

CHEROKEE LANGUAGE LESSONS

Cherokee Language Lessons

1



Second Edition

Michael Joyner

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GWY ᏣᎳᎩ ሃନ୍ତିଆଳ 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

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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.

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Preface

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

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

You are about to embark on a journey of learning the Cherokee Language.

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

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

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

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

Devat 1

TEvoT DfCTeoJ

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:

RWI (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.

oWR (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-hlis Is-tiloVJ)” published in 1975 by the *Cherokee Nation of Oklahoma*, and is commonly referred to as the “Durbin Feeling Dictionary” or “CED”.

The Approach

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

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

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

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

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

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

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

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

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

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

DeəVaT 2

WrLT DəGləL

Pronunciation

Vowel Sounds

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

They are generally pronounced as follows:

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

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

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

Examples (the numbers will be explained shortly):

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

aq²hwi short “a”, short “i”
This means “deer”.

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

Consonant Sounds

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

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

- qu: Sounds like the “qu” in “question” or the “gw” in “Gwen”. When in doubt, use the “gw” sound. The pronunciation guide will be using “kw” and “gw”.
- s: Sounds like the “s” in “sight” for 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 (“l”, “l”), and an English definition.

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

Vowels

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

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

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

Pausing

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

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

△ Glottal stops are important.

Miscellaneous

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

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

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

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

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

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

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

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

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

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

- A “¹” indicates a tone that starts with a normal pitch and then is glided downwards. *This tone is commonly referred to as the “extra low fall” or “low fall” tone.*
- A “⁴” indicates a tone that starts out usually at either “normal” or “high”, the closest matching the preceding syllable, and then is glided upwards in pitch to end higher than the “high” tone. *This tone is commonly referred to as the “extra high rise” or “high rise” tone.*
- At the end of every word, unless otherwise indicated, there is always a “⁴³” gliding tone which starts out with a 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:

DŁ [a²da] Wood.

D& [a³ma] Salt.

DŁ [a⁴da] Young animal.

E&SWJD [gv²sga²la³dj³a] He is hiding a long object.

D& [a²ma] Water.

E&SWJD [gv¹sga²la³dj³a] 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 “y” 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 G, “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. sq ³ hne ²³ la | 13. na |
| (a) short, long, short | 14. nvh ² gi |
| 2. ch ² ne ²³ la | 15. t ² li |
| 3. jo ² ?i | 16. ni ² ga ² ?du |
| 4. sa ² ?du | 17. jo ² ga ² ?du |
| 5. t ² ?ldu | 18. su ²³ d ³ li ² ne ⁴ ?i |
| 6. sa ¹ gwu ⁴ | 19. gahl ² gwo ²³ gi ² ne ⁴ ?i |
| 7. i ² gv ² yi ⁴ ?i | 20. t ² li ² ne ⁴ ?i |
| 8. h ² ?ah ² a | 21. ni ² hi |
| 9. u ¹ hna ⁴ | 22. h ² sgi |
| 10. a ³ ha ² ni | 23. ch ² ne ²³ la |
| 11. gahl ² gwo ²³ gi | 24. a ³ hni |
| 12. jo ² ?i ² ne ⁴ ?i | 25. nvh ² gi ² ne ⁴ ?i |

Questions

1. What are the Cherokee vowels?
 (a) ¹
 (b) ²
 (c) [?]
 (d) ²³
 (e) ⁴
2. What are the major dialects of Cherokee?
3. Where do Cherokee Language speakers normally place the tip of their tongue?
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. sq³hne²³la
 (a) short, long, short
2. ch²ne²³la
 (a) short, long, short
3. jo²?i
 (a) short, short
4. sa²?du
 (a) long, short
5. t²?ldu
 (a) short, short
6. sa¹gwu⁴
 (a) long, short
7. i²gv²yi⁴?i
 (a) short, long, long, short
8. h²?a
 (a) short, short
9. u¹hna⁴
 (a) long, short
10. a³ha²ni
 (a) short, short, short
11. gahl²gwo²³gi
 (a) short, long, short
12. jo²?i²ne⁴?i
 (a) short, long, long, short

13. na
(a) short

14. nvh²gi
(a) short, short

15. t^əq³li
(a) short, short

16. n^ıg²a²du
(a) short, long, short

17. jo²g²a²du
(a) short, long, short

18. su²³d^əq³li²ne⁴?

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

19. gahl²gwo²³gi²ne⁴i
1. What are the Cherokee vowels?
(a) a, e, i, o, u, v

2. What are the major dialects of Cherokee?
(a) Elati. Kituhwa. Otali.

3. Where do Cherokee Language speakers normally place the tip of their tongue?
(a) Against the lower front teeth

4. What tone do most Cherokee words end with?
(a) The “high-fall” or ⁴³ tone.

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

20. t^əq²li²ne⁴?

(a) short, long, long, short

21. n^ıhi²
(a) short, short

22. h^ısg²i
(a) short, short

23. ch^ıne²³la
(a) short, long, short

24. a³hni
(a) short, short

25. nvh²gi²ne⁴?

(a) short, long, long, short

5. What do each of the following pronunciation marks stand for?
(a) ¹ A low tone that falls.
(b) ² A normal even speaking tone.
(c) ² A very brief pause in speech.
(d) ²³ A normal speaking tone that rises some in tone.
(e) ⁴ A high and rising tone.

6. What Cherokee dialect is being taught in this material?
(a) Otali.

D&VAT 3

KTΛT DSGTΛRΛ

The Syllabary

Cherokee Syllabary					
D a	R e	T i	Ṭ o	O u	i v
Ꮝ ga Ꮳ ka	᎑ ge	᎙ gi	Ꭺ go	᎚ gu	᎕ gv
Ꭿ ha	Ꭹ he	Ꭿ hi	Ꮅ ho	Ꭲ hu	Ꮥ hv
Ꭷ la	Ꭰ le	Ꭸ li	Ꭺ lo	Ꭹ lu	Ꭲ lv
Ꮜ ma	Ꭰ me	Ᏼ mi	Ꮓ mo	Ꮤ mu	
Ꮎ na Ꭲ hna	Ꮎ ne	Ꮒ ni	Ꮗ no	Ꮤ nu	Ꮎ nv
Ꭻ gwa	Ꭷ gwe	Ꭷ gwi	Ꭷ gwo	Ꭶ gwu	Ꭷ gwv
Ꭶ sa Ꭰ s	Ꭴ se	Ꭴ si	Ꭴ so	Ꭷ su	Ꭴ sv
Ꭼ da Ꭺ ta	Ꭾ de Ꭽ te	Ꭿ di Ꭿ ti	Ꮍ do	Ꭾ du	Ꮍ dv
Ꭹ dla Ꭾ tla	Ꭼ tle	Ꭼ tli	Ꭼ tlo	Ꭺ tlu	Ꭼ tlv
Ꭼ ja	Ꭸ je	Ꭸ ji	Ꭼ jo	Ꭼ ju	Ꭼ jv
Ꭼ wa	Ꭷ we	Ꭷ wi	Ꭷ wo	Ꭷ wu	Ꭷ wv
Ꭹ ya	Ꭷ ye	Ꭸ yi	Ꭸ yo	Ꭺ yu	Ꭷ yv

The Cherokee syllabary was invented by a single individual named Sequoyah (ᏑᏰᏲ) 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 (GWY JƏθӨO·A)”, the first newspaper published in a Native American language... A digitized, searchable version of the paper is available through the University of Georgia Libraries and the Digital Library of Georgia.

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

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

The importance of writing in learning the Cherokee Syllabary.

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

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

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

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

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

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

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

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

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

Day 1

Syllabary Writing Practice D-Ş

About

Each writing exercise will consist of two parts:

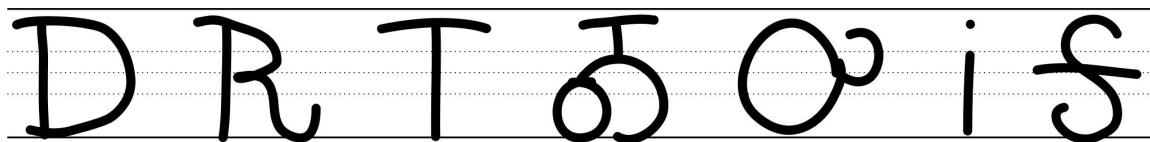
- Initial writing exercise.
 - This brief exercise exists solely to introduce you to the shapes of these new letters.
- Full practice exercise.
 - This is the exercise through which you will actually learn the Syllabary.

Learning the shapes.

This exercise covers “D (a)”, “R (e)”, “T (i)”, “ጀ (o)”, “O’ (u)”, “i (v)” and “Ş (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	ጀ	R	T	ጀ	O'	ጀ
D	T	O'	R	ጀ	O'	i	Ş	T	O'	i	ጀ	Ş	i
D	Ş	O'	R	Ş	i	T	ጀ	Ş	O'	i	Ş	D	R
T	ጀ	O'	i	Ş	D	R	D	R	T	ጀ	D	T	ጀ
R	ጀ	O'	T	O'	i	ጀ	i	Ş	O'	Ş	i	D	Ş
R	T	ጀ	O'	i	Ş	D	R	T	ጀ	O'	i	Ş	D
R	T	ጀ	O'	i	Ş	D	i	D	R	T	O'	i	Ş

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	ଙ	D	R	T	ଙ	O'	i	T	ଙ
D	R	O'	i	ସ	D	T	ଙ	O'	i	ସ	D	R	T
ସ	D	R	O'	i	R	T	ଙ	ସ	D	R	T	ଙ	O'
ଙ	O'	i	ସ	O'	i	R	T	ଙ	O'	ସ	D	i	ସ
ଙ	O'	D	R	i	ସ	R	T	ଙ	i	ସ	ଙ	O'	i
ସ	D	i	ସ	R	T	ଙ	O'	i	ସ	D	R	D	R
D	T	R	T	ଙ	D	T	ଙ	R	O'	ଙ	O'	i	T

i	O'	i	s	ñ	D	i	s	R	O'	D	s	D
R	T	i	D	R	T	ñ	s	D	R	T	ñ	O'
T	ñ	D	ñ	i	T	O'	R	ñ	s	D	O'	i
T	O'	ñ	i	D	T	O'	i	s	R	ñ	i	s
s	O'	T	ñ	i	s	i	s	O'	i	D	R	s
ñ	D	O'	R	i	T	ñ	s	O'	i	s	D	R
ñ	O'	i	s	D	T	O'	D	R	T	ñ	O'	s

Syllabary Writing Practice ə-ət

Learning the shapes.

This exercise covers “Ø (ka)”, “F (ge)”, “Y (gi)”, “A (go)”, “J (gu)”, “E (gv)”, and “ø (ha)”.
The first two rows are for the first exercise, and the last two rows are for the second exercise.

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:

Ø	F	Ø	F	Y	A	Ø	F	Y	A	J	E	Y	A
Ø	F	J	E	ø	D	Y	A	J	E	ø	D	R	T
ø	D	Ø	F	J	E	R	T	Y	A	ø	D	R	T
Ø	O°	Ø	O°	i	§	J	E	R	T	Ø	O°	ø	D
i	§	Ø	O°	Ø	F	i	§	R	T	Y	A	i	§
Ø	O°	J	E	ø	D	i	§	R	T	Ø	O°	i	§
Ø	F	Ø	F	Ø	Y	F	Y	A	Ø	Y	A	F	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.

ø	f	ø	f	y	a	ø	f	y	a	j	e	y	a
ø	f	j	e	ø	d	y	a	j	e	ø	d	r	t
ø	d	ø	f	j	e	r	t	y	a	ø	d	r	t
ø	o'	ø	o'	i	s	j	e	r	t	ø	o'	ø	d
i	s	ø	o'	ø	f	i	s	r	t	y	a	i	s
ø	o'	j	e	ø	d	i	s	r	t	ø	o'	i	s
ø	f	ø	f	ø	y	f	y	a	ø	y	a	f	j

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a	j	e	y	e	j	e	ø	a	ø	ø	e	ø	f
j	d	ø	d	r	y	e	d	r	t	a	ø	d	r
t	ø	j	r	t	ø	d	ø	e	t	o'	r	ø	ø
ø	o'	i	f	t	o'	ø	i	d	y	o'	i	s	r
a	i	s	o'	s	j	t	ø	i	s	e	ø	s	o'
i	d	r	s	t	ø	ø	o'	f	i	y	a	s	j
e	ø	d	r	t	ø	o'	i	s	ø	f	y	a	j

Day 2

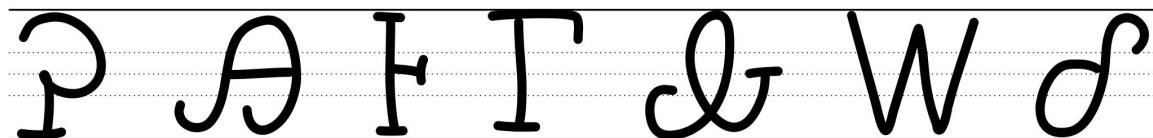
Syllabary Writing Practice P-o

Learning the shapes.

This exercise covers “**P** (he)”, “**A** (hi)”, “**F** (ho)”, “**T** (hu)”, “**G** (hv)”, “**W** (la)”, and “**ø** (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:

Р	Ә	Р	Ә	F	Г	Р	Ә	F	Г	Г	Ә	W	F	Г
Р	Ә	&	W	σ	Ә	F	Г	&	W	σ	Ә	F	Y	
σ	Ә	Р	Ә	&	W	F	Y	F	Г	σ	Ә	F	Y	
A	J	A	J	E	+	&	W	F	Y	A	J	σ	Ә	
E	+	A	J	?	Ә	E	+	F	Y	F	Г	E	+	
A	J	&	W	σ	Ә	E	+	F	Y	A	J	E	+	
Р	Ә	Р	Ә	Р	F	Ә	F	Г	Р	F	Г	Ә	&	

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.

P	A	P	A	F	G	P	A	F	G	Q	W	F	G
P	A	Q	W	o	o	F	G	Q	W	o	o	F	Y
o	o	P	A	Q	W	F	Y	F	G	o	o	F	Y
A	J	A	J	E	o	Q	W	F	Y	A	J	o	o
E	o	A	J	P	A	E	o	F	Y	F	G	E	o
A	J	Q	W	o	o	E	o	F	Y	A	J	E	o
P	A	P	A	P	F	A	F	G	P	F	G	A	Q

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G	Q	W	F	W	Q	W	o	G	o	P	W	o	A
Q	o	o	o	o	F	F	W	o	F	Y	G	o	o
Y	A	Q	F	Y	A	o	A	W	Y	J	F	A	o
P	J	E	A	Y	J	A	E	o	F	J	E	o	F
G	E	o	J	o	Q	Q	Y	A	E	o	W	o	J
E	o	F	o	o	Y	A	P	J	A	E	F	G	o
W	o	o	F	Y	A	J	E	o	Q	A	F	G	Q

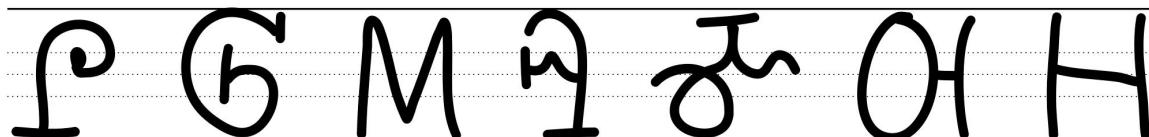
Syllabary Writing Practice F-H

Learning the shapes.

This exercise covers “P (li)”, “G (lo)”, “M (lu)”, “Q (lv)”, “F (ma)”, “OI (me)”, and “H (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:

P	G	P	G	M	Q	P	G	M	Q	F	OI	M	Q
P	G	F	OI	H	P	M	Q	F	OI	H	P	A	F
H	P	P	G	F	OI	A	F	M	Q	H	P	A	F
G	Q	G	Q	Q	OI	A	F	G	Q	H	P	A	F
W	o	G	Q	Q	OI	H	P	W	o	F	M	Q	W
G	Q	F	Q	Q	OI	H	P	W	o	F	G	Q	W
P	G	P	G	P	M	G	M	Q	P	M	Q	G	F

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.

P	G	P	G	M	ä	P	G	M	ä	ß'	OI	M	ä
P	G	ß'	OI	H	þ	M	ä	ß'	OI	H	þ	æ	F
H	þ	P	G	ß'	OI	æ	F	M	ä	H	þ	æ	F
Γ	ð	Γ	ð	W	ö	ß'	OI	æ	F	Γ	ð	H	þ
W	ö	Γ	ð	P	G	W	ö	æ	F	M	ä	W	ö
Γ	ð	ß'	OI	H	þ	W	ö	æ	F	Γ	ð	W	ö
P	G	P	G	P	M	G	M	ä	P	M	ä	G	ß'

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ä	ß'	OI	M	OI	ß'	OI	H	ä	H	F	OI	H	G
ß'	þ	H	þ	æ	M	OI	þ	æ	F	ä	H	þ	æ
F	Γ	ß'	æ	F	Γ	þ	Γ	OI	F	ð	æ	Γ	H
P	ð	W	G	F	ð	Γ	W	þ	M	ð	W	ö	æ
ä	W	ö	ð	ö	ß'	F	Γ	W	ö	OI	H	ö	ð
W	þ	æ	ö	F	Γ	þ	ð	G	W	M	ä	ö	ß'
OI	H	þ	æ	F	Γ	ð	W	ö	P	G	M	ä	ß'

Day 3

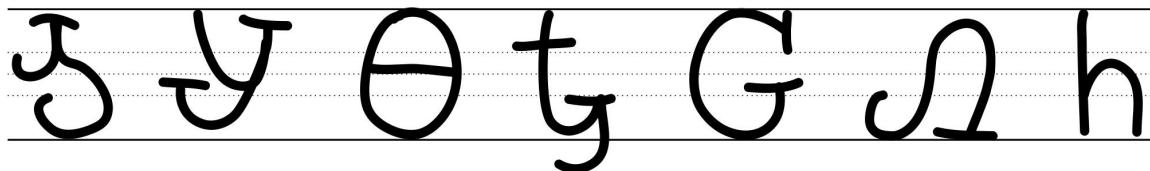
Syllabary Writing Practice 5-h

Learning the shapes.

This exercise covers “ڻ (mo)”, “ڙ (mu)”, “ڦ (na)”, “ڦ (hna)”, “ڻ (nah)”, “ڻ (ne)”, and “ڻ (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:

ɔ	y	ɔ	y	θ	t	ɔ	y	θ	t	g	l	θ	t
ɔ	y	g	l	h	f	θ	t	g	l	h	f	g	m
h	f	ɔ	y	g	l	g	m	θ	t	h	f	g	m
ə	ð	ə	ð	ɔɪ	h	g	l	g	m	ə	ð	h	f
ɔɪ	h	ə	ð	ɔ	y	ɔɪ	h	g	m	θ	t	ɔɪ	h
ə	ð	g	l	h	f	ɔɪ	h	g	m	ə	ð	ɔɪ	h
ɔ	y	ɔ	y	ɔ	θ	y	θ	t	ɔ	θ	t	y	g

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.

ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ
ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ
ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ
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ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ
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ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ

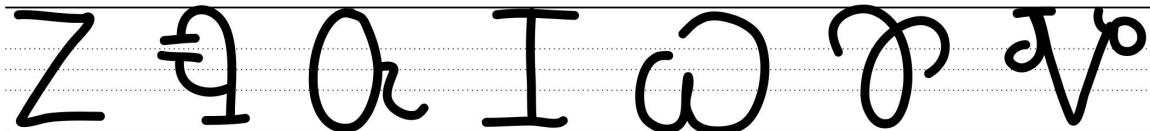
Syllabary Writing Practice Z-ጀ

Learning the shapes.

This exercise covers “ጀ (no)”, “ጀ (nu)”, “ጀ (nv)”, “ጀ (gwa)”, “ጀ (gwe)”, “ጀ (gwi)”, and “ጀ (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 “ጀ” 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 “ጀ (gwu)” or “ጀ (ya)”.

Recognition Practice.

Estimated time: 10 minutes.

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

ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ
ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ
ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ
ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ
ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ
ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ
ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ
ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ

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	ä	Z	ä	O'	I	Z	ä	O'	I	ö	F	O'	I
Z	ä	ö	F	Y	ɔ	O'	I	ö	F	Y	ɔ	Y	θ
Y	ɔ	Z	ä	ö	F	Y	θ	O'	I	Y	ɔ	Z	Y
t	G	t	G	ʌ	h	ö	F	Y	θ	t	G	Y	ɔ
ʌ	h	t	G	Z	ä	ʌ	h	Y	θ	O'	I	ʌ	h
t	G	ö	F	Y	ɔ	ɔ	ʌ	h	Y	θ	t	G	ʌ
Z	ä	Z	ä	Z	O'	ä	O'	I	Z	O'	I	ä	ö

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I	ö	F	O'	F	ö	F	Y	I	Y	Z	F	Y	ä
ö	ɔ	Y	ɔ	Y	O'	F	Y	θ	I	Y	ɔ	Y	ä
θ	t	ö	Y	θ	t	ö	Y	θ	G	Y	t	Y	ä
Z	G	ʌ	ä	θ	G	t	ʌ	ö	G	ʌ	h	Y	ä
I	ʌ	h	G	h	ö	θ	t	ʌ	h	F	Y	h	G
ʌ	ö	Y	h	θ	t	Z	G	ä	ʌ	O'	I	h	ö
F	Y	ɔ	Y	θ	t	G	ʌ	h	Z	ä	O'	I	ö

Day 4

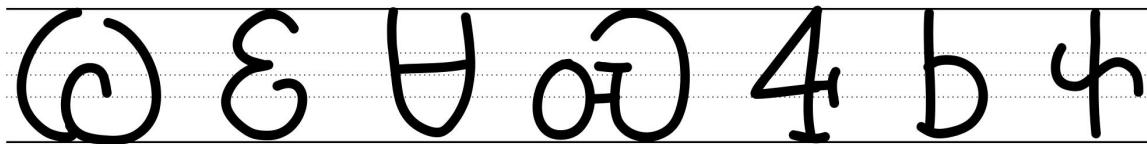
Syllabary Writing Practice Ꮓ-Ꭶ

Learning the shapes.

This exercise covers “**Ꮓ** (gwu)”, “**Ꮕ** (gwy)”, “**Ꭰ** (sa)”, “**Ꮰ** (s)”, “**Ꮔ** (se)”, “**Ꮜ** (si)”, and “**Ꭴ** (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 “**Ꮓ**” 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 “**Ꮕ** (gwe)” or “**Ꮰ** (ya)”.

Recognition Practice.

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

Estimated time: 10 minutes.

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

Ꮓ	Ꮕ	Ꮰ	Ꮔ	Ꮜ	Ꭰ	Ᏼ	Ꮓ	Ꮕ	Ꮰ	Ꮔ	Ꮜ	Ꮜ	Ꮰ	Ꮓ	Ᏼ
Ꮓ	Ꮕ	Ꮔ	Ꮜ	Ꮰ	Ᏼ	Ꮓ	Ꮕ	Ꮔ	Ꮜ	Ꮰ	Ᏼ	Ꮓ	Ꮕ	Ꮔ	Ꮜ
Ᏼ	Ꮓ	Ꮕ	Ꮰ	Ꮔ	Ꮜ	Ꭰ	Ꮕ	Ꮓ	Ꮔ	Ꮜ	Ꮰ	Ᏼ	Ꮓ	Ꮕ	Ꮰ
Ꭰ	Ꮕ	Ꮰ	Ꮔ	Ꮜ	Ꮓ	Ᏼ	Ꭰ	Ꮕ	Ꮰ	Ꮔ	Ꮜ	Ꮰ	Ꮕ	Ꮓ	Ᏼ
Ꮔ	Ꮜ	Ꮰ	Ꮓ	Ꮕ	Ꮜ	Ꭰ	Ꮔ	Ꮜ	Ꮰ	Ꮓ	Ꮕ	Ꮜ	Ꮰ	Ꮔ	Ꮜ
Ꮜ	Ꮰ	Ꮕ	Ꮓ	Ꮕ	Ꮜ	Ᏼ	Ꮜ	Ꮰ	Ꮕ	Ꮓ	Ꮕ	Ꮜ	Ꮰ	Ꮜ	Ᏼ
Ꮰ	Ꮕ	Ꮓ	Ꮕ	Ꮜ	Ꮰ	Ᏼ	Ꮰ	Ꮕ	Ꮓ	Ꮕ	Ꮜ	Ꮰ	Ꮕ	Ꮜ	Ᏼ

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	gwy
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	gvw	gwi	s	sa	gwo	se
si	so	no	nu	nv	gwa	gwe	gwi	gwo	gwu	gvw	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.

ଲ	ଙ	ଳ	ଙ	ଳ	ଏ	ଲ	ଙ	ଳ	ଏ	ଲ	ଏ	୪	ବ	ଳ	ଏ
ଲ	ଙ	ଳ	ଙ	ଳ	ଫ	କ	ଶ	ଲ	ଏ	ଲ	ଏ	୫	ବ	ଫ	ଶ
ଫ	ଶ	ଲ	ଙ	ଳ	ଙ	ବ	ଶ	ଲ	ଏ	ଲ	ଏ	୬	ବ	ଫ	ଶ
ଟ	ଦ	ଟ	ଦ	ର	ଷ	ଷ	ଷ	ଟ	ବ	ଶ	ଲ	୭	ଟ	ଦ	ର
ର	ଷ	ଟ	ଦ	ଲ	ଙ	ର	ଷ	ଷ	ଶ	ଲ	ଏ	୮	ର	ଷ	ଷ
ଟ	ଦ	ଟ	ଦ	ର	ଷ	ଷ	ଷ	ଟ	ବ	ଶ	ଲ	୯	ଟ	ଦ	ର
ଲ	ଙ	ଳ	ଙ	ଳ	ଫ	ଶ	କ	ଶ	ଲ	ଏ	ଲ	ଏ	୧	ଙ	ଳ

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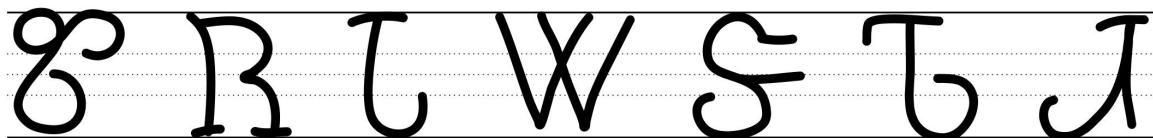
Syllabary Writing Practice ვ-ჯ

Learning the shapes.

This exercise covers “**b** (su)”, “**R** (sv)”, “**L** (da)”, “**W** (ta)”, “**§** (de)”, “**T** (te)”, and “**J** (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:

ڻ	R	ڻ	R	L	W	ڻ	R	L	W	ڻ	T	L	W
ڻ	R	ڻ	T	J	ڻ	L	W	ڻ	T	J	J	E	ڻ
J	ڻ	ڻ	R	ڻ	T	E	ڻ	L	W	J	ڻ	E	ڻ
ڻ	4	ڻ	4	B	F	ڻ	T	E	ڻ	ڻ	4	J	ڻ
B	F	ڻ	4	ڻ	R	B	F	E	ڻ	L	W	B	F
ڻ	4	ڻ	T	J	ڻ	B	F	E	ڻ	ڻ	4	B	F
ڻ	R	ڻ	R	ڻ	L	R	L	W	ڻ	L	W	R	S

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.

ڻ	R	ڻ	R	L	W	ڻ	R	L	W	S	T	L	W
ڻ	R	S	T	J	ڦ	L	W	S	T	J	ڦ	E	ڦ
J	ڦ	ڻ	R	S	T	E	ڦ	L	W	J	ڦ	E	ڦ
U	4	U	4	B	F	S	T	E	ڦ	U	4	J	ڦ
B	F	U	4	ڻ	R	B	F	E	ڦ	L	W	B	F
U	4	S	T	J	ڦ	B	F	E	ڦ	U	4	B	F
ڻ	R	ڻ	R	ڻ	L	R	L	W	ڻ	L	W	R	S

W	Ֆ	Ե	Լ	Ե	Տ	Ե	Լ	W	Լ	Ե	Ե	Լ	Լ	R
Ֆ	Ո	Լ	Ո	Ե	Լ	Ե	Ո	Ե	Ո	W	Լ	Ո	Ե	Ե
Ո	Ե	Տ	Ե	Ո	Ե	Ո	Ե	Ե	Ե	Ե	Ե	Ո	Գ	Ե
Ե	Գ	Ե	Բ	Ր	Ո	Գ	Ե	Ե	Ե	Ե	Ե	Բ	Ի	Ե
W	Ե	Ւ	Գ	Ւ	Տ	Ո	Ե	Ե	Ւ	Ւ	Լ	Գ	Ի	Գ
Ե	Ո	Ե	Ւ	Ո	Ե	Ե	Ւ	Գ	Ր	Ե	Լ	Վ	Ւ	Տ
Ե	Լ	Ե	Ո	Ե	Գ	Գ	Ե	Ւ	Ր	Ե	Լ	Վ	Ւ	Տ

Day 5

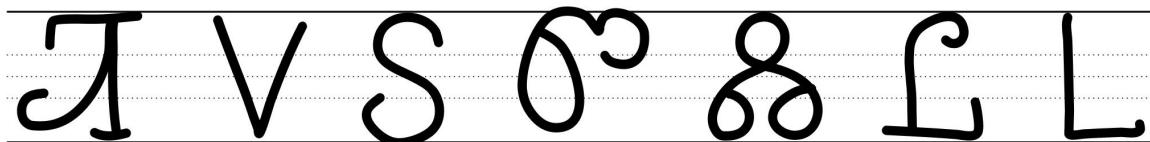
Syllabary Writing Practice Ι-Λ

Learning the shapes.

This exercise covers “**J** (ti)”, “**V** (do)”, “**S** (du)”, “**F** (dv)”, “**ঝ** (dla)”, “**L** (hla)”, and “**L** (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:

ג	ו	ג	ו	ס	מ	ג	ו	ס	מ	ג	ל	ס	מ
ג	ו	ג	ל	ל	ב	ס	מ	ג	ל	ל	ב	ר	ל
ל	ב	ג	ו	ג	ל	ר	ל	ס	מ	ל	ב	ר	ל
ו	ס	ו	ס	ט	ג	ל	ג	ל	ר	ל	ו	ס	ל
ט	ג	ו	ו	ס	ג	ו	ט	ג	ל	ר	ל	ס	ט
ו	ס	ג	ל	ל	ב	ט	ג	ל	ר	ל	ו	ס	ט
ג	ו	ג	ו	ס	ו	ס	מ	ג	ס	ו	ו	ג	ו

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.

Ꭰ	Ꮍ	Ꭲ	Ꮇ	Ꮥ	Ꮎ	Ꮜ	Ꮡ	Ꮅ	Ꮘ	Ꮪ	Ꮝ	Ꮵ	Ꮹ
Ꭰ	Ꮍ	Ꭲ	Ꮇ	Ꮥ	Ꮎ	Ꮜ	Ꮡ	Ꮅ	Ꮘ	Ꮪ	Ꮝ	Ꮵ	Ꮈ
Ꮌ	Ꮋ	Ꭲ	Ꮇ	Ꮥ	Ꮎ	Ꮜ	Ꮡ	Ꮅ	Ꮘ	Ꮪ	Ꮝ	Ꮵ	Ꮈ
Ꮎ	Ꭾ	Ꭼ	Ꭾ	Ꭽ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ
Ꮥ	Ꮁ	Ꭲ	Ꮇ	Ꮥ	Ꮁ	Ꭲ	Ꮇ	Ꮥ	Ꮁ	Ꭲ	Ꮇ	Ꮥ	Ꮁ
Ꮎ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ
Ꭰ	Ꮍ	Ꭲ	Ꮇ	Ꮥ	Ꮎ	Ꮜ	Ꮡ	Ꮅ	Ꮘ	Ꮪ	Ꮝ	Ꮵ	Ꮃ

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Ꮹ	Ꮷ	Ꮌ	Ꮍ	Ꮌ	Ꮷ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ
Ꮷ	Ꮋ	Ꮌ	Ꮍ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ
Ꮌ	Ꮍ	Ꮌ	Ꮍ	Ꮌ	Ꮍ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ	Ꮌ
Ꭲ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ	Ꭾ
Ꮹ	Ꮷ	Ꭲ	Ꭾ	Ꭲ	Ꭾ	Ꭲ	Ꭾ	Ꭲ	Ꭾ	Ꭲ	Ꭾ	Ꭲ	Ꭾ
Ꮌ	Ꭾ	Ꮌ	Ꭾ	Ꮌ	Ꭾ	Ꮌ	Ꭾ	Ꮌ	Ꭾ	Ꮌ	Ꭾ	Ꮌ	Ꭾ

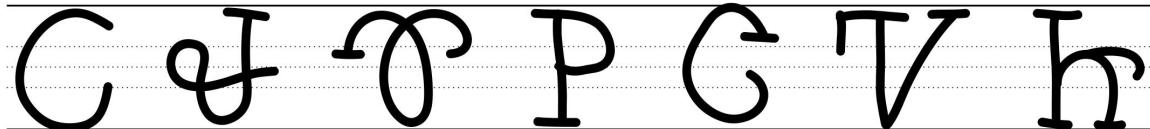
Syllabary Writing Practice C-Ir

Learning the shapes.

This exercise covers “C (tli)”, “Ꮂ (tlo)”, “Ꭹ (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	Ꮂ	C	Ꮂ	Ꭹ	P	C	Ꮂ	Ꭹ	P	G	V	Ꭹ	P
C	Ꮂ	G	V	Ir	Ꭲ	Ꭹ	Ꭹ	P	G	V	Ir	Ꭲ	V
Ir	Ꭲ	C	Ꮂ	G	V	V	S	Ꭹ	P	Ir	Ꭲ	V	S
Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ
Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ
Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ	Ꭹ
C	Ꮂ	C	Ꮂ	Ꭹ	P	C	Ꮂ	Ꭹ	P	G	V	Ꭹ	P

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	sla	tlo	du	dla	dv	sla	ti	tlu	dla	sla	tle	do
tlv	sla	tle	dla	tle	ja	du	dv	sla	tle	je	ji	tle	dla
sla	ti	do	tle	du	dv	tli	dla	tlo	sla	tlu	tlv	tle	ja
je	ji	ti	do	du	dv	dla	sla	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	ꝑ	C	ꝑ	ꝑ	P	C	ꝑ	ꝑ	P	G	V	ꝑ	P
C	ꝑ	G	V	ꝑ	ꝑ	P	G	V	ꝑ	ꝑ	V	S	
ꝑ	ꝑ	C	ꝑ	G	V	V	S	ꝑ	P	ꝑ	ꝑ	V	S
ꝑ	ꝑ	ꝑ	ꝑ	ꝑ	L	L	G	V	V	S	ꝑ	ꝑ	ꝑ
L	L	ꝑ	ꝑ	C	ꝑ	L	L	V	S	ꝑ	P	L	L
ꝑ	ꝑ	G	V	ꝑ	ꝑ	L	L	V	S	ꝑ	ꝑ	L	L
C	ꝑ	C	ꝑ	C	ꝑ	ꝑ	ꝑ	P	C	ꝑ	P	ꝑ	G

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P	G	V	ꝑ	V	G	V	ꝑ	P	ꝑ	C	V	ꝑ	ꝑ
G	ꝑ	ꝑ	ꝑ	ꝑ	V	ꝑ	V	ꝑ	V	S	P	ꝑ	ꝑ
S	ꝑ	G	V	S	ꝑ	ꝑ	ꝑ	V	S	ꝑ	V	ꝑ	ꝑ
C	ꝑ	L	ꝑ	S	ꝑ	ꝑ	ꝑ	L	ꝑ	ꝑ	ꝑ	L	V
P	L	L	ꝑ	L	G	S	ꝑ	L	L	V	ꝑ	L	ꝑ
L	ꝑ	V	L	S	ꝑ	C	ꝑ	ꝑ	ꝑ	L	ꝑ	P	L
V	ꝑ	ꝑ	V	S	ꝑ	ꝑ	ꝑ	L	C	ꝑ	ꝑ	P	G

Day 6

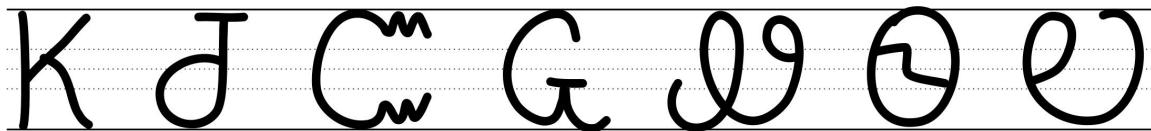
Syllabary Writing Practice K-Ø

Learning the shapes.

This exercise covers “K (jo)”, “J (ju)”, “C (jv)”, “G (wa)”, “Ø (we)”, “Θ (wi)”, and “Ø (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	C	G	K	J	C	G	Ø	Θ	C	G
K	J	Ø	Θ	Ø	C	C	G	Ø	Θ	Ø	C	Ø	Ø
Ø	C	K	J	Ø	Θ	Ø	Ø	C	G	Ø	C	Ø	Ø
P	G	P	G	V	Ir	Ø	Ø	Ø	G	P	G	Ø	C
V	Ir	P	G	K	J	V	Ir	Ø	Ø	C	G	V	Ir
P	G	Ø	Θ	Ø	C	V	Ir	Ø	Ø	P	G	V	Ir
K	J	K	J	K	C	J	C	G	K	C	G	J	Ø

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	J	K	J	C	G	K	J	C	G	W	Theta	C	G
K	J	W	Theta	V	C	C	G	W	Theta	V	C	Y	T
V	C	K	J	W	Theta	V	T	C	G	V	C	Y	T
P	G	P	G	V	I	R	W	Theta	V	T	P	G	V
V	I	R	P	G	K	J	V	I	R	V	T	C	G
P	G	W	Theta	V	C	T	V	I	R	V	T	P	G
K	J	K	J	K	C	J	C	G	K	C	G	J	W

*** NEXT PAGE ***

G	W	Theta	C	Theta	W	Theta	V	G	W	K	Theta	V	J
W	C	V	C	Y	C	Theta	C	Y	T	G	V	C	Y
T	P	W	V	T	P	C	P	Theta	T	G	Y	P	V
K	G	V	d	T	G	P	V	C	C	G	V	I	V
G	V	I	R	G	I	R	W	T	P	V	I	Theta	V
V	C	Y	I	R	T	P	K	G	J	V	C	I	W
Theta	V	C	Y	T	P	G	V	I	R	K	J	C	W

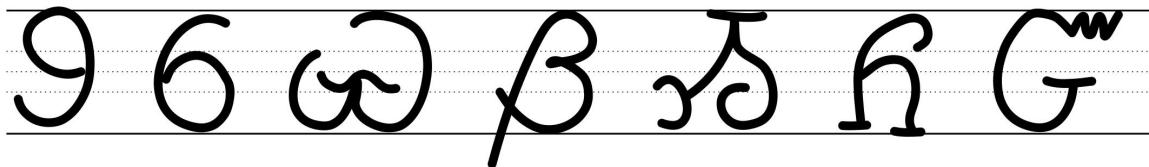
Syllabary Writing Practice 9-6

Learning the shapes.

This exercise covers “G (wu)”, “V (wv)”, “W (ya)”, “T (ye)”, “I (yi)”, “H (yo)”, and “K (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 “W” to draw the cap across the middle bump. If you don’t include the cap, it might be mistaken for either of the letters “I” (gwe) or “I” (gwu).

Recognition Practice.

Estimated time: 10 minutes.

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

9	6	9	6	W	T	9	6	W	T	H	W	T
9	6	W	H	G	K	W	T	W	H	G	K	J
G	K	9	6	W	H	J	C	W	T	G	K	J
G	W	G	W	Theta	V	V	W	H	J	C	W	K
Theta	V	G	W	9	6	Theta	V	J	C	W	Theta	V
G	W	W	H	G	K	Theta	V	J	C	W	Theta	V
9	6	9	6	9	W	6	W	T	H	W	6	W

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.

g	6	9	6	ω	þ	g	6	ω	þ	ø	h	ω	þ
g	6	ø	h	G	K	ω	þ	ø	h	G	K	ð	C
G	K	g	6	ø	h	d	C	ω	þ	G	K	d	C
C	ω	G	ω	ø	O	ø	h	d	C	G	ω	ø	K
O	ø	G	ω	g	6	ø	O	d	C	ω	þ	ø	O
G	ω	ø	h	G	K	ø	O	d	C	G	ω	ø	O
g	6	9	6	9	ω	6	ω	þ	g	ω	þ	6	ø

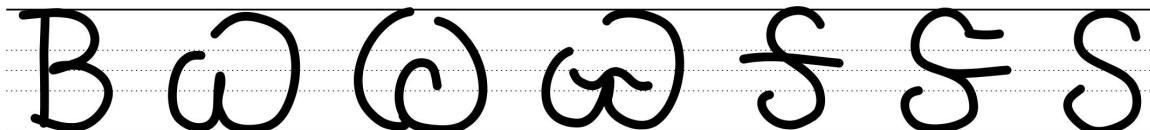
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þ	ø	h	ω	h	ø	h	G	þ	G	g	h	G	6
ø	K	G	K	d	ω	h	K	d	C	þ	G	K	d
C	G	ø	d	C	G	K	G	h	C	ω	J	G	G
g	ω	ø	6	C	ω	G	ø	K	ω	ω	ø	ø	d
þ	ø	O	ω	O	ø	C	G	ø	O	h	G	O	ω
O	K	d	O	C	G	g	ω	6	Q	ω	B	O	ø
h	G	K	d	C	G	ω	Q	O	g	6	ø	þ	ø

One additional letter and a review.

These additional exercises cover the final new letter “B (yv)” and reviews the letters “ω (gwe)”, “ω (gwu)”, “ω (ya)”, “S (ga)”, “S (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	ω	B	ω	ω	ω	B	ω	ω	ω	S	S	ω	ω
B	ω	S	S	S	g	ω	ω	S	S	S	g	6	ω
S	g	B	ω	S	S	6	ω	ω	ω	S	g	6	ω
þ	ø	þ	ø	h	G	s	s	6	ω	þ	ø	S	g
h	G	þ	ø	B	ω	h	G	6	ω	ω	ω	h	G
þ	ø	S	S	S	g	h	G	6	ω	þ	ø	h	G
B	ω	B	ω	B	ω	ω	ω	ω	B	ω	ω	ω	S

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	ω	B	ω	ω	ω	B	ω	ω	ω	ω	ω	ω	ω
B	ω	S	S	S	9	ω	ω	S	S	S	9	6	ω
S	9	B	ω	S	S	6	ω	ω	ω	S	9	6	ω
β	ν	β	ν	h	G	β	β	6	ω	β	ν	S	9
h	G	β	ν	B	ω	h	G	6	ω	ω	ω	h	G
β	ν	S	S	S	9	h	G	6	ω	β	ν	h	G
B	ω	B	ω	B	ω	ω	ω	B	ω	ω	ω	ω	ω

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ω	s	s	ω	s	s	s	s	ω	s	b	s	s	ω
s	9	s	9	6	ω	s	9	6	ω	s	9	6	ω
β	s	6	ω	β	9	β	s	ω	ν	6	β	s	b
ν	h	ω	ω	ν	β	h	9	ω	ν	h	G	6	ω
h	G	ν	G	s	ω	β	h	G	s	s	G	ν	h
9	6	G	ω	β	B	ν	ω	h	ω	ω	G	s	s
s	9	6	ω	β	ν	h	G	B	ω	ω	ω	s	ω

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	ă	D	R	T	ă	O'	i
T	ă	O'	i	ş	ə	O'	i	ş	ə	F	y
ş	ə	F	y	A	J	F	y	A	J	E	ä
A	J	E	ä	p	ä	E	ä	p	ä	F	Γ
p	ä	F	Γ	&	W	F	Γ	&	W	ö	p
&	W	ö	p	G	M	ö	p	G	M	ä	ş

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G	M	ä	ş	O'	H	ä	ş	O'	H	ɔ	y
O'	H	ɔ	y	θ	t	ɔ	y	θ	t	G	ʌ
θ	t	G	ʌ	h	Z	G	ʌ	h	Z	ä	O'
h	Z	ä	O'	I	ω	ä	O'	I	ω	ṛ	v̄
I	ω	ṛ	v̄	ω	ɛ	ṛ	v̄	ω	ɛ	œ	ɛ
ω	ɛ	œ	ɛ	f	b	œ	ɛ	f	b	f	v̄

*** NEXT PAGE ***

f	b	f	r	R	l	f	r	R	l	w	ş
R	l	w	ş	t	ʃ	l	w	ş	t	ʃ	v
t	ʃ	ʃ	v	s	r̄	ʃ	v	s	r̄	ă	l̄
s	r̄	ă	l̄	l	c	ă	l̄	l	c	u	ṛ
l	c	u	ṛ	p	g	u	ṛ	p	g	v	h̄
p	g	v	h̄	k	d	v	h̄	k	d	c̄	ḡ

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K	d	c̄	g	ă	Θ	c̄	g	ă	Θ	o	g
ă	Θ	o	g	g	ă	Θ	o	g	ă	β	ă
g	ă	β	ă	h	ḡ	ă	β	ă	h	ḡ	b
h	ḡ	b	g	c	g	b	g	c	g	c̄	g
c	g	c̄	g	r	r	c̄	g	r	r	o'	o'
r	r	o'	o'	j	d	o'	o'	j	d	j	d

☞ 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

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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

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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.

DeəVəT 4

OoYoLT DoSoGLəL

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

JAəRə (Read them)

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

DəH! [a²yo] “Ouch!”

iL, L [y²tlə, v²hla, tla, hla] “No.”

GAəLL, GAəLL [o⁴sda, o⁴sdv] “Good. Well.”

IəG [ho²wa] “Okay. Alright. Sure.”

KəEəH, KəH [o²s̫i³yo, s̫i³yo] “Hello.” ☞ This literally means “all is just fine”.

H! [ni!] “Look at that!”

OəHəT [u²yo⁴i] “Bad.”

GWəY [ja²la²gi] “Cherokee.”

iI [v²v] “Yes.”

GəV [w²do] “Thanks.”

iOəYY? [v¹sgi²gi?] “Really?”

fəILS, Bə9əLS [yo³ne²ga, yv³wu³ne²ga] “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 “fILS” is a combination of the words DBΘ [a²yv²wi] “person” and OəLS [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.

HWəRS (Do them)

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

You will need the following props:

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

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

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

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

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

Groups of Two to Four

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

Set 1

1. Df
 - (a) Each person should tap the cactus then say “Df!” and shake their hand as if injured.
2. Ꮥbf
 - (a) Wave hello to each other while saying “Ꮥbf”.
3. h, B9J8
 - (a) Point to the English paper and say “h! B9J8!”
4. h, GWY
 - (a) Point to the Cherokee paper and say “h! GWY!”
5. Df
 - (a) Each person should tap the fire then say “Df!” and shake their hand as if injured.
6. Ꮥbf
 - (a) Shake hands with each other while saying “Ꮥbf”.
7. h, hJ8
 - (a) Point to the English paper and say “h! hJ8!”
8. h, GWY
 - (a) Point to the Cherokee paper and say “h! GWY!”
9. Gv, HG, iDYY?
 - (a) Pass the gift from left to right. The person receiving it should say “iDYY? Gv!”. The person giving the gift should then respond with “HG!”.

Set 2

1. L, ii, O'fT, Ꮥv
 - (a) Pass the gift from left to right. The person to receive it should indicate they don’t want it and say “L!”. The person giving the gift should then say “iDYY? O'fT!”. The person receiving the gift should then say “... HG, ii.”. The person giving the gift should say “v”. The gift should then be passed.
2. Df
 - (a) Each person should tap the cactus then say “Df!” and shake their hand as if injured.
3. Ꮥbf
 - (a) Bow slightly to each other while saying “Ꮥbf”.
4. h, hJ8
 - (a) Point to the English paper and say “h! hJ8!”
5. h, GWY
 - (a) Point to the Cherokee paper and say “h! GWY!”
6. Gv, HG, iDYY?
 - (a) Pass the gift from left to right. The person receiving it should say “iDYY? Gv!”. The person giving the gift should then respond with “HG!”.
7. iL, ii, O'fT, Ꮥv
 - (a) Pass the gift from left to right. The person to receive it should indicate they don’t want it and say “iL!”. The person giving the gift should then say “iDYY? O'fT!”. The person receiving the gift should then say “... HG, ii.”. The person giving the gift should say “v”. The gift should then be passed.

8. Df

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

Set 3

1. h, B9/ls

- (a) Point to the English paper and say “h! B9/ls!”

2. h, GWY

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

3. Gv, HG, iθYY?

- (a) Pass the gift from left to right. The person receiving it should say “iθYY? G.V!”. The person giving the gift should then respond with “HG!”.

4. L, ii, O'fT, ḫn̄l̄

- (a) Pass the gift from left to right. The person to receive it should indicate they don't want it and say “L!”. The person giving the gift should then say “iθYY? O'fT!”. The person receiving the gift should then say “d... HG, ii.”. The person giving the gift should say “dñl̄”. The gift should then be passed.

Set 4

1. iL, ii, O'fT, ḫn̄l̄

- (a) Pass the gift from left to right. The person to receive it should indicate they don't want it and say “iL!”. The person giving the gift should then say “iθYY? O'fT!”. The person receiving the gift should then say “d... HG, ii.”. The person giving the gift should say “dñl̄”. The gift should then be passed.

2. Df

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

3. ḫbñ

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

4. h, B9/ls

- (a) Point to the English paper and say “h! B9/ls!”

5. h, GWY

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

6. Gv, HG, iθYY?

9. ḫbñ

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

5. Df

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

6. ḫbñ

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

7. h, f/ls

- (a) Point to the English paper and say “h! f/ls!”

8. h, GWY

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

9. Gv, HG, iθYY?

- (a) Pass the gift from left to right. The person receiving it should say “iθYY? G.V!”. The person giving the gift should then respond with “HG!”.

- (a) Pass the gift from left to right. The person receiving it should say “iθYY? G.V!”. The person giving the gift should then respond with “HG!”.

7. L, ii, O'fT, ḫn̄l̄

- (a) Pass the gift from left to right. The person to receive it should indicate they don't want it and say “L!”. The person giving the gift should then say “iθYY? O'fT!”. The person receiving the gift should then say “d... HG, ii.”. The person giving the gift should say “dñl̄”. The gift should then be passed.

8. Gv, HG, iθYY?

- (a) Pass the gift from left to right. The person receiving it should say “iθYY? G.V!”. The person giving the gift should then respond with “HG!”.

9. iL, ii, O'fT, ḫn̄l̄

- (a) Pass the gift from left to right. The person to receive it should indicate they don't want it and say “iL!”. The person giving the gift should then say “iθYY? O'fT!”. The person receiving the gift should then say “d... HG, ii.”. The person giving the gift should say “dñl̄”. 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.

Devat 5

AodYuLT DeCTeooLT

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

JuAFu (Read them)

Review the following vocabulary then do the exercises.

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

SV OooJ [ga²do² u⁴sdi] “Which one?”

DhWP [a²ni²t²li] “Two.” ☞ This is a special form of WP used when referring to anything animate.

JW TS [hi²la⁴ i²ga⁴] “How many?” ☞ “ JW TS” is used when talking about inanimate things.

KT [jo²zi] “Three.”

JW ToH [hi²la⁴ i²y³ni] “How many?” ☞ “ JW ToH” is used when talking about animate things.

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

JuFOoLT (Numbers)

Uoo [sa¹gwu⁴] “One.”

OoY [nvh²gi] “Four.”

WP [t²li] “Two.”

AoDuYuLT [hi²sgi] “Five.”

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

Generally:

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

TEoT [i²gv²yi⁴zi] “First.”

AoDuYuLT [hi²sgi²ne⁴zi] “Fifth.”

WPLT [t²li²ne⁴zi] “Second.”

VuLoLT [su²da³li²ne⁴zi] “Sixth.”

KToLT [jo²zi²ne⁴zi] “Third.”

SFoVoYuLT [gahl²gwo²gi²ne⁴zi] “Seventh.”

OoYuLT [nvh²gi²ne⁴zi] “Fourth.”

HWOS (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 "AW ____?" 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 "SS O'óJ ____?" 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. "AW ____?"
 - (a) "D" selects an appropriate number of items from the correct group and places them before "R".
 - (b) "D" asks "R": "AW ____?" 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. "SV O'óJ ____?"

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

Set 1

- | | |
|---|-------------------------------------|
| 1. SV O <small>வி</small> கு KTதT? | 5. அW TவH? <input type="checkbox"/> |
| (a) <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | (a) உவ. (Animate). |
| 2. அW TS? <input type="checkbox"/> | 6. அW TS? <input type="checkbox"/> |
| (a) உவ. (Inanimate). | (a) உவ, WF. (Inanimate). |
| 3. SV O <small>வி</small> கு அவுதT? | 7. அW TவH? <input type="checkbox"/> |
| (a) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | (a) உவ. (Animate). |
| 4. அW TS? <input type="checkbox"/> | 8. அW TS? <input type="checkbox"/> |
| (a) உவ. (Inanimate). | (a) உவ, WF. (Inanimate). |

Set 2

- | | |
|-------------------------------------|--|
| 1. அW TவH? <input type="checkbox"/> | 5. அW TவH? <input type="checkbox"/> |
| (a) உவ, DhWF. (Animate). | (a) உவ, DhWF, DhKT. (Animate). |
| 2. அW TS? <input type="checkbox"/> | 6. SV O <small>வி</small> கு வுல்த? |
| (a) உவ, WF, KT. (Inanimate). | (a) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> |
| 3. அW TவH? <input type="checkbox"/> | 7. அW TS? <input type="checkbox"/> |
| (a) உவ, DhWF. (Animate). | (a) உவ. (Inanimate). |
| 4. அW TS? <input type="checkbox"/> | 8. அW TவH? <input type="checkbox"/> |
| (a) உவ, WF, KT. (Inanimate). | (a) உவ, DhWF, DhKT. (Animate). |

Set 3

- | | |
|-------------------------------------|-------------------------------------|
| 1. அW TS? <input type="checkbox"/> | 5. அW TவH? <input type="checkbox"/> |
| (a) உவ, WF, KT, OY. (Inanimate). | (a) உவ, DhWF, DhKT, OY. (Animate). |
| 2. அW TவH? <input type="checkbox"/> | 6. அW TவH? <input type="checkbox"/> |
| (a) உவ. (Animate). | (a) உவ, DhWF. (Animate). |
| 3. அW TS? <input type="checkbox"/> | 7. அW TS? <input type="checkbox"/> |
| (a) உவ, WF. (Inanimate). | (a) உவ, WF, KT. (Inanimate). |
| 4. அW TS? <input type="checkbox"/> | 8. அW TவH? <input type="checkbox"/> |
| (a) உவ, WF, KT, OY. (Inanimate). | (a) உவ, DhWF, DhKT, OY. (Animate). |

Set 4

1. $\partial W T\partial H?$
 (a) $\text{E}\partial$, $W\mathbf{P}$, KT, O^Y , $\partial\partial Y$. (Inanimate).
2. $\partial W T\partial H?$
 (a) $\text{E}\partial$, DhWP, DhKT, O^Y , $\partial\partial Y$. (Animate).
3. $\partial W T\partial H?$
 (a) $\text{E}\partial$, DhWP, DhKT. (Animate).
4. $\partial W T\$?$
 (a) $\text{E}\partial$, WP, KT, O^Y , $\partial\partial Y$. (Inanimate).
5. $\partial W T\partial H?$
 (a) $\text{E}\partial$, DhWP, DhKT, O^Y , $\partial\partial Y$. (Animate).
6. $\partial W T\$?$
 (a) $\text{E}\partial$, WP, KT, O^Y , $\partial\partial Y$, $V\mathbf{L}\mathbf{P}$. (Inanimate).
7. $\partial W T\$?$
 (a) $\text{E}\partial$, WP, KT, O^Y . (Inanimate).
8. $\partial W T\$?$
 (a) $\text{E}\partial$, WP, KT, O^Y , $\partial\partial Y$, $V\mathbf{L}\mathbf{P}$. (Inanimate).

Set 5

1. $\partial W T\partial H?$
 (a) $\text{E}\partial$, DhWP, DhKT, O^Y , $\partial\partial Y$, $V\mathbf{L}\mathbf{P}$. (Animate).
2. $\partial W T\$?$
 (a) $\text{E}\partial$, WP, KT, O^Y , $\partial\partial Y$, $V\mathbf{L}\mathbf{P}$, $S\mathbf{P}V^Y$. (Inanimate).
3. $\partial W T\partial H?$
 (a) $\text{E}\partial$, DhWP, DhKT, O^Y . (Animate).
4. $\partial W T\partial H?$
 (a) $\text{E}\partial$, DhWP, DhKT, O^Y , $\partial\partial Y$, $V\mathbf{L}\mathbf{P}$. (Animate).
5. $\partial W T\$?$
 (a) $\text{E}\partial$, WP, KT, O^Y , $\partial\partial Y$, $V\mathbf{L}\mathbf{P}$, $S\mathbf{P}V^Y$. (Inanimate).
6. $\partial W T\partial H?$
 (a) $\text{E}\partial$, DhWP, DhKT, O^Y , $\partial\partial Y$, $V\mathbf{L}\mathbf{P}$, $S\mathbf{P}V^Y$. (Animate).
7. $\partial W T\$?$
 (a) $\text{E}\partial$, WP, KT, O^Y , $\partial\partial Y$. (Inanimate).
8. $\partial W T\partial H?$
 (a) $\text{E}\partial$, DhWP, DhKT, O^Y , $\partial\partial Y$. (Animate).

Set 6

1. $\partial W T\partial H?$
 (a) $\text{E}\partial$, DhWP, DhKT, O^Y , $\partial\partial Y$, $V\mathbf{L}\mathbf{P}$, $S\mathbf{P}V^Y$. (Animate).
2. $\partial W T\$?$
 (a) $\text{E}\partial$, WP, KT, O^Y , $\partial\partial Y$, $V\mathbf{L}\mathbf{P}$. (Inanimate).
3. $\partial W T\partial H?$
 (a) $\text{E}\partial$, DhWP, DhKT, O^Y , $\partial\partial Y$, $V\mathbf{L}\mathbf{P}$. (Animate).
4. $\partial W T\$?$
 (a) $\text{E}\partial$, WP, KT, O^Y , $\partial\partial Y$, $V\mathbf{L}\mathbf{P}$, $S\mathbf{P}V^Y$. (Inanimate).
5. $\partial W T\partial H?$
 (a) $\text{E}\partial$, DhWP, DhKT, O^Y , $\partial\partial Y$, $V\mathbf{L}\mathbf{P}$, $S\mathbf{P}V^Y$. (Animate).

Devat 6

CLUBT DSGTEDL

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

JAPও (Read them)

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

Review the following vocabulary then do the exercises.

DAG.JIT [a¹gogh²ti³ha] “He sees him or it.”

DhAG.JIT [a¹nj²gogh²ti³ha] “They see him or it.”

LAG.JIT [da¹gogh²ti³ha] “He sees them.”

LhAG.JIT [da¹nj²gogh²ti³ha] “They see them.”

De, Ze [a²le, no²le] “And. Or.”

DIw [a²ge²³hya] “A woman.”

DhIw [a²ni²ge²³hya] “Women.”

Desw [a²sga²ya] “A man.”

Dhesw [a²ni²sga²ya] “Men.”

SV JeoJ [ga²do² ju⁴sdi] “Which ones?” Used when the person asking a question is expecting a response about two or more non-living or inanimate things.

SV OeoJ [ga²do² un⁴sdi] “Which ones?” Used when the person asking a question is expecting a response about two or more alive or animate things.

YC [gi²hli] “A dog. Dogs.”

qo [nu²³na] “A potato. Potatoes.”

Ow [nv¹ya] “A rock. Rocks.”

Wu [we²³sa] “A cat. Cats.”

HWRS (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] Ḥă Dfă. Ḥă qθ.

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

- (a) [D->R] ʂv o'ñlJ DAG.ɬt?

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

- (b) [R] Dfă qθ DAG.ɬt.

“R” responds: The woman sees a potato.

2. [D] Ḥă Dfă. KT O'ă.

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

- (a) [D->R] ʂv dălJ LAG.ɬt?

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

- (b) [R] Dfă O'ă LAG.ɬt.

“R” responds: The woman sees rocks.

3. [D] DhWf Dhfă. Ḥă qθ.

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

- (a) [D->R] ʂv o'ñlJ DhAG.ɬt?

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

- (b) [R] Dhfă qθ DhAG.ɬt.

“R” responds: The women see a potato.

4. [D] DhWf Dhfă. Ḥă Dfă Df' Ḥă O'ă.

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

- (a) [D->R] ʂv dălJ UhAG.ɬt?

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

- (b) [R] Dhfă Dfă Df' O'ă UhAG.ɬt.

“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] ዘዴ ፍቃዴ. ዘዴ ቅዴ.
 - (a) [D→R] ምV የሚJ DAGJF?
 - (b) [R] ፍቃዴ ቅዴ DAGJF.
2. [D] ዘዴ ፍቃዴ. ዘዴ YC.
 - (a) [D→R] ምV የሚJ DAGJF?
 - (b) [R] ፍቃዴ YC DAGJF.
3. [D] ዘዴ ፍቃዴ. Wf qθ.
 - (a) [D→R] ምV ጽሑJ LAGJF?
 - (b) [R] ፍቃዴ qθ LAGJF.
4. [D] ዘዴ ፍቃዴ. ዘዴ qθ.
 - (a) [D→R] ምV የሚJ DAGJF?
- (b) [R] ፍቃዴ qθ DAGJF.
5. [D] DhKT Dhቃዴ. ዘዴ ቅዴ.
 - (a) [D→R] ምV የሚJ DhAGJF?
 - (b) [R] Dhቃዴ ቅዴ DhAGJF.
6. [D] ዘዴ ፍቃዴ. ዘዴ ወዘ.
 - (a) [D→R] ምV የሚJ DAGJF?
 - (b) [R] ፍቃዴ ወዘ DAGJF.
7. [D] DhWf Dhቃዴ. ዘዴ qθ.
 - (a) [D→R] ምV የሚJ DhAGJF?
 - (b) [R] Dhቃዴ qθ DhAGJF.

Set 2

1. [D] ዘዴ ፍቃዴ. KT ቅዴ.
 - (a) [D→R] ምV ጽሑJ LAGJF?
 - (b) [R] ፍቃዴ ቅዴ LAGJF.
2. [D] DhWf Dhቃዴ. ዘዴ ወዘ.
 - (a) [D→R] ምV የሚJ DhAGJF?
 - (b) [R] Dhቃዴ ወዘ DhAGJF.
3. [D] DhKT Dhቃዴ. ዘዴ ቅዴ.
 - (a) [D→R] ምV የሚJ DhAGJF?
 - (b) [R] Dhቃዴ ቅዴ DhAGJF.
4. [D] ዘዴ ፍቃዴ. DhWf YC.
 - (a) [D→R] ምV የሚJ LAGJF?
- (b) [R] ፍቃዴ ወዘ LAGJF.
5. [D] DhKT Dhቃዴ. ዘዴ YC.
 - (a) [D→R] ምV የሚJ DhAGJF?
 - (b) [R] Dhቃዴ YC DhAGJF.
6. [D] ዘዴ ፍቃዴ. DhWf ወዘ.
 - (a) [D→R] ምV የሚJ LAGJF?
 - (b) [R] ፍቃዴ ወዘ LAGJF.
7. [D] DhKT Dhቃዴ. Wf qθ.
 - (a) [D→R] ምV ጽሑJ LhAGJF?
 - (b) [R] Dhቃዴ qθ LhAGJF.

Set 3

1. [D] DhWf Dhቃዴ. DhWf ወዘ.
 - (a) [D→R] ምV የሚJ LhAGJF?
 - (b) [R] Dhቃዴ ወዘ LhAGJF.
2. [D] ዘዴ ፍቃዴ. DhWf YC.
 - (a) [D→R] ምV የሚJ LAGJF?
 - (b) [R] ፍቃዴ YC LAGJF.

3. [D] DhWF Dh&F&. DhWF YC.
 (a) [D→R] §V O'θ&J LhAG&J&?
 (b) [R] Dh&F& YC LhAG&J&.
4. [D] DhKT Dh&F&. KT qθ.
 (a) [D→R] §V J&J LhAG&J&?
 (b) [R] Dh&F& qθ LhAG&J&.
5. [D] E& D&F& Z& E& YC. E& O'&.
 (a) [D→R] §V O'&J DhAG&J&?

