

Diné Bizaad:  
Speak, Read, Write Navajo

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

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## 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 Bihoqaah 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  
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# 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 /' (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>	adáádaá'	<i>yesterday</i>
aneesk'ęs	<i>I hurry along</i>	háádéé'	<i>from where?</i>
tį'	<i>come on!</i>	ášhįh	<i>salt</i>
są'	<i>star</i>	noodóóz	<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>
niłį	<i>he is</i>	níłį	<i>you are</i>
doo	<i>not</i>	dóó	<i>and</i>
ndi	<i>but</i>	ńt'ée'	<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'áo	<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	<i>apple</i>	deídíiltah	<i>we will read it</i>
dóola	<i>bull</i>	łitsxoóí	<i>oranges</i>

**B. CONSONANTS**

1. The glottal stop /ʔ/ is the most common consonantal sound. It sounds like the break between the two elements of “oh, oh!” The difference between “Johnny years” 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)	<i>west</i>	a'áán ('a'áán)	<i>a hole</i>
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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	dlóó'	<i>prairie dog</i>	like /tl/ in belittling
dz	dzit	<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
ł	łid	<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>	_____
łł	łłah	<i>ointment</i>	_____
t	t'ízi	<i>goat</i>	_____
ts	tsin	<i>wood</i>	like /ts/ in hats
ts'	ts'ah	<i>sagebrush</i>	_____
w	waa'	<i>beeweed</i>	like /w/ in wash

y	yá	sky	like /y/ in yard
z	zas	snow	like /z/ in zero
zh	bízhí'	his name	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	he killed it		
hitso	yellow	hitsxo	orange (intense yellow)
doo nisin da	I don't want it	doo nisxin da	I really don't want it!

4. The glottalized consonants /ch', k', t', t', 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, ótł'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
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6. For /t/ set your tongue for /l/ and just blow between the side of your tongue and the gums.

łł'	horse	bit	with him
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## BÍHWIIDOO'ÁLÍGÍÍ T'ÁÁLÁ'Í 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.

KII Aoo', yá'át'ééh.

HALL Haash yinílyé, ashkii?

KII Kii Yazzie yinishyé. Nishq'?

HALL Shí éí Rob Hall yinishyé.

KII Diné bizaadísh bíhoo'aaah?

HALL Aoo', diné bizaad bíhoosh'aaah.

KII Diné bizaadísh nił yá'át'ééh?

HALL Aoo', diné bizaad shił yá'át'ééh.

KII Shí éí bilagáana bizaad bíhoosh'aaah.

HALL Bilagáana bizaadísh nił yá'át'ééh?

KII Aoo', bilagáana bizaad shił yá'át'ééh.

HALL Kii, háadi nighan?

KII Ch'ínlíłdi shighan.

Bilagáana hastiin Rob Hall wolyé. Hastiin Hall Ch'ínlíłdi bighan. Bilagáana nił. Diné bizaad yíhoo'aaah. Diné bizaad bił yá'át'ééh.

Ashkii Kii Yazzie wolyé. T'áá diné nił.

Bilagáana dóó diné bizaad yíhoo'aaah.

Bilagáana dóó diné bizaad bił yá'át'ééh.

Kii atdó' Ch'ínlíłdi bighan.

yá'át'ééh: *hello* ashkii: *boy*

aoo': *yes*

haash yinílyé: *what's your name?*

yinishyé: *I'm called*

nishq': *how about you?*

shí: *I éí: filler word, that one*

diné bizaad: *Navajo language*

-ísh: *"?"* bíhoo'aaah: *you are learning it; bizaad: his language*

bíhoosh'aaah: *I'm learning it*

nił yá'át'ééh: *you like it*

shił yá'át'ééh: *I like it*

bilagáana: *white man*

bilagáana bizaad: *English*

háadi: *where at; nighan: your home*

Ch'ínlíł: *Chinle; di: at, in*

shighan: *my home*

hastiin: *Mr., man, husband*

bighan: *his home; nił: he is*

yíhoo'aaah: *he is learning it*

bił yá'át'ééh: *he likes it*

t'áá diné: *Navajo*

dóó: *and*

atdó': *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 /ń/ in **Ch'íní**. 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.

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

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 -ish. Notice the vowel changes in the last examples: Diné bizaadish yíhoo'aaah? *Is he learning Navajo?* Diné ashkiish bilagáana bizaad yíhoo'aaah? *Is the Navajo boy learning English?*

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

Bilagáanaash 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)

<b>nishkí</b> ( <i>I am</i> )	<b>niidlí</b> ( <i>we two are</i> )	<b>daniilidí</b> ( <i>we three are</i> )
<b>nílí</b> ( <i>you are</i> )	<b>nohkí</b> ( <i>you two are</i> )	<b>danohkí</b> ( <i>you three are</i> )
<b>nilí</b> ( <i>he/she/it is</i> )	<b>nilí</b> ( <i>they two are</i> )	<b>danilí</b> ( <i>they three are</i> )

Naabeehó nishkí. *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 danilí. *John and Mary and Betsy are Navajos.*

### 1.10 Verb "to learn it" (imperfective mode)

<b>bíhoosh'aah</b>	<b>bíhwiil'aah</b>	<b>bídahwiil'aah</b>
<b>bíhooŋ'aah</b>	<b>bíhooŋ'aah</b>	<b>bídahooŋ'aah</b>
<b>yíhooŋ'aah</b>	<b>yíhooŋ'aah</b>	<b>yídahooŋ'aah</b>

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, bíhool'aah** become **bóhoosh'aah, bóhool'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-	nih-	danihi-
ni-	nih-	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) nihit yá'adaat'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>I am called</i>
yińilyé	<i>you (sgl) are called</i>
wolyé/yoolyé	<i>he is called, they (dl) are called</i>
dawolyé/daolyé	<i>they (pl) are called</i>

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

Díi éi 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 **háí, háísh, háísha'**: *who?, which? which one?* The first two are used the most.

Háísh 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**: **Chíníí** + **di** becomes **Ch’íníídi**.

Shighandi diné bizaad bídahwiil’aah. *We’re learning Navajo at my house.*  
 Jack NCCdi diné bizaad yíhoo’aa. *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 bíhooŋ'aah.

shí (Response: Diné bizaad bíhoosh'aah.)

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

Mary (Response: Mary diné bizaad yíhooŋ'aah.)

Mary dóó Betsy (Response: \_\_\_\_\_ yíhooŋ'aah.)

Mary dóó Betsy dóó John (Response: \_\_\_\_\_ yídahooŋ'aah.)

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

bilagáana bizaad (Response: \_\_\_\_\_ bídahwiil'aah.)

ni dóó Jackie (Response: \_\_\_\_\_ bíhooŋ'aah.)

shí dóó ni (Response: \_\_\_\_\_ bíhwiil'aah.)

nihí dóó Jan (nihí: we, you) (Response: \_\_\_\_\_ bídahwiil'aah/ bídahooŋ'aah.)

Mr. Hall (Response: \_\_\_\_\_ yíhooŋ'aah.)

Mr. Hall dóó Kii dóó Dick (Response: \_\_\_\_\_ yídahooŋ'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 bíhoo'ah?  
Aoo', diné bizaad bíhoosh'ah.

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. \_\_\_\_\_<sup>(John)</sup> \_\_\_\_\_ diné bizaadísh yíhoo'ah?  
Aoo', \_\_\_\_\_<sup>(John)</sup> \_\_\_\_\_ diné bizaad yíhoo'ah.

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 \_\_\_\_\_<sup>(name)</sup> \_\_\_\_\_ yinishyé. Diné bizaad bíhoosh'ah. Diné bizaad shił yá'át'ééh. \_\_\_\_\_<sup>(name of place)</sup> \_\_\_\_\_ di shighan. Shighan shił yá'át'ééh.

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

Yá'át'ééh. Éí \_\_\_\_\_<sup>(name)</sup> \_\_\_\_\_ wolyé. \_\_\_\_\_<sup>(name)</sup> \_\_\_\_\_ diné bizaad yíhoo'ah. Diné bizaad bił yá'át'ééh. \_\_\_\_\_<sup>(name)</sup> \_\_\_\_\_ \_\_\_\_\_<sup>(place name)</sup> di bighan. Bighan bił yá'át'ééh.

## BÍHWIIDOO'ÁLÍGÍÍ NAAKÍ GÓNE'É

### LESSON GOALS

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

### CH'ÍNLÍÍDI DABIGHAN

Hastiin Hall dóó bich'ooní bilagáana nilí.  
 Ch'ínlíídi bighan. Bich'ooní Sandy wolyé.  
 Hastiin Hall diné bizaad ayóo bił yá'át'ééh.

**bich'ooní:** *his spouse, pal*

**ayóo:** *very, really*

Hastiin Hall diné bizaad yíhooł'aah ndi bich'ooní  
 doo diné bizaad yíhooł'aah da. Ayóo bił nantł'ah.  
 Bił nizhóní ndi bił nantł'ah.

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

**nantł'ah:** *difficult*

**nizhóní:** *it is pretty, nice*

Kii Yazzie ałdó' Ch'ínlíídi bighan. Bizhé'é éí John  
 wolyé. Bimá éiyá Bessie wolyé. Kii dóó bimá dóó  
 bizhé'é Ch'ínlíídi bighan.

**bizhé'é:** *his father*

**bimá:** *his mother;*

**éiyá:** *a filler word*

### Conversation:

KII Hastiin Hall, háadi nighan?  
 HALL Ch'ínlíídi shighan.  
 KII Nich'ooníish hóló?  
 HALL Shich'ooní hóló.  
 KII Éí haash wolyé?  
 HALL Éí Sandy wolyé.  
 KII Nich'ooníish ałdó' diné bizaad yíhooł'aah?  
 HALL Ndaga', éí ayóo bił nantł'ah.  
 KII Da' diné bizaad nił nizhóní?  
 HALL Aóó', éí ayóo shił nizhóní. Nantł'ah ndi.  
 Kii, háadi éí nihighan?  
 KII Nihí ałdó' Ch'ínlíídi nihighan.  
 HALL Nimá dóó nizhé'é haa wolyé, Kii?  
 KII Shimá dóó shizhé'é Bessie dóó John  
 Yazzie wolyé.  
 HALL Jó nizhóní. Hágoónee'  
 KII Lá'ąą, hágoónee'.

**hóló:** *she exists*

**ndaga':** *no!*

**da':** *!?! question marker*

**jó:** *well; hágoónee': goodbye*

**lá'ąą:** *uh huh, okay, fine!*

## 2.1 Pronunciation

The glottalized consonant /tʰ/ 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 /tʰ/ 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.

<b>amá</b>	<i>a mother (mother usually comes first)</i>
<b>azhé'é</b>	<i>a father</i>
<b>ánaaí</b>	<i>an older brother</i>
<b>atsilí</b>	<i>a younger brother</i>
<b>ádi</b>	<i>an older sister</i>
<b>adeezhí</b>	<i>a younger sister</i>
<b>ach'ooní</b>	<i>a spouse, a pal</i>
<b>amá sání</b>	<i>a maternal grandmother</i>
<b>acheii</b>	<i>a maternal grandfather</i>
<b>análi</b>	<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 **shádi**, **nádi**, **bádi**, **nihádi**.

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

Nancy bádi Carol wolyé. *Nancy's older sister is called Carol.*

Bessie éi 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 níłí? or Ha'át'íí níłí?** *What clan are you?*

\_\_\_\_\_ **éí nishłí.** *I am of the \_\_\_\_\_ clan.*

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

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

\_\_\_\_\_ **bá shíshchíín.** *I was born for the \_\_\_\_\_ clan.*

Ex.: (Áshíjí bá shíshchíín. *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, **hóló**: *he, she, it exists; they two exist*; **dahóló**: *they exist*.

Kii bimá dóó bizhé'é hóló. *Kee has a mother and father.*  
 Kii bimá dóó bizhé'é bighan hóló. *Kee's parents have a home.*  
 Ch'ínlíjdi t'áá diné bighan dahóló. *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 ayóo shíł nizhóní. *I think Betsy is very pretty.*  
 Jackson éí Betsy doo bił nizhóní da. *Jackson doesn't consider Betsy to be pretty.*  
 Nihighan nihíł 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 ayóo bił nant'ah. *Navajo is very difficult for the white man.*  
 Shí éiyá diné bizaad doo shíł nant'ah da. *As for me, Navajo isn't difficult for me.*

## 2.8 Adverb "very"

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

Diné bizaad ayóo shíł yá'át'ééh. *I really like the Navajo language.*  
 Jill ayóo diné bizaad yíhooł'aah. *Jill is really learning Navajo.*  
 Ayóogo diné bizaad bíhoosh'aah. *I'm really learning Navajo.*  
 Jack Jill ayóo bił nizhóní. *Jack thinks Jill is very pretty.*  
 Éí saad ayóo doo shíł 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 yíhoo'ah 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 niljí 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 **-ish** 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'eldílahsinil/Bee'eldíł dah sinil** (*bells-in-elevated-position*) Albuquerque  
**Ch'ínlí** (*it-flows-out-horizontally*) Chinle  
**Kin Łání** (*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'óózí Ndeeshgiizh** (*slender-cottonwood-gap*)  
 Crownpoint, NM  
**T'iis Yaa Kin** (*house-under-a-cottonwood*) Holbrook  
**Tségháhoodzání** (*hole-in-the-rock*) Window Rock  
**Tséhootsooí** (*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'aa** 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'aa, éí shíł yá'át'ééh. *Okay, it sounds good to me.*

## 2.16 Substitution Drill

**Model** Diné bizaad shíł nizhóní.  
 ayóo

**Student** Diné bizaad ayóo shíł nizhóní.

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

### 2.17 Integration Drill

**Model** Diné bizaad shił nizhóní. Éí shił nant'ah.  
ndi

**Student** Diné bizaad shił nizhóní ndi shił nant'ah.

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

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

- Da' hastiin Hall bich'ooní hólóq?
- Bich'ooní haash wolyé?
- Háadi éí bighan?
- Da' hastiin Hall diné bizaad bił yá'át'ééh?
- Bich'ooníish ałdó' diné bizaad yíhooł'aah?
- Da' hastiin Hall diné bizaad bił nant'ah?
- Éísh ayóo bił nant'ah?
- Diné bizaadish bił nizhóní?
- Kii bimá dóó bizhé'é haa wolyé?
- Háadishq' bighan?
- Kii diné bizaadish bił nant'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 nant'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 hóló?

Aoo', shimá hóló./Ndaga', shimá doo hóló 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

ninálí hastiín (*paternal grandfather*)

nideezhí

ninálí asdzáá (*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.

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

Yíhooŋ'aah. *He is learning it.*

Nizhónígo yíhooŋ'aah.

Mr. Stone nizhónígo diné bizaad yíhoo' aah.  
 Mr. Stone diné bizaad nizhónígo yíhoo' aah.  
 Mr. Stone bilagáana nilí.  
 Mr. Stone bilagáana nilígo diné bizaad nizhónígo yíhoo' aah.  
 Mr. Stone bilagáana nilígo diné bizaad ayóo bit nant' ah.  
 Mr. Stone bilagáana nilígo Kintánídi bighango diné bizaad  
 yíhoo' aahgo ayóo bit 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.

## BÍHWIDOO'ÁLÍGÍÍ TÁ'Í GÓNE'É

### LESSON GOALS

Ask for help

Talk about work

Learn cardinal numbers 1-10

Learn pluralization

### HÁÍSH NAALNISH?

- |      |   |  |
|------|---|--|
| HALL | Yá'át'ééh, Kii.   |  |
| KII  | Aoo', yá'át'ééh.  |  |
| HALL | Diné bizaad bíhoosh'aah.  | <b>shíká adííłwoł:</b> <i>you will help me</i>     |
|      | Shíká adííłwoł ya'?   | <b>ya':</b> <i>you will, eh? (a tag)</i>           |
| KII  | Hágoshíí, níká adeeshwoł.   | <b>hágoshíí:</b> <i>okay</i>                       |
|      |   | <b>níká adeeshwoł:</b> <i>I will help you</i>      |
| HALL | Jó nizhóní. Háadish éí nighan, Kii?                               |  |
| KII  | T'áá kwe'é shighan.   | <b>t'áá kwe'é:</b> <i>right here</i>               |
| HALL | K'ad éí nóomba bíhoosh'aah.                                       | <b>k'ad:</b> <i>now</i>                            |
| KII  | Nizhóní, níká adeeshwoł.  | <b>nóomba:</b> <i>number(s)</i>                    |
| HALL | Nínaaíísh hóló?   |  |
| KII  | Ndaga'. Ádin shínaaí doo hóló da.                                 | <b>ádin:</b> <i>he is non-existent</i>             |
| HALL | Da' nádí hóló?  |  |
| KII  | Shádí éí t'áá'tá'í. Éí Mary wolyé.                                | <b>t'áá'tá'í:</b> <i>one</i>                       |
| HALL | Nitsilíísh éí hóló?   |  |
| KII  | Éí hóló éí Lonnie wolyé. Shideezhí ałdó' hóló éí Dlíńíbaa' wolyé. | <b>Dlíńíbaa':</b> <i>Linibah</i>                   |
| HALL | Nimá dóo nizhé'é ba'áłchíní díí' ya'?                             | <b>díí':</b> <i>four</i>                           |
| KII  | Ashiiké éí naaki dóo at'ééke ałdó' naaki.                         |  |
| HALL | Nizhé'éesh naalnish, Kii?   | <b>naalnish:</b> <i>he is working</i>              |
| KII  | Shizhé'é Názlíńídi ółta'di naalnish.                              | <b>Názlíńí:</b> <i>Nazlini</i>                     |
| HALL | Nimáshą', éísh naalnish?  | <b>ółta':</b> <i>school</i>                        |
| KII  | Éí t'áá hooghandi naalnish.                                       | <b>t'áá hooghandi:</b> <i>at home</i>              |
| HALL | Nizhé'é ółta' yá naalnish ya'?                                    | <b>yá:</b> <i>for it, them</i>                     |
| KII  | Éí éiyá BIA yá naalnish.  |  |
| HALL | Shí dó' ółta' bá naashnish. T'áá kwe'é Ch'íńłíńdi naashnish.      | <b>bá:</b> <i>for it; naashnish:</i> <i>I work</i> |
| KII  | Ne'asdzáásh ałdó' naalnish?                                       | <b>t'áá kwe'é:</b> <i>just right here</i>          |
| HALL | She'asdzáá BIA yá naalnish.                                       | <b>ne'asdzáá:</b> <i>your wife</i>                 |
| KII  | Nihinaanishish nihít yá'át'ééh?                                   | <b>naanish:</b> <i>work</i>                        |



HALL Éí ayóo nihít yá'át'ééh.

Díí haash wolyé?

**díí:** *this, this one, these*

KII Éí naaltsoos wolyé.

**naaltsoos:** *book, paper*

Da' díí nichidí?

**chidí:** *car, pickup, vehicle*

HALL Aoo', díí éí shichidí.

KII Shimá dóó shizhé'é bichidí naaki.

HALL Nihí ałdó' naaki nihichidí.

Ahéhee', Kii.

KII Lá'aa', hágoónee'.

### 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 shoodí:** *please*, and **ahéhee':** *thank you*, are not used in the usual requests, only when there is a special favor involved. **Shíká adííłwoł:** *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 adííłwoł. *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 nihił 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 yíhoo’*aah*. *Jim is learning Navajo now.*  
 Jim k’ad diné bizaad yíhoo’*aah*. “ ” “ ”  
 Jim diné bizaad yíhoo’*aah* 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

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

**T’áá’lá’í** is for the number in a sentence: **láa’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’átchíní hastáá. *Kee Yazzie has six children.*  
 Ba’átchíní hastáá./ Hastáá ba’átchíní. *He has six children.*

### 3.9 Children

**Átchíní** 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	neilnish	ndeilnish
nanilnish	naalnish	ndaalnish
naalnish	naalnish	ndaalnish

Lanford Kin Łánídi 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'áásh hooghandi nanilnish? *Are you working at home?*  
 Shí dóo she'asdzáá t'áá hooghandi neilnish. *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	woman's daughter	ach'é'éké	woman's daughters
asdzání	young woman	sáanii	women
asdzáá	woman	sáanii	women

<b>ashkii</b>	<i>boy</i>	<b>ashiiké</b>	<i>boys</i>
<b>at'ééd</b>	<i>girl</i>	<b>at'ééké</b>	<i>girls</i>
<b>anáí</b>	<i>pat. grandchild</i>	<b>análiké</b>	<i>pat. grandchildren</i>
<b>atsóí</b>	<i>mat. grandchild</i>	<b>atsóóké</b>	<i>mat. grandchildren</i>
<b>atsi'</b>	<i>man's daughter</i>	<b>atsi'ké</b>	<i>man's daughters</i>
<b>ayáázh</b>	<i>woman's son</i>	<b>ayáázhké</b>	<i>woman's sons</i>
<b>aye'</b>	<i>man's son</i>	<b>aye'ké</b>	<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'áásh nił yá'át'ééh? *Do you like it?*  
Aoo', t'áá yá'át'ééh. *Yes, it is pretty good.*

Nicheii háadi bighan, t'áásh 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 danilí. *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'áásh kwe'é ndaalnish? *Are you working right here?*  
Aoo', t'áá kwe'é ndeelnish. *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'asdzáán** or **be'asdzáá**, **be'asdzáán**. **Asdzání** usually stands for a younger or unmarried woman. **Sáanii** is the plural 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 ayóo ndaalnish. *The women are working hard.*

### 3.19 Question Devices

Let's list the question words:

**haa, haash, haashá', haa lá, haa shíí:** *how?*  
**háá, háadi, háadishá', háadi lá, háadi shíí:** *where?, where at?*  
**háí, háish, háishá', háí lá, háí shíí:** *who?, which?*  
**háidíígíí, háidíígíish:** *which one of these? which of these?*  
**díkwíí, díkwíish, díkwíishá', díkwíí lá, díkwíí shíí:** *how many?*

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

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?*  
Háidíígíí Felicia wolyé? *Which one of these is called Felicia?*  
Díkwíishá' Yazzie daolyé? *How many are called "Yazzie?"*

### 3.20 Substitution Drill

Use both columns in sequence.

**Model** Bitsóí hóló.  
-ké

**Student** Bitsóóké hóló.  
bináí  
sitsilí (shitsilí)  
shínaaí  
nideezhí  
nihádí  
naaki  
bideezhí  
táá'  
bitsilí  
díí'

naaki ba'áłchíní.  
ashdla'  
bitsilí  
tsosts'id  
nihínaaí  
niha'áłchíní  
naaki  
nihichidí  
binaaltsoos  
tseebíí  
neeznáá  
t'ááłá'í  
bimá

### 3.21 Transformation Drill

**Model** Yá'át'ééh.  
dooda

**Student** Doo yá'át'ééh da.

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

nizhóní  
naalnish  
shíká adoolwoł  
bíká adfíłwoł  
níká adeeshwoł  
ádin  
diné bizaad yíhooł'aah  
bichidí hóló  
díí shí

Da' diné bizaad nantł'ah?  
ndaga'

Ndaga', doo nantł'ah da.

June wolyé  
bił nantł'ah  
diné bizaad yíhooł'aah  
bilagáana bizaad  
acheii nishłí  
amásání  
bich'ooní hóló  
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 hóló?
- Bádíísh hóló?
- Bideezhí ałdó' hólóq ya'?

- g. Bideezhí haa wolyé?
- h. Kii bitsilí haa wolyé?
- i. Da' Mr. Hall naalnish?
- j. Da' binaanish bił yá'át'ééh?
- k. Mr. Hall be'esdzáásh naalnish?
- l. Éísh ałdó' binaanish bił yá'át'ééh?
- 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'ínlíjdi naalnish ya'?
- c. Binaanish bił nizhóní ya'?
- d. Be'edzjá 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 nant'ah ya'?
- j. Kii bilagáana bizaad bił nant'ah ya'?

### 3.24 Query Patterned Response

**Model** Éísh doo naalnish da?

**Student** Éí naalnish.

Cindy bighanísh doo nił yá'át'éeh da?

Diné bizaadísh doo nihił ndant'ah da?

Da' Kerri doo nizhóní da?

Ashkiísh doo Leo wolyée da?

Da' Jill doo níká adoolwoł da?

Awéé'ésh doo Dlíńbaa' wolyée da?

Bichidíísh doo hólqo da?

Chii bichidíísh doo naalnish da?

Kii bitsilíísh doo Lonnie wolyée da?

Bideezhí yázhíísh doo bił nizhóní da?

Bádíísh doo Mary wolyée da?

Éísh doo Ch'ínlíjdi 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'ínííídi éí bighan. Ba'áłchíní díí'. Kii bínaaí doo hółqo da ndi bádí éí hółq. Bideezhí dóó bitsilí hółq. Bideezhí ayóo bił nizhóní.

Kii bizhé'é Názlínídi naalnish. BIA ółta' yá naalnish. Bimá éiyá t'áá hooghandi binaanish hółq. Ayóo naalnish hooghandi.

Kii dóó bádí ółta'di bilagáana bizaad yíhoo'aa. Hooghandi éiyá t'áá bí bizaad, diné bizaad, yíhoo'aa. Bilagáana bizaad dóó diné bizaad bił nizhóní. Doo bił nant'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?
- Háadishą' bighan?
- Bimáásh hółq?
- Bizhé'éésh hółq?
- Naalnishísh?
- Háadi naalnish?
- Háish yá naalnish?
- Da' binaanish bił yá'át'ééh?
- Da' bínaaí/bádí/bitsilí/bideezhí hółq?
- 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*  
**shinááhai:** *my years*
- KII Tseebíí shinááhai.  
 HALL Nádí Mary daats'í náhást'éí binááhai? **daats'í:** *maybe, probably*  
 KII Ndaga', shádí neeznáá binááhai.  
 HALL Nitsilíshą', éí díkwíí binááhai, tsosts'id daats'í?  
 KII Nda, sitsilí éí hastąą binááhai.  
 HALL Awéé'shą', haa wolyé? **beisénah:** *I forgot it; lá: "!"*  
 KII Awéé' Dlíńbaa' wolyé. **hazhó'ogo:** *slowly, carefully*  
 HALL Hazhó'ogo bee ánáádí'ní. **bee ánáádí'ní:** *say it again*  
 KII Dlíńbaa' wolyé. Dlí-ní-baa'.  
 HALL K'ad bénáshniih. Dlíńbaa' wolyéé lá. **bénáshniih:** *I remember*  
 Éí díkwíí bee ndeezid? **bee ndeezid:** *she is months old*  
 KII Hóla, doo shił bééhózin da. Ashdla' **hóla:** *I don't know*  
 daats'í bee ndeezid. Shimá éí bił **shił bééhózin:** *I know about it*  
 bééhózin.  
 HALL Lá'ąa, jó nizhóní. Ahéhee'.  
 KII Hągoónee'.

### HASTIIN HALL BAA HANE'

Hastiin Hall Ch'írlíjidi bighango díí' nááhai. Áadi **bighango:** *living*  
 naalnishgo ayóo bił yá'át'ééh. Be'esdząą Sandy  
 al dó' Ch'írlíjidi bighango bił nizhóní. Éí al dó'  
 naalnishgo díí' nááhai.

Hastiin Hall diné bizaad yíhooł'aahgo táá' nááhai. **áko ndi:** *however*  
 Asdząą Hall doo diné bizaad yíhooł'aah da. Áko  
 ndi diné bizaad bił nizhóní.

#### 4.1 “How many?”

**Díkwíí, díkwíish, díkwíshq’** asks for the number of countable nouns.

Díkwíshq’ Kii bitsilí? *How many younger brothers does Kee have.*  
T’áá’á’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’ńzhoozhídi naaki shee ńdeezid. *I was in Gallup for two months.*

Ashiiké ashda’ 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 **-shá'** 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 Nasbah!*

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?*

Háí lá Hastiin Kii be'esdzáá? *Which would be Mr. Kee's wife?*

Éí asdzáá 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

beisíninah

yaa yooznah

beisii'nah

beisoonah

yaa yooznah

baa deisii'nah

baa deisoonah

yaa dayooznah

Beisíninahísh? *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 ánáádí'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 ánáádí'ní**: say it again slowly, carefully. In a classroom setting your instructor may use the following:

<b>bee ánáádí'ní</b>	<i>you say it again.</i>
<b>bee ánáádoh'ní</b>	<i>you (two) say it again.</i>
<b>bee ánáádadoh'ní</b>	<i>you (three or more) say it again.</i>
<b>shikék'ehgóó ádíní</b>	<i>you (one) say it after me.</i>
<b>shikék'ehgóó ádadohní</b>	<i>you (three or more) say it after me.</i>
<b>ákót'é, ákót'éé lá</b>	<i>that's it!, that's the way!</i>
<b>nizhóní</b>	<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 adííwoł. *You will help her. (a request)*

Díí bíhooł'aah. *Learn this!*

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

bénáshniih	bénéiilniih	béedeiilniih
béénílniih/bénánílniih	bénániih	béédaaʔniih
yénálniih	yénániih	yéédaalniih

Diné bizaad ʔa' shiʔ ndaantʔah; éi doo bénáshniih da. *Some of the Navajo words are hard for me; I don't remember them.*

Díi 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, **shiʔ**, **niʔ**, **biʔ**, **nihʔ**, 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 éi háadi bighan. Nísh niʔ bééhózin? *Where does Jerry live? Do you know?*

Ndaga', doo shiʔ bééhózin da. Carol daats'í biʔ bééhózin. *No, I don't know. Carol might know.*

Doo niʔ bééhózin da lá ya'? *So you just don't know, do you?*

Aoo', doo shiʔ 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 shiʔ bééhózin da**, he is thought of as lying. Often you hear, **Hóla, doo shiʔ bééhózin da**.

#### 4.12 Adverb “however”

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

Diné bizaad shiʔ nizhóní ndi ayóo shiʔ nantʔah. *I like the Navajo language but it is very difficult for me.*

Diné bizaad shiʔ nizhóní. Áko ndi ayóo shiʔ nantʔah. *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 yíhooł'aah. *Betty is learning Navajo well (nicely)*

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

Naakigo. (*It being*) two.

Shíká adíłwoł 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', tł, ts, zh**, and the trigraphs, **ch', tł', 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, íinishta', 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.

<b>naashnish</b>	/sh/	<b>neilnish</b>	/ii/	<b>ndeilnish</b>	/ii/
<b>nanilnish</b>	/ni/	<b>naalnish</b>	/oh/	<b>ndaalnish</b>	/oh/
<b>naalnish</b>	/zero/	<b>naalnish</b>	/zero/	<b>ndaalnish</b>	/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, **niidlǫ́**. 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,ł/ 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 /ł/.

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:

**neilnish:**      **na + ii + l = neil-**  
**ndeilnish:**    **na + da + ii + l = ndeil-**

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



**naalnish:**      **na + oh + l = naatl-**  
**ndaalnish:**    **na + da + oh + l = ndaatl-**

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 **yinilyé**, the high tone is the *you* signal.

#### 4.16 Practice Narrative

##### Chii dóó Joanne Begay Baa Hane'

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

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

Chii dóó Joanne ba'átchíní hóló. Éí táá'. Ashkii éí Bennie wolyé. Éí bádí dóó bideezhí hóló. Bádí éiyá Denise wolyéego tsosts'id binááhai. Bennie éí ashdla' binááhai. Awéé' éiyá neeznáá bee ndeezid. 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'oonishą'? Doósh béenílniih da?
- c. Háadi lá éí bighan?
- d. Hastiinshą', éí háí yá naalnish?
- e. Díkwíí nááhaigo áadi naalnish?
- f. Binaanish bił yá'át'éeéh ya'?
- g. Asdzáą daats'í ałdó' naalnish?
- h. Binaanishísh bił nizhóní?
- i. Díkwíí lá ba'átchíní?
- j. Haash dawolyé?
- k. Díkwíí lá béédááhai?
- l. Ashiiké díkwíí?
- m. At'éeéké díkwíí?
- n. Asdzáąshą', díkwíí nááhaigo naalnish?
- o. Éí háí yá naalnish ya'?

#### 4.18 Query Patterned Response

<b>Model</b>	Éí diné haash wolyé?
<b>Student</b>	Hóla, doo shił bééhózin da. Doo bənáshniih da lá. Ashkii díkwíí binááhai? Awéé'ésh díí' bee ndeezid? Hastiin Tó Dích'íi'nii háadi naalnish? Da' éí Tséhootsooídi bighan? Da' Jerry bił bééhózin? Hái lá Lók'aahnteeldi naalnish? Pat hái yá naalnish?

#### 4.19 Integration Drill

<b>Model</b>	At'ééd Berta wolyé. Naaki bee ndeezid.
<b>Student</b>	At'ééd Berta wolyéego naaki bee ndeezid. Awéé' bimá Walmart yá naalnish. Naaki binááhai. Diné bizaad bóhoosh'aah. Doo shił nant'áh da. Sally Kmart yá naalnish. Ashdla' ndeezid. Kmart bá neiilnish. Éí nihił yá'át'ééh. Kwe'é atah da'íiníilta'. Éí nihił danizhóní. Saad hazhó'ógo bee ádíni. Éí bíhoosh'aah. Shił bééhózin. Carla binaaltsoos hółó. Éí Denver wolyé. Éí nihił béédahózin.

#### 4.20 Query Patterned Response

<b>Model</b>	Doósh béínílniih da? aoo'
<b>Student</b>	Aoo', doo bənáshniih da. Doósh naalnish da? Doósh binaanish bił yá'át'ééh da? Da' doósh diné bizaad bił nant'ah da? Da' éí doo Jesse wolyé da? Da' Norma doo bił bééhózin da? Saad (word) daats'í doo yaa yooznah da? Éí daats'í doo diné at'ééd nilíí da? Da' saad doo yénálniih da? Diné bizaadísh doo nant'ah da? Michelle diné bizaadísh doo bił nant'ah da? Nishaq', diné bizaadísh doo nił nant'ah da? Bilagáana bizaadísh doo nant'ah da?

#### 4.21 Replacement Drill

<b>Model</b>	Bilagáana háadi bighan? Da' Na'nízhoozhídi?
<b>Student</b>	Aoo', ákót'é, Na'nízhoozhídi bighan.
	Jean éí háadi diné bizaad yíhoo'aaah? Ch'ínííídiísh?
	Bilagáana asdzáá diné bizaad bił nant'ah ya'?
	Diné bizaad bídahwiil'aaah ya'?
	Sadie dóó Laura daats'í ałdó' diné bizaad yíhoo'aaah?
	Doósh béínílniih 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.

<b>bił bééhózin</b>	<i>he knows about it</i>
<b>diní</b>	<i>you are saying it</i>
<b>naalnish</b>	<i>he is working</i>
<b>nant'ah</b>	<i>it is difficult</i>
<b>yénálniih</b>	<i>he remembers it</i>
<b>íínísh'ta'</b>	<i>I read, I'm able to read, I'm able to count, I'm going to school (Lesson Five)</i>
<b>yínísh'ta'</b>	<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.  | <b>yázhí:</b> <i>the little one</i>              |
| BESSIE | Aoo', yá'át'ééh, shiyáázh.   | <b>shiyáázh:</b> <i>my son (woman's)</i>         |
| HALL   | Shí éí bá'ólta'í nishkí. Chinle Public School bá naashnish.                        | <b>bá'ólta'í:</b> <i>teacher</i>                 |
| BESSIE | Sha'álchíní áadi da'ólta'.   | <b>da'ólta':</b> <i>they are going to school</i> |
| HALL   | Díkwíigo atah da'ólta'?  | <b>atah:</b> <i>among (others)</i>               |
| BESSIE | Sha'álchíní taa'go atah da'ólta'.  |  |
| HALL   | Na'álchíní éí Mary dóó Kii dóó Chii dawolyé ya'?                                   |  |
| BESSIE | Ákódaolyé, aoo'.   | <b>ákódaolyé:</b> <i>those are their names</i>   |
| HALL   | Mary éí díkwíígíí yólta'?  | <b>díkwíígíí:</b> <i>which one (grade)</i>       |
|        |  | <b>yólta':</b> <i>she reads it</i>               |
| BESSIE | Shiché'é éí tseebíígíí yólta'.   | <b>tseebíígíí:</b> <i>the eighth grade</i>       |
| HALL   | Díkwíí lá binááhai niché'é?  |  |
| BESSIE | Díí'ts'áadah binááhai.   | <b>díí'ts'áadah:</b> <i>fourteen</i>             |
| HALL   | Kiisha' éí díkwíígíí yólta'?   |  |
| BESSIE | Shiyáázh ashdla'ígíí yólta' áádóó Chii, éí ashkii yázhí nilíigo, naakiígíí yólta'. | <b>áádóó:</b> <i>and (from there on)</i>         |
| HALL   | Da' éí t'áá akódígo na'álchíní?  | <b>t'áá akódí:</b> <i>that is all (of them)</i>  |
| BESSIE | She'awéé' éí t'ah doo ólta' da.  | <b>t'ah:</b> <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' ashdla'ígíí dayólta'. Éí ła'ts'áadah. Aádóó tseebíigo éí hastánígíí dayólta'. Álchíní díí'go bilagáana bizaad yídahooł'aah. | <b>kóne':</b> <i>in here</i>                    |
|   | <b>da'ólta'ígíí:</b> <i>students</i>            |
|   | <b>ła':</b> <i>some; naadiin:</i> <i>twenty</i> |
|   | <b>shíí:</b> <i>possibly, perhaps</i>           |
|   | <b>tseebíigo:</b> <i>eight of them</i>          |

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

Bee ádaadinígíí doo da'ólta' da k'ad.

**bee dahóló:** *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*.

íínísh̄ta'	ííníłta'	da'ííníłta'
ííníłta'	íínółta'	da'íínółta'
ólta'	ólta'	da'ólta'

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

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

Kwe'é atah íínísh̄ta'go diné bizaad bíhoosh'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:

yínísh̄ta'	yíníłta'	deíníłta'
yíníłta'	yínółta'	deínółta'
yółta'	yółta'	dayółta'

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

Aoo', ná yínísh̄ta'. *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 nant'ah? *Is it hard for you to read  
Navajo?*

Diné bizaad yínísh̄ta'go doo shił nant'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. **-ígíí**: *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.

**-ígíí** 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'ááł**: *learning will be done*; **bíhwiidoo'áígíí**: *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'ééd 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 shíł 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.*

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

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

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

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

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

Notice, **danilí** changes to **danilíinii**; **hóló**, to **hólóonii**, 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.

**Ólta'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, **díí'í**, have the same enclitic. **Hastáá** becomes **hastání** because of the nasalization.

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

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

<b>doo yá'át'éehii</b>	<i>that which isn't good</i>
<b>doo naalnishii</b>	<i>the one who isn't working</i>
<b>doo nizhóníi</b>	<i>the homely one, the one who isn't pretty</i>
<b>doo nant'áii</b>	<i>the easy one; the one that isn't difficult</i>
<b>diné doo naalnishígíí</b>	<i>the man who isn't working</i>
<b>asdzá doo Sam bich'ooní nilínígíí</b>	<i>the woman that is not Sam's wife</i>
<b>doo bénáshniihígíí</b>	<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.

<b>ła'ts'áadah</b>	<i>eleven</i>	<b>hastá'áadah</b>	<i>sixteen</i>
<b>naakits'áadah</b>	<i>twelve</i>	<b>tsosts'idts'áadah</b>	<i>seventeen</i>
<b>táá'ts'áadah</b>	<i>thirteen</i>	<b>tseebíits'áadah</b>	<i>eighteen</i>
<b>díí'ts'áadah</b>	<i>fourteen</i>	<b>náhást'éíts'áadah</b>	<i>nineteen</i>
<b>ashdla'áadah</b>	<i>fifteen</i>	<b>naadiin</b>	<i>twenty</i>

Tom éi díkwíígíí 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*.

nishǫ́	niidlǫ́	daniidlǫ́
nílǫ́	nohǫ́	danohǫ́
nilǫ́	nilǫ́	danilǫ́

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

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

Ha'át'íí nohǫ́? *What clan are you?*

Naakaii dine'é niidlǫ́. *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 yídahooŋ'aah. *The boys are studying English in here.*

## 5.10 Possession

Until this lesson, a pronoun was affixed to the noun, together with **hóló**, **dahóló**: *it exists, they exist*, to express possession. You can prepose 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. Prepose with **shee**, **nee**, **bee**, **nihee**, representing the possessor of an item.

Naaltsosísh nihee dahóló? *Do you have books?*

Naaltsos nihee dahóló. *We have books.*

Steve dóó Karen daats'í naaltsos bee hóló? *Do Steve and Karen have books?*

Aoo', naaltsos bee hóló. *Yes, they have a book, they have books.*

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

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

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

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

Áchíní yázhí naaltsos 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 bíhoosh'aah da. *I'm not learning Navajo very well yet.*

Asdzáá Scott t'ahdii binaanish hóló. *Mrs. Scott still has work.*

At'ééd t'ahdii naaltsos yóŋta'. *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.

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

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

### 5.13 Substitution Drill

<b>Model</b>	Diné bizaad yínishta'. nigo
<b>Student</b>	Diné bizaad yínífta'. bígo ndiniilt'éego (ndiniiltáo) ndilt'áo at'ééké ashiiké (tált'áo) ndinolt'áo

### 5.14 Variable Substitution Drill

<b>Model</b>	Diné naaltsos yófta'. ashkii
<b>Student</b>	Ashkii naaltsos yófta'. at'ééd diné bizaad at'ééké (ndilt'áo) sánii hastóí (plural for hastiin) tált'áo sánii danilfinii danohfíinii 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'áłchíní bá da'ólta'?
- e. Ashdla'ígíí dóó hastánígíí bá dayólta' ya'?
- f. Bessie Yazzie díkwíí ba'áłchíní?
- g. Haash daolyé?
- h. Díkwíí éí béédááhai?
- i. Háadi lá da'ólta'?
- j. Kii bádíísh ółta'?
- k. Bitsilíísh ałdó'?
- l. Éí díkwííígíí yólta'?
- m. Da' Bessie be'awéé' hóló?
- n. Éí díkwíí bee ndeezid?
- o. Éí doo ółta' da ya'?
- p. Díkwíí lá atah da'ólta'?
- q. Bilagáanaash 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'áłchíní.  
 Hastóí bilagáana bizaad yídahoo' aah. Éí t'áá diné danilí.  
 Hastiin bilagáana bizaad yíhoo' aah. Éí ayóo bił yá'át'ééh.  
 Ashkii naaltsoos yólta'. Éí Steve wolyé.  
 Ashkii yázhí ółta'. Éí Marie biyáázh.  
 At'éé yázhí doo ółta' da. Éí Marie biché'é.  
 Hastiin doo naalnish da. Éí shicheii.  
 Shinálí hastiin doo naalnish da. Éí doo bił yá'át'ééh da.  
 Shinálí asdzáá bilagáana bizaad doo bił bééhózin da. Éí doo bił  
 yá'át'ééh 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 \_\_\_\_\_ ayóo ndaalnish.  
Hastói \_\_\_\_\_ bichidí dahóló.  
Hastói 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'éeé lá. Dennis wólyé.  
Saad bił ndantł'ah ya'?  
Éí daats'í bilagáana nilí?  
T'áá daats'í ayóo diné bizaad yíhooł'aah?  
Tsosts'idts'áadah daats'í binááhai?  
Awée' ayóo nizhóní ya'?  
Díí daats'í k'ad t'áá ákódí?

### 5.19 Transformation Drill

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

## 5.20 Replacement Drill

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

## 5.21 Linguistic Note

### Perfective Mode

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

<b>nááhai</b>	<i>the year has passed</i>
<b>ńdeezid</b>	<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 | Wóshd'éé', yah aninááh, Kii.<br>Kodóó dah ndaah, sik'is.<br>Shíká anáádííłwoł, ya'? |  |
| KII  | Hágoshíí, níká anáádeeshwoł.  | <b>wóshd'éé'</b> : <i>this way</i> ; <b>yah aninááh</b> :<br><i>come in</i> ; <b>kodóó dah ndaah</b> : <i>sit down</i><br><i>here</i> ; <b>sik'is</b> : <i>my friend</i> ; <b>-náá-</b> : <i>again</i><br><b>níká anáádeeshwoł</b> :<br><i>I will help you again</i> |
| HALL | Saad ła' ayóo shił ndant'ah.<br>Díí ha'át'íí át'é? Shá yínízhí.                     | <b>ha'át'íí át'é</b> : <i>what is it?</i><br><b>yínízhí</b> : <i>you say the name</i>  |
| KII  | Éí bee'ak'e'elchíhí wolyé.  | <b>bee'ak'e'elchíhí</b> : <i>pen, pencil</i>   |
| HALL | Hazh'óó. Bee anáádí'ní, hazh'ó'ógo.   |  |
| KII  | Bee-'a-k'e-'el-chí-hí.  |  |
| HALL | Bee-'a-k'e-'el-chí-hí. Bee'ak'e'elchíhí.  |  |
| KII  | Nizhóní lá. Ákót'éeé lá.  |  |
| HALL | Díísh naaltsoos át'é?   | <b>át'é</b> : <i>it is, they two are</i>   |
| KII  | Naaltsoos ádaat'é.  | <b>ádaat'é</b> : <i>they are</i>   |
| HALL | Dííshą', shá yínízhí.   |  |
| KII  | Bik'idah'asdáhí. Bik'idah'asdáhí.   | <b>bik'idah'asdáhí</b> : <i>chair, bench</i>   |
| HALL | Bik'idah'asdáhí. Éí nant'ah. Dííshą'?   |  |
| KII  | Bikáá'adání wolyé.  | <b>bikáá'adání</b> : <i>table</i>  |
| HALL | Bikáá'adání. Nááná, dííshą'?  | <b>nááná</b> : <i>again</i>  |
| KII  | Éí ni'ée', nideiji'ée' dóó t'ajj'ée'<br>wolyé. Shikék'ehgóó bee ádíní.              | <b>ée'</b> : <i>clothes</i> ; <b>deiji'ée'</b> : <i>shirt, blouse</i><br><b>t'ajj'ée'</b> : <i>pants, trousers</i>   |
| HALL | Éé', deiji'ée', t'ajj'ée'.  |  |
| KII  | Nááná éí ké, éí nikee'.<br>Éí ch'ah át'é. Ch'ah.                                    | <b>ké</b> : <i>shoes</i> ; <b>nikee'</b> : <i>your shoes</i><br><b>ch'ah</b> : <i>hat, cap</i>   |
| HALL | Ch'ah, ch'ah. Hazh'ó'ógo bee ádínígo<br>doo shił nant'ah da.                        |  |
| KII  | Doo shíí nant'ah da.<br>Doo nant'ah da sha'shin.                                    | <b>shíí</b> : <i>maybe, perhaps</i><br><b>sha'shin</b> : <i>probably</i>   |
| HALL | Jó yá'át'éeéh, ahéhee'. Hągoónee'.<br>Shaa náájídááh.                               | <b>shaa náájídááh</b> : <i>come see me again</i>   |
| KII  | Hágoshíí, níká anáádeeshwoł.  |  |

### 6.1 “This way!”

You say, **wóshdǎé'**: *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, **wóshdǎé'**, 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, **hágo** is usually easier. On occasion you will hear, **wóshdǎé' hágo**.

### 6.2 “Come in!”

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

<b>yah aninááh.</b>	<i>you (one) come in</i>
<b>yah ooh'aash</b>	<i>you (two) come in</i>
<b>yah oohkááh</b>	<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 **kodóo** 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.

<b>kodóo dah nídaah</b>	<i>you (one) sit down here</i>
<b>kodóo dah nohkeeh</b>	<i>you (two) sit down here</i>
<b>kodóo dah dinohbiih</b>	<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, **Dínék'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'ólta'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 deínííjí. *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'asdáhí 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-**, **ń-**, 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' bínáhoosh'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 nánídaah *Sit down here again.*



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

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

George éi 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 ánáánádin. *Ken is out of paper again.*

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

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

Éi 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 + g = d**

**d + gh = g**

**d + l = dl**

**d + n = 'n**

**d + z = dz**

**d + zh = j**

**d + y = d**

Andy bichidí nááhódló. *Andy has another car.*

Bee ánáádí'ní. *Say that again!*

Éi saad shił béénáhódzin. *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 melus again (one person)*

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

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

Hágoónee', shaa/nihaa náájídááh/nájít'aash/nájíkaah. *Goodbye, come see melus again.*

## 6.9 Verb "to name it" (*imperfective*)

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

yíníshshí	yínííjí	deínííjí
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/.

Átchíní ná da'ólta'ígíí shá yínízhí. *Give me the names of your students.*

## 6.10 Dubitatives

**Daats'í:** *maybe, perhaps*, is the strongest of several dubitatives. **Shíí:** *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: **háí shíí:** *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 shíí 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 shíí. *Lou perhaps doesn't know.*

Doo shíí bił bééhózin da. *She perhaps doesn't know.*

## 6.11 Items Found in a Classroom

aseezí binaaltsoos

bee na'adzooí

béesh bee ak'e'elchíhí

*newspaper*

*chalk*

*typewriter*

**bikáá' ak'e'elchíhí**  
**bikáá' na'adzooí**  
**dáádíłkał**  
**éé' naats'qodí**  
**éénééz**  
**éétsoh**  
**naaltsoos**  
**níłch'i halne'í**  
**níłch'i naalkidí**  
**tsésq'**

*desk, writing pad*  
*blackboard*  
*door*  
*sweater*  
*overcoat*  
*jacket, overcoat*  
*book, paper*  
*radio*  
*television*  
*window*

## 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?/Dííshą'/?Éíshą'?

**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 shíł 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'aa* or *éí láa*. 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 helit called, isn't it?*  
 Haa shíí wolyé ya'? *Now, who would know what helit is called?*  
 Háish bił bééhózin ya'? *Who could possibly know the answer?*  
 Ła' daats'í 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

nizhónígo

asdzání

hastiin

### 6.14 Substitution Drill

**Model** Áłchíní atah da'ółta'.

**Student** Shí atah íínishta'.

ndiniilt'áo (ndilt'éego)

bí

ndilt'áo

ni

ndinołt'áo (ndinołt'éego)

tánołt'áo (tánołt'éego)

táłt'áo (táłt'éego)

### 6.15 Completion Drill

**Model** Ółta'í naaltsos yółta'.

**Student** Tammy naaltsos \_\_\_\_\_

Tammy dóó Kii naaltsos \_\_\_\_\_

Kii dóó atééké naaltsos \_\_\_\_\_

Hastiin aseezí binaaltsos \_\_\_\_\_

Shí aseezí binaaltsos \_\_\_\_\_

Tony, díí aseezí binaaltsos \_\_\_\_\_

Tony dóó Ed, díí aseezí binaaltsos \_\_\_\_\_

At'ééd dí'ígíí \_\_\_\_\_

At'éé 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'ééh.

Ashiiké ndiltáo (ndilt'éego) naalnish.

Naalnishgo bił nizhóní.

Hastiin éí bił bééhózin.

Sáanii bił bééhózin.

Shí shíł bééhózin.

Ni nił bééhózin.

Shicheii bił bééhózin.

Sáanii danilíinii bił béédahózin.

Shimá yénálniih.

Hastóí yéídaalniih.

Éí bénáshniih.

Díí béínílniih.

Ashkii yaa yooznah.

At'ééd naaltsoos yaa yooznah.

Ółta'í bibe'ek'e'elchíhí (possessed form) yaa yooznah.

Ółta'í danilíinii bibe'ek'e'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'ólta'í bibik'idah'asdáhí hóló.

Dean bibikáá'adání hóló.

Sarah bich'ah ádin.

Áłchíní bibe'ek'e'elchíhí ádaadin.

Lucy bi'aseezí binaaltsoos ádin.

Bá'ólta'í biníłch'i naalkidí ádin.

Ashiiké bichidí ádaadin.

### 6.18 Integration Drill

**Model** At'ééké ndilt'é. Éí naalnish.

**Student** At'ééké ndilt'éego naalnish.

At'ééké tseebíí. Éí ndaalnish.

Ółta'í éí ashdla'áadah. Éí naaltsoos dayółta'.

Áłchíní tsostsidts'áadah. Éí atah da'ółta'.

Terry dóó Sue naaltsoos bee hółó. Éí yółta'.

Diné danilfinii naaltsoos bee ádaadin. Éí doo da'ółta' da.

Sáanii bich'ah ádaadin. Éí doo ndaalnish da.

### 6.19 Query Patterned Response

**Model** Háidíígíí (which one) ch'ah át'é?

**Student** Díí éí ch'ah át'é.

Háidíígíí bik'idah'asdáhi át'é?

Háidíígíí béesh bee ake'elchíhí át'é?

Háidíígíí bikáá' ak'e'elchíhí wolyé?

Háidíígíí dáádílkał wolyé?

Tsésq'shą?

Éé'shą'?

Háidíígíí deijj'ée' át'é?

Tł'ajj'ée'shą'?

### 6.20 Practice Imperatives

**Model** Kodóó dah nádaah.

ndilt'áo

**Student** Kodóó dah nohkeeh.

Don dóó Sue

tált'áo

áłchíní

hastóí danohfínii

sáanii nohfínii

Harold

íhooł'aahii nílfinii

**Model** Hágoónee', shaa náájídááh.

ndilt'áo

**Student** Hágoónee', shaa náájít'aash.

Keri dóó Toni

áłchíní danohfínii

ółta'í danohfínii

## 6.21 Narrative

## SHAHANE'

Yá'át'ééh. Shí éí Náníbaa' yinishyé. Nishíínígíí éiyá Tó Dích'íí'nii éí nishíí; Naakaii dine'é bá shíshchíín. Tó Naneesdzíídi shighan. Áko ndi Kinlánídi atah íínishta'. Łats'áadahígíí yínishta'. Kwe'é atah íínishta'go shíł nizhóní. Shideezhí ałdó' kwe'é ółta'. Éí éiyá náhást'éígíí yółta'. Éí dó' ółta'go bił yá'át'ééh. Shí éí t'áá diné dóó bilagáana bá íínishta'. T'áá diné bá íínishta'go diné bizaad bíhoosh'aah. Éí nizhóní. Nizhónígo diné bizaad yínishta'.

T'áá hooghandi Tó Naneesdzíídi sítzilíké dóó shádí hóló. Ashiiké éiyá t'áá áadi atah ółta'. Sítzilí łá' ółta' doo bił yá'át'ééh da. Naaltsoos wólta'ígíí (reading) doo bił nizhóní da. Ła'ígíí éí ółta' ayóo bił yá'át'ééh. Naaltsoos wólta'ígíí ayóo bił nizhóní. Shádí éí Burger Kingdi naalnish. Áadi naalnishgo bił yá'át'ééh.

Kwe'é íínishta'go shicheii dóó shimá sání bénáshniih. Shimá yázhí ałdó' béídaashniih. Éí ałdó' Tó Naneesdzíídi dabighan. Shicheii díkwíí shíí binááhahai. Éí doo shíł bééhózin da. T'áá bí daats'í bił bééhózin. Shimá sání ałdó' díkwíí shíí binááhahai sha'shin. Doo shíł 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 Naneesdzíídi bighan?
- c. Ha'át'íí nilí?
- d. Ha'át'íí yáshchíín?
- e. Ółta'goósh bił yá'át'ééh.
- f. Háísh bizaad yíhooł'aah Kinlánídi?
- g. Bitsilíísh łá' hóló?
- 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 hóló?
- n. Bicheii haash wolyé? Éísh doo bééńłniih da?
- o. Bideezhíshą, 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 yinílyé yá?

YAZZIE Aoo', John Yazzie éí yinishyé.

HALL T'áásh kwe'é kééhót'í?

**kééhót'í:** *you reside*

YAZZIE Aoo', díí éí shighan. Kwe'é éiyá  
sha'átchíní bił dashighan. Éí Ch'íníłjįdi  
da'ólta'go biniinaa t'áá kwe'é nihighan.

**bił dashighan:** *I live with them*

**biniinaa:** *for that reason*

**háádéé':** *where from; íiyisí:*

*really; naniná:* *you walk about*

**naashá:** *I walk about*

HALL Háádéé' íiyisí naniná?

YAZZIE Lók'aahnteeldéé' íiyisí naashá.

HALL Áko ndi Názlínídi nanilnish ya'?

YAZZIE Aoo', Názlínídi naashnish.

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

**naaghá:** *she walks about*

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

**kééhat'í:** *they reside, they live*

HALL Átchíní bicheii dóó bimá sání áadi  
kééhat'íí ya'?

YAZZIE Átchíní bimá yázhí dóó bidá'í ałdó'  
áadi kéédahat'í.

**adá'í:** *a maternal uncle*

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

**hait'é:** *how is it?*

**nímazí:** *the round one; yii': in it*

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

**naa'aash:** *they two walk about*

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'íí ní't'éé'.

**ní't'éé':** *used to*

**t'áá sání:** *alone*

HALL Da' átchíní binálí t'áá sání bighan?

YAZZIE T'áá sání bighan ní't'éé' ndi k'ad binálí  
ła' bił bighan.



## CHII BAA HANE'

Chii Begay kóq kéechat'í. Binaanish hólónígí  
biniinaa kóq bighan. Díí doo íyisíí bikéyah da.  
Be'ek'id Baa Ahoodzánídégé' íyisíí naaghá. Áadi

éiyá bikéyah, bidá'ák'eh hóló. Áadi ałdó' bik'isóó  
dóó bilahkéí kéeedahat'í.

kóq: around here

kéyah: land

Be'ek'id 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.*

kéehasht'í

kéehwiiit'í

kéeedahwiiit'í

kéeéhót'í

kéeehoht'í

kéeedahohht'í

kéeéhat'í

kéeéhat'í

kéeedahat'í

Dan Bedonie ba'átchíní háadi kéeedahat'í? *Where do Dan  
Bedonie's children live?*

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

Díkwií nááhaigo kóq kéeéhót'í? *How many years have you lived  
in this area?*

Kóq kéeéhasht'íígo naaki nááhai. *I have lived here two years.*

T'áa diné t'óó ahayóí Be'eldíldahsinildi kéeedahat'í. *Many  
Navajos live in Albuquerque.*

Binaanish dahólóqogo shíí biniinaa áadi bił yá'adahoot'ééh. *They probably  
like it there because they have work.*

Kwe'é kéeéhwiiit'íígo ashda' 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. **Shíł 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'átchíní bił dashighan. *My children live with me. We live together as a family. (It could include married children.)*  
 Joan ba'átchíní yił bighan. *Joan lives with her children.*  
 Joan ba'átchíní 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. **Baa** is a synonym and the two postpositions can usually be interchanged. In the examples below, some lend themselves better to using **baa** than others.

Éí biniinaa/baa 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 biyáázh doo ólta' da. Biniinaanii hóló. Díí' éí binááhai.  
*Lucy's son isn't going to school. There's a reason. He's four years old.*  
 Beisénah lá. Éí biniinaa/baa doo yínishta' da ní't'ée'. *I forgot about it.*  
*That's why I didn't read it.*

### 7.4 Adverb “really”

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

Díí íiyisí Ronnie bimá. *This is Ronnie's 'real' mother (since his maternal aunts are also his mothers).*  
 At'éé yázhí íiyisí nizhóní. *The little girl is really pretty.*  
 At'éé yázhí t'áá íiyisí nizhóní. *The little girl is very beautiful.*  
 Díí íiyisí Joe Chii bighan. *This is Joe Chee's main home.*  
 Diné bizaad ła' t'áá íiyisí shił ndant'ah ní't'ée'. *Some Navajo words were extremely difficult for me.*  
 Shinaanish íiyisí shił yá'át'ééh. *I really like my work.*  
 Alice ólta'di naalnishgo íiyisí 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.*

Ashii ké ółta'ígíí kóq naa'aash. *The two boys who are students, are around here.*

Hastiin Hall fiyisíí 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'ółta'ígíí háádéé' ndaakai? *Where do these students come from?*

Ch'íníí d'óó Názlíni d'óó Dá'ák'eh Halánídeé' 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?*

Dzihíjindéé'. 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.*

Háádéé' lá? *Where (are you coming) from?*

T'áa hooghandéé'. *From home.*

Ólta'déé'. *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.*

Jerryshá', 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'é'é**. 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'é'é.

*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*, **alch'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’**.

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

Hooghan bii’ nihighan ní’ée’. *We used to live in a hogan.*

### 7.12 Particle “past time”

**Ńt’ée’, ní’ée’, ní’ée’, ní’ée’**, 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 **ńt’ée’**.

In line with the last statement above, another enclitic comes into play. **Yéę**, “(-ée, -áa, -hée, -háa, 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 **-hée**, **-háa** 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’ée**, **sis + yéę = sisée**, **lid + yéę = lidée**, **shimá + yéę = shimáháa**, **gah + yéę = gaháa**, **tó + yéę = tóháa/tóhée**, **sq’ + yéę = sq’ée**, **shizhé’é + yéę = shizhé’é yéę**, **héel + yéę = hélée**, **dah yootíł + yéę = dah yootílee**, **naadáá + yéę = naadá’áa.**” (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’aahteeldi kééhat’íí ní’ée’. *Kee’s deceased paternal grandfather lived at Ganado.*

Nancy áłhíní nilíigo bimáháa ádin. *When Nancy was a child her mother passed away.*

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

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

Justin bichidí éi shíhée. *The car Justin has used to be mine.*

Saad bénáshniihée k’ad éi 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 yóhta’. *The boy is by himself in the ninth grade.*

T’áá sáhí diné bizaad yíhoo’aaah. *He is learning Navajo by himself.*

Aszdáá 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 bidá’í kóó kééhat’í. *Kee’s uncle lives in this area.*

Kii bidá’í kwe’é kééhat’í. *Kee’s uncle lives here.*

Kii bidá’í 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’isóó**, 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 éi Tó Dínéeshzhee'di bikéyah. *Darrel's land is at Kayenta.*  
 Hastiin Hall Ohio hoolyéedi íyisíí bikéyah. *Mr. Hall's own area is in Ohio.*  
 Asdzáá Tó Dích'í'ni Ts'íhootsooídi t'áá bí bikéyah hólo. *Mrs. Todecheenie has her own land at St. Michaels.*

### 7.17 Narrative

#### JOHN YAZZIE DÓO BA'ÁLCHÍNÍ BAA HANE'

Kii Yazzie bimá doo bizhé'é Ch'ínlíjdi áłchíní bił kээdahat'í.  
 Doo kóq bighan da ní't'éé'.

