



Cali Chiu: A Course in Valley Zapotec

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<i>c</i>	1178
<i>d</i>	1183
<i>e</i>	1187
<i>f</i>	1190
<i>g</i>	1195
<i>h</i>	1200
<i>i</i>	1206
<i>j</i>	1210
<i>k</i>	1212
<i>l</i>	1212
<i>m</i>	1217
<i>n</i>	1222
<i>o</i>	1225
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Introduction

About This Course

The *Cali Chiu* course is designed to give you a working command of Valley Zapotec, an indigenous language of Oaxaca, Mexico, also spoken by many immigrants to California. The course presents a new simplified system for writing Valley Zapotec, along with a guide to pronunciation and information on building Valley Zapotec words and sentences. This book provides background material for an instructor's class lectures, but it can be used for self-study along with the accompanying audiovisual material.

Valley Zapotec has been the object of considerable technical study by linguists for more than 25 years (see the [Bibliography](#)). The writing system we present in this course was designed to facilitate easy writing and acceptance by native speakers. Because the language was never formally taught before the development of this course and because there still exists no complete grammatical description, much of the material we present here reflects analysis undertaken specifically for this project. We recognize that there are many things about the grammar that we do not yet understand!

The course consists of ten units (**unida**). Each **unida** contains from two to four lessons (**lecsyony**). In addition, you will find supplementary material, such as cultural background information and supplementary vocabulary, dialogues, readings, and so on. The course also includes Zapotec-English and English-Zapotec vocabularies (**rata ra dizh**), as well as a grammatical glossary and various charts. In addition, audio recordings are supplied for each lesson.

The **lecsyony** include grammatical explanations (and, where helpful, diagrams) and a number of exercises. Each **unida** also includes vocabulary and speaking and reading material. We recognize that each instructor has his or her own style of presentation, and know that most will devise additional exercises and classroom practices, either following our models or using other approaches.

Preparation of the first edition of this course was supported by a Department of Education Title VI grant “San Diego Consortium: NRC and FLAS” to UCSD (Charles L. Briggs, PI), subcontract to UCLA (Pamela Munro). Earlier work on Valley Zapotec at UCLA has been funded by the Chicano Studies Research Center, Department of Linguistics, Institute of American Cultures, and Academic Senate of UCLA; by the UCMexus Foundation; and by NSF.

We are grateful to many people for input about this course. All those who have previously worked on Valley Zapotec have taught us about the structure of this language. In particular, we thank Roberto Antonio Ruiz for additional native speaker judgments; Beatriz Muñoz-Goetz and Xóchitl Flores-Marcial for comments; Peter Lang, Xóchitl Flores-Marcial, Allen Munro, and Gregory Nussbaum for technical assistance; and Christopher Adam, John Foreman, Natalie Operstein, and Aaron Sonnenschein for comparative material on other Zapotec languages. We are also extremely grateful to the people of San Lucas Quiavini and Tlacolula de Matamoros who have welcomed us to their communities and provided many additional sorts of input.

Most photographs were taken in Oaxaca and Los Angeles by the authors. Other material is acknowledged.

The black and white line drawings in this book are taken from the *Arte para la Alfabetización en México* (*Art for Literacy in Mexico*)

(Instituto Lingüístico de Verano, A.C., 2004) and are used according to the license agreement therein. We thank the following artists (and various anonymous artists) for their work: Alberto Beltrán, Hans Elwert, Jo Eubank, Pat Kelley, John Landis, Cathy Marlett, Alice Paschal, Alvin and Elaine Schoenhals, Katie Voigtlander, and Debra Williams. All artwork remains the intellectual property of the artist.

The second and third editions (Pressbooks)

The current Pressbooks version is the third edition of this course, further revised from the second edition, which moved the previous print version to an online, open access edition. The third edition is also expanded in various ways; for example, answer keys and video material are provided for every lesson, replacing the audio material referenced in the first edition. Please note that if you are accessing this digital book via a cellphone, some features of the digital book might be easier to view using landscape orientation.

The second edition was created in 2020–2021 with funding from two sources. The main source of funding for the creation of the second edition came from a 2020 Open Educational Resource grant from the Haverford College libraries. Additional funding was provided through a 2021 OER Development grant project through the Pennsylvania Grants for Open and Affordable Learning (PA GOAL) grants program through the Pennsylvania Academic Library Consortium, Inc. (PALCI).

The third edition was created with additional support, including a 2021 Open Educational Resource grant from the Haverford College Libraries and support for undergraduate student research assistants, which was provided by Haverford College Center for Peace and Global Citizenship and the Office of the Provost. The creation of this open educational resource would not have been

possible without this funding and we gratefully acknowledge the funders for their support.

In addition, we are especially grateful to Mike Zarafonetis and Terry Snyder for their support and guidance in creating this online, open access resources. Brynn Paul and Lillian Leibovich provided extensive technical and editorial support in the creation of this second edition: Xtyozën laad, Brynn cuan Lillian!

We are eager for any comments readers may have about this course. If you have any ideas on how we can improve this book, please email them to munro@ucla.edu or blilleha@haverford.edu.

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Munro, Pamela, Brook Danielle Lillehaugen, & Felipe H. Lopez. 2008. *Cali Chiu? A Course in Valley Zapotec*, Vol. 1–4, first edition. Lulu publishing, www.lulu.com.

The Spanish edition of this textbook can be accessed here: <https://oer.haverford.edu/calichiu/>

I. UNIDA TEIBY (UNIT 1)

Speaking and Writing Valley Zapotec



The dome of the sixteenth century church of San Lucas Quiaviní, Oaxaca.

I. Lecsyony Teiby: An Introduction to Zapotec

This course is designed to give you a working command of Valley Zapotec, an **INDIGENOUS LANGUAGE** of Oaxaca, Mexico, spoken by many immigrants to California. The course presents a new simplified system for writing Valley Zapotec with a guide to pronunciation. In this first lesson (**Lecsyony Teiby**, or Lesson One) you'll learn some background about the Zapotec people and their language.

In this book, new terms will be presented in CAPITALS. These are defined on the same page in which they are introduced, usually in the same paragraph. If you forget what any term means, however, you can check it in the glossary at the end of the book. Zapotec words used in the text are written in **boldface**. Your teacher will pronounce these words for you, and you'll learn more about reading and pronouncing Zapotec beginning in the next lesson and continuing through this **unida**, or unit. Lessons and other sections in this unit do not include **tarea** (exercises) or specific **ra dizh** (vocabulary words) for you to learn, but these are included for all lessons beginning with [Lecsyony Gai](#) in Unida Tyop.

Section [§1.1](#) presents an overview of Indigenous people of the Americas and their languages, section [§1.2](#) an overview of the Zapotec language family, and section [§1.3](#) an overview of Valley Zapotec. Section [§1.4](#) describes the connections between Zapotec and Spanish, and section [§1.5](#) explains the name *Cali Chiu*.

§I.I. Indigenous people and languages

The languages spoken by the inhabitants of North, Central, and South America before European contact and settlement are known as Indigenous languages of the Americas. In the United States, such languages are known as American Indian or Native American languages, but these names are not generally used for languages of other areas. In Canada, Indigenous languages are called First Nations languages. In Mexico and other parts of Latin America, they are generally referred to simply as Indigenous languages. The name “Indian” is not usually used to refer to Indigenous languages or people of Latin America, largely because of the highly negative connotations of the Spanish word *indio*, reflecting the prejudice against Indigenous people among some groups in Mexico and elsewhere.

At the time of first European contact, there were many hundreds of different languages spoken in the Americas. Many of these languages are no longer spoken, and virtually all of them are **ENDANGERED**, meaning that they are losing speakers more rapidly than they are gaining them.

Mexico has more living Indigenous languages than the United States in a much smaller area. Today, the majority of Mexican Indigenous languages still in use are spoken in Oaxaca, a large southern Mexican state bordering the Pacific Ocean (see Map 1).



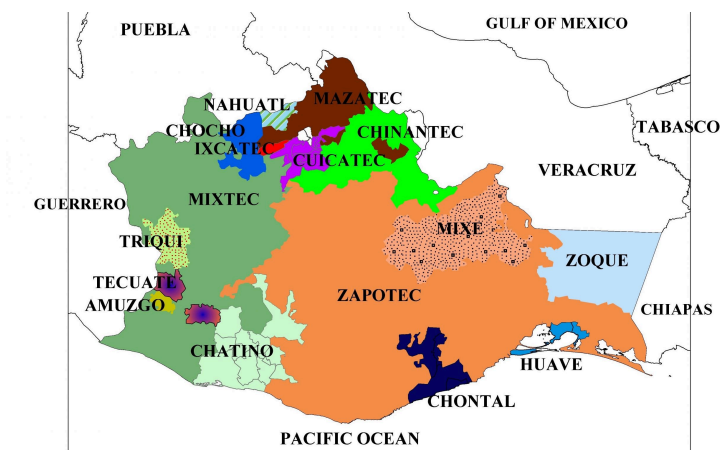
Lecsyony Teiby, Map 1. Mexico. The state of Oaxaca is near the bottom, on the Pacific Ocean.

https://en.m.wikipedia.org/wiki/File:Oaxaca_in_Mexico.svg

Oaxaca is one of the most linguistically diverse areas in the world. Almost all of the Oaxacan Indigenous language groups shown on Map 2 (on the next page) are not single languages but rather families, each containing from two or three to over 50 separate languages.

In the United States we usually think of ethnicity or race as genetically inherited, but in Mexico these concepts are viewed more in terms of culture. It is perhaps easy to classify a farmer from a small pueblo in Oaxaca who knows only a little Spanish as Indigenous – but how would his granddaughter who works in a Mexico City office and speaks only Spanish think of herself? Would she consider herself Indigenous? What about her parents, who may know some of an Indigenous language and choose not to use it? For many people in Mexico, Indigenous identity is closely related to knowledge of an Indigenous language. When an Indigenous language loses speakers, then, it is not only the language that is threatened, but also the cultural identity of that ethnic group.

By taking this course, you're participating in preservation of an important aspect of the linguistic and cultural heritage of Mexico.



Lecsyony Teiby, Map 2. Indigenous language groups in Oaxaca.

Map by Felipe H. Lopez

§1.2. The Zapotec language family

Zapotec is a family of Indigenous languages of Mexico, most spoken in the state of Oaxaca, all of which can be called “Zapotec”. (This can be confusing! It means that two people may both say they speak Zapotec but not be able to understand each other at all.) There may be as many as 60 different languages in the family, though some scholars believe there are only a handful. The Zapotecs constitute one of the largest ethnic groups in Oaxaca.

Many people, including many speakers of Indigenous languages, use the word “dialect” (or the Spanish word *dialecto*) to refer to these and other Indigenous languages. This is a confusing term,

since, technically speaking, **DIALECTS** are different varieties of the same language that speakers can differentiate, but which are still understandable – or **MUTUALLY INTELLIGIBLE** – to each other. Thus, American English and British English are dialects of English, just as Mexican Spanish and Spanish as spoken in Spain are dialects of Spanish. (Actually, each of these four language varieties has a number of different identifiable sub-varieties, as you may be well aware.) But Valley Zapotec, the language spoken in the Tlacolula Valley of Oaxaca and the subject of this course, is a completely different language from any variety of Zapotec spoken in the Sierra of Oaxaca, in Southern Oaxaca, or in the Isthmus of Tehuantepec, as well as from several other languages of central Oaxaca – these are not “dialects” of Zapotec at all, but totally different languages.

The table below shows some fairly closely related words in six Zapotec languages, Macuiltianguis Zapotec (SPMZ, from San Pablo Macuiltianguis in the Sierra Juárez region of Oaxaca), Zoogocho Zapotec (SBZZ, from San Bartolomé Zoogocho in the Villa Alta region of Oaxaca), Zaniza Zapotec (SMZZ, from Santa María Zaniza in the Sola de Vega region of Oaxaca), Dihidx Bilyáhab (SDAZ, from Santo Domingo Albarradas in the mountains of the Tlacolula district northeast of Tlacolula), Mitla Zapotec (MZ, from San Pablo Villa de Mitla, less than fifteen kilometers east of Tlacolula), and Valley Zapotec, the subject of this course (represented here by the variety spoken in San Lucas Quiaviní, SLQZ). (The Valley Zapotec words are given in the spelling system used in this book, with pronunciation guides – explained later in this unit – in brackets.) Mitla Zapotec and Dihidx Bilyáhab are the languages most similar to Valley Zapotec, but you can see that there are similarities and differences between any two of these languages – and these are only six of perhaps 50 different Zapotec languages!

Table. Comparison of words in different Zapotec languages.

