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: Tl'óo'di nidadii'neel dishníí nít'éé'
   dooda hodoo'niid.
T: Ha'át'éegoshá'?
C: Ayóó hashti'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: Tl'óo'góó chíníshyeeed nít'éé'
   dooda shílní. T'ah índa shílní.
T: Ha'át'iísh biniinaa?
C: Íínyá'go índa 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'ééh ádiiniid
t'áadoo lá azlíí'da
dooda jíni
dooda shi'doo niid
dooda aslii'

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

lá aslii?
GLOSS: permission was granted
INTERACTION: discussing the permission given to go on a trip

T: Ch'aa deekaiyee nihá bee lá aslii'.
C: Da' t'áá aanii. Háágóólá deekai?
T: Nahgóó dahwiidiiltseét.

GLOSS
T: Our trip has been approved.
C: Is that right? Where are we going?
T: We will go sightseeing around.

lá aslii'
GLOSS: he/she granted permission
INTERACTION: teacher agrees to outside play

C: Tľóógóó nídadii'ne'ę teacher yee lá aslii'.
T: Yay!! ch'iiniiyeex.

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'iih.
T: Shooya', t'áá aaníí lá, nízhi' ínílaa.

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 láá! Nízhónígo bóhwíini'iláá 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
doó sha'shingóó

without doubt
2.29 Inquiring About a Denial

doodaalsh ni'doo'niid?
GLOSS: were you told no?
INTERACTION: inquiring about a request to go outside

T: Doodaalsh ni'doo'niid
t'il'göö dinínee?
C: Aoo', dooda shi'doo'niid.

GLOSS
T: Were you told 'no' on your request to go outside?
C: Yes, I was told 'no'.

doodaalsh ni?
GLOSS: did he/she say no?
INTERACTION: asking if a third party agreed to a request

P: Doodaalsh ni, NAME bighandi adádíilwoł dishnínee?
C: Aoo', dooda ni.

GLOSS
P: Did s/he say no about my telling you to get off at NAME's house?
C: Yes, s/he said no.

dooish ásht'ji da ni?
GLOSS: did he deny doing it?
INTERACTION: asking if a child denies having made another cry

T: Dooish ásht'ji da ni, askii yázhí eenaazne'ee?
C: Aoo', doo ásht'ji da ni.

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
doodaa'ísh hodoó'niid?
doodaa'ísh 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 ínínízín 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'díilyéél dadii'nínée t'áá ínínízín nahalin.
C2: Aoo', t'áá ínínízín nahalin.

GLOSS
C1: It seems he's agreeable to the idea of planting.
C2: Yes, it does seem he is agreeable.

t'óó lá didoonii t'óó lá didoonii t'óó lá didoonii nahalin
GLOSS: it looks like he/she will say yes
INTERACTION: speculating whether a person will agree to a plan

C1: Nidiiítteel dooléel dibídidiinií, bá'ólta'á. T'óó lá didoonií nahalin.
C2: Ni ábidiní.
C1: T'áá áko, ábididiisníí.

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 nízin nahalin
 aoo' didooniił 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 ínizin 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'éé' doo ínizin da nahalin.
S2: Eii doo ch'aa naagháa da. Doo ínizin da lêh.
S1: Jó ákót'éé 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 didooniił 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'niidéé' t'óó doo ínizin da nahalin.
C2: T'óósh dooda didooniił nahalin.
C1: Aoo', dooda didooniił nahalin. Doo ádooniił 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 aaníida nahalin
GLOSS: it seems he/she does not like the idea
INTERACTION: hinting that a teacher disapproves of a behavior

S1: Ayóó 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'nił nízin nahalin
   doo bił agwéél da nahalin
   t'óó doo ádooníił da nahalin
   doo bił yá'áshxóq 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: Béésh'ahédili bee na'ílgizhgoísh ayóó ná nanitł'a?
C: Aoo', ayóó 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: Łééchą́ą́'í haashgéeshgo ch'ééh ásh'í.
T: T'áá hazhóó'ígo nábíńtaah, hadííłgishgo át'é.

GLOSS
C: I can't cut out (the picture of) this dog.
T: Try it carefully. You will (eventually) cut it.

ayóó nanitl'a
GLOSS: it is very hard
INTERACTION: finishing project using scissors

C: Teacher, níníł'į shoo. Ałtso fishtaa.
T: Ayóó nanitl'a ndi ałtso ínlaa. 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 nanitl'a
doo bíníshghah da

it is difficult for me
I am not up to it

2.32 Inquiring About Difficulty

ayóóísh nanitl'a?
GLOSS: it is very hard for you, isn't it?
INTERACTION: recognizing difficulty

T: Ayóóísh ná nanitl'a, ya'iiizídgo?
C: Aoo', ayóó shá nanitl'a. Ayóó 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 ánít'į?
nílhísh naníti'ą?
nik'eh didlíįsh?

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: Shízhi' t'áá bééhózíní,
S2: Haa'iyee' shá yínízhí.
S1: SAYS NAME
S2: Nízhi' t'óó nizhónígo yínízhí. T'áá aanií 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.

doó naníti'ą da
GLOSS: it is not difficult
INTERACTION: copying a pattern

T: Díí bééda'doohdliįį.
C: Eií doó naníti'ą da.
T: Hágošíį hazzó'ő ánílééh.
INTERACTIONAL NAVAJO

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: Dií nił nidziit'íish bée honísin?
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 nantl'ada lá?
GLOSS: it wasn't hard, was it?
INTERACTION: using large utensil to serve food
T: Dooísh nantil'a da lá t'áá hó ha'jiikaaahgo?
C: Aoo', doo nanitl'a da lá.

GLOSS
T: It is not hard, is it, to serve yourself?
C: Yes, it is not hard.
t'áásh bééhózíní lá?
GLOSS: was it easy?
INTERACTION: riding two-wheel bike

T: T'áásh bééhózíní lá?
C: Aoo', t'áá bééhózíní lá.

