

The book was enhanced by Skvodo
Aug 2010

Diné Bizaad: Speak, Read, Write Navajo

Irvy W. Goossen

Salina Bookshelf
Flagstaff, Arizona

To my wife, Imogene, who patiently endured
some neglect while I was occupied for days
and months in writing these lessons.

Table of Contents

Preface	ix
The Navajo Alphabet	xii
Lesson 1 Rob dōó Kii Yazzie	1
Learn the usual greeting Introduce yourself and start a conversation Ask a person's name and inquire where he lives Ask and answer a positive question Use independent and possessive personal pronouns Question enclitics Verbs "to be, to learn it" Postpositions Verbs "to be good, to be called a name"	
Lesson 2 Ch'ínlíidi Dabighan	10
Ask and answer a yes/no question Negate a statement Family-relationship terms Practice use of place names Clan relationship terms Question markers	
Lesson 3 Háish Naalnish?	20
Ask for help Talk about work Cardinal numbers 1-10 Pluralization Person markers in verbs Interjections Verb "to work" Plural nouns Linguistic notes: neuter imperfective, imperfective, continuative imperfective	
Lesson 4 Díkwíí Béédááhai?	30
Telling time by years, months Verbs "to forget, to remember" "Maybe" Subordinate clauses Verb "to repeat it" Imperatives Syllable formation	
Lesson 5 Bessie dōó Hastiin Hall	40
Express possession Nominalizers The adjective Verbs "to read, to read it" "Teen numbers" Verb "to be" Linguistic note — perfective mode	
Lesson 6 Saad Bóhoo'aah	50
"Come in" "Sit down" How do you call that? "Come again" Verb "to name it"	
Lesson 7 John Yazzie Bighandi	60
"I'm from..." Reason for action Tell of happenings in the past Locative and directional enclitics Verb "to walk around" Review nominalizers	
Lesson 8 Áłchíní Bicheii Yighandi	70
Colors "Few, many" Farm animals Verb "to tell" Express future concepts Numbers 20+ Verb "to resemble" Spatial prefix Linguistic — word flow	
Lesson 9 Ch'aa Deeskai	80
Quote people Speak about going places Means of travel Verbs "to start out to go, to hear it" Theme prefix "When?"(future) "Tomorrow" Express purpose Verb "to say it"	

Lesson 10 Áłchíní Bimá Sání Baa Hane'	90
Express “together” Verb “to help” Work around the house Verbs “to take care of it, to be sitting, to make it as an occupation, to weave, to be interested in it” Compare both “to be” verbs	
Lesson 11 Rob dóó Sandy Hall Ch'aa Naazh'áázh	100
Tell time past Verb “go and return” Describe the weather Buying and cost Verb “to come” (perfective) Spend the night “When?” (past) Verbs “to go and return (perfective), I was given it, to buy it (perfective), it costs” Onomatopoetic words Linguistic notes — si-perfective, iterative, usitative, perfective modes	
Lesson 12 Ahił Nááhálne'	110
Express “to make” (imperfective, perfective) “Both of them, all of them” Verb “to learn it” (perfective) General time designations Verb “to work on it”	
Lesson 13 Kingóó Deeskai	120
Express “to want it, to think” Verbs “to play, to buy (future), to be dwindling away” Express waiting Verb “to run, help”	
Lesson 14 Art Binaalyéhé Bá Hooghandi	130
Count money Class verbs introduction Buying and selling Verb “to buy it” Class verb stem chart Paradigm of handling in present Linguistic review of directional and locative enclitics and combinations	
Lesson 15 Ná'iiniihídi	140
Class verbs Describe size Designate position The trading post Verb “to want more, again”	
Lesson 16 Háadi Sinil? Ndíiníít	150
Describe position with class verbs Use locative postpositions and enclitics Verb “to pick it up”	
Lesson 17 Dá'ák'eh Halánígóó Dookah	160
Verb “to go, to arrive” (future) Tell time by clock, by the sun Days of the week Verb “to go by vehicle” Adverbs of time Locative adverbs Verb “to see it, to know the place, to become”	
Lesson 18 Dá'ák'eh Halánígóó Bił Oolwoł	170
Road conditions Direct a driver Distance in miles Verb “to know him” (imperfective and perfective)	

Table of Contents

vii

Lesson 19 Kii Bimá Sání Bighandi	180
More directionals Verb “to walk along” Perfective mode in handling objects Verb “to look at it” Describe an area “There is space” Describe cool, warm “All of it” Verbs “to grow up, to make it” (passive)	
Lesson 20 Asdzáá Tsosie Bighan Góne’é	190
Names of furniture, rooms, areas of the house Meal setting - Passing Food Verbs: “to eat, to eat it, to drink, to drink it, to be famished” “Light” colors	
Lesson 21 Ch’aa Naaskaiígíí Baa Nááháne’	200
Future and perfective of “to tell it” Description of home surroundings Verbs “to eat, to drink” Indefinite dubitative Verb “to understand it” Verb “to eat, to eat it” (Perfective) Basic future prefixes Linguistic note’ Passives	
Lesson 22 Azee’ál’ííggóó	210
Variety of sicknesses Verbs “becoming, being sick” At the hospital Accompaniment verbs Verb “to sleep” (perfective) Janitorial care “to wash, to sweep, to maintain” Verb “to cough, to be kind” “A year ago; a year from now”	
Lesson 23 Názlínígóó Atiingóó Bił Oolwoł	220
Verb “to be of the opinion” Cardinal directions Verb “to commute” Road and soil conditions Seasons and weather Verb “to be snowing, to be storming, to be raining”	
Lesson 24 Názlínídóó Kii Binálí Bighangóó	230
More road conditions Making payments Expressing frustration - “to be hopeless, impossible” Verb “to talk” Miscellaneous physical area descriptions	
Lesson 25 T’ahdii Kii Binálí Bighandi	240
Verb “to ride horseback” ‘What is meant by? Body parts Descriptive names of persons, clans, animals, birds Verbs “to be different, to listen, to butcher, to butcher it, to learn it again”	
Lesson 26 Kii Bik’éí Baa Hane’	250
Verbs “to plant, to plant it (imperfective and perfective), to hoe, to grow” “Even though...” Verbs “to return, to recur” Reversionary prefix	
Lesson 27 Áłah Ná’ádleehídi	260
Verb “to return” Verbs “to begin, to convene, to attend a meeting” “It is said” Verb “to correct it” Optative verbs Verbs “to discuss it, to be lazy, to work” (perfective) “To be less than...” Verb “to look for it”	

Lesson 28 Áłah Azlíj'gi	270
Verbs “to run, to run around” “It will be done, it will be given” Chapter Officers Verbs “to arrive, to begin to speak, to work (future), to raise the hand (future), to begin to work, to spin (yarn), to sew”	
Lesson 29 Kin Áhálnéhídi	282
Alternative third person pronouns and verbs Verb “to look at it, to be born” (passive), “to use it”	
Lesson 30 Hastiin Hall Dóó Kii Ahił Nááhálne’	292
Verbs “to cry, to bark, to sleep, to be mean” Describe comparative sizes, lengths, weights “To be true”	
Appendix A Verb Paradigms	302
Appendix B The Navajo Verb Chart	311
Navajo — English Glossary	316
English — Navajo Glossary	326

Preface

Diné Bizaad: Speak, Read, Write Navajo has been prepared with three basic goals in mind: to introduce a limited, elementary vocabulary which the student can put to immediate use; to explain in layman's terms the linguistic features of the language so he can create his own sentences and speak in correct though simple form; to give the native speaker a base for reading and eventually writing his own language.

To achieve these goals, the dialogs and narratives are set in and around the home, in the classroom and on the road. These are very elementary at first but serve to initiate the student through simple question and answer settings. Students can spend time on a one-on-one basis and go to larger groups in discussing topics derived from the dialogs. Quick response drills enable the student to respond instantly, eventually without much thought, to the prompting of the model.

The book is not a grammar, nor is there any attempt made at covering all the linguistic features of the language. The main thrust is the introduction of the sounds of Navajo, the basic sentence structure and a partial application of tense, mode and aspect of the Navajo verb. This is done through the introduction of a limited basic vocabulary that is immediately useful to the student. It is not adequate for any professional application.

Diné Bizaad frees the instructor from creating drills and exercises to give time for conversation in class. Short stories in the lessons and writing assignments help the effort in learning to read and to build a vocabulary.

New vocabulary is explained in numbered sections. Copious examples accompany these explanations. Whole paradigms of verbs are introduced as needed. Some cultural topics are included.

Drill sections in each lesson help the student to respond quickly with minimal thought time. The questions pertaining to lesson dialogs and narratives can be simple oral exercises. Native speakers can be assigned more writing practice using the limited vocabulary. The drills integrate new vocabulary with words and concepts learned earlier.

Practice of lesson materials should be carried on in Navajo as much as possible. Only a few English to Navajo exercises are included. Practicing in Navajo with a few mistakes is better than using English as a crutch.

Although the Navajo language is basically the same throughout the reservation, a number of dialectal areas can be identified. In general, the western, central and eastern areas each have some distinctive features. In each there are smaller sub-areas. There are also some differences of pronunciation and expression from one clan to another. Last, as in any language, individual preferences are sometimes vigorously defended. If the lessons reflect any regional tendencies, they would be those of the south-central — Wide Ruins, Klagetoh, Greasewood and Ganado areas.

A feature sometimes thought of as a local variation, is that of making use of a word in as many situations as possible. It may not always be the best word, but is permissible in the setting. This stretching of vocabulary at times seems incorrect to native speakers. They can often think of much better ways to express themselves. But, until a person has learned a fairly large vocabulary, he does not always use the "best" word for every environment. A primer in any language makes wide use of a few basic words which are manipulated in a variety of ways. As new vocabulary is learned, some of the earlier words are dropped for more appropriate expressions.

The third person alternate verbs and pronouns have been reserved for the last lessons. The student has enough to learn and remember without the complication of the third alternate forms. Unfortunately, the form is constantly in use by native speakers and the student could profit from its use. But one can handle only about so much baggage as he enters new language territory.

Appendix A contains complete verb paradigms, including the third person alternate verbs. The list is also a source of quite a few verbs not included in the lessons.

In Appendix B there is a short explanation of the verb complex — how the verb is constructed. While the new learner has to search for the appropriate prefix in his memory bank, the fluent speaker sorts out the correct prefixes automatically and places them in the correct order. The eventual aim in acquiring the language is to be able to pick out these prefixes and “make up the language as you go.” That ability goes beyond the scope of these lessons.

The Navajo-English glossary contains the words used in the lessons. In the interest of room, only first and third person singular verbs that can be so classified are listed.

The English-Navajo glossary includes some extra words that may be useful in building a vocabulary. Because of the nature of the Navajo verbs, not all verbs in a paradigm are given.

Internal changes in the Navajo verb make for an incredibly large vocabulary that must be learned, and eventually mastered, to carry on any lengthy conversation. Mastery will normally not come for a number of years nor without considerable effort, as stated in *Diné Bizaad Bíhoqaah I*, (p. 7), “The price of fluent Navajo is high...It’s a long, hard run” and indeed continues through life.

Navajos laugh easily and a student may go through what Alan Wilson calls “the period of blunder and laughter,” (p. viii). But one should not be reluctant to use what he knows. He should laugh with the people. The truth is, he will never learn to speak the language if he waits to be perfect. The new learner of Navajo can take consolation in knowing that not all Navajos speak in flawless form. He can profit from finding a sympathetic person with whom he can feel at ease and who will coach him. Older people are often more tolerant of a new learner than are the younger ones.

Just as new and novel ways of learning other languages are introduced annually, so this book is only another step forward in acquiring Navajo. While there is some resemblance to my earlier *Navajo Made Easier*, the sequence of vocabulary introduction and the drills and exercises should be a great improvement.

In getting help from a native speaker, the student should remember that Navajo verbs are very precise and the one helping may have a slightly different situation in mind and may insist on a verb different from the one in the text. Accept such help and learn yet another expression.

If a student is able to remember a word for a day and use it correctly, he can then wait two days to review it. After that he may not need to review it for four days. This doubling of time intervals can extend into weeks, months and years.

Through the years of living on and near the reservation there have been hundreds of people who have helped me with the language. To give all of them credit would be impossible. Generally, the older people were sympathetic and some took a lot of time to help me in my early attempts at speaking Navajo.

Being a teacher, at first in the Navajo Missionary Language classes, held at various parts of the reservation, gave me a start in teaching the language. The twelve years at Northern Arizona University helped much to improve my ability to teach and to consolidate my knowledge of linguistic features. Dr. P. David Seaman and Dr. William Griffen were very helpful in giving me guidance in general linguistics.

Some years ago one of my students said, "I'd like to meet the woman who can put up with the likes of you, while you are sitting on the log at the Wide Ruins Trading Post trying out your fluency in Navajo and learning new words." My wife, Imogene, deserves special recognition for those times, as well as when she was an "office widow" during the many days over the period of years I was writing this book.

Glenn Marshall, of Thoreau, New Mexico, has been helpful in giving encouragement and in checking the manuscript for typographical and other errors.

Irvy W. Goossen
June 12, 1995

The Navajo Alphabet

A. VOWELS

1. There are four basic vowels in the Navajo alphabet. They are as follows, the first example being a Navajo word the last, the closest approximation in English.

a	gad	<i>juniper</i>	like /a/ in art
e	e'e'aah	<i>west</i>	like /e/ in set
i	sis	<i>belt</i>	like /i/ in sit
o	hosh	<i>cactus</i>	something between /ou, o/ in could and code

2. Vowels may be either long or short in duration, the long vowels being indicated by doubling of the letter. Syllables ending in /d/ or /l/ (the glottal stop) tend to sound a bit longer than those ending with other consonants or without consonants. The length does not affect of the vowels, except that /ii/ is always pronounced as /i/ in machine.

saad	<i>word</i>	bizaad	<i>his language</i>
dééh	<i>tea</i>	ahwééh	<i>coffee</i>
díí	<i>this, these</i>	biih	<i>into it</i>
dóó	<i>and</i>	yidlóóh	<i>he is cold</i>

3. Vowels with hooks under them are nasalized. Some of the breath passes through the nose in their production. If you have trouble nasalizing, think /n/ but do not vocalize it as you sound the vowel.

ayá	<i>he is eating</i>	adáádáá'	<i>yesterday</i>
aneesk'ës	<i>I hurry along</i>	háádéé'	<i>from where?</i>
tí'	<i>come on!</i>	áshíjh	<i>salt</i>
sq'	<i>star</i>	noodqóz	<i>striped</i>

4. When there is a tone mark over a letter, raise your voice slightly on that syllable.

ni	<i>you (one)</i>	ní	<i>he says it</i>
azee'	<i>medicine</i>	azéé'	<i>mouth</i>
nilí	<i>he is</i>	nílí	<i>you are</i>
doo	<i>not</i>	dóó	<i>and</i>
ndí	<i>but</i>	nít'éé'	<i>used to be</i>

5. Diphthongs and vowel clusters are: ai, aii, ao, ei, eii, eo, oi, oii, ooi. The most commonly used are:

ai	hai	<i>winter</i>	something like /i/ in kite
ei	éí	<i>that one</i>	/ay/ as in say
ao	hait'áó	<i>how?</i>	/ow/ as how
oi	deesdoi	<i>it is hot</i>	/ouy/ as in bouy

6. When only the first letter of a diphthong or vowel cluster has a mark over it, the tone is falling. When the last is marked, the tone is rising.

bilasáana
dóola

apple
bull

deídíltah
łitsxooí

we will read it
oranges

B. CONSONANTS

1. The glottal stop // is the most common consonantal sound. It sounds like the break between the two elements of “oh, oh!” The difference between “Johnny yearns” and “Johnny earns” is that the latter has a glottal stop between the last two words. All words appearing to begin with a vowel, actually begin with a glottal stop.

e'e'aah ('e'e'aah)

west

a'áán ('a'áán)

a hole

2. Following are the rest of the consonants and their English equivalents, as much as they can be given.

b	bááh	<i>bread</i>	like /p/ in spot
ch	chizh	<i>firewood</i>	like /ch/ in child
ch'	ch'ah	<i>hat</i>	_____
d	dibé	<i>sheep</i>	like /t/ in stop
dl	dlqó'	<i>prairie dog</i>	like /tl/ in belittling
dz	dził	<i>mountain</i>	like /dz/ in adze
g	gah	<i>rabbit</i>	like /k/ is sky
gh	aghaa'	<i>wool</i>	_____
h	háadi	<i>where at?</i>	harsh /h/ sound, as in huge
h	bááh	<i>bread</i>	soft final /h/
hw	hwáah!	<i>whew!</i>	like /wh/ in when
j	jádí	<i>antelope</i>	like /j/ in jar - partially unvoiced
k	ké	<i>shoe</i>	/k/ with slight /h/ sound - /kh/
k'	k'ad	<i>now</i>	_____
kw	kwe'é	<i>here</i>	like /qu/ in quick
l	lájish	<i>glove</i>	like /l/ in let
tł	tłid	<i>smoke</i>	unvoiced /l/ sound
m	shimá	<i>my mother</i>	like /m/ in mark
n	nááná	<i>again</i>	like /n/ in now
s	sis	<i>belt</i>	like /s/ in sun
sh	shash	<i>bear</i>	like /sh/ in shark, shush
t	tin	<i>ice</i>	/t/ with slight /x/ sound /tx/ (see note under 3 below)
t'	t'ah	<i>still, yet</i>	_____
tł	tłah	<i>ointment</i>	_____
t	t'ízí	<i>goat</i>	_____
ts	tsin	<i>wood</i>	like /ts/ in hats
ts'	ts'ah	<i>sagebrush</i>	_____
w	waa'	<i>beeweед</i>	like /w/ in wash

y	yá	<i>sky</i>	like /y/ in yard
z	zas	<i>snow</i>	like /z/ in zero
zh	bízhi'	<i>his name</i>	like /s/ in pleasure

3. /h/ represents the sound of /ch/ in German “ich” or /j/ in Spanish “junta”, as well as /h/ in “has.” The syllable final /h/ is soft like in English. When /h/ follows /s/ and does not represent the /sh/ digraph, the /s-h/ sequence is written /sx/, /x/ being the international symbol for /h/.

yiyiisxí for yiyiis-hí	<i>he killed it</i>		
łitsó	<i>yellow</i>	łitsxo	<i>orange (intense yellow)</i>
doo nisin da	<i>I don't want it</i>	doo nisxin da	<i>I really don't want it!</i>

4. The glottalized consonants /ch', k', t', tł', ts'/ are made by setting the mouth for the consonants and releasing with the glottis closed. These sounds are made with mouth air, rather than lung air. You can practice with /ó'oo, óch'oo' ók'oo' ót'oo, ótl'oo, óts'oo/, keeping the break between the consonant and vowel.

5. /gh/ is made far back in the mouth. Imagine you have a hair on your palate and are trying to remove it — vocally. It is made the same way as the harsh /h/ vocally.

aghaa' *wool* shighan *my home*

6. For /ł/ set your tongue for /l/ and just blow between the side of your tongue and the gums.

łíł' *horse* bit *with him*

References

Goossen, Irvy W. *Navajo Made Easier*. Flagstaff, AZ: Northland Press, 1967.

Wilson, Alan. *Breakthrough Navajo*. Gallup, NM: University of New Mexico, 1969.

Witherspoon, Gary, et. al. *Diné Bizaad Bóhoo'aah 1: A Conversational Navajo Text for Secondary Schools, Colleges and Adults*. Farmington, NM: Navajo Language Institute, 1986.

Young, Robert W. and William Morgan. *The Navajo Language: A Grammar and Colloquial Dictionary*. Albuquerque, NM: University of New Mexico Press, 1980.

— *The Navajo Language*. 1943. Reprint. Salt Lake City, UT: Deseret Press, 1972.

BÍHWIIDOO'ÁLÍGÍÍ T'ÁÁLÁÍ GÓNE'É

Lesson Goals

- Learn the usual greeting
- Introduce yourself and start a conversation
- Ask a person's name and inquire where he lives
- Ask and answer a positive question
- Use independent and possessive personal pronouns

HASTIIN HALL DÓÓ KII YAZZIE

HALL	Yá'át'ééh, ashkii.	yá'át'ééh: hello ashkii: boy
KII	Aoo', yá'át'ééh.	aoo': yes
HALL	Haash yinílyé, ashkii?	haash yinílyé: what's your name?
KII	Kii Yazzie yinishyé. Nishq'?	yinishyé: I'm called nishq': how about you?
HALL	Shí éí Rob Hall yinishyé.	shí: I éí: filler word, that one
KII	Diné bizaadísh bíhooł'aah?	diné bizaad: Navajo language -ísh: "?" bíhooł'aah: you are learning it; bizaad: his language
HALL	Aoo', diné bizaad bíhoosh'aah.	bíhoosh'aah: I'm learning it
KII	Diné bizaadísh nił yá'át'ééh?	nił yá'át'ééh: you like it
HALL	Aoo', diné bizaad shił yá'át'ééh.	shił yá'át'ééh: I like it
KII	Shí éí bilagáana bizaad bíhoosh'aah.	bilagáana: white man
HALL	Bilagáana bizaadísh nił yá'át'ééh?	bilagáana bizaad: English
KII	Aoo', bilagáana bizaad shił yá'át'ééh.	
HALL	Kii, háadi nighan?	
KII	Ch'ínlíidi shighan.	

Bilagáana hastiin Rob Hall wolyé. Hastiin Hall Ch'ínlíidi bighan. Bilagáana nilí. Diné bizaad yíhooł'aah. Diné bizaad bił yá'át'ééh.

Ashkii Kii Yazzie wolyé. T'áá diné nilí. Bilagáana dóó diné bizaad yíhooł'aah. Bilagáana dóó diné bizaad bił yá'át'ééh. Kii ałdó' Ch'ínlíidi bighan.

háadi:	where at;	nighan:	your home
Ch'ínlí:	Chinle;	di:	at, in
shighan:	my home		
hastiin:	Mr., man,	husband	
bighan:	his home;	nilí:	he is
yíhooł'aah:	he is learning it		
bił yá'át'ééh:	he likes it		
t'áá diné:	Navajo		
dóó:	and		
ałdó':	also, too		

1.1 PRONUNCIATION

Vowel Tone: You may have trouble hearing the low/high tones. Watch the vowels that have diacritics above them. They are said with a slightly higher tone than those not marked. The difference is close to half a note. It may vary according to the intensity of the statement.

Vowel Length: As explained in the earlier pronunciation guide, double vowels are longer than single ones, about twice as long.

Syllabic N: You will notice a tone mark over the /ní/ in Ch'ínlí. It is a syllable and could have been written as ní. People who speak slowly often make it a full syllable.

Glottalized Consonants, ch', t': These consonants may take some extra practice. Once you master them, the others will be relatively easy. They are made with mouth air rather than lung air. Try making the sounds with your glottis closed. When you can do that, bring the consonants and vowels closer together in the following sets: ch'...í, ch'..í, ch'.í, ch'í t'...ééh, t'..ééh, t'.ééh, t'ééh. You could start off with *which inn* and *that, eh?* and bring the words as close together as possible. The vowel sound is produced as the glottal stop is released.

1.2 The Name “Navajo”

Navajos call themselves **diné, t'áá diné:** *man; the people.* The name “Navajo” derives from a Tewa word **naabahu:** *cultivated fields, they took our fields.* In Navajo this word is said **naabeehó.** Their language is **diné bizaad:** *the people's word/language* or sometimes **naabeehó bizaad.**

1.3 White People

White people are called **bilagáana,** probably a Navajo rendering of Spanish *americano.* The English language is **bilagáana bizaad.**

1.4 Greeting

Yá'át'ééh: *it is good,* is the greeting, day or night. You will also hear: **yá'át'ééh abíní:** *good morning.* Other designations of time are usually not used in greetings.

1.5 The Handshake

Navajos tend to shake hands much more frequently than is usual in the dominant society. To a newcomer the handshake seems a bit weak. The pressure of the thumb against the back of the other person's hand carries as much affection as does a vigorous handshake. They also often shake hands when taking leave.

1.6 Independent Personal Pronouns

The subject pronoun is usually not given except for emphasis. The subject is indicated in the verb. There will be more on this after we have a few more verbs.

	<i>(singular)</i>		<i>(duoplural)</i>		<i>(plural)</i>
shí	I, mine	nihí	us, ours	danihí	us, ours
ni	you, yours	nihí	you, yours	danihí	you, yours
bí	he, his, her, hers, it, its	bí	they, theirs	daabí	they, theirs

The pronoun, ni: you, does not have the high tone of the other pronouns.

1.7 Demonstrative Pronoun

Éí: he, she, it, they, that, that one, those, a demonstrative pronoun, is frequently simply a filler word to help smooth out the flow of a sentence. It may separate two words that would otherwise seem to be connected.

Ashkii éí Kii wolyé. *The boy's name is Kee.*

Shí éí Kii yinishyé. *As for me, I'm called Kee.*

Éí ashkii haash wolyé? *What is that boy's name?*

Éí ashkii Kii wolyé. *That boy's name is Kee.*

1.8 Question Enclitics (suffixes)

Navajo has the question words for who, where, what, why, when, how, that require a statement for an answer. All other questions require a yes or no answer, or a negative or affirmative statement, much as in English. The basic yes/no question marker is -ísh. Notice the vowel changes in the last examples: Diné bizaadísh yíhool'aah? *Is he learning Navajo?* Diné ashkiísh bilagáana bizaad yíhool'aah? *Is the Navajo boy learning English?*

Dinéésh bilagáana nilí? *Is the man a white man?*

Bilagáanaásh Mr. Hall wolyé? *Is the white man's name Mr. Hall?*

Another enclitic, **-shá'**, translates roughly into *how about...?*

Ashkiishá'? *How about the boy?/Where is the boy?*

Shíshá'? *How about me?*

Éíshá', haa wolyé? *How about her, what is her name?*

Éí Dixie wolyé? *Her name is Dixie.*

1.9 Verb “to be” (neuter mode)

nishł́ (I am)	niidlí (we two are)	daniilidí (we three are)
nílí (you are)	nohł́ (you two are)	danohł́ (you three are)
nilí (he/she/it is)	nilí (they two are)	daniilí (they three are)

Naabeehó nishł́. *I'm a Navajo.*

Bilagáana nílí. *You're a white person.*

Kii dóó Chii diné nilí. *Kee and Chee are Navajos.*

John dóó Mary dóó Betsy diné daniilí. *John and Mary and Betsy are Navajos.*

1.10 Verb “to learn it” (imperfective mode)

bíhoosh'aah	bíhwiil'aah	bídahwiil'aah
bíhooł'aah	bíhooł'aah	bídahooł'aah
yíhooł'aah	yíhooł'aah	yídahooł'aah

Note: The **da-** prefix in the last column is a distributive, indicating there are more than two involved either in the subject or the object, or in both. The prefix can apply to the verb, noun, pronoun, adverb, adjective and postposition.

This paradigm is given in the imperfective mode. Imperfective means that the action is incomplete but in the process of becoming complete and usually translates into the present tense in English.

The second person singular and dual are alike in this verb, which is not usually the case. On the other hand, third person singular and dual are always alike except in those verbs which indicate number by the stem.

Compare these verbs with the positions of the personal pronouns in 1.3 above and memorize them.

Navajo has limited vowel assimilation. The vowels /a,i/ are weak and readily conform to the vowels near them. Thus: **bíhoosh'aah**, **bíhooł'aah** become **bóhoosh'aah**, **bóhooł'aah** in fast speech. You will hear some variation in pronunciation.

1.11 Verb “to be good”

Yá'át'ééh: *he, she, it is good, they two are good*, is a complete sentence, as are all verbs in Navajo. The language does not show gender distinction in the pronoun.

Diné bizaad yá'át'ééh. *The Navajo language is good. (man, his word, it-is-good)*

John éí yá'át'ééh. *John is good, is a good man.*

Bilagáana bizaad ałdó' yá'át'ééh. *English is also a good language.*

1.12 Possessive and Postpositional Pronouns (affixed)

shi-	nihi-	danihi-
ni-	nihi-	danihi-
bi-	bi-	dabi-

Note: These pronouns are usually low in tone, unless the noun or postposition requires high tone.

The last column is used infrequently. The **da-** prefix is usually in the verb.

In English, prepositions come before the pronoun or noun: for me, about her, in Gallup. In Navajo these come after and are called postpositions. This switch often takes quite a bit of practice.

The postposition (the whole thing is called postposition in these lessons) bił: with him, her, it, them, is used idiomatically here. **Bił yá'át'ééh:** *he likes him, her, it, them (him-with, he-, she-, it-is-good, they-are-good.)* Change the pronoun before -ł to conform to the person.

Note: The generic pronoun “he” is used throughout these lessons because there is no gender distinction in the pronoun in Navajo. No offense is intended.

Mary diné bizaad bił yá'át'ééh. *Mary likes the Navajo language.*

Áłchíní (children) níhił yá'ádaat'ééh. *We like the children.*

John Mary bił yá'át'ééh. *John likes Mary.*

Diné bizaad shił yá'át'ééh. *I like the Navajo language.*

1.13 Definite Article

By now you have noticed there are no definite articles in Navajo.

1.14 How?

Haa, haash, haasha' are alternate forms of *how?* Use the one easiest for you; the first one is used most frequently. After some practice you will vary the word.

1.15 Verb “to be called a name”

Only four of the forms are given here. You can find the whole paradigm in Appendix A.

yinishyé

I am called

yinílyé

you (sgl) are called

wolyé/yoolyé

he is called, they (dl) are called

dawolyé/daolyé

they (pl) are called

Shí éí Belle yinishyé. *As for me, my name is Belle.*

Dií éí Jan wolyé. *As for her, her name is Jan.*

1.16 Saying One's Own Name

In the past older people were reluctant to say their own names for fear “their ears would dry up” or some other ill would befall them. That reluctance is mostly gone today.

Personal names are less important than the names of the clans to which the individual belongs. There will be more on clans later on.

1.17 Who?, Which?

Another question word, useful for practice, is **hái, háish, háisha'**: *who?, which? which one?* The first two are used the most.

Háish Kii wolyé? *Who? Which one is called Kee?*

Ashkii Kii wolyé. *The boy is called Kee.*

Háí ashkii Kii wolyé? *Which boy is called Kii?*

Diné ashkii Kii wolyé. *The Navajo boy is called Kee.*

Eí ashkii Kii wolyé. *That boy is called Kee.*

Diné ashkii éí Kii wolyé. *The Navajo boy, his name is Kii.*

1.18 Adverb “where?, where at?”

Háadi: *where at*, has essentially the same use as the English equivalent. Notice the preposition *at* comes after *where*. -di is a locative enclitic. It may be affixed to Navajo and English place names and nouns. It translates into *in/at*. When the last syllable of the word to which the enclitic is attached is high in tone and short, the syllable lengthens and drops to the low tone of -di: Chínlí + di becomes Ch'ínlíidi.

Shighandi diné bizaad bídahwiil'aah. *We're learning Navajo at my house.*

Jack NCCdi diné bizaad yíhooł'aah. *Jack is learning Navajo at Navajo Community College.*

Lucy Steamboatdi bighan. *Lucy lives at Steamboat.*

Shighan is a noun, not a verb; no verb is required when the sentence ends in this word.

1.19 Practice Drills

The drills throughout these lessons are partial patterns that your instructor (Model) will use to give you the practice you need. These are quick-response drills. You can study the frames ahead of time, but in class your instructor will expect you to respond to oral drill. As you become proficient, the intensity of these drills will increase.

Drills will not necessarily be given in the order they are in the book. In fact, the sequences should vary. The less-predictable the promptings are, the more you will have to think, and the sooner you will be able to respond. This will get you ready for listening to people and responding to them. They will not always use the same patterns in speaking to you. You need to be able to respond to new ways and not be flustered by them.

Your teacher will continue to review earlier vocabulary. For instance, during drill in Lesson Five, he may include words from the first lesson. There will be a continual mixing of vocabulary. Not all combinations possible are given in each lesson.

Short, quick interjections of drills during each class period will be more helpful than spending longer periods of time on drills only.

To begin with, your model may have to indicate number by holding up fingers - one, two, three. Three covers the plurals and distributive plurals.

Your model will likely point with the whole hand. Pointing with a finger is considered unethical, especially by the older people.

1.20 Query Patterned Response

First off, your teacher needs to know your names. It is better to respond instantly and make an error than to worry a long time before you respond.

Model Haash yinílyé?

Student _____ yinishyé.

Model _____ éí haash wolyé?

Student Éí _____ wolyé.

1.21 Substitution Drill

Model Diné bizaad bíhoosh'aah.

ni

Student Diné bizaad bíhooł'aah.

shí

(Response: Diné bizaad bíhoosh'aah.)

shí dóó John

(Response: Shí dóó John diné bizaad bíhwiil'aah.)

Mary

(Response: Mary diné bizaad yíhooł'aah.)

Mary dóó Betsy

(Response: _____ yíhooł'aah.)

Mary dóó Betsy dóó John (Response: _____ yídahooł'aah.)

shí dóó Mary dóó Betsy (Response: _____ bídahwiil'aah.)

bilagáana bizaad (Response: _____ bídahwiil'aah.)

ni dóó Jackie (Response: _____ bíhooł'aah.)

shí dóó ni (Response: _____ bíhwiil'aah.)

nihí dóó Jan (nihí: we, you) (Response: _____ bídahwiil'aałi/ bídahooł'aah.)

Mr. Hall (Response: _____ yíhooł'aah.)

Mr. Hall dóó Kii dóó Dick (Response: _____ yídahooł'aah.)

1.22 Query Free Response

The class may sit in a circle and in turn ask each other the following questions:

a. Haash yinílyé?

_____ yinishyé.

- b. _____, diné bizaadísh bíhooł'aah?
Aoo', diné bizaad bíhoosh'aah.
- c. _____, diné bizaadísh nił yá'át'ééh?
Aoo', diné bizaad shił yá'át'ééh.
- d. Háadi nighan, _____?
_____ di shighan.
- e. Nighanísh nił yá'át'ééh?
Aoo', shighan shił yá'át'ééh.

(Use of third person)

- a. Éí haash wolyé?
Éí _____ wolyé.
- b. _____^(John) _____ diné bizaadísh yíhooł'aah?
Aoo', _____^(John) _____ diné bizaad yíhooł'aah.
- c. Diné bizaadísh bił yá'át'ééh?
Aoo', _____ diné bizaad bił yá'át'ééh.
- d. _____ éí háadi bighan?
_____ _____ di bighan.

(Use English place names if you don't know the Navajo names.)

1.23 Narrative

Fill in names and memorize to tell in class.

Yá'át'ééh. Shí éí _____^(name) _____ yinishyé. Diné bizaad bíhoosh'aah. Diné bizaad shił yá'át'ééh. _____^(name of place) _____ di shighan. Shighan shił yá'át'ééh.

Fill in the name of a student and complete the story.

Yá'át'ééh. Éí _____^(name) _____ wolyé. _____^(name) _____ diné bizaad yíhooł'aah. Diné bizaad bił yá'át'ééh. _____^(name) _____ _____^(place name) _____ di bighan. Bighan bił yá'át'ééh.

BÍHWIIDOO'ÁLÍGÍÍ NAAKIÍ GÓNE'É

LESSON GOALS

- Ask and answer a *yes/no* question
- Negate a statement
- Use family relationship terms
- Practice use of place names

CH'ÍNLÍJIDI DABIGHAN

Hastiin Hall dóó bich'ooní bilagáana nilí.

bich'ooní: *his spouse, pal*

Ch'ínlíjidi bighan. Bich'ooní Sandy wolyé.

ayoo: *very, really*

Hastiin Hall diné bizaad ayoo bił yá'át'éeh.

ndi: *but; doo...da:* *not*

nantłah: *difficult*

nizhóní: *it is pretty, nice*

Hastiin Hall diné bizaad yíhooł'aah ndi bich'ooní
doo diné bizaad yíhooł'aah da. Ayoo bił nantłah.
Bił nizhóní ndi bił nantłah.

bizhé'é: *his father*

bimá: *his mother;*

éiyá: *a filler word*

Conversation:

- | | | |
|------|--|--|
| KII | Hastiin Hall, háadi nighan? | |
| HALL | Ch'ínlíjidi shighan. | |
| KII | Nich'ooníish hólq? | |
| HALL | Shich'ooní hólq. | |
| KII | Éí haash wolyé? | |
| HALL | Éí Sandy wolyé. | |
| KII | Nich'ooníish ałdó' diné bizaad yíhooł'aah? | |
| HALL | Ndaga', éí ayoo bił nantłah. | |
| KII | Da' diné bizaad nił nizhóní? | |
| HALL | Aóó', éí ayoo shił nizhóní. Nantłah ndi. | |
| | Kii, háadi éí nihighan? | |
| KII | Nihí ałdó' Ch'ínlíjidi nihighan. | |
| HALL | Nimá dóó nizhé'é haa wolyé, Kii? | |
| KII | Shimá dóó shizhé'é Bessie dóó John | |
| | Yazzie wolyé. | |
| HALL | Jó nizhóní. Hágooñee' | |
| KII | Lá'qa, hágooñee'. | |

hólq: *she exists*

ndaga': *no!*

da': */?/ question marker*

jó: *well; hágooñee':* *goodbye*

lá'qa: *uh huh, okay, fine!*

2.1 Pronunciation

The glottalized consonant /tɬ/ is for many non-native speakers the most difficult of all the sounds of Navajo. It is a slight explosion made between the tongue and the gums. It is made with mouth air as the glottis is closed. It may be easier at first to make the sound on one side of the tongue; later, on both sides simultaneously.

Once you can make the /tɬ/ sound, combine it with the vowels, bringing the consonant and vowels as close together as possible.

Listen for the short glottal stop at the end of words like: **da'**, **ndaga'**.

If you have trouble with nasalization, think “n” on the syllables marked with a hook underneath. You will automatically nasalize.

2.2 Family Relationship Terms

Family relationship terms are always possessed. There is, for instance, no word for just “mother.” She has to be *somebody’s* mother. When we don’t use the possessive pronouns from Lesson 1, we can use the indefinite pronoun **a-**: **amá:** *somebody’s mother*, **azhé’é:** *someone’s father*. The following list will do for a while.

amá	<i>a mother (mother usually comes first)</i>
azhé’é	<i>a father</i>
ánaaí	<i>an older brother</i>
atsilí	<i>a younger brother</i>
ádí	<i>an older sister</i>
adeezhí	<i>a younger sister</i>
ach’ooní	<i>a spouse, a pal</i>
amá sání	<i>a maternal grandmother</i>
acheii	<i>a maternal grandfather</i>
análí	<i>a paternal grandfather or grandmother, son’s children (paternal grandchildren)</i>

Now substitute personal pronoun prefixes: **shimá**, **nimá**, **bimá**, **nihimá**, **shizhé’é**, **nizhé’é**, etc.; **shínaaí**, etc. Notice the high tone on the pronoun. The same is also true in **shádí**, **nádí**, **bádí**, **nihádí**.

Shideezhí Ann wolyé. *My younger sister’s name is Ann.*

Nancy bádí Carol wolyé. *Nancy’s older sister is called Carol.*

Bessie éí Kii bimá. *Bessie is Kee’s mother.*

2.3 Extended Family

There are more than sixty clans. Children are born into the clan of their mother. One's mother's sister's children are one's brothers and sisters. Descent is matrilineal throughout one's mother, grandmother, and great-grandmother.

A child is born for the clan of his father whose clan name comes from his mother's clan. One's father's brother's children are also one's brothers and sisters, but with a different designation.

Navajos who are not related biologically and who may not know each other may question one another and establish a clan relationship which may lead to the exchange of gifts and favors.

Navajos introduce themselves by clan relationships. Here is how many Navajos introduce themselves to each other:

Haa dóone'é nílíg? or Ha'át'íí nílíg? *What clan are you?*

éí nishké. *I am of the _____ clan.*

Ex.: (Tódích'íí'nii éí nishké. *I am of the bitterwater clan.)*

Ha'át'íí bá shínílchííñ? *For which clan were you born?*

bá shíshchííñ. *I was born for the _____ clan.*

Ex.: (Áshijihí bá shíshchííñ. *I was born for the salt clan.)*

After this type of introduction clan members know how to interact with each other, what privileges and obligations to expect from each other.

2.4 One's Spouse

One may call one's spouse, **shich'ooní**: (*literally*) *my pal*. This term applies to husband, wife, or a close friend. When it is used to describe a person of the opposite sex, cohabitation is implied.

Shich'ooní Pat wolyé. *My husband's/my wife's name is Pat.*

Bill bich'ooní Mary wolyé. *Bill's wife is called Mary.*

2.5 Possession

Possession is expressed by prefixing the noun with the proper pronoun followed by the verb, **hólq:** *he, she, it exists; they two exist;* **dahólq:** *they exist.*

Kii bimá dóó bizhé'é hólq. *Kee has a mother and father.*
 Kii bimá dóó bizhé'é bighan hólq. *Kee's parents have a home.*
 Ch'ínlíidi t'aá diné bighan dahólq. *Navajos at Chinle have homes. There are Navajo homes in Chinle.*

2.6 Verb “to be nice, pretty” (*neuter imperfective*)

The **-zhó** stem in several verbs stands for things nice, beautiful, clean, orderly, happy and similar expressions. It is combined in this lesson with the postposition **-t:** *with,* to express the idea of liking something.

Betsy ayoo shił nizhóní. *I think Betsy is very pretty.*
 Jackson éí Betsy doo bił nizhóní da. *Jackson doesn't consider Betsy to be pretty.*
 Nihighan nihił danizhóní. *We think our homes are nice.*

2.7 Verb “to be difficult” (*continuative imperfective*)

Use this phrase as applied in the lesson text.

Bilagáana hastiin diné bizaad ayoo bił nantl'ah. *Navajo is very difficult for the white man.*
 Shí éiyá diné bizaad doo shił nantl'ah da. *As for me, Navajo isn't difficult for me.*

2.8 Adverb “very”

There are few basic adverbs in Navajo. **Ayoo/ayóogo** can be used where *very, really* is inserted in English. As a rule it comes before the verb.

Diné bizaad ayoo shił yá'át'ééh. *I really like the Navajo language.*
 Jill ayoo diné bizaad yíhoo'l'aah. *Jill is really learning Navajo.*
 Ayóogo diné bizaad bíhoosh'aah. *I'm really learning Navajo.*
 Jack Jill ayoo bił nizhóní. *Jack thinks Jill is very pretty.*
 Éí saad ayoo doo shił nizhóní da. *I don't like that word at all.*

2.9 Conjunction

The conjunction **ndi** expresses the same thought as *but* and comes in the same place in the sentence.

2.10 Negating A Statement

Negate a statement by placing the verb or the whole sentence between **doo...da**.

Éí doo yá'át'éeh da. *That is no good. It is bad.*

Diné bizaad doo nant'ah da. *Navajo isn't difficult.*

Éí doo shí da. *That isn't mine.*

Ashkii doo George wolyée da. *The boy's name isn't George.*

Doo diné bizaad yíhooł'aah da. *He is not learning Navajo.*

2.11 Negative Response

The more formal **dooda** may be easiest for now since you are using it as a split negative as in 2.5 above. **Ndaga'**, or the shorter form, **nda**, are used more often. Take your pick, whichever is easiest for now.

2.12 Filler

Another filler word, **éiyá**, does not begin a sentence but is often heard as a filler to give the speaker time to think of the next word or to emphasize a point.

Éí éiyá diné bizaad bił nizhóní. *As for him, he likes the Navajo language.*

John éiyá doo bilagáana nilíj da. *John is not a white man.*

2.13 Question Markers

Questions cannot be intoned because the tone of words is set. Other devices are used to create a question. You will notice word order in a question is the same as in a statement. You have had **-ísh** as an enclitic to indicate a *yes/no* question. Another marker, **da'**, is placed at the beginning of a question. You may use either one or both of them in a question. It's your choice. As you become fluent you will vary your questions.

Celiaásh diné bizaad bił nizhóní? *Does Celia like Navajo?*

Da' Celia diné bizaad bił nizhóní? “ ” “ ”

Da' Celiaásh diné bizaad bił nizhóní? “ ” “ ”

2.14 Navajo Place Names

English place names do not always resemble the Navajo designations. You will find more names in the glossary in back. As mentioned earlier, enclitics can be added to non-Navajo place names.

- Bee'eldíílahsinil/Bee'eldííl dah sinil** (*bells-in-elevated-position*) *Albuquerque*
- Ch'ínlí** (*it-flows-out-horizontally*) *Chinle*
- Kin Lání** (*many-houses*) *Flagstaff, Durango*
- Lók'aahnteel** (*wide-reeds*) *Ganado*
- Lók'aa' Deeshjin** (*reeds-extend-along-black*) *Keams Canyon*
- Na'nízhoozhí** (*bridge*) *Gallup*
- Naat'áanii Nééz** (*tall-boss - Agency Supt. Wm. Shelton, early 1900s*) *Shiprock Community*
- Tóta'** (*between-the-waters*) *Farmington*
- Tó Dínéeshzhee'** (*fringed-by-fingers-of-water*) *Kayenta*
- Tó Naneesdizí** (*it-forms-rivulets-of-water*) *Tuba City*
- T'iis Ts'6ózí Ñdeeshgiizh** (*slender-cottonwood-gap*)
Crownpoint, NM
- T'iis Yaa Kin** (*house-under-a-cottonwood*) *Holbrook*
- Tségháhoodzání** (*hole-in-the-rock*) *Window Rock*
- Tséhootsoóí** (*meadow-between-rocks*) *Ft. Defiance*
- Wááshindoon** *Washington, Federal Government, the B.I.A.*

2.15 Interjections

Jó is the first of a number of interjections. It compares to *well, you see, you know, as you know*.

Lá'ąą is an expression of agreement similar to *okay, fine, all right*. It is often interchangeable with **hágoónee'**, which is the usual leave-taking salutation.

- Jó yá'át'ééh.** *Hey, that's good!*
- Jó nizhóní.** *Well, that's nice! That's fine!*
- Lá'ąą, éí shił yá'át'ééh.** *Okay, it sounds good to me.*

2.16 Substitution Drill

Model Diné bizaad shił nizhóní.
ayóo

Student Diné bizaad ayóo shił nizhóní.

Betsy	yá'át'ééh
John Betsy	
shí dóó Susie	bighan
	diné bizaad
Jill	
	bilagáana bizaad
	bił nantł'ah

2.17 Integration Drill

Model Diné bizaad shił nizhóní. Éí shił nantł'ah.
ndi

Student Diné bizaad shił nizhóní ndi shił nantł'ah.

- Diné bizaad ayóo shił nantł'ah. Éí shił nizhóní.
- Jerry doo diné bizaad yíhooł'aah da. Éí bił nizhóní.
- Lorna diné bizaad ayóo bił nantł'ah. Éí yíhooł'aah.
- Jane bitsilí doo hólqó da. Bínaaí éí hólqó.
- Jennie doo Tségháhoodzánídi bighan da. Bimá éí áadi (*there*) bighan.
- Bilagáana bizaad doo shił nantł'ah da. Diné bizaad shił nantł'ah.

2.18 Query Free Response (Based on dialog at beginning of lesson)

- Da' hastiin Hall bich'ooní hólq?
- Bich'ooní haash wolyé?
- Háadi éí bighan?
- Da' hastiin Hall diné bizaad bił yá'át'ééh?
- Bich'ooníísh ałdó' diné bizaad yíhooł'aah?
- Da' hastiin Hall diné bizaad bił nantł'ah?
- Éish ayóo bił nantł'ah?
- Diné bizaadísh bił nizhóní?
- Kii bimá dóó bizhé'é haa wolyé?
- Háadishq' bighan?
- Kii diné bizaadísh bił nantł'ah?

2.19 Your Story

Write your own story (**ádaa hólne'**: *about-yourself, you-tell*) for presentation in class.

2.20 Translation Practice

Lorenzo is a Navajo boy. He has a mother and father. His mother's name is Frances. His father's name is Robert. They live at Window Rock. He has an older and a younger brother. He has no older sister but has a younger sister. His older brother is called Tom. His younger brother's name is Joey. His younger sister's name is Gerry. Lorenzo has a maternal grandfather and grandmother. They live at Ft. Defiance. His paternal grandparents live at Gallup.

He is a Navajo but is learning English. At home (**hooghandi**) he is learning Navajo.

2.21 Discussion

Use the story for discussion. Practice until you can remember the family relationship terms. Your reference is 2.2 at the beginning of the lesson.

2.22 Practice

Model Éí shił yá'át'ééh.
ayóo

Student Éí ayóo shił yá'át'ééh.
Susan shił yá'át'ééh.
Nancy shił nizhóní.
Diné bizaadísh nił nizhóní?
Diné bizaad shił nizhóní.
Jack éí Alice bił nizhóní.
Jack Alice doo bił nizhóní da.
Randy diné bizaad doo bił nizhóní da.
Lewis diné bizaad yíhooł'aah.
Doo diné bizaad bídahwiil'aah da.
Baa' bilagáana bizaad bił nantł'ah.

2.23 Clan Relationship Practice

If there are Navajos in the class, have them introduce themselves to each other by clan names. Non-Navajos can get some idea of the clan names through this. Use the pattern in 2.3 to carry on the exchange.

2.24 Practice Family Relationship Terms

Practice with the following or similar questions. Students can sit in a circle and ask each other questions concerning family members.

Nimáásh hólq?

Aoo', shimá hólq./Ndaga', shimá doo hólq da.

If the answer is yes, ask the next two questions.

Haash wolyé?

Shima _____ wolyé.

Nimá háadi bighan?

Shima _____ di bighan.

Make a complete round of the students with each of the following as well:

nínaaí

nicheii

nitsilí

nimásání

nádí

nínálí hastiin (*paternal grandfather*)

nideezhí

nínálí asdzáqá (*paternal grandmother*)

This can be a monotonous exercise and should be practiced for short periods over several days.

2.25 Word Order

In the basic active transitive sentence, the subject comes first, the indirect object next, then the direct object, followed by the verb. Adjectives usually follow the noun and adverbs precede the verb. This order is true of phrases and clauses also.

Since the subject and object pronouns are an integral part of the verb, they are often not shown in the sentence.

The following examples illustrate the parts of speech, using the limited vocabulary introduced so far. Subordinated clauses can go on and on as in the last example.

Íhooł'aah. *He is learning (í- is the indefinite pronoun - something).*

Yíhooł'aah. *He is learning it.*

Nizhónigo yíhooł'aah.

Mr. Stone nizhónígo diné bizaad yíhooł'aah.
 Mr. Stone diné bizaad nizhónígo yíhooł'aah.
 Mr. Stone bilagáana nilí.
 Mr. Stone bilagáana nilíjgo diné bizaad nizhónígo yíhooł'aah.
 Mr. Stone bilagáana nilíjgo diné bizaad ayóo bił nantí'ah.
 Mr. Stone bilagáana nilíjgo Kinłánídi bighango diné bizaad yíhooł'aahgo ayóo bił yá'át'ééh.

2.26 Linguistic Note

Tense and Mode in Navajo

Navajo is concerned with the state or the position of completion of an action rather than with tense. Only the future tense is a true tense as viewed from English. Here is a short description of neuter imperfective mode.

Neuter Imperfective Mode

The imperfective neuters generally are like the adjective class in English, in describing in terms of physical attributes (being, size, shape, weight, color and appearance.) Neuter implies no action; it describes existence or state of being without reference to preceding action. In the following list, the first two are of the adjective type; the last four, describe a state of being.

nizhóní	<i>she/it is pretty</i>
yá'át'ééh	<i>he/it is good</i>
ádin	<i>he/it is non-existent (Lesson Three)</i>
hóló	<i>he/she/it exists</i>
nilí	<i>he is</i>
wolyé	<i>it is his/its name</i>

Bá shíshchíin: *I was born for it (a clan)*, is a si-perfective neuter. This type is concerned mostly with a positional status. The medial /-sh-/ is a form of the /si-/ prefix which you can think of as *durative-static*, no action is involved at the moment. Only a few of these verbs are given until Lesson Sixteen, when the *in position verbs* are introduced.

BÍHWIIDOO'ÁLÍGÍÍ TÁ'Í GÓNE'É

LESSON GOALS

Ask for help

Talk about work

Learn cardinal numbers 1-10

Learn pluralization

HÁISH NAALNISH?

HALL Yá'át'éeh, Kii.

KII Aoo', yá'át'éeh.

HALL Diné bizaad bíhoosh'aah.

Shíká adíílwot ya'?

KII Hágoshíí, níká adeeshwoł.

HALL Jó nizhóní. Háadish éí nighan, Kii?

KII T'áá kwe'é shighan.

HALL K'ad éí nóombá bíhoosh'aah.

KII Nizhóní, níká adeeshwoł.

HALL Nínaaiísh hólq?

KII Ndaga'. Ádin shínaái doo hólq da.

HALL Da' nádí hólq?

KII Shádí éí t'áálá'í. Éí Mary wolyé.

HALL Nitsilíísh éí hólq?

KII Éí hólq éí Lonnie wolyé. Shideezhí ałdó' hólq éí Dlíníbaa' wolyé.

HALL Nimá dóó nizhé'é ba'álchíní díí' ya'?

KII Ashiiké éí naaki dóó at'ééké ałdó' naaki.

HALL Nizhé'éesh naalnish, Kii?

KII Shizhé'é Názlínídi ólta'di naalnish.

HALL Nimáshq', éísh naalnish?

KII Éí t'áá hooghandi naalnish.

HALL Nizhé'é ólta' yá naalnish ya'?

KII Éí éiyá BIA yá naalnish.

HALL Shí dó' ólta' bá naashnish. T'áá kwe'é Ch'ínlíjidi naashnish.

KII Ne'asdzáásh ałdó' naalnish?

HALL She'asdzáá BIA yá naalnish.

KII Nihinaanishísh nihíł yá'át'éeh?

shíká adíílwot: *you will help me*

ya': *you will, eh? (a tag)*

hágoshíí: *okay*

níká adeeshwoł: *I will help you*

t'áá kwe'é: *right here*

k'ad: *now*

nóombá: *number(s)*

ádin: *he is non-existent*

t'áálá'í: *one*

Dlíníbaa': *Linibah*

díí': *four*

naalnish: *he is working*

Názlíní: *Nazlini*

ólta': *school*

t'áá hooghandi: *at home*

yá: *for it, them*

bá: *for it; naashnish:* *I work*

t'áá kwe'é: *just right here*

ne'asdzáá: *your wife*

naanish: *work*

- HALL Éí ayoo nihil yá'át'ééh.
Díí haash wolyé?
- KII Éí naaltsoos wolyé.
Da' díí nichidí?
- HALL Aoo', díí éí shichidí.
- KII Shimá dóó shizhé'é bichidí naaki.
- HALL Nihí ałdó' naaki nihichidí.
Ahéhee', Kii.
- KII Lá'qą', hágooñee'.

díí: *this, this one, these*

naaltsoos: *book, paper*

chidí: *car, pickup, vehicle*

3.1 Pronunciation

Consonants: **dz** sounds much like the consonant cluster at the end of *heads*. In Navajo it comes only in syllable-initial position.

The **k'** sound may take some practice. Try: *pack...it* and bring the words closer together. Vocalize the vowel sound as you release the closed glottis.

Ts is the same as the final consonants of *hats*. It also comes only in syllable-initial position. The number seven, **tsosts'id**, has both, the consonant with, and without, the glottal stop. You can practice the glottalized one with *that's...it, that's..it, that's .it* and change to **ts'id**. Like other glottalized consonants, this is made with mouth air. The final /d/ sounds like /t/ in English.

3.2 Asking for help

The request for help seems a bit abrupt by English standards. **T'áá shqodí:** *please*, and **ahéhee':** *thank you*, are not used in the usual requests, only when there is a special favor involved. **Shiká adíílwot:** *you will help me (me-for, you-will-run)* is a future form of the *running* verb and may imply ongoing help. **Níká adeeshwoł:** *I will help you*, may imply a commitment to help over a period of time. The postposition, **-ká:** *for, after*, can be prefixed by any of the pronouns. In this one they are high in tone.

Joe bíká adeeshwoł. *I will help Joe.*

Joe bíká adíílwot. *You will help Joe.*

Joe nihíká adoolwoł. *Joe will help us.*

Joe Joan yíká adoolwoł. *Joe will help Joan.*

Rena shíká adoolwoł. *Rena will help me.*

Lester bíká adeeshwoł. *I will help Lester.*

3.3 Confirmation Tag

Ya' covers all the confirmation tags of English: *didn't he, shouldn't we, isn't it, etc.* We expect agreement or a contrary statement to a tag question . It functions the same as *eh?* used for confirmation or to express inquiry in some parts of the U.S. and Canada.

Éí doo nizhóní da ya'?: *That isn't beautiful, is it?* requires an affirmative for agreement in Navajo; a negative, in English. The answer would be: *Yes, it isn't beautiful.*

Jim doo níká adoolwoł da ya'? *Jim isn't going to help you, is he?*

Aoo', éí doo shíká adoolwoł da. *Yes, he isn't going to help me.*

Da' éí doo nihíł yá'át'éeh da? *Don't you like it?*

Aoo'. *Yes (we don't like it).* (*English: No, we don't like it.*)

Avoid negative tag questions in English until you are able to interpret them correctly.

3.4 Interjections

Hágoshíí: *all right, very well, okay, fine, you're welcome* (in response to **ahéhee'**: *thank you*), overlaps in usage with **lá'aa**. In response to **ahéhee'**, you will also hear **lá'aa'**, with the final glottal stop.

3.5 Postpositions

Let's take a look at the third person postpositional pronouns. When the subject is either first or second person, the third person pronoun in the postposition is **bi-**, as it has been until this lesson. When the subject and the indirect object are both third person, the postpositional pronoun is **yi-**. The following examples should help to clarify this. Have patience, it will come naturally with some practice.

Mary bimá bił bighan. *Mary's mother lives with Mary.*

Mary bimá yił bighan. *Mary lives with her mother.*

John James yíká adoolwoł. *John is going to help James.*

John bizhé'é bíká adoolwoł. *John's father is going to help him (John).*

John bizhé'é yíká adoolwoł. *John is going to help his father.*

Susie Penney's yá naalnish. *Susie is working for Penney's.*

Nancy bitsilí bá naalnish. *Nancy's y. brother is working for her.*

Nancy bitsilí yá naalnish. *Nancy is working for her y. brother.*

3.6 Adverb “now”

The adverb, **k’ad**: *now*, can be placed almost anywhere in the sentence.

K’ad Jim diné bizaad yíhooł’ah. *Jim is learning Navajo now.*
 Jim k’ad diné bizaad yíhooł’ah. “ ” “ ”
 Jim diné bizaad yíhooł’ah k’ad. “ ” “ ”

3.7 “This, these, this one”

The demonstrative pronoun, **díí**, is both singular and plural and is used as its English equivalents.

Díí éí haash wolyé?
 Díí éí Sally wolyé. Díí éí Doris dóó Janice wolyé.

Díí haa dawolyé?
 Díí éí Sally dóó Doris dóó Janice dawolyé.

3.8 Cardinal Numbers

t’ááłá’í/táá’ii	<i>one</i>	hastáá	<i>six</i>
naaki	<i>two</i>	tsosts’id	<i>seven</i>
táá’	<i>three</i>	tseebíí	<i>eight</i>
díí’	<i>four</i>	náhást’éí	<i>nine</i>
ashdla’	<i>five</i>	neeznáá	<i>ten</i>

T’ááłá’í is for the number in a sentence: **táá’ii**, only when one is counting. Learn these numbers well. They are the basis for all counting.

Numbers can take the place of verbs.

Kii Yazzie ba’álchíní hastáá. *Kee Yazzie has six children.*
 Ba’álchíní hastáá./ Hastáá ba’álchíní. *He has six children.*

3.9 Children

Áłchíní usually stands for *children*. It is not often a singular word, but it can be. The singular form often is **awéé’**: *baby*; **she’awéé’ (shi’awéé’)**: *my baby, my child*. The usual pronouns apply to both terms.

3.10 Verb “to be non-existent” (*neuter imperfective*)

Ádin: *it is non-existent, there is none, there are no..., nothing, zero,* is used as in the examples. The plural form is, **ádaadin.**

Chee Lee be’asdzáá ádin. *Chee Lee’s wife is gone.*

Ashkii binaaltsoos ádin. *The boy has no book.*

Álchíní binaaltsoos ádaadin. *The children have no paper.*

Kwe’é hooghan ádin. *There is no Hogan here.*

3.11 Verb “to work” (*continuative imperfective*)

Continuative imperfective implies the action as ongoing and incomplete.

naashnish	neiilnish	ndeilnish
nanilnish	naahnish	ndaahnish
naalnish	naalnish	ndaalnish

Lanford Kin Lánídi naalnish. *Lanford is working in Flagstaff.*

Daisy doo naalnish da. *Daisy isn’t working.*

Dick bichidí doo naalnish da. *Dick’s vehicle isn’t working.*

T’áá kwe’é ndeilnish. *We’re working right here.*

T’áash hooghandi nanilnish? *Are you working at home?*

Shí dóó she’asdzáá t’áá hooghandi neiilnish. *My wife and I work at home.*

3.12 Postposition

The postposition, **-á:** *for him, for his benefit, on behalf of him,* occurs very frequently. It takes on all the pronouns: **shá, ná, bá/yá, nihá.** Refer to 3.5 above and get used to using the **yá** when the subject is third person.

3.13 Plural Nouns

Few nouns have plural forms. The following plurals are used regularly and will come in handy. The **-ké** pluralizing enclitic goes for people only.

ach’é’é	<i>woman’s daughter</i>	aché’éké	<i>woman’s daughters</i>
asdzání	<i>young woman</i>	sáanii	<i>women</i>
asdzáá	<i>woman</i>	sáanii	<i>women</i>

ashkii	<i>boy</i>	ashiiké	<i>boys</i>
at'éed	<i>girl</i>	at'éeké	<i>girls</i>
análí	<i>pat. grandchild</i>	análíké	<i>pat. grandchildren</i>
atsóí	<i>mat. grandchild</i>	atsóóké	<i>mat. grandchildren</i>
atsi'	<i>man's daughter</i>	atsi'ké	<i>man's daughters</i>
ayáázh	<i>woman's son</i>	ayáázhké	<i>woman's sons</i>
aye'	<i>man's son</i>	aye'ké	<i>man's sons</i>

Though it may take some time, you will need to know all these terms well. They are part of the nuclear and extended family terminology.

3.14 Particle

T'áá is “a particularizing particle, usually not translated, but sometimes translatable as *just, kind of, sort of, quite*. T'áá is a component of a large number and variety of frames, expressing a wide range of concepts and shades of meaning” (Y/M, p. 711). It comes before dozens of words. The question marker is often attached to it. Here are a few examples within our vocabulary:

T'áash nil yá'át'éeh? *Do you like it?*
 Aoo', t'áá yá'át'éeh. *Yes, it is pretty good.*

Nicheii háadi bighan, t'áash kwe'é? *Where does your grandpa live, right here?*
 Aoo', t'áá kwe'é. *Yes, right here.*

T'áá bí bizaad yíhooł'aah. *He is learning his own language.*
 Díí t'áá diné danielí. *These are Navajos.*
 T'áá dooda! *No! (a bit emphatic)*
 T'áá k'ad. *Right now!*

3.15 Adverb “here”

Kwe'é: *here, right here*; t'áá kwe'é: *just right here*, are used in the following examples:

Kwe'é shighan. *I live here.*
 Joe kwe'é naalnish. *Joe is working here.*
 Jan t'áá kwe'é naalnish. *Jan is working right here.*
 Dan kwe'é diné bizaad yíhooł'aah. *Dan is learning Navajo here.*

T'áash kwe'é ndaałnish? *Are you working right here?*
 Aoo', t'áá kwe'é ndeiilnish. *Yes, we're working right here.*

3.16 Hogan

Hooghan refers primarily to the roundish hogan, so common in earlier times. In the possessed form it refers to the home as well. In this word the /gh/ sound is so soft that it sounds like **hoowan**. **Hooghandi** sounds like **hoowandi**.

3.17 Women's Names

The verb stem **-baa'** is the basis for a large number (over 75) of warrior names historically given to women. They are still used as a special, somewhat secret, name for female babies, a name only a few persons know.

3.18 Woman

Asdzáá may be said **asdzáán** with a definite final /n/. Incidentally, syllables ending in /n/ are automatically nasalized. A man's wife is **bi'asdzáá**, **bi'asdzaán** or **be'asdzáá**, **be'asdzaán**. **Asdzání** usually stands for a younger or unmarried woman. **Sáanii** is the plural for for *women*, also for *the old ones, the elderly* **bizáanii**, *his wives, his women*.

Fred be'esdzáá Alice wolyé. *Fred's wife is called Alice.*

Sáanii ayoo ndaalnish. *The women are working hard.*

3.19 Question Devices

Let's list the question words:

haa, haash, haasha', haa lá, haa shíí: *how?*

háá, háadi, háadishá', háadi lá, háadi shíí: *where?, where at?*

hái, háish, háishá', háí lá, háí shíí: *who?, which?*

háidíigíí, háidíigíísh: *which one of these? which of these?*

díkwíí, díkwíísh, díkwííshá', díkwíí lá, díkwíí shíí: *how many?*

The **-sh** in the question words above is a short form of **-sha'** and tends to cause a falling tone in the high tone syllable to which it is attached. **Háishá', díkwííshá'** can have that falling tone before **-sha'**.

Ashkii haa shíí wolyé? *What is the boy's name? Who would know what the boy's name could be?*

Háishá' Austin wolyé? *Who is called Austin?*

Háidíigíí Felicia wolyé? *Which one of these is called Felicia?*

Díkwííshá' Yazzie daolyé? *How many are called "Yazzie?"*

3.20 Substitution Drill

Use both columns in sequence.

Model Bitsóí hólq.

-ké

Student Bitsóóké hólq.

binálí

sitsilí (shitsilí)

shínaaí

nideezhí

nihádí

naaki

bideezhí

táá'

bitsilí

díí'

naaki ba'áłchíní.

ashdla'

bitsilí

tsots'íd

nihínaaí

niha'áłchíní

naaki

nihichidí

binaaltsoos

tseebíí

neeznáá

t'ááłá'í

bimá

3.21 Transformation Drill

Model Yá'át'éeh.

dooda

Student Doo yá'át'éeh da.

(Your model can make up questions with these words to vary the response.)

Da' diné bizaad nantł'ah?

ndaga'

Ndaga', doo nantł'ah da.

nizhóní

naalnish

shíká adoolwoł

bíká adíílwoł

níká adeeshwoł

ádin

diné bizaad yíhooł'aah

bichidí hólq

díí shí

June wolyé

bił nantł'ah

diné bizaad yíhooł'aah

bilagáana bizaad

acheii nishłí

amásání

bich'ooní hólq

bichidí ádin

éí ni

3.22 Query Free Response on Dialog

- Háísh diné bizaad yíhooł'aah?
- Háísh Mr. Hall yíká adoolwoł?
- Kii éí háadi bighan?
- Da' Kii bínaaí hólq?
- Bádíísh hólq?
- Bideezhí ałdó' hólqo' ya'?

- g. Bideezhí haa wolyé?
- h. Kii bitsilí haa wolyé?
- i. Da' Mr. Hall naalnish?
- j. Da' binaanish bił yá'át'éeh?
- k. Mr. Hall be'esdzáásh naalnish?
- l. Éísh ałdó' binaanish bił yá'át'éeh?
- m. Kii bizhé'é háadi naalnish?
- n. Háí éí yá naalnish?

3.23 Query Patterned Response

Model Díí nił nizhóní ya'?

Student A Aoo', éí shił nizhóní.

Student B Ndaga', doo shił nizhóní da.

- a. Bilagáana éí Rob Hall wolyé ya'?
- b. Éí Ch'ínlíidi naalnish ya'?
- c. Binaanish bił nizhóní ya'?
- d. Be'edzáá ałdó' naalnish ya'?
- e. Kii Yazzie bizhé'é Názlínídi naalnish ya'?
- f. Ólta' yá naalnish ya'?
- g. Kii éí Mr. Hall yíká adoolwoł ya'?
- h. Kii bimá dóó bizhé'é bichidí naaki ya'?
- i. Mr. Hall diné bizaad bił nantł'ah ya'?
- j. Kii bilagáana bizaad bił nantł'ah ya'?

3.24 Query Patterned Response

Model Éísh doo naalnish da?

Student Éí naalnish.

- Cindy bighánísh doo nił yá'át'éeh da?
- Diné bizaadísh doo nihíł ndantł'ah da?
- Da' Kerri doo nizhóní da?
- Ashkiísh doo Leo wolyée da?
- Da' Jill doo níká adoolwoł da?
- Awéé'esh doo Dlíníbaa' wolyée da?
- Bichidíísh doo hólqo da?
- Chii bichidíísh doo naalnish da?
- Kii bitsiliísh doo Lonnie wolyée da?
- Bideezhí yázhíísh doo bił nizhóní da?
- Bádíísh doo Mary wolyée da?
- Éísh doo Ch'ínlíidi bighan da?
- Bizhé'éesh doo naalnish da?

3.25 Your Story

Tell what you can about yourself. Memorize the story and tell it in class. Begin your story with, **Yá'át'ééh, díí éí shahane'** (*shihane'*): *Hello, this is my story.* End it with, **T'áá'ákódígo shahane'**: *that is all of my story.*

3.26 Narrative (Read for practice and discussion)

Kii Baa Hane' (*Kee, about-him, story*)

Diné ashkii Kii wolyé. Bimá éí Bessie wolyé. Bizhé'é éiyá John Yazzie wolyé. Ch'ínlíidi éí bighan. Ba'álchíní díí'. Kii bínaáí doo hólqó da ndi bádí éí hólqó. Bideezhí dóó bitsilí hólqó. Bideezhí ayoo bił nizhóní.

Kii bizhé'é Názlínídi naalnish. BIA ólta' yá naalnish. Bimá éiyá t'áá hooghandi binaanish hólqó. Ayoo naalnish hooghandi.

Kii dóó bádí ólta'di bilagáana bizaad yíhoo'l'aah. Hooghandi éiyá t'áá bí bizaad, diné bizaad, yíhoo'l'aah. Bilagáana bizaad dóó diné bizaad bił nizhóní. Doo bił nantł'ah da.

3.27 Discussion

As a class, sit in a circle and practice telling your stories, then asking each other questions on what each said. Your teacher can ask questions first to get you started. Take your time and speak only in Navajo. Practice with questions like:

Éí haash wolyé?
Háadishq' bighan?
Bimáásh hólqó?
Bizhé'éésh hólqó?
Naalnishish?
Háadi naalnish?
Háish yá naalnish?
Da' binaanish bił yá'át'ééh?
Da' bínaáí/bádí/bitsilí/bideezhí hólqó?
Éí haa dawolyé?

BÍHWIIDOO'ÁLÍGÍÍ DÍÍ'Í GÓNE'É

LESSON GOALS

- Telling time by years and months
- Learn use of “to forget”, “to remember”
- Learn to use “maybe”
- Learn to construct subordinate clauses

DÍKWÍÍ BÉÉDÁÁHAI?

HALL Kii, díkwíí ninááhai?

díkwíí: *how many?;*

ninááhai: *your years*

KII Tseebíí shinááhai.

shinááhai: *my years*

HALL Nádí Mary daats'í náhást'éí binááhai?

daats'í: *maybe, probably*

KII Ndaga', shádí neeznáá binááhai.

HALL Nitsilíshá', éí díkwíí binááhai, tsosts'id daats'í?

KII Nda, sitsilí éí hastqáá binááhai.

HALL Awéé'shá', haa wolyé? Beisénah lá.

beisénah: *I forgot it; lá: "!"*

KII Awéé' Dlíníbaa' wolyé.

hazhó'ógo: *slowly, carefully*

HALL Hazhó'ógo bee ánaádi'ní.

bee ánaádi'ní: *say it again*

KII Dlíníbaa' wolyé. Dlí-ní-baa'.

HALL K'ad bénáshniih. Dlíníbaa' wolyéé lá.

bénáshniih: *I remember*

Éí díkwíí bee ndeedid?

bee ndeedid: *she is months old*

KII Hóla, doo shił bééhózin da. Ashdla'

hóla: *I don't know*

daats'í bee ndeedid. Shimá éí bił
bééhózin.

shił bééhózin: *I know about it*

HALL Lá'ąą, jó nizhóní. Ahéhee'.

KII Hágooñee'.

HASTIIN HALL BAA HANE'

Hastiin Hall Ch'ínlíidi bighango díí' nááhai. Áadi naalnishgo ayoo bił yá'át'ééh. Be'esdzáq Sandy ałdó' Ch'ínlíidi bighango bił nizhóní. Éí ałdó' naalnishgo díí' nááhai.

bighango: *living*

Hastiin Hall diné bizaad yíhooł'aahgo táá' nááhai. Asdzáq Hall doo diné bizaad yíhooł'aah da. Áko ndi diné bizaad bił nizhóní.

áko ndi: *however*

4.1 “How many?”

Díkwíí, díkwíísh, díkwííshä’ asks for the number of countable nouns.

Díkwííshä’ Kii bitsilí? *How many younger brothers does Kee have.*
T’áálá’í bitsilí. *(He has) one younger brother.*

Mr. Hall dikwíí bichidí? *How many cars does Mr. Hall have?*
Naaki bichidí. *Two cars.*

4.2 Time by Years and Months

Time and age is counted by **ńdeezid**: *the months have passed*, and by **nááhai**: *the winters have passed*. Place, **shee**, **nee**, **bee**, **nihee**, to show time/age in months. Prefix the proper pronoun to **nááhai** to indicate time or age in years. **Béédááhai** goes for three or more persons or things individually.

Na’nízhoozhídi naaki shee ńdeezid. *I was in Gallup for two months.*

Ashiké ashdla’ binááhai. *The boys are five years old.*
Hastiin Yazzie Wááshindoon yá naalnishgo náhást’éí nááhai.
Mr. Yazzie has worked for the BIA for nine years.

Kin Łánídi díkwíí lá nihee ńdeezid? *How many months did you spend in Flagstaff?*

Áadi neeznáá nihee ńdeezid. *We were there ten months.*

4.3 Adverb “Maybe”

Daats’í: *perhaps, maybe, possibly, about*, is exemplified in the following sentences. All of these can be questions as well as dubitative statements.

Éí daats’í doo naalnish da. *He perhaps doesn’t have a job.*
Doo daats’í ayóo naalnish da. *He probably doesn’t work very hard.*

Betsy daats’í bił bééhózin. *Betsy likely knows about it.*
Awéé’ daats’í tsosts’id bee ńdeezid. *The baby is possibly seven months old.*

Háísh bił bééhózin? Bizhé’é daats’í. *Who knows? Her father might.*
Díí daats’í doo Laura be’awéé’ da. *This probably isn’t Laura’s baby.*

4.4 Exclamation

Since the tones of Navajo words are predetermined, features other than tone are used to express surprise and emphasis. The particle, **lá**, connotes emphasis and discovery. It also replaces **-shą́** in the question words: **haa lá, háí lá, háadi lá, díkwíí lá**. The enclitic may be attached to the word it follows. Sometimes it just serves as a filler to smooth out the sentence. The short high final open syllable is lengthened by this enclitic, except in the first example below.

Nizhóní lá. *Hey, that's nice!*

Awéé' Naazbaa' wolyéé lá. *The baby's name is Nashah!*

At'ééd lá! *(It's) a girl!*

Haa lá wolyé? *What is his name? I wonder what his name could be.*

Háadi lá bighan? *Where could her home be?*

Hái lá Hastiin Kii be'esdzáqá? *Which would be Mr. Kee's wife?*

Éí asdzáqá ayóo naalnish lá. *Does that woman ever work! That woman is quite a worker.*

Díkwíí lá John dóó Bessie ba'áłchíní? *How many children do John and Bessie have?*

4.5 Verb “To forget about it” (perfective)

Here is *to forget about it, to forget it* in the perfective mode, which usually translates into the past tense. Say, **Baa yóónééh lágo!**, the optative mode, for, *Don't you forget it!* The postposition **-aa:** *concerning, about, to, toward*, is introduced here. the postposition indicates the person or thing forgotten. **Baa+yi = bei-** in a number of the verbs in this paradigm.

beisénah	beisii'nah	baa deisii'nah
beisínínah	beisoonah	baa deisoonah
yaa yooznah	yaa yooznah	yaa dayooznah

Beisínínahísh? *Did you forget it? Did you forget about it?*

Beisénah lá, aoo'. *I forgot, yes! I forgot about it, yes!*

Shaa yooznah lá. *He forgot about me!*

Neisénah. *I forgot about you.*

Landra bideezhí yaa yooznah lá. *Landra forgot her little sister.*

Nihinaaltsoos beisii'nah. *We forgot our books.*

Nihinaaltsoos baa deisoonah. *You forgot your books.*

4.6 Child, Baby

In awéé': *baby*, the possessive pronoun /i'a/ assimilate into /e'a/. Shi'awéé', ni'awéé', bi'awéé' sound more like she'awéé', ne'awéé', be'awéé'. When talking about their child, parents cannot say *our daughter*, *our son* but they can say *our baby*, *our child*: nihe'awéé', or nihiyázhí: *our little one*. The father can say, shiye': *my son*; shitsi': *my daughter*. The mother says, shiyáázh: *my son*; shich'é'é: *my daughter*.

Randy dóó Sue be'awéé' nizhóní. *Randy and Sue's baby/child is pretty.*

4.7 Verb “Repeat it” (*continuative imperfective*)

Bee ánaádí'ní: you (one) say it again (by-means-of-it, thus-you- say-again), is the proper way to tell someone to repeat a word or words. When you want someone to enunciate clearly, say Hazhó'ógo bee ánaádí'ní: say it again slowly, carefully. In a classroom setting your instructor may use the following:

bee ánaádí'ní	<i>you say it again.</i>
bee ánaádoh'ní	<i>you (two) say it again.</i>
bee ánaádadoh'ní	<i>you (three or more) say it again.</i>
shikék'ehgóó ádíní	<i>you (one) say it after me.</i>
shikék'ehgóó ádadohní	<i>you (three or more) say it after me.</i>
ákót'é, ákót'éé lá nizhóní	<i>that's it!, that's the way!</i> <i>that's nice! (good pronunciation)</i>

4.8 Imperatives

“The imperative mode has no special form, but is rendered by the future tense (which is obligatory in force), by the imperfective, which includes the neuter, or by the progressive mode when the action is to be carried out at once, and by the optative mode [as in 4.4 above] when the action is to be carried out in the proximate future and in a negative sense” (Y/M:1972, pp. 53,54). There will be more on tense and mode later on. For now, a simple statement of fact constitutes a command.

Bíká adíílwol. *You will help her. (a request)*
Díí bíhooł'aah. *Learn this!*

4.9 Verb “To remember it” (*continuative imperfect*)

bénáshniih

béénílniih/bénánílniih

yénálniih

bénéiilniih

bénálmiih

yénálmiih

béédeiilniih

béédaalniih

yéédaalniih

Diné bizaad ḥa’ shił ndaantł’ah; éí doo bénáshniih da. *Some of the Navajo words are hard for me; I don’t remember them.*

Díí béénílniih! *Remember this!*

Saad doo yénálniih da lá. *He doesn’t remember the word.*

4.10 “To know about it” (*imperfective*)

Prepound the proper postposition, shił, nił, bił, nihíł, before, bééhózin: *to know about it, to ascertain*, to show who has the information. Doo bééhózin da indicates information is unavailable or not known.

Jerry éí háadi bighan. Niísh nił bééhózin? *Where does Jerry live? Do you know?*

Ndaga’, doo shił bééhózin da. Carol daats’í bił bééhózin. *No, I don’t know. Carol might know.*

Doo nił bééhózin da lá ya’? *So you just don’t know, do you?*

Aoo’, doo shił bééhózin da. *Yes (No), I don’t know.*

4.11 Disclaimer

Hóla: *I don’t know*, can also have the connotation of *I don’t know and couldn’t care less, I really don’t want to tell you*. It can be an evasive response to avoid divulging information. In that setting one is not considered to be lying. If one knows and says, **Doo shił bééhózin da**, he is thought of as lying. Often you hear, **Hóla, doo shił bééhózin da**.

4.12 Adverb “however”

Áko ndi begins the second sentence when **ndi** would have made the two a compound sentence.

Diné bizaad shił nizhóní ndi ayóó shił nantł’ah. *I like the Navajo language but it is very difficult for me.*

Diné bizaad shił nizhóní. Áko ndi ayóó shił nantł’ah. *I like the Navajo language. However, it is very difficult for me.*

4.13 Subordinating Clauses

The enclitic **-go** subordinates clauses and participializes verbs to give us *while*, *when*, *as*, constructions. Often it functions as the *-ly*, *-ing* suffixes.

Kin Łánídi naalnishgo naaki nááhai. *Two winters passed while he was working in Flagstaff.*

Danny Tségháhoodzánídi naalnishgo bił nizhóní. *Danny likes working at Window Rock.*

Betty nizhónigo diné bizaad yíhool'aah. *Betty is learning Navajo well (nicely)*

Díkwíigo? (*It being*) *how many?* (*after something has been named*)

Naakigo. (*It being*) *two.*

Shíká adílwoł ya'? Éí doodago, Lynn shíká adoolwoł. *You'll help me, won't you? If not (or else), Lynn will help me.*

4.14 Syllable Patterns

All syllables begin with a consonant. Those which appear to have an initial vowel actually begin with the glottal stop, a consonant. In order to follow through consistently with syllable division, place a glottal stop before those syllables.

Here is a simple formula: **CV** = consonant-vowel; **CVC** = consonant-vowel-consonant. The digraphs: **ch**, **dl**, **dz**, **gh**, **hw**, **k'**, **kw**, **sh**, **t'**, **tl**, **ts**, **zh**, and the trigraphs, **ch'**, **tl'**, **ts'**, are considered single consonants.

diné: **di-né:** cv, cv

bíhoosh'aah: **bí-hoosh-'aah:** cv, cvc, cvc

yá'át'ééh: **yá-'á-t'ééh:** cv, cv cvc

bídahwiil'aah: **bí-da-hwiil-'aah:** cv, cv, cvc, cvc

ádin: **'á-din:** cv, cvc

éé': **'éé':** cvc

Exercise: Take a paragraph or two out of one of the last lessons and divide the words into syllables, with the *cv/cvc* designations.

4.15 Subject Pronoun Marker in Verbs

A few complete verb paradigms have been given. The partial ones could be expanded to the full twelve-word list. The complete verb paradigms are listed in Appendix A. If you

can begin to recognize some of the person markers, you will be able to remember the verbs better.

Verbs have a single-syllable stem, prefixed by a variety of units showing *classification, subject, mode, tense, object pronoun, theme*, etc. (The verb complex is more fully covered in Appendix B.) The /sh/ in verbs like, **yinishyé**, **bíhoosh'aah**, **naashnish**, **íínishta'**, **yínishta'**, is the first person “I” as the subject. Third person verbs have nothing in that position. Let’s take a look at the “to work” verb and identify the subject person markers. After each verb, the person marker is given between the slashes.

naashnish	/sh/	neiilnish	/ii/	ndeiiilnish	/ii/
nanilnish	/ni/	naalnish	/oh/	ndaalnish	/oh/
naalnish	/zero/	naalnish	/zero/	ndaalnish	/zero/

* Athabascan languages have an underlying /d/ in the first person dual and plural verbs, which surfaces before certain stem initial consonants.. Before a stem that begins with an /l/, it introduces a /d/, hence, **niidlí**. In **dii'ní**, the d-effect requires a glottal stop before the stem-initial /n/. The /t/ in **deet'áázh**, comes from the d-effect. We'll have more of this, as we progress in the lessons and come across verbs that require this element.

There are morphophonemic changes in the verbs as different morphemes (units of meaning) and phonemes (units of sound) come together. Two or more prefixes sometimes can fuse into one syllable, at times hiding the identity of verb prefixes.

Notice that all of the verbs above, have an /l,ɿ/ before the stem. This prefix is called a classifier, although it doesn't classify anything. The /l/ sound is virtually impossible between /sh/ and /n/, so it is simply left out. The /l/ after /oh/ always turns into /ɿ/.

The third person verb **always** shows the true stem and classifier of the verb. The absence of a person marker identifies it as a third person verb.

Here is how changes come about in the first person dual and plural. /ii/ is the basic *we* marker:

neiilnish: **na + ii + l = neiil-**

ndeiiilnish: **na + da + ii + l = ndeiiil-**

There are morphophonemic changes also in the second person dual and plural. Here /oh/ is the basic marker for *you, (more than one)*.

naałnish: **na + oh + l = naał-**

ndaałnish: **na + da + oh + l = ndaał-**

Unfortunately for new learners, there are a few more markers, but these are the most common in imperfective verbs.

You will notice /ni/ is usually the singular *you* sign. In **bíhooł'aah**, it is lost, or covered up. In **yinílyé**, the high tone is the *you* signal.

4.16 Practice Narrative

Chii dóó Joanne Begay Baa Hane'

Chii Begay Tségháhoodzánídi bighan. Áadi bighango náhást'éí nááhai. Fed Mart yá naalnish. Binaanish ayóo bił yá'át'ééh.

Bich'ooní éiyá Joanne wolyé. Éí ałdó' Tségháhoodzánídi bighango bił nizhóní. Éí dó' naalnish. DNA yá naalnishgo tseebíí nááhai.

Chii dóó Joanne ba'áłchíní hólq. Éí táá'. Ashkii éí Bennie wolyé. Éí bádí dóó bideezhí hólq. Bádí éiyá Denise wolyéego tsosts'id binááhai. Bennie éí ashdla' binááhai. Awéé' éiyá neeznáá bee nídeezid. Éí Elsie wolyéé lá.

4.17 Review Questions (on 4.16)

Answer questions without looking at the story.

- a. Hastiin haa lá wolyé?
- b. Bich'oonishq? Doósh béénílniih da?
- c. Háadi lá éí bighan?
- d. Hastiinshq, éí háí yá naalnish?
- e. Díkwíí nááhaigo áadi naalnish?
- f. Binaanish bił yá'át'ééh ya'?
- g. Asdzáąą daats'í ałdó' naalnish?
- h. Binaanishísh bił nizhóní?
- i. Díkwíí lá ba'áłchíní?
- j. Haash dawolyé?
- k. Díkwíí lá béédááhai?
- l. Ashiké díkwíí?
- m. At'ééké díkwíí?
- n. Asdzáąąshq, díkwíí nááhaigo naalnish?
- o. Éí háí yá naalnish ya'?

4.18 Query Patterned Response

- Model** Éí diné haash wolyé?
- Student** Hóla, doo shił bééhózin da. Doo bénáshniih da lá.
 Ashkii díkwíí binááhai?
 Awéé'esh díjí bee nídeezid?
 Hastiin Tó Dích'íi'nii háadi naalnish?
 Da' éí Tséhootsooídi bighan?
 Da' Jerry bił bééhózin?
 Háí lá Lók'aahnteeldi naalnish?
 Pat háí yá naalnish?

4.19 Integration Drill

- Model** At'ééd Berta wolyé. Naaki bee nídeezid.
- Student** At'ééd Berta wolyéego naaki bee nídeezid.
 Awéé' bimá Walmart yá naalnish. Naaki binááhai.
 Diné bizaad bóhoosh'aah. Doo shił nantl'ah da.
 Sally Kmart yá naalnish. Ashdla' nídeezid.
 Kmart bá neiiłníish. Éí nihił yá'át'éeh.
 Kwe'é atah da'ííñíltá'. Éí nihił danizhóní.
 Saad hazhó'ógo bee ádíní. Éí bíhoosh'aah.
 Shił bééhózin. Carla binaaltsoos hólq.
 Éí Denver wolyé. Éí nihił béédahózin.

4.20 Query Patterned Response

- Model** Doósh béínlínlíih da?
 aoo'
- Student** Aoo', doo bénáshniih da.
 Doósh naalnish da?
 Doósh binaanish bił yá'át'éeh da?
 Da' doósh diné bizaad bił nantl'ah da?
 Da' éí doo Jesse wolyée da?
 Da' Norma doo bił bééhózin da?
 Saad (word) daats'í doo yaa yooznah da?
 Éí daats'í doo diné at'ééd nilíjí da?
 Da' saad doo yénálníih da?
 Diné bizaadísh doo nantl'ah da?
 Michelle diné bizaadísh doo bił nantl'ah da?
 Nishqá', diné bizaadísh doo nił nantl'ah da?
 Bilagáana bizaadísh doo nantl'ah da?

4.21 Replacement Drill

- Model** Bilagáana háadi bighan? Da' Na'nízhoozhídi?
- Student** Aoo', ákót'é, Na'nízhoozhídi bighan.
Jean éí háadi diné bizaad yíhoo'l'aah? Ch'ínlíjidiish?
Bilagáana asdzáá diné bizaad bił nant'ah ya'?
Diné bizaad bídahwiil'aah ya'?
Sadie dóó Laura daats'í aldo' diné bizaad yíhoo'l'aah?
Doósh béínálniih da?
Éí hane' doo nił yá'át'éeh da ya'?

4.22 Review

Write your own dialog using what you can of the words you have had so far.

4.23 Review

Create questions you can ask of other students; then divide into small groups of two or three and carry on short conversations. Try not to revert to English.

4.24 Discussion Practice

Use the information you get from each other to tell short stories in class.

