Nido de Lenguas: Clases
Santiago Laxopa Zapotec
Class 4 – March 16, 2018

Goals
● To continue learning about pronouns and possession
● To introduce expressions of location

Content
● Separated and attached pronouns
● Possessives, locatives, and ‘where’ questions
● Vocabulary: family terms, body parts, foods, clothing
Review

0. Vocabulary
Greetings and goodbyes

(1) Gak zuale? • (a) Thank you. (To an elder)
(2) Zuatu’wen. • (b) Thank you. (To multiple people)
(3) Ba biyuzh skwel. • (c) Now we are ending the class.
(4) Na yizhagdu yitwilu’. • (d) We are doing well.
(5) Lashlotte yiyejle. • (e) How are you all?
(6) Duxklenu’e. • (f) Then I’ll see you next month.
(7) Duxklenle. • (g) Go carefully. (Vayan con cuidado.)

Language for the classroom

Gak shno’ “___” (kate’ shniu’ Dizhe’zxun)?
“___” shnadzu (Dizhe’zxun).
Bi zejen “___”?
“___” zejen “___” (kate’ shniu’ Dizhe’xtil).
Bitu dzejni’ida’.

How do you say “___” (in Zapotec)?
We say “___” (in Zapotec).
What does “___” mean?
“___” means “___” (in Spanish/English).
I don’t understand.

Exercise: review the following vocabulary with your partner, using the phrases above.

Zapotec ___________ ___________ ___________ ___________
Spanish ___________ ___________ ___________ ___________

Review

1. Grammar: Pronouns

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.
1.1. 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’?  Who is tired?
B:  Neda’/Le’/Lleba’!  Me/You/She/He!

1.2. Attached pronouns: Possessors

The attached pronouns can be used directly on some nouns to describe a possessor, the person to whom something belongs. Usually, these nouns fall under the category of personal items, family, and body parts.

1.2.1. Personal items

| llizha’ | my home  | lli’ | my name  |
| llizhu’ | your home | lliu’ | your name |
| llizhe’ | her/his (an elder) home | lleg’ | her/his (an elder) name |
| llizhba’ | her/his (a non-elder) home | lleba’ | her/his (a non-elder) name |

Vocabulary

llizh ___ ‘home’
lle ___ (lli) ‘name’

Note: Remember that the line (___) means that a possessor has to follow these words.
Note: Remember also that some irregular words have different forms depending on what the attached pronoun is (for example, lli’a’ and lle’e’). When this is the case, we represent the other forms for a word in parentheses.
1.2.2. Family

xna’a’  my mother’    xag’  my father
xno’a’  your mother’  xoo’  your father
xne’e’  her/his (an elder) mother  xee’  her/his (an elder) father
xnaba’  her/his (a non-elder) mother  xaba’  her/his (a non-elder) father

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
xna’___(xno’, xne’)  ‘mother’
xa____(xo, xe)  ‘father’
taw____(to)  ‘grandmother’
xtaw____(xto)  ‘grandfather’
bi’bil___  ‘sister (for a woman)’
bi’biche’___(bi’bicha’, bi’bichu’)  ‘brother (for a man)’
bizan___  ‘sibling (of opposite gender), cousin’
zxi’inn___  ‘child’

Exercise
Part 1: draw your own family tree, following the example below.
Part 2: 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 ___?*  
What is ______’s name?  

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>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3: 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”.

1.2.3. Body Parts

- **zxina’**: my nose  
- **llega’**: my head  
- **zxinu’**: your nose  
- **llegu’**: your head  
- **zxine’**: her/his (an elder) nose  
- **llege’**: her/his (an elder) head  
- **zxinba’**: her/his (a non-elder) nose  
- **llegeba’**: her/his (a non-elder) head

**Vocabulary**

- **jalawa’**: ‘my eye’  
- **na’a’**: ‘my hand, arm’  
- **zxina’**: ‘my nose’  
- **xbena’**: ‘my finger’  
- **dzu’a’**: ‘my mouth’  
- **zxiba’**: ‘my knee’  
- **yidnaga’**: ‘my ear’  
- **ni’a’**: ‘my foot’  
- **llega’**: ‘my head’
Exercise

Part 1: With a partner, complete the lyrics of ‘head, shoulder knees and toes’ song.
(My) head, arm, knees and feet
__________________________, ____________________________, ____________________________, ____________________________

(My) eyes and ears and mouth and nose
__________________________, ____________________________, ____________________________, ____________________________

♪ Na’a gulldu! ♪ Let’s sing!

