



L E A R N I N G

T O

S P E A K

R E A D

A N D

W R I T E

C R E E

Book 4 - Communities

GABRIEL DUMONT INSTITUTE

of Native Studies and Applied Research

OUR CHILDREN - OUR FUTURE.

Unless a child learns  
about the forces which shaped him;  
the history of his people,  
their values and customs,  
their language,  
he will never really know himself  
or his potential as a human being.

## I. PREFACE

Each language organizes experience in a special way by using unique thought patterns in its expressions.

Many White tribes have the English language. Although their way of life may differ one from the other, the language, with its thought patterns and the twenty-six letters that go to make up the written language, is the same. The basis of the English thought pattern seems, compared to Cree, to be 'abstract', that is, the expression in many cases is not direct and must be understood by inference.

The Cree culture, and the language that expresses that culture, is unique. A person understanding the culture, which is the basis of the thought pattern, appreciates the beauty of the language. The uniqueness and the beauty Cree may be expressed as "a picture thought form with description and action." This idea will become clearer as you study the language.

Cree should be studied along with the thought pattern of the Cree culture. This will enable you to grasp the language more quickly.

## II. INTRODUCTION

The Cree syllabics were invented by Dr. James Evans. This invention gave the Cree Indians a written form for their language. Dr. Evans began his work as a missionary in England and emigrated to Canada in 1823. In 1828 he became a teacher at an Indian school at Rice Lake, and, having talent in the study of languages, he mastered the Ojibway tongue and made translations of hymns and portions of the Bible.

While Dr. Evans was stationed at Norway House in Northern Manitoba, he formulated the Cree Syllabics. His first books in the Cree Syllabic were made with birchbark, on which the characters were written in ink from the soot of the chimney. The Bible in Swampy Cree was published in 1861, and the one in Plains Cree, in 1920.

The Cree Indians owe much to Dr. Evans for his hard work, for his accomplishment in learning to speak Cree and his invention of the Cree syllabics. He was also a notable Missionary, and one of the pathfinders of the Northwest, and he is therefore worthy of remembrance as one of Canada's great men. (Dr. Evans died suddenly at Keilby, Lincolnshire, England, on November 23rd, 1846, at the age of 45).

The "Square Method" of learning the syllabics, as illustrated in this book, was formulated by Rev. Tommy Francis in 1986.

The Cree language with its variety and precision makes a highly interesting study, and of all the various Algonkians dialects, it is believed that Cree is the oldest and most original of these. The Cree syllabics are unique in their structure and form. The syllabics represent exactly and completely the phonemics (linguistic sound) of the Cree language.

### III ABOUT THE AUTHORS

During the Second World War, Tommy Francis enlisted with the Royal Canadian Air Force, serving two and a half years overseas. When he returned home in 1946, he began employment with the Saskatchewan Department of Natural Resources as a Conservation Officer. He resigned his position in 1953, and began his training for the Ministry. Tommy Francis was instrumental in founding the Native Evangelical Fellowship of Canada, (an all Native Christian Church), in 1957.

At the beginning of his Ministry, Tommy soon realized the value of learning to read and write the Cree syllabics. Many of the Native folk in Northern communities were using the Cree syllabics as a means of communication. The Bible had been translated into Cree and Church services were conducted in the Native language. By contrast, the Native language, he saw, was being lost in the southern Native communities. "If we, the Native people see the value of retaining our language", he said, "then we should make it our aim and purpose to encourage and restore what we have lost."

Born in 1956, Dennis Morin grew up in Sandy Bay in northern Saskatchewan with Cree being his first language. It wasn't until the age of seven and attending the first day of school that he encountered the English language. He did not realize it then, but he would have to learn English, to him a foreign language, be instructed in it and use it for most of his life. As he became more proficient in English, learned to read and write, he felt at times that he was losing Cree; that he was viewing his first language as his second. By and by, he began to take an interest in the study of the Cree language itself, its notation, and the teaching of it; and has become for him the centre of a new vocation with the Gabriel Dumont Institute.

Mr. Morin has misgivings that his son, Trevor, who just started school, makes English his first language. Mr. Morin feels that his son is missing out on a part of his Native culture, and will not enjoy fully his identity as a Native. Mr. Morin has the satisfaction, however, of working to reverse this process for his son and for Native people generally by the study and teaching of the Cree language and culture.

#### IV GABRIEL DUMONT INSTITUTE

The Gabriel Dumont Institute is the educational arm of the Association of Metis and Non-Status Indians of Saskatchewan. The Institute's mission is to promote the renewal and development of Native culture through appropriate research activities, material development, collection and distribution of those materials, and by the design, development and delivery of specific educational and cultural programs and services

The goals of the Institute are threefold:

1. The development of healthy Metis and Non-Status Indian communities.
2. A renewed and strengthened Native culture.
3. The development of a new educational system.

These three goals have been historically articulated by the Metis and Non-Status Indian people of Saskatchewan. Beginning with the cultural conference of 1976 and continuing to the present, these goals have been collectively and consistently put forward as recommendations and have in turn provided policy direction to the Board of the Gabriel Dumont Institute, and policy guidelines to Institute planning.



The Cree Syllabics.

V O W E L S					Final con- sonants
▽	△	▷	◁	◁̇	
ā as in Amos	e as in eel	o as in obey	u as in utter	a as in Ann	Two Styles
▽• wā	△• we	▷• wo	◁• wu	◁̇• wa	
▽ pā	△ pe	▷ po	◁ pu	◁̇ pa	
U tā	∩ te	∪ to	∩ tu	∩̇ ta	/ c
q kā	p ke	d ko	b ku	ḃ ka	\ b
ʔ chā	ʃ che	J cho	ʌ chu	ḷ̇ cha	- ʌ
└ mā	└ me	└ mo	└ mu	ḷ̇ ma	< ʌ
ᐃ nā	q ne	b no	e nu	ḷ̇ na	> e
┘ sā	┘ se	┘ so	┘ su	ḷ̇ sa	ˆ s
◁ yā	▷ ye	◁ yo	▷ yu	ḷ̇ ya	
Extra signs.		Final oo -----			o
r ----- ʒ		Final i -----			·
l ----- ʒ		Aspirated final k -----			x
		Christ -----			X
		wi -----			:
		h before a vowel -----			"
		A soft guttural h before a consonant --			"

FINAL CONSONANTS

Final consonants - two styles.