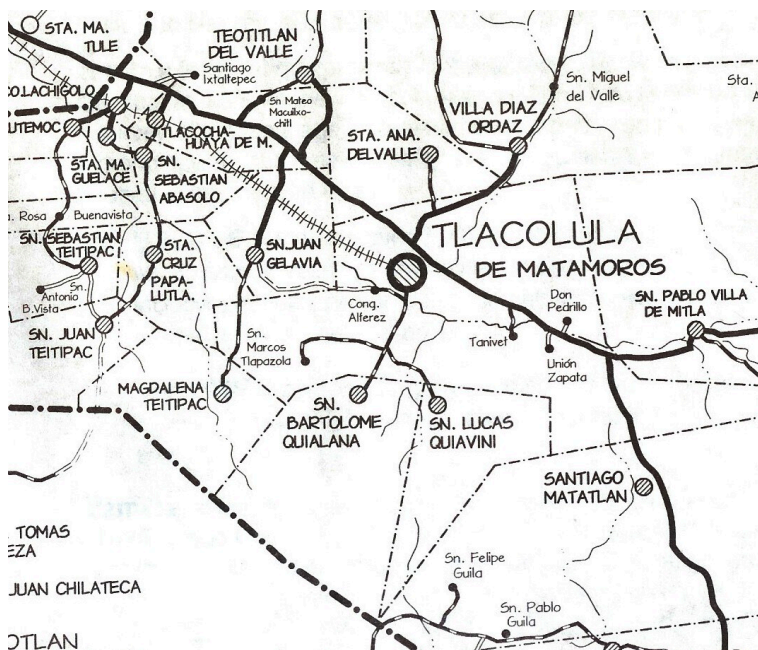
	SPMZ	SBZZ	SMZZ	SDAZ	MZ	SLQZ
<i>mushroom</i>	be'yá	bi'a	bé'y		be'	be [be'eh]
<i>meat</i>	beelá'	bela'	bál	behél	bääl	bel [beè'e'l]
<i>snake</i>	bèllà	bel	bíly	behel	bäl	bel [bèè'e'll]
<i>fish</i>	béllá	bel	bal	bejel	bäjł	bel [behll]
<i>man's brother</i>	bettsi'	bishe'	bity	bijch	bejtz	bets [behts]
<i>foam</i>	besiina'	bzhina'	bidxiny		bitzun	btseny [btsehnny]
<i>nopal</i>	beyáá	bia	biyá	bíyahá	biaa	bya [byáa]
<i>man's sister</i>	dààná	zan	zan	zan	bisiajn	bzyan [bzyaáa'n]
<i>forehead</i>	yhigáá	lhoxga	tiga	lukwaj	locuaj	locwa [lohcwah]
<i>knee</i>	yhiíbi	xib	ij-tyíbi	gya-a zhib	yecxhiyb	zhiby [zhihihby]

You may wonder why we cannot give a more precise figure for the number of Zapotec languages. The reason is that these languages are for the most part not well described – most of them have no dictionaries, no grammar books, and no standard written form. Deciding whether two groups of speakers speak one language or two is a tricky matter. For most linguists, the decision depends on mutual intelligibility, whether the two groups of speakers can understand each other when they talk. Measuring mutual intelligibility is difficult, however, and not everyone agrees on how it should be done, which explains the disagreement about the number of Zapotec languages.

The Zapotecan family of languages is included in a large group of related Indigenous languages called Otomanguean, which includes

of which Tlacolula is the *cabecera* or county seat). (*Cabecera* is a Spanish word. For more about the use of Spanish words in this book, see section [§1.4](#) at the end of this lesson.) More precisely, this language might be called Tlacolula Valley Zapotec, or even Western Tlacolula Valley Zapotec, since other languages are spoken in the Valley of Oaxaca and the Tlacolula District, but we will use the name Valley Zapotec in this book.

Valley Zapotec is spoken by people in at least 12 different pueblos (towns or villages) in the Tlacolula District, including San Miguel del Valle, Villa Diaz Ordaz, Santa Ana del Valle, Teotitlan del Valle, Tlacoahuaya, San Sebastián Abasolo, San Juan Teitipac, San Juan Guelavía, San Marcos Tlapazola, San Bartolomé Quialana, San Lucas Quiavini, and Tlacolula itself. These pueblos are shown on Map 4, starting with San Miguel del Valle north of Tlacolula, and going counterclockwise. The heavy broken line near the bottom left corner of the map is the district boundary, while the lighter broken lines separate *municipios* or municipal political units.



Lecsyony Teiby, Map 4. Valley Zapotec pueblos around Tlacolula de Matamoros,
northwest Tlacolula District, Oaxaca.

Map from Ángel García García, et al. n.d. [1998?]. *Oaxaca: Distritos (Municipios,
Localidades, y Habitantes)*. n.p. (Priv. de Rayon no. 104, Centro, Oaxaca, Oax.)

Additional Zapotec languages are spoken in other areas, including the pueblos of San Pablo Güilá, Santiago Matatlán, and San Pablo Villa de Mitla to the south and east of Tlacolula. The languages of these communities (and other Zapotec pueblos outside the area on the map) are largely mutually unintelligible with Valley Zapotec, though some speakers may well be able to understand each other to some degree.

Although all the Valley Zapotec pueblos speak Valley Zapotec, each pueblo has its own individual way of talking, and fluent speakers can easily tell the difference between different varieties of Valley Zapotec. In this course, we will focus on Valley Zapotec as it is spoken in San Lucas Quiavini (which we'll normally refer to as "San Lucas") and Tlacolula.

Traditionally, the Valley Zapotec people have supported themselves through subsistence agriculture. Tlacolula, however, is a market town and has served as the commercial as well as political center of the region for centuries and has internet cafes, restaurants, and hotels, as well as the weekly Sunday market.

These differences are mirrored in the way the language is used. In Tlacolula de Matamoros, only a few dozen people over the age of 70 speak Zapotec, while in San Lucas the majority of people still speak the language, which is used in many aspects of daily life in the town (except in school, where instruction is in Spanish). The use of Zapotec in other Valley Zapotec pueblos varies between these two extremes.

People from the Tlacolula Valley have been coming to the United

States to find work since the start of the Bracero Program in 1942: over half of the men of San Lucas, for example, have worked in the United States, and nearly everyone in the town has a relative working on the “other side” (north of the border). The money these people send back to Oaxaca makes a huge difference in the community. There are now many hundreds of speakers of Valley Zapotec in Los Angeles (and other parts of the United States).

§1.4 Zapotec and Spanish

The Valley Zapotec people first encountered Spanish soldiers and priests in the 1580s. Since the conquest of Mexico, Valley Zapotecs have been in constant contact with Spanish speakers to differing degrees throughout the region. (Probably there has always been more contact in the district center of Tlacolula than in remote villages like San Lucas Quiavini.)

Because of this long contact, all varieties of Zapotec borrow many words and longer expressions from Spanish (and the local variety of Spanish has been influenced by Zapotec as well). Some of these borrowed words (particularly those borrowed more recently) have not changed much in the borrowing process, and you will recognize many of these if you know Spanish. Other words, however (especially those borrowed longer ago), have changed considerably in both pronunciation and meaning. Even people fluent in both languages sometimes have trouble recognizing their connection.

What’s important to realize, however, is that Zapotec and Spanish are completely different languages. While a knowledge of Spanish will help you understand some loanwords (borrowed words) in Zapotec, it can be confusing at other times (since some words change their meaning during the borrowing process). You do not need to know Spanish to study Zapotec. For this reason, we will give

translations for Spanish words we use in the course, even though these will seem completely unnecessary to some readers.

Many of the Zapotec words you'll learn in this course can be best defined with Spanish words, however, since they refer to concepts and especially cultural items for which there is no English word. Spanish words used in Zapotec sentences and readings will be written in *italics*.

§1.5. Why *Cali Chiu*?

Cali chiu? means “Where are you going?” in Valley Zapotec. This is not only a useful question to be familiar with, but is also an important greeting used between friends and acquaintances when they meet on the street. ([S-4](#) presents more greetings that you should learn.)

Even some people from Tlacolula who don't speak Zapotec are familiar with this phrase, because *cali chiu* was also used as a local name for the bicycle taxis that were used as transportation in Tlacolula and several other communities in Oaxaca (pictured on the title page of this book). Today motorcycle taxis (like the one shown in Picture 1 below) have now replaced them.



Lecsyony Teiby, Picture 1. A motorcycle taxi in Tlacolula.

2. Lecsyony Tyop: Writing Valley Zapotec

This lesson presents written Valley Zapotec. It begins with a history of Zapotec writing (section [§2.1](#)), discusses how to learn a new writing system (section [§2.2](#)), and introduces Valley Zapotec vowels and consonants (sections [§2.3–2.4](#)). Section [§2.5](#) describes the vowel *ẽ*, and section [§2.6](#) diphthongs. Section [§2.7](#) adds a few more important ideas about writing and pronunciation, section [§2.8](#) presents Zapotec alphabetical order, and section [§2.9](#) is a reference chart.

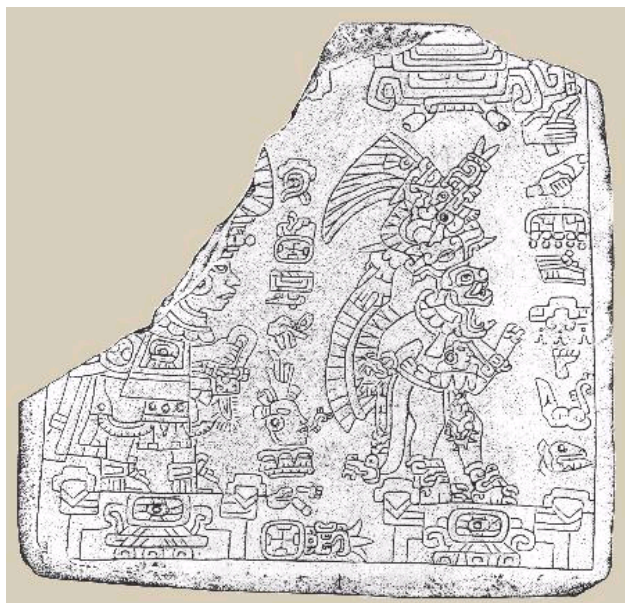


Lecsyony Tyop, Picture 1. A *título* (land title) from the Colonial period displayed in the *municipio* (city hall) of San Lucas Quiavini. (Photograph by Felicia Lee.)

§2.1 A brief history of Zapotec writing

There is no traditional alphabetic writing system for any Zapotec language. Long before the Spanish colonization of Mexico in the 16th century, Zapotec people made some use of pictographic representations (Picture 2), which no one understands today. Early examples of documents written by Zapotecs include pictorial *títulos* (land titles) like that in Picture 1. Writing systems have been developed for many Zapotec languages both during the Colonial period and in recent years, but most speakers of Zapotec languages don't write in their language. In this lesson, we'll introduce the writing system for Valley Zapotec used in this book.





Lecsyony Tyop, Picture 2. Monte Albán, Stelae 12 and 13; Lápidas de Bazán
(approximately 500 B.C. – 250 A.D.) (www.ancientscripts.com).

Valley Zapotec is actually the variety of Zapotec with the longest (alphabetically) written history: the Spanish missionary priest Fray Juan de Córdova wrote a grammar (*Arte*) and dictionary of Valley Zapotec which were first published in 1578. The writing system we use here derives directly from Córdova's system.

However, there have been changes in the Valley Zapotec language since the sixteenth century, so most words in Valley Zapotec look very different now. The table below presents some comparisons between Zapotec words recorded by Córdova and modern Valley Zapotec words. The words are given in three columns (with their translations into English). The first column gives the spelling used in Córdova's dictionary for the word as used in sixteenth century Colonial Valley Zapotec. (Córdova often spelled the same word in more than one way in different places in the dictionary; these are just examples.) The second gives the modern Valley Zapotec form

in the writing system we will use in this course. The third is a **PRONUNCIATION GUIDE**, showing how the written Valley Zapotec forms are pronounced. Your teacher will pronounce each modern word for you, and you can hear these words in the audio materials that accompany this book. (Pronunciation guides are explained beginning in the third lesson in this book, [Lecsyony Chon](#).)

<i>Córdova (16th century)</i>	<i>Modern Valley Zapotec</i>	<i>pronunciation</i>	<i>English meaning</i>
càa	ga	[gààa]	“nine”
chij	tsě	[tsêě]	“ten”
chij	zhi	[zh:ih]	“day”
máni	many	[ma'any]	“animal”
ñaa	na	[nnaàa]	“hand”
nagàce	ngas	[nga'as]	“black”
naxiñàa	xnia	[xniaa]	“red”
pèco	becw	[bèe'cw]	“dog”
péo	beu	[be'èu]	“month”
pij	bi	[bihih]	“air”
pizàa	bzya	[bzyààa]	“bean”
quie	gyia	[gyiàa]	“flower”
tícha	dizh	[di'i'zh]	“word”
xàna	zhan	[zh:ààa'n]	“under”
yòho	yu	[yu'uh]	“house”



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Lecsyony Tyop, Video 1. ** (With Ana López Curiel.)

