

Unit 1

Basic Central Pomo Sounds/Alphabet

Introduction: Sounds of Central Pomo

		BILABIAL	DENTAL	ALVEOLAR	POST-ALVEOLAR	PALATAL	VELAR	UVULAR	GLOTTAL	
STOP	VOICED	b	-----	d	-----	-----	-----	-----	-----	
	VOICELESS	UNASPIRATED	p	t	t̥	-----	-----	k	q	ʔ
		ASPIRATED	p^h	t^h	t̥^h	-----	-----	k^h	q^h	-----
		EJECTIVE	p̣	ṭ	ṭ̥	-----	-----	ḳ	q̣	-----
AFFRICATE	UNASPIRATED	-----	-----	(ts)	č	-----	-----	-----	-----	
	ASPIRATED	-----	-----	-----	č ^h	-----	-----	-----	-----	
	EJECTIVE	-----	-----	ts'	č'	-----	-----	-----	-----	
VOICELESS FRICATIVE		-----	-----	s	š	-----	-----	-----	h	
VOICED APPROXIMANT		w	-----	l	-----	y	-----	-----	-----	

(Sound Chart courtesy of Alex Walker)

There are some sounds and distinctions between sounds in Central Pomo that are not made in English. The symbols indicate these sounds in our alphabet as follows:

p̣, ṭ, ṭ̥ An underlined consonant means that the sound is made without a puff of air as **p̣**, **ṭ**, **k** in **sp̣ill**, **ṣṭill**, and **sḳill** or as in Spanish **p̣era** or **ṭaco**. In contrast, the sounds of the same English consonants at the beginning of words are made with puffs of air as in **pill**, **till** or **kill**.

ch', **k'**, **p'**, An apostrophe after a letter means that the sound is

q' th', t', ts' popped. This kind of sound does not occur in English. The vocal chords close off air, the throat muscles squeeze and the sound comes out with a pop.

aa, ee, ii, oo, uu Double vowels mean the vowel sound is prolonged. This is very important to remember and pronounce as differences in vowel length make differences in meaning.

Example::

'a, animal horn

'aa, I

ke, dance or song

kee, dew

sha, fish

shaa, arm

shina', boat

shinaa, head

' A big apostrophe in front of words beginning with vowels and in between syllables means a glottal stop or catch in the voice. It sounds like the break between syllables in uh-uh (meaning "no"), or oh-oh (meaning "watch out").

k Sounds that are spelled with g, k or k' are made as in English in the front of the mouth and sound "dry."

q Sounds that are spelled with q, qh or q' are made far back in the throat and sound "wet."

th Sounds that are spelled with th, th, or th' are made by the tongue touching the bottom of the teeth.

t Sounds that are spelled with t, t, or t' are made by the tongue touching the ridge at the top of the mouth behind the upper teeth.

' Accent mark above a syllable means that the sound of that syllable is stressed or stronger than other syllables.

KEY TO PRONUNCIATION

Letter English Example

Central Pomo Example

<i>a</i>	<u>b</u> ut	' <i>a</i> , animal horn
<i>aa</i>	po <u>t</u>	' <i>aa</i> , I
<i>b</i>	<u>b</u> at	<i>báya</i> , man
<i>ch</i>	<u>ch</u> ease	<i>che</i> , rain
<i>ch'</i>	<u>ch</u> ease, but popped	<i>ch'oo</i> , egg
<i>d</i>	<u>d</u> ad	<i>danó</i> , mountain
<i>e</i>	<u>b</u> et	' <i>eses</i> , a sneeze

<i>ee</i>	b <u>ai</u> t	' <i>ee</i> , hair
<i>g</i>	sk <u>i</u> n	<i>shagú</i> , leg
<i>h</i>	h <u>a</u> t	<i>ha</i> , mouth
<i>i</i>	pi <u>t</u>	' <i>i</i> , feather
<i>ii</i>	be <u>a</u> t	<i>k'ii</i> , crab
<i>j</i>	Spanish cha cha	<i>ja</i> , house
<i>k</i>	ki <u>n</u>	<i>khe</i> , song, dance, my
<i>k'</i>	kin, but popped	<i>k'ash</i> , abalone
<i>l</i>	la <u>p</u>	<i>la</i> , nose
<i>m</i>	mo <u>m</u>	<i>máath<u>a</u></i> , woman
<i>n</i>	nu <u>t</u>	<i>náts'iy</i> , five
<i>o</i>	bo <u>u</u> ght	' <i>o</i> , tooth
<i>oo</i>	bo <u>o</u> t	<i>poo</i> , Indian gold
<i>p</i>	sp <u>i</u> n	<i>píipa</i> , pipe (Spanish)

<i>p'</i>	pat, but popped	<i>p'du</i> , acorn
<i>q</i>	scuff, but back	<i>qáqo</i> , field
<i>qh</i>	German <u>Bach</u>	<i>qha</i> , water
<i>q'</i>	scuff, but popped	<i>q'aw</i> , fox
<i>s</i>	<u>s</u> ee	<i>soo</i> , clover
<i>sh</i>	<u>sh</u> ack	<i>sha</i> , fish
<i>th</i>	Spanish <u>th</u> aco	<i>tha</i> , bird
<i>th</i>	<u>th</u> on, tongue on teeth	<i>thaná</i> , hand
<i>th'</i>	<u>th</u> on, popped	<i>thaléya</i> , beads
<i>t</i>	<u>t</u> ew	<i>ma<u>t</u>uu</i> , storyteller
<i>t</i>	<u>t</u> one	<i>tóono</i> , seaweed
<i>t'</i>	'' <u>t</u> one, popped	<i>t'as</i> , red
<i>ts'</i>	w <u>et</u> s, popped	<i>ts'uu</i> , arrow
<i>u</i>	<u>u</u> ok	<i>bu</i> , potato

y yawn yalá, goose

‘ glottal stop as in uh₂uh ‘i’wi, coyote

Exercise 1

Let’s practice sounding out the 35 letters of the Central Pomo alphabet. Central Pomo language forms words through combination of sounds. These sounds can be categorized as vowels and consonants.

Central Pomo Vowels

Central Pomo vowels contain five systems described as short vowels and long vowels. Pay special attention to vowels as their length may change the meaning of the word, as the vowel letters used in Central Pomo are similar to English spelling but do not always stand for the same sound.

Short Vowels

- a** This vowel is pronounced as ‘ah’ and never as ‘ay’, as in ‘father’.
- e** This vowel is pronounced as ‘eh’ sound in ‘bed’ and never as ‘ee’.
- i** This vowel is pronounced as ‘ee’ sound in ‘elite’ and never as ‘eye’.
- o** This vowel is pronounced as ‘o’ in ‘phone’.
- u** This vowel is pronounced as ‘oo’ in ‘hula’.

Long Vowels

- aa** This vowel is pronounced as a long ‘ah’ sound as in ‘father’.
- ee** This long vowel is pronounced as ‘ay’ in ‘hay’, without the y.
- ii** This long vowel is pronounced as ‘ee’ sound as in ‘need’.

oo This long vowel is pronounced as 'oh' sound as in Spanish 'solo'.

uu This long vowel is pronounced as 'oo' sound as in Spanish 'tu'.

Central Pomo vowels can be combined with either **y** or **w**. In these instances, the letters **y** and **w** are pronounced separately.

ay Pronounced as 'ah-ee' (rhymes with 'bye').

aw Pronounced as 'ah-oo' (rhymes with 'how').

ey Pronounced as 'eh-ee' (rhymes with 'lay').

ew Pronounced as 'eh-oo' (rhymes with 'pew').

iy Pronounced like 'ii' (rhymes with 'be').

iw Pronounced as 'ee-oo' (rhymes with 'ewe').

oy Pronounced as 'oh-ee' (rhymes with 'boy').

ow Pronounced as 'oh-oo' (rhymes with 'blow').

uy Pronounced as 'oo-ee' (rhymes with 'buoy').

Central Pomo Consonants

Central Pomo has a rich display of consonants. Consonants are speech sounds that can be classified as basic (common consonants with English equivalents), and special (complex consonants without English equivalents).

