

# **Cherokee Language Master Apprentice Program**

## **Curriculum Outline**

### **Year One Semester 1**

#### **Module 1**

#### **Lessons 1-4**

### **Learner's Handbook**

### **Provisional Draft 1**

**All Responsibility for Inaccuracies Belong to Me**

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# CHEROKEE SYLLABARY

D <sub>a</sub>	R <sub>e</sub>	T <sub>i</sub>	Ꭰ <sub>o</sub>	Ꭱ <sub>u</sub>	Ꭲ <sub>v</sub>
Ꭶ <sub>ga</sub> Ꭷ <sub>ka</sub>	Ꭸ <sub>ge</sub>	Ꭹ <sub>gi</sub>	Ꭺ <sub>go</sub>	Ꭻ <sub>gu</sub>	Ꭼ <sub>gv</sub>
Ꭽ <sub>ha</sub>	Ꭾ <sub>he</sub>	Ꭿ <sub>hi</sub>	Ꮀ <sub>ho</sub>	Ꮁ <sub>hu</sub>	Ꮂ <sub>hv</sub>
Ꮇ <sub>la</sub>	Ꮃ <sub>le</sub>	Ꮄ <sub>li</sub>	Ꮅ <sub>lo</sub>	Ꮆ <sub>lu</sub>	Ꮇ <sub>lv</sub>
Ꮉ <sub>ma</sub>	Ꮊ <sub>me</sub>	Ꮋ <sub>mi</sub>	Ꮌ <sub>mo</sub>	Ꮍ <sub>mu</sub>	Ꮎ <sub>mv</sub>
Ꮏ <sub>na</sub> Ꮐ <sub>hna</sub> Ꮑ <sub>nah</sub>	Ꮏ <sub>ne</sub>	Ꮎ <sub>ni</sub>	Ꮒ <sub>no</sub>	Ꮓ <sub>nu</sub>	Ꮔ <sub>nv</sub>
Ꮓ <sub>qua</sub>	Ꮕ <sub>que</sub>	Ꮖ <sub>qui</sub>	Ꮗ <sub>quo</sub>	Ꮘ <sub>quu</sub>	Ꮙ <sub>quv</sub>
Ꮚ <sub>sa</sub> Ꮛ <sub>s</sub>	Ꮜ <sub>se</sub>	Ꮝ <sub>si</sub>	Ꮞ <sub>so</sub>	Ꮟ <sub>su</sub>	Ꮠ <sub>sv</sub>
Ꮢ <sub>da</sub> Ꮣ <sub>ta</sub>	Ꮤ <sub>de</sub> Ꮥ <sub>te</sub>	Ꮦ <sub>di</sub> Ꮧ <sub>ti</sub>	Ꮨ <sub>do</sub>	Ꮩ <sub>du</sub>	Ꮪ <sub>dv</sub>
Ꮫ <sub>dla</sub> Ꮬ <sub>tla</sub>	Ꮮ <sub>tle</sub>	Ꮯ <sub>tli</sub>	Ꮰ <sub>tlo</sub>	Ꮱ <sub>tlu</sub>	Ꮲ <sub>tlv</sub>
Ꮮ <sub>tse</sub>	Ꮯ <sub>tse</sub>	Ꮰ <sub>tse</sub>	Ꮱ <sub>tso</sub>	Ꮲ <sub>tsu</sub>	Ꮳ <sub>tsv</sub>
Ꮮ <sub>wa</sub>	Ꮯ <sub>we</sub>	Ꮰ <sub>wi</sub>	Ꮱ <sub>wo</sub>	Ꮲ <sub>wu</sub>	Ꮳ <sub>wv</sub>
Ꮯ <sub>ya</sub>	Ꮰ <sub>ye</sub>	Ꮱ <sub>yi</sub>	Ꮲ <sub>yo</sub>	Ꮳ <sub>yu</sub>	Ꮴ <sub>yv</sub>

## SOUNDS REPRESENTED BY VOWELS

a, as a in father, or short as a in rival

e, as a in plate, or short as e in met

i, as i in pique, or short as i in pit

o, as o in note, approaching aw in law

u, as oo in fool, or short as u in pull

v, as u in but, nasalized

## CONSONANT SOUNDS

'g' is nearly as in English, but approaching 'k'. 'd' nearly as in English, but approaching to t. 'h', 'k', 'l', 'm', 'n', 'q', 's', 't', 'w', and 'y' as in English. Syllables beginning with 'g' except 'ga' have sometimes the power of 'k'. 'go', 'du', and 'dv' are sometimes sounded 'to', 'tu', and 'tv', and syllables written with 'tl' except 'tla' sometimes vary to 'dl.'

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## Block 1 - DEÑ

This semester will introduce following categories:

- |                |             |               |
|----------------|-------------|---------------|
| ● Introduction | ● Fishing   | ● Fields      |
| ● Elicitation  | ● Farming   | ● Outside     |
| ● Descriptors  | ● Hunting   | ● Town        |
| ● Doing        | ● Seeing    | ● Community   |
| ● Body         | ● Hearing   | ● Store       |
| ● Handling     | ● Tasting - | ● Living Room |
| ● Working      | Smelling    | ● Bedroom     |
| ● Talking      | ● Touching  | ● Kitchen     |
| ● Playing      | ● Woods     | ● Bathroom    |

Pronouns Emphasized: I, You, He/She

Tenses Emphasized: Present, Remote Past, Future Progressive, Infinitive

**This is a suggested timeline.** Each cohort, each semester, and each Speaker/Teacher team will go at their own pace.

In our first semester, or DEÑ, we will explore locally important phrases. As you can see from the list above, you will gain the skills necessary to talk about yourself, basic everyday activities, your senses, location-based activities and experiences, and objects and locations that you are likely to encounter on a daily basis. Future semesters will add more categories to your skill set and give you increasing mastery and precision. We recommend that you avoid getting ahead of yourself and **trust this system** to take you to fluency. Over the next 24 months, you will be exposed to as many as 10,000 target phrases and thousands of additional context specific phrases.

The general approach to Block 1 is largely an Acquisition Focused approach. As Zero Language learners on day one, you need to build your vocabulary in order to receive more advanced and dynamic lessons later. Many of the activities both in the classroom and in this Module are simplistic and repetitive, but they lay the foundation for long-term growth.

Block 1 also moves a little slower in the first 3 Lessons, allowing more time to learn classroom etiquette, key cultural practices, and familiarity with the style and flow of the Module.

Throughout this Block, you are encouraged to master consistent and appropriate tenses and pluralization as well as the target words themselves. Each verb and noun set will be reviewed through spaced repetition and activity centric lessons. Some topic sets are focused on the expansion of basic verbs into deeper forms to convey more specific meaning, while other topics might be more content rich and cover more terms but have less depth.

Language mastery is comprised of **Listening Comprehension, Spontaneous Production, Prepared or Practiced Language**, and **Critical Creative Language** usage.

## What are these Modules?

These Modules break Cherokee language down into small Lessons and even smaller parts. Each part will contain roughly 5-12 “Terms”. A term can be a noun (person, place, thing or idea), a verb (an expression of an action, occurrence, or state of being, or it can be other phrases and expressions that function like modifiers, adjectives, or adverbs.

These Terms are then used in Sample Sentences so that you can see them used in context. Because Cherokee is a language that builds many pieces together to form a single phrase (call polysynthetic), some Terms are also complete thoughts or complete sentences.

Each Lesson Part will offer these Terms and Sentences in a Grid format. The Line #s in these grids refer to a unique numerical code that is used in your Modules, your Speaker/Teacher's Modules, the Online Database used for these Modules, and all related material. In the Online Database, these lines are presented in pairs. The first line of the pairs is the Term, the second line is the Sample Sentence. Future lines may be added as additional sentences are added to further clarity.

After each Table, you will see some notations on what is in that table. These notations are meant to be simple explanations of what is in that Table, references to previous material, and occasionally references to **Cherokee Structure** sections. These notation sections are meant to provide comprehension that is based only on what you have acquired so far. This means that later Lessons might provide contradictory information because you will then have more language to understand more complex ideas. To put it simply, these notation sections are best understood as, “Here is a way to understand this material for now”.

The **Cherokee Structure** sections at the end of each Module are meant to provide more detailed explanations related to the relevant sections but are not required for mastery. Most native speakers of a language do not have a clear understanding of the grammar, structure, and syntax of their language. They use it instinctively. At CLMAP, we are focused on providing you with those same instincts. Treat the **Cherokee Structure** section as supporting information only and not required.

Following the Table and Notations is an Activity for each Part. These Activities are typically written in nature and simply designed to encourage additional practice of both writing and reading Cherokee and practice with the material. They are also designed to slow your pace down so that you can think carefully about the material in each Part before you move on. For the best results, you should complete all activities in order, even if the activity seems easy. The structured practice will only aid in your long-term mastery.

At the end of each Lesson is an end-of-lesson activity that will usually have an audio component. These are meant to be a culmination of all that you have learned to that point. As you move through these Modules, you will start to see your skill grow and your recordings become more complex and accurate.

**This Module is Not** a replacement for immersive exposure to the language. Nothing can replicate the richness of Cherokee when spoken by fluent Speakers, and no one can detect your accuracy and precision like a fluent Speaker. Whenever you have an opportunity to be immersed in Cherokee, even as a passive listener to Speakers communicating with each other, all other learning methods are secondary.

### **How can I make the most out of these Modules?**

Trust the system and take a gradual yet consistent pace. Each Lesson should take approximately 1 Week of careful study. While the first few Lessons go rather slowly, once you get to Lesson 4 and beyond you will start to see a more consistent pace of approximately 3 Parts per day. While you are encouraged to go at your own pace, it is best not to rush through the material. Long-term retention is best achieved when you allow the concepts you are learning to sit for a while before adding too many new pieces.

Try to complete each Activity without using your notes or looking back. If you continue to produce accurate results, then you are probably going at the right pace. If your activities are difficult and require a great deal of correction, then you might want to slow down a bit.

Over the course of the 2 years at CLMAP, these Modules will walk you through over 10,000 unique Terms and related Sample Sentences. While this is still not the entirety of the language, mastery of the content in these Modules will drastically increase your fluency.

Your Master Speakers and Teachers will go at their own pace. In many cases they will be covering the same or similar content as what is covered in your Modules. Indeed, these Modules were written based on the content that I was taught during my time in CLMAP.

**Do Not** use this Module, its content, or its pacing to hijack the CLMAP learning space. If you are given time and space to ask questions, get clarification, or receive feedback on your work, then use it. Otherwise, you are expected to follow the direction of Speaker/Teacher teams during the scheduled CLMAP time.

In addition to the Tables and Activities, you are encouraged to keep your own notes. Use these to supplement these Modules and help drive your learning. Feel free to make flash cards, visual aids, and recordings of yourself saying each line so that you can listen to them later.

You may be asked to submit your Modules and end-of-lesson recordings as part of your end-of-module assessments.

## Module 1 (Lesson 1-4)

During Month 1, or the first month of the first semester, students will explore the following categories:

- Introductions
  - Descriptions of self, name, live, grew-up, from, parents, siblings, small talk. This is the first stage of the learning process, and the emphasis should be on speaker specific information rather than broad spectrum comprehension and conjugation.
- Elicitations
  - Words to ask questions, simple verbs, simple answers. In the early stages of the learning process the learners will be asked questions, given commands, and may need to ask questions of their own. We want to equip them with the Cherokee forms as quickly as possible.
- Descriptors
  - Descriptions of things, numbers, colors, objects, directions, animals, clothing, weather. These terms will appear often in their learning process, so the learners shouldn't be expected to master them all at this point.
- Doing
  - Learning the words for doing and happening, more verbs in different times. This is the first point where deeper levels of conjugation will happen. There will be less content and greater variations of select phrases. Have the students begin to incorporate some of what they have learned from other lessons into these sections.

## Lesson 1 Overview-Learner

Lesson 1 will move slower than most other Lessons to allow for classroom management and will emphasize their first topic: Introduction.

You are encouraged to go through this Module one step at a time. Even if you feel you already know the content in each Lesson, the structured review will only enhance your overall mastery.

In this first lesson, you will learn the essential phrases to greet someone, introduce yourself, and comprehend their introduction.

This lesson will not cover all the concepts and terms you might want to use but will begin your journey. As the weeks progress, you will add more pieces to your skillset. You are encouraged to focus your energy on mastery over exposure. Learn this lesson thoroughly before you move on to the next lesson.

In this lesson, you will learn the essential tools to express:

- Your name
- Where you live
- Where you grew up
- Where you were born
- Who your parents are
- What your parent's names are (Mother and Father)
- Who your siblings are
- Essential Greetings and Salutation phrases
- Where you work

Use the following QR Code or the link below for a searchable database on all of the Tables used in Module 1



<https://tsalagitsawonihisdi.com/module-1-table-2023/>



## Lesson 1 – Part 1 – Learner

Table 1.1

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.001	LGV'D,	My name is _____	SVOʔəJ, LGV'D,	What is my name?
1.002	SCV'D,	Your name is _____	SVOʔəJ, SCV'D,	What is your name?
1.003	SV'D,	His/her name is _____	JAʔəŋəY, SV'D,	His name is Digowelisgi,
1.004	hŋW,	I live at _____	ŋY hŋW,	I live in Bunch
1.005	ʔŋW,	You live at _____	ʔP ʔŋW,	Where do you live?
1.006	SŋW,	He/she lives at _____	WŋI, SŋW, JAʔəŋəY,	Digowelisgi lives in Tahlequah

**For Lesson 1 - Part 1**, let's jump right into the content. Throughout these Modules, we will use Tables like the one above. Your target for each Lesson Part is only what is shown in the Term, but we have added sample sentences as well. As you work your way through each Module, you should stay with each Part until you feel like you have solid mastery of the Term, but you can move forward if you still do not have the Sample Sentence mastered. **For all Lesson Parts, you should listen to the audio and practice saying them to yourself at least six times before moving on.**

This section covers two different **Personal Details** (ways to talk about ourselves), name and place of living. This is also our first look at some of the Pronouns and the Pronoun Prefixes that are used in Cherokee to represent these concepts. See **Cherokee Structure 1.1 – Pronouns (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Person)** for more details. For now, just note the difference between the first and second set.

