

did you give (that person) the ok?  
 did you give him/her an affirmative answer?  
 did you say 'yes' to him/her?

## 2.26 Stating that Permission is Withheld

### **dooda hodoo'niid**

GLOSS: the answer was no

INTERACTION: refusal on request to play outside

C: T'óo'di nidadii'neel dishníí nít'ée'  
 dooda hodoo'niid.

T: Ha'át'éegoshą'?

C: Ayóo hasht'ishgo biniinaa.

GLOSS

C: I had suggested that we play outside but we were told 'no'.

T: How come?

C: Because it is very muddy outside.

### **dooda shílní**

GLOSS: he/she said no

INTERACTION: commenting on refusal to go out to play

C: T'óó'góo ch'ínishyeed nít'ée'  
 dooda shílní. T'ah índá shílní.

T: Ha'át'íish biniinaa?

C: Íínýąą'go índá shílní.

GLOSS

C: I was going outside but I was told not to. I was told to wait.

T: Why was that?

C: They said to wait until I ate (lunch).

alternate terminology

ch'éeéh ádííniid

t'áadoo lá azlį́'da

dooda jini

dooda shi'doo niid  
dooda azlǫ́'

I asked in vain  
I was not given a positive answer  
they said 'no'  
I was told 'no'  
the answer was 'no'

## 2.27 Expressing Confirmation

lǎ azlǫ́'?

GLOSS: permission was granted

INTERACTION: discussing the permission given to go on a trip

T: Ch'aa deekaiyěe nihá bee lǎ azlǫ́'.

C: Da' t'áá aaní. Háágóólá deekai?

T: Nahgóó dahwiidiiltséé.

GLOSS

T: Our trip has been approved.

C: Is that right? Where are we going?

T: We will go sightseeing around.

lǎ ashǫ́'

GLOSS: he/she granted permission

INTERACTION: teacher agrees to outside play

C: T'óó'góó nídadii'ne'ěe teacher yee lǎ ashǫ́'.

T: Yay!! ch'íniijeeh.

GLOSS

C: The teacher has approved our going outside to play

T: Yay!! We are going outside!

alternate terminology

t'áá áko hodoo'niid

yideelchid

bízhi' áyilaa

permission was given  
(he) placed his mark (on it)  
he/she signed it

## 2.28 Confirming a New Fact

shooya'!! jó t'áá aaníí lá

GLOSS: Oh, yes! it is true!

INTERACTION: affirming an action, i.e. child writing his own name

C: Teacher, shíga' shízhi' ánéish'jìh.

T: Shooya', t'áá aaníí lá, nízhi' ínilaa.

GLOSS

C: Teacher, I can write my name.

T: I see! It is true that you can write your name.

ákót'éh!!

GLOSS: that is correct!!

INTERACTION: affirming a child's positive action

T: Ákót'éego ląą! Nizhónigo bóhwiinił'áá' lá.

C: CHILD SMILES WITH CONFIDENCE

Da' t'áá ákót'éh?

T: Aoo', ákót'éh!

GLOSS

T: That's the way (it is done). You have learned it well.

C: CHILD SMILES WITH CONFIDENCE

Is it correct?

T: Yes, it is correct!

alternate terminology

doo sha'shingóó

without doubt

## 2.29 Inquiring About a Denial

**doodaaísh ní'doo'niid?**

GLOSS: were you told no?

INTERACTION: inquiring about a request to go outside

T: Doodaaísh ní'doo'niid  
tł'óó'góó dinínee?

C: Aoo', dooda shí'doo'niid.

GLOSS

T: Were you told 'no' on your request to go outside?

C: Yes, I was told 'no'.

**doodaaísh ní?**

GLOSS: did he/she say no?

INTERACTION: asking if a third party agreed to a request

P: Doodaaísh ní, NAME bighandi adáádííłwoł dishninee?

C: Aoo', dooda ní.

GLOSS

P: Did s/he say no about my telling you to get off at NAME's house?

C: Yes, s/he said no.

**dooísh ásht'í da ní?**

GLOSS: did he deny doing it?

INTERACTION: asking if a child denies having made another cry

T: Dooísh ásht'í da ní, ashkii yázhí eenaazne'ęę?

C: Aoo', doo ásht'í da ní.

GLOSS

T: Did the boy who made the child cry deny he did it?

C: Yes, he said he did not do it.

alternate terminology

doodaaísh hodoo'niid?

doodaaísh lá?

dooda ní ya'?

was the answer no?

was it no?

s/he said no, right?

## 2.30 Expressing that Speaker Expects a Positive/Negative Response

### 2.30a Positive Response

**t'áá ínízin nahalin**

GLOSS: it seems that he/she has a mind to agree to it

INTERACTION: talking of someone being agreeable to help plant

C1: K'ida'di'diilyéel dadii'nínée t'áá ínízin nahalin.

C2: Aoo', t'áá ínízin nahalin.

GLOSS

C1: It seems he's agreeable to the idea of planting.

C2: Yes, it does seem he is agreeable.

**t'óó lá didooniit nahalin**

GLOSS: it looks like he/she will say yes

INTERACTION: speculating whether a person will agree to a plan

C1: Nideiiteel dooleel dabididii'niit, bá'ólta'á. T'óó lá didooniit nahalin.

C2: Ni ábidiní.

C1: T'áá áko, ábididiishniit.

GLOSS

C1: Let us ask the teacher if we can go (ice) skating. It looks like she'll say yes.

C2: You ask her.

C1: All right. I'll ask her.

## alternate terminology

t'óó bił lá nahalin

t'áá bił agwéél nahalin

t'áá áko shidi'doo'nił nízín nahalin

aoo' didoonił nahalin

(s/he) seems agreeable

s/he seems to like it

s/he seems to think s/he'll get a positive answer

it looks like s/he'll say yes

## 2.30b Expressing that a Speaker Expects a Negative Response

**doo ínízin da nahalin**

GLOSS: it seems he/she does not want to

INTERACTION: speculating on whether a person will disagree to a plan

S1: Ch'aa diikah bidíiniid nít'ée' doo ínízin da nahalin.

S2: Eii doo ch'aa naagháa da. Doo ínízin da leh.

S1: Jó ákót'ée lá.

## GLOSS

S1: I asked him to go on the trip with us but he seems reluctant to go.

S2: S/He never goes anywhere. S/He never wants to.

S1: It seems that way.

**t'óó dooda didoonił nahalin**

GLOSS: it looks like he/she will say no

INTERACTION: speculating on whether a teacher disapproves of a behavior

C1: T'áadoole'é dabidii'niidéę t'óó doo ínízin da nahalin.

C2: T'óósh dooda didoonił nahalin.

C1: Aoo', dooda didoonił nahalin. Doo ádooníł da.

## GLOSS

C1: It seems that he's not agreeable to our request.

C2: Does it seem like he'll say no?

C1: Yes, it seems like he'll say no. He won't do it. (i.e. say yes)

**doo bił aaníída nahalin**

GLOSS: it seems he/she does not like the idea

INTERACTION: hinting that a teacher disapproves of a behavior

S1: Ayóo ne'édíláahgo teacher doo bił aaníí da nahalin.

S2: K'ad doo she'ádíláah da doo.

GLOSS

S1: It seems that the teacher does not approve of your negative behavior.

S2: I won't be naughty now.

alternate terminology

dooda shidi'doo'niit nízin nahalin

doo bił agwéél da nahalin

t'óó doo ádooníit da nahalin

doo bił yá'áshxóo da nahalin

t'óó bił baa'ih nahalin

he seems to think he'll get a negative answer

he doesn't seem to like it

it seems s/he won't do it

he does not seem amenable to it

he seems to dislike it

## 2.31 Expressing Difficulty

**shá nanitł'a**

GLOSS: it is hard for me

INTERACTION: finding it difficult to use scissors

T: Béesh'ahédií bee na'itgizhgooísh ayóo ná nanitł'a?

C: Aoo', ayóo shá nanitł'a.

GLOSS

T: Is it difficult for you to use the scissors?

C: Yes, it is difficult for me.

**ch'ééh ásh'í**

GLOSS: I can't do it

INTERACTION: trying to cut a pattern with scissors

C: Lééchaa'í haashgéeshgo ch'ééh ásh'í.

T: T'áá hazhóó'ígo nabińtaah, hadíílgishgo át'é.

GLOSS

C: I can't cut out (the picture of) this dog.

T: Try it carefully. You will (eventually) cut it.

**ayóo nanitł'a**

GLOSS: it is very hard

INTERACTION: finishing project using scissors

C: Teacher, níní'í shoo. Altso íishłaa.

T: Ayóo nanitł'a ndi altso íinłaa. Nizhóní yee'.

GLOSS

C: Teacher, look at this. I finished it.

T: You finished cutting it out even though it was difficult. It is a good job.

alternate terminology

shá nanitł'a

doo bíínishghah da

it is difficult for me

I am not up to it

## 2.32 Inquiring About Difficulty

**ayóoish nanitł'a?**

GLOSS: it is very hard for you, isn't it?

INTERACTION: recognizing difficulty

T: Ayóoish ná nanitł'a , ya'iizíidgo?

C: Aoo', ayóo shá nanitł'a. Ayóo nidaaz.



GLOSS

T: Is it difficult for you to pour (from a pitcher)?

C: Yes, it is very difficult. It is too heavy.

alternate terminology

ch'ééhísh ání't'í?

ni'ísh nanitł'a?

nik'eh didlį́sh?

are your efforts futile?

is it difficult for you?

is it getting the best of you?

## 2.33 Expressing Ease

**t'áá bééhózíní**

GLOSS: it is easy

INTERACTION: writing name

S1: Shízhí' t'áá bééhózíní,

S2: Haa'íyee' shá yínzhí.

S1: SAYS NAME

S2: Nízhí' t'óó nizhónígo yínízhí. T'áá aaníí t'áá bééhózíní.

GLOSS

S1: My name is easy (to remember, to write, etc.).

S2: Say it for me then.

S1: SAYS NAME

S2: You say your name so nicely. It is easy to remember, etc.

**doo nanitł'a da**

GLOSS: it is not difficult

INTERACTION: copying a pattern

T: Díí bééda'doohdlíí.

C: Eii doo nanitł'a da.

T: Hágoshíí hazhó'ó ánílééh.

