Nido de Lenguas: Clases
Santiago Laxopa Zapotec
Class 2 – January 12, 2018

Goals
● To practice pronouncing retroflex sounds
● To learn some useful words and phrases for the classroom
● To introduce two types of pronouns and some of their uses

Content
● separated and attached pronouns
● family, body parts, and personal things
● alienable vs. inalienable possession
0. Review: Starting and ending class

How to start class

Fe:  Gak zuale? How are you all?
Le’: Zuatu’wen. We are doing well.

How to end class (remember for later)

Fe:  Ba biyuzh skwel. Now we are ending the class.
     Na yízhagdu yitwbiu’. Then I’ll see you next month.
     Lashlotte yiyejle. Go carefully. (Vayan con cuidado.)
Le’: Duxklenu’e. Thank you.
Fe:  Duxklenle. Thank you.

1. Pronunciation practice: Retroflexed sounds

There are two retroflexed consonants in Zapotec: \( x \) and \( zx \). You pronounce both by curling the tip of your tongue backward while pushing air out of your mouth.

The difference between \( x \) and \( zx \) is whether your vocal cords are vibrating. You pronounce \( x \) while they are not moving (like \( sh \) or \( s \)). And you pronounce \( zx \) while they are moving (like \( zh \) or \( z \)). You can feel whether or not your vocal cords are vibrating by touching your throat at your Adam’s apple. For \( x \), you should feel no vibration, but for \( zx \), you should.

The pronunciation is easiest before a vowel or between two vowels.

Before a vowel

\[
\begin{align*}
\text{\( zxudzi \)} & \quad \text{‘beautiful’} & \text{\( xuga’ \)} & \quad \text{‘my fingernail’} \\
\text{\( zx \)} & \quad \text{‘clothes’} & \text{\( xaa’ \)} & \quad \text{‘my father’}
\end{align*}
\]

Between two vowels

\[
\begin{align*}
\text{\( gazxul \)} & \quad \text{‘in the shadow’} & \text{\( yíxe’ \)} & \quad \text{‘field’} \\
\text{\( lu\text{\(x\)xa’} \)} & \quad \text{‘my beard’} & \text{\( Laxup \)} & \quad \text{‘Santiago Laxopa’}
\end{align*}
\]
After a consonant, the pronunciation of these sounds becomes more difficult for Spanish and English speakers, as they are not familiar with moving their tongues so quickly between different positions.

**After a consonant**

<table>
<thead>
<tr>
<th>Sound</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>bz̥idw</code></td>
<td>‘kiss’</td>
</tr>
<tr>
<td><code>tʃunja</code></td>
<td>‘I am running.’</td>
</tr>
<tr>
<td><code>tʃən</code></td>
<td>‘together’</td>
</tr>
<tr>
<td><code>bz̥ide</code></td>
<td>‘tangled’</td>
</tr>
<tr>
<td><code>tʃua</code></td>
<td>‘I am putting.’</td>
</tr>
</tbody>
</table>
2. Vocabulary: Language for the classroom

Gak shno’ “___” (kate’ shniu’ Dizhe’zxun)? How do you say “___” (in Zapotec)?
“___” shnadzu (Dizhe’zxun). We say “___” (in Zapotec).

| Example: |
|-----------------|-----------------|
| Gak shno’ “dog” (kate’ shniu’ Dizhe’zxun)? | How do you say “dog” (in Zapotec)? |
| “Beku’” shnadzu (Dizhe’zxun). | We say “beku’” (in Zapotec). |

<table>
<thead>
<tr>
<th>Bi zejen “___”?</th>
<th>What does “___” mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“<em><strong>” zejen “</strong></em>” (kate’ shniu’ Dizhe’xtil).</td>
<td>“<em><strong>” means “</strong></em>” (in Spanish/English).</td>
</tr>
</tbody>
</table>

| Example: |
|-----------------|-----------------|
| Bi zejen “beku’”? | What does “beku’” mean? |

Bitu dzejni’ida’. I don’t understand.
Bitu tsyennda’ bi’n shno’. I didn’t hear what you said.
Unan de’eyoble. Please say that again.
Wen gule’ dzunle. You’re doing well.
Xtido’yes dzakle. You’re learning fast.