### Sound Markers

You will also see two of the seven punctuation markers we use here at CLMAP to help clarify how to say what is written. In the first line {LGV'D,} we see an apostrophe ( ' ) before the syllable D. This indicates a glottal stop. This is when your throat closes before saying the next syllable similar to saying “uh-oh” in English. We also see a comma ( , ) after the syllable D. This indicates that the vowel is not spoken.

Cherokee does not have a formalized spelling and there are many variations of pronunciation as you move from one community to another and sometimes from one speaker to another. These Modules and all of their supporting material attempts to spell the words as the specific Speaker says them on each related recording. The following table demonstrates the 7 punctuation markers we use at CLMAP to help clarify how the language sounds when written in syllabary.

Punctuation Key	
A.ʔS	Alternative Sound
hŋʷ:ə	Elongated Vowel
ʔəY,	Silenced Vowel
S"V	Deleted Syllable
SP;ʷY	Silenced vowel and alternative sound
Zə!	Deleted first consonant
D'T	Glottal stop

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.007	DḠḌ.R	I grew up in (community) _____	DhEZ DḠḌ.R	I grew up in Kentucky
1.008	CḌ.R	You grew up in (community) _____	JḤ CḌ.R JAḡḡḡḡḡḡ,	Digowelisgi, you grew up in Muskogee
1.009	OḌ.R	He/she grew up in (community) _____	JḤ OḌ.R JAḡḡḡḡḡḡ,	Digowelisgi, grew up in Muskogee
1.010	DḠSḌḡ	I was born at (location) _____	WḡḢ, OḡḡḢ, HASTINGS'T DḠSḌḡ	I was born at the old Hastings in Tahlequah
1.011	CḠSḌḡ	You were born at (location) _____	JḤ CḠSḌḡ JAḡḡḡḡḡḡ,	Digowesligi, You were born in Muskogee
1.012	OḠSḌḡ	He/she was born at (location) _____	JḤ JḠḠ, OḠSḌḡ JAḡḡḡḡḡḡ,	Digowelisgi, was born in Muskogee

The first set {DḠḠ.R -- CḠ.R -- OḠ.R} is used to express which community or town you lived in when you were growing up as a child. Some people may think of many different locations for where they grew up, but for now let's stick with a single location as we learn these phrases.

The second set {DḠSᵐ -- Cᵐ -- Oᵐ} is used to express which town or even hospital you were born in. In line 1.010 DdC is telling us that he was born in the Old Hastings Hospital in Tahlequah. He does not use the word for hospital {dhPYT} because it is implied in the verb DḠSᵐ and 'T added to Hastings, which tells us it is a specific place name.

We also see that the ending of the words has changed from the first set in Lesson 1 – Part 1. Here we see the ending {-v}, which in this example tells us the events happened in the past. For more details on how Tenses work in Cherokee, see **Cherokee Structure 1.2 – Tenses (Present, Remote)**. For now, all you need to remember is that the sounds provided so far are intentional and you should attempt to mimic them as closely as you can.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. It is also helpful to start using hand gestures to help you keep your pronouns straight as you are talking. So, as you are practicing phrases that relate to yourself, you can point to yourself, then point forward as you say the 2<sup>nd</sup> person forms, and then point to the sign for 3<sup>rd</sup> person forms. We will add more gestures later as we add more pronouns.

**Lesson 1 – Part 3 – Learner**

Table 1.3

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.013	JEYSBŋŋ	My parents are _____	JEYSBŋŋ Oŋŋŋŋ, SSSY, Sŋ,V'D,	My parents' names are Uyosdi, and Gadudegi
1.014	JŋCSBŋŋ	Your parents are _____	JŋCSBŋŋ Karen Trent Sŋ,V'D,	Your parents' names are Karen and Trent
1.015	dSBŋŋ	His/her parents are _____	dSBŋŋ WY, Dottie Sŋ,V'D,	His parents' names are Tsegi, and Dottie
1.016	RVL, / DYVL,	Dad / My Dad	RVL, SSSY, SV'D,	My father's name is Gadudegi,
1.017	CVL,	Your dad	CVL, Trent SV'D,	Your father's name is Trent
1.018	OVL,	His/her dad	OVL, Jack SV'D,	Her father's name is Jack
1.019	Rŋ / DYŋ	Mom / My mom	Oŋŋŋŋ, Rŋ SV'D,	My mother's name is Uyosdi,
1.020	Ch	Your mom	Karen Ch SV'D,	Your mother's name is Karen
1.021	Oŋ	His/her mom	Shelly SV'D, Oŋ	Her mother's name is Shelly

**For Lesson 1 - Part 3**, we start to explore how to refer to **Relationships**. We begin with “Parents”, “Dad”, and “Mom”. There are many different layers to a family structure, and we will continue to learn more as we go forward, but at this time, we will limit our discussion to immediate family.

**Cultural Note:** One of the first things you will be asked when you meet many Speakers and elders within a community is questions about your family. They will want to know who your parents and perhaps grandparents are. They will want to know where you grew up and what community you are from. This is part of the cultural tradition of forming relationships. They are trying to understand how they might be connected to you. Learning more about your family is how others build relationships with you. Learning how to ask questions about others and understand their responses is a crucial part of adding them to your circle of relations.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. You should also fill in the **Personal Details** with your own details and for someone you know as you practice. You want to connect your practice to images and people to help them stick in your mind.

## Lesson 1 – Part 4 – Learner

Table 1.4

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.022	Kᵌᵌᵌᵌᵌ	My sister (Same gender)	ᵌᵌᵌᵌᵌᵌᵌ Kᵌᵌᵌᵌᵌᵌ ᵌᵌᵌᵌᵌ, SV'D,	My oldest sister's name is Geyohi, (same gender)
1.023	ᵌᵌᵌᵌᵌ	Your sister (Same gender)	ᵌᵌᵌᵌᵌᵌᵌᵌ, ᵌᵌᵌᵌᵌᵌᵌᵌ ᵌᵌᵌᵌᵌᵌᵌ	What is your oldest sister's name? (same gender)
1.024	ᵌᵌᵌᵌᵌ	Her sister (Same gender)	ᵌᵌᵌᵌᵌ, SV'D, ᵌᵌᵌᵌᵌᵌᵌᵌ, ᵌᵌᵌᵌᵌ	Her youngest sister's name is Geyohi, (same gender)
1.025	ᵌᵌᵌᵌᵌ	My sibling (opposite gender)	Doris SV'D, ᵌᵌᵌᵌᵌ	My sister's name is Doris (Opposite Gender)
1.026	Rᵌᵌᵌᵌᵌ	Your sibling (opposite gender)	Melony SV'D, Rᵌᵌᵌᵌᵌ	Your sister's name is Melony (Opposite Gender)
1.027	ᵌᵌᵌᵌᵌ	His/her sibling (opposite gender)	ᵌᵌᵌᵌᵌᵌᵌᵌ, ᵌᵌᵌᵌᵌ ᵌᵌᵌᵌᵌᵌᵌᵌ,	Jensi's brother's name is Jimi
1.028	Kᵌᵌᵌᵌᵌᵌᵌᵌᵌᵌ,	My brother (same gender)	Jim SV'D, Kᵌᵌᵌᵌᵌᵌᵌᵌᵌᵌ,	My brother's name is Jim (Same Gender)
1.029	ᵌᵌᵌᵌᵌᵌᵌᵌᵌᵌᵌ,	Your brother (same gender)	Kurt SV'D, ᵌᵌᵌᵌᵌᵌᵌᵌᵌᵌᵌ,	Your brother's name is Kurt (Same Gender)
1.030	ᵌᵌᵌᵌᵌᵌᵌᵌᵌᵌᵌ,	His brother (same gender)	Kurt SV'D, ᵌᵌᵌᵌᵌᵌᵌᵌᵌᵌᵌ,	His brother's name is Kurt (same gender)

**For Lesson 1 - Part 4**, we are going to add more parts to our **Family Relations** skill set. Here we will learn “Sister”, “Brother”, “Sibling”.

This is the first instance of gendered dependent phrasing that we cover in Cherokee. There are not many gendered dependent phrases in Cherokee, but when we are discussing our siblings, we change the expression based on the genders of the individuals involved. As you can see above, if you are the same gender as your sister, you will use Kᵌᵌᵌᵌᵌᵌ, but if you are the opposite gender as your sister, you will use ᵌᵌᵌᵌᵌ. If you are the same gender as your brother, you will use Kᵌᵌᵌᵌᵌᵌᵌᵌᵌᵌ, but if you are opposite gender, you will use ᵌᵌᵌᵌᵌ.

In addition, you should note that Cherokee usually has a specific phrase depending on how many people are involved in the given expression. For example, in this instance, we are only dealing with a single sibling, but there are more precise ways to express “many siblings”, or even just the concept of siblings. We will learn more about these later, but for more details at this stage you can refer to **Cherokee Structure 1.4 – Pluralization (Helper Words)**.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. You should also fill in the **Personal Details** with your own details and for someone you know as you practice. You want to connect your practice to images and people to help them stick in your mind.

**Lesson 1 – Part 5 – Learner**

Table 1.5

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.031	ბრ / ობრ	Hi / Hello	TSL, ბრ DΘ, JI TSLZ ობრ	Some people say Siyo (Hi), some people say Osiyo (Hello)
1.032	ობდ	Are you good/okay?	ობდ A.AS,	Are you well today?
1.033	ობლ	Good (I am good)	ობლ, JSG, Iბლ, ობლ, JSG	It's good to learn, it's good to teach
1.034	CL5,4ბSბლ	You take care of yourself	CL5,4ბSბლ	You take care of yourself
1.035	VΘLAQ'T / VLLAQ'T	Until you and I see each other again / Until we all see each other again	VΘLAQ'T	When we see each other again (a formal way of saying "I'll see you again")
1.036	ჯΘδ	Morning (I'll see you in the morning)	ჯΘδ	I'll see you in the morning

**For Lesson 1 - Part 5**, we are going to add some essential greeting phrases to your skillset. Much like other languages, there are many different ways to greet someone, but here are some of the more common greeting phrases and ways to replicate the English “goodbye”.

ბრ or ობრ are both acceptable, but in the Tahlequah area, you will often just say ბრ. For more details greetings you might how they are doing by asking “are you okay” {ობდ}. If you are asked this, and if everything is going well for you, you can simply say ობლ. We will learn more phrases later that will help us be more detailed in our response. When you are leaving someone’s presence you can might say, CL5,4ბSბლ, which is similar to saying take care of yourself. You will notice that this and some of the other expressions above are the same as a Term and as a Sentence. This is because Cherokee can often contain a great deal of information in a single phrase. You may also say VΘLAQ'T, or even ჯΘδ, or even simply the day of the week when you expect to see them again. For instance, if we were departing and I expected to see you again on Wednesday, I might just say “Tsoine lga”.

**Cultural Note:** Cherokee doesn’t have a specific way to say goodbye. We believe that we will always see each other again, in some form or another. So, you will notice above, that all of the equivalents to “goodbye” are really statements about the future; rather than signally the end of something. You will also learn which phrases are best under which circumstances. As you can imagine, you will likely be more polite and formal with people you do not know, or that you wish to show respect for, such as Speakers and Elders in the community.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. You may want to also create a series of dialogue where you practice both greeting, asking about wellbeing, answering, and giving a variation of “goodbye”

## Lesson 1 – Part 6 – Learner

Table 1.6

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.037	LYᏱᏍ,ᏍᏏᏏᏏ	I work at _____	CWY DBC LYᏱᏍ,ᏍᏏᏏᏏ	I work at Cherokee Nation
1.038	SCᏱᏍ,ᏍᏏᏏᏏ	You work at _____	CWY DBC SCᏱᏍ,ᏍᏏᏏᏏ	You work at Cherokee Nation
1.039	SᏱᏍ,ᏍᏏᏏᏏ	S/he works at _____	CWY DBC SᏱᏍ,ᏍᏏᏏᏏ	She works at Cherokee Nation
1.040	ᏊᏍᏏᏏᏏ	Is that good?	ᏊᏍᏏᏏᏏ CWY, ᏊᏊᏊᏊ, I'D,	Are you learning good Cherokee?
1.041	AᏱᏍ,	I understand	AᏱᏍ, ᏍᏏᏏᏏ	I understand (that) word
1.042	ᏊᏱ,ᏊᏍᏏᏏ, / ᏊᏱ,ᏊᏍᏏ	Do you understand?	ᏊᏱ,ᏊᏍᏏᏏ, ᏍᏏᏏᏏ / ᏊᏱ,ᏊᏍᏏ ᏍᏏᏏᏏ,	Do you understand (that) word?
1.043	Ꮜ ᏊᏊᏊᏊ,	I do not understand.	Ꮜ ᏊᏊᏊᏊ, ᏍᏏᏏᏏ ᏍᏏᏏᏏ	I don't understand that word
1.044	TLLVᏱᏍᏏᏏ	Let's all pray	ᏊᏊᏊ, ᏌᏌᏌᏌᏌ, TLLVᏱᏍᏏᏏ	Let's all stand and pray
1.045	SᏍᏏᏏᏏᏏ	You met him/her (location)	ᏊᏊ SᏍᏏᏏᏏᏏ	Where did you two meet?
1.046	SA	Who?	SA ᏍᏏᏏᏏ	Who is that over there?

**For Lesson 1 - Part 6**, we are going to add another **Personal Details** phrase “work at”, and some useful phrases that you will hear and can use during language sessions with Speakers. You will also notice that have added a new element to our language: **Negation**. Essentially, **Negation** is when a phrase is turned into a negative. As you can see in line 1.041 and 1.043 we express the same idea “understand/comprehension”, but in the second example it expresses the lack of understanding or comprehension. **Cherokee Structure 1.6 - Negation** explores this in more detail, but for now, all you need to remember is that {Ꮜ} functions as a “no” marker and *usually* when you add “y-” {as in “yikes!”} before the verb that follows it, you have produced a **Negation**. So, in this instance, goliga, = “I understand”, but tla yigoliga, = “I don't understand”. Ꮜ/tla can also be used as a simple reply by itself.

TLLVᏱᏍᏏᏏ is our first instance of the pronoun “Everyone”/ “We All”. If the core verb is something that requires action, such as praying then you will use either {idi-} if the core verb begins with a consonant (g, k, h, l, m, n, qu, s, d, t, w, y) or {id-} if the verb core begins with a vowel (a, e, i, o, u, v). We will explore more variations on this concept throughout this program.