GLOSS

- T: (You all) copy this.  
C: That's not hard.  
T: All right. Do a good job.

**t'áá bééhasin**

GLOSS: I know it

INTERACTION: expressing (prior) knowledge

- T: Díi nít nidzit'iísh béé honísín?  
C: CHILD NODS HEAD.  
T: T'áá bééhasin diní.  
C: T'áá bééhasin.

GLOSS

- T: Do you know how to operate this?  
C: CHILD NODS HEAD.  
T: Say 'I know how'.  
C: I know how (to operate it).

alternate terminology

t'óó acháázh

t'óó "chígin"

finding it very easy

it is just "chicken" (easy)

2.34 Inquiring About Ease

**dooísh nanitł'ada lá?**

GLOSS: it wasn't hard, was it?

INTERACTION: using large utensil to serve food

- T: Dooísh nanitł'a da lá t'áá hó ha'jiikaahgo?  
C: Aoo', doo nanitł'a da lá.

GLOSS

- T: It is not hard, is it, to serve yourself?  
C: Yes, it is not hard.

t'áásh bééhóziní lá?

GLOSS: was it easy?

INTERACTION: riding two-wheel bike

T: T'áásh bééhóziní lá?

C: Aoo', t'áá bééhóziní lá.

GLOSS

T: It isn't very hard, is it?

C: Yes, it is easy.

alternate terminology

t'áásh íídáá' bééhonísín lá?

t'óósh "chígin" lá?

t'óósh acháázh lá?

you already know how, don't you?

it is just "chicken", isn't it?

it is very easy, isn't it?

**F3 Expressing and Inquiring About Emotional Attitudes****3.1 Expressing Pleasure/Like/Displeasure/Dislike****3.1a Pleasure****shíł\*\* baa honeeni**

GLOSS: it is fun (to me)

INTERACTION: learning interests of students

T: Ha'át'íish ayóo níł baa honeeni?

C: Tí'óó'góó naashnéego ayóo shíł baa honeeni.

GLOSS

T: What do you find the most fun?

C: Playing outside is most fun to me.

**shíł \*\* bóhoneedlį́**

GLOSS: I enjoy...

INTERACTION: talking about what gives enjoyment

C: Chidí yázhí bee naashnéego ayóo shíł bóhoneedlį́.

T: Ha'át'íish ałdó' ayóo níł bóhoneedlį́?

GLOSS

C: I enjoy playing with little cars.

T: What else do you find fun?

alternate terminology

bízhneedlį́go

hoł yá'át'éehgo

bee hatah yá'áhoot'ééh

bee hání' náázhoł

to be interested in it

to like it

to feel good about it

to refresh your mind (by it)

## 3.1b Like

**shil\*\* yá'át'ééh**

GLOSS: I like...

INTERACTION: discussing a drawing

T: Nizhónígo ni'shínch'áá'ígíí shil yá'át'ééh.

C: Ła'ish nináánáshch'ąąh?

T: Aoo', ła' ninááních'ąąh. Éidíígíí hooghangóó nídííłtsos.

**shil \*\* nizhóní**

GLOSS: I like it very much; lit.: it is pretty to me

INTERACTION: appreciating traditional dress

T: Nikélchí bii'sín'eezgo ayóo shil nizhóní.

C: Shi'éé'ish ałdó' nil nizhóní?

T: Aoo', éidó' shil nizhóní.

GLOSS

T: I like it very much when you wear your moccasins.

C: Do you also like my dress?

T: Yes, I like that, too.

**shil\*\* ayóó'áhoot'éh**

GLOSS: I really, really like ...

INTERACTION: commenting on how delicious fried potatoes are

T: Nímasii sit'éego shil ayóó'áhoot'éh.

C: Shídó' ayóo shil likan.

T: T'ah t'áá yidziih. Ła' náádaahdą.

GLOSS

T: I love fried potatoes.

C: I also like them very much.

T: There is still some left. (You all) eat some more.

alternate terminology

shíł bóhoneedlí

shíł baa hózhóón

shíł tsék'eh

shítáá' béli't'óóh!!

doo shaanidit'a' da!! /doo shaanidit'áa da

it is fun to me

it is pleasureable for me

it's great!

it is my favorite ("it is made especially for me") (lit. trans.: "it is tied to my forehead")

it is my absolute favorite! ("it shall not go past me"; "me first")

**\*\*shíł, níł, bíł, níhíł**

### 3.1c Displeasure

**doo shíł yá'át'éeh da**

GLOSS: (I) do not like..., (I) disapprove...

INTERACTION: child's bad behavior

T: Ts'ídá doo shíł yá'át'éeh da adítahígíí.

C: Doo ánáádiish'níł da.

T: Hágoshíínee'.

GLOSS

T: I do not like it (the fact) that you kick.

C: I will not do it again.

T: All right.

**doo baa honeeni da**

GLOSS: (it) is not fun

INTERACTION: muddy condition

C: Hasht'ishgo doo baa honeeni da.

T: Ha'át'íí biniinaa doo baa honeeni da.

C: Jó doo hasht'ishgóó éí t'óó'góó ch'ínéijah nít'ée'.

## GLOSS

- C: It is no fun when it is muddy.  
 T: Why is it not fun?  
 C: Because we get to go outside when it is not muddy

**doo bineeshdlį́ da**

GLOSS: I don't enjoy...

I am not interested

INTERACTION: disinterest in activity when tired

- C: Ch'ééhdisháahgo t'áadoole'é doo bineeshdlį́ da.  
 T: Éí biniinaa háájilyih dóó t'áadoole'é bínáázhneedlį́ leh.  
 C: Da' áko iishxáásh?  
 T: Aoo', níteeh.

## GLOSS

- C: When I am tired, I am not interested in anything.  
 T: That is why you should rest, then you will be interested in things again.  
 C: Should I sleep then?  
 T: Yes, now lay down (and rest).

**doo nisin da**

GLOSS: I do not want...

INTERACTION: rejecting object

- C: Shí OBJECT doo nisin da.  
 T: Ha'át'íish éí nínízin?  
 C: OBJECT nisin.  
 T: Éíish ayóo baa honeeni?  
 C: Aoo', ayóo baa honeeni.

## GLOSS

- C: I do not want any OBJECT.  
 T: What would you like then?  
 C: I want OBJECT.  
 T: Is that a lot of fun (to you)?  
 C: It is a lot of fun.

alternate terminology

doo bóhneedlį́ da

doo hoł aaní da

doo baa hoł hózhóę da

doo hoł honeeni da!!

it is not fun

s/he does not approve (of it)

s/he is not happy about it

s/he is not having any fun

### 3.1d Dislike

**doo shį́ yá'át'éeh da**

GLOSS: I do not like...

INTERACTION: negative opinion about bad behavior

T: Nihe'ádadílaahgo doo shį́ yá'át'éeh da.

C: Shí k'ad doo she'ádílaah da doo.

T: T'áá aaníí ádínígo doo ne'ádílaahgóó nízóní doo.

GLOSS

T: I do not like it when you are naughty.

C: I will not be naughty any more.

T: It will be good if you really try not to be naughty.

**t'óó shį́ baa'ih**

GLOSS: I dislike...

INTERACTION: negative reaction to messy conditions

T: Bus biyi' ts'iilzéí nikidaahníłgo t'óó shį́ baa'ih.

C: Ákooísh díí ts'iilzéí náháshłááh?

T: Aoo', ahéhee' dooleeł, she'awéé'.

GLOSS

T: I dislike it when you throw your trash in the bus.

C: Shall I pick up the trash?

T: Yes, and thank you very much for doing it, my child.



**doo nisin da**

GLOSS: I do not want...

INTERACTION: disliking food

C: Waa' doo nisin da. Doo shił hikan da.

T: Áłch'íídígo hanikaah, t'óó yílnih.

C: CHILD SAMPLES FOOD

**GLOSS**

C: I do not want spinach. I do not like it.

T: Dish out a little bit, just to taste it.

C: CHILD SAMPLES FOOD

**alternate terminology**

doo yá'áshóq da

t'óó baa'ih

doo shił hikan da

t'óó nichxó'íyee'

doo nizhóní da

doo shił tsék'eh da

doo hikan da

it is not right

it is terrible

I do not like the taste

it is pathetic/ it is not pleasant

it is not pretty

it is not so great to me

it does not taste good

### 3.2 Inquiring about Pleasure

**baaísh nił hózhó?**

GLOSS: does it make you happy?

INTERACTION: asking about a father's presence

T: Baaísh nił hózhó, nizhé'é nináhádáahgo?

C: Aoo', ayóo baa shił hózhó. Shizhé'é daane'é shá nináyijááh.

T: Jó nizhóní lá.

GLOSS

- T: Do you like it when your father comes home?  
 C: Yes, it makes me very happy. My father brings me toys.  
 T: That is nice.

alternate terminology

- ni'ish bóhneedlǫ?  
 ni'ish baa honeeni?  
 ni'ish yá'át'ééh?  
 ni'ish ayóó'áhoot'é?  
 ni'ish honeeni?  
 baa hózhó'ish?  
 baa'ish ni' nohoozhóh?

- is it interesting to you?  
 is it fun to you?  
 is it fine with you?  
 do you really like it?  
 are you having fun?  
 is it an (an event) to be happy about?  
 are you overjoyed about it?

- 3.3 Expressing Satisfaction / Dissatisfaction  
 3.3a. Satisfaction

**bee hwi'ih sé'íí'**

- GLOSS: I have satisfied myself (with it).  
 INTERACTION: acknowledging a full stomach

- T: Nich'i'iyá' altso niyá.  
 C: K'adí, bee hwi'ih sé'íí'.

GLOSS

- T: Finish your food.  
 C: No more. I am full (satisfied).

**laanaa nisinée ádzaa**

GLOSS: my wishful thinking happened

INTERACTION: commenting on weather

T: Laanaa nisinée ádzaa - naháłtin.

C: K'ad éí doo ch'ínijeeh da lá.

T: T'ááshjį kóne' nidei'née doo. Éí áldó' baa honeeni.

GLOSS

T: What I wished for happened - it is raining.

C: We're not going outside now.