Exercise

With a partner, use the Zapotec phrases above to complete the worksheet on the next page. First, each person should choose one side to complete (one person should do Side A, and the other Side B). Then, to fill in the gaps, ask your partner either: (i) what the Zapotec word for an English or Spanish word is, or (ii) what a Zapotec word means in English or Spanish. Make sure to use the phrases you just learned to ask (again) for the information you need. Don’t cheat by looking at the other side!
**Side A**

*Gak shno ‘___’ (kate’ shniu’ Dizhe’zxun)?  
‘___’ shnadzu (Dizhe’zxun).*  

*Bi zejen ‘___’?  
‘___’ zejen ‘___’ (kate’ shniu’ Dizhe’xtil).*

<table>
<thead>
<tr>
<th>Dizhe’zxun</th>
<th>Dizhe’xtil (English/Spanish)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>__________________________</td>
</tr>
<tr>
<td></td>
<td>my mother/mi madre</td>
</tr>
<tr>
<td>2.</td>
<td>no’o’</td>
</tr>
<tr>
<td>3.</td>
<td>__________________________</td>
</tr>
<tr>
<td></td>
<td>her/his (an elder) name/su nombre</td>
</tr>
<tr>
<td>4.</td>
<td>zxaba’</td>
</tr>
<tr>
<td>5.</td>
<td>__________________________</td>
</tr>
<tr>
<td></td>
<td>your home/tu hogar</td>
</tr>
<tr>
<td>6.</td>
<td>tawa’</td>
</tr>
<tr>
<td>7.</td>
<td>__________________________</td>
</tr>
<tr>
<td></td>
<td>her/his (a non-elder) grandfather/ su abuelo</td>
</tr>
<tr>
<td>8.</td>
<td>zxinnba’</td>
</tr>
<tr>
<td>9.</td>
<td>__________________________</td>
</tr>
<tr>
<td></td>
<td>my eyes/mis ojos</td>
</tr>
<tr>
<td>10.</td>
<td>xaba’</td>
</tr>
<tr>
<td>11.</td>
<td>__________________________</td>
</tr>
<tr>
<td></td>
<td>my finger/mi dedo</td>
</tr>
<tr>
<td>12.</td>
<td>llego’</td>
</tr>
<tr>
<td>13.</td>
<td>__________________________</td>
</tr>
<tr>
<td></td>
<td>my knee/mi rodilla</td>
</tr>
<tr>
<td>14.</td>
<td>yezh</td>
</tr>
<tr>
<td>15.</td>
<td>__________________________</td>
</tr>
<tr>
<td></td>
<td>cat/gato</td>
</tr>
</tbody>
</table>
**Side B**

_Gak shno' “___” (kate' shniu' Dizhe'zxun)? “___” shnadzu (Dizhe’zxun)._  
How do you say “___” (in Zapotec)?  
We say “___” (in Zapotec).

_Bi zejen “___”? “___” zejen “___” (kate’ shniu’ Dizhe’xtil)._  
What does “___” mean?  
“___” means “___” (in Spanish/English).

<table>
<thead>
<tr>
<th>Dizhe’zxun</th>
<th>Dizhe’xtil (English/Spanish)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. xna’a’</td>
<td>your hand/tu mano</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3. llee’</td>
<td>her/his (a non-elder) clothes/su ropa</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5. llizhu’</td>
<td>my grandmother/mi abuela</td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7. xtoba’</td>
<td>her/his (a non-elder) nose/su nariz</td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9. jalawa’</td>
<td>her/his (a non-elder) father/su padre</td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
<tr>
<td>11. xben’a</td>
<td>your head/tu cabeza</td>
</tr>
<tr>
<td>12.</td>
<td></td>
</tr>
<tr>
<td>13. zxiba’</td>
<td>village/pueblo</td>
</tr>
<tr>
<td>14.</td>
<td></td>
</tr>
<tr>
<td>15. zxidw</td>
<td></td>
</tr>
</tbody>
</table>
3. Grammar: Pronouns

You may have noticed that there are different ways for referring to the speaker and listener. To refer to the individuals participating in a conversation or to other individuals, you use **pronouns**. In Zapotec, these come in two main types: **separate** and **attached**.

