

Unit 1

Basic Northern Pomo Sounds/Alphabet

Introduction: Sounds of Central Pomo

		BILABIAL	DENTAL	ALVEOLAR	POST-ALVEOLAR	PALATAL	VELAR	UVULAR	GLOTTAL	
STOP	VOICED	b	-----	d	-----	-----	-----	-----	-----	
	VOICELESS	UNASPIRATED	p	t̚	t̚	-----	-----	k	q	ʔ
		ASPIRATED	p^h	t̚^h	t̚^h	-----	-----	k^h	q^h	-----
		EJECTIVE	p̚	t̚̚	t̚̚	-----	-----	k̚	q̚	-----
AFFRICATE	UNASPIRATED	-----	-----	(ts)	č	-----	-----	-----	-----	
	ASPIRATED	-----	-----	-----	č ^h	-----	-----	-----	-----	
	EJECTIVE	-----	-----	ts̚	č̚	-----	-----	-----	-----	
VOICELESS FRICATIVE		-----	s	š	-----	-----	-----	h		
VOICED APPROXIMANT		w	-----	l	-----	y	-----	-----	-----	

Sound Chart: Northern Pomo

Sounds Rough equivalences in English or Spanish

a short "a": "but"

aa long "a": "pot"

ay like the pronoun "I"

e short "e": "bet"

ee long "e": "bait"

i short "i": "amigo"

ii long "i": beat

o short "o": something like "bought" but shorter

oo long "o": something like boat; long but shorter vowel sound

u	short “u”: “ <u>b</u> ook” but a little shorter
uu	long “u”: “b <u>oo</u> t”
b	“ <u>b</u> at”
c	like “k” but a little further forward
ch	“ <u>ch</u> ease”
ch!	“ch” as in “ <u>ch</u> ease,” but popped
d	“ <u>d</u> ad”
<u>d</u>	like “ <u>d</u> ad” but not aspirated
g’	“ <u>sk</u> in”; aspirated
gh	further back in throat than “ <u>sk</u> in”
h	“ <u>h</u> at”
j	shorter, like Spanish “cha” sound
k	further back than “c”
k’	“ <u>k</u> in”; aspirated
k!	“k” as in “ <u>k</u> in,” but popped
l	“ <u>l</u> ap”
m	“ <u>m</u> om”
n	“ <u>n</u> ut”
<u>p</u>	“ <u>sp</u> in”; not aspirated
p’	<u>p</u> at; aspirated
q	like “ <u>sc</u> uff,” but further back
q’	like <u>Bach</u>
q!	like “q”, similar to “ <u>sc</u> uff,” but popped
s	“ <u>s</u> ee”

sh	“ <u>sh</u> ack”
t	like Spanish “ <u>t</u> aco”; “h” is there, but not aspirated
th’ teeth	like “ <u>t</u> on”; aspirated with slight “h” sound; with tongue on teeth
th’!	like “ <u>t</u> on” but popped
t	“ <u>st</u> ew”; not aspirated
t’	“ <u>t</u> one”; aspirated
t’!	like “ <u>t</u> one” but popped
ts!	like “ <u>wet</u> s” but popped
y	“ <u>y</u> awn”
’	glottal stop, like “uh_uh”
‘	aspirated; always follows another letter, such as “k” or “p”

Unit 2

Northern Pomo Grammar

Introduction: Speaking Northern Pomo

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

To speak Northern 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 Northern Pomo you sometimes have to learn to put words together in new ways.

Lesson 1 **making words/sentences**

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

For example,

Unit 3

Northern Pomo Greetings

Introduction to Northern Pomo greetings, vocabulary and phrases associated with getting to know people, or when completing introductions of oneself.