As you look at the examples, you'll see that a major difference between the older Zapotec words and the modern ones is that many modern words have dropped vowel letters (*a*, *e*, *i*, *o*, *u*) that were present in the Colonial words (for example, compare Córdova's *ticha* "word" with modern **dizh**, or *nagàce* "black" with **ngas**, which has dropped both its first and third vowels). There are other differences involving vowels too. For example, Córdova often wrote vowels double (for example, *ñaa* "hand") or with **ACCENT** marks (marks written over a vowel letter, as in *pèco* "dog" and *máni* "animal"). In our modern writing system, we do not write any vowels doubled or with accents (other than the two dots over the *ë* letter, used in words like **tsë** "ten"). No one knows exactly what the doubled and accented vowels meant for Córdova, since we do not have any

audio recordings of sixteenth century Zapotec. However, most likely Córdova was trying to use these spellings to record the different types of vowels like those you will see indicated in the pronunciation guide.

There are also differences in the way Córdova writes consonant letters. For some reason, Córdova very seldom wrote the letters *b*, *d*, and *g*. Thus, you can see that *c* in *càa* “nine” corresponds to a modern **g** sound, while *c* in *pèco* “dog” corresponds to a modern **c** sound. Scholars who have studied Córdova’s spellings don’t fully understand what this means. Maybe sixteenth century Valley Zapotec had fewer *b*’s, *d*’s, and *g*’s than the modern language, or maybe Córdova just didn’t hear things clearly. Whatever the answer, it’s clear that Valley Zapotec pronunciation has changed a lot in 400 years.

Since the time of Córdova, people have used a number of different ways of writing Valley Zapotec. The New Testament has been translated into the San Juan Guelavía variety of Valley Zapotec using one system. Another, more complicated way of writing Zapotec (similar to the pronunciation guides in this book) is used in the San Lucas Quiaviní Zapotec dictionary. Individual speakers have often written words down just as they heard them, as in the signs in Picture 3 below and Picture 2 of [Lecsyony Chon](#). The system presented in this book is a new, simplified system.



Lecsyony Tyop, Picture 3. A *cali chiu* bicycle taxi in Tlacolula. The sign on the back says “Ecological Transport: Cali Cheu (Where Are You Going?)”. This sign was written in a different writing system than the one used in this book.

Photograph by Ted Jones.

§2.2 Learning a new writing system

Like all languages, Valley Zapotec has both vowel and consonant sounds. **VOWEL** sounds are made with your mouth open, with a continuous stream of air coming out without any obstruction. **CONSONANT** sounds are made with the stream of air coming from the lungs interrupted at some point by contact or constriction between the tongue and some other part of the mouth, between the two lips, or between other speech organs. Most of the Valley Zapotec sounds are written with letters that are used just about the same as in English (or Spanish). Some sounds in Zapotec, though, are not found in either English or Spanish, and some letters are used in ways that you may find unexpected.

When learning to read and write a new language, it's important to remember that the pronunciation rules that work for one language do not necessarily apply to another language. Most people in California know of English speakers who pronounce *pollo* (as in *El Pollo Loco*) to rhyme with the word *solo*, or of Spanish speakers who pronounce the English words *beat* and *bit* the same. These “mistakes” occur because the speakers assume that the spelling and pronunciation rules of one language work for the other language, which is not necessarily true. In learning to read Valley Zapotec, you will need to set aside some of the things you've learned about reading English, Spanish, or any other language you may know, because Valley Zapotec is a different language with its own sounds and pronunciation rules.

The major difference between the Valley Zapotec writing system and the spelling systems of English and Spanish is that our Valley Zapotec writing system is completely regular.

As you probably already know, English spelling is very irregular. English sounds – especially vowel sounds – are often written in more than one way (*way*, *weigh*, *raid*, and *rate*, for example, all contain the same vowel sound), and the same English spelling often represents more than one sound (for example, the *ough* in *cough*, *through*, *rough*, and *though* represents four different vowel sounds). English spelling needs to be memorized – it's not always possible to know how to pronounce an unfamiliar word from its spelling, or to know how to spell an unfamiliar word from its pronunciation.

Spanish spelling is more regular than English, because a Spanish speaker can almost always tell how to pronounce a word from its spelling. However, Spanish speakers often have trouble spelling unfamiliar words because there are many letters and letter combinations that represent the same sound, and there is one letter, *x*, that can be pronounced in several ways. Thus, speakers of Mexican or North American Spanish pronounce *ll* and *y* alike, so

they may be uncertain about how to spell some words pronounced with a y sound. There are similar possibilities for confusion between s, z, and c and between g and j, and speakers are often puzzled about where to use the letter h.

Once you learn the Valley Zapotec spelling rules, however, you'll be able to write any new word you hear.

Learning to use the pronunciation guides is more tricky, but they are very regular too. Once you understand them, you will be able to pronounce any new word following its pronunciation guide. (For more about pronunciation guides, see [Lecsyony Chon](#) and [Lecsyony Tap.](#))

In introducing the Zapotec sounds below, we will make comparisons with English and Spanish sounds, since Zapotec has some things in common with both languages. However, no two languages have exactly the same pronunciations even for sounds that are spelled alike: no Zapotec sound is exactly like any English or Spanish sound (just as no English or Spanish sound is exactly like any Zapotec sound). The comparisons are given only to help you understand what sounds are being discussed.

As each Zapotec sound is presented during this lesson, listen carefully to your teacher's pronunciation and try to imitate the new sounds exactly the way your teacher pronounces them. Every speaker of a language pronounces words somewhat differently from every other speaker of that language. None of the different pronunciations different Zapotec speakers use is more "correct" than another. In this lesson, we will mention some ways that speakers differ in their pronunciation, but we will not discuss all of these. Your teacher may sometimes use a different pronunciation from the one given in a lesson. This does not mean that your teacher's pronunciation is wrong, only that his or her usage is

slightly different from that of the speakers who helped with these lessons.

§2.3. Valley Zapotec vowel sounds

Five of the basic Valley Zapotec vowel sounds are pronounced just about the same as the five vowel sounds of Spanish: **a** as in Spanish *amor* “love” (or roughly as in English *father*), **e** as in Spanish *eso* “that” (or roughly as in English *bet*), **i** as in Spanish *iguana* “iguana” (or roughly as in English *police*), **o** as in Spanish *hola* “hello” (or roughly as in English *rodeo*), and **u** as in Spanish *uva* “grape” (or roughly as in English *hula*). (There is also a sixth Valley Zapotec vowel sound, which is introduced in section [§2.5](#).)

Here are Zapotec examples containing each of these vowel sounds. We write Zapotec words and sounds here in **boldface** with their translations in quotation marks. The pronunciation guide for each word is given in square brackets [], just like the pronunciation section of most standard dictionaries. Below the table is a video in which you can hear each of these words pronounced. (These examples use letters representing consonants that have about the same pronunciation as consonants of English and Spanish. For more about these consonant letters and sounds, see section [§2.4](#).)

<i>vowel</i>	<i>Zapotec spelling</i>	<i>English translation</i>	<i>pronunciation</i>
a	syuda	“city”	[syudaa]
e	cafe	“coffee”	[cafee]
i	wi	“guava”	[wii]
o	mon	“doll”	[moon]
u	zu	“is standing”	[zuu]



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Lecsyony Tyop, Video 2. Five of the basic vowel sounds. (With Ana López Curiel.)

The five examples above show several additional things about Zapotec. First, several of the examples are words that were borrowed into Zapotec from Spanish. There are many Spanish loanwords in Zapotec. The Zapotec words **syuda**, **cafe**, and **mon** are quite similar to the Spanish words *ciudad*, *café*, and *mona*, which speakers have borrowed. But many other loanwords were borrowed from Spanish so long ago that they have changed considerably in both pronunciation and meaning, and sometimes are not recognizable as borrowings. If you know Spanish, you may have fun trying to identify Spanish borrowings in Zapotec, but for the most part, we will not point these out specially. (Most Zapotec words, of

course, are not borrowed. The examples above were chosen simply because of the sounds they contain.)

A **SYLLABLE** is a rhythmic unit in a word. The English words *a*, *is*, *in*, and *word* have one syllable each, while *English* and *rhythmic* have two syllables, and *syllable* has three. (Try seeing if you can identify the number of syllables in a few more English words. As a word like *more* shows, the number of syllables is not necessarily the same as the number of vowels in the word.) The Zapotec words **syuda** and **cafe** each have two syllables, while **wi**, **mon**, and **zu** each have one syllable. There are two types of syllables in Zapotec words, **SIMPLE** syllables (whose spelling contains just one vowel, like all those in these words) and diphthong syllables (whose spelling contains more than one vowel – you’ll learn more about these in section §2.6).

Zapotec vowel pronunciation is complicated. Just as in English, there are sets of words that are written the same but pronounced differently. You will learn the correct pronunciation for many words simply by imitating your teacher, but the pronunciation guide will always be available to help you pronounce unfamiliar words.

If you look at the pronunciation guide column above, you’ll see that each word there is written with a double vowel in the last syllable (in all the words but **mon**, the double vowel is **FINAL** – it occurs at the end of the word). The pronunciation guide for a Zapotec syllable may contain from one to three vowels. Here’s an example: think about the length of time it takes to say the vowels of each syllable in the word **cafe**. The second vowel sounds longer, right? Now, look at the pronunciation guide for this word. The vowel in the second syllable is written with two **e**’s, while the vowel in the first syllable is written with only one **a**. That’s because the second syllable is longer. You can check this out in the video below.



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Lecsyony Tyop, Video 3. Different syllable lengths in **cafe**. (With Ana López Curiel.)

There are many different ways of pronouncing vowels in Zapotec, and we'll explain these and their pronunciation guides more fully in [Lecsyony Chon](#). To keep things simple, though, all the words used to introduce consonant sounds in the next section will have this same type of vowel pronunciation you've already seen in this lesson.

Another thing to learn about vowel pronunciation in Valley Zapotec is that some speakers pronounce certain words with different vowels. You should always try to pronounce words the way your teacher says them and to write them following your teacher's pronunciation, even if that is different from the way the words are written in this book.

§2.4. Valley Zapotec consonant sounds

§2.4.1. Sounds that are like both English and Spanish. Many Zapotec consonant sounds are pronounced quite similarly to the corresponding sounds of both English and Spanish. Some of these sounds are **ch, f, l, m, n, p, s,** and **t**. **Ch** is a **LETTER COMBINATION** (a sequence of two letters) that represents a single sound. There are many such combinations in Zapotec, just as in both English and Spanish.

Below are some examples of words containing such similar sounds. You can hear them in the video that follows the list. (Feliciano and Cayetano are men’s names. Information on Zapotec names and how to use them is included in section [S-2.](#))

<i>consonant</i>	<i>Zapotec spelling</i>	<i>English translation</i>	<i>pronunciation</i>
ch	Chan	“Feliciano”	[Chaan]
f	cafe	“coffee”	[cafee]
l	lechu	“lettuce”	[lechu]
m	mon	“doll”	[moon]
n	canel	“cinnamon”	[caneel]
p	plati	“cymbals”	[platii]
s	solisitu	“application”	[solisitu]
t	Tan	“Cayetano”	[Taan]



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=38>

Lecsyony Tyop, Video 4. (With Ana López Curiel.)

Another Zapotec sound that is pronounced like a Spanish and English sound is **c**. Zapotec **c** always has about the same sound as Spanish *c* in *casa* “house”, or any Spanish word where *c* comes before the vowels *a*, *o*, and *u*, which is about the same sound as English *k* (and many English *c*’s, as in *car*). Here’s a Zapotec example, which you can listen to in the video that follows:

c	capi	“shrine”	[capii]
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A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=38>

Lecsyony Tyop, Video 5. (With Ana López Curiel.)

Zapotec **c** is never pronounced like Spanish **c** in *cine* “movies” or like English **c** in *cinema*.

§2.4.2. Sounds that are more like Spanish. Most other Zapotec consonant sounds are pronounced about the same as some sound in Spanish or some sound in English. The Zapotec sounds **b**, **d**, and **g**, for example, are more like the *b*, *d*, and *g* sounds of Spanish than the corresponding English sounds. Here are some examples, which you can hear in the video that follows. Since it’s easiest to learn these pronunciations by imitation, try pronouncing them yourself.

b	Bed	“Pedro”	[Beed]
d	dad	“dice”	[daad]
g	gan	“gain”	[gaan]



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Lecsyony Tyop, Video 6. (With Ana López Curiel.)