Part 2: With a partner, complete the lyrics of ‘head, shoulder knees and toes’ song for ‘you’.
(Your) head, arm, knees and feet
__________________________, ____________________________, ____________________________, ____________________________

(Your) eyes and ears and mouth and nose
__________________________, ____________________________, ____________________________, ____________________________

♪ Na’a gulldu! ♪ Let’s sing!

2. Grammar: Inseparable vs. separable possession

The nouns that can have attached pronouns are called inseparable (inalienable): these nouns must always have a possessor, which can be either a proper name or an attached pronoun. These nouns are usually things that cannot be separated from its owner, such as body parts, family, or home. In Zapotec, clothes are also inseparable.

llizh Fe
llizhba’ her/his home

For most other nouns, which are called separable (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.

yu’u house
yu’u tsee’ her/his (an elder) house
yu’u tsia’ my house
yu’u tsee’ her/his (a non-elder) house
yu’u tsiu’ your (sg.) house
yu’u tsba’ its (an animal) house
yu’u tsele’ your (pl.) house
yu’u tseb its (a thing) house
yu’u tsedu’ our (including listener) house
yu’u tsen
yu’u tsetu’ our (not including listener) house
### More inseparable nouns

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>zxa’a’</td>
<td>‘my clothes’</td>
</tr>
<tr>
<td>lana’</td>
<td>‘my pants’</td>
</tr>
<tr>
<td>xlapa’</td>
<td>‘my hat’</td>
</tr>
</tbody>
</table>

### More separable nouns

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>yezh</td>
<td>‘town’</td>
</tr>
<tr>
<td>zxile’</td>
<td>‘sheep’</td>
</tr>
<tr>
<td>yele’</td>
<td>‘banana’</td>
</tr>
<tr>
<td>bex</td>
<td>‘tomato’</td>
</tr>
</tbody>
</table>

### Exercise

With a partner, practice saying who various things belong to, using the correct possessive forms.

#### Example 1:

*Ni de’ bex tsia’.* ‘Here is my tomato.’

- = mine

#### Example 2:

*Ni de’ zxa Luis.* ‘Here are Luis’s clothes.’

- = Luis’s

1. = yours

2. = ours (including the listener)

3. = his

4. = Martin’s

5. = ours (not including listener)

6. = hers (an elder)
3. Locatives

To describe where people, animals, and objects are located, we often use **locative prepositions**, followed by the location.

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>kuzha’</em></td>
<td>‘behind me’</td>
</tr>
<tr>
<td><em>lawa’</em></td>
<td>‘in front of me’</td>
</tr>
<tr>
<td><em>lu</em> (lau)</td>
<td>‘on’</td>
</tr>
<tr>
<td><em>zxan</em></td>
<td>‘under’</td>
</tr>
<tr>
<td><em>lu’u</em></td>
<td>‘inside’</td>
</tr>
<tr>
<td><em>kwit</em></td>
<td>‘next to’</td>
</tr>
<tr>
<td><em>yage’n</em></td>
<td>‘the tree’</td>
</tr>
<tr>
<td><em>mes</em></td>
<td>‘the table’</td>
</tr>
<tr>
<td><em>zhume</em></td>
<td>‘the basket’</td>
</tr>
</tbody>
</table>

(Notice that these prepositions can have **attached pronouns**.)

**Mini-exercise**

Think of a few more locative prepositions and possible locations. Ask Maestra Fe how to say these words in Zapotec. (Hint: Look back at the classroom phrases on page 2!)

As we saw earlier, we can also use words that are often accompanied by pointing gestures to say where things are:

*ni* ‘here’

*na* ‘there’

Here are some more food words we can use to practice locative phrases:

<table>
<thead>
<tr>
<th>Foods</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>yet</em></td>
<td>‘tortilla’</td>
</tr>
<tr>
<td><em>bex</em></td>
<td>‘tomato’</td>
</tr>
<tr>
<td><em>tzxuaz</em></td>
<td>‘peach’</td>
</tr>
<tr>
<td><em>yixo’</em></td>
<td>‘avocado’</td>
</tr>
<tr>
<td><em>yele’</em></td>
<td>‘banana’</td>
</tr>
<tr>
<td><em>wi</em></td>
<td>‘orange’</td>
</tr>
<tr>
<td><em>yetgu</em></td>
<td>‘tamale’</td>
</tr>
</tbody>
</table>

**Exercise**

**Part 1:** Maestra Fe has pictures of these foods and animals. Let’s practice asking and telling where she places them.

How to ask a ‘**where**’-question:

_Gan _____-n?_ ‘Where is _______?’