Set 4

1. [D] DhKT Dh&F&. E& D&F& Z& E& qθ.
 (a) [D→R] §V J&J LhAG&J&?
 (b) [R] Dh&F& D&F& D& qθ LhAG&J&.
2. [D] E& D&F& D& E& YC. E& O'&.
 (a) [D→R] §V O'&J DhAG&J&?
 (b) [R] D&F& D& YC O'& DhG&J&.
3. [D] DhWF Dh&F&. E& D&F& Z& E& qθ.
 (a) [D→R] §V J&J LhAG&J&?
 (b) [R] Dh&F& D&F& D& qθ LhAG&J&.
4. [D] E& D&F&. DhWF Dh&F& D& WF qθ.
 (a) [D→R] §V J&J LAG&J&?

Set 5

1. [D] DhKT Dh&F&. E& YC.
 (a) [D→R] §V O'&J DhAG&J&?
 (b) [R] Dh&F& YC DhAG&J&.
2. [D] DhKT Dh&F&. WF qθ.
 (a) [D→R] §V J&J LhAG&J&?
 (b) [R] Dh&F& qθ LhAG&J&.
3. [D] DhWF Dh&F&. E& D&F& D& E& O'&.
 (a) [D→R] §V J&J LhAG&J&?
6. [D] DhWF Dh&F&. DhWF &H.
 (a) [D→R] §V O'&J LhAG&J&?
 (b) [R] Dh&F& &H LhAG&J&.
7. [D] E& D&F& D& E& &H. E& O'&.
 (a) [D→R] §V O'&J DhAG&J&?
 (b) [R] D&F& D& &H O'& DhG&J&.
5. [D] E& D&F&. E& &H.
 (a) [D→R] §V O'&J DAG&J&?
 (b) [R] D&F& O'& DAG&J&.
6. [D] E& D&F&. E& &H.
 (a) [D→R] §V O'&J DAG&J&?
 (b) [R] D&F& &H DAG&J&.
7. [D] E& D&F&. KT O'&.
 (a) [D→R] §V J&J LAG&J&?
 (b) [R] D&F& O'& LAG&J&.

DeəVəT 7

SYLLABARY TEST

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

JAəFə (Read them)

Review the following vocabulary then do the exercises.

IəRAGəJəT [ji²gowh²tj³ha] “I see him.”

IəRAGəJəT [ji²gowh²tj³ha] “I see it.”

SəIrAəGəJəT [ga²ji²gowh²tj³ha] “I see them-animate.”

SəIrAəGəJəT [de²ji²gowh²tj³ha] “I see them-inanimate.”

AəACəJəT [hi²gowh²tj³ha] “You see him.”

AəACəJəT [hi²gowh²tj³ha] “You see it.”

SəAACəJəT [ga²hi²gowh²tj³ha] “You see them-animate.”

SəAACəJəT [de²hi²gowh²tj³ha] “You see them-inanimate.”

DəOəH, DəH [q³ha²ni, q³hni] “Here.”

TəO [i⁴na] “Far.”

OəTə [u¹hna⁴] “There.”

OəI [nq²?v] “Near. Close by.”

HWəRS (Do them)

You will need the following props:

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

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

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

Groups of Two to Five

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

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

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

1. [D] Θi Ήω Dfω. TΘ Ήω qΘ.

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

- (a) [D→R] \$V JmlJ SfAGJt?

“D” asks “R”: Which ones do you see?

- (b) [R] \$V JmlJ ShAGJt?

“R” responds: Which ones do I see?

- (c) [R] Dfh Dfω IrAGJt.

“R” says: Here I see a woman.

- (d) [R] Oṭr qΘ IrAGJt.

“R” says: There I see a potato.

2. [D] Θi DhKT DhmlSω. TΘ Ήω Oω.

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

- (a) [D→R] \$V JmlJ SfAGJt?

“D” asks “R”: Which ones do you see?

- (b) [R] \$V JmlJ ShAGJt?

“R” responds: Which ones do I see?

- (c) [R] Dfh DhmlSω ShAGJt.

“R” says: Here I see men.

- (d) [R] Oṭr Oω IrAGJt.

“R” says: There I see a potato.

3. [D] Θi Ήω Dfω. TΘ DhWF DhmlSω.

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

- (a) [D→R] \$V OθmlJ SfAGJt?

“D” asks “R”: Which ones do you see?

- (b) [R] \$V OθmlJ ShAGJt?

“R” responds: Which ones do I see?

- (c) [R] Dfh Dfω IrAGJt.

“R” says: Here I see a woman.

- (d) [R] Oṭr DhmlSω ShAGJt.

“R” says: There I see men.

4. [D] Θi Ήω DmSω. TΘ Ήω Dfω Zr' Ήω Oω.

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

- (a) [D→R] \$V JmlJ SfAGJt?

“D” asks “R”: Which ones do you see?

- (b) [R] \$V JmlJ ShAGJt?

“R” responds: Which ones do I see?

- (c) [R] Dfh DmSω IrAGJt.

“R” says: Here I see a man.

- (d) [R] Oṭr Dfω IrAGJt Df' Oω IrAGJt.

“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 each set of challenges. Do this for each challenge as listed. There may be challenges and responses repeated. Keep the cards in order and in separate sets.

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

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

For “Set 1”:

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

Generally follow the instructions as given for groups of two or more. You will need to act out both the “D” and “R” parts. Flip the card over and check your responses against the responses on the response side of the index card.

For each remaining set:

Follow the instructions previously given for “Set 1”.

Sets

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

Set 1

1. [D] Θι Ήω ηΘ.
(a) [D→R] §V Ήω ηΑΓΕΙΦ?
(b) [R] §V Ήω ΙηΑΓΕΙΦ?
(c) [R] Dηh ηΘ ΙηΑΓΕΙΦ.
2. [D] Θι Ήω Dηθω.
(a) [D→R] §V Ήω ηΑΓΕΙΦ?
(b) [R] §V Ήω ΙηΑΓΕΙΦ?
(c) [R] Dηh Dηθω ΙηΑΓΕΙΦ.
3. [D] Θι Ήω ΥC. TΘ Ήω Ο·ω.
(a) [D→R] §V Ήω ΣηΑΓΕΙΦ?
(b) [R] §V Ήω ΣηΑΓΕΙΦ?
(c) [R] Dηh ΥC ΙηΑΓΕΙΦ.
(d) [R] O·t Ο·ω ΙηΑΓΕΙΦ.
4. [D] Θι Ήω Ο·ω.
(a) [D→R] §V Ήω ηΑΓΕΙΦ?
(b) [R] §V Ήω ΙηΑΓΕΙΦ?
5. [D] Θι Ήω φΗ.
(a) [D→R] §V Ήω ΣηΑΓΕΙΦ?
(b) [R] §V Ήω ΣηΑΓΕΙΦ?
(c) [R] Dηh φΗ ΙηΑΓΕΙΦ.
6. [D] Θι Ήω DFθ. TΘ Ήω Dηθω.
(a) [D→R] §V Ήω ΣηΑΓΕΙΦ?
(b) [R] §V Ήω ΣηΑΓΕΙΦ?
(c) [R] Dηh DFθ ΙηΑΓΕΙΦ.
(d) [R] O·t Dηθω ΙηΑΓΕΙΦ.
7. [D] Θι Ήω Dηθω. TΘ Ήω ηΘ.
(a) [D→R] §V Ήω ΣηΑΓΕΙΦ?
(b) [R] §V Ήω ΣηΑΓΕΙΦ?
(c) [R] Dηh Dηθω ΙηΑΓΕΙΦ.
(d) [R] O·t ηΘ ΙηΑΓΕΙΦ.

Set 2

1. [D] Θι Ήω ΥC. TΘ Ήω φΗ.
(a) [D→R] §V Ήω ΣηΑΓΕΙΦ?
(b) [R] §V Ήω ΣηΑΓΕΙΦ?
2. [D] Θi DhWφ φΗ. TΘ Ήω ηΘ.
(c) [R] Dηh ΥC ΙηΑΓΕΙΦ.
(d) [R] O·t φΗ ΙηΑΓΕΙΦ.

- (a) [D→R] ՏՎ ճռլ ՏԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ճռլ ՏԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ ՋՄ ՏԻՐԱԿՆԴԻ.
- (d) [R] ՕԵր զԹ ԻՐԱԿՆԴԻ.
3. [D] Թօ ՃհԿՏ ԿԸ. ՏԹ ԵԹ ՃԻՔ.
- (a) [D→R] ՏՎ ՕՌԹԱԼ ՏԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ՕՌԹԱԼ ՏԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ ԿԸ ՏԻՐԱԿՆԴԻ.
- (d) [R] ՕԵր ՃԻՔ ԻՐԱԿՆԴԻ.
4. [D] Թօ ԵԹ ՋՄ. ՏԹ ԵԹ ԿԸ.
- (a) [D→R] ՏՎ ՕՌԹԱԼ ՏԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ՕՌԹԱԼ ՏԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ ՋՄ ԻՐԱԿՆԴԻ.
- (d) [R] ՕԵր ԿԸ ԻՐԱԿՆԴԻ.
5. [D] Թօ ՃհԿՏ ՃհՋՔ. ՏԹ ԵԹ ՕՌ.
- (a) [D→R] ՏՎ ՕՌԹԱԼ ՏԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ՕՌԹԱԼ ՏԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ ՋՄ ԻՐԱԿՆԴԻ.
- (d) [R] ՕԵր ԿԸ ԻՐԱԿՆԴԻ.
6. [D] Թօ ՃհՎԲ ՃհԽՔ. ՏԹ ԵԹ ՋՄ.
- (a) [D→R] ՏՎ ՕՌԹԱԼ ՏԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ՕՌԹԱԼ ՏԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ ՃհԽՔ ՏԻՐԱԿՆԴԻ.
- (d) [R] ՕԵր ՋՄ ԻՐԱԿՆԴԻ.
7. [D] Թօ ԵԹ ՃԻՔ. ՏԹ ՃհՎԲ ՃհԽՔ.
- (a) [D→R] ՏՎ ՕՌԹԱԼ ՏԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ՕՌԹԱԼ ՏԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ ՃԻՔ ԻՐԱԿՆԴԻ.
- (d) [R] ՕԵր ՃհԽՔ ՏԻՐԱԿՆԴԻ.

Set 3

1. [D] Թօ ՃհԿՏ ՋՄ. ՏԹ ԵԹ ԿԸ.
- (a) [D→R] ՏՎ ՕՌԹԱԼ ՏԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ՕՌԹԱԼ ՏԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ ՋՄ ՏԻՐԱԿՆԴԻ.
- (d) [R] ՕԵր ԿԸ ԻՐԱԿՆԴԻ.
2. [D] Թօ ՃհՎԲ ՃհՋՔ. ՏԹ ՎԲ ՕՌ.
- (a) [D→R] ՏՎ ճռլ ՏԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ճռլ ՏԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ ՃհՋՔ ՏԻՐԱԿՆԴԻ.
- (d) [R] ՕԵր ՕՌ ՏԻՐԱԿՆԴԻ.
3. [D] Թօ ԵԹ ՋՄ. ՏԹ ՃհԿՏ ԿԸ.
- (a) [D→R] ՏՎ ՕՌԹԱԼ ՏԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ՕՌԹԱԼ ՏԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ ՋՄ ԻՐԱԿՆԴԻ.
- (d) [R] ՕԵր ԿԸ ՏԻՐԱԿՆԴԻ.
4. [D] Թօ ՃհՎԲ ՃհԽՔ. ՏԹ ԿՏ զԹ.
- (a) [D→R] ՏՎ ճռլ ՏԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ճռլ ՏԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ ԿԸ ԻՐԱԿՆԴԻ.
- (d) [R] ՕԵր ՕՌ ԻՐԱԿՆԴԻ.
5. [D] Թօ ԵԹ զԹ.
- (a) [D→R] ՏՎ ՕՌԼ ՀԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ՕՌԼ ԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ զԹ ԻՐԱԿՆԴԻ.
6. [D] Թօ ԵԹ ՃՋՔ.
- (a) [D→R] ՏՎ ՕՌԼ ՀԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ՕՌԼ ԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ ՃՋՔ ԻՐԱԿՆԴԻ.
7. [D] Թօ ԵԹ ԿԸ. ՏԹ ԵԹ ՕՌ.
- (a) [D→R] ՏՎ ճռլ ՏԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ճռլ ՏԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ ԿԸ ԻՐԱԿՆԴԻ.
- (d) [R] ՕԵր ՕՌ ԻՐԱԿՆԴԻ.

Set 4

1. [D] Թօ ՃհԿՏ ԿԸ. ՏԹ ՎԲ ՕՌ.
- (a) [D→R] ՏՎ ճռլ ՏԹԱԿՆԴԻ՞?
- (b) [R] ՏՎ ճռլ ՏԻՐԱԿՆԴԻ՞?
- (c) [R] ՃՎհ ԿԸ ՏԻՐԱԿՆԴԻ.
- (d) [R] ՕԵր ՕՌ ՏԻՐԱԿՆԴԻ.
2. [D] Թօ ՃհՎԲ ՋՄ. ՏԹ ՃհՎԲ ՃհՋՔ.

- (a) [D→R] ՏՎ ՕԹԱԼ ՏԱՐԱԾՈՒՅԹ?
- (b) [R] ՏՎ ՕԹԱԼ ՏԻՐԱԾՈՒՅԹ?
- (c) [R] ԴՊԻ ՋՄ ՏԻՐԱԾՈՒՅԹ.
- (d) [R] ՕԵՌ ԴԽԵՑՈՒ ՏԻՐԱԾՈՒՅԹ.
3. [D] ԹԻ ԵԱ ԴԻՅ. ՏԹ ԵԱ ԴԻՅ.
- (a) [D→R] ՏՎ ՕԹԱԼ ՏԱՐԱԾՈՒՅԹ?
- (b) [R] ՏՎ ՕԹԱԼ ՏԻՐԱԾՈՒՅԹ?
- (c) [R] ԴՊԻ ԴԻՅ ԻՐԱԾՈՒՅԹ.
- (d) [R] ՕԵՌ ԴԻՅ ԻՐԱԾՈՒՅԹ.
4. [D] ԹԻ ԴԻԿՏ ԴԻՔ. ՏԹ ԵԱ ՊԹ.
- (a) [D→R] ՏՎ ՃԱԼ ՏԱՐԱԾՈՒՅԹ?
- (b) [R] ՏՎ ՃԱԼ ՏԻՐԱԾՈՒՅԹ?
- (c) [R] ԴՊԻ ԴԻՔ ՏԻՐԱԾՈՒՅԹ.
- (d) [R] ՕԵՌ ՊԹ ԻՐԱԾՈՒՅԹ.
5. [D] ԹԻ ԴԻՎԲ Կ. ՏԹ ԴԻՎԲ ՋՄ.
- (a) [D→R] ՏՎ ՕԹԱԼ ՏԱՐԱԾՈՒՅԹ?
- (b) [R] ՏՎ ՕԹԱԼ ՏԻՐԱԾՈՒՅԹ?
- (c) [R] ԴՊԻ ԴԻՔ ԻՐԱԾՈՒՅԹ.
- (d) [R] ՕԵՌ ՊԹ ԻՐԱԾՈՒՅԹ.
6. [D] ԹԻ ԵԱ Կ. ՏԹ ԵԱ ԴԽԵՑՈՒ ԴՅ ԵԱ ՕՐ.
- (a) [D→R] ՏՎ ՃԱԼ ՏԱՐԱԾՈՒՅԹ?
- (b) [R] ՏՎ ՃԱԼ ՏԻՐԱԾՈՒՅԹ?
- (c) [R] ԴՊԻ Կ ԻՐԱԾՈՒՅԹ.
- (d) [R] ՕԵՌ ՊԹ ԻՐԱԾՈՒՅԹ.
7. [D] ԹԻ ԴԻՎԲ ԴԽԵՑՈՒ. ՏԹ ԵԱ ԴԻՔ.
- (a) [D→R] ՏՎ ՕԹԱԼ ՏԱՐԱԾՈՒՅԹ?
- (b) [R] ՏՎ ՕԹԱԼ ՏԻՐԱԾՈՒՅԹ?
- (c) [R] ԴՊԻ ԴԽԵՑՈՒ ՏԻՐԱԾՈՒՅԹ.
- (d) [R] ՕԵՌ ԴԻՔ ԻՐԱԾՈՒՅԹ.

Set 5

1. [D] ԹԻ ԵԱ ԴԻՔ. ՏԹ ԴԻՎԲ ԴԽԵՑՈՒ.
- (a) [D→R] ՏՎ ՕԹԱԼ ՏԱՐԱԾՈՒՅԹ?
- (b) [R] ՏՎ ՕԹԱԼ ՏԻՐԱԾՈՒՅԹ?
- (c) [R] ԴՊԻ ԴԻՔ ԻՐԱԾՈՒՅԹ.
- (d) [R] ՕԵՌ ԴԽԵՑՈՒ ՏԻՐԱԾՈՒՅԹ.
2. [D] ԹԻ ԵԱ ՋՄ. ՏԹ ԵԱ Կ ԵԱ ՊԹ.
- (a) [D→R] ՏՎ ՃԱԼ ՏԱՐԱԾՈՒՅԹ?
- (b) [R] ՏՎ ՃԱԼ ՏԻՐԱԾՈՒՅԹ?
- (c) [R] ԴՊԻ ՋՄ ԻՐԱԾՈՒՅԹ.
- (d) [R] ՕԵՌ Կ ԻՐԱԾՈՒՅԹ ԴՅ ՊԹ ԻՐԱԾՈՒՅԹ.
3. [D] ԹԻ ԴԻԿՏ Կ. ՏԹ ԵԱ ԴԽԵՑՈՒ ԴՅ ԵԱ ՕՐ.
- (a) [D→R] ՏՎ ՃԱԼ ՏԱՐԱԾՈՒՅԹ?
- (b) [R] ՏՎ ՃԱԼ ՏԻՐԱԾՈՒՅԹ?
- (c) [R] ԴՊԻ Կ ԻՐԱԾՈՒՅԹ.
- (d) [R] ՕԵՌ ԴԽԵՑՈՒ ԻՐԱԾՈՒՅԹ ԴՅ ՕՐ ԻՐԱԾՈՒՅԹ.
4. [D] ԹԻ ԴԻԿՏ ՋՄ. ՏԹ ԿՏ ՊԹ.
- (a) [D→R] ՏՎ ՃԱԼ ՏԱՐԱԾՈՒՅԹ?
- (b) [R] ՏՎ ՃԱԼ ՏԻՐԱԾՈՒՅԹ?
- (c) [R] ԴՊԻ ՋՄ ԻՐԱԾՈՒՅԹ.
- (d) [R] ՕԵՌ ԴԽԵՑՈՒ ԻՐԱԾՈՒՅԹ ԴՅ ՊԹ ԻՐԱԾՈՒՅԹ.
5. [D] ԹԻ ԴԻՎԲ ԴԽԵՑՈՒ. ՏԹ ԵԱ ԴԻՔ ԶՅ ԵԱ ՕՐ.
- (a) [D→R] ՏՎ ՃԱԼ ՏԱՐԱԾՈՒՅԹ?
- (b) [R] ՏՎ ՃԱԼ ՏԻՐԱԾՈՒՅԹ?
- (c) [R] ԴՊԻ ԴԽԵՑՈՒ ՏԻՐԱԾՈՒՅԹ.
- (d) [R] ՕԵՌ ԴԻՔ ԻՐԱԾՈՒՅԹ ԴՅ ՕՐ ԻՐԱԾՈՒՅԹ.
6. [D] ԹԻ ԵԱ Կ. ՏԹ ԴԻԿՏ ԴԻՔ ԶՅ ԿՏ ՊԹ.
- (a) [D→R] ՏՎ ՃԱԼ ՏԱՐԱԾՈՒՅԹ?
- (b) [R] ՏՎ ՃԱԼ ՏԻՐԱԾՈՒՅԹ?
- (c) [R] ԴՊԻ Կ ԻՐԱԾՈՒՅԹ.
- (d) [R] ՕԵՌ ԴԻՔ ՏԻՐԱԾՈՒՅԹ ԴՅ ՊԹ ԿՏ ՊԹ ԻՐԱԾՈՒՅԹ.
7. [D] ԹԻ ԴԻՎԲ ՋՄ. ՏԹ ԴԻՎԲ ԴԻՔ.
- (a) [D→R] ՏՎ ՕԹԱԼ ՏԱՐԱԾՈՒՅԹ?
- (b) [R] ՏՎ ՕԹԱԼ ՏԻՐԱԾՈՒՅԹ?
- (c) [R] ԴՊԻ ՋՄ ՏԻՐԱԾՈՒՅԹ.
- (d) [R] ՕԵՌ ԴԻՔ ՏԻՐԱԾՈՒՅԹ.

Set 6

1. [D] Θι Ήω Δθεών. ΤΘ DhWφ DhΙων Dφ Wφ Οων.
 - (a) [D→R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (b) [R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (c) [R] Dθh Δθεών IrAΓεΙλ.
 - (d) [R] Oτι DhΙωn \$θΑΓΕΙΛ Dφ Οωn \$θΑΓΕΙΛ.
2. [D] Θι Ήω φθ. ΤΘ Ήω Δθεών Dφ Ήω ηθ.
 - (a) [D→R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (b) [R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (c) [R] Dθh φθ IrAΓεΙλ.
 - (d) [R] Oτι Δθεών IrAΓεΙλ Dφ ηθ IrAΓεΙλ.
3. [D] Θι DhWφ Dhθεών. ΤΘ Ήω γC Zφ Ήω ηθ.
 - (a) [D→R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (b) [R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (c) [R] Dθh Dhθεών \$θΑΓΕΙλ.
 - (d) [R] Oτι γC IrAΓεΙλ Dφ ηθ IrAΓεΙλ.
4. [D] Θι Ήω Δθεών. ΤΘ DhKT γC Dφ Wφ Οων.
 - (a) [D→R] \$V δηλΙ \$θΑΓΕΙΛ?
5. [D] Θι Ήω DΙω. ΤΘ Ήω Οω.
 - (b) [R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (c) [R] Dθh DΙω IrAΓεΙλ.
 - (d) [R] Oτι Οω IrAΓεΙλ.
6. [D] Θι Ήω φθ.
 - (a) [D→R] \$V ΟηλΙ \$θΑΓΕΙΛ?
 - (b) [R] \$V ΟηλΙ IrAΓεΙλ?
 - (c) [R] Dθh φθ IrAΓεΙλ.
7. [D] Θι Ήω DΙω. ΤΘ Ήω Οω.
 - (a) [D→R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (b) [R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (c) [R] Dθh DΙω IrAΓεΙλ.
 - (d) [R] Oτι Οω IrAΓεΙλ.

Set 7

1. [D] Θι Ήω DΙω. ΤΘ Ήω φθ.
 - (a) [D→R] \$V ΟθηλΙ \$θΑΓΕΙΛ?
 - (b) [R] \$V ΟθηλΙ \$θΑΓΕΙΛ?
 - (c) [R] Dθh DΙω IrAΓεΙλ.
 - (d) [R] Oτι φθ IrAΓεΙλ.
2. [D] Θι DhWφ Dhθεών. ΤΘ Ήω Οων.
 - (a) [D→R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (b) [R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (c) [R] Dθh Dhθεών \$θΑΓΕΙλ.
 - (d) [R] Oτι Οωn IrAΓεΙλ.
3. [D] Θι DhKT γC. ΤΘ Ήω φθ.
 - (a) [D→R] \$V ΟθηλΙ \$θΑΓΕΙΛ?
 - (b) [R] \$V ΟθηλΙ \$θΑΓΕΙΛ?
 - (c) [R] Dθh γC \$θΑΓΕΙλ.
 - (d) [R] Oτι φθ IrAΓεΙλ.
4. [D] Θι Ήω Δθεών. ΤΘ DhKT γC.
 - (a) [D→R] \$V ΟθηλΙ \$θΑΓΕΙΛ?
 - (b) [R] \$V ΟθηλΙ \$θΑΓΕΙΛ?
5. [D] Θι DhWφ DhΙω. ΤΘ KT ηθ.
 - (a) [D→R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (b) [R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (c) [R] Dθh DhΙω \$θΑΓΕΙλ.
 - (d) [R] Oτι ηθ \$θΑΓΕΙλ.
6. [D] Θι DhWφ φθ. ΤΘ DhWφ φθ.
 - (a) [D→R] \$V ΟθηλΙ \$θΑΓΕΙΛ?
 - (b) [R] \$V ΟθηλΙ \$θΑΓΕΙΛ?
 - (c) [R] Dθh φθ \$θΑΓΕΙλ.
 - (d) [R] Oτι φθ \$θΑΓΕΙλ.
7. [D] Θι Ήω γC. ΤΘ Ήω DΙω Zφ Ήω Οωn.
 - (a) [D→R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (b) [R] \$V δηλΙ \$θΑΓΕΙΛ?
 - (c) [R] Dθh γC IrAΓεΙλ.
 - (d) [R] Oτι DΙω IrAΓεΙλ Dφ Οωn IrAΓεΙλ.

Set 8

1. [D] Θi DhWP YC. TΘ Eω ɻE Zd Eω qΘ.
 (a) [D→R] ɻV dəlJ ɻɻAɻJt?
 (b) [R] ɻV dəlJ ɻɻAɻJt?
 (c) [R] Dəh YC ɻɻAɻJt.
 (d) [R] Oɻt ɻE ɻɻAɻJt Dd qΘ ɻɻAɻJt.
2. [D] Θi Eω ɻE. TΘ DhKT DhFw Dd WP Oω.
 (a) [D→R] ɻV dəlJ ɻɻAɻJt?
 (b) [R] ɻV dəlJ ɻɻAɻJt?
 (c) [R] Dəh ɻE ɻɻAɻJt.
 (d) [R] Oɻt DhFw ɻɻAɻJt Dd Oω ɻɻAɻJt.
3. [D] Θi Eω qΘ.
 (a) [D→R] ɻV OɻlJ ɻɻAɻJt?
 (b) [R] ɻV OɻlJ ɻɻAɻJt?
 (c) [R] Dəh qΘ ɻɻAɻJt.
4. [D] Θi Eω Dəsə.
 (a) [D→R] ɻV OɻlJ ɻɻAɻJt?
 (b) [R] ɻV OɻlJ ɻɻAɻJt?
5. [D] Θi Eω Dəsə.
 (a) [D→R] ɻV dəlJ ɻɻAɻJt?
 (b) [R] ɻV dəlJ ɻɻAɻJt?
 (c) [R] Dəh Dəsə ɻɻAɻJt.
 (d) [R] Oɻt qΘ ɻɻAɻJt.
6. [D] Θi DhKT Dhəsə. TΘ Eω qΘ.
 (a) [D→R] ɻV dəlJ ɻɻAɻJt?
 (b) [R] ɻV dəlJ ɻɻAɻJt?
 (c) [R] Dəh Dhəsə ɻɻAɻJt.
 (d) [R] Oɻt qΘ ɻɻAɻJt.
7. [D] Θi Eω DFw. TΘ DhWP YC.
 (a) [D→R] ɻV OɻlJ ɻɻAɻJt?
 (b) [R] ɻV OɻlJ ɻɻAɻJt?
 (c) [R] Dəh DFw ɻɻAɻJt.
 (d) [R] Oɻt YC ɻɻAɻJt.

V&P&S (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. ɻəlY Oω ɻɻAɻJt.
 (a) I see five rocks.
2. YC Dhəsə lAɻJt.
3. Dəsə YC lAɻJt.
4. ɻlF qΘ ɻɻAɻJt.
5. DFw qΘ lAɻJt.
6. Dəsə ɻɻAɻJt.
7. ɻE ɻlF DhFw lAɻJt.
8. Dhəsə ɻE lAɻJt.

Set 2

1. ɻE ɻAɻJt.
2. ɻpawY ɻE ɻɻAɻJt.
3. DhFw qΘ DhAɻJt.
4. YC DhFw lAɻJt.
5. Dhəsə Oω lAɻJt.
6. Oω ɻɻAɻJt.
7. Oω ɻAɻJt.
8. DhFw YC DhAɻJt.

Set 3

1. DI^o KT q^o LAG^ol^o.
2. O^o h^o IrAG^ol^o.
3. Ah^oY Dh^oh^o Ah^o DhAG^ol^o.
4. D^oh^oh^o q^o DAG^ol^o.
5. Ah^o ShAG^ol^o.
6. DhKT YC ShAG^ol^o.
7. YC ShAG^ol^o.
8. DI^o Ah^oAG^ol^o.

Set 4

1. O^oY Dh^oh^o ShAG^ol^o.
2. Dh^oh^o ShAG^ol^o.
3. YC DI^o DAG^ol^o.
4. O^oh^o ShAG^ol^o.
5. DhW^o Ah^o DhW^o Dh^oh^o UhAG^ol^o.
6. DhKT Dh^oh^o DhKT YC UhAG^ol^o.
7. Ah^o D^oh^oh^o DhAG^ol^o.
8. Dh^oh^o ShAG^ol^o.

Answers

Set 1

1. Ah^oY O^oh^o ShAG^ol^o.
 - (a) I see five rocks.
2. YC Dh^oh^oh^o LAG^ol^o.
 - (a) The dog sees men.
3. D^oh^oh^o YC LAG^ol^o.
 - (a) The man sees dogs.
4. Y^oU^o q^o ShAG^ol^o.
 - (a) You see six potatoes.
5. DI^o q^o LAG^ol^o.
 - (a) The woman sees potatoes.
6. D^oh^oh^o IrAG^ol^o.
 - (a) I see a man.
7. Ah^o Y^oU^o Dh^oh^o LAG^ol^o.
 - (a) The cat sees six women.
8. Dh^oh^oh^o Ah^o UhAG^ol^o.
 - (a) The men see cats.

Set 2

1. Ah^o Ah^ol^o.
 - (a) You see a cat.
2. Sh^oY^o Ah^o ShAG^ol^o.
 - (a) I see seven cats.
3. Dh^oh^o q^o DhAG^ol^o.
 - (a) The women see a potato.
4. YC Dh^oh^o UhAG^ol^o.
 - (a) The dogs see women.
5. Dh^oh^oh^o O^oh^o UhAG^ol^o.
 - (a) The men see rocks.
6. O^oh^o ShAG^ol^o.
 - (a) I see rocks.
7. O^oh^o Ah^ol^o.
 - (a) You see a rock.
8. Dh^oh^o YC DhAG^ol^o.
 - (a) The women see a dog.

Set 3

- | | |
|--|---|
| 1. DFI ^o KT q ^o LAC ^o J ^o . | 5. q ^o U S ^o IrA ^o G ^o J ^o . |
| (a) The woman sees three potatoes. | (a) I see cats. |
| 2. O ^o W I ^o PAC ^o J ^o . | 6. DhKT YC S ^o mA ^o G ^o J ^o . |
| (a) I see a rock. | (a) You see three dogs. |
| 3. M ^o n ^o Y Dh ^o Rs ^o q ^o U DhA ^o G ^o J ^o . | 7. YC S ^o mA ^o G ^o J ^o . |
| (a) The five men see a cat. | (a) You see dogs. |
| 4. D ^o Rs ^o q ^o U DA ^o G ^o J ^o . | 8. DFI ^o W ^o A ^o G ^o J ^o . |
| (a) The man sees a potato. | (a) You see a woman. |

Set 4

- | | |
|---------------------------|-------------------------------------|
| 1. O·Y Dh和睦 S.θAG.Λ.Υ. | 5. DhWF φU DhWF Dh和睦 UhAG.Λ.Υ. |
| (a) You see four men. | (a) The two cats see two men. |
| 2. DhIw和睦 S.θAG.Λ.Υ. | 6. DhKT DhIw和睦 DhKT ΥC UhAG.Λ.Υ. |
| (a) You see women. | (a) The three women see three dogs. |
| 3. ΥC DIw和睦 DA.Λ.Υ. | 7. φU D和睦 DhAG.Λ.Υ. |
| (a) The dog sees a woman. | (a) The cats see a man. |
| 4. O·w和睦 S.θAG.Λ.Υ. | 8. Dh和睦 S.θAG.Λ.Υ. |
| (a) You see rocks. | (a) I see men. |

Devat 8

Complut DoctorY

ЯАР҆А (Read them)

Review the following vocabulary then do the exercises.

ДВ, ДӘ [ɑ²yv, ɑ²ya] “I. We.”

ІӘҮӨ [v¹sgɪ²na] “He. She. They. That. Those.”

ІӘҮ [v¹sgɪ] - Alternate pronunciation.

ӨҮӨ [sgɪ²na] - Alternate pronunciation.

ӨөҮ [na¹sgɪ] - Alternate pronunciation.

ӘД, ӘТ [hi²?a, hi²?i] “He. She. They. This. These.”

Ө [na] “That, Those”

Һә [nɪ²hi] “You. You two. You all.”

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

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

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

HWРОS (Do them)

You will need the following props:

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

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

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

Groups of three or more

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

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

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

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

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

1. [D→R] Ήວ Dດ DհWP.

“D” says to “R”: One and two.

- (a) [R] h.ወ (→1). DB (2ሂ).

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

2. [D] Tወ ወወ. ይi Dከናወወ.

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

- (a) [D→R] ፈP ወወ?

“D” asks “R”: Where is the cat?

- (b) [R] ወ ወወ የት.

“R” responds: That cat is there.

3. [D] ይi ንወ Dቃወ. Tወ ንወ ዓወ.

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

- (a) [D→R] ስYወ Tወ ዘACጻJቄ.

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

- (b) ስV የወJ ዘACጻJቄ?

“D” asks “R”: Which do you see?

- (c) [R] ስV የወJ የት ከACጻJቄ?

“R” responds: Which do I see there?

- (d) [R] ዓወ የት ከACጻJቄ.

“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 ֆԱ. Θi DhՋՈ.
 (a) [D→R] ՓP ֆԱ?
 (b) [R] Θ ֆԱ Օ՞Ե.
2. [D] TΘ ԿC. Θi DՋՈ.
 (a) [D→R] ՓP DՋՈ?
 (b) [R] ՋD DՋՈ Dh.
3. [D] TΘ DFՈ. Θi ԿC.
 (a) [D→R] ՓP DFՈ?
 (b) [R] Θ DFՈ Օ՞Ե.
4. [D] TΘ ֆԱ. Θi DhԻՈ.
 (a) [D→R] ՓP ֆԱ?
 (b) [R] Θ ֆԱ Օ՞Ե.
5. [D] TΘ DՋՈ. Θi ԿC.
 (a) [D→R] ՓP DՋՈ?
 (b) [R] ՋD DՋՈ Dh.
6. [D] TΘ ֆԱ. Θi DhԻՈ.
 (a) [D→R] ՓP DhԻՈ?
 (b) [R] ՋD DhԻՈ Dh.
7. [D] TΘ DFՈ. Θi ֆԱ.
 (a) [D→R] ՓP ֆԱ?
 (b) [R] ՋD ֆԱ Dh.
8. [D] TΘ DhՋՈ. Θi ԿC.
 (a) [D→R] ՓP DhՋՈ?
 (b) [R] Θ DhՋՈ Օ՞Ե.

Set 2

1. [D] TΘ DhՋՈ. Θi զԹ.
 (a) [D→R] ՓP զԹ?
 (b) [R] ՋD զԹ Dh.
2. [D] TΘ O՞Ո. Θi DhԻՈ.
 (a) [D→R] ՓP O՞Ո?
 (b) [R] Θ O՞Ո Օ՞Ե.
3. [D] TΘ DFՈ. Θi ԿC.
 (a) [D→R] ՓP ԿC?
 (b) [R] ՋD ԿC Dh.
4. [D] TΘ զԹ. Θi DՋՈ.
 (a) [D→R] ՓP զԹ?
5. [D→R] DhKT D՞ D՞W՞.
 (a) [R] հԺ (→3). DB (2Ո).
6. [D] TΘ DՋՈ. Θi O՞Ո.
 (a) [D→R] ՓP O՞Ո?
 (b) [R] ՋD O՞Ո Dh.
7. [D→R] DhW՞ D՞ DhKT.
 (a) [R] հԺ (→2). DB (3Ո).
8. [D→R] Ե՞Ո D՞ Ե՞Ո.
 (a) [R] հԺ (→1). DB (1Ո).

Set 3

1. [D] TΘ O՞Ո. Θi DFՈ.
 (a) [D→R] ՓP O՞Ո?
 (b) [R] Θ O՞Ո Օ՞Ե.
2. [D→R] DhKT D՞ D՞W՞.
 (a) [R] հԺ (→3). DB (2Ո).
3. [D] Θi Ե՞Ո DՋՈ. TΘ Ե՞Ո զԹ.
 (a) [D→R] ի՞Ե Y TΘ ՋԱՀԱԴԻ.
 (b) [D→R] ՏV O՞ՋI ՋԱՀԱԴԻ?
 (c) [R] ՏV O՞ՋI Օ՞Ե ԻՐԱՀԱԴԻ?
 (d) [R] զԹ Օ՞Ե ԻՐԱՀԱԴԻ.
4. [D→R] Ե՞Ո D՞ Ե՞Ո.
 (a) [R] հԺ (→1). DB (1Ո).
5. [D] Θi Ե՞Ո ֆԱ. TΘ Ե՞Ո O՞Ո.
 (a) [D→R] ԲYΘ TΘ ՋԱՀԱԴԻ.
 (b) [D→R] ՏV O՞ՋI ՋԱՀԱԴԻ?
 (c) [R] ՏV O՞ՋI Օ՞Ե ԻՐԱՀԱԴԻ?
 (d) [R] O՞Ո Օ՞Ե ԻՐԱՀԱԴԻ.
6. [D] Θi Ե՞Ո ԿC. TΘ Ե՞Ո զԹ.
 (a) [D→R] ի՞Ե Y Θi ՋԱՀԱԴԻ.
 (b) [D→R] ՏV O՞ՋI ՋԱՀԱԴԻ?

- (c) [R] ՏՎ Օ՛՛Լ Դհ ԻրԱշլՓ?
- (d) [R] ԿԸ Դհ ԻրԱշլՓ.
7. [D] Թի Եա զԹ. ՏԹ Եա ԿԸ.
- (a) [D→R] Թեկ ՏԹ ԹԱշլՓ.
- (b) [D→R] ՏՎ Օ՛՛Լ ԹԱշլՓ?
- (c) [R] Օ՛՛Լ Օ՛՛Ե ԻրԱշլՓ?
- (d) [R] ԿԸ Օ՛՛Ե ԻրԱշլՓ.
8. [D] ՏԹ ՋԹ. Թի ԴհԻա.
- (a) [D→R] ԳՊ ՋԹ ՋԹ?
- (b) [R] ԹԴ ՋԹ ՋԹ Դհ.

Set 4

1. [D] ՏԹ ԿԸ. Թի ԴհԵֆա.
- (a) [D→R] ԳՊ ԴհԵֆա?
- (b) [R] ԹԴ ԴհԵֆա Դհ.
2. [D] ՏԹ ԴհԻա. Թի ՋԹ.
- (a) [D→R] ԳՊ ԴհԻա?
- (b) [R] Թ ԴհԻա Օ՛Ե.
3. [D] Թի Եա ԴԻա. ՏԹ Եա Օ՛Ժ.
- (a) [D→R] Ա՛յ Թ ՏԹ ԹԱշլՓ.
- (b) [D→R] ՏՎ Օ՛՛Լ ԹԱշլՓ?
- (c) [R] ՏՎ Օ՛՛Լ Օ՛Ե ԻրԱշլՓ?
- (d) [R] Օ՛Ժ Օ՛Ե ԻրԱշլՓ.
4. [D] Թի Եա ԿԸ. ՏԹ Եա Օ՛Ժ.
- (a) [D→R] Ա՛յ Թ Թի ԹԱշլՓ.
- (b) [D→R] ՏՎ Օ՛՛Լ ԹԱշլՓ?
- (c) [R] ՏՎ Օ՛՛Լ Դհ ԻրԱշլՓ?
- (d) [R] ԿԸ Դհ ԻրԱշլՓ.
5. [D] ՏԹ ԴհԵֆա. Թի ՋԹ.
- (a) [D→R] ԳՊ ՋԹ?
- (b) [R] ԹԴ ՋԹ Դհ.
6. [D] Թի Եա Օ՛Ժ. ՏԹ Եա ԴԵֆա.
- (a) [D→R] Ա՛յ ՏԹ ԹԱշլՓ.
- (b) [D→R] ՏՎ Օ՛՛Լ ԹԱշլՓ?
- (c) [R] ՏՎ Օ՛՛Լ Օ՛Ե ԻրԱշլՓ?
- (d) [R] ԴԵֆա Օ՛Ե ԻրԱշլՓ.
7. [D] ՏԹ ԴԵֆա. Թի զԹ.
- (a) [D→R] ԳՊ զԹ?
- (b) [R] ԹԴ զԹ Դհ.
8. [D] Թի Եա ԴԻա. ՏԹ Եա ԴԻա.
- (a) [D→R] Թեկ ՏԹ ԹԱշլՓ.
- (b) [D→R] ՏՎ Օ՛՛Լ ԹԱšլՓ?
- (c) [R] ՏՎ Օ՛՛Լ Օ՛Ե ԻրԱšլՓ?
- (d) [R] ԴԻա Օ՛Ե ԻրԱšլՓ.

Set 5

1. [D] ՏԹ Օ՛Ժ. Թի ԴԻա.
- (a) [D→R] ԳՊ Օ՛Ժ?
- (b) [R] Թ Օ՛Ժ Օ՛Ե.
2. [D] Թի Եա զԹ. ՏԹ Եա ՋԹ.
- (a) [D→R] Ա՛յ Թ ՏԹ ԹԱšլՓ.
- (b) [D→R] ՏՎ Օ՛՛Լ ԹԱšլՓ?
- (c) [R] ՏՎ Օ՛՛Լ Օ՛Ե ԻրԱšլՓ?
- (d) [R] ՋԹ Օ՛Ե ԻրԱšլՓ.
3. [D→R] ԴհԿՏ Դօ՛ ԴհՎՓ.
- (a) [R] հՃ (→3). DB (2Ո).
4. [D] Թի Եա ՋԹ. ՏԹ Եա ՋԹ.
- (a) [D→R] Ա՛յ Թ ՏԹ ԹԱšլՓ.
- (b) [D→R] ՏՎ Օ՛՛Լ ԹԱšլՓ?
5. [D→R] Եա Դօ՛ Եա.
- (a) [R] հՃ (→1). DB (1Ո).
6. [D] Թի Եա ԴԵֆա. ՏԹ Եա ԿԸ.
- (a) [D→R] Ա՛յ Թի ԹԱšլՓ.
- (b) [D→R] ՏՎ Օ՛՛Լ ԹԱšլՓ?
- (c) [R] ՏՎ Օ՛՛Լ Դհ ԻրԱšլՓ?
- (d) [R] ԴԵֆա Դհ ԻրԱšլՓ.
7. [D] Թի Եա ԿԸ. ՏԹ Եա ԴԻա.
- (a) [D→R] Թեկ ՏԹ ԹԱšլՓ.
- (b) [D→R] ՏՎ Օ՛՛Լ ԹԱšլՓ?
- (c) [R] ՏՎ Օ՛՛Լ Օ՛Ե ԻրԱšլՓ?
- (d) [R] ԴԻա Օ՛Ե ԻրԱšլՓ.

8. [D] Θι Ήω φθ. ΤΘ Ήω Δθθώ.
 (a) [D→R] Θθύ Θι φθαγλή?
 (b) [D→R] ΣV Οθλή φθαγλή?
- (c) [R] ΣV Οθλή Dh φθαγλή?
 (d) [R] φθ Dh φθαγλή.

Set 6

1. [D] Θι DhWP φθ. ΤΘ Ήω φθ.
 (a) [D→R] ιθύ Θι φθαγλή.
 (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Oτι φθαγλή?
 (d) [R] φθ Oτι φθαγλή.
2. [D] Θι DhKT Dhθθώ. ΤΘ Ήω Δθθώ.
 (a) [D→R] iθύ Θι φθαγλή.
 (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Dh φθαγλή?
 (d) [R] Dhθθώ Dh φθαγλή.
3. [D] Θι Ήω Dfθ. ΤΘ Ήω Oφ.
 (a) [D→R] iθύ Θι φθαγλή.
 (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Oτι φθαγλή?
 (d) [R] Oφ Oτι φθαγλή.
4. [D] Θι Ήω Δθθώ. ΤΘ Ήω φθ.
 (a) [D→R] ιθύ Θι φθαγλή.
 (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Dh φθαγλή?
 (d) [R] Δθθώ Dh φθαγλή.
5. [D] Θι Ήω φθ. ΤΘ Ήω ΥC.
 (a) [D→R] Θθύ Θι φθαγλή.
 (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Dh φθαγλή?
 (d) [R] φθ Dh φθαγλή.
6. [D] Θι DhWP Dhθθώ. ΤΘ Ήω Dfθ.
 (a) [D→R] iθύ ΤΘ φθαγλή.
 (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Oτι φθαγλή?
 (d) [R] Dfθ Oτι φθαγλή.
7. [D] Θι DhKT ΥC. ΤΘ Ήω Δθθώ.
 (a) [D→R] iθύ Θι φθαγλή.
 (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Dh φθαγλή?
 (d) [R] ΥC Dh φθαγλή.
8. [D] Θι Ήω Δθθώ. ΤΘ DhKT φθ.
 (a) [D→R] ιθύ ΤΘ φθαγλή.
 (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Oτι φθαγλή?
 (d) [R] φθ Oτι φθαγλή.

Set 7

1. [D] Θι Ήω φθ. ΤΘ Ήω ΥC.
 (a) [D→R] iθύ Θι φθαγλή.
 (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Oτι φθαγλή?
 (d) [R] ΥC Oτι φθαγλή.
2. [D] Θι DhWP φθ. ΤΘ Ήω φθ.
 (a) [D→R] iθύ Θι φθαγλή.
 (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Dh φθαγλή?
 (d) [R] φθ Dh φθαγλή.
3. [D] Θι Ήω Dfθ. ΤΘ DhKT Dhθθώ.
 (a) [D→R] Θθύ ΤΘ φθαγλή.
- (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Oτι φθαγλή?
 (d) [R] Dfθ Oτι φθαγλή.
- (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Oτι φθαγλή?
 (d) [R] Dhθθώ Oτι φθαγλή.
4. [D] Θι Ήω ΥC. ΤΘ DhWP Dhθθώ.
 (a) [D→R] ιθύ Θι φθαγλή.
 (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Dh φθαγλή?
 (d) [R] ΥC Dh φθαγλή.
5. [D] Θι Ήω ΥC. ΤΘ Ήω Dfθ.
 (a) [D→R] iθύ ΤΘ φθαγλή.
 (b) [D→R] ΣV Οθλή φθαγλή?
 (c) [R] ΣV Οθλή Oτι φθαγλή?
 (d) [R] Dfθ Oτι φθαγλή.

6. [D] Θι DhKT ΥC. ΤΘ WΡ ΩΘ.
 (a) [D→R] ΘΘΥ TΘ ΣΘΑΓΕΛΦ?
 (b) [D→R] §V ΔΘΛ ΣΘΑΓΕΛΦ?
 (c) [R] §V ΔΘΛ Oτε ΣΘΑΓΕΛΦ?
 (d) [R] ΩΘ Oτε ΣΘΑΓΕΛΦ.
7. [D] Θι Ήω DΘΕΦ. ΤΘ DhWΡ ΥC.
 (a) [D→R] iΘΥ Θι ΑΓΕΛΦ.
 (b) [D→R] §V OΘΛ ΑΓΕΛΦ?
8. [D] Θι DhKT DhFΦ. ΤΘ KT Oφ.
 (a) [D→R] ΘΘΥ TΘ ΣΘΑΓΕΛΦ.
 (b) [D→R] §V ΔΘΛ ΣΘΑΓΕΛΦ?
 (c) [R] §V ΔΘΛ Oτε ΣΘΑΓΕΛΦ?
 (d) [R] Oφ Oτε ΣΘΑΓΕΛΦ.

Set 8

1. [D] Θι Ήω φΗ. ΤΘ Ήω ΥC.
 (a) [D→R] iΘΥ Θι ΑΓΕΛΦ.
 (b) [D→R] §V OΘΛ ΑΓΕΛΦ?
 (c) [R] §V OΘΛ Dh ΣΘΑΓΕΛΦ?
 (d) [R] φΗ Dh ΣΘΑΓΕΛΦ.
2. [D] Θι DhWΡ DhΘΕΦ. ΤΘ Ήω φΗ.
 (a) [D→R] ΘΘΥ TΘ ΑΓΕΛΦ.
 (b) [D→R] §V OΘΛ ΑΓΕΛΦ?
 (c) [R] §V OΘΛ Oτε ΣΘΑΓΕΛΦ?
 (d) [R] φΗ Oτε ΣΘΑΓΕΛΦ.
3. [D] Θι DhWΡ DhΘΕΦ. ΤΘ WΡ Oφ.
 (a) [D→R] iΘΥ TΘ ΣΘΑΓΕΛΦ.
 (b) [D→R] §V ΔΘΛ ΣΘΑΓΕΛΦ?
 (c) [R] §V ΔΘΛ Oτε ΣΘΑΓΕΛΦ?
 (d) [R] Oφ Oτε ΣΘΑΓΕΛΦ.
4. [D] Θι DhKT φΗ. ΤΘ Ήω DhFΦ.
 (a) [D→R] ΘΘΥ Θι ΣΘΑΓΕΛΦ.
 (b) [D→R] §V OΘΛ ΣΘΑΓΕΛΦ?
 (c) [R] §V OΘΛ Dh ΣΘΑΓΕΛΦ?
5. [D] Θι Ήω DhFΦ. ΤΘ DhKT ΥC.
 (a) [D→R] ΘΘΥ TΘ ΣΘΑΓΕΛΦ.
 (b) [D→R] §V OΘΛ ΣΘΑΓΕΛΦ?
 (c) [R] §V OΘΛ Oτε ΣΘΑΓΕΛΦ?
 (d) [R] ΥC Oτε ΣΘΑΓΕΛΦ.
6. [D] Θι Ήω ΥC. ΤΘ DhWΡ φΗ.
 (a) [D→R] iΘΥ Θι ΑΓΕΛΦ.
 (b) [D→R] §V OΘΛ ΑΓΕΛΦ?
 (c) [R] §V OΘΛ Dh ΣΘΑΓΕΛΦ?
 (d) [R] ΥC Dh ΣΘΑΓΕΛΦ.
7. [D] Θι DhKT DhFΦ. ΤΘ KT ΩΘ.
 (a) [D→R] iΘΥ TΘ ΣΘΑΓΕΛΦ.
 (b) [D→R] §V ΔΘΛ ΣΘΑΓΕΛΦ?
 (c) [R] §V ΔΘΛ Oτε ΣΘΑΓΕΛΦ?
 (d) [R] ΩΘ Oτε ΣΘΑΓΕΛΦ.
8. [D] ΤΘ ΥC. Θι DhFΦ.
 (a) [D→R] φP ΥC?
 (b) [R] Θ ΥC Oτε.

D&VAT 9

FIΛRΛT DSCTEΩL

SΩHΩET DSW&T (Grammar)

☞ SΩHΩET DSW&T - “His ongoing speaking - his ongoing knowing how.”

Clitics

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

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

-& [-hv] “But?”

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

Examples:

- Ήω. Ήω&v? “One. But for the one?”
- h&. h&&v? “You. But for you?”

-Θ [-na] “What of? What about?”

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

Examples:

- Ήω. ΉωΘ? “One. What of the one?”
- DB. DBΘ? “Me. What about me?”

-oΩA, -oΩ [-sgo, -s] “Yes or No?”

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

Examples:

- IC. IC.oΩ? “Okay. Is it Okay?”
- Ήω. ΉωoΩ? “One. Is it one?”
- DB. DBoΩA. “Me. Is it me?”

- **h^ə.** h^əθ. “You. Is it you?”
- **iL.** iLθA? “No. Is it no?”

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

-ə [-gwu] “Just. Only.”

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

Examples:

- **ɛθ.** ɛθəθ. “One. Just one.”
- **ɛθL.** ɛθəL. “Good. Only good.”

-d [-ju] “It is, isn’t it? Right?”

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

- **HG.** HGd? “Okay. It’s okay, right?”
- **ɛθd.** ɛθəd? “One. It is one, right?”

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

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

JAΦə (Read them)

Review the following vocabulary.

D^əO, D^ə [ɑ²ha²wi, ɑ²hwɪ] “A deer. Deer.”

AΦP [go²hwe²li] “A sheet of paper.”

JAΦP [di²go²hwe²li] “Sheets of paper.”

J^ə [gu²le] “An acorn. Acorns.”

V^ə [do²ya] “A beaver. Beaver.”

S^ə [tu²³ya] “A bean. Beans.”

I^əθS [ji²sdu] “A rabbit. Rabbits.”

G^əθ^ə, G^ə [wɑ²ha²ya, wɑ²hyə] “A wolf. Wolves.”

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

L _____ vóY. “It isn’t _____.”

Examples:

- Ꭻଳୁ VóY. “A good beaver.”
 - L ᬠଳୁ VóY vóY. “It isn’t a good beaver.”
 - iL, L ᬠଳୁ VóY vóY. “No, it isn’t a good beaver.”
- ጥେ O’fT. “The wolf is bad.”
 - L ጥେ O’fT vóY. “The wolf isn’t bad.”
 - iL, L ጥେ O’fT vóY. “No, the wolf isn’t bad.”
- ጥେ Dh. “The wolf is here.”
 - L ጥେ Dh vóY. “The wolf isn’t here.”
 - iL, L ጥେ Dh vóY. “No, the wolf isn’t here.”

hWfS (Do them)

You will need the following props:

- Two slips of paper with “O’fT” on them.
- Two slips of paper with “ଫଳୁ” 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] O'fT Və. ହଳୁ Dନ୍ତଳୀ.

“D” places a beaver with “O'fT” and a man with “ହଳୁ” before “R”.

(a) [D→R] Dନ୍ତଳୀ ହଳୁ.

“D” says to “R”: The man is good.

(b) [R→D] Vାଠୋ?

“R” asks about the other one: What about the beaver?

(c) [D→R] Vାଠ O'fT.

“D” responds to “R”: The beaver is bad.

2. [D] ହଳୁ Dଫ୍ରୋ. O'fT ଗେଲୀ.

“D” places a deer with “ହଳୁ” and a wolf with “O'fT” before “R”.

(a) [D→R] Dଫ୍ରୋଲାଏ O'fT?

“D” asks “R”: Is the deer bad?

(b) [R→D] iଲ୍, ଲ୍ Dଫ୍ରୋ O'fT ବ୍ୟ.

“R” looks at the deer and responds: No, it isn't a bad deer.

3. [D] O'fT Dଥୋ. ହଳୁ Dନ୍ତଳୀ.

“D” places a deer with “O'fT” and a man with “ହଳୁ” before “R”.

(a) [D→R] ii, Dଥୋ O'fT?

“D” asks “R”: Yes, the deer is bad, right?

(b) [R→D] ii, Dଥୋ O'fT.

“R” looks at the deer and responds: Yes, the deer is bad.

4. [D] O'fT Dଫ୍ରୋ. O'fT ଗେଲୀ.

“D” places a deer with “O'fT” and a wolf with “O'fT” before “R”.

(a) [D→R] Dଫ୍ରୋଲାଏ O'fT?

“D” asks “R”: Is just the deer bad?

(b) [R→D] iଲ୍, Dଫ୍ରୋ O'fT Dର୍ଥୋ O'fT.

“R” looks at the deer and wolf and responds: No, the deer is bad and the wolf is bad.

5. [D] O'fT କ୍ରେଦସ. O'fT ଘେହ.

“D” places a rabbit with “O'fT” and a cat with “O'fT” before “R”.

(a) [D→R] ii, କ୍ରେଦସାଏ O'fT?

“D” asks “R”: Yes, just the rabbit is bad, right?

(b) [R→D] iଲ୍, କ୍ରେଦସ O'fT Dର୍ଥୋ O'fT.

“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] O'fT V&L. &nlm D&fkl.
 - (a) [D→R] D&fkl &nlm.
 - (b) [R→D] V&L O'fT?
 - (c) [D→R] V&L O'fT.
2. [D] &nlL GWY A&lf. O'fT &Jf A&lf.
 - (a) [D→R] &Jf A&lf O'fT.
 - (b) [R→D] GWY O'fT A&lf?
 - (c) [D→R] GWY A&lf &nlL.
3. [D] O'fT D&fQ. O'fT G&fL.
 - (a) [D→R] D&fQ &nlA O'fT?
 - (b) [R→D] iL, D&fQ O'fT D&f G&fL O'fT.
4. [D] &nlm D&fL. O'fT G&fL.
 - (a) [D→R] G&fL O'fT.
 - (b) [R→D] D&fL?
 - (c) [D→R] D&fL &nlm.
5. [D] O'fT &L. &nlL J&f.
 - (a) [D→R] J&f &nlL.
6. [D] &nlm D&fL. &nlm YC.
 - (b) [R→D] D&fL &nlm?
 - (b) [R→D] iL, D&fL &nlm D&f YC &nlm.
7. [D] O'fT Ir&fS. O'fT &fE.
 - (a) [D→R] ii, Ir&fS &fE O'fT?
 - (b) [R→D] iL, Ir&fS O'fT D&f &fE O'fT.
8. [D] &nlL V&L. &nlL YC.
 - (a) [D→R] V&L &nlL?
 - (b) [R→D] iL, V&L &nlL D&f YC &nlL.
9. [D] &nlL D&fQ. O'fT &fL.
 - (a) [D→R] D&fQ &nlA O'fT?
 - (b) [R→D] iL, L D&fQ O'fT &fL.
10. [D] &nlm D&fL. &nlm G&fL.
 - (a) [D→R] ii, D&fL &nlm?
 - (b) [R→D] iL, D&fL &nlm D&f G&fL &nlm.

Set 2

1. [D] &nlL Ir&fS. O'fT &fE.
 - (a) [D→R] Ir&fS &fE O'fT?
 - (b) [R→D] iL, L Ir&fS O'fT &fE.
2. [D] O'fT D&f. &nlL D&fkl.
 - (a) [D→R] ii, D&f O'fT?
 - (b) [R→D] ii, D&f O'fT.
3. [D] O'fT V&L. &nlL &fL.
 - (a) [D→R] V&L &nlA &nlL?
 - (b) [R→D] iL, L V&L &nlL &fE.
4. [D] &nlL D&f. O'fT G&fL.
 - (a) [D→R] ii, &fL &nlL?
 - (b) [R→D] iL, L &fL &nlL &fE.
5. [D] &nlm D&fL. O'fT D&fkl.
 - (a) [D→R] ii, D&fL &nlm?
 - (b) [R→D] ii, D&fL &nlm.
6. [D] O'fT D&fQ. &nlL YC.
 - (a) [D→R] ii, YC &nlL?
 - (b) [R→D] ii, YC &nlL.
7. [D] &nlL Ir&fS. O'fT &fE.
 - (a) [D→R] ii, Ir&fS &fE O'fT?
 - (b) [R→D] iL, L Ir&fS O'fT &fE.

8. [D] O'fT Df. ഫലം YC.
 - (a) [D→R] ii, YCJ ഫലം?
 - (b) [R→D] ii, YC ഫലം.
9. [D] ഫലി ഇഡിS. O'fT ഫലി.
 - (a) [D→R] ii, ഫലി ഫലി?
10. [D] O'fT Df. ഫലം Dഡിക്കി.
 - (a) [D→R] ii, DfD ഫലം?
 - (b) [R→D] iL, L DfD ഫലം ഫലി.

Set 3

1. [D] O'fT Df. ഫലി ചേർ.
 - (a) [D→R] ii, GfD O'fT?
 - (b) [R→D] iL, L GfD O'fT ഫലി.
2. [D] O'fT Vf. ഫലി ചേരുചി.
 - (a) [D→R] VfD O'fT?
 - (b) [R→D] ii, Vf O'fT.
3. [D] ഫലി Df. O'fT Dഡിക്കി.
 - (a) [D→R] ii, Dഡിക്കി ഫലി?
 - (b) [R→D] iL, L Dഡിക്കി ഫലി ഫലി.
4. [D] ഫലി Vf. O'fT ചേർ.
 - (a) [D→R] ChD O'fT?
 - (b) [R→D] ii, Ch O'fT.
5. [D] ഫലം Irid. O'fT ഫലി.
 - (a) [D→R] Irid ഫലം ഫലി?
 - (b) [R→D] ii, Irid ഫലം.
6. [D] O'fT Df. ഫലി YC.
 - (a) [D→R] YCfA ഫലി?
 - (b) [R→D] ii, YC ഫലി.
7. [D] O'fT Df. ഫലി ചേരുചി.
 - (a) [D→R] ChfD O'fT?
 - (b) [R→D] iL, L ChfD O'fT ഫലി.
8. [D] ഫലി Df. O'fT ചേർ.
 - (a) [D→R] ChfD O'fT?
 - (b) [R→D] ii, Ch O'fT.
9. [D] ഫലം Vf. O'fT YC.
 - (a) [D→R] VfChD ഫലം?
 - (b) [R→D] ii, VfCh ഫലം.
10. [D] O'fT Df. ഫലി ഫലി.
 - (a) [D→R] fMfD O'fT?
 - (b) [R→D] iL, L fMf O'fT ഫലി.

Set 4

1. [D] ഫലി Df. O'fT Dഡിക്കി.
 - (a) [D→R] DfD ഫലി?
 - (b) [R→D] ii, DfD ഫലി.
2. [D] O'fT Irid. ഫലം ചേരുചി.
 - (a) [D→R] ChfDfA ഫലം?
 - (b) [R→D] ii, ChfDf ഫലം.
3. [D] O'fT Df. ഫലി Dഡിക്കി.
 - (a) [D→R] DfDfA O'fT?
 - (b) [R→D] ii, DfDf O'fT.
4. [D] ഫലം Vf. O'fT ഫലി.
 - (a) [D→R] ii, VfChD ഫലം?
 - (b) [R→D] ii, VfCh ഫലം.
5. [D] O'fT Df. ഫലി Ch.
 - (a) [D→R] ii, ChfDf O'fT?
 - (b) [R→D] ii, ChfDf O'fT.
6. [D] ഫലം Irid. O'fT YC.
 - (a) [D→R] ii, IridfD ഫലം?
 - (b) [R→D] ii, IridfD ഫലം.
7. [D] ഫലി Df. O'fT ചേർ.
 - (a) [D→R] ii, ChfDf O'fT?
 - (b) [R→D] ii, ChfDf O'fT.
8. [D] O'fT Df. ഫലി ഫലി.
 - (a) [D→R] ii, DfDfD O'fT?
 - (b) [R→D] ii, DfDfD O'fT.
9. [D] ഫലി Irid. O'fT Ch.
 - (a) [D→R] ii, ChfDfD O'fT?
 - (b) [R→D] ii, ChfDfD O'fT.

V&As (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. DhÍw ÚCw UhAGÍÍt.
(a) The women see only the dogs.
 2. ShAGÍÍt.
 3. Dñkñ CœÍtñ LACÍÍtñ.
 4. Dhñkñ Dñkñ DhAGÍÍt?
 5. ShAGÍÍtñ?
 6. DÍw CœÍtñ LACÍÍt.
 7. DBw ÚC ShAGÍÍt.
 8. DhÍw Dñkñ DhAGÍÍt?

Set 2

1. સાગરી.
 2. સિંગારીઓ?
 3. સાગરીન?
 4. દેસધી ઘર લગડી?
 5. ઘરે કરાગારી.
 6. દીક્ષા ઓછ લગડી?
 7. દોઢા કરાગારી?
 8. ગવાડી?