Bimá éi Dá'ák'eh Halánídi kээhat'íí ní't'éé'. Áadi éiyá bikéyah.  
 Áłchíní bicheii dóo bimá sání dóo bimá yázhí áádóo bidá'í  
 áadi kээdahat'í. Bicheii dóo bimá sání hooghan nímazí  
 yii' bighan. Bimá yázhí dóo bidá'í éi kin\* yii' dabighan.

*house*

John Yazzie Lok'aahnteeldéé' íyisíí naaghá. Áadi áłchíní  
 nilíjigo\* bimá dóo bizhé'é bił kээhat'íí ní't'éé'. Bizhé'é yéé,  
 áłchíní binálí hastiinéé, éi ádin. Binálí asdzáá éi t'ahdii  
 naaghá.\* T'áá sáhí bighan ní't'éé' ndi k'ad binálí ła' bił  
 bighan.

*when he was a child*

*she is still around*

K'ad John Yazzie dóo ba'áłchíní\* bił. Ch'ínlíjdi kээda-  
 hat'í. Áko ndi John éi Názlínídi naalnish. Áadi hooghan  
 ádingo biniinaa t'áá kwe'é Ch'ínlíjdi k'ad bighan. Áłchíní  
 éi kwe'é atah da'ólta'. Éi kwe'é bighango bił yá'adaat'ééh.

*includes his wife*

### 7.18 Query Free Response Answer in Navajo.

- Da' John Yazzie dóo ba'áłchíní t'áá diné danilí?
- Háadi éi kээdahat'í?
- Ha'át'íí biniinaa áadi dabighan?
- Áłchíní bicheii dóo bimá sánísh Lók'aahnteeldi kээhat'í?
- Háadi ya'?
- Bighanish kin át'é?
- Háish bighan kin át'é?
- Binálí hastiinish t'ahdii naaghá?
- Binálí asdzáashq'?
- T'áá sáhísh kээhat'í?
- Háish éi 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 kóq \_\_\_\_\_  
**Student** Larry kóq naaghá.  
 Shí \_\_\_\_\_  
 Larry dóó Esther \_\_\_\_\_  
 Ndinot'áo \_\_\_\_\_  
 Tániilt'áo \_\_\_\_\_  
 At'ééké danilfinii \_\_\_\_\_  
 Ashiiké nilfinii \_\_\_\_\_  
 Ni \_\_\_\_\_  
 Nihí ndiniilt'áo \_\_\_\_\_  
 Hastói danóhfinii \_\_\_\_\_

### 7.21 Integration Drill

**Mode** Shinaanish ádin. Éí biniinaa doo naashnish da.  
**Student** Shinaanish ádingo biniinaa doo naashnish da.  
 Dorothy ba'áchtíní kwe'é da'ólta'. Éí biniinaa kwe'é kééhat'í.  
 Dennis bich'ooní ádin. Áko t'áá sáhi bighan. (use biniinaa)  
 Díí éí Leon bikéyah. Éí biniinaa kóq bighan.  
 Daren bik'isóó bighan doo hólqo da. Éí biniinaa bit 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 kóq naalnish.  
 Shimá yázhí kwe'é kééhat'í.  
 Sik'is diné bizaad ayóo yíhoo'ah.  
 Ken bilah íyisí bilagáana bizaad yíhoo'ah.  
 Díí íyisí Hosky bikéyah át'é.  
 Diné ta' íyisí bilagáana bizaad bit ndaant'ah.  
 Shimá sání hooghan nímazí yii' kééhat'í.  
 Grace bik'éíí (*her relatives*) kóq dabighan.



## 7.23 Linguistic Review

## Nominalizing Enclitics

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

Ashkii naaltsos yólta'ígíí Chii wolyé.

Chidí lichí'ígíí éí shizhé'é bí.

**lichí'ígíí:** *red one*

Diné bizaad bíhoosh'aahígíí baa shił hózho.

Asdzáá kóqó bighanígíí shimá sání át'é.

**-ii:** *the one*

Diné danilíinii bizaad doo bił ndant'ah da.

Yá'át'éehii yaa naa'aash.

Biniyéii hóló. *There is a purpose for it.*

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

**-í:** *the one, the place*

Mósí litsooí 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'éeńít'ée'**, converts to past, similar to a perfective.

<b>ádin</b>	<i>it is non-existent, there is none, there are no —</i>
<b>ákót'é</b>	<i>it is thus, it is right</i>
<b>át'é</b>	<i>he is, it is (qualitatively)</i>
<b>hóló</b>	<i>he exists, it exists</i>
<b>ligai</b>	<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

### ÁLCHÍNÍ BICHEII YIGHANDI

Díí éí áłchíní bicheii yighandi éí baa hashne' dooleef. Éí Dá'ák'eh Halánídi kéehat'í. Bee hólónígíí éí bee nit hashne' dooleef.

Áłtsé bichidí baa hashne'. Éí ligai dóó lichíí'go naashch'ąą'. Bichidí nizhónígo naashch'ąą'.

Bidibé t'óó ahayóí. Éí datigaii. Naakigo éí tizhin. Bit'ízi ałdó' hóló. Bit'ízi éí t'áá díkwíhí. Éí ligaigo dóó tizhingo dałikizh.

Bimósí éí ła' libá. ła' éí litso. Biléechąą'í éí nilhin.

Hastiin bilíí' naaki. Éí dibéłchí'í.

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'adahoot'ééh.

**baa hashne'**: I tell about it  
**dooleef**: it will be

**bee nit hashne'**: I tell you about it; **áłtsé**: at first;

**ligai**: it is white; **lichíí'**: it is red

**naashch'ąą'**: it is colored  
**dibé**: sheep; **tizhin**: it is black

**t'óó ahayóí**: they are many  
**t'ízi**: goats

**t'áá díkwíhí**: just a few  
**likizh**: it is spotted

**mósí**: cat

**libá**: grey; **litso**: it is yellow

**nilhin**: mouse-colored

**bilíí'**: his horses **dibéłchí'í**: brown

**dóó ba'aan**: over

**nahalin**: it seems like it  
**yá'ahoot'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'	hooóne'	dahooóne'
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, nihił**, 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'ígíí 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 **leeł** 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'éeé'/ńít'éeé'**. 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'éeé'. *I had nothing to do, so I studied Navajo.*

Shinaanish ádingo diné bizaad bóhoosh'aah doo ńt'éeé'. *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 ní'ée'. *That would have been nice. That could have been nice.*

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

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

Éí nihit yá'át'ée' dooleet'. *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 adíłwoł. *Help me first (before you do anything else).*

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

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

*Larry worked for me first.*

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

At'éeed 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. Łichíí' becomes **dalichíí'**/**daalchíí'** **libá** - **dalibá/daalbé**, **doot'izh** - **dadoot'izh**, **niłhin** - **daniłhin**, etc.

<b>dibéłchíí'</b>	<i>brown (sheep-red)</i>
<b>doot'izh</b>	<i>turquoise</i>
<b>ch'il doot'izh</b>	<i>green (plant-turquoise)</i>
<b>yá doot'izh</b>	<i>blue (sky-turquoise)</i>
<b>libá</b>	<i>gray, (for some) brown</i>
<b>lichíí'</b>	<i>red</i>
<b>ligai</b>	<i>white</i>
<b>litso</b>	<i>yellow</i>

<b>fitsxo</b>	<i>orange</i>
<b>fizhin</b>	<i>black</i>
<b>nifhin</b>	<i>gray-brown (mouse-colored)</i>

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

Naaltsos fitsoígíí yíníłta'. *Read the yellow book.*

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

Łíłłgaii éi shicheii bí. *The white horse belongs to my grandfather.*

Dana bighan figai dóó yá doot'izh. *Dana's house is white and blue.*

Shináli bidibé ła' daalgai, ła' éi daalzhin áádóó náánáta' éi dibéłchíí'. *Some of my grandfather's sheep are white, some are black and others are brown.*

Combine **nááná** with **ła'**, 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:

**deídíiltah**. When the prefix comes immediately before the stem, it is lengthened:

**ndaalnish, yá'ádaat'ééh, béédááhahai, ádaadin, ádaat'é, ákódaat'é, yéédaalniih, daalchíí', daaltso**, etc.

Łíłł' daalgaii éi shidá'í bí. *The white horses are my uncle's.*

At'ééké hastá'áadah béédááhahaiígíí kóne' da'ólta'. *The fifteen-year-old girls study in here.*

Díí éi nihinaaltsos ádaat'é. *These are our individual books.*

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

### 8.6 Verb "to be colored"

**Naashch'aa'**, 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'aa'? *What color is Darla's dress?*

Darla bi'éé' lichíí'go naashch'aa'. *Darla's dress is red-colored.*

Darla bi'éé' éi lichíí'. *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.

<b>béégashii</b>	<i>cow</i>	<b>béégashii yáázh</b>	<i>calf</i>
<b>dibé</b>	<i>sheep</i>	<b>dibé yázhí</b>	<i>lamb</i>
<b>lééchaą́'í</b>	<i>dog</i>	<b>lééchaą́ yázhí</b>	<i>puppy</i>
<b>łíí'</b>	<i>horse</i>	<b>lé'é yázhí</b>	<i>colt, foal</i>
<b>mósí, másí, gídí</b>	<i>cat</i>	<b>add yázhí</b>	<i>kitten</i>
<b>naa'ahóóhai, jíkii</b>	<i>chicken</i>	" "	<i>chick</i>
<b>t'ízi</b>	<i>goat</i>	<b>t'ízi yázhí</b>	<i>kid</i>

## 8.8 Verb "to be many"

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

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

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

Da'íinółta'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.

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

Díkwíí lá nit'ízi? *How many goats (do you have)?*  
 Éí t'áá díkwíí. *Just a few.*

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

Bilagáana t'áá díkwíí diné bizaad yídahoo' 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 ła'**, **naadiin naaki**, **naadiin táá'**, etc.; beginning with 30, insert **dóó ba'aan**: *and in addition*: **táadiin dóó ba'aan díí'**, **táadiin dóó ba'aan náhást'éí**, all the way through the rest of the numbers. After a hundred, you continue with **dóó ba'aan**: **neeznáadiin dóó ba'aan dízdiin dóó ba'aan tsosts'id**, etc. To add the number of hundreds, add **-di** to the number: **táa'di neeznáadiin 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.

<b>naadiin</b>	<i>twenty</i>	<b>tosots'idiin</b>	<i>seventy</i>
<b>táadiin</b>	<i>thirty</i>	<b>tseebíidiin</b>	<i>eighty</i>
<b>dízdiin</b>	<i>forty</i>	<b>náhást'édiin</b>	<i>ninety</i>
<b>ashdla'diin</b>	<i>fifty</i>	<b>neeznáadiin</b>	<i>one hundred</i>
<b>hastáadiin</b>	<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.

<b>nahonishłin</b>	<b>nahoniidlin</b>	<b>ndahoniidlin</b>
<b>nahonílin</b>	<b>nahonohłin</b>	<b>ndahonohłin</b>
<b>nahalin</b>	<b>nahalin</b>	<b>ndahalin</b>

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 iyisíí bit nant'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*.

Kinlánídi shít 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 yídahoo'aa. *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

ÁDAA (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 bizhé'é nahalin.

At'ééd bimá yázhí \_\_\_\_\_

**Student** At'ééd bimá yázhí nahalin.

Shí dóó shitsilí nihidá'í \_\_\_\_\_

Kii dóó bitsilí dóó bideezhí bizhé'é \_\_\_\_\_

Lena, ni éí nimá sání \_\_\_\_\_

Gídí yázhí bimá \_\_\_\_\_

Lé'é yázhí bimá \_\_\_\_\_ -go \_\_\_\_\_ ligai.

Joe Jack \_\_\_\_\_ -go \_\_\_\_\_ diné bizaad yíhoo' 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 nt'éé'.

Hastiin bikéyah hółó.

Bichidí éí fibá.

Da' bilíí' t'óó ahayóí?

Áłtsé t'áá kwe'é neiikai.

Áłchíní daats'í naadiin ashdlá'?

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'ajj'ée' hait'o naashch'aa', Dan?

**Student** Dale bitł'ajj'ée' éi yá dootł'izh.

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

### 8.18 Substitution Drill

**Model** Éi bitł hashne'.

Lee, Jan \_\_\_\_\_

**Student** Lee Jan yił halne'.

Lee, nihil

ndiniilt'áo, bá'ólta'í

ndinołt'áo, hastiin

asdzání, áłchíní

áłchíní táłt'áo, 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** Asdzáá Yázzie baa hólne'.

**Student** Hágoshíí, éi baa hashne' doo.

Asdzáá Yázzie díkwíí ba'áłchíní?

Ashiiké éi díkwíí?

At'éékéshą, díkwíí?

Áłchíníísh da'ólta'?

Díkwíígíí dayólta'?

Bilíí' daats'í hóló?

Éish t'óó ahayóí?

Bitł'ízí daats'í t'áá díkwííhí?

### 8.20 Transformation Drill

#### A. Affirmative to negative

**Model** Ken bichidí éi dootł'izh.

**Student** Nda, éi doo dootł'izh da.

Bimósí éí ńibá.  
 Hastiin bidibé dalizhin.  
 Asdzáá hastádiin binááhai.  
 Kelly bilíí' naadiin ńa' binááhai.  
 Łééchaą'í fikizh.

## B. Negative to affirmative

**Model** Éí doo shiń yá'át'éeh da lá.

**Student** Éí shiń yá'át'ééh.

Gídí yázhí doo dibéłchí'í da.  
 Denny bináńí yighan doo ńigai da.  
 Dessie doo ayóo naalnish da.  
 Ashkii doo ńiyisí nizhónígo diné bizaad yóńta' da.  
 At'éé yázhí kwe'é doo biń yá'áhoot'éeh da.  
 Áłhíní doo bimá ndahalin da.

## 8.21 Query Free Response

Practice numbers by asking each others' age. If you want to, say something like:  
 Hastá'áadah dóo 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?  |  |
| HALL | Doo déyáhígóo da. Nishą'?  | <b>doo déyáhígóo da:</b> <i>I'm not going anywhere; ní:</i> <i>he says it</i>                                    |
| KII  | Yiskąo kintahgóo deekai, ní shizhé'é.  | <b>yiskąo:</b> <i>tomorrow; kintahgóo:</i> <i>to town; deekai:</i> <i>we're going</i>                            |
| HALL | Da' Béesh Sinilgóosh?  | <b>Béesh Sinilgóo:</b> <i>to Winslow</i>   |
| KII  | Ndaga', Na'nízhooshígóo, ní lá shizhé'é.   | <b>ch'iyáán:</b> <i>food, groceries</i>  |
| HALL | Ha'át'íí lá biniiyé?   | <b>biniiyé:</b> <i>for the purpose of</i>  |
| KII  | T'áadoo le'é biniiyé. Ch'iyáán shíí dóo éé' ła' biniiyé. Ni éí doo díníyáhígóo da ya'?   | <b>t'áadoo le'é:</b> <i>things</i><br><b>díníyá:</b> <i>you are going</i><br><b>éé':</b> <i>garment, clothes</i> |
| HALL | Shí éiyá t'áa hooghandi naashnish doo. She'asdżąą áshíłnigo, Shíká adíłwoł, shíłní. Áko shíí bíká adeeshwoł. Ha'át'íí shíí, doo shíł bééhózin da. Da' nihichidí bee disookkai? | <b>áshíłní:</b> <i>thus she says to me</i><br><b>shíłní:</b> <i>she says (said) to me</i>                        |
| KII  | Aoo', nihichidí bee deekai. Éí baa shíł hózhó, kintahgóo deekaiígíí.   | <b>bee:</b> <i>by means of it, with it</i><br><b>shíł hózhó:</b> <i>I am happy</i>                               |
| HALL | Doo hózhó diné diists'a' da biniinaa t'áa hooghandi shinaaltsoos yínishta'go diné bizaad bíhoosh'aah dooleeł, yiskąo dóo naakiiskąo. Éí atdó' baa naasháa doo.                 | <b>diists'a':</b> <i>I hear it, I understand it</i>  |
| KII  | Da' éísh baa nił hózhó, diné bizaad bíhooł'aahígíí?  | <b>naakiiskąo:</b> <i>day after tomorrow</i><br><b>baa nił hózhó:</b> <i>you are happy about it</i>              |
| HALL | Éí íiyisíí baa shíł hózhó.   | <b>baa shíł hózhó:</b> <i>I'm happy about it</i>   |
| KII  | Doósh ła' níká adoolwołí da?   | <i>Do you have no one to help you?</i>   |
| HALL | Jay Hughes éí shíká adoolwoł. Yiskąo níká adeeshwoł, shíłní.   |  |
| KII  | T'áash aaníí?  | <b>t'áash aaníí:</b> <i>is that so?</i>  |

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

### 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 completion" (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.

Háágóóshá' 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 áádóó Béesh Sinilgóó áldó'. *Yes, we're going there and to Winslow also.*

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

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

The enclitic also affixes to a verb plus nominalizer.

Háágóó lá díníyá? *Where are you going?*  
 Déyáhígóó doo shíł bééhózin da. *I don't know where I'm going.*  
 Doo déyáhígóó 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'nízhoozhígóó díníyá? *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 díníyá? *When are you going away?*  
 Naakiiskáo ch'aa déyá. *I'm going in two days.*

Nihíísh ch'aa dishoo'áázh? *Are you two going some place?*  
 Kintahgóó 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'ólta'ígíí éi dooda. *Only the baby. The school children are not going.*

### 9.3 Adverb “futilely”

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

Chééhésh díníyá? *Are you tired?*

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

Da' ayóo nanilnish ní't'éeé'? *Were you working hard?*

Doo hózhó naashnish da ní't'éeé' ndi ch'éeéh déyá. *Although I didn't work hard, I'm tired.*

Mr. White ch'éeéh diné bizaad yíhoo'aaah *Mr. White isn't getting anywhere trying to learn Navajo.*

Ch'éeéh diné bizaad yidiits'a'. *He just can't "hear" Navajo, can't understand it (although he is trying).*

Díí naaltsoos ch'éeéh yínishta'. *I can't get anything out of reading this book.*

Saad ch'éeéh béenílniih ya'? *You just can't remember the word, can you?*

Aoo', éí saad ch'éeéh bénáshniih. *Ch'éeéh bíhoosh'aaah.*

*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 ákóó déyá. *I'm going right now.*

Doo t'áá k'ad ákóó déyáa da. *I don't want to go.*

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

Díí'ts'áadah yiskáo deekai. *We're going in fourteen days.*

Doo t'áá k'ad ákóó deekai da. *We don't want to go there.*

### 9.5 Tomorrow

Tomorrow is said, **yiskáago/yiskáo**, 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 ákóó 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 pupose of”

**Biniiyé/biniyé:** *for the purpose of*, sometimes seems to overlap in usage with, **biniinaa:** *because of, for that reason*. Study the follloing 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 kóó naniná? *Why are you here? (What are you looking for? What is your purpose?)*

Ha'át'ii biniinaa kóó 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 hóló. *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 daniidłfinii t'áadoo le'é bee ahił dahwiilne'. *We students converse about a variety of topics.*

T'áadoo le'é biniiyé kóó 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	dii'ní	dadii'ní
diní	dohní	dadohní
ní	ní	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 íínishta', 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 afterward.

Bilagáana hastiin ání, Diné bizaad bíhoosh'aah doo ní't'éé'. Ákondi ayóo nant'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 nihił ndant'ah da, daaní lá. *The students are saying Navajo isn't all that difficult for them.*

T'áa 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'ééh, bidiní, shiye'. *Tell your grandma hello, son.*

Nimá sání, Yá'át'ééh, 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'ééh, shá bidohní. *You (two) tell my friend hi for me.*

Animals and birds making sounds are said to *thus-they* say.

At'ééd bimósí yázhí ání. *The girl's kitten is crying.*

Shimá yázhí bidibé ádaaní. *My aunt's sheep are bleating.*

Tł'ízi 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'ééh 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'	diits'a'	dadiits'a'
dinits'a'	doohts'a'	dadoohts'a'
yidiits'a'	yidiits'a'	deidiits'a'

Ashkii doo hózhó diists'a' da. *I can't hear the boy very well.*

Mr. Danson ch'ééh 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 rít'ée'. *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 shidinits'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 bíhoo'aah? *Are you the only one studying Navajo?*

Ndaga', bił da'íinishta'ígíí éí táts'áadah. *No, there are eleven (students) studying with me.*

Rennie dóó Dale háágóosh 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.*

Háish éí diné baa hane' bił bééhózin? *Who is the one who knows the Navajo stories?*

Shidá'í t'éiyá diné baa hane' íyisíí 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 déyáhígóo da.

Dell háágóóshą' deeyá?

Daren dóó be'asdzáą háágóó deezh'áázh?

Háágóó lá disoohkai?

Háágóóshą' dishoo'áázh?

Hastóí háágóó lá deeskai?

Nimá yázhí dóó ba'áłchíní háágóósh deeskai?

Nizhé'é yázhíshą', háágóó lá deeyá.

Kii bicheii dóó bimá sání háágóó deezh'áázh?

Ni dóó nimá háágóó dishoo'áázh?

### 9.14 Transformation Drill

**Model** Doósh díníyáhígóo da?

**Student** Aoo', doo déyáhígóo da.

Da' Llew doo deeyáhígóo da?

Sáaniísh doo deezh'ázhígóo da?

Milford dóó ba'áłchínísh doo deeskaiígóo da.

Nihíísh doo dishoo'ázhígóo da?

Doósh disoohkaiígóo da?

Doósh disiikaiígóo da?

John dóó bich'ooní doósh kingóó deezh'áázh da?

Jack dóó Jill háágóosh deezh'áázh?

### 9.15 Variable Substitution Drill

**Model** Táá' yiskáo kingóó déyá.

Johnson

**Student** Johnson táá' yiskáo kingóó deeyá.

ashdla'

kintahgóó

Kinłání

Johnson dóó bich'ooní

bitsilíké

ólta'góó

shicheii

tsosts'id

áłchíní tseebíí

hastóí ndilt'áo

### 9.16 Completion Drill — Affirmative to Negative

**Model** Ashkii bił hózhq.

**Student** Ashkii doo bił hózhq da.

At'ééd bił nizhóní.

Sáanii ayóo ndaalnish.

Bilagáana ch'ééh ihoo'aa.

Hastói ch'ééh deeskai.

Barry ch'aa deeyá.

Áłchíní ólta'góo deeskai.

At'ééké da'óta'go bił dahózhq.

Ashiiké yázhí bilagáana deidiits'a'.

Nancy t'éiyá bił bééhózin.

Amá sání danilíinii hózhq bił béédahózin.

Shimá yázhí ch'iyáán yiniyé kingóo deeyá.

Áłchíní bił dahózhq doo biniiyé deeskai.

Éí bee bił hashne' dooleet.

Éí shá bił hólne'.

### 9.17 Query on Dialog

- a. Mr. Hall háágóo deeyá?
- b. Kii daats'í ałdó' doo deeyáhígóo da?
- c. Éíshá', háágóo lá deeyá?
- d. Háísh bił deeskai?
- e. Da' Beesh Sinilgóo deeskai?
- f. Ha'át'íí lá yiniyé deeskai?
- g. Ha'át'íí yee deeskai?
- h. Hastiin Hallísh t'áá hooghandi binaanish hólq?
- i. Éí ha'át'íí yaa naagháa doo?
- j. Bich'ooníish ałdó' binaanish hólq?
- k. Da' Mr. Hall diné bizaad bił nant'ah?
- l. Háísh bíká adoolwoł?
- m. Éísh nizhónígo dinéidiits'a'?
- n. T'áá daats'í doo hózhq 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

### ÁLCHÍNÍ BIMÁ SÁNÍ BAA HANE'

Álchíní bimá sání ałdó' Dá'ák'eh Halánídi kééhat'í.  
Bimá sání dóó bicheii ahíł sikéego hooghan  
nımazı yii' bighan.

**ahíł:** together, with each other  
**siké:** two are sitting

Bimásání t'áá hooghandi sidáa łeh, binaanish  
t'óó ahayóigo biniinaa. Dibé yázhí dóó t'ízi yázhí  
yaa áhályáągo biniinaa sidáa łeh. Éí nizhónigo  
yaa áhályá. Bighan ałdó' nizhónigo yaa áhályá.  
Éí baą ayóo baa naanish hasin. Áádóó ałdó'  
ch'iyáán ayóo łikango íł'í.  
Atoó' dóó dah díníłghaazh dóó bááh íł'í łeh.

**sidá:** she sits; **łeh:** usually  
**yaa áhályá:** she takes care  
of them  
**baa naanish hasin:** there's  
much work with it  
**łikan:** sweet, good to the taste  
**íł'í:** she makes it; **atoó':**  
mutton stew; **bááh:** bread;  
**dah díníłghaazh:** fry bread  
**łahda:** sometimes;  
**at'ó:** she weaves  
**dah iist'ó:** loom;  
**bilíí:** livestock  
**doo...góó:** if not

Áádóó łahda at'óo łeh. Íiyisíi nizhónigo  
dah iist'ó íł'í. At'óogo ayóo bił nizhóní. Bilíí' doo  
yaa áhályáągóo hooghan góne' at'óogo sidáa łeh.

Łahda bitsóóké bił naháaztąa łeh. Mary éi bimá  
sání yíká análwo'. At'ó íiyisíi yíneedłí. Kii éiyá  
bicheii bilíí' yá yaa áhályáągo bił yá'át'ééh.  
Bicheii yíká análwo'go yíneedłí. Álchíní bicheii  
dóó bimá sání yíká anáhi'nilchéehgo ayóo bił  
nizhóní. Kót'éego ahíłká anájah.

**bitsóóké:** mat. grandchildren  
**bił naháaztą:** stay with her  
**yíká análwo':** she helps her  
**yíneedłí:** she is interested in it  
**yíká anáhi'nilchééh:** the two  
help them  
**kót'éego:** in this way; **ahíłká**  
**anájah:** they help each other

### 10.1 Postposition

**Ahił, ahił:** *together, in each other's company*, is a postposition prepounded to a large number of activities. In **ahíłká**, 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*.

Ashiiké ahił da'ólta'. *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 ahíłká anáhi'nilchééh. *Dale and Susan are helping each other.*

Diné bizaad yídahooł'aahígíí ahíłká 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	nahísíítá/naháatá
sínídá	sooké	nahísóotá/nahóotá
sidá	siké	naháaztá

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 naháashtá. *I'm staying with the children.* (The **-sh-** is first person singular in a verb with plural stem.)

At'ééké bimá sání bił naháaztá. *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 áhášhyá	baa áhwiilyá	baa ádahwiilyá
baa áhólyá	baa áhólyá	baa ádahólyá
yaa áhályá	yaa áhályá	yaa ádahályá

Sha'áłchíní shá baa áhólyáá doo ya'? *Would you please take care of my children for me?*

Hágoshíí, nizhónígo ná baa áhášhyáá 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 éi 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	anéijah
anáníwo'	anáhi'nołchééh	anáhjah
análwo'	anáhi'nilchééh	anájah

Diné bizaad shíł nant'ahgo biniinaa Náníbaa' shíká análwo'.  
*Nonabah helps me because Navajo is difficult for me.*

Bíká anáníwo' doo ya'? *Keep on helping him, okay?*

At'ééké yázhí shíká anájah. *The little girls help (whenever they are available or needed).*

Nimáásh bíká anáníwo'? *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:

<b>atoo'</b>	<i>mutton stew</i>
<b>bááh doot'izhí</b>	<i>bread or cake of blue cornmeal</i>
<b>dah díníilghaazh</b>	<i>frybread</i>
<b>łees'áán</b>	<i>bread baked in outdoor oven.</i>
<b>bááh</b>	<i>yeast bread</i>
<b>náneeskaadí</b>	<i>Navajo tortilla</i>
<b>ntsídigo'í</b>	<i>"kneel-down" bread, ground corn wrapped in husks and baked in ashes in a firepit</i>
<b>tanaashgiizh</b>	<i>blue corn mush</i>

## 10.7 Verb "to be tasty" (neuter imperfective)

**Łikan** describes *to be good to the taste, to be delectable, delicious*. **Daalkan** is the plural form.

T'áá diné bich'iyáán ayóo shíł łikan łeh. *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**

**áníł'í**

**ííł'í**

**íil'í**

**ół'í**

**ííł'í**

**ádeil'í**

**ádaol'í**

**ádeil'í**

Dessie ha'át'íi yaa naaghá? *What is Dessie doing?*

Dessie ólta'di ch'iyáán ííł'í. *Dessie cooks at the school.*

Hooghandi daats'í bááh áníł'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'íí'íní	doctor (the one who makes medicine)
bááh íí'íní	baker (the one makes bread)
kin íí'íní	carpenter (the one who makes houses)
łeets'aa' íí'ín	pottery maker (the one who makes pots, plates)
naaltsos íí'íní	secretary (the one who makes papers, letters)

Da' naaltsos ání'í? Do you write letters?

Aoo', naaltsos íí'íní nishłí. Yes, I'm a secretary.

### 10.9 Adverbs "sometimes, usually"

**Łahda:** *sometimes*, precedes the verb. **Łeh:** *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 łeh. Doo naalnish da łeh. *Leroy is usually out of work. He usually doesn't work.*

Leroy łahda t'áá naalnish. *There are times when he does work.*

Áko ndi łahda doo naalnish da łeh. *However, there are times when he isn't working.*

Łahda doo íiyisíí diné bizaad bíhoosh'aah da łeh. *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 am weaving
ítł'ó	you are weaving
atł'ó	she is weaving

Lindsey atł'óogo yaa naaghá. *Lindsey is busy weaving.*

Sáanii k'ad da'atł'ó, chapter housedí. *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 adííłwoł 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.

bíneeshdlǫ́	<i>I am interested in it</i>
bíninidlǫ́	<i>you are interested in it</i>
yíneedlǫ́	<i>he is interested in it</i>
yídaneedlǫ́	<i>they are interested in it</i>

Cammie éí binaaltsoos yíneedlǫ́. *Cammie is taken up with her book. Cammie is interested in her book.*

Ashíiké éí at'ééké yídaneedlǫ́. *The boys are interested in the girls.*

Ayóo bíneeshdlǫ́go 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 íníłta'go saad bíhooł'aah 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 at'ó. *This is the way my mother weaves.*

Kót'éego bíninidlǫ́go doo nił nant'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.

shiiikaah	<i>I am spending the night</i>
shiiská	<i>I spent the night</i>
shiidoókááł	<i>I will spend the night</i>

Nihimá bighandi nihiiikaah. *We're spending the night at our mother's.*

Dana Na'nízhoozhídi biiská. *Dana spent the night in Gallup.*

Shicheii bighandi shiidoókááł. *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'íi yii' baghan?
- Ha'át'íi biniinaa bimá sání hooghandi sidáa łeh?
- Ha'át'íi lá baa naanish hasin?
- At'óogo daats'í bił yá'át'ééh?
- Bitsóókéesh łahda bił naháaztąą łeh?
- Da' áłchíníish bił hózhó bimá sání yíká anáhi'nilchéehgo?
- Maryshą', ha'át'íi fiyisíi yíneedłí?
- Kiísh bicheii yíká análwo' łeh?
- Da' acheii dóó amá sání dóó áłchíní ahiłká 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 yázhi

Gerry

Gerry dóó Linda

bimá yázhi

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.  
           lahda

**Student** Kii lahda dibé yaa áhálá.  
 Roy ałdó' dibé yaa áhályá.  
 Ashkii atah ółta'.  
 Jim kwe'é naalnish.  
 Ashkii yázhí doo hózhó naalnish da.  
 Átchíní bimá yázhí yighandi naháaztá.  
 Hastóí ahílká anájah.  
 Ellen íiyisíí nizhónigo at'ó.  
 Lettie diné bizaad ayóo yíneedłí.  
 Shí dó' diné bizaad bíneeshdlí.  
 Hastóí nihíká anáhi'nilchééh.  
 Kót'éego bíneeshdlíigo íhoosh'aah.  
 Sáanii ahílká anájah.

**Model** Repeat the sentences above and add **lah**.

**Model** Repeat again and insert both **lahda + leh**.

### 10.20 Query Patterned Response

**Model** Da' Ted ch'iyáán íí'í?

**Student** Aoo', Ted chiyáán íí'í.

Da' McDonald'sdi ch'iyáán íí'í?

Ch'iyáán íí'ígoósh bił yá'át'ééh?

Binaanishísh yíneedlí?

Sáanii daats'í ch'iyáán ádei'í?

Da' éish yídaneedlí?

Łahda daast'í doo yídaneedlí da?

Áko ndi yídaneedlí teh ya'?

### 10.21 Query Free Response (any grammatically correct answer)

**Model** Niish awée' baa áholyá?

Háish dibé yázhí yaa áhályá?

Nizhónigoósh yaa áhályá?

Da' éi baa naanish hasin?

Nádíish ch'iyáán íí'ígo yíneedlí?

Nishá'?

Chii bideezhísh hikango bááh íí'í?

Dah diníilghaazhísh atdó'?

Atoo'ósh nił likan teh?

Náneeskaadíish aní'í?

Da' Calvin bich'ooní yíká análwo' teh?

Da' Calvin bich'ooní bíká análwo' teh.

Hastiin Kii daats'í sidá?

Ha'át'í yaa naaghá?

Da' éi dóó ba'átchíní ahił bighan?

Be'asdzááash at'ó?

T'áa daats'í dah iist'ó nizhónigo íí'í teh?

Binaanishísh yíneedlí?

### 10.22 Replacement Drill

**Model** Jack at'ó. Níká adoolwoł.

**Student** Jack doo at'óogóo níká adoolwoł.

Della ótta'. Doo bił hózhq da doo.

Díí naaltsoos yíníłta'. Doo kingóo díníyaa da.

Don shíká análwo'. Doo bíká anáshwo' da doo.

Ákót'éego aní'í. Dick níká adoolwoł.

Shicheii bidibé baa áholyá. Terry éi yaa áhályaa doo.

Díí saad doo nił nant'ah da. Nizhónigo bíhoo'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*.

nishkǫ́	niidlǫ́	daniidlǫ́
nǫ́lǫ́	nohkǫ́	danohkǫ́
nilǫ́	nilǫ́	danilǫ́
ánisht'é	ániit'é	ádaniit'é
ánít'é	ánoht'é	ádanohht'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 nilǫ́ if the subject is human. Either át'é or nilǫ́ is acceptable, in the third person, with respect to kinship, profession or activity, as: azee'íí'íní, ólta'í, shizhé'é át'é/nilǫ́, he is a doctor, a student, my father — but, azee'íí'íní nishkǫ́, 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 danilǫ́inii: *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.

Ǫ́léí diné bilagáana nilǫ́/át'é. *That man there is a white man.*

Díí shimá yázhí nilǫ́/át'é. *This is my maternal aunt.*

Éí tsé át'é. *That is a rock.*

Bá'ólta'í nishkǫ́. *I am a teacher.*

Ray Begay azee'íí'íní nilǫ́. *Ray Begay is a doctor.*

Díí naaltsos át'é. *This is a book.*

Díí éí Della ba'áchtíni danilǫ́. *These are Della's children.*

Díí éí Della bilǫ́' ádaat'é. *This is Della's livestock (a variety).*

Éí Kii biléechaa'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 yíníyáhígíí baa shít hózhó.   | <b>yíníyá:</b> <i>you came</i>  |
| KII  | Naakiskáńdą́ą' doo naagháí da kwe'é. Naa níyáá nt'ée' doo sínídáa da ídą́ą'.   | <b>naakiiskáńdą́ą':</b> <i>two days ago</i><br><b>nt'ée':</b> <i>and then; ídą́ą':</i> <i>at that time</i>  |
| HALL | Ch'aa nishiit'áázh. Nléí Phoenixgóó nishiit'áázh. Áadi naaki nihiiská.   | <b>nishiit'áázh:</b> <i>we went and returned</i><br><b>nihiiská:</b> <i>we spent the night</i>  |
| KII  | Kwe'é k'ad łahda deesk'aaz. Áadi shíí deesdoi.   | <b>deesk'aaz:</b> <i>it is cold</i><br><b>deesdoi:</b> <i>it is hot</i>   |
| HALL | Aoo', deesdoi nt'ée'.  |   |
| KII  | Éí háí bichidí. Ła'ásh nahisíníńii'?   | <b>nahisíníńii':</b> <i>you bought it</i>   |
| HALL | Aoo', éí shait'ą. Ahééheshíjhi éí nahiséńii'. Éísh nił nizhóní.  | <b>shait'ą:</b> <i>it was given to me</i><br><b>Ahééheshíjhi:</b> <i>Phoenix</i><br><b>nahiséńii':</b> <i>I bought it</i>                                   |
| KII  | Íiyisíí nizhóní. Nichidí yéęshą', éí nizhóní nt'ée'.   |   |
| HALL | Nizhóní nahalin ndí t'óó nahalin. Doo hózhó naalnish łahda. Áádóó bikee' ałdó' doo yá'áshóó da. Éí biniinaa ániidígíí ła' nahiséńii'.  | <b>t'óó:</b> <i>merely</i><br><b>chidí bikee':</b> <i>tires</i><br><b>yá'áshó:</b> <i>it is nice, good</i><br><b>ániidígíí:</b> <i>a new one</i>            |
| KII  | Nihí ałdó' ch'aa nsiikai. Adą́ą́dą́ą' Kinłánígóó nsiikai. Shimá dóó shizhé'é t'áadoo le'é nayiisnii'. Shizhé'é chidí bikee' naakigo naayiisnii'. Shimá ké ła' shá nayiisnii'. Áádóó éé' ła' nihá naayiisnii'. Ch'iyáán bá hooghandi ch'iyáán t'óó ahayóí nayiisnii'. Nihí ałchíní daniidłínii ayóo baa nihit dahózhó, ch'aa nsiikaiígíí. | <b>adą́ą́dą́ą':</b> <i>yesterday</i><br><b>nsiikai:</b> <i>we went and returned</i><br><b>nayiisnii':</b> <i>she bought them</i><br><b>ké:</b> <i>shoes</i> |
| HALL | Chidí bikee' dóó ké dóó éé' áádóó ch'iyáán ayóo da'íłjį łeh.   | <b>ch'iyáán bá hooghan:</b> <i>grocery store</i><br><b>ayóo da'íłjį:</b> <i>they are expensive</i>  |



- KII Chidíshą', éísh atdó' ayóo ílį?  
 HALL Éí íyisíí ayóo ílį, aoo'. Béeso t'óó ahayóí **béeso: money**  
 bááh azlįí'. **bááh azlįí': it cost**  
 KII Díkwíí shį́í dimííl bááh azlį́' ya'? **mííl: thousand**  
 HALL Díkwíí shį́í, aoo'. T'óó ahayóí lá.

### 11.1 Verb “to come, to arrive” (perfective)

níyá	niit'áázh	niikai
yíníyá	noo'áázh	noohkai
níyá	ní'áázh	yíkai

Háádéé' yíníyá? *Where have you come from?*  
 T'áa 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**, **nihiská**: *I, you, he, we/you spent the night*, introduced in 10.14. Here is further practice:

Tó Dinéeshzee'di naaki shiiská. *I was in Kayenta for two nights.*  
 Tó Dinéeshzee'di naakidi shiiská. *Twice I spent the night at Kayenta.*

Háadishą' 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”

**Hádą́ą'** is the question word for *when* in the past. You recall **hahgo**, for future *when*.

Átchíní hádą́ą' yíkai? *When did the children come?*  
 Hádą́ą' Kmart bá naninlnish ní'ée'? *When were you working for Kmart?*

## 11.4 Days in the past

Prepound a number and add **-dǎá'**, to **yiská'**, to show days in the past.

Hádǎá' Jesse baghandi sínídǎá' nít'éé'? *When did you stay at Jesse's house?*

Táá' yiská'ndǎá' áadi sédǎá' nít'éé'. *I was there three days ago.*

Nicheii hádǎá' kindi naagháá' nít'éé'? *When was your grandpa at the store?*

Naakiiská'ndǎá' áadi naagháá' nít'éé'. *He was there two days ago.*

## 11.5 Months Ago

Treat *months ago* in the same way as *days ago*. **Ndeezid:** *the month has passed, is exemplified with the following:*

Hádǎá' kintahdi kééhoht'íí nít'éé'? *When was it you were living in town?*

Hastǎá' ndeezidídǎá' kintahdi kééhwiit'íí nít'éé'. *We were living in town six months ago.*

Díkwíí ndeezidídǎá' atah ínífta' nít'éé'? *How many months ago were you in school?*

Łats'áadah ndeezidídǎá'. *Eleven months ago.*

Díkwíí nee ndeezid áadi? *How many months were you there?*  
Áadi ashdla' shee ndeezid. *I was there five months.*

## 11.6 Years Ago

*Years ago* is handled the same as the above.

Díkwíí nááhaidǎá' Ft. Lewisdi atah ínífta' nít'éé'? *How many years ago were you attending school in Ft. Lewis?*

Naadiin nááhaidǎá' áadi atah íníshsta' nít'éé'. *I was in school there twenty years ago.*

Díkwíí nááhaidǎá' diné bizaad bíhoo' aah nít'éé'? *How many years ago did you study Navajo?*

Neeznáá nááhaidǎá' 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 łahda deesk'aaz; łahda 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 hádą́ą́' Ahééhéshííhgóó naayá? *When did Marianne go to Phoenix?*  
 Nídeezidídą́ą́' ákóó naayá. *She went a month ago. She went last month.*

Áłchíní da'ółta'ígíí naaki nídeezidídą́ą́' Wááshindóóngóó naaskai. *The school children went to Washington two months ago.*

Hádą́ą́' Wáshindoongóó nisíníyá? *When did you go to Washington?*  
 Táá' nááhaiídą́ą́' ákóó niséyá. *I went there three years ago.*

Da' nimá dóó nizhé'é ákóó naazh'áázh? *Did your mother and father go there?*  
 Nda, doo ákóó 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 baghanęę 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”*

Ahééhéshjįhdi t'áá deesdoi łeh. *It's usually quite warm at Phoenix.*

T'áá shí t'éí shįł hózhó. *I'm (just) the only one who is happy.*

Danny t'óó naalnish. Doo yíneedłį da. *Danny is merely putting in time. He isn't interested in the job.*

## 11.11 Verb “to be good”

**Yá'áshó** 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'áshxó da:** *that's very bad*, is intensified by the /x/, which is a strongly aspirated /h/ sound as in here.

Baa nanináhígíí doo yá'áshó da. *What you're doing is no good.*

Díí léechaa'í ayóo doo shįł yá'áshxó 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.

<b>nahiséńńii'</b>	<b>nahisiilńńii'</b>	<b>ndahisiilńńii'</b>
<b>nahisíníńńii'</b>	<b>nahisoońńii'</b>	<b>ndahisoońńii'</b>
<b>nayiisńńii'</b>	<b>nayiisńńii'</b>	<b>ndayiisńńii'</b>

Hádáá' kíí' nahisíníńńii'? *When did you buy the horse?*  
Naaki nááháiídáá' nahiséńńii'. *I bought it two years ago.*

Adááđáá' kintahgóó nsiikai. Áadi ch'iyáán dóó t'áadoo le'é  
hooghan báhígíí nahisiilńńii'. *We went to town yesterday and  
bought groceries and household items.*

Asdzáá Bedonie dah iist'ó baa nahiséńńii'. *I bought a rug from  
Mrs. Bedonie.*  
Azee'íí'íní chidí bikee' shaa nayiisńńii'. *The doctor bought a tire  
from me.*

Da' ké naa ndayiisńńii'? *Did they buy the shoes from you?*  
Ké doo hózhó íłjí da biniinaa shaa ndayiisńńii'. *They bought the  
shoes because they were inexpensive.*

Na'áłchínísh ké bá nahisíníńńii'? *Did you buy shoes for the  
children?*  
Ayóo da'íłjí ndi ła' bá nahiséńńii'. *Although they were expensive  
I bought some for them.*

Da' Mr. White chidí bikee' ła' ná nayiisńńii'? *Did Mr. White buy  
you some tires?*  
Ndaga', chidí bikee' ayóo da'íłjí, ní. *No, he says tires are too  
costly.*

Dzi'izí díkwíí bááh azłjí'go nihisíníńńii'? *How much did the  
bicycle cost when you bought it?*  
Neeznáadiin dóó ba'aan bááh azłjí'. *It cost over a hundred dollars.*  
Doo hózhó íłjí da lá ya'? *It didn't cost much, did it?*  
Aoo', doo hózhó íłjí 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*:

<b>bááh adooleet</b>	<i>it will cost</i>
<b>bááh ílj</b>	<i>it costs</i>
<b>bááh azlǫ́'</b>	<i>it cost</i>

Cost may be figured in dollars, **béeso**, or any other exchange commodity.

Díí chidí díkwíí bááh adooleet? *How much will this vehicle cost?*

Ashdla'di míl bááh adooleet. *It will cost five thousand.*

Naaltsos díkwíí bááh ílj? *How much is the book?*

Naakits'áadah béeso bááh ílj. *It costs twelve dollars.*

Nilǫ́' éí díkwíí bááh azlǫ́'? *What did the horse cost?*

Dibé naadiingo bááh azlǫ́'. *It cost twenty sheep.*

Ayóo íljí lá. *That was expensive!*

### 11.14 Adjective “new”

**Ániid:** *new, recent, young, fresh*, is applied as follows:

Gary bidzi'izi ániidígíí át'é. *Gary's bicycle is new.*

Shidzi'izi 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, **áníídídáá'**: *at a recent time*, fit in as follows:

Áníídí tééchaq yázhí nahisétnii'. *I bought the puppy recently.*

Áníídídáá' Be'eldíldasinilgóó nisiikai. *We went to Albuquerque recently. We were to Albuquerque not long ago.*

Áníídí chidí ániídí nayiisnii'. *He bought the new vehicle recently.*

### 11.16 Onomatopoeic Words

Onomatopoeic 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 ánídí shaa náyá.  
Ashiiké naakigo

**Student** Ashiiké ánídí shaa ní'áázh.  
táa'go  
nihaa  
adáá'dáá'  
sáanii  
naakiiská'dáá'  
táa' náahai'dáá'  
naa  
shí ndeezidí'dáá'

### 11.18 Substitution Drill

**Model** At'éé yázhí bá'ólta'í yaa náyá.  
Jane

**Student** Jane bá'ólta'í yaa náyá.  
Jane dóó Sue  
amá danilíinii  
ashiiké  
ashiiké ndilt'áo  
hastiin

### 11.19 Transformation Drill

**Model** Da' Beesh Sinildi biiská.

**Student** Ndaga', doo áadi biiskáa da.  
Bizhé'éesh baghandi biiská?  
Áadi daats'í naaki biiská?  
Ni daats'í kintahdi niiská?  
Ron Ahééheshj̄hdi ashdla' biiskáa ya'?  
Sáaniiísh hooghan nímazí góne' dabiiská?  
Da' nihicheii baghanídi nihiiská?

### 11.20 Transformation Drill

**Model** Béesh Sinilgóosh nisínyá?

**Student** Aoo', ákóq niséyá.

Lók'aahnteelgóosh nishoo'áázh?

Da' Hastiin Yazzie Tséhootsooígóó naayá?

Diné bizaad yídahoo' aahígíish Tségháhoodzánígóó naaskai?

Joan dóó Eddie daats'í ałdó' kintahgóó naazh'áázh?

### 11.21 Replacement Drill

**Model** Lester bíká náyá. (*bíká and biniiyé are essentially the same*)

**Student** Lester biniiyé náyá. (*in this setting*)

Lester ch'iyáán yíká náyá.

Darla dóó biché'é dzi'izí yíká ní'áázh.

Mósí yázhíish bíká noo'áázh?

Mósí yázhí biká niit'áázh.

Átchíní 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.

- Hádáq' kintahgóó nisínyá?
- Ha'át'íí nahisíníinii' áadi?
- Nahisíníinii'ígíish baa nił hózhó?
- Háadi éiyá díí naaltsoos nahisíníinii'?
- Da' éí ayóo ílǫ́í nt'ée'?
- Díkwíí béeso báqáh azlǫ́í'?
- Ha'át'íí íiyisíí bíká nisínyá, kintahgóó?
- Da' éí nahisíníinii'?

### 11.23 Integration Drill

**Model** Dzi'izí nahiséinii'. (hastáq náahai)

**Student** Hastáq náahaiídáq' dzi'izí nahiséinii'.

Ké nahisíníinii'. (díí' ndeezid)

Asdzáq Tsosie dah iist'ó 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 it 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*.

<b>deesdoi</b>	<i>it is hot (SPN)</i>
<b>deesk'aaz</b>	<i>it is cold (SPN)</i>
<b>naashch'aa'</b>	<i>it is colored</i>
<b>naayá</b>	<i>he went and returned</i>
<b>sidá</b>	<i>he is sitting, he is at home, he is in</i>
<b>sido</b>	<i>it is hot to the touch</i>
<b>sik'az</b>	<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.

<b>shíká análwo'</b>	<i>he helps me repeatedly, (whenever he can or when I need him or he is available)</i>
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#### Usitative Mode

This mode (U) shows habitual action, as in the following example:

<b>íí'í</b>	<i>he makes it (as an occupation)</i>
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## 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

### AHIL NÁÁHÁLNE'

- |      |   |  |
|------|---|--|
| HALL | Wóshdǵé', yah aninááh. Ahil nááhwiilne' doo ya'?  | <b>nááhwiilne'</b> : <i>we visit again</i>   |
| KII  | Éí biniiyé náyá. Ha'át'íí baa naniná?   |  |
| HALL | Naaltsos áshléehgo baa naashá.<br>Damóo yéedǵǵ' shádí naaltsos shich'í' áyiilaa.  | <b>áshlééh</b> : <i>I'm making it (writing it)</i><br><b>yéedǵǵ'</b> : <i>at that time</i><br><b>áyiilaa</b> : <i>she made it (wrote it)</i>   |
| KII  | Da' nik'éí hóló?  | <b>ak'éí</b> : <i>relatives, family</i>  |
| HALL | Shádí dóo sitsilí bit háájéé'.  | <b>bit háájéé'</b> : <i>my siblings</i>  |
| KII  | Éí háadi kéédahat'í?  |  |
| HALL | T'áa ałtso Ohio hoolyéedi kéédahat'í.   | <b>t'áa ałtso</b> : <i>all of them</i>   |
| KII  | Da' nich'ooní ałdó' áádǵé' naaghá?  |  |
| HALL | Aoo', éí dó' áádǵé' naaghá. Bik'éí ła' ndi Tucsoni dabighan.  |  |
| KII  | Nimá dóo nizhé'é t'ah naa'aash ya'?   | <b>t'ah naa'aash</b> : <i>they are still living</i>  |
| HALL | T'áa ála t'ah naa'aash. Kóhoot'éedǵǵ' kwe'é nihaa ní'áázh.  | <b>t'áa ála</b> : <i>both of them</i>  |
| KII  | Éí ha'át'íí binaanish lc rít'éé'?   |  |
| HALL | Na'ach'iishí nilí. Kin í'íí lc rít'éé'. K'ad éiyá t'áa hooghandi t'áadoo le'é hooghan báhígíí íf'íí łah.  | <b>na'ach'iishí</b> : <i>carpenter</i>   |
| KII  | Nléí naaltsos bii' yist'iniish áyiilaa?   | <b>naaltsos bii' yist'ini'</b> : <i>bookcase</i>   |
| HALL | Éí t'áa shí áshłaa.   | <b>áshłaa</b> : <i>I made it, I built it</i>   |
| KII  | Da' éí nizhé'é bits'ǵǵdóó bíhwiiní'ǵǵ'?   | <b>bits'ǵǵdóó</b> : <i>from him</i><br><b>bíhwiiní'ǵǵ'</b> : <i>you learned it</i>   |
| HALL | Aoo', éí bits'ǵǵdóó bíhoo'ǵǵ'.<br>Ániid naasháádǵǵ' shizhé'é bíká anáshwo'go na'ach'iish baa naashá lc rít'éé'. Kót'éego éí bíhoo'ǵǵ'.<br>T'ah ndi éí bineeshdlíigo baa naashá.<br>Éí binaashnishgo ayóo shil' yá'át'éeh łah. | <b>bíhoo'ǵǵ'</b> : <i>I learned it</i><br><b>ániid naasháádǵǵ'</b> : <i>when I was young</i><br><b>na'ach'iish</b> : <i>carpentry</i><br><b>binaashnish</b> : <i>I'm working on it</i> |

## NA'ACH'IISHJÍ

Mr. Hall na'ach'iish ayóo yíneedlǫ́. Ólta'di bá'ólta' ndi hooghandi łahda t'áadoo le'é íł'íł' łeh.

na'ach'iish: *carpentry*

t'í'édáá': *last night, last evening*

T'í'édáá' éi yaa naayá. K'ad éiyá éé' biih ná'nił'í

yaa naayá: *he was doing*

éé' biih ná'nił'í: *chest of drawers*

íłléehgo yaa naaghá. Damóo yéédaá' díi éi

damóo yéédaá': *last week; last Sun.*

yinaalnish lc nǫ́'ée'. Áko nizhónigo t'áadoo le'é

yinaalnish: *he works on it*

bich'ooní yá íł'í. Asdzáá Hall éi ayóo bił' yá'át'ééh.

### 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	íłnééh	ádeilnééh
ánílééh	óhłlééh	ádaahłlééh
íłlééh	íłlééh	ádeilééh

Ha'át'íi lá ánílééh, shidá'í? *What are you building, my uncle?*

Łíł' baghan áshlééh. *I'm building a horse barn.*

Sáanii ha'át'íi ádeilééh? *What are the women building?*

Chaha'oh ádeilééh. *They are putting up a brush shelter.*

Shádí bich'í "call" áshlééh. *I'm making a call to my older sister.*

T'áa kwe'é "sign" ánílééh. *Sign right here.*

Tom "retire" íłlééh. *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' naaltsos bikáá' ádaahłlééh. *Write your story on paper.*

Nizhónigo naaltsos bikáá' ádeilnééh. *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 biniyé. *I'm writing my mother a letter (asking) for money.*

Norman Judy éé' bighan yá ílééh. *Norman is building Judy a clothes closet.*

## 12.2 Adverb “then - in the past”

**Yéedáá'**, also, **-éedáá'**, **-áadáá'**, **-héedáá'**, **-háadáá'**, identifies the time of an occurrence.

Naadiin shináahai yéedáá' Kinlánídi ínishta' lc ní'ée'. *When I was twenty years old, I was going to school in Flagstaff.*

Áłchíní daniidlínéedáá' Naat'ánii Néezdi nihighan lc ní'ée'. *When we were children, we lived at Shiprock.*

Ániid naasháháadáá' diné bizaad bíhoosh'aah lc ní'ée'. *When I was young, I learned the Navajo language.*

Nihá naalnishéedáá' ayóo naalnish lc ní'ée'. *He worked hard when he was working for us.*

Hooghan áshlééhéedáá' shidá'í bił naashnish lc ní'ée'. *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 ní'ée'** and using the perfective mode.

Kin bá áshlééh lc ní'ée'. *I was building the house for him.*

Kin bá áshłaa. *I built the house for him.*

áshłaa/íishłaa	íilyaa	ádeilyaa
íinilaa	óohłaa	ádaahłaa/ádaohłaa
áyiilaa	áyiilaa	ádayiilaa

Háish 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 ndeezidídáá' díí chaha'oh ádayiilaa? *How many months ago did they build this brush shelter?*

Hádą́ą' lá díí hooghan ádaahłaa? *When did you build this hogan?*

Díkwíí shíí náahaiídą́ą', tseebíí daats'í. *Let's see, how many years has it been? Maybe eight.*

Da' naaltsos bikáá' íinilaa? *Did you write it down?*

Naaltsos 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'éeí, nik'éeí, bik'éeí, nihik'éeí**, refer to the extended family.

Háish éí kóó kéédahat'í? *Who lives around here?*

Díí éí Ben Joe bik'éeí. *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 háíníjée'shą', éí háadi kéédahat'í? *Where do your siblings live?*

Bił háíjée' Canada hoolyéedi kéédahat'í. *My siblings live in Canada.*

Dan bił háájée' 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 ánóltso	<i>all of you</i>
t'áá áltso	<i>all of them</i>

Da' t'áá ánóltso íhooł'aahii danohłí? *Are you all students?*

T'áá áníltso íhooł'aahii daniidlí. *All of us are students.*

Íhoo' aahii t'áá altso diné bizaad yídahoo' aah. *The students are all learning Navajo.*

Áłchíní t'áá altso t'áá diné danilí. *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 áníidla	<i>both of us, we both</i>
t'áá ánołta	<i>both of you, you both</i>
t'áá áła	<i>both of them, them both</i>

Nimá daats'í sidá, nizhé'é daats'í? *Is your mother home?*

*Maybe your father?*

T'áá áła siké. *They are both home.*

At'ééké t'áá áła Wal-martdi atah naalnish. *Both of the girls are working at Wal-mart.*

Ahéhee', t'áá ánołta 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 ál'í	<i>food is made</i>	ch'iyáán ál'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 bíhoo'aahjí bił ndant'ah łeh. *It is usually difficult for white people to learn Navajo.*

Naabeehó danilíinii éí t'áá bí bizaad wólta'jí bił ndantł'ah leh. *It is usually difficult for Navajos to read their own language.*  
 Doug kin álnéehjí yíhooł'áá'. *Doug has learned to build houses.*  
 Della ch'iyáán ál'ííjí baa ółta'. *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	table
bikáá'dah'ant'éhí/tásk'eh	bed
bikáá'dah'asdáhí/bik'idah'asdáhí	chair
bikáá'dah'antéhí/bik'idah'asdáhí nineezígíí	couch, sofa
bikáá'dah'asdáhí nineezígíí	bench
éé' biih ná'níí/éé' bighan	clothes closet
teets'aa' bighan	cupboard
naaltsoos biih ná'níí/naaltsoos bii' yistł'ini	bookcase

### 12.11 Postposition “deriving from”

**Bits'áá'**: *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'áádóó diné baa hane' bídahooš'aah. *I'm learning the Navajo stories from my grandpa.*

T'áá diné ba'átchíní sít's'áádóó t'áá bí bizaad yídahooł'aah. *The children of Navajos are learning their language from me.*

### 12.12 Verb “to learn it” (perfective)

bíhooł'áá'	bíhwiil'áá'	bídahwiil'áá'
bíhwiinił'áá'	bíhooł'áá'	bídahooł'áá'
yíhooł'áá'	yíhooł'áá'	yídahooł'áá'

Saad t'óó ahayóí bídahwiil'áá'. *We have learned many words.*

Éí bídahwiil'á'ígíí baa nihíł dahózhó. *We are glad about having learned them.*

Díkwí saad bíhwiiní'áá'? *How many words have you learned?*  
 Díkwí shíí sha'shin. Neeznádiin dóó ba'aan daats'í. *Who*  
*knows how many! Over a hundred, probably.*  
 T'áá díkwíhí t'éiyá bíhoo'áá'. *I have learned only a few (words).*

Saad bíhoo'á'áá daats'í béédaatniih? *Do you remember the*  
*words you learned?*  
 Ła' éí ch'ééh béédeiilniih. Ła' éí t'áá béédeiilniih. *Some we just*  
*don't remember. Some we do.*

### 12.13 Time Designations

We need several more past-time reference points: **t'éédáá'**: *last evening, last night;*  
**jíídáá'**: *today (the part that is past);* **damóo yéedáá'**: *a week ago, last week, last Sun-*  
*day;* **díí t'ée'**: *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.

T'éédáá' shik'éí ła' shaa yíkai. *Last night some of my relatives*  
*came to see me.*  
 T'éédáá' sítsoí bighandi shiiská. *I spent the night at my*  
*grandchild's place.*  
 Jíídáá' kingóó nishiit'áázh. *We went to the store today.*  
 Damóo yéedáá' Pete Kansagóó naayá. *Last week Pete went*  
*to Kansas.*  
 Táá' damóo yéedáá' hastóí Hoozdogóó naaskai. *The men went to*  
*California three weeks ago.*  
 Díí t'ée' da'óta'ígíí Jan bighandi naháaztą́ doo. *The students*  
*will be at Jan's house tonight.*  
 Díí jí t'áá áníltso 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'íí'íní shinaalnish. *The doctor is working on me.*  
 Nihichidí bineiilnish. *We (two) are working on our vehicle.*  
 George daats'í nihichidí yinaalnish doo. *George might work on*  
*our car.*  
 Jíídáá' shichidí binaashnish lc nít'ée'. *I was working on my car*  
*today.*



Da' Leo Tully nighan yinaalnish. *Is Leo Tully working on your house?*

Ndaga', shá nanilnish doo bidishnúi 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'asdáhi íllee'h da.

**Student** Del bik'idah'asdáhi íllee'h.

Les doo bił hózhóq da.

Doo t'áa ániiltso kintahgóó deekai da.

At'ééké t'áa áta doo ákóq naazh'áazh da.

Ashiiké doo t'áa áta deezh'áazh da.

Díi hastóí doo Dick bik'éei da.

Sáanii doo t'áa áltso amá sání daniljí da.

Amá danilíinii ba'átchíní doo yaa ádahalyáq da.

Shideezhí doo naaltsoos áyiilaa da.

Dennis k'ad doo hooghan íllee'h da.

### 12.16 Sustitution Drill

**Model** Diné kwe'é ndaalnish.

**Student** Diné t'áa áltso kwe'é ndaalnish.

Gary dóó Roddie atah óta'.

Sarah dóó bideezhiké naaltsoos ádeilééh.

Shik'éei shił yá'ádaat'ééh.

Sally dóó bádí bilagáana bizaad yíhooł'áq'.

Debbie dóó bínaaí kingóó deezh'áazh.

Ni dóó Chii kwe'é dah nohkeeh.

Sáanii danohíinii áadi dah dinohbíih.

Da'óta'ígíi nihaa yíkai.

Ániid ndaakaiígíi naaltsoos ádeilééh.

Átchíní íiyisíi bił dahózhó.

Sik'isóó díi chidí doo bił yá'ádaat'ééh da.