T: We can play inside. That's fun, too.

alternate terminology

bee ní'sísdijįd

hikaní bee hikan!!

bik'e'ahwiih!!

sxih!!

shįł nidzılkaąd

bilááh íishłaaah

shineest'e' / shineesk'e'

shįł 'oozbá!!

shįł ní'íibijįh

to take full advantage of

absolutely delicious!!

satisfying!!

fulfilling!!

overwhelmingly delicious

I've overdone it

it settled me / soothed me

I was won over!!

I'm being won over!!

3.3b Dissatisfaction

**doo shįł yá'át'éeh da**

GLOSS: I do not like it

INTERACTION: commenting on overgrown thistles

T: Ch'il hoshí náneeyáá léi' doo shił yá'át'éeh da. Ayóo neezgai haa'íijilgo.

C1: Teacher, ch'il hoshí ła' shaa'íijil.

C2: Shídó' ła' shaa'íijil. Ayóo neezgai.

GLOSS

T: I do not like the fact that the Russian thistles are overgrown. It really hurts when it pricks you.

C: Teacher, I've been pricked by a thistle.

C2: Me, too. I was pricked by one and it hurts.

**doo shił aaníi da**

GLOSS: I do not like it

INTERACTION: disliking the bus to be late

P: Bus álahji' doo hah nihaa nálwo'góó doo shił aaníi da.

T: Jó t'áá áko hashtł'ishgo biniinaa.

GLOSS

P: I disapprove of the bus always being late.

T: That's because it is usually muddy

alternate terminology

doo shił yá'ít'éeh da

doo bóhonéésdljíd da

doo shił ákwii da

doo shił sxih da

doo shił beelt'ée da

doo shił agwéel da

shidiłch'ee'

shizghad!!

shizta!!

shismas!!

I have come to dislike

no longer interesting

it doesn't set right with me

it's not fulfilling/satisfactory to me

it doesn't meet my standards

it's not fine with me  
I felt grossed out!  
it gave me the shivers!  
it kicked me!  
it shook me up!

### 3.4 Inquiring about Satisfaction/Disssatisfaction

#### 3.4a Satisfaction

**da' bee hwiìh sínlíí' / da' hwiìh sínlíí'ísh?**

GLOSS: did you have enough?

INTERACTION: comfort level regarding intake of food, etc.

T: Da' bee hwiìh sínlíí'?

C: Aoo', bee hwiìh sélíí'.

ALT: Ndaga', t'ahdoo hwiìh yishłeeh da. Ła' náánísdzin.

GLOSS

T: Have you had enough?

C: Yes, I have had enough.

ALT: No, I have not had enough. I would like some more.

alternate terminology

łikanísh?

da'nikísh bik'e'ííhwiìh

da'nikísh yísxih?

hwiìhísh?

agwéélísh?

does it taste good?

is it satisfactory?

was it satisfying to you?

satisfied?

good?

### 3.4b Inquiring about Dissatisfaction

**dooísh níl yá'át'éeh da?**

GLOSS: do you not like it when...?

INTERACTION: talking with a child

T: Dooísh níl yá'át'éeh da áłchíní nída'ats'ihgo?

C: Aoo', doo shíł yá'át'éeh da shída'ats'ihgo.

GLOSS

T: Do you not like it when children pick on you?

C: Yes, I do not like it.

alternate terminology

dooísh níl yá'ít'éeh da?

dooísh níl beelt'éeda?

dooísh níl ákwii da?

dooísh níl agwéel da?

dooísh níl ákwe'é da?

dooísh níl ąayíniid da?

dooísh níl tsék'eh da?

da' níłsh dooda?

do you not like it?

is it not up to your standard?

is it not quite right to you?

is it not fine with you?

is it not quite right to you?

do you not approve?

is it not so great?

do you disagree?

### 3.5 Expressing Disappointment

**yáadilál!**

GLOSS: "again! you did it, again!" (strongly implied)  
good grief!! (you did it again!)

INTERACTION: spilling food or drink

T: Yáadilá! Díí lá haahóót'íid!

C: Abe' yaaká.

ALT: Sits'áá' naanníkaad.  
Abe' naaniilts'id.  
Aoo', díí naanníkaad.  
Díí át'í.

GLOSS:

T: Good grief! Look what happened here!

C: I spilt milk.

ALT: It spilt (without my doing it).  
The milk (bottle) fell over.  
Yes, this fell over.  
S/He did it.

dooládó' dooda da!

GLOSS: oh no!

INTERACTION: falling down

C: NAME deezgo'.

T: Dooládó' dooda da! Da' t'áásh aaníí?

ALT: Dooládó' dooda da! Náádínígo'ísh?

C: Aoo', dégo'. Kwe'é neezgai.

ALT: Hosh shaa ííjil.  
Shigod baa i'ííjil.  
Shaa i'ííjil.

GLOSS

C: NAME fell down.

T: Oh no! Is that true?

ALT: Oh no! Did you fall down, again?

C: Yes, I fell. It hurts here.

ALT: I got a thorn stuck in me.  
I have a splinter in my knee.  
I have a splinter.

doo beelt'ée da!

GLOSS: it's not right! it's/that's not called for!

INTERACTION: awkward behavior - child "throws finger"

T: Eii doo beelt'ée góó ání'í.

ALT: Eii doo beelt'ée da akónít'ínígíí.

C: Doo ást'í da.

ALT: T'áá ádzaagóó ání!

Ndashíí, doo ást'í da!

T'áá bí át'í!

T'áá bí áshíí nígó binilinaa ást'í.

GLOSS

T: What you're doing is not right.

C: I didn't do it.

ALT: S/He is lying!

No, I didn't do it!

S/He did it her/himself!

I did it because s/he told me to do it.

alternate terminology

ha'át'í lá áldó!

dooládó' doo ákwii da!

ts'ídá doo ákwii da!

ts'ída doo agwéel da!

dooládó' da!

doo ákó'iinilaa da!

dooládó' ayóí da!

what else! what next! my goodness!

it's just not right!

it's just not right!

(an expression of a strong disappointment)

oh no! oh shoot! oh shucks!

you're wrong! you made a mistake!

"it could be better!" (an expression of disappointment)



- 3.6 Expressing Fear/Worry  
 3.6a. Expressing Fear

t'óó báhádztid

GLOSS: it's scary

INTERACTION: circle time: wild animals

- T: NAME ayóo báhádztid.  
 C: Shí doo binásdztid da!  
 ALT: Shí doo násdztid da!  
 Éí zoo-di t'éí hóló.

GLOSS

- T: NAME is very scary (looking).  
 C: I'm not afraid of it!  
 ALT: I'm not afraid!  
 Those are just (available) at the zoo.

yíiyá!

- GLOSS: yipes! you shouldn't bother it!  
 leave it alone!  
 don't mess with it!  
 hands off!  
 dangerous!

INTERACTION: safety: ant hill (wóláchíí' baghan)

- T: Yíiyá! Doo baa níjít'íí da!  
 C: Ha'át'íish biniinaa doo baa níjít'íí da?  
 T: Hwiishish.  
 ALT: Nidooshish.  
 Da'dishish.

GLOSS

- T: Yipes! Don't bother that!  
 C: Why shouldn't one bother it?  
 T: It can sting you.  
 ALT: It will sting you.  
 They can sting.

**t'óó désyiz!**

GLOSS: it scared me!

it startled me! (a mild shock expression)

INTERACTION: child screams out

T: Hadíínílgħaazhgo t'óó ník'ee désyiz. Doozhdilwosh da!

C: Ha'át'íí biniinaa doozhdilwosh da?

ALT: Jó wóne' doozhdilwosh da.

Hoogħan góne' doozhdilwosh da. T'óó'di t'éi  
dazhdilwosh.

GLOSS

T: Your scream startled me. Don't yell!

C: Why shouldn't one yell?

ALT: Well, you shouldn't yell inside.

You shouldn't yell inside the house. Yell outside only.

alternate terminology

t'óó la' báhádźid!

t'óó shíł hóóyéé!

t'óó béésísdźííd!

it looks scary! it's dangerous!

it terrified me! it frightened me!

I got scared. I went into a panic state.

### 3.6b. Expressing Worry

**\*baah shíne'**

GLOSS: it worries me

INTERACTION: child not getting on bus or not coming to school

T: a. T'áadoo chidíłtsxooí biíh yíníłwodgóó \*baah (naah) shíne'  
ńt'ée'.

ALT: b. Adááďáá' t'áadoo yíníyáágóó biniinaa \*baah (naah)  
shíne' ńt'ée'.

c. Doo náníďááhgóó ayóo baah (naah) shíne' łeh.

C: a. Akée' ch'aa naasháago biniinaa.

ALT: Adí'niishghaazh lá!

- Doo sídáa da nt'ée'.
- b. Shimásání baghangóo nísíyá.  
Shimásání baghandi sídáa nt'ée'.
- c. Shimá t'áadoo da'azgisgóo biniinaa.  
Shi'ée' *clean*-ígíí ádingo biniinaa t'áadoo níyaa da.  
Da'ligisgóo nsiikai.

GLOSS

- T: a. I was worried because you didn't get on the bus.
- ALT: b. I was worried about you because you didn't come yesterday.  
c. I'm usually very worried when you don't come.
- C: a. (I didn't get on the bus) because I went visiting with my parents.
- ALT: I overslept!  
I was not home.
- b. I went to visit my grandmother.  
I was at my grandmother's.
- c. My mother didn't do the wash.  
I didn't come because I didn't have any clean clothes.  
We went to do our laundry.

\*The vowel aa could be nasalized or not nasalized depending upon personal difference.

**\*baa yínííł**

GLOSS: despondent, despair, grief, sorrowful state

INTERACTION: a pet animal has died

- T: Ni-PET daaztsánée'эш \*baa yínííł sínídá? Nichxq' doo \*baah háne' da.
- ALT: Ni-PET daaztsánée t'áadoo \*baah níne'é.
- C: Aoo', shimá ła' ná nínáádideeshtéél shími.
- ALT: ła' nínáádideeshtéél, ya'?

GLOSS

- T: Are you grieving over the loss of your PET? Don't, you shouldn't grieve over it.
- ALT: Don't despair over your PET.
- C: Yes, my mother says she'll get me another one.
- ALT: I'll get another one, right?

\*The vowel aa could be nasalized or not nasalized depending upon personal difference.