4.25 Linguistic Note

Continuative Imperfective Mode

This mode, (CI), implies action that is incomplete and continues to be incomplete — it is ongoing. The following verbs illustrate the point.

bił bééhózin	<i>he knows about it</i>
diní	<i>you are saying it</i>
naalnish	<i>he is working</i>
nant'ah	<i>it is difficult</i>
yénálniih	<i>he remembers it</i>
íímíshta'	<i>I read, I'm able to read, I'm able to count, I'm going to school (Lesson Five)</i>
yíníshta'	<i>I read it, I'm counting them (Lesson Five)</i>

BÍHWIIDOO'ÁLÍGÍÍ ASHDLA'Í GÓNE'É

LESSON GOALS

Learn another way of expressing possession

Learn to use nominalizers

Be able to use adjectives

Learn to express “to read, to read it; to count, to count it”

BESSIE DÓÓ HASTIIN HALL

HALL	Yá'át'ééh, shimá yázhí.	yázhí: <i>the little one</i>
BESSIE	Aoo', yá'át'ééh, shiyáázh.	shiyáázh: <i>my son (woman's)</i>
HALL	Shí éí bá'ólta'í nishlígíí. Chinle Public School bá naashnish.	bá'ólta'í: <i>teacher</i>
BESSIE	Sha'álchíní áadi da'ólta'.	da'ólta': <i>they are going to school</i>
HALL	Díkwíigo atah da'ólta'?	atah: <i>among (others)</i>
BESSIE	Sha'álchíní ták'go atah da'ólta'.	
HALL	Na'álchíní éí Mary dóó Kii dóó Chii dawolyé ya'?	
BESSIE	Ákódaolyé, aoo'.	ákódaolyé: <i>those are their names</i>
HALL	Mary éí díkwíigíí yółta'?	díkwíigíí: <i>which one (grade)</i>
BESSIE	Shiché'é éí tseebíígíí yółta'.	yółta': <i>she reads it</i>
HALL	Díkwíí lá binááhai niché'é?	tseebíígíí: <i>the eighth grade</i>
BESSIE	Díí'ts'áadah binááhai.	díí'ts'áadah: <i>fourteen</i>
HALL	Kiishqá' éí díkwíigíí yółta'?	
BESSIE	Shiyáázh ashvla'ígíí yółta' áádóó Chii, éí ashkii yázhí niljíigo, naakiígíí yółta'.	áádóó: <i>and (from there on)</i>
HALL	Da' éí t'áá ákódigo na'álchíní?	t'áá ákódí: <i>that is all (of them)</i>
BESSIE	She'awéé' éí t'ah doo ółta' da.	t'ah: <i>still, yet</i>
HALL	Jó nizhóní.	

ÓLTA' GÓNE'É

Kóne' éiyá hastiin Hall bá'ólta'í nilí. Álchíní atah da'ólta'ígíí éí naadiin. Ła' éí t'áá diné ba'álchíní danilí, Ła' éí bilagáana. Kóne' atah da'ólta'go shíí bił danizhóní. Hastiin Hall ałdó' bił yá'át'ééh, diné ba'álchíní bá da'ólta'go. Álchíní éiyá Ła' ashvla'ígíí dayółta'. Éí Ła'ts'áadah. Aádóó tseebíigo éí hastánígíí dayółta'. Álchíní díí'go bilagáana bizaad yídahooł'aah.

kóne': *in here*

da'ólta'ígíí: *students*

Ła': *some; naadiin:* *twenty*

shíí: *possibly, perhaps*

tseebíigo: *eight of them*

Áłchíní ła' naaltsoos bee dahólq. Ła' éí naaltsoos bee ádaadin. Éí dayółta'. Bá'ółta'í yá dayółta'. Naaltsoos bee dahólónígíí éí naaltsoos dayółta'.

Bee ádaadinígíí doo da'ółta' da k'ad.

bee dahólq: *they have*
bee ádaadin: *they don't have any*
bee dahólónígíí: *those which have them*
bee ádaadinígíí: *those which have none*

5.1 Verb “to read” (*continuative imperfective*)

This paradigm covers *to read, to count, to go to school.*

ííníshtha'	íínílta'	da'íínílta'
ííníłta'	íínółta'	da'íínółta'
ółta'	ółta'	da'ółta'

Háadish atah ííníłta'? *Where are you going to school?*

Kwe'é atah ííníshtha'. *I'm going to school here.*

Kwe'é atah ííníshtha'go diné bizaad bishoosh'aah. *I am going to school here learning Navajo.*

5.2 Verb “To read it, to count them” (*continuative imperfective*)

The yi- prefix is the object pronoun and appears in the following paradigm:

yíníshtha'	yínílta'	deínílta'
yíníłta'	yínółta'	deínółta'
yółta'	yółta'	dayółta'

Naaltsoos shá yíníłta' ya'? *Read the book/paper for me, okay?*

Aoo', ná yíníshtha'. *Yes, I will read it for/to you. I'm reading it to you.*

Da' áłchíní naaltsoos nihá dayółta'? *Are the children reading the books to you?*

Áłchíní naaltsoos nihá dayółta'. *The children are reading the books for us.*

Diné bizaad yíníłta'goósh nił nantł'ah? *Is it hard for you to read Navajo?*

Diné bizaad yíníshtha'go doo shił nantł'ah da. *It isn't hard for me to read Navajo.*

5.3 Nominalizers

There are three nominalizers to change verbs into nouns and adjectives. **-ígií: the one; the particular one that...; the fact that...;** **-ii: the one who...;** **-í: the one, the one which.** There is some overlap in usage and it takes time to learn where to use which one.

-ígií is the easiest one to use. Just try not to put too many in any one sentence. Use it to make adjectival phrases. It has been in the lesson titles: **bíhwiidoo'áál: learning will be done;** **bíhwiidoo'álígií: that which will be learned: lesson.** It identifies ordinal numbers, such as: *first, second, third, etc.* Notice how the long, high tone syllable is shortened when followed by the nominalizer. Here are a few examples:

At'éed nizhónígíí éí Ben bideezhí. *The pretty girl is Ben's younger sister.*

Ben bideezhí naakiígíí yółta'. *Ben's younger sister is in second grade.*

Ashkii naaltsoos yółta'ígíí éí Nora biyáázh. *The boy reading the book is Nora's son.*

Diné bizaad bíhoosh'aahígíí ayóo shił yá'át'ééh. *I like it very much (the fact that) that I can learn Navajo.*

-ii makes a noun phrase out of a verb.

Hastiin Tso diné yá'át'éehii nilí. *Mr. Tso is a good man.*

Shíká adoolwołii éí Dennis. *Dennis will be my helper.*

Asdzáqá Dora wolyéii éí shimá yázhí. *The lady named Dora is my maternal aunt.*

Sáanii ólta'di ndaalnish. *The women are working at school.*

Sáanii danilíinii binaanish dahólq. *Those who are women have work.*

Hastiin bichidí hólónii éí shizhé'é yázhí. *The man who has the car is my paternal uncle.*

Hastiin bichidí ádinígíí éí ałdó' shizhé'é yázhí. *The man who doesn't have a car is also my paternal uncle.*

Notice, **daniłí** changes to **daniłíinii**; **hólq**, to **hólónii**, when the nominalizer is added. This is true of all nasalized final syllables.

You have seen the **-í** enclitic in Navajo place names in 2.13. The ending **-í** is *the one: Na'nízhoozhí: the-bridge-one, the-bridge-place.* In this lesson the word for *teacher*, **bá'ólta'í: the-one-for-whom-reading-is-done**, is that type of construction.

Ółta’í: *the one who reads*, is this kind of a word. In the lesson title we have **góne’é:** *góne’ + í (é)*, as also in the numbers, **díł’í**, have the same enclitic. **Hastáá** becomes **hastání** because of the nasalization.

shimá yázhí	<i>my-mother, the-little-one</i>
bimá sání	<i>his-mother, the-old-one (maternal grandmother)</i>
áłchíní	<i>they-have-been-born, the-ones</i>

Combine the negative **doo....(da)** with a nominalizer and you have a negative noun phrase.

doo yá’át’éehii	<i>that which isn’t good</i>
doo naalnishii	<i>the one who isn’t working</i>
doo nizhóníi	<i>the homely one, the one who isn’t pretty</i>
doo nantł’áii	<i>the easy one; the one that isn’t difficult</i>
diné doo naalnishígíí	<i>the man who isn’t working</i>
asdzá doo Sam bich’ooní nilínígíí	<i>the woman that is not Sam’s wife</i>
doo bénáshnihígíí	<i>that which I don’t remember</i>

5.4 Affirmation

Ákó-: *thus, so*, is a prefix to many verbs. **Ákót’é:** *that’s the way*; **ákóyoolyé,** **ákódaolyé**, also, **kóyoolyé, kódaolyé:** *thus he is called, thus they are called*. Here’s a new one:

Éísh doo nił ákót’ée da? *Don’t you like it? Doesn’t it suit you?*
Aoo’, éí doo shił ákót’ée da lá. *No, I’m not happy with it at all.*

Da’ diné bilagáana nilíinii Mr. Gardner wolyé? *Is the white man’s name Mr. Gardner?*
Aoo’, ákóyoolyé. *Yes, that’s his name.*

5.5 “Teen” Numbers

These numbers function the same as the earlier ones. They can also be suffixed with a nominalizer.

łá’ts’áadah	<i>eleven</i>	hastá’áadah	<i>sixteen</i>
naakits’áadah	<i>twelve</i>	tsots’idts’áadah	<i>seventeen</i>
táá’ts’áadah	<i>thirteen</i>	tseebííts’áadah	<i>eighteen</i>
díł’ts’áadah	<i>fourteen</i>	náhást’éíts’áadah	<i>nineteen</i>
ashdla’áadah	<i>fifteen</i>	naadiin	<i>twenty</i>

Tom éí díkwíigíí yółta'? *Tom is in which grade?*
 Tom naakits'áadahígíí yółta'. *Tom is in the twelfth grade.*

Linda díkwíí binááhai? *How old is Linda?*
 Náhásts'éíts'áadah binááhai. *She is nineteen.*

5.6 Conjunction

Áádóó, áá- *there + -dóó:* *from,* has much the same function as **dóó:** *and,* introduced earlier. Beginning a sentence with this conjunction is fully acceptable in Navajo. It also serves as a variant from **dóó** in a long string of items.

John dóó Joanne áádóó Keith atah da'ółta'. *John and Joanne and Keith are going to school.*

5.7 Particle

T'áá ákódí: *that is all,* is said toward the end of every speech. If the speaker thinks of more things to say, he may announce the close several times before he actually finishes narration.

5.8 Verb “to be” (*neuter imperfective*)

This verb is primarily applied to people. The *to be* verb is never an auxiliary in Navajo, although **naashnish** is translated *I am working.*

nishłí	niidlí	daniidlí
nílí	nohłí	danohłí
nilí	nilí	daniilí

Bilagáana danilíinii diné bizaad yídahooł'aah. *Those which are white people are learning Navajo.*

Atah da'ółta'ígíí áłchíní danilí. *The students are children.*

Ha'át'íí nohłí? *What clan are you?*
 Naakaii dine'é niidlí. *We are of the Mexican clan.*

5.9 Adverb “inside”

Góne': *inside (there),* implies the speaker is outside the area; **kóne':** *in here,* that he is essentially inside the area, or relatively close.

Sáanii hooghan góne' ndaalnish. *The women are working inside the Hogan.*

Ashiiké kóne' bilagáana bizaad yídahoo'l'aah. *The boys are studying English in here.*

5.10 Possession

Until this lesson, a pronoun was affixed to the noun, together with **hólq**, **dahólq**: *it exists, they exist*, to express possession. You can prepound the verb with the postposition **-ee**: *with*, affixing the proper pronoun, and come up with the same idea. These are used interchangeably, except the latter is usually not appropriate for family relationship terms. Prepound with **shee**, **nee**, **bee**, **nihee**, representing the possessor of an item.

Naaltsoosísh nihee dahólq? *Do you have books?*

Naaltsoos nihee dahólq. *We have books.*

Steve dóó Karen daats'í naaltsoos bee hólq? *Do Steve and Karen have books?*

Aoo', naaltsoos bee hólq. *Yes, they have a book, they have books.*

Da' Lennie Begay bichidí hólq. *Does Lennie Begay have a car?*

Lennie Begay chidí bee hólq. *Lennie Begay has a car.*

This postposition is also used with **ádin**: *it is lacking, it is non-existent.*

Ashkii yázhí naaltsoos bee ádin. *The little boy has no book.*

Áłchíní yázhí naaltsoos bee ádaadin. *The little children have no books.*

5.11 Adverb “yet”

The particle **t'ah**, is part of at least a score of frames. In this lesson it translates into *yet, still*, before a negative statement. In a positive sentence, **t'ahdii**, is inserted. These both require present tense verbs.

Lillie t'ah doo naalnish da lá. *Why, Lillie still isn't working, still doesn't have a job.*

Diné bizaad t'ah doo ayóo bishoosh'aah da. *I'm not learning Navajo very well yet.*

Asdzáq Scott t'ahdii binaanish hólq. *Mrs. Scott still has work.*

At'ééd t'ahdii naaltsoos yóltá'. *The girl is still reading the book.*

5.12 Verb Paradigm Practice

Since Navajo has the *singular*, *dual*, *plural* categories and the *you*, *we* pronouns are alike, we need a system to designate the person involved when we practice verb paradigms. Here is the paradigm of designations your instructor will use in substitution drills of verb paradigms. Later, when you have been introduced to *both of...*, he may use that phrase.

shígo	<i>I</i>	ndiniilt'éego	<i>we two</i>	tániilt'éego	<i>we (pl.)</i>
nigo	<i>you (sing.)</i>	ndinolt'éego	<i>you two</i>	tánolt'éego	<i>you (pl.)</i>
bígo	<i>he,she,it</i>	ndilt'éego	<i>they two</i>	tált'éego	<i>they (pl.)</i>

The last syllables are often combined in fast speech: **-t'éego** becomes **-t'áo**, **-t'éo**.

5.13 Substitution Drill

Model	Diné bizaad yíníshta'.
	nigo
Student	Diné bizaad yíníta'.
	bígo
	ndiniilt'éego (ndiniiltáo)
	ndilt'áo
	at'ééké
	ashiiké (tált'áo)
	ndinołt'áo

5.14 Variable Substitution Drill

Model	Diné naaltsoos yółta'.
	ashkii
Student	Ashkii naaltsoos yółta'.
	at'ééd
	diné bizaad
	at'ééké (ndilt'áo)
	sáanii
	hastóí (plural for hastiin)
	tált'áo
	sáanii danilíinii
	danohłíinii
	nilíinii
	bilagáana bizaad

5.15 Query Free Response

This is based on the dialog at the beginning of this lesson.

- a. Háí lá bá'ólta'í nilí?
- b. Háadi bá'ólta'?
- c. Bá'ólta'í nilígo daats'í bił yá'át'ééh?
- d. Háí ba'álchíní bá da'ólta'?
- e. Ashdla'ígíí dóó hastánígíí bá dayólta' ya'?
- f. Bessie Yazzie díkwíí ba'álchíní?
- g. Haash daolyé?
- h. Díkwíí éí béédááhai?
- i. Háadi lá da'ólta'?
- j. Kii bádíísh ólta'?
- k. Bitsiliísh ałdó'?
- l. Éí díkwíígíí yólta'?
- m. Da' Bessie be'awéé' hólq?
- n. Éí díkwíí bee nídeezid?
- o. Éí doo ólta' da ya'?
- p. Díkwíí lá atah da'ólta?
- q. Bilagáanaásh danilí?
- r. Díkwíigo bilagáana danilí?

5.16 Integration Drill

Model Hastiin ayóo naalnish. Éí shizhé'é.

Student Hastiin ayóo naalnishígíí éí shizhé'é.

Asdzáá diné bizaad yólta'. Éí shimá yázhí.

Áłchíní diné bizaad dayólta'. Éí shizhé'é yázhí ba'álchíní.

Hastóí bilagáana bizaad yídahooł'aah. Éí t'áá diné danilí.

Hastiin bilagáana bizaad yihooł'aah. Éí ayóo bił yá'át'ééh.

Ashkii naaltsoos yólta'. Éí Steve wolyé.

Ashkii yázhí ólta'. Éí Marie biyáázh.

At'ée yázhí doo ólta' da. Éí Marie biché'é.

Hastiin doo naalnish da. Éí shicheii.

Shinálí hastiin doo naalnish da. Éí doo bił yá'át'éeh da.

Shinálí asdzáá bilagáana bizaad doo bił bééhózin da. Éí doo bił yá'át'éeh da.

Shinaanish ádin. Éí doo shił ákót'ée da.

Shimá yázhí t'ahdii naalnish. Éí Della wolyé.

Stan t'ah doo bił bééhózin da. Éí doo bił ákót'ée da.

Billy t'ahdii bá'ólta'í nilí. Éí shimá bił nizhóní.

5.17 Completion Drill

- Model** Ółta'í nishłí.
 Jack dóó Alice ółta'í _____
- Student** Jack dóó Alice ółta'í nilí.
 Lena _____
 Áłchíní ndiltáo _____
 Áłchíní tált'áo _____
 T'áá diné danilíinii _____
 T'áá diné danohłíinii _____
 Ashiiké _____ ayoo ndaalnish.
 Hastóí _____ bichidí dahólq.
 Hastoí t'áá dine _____
 Sáanii éí ółta'í _____
 Ashiiké ndilt'áo ółta'í _____
 Sáanii tált'áo naalnishí _____
 Kii naalnishí _____
 Hastiin doo naalnishí _____ da.

5.18 Replacement Drill

- Model** Dennis wolyéé lá ya'?
- Student** Ákót'ee lá. Dennis wólyé.
 Saad bił ndantl'ah ya'?
 Éí daats'í bilagáana nilí?
 T'áá daats'í ayoo diné bizaad yíhooł'aah?
 Tsosts'idts'áadah daats'í binááhai?
 Awéé' ayoo nizhóní ya'?
 Díí daats'í k'ad t'áá ákodí?

5.19 Transformation Drill

- | | (negative) | (positive) |
|----------------|---|---|
| Model | Susan doo naalnish da.
t'ah | Susan naalnish.
t'ahdii |
| Student | Susan t'ah doo naalnish da.
Ashkii yázhí doo ółta' da.
Asdzání doo bá'ółta'í nilíj da.
Roy doo diné bizaad yíhooł'aah da.
Lena doo kwe'é bighan da.
Larry doo ółta'í nilíj da. | Susan t'ahdii naalnish.
Ashkii yázhí ółta'.
Asdzání bá'ółta'í nilí.
Éí diné bizaad yíhooł'aah.
Lena kwe'é bighan.
Larry ółta'í nilí. |

5.20 Replacement Drill

- Model** Bilagáana kwe'é dabighan.
 ta'
- Student** Bilagáana ta' kwe'é dabighan.
Bilagáana diné bizaad yídahooł'aah.
T'áá diné Tségháhoodzánídi ndaalnish.
Áłchíní Ch'ínlíjidi da'ółta'.
Lucy ba'áłchíní t'ah doo da'ółta' da.
Lók'aahnteeldi diné binaanish ádaadin.
Binaanish dahólq.

5.21 Linguistic Note

Perfective Mode

This mode, (P), is usually translated as past tense. The action is completed.

nááhai	<i>the year has passed</i>
ńdeezid	<i>the month has passed</i>

Si-perfective Mode

In 2.25 you have an explanation of the *si-perfective neuter*. Here is a simple si-perfective. There is no on-going action. **Beisénah:** *I forgot it*, could be translated into *I had forgotten, since I now seem to remember*. Many verbs are designated as Perfective in the dictionary, although they have the /si-/ prefix. /Si-/ also takes the form of /sh-, z-, zh-/ depending on environment: **yaa yooznah:** *he forgot it*.

Imperfective Mode

This designation applies to verbs in which the “action is incomplete, but it is in the act of being accomplished, or about to be done” (Y/M, 1972, p. 42). **Yíhooł'aah:** *he is learning it*, falls into this category.

Future Tense

Shíká adoolwoł: *he will help me*, is a simple *future*, as in English.

BÍHWIIDOO'ÁLÍGÍÍ HASTÁNÍ GÓNE'É

LESSON GOALS

- Learn to invite someone into the house
- Inviting someone back
- Learn to ask the names of things
- Learn names of items in the classroom
- Ask for repetition

SAAD BÍHOO'AAH (learning words)

HALL	Wóshdék', yah aninááh, Kii.	wóshdék': <i>this way; yah aninááh:</i> <i>come in; kodóó dah índaah: sit down here; sik'is: my friend; -náá-: again</i>
	Kodóó dah índaah, sik'is.	
	Shíká anáádíílwol, ya'?	níká anáádeeshwoł:
KII	Hágoshíí, níká anáádeeshwoł.	I will help you again
HALL	Saad ła' ayóo shił ndantl'ah.	ha'át'íí át'é: what is it?
	Dií ha'át'íí át'é? Shá yínízhí.	yínízhí: you say the name
KII	Éí bee'ak'e'elchihí wolyé.	bee'ak'e'elchihí: pen, pencil
HALL	Hazhó'ó. Bee ánáádí'ní, hazhó'ó'go.	
KII	Bee'-a-k'e'-el-chí-hí.	
HALL	Bee'-a-k'e'-el-chí-hí. Bee'ak'e'elchihí.	
KII	Nizhóní lá. Ákót'ée lá.	
HALL	Díísh naaltsoos át'é?	át'é: <i>it is, they two are</i>
KII	Naaltsoos ádaat'é.	ádaat'é: <i>they are</i>
HALL	Dííshq', shá yínízhí.	
KII	Bik'idah'asdáhí. Bik'idah'asdáhí.	bik'idah'asdáhí: <i>chair, bench</i>
HALL	Bik'idah'asdáhí. Éí nantl'ah. Dííshq'?	
KII	Bikáá'adání wolyé.	bikáá'adání: <i>table</i>
HALL	Bikáá'adání. Nááná, dííshq'?	nááná: <i>again</i>
KII	Éí ni'ée', nideiji'ée' dóó t'l'ají'ée'	ée': <i>clothes; deiji'ée': shirt, blouse</i>
	wolyé. Shikék'ehgóó bee ádíní.	t'l'ají'ée': <i>pants, trousers</i>
HALL	Éé', deiji'ée', t'l'ají'ée'.	
KII	Nááná éí ké, éí nikee'.	ké: <i>shoes; nikee': your shoes</i>
	Éí ch'ah át'é. Ch'ah.	ch'ah: <i>hat, cap</i>
HALL	Ch'ah, ch'ah. Hazhó'ógo bee ádíníigo	
	doo shił nantl'ah da.	
KII	Doo shíí nantl'ah da.	shíí: <i>maybe, perhaps</i>
	Doo nantl'ah da sha'shin.	sha'shin: <i>probably</i>
HALL	Jó yá'át'ée'h, ahéhee'. Hágooñee'.	
	Shaa náájídááh.	shaa náájídááh: <i>come see me again</i>
KII	Hágoshíí, níká anáádeeshwoł.	

6.1 “This way!”

You say, **wóshdéé'**: *this way*, when someone knocks at the door, providing you want him in. Some people do not come to the door to invite you in but just say, **wóshdéé'**, and wait for you to open the door. Newcomers are at times somewhat perplexed that no one comes to the door or that the door is being closed as you approach the house. Sometimes the people need to arrange things a bit before they feel comfortable letting a stranger in. This should not always be construed as reluctance to let a person into the home.

You can use the term when asking someone to come toward you. However, **hágó** is usually easier. On occasion you will hear, **wóshdéé' hágó**.

6.2 “Come in!”

The term for *come in* is determined by the number of people at the door.

yah aninááh.	<i>you (one) come in</i>
yah ooh'aash	<i>you (two) come in</i>
yah oohkááh	<i>you (three or more) come in</i>

6.3 Friend

Sik’is, shik’is: my friend, is limited to a friend of the same sex. Basically it is a term used to address one’s sibling of the same sex. They have a word, **kwá’ásiní: relatives, friends, loved ones**, a term used by orators addressing a group. It is a bit formal but may be used in speaking to someone of the opposite sex. Sorry, there is no word for a man to say, She is my friend, or vice versa.

6.4 “From here”

The literal meaning of **kodóó** is *from here and on (in time and space)*. It is correct in pointing to a place for a person to sit down. The *sitting* verb changes stems according to the number of people.

kodóó dah n̄daah	<i>you (one) sit down here</i>
kodóó dah nohkeeh	<i>you (two) sit down here</i>
kodóó dah dinohbijj	<i>you (three or more) sit down here</i>

6.5 Asking for Names of Things

There are several ways to ask for the names of things. You have learned, **haash wolyé?** You can say, **Dinék'ehjí haash wolyé?: what do you call it in Navajo?** In this lesson we have, **Ha'át'íí át'é: what is it?** To some it could imply that you don't know what the item is but to most it would be an appropriate question. You also have, **Shá yínízhí: name it for me.** The best way to learn the names of things is to go around and point to the items. Pictures are also helpful, especially in a classroom setting. Your instructor can distribute pictures of things and have you ask each other what they are called. The potential vocabulary list is essentially endless. Build a list that fills your needs in your surroundings.

*Atah da'óltá'ígíí shá yínízhí. Give me the names of the students.
Hágoshíí, ná yíníshí/yíníshshí. OK, I'll call them for you.*

*Díí shá deínóhshí. (Three or more) Give the names of these.
Éí deíniijí. We'll give the names.*

As you walk about, getting the names of things, write them down. Your spelling may not be perfect, but it may help you to remember the words. Check with the glossary in back.

6.6 Verb “to be” (neuter imperfective)

The full paradigm comes in a later lesson. **Át'é** is for one or two; **ádaat'é**, for three or more. The verb is not needed in short sentences like: **Díí éí shimá. Díí éí Bennie bitsilí. Háísh éí nihimá sání?**

*Díí éí bik'idah'asdahí át'é. This is a chair/bench.
Éí diné bizaad ádaat'é. Those are Navajo words.*

6.7 Repetition

Nááná: *again*, can be said as a separate word. When the action is spelled out, one of the semeliterative *again* prefixes, **náá-, ná-, ní-**, must be inserted in the verb to show one repetition. Here are examples, using words that have been introduced.

*Yá'ánáánát'ééh. He is good/ well again.
Saad ła' bíñáhoosh'aah. I am learning some more words.
Kwe'é nááshighan. I live here again. (It can also mean this is another home for me)
Kodóó dah nánídaalí Sit down here again.*

Shimá sání yá'ánáánáát'ééh. *My grandma is well again.*

Lee nihá náánaalnish. *Lee is working for us again.*

George éí Jessie yíká anáádoolwoł ya'? *George will help Jessie again, won't he?*

Nda, doo yíká anáádoolwoł da. *No, he isn't going to help her again.*

Ken binaaltsoos ánaáánádin. *Ken is out of paper again.*

Ákónáánát'éé lá. *That's the way again!*

Jean naaltsoos náyółta'. *Jean is reading the letter again.*

Éí doo yénánálniih da. *Again, she doesn't remember.*

The semeliterative prefix causes a /d/ classifier to affect the stem-initial consonant. When there is no /t,l/ present before the stem, the following changes are obtained in the stem:

d + ' = t'	d + n = 'n
d + g = d	d + z = dz
d + gh = g	d + zh = j
d + l = dl	d + y = d

Andy bichidí nááhódlq. *Andy has another car.*

Bee ánaádí'ní. *Say that again!*

Éí saad shił béenáhódzin. *I recognize/know that word again.*

Ashkii binaaltsoos yaa náyooz'nah. *The boy has forgotten his book again.*

Susan bá'ólta'í nánídlí. *Susan is a teacher again.*

6.8 Imperative “come again”

The polite way to say, *come again!*, is in an *alternate third person* verb. This alternate form is used when one has to defer to a close relative, to a dignitary or when one speaks generally of himself, something like saying, *one does so and so*. The rule on the initial consonant in the stem in 6.7 applies to the singular and the dual in the following terms. Learn these well; they will come in handy.

shaa/nihaa náájídááh. *come see me/us again (one person)*

shaa/nihaa náájít'aash. *come see me/us again (two)*

shaa/nihaa náájíkaah. *come see me/us again (three +)*

Hágooñee', shaa/nihaa náájídááh/náájít'aash/náájíkaah. *Goodbye, come see me/us again.*

6.9 Verb “to name it” (*imperfective*)

Here is the paradigm of *to call him/it by name, to name him/it*:

yíníshshí	yíníijí	deíníijí
yínízhí	yínóhshí	deínóhshí
yózhí	yózhí	dayózhí

Notice that the stem-initial consonant changes for the first person dual and plural because of the /d/ effect in first person dual and plural in Athabascan languages. The /zh/ after /h/ in the second person dual and plural is difficult to say, so it changes to /sh/.

Áłchíní ná da'ółta'ígíí shá yínízhí. *Give me the names of your students.*

6.10 Dubitatives

Daats’í: *maybe, perhaps*, is the strongest of several dubitatives. **Shíjí:** *possibly, perhaps, probably*, is weaker. It “is required in reference to future events, hearsay and other circumstances about which the speaker cannot be positive” Y/M, 1980, p. 615. When following an interrogative, it becomes an indefinite pronoun: **hái shíjí:** *who could it be?*. **Sha’shin:** *perhaps, maybe, about, possibly, could be*, usually applies to a supposition, and often has much the same connotation as: *I am of that opinion, I guess so*. The following examples will get you started. Take notice of the place of these dubitatives in the sentence; the location is often optional, but usually does not start a sentence.

Lou daats’í doo bił bééhózin da. *Lou probably doesn’t know.*

Does Lou know?

Lou shíjí doo bił bééhózin da. *Lou might not know.*

Lou doo bił bééhózin da sha’shin. *Lou likely doesn’t know.*

I guess Lou doesn’t know.

Lou doo bił bééhózin da shíjí. *Lou perhaps doesn’t know.*

Doo shíjí bił bééhózin da. *She perhaps doesn’t know.*

6.11 Items Found in a Classroom

aseezí binaaltsoos
bee na’adzooí
béésh bee ak’e’elchíhí

newspaper
chalk
typewriter

bikáá' ak'e'elchíhí	<i>desk, writing pad</i>
bikáá' na'adzooí	<i>blackboard</i>
dáádílkat	<i>door</i>
éé' naats'qodí	<i>sweater</i>
éénééz	<i>overcoat</i>
éétsoh	<i>jacket, overcoat</i>
naaltsoos	<i>book, paper</i>
nílch'i halne'í	<i>radio</i>
nílch'i naalkidí	<i>television</i>
tsésq'	<i>window</i>

6.12 Query Patterned Response

Your teacher will show pictures or move around in the room and point to items and ask the questions.

Model Díí ha'át'íí át'é?/Díí haa wolyé?/Dííshq'/?/Éíshq'?

Student Éí _____ át'é/wolyé. (Answer according to the question.)

If the student doesn't know the answer, follow with one of the following patterns. These patterns can be mixed in any order to help the students think in Navajo.

Model Díí haash wolyé?

Student Haa shíí wolyé sha'shin?

Model Háísh bił bééhózin?

Student Shí. Éí _____ wolyé.

Model Ha'át'íí át'é?

Student Ha'át'íí shíí át'é sha'shin?

Model Háí lá bił bééhózin ya'? (See next section*)

Student Shí shił bééhózin. _____ át'é.

Model _____, díí shá yínízhí.

Student Éí _____ wolyé/át'é.

Model Díí deínóhshí.

Students _____ wolyé.

* The enclitic ya' added to a question can bring in another dimension. It often has the connotation of wonderment in a person's mind — thinking out loud. The one hearing the question may have the option of answering or simply affirming the query with **lá'aq** or **éí lá'aq**. The following illustrate the point:

Éí haa wolyé ya'? *The question is, what is his/its name, isn't it?*
 Haa lá wolyé ya'? *The question is, what is he/it called, isn't it?*
 Haa shíí wolyé ya'? *Now, who would know what he/it is called?*
 Háísh bił bééhózin ya'? *Who could possibly know the answer?*
 Ła' daatsí bił bééhózin ya'? *Is there perhaps someone who would know?*

6.13 Variable Substitution Drill

Model At'ééd ółta'.

Lók'aahnteeldi

Student At'ééd Lók'aahnteeldi ółta'.

ashkii

Na'nízhoozhí

áłchíní

atah

nizhónigo

asdzání

hastiin

6.14 Substitution Drill

Model Áłchíní atah da'ółta'.

Student Shí atah ííníshta'.

ndiniilt'áo (ndilt'éego)

bí

ndilt'áo

ni

ndinołt'áo (ndinolt'éego)

tánołt'áo (tánolt'éego)

tált'áo (tált'éego)

6.15 Completion Drill

Model Ółta'í naaltsoos yółta'.

Student Tammy naaltsoos _____

Tammy dóó Kii naaltsoos _____

Kii dóó atééké naaltsoos _____

Hastiin aseezí binaaltsoos _____

Shí aseezí binaaltsoos _____

Tony, díí aseezí binaaltsoos _____

Tony dóó Ed, díí aseezí binaaltsoos _____

At'ééd dííígíí _____

At'ée yázhí naakiígíí _____?
 Da' Jan tá'ígíí _____?
 Da' Linda doo ashdla'ígíí _____ da?
 Lester, díkwíígíí _____?
 Marvin, áłchíní díkwíígíí _____?
 Ni dóó Marvin díkwíígíí _____?

6.16 Transformation Drill — Affirmative to Negative

Model Kim atah ółta'

Student Kim doo atah ółta' da.

Ółta'go bił yá'át'éeh.
 Ashiiké ndiltáo (ndilt'éego) naalnish.
 Naalnishgo bił nizhóní.
 Hastiin éí bił bééhózin.
 Sáanii bił bééhózin.
 Shí shił bééhózin.
 Ni nił bééhózin.
 Shicheii bił bééhózin.
 Sáanii daniliinii bił béédaahózin.
 Shimá yénálniih.
 Hastóí yéídaalniih.
 Éí bénáshniih.
 Díí béínlñiih.
 Ashkii yaa yooznah.
 At'eed naaltsoos yaa yooznah.
 Ółta'í bibe'ek'e'elchíhí (possessed form) yaa yooznah.
 Ółta'í daniliinii bibe'ek'elchíhí yaa dayooznah.

6.17 Transformation Drill

Model Hastiin bich'ah hóló.

Student Hastiin ch'ah bee hóló.

Ółta'í binaaltsoos hóló.
 Ółta'í bibe'ek'e'elchíhí dahóló.
 Bá'ółta'í bibik'idah'asdáhí hóló.
 Dean bibikáá'adání hóló.
 Sarah bich'ah ádin.
 Áłchíní bibe'ek'e'elchíhí ádaadin.
 Lucy bi'asezí binaaltsoos ádin.
 Bá'ółta'í biníłch'i naalkidí ádin.
 Ashiiké bichidí ádaadin.

6.18 Integration Drill

- Model** At'ééké ndilt'é. Éí naalnish.
- Student** At'ééké ndilt'ego naalnish.
 At'ééké tseebíí. Éí ndaalnish.
 Óta'í éí ashdla'aadah. Éí naaltsoos dayóta'.
 Áłchíní tsostsidts'aadah. Éí atah da'óta'.
 Terry dóó Sue naaltsoos bee hólq. Éí yóta'.
 Diné danilínii naaltsoos bee ádaadin. Éí doo da'óta' da.
 Sáanii bich'ah ádaadin. Éí doo ndaalnish da.

6.19 Query Patterned Response

- Model** Háidíigíí (which one) ch'ah át'é?
- Student** Díí éí ch'ah át'é.
 Háidíigíí bik'idah'asdáhí át'é?
 Háidíigíí béis̄h bee ake'elchihí át'é?
 Háidíigíí bikáá' ak'e'elchihí wolyé?
 Háidíigíí dádálkał wolyé?
 Tsésq'shą?
 Éé'shą"?
 Háidíigíí deijíl'éé' át'é?
 Tł'ajíl'éé'shą'?

6.20 Practice Imperatives

- Model** Kodóó dah nídaah.
 ndilt'áo
- Student** Kodóó dah nohkeeh.
 Don dóó Sue
 tált'áo
 áłchíní
 hastóí danohlíinii
 sáanii noh líinii
 Harold
 shooł'aahii nílfinii

- Model** Hágooñee', shaa náájídááh.
 ndilt'áo
- Student** Hágooñee', shaa náájít'aash.
 Keri dóó Toni
 áłchíní danohlíinii
 óta'í danohlíinii

6.21 Narrative

SHAHANE'

Yá'át'éeh. Shí éí Náníbaa' yinishyé. Nishlínígíí éiyá Tó Dích'íi'nii éí nishlí; Naakaii dine'é bá shíshchíin. Tó Naneesdizídi shighan. Áko ndi Kinlánídi atah ííníshtha'. Łats'áadahígíí yíníshtha'. Kwe'é atah ííníshtha'go shił nizhóní. Shideezhí ałdó' kwe'é ółta'. Éí éiyá náhást'éígíí yółta'. Éí dó' ółta'go bił yá'át'éeh. Shí éí t'áá diné dóó bilagáana bá ííníshtha'. T'áá diné bá ííníshtha'go diné bizaad bíhoosh'aah. Éí nizhóní. Nizhónigo diné bizaad yíníshtha'.

T'áá hooghandi Tó Naneesdizídi sitsilíké dóó shádí hólq. Ashiiké éiyá t'áá áadi atah ółta'. Sitsilí la' ółta' doo bił yá'át'éeh da. Naaltsoos wólta'ígíí (reading) doo bił nizhóní da. Łá'ígíí éí ółta' ayóo bił yá'át'éeh. Naaltsoos wólta'ígíí ayóo bił nizhóní. Shádí éí Burger Kingdi naalnish. Áadi naalnishgo bił yá'át'éeh.

Kwe'é ííníshtha'go shicheii dóó shimá sání bénáshniih. Shimá yázhí ałdó' béídaashniih. Éí ałdó' Tó Naneesdizídi dabighan. Shicheii díkwíí shíí binááhai. Éí doo shił bééhózin da. T'áá bí daats'í bił bééhózin. Shimá sání ałdó' díkwíí shíí binááhai sha'shin. Doo shił bééhózin da. Bighandi éiyá łahda (sometimes) diné bizaad bínááhoosh'aah. Shicheii dóó shimá sání diné bizaad ayóo bił bééhózin.

Díí shíí t'áá'ákódígo shahane'. Ahéhee'.

6.22 Review Based on Story Above

- a. Díí éí háí bahane'?
- b. Da' éí Tó Naneesdizídi bighan?
- c. Ha'át'íí nilí?
- d. Ha'át'íí yáshchíín?
- e. Ółta'goósh bił yá'át'éeh.
- f. Háísh bizaad yíhool'aah Kinlánídi?
- g. Bitsilíísh la' hólq?
- h. Haa lá wolyé?
- i. Éísh doo nił bééhózin da?
- j. Da' éí ółta'?
- k. Ółta'goósh bił nizhóní?
- l. Bádí doo ółta' da ya'?
- m. Binaanishísh hólq?
- n. Bicheii haash wolyé? Éísh doo béénílniih da?
- o. Bideezhíshqá', éí háadi ółta'?

BÍHWIIDOO'ÁLÍGÍÍ TSOSTS'IDÍ GÓNE'É

LESSON GOALS

- Learn to tell where one resides
- Learn to give a reason for action
- Be able to tell of happenings in the past
- Use locative and directional enclitics

JOHN YAZZIE BIGHANDI

HALL Ni éí John Yazzie yinilyé yá?

YAZZIE Aoo', John Yazzie éí yinishyé.

HALL T'áash kwe'é kéehót'í?

YAZZIE Aoo', díí éí shighan. Kwe'é éiyá
sha'álchíní bił dashighan. Éí Ch'ínlíjídi
da'ólt'a'go biniinaa t'áá kwe'é nihighan.

HALL Háádéé' iiyisíí naniná?

YAZZIE Lók'aahnteeldéé' iiyisíí naashá.

HALL Áko ndi Názlínídi nanilnish ya'?

YAZZIE Aoo', Názlínídi naashnish.

HALL Da' ne'asdzáá ałdó' Lók'aahnteeldéé'
iiyisíí naaghá?

YAZZIE Ndaga', Dá'ák'eh Halánídéé' naaghá.
Bimá dóó bizhé'é áadi kééhat'í.

HALL Álchíní bicheii dóó bimá sání áadi
kééhat'í ya'?

YAZZIE Álchíní bimá yázhí dóó bidá'í ałdó'
áadi kéédaħat'í.

HALL Bighanshá' hait'é? T'áá daats'í
hooghan nímazí yii' dabighan?

YAZZIE Álchíní bicheii dóó bimá sání hooghan
nímazí yii' bighan.

HALL Da' nimá dóó nizhé'é t'ahdii naa'aash?

YAZZIE Shimá éí t'ah naaghá, Lók'aahnteeldi.
Shizhé'é yéé éí ádin. Éí dó' áadi
kééhat'í nít'ée'.

HALL Da' álchíní binálí t'áá sáhí bighan?

YAZZIE T'áá sáhí bighan nít'ée' ndi k'ad binálí
la' bił bighan.

kééhót'í: *you reside*

bił dashighan: *I live with them*

biniinaa: *for that reason*

háádééé': *where from; iiyisíí:*
really; naniná: *you walk about*
naashá: *I walk about*

naaghá: *she walks about*

kééhat'í: *they reside, they live*

adá'í: *a maternal uncle*

hait'é: *how is it?*

nímazí: *the round one; yii': in it*

naa'aash: *they two walk about*

nít'ée': *used to*

t'áá sáhí: *alone*

CHII BAA HANE'

Chii Begay kóó kééhat'í. Binaanish hólónígíí
biniinaa kóó bighan. Díí doo iiyisíí bikéyah da.
Be'ek'íd Baa Ahoodzánídéé' iiyisíí naaghá. Áadi
éiyá bikéyah, bidá'ák'eh hólq. Áadi ałdó' bik'isóó
dóó bilahkéí kéédahat'í.

kóó: *around here*
kéyah: *land*
Be'ek'íd Baa Ahoodzání:
Pinon, AZ
ak'isóó: *siblings of the same
sex*
alahkéí: *siblings of the
opposite sex*

7.1 Verb “to reside” (*continuative imperfective*)

This verb means *to be in residence, to live, to make one's home, to get along.*

kééhasht'í
kééhót'í
kééhat'í

kééhwiit'í
kééhoht'í
kééhat'í

kéédahwiit'í
kéédahoht'í
kéédahat'í

Dan Bedonie ba'álchíní háadi kéédahat'í? *Where do Dan Bedonie's children live?*

San Francisco hoolyéedi kéédahat'í. *They live at a place called San Fransisco. (ho-: area or space: hoolyé: an area or space is called; also in hooghan: living space.)*

Díkwíí nááhaigo kóó kééhót'í? *How many years have you lived in this area?*

Kóó kééhasht'íigo naaki nááhai. *I have lived here two years.*

T'áá diné t'óó ahayóí Be'eldííldahsinildi kéédahat'í. *Many Navajos live in Albuquerque.*

Binaanish dahólqogo shíí biniinaa áadi bił yá'á dahoot'ééh. *They probably like it there because they have work.*

Kwe'é kééhwiit'íigo ashdla' nááhai. *We have lived here five years.*

7.2 “Living together”

Navajo does not consider important, *who lives with whom*, when people share a home. English is rather precise in this. **Shíí bighan**, **bił shighan**, have essentially the same connotation. Maybe that goes back to the original rather transient life when no one had many permanent possessions. The extended family has always shared whatever possessions and food they had for the sake of survival.

Sha'álchíní bił dashighan. *My children live with me. We live together as a family. (It could include married children.)*
 Joan ba'álchíní yił bighan. *Joan lives with her children.*
 Joan ba'álchíní bił bighan. *Joan's children live with her.*
 (Notice agreement of pronouns; both stand for Joan.)

7.3 Postposition “because of”

Biniinaa: *because of, on account of,* covers the area of the English equivalents. You can change the pronoun prefix to first and second person as well. **Bąą** is a synonym and the two postpositions can usually be interchanged. In the examples below, some lend themselves better to using **bąą** than others.

Éí biniinaa/bąą doo naashnish da. *That's the reason I don't work.*
 Ashkii ólta' doo bił yá'át'éeh dago biniinaa doo atah ólta' da.
The boy isn't going to school because he doesn't like the school.
 Niniinaa éí doo shił ákót'ée da. *It doesn't suit me because of you.*
 Shiniinaa doo kóó bighandi. *She doesn't live here
because of me.*
 Lucy biyázh doo ólta' da. Biniinaanii hólq. Díj' éí binááhai.
Lucy's son isn't going to school. There's a reason. He's four years old.
 Beisénah lá. Éí biniinaa/bąą doo yíníshta' da nít'ée'. *I forgot about it.
That's why I didn't read it.*

7.4 Adverb “really”

Íiyisíí: *real, true, main, principal,* intensifies a statement, particularizes a noun or action. **T'áá íiyisíí:** *extremely, really, very,* is stronger. The last syllable may be said rather short: **íiyisí.**

Díí íiyisíí Ronnie bimá. *This is Ronnie's 'real' mother (since his maternal aunts are also his mothers).*
 At'éé yázhí íiyisíí nizhóní. *The little girl is really pretty.*
 At'éé yázhí t'áá íiyisíí nizhóní. *The little girl is very beautiful.*
 Díí íiyisíí Joe Chii bighan. *This is Joe Chee's main home.*
 Diné bizaad tā' t'áá íiyisíí shił ndant'lah nít'ée'. *Some Navajo words were extremely difficult for me.*
 Shinaanish íiyisíí shił yá'át'éeh. *I really like my work.*
 Alice ólta'di naalnishgo íiyisíí bił nizhóní. *Alice really enjoys working at the school*

7.5 Verb “to walk about”

This paradigm has a wide range of usage: *to go about, to walk around, to live, to reside, to come from (a locality), to be in health and condition.* Learn this paradigm well; it is one of the most useful. Notice the change of stem for number. The first column is singular, the next, dual, and the last, more than two. This is true of all *come-and-go* verbs.
Ndaakai: *they three or more are walking about in as many places.*

naashá	neiit'aash	neiikai
naniná	naah'aash	naahkai
naaghá	naa'aash	naakai

Mary dóó Kii bimá sání yighandi naa'aash. *Mary and Kee are at their grandmother's house.*

Ashiiké ólta'ígíí kqó naa'aash. *The two boys who are students, are around here.*

Hastiin Hall iiyisíí Ohio hoolyéédéé' naaghá. *Mr. Hall hails from a place called Ohio. (Since not everyone might know where Ohio would be, it is designated as 'a place called...')*

Díí kwe'é atah da'ólta'ígíí háádéé' ndaakai? *Where do these students come from?*

Ch'ínlíí dóó Názlíní dóó Dá'ák'eh Halánídéé' ndaakai. *They are from Chinle and Nazlini and from Many Farms.*

7.6 Adverbial Phrase “from where?”

Háá: *where, -déé': from* — The enclitic may be affixed to Navajo or English place names and to any area or place. **Áádéé':** *from there*, is handy here. Examples:

Jill T'iists'óóz Ndeeshgiizhdéé' naaghá. Da' ni dó' áádéé' nanina? *Jill is from Crownpoint. Are you also from there?*

Ndaga' doo áádéé' naasháa da. Tóta'déé' éí naashá. *No, I'm not from there. I'm from Farmington.*

Sáanii háádéé' naakai? *Where are the women from?*

Dziłjíindéé'. Hastóí ałdó' áádéé' naakai. *From Black Mountain. The men are also from there.*

Diné Leo Tótsohnii wolyéhígíí ałdó' áádéé' naaghá. *The man called Leo Totsohnii is also from there.*

Háádéké' lá? *Where (are you coming) from?*
 T'áá hooghandéké'. *From home.*
 Ólta'déké'. *From school.*

7.7 Verb “Getting along well”

Yá'át'ééh naashá, or using any of the verbs from that paradigm says *the person is getting along quite well; he has wherewith to live*. You would expect to have the -go enclitic here, but it is not required.

7.8 Verb “To go on a trip”

Prepound the verbs in 7.5 with ch'aa: *to be on a tour, on a visit*. It usually implies more than just going to the neighbors for a chat, more like leaving the community. Tourists are, ch'aa ndaakaiígíí: *those who go on a trip, on a visit*.

Háadish nanináá nít'éé? *Where were you?*
 Ch'aa naasháá nít'éé'. *I was on a trip.*

Ch'aásh naahkai nít'éé'? *Were you gone somewhere?*
 Ch'aa neiikai nít'éé'. *We were on a trip.*

Jerryshq', háadi naaghá? *How about Jerry, where is he?*
 Ch'aa naaghá. *He is on a trip.*

7.9 More Family Terms

One calls his/her maternal aunt, **shimá yázhí**. She in turn calls one, **shiyáázh**, **shich'éé'**. A maternal uncle is, **shidá'í**. He calls his sister's son, **shida'**, and his sister's daughter, **shimá yázhí**.

Becky éí Lindsey bimá yázhí. Lindsey éí Becky bich'éé'.
Becky is Lindsey's aunt. Lindsey is Becky's niece.

7.10 The Roundish Hogan

Hogan, an anglicized form of hooghan refers primarily to the roundish **hooghan nímazí**: *roundish and six- or eight-sided hogan*, in common use a few decades ago. Most family settlements still have one such hogan available for ceremonial purposes. The forerunner of the present hogan was the *forked-stick hogan*, **ałch'i' adeez'á**: (*toward- each-other, something-extends*), from the three forked poles interlocked on top to form the main frame of the conical-shaped building.

7.11 Postposition “in it”

Bii’/biyi’: *inside, on the interior of an enclosed space — a body, box, jar, rock, mountain, water, ground.* It overlaps slightly with, **góne’, kóne’**, we had earlier, which refers to a larger enclosure. With third person verbs you frequently have to use **yii’**.

Asdzáqá yázhí hooghan nímaazí yii’ bighan. *The little woman lives in a hogan.*

Hooghan bii’ nihighan nít’éé’. *We used to live in a hogan.*

7.12 Particle “past time”

Nít’éé’, nít’éé’, nít’éé’, nít’éé’, serves to mark past time, translatable as *when, then, and then, used to, former, deceased*. When speaking of someone who has passed away, you can follow the noun or name with **nít’éé’**.

In line with the last statement above, another enclitic comes into play. **Yéę**, “(..-éę, -áą, -héę, -háą, yéeni’, héeni’, háani’), a particle occurring both independently and as an enclitic attached to nouns, pronouns or verbs. As an enclitic, **yéę** loses initial y- and assumes one of the shapes shown in the parentheses above as the result of assimilation to an /a/ or /o/ in the preceding syllable. In some instances, **yéę** takes the shape of -héę, -háą when it is attached to an open syllable. Finally, when **yéę** is attached to a preceding syllable containing a long high-tone vowel, the long vowel shortens. These alternations are illustrated by the following: **abe’ + yéę = abe’éę, sis + yéę = siséę, lid + yéę = lídęę, shimá + yéę = shimáháą, gah + yéę = gaháą, tó + yéę = tóháę/tóhéę, so’ + yéę = sq’éę, shizhé’é + yéę = shizhé’é yéę, hééł + yéę = héłęę, dah yootšíł + yéę = dah yootšíłęę, naadáqá + yéę = naadá’qá.**” (Y/M, 1980, p. 757) You will hear this enclitic frequently, but don’t try to assimilate all this information immediately. You will have time to pick it up as you go.

Kii binálí yéę Lók’aahtneeldi kééhat’íí nít’éé’. *Kee’s deceased paternal grandfather lived at Ganado.*

Nancy áłchíní niljigo bimáháą ádin. *When Nancy was a child her mother passed away.*

Shinaaltsooséę ádin. *The book I had is gone.*

Rex bichidí yéę ádin. *Rex doesn’t have a vehicle anymore.*

Justin bichidí éí shihéę. *The car Justin has used to be mine.*

Saad bénáshniihéę k’ad éí beisénah lá. *The words I used to remember, I have now forgotten.*

7.13 “Alone”

T'áá sáhí: *alone, by oneself*, is used in the following manner:

Ashkii t'áá sáhí náhást'éígíí yółta'. *The boy is by himself in the ninth grade.*

T'áá sáhí diné bizaad yíhooł'aah. *He is learning Navajo by himself.*
Aszdáqá Tsosie t'áá sáhí kééhat'í. *Mrs. Tsosie lives by herself.*

7.14 Adverb “around here”

Kóó: *through here, around here, this way, here, in this general area*, defines a more general area than **kwe'é**, **t'áá kwe'é**.

Kii bidáíí kóó kééhat'í. *Kee's uncle lives in this area.*

Kii bidáíí kwe'é kééhat'í. *Kee's uncle lives here.*

Kii bidáíí t'áá kwe'é kééhat'í. *Kee's uncle lives right here.*

7.15 Siblings

So far, you have specified older or younger in speaking of siblings. Here we have general terms: **sik'is:** sibling of the same sex: **sik'is66**, the plural form: **shilah:** *my sibling of the opposite sex:* **shilahkéí**, the plural form.

7.16 Real Estate

Almost all the land on the reservation is owned by the tribe as a whole. Claims to local areas of land is determined by grazing rights. One is able to claim land that one's mother or grandmother utilized for her livestock. But even then, a person must get Grazing Committee and local chapter clearance to establish a homesite. Homesites are normally about an acre in size. A person claims inalienable rights in the area where his afterbirth was buried. Today many are unable to claim their rights on that basis since most children are born in hospitals. Yet their “roots” are in the area of mother's and grandmother's residence. Even persons born off the reservation can claim those rights. **Kéyah:** *land, country, nation, (foot-under)*, can be claimed as one's own, though no title can be obtained for it.

Darrel éí Tó Dínéeshzhee'di bikéyah. *Darrel's land is at Kayenta.*
 Hastiin Hall Ohio hoolyéedi iiyisíí bikéyah. *Mr. Hall's own area is in Ohio.*
 Asdzáqá Tó Dích'íi'nii Ts'íhootsooídi t'áá bí bikéyah hólq. *Mrs. Todecheenie has her own land at St. Michaels.*

7.17 Narrative

JOHN YAZZIE DÓÓ BA'ÁLCHÍNÍ BAA HANE'

Kii Yazzie bimá doo bizhé'é Ch'ínlíidi áłchíní bił kéédahat'í.
 Doo kóó bighan da nít'éé'.

Bimá éí Dá'ák'eh Halánídi kééhat'íí nít'éé'. Áadi éiyá bikéyah.
 Áłchíní bicheii dóó bimá sání dóó bimá yázhí áadóó bidá'í
 áadi kéédahat'í. Bicheii dóó bimá sání hooghan nímazí
 yii' bighan. Bimá yázhí dóó bidá'í éí kin* yii' dabighan.

house

John Yazzie Lok'aahnteeldéé' iiyisíí naaghá. Áadi áłchíní
 nilsígo* bimá dóó bizhé'é bił kééhat'íí nít'éé'. Bizhé'é yéé,
 áłchíní binálí hastiinéé, éí ádin. Binálí asdzáqá éí t'ahdii
 naaghá.* T'áá sahí bighan nít'éé' ndi k'ad binálí ta' bił
 bighan.

when he was a child

she is still around

K'ad John Yazzie dóó ba'áłchíní* bił. Ch'ínlíidi kééda-
 hat'í. Áko ndi John éí Názlínídi naalnish. Áadi hooghan
 ádingo biniinaa t'áá kwe'é Ch'ínlíidi k'ad bighan. Áłchíní
 éí kwe'é atah da'óta'. Éí kwe'é bighango bił yá'ádaat'ééh.

includes his wife

7.18 Query Free Response Answer in Navajo.

- a. Da' John Yazzie dóó ba'áłchíní t'áá diné daniłí?
- b. Háadí éí kéédahat'í?
- c. Ha'át'íí biniinaa áadi dabighan?
- d. Áłchíní bicheii dóó bimá sánísh Lók'aahnteeldi kééhat'í?
- e. Háadi ya'?
- f. Bighanish kin át'é?
- g. Háish bighan kin át'é?
- h. Binálí hastiinish t'ahdii naaghá?
- i. Binálí asdzáqashá?
- j. T'áá sahíish kééhat'í?
- k. Háish éí bił bighan?

7.19 Narrative

Write a short story about yourself, either as first or third person. Give information about your roots and present status as a member of your family. Be prepared to tell it without reading it.

7.20 Completion Drill

Model Larry kóó _____

Student Larry kóó naaghá.

Shí _____

Larry dóó Esther _____

Ndinolt'áo _____

Tániilt'áo _____

At'ééké danilínii _____

Ashiiké nilínii _____

Ni _____

Nihí ndiniilt'áo _____

Hastóí danóhłiinii _____

7.21 Integration Drill

Mode Shinaanish ádin. Éí biniinaa doo naashnish da.

Student Shinaanish ádingo biniinaa doo naashnish da.

Dorothy ba'átlchíní kwe'é da'ólt'a'. Éí biniinaa kwe'é kééhat'í.

Dennis bich'ooní ádin. Áko t'áá sáhí bighan. (use biniinaa)

Díí éí Leon bikéyah. Éí biniinaa kóó bighan.

Daren bik'isóó bighan doo hólqó da. Éí biniinaa bił dabighan.

7.22 Transformation Drill — Affirmative to Negative

Model Kii bighan nímaz.

Student Kii bighan doo nímaz da.

Hastiin bighan kin át'é.

Dean bichidí bighan kin át'é.

Shidá'í kóó naalnish.

Shimá yázhí kwe'é kééhat'í.

Sik'is diné bizaad ayoo yíhooł'aah.

Ken bilah íiyisíí bilagáana bizaad yíhooł'aah.

Díí íiyisíí Hosky bikéyah át'é.

Diné ta' íiyisíí bilagáana bizaad bił ndaantł'ah.

Shimá sání hooghan nímazí yii' kééhat'í.

Grace bik'éíí (*her relatives*) kóó dabighan.

7.23 Linguistic Review

Nominalizing Enclitics

-ígíí: *the one, the particular one, the fact that*

Ashkii naaltsoos yółta'ígíí Chii wolyé.

Chidí líchí'ígíí éí shizhé'é bí.

líchí'ígíí: *red one*

Diné bizaad bíhoosh'aahígíí baa shił hózhó.

Asdzáq kóq bighanígíí shimá sání át'é.

-ii: *the one*

Diné danilínii bizaad doo bił ndant'ah da.

Yá'át'éehii yaa naa'aash.

Biniiyéii hólq. *There is a purpose for it.*

Biniinaanii hólq. *There is a reason for it.*

-í: *the one, the place*

Mósí lítsooí éí Darla bimósí.

Bill bá'ólta'í nilí.

Éí Dee bichidí. *(The one that makes the chid-chid sound.)*

Peterson Zah Tséhgáhoodzánídi bighan.

7.24 Linguistic Note

Neuter Imperfective Mode

The neuter imperfective mode denotes no action. It describes state of being with no reference to preceding action. Adding, **dooleet**, makes a future; adding **ńt'éé'ńít'éé'**, converts to past, similar to a perfective.

ádin	<i>it is non-existent, there is none, there are no —</i>
ákót'é	<i>it is thus, it is right</i>
át'é	<i>he is, it is (qualitatively)</i>
hólq	<i>he exists, it exists</i>
łigai	<i>it is white (colors are NI verbs)</i>

BÍHWIIDOO'ÁLÍGÍÍ TSEEBÍÍ GÓNE'É

LESSON GOALS

- Students will learn colors
- Learn to express “few, many”
- Learn the names of a few farm animals
- Use the “to tell” paradigm
- Make statements with future sense

ÁŁCHÍNÍ BICHEII YIGHANDI

Díí éí áłchíní bicheii yighandi éí baa hashne' dooleet. Éí Dá'ák'eh Halánídi kékéhat'í. Bee hólónígíí éí bee nił hashne' dooleet.

Áłtsé bichidí baa hashne'. Éí ɬigai dóó ɬichíi'go naashch'ąą'. Bichidí nizhónígo naashch'ąą'.

Bidibé t'óó ahayóí. Éí dałigaii. Naakigo éí ɬizhin. Bitł'ízí ałdó' hóló. Bitł'ízí éí t'áá díkwíshí. Éí ɬigaigo dóó ɬizhingo dałkizh.

Bimósí éí ɬa' ɬibá. ɬa' éí ɬitsó. Bilééchąą'í éí niłhin.

Hastiin bilíj' naaki. Éí dibéłchíí.

Áłchíní bicheii t'óó ahayóí binááhai. Díkwíí shíí sha'shin. Hastádiin dóó ba'aan binááhai daats'í. Éí doo bił bééhózin da. Áłchíní bimá sání ałdó' shíí t'óó ayóí binááhai. Éí daats'í ałdó' hastádiin dóó ba'aan binááhai. Éí ałdó' doo bił bééhózin da nahalin. Áłchíní bicheii yighandi ayóo bił yá'ádhahoot'ééh.

baa hashne': I tell about it
dooleet: it will be
bee nił hashne': I tell you about it; **áłtsé:** at first;
ɬigai: it is white; **ɬichíi':** it is red
naashch'ąą': it is colored
dibé: sheep; **ɬizhin:** it is black
t'óó ahayóí: they are many
bitł'ízí: goats
t'áá díkwíshí: just a few
ɬikizh: it is spotted
mósí: cat
ɬibá: grey; **ɬitsó:** it is yellow
niłhin: mouse-colored

bilíj': his horses **dibéłchíí':** brown

dóó ba'aan: over

nahalin: it seems like it
yá'áhoot'ééh: the area is nice

8.1 Verb “to tell” (*continuative imperfective*)

This verb usually translates into, *to tell*, *to recount*, *to converse*.

It overlaps somewhat with the verb, *to say it*. You will want to learn this paradigm well.

hashne'	hwiilne'	dahwiilne'
hólne'	hoołne'	dahoołne'
halne'	halne'	dahalne'

The paradigm can have two postpositions: **Éí bee bił hashne'**: *I'm telling him about it*, breaks down into the following: **Bee**, in first and second person verbs; **yee**, in third person, represents the story or statement. **Shił, nił, bił, nihíł**, stands for the person who is getting the information. The verb, of course, covers the person speaking.

Cora éí halne'. *Cora is telling (something), speaking.*

Jim bił hólne'. *You tell Jim.*

Jim bee bił hólne'. *You tell Jim about it.*

Clyde Cora yee yił halne'. *Clyde is telling Cora about it.*

Prepound the verb with yet another postposition, **shaa, naa, baa/yaa, nihaa** and get *to talk about someone or something*.

Naa hashne' dooleeł. *I'll tell on you.*

Hastiin shaa halne'. *The man is telling on me, telling about me.*

Bá'ólta'í áłchíní da'ólta'igíí yaa halne'. *The teacher telling about the students. (It can mean either negative and positive.)*

8.2 Future Function Word

Dooleeł: it will be, it will become, may be added to any except the future and optative verbs to make a simple future. It does not necessarily replace the future verb forms but for now it is the easiest way for you to give any verb a future function. **Doo** and **leel** are the short forms. The latter is used less often than the first. Learn to interchange **doo**, **dooleeł**. These words have the opposite function of **ńt'éé'/nít'éé'**. Combine them to construct a conditional. Here are a few examples to get you started:

Áadi atah ndeiilnish doo/dooleeł. *We will be working there.*

Áadi naasháa dooleeł. *I'll be over there.*

Shinaanish ádingo diné bizaad bíhoosh'aah ńt'éé'. *I had nothing to do, so I studied Navajo.*

Shinaanish ádingo diné bizaad bóhoosh'aah doo ńt'éé'. *I should have studied Navajo when I was out of work. If I had been out of work, I should have taken Navajo language.*

Éí nizhóní doo nít'ée'. *That would have been nice. That could have been nice.*

Lola bá'ólta'í dooleeł'. *Lola will become a teacher.*

Lola bá'ólta'í nilij doo. *Lola will be a teacher.*

Éí nihił yá'át'eeh dooleeł. *We'll like that.*

8.3 “First”

Áłtsé, átsé, fits where *first* is used in English. As an exclamation, it translates into, *Wait!* You may use either word.

Áłtsé shíká adíílwot. *Help me first (before you do anything else).*

Naaltsoos átsé shá yíníltá'. *First read the letter for me.*

Larry áłtsé shá naalnish nít'ée'. *Larry was the first who worked for me.*

Larry worked for me first.

Áłtsé diné bizaad ayóo shił nantł'ah nít'ée'. *At first the Navajo language was difficult for me.*

At'ééd áłtséhígíí éí Dorothy bich'éé. *The first girl (first in line) is Dorothy's daughter.*

8.4 Colors

In these lessons we are using the third person form of the verb *to be a color*. Incidentally, these verbs can be declined like other verbs. Keep in mind these are complete verbs and need no auxiliary as in English. Colors in Navajo do not always cover the same color pattern as in English. For instance, blue and green share the same designation with turquoise, the latter being the base color. Note the colors below. You will notice that brown and red overlap.

To pluralize, more than two, add the **da-** prefix. Either of the variants given here is acceptable. A couple of examples will do here. **Lichíí'** becomes **dałichíí'/daalchíí' hibá - dałibá/daalbá, dootł'izh - dadootł'izh, niłhin - daniłhin**, etc.

dibéłchíí'	brown (<i>sheep-red</i>)
dootł'izh	turquoise
ch'il dootł'izh	green (<i>plant-turquoise</i>)
yá dootł'izh	blue (<i>sky-turquoise</i>)
hibá	gray, (<i>for some</i>) brown
lichíí'	red
łigai	white
łitsó	yellow

łitsxo	<i>orange</i>
łizhin	<i>black</i>
niłhin	<i>gray-brown (mouse-colored)</i>

Kii bichidí ɬichíí'. *Kee's car is red. (Kee, his-car, it-is-red)*

Naaltsoos ɬitsoígíí yíníltá'. *Read the yellow book.*

Shighan ɬitsxogo doo shił ákót'ée da. *I don't like it that my house is orange-colored.*

Lílgaii éí shicheii bí. *The white horse belongs to my grandfather.*

Dana bighan ɬigai dóó yá dootl'izh. *Dana's house is white and blue.*

Shinálí bidibé ɬa' daalgai, ɬa' éí daalzhin áadóó náánála' éí dibéłchíí'. *Some of my grandfather's sheep are white, some are black and others are brown.*

Combine **nááná** with **ɬa'**, and you have, *another, another one, some more*, as in the last sentence above.

8.5 Pluralization

The **da-** prefix in the verb indicates plurality of more than two in either or both the subject or object. It often fuses with syllables following it. It is **always** low in tone. The syllable has rising tone when it fuses with a syllable that is high in tone:
deídältah. When the prefix comes immediately before the stem, it is lengthened:
ndaalnish, yá'ádaat'éeh, béédááhai, ádaadin, ádaat'é, ákódaat'é, yéédaalniih, daalchíí', daaltso, etc.

Łíł' daalgaii éí shidá'í bí. *The white horses are my uncle's.*

At'ééké hastq'áadah béédááhaiígíí kóne' da'ółta'. *The fifteen-year-old girls study in here.*

Díí éí nihinaaltsoos ádaat'é. *These are our individual books.*

Yellow Cab bichidí dałitso. *Yellow Cab's cars are yellow.*

8.6 Verb “to be colored”

Naashch'ąą', is a si-perfective verb, meaning the action has been completed and is in a static condition. For now think of it as, *it has been painted, it is colored.*

Darla bi'éé' hait'áo naashch'ąą'? *What color is Darla's dress?*

Darla bi'éé' ɬichíí'go naashch'ąą'. *Darla's dress is red-colored.*

Darla bi'éé' éí ɬichíí'. *Darla's dress is red.*

8.7 Farm Animals and Pets

If you are limited to the classroom and do not go out to where the people live, you won't use the list of animals very much. There are some wild animals listed in the glossary.

béégashii	<i>cow</i>	béégashii yáázh	<i>calf</i>
dibé	<i>sheep</i>	dibé yázhí	<i>lamb</i>
łééchäqá’í	<i>dog</i>	łééchäqá yázhí	<i>puppy</i>
híl’	<i>horse</i>	łé’é yázhí	<i>colt, foal</i>
mósí, másí, gídí	<i>cat</i>	add yázhí	<i>kitten</i>
naa’ahóóhai, jíkii	<i>chicken</i>	“ ”	<i>chick</i>
tł’ízí	<i>goat</i>	tł’ízí yázhí	<i>kid</i>

8.8 Verb “to be many”

Here is a short three-word paradigm. You will use the last one most.

t’óó ahonii’yóí	<i>we are many</i>
t’óó ahonohyóí	<i>you are many</i>
t’óó ahayóí	<i>they are many</i>

Kwe’é atah da’íníulta’ígíí t’óó ahonii’yóí. *There are many of us going to school here.*

Da’íínólta’ígíí t’óó ahonohyóí. *There are many of you in school.*

T’óó ahayóigo diné bizaad yídahooł'aah. *There are many who are studying Navajo.*

Saad t’óó ahayóí t’ah doo bídahwiil'aah da. *There are many words we haven’t learned yet.*

8.9 Verb “to be a few”

This verb, like the one in 8.8, can also be declined. You will use the third person mostly. The second form in each pair, is used when the answer is just the word by itself. The same holds true when the word is last in a sentence. There may be some local variations as well.

t’áá diniikwíí, t’áá diniikwííhí	<i>we are just a few of us</i>
t’áá dinookwíí, t’áá dinookwííhí	<i>you are just a few</i>
t’áá díkwíí, t’áá díkwííhí	<i>they are just a few</i>

Díkwíí lá nitl'ízí? *How many goats (do you have)?*
 Éí t'áá díkwííhí. *Just a few.*

Díkwíí bilagáana diné bizaad yídahooł'aah? *How many white people are studying Navajo?*

Bilagáana t'áá díkwíí diné bizaad yídahooł'aah, t'áá ashdla'í. *Only a few white people are studying Navajo, just five.*

8.10 Numbers

Make up your numbers like this: **naadiin Ṽa'**, **naadiin naaki**, **naadiin táá'**, etc.; beginning with 30, insert **dóó ba'aan**: *and in addition*: **tádiin dóó ba'aan díí'**, **tádiin dóó ba'aan náhást'éí**, all the way through the rest of the numbers. After a hundred, you continue with **dóó ba'aan**: **neeznádiin dóó ba'aan dízdiin dóó ba'aan tsots'id**, etc. To add the number of hundreds, add **-di** to the number: **tá'a'di neeznádiin dóó ba'aan ashdla'diin dóó ba'aan tseebíí = 358**. You can see why people count in English, if they know the numbers at all.

naadiin	<i>twenty</i>	tosots'idiin	<i>seventy</i>
tádiin	<i>thirty</i>	tseebídiin	<i>eighty</i>
dízdiin	<i>forty</i>	náhást'édiin	<i>ninety</i>
ashdla'diin	<i>fifty</i>	neeznádiin	<i>one hundred</i>
hastádiin	<i>sixty</i>		

8.11 Verb “to resemble” (*neuter imperfective*)

This verb expresses concepts like, *to look like*, *to be like in appearance*, *to resemble*, *to seem*. You will use the third person singular mostly. You need to recognize the verb but won't need the whole paradigm that much.

nahonishłin	nahoniidlin	ndahoniidlin
nahónílin	nahonohłin	ndahonohłin
nahalin	nahalin	ndahalin

Joyce éí bimá nahalin. *Joyce looks like her mother.*

Chester bicheii nahalingo naalnish. *Chester works like his grandpa. He (whoever) works like Chester's grandpa.*

Shizhé'é nahonishłin sha'shin. *I guess I'm like my father.*

Delia nihíká adoolwoł nahalin. *It looks like Delia is going to help us.*

Bilagáana asdzání diné bizaad íiyisíí bił nantł'ah nahalin.
It seems like Navajo is very difficult for the white lady.
 Hastiin Tsosie bilíí' t'óó ahayóí nahalin. *It seems Mr. Tsosie has a lot of horses. It seems Mr. Tsosie has a lot of livestock.* (In the possessed form the word can mean *livestock*.)

8.12 Spatial Prefix

As mentioned earlier, the spacial prefix **ho-** is in many verbs to express *space or area*.

Kinłánídi shił yá'áhoot'ééh. *I like the area around Flagstaff.*
 Kwe'é hózhóní lá. *It's nice here!* (cf. nizhóní: *it is pretty, nice*)
 Elsie bighan góne' hózhóní. *It's nice in Elsie's house. It's nice, clean and orderly in Elsie's house.*
 San Diego hoolyéegi t'áá yá'áhoot'ééh. *The weather at San Diego is quite nice.*

8.13 Verb “to be busy with”

Prepound the *walking about* verbs with **baa/yaa**, and you have the expression *to do it, to be busy with*. Again, **baa** goes with first and second person verbs: **yaa**, with third person.

Ray, ha'át'íí baa naniná? *Ray, what are you doing?*
 Diné bizaad bíhoosh'aahgo baa naashá. *I'm busy learning Navajo.*

Áłchíní ha'át'íí yaa naakai? *What are the children doing?*
 Bilagáana bizaad yídahooł'aah. *They are learning English.*

Kim ha'át'íí yaa naaghá? *What is Kim doing?*
 Hóla, ha'át'íí yaa naaghá sha'shin. *I don't know what she's busy with?*

Hastóí ha'át'íí yaa naa'aash? *What are the men doing?*
 Bidibé yázhí yółta'go yaa naa'aash. *They are busy counting their lambs.*

8.14 Narrative Practice

ÁDAÁ (about yourself) HÓLNE'

Write a short story about yourself, using what vocabulary we have had so far. Use the

future forms as well as the past, together with the present. Give some colors and describe your dwelling, your car, pets, and whatever you can think of. When you tell your own story in class begin with: **Yá'át'ééh, kwá'ásiní. K'ad éí ádaa hashne' doo. Díí éí shahane'**. End with: **Ahéhee', díí t'áá'ákódí dooleet**. Your instructor will give you the assignment and give you an idea how long would be acceptable depending on the size of the class.

8.15 Completion Drill

Model Ashkii bishé'é nahalin.

At'ééd bimá yázhí _____

Student At'ééd bimá yázhí nahalin.

Shí dóó shitsilí nihidá'í _____

Kii dóó bitsilí dóó bideezhí bishé'é _____

Lena, ni éí nimá sání _____

Gídí yázhí bimá _____

Lé'é yázhí bimá _____ -go _____ ligai.

Joe Jack _____ -go _____ diné bizaad yíhooł'aah.

Deenie shíká adoolwoł _____

Daren bighan éí Dessie bighan _____

8.16 Transformation Drill — Present to Past to Future

Model Diné naalnish.

Student 1 Diné naalnish dooleet/doo. (Alternate the forms)

Student 2 Diné naalnish nít'éé'.

Hastiin bikéyah hólq.

Bichidí éí tibá.

Da' bilíí' t'óó ahayóí?

Áłtsé t'áá kwe'é neiikai.

Áłchíní daats'í naadiin ashdla'?

Diné bizaad dayółta'ígíí éí t'áá díkwííhí.

Nihimá sání kóq naaghá.

Da' Betsy bimá yázhí kóq naa'aash?

Aoo', éí kóq naa'aash.

Nihíísh Na'nízhoozhídi naahkai?

Nda, doo áadi neiikai da.

8.17 Query Free Response

The instructor or students will take their turns in asking for colors of students' clothing or things in the classroom.

Model Dale bitł'ají'éé' hait'o naashch'ąą', Dan?

Student Dale bitł'ají'éé' éí yá dootł'izh.

Model _____(name) bi-_____ (name of item) _____ hait'áo naashch'ąą', _____(name)
 Continue with this type of question. Change back and forth between using
 hait'áo naashch'ąą' or just _____ hait'é?

8.18 Substitution Drill

Model Éí bił hashne'.

Lee, Jan _____

Student Lee Jan yił halne'.

Lee, nihil

ndiniilt'áo, bá'ólta'í

ndinołt'áo, hastiin

asdzání, áłchíní

áłchíní tál'táo, asdzání

Daren, shí

8.19 Query Free Response

Respond with a number, t'óó ahayóí or t'áá díkwíí, where appropriate. Just make up answers; use your imagination. Any answer will do if it is grammatically correct.
 Students can be models for small groups.

Model Asdzáqá Yázzie baa hólne'.

Student Hágoshíí, éí baa hashne' doo.

Asdzáqá Yazzie díkwíí ba'áłchíní?

Ashiiké éí díkwíí?

At'éékéshä', díkwíí?

Áłchíníísh da'ólta'?

Díkwíígíí dayólta'?

Bilíí' daats'í hólq?

Éish t'óó ahayóí?

Bitł'ízí daats'í t'áá díkwííhí?

8.20 Transformation Drill

A. Affirmative to negative

Model Ken bichidí éí dootł'izh.

Student Nda, éí doo dootł'izh da.

Bimósí éí ɬibá.
 Hastiin bidibé dalizhin.
 Asdzáqá hastádiin binááhai.
 Kelly bilíí' naadiin ɬa' binááhai.
 Łééchqaá ɬikizh.

B. Negative to affirmative

Model Éí doo shił yá'át'éeh da lá.

Student Éí shił yá'át'éeh.

Gídí yázhí doo dibéłchi'í da.
 Denny binálí yighan doo ɬigai da.
 Dessie doo ayóo naalnish da.
 Ashkii doo siyisíí nizhónígo diné bizaad yóltá' da.
 At'ée yázhí kwe'é doo bił yá'áhoot'éeh da.
 Áłchíní doo bimá ndahalin da.

8.21 Query Free Response

Practice numbers by asking each others' age. If you want to, say something like:
 Hastáádah dóó ba'aan shinááhai: *I'm over sixteen.*

Díkwíí lá ninááhai?
 _____(nóomba)_____ shinááhai.

Turn to another student and ask:

_____ (John) _____, _____ (name) _____ díkwíí binááhai?
 _____ _____ binááhai.

8.22 Word Flow

In learning a new language a person concentrates on hearing individual words, or even syllables, and does not recognize them when they occur in a sentence that is spoken at normal speed. Words do not always come in the same order or the same setting as we have learned through the lessons. This can throw us off and we do not respond well, though we may know the vocabulary.

BÍHWIIDOO'ÁLÍGÍÍ NÁHÁST'ÉÍÍ GÓNE'É

LESSON GOALS

- Ability to quote people
- Learn to speak about going places
- Be able to describe means of travel
- Use the “to hear” verb
- Learn to speak of future time
- Be able to express purpose of action

CH'AA DEESKAI

KII	Háágóóshą', Mr. Hall?	doo déyahígoo da: <i>I'm not going anywhere</i> ; ní: <i>he says it</i>
HALL	Doo déyahígoo da. Nishą'?	yiskáo: <i>tomorrow</i> ; kintahgóó: <i>to town</i> ; deekai: <i>we're going</i>
KII	Yiskáo kintahgóó deekai, ní shizhé'é.	Béésh Sinilgóó: <i>to Winslow</i>
HALL	Da' Béésh Sinilgóósh?	ch'iyáán: <i>food, groceries</i>
KII	Ndaga', Na'nízhoozhígóó, ní lá shizhé'é.	biniiyé: <i>for the purpose of</i>
HALL	Ha'át'íí lá biniiyé?	t'áadoo le'é: <i>things</i>
KII	T'áadoo le'é biniiyé. Ch'iyáán shíí dóó éé' lá' biniiyé. Ni éí doo dínýáhígoo da ya'?	dínýá: <i>you are going</i>
HALL	Shí éiyá t'áá hooghandi naashnish doo. She'asdzáq áshílníigo, Shíká adíílwot, shiłní. Áko shíí bílká adeeshwoł. Ha'át'íí shíí, doo shił bééhózin da. Da' nihichidí bee disookhai?	éé': <i>garment, clothes</i>
KII	Aoo', nihichidí bee deekai. Éí baa shił hózhó, kintahgóó deekaiíigíí.	ashílní: <i>thus she says to me</i>
HALL	Doo hózhó diné diists'a' da biniinaa t'áá hooghandi shinaaltsoos yíníshtha'go diné bizaad bíhoosh'aah dooleet, yiskáo dóó naakiiskáo. Éí alldó' baa naasháa doo.	shiłní: <i>she says (said) to me</i>
KII	Da' éísh baa nił hózhó, diné bizaad bíhoł'aahígíí?	bee: <i>by means of it, with it</i>
HALL	Éí iiyisíí baa shił hózhó.	shił hózhó: <i>I am happy</i>
KII	Doósh la' níká adoolwołí da?	diists'a': <i>I hear it, I understand it</i>
HALL	Jay Hughes éí shíká adoołwoł. Yiskáo níká adeeshwoł, shiłní.	naakiiskáo: <i>day after tomorrow</i>
KII	T'áásh aaníí?	baa nił hózhó: <i>you are happy</i>
		about it
		baa shił hózhó: <i>I'm happy</i>
		about it
		<i>Do you have no one to help you?</i>
		t'áásh aaníí: <i>is that so?</i>

- HALL Aoo', t'áá aanii shiká adoolwoł nisin.
 KII Mr. Hughes t'éiyá bilagáana nilší ndi
 diné yidiits'a', diné nahalingo.
- HALL T'áásh aaní?
- KII Aoo', diné nahalingo dinéidiits'a'.
- HALL Hágoshíí. Táá' yiskáo ahił nááhwilne'
 doo.
- KII Hágoshíí, táá' yiskáo nááná.
- t'áá aaníí: it is true nisin: I think
 yidiits'a': he hears it
 dinéidiits'a': he knows Navajo
 ahił nááhwilne': we'll visit again

9.1 Verb “to start go” (*si-perfective*)

This verb, though in the perfective mode, translates into present tense. The /si-/ prefix “assumes a durative static-status upon completeion” (Y/M, 1980, p. 102). The thought of going is firmly established and, barring complications, will be carried out. It is similar to, *I'm going tomorrow*. It is in the present tense but concerns future action. This is one of the most useful of paradigms; learn it well.

déyá	deet'áázh	deekai
díníyá	dishoo'áázh/shidoo'áázh	disoohkai/sidoohkai
deeyá	deezh'áázh	deeskai

This verb requires a directional enclitic, when there is a destination. **-góó:** *to, toward,* can be attached to English or Navajo place names.

Háágóósha' díníyá, shizhé'é? *Where are you going, Dad?*
 Ninálí bighangóó déyá. *I'm going to your paternal grandpa's house.*

Da' Phoenixgóó dishoo'áázh? *Are you (two) headed for Phoenix?*
 Nda, Tempegóó deet'áázh. *No, we're going to Tempe.*

Kin Łánígóósh disoohkai? *Are you going to Flagstaff?*
 Aoo', ákóó deekai áadóó Béésh Sinilgóó ałdó'. *Yes, we're going there and to Winslow also.*

George daats'í díj' yiskáo Bee'eldíílahsinilgóó deeyá? *Is George perhaps going to Albuquerque in four days?*
 Aoo', ákót'é. *Yes, that's right.*

Da' nideezhí ałdó' deeyá? *Is your sister also going?*
 Ndaga', éí doo deeyáa da. *No, she isn't going.*

The enclitic also affixes to a verb plus nominalizer.

Háágóó lá dínýá? *Where are you going?*

Déyahígoo doo shił bééhózin da. *I don't know where I'm going.*

Doo déyahígoo da. *I'm not going anywhere.*

Designate the means of transportation with the, **bee/yee**: *by, by means of it,* postposition.

Chidí bee deet'áázh. *We (two) are going by car.*

Tom dóó Henry dzi'izí yee deezh'áázh. *Tom and Henry are going by bicycle.*

Bá'ólta'í chidí naat'a'í yee deeskai. *The teachers are going by plane.*

Ha'át'íí bee Na'nízhoozhígoo dínýá? *How are you going to Gallup?*

Bus* bee, Navajo Transit System bee déyá. *I'm going by Navajo Transit System.*

* **Chidí diné bee naagéhí:** *that with which people are hauled, for bus* is a long, descriptive word, so most people use the shorter English one. You will hear many Navajo adaptations to English. All enclitics are possible in connection with English words.

9.2 Theme Prefix

A theme prefix, **ch'aa-**: *visiting*, comes in handy. Practice it with all the verbs in 9.1.

Hahgo éiyá ch'aa dínýá? *When are you going away?*

Naakiiskáo ch'aa déyá. *I'm going in two days.*

Nihíish ch'aa dishoo'áázh? *Are you two going some place?*

Kintahgoo deet'áázh. *We're going to town.*

Hahgo ch'aa disoohkai? *When are you going on a trip?*

Tsosts'id yiskáo ch'aa deekai. *We're going in a week.*

Da' áłchíní ałdó' deeskai? *Are the children also going?*

Nihe'awéé' t'éiyá. Áłchíní da'ółta'ígíí éí dooda. *Only the baby.*

The school children are not going.

9.3 Adverb “futilely”

Ch’ééh: *in vain, futilely, unsuccessfully, without result*, can be used in a large variety of frames.

Chééhésh díníyá? *Are you tired?*

Ayóo naashnishgo biniinaa ch’ééh déyá. *I’m tired because I worked (so) hard.*

Da’ ayóo nanilnish nít’éé? *Were you working hard?*

Doo hózhó naashnish da nít’éé’ ndi ch’ééh déyá. *Although I didn’t work hard, I’m tired.*

Mr. White ch’ééh diné bizaad yíhooł’ahah *Mr. White isn’t getting anywhere trying to learn Navajo.*

Ch’ééh diné bizaad yidiits’á’. *He just can’t “hear” Navajo, can’t understand it (although he is trying).*

Díí naaltsoos ch’ééh yíníshta’. *I can’t get anything out of reading this book.*

Saad ch’ééh béénílniih ya’? *You just can’t remember the word, can you?*

Aoo’, éí saad ch’ééh bénáshniih. Ch’ééh bíhoosh’ahah.

Yes(No), I just can’t remember that word. I’m just not learning it.

9.4 When?

Hahgo: *when in the future*, is exemplified here:

Hahgo kintahgóó díníyá? *When are you going to town?*

T’áá k’ad ákóóq déyá. *I’m going right now.*

Doo t’áá k’ad ákóóq déyáa da. *I don’t want to go.*

Hahgo ákóóq disoohkai? *When are you going there?*

Díí’ts’áadah yiskáa deekai. *We’re going in fourteen days.*

Doo t’áá k’ad ákóóq deekai da. *We don’t want to go there.*

9.5 Tomorrow

Tomorrow is said, **yiskáago/yiskáa**, literally, *when it has dawned, when the night has passed*. Add numbers and you have, *days from today, so many tomorrows*. If you are most comfortable with the long form, use it.

Áłchíní hahgo ólta'góó deeskai? *When are the children going to the school?*

Naakiiskáo ákqóó deeskai. *They are going the day after tomorrow.*

Hahgo éiyá nínaaí bá nanilnish dooleeł? *When will you be working for your older brother?*

Tsosts'id yiskáo bá naashnish doo. *I will be working for him in a week.*

9.6 Postposition “for the purpose of”

Biniiyé/biniyé: *for the purpose of*, sometimes seems to overlap in usage with, **biniinaa:** *because of, for that reason.* Study the following distinctions:

Hooghandi ch'iyáán ádingo biniinaa kingóó déyá. *I'm going to the store because there is no food in the house.*

Ch'iyáán biniiyé kingóó déyá. *I'm going to the store after groceries.*

Hooghandi ch'iyáán ádingo biniinaa ch'iyáán biniiyé kingóó déyá. *Because there is no food at the house, I'm going to the store after groceries.*

Ha'át'íish biniiyé kqóó naniná? *Why are you here? (What are you looking for? What is your purpose?)*

Ha'át'ii biniinaa kqóó naniná? *How come you're here? What is your reason (that you're not somewhere else)?*

9.7 “A Variety of Things”

T'áadoo le'é fits where *thing, things, something, a variety of things*, would be said in English. We're limited in its use because of lack of vocabulary.

T'áadoo le'é bee hólq. *She has a variety of belongings.*

T'áadoo le'é baa naashá. *I'm doing a variety of things.*

T'áadoo le'é bee shił hólne'. *Tell me something.*

Bee nił hashne'ígíí ádin. Shahane' ádin. *I have nothing to tell you. I have no stories.*

Ólta'í daniidlíinii t'áadoo le'é bee ahił dahwiilne'. *We students converse about a variety of topics.*

T'áadoo le'é biniiyé kqóó naashá. *I have several reasons for being here.*

9.8 Verb “to say it” (*continuative imperfective*)

This is another one of those indispensable verb paradigms. You will need to know this one very well.

dishní
diní
ní

dii'ní
dohní
ní

dadii'ní
dadohní
daaní

Direct quotation is the only option in Navajo. So, repeating what someone has said, means quoting his words in the person they were said. Quotation marks are not used in these lessons. When the quoted statement comes in the middle of a complex sentence, it begins with a capital letter. Get used to hearing **ní** as though it were part of the word it follows.

Dooda, dishní! *I say no!*

Yá'át'éehgo atah íníshtha', ní ashkii. *The boy says he's doing well at school.*

Díí chidí doo hózhó shił yá'át'éeh da, ní Mr. White. *Mr. White says he doesn't like this car very well.*

Prefix **á-**: *thus, to any of the verbs in the paradigm to introduce a quotation. This is especially true of long quotations. Add the corresponding verb without the prefix afterword.*

Bilagáana hastiin ání, Diné bizaad bíhoosh'aah doo nít'éé'. Ákondi ayóo nantl'ahgo biniinaa ch'ééh éí baa naashá, ní.

The white man says he was going to study Navajo but because it is so difficult, he isn't getting anywhere with it.

Hái lá shíká adoolwoł, dishníi ndi, ch'ééh ádíshní. *I'm asking for someone to help me, but there is no use, (nobody's listening).*

Atah da'ółta'ígíí ádaaní, Diné bizaad doo hózhó nihíł ndantl'ah da, daaní lá. *The students are saying Navajo isn't all that difficult for them.*

T'áá aaníí ákót'é. *That is true, that's the way it is.*

Introduce an object pronoun and the verb turns into a “telling” one. Here is where it overlaps in usage with the “to tell” verb we had earlier. Notice the difference between first and second person and the third person verbs.