One Zapotec letter is pronounced almost exactly as in Spanish, but very differently from the way it is usually pronounced in English. This is **j**, as in Spanish *jug* “juice”. Remember: Zapotec **j** is not pronounced like English *j* in *joke*. Here is an example, which you can hear in the video that follows:

j	jug	“juice”	[juug]
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Lecsyony Tyop, Video 7. (With Ana López Curiel.)

Like Spanish, Zapotec has two *r* sounds, **r** and **rr**. These are pronounced just about the same in Zapotec and Spanish, as in Spanish *pero* “but” and *perro* “dog”. Neither Zapotec **r** or **rr** is pronounced like English *r* or *rr* in *roar* or *mirror*. The Zapotec **r** is pronounced very much like English *t* in a word like *city*! There is no English equivalent of Zapotec **rr**, which is a “rolled” or “trilled” *r* (listen to your teacher!). Here are some examples that will let you compare the **r** and **rr** sounds. Once again, you can listen to them in the video below:

r	ri	“are around”	[rii]
r	ra	“all”	[raa]
rr	rran	“frog”	[rraan]
rr	rrelo	“watch”	[rreloo]



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Lecsyony Tyop, Video 8. (With Ana López Curiel.)

(It's important to remember that the single Zapotec **r** in words like **ri** or **ra** always has a sound like that of Spanish *r* in *pero*. Even though Spanish words beginning with *r*, like *rana* (the source for Zapotec **rran**) are written with only a single *r*, they are pronounced with the *rr* sound by Spanish speakers. Zapotec words beginning with

r rather than **rr**, like **ri** and **ra**, do not start with the *rr* sound of Spanish *rana*.)

You might think that **rr** is a letter combination representing a single sound, exactly like **ch** or **zh**, but that’s not completely true. **Rr** comes from a single Spanish sound in words borrowed from Spanish, like the examples above. When **rr** occurs in a Zapotec word that’s not borrowed from Spanish, however, it is actually a sequence of two sounds, one **r** followed by a second **r** (you’ll see some examples in [Lecsyony Tap](#)). Because it seems to represent a single sound in many words, we alphabetize it separately from the **rr**, but it’s often best to think of it as a very special case of two sounds.

(See section [§2.4.4](#) for more about the pronunciation of Zapotec **r** before another consonant.)

2.4.3. Sounds that are more like English. The Zapotec sound **z** is pronounced about like an English *z* sound (as in *zoo*), but not like a Spanish *z* (as in *zona* “zone”). Here is an example, which you can hear in the video that follows:

z	zu	“is standing”	[zuu]
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Lecsyony Tyop, Video 9. (With Ana López Curiel.)

The Zapotec letter combination **zh** represents a sound that is used in English, but not written in a consistent way. It is about the same as the sound of the s in English *pleasure*. Here is an example, which you can hear in the video that follows:

zh	zhar	“vase”	[zhaar]
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Lecsyony Tyop, Video 10. (With Ana López Curiel.)

(Almost the same sound is used by some Latin American Spanish speakers when pronouncing the letters *y* and *ll*, as in *yo* “I” or *llave* “key”. Other Spanish speakers, however, never use the **zh** sound in such words.)

W is a letter that is not used much in Spanish. Zapotec **w** is pronounced about like English *w* (as in *we*). Here is an example, which you can hear in the video that follows:

w	wi	“guava”	[wii]
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Lecsyony Tyop, Video 11. (With Ana López Curiel.)

(For more about the pronunciation of Zapotec **w**, see section §2.4.5.)

The Zapotec **y** sound is pronounced about like an English **y** (as in *you*). Many Spanish speakers use about the same sound in words like *yo* “I”. Here is an example, which you can hear in the video that follows:

y	yug	“yoke (for oxen)”	[yuug]
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Lecsyony Tyop, Video 12. (With Ana López Curiel.)

(As mentioned earlier, some Spanish speakers pronounce the Spanish letter *y* with the sound of Zapotec **zh**, like the *s* of English *pleasure*. This pronunciation of **y** is not used in Valley Zapotec.)

Zapotec **y** is often used in combination with other consonants, either before a vowel or at the end of a word. Here are some examples, which you can hear in the video that follows:

y	syuda	“city”	[syudaa]
y	rmudy	“medicine”	[rmuudy]



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Lecsyony Tyop, Video 13. (With Ana López Curiel.)

Zapotec final **y** in words like **rmudy** is pronounced differently from English final **y** in words like *city*. It is more like a softening of the final consonant sound that precedes it. (You can hear the sound of this **y** most clearly when you add something onto the end of a word ending in **y**, as you'll see later in this lesson.) Sometimes, also, you will hear something like another **y** sound before the consonant that precedes the final **y**.

Almost any Zapotec consonant can be followed by **y** at the end of a word. Zapotec **n** plus **y** sounds a lot like the Spanish letter ñ as in *baño* “bathroom”, or like English *ny* in *canyon*. Here is an example, which you can hear in the video that follows:

y	Jwany	“Juan”	[Jwaany]
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Lecsyony Tyop, Video 14. (With Ana López Curiel.)

The words **syuda**, **rmudy**, and **Jwany** illustrate a surprising thing about Zapotec – Zapotec words may start with sequences of consonants (and letters) that would never be used together at the beginning of an English or Spanish word! Listen carefully to your teacher’s pronunciation of such words.

The Zapotec letter **x** represents a sound about like that usually written with the letter combination *sh* in English (as in *ship*). (The Zapotec **x** sound is not the same as the sound of English *x* in *exit*.) Here is an example, which you can hear in the video that follows:

x	xman	“week”	[xmaan]
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Lecsyony Tyop, Video 15. (With Ana López Curiel).

This sound is not used by most speakers of Spanish, although some speakers use this sound in words that originally were borrowed into Spanish from Nahuatl, such as the name *Mexica*, or borrowings from English written with *sh*, such as *show*. Zapotec **x** is never pronounced like Spanish **x** in *México* “Mexico” or *éxito* “hit”.

2.4.4. Two special spellings. The Zapotec **g** sound is written as the letter combination **gu** when it comes before **e** or **i**. Here is an example, which you can hear in the video that follows:

gu	rgui	“gets sour”	[rguii]
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Lecsyony Tyop, Video 16. (With Geraldina López Curiel.)

The Zapotec letter **g** is never written before **e** or **i**. (You may feel that the **r** at the beginning of **rgui** sounds different from the **r** at the beginning of **rmudy**, or that these **r** sounds sound different in from one repetition to the next. Before another consonant, a Valley Zapotec **r** may sound like a Zapotec **rr** or, occasionally, more like an English *r*, as in a word like *writer*.)

The Zapotec letter combination **qu** is used instead of **c** before the sounds **e** or **i**. Here is an example, which you can hear in the video that follows:

qu	quizh	“will pay”	[quiizh]
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Lecsyony Tyop, Video 17. (With Geraldina López Curiel.)

Qu represents exactly the same sound as **c**, but that letter is not used before **e** or **i**. (Zapotec **qu** is never pronounced like English *qu* in quick.)

These two special spellings in Valley Zapotec follow rules that are used regularly in Spanish, and occasionally in English. The spellings **gu** and **qu** are also used before the vowel letter **ë**, which you’ll learn about in section §2.5.

2.4.5 Two special pronunciations. Zapotec **w** and **y** are pronounced in an unexpected way when they appear at the beginning of a word

before a consonant. In such words, **w** sounds a lot like a Zapotec **u** sound, and **y** sounds a lot like a Zapotec **i**. Here are two examples, which you can hear in the video that follows:

w	wzhyar	“spoon”	[wzhyaar]
y	yzhi	“tomorrow”	[yzhii]



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Lecsyony Tyop, Video 18. (With Geraldina López Curiel.)

2.4.6 Two more letter combinations. There are two additional Zapotec letter combinations that represent sound combinations that occur in both English and Spanish.

The letter combination **ng** can be pronounced in two ways in

Zapotec. At the beginning of a word or in the middle of a word it is pronounced roughly like English *ng* in *finger* or like Spanish *ng* in *mango* “mango”. Here’s an example, which you can hear in the video below:

ng	ngui	“sour”	[nguii]
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Lecsyony Tyop, Video 19. (With Geraldina López Curiel.)

This is somewhat like an **n** sound followed by a **g** sound.

At the end of a word, **ng** may be pronounced the same as the beginning **ng** sound, or it may be pronounced without the **g** part of this sound – similar to the *ng* sound in English *singer*. (This second,

end-of-the-word pronunciation of **ng** is not used by all speakers of Spanish, though some use it for some *n* sounds at the end of a word, as in the common Oaxacan Spanish pronunciation of *jardín* “garden”.) An example of **ng** at the end of a word will be presented in the next section.

The letter combination **ts** represents a sequence of the sound **t** followed by the sound **s**, roughly as in English *cats*. The same sound sequence is often spelled *tz* in Spanish, as in the name *Maritza*. The difference between English and Spanish, on the one hand, and Zapotec, on the other, however, is that Zapotec **ts** is a letter combination representing a single sound (somewhat like **ch**), while English *t+s* and Spanish *t+z* are two separate sounds. Examples of Zapotec words containing **ts** will be presented in the next lesson.

§2.5. The sixth Zapotec vowel sound — and the ending *-ëng*

All the examples so far have used only the five Zapotec vowels that are similar to the vowels of Spanish (with counterparts in English). However, there is another Zapotec vowel, **ë** (written as *e* with two dots, a special type of accent mark). This vowel, which is not used in either English or Spanish, is made somewhat like an **u** sound pronounced with the lips spread (as if you were saying **i**). The best way to learn to pronounce the Valley Zapotec **ë** sound, of course, is to listen to a native speaker and to practice!

Here’s an example of this vowel sound, which you can hear in the video that follows:

ë	xdadëng	“his dice”	[x:daadëng]
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Lecsyony Tyop, Video 20. (With Geraldina López Curiel.)


This word illustrates something interesting about Zapotec word structure. Earlier in this lesson you saw the word **dad** “dice” [daad]. In English, we need two words to say “his dice, her dice” (the dice he or she owns), but in Zapotec this can be expressed with one word. **POSSESSED** words (referring to things someone owns or has) begin with a **PREFIX x-**. (A prefix is an element that is added to the front of a word to form a new kind of word. An English example is *un-*, as in *unable*. Prefixes are not words themselves and cannot be used on their own.) The **POSSESSOR** (the person who owns or has the possessed item) goes after the word for that item. In **xdadëng** the possessor is expressed with an **ENDING, -ëng**. (An ending is an element that is added to the end of a word to form a new word, as

with English *-ed*, as in *kissed*. Like a prefix, an ending is not a word itself and cannot be used on its own.)

Most likely the owner **xtadēng** is either nearby or is someone you know well. You'll learn more about possessive expressions in [Lecsyony Tsēda](#).

Here's another example of the use of the ending **-ēng**, which you can hear in the video that follows:

Rmudyēng.	"It is medicine."	[rmudyēng]
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VLecsyony Tyop, Video 21. (With Geraldina López Curiel.)

This example shows that a Valley Zapotec sentence can consist of a single word. This sentence is formed by adding the same ending **-ëng** that is used to mean “his” (or “hers” or, in fact, “its”) in the word **xdadëng** onto the word **rmudy** “medicine”. In the new example, **-ëng** means “it” (referring to something nearby). You’ll begin learning more about other ways to use the **-ëng** ending in [Lecsyony Gaz](#).

Some Valley Zapotec speakers use the vowel **ë** in only a few words that don’t have endings like **-ëng**. For other speakers, however, this sixth Zapotec vowel is much more common. They use **ë** in place of **e** in many words, as you’ll learn in the next lesson.

§2.6. Diphthongs

In addition to simple vowels, Zapotec syllables can also contain diphthongs. A **DIPHTHONG** is a sequence of two different vowels (vowels written with different letters) in the same syllable.

There are six Valley Zapotec vowels – **a**, **e**, **ë**, **i**, **o**, and **u** – but not all possible combinations of these are used as diphthongs. The ten Valley Zapotec diphthongs are **ai**, **au**, **ei**, **eu**, **ëi**, **ëa**, **ia**, **ie**, **ua**, and **ui**. Not all speakers use all these diphthongs, and diphthongs are one of the areas where there is most variability in Valley Zapotec pronunciation. Your teacher may use different pronunciations from those that are written in this book, and you should follow your teacher’s pronunciation in deciding how to write diphthongs that you hear.

Here are some examples of words with diphthongs:

ia	badia	“roadrunner”	[badiia]
ie	bied	“aunt”	[biied]
ua	bangual	“old person”	[bangual]



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Lecsyony Tyop, Video 22. (With Geraldina López Curiel.)

You'll learn more examples of diphthongs soon.