Set 3

- | | |
|---------------------------------|---------------------------|
| 1. የወጪ ከተደረገበት? | 5. ፍቃድ በአገልግሎት. |
| 2. ደህንናወሰኑን ደቂወጣ በአገልግሎት ይመለከት? | 6. ደህንናወሰኑን ደቂወጣ በአገልግሎት? |
| 3. ደህንናወሰኑን የወጪ በአገልግሎት? | 7. ምክንያት. |
| 4. ደቂወጣ በአገልግሎት. | 8. ደህንናወሰኑን የሚፈጸም ደቂወጣ. |

Set 4

- | | |
|----------------------------|------------------------|
| 1. Ir&S IrAC&J&. | 5. O&fT&O? |
| 2. D&f&f&f&A O&f&f D&C&J&? | 6. DhI&f LhAC&J&. |
| 3. &W T& S&? &f&Y&? | 7. O&f&f IrAC&J&. |
| 4. Df&f&f A D&C&J&? | 8. DhI&f &H&f DhAC&J&. |

Set 5

1. DhӨлөөлөл DӨЛ UhAGӨЛӨЛ.
2. IrAGӨЛӨЛ.
3. DhӨлөөлөл YC DhAGӨЛӨЛ.
4. DfӨлөөлөл SӨлөл LAGӨЛӨЛ?
5. DhFӨлөл DӨЛӨЛ DhAGӨЛӨЛ?
6. Dөлөөлөл VӨЛ LAGӨЛӨЛ.
7. Vөлөл SӨлөөл DhAGӨЛӨЛ?
8. OӨЛ SIrAGӨЛӨЛ.

Set 6

1. DhӨлөөлөл DhAGӨЛӨЛ.
2. DhFӨлөөлөл JӨЛ UhAGӨЛӨЛ?
3. Dөлөөлөл GӨЛӨЛ DAGӨЛӨЛ.
4. DfӨлөөл IrӨЛS LAGӨЛӨЛ.
5. JӨЛ IrAGӨЛӨЛ.
6. DhӨлөөлөл JӨЛ DhAGӨЛӨЛ.
7. DhFӨлөөлөл SӨлөл DhAGӨЛӨЛ?
8. hӨЛSӨЛ?

Set 7

1. DhӨлөөлөл GӨЛ UhAGӨЛӨЛ.
2. BӨЛӨЛӨД?
3. VӨЛ SӨЛӨЛ.
4. IrAGӨЛӨЛ?
5. DӨЛӨЛ AӨЛAGӨЛӨЛ?
6. Dөлөөлөл LAGӨЛӨЛ?
7. AӨЛӨР IrAGӨЛӨЛӨЛ.
8. SIrAGӨЛӨЛ.

Set 8

1. DfӨЛ DӨЛ DAGӨЛӨЛ.
2. Dөлөөлөл ӨӨ DAGӨЛӨЛ.
3. ӨөлӨЛӨД?
4. DhFӨлөл SӨЛ UhAGӨЛӨЛ.
5. SӨЛAGӨЛӨЛӨЛ?
6. DhӨлөөлөл JАӨЛӨР UhAGӨЛӨЛ?
7. DfӨлөөлөл IrӨЛS DAGӨЛӨЛ?
8. ӨӨЛӨЛ UhAGӨЛӨЛ?

Answers

Set 1

1. DhFӨЛ YCӨЛ UhAGӨЛӨЛ.
(a) The women see only the dogs.
2. SIrAGӨЛӨЛ.
(a) I see them.
3. Dөлөөлөл LAGӨЛӨЛ.
(a) The man is only seeing the wolves.
4. DhӨлөөлөл DhAGӨЛӨЛ?
(a) Do the men see it?
5. SIrAGӨЛӨЛӨЛ?
(a) Do I see them?
6. DfӨЛ GӨЛӨЛ LAGӨЛӨЛ.
(a) The woman sees only the wolves.
7. DBӨЛ YC IrAGӨЛӨЛ.
(a) Only I am seeing the dog.
8. DhFӨЛӨЛ GӨЛ DhAGӨЛӨЛ?
(a) The women see the wolf, right?

Set 2

1. **SəAəGəJəF.**
 - (a) You see them.
2. **SəIəAəGəJəθəθəA?**
 - (a) Do I see them?
3. **SəAəGəJəθəθə?**
 - (a) Do you see them?
4. **DəθəθəJ əθəθə LəAəGəJəF?**
 - (a) The man sees the cats, right?
5. **θəθəθə IəRəAəGəJəF.**
 - (a) I see only the cat.
6. **DəθəθəOəθə LəAəGəJəF?**
 - (a) Does the woman see the rocks?
7. **DəθəθəA IəRəAəGəJəF?**
 - (a) Do I see a deer?
8. **GWYJ?**
 - (a) It is Cherokee, right?

Set 3

1. **θəθəθə IəRəAəGəJəF?**
 - (a) Do I see the potato?
2. **Dəθəθəθəθə Dəθəθə LəhəAəGəJəθəθə?**
 - (a) Are the men only seeing the deer?
3. **Dəθəθəθəθə θəθə LəhəAəGəJəθəθə?**
 - (a) Are the men seeing only the potatoes?
4. **JAəθəθə LəhəAəGəJəF.**
 - (a) They see the papers.
5. **DIəθəθə LəAəGəJəF.**
 - (a) The woman see them.
6. **Dəθəθəθəθəθə JAəθəθə LəAəGəJəF?**
 - (a) Is only the man seeing the papers?
7. **SəAəGəJəF.**
 - (a) You see them.
8. **Dəθəθəθə SəIəAəGəJəF.**
 - (a) I see the men.

Set 4

1. **IərəθəS IəRəAəGəJəF.**
 - (a) I see the rabbit.
2. **Dəθəθəθəθə Oəθəθə DəAəGəJəF?**
 - (a) Is the man seeing only the rock?
3. **θəW TəS Səθə? θəθəYəθə?**
 - (a) How many beans? Is it five?
4. **DIəθəθəθə DəAəGəJəF?**
 - (a) Does the woman see it?
5. **OəθəTθəθə?**
 - (a) Is it just bad?
6. **Dəθəθəθəθəθə LəhəAəGəJəF.**
 - (a) The women see them.
7. **Oəθəθə IəRəAəGəJəF.**
 - (a) I see only the rock.
8. **Dəθəθəθəθəθə DəhəAəGəJəF.**
 - (a) The women see only the cat.

Set 5

1. **Dəθəθəθə Dəθəθə LəhəAəGəJəθəθəθə?**
 - (a) The men are only seeing the deer.
2. **IəRəAəGəJəF.**
 - (a) I see it.
3. **Dəθəθəθə YC DəhəAəGəJəF.**
 - (a) The men see the dog.
4. **DIəθəθəθəθə Səθəθə LəAəGəJəF?**
 - (a) Is the woman seeing only the beans?
5. **Dəθəθəθəθə Dəθəθə DəhəAəGəJəF?**
 - (a) Do the women see the deer?

6. D V LAG.
- (a) The man sees the beaver.
7. V S DAG?
- (a) I see the rocks.

Set 6

1. Dh DhAG.
- (a) The men see it.
2. Dh J LhAG?
- (a) Are only the women seeing the acorns?
3. D G DAG.
- (a) The man sees the wolf.
4. D Ir LAG.
- (a) Only the woman sees the rabbits.
5. J IrAG.
- (a) I see the acorn.
6. Dh J DhAG.
- (a) Only the men see the acorn.
7. Dh S DhAG?
- (a) Are the women seeing only the bean?
8. h?
- (a) But for it being English?

Set 7

1. Dh G LhAG.
- (a) The men see the wolves.
2. B9J1S?
- (a) It is just English, right?
3. V M.
- (a) You see the beaver.
4. IrAG?
- (a) Do I see him/her?
5. D M?
- (a) Do you see a deer?
6. D LAG?
- (a) Does the man see them?
7. A IrAG.
- (a) I am only seeing the paper.
8. S IrAG.
- (a) I see them.

Set 8

1. D D DAG.
- (a) The woman sees only the deer.
2. D q DAG.
- (a) Only the man sees the potato.
3. g?
- (a) It is just good, right?
4. Dh S LhAG.
- (a) Only the women see the beans.
5. S q?
- (a) Do you see them?
6. Dh J L LhAG?
- (a) The men see the papers, right?
7. D Ir DAG?
- (a) Is only the woman seeing the rabbit?
8. q LhAG?
- (a) Do they see the potatoes?

De&VAT 10

ӨДАӘЛТ ДӘГЕЛӘЛ

ЯРЫМ (Read them)

DHDE [a¹ni²?a²hwi] “The deer people.”

DHYC [a¹ni²gi²hli] “The dog people.”

DHROOS [a¹ni²ji²sdu] “The rabbit people.”

DHGOTW [a¹ni²wɑ²ha²ya] “The wolf people.”

DHWE [a¹ni²we²³sa] “The cat people.”

V.J [to¹hi⁴] “Peaceful. Well in health.”

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

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

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

RDAYA [dv²sgj²go²hi] “You one will see me again.”

RDAWA [dv²sdv²go²hi] “I will see you two again.”

“We two will see you one again.”

“We two will see you two again.”

RDYHA [dv²sgj²ni²go²hi] “You one will see us two again.”

“You two will see me or us two again.”

RTCA [dv²zi¹sv²go²hi] “I will see you all again.”

“We two will see you all again.”

“We all will see you one or you two or you all again.”

RTDYA [dv²zi¹sgj²go²hi] “You one will see us all again.”

“You two will see us all again.”

“You all will see me or us two or us all again.”

VOLA&T [dø²na²da²go²hv²i] “Later let us two see each other again.”

VULA&T [dø²da²da²go²hv²i] “Later let us all see each other again.”

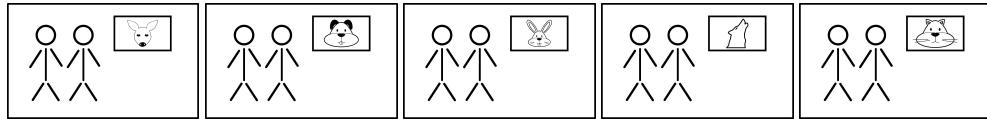
☞ *V.JJ* is a common greeting when meeting someone. △ This is incorrectly translated by a lot of materials as “How are you?”. While it is used to ask someone how things are, it does not have a literal meaning of “How are you?”.

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

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

HW^{RS} (Do them)

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



Label each card on the reverse as follows: DhDQ, DhYC, DhIr&S, DhGo&W, Dh&H.

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] Ή&Ocup; D&f; Ή&Orightarrow;. (DhYC∪, DhIr&S→)

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 "DhIr&S" index card to hold and holds an "DhYC" index card.

- (a) [D→R] ḥ&bf; DhIr&S, V.ⅆ

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

- (b) [R→D] ḥ&bf; DhYC, V.ⅆ. h.θⅆ?

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

- (c) [D→R] V.ⅆ. ṡEA.θⅆA?

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

- (d) [R→D] ii, ṡθYⅆA.

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

- (e) [D→R] VθLⅆA²T.

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

- (f) [R→D] VθLⅆA²T.

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

2. [D] DhW&f;C∪ D&f; Ή&Orightarrow;. (DhGo∪, DhIr&S→)

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 "DhIr&S" index card to hold. Each "D" holds an "DhGoθ" index card.

- (a) [D→R] ḥ&bf; DhIr&S, V.ⅆ?

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

- (b) [R→D] ḥ&bf; DhGoθ, V.ⅆ. h.θⅆ?

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

- (c) [D→R] V.ⅆ. ṡθⅆA.θⅆ?

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

- (d) [R→D] ii, ተጠያካአል.
 “R” responds: Yes, you two will see me again later.
- (e) [D→R] VULLA&²T.
 “D” says to “R”: Let us all see each other again later.
- (f) [R→D] VULLA&²T.
 “R” responds: Let us all see each other again later.
3. [D] DhWFU Dd DHKT→. (DhGwU, Dh&H→)
 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 “Dh&H” index card to hold. Each “D” holds an “DhGw” index card.
- (a) [D→R] አብቃ ደወሮ, ዶል?
 “D” says to “R”: Hello “the cat people”, things are well, right?
- (b) [R→D] አብቃ ደወሮ, ዶል. ከወደዚ?
 “R” responds: Hello “the wolf people”, things are just fine. But what about you two?
- (c) [D→R] V.ወል. ተጠያርአል?
 “D” says to “R”: Things are just fine. Will we two see you all again later?
- (d) [R→D] ii, ተጠያካአል.
 “R” responds: Yes, you two will see us all again later.
- (e) [D→R] VULLA&²T.
 “D” says to “R”: Let us all see each other again later.
- (f) [R→D] VULLA&²T.
 “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] Εω^υ Δρ^υ Εω→. (DhYC^υ, DhIr^υS→)
 - (a) [D→R] ḍbñ DhIr^υS, V.θd?
 - (b) [R→D] ḍbñ DhYC, V.θω. h.θθ&?
 - (c) [D→R] V.θω. ΡEA.θñA?
 - (d) [R→D] ii, ΡøYhA.θ.
 - (e) [D→R] VθLA&²T.
 - (f) [R→D] VθLA&²T.
2. [D] DhWF^υ Δρ^υ Εω→. (DhGeθ^υ, DhøH→)
 - (a) [D→R] ḍbñ DhøH, V.θd?
 - (b) [R→D] ḍbñ DhGeθ, V.θω. h.θθ&?
 - (c) [D→R] V.θω. ΡømA.θñ?
 - (d) [R→D] ii, ΡøYhA.θ.
 - (e) [D→R] VULΑ&²T.
 - (f) [R→D] VULΑ&²T.
3. [D] Εω^υ Δρ^υ Εω→. (DhGeθ^υ, DhDθ→)
 - (a) [D→R] ḍbñ DhDθ, V.θd?
 - (b) [R→D] ḍbñ DhGeθ, V.θω. h.θθ&?
 - (c) [D→R] V.θω. ΡEA.θñA?
 - (d) [R→D] ii, ΡøYhA.θ.
 - (e) [D→R] VθLA&²T.
 - (f) [R→D] VθLA&²T.
4. [D] DhKT^υ Δρ^υ Εω→. (DhYC^υ, DhDθ→)
 - (a) [D→R] ḍbñ DhDθ, V.θd?
 - (b) [R→D] ḍbñ DhYC, V.θω. h.θθ&?
 - (c) [D→R] V.θω. ΡTC^υA.θñ?
 - (d) [R→D] ii, ΡøYhA.θ.
 - (e) [D→R] VULΑ&²T.
 - (f) [R→D] VULΑ&²T.
5. [D] DhWF^υ Δρ^υ Εω→. (DhGeθ^υ, DhIr^υS→)
 - (a) [D→R] ḍbñ DhIr^υS, V.θd?
 - (b) [R→D] ḍbñ DhGeθ, V.θω. h.θθ&?
 - (c) [D→R] V.θω. ΡømA.θñA?
6. [D] DhKT^υ Δρ^υ Εω→. (DhGeθ^υ, DhøH→)
 - (a) [D→R] ḍbñ DhøH, V.θd?
 - (b) [R→D] ḍbñ DhGeθ, V.θω. h.θθ&?
 - (c) [D→R] V.θω. ΡTC^υA.θñ?
 - (d) [R→D] ii, ΡøYhA.θ.
 - (e) [D→R] VULΑ&²T.
 - (f) [R→D] VULΑ&²T.
7. [D] Εω^υ Δρ^υ DhWF→. (DhGeθ^υ, DhDθ→)
 - (a) [D→R] ḍbñ DhDθ, V.θd?
 - (b) [R→D] ḍbñ DhGeθ, V.θω. h.θθ&?
 - (c) [D→R] V.θω. ΡømA.θñ?
 - (d) [R→D] ii, ΡøYhA.θ.
 - (e) [D→R] VULΑ&²T.
 - (f) [R→D] VULΑ&²T.
8. [D] DhKT^υ Δρ^υ Εω→. (DhYC^υ, DhøH→)
 - (a) [D→R] ḍbñ DhøH, V.θd?
 - (b) [R→D] ḍbñ DhYC, V.θω. h.θθ&?
 - (c) [D→R] V.θω. ΡTC^υA.θñA?
 - (d) [R→D] ii, ΡøYhA.θ.
 - (e) [D→R] VULΑ&²T.
 - (f) [R→D] VULΑ&²T.
9. [D] Εω^υ Δρ^υ DhKT→. (DhGeθ^υ, DhIr^υS→)
 - (a) [D→R] ḍbñ DhIr^υS, V.θd?
 - (b) [R→D] ḍbñ DhGeθ, V.θω. h.θθ&?
 - (c) [D→R] V.θω. ΡTC^υA.θñA?
 - (d) [R→D] ii, ΡøYhA.θ.
 - (e) [D→R] VULΑ&²T.
 - (f) [R→D] VULΑ&²T.

Set 2

1. [D] ዘዴሃ ፌዴቅ→. (DhGዴወ, DhDወ→)
 - (a) [D→R] አብዴ DhDወ, V.ዘJ?
 - (b) [R→D] አብዴ DhGዴወ, V.ዘዴ. ከ.ዘዴ&?
 - (c) [D→R] V.ዘዴ. ምስምA.ዘዴ?
 - (d) [R→D] ii, ምስYhA.ዘ.
 - (e) [D→R] VULAA&²T.
 - (f) [R→D] VULAA&²T.
 2. [D] ቔዴሃ ፌዴቅ DhKT→. (DhGዴወወ, DhወH→)
 - (a) [D→R] አብዴ DhወH, V.ዘJ?
 - (b) [R→D] አብዴ DhGዴወ, V.ዘዴ. ከ.ዘዴ&?
 - (c) [D→R] V.ዘዴ. ምTCሻA.ዘዴ?
 - (d) [R→D] ii, ምTስYhA.ዘ.
 - (e) [D→R] VULAA&²T.
 - (f) [R→D] VULAA&²T.
 3. [D] DhWFሂ Df DhWF→. (DhYCሂ, DhIrn&S→)
 - (a) [D→R] አብዴ DhIrn&S, V.ዘJ?
 - (b) [R→D] አብዴ DhYC, V.ዘዴ. ከ.ዘዴ&?
 - (c) [D→R] V.ዘዴ. ምስምA.ዘዴ?
 - (d) [R→D] ii, ምስYhA.ዘ.
 - (e) [D→R] VULAA&²T.
 - (f) [R→D] VULAA&²T.
 4. [D] ቔዴሃ ፌዴቅ DhKT→. (DhYCሂ, DhIrn&S→)
 - (a) [D→R] አብዴ DhIrn&S, V.ዘJ?
 - (b) [R→D] አብዴ DhYC, V.ዘዴ. ከ.ዘዴ&?
 - (c) [D→R] V.ዘዴ. ምTCሻA.ዘዴ?
 - (d) [R→D] ii, ምTስYhA.ዘ.
 - (e) [D→R] VULAA&²T.
 - (f) [R→D] VULAA&²T.
 5. [D] DhWFሂ Df DhKT→. (DhGዴወሂ, DhወH→)
 - (a) [D→R] አብዴ DhወH, V.ዘJ?
 - (b) [R→D] አብዴ DhGዴወ, V.ዘዴ. ከ.ዘዴ&?
 - (c) [D→R] V.ዘዴ. ምTCሻA.ዘዴ?
 - (d) [R→D] ii, ምTስYhA.ዘ.
 - (e) [D→R] VULAA&²T.
 - (f) [R→D] VULAA&²T.
 6. [D] DhWFሂ Df DhWF→. (DhGዴወወ, DhDወ→)
 - (a) [D→R] አብዴ DhDወ, V.ዘJ?
 - (b) [R→D] አብዴ DhGዴወ, V.ዘዴ. ከ.ዘዴ&?
 - (c) [D→R] V.ዘዴ. ምስምA.ዘዴA?
 - (d) [R→D] ii, ምስYhA.ዘ.
 - (e) [D→R] VULAA&²T.
 - (f) [R→D] VULAA&²T.
 7. [D] DhWFሂ Df DhKT→. (DhYCሂ, DhDወ→)
 - (a) [D→R] አብዴ DhDወ, V.ዘJ?
 - (b) [R→D] አብዴ DhYC, V.ዘዴ. ከ.ዘዴ&?
 - (c) [D→R] V.ዘዴ. ምTCሻA.ዘዴ?
 - (d) [R→D] ii, ምTስYhA.ዘ.
 - (e) [D→R] VULAA&²T.
 - (f) [R→D] VULAA&²T.
 8. [D] ቔዴሃ Df ቔዴ→. (DhGዴወሂ, DhIrn&S→)
 - (a) [D→R] አብዴ DhIrn&S, V.ዘJ?
 - (b) [R→D] አብዴ DhGዴወ, V.ዘዴ. ከ.ዘዴ&?
 - (c) [D→R] V.ዘዴ. ምEA.ዘዴ?
 - (d) [R→D] ii, ምስYhA.ዘ.
 - (e) [D→R] VθLA&²T.
 - (f) [R→D] VθLA&²T.
 9. [D] DhKTሂ Df DhWF→. (DhGዴወወ, DhወH→)
 - (a) [D→R] አብዴ DhወH, V.ዘJ?
 - (b) [R→D] አብዴ DhGዴወ, V.ዘዴ. ከ.ዘዴ&?
 - (c) [D→R] V.ዘዴ. ምTCሻA.ዘዴA?
 - (d) [R→D] ii, ምTስYhA.ዘ.
 - (e) [D→R] VULAA&²T.
 - (f) [R→D] VULAA&²T.

Set 3

1. [D] DhWF \cup D δ E ω \rightarrow . (DhC ω E \cup , DhW θ E \rightarrow)

 - (a) [D \rightarrow R] କଥି ଧାରୀତି, V ω J?
 - (b) [R \rightarrow D] କଥି ଧାରୀତି, V θ E. H θ O θ ?
 - (c) [D \rightarrow R] V ω E. ମୁଦ୍ରାମୁଦ୍ରା?
 - (d) [R \rightarrow D] ii, ମୁଦ୍ରାମୁଦ୍ରା.

2. [D] DhWF \cup D δ DhKT \rightarrow . (DhYC \cup , DhIr ω S \rightarrow)

 - (e) [D \rightarrow R] VUUA ω θ T.
 - (f) [R \rightarrow D] VUUA ω θ T.

(a) [D \rightarrow R] କଥି ଧାରୀତି, V ω J?

- (b) [R→D] ፩፻፻ DhYC, V.ወ. h.ወθ&?
- (c) [D→R] V.ወ. የTC&A.ወ&A?
- (d) [R→D] ii, የT&YA.ወ.
- (e) [D→R] VLLA&²T.
- (f) [R→D] VLLA&²T.
3. [D] DhKT∪ D^o DhWF→. (DhG&H, DhDΘ→)
- (a) [D→R] ፩፻፻ DhDΘ, V.ወJ?
- (b) [R→D] ፩፻፻ DhG&H, V.ወ. h.ወθ&?
- (c) [D→R] V.ወ. የTC&A.ወ&A?
- (d) [R→D] ii, የT&YA.ወ.
- (e) [D→R] VLLA&²T.
- (f) [R→D] VLLA&²T.
4. [D] DhKT∪ D^o DhKT→. (DhYC, DhDΘ→)
- (a) [D→R] ፩፻፻ DhDΘ, V.ወJ?
- (b) [R→D] ፩፻፻ DhYC, V.ወ. h.ወθ&?
- (c) [D→R] V.ወ. የTC&A.ወ&?
- (d) [R→D] ii, የT&YA.ወ.
- (e) [D→R] VLLA&²T.
- (f) [R→D] VLLA&²T.
5. [D] DhKT∪ D^o ቄ&→. (DhG&H, DhI&S→)
- (a) [D→R] ፩፻፻ DhI&S, V.ወJ?
- (b) [R→D] ፩፻፻ DhG&H, V.ወ. h.ወθ&?
- (c) [D→R] V.ወ. የTC&A.ወ&?
- (d) [R→D] ii, የT&YA.ወ.
- (e) [D→R] VLLA&²T.
- (f) [R→D] VLLA&²T.
6. [D] DhKT∪ D^o DhWF→. (DhG&H, Dh&H→)
- (a) [D→R] ፩፻፻ Dh&H, V.ወJ?
- (b) [R→D] ፩፻፻ DhG&H, V.ወ. h.ወθ&?
- (c) [D→R] V.ወ. የTC&A.ወ&A?
- (d) [R→D] ii, የT&YA.ወ.
- (e) [D→R] VLLA&²T.
- (f) [R→D] VLLA&²T.
7. [D] ቄ&∪ D^o DhWF→. (DhG&H, Dh&H→)
- (a) [D→R] ፩፻፻ Dh&H, V.ወJ?
- (b) [R→D] ፩፻፻ DhG&H, V.ወ. h.ወθ&?
- (c) [D→R] V.ወ. የ&M&A.ወ&A?
- (d) [R→D] ii, የ&YhA.ወ.
- (e) [D→R] VLLA&²T.
- (f) [R→D] VLLA&²T.
8. [D] DhKT∪ D^o DhKT→. (DhYC, DhDΘ→)
- (a) [D→R] ፩፻፻ DhDΘ, V.ወJ?
- (b) [R→D] ፩፻፻ DhYC, V.ወ. h.ወθ&?
- (c) [D→R] V.ወ. የTC&A.ወ&?
- (d) [R→D] ii, የT&YA.ወ.
- (e) [D→R] VLLA&²T.
- (f) [R→D] VLLA&²T.
9. [D] ቄ&∪ D^o DhKT→. (DhG&H, DhI&S→)
- (a) [D→R] ፩፻፻ DhI&S, V.ወJ?
- (b) [R→D] ፩፻፻ DhG&H, V.ወ. h.ወθ&?
- (c) [D→R] V.ወ. የTC&A.ወ&?
- (d) [R→D] ii, የT&YA.ወ.
- (e) [D→R] VLLA&²T.
- (f) [R→D] VLLA&²T.

Set 4

1. [D] DhKT∪ D^o DhKT→. (DhG&H, DhI&S→)
- (a) [D→R] ፩፻፻ DhI&S, V.ወJ?
- (b) [R→D] ፩፻፻ DhG&H, V.ወ. h.ወθ&?
- (c) [D→R] V.ወ. የTC&A.ወ&A?
- (d) [R→D] ii, የT&YA.ወ.
- (e) [D→R] VLLA&²T.
- (f) [R→D] VLLA&²T.
2. [D] DhWF∪ D^o DhWF→. (DhG&H, Dh&H→)
- (a) [D→R] ፩፻፻ Dh&H, V.ወJ?
- (b) [R→D] ፩፻፻ DhG&H, V.ወ. h.ወθ&?
- (c) [D→R] V.ወ. የ&M&A.ወ&?
- (d) [R→D] ii, የ&YhA.ወ.
- (e) [D→R] VLLA&²T.
- (f) [R→D] VLLA&²T.
3. [D] DhWF∪ D^o DhKT→. (DhYC, DhDΘ→)
- (a) [D→R] ፩፻፻ DhDΘ, V.ወJ?
- (b) [R→D] ፩፻፻ DhYC, V.ወ. h.ወθ&?
- (c) [D→R] V.ወ. የTC&A.ወ&A?
- (d) [R→D] ii, የT&YA.ወ.
- (e) [D→R] VLLA&²T.
- (f) [R→D] VLLA&²T.
4. [D] DhKT∪ D^o DhWF→. (DhG&H, Dh&H→)
- (a) [D→R] ፩፻፻ Dh&H, V.ወJ?

- (b) [R→D] የዕና ፍርማው, ዶ.ወ. ከ.ወጥ?
- (c) [D→R] ዶ.ወ. ታርጉሮች?
- (d) [R→D] ii, ታርጉሮች.
- (e) [D→R] VULLA&²T.
- (f) [R→D] VULLA&²T.
5. [D] DhKT∪ D^o DhKT→. (DhYC∪, DhIr&S→)
- (a) [D→R] የዕና DhIr&S, ዶ.ወ?
- (b) [R→D] የዕና DhYC, ዶ.ወ. ከ.ወጥ?
- (c) [D→R] V.ወ. ታርጉሮች?
- (d) [R→D] ii, ታርጉሮች.
- (e) [D→R] VULLA&²T.
- (f) [R→D] VULLA&²T.
6. [D] ብዃዎች D^o ብዃዎች→. (DhG&W, DhDΘ→)
- (a) [D→R] የዕና DhDΘ, ዶ.ወ?
- (b) [R→D] የዕና DhG&W, ዶ.ወ. ከ.ወጥ?
- (c) [D→R] V.ወ. ድ.ወ. ታርጉሮች?
- (d) [R→D] ii, ታርጉሮች.
- (e) [D→R] VULLA&²T.
- (f) [R→D] VULLA&²T.
7. [D] DhWF∪ D^o ብዃዎች→. (DhYC∪, DhIr&S→)
- (a) [D→R] የዕና DhIr&S, ዶ.ወ?
- (b) [R→D] የዕና DhG&W, ዶ.ወ. ከ.ወጥ?
- (c) [D→R] V.ወ. ድ.ወ. ታርጉሮች?
- (d) [R→D] ii, ታርጉሮች.
- (e) [D→R] VULLA&²T.
- (f) [R→D] VULLA&²T.
- (a) [D→R] የዕና DhIr&S, ዶ.ወ?
- (b) [R→D] የዕና DhYC, ዶ.ወ. ከ.ወጥ?
- (c) [D→R] V.ወ. ድ.ወ. ታርጉሮች?
- (d) [R→D] ii, ታርጉሮች.
- (e) [D→R] VULLA&²T.
- (f) [R→D] VULLA&²T.
8. [D] DhKT∪ D^o ብዃዎች→. (DhG&W, DhDΘ→)
- (a) [D→R] የዕና DhDΘ, ዶ.ወ?
- (b) [R→D] የዕና DhG&W, ዶ.ወ. ከ.ወጥ?
- (c) [D→R] V.ወ. ድ.ወ. ታርጉሮች?
- (d) [R→D] ii, ታርጉሮች.
- (e) [D→R] VULLA&²T.
- (f) [R→D] VULLA&²T.
9. [D] ብዃዎች D^o DhWF→. (DhG&W, DhDΘ→)
- (a) [D→R] የዕና DhDΘ, ዶ.ወ?
- (b) [R→D] የዕና DhG&W, ዶ.ወ. ከ.ወጥ?
- (c) [D→R] V.ወ. ድ.ወ. ታርጉሮች?
- (d) [R→D] ii, ታርጉሮች.
- (e) [D→R] VULLA&²T.
- (f) [R→D] VULLA&²T.

Set 5

1. [D] ብዃዎች D^o DhKT→. (DhG&W, DhDΘ→)
- (a) [D→R] የዕና DhDΘ, ዶ.ወ?
- (b) [R→D] የዕና DhG&W, ዶ.ወ. ከ.ወጥ?
- (c) [D→R] V.ወ. ድ.ወ. ታርጉሮች?
- (d) [R→D] ii, ታርጉሮች.
- (e) [D→R] VULLA&²T.
- (f) [R→D] VULLA&²T.
2. [D] DhWF∪ D^o DhWF→. (DhG&W, DhDΘ→)
- (a) [D→R] የዕና DhDΘ, ዶ.ወ?
- (b) [R→D] የዕና DhG&W, ዶ.ወ. ከ.ወጥ?
- (c) [D→R] V.ወ. ድ.ወ. ታርጉሮች?
- (d) [R→D] ii, ታርጉሮች.
- (e) [D→R] VULLA&²T.
- (f) [R→D] VULLA&²T.
3. [D] DhWF∪ D^o DhKT→. (DhYC∪, DhIr&S→)
- (a) [D→R] የዕና DhIr&S, ዶ.ወ?
- (b) [R→D] የዕና DhYC, ዶ.ወ. ከ.ወጥ?
- (c) [D→R] V.ወ. ድ.ወ. ታርጉሮች?
- (d) [R→D] ii, ታርጉሮች.
- (e) [D→R] VULLA&²T.
- (f) [R→D] VULLA&²T.
4. [D] DhKT∪ D^o DhWF→. (DhYC∪, DhDΘ→)
- (a) [D→R] የዕና DhDΘ, ዶ.ወ?
- (b) [R→D] የዕና DhYC, ዶ.ወ. ከ.ወጥ?
- (c) [D→R] V.ወ. ድ.ወ. ታርጉሮች?
- (d) [R→D] ii, ታርጉሮች.
- (e) [D→R] VULLA&²T.
- (f) [R→D] VULLA&²T.
5. [D] DhKT∪ D^o DhKT→. (DhG&W, DhDΘ→)
- (a) [D→R] የዕና DhDΘ, ዶ.ወ?
- (b) [R→D] የዕና DhG&W, ዶ.ወ. ከ.ወጥ?
- (c) [D→R] V.ወ. ድ.ወ. ታርጉሮች?
- (d) [R→D] ii, ታርጉሮች.
- (e) [D→R] VULLA&²T.
- (f) [R→D] VULLA&²T.
6. [D] ብዃዎች D^o ብዃዎች→. (DhG&W, DhIr&S→)
- (a) [D→R] የዕና DhIr&S, ዶ.ወ?

- (b) [R→D] କେବଳ DhG୍ୟାନ, Vାକ୍ୟ. ହାତୁର୍ବିକୁଳ ?
 (c) [D→R] Vାକ୍ୟ. ମୌଳିକାତମି ?
 (d) [R→D] ii, ମୌଳିକାତମି.
 (e) [D→R] Vାକ୍ୟାତମି²T.
 (f) [R→D] Vାକ୍ୟାତମି²T.
7. [D] DhWF \cup D σ ଏବଂ →. (DhG୍ୟାନ \cup , Dhକ୍ରମିକା \rightarrow)
 (a) [D→R] କେବଳ Dhକ୍ରମିକା, Vାକ୍ୟ?
 (b) [R→D] କେବଳ DhG୍ୟାନ, Vାକ୍ୟ. ହାତୁର୍ବିକୁଳ ?
 (c) [D→R] Vାକ୍ୟ. ମୌଳିକାତମି ?
 (d) [R→D] ii, ମୌଳିକାତମି.
 (e) [D→R] VLLAତମି²T.
 (f) [R→D] VLLAତମି²T.
8. [D] ଏବଂ \cup D σ DhWF \rightarrow . (DhYC \cup , Dhପ୍ରକାଶ \rightarrow)
 (a) [D→R] କେବଳ Dhପ୍ରକାଶ, Vାକ୍ୟ?
 (b) [R→D] କେବଳ DhG୍ୟାନ, Vାକ୍ୟ. ହାତୁର୍ବିକୁଳ ?
 (c) [D→R] Vାକ୍ୟ. ମୌଳିକାତମି ?
 (d) [R→D] ii, ମୌଳିକାତମି.
 (e) [D→R] VLLAତମି²T.
 (f) [R→D] VLLAତମି²T.
9. [D] DhWF \cup D σ DhWF \rightarrow . (DhG୍ୟାନ \cup , DhD୍ୟାନ \rightarrow)
 (a) [D→R] କେବଳ DhD୍ୟାନ, Vାକ୍ୟ?
 (b) [R→D] କେବଳ DhG୍ୟାନ, Vାକ୍ୟ. ହାତୁର୍ବିକୁଳ ?
 (c) [D→R] Vାକ୍ୟ. ମୌଳିକାତମି ?
 (d) [R→D] ii, ମୌଳିକାତମି.
 (e) [D→R] VLLAତମି²T.
 (f) [R→D] VLLAତମି²T.

Dəvət 11

ƏSƏLT DƏĞƏRLƏR

ƏLƏMƏK (Read them)

DİGĞ [a²ge²hyu⁴ja] “A girl.”

DİHGĞ [a²ni²ge²hyu⁴ja] “Girls.”

DJĞ [a²chu⁴ja] “A boy.”

DİDЖ [a²ni²chu⁴ja] “Boys.”

SV DƏRƏLƏF [ga²do² a¹dv³nę²ha] “What is he doing?”

SV DƏRƏLƏF [ga²do² a¹na²dv³nę²ha] “What are they doing?”

ÜĞF [sa²lo²³li] “A squirrel. Squirrels.”

ÜRƏJ [sa²dv³di] “A trap.”

ÜÜRƏJ [di²sa²dv³di] “Traps.”

FƏP [so²³gwi³li] “A horse. Horses.”

FET [hlgv⁴?i] “A tree.”

FƏFET [de²³hlgv⁴?i] “Trees.”

FE [yo²³na] “A bear. Bears.”

ƏTİƏL (Numbers)

ZI [not², no²ti] “Naught. Zero.”

ƏHÝL [ka²nı²³gi³²da] “None. Nothing. Zero.”

GƏW, DJIW [cha²ne²³la, chy²ne²³la] “Eight.”

FƏW [sø³hne²³la] “Nine.”

ƏDAƏ [sgo²³hi] “Ten.”

US [sa²?du] “Eleven.”

WFŞ [ta²?ldu] “Twelve.”

KŞS [jo²?ga²?du] “Thirteen.”

HŞS [ni²ga²?du] “Fourteen.”

ƏYSS [sgı²ga²?du] “Fifteen.”

LWS [da²la²du] “Sixteen.”

SFTS [gahl²gwa²³du] “Seventeen.”

LWS [ne²³la²du] “Eighteen.”

FƏLWS [soh³nę²³la²du] “Nineteen.”

WFƏDAƏ [ta³?lsgo²³hi] “Twenty. (Two tens.)”

KƏDAƏ [jo²?sgo²³hi] “Thirty. (Three tens.)”

OYƏDAƏ [nvk²sgo²³hi] “Forty. (Four tens.)”

AYƏDAƏ [hik²sgo²³hi] “Fifty. (Five tens.)”

VLFƏDAƏ [su²³dal³sgo²³hi] “Sixty. (Six tens.)”

ŞFTƏDAƏ [gahl²gwa²³sgo²³hi] “Seventy. (Seven tens.)”

LWƏDAƏ [nel³sgo²³hi] “Eighty. (Eight tens.)”

FƏLWƏDAƏ [so³hnel³sgo²³hi] “Ninety. (Nine tens.)”

ƏDAƏHİT [sgo²³hi³tsgwa] “One hundred.”

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

☞ “WFƏDAƏ” is a combination of “WF” and “ƏDAƏ” and “KƏDAƏ” is a combination of “KT” and “ƏDAƏ”.

SÓHET DSW&T (Grammar)

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

For the numbers twenty one, twenty two, etc., in Cherokee, you drop the “-A” then add the appropriate number “Ew” through “GJW”.

Examples:

- WfóA. Twenty.
- WfóA Ew. Twenty one.
- WfóA AóY. Twenty five.
- KóA. Thirty.
- KóA AóY. Thirty five.

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

Examples:

- Wf. “Two.”
 - WfIgT. “Two hundred.”
- KT. “Three.”
 - KTlgT. “Three hundred.”

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

- GJW. “Eight.”
 - JWIgT. “Eight hundred.”

Reminder:

- The ordering numbers are created by dropping the ending vowel then adding “-TlgT”.
- Ordering numbers higher than one that end with “Ew” use “EwAlgT” and not “TEwT”.
- For the ordering numbers “ESelgT (eleventh)” through “EJWSelgT (nineteenth)” you don’t drop the ending vowel and instead add “-ElgT”.

Examples:

- Ew, TEwT.
 - One, First.
- ESe, ESelgT.
 - Eleven, Eleventh.
- WfóA, WfóAAlgT.
 - Twenty, Twentieth.
- WfóA Ew, WfóA EwAlgT.
 - Twenty one, Twenty first.
- WfóA Wf, WfóA WfAlgT.
 - Twenty two, Twenty second.

HWS (Do them)

You will need the following props:

- Twenty counters. (Beans, checkers, rocks, etc.)
- Four index cards with **ଠାରୀ** on them. Each one represents a group of ten counters.
- Two index cards with **ଫଠାରୀ** on them. Each one represents a group of fifty counters.
- Four index cards with **ହାଜିରୀ** on them. Each one represents a group of one hundred counters.
- Two index cards with **ଫଳୟିରୀ** 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

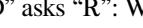
For each group the first person is designated "D". The second person is designated "R". The remaining people are grouped together and are designated "T". After each set, rotate positions so that "D" becomes the "R", the "R" becomes one of the "T", and one of the "T" becomes the "D".

☞ 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] **ପରିମାଣ କିମ୍ବା କିମ୍ବା?**
"D" asks "R": Which one is the eighth?
 - (b) [R]  
"R" points to the eighth one.
2. [D] **ଠାରୀ**  
"D" places a 10 sheet followed by ten counters before "R".
 - (a) [D→R] **ପରିମାଣ କିମ୍ବା କିମ୍ବା?**
"D" asks "R": Which one
 - (b) [R]  
"R" points to the sixth one.
3. [D] **KTHାରୀ** **ଗୋଟିଏ**.
"D" places three 100 sheets and a wolf before "R".
 - (a) [D→R] **ବାନୁ କିମ୍ବା?**
"D" asks "R": How many wolves?
 - (b) [R] **KTHାରୀ**.
"R" responds: Three hundred.

4. [D] O'YñAñ Gññ.
“D” places four 10 sheets and a wolf before “R”.

- (a) [D→R] ñW Tññ Vñ?
“D” asks “R”: How many beaver?
(b) [R] Zñ, ñhñL.
“R” responds: Zero, none.

5. [D] ñYñAñ ññ.
“D” places a 50 sheet and a bear before “R”.

- (a) [D→R] ñYñAññ ññ?
“D” asks “R”: Are there fifty bears?
(b) [R] ii.
“R” responds: Yes.

6. [D] ñLñAñ ñGñ.
“D” places a 50 sheet, a 10 sheet, and a squirrel before “R”.

- (a) [D→R] ñPñAñ KTñ ñGñ?
“D” asks “R”: Are there seventy three squirrels?
(b) [R] iñ, ñLñAñ ñGñ.
“R” responds: No, there are sixty squirrels.

7. [D] DFGG → O'ñ.
“D” places a girl facing a rock before “R”.

- (a) [D→R] ñV Dññññ?
“D” asks “R”: What is she doing?
(b) [R] DFGG O'ñ DAGññ.
“R” responds: The girl is seeing the rock.

8. [D] DdG ↔ Fññ.
“D” places a boy and a horse facing each other before “R”.

- (a) [D→R] ñV Dññññ?
“D” asks “R”: What are they doing?
(b) [R] DdG Fññ DAGññ Dñ Fññ DdG DAññ.
“R” responds: The boy sees the horse and the horse sees the boy.

9. [D] ñPññY DhFñG → ññW Vñ.
“D” places seven counters with a girl and nine counters with one beaver.
The girl and beaver are facing each other.

- (a) [D→R] ñV Dññññ?
“D” asks “R”: What are they doing?
(b) [R] ñPññY DhFñG ññW Vñ LhAGññ Dñ ññW Vñ ñPññY DhFñG LhAGññ.
“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] **MoYIr_xT** Vwø.
 - (a) [D→R] **oW Tøh** Vwø?
 - (b) [R] **MoYIr_xT**.
2. [D] **sfwYIr_xT** sñET.
 - (a) [D→R] **oW Ts sñET?**
 - (b) [R] **sfwYIr_xT**.
3. [D] **□□□□□ □□□□□**.
 - (a) [D→R] **sv oñA wñlt?**
 - (b) [R] **□x□□□ □□□□□**.
4. [D] **O·YIr_xT** fñP.
 - (a) [D→R] **oW Tøh fñP?**
 - (b) [R] **O·YIr_xT**.
5. [D] **sfTñAø Gøø**.
 - (a) [D→R] **oW Tøh Gøø?**
 - (b) [R] **sfTñAø**.
6. [D] **fñWIr_xT** JññJ.
 - (a) [D→R] **oW Ts JññJ?**
 - (b) [R] **fñWIr_xT**.
7. [D] **JñWñAø HñP**.
 - (a) [D→R] **oW Tøh HñP?**
 - (b) [R] **JñWñAø**.
8. [D] **□□□□□ □□□□□**.
 - (a) [D→R] **sv oñA moYJñT?**
 - (b) [R] **□□□□x □□□□□**.

Set 2

1. [D] **fñWñAø Dø**.
 - (a) [D→R] **fñWñAøñA Dø?**
 - (b) [R] ii.
2. [D] **ñLññAø YC**.
 - (a) [D→R] **KñA ñLññ YC?**
 - (b) [R] **iL, ñLññAø YC**.
3. [D] **KñAø hø**.
 - (a) [D→R] **oW Tøh hø?**
 - (b) [R] **KñAø**.
4. [D] **WññAø IrñS**.
 - (a) [D→R] **WññA O·Yññ IrñS?**
 - (b) [R] **iL, WññAø IrñS**.
5. [D] **O·YññAø qø**.
 - (a) [D→R] **oW Ts qø?**
 - (b) [R] **O·YññAø**.
6. [D] **ñYññAø ññU**.
 - (a) [D→R] **oYññAñññ ññU?**
 - (b) [R] ii.
7. [D] **ñYññAø Jñø**.
 - (a) [D→R] **oW Ts Jñø?**
 - (b) [R] **ñYññAø**.
8. [D] **Dñø → qø**.
 - (a) [D→R] **sv Dñññññ?**
 - (b) [R] **Dñø qø DAGñññ**.

Set 3

1. [D] K&A.ø hθ.
 - (a) [D→R] §FIL&A KTø hθ?
 - (b) [R] iL, K&A.ø hθ.
2. [D] DFGG → Sø.
 - (a) [D→R] §V DØMΛF?
 - (b) [R] DFGG Sø DAGΛF.
3. [D] D&Fø ↔ YC.
 - (a) [D→R] §V DØMΛF?
 - (b) [R] D&Fø YC DAGΛF Dø YC D&Fø DAGΛF.
4. [D] WF&A.ø Sø.
 - (a) [D→R] øW TS Sø?
 - (b) [R] WF&A.ø.
5. [D] DdG ↔ hθ.
 - (a) [D→R] §V DØMΛF?
 - (b) [R] DdG hθ DAGΛF Dø hθ DdG DAGΛF.
6. [D] TLF&A.ø hθ.
 - (a) [D→R] øW Tøh IrøS?
 - (b) [R] ZJ, ØhYL.
7. [D] DFø → øET.
 - (a) [D→R] §V DØMΛF?
 - (b) [R] DFø øET DAGΛF.
8. [D] FJW&A.ø EGø.
 - (a) [D→R] øW Tøh Vø?
 - (b) [R] ZJ, ØhYL.

Set 4

1. [D] øA.ø □□□□□ □□□□□.
 - (a) [D→R] §V Ø&J JWSøLT?
 - (b) [R] □□□□□ □□×□□.
2. [D] DdG ↔ Gø.
 - (a) [D→R] §V DØMΛF?
 - (b) [R] DdG Gø DAGΛF Dø Gø DdG DAGΛF.
3. [D] øA.ø □□□□□ □□□□□.
 - (a) [D→R] §V Ø&J FJWSøLT?
 - (b) [R] □□□□□ □□□×□.
4. [D] TLF&A. □□□□□ □□□□□.
 - (a) [D→R] §V Ø&J TLF&A E&MLT?
 - (b) [R] ×□□□□ □□□□□.
5. [D] §FIL&A.ø IrøS.
 - (a) [D→R] øW Tøh YC?
 - (b) [R] ZJ, ØhYL.
6. [D] JWL&A. □□□□□ □□□□□.
 - (a) [D→R] §V Ø&J JWL&A WFMLT?
 - (b) [R] □×□□□ □□□□□.
7. [D] FJW&A. □□□□□ □□□□□.
 - (a) [D→R] §V Ø&J FJW&A GJFLT?
 - (b) [R] □□□□□ □□□□□.
8. [D] øA.ø □□□□□ □□□□□.
 - (a) [D→R] §V Ø&J WFSøLT?
 - (b) [R] □×□□□ □□□□□.

Set 5

1. [D] ØY&A. □□□□□ □□□□□.
 - (a) [D→R] §V Ø&J ØY&A. §FVYJLT?
 - (b) [R] □□□□□ □×□□□.
2. [D] øY&A. WF øH.
 - (a) [D→R] øW Tøh øH?
 - (b) [R] øY&A. WF.
3. [D] WF&A. □□□□□ □□□□□.
 - (a) [D→R] §V Ø&J WF&A. KTJLT?
 - (b) [R] □□□□□ □□□□□.
4. [D] K&A. Hø Gø.
 - (a) [D→R] øW Tøh Gø?
 - (b) [R] K&A. Hø.
5. [D] §FIL&A. □□□□□ □□□□□.
 - (a) [D→R] §V Ø&J §FIL&A. ØYJLT?
 - (b) [R] □□□×□ □□□□□.

6. [D] એન્ટોની એન્ટોની હિસ્ટરી.
 (a) [D→R] એન્ટોની એન્ટોની હિસ્ટરી?
 (b) [R] એન્ટોની એન્ટોની હિસ્ટરી.

7. [D] વિલ્સેન્સ સ્પેચ એંડ ગ્રેફ.
 (a) [D→R] વિલ્સેન્સ સ્પેચ એંડ ગ્રેફ?

8. [D] મ્યુઝેન્સ મ્યુઝેન્સ ઓફ.
 (a) [D→R] મ્યુઝેન્સ મ્યુઝેન્સ ઓફ?
 (b) [R] મ્યુઝેન્સ મ્યુઝેન્સ ઓફ.

Set 6

1. [D] O^YℳA GℳW YC.
 (a) [D→R] O^YℳA.ℳℳA YC?
 (b) [R] iL, O^YℳA GℳW YC.
 2. [D] JℳWS DhFℳG → Jℳ.
 (a) [D→R] §V DΘℳJℳ?
 (b) [R] JℳWS DhFℳG Jℳ DhAGℳJℳ.
 3. [D] JℳWℳA §FℳY Jℳ.
 (a) [D→R] ℰW T§ Jℳ?
 (b) [R] JℳWℳA §FℳY.
 4. [D] ℬAℳ Dhℳℳℳ ↔ IℳS.
 (a) [D→R] §V DΘℳJℳ?
 (b) [R] ℬAℳ Dhℳℳℳ IℳS DhAGℳJℳ Dℳ IℳS
 ℳAℳ Dhℳℳℳ LAGℳJℳ.
 5. [D] KℳS DhℳG → Oℳ.
 (a) [D→R] §V DΘℳJℳ?
 (b) [R] KℳS DhℳG Oℳ DhAGℳJℳ.
 6. [D] KTℳT ℬLℳℳA ℬℳY IℳS.
 (a) [D→R] ℰW Tℳh IℳS?
 (b) [R] KTℳT ℬLℳℳA ℬℳY.
 7. [D] hℳS Dhℳℳ ↔ ℰGℳ.
 (a) [D→R] §V DΘℳJℳ?
 (b) [R] hℳS Dhℳℳ ℰGℳ DhAGℳJℳ Dℳ ℰGℳ hℳS
 Dhℳℳ LAGℳJℳ.
 8. [D] GℳWℳT ℬℳWℳA ℬℳW Dℳ.
 (a) [D→R] ℰW Tℳh Dℳ?
 (b) [R] GℳWℳT ℬℳWℳA ℬℳW.

Set 7

1. [D] ՚ԱՐԺԻՇՏ ՆՎՋԱ Ե՞Զ Օ՞Յ.
 (a) [D→R] ԹՎ ՏՑ Օ՞Յ՞?
 (b) [R] ՚ԱՐԺԻՇՏ ՆՎՋԱ Ե՞Զ.
 2. [D] ԸԿՍ ՁԻՒԳԳ → ՔԼՎ ՀԵՄՆ.
 (a) [D→R] ՏՎ ՁԵՄՆԻ՞?
 (b) [R] ԸԿՍ ՁԻՒԳԳ ՔԼՎ ՀԵՄՆ ԼՀԱԾԱՓ.
 3. [D] ՎՓԻՇՏ ԹՅՋԱ ՇԼՎ Վ՞Յ.
 (a) [D→R] ԹՎ ՏԵՀ Վ՞Յ՞?
 (b) [R] ՎՓԻՇՏ ԹՅՋԱ ՇԼՎ.
 4. [D] ՔԼՎՏ ՁԻՎ ։
 (a) [D→R] ՏՎ ՁԵՎ ։
 (b) [R] ՔԼՎՏ ՁԻՎ ։
 5. [D] ՆԱԺԻՇՏ ԿՋԱ ՎԲ ՏՊԵՏ.
 (a) [D→R] ԹՎ ՏՑ ՏՊԵՏ՞?
 (b) [R] ՆԱԺԻՇՏ ԿՋԱ ՎԲ.
 6. [D] ՏՊՎՅ ՁհՋԳ ↔ ՎԲՏ ԵԳԲ.
 (a) [D→R] ՏՎ ՁԵՄՆԻ՞?
 (b) [R] ՏՊՎՅ ՁհՋԳ ՎԲՏ ԵԳԲ ԼՀԱԾԱՓ ՁԵՎ ՎԲՏ ԵԳԲ ՏՊՎՅ ՁհՋԳ ԼՀԱԾԱՓ.
 7. [D] ՇԼՎ ՁհԵՑՔ → ՎԲ ՏՅ.
 (a) [D→R] ՏՎ ՁԵՎ ՏՅ՞?
 (b) [R] ՇԼՎ ՁհԵՑՔ ՎԲ ՏՅ ԼՀԱԾԱՓ.
 8. [D] ՁԻԳԳ → ՕԿ ՏՊԵՏ. [D→R] ՏՎ ՁՄՆԻ՞?
 (a) [R] ՁԻԳԳ ՏՊԵՏ ԼՀԱԾԱՓ.

Set 8

1. [D] WFS Dh&Sô ↔ KSS Gô.

 - (a) [D→R] §V DØmJô?
 - (b) [R] WFS Dh&Sô KSS Gô LhAGôJô Dô KSS Gô WFS Dh&Sô LhAGôJô.

2. [D] D&Sô → GJW qÔ. [D→R] §V DØmJô?

 - (a) [R] D&Sô qÔ LAGôJô.

3. [D] Dfô ↔ §FIS DÔ. [D→R] §V DØmJô?

 - (a) [R] Dfô DÔ LAGôJô Dô DÔ Dfô DhAGôJô.

4. [D] DFGG → KT Jô. [D→R] §V DØmJô?

 - (a) [R] DFGG Jô LAGôJô.

5. [D] DdG ↔ ɻLp hÔ. [D→R] §V DØmJô?

 - (a) [R] DdG hÔ LAGôJô Dô hÔ DdG DhAGôJô.

6. [D] ɻJWÍT ɻPF.

 - (a) [D→R] ØW Tôh ɻPF?
 - (b) [R] ɻJWÍT.

7. [D] WFÍT JHmJ.

 - (a) [D→R] ØW T§ JHmJ?
 - (b) [R] WFÍT.

8. [D] □□□□□ □□□□□.

 - (a) [D→R] §V ØôJ TEôT?
 - (b) [R] ☒□□□□ □□□□□.

D&VAT 12

WWŞŁT DŞCŁeL

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 “**ЛЛи.л.л** (di²t̪i²yo²³hi²hi)”, literally “he argues repeatedly and on purpose with a purpose”, which is used to refer to attorneys. Another example is “**Ли.х.в.л.л** (di²da²ni²³yi⁴sgi)”, literally “the final catcher” or “he catches them finally and conclusively”, which is used to refer to policemen.

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

ŞOHET DŞW&T (Grammar)

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

To ask a question in Cherokee, you can either use one of a number of special endings, such as “-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.

•P [ha²dlv] “Where?”

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

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

•V O•A•J [ga²do² u²sdi] “What?” “What thing?”

•W Ta•h [hi²la⁴ i²ya³ni] “How many?” “How many animate things?”

•V O•A•J [ga²do² u⁴sdi] “Which one?”

•W BT [hi²la³²yv⁴?i] “When?”

•V O•Θ•A•J [ga²do² un⁴sdi] “Which ones?” “Which animate things?”

•A [ga³go²] “Who?”

•V J•A•J [ga²do² ju⁴sdi] “Which ones?” “Which inanimate things?”

•Y [ga³²gi³] “Who again?”

•V& [ga²do¹hv⁴] “Why?” ☞ This is “**•V**” with the “-&” ending added. “But for what?”

JAꝝW (Read them)

LTVÐ [da¹gwɑ²do³a] “... is what I am called.”
VYΘVD [do¹gi²nɑ²do³a] “... is what we two are called.”
VSVÐ [do¹gɑ²do³a] “... is what we all are called.”
SGVD? [de²³ja³do³əa] “... is what you are called.”
SəJLVD? [de²³sda³do³əa] “... is what you two are called.”
SGVD? [de¹ja³do³əa] “... is what you all are called.”
SVD [du¹do³əa] “... is what he is called.”
SΘVD [du¹nɑ²do³əa] “... is what they are called.”
TPVÑT [i³he²³do³²lv²?i] “You come around again.”
TəS̄VÑT [i³sde²³do³²lv²?i] “You two come around again.”
TTVÑVÑT [i³?i¹je²³do³²lv²?i] “You all come around again.”
ȐñL [o⁴sda] “Good. Well.”
DZ̄ñL [a¹no⁴sda] “Good (them).”
OñT [u²yo⁴?i] “Bad.”

- ☞ Note the similarity of DBΘ to DB.
- ☞ YFb refers to the English language or people from England.
- ☞ The D- prefix on the words DYFb, DGWY, DñLs, and DBΘ indicates him or her.
- ☞ The Dh- prefix on the words DhYFb, DhGWY, DhñLs, and DhBΘ indicates them.
- ☞ The word DñLs literally means “a white person”. The English speakers the Cherokee originally met were white.
- ☞ The word DBΘñT literally means “a true person”, it is a combination of the word DBΘ and the suffix -ñT (“-ya⁴?i”). The suffix -ñT adds the meaning of “true and pure”. The word was originally used to only refer to the Cherokee people but its use has been expanded to refer any indigenous person of the Americas.

ÐFÚñT [a²li³sa²gwe²ti] “Elizabeth”
RHñVñH [en³to²ni] “Anthony.”
FñL [li³nij²da] “Linda”
FñSñP [ma²ga³li] “Michael”
FñSññT [ma³ga²ye²ti] “Margaret”
OñP [me³li] “Mary”

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

hWñS (Do them)

You will need the following props:

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

OññT [u²nij²yo⁴?i] “Bad (them).”
YFb [gi²li²si] “English.”
BΘ [yv²wi] “A person. People.”
DYFb [a²gi²li²si] “An English person.”
DhYFb [a²ni²gi²li²si] “English people.”
DGWY [a²ja²la²gi] “A Cherokee person.”
DñLs [a²yo³ne²ga] “An English person.”
DhñLs [a²ni²yo³ne²ga] “English people.”
DBΘ [a²yv²wi] “A person.”
DhBΘ [a²ni²yv²wi] “People.”
DBΘñT [a²yv²wi²ya⁴?i] “A Native American.”
DhBΘñT [a²ni²yv²wi²ya⁴?i] “Native Americans.”

TTD [gwa²gwɑ²əa] “Barbara.”
ÐEZ [su³sə²no] “Susan”
VñP [to³mɑ²si] “Thomas”
SñJ [de³wi²di] “David”
Gñ [cha³li] “Charles”
Gñ [ja³ni] “John”

– DFEWAJ/RhVh, PhL/KSF, KSSPJ/VFB, OIF/SQJ, TTD/GP, VHZ/Gh.

- Index cards for the following face and word combinations. Put the faces on the front of the cards with the Cherokee on the reverse.

– ☺/ᎠᏰL, ☺☺/DZnL, ☺/O'fT, ☺☺/O'hfT.

- An index card with a drawing of a person with an English flag. Write DYFb on the reverse side. *☞ Simply using two crossed lines in the flag would work well.*

- An index card with a drawing of a person with a Cherokee flag. Write DGWY on the reverse side. *☞ Simply using a seven pointed star in the flag would work well.*

- An index card with a drawing of a person with a blank (white) flag. Write DfLs on the reverse side.

- An index card with a drawing of a person with a turtle flag. Write DBΘwT 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 DBΘ on the reverse side.

- Index cards for each of the following animals:

– DO, YC, Vw, IrwS, HGP, FPF, Gw, wU, fΘ.

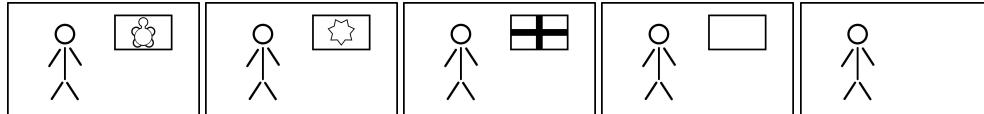
– *☞ Pictures on front. Cherokee on the reverse side.*

- Index cards for each of the following items:

– Jd, qΘ, O'w, HrJ, PET, Sw.

– *☞ 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] DO.

“D” puts a deer picture card in front of “R”.

- (a) [D→R] §V SVD?

“D” asks “R”: What is it called?

- (b) [R] DΘ SVD.
“R” responds: It is called a deer.
2. [D] Df.1§.
“D” puts a white flag person card in front of “R”.
- [D→R] §V OΘdJ .θAG.1.1?
“D” asks “R”: Which one are you are seeing?
 - [R] Df.1§ IrAG.1.1.
“R” responds: I am seeing an English person.
3. [D] ☺☺ O·Y DhYFb.
“D” places the ☺☺ card, and four English flag person cards in front of “R”.
- [D→R] §V O·ΘdJ §.θAG.1.1?
“D” asks “R”: Which ones are you are seeing?
 - [R] O·Y DZdL DhYFb §IrAG.1.1.
“R” responds: I am seeing four good English people.
4. [D] ΉωC Dd' Ήω→. (PhL/F'SP, OIf/SΘJ→)
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 “OIf/SΘJ” card and holds a “PhL/F'SP” card.
Each person selects a name to be called and shows that name.
- [D→R] bfi, V.θd?
“D” says to “R”: Hello, things are well, right?
 - [R] bfi V.θd. ____ LTVD. §V §GVD?
“R” responds: Hello things are just fine. I’m called David. What are you called?
 - [D] ____ LTVD. VΘLA&²T.
“D” responds: I’m called Mike. Let’s see each other again.
 - [R] i?Vq²T.
“R” responds: Come around again.
5. [D] DhWPC Dd' Ήω→. (PhL/F'SP, OIf/SΘJ, ΑΘZ/Gh→)
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 “ΑΘZ/Gh” card, gives the person to their right a “OIf/SΘJ” card and holds a “PhL/F'SP” card.
Each person selects a name to be called and shows that name.
- [D→R] θbfi, V.θd?
“D” says to “R”: Hello, things are well, right?
 - [R] bfi V.θd. ΑΘZ LTVD. §V §.θdLVD?
“R” responds: Hello things are just fine. I’m called Susan. What are you two called?
 - [D] F'SP Dd' OIf VYΘVD. VULA&²T.
“D” responds: We are called (pointing at self) Mike and (pointing at the other “D”) Mary. Let’s see each other again.
 - [R] i?SVq²T.
“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] Sω.
(a) [D→R] §V SVD?
(b) [R] Sω SVD.
3. [D] yC.
(a) [D→R] §V SVD?
(b) [R] yC SVD.
4. [D] θET.
(a) [D→R] §V SVD?
5. [D] DGWY.
(a) [D→R] §V Oθωl θACJt?
(b) [R] DGWY IrACJt.
6. [D] DhKT Dθ.
(a) [D→R] §V SθVD?
(b) [R] Dθ SθVD.
7. [D] DYFb.
(a) [D→R] §V Oθωl θACJt?
(b) [R] DYFb IrACJt.

Set 2

1. [D] Oy yC.
(a) [D→R] §V SθVD?
(b) [R] yC SθVD.
2. [D] DhWF DhhJ§.
(a) [D→R] §V Oθωl §θACJt?
(b) [R] DhWF DhhJ§ §IrACJt.

3. [D] WF qθ.
 (a) [D→R] §V SθVD?
 (b) [R] qθ SθVD.
4. [D] Dθ.
 (a) [D→R] §V SVD?
 (b) [R] Dθ SVD.
5. [D] Jθ.
 (a) [D→R] §V SVD?
6. [D] O·Y Sθ.
 (a) [D→R] §V SθVD?
 (b) [R] Sθ SθVD.
7. [D] DBθ.
 (a) [D→R] §V O·θθJ θAθθJθ?
 (b) [R] DBθ IθAθθJθ.