### 12.17 Variable Substitution Drill

**Model** Naaltsoos áshlééh.

ni

**Student** Naaltsoos ánílééh.

t'áa ániiltso

t'áa ánóltso

t'áa ánóta

ashiiké t'áá áła  
                                     áyiilaa  
           hooghan  
 John Kii  
 hastóí t'áá áłtso  
 shí  
           ch'iyáán  
 Cora dóó Carla  
                                     áshłaa  
 shí dóó sítzilí

### 12.18 Integration Drill

**Model** At'ééd awéé' yaa áhályá. Baa shít hózhó.

**Student** At'ééd awéé' yaa áhályánígíí baa shít hózhó.

Ashkii kóqó sidá. Éí Dennie wolyé.

At'éé yázhí bilagáana bizaad bit bééhózin. Éí she'awéé'.

Hastiin dóó bich'ooní nihaa ní'áázh. Éí nihik'éí.

Nancy bik'éí baa yíkai. Éí Tóta'di bighan.

Leets'aa' bighan shá áyiilaa. Éí shidá'í.

Hastóí kin shá íléléh. Éí doo shik'éí da.

### 12.19 Query Patterned Response

**Model** Bikáá'adání shá íléléh.

**Student** Doo ná íléléh da.

Łíí' bighan ná íléléh.

Nimá yázhí kwe'é biiská.

Don Bilagody bimá yá naalnish.

Rosie saad t'óó ahayóí yíhooł'áá'.

Áłchíní t'áá áła bit hózhó.

Shik'éí t'áá áłtso shighandi dabiiská.

Hastiin ániid naaghá.

Asdzání áníídí nýyá.

Ray bínaaí na'ach'iishí nilí.

Deedee nizhónigo bí'éé' íléléh.

Dilwyn Becky naaltsoos yich'í' áyiilaa.

Hooghan shá ánléléh.

Naaltsoos shich'í' óhłéléh.

Hastiin kin áníídí áyiilaa.

Joe be'asdzáqá sidáa łeh.

Asdzání kwe'é sidá.

Joe na'ach'iishjí yihooł'aah.

## 12.20 Query on Dialog

- a. Háí lá Mr. Hall yaa nýyá?
- b. Mr. Hall ha'át'íí yaa naaghá?
- c. Háísh yich'í' naaltsos ílééh?
- d. Mr. Hall bik'éí háadi kéédahat'í?
- e. Háí éí Tucsondi kééhat'í?
- f. Da' Mr. Hall bimá dóó bizhé'é t'ah naa'aash?
- g. Bizhé'é 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 yíneedl'í?
- j. Ha'át'íí hooghan góne'é áyiilaa?
- k. Ha't'íí k'ad yinaalnish?
- l. Háísh yits'áádóó na'ach'iishjí yíhooł'áá'?
- m. Éí ániid naagháádáá' yíhooł'áá' ya'?
- n. Hastiin Hall t'áadoo le'é íł'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 ÍLÉÉH

Johnson binaanish t'óó ahayóí. Bidá'í bá naalnishgo t'áá'íí nídeezid. Bidá'í bıká análwo' leh. T'áá sáhi naashnishgo ayóo shił nant'ah, ní Johnson. Ła' bił ndaashnishgo shił nizhóní. Shidá'í shıká análwo'go doo nant'ah da, ní.

Hádáá' shíí éiyá bimá yázhí hooghan nímazí yá áyiilaa. Éí tsin\* yee áyiilaa. Hasht'ish\* ałdó' yee áyiilaa. T'áá sáhigo naalnishgo éí yinaalnish nít'éé'. Tsin éí doo béeso bááh da'íłí da. Naanish t'éiyá bááh íłí. Hasht'ish ałdó' ákót'é. Naanish t'éiyá béeso bááh íłí. Kót'éego hooghan nímazí áyiilaago doo hózhó íłí da nít'éé'. Áko doo íłí da ndi hooghan nímazí éí nizhónigo 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. Tsííł nízingo sidá, ba'áłchíní yiba' sidá. Kintahgóó deeyá. Ch'iyáán la' yiniyé. Chidí bitoo' ásdjíd. Éí dó' yiniyé deeyá. Ak'ah fihazhí ałdó' la' yinízin. Ch'ééh áłchíní yiba' sidá.

**tsííł:** *hurry; nízin:* *he thinks*

**yiba':** *waiting for them*

**ásdjíd:** *it is gone*

**ynízin:** *he wants it*

**ch'ééh:** *in vain*

KII Shizhé'é, k'adish kintahgóó díníyá?

JOHN Aoo', k'ad ákóó deekai. Tsxjítgo, ch'ééh nihiba' sédá. Tsííł nisin.

**tsxjítgo:** *hurry up!*

**nisin:** *I think*

KII Shí daats'í ałdó' iih iishyeed.

JOHN T'áá ánółtso iih oohjeeh.

**iih iishyeed:** *I get in*

**iih oohjeeh:** *you (all) get in*

KII Shádi dóó sítzilísh ałdó' iih ahi'nilchééh?

**iih ahi'nilchééh:** *they (2) get in*

JOHN Aoo', t'áá áníłtso kintahgóó deekai.

KII Ha'át'íí biniiyé deekai?

JOHN T'áadoo le'é nahidiilnih biniiyé deekai.

**nahidiilnih:** *we will buy it*

KII Jooł iih nálniihí shá nahidíłnih ya'?

**jooł iih nálniihí:** *basketball*

Éí bee naashnégo ayóo bíneeshłí.

**naashné:** *I play*

JOHN Hóla, áadi niikaigo índá shíł bééhózin doo.

**índa:** *and then, at that time*

Nimá bíbéeso daats'í bíghah dooleeł.

Éí dah iist'ó áyiłlaa. Éí díkwíí béeso

bíghah doo sha'shin. Doo shíł bééhózin

da. Naalyéhé yá sidáhí éí shíí baa

neidiyoołnih. Ch'iyáán dóó chidí bitoo'

dóó ak'ah fihazhí áłtsé nahidiilnih.

K'ad láą, iih oohjeeh. Tj'ée, kintahgóó

deekai.

**naalyéhé yá sidáhí:** *trader*

**neidiyoołnih:** *he will buy it*

**tj'ée:** *come on, let's go!*

**láą:** *an emphatic*

Áłchíní hááhgóóshjí bíł dahózhó. Kintahgóó deeskaigo ayóo bíł yá'adaat'éeh łeh. T'áadoo le'é deinízin łeh. Naalyéhé yá sidáhí binaalyéhé danizhónígíí t'óó ahayóí danízin. Shimá t'áadoo le'é shá neidiyoołnih danízin.

**hááhgóóshjí:** *very*

**deinízin:** *they want it/them*

### 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 prepounded by several themes: **ahééh**: *thankfulness*; **bił**: *sleepiness*; **dibáá'**: *thirst*; **dichin**: *hunger*; **tsíł**: *hurry*. The /x/ in **tsxíłgo** is an intensifier.

ni(s)sin  
nínízin  
nínin

niidzin  
nohsin  
nínin

daniidzin  
danohsin  
danínin

Háish éi ashkii yázhí bimá nínízin? *Who do you think is the little boy's mother?*

Stella éi ashkii bimá nisin. *I think Stella is the boy's mother.*

Donald háágóo deeyá nínízin? *Where do you think Donald is going?*

Doo deeyáhígóo da sha'shin nisin. *I don't suppose he's going anywhere.*

Nibéesoósh doo baa ahééh nínízin da? *Aren't you thankful for the money?*

Díí t'óó naaki yáál. *(This is) merely twenty-five cents.*

Chidí bitoo' shá nahíníniihígíí ayóo baa ahééh nisin. *I'm very grateful for the gas you are buying for me.*

Áłhíní yázhíish bił danínin? *Are the little children sleepy?*

Ayóo bił danínin. *They're very sleepy.*

Darrel bidibé dibáá' danínin, deesdoigo biniinaa. *Darrel's sheep are thirsty because it is hot.*

Áłhíní da'ólta'ígíí dichin danínin. *The students are hungry.*

Da' nidá'í tsíł nínin? *Is your (mat.) uncle in a hurry?*

Ndaga', doo tsíł nínin da łeh. *No, he's usually not in a hurry.*

Tsxíłgo. *Hurry up!*

Doo tsxíł nisin da shí. *(As for me) I'm in no hurry.*

Áko ndí shí éi íyisíí tsxíł nisin. *But I'm in a big hurry.*

### 13.2 Waiting

*Waiting for, awaiting* is expressed by preposing the postposition **shiba'**, **niba'**, **biba/yiba'**, **nihiba'** before verbs of whatever activity the person who is waiting is engaged in.

Hái lá biba' sínídá? *For whom are you waiting?*  
 Bá'ólta'í biba' sédá. *I'm waiting for the teacher.*

Hái biba' kóq naah'aash? *Who are you waiting for, walking around here?*  
 Nihik'is la' biba' kóq neit'aash. *We're walking around here waiting for some of our friends.*

Háadi éiyá nihiba' nahísóotáa doo? *Where will you be waiting for us?*  
 Wal-martdi nihiba' naháatáa 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*.

ádǰǰh	(I)	<i>it is disappearing, dwindling away</i>
ádin	(NI)	<i>it is gone, it has disappeared</i>
ásdǰǰd	(SP)	<i>it has dwindled away, it has run out</i>
ánádǰǰh	(R)	<i>it repeatedly runs out</i>
ádoodǰǰł	(F)	<i>it will disappear, it will be gone</i>

Chidí bitoo' nihee ádǰǰh. *We're running low on gas.*  
 Naalyéhé bá hooghandi chidí bitoo' ádin. *There is no gas at the trading post.*  
 Shibéeso ásdǰǰd lá. *I'm out of money! (It just slowly disappeared.)*  
 Hooghandi ch'iyáán ánádǰǰh. *We keep running out of food at home.*  
 Yiskáo tó ádoodǰǰł. *The water will run out tomorrow.*

Chidí bitoo' hahgo ádoodǰǰł? *When will the gas run out?*  
 Chidí bitoo' doo ádoodǰǰł 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'éékéshą', ha'át'íí deinízin? *What about the girls, what do they want?*

Éí t'áá ąłtso béeso ła' deinízin. *They all want some money.*

Hastiinísh ak'ah ąızhíńísh 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 ńt'ée'. *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.*

Jíídą́ą' naashnishgo biniinaa ch'ééh déyá. *I'm tired because I was working today.*

Ch'ééhésh 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  
nahidíílnih  
neidiyoolnih

nahidiilnih  
nahidoolnih  
neidiyoolnih

ndahidiilnih  
ndahidoolnih  
ndeidiyoolnih

Yiskáo shizhé'é chidí ła' neidiyoolnih. *My father will buy a vehicle tomorrow.*

Ha'át'íí lá nahidíílnih 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 nahidoolnih 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 nálniihí**: *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.

naashné  
naniné  
naané

neii'né  
naahné  
naané

ndeii'né  
ndaahné  
ndaané

Chester ólta'di naané. *Chester is playing at the school.*

Ashiiké ła' bił ndaané. *Some boys are playing with him.*

Jooł iih nálniihí yee ndaané. *They're playing basketball.*

Ashkii yázhí lééchaą'í yee naané. *The boy is teasing the dog.*

Lééchaą'í mósí yázhí yee naané. *The dog is hurting the kitten.*

Ashkii bitsilí yit jooł iih nálniihí 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.*  
Tsííłgo chidí biih iishyeed. *I'll hurry and get into the car.*

Ashkiísh chidí yíih iilyeed? *Is the boy getting into the car?*  
Nda, doo yíih 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!”

**Tj', tj'éę:** *come on, let's go!* — you can use either one. **Soltj'** is used in addressing two or more.

### 13.11 Adverb “hard”

**Hááhgóóshíí:** *hard, diligently*, is used as follows:

Adáádáá' hááhgóóshíí ndeiilnish rít'éé'. *We really worked hard yesterday.*

Sitsilí hááhgóóshíí shíká análwo' łeh. *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: **índída:** *then only*.

Da' yiskáo ákóó díníyá? *Are you going there tomorrow?*  
 Ndaga', naakiiskáo índa. *No, the day after tomorrow.*  
 Náádamóo índída ákóó déyá. *I'm going in another week,  
 not before.*

### 13.13 An Emphatic

**Láa** “is an emphatic enclitic particle, usually expressed in English by stress” (Y/M,1980, p. 514).

Ni láa, shíká adíflwoł nisin. *I want you to help me.*  
 Éí ná nahideeshnih láa. *I will buy it for you.*  
 Ahéhee', láa. *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 yíhooł'aah da.

Shicheii doo chidí neidiyoołnih da.

At'ééd doo jooł yee naané da.

Lilly éí doo ashkii yił naané da.

Ashiiké hááhgóóshíí naané 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 áła

at'ééké t'áá áłtso

ashkii awéé' yee

lééchaq'í taa'go mósí yee

**Model** Shí dooda nisin. (new verb — no response)

Glenda áldó'  
shideezhí t'áá ála  
ashiiké t'áá áltso  
óla'í daniidliinii

**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'  
niish áldó'  
ni dóó nínaaí díí łí'  
shí dóó shínaaí łí' naa

### 13.16 Query Patterned Response

**Model** Da' Delton naalnish łeh?

hááhgóóshíí

**Student** Delton hááhgóóshíí naalnish łeh.

Mr. Hall daats'í diné bizaad yíhooł'aah.

Da' Liz níká anáłwo'?

Dixon jooł yee naanéego bił yá'át'ééh, ya'?

Dibé yázhíish baa naanish hasin?

At'éédísh dinék'ehjí nóomba yółta'?

Łíí' bighan góne'ésh yah iijeeh?

Da' áłchíní ółta' góne' yah iijeeh?

Jennie daats'í saad yénálniih?

Lindaásh tsjį́ nízin?

### 13.17 Insertion Drill

**Model** Dedra nihíká adoolwoł.

ląą

**Student** Dedra ląą nihíká adoolwoł.

Dorothy bił bééhózin.

Ashkii doo bił hózhóq da.

Bilagáana atah da'óta'.

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.

T''éédąą' deesk'aaz ní't'éé'.

Niba' sédá.

Ken bibéeso ásdjįd.

Adąąđąą' bibéeso ásdjįd.

Nicheii niłjį' naa neidiyoołnih.

### 13.18 Query on Dialog

- a. John Yazzie háish yiba' sidá?
- b. Háágóó lá deeyá?
- c. Ha'át'íi yiniyé deeyá?
- d. T'áá sáhíish deeyá?
- e. Chidí bitoo'ish ásdjįd?
- f. Da' éí yiniyé deeyá?
- g. Ch'ééhésh ba'átchíní yiba' sidá?
- h. T'áá daats'í tsjįł nízín?
- i. Áłchiníish ałdó' iih iijeeh?
- j. Be'asdżąąshą'?
- k. Kii ha'át'íi iyisí yinízín?
- l. Éish jooł yee naanéego yíneedłj?
- m. Háish éí diyogí áyiilaa?
- n. Naalyéhé yá sidáhí daats'í éí neidiyoołnih?
- o. Hastiin Yazzie ha'át'íi neidiyoołnih nínízín?
- p. Da' be'asdżąą ch'iyáán ła' neidiyoołnih nínízín?
- q. Bibéesoosh bíghah doo nínízín?
- r. Áłchiníish kintagóó deeskaiígíish bił danizhóní?
- s. Áłchíní kindi t'áadoo le'é bił danizhóní łeh ya'?

### 13.19 Insertion Drill

**Model** Táá' yiskáo nihá naashnish doo.  
índa

**Student** Táá' yiskáo índá nihá naashnish doo.  
Hooghandi sédáago shaa níyá.  
Shił bééhózingo bee nił hashne'.  
Naakiiskáńdą́' shaa ní'áázh.  
Ashdla' yiskáńdą́' dah'iist'ó' ątso áyiilaa.  
Shádí shaa níyáago bee bił hashne' doo.  
Díi t'ée' jooł bee ndeii'née doo.

### 13.20 Narrative

#### JOE BEGAY BE'ASDZÁÁ BAHANE'

K'ad éiyá Joe Begay kingóó deeyá. Bichidí yee deeyá. Doo t'áá sáhí ákóó deeyáa da. Bich'ooní ątdó' iih iilyeed. Asdzáá éiyá t'áá bi\* ádaa halne'.

*herself*

Hooghandi ch'iyáán ásdjíd lá, ní. Ła' éi nahideeshnih biniyé kingóó déyá. Áłchíní éi doo deeskai da. Éi shj́i t'áá hooghandi naháaztą́ dooleeł. Bimá sání éi bił naháaztą́ doo.

Díi j́i shibéeso doo hózhó łą'í da. Ako ch'iyáán doo łą'í nahideeshnih da. Chidí bitoo' dóó ak'ah łizhiní nahidiilnih. Chidí bitoo' ayóo ilj́i łeh. Éi biniinaa doo łą'í nahidiilnih da. Ch'iyáán ątdó' ayóo ilj́i łeh. Ak'áán\* dóó bił é'él'ini\* dóó ak'ah\* ła' nahidiilnih. Éi nihee ásdjíd. Éi dıkwił shj́i béeso bąąh adooleeł sha'shin. Atsj́i\* ła' daniidzin ndi, hóla, nihibéeso daats'í doo bíghah da doo sha'shin. Áłchíní ątk'ésdisi\* dóó tó dilchxoshi ła' deinízin ndi éi shj́i doo nahidiilnih da.

*flour, baking  
powder, shortning  
meat*

*candy*

Nihibéeso doo łą'í da ndi nihee hólónígíi baa ahééh nisin. Nńdeezidgo índá shj́i nihibéeso t'áá hólóó dooleeł. Diyogí ątso áshłaaago índá ch'iyáán t'óó ahayóí nahidiilnih. Índá t'áadoo le'é ąłchíní bá nahideeshnih. Índá bił dahózhóó 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'ééh, John. Hózhónigo oo'ááł ya'?  | <b>oo'ááł:</b> <i>the day is paasing</i>                   |
| JOHN   | Yá'át'ééh, K'ad hózhóni yee'.   | <b>yee':</b> <i>really, emphasis</i>                       |
| ART    | Éí ląą. Háádéé' lá?   |  |
| JOHN   | T'áá hooghandéé'?   |  |
| ART    | Háágóóshą'?   |  |
| JOHN   | T'áá ákódíjí'. T'áadoo le'é biniiyé niikai.<br>Bessie éí diyogí áyiilaa. Éí daats'í<br>nahidííłnih niidzin. | <b>t'áá ákódíjí':</b> <i>right to here</i>                 |
| BESSIE | Adááđáá' altso áshłaa. Éí díkwíí bíghah<br>nínizin? Naakidi neeznádiin daats'í ?                            | <b>altso:</b> <i>completed</i>                             |
| ART    | Nizhónigo finilaa ndi éí shíí neeznádiin<br>dóó ba'aan ashđla'diin béeso bíghah nisin.                      |  |
| BESSIE | Éí binaashnishgo nídeezid. Neeznádiin dóó<br>ba'aan tseebídiin shíł t'áá áko.                               | <b>shíł t'áá áko:</b> <i>okay with me</i>                  |
| ART    | T'áá shíí áko. Ha'át'íí lá nihíłnih?  | <b>nahíłnih:</b> <i>you are buying</i>                     |
| BESSIE | Áłtsé áłchíní báhígíí nahashniih. Kii éí<br>bee'ak'e'elchíhí ła' yinízin. Éí hait'áo íłí?                   | <b>nahashniih:</b> <i>I am buying</i>                      |
| ART    | Éí díí' yáál báąh íłí. Díkwíigo nínizin?  | <b>hait'áo:</b> <i>how (much)</i>                          |
| BESSIE | T'ááłáhigo shaa níłijh, naaltsoos ła' atdó'.<br>Éí naakigo shaa níníł.                                      | <b>díí' yáál:</b> <i>fifty cents</i>                       |
| ART    | Naakigo éí díí' dóó ba'aan díí' yáál bíghah.  | <b>níłijh:</b> <i>give (slender object)</i>                |
| BESSIE | T'áá áko. At'ééké bé'ézhóó' ła' yinízin.  | <b>níníł:</b> <i>give (plural objects)</i>                 |
| ART    | Hait'éhígíí? Łichí'ígísh?   | <b>bé'ézhóó':</b> <i>comb</i>                              |
| BESSIE | Táa'go łichíí'go dóó ła' łitsogo.   | <b>hait'éhígíí:</b> <i>what kind</i>                       |
| ART    | Na', éí naa nishjááh. Ha'át'íí dóó?   | <b>na':</b> <i>here!</i> <b>nishjááh:</b> <i>I give it</i> |
| BESSIE | Ałk'ésdisí hastąągo shaa níjááh. Áádóó<br>bilasána éí naaki béeso bíghahgo.                                 | <b>níjááh:</b> <i>give (several)</i>                       |
| ART    | Éí díí' doot'izh báąh íłí. Ashđla'go naa<br>nishníł. Ałk'ésdisí táá' béeso báąh íłí.                        | <b>bíghahgo:</b> <i>worth</i>                              |
| BESSIE | T'áá áníłtso tó díłchxoshí nihíł daalkan.<br>Naadiin díí'gosą', hait'áo íłí?                                | <b>doot'izh:</b> <i>ten cents</i>                          |
| ART    | Naadiin díí'go éí łats'áadah báąh íłí.  | <b>nishníł:</b> <i>I give (pl. objects)</i>                |
|        |   | <b>tó díłchxoshí:</b> <i>pop</i>                           |

BESSIE Nímasii shaa níłtsóós. Ak'áán dó'.  
 Áshijh likan áldó'.  
 Át'ahálo! Hastiin hágo shiłnii lá.  
 T'ah índa náána.

ak'áán: flour; nímasi: potatoes  
 níłtsóós: give (in a bag)  
 át'ahálo: wait!

ART T'áá áko, t'áá kwe'é niba' naasháa doo.

## 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'ááł: *it is day, it is daytime, literally, it (the sun) is being carried along.*

Hózhónigo oo'ááł. *It is a nice day.*

Shizhé'é bíká iishyeedgo shee oo'ááł. *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 *íiyisíí*. This particle does not work well with all words ending in a consonant: *yá'át'ééhéi, nant'ahéi, k'adéi, t'áá k'ad láą*, carry somewhat the same force.

Nora bich'é'é nizhóni 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'ééhéi, shił naa'aash. *Well, hello, my cousin! (male to male)*

K'ad deekai láą. *Now we're going!*

## 14.4 Adverb “to this point”

Here are examples of the use of *t'áá ákódíjji'*: *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.

Háágóó lá, sik'is? *Where are you going, my friend?*  
 T'áá ákódíji. T'áadoo le'é biniyé naa náyá. *To here. I came to see you about something.*

T'áá ákódíji' níká adeeshwoł. *This is as long as I'll help you.*  
 T'áá ákódíji' ínísh'ta' dooleeł. *This is as far as I'll read.*  
 T'áá ákódíji' ínísh'ta'go bíhooł'áá'. *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	nahołniih	ndahołniih
nayiiłniih	nayiiłniih	ndayiiłniih

Dzi'izí łá' shá nahíłniih. *Buy me a bike.*  
 Shi béeso doo bíghah da lá. *I don't have enough money.*  
 T'áá ni nahíłniih. Nibéeso hółó. *Buy it yourself. You have money.*

Ashiiké, ha'át'í ndahołniih? *Boys, what are you buying?*  
 Bee'ak'e'elchíhí łá' ndahiilniih. *We're buying some pencils.*

Díí k'íłkizhí shaa nahołniih. *You (two) buy this spotted horse from me.*  
 Łíłkizhí doo niidzin da. Dibéłchí'ígíí éi nihíł nizhóní. *We don't care for the spotted horse. We like the brown one.*  
 Éi ałdó' k'í' yá'át'éehii át'é. Éi nahołniih láą. *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.

<b>béeso</b>	<i>money, dollar</i>	<b>gíinsi</b>	<i>15 cents</i>
<b>hastáą yáál</b>	<i>75 cents (6 bits)</i>	<b>doot'izh</b>	<i>dime (turquoise)</i>
<b>díí' yáál</b>	<i>50 cents (4 bits)</i>	<b>łitso</b>	<i>nickel (yellow)</i>
<b>naaki yáál</b>	<i>25 cents (2 bits)</i>	<b>sindáó/łichí'ígíí</b>	<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 **kíchí'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 bááh ílį. *Groceries cost money.*

Bee'ak'e'elchíhí giinsi bááh ílį. *The pencil/pencils cost 15 cents.*

Bááh béeso dóó ba'aan doot'izh bááh ílį. *The bread is \$1.10.*

Ałk'ésdisí díį' doot'izh dóó ba'aan łitso bááh ílį. *The candy is 45 cents.*

Bááh łikaní díį' doot'izh dóó ba'aan náhást'éei sindáo bááh ílį.

*The cookies are 49 cents.*

Dzi'izí bikee' náhást'éei dóó ba'aan náhást'éei doot'izh dóó ba'aan náhást'éei sindáo bááh ílį. *The bicycle tire is \$9.99.*

Tó dilchxoshí hastáą doot'izh dóó ba'an łitso bááh ílį. *Pop is 65 cents.*

Naaltsoos éi tsosts'idts'áadah dóó ba'aan hastáą yáal bááh ílį.  
*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, áłtsé 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:
-'ááł	-'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)
-tííł	-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	-níł	plural objects, animate or inanimate
-jih	-jááh	-jaa'	plural, separable objects (a handful of beans, money, tools; an armful of wood, puppies, utensils, cutlery.)
-(t)jot	-(t)jool	-(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 "ł" require the classifier. It always changes to "l" 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'elchíhí**: *pen*; **béesh adee'**: *spoon*; **bik'eh na'abaası**: *driver's license*; **bíla' táa'ii**: *fork*; **naaltsoos**: *card* **tsin**: *stick*; **bee ída'neel'aahí**: *ruler*.

Drill with this format — teacher-student, student-student.

- A. Ha'át'íí lá nínízin?  
 B. \_\_\_\_\_ (bee'ak'e'elchíhí) \_\_\_\_\_ ła' nisin. Ła' shaa níttjih.  
 A. \_\_\_\_\_ (bee'ak'e'elchíhí) \_\_\_\_\_ naa nishtjijh.
- A. Ha'át'íishą' nínízin?  
 B. \_\_\_\_\_ ła' nisin.  
 A. Díkwíigo nínízin?  
 B. Naakigo nisin. Ła' shaa nínííł.  
 A. Naakigo naa nishnííł.
- A. Ha'át'íí nínízin?  
 B. \_\_\_\_\_ ła' nisin.  
 A. Díkwíigo nínízin?  
 B. \_\_\_\_\_ (díf'go) \_\_\_\_\_ shaa níjááh.  
 A. Áko láa, \_\_\_\_\_ (díf'go) \_\_\_\_\_ naa nishjááh.

### 14.11 Query Free Response

- a. Háísh éí kindi naakai?
- b. Ła'ísh diyogí áyiilaa?
- c. Hádaá' altso áyiilaa?
- d. Éí díkwíí béeso bíghah?
- e. T'áa daats'í ayóo ílį?
- f. Áłchíní ha'át'íí bił yá'adaat'ééh?
- g. Ha'át'íí bił daalkan łeh?
- h. Bessie ha'át'íí nayiilniih?
- i. Díkwíí ałk'éstdisí nayiilniih?
- j. Bilasáana hait'áo ílį?
- k. Tó dilchxoshí éí hait'áo ílį?
- 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 nahiséńnií'.

Ch'iyáán nayiilniih.

Łééchaą yázhí nayiilniih.

Áłchíní da'ółta'ígíí bee'ak'e'elchíhí ndayiilniih.

Bilasáana nahíłniih.

Ałk'éstdisí ndahiilniih.

### 14.13 Completion Drill

Practice with flat, flexible objects: **aseezí binaaltsoos:** *newspaper*; **bááh:** *bread (wrapped)*; **béeso bizis:** *purse*; **bee ádíł'oodí:** *towel*; **bilasáana:** *apples (in a bag)*; **éé' naats'oodí:** *sweater*; **naaltsoos:** *sheet of paper*

A. Ha'át'íí nínizin?

B. \_\_\_\_\_ łá' nisin. Ła' shaa níłtsóós.

A. Hágoshíí, łá' naa nistsóós. Ha'át'íí lá ałdó'?

B. \_\_\_\_\_ ałdó' nisin. Éí shaa níłtsóós.

A. Na', łá' naa nistsóós.

A. Ha'át'íishą'?

B. \_\_\_\_\_ táa'go shaa nínííł.

A. Łá'ąą, táa'go naa nishnííł. Ła'ísh ałdó'?

- B. \_\_\_\_\_ ałdó' shaa nínííł.  
 A. Na', éi naa nishnííł.

Substitute this last frame with larger numbers, enough for an armful, and use **shaa nájááh, 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 bááh íłı?  
 Hait'áo íłı?  
 Díí díkwíí béeso?  
 Díkwíí doot'ızh bááh íłı?  
 Díí díkwíí yáál bááh íłı?  
 Dıışa', hait'áo íłı?

Díí ha'át'ıı át'é?  
 \_\_\_\_\_ át'é. Hait'áo íłı?  
 \_\_\_\_\_ bááh íłı. Díkwııgo nínızın?  
 \_\_\_\_\_ nısın.  
 Éı \_\_\_\_\_ bááh íłı.

#### 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 \_\_\_\_\_ éı ha'át'ıı yınızın?  
 B. \_\_\_\_\_ Jane \_\_\_\_\_ , ha'át'ıı nínızın?  
 C. \_\_\_\_\_ bilasána \_\_\_\_\_ ła' nısın.  
 B. \_\_\_\_\_ Jane \_\_\_\_\_ bilasána ła' yınızın.  
 A. Díí éı baa nájááh.

#### 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/nítjìh/níjááh/nínííł.\*
- B. K'ad \_\_\_\_\_ Jack \_\_\_\_\_ Nancy \_\_\_\_\_ item \_\_\_\_\_ yaa yíłtsóós/yeíłtsóós.\*\*
- yaa yítjìh/yeítjìh.
- yaa yíjááh/yeíjááh.
- yaa yínííł/yeínííł.

\* The short forms, **nítjìh**, **níjááh**, have been used in this lesson. In slow speech, and for distinct enunciation, the longer, **nítjìh**, **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 DÓO BA'ÁLCHÍNÍ BAA HANE'

Bessie éi kindi naaghá. Bich'ooní John dóó ba'átchíní ałdó' kóq' naakai. Éi bił yíkai. Áłchíní kindi bił dahózhóq' leh. T'áadoo le'é yiniyé yíkai. T'áá ałtso shíí' la' nahideeshnih danízin.

John éi chidí bitoo' dóó ak'ah tizhíní' la' yinízin. Áádóó chidí bikee' éi hait'áo da'íł' nízín. Ła' yinízin ndi béeso doo daats'í bíghah da doo sha'shin nízín.

Áłchíní éi ałk'ésdisí dóó tó dilchxoshí deinízin. Éi ayóo bił daalkan leh. Kii éi jooł' iih nálniihí' la' yinízin. Shimá bibéeso daats'í bíghah doo nízín. T'áadoo le'é daadánígíí\* yinízin ndi jooł' éi íiyisí' bił yá'át'ééh. Shimá éi shá neidiyooł'nih nízín.

*something to eat*

Bessie éi diyogí' la' áyiilaa. Éi daats'í naalyéhé yá sidáhí baa neidiyooł'nih. Éi shíí' bik'égo\* t'áadoo le'é neidiyooł'nih. Diyogí' áyiilaaígíí ayóo nizhóní. Éi yinaalnishgo naaki ndeezid. Éi ayóo baa naanish hasin rít'éé'. Hastáq' ndeezidídáq' la' áyiilaago éi dju'di neeznádiin bíghahgo baa nayiisnii', naalyéhé yá sidáhí. Díí daats'í ashdladi neeznádiin báq'ah adooleeł.

*for, in exchange for*

## 14.18 Linguistic Review

**Directional and Locative Enclitics**

**-góó:** *to, toward (with movement verbs)*

Kingóó deeskai.

Jack bimá bighangóó deeyá.

**-déeé':** *from (with movement verbs)*

Tina Kinlánídéeé' naaghá.

Shikéyahdéeé' naashá.

**-di:** *at, in*

Debbie ólta'di naalnish.

Shinaaltsoos hooghandi yínishta' doo.

**-dóó:** *from, from there and on*

Kinteeldóó neit'aash.

Áádóó/Áádéeé'\* neikai. \* from a previously-mentioned place

**Enclitic Combinations**

Ashkii Hastiin Tsoh bighandéeé' naaghá. *The boy is from Mr. Tsoh's house.*

Ashkii Hastiin Tsoh bighanídéeé' naaghá. *The boy is from the area where Mr. Tsoh lives.*

Doo naagháa da. *He isn't walking around.*

Doo naagháhi da. *There is no one home.*

Doo deezh'áazh da. *They are not going.*

Doo deezh'ázhígóo da. *They are not going anywhere.*

At'ééd Lisa bighandé'ígí Suzy wolyé. *The girl from Lisa's house is called Suzy.*

Nimá naalnishígóosh díníyá? *Are you going to where your mother works?*

Shimá naalnishígóo 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?  |  | <b>na'iiniihí:</b> trading-, buying-place            |
| BESSIE | Shiyáázh jooł iih nálniihí ła' yinízin. Éí hait'áo ılı́?  |  | <b>náánínídzin:</b> you want more, you want it again |
| ART    | Ła' éí táá'ts'áadah báąh ılı́ áádóó ła' naadiin ła' báąh ılı́.  |  | <b>naadiin ła':</b> \$21.00                          |
| BESSIE | Táá'ts'áadah bíighahígíí shiyáázh baa ní'aah. Éí shíí yaa bił hózhóq dooleeł.   |  | <b>ní'aah:</b> give                                  |
| KII    | Shimá, ahéhee', díí iyisíí baa ahééh nisin.   |  | <b>baa ahééh nisin:</b> I'm thankful                 |
| BESSIE | Łá'ąą'. Ha'át'íida, bił é'él'íní ła' shaa ní'aah.   |  | <b>ha'át'íida:</b> well, let's see                   |
| ART    | Ntsaaígíísh?  |  | <b>ntsaa:</b> it is big                              |
| BESSIE | Áłtsísígíí łaą, naakigo. Dibé bitsí'ish nee hółq?   |  | <b>áłts'ísí:</b> it is small                         |
| ART    | Ásdjíd lá. Béégashii dóó bisóodi bitsí' t'áá hółq. Éísh doo nihíł daalkan da?   |  | <b>béégashii bitsí':</b> beef                        |
| BESSIE | Béégashii bitsí' shíí t'áá'ako. Dibé bitsí' yá'át'ééh doo ní't'éé'.<br>Chidí bitoo' iih nízííd, naadiin ashdlá' bíighahgo. Ak'ah tizhiní éí táa'go. |  | <b>bisóodi bitsí':</b> pork, bacon                   |
| ART    | Ha'át'íí ałdó' náánínídzin?   |  | <b>nízííd:</b> you pour it                           |
| BESSIE | Hágo, John. Chidí bikee'ish ła' nínízin?  |  |  |
| JOHN   | Hóla, hait'áo shíí ılı́ sha'shin nisin.   |  |  |
| ART    | Chidí bikee' díí'ts'áadahígíí éí náhást'édiin báąh da'ılı́.   |  | <b>díí'ts'áadahígíí:</b> fourteen-inch               |
| JOHN   | Éí shíí t'ah ında. 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 nílteeh. **nílteeh:** *give (a live object)*  
 KII Na' shideezhí, gidí yázhí bił naniné. **bił naniné:** *you play with it*  
 JOHN Łíí' baa níłjooł, shiye'. Éí dichin nízin. **níłjooł:** *give (hay implied)*
- Índa tó baa níkaah áldó'. Dibáá' nízin. **níkaah:** *give (in open container)*  
 KII Índa jooł bee naashnéé doo ya'?'  
 JOHN T'áá shíí' áko, ninaanish áłtso ínilaago  
 índa.  
 KII Hágoshíí'. Shádí bił jooł bee  
 naashnéé doo. Tí', shádí, shíká anilyeed.  
 BÁDÍ Nda, áłtsé shimá bíká iishyeed índa nił  
 naashnéé doo.

## 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 ní'teeh. *Give it to me (a live object).*  
Éí naa nishteeh.

Éí baa ní'jooł. *Give it to him (non-compact object).*  
Éí baa nishjooł.

Éí shaa ní'kaah. *Give it to me (in an open container).*  
Éí naa nishkaah.

Éí nihaa ní'yeeh. *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 jooł yee ndaanéego biniinaa dibáá' danízin. *The boys are thirsty because they played ball so hard.*

Dibáá' nisiní tó dilchxoshí łá' 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 séłłí'. *I have become hungry.*  
 Dibé dibáá' danízin. *The sheep are thirsty.*  
 Dibé dibáá' danilí. *The sheep are thirsty.*  
 Dibé dibáá' daazłíí'. *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, **ntsaaaz**.

Tó dilchxoshí ntsaaígíí naakigo nisin. *I want two of the large pop.*  
 Susie bighan t'áá ntsaa. *Susie's house is quite large.*  
 Béégashii ntsaaaz silíí'. *The cow has become large.*

**Áłts'ísí/áłts'íísí:** *it is small, it is tiny*, is the same for *becoming* and *being*.

Tł'ízí yázhí áłts'íísí yee'. *The kid is really very small.*  
 Shináí bighan áłts'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

**Atsj':** *meat, flesh*, is the generic term. Modify with the name of the animal and you have the flesh of that animal. **Shitsj':** *my flesh*, is different from, **shi'atsj':** *my meat*.

Dibé bitsi' ayóo łikan łeh. *Mutton tastes very good.*  
 Diné ła' łíí' bitsi' doo bił daalkan da łeh. *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	náádanídzin
In <i>to want it</i> paradigm, third person only:		
náánéínídzin	náánéínídzin	náádeinídzin

Ha’át’íí lá náánínídzin? *What else do you want?*  
 Ch’ah ła’ náánísdzin. *I also want a hat.*

Hastinshą’, 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 adíłwoł 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*; **alk’ésdisí**: *candy bar*; **tó dilchxoshí**: *pop*.

- A. Ha'át'íí lá nínízin?  
 B. \_\_\_\_\_ ła' nisin. Ła' shaa ní'aah.  
 (béeso bizis)  
 A. \_\_\_\_\_ naa nish'aah.  
 (béeso bizis)
- A. Ha'át'íishą' nínízin?  
 B. \_\_\_\_\_ ła' nisin.
- A. Díkwíigo nínízin?  
 B. Naakigo nisin. Ła' shaa nínííł.  
 A. Naakigo naa nishnííł.
- A. Ha'át'íí nínízin?  
 B. \_\_\_\_\_ ła' nisin.  
 A. Díkwíigo nínízin?  
 B. \_\_\_\_\_ shaa níjááh.  
 (dǫ'go)  
 A. Áko láą, \_\_\_\_\_ naa nishjááh.  
 (dǫ'go)

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 nahashníih.

**Student** Ch'ah baa nahiséńní'.

- Béesh yaa nayiíłníih.  
 Łééchaą'í yaa nayiíłníih.  
 Tsé baa nahíłníih.  
 Ałk'ésdisí baa nahíłníih.  
 Tsits'aa' yaa ndayiíłníih.  
 Béesh baa nahołníih.

### 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. \_\_\_\_\_ ła' nisin. Ła' shaa níkaah.  
 A. Hágoshíí, ła' naa nishkaah. Ha'át'íí lá ałdó'?
- B. \_\_\_\_\_ ałdó' nisin. Éí shaa níkaah.  
 A. Na', ła' naa nishkaah.

- A. Ha'át'íishą'?
- B. \_\_\_\_\_<sup>any number</sup> \_\_\_\_\_-go shaa níkaah ( in a container).
- A. Lá'aa, \_\_\_\_\_-go naa nishkaah. Ła'ish ałdó'?
- B. \_\_\_\_\_ ałdó' shaa níkaah.
- A. Na', éi 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:

Díi díkwíi bááh íłí?  
 Díkwíi doot'izh bááh íłí?  
 Hait'áo íłí?

Díi díkwíi yáál bááh íłí?  
 Díi díkwíi béeso?  
 Díishą', hait'áo íłí?

### 15.12 Completion Drill

With this frame practice asking questions and giving instructions.

- A. \_\_\_\_\_<sup>Jane</sup> \_\_\_\_\_ éi ha'át'íi yinízin?
- B. \_\_\_\_\_<sup>Jane</sup> \_\_\_\_\_, ha'át'íi nínízin?
- C. \_\_\_\_\_<sup>item</sup> \_\_\_\_\_ ła' nisin.
- B. \_\_\_\_\_<sup>Jane</sup> \_\_\_\_\_<sup>item</sup> \_\_\_\_\_ ła' yinízin.
- A. Díi éi baa níkaah.

### 15.13 Third Person Actor

Set up frames using third person verbs as in Lesson 16.

### 15.14 Query on Dialog

- a. Háish éí t'áadoo le'é kindi nayiitniih?
- b. Ashkiísh jooł ła' yinízin?
- c. Jooł ayóo ílínígíí hait'áo ílį?
- d. Ayóo ílínígíí doo nayiitniih da ya?
- e. Háish éí nayiitniih?
- f. Háí atsi' bił daalkan łaeh?
- g. Da' John chidí bitoo' ła' nayiitniih?
- h. Díkwíí bíighahgo?
- i. Da' ak'ah tizhiní náánéínídzin?
- j. Da' Bessie t'áá ákódigo nayiitniih?
- k. Ch'iyáánish t'éiyá nayiitniih?
- l. Áłchínishą' ha'át'íí deinízin?
- m. Naalyéhé ayóo da'íłį łaeh ya'?

Based on the dialog at home:

- a. Kii éí háí gidí yázhí yełttech?
- b. Ha'át'íí áłtsé Kii binaanish?
- c. Da' Kii jooł yee naanéego bił nizhóní?
- d. Háish éí t'ah índa bił naané 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*; **t'óól:** *rope, string*; **jaat'óól:** *earrings*; **yistlé:** *sock, pair of socks*; **béesh ahéidíí:** *scissors*. The **-lé** stem applies to *a pair of...*

### 15.16 Completion Drill

Use the same frames for non-compact items like, **t'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 occasionally is, **-yeeh:** *to haul a load of....* Practice with, **chizh:** *firewood*, **t'oh:** *hay*. These you can practice with cards or pictures.

### 15.18 Transformation Drill

**Model** Tó ła' nisin.

**Student** Tó ła' náánísdzin.

Tł'oh ła' nínízin ya'?

Ch'il hitsxooí niidzin.

Jack ch'ah ła' yinízin.

At'eeké bé'ézhóó' deinízin.

Da' atoo' danohsin?

Dzi'izíísh nohsin?

Ak'ah łizhiní daniidzin.

Jack dóó Jill tó ła' yinízin.

Tł'oh naakigo daniidzin.

At'ééd jooł iih nálniihí ła' yinízin.

Yistlé ła' nisin.

Shimá béesh ahédiłí ła' yinízin.

### 15.19 Transformation Drill

**Model** At'éé yázhíish dibáá' nízín?

**Student** Doo dibáá' nízín da.

Dibáá'ásh nínízin?

Da' t'ízi dichin danízin?

Doósh dibé bitsi' deinízin da?

Ashkiísh sis ła' náánéinídzin?

At'éédísh t'óół ła' yinízin?

Hastiin bilíí'ish dichin nízín?

### 15.20 Completetion Drill

Fill in the *to play* verb.

- a. Dean jooł yee \_\_\_\_\_
- b. Átchíní t'áá atso ółta'di \_\_\_\_\_
- c. Dennis awéé' yił \_\_\_\_\_
- d. Dennis awéé' yee \_\_\_\_\_
- e. Shí dóó Betsy jooł yikalí bee \_\_\_\_\_
- f. Ni dóó nǎ'átchíní t'ízi yázhí bił \_\_\_\_\_
- g. Shí dóó ashiike jooł iih nálniihí bee \_\_\_\_\_
- h. Ni éi jooł iih nálniihí bee \_\_\_\_\_
- i. Ni dóó Sue jooł bee \_\_\_\_\_
- j. Ółta'í daniidłínii jooł bee \_\_\_\_\_



## 15.21 Story

## LEATRICE JOOL YEE NAANÉ

Leatrice jool yee naanéego ayóo yíneedlí. Łahda t'áa sáhi naané teh hooghandi. Łahda éiyá bitsilí bił naané. Ólta'di at'ééké bił da'ółta'ígíí bił ndaanée teh. Hááhgóóshíí ahíł ndaanée lá. Jool iih nálnihí íiyisíí yídaneedlí.

Damóo yéédaá' Leatrice kindi jool nayiisnii'. Náhást'éi-ts'áadah bááh azlíí'. T'áa bí bibéeso\* yee nayiisnii'. Bimá yázhí yá naalnishgo bibéeso hóló. Awéé' yaa áhályáago yíneedlí.

*her own money*

## JOOL

Jool éi ał'ąą ádaat'é\*. Ła' éi ádaalts'ísí ła' éi dantsaa. Jool iih nálnihí éi ntsaa dóó łitsxogo naashch'ąą'. Náána ła' éiyá łigai teh. Bilagáanak'ehjí\* éi volleyball wolyé. Éi doo hózhó ntsaa da. Náána ła' éi áłts'ísí, éi jool yikalí\* wolyé. Áádóo náánałá' éi áłts'ísí, éi tennis ball wolyé bilagáanak'ehjí. Éi ałdó' łigai teh.

*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)	<b>iilyeed</b>	<i>he is running (away from speaker)</i>
Iterative (R)	<b>análwo'</b>	<i>he runs repeatedly</i>
Usitative (U)	<b>iilwo'</b>	<i>he runs habitually</i>
Perfective (P)	<b>eelwod</b>	<i>he ran</i>
Future (F)	<b>adoolwoł</b>	<i>he will run</i>
Progressive (Prog)	<b>oolwoł</b>	<i>it is running along (a vehicle)</i>
Optative (O)	<b>oolyeed</b>	<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? —ÑDIINÍÍŁ

- |    |   |  |
|----|---|--|
| A. | Kwe'é t'áadoo le'é sinil. Éí bee saad bídahwiil'aah dooleeł. Naaltsos háadi si'á? | <b>sinil:</b> <i>they are in place</i><br><b>si'á:</b> <i>bulky object in place</i>  |
| B. | Ñléidi si'á.  | <b>ñléidi:</b> <i>over there</i>   |
| A. | Shá ndii'aah.<br>Ał'aaní háadi shijaa'?   | <b>ndii'aah:</b> <i>you pick it up</i><br><b>ał'aaní:</b> <i>change, coins</i><br><b>shijaa':</b> <i>they are in place</i> |
| B. | Bikáá'adání yikáa'ii shijaa'.   | <b>bikáa'ii:</b> <i>on it; yikáa'ii: quilt</i>   |
| A. | Shá ndiijááh.<br>Golchóón háadi siyí?   | <b>ndiijááh:</b> <i>pick them up</i><br><b>golchóón:</b> <i>quilt; siyí:</i> <i>it is in place</i>                         |
| B. | Tsásk'eh yikáa'ii siyí.   | <b>tsásk'eh:</b> <i>bed</i>  |
| A. | Nimá bá ndiiyeeh.<br>Ahwééhesh béesh bii' kq'í yikáa'ii siká?                     | <b>ndiiyeeh:</b> <i>pick it up</i><br><b>béesh bii' kq'í:</b> <i>stove</i>   |
| B. | Aoo', béesh bii' kq'í yikáa'ii siká.  | <b>siká:</b> <i>in place in open container</i>   |
| A. | Nizhé'é bá ndiikaah.<br>Tł'óól daats'í chidí yii' silá?                           | <b>ndiikaah:</b> <i>pick it up</i><br><b>silá:</b> <i>it is in place</i>   |
| B. | Ndaga', hooghan yine'ii silá.   | <b>bine'ii/bine'di:</b> <i>behind it</i>   |
| A. | Kii bá ndiilé.<br>Gish éí háá sitá?   | <b>ndiilé:</b> <i>pick it up</i><br><b>gish:</b> <i>cane; sitá:</i> <i>it is in place</i>                                  |
| B. | Bik'idah'asdáhí yiyaadi sitá.   | <b>biyaadi:</b> <i>under it</i>  |
| A. | Nicheii bá ndiitijh.<br>Éétsoh kóne' siltsooz ya'?                                | <b>ndiitijh:</b> <i>pick it up</i><br><b>siltsooz:</b> <i>it is in place</i>   |
| B. | Aoo', kóne' éé' bighan yii' siltsooz.   |  |
| A. | Nideezhí bá ndiiltsóós.<br>Mósí yázhí háá sití?                                   | <b>ndiiltsóós:</b> <i>pick it up</i><br><b>sití:</b> <i>it is lying</i>  |
| B. | Bitsits'aa' yíghahgi sití.  | <b>bitsits'aa':</b> <i>its box</i><br><b>bíghahgi:</b> <i>near it</i>  |
| A. | Nihaa ndiilteeh.<br>Tł'oh éí háadi shijool?                                       | <b>ndiilteeh:</b> <i>pick it up (live object)</i><br><b>shijool:</b> <i>it is piled up</i>                                 |
| B. | Dibé bighan yíghahgi shijool.   |  |
| A. | Łíí' bá níłjool.  | <b>níłjool:</b> <i>give it (for feed)</i>  |
| B. | Łíí' tł'oh bá ndiishjool.   | <b>ndiishjool:</b> <i>I pick it up</i>   |

- |    |   |   |
|----|---|---|
| A. | Tsénádleehí éí háadi sitléé'?                       | <b>tsénádleehí:</b> <i>cement, mortar</i>   |
|    |   | <b>sitléé':</b> <i>it is in place</i>       |
| B. | Ni'góó sitléé'.                                     | <b>ni'góó:</b> <i>on the ground, floor</i>  |
| A. | Hastiin bá ndiitteeh.<br>Bee na'anishí háadi sinil? | <b>ndiitteeh:</b> <i>pick it up by hand</i> |
|    |   | <b>bee na'anishí:</b> <i>tools</i>          |
| B. | Tsits'aa' yii' sinil.                               | <b>na'ach'iishí:</b> <i>carpenter</i>       |
| A. | Hastiin na'ach'iishí bá ndiiníít.                   | <b>ndiiníít:</b> <i>pick them up</i>        |
| B. | Hágoshíí, bá ndiishníít.                            | <b>ndiishníít:</b> <i>I'll pick them up</i> |

## 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.

<b>ndiish-/ndiis-</b> <b>ndii-</b> <b>néidii-</b>	<b>ndii-</b> <b>ndoooh-</b> <b>néidii-</b>	<b>ndadaii-</b> <b>ndadooh-</b> <b>ndeidii</b>
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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 (t) classifier. The /h/ is deleted because the (ht) sequence is rather impractical.

### 16.3 Change — Coins

**Aʼaaní:** *the ones that are different*, describes loose coins. Reference is to the variety.

Aʼaaní shaa ńjááh. *Give me the change.*

Aʼaaní shá ńdiijááh. *Pick up the coins for me.*

Aʼaaní shaa ńnííł. *Give me a few coins, two or three.*

Aʼaaní shá ńdiiltsóós. *Give me the coins in the bag.*

Éí ná ńdiistsóós. *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 bı́eets'aa':** *Hopi/Pueblo pottery*.

Kiis'áanii bı́eets'aa' ayóo ndaashch'ąą' łeh. *Pueblo pottery is usually decorated with designs.*

Shileets'aa' bii' ásdjı́d. *My plate is empty.*

Łeets'aa' nihá ńdiijááh. *Pick up some plates for us.*

Łeets'aa' naadiingo Marie bá ńdiiníł. *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 than 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.

<b>bine'</b>	<i>behind it in position</i>
<b>bikáá'</b>	<i>on it, over it</i>
<b>bik'i</b>	<i>over it, on it</i>
<b>biyaa</b>	<i>under it</i>
<b>biyi'/bii'</b>	<i>in it</i>
<b>bíighah</b>	<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. Naaltsos ła' nisin. Éí háadi si'á?  
 A. Nléidi bikáá'adání yikáa'ii si'á.  
 B. Éí shá ndii'aah.  
 A. Naaltsos ná ndiish'aah.
- A. Ha'át'íí lá nínízin?  
 B. \_\_\_\_\_ ła' nisin. Háadi si-/shi-\_\_\_\_\_  
 A. \_\_\_\_\_ di si-/shi-\_\_\_\_\_  
 B. Éí shaa ndii \_\_\_\_\_  
 A. \_\_\_\_\_ ná ndiish \_\_\_\_\_
- A. \_\_\_\_\_ ha'át'íí lá yinízin?  
 B. \_\_\_\_\_ ła' yinízin. Bá ndii'aah ya'?'  
 A. Hágoshíí, bá ndiish'aah.
- A. Ha'át'íí náánínídzin?  
 B. \_\_\_\_\_ náánísdzin. Ła' shá ndii'aah.
- A. Ha'át'ííshq'?'  
 B. \_\_\_\_\_ ła' nisin.  
 A. Díkwíigo nínízin?  
 B. \_\_\_\_\_ go shá ndiiníft.  
 A. Lq'aa, ná ndiishníft.

With this last frame, use also **-jááh**, **-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 nínizin ya'?
- B. Didzétsoh\* ła' nisin. *peaches*
- A. Háidíígíí? Ntsaaígíísh? Áłts'íísígíísh?
- B. Ntsaaígíí łaą, táa'go.
- A. T'ááłá'í si'ánígíí\* éí hastáą yáál báąh íłí. *one of them*  
Áko béeso dóó ba'aan tseebíí doot'izh bííghah.
- B. Bilasáana éí naakigo áadóó didzétso yázhi\* *apricots*  
atdó' naakigo, éí dó' ntsaaígíí. Náána éiyá  
nímasii éí hait'áo íłí, t'ááłá'í siltsoozígíí\*? *one bag*
- A. Éí naaki dóó ba'aan naaki yáál báąh íłí, *ten-pound sacks*  
neezná dah hidédlo'ígíí\*.
- B. Nímasii likanish\* ła' hóló? Éí hait'áo íłí? *sweet potatoes*
- A. Éí díí' doot'izh báąh íłí dah hidédlo'\*. *per pound*
- B. Ashdla' dah hidédlo' łaą. Ch'il fitsxooíshą'?
- A. Éí danitsaaz. Éí táá' doot'izh báąh íłí.
- B. Hastáągo shaa njááh. Ch'il ligaii\* t'ááłá'ígo. *lettuce*  
Chaąsht'ezhiitsoh\* t'ááłá'í bííghahgo. Náána *carrots*  
lc ch'il lichí'í\* atdó', béeso dóó ba'aan díí' yáál *tomatoes*  
bííghahgo. Azeedích'íí' lichí'ígíí éí t'áá díkwíigo.  
Abe'shą', yadiizíní biyi'ígíí\* éí daats'í k'ad doo *in tin cans*  
íłí da?
- A. Aoo', éí doo da'íłíígóó ályaa\*. Díí jí dóó yiskáo *they are on sale*  
ádaalts'íísígíí ashdla'go béeso dóó ba'aan  
gíinsi báąh da'íłí.
- B. Ashdla'áadahgo shíí yá'át'ééh. T'íízí yázhi éí  
ayóo bił daalkan łaeh. Áshíjshą', éí dó'.
- A. Haa níłtsooígíí\*? Ntsaaígíísh? *what size*
- B. T'áá bita'gi áníłtsooígíí\*. *middle-sized*  
Díí shíí t'áá ákódí dooleet. ła' náánísdzin ndi  
shibéeso daats'í doo bííghah da sha'shin. Diyogí  
altso áshłtaago índa áádéé' náádeeshdáál\*.
- A. Hágoshíí, ahéhee'. Áádéé' shaa náájídááh. *I will return*  
Hágoónee'.

## 16.9 Other Grocery Items

Your instructor may not require you to memorize all these.

<b>abe' yistiní</b>	<i>ice cream</i>	<b>bilasáana bitoo'</b>	<i>apple juice</i>
<b>alóos</b>	<i>rice</i>	<b>ch'il fitsxooí bitoo'</b>	<i>orange juice</i>
<b>atlish</b>	<i>peanut butter</i>	<b>ch'il daadánígíí</b>	<i>vegetables</i>
<b>ayęęzhii</b>	<i>eggs</i>	<b>ch'il ligaii</b>	<i>cabbage</i>
<b>azee'</b>	<i>medicine</i>	<b>dééh</b>	<i>tea</i>
<b>azee' dích'íí'</b>	<i>chili</i>	<b>géeso</b>	<i>cheese</i>
<b>azeedích'íí' fibáhí</b>	<i>pepper</i>	<b>gohwééh</b>	<i>coffee</i>
<b>bááh/tees'áán</b>	<i>bread</i>	<b>naadáá'</b>	<i>corn</i>
<b>bááh dá'áka'í</b>	<i>crackers</i>	<b>naadáá' dilchxoshí</b>	<i>popcorn</i>
<b>bááh fikaní</b>	<i>sweet breads</i>	<b>naa'ohí</b>	<i>beans</i>
	<i>cake, cookies</i>	<b>naa'ohí doot'izhí</b>	<i>string beans</i>
<b>bist'e'</b>	<i>his lunch</i>	<b>tsit'éhí</b>	<i>matches</i>
<b>bitoo'</b>	<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.

<b>ásaa'</b>	<i>bucket, pail</i>	<b>bee nahalzhojí</b>	<i>broom</i>
<b>ásaa' bee abézhí</b>	<i>kettle</i>	<b>bee n'dildlaadí</b>	<i>flashlight</i>
<b>ásaa' nteelígíí</b>	<i>pan</i>	<b>beeldléí</b>	<i>blanket</i>
<b>ásaatsoh</b>	<i>large kettle</i>	<b>lájish</b>	<i>gloves</i>
<b>ásaa' yázhí</b>	<i>small kettle</i>	<b>tózis</b>	<i>bottle</i>
<b>baąaha'íizhahí</b>	<i>cup</i>	<b>tózis bee adláni</b>	<i>drinking glass</i>
<b>bé'ézhóó'</b>	<i>comb</i>	<b>t'áji'éé'</b>	<i>pants, slacks</i>
<b>bee abézhí</b>	<i>cooking pot</i>	<b>t'áakał</b>	<i>skirt, dress</i>
<b>bee alzhóhí</b>	<i>brush</i>	<b>yistlé</b>	<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'elchíhí baa ní'tijh. *Give her the pencil.*

Be'ek'e'elchíhí ba'ní'tijh. *Loan her the pencil.*

Gallup Independent nihaa ní'tsóós. *Give us the Gallup Independent.*

Aseezí binaaltsoos niha'ní'tsóós ya'? *Could we borrow the newspaper?*

Hágoshíí, niha'nistsóós. *OK, I'll loan it to you.*

Béeso daats'í ła' shaa ní'níí? *Could you give me some money?*

Béeso daats'í ła' sha'ní'níí? *Could you loan me some money?*

T'áá áko, ła' na'nishníí. *Okay, I can loan you some.*

Leonard bee na'anishí she'j'ááh. *Leonard is giving me the tools.*

Leonard bee na'anishí sha'y'j'ááh. *Leonard is loaning me the tools.*

Atsi' daats'í naa nishkaah. *I might give you some meat (in a container).*

Atsi' ła' na'nishkaah. *I'll loan you some meat. (You'll have to replace it later when you have some.)*

Shichizh ásdíí. Ła'ish 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.

<b>deesh-</b>	<b>dii-</b>	<b>dadii-</b>
<b>díí-</b>	<b>dooh-</b>	<b>dadooh-</b>
<b>doo-</b>	<b>doo-</b>	<b>dadoo-</b>

Chidí shaa díí'ááŧ ya'? *Give me the car, will you? (could imply purchasing it)*

Hágoshíí, éí naa deesh'ááŧ. *All right, I'll give it to you.*

Tí'óót baa díílééŧ. *Give him the rope.*

Éí baa deeshlééŧ. *I'll give it to him.*

Bee'ak'e'elchíhí baa díítííŧ. *You will give her the pencil.*

Lá'aa, éí baa deeshííŧ. *OK, I'll give it to her.*

Lennie daats'í naaltsos nihaidooŧsos? *Will Lennie give us the paper? Will Lennie give the paper to you?*

Yiskáo nihaidooŧsos. *He'll give it us, to you tomorrow.*

At'éé yázhí mósí yázhí baa dootééŧ. *You (two) give the kitten to the little girl (for keeps).*

Éí baa diiltééŧ. *We'll give it to her.*

Hastiin hasht'ish baa deeshŧoh. *I'll give the man the plaster.*

Dixie, náadamóo nimá béeso baa dííniŧ ya'? *Dixie, you'll give your mother some money next week, won't you?*

Aoo', índa ŧa' baa deeshniŧ. *I'll give her some at that time.*

Shichizh ásdííđ. Jack daats'í ŧa' shaidoojih/sheidoojih. *I'm out of firewood. Maybe Jack will bring me some.*

Naakiiskáo híí' t'oh baa dííŧoŧ. *Give the horse some hay day after tomorrow.*

Háíla chidí bitoo' sheidookááł. *Who will give/bring me some gasoline?*  
 Nínaaí chidí bitoo' neidookááł.\* *Your brother will give you  
 some gasoline.*

Háísh t'oh nihaidooyéét, ni daats'i? *Who will haul us some  
 hay, will you?*  
 Hastiin Nakai t'oh nihaidooyéét. *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.*

Naaltsos sha'dííłtsos. *Loan me the paper.*  
 T'ah índá na'deestsos. *I'll loan it to you after a while.*

Nitsilíísh béeso na'dooníł? *Will your brother loan you some  
 money?*  
 Ła' sha'dooníł 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):**

<b>ákwe'é</b>	<i>there (a place mentioned before)</i>
<b>áá-</b>	<i>there (far)</i>
<b>aa-</b>	<i>there (near)</i>
<b>dzaa-</b>	<i>around here (mostly in ceremonies)</i>
<b>ko-</b>	<i>here</i>
<b>kóó-</b>	<i>around here</i>
<b>kwe'é</b>	<i>here, right here</i>
<b>kwii-</b>	<i>here (less defined than kwe'é)</i>
<b>ńlááh-</b>	<i>over there (beyond view, unknown)</i>
<b>ńléí-</b>	<i>over there (visible, known)</i>

**Directional Enclitics:**

<b>-dée'</b>	<i>from somewhere and on</i>
<b>-dóó</b>	<i>from a well-defined place and on</i>
<b>-di/-dí</b>	<i>at, in</i>
<b>-gi</b>	<i>at (more precise than -di)</i>
<b>-góó</b>	<i>to, toward, along (implies motion toward)</i>
<b>-jí</b>	<i>on the side of, in the direction of</i>
<b>-jì'</b>	<i>up to, as far as</i>

**Possible Combinations**

hooghan bine'dée' *from behind the hogan*

dził bikáá'góó *to the top of the mountain*

kin biyi'jì' *right into the building*

ńléidi sidá. *He is sitting over there.*

Kodi naalnish. *He is working over here.*

Kóodí naalnish. *He works in this area.*

T'áá kodóó/kodée' naaghá. *He is from here, from right here.*

Shighan bíghahgóó kééhat'í. *He lives close to my house.*

ńléjì bighan. *He lives in that direction.*

T'áá koji' náyá. *He came right over here.*

You will notice the variations in, **bikáa'ii**, **bine'ii**, **biyi'ii**, (this last one is not used in the lesson) instead of **bikáa'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:** *Many Farms*

**diit'ash:** *we two will go*

HALL Hóla, hahgo shíí sha'shin. Díí k'ad tágí jí  
na'anish ya'?