Basic Consonants

b d l m n w y

ts ch g p s sh t

t t'

Special Consonants

h j kh th th th' ts'

ch' k' p' `

PRACTICE EXERCISE

Let's practice sounding out some words using the vowels and basic consonants.

Shaa	táato	dúuhqho	k'lii
Kalii	máasan	miinwa	ts'aadi
Máata	toonó	waduum	heduum
Taa'óó	chani	loow	snoo

shaa	'arm'
táato	'one' (numeral)
dúuhqho	'three' (numeral)
k'lii	'black'
kalii	'blue'
máasan	'white person' or 'stingy'
miinwa	'to cry'
ts'aadi	'six' (numeral)
máata	'woman'
toonó	'seaweed'
waduum	'to come'
heduum	'to walk'
taa'óó	'acorn mush'
chani	'bread'
loow	'to fall'
snoo	'knee'

Special Consonants

Unit 2

Basic Central Pomo Grammar

Introduction: Speaking Central Pomo

Now that you know how to read Central Pomo and say the words, you are ready to speak.

To speak Central Pomo, you will have to put words together. The way words go together is what grammar is all about. You will see that to say things in Central Pomo you sometimes have to learn to put words together in new ways.

Lesson 1 making words/sentences

In Central Pomo, sometimes a single word has the meaning of a phrase or even a whole sentence.

For example,

Central Pomo: *Q'di qaatáa bal sántiyya 'el.*

English: The watermelon tastes good.

This is typical of the way meaning is made in Central Pomo. Small pieces of words are combined to make one word which has the same meaning as an English sentence.

This Central Pomo sentence is made up as follows:

<i>Q'di</i>	this means 'good'
<i>Qaatáa</i>	this means 'taste'
<i>Bal</i>	this means 'this'
<i>Sántiyya</i>	this means 'watermelon'
<i>'el</i>	this means 'the'

Another example,

Ke baiya means *my husband*.

Ke = my (also can mean 'song' or 'dance')

baiya = man

This is because in Central Pomo, you can add meaning to a word by adding to it.

This happens in English too. For example when we say *chairs* we add the **-s** to *chair* to add meaning. The meaning is that there is more than one chair.

We also do this with **-er**. If we add **-er** to *fast* we get *faster*. The meaning is that there is more of something.

What we add to the end of words is called a *suffix*.

-s and *-er* are suffixes.

In Central Pomo, we can add meaning to words in the same way. There are many meanings we can add, as we will see.

Lesson 2 making sentences

word order

You will notice right away that the words in a Central Pomo sentence are in a different order than the words in an English sentence.

verbs

The verb is usually at the end of the sentence.

For example,

Central Pomo: *ts'dá* *'el* *'e mu* *mq'áq'aa*
skin the that cracks.

English: 'The skin cracks'.

Central Pomo: *múul* *chnii* *dóch'khe*
He/she bread will make

English: 'He/she is going to make bread'.

adjectives

The adjective usually comes after the noun.

For example,

Central Pomo: *máa* *'élshiba* *tika* *péesu* *théduu*.
Place sold and guess money lots

English: 'He sold that place and has lots of money'.

Central Pomo: *maa* *kíwda* *'néman*.
Place cold-in by hand set down

English: 'Set it in a cold place'.

making negative sentences

There is a word used to make a sentence negative. That word is '**thin**'. Verb endings then get added to this word instead of onto the verb.

For example:

Central Pomo: *'óch'* *'aa* *ma'á* *qaawáan* *chow.*
Yet I food biting not
English: 'I haven't eaten yet'.

Central Pomo: *'aa* *'e* *Lori* *tho* *dóy* *'úl* *maqów*
I a Lori long now find

thin.
Not.

English: 'I haven't seen Lori for a long time'.

**Often Central Pomo speakers will use *'thin'* or *'chów'* to designate negation in sentences.

Comands-telling people what to do

when you want to tell someone to do something, you add an ending to the verb. You add **-im** to the end of the verb if you are talking to just one person. You add **-em** to talk to more than one person.
For example,

'smumtíichum' Go to sleep!
'ma'ách'm' Let's eat!

Unit 3

Greetings/Introductions

Introduction: This lesson will focus on greetings, including common introduction questions and responses.

<u>English</u>	<u>Central Pomo</u>
1. Hello	<i>chamay</i>
2. How are you?	<i>siin wa ma?</i>
3. I'm good.	<i>'aa q'di.</i>
4. I'm really good.	<i>'aa q'di u'daaw.</i>
5. I'm not good.	<i>'aa baset</i>
6. I don't know.	<i>qáy'she.</i>
7. What is your name?	<i>siin wa m'tho shii?</i>
8. My name is Sheila.	<i>khe shii 'e Sheila.</i>
9. Thank you.	<i>yahwíy.</i>
10. You're welcome	<i>yahwíy.</i>
11. Yes	<i>ah</i>
12. No	<i>cho</i>

Vocabulary

Chamay	q'di	m'tho	khe
Siin wa	u'daaw	'e	yahwíy
Ma	baset	ah	cho
'aa	qáy'she		

Exercise 1

Let's practice sounding out the vocabulary list.

Exercise 2

Let's practice writing the following sentences and words in Central Pomo:

1. How are you?

_____.

2. I am good.

_____.

3. I am bad.

_____.

4. I don't know.

_____.

5. What is your name?

_____.

6. My name is _____ (insert your name).

_____.

7. Thank you

_____.

8. You're welcome

_____.

9. Yes

_____.

10. No

_____.

Unit 4

Where do you live/Where are you from?

Introduction: This lesson will focus on questions and responses used to ask someone where they are from, where they are going, where they are staying, etc.

1. Where are you from? *Ey khe wa ma?*
2. I'm from Ukiah. *'aa 'e Ukiah khe.*
3. I'm from here. *'aa betta khe.*
4. I'm from the north. *'aa chula khe.*
5. I'm from the south. *'aa yo khe.*
6. I'm from the east. *'aa sho khe.*
7. I'm from the west. *'aa bo khe.*
8. I'm from Hopland tribe. *'aa shoqowa khe.*
9. I'm from Sherwood Valley tribe. *'aa mat'o khe. ('moldy ground')*
10. I'm from Potter Valley tribe. *'aa balokai khe. ('wild barley place').*

Vocabulary

Ey	khe	wa	ma
'aa	'e	betta	chula
yo	sho	bo	shoqowa
mat'o	balokai		

Exercise 1

Let's practice sounding out the vocabulary list. When you are comfortable with your sounds, practice speaking the sentences listed above. Many people know how to introduce themselves in their native heritage language even if they don't know how to say anything else. Beginners should start by learning a couple of simple greetings or introductions, and make sure to know the response or answer to the greeting. Greetings can be used every day!

Exercise 2 Tribal Place Names

Local Pomo tribal communities sometimes identified themselves a group of people living in a certain *place*. Historically, Pomo people called themselves ‘people’ or ‘the ones from’ a distinct place, often based on descriptions of natural features that include valleys. Traditional village names were based on the description of the landscape, usually a significant feature such as lakes, rivers, mountains, rocks, plants, and/or the directional terms associated with their location, such as north, south, west and east.

Local Pomo tribal groups and communities are often referred to as Rancherias or reservations, but one can easily introduce themselves according to ancestral territory names, too. The following list includes traditional place names used by tribal groups in Lake, Mendocino and Sonoma counties:

Big Valley Rancheria	habénapo	‘rock or stone people’
Cloverdale Rancheria	makamo	‘salmon hole’
Coyote Valley Reservation	shodakai	‘valley in the east’
Dry Creek Rancheria	mahilkaune	‘creek in the west’
Elem Indian Colony/Sulpher Bank	‘lém	‘
Graton Rancheria		
Guidiville Rancheria		
Hopland Rancheria	shoqowa	‘east of the river’
Kashia Reservation-Stewarts Point	danoka	‘mountain by the sea’
Lower Lake Rancheria	koi?	
Lytton Rancheria	ahshabin	‘fish’ ?
Manchester/Point Arena Rancheria	p’dahau	‘mouth of the river’
Pinoleville Rancheria	yamó	‘wind hole’
Potter Valley Rancheria	baló kai	‘ wild oat valley’
Redwood Valley	Kabé lal	‘edge of the rocks’
Robinson Rancheria	danó-yá	‘

Round Valley

Scotts Valley Rancheria

bowal khe 'the ones from the west side'

Sherwood Valley Rancheria

ma tó 'moldy ground'

Mitóm 'splash valley'

Ukiah Rancheria

yokaia 'south valley'

Upper Lake Rancheria

habe hatolel 'rock or stone

people'

Exercise 3

Insert map of Mendocino, Lake and Sonoma Counties.