**Cultural Note:** Prayer before and after a gathering is very common in Cherokee society. You are encouraged to develop your own prayer, even something as simple as thanking the Creator and asking for protection and support for the coming gathering. Work with your Speakers/Teachers to develop a prayer structure that is right for you.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. You should also fill in the **Personal Details** with your own details and for someone you know as you practice. You want to connect your practice to images and people to help them stick in your mind. If you take this opportunity to develop a personal prayer, you should begin practicing that as well.

## Lesson 2 Overview-Learner

Lesson 2 starts the process of spaced repetition, which basically means we will revisit material periodically to make sure that we are retaining information over the long-term. We also start the process of scaffolding where we build on previously taught material to create increasingly complex layers of language comprehension and mastery.

In Lesson 2, we will start by exploring more **Personal Details** phrases. For best results, you are encouraged to review the content from the previous lesson on this topic [Lesson 1.1-1.6].

After adding more **Personal Details** phrases to our skill set, we will move into **Question Phrases**. These phrases help us gain the ability to both ask and answer questions. While this section might feel like a lot of complicated material at this stage, we are mostly trying to lay a foundation of essential **Question Phrases** that will allow us to move into a fully immersed language setting, including asking questions in receiving answers/instructions in Cherokee.

Use the following QR Code or the link below for a searchable database on all of the Tables used in Module 1



<https://tsalagitsawonihisdi.com/module-1-table-2023/>

## Lesson 2 – Part 1 – Learner

Table 2.1

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.047	ᱵᱚᱱᱚ,	My kids	ᱵᱚᱱᱚ ᱵᱚᱱᱚ ᱵᱚᱱᱚ,	Dalala Susani, Wayanida, are my kids.
1.048	ᱵᱚᱱᱚ,	Your kids	ᱵᱚᱱᱚ ᱵᱚᱱᱚ ᱵᱚᱱᱚ,	Daga,si Tsimi Tseni,si are your kids.
1.049	ᱵᱚᱱᱚ,	His/her kids	ᱵᱚᱱᱚ ᱵᱚᱱᱚ ᱵᱚᱱᱚ,	Daga,si, tsimi, tseni,si are her kids
1.050	ᱵᱚᱱᱚ,	I am going (location) _____	ᱵᱚᱱᱚ ᱵᱚᱱᱚ,	I am going to the doctor
1.051	ᱵᱚᱱᱚ,	You are going (location) _____	ᱵᱚᱱᱚ ᱵᱚᱱᱚ,	You are going to the doctor
1.052	ᱵᱚᱱᱚ,	She is going (location) _____	ᱵᱚᱱᱚ ᱵᱚᱱᱚ,	She is going to the doctor
1.053	ᱵᱚᱱᱚ	Where?	ᱵᱚᱱᱚ ᱵᱚᱱᱚ,	Where are you going?

**For Lesson 2 - Part 1**, we have added some more Family Relations to our skillset. Not everyone will have kids, but these phrases will be useful when you are listening to others talk about their kids or talking to someone about theirs.

We also get our first example of “going”. This is a complex concept in Cherokee, with several other options available depending on how the Speaker thinks of the situation in which it is being used. Think of this first set {ᱵᱚᱱᱚ, ᱵᱚᱱᱚ, ᱵᱚᱱᱚ} as your most basic form.

**Location Marker:** sometimes Speakers and Learners will add a long “i” (as in “see”) to the end of location name to indicate “place”. As you move forward, you want to replace your English location names with the Cherokee equivalent as you acquire them. For example, Walmart can be produced with our Syllabary sounds {walamadi -- ᱵᱚᱱᱚᱱᱚ} with the final vowel elongated or emphasized. Some Speakers will resist the heavy use of this when more appropriate phrases are available for a given Location Phrase. See **Cherokee Structure 2.1 – Nouns (Locatives)** for more details.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. You should also fill in the **Personal Details** with your own details and for someone you know as you practice. When you are practicing the concept of “go” try to attach it to a specific phrase that you can visualize to help you remember it more clearly.



## Lesson 2 – Part 2 – Learner

Table 2.2

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.054	ᎠᎩᎠ,	I am at _____	ᎠᎩᎠᎠᎩᎠ ᎠᎩᎠ,	I am at Church
1.055	ᎠᎩᎠ,	You are at _____	ᎠᎩᎠᎠᎩᎠ ᎠᎩᎠ,	You are at Church
1.056	ᎠᎩᎠ,	She is at _____	ᎠᎩᎠᎠᎩᎠ ᎠᎩᎠ,	She is at Church
1.057	ᎠᎩᎠ,	I went to _____	ᎠᎩᎠᎠ ᎠᎩᎠ,	I went to the doctor
1.058	ᎠᎩᎠ,	You went to _____	ᎠᎩᎠᎠ ᎠᎩᎠ,	You went to the doctor
1.059	ᎠᎩᎠ,	She went to _____	ᎠᎩᎠᎠ ᎠᎩᎠ,	She went to the doctor

**For Lesson 2 - Part 2**, we start to explore how a verb in Cherokee changes as the time in which is occurring changes. In later sections, we will cover various Tenses of the verbs in specific details, so you will acquire these as you move through your Modules. Here let's look at how the concept of "go" changes from **Present Tense** (happening now), to **Recent Past** (happened within the last few hours). In the Lesson 2 – Part 1 we learned that the basic form of expressing "go" in the Present was {ᎠᎩᎠ, -- ᎠᎩᎠ, -- ᎠᎩᎠ}. Now we add the **Recent Past Tense** form to this and get {ᎠᎩᎠ, -- ᎠᎩᎠ, -- ᎠᎩᎠ}. This is most accurately understood as "I went there and came back" but given that you will often use this form when you are with people that saw you leave, the "came back" is understood here. For more details on Recent Past, see the **Cherokee Structure 2.2 – Tense (Recent Past)**.

We have also added the new layer of "at" {ᎠᎩᎠ, -- ᎠᎩᎠ, -- ᎠᎩᎠ}. With these basic skills combined you can express the following chain "I am going \_\_\_\_\_", "I am at \_\_\_\_\_", "I went \_\_\_\_\_".

There is much more complexity to this concept that we will explore in later lessons, but in this early stage, you can start experimenting with these core concepts to communicate with Speakers about your travel and general location. They can then give you the more accurate phrase you need once they understand what you are communicating. This will allow your vocabulary to improve naturally rather than overwhelming you with phrases that you may not need yet.

**Useful Note:** It is also important to note that some of these expressions are difficult to use in the practical sense, particularly the Second Person forms. It is for this reason that it is rarely valuable to learn the verb forms by themselves. Instead, try to place them in a meaningful sentence so that what your Speakers teach you will not only be more accurate, but more useful to your specific needs. To put it simply, just because a verb form exists grammatically, doesn't mean it has a lot of value to learn at this stage.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here you want to create a sort of imaginary dialogue where each phrase creates a realistic moment in your mind to attach to the phrases.

## Lesson 2 – Part 3 – Learner

Table 2.3

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.060	hḥḥḥḥ	I have lived at - (location) - (time)	Ḑḥ ḥḥḥḥ ḥḥḥḥ, Ḑḥḥḥḥ, hḥḥḥḥ Ḑḥ Ḑḥḥḥ	I have lived in Muskogee for 10 years. I came from Bunch.
1.061	hḥḥḥ	You have lived at - (location) - (time)	Ḑḥ Ḑḥ, Ḑḥḥḥḥ, hḥḥḥ Ḑḥḥḥ,	How many years have you lived in Tahlequah
1.062	hḥḥḥ	S/he have lived at - (location) - (time)	ḥḥḥḥ, Ḑḥḥḥḥ, hḥḥḥ	She has lived there for 10 years.
1.063	ḥḥḥḥ	I used to live at - (location)	Ḑḥ ḥḥḥḥ ḥḥḥḥ, Ḑḥḥḥḥ, Ḑḥḥḥ,	I lived in Muskogee for 10 years.
1.064	Ḑḥḥḥ	You used to live at - (RPP) - (location)	ḥḥ Ḑḥḥḥ / ḥḥ Ḑḥḥḥ	Where did you used to live?
1.065	Ḑḥḥḥ	S/he used to live at - (RPP) - (location)	ḥḥ Ḑḥḥḥ / ḥḥ Ḑḥḥḥ	Where did he/she used to live?

**For Lesson 2 - Part 3**, we are adding some complexity to some of the basic concepts we learned in Lesson 1. In Lesson 1 we learned how to say “Live in” {ḥḥḥḥ, -- Ḑḥḥḥ, -- Ḑḥḥḥ}. Here we are going to add some specific time markers to our previous Lesson. In the first set above, we learn {ḥḥḥḥ -- hḥḥḥ -- hḥḥḥ} which allows us to express how long we have lived in the place we live now. In the second set above, we learn {ḥḥḥḥ -- Ḑḥḥḥ -- Ḑḥḥḥ} which allows us to express where we lived before the place that we live now. With the previous lessons combined, you can now express the following chain “I live at \_\_\_\_\_”, “I have lived there for \_\_\_\_\_ years”, “I used to live at \_\_\_\_\_”. As you progress through the Modules, you will learn the skills to express all of these concepts in much more fluid and complex ways. For now, these simple statements can convey a great deal about you and open up questions about your present and your past.

By adding the {ni-} at the beginning in line 1.060-1.062, and the {-o} we are able to take the original form and create a more specific timeframe. This does not work in all instances.

By adding the {-v} in line 1.063 we have made it **Remote Past Tense**, but because of the specific forms for 1.064-1.065, it ends with {-e} because the person speaking did not witness it personally. This is known as **Reported Past Tense**. Not all Speakers will think of a given language moment in the same way. Some may consider an expression as **Past Tense**, others may specify the same expression differently if they want to clarify that they did not witness it or cannot be certain of it. For more details on this concept, see **Cherokee Structure 2.3 – Tense (Reported Past)**.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here you want to insert your own personal information to help make the material connect to real information. You may also want to interview some of your fellow learners and insert their information for 2<sup>nd</sup> and 3<sup>rd</sup> person.

## Lesson 2 – Part 4 – Learner

Table 2.4

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.066	hLYʔQ,ʔLNL	I have work at - (location) - (time)	ʔAʔ, dSʔBL, NSU hLYʔQ,ʔLNL	I have worked at NSU for 10 years.
1.067	hSCʔQ,ʔLNL	You have work at - (location) - (time)	ʔW TS, dSʔBL, NSU hSCʔQ,ʔLNL	How long have you worked at NSU?
1.068	hSʔQ,ʔLNL	S/he has worked at - (location) - (time)	ʔY ʔʔY, dSʔBL, hSʔQ,ʔLNL	Tsegi has worked here for 5 years.
1.069	dLYʔQ,ʔLNL	I - worked at - (location)	ʔʔ-ʔ dLYʔQ,ʔLNL	I used to work at Walmart.
1.070	SCʔQ,ʔLNL	You - worked at - (location)	NSU SCʔQ,ʔLNL	Didn't you used to work at NSU?
1.071	dʔQ,ʔLNL	S/he - worked at - (location)	CWY Dʔʔ dʔQ,ʔLNL	He/she used to work at Cherokee Nation.

**For Lesson 2 - Part 4**, we are adding more pieces to our “Work at” feature of our **Personal Details**. Previously, we learned that {LYʔQ,ʔLNL -- SCʔQ,ʔLNL -- SʔQ,ʔLNL} expressed the concept of “...work at now and regularly”. Now we add {hLYʔQ,ʔLNL -- hSCʔQ,ʔLNL -- hSʔQ,ʔLNL} which like we saw in Lesson 2 – Part 3, allows us to express how long it has occurred or “...worked at now and for \_\_\_\_ amount of time”. Finally, we add {dLYʔQ,ʔLNL -- SCʔQ,ʔLNL -- dʔQ,ʔLNL} which allow us to express “...worked at then but no longer do.”

Again, we see the {ni-} at the beginning of the first set of expressions to help us specify a specific timeframe. While this can be a valuable tool later, we should avoid expressing concepts beyond our language grasp at this time. As you acquire new expressions, you will gain a better sense of when {n-} can be used effectively. For now, we want to provide as much context as possible so that even if we are missing a more precise form of the phrase we are using, our Speakers/Teachers will be able to comprehend what we are communicating. See **Cherokee Structure 2.4 – Initial Prefix {n-}** for more information on this concept.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here you want to insert your own personal information to help make the material connect to real information. You may also want to interview some of your fellow learners and insert their information for 2<sup>nd</sup> and 3<sup>rd</sup> person.

## Lesson 2 – Part 5 – Learner

Table 2.5

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.072	DYʱʱʱ,ɟ	I like _____	DYʱʱʱ,ɟ ʁɪɪʁ, ʁɪɪɪʁɟ, DGWʁʁʁ,ɟ	I like to play baseball.
1.073	Cʱʱʱ,ɟ	You like _____	Cʱʱʱ,ɟ ɟCɪh,ʁɪɪɟ	Do you like to play cards?
1.074	Oʱʱʱ,ɟ	S/he likes _____	Oʱʱʱ,ɟ dS,V.ʁɪɪɟ DJBʱʱʱɪɪɟ,	He likes to watch TV.
1.075	DGʁʁʁ,	I want _____	DGʁʁʁ, ɟYʱʱʱ,ʁɪɪɟ CWY, dθ,SG,Iʁɪɪɟ Shʁʁʱɪɪ	I want to work at the Immersion School when I graduate.
1.076	CSʁʁʁ,	You want _____	SV Oʱʱʱ,ɟ, CSʁʁʁ, ɟCʱʱʱ,ʁɪɪɟ Dʱʱh,	Why do you want to work here?
1.077	Oʱʱʱ,	S/he wants _____	ɟ ʁʁʁʁ, dʱʱʱ,ʁɪɪɟ Dʱʱh,	She doesn't want to work here.
1.078	ʁɪɪʱʱʱ,ʁ	My favorite _____	ʁɪɪ, ʁɪɪʱʱʱʁ	Wisi is my favorite.
1.079	ʁCʱʱʱ,ʁ	Your favorite _____	SV Oʱʱʱ, ʁCʱʱʱ,ʁ Dʱʱ,ʁɪɪB,ɟ,	What is your favorite food?
1.080	ʁʱʱʱ,ʁ	His/hers favorite _____	Dʁʱh, DdC, ʁʱʱʱ,ʁ Oʱʱʱ,	My son's favorite food is soup.

**For Lesson 2 - Part 5**, we are adding even more pieces to our **Personal Details** skillset. Here we learn how to express “like”, “want”, and “favorite”. The expressions above only allow us to express like”, “want”, and “favorite” for non-living objects, concepts, or activities. Later, we will learn how to express these concepts for living beings, which are slightly different.