<table>
<thead>
<tr>
<th>I, me</th>
<th>separate</th>
<th>attached</th>
</tr>
</thead>
<tbody>
<tr>
<td>you (sg.)</td>
<td>le’</td>
<td>-u’ or -o’</td>
</tr>
<tr>
<td>she, he, her, him (an elder)</td>
<td>lle’</td>
<td>-e’</td>
</tr>
<tr>
<td>she, he, her, him (a non-elder)</td>
<td>lleba’</td>
<td>-ba’</td>
</tr>
</tbody>
</table>

There are other pronouns referring to other categories of individuals. We will discuss these later; for now, just concentrate on the two types of pronouns. They are each used in several different ways, which we will learn one by one.

3.1. Attached pronouns: Possessors

With some nouns, the attached pronouns can be used directly on the noun to describe a **possessor**, the person to whom something belongs. These nouns belong to a couple different categories: personal items, family, and body parts.

3.1.1. Personal items

| llizha’ | my home | lli’a’ | my name |
| lлизhу’ | your home | lli’u’ | your name |
| llizhe’ | her/his (an elder) home | lle’e’ | her/his (an elder) name |
| llizhba’ | her/his (a non-elder) home | lle’ba’ | her/his (a non-elder) name |
| zxaa’ | my clothes |  |  |
| zxоo’ | your clothes |  |  |
| zxee’ | her/his (an elder) clothes |  |  |
| zxaba’ | her/his (a non-elder) clothes |  |  |

Notice that some words have different forms depending on what the attached pronoun is. For the most part, this is irregular: it just depends on what the word is. When this is the case, we represent the other forms for a word in parentheses.

**Vocabulary**

Note: When you see a word with a line (____) following it, that means the word must have a possessor right after it (an attached pronoun or a proper name, usually).

| llizh || ‘home’ |
| lle __ (lli) || ‘name’ |
| zx __ (zxо, zxе) || ‘clothes’ |
Exercise

With a partner, practice asking about the name and address for other people — both who are in the room and who are not — using the vocabulary above.

A:  Gak lleba’?  What’s her/his (a non-elder) name?
B:  ___ lleba’.  Her/His (a non-elder) name is ___.

A:  Gak llee’?  What is her/his (an elder) name?
B:  ___ llee’.  Her/his (an elder) name is ___.

A:  Ga zua llizhba’?  Where is her/his (a non-elder) home?
B:  ___ zua llizhba’n.  Her/his (a non-elder) home is on ___.

3.1.2. Family

xna’a’  my mother’
ixo’a’  your mother’
xne’e’  her/his (an elder) mother
xnaba’  her/his (a non-elder) mother

bicha’a’  my brother (for a man)
bichu’u’  your brother
biche’e’  his (an elder) brother
biche’ba’  his (a non-elder) brother

Vocabulary
Note: Remember that the line (__) means that a possessor has to follow these words.

biche’ ___ (bicha’, bichu’)  ‘brother (for a man)’
bibil ___  ‘sister (for a woman)’
bizan ___  ‘sibling (of opposite gender), cousin’
taw___ (to)  ‘grandmother’
xa ___ (xo, xe)  ‘father’
xna’ ___ (xno’, xne’)  ‘mother’
xtaw ___ (xto)  ‘grandfather’
zxi’inn ___  ‘child’

Exercise

Part 1: With a partner, ask each other about some of your family members’ names. Write them in spaces below, so that you can remember them later.