Only the diphthongs listed above are used in non-borrowed Valley Zapotec words. However, other diphthongs – such as **ae**, **ea**, **eo**, and **oi** – are used in words that originally came from Spanish. Here is an example:

eo	Leony	“Leon”	[Leoony]
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Lecsyony Tyop, Video 23. (With Geraldina López Curiel.)

§2.7. More About Writing and Pronunciation

You've now learned everything you need to know about writing and spelling Zapotec with the system presented in this book! You will need to practice these skills, but you'll find that writing Zapotec words that you hear will not be too hard, and that you'll do even better with practice. In the next lesson, you'll learn more about using pronunciation guides for reference if you need help remembering how to pronounce a word.

You haven't yet heard all the different varieties of Zapotec sounds, however, especially the vowel sounds. Unlike English and Spanish vowels, Zapotec vowels may be produced in more than one way in terms of their **PHONATION** – the way in which the air from the lungs is expelled through the glottis (the opening between the vocal cords at the top of the larynx) while the speaker makes the vowel. All English and Spanish vowels, as well as the Zapotec vowels we've discussed so far, are plain or “modal” vowels. Zapotec has three other types of vowels, however: breathy vowels, checked vowels, and creaky vowels, all of which are explained in [Lecsyony Chon](#). The best way to learn to make these other types of vowels, and their various combinations, is to imitate your teacher's pronunciation. If you forget how to pronounce a given word, you can always check the pronunciation guide for that word.

You'll learn more about pronouncing Zapotec and using pronunciation guides in the next lesson, which will also give some more hints on how to use this writing guide.

§2.8. Zapotec alphabetical order

The alphabetical order we use in this book for Valley Zapotec (for instance, in the vocabulary at the end of this book) is like that you're familiar with from English, except that letter combinations (such as **ch** and **zh**) are alphabetized separately. Here is the alphabetical order we'll follow: **a, b, c, ch, d, e, ë, f, g, i, j, l, m, n, o, p, qu, r, rr, s, t, ts, u, w, x, y, z, zh**. Traditionally, Zapotec speakers don't worry about spelling, so the letters we are using to write Zapotec don't have Zapotec names. Therefore, when you are spelling Zapotec words, you can pronounce the names of the letters in English. (If you were using this book in Mexico, you'd probably want to pronounce the names of the letters in Spanish!)

§2.9. Reference Chart of Zapotec Spelling and Pronunciation

The chart below and on the next page gives the letters of the Zapotec alphabet with comparisons to pronunciations in English and Spanish, examples, meaning, and pronunciation, as introduced in this lesson (some sounds aren't covered till [Lecsyony Chon](#)).

	<i>comparison pronunciations</i>	<i>example</i>	<i>meaning</i>	<i>pronuciation</i>
a	roughly as in English <i>father</i> , Spanish <i>amo</i>	syuda	“city”	[syudaa]
b	roughly as in Spanish	Bed	“Pedro”	[Beed]
c	roughly as in English <i>car</i> , Spanish <i>casa</i>	capi	“shrine”	[capii]
ch	roughly as in English or Spanish	Chan	“Feliciano”	[Chaan]
d	roughly as in Spanish	dad	“dice”	[daad]
e	roughly as in English <i>bet</i> , Spanish <i>peso</i>	cafe	“coffee”	[cafee]
ẽ	doesn't occur in English or Spanish (pronounced like the <i>u</i> of <i>hula</i> said with the lips spread)	xdadẽng	“his dice”	[x:daadẽng]
f	roughly as in English or Spanish	cafe	“coffee”	[cafee]
g	roughly as in Spanish	gan	“gain”	[gaan]
gu	used instead of g before e , i , or ẽ	rgui	“gets sour”	[rguii]
i	roughly as in English <i>police</i> , Spanish <i>amigo</i>	wi	“guava”	[wii]
j	roughly as in Spanish	jug	“juice”	[juug]
l	roughly as in English or Spanish	lechu	“lettuce”	[lechuu]
m	roughly as in English or Spanish	mon	“doll”	[moon]
n	roughly as in English or Spanish	canel	“cinnamon”	[caneel]
ng	roughly as in English <i>finger</i> , Spanish <i>mango</i>	ngui	“sour”	[nguui]
o	roughly as in English <i>rodeo</i> , Spanish <i>hola</i>	mon	“doll”	[moon]
p	roughly as in English or Spanish	plati	“cymbals”	[platii]
qu	used instead of c before e , i , or ẽ	quizh	“will pay”	[quiizh]

r	roughly as in Spanish (or like English t in city)	ri	“are around”	[rii]
rr	roughly as in Spanish	rran	“frog”	[rraan]
s	roughly as in English or Spanish	solisitu	“application”	[solisituu]
t	roughly as in English or Spanish	Tan	“Cayetano”	[Taan]
ts	roughly as in English	(discussed in Lecsyony Chon)		
u	roughly as in English <i>hula</i> , Spanish <i>luna</i>	zu	“is standing”	[zuu]
w	roughly as in English	wi	“guava”	[wii]
x	roughly like English <i>sh</i> in <i>ship</i>	xman	“week”	[xmaan]
y	roughly as in English <i>you</i>	yug	“yoke (for oxen)”	[yuug]
z	roughly as in English	zu	“is standing”	[zuu]
zh	roughly like English <i>s</i> in <i>pleasure</i>	zhar	“vase”	[zhaar]



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Lecsyony Tyop, Video 24.

3. Lecsyony Chon: Using Pronunciation Guides



Lecsyony Chon, Picture 1. Inside wall of a house in Tlacolula. Bright colors are very characteristic of Oaxaca

This lesson explains more about the pronunciation guides which are presented along with most words in the early lessons in this book, and for all entries in the vocabulary at the end of the book.

Probably you're familiar with pairs of English words that are spelled the same but pronounced differently – for example, if the sentence *We read that book* refers to the present (*We read that book every day*), *read* rhymes with *heed*, while if it refers to the past (*We read that book yesterday*), *read* rhymes with *head*. *Bow* referring to a type of knot or what you shoot an arrow with rhymes with *hoe*, while *bow* referring to a respectful gesture or part of what a dog

says rhymes with *how*. English speakers learn these pronunciations when they learn a new word, and if they are ever confused, they can check the pronunciation guide in []'s in a dictionary.

Valley Zapotec spellings can be similar. When you learn a new word, it's good to listen to your teacher or another speaker pronounce it. Both the pronunciation guides (in []'s) in the lessons and the [Rata Ra Dizh](#) are included to help you pronounce words you haven't heard before, so it's important to learn something about how to read them. This lesson will help you get a general idea of what the pronunciation guides show, so that if you need to, you can use the information they contain to help you with the pronunciation of Zapotec words. Remember that you can refer back to this lesson any time you need to check on pronunciation during the course.

In this course, you will not be responsible for memorizing pronunciation guides, although if this helps you, you can certainly do this. Listen to your teacher, and work hard at trying to repeat all the words exactly as your teacher says them. When you say something in Zapotec, try hard to make it sound like what your teacher would say. Pronunciations of all of the examples in Unida Teiby are included in the videos that accompany this course, and you can always refer to them for a reminder of what each sound is like. In addition, each word in the Ra Dizh from each lesson after Unida Teiby is recorded too.

You may wonder why we use a spelling system that does not completely indicate pronunciation. This spelling system is much simpler and easier to learn than the more complex spelling used in the pronunciation guides. The spelling system used here reflects the intuitions of Valley Zapotec speakers, who have expressed the idea that many words are spelled the same even though their pronunciations (especially, the pronunciation of their vowel sounds) are different – just as English speakers feel about the *read* and *bow* examples discussed above. When words in the spelling system used

here are used in the context of a complete phrase or sentence, the surrounding words generally will help a reader tell what the word is.

The different sections below cover how pronunciation guides represent different vowel and consonant pronunciations. [§3.1](#) presents double vowels, [§3.2](#) additional consonant sounds, and [§3.3](#) and [§3.4](#) more vowel pronunciations. [§3.5](#) covers more about the *ẽ* vowel and [§3.6](#) more about diphthongs. [§3.7](#) includes a summary of vowel pronunciation guides.

§3.1. Double vowels in pronunciation guides

If you look back at the examples in [Lecsyony Tyop](#), you'll see that the last syllable of each pronunciation guide includes a double vowel. But the vowels in pronunciation guides for other words can vary. There may be from one to three vowels in a syllable of a Zapotec pronunciation guide.

If you compare the length of time it takes to say the first vowels in the words **syuda** [syudaa], **cafe** [cafee], and **rrelo** [rreloo] with the length of time it takes to say the sequence of two vowels in the pronunciation guides for the last syllables of these words, you can see why we need to indicate this difference in the pronunciation guides.



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Lecsyony 3, Video 1. (With Geraldina López Curiel.)

Zapotec words and **PHRASES** with different meanings can be distinguished by such differences in pronunciation. Here's an example:

ra wi	“guavas”	[ra wii]
ra wi	“all guavas”	[raa wii]



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Lecsyony 3, Video 2. (With Dr. Felipe H. Lopez)

A phrase is a sequence of words that express a single concept – you’ll learn more about these starting in [Lecsyony Gai](#). The two phrases above are spelled the same, but they are pronounced differently. The pronunciation guide shows that the second phrase has a double vowel in its first word, while there is only a single vowel in the first word in the first phrase. The two **ra** words here are related. The first is used to show that a following word is **PLURAL**, referring to more than one item (you’ll learn more about using this **ra** in [Lecsyony Xon](#)). The second **ra** (the one whose pronunciation guide has a double vowel) means “all”. This example shows that it’s important to pay attention to pronunciation!

If you listen to the last syllable of all the examples given in

[Lecsyony Tyop](#), as well as those above, you will hear that the speaker's voice makes a high-toned, even, relatively longer sound. Unlike English and Spanish, Zapotec is a **TONE LANGUAGE**: Zapotec speakers use different **TONES**, with different pitch and melody to make a difference in the meaning of words, which is not true of English or Spanish. The last syllables of all the example words in [Lecsyony Tyop](#) and the next section contain **HIGH TONES**, which are also **LEVEL TONES** (meaning that they do not rise or fall). The sign of this high level tone in the pronunciation guide is a doubled vowel: [aa], [ee], [ii], [oo], or [uu]. (As the examples may suggest, this tone is particularly common in words borrowed from Spanish – but it also occurs in many non-borrowed Zapotec words as well.)

Any syllable with two identical vowels in a row in its pronunciation guide is pronounced like the examples just discussed in this section. Any two Valley Zapotec syllables with the same pattern of vowels in the pronunciation guide always have the same tone. You'll learn more about other tones later in this lesson.

Reminder: Although double vowels indicating a longer vowel with a high level tone appear in pronunciation guides, they are not part of Zapotec spelling.

(There is one place where two identical vowels can occur in a row in Zapotec spelling. In [Lecsyony Tseiny](#) (13), you'll learn that two identical vowels are written in a row when each vowel is part of a different element of the word. For example, **laa** means “my name” and **loo** means “your name” – these words are more complex forms of **la** “name”, with added endings meaning “my” and “your”. These three words are pronounced [laaa], [lòo], and [lah] – you'll learn what each of these pronunciation guides mean later in this lesson.)

Valley Zapotec has a number of types of vowels that are different

from the normal vowels of English, Spanish, or most other languages you are probably familiar with. The vowels in the example words you've encountered up to now, which are comparable to the familiar vowels of English or Spanish, are **PLAIN VOWELS**. When naming types of vowel sequences that can occur in Zapotec words, we'll refer to plain vowels with the letter P. We will refer to the **VOWEL PATTERN** of the words in this section (and the words used as examples in [Lecsyony Tyop](#)) as a PP pattern, because it contains two plain vowels.

Zapotec words may have many forms, depending on how speakers decide to use them in sentences. In the Rata Ra Dizh vocabulary at the end of this book, words are listed in their **INDEPENDENT FORM**, the simplest way the words are used, with nothing added – the way the words are pronounced on their own, without any of the changes you might hear if they were used in a sentence. Most of the examples in this unit are independent forms.

In general, the most important syllable of a Zapotec word is the final (last) or **KEY SYLLABLE** of the independent form of that word. When we refer to the vowel pattern of a word, we mean the vowel pattern of its key syllable. Words like **syuda** and **solisitu** have more than one syllable, but their last syllable is most important: we can say these words have a PP vowel pattern, because the pronunciation guides for their key syllables contain two plain vowels. Most key syllables of independent forms of Zapotec words have vowel patterns containing two or three vowels.

§3.2. Additional consonant sounds

There are six remaining Zapotec sounds that are not used in either

English or Spanish, though each is quite similar to, and spelled the same as, one of the sounds described in [Lecsyony Tyop](#).