P	ˆ	<
T	/	:
K	\	b
Ch	-	l
M	c	L
N	o	e
S	^	5

Final oo ----- °

Final i ----- •

Aspirated k ----- x

Christ ----- ʃ

wi ----- :

h before a vowel ----- "

A soft guttural h before a consonant - "

Extra signs.

r ----- ʀ

l ----- ʟ

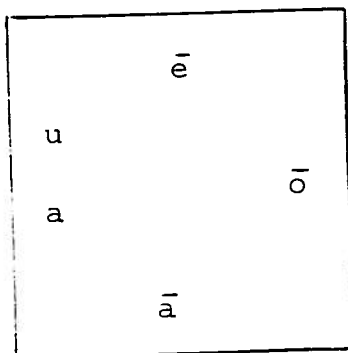
Final consonants are used when the letter sound is heard alone.

SQUARE METHOD CHART

Learning to read Syllabics by the Square method.

ᠶ - ye			ᠶ - yā
ᠰ - se			ᠰ - sā
ᠮ - me			ᠮ - mā
ᠬ - ke	ᠨ - te		ᠬ - kā
ᠨ - ne	ᠯ - pe		ᠨ - nā
ᠴ - che	ᠳ - we	ᠴ - chā	
	ᠳ - e		

tu	pu	wu	u
ᠲ	ᠯ	ᠳ	ᠤ
ᠴ	ᠴ	ᠳ	ᠳ
ta	pa	wa	a

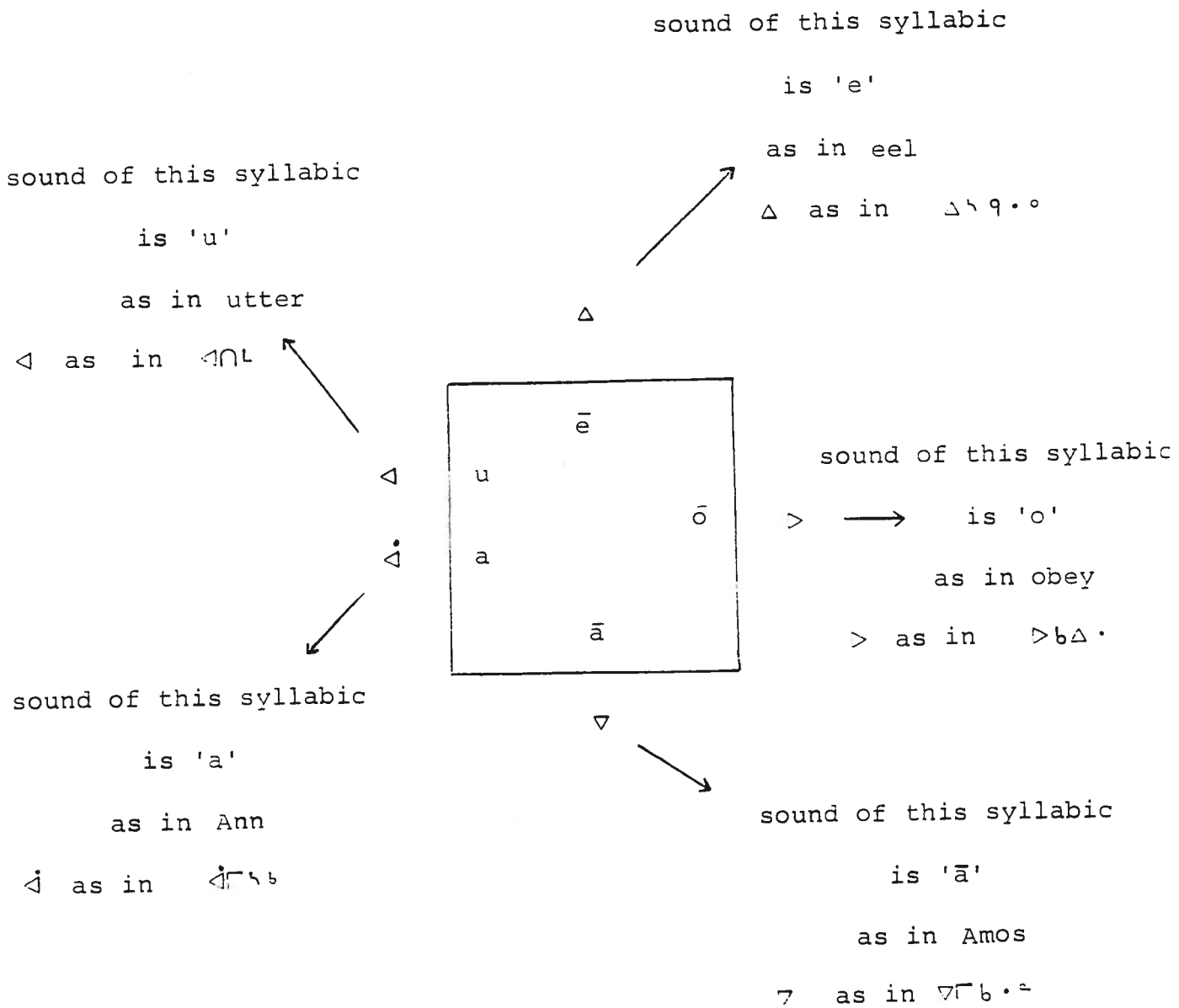


o	wo	po	to
ᠯ	ᠳ	ᠴ	ᠳ

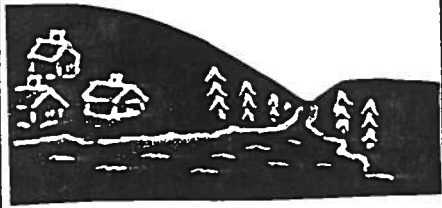
chu - ᠴ ᠢ - cha	ᠳ - ā	
nu - ᠨ ᠠ - na	ᠳ - wā	ᠵ - cho
ku - ᠬ ᠢ - ka	ᠳ - pā	ᠨ - no
mu - ᠮ ᠢ - ma	ᠤ - tā	ᠳ - ko
su - ᠰ ᠢ - sa		ᠵ - mo
yu - ᠶ ᠢ - ya		ᠰ - sc

VOWELS

There are five vowels in the Cree syllabic system.



