ወሳኝ.

“T” says to “ፊ”: It’s a blue rock.

(e) [D] ← cards [R].

“D” retrieves the cards from “R”.

(f) [D→R] የፍ.

“D” says to “R”: Alright.

(g) [R→T] ህልዘቱ ወሳኝ የጸሃ.

“R” says to “T”: It was a blue rock.

(h) [T→ፊ] ህልዘቱ ወሳኝ የፋፒ.

“T” says to “ፊ”: Reportedly it was a blue rock.

2. [D→R] ከሕሳብ.

“D” says to “R”: Just you.

(a) [D→R] ዐገገጽ ገሮ የፋሽጋጊ.

“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] ዐገገጽ ገሮ.

Only “R” looks at the cards.

“R” says to “T”: It’s a white acorn.

(d) [T→ፊ] ዐገገጽ ገሮ.

“T” says to “ፊ”: It’s a white acorn.

(e) [D] ← cards [R].

“D” retrieves the cards from “R”.

(f) [D→R] ቶ ገጽ.

“D” says to “R”: Another day. (To indicate a day’s passing.)

(g) [R→T] ዐገገጽ ገሮ የፊሃ.

“R” says to “T”: It was a white acorn a while ago.

(h) [T→ፊ] ዐገገጽ ገሮ የፋፒ.

“T” says to “ፊ”: Reportedly it was a white acorn a while ago.

3. ጤቶሽ, የሾዮ, ወሳኝ, ባፀ.

“D” places a wolf card, a horse card, a rock card, and a potato card in a row.

(a) [D→R] ወሳኝ ሕዳሽ ለ ባፀ ሕዳሽፒፒ.

“D” says to “R”: If there is a rock, there isn’t a potato.

(b) ✗ ባፀ.

“R” turns the potato card over to indicate it doesn’t belong.



## 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→R] ከሕሳብ.

- (a) [D→R] DLGHF ማለፍ ለጥያቄ ያደርገውልኝ።
- (b) [D] cards → [R].
- (c) [R→T] DLGHF ማለፍ ለጥያቄ ያደርገውልኝ።
- (d) [T→ጥ] DLGHF ማለፍ ለጥያቄ ያደርገውልኝ።
- (e) [D] ← cards [R].
- (f) [D→R] ደገ።
- (g) [R→T] DLGHF ማለፍ ለጥያቄ ያደርገውልኝ።
- (h) [T→ጥ] DLGHF ማለፍ ለጥያቄ ያደርገውልኝ።

2. [D→R] ከሕሳብ.

- (a) [D→R] ማለፍ ለጥያቄ ያደርገውልኝ።
- (b) [D] cards → [R].
- (c) [R→T] ማለፍ ለጥያቄ ያደርገውልኝ።
- (d) [T→ጥ] ማለፍ ለጥያቄ ያደርገውልኝ።
- (e) [D] ← cards [R].
- (f) [D→R] ደገ።
- (g) [R→T] ማለፍ ለጥያቄ ያደርገውልኝ።
- (h) [T→ጥ] ማለፍ ለጥያቄ ያደርገውልኝ።

3. [D→R] ከሕሳብ.

- (a) [D→R] DLGHF ለጥያቄ ያደርገውልኝ።
- (b) [D] cards → [R].
- (c) [R→T] DLGHF ለጥያቄ ያደርገውልኝ።
- (d) [T→ጥ] DLGHF ለጥያቄ ያደርገውልኝ።
- (e) [D] ← cards [R].
- (f) [D→R] ደገ።
- (g) [R→T] DLGHF ለጥያቄ ያደርገውልኝ።
- (h) [T→ጥ] DLGHF ለጥያቄ ያደርገውልኝ።

4. [D→R] ከሕሳብ.

- (a) [D→R] ለጥያቄ ያደርገውልኝ።
- (b) [D] cards → [R].
- (c) [R→T] ለጥያቄ ያደርገውልኝ።

(d) [T→ጥ] ለጥያቄ ያደርገውልኝ።

(e) [D] ← cards [R].

(f) [D→R] ደገ።

(g) [R→T] ለጥያቄ ያደርገውልኝ።

(h) [T→ጥ] ለጥያቄ ያደርገውልኝ።

5. [D→R] ከሕሳብ.

(a) [D→R] ለጥያቄ ያደርገውልኝ።

(b) [D] cards → [R].

(c) [R→T] ለጥያቄ ያደርገውልኝ።

(d) [T→ጥ] ለጥያቄ ያደርገውልኝ።

(e) [D] ← cards [R].

(f) [D→R] ተገኝ።

(g) [R→T] ለጥያቄ ያደርገውልኝ።

(h) [T→ጥ] ለጥያቄ ያደርገውልኝ።

6. [D→R] ከሕሳብ.

(a) [D→R] ለጥያቄ ያደርገውልኝ።

(b) [D] cards → [R].

(c) [R→T] ለጥያቄ ያደርገውልኝ።

(d) [T→ጥ] ለጥያቄ ያደርገውልኝ።

(e) [D] ← cards [R].

(f) [D→R] ተገኝ።

(g) [R→T] ለጥያቄ ያደርገውልኝ።

(h) [T→ጥ] ለጥያቄ ያደርገውልኝ።

7. [D→R] ከሕሳብ.

(a) [D→R] ለጥያቄ ያደርገውልኝ።

(b) [D] cards → [R].

(c) [R→T] ለጥያቄ ያደርገውልኝ።

(d) [T→ጥ] ለጥያቄ ያደርገውልኝ።

(e) [D] ← cards [R].

(f) [D→R] ተገኝ።

(g) [R→T] ለጥያቄ ያደርገውልኝ።

(h) [T→ጥ] ለጥያቄ ያደርገውልኝ።

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)  $[T \rightarrow \delta]$  ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
  - (e)  $[D] \leftarrow$  cards  $[R]$ .
  - (f)  $[D \rightarrow R]$  ት ጥያቄ.
  - (g)  $[R \rightarrow T]$  ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.
  - (h)  $[T \rightarrow \delta]$  ሊገኝ ይችላል ሆኖ ሊገኝ ይችላል.

9. ጥንቅቅ ስር.
- (a)  $[D \rightarrow R]$  ለወሰን ጥንቅቅ ስር?
  - (b)  $[R \rightarrow D]$  ii, ፀ ጥንቅቅ ስር.

- (c)  $[D]$  Cards  $\downarrow$ .
- (d)  $[D \rightarrow R]$  ደረጃ, ለወሰን ጥንቅቅ ስር ስር?
- (e)  $[R \rightarrow D]$  ii, ለወሰን ጥንቅቅ ስር ይሆናል.

10.  $[D \rightarrow R]$  ከሕሰብ.
- (a)  $[D \rightarrow R]$  ደረጃዎች ተኮሮ ሊገኝ ይችላል.
  - (b)  $[D]$  cards  $\rightarrow [R]$ .
  - (c)  $[R \rightarrow T]$  ደረጃዎች ተኮሮ.
  - (d)  $[T \rightarrow \delta]$  ደረጃዎች ተኮሮ.
  - (e)  $[D] \leftarrow$  cards  $[R]$ .
  - (f)  $[D \rightarrow R]$  ደረጃ.
  - (g)  $[R \rightarrow T]$  ደረጃዎች ተኮሮ ይሆናል.
  - (h)  $[T \rightarrow \delta]$  ደረጃዎች ተኮሮ ስር.

**Set 2**

1.  $[D \rightarrow R]$  ከሕሰብ.
- (a)  $[D \rightarrow R]$  ህላዌ ይሰጣል.
  - (b)  $[D]$  cards  $\rightarrow [R]$ .
  - (c)  $[R \rightarrow T]$  ህላዌ ይሰጣል.
  - (d)  $[T \rightarrow \delta]$  ህላዌ ይሰጣል.
  - (e)  $[D] \leftarrow$  cards  $[R]$ .
  - (f)  $[D \rightarrow R]$  ደረጃ.
  - (g)  $[R \rightarrow T]$  ህላዌ ይሰጣል ይሆናል.
  - (h)  $[T \rightarrow \delta]$  ህላዌ ይሰጣል ስር.
2. ዓይነት ስር.
- (a)  $[D \rightarrow R]$  ለወሰን ዓይነት ስር?
  - (b)  $[R \rightarrow D]$  ii, ፀ ዓይነት ስር.
  - (c)  $[D]$  Cards  $\downarrow$ .
  - (d)  $[D \rightarrow R]$  ደረጃ, ለወሰን ዓይነት ደረጃ ስር?
  - (e)  $[R \rightarrow D]$  ለወሰን ስር ደረጃ ደረጃ ስር.
3.  $[D \rightarrow R]$  ከሕሰብ.
- (a)  $[D \rightarrow R]$  ደረጃዎች ስር ሊገኝ ይችላል.
  - (b)  $[D]$  cards  $\rightarrow [R]$ .
  - (c)  $[R \rightarrow T]$  ደረጃዎች ስር.
  - (d)  $[T \rightarrow \delta]$  ደረጃዎች ስር.
  - (e)  $[D] \leftarrow$  cards  $[R]$ .
  - (f)  $[D \rightarrow R]$  ት ጥያቄ.
  - (g)  $[R \rightarrow T]$  ደረጃዎች ስር ይሆናል.
  - (h)  $[T \rightarrow \delta]$  ደረጃዎች ስር ይሆናል.
4.  $[D \rightarrow R]$  ከሕሰብ.
- (a)  $[D \rightarrow R]$  ዓይነት ደረጃ ሊገኝ ይችላል.

- (b)  $[D]$  cards  $\rightarrow [R]$ .
  - (c)  $[R \rightarrow T]$  ዓይነት ደረጃ.
  - (d)  $[T \rightarrow \delta]$  ዓይነት ደረጃ.
  - (e)  $[D] \leftarrow$  cards  $[R]$ .
  - (f)  $[D \rightarrow R]$  ት ጥያቄ.
  - (g)  $[R \rightarrow T]$  ዓይነት ደረጃ ይሆናል.
  - (h)  $[T \rightarrow \delta]$  ዓይነት ደረጃ ስር.
5. ደረጃዎች ስር.
- (a)  $[D \rightarrow R]$  ለወሰን ደረጃዎች ስር?
  - (b)  $[R \rightarrow D]$  ii, ፀ ደረጃዎች ስር.
  - (c)  $[D]$  Cards  $\downarrow$ .
  - (d)  $[D \rightarrow R]$  ደረጃ, ለወሰን ደረጃዎች ስር ስር?
  - (e)  $[R \rightarrow D]$  ለወሰን ስር ደረጃዎች ስር ይሆናል.
6. ዓይነት ስር.
- (a)  $[D \rightarrow R]$  ለወሰን ዓይነት ስር?
  - (b)  $[R \rightarrow D]$  ii, ፀ ዓይነት ስር.
  - (c)  $[D]$  Cards  $\downarrow$ .
  - (d)  $[D \rightarrow R]$  ደረጃ, ለወሰን ዓይነት ስር ስር?
  - (e)  $[R \rightarrow D]$  ii, ለወሰን ዓይነት ስር ይሆናል.
7. ደረጃዎች ስር.
- (a)  $[D \rightarrow R]$  ለወሰን ጥንቅቅ ስር ይሆናል?
  - (b)  $[R \rightarrow D]$  ፀ ስር ጥንቅቅ ስር ይሆናል.
8. ስርዎች ስር.
- (a)  $[D \rightarrow R]$  ለወሰን ስርዎች ስር?
  - (b)  $[R \rightarrow D]$  ii, ፀ ስርዎች ስር.
  - (c)  $[D]$  Cards  $\downarrow$ .
  - (d)  $[D \rightarrow R]$  ደረጃ, ለወሰን ስርዎች ስር ስር?
  - (e)  $[R \rightarrow D]$  ii, ለወሰን ስርዎች ስር ይሆናል.











**ᠢᠷᠠᠳᠢᠰᠢᠮᠤ** [ji<sup>2</sup>ya<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “I want him.”

**ᠳᠡᠰᠢᠮᠤ** [a<sup>1</sup>gwa<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “I want it.”

**ᠰᠢᠷᠠᠳᠢᠰᠢᠮᠤ** [ga<sup>2</sup>ji<sup>2</sup>ya<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “I want them-animate.”