(Pomo language map courtesy of Patrick Hall)

Unit 5

Colors

Introduction: This lesson will focus on questions and responses used to ask someone about colors of objects.

White	<i>qhalé</i>
Black	<i>k'lii</i>
Blue	<i>kaalii</i>
Brown	<i>íma</i>
Red	<i>t'as</i>
Orange	<i>tts'aap'itúm</i>
Yellow	<i>tts'aap'itúm</i>
Green	<i>ts'aqh'at</i>
Gray	<i>galush</i>
Purple	<i>bumtho</i>
Pink	<i>rosa</i>
Color	<i>shba</i>

Sentences

What color is this?	<i>Siin shba' wa bal?</i>
What color is that?	<i>Siin shba' wa mul?</i>
White house	<i>ja qhalé</i>
Black and white house	<i>ja k'lii kii qhalé kii</i>
Yellow flower	<i>chd'o ts'apittam</i>
There's a lot of yellow flowers.	<i>Chd'o ts'a pittam ted-do botch ya</i>
Look at yellow flower.	<i>Chd'o ts'a pittam el puwim</i>
Look at that black fish.	<i>Sha k'lii `el puwim.</i>

Look at that red bird.

Taa t'as `el puwim.

The blue bird was the one that was singing.

Qali taa `el ke ja-no' `e.

Gray fox

q'aw qha lush

Blonde hair

mayish `e

Vocabulary:

Exercise 1

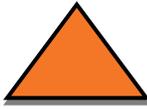
Red



tts'aap'itúm_____

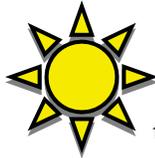
Orange

bumtho__



Yellow

rosa



Green

t'as



Blue

ts'aqh'at

Purple

tts'aap'itúm

-

Pink

kaalii



Unit 6

Numbers, Counting

Introduction: This lesson will focus on questions and responses used to ask someone about numbers.

Central Pomo – Point Arena dialect

One **Táat'o**



Two **qhó**



Three **Sibo**



Four **Dúuko**



Five **Nats'iy**



Six **Ts'áadii**



Seven **Hóina**



Eight **Hokodol**



Nine **Komat**



Ten **Chamah**



Point Arena (Coast Dialect)

One	t'áato
Two	qhó
Three	sibo
Four	dúuqho
Five	nats'íy
Six	ts'áadii
Seven	hóina
Eight	hokódol
Nine	komat
Ten	chamah
Eleven	namilkanatato
Twelve	namilkanaqho
Thirteen	namilkanasibo
Fourteen	qhommatshom
Fifteen	qhomat
Sixteen	qhomat natáato
Seventeen	qhomat naqhó
Eighteen	qhomat nasibo
Nineteen	ja'mashom
Twenty	ja'ma
Twenty one	tcahma-na-tat
Twenty nine	nanamilka-chum
Thirty	nanamilka tek
Forty	qho-teh
Fifty	namilka kawi sibo-teh
Sixty	sibo teh
Seventy	namilka-wi-duoko-hai
Eighty	duuqho hai
Ninety	namilkakawi natsiy-hai
One hundred	natsui hai
Two hundred	namilkayek-hai

Hopland Dialect

One	t'áato
Two	qhó
Three	sibo
Four	dúuqho
Five	nats'íy
Six	ts'áadii
Seven	hóina

Eight	hokódol
Nine	namilka-chum
Ten	namilka-tek
Eleven	namilkanatato
Twelve	namilkanaqho
Thirteen	namilkanasibo
Fourteen	qhommatshom
Fifteen	qhomat
Sixteen	qhomat nataáato
Seventeen	qhomat naqhó
Eighteen	qhomat nasibo
Nineteen	ja'mashom
Twenty	ja'ma
Twenty one	tcahma-na-tat
Twenty nine	nanamilka-chum
Thirty	nanamilka tek
Forty	qho-teh
Fifty	namilka kawi sibo-teh
Sixty	sibo teh
Seventy	namilka-wi-duoko-hai
Eighty	duuqho hai
Ninety	namilkakawi natsiy-hai
One hundred	natsui hai
Two hundred	namilkayek-hai

Exercise 1

Practice sounding out the numbers in Central Pomo dialect, both from Hopland and Point Arena.

Unit 7

How are you feeling?

Introduction: This lesson will focus on questions and responses used to ask someone about their feelings.

- | | | |
|-----|-----------------------|-------------------------------|
| 1. | How are you feeling? | <i>Siin wa thaw?</i> |
| 2. | I feel good. | <i>'aa k'di thaa.</i> |
| 3. | I feel bad. | <i>'aa baset' thaa.</i> |
| 4. | I feel sick. | <i>'aa i'tal thaa.</i> |
| 5. | I feel like laughing. | <i>'aa shwáy thaa.</i> |
| 6. | I feel warm. | <i>'aa hoth thaa.</i> |
| 7. | I feel cold. | <i>'aa k'iw thaa.</i> |
| 8. | I feel lazy. | <i>'aa baneh thaa.</i> |
| 9. | I feel sleepy. | <i>'aa shmaap' thaa.</i> |
| 10. | I feel really sick. | <i>'aa i'tal thaa u'daaw.</i> |

Vocabulary

<i>thaw</i>	<i>k'di</i>	<i>baset'</i>	<i>i'tal</i>
<i>shwáy</i>	<i>ho (th)</i>	<i>k'iw</i>	<i>banéh</i>
<i>shmaap'</i>	<i>u'daaw</i>		

Exercise 1

Practice sounding out the vocabulary introduced in this lesson unit.

Unit 8

Verbs

Introduction: This lesson will focus on questions and responses used to ask someone about verbs.

abstain, to	<i>kalcue</i>
angry	<i>kamale</i>
ask	<i>bashunya</i>
awaken	<i>kamam</i>
awaken	<i>bah do</i>
become	<i>ch'o</i>
boil	<i>shtum</i>
bone, whale	<i>katedja</i>
break	<i>dazum</i>
bring	<i>daedum</i>
bring some	<i>ah dedoom</i>
burn	<i>mléy</i>
burning, second burning one year later <i>in-fire</i>)	<i>talea hoknom (beads puts-</i>
by pulling, often by hooking or with a handle	<i>sh-</i>
call	<i>bayol</i>
call	<i>bayol</i>
catch	<i>dachiiew</i>
catch it, going to	<i>dachiiew ke</i>
caught it (he or she)	<i>dachiiew ya</i>
clean	<i>da-szacho</i>
close, as a door, gate, trunk, book, etc.	<i>shk'in</i>
come	<i>thoo</i>
come	<i>matci</i>
come get you	<i>kadula</i>

coming close to town	<i>holjo shbaalaj</i>
cry	<i>minwan</i>
cut	<i>scum</i>
cut (slice)	<i>jacow</i>
dance	<i>ke</i>
dance	<i>meniu</i>
die	<i>k'la</i>
doing	<i>hedoom</i>
drink	<i>kot'chim</i>
eat	<i>kawan</i>
faint	<i>ba nitc (breathing stop)</i>
fall, to	<i>- c^ha·t-</i>
feeling, along in the dark	<i>meshulun</i>
fight	<i>kadetc</i>
give	<i>da'gum</i>
go away	<i>dul-yum</i>
go get mate, to go get a mate (not necessarily get back)	<i>shá:w</i>
go with	<i>ya jal</i>
going	<i>yoke</i>
grow bigger	<i>t^hol</i>
grow, to (transitive)	<i>bac^hkaw</i>
growing, the plant is growing	<i>q^halé zel bácen</i>
growing, the plant is growing for sure	<i>q^halé zel bácen</i>
hide	<i>bano</i>
hide	<i>banowun</i>
hiding	<i>banow-wun</i>
hit, or strike stone	<i>toctciu</i>