**tágí jí na'anish:** *Wednesday*

KII Aoo', yiskáo dóó naakiiskáo t'áá únishta'go  
baa naashá. Yiská damóosha'?

**yiská damóo:** *Saturday*

HALL T'áá shíí áko. Damóo yázhí góne' shíí  
ákóq diit'ash. Shich'ooní bił diikah.

**damóo yázhí:** *Saturday*

**diikah:** *we will go*

KII Díkwíidigo nihit dah adiilyeed?

**díkwíidigo:** *at what time*

**nihit dah adiilyeed:** *we leave*

HALL Náhástéidigo shíí, t'ah abíndáá'.  
Nighandi nihiba' sínídáa doo ya'?

**abíndáá':** *in the morning*

KII Nihiba' sédáa doo. Shádí daats'í áldó' iih  
iilyeed. T'áash áko?

HALL T'áá shíí áko. Náhást'éidigo nihiba'  
sookée doo.

KII Shimá sání bighangóó daats'í diikah.  
Damóo yázhí góne' sidáa t'eh. Índa doo  
hózhó ch'aa naagháa da t'eh. Shicheii  
bilíí' yaa áhályáago yaa naagháa t'eh.

HALL Aoo', éi biniiyé ákóq diikah. Nimá sání  
bighan doo hweesh'íí da.

**hweesh'íí:** *I know the place*

KII Áko ná hweesh'íí doo ya'?

**ná hweesh'íí:** *I am your guide*

HALL Lá'aa, shá hwííní'íí doo.

**shá hwííní'íí:** *you be my guide*

KII Hágoshíí, niba' siikée doo yiská damóo  
góne' abíndáá'.

HALL Hágoónee'.

## BAHE JOHNSON BAA HANE'

Bahe Johnson Be'ek'id Baa Ahoodzánídi kééhat'í. Ákwe'é be'asdzáá dóó ba'átchíní yit bighan. Áadi bighango ła'í náahai. Bimá dóó bizhé'é t'ahdii áadi kééhat'í.

Bahe dóó bich'ooní ba'átchíní táá' dahazlǫ́'. Éí dine dóó sáanii daazlǫ́'. Éí doo ákwe'é dabighan da. Dinéhígíí éí Tsé Bii' Ndzisgaiidi Navajo Tribal Parks yá naalnish. Sáanii éiyá ła' éí bá'ólta'í silǫ́'. Éí Tsiiziziidi bá'ólta'. Áádoó ła'ígíí éí Kinlánídi bighan. Bich'ooní Kiis'áanii nilǫ́. Éí ba'átchíní naaki hazlǫ́'. Hastiin áadi atah ólta', ólta' hótsoo'áadi.

**Be'ek'id Baa Ahoodzání:**

*Pinon, Arizona*

**ła'í:** *many*

**dahazlǫ́:** *they have gotten*

**daazlǫ́:** *they have become*

**Tsé Bii' Ndzisgaii:** *Monument Valley*

**Tsiizizii:** *Leupp*

**Kiis'áanii:** *Hopi*

**ólta' hótsoo'ái:** *college*

### 17.1 Positions of the Sun

*(imperfective mode)*

<b>ha'a'aah</b>	<i>it is sunup, the sun is rising, east</i>
<b>dah adii'aah</b>	<i>it is mid-morning</i>
<b>oo'ááł</b>	<i>it is daytime</i>
<b>ahné'é'aah</b>	<i>it is noon</i>
<b>yaa adi'aah</b>	<i>it is evening (between mid-afternoon and evening)</i>
<b>e'e'aah</b>	<i>it is sunset, the sun is going down, west</i>

*(perfective mode)*

<b>ha'í'á</b>	<i>the sun is up, the sun has come up</i>
<b>dah adii'á</b>	<i>it has become mid-morning</i>
<b>ahní'ní'á</b>	<i>it has become noon</i>
<b>yaa adeez'á</b>	<i>it has become late afternoon, it has become evening</i>
<b>i'í'á</b>	<i>the sun has set, after sunset</i>

Yaa adeez'áago nihaa díínááł. *Come and see us toward evening.*

Ahní'ní'áádáá' ólta' góne' shinaaltsoos yínishta' rít'éé'. *I was in the classroom reading my book at noon.*

K'ad índá ha'a'aah. *Now at last the sun is coming up.*

Hózhónigo oo'ááł. *We're having a nice day.*

I'í'áago 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.*

Abíndáá' at'éé yázhí doo bił hózhóq da nt'éé'. *The little girl was unhappy this morning.*

Abínigo doo bił hózhóq da teh. *She is usually unhappy in the morning.*

Yiskáo abíndáá' kintahgóó deekai. *We are going to town tomorrow morning.*

Díí abíní doo naashnish da. *This morning I'm not working.*

T'ah abíndáá' nihinaaltsos atso 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 ákóq doo'ash? *Who will go there?*  
Berta dóó bich'ooní doo'ash. *Berta and her husband will go.*

Háí 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 dí'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 áníiltso ákóó 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 nihił díikah? *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.

<b>damóo/damíigo</b>	<b>damóo/damíigo</b>	<i>Sunday</i>
<b>damóo biiskání</b>	<b>damóo dóó ła'a jí na'anish</b>	<i>Monday</i>
<b>damóo dóó naakiiskáo</b>	<b>damóo dóó naaki jí na'anish</b>	<i>Tuesday</i>
<b>damóo dóó táá' yiskáo</b>	<b>damóo dóó tá'gí jí na'anish</b>	<i>Wednesday</i>
<b>damóo dóó díí' yiskáo</b>	<b>damóo dóó dí'í jí na'anish</b>	<i>Thursday</i>
<b>nda'iiniísh</b>	<b>damóo dóó ashdlá'a jí na'anish</b>	<i>Friday</i>
<b>damóo yázhí</b>	<b>yiská damóo</b>	<i>Saturday</i>

Damóo yázhí góne' sédáa doo. *I'll be at home on Saturday.*  
 Damóo yázhí yéedáá' sédáa ní'ée'. *I was home last Saturday.*

Damóo biiskání kindi shiba' nanináa doo. *Wait for me at the store on Monday.*  
 Damóo dóó naakiiskándaá' ch'ééh kindi niba' naasháa ní'ée'.  
*I waited in vain for you at the store last Tuesday.*

Shínaaí nda'iiniísh góne' nihaa doogáaí. *My older brother will come to see us on Friday.*  
 Nda'iiniísh yéedáá' nihaa doogáaí ní'ée'. *He was going to come to see us last Friday.*

Naaki damóo yéedáá' shicheii bá naashnish ít'ée'. *I was working for my grandfather two weeks ago.*  
 Yiská damóo dóó damóo doo ndeilnish da leh. *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 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** — **hastáadigo:** *at six*.

Hahgo Dallasdi díináá? *When we will arrive at Dallas?*  
 Yiskáo abíndáá' hastáadigo Dallasdi deesháá. *I'll arrive at Dallas tomorrow at six in the morning.*

You can also say, **Díkwíidi azlǫ́'**: *to what number has it come?* Add **dah alzhin:** *dot, speck, minute*, to the hour for minutes after the hour..

Díkwíidi azlǫ́'? *What time is it?*  
 Táa'di azlǫ́'. *It is three o'clock.*  
 Táa'di dóó ná'átní'di azlǫ́'. *It is three-thirty.*  
 Neeznáa dóó naadiin dah alzhingo Betsy doogáá. *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.

shíł dah adiilyeed	<i>I am starting out in a vehicle</i>
shíł dah adiilwod	<i>I started out in a vehicle</i>
shíł oolwoł	<i>I am going along in a vehicle</i>
shíł dah adidoolwoł	<i>I will start out in a vehicle</i>



Yiskáo dah adii'áago Be'eldííldahsinilgóó nihił dah adidoolwoł.  
*We'll start out for Albuquerque sometime tomorrow morning.*  
 Abíndáá' nihił dah adiilwod. *We started out in the morning.*  
 Nléidi 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.

íídáá'	<i>at that time in the past</i>
t'áá íídáá'	<i>already</i>
alk'idáá'	<i>a long time ago</i>
alk'íídáá'	<i>a very long time ago</i>

Ninaanishish ałtso íinilaa? *Have you finished your work?*  
 T'áá íídáá' ałtso áshłaa. *I have finished it already.*

Shicheii yéę alk'idáá' Tsé Dijoolídi kéechat'íí ní'ée'. Íídáá' State Highway Department yá naalnish ní'ée'. *My grandfather used to live at Lupton. At that time he was working for the State Highway Department.*

Ałk'íídáá' díí doo diné bikéyah da ní'ée'. Anasázi kwe'é kéédahat'íí ní'ée'. *A very long time ago this was not Navajo land. The Anasazi lived here.*

Ałk'idáá' bilagáana doo kóó ndaakai da ní'ée'. *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

Seattlegóosh 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 hwííní'íi ya'? *Show me the way to George Chee's house, will you?*  
 Hágoshíí, níká adeeshwoł. Ná hweesh'íi 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.

séíí'	siidlíí'	dasiidlíí'
sínííí'	soolíí'	dasoolíí'
silíí'	silíí'	daazlíí'

Nizhé'é hastóí silíí' . *Your father has gotten to be an old man.*  
 Ániid ndaakai yéę hastóí dóó sánii daazlíí' . *The young ones have grown up to be men and women.*  
 At'éé yázhí doo bił hózhqo 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 hózhqo 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 nahiséłnii' . *I bought these sheep from my older brother.*

Díkwíí nááhaidáá' bá'ólta'í sínííí'? *How many years ago did you become a teacher?*  
 Tsosts'id nááhái yéędáá' Kin Łánídi bá'ólta'í sélíí' . *I became a teacher seven years ago at Flagstaff.*

### 17.10 Adjective "many"

Łą'í is a synonym of t'óó ahayóí, which you had earlier.

Jim łą'í bibéeso. *Jim (has) a lot of money.*  
 Shí éiyá shibéeso doo łą'í da. *I don't have much money.*  
 Łą'í nááhaidáá' díí doo diné bikéyah da ní'éeé' . *Many years ago this wasn't Navajoland.*  
 Kqó shighango łą'í nááhái. *I have lived here many years.*

### 17.11 Verb “to come into existence” (si-perfective)

Only the si-perfective appears in this lesson. **Hazlǫ́** is exemplified as follows:

Rose be'awéé' hazlǫ́. *Rose has a baby (her baby was born).*

Lester Hoozdodi naalnishgo bibéeso hazlǫ́. *Lester acquired some money working in California.*

Gloria bichidí ániidígí hazlǫ́. *Gloria has gotten a new car.*

Asdzáá Lynch ba'áłchíní éí bináda'áłchíní dahazlǫ́. *Mrs. Lynch's children have gotten children (themselves).*

Nancy bimósí biyázhí dahazlǫ́. *Nancy's cat has little ones.*

T'ée' hazlǫ́. *It has become night.*

Deesk'aaz hazlǫ́. *It has gotten cold (weather).*

Deesdoi hazlǫ́. *It has gotten hot (weather).*

Sáanii ndaalnishgo bibéeso dahazlǫ́. *The women have acquired some money while working.*

Shibéeso hazlǫ́'go índa chidí ła' hólóq 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 Halánígóó doo'ash?
- Da' t'áá sáhi ákóq doo'ash?
- Háish ałdó' bił ákóq dookah?
- Díkwíidigo bił dah adiilyeed?
- Kii éí háadi biba' sidáa doo?
- Háish éí hooghandi sidáa ła' damóo yázhí góne'?
- Ha'át'íi yaa naagháa ła' hooghandi sidáago?
- Mr. Hall daats'í Kii bicheii yééhósin?
- Bimá sáníish ałdó' doo yééhósin da?
- Bahe Johnsonshá' éí háadi bighan?
- T'áá daats'í áadi bighango t'óó ahayóí nááhai?
- Ba'áłchíní háadi ndaakai?
- Éish doo t'áá ałtso Be'ek'id Baa Ahoodzánídi kéédahat'íi da?
- Da' binálíké dahazlǫ́'?
- Bitsóókéshá', éish ałdó' bee hólóq?

**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 hólóq doo?

Jack hahgo binaanish ádin doo?

Dean éí hahgo níká adoolwoł?  
 Hahgo éiyá nizhé'é bíká adíflwoł?  
 Nitsilí hahgo Kintánídeé' doogáál?  
 Nimá éí hahgo bił bééhózin doo?

Go through those questions again and answer with:  
 Hóla, hahgo shíí sidáa doo sha'shin. Doo shií bééhózin 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'áago (ha'íí'áo)

**Student** Pat ha'íí'áago nihíká adoolwoł.  
 dah adii'áago  
 ałní'ní'áago  
 abínigo  
 abínídáá'  
 yaa adeez'áago  
 i'íí'áago  
 yiskáo dah adii'áago  
 táá' yiskáo  
 damóogo abínigo

**Model** Hastiin Zah hahgo Tségháhoodzánídeé' nihaa doogáál?  
 ha'íí'áago, etc.

### 17.15 Completion Drill

**Model** Shí ákóó deesháál.  
 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 hóló.

Naat'áanii Néézgóó shá hwííní'íí doo ya'?

Dan dóó Bertha, nihá hoo'íí doo ya'?

Dan dóó Berthaásh ná hoo'íí doo?

Nihí bilagáana bá hwiit'íí doo ya'?

Nihí da'íníilta'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 \_\_\_\_\_

T'íízi dibáá' \_\_\_\_\_

Łíí' sání dichin \_\_\_\_\_

Łééchaq'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.

Nicheíísh bich'ah hazlíí'?

Betty bi'éétsohísh hazlíí'?

Dibé yázhíísh dahazlíí'?

Kiis'áanii t'ííziísh 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'ooní 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'ééh ya'?

**yá'áhoot'ééh:** *it is good*

KII Yá'áhoot'ééh dóó k'éhézdón.

**k'éhézdón:** *it is straight*

Doo nahoneesht'iizh da.

**nahoneesht'iizh:** *it is crooked*

HALL Ákóhoot'é. Dá'ák'eh Halánídóó nicheii  
bighangóó atiin haa hoot'é?

**ákóhoot'é:** *that's the way it is*

KII Nahoneesht'iizh dóó hodiwol leh.

**hodiwol:** *rough, washboard*

Shicheii doo bééhonísín da ya'?

**bééhonísín:** *you know him*

HALL Aoo', doo bééhasín da. Nimá sání ałdó'  
dooda.

**bééhasín:** *I know her*

KII Shimá yázhíshą', éí dó' doo bééhonísín  
da ya'?

HALL Aoo', éí dó' doo bééhasín da.

KII Éí shimá sání bighan yíighahgi

kééhat'í. Ba'áłchíní éí sik'isóó dóó  
shilahkéí danilí. Ła' daats'í naháaztąą doo.

HALL Éí t'áá ałtso doo béédahasin da.

**béédahasin:** *I know them*

Díísh kwe'é Dá'ák'eh Halání hoolyé?

KII Aoo'. Nléidí éí naalyéhé bá hooghan.

HALL Nicheii bighanjí' haa nízáád?

**haa nízáád:** *how far*

KII Doo hózhó nízAAD da, ashđla' daats'í  
tsin sitá.

**nízAAD:** *it is far*

**tsin sitá:** *mile*

HALL Kodóó háájigo?

**háájí:** *in which direction*

KII Kojígo, ninisht'ájigo.

**kojígo:** *this way*

**ninisht'ájí:** *to your left*

HALL K'ad nicheii bighanjí' haa nízáád?

KII Kodóó shíí naaki tsin sitá.

HALL K'adshą' háájí?

KII Ninish'náájí. Nléidí shimá sání bighan.

**ninish'náájí:** *to your right*

## BETH HANLEY BAA HANE'

Beth Hanley daats'í bééhonísín. Shí éí átk'idáá'  
bééhosésíjd. Díí éí baa hashne'. Éí éiyá Béésh  
Sinildi bighan. Áadi bighango k'ad díí' nááhai.  
Azee'ál'íjdi naalnish. Áadi naalnishgo bibéeso  
hólqo leh. Doo naashnishgóó shibéeso ádin leh,  
nii lá. Shikéyahdi atiin doo yá'adahoot'éeh da leh.  
Kodi kintahgi t'áa yá'adahoot'ééh, jó ní. Kwe'é  
kééhasht'íjgo shíł hózóní. Áko ndi sik'isóó dóó  
shilahkéí éí doo kqó ndaakai da leh. T'áa shí t'éiyá  
kwe'é shighan, nii lá. Díí t'áa'ákódígo baa hashne'.

**bééhosésíjd:** *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'éhézdón**, **-he-** is the **-ho-**prefix.

<b>hodiwoł</b>	<i>it is rough (like a washboard)</i>
<b>nahoneesht'íizh</b>	<i>it is crooked</i>
<b>k'éhézdón</b>	<i>it is straight</i>
<b>hóteel</b>	<i>it is wide</i>
<b>áhoołts'óózi</b>	<i>it is (comparatively) narrow</i>

Díí éí lééchaq'í bitiin. *This is a dog trail.*

Tségháhoodzánígoó atiin t'áa yá'áhoot'ééh. *The road to Window Rock is quite good.*

Ashkii atiin yaqah naané. *The boy is playing beside the road.*

Béégashii atiin baqhgóó ndaakai. *The cattle are along the road.*

At'éé yázhí atiindi/atiingí naaghá. *The little girl is walking around on the road.*

Delia atiingóó bił oolwoł. *Delia is driving along the road.*

Dibé yázhí atiin ałnii'di sití. Nídiłteeh. *The lamb is lying in the middle of the road. Pick it up.*

Nléidi éí Ben Jackson bighan baa atiin. *That road goes to Ben Jackson's house.*

T'iis Yaa Kingóó atiin yá'áhoot'ééh. *The road to Holbrook is good.*

Kinánígoó atiin ałdó' ákóhoot'é. *The road to Flagstaff is also like that.*

Tsin naneesht'íizh. *The stick is crooked.*

Atiin nahoneesht'íizh. *The road is crooked.*

Tsin k'ézdon. *The post is straight.*

Atiin k'éhézdon. *The road is straight.*

Kingóó atiin łahgi áhoots'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 łeh. *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\*

bééhonísin

yééhósin

bééhoniilzin

bééhonohsin

yééhósin

béédahoniilzin

béédahonohsin

yéédahósin

\* Also said **bééhasin, báhasin**

Shidá'íish bééhonísin? *Do you know my uncle?*

Ndaga', éi doo bééhasin da. *No, I don't know him.*

Nicheii éi bééhasín éi bił kintahdi naashnish ní't'éé'. *I know your grandfather; I used to work with him in town.*

Marie at'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/ shilahkéi**, c sometimes, **shilahgóó**.

Sik'isóó dóó shilahkéi t'áá ałtso Tsééhíłjidi kéédahat'í. *My brothers and sister all live at Tsaille, Arizona.*

Ned bilahkéi kóó kéédahat'í. *Ned's sisters live in this area.*

Darla bilahkéi doo kóó 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'áázh**: one with whom "I came out": a brother or sister; **bił háá'áázh**: 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'áázh. *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'éei doo hózhó béedahasin da. *I don't know Leo's relatives very well (individually).*

Shicheii bidibé ílídí ndaakai. *My grandpa's sheep are over there (scattered out, as against, naakai, together in a compact herd).*

Ániid ndaakai 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.*

<b>bééhosésíjíd</b>	<b>bééhosíilzíjíd</b>	<b>béedahósíilzíjíd</b>
<b>bééhosínízíjíd</b>	<b>bééhosoolzíjíd</b>	<b>béedahosoolzíjíd</b>
<b>yééhooszíjíd</b>	<b>yééhooszíjíd</b>	<b>yéedahoooszíjíd</b>

Hádáá' asdzáá Begay bééhosínízíjíd? *When did you learn to know Mrs. Begay?*

Atk'idáá', áłchíní nishlínéédáá' bééhosésíjíd. *A long time ago, when I was a child I learned to know her.*

Hádáá' nimá bá'ólta'í yééhooszíjíd? *When did your mother learn to know the teacher?*

Atk'idáá' yééhooszíjíd. Kintánídi ahił ółta' ní'éeé'. *She learned to know her a long time ago. They used to go to school together at Flagstaff.*

Kodóó bikáá'adáníji' 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'áníji' díkwíí tsin sitá? *How many yards is it from this hogan to that one over there?*

Neeznáadiin daats'í tsin sitá. *It's probably a hundred yards.*

Prefix **bił ahée-** for another aspect of the same verb.

Neeznáá náahaiídáá' naalyéhé yá sidáhi bił ahéehosésijid. *Ten years ago the trader and I got acquainted with each other.*  
Shí dóó Maria atk'idáá' ahéehosiilzijid. *I and Maria got acquainted a long time ago.*

Hádáá' t'áá diné danilfinii bił ahéehosíníziid? *When did you get acquainted with the Navajo people?*

Dízdiiin dóó ba'aan náahai yéedáá' bił ahéehosésijid. *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 nínééz**: *how long?*, for the length of objects in yards, feet or inches; **haa nízahji'/nízahji'**: *for how long?, up to how far? (in time or space).*

Na'nízhoozhíidóó T'iis Yaa Kinji' haa nízáád/haa nízáád?  
*How far is it from Gallup to Holbrook?*  
Náhást'édiin dóó ba'aan ashdlá' tsin sitá. *It is ninety-five miles.*

Kodóó Washindoonji' haa nízáád? *How far is it from here to Washington?*

T'áá nízaad sha'shin. T'áa'di míl tsin sitá sha'shin. *It's quite far. I guess it to be three thousand miles.*

Haa nízahji' shíká adíílwof? *How long will you help me?*  
Naakiiskáaji'. *Until the day after tomorrow.*

Haa nízahji' iih nilyeed? *How far are you going (riding along)?*  
Kinji'. *Up to the store.*

**Nízaad:** *it is far, relatively speaking, as in English.*

Kodóo 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'ée'? *How far away did you live before?*  
T'áá nízaadi Be'eldíldahsinildi kééhas't'íí nít'ée'. *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 hooghandóo t'áá áhánídi éí Carrie bighan.

*Carrie's home is close to the trading post.*

Nihighandóo áhánídi tó hóló. *There is water close to our house.*

T'áá áyídíjì' 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'áá'á'í daats'í tsin sitá kodóo. *No, she lives quite close by, about a mile from here.*

Bighanjì' 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'náájì:** *to the right*, **nisht'ájì:** *to the left*, are prefixed with the proper pronoun when one is needed. The stem in the last word is the same as in **nant'ah:** *it is difficult*. It makes you think Navajos have been predominantly right-handed.

Kodóo nihinish'náájì éí ólta'. *To our right is the school.*

Nisht'ájìgo naalyéhé bá hooghan. *To the left is the trading post.*

Da' Clara nihinish'náájì dah sidá? *Is Clara sitting to your right?*

Clara nihinisht'ájì dah sidá. *Clara is sitting to our left.*

Áłchíní da'ólta'ígíí nihinish'náájì dah naháaztá. *The students are sitting on our right.*

Háí éí kodóó nish'náájígo kééhat'í? *Who lives over there to the right?*

Éí shináí bighan. *That is my (paternal) grandparents' house.*

Nisht'ájígo éí shizhé'é yázhí bighan. *To the left is my paternal uncle's place.*

Atiin nish'náájígíí 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** \_\_\_\_\_<sup>name</sup>, háí lá ninish'náájí dah sidá?

**Student** \_\_\_\_\_<sup>name</sup> shinish'náájí dah sidá.

\_\_\_\_\_, háí ninisht'ájí dah sidá?

\_\_\_\_\_, háí éí \_\_\_\_\_ jí dah siké?

\_\_\_\_\_, \_\_\_\_\_ jí dah sidáhígíí haa wolyé?

\_\_\_\_\_, \_\_\_\_\_ jí dah sikéhígíí haa lá wolyé?

\_\_\_\_\_, díkwíí lá ninish'náájí dóó ninisht'ájí 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, \_\_\_\_\_<sup>name of student</sup>

**Student** Hastiin \_\_\_\_\_ bééhasín. Hastiin \_\_\_\_\_ doo bééhasín da.

Da' Asdzáá \_\_\_\_\_ bééhonohsín, \_\_\_\_\_<sup>name of student</sup> dóó \_\_\_\_\_<sup>name of student</sup>?

\_\_\_\_\_ doo bééhoniilzin da.

### 18.10 Integration Drill

**Model** Lók'aahnteeldóó Tó Naneesdzígóó atiin yá'áhoot'ééh. Hóteel.

**Student** Atiin hóteelgo yá'áhoot'ééh.

Derrick bicheii bighangóó atiin nahoneesht'iizh. Áhoołts'óózí.

Kintahdée' atiin hóteel. Ahoodlézhí atiin.

Díí mə'ii (coyote) bitiin. Éí nahoneesht'iizh.

Kelly nızaadi atah ółta'. Neeznáadiin tsin sitá.

Kodóó nłéiji' atiin áhoołts'óózí. Éí ayóo hodiwol.

### 18.11 Query Patterned Response

**Model** Ch'ínííídóó Lók'aahnteelji' díkwíí tsin sitá nínízin?

**Student** Dízdiin daats'í tsin sitá nisin.

Ch'ínííídóó Tséghahoodzáníji' díkwíí tsin sitá nínízin, \_\_\_\_\_name\_\_\_\_\_?

Kodóó Kínáníji' díkwíí tsin sitá nínízin, \_\_\_\_\_?

Kínáníídóó Ahééhéshíhíji' díkwíí tsin sitá nínízin, \_\_\_\_\_?

Kodóó Be'eldííldahsinilji' díkwíí tsin sitá nínízin, \_\_\_\_\_?

Nighandóó koji' (to here) díkwíí tsin sitá nínízin, \_\_\_\_\_?

Nimá bighandóó koji' éí díkwíí tsin sitá nínízin, \_\_\_\_\_?

Kodóó nizhé'é bighanji' díkwíí tsin sitá nínízin, \_\_\_\_\_?

Tiis Yaa Kindóó koji' éí díkwíí tsin sitá nínízin, \_\_\_\_\_?

Kodóó nighanji' haa nízáád, \_\_\_\_\_?

Nighandóó nimá bighanji' haa nízáád, \_\_\_\_\_?

Kodóó Tségháhoodzáníji' díkwíí tsin sitá nínízin, \_\_\_\_\_?

Ch'ínííídóó Dá'ák'eh Haláníji' éí haa nízáád nínízin?

### 18.12 Query on Dialog

- Hastiin Hall dóó bich'ooní háágóó bił oolwoł?
- Hái lá ałdó' bił deeskai?
- Atiin haa hoot'é?
- T'áásh k'éhézdón atiin?
- Kii bicheii bighangóó atiin haa hoot'é?
- Háadi éí kééhat'í?
- Dá'ák'eh Haláníídóó bicheii bighanji' haa nízáád?
- Atiin daats'í k'éhézdón?
- Da' t'áá sáhí kééhat'í?
- Hastiin Hallísh éí yééhósin?
- Kii bimá sánísh ałdó' doo yééhósin da?
- Kii bimá yázhísh háadi bighan?
- Da' Kii bimá yázhí bich'é'éké éish Kii bilah danilí?
- Biyáázhkéesh bik'is danilí?

### 18.13 Query on Story

- Beth Hanley éí háadi bighan?
- Da' binaanish hóló?
- Háadi lá naalnish?
- Kintahgi bighangoósh bił 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 hóló?

### 18.14 Completion Drill

**Model** Hastiin Yazzie bééhasin.  
ni

**Student** Hastiin Yazzie bééhonísin.  
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'ÍNLÍJDÓÓ DÁ'ÁK'EH HALÁNÍGÓÓ ATIIN

K'ad éiyá Dá'ák'eh Halánígóó nihił oolwoł. Kwe'é Ch'ínlíjdi naalyéhé bá hooghan dahóló. Ch'iyáán dóó chidí bitoo' baa nahaniih. Kodóó atiin t'áá k'éhézdón. Háđáđ' shíí ahoodléézh\*. Dízdiin nááhaidáđ' doo ákóhoot'éé da ní't'éé'.  
Íidáđ' ayóo hodiwoł łeh ní't'éé'. K'ad t'áá yá'áhoot'ééh.

*it was paved*

Áko ląą, nihił oolwoł. Nish'náájigo diné dabighan. Ła' éi t'áá áhánidi dabighan. Níleidi naaki daats'í tsin sitąđi hooghan ła' naaznil\*. Éi shíí t'áá áltso diné danił, áadi kéédahat'ínigíí. Bilagáana doo kwe'é kéédahat'íi da. Ółta'di t'éiyá bilagáana ła' dabighan. Ółta' yá ndaalnishgo biniinaa.

*they are scattered about*

K'ad éiyá t'áá díkwíi tsin sitą nihił oolwołgo kwe'é éiyá naalyéhé bá hooghan ní't'éé'. Valley Store wolyéé ní't'éé'. K'ad éi díkwíi shíí nááhaigno naalyéhé bá hooghanéę ádin.

Nishtł'ajigo ałdó' t'áá diné kéédahat'í. Kin yii' dabighan k'ad. Hooghan nímazí éi dabighan ní't'éé'. Éi t'áá díkwíi k'ad. Ła' éi bilíi' dahóló; ła' éi bee ádaadin.

Dá'ák'eh Halání bich'í'go (toward it) diné bidá'ak'eh\* dahóló. Tó shíí hólóó ní't'éé'. K'ad éi shíí ádin.

*their fields*

Nááná kwe'é éiyá ólta'. Áłtsé nish'náájígo éí Chinle Elementary School hóló. Kin ła' sinil. Áádóó ında naalyéhé bá hooghan. Áádóó nááná Wááshindoon bi'ólta' áldó' 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'ÉITS'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. *nél'íigo: looking at it*  
Hózhónígo bił haz'á shicheii dóó shimá  
sání. *bił haz'á: situated*
- HALL Kwe'é íyisíí hózhónígo haz'á. Háidíígíí  
nimá sání bighan?
- KII Woshch'ishjígíí éí shimá sání bighan. *woshch'ishjí: closer to speaker*
- HALL Nówehjígííshá', éí háí bighan? *nówehjí: farther away*
- KII Éí shimá yázhí bighan.
- HALL Háí éí hooghan nímazí yii' bighan?
- KII Ayóo deesk'aazgo t'éiyá shimá sání  
ákóne' bighan łeh, áhoołts'ísí biniinaa. *ákóne': in there*  
*áhoołts'ísí: it is small inside*
- HALL Nléidi diné ła' yigáál. Éísh nicheii? *yigáál: he is walking along*
- KII Aoo', éí shicheii. Éí shíí łíí' yaa yinłjool. *yinłjool: he gave it*
- HALL Bilíí'ish t'óó ahayóí?
- KII Bilíí' dóó bidibé, bit'ízida éí t'áá át'égo  
łá'í. Nízhónígo yaa ádahalyáq łeh. Éí baa  
naanish hasin. *t'áá át'é: altogether*  
*-da: etc.*
- HALL Nléidi nimá yázhí bighandóó nish'náájí  
si'ánígíí ha'át'íí át'é?
- KII Chaha'oh át'é. Shimá yázhí bahastiin éí  
tsin dóó gad bi'iil yee áyiilaa. *chaha'oh: brush shelter*  
*gad bi'iil: juniper branches*
- HALL Deesdoigo t'éiyá biniiyé át'é ya'? *tsin: wood, tree, lumber*
- KII Deesdoigo éí yii' dabighan łeh. Deesdoi  
ndi ákóne' honeesk'ází łeh. *honeesk'ází: it is cool*
- HALL Hózhónígo bił haz'áq lá.
- KII Aoo', kodi hózhóní. Tó dóó atsinilt'ish  
hólq. Shí éí t'áá kwe'é naasháago ayóo  
shíł hózhq łeh. Shicheii dóó shimá sání  
bíká anáshwo'go bíneshdlí. *atsinilt'ish: electricity*
- HALL Nimá sání bikéyah shíł hózhóní yee'.
- KII Shí dó'.



## KII BIMÁ SÁNÍ BIŁ HAZ'ÁĞI

Kii bimá sání hózhónigo bił haz'á . T'áa kwe'é biyaa hoo'a'. T'áa áłchíní nilííídáá' dóóshdée' t'áa kwe'é bighan. Bimáhąą ałdó' kóó kééhat'íí nít'éé'. Éí shíí ałdó' t'áa kwe'é biyaa hazl'íí'. Kwe'é shíí ba'áłchíní dahazl'íí'. A'áłchíní kwe'é biyaa dahazl'íí'. Éí t'áa át'é kodi bił yá'ádahoot'ééh.

**biyaa hoo'a'**: she grew up  
-**dóóshdée'**: from then on

**biyaa hazl'íí'**: she grew up

Ałk'idáá' éiyá hooghan nímazí yíi' dabighan nít'éé'. Éí doo hózhó íl'í da nít'éé'. Éí tsin dóó łeezh bee ályaa. T'óó'di deesk'aazgo ákóne' honeezlí. T'óó'di deesdoigo ákóne' ayóo deesdoi łeh. Éí biniinaa acheii chaha'oh áyiilaa. Kii bimá sání bighan hooghan nímazí át'é. Éí tsin dóó łeezh bee ályaa. Áłchíní bicheii hooghan nizhónigo áyiilaa lá. Díkwíí shíí nááháiídáá' áyiilaa.

**łeezh**: dirt, clay

**t'óó'di**: outside

**honeezlí**: it is warm in an area

**ályaa**: it is made, it was made

Kii bimá yázhí t'áa 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'.

**t'áa áhání**: close by

Kót'éego bił haz'á kwe'é Kii bik'éí danil'íni.

### 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 **Níní'í shoo**: *Hey, look!*, as when one calls attention to something.

nísh'í	níil'í	daníil'í
níní'í	nó'í	danó'í
yíní'í	yiní'í	deiní'í

T'óó nél'íigo éiyá t'áa yá'áhoot'ééh kwe'é. *Just looking at it, it looks good around here.*

Chidí shaa nahíłniih. *Buy the car from me.*

Áłtsé nísh'í, índá daats'í. *Let me take a look first, maybe then (I will).*

Díí naaltsosos daníil'íí ya'? *We'll take a look at the book, shall we?*

Shí t'áá dooda, t'áá íídáá' nish'íí nt'éé'. *Not I, I looked at it already.*

Shoo, níní'í, díí mósí 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.*

Níní'í shoo, díí jooł iih nálnihí naadiin bááh íl'íí lá. *Look, this basketball costs twenty dollars!*

Shoo, Dennis bichidí hazl'íí'. *Look, Dennis has gotten a car.*

Danó'í, íl'éidi 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 shíł 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 kééhwit'íígo nizhónigo nihíł haz'á. *We have a nice place to live at in Ganado.*

Táchééh góne' doo shá haz'áa da. *There isn't room for me in the sweathouse.*

Chidí yázhí áhoołts'ísigo doo nihá haz'áa 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'átchíní diné bikéyah bikáá'góó da'ólta'go t'áá bee haz'á. *It is legal for white children to go to school on the Navajo Reservation.*

Bilagáana ba'átchíní diné bikéyah bikáá'góó da'ólta'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'áa 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!*

Asdzáá woch'ishjí sidáhígíí éí Larry bimá. *The lady sitting closer this way is Larry's mother.*

Daisy Ch'ínlííídóó níwehgóó bighan. *Daisy lives beyond Chinle.*

Nówehjí', ashkii yázhí. *Little boy, move along! Get out of the way!*

Chidí nówehjíígíí áníídí nahisétnii'. *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	yiikah
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' áádéé' yi'ash. *A couple of girls are coming from over there.*

Bá'ólta'í áádéé' 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 yini'á** becomes **sheini'á**: *he gave it (a bulky object) to me*. The verb prefixes are: **ní-** (*I*); **yíní-** (*you sgl*); **yini-** (*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.*

Tf'óól shaa yinílá. *You gave me the rope.*

Gish yeinitá. *He gave him the walking stick.*

Aseezí binaaltsoos naa níftsooz. *I gave you the newspaper.*  
 Mósí baa niiltí. *We gave her the cat.*  
 Hasht'ish nihaa nootléé'. *You gave us the mud.*  
 Léechąą yázhí baa nii'nil. *We gave them the puppies.*  
 Ał'aaní sheiníjaa'. *He gave me the change.*  
 Łíí' t'oh baa níjool. *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 ásdíid. *All of the water is gone.*  
 Diné bizaad doo t'áá át'é ndant'ah da. *Not all the words in Navajo are difficult.*  
 T'áá ániit'é dichin dóó dibáá' dasiidlíí'. *All of us have become hungry and thirsty.*

### 19.7 Verbs "to be warm, cool"

**Honeezíli:** *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' honeezíli. *It's nice and warm in the hogan.*  
 T'ó'odi deesk'aaz ndi kóne' honeezíli. *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.*  
 Adáádáá' dóó díí jí t'ó'odi honeezíli. *It's been warm yesterday and today.*  
 T'áá aaníí honeezíli. *True, it is warm.*

## 19.8 “Electricity”

**Atsinilt’ish** is *lightning*; the word for *electricity*.

Atk’idáá’ diné dabighangóó atsinilt’ish ádin ní’ée’. *There didn’t used to be any electricity in Navajo homes.*

K’ad éiyá Navajo Tribal Utility Authority bit haz’áájí atsinilt’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 hazlǫ́’**: *under me something indefinite came into existence—I grew up*. Change the pronoun for person. **Hazlǫ́’** has further utility as shown in the examples.

Dana Dzikjiindi biyaa hoo’a’/biyaa hazlǫ́’. *Dana grew up at Black Mesa.*

Háadi éí niyaa hazlǫ́’? *Where did you grow up?*

T’áá kwe’é shiyaa hazlǫ́’. *Right here is where I grew up.*

Roy dóó Annie ba’álchíní hazlǫ́’. *Roy and Annie have children (born to them).*

Lela Kmart yá naalnishgo bibéeso hazlǫ́’. *Lela has acquired some money working for Kmart.*

Shighan hazlǫ́’. Shit naa’aash ta’ shá áyiilaa. *I have gotten a house. My cousin built one for me.*

Chidí ániidígíí shee hazlǫ́’. *I have acquired a new car.*

## 19.10 “From there on”

**-dóóshdǫ́’** is a contracted form of **-dóó wóshdǫ́’**: *from there on to here in time or space*.

Chii bighandóóshdǫ́’ atiin t’áá yá’ahoot’éeéh. *From Chee’s house this way the road is quite good.*

Ashdla’ shináahaidóóshdǫ́’ t’áá atah íníshta’. *I have been in school since I was five years old.*

Naalyéhé bá hooghandí naashnish yéedáá’dóóshdǫ́’ doo háadida naashnish da. *I haven’t worked anywhere since the time I was working at the trading post.*

### 19.11 “Outside”

**Tʼóó’:** *outside, outdoors*, always requires an enclitic. We are limited at this point in using this word because of our vocabulary.

Hastiin sání tʼóó’di sidá. *The old man is sitting outside.*

Awéé’ tʼóó’di sití. *The baby is lying outside.*

Ayóo deesk’aaz ndi tʼóó’di ndeilmish. *Though it’s cold, we’re working outside.*

Hastiin tʼóó’di biiská. *The man spent the night outdoors.*

Nímasii tʼóó’di siitsooz. *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 **álnééh:** *it is being made, it is being built*. In road-building and in working on the inside of a building, **áhálnééh**, 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 éi 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.*

Díi kin góne’ hózhínigo áhálnééh. *The house is being built nicely inside.*

Herbert atiin áhálnéehgi atah naalmish. *Herbert is working on road construction.*

Díi atiin ałk’idáá’ áhoolyaa. *This road was built a long time ago.*

### 19.13 Query on Dialog

- Háish bighandi hózhóní nínízin?
- Da’ Kii bicheii hózhónigo bił haz’á?
- T’óó nél’íigo woshch’ishjíígíí éi háí bighan?
- Nówehjígííshá’?
- Hooghan nímazí éi háí bighan?
- Hahgo éiyá ákóne’ bighan łeh?

- g. Deesk'aazgoshą', háadi bighan leh?
- h. Da' hooghan nímazí ntsaa?
- i. Háí lá bilíí' t'oh yeiníjool?
- j. Da' bilíí' t'óó ahayóí?
- k. Bidibéesh hóló?
- l. Bit'ízishą'?
- m. Hastiinísh bilíí' nizhónigo yaa áhályá?
- n. Da' tó bee hóló?
- o. Atsinilt'ishísh ahdó'?
- p. Kii bimá sání éí háadi biyaa' hoo'a'?
- q. T'áash ákwe'é ba'átchínísh hazlíí'?
- r. Hooghan nímazí ha'át'íí bee ályaa?
- s. Chaha'ohshą', ha'át'íí bee ályaa?
- t. Háish éí hooghan dóó chaha'oh áyiilaa?
- u. Díkwíí nááhaidáá' éí áyiilaa?
- v. Nizhónigoósh áyiilaa?
- w. Da' chaha'oh góne' honeesk'ází?
- x. Háish éí Kii bimá sání bighandóó t'áá áhánidi bighan?
- y. Éí bighan ha'át'íí bee ályaa?
- z. Kii bik'éí daats'í hózhónigo bit haz'á?

#### 19.14 Transformation Drill Affirmative to negative

**Model** Kwe'é hózhóní.

doo...da

**Student** Kwe'é doo hózhóní da.

Hastiin hooghan áyiilaa.

Íléidi kin álnééh.

Díí éí Kii bideezhí nisin.

Louis kindi naaghá sha'shin.

Betsy bimá yázhí atsinilt'ish bee hóló.

Denton Kin Łánidi biyaa hoo'a'.

Éí t'áá'át'é Nancy ba'átchíní.

Diné áádéé' yigálgíí éí nicheii.

Kóne' honeezíí.

Íléí góne' deesdoi.

K'ad t'áá deesdoi.

Danny bik'idah'asdáhí baa ní'á.

Bá'ólta'í naaltsos shaa yiníltsooz/sheiníltsooz.

Ashkii bádí béeso yeiní'á.

Chaha'oh góne' honeesk'ází.

T'óó'di t'áá deesk'aaz.

Lillie ba'átchíní kintahgi biyaa dahoo'a'.

### 19.15 Substitution Drill

**Model** Kingóó yishááł.  
ni

**Student** Kingóó yínááł.  
shí dóó Bill  
ni dóó Barney  
Bill dóó Barney  
Sally dóó bich'é'é  
Elsie dóó ba'álchíní  
shí dóó sha'álchíní  
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 yídahoo'aa.  
Shí éiyá shimá bighan áshłaa.  
Shimá yázhí binaalyéhé hooghan góne' sinil.  
Béeso shaa níníł.  
Chidí bitoo' baa nízííd.  
Chizh naa nahideeshnih.  
T'oh shaa nahidííłnih.  
Ółta'í daniidłí.  
Hastiin sání bibéeso yaa yooznah lá.  
Naaltsoos shá yíníłta'.  
Da' ch'iyáán nahisíníłnii'?  
T'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 hazlǫ́í'?'  
 \_\_\_\_\_ di shiyaa hazlǫ́í'.

Háadisha' \_\_\_\_\_ biyaa hazlǫ́í'?'  
 \_\_\_\_\_ di biyaa hazlǫ́í'.

**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 yílteeh (yeílteeh).     | Awéé' yeílteeh.               |
| B. _____ yaa yíníltǫ́ (yeíníltǫ́).   | Awéé' yeíníltǫ́.              |
| C. _____ shaa yíníltǫ́ (sheíníltǫ́). | Awéé' sheíníltǫ́.             |

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 nídadíilyá. *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'óó daníil'í.  
 Kodóó daníil'íigo bighan góne' hólónígíí baa  
 hashne'.

Kwe'é éiyá bik'idah'asdáhí nineezígíí ła' sitá. Éí  
 dinilbá. Bik'idah'adáhi ádaahts'ísígíí éí dó' dahóló.  
 Bikáá'adání dó' hóló, naaltsoos bii' yist'ínída,  
 Bee adinídíní naakigo sinil. Bikáá'adání áhts'ísígíí,  
 coffee table bidi'nínígíí, éí dó' ła' sitá,  
 bik'idah'asdáhí 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'asdáhí dó' táa'go sinil.

Tá'ádazdigis bá haz'ání éí ałdó' hóló'. Éí  
 áhoohts'ísí.

Nléí wóne' chiyáán ál'íní góne' Asdzáá Tsosie  
 k'ad nihá ch'iyáán ílééh. Ayóó hikaní halchin.  
 Ch'iyáán ál'íní góne' béesh bii' k'ó'í dóó łeets'aa'  
 bighan dóó bii' azk'ází áádóó bikáá' adání ında  
 bik'ikdah'asdáhí ła' sinil.

**bik'idah'asdáhí nineezígíí:**  
*couch; dinilbá: light gray*  
**naaltsoo bii' yist'íní:** *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'ádazdigis bá haz'á:**  
*bathroom*

**wóne':** *in it; ch'iyáánál'í:* *kitchen*  
**halchin:** *it smells*

**bii' ázk'ází:** *refrigerator*

### DA'ADÁ

Kii bimá yázhí ch'iyáán altso áyiilaa. Kii éí dichin  
 nízin. Chiyáán halchingo dichin bi'niíhí.

K'ad da'diidííł, níí lá Asdzáá Tsosie. Átchíní,  
 bikáá'adání bine'di dah nohkeeh. Hastiin Hall ni

**da'adá:** *eating is done*  
**bi'niíhí:** *it is be ginning to kill*  
*him - he is very hungry*  
**da'diidííł:** *we will eat*

éi kwe'é dah nádaah. 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 éi hait'áo ájiniih dinék'ehjí?

**ájiniih:** *thus one calls it*  
**dinék'ehjí:** *in Navajo*

KII Fork éi dinék'ehjí bíla'táa'ii jiniih. Knife éi  
béesh dabidii'ní.

**jiniih:** *one calls it*  
**dabidii'ní:** *we call it*

HALL Díí béesh ayóo deení. Náána éíshá'  
hait'áo ájiniih?

**deení:** *it is sharp*

KII Spoon éi béesh adee' wolyé. Díí éi  
teets'aa' jiniih. Éí shíí nií bééhózin.

**béesh adee':** *spoon*  
**teets'aa':** *plate, bowl*

HALL Ahwééh ła' shaa níziíd ya'?

KII Hágoshíí. Díí ayóo sido lá.  
Dichinísh sínííí'?

**sido:** *hot*

**sínííí':** *you have become*

HALL Dibáá' dóó dichin sélíí'. Atoo' shaa níkaah.  
Áshjiih áldó' shaa ní'aah. Éí bee atoo'  
áhálniih doo. Atoo' áldó' sido.

**áhálniih:** *makes it tasty*

KII Asdzáá Hall, niísh tó sik'azí ła' nínízin?

SANDY Yes, I want some. Please pour me some.

**yidlá:** *she drinks it*

HALL Aoo', ahwééh yidlá. Mandagíiya  
dóó jélii áldó' baa níkaah ya'?

**mandagíiya:** *butter, oleo*

**jélii:** *jelly, jam*

HALL Nimá yázhí ch'iyáán hikango áyiilaa. Ayóo  
hikango da'iida.

KII ła'ish náánínídzin?

HALL Ndaga'. Shí éi hwiih sélíí'.

**hwiih:** *satiated*

Ahéhee', Asdzáá Tsoosie. Nich'í' ahééh  
niidzin, nitsaago.

**nich'í':** *to you*

**ntsago:** *big (very much)*

## 20.1 Colors

The colors you learned earlier can be changed to “light” shades:

<b>dinilbá</b>	<i>light gray, light brown</i>
<b>dinilchíí'</b>	<i>pink</i>
<b>dinilgaii</b>	<i>off-white</i>
<b>dinilzhin</b>	<i>dark gray</i>
<b>dinilt'izh</b>	<i>light blue, light green</i>
<b>diniltso</b>	<i>light yellow</i>
<b>diniltsxo</b>	<i>light orange</i>

Bá'ólta'í bit'taakał dinilt'izh áádóó deiji'éé' dinilchíí'. *The teacher has a light blue skirt and a pink blouse.*  
Lééchaą 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 doogááł. Éí bidááh deeshááł. *My older sister is coming by bus to see me. I'll go meet her.*

Léechaa'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'ní ní't'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'ádazdigis bá haz'ání:** *where one washes himself*; **yah ańdajikahí/yah ańda'aldahí:** *where people repeatedly go in — indoor restroom*; **da'adání/da'adá bił haz'ání:** *the place where eating is done*; **kin bii' nii'oh nda'aldáhígíi:** *outside toilet*; **éé' dah ndahidii'nií:** *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' at'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
adeeshíŋt	adiidíŋt	da'diidíŋt
adiíyíŋt	adoohsíŋt	da'doohsíŋt
adooyíŋt	adooyíŋt	da'dooyíŋt

Łikango da'iidá. *We're having a tasty meal.*

Ch'iyáán ál'í góne' da'diidíŋt ya'? *Let's eat in the kitchen, shall we?*

Kintahdi McDonald'sdi adeeshíŋt. *I'll eat at McDonald's in town.*

Ashkii t'áá sáhi ayá. *The boy is eating by himself.*

Sáanii kintahdi da'ayáa dooleet. *The ladies will be eating in town.*

Háadi éiyá da'doohsíŋt? *Where are you going to eat?*

Lois bighandi da'diidíŋt. *We'll eat at Lois's house.*

## 20.7 Verb “to smell”

**Halchin:** *it smells, it has an odor;* **niŋchxon:** *it stinks;*

Da'adání góne' líkání halchin. *There is a good aroma in the dining hall. (In this setting líkání has the high tone on the middle syllable.)*

Kóne' halchin. *There's an odor in here.*

Łééchaq'í ayóo niŋchxon. *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*, **di báá':** *thirst*, **bi:** *sleepiness*, **dloh:** *laughter*, **ádí lááh:** *mischievousness*, and other conditions.

<b>shi'niithí</b>	<i>it is beginning to kill me</i>
<b>ni'niithí</b>	<i>it is beginning to kill you (sgl)</i>
<b>bi'niithí</b>	<i>it is beginning to kill him</i>
<b>bi'niighá</b>	<i>it is beginning to kill them</i>
<b>nihiniighá</b>	<i>it is beginning to kill us, you (pl)</i>

Dibáá' shi'niithí. *I'm quite thirsty.*

Ashkii yázhí bił bi'niithí. *The little boy is overcome with sleep.*

Dennis ádílaáh bi'niithí. *Dennis is being very naughty.*

At'ééké dloh bi'niighá. *The girls are in a fit of laughter.*

Deesdoigo t'ízi dibáá' bi'niighá. *The goats are really thirsty because it's hot.*

Jíídáá' háahgóóshíí ndeiiłnishgo biniinaa dichin nihiniighá.  
*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, ájiniih?/I'm tired, hait'áo ájiniih 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; áhálniih:* *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' áshijh halniih. *The stew tastes salty.*

Atsi' doo halniih da. *The meat is flavorless, lacking salt.*

Ch'iyáán ayóo áhálniih. *The food is very tasty.*

Missy bááh łikaní áyiłlaaígíí ayóo áhálniih. *The cake Missy has made is delicious. (Ayóo łikan is just as appropriate.)*

Missy bááh łikaní áyiłlaaígíí ayóo łikan.

Dah díníłghaazh hait'áo áhálniih? *Does the frybread have a good flavor? How does the frybread taste?*

Ayóo áhálniih; łikan láą. *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	wohdlá	daahdlá
yidlá	yidlá	deidlá

Na', díí nidlá. *Here, drink this.*

Wáán doo yishdláá da. *I don't drink wine.* (This can also be said,

Wáán doo yisháá da, meaning, *I don't ingest wine.*)

Átchíní 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.

Hwiihísh sínííí? *Have you had enough to eat? Are you satisfied?*

Hwiih séííí'. 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* **béesh:** *knife; tsénił:* *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.

<b>yiłchozh</b>	<i>lettuce, grass, chewing on a mustache, leafy tobacco (loose, non-compact objects)</i>
<b>yiłdeet</b>	<i>berries, fruit, salt, pills (small plural objects)</i>
<b>yiłghał</b>	<i>meat (eat, chew meat eating where meat is the main dish)</i>
<b>yiłkeed</b>	<i>melon, apple, bun (a single roundish object)</i>
<b>yi'aał</b>	<i>corn, candy, gum (a hard indefinite object)</i>

Łíí' t'oh deıłchozh. *The horses are eating hay. The horses are grazing grass.*

Díí azee' niłdeet. *Take these pills.*

Łikango da'iłghał. *We're enjoying the meat.*



Bilasáana yiilkeed. *We're eating apples.*

Naadaá' yíit'aał. *We're eating corn.*

Áłchíní atk'édsísi dei'aał. *The children are chewing on candy.*

Bááh likaní 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 hikango 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
iyiyá	iyiyá	deiyá

### 20.16 Substitution Drill

**Model** Lora bichidíish lichíí?  
dinilchíí'

**Student** Lora bichidí dinilchíí'.  
Kii bich'ahásh libá?  
Da' Liz bighan ligaii?  
Bimósíish fitso?  
Mary bi'éé'ésh doot'izh?  
Kii biléechaa'íish tizhin?  
Ch'il fitsxooíish fitsxo?

### 20.17 Transformation Drill

**Model** Awéé' bił nízín.  
bi'niithí

**Student** Awéé' bił bi'niithí.  
Dibé yázhí dichin nízín.  
Daren dichin silíí'.  
Mósí yázhí dibáá' daazlíí'.  
Shí éi dibáá' sélíí'.  
Áłchíní yázhí dichin silíí'.  
Ashiiké dloh danízín.  
Dloh nínízín.  
Dloh nisin.  
Dichin daniidzin.

### 20.18 Query Free Response

- Model** Da' Linda dichin nízín?
- Student A** Aoo', Linda dichin nízín.
- Student B** Ndaga', éí doo dichin nízín da.  
 Łééchaq yázhíish ayá?  
 Kóne'esh fikání halchin?  
 At'éékéesh dichin bi'niigháq'?'  
 Larry daats'í hwiih silíí'?'  
 Béeshísh deení?  
 Kii bibéézhísh deení? (possessed: bibéézh)  
 Da' Henry adlá?  
 Dan dóó Darrell daats'í adlá?  
 Hwiihísh sínííí'?'  
 Jooísh baa ahééh nínízín?  
 Da' ashkii naaltsoos yaa ahééh nízín?  
 Ch'iyáán ál'íní góne'esh fikání halchin?  
 Kóne'esh da'njaah?  
 Ch'iyáán ál'íní góne'esh da'njaah?  
 Da'adání góne' da'diidííí'?'  
 Ni daats'í Furrdsi atah adííyííí'?'  
 Ashkiísh bił hózhóqogo dloh bi'niithí'?

### 20.19 Query Free Response on Dialog

- a. Háí lá Asdzáq Tsósie bighan góne' siké?
- b. Ha'át'íí yaa naa'aash?
- c. Bik'idah'asdáhíish la' sinil?
- d. La' daats'í nineez?
- e. Éí hait'áo naashch'aa'?
- f. Ha'át'íí lá ałdó' kóne' dahóló?
- g. Bikáá'adání áłtsísígíí hait'áo ájíniih bilagáanak'ehjí?
- h. Naaltsoos bii' yist'íni éí díkwíí?
- i. Bik'idah'adáhíshq'?
- j. Ch'iyáán ál'íní góne'esh béesh bii' kq'í la' si'á?
- k. Bikáá'adáníish ałdó' la' si'á?
- l. Bii' azk'ází éí hait'áo naashch'aa'?
- m. Kóne'esh ch'iyáán ádeií'íí teh?
- n. Kóne' daats'í ałdó' da'adá?
- o. Da'njaahí góne' daats'í tásk'eh hóló?
- p. Éí díkwíí?
- q. Háísh éí da'ayá? Éísh nił bééhózin?
- r. 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'jidláni góne')

Háá góne' líkání halchin?

Kóne'ésh líkání 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'ééh jiyáán \_\_\_\_\_

Tł'ízi t'oh \_\_\_\_\_

Awéé' áshíih \_\_\_\_\_

Ashiiké t'áá áta naadáá' \_\_\_\_\_

Hastiin dichin bi'niithjigo bááh nímazí \_\_\_\_\_

Ni shíí abe' \_\_\_\_\_

Joyísh ch'il fitsxooí \_\_\_\_\_

### 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, **náshdǫ́h**: *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 dóo Sandy Hall áádóo Kii dóo bádí Mary Dá'ák'eh Halánígóo naaskai. Álchíní bik'éí áadi kéédahat'í. Kii éí ákóq naaskai yéé yee nihił hodoolnih. Hastiin Hall saad haashíí néeláqá' yíhoo'áqá' ndi doo t'áá át'é yik'i'diitjijh da. Ła' doo bił ndant'ah da; ła' t'áá bił ndant'ah. Kii éí hazhó'ógo nihił hodoolnih. Índa shíí nihił áldó' bik'ida'diitjijh dooleeł.

Kii k'ad halne':

Dá'ák'eh Halánígóo nsiikai yéé éí bee nihił hodeeshnih. Díkwíshíí yiskánídáq' ákóq nsiikai. Ábíndáq' nihił dah adiilwod. Neeznáadigo shíí áadi niikai.

Áłtsé shíí shicheii bighandi áhoot'éii bee nihił hodeeshnih. Hooghan t'áá díj'go naaznil. Hooghan nímazí éí shicheii dóo shimá sání bí. Deesk'aazgo ákóné' bighan łeh. Áádóo náána kin dó' ła' sinil. Ła' éí shicheii bí. Deesdoigo ákóné' bighan łeh. Náána éiyá shimá yázhí bí. Tsin ła' t'áá naazkaad. Ła' éí t'iis ádaat'é. T'iists'óóz ła' áldó' sikaad. Éí t'áá altso shił danizhóní. Hózhónígo shicheii dóo shimá sání bił haz'á. Áadi naasháago ayóo shił yá'át'éeh łeh.

Áłtsé éiyá shicheii bidááh niikai. Éí binaanish yee nihił hoolne'. Binaanish t'óo ahayóí łeh. Háálá bilíí' dóo bidibé áádóo bit'ízi éí hóló.

Éí bikéédéé' shimá yázhí bighan góne' naháatáq' ní'ée'. Nihí éiyá bik'idah'asdáhi nineezígíí bikáá' naháatáqo hooghan góne' hólónígíí bee ahił

**hodoolnih:** *he will tell it*

**haashíí néeláqá':** *indeterminate number or amount*

**yik'i'diitjijh:** *he understands*

**bik'ida'diitjijh:** *we will understand*

**hodeeshnih:** *I will tell it*

**díkwíshíí:** *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 yínishígo saad ła' yíhooł'áá'.

**dahwiilne'**: *we talked*  
**yínishígo**: *where we sat*

Ákwe'é naháatánęęgi daníl'íigo bá yínishíí nt'ée'. Ákóne' bik'idah'asdáhí dóó bikáá'adání áádóó naaltsos bii' yistłíní dahóló. Níłch'i naalkidí ła' si'á. Shimá yázhí níłch'i bee halne'í áádóó ná'oolkiłí ałdó' bee hóló. Éí díkwíí shíí sha'shin. Béesh bee hane'í éí bee ádin.

**níłch'i naalkidí**: *TV*  
**níłch'i bee halne'í**: *radio*  
**ná'oolkiłí**: *clock*  
**béesh bee hane'í**: *telephone*

Náaná éiyá tá'ádazdigis bá haz'ání ałdó' hóló. Da'njaahí dó' hóló. Éí táá'. Ła' éí shimá yázhí dóó bich'ooní bí. Naakigo shíí 'átchíni bá. Ákóne' tsásk'eh dóó éé' biih ná'niłí dóó éé' bighan t'áá dahóló.

Shimá yázhí ch'iyáán ál'íní góne' naalnishgo ch'iyáán ílleehego yaa naagháá nt'ée'. Ayóo fikání halchingo ákwe'é naháatáá nt'ée'. Éí shíí biniinaa ayóo dichin danihi'niigháá'.

Áádóó índá da'iidáá'. Atoo' dóó dah diníilghaazh íyisí halniihgo deiidáá'. Hastiin Hall dóó bich'ooní dóó shimá yázhí éí ahwééh deidláá'. Bee da'adání Mr. Hall bá yínishígo saad haashíí néeláá' yíhooł'áá'. Kót'éego ahił dahwiilne'go ayóo halniihígíí deiidáá'.

**da'iidáá'**: *we ate*  
**deiidáá'**: *we ate it*  
**bee da'adání**: *cutlery and dishes used for eating*

Ałtso da'iidáá'go, Ahéhee', fikango nits'áá' da'iidáá', dadii'níí nt'ée'. Ayóo hwiih dasiidłíí'. Éí íyisí bich'í' ahééh daniidzin, bits'áá' da'iidá'ígíí.

**nits'áá'**: *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 **-it**: *with*, represents the person to whom the narration is given. **Bich'í'**: *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/ye**, referring to the narration, which are third person forms. Examples after the paradigm should help illustrate how this verb and postpositions function.

hodeeshnih  
hodiilnih  
hodoolnih

hodiilnih  
hodoolnih  
hodoolnih

dahodiilnih  
dahodoolnih  
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'i' hodíilnih. *You talk to him. You tell him.*

Shá bił hodíilnih 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', índá ahił hodiilnih. *Yes, let's talk together then.*

Nihihastóí shíí hane' yee nihil hodoolnih díí t'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 néeláá'**: *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?*; **hádáá'shíí**: *an indefinite time in the past*; **díkwíshíí**: *an indefinite, probably unknown, number*, are similar constructions.