Nimá sání, Yá'át'éeh, bidiní, shiye'. *Tell your grandma hello, son.*

Nimá sání, Yá'át'éeh, niłní. *Your grandma is saying hello to you.*

Marianne, Doo níká adeeshwoł da, shiłní. *Marianne says she isn't going to help me.*

Sik'is, Yá'át'éeh, shá bidohní. *You (two) tell my friend hi for me.*

Animals and birds making sounds are said to *thus-they say*.

At'éed bimósí yázhí ání. *The girl's kitten is crying.*

Shimá yázhí bidibé áadaaní. *My aunt's sheep are bleating.*

Tl'ízí yázhí ayóo ání. *The little goat is really crying.*

9.9 Adverb “well”

Hózhó/wózhó: *well* — use either one to express *well*. You will hear the first one most often.

Hastiin sání doo hózhó naalnish da. *The old man is unable to work well. The old man doesn't work very hard.*

Bilagáana hastiin doo hózhó diné bizaad yíhooł'aah da. *The white man is not learning Navajo very well.*

Naaltsoos hózhó yíníłta'. *Read the book well.*

Kwe'é doo hózhó bił yáhoot'éeh da. *She doesn't like it very well here in this area.*

Diné bizaad hózhó bíhoosh'aah ndi ch'éeh bíhoosh'aah.

Though I study hard, I'm not learning Navajo well.

9.10 Verb “To hear it” (*neuter imperfective*)

This verb includes two areas of meaning: *to hear it, to understand it (as a result of hearing it)*, but includes the ability to understand a language. **Diné yidiits'a':** *he understands Navajo, is said, dinéidiits'a'*, in normal speech.

diists'a'

dinit's'a'

yidiits'a'

diits'a'

dooths'a'

yidiits'a'

dadiits'a'

dadoohs'a'

deidiits'a'

Ashkii doo hózhó diists'a' da. *I can't hear the boy very well.*

Mr. Danson ch'éeh diné bizaad yíhooł'aah. Áko doo diné yidiits'a' da. *Mr. Danson is futilely trying to study Navajo. And so is unable to understand it.*

Hastóí doo hózhó bilagáana deidiits'a' da. *The men don't understand English very well.*

The object pronoun can be attached to any of the verbs.

Ashkii doo shidiits'a' da lá. *The boy isn't hearing me.*

Doo nidiists'a' da nít'éé'. *I didn't hear you.*

Hastiin sání doo nihidiits'a' da. *The old man can't hear us.*

Bilagáana asdzání doo nihidiits'a' da. *The white lady doesn't understand us, doesn't hear us.*

Doósh shidinit's'a' da? *Don't you hear me, understand me?*

Aoo', doo nidiists'a' da. *No, I don't hear, understand you*

9.11 Adverb “only”

T'éiyá, t'éí: *only, exclusively, only one*, are appropriate where the English equivalents fit in. You may use either one.

Da' t'áá ni t'éiyá diné bizaad bíhooł'aah? *Are you the only one studying Navajo?*

Ndaga', bił da'íníshta'ígíí éí táts'áadah. *No, there are eleven (students) studying with me.*

Rennie dóó Dale háágóósh deezh'áázh? *Where are Rennie and Dale going?*

Hóla, éí t'éí bił bééhózin. *I don't know, they're the only ones who know.*

Háísh éí diné baa hane' bił bééhózin? *Who is the one who knows the Navajo stories?*

Shidá'í t'éiyá diné baa hane' íiyisíí bił bééhózin. *My uncle is the only one who knows the Navajo stories very well.*

9.12 “Is that true?”

T'áá aaníí: *it is true, honest!* in question form may sound like, ááshaaníí, shaaníí. It is a frequent affirmation clause. It can vary in expression in proportion to the credibility of a statement.

T'áásh aaníí? *Is that true?*

T'áá aaníí ádíshní. *I'm telling the truth.*

9.13 Transformation Drill

Model Háágóó díníyá?

Student Doo déyhígoo da.

Dell háágóóshä' deeyá?

Daren dóó be'asdzáá häágóó deezh'áázh?

Háágóó lá disoohkai?

Háágóóshä' dishoo'áázh?

Hastóí háágóó lá deeskai?

Nimá yázhí dóó ba'álchíní häágóósh deeskai?

Nizhé'é yázhíshä', häágóó lá deeyá.

Kii bicheii dóó bimá sání häágóó deezh'áázh?

Ni dóó nimá häágóó dishoo'áázh?

9.14 Transformation Drill

Model Doósh díníyáhígoo da?

Student Aoo', doo déyhígoo da.

Da' Llew doo deeyáhígoo da?

Sáaniísh doo deezh'ázhígoo da?

Milford dóó ba'álchíníísh doo deeskaiígoo da.

Nihíísh doo dishoo'ázhígoo da?

Doósh disoohkaiígoo da?

Doósh disiikaiígoo da?

John dóó bich'ooní doósh kingóó deezh'áazh da?

Jack dóó Jill häágóosh deezh'áázh?

9.15 Variable Substitution Drill

Model Táá' yiskáó kingóó déyá.

Johnson

Student Johnson táá' yiskáó kingóó deeyá.
ashdla'

kintahgóó

Kinlání

Johnson dóó bich'ooní

bitsilíké

ólta'góó

shicheii

tsosts'íd

áłchíní tseebíí

hastóí ndilt'áo

9.16 Completion Drill — Affirmative to Negative

Model Ashkii bił hózhqó.

Student Ashkii doo bił hózhqó da.

At'ééd bił nizhóní.

Sáanii ayoo ndaalnish.

Bilagáana ch'ééh íhooł'aah.

Hastóí ch'ééh deeskai.

Barry ch'aa deeyá.

Áłchíní ólta'góó deeskai.

At'ééké da'ólta'go bił dahózhqó.

Ashiiké yázhí bilagáana deidiits'a'.

Nancy t'éiyá bił bééhózin.

Amá sání danilíinii hózhqó bił béédahózin.

Shimá yázhí ch'iyáán yiniiyé kingóó deeyá.

Áłchíní bił dahózhqó doo biniiyé deeskai.

Éí bee bił hashne' dooleet.

Éí shá bił hólne'.

9.17 Query on Dialog

- Mr. Hall háágoo deeyá?
- Kii daats'í ałdóó doo deeyahígoo da?
- Éíshqá', háágoo lá deeyá?
- Háísh bił deeskai?
- Da' Beesh Sinilgóó deeskai?
- Ha'át'íí lá yiniiyé deeskai?
- Ha'át'íí yee deeskai?
- Hastiin Hallísh t'áá hooghandi binaanish hólq?
- Éí ha'át'íí yaa naagháa doo?
- Bich'ooníísh ałdóó binaanish hólq?
- Da' Mr. Hall diné bizaad bił nantl'ah?
- Háísh bíká adoolwoł?
- Éísh nizhónigo dinéidiits'a'?
- T'áá daats'í doo hózhqó dinéidiits'a' da?

9.18 Nahane'

Write a fairly lengthy story about yourself. You may do it in the third person. Read these stories to each other in class and discuss them in small groups.

BÍHWIIDOO'ÁLÍGÍÍ NEEZNÁNÍ GÓNE'É

LESSON GOALS

- Learn to express “together”
- Use “to help” in imperfective mode
- Be able to talk about work around the house:
being at home, taking care of things, weaving
- Expressing interest in activities
- Learn to express a conditional

ÁŁCHÍNÍ BIMÁ SÁNÍ BAA HANE'

Áłchíní bimá sání ałdó' Dá'ák'eh Halánídi kékéhat'í.
 Bimá sání dóó bicheii ahił sikéego hooghan
 nímazí yi' bighan.

ahíł: *together, with each other*
siké: *two are sitting*

Bimásání t'áá hooghandi sidáa ḥeh, binaanish
 t'óó ahayóigo biniinaa. Dibé yázhí dóó tł'ízí yázhí
 yaa áhályágo biniinaa sidáa ḥeh. Éí nizhónigo
 yaa áhályá. Bighan ałdó' nizhónigo yaa áhályá.
 Éí bąq ayóo baa naanish hasin. Áádóó ałdó'
 ch'iyáán ayóo ḥikango ííł'í.
 Atoo' dóó dah díniilghaazh dóó bááh ííł'íi ḥeh.

sidá: *she sits; ḥeh:* *usually*
yaa áhályá: *she takes care
 of them*
baa naanish hasin: *there's
 much work with it*
ḥikan: *sweet, good to the taste*
ííł'í: *she makes it; atoo':
 mutton stew; bááh:* *bread;
 dah díniilghaazh:* *fry bread*
ḥahda: *sometimes;*
atł'ó: *she weaves*
dah iistł'q: *loom;*
bilíí: *livestock*
doo...góó: *if not*

Áádóó ḥahda atł'óo ḥeh. Íiyisíí nizhónigo
 dah iistł'q ííł'í. Atł'óogo ayóo bił nizhóní. Bilíí doo
 yaa áhályáágóó hooghan góne' atł'óogo sidáa ḥeh.

bitsóóké: *mat, grandchildren*
bił naháaztq: *stay with her*
yíká análwo': *she helps her*
yíneedlí: *she is interested in it*
yíká anáhi'nilchééh: *the two
 help them*
kót'éego: *in this way; ahílká
 anájah:* *they help each other*

Ḥahda bitsóóké bił naháaztq ḥeh. Mary éí bimá
 sání yíká análwo'. Atł'ó íiyisíí yíneedlí. Kii éiyá
 bicheii bilíí yá yaa áhályáago bił yá'át'éeh.
 Bicheii yíká análwo'go yíneedlí. Áłchíní bicheii
 dóó bimá sání yíká anáhi'nilchééhgo ayóo bił
 nizhóní. Kót'éego ahílká anájah.

10.1 Postposition

Ahił, ałhił: *together, in each other's company*, is a postposition prepounded to a large number of activities. In ahílká, the connotation is *for each other*. You will remember the *helping* verb to be a *running* verb. The -ká translates into *for, after*, as it would apply to running: *going after a bucket of water, running to get someone*.

Ashiiqué ahił da'ółta'. *The children are going to school together.*

Ahił diné bizaad bídahwiil'aah. *We are studying Navajo together.*

Hastóí ahił ndaalnish. *The men are working together.*

Dale dóó Susan ahílká anáhi'nilchééh. *Dale and Susan are helping each other.*

Diné bizaad yídahooł'aahígíí ahílká anájah. *Those learning Navajo are helping each other.*

10.2 Verb “to be sitting” (si-perfective)

This verb translates into *to be sitting*, it also expresses *to be at home*. Si-perfective indicates completed action with no further movement. When the postposition -ił, showing two or more together, the total number involved determines which verb stem to use. The examples after the paradigm will get you started.

sédá	siiké	nahísíitqá/naháatqá
sínídá	sooké	nahísóotqá/nahóotqá
sidá	siké	naháaztqá

Use either of the alternate forms in the first and second person plural.

Ginger kwe'é sidá. *Ginger is sitting over here.*

Kii bizhé'é doo sidáa da. *Kee's father isn't home.*

Áłchíní bił naháashtqá. *I'm staying with the children.* (The -sh- is first person singular in a verb with plural stem.)

At'ééké bimá sání bił naháaztqá. *The girls are staying with the grandmother. The girls' grandmother is staying with them.*

10.3 “Busy-ness”

Baa naanish hasin: *it takes a lot of work, a lot of effort, it keeps one busy*, can be applied where the English equivalents fit in.

Áłchíní ayóo baa naanish hasin. *Children are a lot of work.*
 Diné bizaad bíhoo'aahgo baa naanish hasin. *Learning Navajo is a good bit of work. It keeps a person busy.*

10.4 Verb “to take care of it” (continuative imperfective)

baa áháshyá	baa áhwiiiyá	baa ádahwiilyá
baa áhólyá	baa áhólyá	baa ádahólyá
yaa áhályá	yaa áhályá	yaa ádahalyá

Sha’áłchíní shá baa áhólyáqá doo ya’? *Would you please take care of my children for me?*

Hágoshíí, nizhónígo ná baa áháshyáqá dooleet. *All right, I'll take good care of your children for you.*

Da’ hastiin Tsoh bilagáana bidibé yá yaa áhályá? *Does Mr. Tsoh take care of the white man's sheep for him?*

Ndaga’, hastiin Tsoh doo bilagáana yá naalnish da. Jimmy Chii éí dibé yaa áhályá. *No, Mr. Tsoh is not working for the white man. Jimmy Chee is taking care of the sheep.*

10.5 Verb “to help” (iterative)

This paradigm is given in the iterative mode. The way it is applied here, it is essentially the same as a continuative imperfective and translates into the present tense meaning. The idea is ongoing as in: *whenever I come home, I help my dad.* You will likely use the first and the last column most often, but you need to recognize the *dual* column.

anáshwo’	anáhi’niilchééh	anéijiijah
anánílwo’	anáhi’nołchééh	anáhjah
análwo’	anáhi’nilchééh	anájah

Diné bizaad shił nantł'ahgo biniinaa Náníbaa' shíká análwo’.

Nonabah helps me because Navajo is difficult for me.

Bíká anánílwo’ doo ya’? *Keep on helping him, okay?*

At'ééké yázhí shíká anájah. *The little girls help (whenever they are available or needed).*

Nimáásh bíká anánílwo’? *Do you help your mother?*

Shinaanish ádingo shimá bíká anáshwo’. *I help her whenever I'm not busy.*

10.6 Foods

Food, groceries are **ch'iyáán**. The names of other than original Navajo foods are given in a later lesson. Some non-Navajos have to develop a taste for Navajo foods. To learn the language and not appreciate the food constitutes a contradiction. A number of foods are considered to be Navajo ethnic foods. Here's a partial list:

atoo'	<i>mutton stew</i>
báah dootłizhí	<i>bread or cake of blue cornmeal</i>
dah díníilghaazh	<i>frybread</i>
łees'áán	<i>bread baked in outdoor oven.</i>
bááh	<i>yeast bread</i>
náneeskaadí	<i>Navajo tortilla</i>
ntsídigo'í	<i>"kneel-down" bread, ground corn wrapped in husks and baked in ashes in a firepit</i>
tanaashgiizh	<i>blue corn mush</i>

10.7 Verb “to be tasty” (neuter imperfective)

Likan describes *to be good to the taste, to be delectable, delicious*. **Daalkan** is the plural form.

T'áá diné bich'iyáán ayóo shił likan ḥeh. *I like Navajo food.*
Áłchíní dah díníilghaazh ayóo bił daalkan. *The children like the frybread very much.*

10.8 Verb “to make it” (usitative)

This verb has a further meaning of *to make it*, as a maker of it, an action that is performed customarily, as in an occupation. Action repeated over and over takes the iterative mode, as in 10.5. Usitative implies some habituality.

ásh'í	íil'í	ádeiil'í
áníl'í	ół'í	ádaol'í
ííł'í	ííł'í	ádeił'í

Dessie ha'át'íí yaa naaghá? *What is Dessie doing?*

Dessie ólta'di ch'iyáán ííł'í. *Dessie cooks at the school.*

Hooghandi daats'í bááh áníl'í? *Do you bake bread at home?*

T'áá shí t'éiyá bááh ásh'í. *I'm the only one to bake bread.*

Add a nominalizer and have a base for many occupational nouns.

azee'ííl'íní	<i>doctor (the one who makes medicine)</i>
bááh ííl'íní	<i>baker (the one makes bread)</i>
kin ííl'íní	<i>carpenter (the one who makes houses)</i>
łeets'aa' ííl'ín	<i>pottery maker (the one who makes pots, plates)</i>
naaltsoos ííl'íní	<i>secretary (the one who makes papers, letters)</i>

Da' naaltsoos áníl'í? *Do you write letters?*
 Aoo', naaltsoos ííl'íní nishłí. *Yes, I'm a secretary.*

10.9 Adverbs “sometimes, usually”

Lahda: *sometimes*, preceedes the verb. **Leh:** *customarily, usually*, comes after the verb, almost as an enclitic. Often both appear in one sentence. When that occurs, the idea is something like: *this is true whenever the setting is so-and-so.*

Leroy binaanish ádin ɬeh. Doo naalnish da ɬeh. *Leroy is usually out of work. He usually doesn't work.*

Leroy lahda t'áá naalnish. *There are times when he does work.*

Áko ndi ɬahda doo naalnish da ɬeh. *However, there are times when he isn't working.*

Lahda doo síiyisí diné bizaad bíhoosh'aah da ɬeh. *At times I'm not learning Navajo very well.*

10.10 Verb “to weave” (*continuative imperfective*)

Only the singular forms are given herewith. The complete paradigm is given in the appendix. **Dah iistł'ó** is the loom, but it often also includes the rug in it. Some even call the rug off the loom by the same name.

ashtł'ó	<i>I am weaving</i>
ítł'ó	<i>you are weaving</i>
atl'ó	<i>she is weaving</i>

Lindsey atl'óogo yaa naaghá. *Lindsey is busy weaving.*
 Sáanii k'ad da'atl'ó, chapter housedi. *The women are weaving at the chapter house.*

K'ad daats'í ítl'ó? *Are you weaving now?*
 Aoo', k'ad ashtł'ó. *Yes, I'm weaving now.*

10.11 Conditional Particle

Add **-góó** to the verb for a positive conditional. Combine **doo** + verb + **-góó**, and you have a negative conditional.

Shíká adílwół ya'? *You'll help me, won't you?*

Doo naashnishgóó níká adeeshwoł. *If I'm not working, I'll help you.*

Shinaanish ádingóó níká adeeshwoł. *I'll help you if I don't have anything to do.*

Doo nanilnishgóó kwe'é nanináa doo ya'? *You'll be here if you don't work, won't you?*

T'áá kwe'é naasháa doo. *I'll be right here.*

10.12 Verb “to be interested in it” (*neuter imperfective*)

You'll find the whole paradigm in Appendix A.

bíneeshdlí	<i>I am interested in it</i>
bíninidlí	<i>you are interested in it</i>
yíneedlí	<i>he is interested in it</i>
yídaneedlí	<i>they are interested in it</i>

Cammie éí binaaltsoos yíneedlí. *Cammie is taken up with her book.*

Cammie is interested in her book.

Ashiiké éí at'ééké yídaneedlí. *The boys are interested in the girls.*

Ayóó bíneeshdlíjgo diné bizaad bíhoosh'aah. *I'm learning Navajo with great interest.*

10.13 Adverb “in this manner”

Ákót'éego/ kót'éego: *in this manner, like this,* applies as in these examples:

Kót'éego nizhónigo íínílt'a'go saad bíhoólaah dooleet. *Reading well like this, you are going to learn the words.*

Ákót'éego shíká anáhi'nilchééh nít'éé'. *That is the way the two used to help me.*

Kót'éego shimá att'ó. *This is the way my mother weaves.*

Kót'éego bíninidlíjgo doo nił nantl'ah da doo. *If you're interested like this, it won't be hard for you.*

10.14 Verb “to spend the night”

Prefix the proper pronoun to represent the subject.

shiiłkaah	<i>I am spending the night</i>
shiiská	<i>I spent the night</i>
shiidoołkááł	<i>I will spend the night</i>

Nihimá bighandi nihiiłkaah. *We're spending the night at our mother's.*

Dana Na'nízhoozhídi biiská. *Dana spent the night in Gallup.*

Shicheii bighandi shiidoołkááł. *I'll be at my grandpa's for night.*

10.15 Query on Dialog

- Da' áłchíní bimá sání dóó bicheii ahił bighan?
- Háadish éí kééhat'í?
- Ha'át'íí yii' baghan?
- Ha'át'íí biniinaa bimá sání hooghandi sidáa ɬeh?
- Ha'át'íí lá baa naanish hasin?
- Atł'óogo daats'í bił yá'át'ééh?
- Bitsóókéésh ɬahda bił naháaztqá ɬeh?
- Da' áłchíníísh bił hózhó bimá sání yíká anáhi'nilchéehgo?
- Maryshá', ha'át'íí síiyisíí yíneedlí?
- Kiísh bicheii yíká análwo' ɬeh?
- Da' acheii dóó amá sání dóó áłchíní ahílká anájah?

10.16 Review Personal Narrative

Write a similar story in the first person. Be at someone's place and help them at whatever tasks you can describe at this point.

10.17 Variable Substitution Drill

Model Bá'ólta'í shíká análwo'.

nihíká

Student Bá'ólta'í nihíká análwo'.

ashiiké yíká

at'ééké yázhí

Gerry

Gerry dóó Linda

bimá yázhí

nihimá sání	
Sáanii	bimá sání
Ashiiké ndilt'áo	
tált'áo	ahílká
Leon dóó bizhé'é	

10.18 Variable Substitution Drill

Model Awéé' baa áháshyá.

nizhónigo

Student Awéé' nizhónigo baa áháshyá.

ni	shá
Lena	
Lena dóó Nancy	dibé
	bidá'í bidibé

10.19 Integration Drill

Model Kii dibé yaa áhályá.

łahda

Student Kii łahda dibé yaa áhálá.

Roy ałdó' dibé yaa áhályá.

Ashkii atah ółta'.

Jim kwe'é naalnish.

Ashkii yázhí doo hózhó naalnish da.

Áłchíní bimá yázhí yighandi naháaztá.

Hastóí ahílká anájah.

Ellen íiyisíí nizhónigo atł'ó.

Lettie diné bizaad ayóo yíneedlí.

Shí dó' diné bizaad bíneeshdlí.

Hastóí nihíká anáhi'nilchééh.

Kót'éego bíneeshdlíjgo íhoosh'aah.

Sáanii ahílká anájah.

Model Repeat the sentences above and add **łeh**.

Model Repeat again and insert both **łahda + łeh**.

10.20 Query Patterned Response

Model Da' Ted ch'iyáán ííł'í?

Student Aoo', Ted chiyáán ííł'í.

Da' McDonald'sdi ch'iyáán ííł'í?

Ch'iyáán ííł'íjgoósh bił yá'át'ééh?

Binaanishísh yíneedlí?

Sáanii daats'í ch'iyáán ádeił'í?

Da' éish yídaneedlí?

Łahda daast'í doo yídaneedlíjí da?

Áko ndi yídaneedlíjí teh ya'?

10.21 Query Free Response (any grammatically correct answer)

Model Niísh awéé' baa áholyá?

Háísh dibé yázhí yaa áhalyá?

Nizhónigoósh yaa áhalyá?

Da' éí baa naanish hasin?

Nádíísh ch'iyáán ííł'íjgo yíneedlí?

Nishq'?

Chii bideezhíísh tìkango bááh ííł'í?

Dah diníilghaazhísh ałdó'?

Atoo'ósh nił tìkan teh?

Náneeskaadíísh áníł'í?

Da' Calvin bich'ooní yíká análwo' teh?

Da' Calvin bich'ooní bíká análwo' teh.

Hastiin Kii daats'í sidá?

Ha'át'íí yaa naaghá?

Da' éí dóó ba'áłchíní ahił bighan?

Be'asdzáqáash atł'ó?

T'áá daats'í dah iist'ó nizhónigo ííł'íj teh?

Binaanishísh yíneedlí?

10.22 Replacement Drill

Model Jack atł'ó. Níká adoolwoł.

Student Jack doo atł'óógóó níká adoolwoł.

Della ółta'. Doo bił hózhqó da doo.

Díí naaltsoos yíníłta'. Doo kingóó dínlíyáa da.

Don shíká análwo'. Doo bíká anáshwo' da doo.

Ákót'eeego áníł'í. Dick níká adoolwoł.

Shicheii bidibé baa áholyá. Terry éí yaa áhalyáq doo.

Díí saad doo nił nantł'ah da. Nizhónigo bñhoł'aah doo.

10.23 Verb “to be”

The verb *to be* was introduced in the first lesson. There are two *to be* verbs. The two paradigms overlap somewhat in usage. Here are the paradigms; both are *neuter imperfective*.

nishłí	niidlí	daniidlí
nílí	nohłí	danohłí
nilí	nilí	daniilí
ánisht’é	ániit’é	ádaniit’é
ánít’é	ánoht’é	ádanoht’é
át’é	át’é	ádaat’é

Both verbs “translate ‘to be,’ distinguished at one time, perhaps, as ‘to be a result of becoming,’ in contradistinction to ‘to be in the sense of inherent quality.’ Currently, usage appears to dictate choice in given contexts, with át’é most common when the subject is non-human, and nilí if the subject is human. Either át’é or nilí is acceptable, in the third person, with respect to kinship, profession or activity, as: azee’ííl’íní, ólta’í, shizhé’é át’é/nilí, he is a doctor, a student, my father — but, azee’ííl’íní nishłí, not ánisht’é*, I am a doctor. With inanimate objects and animals át’é is required...” (Y/M, 1980, p. 660-661). On occasion you will hear something like: shidibé danilíni: *those that are my sheep*, and similar combinations.

Do not approach these words with trepidation; the people will help you if you use the incorrect verb at times. You can’t go far wrong if you use the one for people and the other for non-human objects.

Ínléí diné bilagáana nilí/át’é. *That man there is a white man.*

Díí shimá yázhí nilí/át’é. *This is my maternal aunt.*

Éí tsé át’é. *That is a rock.*

Bá’ólta’í nishłí. *I am a teacher.*

Ray Begay azee’ííl’íní nilí. *Ray Begay is a doctor.*

Díí naaltsos át’é. *This is a book.*

Díí éí Della ba’átlchíní daniilí. *These are Della’s children.*

Díí éí Della bilíí’ ádaat’é. *This is Della’s livestock (a variety).*

Éí Kii bilééchqá’í át’é. *That is Kee’s dog.*

BÍHWIIDOO'ÁLÍGÍÍ ŁA'TS'ÁADAHÍ GÓNE'É

LESSON GOALS

Learn to tell time in the past
 Speak of where one has been
 Use “to come”
 Be able to describe the weather
 Begin to speak of buying and cost

ROB DÓÓ SANDY HALL CH'AA NAAZH'ÁÁZH

HALL	Yah aninááh, sik'is. Nihaa yíníyahígíí baa shił hózhó.	yíníyahígíí: you came
KII	Naakiskándáq' doo naagháhí da kwe'é. Naa nýyáá nít'éé' doo sínídáa da íídáq'.	naakiskándáq': two days ago nít'éé': and then; íídáq': at that time
HALL	Ch'aa nishiit'áázh. Íléí Phoenixgóó nishiit'áázh. Áadi naaki nihiiská.	nishiit'áázh: we went and returned nihiiská: we spent the night
KII	Kwe'é k'ad łahda deesk'aaz. Áadi shjí deesdoi.	deesk'aaz: it is cold deesdoi: it is hot
HALL	Aoo', deesdoi nít'éé'.	
KII	Éí háí bichidí. Ła'ásh nahisínłníi?	nahisínłníi': you bought it
HALL	Aoo', éí shaít'q. Ahééheshjíhdi éí nahiséłníi'. Éísh nił nizhóní.	shaít'q: it was given to me Ahééheshjíh: Phoenix nahiséłníi': I bought it
KII	Íiyisíí nizhóní. Nichidí yéçhá', éí nizhóní nít'éé'.	
HALL	Nizhóní nahalin ndi t'óó nahalin. Doo hózhó naalnish łahda. Áadóó bikee' ałdó' doo yá'áshqó da. Éí biniinaa ániidígíí ła' nahiséłníi'.	t'óó: merely chidí bikee': tires yá'áshqó: it is nice, good ániidígíí: a new one adáqadáq': yesterday
KII	Nihí ałdó' ch'aa nsiikai. Adáqadáq' Kinlánígóó nsiikai. Shimá dóó shizhé'é t'áadoo le'é nayiisníi'. Shizhé'é chidí bikee' naakigo naayiisníi'. Shimá ké ła' shá nayiisníi'. Áadóó éé' ła' nihá naayiisníi'. Ch'iyáán bá hooghandi ch'iyáán t'óó ahayóí nayiisníi'. Nihí áłchíní daniidlíinii ayóo baa nihí dahózhó, ch'aa nsiikaiígíí.	nsiikai: we went and returned nayiisníi': she bought them ké: shoes
HALL	Chidí bikee' dóó ké dóó éé' áadóó ch'iyáán ayóo da'ílíjí ɬeh.	ch'iyáán bá hooghan: grocery store ayóo da'ílíjí: they are expensive

- KII Chidíshá', éish ałdó' ayoo ílf?
 HALL Éí iiyisíí ayoo ílí, aoo'. Béeso t'óó ahayói
 bágh azlíí'.
 KII Díkwíí shíí dimííl bágh azlíí' ya'?
 HALL Díkwíí shíí, aoo'. T'óó ahayói lá.
- béeso: *money*
 bágh azlíí': *it cost*
 mííl: *thousand*

11.1 Verb “to come, to arrive” (*perfective*)

níyá	niit'áázh	niikai
yíníyá	noo'áázh	noohkai
níyá	ní'áázh	yíkai

Háadéé' yíníyá? *Where have you come from?*
 T'áá hooghandéé'. *From home.*

Hái lá Na'nízhoozhídéé' nihaa ní'áázh? *Who has come to see us from Gallup?*
 Hastóí ła' nihaa ní'áázh. *A couple of men have come to see us.*

11.2 Verb “to spend the night” (*si-perfective*)

We had **yiská**: *the night passed*, in speaking of *tomorrow* and subsequent days. Add the proper pronoun prefix and you have, **shiiská**, **niiská**, **biiská**, **nihiiská**: *I, you, he, we/you spent the night*, introduced in 10.14. Here is further practice:

Tó Dinéeshzhee'di naaki shiiská. *I was in Kayenta for two nights.*
 Tó Dínéeshzhee'di naakidi shiiská. *Twice I spent the night at Kayenta.*

Háadishá' niiská? *Where did you spend the night?*
 Tóta'di shidá'í baghandi shiiská. *I spent the night at my uncle's in Farmington.*

11.3 “When”

Hádáá' is the question word for *when* in the past. You recall **hahgo**, for future *when*.

Áłchíní hádáá' yíkai? *When did the children come?*
 Hádáá' Kmart bá naninlnish nít'éé'? *When were you working for Kmart?*

11.4 Days in the past

Prepound a number and add **-dáá'**, to **yiská'**, to show days in the past.

Hádáqá' Jesse baghandi sínídáá nít'éé'? *When did you stay at Jesse's house?*

Táá' yiskáñdáá' áadi sédáá nít'éé'. *I was there three days ago.*

Nicheii hádáqá' kindi naagháá nít'éé'? *When was your grandpa at the store?*

Naakiiskáñdáá' áadi naagháá nít'éé'. *He was there two days ago.*

11.5 Months Ago

Treat *months ago* in the same way as *days ago*. **Ńdeezid:** *the month has passed*, is exemplified with the following:

Hádáqá' kintahdi kééhoht'íí nít'éé'? *When was it you were living in town?*

Hastáqá nídeezidídáá' kintahdi kééhwiiit'íí nít'éé'. *We were living in town six months ago.*

Díkwíí nídeezidídáá' atah ínílta' nít'éé'? *How many months ago were you in school?*

Łats'áadah nídeezidídáá'. *Eleven months ago.*

Díkwíí nee nídeezid áadi? *How many months were you there?*

Áadi ashdla' shee nídeezid. *I was there five months.*

11.6 Years Ago

Years ago is handled the same as the above.

Díkwíí nááhaiídáá' Ft. Lewisdi atah ínílta' nít'éé'? *How many years ago were you attending school in Ft. Lewis?*

Naadiin nááhaiídáá' áadi atah íníshhta' nít'éé'. *I was in school there twenty years ago.*

Díkwíí nááhaiídáá' diné bizaad bíhooł'aah nít'éé'? *How many years ago did you study Navajo?*

Neeznáá nááhaiídáá' diné bizaah bíhoosh'aah nít'éé'. *I was studying Navajo ten years ago.*

11.7 Temperature

Temperature is relative, as in English. **Deesk'aaz:** *an area or space is cold*; **deesdoi:** *an area or space is hot*, are equal to the English equivalents. Being cold or hot to the touch are, **sik'az**, **sido**, respectively.

Diné bikéyahdi ɬahda deesk'aaz; ɬahda t'áá deesdoi.

Sometimes it is cold in Navajoland; sometimes it's hot (quite warm).

11.8 Verb “to go and return” (*si-perfective*)

All movement, *come-and-go*, verbs are very precise in Navajo. That may be due to the people's earlier subsistence days when they were travelling from the north to the present southwest location. Much depended on precise directions concerning the hunting of game and the gathering of plant food in a less than hospitable environment. In English we say, *He went to town yesterday*, but do not indicate whether he has returned or not. This kind of information is built into the verb by means of prefixes. Here is, *to make a round trip, to go and return, to go around*, in si-perfective mode, meaning the action is completed and in a static mode:

niséyá	nishiit'áázh	nisiikai
nisíníyá	nishoo'áázh	nisoohkai
naayá	naazh'áázh	naaskai

Marianne hádáqá' Ahééhésííhgóó naayá? *When did Marianne go to Phoenix?*

Índeedzidídáqá' ákqóó naayá. *She went a month ago. She went last month.*

Áłchíní da'ółta'ígíí naaki índeedzidídáqá' Wááshindóóngóó naaskai. *The school children went to Washington two months ago.*

Hádáqá' Wáshindoongóó nisíníyá? *When did you go to Washington?*

Táá' nááhaiídáqá' ákqóó niséyá. *I went there three years ago.*

Da' nimá dóó nizhé'é ákqóó naazh'áázh? *Did your mother and father go there?*

Nda, doo ákqóó naazh'áázh da. *No, they didn't go there.*

11.9 Transfer of Property

The passive form of the verb is often used in telling of transfer of property, such as a vehicle, a house, or any object in the *roundish or bulky* category. More will be said about categories in a few lessons. **Shaa yít'á = sheít'á:** *it was given to me*, can mean it was given gratis or that a payment was made to acquire the item. Unless a person is speaking very slowly, the short form is used. Add other pronouns as needed: **naít'á, baít'á, nihaít'á.**

Díí chidí Tota'di sheít'á. *This vehicle was turned over to me in Farmington.*

Nihimá sání baghanéé nihaít'á. *We were given our grandma's house.*

11.10 Adverb “merely”

There is some overlap in usage in three short adverbs. The following examples help you to get a feel for each.

t'áá: *just — as in “just right, just okay, just quite cold”*

t'éí: *only — as in “only she will go, only she knows about it”*

t'óó: *just, merely — as in “you're just kidding, it merely looks like it”*

Ahééhésjíhdi t'áá deesdoi ɬeh. *It's usually quite warm at Phoenix.*

T'áá shí t'éí shił hózhó. *I'm (just) the only one who is happy.*

Danny t'óó naalnish. Doo yíneedlji da. *Danny is merely putting in time. He isn't interested in the job.*

11.11 Verb “to be good”

Yá'áshqó is a full synonym of **yá'át'ééh**. It is used often in negative clauses and the latter, in the positive. They are fully interchangeable in theory, but in practice are frequently used differently. **Doo yá'áshxqó da:** *that's very bad*, is intensified by the /x/, which is a strongly aspirated /h/ sound as in here.

Baa nanináhígíí doo yá'áshqó da. *What you're doing is no good.*

Díí ɬééchqá'í ayóo doo shił yá'áshxqó da. *I really don't like this dog.*

11.12 Verb “to buy” (*si-perfective*)

This paradigm is different from the simple perfective mode in having the /si-/ prefix in it. You will hear this form most often. It is hand-movement verb in which the exchange of commodities and payment take place, seriative action — one after another.

nahiséłnii’
nahisíníłnii’
nayiisnii’

nahisiilnii’
nahisoołnii’
nayiisnii’

ndahisiilnii’
ndahisoołnii’
ndayiisnii’

Hádáq’ líí’ nahisíníłnii’? *When did you buy the horse?*

Naaki nááhaiídáq’ nahiséłnii’. *I bought it two years ago.*

Adáqadáq’ kintahgóó nsiikai. Áadi ch’iyáán dóó t’áadoo le’é hooghan báhígíí nahisiilnii’. *We went to town yesterday and bought groceries and household items.*

Asdzáq’ Bedonie dah iistł’ó baa nahiséłnii’. *I bought a rug from Mrs. Bedonie.*

Azee’ííł’íni chidí bikee’ shaa nayiisnii’. *The doctor bought a tire from me.*

Da’ ké naa ndayiisnii’? *Did they buy the shoes from you?*

Ké doo hózhóó ílį́ da biniinaa shaa ndayiisnii’. *They bought the shoes because they were inexpensive.*

Na’álchínísh ké bá nahisíníłnii’? *Did you buy shoes for the children?*

Ayóo da’ílį́ ndi ḥa’ bá nahiséłnii’. *Although they were expensive I bought some for them.*

Da’ Mr. White chidí bikee’ ḥa’ ná nayiisnii’? *Did Mr. White buy you some tires?*

Ndaga’, chidí bikee’ ayóo da’ílī, ní. *No, he says tires are too costly.*

Dzi’izí díkwíí bágh azlį́’go nihisíníłnii’? *How much did the bicycle cost when you bought it?*

Neeznádiin dóó ba’aan bágh azlį́’. *It cost over a hundred dollars.*

Doo hózhóó ílį́ da lá ya’? *It didn’t cost much, did it?*

Aoo’, doo hózhóó ílį́ da. *No, it wasn’t expensive.*

11.13 Verb “it costs”

Here are *future*, *neuter*, and *perfective* of *to be worth, to be of value, to cost*:

bágh adooleet	<i>it will cost</i>
bágh íl̄í	<i>it costs</i>
bágh azl̄íí	<i>it cost</i>

Cost may be figured in dollars, **béeso**, or any other exchange commodity.

Díí chidí díkwíí bágh adooleet? *How much will this vehicle cost?*

Ashdla'di míil bágh adooleet. *It will cost five thousand.*

Naaltsoos díkwíí bágh íl̄í? *How much is the book?*

Naakits'áadah béeso bágh íl̄í. *It costs twelve dollars.*

Nil̄íí' éí díkwíí bágh azl̄íí? *What did the horse cost?*

Dibé naadiingo bágh azl̄íí'. *It cost twenty sheep.*

Ayóo íl̄íí lá. *That was expensive!*

11.14 Adjective “new”

Ániid: *new, recent, young, fresh*, is applied as follows:

Gary bidzi'izí ániidígíí át'é. *Gary's bicycle is new.*

Shidzi'izí ániidígíí bee níyá. *I came on my new bike.*

Hooghan ániidígíí éí shimá yázhí bí. *The new hogan belongs to my aunt.*

11.15 Adverb “recently”

Áníídí: *just recently, lately, also, áníídídáq'*: *at a recent time, fit in as follows:*

Áníídí téléchäq yázhí nahisélnii'. *I bought the puppy recently.*

Áníídídáq' Be'eldíldasinlgóó nisiikai. *We went to Albuquerque recently. We were to Albuquerque not long ago.*

Áníídí chidí ániidí nayiisnii'. *He bought the new vehicle recently.*

11.16 Onomatopoetic Words

Onomatopoetic nouns, where the sound of the thing suggests a name for it: **chidí**: *the one that makes the “chid” sound*, probably from the sound of the Model T Ford.

11.17 Variable Substitution Drill

Model Ashkii áníídí shaa níyá.

Ashiiké naakigo

Student Ashiiké áníídí shaa ní’áázh.

táa’go

nihaa

adáádáá’

sáanii

naakiiskáádáá’

táá’ nááhaiídáá’

naa

shí nídeezidídáá’

11.18 Substitution Drill

Model At’ée yázhí bá’ólta’í yaa níyá.

Jane

Student Jane bá’ólta’í yaa níyá.

Jane dóó Sue

amá danilínii

ashiiké

ashiiké ndilt’áo

hastiin

11.19 Transformation Drill

Model Da’ Beesh Sinildi biiská.

Student Ndaga’, doo áadi biiská da.

Bizhé’éesh baghandi biiská?

Áadi daats’í naaki biiská?

Ni daats’í kintahdi niiská?

Ron Ahééhészhíjhi ashdla’ biiská ya’?

Sáaniiísh hooghan nímazí góne’ dabiiská?

Da’ nihicheii baghanídi nihíiská?

11.20 Transformation Drill

Model Béésh Sinilgóósh nisíniyá?

Student Aoo', ákqó niséyá.

Lók'aahnteelgóósh nishoo'áázh?

Da' Hastiin Yazzie Tséhootsooígóó naayá?

Diné bizaad yídahooł'aahígíísh Tségháhoodzánígóó naaskai?

Joan dóó Eddie daats'í ałdó' kintahgóó naazh'áázh?

11.21 Replacement Drill

Model Lester bíká níyá. (*bíká and biniiyé are essentially the same*

Student Lester biniiyé níyá. (*in this setting*)

Lester ch'iyáán yíká níyá.

Darla dóó biché'é dzi'izí yíká ní'áázh.

Mósí yázhíísh bíká noo'áázh?

Mósí yázhí bíká niit'áázh.

Áłchíní binaaltsoos yíká yíkai.

Da' naaltsoos ádaaniidígíí yíká yíkai?

Jake dóó biye' dibé yázhí yíká ní'áázh.

11.22 Query Free Response

Use your imagination. Answer in Navajo. Answer as quickly as possible; you are not limited to actual facts in answering. The instructor or a student may ask the questions. If there are Navajos in the class who speak the language, they can monitor groups so everyone gets more practice.

- a. Hádáq' kintahgóó nisíniyá?
- b. Ha'át'íí nahisínílnii' áadi?
- c. Nahisínílnii'ígíísh baa nił hózhó?
- d. Háadi éiyá díí naaltsoos nahisínílnii'?
- e. Da' éí ayoo íljjí nít'éé'?
- f. Díkwíí béeso báqáh azljjí'?
- g. Ha'át'íí iiyisíí bíká nisíniyá, kintahgóó?
- h. Da' éí nahisínílnii'?

11.23 Integration Drill

Model Dzi'izí nahisélnii'. (hastaqá nááhai)

Student Hastaqá nááhaiídáq' dzi'izí nahisélnii'.

Ké nahisínílnii'. (díí' ndeezid)

Asdzaqá Tsosie dah iistł'q baa nayiisnii'. (táá' yiská)

11.24 Review

Write a dialog similar to the one at the beginning of the lesson with different people involved.

Write a short story about a trip you made, imaginary or factual. Tell about how you went, what you went for, what you purchased, how many days you were gone, where you spent the night(s), whether it was cold or hot there, — whatever you can think of.

11.25 Linguistic Note

Si-perfective Mode

In si-perfective (SP) the action has been completed and no more action is involved. The /si/ prefix does not always show up. It appears also as /s, sh, z, zh/. Often it translates into a present-tense verb. The following will give you an idea of its use. Some of the examples are si-perfective neuter (SPN). Think of /si/ as *static*.

deesdoi	<i>it is hot (SPN)</i>
deesk'aaz	<i>it is cold (SPN)</i>
naashch'ąą'	<i>it is colored</i>
naayá	<i>he went and returned</i>
sídá	<i>he is sitting, he is at home, he is in</i>
sido	<i>it is hot to the touch</i>
sik'az	<i>it is cold to the touch</i>

Iterative Mode

Iterative, shortened to (R) to differentiate from the imperfective, indicates repeated action. We have only one example so far. Most verbs have this mode.

shíká análwo'	<i>he helps me repeatedly, (whenever he can or when I need him or he is available)</i>
----------------------	--

Usitative Mode

This mode (U) shows habitual action, as in the following example:

ííł'í	<i>he makes it (as an occupation)</i>
--------------	---------------------------------------

BÍHWIIDOO'ÁLÍGÍÍ NAAKITS'ÁADAH GÓNE'É

LESSON GOALS

Learn to express “making”, past, present
 Be able to speak about “both” and “all of them”
 Expand vocabulary on time designations

AHIŁ NÁÁHÁLNE'

HALL	Wóshdék', yah aninááh. Ahił nááhwiiilne' doo ya'?	nááhwiiilne': we visit again
KII	Éí biniiyé níyá. Ha'át'íí baa naniná?	ashlééh: I'm making it (writing it)
HALL	Naaltsoos áshléehgo baa naashá. Damoo yéédáq' shádí naaltsoos shich'i' áyiilaa.	yéédáq': at that time áyiilaa: she made it (wrote it)
KII	Da' nik'éí hóló?	ak'éí: relatives, family
HALL	Shádí dóó sitsilí bił háájéé'.	bił háájéé': my siblings
KII	Éí háadi kéédahat'í?	t'áá áltso: all of them
HALL	T'áá áltso Ohio hoolyeedi kéédahat'í.	t'ah naa'aash: they are still living
KII	Da' nich'oóní ałdó' áádéé' naaghá?	t'áá áłta: both of them
HALL	Aoo', éí dó' áádéé' naaghá. Bik'éí ła' ndi Tucsondi dabighan.	na'ach'iiishí: carpenter
KII	Nimá dóó nizhéé' t'ah naa'aash ya'?	naaltsoos bii' yistl'iní: bookcase
HALL	T'áá áłta t'ah naa'aash. Kóhoot'éédáq' kwe'é nihaa ní'ázhh.	ashlää: I made it, I built it
KII	Éí ha'át'íí binaanish lc nít'ée'?	bits'ą́qdóó: from him
HALL	Na'ach'iiishí nilí. Kin il'íí lc nít'ée'. K'ad éiyá t'áá hooghandi t'áadoo le'é hooghan báhígíí il'íí ɬeh.	bíhwiiníl'ą́q': you learned it
KII	Ñléí naaltsoos bii' yistl'inísh áyiilaa.	bíhool'ą́q': I learned it
HALL	Éí t'áá shí áshlää.	ániid naasháádáq': when I was young
KII	Da' éí nizhéé' bits'ą́qdóó bíhwiiníl'ą́q'?	na'ach'iiish: carpentry
HALL	Aoo', éí bits'ą́qdóó bíhool'ą́q'. Ániid naasháádáq' shizhéé' bíká anáshwo'go na'ach'iiish baa naasháá lc nít'ée'. Kót'éego éí bíhool'ą́q'. T'ah ndi éí bíneeshdl'íigo baa naashá. Éí binaashnishgo ayóo shił yá'át'eeh ɬeh.	binaashnish: I'm working on it

NA'ACH'IISHJÍ

Mr. Hall na'ach'iish ayóo yíneedlí. Ólta'di bá'ólta'ndi hooghandi łahda t'áadoo le'é ííł'íj leh.

na'ach'iish: carpentry
t'íeedáqá': last night, last evening

Tl'éedáqá' éí yaa naayá. K'ad éiyá éé' biih ná'nií ííléehgo yaa naaghá. Damoo yéedáqá' díí éí yinaalnish lc nít'éé'. Áko nizhónigo t'áadoo le'é bich'ooní yá ííł'í. Asdzáqá Hall éí ayóo bił yá'át'ééh.

yaa naayá: he was doing
éé' biih ná'nií: chest of drawers
damoo yéedáqá': last week; last Sun.
yinaalnish: he works on it

12.1 Verb “to make it” (*imperfective mode*)

This paradigm is one of the most versatile ones in the language. It is a bit irregular. As examples show below, it is frequently mixed with English terms. Often these combinations are much easier to say than the Navajo.

áshlééh	íilnééh	ádeiilnééh
ánílééh	óhlééh	ádaahlééh
ílééh	ílééh	ádeilééh

Ha'át'íí lá ánílééh, shidá'í? *What are you building, my uncle?*
Líí' baghan áshlééh. *I'm building a horse barn.*

Sáanii ha'át'íí ádeilééh? *What are the women building?*
Chaha'oh ádeilééh. *They are putting up a brush shelter.*

Shádí bich'i' “call” áshlééh. *I'm making a call to my older sister.*
T'áá kwe'é “sign” ánílééh. *Sign right here.*
Tom “retire” ílééh. *Tom is retiring.*
Bá'ólta'í “vacation” ádeilééh. *The teachers are taking a vacation.*

Combine this with **bikáá'**: *on it*, in the sense of writing or drawing. This postposition accepts all the pronoun prefixes.

Nihahane' naaltsoos bikáá' ádaahlééh. *Write your story on paper.*

Nizhónigo naaltsoos bikáá' ádeiilnééh. *We're writing it nicely on paper.*

Apply another postposition: **shich'í', nich'í', bich'í'/yich'í', nihich'í':** *to, toward, in the direction of:*

Shimá bich'í' naaltsoos áshlééh, béeso biniiyé. *I'm writing my mother a letter (asking) for money.*

Norman Judy éé' bighan yá íílééh. *Norman is building Judy a clothes closet.*

12.2 Adverb “then - in the past”

Yéédáá', also, **-éédáá'**, **-áadáá'**, **-héédáá'**, **-háadáá'**, identifies the time of an occurrence.

Naadiin shinááhai yéédáá' Kinlánídi ííníshta' lc nít'éé'. *When I was twenty years old, I was going to school in Flagstaff.*

Áłchíní daniidlínéédáá' Naat'áanii Néezdi nihighan lc nít'éé'. *When we were children, we lived at Shiprock.*

Ániid naasháhqádáá' diné bizaad bíhoosh'aah lc nít'éé'. *When I was young, I learned the Navajo language.*

Nihá naalnishéédáá' ayóo naalnish lc nít'éé'. *He worked hard when he was working for us.*

Hooghan áshlééhéédáá' shidá'í bił naashnish lc nít'éé'. *I was working with my uncle when I was building the Hogan.*

12.3 Verb “to make it” (perfective mode)

Like the imperfective above, this paradigm is also somewhat irregular. You use this one as a simple past tense. The action is completed. There is a slight difference in using the imperfective with **lc nít'éé'** and using the perfective mode.

Kin bá áshlééh lc nít'éé'. *I was building the house for him.*

Kin bá áshłaa. *I built the house for him.*

áshłaa/íishłaa

íilyaa

ádeiilyaa

íinilaa

óohłaa

ádaahłaa/ádaohłaa

áyilaa

áyiilaa

ádayiilaa

Háísh bich'í' naaltsoos íinilaa? *To whom did you write the letter.*

Sik'is bich'í' naaltsoos áshłaa. *I wrote a letter to me friend.*

Nita díí éétsoh shá áyiilaa. *Nita made this coat for me.*

Díkwíí lc nídeezidídáá' díí chaha'oh ádayiilaa? *How many months ago did they build this brush shelter?*

Hádáq' lá díí hooghan ádaahłaa? *When did you build this hogan?*

Díkwíí shíí nááhaiídáq', tseebíí daats'í. *Let's see, how many years has it been? Maybe eight.*

Da' naaltsoos bikáá' iinilaa? *Did you write it down?*
Naaltsoos bikáá' áshłaa. *I put it on paper.*

12.4 Relatives

In Navajo, one's relatives extend to the all the clans to which one belongs. To an outsider, that extension seems endless. There is, however, a well-defined system. **Shik'éí, nik'éí, bik'éí, nihik'éí**, refer to the extended family.

Háish éí kóqó kéédahat'í? *Who lives around here?*
Díí éí Ben Joe bik'éí. *These are Ben Joe's relatives.*

12.5 Siblings

The children of one mother, regardless of different fathers, are *the ones with which one came out* — out of the same mother.

Bił háínijéé'sha', éí háadi kéédahat'í? *Where do your siblings live?*

Bił háijéé' Canada hoolyéedi kéédahat'í. *My siblings live in Canada.*

Dan bił háájéé' háadi dabighan? *Where do Dan's relatives live?*
Éí Lók'aa Deeshjindi dabighan. *They live at Keams Canyon.*

12.6 Pronominal Phrase “all of them”

Use these phrases the same as the English ones.

t'áá áníltso	<i>all of us</i>
t'áá ánóltsó	<i>all of you</i>
t'áá ałtso	<i>all of them</i>

Da' t'áá ánóltsó íhooł'aahii danohłí? *Are you all students?*
T'áá áníltso íhooł'aahii daniidlí. *All of us are students.*

Íhoo'laahii t'áá áltso diné bizaad yídahoo'laah. *The students are all learning Navajo.*

Áłchíní t'áá áltso t'áá diné daniłí. *The children are all Navajo.*

12.7 Phrase “still alive”

As long as one is alive, *one still walks about.*

Kerri bimá sání t'ah naaghá. *Kerri's grandma is still around.*
Bił háájéé' t'ah ndaakai. *My siblings are still around.*

12.8 Pronominal Phrase “both of them”

Here is the list:

t'áá ániiłla	<i>both of us, we both</i>
t'áá ánółla	<i>both of you, you both</i>
t'áá áłla	<i>both of them, them both</i>

Nimá daats'í sidá, nizhé'é daats'í? *Is your mother home?*

Maybe your father?

T'áá áłla siké. *They are both home.*

At'ééké t'áá áłla Wal-martdi atah naalnish. *Both of the girls are working at Wal-mart.*

Ahéhee', t'áá ánółla shíká anáhi'nołchééh. *Thank you, both of you are helping me.*

12.9 Occupational Designations

The enclitic -jí: *on the side of, toward*, can be added to passive verb form to describe an occupation, thus creating what usually amounts to a noun in English.

álnééh	<i>it is being made</i>	álnééhjí	<i>making it</i>
ch'iyáán áł'í	<i>food is made</i>	ch'iyáán áł'íjí	<i>food-cooking</i>
íhoo'aah	<i>learning is done</i>	íhoo'aahjí	<i>learning</i>
na'ach'iish	<i>sawing is done</i>	na'ach'iishjí	<i>carpentry</i>
wólta'	<i>it is being read</i>	wólta'jí	<i>reading it</i>

Bilagáana diné bizaad bishoo'aahjí bił ndant'ah ɬeh. *It is usually difficult for white people to learn Navajo.*

Naabéehó danilíinii éí t'áá bí bizaad wólta'jí bił ndant'ah leh. *It is usually difficult for Navajos to read their own language.*

Doug kin álnééhjí yíhool'áá'. *Doug has learned to build houses.*

Della ch'iyáán ál'íjí baa ólta'. *Della is going to school to be a cook.*

12.10 House Furnishings

Not everyone uses the same word for items of household furnishings. Here is a short list, part of which you had in an earlier lesson centered in the classroom.

bikáá'adání/bik'i'adání	<i>table</i>
bikáá'dah'ant'éhí/tásk'eh	<i>bed</i>
bikáá'dah'asdáhí/bik'idah'asdáhí	<i>chair</i>
bikáá'dah'antéhí/bik'idah'asdáhí nineezígíí	<i>couch, sofa</i>
bikáá'dah'asdáhí nineezígíí	<i>bench</i>
éé' biih ná'nií/éé' bighan	<i>clothes closet</i>
łeets'aa' bighan	<i>cupboard</i>
naaltsoos biih ná'nií/naaltsoos bii' yistł'iní	<i>bookcase</i>

12.11 Postposition “deriving from”

Bits’åg’: *away from, separate from, deriving from, of, at his expense*, can be thought of *off of him*, as in, *I ate off of him, at his expense*. As used in this lesson, the knowledge to do carpentry was learned from the teacher.

Shicheii bits'ádóó diné baa hane' bídahoosh'aah. *I'm learning the Navajo stories from my grandpa.*

T'áá diné ba'álchíní sits'áádóó t'áá bí bizaad yídahool'aah. *The children of Navajos are learning their language from me.*

12.12 Verb “to learn it” (*perfective*)

bíhool'ágá'	bíhwiił'ágá'	bídahwiil'ágá'
bíhwiinił'ágá'	bíhool'ágá'	bídahooł'ágá'
yíhool'ágá'	yíhool'ágá'	yídahooł'ágá'

Saad t'óó ahayóí bídahwiil'áá'. *We have learned many words.*

Éí bídahwiil'ą́ígíí baa nihił dahózhqó. *We are glad about having learned them.*

Díkwíí saad bíhwiiníl'áą'? *How many words have you learned?*
 Díkwíí shíí sha'shin. Neeznádiin dóó ba'aan daats'í. *Who
 knows how many! Over a hundred, probably.*
 T'áá díkwííhí t'éiyá bishooł'áą'. *I have learned only a few (words).*

Saad bishooł'áą daats'í béeðaałníih? *Do you remember the
 words you learned?*
 Ła' éí ch'ééh béeðeiiłníih. Ła' éí t'áá béeðeiiłníih. *Some we just
 don't remember. Some we do.*

12.13 Time Designations

We need several more past-time reference points: **tł'éédáą'**: *last evening, last night;* **jíidáą'**: *today (the part that is past);* **damoo yéedáą'**: *a week ago, last week, last Sunday;* **díí tl'ee'**: *tonight, this evening;* **díí jí, díísh jí:** *today (all day and the part that is left),* are appropriate in positions where the English equivalents fit in.

Tł'éédáą' shik'éí łá' shaa yíkai. *Last night some of my relatives
 came to see me.*

Tł'éédáą' sitsóí bighandi shiiská. *I spent the night at my
 grandchild's place.*

Jíidáą' kingóó nishiit'áázh. *We went to the store today.*

Damoo yéedáą' Pete Kansasgóó naayá. *Last week Pete went
 to Kansas.*

Táá' damoo yéedáą' hastóí Hoozdogóó naaskai. *The men went to
 California three weeks ago.*

Díí tl'ee' da'ółta'ígíí Jan bighandi naháaztqá doo. *The students
 will be at Jan's house tonight.*

Díí jí t'áá áñiltso diné bizaad bídahwiil'aah. *We're all learning
 Navajo today.*

12.14 Verb “to work on it”

Prefix a pronoun to the *to work* verbs and have the thought of *working on something.*

Azee'ííl'íní shinaalnish. *The doctor is working on me.*

Nihichidí bineiłnísh. *We (two) are working on our vehicle.*

George daats'í nihichidí yinaalnish doo. *George might work on
 our car.*

Jíidáą' shichidí binaashnish lc nít'ee'. *I was working on my car
 today.*

Da' Leo Tully nighan yinaalnish. *Is Leo Tully working on your house?*

Ndaga', shá nanilnish doo bidishníi ndi, doo naalnish da. *No, I told him to work for me, but he isn't working.*

12.15 Transformation Drill Negative to Positive

Model Del doo bik'idah'asdáhí íílééh da.

Student Del bik'idah'asdáhí íílééh.

Les doo bił hózhqó da.

Doo t'áá áníltso kintahgóó deekai da.

At'ééké t'áá ála doo ákqóó naazh'áazh da.

Ashiiké doo t'áá ála deezh'áazh da.

Díí hastóí doo Dick bik'éí da.

Sáanii doo t'áá áltso amá sání danilíí da.

Amá danilíinii ba'álchíní doo yaa ádahalyáą da.

Shideezhí doo naaltsoos áyiilaa da.

Dennis k'ad doo hooghan íílééh da.

12.16 Sustitution Drill

Model Diné kwe'é ndaalnish.

Student Diné t'áá áltso kwe'é ndaalnish.

Gary dóó Roddie atah ółta'.

Sarah dóó bideezhíké naaltsoos ádeilééh.

Shik'éí shił yá'ádaat'ééh.

Sally dóó bádí bilagáana bizaad yíhool'áąą'.

Debbie dóó bínaái kingóó deezh'áazh.

Ni dóó Chii kwe'é dah nohkeeh.

Sáanii danohlíinii áadi dah dinohbjih.

Da'ółta'ígíí nihaa yíkai.

Ániid ndaakaiígíí naaltsoos ádeilééh.

Áłchíní íiyisíí bił dahózhqó.

Sik'isóó díí chidí doo bił yá'ádaat'éeh da.

12.17 Variable Substitution Drill

Model Naaltsoos áshlééh.

ni

Student Naaltsoos ánílééh.

t'áá áníltso

t'áá ánóltso

t'áá ánóla

ashiiké t'áá ála
 áyiilaa
 hooghan
 John Kii
 hastóí t'áá áltso
 shí
 ch'iyáán
 Cora dóó Carla
 áshłaa
 shí dóó sitsilí

12.18 Integration Drill

Model At'éed awéé' yaa áhályá. Baa shił hózhó.

Student At'éed awéé' yaa áhályánígíí baa shił hózhó.

Ashkii kóó sidá. Éí Dennie wolyé.

At'éé yázhí bilagáana bizaad bił béehózin. Éí she'awéé'.

Hastiin dóó bich'ooní nihaa ní'áázh. Éí nihik'éí.

Nancy bik'éí baa yíkai. Éí Tóta'di bighan.

Łeets'aa' bighan shá áyiilaa. Éí shidá'i.

Hastóí kin shá íílééh. Éí doo shik'éí da.

12.19 Query Patterned Response

Model Bikáá'adání shá íílééh.

Student Doo ná íílééh da.

Łíí' bighan ná íílééh.

Nimá yázhí kwe'é biiská.

Don Bilagody bimá yá naalnish.

Rosie saad t'óó ahayóí yíhooł'áá'.

Áłchíní t'áá ála bił hózhó.

Shik'éí t'áá áltso shighandi dabíiská.

Hastiin ániid naaghá.

Asdzání áníídí níyá.

Ray bínaaí na'ach'iishí nilí.

Deedee nizhónígo bi'éé' íílééh.

Dilwyn Becky naaltsoos yich'í' áyiilaa.

Hooghan shá ánílééh.

Naaltsoos shich'í' óhlééh.

Hastiin kin áníídí áyiilaa.

Joe be'asdzáá sidáa ḱeh.

Asdzání kwe'é sidá.

Joe na'ach'iishjí yihoł'aah.

12.20 Query on Dialog

- a. Háí lá Mr. Hall yaa níyá?
- b. Mr. Hall ha'át'íí yaa naaghá?
- c. Háísh yich'íí naaltsoos íílééh?
- d. Mr. Hall bik'éí háadi kéédahat'í?
- e. Háí éí Tucsondi kééhat'í?
- f. Da' Mr. Hall bimá dóó bizhéé' t'ah naa'aash?
- g. Bizhéé' ha'át'íí binaanish lc nít'éé'?
- h. Da' éí k'ad t'áá éí yaa naagháa leh?
- i. Mr. Hall daats'í ałdó' na'ach'iishjí yíneedlí?
- j. Ha'át'íí hooghan góne'é áyiilaa?
- k. Ha't'íí k'ad yinaalnish?
- l. Háísh yits'áqdoó na'ach'iishjí yíhooł'áqá?
- m. Éí ániid naagháádáqá' yíhooł'áqá' ya'?
- n. Hastiin Hall t'áadoo le'é ííł'íigo bich'ooní daats'í bił yá'át'ééh?

12.21 Narrative

Write a narrative about yourself or someone else using whatever vocabulary you can use from this lesson. You actually have a couple of hundred words at your disposal by now.

12.22 Narrative

JOHNSON HOOGHAN ÍÍLÉÉH

Johnson binaanish t'óó ahayóí. Bidáíí bá naalnishgo t'áátláí ndeedzid. Bidáíí bíká analwo' leh. T'áá sáhí naashnishgo ayóo shił nantł'ah, ní Johnson. Łá' bił ndaashnishgo shił nizhóní. Shidáíí shíká analwo'go doo nantł'ah da, ní.

Hádáqá' shíí éiyá bimá yázhí hooghan nímazí yá áyiilaa. Éí tsin* yee áyiilaa. Hashtł'ish* ałdó' yee áyiilaa. T'áá sáhígo naalnishgo éí yinaalnish nít'éé'. Tsín éí doo béeso báqáh da'ílígí da. Naanish t'éiyá báqáh ílígí. Hashtł'ish ałdó' ákót'é. Naanish t'éiyá béeso báqáh ílígí. Kót'éego hooghan nímazí áyiilaago doo hózhóq flíí da nít'éé'. Áko doo flíí da ndí hooghan nímazí éí nizhónígo áyiilaa lá. Bimá yázhí hooghan ayóo bił yá'át'ééh.

posts; mud, cement

BÍHWIIDOO'ÁLÍGÍÍ TÁÁ'TS'ÁADAHÍ GÓNE'É

LESSON GOALS

Learn to express “to want, to think”

Learn the “to play” paradigm

Be able to use “to buy” in future form

KINGÓÓ DEESKAI

John Yazzie chidí yii’ sidá. Tsíjít nízingo sidá, ba’álchíní yiba’ sidá. Kintahgóó deeyá. Ch’iyáán ɬa’ yiniiyé. Chidí bitoo’ ásdijid. Éí dó’ yiniiyé deeyá. Ak’ah ɬizhiní ałdó’ ɬa’ yinízin. Ch’éeh álchíní yiba’ sidá.

tsíjít: *hurry; nízin:* *he thinks*

yiba’: *waiting for them*

ásdijid: *it is gone*

yinízin: *he wants it*

ch’éeh: *in vain*

KII Shizhé’é, k’adish kintahgóó díníyá?

tsxíjigo: *hurry up!*

JOHN Aoo’, k’ad ákqóó deekai. Tsxíjigo, ch’éeh nihibá’ sédá. Tsíjít nisin.

nisin: *I think*

KII Shí daats’í ałdó’ iih iishyeed.

iih iishyeed: *I get in*

JOHN T’áá ánótso iih oohjeeh.

iih oohjeeh: *you (all) get in*

KII Shádí dóó sitsilísh ałdó’ iih ahi’nilchééh?

iih ahi’nilchééh: *they (2) get in*

JOHN Aoo’, t’áá áníltso kintahgóó deekai.

nahidiilnih: *we will buy it*

KII Ha’át’íí biniiyé deekai?

jooł iih nálniihí: *basketball*

JOHN T’áadoo le’é nahidiilnih biniiyé deekai.

naashné: *I play*

KII Jooł iih nálniihí shá nahidíilnih ya’?

índa: *and then, at that time*

Éí bee naashnéego ayóó bínéeshdlí.

nahidiilnih: *we will buy it*

JOHN Hóla, áadi niikaigo índa shił bééhózin doo.

Nímá bibéeso daats’í biiighah dooleeł.

Éí dah iistł’ó áyiilaa. Éí díkwíí béeso

naalyéhé yá sidáhí: *trader*

biiighah doo sha’shin. Doo shił bééhózin

neidiyołnih: *he will buy it*

da. Naalyéhé yá sidáhí éí shíí baa

neidiyołnih. Ch’iyáán dóó chidí bitoo’

ti’ée: *come on, let’s go!*

dóó ak’ah ɬizhiní áłtsé nahidiilnih.

láqá: *an emphatic*

K’ad láqá, iih oohjeeh. Tí’ée, kintahgóó

hááhgóóshíí: *very*

deekai.

deinízin: *they want it/them*

Áłchíní hááhgóóshíí bił dahózhó. Kintahgóó deeskaigo ayóó bił yá’ádaat’éeh ɬeh. T’áadoo le’é deinízin ɬeh. Naalyéhé yá sidáhí binaalyéhé danizhóníígí t’óó ahayóí danízin. Shimá t’áadoo le’é shá neidiyołnih danízin.

13.1 Verb “to think” (*continuative imperfective*)

This verb translates into *to think*, *to have in mind*, *to want to*, *to be of the opinion*. It can be preouned by several themes: **ahééh**: *thankfulness*; **bił**: *sleepiness*; **dibáá'**: *thirst*; **dichin**: *hunger*; **tsíjíł**: *hurry*. The /x/ in **tsxíjílgó** is an intensifier.

ni(s)sin
nínízin
nízin

niidzin
nohsin
nízin

daniidzin
danohsin
danízin

Háísh éí ashkii yázhí bimá níñízin? *Who do you think is the little boy's mother?*

Stella éí ashkii bimá nisin. *I think Stella is the boy's mother.*

Donald háág góó deeyá níñízin? *Where do you think Donald is going?*

Doo deeyáhígóó da sha'shin nisin. *I don't suppose he's going anywhere.*

Nibéesoósh doo baa ahééh níñízin da? *Aren't you thankful for the money?*

Díí t'óó naaki yáál. *(This is) merely twenty-five cents.*

Chidí bitoo' shá nahínítlñihígíí ayóó baa ahééh nisin. *I'm very grateful for the gas you are buying for me.*

Áłchíní yázhíísh bił danízin? *Are the little children sleepy?*
Ayóó bił danízin. *They're very sleepy.*

Darrel bidibé dibáá' danízin, deesdoigo biniinaa. *Darrel's sheep are thirsty because it is hot.*

Áłchíní da'ółta'ígíí dichin danízin. *The students are hungry.*

Da' nidáí tsíjíł nízin? *Is your (mat.) uncle in a hurry?*
Ndaga', doo tsíjíł nízin da ɬeh. *No, he's usually not in a hurry.*

Tsxíjílgó. *Hurry up!*

Doo tsxíjíł nisin da shí. *(As for me) I'm in no hurry.*

Áko ndi shí éí íiyisíí tsxíjíł nisin. *But I'm in a big hurry.*

13.2 Waiting

Waiting for, awaiting is expressed by prepounding the postposition **shiba'**, **niba'**, **biba/yiba'**, **nihiba'** before verbs of whatever activity the person who is waiting is engaged in.

Háí lá biba' sínídá? *For whom are you waiting?*
 Bá'ólta'í biba' sédá. *I'm waiting for the teacher.*

Háí biba' kóó naah'aash? *Who are you waiting for, walking around here?*

Nihik'is tā' biba' kóó neiit'aash. *We're walking around here waiting for some of our friends.*

Háadi éiyá nihiba' nahísótáq doo? *Where will you be waiting for us?*

Wal-martdi nihiba' naháatáq doo. *We'll be waiting for you at Wal-mart.*

13.3 Verb “to be dwindling away”

The following paradigm is useful in describing the various stages of something *disappearing or dwindling away*.

ádijh	(I)	<i>it is disappearing, dwindling away</i>
ádin	(NI)	<i>it is gone, it has disappeared</i>
ásdjjid	(SP)	<i>it has dwindled away, it has run out</i>
ánádjjih	(R)	<i>it repeatedly runs out</i>
ádoodjjil	(F)	<i>it will disappear, it will be gone</i>

Chidí bitoo' nihee ádijh. *We're running low on gas.*

Naalyéhé bá hooghandi chidí bitoo' ádin. *There is no gas at the trading post.*

Shibéeso ásdjjid lá. *I'm out of money! (It just slowly disappeared.)*

Hooghandi ch'iyáán ánádjjih. *We keep running out of food at home.*

Yiskáo tó ádoodjjil. *The water will run out tomorrow.*

Chidí bitoo' hahgo ádoodjjil? *When will the gas run out?*

Chidí bitoo' doo ádoodjjil da. *The gasoline will not run out.*

13.4 Verb “to want it” (*continuative imperfective*)

To want it, to desire it paradigm is given herewith. It is identical to the paradigm in 13.1 except in the third person form.

ni(s)sin	niidzin	daniidzin
nínízin	nohsin	danohsin
yinízin	yinízin	deinízin

Ha'át'íí lá nínízin, sik'is? *What do you want, my friend?*

Tó ła' nisin. *I want some water.*

At'éékéshä', ha'át'íí deinízin? *What about the girls, what do they want?*

Éí t'áá ałtso béeso ła' deinízin. *They all want some money.*

Hastiinísh ak'ah lizhiníísh yinízin? *Does the man want some oil?*

Aoo', naakigo yinízin. *Yes, he wants two (cans) of them.*

Ha'át'íí biniiyé nohkai? *What did you come for?*

Atoo' ła' daniidzingo naa niikai. *We came because we wanted some mutton stew.*

13.5 Adverb “in vain”

Ch'ééh: *in vain, futilely, unsuccessfully,* is illustrated in the following examples. Prepounded to **déyá** and other verbs from that paradigm it translates into *being tired*.

Ch'ééh diné bizaad bíhoosh'aah nisin. *It seems to me I'm just not learning the Navajo language.*

Łahda éiyá saad ch'ééh bénáshniih. *Sometimes I just don't remember the words.*

Ch'ééh shizhé'é biba' sédá nisin nt'éé'. *I was thinking there was no use in waiting for my dad.*

Shínaaí shíká adoolwoł, ch'ééh nisin. *There doesn't seem to be any use for me to think my brother will help me.*

Jíjídáqá' naashnishgo biniinaa ch'ééh déyá. *I'm tired because I was working today.*

Ch'ééhesh biba' sínídá? *Are you waiting in vain for her?*

Ch'ééh biba' sédá. *I'm waiting in vain.*

13.6 Verb “to buy it” (*future tense*)

nahideeshnih	nahidiilnih	ndahidiilnih
nahidííłnih	nahidoołnih	ndahidoołnih
neidiyoołnih	neidiyoołnih	ndeidiyoołnih

Yiskáó shizhé’é chidí ḥa’ neidiyoołnih. *My father will buy a vehicle tomorrow.*

Ha’át’íí lá nahidííłnih kintahgi? *What are you going to buy in town?*

Doo nahideeshnihí da. Shibéeso ádin. *I won’t buy anything.
I’m out of money.*

Díí dibé shaa nahidoołnih ya’? *You (two) will buy this sheep from me, won’t you?*

Ndaga’, éí doo naa nahidiilnih da. *No, we won’t buy it from you.*

13.7 Ball Games

The English names for the different balls in ball games are not used as a rule but **jooł yikalí:** *baseball*; **jooł iih nálñiihí:** *basketball*; **jooł yitalí:** *football*, would be said especially by the older people.

13.8 Verb “to play” (*continuative imperfective*)

The examples give the use of postpositions **bee**, **bił** with this verb as well as its use by itself.

naashnē	neii’né	ndeii’né
naniné	naahné	ndaahné
naané	naané	ndaané

Chester ólta’di naané. *Chester is playing at the school.*

Ashiiké ḥa’ bił ndaané. *Some boys are playing with him.*

Jooł iih nálñiihí yee ndaané. *They’re playing basketball.*

Ashkii yázhí ɬééchqa’í yee naané. *The boy is teasing the dog.*

ɬééchqa’í mósi yázhí yee naané. *The dog is hurting the kitten.*

Ashkii bitsilí yił jooł iih nálñiihí yee naané. *The boy is playing basketball with his brother.*

13.9 Verb “to run” (*imperfective*)

This paradigm has several uses. Prepounded by **, -ká:** *for*, postposition it is a *helping verb* — a one-time act. With **yah:** *into a large enclosure*, **iih:** *into a small enclosure*, it describes *movement, running action*.

iishyeed	ahi'niilchééh	iijeeh
anilyeed	ahi'nołchééh	ohjeeh
iilyeed	ahi'nilchééh	iijeeh

Shíká anilyeed ya'? *You'll help me, won't you?*

Hágoshíí, níká iishyeed. *Okay, I'll help you.*

Iih nilyeed (not anilyeed). *Get in (into the vehicle).*

Hágoshíí, iih iishyeed. *All right, I'll get in.*

Chidí biih nilyeed. *Get into the car.*

Tsújlgó chidí biih iishyeed. *I'll hurry and get into the car.*

Ashkiísh chidí yih iilyeed? *Is the boy getting into the car?*

Nda, doo yih iilyeed da. *No, he's not getting into it.*

Hooghan nímazí góne' yah iijeeh. *Let's go into the hogan.*

Dibé éí dibé bighan góne' yah iijeeh. *The sheep are going into the corral.*

13.10 “Let’s go!”

Tí', tí'éé: *come on, let's go!* —you can use either one. **Sółtí'** is used in addressing two or more.

13.11 Adverb “hard”

Hááhgóóshíí: *hard, diligently*, is used as follows:

Adáqádáq' hááhgóóshíí ndeiilnish nít'éé'. *We really worked hard yesterday.*

Sitsili hááhgóóshíí shíká analwo' leh. *My younger brother usually helps very diligently . (He really goes after it.)*

Hááhgóóshíí shił hózhó. *I'm extremely happy.*

13.12 Particle “then”

Índa: *then, only then, and then (at that time)*, has also an emphatic form: **índídá:** *then only.*

Da' yiskáo ákqóq díníyá? *Are you going there tomorrow?*
 Ndaga', naakiiskqó índa. *No, the day after tomorrow.*
 Náádamoo índídá ákqóq déyá. *I'm going in another week,
 not before.*

13.13 An Emphatic

Láqá “is an emphatic enclitic particle, usually expressed in English by stress” (Y/M,1980, p. 514).

Ni láqá, shíká adíílwół nisin. *I want you to help me.*
 Éí ná nahideeshnih láqá. *I will buy it for you.*
 Ahéhee', láqá. *Thank you! (with special expression)*

13.14 Transformation Drill — Negative to Positive

Model Chidí bitoo' doo ła' nisin da.

Student Chidí bitoo' ła' nisin.

Derrick doo béeso ła' yinízin da.
 Les doo ch'iyáán yiniiyé deeyáa da.
 Awéé' doo dichin nízin da.
 Hastiin doo ch'ééh shiba' sidáa da.
 Bilagáana doo ch'ééh diné bizaad yíhool'aah da.
 Shicheii doo chidí neidiyoołnih da.
 At'ééd doo jooł yee naanée da.
 Lilly éí doo ashkii yił naanée da.
 Ashiiké hááhgóóshíjí naanée ndi doo ch'ééh deezh'áazh da.

13.15 Completion Drill

Model Denise jooł iih nálniihí yee naané.

Daren dóó Celia

Student Daren dóó Celia jooł iih nálniihí yee naané.

at'ééké t'áá ála
 at'ééké t'áá áltso
 ashkii awéé' yee
 ɬééchqá'í ták'go mósi yee

Model Shí dooda nisin. (new verb — no response)

Glenda ałdó'
shideezhí t'áá ála
ashiiké t'áá ałtso
ółta'í daniidlínii

Model Tó ła' nisin. (no response)

shí dóó Dean
Harvey dóó Lucy
Bernadette dóó ba'áłchíní
Ni dóó nimá
Nihí dóó nihicheii
Dibé

Model Hastiin bíká iishyeed. (no response)

ni éí hastiin
ashkii bimá
Denny dóó Louise shíká
ni dóó Dick nihicheii
shí dóó ashiiké nihimá sání

Model Gerry ch'iyáán neidiyoołnih. (no response)

shí dó'
niísh ałdó'
ni dóó nínaaí díí ɬíí'
shí dóó shínaaí ɬíí' naa

13.16 Query Patterned Response

Model Da' Delton naalnish ɬeh?

hááhgóóshíí

Student Delton hááhgóóshíí naalnish ɬeh.

Mr. Hall daats'í diné bizaad yíhooł'aah.

Da' Liz níká análwo'?

Dixon jooł yee naanéego bił yá'át'ééh, ya'?

Dibé yázhíísh baa naanish hasin?

At'éédísh dinék'ehjí nóomba yółta"?

Łíí' bighan góne'esh yah iijeeh?

Da' áłchíní ółta' góne' yah iijeeh?

Jennie daats'í saad yénálniih?

Lindaásh tsííł nízin?

13.17 Insertion Drill

Model Dedra nihíká adoolwoł.

lą́q

Student Dedra lą́q nihíká adoolwoł.

Dorothy bił béehózin.

Ashkii doo bił hózhóq da.

Bilagáana atah da'ółta'.

T'áá diné ła' atah t'áá bí bizaad yídahooł'aah.

Dixie nił nizhóní.

Ahéhee', éí baa ahééh nisin.

Dan hooghan áyiilaa.

Dave chidí nayiisnii'.

Deesdoi.

Tł'éédáq' deesk'aaz nít'éé'.

Niba' sédá.

Ken bibéeso ásdjjid.

Adáqádáq' bibéeso ásdjjid.

Nicheii nilíí' naa neidiyoołnih.

13.18 Query on Dialog

- a. John Yazzie háísh yiba' sidá?
- b. Háágoo lá deeyá?
- c. Ha'át'íí yiniyé deeyá?
- d. T'áá sáhíísh deeyá?
- e. Chidí bitoo'ísh ásdjjid?
- f. Da' éí yiniyé deeyá?
- g. Ch'ééhésh ba'álcchíní yiba' sidá?
- h. T'áá daats'í tsííl nízin?
- i. Álcchiníísh ałdó' iih ijeeh?
- j. Be'asdzáqashä'?
- k. Kii ha'át'íí íiyisí yinízin?
- l. Éísh jooł yee naanéego yíneedlí?
- m. Háísh éí diyogí áyiilaa?
- n. Naalyéhé yá sidáhí daats'í éí neidiyoołnih?
- o. Hastiin Yazzie ha'át'íí neidiyoołnih níñízin?
- p. Da' be'asdzáqá ch'iyáán ła' neidiyoołnih níñízin?
- q. Bibéesoósh biiğhah doo níñízin?
- r. Álcchinísh kintagoo deeskaiígíísh bił danizhóní?
- s. Álcchiní kindi t'áadoo le'é bił danizhóní ɬeh ya'?

13.19 Insertion Drill

Model Táá' yiskáo nihá naashnish doo.
índa

Student Táá' yiskáo índa nihá naashnish doo.
Hooghandi sédáago shaa níyá.
Shił bééhózingo bee nił hashne'.
Naakiiskándáq' shaa ní'ázhh.
Ashdla' yiskándáq' dah'iistf'q ałtso áyiilaa.
Shádí shaa níyáago bee bił hashne' doo.
Díí tl'éé' jooł bee ndeii'née doo.

13.20 Narrative

JOE BEGAY BE'ASDZÁQ BAHANE'

K'ad éiyá Joe Begay kingóó deeyá. Bichidí yee deeyá. Doo
t'áá sáhí ákóq deeyáa da. Bich'ooní ałdó' iih iilyeed. Asdzáq
éiyá t'áá bí* ádaa halne'. *herself*

Hooghandi ch'iyáán ásdijid lá, ní. Ła' éí nahideeshnih binyé
kingóó déyá. Áłchíní éí doo deeskai da. Éí shíjí t'áá
hooghandi naháaztqá dooleeł. Bimá sání éí bił naháaztqá
doo.

Díí jí shibéeso doo hózhqó lą'í da. Áko ch'iyáán doo lą'í
nahideeshnih da. Chidí bitoo' dóó ak'ah tizhiní nahidiilnih.
Chidí bitoo' ayoo ílįjí leh. Éí biniinaa doo lą'í nahidiilnih da.
Ch'iyáán ałdó' ayoo ílįjí leh. Ak'aán* dóó bił e'él'iní* dóó
ak'ah* Ła' nahidiilnih. Éí nihee ásdijid. Éí díkwíí shíjí béeso
báąh adooleeł sha'shin. Atsj'* Ła' daniidzin ndi, hóla,
nihibéeso daats'í doo bíighah da doo sha'shin. Áłchíní
ałk'ésdisí* dóó tó dilchxoshí Ła' deinízin ndi éí shíjí doo
nahidiilnih da.

*flour, baking
powder, shortning
meat
candy*

Nihibéeso doo lą'í da ndi nihee hólónígíí baa ahééh nisin.
Ñdeezidgo índa shíjí nihibéeso t'áá hólqó dooleeł. Diyogí
ałtso áshlaago índa ch'iyáán t'óó ahayóí nahidiilnih.
Índa t'áadoo le'é áłchíní bá nahideeshnih. Índa bił dahózhqó
dooleeł.

BÍHWIIDOO'ÁLÍGÍÍ DÍÍ'TS'ÁADAHÍ GÓNE'É

LESSON GOALS

Be able to count money

Get a start on class verbs

More on buying and selling

ART BINAALYÉHÉ BÁ HOOGHANDI

- | | | |
|--------|---|---|
| ART | Yá'át'éeh, John. Hózhónigo oo'áál ya'? | oo'áál: <i>the day is paasing</i> |
| JOHN | Yá'át'éeh, K'ad hózhóní yee'. | yee': <i>really, emphasis</i> |
| ART | Éí láq. Háádék' lá? | |
| JOHN | T'áá hooghandék? | |
| ART | Háágóóshä'? | |
| JOHN | T'áá ákódíjí'. T'áadoo le'é biniiyé niikai.
Bessie éí diyogí áyiilaa. Éí daats'í
nahidíslnih niidzin. | t'áá ákódíjí': <i>right to here</i> |
| BESSIE | Adáqádáq' ałtso áshłaa. Éí díkwíí bñighah
nínízin? Naakidi neeznádiin daats'í ? | ałtso: <i>completed</i> |
| ART | Nizhónigo fínilaan ndi éí shíí neeznádiin
dóó ba'aan ashdla'diin bñighah nisin. | |
| BESSIE | Éí binaashnishgo nídeezid. Neeznádiin dóó
ba'aan tseebídiin shíí t'áá áko. | |
| ART | T'áá shíí áko. Ha'át'íí lá nihítniih? | shíí t'áá áko: <i>okay with me</i> |
| BESSIE | Áłtsé áłchíní báhígíí nahashniih. Kii éí
bee'ak' e'elchihí ła' yinízin. Éí hait'áo llí? | nihítniih: <i>you are buying</i>
nahashniih: <i>I am buying</i> |
| ART | Éí díí' yáál báqáh llí. Díkwíigo nínízin? | hait'áo: <i>how (much)</i> |
| BESSIE | T'áátláhígo shaa nítijh, naaltsoos ła' ałdó'.
Éí naakigo shaa nínítl. | díí' yáál: <i>fifty cents</i>
nítijh: <i>give (slender object)</i>
nínítl: <i>give (plural objects)</i> |
| ART | Naakigo éí díí' dóó ba'aan díí' yáál bñighah. | |
| BESSIE | T'áá áko. At'ééké bé'ézhóó' ła' yinízin. | bé'ézhóó': <i>comb</i> |
| ART | Hait'éhígíí? Łichí'ígíísh? | hait'éhígíí: <i>what kind</i> |
| BESSIE | Táa'go Łichí'ígo dóó ła' litsogo. | |
| ART | Na', éí naa nishjááh. Ha'át'íí dó? | na': <i>here!</i> nishjááh: <i>I give it</i> |
| BESSIE | Ałk'ésdisí hastáago shaa níjááh. Áádóó
bilasáana éí naaki bñeso bñighahgo. | níjááh: <i>give (several)</i> |
| ART | Éí díí' dootl'izh báqáh llí. Ashdla'go naa
nishnítl. Ałk'ésdisí táá' bñeso báqáh llí. | bñighahgo: <i>worth</i>
dootl'izh: <i>ten cents</i> |
| BESSIE | T'áá áníltso tó dilchxoshí níhił daalkan.
Naadiin díí'goshä', hait'áo llí? | nishnítl: <i>I give (pl. objects)</i>
tó dilchxoshí: <i>pop</i> |
| ART | Naadiin díí'go éí ɬats'áadah báqáh llí. | |

- BESSIE Nímasii shaa níltsóós. Ak'áán dó'.
 Áshjih líkan ałdó'.
 Át'ahálo! Hastiin hágó shiłníi lá.
 T'ah índa nááná.
- ART T'áá áko, t'áá kwe'é niba' naasháa doo.
- ak'áán:** flour; **nímasi:** potatoes
níltsóós: give (in a bag)
át'ahálo: wait!

14.1 Trading Posts

The trading post, with over-the-counter handling of items, is fast becoming an institution of the past. Hubbell Trading Post National Monument is still in the setting of decades ago. Few items were readily available for customers to help themselves. The following lessons are based at such a trading post because of the need to learn the handling verbs.

14.2 Verb “to be day” (*progressive*)

Oo'áát: *it is day, it is daytime, literally, it (the sun) is being carried along.*

Hózhónígo oo'áát. *It is a nice day.*
 Shizhé'é bíká iishyeedgo shee oo'áát. *I'm helping my father all day. The day is passing by as I'm helping my father.*

14.3 Intensifiers

Yee', added to a statement, adds intensity like, *extremely, very, really*. It comes through as a synonym of **iiyisií**. This particle does not work well with all words ending in a consonant: **yá'át'éehéi**, **nant'ahéi**, **k'adéi**, **t'áá k'ad láq**, carry somewhat the same force.

Nora bich'é'é nizhóní yee'. *Nora's daughter is beautiful.*
 Díí éí Chii bichidí yee'. *This is Chee's car (not someone else's).*
 Ni yee' ádíní. *You said it (take responsibility for what you said).*
 Yá'át'éehéi, shił naa'aash. *Well, hello, my cousin! (male to male)*
 K'ad deekai láq. *Now we're going!*

14.4 Adverb “to this point”

Here are examples of the use of **t'áá ákódíjí**: *right up to this point (in space or time)*. Although it may be obvious that a person is coming to see you, you still ask him where he is going, in order to get a conversation started or to find out the purpose of his coming.

Háágoo lá, sik'is? *Where are you going, my friend?*
 T'áá ákódíjí. T'áadoo le'é biniiyé naa níyá. *To here. I came to see you about something.*

T'áá ákódíjí' níká adeeshwoł. *This is as long as I'll help you.*
 T'áá ákódíjí' iíníshta' dooleeł. *This is as far as I'll read.*
 T'áá ákódíjí' iíníshta'go bíhool'áą'. *This is as far as I have learned to count.*

14.5 Verb “to buy, sell” (*imperfective*)

After two paradigms, perfective and future, here is the imperfective which translates into present tense.

nahashniih	nahiilniih	ndahiilniih
nahíłniih	naħołniih	ndahołniih
nayiilniih	nayiħniih	ndayiħniih

Dzi'izí ḥa' shá nahíłniih. *Buy me a bike.*
 Shi béeso doo bīghah da lá. *I don't have enough money.*
 T'áá ni nahíłniih. Nibéeso hólq. *Buy it yourself. You have money.*

Ashiké, ha'át'íí ndahołniih? *Boys, what are you buying?*
 Bee'ak'e'elchíhí ḥa' ndahiilniih. *We're buying some pencils.*

Díí kíłkizhí shaa naħołniih. *You (two) buy this spotted horse from me.*
 Łíłkizhí doo niidzin da. Dibéłchí'ígíí éí nihíł nizhóní. *We don't care for the spotted horse. We like the brown one.*
 Éí ałdó' kíł' yá'át'éehii át'é. Éí naħołniih ląq. *That is also a good horse. Go ahead and buy it.*

14.6 Counting Money

Several of the designations for money come from Spanish. The word, **béeso**, is borrowed from *peso*; **yáál**, from *real*, and **sindáó**, from *centavo*, and **gíinsi**, from *quince* (15). In compound numbers, **dóó ba'aan** is inserted.

béeso	<i>money, dollar</i>	gíinsi	<i>15 cents</i>
hastáę́ yáál	<i>75 cents (6 bits)</i>	doot'izh	<i>dime (turquoise)</i>
díł' yáál	<i>50 cents (4 bits)</i>	ħitso	<i>nickel (yellow)</i>
naaki yáál	<i>25 cents (2 bits)</i>	sindáó/kichí'ígíí	<i>penny</i>

It will take some practice to go back and forth between the *cents*, *nickels*, *dimes* and the money based on two-bit increments. As was said earlier about numbers as a whole, if people to whom one is speaking know the English numbers, the cumbersome Navajo numbers are usually not used.