kidí mac'í

good day

'áa shí Misty

I am Misty

Unit 4

Northern Pomo Eating/Animals

Eating/food/animals

'ál xaadús má'aa daqaac'é	The raccoon wants food
k'ó ma'adz'in 'ál xaadús?	What does the raccoon eat?
'ál xaadús shá ma'adz'in	The raccoon eats fish.
k'ó daqaac'é 'ál shá?	What does the fish want?
'ál shá má'aa daqaac'é	The fish wants food
k'ó ma'adz'in 'ál shá?	What does the fish eat?
'ál shá shaago ma'adz'in	The fish eats grasshoppers
k'ó daqaac'é ál k'áw?	What does the fox want??
'ál k'áw má'aa daqaac'é	The fox wants food.
k'ó ma'adz'in 'ál k'áw?	What does the fox eat?
'ál k'áw shegood ma'adz'in	The fox eats jackrabbits
k'ó daqaac'é ál shegood?	What does the jackrabbit want?
'ál shegood má'aa daqaac'é	The jackrabbit wants food
k'ó ma'adz'in 'ál shegood?	What does the jackrabbit eat?
'ál shegood so ma'adz'in	The jackrabbit eats clover
k'ó daqaac'é ál bigáy?	What does the squirrel want?
'ál bigáy má'aa daqaac'é	The squirrel wants food
k'ó ma'adz'in 'ál bigáy?	What does the squirrel eat?
'ál bigáy biidú ma'adz'in	The squirrel eats acorns
k'ó daqaac'é 'ál bitáa?	What does the bear want?
'ál bitáa má'aa daqaac'é	The bear wants food
k'ó ma'adz'in 'ál bitáa?	What does the bear eat?
'ál bitáa shá ma'adz'in	The bear eats fish
k'ó daqaac'é 'ál bishé?	What does the deer want

'ál bishé má'aa daqaac'é

k'ó ma'adz'in 'ál bishé?

'ál bishé so ma'adz'in

The deer wants food

What does the deer eat?

The deer eats acorns

Unit 5

_____ Northern Pomo Colors/Markings

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

Red *tahts she-bah'*

Yellow *kahl-lay wash'*

Green sa-kaht'

Blue sa-kaht'

Black kaht-se'

White kahl-le'

Gray kahl-le'

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

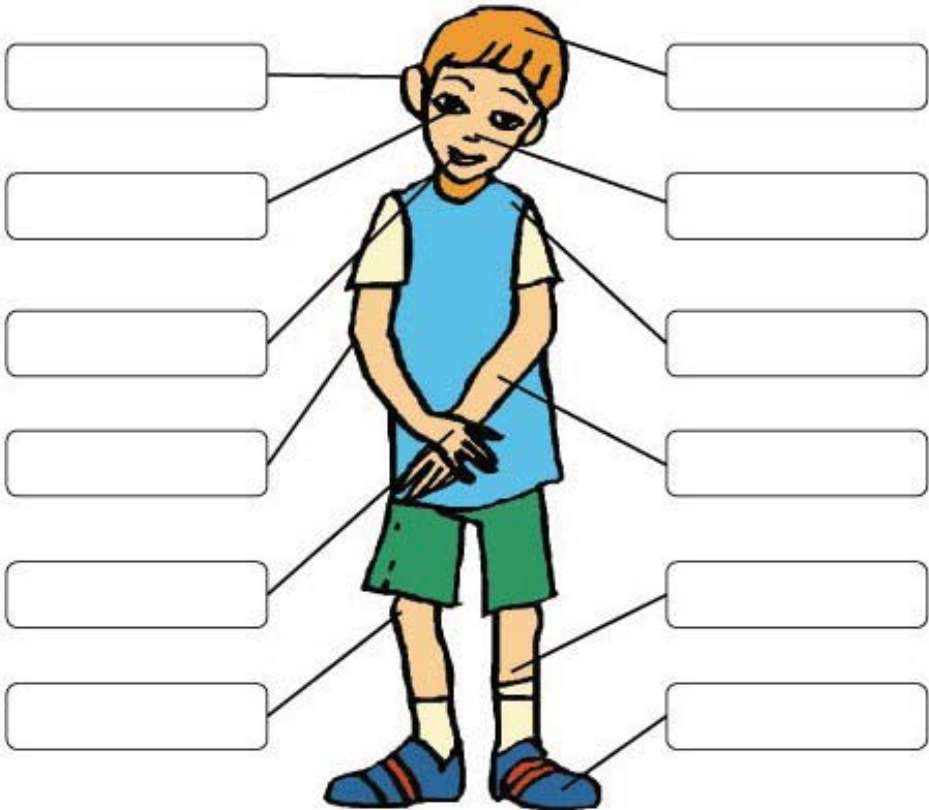
shut-tol'

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 7

Northern Pomo Animals

Introduction to Northern Pomo vocabulary and phrases associated with animals.