### shi'diil'á

GLOSS: it annoys me  
it's agitating to me  
it bothers me  
it bugs me  
it irks me

INTERACTION: child comes to school wearing tight shoes or not  
having his/her hair combed

T: Nikee' nineestih léi' (ayóo) shi'diil'á.

ALT: Nitsii' t'áadoo yínishóo da léi' (ayóo) shi'diil'á.

C: T'áa díi t'éei shikee'. Hahgo shíí' índa shimá ła' shá  
ninááyíilniih.

ALT: Aoo', Teacher, shitsii' shá nishóoh.

### GLOSS

T: It bothers me that you have on tight shoes.

ALT: It bothers me that you didn't comb your hair.

C: These are my only shoes. I don't know when my mother will buy me a new pair.

ALT: Yes, Teacher, comb my hair.

## 3.7 Asking About Fear/Worry

### 3.7a. Asking about Fear

### béeníldzidísh?

GLOSS: are you afraid of it?

INTERACTION: circle time topic: what are you afraid of?

T: Ha'át'íish béeníldzid?

C: Ma'iitsoh. Béégashii dó' ayóo binásdzid.

### GLOSS

T: What are you afraid of?

C: Wolves. I'm also real afraid of cows.

**t'óósh béésíníldzíid?**

GLOSS: did it frighten you?  
were you frightened by it?

INTERACTION: circle time topic: did that scare you?

T: Ní'dilch'ilgoósh t'óó béésíníldzíid?

C: Ayóó íits'a'go biniinaa t'óó béésísdzíid.

ALT: Aoo', t'óó báhádzidgo t'óó béésísdzíid.

GLOSS

T: Did lightning frighten you?

C: It frightened me because it was so loud.

ALT: Yes, I was frightened because it was fierce/scary.

**héíníchxaásh?**

GLOSS: did you cry?

INTERACTION: after visiting a dentist

T: Héíníchxaásh, niwoo' ná bina'azhnishgo?

C: Aoo', háíchxa.

ALT: Ndaga', t'áadoo háíchxa da. Balóon/jeeh dígházii  
shaa yíltsooz.

Ndaga', t'áadoo háíchxa da. Woo' beíich'iishí shaa yítá.

GLOSS

T: Did you cry when they worked on your teeth?

C: Yes, I cried.

ALT: No, I didn't cry. They gave me a balloon.  
No, I didn't cry. They gave me a tooth brush.

alternate terminology

t'óósh bééníldzid?

t'óósh níł hóóyéé'?

níłish yéé' áhoolaa?

níłish yéé' hazlǫ́'?

nizníłish?

dínílyizish?

tsídínílyizish?

is it terrifying to/for you?  
 did it terrify you? did it frightened you? (when the heart is beating fast)  
 were you (put) in a panic state? did you become panicky?  
 did you panic? were you in a panic state?  
 did it give you the chills?  
 did it startle you?  
 was it startling? did it catch you by surprise?

### 3.7b. Asking about Worry

**baah níne'ish?**

GLOSS: are you worried about it?

INTERACTION: finding no one at home after school

T: Baah níne'ish, nimá dóo nizhe'é doo sikéégóó ólta'déé'  
 nináhídáahgo?

ALT: Baah níne'ish, naghandi doo naagháhígóó ólta'déé'  
 nináhídáahgo?

C: Aoo', ayóo baah shíne'. Yishchxa leh.

GLOSS

T: Do you worry when you find that your parents aren't home when you get home from school?

ALT: Do you worry when you find no one at home when you get home from school?

C: Yes, I worry about it. I usually cry.

**yíníílish nílí?**

GLOSS: are you in a sorrowful state?  
 are you sad (about it)?  
 are you grieving?

INTERACTION: discussing topic of *yínííł* (distraught)

T: Yíníílish naniná?

C: Haash yit'éego óolyé?

T: EXPLAINS *YÍNÍÍŁ* USING AS AN EXAMPLE THE LOSS OF A LOVED ONE, E.G., THE DEATH OF A FAMILY MEMBER.

GLOSS

- T: Are you in a sorrowful state? Are you distraught?  
 C: What do you mean by that?  
 T: EXPLAINS SORROW USING AS AN EXAMPLE THE LOSS OF A LOVED ONE, E.G., THE DEATH OF A FAMILY MEMBER.

**ni'diil'áásh?**

- GLOSS: does it bother you?  
 are you annoyed with it?  
 are you uncomfortable by it?

INTERACTION: child comes to school wearing tight jeans/clothes

- T: Nitl'aaji'ée' nineestihígíish ni'diil'á?  
 C: Aoo', ayóo shineestih.  
 ALT: Aoo', ayóo shi'diil'á.  
 Ndaga', doo shi'diil'áa da. T'áá ákót'éego shił nizhóní.

GLOSS

- T: Do you feel uncomfortable with those tight jeans?  
 C: Yes, they're very tight.  
 ALT: Yes, it bothers me a lot.  
 No, it doesn't bother me. I like it like that.

alternate terminology  
 baahísh níne'?

are you worried about it? are you saddened by it? does it sadden you?

### 3.8 Expressing Surprise

**da' t'áásh aaníí!**

GLOSS: really! (double emphasis)

INTERACTION: birthday

- C: Teacher, k'ad díjí shinááhai. Shimá áádéé' bááh hikaní yideezká.  
 T: Da' t'áásh aaníí! Ákosh díkwíí ninááhai doo?  
 C: NUMBER shinááhai doo.

## GLOSS

C: Teacher, it's my birthday today. My mother will be bringing some cake.

T: Is that right! So how old will you be?

C: I will be NUMBER years old.

**yáa!!**

GLOSS: wow!

oh my!

INTERACTION: child has on a new piece of clothing or s/he has on a pretty piece of clothing.

T: Yáa!! Ni'éé' nizhóníyee'.

C: Díí shimá shá nayiisnii'/áyiilaa.

ALT: Díí shizhé'é shá nayiisnii'.

## GLOSS

T: Wow! You have such a pretty dress.

C: My mother bought/made this for me.

ALT: My father bought this for me.

**yáadilá óolyé!**

GLOSS: oh my gosh!

good grief!

(an expression used when you didn't like what happened, an expression of surprise as in when someone dies)

INTERACTION: child spills hot food/coffee on self at home and comes to school with a hand or an arm all bandaged

C: \*\*Gohwééh ák'iyaashká.

T: Yáadilá óolyé! Da' ádíínídlidísh?

C: Aoo', ádeeshdlid.

## GLOSS

C: I spilt coffee on myself.

T: Oh my gosh! Did you burn yourself?

C: Yes, I burnt myself.



### alternate terminology

yóoh!

ma'iísh óolyé!

wah!

wáháá, sésiuh!

(an expression of excitement/surprise)

just like a coyote! (an expression of concern/dislike surprise)

oops! (an expression of mistake)

oops, I made a booboo!

\*\*Other pronunciation of this term is *ahwééh* or *dohwééh*. There may be others.

## 3.9 Inquiring About Surprise

t'áásh aaníí?

GLOSS: is that for real?

is it true?

is that really so!

(double emphasis)

INTERACTION: child's pet gave birth

C: Shi-PET ashchí.

T: T'áásh aaníí? Díkwíish yishchí?

C: NUMBER biyázhí yishchí. CONTINUES CONVERSATION  
INDICATING HOW MANY LITTLE ONES WERE BORN AND  
WHICH ONES BELONG TO WHOM.

### GLOSS

C: My PET gave birth.

T: Is that right! How many little ones?

C: She had NUMBER little ones. CONTINUES CONVERSATION INDICATING  
HOW MANY LITTLE ONES WERE BORN AND WHICH ONES BELONG  
TO WHOM.

**da' dínilyízh?**

GLOSS: were you caught by surprise?  
did it catch you by surprise?

INTERACTION: fire alarm sounds (diists'áá'go)

T: Da' dínilyízh híd yíłchíní hááchxago?

C: Aoo', ayóó íists'áá'go biniinaa désyiz.

GLOSS

T: Did the smoke detector startle you?

C: Yes, I was startled by it because it sounded very loud.

**da' niyaásh hodeesxiz?**

GLOSS: did s/he startle you?  
did it scare you?

INTERACTION: someone yelling

T: Da' hadoolghaazhgoósh niyaa hodeesxiz?

C: Aoo', shiyaa hodeesxiz.

ALT: Aoo', shijaa'ęę neezgai.

GLOSS

T: Were you startled when s/he yelled?

C: Yes, I became startled.

ALT: Yes, my ears hurt.

alternate terminology

da' nidiis'náá'ásh?

da' naniisxanish?

did it rattle you? were you shakened by it? were you caught offguard? (an  
unexpected state of nervousness)

were you shuddered by it? were you banged up by it? (a major jerk)

### 3.10 Stating Preference

**t'áá ílyísí nlsín**

GLOSS: I really want it

INTERACTION: giving choices

T: Háidíígíísh t'áá íiyisí nínízin?

C: \_\_\_\_íígíí t'áá íiyisí nisin.

GLOSS

T: Which one do you really want?

C: I really want that one.

**díí nisin**

GLOSS: I want this

INTERACTION: family style

C: TEACHER, díí nisin.

T: Aoo', hanikaah.

ALT: Jó áko hanikaah.

GLOSS

C: TEACHER, I want this.

T: Yes, take some/spoon some out.

ALT: Well, take some/spoon some out.

**díidíígíí nisin**

GLOSS: I really want this one

INTERACTION: family style meal: teacher gives a variety of choices

T: Díidíígíí ałdó' ła' hanikaah.

C: Díidíígíí nisin.

GLOSS

T: Spoon some of this out, too/Take some of this, too.

C: I want some of this one.

alternate terminology

eiidíígíí nisin

kojígíí nisin

I really want that one

I really want this one over here

## 3.11 Asking About Preference

**da' díidíígíí nínízin?**

GLOSS: do you really want this one?

INTERACTION: choice time: free play

T: Háidíígíish bee nidadoohneel?

ALT: Háidíígíish binideeshnish nínízin?

C: Díidíígíí nisin.

T: Da' díidíígíí nínízin?

C: Aoo', eíidíígíí nisin.

GLOSS

T: Which one do you want to play with?

ALT: Which one do you want to work on?

C: I really want this one.

T: Do you really want this one?

C: Yes, I really want that one.

**díísh nínízin?**

GLOSS: do you want this?