Set 3

1. [D] DhKT Vθ.
 (a) [D→R] §V SθVD?
 (b) [R] Vθ SθVD.
2. [D] ⊕ DBθθT.
 (a) [D→R] §V O·θθJ θAθθJθ?
 (b) [R] O·θθT DBθθT IθAθθJθ.
3. [D] O·Y DhGWY.
 (a) [D→R] §V O·θθJ θAθθJθ?
 (b) [R] O·Y DhGWY IθAθθJθ.
4. [D] ⊕ Dθθ§.
 (a) [D→R] §V O·θθJ θAθθJθ?
- (b) [R] Dθθ§ IθAθθJθ.
5. [D] KT §θET.
 (a) [D→R] §V SθVD?
 (b) [R] §θET SθVD.
6. [D] ⊕⊕ DhWF DhBθ.
 (a) [D→R] §V O·θθJ θAθθJθ?
 (b) [R] DhWF O·θθT DhBθ IθAθθJθ.
7. [D] ⊕ DYθθb.
 (a) [D→R] §V O·θθJ θAθθJθ?
 (b) [R] Dθθ§ IθAθθJθ.

Set 4

1. [D] Θθθ Dθθ Θθθ→. (FθθJ/VFθθC, OIθ/SθθJ→)
 (a) [D→R] bθ, Vθθ?
 (b) [R] bθ Vθθ. ____ LTVD. §V §GVD?
 (c) [D] ____ LTVD. VθθLAθθT.
 (d) [R] TθθVθθT.
2. [D] ⊕⊕ DhKT DhBθθT.
 (a) [D→R] §V O·θθJ θAθθJθ?
 (b) [R] DhKT DZθθL DhBθθT IθAθθJθ.
3. [D] Θθθ Dθθ Θθθ→. (DFθθJ/RhVh, TTD/Gθ→)
 (a) [D→R] bθθθ, Vθθ?
 (b) [R] bθθθ Vθθ. ____ LTVD. §V §GVD?
 (c) [D] ____ LTVD. VθθLAθθT.
 (d) [R] TθθVθθT.
4. [D] DhWFθθ Dθθ Θθθ→. (DFθθJ/RhVh, OIθ/SθθJ, TθθZ/Gθ→)
- (a) [D→R] bθθθ, Vθθ?
 (b) [R] bθθθ Vθθ. ____ LTVD. §V §GVD?
 (c) [D] ____ Dθθ ____ VYθθVD. VULLAθθT.
 (d) [R] TθθθVθθT.
5. [D] Θθθ Dθθ Θθθ→. (FθθL/FθθC, TθθZ/Gθ→)
 (a) [D→R] bθθθ, Vθθ?
 (b) [R] bθθθ Vθθ. ____ LTVD. §V §GVD?
 (c) [D] ____ LTVD. VθθLAθθT.
 (d) [R] TθθθVθθT.
6. [D] DhWFθθ Dθθ Θθθ→. (FθθL/FθθC, FθθJ/VFθθC, TTD/Gθ→)
 (a) [D→R] bθθθ, Vθθ?
 (b) [R] bθθθ Vθθ. ____ LTVD. §V §GVD?
 (c) [D] ____ Dθθ ____ VYθθVD. VULLAθθT.
 (d) [R] TθθθVθθT.
7. [D] DhKTθθ Dθθ Θθθ→. (FθθL/FθθC, OIθ/SθθJ, TθθZ/Gθ→)

- (a) [D→R] ԵՒ, ՎՋԴ?
- (b) [R] ԵՒ ՎՋՈ. ____ ԼԵՎ. ՏՎ ՏՎՇՎԴ?
- (c) [D] _____, _____, ԾԺ _____ ՎՏՎԴ.
- (d) [R] ՏՎՎՎՎ²Տ.

Set 5

1. [D] Ի՞ՓԲ.

 - (a) [D→R] ՏՎ ՏՎԴ?
 - (b) [R] Օ՞ՓԲ ՏՎԴ.

2. [D] Օ՞Ջ.

 - (a) [D→R] ՏՎ ՏՎԴ?
 - (b) [R] Օ՞Ջ ՏՎԴ.

3. [D] ՏՎՋՈՎ.

 - (a) [D→R] ՏՎ Օ՞ՋՈՎ ՋԱՀԱՋՎ?
 - (b) [R] ՏՎՋՈՎ ԻՐԱՀԱՋՎ.

4. [D] ՏՎՎՎՎ²Տ.

 - (a) [D→R] ՏՎ ՏՎԴ?
 - (b) [R] ԵՎՎ ՏՎԴ.

5. [D] Օ՞Յ ՏՎՎԲ.

 - (a) [D→R] ՏՎ Օ՞ԹՋՈՎ ՋԱՀԱՋՎ?
 - (b) [R] Օ՞Յ ՏՎՎԲ ԻՐԱՀԱՋՎ.

6. [D] Օ՞Յ ՋԺ.

 - (a) [D→R] ՏՎ ՏՎԴ?
 - (b) [R] ՋԺ ՏՎԴ.

7. [D] ՏՎԿՏՎ ԾԺ ԵՈՎ→. (ՏՎԵՋՈՎ/ՏՎՎՀ, ՔՏՎՎՀ/ՎՎԲ, ՏԵՎ/ԳՊՎ, ՏՎԵՋՈՎ/ՏՎՎՀ→)

 - (a) [D→R] ԵՒ, ՎՋԴ?
 - (b) [R] ԵՒ ՎՋՈ. ____ ԼԵՎ. ՏՎ ՏՎՇՎԴ?
 - (c) [D] _____, _____, ԾԺ _____ ՎՏՎԴ.
 - (d) [R] ՏՎՎՎՎ²Տ.

Set 6

1. [D] Օ ՏՎՋ.

 - (a) [D→R] ՏՎ Օ՞ՋՈՎ ՋԱՀԱՋՎ?
 - (b) [R] Օ՞Ի ՏՎՋ ՋԱՀԱՋՎ.
 - (d) [R] ՏՎՎՎՎ²Տ.

2. [D] Օ՞Յ ՏՎԲՋՈՎ.

 - (a) [D→R] ՏՎ Օ՞ԹՋՈՎ ՋԱՀԱՋՎ?
 - (b) [R] Օ՞Յ ՏՎՋ ՏՎԲՋՈՎ ՋԱՀԱՋՎ.

3. [D] ՏՎԿՏՎ ԾԺ ԵՈՎ→. (ՏՎԵՋՈՎ/ՔՏՎՎՀ, ՏԵՎ/ԳՊՎ, ՔՏՎՎՀ/ՎՎԲ)

 - (a) [D→R] ԵՒ, ՎՋԴ?
 - (b) [R] ԵՒ ՎՋՈ. ____ ԼԵՎ. ՏՎ ՏՎՇՎԴ?
 - (c) [D] _____, _____, ԾԺ _____ ՎՏՎԴ.
 - (d) [R] ՏՎՎՎՎ²Տ.

4. [D] ԵՈՎ ԾԺ ԵՈՎ→. (ՏՎԵՋՈՎ/ՏՎՎՀ, ՏԵՎ/ԳՊՎ→)

 - (a) [D→R] ԵՒ, ՎՋԴ?
 - (b) [R] ԵՒ ՎՋՈ. ____ ԼԵՎ. ՏՎ ՏՎՇՎԴ?
 - (c) [D] _____ ԼԵՎ. ՏՎԵՎՎԴ.

5. [D] ՏՎԿՏՎ ԾԺ ԵՈՎ→. (ՏՎԵՋՈՎ/ՏՎՎՀ, ՔՏՎՎՀ/ՎՎԲ, ՄԵԶ/ԳԻՎ→)

 - (a) [D→R] ԵՒ, ՎՋԴ?
 - (b) [R] ԵՒ ՎՋՈ. ____ ԼԵՎ. ՏՎ ՏՎՇՎԴ?
 - (c) [D] _____ ԾԺ _____ ՎՅԵՎԴ. ՎՎԱՋ²Տ.
 - (d) [R] ՏՎԵՎՎԴ.

6. [D] ՏՎԿՏՎ ԾԺ ԵՈՎ→. (ՏՎԵՋՈՎ/ՔՏՎՎՀ, ՏԵՎ/ԳՊՎ, ՔՏՎՎՀ/ՄԵԶ)

 - (a) [D→R] ԵՒ, ՎՋԴ?
 - (b) [R] ԵՒ ՎՋՈ. ____ ԼԵՎ. ՏՎ ՏՎՇՎԴ?
 - (c) [D] _____, _____, ԾԺ _____ ՎՏՎԴ.
 - (d) [R] ՏՎՎՎՎ²Տ.

7. [D] ՏՎԿՏՎ ՏՎԵՎՎԴ.

 - (a) [D→R] ՏՎ Օ՞ԹՋՈՎ ՋԱՀԱՋՎ?
 - (b) [R] ՏՎԿՏՎ ՏՎԵՎՎԴ ԻՐԱՀԱՋՎ.

DƏVƏT 13

KƏSŞƏLT DƏĞƏRLƏL

İAFLƏ (Read them)

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

AΓƏLİ, AƏLİ [go²hu⁴sdi, go⁴sdi] “Something. A thing. Things.”

ƏB, İCB [hla³si, vhla³si] “Not all the same (*not still*). Not now as was formerly (*no longer still*).”

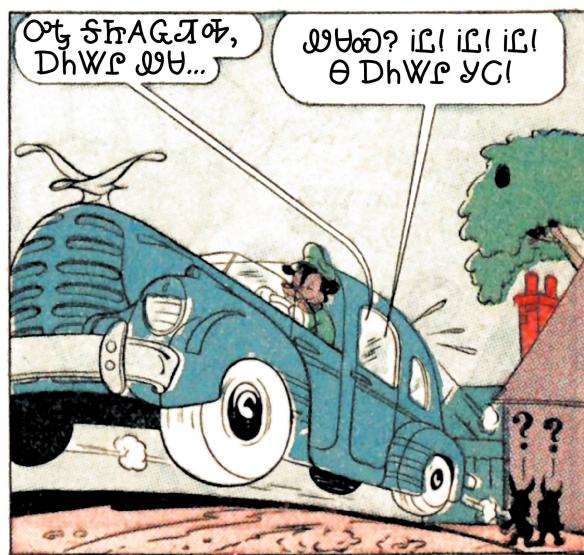
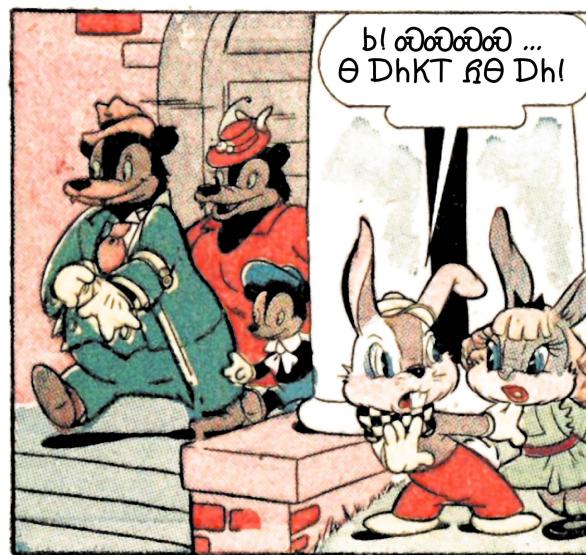
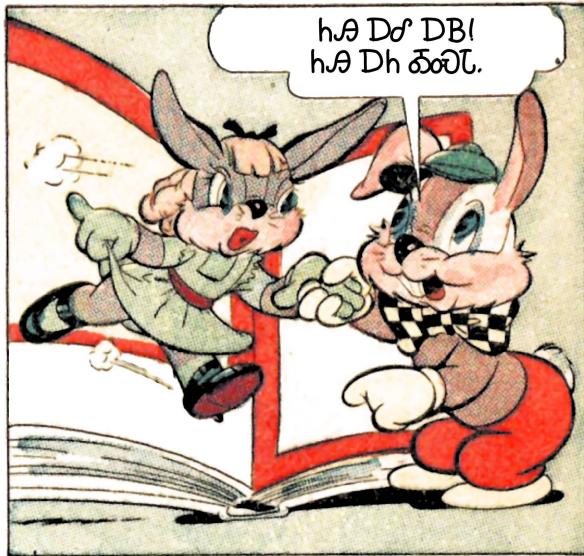
L AΓƏLİ [hla go²hu⁴sdi] “Not anything. Nothing. No things.”

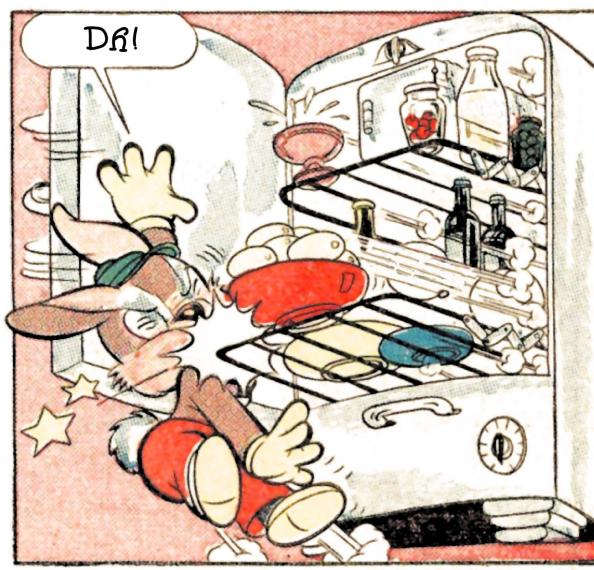
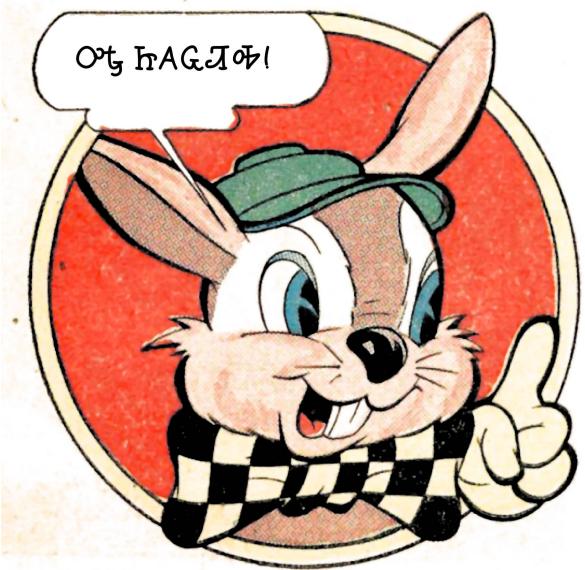
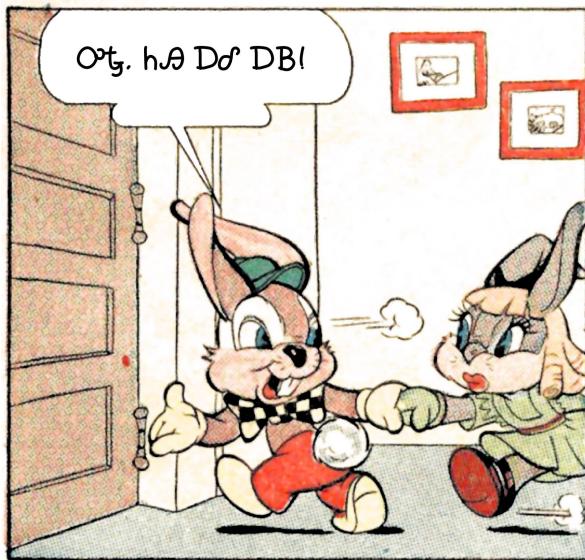
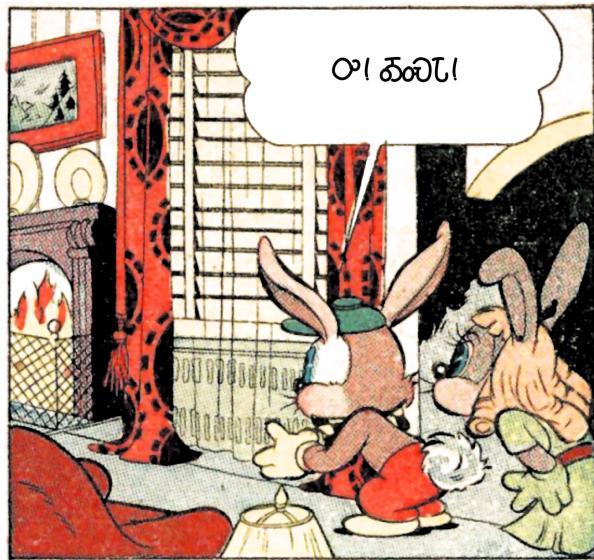
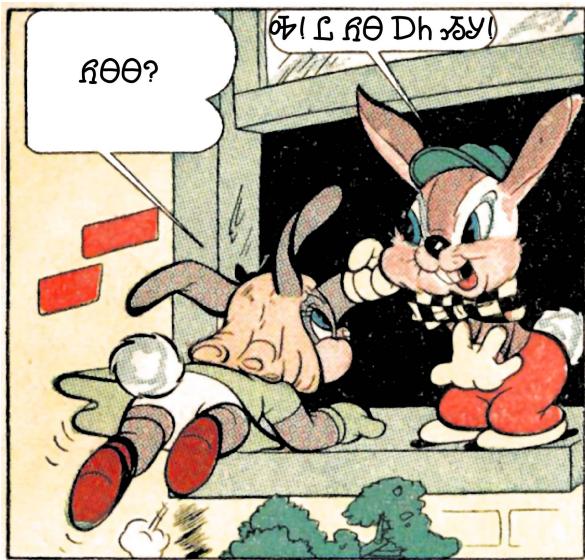
OƏFJ AƏF (Funny Paper)

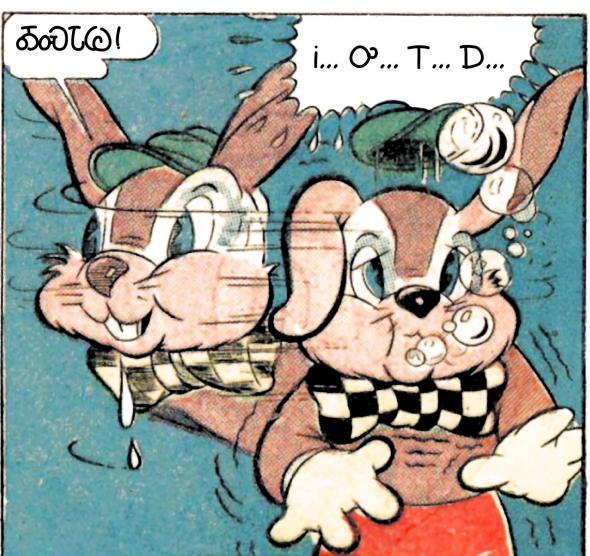
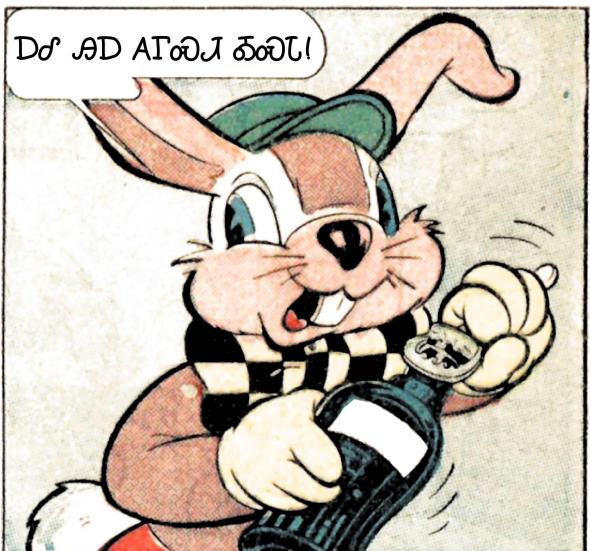
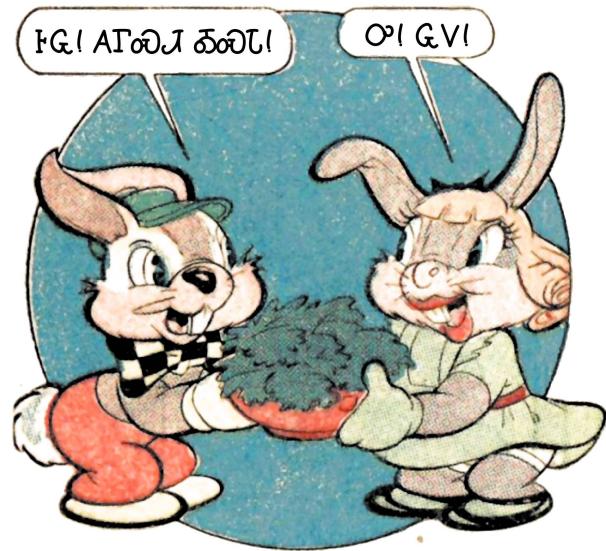
Read the following comic aloud. If you have partners, have one person read aloud all the ƏQJ İRƏS and HƏ DƏRƏŞƏ parts and another the İRƏS DƏGƏ and HƏ DƏRƏ parts. Each person should read aloud both roles at least once.

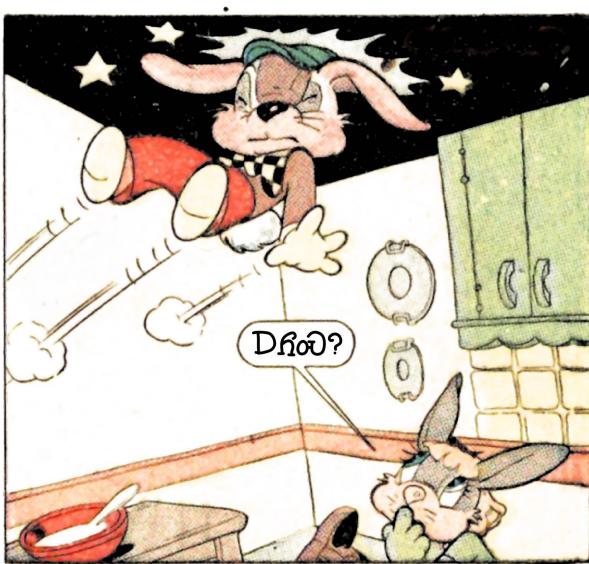
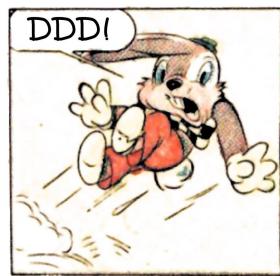
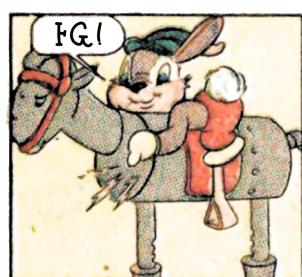
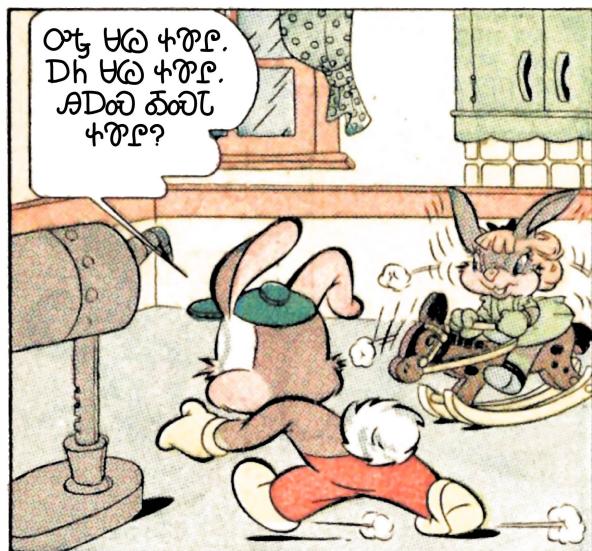
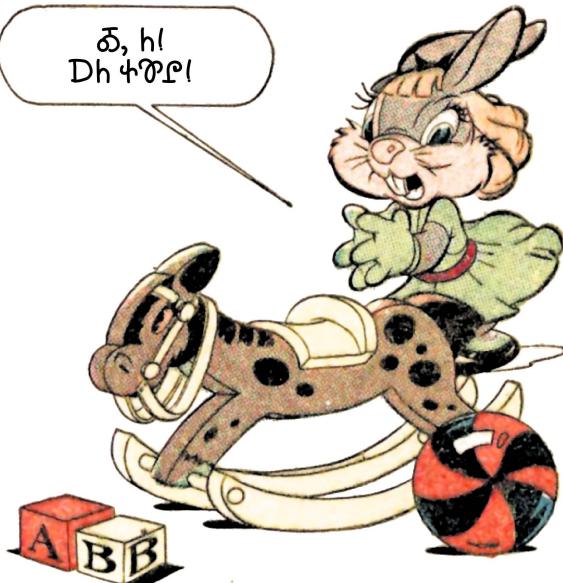
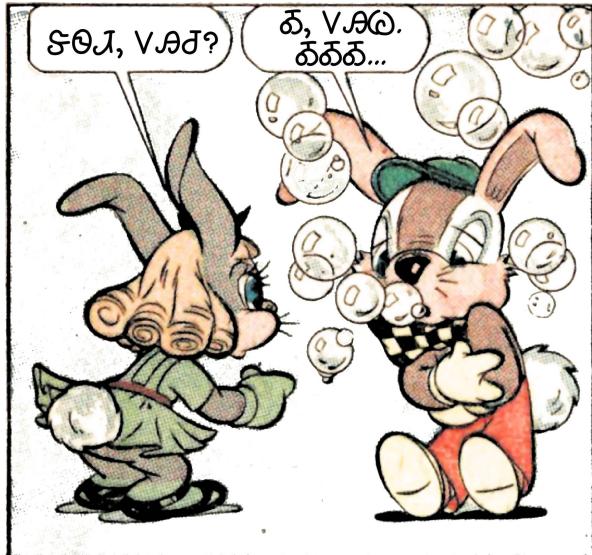
SOL HOS DØ E DHKT FO!

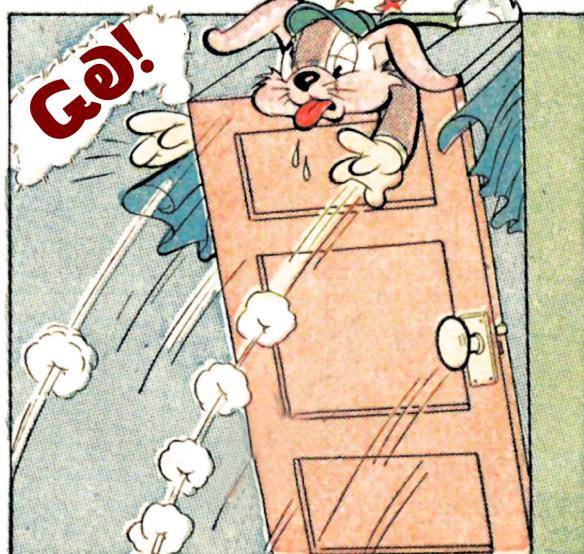
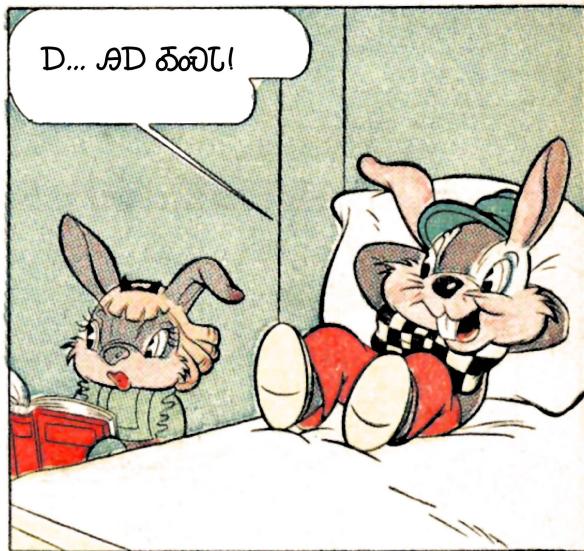
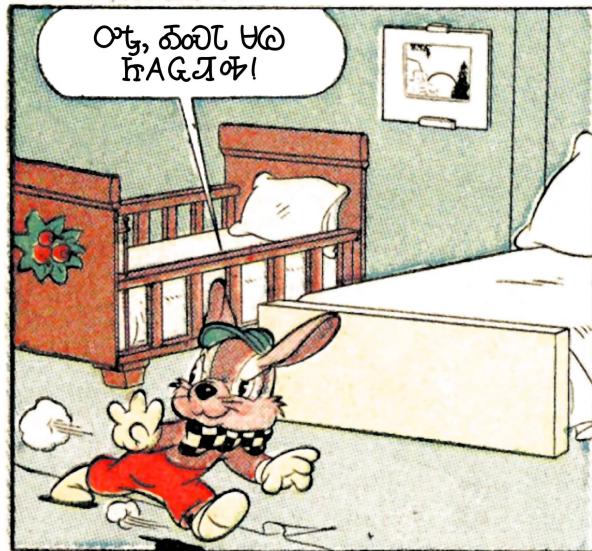
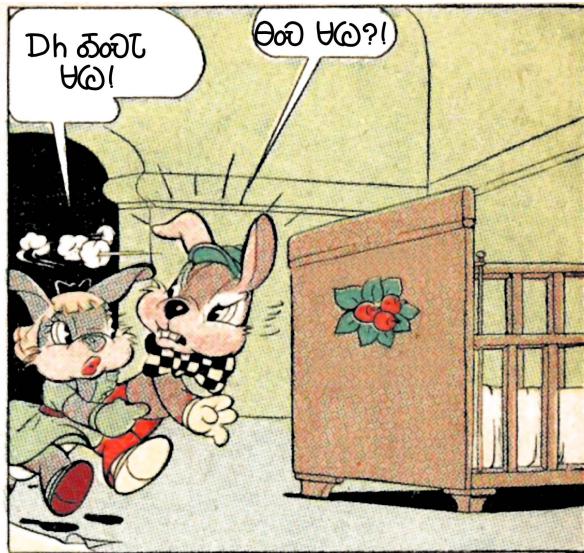
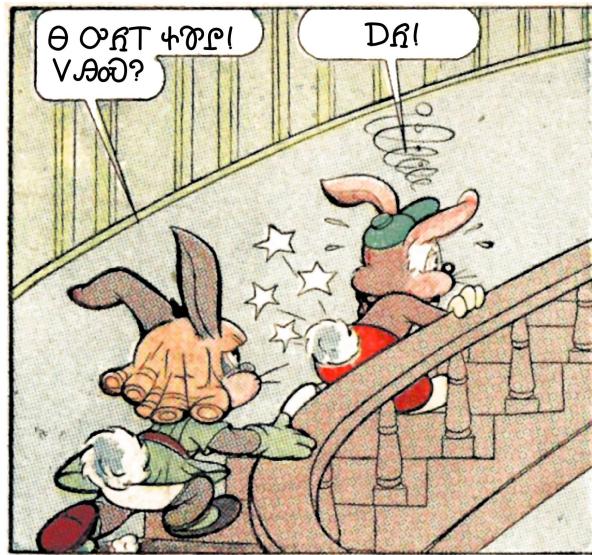


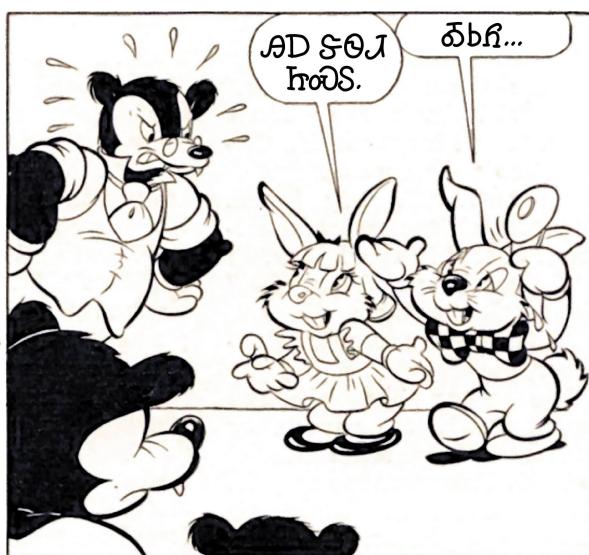
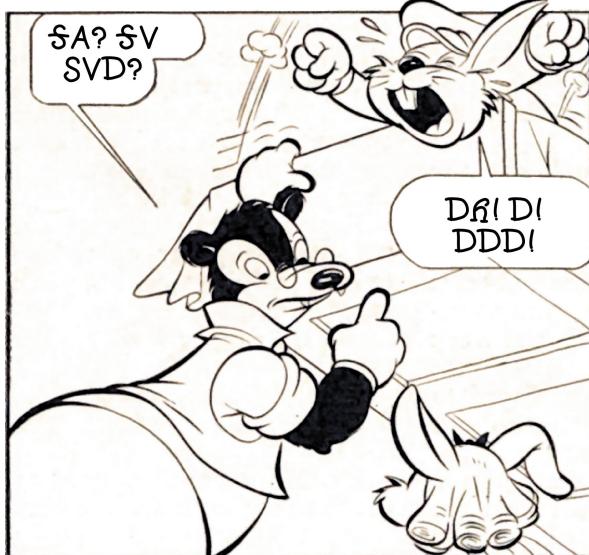
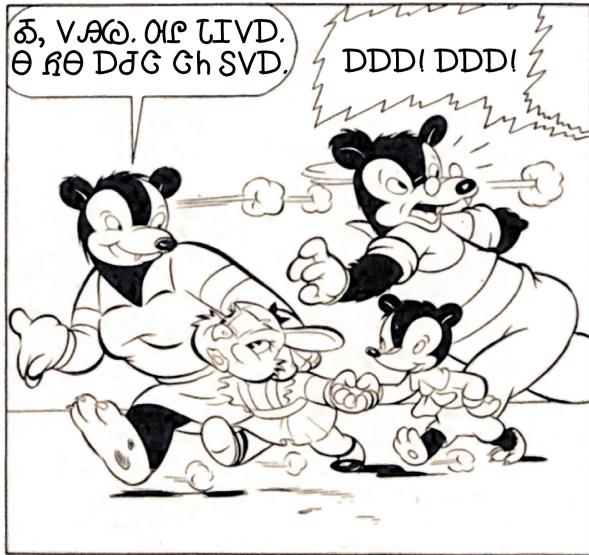
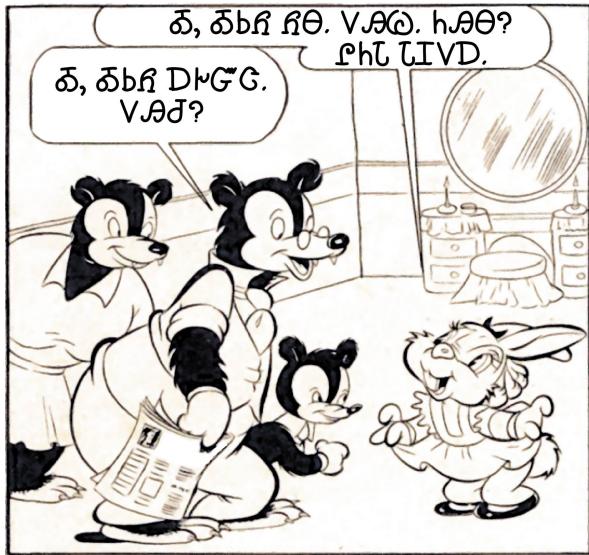












V&WS (Write them)

Write out each of the following Cherokee sentences from the comic followed by an English translation. Compare your answers to the answers in the YPb section. *☞ Refer back to the comic as needed to be sure your translation fits the scene the dialogue is taken from.*

GWY

Page 1

SOJ Iras Do' Θ DhKT hθ!
hθ AD Eλ O'ht Iras! hθ SOJ ...
JAΨP DFGG Do' DhKT hθ
SOJ h! Dh Iras DFGG!

Page 2

DFGG SV SGVD?
SOJ hθ, SOJ Iras LIVD.
SOJ hθ Do' DB! hθ Dh hθ!

DFGG Θ P Θ DhKT hθ?
SOJ hθ DhKT?
SOJ O'tl DhKT hθ? Θ O'ht!
DFGG Θ DhKT hθ O'tl, hθ!
SOJ h! hθ... Θ DhKT hθ Dh!
hθ DJC O'tl ShACJF, DhWP θθ...
hθ Dθkθl θθ? iL! iL! iL! Θ DhWP YC!

Page 3

DFGG hθθ?
SOJ θ! L hθ Dh hθ!
SOJ h! hθ!
SOJ O'tl. hθ Do' DB!
DFGG SV O'λλJ Dh?
SOJ h!
SOJ O'tl ShACJF!
SOJ Dh!

Page 4

SOJ h! Dh! Dh! Dh!
SOJ AΓλλJ hθ! ShACJF!
DFGG SV O'λλJ θACJF?
SOJ hθ! AΓλλJ hθ!
DFGG O! Gv!
SOJ Do' AD AΓλλJ hθ!
DFGG hθ?
SOJ hθ!
SOJ i... O... T... D...

Page 5

DFGG SOJ, Vθ?
SOJ h, Vθ. hθ! hθ!
DFGG h, h! Dh FPF!
SOJ O'tl Eλ FPF. Dh Eλ FPF. ADθ hθ! FPF?
SOJ h! AD hθ! FPF!
SOJ hθ!
SOJ SV?

SOJ O'ht!
SOJ DDD!
DFGG Dh hθ?
Page 6

DFGG Θ O'ht FPF! Vθ?
SOJ Dh!
DFGG Dh hθ! Eλ!
SOJ θθ Eλ?!

SOJ O'tl, hθ! Eλ ShACJF!
SOJ D... AD hθ!
DFGG h! SOJ! BO Dh!
SOJ SV?!?

Page 7

ଫେ ଦେଖନ୍ତି ହୁ, କବି ଡିଗ୍ଗ. କାହିଁ?

ଡିଗ୍ଗ ହୁ, କବି ଫେ. କାହିଁ. କାହିଁ? ଫେ ଲିବ୍ଦ.

ଫେ ଦେଖନ୍ତି ହୁ, କାହିଁ. ଓପ୍ ଲିବ୍ଦ. ଏ ଫେ ଡିଗ୍ଗ କି ସବ୍.

ଶୋଇ ଡିଡ! ଡିଡ!

ଫେ କା? କି ସବ୍?

ଶୋଇ ଫେ! ଫେ! ଡିଡ!

ଫେ ଅଧି ଶୋଇ କାହିଁ.

ଶୋଇ କବି...

ଫେ କିମ୍ବାର ଶୋଇ କାହିଁ? ଦିଲ! ହାତ କାହିଁ କାହିଁ!

ଫେ ଏ କାହିଁ ଡିଗ୍ଗ କାହିଁ!

ଶୋଇ ହୁ... ଅଧି କାହିଁ. ଏକ କାହିଁ ଡିଗ୍ଗ ଫେ କାହିଁ. ଫେ “ଫେ!”

୨ୟବୀ

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

Page 1

ଶୋଇ କାହିଁ ଫେ କାହିଁ କାହିଁ!

David Rabbit and Those Three Bears!

ଫେ ଅଧି କାହିଁ କାହିଁ କାହିଁ!

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

ଜାଗ୍ରି ଡିଗ୍ଗ ଫେ କାହିଁ କାହିଁ

Book A Girl and Three Bears

ଶୋଇ ହୁ! ଫେ କାହିଁ ଡିଗ୍ଗ!

David Oh! Here is a rabbit girl!

David Wait! Shhhh... Those three bears are here!

ଫେ ଡିଗ୍ଗ କାହିଁ କାହିଁ, କାହିଁ...

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

ଫେ ଦେଖନ୍ତି କାହିଁ କାହିଁ?

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

Page 3

ଡିଗ୍ଗ କାହିଁ?

Girl What about the bears?

ଶୋଇ ହୁ! କାହିଁ କାହିଁ!

David Ha! No bears are here!

ଶୋଇ ହୁ! କାହିଁ!

David Oh! Good!

ଶୋଇ କାହିଁ. ହାତ ଫେ କାହିଁ!

David There. You and me!

ଡିଗ୍ଗ କାହିଁ କାହିଁ?

Girl What is here?

ଶୋଇ ହୁ!

David Wait!

ଶୋଇ କାହିଁ କାହିଁ!

David I'm looking there!

ଶୋଇ ଫେ!

David Ouch!

Page 2

ଡିଗ୍ଗ କାହିଁ?

Girl What are you called?

ଶୋଇ କବି, ଶୋଇ କାହିଁ ଲିବ୍ଦ.

David Hello, I'm called David Rabbit.

ଶୋଇ ହାତ ଫେ କାହିଁ!

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

ଡିଗ୍ଗ କାହିଁ?

Girl Where are those three bears?

ଶୋଇ କାହିଁ?

David What about bears, three of them?

ଶୋଇ କାହିଁ?

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

ଡିଗ୍ଗ ଏ କାହିଁ?

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

ଶୋଇ ହୁ! କାହିଁ...

Page 4

SQJ Ծ! Dh! Dh! Dh!

David Oh! Ow! Ow! Ow!

SQJ AΓՁԱ հմւ ԽԱՅԱԴԻ!

David I see something good!

DIGG ՏՎ Օ՛ՀԱ ՋԱՅԱ?

Girl What do you see?

SQJ ԻՇ! AΓՁԱ հմւ!

David Alright! Something good!

DIGG Օ! Հ.Վ!

Girl Ooo! Thanks!

SQJ Ճ՞ ՅԴ AΓՁԱ հմւ!

David And this something good!

DIGG հմւՆ?

Girl Is it good?

SQJ հմւՅ!

David Just fine!

SQJ Ի... Օ... Տ... Դ...

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

Page 5

DIGG ՏՈՅ, ՎԱՅ?

Girl David, it's well, right?

SQJ Ծ, ՎԱՅ. ԾԲԾ...

David Oh, just well. Oh...

DIGG Ծ, հ! Dh ԻՐԲ!

Girl Oh, look! Here is a horse!

SQJ ՕՌ ԵՅ ԻՐԲ. Dh ԵՅ ԻՐԲ. ՅԴՆ հմւ ԻՐԲ?

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

SQJ Ծ! ՅԴ հմւ ԻՐԲ!

David Oh! This is a good horse!

SQJ ԻՇ!

David Alright!

SQJ ՏՎ?

David What?

SQJ ՕՒՏ!

David Bad!

SQJ ՋՋ!

David Ahhh!

DIGG Dh՞՞?

Girl Ouchies?

Page 6

DIGG Թ ՕՒՏ ԻՐԲ! ՎԱՅ?

Girl That bad horse! Are things well?

SQJ Dh!

David Ouch!

DIGG Dh հմւ ԵՅ!

Girl Here is a good one!

SQJ ԹՆ ԵՅ?!

David That one?!

SQJ ՕՌ, հմւ ԵՅ ԽԱՅԱԴԻ!

David There, I see a good one!

SQJ Դ... ՅԴ հմւ!

David Ah... This is good!

DIGG Ծ! SQJ! BՈ Dh!

Girl Oh! David! People are here!

SQJ ՏՎ?!

David What?!?

ଫେ ଦେଖିଲ କି, କିମ୍ବା ଡିଗ୍ଗ. କିମ୍ବା?

Bear man Oh, hello girl. Things are well, right?

ଡିଗ୍ଗ କି, କିମ୍ବା ଫେ. କିମ୍ବା. ହାତୋ? ଫଳ ଲିବ୍ଦ.

Girl Oh, hello Bear. Things are just well. What about you all? I'm called Linda.

ଫେ ଡିଏ କି, କିମ୍ବା. ଓପ ଲିବ୍ଦ. ଥ ଫେ ଡିଗ୍ଗ ଗୁଣ ସିବ୍ଦ.

Bear woman Oh, Things are just well. I'm called Mary. The bear boy is called John.

ଶୋଇ ଡିଡ! ଡିଡ!

David Ahhh! Ahhh!

ଫେ ଶା? ଶିବ ସିବ?

Bear Who? What's he called?

ଶୋଇ ଡିଫ! ଡି! ଡିଡ!

David Ouch! Ah! Ahhh!

ଫଳ ଅଧ ଶୋଇ କ୍ରମୀସ.

Linda This is David Rabbit.

ଶୋଇ କିମ୍ବା...

David Hello...

ଫେ ଶିବଦିନ ଶୋଇ କ୍ରମୀସ? ଦିବ! ହାତ ଓପିଟ କ୍ରମୀସ!

Bear You are called David Rabbit? Aha! You are that bad rabbit!

ଫେ ଥ କ୍ରମୀସ ଡିଗ୍ଗ ଓପିଟ!

Bear That rabbit boy is bad!

ଶୋଇ କି... ଅଧ ଓପିଟ. ଇଲ କ୍ରମୀସ ଡିଗ୍ଗ ଧି କିମ୍ବା. ଦିବ “ଡି!”

David Oh... This is bad. No girl rabbit is here. And “Ouch!”

De&VAT 14

h&SS< DS&CT&L

JA&W (Read them)

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

TVT [i¹je⁴?i] “Green of fruit or vegetable.”

TVTG&J [i²je³?i²yu⁴sdi] “Green colored.”

O&LS [u²ne⁴ga] “White.”

O&DA&T [u¹sgo²³lv⁴?i] “Dim. Faded.”

O&WJFT [u²wo²³dj³ge⁴?i] “Brown.”

Y&FT, YFT [gi²³ga³ge⁴?i, gi²³ge⁴?i] “Red.”

Et&FT, Eh&FT [gv²³hn&³ge⁴?i, gv²³n&³ge⁴?i] “Black.”

UAh&FT [sa²ko²³n&³ge⁴?i] “Blue.”

L&FFT [da²ha²li²ge⁴?i] “Purple.”

LCh&FT [da²lo²³n&³ge⁴?i] “Yellow.”

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

☞ *TVTG&J - Think “like a new fruit or vegetable”.*

When talking about single animate things, the prefix D- is added if the word doesn't start with any of the vowels D, R, T, &, O, or i:

DY&FT, DYFT [a²gi²³ga³ge⁴?i, a²gi²³ge⁴?i] “Red.”

Dl&FFT [a²da²ha²li²ge⁴?i] “Purple.”

DEt&FT, DEh&FT [a²gv²³hn&³ge⁴?i, a²gv²³n&³ge⁴?i] “Black.”

DlGh&FT [a²da²lo²³n&³ge⁴?i] “Yellow.”

DUAh&FT [a²sa²ko²³n&³ge⁴?i] “Blue.”

Some colors are described with word combinations. O&DA&T is used in many of these combinations:

Y&F O&DA&T [gi²³ga³ge u¹sgo²³lv⁴?i] “Pink. (Red-faded).”

Et&F O&DA&T [gv²³hn&³ge u¹sgo²³lv⁴?i] “Grey. (Black-faded).”

UAh&F O&DA&T [sa²ko²³n&³ge u¹sgo²³lv⁴?i] “Grey. (Blue-faded).”

LCh&F O&DA&T [da²lo²³n&³ge u¹sgo²³lv⁴?i] “Orange. (Yellow-dim).”

☞ *Some communities use DLGh&FT for “orange”.*

hW&S (Do them)

You will need the following:

- 40 white index cards.

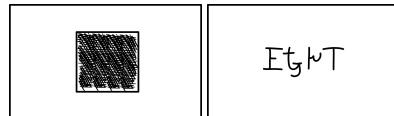
- A box of crayons for coloring the index cards. *☞ The “boxes of 8” as sold in most stores should have all the colors needed.*

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.

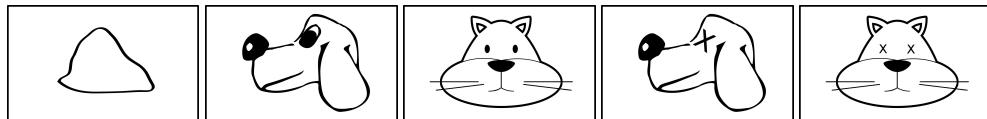
Example:



The colors you will be using are:

- Green / TVTGéJL. *☞ If anyone is red-green color blind, add a drawing of a leaf.*
- White / OñS. *☞ Don't color in the square.*
- Brown / OñJFT.
- Red / YéFT. (YFT.)
- Black / EhFT. (EhFT.)
- Blue / UAhFT.
- Purple / LéfFT.
- Yellow / LGhFT.
- Orange / LGhF OñAqT.

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.

Oñ cards:

- White / OñS Oñ. *☞ Don't color in the Oñ.*
- Brown / OñJF Oñ.
- Black / EhF Oñ. (EhF Oñ.)
- Yellow / LGhF Oñ.
- Orange / LGhF OñAq Oñ.

Alive YC cards:

- Green / TVTGéJ YC.
- White / OñS YC. *☞ Don't color in the YC.*
- Red / DYéF YC. (DYF YC.)
- Purple / DUhFF YC.
- Yellow / DUGhF YC.

Alive ñH cards:

- Green / TVTGéJ ñH.
- Brown / OñJF ñH.
- Blue / DUAhF ñH.
- Purple / DUhFF ñH.
- Orange / DUGhF OñAq ñH.

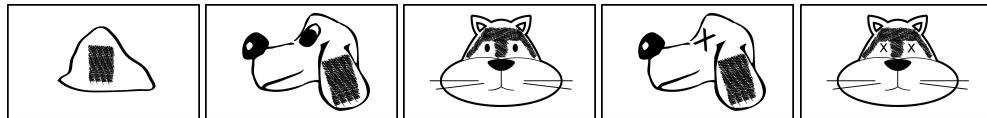
Dead YC cards:

- White / ΟΛΣ YC. ☞ Don't color in the YC.
- Black / ΕΤΗ YC. (ΕΗΗ YC.)
- Blue / ΉΑΗΗ YC.
- Yellow / ΛΓΗΗ YC.
- Orange / ΛΓΗΗ ΟΡΑΑ YC.

Dead &Θ cards:

- Green / ΤΤΓΓΩΙ ΙΘ.
- Brown / ΟΩΛΗ ΙΘ.
- Red / ΥΣΗ ΙΘ. (ΥΗ ΙΘ.)
- Black / ΕΤΗ ΙΘ. (ΕΗΗ ΙΘ.)
- Yellow / ΛΓΗΗ ΙΘ.

Recommended areas on each card to color:



Divide up into groups of four to seven.

Groups

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

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

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

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

1. ΣV ΟΩΙ ΟΛΣ?
“D” asks “R”: ΣV ΟΩΙ ΟΛΣ? (Which is white?)
“R” selects the card they think is ΟΛΣ.
“R” says: ΑD ΟΛΣ. (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: iL. Θ _____. (No. That is _____.)
2. ΣV ΟΩΙ ΥΣΗ?
“D” asks “R”: ΣV ΟΩΙ ΥΣΗ? (Which is red?)
“R” selects the card they think is ΥΣΗ.
“R” says: ΑD ΥΣΗ. (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: iL. Θ _____. (No. That is _____.)

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

1. ΣV ΟΩΙ ΟΛΣ Οω?
“D” asks “R”: ΣV ΟΩΙ ΟΛΣ? (Which is the white rock?)
(a) ΑD ΟΛΣ Οω.
“R” selects the card they think is the ΟΛΣ Οω.
“R” says: ΑD ΟΛΣ Οω. (This is the white rock.)
“R” flips the card over to see if they are correct or incorrect.
2. ΣV ΟΩΙ ΔΥΣΗ YC?
“D” asks “R”: ΣV ΟΩΙ ΔΥΣΗ YC? (Which is the red dog?)

- (a) **ⒶD DY&FT YC.**
 “R” selects the card they think is the **DY&FT YC**.
 “R” says: **ⒶD DY&FT YC.** (This is the red dog.)
 “R” flips the card over to see if they are correct or incorrect.
3. **SV O&AL O&L&S YC?**
 “D” asks “R”: **SV O&AL O&L&S YC?** (Which is the white dog?)
- (a) **ⒶD O&L&S YC** (alive) **D& A D O&L&S YC** (dead).
 “R” sees two cards that match.
 “R” selects each card they think is an **O&L&S YC**.
 “R” says: **ⒶD O&L&S YC D& A D O&L&S 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. SV O&AL Et&FT? | 4. SV O&AL O&W&FT? |
| 2. SV O&AL Y&FT? | 5. SV O&AL EAh&FT? |
| 3. SV O&AL O&L&S? | |

Set 2

- | | |
|---------------------------------------|--------------------------------------|
| 1. SV O&AL Eh&FT? | 4. SV O&AL EAh&FT? |
| 2. SV O&AL O&W&FT? | 5. SV O&AL O&L&S? |
| 3. SV O&AL Y&FT? | |

Set 3

- | | |
|---------------------------------------|-----------------------------------|
| 1. SV O&AL L&FT? | 4. SV O&AL EAh&FT? |
| 2. SV O&AL O&W&FT? | 5. SV O&AL LGh&FT? |
| 3. SV O&AL LGh&FT? | |

Set 4

- | | |
|---|---|
| 1. SV O&AL TVTG&AL? | 4. SV O&AL TVTG&AL? |
| 2. SV O&AL LGh&I O&mA&T? | 5. SV O&AL LGh&I O&mA&T? |
| 3. SV O&AL L&FT? | |

Set 5

1. §V O'ñJ LGhFT?
2. §V O'ñJ TVTGñJ?
3. §V O'ñJ LGhF O'ñAñT?
4. §V O'ñJ EhFT?
5. §V O'ñJ YñFT?

Set 6

1. §V O'ñJ OñS?
2. §V O'ñJ OññJFT?
3. §V O'ñJ EAhFT?
4. §V O'ñJ LñFT?
5. §V O'ñJ LGhFT?

Set 7

1. §V O'ñJ TVTGñJ?
2. §V O'ñJ LGhF O'ñAñT?
3. §V O'ñJ EtñFT?
4. §V O'ñJ YñFT?
5. §V O'ñJ OñS?

Set 8

1. §V O'ñJ OññJFT?
2. §V O'ñJ EAhFT?
3. §V O'ñJ LñFT?
4. §V O'ñJ LGhFT?
5. §V O'ñJ TVTGñJ?

Set 9

1. §V O'ñJ LGhF O'ñAñT?
2. §V O'ñJ EhFT?
3. §V O'ñJ YñFT?
4. §V O'ñJ OñS?
5. §V O'ñJ LñFT?

Second Group

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

Set 1

1. §V O'ñJ OñS YC?
(a) AD OñS YC (alive) Dñ AD OñS YC (dead).
2. §V O'ñJ OñS Oññ?
(a) AD OñS Oññ.
3. §V O'ñJ DYñFT YC?
(a) AD DYñFT YC.
4. §V O'ñJ EhFT YC?
(a) AD EhFT YC.
5. §V O'ñJ EtñFT Oññ?
(a) AD EtñFT Oññ.
6. §V O'ñJ OñS YC?
(a) AD OñS YC (alive) Dñ AD OñS YC (dead).

7. §V O'ñJ EhFT YC?

(a) #D EhFT YC.

8. §V O'ñJ O'ñS O'ñ?

(a) #D O'ñS O'ñ.

9. §V O'ñJ EtFT O'ñ?

(a) #D EtFT O'ñ.

10. §V O'ñJ DYFT YC?

(a) #D DYFT YC.

Set 2

1. §V O'ñJ EtFT &H?

(a) #D EtFT &H.

2. §V O'ñJ EhFT YC?

(a) #D EhFT YC.

3. §V O'ñJ YFT &H?

(a) #D YFT &H.

4. §V O'ñJ EtFT O'ñ?

(a) #D EtFT O'ñ.

5. §V O'ñJ Y\$FT &H?

(a) #D Y\$FT &H.

6. §V O'ñJ O'ñJF O'ñ?

(a) #D O'ñJF O'ñ.

7. §V O'ñJ O'ñJF &H?

(a) #D O'ñJF &H (alive) D# #D O'ñJF &H (dead).

8. §V O'ñJ EhFT &H?

(a) #D EhFT &H.

9. §V O'ñJ O'ñJF O'ñ?

(a) #D O'ñJF O'ñ.

10. §V O'ñJ O'ñJF &H?

(a) #D O'ñJF &H (alive) D# #D O'ñJF &H (dead).

Set 3

1. §V O'ñJ EAhF YC?

(a) #D EAhF YC.

2. §V O'ñJ LGhF YC?

(a) #D LGhF YC.

3. §V O'ñJ Y\$FT &H?

(a) #D Y\$FT &H.

4. §V O'ñJ EAhF YC?

(a) #D EAhF YC.

5. §V O'ñJ LGhF YC?

(a) #D LGhF YC.

6. §V O'ñJ LGhF O'ñ?

(a) #D LGhF O'ñ.

7. §V O'ñJ O'ñJF O'ñ?

(a) #D O'ñJF O'ñ.

8. §V O'ñJ O'ñJF &H?

(a) #D O'ñJF &H (alive) D# #D O'ñJF &H (dead).

9. §V O'ñJ LGhF O'ñ?

(a) #D LGhF O'ñ.

10. §V O'ñJ LGhF &H?

(a) #D LGhF &H.

Set 4

1. §V O'ñJ EAhF YC?

(a) #D EAhF YC.

2. §V O'ñJ LGhF YC?

(a) #D LGhF YC.

3. §V O'ñJ LGhF &H?

(a) #D LGhF &H.

4. §V O'ñJ DUAhF &H?

(a) #D DUAhF &H.

5. §V O'ñJ LGhF O'ñ?

(a) #D LGhF O'ñ.

6. ՏՎ Օ՛ՋԱ ԴՒԱՀԻ ՋԹ?
- (a) ՅԴ ԴՒԱՀԻ ՋԹ.
7. ՏՎ Օ՛ՋԱ ԴԼՎՓԻ ԿԸ?
- (a) ՅԴ ԴԼՎՓԻ ԿԸ.
8. ՏՎ Օ՛ՋԱ ԴԼՎՓԻ ՋԹ?
- (a) ՅԴ ԴԼՎՓԻ ՋԹ.
9. ՏՎ Օ՛ՋԱ ԼԳհԻ ՋԹ?
- (a) ՅԴ ԼԳհԻ ՋԹ.
10. ՏՎ Օ՛ՋԱ ԴԼՎՓԻ ԿԸ?
- (a) ՅԴ ԴԼՎՓԻ ԿԸ.

Set 5

1. ՏՎ Օ՛ՋԱ ԴԼՎՓԻ ՋԹ?
- (a) ՅԴ ԴԼՎՓԻ ՋԹ.
2. ՏՎ Օ՛ՋԱ ԴՒԱՀԻ ՋԹ?
- (a) ՅԴ ԴՒԱՀԻ ՋԹ.
3. ՏՎ Օ՛ՋԱ ԼԳհԻ ԿԸ?
- (a) ՅԴ ԼԳհԻ ԿԸ.
4. ՏՎ Օ՛ՋԱ ԴԼՎՓԻ ԿԸ?
- (a) ՅԴ ԴԼՎՓԻ ԿԸ.
5. ՏՎ Օ՛ՋԱ ԴԼՎՓԻ ՋԹ?
- (a) ՅԴ ԴԼՎՓԻ ՋԹ.
6. ՏՎ Օ՛ՋԱ ՏՎՏԳՌԱ ԿԸ?
- (a) ՅԴ ՏՎՏԳՌԱ ԿԸ.
7. ՏՎ Օ՛ՋԱ ԴԼԳհԻ ԿԸ?
- (a) ՅԴ ԴԼԳհԻ ԿԸ.
8. ՏՎ Օ՛ՋԱ ՏՎՏԳՌԱ ՋԹ?
- (a) ՅԴ ՏՎՏԳՌԱ ՋԹ (alive) D՞ ՅԴ ՏՎՏԳՌԱ ՋԹ
(dead).
9. ՏՎ Օ՛ՋԱ ԼԳհԻ Օ՛ՋԱՎ ԿԸ?
- (a) ՅԴ ԼԳհԻ Օ՛ՋԱՎ ԿԸ.
10. ՏՎ Օ՛ՋԱ ՏՎՏԳՌԱ ԿԸ?
- (a) ՅԴ ՏՎՏԳՌԱ ԿԸ.

Set 6

1. ՏՎ Օ՛ՋԱ ԼԳհԻ Օ՛ՋԱՎ ԿԸ?
- (a) ՅԴ ԼԳհԻ Օ՛ՋԱՎ ԿԸ.
2. ՏՎ Օ՛ՋԱ ԼԳհԻ Օ՛ՋԱՎ Օ՛Ժ?
- (a) ՅԴ ԼԳհԻ Օ՛ՋԱՎ Օ՛Ժ.
3. ՏՎ Օ՛ՋԱ ՏՎՏԳՌԱ ՋԹ?
- (a) ՅԴ ՏՎՏԳՌԱ ՋԹ (alive) D՞ ՅԴ ՏՎՏԳՌԱ ՋԹ
(dead).
4. ՏՎ Օ՛ՋԱ ԼԳհԻ Օ՛ՋԱՎ Օ՛Ժ?
- (a) ՅԴ ԼԳհԻ Օ՛ՋԱՎ Օ՛Ժ.
5. ՏՎ Օ՛ՋԱ ԼԳհԻ Օ՛ՋԱՎ ՋԹ?
- (a) ՅԴ ԼԳհԻ Օ՛ՋԱՎ ՋԹ.
6. ՏՎ Օ՛ՋԱ ԼԳհԻ Օ՛ՋԱՎ ԿԸ?
- (a) ՅԴ ԼԳհԻ Օ՛ՋԱՎ ԿԸ.
7. ՏՎ Օ՛ՋԱ ԴԼԳհԻ Օ՛ՋԱՎ ՋԹ?
- (a) ՅԴ ԴԼԳհԻ Օ՛ՋԱՎ ՋԹ.
8. ՏՎ Օ՛ՋԱ ԼԳհԻ Օ՛ՋԱՎ Օ՛Ժ?
- (a) ՅԴ ԼԳհԻ Օ՛ՋԱՎ Օ՛Ժ.
9. ՏՎ Օ՛ՋԱ ԴԼԳհԻ Օ՛ՋԱՎ ՋԹ?
- (a) ՅԴ ԴԼԳհԻ Օ՛ՋԱՎ ՋԹ.
10. ՏՎ Օ՛ՋԱ Օ՛ՂՏ ԿԸ?
- (a) ՅԴ Օ՛ՂՏ ԿԸ (alive) D՞ ՅԴ Օ՛ՂՏ ԿԸ (dead).

Dəvət 15

ƏYYƏSŞƏLT DƏĞƏLƏL

ƏYYƏL (Read them)

When talking about multiple animate things, the prefix Dh- is added if the word doesn't start with O²:

DHƏVT [a²ni²je⁴?i] “Green of fruit or vegetable.”

DHƏVΤGƏƏL [a²ni²je³?i²yu⁴sdi] “Green colored.”

DHƏYŞFT [a²ni²gi²³ga³ge⁴?i] “Red.”

DHƏLƏFFT [a²ni²də²ha²li²ge⁴?i] “Purple.”

DHƏETİFT [a²ni²gv²³hnə³ge⁴?i] “Black.”

DHƏUAHİFT [a²ni²sə²ko²³nı³ge⁴?i] “Blue.”

DHƏLGƏHT [a²ni²də²lo²³nı³ge⁴?i] “Yellow.”

For “O²-” words, when talking about multiple animate things, either the prefix O²H- or Dh- is added after removing the O²- or O²Gə-. Which to use for which word will be specified as part of your vocabulary.

O²HƏLS [u²ni²ne⁴ga] “White.”

O²HƏDAHT [u¹nı²sgo²³lv⁴?i] “Dim. Faded.”

DZƏIFT [ju²no²³dı³ge⁴?i] “Brown.”

When talking about multiple inanimate things, the prefix “J-” is added. *Note: When “J-” is used with a word starting with “R-”, “Ə-”, “O²”, or “I-” the two sounds combine together and become one of “V-”, “K-”, “J-”, or “Cə-”. When “J-” is used on a word that starts with “D-” or “T-”, the “D-” or “T-” is dropped before “J-” is added.*

JƏVT [dı²je⁴?i] “Green of fruit or vegetable.”

JƏVΤGƏƏL [dı²je³?i²yu⁴sdi] “Green colored.”

JƏLƏS [ju²ne⁴ga] “White.”

JƏDAHT [ju²sgo²³lv⁴?i] “Dim. Faded.”

JƏƏIFT [ju²wo²³dı³ge⁴?i] “Brown.”

JYŞFT [dı²gi²³ga³ge⁴?i] “Red.”

JETİFT [dı²gv²³hnə³ge⁴?i] “Black.”

JUAHİFT [dı²sə²ko²³nı³ge⁴?i] “Blue.”

JUƏFFIT [dı²də²ha²li²ge⁴?i] “Purple.”