First, there are doubled versions of the sounds [l], [m], [n], and [ng]: [ll], [mm], [nn], and [nng]. These are similar to the sounds that have already been presented, but are longer: a double [ll] sounds longer than a single [l], and so on. These sounds are written just like the other sounds in normal spelling, with **l**, **m**, **n**, and **ng**.

[ll]	nlag	“wide”	[nllaag]
[mm]	muzh	“blond”	[mmuuzh]
[nn]	mansan	“apple”	[mannsaan]



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Lecsyony 3, Video 3. (With Geraldina López Curiel.)

(**Nzhung** “hard” in section §3.3.1 illustrates the sound [nng].)

Reminder: Although the double consonants [ll], [mm], [nn] and [nng] appear in pronunciation guides, they are not part of Zapotec spelling. **Rr** is the only double consonant that is used in Zapotec spelling.

Next, there are special versions of the sounds [x] and [zh]. The letter combinations [x:] and [zh:] are pronounced with a whistling sound. In pronunciation guides, these sounds are indicated with a colon (:) after the [x] or [zh]. They are written **x** and **zh**.

[x:]	xquiny	“corner”	[x:quiiny]
[zh:]	zhomrel	“hat”	[zh:ommreel]



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text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=41>

Lecsyony 3, Video 4. (With Geraldina López Curiel.)

Reminder: Although these special pronunciations of [x:] and [zh:] are indicated in pronunciation guides, they are not part of Zapotec spelling.

§3.3. More vowel pronunciations

Valley Zapotec has three other types of vowels in addition to those you've heard so far: breathy vowels, checked vowels, and creaky vowels. The best way to learn to make these other types of vowels, and the various patterns they can occur in, is to imitate your teacher's pronunciation. Since all these different types of vowels are spelled the same, the pronunciation guides will serve as a helpful reference if you forget the pronunciation of a word, or when you learn a new word.

§3.3.1. Breathy vowels. A **BREATHY VOWEL** sounds like an plain vowel combined with a sound similar to an English *h*. In a breathy vowel, the vocal cords vibrate while remaining apart. Each of the first five vowel sounds you have learned can be pronounced as a breathy vowel. In the pronunciation guides, these are indicated with the vowel letter followed by [h]. Here are some examples:

[ah]	za	“grease”	[zah]
[eh]	bets	“brother (of a male)”	[behts]
[ih]	zhi	“day”	[zhi:h]
[oh]	nilo	“jealous”	[niloh]
[uh]	nzhung	“hard”	[nzh:uhnng]



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Lecsyony 3, Video 5. (With Geraldina López Curiel.)

(**Bets** provides a good example of the Zapotec consonant sound **ts**.)

An interesting fact about breathy vowels is that the amount of breathiness you hear in a vowel may vary from community to community or even from speaker to speaker. Vowels that are shown as breathy in the pronunciation guide will sound a lot breathier

in Tlacolula or San Lucas than in San Juan Guelavía or Santa Ana del Valle, for example. You may also notice that when women pronounce breathy vowels they sound more breathy than when men pronounce them. Try to imitate your teacher and other speakers you hear on the recordings.

Zapotec [h] is different from both English *h* and Spanish *h*. In English, *h* can represent a consonant sound (as in *hi*). In Spanish, *h* (in words like *hola*) is not pronounced. In Zapotec, [h] is only used in pronunciation guides to indicate that a vowel is breathy.

Reminder: Although [h] appears in pronunciation guides following vowels, [h] is never used after a vowel in Zapotec spelling. (The letter *h* does appear as part of the letter combinations **ch** and **zh**, of course.)

Sometimes breathy vowels are pronounced longer. A long breathy vowel is indicated by a double breathy vowel in the pronunciation guide (vowel-plus-h, vowel-plus-h – as in [ahah]).

[ahah]	rsa	“drives”	[rsahah]
[ehéh]	de	“dust, powder”	[deheh]
[ihih]	bi	“air”	[bihih]
[ohoh]	lo	“face”	[lohoh]
[uhuh]	yu	“soil”	[yuhuh]



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Lecsyony 3, Video 6. (With Geraldina López Curiel.)

In vowel pattern abbreviations, a breathy vowel is indicated with the letter B. Thus, the short breathy vowel pattern is shown by B, and the long breathy vowel pattern by BB. Remember that you can tell the tone on a Zapotec syllable by the pattern of vowels in the pronunciation guide for that syllable. Both single and double breathy vowels have a LOW TONE. You can hear the difference from the high tone of the plain vowels when you compare words such as

zu	“is standing”	[zuu]
rzu	“flies”	[rzuhuh]



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Lecsyony 3, Video 7. (With Geraldina López Curiel.)

The difference between single and double breathy vowels is only one of length. In Zapotec sentences and phrases, double breathy vowels are often replaced by single breathy vowels, as in the following example:

tu lo	“whose face?”	[tu lohoh]
lorëṅ	“their faces”	[lohrëṅ]



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Lecsyony 3, Video 8. (With Geraldina López Curiel.)

As this example shows, many Valley Zapotec words shorten to simpler **COMBINATION FORMS** when endings are added to them, or when other words follow them. Zapotec speakers know how to make these combination forms without even thinking about it (but they can be tricky for non-speakers to remember about!).

§3.3.2. Checked vowels. A **CHECKED VOWEL** ends with a **GLOTTAL STOP** sound. This sound is made by completely closing the folds of the glottis (the opening at the top of the larynx), cutting off the flow of air from the lungs into the mouth without bringing together the lips or any other part of the mouth. The glottal stop is the sound that we pronounce in the middle of the English word *uh-oh* (meaning “oops”). There is no special way to write a glottal stop in English (because it is not considered a regular sound of the

language). The glottal stop is not written in Valley Zapotec spelling either, but in pronunciation guides this sound is indicated with a ‘ (an apostrophe). All five of the first Zapotec vowels you’ve learned can be checked:

[aʔ]	chat	“kiss”	[chaʔt]
[eʔ]	rdets	“is inside out”	[rdeʔts]
[iʔ]	ricy	“there”	[riʔcy]
[oʔ]	tyop	“two”	[tyoʔp]
[uʔ]	ruc	“here”	[ruʔc]



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Lecsyony 3, Video 9. (With Geraldina López Curiel.)

The tone on a single checked vowel is as high as on a plain double

vowel (though the single checked vowel is much shorter!). In representing Zapotec vowel patterns, we will abbreviate a checked vowel with the letter C. The pattern above, then, is represented with a single C.

Reminder: Although ['] appears in pronunciation guides, it is not part of Valley Zapotec spelling.

Checked vowels are often combined with other vowels. When another vowel follows a checked vowel within a single syllable, the vowel sound is interrupted by the check (glottal stop). For example, at the end of a word a checked vowel is often followed by a breathy vowel (in a CB – checked plus breathy – pattern).

[a'ah]	bca	“crow”	[bca'ah]
[e'eh]	ze	“corn on the cob”	[ze'eh]
[i'ih]	zhi	“nose”	[zhi'ih]
[o'oh]	ndyo	“fat”	[ndyo'oh]
[u'uh]	yu	“house”	[yu'uh]



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Lecsyony 3, Video 10. (With Geraldina López Curiel.)

This sequence of vowels has a **FALLING TONE** – it starts off higher than it ends.

You may find the check harder to hear when a consonant follows this same CB vowel pattern, but it is still there!

[a'ah]	nazhy	“wet”	[na'ahzhy]
[i'ih]	nyis	“water”	[nny'i'ih]
[u'uh]	cub	“tejate (a drink)”	[cu'uhb]



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Lecsyony 3, Video 11. (With Geraldina López Curiel.)

(In these words, there seems to be less pause between the checked vowel and the breathy vowel than in the words in which the breathy vowel comes at the end.) In a few words, the checked vowel is followed by a double breathy vowel (CBB), again with a falling tone:

[i'ihih]	galguizh	“sickness”	[gahlłgui'ihihzh]
[u'uhuh]	budy	“chicken”	[bu'uhuhdy]



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Lecsyony 3, Video 12. (With Geraldina López Curiel.)

A checked vowel can also be followed by a plain vowel (CP), as in

[a'a]	Rnany	“Hernandez”	[Rna'anny]
[e'e]	Pepsy	“Pepsi”	[Pe'epsy]
[i'i]	gyizh	“city person”	[gyi'izh]
[o'o]	Loby	“Lopez”	[Lo'oby]
[u'u]	zhub	“corn”	[zh:u'ub]



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Lecsyony 3, Video 13. (With Geraldina López Curiel.)

This vowel pattern is pronounced with a **RISING TONE** – it ends higher than it starts off.

The tone of a checked vowel followed by two plain vowels (CPP) may seem to you to rise even more.

[a'aa]	ayudan	“helper”	[ayuda'aann]
[e'ee]	pwen	“bridge”	[pwe'eenn]
[i'ii]	chinzh	“bedbug”	[chi'iinnzh]
[o'oo]	golpy	“blow, hit”	[go'oollpy]



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Lecsyony 3, Video 14. (With Geraldina López Curiel.)



Lecsyony Chon, Picture 2. This sign in Mitla says “niss yaa” (**nyis ya** [nnyí'ih̥s yàa]), meaning “clean water”, written in a different system from the one used in this book.

Speakers often use double vowels to represent Zapotec sounds that are different from Spanish ones.

§3.3.3 Creaky vowels. The last type of Zapotec vowel pronunciation is the **CREAKY VOWEL**. Creaky vowels sound like someone talking much lower than their normal tone of voice, or maybe like someone whose voice hasn’t limbered up yet in the morning. In a creaky vowel, one end of the vocal cords vibrates irregularly, while the other end is closed, producing a low-pitched creaky sound along with the vowel.

In the pronunciation guide, most Zapotec creaky vowels are written with a **GRAVE ACCENT**: [à], [è], [ì], [ò], [ù]. (The grave accent goes the opposite direction from the usual accent mark used in Spanish. It may help you to remember that it looks as if this accent is going down from left to right, just the way your voice goes down when you make a creaky vowel.) In representing vowel patterns, we will use a K to indicate a creaky vowel.

Creaky vowels are never used alone in Valley Zapotec, but are always combined with some other type of vowel. Most commonly, this is a checked vowel (in a KC pattern). Here are some examples of the creaky plus checked pattern, which has a falling tone:

[àa']	rcaz	“wants”	[rcàa'z]
[èe']	becw	“dog”	[bèe'cw]
[ii']	dizh	“language”	[dii'zh]
[òo']	bdo	“baby”	[bdòo']
[ùu']	rdub	“sweeps”	[rdùu'b]


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Lecsyony 3, Video 15. (With Geraldina López Curiel.)

(Do you hear the **w** at the end of **becw**? The **cw** combination doesn't occur at the end of a word in English.)

The creaky, checked, plain (KCP) vowel pattern also has a falling tone:

[aa'a]	rtaz	“beats up”	[rtàa'az]
[ii'i]	mniny	“child”	[mnii'iny]



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Lecsyony 3, Video 16. (With Geraldina López Curiel.)

Some speakers use this KCP pattern where other speakers use the KC pattern. For instance, here is another way to say “dog”:

becw	“dog”	[bèe'cw] / [bèe'ecw]
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Lecsyony 3, Video 17. (With Geraldina López Curiel.)

Sometimes two creaky vowels are followed by a checked vowel. This KKC vowel pattern, which also has a falling tone, sounds even creakier!

[ààa']	mna	“woman”	[mnnerààa']
[èèe']	bel	“snake”	[bèèe'll]
[ììi']	garzi	“guts”	[garzììi']
[òòò']	ydo	“church”	[ydòòò']
[ùùu']	gub	“broom”	[gùùu'b]



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Lecsyony 3, Video 18. (With Geraldina López Curiel.)

An interesting fact about the creaky vowels in vowel patterns like those above is that the amount of creakiness you hear in a vowel may vary from speaker to speaker. You may notice that when men pronounce creaky vowels they sound more creaky than when women pronounce them. Try to imitate your teacher and other speakers you hear on the recordings.



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Lecsyony 3, Video 19. (With Dr. Felipe H. Lopez.)

When a creaky vowel is followed not by a checked vowel, but by a plain vowel, its sound is much softer, less obviously creaky. Here are some examples:

[âa]	dany	“mountain”	[dâany]
[èè]	rbez	“waits for”	[rbèez]
[ìì]	rguiny	“hits”	[rguìiny]
[òò]	bo	“charcoal”	[bòò]
[ùu]	buny	“person”	[bùunny]



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Lecsyony 3, Video 20. (With Geraldina López Curiel.)

This KP vowel pattern has a low tone.

There are other creaky plus plain patterns too. For instance, the following words have a creaky vowel plus two plain vowels.

[àaa]	nan	“mother”	[nnàaan]
[èee]	rchyezhy	“sneezes”	[rchyèeezhy]
[ùuu]	muly	“money”	[mùuully]



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Lecsyony 3, Video 21. (With Geraldina López Curiel.)