We also have an example of the {wi-} prefix in 1.078-1.079. You will most often hear the {wi-} when indicating distance, usually away from the speaker, such as in {ʁɪɪ, -- ʁɪɪ, -- ʁɪɪ,} from **Lesson 2.2**. In those instances, the {wi-} tells us that the “go” was away from the speaker or those they were communicating with, which roughly translates “away from here”. In the case of {ʁɪɪʱʱʱ,ʁ -- ʁCʱʱʱ,ʁ -- ʁʱʱʱ,ʁ} the {wi-} is part of the method of making a **Superlative**, or the greatest in a comparison such as “biggest”, “tallest”, “longest”, or as used here “like the mostest!”. For more details on how to make a Superlative, see **Cherokee Structure 2.5 – Superlatives**.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here you want to insert your own personal information to help make the material connect to real information. You may also want to interview some of your fellow learners and insert their information for 2<sup>nd</sup> and 3<sup>rd</sup> person.

## Lesson 2 – Part 6 – Learner

Table 2.6

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
2.001	ቅፆ ፆፍ	Where are you going (future)	ቅፆ ፆፍ ለ.ጸፅፕፕ	Where are you going later?
2.002	ቅፆ, ፆፍ,	Where are you going (present)	ቅፆ, ፆፍ,	Where are you going? (present)
2.003	ቅፆ, ማሪ,	Where did you go (recent)	ቅፆ, ማሪ,	Where did you go? (recent)
2.004	ቅፆ, ጭፕፕፍ	Where did you go (past)	ቅፆ, ጭፕፕፍ	Where did you go? (past)
2.005	ቅፆ, ፆፍጭፍ,	Where are you going to be at (future)	ቅፆ, ፆፍጭፍ,	Where are you going to be at?
2.006	ቅፆ ፐፐ ፆፕፕፍ,	Where are you at (present)	ቅፆ ፐፐ ፆፕፕፍ,	About where are you at? (present)
2.007	ቅፆ ፐፐ ፆፕፕፍ	Where were you at (recent)	ቅፆ ፐፐ ፆፕፕፍ ለ.ጸ ሐፕፕፕ	About where were you at? (recent)
2.008	ቅፆ, ፆፕፕፍ	Where were you at (past)	ቅፆ, ፆፕፕፍ ጸጸ, ሐፕፕፕ	Where were you at yesterday?

**For Lesson 2 - Part 6**, we begin a new section **Question Phrases**, which are the phrases and features used to ask and answer questions. The most basic **Question Phrases** are {ሰጸ -- ሰፕ ጭፕፕ -- ለፕፕፕ -- ቅፆ -- ፕፕ} / {who-what-when-where}. “How” is a more complex concept and either ask “how much”, “how many”, or “how is it done”. We will explore each of these forms and their related sentences over the next few parts of Lesson 2 and beyond. For best results, focus on mastering what is in each part before moving on, and allow your total skill set to improve gradually.

In this first set we explore the concept of “where” with {ቅፆ}. We also see the use of {ቅፆ ፐፐ} where the {ፐፐ} is roughly equivalent to “about”, for a more interesting expression of “whereabouts”. Be careful not to overuse this expression as it’s rather specific in its usage.

Take note of the subtle ways in which the expression changes slightly depending on the time of the question’s answer. To help you get more comfortable with questions and answers it is useful to pay close attention to the form that is in the question and use that same form as part of the answer. For example, in line 2.004 ቅፆ, ጭፕፕፍ, which is a form of “go” that we haven’t seen yet. By taking the verb in the question {ጭፕፕፍ}, we can answer something like ፕፕፕ, ራፕፕፕ “I went to Tahlequah”.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here you want to pay close attention to the pronunciation because some of these expressions are spelled the same but pronounced slightly differently.

## Lesson 2 – Part 7 – Learner

Table 2.7

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
2.009	VO'ḡḡ, Ḃ'D,Ḃ	What is this?	VO'ḡḡ, Ḃ'D,Ḃ	What is this?
2.010	VO'ḡḡ, ḡḢḂḂ	What is that?	VO'ḡḡ, ḡḢḂḂ	What is that?
2.011	VO'h,ḡḡ, ḡḢḂḂ,	What are those?	VO'h,ḡḡ, ḡḢḂḂ,	What are those? (living)
2.012	VO'ḡḡ, ḂḂ,VḡḂḂḂḂ,	What did you watch? (past)	VO'ḡḡ, ḂḂ,VḡḂḂḂḂ, ḂḂ ḡḢḂḂ	What did you watch last night?
2.013	VO'ḡḡ, ḂḂ,VḡḂḂḂḂ,	What did s/he watch? (past)	VO'ḡḡ, ḂḂ,VḡḂḂḂḂ, ḂḂ ḡḢḂḂ	What did she watch last night?
2.014	VO'ḡḡ, ḂḂ,	What did you eat? (recent) - (single item)	VO'ḡḡ, ḂḂ,	What did you eat? (recent) - (single item)
2.015	VO'ḡḡ, ḂḂ,	What did she eat? (recent) - (single item)	VO'ḡḡ ḂḂ,	What did she eat? (recent) - (single item)

**For Lesson 2 - Part 7**, we add more **Question Phrases** to our skill set. This set is focused on “What”, which can be expressed with {SV ḂḂḂ -- SV -- V -- VO'ḡḡ} depending on dialect, style, and specificity. For now, let's focus on {VO'ḡḡ,}. More will be added in later sections.

We also add phrases for “this”, “that”, “those”, “watch”, and “eat” as building blocks to meaningful questions. You will hear a lot of variety of which variation is used and how they are spelled. For now, its enough to remember the essential elements {Ḃ-} and {ḡḢ-} as used here refers to “this” such as something you are holding and “that” which is something away from you that you are gesturing towards. Usually, your context will provide enough information to clarify the rest of your expression.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here you want to pay close attention to the pronunciation because some of these expressions are spelled the same but pronounced slightly differently. It's also helpful to create mental images of common places and items to help you connect these expressions to more solid memories.

## Lesson 2 – Part 8 – Learner

Table 2.8

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
2.016	ርሰብል,	Are you hungry?	ርሰብል,	Are you hungry?
2.017	ዐሰብል,	Is she hungry?	ዐሰብል,	Is she hungry?
2.018	ረላ, ዐገረ ለ'D	Whose is this?	ረላ, ዐገረ, ለ'D, ገርገገ	Whose phone is this?
2.019	ረላ, ለገረ, ለ'Dፀ	Whose are these?	ረላ, ለገረ, ለ'Dፀ ገጠፀፀፀ,	Whose keys are these?
2.020	ለ'Dፀ ደገረ	Is this mine?	ለ'Dፀ ደገረ ገርገገ	Is this my phone?
2.021	ከለፀ ርገረ	Is this yours?	ከለፀ ርገረ ለፀ, ርገገ	Is this your phone?
2.022	ፀሃፀ ዐገረ	Is that his/hers?	ፀሃፀ ዐገረ ለፀ, ርገገ	Is that her phone?

**For Lesson 2 - Part 8**, we add more **Question Phrases** to our skill set. In this set we are working with variations of {-ል} and {-ልል} which are common suffixes, or ending sounds, to add to a verb to turn it into a question form. Much like “this” and “that” from **Lesson 2 – Part 7**, this form of question will depend a lot on the Speaker and how they interpret the question.

We also add the possessive phrase {ደገረ}. Just to explore some of the variety and specificity you might find let's consider the basic question “Is this yours”. Above we have {ከለፀ ርገረ}, which might be better understood as “Is this the thing that is yours?”. But if we move the question form to the verb {ለ'D ርገረል} it might be better understood as “is this YOURS”.

As with many question sets, there are many variations and stylistic changes that you can use, that does not mean that anything goes. Experiment with the forms in your everyday conversations and graciously accept the corrections and adjustments that your Speakers/Teachers might offer. Another speaker with a different style or preference might offer different suggestions. Stay fluid in your usage, and you will refine your own style over time.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here you want to pay close attention to the pronunciation because some of these expressions are spelled the same but pronounced slightly differently. It's also helpful to create mental images of common items and people to help you connect these expressions to more solid memories.





**Lesson 2 – Part 10 – Learner**

Table 2.10

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
2.031	Vᄇ, ᄋᄃC,ᄋ	For what reason / why?	Vᄇ, ᄋᄃC,ᄋ ᄋᄃᄃB ᄋᄃSᄋᄃᄃ, ᄃᄃYᄋᄃJ, A.ᄋ, ᄋS,	Why do you want to leave then?
2.032	Vᄋ. ᄋᄃᄋᄋᄋ,ᄋ	Why am I doing _____?	Vᄋ. ᄋᄃ ᄋᄃᄋ ᄋᄃᄋᄋᄋ,ᄋ, ᄋY,	Why do I have to go first?
2.033	Vᄋ. ᄋᄃᄋSᄋᄋ, ᄋSᄋᄋᄋ,	Why does s/he talk slow?	Vᄋ. ᄋᄃᄋSᄋᄋ, ᄋSᄋᄋᄋ,	Why does he talk slow?
2.034	V ᄋᄋ ᄋᄃᄃᄋᄋ	How do you spell _____?	V ᄋᄋ ᄋᄃᄃᄋᄋ ᄋYᄋ	How do you spell that?
2.035	Vᄋ. ᄋYᄋᄋᄋ, ᄋSᄋᄋᄋ,	Why does s/he talk fast?	Vᄋ. ᄋYᄋᄋᄋ, ᄋSᄋᄋᄋ,	Why does he talk so fast?

**For Lesson 2 - Part 10**, we add even more **Question Phrases** to our skill set. In this set, we start to explore ways to ask “why” and “how”. As we see in the examples above, there is no specific question form that will universally create this expression, but we have some examples that we can add to our skill set. When asking “why”, {Vᄋ.} is perhaps the most common usage you will hear in early conversations and is similar to asking “for what reason?”.

One of the ways that we can ask a “why” is the {V ᄋᄋ} expression. This is similar to asking: “what is their reasoning”. It’s important to note here that the {ᄋᄋ} should match the pronoun. In this case it refers to he/she. If you were to ask a person why that person does something, you could use {V ᄋᄋ}.

We also see one of the first examples of {ᄋᄃᄋᄋᄋ,ᄋ} which is a form of the concept of “doing”, which we will continue to see throughout our lessons. It too will change depending on who is speaking and when the “doing” is occurring. It can be used as part of a question form, and as part of a statement.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here you want to pay close attention to the pronunciation because some of these expressions are spelled the same but pronounced slightly differently. It’s also helpful to create mental images of common items and people to help you connect these expressions to more solid memories.

## Lesson 2 – Part 11 – Learner

Table 2.11

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
2.036	VO'ḡḡ, ḡSḡḡR	Which is longest?	VO'ḡḡ, AḡGVḡ, ḡSḡḡR	Which pencil is the longest?
2.037	VO'ḡḡ, ḡḡIWḡ'TR	Which is shortest?	VO'ḡḡ, Dḡḡ, ḡḡIWḡ'TR	Which string is the shortest?
2.038	ḡWA, TS	How many? (things)	ḡWA, TS VWSḡ,I' ḡḡZYḡḡ, A.ḡ, TS,	How many songs will you learn today?
2.039	ḡWA, TS / ḡW TḡhT	How many? (animate)	ḡWA, TS DhBḡ, DḡVḡḡḡ, A.ḡ, TS,	How many people will be here today?
2.040	ḡW TS	How much _____? (flexible)	ḡW TS DSW, SḡEGḡḡ ḡ'D, VḡḡW,	How much money did this car cost?
2.041	ḡW TS	How much _____? (liquid)	ḡW TS Dḡ, Dḡḡḡ, ḡ'Dḡ ḡḡV ḡḡḡḡḡ	How much water is to be poured into this bowl?

**For Lesson 2 - Part 11**, we add our last set of **Question Phrases** for now. Here we are working with “which” “how many”, and “how much”. As with all **Question Phrases** so far, there are different ways to express these ideas depending on the full context of the question.

For “how many”, we see {ḡWA,} and for “how much” we see {ḡW}. Here we might also here some Speaker variations on these expressions, but its useful to start thinking about the difference between an amount verses a number.

We also see some **Classificatory** references. When in doubt, you are often safe to ask the “solid” or “neutral” form of any question. A Speaker will understand the question, even if you are not precise in your classifiers.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here you want to pay close attention to the pronunciation because some of these expressions are spelled the same but pronounced slightly differently. It’s also helpful to create mental images of common items and people to help you connect these expressions to more solid memories.

## Lesson 3 Overview-Learner

Lesson 3 moves us away from **Personal Details** for a while and introduces us to **Description Phrases**. These are the tools we need to talk about numbers, sizes, and colors. Overall, these phrases can be added to everything we have learned so far and allow us to be even more expressive and detailed in our conversation.

It is highly recommended that you get comfortable “Over Describing” in the early phases of your learning. For example, in everyday conversation in English we might ask “Hey, what’s that?” and answer “A car.” As we are learning Cherokee, we want to use all the tools we have to keep those memory muscles strong. “ᎠᏍᏉ ᎢᎦᏱᎭ ᎡᏂᎩ ᎤᏗᏲᎪᎮᎾ” / “That’s an old red colored car.” Keep in mind that you can overdo this in your interactions with your Speaker/Teachers and your fellow learners, but as you practice, you can never over-communicate.

We also return to **Question Phrases** and add more pieces to that skill set. As you move through Lesson 3 and beyond you want to take the time to revisit previous material before moving on to new material. In this instance, you should review the material in **Lesson 2 Part 6 – Part 11** before you start on **Lesson 3 Part 5-9**.