NORTHERN COMMUNITY



ᑭᐅᐅᐅᐅ ᐃᑕᐃᐅᐅᐅ  
northern village

Write \_\_\_\_\_



ᐅᑕᐃᐅᐅᐅᐅ  
cabin

Write \_\_\_\_\_



ᑭᑭᐃᐅᐅᐅ  
tent

Write \_\_\_\_\_



ᑭᑭᐅᐅᐅ  
canoe

Write \_\_\_\_\_



ᐃᐅᐅᐅᐅ  
paddles

Write \_\_\_\_\_



ᐅᐅᐅᐅᐅᐅᐅ  
snow toboggan

Write \_\_\_\_\_



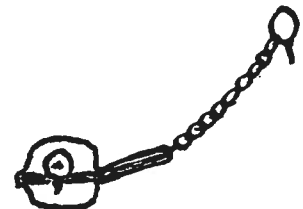
ᐃᐅᐅᐅᐅ ᐅᐅᐅᐅᐅ  
rabbit snare

Write \_\_\_\_\_



ᐅᐅᐅᐅᐅᐅᐅ  
toboggan

Write \_\_\_\_\_



ᐅᐅᐅᐅᐅᐅ  
trap

Write \_\_\_\_\_

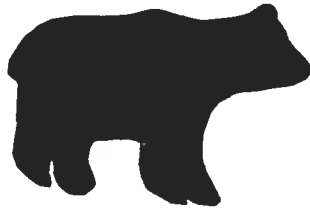
Forest Animals



ᐱᐃᐃ

moose

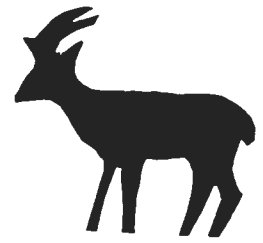
Write \_\_\_\_\_



ᐱᐃᐃ

bear

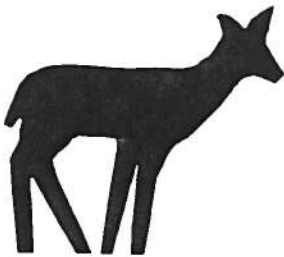
\_\_\_\_\_



ᐱᐃᐃᐃᐃᐃᐃᐃ

antelope

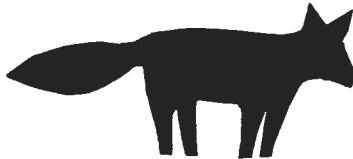
\_\_\_\_\_



ᐱᐃᐃᐃᐃᐃᐃ

deer

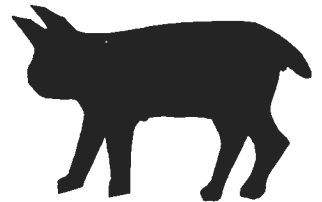
Write \_\_\_\_\_



ᐱᐃᐃᐃ

fox

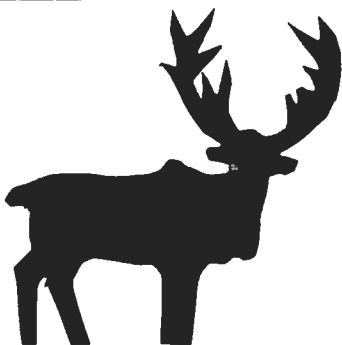
\_\_\_\_\_



ᐱᐃᐃᐃ

lynx

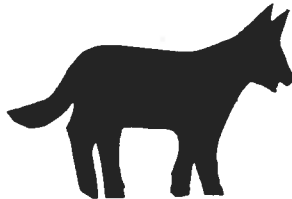
\_\_\_\_\_



ᐱᐃᐃᐃᐃᐃᐃᐃ

caribou

Write \_\_\_\_\_



ᐱᐃᐃᐃ

wolf

\_\_\_\_\_



ᐱᐃᐃᐃ

elk

\_\_\_\_\_

Fur animals



ᐱᐅᐅ

rabbit

Write \_\_\_\_\_



ᐱᐅᐅᐅ

muskrat

\_\_\_\_\_



ᐱᐅᐅ

skunk

\_\_\_\_\_



ᐱᐅᐅ

porcupine

Write \_\_\_\_\_



ᐱᐅᐅᐅ

squirrel

\_\_\_\_\_



ᐱᐅᐅᐅ

mink

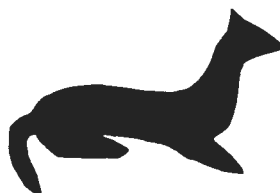
\_\_\_\_\_



ᐱᐅᐅᐅᐅ

wolverine

Write \_\_\_\_\_



ᐱᐅᐅᐅ

weasel

\_\_\_\_\_



ᐱᐅᐅᐅ

beaver

\_\_\_\_\_





ኒነኔጋጋ

saskatoons

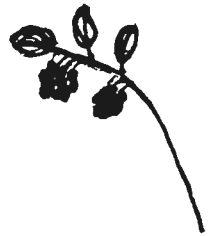
Write \_\_\_\_\_



ሮገጋጋ

chokecherries

Write \_\_\_\_\_



ጽገጋ

cranberries

Write \_\_\_\_\_



ጋጋጋ

raspberries

Write \_\_\_\_\_



ጋጋጋጋ

strawberries

Write \_\_\_\_\_



ጋጋጋ

blueberries

Write \_\_\_\_\_



ጋጋጋ

apple

Write \_\_\_\_\_



ጋጋጋጋ

orange

Write \_\_\_\_\_



ጋጋ

banana

Write \_\_\_\_\_





Λ>σΔ·▷ĈĴ<sup>α</sup>

toboggan

Write \_\_\_\_\_

1. σ ΔĴΓ"Δ<sub>α</sub><sup>α</sup> Λ>σΔ·▷ĈĴ<sup>α</sup> ḃ Λ>ḃ.

We use the toboggan in the winter.

Write \_\_\_\_\_

2. Ḵ<sup>α</sup> ΔḶḃU<sup>ο</sup> Λ>σΔ·▷ĈĴ<sup>α</sup>.

John is working on the toboggan.

Write \_\_\_\_\_



ΓĴ<sup>α</sup>

canoe

Write \_\_\_\_\_

3. σ ΔĴΓ"Δ<sub>α</sub><sup>α</sup> ΓĴ<sup>α</sup> ΡĈ ΔḶU>ḃ ḄΓΓ"ḃ

We use the canoe to go into the wilderness.

Write \_\_\_\_\_

4. σ ΔĴΓ"Δ<sub>α</sub><sup>α</sup> ΓĴ<sup>α</sup> ΡĈ αĈĴ<sup>ḃ</sup> Γ"Ĉ.

We use the canoe to go for wood.

Write \_\_\_\_\_



ΔΛ·ḃḃ

paddles

Write \_\_\_\_\_

5. σ ḶḶḶ ΔḶĈ<sup>ο</sup> ΔΛ·ḃḃ.

My grandpa makes paddles.

Write \_\_\_\_\_



ᐱᐅᐅᐅ

beaver

Write \_\_\_\_\_

1. ᐅᐅᐅᐅᐅᐅ ᐱᐅᐅᐅᐅᐅ ᐅᐅᐅ.

There are a lot of beaver on the river.

Write \_\_\_\_\_

2. ᐱᐅᐅᐅ ᐅ ᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅ ᐱᐅᐅᐅᐅᐅ.