k'ó daqaac'é 'ál k'addallóm?	What does the cat want?
'ál k'addallóm má'aa daqaac'é	The cat wants food.
k'ó ma'adz'in 'ál k'addallóm?	What does the cat eat?
'ál k'addallóm shíq'ot ma'adz'in	The cat eats mice
k'ó daqaac'é 'ál shíq'ot?	What does the mouse want?
'ál shíq'ot má'aa daqaac'é	The mouse wants food.
k'ó ma'adz'in 'ál shíq'ot?	What does the mouse eat?
'ál shíq'ot biidú ma'adz'in	The mouse eats acorns
k'ó daqaac'é 'ál biidú	What do the acorns want?
'ál biidú xá daqaac'é	The acorns want water
k'ó daqaac'é 'ál sillit?	What does the skunk want?
'ál sillit má'aa daqaac'é	The skunk wants food.
k'ó ma'adz'in 'ál sillit?	What does the skunk eat?
'ál sillit shaago ma'adz'in	The skunk eats grasshoppers
k'ó daqaac'é 'ál shaago?	What does the grasshopper want?
'ál shaago má'aa daqaac'é	The grasshopper wants food.
k'ó ma'adz'in 'ál shaago	What does the grasshopper eat?
'ál shaago so ma'adz'in	The grasshopper eats clover
k'ó daqaac'é 'ál xaadús?	What does the racoon want?
'ál xaadús má'aa daqaac'é	The racoon wants food
k'ó ma'adz'in 'ál xaadús?	What does the racoon eat?
'ál xaadús shá ma'adz'in	The racoon eats fish.
k'ó daqaac'é 'ál shá?	What does the fish want?
'ál shá má'aa daqaac'é	The fish wants food

k'ó ma'adz'in 'ál shá?

'ál shá shaago ma'adz'in

k'ó daqaac'é ál k'áw?

'ál k'áw má'aa daqaac'é

k'ó ma'adz'in 'ál k'áw?

'ál k'áw shegood ma'adz'in

k'ó daqaac'é ál shegood?

'ál shegood má'aa daqaac'é

k'ó ma'adz'in 'ál shegood?

'ál shegood so ma'adz'in

k'ó daqaac'é ál bigáy?

'ál bigáy má'aa daqaac'é

k'ó ma'adz'in 'ál bigáy?

'ál bigáy biidú ma'adz'in

k'ó daqaac'é 'ál bitáa?

'ál bitáa má'aa daqaac'é

k'ó ma'adz'in 'ál bitáa?

'ál bitáa shá ma'adz'in

k'ó daqaac'é 'ál bishé?

'ál bishé má'aa daqaac'é

k'ó ma'adz'in 'ál bishé?

'ál bishé so ma'adz'in

What does the fish eat?

The fish eats grasshoppers

What does the fox want??

The fox wants food.

What does the fox eat?

The fox eats jackrabbits

What does the jackrabbit want?

The jackrabbit wants food

What does the jackrabbit eat?

The jackrabbit eats clover

What does the squirrel want?

The squirrel wants food

What does the squirrel eat?

The squirrel eats acorns

What does the bear want?

The bear wants food

What does the bear eat?

The bear eats fish

What does the deer want

The deer wants food

What does the deer eat?

The deer eats acorns

Unit 9

Northern Pomo Family/Kinship Terms

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

adopted person	<i>kah we</i>
anybody	<i>shee bah chah</i>
aunt (father's sister)	<i>ah-woo'</i>
aunt (mother's sister)	<i>ah-she'</i>
baby	<i>kah-wil-lo, or kah we' shi yah</i>
boy, little (4-12 yr)	<i>kwe-ah-bah be tsok</i>
brother-in-law (husband's brother)	<i>buk-kun</i>
brother-in-law (man's sister's husband)	<i>buk kon'</i>
brother-in-law (wife's brother)	<i>ah we' mah bah'</i>
brother, elder	<i>ah-kee</i>
brother, younger	<i>ah tee'</i>
child	<i>kii kah</i>
child, my	<i>ke kah we'</i>
children	<i>ka wees</i>
children, my	<i>ke kah-we'ah</i>
cousin	<i>bahtee'</i>
crazy	<i>shah ut</i>
daughter	<i>kay-ah-pun-ne</i>
different	<i>doo</i>
enemy	<i>choo-mi' ah</i>
everybody	<i>du lay'-chah</i>