INTERACTION: giving child a toothbrush

T: Díísh nínízin?

HOLDING OUT A TOOTHBRUSH

C: Aoo', eii nisin.

ALT: Aoo', eíidíígíí nisin.

GLOSS

T: Do you want this? HOLDING OUT A TOOTHBRUSH

C: Yes, I want that.

ALT: Yes, I want that one.

**háidíígíish nínízin?**

GLOSS: which one do you want?

INTERACTION: choosing one of three items

T: Háidíígíish nínízin?

C: Díidíígíí nisin.

GLOSS

T: Which one do you want?

C: I want this one.

alternate terminology

eiidúgíish nínízin?

eiidúgíish íiyisí nínízin?

do you want that one (close to you)?

do you really want that one (that's close to you)?

### 3.12 Expressing Hope

**shíł chohoo'í**

GLOSS: I have hope

INTERACTION: self help: tying shoe strings

T: T'áá ni níkee' bée'ítł'óoh dooleehígi t'áá shíł chohoo'í.

C: Aoo', shíkee' bée'éshtł'óoh bíhwiideesh'áál.

GLOSS

T: I have hope that you will eventually tie your own shoes.

C: Yes, I will learn to tie my shoes.

**hoł chohoo'í**

GLOSS: one has hope

INTERACTION: buying new clothes

T: NAME hoł chohoo'í ha'éé' há náhidiinii'go.

C: Shídó', shizhe'é ła' shá neidiyoołnih.

GLOSS

T: NAME has hope that she's getting new clothes.

C: Me too, my father will buy me some (clothes).

**nił chohoo'í**

GLOSS: you have hope, you need to have hope

INTERACTION: working on a project

T: T'áá nił chohoo'íigo t'éí ła' hodooníł.

C: Aoo'.

ALT: Hágoshíí.  
Lá'ąą.

## GLOSS

T: It will come to fruition/be realized/happen when you have hope.

C: Yes.

ALT: Okay.  
All right.

## alternate terminology

nihił chohoo'í

bił chohoo'í

we have hope. you (dual) have hope  
s/he has hope

## 3.13 Asking About Hope

**niłish chohoo'í?**

GLOSS: do you have hope?

INTERACTION: putting puzzles together

T: Niłish chohoo'í díí t'áá ni ałhihniníłgo?

C: Aoo', ádeeshíł.

## GLOSS

T: Do you have hope that you will put this together yourself?

C: Yes, I will do it/make it.

**t'áásh chohoo'í?**

GLOSS: is there still hope?

INTERACTION: rug weaving

T: T'áásh chohoo'í ałtso adíítł'óolgo?

C: Aoo', k'adęę ałtso ashtł'ó.

ALT: Bíighah.

## GLOSS

T: Is there still hope that you will finish weaving?

C: Yes, I'm about finished weaving.

ALT: It's possible.

## alternate terminology

chohoo'íísh?

t'áásh chohoo'íí ge'át'é?

hoísh chohoo'íí?

bíkísh chohoo'íí?

nihíkísh chohoo'íí?

is there hope? is it hopeful?

is there any possible hope?

does s/he (4th person marker) have hope?

does s/he (3rd person marker) have hope?

do you two have hope/do we have hope?

## 3.14 Expressing Gratitude

**ahééh nisin**

GLOSS: I am thankful

INTERACTION: teacher helpers

T: Ayóo baa ahééh nisin shíká anáníwo'go.

C: Áko ha'át'íísh bee níká'anáánáshyeed?

ALT: Yiskáago níká anáádeeshwoł.

## GLOSS

T: I am very thankful that you help me.

C: So, how can I help you again?

ALT: I will help you again tomorrow.

**ahéhee'**

GLOSS: thank you.

INTERACTION: family style meal: passing food

C1: FOOD shaa níkaah.

C2: Na', kóó hanikaah.

C1: Ahéhee'.

GLOSS

C1: Pass me the FOOD.

C2: Here, spoon some out.

C1: Thank you.

**baa ahééh daniidzin**

GLOSS: we are thankful for it

INTERACTION: cleaning up

T: T'áá nihí hasht'éé dahooł'jigho ayóo baa ahééh daniidzin.

C: Shí áká'eeshwod, ya'?

ALT: Ałso hasht'e náádahwiilyaa.

GLOSS

T: We are very thankful when you clean up/when you do all the cleaning.

C: I helped, isn't that so?

ALT: We cleaned up everything.

alternate terminology

baa ahééh nisin

ahééh niizí'

shíł ahéhee'

I am thankful for it.

I felt very thankful.

I am pleased.

### 3.15 Expressing Sympathy

**t'áadoo nichaaí**

GLOSS: (you) don't cry

INTERACTION: child crying after parent when s/he has been  
dropped off at the center

T: T'áadoo nichaaí. Doo akéé' jicha da.

C: Shimá ch'aa deeyáago biniinaa akéé' yishcha.



GLOSS

T: Don't cry. You shouldn't cry after your parents.

C: I'm crying because my mother is going visiting/on vacation.

**doo \*baah háne' da!**

GLOSS: you must not worry. don't you worry

INTERACTION: child loses a toy

T: Daane'é yóó'ajilniihgo doo \*baah háne' da.

C: T'áá éí t'éí shidaane'é nizhóní nt'ée'. Éí \*bąą \*baah shíne'.

GLOSS

T: One shouldn't worry when s/he loses a toy.

C: That was the only pretty toy I had. That's why I'm worried about it.

\*The vowel aa could be nasalized or not nasalized depending upon personal difference.

**nóone'ęę**

GLOSS: dear one, so sorry (empathizing)

INTERACTION: child cries after parent after being dropped off

T: Nóone'ęę, t'áadoo akée' nichaaí. EMPATHIZING AND PUTTING ARMS AROUND CHILD

C: Shídó' nisin nt'ée'.

GLOSS

T: Dear one, don't cry (after your parents). EMPATHIZING AND PUTTING ARMS AROUND CHILD

C: I wanted to go, too.

alternate terminology

ha'íinílní

hada'íinólní

nihaahajoobá'í

naahajoobá'í

doo jicha da

t'áadoo baah níne'í

have some hope/faith  
 you all have some hope/faith  
 pity on us/you (pl.)  
 pity on you (sg.)  
 one doesn't cry  
 don't you worry about it

### 3.16 Stating Want/Desire

#### 3.16a Stating Want

\_\_\_\_\_ nisin/la' nisin

GLOSS: I want \_\_\_\_\_

INTERACTION: snack time

T: Nanise' bitoo'ish la' nínízin?

C: Aoo', la' nisin

GLOSS

T: Do you want some juice?

C: Yes, I want some.

#### 3.16b Stating Desire

\_\_\_\_\_ laanaa nisin

GLOSS: wishful thinking

INTERACTION: nap time/quiet time

C: Háájólyíh laanaa nisin.

T: Jó áko t'óó kónígháníjì' háádaalyíh.

GLOSS

C: I wish I could rest.

T: So then, you all rest for a little while.

t'áá íyílsí laanaa nisin

GLOSS: I really, really wish for/desire

INTERACTION: water play

T: Ha'át'íish t'áá íyisí bee nideeshneel nínízin?

C: Tó bee naashnéego t'áá íyisí laanaa nisin.

GLOSS

T: What do you really want to play with?

C: I really want to play with water.

### 3.17 Making an Emphatic Wish

\_\_\_\_\_ le'

GLOSS: I wish it/that would be

INTERACTION: birthday party

T: OBJECT le', OBJECT le' (AS CHILD IS OPENING A GIFT)

C: Aoo', OBJECT le'.

GLOSS

T: Let it be OBJECT, let it be OBJECT.

C: Yes, let it be OBJECT.

**laanaaní bee laanaa**

GLOSS: I wish so very, very much (wishing/hoping with double emphasis)

INTERACTION: field trip

T: Laanaaní bee laanaa danohsingóó diikah.

C: Aoo', Bóogoo Kiingóó (Burger King).

GLOSS

T: We'll go to the place where you really, really want to go/where your heart desires.

C: Yes, let's go to Burger King.

alternate terminology

NAME/OBJECT/ACTION laanaa

(I) wish for NAME/OBJECT/ACTION

### 3.18 Expressing Impatience

**tsxíłgo!**

GLOSS: hurry!

INTERACTION: fire drill

T: Łid yilchiní hááchxago tsxíłgo joogáałgo ál'í.

C: Doo jooltał da, ya'?

T: Aoo', doo jooltał da.

GLOSS

T: When the smoke alarm sounds one must walk out at a fast pace.

C: One should not run, right?

T: Yes, do not run.

**doo həh da!**

GLOSS: slow

INTERACTION: circle time

T: Doo həh ánít'í da, álchíní niba' naháaztá.

C: Ałtso k'ad.

ALT: T'áa tsxíłgo ásht'í ndi át'é, Teacher.

GLOSS

T: You're slow, the children are waiting for you.

C: I'm through now.

ALT: I'm trying to hurry, Teacher.

**shábíłghah!**

GLOSS: slow moving, dragging

INTERACTION: waiting for lunch

T: Shábíłghah la' oolkił, da'niidá'áa.

C: Eii láa.

GLOSS

T: The time is dragging, we're hungry.

C: I know.

alternate terminology

tʰaadii!

tʰeehee

tʰáadoo na'áhodíłziidí!

ha'át'ííłá!

doo həh ánáánát'íi da!

na'áhodilziid

nidilna'

náánáál'is

slowly

being a slow poke

stop being a slow poke / don't be a slow poke

what now! what do you want?

you're so slow, again

you are a slow poke! (put bluntly)

too slow

dragging, again

### 3.19 Indicating Quality of Performance

**nizhónígo íinilaa!**

GLOSS: you made it very pretty!

INTERACTION: art

T: Ne'ésaa' nizhónígo íinilaa!

C: Aoo', da' níísh nizhóní?

GLOSS

T: You made a beautiful pot!

C: Yes, do you like it?

**bohónéedzǎago í'inilaa!**

GLOSS: you did a good job!

INTERACTION: after a little skit/play

T: NAME, bohónéedząągo íiinilaa.

C: Aoo', da' t'áá aaníí, Teacher? Ánáánáshdlééhésh?

ALT: Ła'ásh bee nááháshtaal?

GLOSS

T: NAME, you did a good job!