Bilagáana haashíí néeláá' diné bizaad yídahoo'aah. *There's an undetermined number of white people studying Navajo.*

Kodóo New York hoolyééji' 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.*

Hádáá'shíí bá'ólta'í bikéyahgóo naayá. *Sometime ago the teacher made a trip to his home area.*

Hastiin Yazzie díkwíshíí 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)*.

<b>bik'i'diishtijh</b>	<b>bik'i'diitijh</b>	<b>bik'ida'diitijh</b>
<b>bik'i'diitijh</b>	<b>bik'i'dohtijh</b>	<b>bik'ida'dohtijh</b>
<b>yik'i'diitijh</b>	<b>yik'i'diitijh</b>	<b>yik'ida'diitijh</b>

Asdzáá bee bił hashne'ígíí doo yik'i'diitijh da lá. *The lady doesn't understand what I'm telling her.*

Éí saad doo bik'i'diishtijh da. *I don't understand that word.*

Mr. Lee yaa halne'ígíí doo hózhó bik'ida'diitijh da. *We don't grasp what Mr. Lee is talking about.*

Ni daats'í áldó' doo bik'i'diitijh 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.

Łeets'aa' hooghan góne' naaznil. *The dishes are scattered about the hogan.*

Bee na'anishí naalyéhé bá hooghan góne' naazhjaa'. *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'eelii:** *Rocky Mountain cedar*; **k'ai':** *willow*; **ńdışchíí':** *pine*; **t'iis:** *cottonwood*; **t'iisbái:** *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.

<b>hweeshne'</b>	<b>hwiilne'</b>	<b>dahwiilne'</b>
<b>hwííníilne'</b>	<b>hoolne'</b>	<b>dahoolne'</b>
<b>hoolne'</b>	<b>hoolne'</b>	<b>dahoolne'</b>

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 ídǎá' bee shił hwííníilne'. *You told me about it already.*  
 Jan éi shaa hoolne'. *Jan was talking about me.*  
 Éi shich'i' 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 hółó. *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, **baa**, is a synonym of **biniinaa** and may usually be interchanged with it except it is seldom used in questions, as in, **Ha'át'íi biniinaa...?**

Ch'ééh déyáhígíi biniinaa kóó sédá. *Because I'm tired I'm sitting here.*  
 Ch'ééh déyáhígíi baa kóó sédá./Kóó sédá, háálá ch'ééh déyá. *I'm sitting here because I'm tired.*  
 Béesh bee hane'í doo naalnish da. Éi baa doo nił hweeshne' da. *The telephone isn't working. That's why I didn't tell you.*  
 Éi baa 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, **biláají’**: *before him, ahead of him*, is useful in comparing ages or as someone is sitting or walking ahead.

Lééchaq yázhí shikéé’ yigáát. *The puppy is following me.*

Nikéé’ yisháát. *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.*

Átchíní akéé’di naháaztá. *The children are sitting in the back.*

Chii bich’ooní yiláají’ naaghá. *Chee is older than his wife (he walks around ahead of her).*

Acheii aláají’ naaghá. *The grandfather is the oldest.*

## 21.9 Radio, etc.

Here’s a list of appliances and their literal definitions:

**béesh bee hane’í**      *telephone (the metal by which telling is done)*

**ná’oolkií**      *clock (that which rotates — the long hand)*

**níłch’i bee halne’í**      *radio (the one that speaks by air)*

**níłch’i naalkidí**      *television (the air movies)*

Hait’áo bich’í’ hodíłnih? *How are you going to talk to him?*

Béesh bee hane’í bee bich’í’ hodeeshnih. *I’ll talk to him on the telephone.*

Kóne’ níłch’i 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.

ííyáá’

ííníyáá’

ííyáá’

iidáá’

ooyáá’

ííyáá’

da’iidáá’

da’ooyáá’

da’ííyáá’

Hait'áo da'íyáá'? *How was their meal?*  
 Ayóo hikango da'íyáá'. *They had a very good meal.*

Hádáá' da'ooyáá'? *When did you eat?*  
 Áníídí da'iídáá'. *We ate a little while ago.*

Íníyáá'ásh? *Did you eat?*  
 T'áá íídáá' íyáá'. *I ate already.*

yíyáá'	yiídáá'	deiidáá'
yíiníyáá'	wooyáá'	daooyáá'
yiyíyáá'	yiyíyáá'	dayíyáá'

Ha'át'íí lá daooyáá'? *What did you eat?*  
 Dah díníilghaazh deiidáá'. *We ate frybread.*

Átchíníish ch'iyáán altso dayíyáá'? *Did the children finish their food?*  
 Altso dayíyáá'. *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 /h/ 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-	dii-	dadii-
díi-	dooh	dadooh-
doo-	doo-	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 hwííníłne'. (P)  
**Student B** Éí bee shił hodííłnih. (F)  
 Jack éí Jill yee yił halne'.  
 Leatrice éí yee nihił halne'.  
 Nihí hastiin bee bił hwiilne'.  
 Dilwyn éí ná yił halne'.  
 Dee éí Leo yee yił halne'.  
 Shimá shá bił dahólne'.  
 Áłchíní bimá yee yił halne'.  
 Rhonda dóó bich'é'é bee bił hólne'.

### 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 bitsi' ła' nisin. Éí shił hikan łeh.  
 Lance chidí bitoo' doo nayiilniih da. Bibéeso doo bíghah da.  
 Jooł iih nálniíhí bee naashné. Ayóo shił yá'át'ééh.  
 Hastóí hááhgóóshíí ndaalnish. Béeso yik'é ndaalnish.  
 Kii nizhónigo dibé yaa áhályá. Éí iyisíí yíneedłí.  
 Diné bizaad doo hózhó bik'i'diishtijih da. Saad t'áá díkwíhí bhooł'áá'.  
 Austin éí doo nihił hoolne' da. Éí doo bił bééhózin da.  
 Chaha'oh góne' naháatá. Kóne' honeesk'ází.  
 Ałk'ésdisí doo hózhó yisháá da. Éí doo shá yá'át'éeh da.

### 21.15 Completion Drill

- Model** Łikango íyáá'.  
 Billie  
**Student** Billie łikango íyáá'.  
 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 ła' sikaad?
- b. T'iis daats'í át'é?
- c. Nimá bighandiísh tsin ła' hóló?
- d. Hááá' íníyáá'?
- e. Ha'át'íí yííyáá'?
- f. Éísh fikan rít'éé'?
- g. Bee adání bee íníyáá'go baa hólne'.
- h. Háí lá ch'iyáán áyiilaa?
- i. Nighan góne'ésh nítch'i naalkidí hóló?
- j. Nítch'i bee halne'íshá'?
- l. Béésh bee hane'íísh ałdó' hóló?
- m. Ha'át'íí lá ałdó' nighan góne' naaznil? Éí bee nihít hólne'.
- n. Díí saad daats'í t'áá'át'é bik'i' diitijh?
- o. Ła'ásh ayóo ndaant'ah?

### 21.17 Review Query on Dialog

- a. Háísh éí Dá'ák'eh Halánígóó naazh'áázh?
- b. Da' t'áá sáhí ákóó naazh'áázh?
- c. Háí bi'átchíní bił ákóó naaskai?
- d. Háísh bił ahił dahoolne' áadi?
- e. Bicheii daats'í binaanish t'óó ahayóí?
- f. Bilíí'ísh baa naanish hasin?
- g. Háí bighandi da'íyáá'?
- h. Háí lá ch'iyáán áyiilaa?
- i. Łikangoósh áyiilaa?
- j. Bighandiísh tsin ła' naazkaad?
- k. Hait'éhígíí?
- m. Kii bicheii dóó bimá sání daats'í hózhónigo bił haz'á?
- n. Kii áadi bił yá'áhoot'éeh ya'?
- o. Kii bimá yázhí bighan góne'ésh hózhóní?
- p. Ha'át'íí bighan góne' naaznil? Éí baa hólne'. Áłtsé ch'iyáán ál'íní góne'.
- q. Da'adání góne'shá'?
- r. Da'njaahí éí díkwíí?
- s. Ha'át'íí éiyá ákóne' dahóló?
- t. Bii tá'adazdigisísh ałdó' hóló?
- 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.

<b>baa hane'</b> (CI)	<i>it is being told</i>
<b>baa hóone'</b> (P)	<i>it was told about</i>
<b>baa hodoonih</b> (F)	<i>it will be told about</i>

Kót'éego baa dahane'. *That's what they're talking (telling) about.*

Adáááá' 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'áshóonii 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.

\_\_\_\_-name\_\_\_\_ díkwíí binááhai?

\_\_\_\_-name\_\_\_\_ nilkéé'déé' naaghá. or \_\_\_\_ niláaji' naaghá.

\_\_\_\_-name\_\_\_\_ daats'í niquéédéé' naaghá?

\_\_\_\_ shikéédéé' naaghá. or \_\_\_\_ shiláaji' naaghá.

## BÍHWIIDOO'ÁLÍGÍÍ NAADIIN NAAKÍÍ 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'ÍIGÓÓ

JOHN Yá'át'ééh, Mr. Hall.

HALL Yá'át'ééh, John.

JOHN T'áadoo le'é biniiyé naa níyá.

HALL Ha'át'íishą'?

JOHN Azee'ál'íigóó nihit dííkah nisin.  
Shiye' Lonnie t''éédą́ą' ayóo bitah  
honiigai. T'ée' bíighah dilkosgo biiská.

HALL Nichidíish haidzaa?

JOHN Bikee' ła' niitsqoz. Áko t'áadoo bee  
dookáhi da. Doo shił yá'áshqo da díí.

HALL T'áá áko, níká adeeshwoł. Ákqó nihit  
deeshkah.

JOHN I'í'ą́ą́ą́ doo át'éhi da ní't'ée'.  
Átchíní t'áá áltso dadilkos. Bitah  
dahoneezgai. Kóhoot'éédą́ą' ashkii  
yázhí dikos ntsaaígíí bidoolna'.

HALL Kiishą', éish áltó' bitah honeezgai?

JOHN Doo hózhq da. Éí t'óó bitah doo haats'íid  
da. Éí t'áá yá'át'éehgo iilhaazh.  
Shí dóó shich'ooní t'áá ánídla t'áadoo  
hazhó'ó iilghaazhí da

HALL Hágoshíí, k'ad ákqó dooleet.

**nihit dííkah:** you'll take us

**azee'ál'í:** hospital, clinic

**bitah honiigai:** he got sick

**t'ée' bíighah:** all night

**dilkos:** he coughs

**haidzaa:** what happened to it

**bikee' niitsqoz:** tire went flat

**t'áadoo bee dookáhi da:** we  
have no way to go

**nihit deeshkah:** I'll take you

**i'í'ą́ą́ą́:** last evening

**doo át'éhi da:** he is all right

**bitah dahoneezgai:** they are sick

**dadilkos:** they are coughing

**kóhoot'éédą́ą́:** last year

**dikos ntsaaígíí:** pneumonia

**bidoolna':** he contracted it

**bitah doo haats'íid da:** he isn't  
feeling well

**iilhaazh:** he slept

**t'áadoo...-í:** not, never

**iilghaazh:** we slept

### AZEE'ÁL'ÍIDI

Kwe'é éiyá átchíní bidi'níl'í. Azee'íí'íní t'áá  
diné nilí. Éí t'áá kwe'é naalnishgo díkwíshíí  
náahai. Ayóo jooba'. T'áá diné t'áá díkwíhí  
t'éiyá azee'íí'íní danilí.

**bidi'níl'í:** he is being examined

**azee'íí'íní:** doctor

**jooba':** he is kind

Biniinaanii shíí doo bééhózin da. Béeso t'óó ahayóí bą́ąh ilíigo daats'í biniinaa. Ayóo ilí baa ólta'go.

Sáanii dóó diné azee' neikaahí atah ndaalnish. Áádóó ła' éiyá azee'ál'íí góne' chin bą́ąh ádingo ádahósin. Ƙa' éi ndahashooh áádóó ła' ni'góó

tánádeigis. Kót'éego azee'ál'í góne' hózhónigo

áadahósin. Ƙa' éi da'iigis bá hooghan góne' ndaalnish. Nááná éiyá ła' azee'ádeif'íní dóó azee'neikaahí yíká anájahgo atah ndaalnish. Sáanii dóó hastóí, áłchínída bitah dahoneezgaiígí kóne' tsásk'eh yikáá'góó naazhjee'.

**baa ólta'**: reading about it, studying for it

**azee' neikaahí**: nurses

**chin bą́ąh ádin**: it is clean

**áadahósin**: they maintain it

**ndahashooh**: they sweep it

**ni'góó**: floor

**tánádeigis**: they wash it

**da'iigis bá hooghan**: laundry

**azee' ádeif'íní**: doctors

**naazhjee'**: 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'íí'íní:** *the one who makes medicine, doctor, pharmacist;* **azee' neikaahí:** *the one who carries medicine about;* **áká análwo'í:** *aide;* **ni'góó ahashoohí:** *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"

**T'ée' bíghah:** *proportionate to the night*, translates into *all night*. The same construction applies for *all day*: **shá bíghah:** *proportionate to the sun*.

T'ée' bíghah chidí bii' naháatá. *We sat in the car all night.*

Shá bíghah shicheii bá naashnish ít'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.

<b>shidilnééh (I)</b>	<i>I am contracting it</i>
<b>shidoolna' (P)</b>	<i>I contracted it</i>
<b>shididoolnah (F)</b>	<i>I am going to contract it</i>

At'ée yázhí dikos bidilnééh. *The little girl is catching a cold.*

Shí dó' dikos shidilnééh. *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.*

Awée' 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.



<b>shitah honeezgai (SP)</b>	<i>I have become feverish</i>
<b>shitah honiigai (P)</b>	<i>I became feverish</i>
<b>shitah náhoniigah (R)</b>	<i>I repeatedly run a fever</i>

Lester díí jí bitah honeezgai. *Lester is sick today.*

Átchíní adáádáá' 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'íid**: *an area is pleasant, agreeable*, can be combined with the postposition, **-tah**. Inflect with the possessive pronoun.

Shitah doo haats'íid da. *I'm not feeling very well.*

Acheii sání bitah doo haats'íid 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:

<b>shaqah dah hoo'aah (I)</b>	<i>I'm getting sick, I'm becoming ill</i>
<b>shaqah dah hoo'a' (P)</b>	<i>I became sick</i>
<b>shaqah dah haz'á (F)</b>	<i>I have become sick</i>

Naqah dah hoo'aahísh? *Are you getting sick?*

T'áá íídáá' shaqah dah haz'á. *I'm sick already.*

Naaki t'ée'dáá' shaqah 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*.

<b>diskos</b>	<b>diilkos</b>	<b>dadiilkos</b>
<b>dílkos</b>	<b>dołkos</b>	<b>dadołkos</b>
<b>dilkos</b>	<b>dilkos</b>	<b>dadilkos</b>

Átchíní, dadołkosísh? *Children, are you coughing?*

T'áá áníłtso shá bíghah dadiilkos. *We're all coughing all day.*

Ła' éí dikos ntsaaígíí bidilnééh. *Some are getting pneumonia.*  
 Ła' éí doo fíyisí 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; haléit'éego yidzaa: how did it happen?*

Haa lá hoodzaa kóne'é? *What has happened in here?*  
 Haashíí hoodzaa sha'shin. Doo nihił béédahózin da. *What*  
*could have happened? We don't know.*

Gene bichidí haidzaa? *What happened to Gene's car?*  
 Chidí bikee' naakigo niiltsqoz. *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 construc-*  
*tion was initiated, there were no vehicles and who went with whom need not be indi-*  
*cated.*

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'éédáá'**: *when it was like this before — a year ago, is said without the year*  
*passing; verb. Kónááhoot'éhí:* *when it's this way again - next year.*

Da' kóhoot'éédáá' dikos ntsaaígíí nidoolna'? *Did you have pneumonia a*  
*year ago?*  
 Naakii nááhaidáá' éí bee shaąh dahoo'a'. *I got sick on it two*  
*years ago.*

Kóhoot'éédáá' dóoshdęé' 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 doogááł. *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 łá' 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 iilghaazhí biiská. *Jane spent the night without sleeping.*

T'áadoo hazhó'ó iilghaazh da. *He/I didn't sleep well.*

T'áadoo hazhó'ó bik'i'diishtijí 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'álinídi 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’	jiiniiba’	dajiiniiba
jiiníba’	jiinohba’	dajiinohba’
jooba’	jooba’	dajooba’

Asdzáá Tsosie áłchíní yaa jooba’. *Mrs. Tsosie is kind to children.*

Ashiiké, mósí 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	<i>I maintain it (an area or space)</i>
áhwíínísin	<i>you maintain it</i>
áhósin	<i>he maintains it</i>

Nanilnishídi hózhónígo áhwíínísin. *You keep your workplace in good order.*

Betty bighan chin bąąh 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’óo’di naazhjéé’. *The sheep are lying scattered about outside.*

Shimá sání bidibé t’óo 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
táánigis	tánáhgis	táádaahgis
tánéigis	tánéigis	tánádeigis

Kóne' ni'góo nizhónigo shá táánigis. *Wash the floor well for me.*

Nihíla' táádaahgis. *Wash your hands.*

## 22.17 Verb "to sweep it" (continuative imperfective)

nahashshooh	nahwiilzhooch	ndahwiilzhooch
nahóshooh	nahohshooh	ndahohshooh
nahashooh	nahashooh	ndahashooh

Nihighan t'áá át'é ndahwiilzhooch. *We're sweeping our whole house.*

Kristen bimá yázhí yá ni'góo nahashooh. *Kristen is sweeping the floor for her aunt.*

Hastiin Begay ólta' góne' nahashoohgo biiská. *Mr. Begay swept the rooms in school all night. (He worked all night.)*

Kóne' nizhónigo ndahohshooh. *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 íníilta'. *Dallas and I are studying to be nurses.*

Bá'ólta'jí baa ínóлта' ya? *You (two) are studying to be teachers, aren't you?*  
Aoo', éí baa íníilta'. *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'é'é  
Dawn bich'é'é  
náhoniigah  
ni dóó Dale  
Baa' ba'áłchíní

### 22.20 Substitution Drill

**Model** At'éé yázhí t'éé' bíghah dilkos ní't'éé'.  
Vincent dóó bitsilí

**Student** Vincent dóó bitsilí t'éé' bíghah dilkos ní't'éé'.  
áłchíní  
Nancy dóó bideezhí  
shádí  
shá bíghah  
t'áá áníiltso  
: ashíiké t'áá áł  
t'áá áníidla  
bá'ólta'í daniidlíinii

### 22.21 Query Patterned Response

**Model** Da' Joe Na'nizhoozhígóó bił dí'ash?

**Student** Aoo', ákóq bił deesh'ash.  
Hastóísh Kin Łánígóó nił dookah?  
Sáaniísh Ch'íníłígóó bił díkah?  
Sáaniísh Tségháhoodzánígóósh nił dookah?

### 22.22 Query on Dialog

- a. Ha'át'íí biniiyé John Mr. Hall yaa níyá?
- b. Hádáá' áłchíní bitah honiigai?
- c. Da' Hastiin Hall John yił dookah?
- d. Háí lá dikos bidoolna'?
- e. Hádáá' ashkii yázhí dikos ntsaaígíí bidoolna'?
- f. Da' John be'asdzáá atdó' bitah honeezgai?
- g. Kiishą'?
- h. Háísh éí t'áadoo hazhó'ó iilhaazh da?
- i. Ła'ásh yá'át'éehgo iilhaazh?
- j. Háadi éiyá áłchíní dabidi'níl'í?
- k. John bichidíísh doo naalnish da?
- l. Haidzaa?

### 22.23 Transformation Drill

**Model** Naaltsos yíníłta'.

t'áadoo...

**Student** Naaltsos t'áadoo yíníłta'í.

Bill bíká anilyeed.

Kwe'é nahóshooh.

Díí hooghan áhwíínísin.

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'é'é

**Student** Sarah bich'é'é bitah doo haats'íid da lá.

Alice ba'áłchíní

Jackson bitsilí

shí dóó shił naa'aash

ni dóó Sam

Candy bi'awéé'

Kii bilééchąá'í

t'áá áníidla

áłchíní t'áá ałtso

ashiiké t'áá áłta

## 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 Wóshdée', Kii, yah aninááh.  
 KII Yá'át'ééh, Mr. Hall. Da' díí jí Lók'aah-  
 nteelgóó diit'ash?
- HALL Ákwíinisín, aoo'.  
 K'adéę shíí nihił dah adiilyeed.  
 KII Nizhónigo oo'ááł.  
 HALL K'ad shíí nihił dah adiilyeed. Háajigo lá?  
 KII Nléí olta' sánídóó shádi'ááhjigo.  
 HALL K'ad éiyá shádi'ááhjigo nihił oowoł ya'?  
 Kodóó Názlíníjí' dikwíí tsin sitá nínizin?  
 KII Shizhé'é ákóq ałnánáadááh t'áá ákwíí jí.  
 Ashdla'áadah tsin sitá, nū leh shizhé'é.  
 HALL Da' áłahjí' ákóq ałnánáadááh?  
 KII Aoo', t'áá áłahjí' bił ałná'alwo'.
- HALL Atiin haa hoot'ée leh?  
 KII Łahda t'áá yá'áhoot'ééh; łahda éiyá t'óó  
 bahoo'ih. Łahgi tsétahgóó atiin. Náánał  
 łahgi éí séítah atiin. Séítahgi łahda ayóó  
 hodiwoł hóółtseiigo. Hoditléé'go séítahgi  
 t'áá yá'áhoot'ééh leh.
- HALL Shíigo ákóhoot'ée leh ya'?  
 KII Shíigo éí łahda hóółtseií áádóó nahat-  
 tingo t'áá hoditléé'. Nahattingo séítahgi  
 t'áá yá'áhoot'ééh ndi teeztahgóó ayóó  
 hasht'ish. Hasht'ishgo t'óó bahoo'ih.
- HALL Haigoshą, éí hahoot'ée leh? Hasht'ishgo  
 nizhé'é bił ałná'alwo' ya'?  
 KII Ákót'é, aoo'. Haigo éiyá łahda ayóó  
 hasht'ish. Łahda yá'áhoot'ééh. Yidzasgo  
 áádóó bikéédéé' yas náhályíhgo ayóó  
 hasht'ish leh.

**ákwíinisín:** *that's what I'm thinking;* **k'adéę:** *about to*  
**oo'ááł:** *the day is passing*  
**háajigo:** *which way*  
**shádi'ááhjigo:** *to the south*

**ałnánáadááh:** *he commutes*  
**t'áá ákwíí jí:** *evry day*  
**áłahjí':** *all the time*  
**bił ałná'alwo':** *he commutes*  
*by car*  
**t'óó bahoo'ih:** *it is bad*  
**łahgi:** *at some places*  
**tsétah:** *among rocks*  
**séítah:** *among the sand*  
**hóółtseií:** *it (the ground) is dry*  
**hoditléé':** *it (the ground) is wet*  
**shíigo:** *in summer*  
**nahattingo:** *it is raining.*

**teeztahgóó:** *in the dirt (clay)*  
**hasht'ish:** *mud*  
**haigo:** *in winter*

**yidzasgo:** *when it is snowing*  
**yas:** *snow*  
**náhályíh:** *it is melting*



- HALL Dąągo dóo aak'eedgo łahda yá'áhoot'ééh  
dóo łahda t'óo bahoo'ih.  
Kodóo nish'náájí éi halgai. Nisht'ájí  
tsélichíí' deez'á.
- KII Áko, shoo. Nihiláají' éi shádi'ááh dadii'ní.  
Nish'náájí éi e'e'aah áádóo nihikée'di  
éi náhookos dadii'ní. Índa nisht'ájí  
éi ha'a'aah.
- HALL Díi shíł nizhóní, saad bóhoosh'aahígíí.
- KII Nléidi kin dah shijaa'. Éi Názlíní hoolyé.
- dąągo:** *in spring*  
**aak'eedgo:** *in fall*  
**halgai:** *the area is flat*  
**tsélichíí' deez'á:** *redrocks stand up*
- e'e'aah:** *west*  
**náhookos:** *north*  
**ha'a'aah:** *east*
- kin dah shijaa':** *cluster of houses, village, town*

### 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.*

ákwiinissin	áküniidzin	ákwiidaniidzin
ákwiinínízin	ákwiinohsin	ákwiidanohsin
ákwiínízin	ákwiínízin	ákwiidanízin

Ch'aa danohsinísh? *Do you feel like going some place?*  
Ákwíidaniidzin. *That's what we are thinking.*

Łíłkizhí doo íłłi da doo nisin. Nísh átdó' 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 + yéę):** *almost, nearly, about to, on the verge of, has a wide range of uses.*

Azee'íł'íní 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'a'aah. *The sun is about to come up.*

K'adéę shíł azee'al'íłdi atah naashnish. *I'm about to work at the hospital.*

K'adéę áłtso 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'ááh**: *south*, and the same range in the north is called, **náhookos**: *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'oskíid**: *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'ááh dóó ha'a'aah bita'jigo**: *southeastward*; **shádi'ááh dóó e'e'aah bita'jigo**: *southwestward*; **náhookos dóó e'e'aah bita'jigo**: *northwestward*; **náhookos 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.

<b>alnánáshdááh</b>	<b>alnánéiit'ash</b>	<b>alnánéikah</b>
<b>alnánídááh</b>	<b>alnánáht'ash</b>	<b>alnánáhkah</b>
<b>alnánádááh</b>	<b>alnánát'ash</b>	<b>alnánákah</b>

Nihinaanishgóosh alnánáhkah? *Do you commute to work?*  
 Della dóó Jim t'áá ákwíí jí alnánát'ash. *Shí éiyá áadi shighan.*  
*Della and Jim commute every day. I live over there.*

Ákóó alnánídáahgo béeso bááh ílį. *Commuting costs money.*

: Nichidí bee neiilnishígóó alnánéiit'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 alnánákah. *The children go to school by bus.*

Bus yee alnánákahgo bił yá'ádaat'éeh łeh. *They usually enjoy the bus ride back and forth.*

### 23.5 Commuting by Vehicle

Add this concept to 17.6, *going by vehicle*: **shíł 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"

**Lahgi/łahdi**: *at another place, elsewhere*, define an indefinite area. The first adverb is a bit more precise than the latter one.

Kóhoot'éédáá' chaha'oh łahdi áyiilaa. *He built a summer shelter at another place last year.*

Kwe'é atiin háágóóshíí hodiwol. Lahgi t'áá yá'áhoot'ééh. *Here the road is terribly rough. At other places it is quite good.*

Diné ła' kin shijaa'ídi kéédahat'í. Ła' éiyá łahdi t'áá sáhi dabighan łeh.

*Some Navajos live in towns. Others live out by themselves.*

### 23.7 Road and Soil Conditions

Areas can be **tsétah**: *among the rocks*, **séitah**: *in the sand*, **leezhtah**: *in the clay/soil/earth*. Descriptions are: **dítléé'**: *an object is wet*; **hoditléé'**: *an area is wet*; **yíłtsei**: *an object is dry*; **hóółtsei**: *an area is dry*.

Ashkii yázhí bi'ée' dítléé' lá. *The little boy's clothes are wet.*

Chizh yíłtseiígíí shaa níyeeh. *Bring me load of dry firewood.*

Séitahgóó atiin yá'áhoot'ééh hoditléé'. *The road in the sand is good it is wet.*

Leezhtahgóó hoditléé'go doo yá'áhooshóq da. Hóółtseiigo índá yá'áhoot'ééh. *The dirt road is bad when it is wet. When it's dry it's all right.*

Tsétahgóó atiin t'óo bahoo'ih. *The road is bad among the rocks.*

Tsélch'í bitahgóó atiin ayóo nahoneesht'íizh. *The road among the red rocks is very crooked.*

Hastiin Zah bidá'ák'eh nízhónigo hoditléé'. *Mr. Zah's field is nice and wet.*

## 23.8 Seasons

Designations for the seasons usually have the **-go** enclitic attached.

<b>dą</b> — <b>dąągo</b>	<i>in spring</i>
<b>díí daaní</b>	<i>this spring</i>
<b>shí</b> — <b>shíigo</b>	<i>in summer</i>
<b>díí zhíní</b>	<i>this summer</i>
<b>aak'eed</b> — <b>aak'eedgo</b>	<i>in fall</i>
<b>díí aak'eedí</b>	<i>this fall</i>
<b>hai</b> — <b>haigo</b>	<i>in winter</i>
<b>díí ghaií</b>	<i>this winter</i>

Ahééheshíhdi shíigo 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 íyisíí hoditléé'. *This winter Navajo country is wet.*

## 23.9 Verb “to be snowing”

<b>yidzas (I)</b>	<i>it is snowing</i>
<b>yidzas (Prog)</b>	<i>it is snowing</i>
<b>nádzas (R)</b>	<i>it snows repeatedly</i>
<b>yidzaaz (P)</b>	<i>it snowed</i>
<b>doodzas (F)</b>	<i>it will snow</i>

K'ad doo yidzas da, adáádáá' t'éiyá. *It isn't snowing now; only yesterday (we had snow).*

T'ée'dáá' nihee yidzaaz. *We had a snow last night.*

T'ée'dáá' yidzaazgo biniinaa atíngóó hasht'ish. *Because we had snow last night, the road is muddy.*

Díí ghaií shíí 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 ní'ée' haidáá'? *Did you have snow frequently last winter?*

Dikwídi shíí nádzas ní'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"

<b>dichííł</b> (C)	<i>it is beginning to snow</i>
<b>ńdíchííł</b> (R)	<i>it starts to snow repeatedly</i>
<b>ńchííł</b> (CI)	<i>it is storming</i>
<b>deezhchííł</b> (P)	<i>it started to snow</i>
<b>didoochííł</b> (F)	<i>it will start to snow</i>

K'adéę dichííł. *It's about to start snowing.*

Ahbińdą́' nihee deezhchííł. *It started to snow this morning.*

Yiskáo daats'í didoochííł. *It'll probably start to snow tomorrow.*

## 23.12 Verb "to rain"

*To rain, to be a rainstorm:*

<b>naháłtin</b> (I)	<i>it is raining</i>
<b>nináháłtííłh</b> (R)	<i>it rains repeatedly</i>
<b>nahóółtá</b> (P)	<i>it rained</i>
<b>nahodoołtííł</b> (F)	<i>it is going to rain</i>

Mississippi hoolyéedi nináháłtííłh. *There are frequent rainstorms in Mississippi.*

Hahgo shíí nahodoołtííł. *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 Hóteelígíí/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 náahaiídą́' díí t'óó halgai ní'téé'. *K'ad éiyá kin dah shijaa'. Some years ago this was a plain. Now it's a town.*

Denise Halgai Hateeldi atah ółta' ní'téé'. *Denise used to go to school in Oklahoma.*

### 23.14 Rock

**Tsé:** *rock*, is part of many place names:

<b>Tsé Bit'a'í</b>	<i>Shiprock Pinnacle</i>
<b>Tsé Bii' Ndzisgaii</b>	<i>Monument Valley</i>
<b>Tséch'ízhí</b>	<i>Rough Rock</i>
<b>Tségiizh</b>	<i>Goulding's, Utah</i>
<b>Tségháhoodzáni</b>	<i>Window Rock</i>
<b>Tséhootsooí</b>	<i>Fort Defiance</i>
<b>Tsékooh Hatsoh</b>	<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'eldííldahsinildi 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'adish deesdoi nínizin?

**Student** Aoo', ákwíinisín.

Da' Dee yiskáo nahodoołtíł nínizin?

Áłchínísh doo nahodoołtíł da danízin?

Jerry daats'í k'adéę dichíł nínizin?

Da' nihicheii bibéeso ádin danohsin?  
 Shí doo naashnish da nohsin ya'?'  
 Lyle tsétahgóó atiin doo hodiwol da nízín ya'?'  
 Da' séítahgóó atiin t'áá yá'áhoot'ééh nínízín?

### 23.18 Transformation Drill

**Model** Doo hózhó yidzaas da kwe'é. *last winter*

**Student** Haidáá' doo hózhó yidzaas da nít'éé'.

Ch'ínlíjidi lahda doo hózhó nináháltíh da. *in summer*

Kóhoot'éédáá' ayóo nahóóttá. *last summer*

Lahda deesk'aaz leh. *in fall*

Doo hózhó deesk'aaz da. *this fall*

Chaha'oh biyaagi honeesk'ází. *this summer*

Yas ádin leh. *in summer*

Dick doo naalnish da. *in winter*

Dibé ayóo baa naanish hasin. *in spring*

Atiingóó úyisíí hasht'ish. *this spring*

### 23.19 Variable Substitution Drill

**Model** Debbie naalnishígóó ałnánadááh.

Debbie dóó Rose

**Student** Debbie dóó Rose naalnishígóó ałnánát'ash.

Hastóí ndaalnishígóó

Sáanii da'ot'ooígóó

at'ooígóó

kintahgóó

chidí yee

Merlin

dzi'izi

Betsy bighangóó

Beth dóó bich'é'é Na'nizhoozhígóó

bił hózhóq leh

### 23.20 Insertion Drill

**Model** Dan Begay ríléidi bighan.

tsétah

**Student** Dan Begay ríléidi tsétahdi bighan.

Sue ríléidi bił oolwoł. (hasht'ish)

Diné chidí bił ałná'oolwoł. (naalnishígóó)

Atiin bikáá'góó nihíł oolwoł. hóółtseii  
 Atiin hodiwoł. 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 t'óó'di ndaané. hasht'ish  
 Nihí doo t'óó'di ndeinee da. hasht'ish

### 23.21 Integration Drill

**Model** Áníídí nahóółtá. Doo ch'aa deekai da.

**Student** Áníídí nahóółtánígíí biniinaa doo ch'aa deekai da.

Ayóo deesdoi. Doo kóne' nihighan da.

Jíídáá' yidzaaz. T'oh la' nahidiilnih.

Shíídáá' nináháłtíh nt'éé'. K'ad t'áá hodit'éé'.

K'adéé dichííł. Yah oohjeeh, áłchíní.

Ayóo hasht'ish. Doo ákóó déyáa da.

Verna bichidí ádin. Doo áádéé' ałnánádaah da.

Nihee nahałtin. Hooghan góne' séda.

Del bee nahóółtá. Bi'éé' dit'éé'.

Daąąáá' doo nahałtin 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** Áníídí nahóółtáąo baą doo ch'aa déyáa da.

### 23.22 Query on Dialog

- Mr. Hall háágóó deeyá?
- Hái éi bił deezh'áázh?
- Da' éi t'éiyá deezh'áázh?
- Ch'íníłíídóó Názlíníji' haa nízáád?
- Atiin haa hoot'éé łeh?
- Shíigo daats'í yá'áhoot'ééh?
- Nahałtingoshá'?
- Yidzaasgoshá'?
- Ch'íníłíídóó háajigo bił dah adiilyeed?
- Biláajigo éi shádi'ááh ya'?
- Binish'náájíshá'?
- Binisht'ajíshá'?
- Áádóó bikée'dishá'?



- n. Tsétahgóó atiin haa hoot'é?
- o. Séítahgóoshą'?
- p. Nahatíngooósh séítahgi t'áá yá'áhoot'éé leh?
- q. Haigoósh hasht'ish leh?
- r. Háí lá ákóó amánadááh?
- s. Áadiísh naalnish nínízin?
- t. Názlínídi daats'í áłts'ísigo kin dah shijaa'?

### 23.23 Narrative

#### Asdzáá Chii Bighan Haz'áagi

Asdzáá Chii nizhónigo bił haz'á. Bighandóó yaago\* downhill  
 halgai. Áadi dibé da'atchozh leh. Áníídídáá' nizhónigo  
 nahóółtá. Shíjigo ákwe'é nináhátłíh. Haigo nádzasgo  
 biniinaa bikéyah t'áá hodit'ée' leh. Haidáá' yas  
 ayóó'ánítso\* nít'ée'. Áádóó daągo náhályíhgo hááhgóó- it was very big  
 shíj hasht'ishgo t'ááł'í ndeezid. Daądáá' hasht'ishgo  
 dibé baa naanish hasin nít'ée'. Áko ndi Asdzáá Chii bił  
 hózhó, háálá bidibé dóó t'ízi nda'at'chíh.\* Bidibé yázhí they give birth  
 dóó t'ízi yázhí dahazłí'.

Bighan binaagóó\* tsin dahóló. Naakigo éi t'iis át'é. around it  
 Áádóó t'iists'óózí éi táa'go naazkaad. Bighan bine'jí  
 dah yisk'id.\* Hózhínigo bił haz'á, Asdzáá Chii bighandi. 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 éi ha'a'aahjí.

Tségháhoodzánídóó háájigo éi Na'nízhoozhí hoolyé?

Tiis Yaa Kindóó háájigo Kin Łání hoolyé?

Tó Naneesdizídóó háájigo éi Tó Dínéeshzhee' hoolyé?

Tségháhoodzánídóó háájigo T'iists'óóz Ndeeshgiizh hoolyé?

T'iists'óóz Ndeeshgiizhdóó háájigo éi Be'eldíłdahsinil 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

Átse díí kwe'é Navajo Housing Authority bit haz'áájí kin diné bá ádahoolaa. Kót'éego da'nífts'áá'góó diné bikéyah bikáá'góó hooghan ádayiilaa. T'áá át'égo díkwíshíí dimííł ádayiilaa. Diné ákóne' dabighango doo hózhó da'íłí da łeh. T'áá náhidizííd bik'ehgo yik'é nda'iyiilé. Łahgi éiyá hooghan ndayiinih. Kót'éego diné dabighan da'nífts'áá'góó.

Nléidi nish'náájígo kin dah shijaa'. Éí Názlíní hoolyé. Díí éí baa atiin. Wochch'ishjí éí naalyéhé bá hooghan. Nówehgóó éiyá ółta'. Ákwe'é Kii bizhé'é naalnish. Éí baą Ch'ínłíídéé' ałnánádaáh áłahjí'.

Kodóó nisht'ájígo niinah atiin. Éí Lók'aahnteelgóó atiin. Áadi éiyá Kii binálí bighan. T'ah doo ahadleeshí yéedáá' tsétahgóó atiin ní't'éé'. T'óó báhádzidgo t'óó bahoo'ih łeh ní't'éé'. Nahóótáago éí doodago yidzaazgo doo bihónéedząą da łeh ní't'éé'. Nízaad niinahgo doo chohoo'íı da íídáá'. K'ad éí t'áá yá'áhoo't'éeh łeh. Áko ndi yidzaazgo łahda ayóo nahateel łeh ałdó'. Hazhó'ógo hoł oolwołgo t'éiyá bihónéedzą.

Kwe'é dah azkání bikáá'góó hózhóní yee'. Gad dóó chá'ot deíl'á. Ch'il t'áá hóló. Hózhóní, aoo'. Díí éí alíı' bá yá'át'ééh. Kwiidí Tsiyi'tóhí hoolyé.

**bit haz'áájí:** *authority*  
**ádahoolaa:** *they have built*  
**da'nífts'áá'góó:** *in every direction*  
**míı:** *thousand*  
**náhidizííd bik'eh:** *every month*  
**yik'é nda'iyiilé:** *they make payments*

**baa atiin:** *road to it*

**áłahjí:** *all the time*

**niinah:** *uphill*  
**ahadleesh:** *it is being paved*  
**t'óó báhádzidgo:** *terribly*  
**éí doodago:** *or else*  
**doo bihónéedząą da:** *it's impossible*  
**doo chohoo'íı da:** *hopeless*  
**nahateel:** *slippery*  
**hoł:** *with him, with one*

**dah azkání:** *mesa*  
**deíl'á:** *they stand up*  
**alíı:** *livestock*  
**Tsiyi'tóhí:** *Woodsprings, AZ*

Diné t'óó ahayóí kwe'é kéédahat'í. Ch'il dóó chizh t'áá hólqogo shíí bininaa. Tó ahdó' hóló.

HALL Kwe'é díí kéyah hózhóní lá ya'?

KII Aoo', shí dó' ákwíinisín.

HALL Háadish éiyá nináíí bighan?

KII Lók'aahnteel woshchishídi tó siyíní bíighahgi atiin bāqhgóó shináíí bighan. Shoo, níníí'í. Nléidi tóshjeeh la' si'á. Éí biyaadi shináíí kééhat'í. K'ad t'áá áhání.

tó siyíní: lake, pond

bāqhgóó: alongside

tóshjeeh: barrel, water tank

biyaadi: below it;

t'áá áhání: near

e'etiin: road leads to it

HALL Da' díí baa atiin?

KII Aoo', kóne' e'etiin.

HALL Kodi yá'áhoot'ééh. T'iis la' naazkaad dóó binaagóó gad dóó chá'ot deil'á. Hózhóní yee'.

KII Shináíí bito' hóló. Nléidi tsétahgi tó háálí. Nléidi chaha'oh góne' shináíí at'ógo sidá. Adah ah'niilchééh.

bito': her (own) water

tó háálí: spring of water

adah: down, off

Yá'át'ééh, shináíí.

ANÁLÍ Yá'át'ééh, she'awéé'.

KII Díí éí bá'ólta'í nilí, Ch'ínííídi. Éí bił ní'áázh. Diné bizaad yíhoo' aahgo bíká anáshwo'. Saad haashíí néeláá' yíhoo' áá' ndi t'ahdii t'áá yíhoo' aahgo yaa naagháa leh.

bił ní'áázh: I came with him

HALL Yá'át'ééh, shimá yázhí. Kii ánínígi át'éego diné bizaad bíhoosh' aahgo baa naashá.

-gi át'é: it is like it

Hahgo shíí nizhónígo bee yáshti' dooleet.

yáshti': I talk

ANÁLÍ Jó nizhóní. Bilagáana doo hózhó nihizaad deidiits'a' da leh. Jó yá'át'ééh kwe'é shaa noo'ázhígíí. Kodóó dah nohkeeh. T'áá nihizaad bee ahíł hwiilne'go bee yádeiiłti'go éí bee bíhoo' aah dooleet láq. Kót'éego bilagáana hastiin diné bizaad shíí yínááhoo' aah dooleet.

yádeiiłti': we talk it

## 24.1 Business

**Bił haz'áájí**, roughly, *its authority, its business, its operating area*, is exemplified with:

Diné Water Department bił haz'ááji diné dóó sáanii atah ndaalnish. *Men and women work in the Navajo Water Dept.* Hastiin alááji' dah sidáhígíí éí Tribal Headquarters bił haz'ááji atah sidáa leh. *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'níłts'áá'**: *all directions*, takes the enclitics, **-góó'**: *in (toward) all directions*, **-dée'**: *from all directions*.

Kodóó diné da'níłts'áá'góó kээdahat'í. *People live in all directions from here.*

Áłchíní da'ólta'ígíí da'níłts'áá'góó ałnádaakah. *The students commute in all directions.*

Báda'ólta'ígíí da'níłts'áá'dée' 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,

**Díkwíshə' shaq̄h háál'á/haajíít:** *how much is sticking up alongside me?* The answer: \_\_\_\_\_(number) **naq̄h háál'á/naq̄h haajíít:** *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: **náhidizííd 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'iishlé	ni'iilyé	nda'iilyé
ni'iyílé	ni'iyohlé	nda'iyohlé
ni'iilé	ni'iilé	nda'iilé

Dí béesh bii' q̄'í náhidizííd bik'eh bik'é ni'iyílé. *You pay for this stove in monthly payments.*

Kéyah nahiséñii'. Áko nináháháah bik'eh bik'é ni'iishlé. *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.*

Díkwí lá shaq̄h háál'á? *How much do I owe?*

Naakidi míl naq̄h háál'á. *You owe two thousand dollars.*

Shibéeso ádin lá héi. *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.*

Łééchaq̄'í atiin yaq̄h sití. *The dog is lying by the road.*

Hastiin atingóó yigááł. *The man is walking along the road.*

Lee atiin bíghahgi bighan. *Lee lives near the road.*

Díí éi tó háálíni baa atiin. *This road leads to the spring.*

Tł'ízí yázhí atiin ałnii'gi sití. *The little goat is lying in the middle of the road.*

Atiin ahoodlézhígíí bikáá'góó nihił oolwoł. *We're driving on the highway.*

Kodóó niinah atiin. *From here the road goes uphill.*

Dah adiitiinígíí 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', ákóó 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 báhádzigo/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'ééh deekai háálá t'óó báhádzigo ndeiiłnish ní't'éé'. *We're tired because we worked awfully hard.*

Hastiin tsxíł nízingo t'óó báhádzigo bił oolwoł. *The man is in a hurry and driving extremely fast.*

## 24.7 Verb "to be hopeless"

**Doo chohoo'íi da:** *it is hopeless*, has an adverbial form that does not necessarily reflect the literal meaning: **doo chohoo'íigóó:** *extremely high.*

Díi doo chohoo'íi da lá. *This is hopeless!*

Leroy éi doo bił chohoo'íi da. *It seems hopeless to Leroy.*

Áłchíní doo chohóó'íigóó bił dahózhó. *The children are extremely happy.*

K'ad chidí doo chohoo'íigóó da'íł. *Cars are very expensive now.*

Hasht'ishígíí biniinaa doo shił chohoo'íi da. *The mud just seems hopeless to me.*

Éi doo chohoo'íigóó 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 bihónéedzáa da**: *it is impossible, it isn't feasible*.

Diné bizaad yihoo'aahígíí doo bił bihónéedzáa da. *Learning the Navajo language seems impossible to him.*

Doo daats'í bihónéedzáa da nínízin? *You probably think it's impossible.*

T'áá bihónéedzáago 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 bihónéedzáa 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 díinááł, éí doodago naa deeshááł. *You come to see me or else I'll come to see you.*

Bíká adiiyah 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 ánílééh. *Make it like that.*

Bilagáana doo dinégi át'éego yáti' da. *The white man doesn't talk like a Navajo.*

Díigi át'éego bá áshlééh. *I'm making it like this for her.*

Loretta bimáagi át'éego líkango ch'iyáán íí'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'	yéiilti'	yádeilti'
yánílti'	yálti'	yádaalti'
yálti'	yálti'	yádaalti'

Diné doo yálti' da. *The man doesn't/can't speak.*

Lou dikos bidoolna'go doo yálti' da silíí'. *Lou has lost her speech because of a cold.*

Nihinaanish baa yádeilti'. *We are talking about our work.*

Mark Kiis'áanii bizaad yee yálti. *Mark speaks Hopi.*

Ch'ééh bich'í' yáshti'. Shizaad doo yik'i'diitííh da. *I'm talking to him without any results. He doesn't understand my language.*

Sáanii shits'áájí danilíígo yádaalti' *The women are opposing me.*

Hazhó'ógo bich'í' yánílti'. *Speak slowly to them.*

Ashiiké, shich'í' 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, **bító'**: *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'í'nií nilí. *Karen belongs to the bitter water people.*  
Shí éiyá Tó Áhání bá shíshchín. *I'm born for the close-to-water people.*

Carol daats'í Tó Dínéeshzee'di bá ólta'? *Is Carol a teacher at Kayenta?*  
Ndaga', Tó Naneesdizídi bá ólta'. *No, she's a teacher at Tuba City.*

Tó háálnídi t'is 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 nahiséńnii'.  
Rose bik'idah'asdáhí nineezígíí nayiisnii'  
Shí dóó shádí bíi' azk'ází nahisiilnii'.  
Kindi nihaqah dahaajííł.  
Hastóí dibé ndayiisnii'.  
Shí dóó shi'átchíní béesh bíi' kq'í nahisiilnii'.

**Model** Ch'ah nahiséńnii'.  
**Student** Doo bik'é ni'iishłée da.  
Hastiin éétsoh nayiisnii'.  
Ashiiké lé'é yázhí bee hazłíí'.  
Nihimá yázhí ch'iyáán ndayiisnii'.  
Dzi'izí nahisíníńnii'.  
Shí dóó sitsilí tsásk'eh nahisiilnii'.  
Ni dóó nitsilí dzi'izí nahisootnii'.

### 24.15 Query Translation Drill

**Model** Atiin baa hółne'.  
crooked

**Student** Atiin nahoneesht'íizh.  
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 ła' shaa nííít.

**Student** Doo bihónéedzǎa da, háálá shibéeso ádin. (Always give a reason.)  
Stan shíká adoolwoł nisin.  
Sik'is chidí bikee' nihá neidiyoolnih niidzin.  
Ashiiké nihił ndaanée doo daniidzin.  
Yiskáo nihił dah adillyeed ya'?  
Díí t'ée' shaa díínáát.  
Susie kwe'é nihaa doogáát shíí.

### 24.17 Completion Drill

**Model** Lorenzo diné bizaad yee \_\_\_\_\_

**Student** Lorenzo diné bizaad yee yáłti'.  
Sandy  
Sally dóó bich'ée

Hastóí danilíinii  
 Tim dóó Tom  
 shí dóó shich'ooní  
 Carrie dóó bitsilíké  
 shí dóó sha'átchíní  
 ni dóó nik'is

### 24.18 Query on Dialog and Narrative

- a. Navajo Housing Authority bił haz'áájíish kin ádayiilaa Názlínídi?
- b. Hait'áo diné hooghanígíí yik'é nda'iilé?
- c. Kii bizhé'é háágóó alnánadááh?
- d. Da' t'áá ákwíí jí alnánadááh?
- e. Atiin haa hoot'ée leh?
- f. Nahóółtąągoshą' haa hoot'é?
- g. Yidzaazgoshą'?
- h. Séítahgi haa hoot'ée leh?
- i. Tsétahgóósh hodiwol?
- j. Niinah atiin bikáá'góó haa hoot'é yidzasgo?
- k. Tsiyi'tóhí hoolyéedi daats'í tsin deíl'á?
- l. Hózhóníísh áadi?
- m. T'áash ákwe'é tó hóló?
- n. Diné haa néelqá' áadi kéédahat'í?
- o. Kii binálíshą' háadi kééhat'í?
- p. Tóósh hóló bighandi?
- q. Mr. Hall dóó Kii bighandi ní'áazhgo ha'át'íí binálí yaa naagháá nt'ée'?
- r. Háá góne' naháaztąągo ahił dahalne'?
- s. Da' Mr. Hall diné bizaad yee yálti'?
- t. T'áá daats'í bił nant'ah?
- u. Kii binálí bighandiísh tsin ła' 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 kǫ́' yitah sizínígíí hait'áo wójí?

**wójí:** *he is called*

**Jaa'ii:** *the-one-with-ears*

**téllii:** *burro, donkey*

**nił naaldloosh:** *you ride it*

KII Éí Jaa'ii dabidii'ní. Téllii át'é.

HALL Da' éish nił naaldloosh łahda?

KII Łahda, aoo'. Áko ndi doo tsǫ́ł nízin da łeh.

HALL Éí baa diit'ash ya'?

KII Hágóshíí.

HALL Ha'át'íí óolyé jaa'ii?

**óolyé:** *it means*

**bijaa':** *its ears*

**deitní:** *they call it*

**atsiits'iin:** *head*

**anáá':** *eyes*

**áchíłh:** *nose*; **azéé':** *mouth*

**awoo':** *teeth*; **atsoo:** *tongue*

**anii':** *face*

**ání':** *nostrils*; **ał'aa:** *different*

**íisists'áá':** *I listen*

HALL Bee shił hólne'. Díí éí bijaa'. Éíshą'?

KII Díí t'áá át'é bitsiits'iin deitní. Díí éí bináá'.

Nááná díí éí bíchíłh áádóó bizéé'.

Kóne' éí biwoo' dóó bitsoo'. Éí yee t'oh yitchozh. Díí bini' dabidii'ní. Áádóó nááná éiyá bíní'.

Binii' dóó bíní' ał'aa át'é ya'?

HALL Bee ánáádí'ní. T'áadoo hazhó'ó íisists'áá' da.

KII Bini', bíní'.

HALL "Bini'" éí wóyahgo diits'a'. "Bíní'" éí wódahgo diits'a' ya'?

KII Aoo', ákót'é. Nááná éiyá, díí éí bik'os át'é.

Kwe'é éí binághah. Éí biyaadi éiyá bibid.

Akée'di éí bitsee'. Éí doo hózhó' nineez da.

HALL Áádóó ayaadishą', díí haash wolyé?

KII Díí éí bijáád dóó bikee'.

HALL Jó nizhóní. Díí t'áá át'é baa nááháshne' ya'?

T'áá daats'í saad bíhooł'áá'. T'áá ałkée'go yínishíí doo. Díí éí bitsiits'iin dóó bijaa',

bíchíłh, bináá', bizéé'da. Kóne' éí biwoo' dóó bitsoo'.

Nááná díí bini' dóó bíní' bidi'ní.

Kodóó éiyá ak'os dóó anághah áádóó atsee'.

Nááná díí éí bibid áádóó bijáád dóó bikee'.

Kót'áo ya'?

**bidi'ní:** *it is called*

**wóyahgo:** *low, lower*

**wódahgo:** *high, higher*

**ak'os:** *neck*

**anághah:** *back*; **abid:** *belly*

**atsee':** *tail*

**ajáád:** *leg*; **akee':** *foot*

**ałkée':** *in sequence*

KII Nizhóní lá. K'ad shíí béfnílniih doo. Saad nizhónígo bñhwiiní'áá'.

HALL Éí shíí bénáshniih dooleet.

### ALNÍ'NÍ'ÁÁ DÓÓ BIK'IJI'

Alní'í'áá dóó bik'iji' Kii binálí éí ná'ál'ahgo yaa naaghá. K'ad Hastiin Hall saad haashíí néeláá' yínááhwiidoo'áát.

**alní'ní'á:** in the afternoon  
**ná'ál'ah:** she is butchering  
**yíhwiidoo'áát:** he will learn it

Kii binálí asdzáá na'al'ahgo Hastiin Hall dóó Kii bííghahgóó sizíigo yiné'í. Asdzáá éiyá dibé bits'íís bií' hólónígíí yózhí. Mr. Hall éí yikék'ehgóó ání.

**ats'íís:** body

Áko asdzáá ání, Díí éí dił wolyé. Dił dabidii'ní. Nááná díí ajéí dabidii'ní, ajéídishjool. Díí éiyá ajéí yilzólii wolyé. Áádóó nááná éiyá azid wolyé.

**dił:** blood  
**ajéídishjool:** heart  
**ajéí yilzólii:** lungs  
**azid:** liver  
**ajéí:** thoracic organs - heart, lungs, liver  
**ach'íí':** intestine  
**abid:** stomach  
**átsáá'ts'in:** ribs, rib bone  
**ats'in:** bone  
**agaan:** arm  
**ála':** hand

Díí t'áá át'é ajéí dabidii'ní.

Nááná éiyá díí ach'íí' dabidii'ní.

Díí éí abid wolyé, dibé bibid.

Díí éí dibé bitsáá'ts'in deínííjí.

Nááná kódaat'éhígíí éí ats'in dabidii'ní.

Díí éí gaan deínííjí áádóó akee' baah hóló.

Díí dó' shigaan dóó shíla'.

K'ad índá Hastiin Hall saad ła' yínááhoo'áá'.

Éí daats'í t'áá át'é yénáálniih doo. Doo daats'í bił nant'ah da doo.

### 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.

<b>shíł yíldlóosh (I)</b>	<i>I arrive on horseback at a trot</i>
<b>shíł naaldloosh (CI)</b>	<i>I am riding around at a trot</i>
<b>shíł yildlosh (Prog)</b>	<i>I am riding along at a trot</i>
<b>shíł yíldloozh (P)</b>	<i>I arrived at a trot</i>
<b>shíł náldlosh (R)</b>	<i>I repeatedly ride at a trot</i>
<b>shíł dooldlosh (F)</b>	<i>I will arrive at a trot</i>

Shidá'í ałn'í'ní'áádaá' bił yídlóosh. *My uncle came on horseback at noon.*

Chii bida' i'í'áago áádéé' 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 télii shił yíldloozh. *I came by donkey a little while ago.*

Ashkii dibé yaa áhályáago télii bił naaldloosh. *The boy is taking care of the sheep, riding a donkey.*

Díí íjįkizhí 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'íish óolyé "bįįh"? *What is meant by "bįįh"?*

"Bįįh" bilagáanak'ehjí "deer" wolyé. *"Bįįh" is called "deer" in English.*

"Łééchaq'í yóó eelwod" jinúgoshą' haa yit'éego ájiniih bilagáanak'ehjí? *What does "łééchaq'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'íis	body	awos	shoulder
atsiits'iin	head	agaan	arm
atsii'	hair	ála'	hand
atáá'	forehead	álázhoozh	finger
ajaa'	ear	abid, átsá	belly
anii'	face	atł'aa'	buttocks
anáá'	eye	ajáád	leg
áchįįh	nose	agod	knee
azéé'	mouth	akéé'	foot
ak'os	neck	akézhoozh	toe
anághah	back	atsee'	tail (animal)

<b>abid</b>	<i>stomach</i>	<b>atsiighaa'</b>	<i>brain</i>
<b>ach'ii'</b>	<i>intestines</i>	<b>atsoo'</b>	<i>tongue</i>
<b>ajéí</b>	<i>thoracic organs:</i>	<b>ats'in</b>	<i>bone</i>
	<i>heart, lungs, liver</i>	<b>ajéídishjool</b>	<i>heart</i>
<b>ajéí yilzólíi</b>	<i>lung</i>	<b>azid</b>	<i>liver</i>
<b>átsáá'ts'in</b>	<i>rib</i>	<b>awoo'</b>	<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 ílééh. *Lisa is fixing a meal (belly).*

At'éé yázhí bítsá hodinih. *The little girl has a stomach ache.*

Freddie biwoo' dinih. *Freddie has a toothache.*

Hastiin sání bikéé' yishááí. *I'm walking in the old man's footsteps.*

Kelly bimá sání bizéé' hazlíí'. *Kelly's grandma has died.*

Nizéé'! *Shut up! (Your mouth!)*

Bizábaahdóó (bizéé' baahdóó: *from the side of his mouth*)  
yáíti'. *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' fíhíí' 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'áanii:** *the towering-house people — Keyonnie*

**tábaahí:** *beside-the-water clan — Tabaha, Tapaha*

**táchii'nii:** *the red-running-into-water people — Tacheeney*

**t'ízi lání:** *the many-goats people — Manygoats*

**bináí:** *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*

**jaanééz, dzaanééz:** *long-ears — mule*

**télii:** *the-breast-one — burro, donkey*

**chijh yee adilohii:** *the one-that-lassos-with-its-nose — elephant*

**chijh yee adilohijí:** *the Republican party*

**atseeltsoii:** *yellow tail hawk*

**gáagii:** *the-gáa, gáa-one (its cry) — raven*

**téel halchí'í:** *the-red-breasted-one: robin*

## 25.5 Adverb, Adjective “Different”

**A'aa:** *different, separate, distinct*, is useful in describing variety.

Nihizaad a'aa át'é. *Our languages are different.*

Da'niłts'áá'góó a'aa dine'é a'aa át'éego yádaalti'. *In all directions (away from here) different people speak a variety of languages.*

Hastiin Begay bilíí' a'aa ádaat'é. *Mr. Begay has a variety of livestock. Mr. Begay has a variety of horses.*

Tsin a'aa át'éego ádaníłnééz. *The posts are in a variety of lengths.*

Saad a'aa ádaat'é ła' ndant'ah, ła' éi dooda. *The words are different; some are hard, others not.*

Chidí a'aa át'éego ndaashch'aa'. *The cars are in a variety of colors.*

Nihí a'aa át'éego diné bizaad bídahwiil'aah. *We learn Navajo in different ways. We're each on his own level.*

Sáanii dóó hastóí a'aa 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*.

íisísts'áá'

íisíníłts'áá'

íists'áá'

íisíłts'áá'

íisółts'áá'

íists'áá'

da'íisíłts'áá'

da'íisółts'áá'

da'íists'áá'

Áłchíní, da'íisółts'áá'. *Children, listen!*

Áłchíní, dashíisółts'áá'. *Children, listen to me!*

Daníisíłts'áá'. *We're listening to you.*



Naakaii ahił halne'go hazhó'ó ísísts'áá' ndi doo bik'idiishtijh da.  
*Even when I listen closely, I cannot understand Mexicans when they talk together.*

Béesh baąh dah si'ání nihináát halne'go hazhó'ó ísílts'áá'. We  
*listened closely when the tribal delegate was speaking (in our presence).*

Níísísts'áá'. *I heard you. I was listening to you.*

Naat'áanii yísíníłts'áá'. *Listen to the boss.*

Naat'áanii yísísts'áá'. *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 níléidi wódahdi sizí. *The deer is standing over there on top.*

Nléi wóyahdi tsé'í'áhídi Chii bighan. *Down there at the standing rock is Chee's house.*

Nléi wódahdéé' nihiné'í. *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 yáníłti'. *Speak louder, with more force.*

Dibé dibé bighan góne'é éi doo chánah danilí da. *The sheep in the corral are not well.*

Naaki damóo yéedáá' doo chánah nishlí da ní't'éé'. *I wasn't feeling well two weeks ago.*

Hastiin sání chánahgo yáłti'. *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'iil'ah	ńda'iil'ah
ná'íł'ah	ná'ól'ah	ńda'ól'ah
ná'ál'ah	ná'ál'ah	ńda'alah

Abíndáá' shimá yázhí baa níyáago ná'ál'ah ńt'ée'. *When I came to my aunt's place she was butchering.*

Ná'ál'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.*

Hastói ńda'alahgo i'í'á. *The men butchered all day.*

Ashíiké ńda'alahgo yídahool'ah. *The boys are learning to butcher, are learning to skin.*

Sammie ná'ál'ah doo yééhósin da. *Sammie doesn't know how to butcher, doesn't know how to skin.*

The *transitive* paradigm follows:

násh'ah	néiil'ah	ńdeiiil'ah
náníł'ah	náł'ah	ńdaal'ah
néił'ah	néił'ah	ńdeiił'ah

K'ad biłh násh'ah. *I'm butchering, skinning the deer.*

Hoskie bilíł' t'éeédáá' ádin silíł'. K'ad néił'ah. *Hoskie's horse died last night. He's skinning it now.*

Atsi' deinízingo t'ízi ńdeił'ah. *They needed some meat so they are butchering a goat.*

Shidá'í ná'ál'ahgo ayóo bił yá'át'ée' leh. *My uncle enjoys butchering.*

Dibé náníł'ahgo doo bééhonísin 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.

bínááhwiideesh'áát	bínááhwiidiil'áát	bínáádahwiidiil'áát
bínááhwiidíí'áát	bínááhwiidoo'áát	bínáádahwiidoo'áát
yínááhwiidoo'áát	yínááhwiidoo'áát	yínáádahwiidoo'áát

Yiskáajj' saad naadiingo bínáádahwiidoo'áát. *You will learn twenty more words by tomorrow.*

Hataahii sání baa deesháát. Éí bits'áádóó saad bínááhwiideesh'áát. *I'll go and see the old singer and learn some more words from him.*

Naakaii bizaad bínááhwiideesh'áát nisin. *I think I'll also study the Spanish language.*

### 25.11 Query Free Response - Based on Dialog and Narrative

- Hái éí kǫ́' yitah sizǫ́?
- Haash wolyé éí?
- Bijaa' daats'í nineez?
- Łahda daats'í Kii éí bił naaldlosh?
- Jaa'ii díkwíí bijaa'?
- Díkwíí lá bináá'?
- Bijáádshǫ́'?
- Bikéé' éí díkwíí?
- Binághahísh hólǫ́?
- Bibidshǫ́'?
- Téliísh tsǫ́łł nízín łeh?
- Bik'osísh nineez?
- Mr. Hall ha'át'íí yaa naaghá?
- Saad ániidíígíísh bił ndant'ah?
- Ałnǫ́'ní'áádóó bik'ijǫ́' ha'át'íí yaa naaghá Kii binálí asdzǫ́?
- Da' Mr. Hall saad łǫ́ yínááhoo'ǫ́'?