father	<i>ma-e'</i>
father addressed	<i>may eh dah</i>
father, his	<i>meh mayeh</i>
father, my	<i>ah may-ay</i>
father, your	<i>may eh</i>
fierce	<i>mah-sahn'</i>
fisherman	<i>shah-dun'-bah</i>
fisherman	<i>shah bo'oh mah'</i>
friend	<i>kah-nim'-mah</i>
girl, little (4-12 yr)	<i>kah we ah mah tah be tsok</i>
grandchild	<i>ba-choo te'</i>
grandfather (father's father)	<i>ah-bah'</i>
grandfather (mother's father)	<i>ah-tsah'</i>
grandmother (father's mother)	<i>ah ma</i>
grandmother (father's mother)	<i>ah-mah'</i>
grandmother, great (father's side)	<i>boo-mah'</i>
grandmother, great (mother's side)	<i>ah-kah'</i>
grandmother, great (mother's side)	<i>buk-kah'</i>
hunter	<i>bish-she -bo-on' po'ma'</i>
husband	<i>bah'</i>
husband, my	<i>kay bah</i>
husband, your	<i>me' bah'</i>
lover	<i>ke kahwe-ah bah</i>
man	<i>bah, bahyah, baiyah</i>

man, married	<i>mah'-tah po-bah</i>
man, middle aged	<i>chah de lay</i>
man, my	<i>ke bah</i>
man, old	<i>boo-sah'</i>
man, young	<i>da ko sah</i>
man, young (single)	<i>yah-kah-tah'</i>
many people	<i>chah bah-te</i>
mother	<i>tedi</i>
mother addressed	<i>bel hom ted-di</i>
mother spoken of	<i>ahm-te', ah'te'</i>
mother-in-law (husband's mom)	<i>ah' mee shah</i>
mother-in-law (wife's mother)	<i>ah' mee shah'</i>
mother, my	<i>ke ah'te</i>
nephew	<i>ah shu ah hahn'</i>
niece	<i>ah-chah'men</i>
nobody	<i>chah show</i>
orphan	<i>koo-yah</i>
partner	<i>muk-kon</i>
partner	<i>muk-kahn</i>
people (Indian)	<i>chah po'ma</i>
people, first	<i>chah'-do-kol</i>
people, white	<i>mah-sahn'</i>
person, one	<i>chah chah</i>
person, two	<i>chah ko</i>
relative, relation	<i>ke kah-nim-mah</i>
sister-in-law (husbands' sister)	<i>bah shoo' tee</i>
sister-in-law (wife's sister)	<i>ah shoo te</i>

sister, elder	<i>ah day</i>
somebody	<i>sha bah</i>
somebody's coming	<i>chahcho hon</i>
son, my	<i>ke kah we</i>
stranger	<i>chah-doo</i>
stranger	<i>doo-mah-keh</i>
sweetheart, he says	<i>ke' we'-ah mah'tah</i>
that woman (she)	<i>mun</i>
thief	<i>mah-kah'</i>
twins	<i>bit-tsay</i>
uncle (father's brother)	<i>ah-chay</i>
uncle (mother's brother)	<i>ah-tsoo'</i>
unter	<i>bo'on ah</i>
who is that fellow?	<i>shu-bah' te-nah</i>
widow	<i>dah duu wel</i>
widow	<i>yah kah-tah'</i>
widower	<i>boo-doo-wel</i>
wife, my	<i>kay dah han or kay mah'tah</i>
woman	<i>mah'-tah</i>
woman, barren	<i>dahs'</i>
woman, barren	<i>mah'-tah dahs</i>
woman, married	<i>bah'po or mah'tah ah bahpo</i>
woman, old	<i>da tah'</i>
woman, young	<i>dah-shee</i>
woman, young (single)	<i>yah kah-tah</i>

Unit 11

Northern Pomo Celestial/Directions

Introduction: This lesson will focus on questions and responses used to ask someone celestial bodies and directions.