C: Yes, isn't that right, Teacher? Should I make it again?

ALT: Should I sing another one?

**t'áadoo beekt'éhégoó!**

GLOSS: nothing like it!

INTERACTION: fine motor skills

T: T'áadoo beekt'éhégoó \*\*\*ni'síních'ąą' lá!

C: Haash yit'éego oolyé?

T: Jó t'áá íiyisí nizhónígo íiinilaa.

ALT: Jó t'áá sahdii át'éego íiinilaa lá.

GLOSS

T: Your drawing is one of a kind!

C: What do you mean by that?

T: Well, you made such a beautiful drawing that there's nothing else like it.

ALT: Well, you've made a one-of-a-kind drawing.

alternate terminology

sxiigo íiinilaa

beekt'éego

bohónéedząągo íiilaa

íljigo íiinilaa

t'áadoo beenóoshóní da!

it is very satisfying

it's like no one's (ditto - you're making a comparison)

s/he did a good job

your work is priceless/your work is worth something

it's gorgeous! beautiful job!

\*\*\*Other pronunciation of this word is *ni'shíních'ąą'*.

3.20a Setting Deadlines

**bee nihoot'ánéejì'**

GLOSS: a set deadline

INTERACTION: parent meeting

T: Amá dóó azhé'é álah nádleeh bee nihoot'ánéejì'  
ánááhoolzhiizh. Bił dahodoołmih.

C: Hágoshíí, naaltsoos la' shaa níłtsóós hooghangóó náástsos  
doo.

GLOSS

T: It's time for another parent meeting. Tell them.

C: Okay, give me a sheet of paper which I'll take home to them

**bee haz'áníjì'**

GLOSS: a deadline, up to a point

INTERACTION: school time

T: Dííjì t'áá bee haz'áníjì' nááda'ííníłta' doo.

C: Háajì' lá bee haz'á?

T: Jó naaki o'oolkidjì' bee haz'á.

GLOSS

T: We'll have school up to the usual time today.

C: What is the set time for dismissal?

T: Well, it is at 2:00 o'clock.

**bee hoo'a'ájì'**

GLOSS: up to a certain point, a set deadline

INTERACTION: tribal clothes

T: T'áá bee hoo'a'ájì' éé' bíká'áda'alne'.

C: Shimá bee bił hodeeshnih.

ALT: Shíhígíísh t'áá íídáá' shá hadilyaa?

Shimáásh naa néeníłtsooz?

GLOSS

T: A deadline date has been set to order tribal clothing.

C: I'll tell my mother about it.

ALT: Was mine already ordered?  
Did my mother return the order?

alternate terminology

bee ni'idzojì'

bee e'e'aahjì'

up to the deadline

up to the end, the deadline date

3.20b Giving Reasons for Non-Action

**biniinaanii hólóogo**

GLOSS: the presence of a problem

INTERACTION: a child doesn't come to school

T: Biniinaaniísh hólóogo t'áadoo yíníyáa da?

C: Aoo', shitah honiigaigo biniinaa.

GLOSS

T: Did you have a reason for not coming?

C: Yes, I had a fever.

**honeeztl'ah**

GLOSS: an unexpected problem

INTERACTION: bus route

T: \*\*\*\**Bus* yíchxò'go biniinaa honeeztl'ah.

C: *Bus* ch'ééh biba' sidáá nt'ée'.

ALT: Ákoósh doo ólta' da?

GLOSS

T: The bus broke down unexpectedly.

C: I waited for the bus.

ALT: So, is there no school?



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\*\*\*\*A study that Navajo Reading Study (UNM) conducted in the early 70's found that already *bus* had become a Navajo word. That is, otherwise Navajo-speaking children used only *bus* in Navajo conversation, even where the adult questioner used the Navajo equivalent, *chidíłtsooí*.

---

**baa honeestł'ah**

GLOSS: something didn't happen because of it (an unexpected problem arose because of it)

INTERACTION: getting a flat tire delayed everything

C: Teacher, ha'át'íish baa honeestł'ah?

T: Chidíłtsxooí bikee' níłtsqoz.

GLOSS

C: What happened, Teacher?

T: The bus had a flat tire.

alternate terminology

shíł ch'í'níyáago biniinaa

shineestł'ah

nihineestł'ah

naa honitł'a

baa honitł'a

baa nétł'ah

it passed me, that's why (I missed it)

s/he/it made me miss it/because of it I missed it

they/she/he made us miss it

you're the problem

s/he's/it's the problem

I missed it because of her/him/it

### 3.21 Inquiring About Impatience

**doósh tsxíł nínízin da?**

GLOSS: are you not in a hurry?

INTERACTION: child asking parent for a ride to school

C: Doósh tsxíł nínízin da, ólta'góó shíł dé'aash.

P: Hágoshíí, tì'.

GLOSS

C: Take me to school if you're not in a hurry.

P: OK, let's go.

**shábíighahísh ánit'íi doo?**

GLOSS: are you going to take that long?

INTERACTION: bus driver going to agency office

T: Shábíighahísh ánit'íi doo? T'áá tsxíłgo níííídaát.

BD: Hágoshíí, t'áá tsxíłgo nídeeshdaát.

ALT: T'áá bíighahdaát' shíí tsxíłgo nídeeshdaát.

GLOSS

T: Will you take (too) long? Make sure you come back right away.

BD: OK, I'll come back right away.

ALT: If it's possible, I'll try to get back right away.

**da' nináá'áhodíłziidísh?**

GLOSS: are you taking all your time again?

INTERACTION: nature walk

T: Da' nináá'áhodíłziidísh? Níléígóó áłchíní naadijéeh.

C: Da' t'áásh aaníí? T'áá tsxíł áshít'íi ndi át'é.

GLOSS

T: Are you taking all your time again? The children are leaving you behind.

C: Is that right? I'm trying my best to hurry.

alternate terminology

da' shánaábíighahísh?

doósh hah da?

náánaál'isísh?

are you taking all your time, again?

slow, again?

dragging, again?

### 3.22a Expressing Importance

**íyisíígíísh**

GLOSS: the real (true/main) point/thing

INTERACTION: find out child's real (true) name

T: Nízhi' íyisíígíí bee nihíł hólne'.

C: Aoo', íyisí shízhi'ígíí éi NAME yinishyé.

GLOSS

T: Tell us your real true name.

C: Yes, my true name is NAME.

**aláahdi baa'ákohwiidínóodzijígíí biniiyé**

GLOSS: the main point(s) to be recognized

INTERACTION: announcing to parents the importance of early health prevention care/substance abuse

T: Aláahdi baa'ákohwiidínóodzijígíí biniiyé áłchíní yázhí bits'íís  
baa áháyá (health training for parents) bína'niltin doo kwe'é.

P: T'áá shá bíghahgo shíí (áadi naasháa doo).

ALT: Éíłąą. Aadi naasháa doo.

GLOSS

T: To recognize the important points there will be a health training for parents here.

P: (I'll be there) if it's possible for me.

ALT: I know. I'll be there.

**atisgo**

GLOSS: the focal point

INTERACTION: children learning their clans

T: Ádóone'é danilínígíí atisgo bídahwiidiil'ááł.

C: Aoo', bíhwiideesh'ááł.

ALT: Shísh éí ha'át'íí nishí?

GLOSS

T: The focal point (of this unit) will be learning about our clans.

C: Okay, I'll learn them.

ALT: What is my clan?

alternate terminology

bee át'éhígíí át'é

íiyisí át'éhígíí

ch'íbi'dit'áhígíí

the important point

the main point

the most important point, the one that's elevated

3.22b Expressing Unimportance

**t'áadoo binliiyéhí da**

GLOSS: there's no reason at all for it (uncalled for (negative) action)

INTERACTION: correcting (bad) child behavior

T: Azhditałgo/hwe'ádílaahgo/háháchí'go/azhdiłts'íłhgo t'áadoo binliiyéhí da.

C: T'áá hó ájít'í! K'ad doo ánáádeesh'níil da.

T: Jó ákondi doo ájít'í da.

GLOSS

T: There's no reason to kick/be mischevious/be mad/hit.

C: He did it him/herself! I won't do it, again.

T: Even then, one doesn't do that.

**íiyisígíí bąąh ádin**

GLOSS: the important part is missing

INTERACTION: missing wheel on a toy

T: Íiyisí(ígíí) yee dahdidoolwołęę bąąh ádin.

C: Ha'át'íish bąąh ádingo?

T: Jó bikee' ádin.

GLOSS

T: The important part that will get it going is missing.

C: What's missing?

T: The wheels are missing.

**doo ílį da**

GLOSS: cheap quality,  
not worth it

INTERACTION: receiving nonquality, not up to standard toys

T: Eii daane'é doo ílinígíí nihaąh nináánágíí lá!

C: Ła' k'é'élto'go bii' sí'á!

GLOSS

T: They brought us more cheap quality toys, again!

C: There's a broken one inside.

alternate terminology

biniyéii t'áá bąąh ádin

doo bąąh ílį da

baa ákohwiidínóodzįłígíí bąąh ádin

ntsáhákees bąąh ádin

t'áadoo nilíní da

no specific purpose to it

there's no value on/ to it

it doesn't measure up to anything (has to do with having knowledge of it,  
in this case, having no knowledge of it)

there's nothing to it, it's not worth thinking about it

there's no value to it, it's not worth anything

- 3.23 Asking About Importance/Unimportance  
 3.23a Asking About Importance

**da' t'áá íyisíígíish?**

GLOSS: asking about the important part

INTERACTION: staff/parent meeting

T: Da' t'áá íyisíígíish bee nihíł hóóne'?

ALT: Da' t'áá íyisíígíish bína'adííníłkid?

P: Aoo', éí bee nihíł hóóne'.

ALT: Ndaga', t'ahdoo bee nihíł hane' da.

GLOSS

T: Did they tell you of the important part?

ALT: Did you ask about the important part?

P: Yes, we were told about it.

ALT: No, they haven't tell us about it.

**ha'át'íish íyisí yee haadzíí'?**

GLOSS: what was the main point of discussion?

INTERACTION: staff/parent meeting

T: Nihinanit'a'ásh ha'át'íí íyisí yee haadzíí'?

P: Ólta' naagháai íyisí yaa yááłti'.

ALT: Ólta' haz'áagi íyisí yaa yááłti'.