When the *cents* from 1-4, 6-9, 11-14, 21-23, 26-29, are given, they are **sindáo** or **łíchí'ígíí**. Which of these is used depends upon individual preference. Study these examples for a grasp of counting money. It actually isn't as difficult as it may seem to be.

Ch'iyáán béeso báqh ílí. *Groceries cost money.*

Bee'ak'e'elchíhí gínsi báqh ílí. *The pencil/pencils cost 15 cents.*

Báah béeso dóó ba'aan doot'izh báqh ílí. *The bread is \$1.10.*

Atk'ésdisí díj' doot'izh dóó ba'aan łitso báqh ílí. *The candy is 45 cents.*

Báah łikaní díj' doot'izh dóó ba'aan náhást'éí sindáo báqh ílí.

The cookies are 49 cents.

Dzi'izí bikee' náhást'éí dóó ba'aan náhást'éí doot'izh dóó ba'aan náhást'éí sindáo báqh ílí. *The bicycle tire is \$9.99.*

Tó dilchxoshí hastqá doot'izh dóó ba'an łitso báqh ílí. *Pop is 65 cents.*

Naaltsoos éí tsosts'idts'áadah dóó ba'aan hastqá yáál báqh ílí.

The book is \$17.75.

14.7 Exclamation “wait!”

Át'ahálo: *wait!*, is only an expression and not a verb as its English counterpart. Sometimes, all you hear is, **t'ahálo**.

Át'ahálo, kwe'é shiba' sínídáa doo. *Wait! Wait for me here.*

Át'ahálo, áltse chidi bitoo' nahideeshnih. *Wait. I'll first buy some gas.*

14.8 Classification of Objects

Navajo classifies all objects into one, two or three of eleven categories in the handling of them (picking up, carrying, setting down, giving), and in handling them as in throwing, and in describing at-rest positions. The concept at first may look impossible but we'll introduce them slowly in three lessons. Don't be afraid to make mistakes. Everybody makes mistakes while learning these verbs. The categories may not always look logical to you. This system works very well and is perfectly logical in its setting. Remember, language is based on convention, not on logic. Each language is logical in its own environment.

The various verb stems take into consideration number, consistency of the item, the shape of the object and, if in a container, whether in a sack or open or closed container. The upcoming chart lists the future, imperfective and perfective stems. These will get you on the way. The most useful forms are presented. Do not necessarily try to memorize this chart; you'll get the practice you need. It's a reference you can come back to later.

Classification Stem Chart

Future Stem Imperfective Stem Perfective Stem Refers to the position and handling of:

-'áát	-'aah	-á	one bulky object (anything roundish or hard): bottle, hat, box, chair, knife, car)
-léét	-lé	-lá	one slender, flexible object (a string, rope, pair of shoes, pair of pliers, wire, snake)
-tíjít	-tíjh	-tá	one slender, stiff object (stick, post, pencil, crayon, fork, key, ladder, broom, rifle, calendar, card)
-(t)tsos	-(t)tsóós -	(t)tsooz	one flat, flexible object (paper, envelope, cloth, purse, anything in a paper or cloth sack — groceries, nails)
-(t)téét	-(t)teeh	-(t)tí	a single animate object (baby, kitten, dog, lamb, kid)
-tłoh	-tłeeh	-tłéé'	mushy, viscous matter (mud, plaster, mortar, putty.)
-níł	-nííł	-nil	plural objects, animate or inanimate
-jih	-jááh	-jaa'	plural, separable objects (a handful of beans, money tools; an armful of wood, utensils, cutlery.)
-(t)jot	-(t)jooł	-(t)jool	non-compact matter (hay, wool, towel)
-kááł	-kaah	-ká	anything in an open container (water in a bucket, drink in a cup, groceries in a box, fishing worms in an open can)
-yéét	-yeeh	-yí	a load of grain, wood, sheep (a packed bundle, a big bag of items)

The stems with the "í" require the classifier. It always changes to "í" in first person dual and plural. In some of the first person singular forms this is not easily possible, so is deleted.

14.9 Class Verb Prefixes

You will not use all of these prefixes right away. Here are the prefixes for imperfective stems: *to give it/them; to bring it, to arrive carrying it.*

nish-
ní-/ń-
yí-

nii(d)-
noh-
yí-

danii(d)-
danoh-
deí-

14.10 Completion Drill

Your teacher will have the actual items, or toy-size items, or pictures to use in practicing the use of the proper stems. For a quick fix, cards with the English names on them can get you started. The form is: *Give it/them to me.* The response is: *I'm giving it/them to you.* People do not always respond with a statement, but you need the repetition to fix the verbs firmly in your mind. Handle the items or pictures as you speak to each other. Reach out farther, to new vocabulary as you gain fluency or if you need a specialized vocabulary. Vary the combinations to keep the exercise from becoming too monotonous.

Use slender, stiff objects: **bé'ézhóó': comb;** **bee'ak'e'elchihí: pen;** **béésh adee': spoon;** **bik'eh na'abqasí: driver's license;** **bíla' táchii: fork;** **naaltsoos: card** **tsin: stick;** **bee'ida'neel'aahí: ruler.**

Drill with this format — teacher-student, student-student.

A. Ha'át'íí lá nínízin?

B. _____ (bee'ak'e'elchihí) _____ la' nisin. Ła' shaa nítijh.
A. _____ (bee'ak'e'elchihí) _____ naa nishtijh.

A. Ha'át'íishq' nínízin?

B. _____ la' nisin.

A. Díkwíigo nínízin?

B. Naakigo nisin. Ła' shaa nínííł.

A. Naakigo naa nishnííł.

A. Ha'át'íí nínízin?

B. _____ la' nisin.

A. Díkwíigo nínízin?

B. _____ shaa níjááh.

A. Áko láą, _____ (dí'go) naa nishjááh.

14.11 Query Free Response

- a. Háísh éí kindi naakai?
- b. Łá'ísh diyogí áyiilaa?
- c. Hágáq' ałtso áyiilaa?
- d. Éí díkwíí béeso bñighah?
- e. T'áá daats'í ayoo ílí?
- f. Áłchíní ha'át'íí bił yá'ádaat'éeh?
- g. Ha'át'íí bił daalkan ḥeh?
- h. Bessie ha'át'íí nayiilniih?
- i. Díkwíí ałk'ésdisí nayiilniih?
- j. Bilasáana hait'áo ílí?
- k. Tó dilchxoshí éí hait'áo ílí?
- l. Da' áłchíní tó dilchxoshí bił daalkan?
- m. Háí naalyéhé bá hooghandi t'áadoo le'é nayiilniih?
- n. Nizhónigoósh oo'áál?

14.12 Transformation Drill

Model Naaltsoos nahashniih.

Student Naaltsoos nahiséłníi'.

Ch'iyáán nayiilniih.

Łééchqą́ yázhí nayiilniih.

Áłchíní da'ółta'ígíí bee'ak'e'elchihí ndayiilniih.

Bilasáana nahílniih.

Ałk'ésdisí ndahiilniih.

14.13 Completeion Drill

Practice with flat, flexible objects: **aseezí binaaltsoos**: *newspaper*; **bááh**: *bread (wrapped)*; **béeso bizis**: *purse*; **bee ádít'oodí**: *towel*; **bilasáana**: *apples (in a bag)*; **éé' naats'qodí**: *sweater*; **naaltsoos**: *sheet of paper*

- A. Ha'át'íí nínízin?
- B. _____ la' nisin. Ła' shaa níłtsóós.

- A. Hágoshíí, la' naa nistsóós. Ha'át'íí lá ałdó'?
- B. _____ ałdó' nisin. Éí shaa níłtsóós.
- A. Na', la' naa nistsóós.

- A. Ha'át'íishq'?
- B. _____ táa'go shaa nínííł.
- A. Lá'qą́, táa'go naa nishnííł. Ła'ísh ałdó'?

- B. _____ ałdó' shaa níníł.
 A. Na', éí naa nishnít.

Substitute this last frame with larger numbers, enough for an armful, and use **shaa njááh, naa nishjááh**.

14.14 Query Patterned Response

Use flash cards for prices and the items and ask a variety of questions. Either the teacher can do this or the students can have this exchange with each other. Sample questions:

Díí díkwíí bágh ílí?

Hait'áo ílí?

Díí díkwíí béeso?

Díkwíí doot'izh bágh ílí?

Díí díkwíí yáál bágh ílí?

Díishq', hait'áo ílí?

Díí ha'át'íí át'é?

_____ át'é. Hait'áo ílí?

_____ bágh ílí. Díkwíigo nínízin?

nisin.

Éí _____ bágh ílí.

14.15 Completion Drill

Use frames similar to those used above, and change to giving to a third person. Vary the numbers and thus change the verbs accordingly.

- A. _____ Jane _____ éí ha'át'íí yinízin?
 B. _____ Jane _____ , ha'át'íí nínízin?
 C. _____ bilasáana _____ ła' nisin.
 B. _____ Jane _____ bilasáana ła' yinízin.
 A. Díí éí baa njááh.

14.16 Third Person Actor

There is hardly a limit to the ways by which your instructor can vary the frames to give you the practice you need. You may get tired of it after a while but with determination you will learn them. Repetition is the key.

A.	Jack	Nancy	item	baa níłtsóós/nítijh/níjááh/nínííł.*	
B.	K'ad	Jack	Nancy	item	yaa yíłtsóós/yeíłtsóós.** yaa yítijh/yeítijh. yaa yíjááh/yeíjááh. yaa yínííł/yeínííł.

* The short forms, **nítijh**, **níjááh**, have been used in this lesson. In slow speech, and for distinct enunciation, the longer, **nítijh**, **níjááh**, are used.

* Follow your teacher's advice on which form to use. In slow diction you will hear the first more often.

14.17 Story

BESSIE DÓÓ BA'ÁŁCHÍNÍ BAA HANE'

Bessie éí kindi naaghá. Bich'ooní John dóó ba'áłchíní ałdó' kóó naakai. Éí bił yíkai. Áłchíní kindi bił dahózhqó łeh. T'aadoo le'é yiniiyé yíkai. T'aá ałtso shíí ła' nahideeshnih danízin.

John éí chidí bitoo' dóó ak'ah ńizhiní ła' yinízin. Áádóó chidí bikee' éí hait'áo da'ilí nízin. ɬa' yinízin ndi béeso doo daats'í bíighah da doo sha'shin nízin.

Áłchíní éí ałk'ésdisí dóó tó dilchxoshí deinízin. Éí ayóo bił daalkan łeh. Kii éí jooł iih nálniihí ła' yinízin. Shimá bibéeso daats'í bíighah doo nízin. T'aadoo le'é daadánígíí* yinízin ndi jooł éí iiyisíí bił yá'át'ééh. Shimá éí shá neidiyoohnih nízin.

something to eat

Bessie éí diyogí ła' áyiilaa. Éí daats'í naalyéhé yá sidáhí baa neidiyoohnih. Éí shíí bik'égo* t'aadoo le'é neidiyoohnih. Diyogí áyiilaagíí ayóo nizhóní. Éí yinaalnishgo naaki nídeezid. Éí ayóo baa naanish hasin nít'éé'. Hastą́q nídeezidídą́q' ła' áyiilaago éí díí'di neeznádiin bíighahgo baa nayiisnii', naalyéhé yá sidáhí. Díí daats'í ashdladi neeznádiin bágh adooseet.

for, in exchange for

14.18 Linguistic Review

Directional and Locative Enclitics

-góó: *to, toward (with movement verbs)*

Kingóó deeskai.

Jack bimá bighangóó deeyá.

-déé': *from (with movement verbs)*

Tina Kinlánídéé' naaghá.

Shikéyahdéé' naashá.

-di: *at, in*

Debbie ólta'di naalnish.

Shinaaltsoos hooghandi yíníshtha' doo.

-dóó: *from, from there and on*

Kinteeldóó neiit'aash.

Áadóó/Aádéé'* neiikai. * from a previously-mentioned place

Enclitic Combinations

Ashkii Hastiin Tsoh bighandéé' naaghá. *The boy is from Mr. Tsoh's house.*

Ashkii Hastiin Tsoh bighanídéé' naaghá. *The boy is from the area where Mr. Tsoh lives.*

Doo naagháa da. *He isn't walking around.*

Doo naagháhí da. *There is no one home.*

Doo deezh'áazh da. *They are not going.*

Doo deezh'ázhígóó da. *They are not going anywhere.*

At'éed Lisa bighandéé'ígíí Suzy wolyé. *The girl from Lisa's house is called Suzy.*

Nimá naalnishígóósh díniyá? *Are you going to where your mother works?*

Shimá naalnishígóó déyá. *I'm going to where my mother is working.*

BÍHWIIDOO'ÁLÍGÍÍ ASHDLA'ÁADAHÍ GÓNE'É

LESSON GOALS

Learn the use of more class verbs

Be able to describe size

Learn to designate position

NA'IINIIHÍDI

ART	Ha'át'íí lá náánínídzin?	na'iiniihí: trading-, buying-place
BESSIE	Shiyáázh jool iih nálniihí ła' yinízin. Éí hait'áo ílí?	náánínídzin: you want more, you want it again
ART	Ła' éí táá'ts'áadah bágh ílí áadóó ła' naadiin ła' bágh ílí.	naadiin ła': \$21.00
BESSIE	Táá'ts'áadah bíighahígíí shiyáázh baa ní'aah. Éí shíí yaa bił hózhqó dooleeł.	ní'aah: give
KII	Shimá, ahéhee', díí fíyisíí baa ahééh nisin.	baa ahééh nisin: I'm thankful
BESSIE	Lá'qą'. Ha'át'íida, bił é'él'íni ła' shaa ní'aah.	ha'át'íida: well, let's see
ART	Ntsaaígíísh?	ntsaa: it is big
BESSIE	Áłtsísígíí láqą, naakigo. Dibé bitsí'ísh nee hólq?	áłts'ísí: it is small
ART	Ásdjíd lá. Béégashii dóó bisóodi bitsí' t'áá hólq. Éísh doo nihił daalkan da?	béégashii bitsí': beef bisóodi bitsí': pork, bacon
BESSIE	Béégashii bitsí' shíí t'áá'ako. Dibé bitsí' yá'át'ééh doo nít'éé'. Chidí bitoo' iih nízííd, naadiin ashdla' bíighahgo. Ak'ah lízhini éí táá'go.	nízííd: you pour it
ART	Ha'át'íí ałdó' náánínídzin?	
BESSIE	Hágó, John. Chidí bikee'ísh ła' nínízin?	
JOHN	Hóla, hait'áo shíí ílí sha'shin nisin.	
ART	Chidí bikee' díí'ts'áadahígíí éí náhást'édiin bágh da'ílí.	díí'ts'áadahígíí: fourteen-inch
JOHN	Éí shíí t'ah índa. K'ad t'áá dooda.	
ART	Ha'át'íí náánohdzin?	
BESSIE	Díí shíí k'ad t'áá ákódí dooleeł.	
ART	Ahéhee'. Shaa nahisołnii'ígíí baa ahééh nisin.	

T'ÁÁ HOOGHANDI

JOHN Kii, gidí yázhí nideezhí baa nítteeh.
 KII Na' shideezhí, gídí yázhí bił naniné.
 JOHN Łíj' baa nítjooł, shiye'. Éí dichin nízin.

nítteeh: give (*a live object*)
bił naniné: you play with it
nítjooł: give (*hay implied*)

Índa tó baa níkaah ałdó'. Dibáá' nízin.
 KII Índa jooł bee naashnée doo ya'?
 JOHN T'áá shíj áko, ninaanish ałtso íinilaago
 índa.
 KII Hágoshíjí. Shádí bił jooł bee
 naashnée doo. Tí', shádí, shíká anilyeed.
 BÁDÍ Nda, áłtsé shimá bíká iishyeed índa nił
 naashnée doo.

níkaah: give (*in open container*)

15.1 Trading Post

This lesson is set in a trading post. Few of them exist anymore. They are rapidly losing trade to super markets and convenience stores that dot the reservation. Before the advent of the automobile, people had to stay close to home to shop. The trading post served the community with most of its needs.

Some of the first traders worked out of their wagons and tents before establishing themselves in a community. They were the people more than any to introduce new foods, utensils, tools, stoves and all the trappings of the new culture which they represented.

The trader filled a very useful place as a go-between to the new culture which was coming over from the east coast as an unstoppable wave. He not only had food, he had over-the-counter medicines. He helped them in disputes with government officials. At times he was the undertaker and comforter at funerals.

Trade was carried on with a minimum of cash. Sheep, goats, horses were traded for whatever the trading post had on hand. Wool, mutton, pelts and pinion nuts became items for barter. Wool from sheep and goats paid up the bills accumulated in winter; lambs in fall, cleared up the books of summer accounts.

The rug industry has thrived for decades, thanks to efforts on the part of traders to develop markets and direct the designs to suit the eastern customers. Colors and designs keep changing, although slowly. As the decor of homes in the market areas change, so do colors of rugs. Much of the weaving today is done with processed and predyed wool which is available at rug dealers. The Navajo rug has a much smoother texture today than when women carded and spun the wool from their own sheep.

15.2 Class Verbs

Refer to 14.8 for more class verb stems. We continue here with the imperfective stems. Examples:

Éí shaa ní'aah. *Give it to me (a solid, roundish or bulky object).*
 Éí naa nish'aah.

Éí shaa nílé. *Give it to me (a slender, stiff object).*
 Éí naa nishlé.

Éí shaa níteeh. *Give it to me (a live object).*
 Éí naa nishteeh.

Éí baa níjootł. *Give it to him (non-compact object).*
 Éí baa nishjooł.

Éí shaa níkaah. *Give it to me (in an open container).*
 Éí naa nishkaah.

Éí nihaa níyeeh. *Bring it to us (a load of).*
 Éí nihaa nishhééh.

15.3 Theme Prefix

Several theme prefixes apply before the *to think* verb: **ahééh**: *gratitude, thanks, appreciation*, with postposition **-aa**: *about it*. **Dibáá**: *thirst*, and, **dichin**: *hunger*, were introduced in Lesson Thirteen..

Shimá bíká anáshwo'go éí shaa ahééh nízin łeh. *My mother appreciates me when I help her.*

Shíká anilyeedígíí baa ahééh nisin. *I appreciate your help.*

Awéé' dibáá' nízin. *The baby is thirsty.*

Ashkii ayóo dichin nízin. *The boy is really hungry.*

Ashiiké ayóo jool yee ndaanéego biniinaa dibáá' danízin. *The boys are thirsty because they played ball so hard.*

Dibáá' nisií tó dilchxoshí ła' nahashniih. *I'm thirsty; I'm buying some pop.*

Expressing hunger and thirst is often done with the *to be* verbs, either in the neuter form we have learned, or in the si-perfective. The following examples are essentially the same in meaning. You can use any one of them.

Dichin nisin. *I am hungry.*
 Dichin nishłí. *I am hungry.*
 Dichin sélíí'. *I have become hungry.*
 Dibé dibáá' danízin. *The sheep are thirsty.*
 Dibé dibáá' danilí. *The sheep are thirsty.*
 Dibé dibáá' daazlíí'. *The sheep have become thirsty.*

15.4 Describing Size

Only the third person verbs are given herewith. You will learn the other forms later as your vocabulary increases. Not all possibilities can be included in these lessons. You do get a base for “hearing” and using a variety of words.

Ntsaa: *it is big*, refers to things, as in this lesson, like tin cans in the store. That which has grown to be big is, **ntsaaz**.

Tó dilchxoshí ntsaaígíí naakigo nisin. *I want two of the large pop.*
 Susie bighan t'áá ntsaa. *Susie's house is quite large.*
 Béégashii ntsaaz silíí'. *The cow has become large.*

Álts'ísí/álts'íísí: *it is small, it is tiny*, is the same for *becoming* and *being*.

Tł'ízí yázhí álts'íísí yee'. *The kid is really very small.*
 Shinálí bighan álts'ísí. *My paternal grandparents' house is small.*

Nineez: *he/it is long*, applies to both animate and inanimate objects.

Hastiin Yazzie bighan nineez. *Mr. Yazzie's house is long.*
 Ashkii nineez silíí'. *The boy has grown tall.*

15.5 Meat

Atsíj: *meat, flesh*, is the generic term. Modify with the name of the animal and you have the flesh of that animal. **Shitsíj:** *my flesh*, is different from, **shi'atsíj:** *my meat*.

Dibé bitsíj' ayóó likan ɬeh. *Mutton tastes very good.*
 Diné ɬa' híí' bitsíj' doo bił daalkan da ɬeh. *Some people don't like horse meat.*

15.6 Verb “to pour”

Though this verb appears to be a class verb, and the same prefixes apply, it is not a class verb..

Gohwééh shaa nízííd ya'? *Would you pour me some coffee?*

Ła' naa nissííd (*naa niszííd*). *I'll pour you some.*

Chidí bitoo' Ła' baa nízííd. *Give him some gasoline.*

Sally tó Ła' shaa yízííd. *Sally is pouring me some water.*

15.7 Verb “to want more”

The repetitive prefix **náá-** attaches to both the *to want it* and the *to think it* verb. Notice the (d) in the verb stem due to the *again* prefix. The paradigms are alike except for the third person. *To need it*, is expressed as *to want it*. In asking for some more of what a person has he may just say, **Ła' nááná** or just, **nááná**.

náánísdzin	náániidzin	náádaniidzin
náánínídzin	náánohdzin	náádanohdzin
náánídzin	náánídzin	náádanidzin
In <i>to want it</i> paradigm, third person only:		
náánéínínídzin	náánéínídzin	náádeinidzin

Ha'át'íí lá náánínídzin? *What else do you want?*

Ch'ah Ła' náánísdzin. *I also want a hat.*

Hastiinshä', ha'át'íí náánéínídzin? *What else does the man want? What else does the man need?*

Chidí bikee' Ła' náánéínídzin. *He also wants (needs) a tire.*

Shíká adíílwoł ya'? *You'll help me, won't you?*

T'áá shíí áko nisin. *I think I might. I could probably help you.*

Dooda náánísdzin. *On second thought, no, I don't think I will..*

15.8 Completion Drill

Drill with this format — teacher-student, student-student. Have items or cards with names of items that are solid, roundish or bulky, such as: **naaltsoos:** *book*; **tsits'aa':** *box*; **ch'ah:** *hat, cap*; **yadiizíní:** *tin can (with various foods)*; **béeso bizis:** *wallet*; **tsé:** *rock*; **béésh:** *knife*; **ałk'ésdisí:** *candy bar*; **tó dilchxoshí:** *pop*.

- A. Ha'át'íí lá nínízin?
 B. _____ ɬa' nisin. Ła' shaa ní'aah.
 A. _____ (béeso bizis) naa nish'aah.

- A. Ha'át'íishq' nínízin?
 B. _____ ɬa' nisin.
 A. Díkwíigo nínízin?
 B. Naakigo nisin. Ła' shaa níníít.
 A. Naakigo naa nishníít.

- A. Ha'át'íí nínízin?
 B. _____ ɬa' nisin.
 A. Díkwíigo nínízin?
 B. _____ shaa njááh.
 A. Áko láq, _____ (dji'go) naa nishjááh.

These drills are so intensive, you will want to break them into short exercises and come back to them several times.

15.9 Transformation Drill — Imperfective to Perfective

Model Ch'ah baa nahashniih.

Student Ch'ah baa nahiséłnii'.

Béésh yaa nayiiłniih.

Łééchqá'í yaa nayiiłniih.

Tsé baa nahíłniih.

Ałk'ésdisí baa nahiilniih.

Tsits'aa' yaa ndayiiłniih.

Béésh baa nahołniih.

15.10 Completion Drill

Practice with items in an open container. Have grocery and other items in individual plates or boxes. Then handle the containers, not the items. Handling an empty plate or a closed or empty box, a closed salt or pepper shaker, a carton of milk, take the **-aah** stem.

- A. Ha'át'íí nínízin?
 B. _____ ɬa' nisin. Ła' shaa níkaah.
 A. Hágoshíí, ɬa' naa nishkaah. Ha'át'íí lá ałdó'?
 B. _____ ałdó' nisin. Éí shaa níkaah.
 A. Na', ɬa' naa nishkaah.

- A. Ha'át'iishq'?
- B. _____ -go shaa níkaah (in a container).
- A. Lá'ąą, _____ -go naa nishkaah. Łá'ísh ałdó?
- B. _____ ałdó' shaa níkaah.
- A. Na', éí naa nishkaah.

Na': *here, take it!*, can be used as in the last example above. Practice also with **haah**: *here*, as you reach out your hand before the other offers it to you.

Haah, shaa ní'aah. *Here, give it to me.*
 Na', naa nish'aah. *Here, I'm giving it to you.*

15.11 Query Patterned Response

Use flash cards for prices and the items and ask a variety of questions. Either the teacher can do this or the students can have this exchange with each other. Sample questions:

Díí díkwíí bágh ílí?
 Díkwíí dootl'izh bágh ílí?
 Hait'áo ílí?

Díí díkwíí yáál bágh ílí?
 Díí díkwíí béeso?
 Díishq', hait'áo ílí?

15.12 Completion Drill

With this frame practice asking questions and giving instructions.

- A. _____ Jane _____ éí ha'át'íí yinízin?
- B. _____ Jane _____, ha'át'íí nínízin?
- C. _____ item _____ la' nisin.
- B. _____ Jane _____ item _____ la' yinízin.
- A. Díí éí baa níkaah.

15.13 Third Person Actor

Set up frames using third person verbs as in Lesson 16.

15.14 Query on Dialog

- a. Háísh éí t'áadoo le'é kindi nayiiłniih?
- b. Ashkiísh jooł ła' yinízin?
- c. Jooł ayóo ílínígíí hait'áo ílí?
- d. Ayóo ílínígíí doo nayiiłniih da ya?
- e. Háísh éí nayiiłniih?
- f. Háí atsí' bił daalkan ḥeh?
- g. Da' John chidí bitoo' ła' nayiiłniih?
- h. Díkwíí bíighahgo?
- i. Da' ak'ah lízhiní náánéínídzin?
- j. Da' Bessie t'áá ákódigo nayiiłniih?
- k. Ch'iyáánísh t'éiyá nayiilniih?
- l. Áłchíníshq' ha'át'íí deinfízin?
- m. Naalyéhé ayóo da'ílíj ḥeh ya'?

Based on the dialog at home:

- a. Kii éí háí gidí yázhí yeíłteeh?
- b. Ha'át'íí áłtsé Kii binaanish?
- c. Da' Kii jooł yee naanéego bił nizhóní?
- d. Háísh éí t'ah índa bił naanée doo?
- e. Ha'át'íí áłtsé binaanish?

15.15 Completion Drill

Practice the frames above with the verb stems for handling *slender, flexible* items like: **sis**: belt, sash belt; **tł'óół**: rope, string; **jaatł'óół**: earrings; **yistłé**: sock, pair of socks; **béésh ahédiłí**: scissors. The **-lé** stem applies to *a pair of...*

15.16 Completion Drill

Use the same frames for non-compact items like, **tł'oh**: hay; **aghaa'**: wool **naaltsoos**: loose, rumpled paper, with the **-jooł** stem. You will likely not need this stem very often, but should recognize it and be able to use it.

15.17 Completion Drill

Another stem that you should recognize and be able to use occassionally is, **-yeeh**: to haul a load of.... Practice with, **chizh**: firewood, **tł'oh**: hay. These you can practice with cards or pictures.

15.18 Transformation Drill

Model Tó ɬa' nisin.

Student Tó ɬa' náánísdzin.

Tł'oh ɬa' nínízin ya'?

Ch'il łitsxooí niidzin.

Jack ch'ah ɬa' yinízin.

At'eeké bé'ézhoo' deinízin.

Da' atoo' danohsin?

Dzi'izíísh nohsin?

Ak'ah ɬizhiní daniidzin.

Jack dóó Jill tó ɬa' yinízin.

Tł'oh naakigo daniidzin.

At'ééd jooł iih nálniihí ɬa' yinízin.

Yistlé ɬa' nisin.

Shimá béisht ahédiłí ɬa' yinízin.

15.19 Transformation Drill

Model At'éé yázhíísh dibáá' nízin?

Student Doo dibáá' nízin da.

Dibáá'ash nínízin?

Da' tl'ízí dichin danízin?

Doósh dibé bitsi' deinízin da?

Ashkiísh sis ɬa' náánéíndzin?

At'éédísh tl'óół ɬa' yinízin?

Hastiin bilíísh dichin nízin?

15.20 Completetion Drill

Fill in the *to play* verb.

- a. Dean jooł yee _____
- b. Áłchíní t'áá áltso ólta'di _____
- c. Dennis awéé' yił _____
- d. Dennis awéé' yee _____
- e. Shí dóó Betsy jooł yikalí bee _____
- f. Ni dóó ni'áłchíní tl'ízí yázhí bił _____
- g. Shí dóó ashiike jooł iih nálniihí bee _____
- h. Ni éí jooł iih nálniihí bee _____
- i. Ni dóó Sue jooł bee _____
- j. Ólta'í daniidlínii jooł bee _____

15.21 Story

LEATRICE JOOL YEE NAANÉ

Leatrice jooł yee naanéego ayóo yíneedlí. Łahda t'áá sáhí naanée ɬeh hooghandi. Łahda éiyá bitsilí bił naané. Ólta'di at'éeké bił da'ółta'ígíí bił ndaanée ɬeh. Hááhgóóshíí ahił ndaanéé lá. Jooł iih nálniihí iiyisíí yídaneedlí.

Damóo yéqdáq' Leatrice kindi jooł nayiisnii'. Náhást'éí-ts'áadah báqh azlíf'. T'áá bí bibéeso* yee nayiisnii'.
Bimá yázhí yá naalnishgo bibéeso hólq. Awéé' yaa áhályáqo yíneedlí.

her own money

JOOL

Jooł éí ał'ąą ádaat'é*. Ła' éí áadaalts'íísí łá' éí dantsaa.
Jooł iih nálniihí éí ntsaa dóó litsxogo naashch'ąą'. Nááná łá' éiyá ɬigai ɬeh. Bilagáanak'ehjí* éí volleyball wolyé.
Éí doo hózhó ntsaa da. Nááná łá' éí álts'íísí, éí jooł yikalí* wolyé. Áádóó náánáłá' éí álts'íísí, éí tennis ball wolyé bilagáanak'ehjí. Éí ałdó' ɬigai ɬeh.

different kinds

in English

baseball

15.22 Linguistic Note

Examples of the Various Modes

No verbs have all modes, often only five. The following examples of to run help to illustrate most of them and give you a feel for their application.

Imperfective (I)	iilyeed	<i>he is running (away from speaker)</i>
Iterative (R)	análwo'	<i>he runs repeatedly</i>
Usitative (U)	iilwo'	<i>he runs habitually</i>
Perfective (P)	eelwod	<i>he ran</i>
Future (F)	adolwoł	<i>he will run</i>
Progressive (Prog)	oolwoł	<i>it is running along (a vehicle)</i>
Optative (O)	ooleyed	<i>would that he would run</i>

BÍHWIIDOO'ÁLÍGÍÍ HASTÁ'ÁADAHÍ GÓNE'É

LESSON GOALS

Learn to describe position with class verbs

Gain facility in using locational enclitics

Use “pick it up” concept

HÁADI SINIL? —NDIINÍÍŁ

- | | | |
|----|---|---|
| A. | Kwe'é t'áadoo le'é sinil. Éí bee saad bída-hwiil'aah dooleeł. Naaltsoos háadi si'q? | sinil: <i>they are in place</i>
si'q: <i>bulky object in place</i> |
| B. | Ñléidi si'q. | ñléidi: <i>over there</i> |
| A. | Shá ndii'aah.
A'l'aaní háadi shijaa'? | ndii'aah: <i>you pick it up</i>
a'l'aaní: <i>change, coins</i>
shijaa': <i>they are in place</i> |
| B. | Bikáá'adání yikáa'ii shijaa'. | bikáá'ii: <i>on it; yikáa'ii: quilt</i> |
| A. | Shá ndiijááh.
Golchóón háadi siyí? | ndiijááh: <i>pick them up</i>
golchóón: <i>quilt; siyí: it is in place</i> |
| B. | Tsás'eh yikáa'ii siyí. | tsás'eh: <i>bed</i> |
| A. | Nimá bá ndiiyeeh.
Ahwééhesh béésh bii' kq'í yikáa'ii siká? | ndiiyeeh: <i>pick it up</i>
béésh bii' kq'í: <i>stove</i>
siká: <i>in place in open container</i> |
| B. | Aoo', béésh bii' kq'í yikáa'ii siká. | |
| A. | Nizhé'é bá ñdiikaah.
Tł'óól daats'í chidí yii' silá? | ñdiikaah: <i>pick it up</i>
silá: <i>it is in place</i> |
| B. | Ndaga', hooghan yine'ii silá. | |
| A. | Kii bá ñdiilé.
Gish éí háá sitq? | ñdiilé: <i>pick it up</i>
gish: <i>cane; sitq: it is in place</i> |
| B. | Bik'idah'asdáhí yiyaadi sitq. | biyaadi: <i>under it</i> |
| A. | Nicheii bá ñdiitqih.
Éétsoh kóne' siłtsooz ya'? | ñdiitqih: <i>pick it up</i>
siłtsooz: <i>it is in place</i> |
| B. | Aoo', kóne' éé' bighan yii' siłtsooz. | |
| A. | Nideezhí bá ñdiiltsóós.
Mósí yázhí háá sitq? | ñdiiltsóós: <i>pick it up</i>
sitq: <i>it is lying</i> |
| B. | Bitsits'aa' yííghahgi sitq. | bitsits'aa': <i>its box</i>
bííghahgi: <i>near it</i> |
| A. | Nihaa ñdiilteeh.
Tł'oh éí háadi shijool? | ñdiilteeh: <i>pick it up (live object)</i>
shijool: <i>it is piled up</i> |
| B. | Dibé bighan yííghahgi shijool. | |
| A. | Łíí' bá níljooł. | níljooł: <i>give it (for feed)</i> |
| B. | Łíí' tl'oh bá ñdiishjooł. | ñdiishjooł: <i>I pick it up</i> |

- | | | |
|----|--|--|
| A. | Tsénádleehí éí háadi sitléé'? | tsénádleehí: cement, mortar
sitléé': it is in place |
| B. | Ni'góó sitléé'. | ni'góó: on the ground, floor |
| A. | Hastiin bá n̍diitłeeh.
Bee na'anishí háadi sinil? | n̍diitłeeh: pick it up by hand
bee na'anishí: tools |
| B. | Tsits'aa' yii' sinil. | na'ach'iishí: carpenter |
| A. | Hastiin na'ach'iishí bá n̍diinííł. | n̍diinííł: pick them up |
| B. | Hágoshíí, bá n̍diishnííł. | n̍diishnííł: I'll pick them up |

16.1 Perfective Stems

Refer to the chart in 14.8 and pick out the perfective stems. These are prefixed by **si-/shi-** to describe something being *at rest, not moving, in place*. The base prefix is /si/ but because of the stem-initial /j/ in some of the verbs, the prefix changes to /shi/. The switch from /s/ to /j/ is difficult.

Unfortunately for non-native speakers, the correct *in position* stem has to be used. The choice depends upon the actual shape or consistency of the object, the number of objects being considered, and whether they are in a container, which may be a solid one such as a box or bucket, or it can be a sack. On the other hand, the plural form is the same throughout. You will practice these at the end of the lesson.

Learn to switch from the si-perfective stem in, *where is it?*, to the imperfective in handling the object.

16.2 Prefixes for Handling Items (*imperfective*)

Here are the prefixes for *to pick it up, to find it, to choose it, to lift it*. Attach these to the *imperfective* stems you had in 15.2, also listed in 14.8. The practice drills later in the lesson will help to give you a grip on the concepts of handling.

n̍diish-/n̍diis-
n̍dii-
n̍eidií-

n̍dii-
n̍dooh-
n̍eidií-

n̍dadii-
n̍dadooh-
n̍deidií

The first person singular /sh,s/ varies depending upon the stem initial consonant. First and second person dual and plural take on morphophonemic changes because of the {ł} classifier. The /h/ is deleted because the (hł) sequence is rather impractical.

16.3 Change — Coins

Ał'aaní: *the ones that are different*, describes loose coins. Reference is to the variety.

Ał'aaní shaa níjááh. *Give me the change.*

Ał'aaní shá nídiijááh. *Pick up the coins for me.*

Ał'aaní shaa nínííłt. *Give me a few coins, two or three.*

Ał'aaní shá nídiiltsóós. *Give me the coins in the bag.*

Éí ná nídiistsóós. *I'm picking them up for you.*

16.4 Box

Ts'aa': basket, is used in such words as: **tsin:** *wood* + **ts'aa'** = **tsits'aa': box (paper or wood)**; **łeezh:** *soil, clay* + **ts'aa'** = **łeets'aa': dish, plate, earthenware**. In expressing possession the initial /t/ changes to /l/: **shileets'aa': my plate**; but in **Kiis'áanii bileets'aa': Hopi/Pueblo pottery**.

Kiis'áanii bileets'aa' ayóo ndaashch'ąą' ɬeh. *Pueblo pottery is usually decorated with designs.*

Shileets'aa' bii' ásdijid. *My plate is empty.*

Łeets'aa' nihá nídiijááh. *Pick up some plates for us.*

Łeets'aa' naadiingo Marie bá nídiinííłt. *Pick up twenty dishes for Marie.*

16.5 Household Furniture

Several new nouns have been introduced. The setting in the dialog is in a home. You will likely use classroom furniture in describing positions of items you use in practice. Most of them have been introduced in the lessons.

16.6 Reminder

In the drills coming up now, remember that your *in position* verbs require the si-perfective stem. The imperatives use the imperfective stems.

16.7 Completion Drills

You use the cards or items from the last lessons to practice the *pick it up for..., pick them up for....* These have additional meanings, *to find it, to choose it, and to lift it up*. The context will indicate which concept is being considered in English.

Practice all the verb stems with the following frames. After some practice, go on to the next lessons and return for practice sessions. Ten minutes a day for ten days will give you better control that a hundred minutes in one sitting and it won't be as tiring.

You can pick out any of the frames from the last lessons for practice with these verbs. It will give you a good chance to enhance your noun vocabulary. Use the glossary in back to find nouns you want to learn, that are not included in the lessons. Use the following locative adverbs to tell where the item is. Add the locative enclitic, *-di* or *-gi*, to the adverbs. Some people suffix *-ii*, if the word ends in a glottal stop.

bine'	<i>behind it in position</i>
bikáá'	<i>on it, over it</i>
bik'i	<i>over it, on it</i>
biyaa	<i>under it</i>
biyi'/bii'	<i>in it</i>
biiğah	<i>beside it, near it</i>

Use one frame for a while but continually change the items to get a variety of verb stems.

- A. Ha'át'íí lá nínízin?
 B. Naaltsoos ḥa' nisin. Éí háadi si'á?
 A. Nléidi bikáá'adání yikáá'ii si'á.
 B. Éí shá ndii'aah.
 A. Naaltsoos ná ndiish'aah.
- A. Ha'át'íí lá nínízin?
 B. _____ ḥa' nisin. Háadi si-/shi-_____?
 A. _____ di si-/shi-_____
 B. Éí shaa ndii_____
 A. _____ ná ndiish_____
- A. _____ ha'át'íí lá yinízin?
 B. _____ ḥa' yinízin. Bá ndii'aah ya'?
 A. Hágoshíí, bá ndiish'aah.
- A. Ha'át'íí náánínídzin?
 B. _____ náánísdzin. ḥa' shá ndii'aah.
- A. Ha'át'ííshq'?
 B. _____ ḥa' nisin.
 A. Díkwíigo nínízin?
 B. _____ go shá ndiiníí.
 A. Lá'qą, ná ndiishníí.

With this last frame, use also **-jáah**, **-kaah**. If you have something that can be hauled, as in a wagon or car, you can also use, **-yeeh**.

16.8 Supplemental Vocabulary - Grocery Items

This section may be good for reading practice, two students working together.

- | | | |
|----|---|---|
| A. | Ha'át'íí lá nínízin ya'? | |
| B. | Didzétsoh* Ქa' nisin. | <i>peaches</i> |
| A. | Háidíígíí? Ntsaaígíísh? Álts'íísígíísh? | |
| B. | Ntsaaígíí láq, ták'go. | |
| A. | T'aálá'í si'ánígíí* éí hastqá yáál báqh ílí.
Áko béeso dóó ba'aan tseebí dootl'izh bíghah. | <i>one of them</i> |
| B. | Bilasáana éí naakigo áádóó didzétso yázhí*
ałdó' naakigo, éí dó' ntsaaígíí. Nááná éiyá
nímasii éí hait'áo ílí, t'aálá'í siltsoozígíí*? | <i>apricots</i> |
| A. | Éí naaki dóó ba'aan naaki yáál báqh ílí,
neezná dah hidédlo'ígíí*. | <i>one bag</i> |
| B. | Nímasii tikanísh* Ქa' hólq? Éí hait'áo ílí? | <i>ten-pound sacks</i> |
| A. | Éí díí' dootl'izh báqh ílí dah hidédlo'*. | <i>sweet potatoes</i> |
| B. | Ashdla' dah hidédlo' láq. Ch'il litsxooíshq? | <i>per pound</i> |
| A. | Éí danitsaaz. Éí táá' dootl'izh báqh ílí. | |
| B. | Hastqágo shaa njááh. Ch'il ligaii* t'aálá'ígo.
Chäqsht'ezhiitsoh* t'aálá'í bíghahgo. Nááná
lc ch'il lichíí* ałdó', béeso dóó ba'aan díí' yáál
bíghahgo. Azeedích'íí lichíí'ígíí éí t'áá díkwígo.
Abe'shq, yadiizíní biyi'ígíí* éí daats'í k'ad doo
ílí da? | <i>lettuce</i>
<i>carrots</i>
<i>tomatoes</i>
<i>in tin cans</i> |
| A. | Aoo', éí doo da'ílígódó ályaa*. Díí jí dóó yiskáo
áadaalts'íísígíí ashdla'go béeso dóó ba'aan
gíinsi báqh da'ílí. | <i>they are on sale</i> |
| B. | Ashdla'áadahgo shíí yá'át'éeh. Tl'ízí yázhí éí
ayoo bił daalkan Ქeh. Áshiqhshq, éí dó'. | |
| A. | Haa níltsooígíí*? Ntsaaígíísh? | <i>what size</i> |
| B. | T'aá bita'gi áníltsooígíí*. | <i>middle-sized</i> |
| A. | Díí shíí t'áá ákodí dooleet. Ქa' náánísdzin ndi
shibéeso daats'í doo bíghah da sha'shin. Diyogí
ałtso áshlaago índa áadéé' náádeeshdáál*. | |
| | Hágoshíí, ahéhee'. Áadéé' shaa náájídááh.
Hágoónee'. | <i>I will return</i> |

16.9 Other Grocery Items

Your instructor may not require you to memorize all these.

abe' yistiní	<i>ice cream</i>	bilasáana bitoo'	<i>apple juice</i>
alóós	<i>rice</i>	ch'il fitsxooí bitoo'	<i>orange juice</i>
atłish	<i>peanut butter</i>	ch'il daadánígíí	<i>vegetables</i>
ayęézhii	<i>eggs</i>	ch'il tigaii	<i>cabbage</i>
azee'	<i>medicine</i>	déeh	<i>tea</i>
azee' dích'íí'	<i>chili</i>	géeso	<i>cheese</i>
azeedích'íí' tibahí	<i>pepper</i>	gohwééh	<i>coffee</i>
báah/tees'aán	<i>bread</i>	naadáá'	<i>corn</i>
báah dá'áka'i	<i>crackers</i>	naadáá' dilchxoshí	<i>popcorn</i>
báah tikaní	<i>sweet breads</i>	naa'olí	<i>beans</i>
bist'e'	<i>cake, cookies</i>	naa'olí dootłizhí	<i>string beans</i>
bitoo'	<i>his lunch</i>	tsitłééh	<i>matches</i>
	<i>its juice</i>		

16.10 Non-grocery Items

The following items are available at many of the older trading posts. Some of these are used in later lessons.

ásaa'	<i>bucket, pail</i>	bee nahalzhohí	<i>broom</i>
ásaa' bee abézhí	<i>kettle</i>	bee n'dildlaadí	<i>flashlight</i>
ásaa' nteelígíí	<i>pan</i>	beeldléí	<i>blanket</i>
ásaatsoh	<i>large kettle</i>	lájish	<i>gloves</i>
ásaa' yázhí	<i>small kettle</i>	tózis	<i>bottle</i>
bąqha'íízhahí	<i>cup</i>	tózis bee adlání	<i>drinking glass</i>
bé'ézhóó'	<i>comb</i>	tł'ají'ée'	<i>pants, slacks</i>
bee abézhí	<i>cooking pot</i>	tł'aakał	<i>skirt, dress</i>
bee alzhóhí	<i>brush</i>	yistłé	<i>socks</i>

16.11 Playing Store

One way to get some practice is to have some actual items or pictures of them with a price marked on them. In the past the trader would add up the items as they were given across the counter. He would keep a running total so he could tell the person how much was still available of an agreed-upon amount. This gives the student practice in saying the numbers. The customer would inquire about how much was still available by saying, *Díkwíí lá yidziih?: How much is left?* He would give the amount and say.....*yidziih*.

16.12 Verb “to borrow, to loan”

This section is an addendum to these lessons on class verbs. Your instructor may want to spend a little time on the concept of *borrowing* and *loaning*. This concept applies to the imperfective, the perfective and the future forms of the verbs. You will notice the shortened postposition and the glottal stop as the signal for this form.

Naaki yáál shaa ní'aah. *Give me a quarter.*

Naaki yáál sha'ní'aah. *Loan me a quarter. Let me borrow a quarter from you.*

Calvin bichidí nihaa yí'aah. *Calvin is giving us his car.*

Calvin bichidí niha'yí'aah. *Calvin is loaning us his car.*

Niziiz shaa nílé. *Give me your belt.*

Niziiz sha'nílé. *Loan me your belt. Let me borrow your belt.*

Be'ek'e'elchihí baa nítjih. *Give her the pencil.*

Be'ek'e'elchihí ba'ntjih. *Loan her the pencil.*

Gallup Independent nihaa níltsóós. *Give us the Gallup Independent.*

Aseezí binaaltsoos niha'níltsóós ya'? *Could we borrow the newspaper?*

Hágoshíí, niha'nistsóós. *OK, I'll loan it to you.*

Béeso daats'í la' shaa nínííł? *Could you give me some money?*

Béeso daats'í la' sha'nínííł? *Could you loan me some money?*

T'áá áko, la' na'nishnííł. *Okay, I can loan you some.*

Leonard bee na'anishí sheíjááh. *Leonard is giving me the tools.*

Leonard bee na'anishí sha'yíjááh. *Leonard is loaning me the tools.*

Atsí' daats'í naa nishkaah. *I might give you some meat (in a container).*

Atsí' la' na'nishkaah. *I'll loan you some meat. (You'll have to replace it later when you have some.)*

Shichizh ásdijid. Łá'ísh shaa níyeeh? *I'm out of firewood.*

Could you give me some (a load)?

Ła' na'nishhééh. *I'll loan you a load (of it).*

16.13 Verb “to give it” (*future*)

Eventually you will want to be able to use future forms of *to give it*. Here are the prefixes you apply to the future stems of 14.8. This form as an imperative is stronger than the imperfective you have used so far. The examples will give you a good start. The pronoun on the postposition represents the recipient. Your instructor may want to come back to this concept. It may be less confusing to practice these forms after you have mastered the others.

deesh-
díi-
doo-

dii-
dooh-
doo-

dadii-
dadooh-
dadoo-

Chidí shaa díí'ááł ya'? *Give me the car, will you? (could imply purchasing it)*

Hágoshíí, éí naa deesh'ááł. *All right, I'll give it to you.*

Tł'óół baa díílééł. *Give him the rope.*

Éí baa deeshlééł. *I'll give it to him.*

Bee'ak'e'elchihí baa díítííł. *You will give her the pencil.*

Lá'qá, éí baa deeshtííł. *OK, I'll give it to her.*

Lennie daats'í naaltsoos nihaidoołtsos? *Will Lennie give us the paper? Will Lennie give the paper to you?*

Yískáo nihaidoołtsos. *He'll give it us, to you tomorrow.*

At'éé yázhí mósi yázhí baa doołtééł. *You (two) give the kitten to the little girl (for keeps).*

Éí baa diiltééł. *We'll give it to her.*

Hastiin hashtíish baa deeshtłoh. *I'll give the man the plaster.*

Dixie, náádamóo nimá béeso baa díínił ya'? *Dixie, you'll give your mother some money next week, won't you?*

Aoo', índa Łá' baa deeshnił. *I'll give her some at that time.*

Shichizh ásdijid. Jack daats'í Łá' shaidoojih/sheidoojih. *I'm out of firewood. Maybe Jack will bring me some.*

Naakiiskáo Łíí' tł'oh baa dííłjoł. *Give the horse some hay day after tomorrow.*

Háilá chidí bitoo' sheidookáál. *Who will give/bring me some gasoline?*
 Nínaaí chidí bitoo' neidookáál.* *Your brother will give you
 some gasoline.*

Háísh tł'oh nihaidooyéél, ni daats'i? *Who will haul us some
 hay, will you?*
 Hastiin Nakai tł'oh nihaidooyéél. *Mr. Nakai will bring us/you
 some hay.*

* In combining the prefixes for the third person verb, there seems to be some latitude. In some it comes through more as -ai-; in others, -ei-.

16.14 Verb “to loan, to borrow” (future)

To loan, to borrow can also be said in the future tense. The change is similar to the one in 16.12 above.

Dzi'izí sha'díí'ááł. *Loan me the bicycle.*
 Dzi'izí na'deesh'ááł. *I'll loan you the bicycle.*

Naaltsoos sha'díítsos. *Loan me the paper.*
 T'ah índa na'deestsos. *I'll loan it to you after a while.*

Nitsilíísh béeso na'doonił? *Will your brother loan you some
 money?*
 Ła' sha'doonił nisin. *I think he'll loan me some.*

16.15 Linguistic Notes

Locational and Directional Particles

Don't let these lists scare you. You don't have to know all of them immediately. In time, they won't seem so impossible. You can come back here for reference. These are all listed in the glossary in back, so it should be easy to find when you need them.

At this point we do not have sufficient movement verbs and other useful verbs to illustrate each of the combinations possible. You will want to refer back to these lists later as your vocabulary increases.

Locatives (mostly prefixes):

ákwe'é	<i>there (a place mentioned before)</i>
áá-	<i>there (far)</i>
aa-	<i>there (near)</i>
dzaq-	<i>around here (mostly in ceremonies)</i>
ko-	<i>here</i>
kóó-	<i>around here</i>
kwe'é	<i>here, right here</i>
kwii-	<i>here (less defined than kwe'é)</i>
ńlááh-	<i>over there (beyond view, unknown)</i>
ńléí-	<i>over there (visible, known)</i>

Directional Enclitics:

-déé'	<i>from somewhere and on</i>
-dóó	<i>from a well-defined place and on</i>
-di/-dí	<i>at, in</i>
-gi	<i>at (more precise than -di)</i>
-góó	<i>to, toward, along (implies motion toward)</i>
-jí	<i>on the side of, in the direction of</i>
-jl'	<i>up to, as far as</i>

Possible Combinations

hooghan bine'déé' *from behind the hogan*

dził bikáá'góó *to the top of the mountain*

kin biyi'jí' *right into the building*

Ńléidi sidá. *He is sitting over there.*

Kodi naalnish. *He is working over here.*

Kóqdí naalnish. *He works in this area.*

T'áá kodóó/kodéé' naaghá. *He is from here, from right here.*

Shighan bíighahgóó kééhat'í. *He lives close to my house.*

Ńléijí bighan. *He lives in that direction.*

T'áá koji' níyá. *He came right over here.*

You will notice the variations in, **bikáá'ii**, **bine'ii**, **biyi'ii**, (this last one is not used in the lesson) instead of **bikáá'di**, **bine'di**, **biyi'di**. Some people prefer to say the words this way when the postposition ends in a glottal stop. You may go ahead and use the enclitic with which you are comfortable for now.

BÍHWIIDOO'ÁLÍGÍÍ TSOSTS'IDTS'ÁADAHÍ GÓNE'É

LESSON GOALS

- Learn to express future “to go, to arrive”
- Be able to tell time
- Tell times of day by the sun
- Be able to tell the days of the week

DÁ'ÁK'EH HALÁNÍGÓÓ DOOKAH

HALL	Yá'át'ééh, Kii.	
KII	Yá'át'ééh, aoo'. Hahgo éiyá Dá'ák'eh Halánígóó diit'ash?	Dá'ák'eh Halání: <i>Many Farms</i> diit'ash: <i>we two will go</i>
HALL	Hóla, hahgo shíí sha'shin. Díí k'ad tágí jí na'anish ya'?	tágí jí na'anish: <i>Wednesday</i>
KII	Aoo', yiskáo dóó naakiiskáo t'áá ííníshta'go baa naashá. Yiská damóoshá'?	yiská damóo: <i>Saturday</i>
HALL	T'áá shíí áko. Damóo yázhí góne' shíí ákqóó diit'ash. Shich'oóní bił diikah.	damóo yázhí: <i>Saturday</i>
KII	Díkwíidigo nihil dah adiilyeed?	diikah: <i>we will go</i> díkwíidigo: <i>at what time</i>
HALL	Náhástéidigo shíí, t'ah abíndáqá'.	nihil dah adiilyeed: <i>we leave</i>
	Nighandi nihiba' sínídáa doo ya'?	abíndáqá': <i>in the morning</i>
KII	Nihiba' sédáa doo. Shádí daats'í ałdó' iih iilyeed. T'áásh áko?	
HALL	T'áá shíí áko. Náhást'éidigo nihiba' sookée doo.	
KII	Shimá sání bighangóó daats'í diikah. Damóo yázhí góne' sidáa łeh. Índa doo hózhóó ch'aa naagháa da łeh. Shicheii bilíí' yaa áhályáago yaa naagháa łeh.	
HALL	Aoo', éí biniiyé ákqóó diikah. Nimá sání bighan doo hweesh'íí da.	hweesh'íí: <i>I know the place</i>
KII	Áko ná hweesh'íí doo ya'?	ná hweesh'íí: <i>I am your guide</i>
HALL	Lá'ąą, shá hwííní'íí doo.	shá hwííní'íí: <i>you be my guide</i>
KII	Hágoshíí, niba' siikée doo yiská damóó góne' abíndáqá'.	
HALL	Hágoónee'.	

BAHE JOHNSON BAA HANE'

Bahe Johnson Be'ek'id Baa Ahoodzánídi kééhat'í. Ákwe'é be'asdzáqá dóó ba'álchíní yił bighan. Áadi bighango lą'í nááhai. Bimá dóó bizhé'é t'ahdii áadi kééhat'í.

Be'ek'id Baa Ahoodzání:

Pinon, Arizona

lą'í: *many*

Bahe dóó bich'ooní ba'álchíní táá' dahazlíí'. Éí dine dóó sáanii daazlíí'. Éí doo ákwe'é dabighan da. Dinéhígíí éí Tsé Bii' Ndzisgaiidi Navajo Tribal Parks yá naalnish. Sáanii éiyá ła' éí bá'ólta'í silíí'. Éí Tsiiiziziidi bá'ólta'. Áadoo ła'ígíí éí Kinłánídi bighan. Bich'ooní Kiis'áanii nilí. Éí ba'álchíní naaki hazlíí'. Hastiin áadi atah ólta', ólta' hótsaaídi.

dahazlíí: *they have gotten*

daazlíí: *they have become*

Tsé Bii' Ndzisgaiii: *Monument Valley*

Tsiiizizii: *Leupp*

Kiis'áanii: *Hopi*

ólta' hótsaaí: *college*

17.1 Positions of the Sun

(imperfective mode)

ha'a'aah	<i>it is sunup, the sun is rising, east</i>
dah adii'aah	<i>it is mid-morning</i>
oo'ááł	<i>it is daytime</i>
ahné'é'aaah	<i>it is noon</i>
yaa adi'aah	<i>it is evening (between mid-afternoon and evening)</i>
e'e'aaah	<i>it is sunset, the sun is going down, west</i>

(perfective mode)

ha'íí'á	<i>the sun is up, the sun has come up</i>
dah adii'á	<i>it has become mid-morning</i>
ahní'ní'á	<i>it has become noon</i>
yaa adeez'á	<i>it has become late afternoon, it has become evening</i>
iíí'á	<i>the sun has set, after sunset</i>

Yaa adeez'áqo nihaa díínááł. *Come and see us toward evening.*

Ahní'ní'áqádáqá' ólta' góne' shinaaltsoos yíníshta' nít'éé'. *I was in the classroom reading my book at noon.*

K'ad índa ha'a'aah. *Now at last the sun is coming up.*

Hózhónígo oo'ááł. *We're having a nice day.*

Iíí'áqo Tó Dínéeshzhee'góó diikah. *We'll go to Kayenta after sundown. We'll go to Kayenta this evening.*

17.2 Morning

Abíní/ahbíní: *morning*, is applied in the following examples:

Yá'át'ééh abíní. *Good morning.*

Abíndáq' at'éé yázhí doo bił hózhqó da nít'éé'. *The little girl was unhappy this morning.*

Abínigo doo bił hózhqó da ḥeh. *She is usually unhappy in the morning.*

Yiskáo abíndáq' kintahgóó deekai. *We are going to town tomorrow morning.*

Díí abíní doo naashnish da. *This morning I'm not working.*

T'ah abínídáq' nihinaaltsoos ałtsó ádeiilyaa. *We finished our papers when it was still morning.*

17.3 Verb “to go” (future tense)

This paradigm translates into *to go*, *to come*, *to arrive*.

deeshááł

diit'ash

diikah

díínááł

dooh'ash

doohkah

doogááł

doo'ash

dookah

Hahgo áadi díínááł? *When are you going to arrive there?*

Naakiiskáo áadi deeshááł. *I will arrive there in two days.*

Da' kintahdi shíká díínááł? *Will you come for me in town?*

Aoo', áadi níká deeshááł. *I will come for you.*

Hái lá naa doogááł? *Who is coming to see you?*

Harry shaa doogááł. *Harry will come to see me.*

Hahgo nitsóóké naa dookah? *When are the grandchildren coming to see you?*

Yiskáo shaa dookah. *They will come to see me tomorrow.*

Anne éí háadi doogááł? *Where will Anne arrive?*

Anne kwe'é doogááł. *Anne will arrive here.*

Háish ákqó doo'ash? *Who will go there?*

Berta dóó bich'ooní doo'ash. *Berta and her husband will go.*

Hái lá áłchíní bił dookah? *Who will go with the children?*
 Bá’ólta’í bił dookah. *The teacher will go with them.*

The stem has to reflect the total number of people involved. You use the first, second or third person prefix with the stem that includes all who go. Examples:

Da’ Della bił díí’ash? *Are you going with Della?*
 Aoo’, éí bił deesh’ash. *Yes, I will go with her.*
 Shí dóó Andy bił diikah. *Andy and I will go with her.*
 T’áá áníltso ákqó bił diikah. *All of us are going there with her.*
 Bá’ólta’í áłchíní yił dookah. *The teacher will come with the children.*
 Shí daats’í áłchíní bił deeshkah. *I might go with the children.*
 Larry, ni daats’í kintahgóó nihíl díí’kah? *Larry, would you take us to town?*

17.4 Days of the week

Here are two ways to say the days of the week. For your own use, say whatever is easiest, but you need to recognize both. Because the English names are shorter, many add **-go** and dispense with the longer Navajo forms.

damóo/damíigo	damóo/damíigo	Sunday
damóo biiskání	damóo dóó ła’á jí na’anish	Monday
damóo dóó naakiiskáó	damóo dóó naaki jí na’anish	Tuesday
damóo dóó tá’á yiskáó	damóo dóó tá’gí jí na’anish	Wednesday
damóo dóó díí’ yiskáó	damóo dóó díí’ jí na’anish	Thursday
nda’iiníish	damóo dóó ashdla’á jí na’anish	Friday
damóo yázhí	yiská damóo	Saturday

Damóo yázhí góne’ sédáa doo. *I’ll be at home on Saturday.*
 Damóo yázhí yéqedáq’ sédáá nít’éé’. *I was home last Saturday.*

Damóo biiskání kindi shiba’ nanináa doo. *Wait for me at the store on Monday.*
 Damóo dóó naakiiskándáq’ ch’ééh kindi niba’ naasháá nít’éé’.
I waited in vain for you at the store last Tuesday.

Shínaaí nda’iiníish góne’ nihaa doogááł. *My older brother will come to see us on Friday.*
 Nda’iiníish yéqedáq’ nihaa doogááł nít’éé’. *He was going to come to see us last Friday.*

Naaki damóo yéédáą' shicheii bá naashnish nít'éé'. *I was working for my grandfather two weeks ago.*

Yiská damóo dóó damóo doo ndeiilnish da īeh. *We usually don't work on Saturday and Sunday.*

17.5 Telling Time

There are several ways of telling time. You may want to learn one way well but will want to recognize the others too. Increasingly, people are using the English numbers. Those who are not so fluent in English will have a Navajo version of English terminology. For instance, *two o'clock* becomes **two tla'**; *7:30* becomes **7:30 go:** *at 7:30*. The quarter- and half-hour designations are frequently said in English, if the person knows the language at all.

Díkwíidigo: *at what number?*, is one way to ask when an action will be. The answer is (number) plus **-digo** — **hastąądigo:** *at six*.

Hahgo Dallasdi díínááł? *When we will arrive at Dallas?*
 Yiskáo abíndáą' hastąądigo Dallasdi deeshááł. *I'll arrive at Dallas tomorrow at six in the morning.*

You can also say, **Díkwíidi azlíí'**: *to what number has it come?* Add **dah alzhin:** *dot, speck, minute*, to the hour for minutes after the hour..

Díkwíidi azlíí'? *What time is it?*
 Táa'di azlíí'. *It is three o'clock.*
 Táa'di dóó ná'álníi'di azlíí'. *It is three-thirty.*
 Neeznáá dóó naadiin dah alzhingo Betsy doogááł. *Betsy will arrive at twenty after ten.*

17.6 Verb “to go by vehicle”

A vehicle *runs with* a person or persons. A vehicle *starts off*, prepounded by the postposition plus **dah:** *off (starting)*. Study the examples for direction in usage. The postpositions are in first person singular but can be changed to reflect the people involved.

shił dah adiilyeed	<i>I am starting out in a vehicle</i>
shił dah adiilwod	<i>I started out in a vehicle</i>
shił oolwoł	<i>I am going along in a vehicle</i>
shił dah adidoolwoł	<i>I will start out in a vehicle</i>

Yiskáo dah adii'ágó Be'eldííldahsinilgóó nihíł dah adidoolwoł.
We'll start out for Albuquerque sometime tomorrow morning.
 Abíndáq' nihíł dah adiilwod. *We started out in the morning.*
 Ñléidi Jerry bił oolwoł. *Jerry is going along in the car over there.*

17.7 Adverbs of Time

Insert these as you would the English equivalents. Adverbs of time can be placed almost anywhere in the sentence.

íidáq'	<i>at that time in the past</i>
t'áá íidáq'	<i>already</i>
ałk'idáq'	<i>a long time ago</i>
ałk'ídídáq'	<i>a very long time ago</i>

Ninaanishísh áltso fínilaa? *Have you finished your work?*
 T'áá íidáq' áltso áshłaa. *I have finished it already.*

Shicheii yéé ałk'idáq' Tsé Dijoolídi kééhat'íí nít'éé'. Iídáq' State Highway Department yá naalnish nít'éé'. *My grandfather used to live at Lupton. At that time he was working for the State Highway Department.*

Ałk'ídídáq' díí doo diné bikéyah da nít'éé'. Anasází kwe'é kékédat'íí nít'éé'. *A very long time ago this was not Navajo land. The Anasazi lived here.*

Ałk'idáq' bilagáana doo kóó ndaakai da nít'éé'. *A long time ago there were no white people around here.*

17.8 Verb “to see it” (progressive)

This paradigm translates into *to see it (a place or an area), to know it, to be familiar with a place*. With the postposition -á, it means *to guide, to be a guide for another*.

hweesh'í	hwiit'í	dahwiit'í
hwííní'í	hooh'í	dahooh'í
hoo'í	hoo'í	dahoo'í

Seattlegóósh hwííní'í? *Have you been to Seattle?*
 Ndaga', ndi Spokane t'áá hweesh'í. *No, but I have been to Spokane.*

George Chee bighangóó shá hwííñ’íí ya’? *Show me the way to George Chee’s house, will you?*

Hágoshíí, níká adeeshwoł. Ná hweesh’íí doo. *Okay, I’ll help you. I’ll show you the way.*

17.9 Verb “to become” (*si-perfective*)

This paradigm, *to have become*, is the main component of many phrases.

sélíí’
sínílíí’
silíí’

siidlíí’
soolíí’
silíí’

dasiidlíí’
dasoolíí’
daazlíí’

Nizhé’é hastóí silíí’. *Your father has gotten to be an old man.*

Ániid ndaakai yéę hastóí dóó sáanii daazlíí’. *The young ones have grown up to be men and women.*

At’éé yázhí doo bił hózhqó da silíí’. *The little girl has become unhappy.*

Łíí’ ntsaaz silíí’. *The horse has gotten to be big.*

Ashkii ayóo dichin silíí’. *The boy has become very hungry.*

Áłchíní dibáá’ daazlíí’. *The children have become thirsty.*

Awéé’ bił hózhqó silíí’. *The baby has become happy.*

Hait’áo díí éí nidibé daazlíí’? *How have these sheep become yours? How have you acquired these sheep?*

Díí dibé shínaaí baa nahisétnii’. *I bought these sheep from my older brother.*

Díkwíí nááhaiídáq’ bá’ólta’í sínílíí’? *How many years ago did you become a teacher?*

Tsosts’id nááhai yéedáq’ Kin Łánídi bá’ólta’í sélíí’. *I became a teacher seven years ago at Flagstaff.*

17.10 Adjective “many”

Lą́í is a synonym of t’óó ahayóí, which you had earlier.

Jim lą́í bibéeso. *Jim (has) a lot of money.*

Shí éiyá shibéeso doo lą́í da. *I don’t have much money.*

Lą́í nááhaiídáq’ díí doo diné bikéyah da nít’éé’. *Many years ago this wasn’t Navajoland.*

Kóó shighango lą́í nááhai. *I have lived here many years.*

17.11 Verb “to come into existence” (*si-perfective*)

Only the si-perfective appears in this lesson. **Hazlíí'** is exemplified as follows:

Rose be’awéé’ hazlíí’. *Rose has a baby (her baby was born).*

Lester Hoozdodi naalnishgo bibéeso hazlíí’. *Lester acquired some money working in California.*

Gloria bichidí ániidígíí hazlíí’. *Gloria has gotten a new car.*

Asdzáq Lynch ba’álchíní éí bináda’álchíní dahazlíí’. *Mrs. Lynch’s children have gotten children (themselves).*

Nancy bimósí biyázhí dahazlíí’. *Nancy’s cat has little ones.*

Tł’ée’ hazlíí’. *It has become night.*

Deesk’aaaz hazlíí’. *It has gotten cold (weather).*

Deesdoi hazlíí’. *It has gotten hot (weather).*

Sáanii ndaalnishgo bibéeso dahazlíí’. *The women have acquired some money while working.*

Shibéeso hazlíí’go índa chidí ła’ hólqo doo. *When I come into money, I’ll have a vehicle.*

17.12 Query on Dialog

- Hahgo éiyá hastiin Hall dóó Kii Dá’ák’eh Halánígoo doo’ash?
- Da’ t’áá sahí ákqóo doo’ash?
- Háish ałdó’ bił ákqóo dookah?
- Díkwíidigo bił dah adiilyeed?
- Kii éí háadi biba’ sidáa doo?
- Háish éí hooghandi sidáa ɬeh damóo yázhí góne’?
- Ha’át’íí yaa naagháa ɬeh hooghandi sidáago?
- Mr. Hall daats’í Kii bicheii yééhósin?
- Bimá sáníísh ałdó’ doo yééhósin da?
- Bahe Johnsonshä’ éí háadi bighan?
- T’áá daats’í áadi bighango t’óó ahayói nááhai?
- Ba’álchíní háadi ndaakai?
- Éish doo t’áá ałtso Be’ek’id Baa Ahoodzánídi kéedahat’íjí da?
- Da’ binálíké dahazlíí’?
- Bitsóókéshä’, éish ałdó’ bee hólq?

17.13 Transformation Drill Starting with Sunday, go through the days of the week.

Model Lydia hahgo sidáa doo?

Student Damóo góne’ sidáa doo.

Dorothy hahgo bibéeso hólqo doo?

Jack hahgo binaanish ádin doo?

Dean éí hahgo níká adoolwoł?
 Hahgo éiyá nizhé'é bíká adíílwoł?
 Nitsilí hahgo Kinlánídéé' doogáál?
 Nimá éí hahgo bił béezhózin doo?

Go through those questions again and answer with:
 Hóla, hahgo shíí sidáa doo sha'shin. Doo shił béezhózin da.
 Hóla, hahgo shíí bibéeso....etc.

17.14 Substitution Drill Patterned Response Vary from individual to group response.

Model Pat hahgo nihíká adoolwoł?
 ha'íí'ágoo (ha'íí'áo)

Student Pat ha'íí'ágoo nihíká adoolwoł.
 dah adii'ágoo
 ałní'ní'ágoo
 abínígo
 abíndágá'
 yaa adeez'ágoo
 i'íí'ágoo
 yiskáo dah adii'ágoo
 táá' yiskáo
 damóogo abínígo

Model Hastiin Zah hahgo Tségháhoodzánídéé' nihaa doogáál?
 ha'íí'ágoo, etc.

17.15 Completion Drill

Model Shí ákóó deeshááł.
 hastiin

Student Hastiin ákóó doogáál.
 Tim dóó Sue
 bá'ólta'í dóó áłchíní
 shí dóó shideezhí
 ni dóó nínaaíké
 ni
 ni dóó nádí
 shí dóó sáanii
 shí dóó ni

17.16 Query Patterned Response

Model Jill daats'í nihá hoo'íí doo.

Student A Aoo', nihá hoo'íí doo.

Student B Ndaga', doo nihá hoo'íí da doo. Binaanish hólq.

Naat'áanii Néézgóó shá hwííni'íí doo ya'?

Dan dóó Bertha, nihá hooch'íí doo ya'?

Dan dóó Berthaásh ná hoo'íí doo?

Nihí bilagáana bá hwiit'íí doo ya'?

Nihí da'íínílta'ígíí kwe'é yíkaiígíí díí ólta' góne' bá dahwiit'íí doo ya'?

17.17 Completion Drill

Model At'ééd asdzání _____

(answer with silíí'/daazlíí')

Student At'ééd asdzání silíí'.

Ashkii diné _____

Tl'ízí dibáá' _____

Łíí' sání dichin _____

Łééchqaq'í ayóo ch'ééh deeyá _____

Sáanii ayóo ch'ééh deeskai _____

17.18 Review Telling Time

Practice telling time with a moveable-hand clock or by drawing on a chalkboard.

17.19 Writing

Write your own dialog based on vocabulary that has been covered. Work in this lesson's paradigms as much as you can.

17.20 Query Free Response

Model Da' Lorne bichidí hazlíí'?

Student Ndaga', t'ah dooda.

Nicheiísh bich'ah hazlíí'?

Betty bi'éétsohísh hazlíí'?

Dibé yázhíísh dahazlíí'?

Kiis'áanii tl'ízíísh bee dahazlíí'?

Ben bichidí tsohísh hazlíí'?

Béesoósh nee hazlíí'?

BÍHWIIDOO'ÁLÍGÍÍ TSEEBÍÍTS'ÁADAHÍ GÓNE'É

LESSON GOALS

- Describe road conditions
- Be able to direct a driver
- Tell distance in miles
- Be able to express acquaintance

DÁ'ÁK'EH HALÁNÍGÓÓ BIŁ OOLWOŁ

K'ad éiyá Hastiin Hall dóó bich'oóní Dá'ák'eh
Halánígóó bił oolwoł. Kii dóó bádí bił deeskai.
Atiin ahoodlézhígóó bił oolwoł.

atiin: *road, trail*

ahoodlézhí: *paved*

HALL	Atiin t'áá yá'áhoot'éeh ya?	yá'áhoot'éeh: <i>it is good</i>
KII	Yá'áhoot'éeh dóó k'éhézdon. Doo nahoneeshtl'iizh da.	k'éhézdon: <i>it is straight</i> nahoneeshtl'iizh: <i>it is crooked</i>
HALL	Ákóhoot'é. Dá'ák'eh Halánídóó nicheii bighanggóó atiin haa hoot'é?	ákóhoot'é: <i>that's the way it is</i> haa hoot'é: <i>how is it</i>
KII	Nahoneeshtl'iizh dóó hodiwl̄ ɬeh. Shicheii doo bééhonísin da ya?	hodiwl̄: <i>rough, washboard</i> bééhonísin: <i>you know him</i>
HALL	Aoo', doo bééhasin da. Nimá sání ałdó' dooda.	bééhasin: <i>I know her</i>
KII	Shimá yázhíshq', éí dó' doo bééhonísin da ya?	
HALL	Aoo', éí dó' doo bééhasin da.	
KII	Éí shimá sání bighan yíighahgi kééhat'í. Ba'álchíní éí sik'isóó dóó shilahkéí daniłí. Ł'a' daats'í naháaztjáa doo.	
HALL	Éí t'áá ałtso doo béédasin da.	béédasin: <i>I know them</i>
	Díísh kwe'é Dá'ák'eh Halání hoolyé?	
KII	Aoo'. Nléidí éí naalyéhé bá hooghan.	
HALL	Nicheii bighanjí' haa nízáád?	haa nízáád: <i>how far</i>
KII	Doo hózhq' nízaad da, ashsla' daats'í tsin sitá.	nízaad: <i>it is far</i> tsin sitá: <i>mile</i>
HALL	Kodóó háájigo?	háájí: <i>in which direction</i>
KII	Kojígo, ninishtl'ajígo.	kojígo: <i>this way</i> nisishtl'ají: <i>to your left</i>
HALL	K'ad nicheii bighanjí' haa nízáád?	
KII	Kodóó shíí naaki tsin sitá.	
HALL	K'adshq' háájí?	
KII	Ninish'náájí. Nléidi shimá sání bighan.	ninish'náájí: <i>to your right</i>

BETH HANLEY BAA HANE'

Beth Hanley daats'í bééhonísin. Shí éí álk'ídáq'á
bééhosésijid. Díí éí baa hashne'. Éí éiyá Béésh
Sinildi bighan. Áadi bighango k'ad díj' náhai.
Azee'ál'íidi naalnish. Áadi naalnishgo bibéeso
hólqóq leh. Doo naashnishgóó shibéeso ádin leh,
níí lá. Shikéyahdi atiin doo yá'ádahoot'éeh da leh.
Kodi kintahgi t'áá yá'ádahoot'éeh, jó ní. Kwe'é
kééhasht'íigo shił hózhóní. Áko ndi sik'isóó dóó
shilahkéí éí doo kóóq ndaakai da leh. T'áá shí t'éiyá
kwe'é shighan, níí lá. Díí t'áá'ákódígo baa hashne'.

bééhosésijid: *I learned to
her*

kéyah: *field, land*

ndaakai: *they individually
are about*

18.1 Description of Roads

Atiin goes for *a road, a roadway, a path, a trail*. Since it is spacial, it takes the **ho**-prefix in descriptive verbs. In **k'éhézdon**, **-he:-** is the **-ho**-prefix.

hodiwol	<i>it is rough (like a washboard)</i>
nahoneeshtl'iizh	<i>it is crooked</i>
k'éhézdon	<i>it is straight</i>
hóteel	<i>it is wide</i>
áhoołts'óózí	<i>it is (comparatively) narrow</i>

Díí éí łééchqa'í bitiin. *This is a dog trail.*

Tségháhoodzánígóó atiin t'áá yá'áhoołt'éeh. *The road to Window Rock is quite good.*

Ashkii atiin yaqah naané. *The boy is playing beside the road.*

Béégashii atiin bąqhgóó ndaakai. *The cattle are along the road.*

At'éé yázhí atiindi/atiingi naaghá. *The little girl is walking around on the road.*

Delia atiingóó bił oolwoł. *Delia is driving along the road.*

Dibé yázhí atiin ałníi'di sití. Ñdiiłteeh. *The lamb is lying in the middle of the road. Pick it up.*

Ñléidi éí Ben Jackson bighan baa atiin. *That road goes to Ben Jackson's house.*

T'iis Yaa Kingóó atiin yá'áhoołt'éeh. *The road to Holbrook is good.*

Kinłánígóó atiin ałdó' ákóhoołt'é. *The road to Flagstaff is also like that.*

Tsin naneeshtl'iizh. *The stick is crooked.*

Atiin nahoneeshtl'iizh. *The road is crooked.*

Tsin k'ézdon. *The post is straight.*

Atiin k'éhézdon. *The road is straight.*

Kingóó atiin łahgi áhoołts'óózi, łahgi éiyá hóteel. *The road to the store is narrow at places and wide at places.*

Sam James bighangóó atiin haa hoot'é? *How is the road to Sam James's house?*

Łahda ayóo hodiwol Ქeh. *It is very rough at times.*

Tségháhoodzánídóó Na'nízhoozhígóó atiin haa hoot'é? *How is the road from Window Rock to Gallup?*

Atiin áhoodlézhí hóteelgo yá'áhoot'ééh. *The wide, paved road is good.*

18.2 Verb “to know him” (*neuter imperfective*)

This verb translates into *to know him, to be acquainted with him, to know how to (do something)*.

bééhonisin*	bééhoniiłzin	béédahoniilzin
bééhonísin	bééhonohsin	béédahonohsin
yééhósin	yééhósin	yéédahósin

* Also said **bééhasin, báhasin**

Shidá'íish bééhonísin? *Do you know my uncle?*

Ndaga', éí doo báhasin da. *No, I don't know him.*

Nicheii éí báehasií éí bił kintahdi naashnish nít'éé'. *I know your grandfather; I used to work with him in town.*

Marie atł'ó yééhósin. *Marie knows how to weave.*

18.3 Plurals

As noted earlier, **sik'is/shik'is** denotes a sibling of the same sex; **shilah**, one of the opposite sex. The plurals are **sik'isgóó/sik'isóó/shik'isóó** and **shilahké/ shilahkéí**, c sometimes, **shilahgóó**.

Sik'isóó dóó shilahkéí t'áá ałtso Tséhílįidi kéédahat'í. *My brothers and sister all live at Tsaile, Arizona.*

Ned bilahkéí kóq kéédahat'í. *Ned's sisters live in this area.*

Darla bilahkéí doo kóq kéédahat'í da. *Darla's brothers don't live in this area.*

One may speak of those with whom one shares a mother, independent of who the father(s) may be. **bił háí'ázh:** *one with whom “I came out”: a brother or sister; bił háá'ázh:* *one with whom he or she “came out”, a sister or brother; bił háíjéé’:* *those with whom I came forth, my brothers and sisters; bił háájéé’:* *those with whom he or she came out, his or her brothers and sisters.*

Victor bił háí'ázh. *Victor and I have the same mother. He's my brother.*

At'ééké bił háíjéé’. *The girls are my sisters. We have the same mother.*

18.4 Distributive “da-”

The distributive /da/ may be inserted into any verbs, even first person singular.

Leo bik'éí doo hózhó béédahasin da. *I don't know Leo's relatives very well (individually).*

Shicheii bidibé níleidi ndaakai. *My grandpa's sheep are over there (scattered out, as against, naakai, together in a compact herd).*

Ániid ndaakaii kintahgi ndaa'aash. *The young people are walking around in town in pairs.*

18.5 Verb “to be acquainted with him” (si-perfective)

This paradigm translates into a simple past tense in English: *I knew him, I learned to know him.*

bééhosésijid
bééhosínízijid
yééhooszijid

bééhosíilzijid
bééhosoołzijid
yééhooszijid

béédahosiilzijid
béédahosoołzijid
yéédahooszijid

Hádáq' asdzáq Begay báéhosínízijid? *When did you learn to know Mrs. Begay?*

Ałk'idáq', áłchíní nishlínéedáq' báéhosésijid. *A long time ago, when I was a child I learned to know her.*

Hádáq' nimá bá'ólta'í yééhooszijid? *When did your mother learn to know the teacher?*

Ałk'idáq' yééhooszijid. Kintánídi ahił ólta' nít'ée'. *She learned to know her a long time ago. They used to go to school together at Flagstaff.*

Kodóó bikáá'adáníjí' díkwíí adées'eez? *How many feet is it from here to the table?*

Hóla, díkwíí shíí sha'shin. Naadiin daats'í. *I don't know. How far could that be? Maybe twenty feet.*

Díí hooghandóó níléí hooghan si'áníjí' díkwíí tsin sitá? *How many yards is it from this hogan to that one over there?*
Neeznádiin daats'í tsin sitá. *It's probably a hundred yards.*

Prefix **bił ahéé-** for another aspect of the same verb.

Neeznáá nááhaiídáqá' naalyéhé yá sidáhí bił ahééhosésijid.
Ten years ago the trader and I got acquainted with each other.
Shí dóó Maria ałk'idáqá' ahééhosiiłzijid. *I and Maria got acquainted a long time ago.*

Hádáqá' t'áá diné danilínii bił ahééhosínizijid? *When did you get acquainted with the Navajo people?*
Dízdiin dóó ba'aan nááhai yéédáqá' bił ahééhosésijid. *I got acquainted with them over forty years ago.*

18.6 Distance

Distance is measured in *inches*: **dah alzhin** (the same as *minutes*); in feet: **adées'eez** or **ké silá**; in miles: **tsin sitá**; the latter, also for *yards*. The question is: **haa nízáád/nízáád:** *how far?*, for distance in miles, yards or feet; **haa nílhééz:** *how long?*, for the length of objects in yards , feet or inches; **haa nízahjí'/názahjí':** *for how long?, up to how far? (in time or space).*

Na'nízhoozhídóó T'iis Yaa Kinjí' haa nízáád/haa nízáád?
How far is it from Gallup to Holbrook?
Náhást'édiin dóó ba'aan ashdla' tsin sitá. *It is ninety-five miles.*

Kodóó Washindoonji' haa nízáád? *How far is it from here to Washington?*
T'áá nízaad sha'shin. Táa'di mííl tsin sitá sha'shin. *It's quite far. I guess it to be three thousand miles.*

Haa nízahjí' shíká adíílwół? *How long will you help me?*
Naakiiskáají'. *Until the day after tomorrow.*

Haa nízahjí' iih nilyeed? *How far are you going (riding along)?*
Kinjí'. *Up to the store.*

Nízaad: *it is far, relatively speaking, as in English.*

Kodóó shighan t'áá nízaad. *My home is quite a distance from here.*

Nízaadi Leonard bighan. *Leonard's house is a distance away.*

Haa nízaadi kééhót'íí nít'éé? *How far away did you live before?*
T'áá nízaadi Be'eldííldahsinildi kékéhast'íí nít'éé'. *I used to live quite far away, at Albuquerque.*

Nízaadéé' éí naashá. *I come from a distance.*

Bá'ólta'í nízaadéé' naaghá. *The teacher comes from a distance.*

Áhání/t'áá áhání: *near, close, nearby,* has a synonym, **t'áá áyídí.** They are usually interchangeable.

Naalyéhé bá hooghandóó t'áá áhánídi éí Carrie bighan.

Carrie's home is close to the trading post.

Nihighandóó áhánídi tó hóló. *There is water close to our house.*

T'áá áyídíjí' iih iishyeed. *I am going only a short distance (to a point close by).*

Lucy daats'í nízaadi bighan? *Does Lucy live far away?*

Ndaga', t'áá áhánídi bighan, t'áátlá'í daats'í tsin sitá

kodóó. *No, she lives quite close by, about a mile from here.*

Bighanjí' doo nízaad da ya'? *It isn't far to her house, is it?*

Aoo', doo nízaad da. *No, it isn't far.*

18.7 Giving Direction

Nish'náájí: *to the right*, **nishtł'ají:** *to the left*, are prefixed with the proper pronoun when one is needed. The stem in the last word is the same as in **nantł'ah:** *it is difficult.* It makes you think Navajos have been predominantly right-handed.

Kodóó nihinish'náájí éí ólta'. *To our right is the school.*

Nishtł'ajígo naalyéhé bá hooghan. *To the left is the trading post.*

Da' Clara nihinish'náájí dah sidá? *Is Clara sitting to your right?*

Clara nihinishtł'ají dah sidá. *Clara is sitting to our left.*

Áłchíní da'ólta'ígíí nihinish'náájí dah naháaztä. *The students are sitting on our right.*

Háí éí kodóó nish'náájígo kékéhat'í? *Who lives over there to the right?*

Éí shinálí bighan. *That is my (paternal) grandparents' house.*
Nishtl'ajígo éí shizhéé yázhí bighan. *To the left is my paternal uncle's place.*

Atiin nish'náájíígíí éí Hastiin Atsity bighangóó atiin. *The road to the right goes to Mr. Atsity's place.*

18.8 Query Patterned Response

The group sits in a circle and the model asks:

Model _____, háí lá ninish'náájí dah sidá?

Student _____ shinish'náájí dah sidá.

_____, háí ninishtl'ají dah sidá?

_____, háí éí _____ jí dah siké?

_____, _____ jí dah sidahígíí haa wolyé?

_____, _____ jí dah sikéhígíí haa lá wolyé?

_____, díkwíí lá ninish'nááji dóó ninishtl'ají naháaztá?

18.9 Query Free Response

Your model will ask to see if you know certain people. Your school setting is a good place to start. Asking about tribal officials and community leaders will give the practice you need. Official names of positions come in a later lesson.

Model Hastiin _____ daats'í bééhonísín, _____name of student_____

Student Hastiin _____ bééhasin. Hastiin _____ doo bééhasin da.

Da' Asdzáá _____ bééhonohsin, _____name of student_____ dóó _____name of

student_____?

_____ doo bééhoniilzin da.

18.10 Integration Drill

Model Lók'aahnteeldóó Tó Naneesdizígóó atiin yá'áhoot'ééh. Hóteel.

Student Atiin hóteelgo yá'áhoot'ééh.

Derrick bicheii bighangóó atiin nahoneeshtl'iizh. Áhoołts'óózí.

Kintahdéé' atiin hóteel. Ahoodlézhí atiin.

Díí mä'ii (coyote) bitiin. Éí nahoneeshtl'iizh.

Kelly nízaadi atah óltá'. Neeznádiin tsin sitá'.

Kodóó níléiji' atiin áhoołts'óózí. Éí ayoo hodiwol.

18.11 Query Patterned Response

Model Ch'ínlíidoo Lók'aahnteeljí' díkwíí tsin sitá nínízin?

Student Dízdiin daats'í tsin sitá nisin.

Ch'ínlíidoo Tséghahoodzáníjí' díkwíí tsin sitá nínízin, _____?

Kodoo Kinláníjí' díkwíí tsin sitá nínízin, _____?

Kinlánídoo Ahééheshjíjí' díkwíí tsin sitá nínízin, _____?

Kodoo Be'eldíldahsiniljí' díkwíí tsin sitá nínízin, _____?

Nighandoo koji' (to here) díkwíí tsin sitá nínízin, _____?

Nimá bighandoo koji' éí díkwíí tsin sitá nínízin, _____?

Kodoo nizhéé bighanjí' díkwíí tsin sitá nínízin, _____?

Tiis Yaa Kindoo koji' éí díkwíí tsin sitá nínízin, _____?

Kodoo nighanjí' haa nízáád, _____?

Nighandoo nimá bighanjí' haa nízáád, _____?

Kodoo Tséghahoodzáníjí' díkwíí tsin sitá nínízin, _____?

Ch'ínlíidoo Dá'ák'eh Haláníjí' éí haa nízáád nínízin?

18.12 Query on Dialog

- Hastiin Hall dóó bich'oóní háágoo bil oolwoł?
- Hái lá ałdó' bil deeskai?
- Atiin haa hoot'é?
- T'áash k'éhézdon atiin?
- Kii bicheii bighangoo atiin haa hoot'é?
- Háadi éí kééhat'í?
- Dá'ák'eh Halánídoo bicheii bighanjí' haa nízáád?
- Atiin daats'í k'éhézdon?
- Da' t'áá sáhí kééhat'í?
- Hastiin Hallísh éí yééhósíñ?
- Kii bimá sáníísh ałdó' doo yééhósíñ da?
- Kii bimá yázhíísh háadi bighan?
- Da' Kii bimá yázhí bich'ééké éísh Kii bilah danilí?
- Biyáázhkéésh bik'is danilí?

18.13 Query on Story

- Beth Hanley éí háadi bighan?
- Da' binaanish hólq?
- Háadi lá naalnish?
- Kintahgi bighangoósh bil hózhóní?
- Bik'is dóó bilah daats'í ałdó' kintahdi dabighan?
- Bik'éí doo áadi bighan da ya'?
- Bikéyahdi atiin haa dahoot'é?

- h. Binaanish daats'í bił yá'át'ééh?
- i. K'ad daats'í bibéeso hólq?