north	<i>choo hoo lah'</i>
south	<i>me he' lah</i>
east	<i>sho-o</i>
west	<i>bo, baw</i>
sun	<i>maci dah</i>
moon	<i>du we dah</i>
new moon	<i>da shoo wey</i>
full moon	<i>dah dah-dahl</i>
star	<i>taw-til'</i>
shooting star	<i>taw' til kah'-lin</i>
pleiades	<i>twin stars</i>
milky way	<i>kah-le'dah</i>
sky	<i>kah le</i>
road	<i>dah</i>
air	<i>kah le shu kah</i>
sunshine	<i>kah ko mut tah man</i>
moonlight	<i>pit tah mahn</i>
moonlight	<i>dah chah mahn</i>
dah	<i>moon</i>
shining	<i>chah mahn</i>
daylight, early morning	<i>kah ahn'</i>
darkness	<i>shah-kum'</i>
getting dark	<i>shah kum mum</i>
light)(in general)	<i>mut tahm</i>

clear	<i>kah-le</i>
fog clearing away	<i>be-dah kum kah-le-jin (fog + clearing away)</i>
kah le jin	<i>clearing away</i>
cloudy	<i>kah bah li'</i>
cloud, a	<i>kah bah'</i>
fog	<i>be dah kum'</i>
rain	<i>dis she'</i>
wind	<i>yah'</i>
wind, strong	<i>yah'-yahk</i>
storm	<i>mah-ko'-men</i>
thunder	<i>kah'le mah tsim'-mahn</i>
earth	<i>mah tsim-mahn</i>
lightening	<i>kah le ho me-dah'-lin</i>
rainbow	<i>ba-ha-tah ke'-lah</i>
snow	<i>yu'</i>
hail	<i>yu cha-sahl</i>
Ice	<i>em' mah</i>
frost	<i>em'-mah</i>
cold weather	<i>kah se me chah'</i>
cold object	<i>kah se'</i>
hot weather	<i>mu tah' ho me-than</i>
hot object	<i>hoh'</i>
warm	<i>ho mut-than</i>

Lesson 1 – Sentences

hille béta múl t'ot'ól na?

Where is that star?

múl t'ot'ól mináa na

The star is above

hille béta múl mít'aa na?

Where is the sun?

múl mít'aa mináa na

The sun is above

hille béta 'ál máa na?

Where is the earth??

'ál máa yów na

The earth is below

hille béta múl diwída na?

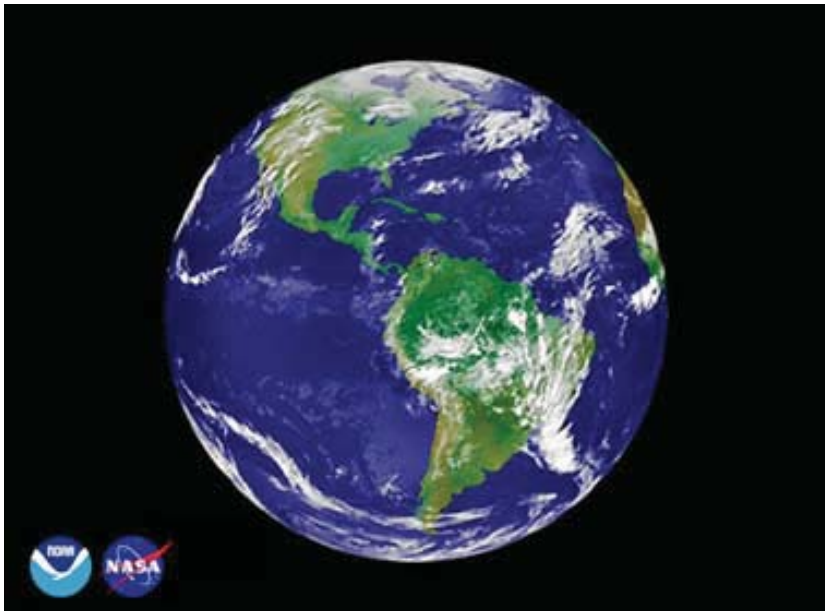
Where is the moon?

múl diwída mináa na

The moon is above

Lesson 1

Identify the following images using Northern Pomo celestial vocabulary.