GLOSS

T: What was the main point of discussion by our leader?

P: He spoke mostly about school topics.

ALT: He spoke mostly about school business.

**ch'íbi'deet'áásh?**

GLOSS: asking about importance

INTERACTION: parent meeting

T: Nihinanit'a'í nihaaníyáá lá. Níléidéé' dah sidá.

P1: Ch'íbi'deet'áásh? T'ahásh dooda?

P2: Aoo', t'áá ch'íbi'deet'á.

GLOSS

T: Our leader has come to visit us. He's sitting over there.

P1: Has he been recognized? Or hasn't this come about, yet?

P2: Yes, he's been recognized.

alternate terminology

ha'át'íish íiyisígíí áyiilaa?

ha'át'íish íiyisígíí ááh yíhí?

ha'át'íish íiyisígíí yaa yálti'?

bee ch'íbi'dit'áhígíish baa hwííníne'?

ha'át'íish bee ch'íbi'dit'ááh?

what important thing did s/he do?

what important thing does s/he mean?

what important thing is s/he talking about?

did you talk on what s/he's known for?

what is s/he known for?

3.23b Asking About Unimportance

da' doósh ílį da?

GLOSS: wasn't it important?

INTERACTION: letter of request

T: Da' naaltsoos ínilaa yéé'ish doo ílį da?

P: Aoo', la' ánáádiídlíł shi'dooniid.

ALT: Aoo', nídeidiiltsooz.

GLOSS

T: Wasn't your paper important?

P: Yes, I was told to write another one.

ALT: Yes, they accepted it.

**t'áásh doo biniyéhi da?**

GLOSS: doesn't it serve a purpose?

INTERACTION: photographer didn't show

T: T'áásh doo biniyéhi da t'óó báhádzoo hadiinidzaa yęę.

C: Aoo', shi'ée' nizhóní yee' bee níyáá nít'ée'.

ALT: Aoo', nizhónígo shitsii' yíshóó' nít'ée'.

GLOSS

T: After all the trouble of dressing up and it served no purpose.

C: Yes, I came wearing my best clothes.

ALT: Yes, I fixed (combed) my hair neatly (but to no avail).

**biniyéíish bąąh ádin?**

GLOSS: was there no purpose at all?

INTERACTION: home visit

T: Biniyéíish bąąh ádingo díníyá?

BD: Hóla, t'óó hágo shi'dooniid.

(BD = bus driver)

GLOSS

T: Are you going for no purpose at all?

BD: I don't know, they just told me to come.

alternate terminology

doósh doo baa ákohwiinidzin da?

doesn't one not realize that?/is there no awareness of it?

### 3.24 Expressing Boredom

**ádahodíshłáá'**

GLOSS: I'm bored

INTERACTION: going outside



- C1: Adáádaá' t'áadoo ch'iniijée' da. Dííjí ałdó' doo ch'iniijeeh da nahalin nahaltinígíí biniinaa.  
 C2: Áko ga' t'óó báhádzoo ádahodíshłáá'. Ch'ídiijahéę.

GLOSS

- C1: Yesterday we didn't go out(side). It also looks like we're not going out(side) today because of the rain.  
 C2: But I am so bored! I wish we could go out(side).

**bąąh niníyá**

GLOSS: it has tired me, I'm tired of it

INTERACTION: child pushing a wagon with another child

- C1: Nanéshxilgo t'óó báhádzoo bąąh niníyá!  
 C2: Shíish nááná k'ad?

GLOSS

- C1: Pushing you (around) has gotten me real tired.  
 C2: Is it my turn, now?

**shí'ilłhaazh**

GLOSS: it put me to sleep,  
 I got sleepy

INTERACTION: reading a story

C: Naaltsoos doo bóhoneedlínígíí shich'í' yínłta'go t'óó shí'ilłhaazh.

T: Ákosh haiit'éhígíí nich'í' yínishta'? T'áá ni nídii'aah.

GLOSS

- C: I got sleepy when you read me that uninteresting book.  
 T: So, what kind of book should I read you? Select one yourself.

alternate terminology

ádahodeedlá  
 shidiilch'ee'  
 jé'áhodishkał  
 nídínisdzá  
 shik'ehdeesdlíí'

nishiníłgo'  
sheenizníłhaal  
shineestléé'

to become a bore  
I'm sick of it  
(I'm) pretending not to hear/listen  
I'm exhausted  
I tried in vain but to no avail  
it defeated me physically  
it defeated me badly (more of a physical-type condition)  
a physical defeat (not mental)

### 3.25 Expressing Happiness/Enthusiasm

#### 3.25a Expressing Happiness

**baa shił hózhó**

GLOSS: I'm happy about it (a continuous process)

INTERACTION: new enrollee

T: Díí NAME bił nááda'ííníłta' dooleeł. Éí baa shił hózhó.

C: Shídó' baa shił hózhó.

GLOSS

T: NAME will be attending school with us here. I am happy about that.

C: I'm happy about that, too.

**(baa) shił nihonízhòd**

GLOSS: I'm overjoyed (more to an ending point)

INTERACTION: Christmas

T: Nish ha'át'íí nich'í' ályaa lá?

C: OBJECT shich'í' ályaa lá. Éí shich'í' ályaaígíí baa shił  
nihonízhòd.

GLOSS

T: What (present) did you get?

C: I got OBJECT. I'm overjoyed about what I received.

**baa náhasin**

GLOSS: it makes one happy (you're watching an action/scene  
and happy about what's going on)

INTERACTION: Halloween party

T: T'óó baa náhasingo áłchíní yázhí hadadiidzaa.

P: Eiidí ga'. T'óó báhádzoo shíł baa náhasin.

GLOSS

T: I'm happy about the children dressing up.

P: I know. I am so happy about that.

alternate terminology

(baah) shíł nináhonízhòd

baa nánisin

baa dlo nisin

I am extremely overjoyed, again and again I am joyful

I am overjoyed, I am happy

I find it funny/humorous

3.25b Expressing Enthusiasm

**bóhonedlį́**

GLOSS: it's enjoyable

it's exciting

INTERACTION: field day

T: Bóhonedlį́igo t'óo'di atah nidadii'neel.

C1: Jádee bee nidajinéego ayóo bóhonedlį́.

ALT: Ałk'éejiyikahgo nidajinéego ayóo bóhonedlį́.

C2: Eii ląą! Shí ayóo dinishwo'.

ALT: Shí hodíneeshnéel.

Shí nihaadideeshwoł.

GLOSS

T: Let's play outside with enjoyment.

C1: It's really exciting when we play footraces.

ALT: It's really exciting when we play competitive games.

C2: Yeah! I can run real fast.  
 ALT: I'm going to win.  
 I'm going to outrace everyone.

**bíneeshdlí**

GLOSS: I enjoy it

INTERACTION: going to school

T: Ha'át'íish ayóo bínindlí ólta'di?

C: Áłchíní bíł nidaashnéego ayóo bíneeshdlí.

GLOSS

T: What do you enjoy the most at school?

C: I really enjoy playing with (other) children.

**áyóogo bíneeshdlí**

GLOSS: I really enjoy it

INTERACTION: cooking

C1: Ch'iyáán ásh'íigo ayóogo bíneeshdlí. Nishá'?

C2: Shídó'.

ALT: Ha'át'íish ná áshlééh?

**\*\*Gohwééhésh ła' naa nishkaah?**

GLOSS

C1: I really enjoy cooking. What about you?

C2: Me, too.

ALT: What should I make for you?

Shall I give you some coffee?

**alternate terminology**

doo chxohoo'íigóo bóhoneedlí

doo chxohoo'íigóo bíneeshdlí

it is extremely enjoyable (double emphasis)

I'm extremely enjoying it (double emphasis)

**\*\*Other pronunciation of this term is *ahwééh* or *dohwééh*. There may be others.**

### 3.26 Expressing Interest

**ádeeshkíít nisin**

GLOSS: I think I can do it/finish it

INTERACTION: project

T: Ha'át'íish ánílééh?

C: Díí hooghan nímazí áltso ádeeshkíít nisin.

GLOSS

T: What are you making?

C: I want to finish making this hogan.

**shíni' nilí/shíni' bídlit'i'**

GLOSS: I'm thinking about doing it (your mind is on that particular thing)

INTERACTION: choice (free) time

T: Ha'át'íish t'áá íiyisí níni' nilí dííjí?

C: (Clay/Play/Sand) shíni' nilí. Éí k'adéę áshlééh.

GLOSS

T: What are you really thinking about doing today?

C: I'm thinking about doing (clay/play/sand). I want to do that now.

### 3.27 Expressing Friendliness/ Hostility

#### 3.27a Friendliness

**há'áhwiinít'í**

GLOSS: (characteristics of) politeness, friendliness, respectfulness

INTERACTION: introducing friendliness, and respect to people

T: T'áá áltsojí' há'áhwiinít'íigo ál'í.

C: Haash yit'éego óolyé, há'áhwiinít'í?

T: TEACHER EXPLAINS

GLOSS

- T: It is good to be polite, friendly and respectful.  
C: What does that mean?  
T: TEACHER EXPLAINS

**háhózhóqo**

GLOSS: happy spirit

INTERACTION: child getting on the bus in the morning

- T: Háhózhóqo ólta'góó iihjilwo', joodlohgo.  
C: Shí ólta' shíł nizhóní.  
T: Háhózhóqo t'áá ałtso hoosání. Áłchíní nidei'né dahahníí łeh.  
C: Shí ayóo shíł hózhóq łeh.  
T: Ákójít'éego nizhóní.

GLOSS

- T: One must be happy when getting on the bus. Smile!  
C: I like school.  
T: Everyone likes you when you are happy. Children want to play with you.  
C: I am always happy.  
T: It is good to be that way.

**k'ézhnídzin**

GLOSS: shows appreciation for kinship

INTERACTION: greeting a female visitor

- C: Yá'át'ééh abíní, shimá.  
V: Aoo', yá'át'ééh abíní, sha' áłchíní

GLOSS

- C: Good morning, my mother.  
V: Yes, good morning, my children.

3.27b Hostility

**doo hoł ílį da/ doo hoł ílįgóó**

GLOSS: shows no appreciation

INTERACTION: socialization

T: Doo hoł íłǵgóó éí daane'é nijiitíih leh.