**ᠯᠤᠰᠢᠮᠤ** [da<sup>1</sup>gwa<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “I want them-inanimate.”

**ᠳᠡᠰᠢᠮᠤ** [a<sup>1</sup>gwa<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “He wants me.”

**ᠡᠳᠢᠰᠢᠮᠤ** [gv<sup>1</sup>gwa<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “They want me.”

**ᠣᠰᠢᠮᠤ** [u<sup>1</sup>du<sup>2</sup>li<sup>3</sup>ha] “He wants him, it.”

**ᠰᠰᠢᠮᠤ** [du<sup>1</sup>du<sup>2</sup>li<sup>3</sup>ha] “He wants them.”

**ᠠᠳᠢᠰᠢᠮᠤ** [hi<sup>2</sup>ya<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “You want him.”

**ᠭᠰᠢᠮᠤ** [ja<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “You want it.”

**ᠰᠠᠷᠠᠳᠢᠰᠢᠮᠤ** [ga<sup>2</sup>hi<sup>2</sup>ya<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “You want them-animate.”

**ᠰᠭᠰᠢᠮᠤ** [de<sup>2</sup>ja<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “You want them-inanimate.”

**ᠭᠰᠢᠮᠤ** [ja<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “He wants you.”

**ᠢᠭᠰᠢᠮᠤ** [ge<sup>2</sup>ja<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “They want you.”

**ᠣᠨᠠᠳᠢᠰᠢᠮᠤ** [u<sup>1</sup>na<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “They want him, it.”

**ᠰᠣᠰᠢᠮᠤ** [du<sup>1</sup>na<sup>2</sup>du<sup>2</sup>li<sup>3</sup>ha] “They want them.”

Additional vocabulary used in the following exercises.

**ᠳᠠᠵ, ᠳᠠᠣ** [a<sup>2</sup>se<sup>3</sup>hno, a<sup>2</sup>se<sup>3</sup>hmv] “But.”

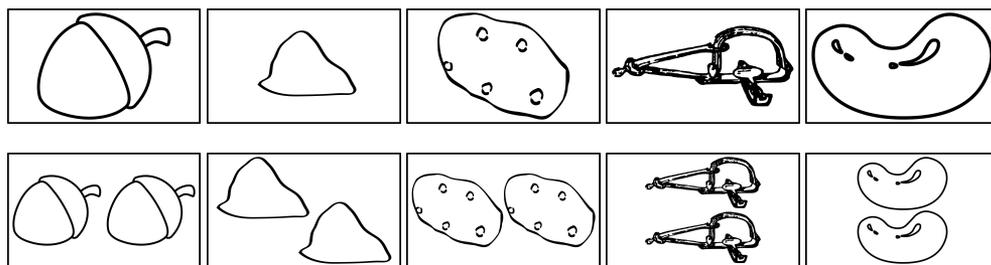
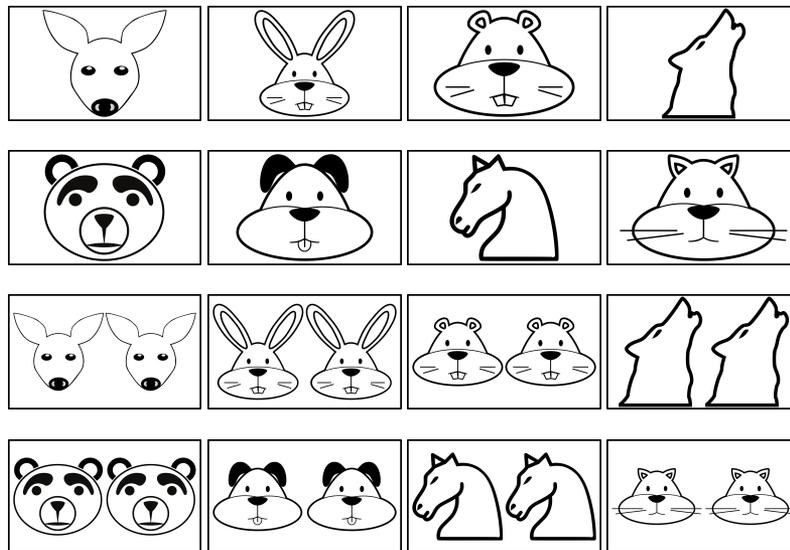
**ᠰᠠ** [ga<sup>3</sup>go<sup>2</sup>] “Who?”

**ᠭᠠᠰᠢᠭᠢᠯᠣ** [ga<sup>2</sup>sgi<sup>2</sup>lo] “A table or a chair.”

**ᠳᠢᠭᠠᠰᠢᠭᠢᠯᠣ** [di<sup>2</sup>ga<sup>2</sup>sgi<sup>2</sup>lo] “Tables. Chairs.”

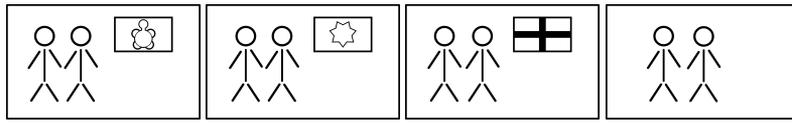
## ᠬᠠᠩᠠᠳᠤᠰᠤ (Do them)

You will need to reuse the following white cards from the previous chapter.

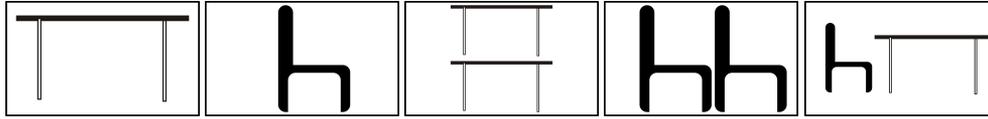


You will need to reuse the following people index cards:





You will need to add the following index cards:



Label each one on the reverse as follows: **ᑕᑎᑭᑦ, ᑕᑎᑭᑦ, ᐱᑕᑎᑭᑦ, ᐱᑕᑎᑭᑦ, ᐱᑕᑎᑭᑦ.**

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. ᑎᑕ, ᐃᑎᑭᑦ ᑭᑭ, ᑭᑭᑭ, ᑭᑭ ᑭᑭ.

“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] ᑭᑭ ᑭᑭᑭᑭᑭ.  
“D” says: I want acorns.
- (b) [R] ᑭᑭᑭ ᑭᑭᑭᑭᑭ?  
“R” confirms: You want acorns?
- (c) [D] ii.  
“D” says: Yes.
- (d) [R] ᑭᑭ, ᑭᑭ → [D]  
“R” says: Alright. Hands “D” the acorns card.
- (e) [R] ᑭᑭ ᑭᑭᑭ.  
“R” says: You have acorns.

2. ᑭᑭ, ᐃᑎᑭᑦ ᑎᑕ, ᑕᑎᑭᑦ (ᑭᑭ), ᑭᑭ ᐱᑕᑎᑭᑦ, → ᐃᑎᑭᑭᑭ.

“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] ᑎᑕ ᑭᑭᑭᑭᑭ.  
“D” points at the Cherokee card and says: They want bears.
- (b) [R] ᑎᑕᑭᑭ ᑭᑭᑭᑭᑭ?  
“R” confirms: They want bears?
- (c) [D] ii.  
“D” says: Yes.
- (d) [R] ᑭᑭ, ᑎᑕ → ᐃᑎᑭᑭᑭᑭ  
“R” says: Alright. Places bears with Cherokee.
- (e) [R] ᑎᑕ ᑭᑭᑭᑭᑭ.  
“R” says: They have bears.

3. ህገቶ, ደከሠቶ ሃር, ቆጠራ( ገገ ), ሠቶ ለቆጠራ( ገገ ገገ ), → ደሃቶ.
 

“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] ባፀ ዐቆቶ.
 

“D” points at the English card and says: He/she wants a potato.
  - (b) [R] ደፋሪ ለ ባፀ ጠሃቶ.
 

“R” says: But I don’t have a potato.
4. ህፊ ህገቶ, ደከሠቶ ደፀ.
 

“D” places a single squirrel card and a two deer card in front of themselves.

  - (a) [D] ለደ ህፊ ህገቶ. ለደ ደከሠቶ ደፀ.
 

“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] ል ል ገገቶ?
 

“D” says: Who wants you? (Who one wants you?).
  - (c) [R] ፀ ህፊ ህገቶ ደገገቶ.
 

“R” says: That one squirrel wants me.
5. ህፊ ደፀ, ደከሠቶ ደከፀ.
 

“D” places a single person card and a two people card in front of themselves.

  - (a) [D] ለደ ህፊ ደፀ. ለደ ደከሠቶ ደከፀ.
 

“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] ል ል ገገቶ?
 

“D” says: Who wants you? (Who they wants you?).
  - (c) [R] ፀ ደከሠቶ ደከፀ ደገገቶ.
 

“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. ሃር, ደከሠቶ ገገገ, ልገ, ሠቶ ለቆጠራ( ገገ ገገ ).
  - (a) [D] ደፀ ገገገቶ.
  - (b) [R] ደፋሪ ለ ደፀ ገገገቶ.
  - (c) [D] ii.
  - (d) [R] ገገ, ደከፀ → ደከፀገገ
  - (e) [R] ደከፀ ልገገ.
2. ደፀ, ደከሠቶ ደከፀ, ዐገ, ሠቶ ዐገ, → ደከፀገገ.
  - (a) [D] ደከፀ ገገገቶ.
  - (b) [R] ደከፀገገ ገገገቶ?
3. ህፊ ገፀ, ደከሠቶ ሃር.
  - (a) [D] ለደ ህፊ ገፀ. ለደ ደከሠቶ ሃር.
  - (b) [D] ል ል ገገቶ?
  - (c) [R] ፀ ደከሠቶ ሃር ደገገቶ.
4. ልገገ, ደከሠቶ ልገ, ቆጠራ( ገገ ), ሠቶ ለገገገ.
  - (a) [D] ህገቶ ገገገቶ.
  - (b) [R] ደፋሪ ለ ህገቶ ገገገቶ.

5.  $YC, DhWf\ HGF, q\theta, Wf\ q\theta, \rightarrow DhGWY.$

- (a) [D] HGF SØSf?
- (b) [R] HGFw SØSf?
- (c) [D] ii.
- (d) [R] FG, HGF  $\rightarrow DhGWY$
- (e) [R] HGF Shw.

6.  $Ff, DhWf\ D\theta, S\theta YG(\ \_ ), Wf\ J\theta.$

- (a) [D] S\theta YG DTSf?
- (b) [R] S\theta YGw GSf?
- (c) [D] ii.
- (d) [R] FG, S\theta YG  $\rightarrow [D]$
- (e) [R] S\theta YG Gf.

7.  $H\theta\ I\theta S, DhWf\ I\theta S.$

- (a) [D]  $\theta D\ H\theta\ I\theta S.$   $\theta D\ DhWf\ I\theta S.$
- (b) [D] SA FGf?
- (c) [R]  $\theta\ DhWf\ I\theta S\ ETSf.$

8.  $\theta H, DhWf\ G\theta w, H\theta J, Wf\ J\theta YG(\ \_ \_ ), \rightarrow DhYfb.$

- (a) [D] G\theta w SØSf?
- (b) [R] G\theta ww SØSf?
- (c) [D] ii.
- (d) [R] FG, G\theta w  $\rightarrow DhYfb$
- (e) [R] G\theta w Shw.