### 25.12 Transformation Drill Present to Future

**Model** Diné bizaad bíhoosh'aah.

**Student** Diné bíhwiideesh'áát.

Liz diné bizaad yíhoo' aah.

Terry dóó Tillie saad łǫ́ yíhoo' aah.

Áłchíní bilagáana bizaad yídahoo' aah.

Ashiiké naanish yídahoo' aah.

Jones, díí nizhónígo bíhoo' aah.

At'ééké, díí saad bíhoo' aah.

Naaltsos łich'íígíí bíhoo' aah.

### 25.13 Transformation Drill Present to Past to Future

- Model** Diné bizaad bíhooŋ'aah.  
**Student A** Diné bizaad bíhwiiní'áá'.  
**Student B** Diné bizaad bíhwiidíí'ááí.  
 Saad bídahwiil'aah.  
 Sáanii at'ó yídahooŋ'aah.  
 Hastóí na'ach'iishjí yíhooŋ'aah.  
 Doo shíł nant'ahgóó saad bíhoosh'aah.  
 Tim dóó Donna doo bíł nant'ahgóó diné bizaad yíhooŋ'aah.  
 Sáanii danilíinii naaltsoos dayółta'.  
 T'áá ánółtso saad bídahooŋ'aah.

### 25.14 Substitution Drill

- Model** Diné naaltsoos yółta'.  
**Student** Diné naaltsoos nááyółta'.  
 Díí saad bíhooŋ'aah.  
 Áłchíní bilagáana bizaad yídahooŋ'aah.  
 Sadie naakaii bizaad yíhooŋ'aah.  
 Ch'iyáán ál'í éí bíhoosh'aah.  
 Nléidi níní'í.  
 Tó ła' nisin.  
 Dibé dibáá' danízin.  
 Shíká adííłwoł.  
 Rose bee bíł hodííłnih.  
 T'áá íídáá' bee bíł hweeshne'.  
 Díí shá bíł hólne'.  
 Awéé' bitah honiigai.  
 Shitah ayóo honeezgai.  
 Sandra diné bizaad yíhwiidooŋ'ááí.  
 Naakaii bizaad bíhwiideesh'ááí nisin.  
 Saad ániidígíí bíhwiidiil'ááí.

### 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 ájiniih? Éí \_\_\_\_\_ jiniih.  
 Díí haash wolyé, dinék'ehjí? Dinék'ehjí \_\_\_\_\_ wolyé.

**25.16 Substitution Drill**

**Model** Hazhó'ó ísísts'áá'.  
ni

**Student** Hazhó'ó ísínífts'áá'.  
Dale  
Dale dóó Daren  
Louise dóó ba' áłchíní  
ashiiké t'áá áłta  
hastóí t'áá áłtso  
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 ánołta  
Tom dóó Denise  
Verna dóó bich'é'éké  
nihicheii

**25.18 Variable Substitution Drill**

**Model** Hastiin Tsosie kǫ́' bił naaldloosh.  
adááđáá'

**Student** Hastiin Tsosie kǫ́' bił yíldloozh.  
atiingóó  
shí :  
kindéé'  
yiskáo kingóó  
dibé baa áháshyáągo  
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, nináíí hastiinshą?
- KII** Shináíí hastiin naaki nááhai yéedáá' ádin. T'áa kwe'é kééhat'íí nt'ée'. Díí ííí' dóó dibé dóó t'íízida, éí bí bilíí' nt'ée'. Nléidi tsé'naa tsé'naa: *across*  
bidá'ák'eh nt'ée'. Cháshk'eh bíghahgóó cháshk'eh: *wash, arroyo*  
t'áa bí bikéyah nt'ée'. K'ad éí shináíí  
asdzáá bikéyah.
- HALL** Áadi daats'í t'áadoo le'é k'iidilé? *k'iidilé: she plants it*
- KII** Shináíí, dá'ák'ehgíísh dáadáá' t'áadoo le'é *k'idíínlá: you planted it*  
k'idíínlá? *k'idíílá: I planted it*
- ANÁLÍ** Aoo', naadáá' dóó naayízí k'idíílá.
- KII** Naa'ohíshą?
- ANÁLÍ** Éí dó' k'idiilyá. Shináíí ashkii bí shigha- *k'idiilyá: we planted it*  
nígíí éí shíká eelwod. T'áa sáhigo shí doo *bíínishghah: I'm able,*  
bíínishghah da nt'ée'. K'ad éí áadi *I'm up to it*  
naalnish. Dáadáá' yéigo nahóóltánígíí *yéigo/yéego: very*  
baą ch'il dahazíí'. Áadi atah náhagod. *náhagod: he is hoeing*  
Shidá'ák'eh hoditée'go biniinaa  
k'idiilyáhígíí nizhónigo danooséét. *danooséét: they grow*
- HALL** Baa naah'aashígíí íiyisí baa naanish hasin.
- ANÁLÍ** Yéigo neilnishgo t'éiyá díí t'áa át'é baa *ahwiilyá.*
- HALL** Shimá yázhí, na'álchíní éí díkwíí?
- ANÁLÍ** Sha'álchíní díí'. Shiyáázh éí naaki áádóó *aláąjí: in front, ahead*  
shich'é'é áldó' naaki. Kii bizhé'é éí aláąjí'  
naaghá.
- HALL** Ła'ígíí éí háadi dabighan? *ła'ígíí: the others*
- ANÁLÍ** Ła' shich'é'égo éí nléí tó siyíní wónaanídi *wónaaní: across it*  
bighan. Níníí'í. Nléidi kin íigaii bikáádéé' *bikáádéé': on top of it*  
íichíí'go éí shich'é'é bighan. Azhá *azhá...ndi: although*  
binaanish hólqo ndi shaa nináhádáahgo *nináhádááh: she comes*  
*repeatedly*

shíká análwo'. Adáá'dáá' shíká eelwod.  
Dá'ák'ehgi naalnishgo i'í'á. Éí ayóo baa  
ahééh nisin shíká eelwodígíí.

HALL Áádóó nich'é'é nááhódló. Éí háadi  
kééhat'í?

**nááhódló:** *also exists*

ANÁLÍ Éí dóó bitsilí Ahééhéshj̄hdi kééhat'í.  
Nízaadi bighanígíí baą doo hózhó áádéé  
shaa nináhát'ash da. Éí t'áá ála binaanish  
hóló áádóó ba'áłhíní atdó' hóló. Shj̄igo  
éiyá t'áá naaki damóo ná'ádleeh bik'eh  
dóó Késhnish yázhigo índa Késhnish  
góne'é áádéé' ałnánáat'ash.

**nináhát'ash:** *they come back  
regularly*

**ná'ádleeh:** *repeatedly passes*

**ałnánáat'ash:** *they go back  
and forth*

HALL Jó nizhóní. Kót'éego ahił hwiilne'go saad  
łá'í bínááhooł'áá'. Ahéhee', shimá yázhí.

## 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 áłts'ísí. *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.*

Béesh Bich'ahii éí tó wónaanídi bikéyah. *The Germans'  
country is across the water.*

Diné dóó be'asdzáá tó wónaanídeé' nihaa ní'áázh. *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 wónaanídi ał'ąą dine'é kéédahat'í. *Different kinds of people  
live across the ocean.*

Dibé yázhí tsé'naa níłteeh. *Carry the lamb over.*

Cháshk'eh tsé'naadi ch'il holó. *There is grass across the wash.*

Télii cháshk'eh wónaanídeé' 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'dílé	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.*

Daągo diné dá'ák'eh bee dahólónígíí k'ida'dilé. *In spring those people who have fields do their planting.*

Hahgo k'i'dílee 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'idílé	k'idohlé	k'idadohlé
k'i'idilé	k'i'idilé	k'ideidilé

Ha'át'íí lá k'idadohlé? *What are you planting?*

Naadáá' k'idadiilyé. *We're planting corn.*

Hastiin Bedonie dóó ba'áłchíní ha'át'íí yaa naakai? *What are Mr. Bedonie and his family doing?*

Dá'ák'ehgi ndaalnishgo naa'ohí k'ideidilé. *They're working in the field, planting beans.*



Naayíísh k'idíílé? *Are you planting squash?*

Naayíí dóó ch'ééh jiyáán k'idishéego baa naashá. *I'm busy planting squash and watermelon.*

Shí dóó shí'áchtíní naadáá' 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'idiilyá	k'idadiilyá
k'idíínílá	k'idoolá	k'idadoolá
k'iidíílá	k'iidíílá	k'ideidíílá

Daadáá' ch'ilátah hózhóón ła' k'idíílá. *I planted some flowers last spring.*

Ashiiké da'ółta'ígíí tsin ła' k'ideidíílá ółta'gi. *The school boys planted trees at the school.*

Shí dóó shádí nihighan bíghahgi choqoh ła' k'idiilyá. *My sister and I planted some roses near our house.*

Kóó kéédahat'ínígíí naadáá' dóó ch'ééh 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'ééh déyá. *I'm tired because I'm working hard.*

Yéigo nanilnish. K'adéę altso. *Work harder! It's almost done.*

Yéigo! *Harder! (whatever is being done)*

Diné bizaad yéigo bíhooł'aahgo bee yáníłti' dooleet. *If you study hard learning Navajo, you'll be able to speak it.*

Yéigq shíká ííníłwod. *You helped me a lot.*

#### 26.6 Verb "to hoe" (imperfective)

Here's the paradigm *to hoe*, as hoeing in a garden.

náháshgod	náhwiigod	ndahwiigod
náhógod	náhóhgod	ndahohgod
náhágod	náhágod	ndahagod

Naakiiskándaá' shicheii bá náháshgod nít'ée'. *I was hoeing for my grandpa day before yesterday.*

T'áá áníiltso ndahwiigod nihidá'ák'ehgi. *We're all hoeing in our garden.*

Nancy bich'é'é t'áá áta dá'ák'ehgi náhágodgo e'e'aah. *Nancy's two daughters are hoeing in the garden all day.*

Jim nihá náhágod nít'ée'. *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.*

neeséét	niilzéét	daniilzéét
níiséét	nohséét	danohséét
nooséét	nooséét	danooséét

Ashkii t'áá nooséét. *The boy is growing right along.*

Hastiin Pinto binaadaá' nizhónigo nooséét. *Mr. Pinto's corn is growing nicely.*

Elsie t'ah nooséédáá' bimá éé'tsoh bá nayiisnii'. K'ad éi 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 baą naadaá' tsjįlgo nooséét. *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 hólqo leh.  
: *Although Dena isn't working, she has money.*

Azhá diné bizaad shił nant'ah ndi bineeshdlįigo 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 ndant'ah lá ndi éi t'áá áltso bídahooł'aah. *Even though these words are difficult, you learn them all.*

Azhá bibéeso bíghah ndi chidí doo neidiyoolnih da. *Even though he has the money, he won't buy the car.*

Níká adeeshwoł, azhá ch'éeł déyáa ndi. *I'll help you although I'm tired.*

Azhá diné doo bééhasin da ndi bidááh deesháál. *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**

**nináhídááh**

**nináhádááh**

**nináhiit'ash**

**nináhóht'ash**

**nináhát'ash**

**nináhiikááh**

**nináhóhkááh**

**nináhákááh**

Áłchíní t'áá aná'át'ááh bik'eh nináhákááh ólta'déé'. *The children come home from school every evening.*

Nihik'is Be'eldíldahsinildi bighaníí t'áá nináháhááh bik'eh nihaa nináhádááh. *A friend of ours from Albuquerque comes to see us every year.*

Azee' neikaahí t'áá náhidizííd 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 abíndáá' 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 nináháhááh bik'eh**

*every year*

**t'áá náhidizííd bik'eh**

*every month*

**t'áá damóo ná'ádleeh bik'eh**

*every week, every Sunday*

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 ákóó almánáshdááh. *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-**, **ń-**, 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'íí'íní baa deesháát. *I'll go see the doctor.*

Azee'íí'íní baa náádeeshdáát. *I'll go see the doctor again.*

Azee'íí'íní baa ńdeeshdáát. *I'll go back to see the doctor.*

Azee'íí'íní baa nínáádeeshdáát. *I'll go back to see the doctor again.*

Kintahgóó déyá. *I'm going to town.*

Kintahgóó ńdésdzá. *I'm going back to town.*

Kintahgóó nídádesdzá. *I'm going back to town again.*

Naa níyá. *I came to see you.*

Naa nánisdzá. *I came back to see you.*

Naa nínánisdzá. *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 ńdeet'áázh. *My wife/husband  
and I are going back to Flagstaff.*

Lillie dóó biyáázhké Naat'áanii Néézgóó ńdeeskai. *Lillie and  
her sons are heading back to Shiprock.*

Naaltsoos baa nánít'aah/nání'aah. *Give the book back to her.*

Naaltsoos naa nánisht'aah/nánish'aah. *I'm giving the book back to you.*

Béeso shaa ńdíí'áát/ńdíí'áát. *Give the money back to me.*

Yaa adeiz'áago áádéé' deeshááł. *I will arrive from there in mid-afternoon.*

Yaa adeiiz'áago áádéé' ndeeshdááł. *I will return from there in mid-afternoon.*

Yaa adeiz'áago áádéé' nínádeeshdááł. *I will come back from there again in mid-afternoon.*

Nihaa díinááł. *Come to see us.*

Nihaa náádíídááł. *Come see us again.*

Nihaa níídááł. *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 ahayóí łeh. Áko ndi biye' doo hooghandi naalnish da. Kintahdi naalnish. T'áa nda'iinísh bik'eh\* áádéé' nináhádááh. Díí jí bizhé'é yíká iilyeed.

*every Friday*

Hastiin Tsoh cháshk'eh wónaanigóó bidá'ák'eh. Hádáá' shíí naadáá' dóó naayízí k'iidííłá. Éí k'ad nizhónigo danooséét. K'ad ákóq biye' híí' bił yíldóósh\*. Áadi shíí náhagod dooleet. Damóo yéędąą' áadi náhagod nt'ée'. Kót'éego bizhé'é yíká análwo'. Bizhé'é łá'í binááhái, éí baą yéigo naalnishgo doo bá yá'áshóq da.

*he is riding it*

## 26.13 Query on Dialog

- Da' Kii binálı hastiin hóló?
- Hádáá' ádin?
- Háadish éí kééhat'íí nt'ée'?
- Bikéyahísh hólóq nt'ée'?
- Hái lá k'ad bidá'ák'eh yaa áhályá?
- Da' áadi łá' k'iidííłá?
- Hái éí Kii binálı asdząą' yíká análwo'?
- Áko doo t'áa sáhí bighan da ya'?
- Dá'ák'eh yaa áhályąągo ayóo baa naanish hasin ya'?

- j. Kii binálish díkwíi bi'áłchíní?
- k. Da' éi nizaadi dabighan?
- l. Ła'ash tó siyíní wónaanídi bighan?
- m. Háish baa nináhádááh?
- n. Da' éi bimá yíká análwo' łahda?
- o. Hahgo éiyá bimá yaa nináhádááh?
- p. Kót'éegoósh Kii binálish bił haz'á?

### 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 Substitution Drill

**Model** Rose bidá'ák'ehgi k'i'dílé.  
ni

**Student** Nidá'ák'ehgi k'i'dílé.  
shí  
shí dóó shimá  
ni dóó nizhé'é  
Chii dóó bideezhí  
Chii dóó bideezhíké  
asdzáá bitsóóké  
shí dóó shi'áłchíní  
nihí dóó nihínaaí



## 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

### ÁLAH NÁ'ÁDLEEHI

- |      |  |   |
|------|--|---|
| HAI  | Yá'át'ééh, wóshd'éé', yah aninááh.   |   |
| CHII | Aoo', yá'át'ééh.   |   |
| HALL | Aq', háágóó lá.  | <i>aq': well??</i>  |
| CHII | T'áadoo le'é biniiyé naa nánísdzá. Shíká anáádíłwoł nisingo naa nánísdzá.  | <i>nánísdzá: I returned again</i>   |
| HALL | Ha'át'iishá'?  |   |
| CHII | Jó kin bii' álah ná'ádleeheidi alní'ní'áádóó bik'iji' álah aleeh ha'ní. Shí éiyá áadi shidoonáál nisin.  | <i>bii' álah ná'ádleeheidi: chapter house: álah aleeh: there's a meeting: ha'ní: it is said shidoonáál: I will be present</i> |
| HALL | Shoo, sik'is, shí éí áłchíní shá da'ólta'ígíí binaaltsoos hasht'enáshdlééh. Éí baa naasháago shinaanish hóló. Éí baa doo ákóó shíni' da.             | <i>hasht'enáshdlééh: I correct them</i>   |
| CHII | Shí éí t'áadoo bee dósha'í da. Na', díí ashdlá' béeso bik'é dooleeł.   | <i>doo shíni' da: I don't want to t'áadoo bee dósha'í da: I have no way to go</i>   |
| HALL | Hahgo baa ha'aldééh?   | <i>baa ha'aldééh: it starts</i>   |
| CHII | Naakidigo ha'ní. Áadi neeznáá jí naanish yaa ndaat'íi dooleeł. Naanish daats'í shaa didoot'áál nisingo ákóó déyá.                                    | <i>yaa ndaat'í: they discuss it didoot'áál: it will be given</i>  |
| HALL | Doósh áníídí atah nshínílnish da?  | <i>nshínílnish: you worked</i>  |
| CHII | Ndaga', ałk'idáá', kóhoot'éédáá' atah nshíshnish. Shibéeso iyisí bídin hóyéé'.   | <i>ałk'idáá': a long time ago nshíshnish: I worked bídin hóyéé': it is scarce</i>   |
| HALL | Nich'ooní naalnish ndi.  |   |
| CHII | Aoo', azhá ákót'éé ndi nihibéeso doo bíghah da łeh. Doo naashnishgóó sha'áłchíní bi'oh neesh'á. Ké dóó éé' ła' nahideeshnih nisin. Ch'iyáanda ałdó'. | <i>bi'oh neesh'á: I can't afford them</i>   |
| HALL | K'adéę shíí baa ha'aldééh. Naakidi aleeh.  | <i>aleeh: it is becoming</i>  |



CHII Shíká anilyeedígíí yéego nich'í' baa ahééh nisin. Shichidí ádingo t'áadoo bee dósha'í da.

### CHII BAA HANE'

Chii Bedonie k'ad doo naalnish da. Áko ndi naanish haintá. Ch'ínlíjdi naanish bídin hóyée'. Azhá ólta' hóló áádóó Canyon de Chelly National Monument bił hazáájí dó' hóló ndi binaanish ádin leh. Chii éí t'óó bił hóyée' nahalin danízin, béédahósínígíí. Áko ndi doo shíí ákót'ée da. Be'asdzáá naalnishgo t'áá bí hooghandi áłchíní yázhí yaa áhályáá leh. Hooghan yá'áhoot'éehgo áhósín.

**haintá:** *he is looking for it*

**bił hóyée':** *he's lazy*

**béédahósínígíí:** *those who know him*

Áko doo naalnishgóogo be'asdzáá béeso yik'é naalnishígíí doo bíighah da leh. Éí baą bighandóó t'áá áhánidi áłahjí' naanish haintá. Ch'ééh haintáa leh. Ákohgo bibéeso bídin hóyée' leh. Ba'áłchíní doo hózhó yí'oh neel'áá da.

**doo...-góogo:** *because he isn't*

#### 27.1 "Well?"

Āā' 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, āā' 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.

Āā'. *Well...?*

Ádin, shahane' ádin. *Nothing, I have nothing to say.*

Éí yee', ni daats'í shíká adííłwoł nisin? *Well, I think you might help me.*

Áłah áleehgóó shíł dí'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  
néínídzá  
nádzá

nániit'áázh  
nánoot'áázh  
nát'áázh

nániikai  
nánoohkai  
nákai

Hádáá' kintahdée' nánoot'áázh? *When did you (two) return from town?*

Ánídí áádée' nániit'áázh. *We we returned a short while ago.*

Díkwídi yéedáá' nánoohkai? *At what time did you return?*

Lats'áadahdi yéedáá' nániikai. *We came back at eleven o'clock.*

Ha'át'íi bee néinídzá? *How did you come back?*

Chidí naat'a'í bee nánisdzá. *I came back by plane.*

Hádáá' nich'ooní naa nádzá? *When did your spouse come back to you?*

Ndeezidídáá' shaa nádzá. *She came back to me a month ago.*

### 27.3 Meetings

Here are some handy phrases to know: **álah:** *meeting, conference, get-together.*

<b>álah aleeh (I)</b>	<i>there is a meeting (coming into being)</i>
<b>álah ná'ádleeh (R)</b>	<i>there is a meeting repeatedly</i>
<b>álah azlíí' (P)</b>	<i>a meeting has convened</i>
<b>álah adooleet (F)</b>	<i>a meeting will convene</i>

Táa'digo álah aleeh. *There is a meeting at three o'clock.*

T'áá damóo bik'eh kóne' álah ná'ádleeh. *There is always a meeting in here on Sunday.*

T'áá íídáá' álah azlíí'. *The meeting has convened already.*

Nda'iiníísh góne' Debra bighandi álah adooleet.

*There will be a meeting at Debra's house on Friday.*

Lee bighandi álah ná'ásdlíí'. *There is a meeting again at Lee's house.*

### 27.4 Verb "to begin"

These verb phrases apply to events *beginning, starting.*

<b>baa ha'aldééh (I)</b>	<i>it is starting, the event is beginning</i>
<b>baa haná'áldah (R)</b>	<i>an event begins repeatedly</i>
<b>baa ha'ooldee' (P)</b>	<i>the meeting, the event began</i>
<b>baa ha'dooldah (F)</b>	<i>the event will begin</i>

Bii' álah ná'ádlee'hídi 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.*

Adáá'dáá' hastáadi 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 ahayóí doo ha'ní. *They say if you work hard you'll have a lot of money.*

Hastiin bilagáana ayóo tsííł nízín łeh ha'ní. *They say the white man is usually in a big hurry.*

Diné bizaad doo bihónéedzáa da doo ha'ní 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.

<b>shináál (I)</b>	<i>in my presence, I am present</i>
<b>shíináál (P)</b>	<i>it happened in my presence, I was present</i>
<b>shidoonáál (F)</b>	<i>I will be present, I will be at the event</i>

Eddie.shináál naa hoolne'. *Eddie talked about you in my presence. I heard him talk about you.*

T'í'éédáá' jooł bee ndeii'néé ní't'éé'. *Danihizhé'é dabíináál. We played ball last night. Our fathers were there.*

Yiskáo álah aleeh ha'ní. Shí éí shidoonáál nisin. *They say there is a meeting tomorrow. I'm planning to be there.*

Jennie ndáa'di bidoonáál. *Jennie will be at the squaw dance.*

Ni daats'í áldó' i'í'áago nidoonáál. *Will you also be there this evening?*

Shí dó' i'í'áago shidoonáál. *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'énéiidlééh	hasht'eñdeiidlééh
hasht'enánídlééh	hasht'enáhdlééh	hasht'eñdaahdlééh
hasht'enéídlééh	hasht'enéídlééh	hasht'eñdeidlééh

Shichidí shá hasht'enánídlééh. *Repair my car for me.*

Chii shighan nímazí bikáádéé' hasht'enéídlééh. *Chee is fixing the roof on my hogan.*

Nihimá sání bidibé bighan bá hasht'eñdeiidlééh. *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.*

Ákqó 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'ááí 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'ééh jiyáán ła' 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'enéídlééh laanaa. *I wish he could fix my bike.*

Yóó' shaa nílé laanaa. *I wish you'd give me the necklace.*

Shidá'í chidí shá nahó'niih laanaa nisin. *I'm wishing for my uncle to buy a vehicle for me.*

Diné bizaad bíhwiidiil'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, **lágo**: *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 lágo. *Just don't forget your money.*

T'ááká nibéeso baa yóónééh. *Don't forget your money!*

T'ááká nibéeso baa yóónééh lágo. *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 yíhoo'áí da. *There's no way he'll learn it.*

Béeso t'áadoo nósh'áí 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 imperfective)

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+ yi-** becomes **bei-** in the following paradigm.

baa yinísh't'í

baa nánít'í

yaa nát'í

baa néiit'í

baa náht'í

yaa nát'í

baa ndeiit'í

baa ndaah't'í

yaa ndaat'í

Doo nahaktinígíí yaa ndaat'í. *They're discussing the lack of rain.*  
 Nihibéeso ádinígíí baa ndeiit'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 yinisht'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  
 nishoolnish  
 naashnish

ndashiilnish  
 ndashoolnish  
 ndaashnish

Atkidáá' Rena Kmart yá naashnish. *Rena worked for Kmart a  
 long time ago.*

Íídáá' Texaco bá nishishnish. *At that time I worked for Texaco.  
 I was working for Texaco at that time.*

Da' ólta' bá ndashoolnish? *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 **-íł**, 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 bíł hóyéé' łeh. *Dick doesn't work  
 because he is usually lazy.*

Les bíł 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 t'ée' bíighah naalnishgo biniinaa ayóo bíł hóyéé'. *Leo is  
 lazy (tired) because he worked all night.*

Biléechaa'í bik'ee shíł hóyéé'. *I'm afraid of his dog.*

T'áadoo bik'ee nił yé'í. *Don't be afraid of it.*

Kóq Kinteelgi naanish bídin hóyéé' łeh.

*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 láą t'áá shídin níléígóó díníyá. *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 hózhóq 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 bíhwiidíí'áał da. *If you're going*  
*to be lazy, you won't learn the words.*  
 Díí 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 áníłtso. *My younger brother is smaller than I.*  
 Kelly bighan éi nihighan yi'oh áníłnééz. *Kelly's house is shorter*  
*than our house.*  
 Rose dóó bich'ooní biléechą'í yi'oh neel'á. *Rose and her*  
*husband are unable to afford their dogs.*  
 Dennie bichidí naakigo íyisí 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  
 hanitá  
 haintá

haniitá  
 hanohtá  
 haintá

hadaniitá  
 hadanohtá  
 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'ééh hadeintá. *The men can't find any work.*  
 Shilíí' hanishtá. *I'm looking for my horse.*

### 27.16 Substitution Drill

**Model** Naakiiskándaá' nánisdzá.  
 Bill

**Student** Bill naakiiskándaá' nádzá.  
 sik'is  
 ashkii dóó bimá  
 asdzáá dóó bi'álchíní  
 shí dóó sitsilí  
 t''éédáá'  
 ni  
 ni dóó nádí  
 ni dóó nideezhíké  
 álchíní da'ólta'ígíí

### 27.17 Transformation Drill Mode Practice

**Model** Bii' ná'ádleeheidi álah aleeh.  
 ashdla' yiskáo

**Student** Ashdla' yiskáo bii' álah ná'ádleeheidi álah adooleef.  
 díí jí  
 ałn'ni'áádóó bik'iji'  
 adáádaá'  
 jíídaá'

### 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'íi yiniyé yaa nádzá?
- c. Mr. Hall ha'át'íi yaa naaghá?
- d. Háadi álah aleeh?
- e. Da' Chii bichidí hóló?
- f. Mr. Hall daats'í ákóó bini'?
- g. Hahgo éi baa ha'aldééh?
- h. Ha'át'íi yaa ndaat'íi dooleef?
- i. Ha'át'íi biniinaa Chii naanish yinízin?
- j. Da' bi'átchínísh yi'oh neel'á?
- k. Bibéeso doo bíghah da leh ya'?
- l. Be'ásdzáa ndi naalnish ya'?
- m. Naanish daats'í bídin hóyéé'?
- n. Naanish bídin hóyéé'go béeso áldó' bídin hóyéé' leh ya'?
- o. Da' Chii naanish haintá?

### 27.20 Query Free Response (Any reasonable response will do, even imaginary.)

- a. Ólta'di álah adooleef ha'ní. Niísh nidoonáát?
- b. Bééshsinilgóó deekai. Ni daats'í ákóó níni'?
- c. Háish Laura bichidí hasht'enéídlééh?
- d. Éi shíi béeso bááh adooleef ya'?
- e. Ninaaltsoos daats'í hasht'enánídlééh?
- f. Hahgo kóne' álah aleeh?
- g. Hahgo baa ha'aldééh?
- h. Bá'ólta'ísh bidoonáát?
- i. Ha'át'íi yaa ndaat'íi doo?
- j. Naaki ndeezidídáá' háadi nishínílnish?
- k. Háí bá nishínílnish?
- l. Da' nibéeso bídin hóyéé'?
- m. Nik'isísh áldó' bibéeso bídin hóyéé'?
- n. Kwe'é daats'í naanish t'óó ahayóí?
- o. Éi doodago t'áá daats'í bídin hóyéé'?
- p. Nichidíísh bi'oh ninil'á?
- q. Ashiiké doo jool yee ndanee da. T'áásh bił dahóyéé'?
- r. Lééchaa'ísh bik'ee nił hóyéé'?
- s. Ashkii yázhí daats'í télii yik'ee bił hóyéé'?
- t. Doo nanilnishgóogoshá' ha'át'íi baa nanináa doo?
- u. Hádáá' nighandéé' néinídzá?
- v. At'ééké da'ólta'ígíi hádáá' náakai?
- w. Da' t'áadoo bee dóoya'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 AZLÍ'GI

Kin bii' álah ná'ádleehee góne' diné t'óo ahayóí álah daazlíí'. Da'níłts'áá'déé' Ch'ínłíídéé'go yah íjéé'. Sáaniida ałdo' ı́ı'ı' da'atah.

Átchínı' t'áá díkwíhı́go naanájah. Ła' éı dabımá yı́ghahgi naháaztá.

Naat'áanii ı́ı' t'áá ídą́' naháaztá. Alą́jı' dah sidáhi t'áá atah sidá. Éı Ned Gorman wolyé. Náána éiyá akéédóó dah sidáhi éı Dennison Jones wolyé. Naaltsoos íı'ı'ı' éı dó' atah. Éı Nancy Tapaha wolyé. Éı t'áá altso nihidáahgi naháaztá. Hastiin béesh bą́h dah si'áni t'ah doo yı́gháah da. Éı shı́ı' t'ah ı'nda yı́gháah.

Hastiin Gorman éı aho'niilne'. Adááhdóó yáłti'go doo bił nantı'ah da łeh. Baa náhódóot'ı́ı'ı'ı'ı' yee aho'niilne'. Neeznáá ı́ı' naanish diné bá hóló, háála béeso bá hazlı́ı', Tségháhoodzánídée'. Diné dóó sáanii éı ndadoolnish. Háı shı́ı', alı́ı' bee ádaadinı́ı'ı', bá át'ée dooleeł. Háı lá éı naanish danohsingo yadadidoonı́ı'ı', níłá.

Naaltsoos íı'ı'ı', shı́ı' yını́łta'. Díkwı́ı' lá? Naadiin ya'? Éı t'áá bı́ghah. Béédaatniı́ı', díı' alı́ı' bee ádaanı́ı'ı' t'éiyá bá át'ée dooleeł. Naaltsoos íı'ı'ı' nihı́zhi' naaltsoos yıkáá' ı́ı'doolı́ı'.

Náadamóo biiskáni dadılını́ı'ı'. Hastóı' éiyá Joe Shorty yá ndadoolnish. Diné dabinághangóó yındadoolnish. Díkwı́ı' shı́ı' sha'shin. Éı t'ah doo bééhoozı́ı' da.

kin bii' álah ná'ádleehee: chapter house

da'atah: they are among (others)

yah íjéé': they have come in

naanájah: they are running

around; yı́ghahgi: near them

naat'áanii: leaders, bosses

alą́jı' dah sidáhi: chap. pres.

akéédóó dah sidáhi: vice-pres.

naaltsoos íı'ı'ı': secretary

nihidáah: in front of us

béesh bą́h dah si'áni: tribal

delegate; yı́gháah: he is coming

aho'niilne': he has started speaking

baa náhódóot'ı́ı'ı'ı': agenda

neeznáá ı́ı' naanish: ten-day

work project

ndadoolnish: they will work

yadadidoonı́ı'ı': you raise your

hands

ı́ı'doolı́ı': she will make it

dadılını́ı'ı': they will start to work

dabinághan: their various homes

yındadoolnish: they will work on

them

Sáanii éí kóne' ndadoolnish. Ła' éí da'at'áo doo.  
 Ła' éí da'adiz doo. Náánáta' éiyá golchóón  
 ádeidoolíí. Ła' shíí nda'alkad doo. Asdzáá  
 Benallie éí nihinant'a'í nilíí doo.

**da'adiz:** they spin (wool)  
**golchóón:** quilt  
**nda'alkad:** they are sewing  
**nant'a'í:** boss, leader

### 28.1 Verb "to run" (perfective)

This verb can be preounded by any of the postpositions used with the imperfective, **iishyeed**, etc. Preound **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	ahi'niilcháá'	íjéé'
íínílwod	ahi'noolcháá'	oojéé'
eelwod	ahi'noolcháá'	íjéé'

Chidí biih eeshwod. *I got into the vehicle.*

Áłhíní t'áá altso iih íjéé'. *The children all got in (into the car).*

Shí dóó shitsilí chidí biih ahi'niilcháá'. *My brother and I got into the car.*

Háísh bíká ahi'noolcháá' adáádáá'? *Whom did you help yesterday?*

Shí éí nihimá yázhí bíká eeshwod. Shínaaf éí nihidá'í yíká eelwod. *I helped our aunt. My brother helped our uncle.*

Da' Sam níká eelwod? *Did Sam help you?*

Sam dóó bitsiliké shíká íjéé'. *Sam and his brothers helped me.*

Da' áłhíní da'ólta'ígíí ólta' góne' yah íjéé'? *Did the students go into the school?*

Ła' yah íjéé' ndi ndilt'áo doo yah ahi'noolcháá' da. *Some went in but two did not.*

Nihizhé'é, Kingóó déyá, níigo chidí biih íjéé'. *When my dad said he was going to the store, we got into the car.*

T'íéédáá' shiléecháa yázhí yóó eelwod. *My puppy ran away last night.*

Áłhíní yázhí yóó ahi'noolcháá'. *The two small children got lost.*

Hastiin bidibé t'áá altso yóó íjéé'. *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  
naanáálwoł  
naanáálwoł

naanéiit'ash  
naanááht'ash  
naanáát'ash

naanéijah  
naanááhjah  
naanáájah

Áłchíní yázhí kóne' naanáajah. *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!*

T'óo'di naanááht'ash. *You two run around outside.*

At'éé yázhí hooghan góne' naanáálwoł. *The little girl is running around in the hogan.*

Da' t'ízí yázhí dibé bighan góne' naanáajah? *Are the little goats running around in the corral?*

Ła' éi t'óo'di naanáajah. *Some are running around outside.*

Ha'át'íi biniyé 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. **Ádoolníít:** *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.

Éi ádoolníít, shił bééhózin. *It will get done, I know.*

Doo ádoolníí 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'a'í**. 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' álah ná'ádleehí**: *the building in which meetings are held repeatedly*.

<b>béesh baąh dah si'ání</b>	<i>delegate to tribal council (the one with a badge)</i>
<b>táá' naaznilí</b>	<i>chapter officers (the three in position)</i>
<b>aláají' dah sidáhi</b>	<i>chapter president (the one who sits up ahead)</i>
<b>akéédóó dah sidáhi</b>	<i>chapter vice-president (one who sits behind another)</i>
<b>naaltsos íf'íní</b>	<i>secretary (often also treasurer)</i>
<b>béeso yaa áhályání</b>	<i>treasurer</i>
<b>dibé binant'a'í</b>	<i>Grazing Committee member (the sheep boss)</i>

Aláají' dah sidáhi dóó akéédóó dah sidáhi áádóó naaltsos íf'íní éí táá' naaznilí deitní. *They call the chapter president and the vice president and secretary "táá' naaznilí."*

Dr. Annie Wauneka béesh baąh dah si'ání niljigo ła'í 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'a'í niljigo ashdla' nááhai. *Tom Tsosie has been on the Grazing Committee for five years.*  
Nizhónigo binaanish íf'íi teh. *He does a good job of it.*  
Yá'át'éehgo bilíí' dahólónígíí yá sizjii teh. *He represents those well who have livestock.*

Hastiin Tótsohnii bá ndeiiilnish. Éí nihinant'a'í át'é. *We work for Mr. Todacheeny. He is our boss.*

## 28.5 Adverb “together”

The following examples show further uses for **álah**;

Diné álah danilí. *The people are together.*  
 Diné álah daazlǫ́. *The people have gathered together.*  
 Díí i'í'ání kwe'é álah aleeh. *There is a meeting here tonight.*  
 Díí naaltsoos t'áa át'é álah ádííliít. *Gather up all these books.*  
*Put all these books together. Gather up all the papers.*  
 Díí i'í'ání bit kéedahasht'íinii álah áshtééh. *I'm bringing my neighbors together this evening.*

Shich'é'é, ni'éé' t'áa át'é álah ánánídlééh. *My daughter, gather up all your clothes.*  
 T'áa ídǫ́á' álah 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**, **deesháá**.

nishááh	niit'aash	niikááh
nínááh	noh'aash	nohkááh
yíghááh	yí'aash	yíkááh

K'ad índá nishááh. *I'm just now arriving.*  
 Índá nínááh lá. *At last you're here.*

Da' asdzáá béesh baah dah si'ání t'ah doo yígháah da? *Hasn't the lady delegate come yet?*

K'adéé shíí yíghááh. *She could arrive anytime.*

T'ah índá 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'áa ídǫ́á' nihidááh níyá. *He came to meet us already.*

Kindi shidááh nínááh. *Meet me at the store.*

Lá'aa, áadi nidááh nishááh. *I'm meeting you there.*

Lá'aa, áadi nidááh deesháát. *I'll meet you there.*

Háadi nidááh niit'aash? *Where can we meet you?*

Kindi shidááh noh'aash. *Meet me at the store.*

Hahgo hastóí naa yíkááh? *When are the men coming to you?*

Afni'ní'áago shaa yíkááh. *They're arriving this afternoon.*

Ha'át'íí lá biniyé naa yíkááh? *What are they coming to see you about?*

Hooghan biniyé kéyah shaa didoot'áát, éí yiniyé 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'

aho'niilne'

aho'niilne'

aho'noolne'

aho'niilne'

adaho'niilne'

adaho'noolne'

adaho'niilne'

Hádáá' aláají' dah sidááhí aho'niilne'? *When did the chapter president begin speaking?*

Áníídídáá' shíí aho'niilne'. *It seems he began speaking a little while ago.*

Nízaadgóó halne' íeh. *He usually talks a long time.*

Bich'í' aho'niishne' índa bíł dah adiilwod. *Just as I was beginning to talk to him, he took off (in a vehicle).*

Sally áníídídáá' béesh 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.

ndeeshnish  
ndíilnish  
ndoolnish

ndiilnish  
ndoolnish  
ndoolnish

ndadiilnish  
ndadoolnish  
ndadoolnish

Hahgo éiyá béesh ní'ti'di atah ndíilnish? *When are you going to work on the railroad?*  
 Ndeezidgo índa ndeeshnish. *I'll be working in a month.*  
 Diné la' bił ndadeeshnish. *I'll be working with some (other) men.*

Háadish éiyá ndadoolnish? *Where will you work?*  
 Nebraska hoolyéedi ndadiilnish. *We'll be working in Nebraska.*  
 Áadi diné t'óó ahayóí atah ndaalnish teh. *There are usually quite a few men working there.*

### 28.9 Verb "to raise the hand" (future)

yadideeshnih  
yadidíílnih  
yadidoolnih

yadidiilnih  
yadidoolnih  
yadidoolnih

yadadiilnih  
yadadidoolnih  
yadadidoolnih

Díí nihit yá'ádaat'éehgogo yadadidoolnih. *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  
dílníísh  
dílníísh

diilníísh  
doolníísh  
dílíníísh

dadiilníísh  
dadoolníísh  
dadilnínísh

Hahgo éiyá Wal-mart atah dílníísh? *When are you beginning work at Wal-mart?*  
 Damóó biiskání abííndáá' dishníísh. *I'm starting work on Monday morning.*  
 T'ah abííndáá' dishníísh. *I'm starting to work very early in the morning.*



Sáanii éí hahgo dadilnísh? *When do the women start working?*  
 Sáanii atní'ní'áago dadilnísh. *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 naháaztáago da'adiz. *The women are sitting on chairs, spinning (yarn).*  
 Nellie shá adiz nt'ée' adáádáá'. *Nellie was spinning for me yesterday.*  
 Lettie ániid naagháa ndi adiz yééhósin. *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	nda'iilkad
ná'ílkad	ná'ólkad	nda'ólkad
ná'áłkad	ná'áłkad	nda'ałkad

Háish bits'áádóó ná'ílkad bíhwiiní'áá'? *From whom did you learn to sew?*  
 Valley High School di atah íínishta'áádáá' ná'áshkad bíhooł'áá'.  
*I learned to sew when I went to Valley High School.*

Sáanii ániid ndaakaiígíí bimá sání yá nda'ałkad. *The young women are sewing for their grandmothers.*

### 28.13 Noun “various homes”

The repetitive ná- can be inserted in **dabighan, danihghan.**

Diné ła'í dabinághangóó lééchaą'í 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. Háadishą' álah azlíí'?
- b. Háá góne'?
- c. Da' hastóí t'éiyá álah danilí'?
- d. Áłchíníísh ałdó'?
- e. Áłchíní ha'át'íí yaa naakai?
- f. Da' t'áá ałtso naanáájah?
- g. Táá' naaznilíísh ałdó' da'atah?
- h. Háí lá aláají' dah sidá?
- i. Háí éí akéédóó dah sidá?
- j. Naaltsos íí'íní haa lá wolyé?
- k. Háísh éí ałtsé aho'niilne'?
- l. Yáłti'go daats'í bił yá'át'ééh?
- m. Doo bił nant'ah da ya'?
- n. Ha'át'íí yaa yáłti'?
- o. T'áá daats'í naanish hólóq doo?
- p. Naanish éí háí bá dooleeł?
- q. Hahgo éí dadilníísh?
- r. Hastóí éí háí yá ndadoolnish?
- s. Ha'át'íí binaanish nilíi doo?
- t. Sáaniishą', háísh éí binant'a'í nilíi doo?
- u. Sáanii ha'át'íí yindadoolnish?
- v. Hastiin béesh baąh 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 bií' álah ná'ádleełhídi álah azlíí'?

## 28.15 Completion Drill

**Model** Sam shíká eelwod.

Sam dóó Bill

**Student** Sam dóó Bill shíká ahi'noolchąą'.

shí Bill

shí dóó ashíiké bá'ólta'í

ashíiké Don yíká

shí dóó Tom Tim

ni Daisy

Hastiin Yazzie bilíí' naakigo yóó

t'ízi t'áá ałtso

t'ízi yázhí (t'áálá'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.

<b>bá</b>	<i>for him, in his favor, for his benefit</i> <b>Bá ínísta'.</b> <i>I read for him</i> <b>Naat'áanii bá naashnish.</b> <i>I'm working for the boss.</i>
<b>baa</b>	<i>about him, to him</i> <b>Baa deesháál.</b> <i>I'll go see him</i> <b>Béeso baa nish'aah.</b> <i>I give him the money.</i>
<b>baą</b>	<i>because of it</i> <b>Éí baą shibéeso ádin.</b> <i>That's why I have no money.</i>
<b>baąh</b>	<i>beside him, alongside him</i> <b>Atiin baąhgóó yigáál.</b> <i>He's walking along the road.</i>
<b>bée-</b>	<i>about him, concerning him</i> <b>Táá' naaznili béedahasin.</b> <i>I know the chapter officers.</i>
<b>bee</b>	<i>by means of it, with it</i> <b>Dzi'izi bee kingóó déyá.</b> <i>I'm going to the store by bike.</i> <b>Éí bee shił hólne'.</b> <i>Tell me about it.</i>
<b>biba'</b>	<i>(waiting) for him</i> <b>Shimá biba' sédá.</b> <i>I'm waiting for my mother.</i>
<b>bich'i'</b>	<i>toward him</i> <b>Bich'i' yáníiti.</b> <i>Talk to him.</i> <b>Bich'i' níyá.</b> <i>I came to him (to where he was).</i>
<b>bidááh</b>	<i>facing it, toward it/him (facing him)</i> <b>Bidááh díináál.</b> <i>Go meet him.</i>
<b>biyi'/bii'</b>	<i>inside of it, within it</i> <b>Ashkii chidí yii' sidá.</b> <i>The boy is sitting in the car.</i>
<b>bi'oh</b>	<i>less than it</i> <b>Shichidí bi'oh neesh'á.</b> <i>I can't afford my car.</i>

- bikáá'** *on it, over it its surface*  
**Awéé' bikáá'adání yikáa'di dah sidá.** *The baby is sitting on the table.*  
**Saad naaltsoos bikáá' ádaahlééh.** *Put the words on paper.*
- bikéé'** *behind him (in his steps)*  
**Shizhé'é bikéé' yishááł.** *I'm walking in my father's footsteps.*
- bik'é** *in exchange for it, for it*  
**Béeso bik'é nanilnish.** *You are working for money.*
- bik'eh** *according to him, in his way*  
**Díi bik'ehgo ánílééh.** *Make it according to this (plan).*
- bik'i** *on top of it, on its surface*  
**Bik'idah'asdáhi bik'i dah ndaah.** *Sit down on the chair.*
- bił** *with him, in his company*  
**Kintahgóó bił deesh'ash.** *I'll go to town with him.*  
**Éi bee bił hodeeshnih.** *I'll tell him about it. (Bił is in idiomatic use here.)*
- bíighah** *proportionate to it, beside him*  
**Shibéeso' doo bíighah da.** *I don't have enough money.*  
**Kii bich'ooní bíighagi sidá.** *Kee's wife is sitting near him.*
- bilááh** *more than it, beyond it*  
**Díi éi shighan bilááh ánímééz.** *This is longer than my house.*
- biláaji'** *ahead of him*  
**Dorothy biláaji' naashá.** *I walk ahead of Dorothy. I'm older than Dorothy.*
- bináát** *in his presence*  
**Ashiiké shináát jool yee naanéé nt'éé'.** *I was present when the boys were playing ball.*
- biniinaa** *because of it, on account of it*  
**Shibéeso ádingo biniinaa doo déyáa da.** *I'm not going because I have no money.*

## 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 Lizhini bijinínígíí bighangóó diit'ash ya'? Áadi diné la' ndaalnishgo bighan áhálnééh. T'óó díníil'íí biniiyé.

Íléidi cháshk'eh wónaanígóó bighan. Tsé í'áhí bitsíídi kééhat'íígo díí' nááhai.

Nówehdáá' éi chézhintah bighan nt'ée'. Éi éiyá Díwózhii Bii' Tóódóó shádi'ááhjí ákóhoolyé. Áadi bi'dizhchí. Bik'éi t'áá áadi kéedahat'í. Kwe'é be'asdzáá hazl'í'go k'ad hooghan ílééh.

Kin dik'áago ílééh. Ayaadi éi tsé dóó tsénádleehí bee ályaa. Éi bitsésiláii wolyé. Naaniigo éi naadiin hastáá adées'eez. Náásee éi dízdiin adées'eez. Ákóníftso ílééh.

Tsineheeshjíí' yee ílééh. La' éi ádaníftnééz la' ádaalts'ísí, doo danineez da. Tsineheeshjíí' nteelígíí áldó' yee ádeilééh. Éi aht'á'í, t'áá nteel ndi aht'á'í. Nááná tsineheeshjíí' la' ditá. Éi danineez leh. Hastóí ndaalnishígíí díí chodayooł'í. Naaltsoos tizhini dó' chodayooł'í. Kin bikáá'déé' naazkaadígíí éi kin bee bik'ésti'.

Áádóó it adaalkaafi la'í nayiisnii'. Éi a'áa ádaat'é. La' éi danineez; la' éi ádaalts'ísí. Tsésoq' a'áa át'éego ádaníftso áldó' díkwíí shíí nayiisnii'. Éi t'áá át'é kintahgi nayiisnii'.

Nááná bee na'anishí díkwíí shíí a'áa át'éii yee ndaalnish. Bee'ach'iishí dóó bee'atsidí yee ndaalnish. Éi álahjí' chodayooł'í. Áádóó

**Bich'ah Lizhini:** *Black Hat*  
**bijinínígíí:** *the one they call ...*  
**áhálnééh:** *it is being built*  
**díníil'íí:** *we will look at it*

**tsé í'áhí:** *standing rock*  
**bitsíídi:** *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'á:** *square-cornered*  
**bitsésiláii:** *foundation*  
**naaniigo:** *width, sideways*  
**adées'eez:** *feet;*  
**náásee:** *length-wise*  
**ákóníftso:** *it is this big*  
**tsineheeshjíí':** *lumber, boards*  
**ádaníftnééz:** *relatively long*  
**tsineheeshjíí' nteelígíí:** *plywood*  
**aht'á'í:** *thin*

**chodayooł'í:** *they use them*  
**bikáá'déé' naazkaadígíí:** *roofing*  
**bee bik'ésti':** *it is covered with it*  
**it adaalkaafi:** *nails*  
**tsésoq':** *window*  
**a'áa ádaníftso:** *different sizes*

**bee na'anishí:** *tools*  
**bee'ach'iishí:** *saw, file*  
**bee'atsidí:** *hammer*

béesh názhahí dóó bee ída'neel'ąahí  
chodayoof'í. Díí bee na'anishí chodayoof'íigo  
kin ádeilééh.

béesh názhahí: *square*  
bee ída'neel'ąahí: *measuring tool*

Hastiin Bich'ah Łizhiní kodi hózhónigo bił haz'ą.  
Ch'il éí dahólóqó dóó tó ałdó' hóló. T'áá ahánidi  
bidá'ák'eh ałdó' hóló' Naadąą' dóó naayízi  
k'iidííłáagi át'é. Naadąą' ntsaa silíí'. Bízhanee'.  
Bí dóó ba'áłchíní bił dahózhóqogo kóqó  
kéédahat'íi dooleet.

ch'il: *plants, grass*  
-gi át'é: *it seems as though*  
bízhanee': *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 with 3a.

The corresponding independent pronoun is **ho**; the possessive is **ha-**.

Hach'iyą' hólóqogo házhánee'. *One is fortunate to have food.*  
T'áá hó ájít'í. *He did it (to) himself. (He has no one to blame.)*  
Amá jíłíigo ha'áłchíní 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 ma'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 Kínánidi kééhojit'íigo Forest Service bá njilnish. *My  
son is living in Flagstaff and working for the Forest Service.*  
Nihicheii yéé kóhooł'éeđąą' ájídín. *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 nantí'ah łeh. *When one is a white person (English-speaking) Navajo is usually difficult.*

Hanaanish hólóogo hoł hózhó łeh. *One is happy when he has work.*

Hanaanish ádingo ha béeso ałdó' ádin łeh. *When one is out of work, one usually doesn't have any money either.*

Átchíní yázhí jílíigo ayóo njinée łeh. *When one is a child, he usually plays hard.*

Doo dichin jílíigóo doo jiyáą da. *When a person isn't hungry, he doesn't eat.*

Hachidí bitoo' ásdijigo doo jideeyáhígóo da. *When one has no gasoline one doesn't go anywhere.*

Diné bizaad doo tsííigo bíhojiit'aah da. *A person doesn't learn Navajo very fast.*

Anaasází diné bikéyahdi kéedahat'íí nít'ée' 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'asdzáą dá'ákehgi njilnish. *The man is sitting here. His wife is working in the field.*

Ła' éi 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 ájíní 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!*

Awée' doo bee njinée da. *One shouldn't tease the baby. Don't tease the baby!*

Éí bééjlniih. *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'į́į́ł  
dínííł'į́į́ł  
yidínóoł'į́į́ł

díníil'į́į́ł  
dínóoł'į́į́ł  
yidínóoł'į́į́ł

dadíníil'į́į́ł  
dadínóoł'į́į́ł  
deidínóoł'į́į́ł

Áłtsé dínéesh'į́į́ł ya'? *Let me take a look first, shall I?*

Lá'ąą, dínííł'į́į́ł. *Okay, take a look.*

Dadíníil'į́į́ł índa daats'í ndahidiilnih. *We'll take a look and then probably buy them.*

Díí t'ée' Jan chidí yidínóoł'į́į́ł. *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**      *it extends along (a row of rocks, hills, a ridge)*  
**íí'á**        *it extends away (a slender stiff object, a ridge)*  
**ní'á**        *it lies, it stretches, it extends (horizontally, a cliff, a mountain range, a pole)*

Nora Łichíí' Deez'áhídi kééhat'į́. *Nora lives at Sanders (the place where red rocks extend).*

Tsélánídóo e'e'aahjigo tsé íí'á. *West of Salina Springs there is Standing Rock (the rock that extends upward)*

Kodóo náhookosjigo dził ní'á. *There is a mountain range extending north from here.*

## 29.4 “At its base”

**Bitsį́įdi:** *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.*

Łééchaą'į́ hooghan bitsį́įdi athosh. *The dog is sleeping right near the hogan.*

Ashkii ndíshchíí' bitsį́įdi sidá. *The boy is sitting at the base of the pine tree.*

Tsé łitsooí bitsį́įdi nihighan. *Our house is at the base of the yellow rock.*

29.5 Verb “to have been born” (*perfective passive*)

shi'dizhchí	nihí'dizhchí	danihi'dizhchí
ni'dizhchí	nihí'dizhchí	danihi'dizhchí
bi'dizhchí	bi'dizhchí	dabi'dizhchí

Eugene Oklahoma hoolyéedi bi'dizhchí. *Eugene was born in Oklahoma.*

Larry bił háájéé' Hóyéé'di dabi'dizhchí. *Larry's siblings were born at Steamboat.*

Béégashii yáázh nídeezidídáá' bi'dizhchí. *The calf was born last month.*

## 29.6 Descriptions of Buildings and Materials

áníłnééz	<i>it is relatively long</i>
áníłtéél	<i>it is relatively wide</i>
áníłtso	<i>it is relatively big, large</i>
kóníłnééz	<i>it is this long</i>
kóníłtéél	<i>it is this wide</i>
kóníłtso	<i>it is this large</i>
dik'á	<i>it is square-cornered</i>
naaniigo	<i>across, the width</i>
nineezgo/náásee	<i>the long way, the length</i>
at'á'í	<i>it is thin</i>

Debbie biyáázh kóníłnééz silíí'. *Debbie's son has become this tall.*

Sarah bighan ayóó áníłtso. *Sarah has a very large house.*

Nineezgo éiyá hastádiin adées'eez áádóó naaniigo éi tádiin adées'eez. *It is sixty feet long and thirty feet wide.*

Díí naaltsoos at'á'í lá. *This paper is thin.*

Hastiin bighan dik'áago áyiilaa. *The man has built a square-cornered house.*

## 29.7 Building Materials

dáádíłkał	<i>door</i>
it adaalkaań	<i>nails</i>

<b>kin bik'ésti'ígíí</b>	<i>roofing</i>
<b>naaltsoos lizhinígíí</b>	<i>tar paper</i>
<b>tsé</b>	<i>rock</i>
<b>tsé nádleehí</b>	<i>cement, concrete</i>
<b>tsésq'</b>	<i>window</i>
<b>tsineheeshjii'</b>	<i>board(s), lumber</i>
<b>tsineheeshjii' nteelígíí</b>	<i>plywood, other similar building board</i>

Hooghan nímazí tsé bee ályaaígíí bidáádílkał t'ááłá'í áádóó bitsésq' naaki. *The hogan built of rock has one door and two windows.*

Kin bitsésiláii éi tsé dóó tsé nádleehí bee ályaa. *The foundation of the house is made of rock and cement.*

Kin éi tsineheeshjii' bee ályaa. *The house is built of lumber.*

Tsineheeshjii' shaa níniít. *Give me the lumber.*

Háidíígíí? *Which ones?*

Tsineheeshjii' nteelígíí, naakigo. *The plywood, two of them.*

Tsineheeshjii' nteelígíí ayóo ílí. *Plywood is expensive.*

Íł adaalkałí łá' nisin, nineezígíí naaki béeso bíghahgo. *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 éi 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.

<b>bee ach'iishí</b>	<i>saw, file, rasp</i>
<b>bee atsidí</b>	<i>hammer</i>
<b>bee ída'neel'ąąhí</b>	<i>ruler, measuring tape</i>
<b>bee na'anishí</b>	<i>tools</i>
<b>béésh názhahí</b>	<i>square</i>
<b>tó bii' naago'í</b>	<i>level</i>
<b>tsin bee hahalzhiší</b>	<i>wood chisel</i>

Bee na'anishí shaa níjááh. Bee atsidí dóó bee ach'iishí áádóó bee ída'neel'ąąhí 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	choiniil'í	chodeiniil'í
choiní'í	choinoo'í	chodeinoo'í
choyoo'í	choyoo'í	chodayoo'í

Bee na'anishí chodeiniil'íigo dibé bighan ádeilnééh. *We use tools in building a sheep corral.*

Maggie bichidí t'áá ákwíí jí choyoo'í. *Maggie uses her car every day.*

T'áá ni nibéeso choiní'í. *Use your own money.*

T'áá diné k'íí' ayóo chodayoo'íí nt'ée'. *Navajos used to make much use of horses.*

### 29.10 Adverb “different, separate, distinct”

Á'áa dine'é diné bikéyah yikáá' kéédahat'í. *Different kinds of people live on the Navajo Reservation.*

Diné saad a'áa át'éego yee yádaalti'. *People speak in different languages.*

Naalyéhé bá hooghandi tsineheeshj'íí' a'áa ádaat'é. *The lumber at the trading post is of various kinds.*

Ashiiké a'áa át'éego ádanítnééz. *The boys vary in height.*

Hastiin Kii bilíí' a'áa át'éego da'ikizh. *Mr. Kee's horses are spotted in a variety of ways.*

Tsineheeshj'íí' a'áa át'éego da'ílí. *The boards vary in cost.*

### 29.11 Verb “to be covered” (*si-perfective*)

**Bik'ésti'**: *it is covered*, may be altered by changing the pronoun prefix.

T'oh n'baal bee bik'ésti'. *The hay is covered with a tarp.*

Beedléí bee shik'ésti'. *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'átníí' dah alzhin: half inch; hastáá yáál: three-fourths inch.**

Kodóó tsé í'áhíjǫ́ táadi neeznáadiin adées'eez. *From here to the standing rock is three hundred feet.*

Díí tsineheeshjǫ́í' nineeegzo tseebíí adées'eez. *This piece of lumber is eight feet long.*

Naaltsoos éí dego łats'áadah dah alzhin. Naaniigo éiyá tseebíí dóó náá'áhníí' dah alzhin. *Upward the book is eleven inches. Sideways it is eight and a half inches.*

Bee'ak'e'elchíhí éí nineeegzo ashdla' dah alzhin dóó naaki yáalgo ánífnééz. *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 hazlǫ́í'. *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 bíhojǫ́íí' aah.

Kwe'é diné bizaad yídahooł'aah.

Bá'ólta'í Asdzáá Yazzie wolyé.

Bennie shíká adoolwoł.

Áłchíní nihíká adoojah.

T'áá sáhí naalnishgo doo yá'áshóq da łeh.

Hastóí ndaalnishgo bibéeso dahólóq łeh.

Díí saad bééńłniih.

Saad ániidíí doo hózhq yénálniih da łeh.

Kóne' da'ólta'.

Hastiin Tódích'íí'nii kodóó naaghá.

T'áá kwe'é kééhat'ǫ́go dízdiin nááhai.

Ch'iyáán nahashniihgo ayóo ńłł łeh.

Shá bíighah kóq sidá.

Yiskáo kingóó deeyá.

Diné bizaad ayóo nantł'ah nízin.

Jooł yee naanéego íiyisí yíneedłł.

Include 3a pronouns:

Bessie be'awéé' nizhónígo yaa áhalyá (hwe'awéé').  
 Ashkii yázhí bił hózhó.  
 Bibéeso hólónígíí yaa bił hózhó.  
 Diné bizaad ayóo bił nant'ah leh.  
 Áadi atah ólta'go naaki bee nídeezid (hwee nídeezid).  
 Kinlánídi kééhat'íigo díí' binááhai.  
 Éí shíí doo yaa halne' da.  
 Bibéeso hazlǫ́, áko kintahgóó deeskai.  
 Hastiin binaaltsos bii' yist'íní t'áá bí áyiilaa.  
 Amá yázhí bi'áłchíní 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 nífnééz?

**Student** Tsin nineez.

**Student** Tsin ayóo ánífnééz.

Tsásk'eh haa níftéél?

Les bighan naaniigo haa níftéél?

Bighan haa nífnééz?

T'ízi haa nífdáás?

Dibé bighan haa níftso?