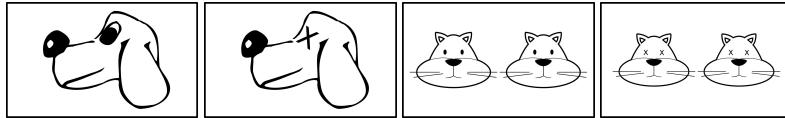
JUGƏHT [dı²də²lo²³nı³ge⁴?i] “Yellow.”

HƏMƏS (Do them)

You will need the following:

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

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



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

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

Alive ዓዕ ፌርሃን cards:

- Green / TVTGኩል ፌርሃን.
- White / የጊስ ፌርሃን.
- Brown / የወጪ ፌርሃን.
- Black / DEኩል ፌርሃን.
- Yellow / DLGHኩል ፌርሃን.
- Orange / DLGHኩል የአማራን ፌርሃን.

Alive DhWF ወጥ cards:

- Green / DhVTGኩል ወጥ.
- White / የአማራን ወጥ.
- Brown / dZJF ወጥ.
- Black / DhETኩል ወጥ.
- Yellow / DhLGHኩል ወጥ.
- Orange / DhLGHኩል የአማራን ወጥ.

Dead ዓዕ ፌርሃን cards:

- Green / TVTGኩል ፌርሃን.
- White / የጊስ ፌርሃን.
- Brown / የወጪ ፌርሃን.
- Black / ETኩል ፌርሃን.
- Yellow / LGHኩል ፌርሃን .
- Orange / LGHኩል የአማራን ፌርሃን.

Dead WF ወጥ cards:

- Green / JVTGኩል ወጥ.
- White / dJF ወጥ.
- Brown / dWJF ወጥ.
- Black / JEኩል ወጥ.
- Yellow / JLGHኩል ወጥ .
- Orange / JLGHኩል የአማራን ወጥ.

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. Etኩል ፌርሃን.
“D” selects the dead black dog card and shows the picture to “R”.
 - (a) [D→R] ስለ የወጪ?
“D” asks: What is it?
 - (b) [R] ያለ ይትወል ፌርሃን.
“R” responds: This is a black dog.

2. **DΛS ΩH.**

“D” selects the dead white cats card and shows the picture to “R”.

- (a) [D→R] SV DΛJ?

“D” asks: What are these?

- (b) [R] ΑD DΛS ΩH.

“R” responds: These are white cats.

3. [D→R] SV OΩJ OΛS YC?

“D” asks “R”: Which one is a white dog?

- (a) [R] ΑD OΛS YC (alive) Dδ ΑD OΛS YC (dead).

“R” sees two cards that match.

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

“R” says: ΑD OΛS YC Dδ ΑD OΛS 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.

4. [D→R] SV OΩJ OΛS ΩH?

“D” asks “R”: Which ones are (alive) white cats?

- (a) [R] ΑD OΛS ΩH.

“R” selects the card they think is an OΛS ΩH.

“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: “ΑD ____.” Turn the card over to see if you are correct.

After you have cycled through all the cards shuffle them well before doing the exercise again.

Repeat this exercise until you can correctly describe each picture without having to reference the material. The faster you can describe each picture, the better.

Sets

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

Set 1

1. [D→R] SV OΩJ TVTGΩJ YC?

- (a) [R] ΑD TVTGΩJ YC (alive) Dδ ΑD TVTGΩJ YC (dead).

2. [D→R] SV OΩJ OΛS YC?

- (a) [R] ΑD OΛS YC (alive) Dδ ΑD OΛS YC (dead).

3. [D→R] SV OΩJ OΩJF YC?

- (a) [R] ∂D $O^{\partial}JF$ YC (alive) D^{∂} ∂D $O^{\partial}JF$ YC (dead).
4. [D→R] $\$V$ $O^{\partial}J$ DET YC ?
(a) [R] ∂D DET YC .
5. [D→R] $\$V$ $O^{\partial}J$ $DUGhF$ YC ?
(a) [R] ∂D $DUGhF$ YC .
6. [D→R] $\$V$ $O^{\partial}J$ $DUGhF$ $O^{\partial}A$ YC ?
(a) [R] ∂D $DUGhF$ $O^{\partial}A$ YC .
7. [D→R] $\$V$ $O^{\partial}J$ ET YC ?
(a) [R] ∂D ET YC .
8. [D→R] $\$V$ $O^{\partial}J$ LGH YC ?
(a) [R] ∂D LGH YC .
9. [D→R] $\$V$ $O^{\partial}J$ LGH $O^{\partial}A$ YC ?
(a) [R] ∂D LGH $O^{\partial}A$ YC .

Set 2

1. [D→R] $\$V$ $O^{\partial}J$ $DhVTG$ ∂J $\&H$?
(a) [R] ∂D $DhVTG$ ∂J $\&H$.
2. [D→R] $\$V$ $O^{\partial}J$ O^hJ $\&H$?
(a) [R] ∂D O^hJ $\&H$.
3. [D→R] $\$V$ $O^{\partial}J$ JZJ $\&H$?
(a) [R] ∂D JZJ $\&H$.
4. [D→R] $\$V$ $O^{\partial}J$ $DhEt$ $\&H$?
(a) [R] ∂D $DhEt$ $\&H$.
5. [D→R] $\$V$ $O^{\partial}J$ $DhLGH$ $\&H$?
(a) [R] ∂D $DhLGH$ $\&H$.
6. [D→R] $\$V$ $O^{\partial}J$ $DhLGH$ O^hA $\&H$?
(a) [R] ∂D $DhLGH$ O^hA $\&H$.
7. [D→R] $\$V$ $J\partial J$ $JVTG$ ∂J $\&H$?
(a) [R] ∂D $JVTG$ ∂J $\&H$.
8. [D→R] $\$V$ $J\partial J$ $J\&S$ $\&H$?
(a) [R] ∂D $J\&S$ $\&H$.
9. [D→R] $\$V$ $J\partial J$ $J\&J$ $\&H$?
(a) [R] ∂D $J\&J$ $\&H$.

Set 3

1. [D→R] $\$V$ $J\partial J$ JET $\&H$?
(a) [R] ∂D JET $\&H$.
2. [D→R] $\$V$ $J\partial J$ $JLGH$ $\&H$?
(a) [R] ∂D $JLGH$ $\&H$.
3. [D→R] $\$V$ $J\partial J$ $JLGH$ $J\&A$ $\&H$?
(a) [R] ∂D $JLGH$ $J\&A$ $\&H$.
4. $TVTG$ ∂J YC (alive).
(a) [D→R] $\$V$ $O^{\partial}J$?
(b) [R] ∂D $TVTG$ ∂J YC .
5. $O^{\partial}J$ YC (alive).
(a) [D→R] $\$V$ $O^{\partial}J$?
(b) [R] ∂D $O^{\partial}J$ YC .
6. $O^{\partial}JF$ YC (alive).
(a) [D→R] $\$V$ $O^{\partial}J$?
(b) [R] ∂D $O^{\partial}JF$ YC .
7. DET YC .
(a) [D→R] $\$V$ $O^{\partial}J$?
(b) [R] ∂D DET YC .
8. $DUGhF$ YC .
(a) [D→R] $\$V$ $O^{\partial}J$?
(b) [R] ∂D $DUGhF$ YC .
9. $DUGhF$ $O^{\partial}A$ YC .
(a) [D→R] $\$V$ $O^{\partial}A$?
(b) [R] ∂D $DUGhF$ $O^{\partial}A$ YC .

Set 4

1. T_VTG_øJ YC (dead).
 - (a) [D→R] §V Ø_øJ?
 - (b) [R] ØD T_VTG_øJ YC.
2. Ø_øJS YC (dead).
 - (a) [D→R] §V Ø_øJ?
 - (b) [R] ØD Ø_øJS YC.
3. Ø_øJF YC (dead).
 - (a) [D→R] §V Ø_øJ?
 - (b) [R] ØD Ø_øJF YC.
4. Et_F YC.
 - (a) [D→R] §V Ø_øJ?
 - (b) [R] ØD Et_F YC.
5. LGhF YC.
 - (a) [D→R] §V Ø_øJ?
6. LGhF Ø_øA_ø YC.
 - (a) [D→R] §V Ø_øJ?
 - (b) [R] ØD LGhF Ø_øA_ø YC.
7. DhVTG_øJ Ø_øH.
 - (a) [D→R] §V Ø_øJ?
 - (b) [R] ØD DhVTG_øJ Ø_øH.
8. Ø_øhJS Ø_øH.
 - (a) [D→R] §V Ø_øJ?
 - (b) [R] ØD Ø_øhJS Ø_øH.
9. dZJF Ø_øH.
 - (a) [D→R] §V Ø_øJ?
 - (b) [R] ØD dZJF Ø_øH.

Set 5

1. DhEt_F Ø_øH.
 - (a) [D→R] §V Ø_øJ?
 - (b) [R] ØD DhEt_F Ø_øH.
2. DhLGhF Ø_øH.
 - (a) [D→R] §V Ø_øJ?
 - (b) [R] ØD DhLGhF Ø_øH.
3. DhLGhF Ø_øhA_ø Ø_øH.
 - (a) [D→R] §V Ø_øJ?
 - (b) [R] ØD DhLGhF Ø_øhA_ø Ø_øH.
4. JV_TG_øJ Ø_øH.
 - (a) [D→R] §V d_øJ?
 - (b) [R] ØD JV_TG_øJ Ø_øH.
5. dJS Ø_øH.
 - (a) [D→R] §V d_øJ?
6. dØJF Ø_øH.
 - (a) [D→R] §V d_øJ?
 - (b) [R] ØD dØJF Ø_øH.
7. JEt_F Ø_øH.
 - (a) [D→R] §V d_øJ?
 - (b) [R] ØD JEt_F Ø_øH.
8. JLGhF Ø_øH.
 - (a) [D→R] §V d_øJ?
 - (b) [R] ØD JLGhF Ø_øH.
9. JLGhF d_øA_ø Ø_øH.
 - (a) [D→R] §V d_øJ?
 - (b) [R] ØD JLGhF d_øA_ø Ø_øH.

DeəVaT 16

ЧеРоКиЕрАнСтВаЛт ДеСтГоРоДл

СоЧеРоКиЕрАнСтВаЛт ДеСтГоРоДл (Grammar)

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

As demonstrated by your exercises in previous chapters, many Cherokee words for animals, plants, places and things do not change form when used in a plural sense. They work like the English words “deer” or “buffalo”.

However, most Cherokee words used to describe things do change form to indicate plurality and animacy. Such words include those which indicate color, size, shape, texture, and so on.

There are four special prefixes used:

D- [a-] “it-animate”

When talking about single animate things, the prefix D- is added if the word doesn’t start with any of the vowels D, R, T, Ꮓ, O, or i.

Dh- [a²ni-] “they-animate”

When talking about multiple animate things, the prefix Dh- is added if the word doesn’t start with O². ☞ The “i” sound is normally dropped if the word starts with a vowel.

O²h-, dh- [u²ni-, ju²ni-] “they-animate”

For “O²-” words, when talking about multiple animate things, either the prefix O²h- or dh- is added after removing the O²- or O²G_χ- . Which to use for which word will be specified as part of your vocabulary. ☞ The “i” sound is normally dropped if the word starts with a vowel.

J- [di-] “they-inanimate”

When talking about multiple inanimate things, the prefix “J-” is added. ☞ When “J-” is used with a word starting with “R-”, “Ꮓ-”, “O²-”, or “i-” the two sounds combine together and become one of “V-”, “K-”, “J-”, or “C²-”. When “J-” is used on a word that starts with “D-” or “T-”, the “D-” or “T-” is dropped before “J-” is added.

Examples:

Review the following forms for “GWY”, “ᎠᎾᎢ”, “O²hT”, and “O²ᎾJFT”.

- “GWY.” Something Cherokee - inanimate.
 - “DGWY.” Something Cherokee - animate. (“D-” + “GWY”).
 - “DhGWY.” Cherokee things - animate. (“Dh-” + “GWY”).
 - “JGWY.” Cherokee things - inanimate. (“J-” + “GWY”).

- “**ᎠᎾᎵ.**” Something good - either animate or inanimate.
 - “**DZᎾᎵ.**” Good things - animate. (“Dh-” + “**ᎾᎵ**”).
 - “**KᎾᎵ.**” Good things - inanimate. (“J-” + “**ᎾᎵ**”).
- “**O’ᎯT.**” Something bad - either animate or inanimate.
 - “**O’ᎯhT.**” Bad things - animate. (“O’h-” + “**O’ᎯT**”).
 - “**JᎯT.**” Bad things - inanimate. (“J-” + “**O’ᎯT**”).
- “**O’ᎾᎹJT.**” Something brown - either animate or inanimate.
 - “**JZJFT.**” Brown things - animate. (“Jh-” + “**O’ᎾᎹJT**”).
 - “**JᎾᎹJT.**” Brown things - inanimate. (“J-” + “**O’ᎾᎹJT**”).

Example usage:

- **ᎾᎵ DGWY.** “A good Cherokee person.”
 - **DZᎾᎵ DhGWY.** “Good Cherokee people.”
- **ᎾᎵ DYFB.** “A good English person.”
 - **DZᎾᎵ DhYFB.** “Good English people.”
- **O’Ꭿ DGWY.** “A bad Cherokee person.”
 - **O’Ꭿh DhGWY.** “Bad Cherokee people.”
- **O’Ꭿ DYFB.** “A bad English person.”
 - **O’Ꭿh DhYFB.** “Bad English people.”
- **O’ᎾᎹJT DGWY.** “A brown Cherokee person.”
 - **JZJFT DhGWY.** “Brown Cherokee people.”
- **O’ᎾᎹJT qTheta.** “A brown potato.”
 - **JᎾᎹJT qTheta.** “Brown potatoes.”

Vocabulary (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. O’Ꭿ ፌᎾS ፌAᏆJᎢ.
2. DBᎾᎻT ᏓᎾL DᎢQ DAᏆJᎢ.
3. JY&I ዳA&P ፌIᏆJᎢ.
4. DdG ፌVTG&LJ ፌE&L IAGJᎢ.
5. DhBᎾ&T JHAhF J& ፌhAᏆJᎢ.
6. D&h&L ፌAᏆJᎢ?
7. ᏓᎾL DB& ፌAᏆJᎢ.
8. EhF EH&J ፌAᏆJᎢ.

Set 2

1. TVTḠñJñA hñ IrACñJñ?
2. DGWY ñAACñJñ.
3. DFGG Çñññ DACñJñ.
4. OñññA YC IrACñJñ?
5. ñññL Çññ ñAACñJñ.
6. Oñññ Dññññ ñAACñJñ?
7. DhGWY DhLGHñ Çññ LhACñJñ.
8. OñññS Çñññ ñAACñJñ.

Set 3

1. DBQñT JEñF Oññ LAGñJñ.
2. DhBñ Jññ SññE LhACñJñ.
3. Oññ Dññ ñAACñJñ.
4. Dhññ Oñññ Dñññ LhACñJñ.
5. DjG DZññL DhñññS LAGñJñ.
6. OñññJñ qñññ ñAACñJñ.
7. OñññJñ ññññ ñAACñJñ?
8. DBQññ ñAACñJñ?

Translate into Cherokee

Translate each of the following English sentences into Cherokee. Compare your answers to the answers in the next section.

Set 1

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

Set 2

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

Set 3

1. You see a purple wolf.
2. The boys see a red trap.
3. The women see bad dogs.
4. Do I see a man?
5. Do I see a good horse?
6. The Native American sees a cat.
7. Do I see something white?
8. I see a black deer.

Fix the bad grammar

Write out each of the following Cherokee sentences with the correct word forms substituted for the incorrect word forms. Compare your answers to the answers in the next section. The first three have been done as examples. ☞ *Many times a trailing "T" is left off in the supplied answers for pronunciation reasons, if you have a trailing "T" and the answer doesn't, don't worry about it, your answer is still correct.*

☞ *Some sentences might not have errors.*

Set 1

1. Dିକ୍ଷାତ ଦୟାତ ଯଚ ଲାଗୁଇଥିବା
(a) ଧର୍ମକାନ୍ଦଳ ଦୟାତ ଯଚ ଲାଗୁଇଥିବା.
 2. ଗ୍ୟାପ ଏହିର ପଥ ଧର୍ମକାନ୍ଦଳ.
(a) ଧର୍ମଗ୍ୟାପ ଏହିର ପଥ ଧର୍ମକାନ୍ଦଳ.
 3. ଧାର୍ମିକ ପରିବାର ଦ୍ୱାରା ଲାଗୁଇଥିବା
(a) ଧର୍ମଧାରୀ ପରିବାର ଦ୍ୱାରା ଲାଗୁଇଥିବା.
 4. ଧର୍ମକାନ୍ଦଳ ଦୟାତ ଲାଗୁଇଥିବା.
 5. ଧର୍ମକାନ୍ଦଳ ପରିବାର ଦ୍ୱାରା ଲାଗୁଇଥିବା.
 6. ଧର୍ମକାନ୍ଦଳ ଦୟାତ ଲାଗୁଇଥିବା.
 7. ଧର୍ମକାନ୍ଦଳ ଯେତି କାହାର ଲାଗୁଇଥିବା.
 8. ଏହିର କାହାର ଲାଗୁଇଥିବା.

Set 2

- | | |
|----------------------------|-------------------------|
| 1. DGWY O'�hñ DYřb LAGđTđ. | 5. O'՞LJF Ի՛՛Ն ԻՐԱԳԵԼԹ. |
| 2. YF FՊF ԻՐԱԳԵԼԹ. | 6. O'հT DFGG ԻՐԱԳԵԼԹ. |
| 3. DđG O'ՎLJF Հաջ ԼAGđTđ. | 7. ԹԱԼ ԴհԻ՛Ջ ՏԻՐԱԳԵԼԹ. |
| 4. Կ՛ՆL DhdG ՏԻՐԱԳԵԼԹ. | 8. E՛Ե ԱՋԲ ՏԹԱԳԵԼԹ. |

Set 3

1. የዕለት DGWY ክፍልዎች.
 2. Dhኩስ ተአከታዊነት ስርዓትዎች.
 3. Ehት በመ ምክንያትዎች.
 4. ፍቃድ በመ ምክንያት ስርዓትዎች
 5. ለርሃቶ በመ ምክንያትዎች.
 6. Dhያቄዎች በመ ምክንያትዎች.
 7. Dቁሳ በመ ምክንያትዎች.
 8. TVTC የሚከተሉት የመሆኑን ምክንያትዎች

Answers

Translate into English

Set 1

- | | |
|---|---|
| 1. Oñi IrñS IrACñJñ. | 5. DhBññT JñAñHñ Jññ ÙhACñJñ. |
| (a) I see a bad rabbit. | (a) The Native Americans see blue acorns. |
| 2. DBññT ññL Dññ DACñJñ. | 6. Dññññ IrACñJñ? |
| (a) The Native American sees a good deer. | (a) Do I see a woman? |
| 3. JYññI JñññP ññhACñJñ. | 7. ññL DBññ ññACñJñ. |
| (a) I see red papers. | (a) You see a good person. |
| 4. Dññ JñVTGññL JñññL ññLAGñJñ. | 8. Ehñ Ñññ ññACñJñ. |
| (a) The boy sees green traps. | (a) You see a black trap. |

Set 2

1. TVTḠñlñA hñ IrAGñJñ?

 - (a) Do I see a green bear?

2. DGWY ñAGñJñ.

 - (a) You see a Cherokee person.

3. DFGG Gñññ DAGñJñ.

 - (a) The girl sees a wolf.

4. OñññA YC IrAGñJñ?

 - (a) Do I see a bad dog?

5. ñññL Gñññ ñAGñJñ.

 - (a) You see a good wolf.

6. Oñññ Dññññ ñAGñJñ?

 - (a) Do I see a bad man?

7. DhGWY DhLGñF Gñññ UhAGñJñ.

 - (a) The Cherokee people see yellow wolves.

8. Oñññ Gññññ ññññ ñAGñJñ.

 - (a) You see white wolves.

Set 3

1. DBññT JEñF Oññ ñAGñJñ.

 - (a) The Native American sees black rocks.

2. DhBñ ñññ ñññE UhAGñJñ.

 - (a) The people see white trees.

3. Oññ DIññ IrAGñJñ.

 - (a) I see a bad woman.

4. DhIññ Oñññ Dñññ ñhAGñJñ.

 - (a) The women see bad deer.

5. Dñññ DZññL Dhññññ ñAGñJñ.

 - (a) The boy sees good white people.

6. Oññññ ñññ ñAGñJñ.

 - (a) You see just a brown potato.

7. Oññññ ñññ ññññ ñAGñJñ?

 - (a) What about me seeing a brown horse?

8. DBññ ñAGñJñ?

 - (a) Do you see a person?

Translate into Cherokee

Set 1

1. Do you see a white rabbit?

 - (a) OññññA IrññS ñAGñJñ?

2. I see good Cherokee people.

 - (a) DZññL DhGWY ññññ ñAGñJñ.

3. The woman sees white potatoes.

 - (a) DIññ ñññ ñññ ñAGñJñ.

4. Do you see something green?

 - (a) Aññññ TVTGññL ññññ ñAGñJñ?

5. What about me seeing a green deer?

 - (a) TVTGññL ñññ ññññ ññññ ñAGñJñ?

6. You see something brown.

 - (a) Aññññ Oññññ ñññ ñAGñJñ.

7. You see just a yellow tree.

 - (a) LGñF ññññ ññññ ñAGñJñ.

8. You see a person.

 - (a) DBññ ñAGñJñ.

Set 2

1. The Cherokee person sees red deer.

 - (a) DGWY DhYñF Dñññ ñAGñJñ.

2. The Native American sees a good bear.

 - (a) DFGGññ ñAGñJñ.

3. Do you see a girl?

 - (a) DIññññ ññññ ñAGñJñ?

4. What about you seeing a black wolf? (a) የዕስ ፍጻፍ ከአርባለች.

(a) DEtIθ Cwθθ MAcJtθ?

5. I see a bad dog. (a) DhIΓG DhEtI Cwθ UhAcJtθ.

(a) Oħi YC ቤት ከአርባለች.

6. I see a bad boy. (a) ΘAhF Aħwfθ ቤት ከአርባለች.

7. The girls see black wolves. (a) DħIΓG DħEtI Cwθ UhAcJtθ.

8. I see just a blue paper. (a) I see just a blue paper.

Set 3

1. You see a purple wolf.
(a) DLوFFI Gwو HAGوLF.
 2. The boys see a red trap.
(a) DhDو YSFو AوW DHAوLF.
 3. The women see bad dogs.
(a) DhFو OوhFو YC LhAوLF.
 4. Do I see a man?
(a) DnFوlAوA HAGوLF?
 5. Do I see a good horse?
(a) DnFوlAوA FوRF HrAوLF?
 6. The Native American sees a cat.
(a) DBQوhT FوH DAوLF.
 7. Do I see something white?
(a) AГлJوl OوlS HrAوLF?
 8. I see a black deer.
(a) DEhF DQ HrAوLF.

Fix the bad grammar

Set 1

1. Dର୍ଶନ ଦିନାଳୁ ଯଚ୍ଛାକ୍ଷରଣ.
 - (a) ଧର୍ମଶାସ୍ତ୍ର ଦିନାଳୁ ଯଚ୍ଛାକ୍ଷରଣ.
 2. ଗ୍ୟାଲାରୀ ପାଠ୍ୟ ଧର୍ମଶାସ୍ତ୍ର ପାଠ୍ୟ.
 3. ଧର୍ମଶାସ୍ତ୍ର ପାଠ୍ୟ ଧର୍ମଶାସ୍ତ୍ର ପାଠ୍ୟ.
 4. ଧର୍ମଶାସ୍ତ୍ର ପାଠ୍ୟ ଧର୍ମଶାସ୍ତ୍ର ପାଠ୍ୟ.
 5. ଧର୍ମଶାସ୍ତ୍ର ପାଠ୍ୟ ଧର୍ମଶାସ୍ତ୍ର ପାଠ୍ୟ.
 6. ଧର୍ମଶାସ୍ତ୍ର ପାଠ୍ୟ ଧର୍ମଶାସ୍ତ୍ର ପାଠ୍ୟ.
 7. ଧର୍ମଶାସ୍ତ୍ର ପାଠ୍ୟ ଧର୍ମଶାସ୍ତ୍ର ପାଠ୍ୟ.
 8. ଧର୍ମଶାସ୍ତ୍ର ପାଠ୍ୟ ଧର୍ମଶାସ୍ତ୍ର ପାଠ୍ୟ.

Set 2

1. DGWY O^hfi DYFb LA^gl^h.
(a) DGWY O^hfi DhYFb LA^gl^h.

2. YF F^gp IrA^gl^h.
(a) DYF F^gp IrA^gl^h.

3. D^gG O^gJ^h G^gl^h LA^gl^h.
(a) D^gG dZJ^h G^gl^h LA^gl^h.

4. D^gl^h Dh^gG S^gIrA^gl^h.
(a) DZ^gl^h Dh^gG S^gIrA^gl^h.

5. O^gUJ^h Ir^gS IrA^gl^h.
(a) O^gUJ^h Ir^gS IrA^gl^h.

6. O^hT D^gF^gG IrA^gl^h.
(a) O^hT D^gF^gG IrA^gl^h.

7. ଏମ୍ବଲ୍ ଧିକ୍ଷା ଶିରାଜୁନ୍ତ.
(a) DZମ୍ବଲ୍ ଧିକ୍ଷା ଶିରାଜୁନ୍ତ.

8. ଏଟିଫ୍ ଆମ୍ପ ଶିରାଜୁନ୍ତ.
(a) JEଟିଫ୍ ଜାମ୍ପ ଶିରାଜୁନ୍ତ.

Set 3

1. ଏମ୍ବଲ୍ ଡିଗ୍ରୀ ଇରାଜୁନ୍ତ.
(a) ଏମ୍ବଲ୍ ଡିଗ୍ରୀ ଇରାଜୁନ୍ତ.
2. ଧିନ୍ଦିଙ୍ଗ ଥାହି ଅଥ ଉହାଜୁନ୍ତ.
(a) ଧିନ୍ଦିଙ୍ଗ ଧିଥାହି ଅଥ ଉହାଜୁନ୍ତ.
3. ଏହି ଓଳ୍ଡ ଶିରାଜୁନ୍ତ.
(a) JEହି ଓଳ୍ଡ ଶିରାଜୁନ୍ତ.
4. ଦେଖିଲ୍ ଓଲ୍ଡ ଜୀମ୍ବିଲ୍ ଉହାଜୁନ୍ତ.
(a) Dhେଖିଲ୍ ଜୀଲ୍ ଜୀମ୍ବିଲ୍ ଉହାଜୁନ୍ତ.

5. ଲାଗ୍ରି ଓଲ୍ଲାଙ୍ଗ ହଥ ଶିରାଜୁନ୍ତ.
(a) Dhଲାଗ୍ରି ଓଲ୍ଲାଙ୍ଗ ହଥ ଶିରାଜୁନ୍ତ.
6. ଧ୍ୟାପ୍ତ ଯି ଇର୍ବ୍ବ ଉହାଜୁନ୍ତ.
(a) Dh୍ୟାପ୍ତ ଧ୍ୟି ଇର୍ବ୍ବ ଉହାଜୁନ୍ତ.
7. ଡିଲ୍ ଓଲ୍ଲାଙ୍ଗ ସବ୍ବ ଉହାଜୁନ୍ତ.
(a) Dhିଲ୍ ଜୀଲ୍ ସବ୍ବ ଉହାଜୁନ୍ତ.
8. TVTGଲ୍ଲି ଦେ ଶିରାଜୁନ୍ତ.
(a) DhVTGଲ୍ଲି ଦେ ଶିରାଜୁନ୍ତ.

DevAT 17

SPESŁT DSĞTEŁ

SəNGHəET DəSWəT (Grammar)

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

Each of the action words that you have learned so far are composed of two main parts. A base word which indicates “an action” and one or more prefixes which are used to indicate “who and whom”. The following list shows this information for the forms of DAGəŁəF you have been using.

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

- DAGəŁəF [D + AGəŁəF] “He sees him or it.”
 - D: “He + him or it.”
 - AGəŁəF: “is seeing”
- DhAGəŁəF [Dh + AGəŁəF] “They see him or it.”
 - Dh: “They + him or it.”
 - AGəŁəF: “is seeing”
- UAGəŁəF [S + D + AGəŁəF] “He sees them.”
 - S: “More than one or once.”
 - D: “He + him or it.”
 - AGəŁəF: “is seeing”
- UhAGəŁəF [S + Dh + AGəŁəF] “They see them.”
 - S: “More than one or once.”
 - Dh: “They + him or it.”
 - AGəŁəF: “is seeing”
- IhAGəŁəF [Ih + AGəŁəF] “I see him.”
 - Ih: “I + him.”
 - AGəŁəF: “is seeing”
- IhAGəŁəF [Ih + AGəŁəF] “I see it.”
 - Ih: “I + it.”
 - AGəŁəF: “is seeing”
- ShIhAGəŁəF [ShIh + AGəŁəF] “I see them-animate.”
 - S: “More than one or once.”
 - Ih: “I + them.”
 - AGəŁəF: “is seeing”
- ShIhAGəŁəF [ShIh + AGəŁəF] “I see them-inanimate.”
 - S: “More than one or once.”
 - Ih: “I + it.”
 - AGəŁəF: “is seeing”
- ɬAAGəŁəF [<ɬ + AGəŁəF] “You see him.”
 - ɬ: “You + him.”
 - AGəŁəF: “is seeing”
- ɬAAGəŁəF [<ɬ + AGəŁəF] “You see it.”
 - ɬ: “You + it.”
 - AGəŁəF: “is seeing”
- SɬAAGəŁəF [Sɬ + AGəŁəF] “You see them-animate.”
 - Sɬ: “You + them.”
 - AGəŁəF: “is seeing”
- SɬAAGəŁəF [S + ɬ + AGəŁəF] “You see them-inanimate.”
 - S: “More than one or once.”
 - ɬ: “You + it.”
 - AGəŁəF: “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:

- D^Ikw “A woman. She’s a woman.” (D + kw)
- Ir^Ikw “I’m a woman.” (Ir + kw)
- A^Ikw “You’re a woman.” (A + kw)
- D^θkw “A man. He’s a man.” (D + θkw)
- Ir^θkw “I’m a man.” (Ir + θkw)
- A^θkw “You’re a man.” (A + θkw)
- GWY “Cherokee.”
- DGWY “He’s Cherokee.” (D+ GWY)
- IrGWY “I’m Cherokee.” (Ir + GWY)
- A^θGWY “You’re Cherokee.” (A + GWY)
- YSFT “Red.”
- DY^ISFT “He’s red. A red person.” (D + YSFT)
- IrYSFT “I’m red.” (Ir + YSFT)
- A^IYSFT “You’re red.” (A + YSFT)
- EtFT “Black.”
- DEtFT “He’s black.” (D + EtFT)
- IrEtFT “I’m black.” (Ir + EtFT)
- A^IEtFT “You’re black.” (A + EtFT)
- ḡ^θl “Good. He’s good. It’s good.”
- I^θl “You’re good.” (A + ḡ^θl)
- DZ^θl “They’re good.” (Dh + ḡ^θl)

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.”
- A^IYC! “You’re a dog! You dog!”
- Dh^θkw “The wolf clan..”
- D^θkw “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 “Ir-” prefix. If I want to say “You see him” I would use the “A-” prefix.

“Set A” prefixes are used on “Set A” words. “Set B” prefixes are used on “Set B” words. What determines whether a word is “Set A” or “Set B” is simple. If the word uses “O-” for “he...” it is “Set B”, otherwise it is “Set A”.

Where you see “(an.)” in the “Pairing” entry, the bound pronoun is only used with animate objects. Where you see “(in.)” it is only used with inanimate objects. And where you see “(an.+in.)” this indicates that the same prefix is used for both animate and inanimate objects.

Many of these you have already practiced. The ones which are new have been marked.

- I ... him
 - Set A: **I**r-, **I**r^ø- (ji-, ji²y-)
 - Set B: **I**r-, **I**r^ø- (ji-, ji²y-)
- I ... it
 - Set A: **I**ṛ-, **᷁**- (ji-, g-)
 - Set B: **D**Y-, **D**T̄- (a²gi-, a²gw-) ☞ New.
- I ... them (an.)
 - Set A: **S**Ir-, **S**Ir^ø- (ga²ji-, ga²jiy-)
 - Set B: **S**Ir-, **S**Ir^ø- (ga²ji-, ga²ji²y-)
- I ... them (in.)
 - Set A: **S**Ir-, **S**᷁- (de²ji-, g-)
 - Set B: **L**Y-, **L**T̄- (da²gi-, da²gw-) ☞ New.
- He ... me.
 - Set A: **D**Y-, **D**T̄- (a²gi-, a²gw-) ☞ New.
 - Set B: **D**Y-, **D**T̄- (a²gi-, a²gw-) ☞ New.
- He ... he or it (an.+in.)
 - Set A: **D**-, **᷁**- (a-, ga-)
 - Set B: **O**-, **O**G᷁- (u-, uw-)
- He ... them (an.+in.)
 - Set A: **L**-, **S**᷁- (da-, de²ga-)
 - Set B: **S**-, **S**G᷁- (du-, du²w-)
- You ... him
 - Set A: **θ**-, **θ**^ø- (hi-, hi²y-)
 - Set B: **θ**-, **θ**^ø- (hi-, hi²y-)
- You ... it
 - Set A: **θ**- (hi-)
 - Set B: **G**- (ja-) ☞ New.
- You ... them (an.)
 - Set A: **S**θ-, **S**θ^ø- (ga²hi-, ga²hi²y-)
 - Set B: **S**θ-, **S**θ^ø- (ga²hi-, ga²hi²y-)
- You ... them (in.)
 - Set A: **S**θ- (de²hi-)
 - Set B: **S**G- (de²ja-) ☞ New.
- He ... you.
 - Set A: **G** (ja-) ☞ New.
 - Set B: **G** (ja-) ☞ New.
- They ... he or it (an.+in.)
 - Set A: **D**h- (a²ni-)
 - Set B: **O**h- (u¹ni-)
- They ... them (an.+in.)
 - Set A: **L**h- (da²ni-)
 - Set B: **S**h- (du¹ni-)

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

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

ɬAɬv̄ (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: O²ɬ and O¹G.θɬ.

O²ɬ [u²³ha] “He has it, something solid.”

O¹G.θɬ [u¹wa²kɑ³ha] “He has it, something alive.”

O¹h.θɬ [u¹ni²³ha] “They have it, something solid.”

O¹h.θɬ [u¹ni²kɑ³ha] “They have it, something alive.”

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

DY.θɬ [a¹gi²kɑ³ha] “I have it, something alive.”

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

G.θɬ [ja²kɑ³ha] “You have it, something alive.”

For review:

iəθyθ [v¹sgɪ²na] “He. She. They. That. Those.”

əθyθ [sgɪ²na] - *Alternate pronunciation.*

iəθy [v¹sgɪ] - *Alternate pronunciation.*

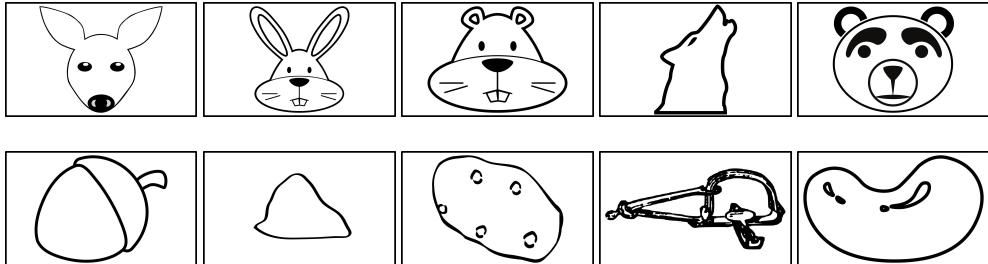
əθy [na¹sgɪ] - *Alternate pronunciation.*

HW^{RS} (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.

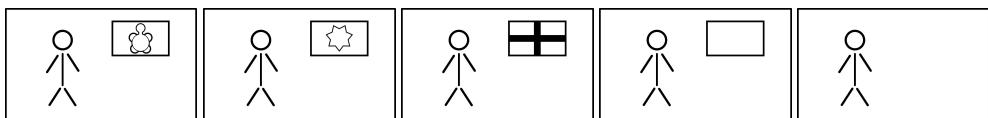


The red cards should be labeled on the reverse, in order: DY^{SF} DΘ, DY^{SF} Ir^{ΘS}, DY^{SF} EGF, DY^{SF} G^{Θθ}, DY^{SF} hΘ, Y^{SF} J^θ, Y^{SF} O^ω, Y^{SF} qΘ, Y^{SF} E^{ΘJ}, and Y^{SF} S^ω.

The white cards should be labeled on the reverse, in order: O^{ΛS} DΘ, O^{ΛS} Ir^{ΘS}, O^{ΛS} EGF, O^{ΛS} G^{Θθ}, O^{ΛS} hΘ, O^{ΛS} J^θ, O^{ΛS} O^ω, O^{ΛS} qΘ, O^{ΛS} E^{ΘJ}, and O^{ΛS} S^ω.

The brown cards should be labeled on the reverse, in order: O^{ΩJF} DΘ, O^{ΩJF} Ir^{ΘS}, O^{ΩJF} EGF, O^{ΩJF} G^{Θθ}, O^{ΩJF} hΘ, O^{ΩJF} J^θ, O^{ΩJF} O^ω, O^{ΩJF} qΘ, O^{ΩJF} E^{ΘJ}, and O^{ΩJF} S^ω.

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. Ir^{ΘS}.

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

- (a) [D→R] DY^{Θθ} Ir^{ΘS}?
“D” asks “R”: Do I have a rabbit?
- (b) [R] ii, Ir^{ΘS} G^{Θθ}.
“R” responds: Yes, you have a rabbit.

2. fiΘ.

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

- (a) [D→R] DY^{Θθ} A D^{Θθ}?
“D” asks “R”: Do I have a deer?

- (b) [R] iL, hθ Gθf.
 “R” responds: No, you have a bear.

3. DQ. Dhñls.

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

- (a) [D→R] Dθñl O'GθfñlA Dhñls?
 “D” asks “R”: Does the white person have a deer?
 (b) [R] ii, hñls Dθ O'Gθf.
 “R” responds: Yes, the white person has a deer.

4. O'Gñlf Sñl.

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

- (a) [D→R] DYñfñl YI qθ?
 “D” asks “R”: Do I have a red potato?
 (b) [R] iL, O'Gñlf Sñl Gñf.
 “R” responds: No, you have a brown bean.

5. HGF. DBQ.

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

- (a) [D→R] IrñlSñl O'Gθfñl DBQ?
 “D” asks “R”: Does the person have a rabbit?
 (b) [R] iL, DBQ HGF O'Gθf.
 “R” responds: No, the person has a squirrel.

6. DQ. Dhñls.

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

- (a) [D→R] Dθñl O'GθfñlA iñlY?
 “D” asks “R”: Does he/she have a deer?
 (b) [R] ii, iñlY Dθ O'Gθf.
 “R” responds: Yes, he/she has a deer.

7. HGF. DBQ Dñl DGWY.

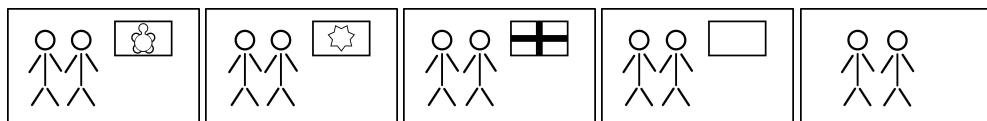
“D” selects a squirrel card, a generic person card, and a Cherokee person card and places them together.

- (a) [D→R] IrñlSñl O'hñfñl ÑñlY?
 “D” asks “R”: Do they have a rabbit?
 (b) [R] iL, ÑñlY HGF O'hñf.
 “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: DhBññT, DhGWY, DhYñf, Dhñls, DhBQ.

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. **Ge&.**

Select a wolf card.

(a) While holding the card:

i. Say to yourself: Ge& DYθoF. (I have the wolf.)

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

i. Say to your study partner: Ge& GθoF. (You have the wolf.)

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

2. **DYf Dθo.**

Select the red deer card.

(a) While holding the card:

i. Say to yourself: DYf Dθo DYθoF. (I have the red deer.)

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

i. Say to your study partner: DYf Dθo GθoF. (You have the deer.)

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

3. **Ge&w. DBΘ. iθYΘ.**

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: DBΘ Ge&w O'GθoF. (A person has a wolf.)

ii. Say to your study partner: iθYΘ Ge&w O'GθoF. (He/she has a wolf.)

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

4. **EθoJ. DhθuLs. iθY.**

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: DhθuLs EθoJ O'hθF. (The white people have a trap.)

ii. Say to your study partner: iθY EθoJ O'hθF. (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. **HGP.**

(a) [D→R] DYθoF& HGP?

(b) [R] ii, HGP GθoF.

(a) [D→R] DYθoF&A DΘ?

(b) [R] iL, Ge&w GθoF.

3. **Dθo.**

2. **Ge&w.**

(a) [D→R] DYθoF& Dθo?

- (b) [R] ii, D⁴Θ G⁴Φ.
4. ΉΓΡ.
 (a) [D→R] DY⁴ΦΘΑ ΙρΘS?
 (b) [R] iL, ΉΓΡ G⁴Φ.
5. D⁴Θ.
 (a) [D→R] DY⁴ΦΘ G⁴Φ?
 (b) [R] iL, D⁴Θ G⁴Φ.
6. ΉΦΩJ.
- (a) [D→R] DY⁴ΦΘ G⁴Φ?
 (b) [R] ii, ΉΦΩJ G⁴Φ.
- (a) [D→R] DY⁴ΦΘ A⁴?
 (b) [R] ii, ΉΦΩJ G⁴Φ.
7. ΙρΘS.
 (a) [D→R] DY⁴ΦΘA fΘ?
 (b) [R] iL, ΙρΘS G⁴Φ.
8. ιΘ.
 (a) [D→R] DY⁴ΦΘ ιΘ?
 (b) [R] ii, ιΘ G⁴Φ.

Set 2

1. ιΘ.
 (a) [D→R] DY⁴ΦΘA S⁴Φ?
 (b) [R] iL, ιΘ G⁴Φ.
2. ΉΦΩJ.
 (a) [D→R] DY⁴ΦΘA O⁴Φ?
 (b) [R] iL, ΉΦΩJ G⁴Φ.
3. O⁴Φ.
 (a) [D→R] DY⁴ΦΘ ΉΦΩJ?
 (b) [R] iL, O⁴Φ G⁴Φ.
4. S⁴Φ.
 (a) [D→R] DY⁴ΦΘA ιΘ?
 (b) [R] iL, S⁴Φ G⁴Φ.
5. O⁴ΦΙF ΉΓΡ.
 (a) [D→R] DY⁴ΦΘ O⁴ΦΙF D⁴Θ?
 (b) [R] iL, O⁴ΦΙF ΉΓΡ G⁴Φ.
6. O⁴ΦΙF DΘ.
 (a) [D→R] DY⁴ΦΘA O⁴ΦΙF G⁴Φ?
 (b) [R] iL, O⁴ΦΙF DΘ G⁴Φ.
7. DΘ. Df⁴ΙF.
 (a) [D→R] DΘ O⁴ΦΙF Df⁴ΙF?
 (b) [R] ii, Df⁴ΙF DΘ O⁴ΦΙF.
8. G⁴Φ. DBΘΦT.
 (a) [D→R] G⁴Φ O⁴ΦDBΘΦT?
 (b) [R] ii, G⁴Φ DBΘΦT.

Set 3

1. O⁴ΦΙF O⁴Φ.
 (a) [D→R] DY⁴ΦΘA Y⁴Φ S⁴Φ?
 (b) [R] iL, O⁴ΦΙF O⁴Φ G⁴Φ.
2. Y⁴Φ ΉΦΩJ.
 (a) [D→R] DY⁴ΦΘA O⁴ΦΙF ιΘ?
 (b) [R] iL, Y⁴Φ ΉΦΩJ G⁴Φ.
3. G⁴Φ. DGWY.
 (a) [D→R] I⁴ΘS O⁴ΦΘΦT DGWY?
 (b) [R] iL, DGWY G⁴Φ O⁴ΦΘΦT.
4. fΘ. DYΦb.
 (a) [D→R] D⁴ΘΦΘA O⁴ΦΘΦT ΘΘΥ?
 (b) [R] iL, ΘΘΥ fΘ O⁴ΦΘΦT.
5. DΘ. DBΘ.
 (a) [D→R] ΉΓΡ O⁴ΦDBΘ?
 (b) [R] iL, DBΘ DΘ O⁴ΦΘ.
6. DΘ. DYΦb.
 (a) [D→R] G⁴ΦΘA O⁴ΦΘΦT iΘΥ?
 (b) [R] iL, iΘΥ DΘ O⁴ΦΘΦT.
7. O⁴Φ. DBΘΦT.
 (a) [D→R] O⁴Φ O⁴ΦDBΘΦT?
 (b) [R] ii, DBΘΦT O⁴Φ O⁴Φ.
8. S⁴Φ. Df⁴ΙF.
 (a) [D→R] S⁴ΦA O⁴Φ iΘΥ?
 (b) [R] ii, iΘΥ S⁴Φ O⁴Φ.

Set 4

1. Sô. DGWY.
 - (a) [D→R] Sôñô Oºô iñôY?
 - (b) [R] ii, iñôY Sô Oºô.
2. qô. DBô.
 - (a) [D→R] Sôñô Oºô DBô?
 - (b) [R] iL, DBô qô Oºô.
3. Oô. DGWY.
 - (a) [D→R] EñôJñôA Oºô DGWY?
 - (b) [R] iL, DGWY Oô Oºô.
4. Oô. DññS.
 - (a) [D→R] EñôJñô Oºô iñôY?
 - (b) [R] iL, iñôY Oô Oºô.
5. qô. DBôôT.
 - (a) [D→R] SôñôA Oºô ñôY?
 - (b) [R] iL, ñôY qô Oºô.
6. EñôJ. DBô.
 - (a) [D→R] qôñôA Oºô DBô?
 - (b) [R] iL, DBô EñôJ Oºô.
7. Sô. DYFb.
 - (a) [D→R] Oôñô Oºô DYFb?
 - (b) [R] iL, DYFb Sô Oºô.
8. EñôJ. DGWY.
 - (a) [D→R] qôñôA Oºô ñôY?
 - (b) [R] iL, ñôY EñôJ Oºô.

Set 5

1. Sô. DBô.
 - (a) [D→R] Oôñô Oºô ñôY?
 - (b) [R] iL, ñôY Sô Oºô.
2. DYF Gôô. DBôôT.
 - (a) [D→R] DBôôTñôA DYF Gôô Oºô?
 - (b) [R] ii, DBôôT DYF Gôô Oºô.
3. DYF hô. DYFb.
 - (a) [D→R] DYFbñô DYF hô Oºô?
 - (b) [R] ii, DYFb DYF hô Oºô.
4. DYF Gôô. DññS.
 - (a) [D→R] DññSñô DYF hñôS Oºô?
 - (b) [R] iL, DññS DYF Gôô Oºô.
5. DYF hô. DYFb.
 - (a) [D→R] DYFbñôA DYF hô Oºô?
 - (b) [R] iL, DYFb DYF hô Oºô.
6. OññS hñôS. DBôôT.
 - (a) [D→R] DBôôTñô OññJñô Gôô Oºô?
 - (b) [R] iL, DBôôT OññS hñôS Oºô.
7. OññJñô DññO. DGWY.
 - (a) [D→R] DGWYñôA OññJñô DññO Oºô?
 - (b) [R] iL, DGWY OññJñô DññO Oºô.
8. YF qô. DññS.
 - (a) [D→R] DññSñô YF qô Oºô?
 - (b) [R] ii, DññS YF qô Oºô.

Set 6

1. OññS Oô. DBô.
 - (a) [D→R] DBôñôA OññS Oô Oºô?
 - (b) [R] ii, DBô OññS Oô Oºô.
2. YF Oô. DññS.
 - (a) [D→R] DññSñô OññS Sô Oºô?
 - (b) [R] iL, DññS YF Oô Oºô.
3. OññJñô qô. DGWY.
 - (a) [D→R] DGWYñôA YF Oô Oºô?
 - (b) [R] iL, DGWY OññJñô qô Oºô.
4. YF Sô. DBôôT.
 - (a) [D→R] DBôôTñô OññS qô Oºô?
 - (b) [R] iL, DBôôT YF Sô Oºô.
5. OññS EñôJ. DYFb.
 - (a) [D→R] DYFbñôA YF Oô Oºô?
 - (b) [R] iL, DYFb OññS EñôJ Oºô.

6. Ի՞ՌՍ. DBԹՎՏ D՞ DYՓԵ.

 - (a) [D→R] Ի՞ՌՍՆ Օ՛ՀԹՎ ԹԱՅ?
 - (b) [R] ii, ԹԱՅ Ի՞ՌՍ Օ՛ՀԹՎ.

7. Ի՞Թ. DBԹ D՞ DGWY.

 - (a) [D→R] Ի՞ԹԱ Օ՛ՀԹՎ Ա՛ՅԹ?

8. ԵՐՓ. DBԹ D՞ DԲԱՏ.

 - (a) [D→R] DԹԱ Օ՛ՀԹՎ Ա՛Յ?
 - (b) [R] iL, Ա՛Յ ԵՐՓ Օ՛ՀԹՎ.

Set 7

1. Ի՞Թ. DBԹՎՏ D՞ DGWY.

 - (a) [D→R] DՓԹՎ Օ՛ՀԹՎ Ա՛ՅԹ?
 - (b) [R] iL, Ա՛Յ Ի՞Թ Օ՛ՀԹՎ.

2. Ի՞ՌՍ. DBԹՎՏ D՞ DԲԱՏ.

 - (a) [D→R] ԵՐՓՆ Օ՛ՀԹՎ ԹԱՅ?
 - (b) [R] iL, ԹԱՅ Ի՞ՌՍ Օ՛ՀԹՎ.

3. DԹ. DBԹ D՞ DYՓԵ.

 - (a) [D→R] ՀԵՇՆ Օ՛ՀԹՎ Ա՛ՅԹ?
 - (b) [R] iL, Ա՛Յ ԴԹ Օ՛ՀԹՎ.

4. ԵՐՓ. DBԹ D՞ DYՓԵ.

 - (a) [D→R] ԵՐՓՆ Օ՛ՀՎ Ա՛Յ?
 - (b) [R] ii, Ա՛Յ ԵՐՓ Օ՛ՀՎ.

5. ԳԹ. DBԹՎՏ D՞ DԲԱՏ.

 - (a) [D→R] ԳԹՆ Օ՛ՀՎ Ա՛ՅԹ?
 - (b) [R] ii, Ա՛Յ ԳԹ Օ՛ՀՎ.

6. ԳԹ. DBԹՎՏ D՞ DGWY.

 - (a) [D→R] ԵՐՓՆ Օ՛ՀՎ ԹԱՅ?
 - (b) [R] iL, ԹԱՅ ԳԹ Օ՛ՀՎ.

7. Օ՛Ճ. DBԹ D՞ DYՓԵ.

 - (a) [D→R] ՏԵՇՆ Օ՛ՀՎ Ա՛ՅԹ?
 - (b) [R] iL, Ա՛Յ Օ՛Ճ Օ՛ՀՎ.

8. ՏԵ. DBԹՎՏ D՞ DԲԱՏ.

 - (a) [D→R] Օ՛ՃՆ Օ՛ՀՎ Ա՛Յ?
 - (b) [R] iL, Ա՛Յ ՏԵ Օ՛ՀՎ.

Set 8

1. ԵՐՓ. DBԹ D՞ DGWY.

 - (a) [D→R] ԳԹՆ Օ՛ՀՎ Ա՛ՅԹ?
 - (b) [R] iL, Ա՛Յ ԵՐՓ Օ՛ՀՎ.

2. Օ՛ՊԱՐ ՀԵՎԸ.

 - (a) [D→R] DYԹՎՆ Օ՛ԼՏ ՁԹ?
 - (b) [R] iL, Օ՛ՊԱՐ ՀԵՎԸ ՅԵՎ.

3. DYՏԻ ԴԳԹ.

 - (a) [D→R] DYԹՎՆ Ա ԴՅՏԻ Ի՞Թ?
 - (b) [R] iL, DYՏԻ ԴԳԹ ՅԵՎ.

4. ՀԵՎԸ. DBԹ.

 - (a) [D→R] ՀԵՎԸՆ Օ՛ՀԵՎ ԱՌԵՎ?
 - (b) [R] ii, DBԹ ՀԵՎԸ Օ՛ՀԵՎ.

5. ԴԳԹ. DYՓԵ.

 - (a) [D→R] DԳԹՆ Օ՛ՀԵՎ ԱՌԵՎ?
 - (b) [R] ii, ԱՌԵՎ ԴԳԹ Օ՛ՀԵՎ.

6. ԵՏԻ Օ՛Ճ.

 - (a) [D→R] DYԹՎՆ ԵՏԻ ԵՐՓ?
 - (b) [R] iL, ԵՏԻ Օ՛Ճ ԵՎ.

7. Օ՛ԼՏ ՏԵ.

 - (a) [D→R] DYԹՎՆ ԵՏԻ ԳԹ?
 - (b) [R] iL, Օ՛ԼՏ ՏԵ ՅԵՎ.

8. ՀԵՎԸ. DGWY.

 - (a) [D→R] Ի՞ՌՍՆ Օ՛ՀԵՎ ԴԳWY?
 - (b) [R] iL, DGWY ՀԵՎԸ Օ՛ՀԵՎ.

Sets for Someone Alone

Set 1

1. કૃત્તિવાદ.
- (a) કૃત્તિવાદ દ્યુરૂપ.
- (b) કૃત્તિવાદ ગોત્ર.
2. ઓદ્ધ.
- (a) ઓદ્ધ દ્યુત.
- (b) ઓદ્ધ ગોત્ર.
3. એગ્રા.
- (a) એગ્રા દ્યુરૂપ.
- (b) એગ્રા ગોત્ર.
4. સ્વાદ.
- (a) સ્વાદ દ્યુત.
- (b) સ્વાદ ગોત્ર.
5. દ્યુસી દ્વારા.
- (a) દ્યુસી દ્વારા દ્યુરૂપ.
- (b) દ્યુસી દ્વારા ગોત્ર.
6. ઓલસ આર્માની.
- (a) ઓલસ આર્માની દ્યુત.
- (b) ઓલસ આર્માની ગોત્ર.
7. ગુણ.
- (a) ગુણ દ્યુરૂપ.
- (b) ગુણ ગોત્ર.
8. વ્યાથ.
- (a) વ્યાથ દ્યુત.
- (b) વ્યાથ ગોત્ર.

Set 2

1. ફાઠ. દહયફ્બ. ઇન્દ્રયથ.
- (a) દહયફ્બ ફાઠ ઓહથ્બ. ઇન્દ્રયથ ફાઠ ઓહથ્બ.
2. દ્યાફ દાટથ.
- (a) દ્યાફ દાટથ દ્યુરૂપ.
- (b) દ્યાફ દાટથ ગોત્ર.
3. હ્રદસ. દહગ્વય. રાયથ.
- (a) દહગ્વય હ્રદસ ઓહથ્બ. રાયથ હ્રદસ ઓહથ્બ.
4. યિ ઓદ્ધ.
- (a) યિ ઓદ્ધ દ્યુત.
- (b) યિ ઓદ્ધ ગોત્ર.
5. કૃત્તિવાદ. દ્યુસી. થાળ્ય.
- (a) દ્યુસી કૃત્તિવાદ ઓચેથ્બ. થાળ્ય કૃત્તિવાદ ઓચેથ્બ.
6. વ્યાથ. દહબથ. ઇન્દ્રય.
- (a) દહબથ વ્યાથ ઓહથ્બ. ઇન્દ્રય વ્યાથ ઓહથ્બ.
7. ગુણ. દહબથાન્ટ. ઇન્દ્રયથ.
- (a) દહબથાન્ટ ગુણ ઓહથ્બ. ઇન્દ્રયથ ગુણ ઓહથ્બ.
8. સ્વાદ. દહફિલસ. ઇન્દ્રય.
- (a) દહફિલસ સ્વાદ ઓહથ્બ. ઇન્દ્રય સ્વાદ ઓહથ્બ.

Set 3

1. દાટથ. દગ્વય. થાળ્ય.
 - (a) દગ્વય દાટથ ઓચેથ્બ. થાળ્ય દાટથ ઓચેથ્બ.
 2. આર્માની. દબથ. રાયથ.
 - (a) દબથ આર્માની રાયથ આર્માની રાયથ.
 3. સ્વાદ. દહયફ્બ. રાયથ.
 - (a) દહયફ્બ સ્વાદ ઓહથ્બ. રાયથ સ્વાદ ઓહથ્બ.
 4. ઓથલિફ એગ્રા. દહફિલસ. ઇન્દ્રય
 - (a) દહફિલસ ઓથલિફ એગ્રા ઓહથ્બ. ઇન્દ્રય ઓથલિફ એગ્રા ઓહથ્બ.
 5. ઓદ્ધ. દહફિલસ. થાળ્ય.
 - (a) દહફિલસ ઓદ્ધ એર્માની રાયથ ઓદ્ધ એર્માની રાયથ.
6. ઓલસ ફાઠ. દબથાન્ટ. ઇન્દ્રયથ.
 - (a) દબથાન્ટ ઓલસ ફાઠ ઓચેથ્બ. ઇન્દ્રયથ ઓલસ ફાઠ ઓચેથ્બ.
 7. ઓલસ દાટ. દહબથાન્ટ. ઇન્દ્રય
 - (a) દહબથાન્ટ ઓલસ દાટ ઓહથ્બ. ઇન્દ્રય ઓલસ દાટ ઓહથ્બ.
 8. ઓથલિફ આર્માની. દહગ્વય. રાયથ.
 - (a) દહગ્વય ઓથલિફ આર્માની રાયથ ઓથલિફ આર્માની રાયથ.

Set 4

1. IrɒS.
 - (a) IrɒS DYθəf.
 - (b) IrɒS Gθəf.
2. qθ.
 - (a) qθ DYθ.
 - (b) qθ Gθ.
3. DYf Dθ.
 - (a) DYf Dθ DYθəf.
 - (b) DYf Dθ Gθəf.
4. Yʂf Hmɻl.
 - (a) Yʂf Hmɻl DYθ.
5. DYʂf Dθθ. DGWY. iɛyθ
 - (a) DGWY DYʂf Dθθ O'Gθəf. iɛyθ DYʂf Dθθ O'Gθəf.
6. ɔ'lɪs ɔ'ð. DhBθ. θɛy.
 - (a) DhBθ ɔ'lɪs ɔ'ð O'hθ. θɛy ɔ'lɪs ɔ'ð O'hθ.
7. IrɒS. DhYfθ. θɛy.
 - (a) DhYfθ IrɒS O'hθəf. θɛy IrɒS O'hθəf.
8. Yʂf Səð. Dhlɪs. iɛy.
 - (a) Dhlɪs Yʂf Səð O'ð. iɛy Yʂf Səð O'ð.

Set 5

1. hθ. DBθəðT. iɛyθ.
 - (a) DBθəðT hθ O'Gθəf. iɛyθ hθ O'Gθəf.
2. yf qθ. DBθ. ɛyθ.
 - (a) DBθ yf qθ O'ð. ɛyθ yf qθ O'ð.
3. qθ. DhGWY. iɛyθ.
 - (a) DhGWY qθ O'hθ. iɛyθ qθ O'hθ.
4. Hmɻl. DYfθ. θɛy.
 - (a) DYfθ Hmɻl O'ð. θɛy Hmɻl O'ð.
5. ɔ'lɪs Səð. DBθ. iɛy.
 - (a) DhBθəðT ɔ'lɪs O'ð O'hθ. iɛy DhBθəðT ɔ'lɪs O'ð O'hθ.
6. ɔ'lɪs HGF. DhBθ. ɛyθ
 - (a) DhBθ ɔ'lɪs HGF O'hθəf. ɛyθ O'lɪs HGF O'hθəf.
7. DYf Gəðð. Dhlɪs. iɛyθ
 - (a) Dhlɪs DYf Gəðð O'Gθəf. iɛyθ DYf Gəðð O'Gθəf.
8. yf O'ð. DhBθəðT. iɛy.
 - (a) DhBθəðT yf O'ð O'hθ. iɛy yf O'ð O'hθ.

Set 6

1. ɔ'lɪs qθ. DBθəðT. ɛyθ.
 - (a) DBθəðT ɔ'lɪs qθ O'ð. ɛyθ ɔ'lɪs qθ O'ð.
2. ɔðð.
 - (a) ɔðð DYθəf.
 - (b) ɔðð Gθəf.
3. O'ð.
 - (a) O'ð DYθ.
 - (b) O'ð Gθ.
4. ɔ'lɪs HGF.
 - (a) ɔ'lɪs HGF DYθəf.
5. Yʂf Səð.
 - (a) Yʂf Səð DYθ.
 - (b) Yʂf Səð Gθ.
6. IrɒS. Dhhɪlɪs. θɛy.
 - (a) Dhhɪlɪs IrɒS O'hθəf. θɛy IrɒS O'hθəf.
7. Dθ. DGWY. iɛy.
 - (a) DGWY Dθ O'Gθəf. iɛy Dθ O'Gθəf.
8. Hmɻl. Dhhɪlɪs. iɛyθ.
 - (a) Dhhɪlɪs Hmɻl O'hθ. iɛyθ Hmɻl O'hθ.

Set 7

1. EℳJ. DYFb. ȏYΘ.
 - (a) DYFb EℳJ O°F. ȏYΘ EℳJ O°F.
2. DYSI Cœ. DhGWY. ΘȏY
 - (a) DhGWY DYSI Cœ O'hθ°F. ΘȏY DYSI Cœ O'hθ°F.
3. O'WLF hΘ. DGWY. ȏYΘ
 - (a) DGWY O'WLF hΘ O'Gθ°F. ȏYΘ O'WLF hΘ O'Gθ°F.
4. O'WLF qΘ. DhBQ&T. iȏYΘ.
 - (a) DhBQ&T O'WLF qΘ O'h°F. iȏYΘ O'WLF qΘ O'h°F.
5. O'JF Sœ. DBΘ. ΘȏY.
 - (a) DBΘ O'JF Sœ O°F. ΘȏY O'JF Sœ O°F.
6. O'JF D°FΘ.
 - (a) O'JF D°FΘ DYθ°F.
 - (b) O'JF D°FΘ Gθ°F.
7. YSI O'œ.
 - (a) YSI O'œ DYθ°F.
 - (b) YSI O'œ Gθ°F.
8. Cœ&Θ. DhJL&. iȏY.
 - (a) DhJL& Cœ&Θ O'Gθ°F. iȏY Cœ&Θ O'Gθ°F.

DeəVəT 18

LWSŁLT DSĞEŁEŁ

SəOhEəT DəSəWəT (Grammar)

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

You were previously introduced to the special combination of L/vóY to indicate “isn’t”.

- L _____ vóY [hla _____ yi⁴gi]

When you use the Cherokee word “iL” and combine it with the special prefix “vó-” you create a negative sentence.

Examples:

- AD DÝFb. “This is an English person.”
 - AD L DÝFb vóY. “This is not an English person.”
 - L AD DÝFb vóY. “Not this English person.”
- DhGWYó. “It is only the Cherokee people.”
 - iLó DhGWY vóY. “Not only is it the Cherokee people.” ☞ Notice how the “-ó” was add to “iL” to form “not only”?
- Θ ḦYY DAGJF. “He sees that horse.”
 - L Θ ḨYY ḥAÇJF. “He doesn’t see that horse.”
- L ḫñL ÇóFó vóIrACÇJF. “It is not a good wolf I see.”
 - ḫñL, L ÇóFó vóIrACÇJF. “Good, it is not a wolf I see.”
- L O'WJF IróS vóIrACÇJF. O'JF IrACÇJF. “It is not a brown rabbit I see. I see a white one.”
 - IróS IrACÇJF. L O'WJF vóY. O'JF. “The rabbit I am seeing. It isn’t brown. It’s white.”

☞ You must use both iL and vó- together to indicate “isn’t” or “doesn’t”.

If you leave off “iL” and only use “vó-” you create a statement that sits between “is” and “isn’t”. You are indicating “if” or “maybe”.