hold	<i>dem</i>
hug	<i>dum'lich</i>
kill	<i>kum</i>
lame, to be	<i>hehnáh soko'hna</i>
last	<i>sloc</i>
laugh	<i>cowai, cowaiyun</i>
laughing	<i>cowa-yun</i>
laughing, dying from	<i>cowai-kalow</i>
leaves are lying on the ground	<i>s'tal bati:chya</i>
lie	<i>banawin</i>
lie	<i>mti</i>
lie (lay)	<i>mti</i>
like	<i>dawa</i>
look	<i>dum</i>
looks ugly	<i>baset-um</i>
make	<i>duuouch</i>
mark	<i>ah cheh</i>
move along on water, to(of one boat coming)	<i>sha:n</i>
numbness, to have feeling	<i>ms'a 'new</i>
open a door or gate,	<i>shtháw</i>
pick	<i>utch</i>
plant to start to grow	<i>basách'</i>
point with elbow	<i>mjuutciw</i>
pound it!	<i>hih^ha·nim</i>
pound, to pound abalone to soften it	<i>k'aš hih^h'eh^hiew</i>
pull off (picking berries)	<i>skut</i>
ride	<i>chman</i>

rip	<i>skkcut</i>
run	<i>tcak (jak)</i>
sail, boat going, sail of boat with sail or motor (not of bird, wood or man)	<i>shná sha:da`</i>
sail, to go away, out	<i>sha: 'q</i>
say	<i>janoan</i>
see	<i>puwim</i>
shake	<i>ciyuciyu</i>
shaking	<i>shiew</i>
shoot	<i>djok</i>
shout	<i>pteui</i>
sing	<i>ke-tcano (ke-jano)</i>
sit	<i>itcatcim</i>
sit (down)	<i>itcatcim</i>
sleep	<i>sumamtiu</i>
sleep	<i>smah</i>
smell good	<i>gadi mceu</i>
smoke	<i>ho-saba</i>
stand	<i>tca-totcim</i>
stay	<i>chow</i>
stay	<i>djagauki</i>
steal	<i>da'gul</i>
stink	<i>mmceu</i>
stop	<i>cha</i>
stop chewing	<i>kadóon qajéem</i>
stop, quit	<i>yem</i>
stopped	<i>'e cha</i>
stopped, quitting	<i>yema</i>

stretch	<i>dakáat'</i>
stretch arms	<i>da c'il</i>
stretch, own body	<i>nthílca</i>
strike	<i>tocteu</i>
swim	<i>kachde</i>
take off your clothes!	<i>qówmcac'im</i>
take you, it	<i>amto</i>
taste hot	<i>ja-ho'</i>
teach	<i>bayeech</i>
tell	<i>bajow</i>
Tell about the language	<i>canu bac'ówan</i>
telling	<i>bajowan</i>
the leaves blew away in the wind	<i>yá 'mili st'al 'el phsach'e</i>
to coil roots	<i>k'húm dako:t'</i>
to make up a story	<i>canú c'o·kaw</i>
to talk too much and interfere in others' business	<i>bashábasha'w</i>
understand	<i>ba'ueech</i>
untie something	<i>shtháw</i>
walk	<i>wadu</i>
walking	<i>waduum</i>
want	<i>da'wa</i>
want	<i>dot-do</i>
want, i	<i>dowwah</i>
warming, getting warm by fire <i>lca ??</i>	<i>u al homthaach homtíi</i>
wash	<i>da sechim</i>
wave	<i>dalee</i>
waving	<i>dalee-dalee</i>

went away

bay-yo'

whistle

peut

work, to (hard)

ʔiʔba-nc'iw

write

ah cheh

Unit 9

Body Parts/Getting Dressed

Introduction: This lesson will focus on questions and responses used to ask someone about their body parts and getting dressed.

arm	<i>shaa</i>
ass	<i>t'aa</i>
back	<i>chee</i>
back bone	<i>chee-ya'</i>
belly	<i>woxa</i>
belly	<i>woxa</i>
bile	<i>pa'</i>
blood	<i>ba'laii</i>
blood	<i>ba'lia</i>
blood	<i>balai</i>
body	<i>cba</i>
body	<i>sha-ba</i>
bone	<i>ya</i>
bone	<i>ya'</i>
brain	<i>th'oo</i>
breast	<i>chdo'</i>
breast	<i>chedo (sedo)</i>
breasts	<i>sido</i>
buttock	<i>s'lee</i>
Calf (of leg)	<i>pet</i>
cheek	<i>balu'</i>
chest	<i>knu</i>
chief	<i>tcaedul</i>

chin	<i>ha ske</i>
chin	<i>hatem</i>
ear	<i>shma'</i>
elbow	<i>p'iiyaa</i>
excrement	<i>pa'</i>
eye	<i>'uy qhabe</i>
eye brow	<i>ooyee queh</i>
eye(s) pl.	<i>oowee kaben</i>
eyebrow	<i>ouiye-queh</i>
eyes (plural)	<i>oui kaben</i>
face	<i>'uy</i>
finger nails	<i>thana ech</i>
fingers	<i>thana saea</i>
Fingers	<i>thnaa-tzii</i>
fingers	<i>thnah thu hi</i>
foot	<i>gham'a</i>
forehead	<i>m-lae</i>
Forehead	<i>malai</i>
hair	<i>'ee</i>
hand	<i>thana</i>
head	<i>cnada</i>
head	<i>shnaa</i>
heart	<i>kam</i>
heart	<i>kam (qum)</i>
Heart	<i>kam/qam</i>
Heel	<i>kmah ske</i>

heel	<i>qham'a ske</i>
intestines	<i>pa-katuc</i>
intestines	<i>pa-katuc</i>
Intestines	pa-katuch
Jaw	haw tem
jaw	<i>hatem</i>
Knee	snoow, snoo
knee	<i>sino</i>
knee	<i>snoo</i>
leg	<i>sha'gu</i>
Lips	hasada
lips	<i>ha sa da</i>
Liver	sha-la
liver	<i>cala</i>
liver	<i>sha-la</i>
Lungs	cho't
lungs	<i>cot</i>
lungs	<i>cot</i>
menstruation	<i>kauwawul</i>
menstruation, first	<i>chai a wal</i>
menstruation, subsequent	<i>tsiotim</i>
menstruation, subsequent	<i>gadicit or</i>
milk	<i>sdo</i>
mouth	<i>ha</i>
muscle	ma'
muscle	<i>ma'</i>

nails	<i>etc</i>
neck	<i>miya</i>
nose	<i>la</i>
nostril	<i>lamo</i>
penis	<i>saa</i>
Pierced ears	<i>shma shau</i>
rib (body)	<i>msatc</i>
ribs	<i>misat (msatc)</i>
Shit	<i>pa'</i>
shit	<i>pa'</i>
shoulder	<i>tha-wah</i>
Shoulder	<i>thaa-wa</i>
Skin	<i>seda</i>
skin	<i>seda'</i>
stomach	<i>m-ka'</i>
stomach	<i>mookah</i>
stomach	<i>mskatseda*</i>
Stomach	<i>mu ka</i>
tail	<i>ba</i>
Tail	<i>ba</i>
tattooed	<i>aci</i>
teeth	<i>'oo</i>
Throat	<i>m'jaa</i>
throat	<i>m-jaa'</i>
Toe nail	<i>kama etch</i>
toe nail	<i>qham'a etch</i>

tongue	<i>hauba</i>
Tongue	hauba
tongue	<i>how ba</i>
Vagina	qneh
vagina	ka'nea

Ears pierced	shma chau
How does your heart feel? (ceremony)	sin wan to komta tau?
I am clean.	balam kal
Is this a foot?	Balwa qhama'?
It is a head.	Bal 'e shnaá.
This is a foot.	Bal 'e qhama'.
This is not a foot.	Qhama' thin 'e bal.
Tooth decayed, so it has a cavity	p ^h k'o·t'
Wash the ears!	shmah da sechim

Unit 9

Body Parts/Getting Dressed

Introduction: This lesson will focus on questions and responses used to ask someone about their body parts and getting dressed.