**Set 2**

1.  $HGF, DhWf\ h\theta, J\theta, Wf\ S\theta.$

- (a) [D]  $J\theta\ DTSf.$
- (b) [R]  $J\theta w\ GSf?$
- (c) [D] ii.
- (d) [R] FG,  $J\theta \rightarrow [D]$
- (e) [R]  $J\theta\ Gf.$

- (d) [R] FG,  $q\theta \rightarrow [D]$
- (e) [R]  $q\theta\ Gf.$

2.  $H\theta\ D\theta, DhWf\ \theta H.$

- (a) [D]  $\theta D\ H\theta\ D\theta.$   $\theta D\ DhWf\ \theta H.$
- (b) [D] SA FGf?
- (c) [R]  $\theta\ DhWf\ \theta H\ ETSf.$

5.  $D\theta, DhWf\ DhB\theta, O\theta, Wf\ J\theta YG(\ \_ \_ ), \rightarrow DhGWY.$

- (a) [D]  $q\theta\ O\theta Sf.$
- (b) [R]  $D\theta Z\ L\ q\theta\ w Yf.$

3.  $G\theta w, DhWf\ Ff, H\theta J, Wf\ JH\theta J, \rightarrow DhYfb.$

- (a) [D]  $S\theta\ O\theta Sf.$
- (b) [R]  $D\theta Z\ L\ S\theta\ w Yf.$

6.  $h\theta, DhWf\ Ff, S\theta YG(\ \_ ), Wf\ O\theta, \rightarrow DhB\theta w T.$

- (a) [D]  $q\theta\ SØSf.$
- (b) [R]  $D\theta Z\ L\ q\theta\ w Yf.$

4.  $DB\theta, DhWf\ G\theta w, q\theta, Wf\ J\theta YG(\ \_ \_ ).$

- (a) [D]  $q\theta\ DTSf.$
- (b) [R]  $q\theta w\ GSf?$
- (c) [D] ii.

7.  $I\theta S, DhWf\ h\theta, S\theta YG(\ \_ ), Wf\ J\theta YG(\ \_ \_ ), \rightarrow DhB\theta w T.$

- (a) [D]  $J\theta\ O\theta Sf.$
- (b) [R]  $D\theta Z\ L\ J\theta\ w Yf.$

8.  $G\theta w, DhWf\ \theta H, H\theta J, Wf\ J\theta YG(\ \_ \_ ), \rightarrow DhYfb.$

- (a) [D]  $J\theta\ SØSf.$
- (b) [R]  $D\theta Z\ L\ J\theta\ w Yf.$

**Set 3**

1.  $YC, DhWf\ YC, S\theta YG(\ \_ \_ ), Wf\ J\theta, \rightarrow DGWY.$

- (a) [D]  $J\theta\ SØSf.$
- (b) [R]  $J\theta w\ SØSf?$
- (c) [D] ii.
- (d) [R] FG,  $J\theta \rightarrow DGWY$
- (e) [R]  $J\theta\ Sf.$

2.  $H\theta\ Ff, DhWf\ D\theta.$

- (a) [D]  $\theta D\ H\theta\ Ff.$   $\theta D\ DhWf\ D\theta.$
- (b) [D] SA GSf?
- (c) [R]  $\theta\ H\theta\ Ff\ DTSf.$

3.  $HGF, DhWf\ HGF, O\theta, Wf\ JH\theta J, \rightarrow DhGWY.$

- (a) [D]  $S\theta\ SØSf.$

- (b) [R] D4Z ለ ስል ሕይወት.
4. ለህይወት, DhWf ኩላሊት, ስልጠና( ገጽ ), Wf ገጽገጽ( ገጽ ገጽ ), →Dyfb.
- (a) [D] ገጽገጽ ስልጠና.
- (b) [R] ገጽገጽ ስልጠና ስልጠና?
- (c) [D] ii.
- (d) [R] ደረጃ, ገጽገጽ →Dyfb
- (e) [R] ገጽገጽ ስልጠና.
5. ለህይወት, DhWf ስልጠና, ስልጠና, Wf ስልጠና, →DBQWT.
- (a) [D] ስልጠና ስልጠና.
- (b) [R] ስልጠና ስልጠና ስልጠና?
- (c) [D] ii.
- (d) [R] ደረጃ, ስልጠና →DBQWT
- (e) [R] ስልጠና ስልጠና.
6. ስልጠና, DhWf ስልጠና.
- (a) [D] ስልጠና ስልጠና. ስልጠና DhWf ስልጠና.

- (b) [D] ስልጠና ስልጠና?
- (c) [R] ስልጠና ስልጠና ስልጠና.
7. ስልጠና, DhWf ስልጠና, ስልጠና, Wf ገጽገጽ( ገጽ ገጽ ), →DBQWT.
- (a) [D] ገጽገጽ ስልጠና.
- (b) [R] ገጽገጽ ስልጠና ስልጠና?
- (c) [D] ii.
- (d) [R] ደረጃ, ገጽገጽ →DBQWT
- (e) [R] ገጽገጽ ስልጠና.
8. ስልጠና, DhWf ስልጠና, ስልጠና, Wf ስልጠና, →DGWY.
- (a) [D] ስልጠና ስልጠና.
- (b) [R] ስልጠና ስልጠና ስልጠና?
- (c) [D] ii.
- (d) [R] ደረጃ, ስልጠና →DGWY
- (e) [R] ስልጠና ስልጠና.

**Set 4**

1. ስልጠና DQ, DhWf ስልጠና.
- (a) [D] ስልጠና ስልጠና. ስልጠና DhWf ስልጠና.
- (b) [D] ስልጠና ስልጠና?
- (c) [R] ስልጠና ስልጠና ስልጠና.
2. DBQ, DhWf DQ, ስልጠና( ገጽ ), Wf ገጽገጽ( ገጽ ገጽ ), →Dyfb.
- (a) [D] ስልጠና ስልጠና.
- (b) [R] D4Z ለ ስልጠና ስልጠና.
3. ስልጠና, DhWf ስልጠና, ስልጠና, Wf ስልጠና, →DBQWT.
- (a) [D] ስልጠና ስልጠና.
- (b) [R] ስልጠና ስልጠና ስልጠና?
- (c) [D] ii.
- (d) [R] ደረጃ, ስልጠና →DBQWT
- (e) [R] ስልጠና ስልጠና.
4. ኩላሊት, DhWf ኩላሊት, ስልጠና( ገጽ ), Wf ስልጠና, →DGWY.
- (a) [D] ስልጠና ስልጠና.

- (b) [R] D4Z ለ ስልጠና ስልጠና.
5. ስልጠና, DhWf ስልጠና, ስልጠና, Wf ስልጠና, →DhYfb.
- (a) [D] ስልጠና ስልጠና.
- (b) [R] D4Z ለ ስልጠና ስልጠና.
6. ስልጠና, DhWf DhBQ, ስልጠና( ገጽ ), Wf ገጽገጽ( ገጽ ገጽ ), →Dyfb.
- (a) [D] ስልጠና ስልጠና.
- (b) [R] D4Z ለ ስልጠና ስልጠና.
7. ኩላሊት, DhWf ስልጠና, ስልጠና, Wf ገጽገጽ( ገጽ ገጽ ), →DhGWY.
- (a) [D] ስልጠና ስልጠና.
- (b) [R] D4Z ለ ስልጠና ስልጠና.
8. ስልጠና, DhWf ስልጠና, ስልጠና( ገጽ ), Wf ገጽገጽ( ገጽ ገጽ ), →Dyfb.
- (a) [D] ስልጠና ስልጠና.
- (b) [R] D4Z ለ ስልጠና ስልጠና.

**Set 5**

1. ስልጠና, DhWf ስልጠና, ስልጠና, Wf ስልጠና, →DhBQWT.
- (a) [D] DBQ ስልጠና.
- (b) [R] D4Z ለ DBQ ስልጠና.

2. ኩላሊት, DhWf ስልጠና, ስልጠና, Wf ስልጠና, →DBQWT.
- (a) [D] ስልጠና ስልጠና.
- (b) [R] D4Z ለ ስልጠና ስልጠና.

3. **ጡጦ**, **DhWf** **ጥጥ**, **ጸጠሃ** ( $\neg$ ), **Wf** **ጦጦ**,  $\rightarrow$ **DG****WY**.
- [D] **ጸጠሃ** **ጦጥ**.
  - [R] **ጸጠሃ** **ጠጥ** **ጦጥ**?
  - [D] ii.
  - [R] **ጥጥ**, **ጸጠሃ**  $\rightarrow$ **DG****WY**
  - [R] **ጸጠሃ** **ጦጥ**.
4. **ጠጥ**, **DhWf** **ጡጦ**, **ጦጦ**, **Wf** **ጸጠሃ** ( $\neg$   $\neg$ ),  $\rightarrow$ **DY****Fb**.
- [D] **ጥጥ** **ጦጥ**.
  - [R] **D4Z** **L** **ጥጥ** **ጠጥ**.
5. **ጠጥ**, **DhWf** **DhBጠ**, **ጸጠሃ** ( $\neg$ ), **Wf** **Jጥ**,  $\rightarrow$ **DG****WY**.
- [D] **ጸጠሃ** **ጦጥ**.
  - [R] **ጸጠሃ** **ጠጥ** **ጦጥ**?
  - [D] ii.
  - [R] **ጥጥ**, **ጸጠሃ**  $\rightarrow$ **DG****WY**
6. **ጠጥ**, **DhWf** **ጠጥ**, **ጦጦ**, **Wf** **ጸጠሃ** ( $\neg$   $\neg$ ).
- [D] **Sጠ** **Dጥ**.
  - [R] **D4Z** **L** **Sጠ** **ጠጥ**.
7. **ጠጥ**, **DhWf** **ጠጥ**, **ጦጦ**, **Wf** **ጸጠሃ** ( $\neg$   $\neg$ ),  $\rightarrow$ **DB****ጠጥ**.
- [D] **ጦጦ** **ጦጥ**.
  - [R] **ጦጦ** **ጦጥ**?
  - [D] ii.
  - [R] **ጥጥ**, **ጦጦ**  $\rightarrow$ **DB****ጠጥ**
  - [R] **ጦጦ** **ጦጥ**.
8. **ጠጥ**, **DhWf** **ጠጥ**, **ጦጦ**, **Wf** **ጸጠሃ** ( $\neg$   $\neg$ ).
- [D] **ጠጥ** **Dጥ**.
  - [R] **D4Z** **L** **ጠጥ** **ጠጥ**.

**Set 6**

1. **ጥጥ**, **DhWf** **ጠጥ**, **Sጠ**, **Wf** **Sጠ**.
- [D] **ጥጥ** **ጡጥ**.
  - [R] **ጥጥ** **ጠጥ** **ጡጥ**?
  - [D] ii.
  - [R] **ጥጥ**, **ጥጥ**  $\rightarrow$ [D]
  - [R] **ጥጥ** **ጠጥ**.
2. **Dጠ**, **DhWf** **ጡጦ**, **ጸጠሃ** ( $\neg$ ), **Wf** **ጸጠሃ** ( $\neg$   $\neg$ ).
- [D] **Jጥ** **Dጥ**.
  - [R] **D4Z** **L** **Jጥ** **ጠጥ**.
3. **ሃር**, **DhWf** **ሃር**, **ጠጥ**, **Wf** **ጦጦ**.
- [D] **ሃር** **ጡጥ**.
  - [R] **ሃር** **ጠጥ** **ጡጥ**?
  - [D] ii.
  - [R] **ጥጥ**, **ሃር**  $\rightarrow$ [D]
  - [R] **ሃር** **ጠጥ**.
4. **Dጠ**, **DhWf** **Dጠ**, **Jጥ**, **Wf** **ጠጥ**,  $\rightarrow$ **Dh****ጠጥ**.
- [D] **Dጠ** **ጦጥ**.
  - [R] **Dጠ** **ጦጥ** **ጦጥ**?
  - [D] ii.
  - [R] **ጥጥ**, **Dጠ**  $\rightarrow$ **Dh****ጠጥ**
  - [R] **Dጠ** **ጠጥ**.
5. **Dጠ**, **DhWf** **ጠጥ**, **ጠጥ**, **Wf** **Jጥ**.
- [D] **Dጠ** **ጡጥ**.
  - [R] **Dጠ** **ጠጥ** **ጡጥ**?
  - [D] ii.
  - [R] **ጥጥ**, **Dጠ**  $\rightarrow$ **Dh****ጠጥ**
  - [R] **Dጠ** **ጠጥ**.
6. **ሃር**, **DhWf** **DhBጠ**, **ጸጠሃ** ( $\neg$ ), **Wf** **ጸጠሃ** ( $\neg$   $\neg$ ),  $\rightarrow$ **Dh****ሃር**.
- [D] **ሃር** **ጦጥ**.
  - [R] **ሃር** **ጠጥ** **ጦጥ**?
  - [D] ii.
  - [R] **ጥጥ**, **ሃር**  $\rightarrow$ **Dh****ሃር**
  - [R] **ሃር** **ጠጥ**.
7. **ሃር**, **DhWf** **ጡጦ**, **ጦጦ**, **Wf** **Sጠ**,  $\rightarrow$ **DY****Fb**.
- [D] **ጠጥ** **Sጥ**.
  - [R] **D4Z** **L** **ጠጥ** **ጠጥ**.
8. **ጥጥ**, **DhWf** **ሃር**, **ጸጠሃ** ( $\neg$ ), **Wf** **ጸጠሃ** ( $\neg$   $\neg$ ),  $\rightarrow$ **Dh****Bጠጥ**.
- [D] **ጥጥ** **ጦጥ**.
  - [R] **ጥጥ** **ጦጥ** **ጦጥ**?
  - [D] ii.
  - [R] **ጥጥ**, **ጥጥ**  $\rightarrow$ **Dh****Bጠጥ**
  - [R] **ጥጥ** **ጠጥ**.