The man killed sixteen beaver.

Write \_\_\_\_\_



ᐱᐅᐅᐅᐅ

muskrat

Write \_\_\_\_\_

3. ᐱᐅᐅᐅᐅᐅᐅ ᐅ ᐅᐅᐅᐅᐅᐅ ᐅᐅ ᐅ ᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅ.

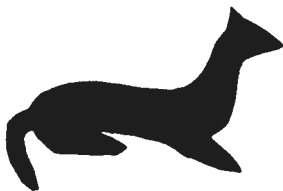
The muskrats died because of cold weather.

Write \_\_\_\_\_

4. ᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅ.

There are not too many weasels.

Write \_\_\_\_\_



ᐅᐅᐅᐅ

weasel

Write \_\_\_\_\_

5. ᐅ ᐅᐅᐅ ᐅ ᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅ ᐅᐅᐅᐅ ᐅᐅ.

My father caught only five weasels.

Write \_\_\_\_\_



ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ

wolverine

Write \_\_\_\_\_

1. ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ.

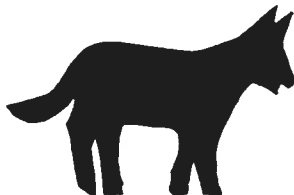
We saw a wolverine today.

Write \_\_\_\_\_

2. ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ.

The wolverine stole three rabbits.

Write \_\_\_\_\_



ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ

wolf

Write \_\_\_\_\_

3. ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ.

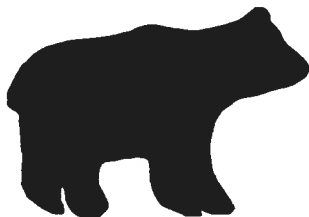
Peter saw a wolf.

Write \_\_\_\_\_

4. ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ.

The wolves killed a caribou yesterday.

Write \_\_\_\_\_



ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ

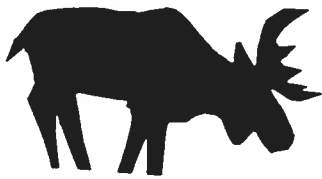
bear

Write \_\_\_\_\_

5. ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ.

The bear destroyed our camp.

Write \_\_\_\_\_



ᐅᓂᐅ

moose

Write \_\_\_\_\_

1. ᐅᓂᐅ ᑭ ᑭᐅᐅᐅ ᑭᓂᑭ.

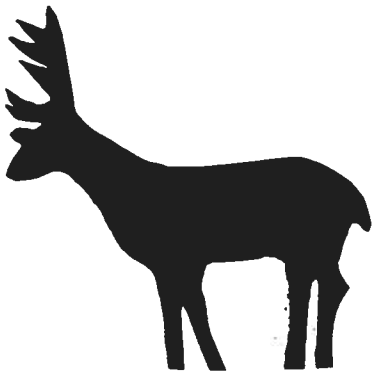
The moose was standing in the water.

Write \_\_\_\_\_

2. ᑭ ᑭᓂᑭ ᑭᐅᐅ ᐅᓂᐅ ᐅᓂᐅ.

In the summer my grandma dries the moose meat.

Write \_\_\_\_\_



ᐅᐅᐅᐅᐅ

elk

Write \_\_\_\_\_

3. ᑭᐅᐅᐅ ᐅᐅᐅᐅᐅ ᐅᐅᐅ ᐅᐅᐅᐅ.

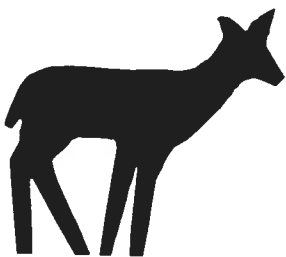
There are no elk here.

Write \_\_\_\_\_

4. ᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅ.

There are a lot of deer.

Write \_\_\_\_\_



ᐅᐅᐅᐅᐅᐅ

deer

Write \_\_\_\_\_

5. ᑭ ᐅᐅᐅ ᑭ ᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅ.

My grandpa shot a deer today.

Write \_\_\_\_\_



Δ>σΓα

blue berries

Write \_\_\_\_\_

1. Γ<C"Δ Δ>Δ. Δ>σΓα ḃ σΛḃ.

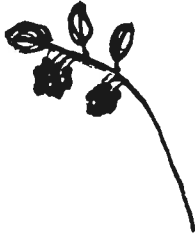
There are a lot of blue berries in the summer;time.

Write \_\_\_\_\_

2. σ ḲḲ Γα ḃḃ Γ<C]ḃ ρC L<ḃḃ.

My mother and grandma like picking berries.

Write \_\_\_\_\_



σΛΓḃα

cranberries

Write \_\_\_\_\_

3. Γ<C"Δ Δ>Δ. σΛΓḃα ρḃḃ ḃḃ.

There are a lot of cranberries near the river.

Write \_\_\_\_\_

4. Δ<C∇.Δ.ḃΓḃ Δ>∇.∇ ΔḃΔ.Γα.

The store has oranges today.

Write \_\_\_\_\_



ΔḃΔ.Γα

orange

Write \_\_\_\_\_

5. Δ<C∇.Δ.ḃΓḃ Γα Δ>∇.∇ ḃΔ.Γα Γα <ḃḃ.

The store also has apples and bananas.