18.14 Completion Drill

Model Hastiin Yazzie bééhasin.
ni

Student Hastiin Yazzie bééhonisin.
ndiniilt'éego/ndiniilt'áo
ndinołt'éego/ndinołt'áo
tált'éego/tált'áo
bí
ndilt'éego/ndilt'áo
tániilt'éego/tániilt'áo
tált'éego/tált'áo
tánołt'éego/tánołt'áo

18.15 Narrative

CH'ÍNLÍDÓÓ DÁ'ÁK'EH HALÁNÍGÓÓ ATIIN

K'ad éiyá Dá'ák'eh Halánígóó nihil oolwoł. Kwe'é Ch'ínlíidi naalyéhé bá hooghan dahólq. Ch'iyáán dóó chidí bitoo' baa nahaniih. Kodóó atiin t'áá k'éhézdon. Hádáq' shíí ahoodléézh*. Dízdiin nááhaiídáq' doo ákóhoot'ée da nít'éé'. K'ad t'áá yá'áhoot'éeéh.

it was paved

Áko láq, nihil oolwoł. Nish'náajígo diné dabighan. Ła' éí t'áá áhánídi dabighan. Nléidi naaki daats'í tsin sitäadi hooghan Ła' naaznil*. Éí shíí t'áá ałtso diné danilí, áadi kéédahat'ínígíí. Bilagáana doo kwe'é kéédahat'íi da. Ólta'di t'éiyá bilagáana Ła' dabighan. Ólta' yá ndaalnishgo biniinaa.

they are scattered about

K'ad éiyá t'áá díkwíí tsin sitä nihil oolwołgo kwe'é éiyá naalyéhé bá hooghan nít'éé'. Valley Store wolyéé nít'éé'. K'ad éí díkwíí shíí nááhaigo naalyéhé bá hooghanéé ádin.

Nishtł'ajígo ałdó' t'áá diné kéédahat'í. Kin yii' dabighan k'ad. Hooghan nímazí éí dabighan nít'éé'. Éí t'áá díkwííshí k'ad. Ła' éí bilíi' dahólq; Ła' éí bee ádaadin.

Dá'ák'eh Halání bich'í'go (toward it) diné bidá'ak'eh* dahólq. Tó shíí hólq nít'éé'. K'ad éí shíí ádin.

their fields

Nááná kwe'é éiyá ólta'. Áłtsé nish'náájígo éí Chinle Elementary School hólq. Kin ła' sinil. Áádóó índa naalyéhé bá hooghan. Áádóó nááná Wááshindoon bi'ólta' ałdó' kin sinil. Kót'éego Dá'ák'eh Halání kin dah shijaa'.

18.16 Narrative

Describe a stretch of road and tell what you see as you drive along. Use as many words as you can from the vocabulary list of the last two lessons. Describe an imaginary trip if you prefer it.

18.17 Translation

1. My paternal uncle came to see me yesterday.
2. He came by car.
3. He lives in Crownpoint.
4. My uncle works for the National Park Service.
5. He works at a place called Chaco National Monument.
6. He has worked there for many years.
7. From my house to his place is over a hundred miles.
8. From where he lives to where he works is about thirty-four miles.
9. He works there with other Navajo people.
10. Working there they have money for groceries and clothes.
11. Sometimes the road is rough to where he works.
12. Sometimes it is pretty good.
13. My uncle lives with his wife and children at Crownpoint.
14. They have lived there many years.
15. Their children all go to school.
16. The school is not far from their house.
17. It is only a mile to the school.
18. My paternal uncle also went there to school.
19. From his house to the school was five miles.
20. He went to school there with his brothers and sisters.

BÍHWIIDOO'ÁLÍGÍÍ NÁHÁST'ÉÍTS'ÁADAHÍ GÓNE'É

LESSON GOALS

- Learn to use more directionals
- Be able to use “walking along”
- Be able to apply perfective mode to handling verbs

KII BIMÁ SÁNÍ BIGHANDI

KII	Kwe'é shicheii dóó shimá sání bighan. T'óó nél'íigo hózhóní kwe'é nisin. Hózhónígo bił haz'á shicheii dóó shimá sání.	nél'íigo: looking at it bił haz'á: situated
HALL	Kwe'é fíiyisíí hózhónígo haz'á. Háidíígíí nimá sání bighan?	woshch'ishjí: closer to speaker
HALL	Nówehjíígííshá', éí háí bighan?	nówehjí: farther away
KII	Éí shimá yázhí bighan.	ákóne': in there
HALL	Hái éí hooghan nímazí yii' bighan?	áhoołts'ísí: it is small inside
KII	Ayóo deesk'aazgo t'éiyá shimá sání ákóne' bighan ɬeh, áhoołts'ísí biniinaa.	yigáát: he is walking along
HALL	Ñléidi diné ɬa' yigáát. Éísh nicheii?	yiniłjool: he gave it
KII	Aoo', éí shicheii. Éí shíí ɬíí yaa yiniłjool.	t'áá át'é: altogether
HALL	Bilíí'ísh t'óó ahayói?	-da: etc.
KII	Bilíí' dóó bidibé, bitl'ízida éí t'áá át'ego lą́í. Nizhónígo yaa ádahalyáq ɬeh. Éí baa naanish hasin.	chaha'oh: brush shelter gad bi'il: juniper branches tsin: wood, tree, lumber
HALL	Ñléidi nimá yázhí bighandóó nish'náají si'ánígíí ha'át'íí át'é?	honeesk'ází: it is cool
KII	Chaha'oh át'é. Shimá yázhí bahastiin éí tsin dóó gad bi'il yee áyiilaa.	atsinilt'ish: electricity
HALL	Deesdoigo t'éiyá biniiyé át'é ya'?	
KII	Deesdoigo éí yii' dabighan ɬeh. Deesdoi ndi ákóne' honeesk'ází ɬeh.	
HALL	Hózhónígo bił haz'áq lá.	
KII	Aoo', kodi hózhóní. Tó dóó atsinilt'ish hólq. Shí éí t'áá kwe'é naasháago ayóo shił hózhqó ɬeh. Shicheii dóó shimá sání bíká anáshwo'go bíneeshdlí.	
HALL	Nimá sání bikéyah shił hózhóní yee'.	
KII	Shí dó'.	

KII BIMÁ SÁNÍ BIŁ HAZ'ÁĄGI

Kii bimá sání hózhónigo bił haz'á . T'áá kwe'é biyaa hoo'a'. T'áá áłchíní nilíídáq' dóóshdéé' t'áá kwe'é bighan. Bimáhqa ałdó' kóq kééhat'íí nít'éé'. Éí shíí ałdó' t'áá kwe'é biyaa hazlíí'. Kwe'é shíí ba'áłchíní dahazlíí'. A'áłchíní kwe'é biyaa dahazlíí'. Éí t'áá át'é kodi bił yá'ádhahoot'ééh.

Ałk'idáq' éiyá hooghan nímazí yii' dabighan nít'éé'. Éí doo hózhq ilíí da nít'éé'. Éí tsin dóó ɬeezh bee ályaa. Tł'oo'di deesk'aazgo ákóne' honeezílí. Tł'oo'di deesdoigo ákóne' ayoo deesdoi ɬeh. Éí biniinaaacheii chaha'oh áyiilaa. Kii bimá sání bighan hooghan nímazí át'é. Éí tsin dóó ɬeezh bee ályaa. Áłchíní bicheii hooghan nizhónigo áyiilaa lá. Díkwíí shíí nááhaiídáq' áyiilaa.

Kii bimá yázhí t'áá áhánidi bighan. Éí bighan kin át'é. Éí tsin t'éiyá bee ályaa. Kii bicheii éí ałdó' éí áyiilaa. Bidá'í éí yíká iilyeed nít'éé'.

Kót'éego bił haz'á kwe'é Kii bik'éí danilíinii.

19.1 Verb “to look at it” (*continuative imperfective*)

Nél'í is a passive form of the verb, *to look at it, to examine it visually*. This verb, in second person, is often accompanied by Níníł'í shoo: *Hey, look!*, as when one calls attention to something.

nísh'í	níil'í	daníil'í
níníł'í	nól'í	danól'í
yiníł'í	yiníł'í	deiníł'í

T'óó nél'ígo éiyá t'áá yá'áhoot'ééh kwe'é. *Just looking at it, it looks good around here.*

Chidí shaa nahíłníih. *Buy the car from me.*

Áłtsé nísh'í, índa daats'í. *Let me take a look first, maybe then (I will).*

biyaa hoo'a': *she grew up*
-dóóshdéé': *from then on*

biyaa hazlíí': *she grew up*

ɬeezh: *dirt, clay*
tł'oo'di: *outside*
honeezílí: *it is warm in an area*

ályaa: *it is made, it was made*

t'áá áhání: *close by*

Díí naaltsoos daníil'íí ya'? *We'll take a look at the book, shall we?*

Shí t'áá dooda, t'áá iídáq' nísh'íí nít'éé'. *Not I, I looked at it already.*

Shoo, níníl'í, díí mósi yázhí nizhóní yee'. *Look, this kitten is beautiful!*

Áłtsé daníil'í áádóó índa daats'í nahidiilnih. *First we'll take a look and then we might buy it.*

Níníl'í shoo, díí jooł iih nálniihí naadiin bághí lítí lá. *Look, this basketball costs twenty dollars!*

Shoo, Dennis bichidí hazlíí'. *Look, Dennis has gotten a car.*
Danół'í, níléidi ndáá'. *Look, over there is a squaw dance.*

19.2 Verb “there is space”

Earlier you had, **yá'át'ééh naashá**, for *things are going well for me*. Here is **yá'át'éehgo shił haz'á**: *the space is good for me*, meaning *the place I am at treats me all right, I have a good life here*. **Haz'á**: *there is space, there is room*, can be prepounded by **bee—bee haz'á**: *it is legal*. These examples should help you understand the concepts:

Lók'aahnteeldi kékéhwiit'íigo nizhónígo nihíł haz'á. *We have a nice place to live at in Ganado.*

Táchééh góne' doo shá haz'áq̄a da. *There isn't room for me in the sweathouse.*

Chidí yázhí áhoołts'ísígo doo nihá haz'áq̄a da. *The little car is (too) small. We don't have room in it.*

Kii Tsosie Kinteeldi bighango yá'áhoot'éehgo bił haz'á. *Kee Tsosie has a nice place at Wide Ruins.*

Bilagáana ba'álchíní diné bikéyah bikáá'góó da'ółta'go t'áá bee haz'á. *It is legal for white children to go to school on the Navajo Reservation.*

Bilagáana ba'álchíní diné bikéyah bikáá'góó da'ółta'go bee bá haz'á. *White children are legally allowed to go to school on the Navajo Reservation.*

Áłchíní, kwe'é t'áá nahaz'á. *Children, there is room over here (to sit down).*

Yaa naagháhígíí bee bá haz'á. *It is legal for him to do what he is doing.*

Éí t'áá bee haz'á. *That is legal.*

Éí doo bee shá haz'áq̄a da. *I'm not allowed to do that.*

19.3 Directionals

Nówehjí/níwehjí: *that way — farther away from the speaker; woshch'ishjí: this way — closer to the speaker; nówehgóó: farther on; nówehjí:* (move) out of the way!

Asdzáqá woch'ishjí sidáhígíí éí Larry bimá. *The lady sitting closer this way is Larry's mother.*

Daisy Ch'ínlíídóó níwehgóó bighan. *Daisy lives beyond Chinle.*

Nówehjí', ashkii yázhí. *Little boy, move along! Get out of the way!*

Chidí nówehjíígíí áníidí nahisélnii'. *I just bought that car, the one farthest away.*

19.4 Verb “to walk along” (progressive mode)

The progressive mode takes the future stem of the verb. It has the thought of *along* in movement.

yisháát	yiit'ash	yíikah
yínáát	woh'ash	wohkah
yigáát	yi'ash	yikah

Háágóó lá yínáát? *Where to are you walking?*

Da'adánígóó yisháát. *I am on my way to the dining room.*

Da'adánígóó yiikah. *We're on our way to the dining hall.*

At'ééké ła' áadéé' yi'ash. *A couple of girls are coming from over there.*

Bá'ólta'í áadéé' yigáát! *The teacher is coming!*

19.5 Handling Objects (perfective forms)

Check with 14.8 for perfective stems. Pronouns on the verb and postposition need to agree with the statement intended. Usually the verbs telescope the postposition and the object pronoun: **shaa yiní'á** becomes **sheini'á:** *he gave it (a bulky object) to me.* The verb prefixes are: **ní-** (*I*); **yíní-** (*you sgl*); **yiní-** (*he*); **nii-** (*we*); **noo-** (*you pl*). Your drill sessions will get you used to changing persons.

Dora joot sheini'á. *Dora gave me a ball.*

Tl'ooł shaa yinflá. *You gave me the rope.*

Gish yeinítá. *He gave him the walking stick.*

Aseezí binaaltsoos naa nítsooz. *I gave you the newspaper.*
 Mósí baa niiltí. *We gave her the cat.*
 Hashtł'ish nihaa nootléé'. *You gave us the mud.*
 Lééchqá yázhí baa nii'nil. *We gave them the puppies.*
 Ał'aaní sheiníjaa'. *He gave me the change.*
 Łíí' t'oh baa níljool. *I gave the horse some hay.*
 Betsy atoo' nihainíká. *Betsy gave us the stew.*
 Lennie chizh neiníyí. *Lennie brought you some firewood.*

19.6 “All of...”

In Lesson 12 we had *all of us/you/them*. That form could indicate that there was individual action. This form implies an all-inclusive action.

t'áá ániit'é	<i>all of us as a unit</i>
t'áá ánoht'é	<i>all of you as a unit</i>
t'áá át'é	<i>all of them as a unit, all of it</i>

T'áá ániit'é diné bizaad bídahwiil'aah. *We are all as a class studying Navajo.*

T'áá ánoht'é shaa doohkah. *All of you together, come and see me.*

Tó t'áá át'é ásdijid. *All of the water is gone.*

Diné bizaad doo t'áá át'é ndantł'ah da. *Not all the words in Navajo are difficult.*

T'áá ániit'é dichin dóó dibáá' dasiidlígíí. *All of us have become hungry and thirsty.*

19.7 Verbs “to be warm, cool”

Honeezílí: *an area or space is warm, comfortable;* **honeesk'ází:** *an area or space is cool.* Both descriptions are relative as are the English equivalents.

Hooghan nímazí góne' honeezílí. *It's nice and warm in the hogan.*

Tł'óo'di deesk'aaz ndi kóne' honeezílí. *It's cold outside but warm in here.*

Chaha'oh biyaagi honeesk'ází. *It's cool under the shelter.*

Kóne' honeesk'ází. *It's cool in here.*

Adáqdáq' dóó díí jí tł'óo'di honeezílí. *It's been warm yesterday and today.*

T'áá aaníí honeezílí. *True, it is warm.*

19.8 “Electricity”

Atsiniltł'ish is *lightning*; the word for *electricity*.

Ałk'idáq' diné dabighangóó atsiniltł'ish ádin nít'éé'. *There didn't used to be any electricity in Navajo homes.*

K'ad éiyá Navajo Tribal Utility Authority bił haz'ą́jí atsiniltł'ish baa nahaniih. *Now electricity is purchased from NTUA.*

19.9 Verb “to grow up”

The perfective is used here: **Kwe'é shiyaa hoo'a'**: *I grew up here (here, under-me, space-came-to-be).* You can use the *to become* verb: **Shiyaa hazlíí'**: *under me something indefinite came into existence—I grew up.* Change the pronoun for person. **Hazlíí'** has further utility as shown in the examples.

Dana Dziłjiindi biyaa hoo'a'/biyaa hazlíí'. *Dana grew up at Black Mesa.*

Háadi éí niyaa hazlíí'? *Where did you grow up?*
T'áá kwe'é shiyaa hazlíí'. *Right here is where I grew up.*

Roy dóó Annie ba'álchíní hazlíí'. *Roy and Annie have children (born to them).*

Lela Kmart yá naalnishgo bibéeso hazlíí'. *Lela has acquired some money working for Kmart.*

Shighan hazlíí'. Shił naa'aash ḥa' shá áyiilaa. *I have gotten a house. My cousin built one for me.*

Chidí ániidígíí shee hazlíí'. *I have acquired a new car.*

19.10 “From there on”

-dóóshdéé' is a contracted form of -dóó wóshdéé': *from there on to here in time or space.*

Chii bighandóóshdéé' atiin t'áá yá'ahoot'ééh. *From Chee's house this way the road is quite good.*

Ashdla' shinááhaidóóshdéé' t'áá atah íínishta'. *I have been in school since I was five years old.*

Naalyéhé bá hooghandi naashnish yéédáq'dóóshdéé' doo háadida naashnish da. *I haven't worked anywhere since the time I was working at the trading post.*

19.11 “Outside”

Tł'oo': *outside, outdoors*, always requires an enclitic. We are limited at this point in using this word because of our vocabulary.

- Hastiin sání tl'oo'di sidá. *The old man is sitting outside.*
- Awéé' tl'oo'di sití. *The baby is lying outside.*
- Ayoo deesk'aaz ndi tl'oo'di ndeiiłnísh. *Though it's cold, we're working outside.*
- Hastiin tl'oo'di biiská. *The man spent the night outdoors.*
- Nímasii tl'oo'di siltsooz. *The potatoes are outside (in a bag).*

19.12 Verb “to make”

Ályaa: *it is made, it was made*, is a perfective passive form. The imperfective form is **álneéh**: *it is being made, it is being built*. In road-building and in working on the inside of a building, **áhálneéh**, is said to refer to the area or space involved. The perfective passive is, **áhoolyaa**: *it has been made*.

- Kin tsénádleehí bee ályaa. *The building is built of concrete.*
- Sarah bi'éétsoh aghaa' bee ályaa. *Sarah's coat is made of wool.*
- Tsits'aa' naaltsoos bee ályaa. *The box is made of paper.*
- Kintahdi kin éí tsé dóó tsénádleehí dóó tsin bee ádaalyaa. *The buildings in town are built of stone, concrete and wood.*
- Hooghan tsin dóó łeezh bee álnééh. *The hogan is being built out of wood (posts) and with clay.*
- Kwe'é bik'idah'asdáhí ádaalnééh. *Here's where the chairs are being built.*
- Díí kin góne' hózhínígo áhálneéh. *The house is being built nicely inside.*
- Herbert atiin áhálneehgi atah naalnish. *Herbert is working on road construction.*
- Díí atiin ałk'idáą' áhoolyaa. *This road was built a long time ago.*

19.13 Query on Dialog

- a. Háish bighandi hózhóní nínízin?
- b. Da' Kii bicheii hózhónígo bił haz'á?
- c. T'oo nél'íigo woshch'ishjíigíí éí háí bighan?
- d. Nówehjíigííshá'?
- e. Hooghan nímazí éí háí bighan?
- f. Hahgo éiyá ákóne' bighan ɬeh?

- g. Deesk'aazgoshä', háadi bighan ɬeh?
- h. Da' hooghan nímazí ntsaa?
- i. Háí lá bilíí' tł'oh yeiníljool?
- j. Da' bilíí' t'óó ahayóí?
- k. Bidibéésh hólq?
- l. Bitł'ízíshä'?
- m. Hastiinísh bilíí' nizhónígo yaa áhályá?
- n. Da' tó bee hólq?
- o. Atsiniltf'ishísh ałdó'?
- p. Kii bimá sání éí háadi biyaa' hoo'a'?
- q. T'áash ákwe'é ba'álchínísh hazlíí'?
- r. Hooghan nímazí ha'át'íí bee ályaa?
- s. Chaha'ohshä', ha'át'íí bee ályaa?
- t. Háísh éí hooghan dőó chaha'oh áyiilaa?
- u. Díkwíí nááhaiídáq' éí áyiilaa?
- v. Nizhónígoósh áyiilaa?
- w. Da' chaha'oh góne' honeesk'ází?
- x. Háísh éí Kii bimá sání bighandóó t'áá áhánidi bighan?
- y. Éí bighan ha'át'íí bee ályaa?
- z. Kii bik'éí daats'í hózhónígo bił haz'á?

19.14 Transformation Drill Affirmative to negative

Model Kwe'é hózhóní.

doo...da

Student Kwe'é doo hózhóní da.

Hastiin hooghan áyiilaa.

Ñléidi kin álnééh.

Díí éí Kii bideezhí nisin.

Louis kindi naaghá sha'shin.

Betsy bimá yázhí atsiniltf'ish bee hólq.

Denton Kin Łánídi biyaa hoo'a'.

Éí t'áá'át'é Nancy ba'álchíní.

Diné áadéé' yigáłígíí éí nicheii.

Kóne' honeezílí.

Ñléí góne' deesdoi.

K'ad t'áá deesdoi.

Danny bik'idah'asdáhí baa ní'á.

Bá'ólta'í naaltsoos shaa yiníltsooz/sheiníltsooz.

Ashkii bádí béeso yeini'á.

Chaha'oh góne' honeesk'ází.

Tł'óo'di t'áá deesk'aaz.

Lillie ba'álchíní kintahgi biyaa dahoo'a'.

19.15 Substitution Drill

Model Kingóó yisháál.
ni

Student Kingóó yínáál.
shí dóó Bill
ni dóó Barney
Bill dóó Barney
Sally dóó bich’é’é
Elsie dóó ba’áłchíní
shí dóó sha’áłchíní
Carrie
ni dóó nitsilíké

19.16 Substitution Drill

Model Diné bizaad bídahwiil'aah.
t'áá ániit'é

Student T'áá ániit'é diné bizaad bídahwiil'aah.

Model t'áá'át'é

Student Éí diné t'áá'át'é bilagáana bizaad yídahooł'aah.
Shí éiyá shimá bighan áshłaa.
Shimá yázhí binaalyéhé hooghan góne' sinil.
Béeso shaa nínííł.
Chidí bitoo' baa nízííd.
Chizh naa nahideeshnih.
Tł'oh shaa nahidíílnih.
Ółta'í daniidlí.
Hastiin sání bibéeso yaa yooznah lá.
Naaltsoos shá yíníltá'.
Da' ch'iyáán nahisínílnii'?
Tł'oh nahiséłnii'.

19.17 Review

Write as much as you can about the place where you grew up. Tell about it in relation to the place you live now. You may want to tell about your siblings, if any, or about your parents. Be ready to tell the story in class. The other students will be asking you questions about your story. The instructor will be available to get you started and keep you going. Listen carefully to others' stories and be ready to ask questions. The class setting is less-threatening than tackling the discussion outside of class. You might want to practice with a classmate on your own time. This should be the easiest of all.

19.18 Practice

Practice inquiry into where each one has grown up. Learn to use both forms.

Háadi éiyá niyaa hoo'a'?
 di shiyaa hoo'a'.

Háadi _____ biyaa hoo'a'?
 di biyaa hoo'a'.

Háadish éí niyaa hazlíf?
 di shiyaa hazlíf.

Háadishq' _____ biyaa hazlíf?
 di biyaa hazlíf.

19.19 Practice Class Verbs

Using the cards or items of the last few lessons, practice the perfective mode in the handling of these items. Your pattern will be a continuation of those you have used before. Arrange the setting in a way that has been most effective for you. The basics can be learned with only a few items if you have mastered the variety of class stems.

A. _____ shaa ní'aah. Naaltsoos (book) shaa ní'aah.

B. _____ naa nish'aah. Naalstoos naa nish'aah.

A. _____ shaa yíní'á (sheíní'á). Naaltsoos sheíní'á.

A. _____ yaa yíltéeh (yeíltéeh). Awéé' yeíltéeh.

B. _____ yaa yiníltí (yeiníltí). Awéé' yeiníltí.

C. _____ shaa yiníltí (sheíníltí). Awéé' sheíníltí.

Now, vary the pronouns on the postpositions and object pronoun prefixes. Knowing these well can save you some embarrassing moments later. Navajos are very precise about these handling class verbs.

The stem for the *long, slender, flexible object* is often used for indefinite, abstract concepts. For example:

Na'ach'iishjí néidiilá. *He chose carpentry.*

Diné bizaad bóhoo'aah ndadiilyá. *We elected to take the study of Navajo language.*

BÍHWIIDOO'ÁLÍGÍÍ NAADIINÍ GÓNE'É

LESSON GOALS

- Learn names of furniture in the home
- Learn names of areas/rooms of a house
- Acquire vocabulary in a meal setting
- Learn to use “to eat, to drink”

ASDZÁÁ TSOSIE BIGHAN GÓNE'É

Asdzáá Tsosie bighan góne' hózhóní yee'.
 Nizhónigo bighan yaa áhályá. K'ad t'oo daníil'í.
 Kodóó daníil'íigo bighan góne' hólónígíí baa
 hashne'.

Kwe'é éiyá bik'idah'asdahí nineezígíí ła' sitá. Éí dinilbá. Bik'idah'adahí áadaalts'ísígíí éí dó' dahóló. Bikáá'adání dó' hóló, naaltsoos bii' yist'ínida, Bee adinídíní naakigo sinil. Bikáá'adání álts'ísígíí, coffee table bidi'nínígíí, éí dó' ła' sitá, bik'idah'asdahí nineezígíí bidáahgi.

Kojígo éiyá da'njah góne' tsásk'eh hóló. Éé' biih ná'nií ałdó' ła' sinil. Éé' dah ndahidii'nií ła' si'á. Bik'idah'asdahí dó' táa'go sinil.

Tá'ádadigis bá haz'ání éí ałdó' hóló'. Éí áhoots'ísi.

Ñléí wóne' chiyáán ál'íní góne' Asdzáá Tsosie k'ad nihá ch'iyáán íílééh. Ayóo ɬikání halchin. Ch'iyáán ál'íní góne' béesh bii' kó'í dóó ɬeets'aa' bighan dóó bii' azk'ází áadóó bikáá' adání índa bik'ikdah'asdahí ła' sinil.

DA'ADÁ

Kii bimá yázhí ch'iyáán áltso áyiilaa. Kii éí dichin nízin. Chiyáán halchingo dichin bi'niiłhí.

K'ad da'diidíłt, níí lá Asdzáá Tsosie. Áłchíní, bikáá'adání bine'di dah nohkeeh. Hastiin Hall ni

bik'idah'asdahí nineezígíí:
couch; dinilbá: light gray
naaltsoos bii' yist'ínida: *bookcase*
bee adinídíní: *lamp*
bidi'nínígíí: *the one called*
bidáahgi: *in front of it*

da'njah góne': *bedroom*
tsásk'eh: *bed*
éé' dah ndahidii'nií: *clothes closet*

tá'ázdadigis bá haz'á:
bathroom

wóne': *in it; ch'iyáánál'í: kitchen*
halchin: *it smells*

bii' ázk'azí: *refrigerator*

da'adá: *eating is done*
bi'niiłhí: *it is be ginning to kill him - he is very hungry*
da'diidíłt: *we will eat*

éí kwe'é dah nídaah. Shí dóó Asdzáá Hall t'áá
kwe'é dah niikeeh. K'ad da'ohsá.

dah niikeeh: we'll sit down
da'ohsá: you eat

HALL Kii, fork éí hait'áo ájíniih dinék'ehjí?

ájíniih: thus one calls it

KII Fork éí dinék'ehjí bíla'táá'ii jiniih. Knife éí
béésh dabidii'ní.

dinék'ehjí: in Navajo

HALL Díí béésh ayóo deení. Nááná éíshqá'
hait'áo ájíniih?

jiniih: one calls it

KII Spoon éí béésh adee' wolyé. Díí éí
łeets'aa' jiniih. Éí shíí nił bééhózin.

dabidii'ní: we call it

HALL Ahwééh ła' shaa nízííd ya'?

deení: it is sharp

KII Hágoshíí. Díí ayóo sido lá.
Dichinísh sínílíí?

béésh adee': spoon

łeets'aa': plate, bowl

HALL Dibáá' dóó dichin sélíí'. Atoo' shaa níkaah.
Áshííh ałdó' shaa ní'aah. Éí bee atoo'

sido: hot

áhálníih doo. Atoo' ałdó' sido.

sínílíí': you have become

KII Asdzáá Hall, niísh tó sik'azí ła' nínízin?

áhálníih: makes it tasty

SANDY Yes, I want some. Please pour me some.

yidlá: she drinks it

HALL Aoo', ahwééh yidlá. Mandagíiya
dóó jélíi ałdó' baa níkaah ya'?

mandagíiya: butter, oleo

HALL Nimá yázhí ch'iyáán ńikango áyiilaa. Ayóo
ńikango da'iidá.

jélíi: jelly, jam

KII Łá'ísh náánínídzin?

hwiih: satiated

HALL Ndaga'. Shí éí hwiih sélíí'.

nich'íí: to you

Ahéhee', Asdzáá Tsosie. Nich'íí ahééh
niidzin, nitsaago.

ntsaago: big (very much)

20.1 Colors

The colors you learned earlier can be changed to “light” shades:

dinilbá	<i>light gray, light brown</i>
dinilchíí'	<i>pink</i>
dinilgaii	<i>off-white</i>
dinilzhin	<i>dark gray</i>
dinilt'izh	<i>light blue, light green</i>
diniltso	<i>light yellow</i>
diniltsxo	<i>light orange</i>

Bá'ólta'í bitł'aakał dinilt'izh áádóó deiji'éé' dinilchíí'. *The teacher has a light blue skirt and a pink blouse.*
Łééchąą yázhí dinilbá. *The puppy is light gray.*

20.2 Postposition “in front of”

Bidááh: *toward it, facing it, toward him (meeting him)*, is used as follows:

At’ééd shidáahdi sidá. *The girls sits facing me.*

Shádí bus yee shaa doogáát. Éí bidááh deesháátl. *My older sister is coming by bus to see me. I'll go meet her.*

Łééchäq’í hooghan bidáahgi sití. *The dog is lying in front of the hooghan.*

20.3 Verb “it is said”

Jiniih: *one says, he says;* **ájíníniih:** *thus one says it, he says it*, are in the alternate third person form. **Bidi’ní:** *it is said to him/it*, is a continuative imperfective passive verb.

(Agency Superintendent) William Shelton éí Naat’áanii Nééz
bidi’níí ít’éé’. *William Shelton used to be called “Naat’áanii Nééz.”*
(Shiprock was named after him.)

20.4 Room Designations

The hogan usually has one room. With the advent of the rectangular homes , kin, the following designations are used: ch’iyáán ál’í: *food is made;* da’njaah: *where people lie down;* tá’ádazzdigis bá haz’áni: *where one washes himself;* yah aándajikahí/yah ańda’aldahí: *where people repeatedly go in — indoor restroom;* da’adání/da’adá bił haz’áni: *the place where eating is done;* kin bii’ nii’oh nńda’aldáhígíí: *outside toilet;* éé’ dah nńdahidii’nilí: *where clothes are hung up.*

20.5 “Inside”

Wóne’ substitutes for góne’ when the syllable is open — ends in a vowel. The /g/ is a weak consonant and is easily absorbed: níigo = nóo; hooghangóó = hoowanóó; naalnishgo = naalnisho, are several examples. Watch for these shortcuts in pronunciation.

Mary Ann chaha’oh góne’ atl’ó. *Mary Ann is weaving in the summer shelter.*

Wóne’é ch’iyáán ál’í. *In there (pointing with the lips) the food is being prepared.*

Kinóó déyá/Kingóó déyá. *I'm going to the store.*

20.6 Verb “to eat”

Here are the continuative imperfective and future paradigms of the intransitive verb *to eat, to be eating*. The verb is a bit irregular. The transitive *to eat it* is in 20.15.

ashá	iidá	da'iidá
íyá	ohsá	da'ohsá
ayá	ayá	da'ayá
adeeshíł	adiidíł	da'diidíł
adíiyíł	adoohsíł	da'doohsíł
adooyíł	adooyíł	da'dooyíł

Łikango da'iidá. *We're having a tasty meal.*

Ch'iyáán ál'í góne' da'diidíł ya'? *Let's eat in the kitchen, shall we?*

Kintahdi McDonald'sdi adeeshíł. *I'll eat at McDonald's in town.*

Ashkii t'áá sáhí ayá. *The boy is eating by himself.*

Sáanii kintahdi da'ayáq dooleet. *The ladies will be eating in town.*

Háadi éiyá da'doohsíł? *Where are you going to eat?*

Lois bighandi da'diidíł. *We'll eat at Lois's house.*

20.7 Verb “to smell”

Halchin: *it smells, it has an odor;* **niłchxon:** *it stinks;*

Da'adání góne' Łikání halchin. *There is a good aroma in the dining hall. (In this setting Łikání has the high tone on the middle syllable.)*

Kóne' halchin. *There's an odor in here.*

Łééchqa'í ayóo niłchxon. *The dog smells bad.*

20.8 Verb “To be famished” (*imperfective*)

A verb that literally means, *it is beginning to kill me/you/him/them/us*, is used very loosely and does not always imply extreme conditions. It can describe, **dichin:** *hunger*, **dibáá':** *thirst*, **bil:** *sleepiness*, **dloh:** *laughter*, **ádilááh:** *mischiefousness*, and other conditions.

shi'niílhí	<i>it is beginning to kill me</i>
ni'niílhí	<i>it is beginning to kill you (sgl)</i>
bi'niílhí	<i>it is beginning to kill him</i>
bi'niighá	<i>it is beginning to kill them</i>
nihi'niighá	<i>it is beginning to kill us, you (pl)</i>

Dibáá' shi'niílhí. *I'm quite thirsty.*

Ashkii yázhí bił bi'niílhí. *The little boy is overcome with sleep.*

Dennis ádilááh bi'niílhí. *Dennis is being very naughty.*

At'ééké dloh bi'niighá. *The girls are in a fit of laughter.*

Deesdoigo tł'ízí dibáá' bi'niighá. *The goats are really thirsty because it's hot.*

Jíjídáq' hááhgóóshíí ndeiilnishgo biniinaa dichin nihi'niighá.

Since we worked so hard today, we're famished.

20.9 Verb “it is said”

Several ways of asking about the name of an item or person have been introduced so far. Here is a way to say, *How do you say in Navajo...:* **Dinék'ehjí hait'áo**, I'm tired, **ájíniih?**/I'm tired, **hait'áo ájíniih dinék'ehjígo?** I'm tired, éí, **Ch'ééh déyá, jiniih.** **Jiniih** is the imperfective alternate third person form of, *he says it*. That verb can be translated as, *one says it thus, one says it*. Most paradigms have an alternate third person form. These will be covered in a later lesson. Eventually you need to hear and use this category of verbs.

20.10 Verb “to be tasty” (neuter imperfective)

Halniih: *it tastes like, it has the flavor of;* **áhálñiih:** *it has flavor, it is tasty, it is delicious*, are used in the same way as the English counterparts. We had **łikan** earlier, which referred more to *sweetness*, although it is also used in describing other food.

Atoo' áshíjh halniih. *The stew tastes salty.*

Atsí' doo halniih da. *The meat is flavorless, lacking salt.*

Ch'iyáán ayóo áhálñiih. *The food is very tasty.*

Missy bááh łikaní áyiilaaígíí ayóo áhálñiih. *The cake Missy has made is delicious.* (Ayóo łikan is just as appropriate.)

Missy bááh łikaní áyiilaaígíí ayóo łikan.

Dah díníilghaazh hait'áo áhálñiih? *Does the frybread have a good flavor? How does the frybread taste?*

Ayóo áhálñiih; łikan láqá. *It tastes very good; it is good!*

20.11 Verb “to drink” (*continuative imperfective*)

Here are both, the intransitive and transitive paradigms. The intransitive, the first paradigm, is mostly used in connection with alcoholic drinks.

ashdlá	iidlá	da'iidlá
ídlá	ohdlá	da'ohdlá
adlá	adlá	da'adlá
yishdlá	yiidlá	deiidlá
nidlá	wohndlá	daahndlá
yidlá	yidlá	deidlá

Na', díí nidlá. *Here, drink this.*

Wáán doo yishdláq da. *I don't drink wine.* (This can also be said,

Wáán doo yisháq da, meaning, *I don't ingest wine.*)

Álchíní tó dilchxoshí deidlá. *The children are drinking pop.*

20.12 Verb “to be satiated”

Hwiih: *satiation, satisfaction*, a noun stem, is positioned as a theme prefix and as a verb stem.

Hwihihísh sínílí? *Have you had enough to eat? Are you satisfied?*

Hwiih sélí. Ahéhee'. *I'm satiated, thank you.*

Dibé bił daahwiih. *The sheep are content. They have had feed and water to their fill.*

Nániichaad: *it (the stomach) is swelled back up*, is considered less than elegant by some, but is heard frequently. This is a declinable verb. **Nániichaad** means *I am swelled back up, he/it is swelled back up, we two are swelled back up.*

Náninichaadísh? *You're filled up? (You've eaten all you want?)*
Aoo', nániichaad. *I am "swelled back up."* *It is swelled back up.*

20.13 Expressing Appreciation

As mentioned in an earlier note, Navajo customs do not require a person to say, “thank you”, as frequently as is correct in the dominant society. Sometimes newcomers are a

bit dismayed that no expression of thanks were forthcoming after they had gone out of their way to help someone. With the exposure to the ways of the people other than Navajo, there is more of a tendency to express thanks than there used to be. The following examples should come in handy:

Ahéhee'. *Thanks!*

Díí baa ahééh nisin. *I'm grateful about this.*

Díí nich'í baa ahééh nisin. *I'm grateful to you about this.*

Nicheii ahéhee' bidiní. *Tell your grandpa thank you.*

Díí t'áá aaníí nihicheii bich'í ahééh daniidzin. *We truly are grateful to our grandpa for this.*

20.14 Verb “to be sharp”

Deení: *it is sharp, has a sharp cutting edge*, describes **béésh:** *knife*; **tsénítł:** *axe*; **bee'ach'iishí:** *saw*, and similar tools; **hááhaashchxii'**: *it is sharp-pointed*, such as **tsah:** *needle, awl* **tsin:** *sharpened post* and similar objects.

20.15 Verb “to eat it” (*continuative imperfective*)

In English, to describe eating, we have words like *bite, gnaw, chomp, nibble, devour, “wolf it”, gobble, consume*, and similar expressions. To be accurate, one should eventually learn to use the various *eating* verbs. These all have the same prefixes, which makes it easy to remember and use them. Some have the /l/ classifier. The prefixes are the same as in 20.11 above. As you go along you will find many everyday words that follow this pattern. The examples are in third person, so the classifier shows up where it is needed. All can be translated as *he eats it*. The prefixes of the paradigm below apply.

yilchozh	<i>lettuce, grass, chewing on a mustache, leafy tobacco (loose, non-compact objects)</i>
yildeeł	<i>berries, fruit, salt, pills (small plural objects)</i>
yilghał	<i>meat (eat, chew meat eating where meat is the main dish)</i>
yilkeed	<i>melon, apple, bun (a single roundish object)</i>
yí'aat	<i>corn, candy, gum (a hard indefinite object)</i>

Łíí' tl'oh deiłchozh. *The horses are eating hay. The horses are grazing grass.*

Díí azee' niłdeeł. *Take these pills.*

Łikango da'iilghał. *We're enjoying the meat.*

Bilasáana yiilkeed. *We're eating apples.*

Naadáq' yiit'aał. *We're eating corn.*

Áłchíní áłk'ésdisí dei'aał. *The children are chewing on candy.*

Bááh ɬikaní yishá. *I'm eating cake/cookies/sweet rolls.*

Díí t'áá'át'é niyá. *Eat all of this (clean out your plate).*

Ch'ééh jiyáán ɬikango yishdeet. *The watermelon I'm eating is sweet.*

The transitive *to eat it* is given herewith because it is irregular, a bit different from the other *eating* paradigms. Compare with 20.6.

yishá

yiidá

deiidá

niyá

wohsá

daahsá

yiyá

yiyá

deiyá

20.16 Substitution Drill

Model Lora bichidíísh ɬichíí?
dinilchíí'

Student Lora bichidí dinilchíí'.
Kii bich'ahásh ɬibá?
Da' Liz bighan ɬigaii?
Bimósíísh ɬitsó?
Mary bi'éé'ésh doot'izh?
Kii bilééchqá'íísh ɬizhin?
Ch'il ɬitsxooísh ɬitsxo?

20.17 Transformation Drill

Model Awéé' bił nízin.
bi'niiłhí

Student Awéé' bił bi'niiłhí.
Dibé yázhí dichin nízin.
Daren dichin silíí'.
Mósí yázhí dibáá' daazlíí'.
Shí éí dibáá' sélíí'.
Áłchíní yázhí dichin silíí'.
Ashiiké dloh danízin.
Dloh nínízin.
Dloh nisin.
Dichin daniidzin.

20.18 Query Free Response

- Model** Da' Linda dichin nízin?
- Student A** Aoo', Linda dichin nízin.
- Student B** Ndaga', éí doo dichin nízin da.
 Łééchqá yázhíísh ayá?
 Kóne'esh tìkání halchin?
 At'éékéésh dichin bi'niigháá?
 Larry daats'í hwiih silí?
 Bééshísh deení?
 Kii bibéézhísh deení? (possessed: bibéézh)
 Da' Henry adlá?
 Dan dóó Darrell daats'í adlá?
 Hwiihísh sínílí?
 Joołísh baa ahééh nínízin?
 Da' ashkii naaltsoos yaa ahééh nízin?
 Ch'iyáán ál'íní góne'esh tìkání halchin?
 Kóne'esh da'njaah?
 Ch'iyáán ál'íní góne'esh da'njaah?
 Da'adání góne' da'diidíí?
 Ni daats'í Furrundi atah adííyíí?
 Ashkiísh bił hózhóqgo dloh bi'niilhí?

20.19 Query Free Response on Dialog

- Hái lá Asdzáá Tsósie bighan góne' siké?
- Ha'át'íí yaa naa'aash?
- Bik'idah'asdáhíísh tì sinil?
- Ła' daats'í nineez?
- Éí hait'áo naashch'qá?
- Ha'át'íí lá ałdó' kóne' dahólq?
- Bikáá'adání áltísísgíí hait'áo ájníih bilagáanak'ehjí?
- Naaltsoos bii' yistl'iní éí díkwíí?
- Bik'idah'adáhísh?
- Ch'iyáán ál'íní góne'esh béésh bii' kq'í tì si'á?
- Bikáá'adáníísh ałdó' tì si'á?
- Bii' azk'ází éí hait'áo naashch'qá?
- Kóne'esh ch'iyáán ádeil'íí leh?
- Kóne' daats'í ałdó' da'adá?
- Da'njaahí góne' daats'í tásł'eh hólq?
- Éí díkwíí?
- Háísh éí da'ayá? Éísh nił bééhózin?
- Ha'át'íí yee da'ayá?

20.20 Query Patterned Response

Model Háá góne' da'iidá?

Student Da'adání góne' da'iidá.

Áłchíní háadi da'njaah?

Ken háadi ayá?

Hastóí háá góne' da'adlá? (da'jidlání góne')

Háá góne' ɬikání halchin?

Kóne'ésh ɬikání halchin?

20.21 Completion Drill

Practice with verbs from 20.15.

Model At'éé yázhí tódilchxoshí _____

Student At'éé yázhí tódilchxoshí yidlá.

Shí ch'iyáán _____

Shí dóó Lennie atoo' _____

Ni atoo' _____

Ni dóó Dee bááh _____

Áłchíní, díí t'áá'át'é _____

Hastóí atsi' _____

Lance ch'éeh jiyáán _____

Tł'ízí tł'oh _____

Awéé' áshijih _____

Ashiiké t'áá ála naadájá' _____

Hastiin dichin bi'niilhígo bááh nímazí _____

Ni shíí abe' _____

Joyísh ch'il ɬitsxooí _____

20.22 Narrative

Write a story about food you eat, food you like and some that you don't care for. With food you usually eat, you can use the iterative mode, **náshdíjh**: *I eat it repeatedly*.

20.23 Practical Practice

If possible, get some practice at an actual meal setting. Your instructor could arrange for a family-style setting at an outdoor meal. Students could bring together some Navajo ethnic foods.

BÍHWIIDOO'ÁLÍGÍÍ NAADIIN ŁA'Í GÓNE'É

LESSON GOALS

Learn the use of future and perfective of “to tell it”

Increase vocabulary of the home surroundings

Learn perfective forms of “to eat, to drink”

Enlarge upon vocabulary of Lesson 20

CH'AA NAASKAIÍGÍÍ BAA NÁÁHÁNE'

Rob dóó Sandy Hall áádóó Kii dóó bádí Mary
 Dá'ák'eh Halánígoo naaskai. Áłchíní bik'éí áadi
 kékédaħat'í. Kii éí ákqó naaskai yéę yee nihił
 hodoolnih. Hastiin Hall saad haashíí néelqáą'
 yíshooł'qáą' ndi doo t'áá át'é yik'i'diitjih da. Ła'
 doo bił ndantł'ah da; Ła' t'áá bił ndantł'ah. Kii éí
 hazhó'ógo nihił hodoolnih. Índa shíí nihí ałdó'

bik'ida'diitjih dooleeł.

Kii k'ad halne':

Dá'ák'eh Halánígoo nsiikai yéę éí bee nihił
 hodeeshnih. Díkwííshíí yiskáńdáą' ákqó nsiikai.
 Ábíńdáą' nihił dah adiilwod. Neeznáadigo shíí
 áadi niikai.

Áłtsé shíí shicheii bighandi áhoot'éii bee nihił
 hodeeshnih. Hooghan t'áá díi'go naaznil.
 Hooghan nímazí éí shicheii dóó shimá sání bí.
 Deesk'aazgo ákóné' bighan ɬeh. Áádóó nááná
 kin dó' Ła' sinil. Ła' éí shicheii bí. Deesdoigo
 ákóne' bighan ɬeh. Nááná éiyá shimá yázhí bí.
 Tsíñ Ła' t'áá naazkaad. Ła' éí t'iis áadaat'é.
 T'iists'óóz Ła' ałdó' sikaad. Éí t'áá áltso shił
 danizhóní. Hózhónígo shicheii dóó shimá sání
 bił haz'q. Áadi naasháago ayóo shił yá'át'éeh ɬeh.

Áłtsé éiyá shicheii bidááh niikai. Éí binaanish
 yee nihił hoolne'. Binaanish t'óó ahayóí ɬeh.
 Háálá bilíí' dóó bidibé áádóó bitl'ízí éí hólq.

Éí bikéédéé' shimá yázhí bighan góne' naháatqá
 nít'éé'. Nihí éiyá bik'idaħ'asdáhí nineezígíí bikáá'
 naháatqágo hooghan góne' hólónígíí bee ahił

hodoolnih: *he will tell it*

haashíí néelqáą': *indeterminate number or amount*

yik'i'diitjih: *he understands*

bik'ida'diitjih: *we will understand*

hodeeeshnih: *I will tell it*

díkwííshíí: *indeterminate number*

áhoot'éii: *how it is*

naaznil: *they are scattered*

naazkaad: *they are scattered*

t'iis: *cottonwood*

t'iists'óóz: *Lombardy poplar*

sikaad: *it is in place*

bidááh niikai: *we met him*

hoolne': *he told it*

háálá: *therefore, because*

bikéédéé': *after that*

dahwiilne'. Shí éiyá Mr. Hall t'áadoo le'é bá yínishíigo saad Ṽa' yíhooł'áq'.

dahwiilne': we talked

yínishíigo: where we sat

Ákwe'é naháatánéęgi daníil'íigo bá yínishíí nít'éé'. Ákóne' bik'idah'asdáhí dóó bikáá'adání áadóó naaltsoos bii' yistliní dahólq. Nílch'i naalkidí Ṽa' si'á. Shimá yázhí nílch'i bee halne'í áadóó ná'oolkiłi alldó' bee hólq. Éí díkwí shíi sha'shin. Béésh bee hane'í éí bee ádin.

nílch'i naalkidí: TV

nílch'i bee halne'í: radio

ná'oolkiłi: clock

béésh bee hane'í: telephone

Nááná éiyá tá'ádazdigis bá haz'ání alldó' hólq. Da'njaahí dó' hólq. Éí táá'. Ṽa' éí shimá yázhí dóó bich'ooní bí. Naakigo shíi 'álchíní bá. Ákóne' tsásk'eh dóó éé' biih ná'niłi dóó éé' bighan t'áá dahólq.

Shimá yázhí ch'iyáán ál'íní góne' naalnishgo ch'iyáán ííléehgo yaa naagháá nít'éé'. Ayoo ḥikání halchingo ákwe'é naháatqá nít'éé'. Éí shíi biniinaa ayoo dichin danihi'niighqáq'.

Áadóó índa da'iidáq'. Atoo' dóó dah dinílgahaazh íiyisí halniihgo deiidáq'. Hastiin Hall dóó bich'ooní dóó shimá yázhí éí ahwééh deidláq'. Bee da'adání Mr. Hall bá yínishíigo saad haashíi néeláq' yíhooł'áq'. Kót'éego ahił dahwiilne'go ayoo halniihígíi deiidáq'.

da'iidáq': we ate

deiidáq': we ate it

bee da'adání: cutlery and dishes used for eating

Ałtsø da'iidáq'go, Ahéhee', ḥikango nits'áq' da'iidáq', dadii'níí nít'éé'. Ayoo hwiih dasiidlíi'. Éí íiyisíi bich'i' ahééh daniidzin, bits'áq' da'iidáq'ígií.

nits'áq': off of you

21.1 Verb “to tell it” (future)

This verb overlaps with *to say it*, in English. The postposition, **-á**: *for the benefit of*, indicates for whose benefit the telling is done; **-aa**: *about*, refers to the person or thing talked about; **ee**: *by means of*, represents the story or statement; and **-il**: *with*, represents the person to whom the narration is given. **Bich'i'**: *to him*, is also the person to whom one speaks. Lastly, the person indicator in the verb tells who is speaking. All of the postpositions can accept any of the pronouns, except, **bee/yee**, referring to the narration, which are third person forms. Examples after the paradigm should help illustrate how this verb and postpositions function.

hodeeshnih	hodiilnih	dahodiilnih
hodíílnih	hodooolnih	dahodoołnih
hodoolnih	hodoolnih	dahodoolnih

Del daats'í shił hodoolnih. *Del will probably tell me (topic understood).*

Yiskáo Suzi bee bił hodeeshnih. *I'll tell Suzi about it tomorrow.*
Sáanii naa dahodoolnih. *The women are going to tell about you, tell on you.*

Éí bich'í' hodíílnih. *You talk to him. You tell him.*

Shá bił hodíílnih ya'? *You'll tell her for me, won't you?*
Hágoshíí ná bił hodeeshnih. *OK, I'll tell her for you.*

Naakiiskáo ahił hodiilnih ya'? *Let's talk together day after tomorrow, shall we?*

Aoo', índa ahił hodiilnih. *Yes, let's talk together then.*

Nihihastói shíí hane' yee nihíł hodoolnih díí tł'ée'. *The old gentleman (our respected one) will likely tell us the story tonight.*

21.2 Indefinite Dubitative

Shíí has been used frequently as a dubitative to express *probability, uncertainty, and similar concepts*. It is included here in several indefinite expressions: **haashíí néeláq'**: *an indefinite number or amount*, similar to, *who knows how much or how many?*; **haashíí nízáád**: *an indefinite distance*; **haashíí hoot'é**: *who knows how it (an area) ish?*; **hádáq'shíí**: *an indefinite time in the past*; **díkwííshíí**: *an indefinite, probably unkown, number*, are similar constructions.

Bilagáana haashíí néeláq' diné bizaad yídahooł'aah. *There's an undetermined number of white people studying Navajo.*

Kodóó New York hoolyéejí' haashíí nízáád. *Who knows how far it is from here to the place called New York? (not a direct question)*
Chicago hoolyéedi haashíí hoot'é sha'shin. *Who knows how it (the area) is at the place called Chicago.*

Hádáq'shíí bá'ólta'í bikéyahgóó naayá. *Sometime ago the teacher made a trip to his home area.*

Hastiin Yazzie díkwííshíí dibé nayiisnii'. *Mr. Yazzie has bought an undetermined number of sheep.*

21.3 Verb “to understand it” (*imperfective*)

The following paradigm expresses *to comprehend it, to understand it (with the mind), to comprehend it (mentally)*.

bik’i’diishtíjh
bik’i’diitíjh
yik’i’diitíjh

bik’i’diitíjh
bik’i’dohtíjh
yik’i’diitíjh

bik’ida’diitíjh
bik’ida’dohtíjh
yik’ida’diitíjh

Asdzáq bee bił hashne’ígíí doo yik’i’diitíjh da lá. *The lady doesn’t understand what I’m telling her.*

Éí saad doo bik’i’diishtíjh da. *I don’t understand that word.*

Mr. Lee yaa halne’ígíí doo hózhqó bik’ida’diitíjh da. *We don’t grasp what Mr. Lee is talking about.*

Ni daats’í ałdó’ doo bik’i’diitíjh da. *You likely don’t understand either.*

21.4 Position Verbs

Some of the perfective stems of 14.8 may be prefixed by **naas-/naaz-/naazh-** to indicate the objects are scattered about in a disorderly fashion. **Sikaad** refers to the spreading out of a tree, **naazkaad**, to a number of trees in an area.

Leets’aa’ hooghan góne’ naaznil. *The dishes are scattered about the Hogan.*

Bee na’anishí naalyéhé bá hooghan góne’ naazhja’. *The tools are here and there in the trading post, a few in each place..*

Ch’iyáán ch’iyáán ál’íní góne’ t’óó naazká. *The food is sitting around in pots in the kitchen.*

Deanne bighandi tsin t’óó ahayóí naazkaad. *There are a number of trees at Deanne’s house.*

Shighandi t’iis ła’ sikaad. *There is a cottonwood tree at my house.*

21.5 Trees

Tsin is a generic word for tree or wood. Here is a list of some of the trees found on the reservation: **chá’ot**: *pinion*; **gad**: *juniper*; **gad ni’eehii**: *Rocky Mountain cedar*; **k’ai**: *willow*; **ńdíshchíí**: *pine*; **t’iis**: *cottonwood*; **t’iisbáí**: *aspen*; **t’iists’óóz**: *Lombardy poplar*. Trees that do not spread out very much are said to extend upward: **íí’á**. Several here and there would be said: **ndaaz’á**.

21.6 Verb “to tell it” (*perfective*)

This paradigm takes on the same postpositions as the one in 21.1.

hweeshne'	hwiiilne'	dahwiilne'
hwíínílne'	hoołne'	dahoołne'
hoolne'	hoolne'	dahoolne'

Hastiin t'óó hoolne'. *The man was just talking, just telling stories to be talking. There was little purpose in it.*

T'óó nił hweeshne'. *I was merely telling you.*

T'áá sídáq' bee shił hwíínílne'. *You told me about it already.*

Jan éí shaa hoolne'. *Jan was talking about me.*

Éí shich'í hoolne'. *He was talking to me (as on the telephone).*

21.7 Conjunction

Háálá: *for, because, therefore, inasmuch as*, examples:

Doo kingóó déyáa da, háálá shibéeso ádin. *I'm not going to the store because I'm out of money.*

Minnie doo nihaa doogáał da, háálá binaanish hólq. *Minnie isn't coming to see us because she has work to do.*

Nihimá doo nihaa hodoolnih da, háálá doo bił bééhózin da.

Your mother isn't going to tell on you inasmuch as she doesn't know about it.

Díí éétsoh doo shí da lá, háálá doo shíighah da. *This isn't my coat because it doesn't fit me.*

Earlier you acquired the use of **biniinaa**: *for that reason*. That word was for *cause + effect*. **Háálá** fills in for the opposite sequence, *effect + cause*. The postposition, **bąą**, is a synonym of **biniinaa** and may usually be interchanged with it except it is seldom used in questions, as in, **Ha'át'íí biniinaa...?**

Ch'éeh déyahígíí biniinaa kóó sédá. *Because I'm tired I'm sitting here.*

Ch'éeh déyahígíí bąą kóó sédá./Kóó sédá, háálá ch'éeh déyá. *I'm sitting here because I'm tired.*

Béésh bee hane'í doo naalnish da. Éí bąą doo nił hweeshne' da.

The telephone isn't working. That's why I didn't tell you.

Éí bąą ádíshní. *That's why I'm saying it.*

21.8 Postposition “behind”

Bikéé’: *behind him, following him*, accepts all the pronouns and may be followed by a locative or directional enclitic. The opposite, **bilqají’:** *before him, ahead of him*, is useful in comparing ages or as someone is sitting or walking ahead.

Lééchqá yázhí shikéé’ yigááł. *The puppy is following me.*

Nikéé’ yishááł. *I’m following in your steps.*

Nikéé’ iih iishyeed. *I’m getting in behind you (in the vehicle).*

Bea éí nikéé’déé’ naaghá. *Bea is younger than you.*

Chii bich’ooní bikéé’déé’ naaghá. *Chee’s wife is younger than he.*

Álchíní akée’di naháaztá. *The children are sitting in the back.*

Chii bich’ooní yilqají’ naaghá. *Chee is older than his wife (he walks around ahead of her).*

Acheii alqají’ naaghá. *The grandfather is the oldest.*

21.9 Radio, etc.

Here’s a list of appliances and their literal definitions:

béésh bee hane’í *telephone (the metal by which telling is done)*

ná’oolkií *clock (that which rotates — the long hand)*

níłch’í bee halne’í *radio (the one that speaks by air)*

níłch’í naalkidí *television (the air movies)*

Hait’áo bich’í’ hodíílnih? *How are you going to talk to him?*

Béésh bee hane’í bee bich’í’ hodeeshnih. *I’ll talk to him on the telephone.*

Kóne’ níłch’í naalkidí ádin. *There is no TV in here.*

21.10 Verb “to eat” (perfective)

Both the intransitive and the transitive are given here. Notice the direct object pronoun prefix /yi-/ in the transitive form.

íiyáá’

ííníyáá’

íiyáá’

iidáá’

ooyáá’

íiyáá’

da’iidáá’

da’ooyáá’

da’íiyáá’

Hait'áo da'íiyáá'? *How was their meal?*
 Ayoo hikango da'íiyáá'. *They had a very good meal.*

Hádáá' da'ooyáá'? *When did you eat?*
 Áníídí da'iidáá'. *We ate a little while ago.*

Ííníyáá'ásh? *Did you eat?*
 T'áá síidáá' ííyáá'. *I ate already.*

yíiyáá'
 yíiníyáá'
 yiyíiyáá'

yiidáá'
 wooyáá'
 yiyíiyáá'

deiidáá'
 daooyáá'
 dayíiyáá'

Ha'át'íí lá daooyáá'? *What did you eat?*
 Dah díníilghaazh deiidáá'. *We ate frybread.*

Áłchíníísh ch'iyáán áltso dayíiyáá'? *Did the children finish
their food?*
 Áltso dayíiyáá'. *They ate it all.*

21.11 Cutlery

Bee da'adání: *that with which eating is done*, may include dishes as well as the cutlery.

21.12 Future Prefixes

Over eighty percent of future verbs employ the future prefixes you have had up to this point. You will do well to have them firmly fixed in your mind. The paradigm follows. When the verb has an /l/ classifier, just before the stem, it does not show up in the first person singular, /l/ appears in the first-person dual and plural and in the third-person verbs. It shows up as /l/ in second-person dual and plural verbs.

As mentioned earlier, the third person verb has the true stem. It also has the /l/ classifier when such is present in the verb.

deesh-
 díí-
 doo-

dii-
 dooh
 doo-

dadii-
 dadooh-
 dadoo-

21.13 Transformation Drill

Your model will make a statement in the continuative imperfective mode. Student A will change the sentence to the perfective. Student B will respond in the future tense.

Model Éí bee shił hólne'. (CI)

Student A Éí bee shił hwíñílne'. (P)

Student B Éí bee shił hodíílnih. (F)

Jack éí Jill yee yił halne'.

Leatrice éí yee nihíł halne'.

Nihí hastiin bee bił hwiilne'.

Dilwyn éí ná yił halne'.

Dee éí Leo yee yił halne'.

Shimá shá bił dahołne'.

Áłchíní bimá yee yił halne'.

Rhonda dóó bich'é'ée bee bił hołne'.

21.14 Integration Drill

Model Hastiin doo naalnish da. Kwe'é naanish bá ádin.

háálá

Student Hastiin doo naalnish da, háálá kwe'é naanish bá ádin.

Dibé bitsí' la' nisin. Éí shił ḥikan ɬeh.

Lance chidí bitoo' doo nayiilníih da. Bibéeso doo bíighah da.

Jooł iih nálníihí bee naashné. Ayóo shił yá'át'ééh.

Hastói hááhgóóshíí ndaalnish. Béeso yik'é ndaalnish.

Kii nizhónígo dibé yaa áhályá. Éí íiyisíí yíneedlí.

Diné bizaad doo hózhó bik'i'diishtíjh da. Saad t'áá díkwíshí bishooł'ágá.

Austin éí doo nihíł hoolne' da. Éí doo bił bééhózin da.

Chaha'oh góne' naháatq. Kóne' honeesk'ází.

Ałk'ésdisí doo hózhó yisháq da. Éí doo shá yá'át'éeh da.

21.15 Completion Drill

Model Łikango íiyáq'.

Billie

Student Billie Łikango íiyáq'.

Billie dóó ba'áłchíní

shí

ni

ni dóó Mark

shí dóó Mae
nihí dóó nihik’isóó
Daren bilahkéí

21.16 Query Free Response

- a. Nighandiísh tsin ḥa' sikaad?
- b. T'iis daats'í át'é?
- c. Nimá bighandiísh tsin ḥa' hólq?
- d. Hádáq' ííníyáq'?
- e. Ha'át'íí yííníyáq'?
- f. Éísh ḥikan nít'éé'?
- g. Bee adání bee ííníyáq'go baa hólne'.
- h. Háí lá ch'iyáán áyiilaa?
- i. Nighan góne'esh nílch'i naalkidí hólq?
- j. Nílch'i bee halne'íshq'?
- l. Béésh bee hane'ísh ałdó' hólq?
- m. Ha'át'íí lá ałdó' nighan góne' naaznil? Éí bee nihíł hólne'.
- n. Díí saad daats'í t'áá'át'é bik'i'diitjih?
- o. Ła'ásh ayóo ndaant'ah?

21.17 Review Query on Dialog

- a. Háísh éí Dá'ák'eh Halánígoo naazh'áázh?
- b. Da' t'áá sáhí ákqóó naazh'áázh?
- c. Háí bi'áłchíní bił ákqóó naaskai?
- d. Háísh bił ahił dahoolne' áadi?
- e. Bicheii daats'í binaanish t'óó ahayóí?
- f. Bilíí'ish baa naanish hasin?
- g. Háí bighandi da'íiyáq'?
- h. Háí lá ch'iyáán áyiilaa?
- i. Łikangoósh áyiilaa?
- j. Bighandiísh tsin ḥa' naazkaad?
- k. Hait'ehígíí?
- m. Kii bicheii dóó bimá sání daats'í hózhónigo bił haz'á?
- n. Kii áadi bił yá'áhoot'eeh ya'?
- o. Kii bimá yázhí bighan góne'esh hózhóní?
- p. Ha'át'íí bighan góne' naaznil? Éí baa hólne'. Áłtsé ch'iyáán ál'íní góne'.
- q. Da'adání góne'shą'?
- r. Da'njaahí éí díkwíí?
- s. Ha'át'íí éiyá ákóne' dahólq?
- t. Bii tá'ádazdigisíísh ałdó' hólq?
- u. Da' éí t'áá ałtso hwiih daazlíí?

21.18 Narrative

Tell what you can of one of the last meals you had. Go into detail about who cooked the meal, how good it was and tell about the cutlery and dishes as much as you can. As with all stories, you will turn this one in for correction.

21.19 Go back to all the future verbs we have had and compare them for consistent construction. This should help you memorize the prefixes.

21.20 Passives

Your instructor may want you to learn the *to tell it* passive forms. They will come in handy.

baa hane' (CI)	<i>it is being told</i>
baa hóone' (P)	<i>it was told about</i>
baa hodoonih (F)	<i>it will be told about</i>

Kót'éego baa dahane'. *That's what they're talking (telling) about.*

Adáqádáq' éí baa hóone'. *That's what was said (told) yesterday.*

Ba'ólta'í ayóo baa hóone'. *The teacher was really talked about.*

Ła' shíí baa hodoonih. *Someone should be told about him.*

Doo yá'áshónii dinínígíí baa hodoonih. *The bad things you said are going to be talked about.*

21.21 Review

Query each other in class about your ages (if you're not too reluctant for this) in the following manner:

Díkwíí lá ninááhai?

Jó, shikéé'déé' naniná. or Shiláaji' naniná.

_____ díkwíí binááhai?

_____ nilkéé'déé' naaghá. or _____ nilkéé'déé' naaghá.

_____ daats'í nikéédéé' naaghá?

_____ shikéédéé' naaghá. or _____ shiláaji' naaghá.

BÍHWIIDOO'ÁLÍGÍÍ NAADIIN NAAKIÍ GÓNE'É

LESSON GOALS

Be able to talk about a variety of sicknesses

Learn to apply accompaniment verbs

Be able to use house-care vocabulary

AZEE'ÁL'ÍGÓÓ

JOHN Yá'át'éeh, Mr. Hall.

HALL Yá'át'éeh, John.

JOHN T'áadoo le'é biniiyé naa níyá.

HALL Ha'át'iishqá?

JOHN Azee'ál'ígóó nihíl dííkah nisin.

Shiye' Lonnie tł'éédáqá' ayoo bitah

honiigai. Tł'éé' bíighah dilkosgo biiská.

HALL Nichidíísh haidzaa?

JOHN Bikee' ḥa' niiltsqoz. Áko t'áadoo bee dookáhí da. Doo shił yá'áshqó da dií.

HALL T'áá áko, níká adeeshwoł. Ákqó nihíl deeshkah.

JOHN Iíí'qádáqá' doo át'éhí da nít'éé'.

Áłchíní t'áá ałtso dadilkos. Bitah dahoneezgai. Kóhoot'éédáqá' ashkii

yázhí dikos ntsaaígíí bidoolna'.

HALL Kiishqá', éish ałdó' bitah honeezgai?

JOHN Doo hózhqó da. Éí t'óó bitah doo haats'iid da. Éí t'áá yá'át'éehgo iiłhaazh.

Shí dóó shich'ooni t'áá áníidlá t'áadoo hazhó'ó iilghaazhí da

HALL Hágoshíí, k'ad ákqó dooleet.

nihíl dííkah: you'll take us

azee'ál'í: hospital, clinic

bitah honiigai: he got sick

tł'éé' bíighah: all night

dilkos: he coughs

haidzaa: what happened to it

bikee' niiltsqoz: tire went flat

t'áadoo bee dookáhí da: we have no way to go

nihíl deeshkah: I'll take you

iíí'qádáqá: last evening

doo át'éhí da: he is all right

bitah dahoneezgai: they are sick

dadilkos: they are coughing

kóhoot'éédáqá: last year

dikos ntsaaígíí: pneumonia

bidoolna': he contracted it

bitah doo haats'iid da: he isn't feeling well

iiłhaazh: he slept

t'áadoo...í: not, never

iilghaazh: we slept

AZEE'ÁL'ÍIDI

Kwe'é éiyá áłchíní bidi'níl'í. Azee'ííl'íni t'áá diné nilj. Éí t'áá kwe'é naalnishgo díkwííshjíí nááhai. Ayoo jooba'. T'áá diné t'áá díkwííhí t'éiyá azee'ííl'íni danilj.

bidi'níl'í: he is being examined

azee'ííl'íni: doctor

jooba': he is kind

Biniinaanii shíí doo bééhózin da. Béeso t'óó ahayóí bááh ilíigo daats'í biniinaa. Ayoo ilí baa ólta'go.

Sáanii dóó diné azee' neikaahí atah ndaalnish. Áadóó la' éiyá azee'ál'í góne' chin báah ádingo ádahósín. Ła' éí ndahashooh áadóó la' ni'góó tánádeigis. Kót'éego azee'ál'í góne' hózhónígo ádahósín. Ła' éí da'iigis bá hooghan góne' ndaalnish. Nááná éiyá la' azee'ádeił'íni dóó azee'neikaahí yíká anájahgo atah ndaalnish.

Sáanii dóó hastóí, álchínida bitah dahoneezgaiígíí kóne' tsásk'eh yikáá'góó naazhjéé'.

baa ólta': *reading about it, studying for it*

azee' neikaahí: *nurses*

chin báah ádin: *it is clean*

ádahósín: *they maintain it*

ndahashooh: *they sweep it*

ni'góó: *floor*

tánádeigis: *they wash it*

da'iigis bá hooghan: *laundry*

azee' ádeił'íni: *doctors*

naazhjéé': *they lie about*

22.1 Sickness

According to traditional views, sickness is caused by being out of harmony with the spirit world. When such is thought to be the case, a hand-trembler is called on to diagnose the problem. She (often they are women) finds the cause and prescribes the remedy which may be a prayer, a series of prayers, or may involve one night to nine nights of prayers, songs and rituals and application of traditional medicines. The person or family may then obtain a medicine man or woman that knows the called-for ritual. When that ceremony has been properly completed, the spiritual forces are obligated to reciprocate with goodwill and the person is supposed to be well or on the way to recovery.

Medical facilities on the reservation often cooperate with the people on these “sings.” A patient may feel the need for a ceremony while he is in the hospital. He may be allowed to go home to restore the harmony and return for more medical attention. Some hospitals have found this to be very effective in restoring the patient’s health.

22.2 At the Hospital

The diagnosing and caring for the sick requires a specialized vocabulary. Unfortunately there are no popular books available to learn the words needed for work in a hospital. This lesson introduces a small vocabulary that is useful on a daily basis in contacts with the people.

A list of workers and the literal translations could be handy: **azee'ííł'íní**: *the one who makes medicine, doctor, pharmacist*; **azee' neikaahí**: *the one who carries medicine about*; **áká análwo'í**: *aide*; **ni'góó ahashooohí**: *the one who sweeps the floor*; **ni'góó tánéigisí**: *the one who washes the floor*.

Berta azee' neikaahí nilí. *Berta is a nurse.*

Bik'is azee' neikaahí yíká análwo'í nilí. *Her sister is an aide.*

22.3 “All Night”

Tl'ée' biiaghah: *proportionate to the night*, translates into *all night*. The same construction applies for *all day*: **shá biiaghah**: *proportionate to the sun*.

Tl'ée' biiaghah chidí bii' naháatá. *We sat in the car all night.*

Shá biiaghah shicheii bá naashnish nít'ée'. *I worked for my grandpa all day.*

22.4 Verb “to get sick”

Here are several ways to express the concept of *getting sick*. The first paradigm may be used for *contracting a sickness, catching a cold, becoming hungry, thirsty or sleepy*. Vary the pronoun prefix to agree with the person who's getting sick.

shidlnééh (I)	<i>I am contracting it</i>
shidoolna' (P)	<i>I contracted it</i>
shididoolnah (F)	<i>I am going to contract it</i>

At'ée yázhí dikos bidilnééh. *The little girl is catching a cold.*

Shí dó' dikos shidlnééh. *I'm also catching a cold.*

Dikosísh nidilnééh? *Are you catching a cold?*

Ndaga', ndi Jolene dikos bidoolna'. *No, but Jolene has caught a cold.*

Awéé' baa áhólyá dikos bididoolnah. *Take care of the baby; it could catch a cold.*

Another way is to describe the sickness as *being hot inside*. Change the pronoun on the postposition to indicate the person who is *hot, warm, or who has become hot or warm*. **-tah**: *among*, refers to various organs inside a person's body.

shitah honeezgai (SP)	<i>I have become feverish</i>
shitah honiigai (P)	<i>I became feverish</i>
shitah náhoniigah (R)	<i>I repeatedly run a fever</i>

Lester díí jí bitah honeezgai. *Lester is sick today.*

Áłchíní adáqadáq' bitah dahoniigai. *The children became sick yesterday.*

Deesk'aazgo shimá sání bitah náhoniigah. *My grandma gets sick when it is cold.*

In expressing mild illness, **haats'iid**: *an area is pleasant, agreeable*, can be combined with the postposition, **-tah**. Inflect with the possessive pronoun.

Shitah doo haats'iid da. *I'm not feeling very well.*

Acheii sání bitah doo haats'iid da. *The old grandpa isn't feeling well.*

Still another form is used a bit more for *becoming sick of disease*, rather than from a fever:

shąqah dah hoo'aah (I)	<i>I'm getting sick, I'm becoming ill</i>
shąqah dah hoo'a' (P)	<i>I became sick</i>
shąqah dah haz'á (F)	<i>I have become sick</i>

Nąqah dah hoo'aahísh? *Are you getting sick?*

T'áá íidáq' shąqah dah haz'á. *I'm sick already.*

Naaki tl'éé'dáq' shąqah dah hoo'a'. *I got sick two nights ago.*

22.5 Verb “to cough” (continuative imperfective)

This paradigm corresponds to , *to cough (repeatedly)*, *to have a cough*. The noun is **dikos**. **Dikos ntsaaígíí**: *the big cough*, is *pneumonia*.

diskos	diilkos	dadiilkos
dílkos	dołkos	dadołkos
dilkos	dilkos	dadilkos

Áłchíní, dadołkosísh? *Chilren, are you coughing?*

T'áá áníltso shá bñighah dadiilkos. *We're all coughing all day.*

Ła' éí dikos ntsaaígíí bidilnééh. *Some are getting pneumonia.*
 Ła' éí doo iiyisí dadilkos da. *Some are not really coughing.*

22.6 Verb “what happened?”

Haa hoodzaa: *what happened (to something impersonal)*, also said, **haa lá hoodzaa**,
haa yidzaa: *what happened to him/them*, also said, **haidzaa**, **haa lá yidzaa:** *what happened to him*; **haléít’éego yidzaa:** *how did it happen?*

Haa lá hoodzaa kóne’é? *What has happened in here?*
 Haashíí hoodzaa sha’shin. Doo nihíł béédahózin da. *What could have happened? We don’t know.*

Gene bichidí haidzaa? *What happened to Gene’s car?*
 Chidí bikee’ naakigo niiłtsqoz. *The car has two flats.*

22.7 Accompaniment

Refer to 21.12 and use the prefixes with the future stems, **-’ash:** *two people will go*, and **-kah:** *three or more will go*, to express *going some place together*. When this construction was initiated, there were no vehicles and who went with whom need not be indicated.

Lena, kingóó nił deesh’ash. *Lena, I’ll go to the store with you.*
 Áko Lena bił deesh’ash. *So I’ll go with Lena (I’ll either take her or she’ll take me along).*
 Llew áłchíní yił dookah. *Llew will go with the children.*

22.8 Past Time

Kóhoot’éédáq’: *when it was like this before — a year ago*, is said without the year passing verb. **Kónáhoot’éhí:** *when it’s this way again - next year.*

Da’ kóhoot’éédáq’ dikos ntsaaígíí nidoolna’? *Did you have pneumonia a year ago?*
 Naakii nááhaiídáq’ éí bee shą́gh dahoo’a’. *I got sick on it two years ago.*

Kóhoot’éédáq’dóóshdéé’ shidá’í bitah doo haats’íid da. *My uncle has not been well since last year.*

Kónááhoot'éhí Wááshindoongóó déyá. *I'm going to Washington next year.*

Kónááhoot'éhí shideezhí Canada hoolyéédéé' shaa doogáát.
My younger sister from Canada will come to see me next year.

22.9 Verb “to sleep” (*perfective*)

This paradigm refers only to *sleeping*. *Spending the night* was handled earlier by **shiiská**, **niiská**, etc.

iiłhaazh	iilghaazh	da'iilghaazh
iiniłhaazh	oołhaazh	da'oołhaazh
iiłhaazh	iiłhaazh	da'iiłhaazh

Nizhónigoósh da'oołhaazh? *Did you sleep well?*

Aoo', nizhónigo da'iilghaazh. *Yes, we slept well.*

22.10 Negating Particle

T'áadoo...í is the basis for many negative phrases which include such concepts as, *not, without*. The particle **da** may also be added.

T'áadoo ashání kwe'é naa níyá. *I came to see you without (first) eating.*

T'áadoo ła' shíká iilyeedí díí hooghan t'áá sáhí áshłaa. *I built this hogan without anyone helping me.*

T'áadoo baa hólne'í. *Don't tell on him.*

Jane t'áadoo iiłhaazhí biiská. *Jane spent the night without sleeping.*

T'áadoo hazhó'ó iiłhaazh da. *He/I didn't sleep well.*

T'áadoo hazhó'ó bik'i'diishtíjhí shił hoolne'. *I didn't understand well while he was telling, talking to me.*

22.11 Medical Examination

The passive **bidi'níl'í**: *he is being examined*, takes on the various pronoun prefixes.

Táá' yiskáo azee'álínídi shidi'níl'í. *I'm having a medical examination in three days.*

Índa ni dó' nidi'níl'í. *You're being given an examination then also.*

22.12 Verb “to be kind” (*neuter imperfective*)

Postposition, **bee**, stands for the thing with which mercy is shown; **baa**, to whom kindness is shown.

jiinishba'
jiiníba'
jooba'

jiiniiba'
jiinohba'
jooba'

dajiiniiba
dajiinohba'
dajooba'

Asdzáq Tsosie áłchíní yaa jooba'. *Mrs. Tsosie is kind to children.*

Ashiiqué, mósi baa dajiinohba'. *Boys, be kind to the cat.*

Shimá ch'iyáán yee shaa jooba'. *My mother is treating me with food.*

22.13 Verb “to maintain it” (*neuter imperfective*)

Only three verbs are introduced here. You can look up the rest in Appendix A.

áhwííníssin
áhwíínísin
áhósin

I maintain it (an area or space)
you maintain it
he maintains it

Nanilnishídi hózhónigo áhwíínísin. *You keep your workplace in good order.*

Betty bighan chin bągh ádingo áhósin. *Betty keeps her house clean.*

22.14 Verb “to lie down”

With the class verbs you learned to use, +shijéé': plural live objects lying down. That says the objects are in order in one place. Naazhjéé' implies they are lying down in a number of places, here and there.

Dibé éí dibé bighan góne' shijéé'. *The sheep are lying down in the corral.*

Dibé éí t'óó'di naazhjéé'. *The sheep are lying scattered about outside.*

Shimá sání bidibé t'óó shijéé'. *My grandma's sheep are in the corral (they're not being herded).*

22.15 Laundry

The place where washing is done is **da’iigis bá hooghan**.

Sally da’iigis bá hooghandi naaghá. *Sally is at the laundry.*

22.16 Verb “to wash it” (*continuative imperfective*)

This verb says, *something is twisted repeatedly*. However, it is used with washing something impermeable, like, dishes, hands, floor, etc.

tánásgis	tánéiigis	táádeiigis
táánígis	tánáhgis	táádaahgis
tánéígis	tánéígis	tánádeigis

Kóne’ ni’góó nizhónígo shá táánígis. *Wash the floor well for me.*
Nihíla’ táádaahgis. *Wash your hands.*

22.17 Verb “to sweep it” (*continuative imperfective*)

nahashshoooh	nahwiilzhooh	ndahwiilzhooh
nahóshoooh	nahohshoooh	ndahohshoooh
nahashoooh	nahashoooh	ndahashoooh

Nihighan t’áá át’é ndahwiilzhooh. *We’re sweeping our whole house.*
Kristen bimá yázhí yá ni’góó nahashoooh. *Kristen is sweeping
the floor for her aunt.*
Hastiin Begay ólta’ góne’ nahashooohgo biiská. *Mr. Begay
swept the rooms in school all night. (He worked all night.)*
Kóne’ nizhónígo ndahohshoooh. *Do a good job of sweeping in here.*

22.18 Verb “to study for”

Apply the postposition **baa** to any of the *reading* verbs and tell about what you are studying for.

Braden na’ach’iish yaa ólta’. *Braden is studying carpentry.*

Shí dóó Dallas azee' neikaahjí baa íínílta'. *Dallas and I are studying to be nurses.*

Bá'ólta'jí baa íínólta' ya? *You (two) are studying to be teachers, aren't you?*
Aoo', éí baa íínílta'. *Yes, that's what we are studying for.*

22.19 Substitution Drill

Model Bitah honeezgai.
t'áá áníidla

Student Nihitah honeezgai.
Lillian
Lillian dóó Jody
honiigai
áłchíní
Dawn dóó bich'éé
Dawn bich'éé
náhoniigah
ni dóó Dale
Baa' ba'áłchíní

22.20 Substitution Drill

Model At'éé yázhí tł'éé' bíighah dilkos nít'éé'.
Vincent dóó bitsilí

Student Vincent dóó bitsilí tł'éé' bíighah dilkos nít'éé'.
áłchíní
Nancy dóó bideezhí
shádí
shá bíighah
t'áá áníltso
ashiiké t'áá áłta
t'áá áníidla
bá'ólta'í daniidlíinii

22.21 Query Patterned Response

Model Da' Joe Na'nizhoozhígóó bił díí'ash?

Student Aoo', ákqóó bił deesh'ash.
Hastóish Kin Łánígóó nił dookah?
Sáaniísh Ch'ínlíígóó bił dííkah?
Sáaniísh Tségháhoodzánígóósh nił dookah?

22.22 Query on Dialog

- a. Ha'át'íí biniiyé John Mr. Hall yaa níyá?
- b. Hádáq' áłchíní bitah honiigai?
- c. Da' Hastiin Hall John yił dookah?
- d. Háí lá dikos bidoolna'?
- e. Hádáq' ashkii yázhí dikos ntsaaígíí bidoolna'?
- f. Da' John be'asdzáqá ałdó' bitah honeezgai?
- g. Kiishq'?
- h. Háísh éí t'áadoo hazhó'ó iiłhaazh da?
- i. Ła'ásh yá'át'éehgo iiłhaazh?
- j. Háadi éiyá áłchíní dabidi'níl'í?
- k. John bichidíísh doo naalnish da?
- l. Haidzaa?

22.23 Transformation Drill

Model Naaltsoos yíníltá'.

t'áadoo...

Student Naaltsoos t'áadoo yíníltá'í.

Bill bíká anilyeed.

Kwe'é nahóshoooh.

Díí hooghan áhwíinísin.

Łeets'aa' táánígis.

Nimá baa hólne'.

Ádaa hólne'.

Da'iigis bá hooghan góne' nanilnish.

Iih nilyeed.

22.24 Substitution Drill

Model Sarah bitah doo haats'íid da.

Sarah bich'éé

Student Sarah bich'éé bitah doo haats'íid da lá.

Alice ba'áłchíní

Jackson bitsilí

shí dóó shił naa'aash

ni dóó Sam

Candy bi'awéé'

Kii bilééchqa'í

t'áá áníidla

áłchíní t'áá ałtso

ashiiké t'áá áłla

BÍHWIIDOO'ÁLÍGÍÍ NAADIIN TÁ'Í GÓNE'É

LESSON GOALS

Be able to tell cardinal directions

Learn “to commute” concept

Be able to talk about the seasons and general weather

NÁZLÍNÍGÓÓ ATIINGÓÓ BIŁ OOLWOŁ

HALL	Wóshdék', Kii, yah aninááh.	
KII	Yá'át'éeh, Mr. Hall. Da' díí jí Lók'aah-nateelgóó diit'ash?	ákwíinisin: <i>that's what I'm thinking</i> , k'adéé: <i>about to</i> oo'aát: <i>the day is passing</i>
HALL	Ákwíinisin, aoo'.	háajigo: <i>which way</i>
	K'adéé shíí nihíł dah adiilyeed.	shádi'ááhjígo: <i>to the south</i>
KII	Nizhónigo oo'aát.	
HALL	K'ad shíí nihíł dah adiilyeed. Háajigo lá?	ałnánádááh: <i>he commutes</i>
KII	Nléí ólta' sánídóó shádi'ááhjígo.	t'áá ákwíí jí: <i>evry day</i>
HALL	K'ad éiyá shádi'ááhjígo nihíł oowoł ya'?	álahjí': <i>all the time</i>
	Kodóó Názlíníjí' dikwíí tsin sitá nínízin?	bił ałná'alwo': <i>he commutes by car</i>
KII	Shizhé'é ákqóó ałnánádááh t'áá ákwíí jí.	t'óó bahoo'ih: <i>it is bad</i>
	Ashdla'áadah tsin sitá, níi ɬeh shizhé'é.	łahgi: <i>at some places</i>
HALL	Da' álahjí' ákqóó ałnánádááh?	tsétah: <i>among rocks</i>
KII	Aoo', t'áá álahjí' bił ałná'alwo'.	séítah: <i>among the sand</i>
HALL	Atiin haa hoot'ée ɬeh?	hóóltseii: <i>it (the ground) is dry</i>
KII	Łahda t'áá yá'áhoot'éeh; Łahda éiyá t'óó bahoo'ih. Łahgi tsétahgóó atiin. Nááná	hoditłéé': <i>it (the ground) is we.</i>
	łahgi éí séítah atiin. Séítahgi łaħda ayóo hodiwol hóóltseii. Hoditłéé'go séítahgi t'áá yá'áhoot'éeh ɬeh.	shíígo: <i>in summer</i>
HALL	Shíígo ákóhoot'ée ɬeh ya'?	naháltin: <i>it is raining</i> .
KII	Shíígo éí łaħda hóóltseii áádóó nahał-tingo t'áá hoditłéé'. Nahałtingo séítahgi t'áá yá'áhoot'éeh ndi ɬeezhtahgóó ayóo hashtł'ish. Hashtł'ishgo t'óó bahoo'ih.	łeezhtahgóó: <i>in the dirt (clay)</i>
HALL	Haigoshá', éí hahoot'ée ɬeh? Hashtł'ishgo nizhé'é bił ałná'alwo' ya'?	hashtł'ish: <i>mud</i>
KII	Ákót'é, aoo'. Haigo éiyá łaħda ayóo hashtł'ish. Łahda yá'áhoot'éeh. Yidzasgo áádóó bikéédéé' yas náhályíjhgo ayóo hashtłish ɬeh.	haigo: <i>in winter</i>
		yidzasgo: <i>when it is snowing</i>
		yas: <i>snow</i>
		náhályíjh: <i>it is melting</i>

HALL	Dąago dóó aak'eedgo łahda yá'áhoot'éeh dóó łahda t'óó bahoo'ih. Kodóó nish'náají éí halgai. Nishtł'ají tsélichíí' deez'á.	dąago: in spring aak'eedgo: in fall halgai: the area is flat tsélichíí' deez'á: redrocks stand up
KII	Áko, shoo. Nihiláaji' éí shádi'áah dadii'ní. Nish'náají éí e'e'aah áadóó nihikée'di éí náhookqs dadii'ní. Índa nishtł'ají éí ha'a'aah.	e'e'aah: west náhookqs: north ha'a'aah: east
HALL	Díí shił nizhóní, saad bóhoosh'aahígíí.	kin dah shijaa': cluster of houses, village, town
KII	Ñléidi kin dah shijaa'. Éí Názlíní hoolyé.	

23.1 Verb “to be of that opinion” (*neuter imperfective*)

This verb translates into, *to look at it that way, to be of that opinion, to think about it that way*.

ákwíinissin	ákiiniidzin	ákwíidaniidzin
ákwíinínízin	ákwíinohsin	ákwíidanoohsin
ákwíinízin	ákwíinízin	ákwíidanízin

Ch'aa danohsinísh? *Do you feel like going some place?*
Ákwíidaniidzin. *That's what we are thinking.*

Łíílkizhí doo ílį́ da doo nisin. Niísh ałdó' ákwíinínízin? *The spotted horse isn't expensive I think. Do you think so too?*
Shí dó' ákwíinisin. *I think so too.*

23.2 Adverb “almost”

K'adéę (k'ad + yęę): *almost, nearly, about to, on the verge of*, has a wide range of uses.

Azee'ií'líní k'adéę azee' sheíkaah. *The pharmacist is about to give me the medicine.*

Tó dilchxoshí k'adéę ła' yishdlá. *I'm dying for a pop.*

K'adéę ha'aah. *The sun is about to come up.*

K'adéę shíí azee'ál'íjdi atah naashnish. *I'm about to work at the hospital.*

K'adéę altso áshlééh. *I'm about to finish it.*

23.3 Cardinal Directions.

The range between sunrise in summer and in winter is all considered, **ha'a'aah**: *east*. The same range from winter to summer sunset is **e'e'aah**: *west*. The space between sunrise and sunset in winter is **shádi'áah**: *south*, and the same range in the north is called, **náhookq̃s**: *it (the Big Dipper) revolves*.

In most ceremonials the directional prayers start in the east, **Sisnaajinii**: *Sierra Blanca Peak*, the sacred mountain of the east, followed by, **Tsoodził**: *San Mateo Peak, Mount Taylor*, sacred mountain of the south, then **Dook'o'oosłíid**: *San Francisco Peak*, sacred mountain of the west, finally addressing, **Dibé Ntsaa**: *Hesperus Peak, La Plata Mountains*, the sacred mountain of the north.

To get the in-between directions combine two as follows: **shádi'áah dóó ha'a'aah bita'jigo**: *southeastward*; **shádi'áah dóó e'e'aah bita'jigo**: *southwestward*; **náhookq̃s dóó e'e'aah bita'jigo**: *northwestward*; **náhookq̃s dóó ha'a'aah bita'jigo**: *northeastward*.

23.4 Verb “to go back and forth”

This paradigm expresses *commuting*, regularly *going to a place and returning*.

ałnánáshdááh	ałnánéiit'ash	ałnánéikah
ałnánídááh	ałnánáht'ash	ałnánáhkah
ałnánádááh	ałnánát'ash	ałnánákah

Nihinaanishgóósh ałnánáhkah? *Do you commute to work?*

Della dóó Jim t'áá ákwíí jí ałnánát'ash. Shí éiyá áadi shighan.

Della and Jim commute every day. I live over there.