Use the following QR Code or the link below for a searchable database on all of the Tables used in Module 1



<https://tsalagitsawonihisdi.com/module-1-table-2023/>

**Lesson 3 – Part 1 – Learner**

Table 3.1

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
3.001	ᎠᎵᎠ,	Big	ᎠᎵᎠ ᎠᎵ, ᎠᎵᎠ,	The brown bear is big
3.002	ᎠᎵᎠ	Small	ᎠᎵᎠ, ᎠᎵᎠ, ᎠᎵᎠ	The white rabbit is small
3.003	ᎠᎵᎠ,	Long	ᎠᎵ ᎠᎵᎠ, ᎠᎵ, ᎠᎵᎠ,	The green snake is long
3.004	ᎠᎵᎠᎠ	Short	Ꭰ ᎠᎵᎠ, ᎠᎵᎠᎠ, ᎠᎵᎠᎠ	The orange pencil is short
3.005	ᎠᎵᎠᎠ	Light Weight	ᎠᎵᎠ ᎠᎵ, ᎠᎵᎠᎠ	The yellow dog is light weight
3.006	ᎠᎵᎠ,	Heavy	ᎠᎵᎠ ᎠᎵ, ᎠᎵᎠ,	The black pig is heavy

**For Lesson 3 - Part 1**, start on a new topic: **Description Phrases**. Here we will start to add some the pieces necessary to describe and add detail to the world around us. As with all material in these modules, we should remember that there are likely many other ways to express some of these ideas and certainly more precise ways, but here we just want to gain some essential tool.

In this first set, we learn relative size terms. In **Lesson 2 – Part 5** and in **Cherokee Structure 2.5 – Superlatives** we introduced the basic idea of expressing the top of an order such as tallest, biggest, and fastest.

Here, we can start to add other concepts that can also be used along with the concepts learned in that previous lesson.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here you should practice them with the complete sentences and try to create a mental picture of objects in your life that these descriptions apply to. This will help with your long-term memory of these phrases.

**Lesson 3 – Part 2 – Learner**

Table 3.2

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
3.007	ᄒᆫ	One	ᄒᆫ ᄒᆫᄒᆫᄒᆫ, ᄒᆫᄒᆫᄒᆫ ᄒᆫ,	There is one pencil on the table
3.008	ᄒᆫᆫ,	Two	ᄒᆫᆫ, ᄒᆫᆫ, ᄒᆫᆫᆫ ᄒᆫ ᄒᆫᄒᆫᄒᆫ	There are two phones on the table
3.009	ᄒᆫᆫᆫ,	Three	ᄒᆫᆫᆫ, ᄒᆫᆫ ᄒᆫᄒᆫᄒᆫ, ᄒᆫ ᄒᆫᄒᆫᄒᆫ	There are three pieces of paper on the table
3.010	ᄒᆫᆫᆫ,	Four	ᄒᆫᆫᆫ, ᄒᆫᆫᆫᆫ, ᄒᆫᆫᆫ, ᄒᆫᆫᆫ,	There are four shirts on the ground
3.011	ᄒᆫᆫᆫᆫ,	Five	ᄒᆫᆫᆫᆫ, ᄒᆫᆫ ᄒᆫᆫᆫ ᄒᆫᆫᆫᆫ, ᄒᆫᆫᆫᆫ,	There are five pairs of pants on the ground
3.012	ᄒᆫᆫᆫᆫ,	Six	ᄒᆫᆫᆫᆫ, ᄒᆫᆫ ᄒᆫᆫᆫᆫ ᄒᆫᆫᆫᆫᆫ, ᄒᆫᆫᆫᆫ,	There are six pairs of shoes on the ground
3.013	ᄒᆫᆫᆫᆫᆫ,	Seven	ᄒᆫᆫᆫᆫᆫ, ᄒᆫᆫ ᄒᆫᆫᆫ ᄒᆫᆫᆫᆫᆫ, ᄒᆫᆫᆫᆫᆫ,	There are seven pairs of socks on the ground
3.014	ᄒᆫᆫᆫᆫᆫ,	Eight	ᄒᆫᆫᆫᆫᆫ ᄒᆫᆫᆫᆫᆫ, ᄒᆫᆫᆫᆫᆫ, ᄒᆫᆫ ᄒᆫᆫᆫᆫᆫ,	The eight pairs of glasses are in the bag
3.015	ᄒᆫᆫᆫᆫᆫ,	Nine	ᄒᆫᆫᆫᆫᆫ ᄒᆫᆫᆫᆫᆫ, ᄒᆫᆫᆫᆫᆫ, ᄒᆫᆫ ᄒᆫᆫᆫᆫᆫᆫ	The nine baseball caps are in the bag.
3.016	ᄒᆫᆫᆫᆫᆫ,	Ten	ᄒᆫᆫᆫᆫᆫ ᄒᆫᆫᆫᆫᆫ, ᄒᆫᆫᆫᆫᆫ, ᄒᆫᆫ ᄒᆫᆫᆫᆫᆫᆫᆫ	The ten hats are in the bag

**For Lesson 3 - Part 2**, we add more pieces to our **Description Phrases** skill set. While numbers are often one of the first things someone learns in Cherokee, they are not valuable by themselves. Counting is not nearly as valuable as having these terms as a description resource. As you practice these numbers, try to practice them in complete sentences with unique items or phrases for each number. Make your memory chain your own and make it as real as possible. This will also help you learn the new nouns and phrases that you use to build these sentences. Keep them simple but keep them unique.

You can, of course, use the samples sentences provided or even the content from them to form your own sentence set.

**Pronunciation Notes:** numbers are one of the first areas where the pronunciation by different Speakers and learners can become more noticeable even if they are all essentially correct. See **Cherokee Structure 3.2 – Pronunciation** for additional notes here, especially as they relate to numbers.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here you should practice them with the complete sentences and try to create a mental picture of objects in your life that these numbers relate to.



**Lesson 3 – Part 4 – Learner**

Table 3.4

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
3.027	YS,ᵐ	Red	ᵐ YS,ᵐ ᵐᵐᵐᵐ, ᵐᵐᵐ,	The red bird is fast
3.028	Dᵐ,ᵐ, / DLGᵐᵐ	Orange	ᵐ Dᵐ,ᵐ, ᵐᵐᵐᵐᵐᵐ, ᵐᵐᵐᵐᵐ	The orange pencil is short
3.029	LGᵐᵐ	Yellow	LGᵐᵐ ᵐᵐ, ᵐᵐᵐᵐ	The yellow dog is light weight
3.030	Dᵐ ᵐ,ᵐᵐᵐ,	Green	Dᵐ ᵐ,ᵐᵐᵐ, ᵐᵐᵐ, ᵐᵐᵐᵐ	The green snake is long
3.031	ᵐᵐ.ᵐᵐ	Blue	ᵐᵐ.ᵐᵐ ᵐᵐᵐᵐᵐ ᵐᵐᵐᵐ, Dᵐ,ᵐᵐᵐᵐᵐᵐ	The blue chair is comfortable
3.032	Dᵐᵐᵐᵐ / ᵐᵐᵐᵐᵐ	Purple	ᵐᵐ, Dᵐᵐᵐᵐ ᵐᵐᵐᵐᵐ ᵐ ᵐᵐᵐᵐ, ᵐᵐᵐᵐ,ᵐᵐᵐᵐᵐᵐ	The purple chair is uncomfortable
3.033	ᵐᵐᵐᵐ	Brown	ᵐᵐᵐᵐ ᵐᵐ, ᵐᵐᵐᵐ,	The brown bear is big
3.034	Eᵐᵐ	Black	Eᵐᵐ ᵐᵐ, ᵐᵐᵐ,	The black pig is heavy
3.035	ᵐᵐᵐ,	White	ᵐᵐᵐ, ᵐᵐᵐᵐ, ᵐᵐᵐ	The white rabbit is small
3.036	ᵐᵐᵐᵐ	Light (Color)	YS,ᵐ ᵐᵐᵐᵐᵐ ᵐᵐᵐᵐᵐᵐ, ᵐᵐᵐᵐᵐᵐ, ᵐᵐᵐᵐᵐᵐᵐ	The pink pencil is my favorite
3.037	ᵐᵐᵐ,ᵐᵐ,	Dark (Color)	ᵐ ᵐᵐᵐᵐᵐᵐᵐ, ᵐ ᵐᵐᵐ,ᵐᵐ, ᵐᵐᵐᵐᵐ ᵐᵐᵐ,	I don't like the dark brown horse
3.038	ᵐᵐᵐᵐᵐ / ᵐᵐᵐᵐᵐᵐ	Phone	ᵐᵐᵐ, ᵐᵐᵐᵐᵐ ᵐᵐᵐᵐᵐ ᵐᵐ	There are two phones on the table
3.039	ᵐᵐᵐᵐᵐ / ᵐᵐᵐᵐᵐᵐ,	Pencil	ᵐᵐᵐ ᵐᵐᵐᵐᵐᵐᵐ, ᵐᵐᵐᵐ	I have sixteen pencils in my hand
3.040	(ᵐ)ᵐᵐᵐᵐ,	Paper	Kᵐᵐ, ᵐᵐᵐᵐᵐ, ᵐᵐ ᵐᵐᵐᵐᵐ	There are three pieces of paper on the table

**For Lesson 3 - Part 4**, we add some colors and start to add some basic items to our **Description Phrases** list.

Colors, much like numbers, are one of the first things a learner is taught in Cherokee, but we want to attach these colors to meaningful objects. The objects that we start in this section are designed to represent common everyday items that you might find in your classroom and that are part of the different **Classificatory** structures.

**Translation Notes:** You are encouraged to keep acquiring the names of everyday objects around you, but it is important to note that not all objects, especially objects of modern technology, have a Cherokee equivalent. While a Speaker can easily describe and refer to such objects, we will not be quite as skilled yet. If you ask a Speaker for the name of an object and they tell there isn't really a word for it, then you should feel comfortable using the English equivalent until you are given a viable alternative. Indeed, many Speakers will regularly use an English referent to an object if they cannot immediately recall the Cherokee version. The trick is to do it naturally and sparingly so that the majority of your communication is in Cherokee.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here you should practice them with the complete sentences and try to create a mental picture of objects in your life that these numbers relate to.

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
2.042	Rṛḡḥ ṣṣ,ḥṣW,	Will you help me?	Rṛḡḥ ṣṣ,ḥṣW, Ḑ'DḐ ṣḥYḠ DḥW,VJ	Will you help me to lift this table/chair?
2.043	Rṛḡḥ ḐḥṣW,	Will you help her?	Rṛḡḥ ḐḥṣW, CḦY, Oṛ,ḔḐḥḥVJ	Will you help him practice Cherokee?
2.044	Rṛḡḥ ṣḔḥṣW,	Can I help you?	Rṛḡḥ ṣḔḥṣW, Ḑ ḁḒḐ' JBḐṚJ,	Can I help you carry those boxes?
2.045	Rṛḡḥ ḥY,ḥṣW,	Can she help me?	Rṛḡḥ ḥY,ḥṣW, JṣḥYḠ JJḔBJ,	Can she help me move these chairs?
2.046	VḐḥJ, ṢṤṚḒṚ,	What do I do?	VḐḥJ, ṢṤṚḒṚ, ḥṢJ, ḥṢḥ ṣṣḐḐḥḥ ḐḔMC̄	What do I do if the door is locked when I get here?
2.047	V ḥYḑḥJ, ḥṚṣ,	What should she do?	V ḥYḑḥJ, ḥṚṣ, ḖḐḥ ṢMC̄	What should she do when she gets here tomorrow?
2.048	V ḥYḑḥJ, ṤṚṚḒṚ,	What can we all do?	V ḥYḑḥJ, ṤṚṚḒṚ, ḖḐḥ JṣḔḥḥY, ḒVḥḐ,	What can we do tomorrow without a Teacher here?
2.049	VḐḥJ, TCṚḒḥ	What did you all do? (past progressive)	VḐḥJ, TCṚḒḥ RḐ, ḔṚ JṣḔḥḥY, ḒVḥḐ, TAḐṢ,	What did you all do yesterday while the Teacher was gone?

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here, you should connect these core Question Phrases to specific sentences, such as the sample sentences, so that you can remember them better.



**Lesson 3 – Part 6 – Learner**

Table 3.6

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
2.050	ᎠᎡᎠᎩ ᎠᎩᎩᎠᎩ	When does it begin? (habitual)	ᎠᎡᎠᎩ ᎠᎩᎩᎠᎩ ᎠᎩᎩᎠᎩ	When does class start?
2.051	ᎠᎡᎠᎩ ᎠᎩᎩᎠᎩ	When did you start? (past progressive)	ᎠᎡᎠᎩ ᎠᎩᎩᎠᎩ ᎠᎩᎩᎠᎩ, ᎠᎩᎩᎠᎩ	When did you start learning Cherokee?
2.052	ᎠᎡᎠᎩ ᎠᎩᎩᎠᎩ	When did you finish? (past)	ᎠᎡᎠᎩ ᎠᎩᎩᎠᎩ ᎠᎩᎩᎠᎩ, ᎠᎩᎩᎠᎩ	When did you graduate High School?
2.053	ᎠᎡᎠᎩ ᎠᎩᎩᎠᎩᎠᎩ	When do we go on break? (habitual)	ᎠᎡᎠᎩ ᎠᎩᎩᎠᎩᎠᎩᎠᎩ	When do we go on break? (every day)
2.054	ᎠᎡᎠᎩ ᎠᎩᎩᎠᎩ, ᎠᎩᎩ	When did you move there?	ᎠᎡᎠᎩ ᎠᎩᎩ, ᎠᎩᎩᎠᎩ, ᎠᎩᎩ	When did you move to Tahlequah?
2.055	ᎠᎡᎠᎩ ᎠᎩᎩᎠᎩ, ᎠᎩᎩᎠᎩ, ᎠᎩᎩᎠᎩᎩᎩᎩᎩ,	When do I get a raise?	ᎠᎡᎠᎩ ᎠᎩᎩᎠᎩ, ᎠᎩᎩᎠᎩ, ᎠᎩᎩᎠᎩᎩᎩᎩᎩ,	When do I get a raise?
2.056	ᎠᎡᎠᎩ ᎠᎩᎩᎠᎩ	When does s/he take/eat _____?	ᎠᎡᎠᎩ ᎠᎩᎩᎠᎩ, ᎠᎩᎩᎠᎩ ᎠᎩᎩᎠᎩ	When does Jensi take her medicine?

**For Lesson 3 - Part 6**, we are adding more **Question Phrases**. Here we are adding the concept of “when”. While {ᎠᎡᎠᎩ} is a consistent component of “when” it is important to note that, these questions require a careful consideration of Tenses. It is not necessary to be perfect on your tenses as this stage, “when” questions are a good opportunity to create memory chains that help you retain some of those tenses.

Speaking of Tenses, this is one of the first examples we see of the Habitual Tense. In Cherokee we can use the {-o} at the end of the word to indicate that the action happens regularly. We saw this before with the phrase “work”. For more details see **Cherokee Structure 3.6 – Tense (Habitual)**.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here, you should connect these core Question Phrases to specific sentences, such as the sample sentences, so that you can remember them better.