Write \_\_\_\_\_





THE URBAN SETTING





ᠠᠨᠠᠵᠢ ᠰᠤᠨᠠᠵᠢ

people

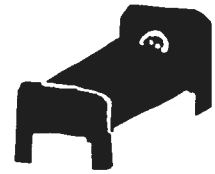
Write \_\_\_\_\_



ᠳᠤᠤᠠᠨᠤ ᠰᠤᠨᠠᠵᠢ

city bus

Write \_\_\_\_\_



ᠳᠤᠴᠢᠳᠤ

patient

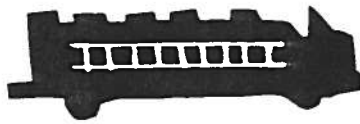
Write \_\_\_\_\_



ᠠᠨᠠᠵᠢ ᠰᠤᠨᠠᠵᠢ

ambulance

Write \_\_\_\_\_



ᠠᠨᠠᠵᠢ ᠰᠤᠨᠠᠵᠢ

fire truck

Write \_\_\_\_\_



ᠠᠨᠠᠵᠢ ᠰᠤᠨᠠᠵᠢ

phone

Write \_\_\_\_\_



ᠠᠨᠠᠵᠢ ᠰᠤᠨᠠᠵᠢ

learning a trade

Write \_\_\_\_\_



ᠠᠨᠠᠵᠢ ᠰᠤᠨᠠᠵᠢ

swimming pool

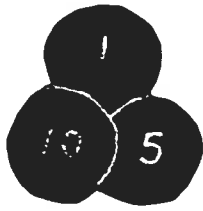
Write \_\_\_\_\_



ᠠᠨᠠᠵᠢ ᠰᠤᠨᠠᠵᠢ

playing ball

Write \_\_\_\_\_



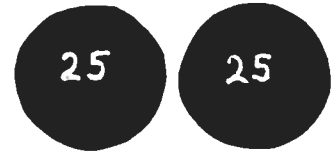
ሶረኔካኔ  
coins

Write \_\_\_\_\_



ፕኔኔ ሶረኔካኔ  
twenty five cents

Write \_\_\_\_\_



መሶ ሶረኔካኔ  
fifty cents

Write \_\_\_\_\_



ፕኔኔ ከ፡ላኔኔ  
one dollar

Write \_\_\_\_\_



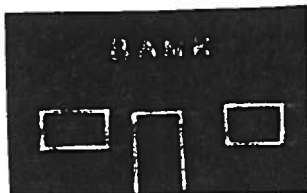
ፕኔኔ ከ፡ላኔኔ  
one dollar

Write \_\_\_\_\_



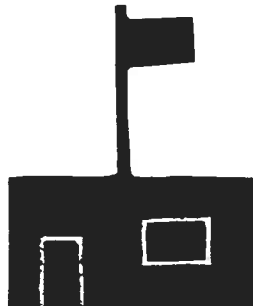
ሶረኔካኔ ለሶረኔካኔ  
cheque

Write \_\_\_\_\_



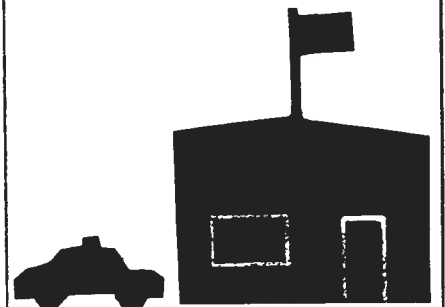
ሶረኔካኔ ለ፡ከ፡ከ፡ከ፡ከ፡ከ፡ከ፡  
bank

Write \_\_\_\_\_



ሶረኔካኔ ለ፡ከ፡ከ፡ከ፡ከ፡ከ፡ከ፡  
post office

Write \_\_\_\_\_



ሶረኔካኔ ለ፡ከ፡ከ፡ከ፡ከ፡ከ፡ከ፡  
police station

Write \_\_\_\_\_



բ"ր ըԱն

city

Write \_\_\_\_\_

1. Ե ը. րնն ր"ր ըԱն.

We live in the city.

Write \_\_\_\_\_

2. ըԱն Դննն ըԸ ն ը. րնն ըրննն  
ննննն ԿԸԸԸ.

The street I live on is named Albert Street.

Write \_\_\_\_\_



ննննն

house

Write \_\_\_\_\_

3. 1042 Լրննննն Ե ննննն.

1042 is the number of my house.

Write \_\_\_\_\_

4. ԴԴԸ նրրրննն ը. րնն ր"ր ըԱն.

Many people live in the city.

Write \_\_\_\_\_



նրրրննն

people

Write \_\_\_\_\_

5. ԿԸԸԸ. ԿԸԸ ըր ննննն ր"ր ըԱն.

The way of life is different in the city.

Write \_\_\_\_\_













Δካ ለሀገራችን ግልጽ ጉዳይ

fire hall

Write \_\_\_\_\_

1. በዚህ ከተማ ውስጥ አሉ ሦስት ግልጽ ጉዳይ - ግልጽ ጉዳይ .

In this city there are three fire stations.

Write \_\_\_\_\_

2. ለሀገራችን ግልጽ ጉዳይ ለተለያዩ ዓይነት ግልጽ ጉዳይ ግልጽ ጉዳይ ግልጽ ጉዳይ ግልጽ ጉዳይ .

Fire trucks are used to fight different kinds of fire.

Write \_\_\_\_\_



Δካ ለሀገራችን ግልጽ ጉዳይ

fire truck

Write \_\_\_\_\_

3. የህዝብ ለሀገራችን ግልጽ ጉዳይ ለተለያዩ ዓይነት ግልጽ ጉዳይ ግልጽ ጉዳይ ግልጽ ጉዳይ .

You hear a fire truck any time during the day or night.

Write \_\_\_\_\_

4. ለሀገራችን ግልጽ ጉዳይ ግልጽ ጉዳይ ግልጽ ጉዳይ ግልጽ ጉዳይ ግልጽ ጉዳይ .

Fighting fire is a dangerous job.

Write \_\_\_\_\_

5. የህዝብ ለሀገራችን ግልጽ ጉዳይ ግልጽ ጉዳይ ግልጽ ጉዳይ ግልጽ ጉዳይ ግልጽ ጉዳይ ግልጽ ጉዳይ .

In case there is a fire call the fire station phone 911.

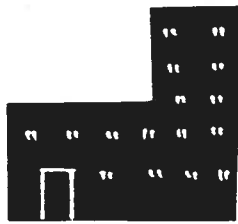
Write \_\_\_\_\_



ግልጽ ጉዳይ

phone

Write \_\_\_\_\_



ᐊᑑᑦᑎ ᐱᑦᑎᑦ

hospital

Write \_\_\_\_\_

1. ᑭᓴᑦ ᐊᑑᑦᑎ ᐊᑑᑦᑎ ᐱᑦᑎᑦ ᑭᑦᑎ ᑉᑎᐱᑦ.

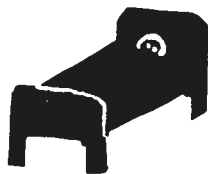
There are three hospitals in the city.

Write \_\_\_\_\_

2. ᑭᑦᑎ ᐊᑕᓴᑦᑎ ᐊᑑᑦᑎ ᐱᑦᑎᑦ ᑭᑦᑎ.

My sister works in the hospital.

Write \_\_\_\_\_



ᑉᑕᑑᑦᑎ

patient

Write \_\_\_\_\_

3. ᑭ ᑭᓯᑦᑎ ᐱᑦᑎᑦ ᑭᑦᑎ ᐊᑑᑦᑎ ᐱᑦᑎᑦ ᑭᑦᑎ.

We visit friends in the hospital.

Write \_\_\_\_\_

4. ᐊᑑᑦᑎ ᐊᑕᑦᑎᑦ ᐊᑕᑦᑎ ᐊᑕᑦᑎ ᑭᑦᑎ ᐊᑕᑦᑎ ᐊᑕᑦᑎ ᐊᑕᑦᑎ ᑭᑦᑎ.

An ambulance is used to take sick people to the hospital.