Béégashii yáázh haa níldíil 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 choiní'í.  
Jerry  
áłchíní da'ólta'ígíí  
bá'ólta'í naaltsos  
ashiiké t'áá áłta  
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 yitsíídi áłhosh.** *The boy is sleeping by the tree.*

**bits'áá'** *away from him, (deriving) from it*  
**Likango bits'áá' íiyáá'.** *I ate tastefully off of her.*

**biyaa** *under him, below him*  
**Leechaa'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 AHIL NÁÁHÁLNE'

- |      |   |   |
|------|---|---|
| HALL | Kodóó dah ndaah, Kii. Ahil nááhodiilnih ya'? Saad ła' bínááhwiideesh'ááł. Łahda saad doo hózhó bénáshniih da łah. Saad ła' bíhool'áą' ndi doo choinish'íigóó doo bénáshniih da doo. Áłahjį' bee yáshti'go shá yá'át'ééh.                        | <p><b>ahil nááhodiilnih:</b> <i>we'll visit together again</i></p> <p><b>áłahjį':</b> <i>all the time</i></p>   |
| KII  | Lá'ąą, níká adeeshwoł.  |   |
| HALL | Nilééchaą'íish hashké łah?  | <p><b>hashké:</b> <i>he is mean</i></p>   |
| KII  | Ndaga', doo hashké da łah. T'óó ayóo nahał'in łah. T'ée'dáą' t'áá nahał'ingo biiská. T'ée'go nináhal'įih łah. Ha'át'íi shįį biniinaa sha'shin. Łahda lééchaą'í t'áá ndaakai. Łahda éiyá ma'ii daacha. Éi shįį yiniinaa ndahał'in.               | <p><b>nahał'in:</b> <i>he barks</i></p> <p><b>nináhal'įih:</b> <i>he barks repeat.</i></p> <p><b>ma'ii:</b> <i>coyote</i></p> <p><b>daacha:</b> <i>they cry, yelp</i></p> |
| HALL | Nihí nihilééchaą'í hooghan góne' biikaah. T'ée'go doo nahał'in da. Jįigo t'éiyá. T'ée'go ałhosh łah.  | <p><b>biikaah:</b> <i>he spends the night</i></p> <p><b>ałhosh:</b> <i>he sleeps</i></p>  |
| KII  | Nihilééchaą'í jįigo da' ałhosh łah. T'ée'dáą' doo da' ałhoshgóó dabiiská. Áko k'ad shįį shá bíghah da' doo ałhosh sha'shin.   | <p><b>da' doo ałhosh:</b> <i>they will sleep</i></p>  |
| Hall | Nihilééchaą'í t'áá nahał'in ła' nihaa yígháahgo. Nihilééchaą'í ał'ąą ádaat'é. Nihí áájí nihilééchaą'í t'ée'go daacha. Jįigo t'óó da' ałhosh. Nihíhígíí éi t'ée'go ałhosh, jįigo t'óó nahał'in.  | <p><b>áájí:</b> <i>over there</i></p>   |
| KII  | Nihilééchaą'í nihighan yaa ádahalyáągo t'áadoo le'é deidiits'įihgo yiniinaa ndahał'in łah.  | <p><b>deidiits'įih:</b> <i>they hear it</i></p>   |
| HALL | Aoo', t'áá aaníí ákót'é. Shoo, Kii, saad ła' t'ah doo hózhó diist'įih da. Ntsaa, ntsaaz éi bíhool'áą'. Náána nineéz dóó áłts'ísí éi dó' bééhasin. Łahda ayóó ánífnééz daanii łah. Éi ha'át'íi íiyisí óolyé ánífnééz. Éi ch'ééh bik'í diishtįih. | <p><b>t'áá aaníí:</b> <i>it is true</i></p> <p><b>diistsįih:</b> <i>I hear it</i></p> <p><b>ánífnééz:</b> <i>it is quite long, tall</i></p>                               |



- KII Saad kódaat'éhígíí éí lą'í.  
 HALL Aoo', shít bééhózin. Ch'ééh bídahoosh'aah.  
 Shíká anilyeed ya'?
- KII Shoo, díí tsin atsiniltshish bá íí'áhí éí nineez.  
 Haa nílnééz ya'? Ayóó ánílnééz dishní.  
 HALL Nááná dibé ntsaaz silíí'. Éí hait'áo ájíniih?  
 KII Haa níltso jiniih. Ayóó áníltso náájí'niih.  
 Díí tsin haa níltso? Áts'óózí.  
 Áádóó haa níłdáás? Ayóó áníłdáás.  
 Éí dooda léí', aszólı, doo ndaaz da.
- HALL Díí saad t'áá ákwíí jì choinish'íıgo bee  
 bíłwiideesh'ááł. Índa doo nant'ah da doo.  
 KII Kót'éego bilagáana bizaad bíhoosh'aah.  
 T'áá ákwíí jì bá'ólta'í dóó bíł da'íínishta'ígíí  
 bíł ahít hashne'go áádóó diists'íıhgo bee  
 saad t'áá bídahoosh'aah.
- HALL Jó, nızhónı, Kii. Díí nich'ı' ntsaago baa  
 ahééh nisin shíká íínılwodígíí.
- atsiniltshish bá íí'áhí:** *electric line pole*  
**haa nílnééz:** *how long?*  
**áníltso:** *it is quite big*  
**náájí'niih:** *one who says again*  
**áts'óózí:** *it is slender*  
**áníłdáás:** *quite heavy*  
**aszólı:** *light in weight*  
**ndaaz:** *it is heavy*
- shíká íínılwod:** *you helped me*

### 30.1 “All the time”

Áłahjı', t'áá áłahjı', t'áá áłahıjı' translates into *all the time, always, all of the time*. These are interchangeable; the last one is used least often.

Dena be'awéé' áłahjı' doo bíł hózhóq da. *Dena's baby is always unhappy.*

Shicheii t'áá áłahjı' ayóó 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

Łééçhaą'ı doo hashkéé da. *The dog isn't mean.*

Shimá hashkéego shich'ı' yáłti'. *My mother talks sternly to me.*

Shı doo hashishkéé da. *I'm not mean. I'm not angry.*

Ashkii yázhı bich'ahoshíníké. *Scold the little boy!*

## 30.3 Verb “to bark”

<b>nahaʼin</b> (CI)	<i>it is barking, it barks</i>
<b>nináháʼíjĥ</b> (R)	<i>it barks repeatedly, all the time</i>
<b>nahóóʼíjĥ</b> (P)	<i>it was barking, it barked</i>
<b>nahodooʼíjĥ</b> (F)	<i>it will bark</i>

Lééchaą yázhí tʼééʼ bíghah nahaʼin. *The little dog is barking all night.*

Lééchaą yázhí tʼééʼ bíghah ndahaʼingo biiská. *The little dogs barked all night, spent the night barking.*

Lééchaą yázhí tʼééʼ dááʼ nahóóʼíjĥ. *The little dog barked last night.*

Díí tʼééʼ shij nahodooʼíjĥ. *He will likely bark tonight.*

## 30.4 Wild Animals

Here is a partial list of wild animals:

<b>bijĥ</b>	<i>deer</i>
<b>deeteel</b>	<i>moose</i>
<b>dloziĥgaii</b>	<i>light-colored pine squirrel</i>
<b>dlóóʼ</b>	<i>prairie dog</i>
<b>dzééh</b>	<i>elk</i>
<b>hazéí, hazéitsoh</b>	<i>squirrel</i>
<b>jadí</b>	<i>antelope</i>
<b>mąʼíí</b>	<i>coyote</i>
<b>mąʼii dootʼizhí</b>	<i>kit fox, blue fox</i>
<b>mąʼiitsoh</b>	<i>wolf</i>
<b>náshdóí</b>	<i>wildcat</i>
<b>náshdóitsoh</b>	<i>mountain lion, cougar, puma</i>
<b>shash</b>	<i>bear</i>

Diné bikéyah bikááʼgóó mąʼii ndaakai. *There are coyotes on the reservation.*

Łahgi shash ałdóʼ dahóló. *At some places there are bear.*

Kóhooʼéédááʼ atíngóó náshdóí dóó biyázhí łaʼ yíiłtsá. *Last year I saw a wildcat and her little ones along the road.*

Shash éí dibé bitsiʼ bił daalkan. *Bears like mutton very much.*

Ałkʼidááʼ jádí kóó ndaakai níʼééʼ. *There used to be antelope around here many years ago.*

Shash bitsiʼ doo deiyáą da. *They do not eat bear meat.*

Diné dlóq' bitsi' bił daalkan ít'ée'. *Navajos used to like prairie dog meat.*

Diné bikéyah bikáá'góó mə'ii doot'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'ée yázhí nléidi sidáago yicha. *The little girl is sitting over there crying.*

Bínaaí bich'ahashkéego biniinaa yicha. *She is crying because her older brother is scolding her.*

Áłhíní doo bił dahaats'íid 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-**, **nihii-**, 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>
shiiłká (P)	<i>I spent the night</i>
shiidoołkáát (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'eldíıldahsinilgóó disoohkaigo háadi nihidoołkáát? *When you go to Albuquerque where will you spend the night?*

Nihidá'í bighandi nihiidoołkáát. *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' biikaah. *Gary's grandma is spending the night in our summer shelter.*

Kwe'é daats'í nihiikaah. *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	iilghaazh	da'iilghaazh
iiñiłhaazh	oołhaazh	da'oołhaazh
iiłhaazh	iiłhaazh	da'iiłhaazh
iiideeshhosh	iiidiilwosh	da'iiidiilwosh
iiđiłhosh	iidoołhosh	da'iidoołhosh
iidoołhosh	iidoołhosh	da'iidoołhosh

Awéé' k'ad nizhónigo ałhosh; bitah honeezgai nt'ée'. *The baby is sleeping well now; it was sick.*

Ílhosh, shiyázhí. *Go to sleep, my child.*

Lééchaá'í ndahał'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.*

Jiđdą́' doo da'iilghaazh 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	diists'íłh	dadiists'íłh
diists'íłh	doohts'íłh	dadoohts'íłh
yidiists'íłh	yidiists'íłh	deidiists'íłh

Mayan bizaad t'ah doo diists'íłh da. *We haven't heard the Mayan language yet.*

Kiis'áanii bizaadísh t'ah doo diists'íh da? *Haven't you heard the Hopi language yet?*

Aoo', éi t'ah doo diists'íh da. *Yes (No), I haven't heard it yet.*

Áko ndi Dziłghá'í bizaad díkwíidi shíi diists'íh 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 nítdáás? *How heavy is the rock?*

Tsé ndaaz. *The rock is heavy.*

Tsé ayóó ánítdáás. *The rock is very heavy.*

Tsé doo ndaaz da, aszóli. *The rock isn't heavy, it's light.*

Łééchaq'í haa níldíil? *How big has the dog grown?*

Łééchaq'í nildiil silíí'. *The dog has become large?*

Łééchaq'í ayóó áníldíil. *The dog is very big.*

Ashkii haa nífnééz silíí'? *How tall has the boy become?*

Ashkii nineez silíí'. *The boy has become tall. (absolute)*

Ashkii ayóó ánífnééz. *The boy has become very tall.*

Dibé haa níftsaáz? *How large is the sheep?*

Dibé ntsaaz silíí'. *The sheep has gotten to be large.*

Dibé ayóó áníftsaáz. *The sheep has gotten to be very large.*

Dibé ayóó áníftsaáz silíí'. *The sheep has become very large.*

(Sometimes the -diil stem is used.)

Kin haa níftéél? *How wide is the building?*

Kin t'áá niteel. *The building is quite wide.*

Kin ayóó áníftéél. *The building is very wide.*

Hooghan nímazí haa níftso? *How big is the hogan?*

Hooghan doo hózhq ntsaa da. *The hogan isn't very big.*

Hooghan ayóó áníftso. *The hogan is very large.*

Tsin haa níftso'óozí? *How thin is the post, the tree?*

Tsin t'áá áftso'óozí. *The post is quite thin.*

Tsin fíyisíí áftso'óozí. *The post is very thin.*

Tsin áftso'óozí yee'. *The post is very thin.*

30.10 Verb “to help” (*perfective*)

eeshwod	ahi'niilcháá'	ííjéé'
íínílwod	ahi'noolcháá'	oojéé'
eelwod/aalwod	ahi'noolcháá'	ííjéé'

Hái lá níká eelwod? *Who helped you?*  
Shitsóí shíká eelwod. *My grandchild helped me.*

Da' ashiiké hastiin yíká ahi'noolcháá'? *Did the boys help the man?*  
Ndaga', shí dóó Bennie bíká ahi'niilcháá'. *No, Bennie and I helped him.*

Nihicheii chaha'oh íléehgoósh bíká oojéé'? *Did you help your grandpa build the summer shelter?*  
Adáááá' shá bíghah bíká ííjéé'. *We helped him all day yesterday.*

Ahéhee', shíká íínílwod/shíká ahi'noolcháá'/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 óshtí'óhí 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 leh. *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 yánífti'í. *Don't talk! Don't speak up!*

Díí táadoo nidlání. *Don't drink this!*

T'áadoo nchaai. *Don't cry!*

T'áadoo nihaa hólné'í. *Don't tell on us!*

T'áadoo ła' shíká iilyeedí hooghan altso áshłaa. *I finished building the hogan without any help.*

Abíndáá' t'áadoo ashání kintahdi nýyá. *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 ałhoshí naaki biiská. *My older sister did not sleep for two nights.*

Here's another construction:

T'áadoo bááh ílínígóó shimá díí dibé sheiníní. *My mother gave me these sheep for free.*

Nidzi'izí t'áadoo bááh ílínígóó ná ándeeshdlíft. *I'll repair your bike without cost.*

T'áadoo bíká eeshwodgóogo doo altso íléeh da doo. *He won't finish it unless I help him.*

T'áadoo nahóóftáágóogo naadáá' nihee ádin doo. *We won't have any corn unless it rains.*

T'áadoo niiltsáágóogo hooghangóó ndeeshdááł. *If I don't see you, I'll be going home.*

With **hazhó'ó**: *not very well, poorly*:

Lééchaa'í ndaha'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 iilghaazh 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'niikaad da. *The boy is doing a poor job of herding sheep for me.*

T'áadoo hazhó'ó bee shíł hwííníne' 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'awée' yicha.

álahji'/t'áá álahji'

**Student** Betty be'awée' álahji' yicha.

Łééchąą yázhí nahał'in.

Łééchąą'í ndahał'in.

Tsintahgi ma'ii ndaakai.

Hastiin la'í binááhaigo biniinaa ałhosh.

Shimá yázhí t'áá aaníinii yee yáłti'.

Bá'ólta'í shíká análwo'.

Nihik'isóó nihíká anájah.

Mósí yázhí t'óó da'áłhosh łeh.

Shimá bá na'nishkaad.

### 30.14 Query Patterned Response

**Model** Da' awée'ésh t'ah doo ałhosh da?

**Student** Aoo', t'ah doo ałhosh da.

Da' Ínca bizaad t'ah doo diits'íłh da?

Éí doo bhooł'aah da ya'?

Diné bizaadíš doo nił nantł'ah da?

Doósh kwe'é niłkaah da?

Lennie daats'í doo kwe'é biłkaah da?

Kinłánídi doo nihiidoołkáal da ya'?

Íléí hooghandi doo naagháhí da ya'?

Nicheiíš doo chézhintahgi bighan da?

Nihidá'íish doo kintahdi kééhat'íł da?

Da' chidíish t'ah doo naalnish da?



### 15 Query on Lesson Text

- a. Háí lá Hastiin Hall yíká análwo'?
- b. Da' Hastiin Hall saad t'óó ahayóí yíhooł'áá'?
- c. Da' Kii bilééchaq'í hashkée leh?
- d. T'ée'go daats'í nináhaf'íih?
- e. Kii bighandiísh mə'ii ndaakai łahda?
- f. Éí daats'í yiniinaa lééchaq'í ninádahaf'íih?
- g. Hastiin Hallísh bilééchaq'í nahał'in t'ée'go?
- h. T'ée'go ha'át'íi yaa naagháa leh?
- i. Da' Hastiin Hall t'ahdii diné bizaad yíhooł'aah?
- j. Saad daats ła' t'ahdii bił ndant'ah?

### 16 Query Patterned Response

**Model** Diné bighan haa níłtso?

**Student** Ayóó áníłtso.

T'óół haa níłnééz?

Kodóó Hoozdoji' haa nízáád? (ánízáád)

Łíí' haa níłdáás?

Dibé haa níłdíł silíí?

Łééchaq yázhí haa níłtsááz k'ad?

over the above again and answer with: T'áá ntsaa, etc.

### 17 Note

We 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 before you are 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 no place in language learning. Though learning the language may be difficult, it is not 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	béédeildzid
bináníldzid	binátdzid	béédaaldzid
yináldzid	yináldzid	yéédaaldzid
bééjildzid	bééjildzid	béédajildzid
SP		
béésisdzííd	béésiildzííd	béédasiildzííd
béésíníldzííd	béésootdzííd	béédasootdzííd
yinásdzííd	yinásdzííd	yéédaasdzííd
binjísdzííd	binjísdzííd	béédajisdzííd

apply oneself to it, to, to lean on it, to exert effort on it P

bidiishkaal	bidiilkaal	bidadiilkaal
bidinilkaal	bidoofkaal	bidadoofkaal
yidiilkaal	yidiilkaal	yidadiilkaal
bizhdiilkaal	bizhdiilkaal	bidazhdiilkaal

arrive, to, to go, to come I

nishááh	niit'aash	niikááh
nínááh	noh'aash	nohkááh
yíghááh	yí'aash	yíkááh
jíghááh	jí'aash	jíkááh

P

níyá	niit'áázh	niikai
yíníyá	noo'áázh	nohkai
níyá	ní'áázh	yíkai
jíníyá	jíní'áázh	jikai

F

deeshááł	diit'ash	diikah
díínááł	dooh'ash	doohkah
doogááł	doo'ash	dookah
jidoogááł	jidoo'ash	jidookah

ashamed, to be CI prebound with (t'óó) baa...

yánísín	yániidzin	yádaniidzin
yánínízín	yánohsin	yádanohsin
yánízín	yánízín	yádanízín
yáznízín	yáznízín	yádaznízín

ask him, to, to inquire of him, to question him I

nabídíshkid	nabídíilkid	ndabídíilkid
nabídífkid	nabídíófkid	ndabídíófkid
neídífkid	neídífkid	ndeídífkid
nabízhdfíkid	nabízhdfíkid	ndabízhdfíkid

ask him for it, to I

bííníshkeed	bííníikeed	bídaníikeed
bííníkeed	bíínóhkeed	bídeínóhkeed
yíyókeed	yíyókeed	deíyókeed
bíjókeed	bíjókeed	dabíjókeed

aware of it, to be prebound with baa/yaa NI

ákonisin/ákonissin	ákoniidzin	ákodaniidzin
ákonínízín	ákonohson	ákodanohsin
ákonízín	ákonízín	ákodanízín
ákoznízín	ákoznízín	ákozaznízín

be, to NI

ánisht'é	ániit'é	ádaniit'é
ánít'é	ánóht'é	ádanóht'é
át'é	át'é	ádaat'é
ájít'é	ájít'é	ádajít'é

be, to become, to NI

nishíí	niidlí	daniidlí
nííí	nohíí	danohíí
niíí	niíí	daniíí
jííí	jííí	dajííí

SP

séííí'	siidlíí'	dasiidlíí'
síníííí'	soolííí'	dasoolííí'
silííí'	silííí'	daazlííí'
dzizlííí'	dzizlííí'	dadzizlííí'

F

deeshteeł	diidleeł	dadiidleeł
dííleeł	doohteeł	dadoohteeł
dooleeł	dooleeł	dadooleeł
jidooleeł	jidooleeł	dazhdooleeł

believe, to CI

iinishdlá	iiniidlá	da'iiniidlá
iinídlá	iinohdlá	da'iinohdlá
oodlá	oodlá	da'oodlá
ajoodlá	ajoodlá	da'joodlá

P

iisidlaađ	iisidlaađ	da'iisidlaađ
iisínídlaađ	iisoohdlaađ	da'iisoohdlaađ
oosdlaađ	oosdlaađ	da'oosdlaađ
ajoosdlaađ	ajoosdlaađ	da'joosdlaađ

F		
iideeshdlaaŋ	iidiidlaaŋ	da'iidiidlaaŋ
iidíidlaaŋ	iidoohdlaaŋ	da'iidoohdlaaŋ
iidoodlaaŋ	iidoodlaaŋ	da'iidoodlaaŋ
iizhdoodlaaŋ	iizhdoodlaaŋ	da'iizhdoodlaaŋ

believe it, to I

wooshdlá	yiidlá	deiidlá
yinídlá	woohdlá	daohdlá
yoodlá	yoodlá	dayoodlá
joodlá	joodlá	dajoodlá

P		
yisisdlaaŋ	yisiidlaaŋ	deisiidlaaŋ
yisínidlaaŋ	yisoohdlaaŋ	deisoohdlaaŋ
yoosdlaaŋ	yoosdlaaŋ	dayoosdlaaŋ
joosdlaaŋ	joosdlaaŋ	dajoosdlaaŋ

F		
yideeshdlaaŋ	yidiidlaaŋ	deidiidlaaŋ
yidíidlaaŋ	yidoohdlaaŋ	deidoohdlaaŋ
yidoodlaaŋ	yidoodlaaŋ	deidoodlaaŋ
jidoodlaaŋ	jidoodlaaŋ	dazhdoodlaaŋ

boil it, to CI

yishbéézh	yiiibéézh	deiiibéézh
nífbéézh	wotfbéézh	daotfbéézh
yifbéézh	yifbéézh	deifbéézh
jiifbéézh	jiifbéézh	dajiifbéézh

build a fire, to I

didishjeeh	diidiiljeeh	dadidiiljeeh
didíijeeh	didotjeeh	dadidotjeeh
diidiíjeeh	diidiíjeeh	deidiíjeeh
dizhdíijeeh	dizhdíijeeh	didazhdíijeeh

butcher, to, to skin I

ná'ásh'ah	ná'iil'ah	nda'iil'ah
ná'í'ah	ná'ó'ah	nda'ó'ah
ná'á'ah	ná'á'ah	nda'a'ah
n'jif'ah	n'jif'ah	nda'jif'ah

butcher it, to, to skin it I

násh'ah	néiil'ah	ndeiiil'ah
nánif'ah	náf'ah	ndaaf'ah
náf'ah	náf'ah	ndaaf'ah
n'jif'ah	n'jif'ah	ndajif'ah

buy it, to CI

nahashniih	nahiilniih	ndahiilniih
nahíniih	nahoŋniih	ndahoŋniih
nayiiŋniih	nayiiŋniih	ndayiiŋniih
njiiŋniih	njiiŋniih	ndajiiŋniih

SP

nahiséfnii'	nahisiilnii'	ndahisiilnii'
nahisínífnii'	nahisooŋnii'	ndahisooŋnii'
nayiiŋnii'	nayiiŋnii'	ndayiiŋnii'
njiiŋnii'	njiiŋnii'	ndajiiŋnii'

F

nahideeshnih	nahidiilnih	ndahidiilnih
nahidífnih	nahidooŋnih	ndahidooŋnih
neidiyooŋnih	neidiyooŋnih	ndeidiyooŋnih
nahizhdiyoolnih	nahizhooŋnih	ndazhdiyooŋnih

call it by name, to NI

yínishshí/yínishí	yíníjǐ	deíníjǐ
yínízhí	yínóhshí	deínóshí
yózhí	yózhí	dayózhí
józhí	józhí	dajózhí

called, to be to have a name, to be called NI

yinishyé	yiniilyé	deiniilyé
yinílyé	yinoŋyé	deinoŋyé
wolyé/yoolyé	wolyé/yoolyé	daolyé/dayoolyé
joolyé	joolyé	dajoolyé

cold, to be P

shi'niidlǐ	nihi'niidlǐ	danihi'niidlǐ
ni'niidlǐ	nihi'niidlǐ	danihi'niidlǐ
bi'niidlǐ	bi'niidlǐ	dabi'niidlǐ
ho'niidlǐ	ho'niidlǐ	daho'niidlǐ

commute, to R

aŋnánáshdááh	aŋnánéiit'ash	aŋnánéiikah
aŋnánídááh	aŋnánáht'ash	aŋnánáhkah
aŋnánádááh	aŋnánát'ash	aŋnánákah
aŋnánǐdááh	aŋnánǐt'ash	aŋnánǐkah

cough, to CI

diskos	diilkos	dadiilkos
dílkos	doŋkos	dadoŋkos
dilkos	dilkos	dadiilkos
jidilkos	jidilkos	dazhdilkos

cry, to CI

yishcha	yiicha	deiiicha
nicha	wohcha	daohcha/daahcha
yicha	yicha	daacha
jicha	jicha	dajicha

discuss it, to CI

baa yínisht'ǐ	baa néiit'ǐ	baa ndeiit'ǐ
baa nánít'ǐ	baa náht'ǐ	baa ndaah't'ǐ
yaa ná't'ǐ/yeiŋt'ǐ	yaa ná't'ǐ/yeiŋt'ǐ	yaa ndaat'ǐ
baa níjít'ǐ	baa níjít'ǐ	baa ndajit'ǐ

## do, to; to be CI

ásht'í	íit'í	ádeiiit'í
ánít'í	óoh't'í	ádaoh't'í/ádaah't'í
át'í	át'í	ádaat'í
ájít'í	ájít'í	ádajít'í

## drink to I

ashdlá	iidlá	da'iidlá
ídlá	ohdlá	da'ohdlá
adlá	adlá	da'adlá
ajidlá	ajidlá	da'jidlá

## P

eeshdláá'	iidláá'	da'iidláá'
íinídláá'	oodláá'	da'oodláá'
oodláá'	oodláá'	da'oodláá'
ajoodláá'	ajoodláá'	da'joodláá'

## F

adeeshdlííft	adiidlííft	da'diidlííft
adíídlííft	adoohdlííft	da'doohdlííft
adoodlííft	adoodlííft	da'doodlííft
azhdoodlííft	azhdoodlííft	dazh'doodlííft

## drink it, to I

yishdlá	yiidlá	deiidlá
nidlá	wohdlá	daohdlá
yidlá	yidlá	deidlá
jidlá	jidlá	dajidlá

## P

yishdláá'	yiidláá'	deiidláá'
yínídláá'	woohdláá'	daohdláá'
yoodláá'	yoodláá'	dayoodláá'
joodláá'	joodláá'	dajoodláá'

## F

deeshdlííft	diidlííft	dadiidlííft
díídlííft	doohdlííft	dadoohdlííft
yidoodlííft	yidoodlííft	deidoodlííft
jidoodlííft	jidoodlííft	dazhdoodlííft

## eat, to CI

ashá	iidá	da'iidá
íyá	ohsá	da'ohsá
ayá	ayá	da'ayá
ajiyá	ajiyá	da'jiyá

## P

íiyáá'	iidáá'	da'iidáá'
íiníyáá'	ooyáá'	da'ooyáá'
ayíiyáá'	ayíiyáá'	da'yíiyáá'
ajíiyáá'	ajíiyáá'	da'jíiyáá'

## F

adeeshshííft	adiidííft	da'diidííft
adíiyííft	adoohsííft	da'doohsííft
adooyííft	adooyííft	da'dooyííft
azhdooyííft	azhdooyííft	dazh'dooyííft

## eat it, to CI

yishá	yiidá	deiidá
níyá	wohsá	daohsá
yiyá	yiyá	deiyá
jiyá	jiyá	dajiyá

## P

yíiyáá'	yiidáá'	deiidáá'
yíníyáá'	wooyáá'	daoyáá'
yiyíiyáá'	yiyíiyáá'	dayíiyáá'
jíiyáá'	jíiyáá'	dajíiyáá'

famished, to be, to begin to be killed  
prebound with bit, dibáá', dichin, etc. P

shí'niíthí	nihí'niigháá'	danihi'niigháá'
ní'niíthí	nihí'niigháá'	danihi'niigháá'
bí'niíthí	bí'niigháá'	dabi'niigháá'
hó'niíthí	hó'niigháá'	daho'niigháá'

## forget, to P

beisénah	beisii'nah	bideisii'nah
beisíninah	beisoonah	bideisoonah
yaa yooznah	yaa yooznah	yaa dayooznah
baa jiyoonah	baa jiyoonah	baa dajiyoonah

## full, to be P

séllíí'	siidlíí'	dasiidlíí'
síníllíí'	soollíí'	dasoolíí'
silíí'	silíí'	daazlíí'
jizlíí'/dzizlíí'	jizlíí'/dzizlíí'	dajizlíí'/dadzizlíí'

## go, to SP

déyá	deet'áázh	deekai
díníyá	dishoo'áázh	disoohkai
deeyá	deezh'áázh	deeskai
jideeyá	jideezh'áázh	jideeskai

## F

deesháát	diit'ash	diikah
díníáát	dooh'ash	doohkah
doogáát	doo'ash	dookah
jidoogáát	jidoo'ash	jidookah

## go and come back, to P

niséyá	nishiit'áázh	nisiikai
nisíníyá	nishoo'áázh	nisoohkai
naayá	naazh'áázh	naaskai
njiyá	njizh'áázh	ndziskai

## grow, to Prog

neesséét/neeséét	niilzéét	daniilzéét
nííséét	nohséét	danohséét
nooséét	nooséét	danooséét
jinooséét	jinooséét	daznooséét

## hear, to CI

adiits'a'	adiits'a'	da'diits'a'
adinits'a'	adoohts'a'	da'doohts'a'
adiits'a'	adiits'a'	da'diits'a'
azhdiits'a'	azhdiits'a'	dazh'diits'a'

## hear it, to N

diits'a'	diits'a'	dadiits'a'
dinits'a'	doohts'a'	dadoohts'a'
yidiits'a'	yidiits'a'	deidiits'a'
jidiits'a'	jidiits'a'	dazhdiits'a'

## help, to (see under "run")

## herd, to CI

na'nishkaad	na'niilkaad	nda'niilkaad
na'niilkaad	na'nookkaad	nda'nookkaad
na'niilkaad	na'niilkaad	nda'niilkaad
nazh'niilkaad	nazh'niilkaad	ndazh'niilkaad

## herd them, to CI

nanishkaad	naniilkaad	ndaniilkaad
nanilkaad	nanookkaad	ndanookkaad
neiniilkaad	neiniilkaad	ndeiniilkaad
nazhniilkaad	nazhniilkaad	ndazhniilkaad

## interested in it, to I

bíneeshdlí	bíniidlí	bídaniidlí
bíninidlí	bínoohdlí	bídanoohdlí
yíneedlí	yíneedlí	yídaneedlí
bízhneedlí	bízhneedlí	bídazhneedlí

## know about it, to N

shil/nił/bil/nihil bééhózin/béédahózin

## know an area, to Prog

hweesh'í	hwiit'í	dahwiit'í
hwíin'í	hooh'í	dahooh'í
hoo'í	hoo'í	dahoo'í
hojoo'í	hojoo'í	dahojoo'í

## know him, to NI

bééhasin	bééhoniilzin	béédahoniilzin
bééhonisin	bééhonohsin	béédahonohsin
yééhósin	yééhósin	yéédahósin
bééhojisin	bééhojisin	béédahojisin

## laugh, to Prog

yishdloh	yiidloh	deiidloh
yídloh	yoohdloh	daohdloh
yidloh	yidloh	deidloh
jidloh	jidloh	dajidloh

## learn, to CI

íhoosh'aah	íhwiil'aah	ídahwiil'aah
íhoof'aah	íhoof'aah	ídahooof'aah
íhoof'aah	íhoof'aah	ídahooof'aah
íhojiil'aah	íhojiil'aah	ídahojiil'aah

## to learn it CI

bíhoosh'aah	bíhwiil'aah	bídahwiil'aah
bíhoof'aah	bíhoof'aah	bídahooof'aah
yíhoof'aah	yíhoof'aah	yídahooof'aah
bíhojiil'aah	bíhojiil'aah	bídahojiil'aah

## P

bíhoof'áá'	bíhwiil'áá'	bídahwiil'áá'
bíhwiinil'áá'	bíhoof'áá'	bídohooof'áá'
yíhoof'áá'	yíhoof'áá'	yídahooof'áá'
bíhojiil'áá'	bíhojiil'áá'	bídahojiil'áá'

## F

bíhwiideesh'áát	bíhwiidiil'áát	bídahwiidiil'áát
bíhwiidíil'áát	bíhwiidooof'áát	bídahwiidooof'áát
yíhwiidooof'áát	yíhwiidooof'áát	yídahwiidooof'áát
bíhwiizhdooof'áát	bíhwiizh-	bídahwiizh-

## lie down, to SP

sétí	shiittéézh	shiijéé'
sínííí	shootéézh	shoojéé'
sítí	shitéézh	shijéé'
jiztí	jizhtéézh	jizhjéé'

## listen, to P

íísísts'áá'	íísíilts'áá'	da'íísíilts'áá'
íísínííts'áá'	íísóóts'áá'	da'íísóóts'áá'
íísts'áá'	íísts'áá'	da'íísts'áá'
adzííst'áá'	adzíísts'áá'	da'dzíísts'áá'

## live, to NI

hinishná	hinii'ná	dahinii'ná
hinfná	hinohná	dahinohná
hiná	hiná	dahiná
jiiná	jiiná	dajjiná

## look, to I

nísh'í	níil'í	daníil'í
níníí'í	nóí'í	danóí'í
yiníí'í	yiníí'í	deiníí'í
jiníí'í	jiníí'í	dazhníí'í

## look for it, to CI

hanishtá	haniitá	hadaniitá
hanítá	hanohtá	hadanohtá
hainitá	hainitá	hadeinitá
hazhnitá	hazhnitá	hadahnitá

## make it, to build it, to CI

áshlééh	ílnééh	ádeilnééh
ánílééh	óhtlééh	ádaohlééh
íílééh	íílééh	ádeilééh
ájílééh	ájílééh	ádajilééh

## P

áshłaa/íishłaa	íilyaa	ádeilyaa
íinilaa	óohłaa	ádaohłaa
áyiilaa	áyiilaa	ádayiilaa
ájiilaa	ájiilaa	ádajiilaa

## F

ádeeshłíí	ádiilníí	ádadiilníí
ádiíííí	ádoohłíí	ádadoohłíí
íidoolíí	íidoolíí	ádeidoolíí
ázhdoolíí	ázhdoolíí	ádazhdoolíí

## make it, to (occupation); to do it

## in vain with ch'ééh U

ásh'í	íí'í	ádeil'í
ání'í	ó'í	ádaoh'í
íí'í	íí'í	ádeil'í
ájí'í	ájí'í	ádají'í

## move, to I

yishnééh	yii'nééh	deii'nééh
ninééh	wohnééh	daohnééh
yinééh	yinééh	deinééh
jinééh	jinééh	dajinééh

## name, to be called NI

yinishyé	yiniilyé	deiniilyé
yinílyé	yinoŋyé	deinoŋyé
wolyé/yoolyé	wolyé/yoolé	daolyé/dayoolyé
joolyé	joolyé	dajoolyé

## opinion, to be of the CI

nisin/nissin	niidzin	daniidzin
nínízin	nohsin	danohsin
nízin	nízin	danízin

## jinízin/dzinízin jinízin/dzinízin

## dajinízin/daznínzin

## plant, to I

k'í'dishłé	k'í'diilyé	k'ida'diilyé
k'í'dílé	k'í'dohłé	k'ida'dohłé
k'í'dilé	k'í'dilé	k'ida'dilé
k'izh'dilé	k'izh'dilé	k'idazh'dilé

## plant it, to I

k'í'dishłé	k'í'diilyé	k'idadiilyé
k'í'dílé	k'í'dohłé	k'idadohłé
k'í'idilé	k'í'idilé	k'ideidilé
k'izhdilé	k'izhdilé	k'idazhdilé

## play, to CI

naashné	neii'né	ndeii'né
naniné	naahné	ndaahné
naané	naané	ndaané
njiné	njiné	ndajiné

## pray, to CI

sodiszin	sodiilzin	sodadiilzin
sodíízin	sodoŋzin	sodadoŋzin
sodilzin	sodilzin	sodadilzin
sozdilzin	sozdilzin	sodazdilzin

## P

sodeeszín	sodiilzin	sodadiilzin
sodííííí	sodooŋzin	sodadooŋzin
sodoolzin	sodoolzin	sodadoolzin
sozdoolzin	sozdoolzin	sodazdoolzin

## F

sodideeszíí	sodidiilzíí	sodadiidilzíí
sodidííííí	sodidooŋzíí	sodadidooŋzíí
sodidoolzíí	sodidoolzíí	sodadidoolzíí
sozdidoolzíí	sozdidoolzíí	sodazdidoolzíí

## raise the hand, to F

yadideeshnih	yadidiilnih	yadadiidilnih
yadidííííí	yadidooŋnih	yadadidooŋnih
yadidoolnih	yadidoolnih	yadadidoolnih
yazhdidoolnih	yadzhdoolnih	yadazhdoolnih

## read, to CI

ííníshłta'	ííníłta'	da'ííníłta'
ííníłta'	ííníłta'	da'ííníłta'
ółta'	ółta'	da'ółta'
ájółta'	ájółta'	da'jółta'

## read it, to CI

yíníshłta'	yíníłta'	deíníłta'
yíníłta'	yíníłta'	deíníłta'
yółta'	yółta'	dayółta'
jółta'	jółta'	dajółta'

remember, to CI

bénáshniih	bíneílniih	béideilniih
béniílniih	bénaáílniih	béídaalniih
yénáílniih	yénaílniih	yéídaalniih
béíílniih	béíílniih	béídaílniih

repair it, to I

hasht'enáshdlééh	hasht'enéíídlééh
hasht'enéíídlééh	
hasht'enániídlééh	hasht'enáhdlééh
hasht'enádaahdlééh	
hasht'enéíídlééh	hasht'enéíídlééh
hasht'enéíídlééh	
hasht'enííídlééh	hasht'enííídlééh
hasht'enííídlééh	

resemble, to NI

nahonishlin	nahoniidlin	ndahoniidlin
nahonílin	nahonohlin	ndahonohlin
nahalin	nahalin	ndahalin
nahojílin	nahojílin	ndahojílin

reside, to CI

kééhasht'í	kééhwiit'í	kéédahwiit'í
kééhót'í	kééhoht'í	kéédahoht'í
kééhat'í	kééhat'í	kéédahat'í
kééhojit'í	kééhojit'í	kéédahojit'í

rest, to I

hanáshyííh	hanéiilyííh	háádeilyííh
hanánilyííh	hanályííh	háádaalyííh
hanályííh	hanályííh	háádaalyííh
haníjlyííh	haníjlyííh	háádaalyííh

return, to I

nánishdááh	nániit'aash	nániikááh
nánidááh	nánóht'aash	nánókááh
nádááh	nát'aash	nákááh
nájídááh	nájít'aash	nájikááh

P

nánísdzá	nániit'áázh	nániikai
néíndzá	nánoot'áázh	nánohkai
nádzá	nát'áázh	nákai
níjídzá/nídzídzá	níjít'áázh	níjkai

Prog

nááshdááí	néíit'ash	néiikah
nááadááí	náht'ash	náhkah
nááadááí	náát'ash	náákah
níjoodááí	níjoot'ash	níjookah

F

ndeeshdááí	ndiit'ash	ndiikah
ndíídááí	ndooh'tash	ndoohkah
ndoodááí	ndoot'ash	ndookah
nízhdoodááí	nízhdoot'ash	nízhdookah

run, to I prebound with -ká for "to help"

iishyeed	ahi'niilchééh	iijeeh
anilyeed	ahi'nolchééh	oojjeeh
iilyeed	ahi'nilchééh	iijeeh
ajilyeed	ahizh'nilchééh	ajijeeh

R

anáshwo'	anáhi'niilchééh	anéijjah
anániíwo'	anáhi'nolchééh	anáhjah
anáíwo'	anáhi'nilchééh	anájah
anííwo'	anáhizh'nilchééh	anííjah

P

eeshwod	ahi'niilcháá'	iijéé'
íínlwod	ahi'noolcháá'	oojéé'
eelwod	ahi'nilcháá'	ííjéé'
ajoolwod	ahizh'nilcháá'	ajííjéé'

F

adeeshwoí	ahidí'niilchééí	adiijah
adííwoí	ahidí'noolchééí	adoohjah
adoolwoí	ahidí'noolchééí	adoojah
azhdoolwoí	ahizhdí'noolchééí	azhdoojah

run away, to prebound above with yóó'

say it, to CI

dishní	dii'ní	dadii'ní
díní	dohní	dadohní
ní	ní	daaní
jiní	jiní	dajiní

P

dííniid	dii'niid	dadii'niid
dííniid	dohniid	dadohniid
dííniid	dííniid	dadííniid
jidííniid	jidííniid	dazhdííniid

F

dideeshniit	didii'niit	dadii'niit
didííniit	didoohniit	dadidoohniit
didooniit	didooniit	dadidooniit
jididooniit	jididooniit	dazhdidooniit

say it thus, to prebound above with á-

search for it, to see (to "look for it")

see, to be able to Prog

eesh'í	iit'í	da'iit'í
ííń'í	oht'í	da'oht'í
oo'í	oo'í	da'oo'í
ajoo'í	ajoo'í	da'joo'í

see it, to CI

yish'í	yiit'í	deiit'í
yín'í	woh'í	daoh'í
yoo'í	yoo'í	dayoo'í
joo'í	joo'í	dajoo'í

sew, to CI

náshkad	ná'iilkad	ńda'iilkad
ná'íkad	ná'ótkad	ńnda'okad
ná'áıkad	ná'áıkad	ńnda'aıkad
ń'jıkad	ń'jıkad	ńda'jıkad

sing, to CI

hashtaał	hwiitaal	dahwiitaal
hótaał	hohtaał	dahohtaał
hataał	hataał	dahataał
hojitaal	hojitaal	dahojitaal

P

hóótáál	hwiitáál	dahwiitáál
hwíínítáál	hootáál	dahootáál
hóótáál	hóótáál	dahóótáál
hojítáál	hojítáál	dahojítáál

F

hodeeshtaał	hodiitaal	dahodiitaal
hodíítał	hodoohatał	dahodoohatał
hodoootaał	hodoootaał	dahodoootaał
hozhdootaał	hozhdootaał	dahozhdootaał

sit, to, to be at home SP

sédá	siiké	nahísítá/naháatá
sínídá	sooké	nahísóotá
sidá	siké	naháaztá
dzizdá	dzizké	ndzízitá

sleep, to CI

ashhosh	iilwosh	da'iilwosh
íthosh	oohosh	da'oohosh
ałhosh	ałhosh	da'ałhosh
ajíthosh	ajíthosh	da'jíthosh

P

iithaazh	iilghaazh	da'iilghaazh
iiniithaazh	oohthaazh	da'oothaaazh
iithaazh	iithaazh	da'iithaazh
ajiiithaazh	ajiiithaazh	da'jiiithaazh

F

iideeshhosh	iidiilwosh	da'diilwosh
iidíílhosh	iidoohosh	da'doohosh
iidoohlhosh	iidoohlhosh	da'doohlhosh
iizhdoolhosh	iizhdoolhosh	da'iizhdoolhosh

small, to be NI stem can also be -ts'íísi

ánísts'íísi	ániilts'íísi	ádaniilts'íísi
áníłts'íísi	ánółts'íísi	ádanółts'íísi
áłts'íísi-	áłts'íísi	ádaałts'íísi
ájíłts'íísi	ájíłts'íísi	ádajíłts'íísi

speak, to begin to P

aho'niishne'	aho'niilne'	adaho'niilne'
aho'nilne'	aho'noohne'	adaho'noohne'
aho'niilne'	aho'niilne'	adaho'niilne'
ahozh'niilne'	ahozh'niilne'	adahozh'niilne'

spin, to I

asdiz	iidiz	da'iidiz
ídiz	ohdiz	da'ohdiz
adiz	adiz	da'adiz
ajidiz	ajidiz	da'jidiz

spin it, to I

yisdiz	yiidiz	deiidiz
nidiz	wohdiz	daohdiz
yidiz	yidiz	deidiz
jidiz	jidiz	dajidiz

spoil it, to I

yishchqoh	yiilchqoh	deilchqoh
nitchqoh	wootchqoh	daotchqoh
yiłchqoh	yiłchqoh	deiłchqoh
jiłchqoh	jiłchqoh	dajilchqoh

take care of it, to CI prebound with baa/yaa

áhashyá	áhwiilyá	ádahwiilyá
áhólyá	áhótyá-	ádahotyá
áhályá	áhályá	ádahalyá
áhojilyá	áhojilyá	ádahojilyá

sweep it, to CI

nahashooh	nahwiilzhooh	ndahwiilzhooh
nahóshooh	nahohshooh	ndahohshooh
nahashooh	nahashooh	ndahashooh
nahojishooh	nahojishooh	ndahojishooh

talk, to CI

yáshti'	yéiilti'	yádeiilti'
yánífti'	yáłti'	yádaałti'
yáłti'	yáłti'	yádaałti'
yájífti'	yájífti'	yádajífti'



teach, to CI

na'nishtin	na'niitin	nda'niitin
na'nítin	na'nohtin	nda'nohtin
na'nítin	na'nítin	nda'nítin
nazh'nitin	nazh'nitin	ndazh'nitin

tell, to CI

hashne'	hwiilne'	dahwiilne'
hólne'	hołne'	dahołne'
halne'	halne'	dahalne'
hojilne'	hojilne'	dahojilne'

P

hweeshne'	hwiilne'	dahwiilne'
hwíinilne'	hoołne'	dahoołne'
hoolne'	hoolne'	dahoolne'
hojoolne'	hojoolne'	dahojoolne'

F

hodeeshnih	hodiilnih	dahodiilnih
hodíilnih	hodoołnih	dahodoołnih
hodoolnih	hodoolnih	dahodoolnih
hozhdoolnih	hozhdoolnih	dahozhdoolnih

think, to see "to be of the opinion"

think about it, to CI prebound with baa/yaa

ntséskees	ntsíikees	ntsídeikees
ntsínikees	ntsóohkees	ntsídaahkees
ntsékees	ntsékees	ntsídaakees
ntsdzíkées	ntsdzíkées	ntsdadzikées

try it, to CI

nabínishtaah	nabínítaah	nabídaniitaah
nabínítaah	nabínóhtaah	nabídanohtaah
nayínítaah	nayínítaah	nayídantaah
nabízhńtaah	nabízhńtaah	nabídazhńtaah

understand, to I

bik'i'diishtíjĥ	bik'i'diitíjĥ	bik'da'diitíjĥ
bik'i'diitíjĥ	bik'i'dohtíjĥ	bik'ida'dohtíjĥ
yik'i'diitíjĥ	yik'i'diitíjĥ	yik'ida'diitíjĥ
bik'izh'diitíjĥ	bik'izh'diitíjĥ	bik'idazh'diitíjĥ

P

bik'i'diitá	bk'i'diitá	bik'ida'diitá
bik'i'dimitá	bik'i'dootá	bik'ida'dootá
yik'i'diitá	yik'i'diitá	yik'ida'diitá
bik'izh'diitá	bik'izh'diitá	bik'idazh'diitá

F

bik'idi'deeshtíĥ	bik'di'diitíĥ	bik'idadi'diitíĥ
bik'idi'díitíĥ	bik'idi'dohtíĥ	bik'idadi'dohtíĥ
yik'idi'dootíĥ	yik'idi'dootíĥ	yik'idadi'dootíĥ
bik'izhdi'dootíĥ	bik'izhdi'dootíĥ	bik'idazhdi'dootíĥ

stand up, to SPN

sézí	siidzí	dasiidzí
sínízí	soozí	dasoozí
sizí	sizí	dasizí
jizí/dzizí	jizí/dzizí	dajizí

walk around/about, to CI

naashá	neiit'aash	neiikai
naniná	nah'aash	naahkai
naaghá	naa'aash	naakai
njghá	nji'aash	njkai

wash it (impermeable), to CI

tánásgis	tániigis	táádeiigis
táánígis	tánáhgis	táádaahgis
tániégis	tániégis	táádeiigis
táájoogis	táájoogis	táádajooigis

wash it (permeable), to I

yiisgis	yiigis	da'iigis
yiigis	woohgis	daohgis
yiyiigis	yiyiigis	dayiigis
jiigis	jiigis	dajiigis

wash oneself, to CI

tá'ádísgis	tá'ádiigis	tá'ádadiigis
tá'ádígis	tá'ádóhgis	tá'ádadohgis
tá'ádígis	tá'ádígis	tá'ádadigis
tá'ázdísgis	tá'ázdígis	tá'ádadzigis

weave, to CI

asdiz	iidiz	da'iidiz
ídiz	ohdiz	da'ohdiz
adiz	adiz	da'adiz
ajidiz	ajidiz	da'jidiz

weave it, to CI

yisht'ó	yiit'ó	deit'ó
nit'ó	woht'ó	daot'ó
yit'ó	yit'ó	deit'ó
jit'ó	jit'ó	dajit'ó

work, to CI

naashnish	neiilnish	ndeilnish
nanilnish	naaľnish	ndaaľnish
naalnish	naalnish	ndaalnish
njilnish	njilnish	ndajilnish

SP

nshishnish	nshiilnish	ndashiilnish
nshínílnish	nshooľnish	ndashooľnish
naashnish	naashnish	ndaashnish
njishnish	njishnish	ndajishnish

F

ndeeshnish	ndiilnish	ndadiilnish
ndíílnish	ndoołnish	ndadoołnish
ndoolnish	ndoolnish	ndadoołnish
nizhdoolnish	nizhdoolnish	ndazhdoolnish

work on it, to prepond the above with bi-/yi-

work, to start to I

dishníísh	diilníísh	dadiilníísh
dílníísh	dołníísh	dadoołníísh
dilníísh	dilníísh	dadilníísh
jidilníísh	jidilníísh	dazhdilníísh

worship, to, to perform a ceremony CI

nahashlá	nahwiidlá	ndahwiidlá
nahóhá	nahohhá	ndahohhá
nahafá	nahafá	ndahafá
nahojítá	nahojítá	ndahojítá

write it, to CI

ak'e'eshchí	ak'e'iilchí	ak'eda'iilchí
ak'e'íłchí	ak'e'otchí	ak'eda'otchí
ak'e'ełchí	ak'e'ełchí	ak'eda'atłchí
ak'e'jítchí	ak'e'jítchí	ak'eda'jítchí

## 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.

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1	2	3	4	5	6	7	8	9	10
DERIVATIONAL THEMATIC	ITERATIVE	DISTRIBUTIVE	OBJECT PRONOUN	DEICTIC PREFIX	ADVERBIAL PREFIX	MODAL PREFIX	SUBJECT PRONOUN	CLASSIFIER	VERB STEM
a-, away	ná-/ń-	da-	0/a-/i-/ʌ-, someone	a-/ʌ-, someone	di-, inceptive	Imperfective	1st pers. sing.	zero	
á-, thus	---	---	one, something	something	di-, state	0	sh-/s-	d	
alná-, back and forth	---	---	shi-, me	ha-/ho-, space	ji-, emotionally	yi-	-ʌ- (P)	l	
afí-, harm	---	---	ni-, you (sing.)	ji- (zh-/z-/s-/	hi-/ʌ-, inherent	ni-/n-	---	l	
ch'aa, trip, visiting	---	---	bi-/yi-, him/her/	sh-) 3a	quality	---	2nd pers. sing.	---	
ch'ééh, in vain	---	---	it/them	---	ni-, having the	Perfective	ni-/n-/ʌ-	---	
ch'í-, out horizontally	---	---	nihí-, you (pl)/us	---	quality	yi-, yi-	ni-/n-	---	
cho-, use	---	---	ho-/ha-, him/her/	---	ni-, terminative	si-(s-/sh-/	---	---	
há-, for, after	---	---	them (3a)	---	ni-, inceptive	z-/zh-)	3rd pers. all	---	
kó-, in this way	---	---	ád-/ádí-, reflex.	---	'ni-, inceptive	---	---	---	
hasht'e-, ready	---	---	áh-/áhi-,	---	Progressive	yi + F stem	1st pers. (pl)	---	
na-, around, about	---	---	reciprocal	---	Optative	wo-/wó-	2nd pers. (pl)	---	
ná-/ń-, back	---	---	ha-/ho-, time,	---	Future Tense 5+6+7+8	---	---	---	
tá-, wash	---	---	space, indefinite	---	deesh-	diyeesh-	---	---	
yá-, talk	---	---	---	---	díí-	diyí-	---	---	
					doo-	diyoo-	---	---	
					jidoo-	jidiyoo-	---	---	
					dii-	diyii-	---	---	
					dooh-/doot-	diyoo-/diyoot-	---	---	
					dínóoh-/dínóot-	---	---	---	
					dínéesh-	---	---	---	
					dímí-	---	---	---	
					dínóó-	---	---	---	
					jídínóó-	---	---	---	
					dímí-	---	---	---	
					dooh-/doot-	---	---	---	
					dínóoh-/dínóot-	---	---	---	
					dínéesh-	---	---	---	
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					dínóoh-/dínóot-	---	---	---	

## Future Verbs

1	2	3	4	5	6,7,8	9	10
a					deesh		wot
a			hi		di'ni	l	ch'ééh
a					dii		jah
					díníí	†	'íí†
			a		doo		dlíí†
			a		deesh		(y)íí†
á	da	yi	ho		doo		lí†
ch'í					deesh		'áá†
so (prayer)					didees		zíí†
na			hi		doo	†	nih
na			yi		diyoo	†	nih

adeeshwo†  
 ahidi'nilchééh  
 adiijah  
 díníí†'íí†  
 adoodlíí†  
 adeeshíí†

*I will run  
 they (2) will run  
 we (3+) will run  
 you will take a look  
 he will drink  
 I will eat*

ádeidoolíí†  
 dahodohta†  
 ch'íhodeesh'áá†  
 sodideeszíí†  
 nahidoo†nih  
 neidiyoo†nih

*they (3+) will make it  
 you (3+) will sing  
 I will expound upon it  
 I will pray  
 you (2) buy it  
 he will buy it*

## Imperfective, Perfective and Si-Perfective Verbs

1	2	3	4	5	6	7	8	9	10
		da				di di	ii ii	-'- -'	ní niid
kó na na n á			ho				sh ni		t'é nish nish
		da			di		oh+l	†	nish
		da	nihí	ji				n	ní
ákó atí a (i) almáná			ni nihí			yi yi	sh	†	ní laa yeed
				ji	di				dááh
ch'ééh cho ch'aa+na (n) ch'í			yi	ji		ni	sh		yá 'í ghá lí
					ni	si	-'-		yá
há hasht'e+ná hasht'e+ná					ni	si	-'-		yá
		da					sh ii	d d	dlééh dlééh
			a		li				diz
			shí ádí		'ni	yi		†	gai hí
tá yá na				ha			s	† †	gis ti' tin
dadii'niid kóhoot'é naashnish nanilnish ádanihidiní ádadohní			<i>we said it it is like that I am working you are working you say it thus to us you (3+) say it thus to us</i>		ch'aa naaghá ch'ééh deeyá choinish'í niséyá hasht'shdlééh hasht'enádeiidlééh		<i>he is on a trip he is tired I use it I went for him repair it we (3+) repair it</i>		



Most recent alphabetical sequence according to Young and Morgan:

a,ą b ch ch' d dl dz e,ę g  
gh h,x hw i,j k k' kw /' l  
ł m n o,Ń s sh t t' tt' ts  
ts' w y z zh

## A

abe' milk  
abe' yistiní/abe' daastiní ice cream  
abid stomach  
abíndáá'/ahbíndáá' in the morning (past)  
abíní/ahbíní in the morning  
acheii mat. grandfather  
áchííh nose  
ach'é'é woman's daughter  
ach'íí' large intestine  
ach'ooní spouse, pal  
adá eating is done  
ada' male's sister's son  
adá'í male's mother's brother  
adáá'dáá' yesterday  
adées'eez foot (measure)  
adeeshdlííł I will drink  
adeeshííł I will eat  
ádeeshííł I will make it  
adeeshwoł I will run  
adeezhí younger sister  
áđí older sister  
áđin it is lacking, gone, dead  
áđiní thus you say it  
áđishní thus I say it  
adiz she is spinning (wool)  
áđííh it is dwindling away  
ádoodííł it will dwindle away  
ádoodlííł he will drink  
ádoolníł it will be done  
ádoolwoł he will run  
adooyííł he will eat  
adlá he is drinking  
agaan arm  
agod knee  
aghaa' wool  
áhálnééh it is being built  
áhálníih it is tasty  
áhání close by, near  
áhályá, yaa he takes care of it  
áháshyá, baa I take care of it  
ahéhee' thank you!  
ahééh thankfulness  
Ahééhéshííh Phoenix; California  
ahíł together  
ahíłká for each other (helping)  
áhósin 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  
áhoołts'íísí/áhoołts'ísí it is small (area, space)  
áhoot'éii the way it is (area, space)  
áhwiínisin I maintain it thus  
ajaa' ear  
ajáád leg  
ajéí heart  
ajéí díshjoolí heart  
ajéí yilzólíi lungs  
akézhoozh toes  
áká anáłwo'í helper  
akéédééé'/akéé'dééé' the farthest behind, the last  
akééédóó/akéé'dóó dah  
sidáhí chapter vice president  
akéé'di at the last  
akéé' foot  
áko so then, and so  
ákó- like that  
áko ndi however  
áhoołts'ózi narrow (road, passage)  
ákóhoot'ééh that's the way it is (weather)  
ákóne' in there  
ákóníłdáás of such weight  
ákóníłnééz of such a length  
ákóníłtso of such a size  
ákót'é that's the way it is  
ákót'éego it being that way  
ak'ah oil, grease, lard  
ak'ah lizhíní motor oil  
ak'áán flour  
ak'éí relatives  
ak'os neck  
ákwe'é there(at)

ákwiínisin that's what I think  
ákwiínizin 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  
átah together (gathering)  
átah adooleet a meeting will convene, átah aleeh a meeting is convening  
átah azlíí' a meeting has convened átah ná'ádleeh meetings convene repeatedly  
átahjí' all the time  
álázhoozh finger  
ála' hand  
aláájí' ahead, up front  
aláájí' dah sidáhí chapter president  
alóós rice  
átchíní children  
athosh he is sleeping  
atkéé' one after the other  
atk'íidáá' long ago  
ap'ąą different, various  
ap'aaní change (coins)  
atk'édsisí candy  
atnánadááh he commutes  
atnánáshdááh I commute  
atné'é'aah at noon, midday  
atní'ní'á past noon  
at'á thin (board, book),  
tsineheeshjíí' at'á'í thin board, plywood  
áttsé/átseé first, at the start  
atso all of it  
átts'íísí/átts'ísí it is small, a little bit  
amá mother  
amá sání maternal grandmother  
amá yázhí maternal aunt, male's maternal niece  
anághah back, backside  
análı pat. grandfather, grandmother, son's child  
análıké pat. grandparents, son's children  
anáłwod he ran again, shíká  
anáłwod he helped me again  
anáłwo' he runs repeatedly,

**shíká anáwlo'** he helps me repeatedly  
**anáshwod** I ran again **bíká anáshwod** I helped her again  
**anáshwo'** I repeatedly run  
**bíká anáshwo'** I help her repeatedly  
**ánaaí** older brother  
**anáá'** eye  
**ánítdáás** it is relatively heavy  
**ánítnééz** it is relatively long, tall  
**áníltéel** it is relatively wide  
**áníltso** it is relatively big, large  
**áníts'ózi** it is relatively thin, (arrow, stick, board)  
**ánisht'é** I am  
**ániid** new  
**ániidí** recently  
**anii'** face  
**ání'** nostrils  
**aoo'** yes  
**ásaa'** bucket, pot, bowl, kettle  
**ásaa' bee abézhí** cooking pot  
**ásaatsoh** large pot, kettle, cauldron  
**asdiz** I spin (wool)  
**ásdiid** it has dwindled away  
**asdzaní** woman, young woman  
**asdzaá** woman  
**aseezí** gossip, news  
**aseezí binaaltsoos** newspaper  
**ashá** I'm eating  
**ashdlá** I'm drinking  
**ashdla'** five  
**ashdla'áadah** fifteen  
**ashdla'diin** fifty  
**áshítní** he says to me  
**áshijh** salt  
**Áshijhí** the salt people clan  
**áshijh hikan** sugar  
**ashiiké** boys  
**ashkii** boy  
**áshlaa'/íshlaa** I made, built it  
**áshlééh** I'm making, building it  
**ásh'í** I make it as a profession  
**bááh ásh'í** I'm a baker, I bake bread  
**asht'ó** I'm weaving  
**atah** among (others)  
**atáá'** forehead

**atiin** road, path, trail  
**atoo'** stew, mutton stew  
**át'ah** wait!, in a little while, sometime later  
**át'ahálo** wait!  
**át'é** it is, **shilíí' át'é** it is my horse  
**at'ééd** girl, **at'éééké** girls  
**atfish** peanut butter  
**at'aa'** buttocks  
**at'ó** she's weaving  
**atsá** belly, abdomen  
**atsááts'in** ribs, ribcage  
**atsee'** tail, tailbone  
**atsilí** younger brother  
**atsi'** man's daughter  
**atsi'** flesh, meat, **dibé bitsi'** mutton  
**atsinilt'ish** lightning, electricity  
**atsii'** hair  
**atsiighaa'** brain  
**atsiits'iin** head, skull  
**atsói** daughter's child  
**atsóoké** daughter's children  
**atsoo'** tongue  
**ats'in** bone  
**ats'ís** body  
**awéé'** baby  
**awos** shoulder  
**awoo'** tooth  
**ayá** he's eating  
**ayáázh** woman's son  
**aye'** man's son  
**ayeezhii** eggs, **naa'ahóohai**  
**biyeezhii** chicken eggs  
**áyiilaa** he made, built it  
**áyósin** he keeps it, maintains it  
**ayóo/ayóogo/ayóigo** very, remarkably, exceedingly  
**azee' ál'í** medical hospital  
**azee' dích'íí'** chili  
**azee' dích'íí' libáhi** pepper  
**azee' íí'íní** medical doctor  
**azee' neikaahí** medical nurse  
**azid** liver  
**azlíí'** the time has passed  
**azhá ndi** however  
**azhé'é** father  
**azhé'é yázhí** father's brother  
**áadi** over there (a place mentioned before)

**áádéé'** from there (a place mentioned earlier)  
**áádóó** and, from there on  
**aak'eed** fall of the year  
**aak'eedgo** in fall  
**aají** over there, **nihí aají** you  
**áájí** in that direction  
**aa'** well? (as when one expects a message)