**Lesson 3 – Part 9 – Learner**

Table 3.9

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
2.073	SA, hɔ́YZʌb,	Whose _____ did you bring me? (flexible)	SA, ɔ́Hɔ́h, hɔ́YZʌb,	Whose coat did you bring me?
2.074	SA, ɔ́ɔ́L, hES,	Who fixed it?	SA, ɔ́ɔ́L, hES, Dɔ́IH,Aɔ́ɔ́Y,	Who fixed the computer?
2.075	SA, ʌ́Lɔ́ʌʌBɔ́,	Who can answer _____? (answer/reply)	SA, ʌ́Lɔ́ʌʌBɔ́, ʌ'Tɔ́ɔ́, Tɔ́ɔ́J	Who can answer these questions?
2.076	SA, _____ BCɔ́ɔ́	Who took you _____? (location)	SA, ɔ́Vɔ́R BCɔ́ɔ́ Rʌ, hɔ́ɔ́	Who gave you a ride home yesterday?
2.077	SA, ɔ́Vɔ́,	Whose are these? (flexible)	SA, ɔ́Vɔ́, ʌ'D, ɔ́ʌɔ́ɔ́,	Whose papers are these?
2.078	SA, SYGɔ́ʌVɔ́,	Who is visiting us?	SA, ɔ́SMh, SYGɔ́ʌVɔ́, A.ʌ, TS,	Who is coming here to visit us today?
2.079	SA, ɔ́Sɔ́B	Whose birthday is it _____?	SA, ɔ́Sɔ́B A.ʌ, TS,	Whose birthday is today?
2.080	SA, ɔ́ɔ́,ɔ́ɔ́ɔ́ɔ́	Who practiced _____?	SA, ɔ́ɔ́,ɔ́ɔ́ɔ́ɔ́ CWY, ɔ́R hɔ́ɔ́ ɔ́C,4ɔ́ɔ́S,	Who practiced their Cherokee last night, raise your hand.

**For Lesson 3 - Part 9**, we are adding more **Question Phrases**. Here, we are adding forms of “who”.

We also see more examples of **Categorical** phrases represented.

Remember that with “who” questions, the pronouns become important, so make sure you are paying attention to the people and the number of people involved.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. Here, you should connect these core Question Phrases to specific sentences, such as the sample sentences, so that you can remember them better.

## Lesson 4 Overview-Learner

Now that we have arrived at Lesson 4, we can see the standard pace and method going forward. Each Lesson moving forward will introduce approximately 40 Phrases from a new topic, revisit and add 40 new phrases to a topic that you have covered only once so far, and then revisit and add 40 new phrases to a topic that you have already covered twice. Through this technique, you should always be moving forward with familiarity, but still finding the new material valuable.

For Lesson 4, we will start by exploring a new topic **Action Phrases**, where we explore the basic concept and usage of the “to do” verb. This set will walk you through several variations of the verb based on who is doing the action and when the action is occurring. Through careful study of these initial sets, you will start to see more of the pattern emerge for Cherokee verbs.

It is recommended that you review the content covered in **Lesson 3 Part 1 – Part 4** over **Description Phrases** before starting **Lesson 4 Part 5 – Part 10**, where we will explore a new set of **Description Phrases**.

You should also review the content covered in **Lesson 1 Part 1 – Part 6** and **Lesson 2 Part 1 – Part 5** over the Personal Details before starting **Lesson 4 Part 11 – Part 14**.

Use the following QR Code or the link below for a searchable database on all of the Tables used in Module 1



<https://tsalagitsawonihisdi.com/module-1-table-2023/>

## Lesson 4 – Part 1 – Learner

Table 4.1

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
4.001	(h)SᵒᵒS,	I - Do (Recent)	SV SᵒᵒS,	What did I just do?
4.002	(tᵢ)ᵒᵒS,	You - Do (Recent)	SV ᵒᵒS,	What did you just do?
4.003	(Θ)DᵒᵒS	She – Do (Recent)	SV DᵒᵒS	What did she just do?
4.004	(Θ)DIᵒᵒᵒᵒ(ᵗ)ᵒᵒT	I – Do (Past)	SV DIᵒᵒᵒᵒ Rᵗ, hᵗR	What did I do yesterday?
4.005	(h)Cᵒᵒᵒᵒ(ᵗ)ᵒᵒT	You – Do (Past)	SV Cᵒᵒᵒᵒ Rᵗ, hᵗR	What did you do yesterday?
4.006	ᵒᵒᵒᵒᵒᵒ(ᵗ)	She – Do (rep-past/inter)(Past)	SV ᵒᵒᵒᵒᵒᵒ Rᵗ, hᵗR	What did she do yesterday?
4.007	Sᵒᵒᵒ(ᵒ)	I – Do (Present)	SV Sᵒᵒᵒ	What am I doing?
4.008	ᵒᵒᵒᵒ(ᵒ)	You – Do (Present)	SV ᵒᵒᵒᵒ	What are you doing?
4.009	(Θ)Dᵒᵒᵒᵒ,	She – Do (Present)	SV Dᵒᵒᵒᵒ	What is she doing?
4.010	ᵒSᵒᵒᵒᵒ,	I - Do (Future)	SV ᵒSᵒᵒᵒᵒ,	What am I going to do?
4.011	ᵒᵒᵒᵒᵒᵒ,	You - Do (Future)	SV ᵒᵒᵒᵒᵒᵒ,	What are you going to do?
4.012	ᵒᵒᵒᵒᵒᵒ,	She - Do (Future)	SV ᵒᵒᵒᵒᵒᵒ,	What is she going to do?

**For Lesson 4 – Part 1**, we introduce the verb “do” as part of our **Action Phrases**. **Action Phrases** are a common set of terms used to ask questions about and answer the essential concept of “doing”.

This set is divided into 4 parts based on when the action is occurring. In the first set: {(h)SᵒᵒS, -- (tᵢ)ᵒᵒS, -- (Θ)DᵒᵒS} we see the form in the **Recent Past**, or having just happened. We also see the reappearance of the {n-} prefix with the {h, tᵢ, Θ}. By placing them in parenthesis here we know that they are a common or relevant feature of the base verb. In this case, it refers to a specific action. So, in the sentence for 4.002, we are asking “What did you just do?” {SV ᵒᵒS,} we could change that to “Did you just do that?” {tᵢᵒᵒS,ᵒᵒ} if we both knew what “that” was. Also, note that the {tᵢ} replaced the {ᵒ} and the {ᵒᵒ} makes it a question. For more information on the {n-} as shown here, see **Cherokee Structure 4.1 - Initial Prefix {n-} Specific Action**.

The rest of the set offers the same verb with the same pronouns, but works through Past, Present, and Future tense.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. One of the best ways to practice “doing” is to ask and state as often as you can. Every chance you get, “what are you doing?”, “What am I doing?”, “I am doing X”.

**Lesson 4 – Part 2 – Learner**

Table 4.2

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
4.013	hVL,SDN,	I - Do (Future) – (That)	AAB YW VL,SDN, JYQWLNJ LYQ	I am going to do my chores later.
4.014	hSSDN,	I - Do (Present) – (That)	TdW, JYhQWLNJ, hSSDN,	I am doing your job and mine.
4.015	hH,SDS,	I - Do (Recent) - (That)	SGW, JYQWLNJ, hH,SDS,	I already did my work. (recent)
4.016	hGDN	I - Do (Past) - (That)	OR JYQWLNJ, hGDN OR hNR	I did my homework last night.
4.017	GDN,	I - Do (Infinitive) - (That)	JYQWLNJ, LYQ GDN, QhMC JYOR	I need to do my chores when I get home.
4.018	hVWDN,	You - Do (Future) - (That)	AA OR YW, hVWDN, JCQWLNJ,	Are you going to do your chores tonight?
4.019	hSNDN,	You - Do (Present) - (That)	TdW, JYhQWLNJ, hSNDN,	You are doing your job and mine.
4.020	SDS,	You - Do (Recent) - (That)	SGW SDS JCQWLNJ,	Did you already do your work? (recent)
4.021	hH,CN	You - Do (Past) - (That)	OR hNR hH,CN hNRW OR JCQWLNJ,	I thought you did your homework last night.
4.022	hCN,	You - Do (Infinitive) - (That)	JCQWLNJ, C hCN, QhMC JYOR	You need to do your chores when you get home.

**For Lesson 4 - Part 2**, we cover more variations of **Action Phrases**. **Action Phrases** are a common set of terms used to ask questions about and answer the essential concept of “doing”.

This set offers even more examples of “doing” but with the action explicitly called to in the verb with {n-}. If we look at 4.014, we also see another prefix {de-} which can indicate many things. In this case, the {n-} and the {de-} combine to tell us that “I am doing ‘that’”, and “I am doing more than one ‘that’”. In the sample sentence, we see that this allows us to say “Work, I am doing it, mine and yours”. See **Cherokee Structure 4.2 - Initial Prefix {de-} Plural Object**.

The rest of the set offers the same verb with the same pronouns but works through additional tenses and pronouns.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. One of the best ways to practice “doing” is to ask and state as often as you can. Every chance you get, “what are you doing?”, “What am I doing?”, “I am doing X”.

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
4.023	ከህረግባር,	S/he - Do (Future) - (That)	AAB YW, ከህረግባር, ልዩገጽገጽ, ሆኖ	She is going to do her chores later.
4.024	ፀግታች,	S/he - Do (Present) - (That)	RdW, ጋጠላዋግጠላችሁ, ፀግታች,	She is doing your job and hers.
4.025	ከፀገና,	S/he - Do (Recent) - (That)	SGW ከፀገና, ልዩገጽገጽ,	He already did his work. (recent)
4.026	ከፋግባ	S/he - Do (Past) - (That)	OR ከገደ ከፋግባ OR ልዩገጽገጽ,	He did his homework last night.
4.027	Tdግባ,	S/he - Do (Infinitive) - (That)	ልዩገጽገጽ, Tdግባ, ግጥምጥጥ	He needs to do his chores when he gets home.
4.028	ከህረግባር,	They - Do (Future) - (That)	AAB YW, ከህረግባር, ልዩገጽገጽ,	They are going to do their chores later.
4.029	ፀፀግታች,	They - Do (Present) - (That)	ልዩገጽገጽ, ፀፀግታች,	They are doing their jobs.
4.030	ከፀፀገና,	They - Do (Recent) - (That)	SGW ከፀፀገና, ልዩገጽገጽ,	They already did their work. (recent)
4.031	ከፋፀግባ	They - Do (Past) - (That)	OR ከገደ ከፋፀግባ OR ልዩገጽገጽ,	They did their homework last night.
4.032	TGፀግባ,	They - Do (Infinitive) - (That)	ልዩገጽገጽ, TGፀግባ, ግጥምጥጥ	They need to do their chores when they get home.

For this set, we want to take a close look at 4.025, 4.026, 4.030, and 4.031. In these examples we see the prefix {tsi-}, which we saw in the previous part as well. The prefix {tsi-}, as used here, helps us understand the specific time in which the action occurred. Looking at the sample sentence for 4.025 we have the sentence “He already did his work.” In this sentence {SGW} tells us “already” and the {tsi-} in {hθoʔs,} points to that time as if to say “Already, it is his work that he did, then”. See **Cherokee Structure 4.3 - Initial Prefix {tsi-} Specific Past Time** for more details.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. One of the best ways to practice “doing” is to ask and state as often as you can. Every chance you get, “what are you doing?”, “What am I doing?”, “I am doing X”.



## Lesson 4 – Part 4 – Learner

Table 4.4

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
4.033	ᏚᏐᏱᏅᏍᏔᏅ	I - Sit (Future)	ᏚᏐᏱᏅᏍᏔᏅ	I will sit down.
4.034	ᏚᏐᏱ	I - Sit (Present)	ᏚᏐᏱ	I am sitting down. (in process)
4.035	ᏚᏐᏱᏅᏍᏔᏅ	I - Sit (Present) – (emphatic)	ᏚᏐᏱᏅᏍᏔᏅ	I am just sitting here.
4.036	ᏅᏐᏱᏅᏍᏔᏅ	I - Sit (Recent)	ᏅᏐᏱᏅᏍᏔᏅ ᏅᏐᏱᏅᏍᏔᏅ ᏅᏐᏱᏅᏍᏔᏅ	I sat down to read about an hour ago.
4.037	ᏚᏐᏱᏅᏍᏔᏅ	You - Sit (Future)	ᏚᏐᏱᏅᏍᏔᏅ	You will sit down.
4.038	ᏚᏐᏱᏅᏍᏔᏅ	You - Sit (Present-Pro)	ᏚᏐᏱᏅᏍᏔᏅ	You are sitting down - in process
4.039	ᏚᏐᏱᏅᏍᏔᏅ	You - Sit (Present)	ᏚᏐᏱᏅᏍᏔᏅ	You are just sitting there.
4.040	ᏚᏐᏱ	You - Sit (Recent)	ᏚᏐᏱ ᏅᏐᏱᏅᏍᏔᏅ ᏚᏐᏱ ᏅᏐᏱᏅᏍᏔᏅ ᏚᏐᏱ	Did you sit in that big chair this morning?
4.041	ᏚᏐᏱᏅᏍᏔᏅ	S/he - Sit (Future)	ᏚᏐᏱᏅᏍᏔᏅ	She is going to sit
4.042	ᏚᏐᏱᏅᏍᏔᏅ	S/he - Sit (Present-Pro)	ᏚᏐᏱᏅᏍᏔᏅ	She is sitting down. (in process)
4.043	ᏚᏐᏱᏅᏍᏔᏅ	S/he - Sit (Present)	ᏚᏐᏱᏅᏍᏔᏅ	She is just sitting there.
4.044	ᏚᏐᏱᏅᏍᏔᏅ	S/he - Sit (Recent)	ᏚᏐᏱᏅᏍᏔᏅ	She sat down. (recent)

**For Lesson 4 - Part 4**, we cover even more variations of **Action Phrases**. In this set, we take a look at the verb “sit”.

Verbs like “sit” and “stand” are great words to practice the unique process of Cherokee verbs. Because Cherokee packs so much information into a single verb phrase, we can efficiently describe very specific phases of a process. By practicing the phases of a verb with a specific and physical action, we can organically learn the pieces that make the verbs change.