Write \_\_\_\_\_



ᐊᑑᑦᑎ ᐊᑕᑦᑎ

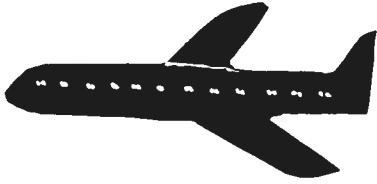
ambulance

Write \_\_\_\_\_

5. ᐊᑑᑦᑎ ᐊᑕᑦᑎᑦ ᐊᑕᑦᑎ ᐊᑕᑦᑎ ᐊᑕᑦᑎ ᐊᑕᑦᑎ ᐊᑕᑦᑎ ᐊᑕᑦᑎ ᐊᑕᑦᑎ ᐊᑕᑦᑎ ᐊᑕᑦᑎ ᐊᑕᑦᑎ ᐊᑕᑦᑎ.

Ambulances are used when someone gets hurt in a car accident.

Write \_\_\_\_\_



ፊገፍ ማሽን

plane

Write \_\_\_\_\_

1. ፊገፍ ማሽኖች ማሽን ለቆይታ ለቆይታ ለቆይታ ይሆናሉ።

Jet planes land near the city.

Write \_\_\_\_\_

2. ለሌሎች ለሌሎች ለሌሎች ፊገፍ ማሽኖች ይሆናሉ።

Many people ride the jet planes.

Write \_\_\_\_\_



የሥጋ ማሽን

car

Write \_\_\_\_\_

3. የሥጋ ማሽኖች ለሌሎች ለሌሎች ለሌሎች ይሆናሉ።

You will see many cars in the city.

Write \_\_\_\_\_

4. ፊገፍ ማሽኖች ለሌሎች ለሌሎች ለሌሎች ይሆናሉ።

Big trucks are used to haul things.

Write \_\_\_\_\_



ፊገፍ ማሽን

truck

Write \_\_\_\_\_

5. የሥጋ ማሽኖች ለሌሎች ለሌሎች ለሌሎች ይሆናሉ።

You can buy a car or truck in the city.

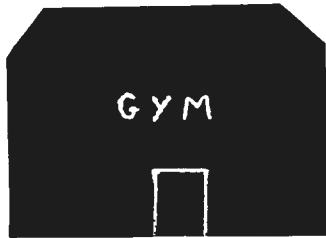
Write \_\_\_\_\_



ᄁᄁᄁᄁᄁᄁᄁ

swimming pool

Write \_\_\_\_\_



ᄁᄁᄁᄁᄁᄁᄁ

gym

Write \_\_\_\_\_



ᄁᄁᄁᄁᄁᄁᄁ ᄁᄁᄁᄁᄁᄁ

playing ball

Write \_\_\_\_\_

1. ᄁᄁᄁᄁᄁᄁᄁ ᄁᄁᄁ ᄁᄁᄁᄁᄁᄁ ᄁᄁᄁᄁᄁ ᄁ ᄁᄁᄁᄁᄁᄁᄁ.

For recreation there are many things one can do.

Write \_\_\_\_\_

2. ᄁ ᄁ ᄁ ᄁᄁ ᄁᄁᄁᄁᄁᄁ ᄁᄁᄁ ᄁᄁᄁᄁᄁᄁᄁ

You can go swimming at the swimming pool.

Write \_\_\_\_\_

3. ᄁ ᄁ ᄁᄁᄁᄁᄁ ᄁᄁᄁᄁᄁᄁᄁᄁ.

You can go to the gym.

Write \_\_\_\_\_

4. ᄁ ᄁ ᄁᄁ ᄁᄁᄁᄁᄁᄁᄁᄁ ᄁᄁᄁᄁᄁ ᄁ ᄁ ᄁᄁᄁᄁᄁᄁᄁ ᄁᄁᄁᄁᄁᄁ.

You can go skating or you can play ball.

Write \_\_\_\_\_

5. ᄁ ᄁ ᄁᄁᄁᄁᄁᄁ ᄁᄁᄁᄁᄁᄁᄁᄁᄁᄁ ᄁᄁ ᄁᄁᄁᄁᄁᄁᄁ ᄁᄁᄁᄁᄁᄁᄁᄁ.

You can go to the cinema to see a show.

Write \_\_\_\_\_

ONE DOLLAR

Մեկ Դոլար

one dollar

Write \_\_\_\_\_

1. Ես ունեւում եմ 5.25 դոլար:

I have \$5.25.

Write \_\_\_\_\_

2. Մսը 4.50 դոլարով է:

Meat costs \$4.50.

Write \_\_\_\_\_

25

25

Երկուսն էլ

twenty five cents

Write \_\_\_\_\_

3. Ես կարո՞ւմ եմ տրուել 75 ցենտ:

Can you loan me .75¢.

Write \_\_\_\_\_

4. Ես ունեւում եմ մի շեկ:

I only have a cheque.

Write \_\_\_\_\_

CHEQUE

Շեկ

cheque

Write \_\_\_\_\_

5. Ես կարո՞ւմ եմ փոխել Ձեր շեկը:

I will have your cheque changed.