Ákqó ałnánídáahgo béeso bágh ílí. *Commuting costs money.*

Nichidí bee neiilnishígóó ałnánéiit'ash doo ya'? *We'll commute to work in your car, won't we?*

T'áá shíí ákó shí ákwíinissin. *Thats fine. That's what I'm thinking.*

Áłchíní bus yee ólta'góó ałnánákah. *The children go to school by bus.*

Bus yee ałnánákahgo bił yá'ádaat'éeh ɬeh. *They usually enjoy the bus ride back and forth.*

23.5 Commuting by Vehicle

Add this concept to 17.6, *going by vehicle*: **shił ałná’alwo’**: *it runs back and forth with me*. Change the pronoun on the postposition to correspond with the one who is going.

Sáanii t’áá damóo bik’eh kintahgóó bił ałná’alwo’. *The women go (commute in a vehicle) to town every week.*

23.6 Adverb “somewhere else”

Łahgi/tahdi: *at another place, elsewhere*, define an indefinite area. The first adverb is a bit more precise than the latter one.

Kóhoot’éédäq’ chaha’oh Łahdi áyiilaa. *He built a summer shelter at another place last year.*

Kwe’é atiin háágóóshíí hodiwol. Łahgi t’áá yá’áhoot’ééh. *Here the road is terribly rough. At other places it is quite good.*

Diné ta’ kin shijaa’ídi kéédahat’í. Ła’ éiyá Łahdi t’áá sáhí dabighan teh.

Some Navajos live in towns. Others live out by themselves.

23.7 Road and Soil Conditions

Areas can be **tsétah**: *among the rocks*, **séítah**: *in the sand*, **łeezhtah**: *in the clay/soil/earth*. Descriptions are: **dítłéé’**: *an object is wet*; **hodítłéé’**: *an area is wet*; **yíltseii**: *an object is dry*; **hóółtseii**: *an area is dry*.

Ashkii yázhí bi’éé’ dítłéé’ lá. *The little boy’s clothes are wet.*

Chizh yíltseiígíí shaa níyeeh. *Bring me load of dry firewood.*

Séítahgóó atiin yá’áhoot’ééh hodítłéé’. *The road in the sand is good it is wet.*

Łeezhtahgóó hodítłéé’go doo yá’áhooshqó da. Hóółtseiigo índa yá’áhoot’ééh. *The dirt road is bad when it is wet. When it’s dry it’s all right.*

Tsétahgóó atiin t’óó bahoo’ih. *The road is bad among the rocks.*

Tséłchí’í bitahgóó atiin ayóó nahoneeshtl’iizh. *The road among the red rocks is very crooked.*

Hastiin Zah bidá’ák’eh nízhónigo hodítłéé’. *Mr. Zah’s field is nice and wet.*

23.8 Seasons

Designations for the seasons usually have the **-go** enclitic attached.

dą — dąago	<i>in spring</i>
díí daaní	<i>this spring</i>
shí — shügo	<i>in summer</i>
díí zhíní	<i>this summer</i>
aak'eed — aak'eedgo	<i>in fall</i>
díí aak'eedí	<i>this fall</i>
hai — haigo	<i>in winter</i>
díí ghaií	<i>this winter</i>

Ahééhészhíhdi shügo ayóo deesdoi łeh. *It is usually hot in Phoenix in summer.*

Díí zhíní kóne' honeesk'ází. *It's cool in here this summer.*

Aak'eedgo áłchíní da'ółta' doo. *The children will be going to school in fall.*

Díí ghaií diné bikéyahdi iiyisíí hoditłéé'. *This winter Navajo country is wet.*

23.9 Verb “to be snowing”

yidzaas (I)	<i>it is snowing</i>
yidzas (Prog)	<i>it is snowing</i>
nádzas (R)	<i>it snows repeatedly</i>
yidzaaz (P)	<i>it snowed</i>
doodzas (F)	<i>it will snow</i>

K'ad doo yidzaas da, adádáq' t'éiyá. *It isn't snowing now; only yesterday (we had snow).*

Tł'ée'dáq' nihee yidzaaz. *We had a snow last night.*

Tł'ée'dáq' yidzaazgo biniinaa atiingóó hashtł'ish. *Because we had snow last night, the road is muddy.*

Díí ghaií shü nihee doodzas. *We'll probably have snow this winter.*

Kin Łánídi haigo ayóo nádzas łeh. *Flagstaff usually has a lot of snow in winter.*

Nighandiísh nádzas nít'ée' haidáq'? *Did you have snow frequently last winter?*

Díkwíidi shü nádzas nít'ée'. *We had snow a number of times.*

23.10 Snow

East of the Arizona - New Mexico line, *snow* is called **zas**; west of the line, **yas**.

23.11 Verb “to start to snow”

dichíít (C)	<i>it is beginning to snow</i>
ńdichíít (R)	<i>it starts to snow repeatedly</i>
ńchííł (CI)	<i>it is storming</i>
deezhchííł (P)	<i>it started to snow</i>
didoochíít (F)	<i>it will start to snow</i>

K'adéę dichíít. *It's about to start snowing.*

Ahbíídáq' nihee deezhchííł. *It started to snow this morning.*

Yiskáo daats'í didoochíít. *It'll probably start to snow tomorrow.*

23.12 Verb “to rain”

To rain, to be a rainstorm:

naháltin (I)	<i>it is raining</i>
nináháltííh (R)	<i>it rains repeatedly</i>
nahóóltq' (P)	<i>it rained</i>
nahodooltíít (F)	<i>it is going to rain</i>

Mississippi hoolyéedi nináháltííh. *There are frequent rainstorms in Mississippi.*

Hahgo shíí nahodooltíít. *Who knows when we'll get a rain.*

23.13 Open Country

Halgai: *it (an: area) is white*, is the term for *flat, level, open country*. **Halgai Hóoteelígíí/Halgai Hateel**, is what the Great Plains are called in general sometimes, specifically, Oklahoma.

Dibé halgaidi naakai. *The sheep are out on the plain.*

Díkwíí shíí nááhaiídáq' díí t'óó halgai nít'éé'. K'ad éiyá kin dah shijaa'.

Some years ago this was a plain. Now it's a town.

Denise Halgai Hateeldi atah ółta' nít'éé'. *Denise used to go to school in Oklahoma.*

23.14 Rock

Tsé: *rock*, is part of many place names:

Tsé Bit'a'í	<i>Shiprock Pinnacle</i>
Tsé Bii' Ndzisgaii	<i>Monument Valley</i>
Tséch'ízhí	<i>Rough Rock</i>
Tségiizh	<i>Goulding's, Utah</i>
Tségháhoodzání	<i>Window Rock</i>
Tséhootsooí	<i>Fort Defiance</i>
Tsékooh Hatsoh	<i>Grand Canyon</i>

23.15 Town

A small town or village is called, **kin dah shijaa'**: *houses in place*; a city, **kin haal'á**: *a large number of houses lie scattered*. We have used **kintah**: *among the houses*, in our lessons so far, but that did not specifically mean *town* or *city*.

Ch'ínlí kin áłts'ísigo dah shijaa'. *Chinle is a small town.*
Bee'eldíildahsinildi kin haal'á. *Albuquerque is a city.*

23.16 Translation

1. Jan is about to start writing a letter.
2. I'm dying to eat some mutton stew.
3. It could start to snow anytime.
4. The snow is ready to start melting.
5. He could start for town anytime.
6. The baby is about to be examined.
7. I'm about to give you some money.
8. The man is almost ready to help us.
9. She's about to finish reading the book.

23.17 Completion Drill

Model K'adísh deesdoi nínízin?

Student Aoo', ákwíinis.

Da' Dee yiskáo nahodoołíjíl nízin?

Áłchíníísh doo nahodoołíjíl da danízin?

Jerry daats'í k'adéé dichííł nízin?

Da' nihicheii bibéeso ádin danohsin?
 Shí doo naashnish da nohsin ya'?
 Lyle tsétahgóó atiin doo hodiwol da nízin ya'?
 Da' séítahgóó atiin t'áá yá'áhoot'éeh nínízin?

23.18 Transformation Drill

Model Doo hózhó yidzaas da kwe'é. *last winter*

Student Haidáq' doo hózhó yidzaas da nít'éé'.

Ch'ínlíidi Łahda doo hózhó nináháltijh da. *in summer*

Kóhoot'éédáq' ayóo nahóóltá. *last summer*

Łahda deesk'aaz łeh. *in fall*

Doo hózhó deesk'aaz da. *this fall*

Chaha'oh biyaagi honeesk'ází. *this summer*

Yas ádin łeh. *in summer*

Dick doo naalnish da. *in winter*

Dibé ayóo baa naanish hasin. *in spring*

Atiingóó iiyisíí hashtl'ish. *this spring*

23.19 Variable Substitution Drill

Model Debbie naalnishígóó ałnánádááh.

Debbie dóó Rose

Student Debbie dóó Rose naalnishígóó ałnánát'ash.

Hastóí ndaalnishígóó

Sáanii da'otl'ooígóó

atł'ooígóó

kintahgóó

chidí yee

Merlin

dzi'izí

Betsy bighanggóó

Beth dóó bich'éé Na'nizhoozhígóó

bił hózhqó łeh

23.20 Insertion Drill

Model Dan Begay níléidi bighan.

tsétah

Student Dan Begay níléidi tsétahdí bighan.

Sue níléidi bił oolwoł. (hashtl'ish)

Diné chidí bił ałná'oolwoł. (naalnishígóó)

Atiin bikáá'góó nihíł oolwoł. hóóltseii
 Atiin hodiwol. tsé
 Atiin t'óó bahoo'ih. séí
 Atiin t'áá yá'áhoot'ééh. halgai
 Nléidi kin dah shijaa'. halgai
 Kwe'é doo kin dah shijaa' da. séí
 Áłchíní tl'óo'di ndaané. hashtl'ish
 Nihí doo tl'óo'di ndeiinée da. hashtl'ish

23.21 Integration Drill

Model Áníidí nahóóltá. Doo ch'aa deekai da.

Student Áníidí nahóóltánígíí biniinaa doo ch'aa deekai da.

Ayóo deesdoi. Doo kóne' nihighan da.

Jíídáq' yidzaaz. Tł'oh ḥa' nahidiilnih.

Shíídáq' nináháltííh nt'éé'. K'ad t'áá hoditléé'.

K'adéé dichííł. Yah oohjeeh, áłchíní.

Ayóo hashtl'ish. Doo ákóó déyáa da.

Verna bichidí ádin. Doo áadéé' ahnánádáah da.

Nihee nahaftin. Hooghan góne' sédá.

Del bee nahóóltá. Bi'éé' ditléé'.

Dąądáq' doo nahaftin da nt'éé'. Ch'ééh jiyáán nihee ádin.

Shibéeso ádin. T'áá shí shidibé baa áháshyá.

Go over the above again and substitute with the following phrase:

Model Áníidí nahóóltágo bąą doo ch'aa déyáa da.

23.22 Query on Dialog

- Mr. Hall háágoo deeyá?
- Hái éí bił deezh'áázh?
- Da' éí t'éiyá deezh'áázh?
- Ch'ínlíidóó Názlíníjí' haa nízáád?
- Atiin haa hoot'ée ɬeh?
- Shíigo daats'í yá'áhoot'ééh?
- Nahałtingoshą'?
- Yidzaasgoshą'?
- Ch'ínlíidóó háajigo bił dah adiilyeed?
- Biláajigo éí shádi'ááh ya'?
- Binish'náájíshą'?
- Binishtl'ajíshą'?
- Áádóó bikée'dishą'?

- n. Tsétahgóó atiin haa hoot’é?
- o. Séítahgóoshą’?
- p. Nahaltingoósh séítahgi t’áá yá’áhoot’ée ɬeh?
- q. Haigoósh hashtł’ish ɬeh?
- r. Háí lá ákqóó ahnánádááh?
- s. Áadiísh naalnish nínízin?
- t. Názlínídi daats’í áłts’ísigo kin dah shijaa’?

23.23 Narrative

Asdzáá Chii Bighan Haz’áągi

Asdzáá Chii nizhónígo bił haz’á. Bighandóó yaago* halgai. Áadi dibé da’ałchozh ɬeh. Áníidídáą’ nizhónígo nahóóltą. Shíjgo ákwe’é nináháltííh. Haigo nádzasgo biniinaa bikéyah t’áá hoditłee’ ɬeh. Haidáą’ yas ayóó’áníłtso* nít’éé’. Áádóó dąągo náhályííhgo hááhgóó-shíj hashtł’ishgo t’ááłáá’í nídeezid. Dąądáą’ hashtł’ishgo dibé baa naanish hasin nít’éé’. Áko ndi Asdzáá Chii bił hózhq, háálá bidibé dóó tl’ízí nda’ałchííh.* Bidibé yázhí dóó tl’ízí yázhí dahazlíí’.

downhill

it was very big

they give birth

Bighan binaagóó* tsin dahólq. Naakigo éí tiis át’é. Áádóó tiists’óózí éí taaa’go naazkaad. Bighan bine’jí dah yisk’id.* Hózhínígo bił haz’á, Asdzáá Chii bighandi.

around it

hill

23.24 Review

Practice directions with your teacher asking about the direction to various places on the reservation or outside.

Model Kodóó háájigo éiyá Tségháhoodzání?

Sudent Kodóó Tségháhoodzáníjí éí ha’aaahjí.

Tségháhoodzánídóó háájigo éí Na’nízhoozhí hoolyé?

Tiis Yaa Kindóó háájigo Kin Łání hoolyé?

Tó Naneesdizídóó háájigo éí Tó Dínéeshzhee’ hoolyé?

Tségháhoodzánídóó háájigo T’iists’óóz Ndeeshgiizh hoolyé?

T’iists’óóz Ndeeshgiizhdóó háájigo éí Be’eldííldahsinil hoolyé?

BÍHWIIDOO'ÁLÍGÍÍ NAADIIN DÍ'Í GÓNE'É

LESSON GOALS

- Learn more about road conditions
- Be able to express frustration
- Use the verb “to talk”
- Learn more descriptive words

NÁZLÍNÍDÓÓ KII BINÁLÍ BIGHANGÓÓ

Áłtsé díí kwe’é Navajo Housing Authority bił haz’ą́jí kin diné bá ádahoolaa. Kót’ego da’nílts’ą́g góó diné bikéyah bikáá’góó hooghan ádayiilaa. T’áá át’ego díkwíshíí dimíl ádayiilaa. Diné ákóne’ dabighango doo hózhó da’ílígíí da təh. T’áá náhidizíid bik’ehgo yik’é nda’iyiilé. Lahgi éiyá hooghan ndayiilniih. Kót’ego diné dabighan da’nílts’ą́g góó.

Nléidi nish’náájígo kin dah shijaa’. Éí Názlíní hoolyé. Díí éí baa atiin. Wochch’ishjí éí naalyéhé bá hooghan. Nówehgóó éiyá ólta’. Ákwe’é Kii bizhé’é naalnish. Éí bąą Ch’ínlíídééh ałnánádááh áłahji’.

Kodóó nishtł’ajígo niinah atiin. Éí Lók’ahnteelgóó atiin. Áadi éiyá Kii binálí bighan. T’ah doo ahadleeshí yéędą́ą́’ tsétahgóó atiin nít’ée’. T’óó báhádzidgo t’óó bahoo’ih təh nít’ée’. Nahóółtāago éí doodago yidzaazgo doo bihónéedzágíí da təh nít’ée’. Nízaad niinahgo doo chohoo’ii da íídą́ą́’. K’ad éí t’áá yá’áhoot’eeh təh. Áko ndi yidzaazgo łahda ayóó nahateet təh ałdó’. Hazhó’ógo hoł oolwołgo t’éiyá bihónéedzágíí.

Kwe’é dah azkání bikáá’góó hózhóní yee’. Gad dóó chá’oł deíl’á. Ch’il t’áá hóló. Hózhóní, aoo’. Díí éí alíł’ bá yá’át’eeh. Kwiidí Tsíyi’tóhí hoolyé.

bił haz’ą́jí: authority
ádahoolaa: they have built
da’nílts’ą́g góó: in every direction
míl: thousand
náhidizíid bik’eh: every month
yik’é nda’iyiilé: they make payments

baa atiin: road to it

áłahji: all the time

niinah: uphill
ahadleesh: it is being paved
t’óó báhádzidgo: terribly
éí doodago: or else
doo bihónéedzágíí da: it’s impossible
doo chohoo’ii da: hopeless
nahateet: slippery
hoł: with him, with one

dah azkání: mesa
deíl’á: they stand up
alíł’: livestock
Tsíyi’tóhí: Woodsprings, AZ

Diné t'óó ahayóí kwe'é kéédahat'í. Ch'il dóó chizh t'áá hólqogo shíí bininaa. Tó ałdó' hólq.

HALL	Kwe'é díí kéyah hózhóní lá ya'?	
KII	Aoo', shí dó' ákwíinisin.	tó siyíní: <i>lake, pond</i>
HALL	Háadish éiyá ninálí bighan?	bąqhgóó: <i>alongside</i>
KII	Lók'aahnteel woshchishídi tó siyíní biihgahgi atiin bąqhgóó shinálí bighan. Shoo, níníl'í. Nléidi tóshjeeh la' si'á. Éí biyaadi shinálí kééhat'í. K'ad t'áá áhání.	tóshjeeh: <i>barrel, water tank</i> biyaadi: <i>below it;</i> t'áá áhání: <i>near</i>
HALL	Da' díí baa atiin?	e'etiin: <i>road leads to it</i>
KII	Aoo', kóne' e'etiin.	
HALL	Kodi yá'áhoot'ééh. T'iis la' naazkaad dóó binaagóó gad dóó chá'oł deíl'á. Hózhóní yee'.	
KII	Shinálí bito' hólq. Nléidi tsétahgi tó háálí. Nléidi chaha'oh góne' shinálí atł'óogo sidá. Adah ahi'niilchééh. Yá'át'ééh, shinálí.	bito': <i>her (own) water</i> tó háálí: <i>spring of water</i> adah: <i>down, off</i>
ANÁLÍ	Yá'át'ééh, she'awéé'.	
KII	Díí éí bá'ólta'í nilí, Ch'ínlíldi. Éí bił ní'áázh. Diné bizaad yíhooł'aahgo bíká anáshwo'. Saad haashíí néelqá' yíhooł'qá' ndi t'ahdii t'áá yíhooł'aahgo yaa naagháa ɬeh.	bił ní'áázh: <i>I came with him</i>
HALL	Yá'át'ééh, shimá yázhí. Kii ánínigi át'éego diné bizaad bíhoosh'aahgo baa naashá. Hahgo shíí nizhónígo bee yáshti' dooleeł.	-gi át'é: <i>it is like it</i>
ANÁLÍ	Jó nizhóní. Bilagáana doo hózhó nihizaad deidiits'a' da ɬeh. Jó yá'át'ééh kwe'é shaa noo'ázhígíí, Kodóó dah nohkeeh. T'áá nihizaad bee ahił hwiilne'go bee yádeiilti'go éí bee bíhoos'aah dooleeł láq. Kót'éego bilagáana hastiin diné bizaad shíí yínáhooł'aah dooleeł.	yáshti': <i>I talk</i> yádeiilti': <i>we talk it</i>

24.1 Business

Bił haz'qájí, roughly, *its authority, its business, its operating area*, is exemplified with:

Diné Water Department bił haz'ájí diné dóó sáanii atah ndaalnish. *Men and women work in the Navajo Water Dept.*
 Hastiin aláqají' dah sidáhígíí éí Tribal Headquarters bił haz'ájí atah sidáa ṫeh. *The Tribal President is usually in the Tribal Headquarters.*

24.2 Housing

Navajo Tribal Housing Authority has dozens of low-rent housing sites available to people. Rent is based on personal income and need. In a few subdivisions, people have built self-help homes which they own. In other areas, people can buy their own. There is a continuing need for housing especially in areas of high-density employment.

Because land is owned jointly and held in trust by the federal government, people are not able to purchase land, though they have rights where their parents had land-use permission. Even then, they must have community approval to establish a home-site.

24.3 “All directions”

Da’nílts’áá’: all directions, takes the enclitics, **-góó:** *in (toward) all directions*, **-déé:** *from all directions*.

Kodóó diné da’nílts’áá’góó kéédahat’í. *People live in all directions from here.*

Áłchíní da’ólta’ígíí da’nílts’áá’góó ałnádaakah. *The students commute in all directions.*

Báda’ólta’ígíí da’nílts’áá’déé’ ndaakai. *The school teachers come from all directions.*

24.4 Verb “to make payments” (*imperfective*)

Installment payments have been a way of life ever since the trading posts were introduced. A few trading posts still have the receipt book safes in which the small receipt books are displayed in tiers with the names of the customer on the exposed part. These books sticking up out of the tiered safe became the term for *owing a debt*. The customer would say to the trader,

Díkwíishá' shaq̫ háál'á/haajííł: *how much is sticking up alongside me?* The answer:
 _____(number) nq̫ah háál'á/nq̫ah haajííł: *you owe* _____(number)_____.

Rent payments are a bit painful because the earlier hogans cost very little money. The last two decades have seen a major change in housing and the need for rent payments.

Payments are made by the month: náhidiziíd bik'eh: *according to the recurring passing of the month.* Yearly payments would be nináháháah bik'eh: *according to the recurring passing of the year.*

To make/bring a payment (of specific amounts) at intervals is prepounded with **bik'é: in payment for.**

ni'iishłé	ni'iilyé	nda'iilyé
ni'iyílé	ni'iyohłé	nda'iyohłé
ni'iilé	ni'iilé	nda'iilé

Díí béésh bii' kq̫í náhidiziíd bik'eh bik'é ni'iyílé. *You pay for this stove in monthly payments.*

Kéyah nahiséñii'. Áko nináháháah bik'eh bik'é ni'iishłé. *I bought some land and so I'm making yearly payments on it.*

Sadie bighan yik'é ni'iilé. *Sadie is making payments on her house. Sadie is renting her house.*

Díkwíí lá shaq̫ háál'á? *How much do I owe?*

Naakidi mííl nq̫ah háál'á. *You owe two thousand dollars.*

Shibéeso ádin lá héí. *I don't have any money!*

24.5 Road

The enclitics and postpositions that go with *roads* are given here:

Dibé atiindi shijéé'. *The sheep are lying on the road.*

Łééchqa'í atiin yaq̫h sití. *The dog is lying by the road.*

Hastiin atiingóó yigáátł. *The man is walking along the road.*

Lee atiin bīghahgi bighan. *Lee lives near the road.*

Díí éí tó háálíní baa atiin. *This road leads to the spring.*

Tł'ízí yázhí atiin ałníi'gi sití. *The little goat is lying in the middle of the road.*

Atiin ahoodlézhígíí bikáá'góó nihít oolwoł. *We're driving on the highway.*
Kodóó niinah atiin. *From here the road goes uphill.*

Dah adiitiinígi niba' naasháa doo. *I'll wait for you at the turnoff.*

Da' kóne' tsiyi'góó e'atiin? *Does this road lead to the forest?*
Aoo', ákqó e'atiin. *Yes, it leads there.*

24.6 Adverb

Several exclamatory adverbs are used in this lesson. These can vary from the extreme to mild in expression, much as the English equivalents. **t'óó báhádzidgo/t'óó báhádzigo/t'óó báhádzoo:** *very, extremely, a lot, much, hard, diligently, literally means, terribly, fearfully.*

Ashiiké t'óó báhádzigo jooł yee ndaané. *The boys are playing ball extremely hard (they're giving it all they have).*

Ch'éeh deekai háálá t'óó báhádzigo ndeiilnish nít'éé'. *We're tired because we worked awfully hard.*

Hastiin tsxíjíl nízingo t'óó báhádzigo bił oolwoł. *The man is in a hurry and driving extremely fast.*

24.7 Verb “to be hopeless”

Doo chohoo'íí da: *it is hopeless*, has an adverbial form that does not necessarily reflect the literal meaning: **doo chohoo'íígóó:** *extremely high.*

Díí doo chohoo'íí da lá. *This is hopeless!*

Leroy éí doo bił chohoo'íí da. *It seems hopeless to Leroy.*

Áłchíní doo chohoo'íígóó bił dahózhq. *The children are extremely happy.*

K'ad chidí doo chohoo'íígóó da'ílí. *Cars are very expensive now.*

Hashtl'ishígíí biniinaa doo shił chohoo'íí da. *The mud just seems hopeless to me.*

Éí doo chohoo'íígóó adlá. *He is really drinking. (At the rate he is drinking he's going to be terribly drunk.)*

24.8 Verb “to be impossible”

The verb, **bihónéedzá/bohónéedzá**: *it is possible, it is feasible*, can be applied as an expression of frustration: **Doo bihónéedzá da**: *it is impossible, it isn't feasible*.

Diné bizaad yíhooł'aahígíí doo bił bihónéedzá da. *Learning the Navajo language seems impossible to him.*

Doo daats'í bihónéedzá da nínízin? *You probably think it's impossible.*

T'áá bihónéedzágo át'é nisin. *I think it's quite possible.*

Diné bizaad bóhoo'aah nantł'ah ndi bihónéedzá nisin.

Learning the Navajo may be difficult but I think it is possible .

Doo bihónéedzá da, ní bilagáana sání. *The old white man says it's impossible.*

24.9 Adverb “otherwise”

Or else is expressed by, **éí doodago/doodaii'/éí dooda léi'**: *if that is not.*

Shaa díínáál, éí doodago naa deesháál. *You come to see me or else I'll come to see you.*

Bíká adijah ya'? Éí doodaii' t'áá bí t'áá sáhí hooghan yinaalnish doo. *Let's help him. If not, he'll work on his house by himself.*

24.10 Verb “to be in a similar manner”

The phrase, **-gi át'é**, translates into something like, *in the same manner as..., in like manner*. It is synonymous with **nahalin** in most settings.

Lance doo bizhé'égi át'éego naalnish da. *Lance doesn't work like his father.*

Éigi át'éego ánflééh. *Make it like that.*

Bilagáana doo dinégi át'éego yálti' da. *The white man doesn't talk like a Navajo.*

Dífigi át'éego bá áshlééh. *I'm making it like this for her.*

Loretta bimáagi át'éego Łikango ch'iyáán ííł'í. *Loretta cooks good food like her mother.*

24.11 Verb “to talk” (*continuative imperfective*)

Here is the paradigm of *to talk, to speak*.

yáshti'
yánílti'
yálti'

yéiilti'
yálti'
yálti'

yádeiilti'
yádaalти'
yádaalти'

Diné doo yálti' da. *The man doesn't/can't speak.*

Lou dikos bidoolna'go doo yálti' da silí'. *Lou has lost her speech because of a cold.*

Nihinaanish baa yádeiilti'. *We are talking about our work.*

Mark Kiis'áanii bizaad yee yálti. *Mark speaks Hopi.*

Ch'éeh bich'i' yáshti'. Shizaad doo yik'i'diitjih da. *I'm talking to him without any results. He doesn't understand my language.*

Sáanii shits'áají danilíigo yádaalти'. *The women are opposing me.*

Hazhó'ógo bich'i' yánílti'. *Speak slowly to them.*

Ashiiké, shich'i' yálti'. *Boys, speak to me.*

24.12 “Standing”

Trees standing as in a forest are said, **tsin yíl'á, tsin deíl'á**: *trees are sticking up.* The first could be a clump of trees; the latter, more like a number of clumps. Large crowds of people are described with the same verb.

Na'ahóóhaidi diné t'óó ahayóí deíl'á. *There are large groups of people at the rodeo.*

Dah azkání bikáá'góó tsin deíl'á. *There is a forest of trees on top of the mesa.*

24.13 Reference to Water

Many place names are given because of a spring or other source of water. Quite a few clans originate from areas in reference to water.

A spring is is said, **tó háálí**: *water flows up out.* A spring close to someone's house could be claimed by a person, and could be thought of as, **bito'**: *his water.* However, no

one can claim any water for himself unless he has dug or drilled his own well. Water is community property. No one is to be denied access to water.

Tó siyí: *body of water*, may be a puddle, a pond, a lake or sea and ocean, not water in a container.

Karen Tó Dích'íi'nii nilí. *Karen belongs to the bitter water people.*
Shí éiyá Tó Áhání bá shíshchíín. *I'm born for the close-to-water people.*

Carol daats'í Tó Dínéeshzhee'di bá ólta'? *Is Carol a teacher at Kayenta?*

Ndaga', Tó Naneesdizídi bá ólta'. *No, she's a teacher at Tuba City.*

Tó háálínídi t'iis naakigo sikaad. *There are two cottonwoods at the spring.*

Tó siyínídi híí' da'adlá. *The horses are drinking at the pond.*

24.14 Transformation Drill

Model Tom híí' nayiisnii'.

Student Éí yik'é ni'iilé.

Chidí nahisélnii'.

Rose bik'idah'asdáhí nineezígíí nayiisnii'

Shí dóó shádí bii' azk'ází nahisiilnii'.

Kindi nihą́hahaajííł.

Hastóí dibé ndayiisnii'.

Shí dóó shi'áłchíní béésh bii' kq'í nahisiilnii'.

Model Ch'ah nahisélnii'.

Student Doo bik'é ni'iishléé da.

Hastiin éétsoh nayiisnii'.

Ashiiké t'éé yázhí bee hazlíí'.

Nihimá yázhí ch'iyáán ndayiisnii'.

Dzi'izí nahisínílnii'.

Shí dóó sitsilí tsásk'eh nahisiilnii'.

Ni dóó nitsilí dzi'izí nahisoołnii'.

24.15 Query Translation Drill

Model Atiin baa hólne'.

crooked

Student Atiin nahoneeshtł'iizh.

straight
among rocks
in the sand
uphill
junction
slippery
rough
to the spring
terribly crooked
hopelessly crooked
extremely rough
uphill and slippery
in the mud
slippery in the mud
in town
straight in the village

24.16 Transformation Drill

Model Béeso ḥa' shaa nínííł.

Student Doo bihónéedzáḡa da, háálá shibéeso ádin. (Always give a reason.)
Stan shíká adoolwoł nisin.
Sik'is chidí bikee' nihá neidiyoołnih niidzin.
Ashiiké nihíł ndaanée doo daniidzin.
Yiskáo nihíł dah adillyeed ya'?
Díí t'éé' shaa díínááł.
Susie kwe'é nihaa doogááł shíjí.

24.17 Completion Drill

Model Lorenzo diné bizaad yee _____

Student Lorenzo diné bizaad yee yáłti'.
Sandy
Sally dóó bich'é'é

Hastóí danilíinii
 Tim dóó Tom
 shí dóó shich'ooní
 Carrie dóó bitsilíké
 shí dóó sha'áłchíní
 ni dóó nik'is

24.18 Query on Dialog and Narrative

- a. Navajo Housing Authority bił haz'ájíísh kin ádayiilaa Názlínídi?
- b. Hait'áo diné hooghanígíí yik'é nda'iilé?
- c. Kii bizhé'é háágoo ałnánádáah?
- d. Da' t'áá ákwíí jí ałnánádáah?
- e. Atiin haa hoot'ée ɬeh?
- f. Nahóóltáągoshą' haa hoot'é?
- g. Yidzaazgoshą'?
- h. Séítahgi haa hoot'ée ɬeh?
- i. Tsétahgóósh hodiwol?
- j. Niinah atiin bikáá'góó haa hoot'é yidzasgo?
- k. Tsiyi'tohí hoolyéedi daats'í tsin deíl'á?
- l. Hózhóníísh áadi?
- m. T'áásh ákwe'é tó hólq?
- n. Diné haa néelqá' áadi kéédahat'í?
- o. Kii binálíshą' háadi kééhat'í?
- p. Tóósh hólq bighandi?
- q. Mr. Hall dóó Kii bighandi ní'áazhgo ha'át'íí binálí yaa naagháá nt'ee'?
- r. Háá góne' naháaztqáago ahił dahalne'?
- s. Da' Mr. Hall diné bizaad yee yálti'?
- t. T'áá daats'í bił nant'ah?
- u. Kii binálí bighandiísh tsin ɬa' deíl'á?

24.19 Narrative

Tell about the area in which you live, about the rainfall, snow in winter and the roads. Say something about your activities. Don't try to go far afield, you may have trouble finding the correct words. If you have rent payments, payments for board or other installments, tell about them. If you wish to, these can be fictional. Your instructor will want to have some of the stories read in class, with questions later.

BÍHWIIDOO'ÁLÍGÍÍ NAADIIN ASHDLA'Í GÓNE'É

LESSON GOALS

Identify body parts

Learn to use “to butcher” verb

Continue practice of semeliterative “again.”

T'AHDI KII BINÁLÍ BIGHANDI

HALL	Kii, níléidi kíí' yitah sizínígíí hait'áo wójí?	wójí: <i>he is called</i>
KII	Éí Jaa'ii dabidii'ní. Télli át'é.	Jaa'ii: <i>the-one-with-ears</i>
HALL	Da' éísh nił naaldlooosh łahda?	télli: <i>burro, donkey</i>
KII	Łahda, aoo'. Áko ndi doo tsííl nízin da łeh.	nił naaldlooosh: <i>you ride it</i>
HALL	Éí baa diit'ash ya'?	
KII	Hágóshíí.	
HALL	Ha'át'íí óolyé jaa'ii?	óolyé: <i>it means</i>
KII	Shoo, díí éí bijaa'. Bijaa' éí nineezgo biniinaa Jaa'ii deiłní.	bijaa': <i>its ears</i> deiłní: <i>they call it</i>
HALL	Bee shił hólne'. Díí éí bijaa'. Éíshqá'?	atsiits'iin: <i>head</i>
KII	Díí t'áá át'é bitsiits'iin deiłní. Díí éí bináá'. Nááná díí éí bichííh áádóó bizéé'.	anáá': <i>eyes</i>
	Kóne' éí biwoo' dóó bitsoo'. Éí yee tl'oh yiłchozh. Díí binii' dabidii'ní. Áádóó nááná éiyá bíñíí'.	áchííh: <i>nose</i> : azéé': <i>mouth</i>
	Binii' dóó bíñíí' al'ąą át'é ya'?	awoo': <i>teeth</i> : atsoo: <i>tongue</i>
HALL	Bee ánaádí'ní. T'áadoo hazhó'ó íísists'ąą' da.	aníí': <i>face</i>
KII	Binii', bíñíí'.	áníí': <i>nostrils</i> ; al'ąą: <i>different</i>
HALL	"Binii'" éí wóyahgo diits'a'. "Bíñíí'" éí wódahgo diits'a' ya'?	íísists'ąą': <i>I listen</i>
KII	Aoo', ákót'é. Nááná éiyá, díí éí bik'os át'é. Kwe'é éí binághah. Éí biyaadi éiyá bibid.	wóyahgo: <i>low, lower</i> wódahgo: <i>high, higher</i>
	Akée'di éí bitsee'. Éí doo hózhó nineez da.	ak'os: <i>neck</i>
HALL	Áádóó ayaadishqá', díí haash wolyé?	anághah: <i>back abid: belly</i>
KII	Díí éí bijáád dóó bikee'.	atsee': <i>tail</i>
HALL	Jó nizhóní. Díí t'áá át'é baa náháshne' ya'?	ajáád: <i>leg; akee': foot</i>
	T'áá daats'í saad bighool'ąą'. T'áá ałkéé'go yínishíí doo. Díí éí bitsiits'iin dóó bijaa', bichííh, bináá', bizée'da. Kóne' éí biwoo' dóó bitsoo'. Nááná díí binii' dóó bíñíí' bidi'ní.	ałkéé': <i>in sequence</i>
	Kodóó éiyá ak'os dóó anághah áádóó atsee'. Nááná díí éí bibid áádóó bijáád dóó bikee'. Kót'áo ya'?	bidi'ní: <i>it is called</i>

- KII Nizhóní lá. K'ad shíj béínlñiih doo. Saad nizhónigo bíhwiiñít'áq'.
 HALL Éí shíj bénáshniih dooleeł.

AŁNÍ'NÍ'ÁÁ DÓÓ BIK'IJI'

Ałní'í'áq dóó bik'iji' Kii binálí éí ná'áł'ahgo yaa naaghá. K'ad Hastiin Hall saad haashíj néeláq' yínááhwiidool'áál.

Kii binálí asdzáq na'ał'ahgo Hastiin Hall dóó Kii bíighahgóó sizíjgo yinéł'í. Asdzáq éiyá dibé bits'íís bii' hólónígíí yózhí. Mr. Hall éí yikék'ehgóó ání.

Áko asdzáq ání, Díí éí dił wolyé. Dił dabidii'ní. Nááná díí ajéí dabidii'ní, ajéídíshjool. Díí éiyá ajéí yilzólii wolyé. Áadóó nááná éiyá azid wolyé.

Díí t'áá át'é ajéí dabidii'ní.

Nááná éiyá díí ach'íí' dabidii'ní.
 Díí éí abid wolyé, dibé bibid.
 Díí éí dibé bítsaq'ts'in deíniijí.
 Nááná kódaat'éhígíí éí ats'in dabidii'ní.
 Díí éí agaan deíniijí áadóó akee' bąąh hóló.
 Díí dó' shigaan dóó shíla'.

K'ad índa Hastiin Hall saad ła' yínááhooł'áq'. Éí daats'í t'áá át'é yénáálniih doo. Doo daats'í bił nantł'ah da doo.

ałní'ñí'áq: in the *afternoon*
 ná'áł'ah: *she is butchering*
 yihwiidool'áál: *he will learn it*

ats'íís: *body*

dił: *blood*
 ajéídíshjool: *heart*
 ajéí yilzólii: *lungs*
 azid: *liver*
 ajéí: *thoracic organs - heart, lungs, liver*
 ach'íí': *intestine*
 abid: *stomach*
 átsaq'ts'in: *ribs, rib bone*
 ats'in: *bone*
 agaan: *arm*
 ála': *hand*

25.1 Verb “to ride horseback”

When you ride an animal, it *walks with you*. As with other movement verbs, riding is described very precisely. Here are a few verbs to get you started. These are given with the first person pronoun; other pronouns apply equally well. The stem signifies a four-legged animal moving about.

shił yíldlóósh (I)	<i>I arrive on horseback at a trot</i>
shił naaldloosh (CI)	<i>I am riding around at a trot</i>
shił yíldlosh (Prog)	<i>I am riding along at a trot</i>
shił yíldloozh (P)	<i>I arrived at a trot</i>
shił náldlosh (R)	<i>I repeatedly ride at a trot</i>
shił dooldlosh (F)	<i>I will arrive at a trot</i>

Shidá'í ałní'ní' áádáq' bił yídlóósh. *My uncle came on horseback at noon.*

Chii bida' i'íí'ąągo áádék' bił dooldlosh. *Chee's nephew will ride up from there in the evening.*

Shicheii kingóó bił yildlosh. *My grandpa is on his way to the store on horseback.*

Áníídí télíi shił yıldloozh. *I came by donkey a little while ago.*

Ashkii dibé yaa áhályąągo télíi bił naaldloosh. *The boy is taking care of the sheep, riding a donkey.*

Díí kíłkizhí nił náldlosh doo. *You will (usually) ride this spotted horse.*

25.2 Verb “to be meant by” (*neuter imperfective*)

Only the third person is given here.

Ha'át'íísh óolyé “bijh”? *What is meant by “bijh”?*

“Bijh” bilagáanak’ehjí “deer” wolyé. *“Bijh” is called “deer” in English.*

“Lééchqa’í yóó eelwod” jinígoshä’ haa yit’éego ájíniih bilagáanak’ehjí? *What does “lééchqa’í yóó eelwod” mean in English?*

Éí bilagáanak’ehjí “the dog ran away” óolyé. *It means “the dog ran away.”*

25.3 Body parts

This list, not in alphabetical order, will have to substitute for an anatomical chart. The indefinite possessive **a-** prefix indicates body parts are always possessed.

ats’íís	<i>body</i>	awos	<i>shoulder</i>
atsiits’iin	<i>head</i>	agaan	<i>arm</i>
atsii'	<i>hair</i>	ála'	<i>hand</i>
atáá'	<i>forehead</i>	álázhoozh	<i>finger</i>
ajaa'	<i>ear</i>	abid, átsä	<i>belly</i>
anii'	<i>face</i>	atl'aa'	<i>buttocks</i>
anáá'	<i>eye</i>	ajáád	<i>leg</i>
áchííh	<i>nose</i>	agod	<i>knee</i>
azéé'	<i>mouth</i>	akéé'	<i>foot</i>
ak’os	<i>neck</i>	akézhoozh	<i>toe</i>
anághah	<i>back</i>	atsee'	<i>tail (animal)</i>

abid	<i>stomach</i>	atsiighaq'	<i>brain</i>
ach'íí'	<i>intestines</i>	atsoo'	<i>tongue</i>
ajéí	<i>thoracic organs: heart, lungs, liver</i>	ats'in	<i>bone</i>
ajéí yilzólíi	<i>lung</i>	ajéídíshjool	<i>heart</i>
átsáq'ts'in	<i>rib</i>	azid	<i>liver</i>
		awoo'	<i>tooth</i>

A few idiomatic terms:

Awéé' shitsék'ee sidá. *The baby is sitting on my lap (atsé-, tail +-k'ee, area).*

Lísa átsá íílééh. *Lisa is fixing a meal (belly).*

At'éé yázhí bítsá hodiniih. *The little girl has a stomach ache.*

Freddie biwoo' diniih. *Freddie has a toothache.*

Hastiin sání bikéé' yishááł. *I'm walking in the old man's footsteps.*

Kelly bimá sání bizéé' hazlíí'. *Kelly's grandma has died.*

Nizéé! *Shut up! (Your mouth!)*

**Bizábäqhádóó (bizéé' báqhádóó: from the side of his mouth)
yálti'.** *He's speaking from his mouth, not from his heart. He is
not sincere in what he is saying.*

Laura bijéí neezgai. *Laura is in deep sorrow (her heart aches).*

Harry bináá' táchíí' lá. *Harry's eyes are red (he must have been
drinking).*

25.4 Descriptive Names

In traditional times people were often called by a name descriptive of a physical feature. Some of them are not easily recognizable when anglicized. All clan names are descriptive, often having been given because of where a large number of people of one clan settled. Many animals and birds are called by a descriptive name.

haltsooí dine'é: *the meadow people* — Holtsoi

kiyaa'äänii: *the towering-house people* — Keyonnie

tábäqhí: *beside-the-water clan* — Tabaha, Tapaha

táchíi'nii: *the red-running-into-water people* — Tacheeney

tł'ízí kání: *the many-goats people* — Manygoats

binálí: *his grandchild* — Benallie, Binally

biye': *his son* — Begay, Begaye

yázhí: *the little one* — Yazzie

agodii: *the stumpy one, the amputee* — sobriquet

hastiin bíla'í: *the one-with-the-hand (crippled)* — a sobriquet

jaa'agodí: *stubby-eared one* — a sobriquet

jádí: *the-one-with-legs, the fleet one — antelope*

jaanéez, dzaanéez: *long-ears — mule*

télii: *the-breast-one — burro, donkey*

chíjh yee adilohii: *the one-that-lassos-with-its-nose — elephant*

chíjh yee adilohijí: *the Republican party*

atseełtsoii: *yellow tail hawk*

gáagii: *the-gáa, gáa-one (its cry) — raven*

téél halchí'í: *the-red-breasted-one: robin*

25.5 Adverb, Adjective “Different”

Ał'ąą: *different, separate, distinct*, is useful in describing variety.

Nihizaad ał'ąą át'é. *Our languages are different.*

Da'nílts'ąą'góó ał'ąą dine'é ał'ąą át'éego yádaalti'. *In all directions (away from here) different people speak a variety of languages.*

Hastiin Begay bilí' ał'ąą ádaat'é. *Mr. Begay has a variety of livestock. Mr. Begay has a variety of horses.*

Tsin ał'ąą át'éego ádanílnéez. *The posts are in a variety of lengths.*

Saad ał'ąą ádaat'é ła' ndantł'ah, ła' éí dooda. *The words are different; some are hard, others not.*

Chidí ał'ąą át'éego ndaashch'ąą'. *The cars are in a variety of colors.*

Nihí ał'ąą át'éego diné bizaad bídahwiil'aah. *We learn Navajo in different ways. We're each on his own level.*

Sáanii dóó hastóí ał'ąą át'éego yádaalti'. *Women and men speak differently from each other.*

25.6 Verb “to listen” (perfective)

Though this verb is in the perfective mode, it can also be interpreted to show the present. Afix the object pronoun to say, *to listen to someone*.

iísists'ąą'

iísínílts'ąą'

iísts'ąą'

iísílts'ąą'

iísólts'ąą'

iísts'ąą'

da'iísílts'ąą'

da'iísólts'ąą'

da'iísts'ąą'

Áłchíní, da'iísólts'ąą'. *Children, listen!*

Áłchíní, dashíísólts'ąą'. *Children, listen to me!*

Daníísílts'ąą'. *We're listening to you.*

Naakaii ahił halne'go hazhó'ó íísísts'áą' ndi doo bik'idiishtjih da.
Even when I listen closely, I cannot understand Mexicans when they talk together.

Béésh bąąh dah si'ání nihináál halne'go hazhó'ó íísílfits'áą'. We listened closely when the tribal delegate was speaking (in our presence).

Níísísts'áą'. *I heard you. I was listening to you.*

Naat'áanii yísínílt's'áą'. *Listen to the boss.*

Naat'áanii yísísts'áą'. *I listen/listened to the boss.*

25.7 Adverbs “up, down”

Wódah/hódah: *up at an elevation, up high, up in the sky, up in the air;*

wóyah/góyah/hóyah: *down, down below, on a lower level,* take on all the locative and directional enclitics.

Wódahgóó eelwod. *He ran up to a higher level.*

Woyahgóó bił oolwoł. *He's on his way downward by vehicle.*

Bijh níleidi wódahdi sizí. *The deer is standing over there on top.*

Ñléí wóyahdi tsé'í'áhídi Chii bighan. *Down there at the standing rock is Chee's house.*

Ñléí wódahdék' nihiné'lí. *He sees us from over there on top.*

Tsékooh hóyahdi diné kéédahat'í. *People live down in the canyon.*

Cháshk'eh hóyahdi tó siyí. *There is some water (in a pool) in the wash.*

25.8 High Tone

In describing the high and low tones of vowels, you can say, **wódahgo diits'a'**, as in the dialog. Those who are not trained in listening for the high-low features can relate better to saying, **chánahgo diits'a'**. **Chánah** has the connotation of *being healthy, enthusiastic*. Here are a few examples:

Shicheii chánah nilí. *My grandpa is healthy.*

Chánahgo yánílti'. *Speak louder, with more force.*

Dibé dibé bighan góne'é éí doo chánah danilíi da. *The sheep in the corral are not well.*

Naaki damoo yéqédáą' doo chánah nishlíi da nít'éé'. *I wasn't feeling well two weeks ago.*

Hastiin sání chánahgo yálti'. *The old man speaks forcefully.*

25.9 Verb “to butcher” (*imperfective*)

This paradigm translates into *to butcher, to skin, to dissect (intransitive)*.

ná'ásh'ah
ná'ił'ah
ná'áł'ah

ná'iil'ah
ná'ół'ah
ná'áł'ah

ńda'iil'ah
ńda'oł'ah
ńda'ałah

Abíndáq' shimá yázhí baa níyáago ná'áł'ah nít'éé'. *When I came to my aunt's place she was butchering.*

Ná'áł'ahgo yaa naaghá. *He's busy butchering (skinning).*

Ná'ásh'ah doo hózhó bééhasin da. T'ah doo íiyisí bíhooshaah da.
I don't know how to butcher very well. I haven't really learned how.

Hastóí ńda'ałahgo i'íí'á. *The men butchered all day.*

Ashiiké ńda'ałahgo yídahooł'aah. *The boys are learning to butcher, are learning to skin.*

Sammie ná'áł'ah doo yééhósín da. *Sammie doesn't know how to butcher, doesn't know how to skin.*

The *transitive* paradigm follows:

násh'ah
náníł'ah
néíł'ah

néiil'ah
náł'ah
néíł'ah

ńdeiil'ah
ńdaał'ah
ńdeił'ah

K'ad bijh násh'ah. *I'm butchering, skinning the deer.*

Hoskie bilíí' tl'éédáq' ádin silíí'. K'ad néíł'ah. *Hoskie's horse died last night. He's skinning it now.*

Atsí' deinízingo tl'ízí ńdeił'ah. *They needed some meat so they are butchering a goat.*

Shidá'í ná'áł'ahgo ayóo bił yá'át'éé ɬeh. *My uncle enjoys butchering.*

Dibé náníł'ahgo doo bééhonísín da. *You do not know how to butcher sheep.*

25.10 Verb “to learn it” (*future*)

This paradigm has the prefixes most often used in future verbs. In this lesson, the semeliterative prefix **náá-**: *again*, is inserted.

bínááhwíideesh'ááł	bínááhwíidiil'ááł	bínáádahwiidiil'ááł
bínááhwíidiíł'ááł	bínááhwíidooł'ááł	bínáádahwiidoł'ááł
yínááhwíidooł'ááł	yínááhwíidooł'ááł	yínáádahwiidoł'ááł

Yiskájí' saad naadiingo bínáádahwiidoł'ááł. *You will learn twenty more words by tomorrow.*

Hataałii sání baa deeshááł. Éí bits'ágdóó saad bínááhwíideesh'ááł. *I'll go and see the old singer and learn some more words from him.*
Naakaii bizaad bínááhwíideesh'ááł nisin. *I think I'll also study the Spanish language.*

25.11 Query Free Response - Based on Dialog and Narrative

- Háí éí kíí' yitah sizí?
- Haash wolyé éí?
- Bijaa' daats'í nineez?
- Łahda daats'í Kii éí bił naaldlosh?
- Jaa'ii díkwíí bijaa'?
- Díkwíí lá bináá'?
- Bijáádshä'?
- Bikéé' éí díkwíí?
- Binághahísh hólq?
- Bibidshä'?
- Téliísh tsííł nízin ɬeh?
- Bik'osísh nineez?
- Mr. Hall ha'át'íí yaa naaghá?
- Saad ániidíígíísh bił ndantł'ah?
- Ałní'ní'ágdóó bik'ijí' ha'át'íí yaa naaghá Kii binálí asdzáq?
- Da' Mr. Hall saad ɬa' yínááhooł'ąą'?

25.12 Transformation Drill Present to Future

Model Diné bizaad bíhoosh'aah.

Student Diné bíhwíideesh'ááł.

Liz diné bizaad yíhooł'aah.

Terry dóó Tillie saad ɬa' yíhooł'aah.

Áłchíní bilagáana bizaad yídahooł'aah.

Ashiiké naanish yídahooł'aah.

Jones, díí nizhónígo bíhoole'aah.

At'ééké, díí saad bíhoole'aah.

Naaltsoos ɬichíígíí bíhoole'aah.

25.13 Transformation Drill Present to Past to Future

Model Diné bizaad bíhooł'aah.

Student A Diné bizaad bíhwiiní'áą'.

Student B Diné bizaad bíhwiidíí'áát.

Saad bídahwiil'aah.

Sáanii atł'ó yídahooł'aah.

Hastóí na'ach'iishjí yíhooł'aah.

Doo shił nantł'ahgóó saad bíhoosh'aah.

Tim dóó Donna doo bił nantł'ahgóó diné bizaad yíhooł'aah.

Sáanii danilínii naaltsoos dayółta'.

T'áá ánółtso saad bídahooł'aah.

25.14 Substitution Drill

Model Diné naaltsoos yółta'.

Student Diné naaltsoos náayółta'.

Díí saad bíhooł'aah.

Áłchíní bilagáana bizaad yídahooł'aah.

Sadie naakaii bizaad yíhooł'aah.

Ch'iyáán áł'í éí bíhoosh'aah.

Ñléidi níníł'í.

Tó la' nisin.

Dibé dibáá' danízin.

Shíká adíílwot.

Rose bee bił hodíílnih.

T'áá íídáą' bee bił hweeshne'.

Díí shá bił hólne'.

Awéé' bitah honiigai.

Shitah ayóó honeezgai.

Sandra diné bizaad yíhwiidooł'aát.

Naakaii bizaad bíhwiideesh'áát nisin.

Saad ániidígíí bíhwiidiil'áát.

25.15 Review Naming Body Parts

Ideally, your instructor will have an anatomical chart or will draw a figure on the chalkboard. The following practice should be done as rapidly as possible, in order to think quickly in Navajo. Use questions like these or similar ones:

Díí haash wolyé? Éí _____ wolyé.

Dinék'ehjí hait'áo ájíniih? Éí _____ jiniih.

Díí haash wolyé, dinék'ehjí? Dinék'ehjí _____ wolyé.

25.16 Substitution Drill

Model Hazhó'ó íísísts'ágá'.
ni

Student Hazhó'ó íísínílts'ágá'.
Dale
Dale dóó Daren
Louise dóó ba' áłchíní
ashiiké t'áá áłta
hastóí t'áá áltso
sáanii niidlíinii
diné daniidlíinii
shí dóó Thelma

25.17 Substitution Drill

Model Hastiin Yazzie ná'áł'ah.
shí

Student Shí éí ná'ásh'ah.
t'áá áníidla
t'áá ánoła
Tom dóó Denise
Verna dóó bich'é'éké
nihicheii

25.18 Variable Substitution Drill

Model Hastiin Tsosie kíí' bił naaldloosh.
adáądáą'

Student Hastiin Tsosie kíí' bił yíldloozh.
atiingóó
shí
kindéé'
yiskáo kingóó
dibé baa áháhyáago
télii
ashkii
at'éé yázhí
sáanii

BÍHWIIDOO'ÁLÍGÍÍ NAADIIN HASTÁNÍ GÓNE'É

LESSON GOALS

- Learn to talk about planting crops
- Be able to express repeated trips
- Learn the perfective of “to help”
- Use more iterative verbs

KII BIK'ÉÍ BAA HANE'

HALL Kii, ninálí hastiinsha'?

KII Shinálí hastiin naaki nááhai yéédáqá' ádin.
T'áá kwe'é keéhat'íí nít'éé'. Díí líí' dóó dibé
dóó t'ízida, éí bí bilíí' nít'éé'. Nléidi tsé'naa
bidá'ák'eh nít'éé'. Cháshk'eh biihgahgóó
t'áá bí bikéyah nít'éé'. K'ad éí shinálí
asdzqáq bikéyah.

HALL Áadi daats'í t'áadoo le'é k'iidilé?

KII Shinálí, dá'ák'ehgiísh dąądáqá' t'áadoo le'é
k'idiínílá?

ANÁLÍ Aoo', naadqá' dóó naayízí k'idíílá.

KII Naa'ołíshá'?

ANÁLÍ Éí dó' k'idiilyá. Shinálí ashkii bił shigha-
nígíí éí shíká eelwod. T'áá sáhigo shí doo
biíníshghah da nít'éé'. K'ad éí áadi
naalnish. Dąądáqá' yéigo nahóóltánígíí
baq ch'il dahazlíí'. Áadi atah náhágod.
Shidá'ák'eh hoditlēe'go biniinaa
k'idiilyáhígíí nizhónígo danooséél.

HALL Baa naah'aashígíí íiyisí baa naanish hasin.

ANÁLÍ Yéigo neiilnishgo t'éiyá díí t'áá át'é baa
áhwiilyá.

HALL Shimá yázhí, na'álchíní éí díkwíí?

ANÁLÍ Sha'álchíní díí'. Shiyáázh éí naaki áádóó
shich'éé ałdó' naaki. Kii bizhé'é éí alájíí'
naaghá.

HALL Łá'ígíí éí háadi dabighan?

ANÁLÍ Łá' shich'éégo éí níléí tó siyíní wónaanídí
bighan. Níníł'í. Nléidi kin tigaii bikáádéké'
tichíí'go éí shich'éé bighan. Azhá
binaanish hólqo ndi shaa nináhádáahgo

tsé'naa: across

cháshk'eh: wash, arroyo

k'iidilé: she plants it

k'idiínílá: you planted it

k'idíílá: I planted it

k'idiilyá: we planted it

bííníshghah: I'm able,

I'm up to it

yéigo/yéego: very

náhágod: he is hoeing

danooséél: they grow

alájíí': in front, ahead

ħá'ígíí: the others

wónaanídí: across it

bikáádéké': on top of it

azhá...ndí: although

*nináhádáah: she comes
repeatedly*

shíká análwo'. Adádáqá' shíká eelwod.
Dá'ák'ehgi naalnishgo i'i'qá. Éí ayoo baa
ahééh nisin shíká eelwodígíí.

HALL Áadóó nich'éé náahódló. Éí háadi
kééhat'?

náahódló: also exists

ANÁLÍ Éí dóó bitsilí Ahééhésíhdi kééhat'í.
Nízaadi bighanííí bąą doo hózhó áadéé
shaa nináhá'ash da. Éí t'áá ála binaanish
hóló áadóó ba'álchíní ałdó' hólq. Shíigo
éiyá t'áá naaki damoo ná'ádleeh bik'eh
dóó Késhmish yázhígo índa Késhmish
góne'é áadéé' ałnánáát'ash.

nináhá'ash: they come back
regularly

ná'ádleeh: repeatedly passes

HALL Jó nizhóní. Kót'éego ahił hwiilne'go saad
lą'í bínaáhool'qá'. Ahéhee', shimá yázhí.

ałnánáát'ash: they go back
and forth

26.1 Preposition “across”

There are a number of equivalents in Navajo. Some are interchangeable. The examples will help you to use them correctly.

Kin nineez ndi naaniigo ált'sísí. *The building is long but across (the width) it is small (narrow).*

Tsékooh ha'naa/tsé'naa nízaad. *The canyon is far across.*

Tsékooh ha'naadi/tsé'naadi shidá'í bighan. *My uncle lives across the canyon.*

Béésh Bich'ahii éí tó wónaanídi bikéyah. *The Germans' country is across the water.*

Diné dóó be'asdzáqá tó wónaanídéé' nihaa ní'ázh. *A man and his wife came to see us from overseas.*

Dzaanééz cháshk'eh wónaanígóó shił dooldlosh. *I will ride the mule across the wash.*

Hastiin Nez níléidi tsé'naadi bidá'ák'ehgi naalnish. *Mr. Nez is working across over there in his field.*

Tó wonaanídi ał'ąą dine'é kíédahat'í. *Different kinds of people live across the ocean.*

Dibé yázhí tsé'naa níltee. *Carry the lamb over.*

Cháshk'eh tsé'naadi ch'il holq. *There is grass across the wash.*

Télli cháshk'eh wónaanídéé' yildloosh. *The burro is coming from across the wash.*

Tsékooh wónaanígóó diit'ash ya'? *Let's go over to the other side of the canyon, shall we?*

Hágoshíí, tì'. *OK, let's go!*

26.2 Verb “to plant” (*imperfective*)

The intransitive paradigm listed here translates into, *to plant (something), to engage in agriculture, to farm.*

k’i’dishlé	k’i’diilyé	k’ida’diilyé
k’i’dilé	k’i’dohlé	k’ida’dohlé
k’i’dilé	k’i’dilé	k’ida’dilé

K’ad k’i’dishlé. Díí shidá’ák’eh. *I’m planting now. This is my field.*

Dągo diné dá’ák’eh bee dahólónígíí k’ida’dilé. *In spring those people who have fields do their planting.*

Hahgo k’i’dilée doo? *When will you be planting?*

Damóo yázhí góne’ éí baa naasháa doo. *I’ll be doing it on Saturday.*

Naakiiskáo daats’í k’ida’dohlé? *Are you doing your planting day after tomorrow?*

Aoo’, índa k’ida’diilyé. *Yes, that’s when we are planting.*

26.3 Verb “to plant it” (*imperfective*)

With this paradigm the crop being planted has to be named or implied from earlier references. The glottal stop in the intransitive represents *something*, an impersonal indefinite object. This paradigm does not show the object pronoun *yi-*. It is incorporated, actually covered up.

k’idishlé	k’idiilyé	k’idadiilyé
k’idilé	k’idohlé	k’idadohlé
k’iidilé	k’iidilé	k’ideidilé

Ha’át’íí lá k’idadohlé? *What are you planting?*

Naadáq’ k’idadiilyé. *We’re planting corn.*

Hastiin Bedonie dóó ba’álchíní ha’át’íí yaa naakai? *What are Mr. Bedonie and his family doing?*

Dá’ák’ehgi ndaalnishgo naa’olí k’ideidilé. *They’re working in the field, planting beans.*

Naayízíish k'idílé? *Are you planting squash?*

Naayízí dóó ch'éeh jiyáán k'idishléego baa naashá. *I'm busy planting squash and watermelon.*

Shí dóó shi'álchíní naadáq' éí naakiiskáo k'idiilyé. *My children and I are planting corn on the day after tomorrow.*

26.4 Verb “to plant it” (*perfective*)

k'idíílá
k'idíínlá
k'iidíílá

k'idiilyá
k'idoolá
k'iidíílá

k'idadiilyá
k'idadoolá
k'ideidíílá

Dąądáq' ch'ilátah hózhóón ła' k'idíílá. *I planted some flowers last spring.*

Ashiiké da'ólta'ígíí tsin ła' k'ideidíílá ólta'gi. *The school boys planted trees at the school.*

Shí dóó shádí nihighan biiaghahgi chqoh ła' k'idiilyá. *My sister and I planted some roses near our house.*

Kóq kéedahat'ínígíí naadáq' dóó ch'éeh jiyáán k'ideidíílá.
The people living around here have planted corn and watermelons.

26.5 Adverb “diligently”

Yéigo/yéego: *hard, diligently, applies in the following manner:*

Yéigo naashnishgo biniinaa ch'éeh déyá. *I'm tired because I'm working hard.*

Yéigo nanilnish. K'adéé ałtso. *Work harder! It's almost done.*

Yéigo! *Harder! (whatever is being done)*

Diné bizaad yéigo bíhooł'aahgo bee yániłti' dooleel. *If you study hard learning Navajo, you'll be able to speak it.*

Yéigo shíká íínlwod. *You helped me a lot.*

26.6 Verb “to hoe” (*imperfective*)

Here's the paradigm *to hoe*, as hoeing in a garden.

náháshgod
náhógod
náhágod

náhwíigod
náhóhgod
náhágod

ńdahwiigod
ńdahohgod
ńdahagod

Naakiiskáñdáq' shicheii bá náháshgod nít'éé'. *I was hoeing for my grandpa day before yesterday.*

T'áá áníltso ndahwiigod nihidá'ák'ehgi. *We're all hoeing in our garden.*

Nancy bich'éé' t'áá ála dá'ák'ehgi náhágodgo e'e'aah. *Nancy's two daughters are hoeing in the garden all day.*

Jim nihá náhágod nít'éé'. *Jim was hoeing for us.*

26.7 Verb “to grow” (progressive)

To be growing up, to be maturing, to be growing, applies to human and non-human subjects.

neesséél

niilzéél

daniilzéél

níiséél

nohséél

danohséél

nooséél

nooséél

danooséél

Ashkii t'áá nooséél. *The boy is growing right along.*

Hastiin Pinto binaadáq' nizhónigo nooséél. *Mr. Pinto's corn is growing nicely.*

Elsie t'ah nooséłéqédáq' bimá éé'tsoh bá nayiinsnii'. K'ad éí doo bíighah da. *Elsie's mother bought her a coat when she was still growing. It doesn't fit her anymore.*

Shidá'ák'eh baa áháshyáago bąą naadáq' tsílgó nooséél. *The corn is growing fast because I take care of my field.*

26.8 Particle “even though”

Azhá...ndi: *even though..., although...,* takes the place of the English phrase.

Azhá Dena doo naalnish da ndi bibéeso t'áá hólqó ɬeh.

Although Dena isn't working, she has money.

Azhá diné bizaad shił nantł'ah ndi bíneeshdlíjgo bíhoosh'aah.

Even though Navajo is difficult for me I keep being interested in studying it.

Azhá shimá bibéeso doo lą'í da ndi shíká análwo'. *Although my mother doesn't have much money, she helps me out.*

Shinaanish t'óó ahayóí. Azhá ákót'ée ndi níká adeeshwoł. *I'm busy. Even so, I'll help you.*

Azhá díí saad ndantł'ah lá ndi éí t'áá áltso bídahooł'aah. *Even though these words are difficult, you learn them all.*

Azhá bibéeso bíighah ndi chidí doo neidiyoołnih da. *Even though he has the money, he won't buy the car.*

Níká adeeshwoł, azhá ch'éeh déyáa ndi. *I'll help you although I'm tired.*

Azhá diné doo béehasin da ndi bidááh deeshááł. *Although I know the man, I'll go meet him.*

26.9 Verb “to return” (iterative)

This verb translates into, *to return again and again from somewhere (there) to here*. Replace the **ni**-prefix with **a**-: *away*, and change the paradigm to mean, *returning again and again to a place away from here*. The prefix, **há-**, has an underlying, **hi-**, which indicates successive action or movement. Compare the following with entries in 26.10.

nináháshdááh	nináhiit'ash	nináhiikááh
nináhídááh	nináhóht'ash	nináhóhkááh
nináhádááh	nináhát'ash	nináhákááh

Áłchíní t'áá aná'át'ááh bik'eh nináhákááh ólta'déé'. *The children come home from school every evening.*

Nihik'is Be'eldíldahsinildi bighanígíí t'áá nináhákááh bik'eh nihaa nináhádááh. *A friend of ours from Albuquerque comes to see us every year.*

Azee' neikaahí t'áá náhidiziíd bik'eh shimá yaa nináhádááh. *The nurse comes back to my mother every month.*

Áłchíní haná'át'ááh bik'eh ólta'góó anáhákááh. *The children return to school every morning (leaving from here).*

T'áá ákwíí jí naashnishígóó anáháshdááh. *I go back to my work every day.*

Ndaalnishígíí t'ah abíndáq' bus yee anáhákááh. *The workers return back (to work) by bus early in the morning.*

26.10 Verb “to recur” (iterative)

To express *every time a certain occurrence comes about*, the construction is: **t'áá** plus iterative verb plus **bik'eh**. The main verb must also be iterative. In some constructions **ná'ádleeh**: *it recurs repeatedly*, is as in the third example below. See also 26.9.

t'áá nináhákááh bik'eh	<i>every year</i>
t'áá náhidiziíd bik'eh	<i>every month</i>
t'áá damóó ná'ádleeh bik'eh	<i>every week, every Sunday</i>

t'áá haná'át'ááh bik'eh

every time the sun comes up,

every morning

t'áá aná'át'ááh bik'eh

every evening, every sundown

t'áá damóo bik'eh ákqó ałmánáshdááh. *I go back over there
every week.*

26.11 Reversionary Prefix

The reversionary prefix, appearing in the paradigm above, basically, ná-: *returning back to a previous location or status*, also takes on the forms of, né-, ní-, ñí-, depending on the environment. This prefix affects the stem-initial consonant the same as the semeliterative prefix. Go back to 6.7 to refresh your memory. Not everybody adheres strictly to these rules. So don't feel bad if you miss one now and then. This is true especially with the *giving and handling* verbs.

Azee'ííl'íní baa deeshááł. *I'll go see the doctor.*

Azee'ííl'íní baa náádeeshdááł. *I'll go see the doctor again.*

Azee'ííl'íní baa nídeeshdááł. *I'll go back to see the doctor.*

Azee'ííl'íní baa nínáádeeshdááł. *I'll go back to see the doctor again.*

Kintahgóó déyá. *I'm going to town.*

Kintahgóó nídésdzá. *I'm going back to town.*

Kintahgóó nídádesdzá. *I'm going back to town again.*

Naa níyá. *I came to see you.*

Naa nánísdzá. *I came back to see you.*

Naa nínánísdzá. *I came back to see you again.*

John nihaa níyá. *John came to see us.*

John nihaa nádzá. *John returned to see us.*

John nihaa nánádzá. *John came back again to see us.*

Shí dóó shich'ooní Kin Łánígóó nídeet'áázh. *My wife/husband and I are going back to Flagstaff.*

Lillie dóó biyáázhké Naat'áanii Néézgóó nídeeskai. *Lillie and her sons are heading back to Shiprock.*

Naaltsoos baa nánít'aah/nání'aah. *Give the book back to her.*

Naaltsoos naa nánísh't'aah/nánísh'aah. *I'm giving the book back to you.*

Béeso shaa nídíít'áál/ńdíí'áát. *Give the money back to me.*

Yaa adeiz'áqo áadéé' deeshááł. *I will arrive from there in mid-afternoon.*

Yaa adeiz'áqo áadéé' nídeeshdááł. *I will return from there in mid-afternoon.*

Yaa adeiz'áqo áadéé' nínádeeshdááł. *I will come back from there again in mid-afternoon.*

Nihaa díínááł. *Come to see us.*

Nihaa náádíídááł. *Come see us again.*

Nihaa rídíídááł. *Come back to see us.*

Nihaa nínáádíídááł. *Come back to see us again.*

Hooghan áyiilaa. *He built a hogan.*

Hooghan ánáyiidlaa. *He built another hogan. He rebuilt the hogan.*

Chidí ánáyiidlaa. *He repaired the vehicle.*

26.12 Narrative

Hastiin Tsoh Baa Hane'

Hastiin Tsoh binaanish t'óó ahayói ɬeh. Áko ndi biye' doo hooghandi naalnish da. Kintahdi naalnish.

T'áá nda'iinísh bik'eh* áadéé' nináhádááh. Díí jí every Friday
bizophé'é yíká iilyeed.

Hastiin Tsoh cháshk'eh wónaanigóó bidá'ák'eh. Hádáq' shíí naadáá' dóó naayízí k'iidíílá. Éí k'ad nizhónigo danooséét. K'ad ákqó biye' ɬíí' bił yíldóósh*. Áadi shíí náhágod dooleet. Damoo yéqedáq' áadi náhágod nít'éé'. Kót'éego bizophé'é yíká análwo'. Bizophé'é la'í binááhai, éí bąą yéigo naalnishgo doo bá yá'áshqó da.

he is riding it

26.13 Query on Dialog

- Da' Kii binálí hastiin hóló?
- Hádáq' ádin?
- Háadish éí kééhat'íí nít'éé'?
- Bikéyahísh hólqó nít'éé'?
- Hái lá k'ad bidá'ák'eh yaa áhályá?
- Da' áadi ɬa' k'iidííflá?
- Hái éí Kii binálí asdzáq' yíká análwo'?
- Áko doo t'áá sáhí bighan da ya'?
- Dá'ák'eh yaa áhályáqo ayóo baa naanish hasin ya'?

- j. Kii binálíísh díkwíí bi'áłchíní?
- k. Da' éí nízaadi dabighan?
- l. Ła'ásh tó siyíní wónaanídi bighan?
- m. Háísh baa nináhádááh?
- n. Da' éí bimá yíká análwo' łahda?
- o. Hahgo éiyá bimá yaa nináhádááh?
- p. Kót'éegoósh Kii binálí bił haz'ą?

26.14 Translation

1. Kee's grandma lives at Ganado.
2. Her grandson has lived with her for two years.
3. He helps her with the sheep.
4. He goes to school at Ganado.
5. His aunt (bibízhí) lives across the lake.
6. She lives to the west.
7. A man is riding his horse on the other side of the lake.
8. Over there is the field.
9. There is corn and some watermelon growing in the field.
10. That makes for a lot of work.
11. The old man came to me again yesterday.
12. Are you going back to Albuquerque?
13. I'm going back the day after tomorrow.
14. When will you come back to see us?
15. I'll come back in two months.
16. Give the book back to me.
17. Here, I'm giving it back to you.

26.15 Sustitution Drill

Model Rose bidá'ák'ehgi k'i'dilé.

ni

Student Nidá'ák'ehgi k'i'dílé.

shí

shí dóó shimá

ni dóó nizhé'é

Chii dóó bideezhí

Chii dóó bideezhíké

asdzäq bitsóóké

shí dóó shi'áłchíní

nihí dóó nihínaaí

26.16 Integration Drill

- | | |
|----------------|---|
| Model | Ch'éeh déyá. Níká adeeshwoł. |
| Student | Azhä ch'éeh déyáa ndi níká adeeshwoł. |
| | Diné bizaad shił nantł'ah. Yéigo bíhoosh'aah doo. |
| | Shitah doo haats'íid da. Naashnishígóó ałnánáshdááh. |
| | Derreck binaanish doo bił yá'át'éeh da. Ákqóó anáhádááh. |
| | Ashkii bibéeso doo la'í da. Telii neidiyoołnih. |
| | Nancy binaanish doo yíneedlıjí da. T'áá álahjí' naalnish. |
| | Diné bizaad doo hózhqó béisín da. Díí nihá yínishta'. |
| | Dan na'ach'iishjí doo hózhqó yééhósín da. T'áá bí hooghan íílééh. |
| | Nahałtin. Shicheii bidibé yaa áhályá. |
| | Tł'éédáq' nahóltá. Adláanii tl'oo'di biiská. |

26.17 Substitution Drill

Set up an arrangement in which a person asks for something, he is given the item. He is then asked by the giver to return it.

- | | |
|----------------|---|
| Model | Bilasáana shaa ní'aah. |
| Student | Na', naanish'aah. |
| Model | Bilasáana shaa nánít'aah. |
| Student | Na', naa nánisht'aah. |
| | Tł'óół shaa nílé.
shaa nánídlé |
| | Be'ek'elchihí shaa nítijh.
shaa nánítijh |
| | Naaltsoos shaa níltsóós.
shaa náníltsóós |
| | Awééshchíín (doll) shaa nílteeh.
shaa nánílteeh. |
| | Naaltsoos shaa níníít.
shaa nání'níít |
| | Bilasáana shaa níjáah.
shaa náníjáah |
| | Aghaa' shaa níljooł.
shaa náníljooł |
| | Ahwééh shaa níkaah.
shaa náníkaah. |
| | Chizh shaa níyeeh. (not that easy)
shaa nánígeeh |

BÍHWIIDOO'ÁLÍGÍÍ NAADIIN TSOSTS'IDÍ GÓNE'É

LESSON GOALS

Be able to use the perfective of “to work, to return”

Learn terms concerning meetings

Be able to use a conditional phrase

Learn the use of an optative verb

ÁŁAH NÁ'ÁDLEEHÍDI

HAIÍ Yá'át'ééh, wóshdéé', yah aninááh.

CHII Aoo', yá'át'ééh.

HALL Áą', háágoo lá.

CHII T'áadoo le' é biniiyé naa nánísdzá. Shíká anáádíílwół nisingo naa nánísdzá.

HALL Ha'át'ífishqá?

CHII Jó kin bii' álah ná'ádleehídi alní'ní' áądóó bik'iij' álah aleeh ha'ní. Shí éiyá áadi

shidoonááł nisin.

HALL Shoo, sik'is, shí éí álchíní shá da'óltá'ígíí binaaltsoos hasht'enáshdlééh. Éí baa naasháago shinaanish hólq. Éí bąą doo ákóó shíni' da.

CHII Shí éí t'áadoo bee dósha'í da. Na', díí ashdla' béeso bik'é dooleet.

HALL Hahgo baa ha'aldééh?

CHII Naakidigo ha'ní. Áadi neeznáá jí naanish yaa nídaat'íj dooleet. Naanish daats'í shaa didoot'ááł nisingo ákóó déyá.

HALL Doósh áníídí atah nshínílnish da?

CHII Ndaga', ałk'idáqá', kóhoot'éédáqá' atah nshíshnish. Shibéeso íiyisí bídin hóyéé'.

HALL Nich'ooní naalnish ndi.

CHII Aoo', azhá ákót'ée ndi nihibéeso doo biiighah da ɬeh. Doo naashnishgóó sha'álchíní bi'oh neesh'á. Ké dóó éé' ɬa' nahideeshnih nisin. Ch'iyáanda ałdó'.

HALL K'adéę shíí baa ha'aldééh. Naakidi aleeh.

aa': well??

nánísdzá: I returned again

bii' álah ná'ádleehí: chapter house: **álah aleeh**: there's a meeting: **ha'ní**: it is said **shidoonááł**: I will be present

hasht'enáshdlééh: I correct them

doo shíni' da: I don't want to **t'áadoo bee dósha'í da**: I have no way to go

baa ha'aldééh: it starts

yaa nídaat'íj: they discuss it

didoot'ááł: it will be given

nshínílnish: you worked

ałk'idáqá': a long time ago

nshíshnish: I worked

bídin hóyéé': it is scarce

bi'oh neesh'á: I can't afford them

aleeh: it is becoming

CHII Shíká anilyeedígíí yéego nich'í baa ahééh nisin. Shichidí ádingo t'aadoo bee dósha'í da.

CHII BAA HANE'

Chii Bedonie k'ad doo naalnish da. Áko ndi naanish haintá. Ch'ínlíidi naanish bídin hóyéé'. Azhá ólta' hólq áádóó Canyon de Chelly National Monument bił hazájí dó' hólq ndi binaanish ádin ɬeh. Chii éí t'oo bił hóyéé' nahalin danízin, béédahósinígíí. Áko ndi doo shíí ákót'ée da. Be'asdzáqá naalnishgo t'áá bí hooghandi áltchíní yázhí yaa áhályáqá ɬeh. Hooghan yá'áhoot'éehgo áhósin.

haintá: *he is looking for it*

bił hóyéé': *he's lazy*

béédahósinígíí: *those who know him*

Áko doo naalnishgóogo be'asdzáqá béeso yik'é naalnishígíí doo bíighah da ɬeh. Éí bąq bighandóó t'áá áhánidi álahjí' naanish haintá. Ch'ééh haintáa ɬeh. Ákohgo bibéeso bídin hóyéé' ɬeh. Ba'áltchíní doo hózhó yí'oh neel'áqá da.

doo...-góogo: *because he isn't*

27.1 “Well?”

Áq' is a particle that mainly has two uses. It is a response to someone who is speaking, indicating that the listener is following the narration, áq' being interjected periodically to encourage the speaker to keep on. The other is a situation when a person approaches as though to speak but says nothing. It's a conversation starter.

Áq'. Well...?

Ádin, shahane' ádin. *Nothing, I have nothing to say.*

Éí yee', ni daatsí shíká adíílwoł nisin? *Well, I think you might help me.*

Álah áleehgóó shił díí'ash nisin. *I'm thinking you could take me to the meeting.*

27.2 Verb “to return” (perfective)

This is a simple past *I have returned, etc.*

nánísdzá	nániit'áázh	nániikai
néínídzá	nánoot'áázh	nánoohkai
nádzá	nát'áázh	nákai

Hádáqá' kintahdék' nánoot'áázh? *When did you (two) return from town?*

Áníídí áádék' nániit'áázh. *We we returned a short while ago.*

Díkwíidi yéédák' nánoohkai? *At what time did you return?*

Łats'áadahdi yéédák' nániikai. *We came back at eleven o'clock.*

Ha'át'íí bee néínídzá? *How did you came back?*

Chidí naat'aí bee nánisdzá. *I came back by plane.*

Hádáqá' nich'ooní naa nádzá? *When did your spouse come back to you?*

Ídeeziidák' shaa nádzá. *She came back to me a month ago.*

27.3 Meetings

Here are some handy phrases to know: **áłah**: *meeting, conference, get-together.*

áłah aleeh (I)	<i>there is a meeting (coming into being)</i>
áłah ná'ádleeh (R)	<i>there is a meeting repeatedly</i>
áłah azlíg' (P)	<i>a meeting has convened</i>
áłah adooleet (F)	<i>a meeting will convene</i>

Táa'digo áłah aleeh. *There is a meeting at three o'clock.*

T'áá damóo bik'eh kóne' áłah ná'ádleeh. *There is always a meeting in here on Sunday.*

T'áá íídák' áłah azlíg'. *The meeting has convened already.*

Nda'iiníish góne' Debra bighandi áłah adooleet.

There will be a meeting at Debra's house on Friday.

Lee bighandi áłah ná'ásdlíg'. *There is a meeting again at Lee's house.*

27.4 Verb “to begin”

These verb phrases apply to events *beginning, starting.*

baa ha'aldéeh (I)	<i>it is starting, the event is beginning</i>
baa haná'áldah (R)	<i>an event begins repeatedly</i>
baa ha'ooldée' (P)	<i>the meeting, the event began</i>
baa ha'dooldah (F)	<i>the event will begin</i>

Bii' álah ná'ádleehídi álah adooleet, ní Tully. *Tully says there is to be a meeting at the chapter house.*

Hahgo éí baa ha'aldééh? *When does it start?*

Tsosts'idigo baa ha'aldééh. *It's starting at seven.*

Tsosts'idigo baa haná'áldah. *It always starts at seven.*

Tsosts'idigo baa ha'dooldah. *It will begin at seven.*

Adáqdáq' hastáqadi baa ha'ooldee'. *It started at six yesterday.*

27.5 Verb “to be said”

This verb translates into a phrase similar to, *to be said by someone indefinite*, as in, “It is said there will be a drought this summer.” It often takes the place of the impersonal *they*, as in, “They say the Navajo language is difficult.”

Yéigo nanilnishgo nibéeso t'óó ahayói doo ha'ní. *They say if you work hard you'll have a lot of money.*

Hastiin bilagáana ayóo tsííl nízin łeh ha'ní. *They say the white man is usually in a big hurry.*

Diné bizaad doo bihónéedzqá da doo ha'níi da. *Nobody says the Navajo language is impossible.*

27.6 Verb “to be present”

Inflect this paradigm by changing the pronoun prefix to indicate person. Its use covers that of, *to witness it, to be present at it, to watch it*. It is given here in the first person singular.

shinááł (I)	<i>in my presence, I am present</i>
shíínááł (P)	<i>it happened in my presence, I was present</i>
shidoonááł (F)	<i>I will be present, I will be at the event</i>

Eddie shinááł naa hoolne'. *Eddie talked about you in my presence. I heard him talk about you.*

Tł'éédáq' jooł bee ndeii'néé nít'éé'. Danihizhé'é dabíínááł. *We played ball last night. Our fathers were there.*

Yiskáo álah aleeh ha'ní. Shí éí shidoonááł nisin. *They say there is a meeting tomorrow. I'm planning to be there.*

Jennie ndáá'di bidoonááł. *Jennie will be at the squaw dance.*

Ni daats'í ałdó' i'ií'áago nidoonááł. *Will you also be there this evening?*
Shí dó' i'ií'áago shidoonááł. *I'll be there too in the evening.*

27.7 Verb “to correct it” (*imperfective*)

This verb covers concepts such as, *to restore it to working order, to correct it, to fix it, to put in back in order*. As a reversionary verb, it takes on the stem initial /d/ effect as shown in 26.11 and 6.7. This is basically the same verb as in 12.1 with the theme prefix **hasht’e-** *prepared, ready, in order*, plus the reversionary **ná-:** *back*.

hasht’enáshdlééh	hasht’enéiidlééh	hasht’eídeidlééh
hasht’enánídlééh	hasht’enáhdlééh	hasht’eíndaahdlééh
hasht’enéídlééh	hasht’enéídlééh	hasht’eíndeidlééh

Shichidí shá hasht’enánídlééh. *Repair my car for me.*

Chii shighan nímazí bikáádék’ hasht’enéídlééh. *Chee is fixing the roof on my hogan.*

Nihimá sání bidibé bighan bá hasht’eídeidlééh. *We’re repairing out grandma’s corral.*

27.8 Particle

Bíni’: *let him, his mind, occurs in constructions, such as:*

Bíni’ naalnish. *Let her work.*

Ch’aa deeyáago doo bíni’ da. *He doesn’t want to go on a trip.*

Ákóqó doo shíni’ da. *I don’t care (to go) there.*

27.9 Optative Verbs

The optative mode expresses potential, wish or desire. It is introduced here to get you acquainted with it. There isn’t space in this set of lessons to cover the verb completely. This may suffice for you to be able to recognize it when the people use the optative form. Most of the verbs we have had have an optative mode. For a positive wish, **laanaa:** *would that, I wish that*, may be added to an optative, to some neuter imperfective verbs and to some perfectives that show state or condition (Y/M, 1980, p. 513). The particle may also be added after future verbs to express wish and desire.

Éí baa yooshnééh laanaa nisin. *I wish I could forget that.*

Diné bizaad bíhoosh’áál laanaa. *Oh, that I could learn Navajo!*

Ła’ nihíká oolyeed laanaa. *If someone could only help us!*

Yóó’ shaa wóólééł laanaa. *Oh, that you’d give me the necklace!*

Ch'éeh jiyyáán ḥa' woodáá' laanaa. *If we could only eat some watermelon!*

Shilíí' hóló laanaa nízin Jim. *Jim would like to have a horse.*
Jim is wishing for a horse.

Dzi'izí shá hasht'enéidlééh laanaa. *I wish he could fix my bike.*

Yóó' shaa nílé laanaa. *I wish you'd give me the necklace.*

Shidáí chidí shá nahólniih laanaa nisin. *I'm wishing for my uncle to buy a vehicle for me.*

Diné bizaad bíhwíidiil'ááł laanaa niidzin. *We wish there was a chance for us to learn Navajo.*

In expressing a negative wish, the verb may be preceded by **t'ááká:** *see that (you do) not*, or you may add the particle, **lágó:** *opposite of laanaa.* You can have both for emphasis. The following are somewhat in the order of emphasis, becoming stronger.

Nibéeso baa yóónééh. *There's a chance you'll forget the money.*

Nibéeso baa yóónééh lágó. *Just don't forget your money.*

T'ááká nibéeso baa yóónééh. *Don't forget your money!*

T'ááká nibéeso baa yóónééh lágó. *Be sure not to forget your money!*

Another use of the optative is, *there is no chance for...*

T'áadoo bee dósha'í da. *I just don't have any transportation.*

T'áadoo yíhooł'álí da. *There's no way he'll learn it.*

Béeso t'áadoo nósh'álí da. *There's no chance I'll give you the money.*

T'áadoo nihíká oolyeedí da. *There just isn't anyone to help us.*

Sally t'áadoo yee dóoya'í da. *Sally has no means of transportation.*

27.10 Verb “to discuss it” (*continuative inimperfective*)

This verb has a broad meaning, with the postposition, **-aa:** *about, to report on it, to discuss it, to act on it.* The passive is **baa náhát'í:** *it is being discussed.* **Baa+** *yí-* becomes **bei-** in the following paradigm.

baa yiníshťí	baa néiit'í	baa nídeiit'í
baa nánít'í	baa náht'í	baa nídaahrt'í
yaa nát'í	yaa nát'í	yaa nídaat'í

Doo nahałtinígíí yaa nídaat'í. *They're discussing the lack of rain.*

Nihibéeso ádinígíí baa nídeiit'í. *We're talkng about us not having money.*

T'áadoo shaa nánít'íní. *Don't bother me! Leave me alone!*

Lucy shaa halne' ndi doo baa yinísht'íí da. *Lucy is talking about me but I don't say anything. I don't get after her.*

27.11 Verb “to work” (*si-perfective*)

This is a simple past, completed action.

nishishnish
nishínílnish
naashnish

nishiilnish
nishoołnish
naashnish

ndashiilnish
ndashootnish
ndaashnish

Ałkidáq' Rena Kmart yá naashnish. *Rena worked for Kmart a long time ago.*

Íídáq' Texaco bá nishishnish. *At that time I worked for Texaco. I was working for Texaco at that time.*

Da' ólta' bá ndashootnish? *Did you work for the school?*
Ndaga', éí doo bá ndashiilnish da. *No, we didn't work for it.*

27.12 Verb “to be lazy, reticent”

Hóyéé’ implies something that is *dreadful, fearful, terrible, frightening*. With the postposition -ił, it means *to be lazy*. This last use covers the area between *laziness* and *reluctance*. With the postposition, **bik'ee**: *on account of, because of*, it indicates fear. Another colloquial expression with this base is, **bídin hóyéé'**: *it is scarce, (without it there is fear)*. Note in the examples, **bídin** can take on other pronoun prefixes and be used by itself.

Dick doo naalnish da, háálá bił hóyéé' təh. *Dick doesn't work because he is usually lazy.*

Les bił hóyéé'go biniinaa doo shíká adoolwoł da. *Les isn't going to help me because he is lazy/he is not in the mood.*

Leo tl'éé' bíighah naalnishgo biniinaa ayóo bił hóyéé'. *Leo is lazy (tired) because he worked all night.*

Bilééchąą'í bik'ee shił hóyéé'. *I'm afraid of his dog.*

T'áadoo bik'ee nił yé'í. *Don't be afraid of it.*

Kóó Kinteelgi naanish bídin hóyéé' təh.

Here at Wide Ruins there is a scarcity of work.

Hastiin bidibé bídin hóyéé'. *The man has hardly any sheep.*
 T'áá nídin kintahgóó shił adoolwoł. *I'll go to town without you.*
 Áko ląq t'áá shídin níléígóó díniyá. *All right, go over there
 without me.*

27.13 Conditional

The following examples show the construction of a conditional.

Hooghan doo hasht'enánídlééhgóogo doo shił hózhqó da doo.
If you don't repair the Hogan, I'll be unhappy.
 Doo bíká iishyeedgóogo doo shíká adoolwoł da. *If I don't help
 him, he won't help me.*
 T'óó nił hóyéé'góogo doo saad bíhwiidííł'áał da. *If you're going
 to be lazy, you won't learn the words.*
 Dií béeso doo nínízingóogo nideezhí baa nishnííł. *If you don't
 want the money, I'll give it to your younger sister.*

27.14 “Less than...”

Bi'oh is a neuter imperfective verb used here as an adverb. It describes concepts such as, *less than, short of*. Change the pronoun prefix for the object.