## B

**bá** for him, for his benefit  
**bá shíníilchíin** you are born for it (the father's clan)  
**bá shíshchíin** I'm born for it (my father's clan)  
**bá'ólta'í** teacher  
**baa** about him, to him  
**baa áháshyá** I take care of it  
**baa ha'aldééh** it (a meeting) begins  
**baa ahééh nisin** I appreciate it, I'm thankful about it  
**baa náhóóoot'íí'ígíí'** that which will be discussed  
**baa ólta'** that for which one studies, **naaltsoos íí'íní baa íínishta'** I'm studying to be a secretary  
**baa yínisht'í/beínisht'í** I'm discussing it  
**baa yóónééh** don't forget about it!  
**baa** because of it, **éí baa**  
**ádíshní** that's why I'm saying it  
**bááh** bread  
**bááh hikaní** sweet rolls, cake, cookies  
**bááh dá'áka'í** crackers  
**bááh doot'ízhí** blue corn bread  
**bááh íí'íní** baker  
**baaha'íizhahí** cup  
**baah dah haz'á** he's sick  
**baah dah hoo'a'** he got sick  
**baah** alongside, beside, on  
**baahgóó** alongside it  
**bááh adooleef** it will cost  
**bááh íí'** it costs  
**bááh azlíí'** it cost  
**bénáshniih** I remember it

**Be'ek'id Baa Ahoodzání**

Pinon, AZ

**Be'eldííł Dah Sinil/****Be'eldííłahsinil** 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 ádíni** you (sing.) say it**bee adińdíni** light, light bulb**bee ádí't'oodí** napkin**bee alzhóhí** brush**bee ánáádadoh'ní** you (pl.)

say it again

**bee ánáádí'ní** you (sing.) say

it again

**bee atsidí** hammer**bee bik'éstí'** it is covered with it**bee da'adání** cutlery**bee haz'á** it is legal, allowable**bee ída'neel'ą́hí** ruler, measuring tape**bee nahalzhoohí** broom**bee nehech'iishí** saw**bee na'adzoóí** chalk**bee na'anishí** tools**bee n'diildlaadí** flashlight**béégashii** cow, cattle, **béégashii****yáázh** calf**bééhasin/bééhonisin** I know

him, I know how (to do it)

**bééhosésíjd** I learned to know

him

**bééhózin** it is known**bee'ak'e'elchíhí** pencil, pen**béeso** money, dollar**béeso bizis** wallet, purse**béeso yaa áhályáni** treasurer**béésh adee'** spoon, ladle**béésh ahédiłí** scissors**béésh ą́ą́h dah si'ání** tribal

delegate

**béésh bee hane'í** telephone**béésh bee'ak'e'elchíhí** typewriter**béésh bii' kọ́'í** stove**béésh halne'í** telephone**béésh názhahí** square (tool)**Béésh Sinil/Béésinil** Winslow, AZ**beidléí** blanket**beisénah** I forgot it, about it**beít'á** it was given to him**bí** he/she/it/they,

his/hers/its/theirs

**Bich'ah Łizhiní** Black Hat, NM**bich'i'** to him**bidááh** in front of him (facing)**bididoolnah** he will contract it (a sickness)**bidilnééh** he is contracting it (a sickness)**bidí'ní** he is being called**bidí'ní'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**bihónéedzá** it is possible, it is fine**bíhoo'aah** it is being learned**bíhoo'áá'** he learned it**bíhoosh'aah** I'm learning it**bíhwiideesh'áát** I will learn it**bíhwiidoo'áłgí** lesson (that which will be learned)**bilagáana** white man, English language**bíká** for him, after him**bikáádeé'** naazkaadígíí roll roofing**bikáá'** on it, on top of it**bikáá'adání/bik'i'adání** table**bikáá'ak'e'elchíhí** desk, writing desk**bikáá'dah'antéhi/bik'idah-'antéhi** bed**bikáá'dah'asdáhi/bik'idah-'asdáhi** chair**bikáá' na'adzoóí** desk, chalkboard**bik'é** in payment for**bik'ehgo** according to it**bik'eh na'abaą́si** 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'diishtį́h** I understand it, I understand the concept**bi'dizhchį́** he was born**bi'oh** less than, **bi'oh áńftso**smaller than it, **bi'oh neesh'á**

I can't afford it

**bi'niithį́** it is beginning to kill him, used in expressing hunger,thirst, sleepiness, etc., **bi'niighá** (plural form)**bíla' táa'ii** table fork**bilasáana** apple**bilasáana bitoo'** apple juice**bilą́ą́jį́** in front of him, ahead of him**bił** with him**bił** sleepiness**bił é'él'íní** baking powder**bił alná'alwo'** he commutes with a vehicle**bił haz'á** his surroundings are that way**bił haz'áą́jį́** business**binaa** around him, surrounding him**bináát** in his presence**binaanish** his work**bine'** behind him (in position)**bíneeshdlį́** I'm interested in it**bíni'** his mind, his willingness**biniinaa** because of it**biniyé/biniyé** for that purpose, that is why**bisóodi** pig, **bisóodi bitsį́** 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**bitsį́di** at its foot, at its base**bits'ą́ą́deé'/bits'ą́ą́dóó** from him, at his expense**bits'ą́ą́'** from him, away from him**biyaa** under him**biyaa hoo'a'** he grew up

**biyi'**/**bi'** 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  
**biidookkáát** he will spend the night  
**bíghah** proportionate to it, near him  
**bii' azk'azí** refrigerator  
**bínáát** he was present  
**biiská** he spent the night  
**bijh** deer

## CH

**chaha'oh** shadow, shade, summer shelter  
**chá'ot** pinon tree  
**cháshk'eh** wash, arroyo  
**chąasht'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  
**choyoo'í** he utilizes it

## CH'

**ch'ah** hat, cap, headgear  
**ch'aa** on a tour, on a visit  
**ch'aa ndaakaiígíí** tourists  
**ch'ééh** in vain, futilely  
**ch'il** grass, plant:  
**ch'il daadánígíí** edible greens  
**ch'il doot'ízh** green  
**ch'il lich'í** tomato  
**ch'il litsxooí** orange (fruit)  
**ch'il litsxooí bitoo'** orange juice  
**ch'il ligaií** lettuce, cabbage  
**Ch'íníí** 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'á** after mid-morning  
**dah alzhin** period, inch  
**dah azkání** mesa  
**dah dínúlgaaah** frybread  
**dah hidédlo'** pound (weight)  
**dah iist'ó** loom with or without rug  
**dah yisk'id** hill  
**da** spring, **daągo** 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'iigis bá hooghan** laundry  
**da'níłts'áá'déé'** from all directions  
**da'níłts'áá'góó** in all directions  
**da'njaah** bedroom  
**damjigo** Sunday  
**damoo** Sunday, week  
**damoo biiskání** Monday  
**damoo dóo naakiskáo** Tuesday  
**damoo dóo táá' yiskáo** Wednesday  
**damoo dóo díí' yiskáo** Thursday  
**damoo yázhí/yiská damoo** Saturday  
**daadánígíí** that which is eaten  
**dáádílkał** door  
**-dąá'** at that time, time in the past  
**daats'í** maybe, perhaps  
**daazlíí'** they have become  
**déyá** I'm about to go, I'm going  
**dééh** tea  
**-déé'** from then, from him  
**deení** it is sharp (knife)  
**deesdoi** it is hot (an area, space)  
**deesk'aaz** it is cold (an area, space)  
**deesháát** I'll go, I'll arrive  
**deeyá** I'm going  
**deez'á** they (rocks) stick up  
**deezhchíil** it has begun to snow

**deiji'éé'** shirt, blouse  
**deil'á** they stand up (trees, rocks)  
**-di** at, in  
**dibáá'** thirst, **dibáá' sélíí'** I have become thirsty  
**dibé** sheep, **dibé bitsí'** mutton  
**dibé binant'a'í** grazing committee member  
**Dibé Ntsaa** Hesperus Peak, CO (the northern sacred mountain)  
**dibéłch'í** brown  
**dichin** hunger **dibé dichin**  
**daazlíí'** the sheep are hungry  
**dichíí'** it's beginning to snow  
**didoochíil** it will snow  
**didoot'áát** it will be given  
**didzétsoh** peach  
**didzétsoh yázhí** apricot  
**dikos** cough  
**dikos ntsaaígíí** pneumonia  
**díkwíí** how many  
**díkwíidigo** at what time  
**díkwíígíí** which one (by numbers)  
**dilkos** he's coughing  
**dik'á** it is square-cornered  
**dilníish** he begins working  
**dił** blood  
**diné** man, people, Navajo  
**dinék'ehjí** in Navajo, according to the Navajo  
**dínéesh'ííł** I'll take a look  
**dinilbá** gray  
**dinilchíí'** pink  
**dinilgai** light gray  
**dinilł'izh** light green, light blue  
**diniltsó** light yellow  
**diniltsxo** light orange  
**dinilzhin** gray  
**dínool'ííł** he'll take a look  
**diskos** I'm coughing  
**dishníish** I'm beginning to work  
**ditléé'** it is wet  
**Díwózhii Bii' Tó** (Lower) Greasewood, AZ  
**díí** this, these  
**díí'** four  
**díí' jí na'anish** Thursday  
**díí' yáál** fifty cents  
**diits'a'** it makes a sound, we

hear it  
**diists'a'** I hear it, I understand  
 it (a language)  
**diists'íh** I'm hearing it  
**dó'** also, too  
**doo/dooleet** it will be  
**dóo** and  
**dooda** no!  
**doo...da** not, **doo shíł**  
**yá'át'éeh da** I don't like it  
**doodaii'** or else  
**doodzas** it will snow  
**doogáát** he will go, he will  
 arrive  
**doo...góo** conditional - if not...  
**Dook'o'oosííd** Humphreys  
 Peak near Flagstaff (the western  
 sacred mountain)  
**dooleet/doo** it will be  
**dooldlosh** he will ride it (aquad-  
 ruped)  
**dóone'é** clan, **haa dóone'é**  
**níłí?** what clan are you?  
**-dóoshdée'/-dóo wóshdée'**  
 from then on  
**doo át'éhí da** there's nothing  
 wrong with it  
**dóo ba'aan** and added to it,  
**tádiin dóo ba'aan naaki**  
 thirty-two  
**doo haats'fid da** it isn't good

## DL

**Dlíníbaa'** Linibah (female name)  
**dlozilgaii** 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  
**éetsoh** overcoat  
**ée'** clothes, garment  
**ée' bighan** clothes closet  
**ée' biih ná'nił** chest of drawers  
**ée' dah ndahidii'nił góne'**  
 clothes closet  
**ée' naats'oodí** sweater

**éenééz** 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'íil** juniper branches  
**gad ni'eelii** mountain juniper  
**geeso** cheese  
**-gi át'é** it is like...  
**gish** walking stick, cane  
**gíinsi** fifteen cents  
**-go** subordinating and  
 adverbializing element,  
**nizhónigo naalnish** he works  
 well  
**gohwééh** coffee  
**golchóon** quilt, heavy blanket  
**góne'** inside it (a large area)  
**góne'é** inside it  
**-góo** movement toward,  
 alongside

## H

**hádáá'** when in the past  
**hágo** come here!  
**hágoshíí** okay!, fine!  
**hahgo** when in the future  
**halgai** prairie  
**Halgai Hatéél/Halgai Hóteel**  
 Oklahoma  
**halne'** he is telling something  
**halchin** there is a smell (implies  
 a good smell)  
**halniih** it is tasty  
**hane'** story, it is told  
**ha'a'aah** east, the sun is coming  
 up  
**ha'át'íi** what  
**ha'át'íida** whatever  
**ha'át'íishá'** what (do you want)  
**ha'íi'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  
**hastáá** 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'ish** mud  
**hazéí** squirrel, small rodent  
**hazéitsoh** squirrel  
**hazlíí'** it has come into existence  
**hazhó'ó** slowly, carefully,  
**hazhó'ógo yáníiti'** speak  
 slowly  
**haa** what, how  
**háá** where, **háadi** where at  
**haa hoot'é** how is it (weather,  
 area)  
**háádéé'** from where  
**hááhaashchxii'** pointed, sharp  
**hááhgóoshíí** hard, diligently  
**háálá** for that reason, inasmuch  
 as, for  
**haaléit'éego** how, in what way  
**hai** winter, **haigo** in winter  
**háí** who, which  
**háidíígíí** which one  
**haidzaa** what happened  
**haintá** he's looking for it  
**hait'áo/hait'éego** how  
**hait'éhígíí** what kind  
**haa nítdáás** how heavy  
**haa nímnééz** how long  
**haa níttéél** how wide  
**haa níttso** how big, how large  
**háálí** water spring, water flow-  
 ing up out as a fountain  
**haashíí néeláá'** who knows  
 how many, how much  
**hódah/wódah** up higher  
**hodeeshnih** I'll tell it  
**hoditléé'** it (an area) is wet  
**hodiwol** it (an area, a road) is  
 rough  
**hodoonih** he'll tell it  
**hóla** I don't know!  
**hóló** it exists, he exists  
**honeesk'ázi** it is cool  
 (weather)  
**honeezgai** it is hot (space, area)  
**honeezlíí** it is nice (temperature)  
**honiigai** it has become hot

**hóteel** 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  
**ihoo'aah** something is learned  
**íí** it costs, it is precious  
**íí adaakaakí** nail  
**í'í'á** evening, the sun has set  
**índa** then, and then, and  
**índída** and then at that time, and also  
**-ish** question marker  
**-ii** the one that, **ániidíí** the new one  
**íí'á'á'** at that time  
**íídeeshhosh** I'll sleep  
**íídoolíí** he'll make, built it  
**íídoohosh** he'll sleep  
**ííh** into it  
**ííh íílyeed** he gets in  
**ííh ííshyeed** I get in  
**ííjéé'** they went, **yóó ííjéé'** they ran away  
**íílééh** he's making, building it  
**ííthaazh** I slept, he slept  
**íí'í** he makes it as an occupation,  
**íí'íní** the one who makes it as an occupation, **kin íí'íní** a builder  
**íí'á** it extends up out  
**íínish'ta'** I'm reading, counting, going to school  
**íísists'áá'** I'm listening  
**íísts'áá'** he's listening  
**ííyáá'** he ate

**íiyisíí/íiyisí** really, truly

## J

**jádí** antelope  
**jaat'óól** earrings  
**Jaa'ii** the one with ears  
**jélii** jelly, jam  
**jí** day  
**jíkii** chicken  
**jiní** he says it, it is said  
**jiniih** one says it  
**jíídáá'** the part of the day that is past, today  
**jíigo** daytime, during the day  
**jiinishba'** I have mercy, pity  
**jó** well!  
**jooba'** he has mercy, pity  
**joof** ball  
**joof íih nálníihí** basketball  
**joof yikalí** football  
**joof yitalí** baseball  
**jooldosh** 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  
**Kinlání** Flagstaff, AZ, Durango, CO  
**kintah** town (among houses)  
**kin bik'ésti'ígíí** roofing  
**kin bii' nii'oh nda'aldáhígíí** outdoor toilet  
**kin dah shijaa'** village  
**kin haal'á** city, town  
**kin íí'íní** builder, carpenter  
**Kiis'aanii** Hopi, pueblo people  
**kodi** here  
**kóhoot'éédáá'** last year  
**kónáhoot'éhí** next year  
**kóne'** in here  
**kóníldíí** this big, this thick  
**kónílnééz** 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'adéé** about to, soon  
**k'éhézdón** it is straight (road)  
**k'ézdón** it is straight (board, stick)  
**k'ai'** willow  
**k'idishlé** I'm planting it  
**k'idíílá** I planted it  
**k'i'dilé** he's planting  
**k'i'dishlé** I'm planting  
**k'i'díílá** I planted  
**k'iidilé** he plants it

## KW

**kwe'é** here  
**kwii** here, in this area

## L

**lá** exclamation mark  
**lágo** a particle used with optative mode to express a negative wish  
**lájish** glove, mitt  
**la'í** many, much  
**la'aa** all right!, fine!, okay!  
**la'aa'** okay! you're welcome!  
**laá** all right!, okay!  
**laanaa** this particle expresses wish, desire  
**Lók'ahnteel** Ganado, AZ  
**Lók'a' Deeshjin** Keams Canyon, AZ

## L

**lahda** sometimes, at times, occasionally  
**la'** some, a, an  
**la'ts'áadah** eleven  
**lahgi** at places  
**la'ígíí** the other one  
**leh** usually  
**lééchaa'í** dog  
**lééchaa yázhí** puppy  
**lees'aán** yeast bread  
**leets'aa'** plate, bowl  
**leets'aa' íí'íní** pottery maker  
**leezh** soil, dirt  
**leezhtah** on the ground, in the dirt  
**leezh bee hahalkaadí** shovel

**libá** gray  
**lichíí'** it is red  
**lichíí'ígíí'** a penny, one that is red  
**ligai** it is white  
**likan** it is good to the taste, it is sweet  
**litso** it is yellow  
**litsxo** it is orange  
**lizhin** it is black, it is dark  
**lį́į́'** horse, **shilį́į́'** my horse, livestock

## M

**mą́'ii** coyote  
**mą́'iitsoh** wolf  
**mą́'ii doot'izhí** fox  
**mandagíya** butter, margarine  
**míil/miil** thousand, **táa'di míil** three thousand  
**mósí** cat

## N

**nda/ndaga'** no!  
**ndaga'/nda** no!  
**nda'alchííh** they are lambing, they are giving birth  
**ndaaz** it is heavy  
**ndeshnish** I'll work  
**ndoolnish** he'll work  
**ndi** but, however  
**ńdışchíí'** 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)  
**ńdiiniít** pick them up  
**ńdiitį́į́h** 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'í** kneel-down bread  
**nádzá** he returned here  
**nádzas** snow falls repeatedly  
**náhagod** he's hoeing  
**nahalin** it looks like, it favors it  
**náhalyį́į́h** it (the snow) melts  
**nahashniih** I'm buying, selling it  
**nahámii'** I bought, sold it  
**nahał'in** it is barking  
**nahałtin** it is raining  
**náhást'éis** nine  
**náhást'édiin** ninety  
**náhást'éits'áadah** nineteen  
**náháshgod** I'm hoeing  
**nahashshooh/nahashooh** I'm sweeping it  
**nahateel** it is slippery  
**nahideeshniih** I'll buy, sell it  
**náhidizíid bik'eh** monthly  
**nahisélnii'** I bought, sold it  
**nahodootį́į́t** it will rain  
**nahoneesht'íizh** it is crooked (a road)  
**náhookos** north, the big dipper  
**nahóółtą́** it rained  
**na'** here, take it!  
**na'ach'iishí** carpenter  
**ná'ádleełh** it comes about repeatedly  
**ná'áłkad** she's sewing  
**ná'áł'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'oolkiłí** clock, watch  
**náldlosh** it (a quadruped) repeatedly walks about  
**náneeskaadí** tortilla, griddle bread  
**naneesht'íizh** it is crooked (stick)  
**nánísdzá** I returned (here)  
**nániichaad** it is, I am swelled back up, I'm full  
**nant'a'í** leader, boss  
**nant'ah/nant'a** it is difficult

**náshdį́į́h** I eat it repeatedly  
**náshdóí** wildcat  
**náshdóitsoh** cougar  
**náshdlį́į́h** I drink it repeatedly  
**nayiiiniih** he's buying, selling it  
**nayiiisnii'** he bought, sold it  
**Názlíni** Nazlini, AZ  
**náá-** again (prefix)  
**naabeehó** Navajo  
**naadą́ą́'** corn  
**naadą́ą́' dilchxoshí** popcorn  
**náahai** year, **dį́į́' bináahai** 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  
**naaltsos** paper, book  
**naaltsos biih ná'niłí** bookcase  
**naaltsos bii' yist'ini** bookcase  
**naaltsos íł'ini** secretary  
**naaltsos fizinígíí'** black building paper  
**naalyéhé bá hooghan** trading post, store  
**nááná** again  
**náánáłá'** another one, the other one  
**naanálwoł** he runs about  
**naanáshwoł** I run about  
**naané** he's playing  
**naanish** work, **binaanish hółó** 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  
**naazhjee'** they are lying about (sheep)  
**nel'ijigo** looking at it  
**neesseeel/neeseeel** I'm growing  
**neeznaadin** one hundred  
**neeznaa ten**  
**neeznaa ji naanish** ten-day work project  
**ni** you (sing.)  
**ni-** your (sing.)  
**ni** he says it, he said it  
**nihí** we, you (pl.)  
**nihí-** our, your (pl.)  
**nihit** with us, with you (pl.)  
**nijááh/njááh** give them (a hand-ful)  
**nikaah** give it (in an open container)  
**ní'á** it extends, **dzit ní'á** the mountain extends  
**ni'góó** on the ground, floor  
**ni'góó ahashoohí** sweeper  
**ni'iilé** he makes payments  
**ni'iishlé** I make payments  
**nilí** he is, **azee'íí'íní nilí** he's a doctor  
**nitxhon** it has a bad odor  
**nithon** it is grease-colored  
**nítch'i halne'í** radio  
**nítch'i naalkidí** television  
**nítteeh** give it (a, animate object)  
**níttsóós** give it (a thin, flexible object)  
**nímaz** it is round, roundish  
**nináháhááh bik'eh** every year, yearly  
**nináháá'íih** it barks repeatedly  
**nináháá'íih** 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  
**nish'í** I'm taking a look  
**nishí** I am, **bá'ólta'í nishí** I'm a teacher  
**nish'náájí** on the left  
**nisht'ají** on the right  
**nítjih/nítjih** give it (a slender, stiff object)
- nít'ée'/nít'ée'** it was, used to be  
**níweh** farther, **níwehgóó** farther away, **níwehji'/nówehji'** farther, farther away  
**nízaad** it is far, **haa nízáád** how far  
**nízín** he thinks, is of the opinion  
**nízíid/nízíid** pour it  
**nizhóní** it is nice, pretty  
**niitsooz** it is flattened (a tire)  
**niinah** sloping upward  
**nóweh** farther, **nówehji'** farther on  
**nóomba** number
- O**
- ólta'** reading is done, school  
**ólta'** he is reading, counting, going to school  
**ólta'** **hóotsaái** high school  
**óolyé** it is called  
**oo'ááí** the day is passing
- S**
- saad** word, **bizaad** his language  
**sánii** women, elderly people,  
**bizánii** his wives, his women folks  
**sédá** I'm sitting, I'm at home  
**séíí'** 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)  
**silíí'** it has become, they have become  
**siltsooz** it is in position (a thin, flexible object)  
**si'á** 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) **sitá** it is in position (a slender, stiff object)  
**sití** it is lying down (an animate object)  
**sittléé'** it is in position (mushy, wet matter)  
**siyí** it is in position (water, lake, pond)  
**sołtí'** come on, let's go (pl.)!
- SH**
- shá** for me, for my benefit  
**shá bíighah** all day long  
**shádi'ááh** south  
**sha'shin** maybe, possibly  
**-shá'** how about...  
**shash** bear  
**shaa** to me, about me  
**shaqah haajíit** I owe him  
**shaqah háál'á** I owe him  
**sheít'á** it was given to me  
**shí** I, me  
**shi-** my  
**shí** summer, **shíigo** in summer  
**shididoolnah** I'll contract it (a disease)  
**shidilnééh** I'm contracting it (a disease)  
**shidoolna'** I contracted it (a disease)  
**shidoonááí** I'll be present  
**shijéé'** they are lying down (animate objects)  
**shijool** it is in position (non-compact material)  
**shiká** for me, after me, **shiká doogááí** he'll come and get me, **shiká 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.)**  
**shilní** he says to me, he said to me  
**shí'dizhchí** I was born  
**shí'niithí** it is beginning to kill



me, **dichin shi'niithí** I'm very hungry  
**shinááł** in my presence  
**shízhánee'** I'm lucky!  
**shiidookkááł** I'll spend the night  
**shiiłkaah** I'm spending thenight  
**shíinááł** I was present  
**shíiská** I spent the night  
**shíí** maybe, possibly, perhaps  
**shoo** look!

## T

**tádiin** thirty  
**tági jí na'anish** Wednesday  
**tá'ázdigis bá haz'ání** bathroom  
**tánásgis** I wash it  
**tánéigis** he washes it  
**tanaashgiizh** thick cornmeal mush  
**táá'** three  
**táá' naaznili** chapter officers  
**táá'ts'áadah** thirteen  
**télii** donkey, burro  
**tí'** come on, let's go!  
**tí'ée** come on, let's go!  
**tó** water  
**tó bii' naago'í** level (tool)  
**tooh** river  
**tó dích'íi'nii** bitter water clan  
**tó dílchxoshí** soda pop  
**tó háálí** spring, fountain  
**Tó Naneesdzí** Tuba City, AZ  
**Tó Dinnéeshzhee'** Kayenta, AZ  
**tó siyíní** lake, pond, sea  
**Tóta'** Farmington, NM  
**tózis** glass, bottle  
**tózis bee adláni** 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 aháni** close by, near  
**t'áá áko** that's fine, and immediately  
**t'áá ákódí** that's all  
**t'áá ákódíjii'** up to that point

**t'áá áła** both of them  
**t'áá áłahjí'** /**t'áá áłahíjii'** all the time, every day  
**t'áá áltso** all of them  
**t'áá áníidla** both of us  
**t'áá áníiltso** all of us  
**t'áá ánoła** both of you  
**t'áá ánołtso** 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 áyidí** near, close by  
**t'áá aaníi** it is true, true!  
**t'áá díkwíi/t'áá díkwíhí** just a few  
**t'áá diné** Navajo  
**t'áá ídąą'** already  
**t'áá íyisí/t'áá íyisíi** really, very  
**t'áá sáhí** by himself, alone  
**t'áá sahdi** by itself  
**t'áásh aaníi** is that so?  
**t'áadoo** not, **t'áadoo níyáa da** he never came  
**t'áadoo...í** not, **t'áadoo yánfti'í** don't talk  
**t'áadoo le'é** things  
**t'ááká** don't (negative with optative verbs)  
**t'ááłá'í** one  
**t'éi/t'éiyá** only, **naat'áanii**  
**t'éi/t'éiyá bíi bééhózin** only the boss knows about it  
**t'iis** tree, cottonwood  
**T'iis Yaa Kin** Holbrook, AZ  
**t'iishbái** aspen  
**t'iists'óóz** Lombardy poplar  
**T'iists'óóz Ndeeshgiizh** Crownpoint, NM  
**t'óó** merely, **t'óó shíí áni** 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'ajj'ée'** pants, trousers  
**t'aakał** skirt  
**t'ée'** night, **t'ée' bíighah** all night, **t'ée'dąą'** last night, last

evening  
**t'ízi** goat  
**t'oh** grass, hay  
**t'óo'di** outside  
**t'óół** rope, string

## TS

**tsah** needle  
**tsásk'eh** bed  
**tsé** rock, stone  
**Tsé Bit'a'í** Shiprock formation, NM  
**Tsé Bii' Ndzisgaaí** Monument Valley, UT, AZ  
**Tséch'ízhí** Rough Rock  
**tsé í'áhí** standing rock  
**tsé lichíi' deez'áhí** red rock extending  
**Tsé Lichíi' Deez'áhí** Sanders, AZ  
**tséso'** window, glass  
**Tségháhoodzání** Window Rock, AZ  
**Tséhootsooí** Ft. Defiance, AZ  
**Tsékooh Haatsoh** Grand Canyon, AZ  
**tsé'naa** across  
**tsénádleehí** cement  
**tseníł** axe  
**tsétah** among rocks  
**tseebíi** eight, **tseebíidiin** eighty, **tseebíits'áadah** eighteen  
**tsin** wood, tree, stick, post  
**tsin bee hahalz'hishí** chisel  
**tsin sitą** mile, yard  
**tsineheeshjíi'** board  
**tsit'ékí** matches  
**tsits'aa'** box  
**tsosts'id** seven  
**tsosts'idiin** seventy  
**tsosts'idts'áadah** seventeen  
**Tsoodził** Mt. Taylor, NM (the southern sacred mountain)

## W

**Wáashindoon** 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  
wóshd'éé' this way, come in!  
wóyah down, downward  
wózhó quite

## Y

yá doot'ízh blue  
yadideeshnih I'll raise the hand  
yadidoonih he'll raise the hand  
yadiizíní can (canned goods)  
yah into an enclosure  
yah aninááh come in! (one)  
yah ańdajikáhi/yah  
ańda'aldáhi 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'áshó da it's no good  
yá'át'ééh it is good  
yáłti' he's talking  
yáshti' I'm talking  
yas/zas snow  
yáshchíin born for father's clan  
yázhí the little one, lééchaą  
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 ndaat'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

yééhósin he knows him, he  
knows how (to do it)  
yééhoosjíd he learned to know  
him  
yee' an emphatic, nizhóníyee'  
that's beautiful!  
yéeni' see yéé  
yéigo/yéego harder, with more  
force  
yeińt'í he's discussing it  
yiba' in waiting for him  
yicha he's crying  
yideet he is swallowing them  
(pills)  
yidínóof'íí he'll take a look  
yidiits'a' he hears it, understands  
it  
yidiits'ííh he's hearing it  
yidlá he's drinking it  
yidzaaz it has snowed  
yidzas it is snowing  
yigáál he's walking along  
yíghááh he's arriving  
yíhoo'aaah he's learning it  
yíhoo'áá' he learned it  
yíhwiidoo'áál he'll learn it  
yik'é in payment for  
yik'i'diitííh he's understanding  
it  
yi'aah he's chewing it (gum,  
tobacco)  
yi'oh neel'á he's unable to  
afford it  
yildlosh it's walking along  
(quadruped) (progressive)  
yídlóósh it's walking along  
(quadruped)  
yíldloozh it was walking along  
(quadruped)  
yilghał he's eating it (meat)  
yilchozh it's grazing, chewing  
it  
yilkeed he's chewing it (bun,  
bread)  
yíl'á it stands (a tree)  
yíłtseii it is dry (an object)  
yinaalnish he's working on it  
yíneedłí he's interested in it  
yíní'í he's looking at it  
yínizin 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 damóo Saturday  
yiskáo tomorrow  
yishá I'm eating it  
yistlé socks, stockings  
yisháál I'm walking along  
yishdlá I'm drinking it  
yiyá he's eating it  
yiyíyáá' he ate it  
yíyáá' I ate it  
yólta' he's reading it, he's  
counting them  
yózhí he's naming it  
yóó away, out of sight, t'fízi  
yóó eelwod the goat ran away,  
the goat got lost  
yoolyé he is called (name)

## Z

zas/yas snow

## A

**able, to be: I am able**  
 bínéesh'á, **he is able** yíneel'á  
**accompany him, to: I accom-**  
**pany him** bił dé'áázh,  
 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** bééhoséssijid **he:**  
 yééhoosijid  
**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** náaná  
**agenda** baa hódóót'ijílgíí  
**ago** yéedáá'  
**ahead of him** biláají'  
**Albuquerque NM** Be'eldfíl  
 Dah Sinil, Be'eldfílasinil  
**all, that is** t'áá ákódí  
**all of them** t'áá attso, **all of us**  
 t'áá áníłtso, **all of you** t'áá  
 ánołtso  
**all right!** hágoshíí, lá'aa  
**all the time** átahjí'  
**almost** k'asdáá', k'adéę  
**alone** t'áá sahí  
**also** átdó'  
**although** azhá ákót'ée ndi  
**altogether** ahił, ahił  
**among** atah, bitah  
 an ła'  
**Anasazi** anasázi  
**and** dóó, áádóó  
**and (from there and on)** áádóó  
**and then** ında, ní'ée'  
**another** ła' nááná, nááná ła'  
**antelope** jádí  
**any** ła'  
**apple juice** bilasáana bitoo'  
**apricots** didzétsoh yázhí  
**arm** agaán  
**around here** kóó, kwe'é  
**around it** binaa, binaagóó  
**arrive, to: I am arriving**

nishááh, (P) nýyá, (F)  
 deesháát, **he is arriving**  
 yíghááh, (P) nýyá, (F) doogáát  
**arroyo** cháshk'eh  
**at** -di, -gi  
**at that time** ídąá', ında  
**aunt (maternal)** amá yázhí,  
 (paternal) abízhí  
**authority** bił haz'áájí  
**away from him** bits'áá'

## B

**baby** awéé'  
**back (anatomy)** ígháán  
**bacon** bisóodi bitsí'  
**bad, to be** doo yá'áshóq da,  
 doo yá'át'éeł da  
**baker** bááh íf'íní  
**baking powder** bił é'él'íní  
**bark, to** nahał'in  
**barrel** tóshjeeh  
**base, at its** bitsíidi  
**baseball** jooł yikalí  
**basketball** jooł iih nálniihí  
**bathroom** tá'adazdigis bá  
 haz'ání  
**be, to: I am** nishí, ánísh'té, **he:**  
 nilí, át'é  
**be at home, to: I am at home**  
 hooghandi sédá, **he:**  
 hooghandi sidá  
**beans** naa'olí  
**bear** shash  
**because of** biniinaa, baę  
**become, to: I became** séłíí',  
**he:** silíí'  
**bed** tsásk'eh, bikáá' -  
 dah'antéhi  
**bedroom** da'njaah góne',  
 tsásk'eh bił haz'ání  
**beef** béégashii bitsí'  
**begin to kill, to: I'm hungry**  
 dichin shi'niithí (hunger is be-  
 ginning to kill me), **he:** dichin  
 bi'niithí  
**behind it** bikée'di, bine'di  
**belly** abid  
**belt** sis, **his belt** biziiz  
**bench** bikáá'dah'asdáhí  
 nineezígíí, bik'idah'asdáhí  
 nineezígíí  
**beside it** baęhgóó, bíghahgi

**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'adzooí  
**blanket** beeldléí  
**blood** dił  
**blue** doot'ish, yá doot'izh  
**boards** tsineheeshjíí'  
**bone** ats'in  
**book** naaltsoos  
**bookcase** naaltsoos bii'  
 yist'íní, naaltsoos biih ná'nił  
**born, to have been: I was**  
**born** shi'dizhchí, **he:**  
 bi'dizhchí  
**born for a clan, to be: I was**  
**born for ...** bá shíshchíín **he:**  
 ...yáshchíín  
**boss, leader** naat'áanii,  
 nant'a'í  
**both of them** t'áá'áta, **both of**  
**us** t'áá'áníidla, **both of you**  
 t'áá'ánóla  
**bottle** tózis  
**bowl** teets'aa'  
**brain** atsiighaę'  
**branches** tsin bigaan, tsin bi'iil  
**bread** bááh, tees'áán  
**broom** bee nahalzhooł  
**brother (older)** ánaaí,  
 (younger) atsilí  
**brown** dibéłch'í, fibá  
**bucket** ásaá', 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'á'ah  
**butter** mandagíya  
**buttocks** at'aa'  
**buy, to: I am buying it**  
 nahashniih, (P) nahiséfnii'/  
 nahátnii', (F) nahideeshnih,  
**he:** nayiitniih, (P) nayiisnii',  
 (F) neidiyoołnih  
**buy from ..., to:** prepound above  
 to buy with shaa, naa, baa, yaa,  
 nihaa, etc.

## C

**cabbage** ch'il figaii  
**calf** béégashii yáázh  
**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** cháasht'eezhiitsoh  
**cat** mósí, gídí  
**cement** tsénádleehee  
**chair** bikáá'dah'asdáhi, bik'idah'asdáhi  
**chalk** bee na'adzoof  
**change (coin)** al'aaní, béeso yázhí  
**chapter delegate** béesh baah dah si'ání  
**chapter house** bii' álah ná'ádleehee  
**chapter officials: president** alááji' dah sidáhi, **vice-president** akéédóó dah sidáhi, **secretary** naaltsoos íf'íni, **treasurer** béeso yaa áhályáni  
**cheese** géeso  
**chest of drawers** éé' biih ná'nií  
**chick** naa'ahóohai biyázhí  
**chicken** naa'ahóohai, jíkii  
**children** áchíni  
**Chinle AZ** Ch'ínlí  
**chisel, wood** tsin bee hahalzhíshí  
**city** kin haal'á, kin lání  
**clan** adóone'é  
**clay** teezh, bis  
**clean, to be** chin baah ádin  
**clock** náá'olkií, jihonaa'ée  
**close by** t'áá'áhání, bíighahgi  
**clothes** éé'

**clothes closet** éé' biih ná'nií, éé' dah nídahidii'nií  
**coffee** gohééh, ahwééh  
**cold, to be** deesk'aaz, **(to touch)** sik'az  
**colored, to be** naashch'aa'  
**colors, to be light** prefix colors with dinil-  
**comb** bé'ézhóó'  
**come, to same as to arrive**  
**come again!: you come again** náájídááh, náájít'aash, náájíkah  
**come here!** hágo!  
**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** náshdááh, **he:** nádááh  
**commute, to: I commute** ahnánáshdááh, **he:** ahnánadááh  
**commute by car, to: I commute by car** shí' ahn'á'awo', **he:** bií' ahn'á'awo'  
**concrete** tsé nádleehee  
**contract a disease, to: I contract a disease** shidilnééh, **he:** bidilnééh  
**cool, to be** honeesk'ázi  
**corn** naadáá'  
**correct it, to: I correct it** hash't'enáshdlééh, **he:** hash't'énéídlééh  
**cost, to: it costs** bááh ílí, (P) bááh azlíí', (F) ... adooleef  
**cottonwood** t'iis  
**couch** bikáá'dah'asdáhi  
**nineezígíí, bik'idah'asdáhi** nineezígíí  
**cougar** náshdóitsoh  
**cough** dikos  
**cough, to: I cough** diskos, **he:** dilkos  
**covered with it, to be** bik'ésti'  
**cow** béégashii  
**coyote** ma'ii  
**crackers** bááh dá'áka'í

**crooked, to be** naneesht'íizh, nahoneesht'íizh  
**Crownpoint NM** T'iistsózi, T'iists'ózi Ndeeshgiizh  
**cry, to: I cry** yishcha, **he:** yicha  
**cup** baaha'íizhahí  
**cupboard** teets'aa' bighan,  
**cutlery** bee adání

## D

**day** jí, jíigo  
**day passes** oo'áát  
**deer** biih  
**desk** bikáá' na'adzoof  
**different kinds** al'aa ádaat'é  
**difficult, to be** nant'ah/nant'a  
**dime** doot'íizh  
**dining room** da'adání góne'  
**direction, in every** da'níits'áá'góó  
**discuss it, to: I discuss it** baa yínisht'í, **he:** yeínt'í  
**dish** teets'aa'  
**distinct, separate** t'áá sahdii  
**doctor** azee'íif'íni  
**dog** lééchaq'í  
**dollar** béeso  
**donkey** télii  
**door** dáádílkat  
**down** wóyah, góyah, kóyah  
**downhill** yaago  
**dress/skirt** t'aakaf  
**drink, to: I drink** ashdlá, **he:** adlá, **I drink it** yishdlá, **he:** yidlá  
**drinker** adláanii  
**driver license** bik'eh na'abasi  
**drunkard** adláanii  
**dry, to be** yiftseii, hóftseii  
**Durango CO** Kintání  
**dwindle, to: it is dwindling** ádijh, (P) ásdijid, (F) ádoodijh

## E

**ear** ajaa'  
**earrings** jaatl'óóf  
**east** ha'a'aah  
**eat, to: I eat** ashá, (P) íiyáá', (F) adeeshííft, **he:** ayá, (P) ayíyáá', (F) adooyííft **I eat it** yishá, (P) yíyáá', (F) deeshííft, **he eats it** yiyá, (P)

yiyíyáá', (F) yidooyíí  
 eggs ayéézhii  
 eh? ya'  
 eight tseebíí  
 electricity atsinilt'ish  
 English Bilagáana, bilagáana  
 bizaad  
 even though azhá ákót'ée ndi  
 evening i'í'áago  
 evening, to be i'í'á  
 examine, to: to look at it  
 examined, to be bidí'nil'í  
 exchange for, in bik'é  
 exist, to: I exist honishl'ó, he  
 exists hól'ó  
 expensive, to be ayóo ílí  
 extend, to deiz'á, ní'á  
 extremely ayóogo, ayóo, t'áa  
 iyisíí  
 eye anáá'

## F

face anii'  
 fall (season) aak'eed  
 far, to be nízaad  
 Farmington NM Tóta'  
 farther away nówehji',  
 níwehgóo  
 father azhé'é  
 feel sickly, to doo it haats'íd  
 da  
 few, to be: we are few t'áa  
 díkwíí niilt'éhé, t'áa díníkwííhí,  
 you: t'áa díkwíí noht'éhí, t'áa  
 dinookwíhí, they: t'áa  
 díkwíí yil'éhí, t'áa díkwíhí,  
 t'áa díkwíí  
 field dá'ák'eh  
 fifty cents díí' yáál  
 file (tool) bee ach'iishí  
 fine! t'áa 'áko, nizhóní  
 finger alázhoozh  
 first átsé, áltse  
 five ashdla'  
 five cents litso  
 Flagstaff AZ Kintání  
 flashlight bee n'dildlaadí  
 flat land area halgai  
 flat tire chidí bikéé' niiltsoqz  
 floor, on the ní'góo  
 flour ak'áan  
 foot (measure) adées'eez, ké

silá  
 football jool yitalí  
 for bá, bíká  
 forehead atáá'  
 forget, to: I forgot it beisénah,  
 he forgot it yaa yooznah  
 fork (table) bíla'táa'ii  
 four díí'  
 Friday nda'iiniísh  
 friend ak'is  
 from -d'éé', from where  
 háád'éé', háádóo  
 frybread dah díníilghaazh  
 Ft. Defiance AZ Tséhootsoof  
 futile ch'éeéh

## G

Gallup NM Na'nízhoozhí  
 Ganado AZ Lók'aahnteel  
 garden dá'ák'eh  
 get in, to: I get into it (a car)  
 iih ishyeed, he gets in iih  
 iilyeed  
 give birth, to: I give birth  
 yishchí, she: yíichí  
 give it, to verb stems in 14.8, it  
 was given to me sheft'á (use  
 with perfective stems from 14.9)  
 glass, drinking bee adláni  
 glass tsésq'  
 gloves lájish  
 go, to: I am going déyá,(P)  
 nséyá, (F) deeshááí, he:  
 deeyá, (P) naayá, (F)  
 doogááí  
 go back and forth, to: I am  
 going back and forth  
 ałnánáshdááh, he:  
 ałnánadááh  
 goat t'ízi  
 gone, to be: it is gone ásdííd,  
 ádin  
 good, it is yá'át'éeéh, yá'áshq'  
 gossip aseezí  
 grade, to be in add -ígíí to  
 number, he is in grade six  
 hastánígíí yólta'  
 Grand Canyon AZ Tsékooh  
 Hatsoh, Bidáá' Ha'azt'i'  
 grandchild (maternal) atsóí,  
 atsóóké, (paternal) anáíí,  
 anáííké

grandfather (maternal)  
 acheii, achaii (paternal) anáíí  
 grandmother (maternal) amá  
 sání (paternal) anáíí  
 gray libá  
 gray-brown niłhin  
 graze, to: it grazes ałchozh  
 Grazing Committee member  
 dibé binant'a'í  
 grease ak'ah  
 Greasewood AZ Díwózhii Bii'  
 Tó  
 green doot'izh, ch'il doot'izh,  
 tát'id doot'izh  
 ground, on the ní'góo  
 grow, to I grow neesséét, he:  
 nooséét  
 grow up, to: I grow up shiyaa  
 hoo'aah, (P) shiyaa hoo'a', he:  
 biyaa hoo'aah, (P) biyaa hoo'a'  
 guide, to be a: I am showing  
 you the way ná hweesh'í,  
 gum jeeh

## H

hair atsií'  
 half-dollar díí' yáál  
 hammer bee atsidí  
 hand ála'  
 happen, to: what happened?  
 haidzaa, haahóót'ííd  
 happy, to be: I am happy shíł  
 hózhq', he: bił hózhq'  
 hard, difficult, to be nant'a/  
 nant'ah  
 harder (with enthusiasm)  
 yéigo  
 have, to: I have a book  
 naaltsoos shee hól'ó,  
 shinaaltsoos hól'ó, he:  
 naaltsoos bee hól'ó,  
 binaaltsoos hól'ó  
 hay t'oh  
 head atsiits'iin  
 hear it, to: I hear it diists'a',  
 diists'íłh, he: yidiits'a',  
 yidiits'íłh  
 heart ajéídíshjool  
 help, to: I help him bíká  
 iishyeed, (P) bíká eeshwod, he  
 helps me shíká iilyeed, (P) shíká  
 eelwod, I help him repeatedly

bíká anáshwo', **he helps me repeatedly** shíká análwo'  
**hen** naa'ahóohai, jíkii  
**her** bi-  
**here** kwe'é, kóó, kwii  
**higher** wódaahgóó  
**hill** dah yisk'id  
**his** bi-  
**hoe, to: I am hoeing**  
 náháshgod, **he:** náhágod  
**Holbrook AZ** T'iis Yaa Kin  
**home** hooghan  
**hopeless, to be** doo chohoo'íi da  
**Hopi** Kiis'áanii, Ayahkinii, Oozéí  
**horse** h́íí', shilíí'  
**hospital** aze'e'ál'í  
**hot, to be** deesdoi  
**hot to touch, to be** sido  
**house** kin  
**how about...? -sha', how about the boy?** ashkiishá'  
**how is it?** hai't'é, haa yit'é  
**how many?** díkwíí  
**how?** haa, hai't'é, haash yit'é  
**however** áko ndi  
**hundred** neeznádiin  
**hunger** dichin, **I am hungry**  
 dichin nish́í, dichin séĺíí', dichin shi'niith́í  
**hurry** tsííí, tsxííí, **he is in a hurry** tsííí nízin  
**hurry up!** tsxííígo  
**husband** ach'ooní, ahastiin

## I

I shí  
**ice cream** abe' yistiní  
**impossible, to be** doo bíhónéedzǎ́a 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' ániisht'é

**inch** dah alzhin  
**indeterminate amount** haa shíí néeláá', haa shíí néelt'e', haa shíí nífnééz, etc.  
**inside** kóne', kóne'é, góne', góne'é, biyi', bi'  
**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** ása' bee abézhí  
**kid** t'ízi yázhí  
**kind, to be: I am kind**  
 jooshba', **he:** jooba'  
**kitchen** ch'iyáán ál'íni góne'  
**knee** agod  
**knife** béesh, **his knife** bibéézh  
**know about it, to: I know it** shíí bééhózin, bíí 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, tó siyíni  
**lamp** bee adinídní  
**land** kéyah  
**large, to be** ntsaa, ntsaaz  
**laundry** da'iigis bá hooghan  
**lava rocks** tsézhin, chézhin  
**lazy, to be: I am lazy** shíí hóyéé', **he is lazy** bíí hóyéé'  
**leader** naat'áanii, nant'a'í  
**learn, to: I am learning**  
 íhoosh'aah, **he:** íhoo'aaah, **I am learning it** bíhoosh'aah,

**he:** yíhoo'aaah, **I am learning it again** bínáhoosh'aah  
**left, to the** nisht'ájigo  
**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!** tí', tí'ée, so'tí'  
**lettuce** ch'il tigaii  
**level (tool)** tó bií' naago'í  
**lie down, to: I am lying down**  
 sé'tí, **we are lying down (dual)** shiiteezh, (pl) shiijéé'  
**like it, to: I like it** shíí nizhóní, shíí yá'át'ééh, shíí hikan  
**like it, to be: I am like him**  
 nahonish́in, **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'ózi  
**long, to be relatively** ánifnééz  
**look at it, to: I look at it** nesh'í, **he:** yiné'í  
**look for it, to: I am looking for it** bíká désh'íí', hádesh'íí', hanishtá, **he:** yíká 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**  
 íinísin, áhwíinínin, **he:** áyósin, áhósin  
**make it (as a profession), to: I make it** áshí, **he:** íí'í, **she is a secretary** naaltsoos íí'íni nilí  
**make it, to: I make it** áshlééh, (P) ásh́aa, íish́aa, (F) ádeeshííí, **he:** íílééh, (P) áyiilaa, (F) íidoolíí  
**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'óo ahonii'yóí, niidla'í, **they:**  
t'óo ahayóí, la'í

**Many Farms AZ** Dá'ák'eh  
Halání

**matches** tsit'éhí

**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'ą́hí

**medicine** azee'

**meeting starts** baa ha'aldeéh,

**meeting convenes** álah aleeh,

(P) azlíí', (F) adooleet'

**melt, to (snow)** náhályíh

**men** diné, hastóí

**merely** t'óo

**mesa** tsé dah azkání

**Mexican** naakaii, naakaii'bháhi

**mid-morning** dah adii'á

**mile** tsin sitá, **two miles away**

kodóo naaki tsin sitá

**minute** dah alzhin

**Monday** damóo biiskání

**money** béeso

**morning** ahbíní, abíní,

abíndáá'

**month, every** náhidizíí

bik'ehgo

**months pass** ndeezid

**mortar** hasht'ish

**mother** amá

**mountain lion** náshdóitsoh

**Mr.** hastiin, astiin

**muddy, to be** hasht'ish

**mutton stew** atoo'

**my** shi-

## N

**nails** íd aalkaahí, **finger nails**  
alášgaan

**name it, to: I say the name**

yínishshí, **he names it** yózhí

**narrate, to: I am narrating**

hashne', **he:** halne'

**narrow, to be** átsózí,

áhoołts'ózí

**Navajo** diné, t'áá diné,

naabeehó

**Nazlini AZ** Názlíní

**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)** litso

**night** t'ée', **at night** t'ée'go,

**tonight** díí t'ée', **last night**

t'ée'dáá'

**night (last)** yiská, **I spent the**

**night in town** kintahdi shiiská

**nine** náhást'éhí

**no** nda, ndaga', dooda

**non-existent, to be** ádin, **I**

**have no money** shibéeso ádin

**noon, to be** ahní'nf'á,

ahní'nf'ágo

**north** náhookos, náhookosjigo

**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'áádóo

**off** adah, hadah

**oil** ak'ah, ak'ah tizhini'

**okay** hágoshíí, t'áá áko **it's okay**

**with me** shíí t'áá áko

**older than, to be: he is older**

**than I am** shiláají' naaghá

**on it** bikáa'gi, bik'i

**one** láa'ii, t'áá láa'í

**only** t'éiyá, t'éhí

**only then** índá, índída

**or else** éí doodago, éí doodaii'

**orange** fitsxo, **fruit** ch'il

fitsxooí, **juice** ch'il fitsxooí

bitoo'

**otherwise** éí doodago

**our** nihi-

**outside** t'óo'di, t'óo'góo

**over it** bilááh, biláahgo

**overcoat** éetsoh

**owe, to: I owe him** shaąh hááá'á

## P

**pail** tó bee naakáhi

**pal** ach'ooní

**pan** ásaá' nteelígíí

**pants** t'ají'ée'

**path** atiin, **sheep trail** dibé

bitiin

**paved road** atiin ahoodlézhí

**peaches** didzétsoh

**peanut butter** atfísh

**pen** be'ek'e'elchíhí

**pencil** be'ek'e'elchíhí

**penny** sindáo, lichí'ígíí

**pepper** azee' dích'íí libáhi

**perhaps** daats'í, sha'shin, shíí

**Phoenix AZ** Hoozdo,

Ahééheshííh

**pick it up, to** combine ndii-

with stems in 14.8

**pine** ndíshchíí'

**pinon** chá'ot

**Pinon Az** Be'ek'id Baa

Ahoodzáni

**plant it, to: I plant it** k'idishlé,

(P) k'idíflá, **he:** k'iidilé, (P)

k'iidíflá

**plants** ch'il, nanise'

**plate** teets'aa'

**play, to: I play** naashné, **he:**

naané

**plywood** tsineheeshjíí'

nteelígíí

**pneumonia** dikos ntsaaígíí

**pond** tó siyíni

**pop** tó dilchxoshí

**popcorn** naadáá' dilchxoshí

**pork** bisóodi bitsí'

**possible, to be** bíhónéedzá

**possibly** shíí, daats'í, sha'shin

**post** tsin

**pot, cooking** ásaá' bee abézhí

**potatoes** nímasii

**potatoes, sweet** nímasii hikaní

**potterer** teets'aa' íí'íní

**pottery** teets'aa'

**pour it, to: you pour it** nízíid

**prairie** halgai

**prairie dog** dlíqó'

**present, to be: I am present**  
shináát, (P) shíináát, (F)  
shidoonáát  
**pretty, to be** nizhóní, hózhóní  
**probably** daats'í, shíí  
**proportionate to it, to be: it fits me** shííghah  
**Pueblo people** kiis'áanii,  
kiiyaa'áanii  
**puma** náshdóitsoh  
**puppy** lééchaq yázhi  
**purpose, for its** biniyé, biniyé,  
bíká  
**quarter (money)** naaki yáál  
**quilt** golchóón

## R

**radio** níłch'i bee halne'í  
**rain, to: it is raining** naháłtin,  
(P) nahóótá, (F) nahodoołtíí  
**raise hands, to: I raise my hand** yadidiishníh, **he:**  
yadidiishníh  
**ramada** chaha'oh  
**rasp (tool)** bee ach'iishí  
**read, to: I read, go to school, count** íinishta', **he:** ółta', **I read it, count them** yínishta', **he:**  
yółta'  
**really** t'áá'aaníí, íiyisíí, íiyisí  
**recently** áníídí, áníídíáá'  
**red** híhíí'  
**relatives** ak'éí  
**rent, to: I rent** bik'é ní'iishlé,  
**he:** yik'é ní'iilé  
**remember, to: I remember**  
bénáshniih, **he:** yénálniih  
**repeat it, to: you say it again**  
bee ánáádí'ní  
**resemble it, to: I resemble him** nahonishlin, **he:** nahalin  
**reside, to: I reside** kééhasht'í,  
**he:** kééhat'í  
**return, to: I am returning**  
nááshdáát, **he:** náádaát, **I returned** nánisdzá, **he:** nádzá  
**rib** átsáá'  
**rice** alóós  
**ride it, horse: I ride the horse**  
łíí' shíł yildloosh  
**right, to the** nish'náájígo  
**river** tooh níłní, tooh

**road** atiin  
**rock** tsé  
**roofing** kin bik'éstí'ígíí  
**rope** t'óót, **his:** bit'óót  
**rough road, to be a** t'óót  
bahoo'iih, hodiwoł  
**ruler** bee ída'neel'ąąhí  
**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**  
hwiih séłíí', **he:** hwiih silíí'  
**Saturday** yiská damóo,  
damóo yázhi  
**saw (tool)** bee ach'iishí  
**say it, to: I say it** dishní,  
ádíshní, **he:** ní, ání, **say it again, to** náádísh'ní,  
ánáádish'ní, **he:** náádí'ní,  
ánáádí'ní, **say to him, to: I say it to him** bidishní, **he says to me**  
shíłní  
**scarce, to be** bídin hóyéé'  
**scattered about, to be** naaznil  
**school, to go to: I go to school** íinishta', **he:** ółta'  
**school** ółta'  
**scissors** béesh ahédiłí  
**secretary** naaltsoos íł'íni  
**seems like, it: she is like her mother** bimá nahalin, **she works like her mother** bimá nahalingo naalnish, bimági  
át'éego naalnish  
**sequence, in** alk'éé', atkéé'go  
**seven** tsosts'id  
**sew, to: I sew** ná'áshkad, **she:**  
ná'átkad  
**sharp, it is** deení, **sharp-pointed** hááhashchxií'  
**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** shaąh  
dah hoo'aah, shítah  
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 ndaah, dah  
noohkeeh, dah dinoohbjíh  
**situated, to be: I am situated well** nizhónígo shíł haz'á  
**six** hastáá  
**skin, to: I skin** ná'ásh'ah, **he:**  
ná'á'ah  
**skirt** t'aakał  
**slacks** t'ají'éé'  
**sleep, to: I sleep** ashhosh,  
(P) iíłhaazh, (F) iideeshhosh  
**he:** athosh, (P) iíłhaazh,  
(F) iidoohhosh  
**sleepiness** bił, **I am sleepy**  
bił nisin, bił shí'niíłhí  
**slippery, to be** nahateet,  
hwíídeeltó'  
**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** yistlé  
**soil** łeezh  
**some** łá'  
**some more** łá' náána, náána  
łá'  
**some places** łahgi, łahdi  
**something** łá'  
**sometimes** łahda  
**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 béesh adee'  
 spouse ach'ooní  
 spring, to be daago  
 spring (water) tó háálí  
 square (tool) béesh názhahí  
 square-cornered, to be dik'á  
 squaw dance ndáá'  
 squirrel hazéitsoh  
 stand up, to (tree) íf'á, sikaad,  
 yíl'á, deíl'á  
 stand up, to (rocks) deez'á  
 start out, to (by car): I start  
 out shít dah adiilyeed, (P) shít  
 dah adiilwod, (F) shít dah  
 adoolwod

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 t'óót

student ótta'í  
 study it, to see "to learn"  
 summer shí, shíigo  
 Sunday damóogo, damíigo,  
 damóo  
 sun up, to be ha'a'aah,  
 (P) ha'í'á  
 sweat shelter táchééh  
 sweater éé' naats'oodí  
 sweep it, to: I sweep it  
 nahashshooh, he: nahashooh  
 sweet, to be líkan  
 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: yáti'  
 tank tóshjeeh

tar paper naaltsoos fízhinígíí  
 tasty, to be líkan, halmiih  
 tea dééh, ch'il ahwéhi  
 teacher bá'ólta'í  
 tease, to: I am teasing it bee  
 naashné, he: yee naané  
 telephone béesh bee hane'í  
 television níich'i naalkidí  
 tell, to: I tell it hashné', (P)  
 hweeshné', (F) hodeeshnih,  
 he: halné', (P) hoolné', I tell  
 about it baa hashné', he: yaa  
 halné', passive hane'  
 ten neeznáá  
 ten cents doot'ízh  
 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'éego  
 their bi-  
 then (at that time) íídáá', índída  
 therefore éí biniinaa, éí baq  
 they éí, bí  
 thin, to be (thickness) ált'á'í  
 things t'áadoo le'é  
 think it, to (be of the opinion):  
 I think nissin/nisin, he: nízín  
 I think it is pretty shít  
 nizhóní, shít hózhóní  
 think thus, to, that is how I  
 think ákwíinissin/ákwíinínin,  
 he: ákwíinínin  
 thirst dibáá', I am thirsty dibáá'  
 nisin, dibáá' sél'íí', dibáá' nishíí'  
 this way, in kót'éego  
 this way! woshch'ishjigo  
 thousand -di mííl, -di mííl yázhí  
 three táá'  
 Thursday damóodóo díí'  
 yiskáo, dí'í jí na'anish  
 time, what díkwíidi azl'íí',  
 díkwíí lá oolkií  
 tin can yadiizíní  
 tired, to be: I am tired ch'ééh  
 déyá, he: chééh deeyá  
 tires chidí bikee'  
 to there áaji', níléiji'  
 today díí jí, díshjí  
 toe akéshgaan

toilet, outside kin bií' nii'oh  
 nda'aldáhígíí, kin yázhí  
 tomorrow yiskáago, yiskáo  
 tongue atsoo'  
 tonight díí t'éé'  
 tools bee na'anishí  
 tooth awoo'  
 toward him bich'í'  
 town, in kintahdi, kintahgi  
 trader naalyéhé yá sidahí  
 trading post naalyéhé bá  
 hooghan, kin  
 trail atiin, bitiin  
 treasurer béeso yaa áhályání  
 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 aaníiníi  
 Tuba City AZ Tó Naneesdizí  
 Tuesday damóodóo  
 naakiiskáo, naaki jí na'anish  
 turquoise doot'ízh, doot'ízhii  
 twenty-five cents naaki yáál  
 two naaki  
 typewriter béesh bee  
 ak'e'elchíhí

## U

uncle (maternal) adá'í, (pater-  
 nal) abízhí, azhé'é yázhí  
 understand it, to: I under-  
 stand (understood) it  
 bik'i'diitá, he understands  
 (understood) it yik'i'diitá  
 unsuccessfully ch'ééh, I'm  
 unsuccessful in learning  
 Navajo ch'ééh diné bizaad  
 bíhoosh'aah  
 uphill niinah  
 use it, to: I use it choinish'í,  
 he: choyool'í  
 used to be, it ní't'éé', ní't'éé'  
 usually leh  
 utilize it, to: same as "use it"

## V

vegetables ch'il daadánígíí  
 vehicle chidí  
 very ayóo, ayóogo, fíyisíí  
 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**  
 yishááł, **he:** yigááł, **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:** náánífíndzin  
**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:** yiyiigis  
**Washington DC** Wááshindoon  
 we nihí  
**weather, to be** hoot'e  
**weave, to: I weave** asht'ó,  
**she:** at'ó, **I weave it** yisht'ó,  
**she:** yit'ó  
**Wednesday** damóodóó tági jí,  
 tági jí na'anish  
**well (adv.)** nizhónigo  
**well...?** ąą'  
**west** e'e'aah, e'e'aahjigo  
**wet, to be** ditléé', hoditléé'  
**what happened?** haidzaa, haa  
 hóót'íid  
**what is it?** haa át'íí át'é  
**where?** háadi  
**which?** háí, háidíígíí  
**white** figai  
**white person** bilagáana  
**who?** háí  
**wide, to be** nteel, áníftéél  
**Wide Ruins AZ** Kinteel  
**width** naaniigo  
**wife** e'asdzáá, e'asdzáán,  
 ach'ooní  
**wildcat** náshdóí  
**will be, it** dooleet  
**window** tsésq'  
**Window Rock AZ**  
 Tségháhoodzání  
**Winslow AZ** Béésh Sinil,  
 Béésinil

**winter** hai, haigo  
**without** t'áágééd  
**wolf** mə'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** dishníísh, **he"** dilníísh  
**work on it, to: I work on it**  
 binaashnish, **he:** yinaalnish  
**worth** báąh ílį

## Y

**yard (measure)** tsin sitá  
**year, every** t'áá nináháhah  
 bik'eh  
**years old, to be** shinááhai,  
 ninááhai, etc.  
**yellow** hitso  
**yes** aoo'  
**yesterday** adááđáá'  
**yet** t'ah, t'ahdii  
**you** ni, (pl) nihí  
**young, to be: I am young** ániid  
 naashá, **he:** ániid naaghá  
**your** ni-, (pl) nihi-