Example:

- ÇóFó vóIrACÇJF Dó YC vóIrACÇJF. “Maybe I see wolf or maybe I see a dog.”

JAřWə (Read them)

DYAG.İ· [a²gi²gowl²ti³ha] “He sees me.”

L əYAC.İ· [hla ya²gi²gowl²ti³ha] “He doesn’t see me.”
☞ v̥- followed by D- combine and become v̥-.

GAC.İ· [ja²gowl²ti³ha] “He sees you.”

L v̥GAC.İ· [hla yi²ja²gowl²ti³ha] “He doesn’t see you.”

L G· [hla yu²³ha] “He doesn’t have it, something solid.”
☞ v̥- followed by O- combine and become G-.

L GH· [hla yu¹ni²³ha] “They don’t have it, something solid.”

L əY· [hla ya¹gi²ha] “I don’t have it, something solid.”

L v̥G· [hla yi²ja²ha] “You don’t have it, something solid.”

L G·ə [hla yu¹wa²kɑ³ha] “He doesn’t have it, something alive.”

L GH·ə [hla yu¹ni²kɑ³ha] “They don’t have it, something alive.”

L əY·ə [hla ya¹gi²kɑ³ha] “I don’t have it, something alive.”

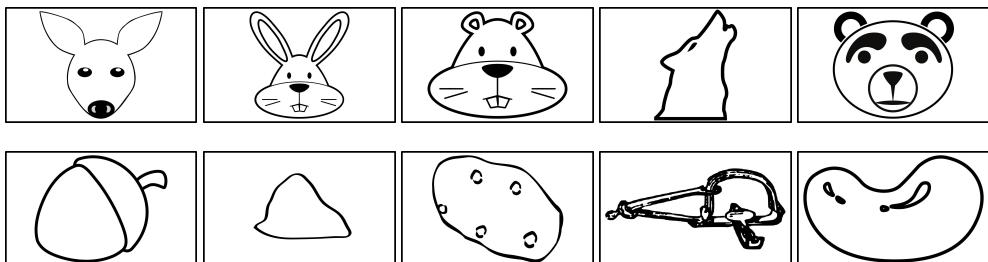
L v̥G·ə [hla yi²ja²kɑ³ha] “You don’t have it, something alive.”

HWF'S (Do them)

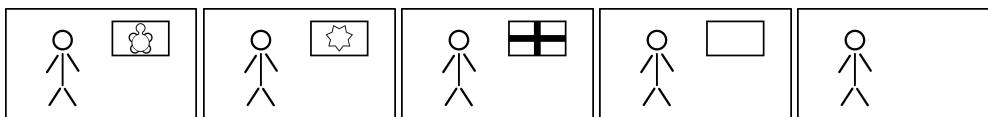
You will need the following:

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

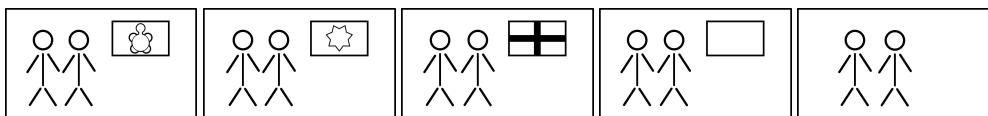
You will need to reuse the following cards from the previous chapter.



You will need to reuse the following people index cards:

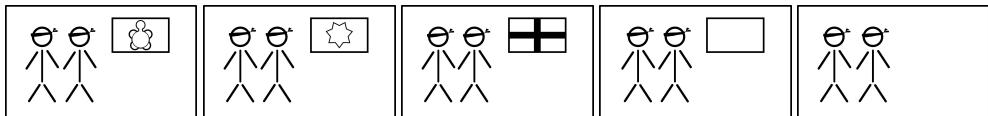
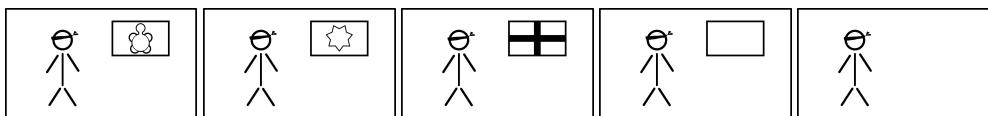


You will need to add the following people index cards:



Label each card on the reverse as follows: DhBQəv̥T, DhGWY, DhYFb, Dhf.ʃlS, DhBθ.

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



Label each card on the reverse as follows: DBΘωT, DGWY, DYFB, DhJL§, DBΘ, DhBΘωT, DhGWY, DhYFB, DhJL§, DhBΘ.

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. IrøðS.

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

- (a) [D→R] DYθøð IrøðS?
“D” asks “R”: Do I have a rabbit?
- (b) [R] ii, IrøðS GøðF.
“R” responds: Yes, you have a rabbit.

2. hΘ.

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

- (a) [D→R] DYθøðA Døθ?
“D” asks “R”: Do I have a deer?
- (b) [R] iL, hΘ GøðF.
“R” responds: No, you have a bear.

3. DΘ. DhJL§.

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

- (a) [D→R] Døð O’GøðøA DhJL§?
“D” asks “R”: Does the white person have a deer?
- (b) [R] ii, hJL§ DΘ O’GøðøF.
“R” responds: Yes, the white person has a deer.

4. O’øJF Søð.

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

- (a) [D→R] DYθøð YF qΘ?
“D” asks “R”: Do I have a red potato?
- (b) [R] iL, O’øJF Søð GøF.
“R” responds: No, you have a brown bean.

5. HGF. DBΘ.

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

- (a) [D→R] IrøðSøð O’GøðøF DBΘ?
“D” asks “R”: Does the person have a rabbit?
- (b) [R] iL, DBΘ HGF O’GøðøF.
“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. IrəS.

- (a) Select and hold a rabbit card.
- (b) Point at your self and say to your study partner IrəS DYƏF. (I have a rabbit.)
 - i. Point at your partner and say L IrəS ȽGƏF. (You don't have a rabbit.)
- (c) Place the card with your imaginary study partner.
- (d) Point at yourself and say to your partner L IrəS ȽYƏF. (I don't have a rabbit.)
 - i. Point at your partner and say IrəS GƏF. (You have a rabbit.)
- (e) Check the answer and that you are using the correct card.

2. DBØ [blind-folded]

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

3. DGWY [not-blind-folded]

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

4. fΘ. ✓ DhBØɬT. ✗ DhGWY. iəY.

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. DhBØɬT fΘ O'ḥθF. (The Native Americans have a bear.)
 - ii. iəY fΘ O'ḥθF. (They have a bear.)
- (c) Point to the Cherokee people card and say:
 - i. L DhGWY fΘ GħθF. (The Cherokee people don't have a bear.)
 - ii. L iəY fΘ GħθF. (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. ह॑ठ.
 - (a) [D→R] द्य॑ठेरे ह॑ठ?
 - (b) [R] ii, ह॑ठ ग॑ठे.
2. ह॑ठ.
 - (a) [D→R] द्य॑ठेरेा द॑ठे?
 - (b) [R] ल॑ द॑ठे व॑ठेरे.
 - (c) [R] ह॑ठ ग॑ठे.
3. उग॑रे.
 - (a) [D→R] द्य॑ठेरे उग॑रे?
 - (b) [R] ii, उग॑रे ग॑ठे.
4. उग॑रे.
 - (a) [D→R] द्य॑ठेरेा उग॑रे?
 - (b) [R] ल॑ उग॑रे व॑ठेरे.
 - (c) [R] उग॑रे ग॑ठे.
5. द॑ठे.
 - (a) [D→R] द्य॑ठेरे ग॑ठे?
 - (b) [R] ल॑ द॑ठे व॑ठेरे.
 - (c) [R] द॑ठे ग॑ठे.
6. उम॑ज.
 - (a) [D→R] द्य॑ठेरेा उम॑ज?
 - (b) [R] ii, उम॑ज ग॑ठे.
7. इर॑स.
 - (a) [D→R] द्य॑ठेरे इर॑स?
 - (b) [R] ल॑ इर॑स व॑ठेरे.
 - (c) [R] इर॑स ग॑ठे.
8. ग॑ठे.
 - (a) [D→R] द्य॑ठेरेा ग॑ठे?
 - (b) [R] ii, ग॑ठे ग॑ठे.

Set 2

1. ओँव॑रे.
 - (a) [D→R] द्य॑ठेरे उम॑ज?
 - (b) [R] ल॑ उम॑ज व॑ठेरे.
 - (c) [R] ओँव॑रे ग॑ठे.
2. स॑ठे.
 - (a) [D→R] द्य॑ठेरेा ग॑ठे?
 - (b) [R] ल॑ ग॑ठे व॑ठेरे.
 - (c) [R] स॑ठे ग॑ठे.
3. ग॑ठे.
 - (a) [D→R] द्य॑ठेरे स॑ठे?
 - (b) [R] ल॑ स॑ठे व॑ठेरे.
 - (c) [R] ग॑ठे ग॑ठे.
4. उम॑ज.
 - (a) [D→R] द्य॑ठेरेा ओँव॑रे?
 - (b) [R] ii, ओँव॑रे उम॑ज व॑ठेरे.
5. द्वि॑धा [blind-folded]
 - (a) [D] थ॑ द्वि॑धा, गा॒गा॒रेरे?
 - (b) [R] ल॑ द्वि॑धा व॑या॒गा॒रे.
6. ओ॑प॑ल॑ इर॑स. धि॑ब॑थ॑
 - (a) [D→R] धि॑ब॑थ॑ ओ॑प॑ल॑ इर॑स ओ॑ह॑ठ॑?
 - (b) [R] ii, धि॑ब॑थ॑ ओ॑प॑ल॑ इर॑स ओ॑ह॑ठ॑.
7. ओ॑ल॑स ग॑ठे. धि॑ब॑थ॑त॑
 - (a) [D→R] ि॑ल॑य॑थ॑ ओ॑ल॑स ग॑ठे ओ॑ह॑ठ॑?
 - (b) [R] ii, ि॑ल॑य॑थ॑ ओ॑ल॑स ग॑ठे ओ॑ह॑ठ॑.
8. द्य॑स॑ फ॑प॑. द्य॑प॑
 - (a) [D→R] द्य॑स॑ फ॑प॑ द्य॑स॑ फ॑प॑ ओ॑ग॑ठ॑?
 - (b) [R] ii, द्य॑प॑ द्य॑स॑ फ॑प॑ फ॑प॑ ओ॑ग॑ठ॑.

Set 3

1. ओ॑प॑ल॑ य॑स. धि॑ल॑स.
 - (a) [D→R] ि॑ल॑य॑थ॑ ओ॑प॑ल॑ य॑स ओ॑ग॑ठ॑?
 - (b) [R] ii, ि॑ल॑य॑थ॑ ओ॑प॑ल॑ य॑स ओ॑ग॑ठ॑.
2. ओ॑ल॑स उग॑रे. धि॑ल॑स.
 - (a) [D→R] धि॑ल॑सेरेा ओ॑प॑ल॑ द॑ठे ओ॑ह॑ठ॑?
 - (b) [R] ii, धि॑ल॑सेरे ओ॑ल॑स उग॑रे व॑ठेरे.
3. द्य॑स॑ ह॑ठे. धि॑य॑प॑
 - (a) [D→R] थ॑ल॑य॑ ओ॑ल॑स द॑ठे ओ॑ह॑ठ॑?
 - (b) [R] ल॑ थ॑ल॑य॑ ओ॑ल॑स द॑ठे ग॑ठे.

- (c) [R] ΘեԱ ԴՅՏԻ հԹ ՕհԹՎ.
4. ԴՅՏԻ ՀԿԹ. DBԹԹՏ.
- (a) [D→R] DBԹԹՏՆԱ ԴՅՏԻ ԴԳԸ ՕԿԹՎ?
- (b) [R] Լ DBԹԹՏ ԴՅՏԻ ԴԳԸ ՀԿԹՎ.
- (c) [R] DBԹԹՏ ԴՅՏԻ ՀԿԹ ՕԿԹՎ.
5. ՕՄՏ ԵՐԲ. DGWY.
- (a) [D→R] ԱՌԵԱ ԴՅՏԻ ԴԳ ՕԿԹՎ?
- (b) [R] Լ ԱՌԵԱ ԴՅՏԻ ԴԳ ՀԿԹՎ.
- (c) [R] ԱՌԵԱ ՕՄՏ ԵՐԲ ՕԿԹՎ.
6. ՕՄԼԻ ԽԹՏ. DhGWY.
- (a) [D→R] DhGWYՆԱ ՕՄԼԻ հԹ ՕհԹՎ?
- (b) [R] DhGWY ՕՄԼԻ ԽԹՏ ՕԿԹՎ.
- (c) [R] DhGWY ՕՄԼԻ ԽԹՏ ՕԿԹՎ.
7. ՕՄԼԻ ԴԳԸ. DhBԹ.
- (a) [D→R] ԱՌԵԱ ՕՄԼԻ ԵՐԲ ՕԿԹՎ?
- (b) [R] Լ ԱՌԵԱ ՕՄԼԻ ԵՐԲ ՀԿԹՎ.
- (c) [R] ԱՌԵԱ ՕՄԼԻ ԴԳԸ ՕԿԹՎ.
8. ՕՄՏ ԽԹՏ. DGWY.
- (a) [D→R] DGWYՆԱ ՕՄՏ ՀԿԹ ՕԿԹՎ?
- (b) [R] Լ DGWY ՕՄՏ ՀԿԹ ՕԿԹՎ.
- (c) [R] DGWY ՕՄՏ ԽԹՏ ՕԿԹՎ.

Set 4

1. ԴՅՏԻ ԴԳ. DBԹ.
- (a) [D→R] DBԹՆԱ ԴՅՏԻ հԹ ՕԿԹՎ?
- (b) [R] Լ DBԹ ԴՅՏԻ հԹ ՀԿԹՎ.
- (c) [R] DBԹ ԴՅՏԻ ԴԳ ՕԿԹՎ.
2. ԴՅՏԻ ԽԹՏ. DYFB.
- (a) [D→R] ԱՌԵԱ ՕՄԼԻ հԹ ՕԿԹՎ?
- (b) [R] Լ ԱՌԵԱ ՕՄԼԻ հԹ ՀԿԹՎ.
- (c) [R] ԱՌԵԱ ԴՅՏԻ ԽԹՏ ՕԿԹՎ.
3. ՕՄԼԻ ԴԳԸ. DhHԼՏ.
- (a) [D→R] ԱՌԵԱ ՕՄԼԻ ՀԿԹ ՕԿԹՎ?
- (b) [R] Լ ԱՌԵԱ ՕՄԼԻ ՀԿԹ ՀԿԹՎ.
- (c) [R] ԱՌԵԱ ՕՄԼԻ ԴԳԸ ՕԿԹՎ.
4. ԵՏԻ ՕՐ. DhYFB.
- (a) [D→R] DhYFBՆԱ ԵՏԻ ՕՐ ՕհՎ?
- (b) [R] ii, DhYFB ՕՄԼԻ ԵՏԻ ՕՐ ՕհՎ.
- (c) [R] ii, DhYFB ՕՄԼԻ ԵՏԻ ՕՐ ՕհՎ.
5. ՕՄՏ ՏԺ. DhGWY.
- (a) [D→R] DhGWYՆԱ ՕՄՏ ՏԺ ՕհՎ?
- (b) [R] ii, DhGWY ՕՄՏ ՏԺ ՕհՎ.
6. ՕՄԼԻ ՕՐ. DBԹԹՏ.
- (a) [D→R] DBԹԹՏՆԱ ՕՄԼԻ ՕՐ ՕՎ?
- (b) [R] ii, DBԹԹՏ ՕՄԼԻ ՕՐ ՕՎ.
7. ՕՄԼԻ ՏԺ. DYFB.
- (a) [D→R] DYFBՆԱ ՕՄԼԻ ՏԺ ՕՎ?
- (b) [R] ii, DYFB ՕՄԼԻ ՏԺ ՕՎ.
8. ԵՏԻ ՕՐ. DhHԼՏ.
- (a) [D→R] DhHԼՏՆԱ ՕՄԼԻ ԵՐՋ ՕհՎ?
- (b) [R] Լ DhHԼՏ ՕՄԼԻ ԵՐՋ ՀԿԹՎ.
- (c) [R] DhHԼՏ ԵՏԻ ՕՐ ՕհՎ.

Set 5

1. ՕՄՏ ՊԹ. DhBԹԹՏ.
- (a) [D→R] DhBԹԹՏՆԱ ՕՄԼԻ ՏԺ ՕՎ?
- (b) [R] Լ DhBԹԹՏ ՕՄԼԻ ՏԺ ՀԿԹՎ.
- (c) [R] DhBԹԹՏ ՕՄՏ ՊԹ ՕՎ.
2. ՕՄՏ ՊԹ. DBԹԹՏ.
- (a) [D→R] DBԹԹՏՆԱ ԵՏԻ ՏԺ ՕՎ?
- (b) [R] Լ DBԹԹՏ ԵՏԻ ՏԺ ՀԿԹՎ.
- (c) [R] DBԹԹՏ ՕՄՏ ՊԹ ՕՎ.
3. ՕՄԼԻ ՕՐ. DhHԼՏ.
- (a) [D→R] DhHԼՏՆԱ ՕՄԼԻ ԵՐՋ ՊԹ ՕՎ?
- (b) [R] Լ DhHԼՏ ՕՄԼԻ ԵՐՋ ՀԿԹՎ.
- (c) [R] DhHԼՏ ՕՄԼԻ ԵՐՋ ՊԹ ՕՎ.
4. ԵՏԻ ՏԺ. DhYFB.
- (a) [D→R] DhYFBՆԱ ԵՏԻ ՏԺ ՕհՎ?
- (b) [R] Լ DhYFB ԵՏԻ ՏԺ ՀԿԹՎ.
- (c) [R] DhYFB ԵՏԻ ՏԺ ՕհՎ.
5. ՕՄԼԻ ԵՐՋ. DhBԹ.
- (a) [D→R] DhBԹԹՏՆԱ ՕՄԼԻ ԵՐՋ ՊԹ ՕՎ?

- (b) [R] L DhBΘ O'ΛΣ qΘ G'hΦ.
 (c) [R] DhBΘ O'ΛΛJF ΕΓΛ O'ΛΦ.
6. O'ΛΣ Sω. DGWY.
 (a) [D→R] DGWYΛ YΣI qΘ O'Λ?
 (b) [R] L DGWY YΣI qΘ G'Φ.
 (c) [R] DGWY O'ΛΣ Sω O'Λ.
7. YΣI ΕΓΛ. DBΘ.

Set 6

1. DGWY [not-blind-folded]
 (a) [D] Θ DGWY, GAGΛJF?
 (b) [R] ii, DGWY DYAGΛJF.
2. O'ΛΣ ΛΦ. DhBΘ Df' DhΛΛΣ.
 (a) [D→R] ΛΥΘΛΑ O'ΛΣ ΛΦ O'ΛθΦ?
 (b) [R] ii, ΛΥΘ O'ΛΣ ΛΦ O'ΛθΦ.
3. DYΣI ΛΦ. DhBΘΛT Df' DhYΦB.
 (a) [D→R] iΛΥΛ DYΣI ΛΦ O'ΛθΦ?
 (b) [R] ii, iΛΥ DYΣI ΛΦ O'ΛθΦ.
4. O'ΛΛJF ΙΓΡ. DhΛΛΣ Df' DBΘ.
 (a) [D→R] ΘΛΥΛΑ O'ΛΛJF ΙΓΡ O'ΛθΦ?
 (b) [R] ii, ΘΛΥ O'ΛΛJF ΙΓΡ O'ΛθΦ.
5. O'ΛΣ ΛΦ. DBΘΛT Df' DYΦB.
- (a) [D→R] iΛΥΛ O'ΛΣ ΛΦ O'ΛθΦ?
 (b) [R] L iΛΥ ΛΦ O'ΛΣ ΛΦ O'ΛθΦ.
- (c) [R] iΛΥ ΛΦ O'ΛΣ ΛΦ O'ΛθΦ?
6. O'ΛΣ ΗΓΡ. DhBΘ Df' DhGWY.
 (a) [D→R] iΛΥΛ O'ΛΣ DΘ O'ΛθΦ?
 (b) [R] L iΛΥ ΛΦ O'ΛΣ DΘ G'hΦ.
 (c) [R] iΛΥ ΛΦ O'ΛΣ ΗΓΡ O'ΛθΦ.
7. DYΣI ΛΦ. DhBΘΛT Df' DhΛΛΣ.
 (a) [D→R] ΛΥΘΛΑ DYΣI ΙΛΛS O'ΛθΦ?
 (b) [R] L ΛΥΘ DYΣI ΙΛΛS G'hΦ.
 (c) [R] ΛΥΘ DYΣI ΛΦ O'ΛθΦ.
8. O'ΛΛJF ΗΓΡ. DGWY Df' DYΦB.
 (a) [D→R] ΛΥΘΛ O'ΛΛJF DΦΘ O'ΛθΦ?
 (b) [R] L ΛΥΘ O'ΛΛJF DΦΘ G'hΦ.
 (c) [R] ΛΥΘ O'ΛΛJF ΗΓΡ O'ΛθΦ.

Set 7

1. DYΣI hΘ. DGWY Df' DBΘ.
 (a) [D→R] iΛΥΛΑ DYΣI DΘ O'ΛθΦ?
 (b) [R] L iΛΥ ΛΦ DYΣI DΘ G'hΦ.
 (c) [R] iΛΥ ΛΦ hΘ O'ΛθΦ.
2. O'ΛΛJF ΙΛΛS. DhBΘΛT Df' DhGWY.
 (a) [D→R] iΛΥΛ O'ΛΣ ΗΓΡ O'ΛθΦ?
 (b) [R] L iΛΥ O'ΛΣ ΗΓΡ G'hΦ.
 (c) [R] iΛΥ O'ΛΛJF ΙΛΛS O'ΛθΦ.
3. O'ΛΣ DΦΘ. DhBΘ Df' DhYΦB.
 (a) [D→R] ΘΛΥΛΑ DYΣI ΛΦ O'ΛθΦ?
 (b) [R] L ΘΛΥ DYΣI ΛΦ G'hΦ.
 (c) [R] ΘΛΥ O'ΛΣ DΦΘ O'ΛθΦ.
4. O'ΛΣ DΦΘ. DhΛΛΣ Df' DYΦB.
 (a) [D→R] iΛΥΛ O'ΛΣ hΘ O'ΛθΦ?
 (b) [R] L iΛΥ ΛΦ O'ΛΣ hΘ G'hΦ.
- (c) [R] iΛΥ ΛΦ O'ΛΣ DΦΘ O'ΛθΦ?
5. DYΣI DΦΘ. DBΘΛT Df' DBΘ.
 (a) [D→R] iΛΥΛΑ O'ΛΛJF ΛΦ O'ΛθΦ?
 (b) [R] L iΛΥ O'ΛΛJF ΛΦ G'hΦ.
 (c) [R] iΛΥ DYΣI DΦΘ O'ΛθΦ.
6. DBΘ [blind-folded]
 (a) [D] Θ DBΘ, GAGΛJF?
 (b) [R] L DBΘ ΛΥAGΛJF.
7. O'ΛΛJF hΘ. DhBΘΛT.
 (a) [D→R] DhBΘΛTΛ O'ΛΛJF hΘ O'ΛθΦ?
 (b) [R] ii, DhBΘΛT O'ΛΛJF hΘ O'ΛθΦ.
8. DYΣI ΙΛΛS. DhGWY.
 (a) [D→R] ΛΥΘΛΑ DYΣI ΙΛΛS O'ΛθΦ?
 (b) [R] ii, ΛΥΘ DYΣI ΙΛΛS O'ΛθΦ.

Set 8

1. Օ՛ԱՏ ՀԵՎԸ. ԴԻԱԼՏ.
 - (a) [D→R] ԴԻԱԼՏՆ Օ՛ԱՏ ՀԵՎԸ Օ՛ԿԵԹՎ?
 - (b) [R] ii, ԴԻԱԼՏ Օ՛ԱՏ ՀԵՎԸ Օ՛ԿԵԹՎ.
2. Օ՛ՍՄԱՐ ՔՑ. ԾԲԹՎՏ.
 - (a) [D→R] ԽԵՎԹՆ Օ՛ՍՄԱՐ ՔՑ Օ՛ԿԵԹՎ?
 - (b) [R] ii, ԽԵՎԹ Օ՛ՍՄԱՐ ՔՑ Օ՛ԿԵԹՎ.
3. Օ՛ԱՏ հԹ. ԾԻԱԼՏ.
 - (a) [D→R] ԾԻԱԼՏՆ Օ՛ԱՏ հԹ Օ՛ԿԵԹՎ?
 - (b) [R] i, ԾԻԱԼՏ Օ՛ԱՏ հԹ ԾԿԵԹՎ.
 - (c) [R] ԾԻԱԼՏ Օ՛ԱՏ հԹ Օ՛ԿԵԹՎ.
4. Օ՛ՍՄԱՐ ԵԳԲ. ԾԻԲԹՎՏ.
 - (a) [D→R] ԽԵՎԹՆ Օ՛ՍՄԱՐ ԵԳԲ Օ՛ԿԵԹՎ?
 - (b) [R] i, ԽԵՎԹ Օ՛ՍՄԱՐ ԵԳԲ ԾԿԵԹՎ.
 - (c) [R] ԽԵՎԹ Օ՛ՍՄԱՐ ԵԳԲ Օ՛ԿԵԹՎ.
5. ԾԵՏ հԹ. ԾԲԹՎՏ.
 - (a) [D→R] ԽԵՎԹՆ ԾԵՏ Ի՛ՌԵՏ Օ՛ԿԵԹՎ?
 - (b) [R] i, ԽԵՎԹ ԾԵՏ Ի՛ՌԵՏ ԾԿԵԹՎ.
 - (c) [R] ԽԵՎԹ ԾԵՏ Ի՛ՌԵՏ Օ՛ԿԵԹՎ.
6. Օ՛ՍՄԱՐ ՀԵՎԸ. ԾԵՐԲ.
 - (a) [D→R] ԽԵՎԹՆ Օ՛ՍՄԱՐ ՀԵՎԸ ԾԵՐԲ Օ՛ԿԵԹՎ?
 - (b) [R] i, ԽԵՎԹ Օ՛ՍՄԱՐ ՀԵՎԸ ԾԵՐԲ ԾԿԵԹՎ.
 - (c) [R] ԽԵՎԹ Օ՛ՍՄԱՐ ՀԵՎԸ ԾԵՐԲ Օ՛ԿԵԹՎ.
7. Օ՛ԱՏ ԴՎԸ. ԾԻԱԼՏ.
 - (a) [D→R] ԾԻԱԼՏՆ Օ՛ԱՏ ԴՎԸ ԵԳԲ Օ՛ԿԵԹՎ?
 - (b) [R] i, ԾԻԱԼՏ Օ՛ԱՏ ԴՎԸ ԵԳԲ ԾԿԵԹՎ.
 - (c) [R] ԾԻԱԼՏ Օ՛ԱՏ ԴՎԸ ԵԳԲ Օ՛ԿԵԹՎ.
8. ԾԵՏ Ի՛ՌԵՏ. ԾԵՐԲ.
 - (a) [D→R] ԵՎԵՎԹՆ Օ՛ԱՏ ԾԵՏ Ի՛ՌԵՏ Օ՛ԿԵԹՎ?
 - (b) [R] i, ԵՎԵՎԹ Օ՛ԱՏ ԾԵՏ Ի՛ՌԵՏ ԾԿԵԹՎ.
 - (c) [R] ԵՎԵՎԹ ԾԵՏ Ի՛ՌԵՏ Օ՛ԿԵԹՎ.

Sets for Someone Alone

Set 1

1. ՀԵՎԸ.
 - (a) ՀԵՎԸ ԾԵՐԲ. Լ ՀԵՎԸ ՎԵՐՅԵՎ.
 - (b) Լ ՀԵՎԸ ԽԵՎԹ. ՀԵՎԸ ԵԹԵՎ.
2. Օ՛ՋԸ.
 - (a) Օ՛ՋԸ ԾԵՐԲ. Լ Օ՛ՋԸ ՎԵՐՅԵՎ.
 - (b) Լ Օ՛ՋԸ ԽԵՎԹ. Օ՛ՋԸ ԵԹԵՎ.
3. հԹ.
 - (a) հԹ ԾԵՐԲ. Լ հԹ ՎԵՐՅԵՎ.
 - (b) Լ հԹ ԽԵՎԹ. հԹ ԵԹԵՎ.
4. զԹ.
 - (a) զԹ ԾԵՐԲ. Լ զԹ ՎԵՐՅԵՎ.
 - (b) Լ զԹ ԽԵՎԹ. զԹ ԵԹԵՎ.
5. ԾԵՐԲ ԴՅ.
6. Օ՛ԱՏ ՏՃ.
 - (a) Օ՛ԱՏ ՏՃ ԾԵՐԲ. Լ Օ՛ԱՏ ՏՃ ՎԵՐՅԵՎ.
 - (b) Լ Օ՛ԱՏ ՏՃ ԽԵՎԹ. Օ՛ԱՏ ՏՃ ԵԹԵՎ.
7. ԵԳԲ.
 - (a) ԵԳԲ ԾԵՐԲ. Լ ԵԳԲ ՎԵՐՅԵՎ.
 - (b) Լ ԵԳԲ ԽԵՎԹ. ԵԳԲ ԵԹԵՎ.
8. ԵՐՋ.
 - (a) ԵՐՋ ԾԵՐԲ. Լ ԵՐՋ ՎԵՐՅԵՎ.
 - (b) Լ ԵՐՋ ԽԵՎԹ. ԵՐՋ ԵԹԵՎ.

Set 2

1. ԾԲԹՎՏ [blind-folded]
 - (a) [D] Թ ԾԲԹՎՏ, ԿԱՀԱՀԵՎԸ?
 - (b) [R] i, ԾԲԹՎՏ ԿԱՀԱՀԵՎԸ.
2. ԾԵՏ ՀԵՎԸ.
 - (a) ԾԵՏ ՀԵՎԸ ԾԵՐԲ. Լ ԾԵՏ ՀԵՎԸ ՎԵՐՅԵՎ.
 - (b) Լ ԾԵՏ ՀԵՎԸ ԽԵՎԹ. ԾԵՏ ՀԵՎԸ ԵԹԵՎ.

3. DfJls [blind-folded]

- (a) [D] Θ DfJls, GAGJlF?
- (b) [R] L DfJls wYAGJlF.

4. YF HmJ.

- (a) YF HmJ DYF. L YF HmJ wGf.
- (b) L YF HmJ wYf. YF HmJ Gf.

5. DGWY [not-blind-folded]

- (a) [D] Θ DGWY, GAGJlF?
- (b) [R] ii, DGWY DYAGJlF.

6. DBΘ [blind-folded]

- (a) [D] Θ DBΘ, GAGJlF?
- (b) [R] L DBΘ wYAGJlF.

7. IrnS. ✓ DhBΘwT. ✗ DhYFb. iøyθ.

- (a) DhBΘwT IrnS O'hθf. iøyθ IrnS O'hθf.
- (b) L DhYFb IrnS Ghθf. L iøyθ IrnS Ghθf.

8. DYFb [not-blind-folded]

- (a) [D] Θ DYFb, GAGJlF?
- (b) [R] ii, DYFb DYAGJlF.

Set 3

1. DfΘ. ✓ DhBΘ. ✗ DhfJls. θøy.

- (a) DhBΘ DfΘ O'Gθf. θøy DfΘ O'Gθf.
- (b) L DhfJls DfΘ Ghθf. L θøy DfΘ Ghθf.

2. DfΘ. ✓ DBΘ. ✗ DYFb. iøy.

- (a) DBΘ DfΘ O'Gθf. iøy DfΘ O'Gθf.
- (b) L DYFb DfΘ Ghθf. L iøy DfΘ Ghθf.

3. EGf. ✓ DhBΘ. ✗ DhGWY. øyθ.

- (a) DhBΘ EGf O'hθf. øyθ EGf O'hθf.
- (b) L DhGWY EGf Ghθf. L øyθ EGf Ghθf.

4. IrnS. ✗ DhBΘwT. ✓ DhYFb. iøy.

- (a) DhYFb IrnS O'hθf. iøy IrnS O'hθf.
- (b) L DhBΘwT IrnS Ghθf. L iøy IrnS Ghθf.

5. Gw. ✓ DBΘwT. ✗ DGWY. θøy.

- (a) DBΘwT Gw O'Gθf. θøy Gw O'Gθf.
- (b) L DGWY Gw Ghθf. L θøy Gw Ghθf.

6. Gw. ✗ DhBΘwT. ✓ DhGWY. øyθ.

- (a) DhGWY Gw O'Gθf. øyθ Gw O'Gθf.
- (b) L DhBΘwT Gw Ghθf. L øyθ Gw Ghθf.

7. DΘ. ✗ DBΘ. ✓ DfJls. iøyθ.

- (a) DfJls DΘ O'Gθf. iøyθ DΘ O'Gθf.
- (b) L DBΘ DΘ Ghθf. L iøyθ DΘ Ghθf.

8. fΘ. ✗ DhBΘ. ✓ DhfJls. θøy.

- (a) DhfJls fΘ O'hθf. θøy fΘ O'hθf.
- (b) L DhBΘ fΘ Ghθf. L θøy fΘ Ghθf.

Set 4

1. O'w. ✓ DhBΘwT. ✗ DhYFb. iøyθ.

- (a) DhBΘwT O'w O'hθf. iøyθ O'w O'hθf.
- (b) L DhYFb O'w Ghθf. L iøyθ O'w Ghθf.

2. Gw. ✗ DBΘwT. ✓ DYFb. øy.

- (a) DYFb Gw O'Gθf. øy Gw O'Gθf.
- (b) L DBΘwT Gw Ghθf. L øy Gw Ghθf.

3. Sø. ✓ DhBΘ. ✗ DhfJls. iøy.

- (a) DhBΘ Sø O'hθf. iøy Sø O'hθf.
- (b) L DhfJls Sø Ghθf. L iøy Sø Ghθf.

4. qΘ. ✓ DBΘwT. ✗ DGWY. θøy.

- (a) DBΘwT qΘ O'qf. θøy qΘ O'qf.
- (b) L DGWY qΘ Ghθf. L θøy qΘ Ghθf.

5. qΘ. ✓ DhBΘwT. ✗ DhGWY. iøy.

- (a) DhBΘwT qΘ O'hθf. iøy qΘ O'hθf.
- (b) L DhGWY qΘ Ghθf. L iøy qΘ Ghθf.

6. ErmJ. ✗ DhBΘ. ✓ DhGWY. iøyθ.

- (a) DhGWY ErmJ O'hθf. iøyθ ErmJ O'hθf.
- (b) L DhBΘ ErmJ Ghθf. L iøyθ ErmJ Ghθf.

7. Sø. ✓ DBΘ. ✗ DfJls. øyθ.

- (a) DBΘ Sø O'qf. øyθ Sø O'qf.
- (b) L DfJls Sø Ghθf. L øyθ Sø Ghθf.

8. O'w. ✗ DhBΘ. ✓ DhfJls. øyθ.

- (a) DhfJls O'w O'hθf. øyθ O'w O'hθf.
- (b) L DhBΘ O'w Ghθf. L øyθ O'w Ghθf.

Set 7

1. O³UJL¹ E³UJ¹. ✓ DBΘ. ✗ DhUJ¹. i³UY.
 - (a) DBΘ O³UJ¹ E³UJ¹ O³U. i³UY O³UJ¹ E³UJ¹ O³U.
 - (b) L DhUJ¹ O³UJ¹ E³UJ¹ G³U. L i³UY O³UJ¹ E³UJ¹ G³U.
 2. Y³I¹ O³U. ✓ DhBΘ³T. ✗ DhY³P¹. i³UY.
 - (a) DhBΘ³T Y³I¹ O³U O³h¹. i³UY Y³I¹ O³U O³h¹.
 - (b) L DhY³P¹ Y³I¹ O³U G³h¹. L i³UY Y³I¹ O³U G³h¹. 3. Y¹ q³U. ✓ DBΘ³T. ✗ DGWY. Th³U.
 - (a) DBΘ³T Y¹ q³U O³U. Th³U Y¹ q³U O³U.
 - (b) L DGWY Y¹ q³U G³U. L Th³U Y¹ q³U G³U. 4. O³U¹ S³U. ✗ DhBΘ. ✓ DhGWY. i³UY.
 - (a) DhGWY O³U¹ S³U O³h¹. i³UY O³U¹ S³U O³h¹.
 - (b) L DhBΘ O³U¹ S³U G³h¹. L i³UY O³U¹ S³U G³h¹. 5. Y¹ E³UJ¹. ✓ DBΘ. ✗ DhUJ¹. i³UY.
- (a) DBΘ Y¹ E³UJ¹ O³U. i³UY Y¹ E³UJ¹ O³U.
 - (b) L DhUJ¹ Y¹ E³UJ¹ G³U. L i³UY Y¹ E³UJ¹ G³U.
6. O³UJ¹ q³U. ✗ DhBΘ³T. ✓ DhGWY. i³UY.
- (a) DhGWY O³UJ¹ q³U O³h¹. i³UY O³UJ¹ q³U O³h¹.
 - (b) L DhBΘ³T O³UJ¹ q³U G³h¹. L i³UY O³UJ¹ q³U G³h¹.
7. O³U¹ S³U. ✗ DBΘ³T. ✓ DY³P¹. Th³U.
- (a) DY³P¹ O³U¹ S³U O³U. Th³U O³U¹ S³U O³U.
 - (b) L DBΘ³T O³U¹ S³U G³U. L Th³U O³U¹ S³U G³U.
8. Y³I¹ S³U. ✗ DhBΘ³T. ✓ DhUJ¹. i³UY.
- (a) DhUJ¹ Y³I¹ S³U O³h¹. i³UY Y³I¹ S³U O³h¹.
 - (b) L DhBΘ³T Y³I¹ S³U G³h¹. L i³UY Y³I¹ S³U G³h¹.

Set 8

1. O³U¹ q³U. ✗ DBΘ. ✓ DY³P¹. i³UY.
 - (a) DY³P¹ O³U¹ q³U O³U. i³UY O³U¹ q³U O³U.
 - (b) L DBΘ O³U¹ q³U G³U. L i³UY O³U¹ q³U G³U. 2. O³U¹ D³U.
 - (a) O³U¹ D³U DY³U. L O³U¹ D³U G³U.
 - (b) L O³U¹ D³U G³U. O³U¹ D³U G³U. 3. Y³I¹ O³U.
 - (a) Y³I¹ O³U DY³U. L Y³I¹ O³U G³U.
 - (b) L Y³I¹ O³U G³U. Y³I¹ O³U G³U. 4. DBΘ [not-blind-folded]
 - (a) [D] Θ DBΘ, GA³UJ¹?
 - (b) [R] ii, DBΘ DYAG³UJ¹.
5. Ir³S. ✓ DBΘ³T. ✗ DhUJ¹. Th³U.
 - (a) DBΘ³T Ir³S O³U. Th³U Ir³S O³U.
 - (b) L DhUJ¹ Ir³S G³U. L Th³U Ir³S G³U. 6. G³U. ✗ DBΘ. ✓ DGWY. i³UY.
 - (a) DGWY G³U O³U. i³UY G³U O³U.
 - (b) L DBΘ G³U G³U. L i³UY G³U G³U. 7. E³UJ¹. ✓ DBΘ³T. ✗ DhUJ¹. i³UY.
 - (a) DBΘ³T E³UJ¹ O³U. i³UY E³UJ¹ O³U.
 - (b) L DhUJ¹ E³UJ¹ G³U. L i³UY E³UJ¹ G³U. 8. O³U. ✗ DBΘ³T. ✓ DY³P¹. i³UY.
 - (a) DY³P¹ O³U O³U. i³UY O³U O³U.
 - (b) L DBΘ³T O³U G³U. L i³UY O³U G³U.

De^ñVAT 19

FIΛWSŁT DSGLƏL

SHƏLET DSW&T (Grammar)

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

The following two new bound pronouns are used in this lesson.

- They ... me.
 - EY-, ET- (gv²gi-, gv²gw-)
- They ... you.
 - FG- (ge²ja-)

JAΡΩ (Read them)

EYAGI [gv²gi²gowl²tı̃ha] “They see me.”

L ȢEYAGI [hla yi²gv²gi²gowl²tı̃ha] “They don’t see me.”

SOT [du²³ha] “He has them, some solid things.”

SHOT [du¹ni²³ha] “They have them, some solid things.”

LYOT [da¹gi²ha] “I have them, some solid things.”

SGOT [de²ja²ha] “You have them, some solid things.”

L ȢSOT [hla yi²du²³ha] “He doesn’t have them, some solid things.”

L ȢSHOT [hla yi²du¹ni²³ha] “They don’t have them, some solid things.”

L ȢLYOT [hla yi²da²gi²ha] “I don’t have them, some solid things.”

L ȢJGOT [hla yi²di²ja²ka³ha] “You don’t have them, some solid things.”

FGACI [ge²ja²gowl²tı̃ha] “They see you.”

L ȢFGACI [hla yi²ge²ja²gowl²tı̃ha] “They don’t see you.”

SGOT [du¹wa²ka³ha] “He has them, some alive things.”

SHOT [du¹ni²ka³ha] “They have them, some alive things.”

LYOT [da¹gi²ka³ha] “I have them, some alive things.”

SGOT [de²ja²ka³ha] “You have them, some alive things.”

L ȢSGOT [hla yi²du¹wa²ka³ha] “He doesn’t have them, some alive things.”

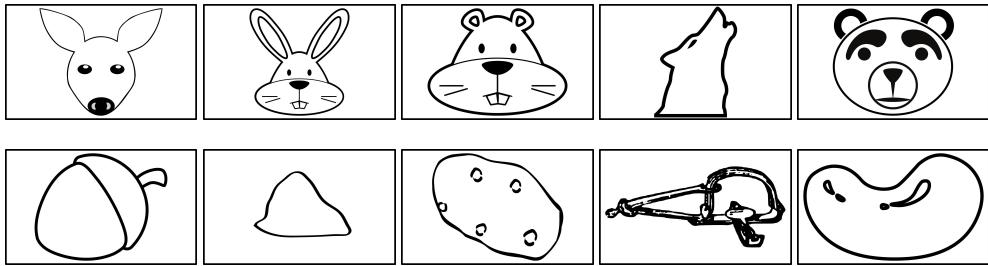
L ȢSHOT [hla yi²du¹ni²ka³ha] “They don’t have them, some alive things.”

L ȢLYOT [hla yi²da²gi²ka³ha] “I don’t have them, some alive things.”

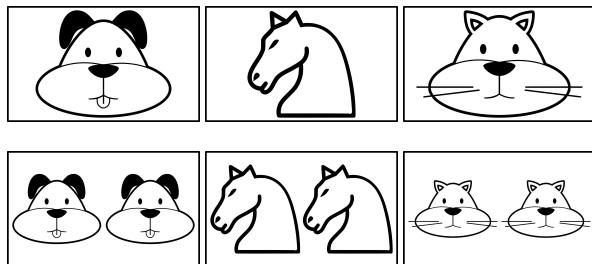
L ȢJGOT [hla yi²di²ja²ka³ha] “You don’t have them, some alive things.”

HW^{RS} (Do them)

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

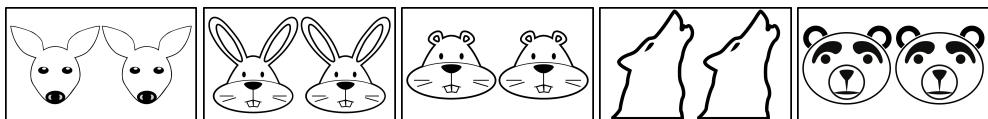


You will need to add three each of the following cards. Color the first set of each brown. Color the second set of each red. Leave the third set of each white.



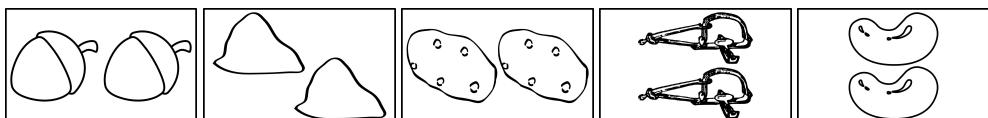
Label each card on the reverse as follows: O^WJF YC, O^WJF FPF, O^WJF &H, JZJF YC, JZJF FPF, JZJF &H, DYSF YC, DYSF FPF, DYSF &H, DhYSF YC, DhYSF FPF, DhYSF &H, O^LS YC, O^LS FPF, O^LS &H, O^hL^S YC, O^hL^S FPF, O^hL^S &H.

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.



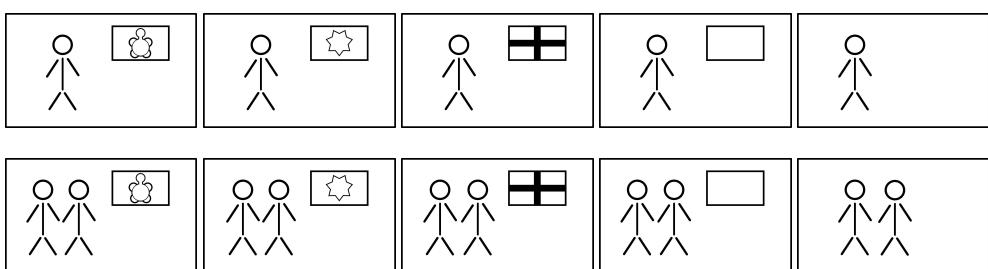
Label each card on the reverse as follows: JZJF D^O, JZJF Ir&S, JZJF EGF, JZJF G&W, JZJF h^O, DhYSF D^O, DhYSF Ir&S, DhYSF EGF, DhYSF G&W, DhYSF h^O, O^hL^S D^O, O^hL^S Ir&S, O^hL^S EGF, O^hL^S G&W, O^hL^S h^O.

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.

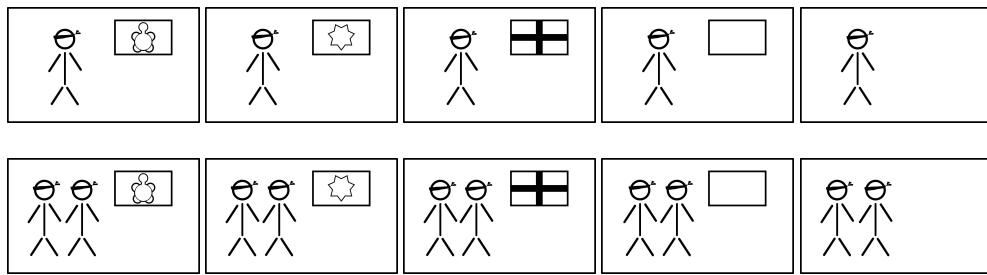


Label each card on the reverse as follows: J^WJF J^O, J^WJF O^{&H}, J^WJF q^O, J^WJF L&R^O, J^WSF S^{&H}, JYSF J^O, JYSF O^{&H}, JYSF q^O, JYSF L&R^O, JYSF S^{&H}, J^LS J^O, J^LS O^{&H}, J^LS q^O, J^LS L&R^O, J^LS S^{&H}.

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. IrōS.

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

(a) [D→R] DYōtō IrōS?

“D” asks “R”: Do I have a rabbit?

(b) [R] ii, IrōS Gōt.

“R” responds: Yes, you have a rabbit.

2. Wō O’w.

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

(a) [D→R] LYōtō O’w?

“D” asks “R”: Do I have rocks?

(b) [R] ii, O’w SGt.

“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. IrōS.

(a) Select and hold a rabbit card.

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

- i. Point at your partner and say **L IrəS vəGəf**. (You don't have a rabbit.)
 - (c) Place the card with your imaginary study partner.
 - (d) Point at yourself and say to your partner **L IrəS əYəθəf**. (I don't have a rabbit.)
 - i. Point at your partner and say **IrəS Gəf**. (You have a rabbit.)
 - (e) Check the answer and that you are using the correct card.
2. **Wf qθ. ✓ DhBəwT. ✗ DhGWY. Θəy.**
 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. **DhBəwT qθ Shəf**. (The Native Americans have potatoes.)
 - ii. **Θəy qθ Shəf**. (They have potatoes.)
 - (c) Point to the Cherokee people card and say:
 - i. **L DhGWY qθ vəShəf**. (The Cherokee people don't have potatoes.)
 - ii. **L Θəy qθ vəShəf**. (They don't have potatoes.)
 - (d) Check the answer and that you are using the correct cards.

☞ Use the “Sets for Someone Alone” section for your exercises.

Sets for Groups

☞ The following contains both review material from previous lessons and new material from this lesson.

Set 1

1. **ΗGP.**
 - (a) [D→R] DYəθəfən ΗGP?
 - (b) [R] ii, ΗGP Gəf.
2. **DəθQ.**
 - (a) [D→R] DYəθəfənA FPF?
 - (b) [R] L FPF vəGəf.
 - (c) [R] DəθQ Gəf.
3. **Dθ.**
 - (a) [D→R] DYəθəfən Dθ?
 - (b) [R] ii, Dθ Gəf.
4. **IrəS.**
 - (a) [D→R] DYəθəfən əθθ?
 - (b) [R] L əθθ vəGəf.
 - (c) [R] IrəS Gəf.
5. **Səθ.**
 - (a) [D→R] DYəθəfənA Səθ?
 - (b) [R] ii, Səθ Gəf.
6. **Ovə.**
 - (a) [D→R] DYəθəfən ΘəyJ?
 - (b) [R] L ΘəyJ vəGəf.
 - (c) [R] Ovə Gəf.
7. **qθ.**
 - (a) [D→R] DYəθəfənA qθ?
 - (b) [R] ii, qθ Gəf.
8. **qθ.**
 - (a) [D→R] DYəθəfən Səθ?
 - (b) [R] L Səθ vəGəf.
 - (c) [R] qθ Gəf.
9. **Wf Səθ.**
 - (a) [D→R] LYəθəfənA Səθ?
 - (b) [R] ii, Səθ Gəf.
10. **DhWf IrəS.**
 - (a) [D→R] LYəθəfən IrəS?
 - (b) [R] ii, IrəS əGəf.

Set 2

1. WF Orə.
 - (a) [D→R] LYƏFƏA JƏRƏJ?
 - (b) [R] L JƏRƏJ ƏLGƏT.
 - (c) [R] Orə SGƏT.
2. WF Səə.
 - (a) [D→R] LYƏFƏ Əθ?
 - (b) [R] L Əθ ƏLGƏT.
 - (c) [R] Səə SGƏT.
3. DhWF EGF.
 - (a) [D→R] LYƏFƏA YC?
 - (b) [R] L YC ƏLGƏT.
 - (c) [R] EGF SGƏT.
4. DhWF həθ.
 - (a) [D→R] LYƏFƏ ƏFƏ?
 - (b) [R] L həθ ƏLGƏT.
 - (c) [R] həθ SGƏT.
5. DhYFb [blind-folded]
 - (a) [D→R] LYƏFƏA O'VLF həθ O'GƏT?
 - (b) [R] ii, LYƏFƏ O'VLF ƏFƏ O'GƏT.
6. DBƏəT [blind-folded]
 - (a) [D] Θ DhYFb, FƏGƏLƏF?
 - (b) [R] L DhYFb ƏEYAGƏT.
7. DYŞF YC. DhGWY.
 - (a) [D→R] DhGWYƏA DYŞF YC O'hət?
 - (b) [R] ii, DhGWY DYŞF YC O'hət.
8. O'VLF həθ. Dhfəlş.
 - (a) [D→R] ThəYƏO'VLF həθ O'hət?
 - (b) [R] ii, ThəY O'VLF həθ O'hət.
9. O'lf Dəfə. DGWY.
 - (a) [D→R] DGWYƏA O'lf Dəfə O'Gət?
 - (b) [R] ii, DGWY O'lf Dəfə O'Gət.
10. O'lf Fpp. DYFb.
 - (a) [D→R] iƏYƏO'lf Fpp O'Gət?
 - (b) [R] ii, iƏY O'lf Fpp O'Gət.

Set 3

1. O'VLF ƏFƏ. Dhfəlş.
 - (a) [D→R] LYƏFƏ O'VLF ƏFƏ O'GƏT?
 - (b) [R] ii, LYƏFƏ O'VLF ƏFƏ O'GƏT.
2. DYŞF Dəfə. DhBƏəT.
 - (a) [D→R] DhBƏəTƏA O'VLF həθ O'hət?
 - (b) [R] L DhBƏəT O'VLF həθ Gət.
 - (c) [R] DhBƏəT DYŞF Dəfə O'hət.
3. O'VLF Əfə. DhBəf.
 - (a) [D→R] DhBəfə O'lf Əfə O'hət?
 - (b) [R] L DhBəf O'lf Əfə Gət.
 - (c) [R] DhBəf O'VLF Əfə O'hət.
4. O'lf iƏS. DhBƏəT.
 - (a) [D→R] iƏYƏO'lf DYŞF YC O'hət?
 - (b) [R] L iƏYƏO'lf DYŞF YC Gət.
 - (c) [R] iƏYƏO'lf iƏS O'hət.
5. DYŞF Dəfə. DhBəf.
 - (a) [D→R] LYƏFƏ DYŞF Fpp O'hət?
 - (b) [R] L LYƏFƏ DYŞF Fpp Gət.
 - (c) [R] LYƏFƏ DYŞF Dəfə O'hət.
6. DYŞF EGF. DBəf.
 - (a) [D→R] DBəfəA O'VLF həθ O'Gət?
 - (b) [R] L DBəf O'VLF həθ Gət.
 - (c) [R] DBəf DYŞF EGF O'Gət.
7. O'lf Əfə. DBƏəT.
 - (a) [D→R] DBƏəTƏO'lf YC O'Gət?
 - (b) [R] L DBƏəT O'lf YC Gət.
 - (c) [R] DBƏəT O'lf Əfə O'Gət.
8. O'VLF Dəfə. DGWY.
 - (a) [D→R] iƏYƏO'lf O'lf Əfə O'Gət?
 - (b) [R] L iƏY O'lf Əfə Gət.
 - (c) [R] iƏY O'VLF Dəfə O'Gət.
9. O'lf Əfə. DYFb.
 - (a) [D→R] ThəYƏO'lf DYŞF Fpp O'Gət?
 - (b) [R] L ThəY DYŞF Fpp Gət.
 - (c) [R] ThəY O'lf Əfə O'Gət.
10. O'VLF O'fə. Dhfəlş.
 - (a) [D→R] DhfəlşəA O'VLF O'fə O'hət?
 - (b) [R] ii, Dhfəlş O'VLF O'fə O'hət.

Set 4

1. ҮՏІ ЕРІЛ. DhGWY.
 - (a) [D→R] DhGWYә ҮՏІ ЕРІЛ Оіһө?
 - (b) [R] ii, DhGWY ҮՏІ ЕРІЛ Оіһө.
2. ОІЛС ЕРІЛ. DfLs.
 - (a) [D→R] DfLsәлA ОІЛС ЕРІЛ Оіһө?
 - (b) [R] ii, DfLs ОІЛС ЕРІЛ Оіһө.
3. ҮՏІ Оіә. DBΘ.
 - (a) [D→R] DBΘә ҮՏІ Оіә Оіһө?
 - (b) [R] ii, DBΘ ҮՏІ Оіә Оіһө.
4. ОІЛС ҚӨ. DhYFb.
 - (a) [D→R] DhYFbәлA ОІЛС ҚӨ Оіһө?
 - (b) [R] L DhYFb ҮСІ ҚӨ Оіһө.
 - (c) [R] DhYFb ОІЛС ҚӨ Оіһө.
5. ОІЛІF Оіә. DhYFb.
 - (a) [D→R] DhYFbә ОІЛІF ЕРІЛ Оіһө?
 - (b) [R] L DhYFb ОІЛІF ЕРІЛ Gіһө.
 - (c) [R] DhYFb ОІЛІF Оіә Оіһө.
6. ОІЛІF Оіә. DYFb.
 - (a) [D→R] DYFbә ОІЛІF Оіә Оіһө?
 - (b) [R] L DYFb ОІЛІF Оіә Gіһө.
 - (c) [R] DYFb ОІЛІF Оіә Оіһө.
7. ОІЛС ҚӨ. DBΘәT.
 - (a) [D→R] DBΘәTәлA ОІЛІF АІЛС Оіһө?
 - (b) [R] L DBΘәT ОІЛІF АІЛС Gіһө.
 - (c) [R] DBΘәT ОІЛС ҚӨ Оіһө.
8. DhBΘ [not-blind-folded]
 - (a) [D] Θ DhBΘ, FGAСJЛө?
 - (b) [R] ii, DhBΘ EYAGJЛө.
9. DhBΘәT [not-blind-folded]
 - (a) [D] Θ DhBΘәT, FGAСJЛө?
 - (b) [R] ii, DhBΘәT EYAGJЛө.
10. DfLs [not-blind-folded]
 - (a) [D] Θ DfLs, GАСJЛө?
 - (b) [R] ii, DfLs DYAGJЛө.

Set 5

1. DGWY [not-blind-folded]
 - (a) [D] Θ DGWY, GACJЛө?
 - (b) [R] ii, DGWY DYAGJЛө.
2. WF дLs АІЛС. DfLs.
 - (a) [D→R] DfLsәл дLs АІЛС Shө?
 - (b) [R] ii, DfLs дLs АІЛС Shө.
3. WF JYTF Оіә. DhGWY.
 - (a) [D→R] DhGWYәлA JYTF Оіә Shө?
 - (b) [R] ii, DhGWY JYTF Оіә Shө.
4. WF дWf ҚӨ. DBΘ.
 - (a) [D→R] DBΘәлA дWf ҚӨ Sө?
 - (b) [R] ii, DBΘ дWf ҚӨ Sө.
5. WF дWf Оіә. DGWY.
 - (a) [D→R] DGWYәл дWf Оіә Sө?
 - (b) [R] ii, DGWY дWf Оіә Sө.
6. DhWf DhYTF Гәә. DhGWY.
 - (a) [D→R] DhGWYәлA DhYTF Гәә Shө?
 - (b) [R] ii, DhGWY DhYTF Гәә Shө.
7. DhWf дZJF әH. DhBΘ.
 - (a) [D→R] DhBΘәл дZJF әH Shө?
 - (b) [R] ii, DhBΘ дZJF әH Shө.
8. DhWf ОіLs ӘGf. DfLs.
 - (a) [D→R] iөlyθәл ОіLs ӘGf Shө?
 - (b) [R] ii, iөlyθ ОіLs ӘGf Shө.
9. DhWf DhYTF Гәә. DhYFb.
 - (a) [D→R] iөlyәл DhYTF Гәә Shө?
 - (b) [R] ii, iөly DhYTF Гәә Shө.
10. DhWf дZJF Гәә. DYFb.
 - (a) [D→R] DYFbәл дZJF Гәә SGө?
 - (b) [R] ii, DYFb дZJF Гәә SGө.

Set 6

1. DhWF O'hls Fpp. Dhls.
 - (a) [D→R] DhlsnA O'hls Fpp SGθt?
 - (b) [R] ii, Dhls O'hls Fpp SGθt.
2. DhWF O'hls Dθ. DBθt.
 - (a) [D→R] θlyl O'hls Dθ SGθt?
 - (b) [R] ii, θlyl O'hls Dθ SGθt.
3. DhWF Dhysf Dθ. DBθ.
 - (a) [D→R] lyθnA Dhysf Dθ SGθt?
 - (b) [R] ii, lyθ Dhysf Dθ SGθt.
4. Wf Jysf qθ. DhBθt.
 - (a) [D→R] DhBθt Jls Jlsh Shθt?
 - (b) [R] L DhBθt Jls Jlsh vshθt.
 - (c) [R] DhBθt Jysf qθ Shθt.
5. Wf Jls O'w. DhYfb.
 - (a) [D→R] DhYfbnA Jlsh Sθ Shθt?
 - (b) [R] L DhYfb Jlsh Sθ vshθt.
 - (c) [R] DhYfb Jls O'w Shθt.
6. Wf Jls qθ. DBθt.
 - (a) [D→R] Jls Jlsh Sθ Shθt?
 - (b) [R] L Jls Jlsh Sθ vshθt.
 - (c) [R] Jls Jlsh qθ Sθ.
7. Wf Jlsh O'w. DBθ.
 - (a) [D→R] DBθt Jls Jlsh Sθ?
 - (b) [R] L DBθ Jls Jlsh vshθt.
 - (c) [R] DBθ Jlsh qθ Sθ.
8. Wf Jysf Sθ. DhBθ.
 - (a) [D→R] DhBθt Jlsh O'w Shθt?
 - (b) [R] L DhBθ Jlsh O'w vshθt.
 - (c) [R] DhBθ Jysf Sθ Shθt.
9. Wf Jlsh Jlsh. Dhnlis.
 - (a) [D→R] DhnlisnA Jysf qθ Shθt?
 - (b) [R] L Dhnlis Jysf qθ vshθt.
 - (c) [R] Dhnlis Jlsh Jlsh Shθt.
10. Wf Jls Jlsh. DYfb.
 - (a) [D→R] DYfbnA Jysf O'w Sθ?
 - (b) [R] L DYfb Jysf O'w vshθt.
 - (c) [R] DYfb Jls Jlsh Jlsh Shθt.

Set 7

1. Wf Jysf Sθ. Dhls.
 - (a) [D→R] DhlsnA Jlsh qθ Sθ?
 - (b) [R] L Dhls Jlsh qθ vshθt.
 - (c) [R] Dhls Jysf Sθ Sθ.
2. DhWF JZlf EGF. DhGWY.
 - (a) [D→R] DhGWYnA O'hls YC Shθt?
 - (b) [R] L DhGWY O'hls YC vshθt.
 - (c) [R] DhGWY JZlf EGF Shθt.
3. DhWF Dhysf Dθ. DhBθt.
 - (a) [D→R] DhBθt JZlf Fpp Shθt?
 - (b) [R] L DhBθt JZlf Fpp vshθt.
 - (c) [R] DhBθt Dhysf Dθ Shθt.
4. DhWF JZlf Gw. DhBθ.
 - (a) [D→R] iθylnA Dhysf wθ Shθt?
 - (b) [R] L iθyθ Dhysf wθ vshθt.
 - (c) [R] iθyθ JZlf Gw Shθt.
5. DhWF O'hls Irθs. Dhnlis.
 - (a) [D→R] θlyl O'hls YC SGθt?
 - (b) [R] L θlyl O'hls YC vshθt.
 - (c) [R] θlyl JZlf Gw SGθt.
6. DhWF O'hls Gw. DGWY.
 - (a) [D→R] DGWYnA JZlf wθ SGθt?
 - (b) [R] L DGWY JZlf wθ vshθt.
 - (c) [R] DGWY O'hls Gw SGθt.
7. DhWF Dhysf Dθ. DGWY.
 - (a) [D→R] DGWYnA O'hls hθ SGθt?
 - (b) [R] L DGWY O'hls hθ vshθt.
 - (c) [R] DGWY Dhysf Dθ SGθt.
8. DhWF JZlf Gw. DYfb.
 - (a) [D→R] iθylnA JZlf Fpp SGθt?
 - (b) [R] L iθy JZlf Fpp vshθt.
 - (c) [R] iθy JZlf Gw SGθt.
9. DhWF JZlf Gw. Dhls.
 - (a) [D→R] θlyl O'hls YC SGθt?
 - (b) [R] L θlyl O'hls YC vshθt.
 - (c) [R] θlyl JZlf Gw SGθt.