_____ earth



eclipse



_____ star



_____ milky way



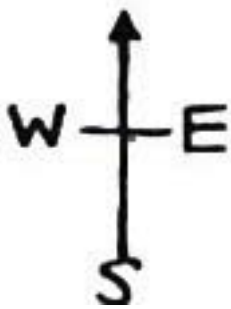
_____ shooting star



_____ clouds



_____ sun



North _____

South _____

East _____

West _____

Unit 12

Frequency/Time/Quantity

Introduction: This lesson will focus on questions and responses used to ask someone about frequency, time and quantity.

once	<i>chah me-in'</i>
twice	<i>ko' me-in</i>
three times	<i>se-boo' me-in'</i>
four times	<i>tahk' me-in</i>
five times	<i>shal' me in</i>
ten times	<i>ko-ahl me-in</i>
first	<i>how'</i>
last	<i>sil-le</i>
sometimes	<i>sha</i>
sometimes	<i>oo-e'-tah'</i>
little while	<i>da-shah</i>
always	<i>doo la wahl</i>
never	<i>mahl shon'</i>
don't do it	<i>non'-hun'</i>
now	<i>sha'-a</i>
now	<i>beh'</i>
not yet	<i>o'-hun'</i>
by and by	<i>oo'-e-tah'</i>
going	<i>du-hoon'</i>
where are you going	<i>ha ba deh mah de hun</i>
after	<i>sil-lel'-te</i>
soon	<i>oo'-e-tah'</i>
little while	<i>da-shah'</i>
next time	<i>du hah'</i>
long ago	<i>sha - a- tin'</i>

already (previously)	<i>wi'</i>
already	<i>ool</i>
tape 2	
plenty	<i>bah-te</i>
not any	<i>shon</i>
not much	<i>be kahl'</i>
enough	<i>bah-te</i>
not enough	<i>bah te' tin nah</i>
I've not got enough	<i>ko'dah moo- chah hahn'</i>
full	<i>hah-chah'</i>
empty	<i>kah-tah'</i>
all	<i>du la</i>
some	<i>be kahl' nah</i>
any kind	<i>chal lil</i>
another	<i>doo-nah'</i>
many or much	<i>bah ta</i>
few or not much	<i>be kahl' shon</i>
more	<i>du'</i>
more like	<i>doo dahn</i>
less	<i>be-kahl</i>
one less	<i>shom *see numbers*</i>
all gone, none	<i>du la shon</i>
none or nothing	<i>du la shon</i>
how many?	<i>sut ta' tan-nah</i>
half (in length)	<i>ko lan'</i>
half (in quantity)	<i>ko-lan'</i>

not quite half	<i>be ahl ma-nahm</i>
double	<i>chal'mon-nah'</i>
a piece	<i>be-tsook'</i>
measure of length	<i>doo-che', or doo che'en'</i>
trying to measure it	<i>non-nan'-kah</i>
unit of value (money)	<i>ki-yah</i>
very thick ones, half inch	<i>min-nah moo-le</i>
red or white stone	<i>po'</i>

Unit 13

Position/Distance

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

up	<i>oo'-ye</i>
down	<i>yo'-wil</i>
above (or over)	<i>yah' min-nah'</i>
deep	<i>yo'-wil</i>
below (or under)	<i>ba yo'</i>
up stream	<i>ba dun-no'</i>
down stream	<i>ba yo'</i>
inside	<i>ba chow'</i>
outside	<i>ba chid-dah'</i>
this side	<i>bel'-te'</i>
this side	<i>bel-low'-te</i>
other side (far side)	<i>dool'-te'</i>
other side	<i>doo-low'te</i>
same side	<i>me'-me in'</i>
same side	<i>be-lul'-te-me-in</i>
across	<i>mo' me-lal'-nah</i>
top	<i>me'-me-nah'</i>
bottom	<i>me'-yo'</i>
center	<i>de le'</i>
middle	<i>de-le</i>
middle	<i>de la</i>
End	<i>shah-gool' te'</i>
side	<i>sha-koo-lil'</i>
in front	<i>kow'-te</i>