GLOSS
T: It isn't very hard, is it?
C: Yes, it is easy.

alternate terminology
 t'áásh íídaá' bééhónísín 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

shił** baa honeeni
GLOSS: it is fun (to me)
INTERACTION: learning interests of students

T: Ha'át'íšísh ayóó níł baa honeeni?
C: Tl'óó'góó naashnéego ayóó shil baa honeeni.

GLOSS
T: What do you find the most fun?
C: Playing outside is most fun to me.

shił ** bóhoneedlí
GLOSS: I enjoy...
INTERACTION: talking about what gives enjoyment

C: Chidi yázhí bee naashnéego ayóó shil bóhoneedlí.
T: Ha'át'íšísh ałdó' ayóó níł bóhoneedlí?

GLOSS
C: I enjoy playing with little cars.
T: What else do you find fun?

alternate terminology
bízhnee’díigo
hoł yáát’éehego
bee hatah yá’áhoot’éeh
bee háni’ náázhóół

to be interested in it
to like it
to feel good about it
to refresh your mind (by it)
Like

**shįil**  yá'át'ééh
GLOSS:   I like...
INTERACTION: discussing a drawing

T:   Nízhónígo ni'shí́nch'áą'ígíí shįl yá'át'ééh.
C:   La'ísh nináánáshch'ąąh?
T:   Aoo', la' ninááních'ąąh. Éidíigíí hooghangóó nídítítsos.

**shįil**  **niżhóní
GLOSS:   I like it very much; lit.: it is pretty to me
INTERACTION: appreciating traditional dress

T:   Nikélchí bií'sín'eezgo ayóó shįl niżhóní.
C:   Shí'éé'ísh áldó' niit niżhóní?
T:   Aoo', éédó' shįl niżhóní.

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.

**shįil**  **ayóó'áhoot'éh
GLOSS:   I really, really like ...
INTERACTION: commenting on how delicious fried potatoes are

T:   Nímasii sit'éego shįl ayóó'áhoot'éh.
C:   Shído' ayóó shįl lıkan.
T:   T'ah t'áá yidziih. La' náádaahdá.

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
shį́ł bóhoneeldį́
shį́ł baa hózhóón
shį́ł tsék’eh
shį́táá’ bélłt’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")

**shį́l, níł, bit, níhil

3.1c Displeasure

doo shį́ł yá’át’éeh da
GLOSS: (I) do not like..., (I) disapprove...
INTERACTION: child’s bad behavior

T: Ts’ídá doo shį́ł yá’át’éeh da adítalį́gíí.
C: Doo ánáádiish’niįł da.
T: Hágoshį́jnee'.

GLOSS
T: I do not like it (the fact) that you kick.
C: I will not do it again.
T: All right.

doo baahoneení da
GLOSS: (it) is not fun
INTERACTION: muddy condition

C: Hashtl’ishgo doo baa honeeni da.
T: Ha’áti’íí biniinaa doo baa honeeni da.
C: Jó doo hashtl’ishgóó éí t’óó’góó ch’íméíjih nít’cé'.

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 bíneeshdlįį da**
GLOSS:  I don’t enjoy...
         I am not interested
INTERACTION:  disinterest in activity when tired

C:  Ch’éédisháahgo t’áadoole’é doo bíneeshdlįį da.
T:  Éí biníinaa háájílıįh dóó t’áadoole’é bínaázhneedlıį ieh.
C:  Da’ áko iishzáásh?
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 nínizin?
C:  OBJECT nisin.
T:  Éísh ayóó baa honeeni?
C:  Aoo’, ayóó 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
doó bóhoneedlíí da
doó hoól aanií da
doó baa hoól hózhóó da
doó hoól 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

doó shílí yá’át’éeh da
GLOSS:  I do not like...
INTERACTION:  negative opinion about bad behavior

T:  Nihe’ádadiíaahgo doó shílí yá’át’éeh da.
C:  Shí k’ad doo she’ádíláah da doo.
T:  T’áá aanií ádíníígo doo ne’ádílááhgóó nizhóní 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 shílí baa’íh
GLOSS:  I dislike...
INTERACTION:  negative reaction to messy conditions

T:  Bus biyi’ ts’ilzéí nikidaahnííígo t’óó shílí baa’íh.
C:  Ákoosh dií ts’ilzéí náháshlááh?
T:  Aoo’. ahéhee’ dooleet, 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 likan da.
T: Áłch'įįdígo hanikaah, t'óó yiilnih.
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'áshoó da
  t'óó baa'ih
  doo shił likan da
  t'óó nichxó'iyee'
  doo nizhóní da
  doo shił tsék'eh da
  doo likan 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 níl hózhó?**
GLOSS: does it make you happy?
INTERACTION: asking about a father's presence

T: Baaísh níl hózhó, nizhéé'é nináhádáahgo?
C: Aoo', ayóó baa shił hózhó. Shizhéé' é daane'é shá nináyiljááh.
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
nilísh bóhoneedlí?
nilísh baa honeeni?
ilísh yá'át'ééh?
ilísh ayóó'áhoot'é?
ilísh honeeni?
baa hózhóóish?
baaísh nil nohoozhóoh?
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 hwiih sélíí'
GLOSS: I have satisfied myself (with it).
INTERACTION: acknowledging a full stomach

T: Nich'iíya' ałtso niyá.
C: K'adí, bee hwiih sélíí'.