C: Díí doo shí ásh't'ǵ da.

GLOSS

T: You will break toys when you have no appreciation.

C: I did not do this (break toys).

**doo há'áhwiinít'ǵ da/ doo há'áhwiinít'ǵgóó**

GLOSS: being impolite

INTERACTION: child being counseled

T: Ayóo háháchǵ'go dóo doo há'áhwiinít'ǵgóó áłchíní hwééldaaldzid leh.

C: Shí doo ánisht'ée da.

T: Háhózhógo dóo há'áhwiinít'ǵgo yá'át'ééh.

GLOSS

T: When you are angry and impolite, the other children are afraid of you.

C: I'm not like that.

T: It is good to be happy and polite.

**báháchǵ'**

GLOSS: angry mood

INTERACTION: safety lesson

T: Lééchaa'í báháchǵ'go doo baanít'ǵ da.

C: Haash hoo'ǵh.

T: Hwiikxash.

C: Yíiyá!

GLOSS

T: You must not bother an angry dog.

C: What will it do to you?

T: It will bite you.

C: Yikes!

3.28 Expressing Trust/ Suspicion  
3.28a Trust

**doo biyooch'íi da**

GLOSS: s/he does not lie

INTERACTION: a lesson on time

T: NAME doo biyooch'íi da.

C: Shimá dó' doo biyooch'íi da.

T: Hayooch'íidgo diné doo dahoodlăa da yileeh.

C: Teacher, shí doo shiyooch'íi da.

T: Doo hayooch'íidgóó yá'át'ééh. Nizhónígii ánit'éé lá.

GLOSS

T: NAME does not lie.

C: My mother does not lie either.

T: People do not believe what you say if you lie.

C: Teacher, I do not lie.

T: It is good not to lie. You are a good person not to lie.

**ba'ahódlí**

GLOSS: trustworthy

INTERACTION: preparation for birthday party

T: Ch'iyáán íí'íní ayóo ba'ahódlí. Éí bááh líkání nihá íidoolííł.

C: Háílá bi-birthday?

T: T'áá át'é díí yizihígíí biyi' dabi'dizhchínígíí bá da'diidííł.

C: Shí éí dooda lá.

GLOSS

T: The cook is very trustworthy. She will make the cake for us.

C: Whose birthday is it?

T: All the children who were born this month.

C: That is not me.



3.28b Suspicion

**doo baa ayahooshhiih da**

GLOSS: not suspicious of ...

INTERACTION: taking toys home without permission

T: NAME doo baa ayahooshhii da. Éí doo daane'é ch'íyijáah da.

C: Shídó' doo daané'é ch'íheshjáah da.

T: Jó nizhónigii ánt'ée lá. Daane'é t'áá át'é áłchíní bá. Baa ádaholyá.

C: Daane'é shił nizhóní.

GLOSS

T: I do not suspect NAME of taking toys home.

C: I do not take toys home either.

T: That is good. The toys are for all the children here. Take care of them.

C: I like the toys.

**t'áá hó ájít'í nisin**

GLOSS: I think (suspect that) NAME did it

INTERACTION: water left on causes flood

T: NAME t'áá hó ájít'í nisin, tó t'áadoo aníjígiz da.

C: Shí doo ásht'íi da.

T: I'í'áádáá' akéédéé dahdiiyáhígíí shíí át'í. Doo át'ée da ni'.

GLOSS

T: I suspect that NAME did not turn off the faucet.

C: I did not do it.

T: I guess the last person to leave must have done it. It wasn't like that (before I left).

**baa ayahoolni**

GLOSS: to suspect

INTERACTION: warning to stay away from stray animals

T: Ei mósí t'óó bóhólnííhgóó naaghá, baa'ayahoolni. T'áadoo baanídaaht'íní.

C: Ha'at'íi biniinaa?

T: Biya' hóló nahalin.

C: T'óó nizhóní yee'.

T: Biya' da níidoojah.

GLOSS

T: Don't bother that cat. It is a stray and I am suspicious of it.

C: Why is that?

T: It looks like it has fleas.

C: It is so cute.

T: Its fleas might get on you.

**baa ayahooshhi**

GLOSS: I suspect ...

INTERACTION: expressing suspicion

T: Lééchaa'í baa ayahooshhi, shi báháa kwe'é dahsí'áa ní'.

C: Ha'át'íí lá?

T: Jó shi bááháa ádin.

C: Éíga' lééchaa'í yiyá.

T: Jó akonee'.

GLOSS

T: I had set my bread here and I suspect the dog.

C: What is it?

T: My bread is gone.

C: The dog was eating it.

T: See!! I thought so!

3.29 Expressing Admiration/Respect

3.29a Admiration

**dooládó' baa dzólníida**

GLOSS: my, how handsome!! / my, how lovely!!

INTERACTION: admiring physical appearance

T: Dooládó' nimá baadzólníí da, nizhónígo hadiidzaa lá.

C: Shídó' shíł nizhóní.

T: Aoo', nimá nizhóní yee'.

GLOSS

- T: My, your mother looks so lovely! She's dressed so nicely!  
 C: I think she's pretty, too.  
 T: Yes, she is.

**dooládó' bííyis da!!**

GLOSS: my, he is handsome!!

INTERACTION: admiring masculinity

- T: Dooládó' nichei bilíí' bííyis da. T'ahdii nizhónígo ayóo dilwo'.  
 C: Éí láa. Ayóo yaa áhályá.  
 T: Akót'éego halíí' baa ádahojilyá.

GLOSS

- T: My, your grandfather has a good looking horse. It can really run.  
 C: I know. He takes good care of it.  
 T: That is how to take care of your animals.

3.29b. Expressing Respect

**nizhónígi ánit'é**

GLOSS: you have a nice personality/ you are a nice person

INTERACTION: complimenting a child

- T: Nizhónígi ánit'é. Áłchíní doo bee nanée da.  
 C: Shimá dooda ní. Doo ájít'í da ní.  
 T: Jó áko nizhónígi ánit'é. Nimá yísíníłts'áá' lá.

GLOSS

- T: You are such a nice person. You don't make other children cry.  
 C: My mother said no. She said not to do it.  
 T: You are a nice person. You listen to your mother.

**doo aajoodloh da**

GLOSS: (you) must not make fun of others

INTERACTION: show and tell

- T: Áłchíní ła' halne'go doo baa joodloh da.  
 C: Teacher, hane' baa dlohasin go sha? Da' doo baa joodloh da?  
 T: Hane' baa dloh hasin go éi t'áá áko. Diné t'óó baa joodlohgo éi dooda.

GLOSS

- T: When another child is talking, you must not laugh at them.  
 C: Teacher, what if what they are saying is funny? We shouldn't laugh?  
 T: If it is a funny story, it is ok. Just do not laugh at people (for no reason).

**doo aaníjít'íí da**

GLOSS: do not criticize others

INTERACTION: child talking about another child

- T: Diné doo baaníjít'íí da. Doo t'áá bini'dii át'íí da.  
 C: Haash yit'éego?  
 ALT: Ha'át'íí biniinaa?  
 T: Jó baa hojoobá'á - éi bạ doo baaníjít'íí da.

GLOSS

- T: You must not talk about people. They may have a reason for what they do.  
 C: How is that?  
 ALT: Why is that?  
 T: You must have empathy for people. That's why you don't talk about them.

alternate terminology

ádił jídlí

self respect, self-worth

- 3.30 Expressing Disrespect/Insults/Ridicule  
 3.30a Disrespect

**ayóo doo hoł\* ílíí da**

GLOSS: expresses little worth toward it, places little worth on (it)

INTERACTION: disruptive behavior

- T: Doo adziists'áá'góó doo hoł ílígóó ájít'í.  
 C: Shí éí ayóo ísínísts'áá'. Ayóo adiists'a'.  
 T: Hazhó'ó adziists'áá'go nizhóní.

GLOSS

- T: When you don't listen, you do not show appreciation.  
 C: I listen very closely. I know what people say.  
 T: It is good to listen carefully (to people).

*\*shít, nít, bíł*

**doo k'é nídzin da**

GLOSS: does not respect kinship

INTERACTION: visit from a grandparent

- T: Abínídáá' ninálí naaníyáá nít'ée' doo k'é nínídzin da. Da' dooísh  
 béehonísín da?  
 C: Aoo', doo bééhasín da.  
 T: Hak'éeí haigháahgo bílák'ezh dílnih dóó k'é bijiniih.

GLOSS

- T: This morning your paternal grandmother came to see you and you did not  
 greet her as kin. Do you not know how?  
 C: Yes, I do not know how.  
 T: When a relative comes to see you, always shake their hand and greet them  
 (warmly).

**doo ahééh nídzin da**

GLOSS: is not thankful

INTERACTION: learning table manners/ thanking cook

- T: Diné doo ahéhee' níígóó doo ahééh nízín da. Ch'iyáán 'íí'íní  
 ahéhee' bidíní.  
 C: Shí ahéhee' nídísh'niih.  
 T: Nizhóní ahéhee' jiníigo áko ahéésnídzin wolyé.

GLOSS

- T: If a person is not thankful, s/he is not appreciative. Say thank you to the cook.  
 C: I always say thank you.  
 T: It is nice to say thank you. That's called being appreciative.

### 3.31 Expressing Criticism/Blame/Accusation

#### **ak'íhoji'ááh**

GLOSS: blaming others

INTERACTION: spilled paint

- T: Háí shíi'abe' yayii'áá lá.  
 C1: NAME át'í.  
 C2: NAMEga' doo át'í da.  
 T: Da' t'áásh aaníí? Doo t'áá ákóó ak'íhoji'áah da.  
 C: Shí doo ásh't'í da.

GLOSS

- T: Someone spilled milk.  
 C1: NAME did it.  
 C2: NAME did not do it.  
 T: Is that right? You mustn't blame others so easily.  
 C: I did not do it.

#### **t'áá ádzaagóó hane'**

GLOSS: telling untruths

INTERACTION: counseling with students

- T: T'áá ádzaagóó hojilne'go ák'íj' hojilchíh. Lahdaaísh doo hazhó'ó hwííníne'  
 C: Shí doo ásh't'í da, doo t'áá ádzaagóó hashne' da. Shimá doo ájít'í da shimí.  
 T: Ákót'éego yá'át'ééh.