behind	<i>che-doo'te</i>
Between	<i>de-le'</i>
right	<i>do-ko-wel-te</i>
left	<i>tah-wil'-lel-te</i>
alone	<i>ke-lah'</i>
days journey	<i>mah-che' wah-din</i>
mah-che' ko-lol du-hoon	<i>day + long ways+ going</i>
step, a	<i>muk-kah'-lin</i>
near	<i>she-bahl</i>
far	<i>cha-dil'</i>
close to	<i>she bahl' koo-yah'</i>
how far?	<i>is it long ways?</i>
response to how far?	<i>a little ways over here</i>
COLORS	
color	<i>she-bah</i>
colors, different	<i>doo-she bah</i>
different	<i>doo</i>
red	<i>tahts she-bah</i>
yellow	<i>kahl-la wash'</i>
green	<i>sa-kaht'</i>
blue	<i>sa-kaht'</i>
black	<i>kaht-se'</i>
white	<i>kahl-le</i>
gray	<i>kahl-le'</i>
stripe, a	<i>ba-she'</i>
striped	<i>ba-she' or dahm'</i>
spot, a	<i>dahm</i>

spotted	<i>dahm'</i>
spotted	<i>pot-to-pot-to'</i>
a drawing or picture	<i>chahl-lel'-bah- she'</i>
mark, a	<i>bu-she</i>
mark, a	<i>ba-she'</i>
mark, any	<i>chal-lel' bah-she'</i>
cross, or crossmark	<i>de-la bu-she</i>

Unit 14

Northern Pomo Seasons/Periods

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

year, a	<i>mahl'</i>
year, this	<i>ba-mahl'</i>
year, last	<i>Hah' mahl</i>
year gone by	<i>ool mah-lin</i>
year, next	<i>doo hum'- mahl</i>
year, coming	<i>mahl war-ra- de</i>
year	<i>mahl</i>
coming	<i>war-ra-de</i>
summer	<i>ma-tah' nim'- mon</i>
winter	<i>koot tsah mah'</i>
spring	<i>mah ho' nim mah</i>
fall	<i>sah hah' nim'- mah</i>
late in fall, getting cooler	<i>mah'-mah-do- mahn</i>
acorn time	<i>sah hah nim mo'</i>
month, a	<i>dah chah' day one</i>
month, two	<i>dah ko</i>

***check with literal translation -
these new terms by Misty cook for
Jan-Dec., and even days***

day, a	<i>ma-che</i>
today	<i>ba' mache</i>
yesterday	<i>how'-sheel</i>

tomorrow	<i>de wem'-mah</i>
tonight	<i>du-we'</i>
tonight	<i>ba du we</i>
daytime	<i>ma-che-kol</i>
night	<i>du we kol</i>
morning	<i>du we mah</i>
evening	<i>ba du wetch a lah'</i>
noon	<i>ma che de la</i>
midnight	<i>du we de la</i>
sunrise	<i>dah ko ye hen'</i>
sunset	<i>dah ye ha'-len</i>

Unit 15

— Northern Pomo Size/Form/Properties

Introduction: This lesson will focus on questions and responses used to ask someone about size, form and properties.

large	<i>mut-ta'</i>
awful big	<i>ho-khe</i>
small	<i>bit-sook</i>
small	<i>be-tsok</i>
small	<i>[dot]ho'</i>
heavy	<i>se-ta</i>
light	<i>tos'</i>
tall	<i>kol</i>
short	<i>tok-ko'</i>
long	<i>kol'</i>
high	<i>kol'</i>
low	<i>tok-ko'</i>
narrow	<i>kah-wim'</i>
broad	<i>bah-tem'</i>
flat	<i>tah-dal'</i>
thick, by measure	<i>li'</i>
thick, like mush	<i>li'</i>
thin (by measure)	<i>te-le'</i>
thin (like water)	<i>kah te-le'</i>
round (like a ball)	<i>tso-dol'</i>
round (like a stick)	<i>tso-dol'</i>
circle or hoop	<i>tso-dol'</i>
circle or hoop, if on the ground	<i>mah'tso-dol</i>
triangle	<i>tse-kool'</i>
square	<i>mah'-chah'</i>

point, a	<i>o', or oh'</i>
fork or crotch	<i>se-te'</i>
fork in tree or branch	<i>hi se ta</i>
hump, a	<i>buk-kahs'</i>
hump back person	<i>chah buk- kahs</i>
hump, on mountain	<i>dan-no buk- kahs</i>
zigzag	<i>se-doi</i>
crooked	<i>kil-loi'</i>
straight	<i>kesh'</i>
sharp	<i>o', or oh'</i>
blunt (point)	<i>bun-nah'</i>
smooth	<i>ko-de (good)</i>
hard	<i>yahk'</i>
soft	<i>de-what'</i>
bald	<i>shin-nah tsed-di</i>