Shilíí' bi'oh neesh'á. *I'm unable to afford my horses.*
 Sitsilí shi'oh áníltso. *My younger brother is smaller than I.*
 Kelly bighan éí nihighan yi'oh ánífnééz. *Kelly's house is shorter
 than our house.*
 Rose dóó bich'ooní bilééchqa'í yi'oh neel'á. *Rose and her
 husband are unable to afford their dogs.*
 Dennie bichidí naakigo iiyisí yi'oh neel'á. *Dennie really can't
 afford having two vehicles.*

27.15 Verb “to look for it” (*continuative imperfective*)

This is one of several paradigms in describing *looking for it, searching for it*. The internal changes to show person are regular and so should be easy to memorize.

hanishtá	haniitá	hadaniitá
hanítá	hanohtá	hadanohtá
haintá	haintá	hadeintá

Ashiiké, ha'át'íí hadanohtá? *Boys, what are you looking for?*
 Mósí yázhí hadaniitá. *We're looking for the little kitten.*

Hastóí naanish ch'éeh hadeintá. *The men can't find any work.*
 Shilíí' hanishtá. *I'm looking for my horse.*

27.16 Substitution Drill

Model Naakiiskáñdáq' nánísdzá.

Bill

Student Bill naakiiskáñdáq' nádzá.

sik'is

ashkii dóó bimá

asdzáq' dóó bi'álchíní

shí dóó sitsilí

tl'éédáq'

ni

ni dóó nádí

ni dóó nideezhíké

álchíní da'ólt'a'ígíí

27.17 Transformation Drill Mode Practice

Model Bii' ná'ádleehídi álah aleeh.

ashdla' yiskáo

Student Ashdla' yiskáo bii' álah ná'ádleehídi álah adooleeł.

díí jí

ałní'ní' áqádóó bik'ijí'

adáqádáq'

jílídáq'

27.18 Substitution Drill

Model Díí jí álah aleeh.

shinááł

Student Díí jí shinááł álah aleeh.

ni

Derrick

Derrick dóó Lucy

Lucy dóó bi'álchíní

shí dóó at'ééké

ni dóó ashiiké

Lucy dóó bich'ooní

27.19 Query Free Response Based on Dialog

- a. Háí lá Mr. Hall yaa nádzá?
- b. Ha'át'íí yiniiyé yaa nádzá?
- c. Mr. Hall ha'át'íí yaa naaghá?
- d. Háadi álah aleeh?
- e. Da' Chii bichidí hólq?
- f. Mr. Hall daats'í ákqóq bíni'?
- g. Hahgo éí baa ha'aldééh?
- h. Ha'át'íí yaa ndaat'íj dooleeł?
- i. Ha'át'íí biniinaa Chii naanish yinízin?
- j. Da' bi'áłchíníísh yi'oh neel'á?
- k. Bibéeso doo bíighah da ɬeh ya'?
- l. Be'ásdzáqá ndi naalnish ya'?
- m. Naanish daats'í bídin hóyéé'?
- n. Naanish bídin hóyéé'go béeso ałdó' bídin hóyéé' ɬeh ya'?
- o. Da' Chii naanish haintá?

27.20 Query Free Response (*Any resonable response will do, even imaginary.*)

- a. Ólta'di álah adooleeł ha'ní. Niísh nidoonáál?
- b. Bééshsinilgóó deekai. Ni daats'í ákqóq níni'?
- c. Háísh Laura bichidí hasht'enéídlééh?
- d. Éí shíí béeso báqh adooleeł ya'?
- e. Ninaaltsoos daats'í hasht'enánídlééh?
- f. Hahgo kóne' álah aleeh?
- g. Hahgo baa ha'aldééh?
- h. Bá'ólta'ísh bidoonáál?
- i. Ha'át'íí yaa ndaat'íj doo?
- j. Naaki ndeezidídáqá' háadi nishínílnish?
- k. Háí bá nishínílnish?
- l. Da' nibéeso bídin hóyéé'?
- m. Nik'isísh ałdó' bibéeso bídin hóyéé'?
- n. Kwe'é daats'í naanish t'óó ahayóí?
- o. Éí doodago t'áá daats'í bídin hóyéé'?
- p. Nichidíísh bi'oh ninil'á?
- q. Ashiiké doo jooł yee ndanée da. T'áash bił dahóyéé'?
- r. Łééchqa'íísh bik'ee nił hóyéé'?
- s. Ashkii yázhí daats'í télii yik'ee bił hóyéé'?
- t. Doo nanilnishgóogoshqá' ha'át'íí baa nanináa doo?
- u. Hádáqá' nighandéé' néínídzá?
- v. At'ééké da'ólta'ígíí hádáqá' nákai?
- w. Da' t'áadoo bee dóóya'í da? (*Do you have no way to go?*)

BÍHWIIDOO'ÁLÍGÍÍ NAADIIN TSEEBÍÍ GÓNE'É

LESSON GOALS

Be able to talk about a chapter meeting, any meeting

Learn about chapter officers

Use a variety of paradigms in connection with chapter meetings

ÁLAH AZLÍJ'GI

Kin bii' álah ná'ádleehí góne' diné t'óó ahayói
álah daazlíí'. Da'nílts'áq'déé' Ch'iínlídéé'go
yah íijéé'. Sáaniida ałdo' la'í da'atah.

Áłchíní t'áá díkwíhígo naanájah. Ła' éí
dabimá yíghahgi naháaztä.

Naat'áanii łá' t'áá íidáq' naháaztä. Aláaji'
dah sidáhí t'áá atah sidá. Éí Ned Gorman wolyé.
Nááná éiyá akéédoo dah sidáhí éí Dennison
Jones wolyé. Naaltsoos ííł'íní éí dó' atah. Éí
Nancy Tapaha wolyé. Éí t'áá ałtso nihidáahgi
naháaztä. Hastiin béesh bąąh dah si'ání t'ah doo
yígháah da. Éí shíí t'ah índa yíghááh.

Hastiin Gorman éí aho'niilne'. Adááhdoo yálti'go
doo bił nantł'ah da łeh. Baa náhódoot'íjílgíí yee
aho'niilne'. Neeznáá jí naanish diné bá hólq,
háálá béeso bá hazlíí', Tségháhoodzánídéé'.
Diné dóó sáanii éí ndadoolnish. Háí shíí, alíí' bee
ádaadinígíí, bá át'ée dooleet. Háí lá éí naanish
danohsing yadadidoołníih, nítlá.

Naaltsoos ííł'íní, shił yíníłta'. Díkwíí lá? Naadiin
ya'? Éí t'áá bíighah. Béédaałníih, díí alíí' bee
ádaanígíí t'éiyá bá át'ée dooleet. Naaltsoos
ííł'íní nihízhi' naaltsoos yikáá' iidoollííł.

Náádamóó biiskání dadilníísh. Hastóí éiyá Joe
Shorty yá ndadoolnish. Diné dabinághangóó
yindadoolnish. Díkwíí shíí sha'shin. Éí t'ah doo
bééhoozíjh da.

kin bii' álah ná'ádleehí: *chapter house*
da'atah: *they are among (others)*
yah íijéé': *they have come in*
naanájah: *they are running around;* **yíghahgi:** *near them*

naat'áanii: *leaders, bosses*
aláaji' dah sidáhí: *chap. pres.*
akéédoo dah sidáhí: *vice-pres.*
naaltsoos ííł'íní: *secretary*
nihidááh: *in front of us*
béesh bąąh dah si'ání: *tribal delegate;* **yíghááh:** *he is coming*

aho'niilne': *he has started speaking*
baa náhódoot'íjílgíí: *agenda*
neeznáá jí naanish: *ten-day work project*
ndadoolnish: *they will work*
yadadidoołníih: *you raise your hands*

iidoollííł: *she will make it*

dadilníísh: *they will start to work*
dabinághan: *their various homes*
yindadoolnish: *the will work on them*

Sáanii éí kóne' ndadoolnish. Ła' éí da'atł'oo doo.
 Ła' éí da'adiz doo. Náánála' éiyá golchóón
 ádeidoolíí. Ła' shíí nída'ałkad doo. Asdzáqá
 Benallie éí nihinant'aí nilíjí doo.

da'adiz: they spin (wool)
 golchóón: quilt
 nída'ałkad: they are sewing
 nant'aí: boss, leader

28.1 Verb “to run” (*perfective*)

This verb can be prepounded by any of the postpositions used with the imperfective, **iishyeed**, etc. Prepound **yóó**: *away, out of sight, lost*; **yah**: *into a large enclosure*; **biih**: *into a smaller enclosure*. Study the examples for a variety of applications.

eeshwod/aashwod
 iinlwod
 eelwod

ahi'niilcháq'
 ahi'noolcháq'
 ahi'noolcháq'

iijéé'
 oojéé'
 iiijéé'

Chidí biih eeshwod. *I got into the vehicle.*

Álchíní t'áá ałtso iih iiijéé'. *The children all got in (into the car).*

Shí dóó shitsilí chidí biih ahi'niilcháq'. *My brother and I got into the car.*

Háish bíká ahi'noolcháq' adáądáq'? *Whom did you help yesterday?*

Shí éí nihimá yázhí bíká eeshwod. Shínaáí éí nihidá'í yíká eelwod. *I helped our aunt. My brother helped our uncle.*

Da' Sam níká eelwod? *Did Sam help you?*

Sam dóó bitsilíké shíká iiijéé'. *Sam and his brothers helped me.*

Da' álchíní da'ółta'igíí ółta' góne' yah iiijéé'? *Did the students go into the school?*

Ła' yah iiijéé' ndi ndilt'ao doo yah ahi'noolcháq' da. *Some went in but two did not.*

Nihizhé'é, Kingóó déyá, níigo chidí biih iiijéé'. *When my dad said he was going to the store, we got into the car.*

Tl'eedáq' shilééchäqá yázhí yóó eelwod. *My puppy ran away last night.*

Álchíní yázhí yóó ahi'noolcháq'. *The two small children got lost.*

Hastiin bidibé t'áá ałtso yóó iiijéé'. *All of the man's sheep got lost, ran away.*

28.2 Verb “to run around” (*continuative imperfective*)

The idea here is *to run around (back and forth)* as children running around or when one is looking for something.

naanááshwoł	naanéiit'ash	naanéijah
naanáálwoł	naanááht'ash	naanááhjah
naanáálwoł	naanáát'ash	naanáájah

Áłchíní yázhí kóne' naanáájah. *The children are running around in here.*

T'áadoo naanááhjahí. *Don't run around!*

T'áadoo naanááht'ashí. *Don't (the two of you) run around!*

Tł'oo'di naanááht'ash. *You two run around outside.*

At'éé yázhí hooghan góne' naanáálwoł. *The little girl is running around in the hogan.*

Da' tl'ízí yázhí dibé bighan góne' naanáájah? *Are the little goats running around in the corral?*

Ła' éí tl'oo'di naanáájah. *Some are running around outside.*

Ha' át'íí biniiyé naanáálwoł? *What are you running around for?*

Shibéeso bizis hanishtáago naanááshwoł. *I'm running around looking for my purse.*

28.3 Passive Verbs

Most of the verbs we have had have passive forms. **Ádoolnííł:** *it will be done*; **didoot'ááł:** *it will be given*. The latter verb comes under the *roundish bulky* handling stem. It is used for such objects as work, position, authority and some indefinite intangible objects.

Éí ádoolnííł, shił bééhózin. *It will get done, I know.*

Doo ádoolnííł da. *It won't get done.*

Hahgo chidí naa didoot'ááł? *When will you be getting a car.*

Yiskáo chidí shaa didoot'ááł. *I'll acquire a vehicle tomorrow.*

Doo naanish shaa didoot'ááł da sha'shin. *I don't think I'll be given any work.*

28.4 Chapter Officers

Here is the list of local **naat'áanii**: *bosses, leaders, directors*. When a possessive pronoun is prefixed, it often is said, **-nant'aí**. Tribal leaders are voted in every four years by popular vote. Although delegates are usually men, women are not barred from that position. More women serve as chapter officers, especially as secretary/treasurers and chapter managers. Chapter officials may be voted in at any time of the year, if a person disqualifies himself through employment at a distance or other reasons, such as incompetence. The *chapter house* is called **kin bii' áłah ná'ádleehí**: *the building in which meetings are held repeatedly*.

béésh bą́h dah si'áni	<i>delegate to tribal council (the one with a badge)</i>
táá' naaznilí	<i>chapter officers (the three in position)</i>
alájí' dah sidáhí	<i>chapter president (the one who sits up ahead)</i>
akéédóó dah sidáhí	<i>chapter vice-president (one who sits behind another)</i>
naaltsoos ííł'íní	<i>secretary (often also treasurer)</i>
béeso yaa áhályání	<i>treasurer</i>
dibé binant'aí	<i>Grazing Committee member (the sheep boss)</i>

Alájí' dah sidáhí dóó akéédóó dah sidáhí áádóó naaltsoos ííł'íní éí táá' naaznilí deiłní. They call the chapter president and the vice president and secretary "táá' naaznilí."

Dr. Annie Wauneka béésh bą́h dah si'áni nilíigo lą́í nááhai.

Dr. Annie Wauneka was tribal delegate for many years.

Hái lá béeso yaa áhályá? *Who takes care of the money?*

Jessie béeso yaa áhályání nilí. *Jessie is the treasurer.*

Tom Tsosie dibé binant'aí nilíigo ashdla' nááhai. *Tom Tsosie has been on the Grazing Committee for five years.*

Nizhónígo binaanish ííł'íi ɬeh. *He does a good job of it.*

Yá'át'éehgo bilí' dahólónígíí yá sizíi ɬeh. *He represents those well who have livestock.*

Hastiin Tótsohnii bá ndeiilnish. Éí nihinant'aí át'é. *We work for Mr. Todacheeny. He is our boss.*

28.5 Adverb “together”

The following examples show further uses for áłah;

Diné áłah danilí. *The people are together.*

Diné áłah daazlíí'. *The people have gathered together.*

Díí i'íí'ání kwe'é áłah aleeh. *There is a meeting here tonight.*

Díí naaltsoos t'áá át'é áłah ádílísít. *Gather up all these books.*

Put all these books together. Gather up all the papers.

Díí i'íí'ání bił kéédahasht'ínii áłah áshlééh. *I'm bringing my neighbors together this evening.*

Shich'éé, ni'éé' t'áá át'é áłah ánánídlééh. *My daughter, gather up all your clothes.*

T'áá íídáq' áłah ánáshdlaa. *I put them all back together already.*

28.6 Verb “to arrive” (*imperfective*)

This verb has application in *to come, to arrive, to go, to get to (a place)*. As used in this lesson, this mode is required after *still not, not yet*. Use with postpositions, **baa:** *to him; bidááh: toward him, facing him, toward him (meeting him)*. These are also used with the perfective and future paradigms: **níyá, deeshááł**.

nishááh

nínááh

yíghááh

niit'aash

noh'aash

yí'aash

niikááh

nohkááh

yíkááh

K'ad índa nishááh. *I'm just now arriving.*

Índa nínááh lá. *At last you're here.*

Da' asdzáq' béésh bąąh dah si'ání t'ah doo yígháah da? *Hasn't the lady delegate come yet?*

K'adéę shíí yíghááh. *She could arrive anytime.*

T'ah índa shíí yíghááh. *She's probably coming later.*

Hastóí ndaalnishígíí t'ah doo yíkáah da ya'? *The working men haven't arrived yet, have they?*

Díí jí doo ndaalnish da. *They're not working today.*

Da' Chii nihidááh yíghááh? *Is Chee coming to meet you?*

T'áá íídáq' nihidááh níyá. *He came to meet us already.*

Kindi shidáah nínááh. *Meet me at the store.*
 Lá'ąą, áadi nidááh nishááh. *I'm meeting you there.*
 Lá'ąą, áadi nidááh deesháát. *I'll meet you there.*

Háadi nidááh niit'aash? *Where can we meet you?*
 Kindi shidáah noh'aash. *Meet me at the store.*

Hahgo hastóí naa yíkááh? *When are the men coming to you?*
 Ałní'ní'ąągo shaa yíkááh. *They're arriving this afternoon.*

Ha'át'íí lá biniiyé naa yíkááh? *What are they coming to see you about?*
 Hooghan biniiyé kéyah shaa didoot'áál, éí yiniiyé yíkááh. *I'm going to get a homesite. That's why they are coming.*

28.7 Verb “to begin to speak” (perfective)

This paradigm translates into *to begin to speak, to start narrating, to begin telling a story, to begin to preach*, in the past. You may be surprised to hear it used freely as a variation of **hashne'**: *I'm narrating, I'm telling*, without the inchoative /'ni-/.

aho'niishne'	aho'niilne'	adaho'niilne'
aho'niłne'	aho'noołne'	adaho'noołne'
aho'niilne'	aho'niilne'	adaho'niilne'

Hádáq' alqají' dah sidáhí aho'niilne'? *When did the chapter president begin speaking?*

Áníídídáq' shíí aho'niilne'. *It seems he began speaking a little while ago.*

Nízaadgóó halne' Ქeh. *He usually talks a long time.*

Bich'l' aho'niishne' índa bił dah adiilwod. *Just as I was beginning to talk to him, he took off (in a vehicle).*

Sally áníídídáq' béésh yee aho'niilne'. *Sally started to talk on the telephone a little while ago.*

28.8 Verb “to work” (future)

This paradigm expresses a simple future. In usage it overlaps with the one in 28.10. In English we can say, *I will go to work on Monday. I'm starting to work on Monday.* One is a future sentence; the other, a present tense sentence.

ndeeshnih	ndiilnish	ndadiilnish
ndíílnish	ndoohnish	ndadoołnísh
ndoolnih	ndoolnih	ndadoolnih

Hahgo éiyá béésh nít'i'di atah ndíílnish? *When are you going to work on the railroad?*

Ñdeezidgo índa ndeeshnih. *I'll be working in a month.*
Diné ła' bił ndadeeshnih. *I'll be working with some (other) men.*

Háadish éiyá ndadoołnísh? *Where will you work?*

Nebraska hoolyéedi ndadiilnish. *We'll be working in Nebraska.*
Áadi diné t'óó ahayóí atah ndaalnih ɬeh. *There are usually quite a few men working there.*

28.9 Verb “to raise the hand” (future)

yadideeshnih	yadidiilnih	yadadidiilnih
yadidíílnih	yadidołníh	yadadidołníh
yadidołníh	yadidołníh	yadadidołníh

Díí nihíł yá'ádaat'éehgogo yadadidołníh. *If you like this, raise your hands.*

Shí éí Nora Brown bá yadideeshnih. *I'll raise my hand for Nora Brown (vote for her).*

Ni dó' bá yadidíílnih. *You raise your hand for her too.*

28.10 Verb “to start to work” (imperfective)

dishníísh	diilníísh	dadiilníísh
dílñíísh	dołñíísh	dadołñíísh
dilmíísh	dilníísh	dadilníísh

Hahgo éiyá Wal-mart atah dílñíísh? *When are you beginning work at Wal-mart?*

Damóo biiskání abííndáq' dishníísh. *I'm starting work on Monday morning.*
T'ah abííndáq' dishníísh. *I'm starting to work very early in the morning.*

Sáanii éí hahgo dadilníísh? *When do the women start working?*
 Sáanii ałní'ní'ágó dadilníísh. *The women start working at noon.*

28.11 Verb “to spin (yarn)” (*imperfective*)

asdiz	iidiz	da'iidiz
ídiz	ohdiz	da'ohdiz
adiz	adiz	da'adiz

Asdiz t'ah doo bíhoosh'aah da. *I haven't learned to spin yet.*

Sáanii bik'idah'asdáhí yikáá' dah naháaztqágo da'adiz. *The women are sitting on chairs, spinning (yarn).*

Nellie shá adiz nít'éé' adáqádáq'. *Nellie was spinning for me yesterday.*

Lettie ániid naagháá ndi adiz yééhósín. *Though Lettie is young, she knows how to spin.*

28.12 Verb “to sew” (*continuative imperfective*)

This paradigm translates into *to sew, to be a seamstress, to be a tailor.*

ná'áshkad	ná'iilkad	ńda'iilkad
ná'ílkad	ná'ólkad	ńda'ołkad
ná'áłkad	ná'áłkad	ńda'ałkad

Háísh bits'áqdóó ná'ílkad bíhwíiní'ágá? *From whom did you learn to sew?*

Valley High School di atah íínísha'áqdáq' ná'áshkad bíhooł'ágá'. *I learned to sew when I went to Valley High School.*

Sáanii ániid ndaakaiígíí bimá sání yá ńda'ałkad. *The young women are sewing for their grandmothers.*

28.13 Noun “various homes”

The repetitive **ná-** can be inserted in **dabighan, danihighan.**

Diné lą́í dabínághangóó lęéchqą́í bee dahóló. *Many Navajos have dogs at their houses.*

Danihinághangóó áłah néiidleeh. *We meet in our homes.*

28.14 Query Free Response on Dialog

- a. Háadishq' álah azlíí?
 - b. Háá góne'?
 - c. Da' hastóí t'éiyá álah danilí?
 - d. Álchíníísh ałdó'?
 - e. Álchíní ha'át'íí yaa naakai?
 - f. Da' t'áá ałtso naanáájah?
 - g. Táá' naaznilíísh ałdó' da'atah?
 - h. Háí lá alaqají' dah sidá?
 - i. Háí éí akéedóó dah sidá?
 - j. Naaltsoos fíl'íní haa lá wolyé?
 - k. Háísh éí ałtsé aho'niilne'?
 - l. Yálti'go daats'í bił yá'át'éeh?
 - m. Doo bił nant'ah da ya'?
 - n. Ha'át'íí yaa yálti'?
 - o. T'áá daats'í naanish hólqó doo?
 - p. Naanish éí háí bá dooleet?
 - q. Hahgo éí dadilníísh?
 - r. Hastóí éí háí yá ndadoołnish?
 - s. Ha'át'íí binaanish nilíí doo?
 - t. Sáaniishq', háísh éí binant'aí nilíí doo?
 - u. Sáanii ha'át'íí yindadoołnish?
 - v. Hastiin béésh bąq̫ah dah si'áníísh ałdó' atah sidá?
 - w. Da' éí t'ah doo yígháah da?
 - x. Hahgo éí yíghááh?
 - y. Éí haash wolyé?
 - z. Da' ninááł bii' álah ná'ádleehídi álah azlíí?

28.15 Completion Drill

Model Sam shíká eelwod.

Sam dōō Bill

Student Sam dóó Bill shiká ahi'noolcháá'.

shí Bill

shí dóó ashiiké bá’ólta’í

ashiiké Don yíká

shí dóó Tom Tim

ni Daisy

Hastiin Yazzie bilíí' naakigo yóó

tł'ízí t'áá ałtso

tł'ízí yázhí (t'ááłá'ígo)

28.16 Completion Drill

Model Lucy k'ad yíghááh.

Lucy dóó Jerry

Student Lucy dóó Jerry k'ad yi'aash.

Lucy dóó at'ééké

shí

shí dóó Nancy

shí dóó Linda dóó Nancy

ni

ni dóó Linda

ni dóó Nancy dóó Linda

28.17 Paradigm Practice

Practice the verbs with a blank paradigm, first in order, then by pointing to spaces in an unpredictable order..

28.18 Translation

1. The children ran into the school.
2. The children are running around in the school.
3. All the chapter officers are here.
4. Has the delegate arrived yet?
5. Mr. Tsosie has begun his speech.
6. He usually speaks a long time.
7. I will begin work for Wal-mart next week.
8. When do you start working?
9. If you want to work, raise your hand.
10. I don't think that will be done.
11. Laura is spinning for her older sister.
12. Her sister is weaving while Laura spins.
13. The ladies are sewing at the chapter house.
14. They are making clothes and quilts.
15. Rena hasn't learned to sew yet.
16. I learned to sew at school.

28.19 Review of Postpositions

Other than the third person pronouns apply as well.

bá	<i>for him, in his favor, for his benefit</i> Bá ínísta'. <i>I read for him</i> Naat'áanii bá naashnish. <i>I'm working for the boss.</i>
-----------	---

baa	<i>about him, to him</i> Baa deesháátł. <i>I'll go see him</i> Béeso baa nish'aah. <i>I give him the money.</i>
------------	---

bąqę	<i>because of it</i> Éí bąqę shibéeso ádin. <i>That's why I have no money.</i>
-------------	--

bąqęh	<i>beside him, alongside him</i> Atiin bąqęhgóó yigáátł. <i>He's walking along the road.</i>
--------------	--

béé-	<i>about him, concerning him</i> Táá' naaznilí béédahasin. <i>I know the chapter officers.</i>
-------------	--

bee	<i>by means of it, with it</i> Dzi'izí bee kingóó déyá. <i>I'm going to the store by bike.</i> Éí bee shił hólne'. <i>Tell me about it.</i>
------------	---

biba'	<i>(waiting) for him</i> Shimá biba' sédá. <i>I'm waiting for my mother.</i>
--------------	--

bich'í'	<i>toward him</i> Bich'í' yániłti. <i>Talk to him.</i> Bich'í' níyá. <i>I came to him (to where he was).</i>
----------------	--

bidááh	<i>facing it, toward it/him (facing him)</i> Bidááh díínáátł. <i>Go meet him.</i>
---------------	---

biyi'/bii'	<i>inside of it, within it</i> Ashkii chidí yii' sidá. <i>The boy is sitting in the car.</i>
-------------------	--

bi'oh	<i>less than it</i> Shichidí bi'oh neesh'á. <i>I can't afford my car.</i>
--------------	---

bikáá'	<i>on it, over it its surface</i> Awéé' bikáá'adání yikáá'di dah sidá. <i>The baby is sitting on the table.</i> Saad naaltsoos bikáá' ádaahlééh. <i>Put the words on paper.</i>
bikéé'	<i>behind him (in his steps)</i> Shizhéé' bikéé' yisháát. <i>I'm walking in my father's footsteps.</i>
bik'é	<i>in exchange for it, for it</i> Béeso bik'é nanilnish. <i>You are working for money.</i>
bik'eh	<i>according to him, in his way</i> Díí bik'ehgo ánílééh. <i>Make it according to this (plan).</i>
bik'i	<i>on top of it, on its surface</i> Bik'í dah'asdáhí bik'i dah nídaah. <i>Sit down on the chair.</i>
bił	<i>with him, in his company</i> Kintahgóó bił deesh'ash. <i>I'll go to town with him.</i> Éí bee bił hodeeshnih. <i>I'll tell him about it. (Bił is in idiomatic use here.)</i>
bíighah	<i>proportionate to it, beside him</i> Shibéeso' doo bíighah da. <i>I don't have enough money.</i> Kii bich'ooní bíighagi sidá. <i>Kee's wife is sitting near him.</i>
bilááh	<i>more than it, beyond it</i> Díí éí shighan bilááh ánílnééz. <i>This is longer than my house.</i>
biláají'	<i>ahead of him</i> Dorothy biláají' naashá. <i>I walk ahead of Dorothy. I'm older than Dorothy.</i>
binááł	<i>in his presence</i> Ashiiké shinááł jooł yee naanéé nít'éé'. <i>I was present when the boys were playing ball.</i>
biniinaa	<i>because of it, on account of it</i> Shibéeso ádingo biniinaa doo déyáa da. <i>I'm not going because I have no money.</i>

BÍHWIIDOO'ÁLÍGÍÍ NAADIIN NÁHÁST'ÉÍÍ GÓNE'É

LESSON GOALS

Learn description of house-building

Learn names of tools in building trade

Be able to name building materials

KIN ÁHÁLNÉEHGI

Hastiin Bich'ah Łizhiní bijinínígíí bighangóó diit'ash ya'? Áadi diné ła' ndaalnishgo bighan áhálnéeh. T'oo díníil'ííl biniiyé.

Ñléidi cháshk'eh wónaanígóó bighan. Tsé íí'ahí bitsíidi kékéhat'íigo díí' nááhai.

Nówehdáq' éí chézhintah bighan nít'éé'. Éí éiyá Díwózhii Bii' Tóódóó shádi'ááhjí ákóhoolyé. Áadi bi'dizhchí. Bik'éí t'áá áadi kékédat'í. Kwe'é be'asdzáqá hazlji'go k'ad hooghan ííléeh.

Kin dik'áago ííléeh. Ayaadi éí tsé dóó tsénádleehí bee ályaa. Éí bitsésiláii wolyé. Naaniigo éí naadiin hastqá adées'eez. Náásee éí dízdiin adées'eez. Ákónítso ííléeh.

Tsineheeshjíí' yee ííléeh. Ła' éí ádanílnééz ła' áadaalts'ísí, doo danineez da. Tsineheeshjíí' nteelígíí ałdó' yee ádeiléeh. Éí ałt'q'í, t'áá nteel ndi ałt'q'í. Nááná tsineheeshjíí' ła' ditá. Éí danineez ɬeh. Hastóí ndaalnishígíí díí chodayool'í. Naaltsoos Łizhiní dó' chodayool'í. Kin bikáá'déé' naazkaadígíí éí kin bee bik'éstí'.

Áádóó ił adaalkaalí lą'í nayiisnii'. Éí ał'qą́ ádaat'é. Ła' éí danineez; ła' éí áadaalts'ísí. Tsésq' ał'qą́ át'éego ádaníltso ałdó' díkwíí shíí nayiisnii'. Éí t'áá át'é kintahgi nayiisnii'.

Nááná bee na'anishí díkwíí shíí ał'qą́ át'éii yee ndaalnish. Bee'ach'iishí dóó bee'atsidí yee ndaalnish. Éí áłahjí' chodayool'í. Áádóó

Bich'ah Łizhiní: *Black Hat*
bijinínígíí: *the one they call*
áhálnéeh: *it is being built*
díníil'ííl: *we will look at it*

tsé íí'ahí: *standing rock*
bitsíidi: *at the base of it*

chézhintah: *among lava rocks*
Díwózhii Bii' Tó: *Greasewood*
ákóhoolyé: *that's how it's called*
bi'dizhchí: *he was born*
tsénádleehí: *cement, concrete*
dik'q: *square-cornered*
bitsésiláii: *foundation*
naaniigo: *width, sideways*
adées'eez: *feet;*
náásee: *length-wise*
ákónítso: *it is this big*
tsineheeshjíí': *lumber, boards*
ádanílnééz: *relatively long*
tsineheeshjíí' nteelígíí: *plywood*
ałt'q'í: *thin*

chodayool'í: *they use them*
bikáá'déé' naazkaadígíí: *roofing*
bee bik'éstí': *it is covered with it*
ił adaalkaalí: *nails*
tsésq': *window*
ał'qą́ ádaníltso: *different sizes*

bee na'anishí: *tools*
bee'ach'iishí: *saw, file*
bee'atsidí: *hammer*

béésh názhahí dóó bee ída'neel'ąąhí
chodayool'í. Díí bee na'anishí chodayool'íigo
kin ádeilééh.

béésh názhahí: *square*
bee ída'neel'ąąhí: *measuring tool*

Hastiin Bich'ah Łizhiní kodi hózhónígo bił haz'á.
Ch'il éí dahólqó dóó tó ałdó' hólq. T'áá ahánídi
bidá'ák'eh ałdó' hólq' Naadáq' dóó naayízí
k'iidíláagi át'é. Naadáq' ntsaa silíí'. Bízhánee'.
Bí dóó ba'álchíní bił dahózhqoqo kóó
kéédahat'í dooleet.

ch'il: *plants, grass*
-gi át'é: *it seems as though*
bízhánee': *he's lucky*

29.1 Alternate Third Person Verbs

Navajo has an alternate third person form of the verb and of pronouns that has not been introduced yet. Though these are used all the time, they were not given earlier to avoid confusion. You will likely have heard verbs that employ the /ji-/ prefix. This prefix also takes the shape of /dz-, z-, sh-, s-/. You can check the paradigm list in Appendix A and will see the last line usually has a /ji-/ or one of its alternate forms, in each of the words. This is called 3a - *third person alternate*. The regular third person postpositions apply wth 3a.

The corresponding independent pronoun is **ho**; the possessive is **ha-**.

Hach'iyą' hólqoqo házhánee'. *One is fortunate to have food.*
T'áá hó ájít'í. *He did it (to) himself. (He has no one to blame.)*
Amá jílį́igo ha'álchíní baa naanish hasin. *When one is a mother, one
has a lot of work with the children.*

Third alternate is used only for human beings or, in the old coyote stories, for coyote.

Łah jíigo mą'ii jooldlosh jiní. *One day coyote was walking
along, it is said.*

This form may indicate deference to status. A mother, for instance, will speak of her absent child using the third alternate verbs and pronouns. A person can use the third alternate in speaking about his parents or other older people in his extended family. Often a person will speak in this form to or about one who is in an official position.

Shiyáázh Kinłánídi kééhojit'íigo Forest Service bá njilnish. *My
son is living in Flagstaff and working for the Forest Service.*
Nihicheii yęę kóhoot'éédáq' ájídin. *Our grandfather passed
away last year.*

T'áadoo hazhó'ó shił hojoolne' da. *It wasn't explained to me very well. You didn't explain it well to me.*

Hastiin Bedonie táá' naaznilí jílí. *Mr. Bedonie is a chapter officer.*

One may speak of oneself and thus avoid saying "I, me, my" and be a bit less direct or egotistic.

Bilagáana jílíigo diné bizaad hoł nantł'ah ɬeh. *When one is a white person (English-speaking) Navajo is usually difficult.*

Hanaanish hólqogo hoł hózhó ɬeh. *One is happy when he has work.*

Hanaanish ádingo ha béeso ałdó' ádin ɬeh. *When one is out of work, one usually doesn't have any money either.*

Áłchíní yázhí jílíigo ayóo njinée ɬeh. *When one is a child, he usually plays hard.*

Doo dichin jílíigóó doo jiyáq da. *When a person isn't hungry, he doesn't eat.*

Hachidí bitoo' ásdijidgo doo jideeyahígóó da. *When one has no gasoline one doesn't go anywhere.*

Diné bizaad doo tsílgó bíhojiil'aah da. *A person doesn't learn Navajo very fast.*

Anasází diné bikéyahdi kéédahat'íí nít'éé' jiní. *Anasazi used to live on what is now Navajo land, it is said.*

When there are two third persons in a narrative, the regular verb and pronoun can be assigned to one of the persons and the alternate one to the other. The speaker may switch back and forth between the two persons. The assignment is not always consistent throughout the narrative. This is confusing to the new learner of Navajo.

Diné kóq sidá. Be'asdzaqá dá'ákehgi njilnish. *The man is sitting here. His wife is working in the field.*

Ła' éí bił hóyéé'. Ła' éiyá doo hoł hóyéé' da. *One is lazy.(The other) one is not lazy.*

It is also used in some imperatives:

Doo ájíníi da. *One doesn't say that. Don't say that!*

Éí doo baa hojilne' da. *One doesn't talk about that subject. Don't talk about it!*

Awéé' doo bee njinée da. *One shouldn't tease the baby. Don't tease the baby!*

Éí béisílniih. *One should remember that. Remember that!*

29.2 Verb “to look at it” (*future*)

This paradigm expresses *to look at it, to examine it visually, to test it.*

dínéesh'íjł
dínííł'íjł
yidínóoł'íjł

dínííł'íjł
dínóoł'íjł
yidínóoł'íjł

dadínííł'íjł
dadínóoł'íjł
deidínóoł'íjł

Áłtsé dínéesh'íjł ya'? *Let me take a look first, shall I?*

Lá'aa, dínííł'íjł. *Okay, take a look.*

Dadínííł'íjł índa daats'í ndahidiilnih. *We'll take a look and then probably buy them.*

Dií tl'éé' Jan chidí yidínóoł'íjł. *Jan will look at the car tonight.*

29.3 Describing Rocks, Ridges, Hills

The -á stem refers to *extending* and is used in describing rocks, ridges and hills.

deez'á	<i>it extends along (a row of rocks, hills, a ridge)</i>
íí'á	<i>it extends away (a slender stiff object, a ridge)</i>
ní'á	<i>it lies, it stretches, it extends (horizontally, a cliff, a mountain range, a pole)</i>

Nora Łichíí' Deez'áhídi kékéhat'í. *Nora lives at Sanders (the place where red rocks extend).*

Tsélánídóó e'e'aahjigo tsé íí'á. *West of Salina Springs there is Standing Rock (the rock that extends upward)*

Kodóó náhookosjigo dził ní'á. *There is a mountain range extending north from here.*

29.4 “At its base”

Bitsíjdi: *at its base, at its foot (as of a mountain or rock), can apply to a mountain, a house, a tree or anything of a similar nature.*

Łééchqáí hooghan bitsíjdi áthosh. *The dog is sleeping right near the Hogan.*

Ashkii nídíshchíí' bitsíjdi sidá. *The boy is sitting at the base of the pine tree.*

Tsé łitsooí bitsíjdi nihighan. *Our house is at the base of the yellow rock.*

29.5 Verb “to have been born” (*perfective passive*)

shi'dizhchí	nihi'dizhchí	danihi'dizhchí
ni'dizhchí	nihi'dizhchí	danihi'dizhchí
bi'dizhchí	bi'dizhchí	dabi'dizhchí

Eugene Oklahoma hoolyéedi bi'dizhchí. *Eugene was born in Oklahoma.*

Larry bit háájéé' Hóyée'di dabi'dizhchí. *Larry's siblings were born at Steamboat.*

Béégashii yáázh ídeezidídáq' bi'dizhchí. *The calf was born last month.*

29.6 Descriptions of Buildings and Materials

áníłnééz	<i>it is relatively long</i>
áníltéél	<i>it is relatively wide</i>
áníltso	<i>it is relatively big, large</i>
kóníłnééz	<i>it is this long</i>
kóníltéél	<i>it is this wide</i>
kóníltso	<i>it is this large</i>
dik'ágó	<i>it is square-cornered</i>
naaniigo	<i>across, the width</i>
nineezgo/náásee	<i>the long way, the length</i>
ałt'ágí	<i>it is thin</i>

Debbie biyáázh kóníłnééz silíí'. *Debbie's son has become this tall.*

Sarah bighan ayóó áníltso. *Sarah has a very large house.*

Nineezgo éiyá hastádiin adées'eez áádóó naaniigo éí tádiin adées'eez. *It is sixty feet long and thirty feet wide.*

Díí naaltsosos ałt'ágí lá. *This paper is thin.*

Hastiin bighan dik'ágógo áyiilaa. *The man has built a square-cornered house.*

29.7 Building Materials

dáádílkáł	<i>door</i>
ít adaalkaałí	<i>nails</i>

kin bik'éstí'ígíí	<i>roofing</i>
naaltsoos tizhinígíí	<i>tar paper</i>
tsé	<i>rock</i>
tsé nádleehí	<i>cement, concrete</i>
tsésq'	<i>window</i>
tsineheeshjíí'	<i>board(s), lumber</i>
tsineheeshjíí' nteelígíí	<i>plywood, other similar building board</i>

Hooghan nímazí tsé bee ályaaígíí bidáádílkáł t'áálá'í áádóó bitsésq' naaki. *The hogan built of rock has one door and two windows.*

Kin bitsésiláii éí tsé dóó tsé nádleehí bee ályaa. *The foundation of the house is made of rock and cement.*

Kin éí tsineheeshjíí' bee ályaa. *The house is built of lumber.*

Tsineheeshjíí' shaa níníít. *Give me the lumber.*

Háidiígíí? *Which ones?*

Tsineheeshjíí' nteelígíí, naakigo. *The plywood, two of them.*

Tsineheeshjíí' nteelígíí ayóo ilí. *Plywood is expensive.*

Íł adaalkalí ła' nisin, nineezígíí naaki béeso bíighahgo. *I want some nails, two dollars' worth of long ones.*

Ha'át'íí lá ánílééh? *What are you building?*

Chaha'oh áshlééh. *I'm building a ramada.*

Díí zhíní éí bii' nihighan doo. *We'll live in it this summer.*

29.8 Carpentry Tools

Your instructor may allow those who do not need the names of tools to skip parts of this lesson. Check the glossary for more names of tools.

bee ach'íishí	<i>saw, file, rasp</i>
bee atsidí	<i>hammer</i>
bee ída'neel'ąąhí	<i>ruler, measuring tape</i>
bee na'anishí	<i>tools</i>
béésh názhahí	<i>square</i>
tó bii' naago'í	<i>level</i>
tsin bee hahalzhíshí	<i>wood chisel</i>

Bee na'anishí shaa níjááh. Bee atsidí dóó bee ach'íishí áádóó bee ída'neeląąhí índa béésh názhahí shaa níjááh. *Bring me the tools. Bring me the hammer, the saw, the tape measure and the square.*

29.9 Verb “to use it” (*continuative imperfective*)

The following paradigm covers *to use it*, *to make use of it*, *to employ it*:

choinish'í
choiníl'í
choyooł'í

choiniil'í
choinoor'í
choyooł'í

chodeiniil'í
chodeinooł'í
chodayooł'í

Bee na'anishí chodeiniil'ígo dibé bighan ádeiilnééh. *We use tools in building a sheep corral.*

Maggie bichidí t'áá ákwíí jí choyooł'í. *Maggie uses her car every day.*

T'áá ni nibéeso choiníl'í. *Use your own money.*

T'áá diné líí' ayóo chodayooł'íí nít'éé'. *Navajos used to make much use of horses.*

29.10 Adverb “different, separate, distinct”

Áł'ąą́ dine'é diné bikéyah yikáá’ kéédahat’í. *Different kinds of people live on the Navajo Reservation.*

Diné saad ał'ąą́ át'éego yee yádaalти'. *People speak in different languages.*

Naalyéhé bá hooghandi tsineheeshjíí' ał'ąą́ ádaat'é. *The lumber at the trading post is of various kinds.*

Ashiiké ał'ąą́ át'éego ádanílnééz. *The boys vary in height.*

Hastiin Kii bilíí' ał'ąą́ át'éego dałikizh. *Mr. Kee's horses are spotted in a variety of ways.*

Tsineheeshjíí' ał'ąą́ át'éego dałílì. *The boards vary in cost.*

29.11 Verb “to be covered” (*si-perfective*)

Bik'éstí': *it is covered*, may be altered by changing the pronoun prefix.

Tł'oh níbaal bee bik'éstí'. *The hay is covered with a tarp.*

Beedléí bee shik'éstí'. *I'm covered with a blanket.*

29.12 Measurements

Measurements in *feet* are by **adées'eez** or **ké silá** *inches* in **dah alzhin**. *Quarter inches*, by some carpenters, are figured in **yáál**: **naaki yáál**: *one-fourth inch*; ... **dóó náá'álmíí'** **dah alzhin**: *half inch*; **hastáąę yáál**: *three-fourths inch*.

Kodóó tsé íí'áhíjí' táadi neeznádiin adées'eez. *From here to the standing rock is three hundred feet.*

Díí tsineheeshjíí' nineezgo tseebíí adées'eez. *This piece of lumber is eight feet long.*

Naaltsoos éí dego łats'áadah dah alzhin. Naaniigo éiyá tseebíí dóó náá'álníí' dah alzhin. *Upward the book is eleven inches. Sideways it is eight and a half inches.*

Bee'ak'e'elchihí éí nineezgo ashdla' dah alzhin dóó naaki yáalgo áníłnééz. *The pencil is five and a quarter inches long.*

29.13 Expression “to be lucky, fortunate”

All pronoun prefixes apply: **shízhánee'**, **nízhánee'**, **bízhánee'**, **nihízhánee'**.

Nihízhánee', nihibéeso hazlíí'. *We're fortunate, we've acquired some money.*

Nízhánee', nidishní. *You're lucky, I say (to you).*

29.14 Substitution Drill

This drill will give you practice in using the third alternate verb forms of some of the most useful paradigms. When a postposition is prepounded, it takes the regular **baa**, **bá**, **biyaa**, etc. shape. You may have to look up the 3a forms in Appendix A before the drill.

Model Asdzání diné bizaad yíhooł'aah.

Student Asdzání diné bizaad bíhojił'aah.

Kwe'é diné bizaad yídahooł'aah.

Bá'ólta'í Asdzáqá Yazzie wolyé.

Bennie shíká adoolwoł.

Áłchíní nihíká addojah.

T'áá sáhí naalnishgo doo yá'áshqó da ɬeh.

Hastóí ndaalnishgo bibéeso dahólqó ɬeh.

Díí saad béénílniih.

Saad ániidíii doo hózhq yénálniih da ɬeh.

Kóne' da'ólta'.

Hastiin Tódích'íí'nii kodóó naaghá.

T'áá kwe'é kééhat'íígo dízdiin nááhai.

Ch'iyáán nahashniihgo ayóo ílłí ɬeh.

Shá bñighah kóó sidá.

Yiskáo kingóó deeyá.

Diné bizaad ayóo nantł'ah nízin.

Jooł yee naanéego íiyisí yíneedlí.

Include 3a pronouns:

Bessie be'awéé' nizhónígo yaa áhályá (hwe'awéé').
 Ashkii yázhí bił hózhó.
 Bibéeso hólónígíí yaa bił hózhó.
 Diné bizaad ayoo bił nant'ah təh.
 Áadi atah óltá'go naaki bee nídeezid (hwee nídeezid).
 Kinlánídi kééhat'íigo díí' binááhai.
 Éí shíí doo yaa halne' da.
 Bibéeso hazlíí', áko kintahgóó deeskai.
 Hastiin binaaltsoos bii' yistl'iní t'áá bí áyiilaa.
 Amá yázhí bi'álchíní yá naalnish.

29.15 Translation

1. Let's take a look, shall we?
2. Come over here and take a look.
3. Joe is going to look at his garden.
4. Whose house is that at the base of the rock?
5. The cat is sleeping at the foot of the tree.
6. Where was Sue born?
7. I don't know where she was born.
8. Were you born in a hospital?
9. I was born at home.
10. Are you making use of the tools?
11. I'm using all the tools.
12. English and Navajo are different, aren't they?
13. Is the baby covered with a blanket?
14. No, it isn't covered.
15. You're lucky, you have a car.

29.16 Query Patterned Response

Model Tsin haa nílnééz?

Student Tsin nineez.

Student Tsin ayoo ánílnééz.

Tsásk'eh haa níltéél?

Les bighan naaniigo haa níltéél?

Bighan haa nílnééz?

Tl'ízí haa níldáás?

Dibé bighan haa níltso?

Béégashii yáázh haa níldííl silíí'?

29.17 Practice Measurements

With a tape or ruler, measure objects and ask each other about sizes, lengths and widths.

29.18 Variable Substitution Drill

Model Bee'ak'e'lchíhí choinish'í.
ni

Student Bee'ak'e'elchíhí choiníl'í.
Jerry
áłchíní da'ółta'ígíí
bá'ólta'í naaltsoos
ashiiké t'áá áłla
at'ééké t'áá áłtso
t'áá aníidla
Jan shichidí
hastóí
Don dóó bitsilí shilíí'
ni dóó nideezhí

29.19 Postposition Review (continued from 28.19)

biniiyé *for its purpose, for him, in order to*
Shilíí' **biniiyé níyá.** *I came for my horse.*

bitah *among them*
Sáanii bitah sédá. *I'm sitting among the ladies.*

bita' *between*
Shicheii bá ata' hashne'. *I'm interpreting for my grandpa.*
Nihita'gi sizí. *He is standing between us.*

bitsíí(di) *at its base, at the foot of*
Ashkii tsin yitsíidi athosh. *The boy is sleeping by the tree.*

bits'ágá' *away from him, (deriving) from it*
Likango bits'ágá' íiyáá'. *I ate tastefully off of her.*

biyaa *under him, below him*
Leechqá'í chidí yiyaadi sití. *The dog is lying under the car.*

BÍHWIIDOO'ÁLÍGÍÍ TÁDIINÍ GÓNE'É

LESSON GOALS

Be able to use “to cry, to bark, to sleep”

Be able to express comparative sizes, lengths, weight

HASTIIN HALL DÓÓ KII AHIŁ NÁÁHÁLNE'

HALL	Kodóó dah n̄daah, Kii. Ahíł nááhodiilnih ya'? Saad Ṽa' bínááhwíideesh'áát. Łahda saad doo hózhó bénáshniih da ɬeh. Saad Ṽa' bíhooł'ąą' ndi doo choinish'íigóó doo bénáshniih da doo. Álahjí' bee yáshti'go shá yá'át'eeéh.	ahíł nááhodiilnih: <i>we'll visit together again</i>
KII	Lá'ąą, níká adeeshwoł.	álahjí': <i>all the time</i>
HALL	Nilééchqá'íísh hashkée ɬeh?	hashké: <i>he is mean</i>
KII	Ndaga', doo hashkée da ɬeh. T'óó ayóo naħał'in ɬeh. Tł'éédáąą' t'áá naħał'ingo biiská. Tł'ée'go nináháł'íjih ɬeh. Ha'át'íí shíí biniinaa sha'shin. Łahda ɬééchqá'íísh yiniinaa ndahał'in.	naħał'in: <i>he barks</i> nináháł'íjih: <i>he barks repeat.</i> mą'ii: <i>coyote</i> daacha: <i>they cry, yelp</i>
HALL	Nihí nihilééchqá'í hooghan góne' biiłkaah. Tł'ée'go doo naħał'in da. Jíigo t'éiyá. Tł'ée'go aħosh ɬeh.	biiłkaah: <i>he spends the night</i>
KII	Nihilééchqá'í jíigo da'aħosh ɬeh. Tł'éédáąą' doo da'aħoshgóó dabíiská. Áko k'ad shíí shá bīghah da'dooħosh sha'shin.	aħosh: <i>he sleeps</i>
Hall	Nihilééchqá'í t'áá naħał'in Ṽa' nihaa yígháahgo. Nihilééchqá'í ał'ąą áðaat'é. Nihí áájí nihilééchqá'í tł'ée'go daacha. Jíigo t'óó da'aħosh. Nihíhígíí éí tł'ée'go aħosh, jíigo t'óó naħał'in.	da'dooħosh: <i>they will sleep</i>
KII	Nihilééchqá'í nihighan yaa áðahalyáago t'áadoo le'é deidiits'íjhgó yiniinaa ndahał'in ɬeh.	deidiits'íjhgó: <i>they hear it</i>
HALL	Aoo', t'áá aaníí ákót'é. Shoo, Kii, saad Ṽa' t'ah doo hózhó diist'íjih da. Ntsaa, ntsaaz éí bíhooł'ąą'. Nááná nineez dóó áłts'ísi éí dó' béeħasin. Łahda ayóó áníłnééz daaníi ɬeh. Éí ha'át'íí iiyiis óolyé áníłnééz. Éí ch'ééh bik'i'diishtíjih.	t'áá aaníí: <i>it is true</i> diist'síjih: <i>I hear it</i> áñíłnééz: <i>it is quite long, tall</i>

KII	Saad kódaat'éhígíí éí la'í.	
HALL	Aoo', shił bééhózin. Ch'ééh bídahoosh'aah. Shíká anilyeed ya'?	atsiniltłish bá íí'ahí: electric line pole
KII	Shoo, díí tsin atsiniltłish bá íí'ahí éí nineez. Haa nílnééz ya'? Ayóó ánítneéz dishní.	haa nílnééz: how long? ánítso: it is quite big
HALL	Nááná dibé ntsaaz silij'. Éí hait'áo ájníih?	náájí'niih: one who says again
KII	Haa níltso jiniih. Ayóó ánítso náájí'niih. Díí tsin haa níltso? Áłts'óózí. Áádóó haa níldáás? Ayóó ánítláás. Éí dooda léí', aszólí, doo ndaaz da.	áłts'óózí: it is slender ánítláás: quite heavy aszólí: light in weight ndaaz: it is heavy
HALL	Díí saad t'áá ákwíí jí choinish'íígo bee bíhwiideesh'áát. Índa doo nantł'ah da doo.	
KII	Kót'éego bilagáana bizaad bíhoosh'aah. T'áá ákwíí jí bá'olta'í dóó bił da'íníshta'ígíí bił ahił hashne'go áádóó diists'ííhgo bee saad t'áá bídahoosh'aah.	
HALL	Jó, nizhóní, Kii. Díí nich'í' ntsaago baa ahééh nisin shíká íínílwodígíí.	shíká íínílwod: you helped me

30.1 “All the time”

Áłahjí', t'áá áłahjí', t'áá áłahíjí' translates into *all the time, always, all of the time*. These are interchangeable; the last one is used least often.

Dena be'awéé' áłahjí' doo bił hózhqó da. *Dena's baby is always unhappy.*
 Shicheii t'áá áłahjí' ayóo naalnish. *My grandpa works hard all the time.*

30.2 Verb “to be mean” (*si-perfective*)

Prefix with (pronoun) plus **-ch'a-** to express scolding.

hashishké	hoshiiké	dahoshiiké
hashíníké	hoshooké	dahoshooké
hashké	hashké	dahashké

Łééchqa'í doo hashkée da. *The dog isn't mean.*
 Shimá hashkéego shich'í' yálti'. *My mother talks sternly to me.*
 Shí doo hashishkée da. *I'm not mean. I'm not angry.*
 Ashkii yázhí bich'ahoshíníké. *Scold the little boy!*

30.3 Verb “to bark”

nahał'in (CI)	<i>it is barking, it barks</i>
nináháł'íjih (R)	<i>it barks repeatedly, all the time</i>
nahóół'íjd (P)	<i>it was barking, it barked</i>
nahodooł'íjil (F)	<i>it will bark</i>

Łééchąą yázhí tł'éé' bīghahaha naħał'in. *The little dog is barking all night.*

Łééchąą yázhí tł'éé' bīghahaha ndahał'ingo biiská. *The little dogs barked all night, spent the night barking.*

Łééchąą yázhí tł'éé'dáq' nahóół'íjd. *The little dog barked last night.*

Díí tł'éé' shii nahodooł'íjil. *He will likely bark tonight.*

30.4 Wild Animals

Here is a partial list of wild animals:

bijh	<i>deer</i>
deeteel	<i>moose</i>
dloziłgaii	<i>light-colored pine squirrel</i>
dlqó'	<i>prairie dog</i>
dzééh	<i>elk</i>
hazéí, hazéítsoh	<i>squirrel</i>
jádí	<i>antelope</i>
mä'íi	<i>coyote</i>
mä'ii dootł'izhí	<i>kit fox, blue fox</i>
mä'iitsoh	<i>wolf</i>
náshdóí	<i>wildcat</i>
náshdóítsoh	<i>mountain lion, cougar, puma</i>
shash	<i>bear</i>

Diné bikéyah bikáá'góó mä'ii ndaakai. *There are coyotes on the reservation.*

Łahgi shash ałdó' dahólq. *At some places there are bear.*

Kóhoot'éédáq' atiingóó náshdóí dóó biyázhí ta' yiiltsá. *Last year I saw a wildcat and her little ones along the road.*

Shash éí dibé bitsi' bił daalkan. *Bears like mutton very much.*

Ałk'idáq' jádí kqóó ndaakai nít'éé'. *There used to be antelope around here many years ago.*

Shash bitsi' doo deiyąą da. *They do not eat bear meat.*

Diné dlǫ́q' bitsí' bił daalkan nít'éé'. *Navajos used to like prairie dog meat.*

Diné bikéyah bikaá'góó mą́ii dootł'izhí doo la'í da. *There are not many kit foxes on the reservation.*

30.5 Verb “to cry” (*continuative imperfective*)

This verb means *to cry, to squall, to weep.*

yishcha	yiicha	deiicha
nicha	wohcha	daohcha
yicha	yicha	daacha

At'éé yázhí níléidi sidáago yicha. *The little girl is sitting over there crying.*

Bínaáí bich'ahashkéego biniinaa yicha. *She is crying because her older brother is scolding her.*

Áłchíní doo bił dahaats'iid dago biniinaa daacha. *The children are crying because they are lonesome.*

T'áadoo nichaaí. *Don't cry! (speaking to one person)*

30.6 Verb “to spend the night”

The si-perfective was given in 10.14 and 11.2. Here are some more forms. Change the pronoun prefix, shii-, nii-, bii-, nihi-, to indicate the person or persons involved.

shiiłkaah (I)	<i>I'm spending the night</i>
náshiiłkááh (R)	<i>I repeatedly spend the night</i>
shiiská (P)	<i>I spent the night</i>
shiidoołkááł (F)	<i>I will spend the night</i>

Kintahgi nanilnishgo háadi nániłkááh. *Where do you spend the nights when you work in town?*

Shádí bighandi náshiiłkááh. *I spend the nights at my older sister's house.*

Be'eldííldahsinilgóó disoohkaigo háadi nihidoołkááł? *When you go to Albuquerque where will you spend the night?*

Nihidá'í bighandi nihiidoołkááł. *We will spend the night at our uncle's place.*

Chaha'oh góne' naaki nihiiská. *We spent two nights in the summer shelter.*

Gary bimá sání nihichaha'oh góne' biiłkaah. *Gary's grandma is spending the night in our summer shelter.*

Kwe'é daats'í nihiłkaah. *We might be spending the night here.*

30.7 Verb “to sleep” (*continuative imperfective, perfective, future*)

Here are the paradigms *to sleep, to be asleep, to lie sleeping:*

ashhosh	iilwosh	da'iilwosh
ílhosh	ołhosh	da'ołhosh
ałhosh	ałhosh	da'ałhosh
iiłhaazh	iilghaaazh	da'iilghaaazh
iiniłhaazh	oołhaazh	da'oołhaazh
iiłhaazh	iiłhaazh	da'iiłhaazh
iideeshhosh	iidiilwosh	da'iidiilwosh
iidíiłhosh	iidołhosh	da'iidołhosh
iidołhosh	iidołhosh	da'iidołhosh

Awéé' k'ad nizhónigo ałhosh; bitah honeezgai nít'éé'. *The baby is sleeping well now; it was sick.*

Ílhosh, shiyázhí. *Go to sleep, my child.*

Łééchqa'í ndaha'ingo biniinaa doo da'iilwosh da. *We're not sleeping because the dogs are barking.*

T'áadoo hazhó'ó iiłhaazh dago ch'ééh déyá. *Since I didn't sleep well, I'm tired.*

Jiidáq' doo da'iilghaaazh da. *We didn't sleep today.*

30.8 Verb “to hear it” (*imperfective*)

This verb covers *to hear it, to understand it (a language).*

diists'íłh	diits'íłh	dadiits'íłh
diits'íłh	doohts'íłh	dadoohts'íłh
yidiits'íłh	yidiits'íłh	deidiits'íłh

Mayan bizaad t'ah doo diits'íłh da. *We haven't heard the Mayan language yet.*

Kiis'áanii bizaadísh t'ah doo diits'íjh da? *Haven't you heard the Hopi language yet?*

Aoo', éí t'ah doo diists'íjh da. *Yes (No), I haven't heard it yet.*

Áko ndi Dziłghá'í bizaad díkwíidi shíj diists'íjh nít'éé'. *However I have heard Apache a number of times.*

30.9 Review of Size, Weight

The absolute and comparative forms are given here only in the third person. Note the tone difference between the two. The list is by no means exhaustive.

Tsé haa níldáás? *How heavy is the rock?*

Tsé ndaaz. *The rock is heavy.*

Tsé ayóó áníldáás. *The rock is very heavy.*

Tsé doo ndaaz da, aszólí. *The rock isn't heavy, it's light.*

Łééchqa'í haa níldíil? *How big has the dog grown?*

Łééchqa'í nildiil silíí'. *The dog has become large?*

Łééchqa'í ayóó áníldíil. *The dog is very big.*

Ashkii haa nílnééz silíí'? *How tall has the boy become?*

Ashkii nineez silíí'. *The boy has become tall. (absolute)*

Ashkii ayóó ánílnééz. *The boy has become very tall.*

Dibé haa níltsááz? *How large is the sheep?*

Dibé ntsaaz silíí'. *The sheep has gotten to be large.*

Dibé ayóó áníltsááz. *The sheep has gotten to be very large.*

Dibé ayóó áníltsááz silíí'. *The sheep has become very large.*

(Sometimes the -diil stem is used.)

Kin haa níltéél? *How wide is the building?*

Kin t'áá niteel. *The building is quite wide.*

Kin ayóó áníltéél. *The building is very wide.*

Hooghan nímazí haa níltso? *How big is the hogan?*

Hooghan doo hózhqó ntsaa da. *The hogan isn't very bg.*

Hooghan ayóó áníltso. *The hogan is very large.*

Tsin haa nílts'óózí? *How thin is the post, the tree?*

Tsin t'áá álts'óózí. *The post is quite thin.*

Tsin íiyisií álts'óózí. *The post is very thin.*

Tsin álts'óózí yee'. *The post is very thin.*

30.10 Verb “to help” (*perfective*)

eeshwod	ahi’niilcháą’	iijéé’
íínílwod	ahi’noolcháą’	oojéé’
eelwod/aalwod	ahi’noolcháą’	íijéé’

Hái lá níká eelwod? *Who helped you?*
 Shitsóí shíká eelwod. *My grandchild helped me.*

Da’ ashiiké hastiin yíká ahi’noolcháą’? *Did the boys help the man?*
 Ndaga’, shí dóó Bennie bíká ahi’niilcháą’. *No, Bennie and I helped him.*

Nihicheii chaha’oh ííléehgoósh bíká oojéé’? *Did you help your grandpa build the summer shelter?*
 Adáqádáą’ shá biiğahah bíká iijéé’. *We helped him all day yesterday.*

Ahéhee’, shíká íínílwod/shíká ahi’noolcháą’/shíká oojéé’.
Thank you for helping me.

30.11 Negation

T’áadoo: *don’t, without*, combines with many verbs to express a negative thought. The following examples illustrate a few of the uses.

With optative verbs (which have only briefly been introduced) it indicates that an action cannot be accomplished.

T’áadoo bee dósha’í da. *I have no means of going.*
 T’áadoo bee ósht’ólí da. *I have nothing with which to weave.*
 T’áadoo yee shíká oolyeedí da. *He has nothing with which to help me.*

Combine with any verb.

T’áadoo ayání da. *He isn’t eating anything.*
 T’áadoo baa neiit’aashí da ɬeh. *We usually don’t do anything.*
 Shash t’áadoo shiiltsání da. *The bear never saw me.*
 T’áadoo íhoosh’aahí da. *I’m not learning anything.*

Use with imperfective verbs to show *without, don't*.

T'áadoo baa nanináhí. *Don't do that!*

T'áadoo yánílti'í. *Don't talk! Don't speak up!*

Díí táadoo nidlání. *Don't drink this!*

T'áadoo nchaaí. *Don't cry!*

T'áadoo nihaa hólne'í. *Don't tell on us!*

T'áadoo ta' shíká iilyeedí hooghan áltso áshłaa. *I finished building the Hogan without any help.*

Abíndáq' t'áadoo ashání kintahdi níyá. *I arrived in town in the morning without eating.*

T'áadoo diné bizaad bíhoosh'aahí naaki ndeezid. *I didn't learn any Navajo for two months.*

Shádí t'áadoo álhoshí naaki biiská. *My older sister did not sleep for two nights.*

Here's another construction:

T'áadoo báqh ílinígóó shimá díí dibé sheiníníl. *My mother gave me these sheep for free.*

Nidzi'izí t'áadoo báqh ílinígóó ná ándeeshdlííl. *I'll repair your bike without cost.*

T'áadoo bíká eeshwodgóogo doo áltso ííléeh da doo. *He won't finish it unless I help him.*

T'áadoo nahóóltágóogo naadáq' nihee ádin doo. *We won't have any corn unless it rains.*

T'áadoo niiłtsáágóogo hooghangóó ndeeshdáál. *If I don't see you, I'll be going home.*

With **hazhó'ó**: *not very well, poorly*:

Łééchqa'í ndahał'ingo t'áadoo hazhó'ó da'iilghaazh da. *We didn't sleep well because the dogs were barking.*

At'éé yázhí t'áadoo hazhó'ó iiłhaazh da, háálá bitah honiigai. *The little girl didn't sleep well because she got sick.*

T'áadoo hazhó'ó diné bizaad bíhoosh'aah da. *I'm not learning Navajo very well.*

Ashkii t'áadoo hazhó'ó shá na'niłkaad da. *The boy is doing a poor job of herding sheep for me.*

T'áadoo hazhó'ó bee shił hwíinílne' da. *You didn't tell me about it very well.*

T'áadoo hazhó'ó nanilnish da. *You don't do your work carefully.*

30.12 “We, you”

Nihí, nihi-: *we, you (plural); ours, yours (plural)*, are seldom ambiguous because the context or the verb shows who is meant. If the setting is such that one must specify, the term **nihí aají**: *you over there*, or **nihí kwe’é**: *we here*, with an appropriate gesture clarifies the statement.

Díí saad nihá yá’át’ééh. *These words are good for us/you.*

Díí saad t’áá áníiltso nihá yá’át’ééh. *These words are good for all of us.*

Nihí éí baa naahkai dooleet. *You will be doing that.*

Nihí éí baa neiikai dooleet. *We will be doing it.*

30.13 Substitution Drill

Model Betty be’awéé’ yicha.

álahjí’/t’áá álahjí’

Student Betty be’awéé’ álahjí’ yicha.

Łééchqa yázhí nahał’in.

Łééchqa’í ndahał’in.

Tsintahgi mä’ii ndaakai.

Hastiin la’í binááhaigo biniinaa ałhosh.

Shimá yázhí t’áá aaníñii yee yálti’.

Bá’ólta’í shíká análwo’.

Nihik’isóó nihíká anájah.

Mósí yázhí t’óó da’ałhosh ḱeh.

Shimá bá na’nishkaad.

30.14 Query Patterned Response

Model Da’ awéé’esh t’ah doo ałhosh da?

Student Aoo’, t’ah doo ałhosh da.

Da’ Ínca bizaad t’ah doo diits’íjh da?

Éí doo bihool’aaah da ya’?

Diné bizaadísh doo nił nantł’ah da?

Doósh kwe’é niiłkaah da?

Lennie daats’í doo kwe’é biilkaah da?

Kinłánídi doo nihidoołkáał da ya’?

Ñléí hooghandi doo naagháhí da ya’?

Nicheiísh doo chézhintahgi bighan da?

Nihidá’íish doo kintahdi kééhat’íj da?

Da’ chidíísh t’ah doo naalnish da?

.15 Query on Lesson Text

- a. Háí lá Hastiin Hall yíká análwo'?
- b. Da' Hastiin Hall saad t'óó ahayói yíhool'áá?
- c. Da' Kii bilééchqá'í hashkée ɬeh?
- d. Tł'ée'go daats'í nináháł'íjih?
- e. Kii bighandiísh mä'ii ndaakai ɬahda?
- f. Éí daats'í yiniinaa ɬééchqá'í ninádahał'íjih?
- g. Hastiin Hallísh bilééchqá'í nahal'in tł'ée'go?
- h. Tł'ée'go ha'át'íí yaa naagháá ɬeh?
- i. Da' Hastiin Hall t'ahdii diné bizaad yíhool'aah?
- j. Saad daats ɬa' t'ahdii bił ndantł'ah?

16 Query Patterned Response

odel Diné bighan haa níltso?

ident Ayoo ánítso.

Tł'óół haa nílnééz?

Kodóó Hoozdoji' haa nízáád? (ánízáád)

Łíí' haa níldáás?

Dibé haa níldííl silíí?

Łééchqá yázhí haa níltsááz k'ad?

over the above again and answer with: T'áá ntsaa, etc.

17 Note

I are aware by now that a person needs an incredibly large vocabulary to be able to talk about even a limited variety of topics. The vocabulary so far has gotten you off the ground. By now you have a feel for how verbs change. It may take some time yet to be able to make up the words as you go but that time will come. In fact, you will need that facility in order to speak freely. The words you will make up may not always be the correct form, but they will be close enough to be understood. Let people correct you. It may be embarrassing at times. Bashfulness and reticence have a place in language learning. Though learning the language may be difficult, it is impossible. Best wishes to you!

APPENDIX A Verb Paradigms

Abbreviations: Imperfective (I); Continuative
 Imperfective (CI); Imperfective Neuter (IN);
 Iterative (R); Progressive (Prog); Perfective (P);
 Si-perfective (SP); Si-Perfective Neuter (SPN);
 Usative (U); Future (F)

afraid, to be I

binásdzid	binéiildzid	béédeiildzid
bináníldzid	bináldzid	béédaalldzid
yináldzid	yináldzid	yéédaalldzid
bééjíldzid	bééjíldzid	béédajíldzid
SP		
béésísdzíid	béésiildzíid	béédasiildzíid
béésíníldzíid	béésooldzíid	béédasoołdzíid
yinásdzíid	yinásdzíid	yéédaasdzíid
bińjísdzíid	bińjísdzíid	béédajisdzíid

apply oneself to it, to, to lean on it, to exert effort on it P

bidiishkaal	bidiilkaal	bidadiiłkaal
bidinilkaal	bidoołkaal	bidadoołkaal
yidiilkaal	yidiilkaal	yidadiilkaal
bizhdiilkaal	bizhdiilkaal	bidazhdiilkaal

arrive, to, to go, to come I

nisháah	niit'aash	niikáah
nínáah	noh'aash	nohkáah
yígháah	yí'aash	yíkáah
jígháah	jí'aash	jíkáah
P		

níyá

níyá	niit'áázh	niikai
yíníyá	noo'áázh	nohkai
níyá	ní'áázh	yíkai
jíníyá	jiní'áázh	jíkai

F

deeshááł	diit'ash	diikah
díinááł	dooh'ash	doohkah
doogááł	doo'ash	dookah
jidoogááł	jidoo'ash	jidoookah

ashamed, to be CI prepound with (t'óó) baa...

yánísín	yániidzin	yádaniidzin
yánínízin	yánohsin	yádanohsin
yánízin	yánízin	yádanízin
yáznízin	yáznízin	yádaznízin

ask him, to, to inquire of him, to question him I

nabídíshkid	nabídíłkid	ndabídíiilkid
nabídíłkid	nabídółkid	ndabídółkid
neídíłkid	neídíłkid	ndeídíłkid
nabízhdíłkid	nabízhdíłkid	ndabízhdíłkid

ask him for it, to I

bííníshkeed	bííníikeed	bídaníikeed
bííníkeed	bíínóhkeed	bídeínóhkeed
yíyókeed	yíyókeed	deíyókeed
bíjókeed	bíjókeed	dabíjókeed

aware of it, to be prepound with baa/yaa NI
 ákonisin/ákonissin ákoniidzin ákodaniidzin
 ákonínízin ákonohson ákodanohsin
 ákonízin ákonízin ákodanízin
 ákoznízin ákoznízin ákodaznízin

be, to NI

ánisht'é	ániit'é	ádaniit'é
ánít'é	ánóht'é	ádanoht'é
át'é	át'é	ádaat'é
ájít'é	ájít'é	ádajit'é

be, to become, to NI

nishlí	niidlí	daniidlí
nílí	nohlí	danohlí
nilí	nilí	daniłí
jílí	jílí	dajíłí
SP		

sélíłí'	siidlíłí'	dasiidlíłí'
síníłíłí'	soolíłí'	dasoolíłí'
silíłí'	silíłí'	daazlíłí'
dzizlíłí'	dzizlíłí'	dadzizlíłí'
F		

deeshłeeł	diidleęł	dadiidleęł
dífleęł	dooħłeęł	dadoohłeęł
dooleęł	dooleęł	dadooleęł
jidooleęł	jidooleęł	dazhdooleęł

believe, to CI

iinishdláq	iiniidláq	da'iiniidláq
iinídláq	iinohdláq	da'iinohdláq
oodláq	oodláq	da'oodláq
ajoodláq	ajoodláq	da'joodláq
P		

iisindląq	iisiidląq	da'iisiidląq
iisínídląq	iisoohdląq	da'iisoohdląq
oosdląq	oosdląq	da'oosdląq
ajoosdląq	ajoosdląq	da'joosdląq

F			SP		
iideeshdląął	iidiidląął	da'iidiidląął	nahiséhnii'	nahisiilnii'	ndahisiilnii'
iidíidląął	iidoohdląął	da'iidoohdląął	nahisínhnii'	nahisoonii'	ndahisoonii'
iiodoodląął	iiodoodląął	da'iidoodląął	nayiisnii'	nayiisnii'	ndayiisnii'
iizhdoodląął	iizhdoodląął	da'iiizhdoodląął	njiisnii'	njiisnii'	ndajiisnii'
believe it, to I			F		
wooshdlá	yiidlá	deiidlá	nahideeshnih	nahidiilnih	ndahidiilnih
yinídlá	woohdlá	daohdlá	nahidílñih	nahidooñih	ndahidooñih
yoodlá	yoodlá	dayoodlá	neidiyoñih	neidiyoñih	ndeidiyoñih
joodlá	joodlá	dajoodlá	nahizhdiyoolnih	nahizhooñih	ndazhdiyooñih
P			call it by name, to NI		
yisisdląąd	yisiidląąd	deiisiidląąd	yíníshshí/yíníshí	yíníijí	deíníijí
yísnídląąd	yisoohdląąd	deisoohdląąd	yínízhí	yínóhshí	deínóshí
yoosdląąd	yoosdląąd	dayoosdląąd	yózhí	yózhí	dayózhí
joosdląąd	joosdląąd	dajoosdląąd	józhí	józhí	dajózhí
F			called, to be to have a name, to be called NI		
yideeshdląął	yidiidląął	deidiidląął	yinishyé	yiniilyé	deiniilyé
yidíidląął	yidoohdląął	deidoohdląął	yinflyé	yinotyé	deinołyé
yidoodląął	yidoodląął	deidoodląął	wolyé/yoolyé	wolyé/yoolyé	daolyé/dayoolyé
jidoondląął	jidoondląął	dazhdoodląął	joolyé	joolyé	dajoolyé
boil it, to CI			cold, to be P		
yishbéézh	yiilbéézh	deiilbéézh	shi'niidlí	nihi'niidlí	danihi'niidlí
nílbéézh	wolbéézh	daolbéézh	ni'niidlí	nihi'niidlí	danihi'niidlí
yílbéézh	yilbéézh	deilbéézh	bi'niidlí	bi'niidlí	dabi'niidlí
jilbéézh	jilbéézh	dajilbéézh	ho'niidlí	ho'niidlí	daho'niidlí
build a fire, to I			commute, to R		
didishjeeh	didiiljeeh	dadidiiljeeh	ałnánáshdáäh	ałnánéiit'ash	ałnánéiikah
didítjeeh	didołjeeh	dadidołjeeh	ałnánídáäh	ałnánáh'tash	ałnánáhkah
diidiłjeeh	diidiłjeeh	deiidiłjeeh	ałnánádáäh	ałnánát'ash	ałnánákah
dizhdiljeeh	dizhdiljeeh	didazhdiljeeh	ałnánjídáäh	ałnánjít'ash	ałnánjíkah
butcher, to, to skin I			cough, to CI		
ná'ásh'ah	ná'iil'ah	ńda'iil'ah	diskos	diilkos	dadiilkos
ná'fł'ah	ná'ół'ah	ńda'oł'ah	díłkos	dołkos	dadołkos
ná'áł'ah	ná'ál'ah	ńda'ał'ah	dilkos	dilkos	dadilkos
níjíł'ah	níjíł'ah	ńda'jíł'ah	jídilkos	jídilkos	dazhdilkos
butcher it, to, to skin it I			cry, to CI		
násh'ah	néiil'ah	ńdeiil'ah	yishcha	yiicha	deiicha
nánf'ah	náł'ah	ńdaał'ah	nicha	wohcha	daohcha/daahcha
náł'ah	náł'ah	ńdaał'ah	yicha	yicha	daacha
níjíł'ah	níjíł'ah	ńdajíł'ah	jicha	jicha	dajicha
buy it, to CI			discuss it, to CI		
nahashniih	nahiilniih	ndahiilniih	baa yínísh'tí	baa néiit'í	baa nídeit'í
nahfñnniih	nahoñnniih	ndahoñnniih	baa nánít'í	baa náht'í	baa nídaat'í
nayiilniih	nayiilniih	ndayiilniih	yaa nát'í/yeiñt'í	yaa nát'í/yeiñt'í	yaa nídaat'í
njiilniih	njiilniih	ndajiilniih	baa níjít'í	baa níjít'í	baa nídaat'í

do, to; to be CI

ásht'í	sít'í	ádeiit'í	F adeeshshííł	adiidííł	da'diidííł
ánít'í	óoht'í	ádaoht'í/áadaah'tí	adíiyííł	adoohsííł	da'doohsííł
át'í	át'í	ádaat'í	adooyííł	adooyííł	da'dooyííł
ájít'í	ájít'í	ádajít'í	azhdooyííł	azhdooyííł	dazh'doooyííł

drink to I

ashdlá	iidlá	da'iidlá	yishá	yiidá	deiidá
ídlá	ohdlá	da'ohdlá	níyá	wohsá	daohsá
adlá	adlá	da'adlá	yiyá	yiyá	deiyá
ajidlá	ajidlá	da'jidlá	jiyá	jiyá	dajiyá

P

eeshdláá'	iidláá'	da'iidláá'	yíiyáá'	yiidáá'	deiidáá'
íinídláá'	oodláá'	da'oodláá'	yíníyáá'	wooyáá'	daoyáá'
oodláá'	oodláá'	da'oodláá'	yiyíiyáá'	yiyíiyáá'	dayíiyáá'
ajoodláá'	ajoodláá'	da'joodláá'	jíiyáá'	jíiyáá'	dajíiyáá'

F

adeeshdlííł	adiidlííł	da'diidlííł	famished, to be, to begin to be killed
adíídlííł	adoohdlííł	da'doohdlííł	prepound with bit, dibáá', dichin, etc. P
adoodlííł	adoodlííł	da'doodlííł	shi'niílhí
azhdoodlííł	azhdoodlííł	da'zhdoodlííł	nihi'niigháá'
			ni'niílhí
			bi'niílhí
			ho'niílhí

drink it, to I

yishdlá	yiidlá	deiidlá	forget, to P		
nidlá	wohdlá	daohdlá	beisénah	beisii'nah	bideisii'nah
yidlá	yidlá	deidlá	beisínánah	beisoonah	bideisoonah
jidlá	jidlá	dajidlá	yaa yooznah	yaa yooznah	yaa dayooznah
P			baa jiyoona	baa jiyoona	baa dajyoona

yishdláá'	yiidláá'	deiidláá'	full, to be P	prepound with	hwiih
yínídláá'	woohdláá'	daohdláá'	sélíí'	siidlíí'	dasiidlíí'
yoodláá'	yoodláá'	dayoodláá'	sínílíí'	soolíí'	dasoolíí'
joodláá'	joodláá'	dajoodláá'	silíí'	silíí'	daazlíí'
F			jizlíí'/dzizlíí'	jizlíí'/dzizlíí'	dajizlíí'/dadzizlíí'

deeshdlííł

díidlííł	diidlííł	dadiidlííł	go, to SP		
doohdlííł	doohdlííł	dadoohdlííł	déyá	deet'áázh	deekai
yidoodlííł	yidoodlííł	deidoodlííł	díníyá	dishoo'áázh	disoohkai
jidoodlííł	jidoodlííł	dazhloodlííł	deeyá	deezh'áázh	deeskai

eat, to CI

ashá	iidá	da'iidá	deet'áázh	deekai	
íyá	ohsá	da'ohsá	dishoo'áázh	disoohkai	
ayá	ayá	da'ayá	deeyá	deezh'áázh	
ajiyá	ajiyá	da'jiiyá	jideeyá	jideezh'áázh	
P			F		

íiyáá'	iidáá'	da'iidáá'	deezh'áázh	diikah
íiníyáá'	ooyáá'	da'ooyáá'	doo'ash	doohkah
ayíiyáá'	ayíiyáá'	da'yíiyáá'	doo'ash	dookah
ajíiyáá'	ajíiyáá'	da'jíiyáá'	jidoogáátl	jidookah

go and come back, to P	niséyá	nishiit'áázh	nisiikai
	nísínyá	nishoo'áázh	nisoohkai
	naayá	naazh'áázh	naaskai
	njiyá	njizh'áázh	ndziskai

grow, to	Prog		laugh, to	Prog	
neesséél/neeséél	niilzéél	daniilzéél	yishdloh	yiidloh	deiidloh
nííséél	nohséél	danohséél	yídloh	yoohdloh	daohdloh
nooséél	nooséél	danooséél	yidloh	yidloh	deidloh
jinooséél	jinooséél	daznooséél	jidloh	jidloh	dajidloh
hear, to	CI		learn, to	CI	
adiists'a'	adiits'a'	da'diits'a'	íshoosh'aah	íshwiil'aah	ídahwiil'aah
adinit's'a'	adoohts'a'	da'doohts'a'	íshooł'aah	íshooł'aah	ídahooł'aah
adiits'a'	adiits'a'	da'diits'a'	íshooł'aah	íshooł'aah	ídahooł'aah
azhdiits'a'	azhdiits'a'	dazh'diits'a'	íshoijił'aah	íshoijił'aah	idahojił'aah
hear it, to	N		to learn it	CI	
diits'a'	diits'a'	dadiits'a'	bíshoosh'aah	bíshwiil'aah	bídahwiil'aah
dinit's'a'	doohts'a'	dadoohts'a'	bíshooł'aah	bíshooł'aah	bídahooł'aah
yidiits'a'	yidiits'a'	deidiits'a'	yíshooł'aah	yíshooł'aah	yídahooł'aah
jidiits'a'	jidiits'a'	dazhdiits'a'	bíshoijił'aah	bíshoijił'aah	bídahojił'aah
help, to	(see under "run")		P		
herd, to	CI		bíshooł'ä́	bíshwiil'ä́	bídahwiil'ä́
na'nishkaad	na'niilhaad	nda'niilhaad	bíshwiinil'ä́	bíshooł'ä́	bídahooł'ä́
na'niłkaad	na'nookaad	nda'nookaad	yíshooł'ä́	yíshooł'ä́	yídahooł'ä́
na'niłkaad	na'niłkaad	nda'niłkaad	bíshoijił'ä́	bíshoijił'ä́	bídahojił'ä́
nazh'niłkaad	nazh'niłkaad	ndazh'niłkaad			
herd them, to	CI		F		
nanishkaad	naniilhaad	ndaniilhaad	bíshwiideesh'ááł	bíshwiidiil'ááł	bídahwiidiil'ááł
naníkaad	nanoołkaad	ndanoołkaad	bíshwiidííł'ááł	bíshwiidool'ááł	bídahwiidool'ááł
neiniłkaad	neiniłkaad	ndeiniłkaad	yíshwiidool'ááł	yíshwiidool'ááł	yídahwiidool'ááł
nazhniłkaad	nazhniłkaad	ndazhniłkaad	bíshwiizhdool'ááł	bíshwiizh-	bídahwiizh-
interested in it, to	I		lie down, to	SP	
bíneeshdlí	bíniidlí	bídaniidlí	sétí	shiitéézh	shijéé'
bíninidlí	bínoohdlí	bídanoohdlí	sínítí	shootéézh	shoojéé'
yíneedlí	yíneedlí	yídaneedlí	sítí	shitéézh	shijéé'
bízhneedlí	bízhneedlí	bídashneedlí	jiztí	jizhtéézh	jizhjéé'
know about it, to	N		listen, to	P	
shit'nił/bit'nihił	bééhózin/béédahózin		íisísts'ä́	íisíelts'ä́	da'íisíelts'ä́
			íisínífts'ä́	íisósölt'sä́	da'íisósölt'sä́
			fists'ä́	fists'ä́	da'fists'ä́
			adzfist'ä́	adzfists'ä́	da'dzfists'ä́
know an area, to	Prog		live, to	NI	
hwéesh'í	hwíit'í	dahwiit'í	hinishná	hinii'ná	dahinii'ná
hwííñ'í	hooh'í	dahooh'í	hiníná	hinohná	dahinohná
hoo'í	hoo'í	dahoo'í	hiná	hiná	dahiná
hojoo'í	hojoo'í	dahojoo'í	jiiná	jiiná	dajiiná
know him, to	NI		look, to	I	
bééhasin	bééhoniiłzin	béédahoniilzin	nísh'í	níil'í	daníil'í
bééhonísin	bééhonohsin	béédahonohsin	níníł'í	nót'í	danół'í
yééhósin	yééhósin	yéédahósin	yiníł'í	yiníł'í	deiníł'í
bééhojísin	bééhojísin	béédahojísin	jiníł'í	jiníł'í	dazhníł'í

look for it, to	CI		plant, to	I	
hanishtá	haniitá	hadaniitá	k'i'dishlé	k'i'diilyé	k'ida'diilyé
hanítá	hanohtá	hadanohtá	k'i'dflé	k'i'dohlé	k'ida'dohlé
hainítá	hainítá	hadeinitá	k'i'dilé	k'i'dilé	k'ida'dilé
hazhnítá	hazhnítá	hadahnitá	k'izh'dilé	k'izh'dilé	k'idazh'dilé
make it, to build it, to	CI		plant it, to	I	
áshlééh	íilnééh	ádeiilnééh	k'idishté	k'idiilyé	k'idadiilyé
ánílélééh	óhlééh	ádaohlééh	k'idílé	k'idoohlé	k'idadohlé
íílééh	íílééh	ádeilééh	k'iidilé	k'iidilé	k'ideidilé
ájílééh	ájílééh	ádajilééh	k'izhdilé	k'izhdilé	k'idazhdilé
P					
áshláa/iishláa	íilyaa	ádeiilyaa	play, to	CI	
íinilaalaa	óohlaa	ádaohlaa	naashné	neii'né	ndeii'né
áyiilaalaa	áyiilaalaa	ádayilaalaa	naniné	naahné	ndaahné
ájiilaalaa	ájiilaalaa	ádajiilaalaa	naané	naané	ndaané
			njiné	njiné	ndajiné
F					
ádeeshláííł	ádiilnáiíł	ádadiilnáiíł	pray, to	CI	
ádílííł	ádoohláííł	ádadoohláííł	sodiszín	sodiilzin	sodadiilzin
íidoolláííł	íidoolláííł	ádeidoolláííł	sodílzin	sodołzin	sodadołzin
ázhdoolláííł	ázhdoolláííł	ádazhdoolláííł	sodilzin	sodilzin	sodadilzin
			sozdilzin	sozdilzin	sodazdilzin
make it, to (occupation); to do it			P		
in vain with ch'ééh	U		sodeeszin	sodiilzin	sodadiilzin
ásh'í	ííl'í	ádeiil'í	sodíínlzin	sodoołzin	sodadoolzin
áníl'í	óíl'í	ádaof'í	sodoolzin	sodoolzin	sodadoolzin
ííl'í	ííl'í	ádeil'í	sozdoolzin	sozdoolzin	sodazdoolzin
ájíl'í	ájíl'í	ádajíl'í	F		
move, to	I		sodideeszííł	sodidiilzííł	sodadidiilzííł
yishnééh	yii'nééh	deii'nééh	sodidíílzííł	sodidoołzííł	sodadidołzííł
ninééh	wohnééh	daohnééh	sodidoolzííł	sodidoolzííł	sodadidoolzííł
yinééh	yinééh	deinééh	sozdidoolzííł	sozdidoolzííł	sodazdidoolzííł
jinééh	jinééh	dajinééh			
name, to be called	NI		raise the hand, to	F	
yinisyé	yiniilyé	deiniilyé	yadideeshnih	yadidiilnih	yadadidiilnih
yinlyé	yinołyé	deinołyé	yadidíílnih	yadidoołnih	yadadidołnih
wolyé/yoolyé	wolyé/yoolé	daolyé/dayoolyé	yadidoolnih	yadidoolnih	yadadidoolnih
joolyé	joolyé	dajoolyé	yazhdidoolnih	yadizhdoolnih	yadadizhdoolnih
opinion, to be of the	CI		read, to	CI	
nisin/nissin	niidzin	daniidzin	íiníshta'	íinílta'	da'íinílta'
nínízin	nohsin	danohsin	íinílta'	íinółta'	da'íinółta'
nízin	nízin	danízin	ółta'	ółta'	da'ółta'
jinízin/dzinízin	jinízin/dzinízin		ájółta'	ájółta'	da'jółta'
dajinízin/daznízin					
			read it, to	CI	
			yíníshta'	yínílta'	deínílta'
			yínílta'	yínółta'	deínółta'
			yółta'	yółta'	dayółta'
			jółta'	jółta'	dajółta'

remember, to	CI		F		
bénáshniih	bínéiihniih	béídeiilniih	ńdeeshdáál	ńdiit'ash	ńdiikah
béínlñiih	bénáálñiih	béídaalñiih	ńdíidáál	ńdooh'tash	ńdoohkah
yénálmñiih	yénálmñiih	yéídaalnñiih	ńdoodáál	ńdoot'ash	ńdookah
béíjñiih	béíjñiih	béídajilnñiih	ńzhloodáál	ńzhoot'ash	ńzhookah
repair it, to	I		run, to	I	prepound with -ká for "to help"
hasht'enáshdlééh			iishyeed	ahi'niilchééh	iijeeh
hasht'enéideidlééh			anilyeed	ahi'nolchééh	oohjeeh
hasht'enánfdlééh	hasht'enáhdlééh		iilyeed	ahi'nilchééh	iijeeh
hasht'enáadaahdlééh			ajilyeed	ahizh'nilchééh	ajijeeh
hasht'enéídlééh	hasht'enéídlééh		R		
hasht'enéideidlééh			anáshwo'	anáhi'niilchééh	anéijjah
hasht'eníjídleéh	hasht'eníjídleéh		anánílwo'	anáhi'nołchééh	anáhjah
hasht'enéndajidlééh			análwo'	anáhi'nilchééh	anájah
resemble, to	NI		anjílwo'	anáhizh'nilchééh	anjíjah
nahonishlin	nahoniidlin	ndahoniidlin	P		
nahonílin	nahonohlin	ndahonohlin	eeshwod	ahi'niilcháq'	ijjéé'
nahalin	nahalin	ndahalin	íinílwod	ahi'noolcháq'	oojéé'
nahojílin	nahojílin	ndahojilin	eelwod	ahi'nilcháq'	íijéé'
reside, to	CI		ajoolwod	ahizh'nilcháq'	ajíjjéé'
kééhasht'í	kééhwiit'í	kéédahwiit'í	F		
kééhót'í	kééhoht'í	kéédahohht'í	adeeshwoł	ahidí'niilchéél	adiijah
kééhat'í	kééhat'í	kéédahat'í	adíílwół	ahidí'nołchéél	adoohjah
kééhojit'í	kééhojit'í	kéédahojit'í	adoolwoł	ahidí'nóolchéél	adoojah
azhdoolwoł	ahizhdí'nóolchéél	azhdoojah			
rest, to	I		run away, to		prepound above with yóó'
hanáshyíjh	hanéiiiyíjh	háádeiilyíjh	say it, to	CI	
hanánflyíjh	hanályíjh	háádaalałyíjh	dishní	dii'ní	dadii'ní
hanalyíjh	hanalyíjh	háádaalyíjh	diní	dohní	dadohní
hańjílyíjh	hańjílyíjh	háádajilyíjh	ní	ní	daaní
jíní	jíní	jíní	djiní	djiní	dajiní
return, to	I		P		
náníshdááh	nániit'aash	nániikááh	dííniid	dii'niid	dadii'niid
nánídááh	nánóht'aash	nánókááh	díínníid	dohniid	dadohniid
nádááh	nát'aash	nákááh	dííniid	dííniid	dadííniid
nájídááh	nájít'aash	nájíkááh	jídííniid	jídííniid	dazhdííniid
P			F		
nánísdzá	nániit'áázh	nániikai	dideeshnił	didii'nił	dadii'nił
néénídzá	nánoot'áázh	nánohkai	didíínił	didoohnił	dadidoohnił
nádzá	nát'áázh	nákai	didooniił	didooniił	dadidooniił
ńjídzá/ńdzídzá	ńjít'áázh	ńjíkai	jídidooniił	jídidooniił	dazhdidooniił
Prog					
nááshdáál	néiiit'ash	néíikah	say it thus, to		prepound above with á-
náádáál	náht'ash	náhkah			
náádáál	náát'ash	náákah	search for it, to		see (to "look for it")
ńjoodáál	ńjoot'ash	ńjookah			

see, to be able to	Prog		F	
eesh'í	iit'í	da'iit'í	iideeshhosh	iidiilwosh
íiní'í	oht'í	da'oht'í	iidílhosh	iidoólhosh
oo'í	oo'í	da'oo'í	iidoohlhosh	da'doolhosh
ajoo'í	ajoo'í	da'joo'í	iizhdoolhosh	da'iizhdoolhosh
see it, to	CI		small, to be	NI stem can also be -ts'íísí
yish'í	yiit'í	deiit'í	ánists'ísí	ániilts'ísí
yínl'í	woh'í	daoh'í	ánílts'ísí	ánoúlts'ísí
yoo'í	yoo'í	dayoo'í	ált's'ísí-	ált's'ísí
joo'í	joo'í	dajoo'í	ájílts'ísí	ádajílts'ísí
sew, to	CI		speak, to begin to	P
náshkad	ná'iilkad	ńda'iilkad	aho'niishne'	aho'niilne'
ná'ílkad	ná'ólkad	ńnda'okad	aho'nilne'	aho'noolne'
ná'álkad	ná'álkad	ńnda'ałkad	aho'niilne'	adaho'niilne'
ríjílkad	ríjílkad	ńnda'jílkad	ahozh'niilne'	adahozh'niilne'
sing, to	CI		spin, to	I
hashtaał	hwíitaał	dahwiitaał	asdiz	iidiz
hótaał	hohtaał	dahohtaał	ídiz	ohdiz
hataał	hataał	dahataał	adiz	adiz
hojitaał	hojitaał	dahojitaał	ajidiz	ajidiz
P				
hóótáál	hwíitáál	dahwiitáál	spin it, to	I
hwíínítáál	hootáál	dahootáál	yisdiz	yiidiz
hóótáál	hóótáál	dahóótáál	nidiz	wohdiz
hojíítáál	hojíítáál	dahojíítáál	yidiz	yidiz
F			jidiz	jidiz
hodeeshtał	hodiitał	dahodiitał	spoil it, to	I
hodíítał	hodoohtał	dahodoohtał	yishchqöh	yiilchqöh
hodootał	hodootał	dahodootał	niłchqöh	woolchqöh
hozhdootał	hozhdootał	dahozhdootał	yiłchqöh	yilchqöh
sit, to, to be at home	SP		jíłchqöh	jíłchqöh
sédá	siiké	nahísíítá/naháatá		
sínídá	sooké	nahísóotá	take care of it, to	CI prepound with baa/yaa
sidá	siké	naháaztá	áháshyá	áhwiilyá
dzizdá	dzizké	ndzísztá	áhólyá	áhólyá-
			áhályá	áhályá
			áhojilyá	áhojilyá
sleep, to	CI			
ashhosh	iilwosh	da'iilwosh	sweep it, to	CI
ílhosh	ołhosh	da'ołhosh	nahashoooh	nahwiilzhooh
ałhosh	ałhosh	da'ałhosh	nahóshoooh	nahohshoooh
ajílhosh	ajílhosh	da'jílhosh	nahashoooh	ndahashoooh
			naħojishoooh	ndahojishoooh
P				
iiłhaazh	iiłghaazh	da'iilghaazh	talk, to	CI
iniłhaazh	oołhaazh	da'oołhaazh	yáshti'	yéílti'
iiłhaazh	iiłhaazh	da'iiłhaazh	yánílti'	yálti'
ajiiłhaazh	ajiiłhaazh	da'jiilhaazh	yálti'	yálti'
			yájílti'	yájílti'

teach, to	CI		stand up, to	SPN	
na'nishtin	na'niitin	nda'niitin	sézí	siidzí	dasiidzí
na'nítin	na'nohtin	nda'nohtin	sínizí	soozí	dasoozí
na'nitin	na'nitin	nda'nitin	sizí	sizí	dasizí
nazh'nitin	nazh'nitin	ndazh'nitin	jizí/dzizí	jizí/dzizí	dajizí
tell, to	CI		walk around/about, to	CI	
hashne'	hwiiilne'	dahwiilne'	naashá	neii't'aash	neikai
hólne'	hołne'	dahołne'	naniná	nah'aash	naahkai
halne'	halne'	dahalne'	naaghá	naa'aash	naakai
hojilne'	hojilne'	dahojilne'	njighá	nji'aash	njikai
P					
hweeshne'	hwiiilne'	dahwiilne'	wash it (impermeable), to	CI	
hwíñilne'	hoołne'	dahoołne'	tánásgis	tánéigis	táádeiigis
hoolne'	hoolne'	dahoolne'	táánígis	tánáhgis	táádaahgis
hojoolne'	hojoolne'	dahojoolne'	tánéigis	tánéigis	táádeigis
F			táájoogis	táájoogis	táádajoogis
hodeeshnih	hodiilnih	dahodiilnih			
hodíílnih	hodoołnih	dahodoołnih	wash it (permeable), to	I	
hodooolnih	hodooolnih	dahodooolnih	yiisgis	yiigis	da'iigis
hozhdooolnih	hozhdooolnih	dahozhdooolnih	yiigis	woohgis	daohgis
think, to see	"to be of the opinion"		yiyyigis	yiyigis	dayiigis
			jiigis	jiigis	dajiigis
think about it, to	CI	prepound with baa/yaa	wash oneself, to	CI	
ntsékees	ntsíkees	ntsídeiikees	tá'ádísgis	tá'ádiigis	tá'ádadiigis
ntsíñkees	ntsóohkees	ntsídaahkees	tá'ádfis	tá'ádóhgis	tá'ádadohgis
ntsékees	ntsékees	ntsídaakees	tá'ádfis	tá'ádfis	tá'ádadigis
ntsdzíkees	ntsdzíkees	ntsdadzikees	tá'ázdígis	tá'ázdígis	tá'ádazdigis
try it, to	CI		weave , to	CI	
nabíníshtaah	nabínítaah	nabídaniitaah	asdiz	iidiz	da'iidiz
nabínítaah	nabínóhtaah	nabídanohtaah	ídiz	ohdiz	da'ohdiz
nayíntaah	nayíntaah	nayídantaah	adiz	adiz	da'adiz
nabízhnítaah	nabízhnítaah	nabídazhntaah	ajidiz	ajidiz	da'jidiz
understand, to	I		weave it, to	CI	
bik'í'diishtíjh	bik'í'diitíjh	bik'da'diitíjh	yishtl'ó	yiitl'ó	deiitl'ó
bik'í'diitíjh	bik'í'dohtíjh	bik'ida'dohtíjh	nitl'ó	wohtl'ó	daotl'ó
yik'í'diitíjh	yik'í'diitíjh	yik'ida'diitíjh	yitl'ó	yitl'ó	deitl'ó
bik'izh'diitíjh	bik'izh'diitíjh	bik'idazh'diitíjh	jitl'ó	jitl'ó	dajitl'ó
P					
bik'í'diitq	bk'í'diitq	bik'ida'diitq			
bik'í'dinitq	bik'í'dootq	bik'ida'dootq	naashnish	neiilnish	ndeiiilnish
yik'í'diitq	yik'í'diitq	yik'ida'diitq	nanilnish	naałnish	ndaałnish
bik'izh'diitq	bik'izh'diitq	bik'idazh'diitq	naalnish	naalnish	ndaalnish
F			njilnish	njilnish	ndajilnish
bik'idi'deeshtíjí	bik'di'diitíjí	bik'idadi'diitíjí	SP		
bik'idi'dítiíjí	bik'idi'doohtíjí	bik'idadi'doohtíjí	nshishnish	nshiilnish	ndashiilnish
yik'idi'dootíjí	yik'idi'dootíjí	yik'idadi'dootíjí	nshínlnish	nshoołnish	ndashoołnish
bik'izhdi'dootíjí	bik'izhdi'dootíjí	bik'idazhdi'dootíjí	naashnish	naashnish	ndaashnish
			njishnish	njishnish	ndajishnish

F

ndeeshnish	ndiilnish	ndadiilnish
ndíílnish	ndoołnish	ndadoołnish
ndoolnish	ndoolnish	ndadoolnish
nizhdoolnish	nizhdoolnish	ndazhdoolnish

work on it, to prepound the above with bi-/yi-

work, to start to I

dishníísh	diilníísh	dadiilníísh
díílníísh	dołníísh	dadołníísh
dilníísh	dilníísh	dadilníísh
jidilníísh	jidilníísh	dazhdilníísh

worship, to, to perform a ceremony CI

nahashłá	nahwiidlá	ndahwiidlá
nahółá	nahohłá	ndahohłá
naħałá	naħałá	ndahałá
nahojiłá	nahojiłá	ndahojiłá

write it, to CI

ak'e'eshchí	ak'e'iilchí	ak'eda'iilchí
ak'e'ííchí	ak'e'ołchí	ak'eda'ołchí
ak'e'etchí	ak'e'etchí	ak'eda'ałchí
ak'e'jitchí	ak'e'jitchí	ak'eda'jiłchí

THE NAVAJO VERB COMPLEX

At first sight the Navajo verb complex may appear to be beyond comprehension. To make it more intelligible, we can compare it with a game of Scrabble in which one may make certain substitutions and additions to words, depending on the availability of letters. English makes the use of a large variety of words, suffixes and prefixes to express a desired thought. For example:

- He is going to the store.
- We are going to the store.
- We are going to the store again.
- They go to the store repeatedly.
- They are starting off to go to the store.