Write \_\_\_\_\_

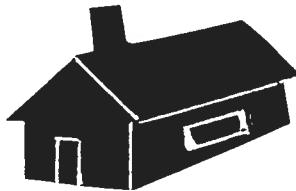
THE RURAL SETTING



▷Uα°

town

Write \_\_\_\_\_



◁•ŷḃ"Δb°

house

Write \_\_\_\_\_



ΛḂŷρΔ•ḃΓḃ

barn

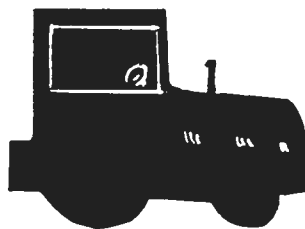
Write \_\_\_\_\_



◁ŷḂ•▷Δ•ḃΓḃ

shed

Write \_\_\_\_\_



Δ•ḂΛḂρḂ▷ḂḂ°

tractor

Write \_\_\_\_\_



◁◁•ḂρḂŷ▷ḂḂ°

pickup truck

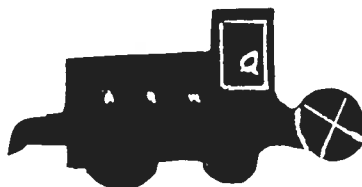
Write \_\_\_\_\_



ρŷḂḂ° ◁◁•Ḃḃ°

grain truck

Write \_\_\_\_\_



>◁•"Δḃ°

combine

Write \_\_\_\_\_



LḂḂḃ°

swather

Write \_\_\_\_\_

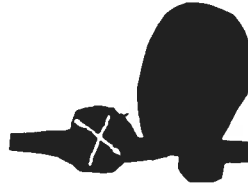




የኅበኛ

seeder

Write \_\_\_\_\_



ሊኅ ስሪ ሊላብኛ

hay baler

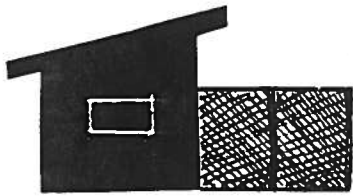
Write \_\_\_\_\_



ለላላኛ

cultivater

Write \_\_\_\_\_



ኋኔ ላኛ ማሳኛ

chicken coupe

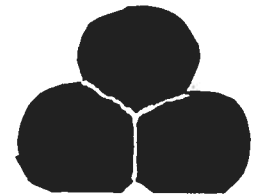
Write \_\_\_\_\_



ላብኛ

eggs

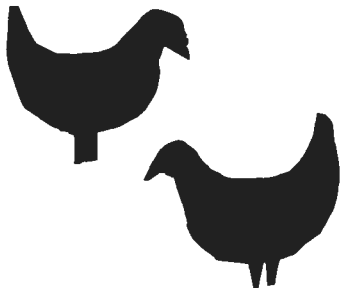
Write \_\_\_\_\_



ሊኅ ስሪ

hay

Write \_\_\_\_\_



ኋኔ ላኛ ላኔ

chickens

Write \_\_\_\_\_



ገረላ

turkey

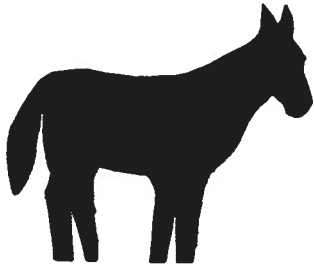
Write \_\_\_\_\_



ለላኛ

bird

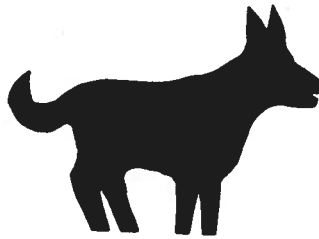
Write \_\_\_\_\_



ፍንጭ

horse

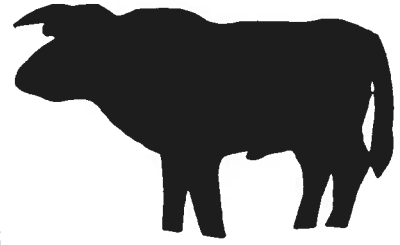
Write \_\_\_\_\_



ጎረ

dog

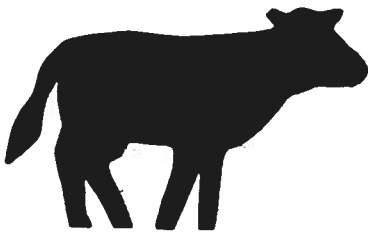
\_\_\_\_\_



ጳጊጊጎ

bull

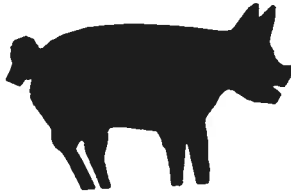
\_\_\_\_\_



ጳጊጊጎ

cow

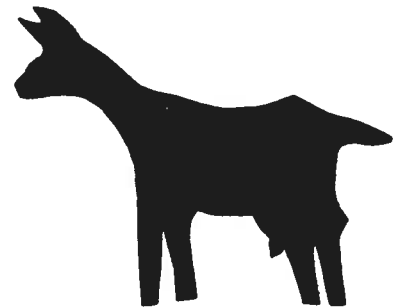
Write \_\_\_\_\_



ጎጎ

pig

\_\_\_\_\_



ጎጎጎጎ

goat

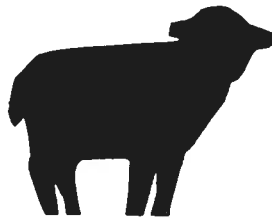
\_\_\_\_\_



ጎጎ

cat

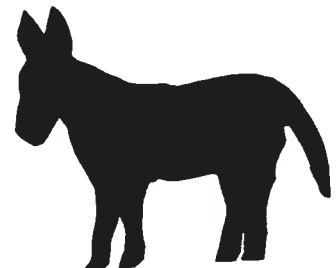
Write \_\_\_\_\_



ጎጎጎ

sheep

\_\_\_\_\_



ጎጎጎጎ

mule

\_\_\_\_\_



ᐱᓴ ᑭᐸᐅᐅ

potatoe

Write



ᐅᓴ ᑲᐸᓴᑲ

carrot

Write



ᑭᐸᐅᐅᐅᐅ

beet

Write



ᐅᑭᐸᐅ

turnip

Write



ᐅᐅᑲᓴᐅᓴ

onion

Write



ᐱᓴ ᑭᐸᐅᐅ

lettuce

Write



ᐅᑭᐸᐅᐅᐅ

cabbage

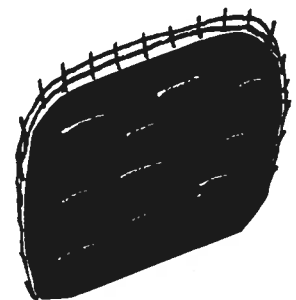
Write



ᐱᑭᐸᐅᐅᐅ

bean

Write



ᑭᐸᐅᐅ

garden

Write



▷Uα°

town

Write \_\_\_\_\_

1. ▷Uα° ◁↳LḄ° ΓĈĈ° η<"◁Ḅ° ▷C ▷"Ḅ.

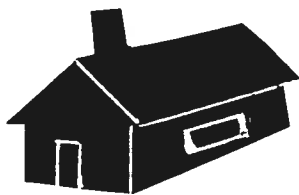
The town is located ten miles from here.

Write \_\_\_\_\_

2. Ḅ ḴḴα∇°ḄḄḄḄ ḄḄḄ° σ ∆)Ĉā° ▷Uα°.

On Saturday we all go to town.

Write \_\_\_\_\_



◁°ḄḄ"∆Ḅ°

house

Write \_\_\_\_\_

3. σ ∆°Ḅā° ḄḄḴḴ∆°σḄ.

We live on the farm.

Write \_\_\_\_\_

4. ◁↳◁° Ḅ▷ σ∇∆°ḄḄḄ° σḄāḄ.

There are four bedrooms in our home.

Write \_\_\_\_\_



∇ḄḄḄ∆°ḄḄḄ

barn

Write \_\_\_\_\_

5. ∇ḄḄḄ∆° Ḅα∇°Ḵ◁°Ḅ ∇ḄḄḄ∆°ḄḄḄḄ.

The animals are kept in the barn.