**Set 7**

1. ሳይ, DhWf ሳይ, ክፍላሃር( ገገ ), Wf ለክፍላሃር( ገገ ገገ ), →DGWY.
  - (a) [D] ተቆይ ስሆኑ.
  - (b) [R] D4Z ለ ተቆይ ሕሊሃዎች.
  - (d) [R] ደግ, ስሕ →DhGWY
  - (e) [R] ስሕ ዐክኑ.
2. ራቶሪ, DhWf ሳይ, ሳይ, Wf ሳይ, →DhBQፊገ.
  - (a) [D] ሳይ ዐፀሆኑ.
  - (b) [R] ሳይፊ ዐፀሆኑ?
  - (c) [D] ii.
  - (d) [R] ደግ, ሳይ →DhBQፊገ
  - (e) [R] ሳይ ዐክኑ.
3. ክፍላሃር, DhWf ሃር, ህግጋ, Wf ለክፍላሃር( ገገ ገገ ), →DBQፊገ.
  - (a) [D] DhBQ ስሆኑ.
  - (b) [R] D4Z ለ DhBQ ሕሊሃዎች.
4. ህግጋ, DhWf ተቆይ, ስሕ, Wf ለህግጋ, →DhGWY.
  - (a) [D] ስሕ ዐፀሆኑ.
  - (b) [R] ስሕፊ ዐፀሆኑ?
  - (c) [D] ii.
5. ራቶሪ, DhWf ራቶሪ, ገገ, Wf ለክፍላሃር( ገገ ገገ ).
  - (a) [D] DQ ክፍላሃር.
  - (b) [R] D4Z ለ DQ ሕሊሃዎች.
6. ሳይ, DhWf DQ, ገገ, Wf ገገ, →DhYፊ.
  - (a) [D] ገገ ዐፀሆኑ.
  - (b) [R] ገገፊ ዐፀሆኑ?
  - (c) [D] ii.
  - (d) [R] ደግ, ገገ →DhYፊ
  - (e) [R] ገገ ዐክኑ.
7. ክፍላሃር, DhWf ክፍላሃር, ክፍላሃር( ገገ ), Wf ዐፈ.
  - (a) [D] ክፍላሃር ክፍላሃር.
  - (b) [R] D4Z ለ ክፍላሃር ሕሊሃዎች.
8. DBQ, DhWf ክፍላሃር, ክፍላሃር( ገገ ), Wf ለክፍላሃር( ገገ ገገ ).
  - (a) [D] ሳይ ለገገ.
  - (b) [R] D4Z ለ ሳይ ሕሊሃዎች.

**Set 8**

1. ሃር, DhWf ራቶሪ, ስሕ, Wf ሳይ.
  - (a) [D] ህግጋ ክፍላሃር.
  - (b) [R] D4Z ለ ህግጋ ሕሊሃዎች.
  - (a) [D] DhBQ ክፍላሃር.
  - (b) [R] DhBQፊ ክፍላሃር?
  - (c) [D] ii.
  - (d) [R] ደግ, DhBQ →[D]
  - (e) [R] DhBQ ክፍላሃር.
2. ክፍላሃር, DhWf ክፍላሃር, ህግጋ, Wf ለህግጋ.
  - (a) [D] ስሕ ለገገ.
  - (b) [R] D4Z ለ ስሕ ሕሊሃዎች.
3. ክፍላሃር, DhWf ህግጋ, ሳይ, Wf ስሕ.
  - (a) [D] ህግጋ ክፍላሃር.
  - (b) [R] ህግጋፊ ክፍላሃር?
  - (c) [D] ii.
  - (d) [R] ደግ, ህግጋ →[D]
  - (e) [R] ህግጋ ክፍላሃር.
4. ተቆይ, DhWf ህግጋ, ዐፈ, Wf ዐፈ.
  - (a) [D] ገገ ለገገ.
  - (b) [R] D4Z ለ ገገ ሕሊሃዎች.
5. ክፍላሃር, DhWf DhBQ, ዐፈ, Wf ለክፍላሃር( ገገ ገገ ).
  - (a) [D] ህግጋ ክፍላሃር.
  - (b) [R] D4Z ለ ህግጋ ሕሊሃዎች.
6. ሳይ, DhWf ሳይ, ክፍላሃር( ገገ ), Wf ዐፈ, →DhGWY.
  - (a) [D] ተቆይ ስሆኑ.
  - (b) [R] D4Z ለ ተቆይ ሕሊሃዎች.
7. ሃር, DhWf ክፍላሃር, ህግጋ, Wf ለክፍላሃር( ገገ ገገ ).
  - (a) [D] ክፍላሃር ክፍላሃር.
  - (b) [R] ክፍላሃርፊ ክፍላሃር?
  - (c) [D] ii.
  - (d) [R] ደግ, ክፍላሃር →[D]
  - (e) [R] ክፍላሃር ክፍላሃር.
8. ራቶሪ, DhWf ሃር, ገገ, Wf ገገ, →DhYፊ.
  - (a) [D] ህግጋ ክፍላሃር.
  - (b) [R] D4Z ለ ህግጋ ሕሊሃዎች.

**Set 9**

1. DΘ, DhWf DΘ, ኔጃሃገ( □ ), Wf ጋዞግጋ, →DBΘጃገ.
  - (a) [D] Sጃ Sገገገ.
  - (b) [R] DጋZ ለ Sጃ ጃሊሃገ.
2. ሳህ, DhWf ሳህ, ዞግጋ, Wf ጋዞግጋ, →DhBΘጃገ.
  - (a) [D] DhBΘ Sገገገገ.
  - (b) [R] DጋZ ለ DhBΘ ጃሊሃገገገ.
3. ሳህ, DhWf ሳህ, ኔጃሃገ( □ ), Wf ጋኔጃሃገ( □ □ ), →DGWሃ.
  - (a) [D] ጃገ Sገገገገ.
  - (b) [R] DጋZ ለ ጃገ ጃሊሃገገ.
4. DBΘ, DhWf ቶገገ, ጃገ, Wf ጋኔጃሃገ( □ □ ), →Dሃገገ.
  - (a) [D] DBΘ ገገገገገ.
  - (b) [R] DBΘጃ ገገገገገ?
  - (c) [D] ii.
  - (d) [R] ሱጌ, DBΘ →Dሃገገገ
  - (e) [R] DBΘ ገገገገገገ.
5. ስገ, DhWf ጌጃጃጃ, ኔጃሃገ( □ ), Wf ጋኔጃሃገ( □ □ ), →DGWሃ.
  - (a) [D] ገገ Sገገገገ.
- (b) [R] DጋZ ለ ገገ ጃሊሃገገ.
6. ዞገገ, DhWf ገገገገ, ገገገ, Wf ጋኔጃሃገ( □ □ ), →DBΘጃገ.
  - (a) [D] ዞገገ ገገገገገ.
  - (b) [R] ዞገገጃ ገገገገገ?
  - (c) [D] ii.
  - (d) [R] ሱጌ, ዞገገ →DBΘጃገ
  - (e) [R] ዞገገ ገገገገገገ.
7. ጌጃጃጃ, DhWf ሃገ, ኔጃሃገ( □ ), Wf ጃገ.
  - (a) [D] ጃገ ሊገገገገገ.
  - (b) [R] ጃገጃ ገገገገገ?
  - (c) [D] ii.
  - (d) [R] ሱጌ, ጃገ →[D]
  - (e) [R] ጃገ ገገገገገገ.
8. ሳህ, DhWf ሳህ, Sጃ, Wf Sጃ, →Dሃገገ.
  - (a) [D] ሳህ ገገገገገ.
  - (b) [R] ሳህጃ ገገገገገ?
  - (c) [D] ii.
  - (d) [R] ሱጌ, ሳህ →Dሃገገገ
  - (e) [R] ሳህ ገገገገገገገ.

**Set 10**

1. ጌጃጃጃ, DhWf DhBΘ, ኔጃሃገ( □ ), Wf Sጃ.
  - (a) [D] Sጃ ሊገገገገገ.
  - (b) [R] Sጃጃ ገገገገገ?
  - (c) [D] ii.
  - (d) [R] ሱጌ, Sጃ →[D]
  - (e) [R] Sጃ ገገገገገገ.
2. ገገገገ, DhWf ሃገ, ገገገ, Wf ገገገ, →DhBΘጃገ.
  - (a) [D] ገገገ Sገገገገገ.
  - (b) [R] ገገገጃ ገገገገገ?
  - (c) [D] ii.
  - (d) [R] ሱጌ, ገገገ →DhBΘጃገ
  - (e) [R] ገገገ ገገገገገገ.
3. ቶገገ, DhWf ጌጃጃጃ, ገገ, Wf ጃገ.
  - (a) [D] ጃገ ሊገገገገገ.
  - (b) [R] ጃገጃ ገገገገገ?
  - (c) [D] ii.
  - (d) [R] ሱጌ, ጃገ →[D]
- (e) [R] ጃገ ገገገገገገገ.
4. ስገ, DhWf ገገገገ, ኔጃሃገ( □ ), Wf ጋዞግጋ, →DhGWሃ.
  - (a) [D] ጋዞግጋ Sገገገገገ.
  - (b) [R] ጋዞግጋጃ ገገገገገ?
  - (c) [D] ii.
  - (d) [R] ሱጌ, ጋዞግጋ →DhGWሃ
  - (e) [R] ጋዞግጋ ገገገገገገ.
5. ሃገ, DhWf ሃገ, ጃገ, Wf ጋኔጃሃገ( □ □ ).
  - (a) [D] DΘ ገገገገገገገ.
  - (b) [R] DጋZ ለ DΘ ጃሊሃገገገገ.
6. DΘ, DhWf ቶገገ, ኔጃሃገ( □ ), Wf ገገ, →Dhሃገገ.
  - (a) [D] ገገ Sገገገገገ.
  - (b) [R] ገገጃ ገገገገገ?
  - (c) [D] ii.
  - (d) [R] ሱጌ, ገገ →Dhሃገገገ
  - (e) [R] ገገ ገገገገገገገ.



## ᐃᐱᐅᐅᐅ 22

# ᐅᐅᐅᐅ ᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅ

### ᐅᐅᐅᐅ (Read them)

**ᐅ** [ka] “Hey now! Enough already! Hey!” *Also used as a greeting to indicate a “Hey!” kind of “Hi!”*     **ᐅᐅ** [nu<sup>4</sup>la] “Hurry.”