This KPP vowel pattern has a rising tone.

Reminder: Although accented vowels appear in pronunciation guides, they are not part of Zapotec spelling.

Here's one more common vowel sequence in pronunciation guides: a plain vowel followed by a creaky vowel followed by a checked vowel. This PKC vowel pattern also has a falling tone.

[aàa']	ya	“up”	[yaàa']
[eèe']	bel	“meat”	[beèe'l]
[ììi']	Mizh	“Mixe”	[Mììi'zh]
[uùu']	cudy	“thigh”	[cuùu'dy]



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Lecsyony 3, Video 22. (With Geraldina López Curiel.)


§3.4 Other types of vowels

You’ve now learned about pronouncing all the different types of Zapotec vowels. You’ll learn additional vowel patterns that can appear in pronunciation guides later. Each of these different

sequences of vowels in pronunciation guides has its own associated tone (for the majority of them, it is a falling tone).

You’ve seen a lot of examples of single plain (P) vowels in pronunciation guides, but you haven’t seen these at the end of many words. Here’s one, though, in an example from section §3.1:

ra wi	“guavas”	[ra wii]
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Lecsyony 3, Video 23. (With Dr. Felipe H. Lopez.)

The plural word **ra** is special: it is not used by itself, but only before another word. Pronunciation guides for key (final) syllables of words that can be used alone, without any added endings, never have just a single plain vowel. Single plain vowels appear in pronunciation

guides only in non-key syllables or in words like **ra** that are used only as part of longer phrases. They also may appear in endings like the **-ëng** ending you saw in section §2.5, which is discussed further in the next section.

§3.5. More about the **ë** vowel

The **ë** vowel also can occur in breathy, checked, and creaky versions. Here is a Zapotec word containing a breathy version of this vowel sound, in a B pattern:


[ëh]	btsë	“tuna (organ cactus fruit)”	[btsëh]
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When the **ě** vowel is pronounced as creaky, there's a problem for the pronunciation guide (since, you'll recall, creaky vowels are shown with a ` accent, which can't easily be combined with the " on the **ě**). In the pronunciation guide, a creaky **ě** is shown as **ê** – an *e* with a **CIRCUMFLEX ACCENT** (which looks like a little hat over the vowel) Here's an example, using a KC sequence:

[êě"]	tsě	"ten"	[tsêě"]
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Some people pronounce this word with an **ě**, as just shown, while

others pronounce it with an **ěa** diphthong. In both cases, though, there is a creaky [ê] and a KC vowel pattern:

[êa']	tsěa	“ten”	[tsěa']
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Lecsyony 3, Video 26. (With Geraldina López Curiel.)

Some words are pronounced differently by different speakers of Valley Zapotec. The most common differences are in vowels. You should write the vowels you hear. If your teacher says **tsě** for “ten”, that’s how you should write the word. If your teacher says **tsěa**, you should write the word that way, and so on.

The most common place you hear the vowel **ě** in Valley Zapotec is in endings that are added on to other words, such as the following

Becwëng.	“It’s a dog.”	[bèe’cwëng]
tyopën	“we two, two of us”	[tyo’pëhnn]



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Lecsyony 3, Video 27. (With Geraldina López Curiel.)

These examples contain special **-ëng** “he, she, it, his, her, its” (nearby) and **-ën** “we, our” endings. Endings like these are very common on nouns, verbs, and other words in Zapotec sentences. You’ll learn more about these endings later. (Pronunciation guides are included for every example in this lesson, but normally they will not be. Practice is the best way to learn how to pronounce Zapotec words and sentences. Listen to the examples on the audio portion of this course, and listen to your teacher. Note too that the **ë** in the **-ën**

ending won't always sound strongly breathy to you – but it always has the low tone of a B vowel.)

Some speakers of Valley Zapotec (especially some people from San Lucas) use the vowel **ě** in the key syllables of only a few words – “tuna”, “ten”, and one or two others. For other speakers from San Lucas and people from most other communities, however, this sixth Zapotec vowel is much more common. They use **ě** in place of **e** in many words, such as

e / ě	guecy / guěcy	“head”	[gue'ehcy] / [guě'ehcy]
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Lecsyony 3, Video 28. (With Geraldina López Curiel.)

Which vowel does your teacher say in this word, **e** or **ě**? (Most

speakers aren't aware that familiar words like “head” have two pronunciations until this is pointed out to them. But once you know about it, you will begin to notice which speakers use **e** in words like “head”, and which use **ě**!) While you're learning Zapotec, it is best to imitate your teacher, and to pronounce and write the word according to the way your teacher pronounces it.

§3.6. More about diphthongs

The diphthongs you learned about in the last lesson can be used in the same kind of vowel pronunciations you've seen already.

For instance, you know that pronunciation guides may show a creaky vowel followed by a checked vowel, in a KC sequence with a falling tone. In the examples you saw earlier for this pattern (in section [§3.3.3](#)) both of the two vowels were the same. However, diphthongs can be used in the same vowel pattern, as in the following examples:

[âi']	gai	“five”	[gâi']
[âu']	Dyau	“Santiago”	[Dyâu']
[èi']	ryeizy	“digests”	[ryèi'zy]
[èu']	gueu	“river”	[guèu']
[ie']	ried	“comes”	[riè'd]
[ùà']	nduax	“powerful”	[ndùà'x]



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Lecsyony 3, Video 29. (With Geraldina López Curiel.)

In each case, the first part of the diphthong in the pronunciation guide is creaky, while the second part of the diphthong is checked.

Diphthongs may vary quite a bit from community to community. Just as you saw with the word “ten” in section §3.5, some speakers may use a simple vowel where other speakers use a diphthong. Listen to your teacher, and pronounce and write words they way your teacher does.

Here's another example of a different pronunciation for diphthongs. You know that in a pronunciation guide a creaky vowel can be followed by a plain vowel (KP), producing a low tone. The same sequence can be a diphthong, as in

[èi] / [êi]	bzeiny / bzěiny	“deer”	[bzèiny] / [bzěiny]
[ɪe]	rzhiel	“finds”	[rzhiel]
[ùɑ]	rguad	“stings”	[rguàd]



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Lecsyony 3, Video 30. (With Geraldina López Curiel.)

(Some speakers pronounce “deer” with an **ei** diphthong, some with **ěi**.) Once again, the first vowel in the sequence is the first part of the diphthong, and the second vowel is the second part of the diphthong.

Here are a few examples of diphthongs in the checked vowel plus breathy vowel (CB) pattern:

[a'ih]	raisy	“sleeps”	[ra'ihsy]
[a'uh]	rau	“eats”	[ra'uh]
[e'ih]	teiby	“one”	[te'ihby]
[u'ah]	dual	“sin”	[du'ahl]



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Lecsyony 3, Video 31. (With Geraldina López Curiel.)

Diphthongs may also appear in sequences of three vowels. For instance, you’ve seen examples of the KKC pattern, a sequence of two creaky vowels followed by a checked vowel. A diphthong can be used in the same pattern, as in

[àài']	yulai	“municipio (town hall)”	[yu'làài']
[èèi'] / [êêi']	zeiny / zěiny	“work”	[zèèi'ny] / [zêêi'ny]



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Lecsyony 3, Video 32. (With Geraldina López Curiel.)

When a diphthong appears in a vowel pattern that includes three vowels, such as the KKC pattern, either the first or the second part of the diphthong may be repeated. Thus, for example, the **ua** diphthong may appear in this pattern either as [ùùà'] (with the [u] twice) or as [ùàà'] (with the [a] twice).

[lää']	blias	“ditch”	[bliää's]
[iia']	gyia	“flower”	[gyiia']
[ùaa']	ruan	“cries”	[rùää'n]
[ùua']	bdua	“banana”	[bdùua']



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Lecsyony 3, Video 33. (With Geraldina López Curiel.)

§3.7. Another summary chart

Below is a chart of the types of vowel patterns you’ve learned in this lesson. This chart lists the patterns, with examples and a reference

to the section in which each is introduced. They are organized according to the tone of each pattern.

Pattern	Example (Spelling)	Meaning	Pronunciation	Tone	Section
PP	wi	“guava”	[wii]	high	§3.1
C	ricy	“there”	[ri’cy]	high	§3.3.2
B	zhi	“day”	[zhih]	low	§3.2
BB	bi	“air”	[bihih]	low	§3.2
KP	rguiny	“hits”	[rguiiny]	low	§3.3.3
CB	zhi	“nose”	[zhi’ih]	falling	§3.3.2
CBB	galguizh	“sickness”	[gahllgui’ihihzh]	falling	§3.3.2
KC	dizh	“language”	[di’zh]	falling	§3.3.3
KCP	mniny	“child”	[mnii’iny]	falling	§3.3.3
KKC	garzi	“guts”	[garzii’]	falling	§3.3.3
PKC	ya	“up”	[yaàa’]	falling	§3.4
CP	gyizh	“city person”	[gui’izh]	rising	§3.3.2
CPP	chinzh	“bedbug”	[chi’iinnzh]	rising	§3.3.2
KPP	nan	“mother”	[nnàaan]	rising	§3.3.3

You’ve now learned how to pronounce the most common types of vowel patterns you’ll see in pronunciation guides in this book. There are more things to learn about pronouncing both vowels and consonants, most of which will be presented in the next lesson. The most important thing, however, is to try to imitate your teacher and the speakers on the recordings, and to refer back to this section – or the fuller charts in I-5 at the end of Unida Teiby – whenever you need to.

Comparative note. Some words are pronounced differently by different speakers of Valley Zapotec. The most

common differences are in vowels. You should write (and say!) the vowels you hear. If your teacher says **tsě** for “ten”, for example, that’s how you should write the word. If your teacher says **tsěa**, you should write the word that way, and so on.

4. Lecsyony Tap: More About Valley Zapotec Pronunciation

This lesson will introduce you to some additional things about pronunciation guides and Valley Zapotec pronunciation. Remember to listen to your teacher, and work hard at trying to repeat all the words exactly as your teacher says them. Whenever you say something in Zapotec, try hard to make it sound like what your teacher would say.



Lecsyony Tap, Picture 1. Oxcart on the road from San Lucas to Tlacolula.

Section [§4.1](#) presents more vowel patterns, and section [§4.2](#) shows how hyphens are used in pronunciation guides. [§4.3](#) introduces the concept of lenis versus fortis consonants. Section [§4.4](#) shows how Spanish borrowed words are written in Zapotec and how the

acute accent mark (´) is used in pronunciation guides. Section [§4.5](#) presents a complete summary chart for vowel patterns. Section [§4.6](#) discusses writing sentences in Zapotec, and section [§4.7](#) is about using the dictionary.

§4.I. More vowel patterns

Although [Lecsyony Chon](#) has introduced you to the most important Valley Zapotec vowel patterns, there are a number of additional ones. Four are presented below, and you’ll learn others as you go along.

§4.1.1. New vowel patterns with falling tone. The PB pattern includes a plain vowel followed by a breathy vowel, as in words like the following:

baly	“fire, flame”	[baahlly]
riab	“falls”	[riahb]
sieng	“hundred (modern word)”	[siehnng]
cuan	“and; with”	[cuahnn]



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Lecsyony 4, Video 1. (With Ana López Curiel.)

This vowel pattern has a falling tone. As the examples show, this pattern is especially common in diphthong syllables.

Two other vowel patterns with falling tone end with CB sequences. The KCB pattern (with a creaky vowel followed by a checked vowel followed by a breathy vowel) is quite common, and is often used with both single vowels and diphthongs, usually at the end of a word:

da	“petate (woven mat)”	[dàa’ah]
gwe	“drank”	[gwèe’eh]
xti	“handle (on pottery)”	[x:ti’ih]
rto	“sells”	[rtòo’oh]
rgu	“puts into”	[rgùu’uh]
gyia	“market”	[gyi’ah]
Ndua	“Oaxaca”	[Ndùu’ah]



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Lecsyony 4, Video 2. (With Ana López Curiel.)

The PCB pattern (plain, creaky, breathy) is much less common:

ba	“earlier today”	[baa’ah]
zhi	“cold (illness)”	[zhii’ih]



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Lecsyony 4, Video 3. (With Ana López Curiel.)

You will need to distinguish these from the KCP pattern (section §3.3.3), which also has a falling tone. Listen carefully to the following words:

rreizh	“calls”	[ree’ihzh]
rreizh	“measures”	[rreè’izh]



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Lecsyony 4, Video 4. (With Ana López Curiel.)

(These two examples begin with a **rr** that is actually a sequence of two single **r**'s, as described in [Lecsyony Tyop](#). You'll learn more about why this is so in later lessons!)