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 - nahaltín.
C: K'ad éí doo ch'íníijeh da lá.
T: T'ááshįį kóne' nidei'nee doo. Óí aldó' 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 ni'sísdiįįd
líkaní bee likan!!
bik'e'ahwiih!!
sxih!!
shįįl nidžílįįqąd
bilááh íishįąah
shineest'e'/shineesk'e'
shįįl 'ooozbá!!
shįįl ni'íibįįh

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 shįįl yá'át'éeh da**
GLOSS: I do not like it
INTERACTION: commenting on overgrown thistles
T: Ch'il hoshí náneeyáá lée doo shíít yáá't'éeh da. Ayóó neezgai haa'iijįįgo.
C1: Teacher, ch'il hoshí ła' shaa'íjįįl.
C2: Shídó' ła' shaa'íjįįl. Ayóó 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 shíít aáníl da
GLOSS: I do not like it
INTERACTION: disliking the bus to be late

P: Bus álahji' doo hah níháa nálwo'góó doo shíít aáníl da.
T: Jó t'áá áko hashtl'ishgo biniináa.

GLOSS
P: I disapprove of the bus always being late.
T: That's because it is usually muddy

alternate terminology
    doo shíít yáá'ít'éeh da
    doo bóhonéesdlįįjīd da
    doo shíít ákwii da
    doo shíít sxiin da
    doo shíít beeł't'éé da
    doo shíít agwęeil da
    shidiilch'ee'
    shizghad!!
    shiztał!!
    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 hwiíh síňlíį'? / da' hwiíh síňlíįísh?
GLOSS: did you have enough?
INTERACTION: comfort level regarding intake of food, etc.

T: Da' bee hwiíh síňlíį’?
C: Aoo', bee hwiíh sélįį'.
ALT: Ndaga', t’ahdoo hwiíh yishlee h da. La' náánísdzí'n.

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
likaníish?
da’níísh bik’e’ííhwiih
da’ nilísh yísxíh?
hwiihísh?
agweélísh?

does it taste good?
is it satisfactory?
was it satisfying to you?
satisfied?
good?
3.4b Inquiring about Dissatisfaction

**dooísh nił yá'át'éeh da?**
GLOSS: do you not like it when...?
INTERACTION: talking with a child

T: Dooísh nił 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 nił yá'íít'éeh da?
- dooísh nił beeít'éeda?
- dooísh nił ákwii da?
- dooísh nił agweel da?
- dooísh nił ákwe'é da?
- dooísh nił aayíimid da?
- dooísh nił tsék'eh da?
- da' niísh 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

**yáadilá!**
GLOSS: "again! you did it, again!" (strongly implied) good grief!! (you did it again!)
INTERACTION: spilling food or drink
T: Yáadilá! Díí lá haahóót'įįd!
C: Abe' yaaká.
ALT: Sits'áą' naanníkaad.
     Abe' naaniilt's'id.
     Aoo', díí naanníkaad.
     Díí át'į.

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 aaníi?
ALT: Dooládó' dooda da! Náádinígo'ísh?
C: Aoo', dégo'. Kwe'é neezgai.
ALT: Hosh shaa i'įįl.
     Shigod baa i'įįl.
     Shaa i'įįl.

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 béełt'ée da!**
GLOSS: it's not right! it's/that's not called for!
INTERACTION: awkward behavior - child "throws finger"

T: Eii doo béełt'éégóó ánítí'.
ALT: Eii doo béełt'ée da akónítí'íiígíi.
C: Doo ásht'íí da.
ALT: T'áá ádzaagóó ání!
Ndashíí, doo ásht'íí da!
T'áá bí át'í!
T'áá bí áshííníigo biniinaa ásht'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'íí lá ałdó!
dooládó' doo ákwii da!
ts'ídá doo ákwii da!
ts'ída doo agwéél da!
dooládó' da!
doo ákó'íinilaa 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
3.6.a. Expressing Fear

t'óó báhádzid
GLOSS: it's scary
INTERACTION: circle time: wild animals

T: NAME ayóó báhádzid.
C: Shí doo binásdzid da!
ALT: Shí doo násdzid da!
     Èí 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 nijít'įį da!
C: Ha'át'iísh biniinaa doo baa nijít'įį 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 désyliz!**

GLOSS: it scared me!
      it startled me! (a mild shock expression)

INTERACTION: child screams out

T: Hadiúníghaazhgo t'óó nik'ee désyliz. Doozhdilwosh da!
C: Ha'át'íí biniinąa doozhdilwosh da?
ALT: Jó wóne' doozhdilwosh da.
Hooghan góne' doozhdilwosh da. Tl'óódi t'éí 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' báhádzíid!
          t'óó shił hóóyéé!
          t'óó béésísdzúíid!

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 chidiłtsxoii biih yínìlwoogóó *baah (naah) shíne' ntí'éé'.
ALT: b. Añááñáá t'áadoo yínìyáágoó biniinąa *baah (naah) shíne' ntí'éé'.
c. Doo nánídááhgóó ayóó baah (naah) shíne' łeh.
C: a. Akée' ch'aa naasháago biniinąa.
ALT: Adi'niishghaazh lá!
Doo sídáa da ŋt'éé'.

b. Shimásání baghangóó nísïzáy.
Shimásání baghandi sídáá ŋt'éé'.
c. Shimá t'áadood da'aazgisgóó biniinaa.
Shi'íéé' clean-igií ádingo biniinaa t'áadool níyáa da.
Da'iigiisgóó nísilkaa.

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'ésh *baa yínííł sínídá? Nichxø' doo *baah háne' da.
ALT: Ni-PET daaztsánée t'áadoo *baah níne'é.
C: Aoo', shimá la' ná nínáádídeshtééí shiłní.
ALT: La' nínáádídeshtééí, 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.

**shí'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 léí' (ayóó) shí'idiil'á.
ALT: Nitsii' t'áadoo yíníshóó da léí' (ayóó) shí'idiil'á.
C: T'áá dii t'éí shikee'. Hahgo shíí índa shimá ła' shá ninááyiilniihil.
ALT: Aoo', Teacher, shitsii' shá nishóóh.

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

**béénildzidísh?**
GLOSS: are you afraid of it?
INTERACTION: circle time topic: what are you afraid of?

T: Ha'át'íish béénildzid?
C: Ma'ítsoh. Béégashii dó' ayóó binásdzid.