**ᐅᐅᐅ** [i<sup>2</sup>ya<sup>3</sup>ni] “Count of animate.”

**ᐅᐅ** [i<sup>23</sup>ga<sup>4</sup>] “Count of inanimate.”

**ᐅᐅᐅᐅᐅᐅ** [ga<sup>2</sup>sgi<sup>2</sup>lv<sup>4</sup>ʔi] “On a chair or on a table.”

**ᐅᐅᐅ, ᐅᐅᐅᐅ** [ni<sup>2</sup>ga<sup>4</sup>da, ni<sup>2</sup>ga<sup>4</sup>dv] “All. Everyone.”

**ᐅᐅᐅᐅᐅ** [ul<sup>2</sup>su<sup>23</sup>hwɨ<sup>2</sup>da] “Color.”

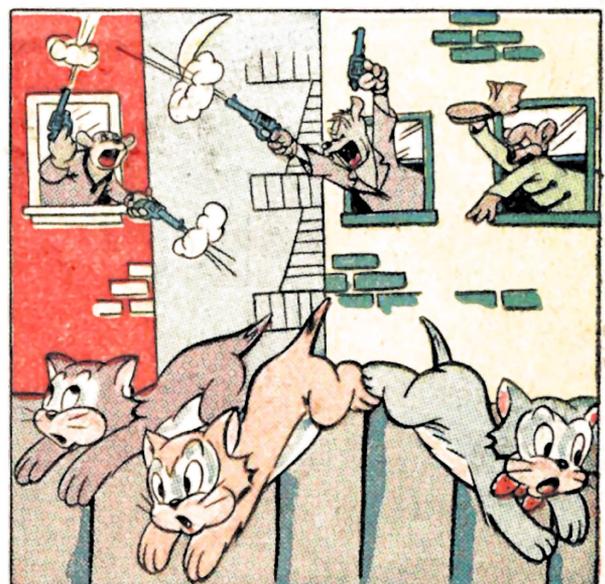
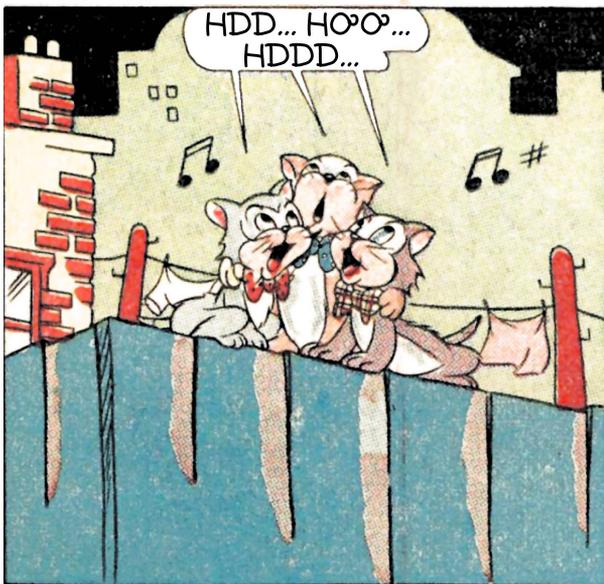
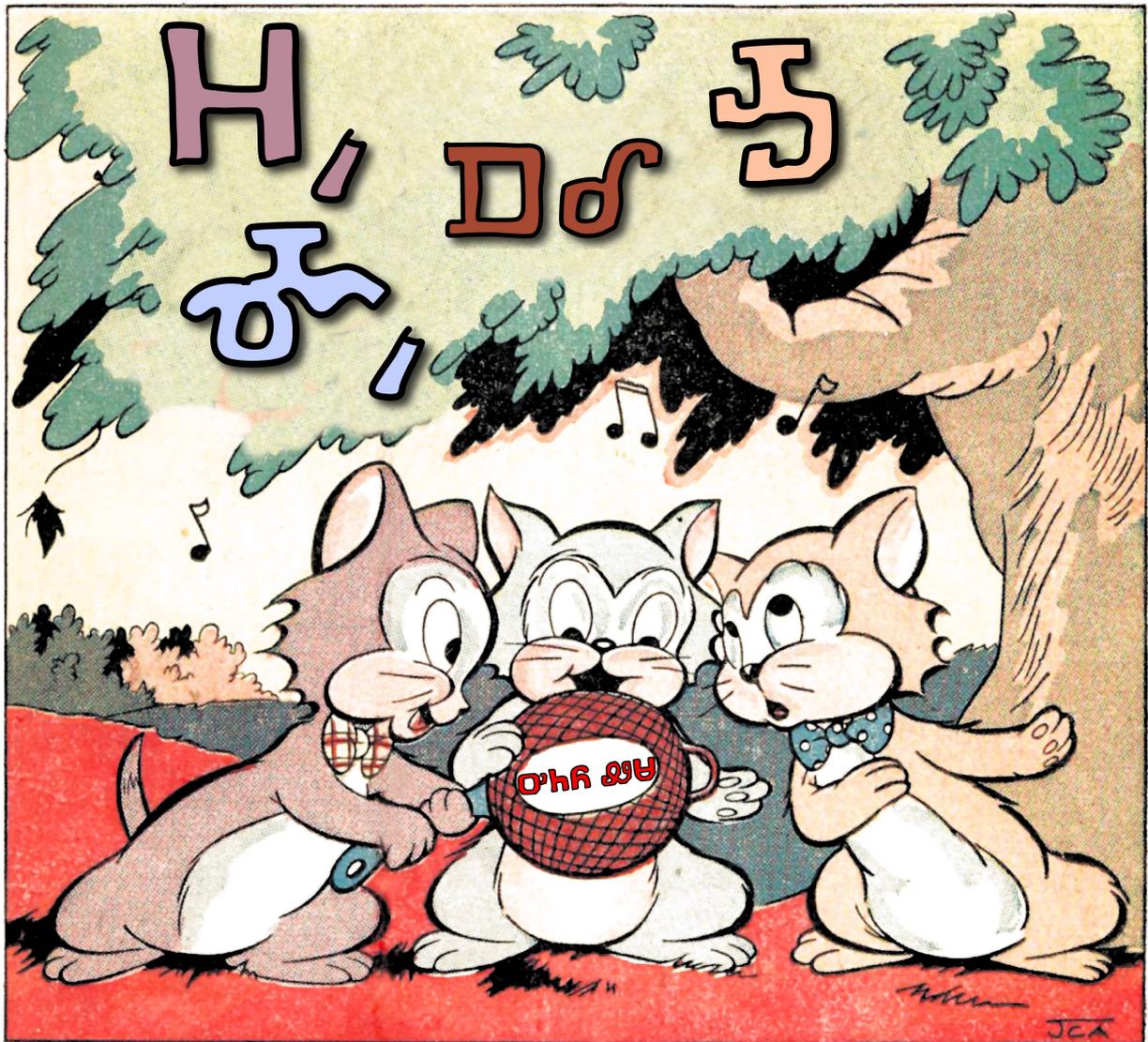
**ᐅᐅᐅᐅᐅᐅ** [u<sup>2</sup>nal<sup>2</sup>su<sup>23</sup>hwɨ<sup>2</sup>da] “Color (them-animate).”

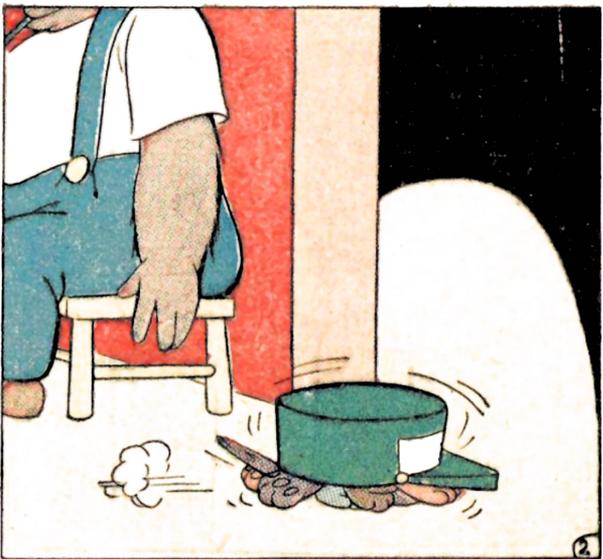
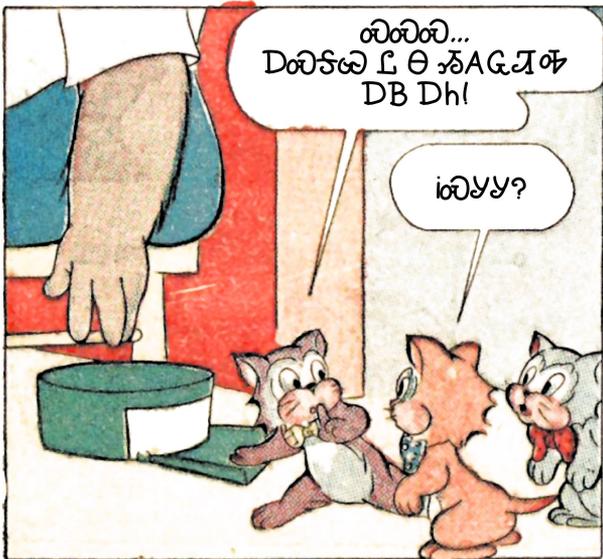
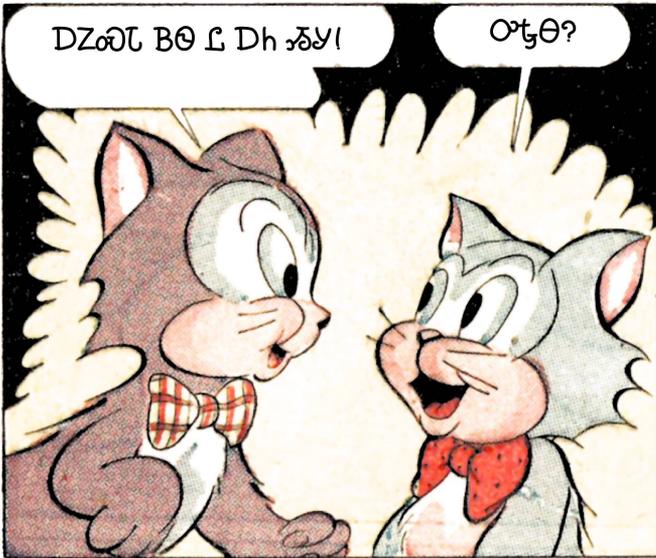
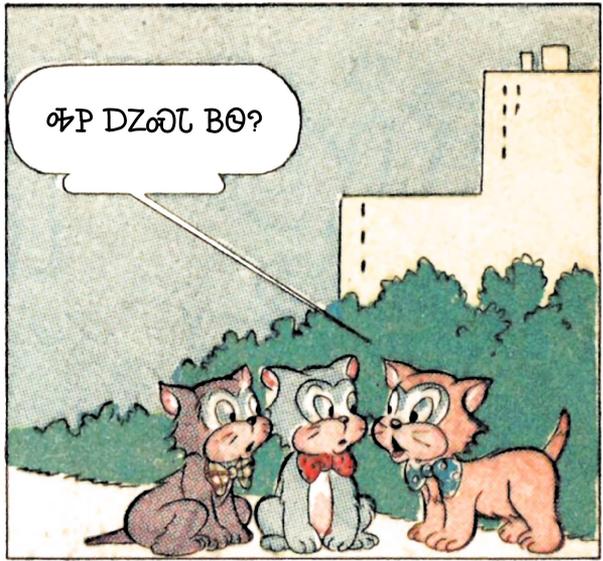
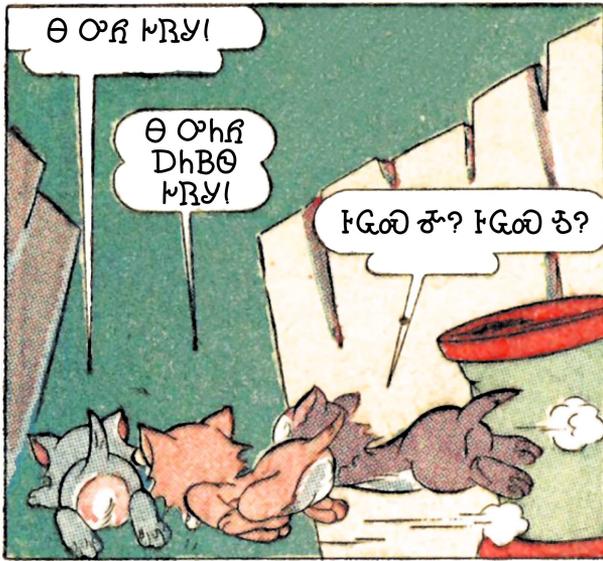
**ᐅᐅᐅᐅᐅ** [jul<sup>2</sup>su<sup>23</sup>hwɨ<sup>2</sup>da] “Color (them-inanimate).”