For this set, we want to take a close look at 4.035. In this example, we see {-dv} appears as a marker of a response, to add emphasis. The {wu-} that preceeds indicates that only that is happening. When they used together in this way, they produce a “That’s All” effect. In this case, “I am JUST SITTING here”. See **Cherokee Structure 4.4 – Final Suffix {dv-} Emphatic** for more details.

The rest of the set offers the same verb with the same pronouns but works through additional tenses and pronouns.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. One of the best ways to use verbs like “sit” and “stand” (which we will learn later) is to chain them together to use as memory devices. As you are saying these, be in the process of each verb as you state them. To make things really challenging, as the time and pronoun appropriate “do” verb before the response. “What are you doing”, “I am sitting”, “What did you do”, “I sat”, and so on.



**Lesson 4 – Part 6 – Learner**

Table 4.6

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
3.044	ᎠᎵᎵᎵ ᎠᎵ,	South	ᎠᎵᎵᎵ, ᎠᎵᎵᎵᎵ ᎠᎵᎵᎵ ᎠᎵ, ᎠᎵᎵᎵ ᎠᎵᎵᎵᎵᎵᎵ	The birds fly south for the winter
3.045	ᎠᎵᎵ ᎠᎵ,	North	ᎠᎵᎵᎵ ᎠᎵ, ᎠᎵᎵᎵ, ᎠᎵᎵ ᎠᎵ,	The brown bear lives in the north
3.046	ᎠᎵᎵ ᎠᎵ,	West	ᎠᎵᎵ ᎠᎵᎵᎵ, ᎠᎵᎵᎵ, ᎠᎵᎵᎵ ᎠᎵ,	The white rabbits are mostly seen in the west
3.047	ᎠᎵᎵ ᎠᎵ,	East	ᎠᎵᎵ, ᎠᎵᎵᎵ ᎠᎵᎵ ᎠᎵ,	The sun rises in the east
3.048	ᎠᎵ,	Direction	ᎠᎵᎵᎵ, Ꭰ ᎠᎵᎵᎵ, ᎠᎵᎵ, ᎠᎵᎵᎵ	I saw the car turn in that direction
3.049	ᎠᎵᎵᎵ,	High Or Upward	ᎠᎵᎵ, ᎠᎵᎵᎵ ᎠᎵᎵᎵ, ᎠᎵᎵᎵ ᎠᎵᎵᎵ	I saw the snake way up in the tree
3.050	ᎠᎵᎵ,	Low Or Groundward	ᎠᎵᎵᎵᎵ, ᎠᎵᎵᎵᎵ ᎠᎵᎵᎵᎵ ᎠᎵᎵᎵᎵ	I saw the ball at the bottom of the stairs
3.051	ᎠᎵᎵ ᎠᎵ,	In front	ᎠᎵᎵ ᎠᎵ ᎠᎵ, ᎠᎵᎵᎵ, ᎠᎵᎵᎵᎵ,	The head-lights are in the front of the car
3.052	ᎠᎵᎵ, ᎠᎵ,	Behind	ᎠᎵᎵ, ᎠᎵ ᎠᎵ, ᎠᎵᎵᎵ, ᎠᎵᎵᎵᎵ,	The tail-lights are in the back of the car

**For Lesson 4 - Part 6**, we revisit **Description Phrases**. Before you begin this set, you are encouraged to revisit **Lesson 3 Part 1 – Part 5** before proceeding.

In this set, we introduce the cardinal directions “North, South, East, and West” along with relative directions “up, down, left, right”. {ᎠᎵᎵ}, sometimes spelled {ᎠᎵᎵᎵ} is a word that essentially indicates “towards” or “that direction”. In English, words that express the relationship between two words such as “up”, “near”, “on”, etc. are called Prepositions. There aren’t standalone phrases in Cherokee that function like this, but {ᎠᎵᎵ} is one of them and you will hear it often.

**Cultural Notes:** the directions listed above derive their name from the associations with that direction. With North and South, you essentially get “where it’s cold” and “where it’s warm”, with East and West, you essentially get “where it comes up” and “where it goes down” referring to the sun. As you learn more names of locations and objects, you may start to see more associations in those names. Just try not to force associations where they may not exist.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. As you are practicing your directions, you should get in the habit of finding a mental association for each direction. When you repeat these phrases have a set of pictures, objects, or places that you think of to help you connect the phrases to something meaningful.

## Lesson 4 – Part 7 – Learner

Table 4.7

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
3.053	፬ዓዛ,	Cat	ወፀ,ኩ ልቦ,ጽፅሪ, ፬ዓዛ, ዑጢሃፓ,ፓ,	The orange cat is ugly
3.054	ሃር,	Dog	ሊገክኮ ሃር, ዑዊ.ፓፊፓ,	The yellow dog is cute
3.055	ፍፍ,	Cow	ፀ ልሊሊ ፍፍ, ፍቦ,ጸፈሊ,	The spotted cow is fat
3.056	ኩፍ	Rabbit	ፀ ዑጢፍ, ኩፊፍ ዑፊፓ	The white rabbit is small
3.057	ፐፀሊ,	Snake	ፍፓፀ,ፓ, ፍሊ'ከ ፀኩፐ'ከ ፐፀሊ,	I saw the snake way up in the tree
3.058	ቤፐ,	Pig	ዩፓኮ ቤፐ, ፍኮሊ,	The black pig is heavy
3.059	ቶፀቦ,	Horse	ሊ ፊሃፓፕ,ፓ, ፀ ዑቦ,ፊሃ, ዑፐፓኮ ቶፀቦ,	I don't like the dark brown horse
3.060	ኩፊፐ,	Bird	ፀ ሃፍ,ኮ ኩፊፐ, ጸፓፐ,	The red bird is fast

**For Lesson 4 - Part 7,** we add more nouns to our **Description Phrases**.

While not of particularly high value in terms of communication power, nouns are useful for adding context and meaning to our verbs. The animal names selected for this set are both common and physically distinct. By developing the ability to describe each in detail, you will be able to retain **Description Phrases** more effectively as they are added to your skillset.

As you are working through these nouns, consider the different qualities of each animal and look for opportunities to add more descriptive language to your skill set. Consider coloring, skin type, fur, size, type of motion, mannerisms, etc. We will not cover all these aspects at this stage, but they will be explored at various points throughout your studies at CLMAP.

You will also note this list is rather generic. Many of the animals listed here have different names for different species. If any species is relevant to your life, you may want to learn the species-specific names, but as a general rule, that level of specificity is not recommended at this stage in your learning.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. As you are practicing your directions, you should get in the habit of finding a mental association for each direction. When you repeat these phrases have a set of pictures, objects, or places that you think of to help you connect the phrases to something meaningful.

**Lesson 4 – Part 8 – Learner**

Table 4.8

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
3.061	Dᑦᓄᑦ	It's Raining	Dᑦᓄᑦᑦᓄᑦ, ᑕᓄᑦ, ᓄᑦᑦᑦᓄᑦ, "UMBRELLA"	Take an umbrella, it's raining outside
3.062	ᑕᑦᑦᑦᑦ / Dᑦᑦᑦᑦᓄᑦ	It's Getting Warm	ᑦᑦᑦᑦᑦᑦ, ᑦᑦᑦ ᑦᑦᑦ ᑕᑦᑦᑦᑦ, ᑦᑦᑦᑦᓄᑦ	I'm glad its finally getting warm
3.063	ᑕᑦᑦᑦ,	It's Snowing	ᑦᑦᑦᑦᑦ, ᑕᑦᑦ	Look! It's snowing outside
3.064	Dᑦᑦᑦᑦ / Dᑦᑦᑦᑦ	It's Shining (Moon/Sun)	ᑕᑦᑦᑦᑦᑦ, ᑦᑦᑦ, ᑦᑦᑦᑦᑦᑦ ᑦᑦᑦᑦᑦ, ᑦ ᓄᑦᑦᑦᑦᑦ,	If the moon is shining at night, you can see it.
3.065	ᑦᑦᑦᑦᓄᑦ,	It's Windy	ᑦ ᑦᑦᑦᑦ, ᑕᑦᑦ, Dᑦᑦᑦ, ᑦᑦᑦᑦᓄᑦ,	It's not cold, but it is windy
3.066	ᑕᑦᑦᑦ, / ᑕᑦᑦᑦᑦᑦᑦ	It's Cool	ᑦᑦ ᑕᑦᑦᑦᑦ, ᑕᑦᑦ, ᓄᑦᑦᑦᑦᓄᑦᑦ, ᑦᑦᑦᑦ	Take your jacket, it's cool outside
3.067	ᑕᑦᑦᑦ	It's Cold	ᑦᑦᑦᑦᑦ ᑦᑦᑦᑦᑦ, ᑕᑦᑦᑦ ᑦᑦᑦᑦᑦ, ᑕᑦᑦ,	I came back inside because it is cold outside
3.068	ᑕᑦᑦᑦᑦ,	It's Hot	ᑦᑦᑦᑦᑦ ᑦᑦᑦᑦᑦᑦᑦ, ᑦᑦᑦᑦᑦᑦ, ᓄᑦᑦᑦ, ᑦᑦᑦ, ᑕᑦᑦᑦᑦᑦ, ᑦᑦᑦ, ᑕᑦᑦ,	I wore shorts today because it's hot outside

**For Lesson 4 - Part 8,** we introduce weather related concepts to our **Description Phrases**.

Conversations about weather in Cherokee can become very specific but try not to get overwhelmed on day one. First, you want to learn how to note specific and distinct weather situations. Sunny vs raining vs snowing, etc. As you progress, you will be able to describe the type of sunshine more precisely, when and how much it was raining, whether you observed the snowfall or not, and so on. For now, these terms will allow you to give basic descriptions of what is happening outside on any given day. Those that like to think and talk about the weather will naturally gain a more complex vocabulary over time. There is no need to force it here.

**Dialect Notes:** Like many of the different concepts we have covered so far, weather is also relatively subjective. Not all Speakers will describe the same weather conditions in the same way. As you interact with more Speakers in the language, remember that your goal isn't to find the "correct" way to say it, but rather to learn "possible" ways to say it.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. As part of your practice for this set, you should start to self-report the weather each day. This will help reinforce the concepts and place them in a routine of language.

**Lesson 4 – Part 9 – Learner**

Table 4.9

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
3.069	DBᄁᄁ / ᄅᄁᄁᄁᄁᄁᄁ	It's Freezing	DBᄁᄁ ᄁᄁ, ᄁᄅ,4ᄁᄅᄁᄁᄁ, ᄆᄁᄁ	Be careful outside. It's freezing.
3.070	ᄆᄁᄁᄁ / ᄆᄁᄁᄁᄁ	It's Cloudy	ᄁᄁᄁᄁ, ᄆᄁ ᄁᄁᄁᄁ, ᄁᄁ,	It's better when it's cloudy
3.071	ᄆᄁᄁᄁ,	It's Dark	ᄁᄁ ᄁᄁᄁᄁ, ᄁᄁᄁᄁ, ᄆᄁᄁᄁ, ᄁᄁ, ᄁᄁ,	Where are the kids? It's dark outside.
3.072	ᄆᄁᄁᄁ.	It's Foggy	ᄁᄁ, ᄁᄁᄁᄁ, ᄁᄁᄁᄁᄁᄁᄁᄁ, ᄁᄁ, ᄆᄁᄁᄁ. ᄁᄁ,	I was slow getting to work because it's foggy outside
3.073	ᄅᄁᄁᄁᄁ,	It's Hailing	ᄁᄁᄁ, ᄅᄁᄁ ᄁᄁᄁ, ᄁᄁᄁᄁᄁ, ᄅᄁᄁᄁᄁ,	Pull the car into the garage. It's hailing.
3.074	ᄁᄁᄁᄁᄁᄁᄁ	It's Thundering	ᄁᄁ, ᄁᄁᄁᄁᄁᄁ, ᄁᄁᄁᄁᄁᄁᄁ, ᄁᄁᄁᄁᄁᄁᄁ	My dog is afraid because it is thundering
3.075	ᄁᄁᄁᄁᄁᄁ	It's Lightening	ᄁᄁᄁᄁᄁᄁ, ᄁᄁᄁᄁᄁᄁᄁ, ᄁᄁᄁᄁᄁᄁ ᄁᄁ,	I'm scared because it is lightening outside

**For Lesson 4 - Part 9**, we introduce more weather-related concepts to our **Description Phrases**.

In addition to the weather terms in this and Lesson 4 – Part 8, you will also see the use of “happening” in the sample sentences. {ᄁᄁᄁᄁᄁ} 3.062 – {ᄁᄁᄁᄁᄁᄁᄁ}, 3.074 – {ᄁᄁᄁᄁᄁᄁᄁ}, 3.075. This is a common addition to conversations regarding weather as you want to indicate “\_\_\_\_\_ is happening”. In line 3.075 above; {ᄁᄁᄁᄁᄁᄁᄁ, ᄁᄁᄁᄁᄁᄁᄁ, ᄁᄁᄁᄁᄁᄁ ᄁᄁ}, the {ᄁᄁᄁᄁᄁᄁᄁ} is necessary to connect the two ideas together. Without that, the sentence would roughly translate to “I’m scared. Lightning. Outside.” This will be understood by the speaker, but the addition of {ᄁᄁᄁᄁᄁᄁᄁ} brings the idea together. As you continue to work with weather terms, look for variations of {ᄁᄁᄁᄁᄁᄁᄁ} “happening/becoming” and continue to add them to your skill set. Remember that the form will change depending on your usage.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. As part of your practice for this set, you should start to self-report the weather each day. This will help reinforce the concepts and place them in a routine of language.