The list of substitutions can go on and on. These changes are made within the Navajo verb complex. When these affixes become a part of one's feeling for the language, the verb does not seem so complex.

From explanations earlier in the lessons you will remember that the verb stem, the last syllable in the verb, conveys the central theme in an abstract form. It must have two or more prefixes to communicate an idea. A word like, **ní:** *he says it*, actually has two zero prefixes, eight and nine.

The accompanying verb chart on page 313 is incomplete, especially under one and six. While a number of elements remain fairly constant as they are incorporated into the verb, there are also many changes from word to word and from one paradigm to another. You will have noticed earlier the fusion of syllables, the result of which would not have been suggested by their individual sounds.

A proclitic may appear before the verb to indicate a theme that cannot be included under number one.

Enclitics after the verb function to subordinate and relativize or otherwise modify the verb. As many as three enclitics may be added to the verb.

A postposition, equivalent to a preposition in English, attached to a pronoun, may appear before the verb. While it is usually considered to be separate from the verb complex, it is an integral part of some verbs. Examples: **bééhasin:** *I know him*; **bíhoosh'aah:** *I am learning it*. The postposition indicates the indirect object when one is required. Postpositions may be inflected with adverbials, such as appear under number one. They can also take on some of the enclitics.

For practice you can take some of the verbs you have learned and try to fit them on the chart.

THE NAVAJO VERB CHART

The following chart is incomplete and simplified to give you a partial view of the Navajo verb complex. A more extensive and detailed chart has been drawn up by Young and Morgan in **The Navajo Language**, 1980, p. 107. The complete commentary is covered on pages 99-407 in that dictionary. In the 1987 edition the verb is covered from p. 37-263. The verb base is numbers 1, 6, 10. The rest are paradigmatic prefixes with 5 and 7 mutually exclusive, as are also 5 and 8. With a complete chart you can identify every syllable in all the verbs. Below the chart, each syllable appears under the column from which it is taken. Verbs do not always fit the pattern precisely because of morphophonemic changes as syllables come in contact with each other.

1 DERIVATIONAL THEMATIC	2 ITERA- TIVE	3 DISTRI- BUTIVE	4 OBJECT PRONOUN	5 DEICTIC PREFIX	6 ADVERBIAL PREFIX	7 MODAL PREFIX	8 SUBJECT PRONOUN	9 CLASSI- FIER	10 VERB STEM
-------------------------------	---------------------	------------------------	------------------------	------------------------	--------------------------	----------------------	-------------------------	----------------------	--------------------

a-, away	ná-/ń-	da-	0/a-/i'-/, some- one, something	a/-/, someone something	di-, inceptive	Imperfective	1st pers. sing.	zero
á-, thus	—	—	shi-, me	ha-/ho-, space	di-, state	0	sh-/s-	d
ainá-, back and forth	—	—	ni-, you (sing.)	ji- (zh-/z-/s-/	ji-, emotionally	yí-	·· (P)	1
atí-, harm	—	—	bi-/yi-, him/her/ it/them	sh-) 3a	ti-/t-, inherent quality	ni-/n-	—	1
ch'aa-, trip, visiting	—	—	níhi-, you (pl)/us ho-/ha-, him/her/ them (3a)	—	ni-, having the quality	—	2nd pers. sing.	—
ch'ééh, in vain	—	—	ád-/ádí-, reflex.	—	ni-, terminative ni-, inceptive	ni-/n-/f-	Perfective	ni-/n-/f-
chí-, out horizontally	—	—	ah-/áhi-.ahi-, reciprocal	—	—	ni-/n-/	3rd pers. all	ni-/n-/
cho-, use	—	—	ha-/ho-, time, space, indefinite	—	—	—	Progressive	—
há-, for, after	—	—	na-, around, about	—	—	—	1st pers. (pl)	—
kó-, in this way	—	—	ná-/ń-, back	—	—	—	ii(d)-	—
hash'te-, ready	—	—	tá-, wash	—	—	—	Optative	2nd pers. (pl)
na-, around, about	—	—	yá-, talk	—	—	—	wo-/wó-	oh-/oo-

Future Tense 5+6+7+8

deesh-	dínéesh-	diyesh-
díi-	díníi-	diyíi-
doo-	dínóó-	diyoo-
jídoó-	jídinóó-	jídíyoo-
dii-	dínii-	diyíi-
dooóh-/dooół-	dínóoh-/dínóół-	diyoo-/diyooł-

Approximate percent of verbs, each column:
86% 13% 1%

Future Verbs

1 a a a	2 á ch'í so (prayer)	3 da	4 hi	5 yi	6,7,8 deesh di'ni dii díníí doo deesh	9 I	10 woł chééh jah 'íjł dlíjł (y)íjł líjł 'ááł zíjł nih nih
adeeshwoł	I will run				ádeidoolííł	they (3+) will make it	
ahidi'nilchééh	they (2) will run				dahodoohtał	you (3+) will sing	
adiijah	we (3+) will run				ch'íhodeesh'ááł	I will expound upon it	
dínííł'íjł	you will take a look				sodideeszíjł	I will pray	
adoodlíjł	he will drink				nahidootnih	you (2) buy it	
adeeshíjł	I will eat				neidiyootnih	he will buy it	

Imperfective, Perfective and Si-Perfective Verbs

1	2	3	4	5	6	7	8	9	10
					di	ii	-'	ní	
	da				di	ii	-'	niid	
kó		ho						t'é	
na						sh		nish	
na						ni	l	nish	
n	da					oh+l	t	nish	
á	da	nihi			di		n	ní	
			ji					ní	
ákó		ni					t	ní	
atí		nihi				yi		laa	
a (i)						yi	sh	yeed	
ałnáná									

ch'éeh		ji	di					dááh
cho	yi			ni	sh			yá
ch'aa+na (n)		ji						'l
ch'í				ni	si	-'		ghá
				ni	si	-'		lí
há				ni	si	-'		yá
hasht'e+ná					sh	d	d	dlééh
hasht'e+ná	da	a			ii	d	d	dlééh
			ti					diz
tá	shi		'ni	yi		t		gai
yá	ádí				s		t	hí
na		ha				t	t	gis
								ti'
								tin

dadii'niid	<i>we said it</i>	ch'aa naaghá	<i>he is on a trip</i>
kóhoot'é	<i>it is like that</i>	ch'éeh deeyá	<i>he is tired</i>
naashnish	<i>I am working</i>	choinish'l	<i>I use it</i>
nanilnish	<i>you are working</i>	niséyá	<i>I went for him</i>
ádanihidiní	<i>you say it thus to us</i>	hasht'shndlééh	<i>repair it</i>
ádadohní	<i>you (3+) say it thus to us</i>	hasht'enádeiidlééh	<i>we (3+) repair it</i>

Most recent alphabetical sequence according to Young and Morgan:

a,ä b ch ch' d dl dz e,ë g
gh h,x hw i,ì j k k' kw /l
t m n o,ö s sh t t' tl tl' ts
ts' w y z zh

A

abe' milk
abe' yistiní/abe' daastiní ice cream
abid stomach
abiñdägä'/ahbiñdägä' in the morning (past)
abini/ahbini in the morning
acheii mat. grandfather
achíjih nose
ach'ë'ë woman's daughter
ach'if' large intestine
ach'ooní spouse, pal
adä eating is done
ada' male's sister's son
adá'i male's mother's brother
adägädägä' yesterday
adées'eez foot (measure)
adeeshdlíjí I will drink
adeeshijí I will eat
ádeeshlífí I will make it
adeeshwoł I will run
adeezhí younger sister
ádí older sister
ádin it is lacking, gone, dead
ádíní thus you say it
ádishní thus I say it
adiz she is spinning (wool)
ádjih it is dwindling away
ádoodijí it will dwindle away
adoodlíjí he will drink
ádoonlífí it will be done
adoolwoł he will run
adooyijí he will eat
adlä he is drinking
agaan arm
agod knee
aghaa' wool
áhálnééh it is being built
áhálniöh it is tasty
áhání close by, near
áhályä, yaa he takes care of it
áháshyä, baa I take care of it

ahéhee' thank you!
ahééh thankfulness
Ahééhésíjh Phoenix; California
ahił together
ahílká for each other (helping)
áhósín he maintains an area
aho'niilne' he is beginning to speak, he has begun to speak
aho'niishne' I am beginning, I have begun to speak
ahoodleezh it has been paved
ahoodleezhí paved road
áhoolaa he built it
áhoolyaa it has been built
áhoolts'íísí/áhoolts'ísí it is small (area, space)
áhoot'ëii the way it is (area, space)
áhwíinisín I maintain it thus
ajaa' ear
ajáád leg
ajéí heart
ajéí dishjoolí heart
ajéí yilzólii lungs
akézhoozh toes
áká analwo'í helper
akéédëë'/akéé'dëë' the farthest behind, the last
akéédóó/akéé'dóó dah
sidáhí chapter vice president
akée'di at the last
akéé' foot
áko so then, and so
ákó- like that
áko ndí however
áhoolts'ózí narrow (road, passage)
ákóhoot'ëéh that's the way it is (weather)
ákóne' in there
ákóníhdáás of such weight
ákóníhneéz of such a length
ákóníltso of such a size
ákót'ë that's the way it is
ákót'ëego it being that way
ak'ah oil, grease, lard
ak'ah tizhiní motor oil
ak'áan flour
ak'ëí relatives
ak'os neck
ákwe'ë there(at)

ákwíinisín that's what I think
ákwíinízin that's what he thinks
alah sibling of the opposite sex
aleeh (a meeting is) in process
álnééh it is being made
ályaa it was made
álah together (gathering)
álah adooleet a meeting will convene, álah aleeh a meeting is convening
álah azlígí' a meeting has convened álah ná'ádleeh meetings convene repeatedly
álahji' all the time
álázhoozh finger
ála' hand
aláqají' ahead, up front
aláqají' dah sidáhí chapter president
alóós rice
álichiní children
álhosh he is sleeping
ałkéé' one after the other
ałk'iidägä' long ago
ał'qa different, various
ał'aaní change (coins)
ałk'ëdisí candy
ałnánádááh he commutes
ałnánáshdááh I commute
ałné'ë'aah at noon, midday
ałníñí'ë past noon
ałt'ë thin (board, book), tsineheeshjíí ałt'áí thin board, plywood
áłtsé/átsé first, at the start
ałtso all of it
áłts'íísí/áłts'ísí it is small, a little bit
amá mother
amá sání maternal grandmother
amá yázhí maternal aunt, male's maternal niece
anághhah back, backside
análí pat. grandfather, grandmother, son's child
análíské pat. grandparents, son's children
análwod he ran again, shíká
análwod he helped me again
análwo' he runs repeatedly,

shíká análwo' he helps me repeatedly	atiin road, path, trail	áadéé' from there (a place mentioned earlier)
anáshwod I ran again bíska'	atoo' stew, mutton stew	áadóó and, from there on
anáshwod I helped her again	át'ah wait!, in a little while, sometime later	aak'eed fall of the year
anáshwo' I repeatedly run	át'ahálo wait!	aak'eedgo in fall
bíska' anáshwo' I help her repeatedly	át'é it is, shilíí' át'é it is my horse	aají over there, nihí aají you
ánaaí older brother	at'ééd girl, at'ééké girls	áají in that direction
anáá' eye	atłish peanut butter	aa' well? (as when one expects a message)
áníldáás it is relatively heavy	atł'aa' buttocks	
ánílnééz it is relatively long, tall	atł'ó she's weaving	B
áníltéél it is relatively wide	atsá belly, abdomen	bá for him, for his benefit
áníltso it is relatively big, large	atsááts'in ribs, ribcage	bá shínílchííñ you are born for it (the father's clan)
ánílt'sózí it is relatively thin, (arrow, stick, board)	atsee' tail, tailbone	bá shíshchííñ I'm born for it (my father's clan)
ánisht'é I am	atsilí younger brother	bá'ólta'í teacher
ániid new	atsi' man's daughter	baa about him, to him
ániídí recently	atsi' flesh, meat, dibé bitsi'	baa áháshyá I take care of it
anii' face	mutton	baa ha'aldééh it (a meeting) begins
áníí' nostrils	atsiniltł'ish lightning, electricity	baa ahééh nisin I appreciate it, I'm thankful about it
aoó' yes	atsii' hair	baa náhódóot'ílígíí that which will be discussed
ásaa' bucket, pot, bowl, kettle	atsiighqá' brain	baa ólta' that for which one studies, naaltsoos íílíní baa íníshta' I'm studying to be a secretary
ásaa' bee abézhí cooking pot	atsiits'iin head, skull	baa yínísh'tí/beínísh'tí I'm discussing it
ásaatsoh large pot, kettle, cauldron	atsóóké daughter's children	baa yóónééh don't forget about it!
asdiz I spin (wool)	atsoo' tongue	bäqä because of it, éí bäqä
ásdiid it has dwindled away	ats'in bone	ádíshní that's why I'm saying it
asdzání woman, young woman	ats'fís body	bááh bread
asdzázé woman	awéé' baby	bááh líkaní sweet rolls, cake, cookies
aseezí gossip, news	awos shoulder	bááh dá'áka'í crackers
aseezí binaaltsoos newspaper	awoo' tooth	bááh dootł'izhí blue corn bread
ashá I'm eating	ayé he's eating	bááh íílíní baker
ashdlqá I'm drinking	ayáázh woman's son	bäqha'íízhahí cup
ashdla' five	aye' man's son	bäqäh dah haz'á he's sick
ashdla'áadah fifteen	ayéézhii eggs, naa'ahóóhai	bäqäh dah hoo'a' he got sick
ashdla'diin fifty	biyéézhii chicken eggs	bäqäh alongside, beside, on
áshítlí he says to me	áyiillaa he made, built it	bäqähgóó alongside it
áshijh salt	áyósín he keeps it, maintains it	bäqäh adooleet it will cost
Áshijhí the salt people clan	ayóó/ayóogo/ayóigo very, remarkably, exceedingly	bäqäh flí it costs
áshijh líkan sugar	azee' ál'í medical hospital	bäqäh azlíí' it cost
ashiiké boys	azee' dích'íí' chili	bénáshnih I remember it
ashkii boy	azee' dích'íí' tibáhí pepper	
áshłaa/físhłaa I made, built it	azee' íílíní medical doctor	
áshlééh I'm making, building it	azee' neikaahí medical nurse	
ásh'í I make it as a profession	azid liver	
bááh ásh'í I'm a baker, I bake bread	azlíí' the time has passed	
asht'ó I'm weaving	azhá ndí however	
atah among (others)	azhé'é father	
atáá' forehead	azhé'é yázhí father's brother	
	áadi over there (a place mentioned before)	

Be'ek'id Baa Ahoodzání
Pinon, AZ
Be'eldíl Dah Sinil/
Be'eldílfahsinil Albuquerque,
NM
bé'ézhóó' hairbrush
bee by means of it, with it, **bee**
na'anishí bee hóló he has tools
bee abézhí cooking pot, kettle
bee ach'iishí saw, handsaw
bee ádadohní you (pl.) say it
bee ádíní you (sing.) say it
bee adiñdíní light, light bulb
bee ádít'oodí napkin
bee alzhóhí brush
bee ánaádadoh'ní you (pl.)
say it again
bee ánaádí'ní you (sing.) say
it again
bee atsidí hammer
bee bik'estí' it is covered with
it
bee da'adání cutlery
bee haz'q̄ it is legal, allowable
bee ída'neel'q̄ahí ruler, measuring tape
bee nahalzhoohí broom
bee nehech'iishí saw
bee na'adzoóí chalk
bee na'anishí tools
bee n'dildlaadí flashlight
béégashii cow, cattle, **béégashii**
yáázh calf
bééhasin/bééhonisin I know
him, I know how (to do it)
bééhosésijid I learned to know
him
bééhózin it is known
bee'ak'e'elchihí pencil, pen
béeso money, dollar
béeso bizi wallet, purse
béeso yaa áhályáni treasurer
béésh adee' spoon, ladle
béésh ahédií scissors
béésh bąq̄ah dah si'áni tribal
delegate
béésh bee hane'í telephone
béésh bee'ak'e'elchihí type-
writer
béésh bii' kq'í stove
béésh halne'í telephone
béésh názhahí square (tool)

Béésh Sinil/Béésinil Winslow,
AZ
beidléí blanket
beisénah I forgot it, about it
beit'q̄ it was given to him
bí he/she/it/they,
his/hers/its/theirs
Bich'ah Lízhiní Black Hat, NM
bich'l' to him
bidáah in front of him (facing)
bididoolnah he will contract it
(a sickness)
bidilnééh he is contracting it
(a sickness)
bidi'ní he is being called
bidi'níl'í he is being examined
bídin it is lacking
bídin hóyéé' it is scarce
bidoolna' he contracted it (a
sickness)
bidoonáát he will be present
bighan his home
bihónéedzq̄ it is possible, it is
fine
bíhoo'aah it is being learned
bíhoo'q̄q̄' he learned it
bíhoosh'aah I'm learning it
bíhwíideesh'áát I will learn it
bíhwíidoo'álgíí lesson (that
which will be learned)
bilagáana white man, English
language
bílká for him, after him
bikádék' naazkaadígíí roll
roofing
bikáá' on it, on top of it
bikáá'adání/bik'i'adání
table
bikáá'ak'e'elchihí desk, writing
desk
bikáá'dah'antéhí/bik'idah-
'antéhí bed
bikáá'dah'asdáhí/bik'idah-
'asdáhí chair
bikáá' na'adzooí desk, chalk-
board
bik'é in payment for
bik'ehgo according to it
bik'eh na'abqasí driver's license
bik'ee on account of it
bik'i on it, on top of it, over it
bik'i'adání table
bik'i'diishtíjh I understand it, I
understand the concept
bi'dizhchí he was born
bi'oh less than, **bi'oh áníltso**
smaller than it, **bi'oh neesh'q̄**
I can't afford it
bi'niílhí it is beginning to kill
him, used in expressing hunger,
thirst, sleepiness, etc., **bi'niighá**
(plural form)
bíla' ták'íi table fork
bilasáana apple
bilasáana bitoo' apple juice
bilágíí in front of him, ahead
of him
bíl with him
bíl sleepiness
bíl é'él'íni baking powder
bíl ałná'alwo' he commutes
with a vehicle
bíl haz'q̄ his surroundings are
that way
bíl haz'q̄q̄jí business
binaa around him, surrounding
him
bináát in his presence
binaanish his work
bine' behind him (in position)
bíneeshdlí I'm interested in it
bíni' his mind, his willingness
biniinaa because of it
biniyé/biniiyé for that purpose,
that is why
bisóodi pig, **bisóodi bitsí'** pork,
bacon
bist'e' his lunch
bitah among them (people,
members of the body)
bitah honeezgai he has a fever,
he is sick
bitah honiigai he had a fever,
he became sick
bita'gi between
bito' his water supply
bitoo' its juice
bitsíjdi at its foot, at its base
bits'q̄adék'/bits'q̄adóó from
him, at his expense
bits'q̄q̄ from him, away from
him
biyaa under him
biyaa hoo'a' he grew up

biyi'/bii' in it, inside it
bizaad his word, his language
bízhánee' he's lucky!
bii'/biyi' in it, inside it
biilkaah he's spending the night
bii' álah ná'ádleehí meeting house, chapter house
biidoołkááł he will spend the night
bíighah proportionate to it, near him
bii' azk'azí refrigerator
bíinááł he was present
biiská he spent the night
bíjh deer

CH

chaha'oh shadow, shade, summer shelter
chá'oł pinon tree
cháshk'eh wash, arroyo
chąqasht'eezhiitsoh carrot
chézhin/tsézhin malpai, lava rock
chidí car, automobile, vehicle
chidí naa'na'í tractor
chidí naat'a'í airplane
chidítsoh truck
chin dirt, filth
chizh firewood
choinish'í I utilize it
choyool'í he utilizes it

CH'

ch'ah hat, cap, headgear
ch'aa on a tour, on a visit
ch'aa ndaakaiígíí tourists
ch'éeh in vain, futilely
ch'il grass, plant
ch'il daadánígíí edible greens
ch'il doot'izh green
ch'il tichi'i tomato
ch'il fitsxooí orange (fruit)
ch'il fitsxooí bitoo' orange juice
ch'il tigaií lettuce, cabbage
Ch'ínlí Chinle, AZ
ch'iyáán food, groceries
ch'iyáán ál'í kitchen

D

da- distributive plural
dabinághan their individual

homes
dah suspended, on top of
dah adii'aah mid-morning
dah adii'ę́ after mid-morning
dah alzhin period, inch
dah azkání mesa
dah díñülgħaazħ frybread
dah hidédló' pound (weight)
dah iistł'ę́ loom with or without rug
dah yisk'id hill
dä spring, **däago** springtime
da' introduces a yes/no question
da'adá eating is done, **áłchíní**
da'adání góne' **da'ayá** the children are eating in the diningroom
dá'ák'eh field, garden
Dá'ákeh Halání Many Farms, AZ
da'igis bá hooghan laundry
da'nílt's'ę́dée' from all directions
da'nílt's'ę́gę́gę́ in all directions
da'nyaah bedroom
damíjigo Sunday
damóó Sunday, week
damóó biiskání Monday
damóó dóó naakiskáo Tuesday
damóó dóó táá' yiskáo Wednesday
damóó dóó díł' yiskáo Thursday
damóó yázhí/yiská damóó Saturday
daadánígíí that which is eaten
dáádilkááł door
-dáąą' at that time, time in the past
daats'í maybe, perhaps
daazlı́ł' they have become
déyá I'm about to go, I'm going
déeh tea
-dée' from then, from him
deeni it is sharp (knife)
deesdoi it is hot (an area, space)
deesk'aaz it is cold (an area, space)
deeshááł I'll go, I'll arrive
deeyá I'm going
deez'á they (rocks) stick up
deezhchííł it has begun to snow

deiji'ée' shirt, blouse
deíl'á they stand up (trees, rocks)
-di at, in
dibáá' thirst, **dibáá' sélíł'** I have become thirsty
dibé sheep, **dibé bitsi'** mutton
dibé binant'aí grazing committee member
Dibé Ntsaa Hesperus Peak, CO (the northern sacred mountain)
dibéłchíí' brown
dichin hunger **dibé dichin**
daazlı́ł' the sheep are hungry
dichííł' it's beginning to snow
didoochííł' it will snow
didoot'ááł it will be given
didzétsoh peach
didzétsoh yázhí apricot
dikos cough
dikos ntsaágíí pneumonia
díkwíí how many
díkwíidigo at what time
díkwíigíí which one (by numbers)
dilkos he's coughing
dik'ę́ it is square-cornered
dilnísh he begins working
dił blood
diné man, people, Navajo
dinék'ehjí in Navajo, according to the Navajo
dínéesh'ijíł I'll take a look
dinlbá gray
dinilchíí' pink
dinilgai light gray
dinilt'izh light green, light blue
diniltso light yellow
diniltsxo light oragne
dinilzhin gray
dínóoł'ijíł he'll take a look
diskos I'm coughing
dishníísh I'm beginning to work
ditléé' it is wet
Díwózhii Bii' T6 (Lower) Greasewood, AZ
díí this, these
díł' four
díł'í jjí na'anish Thursday
díł' yáál fifty cents
diits'a' it makes a sound, we

hear it
diists'a' I hear it, I understand it (a language)
diists'ísh I'm hearing it
dó' also, too
doo/dooleet it will be
dóó and
dooda no!
doo...da not, **doo shit**
yá'át'éeh da I don't like it
doodaii' or else
doodzas it will snow
doogááł he will go, he will arrive
doo...góó conditional - if not...
Dook'o'ooskíd Humphreys Peak near Flagstaff (the western sacred mountain)
dooleel/doo it will be
dooldlósh he will ride it (aquadruped)
dóone'é clan, **haa dóone'é** níl? what clan are you?
-dóóshdék'/-dóó wóshdék' from then on
doo át'éhí da there's nothing wrong with it
dóó ba'aan and added to it, tádiin dóó ba'aan naaki thirty-two
doo haats'íid da it isn't good

DL

Dlíníbaa' Linibah (female name)
dlozíhgaii squirrel
dlóó' prairie dog

E

e'e'aah west, the sun is setting
e'etiin a road, trail, path leading off a main road, trail
eelwod he ran, shiká eelwod he helped me
eeshwod I ran, biká eeshwod I helped him
éétsoh overcoat
éé' clothes, garment
éé' bighan clothes closet
éé' biih ná'níí chest of drawers
éé' dah ndahidii'níí góne' clothes closet
éé' naats'qodí sweater

éénééz overcoat, long overcoat
éí that, that one, he, they those
éí doodago if not that, or else
éiyá filler word

G

gad juniper
gad bi'iil juniper branches
gad ni'eehii mountain juniper
géeso cheese
-gi át'é it is like...
gish walking stick, cane
giúnsi fifteen cents
-go subordinating and adverbializing element,
nizhónígo naalnish he works well
gohwééh coffee
golchóón quilt, heavy blanket
góne' inside it (a large area)
góne'é inside it
-góó movement toward, alongside

H

hádáq' when in the past
hágó come here!
hágoshíí okay!, fine!
hahgo when in the future
halgai prarie
Halgai Hatéél/Halgai Hóoteel Oklahoma
halne' he is telling something
halchin there is a smell (implies a good smell)
halnih it is tasty
hane' story, it is told
ha'a'aah east, the sun is coming up
ha'át'íí what
ha'át'íida whatever
ha'át'íishq' what (do you want)
ha'íí'á the sun has come up
ha'naa across an area
hanishtá I'm looking for it
hasin there is, baa naanish
hasin there is much work with it
hastáq' six, **hastádiin** sixty
hastá'áadah sixteen
hastiin man, Mr., husband
hashishké I'm mean, stern,

hashké he's mean, stern
hashne' I'm telling something
hasht'enáshdlééh I'm repairing it
hasht'enéídlééh he's repairing it
hasht'lísh mud
hazéí squirrel, small rodent
hazéítsoh squirrel
hazlíí' it has come into existence
hazhó'ó slowly, carefully,
hazhó'ógo yánílti' speak slowly
haa what, how
háá where, **háadi** where at
haa hoot'é how is it (weather, area)
háádék' from where
hááhaashchxii' pointed, sharp
hááhgóóshíí' hard, diligently
háálá for that reason, inasmuch as, for
haaléit'éego how, in what way
hai winter, **haigo** in winter
hái who, which
háidiíggíí which one
haidzaa what happened
haintá he's looking for it
hait'áo/hait'éego how
hait'éhígíí what kind
haa níldáás how heavy
haa nílmééz how long
haa níltéél how wide
haa níltso how big, how large
háálí water spring, water flowing up out as a fountain
haashíí' néelqá' who knows how many, how much
hódah/wódah up higher
hodeeshnih I'll tell it
hodítéé' it (an area) is wet
hodiwl it (an area, a road) is rough
hodooolnih he'll tell it
hóla I don't know!
hóló it exists, he exists
honeesk'ází it is cool (weather)
honeezgai it is hot (space, area)
honeezlí it is nice (temperature)
honiigai it has become hot

hóoteel it is wide (area)

hóyah down, downward

hóyéé' fear, scare

hózhó quite

hózhóní it is nice (area, space)

hoodzaa it happened

hooghan hogan, **shighan** my

home

hoolne' he told it

hoo'í he knows the place, he has been there

HW

hweesh'í I know the place, I have been there

hweeshne' I told it

hwiih satiated

I

-í the one that

-ígíí the one that, the fact that

íhoo'aah something is learned

ílí it costs, it is precious

íladaakaalí nail

ílífíqá' evening, the sun has set

índa then, and then, and

índída and then at that time, and also

-ísh question marker

-íi the one that, **ániidíii** the new one

índáqá' at that time

iideeshhosh I'll sleep

ídoolííł he'll make, built it

idoohosh he'll sleep

iih into it

iih iilyeed he gets in

iih iishyeed I get in

íijéé' they went, **yóó íijéé'** they ran away

ílééh he's making, building it

iithaazh I slept, he slept

ílpí he makes it as an occupation,

ílpíní the one who makes it as an occupation, **kin ílpíní** a

builder

íl'á it extends up out

íníshtha' I'm reading, counting, going to school

íísists'qq' I'm listening

fists'qq' he's listening

íiyáqá' he ate

íiyisíí/íiyisí really, truly

J

jádí antelope

jaatł'óół earrings

Jaa'íi the one with ears

jélii jelly, jam

jí day

jíkii chicken

jiní he says it, it is said

jiniih one says it

jíjdáq' the part of the day that is past, today

jíjigo daytime, during the day

jiinishba' I have mercy, pity

jó well!

jooba' he has mercy, pity

jooł ball

jooł iih nálñiihí basketball

jooł yikalí football

jooł yitalí baseball

jooldlosh he is walking along, as in coyote stories

K

ké shoe, **shikee'** my shoes

ké silá foot (measurement)

kéyah land, field, garden

kééhasht'í I reside

kééhat'í he resides

kin house, trading post, building

Kintání Flagstaff, AZ,

Durango, CO

kintah town (*among houses*)

kin bik'éstí'ígíí roofing

kin bii' nii'oh ída'aldáhígíí

outdoor toilet

kin dah shijaa' village

kin haal'á city, town

kin íl'íní builder, carpenter

Kiis'aanii Hopi, pueblo people

kodi here

kóhoot'éédáq' last year

kónáhoot'éhí next year

kóne' in here

kóníldíil this big, this thick

kónímhééz this long, tall

kóníltéél this wide

kóníltso this big, large

kót'éego thus, like this

kóyah down, downward

kóó around here, in this general area

K'

k'ad now

k'adéę about to, soon

k'éhézdon it is straight (road)

k'ézdon it is straight (board, stick)

k'ai' willow

k'idishlé I'm planting it

k'idíflá I planted it

k'i'dilé he's planting

k'i'dishlé I'm planting

k'i'díflá I planted

k'iidilé he plants it

KW

kwe'é here

kwii here, in this area

L

lá exclamation mark

lágó a particle used with optative mode to express a negative wish

lajish glove, mitt

la'í many, much

la'qä all right!, fine!, okay!

la'qä' okay! you're welcome!

laqä all right!, okay!

laanaa this particle expresses wish, desire

Lók'ahnteel Ganado, AZ

Lók'a' Deeshjin Keams Canyon, AZ

L

tahda sometimes, at times, occasionally

ta' some, a, an

ta'ts'áadah eleven

tahgi at places

ta'ígíí the other one

teh usually

tééchqa' dog

tééchqa' yázhí puppy

tees'áán yeast bread

teets'aa' plate, bowl

teets'aa' íl'fní pottery maker

teezh soil, dirt

teezhtah on the ground, in the dirt

teezh bee hahalkaadí shovel

tibá gray
tichíí' it is red
tichíí'ígíí' a penny, one that is red
ligai it is white
tikan it is good to the taste, it is sweet
fitso it is yellow
fitsxo it is orange
tizhin it is black, it is dark
híí' horse, **shilíí'** my horse, livestock

M

mä'ii coyote
mä'iitsoh wolf
mä'ii doot'izhí fox
mandagiyya butter, margarine
mííl/miil thousand, **táa'di** mííl three thousand
mósí cat

N

nda/ndaga' no!
ndaga'/nda no!
nda'ałchííh they are lambing, they are giving birth
ndaaz it is heavy
ndeeshnish I'll work
ndoolnish he'll work
ndi but, however
ńdíshchíí' pine tree
ńdii'aah pick it up for me (a roundish or bulky object)
ńdiijááh pick them up (a few)
ńdiikaah pick it up (in an open container)
ńdiilé pick it up (a rope-like object)
ńdiilteeh pick it up (a live object)
ńdiiltsóós pick it up (a flat, flexible object)
ńdiinííł pick them up
ńdiitjíh pick it up (a slender, stiff object)
ńlááh/ńláahdi over there (a place out of sight or mentioned earlier)
ńléí over there, that one
ńléidi over there (well-known or in view)

nshishnish I worked
ntsaa it is big, large
ntsaaaz it has become large
ntsidigo' kneel-down bread
nádzá he returned here
nádzas snow falls repeatedly
náhágod he's hoeing
nahalin it looks like, it favors it
náhályííh it (the snow) melts
nahashnih I'm buying, selling it
nahálmii' I bought, sold it
nahal'in it is barking
nahal'tin it is raining
náhást'éí nine
náhást'édiin ninety
náhást'éíts'áadah nineteen
náháshgod I'm hoeing
nahashshoooh/nahashoooh I'm sweeping it
nahateet it is slippery
nahideeeshnih I'll buy, sell it
náhidizííd bik'eh monthly
nahisélñii' I bought, sold it
nahodooltííł it will rain
nahoneesht'iizh it is crooked (a road)
náhookq̄s north, the big dipper
nahóóltá it rained
na' here, take it!
na'ach'iishí carpenter
ná'ádleeh it comes about repeatedly
ná'ákkad she's sewing
ná'á'ah he's butchering
ná'áshkad I'm sewing
ná'ásh'ah I'm butchering
na'anish work is being done
na'iiniihí the place where items are bought, sold
ná'oolkííł clock, watch
náldloosh it (a quadruped) repeatedly walks about
náneeskáadí tortilla, griddle bread
naneesht'iizh it is crooked (stick)
nánísdzá I returned (here)
nániichaad it is, I am swelled back up, I'm full
nant'aí leader, boss
nant'ah/nant'a it is difficult

náshdííh I eat it repeatedly
náshdóó wildcat
náshdóítsoh cougar
náshdlííh I drink it repeatedly
nayiilníih he's buying, selling it
nayiisnii' he bought, sold it
Názliní Nazlini, AZ
náá- again (prefix)
naabeehó Navajo
naadáqé' corn
naadáqé' dilchxoshí popcorn
nááhai year, **díí'** binááhai it is four years old
náájídááh one returns
náájíkaah one (pl.) return
náájít'aash two return
naa'ahóóhai chicken, hen
naa'olí beans
naa'olí doot'izhígíí' peas
naaki two
naaki jí nda'anish Tuesday
naaldloosh it walks about (quadruped)
naaldlooshii animal
naalnish he's working
naaltsoos paper, book
naaltsoos biih ná'niíí bookcase
naaltsoos bii' yist'iíí bookcase
naaltsoos fíí'rííí secretary
naaltsoos tizhinígíí black building paper
naalyéhé bá hooghan trading post, store
nááná again
náánála' another one, the other one
naanálwoł he runs about
naanáshwoł I run about
naané he's playing
naanish work, **binaanish** hóló he has work, he's busy
naaniigo sideways
naashá I walk about
naashné I'm playing
naashnish I'm working
naat'áanii leader, boss
Naat'áanii Nééz Shiprock, NM
naayá he went and returned
naazkaad they (trees) are scattered about
naaznil things are scattered

about
naazhjéé' they are lying about (sheep)
nél'íjgo looking at it
neesséé'l/neesééł I'm growing
neeznádiin one hundred
neeznáá ten
neeznáá jí naanish ten-day work project
ni you (sing.)
ni- your (sing.)
ní he says it, he said it
nihí we, you (pl.)
nihí- our, your (pl.)
nihít with us, with you (pl.)
níjááh/níjááh give them (a handful)
níkaah give it (in an open container)
ní'á it extends, **dził ní'á** the mountain extends
ni'góó on the ground, floor
ni'góó ahashoohí sweeper
ni'ilé he makes payments
ni'iishlé I make payments
nilí he is, **azee'íílíní** nilí he's a doctor
nílchxon it has a bad odor
nílthin it is grease-colored
nílch'i halne'í radio
nílch'i naalkidí television
nílteeh give it (a, animate object)
níltsoos give it (a thin, flexible object)
nímaz it is round, roundish
nínáháhááh bik'eh every year, yearly
nínáháł'íjih it barks repeatedly
nínáhált'íjih it rains repeatedly
nineez it is tall, long
niséyá/nséyá I went and returned
nisin I want it, I'm of the opinion
nishááh I'm arriving
nísh'í I'm taking a look
nishłí I am, **bá'ólta'í nishłí** I'm a teacher
nish'náájí on the left
nishtł'ají on the right
nítíjih/nítíjih give it (a slender, stiff object)

nít'ée'/nít'ée' it was, used to be
níweh farther, **níwehgóó** farther away, **níwehjí/**
nówehjí' farther, farther away
nízaad it is far, **haa nízáád** how far
nízin he thinks, is of the opinion
nízíid/nízíid pour it
nizhóní it is nice, pretty
niiltsqoz it is flattened (a tire)
niinah sloping upward
nóweh farther, **nówehjí'** farther on
nóomba number

O

ólta' reading is done, school
ólta' he is reading, counting, going to school
ólta' hóótsaaí high school
óolyé it is called
oo'ááł the day is passing

S

saad word, **bizaad** his language
sáanii women, elderly people, **bizáanii** his wives, his women folks
sédá I'm sitting, I'm at home
sélíjí' I have become
séí sand, **séítah** among the sand
sidá he's sitting, he's at home
sido it's hot (an object)
siká it is in position (in an open container)
sikaad it is in place (tree)
siké they (two) are sitting, are at home
sik'az it is cool (an object)
sik'is/shik'is my sibling of the same sex, my friend of the same sex, **sik'isóó** (pl.)
silá it is in position (a slender, flexible object)
silíjí' it has become, they have become
siltsooz it is in position (a thin, flexible object)
si'q it is in position (a roundish or bulky object)
sindáo cent
sinil they are in position (pl.)

separable objects)
sis belt, biziiz his belt
sis naajinii Blanca Peak, CO, (the eastern sacred mount'n) **sítá** it is in position (a slender, stiff object)
sítí it is lying down (an animate object)
sítéé' it is in postion (mushy, wet matter)
siyí it is in position (water, lake, pond)
soltí' come on, let's go (pl.)!

SH

shá for me, for my benefit
shá bísighah all day long
shádi'ááh south
sha'shin maybe, possibly
-shá' how about...
shash bear
shaa to me, about me
shqah haajiít I owe him
shqah háárlá I owe him
sheít'q it was given to me
shí I, me
shi- my
shí summer, **shíjgo** in summer
shididoolnah I'll contract it (a disease)
shidilnééh I'm contracting it (a disease)
shidoolna' I contracted it (a disease)
shidoonááł I'll be present
shijéé' they are lying down (animate objects)
shijool it is in position (non-compact material)
shíká for me, after me, **shíká doogááł** he'll come and get me, **shíká níyá** he came for me
shikék'ehgóó (say it) after me
shik'is/sik'is my sibling of the same sex, my friend of the same sex **shik'isóó** (pl.)
shilah my sibling of the opposite sex, **shilakéí** (pl.)
shimí he says to me, he said to me
shi'dizhchí I was born
shi'niilhí it is beginning to kill

me, **dichin shi'niithí** I'm very hungry
shináát in my presence
shízhánee' I'm lucky!
shiidoólkáát I'll spend the night
shiiłkaah I'm spending thenight
shímnáát I was present
shiiská I spent the night
shíí maybe, possibly, perhaps
shoo look!

T

tádiin thirty
tágí jí na'anish Wednesday
tá'ázdigis bá haz'áni bathroom
tánásgis I wash it
tánéigis he washes it
tanaashgiizh thick cornmeal mush
táá' three
táá' naaznlí chapter officers
táá'ts'áadah thirteen
télli donkey, burro
tíj come on, let's go!
tíj'éé come on, let's go!
tó water
tó bii' naago'í level (tool)
tooh river
tó dích'íi'nii bitter water clan
tó dilchxoshí soda pop
tó háálí spring, fountain
Tó Naneeesdizí Tuba City, AZ
Tó Dínnéeshzhee' Kayenta, AZ
tó siyíní lake, pond, sea
Tóta' Farmington, NM
tózis glass, bottle
tózis bee adlání drinking glass

T'

t'ah yet, still
t'ahálo wait!
t'ahdii still, yet
t'áá just, t'áá yá'át'ééh it is quite good
t'áá áhání close by, near
t'áá áko that's fine, and immediately
t'áá ákódí that's all
t'áá ákódíjí' up to that point

t'áá ála both of them
t'áá álahji' / t'áá álahíjí' all the time, every day
t'áá altso all of them
t'áá ániidla both of us
t'áá áñifiltso all of us
t'áá áñóla both of you
t'áá áñóltso all of them
t'áá ániit'é all of us
t'áá ánoht'é all of you
t'áá át'é all of it, all of them
t'áá áyídí near, close by
t'áá aaníí it is true, true!
t'áá díkwíí/t'áá díkwííhí just a few
t'áá diné Navajo
t'áá íidáq' already
t'áá fíiyísi/t'áá fíiyísií really, very
t'áá sáhí by himself, alone
t'áá sahdii by itself
t'áásh aaníí is that so?
t'áadoo not, **t'áadoo níyáá da** he never came
t'áadoo...í not, **t'áadoo yáníti'í** don't talk
t'áadoo le'é things
t'ááká don't (negative with optative verbs)
t'áálá'í one
t'éí/t'éiyá only, **naat'áanii**
t'éí/t'éiyá bít bééhózin only the boss knows about it
t'iis tree, cottonwood
T'iis Yaa Kin Holbrook, AZ
t'iishbáí aspen
t'iists'óóz Lombardy poplar
T'iists'óóz Ñdeeshgiizh Crownpoint, NM
t'óó merely, t'óó shíí ání he's likely just saying it
t'óó ahayóí they are many
t'óó ahonohyóí you are many
t'óó ahonii'yóí we are many
t'óó bahoo'ih it is bad (road)
t'óó baa'ih it is dirty

T'

t'ajíj'éé' pants, trousers
t'aakał skirt
t'éé' night, **t'éé'** biiğah all night, **t'éé'dáq'** last night, last

evening
tł'ízí goat
tł'oh grass, hay
tł'oo'dí outside
tł'óół rope, string

TS

tsah needle
tsask'eh bed
tsé rock, stone
Tsé Bit'aí Shiprock formation, NM
Tsé Bii' Ndzingaii Monument Valley, UT, AZ
Tséch'ízhí Rough Rock
tsé ííshí standing rock
tsé hichíí deez'áhí red rock extending
Tsé Lichíí Deez'áhí Sanders, AZ
tsésq' window, glass
Tségháhoodzání Window Rock, AZ
Tséhootsoof Ft. Defiance, AZ
Tsékooh Haatsoh Grand Canyon, AZ
tsé'naa across
tsénádleehí cement
tsénił axe
tséyah among rocks
tseebíí eight, **tseebíídiin** eighteen
tsin wood, tree, stick, post
tsin bee hahalzhishí chisel
tsin sitq mile, yard
tsineheeshjíí' board
tsitl'élí matches
tsits'aa' box
tsosts'íd seven
tsosts'idiin seventy
tsosts'ids'áadah seventeen
Tsoodzih Mt. Taylor, NM(the southern sacred mountain)

W

Wááshindoon Washington, DC, the Federal Government
wódah/hódah up, upward
wolyé he is called
wólta' it is read, chapter
wónaaní across
wóne' in there

woshch'ishjí closer this way
 wóshdéé' this way, come in!
 wóyah down, downward
 wózhó quite

Y

yá dootl'izh blue
 yadideeshnih I'll raise the hand
 yadidoolníh he'll raise the hand
 yadiizní can (canned goods)
 yah into an enclosure
 yah aninááh come in! (one)
 yah aándajikáhí/yah
 aánda'aldáhí bathroom, toilet
 yah ooh'aash come in! (two)
 yah oohkááh come in! (three or more)
 ya' question tag, nizhóní ya'? it's nice, isn't it?
 yá'áhoot'ééh an area or space is nice, agreeable
 yá'áshó it is good, doo
 yá'áshqó da it's no good
 yá'át'ééh it is good
 yáltí' he's talking
 yáshti' I'm talking
 yas/zas snow
 yáshchíín born for father's clan
 yázhí the little one, tééchaa
 yázhí puppy
 yaa to him, about him
 yaa adeiz'á it has become
 midafternoon
 yaa adi'aah it is now
 midafternoon
 yaa áhályá he takes care of it
 yaa nát'í he is discussing it
 yaa nídaat'í they are discussing it
 yaa yooznah he forgot it
 yaago downward
 yáál as in naaki yáál two bits, twenty-five cents, change
 yénálniih he remembers it
 yee by means of it, gish yee
 naaghá he walks about with a cane
 yéé the one that used to be, the aforementioned
 yéedáá' at that time
 yéego/yéigo harder, with more force

yééhósín he knows him, he knows how (to do it)
 yééhooszjíid he learned to know him
 yee' an amphantic, nizhóníyee' that's beautiful!
 yéeni' see yéé
 yéigo/yéego harder, with more force
 yeínt'í he's discussing it
 yiba' in waiting for him
 yicha he's crying
 yideet he is swallowing them (pills)
 yidínóol'ííł he'll take a look
 yidiits'a' he hears it, understands it
 yidiits'ííł he's hearing it
 yidlá he's drinking it
 yidzaaz it has snowed
 yidzas it is snowing
 yigáát he's walking along
 yíghááh he's arriving
 yíhoo'ah he's learning it
 yíhoo'láá' he learned it
 yíhwiidool'áátl he'll learn it
 yik'é in payment for
 yik'i'diitíjh he's understanding it
 yi'aat he's chewing it (gum, tobacco)
 yi'oh neel'á he's unable to afford it
 yildlosh it's walking along (quadruped) (progressive)
 yíldlóósh it's walking along (quadruped)
 yíldloozh it was walking along (quadruped)
 yilghał he's eating it (meat)
 yílchozh it's grazing, chewing it
 yílkeed he's chewing it (bun, bread)
 yíl'á it stands (a tree)
 yíltseii it is dry (an object)
 yinaalnish he's working on it
 yíneedlí he's interested in it
 yiníí'í he's looking at it
 yinízin he wants it
 yínishí I'm calling it by name
 yínishta' I'm reading it, I'm

counting them
 yinishyé I'm called (name)
 yishcha I'm crying
 yiská the night has passed
 yiská damóó Saturday
 yiskáo tomorrow
 yishqé I'm eating it
 yistlé socks, stockings
 yisháátl I'm walking along
 yishdlá I'm drinking it
 yiýá he's eating it
 yiýíiyáá' he ate it
 yiýíyáá' I ate it
 yóhta' he's reading it, he's counting them
 yózhí he's naming it
 yóó away, out of sight, télízí
 yóó eelwod the goat ran away, the goat got lost
 yooleyé he is called (name)

Z
 zas/yas snow

A

able, to be: I am able bíneesh'á, he is able yíneel'á
accompany him, to: I accompany him bił dé'ázh,
 bił deesh'ash
according to him bik'eh,
 bik'ehgo
acquainted, to be: I know him bééhasin, bééhoníssin,
 báhásin, **he knows him** yééhósin **I learned to know** him bééhoséssiid he:
 yééhoosíid
across tsé'naa, wónaaní
afford it, to not: I can't afford it bi'oh neesh'á, he: yi'oh neel'á
afraid, to be: I am afraid bik'ee
 shił hóyéé', bínásdzid
after it bikéé'
again nááná
agenda baa hódóót'íjílgíí
ago yéedáqá'
ahead of him biláqí'
Albuquerque NM Be'eldííl
 Dah Sinil, Be'eldíílasinil
all, that is t'áá ákodí
all of them t'áá ałtsø, **all of us** t'áá áñíltso, **all of you** t'áá áñóltso
all right! hágoshíí, lą'ąą
all the time álahjí'
almost k'asdáqá', k'adéę
alone t'áá sáhí
also ałdó'
although azhá ákót'ée ndi
altogether ahił, ahił
among atah, bitah
an ła'
Anasazi anasází
and dóó, áadóó
and (from there and on) áádóó
and then índa, rít'éé'
another ła' nááná, nááná ła'
antelope jádí
any ła'
apple juice bilasáana bitoo'
apricots didzétsöh yázhí
arm agaan
around here kóó, kwe'é
around it binaa, binaagóó
arrive, to: I am arriving

nishááh, (P) níyá, (F)

deesháát, he is arriving
 yíghááh, (P) níyá, (F) doogáátl
 arroyo cháshk'eh
 at -di, -gi
 at that time íídáqá', índa
aunt (maternal) amá yázhí,
(paternal) abízhí
authority bił haz'ájí
away from him bits'áqá'

B

baby awéé'
back (anatomy) íígháán
bacon bisóodi bitsi'
bad, to be doo yá'áshqó da,
 doo yá'át'eeh da
baker bááh ííl'íní
baking powder bił é'él'íní
bark, to naħał'in
barrel tóshjeh
base, at its bitsídi
baseball jooł yikalí
basketball jooł iih nálñiihí
bathroom tá'ádazdigis bá
 haz'áni
be, to: I am nishíí, ánísh'té, he:
 nilí, át'é
be at home, to: I am at home hooghandi sédá, he:
 hooghandi sidá
beans naa'ołí
bear shash
because of biniinaa, bąą
become, to: I became sélíí',
 he: silíí'
bed tsásk'eh, bikáá' -
 dah'antéhí
bedroom da'njaah góne',
 tsásk'eh bił haz'áni
beef béégashii bitsi'
begin to kill, to: I'm hungry dichin shi'niiłhí (hunger is begin-
 ning to kill me), he: dichin
 bi'niiłhí
behind it bikée'di, bine'di
belly abid
belt sis, his belt biziiz
bench bikáá'dah'asdáhí
 nineezígíí, bik'idah'asdáhí
 nineezígíí
beside it bąąhgóó, břighahgi

between them bita'gi

bicycle dzi'izí
big, it is ntsaa
black tizhin
Black Hat AZ Ch'ah Łizhiní,
 Bich'ah Łizhiní
blackboard bikáá' na'adzoóí
blanket beeldléí
blood dił
blue doot'ish, yá doot'izh
boards tsineheeshjíí'
bone ats'in
book naaltsoos
bookcase naaltsoos bii'
 yist'liní, naaltsoos biih ná'niłf
born, to have been: I was
 born shi'dizhchí, he:
 bi'dizhchí
born for a clan, to be: I was
born for ... bá shíshchííí he:
 ...yáshchíí
boss, leader naat'áanii,
 nant'aí
both of them t'áá'ála, **both of** us t'áá'áñítlä, **both of you** t'áá'áñóla
bottle tózis
bowl leets'aa'
brain atsiighaqá'
branches tsin bigaan, tsin bi'il
bread bááh, lees'áán
broom bee nahalzhoohí
brother (older) ánaai,
 (younger) atsilí
brown dibééchíí, tibá
bucket ásaa', tó bee naakaahí
built, it is being áhálnééh,
 álnééh
built, it was ályaa
burro télii
but ndi
butcher, to: I am butchering ná'ásh'ah, he: ná'áł'ah
butter mandagiyya
buttocks at'aa'
buy, to: I am buying it nahashniih, (P) nahiséłnii'/
 nahátnii', (F) nahideeshnih,
 he: nayiħníih, (P) nayiisnii',
 (F) neidiyołnih
buy from ..., to: prepound above
to buy with shaa, naa, baa, yaa,
 nihaa, etc.

C

cabbage ch'il tigaii
calf béégashii yázhí
California Hoozdo
called a name, to be: I am
called yinishyé, he: wolyé,
 yoolyé,
called that way, to be: he is
called that way ákówolyé,
 ákóyoolyé
candy alk'ésdisí
cane gish
canyon tsékooh
car chidí
card naaltsoos
care for it: I care for it baa
 áháshyá, he: yaa áhályá
carpentry na'ach'iish
carrots chásht'eezhiitsoh
cat mósi, gídí
cement tsénádleehee
chair bikáá'dah'asdáhí,
 bik'idah'asdáhí
chalk bee na'adzooí
change (coin) al'aaní, béeso
 yázhí
chapter delegate béesh bágh
 dah si'ání
chapter house bii' álah
 ná'ádleehí
chapter officials: president
 aláaji' dah sidáhí, **vice-president**
 akéédoo dah
sidáhí, secretary naaltsoos
 íslíní, **treasurer** béeso yaa
 áhályání
cheese géoso
chest of drawers éé' biih ná'nií
chick naa'ahóóhai biyázhí
chicken naa'ahóóhai, jíkii
children áchíni
Chinle AZ Ch'ínlí
chisel, wood tsin bee
 hahalzhíshí
city kin haal'á, kin láñí
clan adóone'é
clay téeszh, bis
clean, to be chin bágh ádin
clock náá'olkíí, jíhonaa'éí
close by t'áá'áhání, bíghahgi
clothes éé'

clothes closet éé' biih ná'nií,
 éé' dah ní dahidií'nií
coffee gohééh, ahwééh
cold, to be deesk'aaz, (to touch)
 sik'az
colored, to be naashch'aq'
colors, to be light prefix colors
 with dinil-
comb bé'ézhóó'
come, to same as to arrive
come again!: you come again
 náájídáh, náájít'aash,
 náájíkah
come here! hágó!
come in: you come in yah
 aninááh, yah ooh'aash, yah
 oohkááh
come into existence, to: it
comes into existence
 haleeh, it: hazlíí' (P)
come repeatedly, to: I come
repeatedly náshdáhí, he:
 nádáhí
commute, to: I commute
 ałnánáshdáhí, he:
 ałnánádáhí
commute by car, to: I com-
mute by car shi' ałná'alwo', he:
 bił ałná'alwo'
concrete tsé nádleehí
contract a disease, to: I con-
tract a disease shidilnééh, he:
 bidilnééh
cool, to be honeesk'ází
corn naadqá'
correct it, to: I correct it
 hasht'enáshdlééh, he:
 hasht'enéidlééh
cost, to: it costs bágh ilí, (P)
 bágh azlíí', (F) ... adooleeł
cottonwood t'iis
couch bikáá'dah'asdáhí
 nineezígíí, bik'idah'asdáhí
 nineezígíí
cougar náshdóítsoh
cough dikos
cough, to: I cough diskos, he:
 dilkos
covered with it, to be bik'estí'
cow béégashii
coyote mą'ii
crackers bááh dá'áka'í

crooked, to be naneesht'líizh,
 nahoneesht'líizh
Crownpoint NM T'iistsózí,
 T'iists'ózi Ndeeshgiizh
cry, to: I cry yishcha, he: yicha
cup bágha'ízhahí
cupboard teets'aa' bighan,
cutlery bee adání

D

day jí, jítigo
day passes oo'áát
deer bijh
desk bikáá' na'adzooí
different kinds al'aq ádaat'é
difficult, to be nant'ah/nant'la
dime doot'izh
dining room da'adání góne'
direction, in every
 da'nfts'áq'góó
discuss it, to: I discuss it baa
 yínish'tí, he: yeíntí
dish teets'aa'
distinct, separate t'áá sahdii
doctor azee'síl'iní
dog l'ééchäq'í
dollar béeso
donkey télli
door dáádílkáł
down wóyah, góyah, kóyah
downhill yaago
dress/skirt tl'aakał
drink, to: I drink ashdlá, he:
 adlá, **I drink it** yishdlá, he:
 yidlá
drinker adláanii
driver license bik'eh na'abásí
drunkard adláanii
dry, to be yíltseii, hóltseii
Durango CO Kinlání
dwindle, to: it is dwindling
 ádijih, (P) ásdijid, (F) ádoodijít

E

ear ajaa'
earrings jaatł'óół
east ha'a'aah
eat, to: I eat ashá, (P) íiyáqá',
 (F) adeeshíí, he: ayá, (P)
 ayíiyáqá', (F) adooyíí, **I eat it**
 yishá, (P) yíiyáqá', (F)
 deeshíí, **he eats it** yiýá, (P)

yiýíyáá', (F) yidooyííł	silá	grandfather (maternal)
eggs ayęezhii	football jooł yitalí	acheii, achaii (paternal) análí
eh? ya'	for bá, bíká	grandmother (maternal) amá
eight tseebíí	forehead atáá'	sání (paternal) análí
electricity atsinilt'ish	forget, to: I forgot it beiiséyah,	gray libá
English Bilagáana, bilagáana	he forgot it yaa yooznah	gray-brown niłhin
bizaad	fork (table) bíla'táa'ii	graze, to: it grazes ałchozh
even though azhá ákót'ée ndi	four díí'	Grazing Committee member
evening i'íí'ágó	Friday nda'iiníísh	dibé binant'aí
evening, to be i'íí'ágó	friend ak'is	grease ak'ah
examine, to: to look at it	from -dék', from where	Greasewood AZ Díwózhii Bii'
examined, to be bidi'nil'í	háádék', háádóó	Tó
exchange for, in bik'é	frybread dah dínífilghaazh	green dootl'izh, ch'il dootl'izh,
exist, to: I exist honishhó, he:	Ft. Defiance AZ Tséhootsooí	tát'líd dootl'izh
exists hóló	futile ch'ééh	ground, on the ni'góó
expensive, to be ayóo ilí		grow, to I grow neesséél, he:
extend, to deiz'á, ní'á		nooséél
extremely ayóogo, ayóo, t'áá		grow up, to: I grow up shiyaa
fiyisíí		hoo'ahh, (P) shiyaa hoo'a', he:
eye anáá'		biyaa hoo'ahh, (P) biyaa hoo'a'
		guide, to be a: I am showing
		you the way ná hweesh'í,
		gum jeeh
F		H
face anii'		hair atsii'
fall (season) aak'eed		half-dollar díí' yáál
far, to be nízaad		hammer bee atsidí
Farmington NM Tóta'		hand ála'
farther away nówehjí',		happen, to: what happened?
níwehgóó		haidzaa, haahóót'iid
father azhé'é		happy, to be: I am happy shit
feel sickly, to doo ił haats'fid		hózhóh, he: bił hózhóh
da		hard, difficult, to be nant'a/
few, to be: we are few t'áá		nant'ah
díkwíí niilt'éhé, t'áá diniikwííhí,		harder (with enthusiasm)
you: t'áá díkwíí nołt'éhí, t'áá		yéigo
dinoookwííhí, they: t'áá		have, to: I have a book
díkwíí yilt'éhí, t'áá díkwííhí,		naaltsoos shee hólóh,
t'áá díkwíí		shinaaltsoos hólóh, he:
field dá'ák'eh		naaltsoos bee hólóh,
fifty cents díí' yáál		binaaltsoos hólóh
file (tool) bee ach'iishí		hay t'oh
fine! t'áá 'áko, nizhóní		head atsiits'iin
finger alázhoohz		hear it, to: I hear it diists'a',
first átsé, áltse		diists'íih, he: yidiits'a',
five ashdla'		yidiits'íih
five cents litso		heart ajéédishjool
Flagstaff AZ Kinlání		help, to: I help him bíká
flashlight bee n'dildlaadí		iishyeed, (P) bíká eeshwod, he
flat land area halgai		helps me shíká iilyeed, (P) shíká
flat tire chidí bikéé' niiltsqoz		eelwod, I help him repeatedly
floor, on the ni'góó		
flour ak'áán		
foot (measure) adées'eez, ké		

bílká anáshwo', **he helps me repeatedly** shíká análwo'
hen naa'ahóóhai, jíkii
her bi-
here kwe'é, kóó, kwii
higher wódahgóó
hill dah yísk'íd
his bi-
hoe, to: I am hoeing
náháshgod, **he:** náhágod
Holbrook AZ T'iis Yaa Kin
home hooghan
hopeless, to be doo chohoo'íí
da
Hopi Kiis'áanii, Ayahkinii, Oozéí
horse lííí, shilíí
hospital azee'álíí
hot, to be deesdoi
hot to touch, to be sido
house kin
how about...? -sha', how about the boy? ashkiishqá'
how is it? hait'é, haa yit'é
how many? díkwíí
how? haa, hait'é, haash yit'é
however áko ndi
hundred neeznádiin
hunger dichin, I am hungry
dichin nishlít, dichin sélííí, dichin shi'niííí
hurry tsííí, tsxííí, **he is in a hurry** tsííí nízin
hurry up! tsxííílgó
husband ach'ooní, ahastiin

I

I shí
ice cream abe' yistiní
impossible, to be doo
bíhónéedzqá da
in it bii', biyi', góne', góne'é
in front of bidááh
in here kóne', kóne'é
in place, to be prefix si- to perfective stems in 14.8
in vain ch'ééh
in waiting prepound verb with -ba', I am waiting for him
biba' sédá, biba' naashá, biba' ánish'té

inch dah alzhin
indeterminate amount haa shíí néeláá', haa shíí néelt'e', haa shíí nísnééz, etc.
inside kóne', kóne'é, góne', góne'é, biyi', bii'
interested, to be: I am interested in it bíneeshdlí, **he:** yíneedlí
intestine ach'íí
is, he nilí, át'é

J

jacket éétsoh
jelly jélii
juice bitoo' (its juice) **apple**
juice bilasáana bitoo'
juniper gad

K

Kayenta AZ Tó Naneesdizí
Keams Canyon AZ
Lók'a'deeshjin
kettle ásaa' bee abézhí
kid t'ízí yázhí
kind, to be: I am kind
jooshba', **he:** jooba'
kitchen ch'iyáán ál'íni góne'
knee agod
knife béésh, his knife bibéézh
know about it, to: I know it shít
bééhózin, bił bééhózin
know him, to: I know him
bééhasin, he knows me
shééhósin
know the place, to: I know the place, I have been there
hweesh'í, **he:** hoo'í

L

lake be'ek'id, to siyíní
lamp bee adinídíní
land kéyah
large, to be ntsaa, ntsaaz
laundry da'iigis bá hooghan
lava rocks tsézhin, chézhin
lazy, to be: I am lazy shít hóyéé', he is lazy bił hóyéé'
leader naat'áanii, nant'aí
learn, to: I am learning
fhoosh'aah, **he:** fhoool'aah, I am learning it bfoosh'aah,

he: yíhoo'l'aah, I am learning it again bíñáhoosh'aah
left, to the nisht'ajígo
leg ajáád
length nineezgo, náásee
less than, to be a'oh, bi'oh I am unable to afford it bi'oh neesh'á
let's go! tíi', tíi'éé, sołti'
lettuce ch'il tigaii
level (tool) tó bii' naago'í
lie down, to: I am lying down sétí, we are lying down (dual) shiiteezh, (pl) shiijéé'
like it, to: I like it shít nizhóní, shít yá'át'ééh, shít tikan
like it, to be: I am like him nahonishlín, **he:** nahalin
live, be alive, to: I live hinishná, **he:** hiná, I make a living by working naashnishgo t'éiyá hinishná
liver azid
livestock alíí'
Lombardy poplar t'iis ts'ózí long, to be relatively ánísnééz
look at it, to: I look at it nesh'í, **he:** yinéé'í
look for it, to: I am looking for it bílká désh'íí, hádesh'íí, hanishtá, **he:** yílká déez'íí, háidéez'íí, haintá
lower wóyah, wóyahdi
lucky, to be: I am lucky shízhánee', **he:** bízhánee'
lumber tsineheeshjíí
Lupton AZ Tsé Dijoolí

M

made, it was ályaa, áhoolyaa
maintain, it: I maintain it íníssin, áhwíínísin, **he:** áyosin, áhósin
make it (as a profession), to: I make it áshí, **he:** ííl'í, she is a secretary naaltsoos ííl'iní nilí
make it, to: I make it áshlééh, (P) áshhaa, fishhaa, (F) ádeeshtíí, **he:** íílééh, (P) áyiilaa, (F) iidooolíí
make payments, to: I make

rent payments bik'é ni'iishlé
he: yik'é ni'iilé
man diné, hastiin
manner, in this kót'éego, díigi
 át'éego
many, to be: we are many
 t'óó ahonii'yóí, niidlá'í, they:
 t'óó ahayóí, lą'í
Many Farms AZ Dá'ák'eh
Halání
matches tsit'léélí
maybe daats'í, sha'shin, shíí
mean, to be: I am mean
 hashishké, he: hashké
means of it, by bee, I walk
 with a cane gish bee naashá
measuring tool bee
 ída'neel'ąqáhí
medicine azee'
meeting starts baa ha'aldééh,
meeting convenes álah aleeh,
 (P) azlítí', (F) adooleet
melt, to (snow) náhályísh
men diné, hastóí
merely t'óó
mesa tsé dah azkání
Mexican naakaii, naakaiiłbáhí
mid-morning dah adii'ą
mile tsin sitá, two miles away
 kodóó naaki tsin sitá
minute dah alzhin
Monday damóó biiskání
money béeso
morning ahbíní, abíni,
 abíndáqá'
month, every náhidizíid
 bik'ehgo
months pass nádeezid
mortar hashtl'ish
mother amá
mountain lion náshdóítsoh
Mr. hastiin, astiin
muddy, to be hashtl'ish
mutton stew atoo'
my shi-

N

nails ił adaalkaalí, fingernails
 aláshgaan
name it, to: I say the name
 yínishshí, he names it yózhí
narrate, to: I am narrating

hashne', he: halne'
narrow, to be áltsozí,
 áhoots'ózí
Navajo diné, t'áá diné,
 naabeehó
Nazlini AZ Názliní
near áhání, t'áá áhání, t'áá áyídí,
near it áhánídi, bíighagi
neck ak'os
new one, to be a ániidígíí át'é
newspaper aseezí
 binaaltsoos
nice, to be nizhóní
nice, an area to be hózhóní
nickel (coin) litsó
night t'l'éé', at night t'l'éé'go,
tonight díí t'l'éé', last night
 t'l'éé'dáqá'
night (last) yiská, I spent the
night in town kintahdi shiiská
nine náhást'éí
no nda, ndaga', dooda
non-existent, to be ádin, I
have no money shibéeso ádin
noon, to be ałní'ní'ą,
 ałní'ní'ąago
north náhookqs, náhookqsjigo
nose áchííh
not doo...da
not well, to be: I am not well
 shitah doo haats'íid da
nurse azee' neikaahí

O

off of it bist'qádóó
off adah, hadah
oil ak'ah, ak'ah lízhiní
okay hágoshíí, t'áá áko it'sokay
with me shił t'áá áko
older than, to be: he is older
 than I am shilájí' naaghá
on it biká'a'gi, bik'i
one lńáa'ii, t'ááłá'í
only t'éiyá, t'éí
only then índa, índida
or else éí doodago, éí doodai'
orange litsxo, fruit ch'il
 litsxooí, juice ch'il litsxooí
bitoo'
otherwise éí doodago
our níhi-
outside t'l'óó'di, t'l'óó'góó

over it bilááh, biláahgo
overcoat éétsoh
owe, to: I owe him shąąh háál'á

P

pail tó bee naakáhí
pal ach'ooní
pan ásaa' nteelígíí
pants t'l'ají'ée'
path atiin, sheep trail dibé
 bitiin
paved road atiin ahoodlézhí
peaches didzétsoh
peanut butter atlish
pen be'ek'e'elchíhí
pencil be'ek'e'elchíhí
penny sindáo, tichí'igíí
pepper azee' dích'íí' tibáhí
perhaps daats'í, sha'shin, shíí
Phoenix AZ Hoozdo,
 Ahééheshííh
pick it up, to combine nídiíi-
 with stems in 14.8
pine nídíshchíí'
pinon chá'ot
Pinon Az Be'ek'id Baa
 Ahoodzání
plant it, to: I plant it k'idishlé,
 (P) k'idíflá, he: k'iidilé, (P)
 k'iidílá
plants ch'il, nanise'
plate teets'aa'
play, to: I play naashné, he:
 naané
plywood tsineheeshíí'
 nteelígíí
pneumonia dikos ntsaaígíí
pond tó siyíní
pop tó dilchxoshí
popcorn naadáqá' dilchxoshí
pork bisóodi bitsí'
possible, to be bihónéedzá
possibly shíí, daats'í, sha'shin
post tsin
pot, cooking ásaa' bee abézhí
potatoes nímasii líkaní
potatoes, sweet nímasii líkaní
potterer leets'aa' ifl'ínlí
pottery leets'aa'
pour it, to: you pour it nízíid
prairie halgai
prairie dog dlqó'

present, to be: I am present

shináátł, (P) shíínáátł, (F)

shidoonáátł

pretty, to be nizhóní, hózhóní

probably daats'í, shíí

proportionate to it, to be: it

fits me shíighah

Pueblo people kiis'áanii,

kiyaa'áanii

puma náshdóítsoh

puppy kééchqá yázhí

purpose, for its biniiyé, biniyé,

bíská

quarter (money) naaki yáál

quilt golchóón

R

radio nílch'i bee halne'í

rain, to: it is raining nahaltin,

(P) nahóóltq, (F) nahodooltqíí

raise hands, to: I raise my

hand yadidiishnííh, he:

yadidiíñííh

ramada chaha'oh

rasp (tool) bee ach'iishí

read, to: I read, go to school,

count íníshta', he: ółta', I read

it, count them yínshta', he:

yółta'

really t'áá'aaníí, iiyisií, iiyisií

recently áníidí, áñídídfáá'

red tóchíí'

relatives ak'éí

rent, to: I rent bik'é ní'iishlé,

he: yik'é ni'iilé

remember, to: I remember

bénáshniih, he: yénálniih

repeat it, to: you say it again

bee áñáádíí'ní

resemble it, to: I resemble

him nahonishtin, he: nahalin

reside, to: I reside kééhashtíí,

he: kééhat'í

return, to: I am returning

nááshdáátł, he: náádáátł, I

returned nánisdzá, he: nádzá

rib átsqá'

rice alóós

ride it, horse: I ride the horse

tíí' shíi yildloosh

right, to the nish'nájígo

river tooh nílíní, tooh

road atiin

rock tsé

roofing kin bik'éstí'ígíí

rope tl'óótl, his: bitl'óól

rough road , to be a t'óó

bahoo'iih, hodiwol

ruler bee ída'neel'aqáhí

run around, to: I run around

naanáshwoł, he: naanálwoł

S

said, it is ha'ní

sand séí

sash belt sis, his: biziiz

satiated, to be: I am satiated

hwíih sélíí', he: hwíih silíí'

Saturday yiská damóo,

damóo yázhí

saw (tool) bee ach'iishí

say it, to: I say it dishní,

ádishní, he: ní, ání, say it

again, to náádísh'ní,

ánáádísh'ní, he: náádí'ní,

ánáádí'ní, say to him, to: Isay it

to him bidishní, he says to me

shiñí

scarce, to be bídin hóyéé'

scattered about, to be naaznil

school, to go to: I go to

school íníshta', he: ółta'

school ółta'

scissors béésh ahédítí

secretary naaltooos ííł'íní

seems like, it: she is like her

mother bimá nahalin, she

works like her mother bimá

nahalingo naalnish, bimági

át'ego naalnish

sequence, in ałk'éé', ałkée'go

seven tsosts'id

sew, to: I sew nááshkad, she:

náálkad

sharp, it is deení, sharp-

pointed hááhashchxii'

sheep dibé

shelter chaha'oh

Shiprock NM Naat'áanii Nééz

shoe ké, his: bikee'

shortening ak'ah

shoulder awos

sibling of opposite sex alah

sibling of same sex ak'is

sick, to be: I am sick shágh

dah hoo'ah, shitah

honeezgai

sick of a disease, to become:

I am becoming sick

shidilnééh, (P) shidoolna', (F)

shididoolnah

sister, older ádí, my: shádí,

(younger) shideezhí

sit, to: I sit down sédá, he:

sidá, we: siiké, naháatá, they:

siké, naháaztá

sit down! dah rídaah, dah

noohkeeh, dah dinoohbjih

situated, to be: I am situated

well nizhónígo shíl haz'á

six hastáqá

skin, to: I skin náásh'ah, he:

ná'ál'ah

skirt tl'aakał

slacks tl'aji'ée'

sleep, to: I sleep ashhosh,

(P) iiłhaazh, (F) iideeshhosh

he: ałhosh, (P) iiłhaazh,

(F) iiidoóhosh

sleepiness bił, I am sleepy

bił nisin, bił shi'niithí

slippery, to be nahateeł,

hwíidéeltq'

small, it is áłts'ísí, áhoołts'ísí

smell, to have a halchin,

niłchxon

snow, to it is snowing yidzas,

(P) yidzaaz, (F) doodzas

snow yas, zas (eastern)

sock yistłé

soil tóeezh

some ta'

some more ta' nááná, nááná

ta'

some places tóahgi, tóahdi

something ta'

sometimes tóahda

south shádi'ááh, shádi'ááhjígo

Spanish naakaii bizaad

speaking, to start: I begin to

speak aho'niishne', he:

aho'niilne'

spend the night, to: I spent

the night shiiská

spin, to: I spin (wool) asdiz,

she: adiz

spoon béésh adee'
spouse ach'ooní
spring, to be dägo
spring (water) tó háálí
square (tool) béésh názhahí
square-cornered, to be dik'á
squaw dance ndáá'
squirrel hazéítsoh
stand up, to (tree) íí'á, sikaad, yíl'á, deíl'á
stand up, to (rocks) deez'á
start out, to (by car): I start out shił dah adiiyeed, (P) shił dah adiilwod, (F) shił dah adoolwoł
start to go, to: I am going déyá, he: deeyá, we: deet'áázh, deekai, they: deezh'áázh, deeskai
start to work, to: I start working dishníish, he: dilníish
stick tsin, tsin ts'ósí
still t'ah, t'ahdii
stomach abid, atsá
story hane'
straight, to be (a board) k'ézdon, (a road) k'éhézdon
string tl'óół
student óltaí
study it, to see "to learn"
summer shí, shíjgo
Sunday damóogo, damjigo, damó
sun up, to be ha'a'aah, (P) ha'íí'á
sweat shelter táchééh
sweater éé' naats'qodí
sweep it, to: I sweep it nahashshooh, he: nahashooh
sweet, to be tikan
swelled back up, to be nániichaad

T

table bikáá'adání, bik'i'adání
tail atsee'
take care of it, to: I take care of it baa áháshyá, he: yaa áhályá
talk, to: I talk yáshti', he: yálti'
tank tóshjeh

tar paper naaltsoos tizhinígíí
tasty, to be tikan, halnihí
tea dééh, ch'il ahwéhí
teacher bá'óltaí
tease, to: I am teasing it bee naashné, he: yee naané
telephone béésh bee hane'í
television nítlch'i naalkidí
tell, to: I tell it hashne', (P) hweeshne', (F) hodeeshnih, he: halne', (P) hoolne', I tell about it baa hashne', he: yaa halne', passive hane'
ten neeznáá
ten cents dootl'izh
terrible, to be t'óó báhádzid
terribly t'óó báhádzidgo
thank you ahéhee'
thankful, to be: I am thankful about it baa ahééh nisin
thankfulness ahééh
that way kót'eego
their bi-
then (at that time) íídáąą', índída
therefore éí biniinaa, éí baqá
they éí, bí
thin, to be (thickness) ált'q'í
things t'áadoo le'é
think it, to (be of the opinion):
I think nissin/nisin, he: nízin
I think it is pretty shił nizhóní, shił hózhóní
think thus, to, that is how I think ákwíínissin/ákwíínísín, he: ákwíínízin
thirst dibáá', I am thirsty dibáá'
nisin, dibáá' sélíí', dibáá' nishlí
this way, in kót'eego
this way! woshch'ishjigo
thousand -di mííł, -di mííł yázhí
three táká'
Thursday damóodóó díí'
yiskáo, díí jí na'anish
time, what díkwišídi azlííí', díkwií lá oolkił
tin can yadiizní
tired, to be: I am tired ch'ééh déyá, he: chééh deeyá
tires chidí bikee'
to there áaji', níléiji'
today díí jí, dííshjí
toe akéshgaan

toilet, outside kin bii' nii'oh nída'aldáhígíí, kin yázhí
tomorrow yiskáago, yiskáo'
tongue atsoo'
tonight díí tl'ée'
tools bee na'anishí
tooth awoo'
toward him bich'í'
town, in kintahdi, kintahgi
trader naalyéhé yá sidáhí
trading post naalyéhé bá hooghan, kin
trail atiin, bitiin
treasurer béeso yaa áhályáni
trip, to go on a: I am going on a trip ch'aa déyá, he: ch'aa deeyá, I am on a trip ch'aa naashá, he: ch'aa naaghá
true, to be t'áá aaníí
truth t'áá aansinii
Tuba City AZ Tó Naneesdizí
Tuesday damóodóó
naakiiskáo, naaki jí na'anish
turquoise dootl'izh, dootl'izhii
twenty-five cents naaki yáál
two naaki
typewriter béésh bee ak'e'elchihí

U

uncle (maternal) adáíí, (paternal) abízhí, azhé'é yázhí
understand it, to: I understand (understood) it bik'i'diitq, he understands (understood) it yik'i'diitq
unsuccessfully ch'ééh, I'm unsuccessful in learning
Navajo ch'ééh diné bizaad bishoosh'aah
uphill niinah
use it, to: I use it choinishíí, he: choyoolíí
used to be, it nít'ée', nít'ée'
usually teh
utilize it, to: same as "use it"

V

vegetables ch'il daadánígíí
vehicle chidí
very ayóo, ayóogo, siyisíí
village kin dah shijaa'

W

wait! t'aháloo
walk about, to: I walk about naashá, he is walking about naaghá
walk along, to: I walk along yisháál, he: yigáál, we: yiit'ash, yiikah, they: yi'ash, yikah
walk around, to see "to walk about"
want it, to: I want it nisin, he: yinízin, I want it again náánísdzin, he: náánénídzin
warm, to be deesdoi, sido
wash (arroyo) cháshk'eh
wash it, to (impermeable): I wash it tánásgis, he: tánéigis, (permeable) I wash it yiisgis, he: yiyigis
Washington DC Wááshindoon we nihí
weather, to be hoot'e
weave, to: I weave ashtl'ó, she: atl'ó, I weave it yishtl'ó, she: yitl'ó
Wednesday damóodóó tágí jí, tágí jí na'anish
well (adv.) nizhónigo
well...? qą'
west e'e'aah, e'e'aahjigo
wet, to be ditléé', hoditléé'
what happened? haidzaa, haa hóót'iid
what is it? haa át'íí át'é
where? háadi
which? háí, háidíígíí
white tigai
white person bilagáana
who? háí
wide, to be nteel, ánftéél
Wide Ruins AZ Kinteeł
width naaniigo
wife e'asdzáá, e'asdzáán, ach'ooní
wildcat náshdóí
will be, it dooleel
window tsésq'
Window Rock AZ
Tségháhoodzání
Winslow AZ Béésh Sinil, Béésinil

winter hai, haigo

without t'áágéé'd
wolf mä'iitsoh
woman asdzá, asdzáán
women sáanii
Woodsprings AZ Tsiyi' Tó
wool aghaa'
work, to: I work naashnish (P) nshíshnish ,(F) ndeeshnish,
he: naalnish, (P) nshilnish,(F)
ndoolnish
work, to start to: I start to work dishnísh, he" dilnísh
work on it, to: I work on it binaashnish, he: yinaalnish
worth bááh ilí

Y

yard (measure) tsin sitá
year, every t'áá nináháháh bik'eh
years old, to be shinááhai, ninááhai, etc.
yellow títso
yes aoo'
yesterday adáqádáq'
yet t'ah, t'ahdii
you ni, (pl) nihí
young, to be: I am young ániid naashá, he: ániid naaghá
your ni-, (pl) nihí-