adam's apple	<i>me-yah</i>
ankle	<i>ko-mah-kah'</i>
anus	<i>boom'-mo'</i>
arm	<i>shah</i>
arm, lower	<i>bwe-ah-yah'</i>
arm, upper	<i>kim-moo'</i>
axilla	<i>dem-mah</i>
back	<i>che-de'</i>
back bone	<i>ched-de' yah'</i>
back of neck	<i>koo</i>
beard	<i>hi'am'</i>
beard	<i>hi-yem'</i>
belly	<i>kah sheh'</i>
belly button/navel	<i>ko' mo' or ko'</i>
bladder	<i>tsoo kos'-tah'-lah</i>
bladder	<i>tsawt-kos-tah'-lah</i>
blood	<i>bol-li'</i>
blood vessel	<i>bel-li'-te</i>
body, whole	<i>sheh bah</i>
body, whole	<i>sheh bah</i>
bone	<i>yah</i>
brain	<i>mal-loo'-pah'</i>
breasts, female	<i>toh'</i>
breath	<i>shu-kah'</i>
buttocks	<i>pel-low'</i>

canine tooth	<i>o-bi-ah</i>
cheek	<i>tin-noo'</i>
cheek bone	<i>tuu-hoo-yah</i>
chest	<i>yu e'</i>
chin	<i>bup-pah</i>
chin	<i>sik-keh'</i>
collar bone	<i>ki-yi-yah'</i>
ear	<i>shim-mah'</i>
ear	<i>shim-mah</i>
elbow	<i>bwe-ah'</i>
esophagus	<i>mah-lahk'</i>
excrement	<i>pah'</i>
eye	<i>oo-e'</i>
eyeball	<i>oo-e' kabe</i>
eyebrow	<i>de-le' ko we'</i>
eyelash	<i>tse-dah-sim-me'</i>
eyelid	<i>oo-e' tse-dah'</i>
face	<i>wel</i>
face	<i>oo-e'</i>
fat	<i>pu'ue</i>
fat	<i>po'-e</i>
finger, index	<i>tan'-nah tsoo'</i>
finger, little (pinky)	<i>tan'-nah qo we'</i>
finger, middle	<i>tan'-nah kol</i>
fingers	<i>tan'-nah tsoo'</i>
fist (closed hand)	<i>tun-nah</i>
follower	<i>ko-bo-om</i>
foot	<i>kum-mah'</i>
forehead	<i>de-leh'</i>

gall bladder	<i>kish' kit-tah'</i>
hair	<i>a''</i>
hand	<i>tan-nah</i>
hand, back of	<i>tun'-nah cheedee</i>
hand, left	<i>kah-wil'-le-wel</i>
hand, right	<i>duk'-ko' wel</i>
head	<i>shin-nah</i>
head, his	<i>mo'-ah shin-nah</i>
head, my	<i>to' shin-nah</i>
head, my	<i>ke' shin-nah</i>
head, top of	<i>she mum'-to mah</i>
head, your	<i>me' shin nah</i>
heart	<i>ko-we'</i>
heart	<i>ko-e'</i>
heart	<i>chum</i>
heel	<i>se-le'</i>
hip	<i>mo-o'</i>
incisor tooth	<i>o-bi'-ah</i>
intestine, large	<i>pah se-le'</i>
intestine, small	<i>paht-soo'</i>
intestines	<i>kah-she</i>
jaw	<i>bup-pah</i>
jaw	<i>bup-pah'</i>
jaw bone	<i>bup-pi-yah</i>
joint, a	<i>sin-no yah' lawt'</i>
kidneys	<i>yuh-kol</i>
knee	<i>sin-no'</i>
knee cap	<i>sin-no yah</i>
knuckles	<i>yah settle'</i>

leg, calf	<i>she-dool'</i>
leg, lower	<i>kul-lah'</i>
leg, whole	<i>yah'</i>
lips	<i>hah-sah'-lah'</i>
liver	<i>shal-lah'</i>
lungs	<i>sha-to'</i>
malleolus	<i>kah'</i>
milk	<i>to'</i>
milk teeth	<i>o-te'-tin</i>
molar tooth	<i>o'-kun-nah'</i>
mouth	<i>hah'</i>
mustache	<i>hi-yem'</i>
nails	<i>hetch'-e</i>
nails	<i>hetch'</i>
nipple	<i>toh' shin nah</i>
nose	<i>lah'</i>
nose	<i>lah'</i>
nostril	<i>lah-mo'</i>
nostril	<i>lah-mo'</i>
palm	<i>tun'-nah kow'-te</i>
pelvis	<i>ko-kum'yah'</i>
penis	<i>tsah'</i>
placenta	<i>ko-bom</i>
pulse	<i>bel-li'-te</i>
ribs	<i>mis-sat' yah'</i>
saliva	<i>ket'</i>
shin (tibia)	<i>kah-lah yah'</i>
shoulder	<i>ki-yah'</i>
shoulder blade	<i>but-tah' yah'</i>

side	<i>moo-sah'</i>
skin	<i>she-ahn'</i>
skin	<i>se-ahn</i>
skull	<i>yah-ahm kol</i>
sole	<i>kum'-mah kow'- deh</i>
stomach	<i>mah'-kah she'</i>
sweat	<i>mu-shay'</i>
tears	<i>kah'</i>
teeth	<i>oh'</i>
teeth coming up	<i>o-te'-tin</i>
teeth falling out	<i>o-lo-kon</i>
temple	<i>she-kai-yah</i>
tendon, sinew	<i>yu-mah'</i>
testicles	<i>cho'</i>
thigh	<i>wel'</i>
throat	<i>me-yah</i>
toe, big	<i>kum-mah boo'- sah</i>
toe, little	<i>kum-mah tsoo'</i>
toes	<i>kum-mah boo'- sah</i>
tongue	<i>bah</i>
umbilical cord	<i>ko'</i>
urine	<i>tsawt'</i>
urine	<i>tsaw-awt'</i>
uterus	<i>ko-bom</i>
uterus	<i>ko bo-om</i>
vulva	<i>tah-bah'</i>
windpipe	<i>shu tol</i>

windpipe

me-a'-tol

windpipe

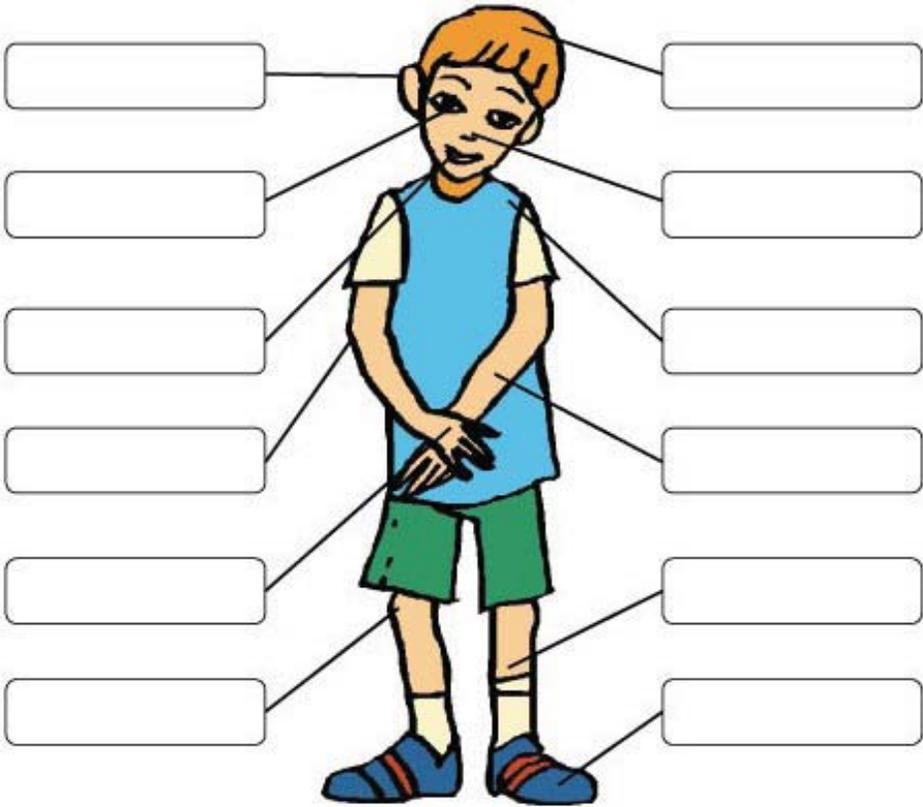
shut-tol'

wrist

tun'nah kah'

My Body Worksheet

Look at the picture of the boy below and use the word bank at the bottom of the page to help you label the different parts of the body.