10. DhWf O'hls Fpp. DhBQ&T.
 (a) [D→R] DhBQ&T&A DhYsf Dfθ Shθ&?

Set 8

1. DhWf DhYsf &U. DhGWY.
 (a) [D→R] DhGWY& O'hls Dθ Shθ&?
 (b) [R] L DhGWY O'hls Dθ vshθ&.
 (c) [R] DhGWY DhYsf &U Shθ&.
 2. DhWf DhYsf hθ. DhYfb.
 (a) [D→R] iøyθ&A DhYsf krs Shθ&?
 (b) [R] L iøyθ DhYsf krs vshθ&.
 (c) [R] iøyθ DhYsf hθ Shθ&.
 3. DhWf O'hls YC. DhBQ.
 (a) [D→R] iøy& jZJF EGF Shθ&?
 (b) [R] L iøy jZJF EGF vshθ&.
 (c) [R] iøy O'hls YC Shθ&.
 4. DhWf jZJF hθ. DBQ.
 (a) [D→R] DBQ& DhYsf Dfθ SC&?
 (b) [R] L DBQ DhYsf Dfθ vshθ&.
 (c) [R] DBQ jZJF hθ SC&.
 5. DhWf DhYsf &U. DBQ&T.
 (a) [D→R] DBQ&T&A jZJF G& SC&?
 (b) [R] L DBQ&T jZJF G& vshθ&.
- (b) [R] L DhBQ&T DhYsf Dfθ vshθ&.
 (c) [R] DhBQ&T O'hls Fpp Shθ&.
- (c) [R] DBQ&T DhYsf &U SC&.
6. DhWf O'hls YC. DBQ.
 (a) [D→R] iøyθ& O'hls EGF SC&?
 (b) [R] L iøyθ O'hls EGF vshθ&.
 (c) [R] iøyθ O'hls YC SC&.
 7. DhWf jZJF Fpp. DGWY.
 (a) [D→R] iøyθ&A DhYsf Dθ SC&?
 (b) [R] L iøyθ DhYsf Dθ vshθ&.
 (c) [R] iøyθ jZJF Fpp SC&.
 8. O'wlj krs. DhBQ Df' DhYfb.
 (a) [D→R] Thøy&A O'wlj krs O'hθ&?
 (b) [R] ii, Thøy O'wlj krs O'hθ&.
 9. DYsf YC. DhBQ&T Df' DhGWY.
 (a) [D→R] iøy& DYsf YC O'hθ&?
 (b) [R] ii, iøy DYsf YC O'hθ&.
 10. DYsf hθ. DBQ&T Df' DBQ.
 (a) [D→R] iøyθ& DYsf hθ O'hθ&?
 (b) [R] ii, iøyθ DYsf hθ O'hθ&.

Set 9

1. O'ls &U. DGWY Df' DYfb.
 (a) [D→R] iøyθ& O'ls &U O'hθ&?
 (b) [R] ii, iøyθ O'ls &U O'hθ&.
 2. O'wlj G&h. DhBQ&T Df' Dhhl&.
 (a) [D→R] Thøy&A O'wlj &U O'hθ&?
 (b) [R] L Thøy O'wlj &U G&h&.
 (c) [R] Thøy O'wlj G&h& O'hθ&.
 3. O'ls krs. DhBQ Df' DhYfb.
 (a) [D→R] iøy& O'ls hθ O'hθ&?
 (b) [R] L iøy O'ls hθ G&h&.
 (c) [R] iøy O'ls krs O'hθ&.
 4. DYsf Dθ. Dhhl& Df' DYfb.
 (a) [D→R] iøyθ& DYsf YC O'hθ&?
- (b) [R] L iøyθ DYsf YC G&h&.
 (c) [R] iøyθ DYsf Dθ O'hθ&.
5. O'wlj krs. DBQ&T Df' DBQ.
 (a) [D→R] Thøy&A O'wlj Fpp O'hθ&?
 (b) [R] L Thøy O'wlj Fpp G&h&.
 (c) [R] Thøy O'wlj krs O'hθ&.
 6. DhWf DhYsf Dθ. DhBQ Df' Dhhl&.
 (a) [D→R] iøyθ& DhYsf Dθ Shθ&?
 (b) [R] ii, iøyθ DhYsf Dθ Shθ&.
 7. DhWf jZJF G&h. DhBQ&T Df' DhGWY.
 (a) [D→R] iøy& jZJF G&h Shθ&?
 (b) [R] ii, iøy jZJF G&h Shθ&.
 8. DhWf O'hls YC. DGWY Df' DYfb.
 (a) [D→R] Thøy&A O'hls YC Shθ&?

- (b) [R] ii, Өһәユ 0'һәлә үC Shөөт.
9. DhWf DhYf Dөөт. DhJf Dө DBө.
- (a) [D→R] iәyөлә DhYf Dөөт Shөөт?
- (b) [R] ii, iәyөлә DhYf Dөөт Shөөт.
10. DhWf jZJf өөл. DhBөөт Dө DhGwy.
- (a) [D→R] өyөлә A jZJf fөр Shөөт?
- (b) [R] L өyөлә jZJf fөр өShөөт.
- (c) [R] өyөлә jZJf өөл Shөөт.

Set 10

1. DhWf 0'һәлә Dөөт. DhBө Dө DhJf.
- (a) [D→R] iәyөлә 0'һәлә үC Shөөт?
- (b) [R] L iәyөлә 0'һәлә үC өShөөт.
- (c) [R] iәyөлә 0'һәлә Dөөт Shөөт.
2. DhWf DhYf өөлә. DhJf Dө DYf.
- (a) [D→R] iәyөлә jZJf hө Shөөт?
- (b) [R] L iәyөлә jZJf hө өShөөт.
- (c) [R] iәyөлә DhYf өөлә Shөөт.
3. DhWf jZJf өгөр. DGwy Dө DBө.
- (a) [D→R] өyөлә A DhYf өгөр Shөөт?
- (b) [R] L өyөлә DhYf өгөр өShөөт.
- (c) [R] өyөлә jZJf өгөр Shөөт.
4. DhWf 0'һәлә өгөр. DhBөөт Dө DhYf.
- (a) [D→R] Өәyөлә A 0'һәлә өгөр Shөөт?
- (b) [R] L Өәyөлә 0'һәлә өгөр өShөөт.
- (c) [R] Өәyөлә 0'һәлә өгөр Shөөт.
5. DhWf DhYf hө. DhBө Dө DhGwy.
- (a) [D→R] iәyөлә DhYf һөлә Shөөт?
- (b) [R] L iәyөлә DhYf һөлә өShөөт.
6. DhWf 0'һәлә үC. DBөөт Dө DYf.
- (a) [D→R] iәyөлә A jZJf өөлә Shөөт?
- (b) [R] L iәyөлә jZJf өөлә өShөөт.
- (c) [R] iәyөлә 0'һәлә үC Shөөт.
7. DhWf jZJf fөр. DBөөт Dө DBө.
- (a) [D→R] өyөлә 0'һәлә Dөөт Shөөт?
- (b) [R] L өyөлә 0'һәлә Dөөт өShөөт.
- (c) [R] өyөлә jZJf fөр Shөөт.
8. Wf Sө.
- (a) [D→R] LYөлә A Sө?
- (b) [R] ii, Sө SGө.
9. DhWf hө.
- (a) [D→R] LYөлә hө?
- (b) [R] ii, hө SGө.
10. Wf O'ө.
- (a) [D→R] LYөлә Sө?
- (b) [R] L Sө өJGө.
- (c) [R] O'ө SGө.

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. өгөр.
- (a) өгөр DYөлә. L өгөр өGөөт.
- (b) L өгөр өyөлә. өгөр Gөөт.
2. Sө.
- (a) Sө DYөлә. L Sө өGө.
- (b) L Sө өyөлә. Sө Gө.
3. Dөөт.
4. өмәJ.
- (a) өмәJ DYөлә. L өмәJ өGө.
- (b) L өмәJ өyөлә. өмәJ Gө.
5. Wf JAHJ.
- (a) JAHJ LYөлә. L JAHJ өJGө.

- (b) ල JAHMUL YELYAF. JAHMUL SGAF.
6. DhWF hθ.
- (a) hθ LYθAF. L hθ vLGθAF.
- (b) L hθ vLYθAF. hθ SGθAF.
7. DYSF IrθS.
- (a) DYSF IrθS DYθAF. L DYSF IrθS CθAF.
- (b) L DYSF IrθS vθYθAF. DYSF IrθS CθAF.

Set 2

1. WF YSF Sθ.
- (a) YSF Sθ LYAF. L YSF Sθ vLGθAF.
- (b) L YSF Sθ vLYAF. YSF Sθ SGAF.
2. DhWF DhYSF Gθ.
- (a) DhYSF Gθ LYθAF. L DhYSF Gθ vLGθAF.
- (b) L DhYSF Gθ vLYθAF. DhYSF Gθ SGθAF.
3. DhGWY [blind-folded]
- (a) [D] Θ DhGWY, FGACJAF?
- (b) [R] L DhGWY vEYAGJAF.
4. DBθAF [blind-folded]
- (a) [D] Θ DBθAF, GACJAF?
- (b) [R] L DBθAF vYAGJAF.
5. Dhfls [not-blind-folded]
- (a) [D] Θ Dhfls, FGACJAF?
- (b) [R] ii, Dhfls EYAGJAF.
6. DGWY [not-blind-folded]
- (a) [D] Θ DGWY, GACJAF?
- (b) [R] ii, DGWY DYAGJAF.
7. FPF. ✓ DhBθ. ✗ DhYFB. vθYθ.
- (a) DhBθ FPF O'hθAF. vθYθ FPF O'hθAF.
- (b) L DhYFB FPF G'hθAF. L vθYθ FPF G'hθAF.
8. EGF. ✓ DBθAF. ✗ DBθ. iθY.
- (a) DBθAF EGF O'GθAF. iθY EGF O'GθAF.
- (b) L DBθ EGF G'GθAF. L iθY EGF G'GθAF.

Set 3

1. YC. ✓ Dhfls. ✗ DYFB. θvθY.
- (a) Dhfls YC O'GθAF. θvθY YC O'GθAF.
- (b) L DYFB YC G'GθAF. L θvθY YC G'GθAF.
2. O'θ. ✓ DhBθAF. ✗ Dhfls. iθYθ.
- (a) DhBθAF O'θ O'hθ. iθYθ O'θ O'hθ.
- (b) L Dhfls O'θ G'hθ. L iθYθ O'θ G'hθ.
3. EθJ. ✓ DhBθ. ✗ DhGWY. iθYθ.
- (a) DhBθ EθJ O'hθ. iθYθ EθJ O'hθ.
- (b) L DhGWY EθJ G'hθ. L iθYθ EθJ G'hθ.
4. qθ. ✓ DGWY. ✗ DBθ. iθY.
- (a) DGWY qθ O'θ. iθY qθ O'θ.
- (b) L DBθ qθ G'θ. L iθY qθ G'θ.
5. O'θ. ✓ DGWY. ✗ DYFB. θvθY.
- (a) DGWY O'θ O'θ. θvθY O'θ O'θ.
- (b) L DYFB O'θ G'θ. L θvθY O'θ G'θ.
6. WF qθ. ✓ DhBθAF. ✗ Dhfls. vθYθ.
- (a) DhBθAF qθ Shθ. vθYθ qθ Shθ.
- (b) L Dhfls qθ vShθ. L vθYθ qθ vShθ.
7. WF O'θ. ✓ DhBθ. ✗ DhYFB. iθY.
- (a) DhBθ O'θ Shθ. iθY O'θ Shθ.
- (b) L DhYFB O'θ vShθ. L iθY O'θ vShθ.
8. WF JAHMUL. ✓ Dhfls. ✗ DBθ. θvθY.
- (a) Dhfls JAHMUL Sθ. θvθY JAHMUL Sθ.
- (b) L DBθ JAHMUL vSθ. L θvθY JAHMUL vSθ.

Set 4

1. WF S&T. ✓ DBΘ&T. ✗ DYFb. ፩Yθ.
 - (a) DBΘ&T S&T S&T. ፩Yθ S&T S&T.
 - (b) L DYFb S&T ፻S&T. L ፩Yθ S&T ፻S&T.
2. WF qθ. ✗ DhBΘ&T. ✓ DhGWY. i፩Yθ.
 - (a) DhGWY qθ Sh&T. i፩Yθ qθ Sh&T.
 - (b) L DhBΘ&T qθ ፻Sh&T. L i፩Yθ qθ ፻Sh&T.
3. WF O&T. ✗ DhBθ. ✓ DhHJ&T. ተ፩Y.
 - (a) DhHJ&T O&T Sh&T. ተ፩Y O&T Sh&T.
 - (b) L DhBθ O&T ፻Sh&T. L ተ፩Y O&T ፻Sh&T.
4. WF JER&J. ✗ DGWY. ✓ DBθ. i፩Yθ.
 - (a) DBθ JER&J S&T. i፩Yθ JER&J S&T.
 - (b) L DGWY JER&J ፻S&T. L i፩Yθ JER&J ፻S&T.
5. WF S&T. ✗ DBΘ&T. ✓ DYFb. i፩Y.
 - (a) DYFb S&T S&T. i፩Y S&T S&T.
 - (b) L DBΘ&T S&T ፻S&T. L i፩Y S&T ፻S&T.
6. DhWF Dθ. ✓ DhBΘ&T. ✗ DhYFb. ፩Yθ.
 - (a) DhBΘ&T Dθ Sh&θ&T. ፩Yθ Dθ Sh&θ&T.
 - (b) L DhYFb Dθ ፻Sh&θ&T. L ፩Yθ Dθ ፻Sh&θ&T.
7. DhWF G&H&T. ✓ DhBθ. ✗ DhGWY. i፩Y.
 - (a) DhBθ G&H&T Sh&θ&T. i፩Y G&H&T Sh&θ&T.
 - (b) L DhGWY G&H&T ፻Sh&θ&T. L i፩Y G&H&T ፻Sh&θ&T.
8. DhWF Dθ. ✓ DhHJ&T. ✗ DBθ. i፩Yθ.
 - (a) DhHJ&T Dθ SG&θ&T. i፩Yθ Dθ SG&θ&T.
 - (b) L DBθ Dθ ፻SG&θ&T. L i፩Yθ Dθ ፻SG&θ&T.

Set 5

1. DhWF &H. ✓ DhHJ&T. ✗ DYFb. ፩Yθ.
 - (a) DhHJ&T &H SG&θ&T. ፩Yθ &H SG&θ&T.
 - (b) L DYFb &H ፻SG&θ&T. L ፩Yθ &H ፻SG&θ&T.
2. DhWF YC. ✗ DhBΘ&T. ✓ DhGWY. ተ፩Y.
 - (a) DhGWY YC Sh&θ&T. ተ፩Y YC Sh&θ&T.
 - (b) L DhBΘ&T YC ፻Sh&θ&T. L ተ፩Y YC ፻Sh&θ&T.
3. DhWF G&H. ✗ DhBΘ&T. ✓ DhYFb. ፩Yθ.
 - (a) DhYFb G&H Sh&θ&T. ፩Yθ G&H Sh&θ&T.
 - (b) L DhBΘ&T G&H ፻Sh&θ&T. L ፩Yθ G&H ፻Sh&θ&T.
4. DhWF F&P. ✗ DGWY. ✓ DYFb. i፩Y.
 - (a) DYFb F&P SG&θ&T. i፩Y F&P SG&θ&T.
 - (b) L DGWY F&P ፻SG&θ&T. L i፩Y F&P ፻SG&θ&T.
5. DhWF ከ&S. ✗ DBΘ&T. ✓ DBθ. i፩Yθ.
 - (a) DBθ ከ&S SG&θ&T. i፩Yθ ከ&S SG&θ&T.
6. O&L&S D&T. ✓ DhBθ. ✗ DhHJ&T. ተ፩Y
 - (a) DhBθ O&L&S D&T O&h&T. ተ፩Y O&L&S D&T O&h&T.
 - (b) L DhHJ&T O&L&S D&T G&h&T. L ተ፩Y O&L&S D&T G&h&T.
7. O&L&F E&G. ✓ DhBθ. ✗ DhGWY. ፩Yθ
 - (a) DhBθ O&L&F E&G O&h&T. ፩Yθ O&L&F E&G O&h&T.
 - (b) L DhGWY O&L&F E&G G&h&T. L ፩Yθ O&L&F E&G G&h&T.
8. O&L&F G&H&T. ✓ DGWY. ✗ DBθ. ተ፩Y
 - (a) DGWY O&L&F G&H&T O&G&θ&T. ተ፩Y O&L&F G&H&T O&G&θ&T.
 - (b) L DBθ O&L&F G&H&T G&G&θ&T. L ተ፩Y O&L&F G&H&T G&G&θ&T.

Set 6

1. O&L&S h&θ. ✓ DBΘ&T. ✗ DYFb. i፩Y
 - (a) DBΘ&T O&L&S h&θ O&G&θ&T. i፩Y O&L&S h&θ O&G&θ&T.
 - (b) L DYFb O&L&S h&θ G&G&θ&T. L i፩Y O&L&S h&θ G&G&θ&T.
2. O&L&S S&T. ✓ DhBΘ&T. ✗ DhYFb. i፩Yθ.
 - (a) DhBΘ&T O&L&S S&T O&h&T. ተ፩Y O&L&S S&T O&h&T.
3. O&L&S O&T. ✓ DhBΘ&T. ✗ DhHJ&T. ተ፩Y.
 - (a) DhBΘ&T O&L&S O&T O&h&T. ተ፩Y O&L&S O&T O&h&T.

- (b) L Dhfls Ofls Ofl Ghf. L Thly Ofls Ofl Ghf.
4. Ofls q. ✓ Dhfls. ✗ DBQ. ihy.
- Dhfls Ofls q. Ofl. ihy Ofls Ofls q. Ofl.
 - L DBQ Ofls q. Gf. L ihy Ofls Ofls q. Gf.
5. Ysf Sd. ✓ DBQdT. ✗ Dypb. ihy.
- DBQdT Ysf Sd Ofl. ihy Ysf Sd Ofl.
 - L Dypb Ysf Sd Gf. L ihy Ysf Sd Gf.
6. DhWp Ohls kls. ✓ DhBQ. ✗ Dhfls. ihy
- DhBQ Ohls kls Shft. ihy Ohls kls Shft.

Set 7

- DhWp Dhysf Gft. ✓ DGWY. ✗ Dypb. ihy
 - DGWY Dhysf Gft Sgft. ihy Dhysf Gft Sgft.
 - L Dypb Dhysf Gft kls. L ihy Dhysf Gft kls. - DhWp Ohls fl. ✗ DhBQdT. ✓ DhGWY. Thly
 - DhGWY Ohls fl Shft. Thly Ohls fl Shft.
 - L DhBQdT Ohls fl kls. L Thly Ohls fl kls. - DhWp dzjf Egp. ✗ DhBQ. ✓ DhGWY. ihy
 - DhGWY dzjf Egp Shft. ihy dzjf Egp Shft.
 - L DhBQ dzjf Egp kls. L ihy dzjf Egp kls. - DhWp Ohls Gf. ✗ DBQdT. ✓ DBQ. ihy
 - DBQ Ohls Gf Sgft. ihy Ohls Gf Sgft.
- (b) L DBQdT Ohls Gf kls. L ihy Ohls Gf kls.
5. DhWp Dhysf Dft. ✗ Dhfls. ✓ Dypb. ihy
- Dypb Dhysf Dft Sgft. ihy Dhysf Dft Sgft.
 - L Dhfls Dhysf Dft kls. L ihy Dhysf Dft kls.
6. Wp Ysf Ofl. ✓ DhBQdT. ✗ Dypb. Thly.
- DhBQdT Ysf Ofl Shft. Thly Ysf Ofl Shft.
 - L Dypb Ysf Ofl kls. L Thly Ysf Ofl kls.
7. Wp Ofls q. ✓ DhBQ. ✗ Dhfls. ihy.
- DhBQ Ofls q. Shft. ihy Ofls q. Shft.
 - L Dhfls Ofls q. kls. L ihy Ofls q. kls.
8. Wp Ofls Sd. ✓ DGWY. ✗ DBQ. ihy.
- DGWY Ofls Sd Sf. ihy Ofls Sd Sf.
 - L DBQ Ofls Sd kls. L ihy Ofls Sd kls.

Set 8

- Wp Ofls q. ✓ DGWY. ✗ Dypb. ihy.

 - DGWY Ofls q. Sf. ihy Ofls q. Sf.
 - L Dypb Ofls q. kls. L ihy Ofls q. kls.

- Wp Ysf Ofl. ✗ DhBQdT. ✓ Dhfls. Thly.

 - Dhfls Ysf Ofl Shft. Thly Ysf Ofl Shft.
 - L DhBQdT Ysf Ofl kls. L Thly Ysf Ofl kls.

- Wp Ofls Jfr. ✗ DhBQdT. ✓ DhGWY. ihy.

 - DhGWY Ofls Jfr Shft. ihy Ofls Jfr Shft.
 - L DhBQdT Ofls Jfr kls. L ihy Ofls Jfr kls.

- Wp Ysf q. ✗ Dhfls. ✓ DBQ. ihy.

 - DBQ Ysf q. Sf. ihy Ysf q. Sf.

- (b) L DhJls Ysf qθ vSf. L vayθ Ysf qθ vSf.
5. Wp Ovlf Oω. ✗ DBQwf. ✓ DYfb. Θay.
- (a) DYfb Ovlf Oω Sf. Θay Ovlf Oω Sf.
- (b) L DBQwf Ovlf Oω vSf. L Θay Ovlf Oω vSf.
6. Wp Jlf.
- (a) Jlf lya. L Jlf vJG.
- (b) L Jlf lya. L Jlf vJG.

Set 9

1. Ofls Efl.
- (a) Ofls Efl Df. L Ofls Efl vG.
- (b) L Ofls Efl vly. Ofls Efl G.
2. Wp Ofl Sω.
- (a) Ofl Sω ly. L Ofl Sω vJG.
- (b) L Ofl Sω vly. Ofl Sω SG.
3. DhWf Ohlf wlf.
- (a) Ohlf wlf ly. L Ohlf wlf vJG.
- (b) L Ohlf wlf vly. Ohlf wlf SG.
4. DhYfb [blind-folded]
- (a) [D] Θ DhYfb, FGAGJF?
- (b) [R] L DhYfb vEYAGJF.
5. DhJls [blind-folded]
- (a) [D] Θ DhJls, GAAGJF?
- (b) [R] L DhJls vAYAGJF.
6. DhBθ [not-blind-folded]
- (a) [D] Θ DhBθ, FGAGJF?
- (b) [R] ii, DhBθ EYAGJF.
7. DYfb [not-blind-folded]
- (a) [D] Θ DYfb, GAAGJF?
- (b) [R] ii, DYfb DYAGJF.
8. YC. ✗ DhBθ. ✗ DhYfb. iay.
- (a) DhBθ YC Ohθ. iay YC Ohθ.
- (b) L DhYfb YC Ghθ. L iay YC Ghθ.

DevAT 20

WeDAhLT DeCTeLA

SeCHoET DeWoT (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”.

IAPo (Read them)

TY [i⁴gi] “Is.” ☞ *Is now or was just now.*

TS [i⁴ga] “Is.” ☞ *Now and ongoing.*

FIT [ge¹so³?i] “Is.” ☞ *Usually, habitually, or on certain occasions.*

FRT [ge¹sv²³?i] “Being.”

FRY [ge¹sv²³?gi] “Was being.” ☞ *With personal knowledge, or consciousness.*

FIT [ge¹se³?i] “Was being.” ☞ *Without personal knowledge, or consciousness.*

F&T [ge¹hv²³?i] “Been (a while ago).”

F&Y [ge¹hv²³?gi] “Was (a while ago).” ☞ *With personal knowledge, or consciousness.*

FPT [ge¹he³?i] “Was (a while ago).” ☞ *Without personal knowledge, or consciousness.*

F&OJ [ge¹se³sdi] “Will be being.”

When looking at the previous vocabulary, it should be easy to see a pattern that indicates some common endings are in use.

“*Being*” is indicated by the -iT (-v²³i) ending. In English we indicate this by phrases such as “His act of …”, “His being …”, “His …ness”.

“*With personal knowledge*” is indicated by the -iY (-v²³gi) ending. In English we indicate this by phrases such as “I know for a fact that …”.

“*Without personal knowledge*” is indicated by the -RT (-e²³?i) ending. In English we indicate this by phrases such as “Reportedly …”, “Supposedly …”.

“*Usually*” is indicated by the -dT (-o³?i) ending. In English we indicate this by phrases such as “Usually …”, “Often …”.

“*Will be*” is indicated by the -R&J (-e³sdi) ending.

☞ In the preceding vocabulary you saw words ending in both -iY (*with personal knowledge*) and -iT (*being*). Some dialects of Cherokee do not use the -iY ending and instead use -iT for both “*being*” and “*was with personal knowledge*”. Such dialects use context to keep the two different meanings separate. As many historical documents use the -iY ending extensively and its

use appears in some modern publications such as "The Cherokee Phoenix", this material will be teaching the use of both -iY and -iT.

The various words for "is" can be combined with L and v̄- to create the standard not forms:

L v̄Y [hla yi⁴gi] "Isn't."

L v̄S [hla yi⁴ga] "Isn't."

L v̄FIT [hla yi²ge¹so³?i] "Isn't usually."

L v̄FRT [hla yi²ge¹sv²³?i] "Not being."

L v̄FAT [hla yi²ge¹se³?i] "Wasn't being." ☞ Without personal knowledge, or consciousness.

L v̄F&T [hla yi²ge¹hv²³?i] "Had not been (a while ago.)"

L v̄FPT [hla yi²ge¹he³?i] "Wasn't (a while ago.)" ☞ Without personal knowledge, or consciousness.

L v̄FAOJ [hla yi²ge¹se³sdi] "Will not be being."

☞ When using the v̄- prefix you should use the -RT "without personal knowledge" ending instead of the -iY "with personal knowledge" ending. This also applies when asking questions.

Examples

TY

- **AD DBΘ ḷalL TY.** "This person is good." or "This person just now was good."
 - **AD DBΘ ḷalL.** "This person is good."
- **θ DBΘ O'f^h TY.** "That person is bad." or "That person just now was bad."
 - **θ DBΘ O'f^hT.** "That person is bad."
- **DhGWY Dh TY.** "Cherokee people are here." or "Cherokee people were just here."
 - **DhGWY Dh.** "Cherokee people are here."
- **ḷalL TY.** "It is good." or "It just now was good."
 - **ḷalL** "It is good."

☞ The word "TY" is rarely spoken or written.

L v̄Y

- **AD DYFb.** "This is an English person."
 - **AD L DYFb v̄Y.** "This is not an English person."
- **O'Y Dh T§.** "There are four here."
 - **L O'Y T§ Dh v̄Y.** "There aren't four here." or "Just now there weren't four here."
- **DhGWYω.** "It is only the Cherokee people."
 - **iLω DhGWY v̄Y.** "It is not only the Cherokee people." ☞ Notice how the "-ω" was added to "iL" to form "not only"?
- **L ḷalL v̄Y. O'f^hT.** "It is not good. It is bad."
 - **L O'f^h v̄Y. ḷalL.** "It is not bad. It is good."

T§

- **AD DBΘ ḷalL T§.** "This person is good." - An ongoing goodness.
- **θ DBΘ O'f^h T§.** "That person is bad." - An ongoing badness.

- DhGWY Dh TS. “Cherokee people are here.” - *An ongoing habitation of “here”.*
- ሄኑTS. “It is good.” - *It is an ongoing good.*

FIT

- ዥD DBΘ ሄኑFIT. “This person is often being good.” *This does not mean the person isn’t bad sometimes.*
- Θ DBΘ O’H FIT “That person is often being bad.” *This does not mean the person isn’t good sometimes.*
- DhGWY Dh FIT. “Cherokee people are often here.” *This does not mean they are always here.*
- Gh O’H ዕFF ፊ’QD O’H FIT. “If John is bad Maria is usually bad.” *This is an example of “on certain occasions”.*

FRY

- ዥD DBΘ ሄኑFRY. “This person was being good.”
- Θ DBΘ O’H FRY. “That person was being bad.”

F4T

- ዥD DBΘ ሄኑF4T. “Reportedly this person was being good.”
- Θ DBΘ O’H F4T. “Supposedly that person was being bad.”

F&Y

- ዥD DBΘ ሄኑF&Y. “This person was good a while ago.”
- Θ DBΘ O’H F&Y. “That person was bad a while ago.”
- Dh DhGWY F&Y. “Cherokee people were here a while ago.”

FPT

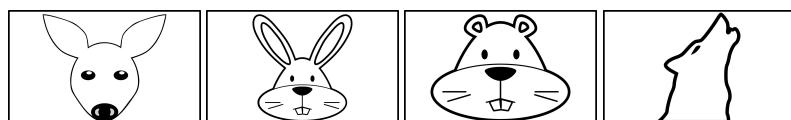
- ዥD DBΘ ሄኑFPT. “Reportedly this person was good a while ago.”
- Θ DBΘ O’H FPT. “Supposedly that person was bad a while ago.”

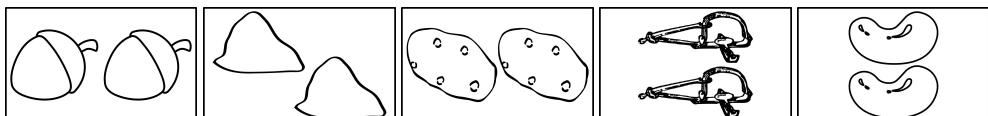
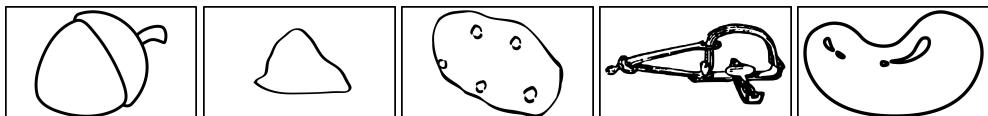
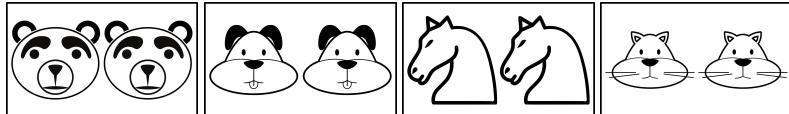
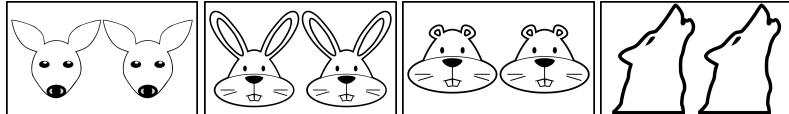
F4&J

- ዥD DBΘ ሄኑF4&J. “This person will be good.”
- Θ DBΘ O’H F4&J “That person will be bad.”
- Dh DhGWY F4&J “Cherokee people will be here.”
- ሄኑF4&J. “It will be good.”

HWT’S (Do them)

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

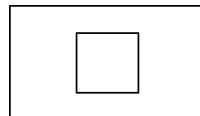




You will need to reuse the following people index cards:

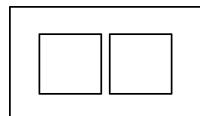


You will need to add 9 each of the following card. Color the first 8 cards in each square as TVTGəJ, OʊJFT, YɛFT, EtFT, EAhFT, UɛFT, LGhFT, and LGhF OʊAɛT.



Label the reverse of each as TVTGəJ, OʊJFT, DYSFT / YɛFT, DEtFT / EtFT, DUAhFT / EAhFT, DUɛFT / UɛFT, DLGhFT / LGhFT, and DLGhF OʊAɛT / LGhF OʊAɛT, and OʊlS.

You will need to add 9 each of the following card. Color the first 8 cards in each square as JVTGəJ, JʊJFT, JYɛFT, JEtFT, JAhFT, JUɛFT, JLGhFT, and JLGhF JʊAɛT.



Label the reverse of each as DhVTGəJ / JVTGəJ, dZJFT / dʊJFT, DhYɛFT / JYɛFT, DhEtFT / JEtFT, DhEAhFT / JEAhFT, DhUɛFT / JUɛFT, DhLGhFT / JLGhFT, and DhLGhF OʊAɛT / JLGhF JʊAɛT, and Oʊh.lS / J.lS.

Divide up into groups of four to seven. If necessary, add enough pretend study partners to make your group a size of four.

Groups

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

“D” says to “R”: Just you.

(a) [D→R] **ɛAհf ɔːk ʃtʌkʃ**.

“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] **ɛAհf ɔːk**.

Only “R” looks at the cards.

“R” says to “T”: It’s a blue rock.

(d) [T→δ] **ɛAհf ɔːk**.

“T” says to “δ”: It’s a blue rock.

(e) [D] ← cards [R].

“D” retrieves the cards from “R”.

(f) [D→R] **hGə**.

“D” says to “R”: Alright.

(g) [R→T] **ɛAհf ɔːk fRy**.

“R” says to “T”: It was a blue rock.

(h) [T→δ] **ɛAհf ɔːk fT**.

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

2. [D→R] **hʌθə**.

“D” says to “R”: Just you.

(a) [D→R] **oːlʂ ʃd ʃtʌkʃ**.

“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] **oːlʂ ʃd**.

Only “R” looks at the cards.

“R” says to “T”: It’s a white acorn.

(d) [T→δ] **oːlʂ ʃd**.

“T” says to “δ”: It’s a white acorn.

(e) [D] ← cards [R].

“D” retrieves the cards from “R”.

(f) [D→R] **f Ts**.

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

(g) [R→T] **oːlʂ ʃd f&y**.

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

(h) [T→δ] **oːlʂ ʃd fP**.

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

3. **Goθə, fPf, oːk, qθ**.

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

(a) [D→R] **oːk vFF l qθ vFFT**.

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

(b) **x qθ**.

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

4. O'ΛΣ ΥC.

“D” picks up a single white color card and a single dog card up and shows them to “R”.

- (a) [D→R] ΑΔΘ ΔΛΦΠ ΕΓΡ?
“D” ask “R”: Is this a purple squirrel?
- (b) [R→D] Θ Λ ΔΛΦΠ ΕΓΡ νδΥ.
“R” says to “D”: That isn’t a purple squirrel.

5. ΔΛΦΠ ΓΘΩ.

“D” picks up a single purple color card and a single wolf card up and shows them to “R”.

- (a) [D→R] ΑΔΘ ΔΛΦΠ ΓΘΩ?
“D” ask “R”: Is this a purple wolf?
- (b) [R→D] ii, Θ ΔΛΦΠ ΓΘΩ.
“R” says to “D”: Yes, that is a purple wolf.
- (c) [D] Cards ↓.
“D” lays the cards picture down.
- (d) [D→R] ΗΓ, iδΥΘΔ ΔΛΦΠ ΓΘΩ ΙΓΤ?
“D” says to “R”: Alright, was it a purple wolf?
- (e) [R→D] ii, iδΥΘ ΔΛΦΠ ΓΘΩ ΙΓΥ.
“R” says to “D”: Yes, it was a purple wolf.

6. ΩΗ, ΙΓΡ, ΗΓΩΛ, ΣΩ.

“D” places a cat card, a horse card, a trap card, and a bean card in a row.

- (a) [D→R] ΗΓΩΛ νΙΓ ΣΩ ΙΓΤ.
“D” says to “R”: If there is a trap, there is a bean.
- (b) ✓ ΗΓΩΛ, ✓ ΣΩ.
“R” places the trap and bean cards together.
“R” turns the other cards picture down to indicate they don’t belong.

7. [D→R] ΣV δΘΘΛ ΛhΑΓΞΛ?

“D” says to “R”: What are they seeing?

- (a) [D→R] Ο'ΛΣ DhBΘ DhEtI ΩΗ ΛhΑΓΞΛ?
“D” says to “R”: The white people see black cats.
“R” selects and places the plural white card with the people card.
“R” selects and places the plural black card with the plural cats card.
“R” positions the cards to indicate that the white people are seeing the black cats.
(Turn the cards over to be sure both the correct color and object cards were picked.)

8. ΛΦΠ Ο'Ω.

“D” picks up a single purple color card and a single rock card up and shows them to “R”.

- (a) [D→R] ΑΔΘ ΛΦΠ Ο'Ω?
“D” ask “R”: Is this a purple rock?
- (b) [R→D] ii, Θ ΛΦΠ Ο'Ω.
“R” says to “D”: Yes, that is a purple rock.
- (c) [D] Cards ↓.
“D” lays the cards picture down.
- (d) [D→R] ΗΓ, iδΥΘ Ο'ΛΣ Jd' ΙΓΤ?
“D” says to “R”: Alright, was it a white acorn?
- (e) [R→D] iδΥ Λ Ο'ΛΣ Jd' νΕΓΤ.
“R” says to “D”: It wasn’t a white acorn.

Someone Alone

Add three pretend study partners and follow the instructions for Groups.

☞ Use an index card and hide the “R” and “T” responses when reading the “D” challenges. Until you know the exercises steps, you will have to periodically check the “R” and “T” responses before doing them while they are covered.

☞ Remember to speak and act the responses out!

Sets

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

Set 1

1. [D→R] hʌw.

- (a) [D→R] DUGhf O'ʌAŋ IrəS F4əJ.
- (b) [D] cards → [R].
- (c) [R→T] DUGhf O'ʌAŋ IrəS.
- (d) [T→δ] DUGhf O'ʌAŋ IrəS.
- (e) [D] ← cards [R].
- (f) [D→R] fG.
- (g) [R→T] DUGhf O'ʌAŋ IrəS FRY.
- (h) [T→δ] DUGhf O'ʌAŋ IrəS F4T.

2. [D→R] hʌw.

- (a) [D→R] O'θJF Jð F4əJ.
- (b) [D] cards → [R].
- (c) [R→T] O'θJF Jð.
- (d) [T→δ] O'θJF Jð.
- (e) [D] ← cards [R].
- (f) [D→R] fG.
- (g) [R→T] O'θJF Jð FRY.
- (h) [T→δ] O'θJF Jð F4T.

3. [D→R] hʌw.

- (a) [D→R] DUGhf Dθ F4əJ.
- (b) [D] cards → [R].
- (c) [R→T] DUGhf Dθ.
- (d) [T→δ] DUGhf Dθ.
- (e) [D] ← cards [R].
- (f) [D→R] fG.
- (g) [R→T] DUGhf Dθ FRY.
- (h) [T→δ] DUGhf Dθ F4T.

4. [D→R] hʌw.

- (a) [D→R] Etʃf Səθ F4əJ.
- (b) [D] cards → [R].
- (c) [R→T] Etʃf Səθ.

(d) [T→δ] Etʃf Səθ.

- (e) [D] ← cards [R].
- (f) [D→R] fG.
- (g) [R→T] Etʃf Səθ FRY.
- (h) [T→δ] Etʃf Səθ F4T.

5. [D→R] hʌw.

- (a) [D→R] DθAhf θθθ F4əJ.
- (b) [D] cards → [R].
- (c) [R→T] DθAhf θθθ.
- (d) [T→δ] DθAhf θθθ.
- (e) [D] ← cards [R].
- (f) [D→R] fT\$.
- (g) [R→T] DθAhf θθθ F&Y.
- (h) [T→δ] DθAhf θθθ F&T.

6. [D→R] hʌw.

- (a) [D→R] TVTGəJ əθ F4əJ.
- (b) [D] cards → [R].
- (c) [R→T] TVTGəJ əθ.
- (d) [T→δ] TVTGəJ əθ.
- (e) [D] ← cards [R].
- (f) [D→R] fT\$.
- (g) [R→T] TVTGəJ əθ F&Y.
- (h) [T→δ] TVTGəJ əθ F&T.

7. [D→R] hʌw.

- (a) [D→R] O'θJF θGf F4əJ.
- (b) [D] cards → [R].
- (c) [R→T] O'θJF θGf.
- (d) [T→δ] O'θJF θGf.
- (e) [D] ← cards [R].
- (f) [D→R] fT\$.
- (g) [R→T] O'θJF θGf F&Y.
- (h) [T→δ] O'θJF θGf F&T.

8. [D→R] h.θ.ø.
- (a) [D→R] LGhF O.øAø EøJ FøøJ.
 - (b) [D] cards → [R].
 - (c) [R→T] LGhF O.øAø EøJ.
 - (d) [T→ø] LGhF O.øAø EøJ.
 - (e) [D] ← cards [R].
 - (f) [D→R] f TS.
 - (g) [R→T] LGhF O.øAø EøJ f&Y.
 - (h) [T→ø] LGhF O.øAø EøJ fP.
9. TVTGøøJ YC.
- (a) [D→R] øDøø TVTGøøJ YC?
 - (b) [R→D] ii, Θ TVTGøøJ YC.
- (c) [D] Cards ↓.
 - (d) [D→R] HG, iøYøø TVTGøøJ YC f4T?
 - (e) [R→D] ii, iøY TVTGøøJ YC fRY.
10. [D→R] h.θ.ø.
- (a) [D→R] DLøøFøø FøøFøøJ.
 - (b) [D] cards → [R].
 - (c) [R→T] DLøøFøø FøøFøø.
 - (d) [T→ø] DLøøFøø FøøFøø.
 - (e) [D] ← cards [R].
 - (f) [D→R] HG.
 - (g) [R→T] DLøøFøø FøøFøø fRY.
 - (h) [T→ø] DLøøFøø FøøFøø f4T.

Set 2

1. [D→R] h.θ.ø.
- (a) [D→R] EAhF O.øø FøøJ.
 - (b) [D] cards → [R].
 - (c) [R→T] EAhF O.øø.
 - (d) [T→ø] EAhF O.øø.
 - (e) [D] ← cards [R].
 - (f) [D→R] HG.
 - (g) [R→T] EAhF O.øø fRY.
 - (h) [T→ø] EAhF O.øø f4T.
2. O.øøø YC.
- (a) [D→R] øDøø O.øøø YC?
 - (b) [R→D] ii, Θ O.øøø YC.
 - (c) [D] Cards ↓.
 - (d) [D→R] HG, iøYøø DEøøFøø Døø f4T?
 - (e) [R→D] iøYøø L DEøøFøø Døø øøf4T.
3. [D→R] h.θ.ø.
- (a) [D→R] DEøøFøø Gøøøø FøøJ.
 - (b) [D] cards → [R].
 - (c) [R→T] DEøøFøø Gøøøø.
 - (d) [T→ø] DEøøFøø Gøøøø.
 - (e) [D] ← cards [R].
 - (f) [D→R] f TS.
 - (g) [R→T] DEøøFøø Gøøøø f&Y.
 - (h) [T→ø] DEøøFøø Gøøøø fP.
4. [D→R] h.θ.ø.
- (a) [D→R] O.øøø Jøø FøøJ.
- (b) [D] cards → [R].
 - (c) [R→T] O.øøø Jøø FøøJ.
 - (d) [T→ø] O.øøø Jøø FøøJ.
 - (e) [D] ← cards [R].
 - (f) [D→R] f TS.
 - (g) [R→T] O.øøø Jøø f&Y.
 - (h) [T→ø] O.øøø Jøø fP.
5. DøAøø øøø.
- (a) [D→R] øDøøA DøAøø øøø?
 - (b) [R→D] ii, Θ DøAøø øøø.
 - (c) [D] Cards ↓.
 - (d) [D→R] HG, ØøYøøø A DLøøFøø FøøFøø f4T?
 - (e) [R→D] ØøYøøø L DLøøFøø FøøFøø øøf4T.
6. O.øøø høø.
- (a) [D→R] øDøø O.øøø høø?
 - (b) [R→D] ii, Θ O.øøø høø.
 - (c) [D] Cards ↓.
 - (d) [D→R] HG, øøYøøø O.øøø høø f4T?
 - (e) [R→D] ii, øøYøøø O.øøø høø fRY.
7. DLøøFøø KrøøS.
- (a) [D→R] øDøøA TVTGøøJ HøøP?
 - (b) [R→D] Θ L TVTGøøJ HøøP øøY.
8. LøøFøø O.øø.
- (a) [D→R] øDøø LøøFøø O.øø?
 - (b) [R→D] ii, Θ LøøFøø O.øø.
 - (c) [D] Cards ↓.
 - (d) [D→R] HG, ØøYøøø LøøFøø O.øø f4T?
 - (e) [R→D] ii, ØøYøøø LøøFøø O.øø fRY.

9. O³WJF G³W.

- (a) [D→R] A³D³A O³WJF G³W?
- (b) [R→D] ii, Θ O³WJF G³W.
- (c) [D] Cards ↓.
- (d) [D→R] HG, i³Yθ³A DUGhf O³W³A³ H³T?
- (e) [R→D] i³Yθ L DUGhf O³W³A³ H³T v³H³T.

10. LGhf S³.

- (a) [D→R] A³D³ LGhf S³?
- (b) [R→D] ii, Θ LGhf S³.
- (c) [D] Cards ↓.
- (d) [D→R] HG, i³Yθ³ LGhf S³ H³T?
- (e) [R→D] ii, i³Yθ LGhf S³ FRY.

Set 3

1. [D→R] SV O³WJ DAGJ³?

- (a) [D→R] DUGhf DB³ LGhf H³J DAGJ³.

2. O³W³ YC.

- (a) [D→R] A³D³ DEt³ F³P?
- (b) [R→D] Θ L DEt³ F³P v³Y.

3. [D→R] SV O³WJ DAGJ³?

- (a) [D→R] DUAhf DB³ L³F³ q³θ DAGJ³.

4. [D→R] SV O³WJ DAGJ³?

- (a) [D→R] O³WJF DB³ DL³F³ F³P DAGJ³.

5. LGhf O³W³A³ H³J.

- (a) [D→R] A³D³A LGhf O³W³A³ H³J?
- (b) [R→D] ii, Θ LGhf O³W³A³ H³J.
- (c) [D] Cards ↓.
- (d) [D→R] HG, i³Yθ³A LGhf O³W³A³ H³J H³T?
- (e) [R→D] ii, i³Yθ LGhf O³W³A³ H³J FRY.

6. [D→R] SV O³WJ DAGJ³?

- (a) [D→R] O³WJF DB³ DUGhf O³W³A³ H³G DAGJ³.

7. [D→R] SV j³WJ LAGJ³?

- (a) [D→R] O³W³ DB³ LGhf J³H³J LAGJ³.

8. [D→R] SV O³WJ DAGJ³?

- (a) [D→R] DUAhf DB³ TVTG³ O³WJ DAGJ³.

9. [D→R] SV j³WJ LAGJ³?

- (a) [D→R] DUGhf DB³ JEt³ J³ LAGJ³.

10. TVTG³ H³J.

- (a) [D→R] A³D³ TVTG³ H³J?
- (b) [R→D] ii, Θ TVTG³ H³J.
- (c) [D] Cards ↓.
- (d) [D→R] HG, i³Yθ³ O³W³ q³θ H³T?
- (e) [R→D] i³Yθ L O³W³ q³θ v³H³T.

Set 4

1. [D→R] SV O³WJ DAGJ³?

- (a) [D→R] O³WJF DB³ TVTG³ J³H³ DAGJ³.

2. Et³ O³W.

- (a) [D→R] A³D³ Et³ O³W?
- (b) [R→D] ii, Θ Et³ O³W.
- (c) [D] Cards ↓.
- (d) [D→R] HG, Θi³Yθ³ O³WJF J³ H³T?
- (e) [R→D] Θi³Yθ L O³WJF J³ v³H³T.

3. LGhf O³W³A³ H³J.

- (a) [D→R] A³D³ LGhf S³?
- (b) [R→D] Θ L LGhf S³ v³Y.

4. [D→R] SV j³WJ LAGJ³?

- (a) [D→R] DUAhf DB³ J³WJ O³W LAGJ³.

5. L³F³ O³W.

- (a) [D→R] A³D³ L³F³ q³θ?
- (b) [R→D] Θ L L³F³ q³θ.

6. [D→R] SV O³WJ DhAGJ³?

- (a) [D→R] O³W³ DhB³ O³WJF S³ DhAGJ³.

7. L³F³ O³W.

- (a) [D→R] A³D³ L³F³ O³W?
- (b) [R→D] ii, Θ L³F³ O³W.
- (c) [D] Cards ↓.
- (d) [D→R] HG, i³Yθ³ O³W³ J³ H³T?
- (e) [R→D] i³Yθ L O³W³ J³ v³H³T.

8. [D→R] SV O³WJ DhAGJ³?

- (a) [D→R] DhUAhf DhB³ Et³ J³ DhAGJ³.

9. [D→R] ՏՎ Օ՛՛Լ ԴհԱՀԵՋԻ՞?
- (a) [D→R] ԺԶՋԻ ԴհԲՑ ՏՎՏԳՌՈՅ Կ ԴհԱՀԵՋԻ.
10. ԷԵՒ ԵՐՄԱ.

Set 5

1. [D→R] ՏՎ Օ՛՛Լ ԴհԱՀԵՋԻ՞?
- (a) [D→R] ԴհԼՂԻ ԴհԲՑ ԴԵԵՒ ՀԵՎՈ ԴհԱՀԵՋԻ.
2. [D→R] ՏՎ յԹՌԱԼ ԼԱՀԵՋԻ՞?
- (a) [D→R] ԸԼՂԻ ԾՑ ԴհԼՂԻ Օ՛՛ՀԵՎԱՎ ԽՌԾ ԼԱՀԵՋԻ.
3. [D→R] ՏՎ Օ՛՛Լ ԴհԱՀԵՋԻ՞?
- (a) [D→R] Օ՛՛ՀԱՏ ԾՑ ԵԱՀԻ ՊԹ ԴհԱՀԵՋԻ.
4. [D→R] ՏՎ յԹՌԱԼ ԼԱՀԵՋԻ՞?
- (a) [D→R] Օ՛ՆՑ ԾՑ ԵԱՀԻ ՊԹ ԼԱՀԵՋԻ.
5. [D→R] ՏՎ յԹՌԱԼ ԼԱՀԵՋԻ՞?
- (a) [D→R] ԵԱՀԻ ԾՑ ԾՎՏԳՌՈՅ ՊԹ ԼԱՀԵՋԻ.

Set 6

1. [D→R] ՏՎ յԹՌԱԼ ԼԱՀԵՋԻ՞?
- (a) [D→R] ԺԶՋԻ ԴհԲՑ ԱԼՂԻ յԹԱՎ Օ՛՛Լ ԼԱՀԵՋԻ.
2. ՋԹ, ԾՑ, ԵՐՄԱ, ՊԹ.
- (a) [D→R] ՋԹ վԻ ԾՑ ՊԹ.
- (b) ✓ ՋԹ, ✓ ԾՑ.
3. [D→R] ՏՎ յԹՌԱԼ ԼԱՀԵՋԻ՞?
- (a) [D→R] Օ՛՛ՀԱՏ ԾՑ ԵԱՀԻ ՊԹ ԼԱՀԵՋԻ.
4. ՀԵՎՈ, ԵՐՄԱ, Օ՛՛Ծ, ՏՅ.
- (a) [D→R] ՀԵՎՈ վԻ ԵՐՄԱ ԻՒ.
- (b) ✓ ՀԵՎՈ, ✓ ԵՐՄԱ.
5. ԽՌԾ, ԲԹ, ԵՐՄԱ, յԹ.
- (a) [D→R] ԽՌԾ վԻ ԵՐՄԱ ԻՒ.
- (b) ✓ ԽՌԾ, ✓ ԵՐՄԱ.
6. ԽՌԾ, Ի՞Փ, Օ՛՛Ծ, յԹ.

- (a) [D→R] ԲԴՌԱ Օ՛ՎԱՐ ՏՅ?
- (b) [R→D] ԹԼ Օ՛ՎԱՐ ՏՅ.
6. [D→R] ՏՎ Օ՛՛Լ ԴհԱՀԵՋԻ՞?
- (a) [D→R] ԺԶՋԻ ԴհԲՑ ԸԼՂԻ Օ՛՛ՀԵՎԱՎ ԲԹ ԴհԱՀԵՋԻ.
7. [D→R] ՏՎ յԹՌԱԼ ԼԱՀԵՋԻ՞?
- (a) [D→R] ԸԼՂԻ ԴհԲՑ յՆՑ ՏՅ ԼԱՀԵՋԻ.
8. [D→R] ՏՎ յԹՌԱԼ ԼԱՀԵՋԻ՞?
- (a) [D→R] ԵԱՀԻ ԾՑ ԾՎՏԳՌՈՅ ԻՐՄ ԼԱՀԵՋԻ.
9. [D→R] ՏՎ յԹՌԱԼ ԼԱՀԵՋԻ՞?
- (a) [D→R] ԸԼՂԻ ԾՑ ԾՎՏԳՌՈՅ ԵՐՄ ԼԱՀԵՋԻ.
10. [D→R] ՏՎ յԹՌԱԼ ԼԱՀԵՋԻ՞?
- (a) [D→R] ԸԼՂԻ ԾՑ ԾՎՏԳՌՈՅ ԵՐՄ ԼԱՀԵՋԻ.

Set 7

1. **ØH, FPF, Øω, Jd.**
 - (a) [D→R] Øω ϕFF Jd FF.
 - (b) ✓ Øω, ✓ Jd.
2. **Geθø, DΘ, ØℳJ, qΘ.**
 - (a) [D→R] ØℳJ ϕFF DΘ FF.
 - (b) ✓ DΘ, ✓ ØℳJ.
3. **YC, hΘ, Øω, Sø.**
 - (a) [D→R] Øω ϕFF Sø FF.
 - (b) ✓ Øω, ✓ Sø.
4. **IrøS, HGF, ØℳJ, Jd.**
 - (a) [D→R] IrøS ϕFF L HGF ϕFF.
 - (b) ✗ HGF.
5. **ØH, FPF, ØℳJ, Sø.**
 - (a) [D→R] ØℳJ ϕFF Sø FF.
 - (b) ✓ ØℳJ, ✓ Sø.
6. **Geθø, hΘ, Øω, qΘ.**
 - (a) [D→R] Geθø ϕFF L hΘ ϕFF.
 - (b) ✗ hΘ.
7. **YC, DΘ, ØℳJ, Jd.**
 - (a) [D→R] YC ϕFF L ØℳJ ϕFF.
 - (b) ✗ ØℳJ.
8. **ØH, DΘ, Øω, qΘ.**
 - (a) [D→R] ØH ϕFF L DΘ ϕFF.
 - (b) ✗ DΘ.
9. **YC, hΘ, ØℳJ, Jd.**
 - (a) [D→R] YC ϕFF L ØℳJ ϕFF.
 - (b) ✗ ØℳJ.
10. **Geθø, HGF, Øω, Sø.**
 - (a) [D→R] Øω ϕFF L HGF ϕFF.
 - (b) ✗ HGF.

Set 8

1. **IrøS, FPF, ØℳJ, qΘ.**
 - (a) [D→R] IrøS ϕFF L ØℳJ ϕFF.
 - (b) ✗ ØℳJ.
2. **IrøS, HGF, Øω, Jd.**
 - (a) [D→R] Øω ϕFF L HGF ϕFF.
 - (b) ✗ HGF.
3. **ØH, hΘ, ØℳJ, Sø.**
 - (a) [D→R] ØℳJ ϕFF L Sø ϕFF.
 - (b) ✗ Sø.
4. **Geθø, DΘ, Øω, Jd.**
 - (a) [D→R] Øω ϕFF L DΘ ϕFF.
 - (b) ✗ DΘ.
5. **YC, FPF, ØℳJ, Sø.**
 - (a) [D→R] ØℳJ ϕFF L qΘ ϕFF.
 - (b) ✗ qΘ.
6. **DΛFF Geθø.**
 - (a) [D→R] ΛDø DΛFF Geθø?
 - (b) [R→D] ii, Θ DΛFF Geθø.
 - (c) [D] Cards ↓.
 - (d) [D→R] FG, iøYΘø DΛFF Geθø FT?
 - (e) [R→D] ii, iøYΘ DΛFF Geθø FRY.
7. **OΛS YC.**
 - (a) [D→R] ΛDø DΛFF HGF?
 - (b) [R→D] Θ L DΛFF HGF ϕY.
8. **Geθø, FPF, Øω, qΘ.**
 - (a) [D→R] Øω ϕFF L qΘ ϕFF.
 - (b) ✗ qΘ.

De^vAT 21

WORD ORDER DICTED

SCHOOLED SW&T (Grammar)

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

Cherokee word ordering works differently than English word ordering. In simple sentences the subject of the sentence comes first, followed by the object and its modifiers, and finally by the verb and its modifiers. This results in what is called a “subject-object-verb” word order. This can be seen in the following example:

- “RO^vH D^oDAG^vI^v.”
 - “Tony, a deer, he sees it.”
 - “Tony sees a deer.”

Placing the subject after the verb is also possible, yielding “object-verb-subject”, as in the following example:

- “D^oDAG^vI^v TTD.”
 - “A deer, she sees it, Barbara.”
 - “Barbara sees a deer.”

In addition, adjectives, such as colors, while normally placed before nouns, will sometimes be used after them as in the following two examples:

- “RO^vH DY^sI D^oDAG^vI^v.”
 - “Anthony, a red deer, he sees it.”
 - “Anthony sees a red deer.”
- “TTD D^oDY^sI DAG^vI^v.”
 - “Barbara, a deer, a red one, she sees it.”
 - “Barbara sees a red deer.”

Because Cherokee is very flexible about word ordering many speakers will sometimes rearrange sentences to emphasize something by saying that part first.

☞ As you work through the exercises Cherokee word ordering will become second nature and not something you normally will need to think about.

JA^vW (Read them)

This lesson introduces O^sP^v “He wants him, it.” The following shows O^sP^v combined with the bound pronouns you have learned so far:

I^əθSF^ə [ji²ya²du²li³ha] “I want him.”

DTSF^ə [a¹gw^əa²du²li³ha] “I want it.”

S^əI^əθSF^ə [ga²ji²ya²du²li³ha] “I want them-animate.”

LTSF^ə [da¹gw^əa²du²li³ha] “I want them-inanimate.”

DTSF^ə [a¹gw^əa²du²li³ha] “He wants me.”

ETSF^ə [gv¹gw^əa²du²li³ha] “They want me.”

O'SF^ə [u¹du²li³ha] “He wants him, it.”

SSF^ə [du¹du²li³ha] “He wants them.”

A^əθSF^ə [hi²ya²du²li³ha] “You want him.”

CSF^ə [ja²du²li³ha] “You want it.”

S^əA^əθSF^ə [ga²hi²ya²du²li³ha] “You want them-animate.”

S^əCSF^ə [de²ja²du²li³ha] “You want them-inanimate.”

CSF^ə [ja²du²li³ha] “He wants you.”

FCSF^ə [ge²ja²du²li³ha] “They want you.”

O'θSF^ə [u¹na²du²li³ha] “They want him, it.”

S^əOSF^ə [du¹na²du²li³ha] “They want them.”

Additional vocabulary used in the following exercises.

D⁴Z, D⁴O⁺ [a²se³hno, a²se³hny] “But.”

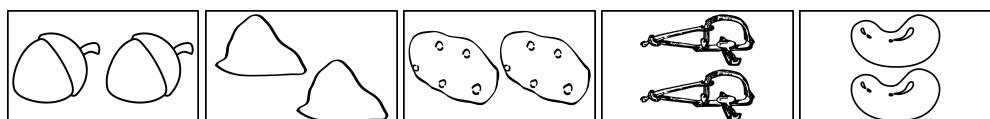
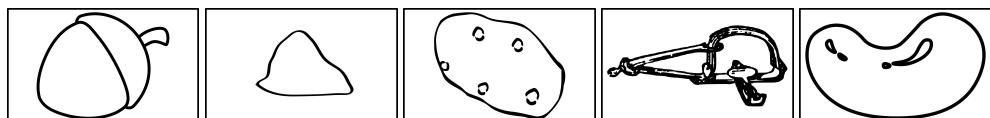
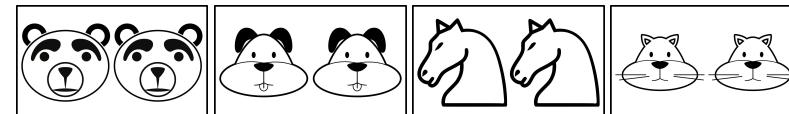
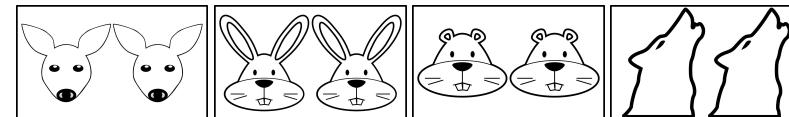
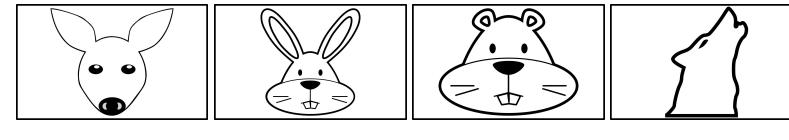
SA [ga³go²] “Who?”

S^əθY⁺G [ga²sg¹lo] “A table or a chair.”

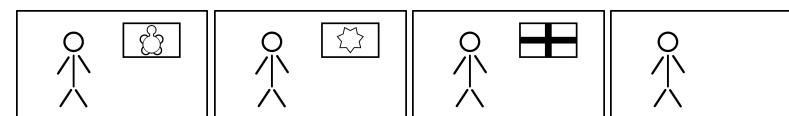
A^əS^əθY⁺G [d¹ga²sg¹lo] “Tables. Chairs.”

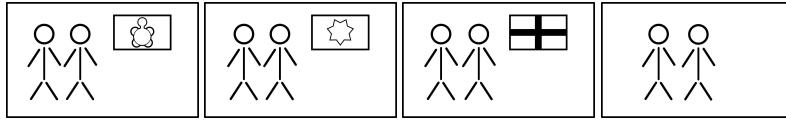
H⁴W⁴T⁴S (Do them)

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

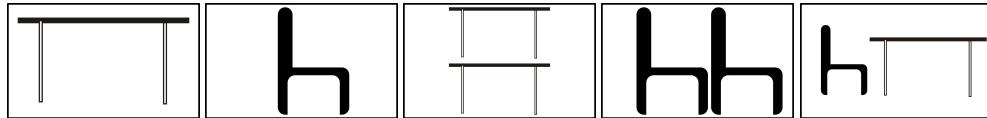


You will need to reuse the following people index cards:





You will need to add the following index cards:



Label each one on the reverse as follows: ḥoYG, ḥoYG, JhoyG, JhoyG, JhoyG.

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. hθ, DhWP ḥθ, HrJ, WP Jd.

“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] Jd L̄S̄P̄.

“D” says: I want acorns.

- (b) [R] Jd̄ S̄ḠP̄?

“R” confirms: You want acorns?

- (c) [D] ii.

“D” says: Yes.

- (d) [R] HG, Jd → [D]

“R” says: Alright. Hands “D” the acorns card.

- (e) [R] Jd S̄Ḡ.

“R” says: You have acorns.

2. YC, DhWP hθ, ḥoYG(|), WP JHrJ, → DhGWY.

“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] hθ S̄ŌS̄P̄.

“D” points at the Cherokee card and says: They want bears.

- (b) [R] hθ̄ S̄ŌS̄P̄?

“R” confirms: They want bears?

- (c) [D] ii.

“D” says: Yes.

- (d) [R] HG, hθ → DhGWY

“R” says: Alright. Places bears with Cherokee.

- (e) [R] hθ Shθ̄.

“R” says: They have bears.

3. **ΗGF, DhWF YC, S&Y(G(□), WF J\\$&Y(G(□ □), →DYFb.**
 “D” places a single squirrel card, a two dog card, a single table card, a two table card, and a two English card in front of “R”.
- (a) [D] ♀Θ O'SF&T.
 “D” points at the English card and says: He/she wants a potato.
 - (b) [R] D4Z L ♀Θ &Y&T.
 “R” says: But I don't have a potato.
4. **Ε& ΗGF, DhWF DΩ.**
 “D” places a single squirrel card and a two deer card in front of themselves.
- (a) [D] ΑD Ε& ΗGF. ΑD DhWF DΩ.
 “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] \$A GS&F?
 “D” says: Who wants you? (Who one wants you?).
 - (c) [R] Θ Ε& ΗGF DTSF&T.
 “R” says: That one squirrel wants me.
5. **Ε& DBΩ, DhWF DhBΩ.**
 “D” places a single person card and a two people card in front of themselves.
- (a) [D] ΑD Ε& DBΩ. ΑD DhWF DhBΩ.
 “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] \$A FGSP&T?
 “D” says: Who wants you? (Who they wants you?).
 - (c) [R] Θ DhWF DhBΩ ETSF&T.
 “R” says: Those two people want me.

Someone Alone

Add one pretend study partner and follow the instructions for Groups.

- ☞ Use an index card and hide the “R” responses when reading the “D” challenges. Until you know the exercises steps, you will have to periodically check the “R” responses before doing them while they are covered.
- ☞ Remember to speak and act the responses out!