**Example:**

A: _Gan zxile’n?_ Where is the sheep?
B: _Zan mesen._ Under the table.
Part 2: Maestra Fe has pictures of these foods. Let’s practice asking her to put things in specific places.

Example:

A: Bxua’ bexen lu mesen. Put the tomato on the table.

Vocabulary

Pronouns

<table>
<thead>
<tr>
<th>separate</th>
<th>attached</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, me</td>
<td>neda’</td>
</tr>
<tr>
<td>you (sg.)</td>
<td>le’</td>
</tr>
<tr>
<td>she, he, her, him (an elder)</td>
<td>lle’</td>
</tr>
<tr>
<td>she, he, her, him (a non-elder)</td>
<td>lleba’</td>
</tr>
<tr>
<td>you (pl.)</td>
<td>le’</td>
</tr>
<tr>
<td>we, us (including listener)</td>
<td>dzuu</td>
</tr>
<tr>
<td>we, us (not including listener)</td>
<td>netu’</td>
</tr>
<tr>
<td>it (an animal)</td>
<td>lleb</td>
</tr>
<tr>
<td>it (a thing)</td>
<td>llen</td>
</tr>
</tbody>
</table>

Family

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

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

Body Parts

- jalawa’ ‘my eye’
- zxina’ ‘my nose’
- dzu’a’ ‘my mouth’
- yidnaga’ ‘my ear’
- llega’ ‘my head’
- na’a’ ‘my hand, arm’
- xbena’ ‘my finger’
- zxiba’ ‘my knee’
- ni’a’ ‘my foot’
Clothing & other inseparable nouns

\[
\begin{align*}
\text{zxaka} &\quad \text{‘clothes’} & \text{llizh} &\quad \text{‘home’} \\
\text{lan} &\quad \text{‘pants’} & \text{lle (lli)} &\quad \text{‘name’} \\
\text{xlap} &\quad \text{‘hat’}
\end{align*}
\]

Some separable nouns

\[
\begin{align*}
tse (tsi) &\quad \text{‘of’} \\
yu’u &\quad \text{‘house’} & \text{yezh} &\quad \text{‘town’} \\
\text{zxile} &\quad \text{‘sheep’} & \text{zxidw} &\quad \text{‘cat’}
\end{align*}
\]

Food

\[
\begin{align*}
yet &\quad \text{‘tortilla’} & \text{yele’} &\quad \text{‘banana’} \\
bex &\quad \text{‘tomato’} & \text{wi} &\quad \text{‘orange’} \\
\text{tzxuaz} &\quad \text{‘peach’} & \text{yetgu} &\quad \text{‘tamale’} \\
yixo’ &\quad \text{‘avocado’}
\end{align*}
\]

Prepositions

\[
\begin{align*}
kuzha’ &\quad \text{‘behind me’} & \text{zxan} &\quad \text{‘under’} \\
lawa’ &\quad \text{‘in front of me’} & \text{lu’u} &\quad \text{‘inside’} \\
\text{lu (lau)} &\quad \text{‘on’} & \text{kwit} &\quad \text{‘next to’}
\end{align*}
\]

Locations

\[
\begin{align*}
yage’n &\quad \text{‘the tree’} & \text{ni} &\quad \text{‘here’} \\
\text{mes} &\quad \text{‘the table’} & \text{na} &\quad \text{‘there’} \\
\text{zhume} &\quad \text{‘the basket’}
\end{align*}
\]
**Homework**  
Locatives practice

Practice asking and telling where things are in the pictures:

A: *Gan _____-n?*  
B: _____a’.  

A: ‘Where is _______?’  
B: ‘_______ me.’

**Example:**

A: *Gan zxile’?*  
B: *Kuzha’.*  

A: ‘Where is the sheep?’  
B: ‘Behind me.’

1.  
2.  
3.