Body Parts Vocabulary Lesson 1

- shin-nah* *shim-mah'* *lah'* *hah'* *bwe-ah'*
- ki-yah'* *kum-mah'* *ki-yah'* *oo-e'* *tan-nah*
- shah* *a'*

Unit 10

Family/Kinship Terms

Introduction: This lesson will focus on questions and responses used to ask someone about family and kinship terms.

abortion (baby squeeze)	<i>ku dasamatca</i>
aunt	<i>deke</i>
aunt (father's sister)	<i>mamutsak</i>
aunt (mother's sister)	<i>cuts</i>
aunt (younger sister)	<i>deeki</i>
aunt, older	<i>dakee</i>
aunt, younger	<i>ske-ke</i>
bastard (baby fatherless)	<i>ku baba etco</i>
boy, little	<i>by yah koo</i>
boy, young	<i>baiya-koo</i>
boy, young	<i>ku-baia</i>
boy, young	<i>ku-baiya</i>
brother	<i>kee-kee</i>
brother (elder)	<i>ki-de</i>
brother (younger)	<i>eku</i>
brother, older	<i>ki-de</i>
brother, younger	<i>eku</i>
children, child	<i>koochee</i>
crazy (not right)	<i>masan (also white man)</i>
daughter	<i>ke-ku</i>
daughter	<i>ke'ku</i>
daughter's daughter	<i>to-me-tcat-sak</i>

daughter's son	<i>tcat's</i>
father	<i>mah-meh</i>
father	<i>ma meh</i>
father	<i>me-de</i>
father	<i>me'de (me-'e)</i>
friend	<i>winnewa</i>
girl, little	<i>matha koo</i>
girl, young	<i>ku-maata</i>
girl, young	<i>ku-mata</i>
granddaughter (daughter's dau)	<i>tometcatsak</i>
granddaughter (son's daughter)	<i>to-me-tcat-sak</i>
grandfather	<i>tha tha</i>
grandfather (maternal)	<i>mmbuse</i>
grandfather (maternal)	<i>tcats-e</i>
grandfather (paternal)	<i>bats-e</i>
grandfather (paternal)	<i>ta ta</i>
grandmother	<i>gah gah</i>
grandmother (maternal)	<i>kats-e</i>
grandmother (maternal)	<i>mmguse</i>
grandmother (paternal)	<i>ka ka</i>
grandmother (paternal)	<i>mats-e</i>
grandson (daughter's son)	<i>tcats</i>
grandson (son's son)	<i>bats</i>
husband	<i>ke-baiya</i>
husband, my	<i>ke baiya</i>
Indian	<i>hinthil</i>
infant	<i>ku-lot</i>

infant	<i>ku-lot</i>
kid, little	<i>koo-kooch</i>
man	<i>baia</i>
man	<i>baiya</i>
man	<i>baiya</i>
man	<i>by ya</i>
man, old	<i>tcayim</i>
man, old	<i>tcayim (ja-yem)</i>
mother	<i>the-the</i>
mother	<i>ma'teh</i>
mother	<i>tce-de</i>
mother	<i>teh teh</i>
mother's brother	<i>tcuts-e</i>
mother's father	<i>tcats-e</i>
mother's mother	<i>kats'e</i>
mother's sister	<i>cuts</i>
people, men	<i>chachay</i>
person	<i>chach</i>
person	<i>chach</i>
person	<i>tcate</i>
sister (elder)	<i>dekee</i>
sister (younger)	<i>edu</i>
sister, older	<i>deki</i>
sister, younger	<i>eku</i>
son	<i>ke-ku</i>
son	<i>ke'ku</i>
son's daughter	<i>to-me-batsak</i>

son's son	<i>bat's</i>
twins	<i>yaiya</i>
uncle	<i>tu tu</i>
uncle (father's brother)	<i>tceek-e</i>
uncle (mother's brother)	<i>tcuts-e</i>
white man	<i>masan</i>
wife	<i>ke maata</i>
woman	<i>maata</i>
woman, old	<i>ma-tul</i>
woman, old	<i>matul</i>
woman, young	<i>nashoy</i>

Unit 11

Plants, Trees, Flora

Introduction: This lesson will focus on questions and responses used to ask someone about their plants, trees, flowers, basket materials, food, and other uses for material.

angelica	<i>batcoa</i>
bay, california	<i>bahem qhale</i>
blackberry	<i>hoskonto</i>
buckeye	<i>ba-sha</i>
buckeye, california	<i>basha qhale</i>
cattail	<i>thbe</i>
chapparal	<i>se'e</i>
clover	<i>soo'</i>
cow parsnip	<i>pasho</i>
elderberry	<i>bathiy qhale</i>
flower	<i>chdo'</i>
huckleberry	<i>qhaqhay</i>
kelp, bullwhip	<i>taq'o hay</i>
lily, mariposa	<i>batum</i>
lily, yellow glove	<i>kayoy chd'o</i>
mushroom	<i>chea</i>
oak, poison	<i>matiyo</i>
onion, wild	<i>kabai</i>
pepperwood	<i>bahem</i>
purple lavender	<i>toono'</i>
redbud	<i>qalaya</i>
sea palm	<i>qayehay</i>
sedge root	<i>k'uhum</i>

sedge top	<i>chiim</i>
thimbleberry	<i>shnaa stey</i>
tobacco	<i>saka</i>
tule	<i>batco</i>
wild onion	<i>kabai</i>
alder, white	<i>qhachiti</i>
ash	<i>qalam</i>
blue blossom	<i>qhaban qhale</i>
buckbush	<i>qhaban qhale</i>
cottonwood	<i>qhashaalati</i>
elderberry	<i>bati (batee)</i>
fir, douglas	<i>naqha qhale</i>
goosebery	<i>p'taaqha yak'u u hi'naach</i>
madrone	<i>q'ebet</i>
manzanita	<i>qaye qhale</i>
oak, black	<i>mushiy qhale</i>
oak, black	<i>uci</i>
oak, blue	<i>miiyu qhale</i>
oak, interior live	<i>shach'am qhale</i>
oak, Oregon	<i>q'aqul</i>
oak, oregon white	<i>qhale q'aqul</i>
oak, scrub	<i>se'e p'du</i>
oak, tanbark	<i>uychesh qhale</i>
oak, valley	<i>ts'apa qhale</i>
oak, white	<i>tsapa</i>
pepperwood	<i>behem</i>
pine, digger	<i>citcom</i>

redbud	<i>kalaiya</i>
redwood	<i>q'a siil</i>
toyon	<i>qhayay</i>
willow, black	<i>shk'o</i>
willow, gray	<i>qhalal</i>
willow, red	<i>natata</i>
willow, white	<i>kalal-no</i>
willow, white	<i>qhalal</i>

Unit 12

Negative Existential Verb, Without, Not

Introduction: This lesson will focus on questions and responses used to ask someone about negative existential verbs.

The Central Pomo word *čo-w* is a specialized negative word known as a NEGATIVE EXISTENTIAL VERB. This is just a fancy way of saying that this is a word that only means that something does not exist. If you know Spanish, you should be familiar with the word *hay*, as in *hay muchos libros en la biblioteca* ‘there are many books in the library’—*hay* is an EXISTENTIAL VERB, it only means ‘there is/there are/X exists’ (note that we do not have a single word for this in English).

Whereas Spanish only has a (positive) existential verb (i.e. there is not one word in Spanish that means ‘there is/are not’), Central Pomo only has a negative existential verb (it has one word for ‘there is not; it doesn’t exist’, but it lacks a word for ‘there is/are’).