Sets

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

Set 1

1. **YC, DhWF Ir&S, S&, WF J\\$&Y(G(| □ □).** (e) [R] DhBΩ Sh&F.
 - (a) [D] DΩ \$Ir&SF&T.
 - (b) [R] D4Z L DΩ &LY&T.
2. **DBΩ, DhWF DhBΩ, O'&, WF O'&, →DhBΩ&T.**
 - (a) [D] DhBΩ S&SF&T.
 - (b) [R] DhBΩ& S&SF&T?
 - (c) [D] ii.
 - (d) [R] HG, DhBΩ →DhBΩ&T
3. **Ε& fΘ, DhWF YC.**
 - (a) [D] ΑD Ε& fΘ. ΑD DhWF YC.
 - (b) [D] \$A FGSP&T?
 - (c) [R] Θ DhWF YC ETSF&T.
4. **G&f&, DhWF &M, S&Y(G(| □), WF JH&J.**
 - (a) [D] ΗGF \$Ir&SF&T.
 - (b) [R] D4Z L ΗGF &LY&T.

5. **YC**, DhW^f EG^f, q^f, W^f q^f, →DhGWY.
- (a) [D] EG^f S^fS^f?
 - (b) [R] EG^f S^fS^f?
 - (c) [D] ii.
 - (d) [R] HG^f, EG^f →DhGWY
 - (e) [R] EG^f Sh^f.
6. F^fF, DhW^f DQ, S^fYG(□), W^f J^f.
- (a) [D] S^fYG DTS^f?
 - (b) [R] S^fYG G^f?
 - (c) [D] ii.
 - (d) [R] HG^f, S^fYG →[D]
 - (e) [R] S^fYG G^f.
7. E^f Ir^fS, DhW^f Ir^fS.
- (a) [D] #D E^f Ir^fS. #D DhW^f Ir^fS.
 - (b) [D] SA FG^f?
 - (c) [R] Θ DhW^f Ir^fS ETS^f.
8. Φ^f, DhW^f G^fω, Θ^fJ, W^f J^fYG(□ □), →DhYFb.
- (a) [D] G^fω S^fS^f?
 - (b) [R] G^fω S^fS^f?
 - (c) [D] ii.
 - (d) [R] HG^f, G^fω →DhYFb
 - (e) [R] G^fω Sh^f.

Set 2

1. EG^f, DhW^f h^f, J^f, W^f S^f.
- (a) [D] J^f DTS^f?
 - (b) [R] J^f G^f?
 - (c) [D] ii.
 - (d) [R] HG^f, J^f →[D]
 - (e) [R] J^f G^f.
2. E^f DQ, DhW^f Φ^f.
- (a) [D] #D E^f DQ. #D DhW^f Φ^f.
 - (b) [D] SA FG^f?
 - (c) [R] Θ DhW^f Φ^f ETS^f.
3. G^fω, DhW^f F^fF, Θ^fJ, W^f J^fYG, →DhYFb.
- (a) [D] S^f O^fθS^f?
 - (b) [R] D4Z L S^f θY^f.
4. DBQ, DhW^f G^fω, q^f, W^f J^fYG(□ □).
- (a) [D] q^f DTS^f?
 - (b) [R] q^f G^f?
 - (c) [D] ii.
5. h^f, DhW^f F^fF, S^fYG(□), W^f J^fYG(□ □), →DhGWY.
- (a) [D] q^f O^fθS^f?
 - (b) [R] D4Z L q^f θY^f.
6. h^f, DhW^f F^fF, S^fYG(□), W^f O^fω, →DhBQωT.
- (a) [D] q^f S^fS^f?
 - (b) [R] D4Z L q^f ωY^f.
7. Ir^fS, DhW^f h^f, S^fYG(□), W^f J^fYG(□ □), →DhBQωT.
- (a) [D] J^f O^fθS^f?
 - (b) [R] D4Z L J^f ωY^f.
8. G^fω, DhW^f Φ^f, Θ^fJ, W^f J^fYG(□ □), →DhYFb.
- (a) [D] J^f S^fS^f?
 - (b) [R] D4Z L J^f ωY^f.

Set 3

1. YC, DhW^f YC, S^fYG(□), W^f J^f, →DGWY.
- (a) [D] J^f SS^f?
 - (b) [R] J^f SS^f?
 - (c) [D] ii.
 - (d) [R] HG^f, J^f →DGWY
 - (e) [R] J^f S^f.
2. E^f F^fF, DhW^f DQ.
- (a) [D] #D E^f F^fF. #D DhW^f DQ.
 - (b) [D] SA G^f?
 - (c) [R] Θ E^f F^f DTS^f.
3. EG^f, DhW^f EG^f, O^fω, W^f J^fYG, →DhGWY.
- (a) [D] S^f S^fS^f?

- (b) [R] D4Z L S ϑ ϑ Y ϑ .
4. \mathfrak{M} Θ , DhW φ Ir ϑ S, \mathfrak{N} ϑ Y ϑ G(\sqcap), W φ J \mathfrak{N} ϑ Y ϑ G(\sqcup \sqcap), \rightarrow DY φ b.
- (a) [D] J \mathfrak{N} ϑ Y ϑ SS φ ?
 - (b) [R] J \mathfrak{N} ϑ Y ϑ SS φ ?
 - (c) [D] ii.
 - (d) [R] H ϑ , J \mathfrak{N} ϑ Y ϑ \rightarrow DY φ b
 - (e) [R] J \mathfrak{N} ϑ Y ϑ S ϑ .
5. \mathfrak{M} Θ , DhW φ G ϑ ϑ , S ϑ , W φ S ϑ , \rightarrow DB ϑ ϑ T.
- (a) [D] G ϑ ϑ SS φ ?
 - (b) [R] G ϑ ϑ SS φ ?
 - (c) [D] ii.
 - (d) [R] H ϑ , G ϑ ϑ \rightarrow DB ϑ ϑ T
 - (e) [R] G ϑ ϑ SG ϑ ?
6. \mathfrak{H} ϑ YC, DhW φ YC.
- (a) [D] ∂ D \mathfrak{H} ϑ YC. ∂ D DhW φ YC.
- (b) [D] S ϑ G ϑ ?
7. \mathfrak{H} ϑ , DhW φ H ϑ , H ϑ , W φ J \mathfrak{N} ϑ Y ϑ G(\sqcap \sqcap), \rightarrow DB ϑ ϑ T.
- (a) [D] J \mathfrak{N} ϑ Y ϑ SS φ .
 - (b) [R] J \mathfrak{N} ϑ Y ϑ SS φ ?
 - (c) [D] ii.
 - (d) [R] H ϑ , J \mathfrak{N} ϑ Y ϑ \rightarrow DB ϑ ϑ T
 - (e) [R] J \mathfrak{N} ϑ Y ϑ S ϑ .
8. G ϑ ϑ , DhW φ F ϑ ϑ , O ϑ , W φ q Θ , \rightarrow DG ϑ Y.
- (a) [D] F ϑ ϑ SS φ .
 - (b) [R] F ϑ ϑ SS φ ?
 - (c) [D] ii.
 - (d) [R] H ϑ , F ϑ ϑ \rightarrow DG ϑ Y
 - (e) [R] F ϑ ϑ SG ϑ ?

Set 4

1. \mathfrak{H} ϑ D ϑ , DhW φ h Θ .
- (a) [D] ∂ D \mathfrak{H} ϑ D ϑ . ∂ D DhW φ h Θ .
 - (b) [D] S ϑ G ϑ ?
 - (c) [R] Θ \mathfrak{H} ϑ D ϑ DT ϑ ?
2. DB ϑ , DhW φ D ϑ , \mathfrak{N} ϑ Y ϑ G(\sqcap), W φ J \mathfrak{N} ϑ Y ϑ G(\sqcup \sqcap), \rightarrow DY φ b.
- (a) [D] J ϑ O ϑ S ϑ ?
 - (b) [R] D4Z L J ϑ ϑ Y ϑ .
3. F ϑ ϑ , DhW φ \mathfrak{M} Θ , J ϑ , W φ J \mathfrak{H} ϑ J, \rightarrow DB ϑ ϑ T.
- (a) [D] \mathfrak{M} Θ SS ϑ ?
 - (b) [R] \mathfrak{M} Θ SS ϑ ?
 - (c) [D] ii.
 - (d) [R] H ϑ , \mathfrak{M} Θ \rightarrow DB ϑ ϑ T
 - (e) [R] \mathfrak{M} Θ SG ϑ ?
4. Ir ϑ S, DhW φ Ir ϑ S, \mathfrak{N} ϑ Y ϑ G(\sqcap), W φ O ϑ , \rightarrow DG ϑ Y.
- (a) [D] q Θ O ϑ S ϑ .
- (b) [D] S ϑ G ϑ ?
5. \mathfrak{M} Θ , DhW φ YC, S ϑ , W φ O ϑ , \rightarrow DhY φ b.
- (a) [D] H ϑ O ϑ S ϑ .
 - (b) [R] D4Z L H ϑ ϑ Y ϑ .
6. h Θ , DhW φ DhB ϑ , \mathfrak{N} ϑ Y ϑ G(\sqcap), W φ J \mathfrak{N} ϑ Y ϑ G(\sqcup \sqcap), \rightarrow DY φ b.
- (a) [D] S ϑ O ϑ S ϑ .
 - (b) [R] D4Z L S ϑ ϑ Y ϑ .
7. Ir ϑ S, DhW φ G ϑ ϑ , H ϑ , W φ J \mathfrak{N} ϑ Y ϑ G(\sqcap \sqcap), \rightarrow DhG ϑ Y.
- (a) [D] D ϑ O ϑ S ϑ .
 - (b) [R] D4Z L D ϑ ϑ Y ϑ .
8. \mathfrak{M} Θ , DhW φ YC, \mathfrak{N} ϑ Y ϑ G(\sqcap), W φ J \mathfrak{N} ϑ Y ϑ G(\sqcup \sqcap), \rightarrow DY φ b.
- (a) [D] h Θ O ϑ S ϑ .
 - (b) [R] D4Z L h Θ ϑ Y ϑ .

Set 5

1. YC, DhW φ G ϑ ϑ , J ϑ , W φ J \mathfrak{H} ϑ J, \rightarrow DhB ϑ ϑ T.
- (a) [D] DB ϑ O ϑ S ϑ .
 - (b) [R] D4Z L DB ϑ ϑ Y ϑ .
2. Ir ϑ S, DhW φ \mathfrak{M} Θ , q Θ , W φ q Θ , \rightarrow DB ϑ ϑ T.
- (a) [D] F ϑ ϑ O ϑ S ϑ .
 - (b) [R] D4Z L F ϑ ϑ ϑ Y ϑ .

3. IrθS, DhWf FfP, fθYG(□), Wf Oω, →DGWY.
- [D] fθYG O'Sfθ.
 - [R] fθYG O'Sfθ?
 - [D] ii.
 - [R] Ig, fθYG →DGWY
 - [R] fθYG O'θ.
4. Gθω, DhWf IrθS, Oω, Wf JfθYG(□ □), →DYfB.
- [D] FfP O'Sfθ.
 - [R] D4Z L FfP θYθθ.
5. HGF, DhWf DhBθ, fθYG(□), Wf Jfθ, →DGWY.
- [D] fθYG O'Sfθ.
 - [R] fθYG O'Sfθ?
 - [D] ii.
 - [R] Ig, fθYG →DGWY
6. Gθω, DhWf HfG, HfJ, Wf JfθYG(□ □).
- [D] Sθ DfθSfθ.
 - [R] D4Z L Sθ θYθ.
7. φθ, DhWf φθ, Oω, Wf JfθYG(□ □), →DBθωT.
- [D] O'ω O'Sfθ.
 - [R] O'ω O'Sfθ?
 - [D] ii.
 - [R] Ig, O'ω →DBθωT
 - [R] O'ω O'θ.
8. fθ, DhWf Gθω, Oω, Wf JfθYG(□ □).
- [D] qθ DfθSfθ.
 - [R] D4Z L qθ θYθ.

Set 6

1. FfP, DhWf hθ, Sθ, Wf Sθ.
- [D] FfP IrθSfθ.
 - [R] FfP hθSfθ?
 - [D] ii.
 - [R] Ig, FfP →[D]
 - [R] FfP Gθθ.
2. DBθ, DhWf IrθS, fθYG(□), Wf JfθYG(□ □).
- [D] Jfθ DfθSfθ.
 - [R] D4Z L Jfθ θYθ.
3. YC, DhWf YC, HfJ, Wf Oω.
- [D] YC IrθSfθ.
 - [R] YC hθSfθ?
 - [D] ii.
 - [R] Ig, YC →[D]
 - [R] YC Gθθ.
4. Dθ, DhWf Dθ, Jfθ, Wf JHfJ, →DhGWY.
- [D] Dθ O'θSfθ.
 - [R] Dθ hθ O'θSfθ?
 - [D] ii.
 - [R] Ig, Dθ →DhGWY
 - [R] Dθ O'hθθ.
5. Dθ, DhWf Gθω, qθ, Wf Jfθ.
6. Dθ IrθSfθ.
7. YC, DhWf IrθS, Oω, Wf Sθ, →DYfB.
- [D] hθ SSfθ.
 - [R] D4Z L hθ φLYθθ.
8. FfP, DhWf YC, fθYG(□), Wf JfθYG(□ □), →DhBθωT.
- [D] FfP O'θSfθ.
 - [R] FfP hθ O'θSfθ?
 - [D] ii.
 - [R] Ig, FfP →DhBθωT
 - [R] FfP O'hθθ.

Set 7

1. ወሮዎች, ደርሱ የወሮዎች, የወሮዎች(⊞), ወሮዎች(⊞ ⊞), →DhGwy.
 - (a) [D] ተያዋና ስሮስቶች.
 - (b) [R] D4Z L ተያዋና አንቀፅዎች.
2. ጥሩ የወሮዎች, ደርሱ የወሮዎች, የወሮዎች, →DhBΘዎች.
 - (a) [D] የወሮዎች ስሮስቶች.
 - (b) [R] የወሮዎች ስሮስቶች?
 - (c) [D] ii.
 - (d) [R] ይጋ, የወሮዎች →DhBΘዎች
 - (e) [R] የወሮዎች ስሮስቶች.
3. ከወሮዎች, ደርሱ የወሮዎች, የወሮዎች, የወሮዎች(⊞ ⊞), →DBΘዎች.
 - (a) [D] DhBΘ SSFዎች.
 - (b) [R] D4Z L DhBΘ አንቀፅዎች.
4. ዘግፍ, ደርሱ ተያዋና, ስሮስቶች, የወሮዎች, →DhGwy.
 - (a) [D] ስሮስቶች ስሮስቶች.
 - (b) [R] ስሮስቶች ስሮስቶች?
 - (c) [D] ii.
5. የወሮዎች, ደርሱ የወሮዎች, Jd, የወሮዎች(⊞ ⊞), →DhGwy
 - (d) [R] ይጋ, Sd →DhGwy
 - (e) [R] Sd O’hዎች.
6. ወሮዎች, ደርሱ Jd, Jd, የወሮዎች(⊞ ⊞), →DhYFB.
 - (a) [D] Jd O’θSFTዎች.
 - (b) [R] Jd O’θSFTዎች?
 - (c) [D] ii.
 - (d) [R] ይጋ, Jd →DhYFB
 - (e) [R] Jd O’hዎች.
7. ከወሮዎች, ደርሱ ከወሮዎች, የወሮዎች(⊞), የወሮዎች(⊞), →DhYFB.
 - (a) [D] hΘ ከወሮዎች.
 - (b) [R] D4Z L hΘ አንቀፅዎች.
8. DBΘ, ደርሱ ከወሮዎች, የወሮዎች(⊞), የወሮዎች(⊞ ⊞), →DhYFB.
 - (a) [D] የወሮዎች ሲጥSFTዎች.
 - (b) [R] D4Z L የወሮዎች አንቀፅዎች.

Set 8

1. የወሮዎች, ደርሱ ከወሮዎች, ስሮስቶች, የወሮዎች.
 - (a) [D] ዘግፍ ከወሮዎች.
 - (b) [R] D4Z L ዘግፍ አንቀፅዎች.
2. hΘ, ደርሱ hΘ, የወሮዎች, የወሮዎች, →DhBΘዎች.
 - (a) [D] Sd LTSFTዎች.
 - (b) [R] D4Z L Sd አንቀፅዎች.
3. ከወሮዎች, ደርሱ ዘግፍ, የወሮዎች, የወሮዎች.
 - (a) [D] ዘግፍ ከወሮዎች.
 - (b) [R] ዘግፍ ከወሮዎች?
 - (c) [D] ii.
 - (d) [R] ይጋ, ዘግፍ →[D]
 - (e) [R] ዘግፍ SGθዎች.
4. ተያዋና, ደርሱ ዘግፍ, O’w, የወሮዎች.
 - (a) [D] Jd LTSFTዎች.
 - (b) [R] D4Z L Jd አንቀፅዎች.
5. ከወሮዎች, ደርሱ DhBΘ, O’w, የወሮዎች(⊞ ⊞).
6. ወሮዎች, ደርሱ hΘ, የወሮዎች, የወሮዎች(⊞), →DhGwy.
 - (a) [D] DhBΘ SdSFTዎች.
 - (b) [R] DhBΘ SdSFTዎች?
 - (c) [D] ii.
 - (d) [R] ይጋ, DhBΘ →[D]
 - (e) [R] DhBΘ SGθዎች.
7. የወሮዎች, ደርሱ hΘ, የወሮዎች, የወሮዎች(⊞ ⊞), →DhGwy.
 - (a) [D] hΘ SdSFTዎች.
 - (b) [R] hΘ SdSFTዎች?
 - (c) [D] ii.
 - (d) [R] ይጋ, hΘ →[D]
 - (e) [R] hΘ SGθዎች.
8. ወሮዎች, ደርሱ የወሮዎች, Jd, የወሮዎች(⊞), →DhYFB.
 - (a) [D] ዘግፍ SdSFTዎች.
 - (b) [R] D4Z L ዘግፍ አንቀፅዎች.

Set 9

1. DΘ, DhWF DΘ, ֆնՅԳ(□), WF JԵՐԱ, →DBΘՁT.
 - (a) [D] SՃ SSՔ.
 - (b) [R] D4Z L SՃ ՔԼՅԳ.
2. ՋԵ, DhWF ՋԵ, ԵՐԱ, WF JԵՐԱ, →DhBΘՁT.
 - (a) [D] DhBΘ SԵՏՔ.
 - (b) [R] D4Z L DhBΘ ՔԼՅԹ.
3. ՋԵ, DhWF ՋԵ, ֆնՅԳ(□), WF JՖՆՅԳ(□ □), →DԳWY.
 - (a) [D] ՊԹ SSՔ.
 - (b) [R] D4Z L ՊԹ ՔԼՅԳ.
4. DBΘ, DhWF ԻՊԲ, ՊԹ, WF JՖՆՅԳ(□ □), →DΥԲ.
 - (a) [D] DBΘ OՇՔ.
 - (b) [R] DBΘ ՈՇՔ?
 - (c) [D] ii.
 - (d) [R] HG, DBΘ →DΥԲ
 - (e) [R] DBΘ ՈՇԹ.
5. ԻՊ, DhWF ԿԵՎ, ֆնՅԳ(□), WF JՖՆՅԳ(□ □), →DԳWY.
 - (a) [D] JՇ SSՔ.
- (b) [R] D4Z L JՇ ՔԼՅԳ.
6. ԵԳԲ, DhWF ԻՌՏ, Օ՛Յ, WF JՖՆՅԳ(□ □), →DBΘՁT.
 - (a) [D] ԵԳԲ OՇՔ.
 - (b) [R] ԵԳԲ ՈՇՔ?
 - (c) [D] ii.
 - (d) [R] HG, ԵԳԲ →DBΘՁT
 - (e) [R] ԵԳԲ ՈՇԹ.
7. ԿԵՎ, DhWF ԿԵՎ, ֆնՅԳ(□), WF ՊԹ.
 - (a) [D] ՊԹ LՏՏՔ.
 - (b) [R] ՊԹ ՖԵՏՔ?
 - (c) [D] ii.
 - (d) [R] HG, ՊԹ →[D]
 - (e) [R] ՊԹ ՖԵԳ.
8. ՋԵ, DhWF ՋԵ, SՃ, WF SՃ, →DΥԲ.
 - (a) [D] ՋԵ OՇՔ.
 - (b) [R] ՋԵ ՈՇՔ?
 - (c) [D] ii.
 - (d) [R] HG, ՋԵ →DΥԲ
 - (e) [R] ՋԵ ՈՇԹ.

Set 10

1. ԿԵՎ, DhWF DhBΘ, ֆնՅԳ(□), WF SՃ.
 - (a) [D] SՃ LՏՏՔ.
 - (b) [R] SՃ ՖԵՏՔ?
 - (c) [D] ii.
 - (d) [R] HG, SՃ →[D]
 - (e) [R] SՃ ՖԵԳ.
2. ԻՌՏ, DhWF ԿԵՎ, Օ՛Յ, WF Օ՛Յ, →DhBΘՁT.
 - (a) [D] Օ՛Յ SԵՏՔ.
 - (b) [R] Օ՛Յ ՍԵՏՔ?
 - (c) [D] ii.
 - (d) [R] HG, Օ՛Յ →DhBΘՁT
 - (e) [R] Օ՛Յ ShԳ.
3. ԻՊԲ, DhWF ԿԵՎ, JՇ, WF ՊԹ.
 - (a) [D] ՊԹ SԵՏՔ.
 - (b) [R] ՊԹ ՍԵՏՔ?
 - (c) [D] ii.
 - (d) [R] HG, ՊԹ →DhBΘՁT
 - (e) [R] ՊԹ ShԳ.
4. ԻՊ, DhWF ԻՌՏ, ֆնՅԳ(□), WF JԵՐԱ, →DhGWY.
 - (a) [D] JԵՐԱ SԵՏՔ.
 - (b) [R] JԵՐԱ ՍԵՏՔ?
 - (c) [D] ii.
 - (d) [R] HG, JԵՐԱ →DhGWY
 - (e) [R] JԵՐԱ ShԳ.
5. ԿԵՎ, DhWF ԿԵՎ, ՊԹ, WF JՄՆՅԳ(□ □).
- (a) [D] DΘ ՖԻՌՏՔ.
- (b) [R] D4Z L DΘ ՔԼՅԹ.
6. DΘ, DhWF ԻՊԲ, ֆնՅԳ(□), WF JՇ, →DhΥԲ.
 - (a) [D] JՇ SԵՏՔ.
 - (b) [R] JՇ ՍԵՏՔ?
 - (c) [D] ii.
 - (d) [R] HG, JՇ →DhΥԲ
 - (e) [R] JՇ ShԳ.

Dəvət 22

WFƏDA WFƏT DSƏLƏL

İAFƏ (Read them)

Ə [ka] “Hey now! Enough already! Hey!” Also used as a greeting to indicate a “Hey!” kind of “Hi!”.

TƏH [i²yɑ³ni] “Count of animate.”

TS [i²ga⁴] “Count of inanimate.”

SƏYƏT [ga²sgj²lv⁴?i] “On a chair or on a table.”

HƏL, HƏR [ni²ga⁴da, ni²ga⁴dv] “All. Everyone.”

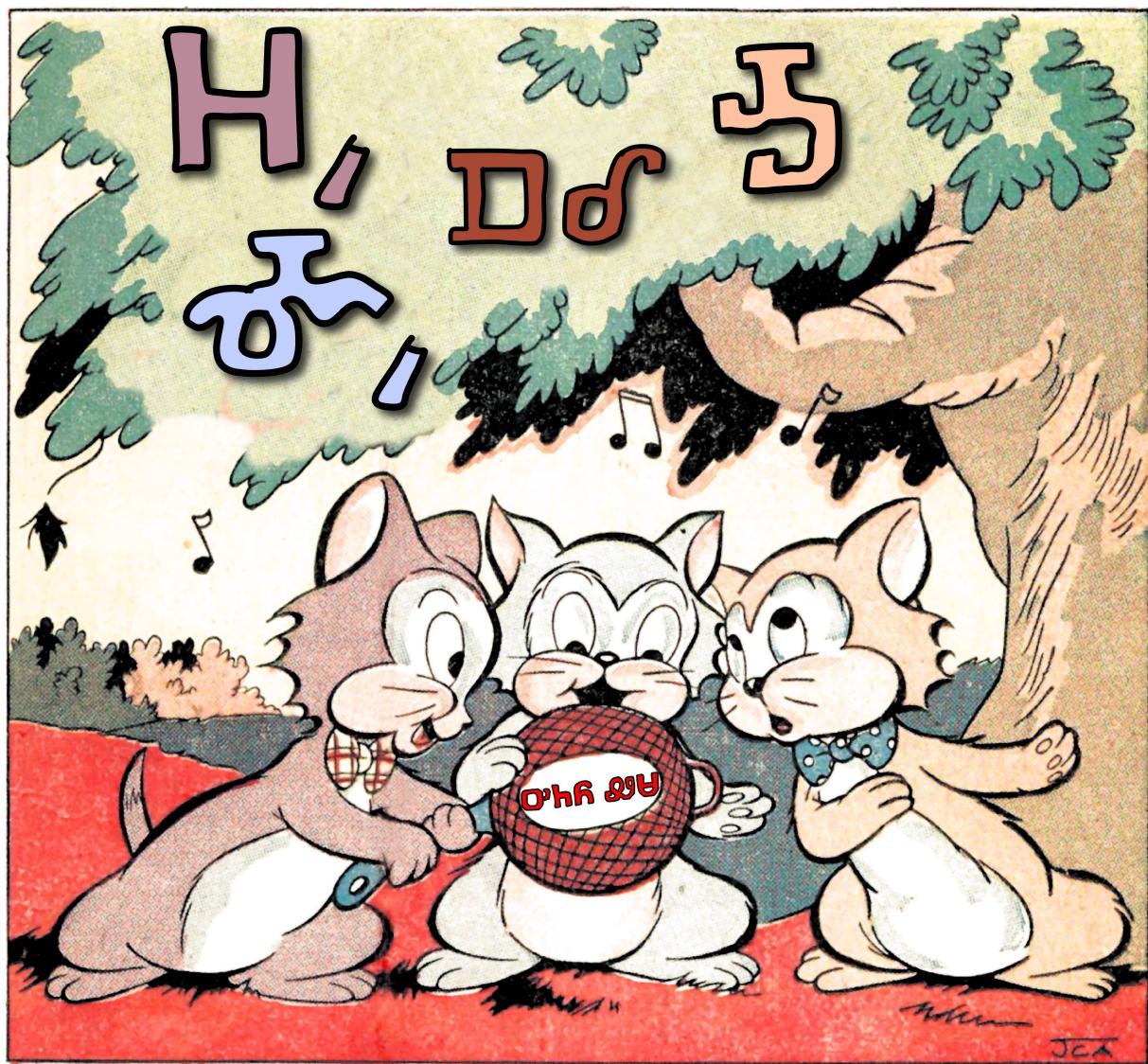
OFRƏL [ul²su²hwı²da] “Color.”

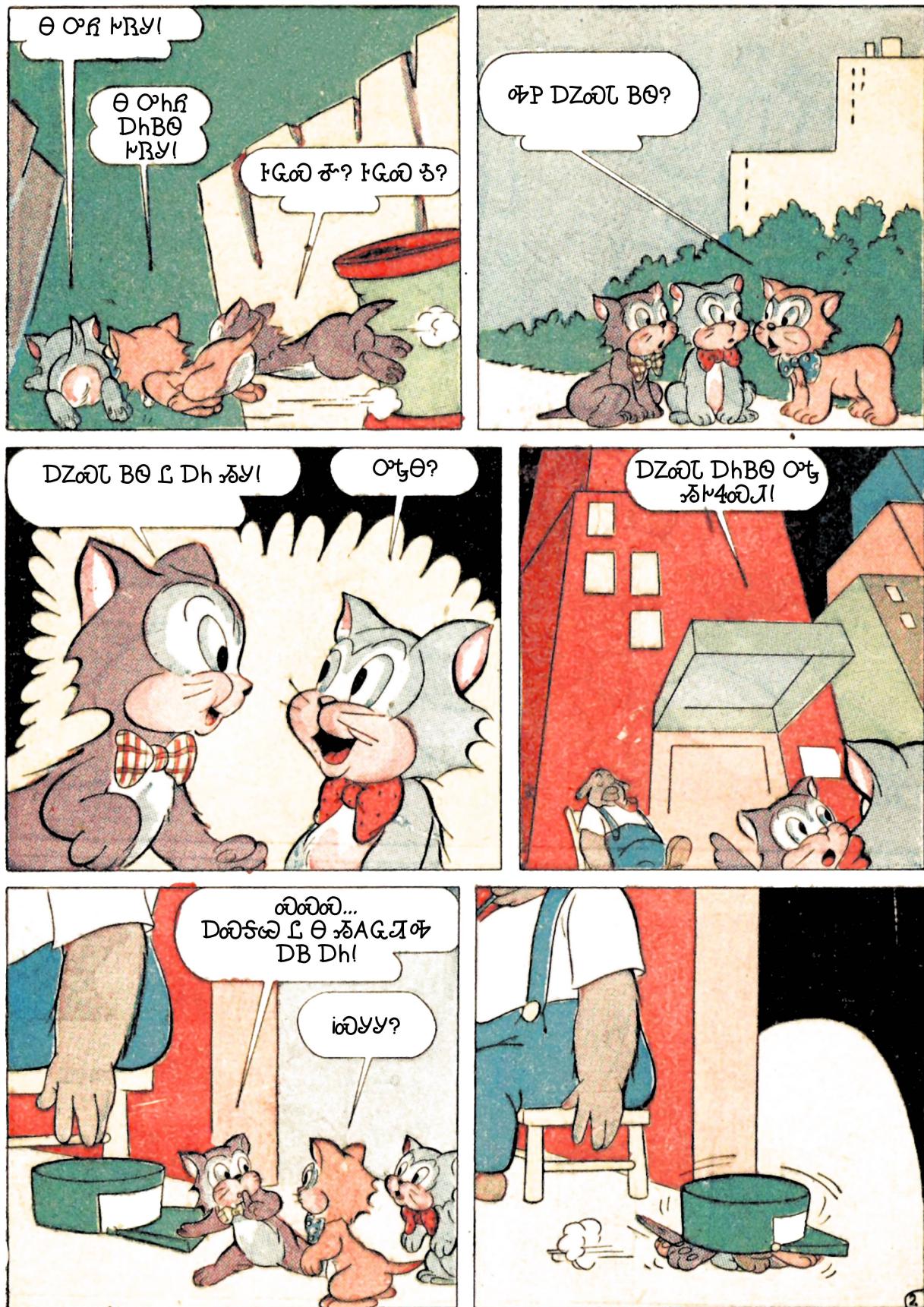
OƏFRƏL [u²nal²su²hwı²da] “Color (them-animate).”

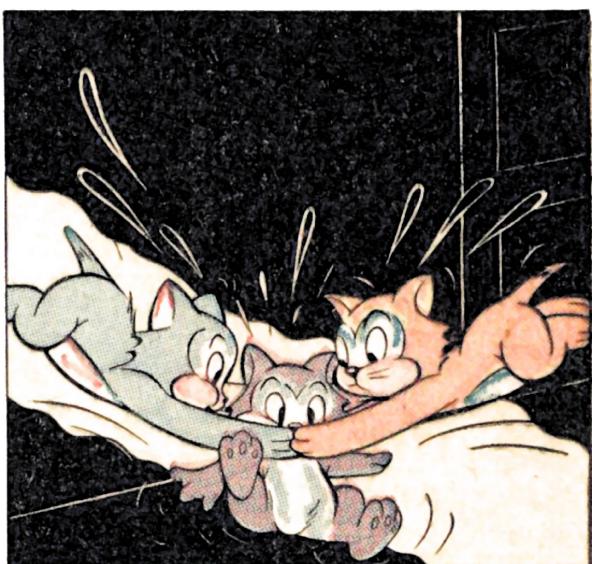
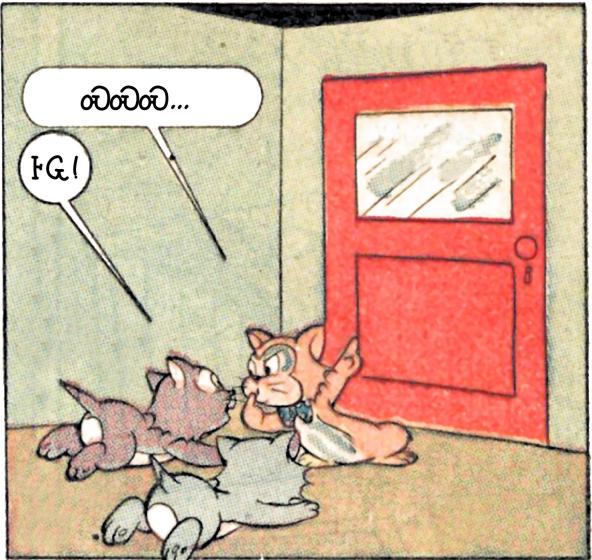
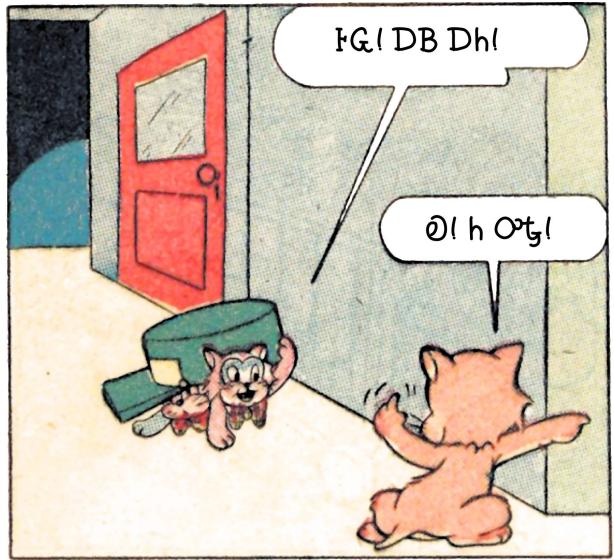
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OƏPƏ AƏPƏ (Funny Paper)

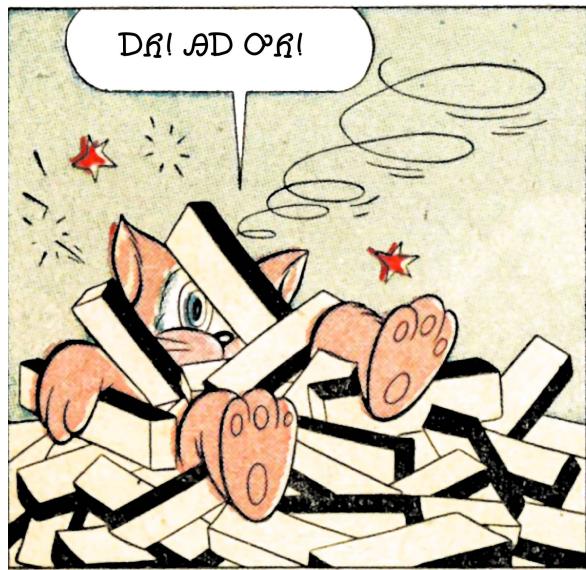
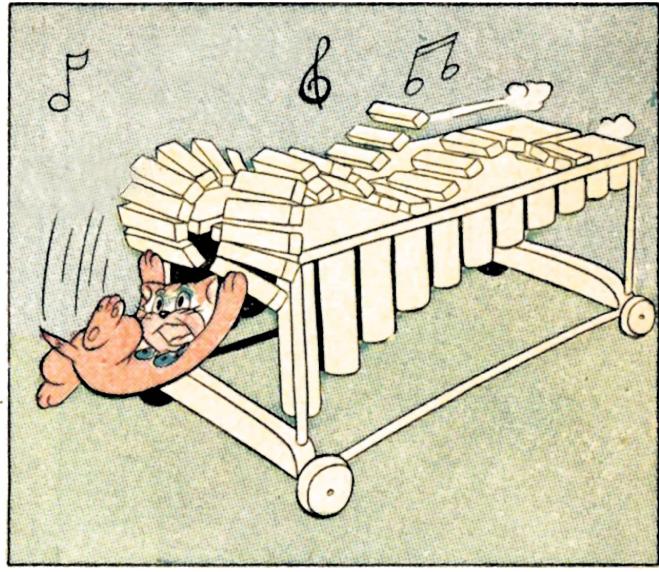
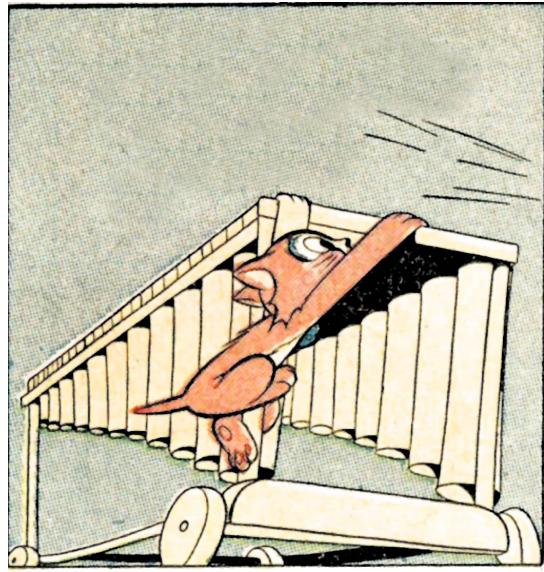
Read the following comic.



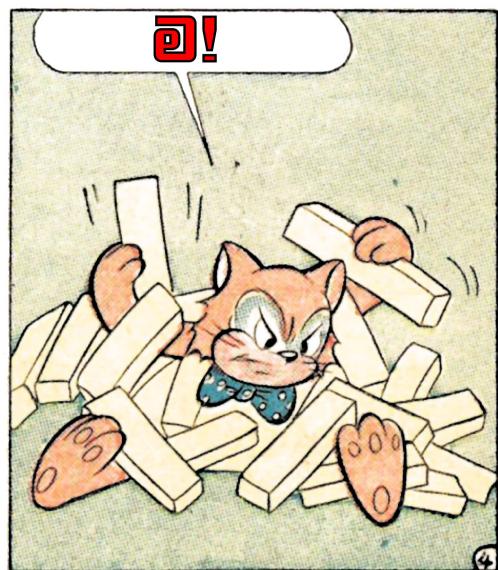
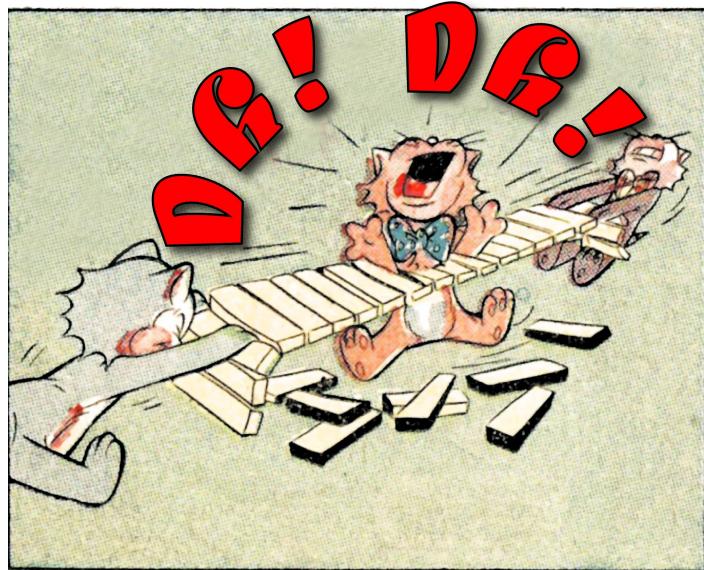




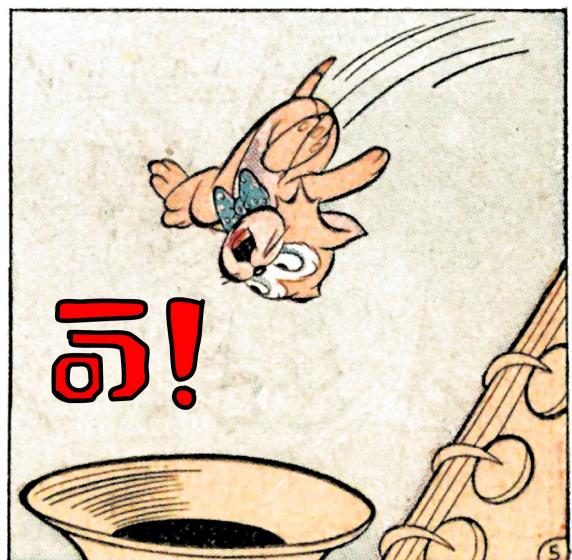
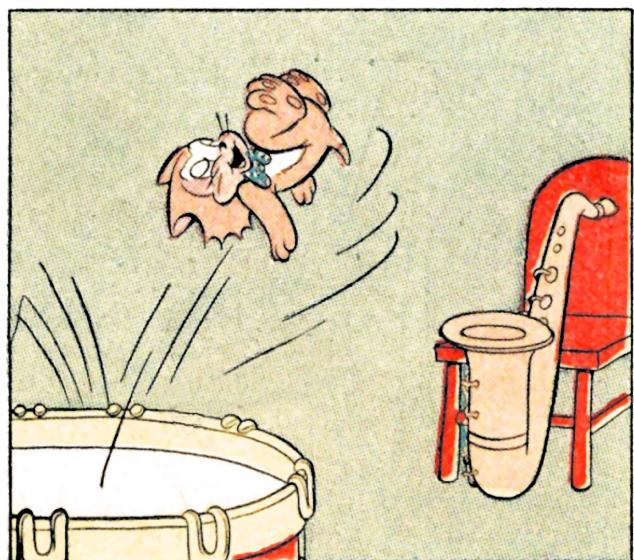
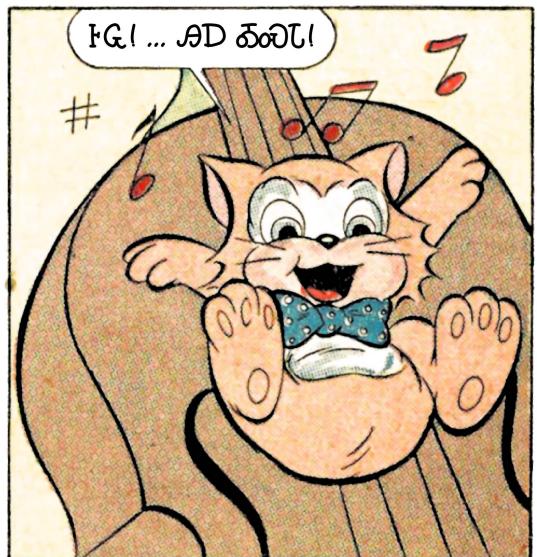
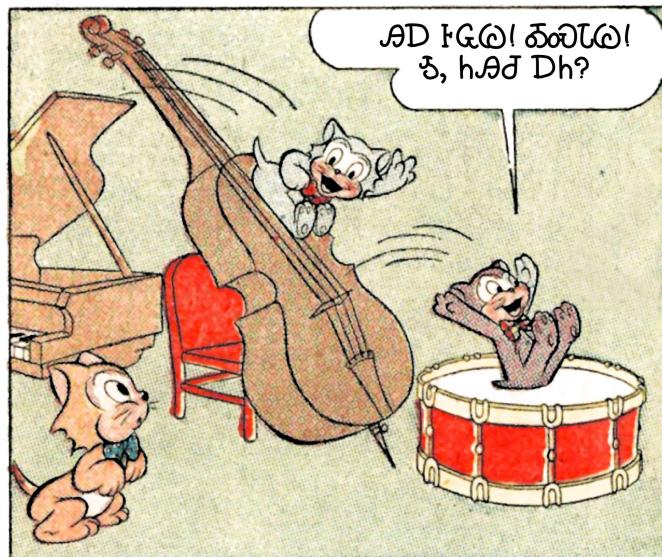
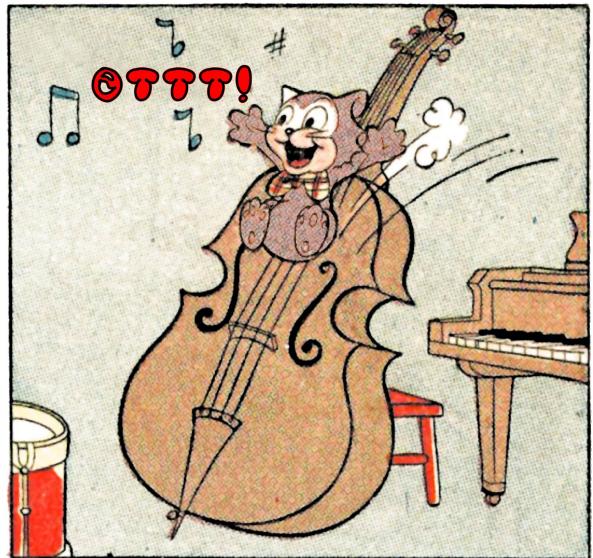
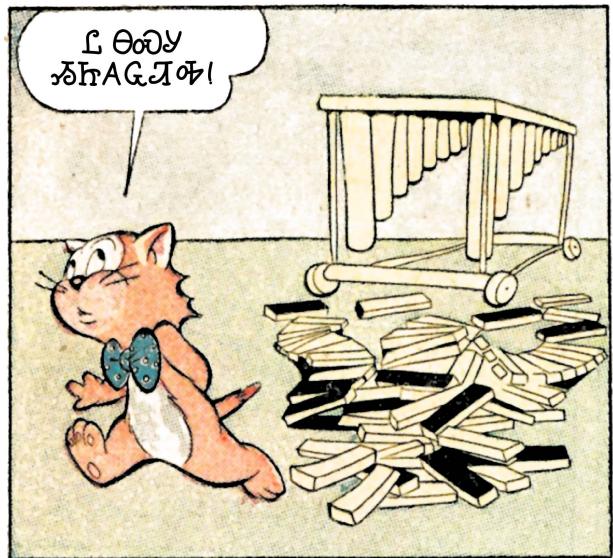
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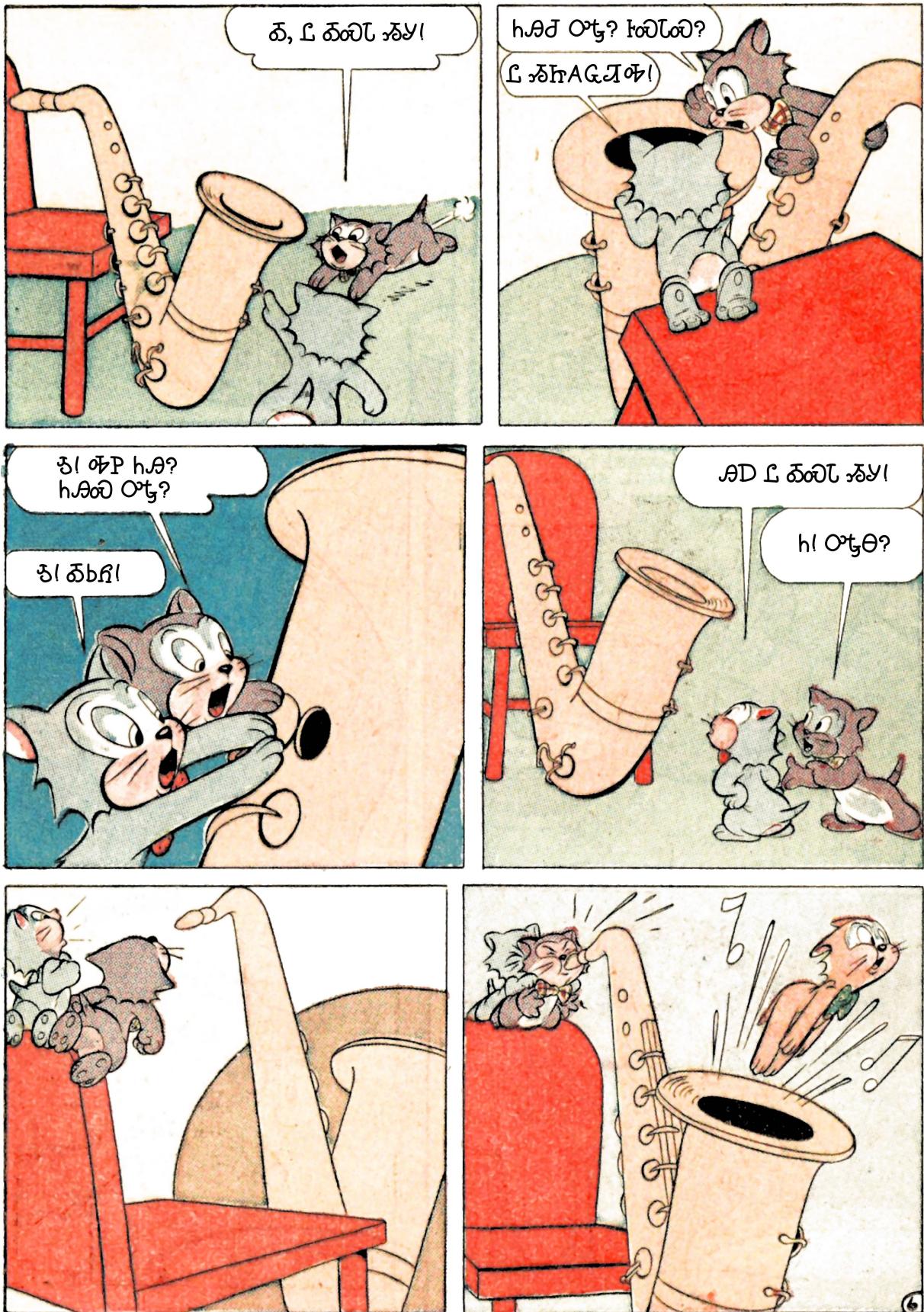


Ε! ΗΛΙΟΒΑ?

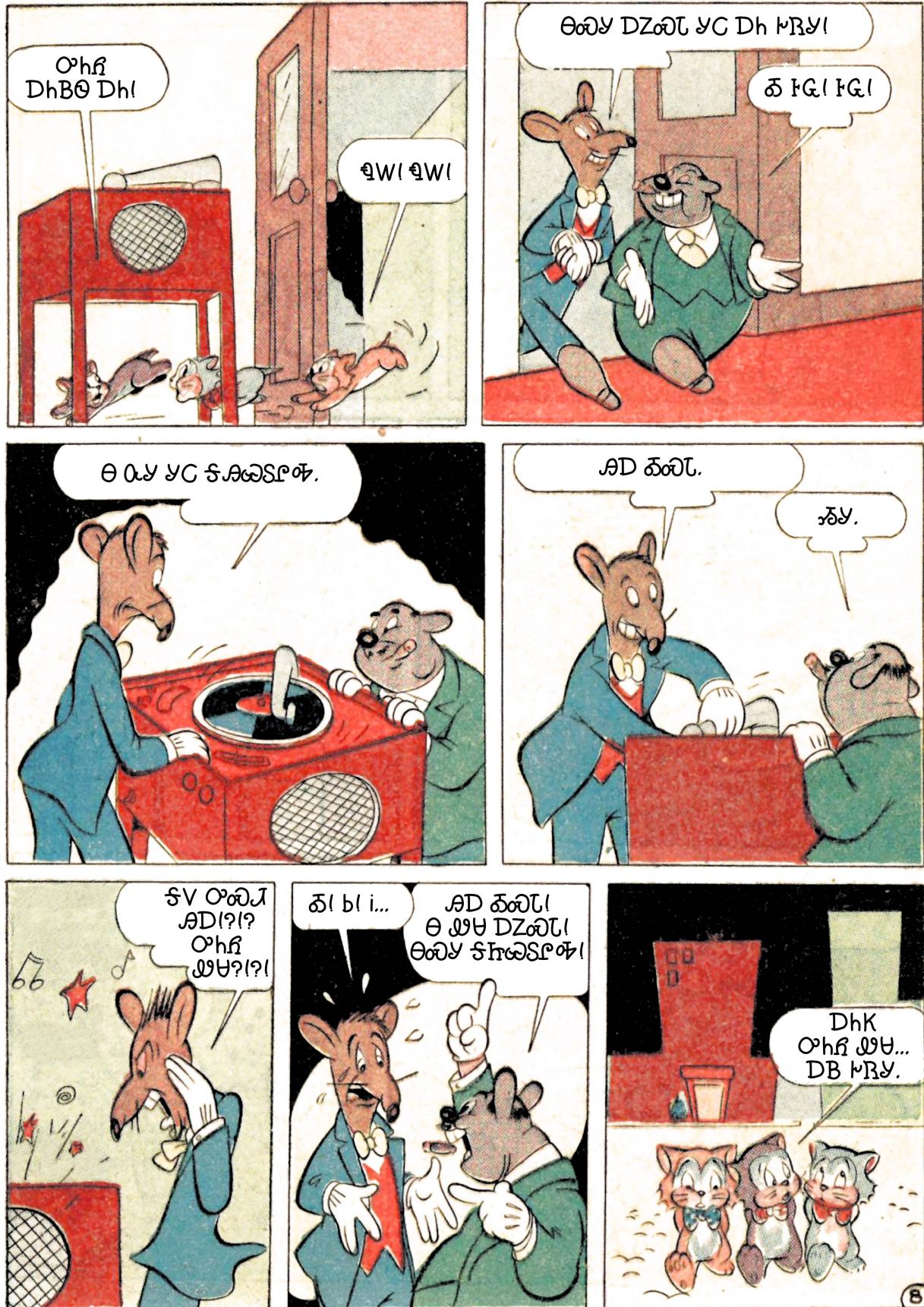


4









V&QS (Write them)

Write out each of the following Cherokee sentences from the comic followed by an English translation. Compare your answers to the answers in the YPB section. *☞ Refer back to the comic as needed to be sure your translation fits the scene the dialogue is taken from.*

GWY

Page 1

O'hiñ ḡH

ḡU HDD... HO'O... HDDD...

Page 2

ȟ' Θ O'hi FRY!

ȟ Θ O'hi DhBΘ FRY!

H HGñl ȟ? HGñl ȟ?

ȟ ḡP DZñl BΘ?

H DZñl BΘ L Dh ḡY!

ȟ O'tθ?

H DZñl DhBΘ O't ḡHñl!

H ḡñl... Dññññ L Θ ḡACñl DB Dh!

ȟ iñYY?

Page 3

H HG! DB Dh!

ȟ ḡñl...

H HG!

ȟ ḡñl... O'hiñ DhBΘ Dh ḡY!

H iñYY? H...

H Dh! Θ O'hi FRY h.θ!

H Ḳ! ḡP BΘ?

ȟ L Dh ḡY!

Page 4

ȟ Dh! ḡD O'hi!

H Θ O'hi FRY!

ȟ ȟ! ḡñl?

ȟ Dh! Dh!

ȟ Ḳ!

Page 5

ȟ L ḡñY ḡHñlACñl!

H ḡD HGñl! ḡñlACñl! ȟ, h.θD Dh?

ȟ HG! ... ḡD ḡñl!

Page 6

H Ḳ, L ḡñl ḡY!

H h.θD O't? ḡñl?

ȟ' L ḡHñlACñl!

H ȟ! ḡP h.θ? h.θñl O't?

ȟ' ȟ! ḡñl!

ȟ' ḡD L ḡñl ḡY!

H h! O'tθ?

Page 7

ȟ G.V! O't O'hi FRY!

H Dg' ȟ' ḡñlD?

ȟ DYñl DTSñl...

ȟ' DYñl DTSñl... Gñññ GSñl?

H ii! DYñl DTSñl!

ȟ' DGWY ḡU H4T! DYñl ḡU H4T!

ȟ' ḡñl ḡU H4T! O'hi ḡU H4T!

H Ḳ L! BΘ!

H O'hf! DhBΘ Dh!

5 qW! qW!

TEvΘ BΘ ΘεύY DZεL YC Dh FRY!

WFΛ BΘ δ! Hε! Hε!

TEvΘ BΘ Θ O·Y YC Σ.θεSFο!

TEvΘ BΘ θD λεL.

WFΛ BΘ νy.

TEvΘ BΘ sv ολεJ θD!?!? O'hf! φE?!?!

TEvΘ BΘ δ! b! i...

WFΛ BΘ θD λεL! Θ φE DZεL! ΘεY ΣΙρεSFο!

H DhK O'hf! φE... DB FRY.

YFB

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

Page 1

O'hf fH

Bad cats

fH HDD... HO'f... HDDD...

Cats Meaaah... Meooo... Meaaaah...

ɔ əməl... O'hf DhBΘ Dh vY!

Mo Shh... Bad people might be here!

H iəYY? H...

Mi Really? Meee...

H Df! Θ O'f FRY hθ!

Mi Ow! That was bad y'all!

H ɔ! əP BΘ?

Mi Oh! Where are the people?

ɔ L Dh vY!

Ma Not here!

Page 2

ɔ Θ O'f FRY!

Ma That was bad!

ɔ Θ O'hf DhBΘ FRY!

Mo Those were bad people!

H HGəl ɔ? HGəl ɔ?

Mi Are you good Ma? Are you good Mo?

ɔ əP DZəl BΘ?

Mo Where are good people?

H DZəl BΘ L Dh vY!

Mi Good people aren't here!

ɔ O'tΘ?

Ma What about there?

H DZəl DhBΘ O't vI4əl!

Mi Maybe good people will be there!

H əməl... Dəsəw L Θ vAçəl DB Dh!

Mi Shh.... The man doesn't see that we are here!

ɔ iəYY?

Mo Really?

Page 4

ɔ Df! əD O'f!

Mo Ow! This is bad!

H Θ O'f FRY!

Mi That was bad!

ɔ ɔ! ələl?

Ma Mo! Are you good?

ɔ ə!

Mo Enough!

Page 5

ɔ L θəY vI4əl!

Mo I don't see that!

H əD HGəl! əməl! ɔ, hθ Df?

Mi This is just alright! Just good! Mo, you here, right?

ɔ HG! ... əD əməl!

Mo Alright! ... This is good!

Page 3

H HG! DB Dh!

Mi Alright! Here we are!

ɔ əməl...

Mo Shh...

H HG!

Mi Ok!

Page 6

H Ꮴ, L ᏤᏲL ᏤY!

Mi Oh, not good!

H hᗻD Oጀ? IጀLጀ?

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

K' L ᏤIጀAGጀT!

Ma I don't see him!

H Ꮥ! ᏕP hᗻ? hᗻD Oጀ?

Mi Mo! Where are you? Are you there?

K' Ꮥ! Ꮥbfi!

Ma Mo! Hello!

K' ᏢD L ᏤᏲL ᏤY!

Ma This isn't good!

H h! OጀΘ?

Mi Look! What about there?

Page 7

ጀ GY! Oጀ Oጀ FRY!

Mo Thanks! It was bad there!

H Dc' K' IጀL?

Mi and Ma You're good, right?

K' DYh DTSPo...

Mo I want to be bad...

K' DYh DTSPo... Ghiñ GSpo?

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

H ii! DYh DTSPo!

Mi Yes! I want to be bad!

K' DGWY ḡH I4T! DYp ḡH I4T!

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

K' ᏤᏲL ḡH I4T! Oጀ ḡH I4T!

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

H ᏤL! BΘ!

Mi Oh no! People!

Page 8

H Oጀh DHBΘ Dh!

Mi Bad people are here!

ጀ qW! qW!

Mo Hurry! Hurry!

TEጀ BΘ ᏤIጀ DZጀL YC Dh FRY!

First Person Those good dogs were here!

WFJ BΘ Ꮴ HG! HG!

Second Person Oh ok! Ok!

TEጀ BΘ Ꮴ Oጀ YC SAmHSpo.

First Person You are wanting those four dogs.

TEጀ BΘ ᏢD ᏤᏲL.

First Person This is good.

WFJ BΘ ᏤY.

Second person Maybe.

TEጀ BΘ SV OጀJ ᏢD!?!? Oጀh ḡH?!!?

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

TEጀ BΘ Ꮥ! b! i...

First Person Oh! Wait! uh...

WFJ BΘ ᏢD ᏤᏲL! Ꮴ ḡH DZጀL! ᏤIጀ SImHSpo!

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

H DhK Oጀh ḡH... DB FRY.

Mi Three bad cats.... we were.

Congratulations! You are ready to move on to the next book.

Appendix A

Additional Resources

The Leitner System

The Leitner system is a widely used method to efficiently use flashcards that was proposed by the German science journalist Sebastian Leitner in the 1970s. It is a simple implementation of the principle of spaced repetition, where cards are reviewed at increasing interval.

Method In this method flashcards are sorted into groups according to how well you know each one in the Leitner's learning box. This is how it works: you try to recall the solution written on a flashcard. If you succeed, you send the card to the next group. But if you fail, you send it back to the first group. Each succeeding group has a longer period of time before you are required to revisit the cards.

Example Suppose you have 3 groups called Group 1, Group 2 and Group 3. The cards in Group 1 are the ones

that you often make mistakes with, and Group 3 contains the cards that you know very well. You might choose to study the Group 1 cards once a day, Group 2 every 3 days, and the Group 3 cards every 5 days. If you look at a Group 1 card and get the correct answer, you "promote" it to Group 2. A correct answer with a Group 2 card "promotes" that card to Group 3. If you make a mistake with a Group 2 or Group 3 card, it gets "demoted" to the first level, which forces you to study that card more often.

The advantage of this method is that you can focus on the most difficult flashcards, which remain in the first few groups. The result is, ideally, a reduction in the amount of study time needed.

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

Names

Your Name in Cherokee: Tips for Transliteration: Translation - by Knave from Raleigh, North Carolina

There are many sites and books out there that have overused the consonant Q as a default replacement for any foreign consonant that has no direct analogue with the Cherokee syllabary. The references out there were somewhat misinformed and apparently forgot about the plethora of already-transliterated names in the Bible which used several different letter combinations to replicate English sounds, instead of relying only on the Q.

Let's begin ...

*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

Consonants

B, Br = Qu (Bernice = **T****h****b** “Quanisi”)
Bl = Tl (Publius = **T****C****w** “Quatllya”)
C /k/ (hard) = K / G (Corinth = **A****P****h****J****v** “Golinidiyi”)
C /s/ (soft) = S (Cilicia = **b****f****b****v** “Silisiyi”)
Ch /tʃ/ (as in cheese) = Ts (Rachel = **d****lr****f** “Letsili”)
Cl, Cr = Tl (Claudius = **ɿ****J****w** “Tlodiya”, Crete = **C****J** “Tlidi”)
F, Ph = Qu / W (Felix = **ɿ****f****b** “Quilisi”, Nephthali = **ɿ****G****W****f** “Newatali”)
J = Ts (Jesus = **lr****ɿ** “Tsisa”)
K = K / G
P, Pr = Qu (Priscilla = **ɿ****b****W** “Quisila”)
Pl = Tl
R = L / W (Rachel = **d****lr****f** “Letsili”)
Sh /ʃ/ (as in sheep) = S
T, Th = T / D (Matthew = **ɿ****S** “Madu”)
Tr = Tl (Troas = **ɿ****D****b** “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 = **O****I****Y****ə****ɬ****f** “Megisweli” / Max = **O****I****Y** “Megisi”)

Z = Ts / S (Zabulon = **V****T****W****h** “Tsequalani”, Nazareth = **ɿ****t****f****J** “Naselidi”)

Zh /ʒ/ = Ts

These analogues are not always 100% correct, 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, transliterators! Feel free to ask me (Knave) if you have any questions!

You are about to embark on a journey of learning the Cherokee Language.

One of the keys to acquiring a new language is to learn the patterns that make up the language. Simply learning phrases so you can speak “pidgin” Cherokee is not learning Cherokee. The goal of this material is to provide you a solid structural foundation on how Cherokee works. This lesson material uses many of the concepts from both the TPR and the TPRS language learning approaches. The core concept of TPR is physical activity in response to the language being learned. The core concept of TPRS is listening to the language as it is used to describe a series of connected events.⁵

Many activities involve TPR by participants performing physical actions in response to commands. As the activities are carried out, TPRS is used to enhance the learning experience by having the participants perform a very simplified form of storytelling by providing different verbal responses based on what is happening or has happened. One thing both approaches agree on is that students should be listening and only responding with actions only using simple and brief verbal responses when necessary. It usually takes about 30 hours of instruction in a classroom setting before students are ready to start speaking simple sentences. It is important to not force speaking the language before being ready. In addition to the TPR and TPRS approaches, there are also sections explaining core grammar concepts in combination with a few traditional translation exercises.



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