GLOSS
T: What are you afraid of?
C: Wolves. I'm also real afraid of cows.
t'óósh béésíníldzíd?
GLOSS:  did it frighten you?
        were you frightened by it?
INTERACTION: circle time topic: did that scare you?

T:  Ni'dilch'ilgoósh t'óó béésíníldzíd?
C:  Ayóó íts'a'go biniinaa t'óó béésísdziíd.
ALT:  Aoo', t'óó báhádzidgo t'óó béésísdziíd.

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', háchxa.
ALT:  Ndaga', t'àadoo háchxa da. Balóon/jeeh dígházii
        shaa yítsooz.
        Ndaga', t'àadoo háchxa da. Woo' beiiich'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 nił hóóyée'?
    nilísh yée' áhoolaa?
    nilísh yée' hazlíí'?
    niznilísh?
    dínílyizísh?
    tsídiiínílyizísh?
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'ísh?**
GLOSS: are you worried about it?
INTERACTION: finding no one at home after school

T: Baah níne'ísh, nimá dóó nizhe'é doo sikéégóó ólta'déé' nináhídåahgo?
ALT: Baah níne'ísh, naghandi doo naagháhígóó ólta'déé' nináhídåahgo?
C: Aoo', ayóó baah shíne'. Yishchxa 'le.

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.

**yínílásh nílj?**
GLOSS: are you in a sorrowful state?
- are you sad (about it)?
- are you grieving?
INTERACTION: discussing topic of **yíníľ** (distraught)

T: Yíníľsh naniná?
C: Haash yit'éego ólyé?
T: EXPLAINS **YÍNÍĽ** 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'áash?
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: Nitlaajį'ee' nineestihígísh ni'diil'á?
C: Aoo', ayóó shineestih.
ALT: Aoo', ayóó shi'diil'á.
Ndaga', doo shi'diil'áa da. T'áá ákótííego shił nízhóní.

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 nine'?
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 diiįį shinááhai. Shimá áádéé' bááh likání yideezká.
T: Da' t'áásh aaníí! Ákosh dikwií 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 shímá shá nayísnii'/áyiílaa.
ALT: Díí shizhé'é shá nayísnii'.

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'iyaaashká.
T: Yáadilá óolyé! Da' ádíñídli dish?
C: Aoo', ádeeshdliid.

GLOSS
C: I spilt coffee on myself.
T: Oh my gosh! Did you burn yourself?
C: Yes, I burnt myself.
alternate terminology
 yóoh!
 ma'ísh óolyé!
 wah!
 wáháá, sésiih!

(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 pronounciation of this term is ahwééh or dohwééh. There may be others.

3.9 Inquiring About Surprise

t'áásh aanií?  
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 aanií? Díkwísh 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' dínílyizísh?
GLOSS: were you caught by surprise?
did it catch you by surprise?
INTERACTION: fire alarm sounds (diists'áą'go)

T: Da' dínílyizísh łid yiłchini hááchxago?
C: Aoo', ayóó iists'áą'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'ée neezgai.

GLOSS
T: Were you startled when s/he yelled?
C: Yes, I became startled.
ALT: Yes, my ears hurt.

alternate terminology
  da' nidiis'ńáá'ąsh?
da' nanìisxanísh?

  did it rattle you? were you shaken 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 fiylisi nиси
GLOSS: I really want it
INTERACTION: giving choices
INTERACTIONAL NAVAJO

T: Háidíígíísh t'áá íiyísí nínízin?
C: __igíí t'áá íiyísí 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 aldó' 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
kojíígíí nisin

I really want that one
I really want this one over here
3.11 Asking About Preference
da' díidígíí nínízin?
GLOSS: do you really want this one?
INTERACTION: choice time: free play

T: Háidígíísh bee nidadoohneel?
ALT: Háidígíísh binideeshnish nínízin?
C: Díidígíí nisin.
T: Da' díidígíí nínízin?
C: Aoo', elídígíí 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.

díish nínízin?
GLOSS: do you want this?
INTERACTION: giving child a toothbrush

T: Díish nínízin?
HOLDING OUT A TOOTHBRUSH
C: Aoo', eli nisin.
ALT: Aoo', elídígíí nisin.

GLOSS
T: Do you want this? HOLDING OUT A TOOTHBRUSH
C: Yes, I want that.
ALT: Yes, I want that one.

háidígíísh nínízin?
GLOSS: which one do you want?
INTERACTION: choosing one of three items

T: Háidígíísh nínízin?
C: Díidígíí nisin.
GLOSS
T: Which one do you want?
C: I want this one.

alternate terminology
eiidalígísh nínízin?
eiidígísh íyisí 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' béé'ítł'óoh dooleełígí t'áá shíł chohoo'í.
C: Aoo', shíkee' béé'éshítł'óóh bíhwíideesh'áát.
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'cé' há náhíidíinii'go.
C: Shídó', shizhe' éc' la' shá neidiyoolníh.

GLOSS
T: NAME has hope that she's getting new clothes.
C: Me too, my father will buy me some (clothes).

níł chohoo'í
GLOSS: you have hope, you need to have hope
INTERACTION: working on a project
T: T'áá niít chohoo'įįgo t'éí lä' hodoonííł.
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
    nihíł chohoo'įį
    bit' chohoo'įį

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

3.13 Asking About Hope

niíšh chohoo'įį?
GLOSS: do you have hope?
INTERACTION: putting puzzles together

T: Niíšh chohoo'įį diú t'áá ni ałhiíhiníiłgo?
C: Aoo', ádeeshliiít.