So the Central Pomo verb *čo-w* means roughly: ‘(it) did not exist; there was/were none’ I can give you a nice example of how this works in Southern Pomo:

khaʔbeʔkhe ʔač:ow

khaʔbe=ʔkhe ʔač:o-w rock =1 SG.POSS NEG.EXISTENTIAL-PERFECTIVE ‘I have no money’ (lit: ‘for me no money exists’)

In all the Pomoan languages the sound *-t̥h-* (a voiceless aspirated dental plosive) is used for negativity. Just think of this *-t̥h-* sound as the Pomoan version of *-n-* in English (as in *no, not, nought, never, nay, nill, nope, etc.*).

I present some of the morphemes of Southern Pomo that make use of this sound, and you should look closely at the recorded Central Pomo data to see whether any of these functions match for you.

t̥he: -t̥hoʔ ~ -t̥hoʔ -t̥hu -t̥hin

NEGATIVE RESPONSE PARTICLE NEGATIVE PERFECTIVE PROHIBITIVE NEGATIVE IMPERFECTIVE
‘no’ (as a response to a yes/no question) ‘didn’t’ (as in *khat̥:adu:t̥hoʔ* ‘didn’t run away’) ‘don’t!’ (as in *mi:ma:t̥hu* ‘don’t cry!’) ‘wasn’t doing’ (I can’t think of a good example)

Unit 13

Animals

Introduction: This lesson will focus on questions and responses used to ask someone about animals.

butterfly	<i>lilawa</i>
coyote	<i>a'wee</i>
deer	<i>b'she</i>
dog	<i>haiyu</i>
dragon	<i>gilak</i>
elk	<i>kasizi</i>
fox	<i>k'aw</i>
frog	<i>kawo</i>
frog	<i>tsawatak</i>
goat	<i>cheewoh</i>
gopher	<i>lum</i>
gopher	<i>lum</i>
horse	<i>gavayou</i>
horse	<i>kawaiyu</i>
jackrabbit	<i>mag'ala</i>
mouse	<i>shakot</i>
mudhen	<i>katsia</i>
mule	<i>moola</i>
mule	<i>mula</i>
panther	<i>yamot</i>
panther	<i>yamot</i>
pig	<i>goo'chii</i>
rabbit	<i>ma-kala</i>
raccoon	<i>kadus</i>

rattlesnake	<i>bakoya</i>
salamander	<i>cakawolo</i>
sea lion	<i>ka pduka</i>
seals	<i>piun</i>
sheep	<i>welega</i>
skunk	<i>uum 'peh</i>
snake, bull	<i>kamkaiyo</i>
squirrel, ground	<i>gagee</i>
squirrel, tree	<i>chamay</i>
turtle	<i>kawina</i>
turtle	<i>kawina</i>
whale	<i>kate</i>

Go after the cow.

bahkah 'el kadim

He might sting you.

mthoe mzat ke eh

Mean bull over there.

meeda thollo chah bay'ya

Raccoon is mean.

Kadús 'el uudow chah bay ya

The goat stinks or smells.

Cheewoo 'el tut um msheu

The pig eats a lot.

kóchii ba'a qhahtheh

This dog eats too much.

bul hiyou 'el bahah ah qhatheh

Where is my cat?

Eywa khe gathu?

Unit 14

Foods

Introduction: This lesson will focus on questions and responses used to ask someone about foods eaten.

abalone	<i>kash</i>
acorn mush	<i>pdu'</i>
acorn mush	<i>taa'oo'</i>
angelica	<i>bachowa</i>
apple	<i>ahpul</i>
apple	<i>monsuna</i>
baby slipper	<i>ka ta</i>
barnacles	<i>ka-tu</i>
beads	<i>talea</i>
beans	<i>I'hól</i>
berries	<i>da-wooh</i>
blackberries	<i>te tamo</i>
blackberry	<i>titama</i>
bread	<i>chnii</i>
buckeye berries	<i>ba sha</i>
bullhead	<i>ba tak</i>
bullhead, river	<i>ba ta la</i>
bullhead, small	<i>batala</i>
bullheads	<i>batok</i>
cabbage	<i>kollis</i>
candy	<i>dulce</i>
carrots	<i>senodah</i>

china slipper	<i>mu</i>
clam	<i>laqo</i>
clam	<i>laq'o ma'a</i>
clover	<i>soo'</i>
cod	<i>tza hu ma sha</i>
cod, rock	<i>sam cha</i>
codfish	<i>shumaca</i>
corn	<i>may yish</i>
deer jerkey	<i>nukuk</i>
devilfish	<i>cil</i>
dumplings	<i>pok lon</i>
eel	<i>bau wool</i>
eel, ocean	<i>tza kamla</i>
eel, ocean, small	<i>tza ko cha</i>
eel, river	<i>ban wool</i>
egg	<i>ch'oo</i>
egg shell	<i>ch'o kata</i>
egg, duck	<i>k'aiyan tco</i>
egg, goose	<i>dala tco</i>
egg, quail	<i>tcakaka tco</i>
egg, turtle	<i>kawina tco</i>
fish	<i>ca</i>
fish-net	<i>baiyak</i>
fish-spear	<i>ca-yabai</i>
fish, devil	<i>sheel</i>
fish, devil	<i>skeel</i>
flour	<i>udenna</i>

food	<i>ba'aa</i>
food	<i>ma'aa</i>
grapes	<i>bum-tho</i>
grasshopper	<i>shako</i>
grease bread	<i>puii chnii</i>
grey squirrel	<i>ku-ma</i>
hazel nuts	<i>me dish</i>
holly berries	<i>backut</i>
honeycomb	<i>tecemdu</i>
hook bill	<i>ba kat</i>
hookbills	<i>bakat</i>
huckleberries	<i>ka kie</i>
huckleberry	<i>kakai</i>
huckleberry, red	<i>koto</i>
lard	<i>manti'ke</i>
leaching acorn	<i>sh'eumo</i>
lettuce	<i>soh</i>
lizard	<i>m'tulu</i>
lobster	<i>k'i</i>
manzanita berries	<i>ba kie</i>
meat	<i>be'che</i>
milk	<i>leche</i>
mush	<i>too</i>
mussel	<i>qhaw</i>
mussels	<i>kau</i>
night fish	<i>iwea we sha</i>
night fish	<i>iwea we sha</i>

oak, black	<i>a lap pe lu</i>
oak, live	<i>m tshe</i>
oak, mush	<i>sa pa</i>
oak, tan	<i>my ish</i>
oats	<i>ba-bana</i>
pear	<i>hosh shoo shoo</i>
pepper	<i>mdamdaw</i>
pepper	<i>'e thum thaw</i>
perch	<i>ka bo ka</i>
perch, small	<i>ta lie</i>
pigeon berries	<i>ko to</i>
pigs feet	<i>ja-show</i>
pine nuts	<i>sheya indish</i>
pinole	<i>ye ha</i>
pinole, meal	<i>yihu</i>
potato	<i>bu</i>
potato, Indian	<i>bu'</i>
pumpkin	<i>kal wassah</i>
raspberries	<i>bash kat</i>
rattlesnake	<i>bakoyo</i>
rice	<i>an doh soh</i>
salile berry	<i>toltol</i>
salmon	<i>shamew sha</i>
salmon, dog (chinook)	<i>nu</i>
salmonberry	<i>dawoy</i>
salt	<i>tako</i>
sand figs	<i>ka ka li</i>

sea anemone	<i>pacad</i>
sea flower	<i>moo'</i>
sea urchin	<i>qhat'it'</i>
seaweed	<i>toono'</i>
selal berries	<i>tol tol</i>
smelt	<i>t'zu-cha</i>
smelt (surfish)	<i>tcusa</i>
snail	<i>ts'qhaw</i>
snails	<i>tsaka</i>
sole	<i>na da tcha na</i>
steelhead	<i>cha meu cha</i>
strawberries	<i>ma mul</i>
sugar	<i>dul'si</i>
surf fish	<i>zushasurfish</i>
thimble berries	<i>se nas ta</i>
thimble berry	<i>sharde</i>
tomato	<i>tho mathee</i>
trout	<i>lawem</i>
trout	<i>mu em</i>
trout, sea	<i>ta she ma cha</i>
trout, sea	<i>tashi madja</i>
trout, small river	<i>meum</i>
walnut	<i>m-dish</i>
watermelon	<i>sunthe-aa</i>
wild onion	<i>ka ba</i>

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Unit 14

Foods

Introduction: This lesson will focus on questions and responses used to ask someone about foods eaten.