A:  Gak lle ___?
B:  “___” lle ___.  _____’s name is “______”.
Example:

A: *Gak lle xno’o’?* 
What is your mother’s name?

B: “*Maria” lle xna’a’. 
My mother’s name is “Maria”.

<table>
<thead>
<tr>
<th>Family Member</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Part 2: Now, find a new partner. Take turns asking each other about the names for the family members of your original partner.

Example:

A: *Gak lle xnaba’?* 
What is her/his mother’s name?

B: “*Maria” lle xnaba’. 
Her/His mother’s name is “Maria”.

3.1.3. Body Parts

- **zxing** – my nose
- **zxinu** – your nose
- **zxine** – her/his (an elder) nose
- **zxinba** – her/his (a non-elder) nose
- **llega** – my head
- **llegu** – your head
- **llege’e** – her/his (an elder) head
- **llege’ba** – her/his (a non-elder) head

Vocabulary

- **zxin** – ‘nose’
- **dzi** – ‘mouth’
- **jalaw** – ‘eye’
- **llege’ (lleg)** – ‘head’
- **na’** – ‘hand, arm’
- **yidnag** – ‘ear’
- **xben** – ‘finger’
- **ni’** – ‘foot’
- **zxib** – ‘knee’
Exercise
With a partner, practice the words for body parts. Point to each body part when you answer:

A: Ga zua _____?
B: Ni zua _____n.

Where is _____?
Here is _____.

Example:

A: Ga zua zxina’?
B: Ni zua zxina ’n.

Where is your nose?
Here is my nose.

3.2. Separate pronouns

The separate pronouns are used when there is nothing to attach to. For example, you can use a separate pronoun in response to a question.

A: Nu tsjaxake’?
B: Neda’/Le’/Lleba’!

Who is tired?
Me/You/She/He!
4. Inalienable vs. alienable possession

The nouns that a pronoun can attach to directly are called **inalienable**: these nouns always have a possessor, which can be either a proper name or an attached pronoun.

```
za Fe  Fe’s clothes
za'ba  her/his clothes
```

Not possible: zxa

For most other nouns, which are called **alienable**, a possessor is not required. Then, the possessor — either a proper name or attached pronoun — follows the preposition **tse (tsi) ‘of’**, which appears between the noun and the possessor.

| Noun       | Possessor
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>yu’u</td>
<td>house</td>
</tr>
<tr>
<td>yu’u tse Fe</td>
<td>Fe’s house</td>
</tr>
<tr>
<td>yu’u tsi a</td>
<td>my house</td>
</tr>
<tr>
<td>yu’u tsi u</td>
<td>your house</td>
</tr>
<tr>
<td>yu’u tsee’</td>
<td>her/his (an elder) house</td>
</tr>
<tr>
<td>yu’u tse ba’</td>
<td>her/his (a non-elder) house</td>
</tr>
<tr>
<td>yu’u tsee’</td>
<td>her/his (an elder) town</td>
</tr>
<tr>
<td>yu’u tse ba’</td>
<td>her/his (a non-elder) town</td>
</tr>
</tbody>
</table>

Vocabulary

- zxidw ‘cat’
- tse (tsi) ‘of’
- yezh ‘village’
- yu’u ‘house’
5. Vocabulary

Review: Greetings and goodbyes

Gak zuale? How are you all?
Zuatu’ wen. We are doing well.
Ba biyuzh skwel. Now we are ending the class.
Na yizhagdzu yitwbiu’. Then I’ll see you next month.
Lashlotte yiyejle. Go carefully. (Vayan con cuidado.)
Duxklenu’ e. Thank you. (To an elder)
Duxklenle. Thank you. (To multiple people)

Retroflex Practice

zxudzi ‘beautiful’
zx a ‘clothes’
gazxul ‘in the shadow’
luxa’ ‘my beard’
bxidw ‘kiss’
Tsuxunja’. ‘I am running.’
txen ‘together’

xuga’ ‘my fingernail’
xa’ ‘my father’
yix e ‘field’
Laxop ‘Santiago Laxopa’
bxide’ ‘tangle’
Tsuxa’ ‘I am putting’

Classroom Phrases

Gak shno’ “___” (kate’ shniu’ Dizhe’zxun)? How do you say “___” (in Zapotec)?
“___” shnadzu (Dizhe’zxun). We say “___” (in Zapotec).