GLOSS
T: Do you have hope that you will put this together yourself?
C: Yes, I will do it/make it.

t'áash chohoo'įį?
GLOSS: is there still hope?
INTERACTION: rug weaving

T: T'áash chohoo'įį ałtso adítíł'poséłgo?
C: Aoo', k'ádeè ałtso ashtl'ó.
ALT: Búghah.
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?
holish chohoo'íí?
bilísh chohoo'íí?
nihilísh 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:  Ayóó baa ahééh nisin shiká anáníwo'go.
C:  Áko ha'át'iísh bee níká'anáánáshyeeed?
ALT:  Yiskágó niká 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 dahool'į́hgo ayóó baa ahééh daniidzin.
C: Shí áká'eeshwod, ya'?
ALT: Altso 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 niizį́h
shį́ł 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 akée' jicha da.
C: Shimá ch'aa deeyáago biniinaa akée' 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'ajílníhgo doo *baah háne' da.
C: T'áá éí t'élh shidaane'é nizhóní ŋt'éé'. Éí *bąą *baah shínc'.

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'ęé**
GLOSS: dear one, so sorry (empathizing)
INTERACTION: child cries after parent after being dropped off

T: Nóone'ęé, t'áado akéé' nichaaí. EMPATHIZING AND PUTTING ARMS AROUND CHILD
C: Shídó' nisin ŋt'éé'.

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'ínilní
hada'ínilní
nihaaahajoobá'í
naahajoobá'í
doo jícha da
t'áado do baah níne'í
3.16 Stating Want/Desire
3.16a Stating Want

_____ nisin/la' nisin
GLOSS: I want____
INTERACTION: snack time

T: Nanise' bitoo'ish ła' nínizin?
C: Aoo', ła' 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: Háájólyíjíh laanaa nisin.
T: Jó áko t'óó kóníghánííji' háádaalyíjíh.

GLOSS
C: I wish I could rest.
T: So then, you all rest for a little while.

t'áá ílyisí laanaa nisin
GLOSS: I really, really wish for/desire
INTERACTION: water play
INTERACTIONAL NAVAJO

T: Ha'át'úsh t'áá fiyisí bee nideeshneel nínizín?
C: Tó bee naashnéego t'áá fiyisí 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

tsxįįłgo!
GLOSS: hurry!
INTERACTION: fire drill

T: Lid yilchini hááchxago tsxįįłgo joogáałgo álįį.
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.

doó hą́h da!
GLOSS: slow
INTERACTION: circle time

T: Doo hą́h áníį’tįį da, álchini niba' naháaztá.
C: Atso k’ad.
ALT: T’áá tsxįįłgo ásht’įį ndi át’ė, Teacher.

GLOSS
T: You're slow, the children are waiting for you.
C: I'm through now.
ALT: I'm trying to hurry, Teacher.

shábiįghah!
GLOSS: slow moving, dragging
INTERACTION: waiting for lunch

T: Shábiįghah la' oolkił, da'niidá'áą.
C: Eii láą.

GLOSS
T: The time is dragging, we're hungry.
C: I know.
alternate terminology

tąḍi!l

tłeehee

t’aadoo na’ahodílziidí!

ha’át’ílá!

doo hah ánáánát’ii da!

na’ahodílziid

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 ńinilaa!

GLOSS: you made it very pretty!

INTERACTION: art

T: Ne’ésaa’ nizhónígo ńinilaa!
C: Aoo’, da’ nilísh nizhóní?

GLOSS
T: You made a beautiful pot!
C: Yes, do you like it?

bohónéeedząago ńtinilaa!

GLOSS: you did a good job!

INTERACTION: after a little skit/play
T: NAME, bohónéedzáaɡo íiínílaa.
C: Aoo', da' t'áá aaníí, Teacher? Ánáánáshdlééhesh?
ALT: Ła'ásh bee nááháshtaał?

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  beełt'éhégóó!
GLOSS: nothing like it!
INTERACTION: fine motor skills

T: T'áadoo beełt'éhégóó ***ni'síních'aa' lá!
C: Haash yit'éego oolyé?
T: Jó t'áá fiiyisí nizhóníígo íiínílaa.
ALT: Jó t'áá sahdií át'éego íiínílaa 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
sxíhgo íínílaa
beełt'éego
bohónéedzáaɡo íiínílaa
iljígo íiínílaa
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'shiních'aa'.
3.20a Setting Deadlines

bee nihoot'ánéeji'
GLOSS: a set deadline
INTERACTION: parent meeting

T: Amá dóó azhé'é álah nádleeh bee nihoot'ánéeji' ánááhoolzhiižh. Bil' dahodoolnih.
C: Hágoshíí, naaltsoos ła' shaa nitsóós 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'áníjí'
GLOSS: a deadline, up to a point
INTERACTION: school time

T: Dííjí t'áá bee haz'áníjí' nááda'iínílta' doo.
C: Háají' lá bee haz'á?
T: Jó naakí o'oolkidjí' 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'ájí'
GLOSS: up to a certain point, a set deadline
INTERACTION: tribal clothes

T: T'áá bee hoo'a'ájí' éé' biká'áda'alne'.
C: Shimá bee bił hodeeshnih.
ALT: Shííhígíísh t'áá iídáá' shá hadilyaa?
      Shimáásh naa néinítsooz?
INTERACTIONAL NAVAJO

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'idojojii'
bee e'e'ahji

up to the deadline
up to the end, the deadline date

3.20b Giving Reasons for Non-Action

biniinaani hólóogo
GLOSS: the presence of a problem
INTERACTION: a child doesn't come to school

T: Biniinaaniish hólóogo t'áadoog yíníyáa da?
C: Aoo', shitah honiigaigo biniinaa.

GLOSS
T: Did you have a reason for not coming?
C: Yes, I had a fever.

honeeztł'ah
GLOSS: an unexpected problem
INTERACTION: bus route

T: ***Bus yíchxo'go biniinaa honeeztł'ah.
C: Bus ch'éech biba' sidáá ňt'éé'.
ALT: Ákoósh doo ólta' da?

GLOSS
T: The bus broke down unexpectedly.
C: I waited for the bus.
ALT: So, is there no school?
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, chidiłtssoí.

baa honeeztl'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'iísh baa honeeztl'ah?
T: Chidiłtsxooí bikee' niłtsqoz.