Surfish	<i>zusha</i>
Night fish	<i>iwea we sha</i>
Dumplings	<i>pok lon</i>
Carrots	<i>senoda</i>
Rattlesnake	<i>bakoyo</i>
Grey squirrel	<i>ku-ma</i>
Wild onion	<i>ka ba</i>
Salmon	<i>shameu sha</i>
Trout	<i>lawem</i>
Clam	<i>laqo</i>
Barnacles	<i>ka-tu</i>
China slipper	<i>mu</i>
Baby slipper	<i>ka ta</i>
Deer jerkey	<i>nukuk</i>
Salmonberry	<i>dawoy</i>
Rice	<i>andosoh</i>
Snails	<i>tsakaw</i>
Pigs feet	<i>ja-show</i>
Lizard	<i>m'tulu</i>

Grasshopper	<i>shako</i>
Angelica	<i>bachowa</i>
Bullhead	<i>batok</i>
Devilfish	<i>cil</i>
Cod	<i>tsa hu ma sha</i>
Eel	<i>bau-wool</i>
abalone	<i>kash</i>
acorn mush	<i>pdu'</i>
acorn mush	<i>taa'oo'</i>
apple	<i>ahpul</i>
apple	<i>monsuna</i>
beads	<i>talea</i>
beans	<i>'ehol</i>
beans	<i>eehol</i>
berries	<i>da-wooh</i>
blackberries	<i>te tamo</i>
blackberry	<i>titama</i>
bread	<i>chnii</i>
bread	<i>chinee</i>
buckeye berries	<i>ba sha</i>
cabbage	<i>kollis</i>
candy	<i>dulce</i>
carrots	<i>senodah</i>
clover	<i>soo'</i>
clover	<i>soh</i>

clover	<i>ka wo so</i>
clover	<i>pa am so</i>
clover	<i>so</i>
clover	<i>tchi peel so</i>
clover	<i>yel so</i>
corn	<i>myish</i>
corn	<i>may yish</i>
egg	<i>ch'oo</i>
egg	<i>tco</i>
egg shell	<i>ch'o kata</i>
egg, duck	<i>k'aiyan tco</i>
egg, goose	<i>dala tco</i>
egg, quail	<i>tcakaka tco</i>
egg, turtle	<i>kawina tco</i>
flour	<i>udenna</i>
food	<i>ma'aa</i>
food	<i>bahah</i>
grapes	<i>bum-tho</i>
grease bread	<i>puii chnii</i>
hazel nuts	<i>me dish</i>
hollly berries	<i>backut</i>
honeycomb	<i>tecemdu</i>
huckleberries	<i>ka kie</i>
huckleberry	<i>kakai</i>
huckleberry, red	<i>koto</i>
lard	<i>manti'ke</i>
leaching acorn	<i>sh'eumo</i>

lettuce	<i>soh</i>
lobster	<i>k'i</i>
manzanita berries	<i>ba kie</i>
meat	<i>pice</i>
meat	<i>p'ce</i>
milk	<i>lachii</i>
milk	<i>leche</i>
mush	<i>too</i>
oak, black	<i>a lap pe lu</i>
oak, live	<i>m tshe</i>
oak, mush	<i>sa pa</i>
oak, tan	<i>my ish</i>
oats	<i>ba-bana</i>
oats	<i>ba-bana</i>
pear	<i>hosh shoo shoo</i>
pepper	<i>mdamdaw</i>
pepper	<i>'e thum thaw</i>
pigeon berries	<i>ko to</i>
pine nuts	<i>sheya indish</i>
pinole	<i>ye ha</i>
pinole, meal	<i>yihu</i>
potato	<i>bu</i>
potato	<i>buh</i>
potato, Indian	<i>bu'</i>
pumpkin	<i>kal wassah</i>
raspberries	<i>bash kat</i>
rice	<i>adose</i>

rice	<i>an doh soh</i>
salile berry	<i>toltol</i>
salmonberry	<i>dawoi</i>
salt	<i>tako</i>
sand figs	<i>ka ka li</i>
sea flower	<i>moo'</i>
seaweed	<i>toono'</i>
selal berries	<i>tol tol</i>
snails	<i>tsaka</i>
strawberries	<i>ma mul</i>
sugar	<i>dul'si</i>
thimble berries	<i>se nas ta</i>
thimble berry	<i>sharde</i>
tomato	<i>tho mathee</i>
walnut	<i>m-dish</i>
watermelon	<i>sunthe-aa</i>

Unit 15

Foods: Eating/Cooking/Preparing/Harvesting

Introduction: This lesson will focus on questions and responses used to ask someone about gathering, preparing, storing and eating food.

While the woman cooked, she watched the children. *Mata 'el ma'a yhéduṁ kúchii phdén*

While the woman cooked, the man watched the children. *Mata'el ma'a yhénda báya'el k'úchii phdén*

I came into the house, I sat down, and I started to eat. *aa chawyoba máti 'chachba ma'a qa yu'chiw.*

I'm going home to eat. *Jal yo-ke ma'a gawunkhe.*

I'm going to eat. *'aa gawun khe.*

Do you want to eat? *Ma ma'a dot do?*

What do you want to eat? *Qho wa ma gawun dot do?*

What are you going to eat? *Qho wa ma gawun khe?*

Where are you going to eat? *Ey wa ma ma'a gawun khe?*

What is the name of this food? *Qho chii wa bal ma'a 'el?*

That food smells good. *Ma'a q'dii emshew.*

Eat some food. *Ma'a gawadum.*

This food tastes good. *Ma'a 'el k'dii qhathaw.*

Tastes good *q'dii qhathaw*

Drink tastes good. *Q'dii staa*

What is this? *Balwa qho?*

She brought the food. *Ma'a 'el qhoshdiya.*

Boil or cook *shtum*

Fry or cook *esut (Point Arena)*

Fry or cook *e' thaa gumm (Hopland)*

They're cooking the food. *Ma'a 'e thaa ki yio'wa.*

Going to cook. *Em thaa qhow-khe.*

I boiled it.

Cooking the food

Stir the food

The food is finished.

The meat looks raw.

The meat tastes raw.

I want to eat.

I'm going to eat.

Come eat with us.

You go and eat, too.

I want a soda.

Cook some potatoes

I'm going to cook some potatoes.

Stir the potatoes.

Eat some potatoes.

Potatoes taste good.

I want to eat some eggs.

Eat some eggs.

Stir the eggs.

Bring all the eggs.

Tastes hot.

Bring me bread

Bring me water

'aa shtúm 'e

'e thaa gawun.

ma'a 'e sha yoljim.

Ma'a 'e thii aw tha.

Beche ka shoy em'thaa

Beche 'e kashoy ka thaa.

'aa ma'a dawa

'aa ma'a gawunkhe

Ya jal a'aa ga-waduun.

Ma'kii ma'a ga waduun

'aa SODA da wah

buu shtum chum

'aa buu shtum khe

Bu 'e sha yoljim.

Buu gawadum

Buu 'e ka de ka-ta.

'aa ch'oo gawun dotdo.

Ch'oo ga wadum

Ch'oo sha yoljim.

Ch'oo 'el kamó daduum

Ho'staa

qha chinii daduum

khe qha daduum.

Unit 16

Hygiene/Washing Body

Introduction: This lesson will focus on questions and responses used to ask someone about their body parts in regards to maintaining hygiene and washing body.

Unit 17

Directions/Going-Coming

Introduction: This lesson will focus on questions and responses used to ask someone about directions, going and/or coming places.

Unit 18

Natural Landscapes/Topography

Introduction: This lesson will focus on questions and responses used to ask someone about the natural landscapes and topography.

Unit 19

Weather, Natural Elements

Introduction: This lesson will focus on questions and responses used to ask someone about the weather, including natural elements.

Unit 20

Housing Structures/Home

Introduction: This lesson will focus on questions and responses used to ask someone about their house, housing structures, and family home.