Write \_\_\_\_\_





ለገለገገኛ  
cultivator

Write \_\_\_\_\_

1. ሳገገገገኛ ለገለገገኛ የሳገገገኛ.

They are using the cultivator in the field.

Write \_\_\_\_\_

2. ዋ ሳገገገገኛ ሳገገገገኛ ሳገገገገኛ.

They will work four days on the field.

Write \_\_\_\_\_



የሳገገገኛ  
seeder

Write \_\_\_\_\_

3. ሳገገገገኛ ሳገገገገኛ የሳገገገኛ.

My brother uses the seeder.

Write \_\_\_\_\_

4. ሳገገገገኛ ሳገገገገኛ የሳገገገኛ.

He will sow wheat.

Write \_\_\_\_\_



ሳገገገገኛ  
combine

Write \_\_\_\_\_

5. ሳገገገገኛ ሳገገገገኛ ሳገገገገኛ ሳገገገገኛ ሳገገገገኛ ሳገገገገኛ.

At the end of August they will use the combine.

Write \_\_\_\_\_



የኅባጅ ልሳሽ  
grain truck

Write \_\_\_\_\_

1. ለርጅ የር ልሳሽ የኅባጅ ልሳሽ.

Peter will drive the grain truck.

Write \_\_\_\_\_

2. የር ልሳሽ ስምት ልሳሽ ልሳሽ.

He will haul five loads.

Write \_\_\_\_\_



የኅባጅ ልሳሽ  
grain bin

Write \_\_\_\_\_

3. ሁሉ የኅባጅ ልሳሽ የር ልሳሽ ልሳሽ ልሳሽ.

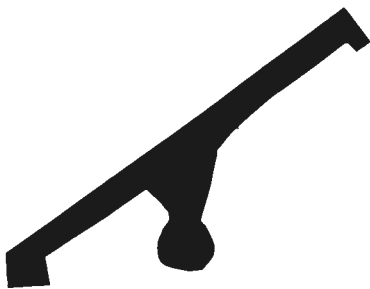
One grain bin will hold five loads.

Write \_\_\_\_\_

4. ስምት ልሳሽ የኅባጅ ልሳሽ.

There are three grain bins.

Write \_\_\_\_\_



የኅባጅ ልሳሽ  
grain auger

Write \_\_\_\_\_

5. የር ልሳሽ የኅባጅ ልሳሽ.

He will use the grain auger.

Write \_\_\_\_\_



ሊሶሪጅጅ  
swather

Write \_\_\_\_\_

1. ማ አረጅ ሊሶሪጅ ሊሶሪጅ ለግደግጅ .

My father is cutting hay today.

Write \_\_\_\_\_

2. ልጅ ለረጅም ሊሶሪጅ .

He is using the swather.

Write \_\_\_\_\_



ሊሶሪጅ ለግደግጅ  
hay baler

Write \_\_\_\_\_

3. ማ ለሶሪጅ ሊሶሪጅ ርጅም ለግደግጅ .

In two days the hay will dry.

Write \_\_\_\_\_

4. ማ ለረጅም ሊሶሪጅ ለግደግጅ .

He will use the hay baler.

Write \_\_\_\_\_



ሊሶሪጅ  
hay

Write \_\_\_\_\_

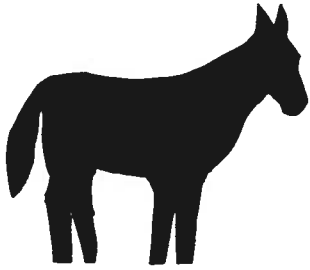
5. ማ ለግደግጅ ለሶሪጅ ለሶሪጅ ለሶሪጅ ለግደግጅ .

He will need three hundred round bales of hay.

Write \_\_\_\_\_







ገኝቢ

horse

Write \_\_\_\_\_

1. ገኝቢ ልጅ ገኝቢ.

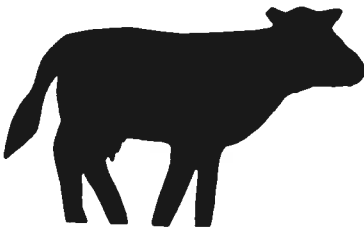
Mary has a horse.

Write \_\_\_\_\_

2. ገኝቢ ልጅ ገኝቢ.

Jack has a mule.

Write \_\_\_\_\_



ገረገሪ

cow

Write \_\_\_\_\_

3. ገረገሪ ለ ገረገሪ ገረገሪ ገረገሪ ገረገሪ.

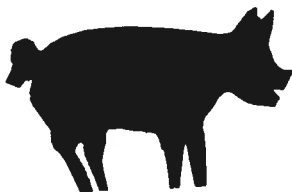
We all like to ride the horses.

Write \_\_\_\_\_

4. ገረገሪ ገረገሪ ገረገሪ ገረገሪ ገረገሪ.

The cow gives two pails of milk.

Write \_\_\_\_\_



ገረገሪ

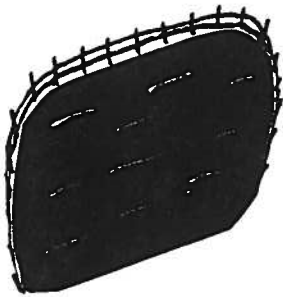
pig

Write. \_\_\_\_\_

5. ገረገሪ ገረገሪ ገረገሪ ገረገሪ.

The pig eats a lot of grain.

Write \_\_\_\_\_



ԲԿՈՆԷ  
garden

Write \_\_\_\_\_

1. Ե ՀԼԵՎ Վ ԲԿՆ ԲԿՈՆԷ.

We have a large garden.

Write \_\_\_\_\_

2. Ե ԼԼ ԲԿՈՆԷ Վ ՎԿՆԵՆ ԲԿՈՆԷ.

My mother likes to work in the garden.

Write \_\_\_\_\_



ՎԿՔՆԵ  
potatoe

Write \_\_\_\_\_

3. ԲԿՈՆԷԼ ՎԿՔՆԵ ԲԿՈՆԷ ԲԿՈՆԷ ԲԿՈՆԷ  
ԲԿՈՆԷ ԲԿՈՆԷ ԲԿՈՆԷ.

She grows potatoes, carrots, beats,  
and lettuce.

Write \_\_\_\_\_

4. Ե ԼԼԵՎ ՎԿՔՆԵ (") ԲԿՈՆԷ.

We eat potatoes every day.

Write \_\_\_\_\_

5. ԲԿՈՆԷ ԼԼԵՎ ԼԼԵՎ ԼԼԵՎ.

Mary does not eat onions.

Write \_\_\_\_\_



ԼԼԵՎ  
onion

Write \_\_\_\_\_