GLOSS
C: What happened, Teacher?
T: The bus had a flat tire.

alternate terminology
shił ch'i'niyáago biniinaa
shineest'lah
nihineest'lah
naa honit'la
baa honit'la
baa nétl'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 tsxįįł níníziń da?
GLOSS:  are you not in a hurry?
INTERACTION: child asking parent for a ride to school

C:  Doósh tsxįįł níníziń da, ólta'góó shiš dě'aash.
P:  Hágoshįį, tį'.

GLOSS
C:  Take me to school if you're not in a hurry.
P:  OK, let's go.

shábígahísh ánít'įį doo?
GLOSS:  are you going to take that long?
INTERACTION: bus driver going to agency office

T:  Shábígahísh ánít'įį doo? T'áá tsxįįłgo nídíídaáál.
BD:  Hágoshįį, t'áá tsxįįłgo nídeeshdááál.
ALT:  T'áá búighahdáá' shįį tsxįįłgo nídeeshdááál.

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' nínáá'áhodílziidiśh?
GLOSS:  are you taking all your time again?
INTERACTION: nature walk

T:  Da' nínáá'áhodílziidiśh? Níléígóó áłchíní naadijeeh.
C:  Da' t'áásh aaníí? T'áá tsxįįł áśht'įį ndí át'ė.

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' shánáábíghahísh?
dóosh hah da?
náánáál'ísísh?

are you taking all your time, again?
slow, again?
dragging, again?

3.22a   Expressing Importance

íyísíígíísh
GLOSS: the real (true/main) point/thing
INTERACTION: find out child's real (true) name

T:     Nízhí' íyísíígíí bee níhił hólne'.
C:     Aoo', íyísí shízhi'ígií í NAME yinishyé.

GLOSS
T:     Tell us your real true name.
C:     Yes, my true name is NAME.

aláahdí baa'ákohwiídínóodzhílígíí biníiyé
GLOSS: the main point(s) to be recognized
INTERACTION: announcing to parents the importance of early health prevention care/substance abuse

T:     Aláahdí baa'ákohwiídínóodzhílígíí biníiyé áłchíní yázhí bits'íís baa áháyá (health training for parents) bíná'níltin doo kwe'é.
P:     T'áá shá biíghahgo shíí (áadi naasháa doo).
ALT:   Éíláa. 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.
INTERACTIONAL NAVAJO

atísgo
GLOSS: the focal point
INTERACTION: children learning their clans

T: Ádıóone'é danjínígíi atísgo bidahwiidil'áát.
C: Aoo', bihwideesh'áát.
ALT: Shísh éí ha'át'íí nishį?

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'éhiigí át'é
iiyisí át'éhiigí
ch'ibi'dit'áhiigí

the important point
the main point
the most important point, the one that's elevated

3.22b Expressing Unimportance

t'áadoó biniiyéhí da
GLOSS: there's no reason at all for it (uncalled for (negative) action)
INTERACTION: correcting (bad) child behavior

T: Azhditalgo/hwe'adiláahgo/háhách'i'go/azhdilts'i'ihgo t'áadoó
biniiyéhí da.
C: T'áá hó ájit'í! K'ad doo ánáádeesh'níįl da.
T: Jó ákondi doo ájit'íl da.

GLOSS
T: There's no reason to kick/be mischievous/be mad/hit.
C: He did it him/herself! I won't do it, again.
T: Even then, one doesn't do that.
íyísíígíí bááh ádin
GLOSS: the important part is missing
INTERACTION: missing wheel on a toy

T: íyísíígíí yee dahdidoolwoóléé bááh ádin.
C: Ha'át'íísh bááh 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.

doó ílíh da
GLOSS: cheap quality,
       not worth it
INTERACTION: receiving nonquality, not up to standard toys

T: Eii daane'é doo ílinígíí níháah nináánádíí lá!
C: La' k'é'élto'go bií' si'á!

GLOSS
T: They brought us more cheap quality toys, again!
C: There's a broken one inside.

alternate terminology
   biniiyéíí t’àá bááh ádin
doó bááh ílíh da
   baa ákohwiidínóodzíílígíí bááh ádin
   ntsáhákees bááh ádin
t’àáadoo 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
INTERACTIONAL NAVAJO

3.23  Asking About Importance/Unimportance
3.23a Asking About Importance

da' t'áá íiyisígüísh?
GLOSS:  asking about the important part
INTERACTION:  staff/parent meeting

T:  Da' t'áá íiyisígüísh bee niihí hóóne'? 
ALT:  Da' t'áá íiyisígüísh bina'ádííní'ékid? 
P:  Aoo', éí bee niihí hóóne'. 
ALT:  Ndaga', t'ahdoo bee niihí 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'iísh íiyisi yee haadzíí'?
GLOSS:  what was the main point of discussion?
INTERACTION:  staff/parent meeting

T:  Nihinaniit'a'ásh ha'át'ií íiyisi yee haadzíí'? 
P:  Ólta' naaghaai íiyisi yaa yááltí'. 
ALT:  Ólta' haz'áągi íiyisi yaa yááltí'.

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
INTERACTIONAL NAVAJO

T: Nihinanit'a'i nihaaníyáá lá. Níléídéé' dah sidá.
P1: Ch'íbi'deet'áash? Táhásh 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'ísh íyísíigíí áyíilaa?
ha'át'ísh íyísíigíí ááh yíííí?
ha'át'ísh íyísíigíí yaa yálíí?
bee ch'íbi'dit'áhígíísh baa hwíníníní?  
ha'át'ísh 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 ilíí da?
GLOSS: wasn't it important?
INTERACTION: letter of request

T: Da' naaltsoos íinilaa yéé'ísh doo ilíí da?
P: Aoo', la' ánáádiidlííl shí'dooniid.
ALT: Aoo', nídeiidiitsooz.