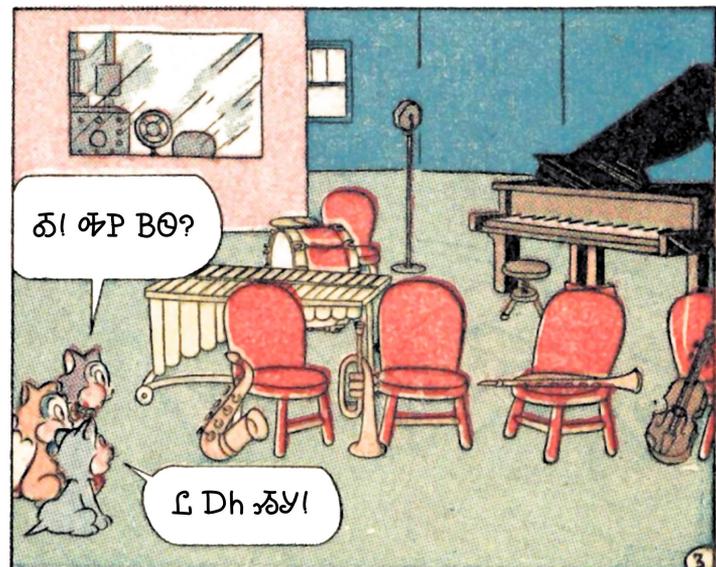
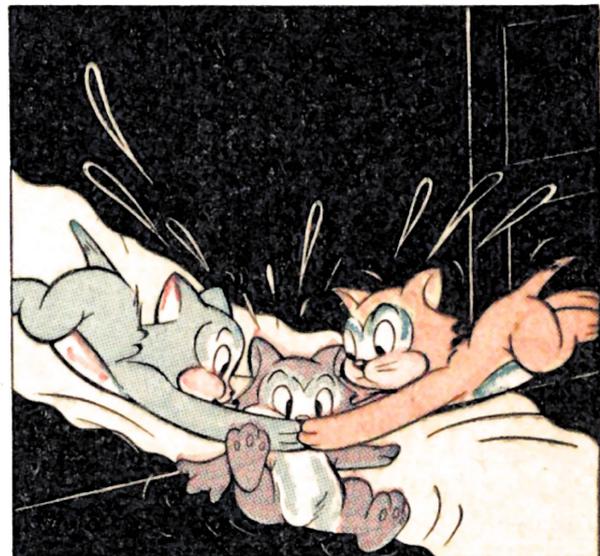
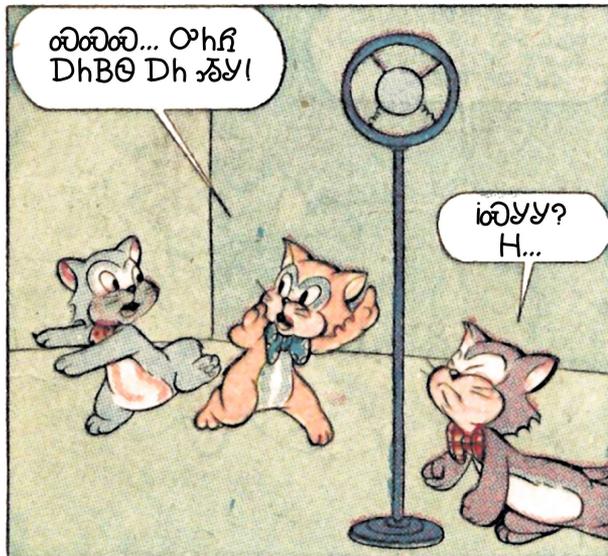
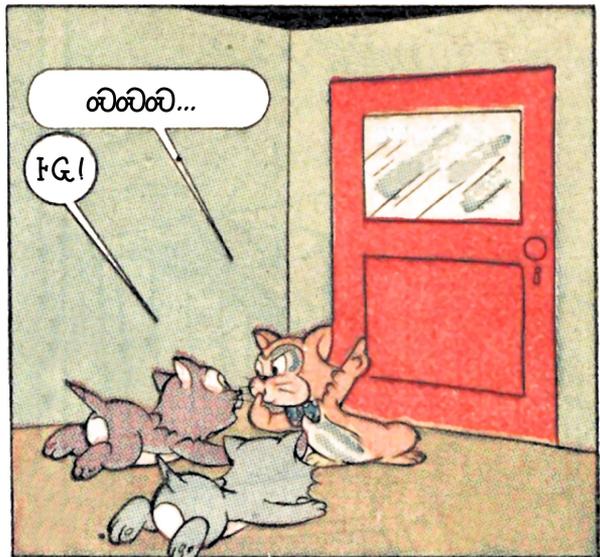
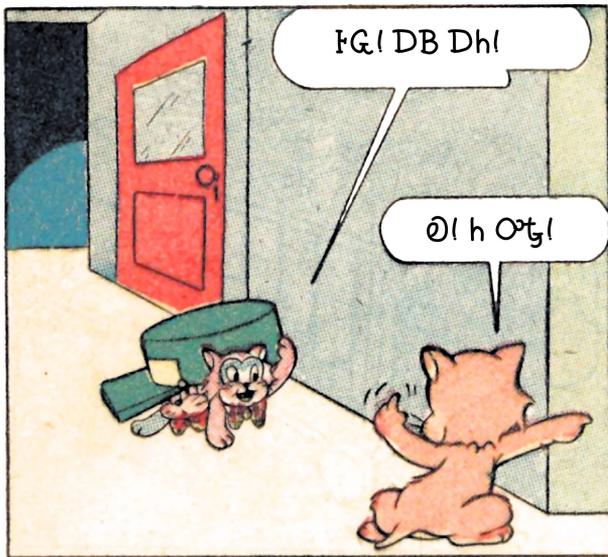
### ᐅᐅᐅᐅ ᐅᐅᐅᐅ (Funny Paper)

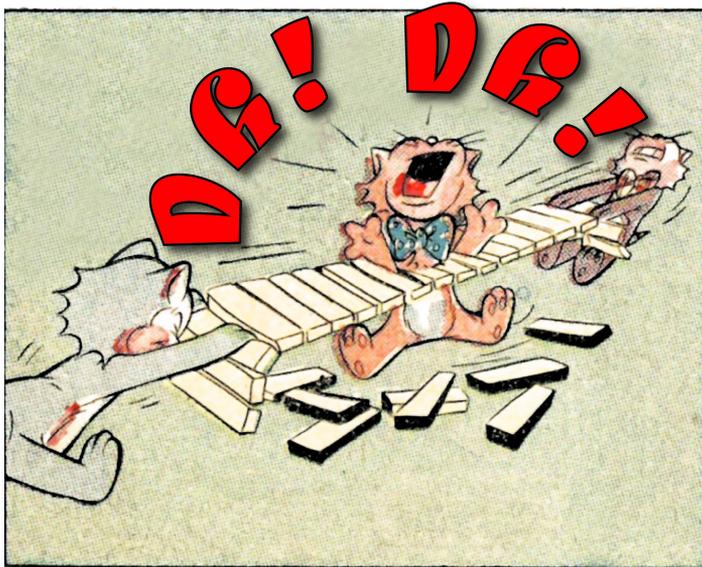
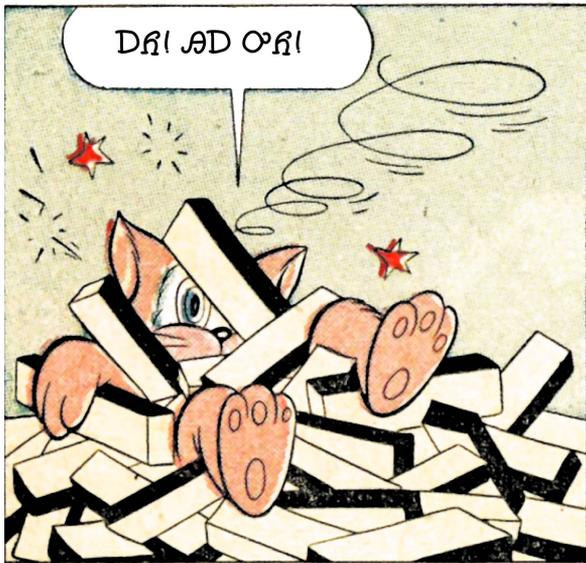
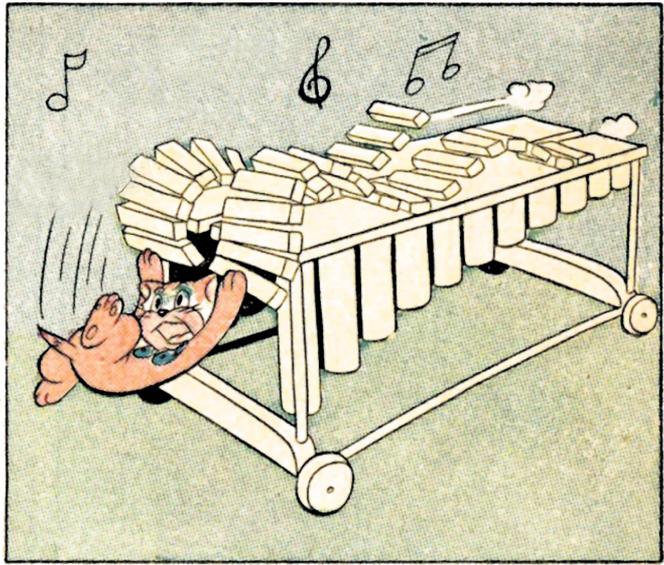
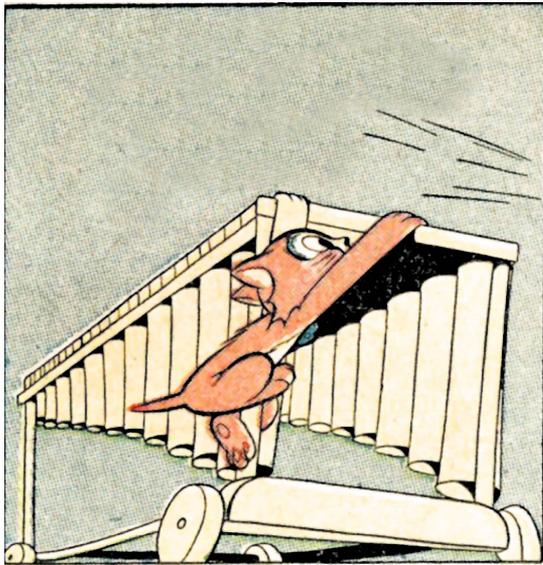
Read the following comic.