Unit 16 Northern Pomo Social Organization/Government

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

ancient history	<i>too-ool' chun-no me-e'</i>
battle, a	<i>do-shoo'</i>
chief	<i>chah-kah-le'</i>
dance, doctor, medicine	<i>chah' me-nah' wah'-nah</i>
doctor	<i>mut-too' chah'</i>
family (my child & family)	<i>ke kah-we'-ah</i>
fight, a	<i>ko'-yah do'-shoo-non</i>
government	<i>bah-te'</i>
invitation string of sticks	<i>hi' be-tel</i>
medicine dancer	<i>ko'-o ke-menin</i>
midwife	<i>kah-we' pe-din'</i>
poison dancer	<i>ko'-o ke -menin</i>
shaman	<i>mut-too' chah'</i>
sucking doctor	<i>mut-too' chah'</i>
the olden time	<i>hin'-teel-mah'</i>
tribe	<i>chah chah-mah' but-te</i>
tribe	<i>po'-mah</i>
war	<i>do'-shoo'</i>

Unit 17 Northern Pomo Ceremonialism/Religion/Mortuary

Introduction: This lesson will focus on vocabulary used to describe religious materials, ceremonial and social dancing regalia, and other words associated with spirituality and ceremonialism.

basket for ashes and burned bones	<i>bu-che'</i>
bone whistle	<i>yah le-boo'</i>
breath in air	<i>shoo-kuh</i>
clapper stick	<i>hi'-kah-tah'kah</i>
corpse	<i>chah'she-bah'</i>
cremation	<i>ho-bah' we'-yin</i>
dance (two forms)	<i>kem'-min-nin'</i>
dancer, a	<i>ke min'-na-po'</i>
dancers, two or more	<i>ke'-min-nah po'-mah</i>
dream, a	<i>kah-ahn'-jin</i>
drum	<i>kol</i>
dwarfs	<i>cho-to'chah</i>
earth	<i>mo'</i>
fire dying down (towards end)	<i>ho-se-kahl</i>
flute	<i>le-boo'</i>
funeral pyre	<i>ho-shi'yu'</i>
ghost	<i>choo-le</i>
grave in ground	<i>mah-mo'</i>
hole	<i>mo</i>
magician	<i>choo'-le</i>

medicine or healing dance	<i>ko kem'-min-nin'</i> <i>po'-mah</i>
mermaids	<i>kah chah</i>
mermaids	<i>kah mah'tah</i>
mourning ceremony (1-2 years later)	<i>me'-nah kay-man-nin'</i>
mourning ceremony (at burial/burn)	<i>chah-de-bun'</i>
people	<i>po'-mah</i>
person	<i>chah</i>
person ground hole	<i>chah mah-mo</i>
poison	<i>ko'oh'</i>
poison dancers	<i>ko kem'min-nin'</i>
puberty dance	<i>ya-ao ke'</i>
rattle (cocoon & sand)	<i>ki-yo'-yah</i>
scarification	<i>sip-pahm</i>
singer, a	<i>keb'-bin-nah</i>
song, a	<i>ke'</i>
spirit/soul after leaving the body	<i>shoo-kah</i>
spirit/soul while in the body	<i>shoo-kuh</i>
spirit/soul-direction taken on leaving body	<i>we'-doo-hoon</i>
<i>spirit/soul-final abode is a good place, didn't believe in hell)</i>	
the ashes and burnt bones of the dead	<i>chah yah'-mah-sit'</i>
The devil, or bad spirit	<i>chah'doo-wel'</i>
The fire/ashes	<i>ho-too-lah'</i>

water people

kah chah

world maker (right name)

do-mayn

world maker (slurred)

mah-do'-nah

Unit 18

Northern Pomo Plurals

Introduction: This lesson will focus on questions and responses used to ask someone about use of plurals in Northern Pomo language.

dog, one	<i>doo-we chah'</i>
dogs, two	<i>doo-we ka'</i>
dogs, many	<i>doo-we bu-te'</i>
man, one	<i>chah-chah</i>
men, two	<i>chah' ko'</i>
men, many	<i>chah bu-te'</i>
child, a	<i>kah-we'</i>
children, many	<i>kah-we but-te</i>
children	<i>kah-wees</i>
children	<i>kah-we-yah'</i>