GLOSS
T: Wasn't your paper important?
P: Yes, I was told to write another one.
ALT: Yes, they accepted it.
t'aash doo biniyéhí da?
GLOSS: doesn't it serve a purpose?
INTERACTION: photographer didn't show

T: T'aash doo biniyéhí da t'óó báhádzoo hadiinidzaa yéé.
C: Aoo', shi'éé' nizhóní yee' bee níyáá níť'éé'.
ALT: Aoo', nizhónígo shitsii' yíshóó' níť'éé'.

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).

biniyélísh bágh ádin?
GLOSS: was there no purpose at all?
INTERACTION: home visit

T: Biniyélísh bágh ádingo diníyá?
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

ádahodíshlzáá'
GLOSS: I'm bored
INTERACTION: going outside
C1: Adáádáá’ t’áadoo ch’íniiłjée’ da. Dííjí ałdó’ doo ch’íniiłjeeh da nahalin nahałtiniłgíí biníinaa.
C2: Áko ga’ t’óó báhádzoo ádahódíshláá’. Ch’i’diijahéę.

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 níníyá
GLOSS: it has tired me, I’m tired of it
INTERACTION: child pushing a wagon with another child

C1: Nanéshxlígo t’óó báhádzoo bąąh níníyá!
C2: Shúsh nááná k’ad?

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

shí’iiłhaazh
GLOSS: it put me to sleep, I got sleepy
INTERACTION: reading a story

C: Naaltsoos doo bóhoncédlínígíí shich’íi’ yínílt’a’go t’óó shí’iiłhaazh.
T: Ákosh haái’t’éhígíí nich’íi’ yíníshta’? 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
shídíłch‘ee’
jé‘áhodishkał
nídínísdzá
shik’ehdeesdlíj’

nishiníłgo'
sheenízníthaal
shínestléé'

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 shíł hózhó**
GLOSS: I'm happy about it (a continuous process)
INTERACTION: new enrollee

T: Díí NAME bił nááda'íínílta' dooleeł. Éí baa shíł hózhó.
C: Shídó' baa shíł hózhó.

GLOSS
T: NAME will be attending school with us here. I am happy about that.
C: I'm happy about that, too.

**(baa) shíł nihonízhóod**
GLOSS: I'm overjoyed (more to an ending point)
INTERACTION: Christmas

T: Nish ha'át'íí nich'i' ályaa lá?
C: OBJECT shich'i' ályaa lá. Éí shich'i' ályaaígíí baa shíł nihonízhóod.

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 shił baa náhasin.

**GLOSS**
T: I'm happy about the children dressing up.
P: I know. I am so happy about that.

**alternate terminology**
(baah) shił nináhonízhóod
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

**bóhoneedlí**

**GLOSS:** it's enjoyable
it's exciting

**INTERACTION:** field day

T: Bóhoneedlíjgo tl'oo'di atah nidadii'neel.
C1: Jádee bee nidajinéego ayóó bóhoneedlí.
ALT: Alk'ééjiyiitkahgo nidajinéego ayóó bóhoneedlí.
C2: Eii láįį! Shí ayóó dinishwo'.
ALT: Shí hodinéeshnéel.
Shí níhaftedéeshwoįį.

**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 outtrace everyone.

bíneeshdlí
GLOSS:  I enjoy it
INTERACTION: going to school

T:    Ha'át'íish ayóó bíniindlí ólta'di?
C:    Áłchíiní bit nídaashnéego ayóó 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'íígóó bóhoneedlí
doo chxohoo'íígóó 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

ádeeshlítíí nisin
GLOSS: I think I can do it/finish it
INTERACTION: project

T: Ha'át'ísh ánílééh?
C: Díí hooghan nímaiza áltsó ádeeshlítíí nisin.

GLOSS
T: What are you making?
C: I want to finish making this hogan.

shíni' nilí/shíni' bidííít'il'
GLOSS: I'm thinking about doing it (your mind is on that particular thing)
INTERACTION: choice (free) time

T: Ha'át'ísh t'áá íyisí níni' nilí díííjí?
C: (Clay/Play/Sand) shíni' nilí. Éí k'adéé áshiílééh.

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'áhwíiniít'í
GLOSS: (characteristics of) politeness, friendliness, respectfulness
INTERACTION: introducing friendliness and respect to people

T: T'áá áltsójí há'áhwíiniít'íjgo ál'í.
C: Haash yit'éego óolyé, há'áhwíiniít'í?
T: TEACHER EXPLAINS
INTERACTIONAL NAVAJO

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

háhózhógo
GLOSS: happy spirit
INTERACTION: child getting on the bus in the morning

T: Háhózhógo ólta'góó iihjilwo', joodlohgo.
C: Shí ólta' shíł nizhóní.
T: Háhózhógo t'áá ałłso hoosání. Áłchíní nideii'né dahalníí leh.
C: Shí ayóó shíł hózhóó leh.
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: Yáá't'ééh abíní, shimá.
V: Aoo', yáá't'ééh abíní, sha' áłchíní

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

3.27b Hostility

doo hołíñí da/ doo hołíñígóló
GLOSS: shows no appreciation
INTERACTION: socialization
T:  Doo hoł flį́góó éí daane'é nįjiitiih łeh.
C:  Díí doo shí ásht'ií da.

GLOSS
T:  You will break toys when you have no appreciation.
C:  I did not do this (break toys).

**doo há'áhwiniít'ií da/** **doo há'áhwiniít'iígóó**

GLOSS:  being impolite
INTERACTION:  child being counseled

T:  Ayóó háháchį'go dóó doo há'áhwiniít'iígóó áłchííni hwéédłaaldzid łeh.
C:  Shí doo ánísht’ée da.
T:  Háhózhógo dóó há'áhwiniit'iígo 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.

**báháchį’**

GLOSS:  angry mood
INTERACTION:  safety lesson

T:  Łééchąą’įi báháchį’go doo baaniit'ií da.
C:  Haash hool'įįh.
T:  Hwiitxash.
C:  Yîiîyá!