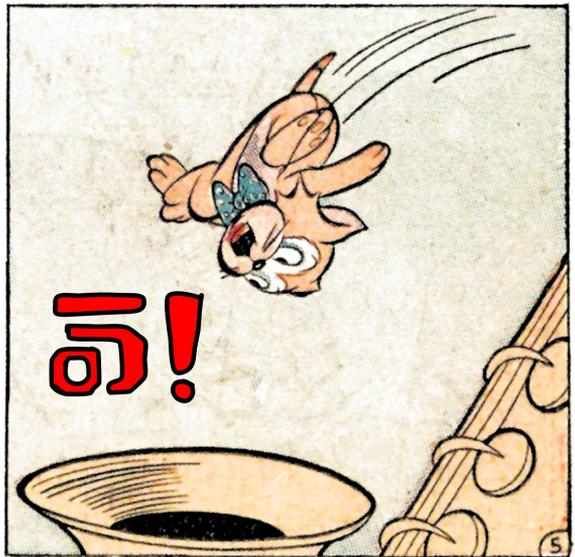
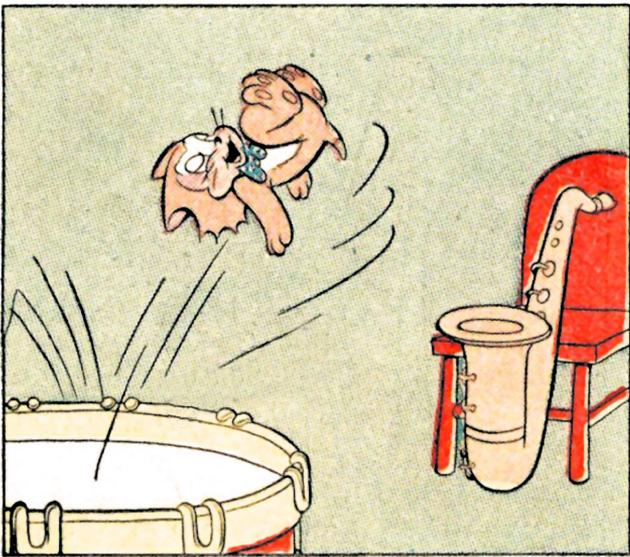
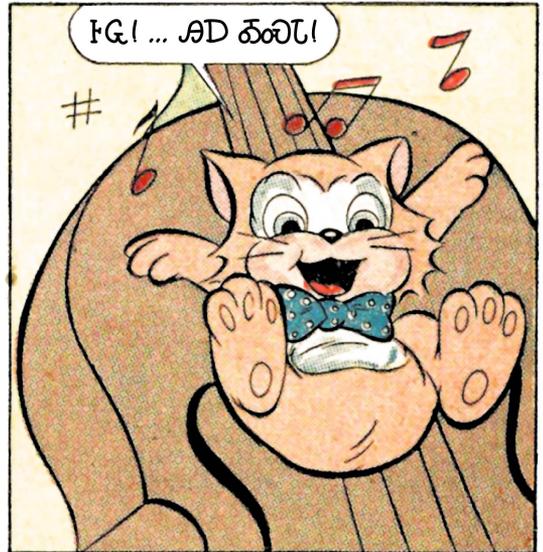
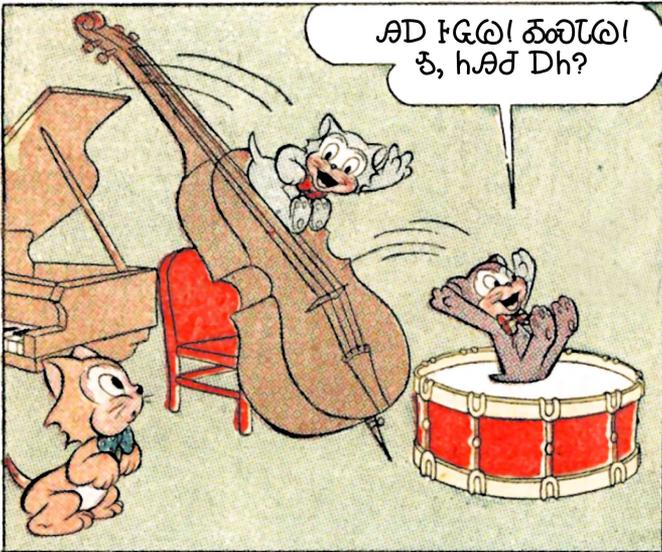
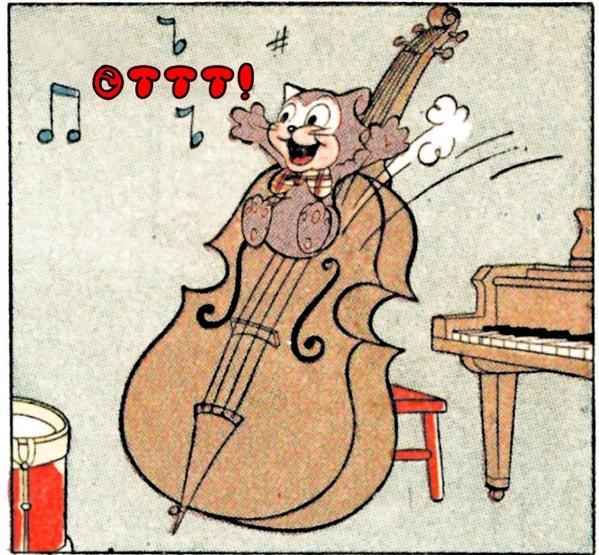


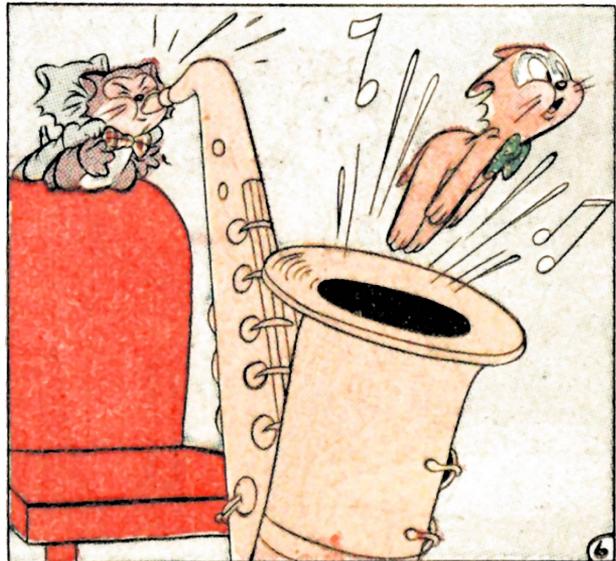
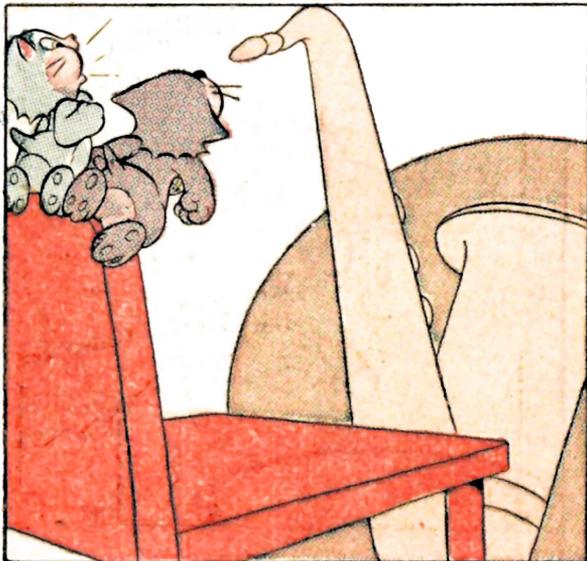
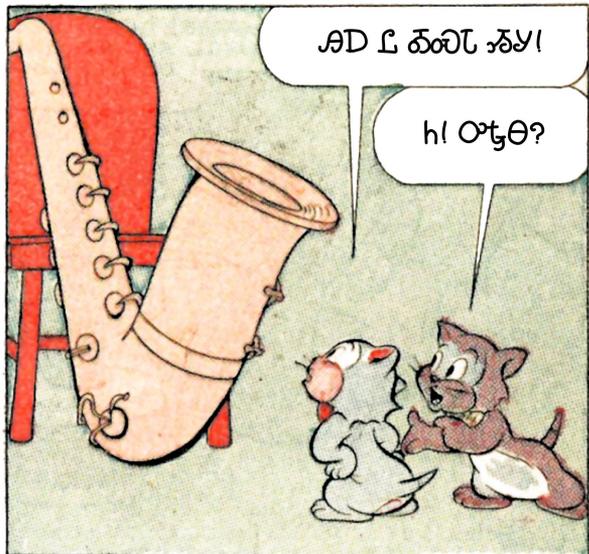
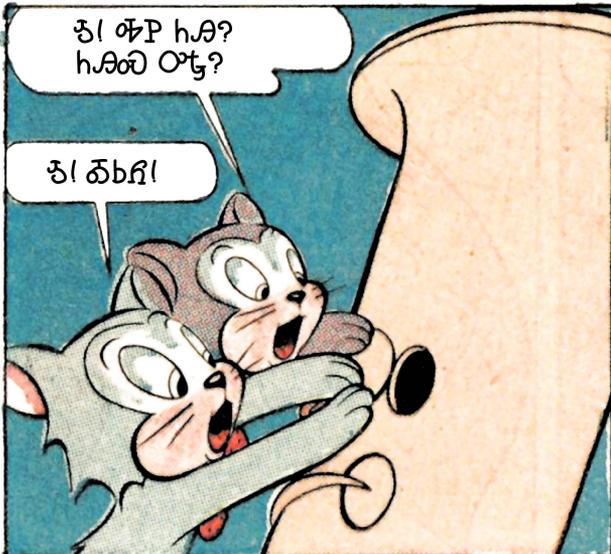












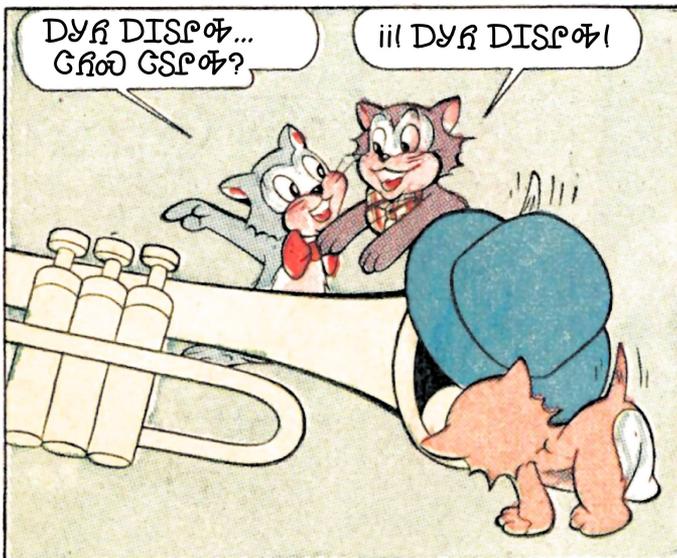


ഭവി ഔം റ്റേ റ്റേ!

കേൾ?



ഡി ഡി ഡി...

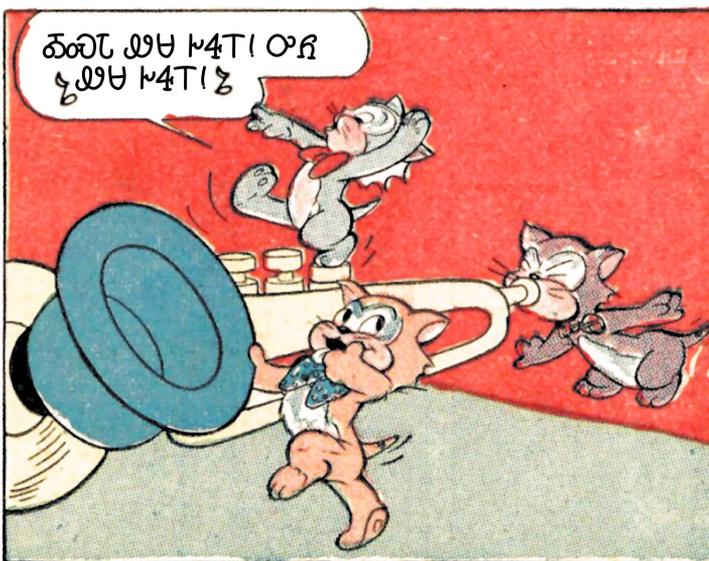


ഡി ഡി ഡി...  
കേൾ കേൾ?

iii ഡി ഡി ഡി!



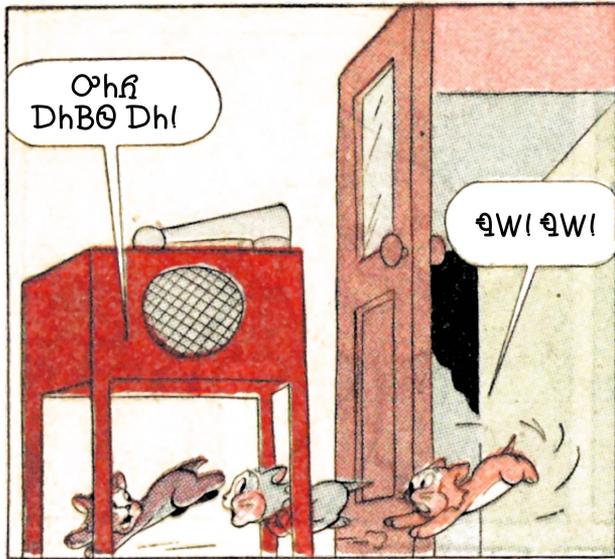
ഡി ഡി ഡി!  
ഡി ഡി ഡി!



കേൾ ഡി ഡി!  
കേൾ ഡി ഡി!



കേൾ!