Bi zejen “___”? What does “___” mean?
“___” zejen “___” (kate’ shniu’ Dizhe’xtil). “___” means “___” (in Spanish/English).

Bitu dzejni’ida’. I don’t understand.
Bitu tsyennda’ bi’n shno’. I didn’t hear what you said.
Unan de’eyoble. Please say that again.
Wen gule’ dzunle. You’re doing well.
Xtido’yes dzakle. You’re learning fast.

Pronouns

‘I, me’
‘you (sg.)’
‘she, he, her, him (an elder)’
‘she, he, her, him (a non-elder)’

separate
neda’ - a’
le’ - u’ or - o’
lle’ - e’
lleba’ - ba’

attached
Personal Items

llizh ___ ‘home’
lle ___(lli ___) ‘name’
zxa ___ (zxo ___, zxe ___) ‘clothes’

Family Members

biche’ ___ (bicha’, bichu’) ‘brother (for a man)’
bibil ___ ‘sister (for a woman)’
bizan ___ ‘sibling (of opposite gender), cousin’
taw ___ (to) ‘grandmother’
xa ___ (xo, xe) ‘father’
xna’ ___ (xno’, xne’) ‘mother’
xtaw ___ (xto) ‘grandfather’
zxi ‘inn ___ ‘child’

Body Parts

zxin ___ ‘nose’
yidnag ___ ‘ear’
dzu’ ___ ‘mouth’
xben ___ ‘finger’
jalaw ___ ‘eye’
ni’ ___ ‘foot’
lleg ___ ‘head’
zxib ___ ‘knee’
na’ (no’) ___ ‘hand, arm’

Other

zxidw ‘cat’
tse (tsi) ‘of’
yezh ‘village’
yu’u ‘house’
6. Homework

6.1. Fill in the blanks—Nouns: Write in the missing words below, and/or do this exercise out loud if you have a study buddy to practice speaking Zapotec with.

1. *Gak shno’ “________________” (kate’ shniu’ Dizhe’zxun)?*
   “Zxudzi” shnadzu Dizhe’zxun.

2. *Bi zejen “yix’e’”?*
   “Yixe’” zejen “________________” (kate’ shniu’ Dizhe’xtil).

3. *Gak shno’ “her sister” (kate’ shniu’ Dizhe’zxun)?*
   “________________” shnadzu (Dizhe’zxun).

4. *Bi zejen “________________”?*
   “________________” zejen “together (junto)” (kate’ shniu’ Dizhe’xtil).

5. *Gak shno’ “________________” (kate’ shniu’ Dizhe’zxun)?*
   “Ni’a’” shnadzu (Dizhe’zxun).

6. *Bi zejen “________________”?*
   “________________” zejen “your clothes” (kate’ shniu’ Dizhextil).

6.2. Pronouns review: Fill in the missing pronouns (in Zapotec and English).

<table>
<thead>
<tr>
<th>separate</th>
<th>attached</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, me</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>she, he, her, him (an elder)</td>
<td>________</td>
</tr>
<tr>
<td>she, he, her, him (a non-elder)</td>
<td>lleba’</td>
</tr>
</tbody>
</table>

6.3. Retroflex practice: Keep practicing your pronunciation of the retroflex sounds (zx and x). Head to [http://zapotec.ucsc.edu/slz/](http://zapotec.ucsc.edu/slz/) and search for the words we practiced today to hear recordings of Maestra Fe and other Zapotec speakers saying them.