**Lesson 4 – Part 10 – Learner**

Table 4.10

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
3.076	ᵐᵒᵗᵒ (ᵐᵒᵗᵒ)	Clothes	ᵐᵒᵗᵒ ᵐᵒᵗᵒ ᵐᵒᵗᵒᵐᵒᵐᵒ, ᵐᵒᵗᵒᵐᵒᵐᵒ ᵐᵒᵗᵒ	I went shopping for new clothes yesterday
3.077	ᵐᵒᵗᵒ,ᵐᵒ / ᵐᵒᵗᵒ	Shirt or Blouse	ᵐᵒᵐᵒ, ᵐᵒᵗᵒ,ᵐᵒ ᵐᵒᵐᵒ, ᵐᵒᵐᵒ,	There are four shirts on the ground
3.078	(ᵐ)ᵐᵒᵐᵒ	Pants	ᵐᵒᵐᵒ, ᵐᵒᵐᵒ ᵐᵒᵐᵒ ᵐᵒᵐᵒ, ᵐᵒᵐᵒ,	There are five pairs of pants on the ground
3.079	ᵐᵐᵒᵐᵒ	Shoes	ᵐᵐᵒᵐᵒ, ᵐᵐᵒ ᵐᵐᵒᵐᵒ ᵐᵐᵒᵐᵒ, ᵐᵐᵒᵐᵒ,	There are six pairs of shoes on the ground
3.080	ᵐᵐᵐᵒ	Socks	ᵐᵐᵐᵒ, ᵐᵐᵐᵒ, ᵐᵐᵐᵒ ᵐᵐᵐᵒ, ᵐᵐᵐᵒ,	There are seven pairs of socks on the ground

**For Lesson 4 - Part 10**, we are adding some essential clothing items to our **Description Phrases**.

Clothing is an interesting concept in Cherokee because you often add possession and plurality to the noun. When you get to **Lesson 39**, you will start to explore clothing terms in greater detail, but you will also start to acquire them as you progress through the lessons.

For line 3.077 {ᵐᵒᵗᵒ,ᵐᵒ / ᵐᵒᵗᵒ} we have two variations of the same idea. Depending on which speaker you are working with, {ᵐᵒᵗᵒ} usually refers to a basic shirt or T-shirt, is perhaps the most common. {ᵐᵒᵗᵒ,ᵐᵒ} typically refers to a dress shirt or a blouse. However, some speakers may invert this or only use one to mean both.

For line 3.078 {(ᵐ)ᵐᵒᵐᵒ} the {ᵐ} at the beginning indicates plural. With clothing, this can get tricky because some articles of clothing are often naturally pluralized, such as “pants” if the speaker thinks of them as a plural object. This is similar to “scissors” {ᵐᵐᵐᵐᵐᵐᵐᵐ} since you can’t really have “one scissor”. However, in the sample sentence for 3.078 {ᵐᵒᵐᵒ, ᵐᵒᵐᵒ ᵐᵒᵐᵒ ᵐᵒᵐᵒ, ᵐᵒᵐᵒ,} even though they are talking about 5 pairs of pants, they are only pluralized once, but with {ᵐᵐᵒᵐᵒ,} we know that there are many pairs as this verb is pluralized as well. For more details on this concept, see **Cherokee Structure 4.10 – Initial Prefix {di-} Plural Object**.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. For this set, I would encourage you to begin the habit of narrating your process of getting dressed in the morning. For now, you won’t have the verbs, but you can start to think and speak in Cherokee when you are gathering the specific items. This will help you retain these nouns more naturally.





**Lesson 4 – Part 12 – Learner**

Table 4.12

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.090	Shθl'	Mine - Pet(s)	K'T, YC, Shθl'	I have 3 dogs.
1.091	ʌθl'	Yours - Pet(s)	ʌθl'TəA, YC,	Do you have any dogs?
1.092	Sθl'	His/hers - Pet(s)	K'T, əy, Sθl'	She has 2 cats.
1.093	ʃR'RŋS,	I - Happy	ʃR'RŋS, hɪVʰ, A.ʌS,	I am happy to be here today.
1.094	əhR'pŋS,	We - Happy	əhR'pŋS, V.Vʰ,	We are happy to have you here today.
1.095	ŌR'pŋCŋ	S/he - Happy	ŌR'pŋCŋ ɪR	She was happy.
1.096	DY,ənsəɪlŋʰ,	I - Nervous	DY,ənsəɪlŋʰ, TV ɹYʌθ,əɪlŋ,ɹ	I'm nervous about my new job.
1.097	TC,ənsəɪlŋpəɪ	You - Nervous	pəɪ TC,ənsəɪlŋpəɪ Dʰh,	You don't have to be nervous here.
1.098	Ōənsəɪlŋʱ	S/he - Nervous	Ōənsəɪlŋʱ	She was nervous.

**For Lesson 4 - Part 12**, we add more concepts to our **Personal Details** including some state of being, or moods.

In this set, we look at “pets” and two types of emotions, or state of being, “happy” and “nervous”. For “Pets” have {Shθl' -- ʌθl' -- Sθl'} to show possession for [Mine, Yours, His/hers]. Notice that each begins with the /de/ to indicate plurality. Also, take note of the glottal stop at the end of the expression.

For “happy” we have {ʃR'RŋS, -- əhR'pŋS, -- ŌR'pŋCŋ} to show the mood for [Me, You, Him/her]. Here we also have a glottal stop in the middle after /li/. In this case /he/ is typically before the /li/ but may be dropped or produce a glottal stop in some Speakers. Notice the pronoun shift from the expected /tsi-/ to /ga-/ for {ʃR'RŋS,}. This is typical of a verb whose 3<sup>rd</sup> Person form is /a-/ {DŋpŋS}. For {ŌR'pŋCŋ} we also switch to past tense.

For “nervous” we have {DY,ənsəɪlŋʰ, -- (ə)C,ənsəɪlŋpəɪ -- Ōənsəɪlŋʱ} to show the mood for [I, You, He/She]. Each of these are given with the Set B pronouns, refer back to **Cherokee Structure 1.1 – Pronouns (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Person)** for more information here. Taking a close look at (ə)C,ənsəɪlŋpəɪ, we see a /yi-/ in front of the verb indicating that the sentence from which it was pulled was a negation in this case. We also see the /-esdi/ at the end because it indicates something that “will be happening” in the future. If we look closely at the sentence, it might be more appropriate to translate it as “In the future, nervousness is not something that you need be feeling”.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. For this set, continue to add these concepts to your own life so that the concepts become more real to you as you practice them.

**Lesson 4 – Part 13 – Learner**

Table 4.13

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.099	ᎠᎵᏍᏔᏅ	I - Afraid	ᎠᎵᏍᏔᏅ, ᎠᎵᏍᏔᏅ ᎠᎵᏍᏔᏅ	I am afraid I will say something wrong.
1.100	ᎠᎵᏍᏔᏅ	You - Afraid	ᎠᎵᏍᏔᏅ ᎠᎵᏍᏔᏅ, ᎠᎵᏍᏔᏅ ᎠᎵᏍᏔᏅ	Don't be afraid to speak your mind here.
1.101	ᎠᎵᏍᏔᏅ	S/he - Afraid	ᎠᎵᏍᏔᏅ ᎠᎵᏍᏔᏅ, ᎠᎵᏍᏔᏅ	She was too afraid to speak up.
1.102	ᎠᎵᏍᏔᏅ ᎠᎵᏍᏔᏅ	I - Say (again) - (that)	ᎠᎵᏍᏔᏅ ᎠᎵᏍᏔᏅ	Do you want me to say that again?
1.103	ᎠᎵᏍᏔᏅ, ᎠᎵᏍᏔᏅ	You - Say (again)	ᎠᎵᏍᏔᏅ, ᎠᎵᏍᏔᏅ	Can you say that again?
1.104	ᎠᎵ ᎠᎵᏍᏔᏅ	S/he - Say (again)	ᎠᎵ ᎠᎵᏍᏔᏅ ᎠᎵ ᎠᎵᏍᏔᏅ	Listen. He is going to say that again.
1.105	ᎠᎵᏍᏔᏅ	Mine - Age	ᎠᎵᏍᏔᏅ ᎠᎵᏍᏔᏅ	I am 42 years old.
1.106	ᎠᎵᏍᏔᏅ	Your - Age	ᎠᎵᏍᏔᏅ ᎠᎵᏍᏔᏅ	How old are you?
1.107	ᎠᎵᏍᏔᏅ	His/hers - Age	ᎠᎵᏍᏔᏅ ᎠᎵᏍᏔᏅ, ᎠᎵᏍᏔᏅ	He didn't say how old he is.

**For Lesson 4 - Part 13**, we add more concepts to our **Personal Details** including another state of being, or moods.

In the second set, we have “say again” {ᎠᎵᏍᏔᏅ ᎠᎵᏍᏔᏅ, -- ᎠᎵᏍᏔᏅ, ᎠᎵᏍᏔᏅ, -- ᎠᎵ ᎠᎵᏍᏔᏅ} for [I, You, She/He]. First, you will notice {ᎠᎵᏍᏔᏅ -- ᎠᎵᏍᏔᏅ, -- ᎠᎵ} at the front of each phrase. These sound similar to each other, but are actually a bit different. {ᎠᎵᏍᏔᏅ} is a form of {sigwu} and in this case means “again?”. {ᎠᎵᏍᏔᏅ,} has the /liwu/ in the middle, but it is actually a form of {eligwu}, which in this case means “is it *possible*”. {ᎠᎵ} is another variation of {sigwu} but with the /g/ softened to the point that it disappears.

The second part of this lesson we want to look at is a Pre-Pronoun prefix, which just means that there are syllables that can appear before the pronoun and add different elements to the verb. There are many of these and they can get confusing, so for now, we will just focus on the specific ones we see here and what they are doing in this case. In the first example {ᎠᎵᏍᏔᏅ,} we actually have 3 different Pre-Pronouns /ni-/ and /da-/ and /i-/. The /ni-/ in this case means “it/that”. The /da-/ in this case means “future”. The /i-/ in this case means “again”. When the /da-/ and the /i-/ combine here they make the /dv-/ sound. Put it all together and you have /ni-da-i-tsi-wesi/ or /that-future-again-I-say/. For more information on these Pre-Pronouns see **Cherokee Structure 4.13 – Pre-Pronoun {ni-/da-/i-}**

**Cultural Note:** In 1.100 it changes from “afraid” to “worry”. As you work with Speakers throughout your learning process, you will find that they can change their answers and instructions in unpredictable ways. This is because the language lives in their hearts and minds, and each translation pulls from the thoughts, moods, experiences, and understanding of the Speaker at that moment.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. For this set, continue to add these concepts to your own life so that the concepts become more real to you as you practice them.

**Lesson 4 – Part 14 – Learner**

Table 4.14

Line #	Term/Syllabary	Term/English	Sample Sentence/Syllabary	Sample Sentence/English
1.108	DGᵐ, W,	I - Know	DGᵐ, W, ᵐᵐ ᵐᵐ	I know Muskogee very well.
1.109	Cᵐ, ᵐᵐ	You - Know	Cᵐ, ᵐᵐ ᵐᵐᵐ, ᵐᵐ	Do you know Tahlequah well?
1.110	ᵐᵐ, ᵐᵐ	S/he - Know	ᵐᵐ, ᵐᵐ ᵐᵐ TSS	Does she know where we are going?
1.111	Dᵐᵐᵐ	I - Been to - [Location]	ᵐ ᵐᵐᵐ ᵐᵐᵐᵐᵐᵐ, Dᵐᵐᵐ	I have never been to Stilwell.
1.112	ᵐᵐᵐ	You - Been to - [Location]	ᵐᵐᵐᵐ ᵐᵐ ᵐᵐᵐ	Have you ever been to Muskogee?
1.113	ᵐᵐᵐ	You - Been to - [Location]	ᵐᵐᵐᵐ ᵐᵐᵐ, ᵐᵐᵐᵐ ᵐᵐᵐ	Have you ever been to North Carolina?
1.114	ᵐᵐᵐ, ᵐᵐᵐ, E	I - Meet (first time) - [Person(s)]	ᵐᵐ ᵐᵐᵐ, ᵐᵐᵐ, E	It was nice to meet you.
1.115	V. Cᵐᵐᵐ,	You - Meet (first time) - [Person(s)]	Cᵐᵐᵐ V. Cᵐᵐᵐ, Dᵐᵐᵐᵐᵐ,	Do you want to meet the others?
1.116	ᵐᵐᵐᵐ,	S/he - Meet (first time) - [Person(s)]	A. ᵐ, ᵐᵐᵐ ᵐᵐᵐᵐ, ᵐᵐᵐᵐ,	She met the boss this morning.
1.117	Sᵐᵐᵐᵐᵐᵐᵐ,	I - Remember	ᵐ ᵐᵐᵐᵐᵐᵐᵐᵐ, Sᵐᵐᵐᵐᵐᵐ,	I can't remember your name.
1.118	ᵐᵐᵐᵐᵐᵐᵐᵐ,	You - Remember	ᵐᵐᵐᵐᵐᵐᵐᵐ, Sᵐᵐᵐᵐᵐᵐ,	You remember his name.
1.119	Dᵐᵐᵐᵐᵐᵐᵐᵐ,	S/he - Remember	ᵐ ᵐᵐᵐᵐᵐᵐᵐᵐ, ᵐᵐᵐᵐᵐᵐᵐ,	She doesn't remember my name.
1.120	ᵐᵐᵐ,	I - Say _____	Sᵐᵐᵐᵐᵐᵐ ᵐᵐᵐ,	Did I say that right?

**For Lesson 4 - Part 14**, we add more concepts to our **Personal Details** including “know”, “been to”, “meet”, and “remember”.

General explanation: In this set, we have a new way of saying “know” {DGᵐ, W, -- Cᵐ, ᵐᵐ -- ᵐᵐᵐ, ᵐᵐ} for [I, You, He/She]. Lesson 4 – Part 11, we learned {Eᵐᵐᵐᵐᵐ, -- ᵐᵐᵐᵐᵐ, -- Kᵐᵐ, ᵐᵐ} which is typically used to when you are referring to a person, to “know who they are”. These new words, {DGᵐ, W, -- Cᵐ, ᵐᵐ -- ᵐᵐᵐ, ᵐᵐ}, are closer to saying “know that”, or “know something about that”. This word can be very helpful in a classroom setting, particularly in the negative sense to communicate “I don’t know” {ᵐ ᵐᵐᵐᵐᵐᵐᵐ, ᵐᵐ}. You can use this if you understand what is being said, but you don’t know the answer.

We also learn {Sᵐᵐᵐᵐᵐᵐᵐᵐ, -- ᵐᵐᵐᵐᵐᵐᵐᵐ, -- Dᵐᵐᵐᵐᵐᵐᵐᵐ}, for [I, You, He/She]. If you combine this phrase with your understanding of “know”, then you can be even more effective in communicating with your Speakers. When they are asking you a question, you can now either tell them you “don’t know”, or “you can’t remember”. The longer you can stay in Cherokee as you communicate confusion or the need for more information, the faster you will learn.

**Practice:** Listen to the audio and practice saying each sample at least six times before moving on. For this set, continue to add these concepts to your own life so that the concepts become more real to you as you practice them.