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'íí da
GLOSS: s/he does not lie
INTERACTION: a lesson on time

T: NAME doo biyooch'íí da.
C: Shimá dó’ doo biyooch'íí da.
T: Hayooch'íídgo diné doo dahoodlíą́ą' da yíleeh.
C: Teacher, shí doo shiyooch'íí da.
T: Doo hayooch'íídgoó yá'át'ééh. Nízhónígíí ánít'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'ahólí
GLOSS: trustworthy
INTERACTION: preparation for birthday party

T: Ch'iyyáán íil'íní ayóó ba'ahólíí. Éí bááh łíkání nihá íidoolííł.
C: Háálá bi-birthday?
T: T'áá át'é díí yizíílííí biyi' dabi'dízhchíníígíí bá da' idííjííñílín.
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 ayahooshlíih da
GLOSS:  not suspicious of...
INTERACTION: taking toys home without permission

T:   NAME doo baa ayahooshlíih da. Éí doo daane'é ch'iyyiijaháh da.
C:   Shídó' doo daane'é ch'ihéshjáah da.
T:   Jó nizhónígóó ánt'éé lá. Daane'é t'áá át'é áítchíí bá. Baa ádahólyá.
C:   Daane'é shíi 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 ájit'í nisin
GLOSS:  I think (suspect that) NAME did it
INTERACTION: water left on causes flood

T:   NAME t'áá hó ájit'í nisin, tó t'áadoo aníjúgíz da.
C:   Shí doo áshít'íi da.
T:   I'uí'áádáá' akéédééd dahdíiyáhígíí shíí át'í. Doo át'éé 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 ayahoolní
GLOSS:  to suspect
INTERACTION: warning to stay away from stray animals

T:   Eí mósí t'óó bólóhniihgóó naaghá. baa'ayahoolní. T'áadoo baanídaahít'íí.
C:   Ha'at'íí biníinaa?
T: Biya' hóló nahalin.
C: T'óó nizhóní yee'.
T: Biya' da nídoojah.

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 ayahooshlí
GLOSS: I suspect ...
INTERACTION: expressing suspicion

T: Łéécháa'í baa ayahooshlí, shí báháá kwe'é dahsí'ąą ni'.
C: Ha'át'íí lá?
T: Jó shí bááháá ádin.
C: Éíga' łéécháa'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 dzólínída
GLOSS: my, how handsome!!/ my,how lovely!!
INTERACTION: admiring physical appearance

T: Dooládó' nimá baadzólníí da, nizhónígo hadiiddzaa lá.
C: Shídó' shíí 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.

**doóladó’ bífíis da!!**
GLOSS: my, he is handsome!!
INTERACTION: admiring masculinity

T: Doóladó' nichei bilji' bífíis da. T'ahdii nizhónígo ayóó dilwo'.
C: Éí láá. Ayóó yaa áhályá.
T: Akót'éegó halji' baa ádahojílyá.

GLOSS
T: My, your grandfather has a goodlooking 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 ánít'é**
GLOSS: you have a nice personality/ you are a nice person
INTERACTION: complimenting a child

T: Nizhónígi ánít'é. Álchíní doo bee nanée da.
C: Shimá dooda ní. Doo ájit'į da ní.
T: Jó áko nizhónígi ánít'é. Nimá yísíníts'āá' 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: Álchíní la' halne'go doo baa jooloh da.
C: Teacher, hane' baa dlohasin go shá? Da' doo baa jooloh da?
T: Hane' baa dloh hasin go éí t'áá áko. Diné t'óó baa joollohgo éí 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).

doо aaníjít'íí da
GLOSS: do not criticize others
INTERACTION: child talking about another child

T: Diné doo baaníjít'íí da. Doo t'áá bíní'díí át'íí da.
C: Haash yit'éego?
ALT: Ha'át'íí biniinaa?
T: Jó baa hojoobá'á - éí bāq 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
ádíl jídlí

self respect, self-worth

3.30 Expressing Disrespect/Insults/Ridicule
3.30a Disrespect

ayóo doo ho* ílíí da
GLOSS: expresses little worth toward it, places little worth on (it)
INTERACTION: disruptive behavior
T: Doo adzíists'áą'góó doo hoįl ilíį góó ájít'i.
C: Shí éí ayóó fisínísts'áą'. Ayóó adiists'a'.
T: Hazhó'o adzíists'áą'go nízhóíí.

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, nil, bit

doo k'é nídzin da
GLOSS: does not respect kinship
INTERACTION: visit from a grandparent

T: Abínídáá' ninálí naaníyáá nít'éé' doo k'é nínídzin da. Da' dooísh bééhónsin da?
C: Aoo', doo bééhasin da.
T: Hak'éí haigháahgo bílák'ezh dilníh dóó k'é bijíinih.

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 ahéeh nídzin da
GLOSS: is not thankful
INTERACTION: learning table manners / thanking cook

T: Diné doo ahéhee' níggóó doo ahéeh nízin da. Ch'iyáán 'íí'íní ahéhee' bidíí.
C: Shí ahéhee' nídísh'niih.
T: Nízhóíí ahéhee' jiníígo 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 shįį' abe' yayii'ąá lá.
C1: NAME át'i.
C2: NAMEga' doo át'i da.
T: Da' t'ąásh aanii? Doo t'ąá ákójó ak'íhoji'áah da.
C: Shí doo ásht'i'i 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'ąá ádzaagóó hane'
GLOSS: telling untruths
INTERACTION: counseling with students

T: T'ąá ádzaagóó hojilné'go ák'įį' hojilchįįh. Lahdaaįsh doo hacho'ó hwiinilne'
C: Shí doo ásht'i'i da, doo t'ąá ádzaagóó hashne' da. Shimá doo ájít'i'i da shihni.
T: Ákót'éego yá'át'ééh.