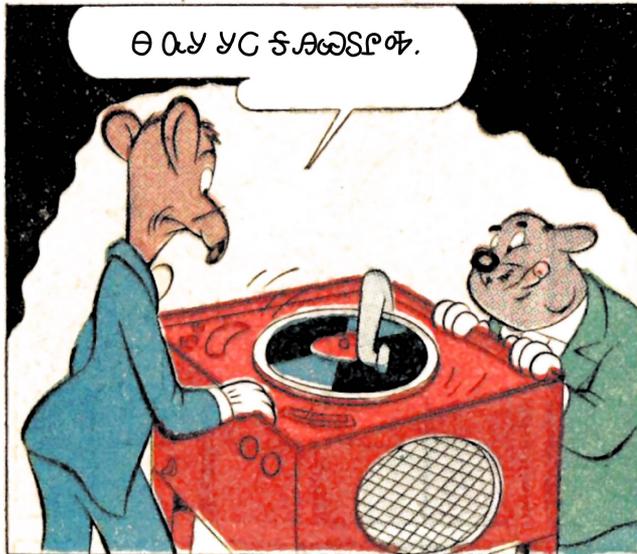
ඉහර්  
DhB0 Dh!

ඉW! ඉW!

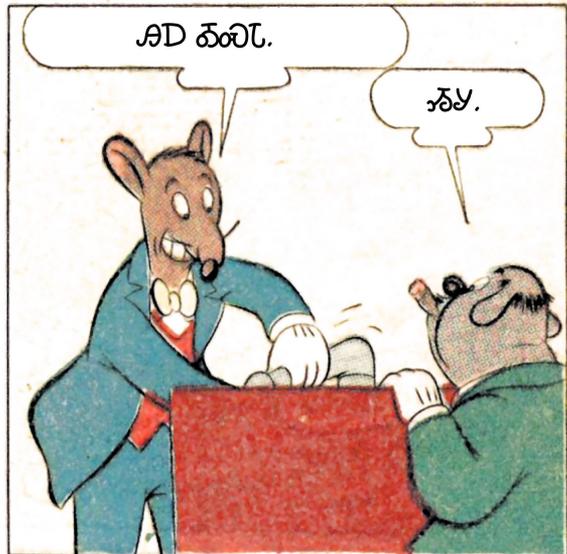


මෙය DZමෙ යC Dh ර්ඊය!

ක ිූූ! ිූූ!

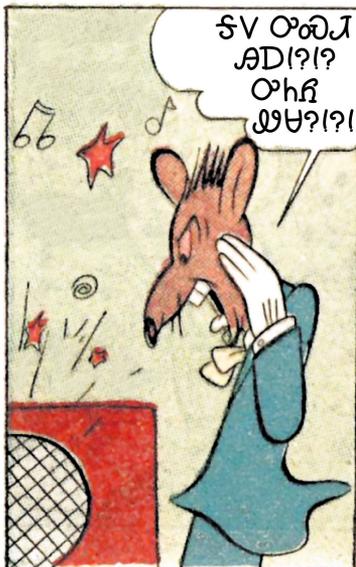


ම ඊය යC ජආමෙරූූ.



ආD කමෙ.

ආය.

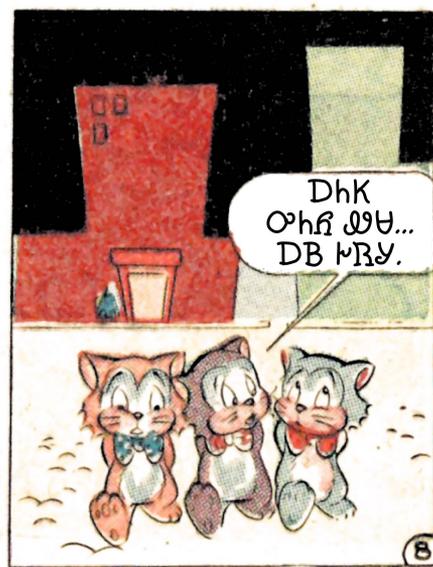


ජV මෙය  
ආD!?!?  
ඉහර්  
මෑඡ?!?!



ක! බ! i...

ආD කමෙ!  
ම මෑඡ DZමෙ!  
මෙය ජආමෙරූූ!



DhK  
ඉහර් මෑඡ...  
DB ර්ඊය.

8

## VŌŪŪŪŪ (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 YŪB section. *Refer back to the comic as needed to be sure your translation fits the scene the dialogue is taken from.*

### GWY

#### Page 1

Ōhŋ ŪŪ

ŪŪ HDD... HŌŌ?... HDDD...

#### Page 2

Ū Ō Ōhŋ FRY!

Ū Ō Ōhŋ DhBŌ FRY!

H FŪŪ Ū? FŪŪ Ū?

Ū ŪP DZŪŪ BŌ?

H DZŪŪ BŌ Ū Dh ŪŪ!

Ū ŌŪŌ?

H DZŪŪ DhBŌ ŌŪ ŪŪŪŪ!

H ŪŪŪ... DŪŪŪŪ Ū Ō ŪŪŪŪŪŪ DB Dh!

Ū ŪŪŪŪ?

#### Page 3

H FŪ! DB Dh!

Ū ŪŪŪŪ...

H FŪ!

Ū ŪŪŪŪ... Ōhŋ DhBŌ Dh ŪŪ!

H ŪŪŪŪ? H...

H Dŋ! Ō Ōhŋ FRY hŪ!

H Ū! ŪP BŌ?

Ū Ū Dh ŪŪ!

#### Page 4

Ū Dŋ! ŪD Ōhŋ!

H Ō Ōhŋ FRY!

Ū Ū! FŪŪŪŪ?

Ū Dŋ! Dŋ!

Ū Ō!

#### Page 5

Ū Ū ŌŪŪ ŪŪŪŪŪŪŪ!

H ŪD FŪŪ! ŪŪŪŪ! Ū, hŪŪ Dh?

Ū FŪ! ... ŪD ŪŪŪ!

#### Page 6

H Ū, Ū ŪŪŪ ŪŪ!

H hŪŪ ŌŪ? FŪŪŪŪ?

Ū Ū ŪŪŪŪŪŪŪ!

H Ū! ŪP hŪ? hŪŪŪ ŌŪ?

Ū Ū! ŪŪŪ!

Ū ŪD Ū ŪŪŪ ŪŪ!

H h! ŌŪŪŪ?

#### Page 7

Ū ŪV! ŌŪŪ Ōhŋ FRY!

H DŪ Ū? FŪŪŪŪ?

Ū DYŋ DŪŪŪŪŪŪŪ...

Ū DYŋ DŪŪŪŪŪŪŪŪ... GŋŪŪ GŪŪŪŪŪŪŪ?

H ii! DYŋ DŪŪŪŪŪŪŪŪ!

Ū DGWY ŪŪ F4T! DYŪB ŪŪ F4T!

Ū ŪŪŪ ŪŪ F4T! Ōhŋ ŪŪ F4T!

H Ū Ū! BŌ!

Page 8

H O'hñ DhBØ Dh!

ᖅ ᖅW! ᖅW!

TEᖅ BØ Øᖅ DZᖅ ᖅC Dh FRY!

WFᖅ BØ ᖅ FG! FG!

TEᖅ BØ Ø Oᖅ ᖅC ᖅᖅᖅᖅᖅᖅ.

TEᖅ BØ ᖅD ᖅᖅ.

WFᖅ BØ ᖅᖅ.

TEᖅ BØ ᖅV Oᖅᖅ ᖅD!?!? O'hñ ᖅᖅ?!?!

TEᖅ BØ ᖅ! b! i...

WFᖅ BØ ᖅD ᖅᖅ! Ø ᖅᖅ DZᖅ! Øᖅ ᖅᖅᖅᖅᖅᖅ!

H DhK O'hñ ᖅᖅ... DB FRY.



**Page 6**

**H** ධ, උ ධබල ජය!

**Mi** Oh, not good!

**H** හඹ ටෑ? ඩබල?

**Mi** You're there, aren't you? Are you good?

ඒ උ ජඞඞඞඞඞ!

**Ma** I don't see him!

**H** ඊ! ඞඞ හඹ? හඹ ටෑ?

**Mi** Mo! Where are you? Are you there?

ඒ ඊ! ධඞඞ!

**Ma** Mo! Hello!

ඒ ඞඞ උ ධබල ජය!

**Ma** This isn't good!

**H** හ! ටෑඞ?

**Mi** Look! What about there?

**Page 7**

ඊ උඞ! ටෑ ටඞ ඞඞ!

**Mo** Thanks! It was bad there!

**H** ඞඞ ඒ ඩබල?

**Mi and Ma** You're good, right?

ඊ ඞඞ ඞඞඞඞ...

**Mo** I want to be bad...

ඒ ඞඞ ඞඞඞඞ... ඞඞ ඞඞඞ?

**Ma** I want to be bad... Are you wanting to be bad?

**H** ii! ඞඞ ඞඞඞඞ!

**Mi** Yes! I want to be bad!

ඒ ඞඞඞ ඞඞ ඞඞ! ඞඞඞ ඞඞ ඞඞ!

**Ma** There was a Cherokee cat! There was a English cat!

ඒ ඞබල ඞඞ ඞඞ! ටඞ ඞඞ ඞඞ!

**Ma** There was a good cat! There was a bad cat!

**H** ඞ උ! ඞඞ!

**Mi** Oh no! People!

**Page 8**

**H** ටඞඞ ඞඞඞ ඞඞ!

**Mi** Bad people are here!

ඊ ඞඞ! ඞඞ!

**Mo** Hurry! Hurry!

**ටඞඞ ඞඞ** ඞඞ ඞඞඞ ඞඞ ඞඞ ඞඞ!

**First Person** Those good dogs were here!

**ඞඞඞ ඞඞ** ඞ ඞඞ! ඞඞ!

**Second Person** Oh ok! Ok!

**ටඞඞ ඞඞ** ඞ ටඞ ඞඞ ඞඞඞඞඞ.

**First Person** You are wanting those four dogs.

**ටඞඞ ඞඞ** ඞඞ ඞබල.

**First Person** This is good.

**ඞඞඞ ඞඞ** ඞඞ.

**Second person** Maybe.

**ටඞඞ ඞඞ** ඞඞ ඞඞඞ ඞඞ!?! ටඞඞ ඞඞ!?!?

**First Person** What's this!?!? Bad cats?!?!?

**ටඞඞ ඞඞ** ඞ! ඞ! i...

**First Person** Oh! Wait! uh...

**ඞඞඞ ඞඞ** ඞඞ ඞබල! ඞ ඞඞ ඞඞඞ! ඞඞ ඞඞඞඞඞ!

**Second Person** This is good! Those cats are good! I want them!

**H** ඞඞඞ ටඞඞ ඞඞ... ඞඞ ඞඞ.

**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](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 = ႤႨႠ “Quanisi”)  
 Bl = Tl (Publius = ႤႠႠ “Quatliya”)  
 C /k/ (hard) = K / G (Corinth = ႠႦႨႠႠ “Golinidiyi”)  
 C /s/ (soft) = S (Cilicia = ႠႦႠႠ “Silisiyi”)  
 Ch /tʃ/ (as in cheese) = Ts (Rachel = ႠႦႦ “Letsili”)  
 Cl, Cr = Tl (Claudius = ႠႦႠ “Tlodiya”,  
 Crete = ႠႦ “Tlidi”)  
 F, Ph = Qu / W (Felix = ႦႦႠ “Quilisi”,  
 Nephthali = ႦႠႠႦ “Newatali”)  
 J = Ts (Jesus = ႦႦ “Tsisa”)  
 K = K / G  
 P, Pr = Qu (Priscilla = ႦႠႠ “Quisila”)  
 Pl = Tl  
 R = L / W (Rachel = ႠႦႦ “Letsili”)  
 Sh /ʃ/ (as in sheep) = S  
 T, Th = T / D (Matthew = ႦႦႠ “Madu”)  
 Tr = Tl (Troas = ႦႦႠ “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 = ႠႦႠႠႠႦ  
 “Megisweli” / Max = ႠႦႠႠ “Megisi”  
 Z = Ts / S (Zabulon = ႠႦႠႠႠ “Tsequalani”,  
 Nazareth = ႠႦႦႠ “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 (Knavé) 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.<sup>5</sup>

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