The PC pattern, with a plain vowel followed by a checked vowel, also makes a syllable with falling tone. Here are some examples:

baxat	“toad”	[bax:aa't]
derech	“right”	[dere'e'ch]
mbisy	“stingy”	[mbii'sy]



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Lecsyony 4, Video 5. (With Geraldina López Curiel.)

This vowel pattern is especially common, you'll learn, in the next-to-last syllable of verbs with a “we” subject (where “we” are performing the action):

rienyën	“we do”	[rie'nyëhnn]
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Lecsyony 4, Video 6. (With Geraldina López Curiel.)

The KPC pattern, again with falling tone, is a sequence of a creaky vowel plus a plain vowel plus a checked vowel. This pattern is uncommon, but it is used in several important words:

a	“yes”	[âaa’]
rsily	“morning”	[rsiii’lly]



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Lecsyony 4, Video 7. (With Geraldina López Curiel.)

4.1.2. High tone syllables with diphthongs. Two types of diphthong syllables have high tone. One is the familiar PP pattern, as in

Lia	(girl's title, Miss, Señorita)	[Lia]
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Lecsyony 4, Video 8. (With Geraldina López Curiel)

Much more commonly, however, a PPP pattern, with three plain vowels, is used, as in

badia	“roadrunner”	[badiia]
chia	“will go”	[chiia]
xnia	“red”	[xniaa]
xtiazh	“garlic”	[xtiaazh]
amiegw	“friend”	[amiiegw]
treiny	“train”	[treeiny]
pyeiny	“altar”	[pyeiny]
bangua	“old person”	[banguual]
rrued	“wheel”	[rrueed]



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Lecsyony 4, Video 9. (With Geraldina López Curiel)

The PPP pattern is only used with diphthongs. These examples show that although the PPP pattern is very common with words borrowed from Spanish, it is also used with other words. Examples like **chia** versus **xnia** show that the same spelling, **ia**, can represent either a [iia] diphthong or a [iaa] diphthong. (Any time you have a vowel pattern whose pronunciation guide contains three vowels, either the first or the second vowel in the diphthong may be doubled.)

§4.2. Using hyphens

§4.2.1. Hyphens in pronunciation guides. A hyphen (-) is occasionally

used in a pronunciation guide to show that two vowel letters in a row do not form a single syllable (a diphthong). Here are some examples, using words that express the idea of a verb and its subject:

rcyia	“I cook...”	[rcyi'-a']
rcyii	“he cooks...”	[rcyi'-ih]
rcyiu	“you cook...”	[rcyi'-ùu']
rchaa	“I warm...”	[rcha'-a']
rchai	“he warms...”	[rcha'-ih]
rchoo	“you warm...”	[rcho'-òo']



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Lecsyony 4, Video 10. (With Geraldina López Curiel.)

As you can see, the two vowels in the written version of the word may be the same, or they may be different. What’s important is that the pronunciation guide contains two syllables rather than one. Normally Zapotec syllables start with consonants. When a new syllable starts with a vowel, we indicate this with a hyphen before that vowel in the pronunciation guide.

Hyphens are written in pronunciation guides like these when **PRONOUN** endings (meaning “I”, “you”, “he”, “she”, and so on) beginning with vowels are added to words ending in vowels. The separate syllables can become especially hard to hear with pronouns beginning with **ě**, like the **-ěng** ending you learned about in [Lecsyony Tyop](#). Words like the following may actually sound more like one syllable than two to you:

loěng	“his face”	[lòo’-ěng]
loěb	“his (respectful) face”	[loh-ěhb]



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Lecsyony 4, Video 11. (With Geraldina López Curiel.)

Listen as your teacher pronounces these words. The added second syllable makes the vowel pattern sound different from the way it would sound by itself. You'll learn more about how this works in [Lecsyony Tseiny \(13\)](#).

§4.2.2. Hyphens in ordinary spelling. Normally, hyphens are used only in pronunciation guides, not in ordinary Zapotec spelling. There is one exception that affects only a few words. **Rgu-i** 'he puts (it) into (it)' [rgùu'-ih] is one of the verbs whose pronunciation guide needs a hyphen to separate two vowels in different syllables, as described in section [§4.2.1](#). Normally, we wouldn't write a hyphen between the two vowels in a word like this, but in this word, we do, since otherwise the letter sequence **gui** would represent the sound [g] followed by the sound [i], as explained in [§2.4.4](#). Compare the following:

rgui	"gets sour"	[rguii]
rgu-i	"he puts (it) into (it)"	[rgùu'-ih]



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Lecsyony 4, Video 12. (With Geraldina López Curiel.)

We spell “he puts (it) into (it)” with a hyphen to show that the **u** and the **i** are in separate syllables. You’ll learn more about this special spelling rule in [Lecsyony Tseiny \(13\)](#).

§4.3. Lenis and fortis consonants

§4.3.1. Lenis-fortis consonant pairs. The consonant sounds of Valley Zapotec (and almost all other Zapotec languages) can be divided into two groups, called **LENIS** and **FORTIS**.

Most of the Valley Zapotec consonants occur in lenis-fortis pairs,

as shown in the following chart. (**B** and **p** form a pair, as do **zh** and **x**, and so on.)

<u>Lenis</u>	b	d	g	z	zh	r
<u>Fortis</u>	p	t	c/qu	s	x	rr

“Lenis” means something like “relaxed”, while “fortis” means something like “tense”, “tight”, or “forceful”. If you compare any lenis consonant in the chart with the corresponding fortis consonant, you will probably see why these terms are used. For each pair, the two consonants are made with the same parts of the mouth, but tension of the speech organs is different.

Even pairs of consonants that are written the same and indicated only in pronunciation guides have lenis and fortis pronunciations:

<u>Lenis</u>	[zh:]	[m]	[n]	[ng]
<u>Fortis</u>	[x:]	[mm]	[nn]	[nng]

The six remaining Valley Zapotec consonants don’t come in pairs:

<u>Lenis</u>				w	y
<u>Fortis</u>	f	j	ts	ch	

If you say them aloud, however, and compare them with the lenis and fortis consonants in the first chart, you can probably see why **w** and **y** can be grouped with the lenis consonants you saw in the first chart, and why **f**, **j**, **ts**, and **ch** are grouped with the fortis consonants.

§4.3.2. Differences between lenis and fortis consonants. There are several general differences in pronunciation between lenis and fortis consonants.

First, fortis consonants take longer to say than lenis ones. This

is one difference between **rr** and **r**, and why the pronunciation of sounds like [mm], [ll], and [nn] are indicated with double letters.

On the other hand, the same vowel or vowel sequence sounds longer before a lenis consonant than it does before a fortis consonant. Compare the following pairs of words, and see if you agree:

rbab	“gets itchy”	[rbahb]
tap	“four”	[tahp]
teiby	“one”	[te’ihby]
reipy	“tells”	[re’ihpy]



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Lecsyony 4, Video 13. (With Geraldina López Curiel.)

The differences in vowel length we're talking about here made automatically, and are not indicated in the pronunciation guides (or in spelling). As you practice speaking Zapotec, you'll learn to make these distinctions with no difficulty.

Such differences in pronunciation are a bit trickier when they involve fortis-lenis consonant pairs that are written identically, as in the following examples:

ben	“dregs, grounds (of liquid)”	[bèen]
ren	“there; that”	[rèenn]
tequily	“tequila”	[tequi'ly]
quily	“kilo”	[qui'lly]
byol	“century plant flower”	[byo'ol]
Yol	“Yola (girl's name)”	[Yo'oll]
bangual	“old person”	[banguual]
sagual	“consuegro”	[saguual]



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Lecsyony 4, Video 14. (With Geraldina López Curiel.)

With practice, you'll learn to make these distinctions too.

§4.3.3. Lenis and fortis consonants at the ends of words. Another difference between lenis and fortis consonants has to do with the way these groups of sounds change their pronunciations in different types of words.

Fortis consonants sound pretty much the same all the time, although at the end of a word they may sound even more forceful. Lenis consonants, however, often change their pronunciation when they are at the end of a word (or at the end of the word before a final **y**) or when they are next to a fortis consonant. In these positions, lenis consonants often sound more like their fortis counterparts. Say **rbab** and **teiby** aloud. You'll probably agree that the **b** sounds

at the end of these words sound different from **b** sounds at the beginning of words. You may even feel that these final **b** sounds are a lot like **p** (the fortis counterpart of **b**). Now consider the **zh** in **dizh**. It is different from the **zh** sound at the beginning of a word, more like a fortis **x** sound (though certainly not the same). The difference is that when these lenis consonant sounds occur at the end of a word, the vocal cords usually do not vibrate.

Listen to your teacher pronounce other lenis consonants at the end of words, and see if you observe the same type of change.




Lecsyony Tap, Picture 2. The Sunday market in Tlacolula de Matamoros, with the church in the background.

§4.4 Borrowings from Spanish into Zapotec

§4.4.1 Spanish-style accents on vowels in pronunciation guides. There's one more thing you need to learn about Zapotec pronunciation guides. Some Zapotec words are shown in

pronunciation guides with an accent mark like the one used on some words in Spanish (an acute accent, rising from left to right, as in [á], [é], [í], [ó], and [ú] – this is different from the grave accent that is used to show creaky vowels in pronunciation guides, as in [à], [è], [ì], [ò], and [ù]). Here are some examples:

[á]	fasily	“easy”	[fá’sihlly]
[é]	tenizy	“tennis shoes”	[té’nnihzy]
[í]	jiquēm	“jicama”	[jí’quēm̥m]
[ó]	onse	“eleven (modern word)”	[ó’nseh]
[ú]	utale	“wow”	[ú’taleh]



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Lecsyony 4, Video 15. (With Geraldina López Curiel.)

Normally, the key syllable is the last syllable in the vocabulary entry for a word, but this is not always true. Words like those above are different from most other Zapotec words in that their key syllable is not their last one. Words like these are written with an acute accent mark on their key syllable. Each of these borrowed words has one of the same types of vowel patterns you’ve learned about in its key syllable, but that key syllable does not come at the end of the word.

§4.4.2. Borrowings from Spanish into Zapotec. This section explains some of the changes that occur when Spanish words are borrowed into Zapotec. If you’re not too interested in Spanish, you can skip ahead to section [§4.5](#), as long as you understand the use of accents in pronunciation guides described in [§4.4.1](#) above.

Most Spanish words that end in a vowel sound are accented (pronounced with more stress) on the next to the last syllable. In the Spanish examples below, the vowel of the accented or stressed syllable is underlined. (This underlining is not a normal feature of Spanish spelling, but is included here to make our comparisons with Zapotec clearer.)

<i>ju<u>go</u></i>	“juice”
<i>ra<u>na</u></i>	“frog”
<i>ca<u>ch</u>u<u>cha</u></i>	“baseball cap”
<i>Pe<u>d</u>ro</i>	“Pedro”
<i>Pe<u>p</u>si</i>	“Pepsi”
<i>ma<u>e</u>stro</i>	“teacher, master”
<i>o<u>n</u>ce</i>	“eleven”
<i>te<u>n</u>is</i>	“tennis shoes”

An accent mark (´) is sometimes written in a Spanish word to show that a vowel is accented or stressed. According to the rules of Spanish spelling, this mark is not written in words like those above, which have regular stress on the next-to-last syllable and

end in either a vowel or the letters *s* or *n*. An accent mark is written, however, when the next-to-last syllable is stressed in words that end with a consonant other than *s* or *n*. The Spanish words below have the same next-to-last-syllable stress pattern as those above, but they end in *z* and *l*, so (according to the rule) the stressed vowel (again underlined here) must have an accent:

<i>Hern<u>án</u>dez</i>	“Hernandez”
<i>L<u>ó</u>pez</i>	“Lopez”
<i>f<u>á</u>cil</i>	“easy”

The accent mark is always written in Spanish words where the stress goes on any syllable before the next-to-last syllable, such as the following:

<i>m<u>á</u>quina</i>	“machine”
<i>m<u>ú</u>sica</i>	“music”
<i>j<u>í</u>came</i>	“jicama”
<i>ú<u>t</u>ale</i>	“wow”

Valley Zapotec does not have accent or stress as Spanish (or English) does. When Valley Zapotec speakers borrow Spanish words, they always make the stressed syllable into the key syllable of the word, and key syllables are almost always the last syllable of the basic form of a Zapotec word. When Zapotec speakers borrow a word that ends in a vowel that is not stressed, they usually drop that vowel off the end of the word:

<u>Spanish</u>	<u>Zapotec</u>	<u>meaning</u>	<u>pronunciation</u>
ju <u>go</u>	jug	“juice”	[juug]
ra <u>na</u>	rran	“frog”	[rraan]
ca <u>chu</u> cha	cachuch	“baseball cap”	[cachu'ch]
Pe <u>psi</u>	Pepsy	“Pepsi”	[Pe'epsy]
ma <u>estro</u>	maestr	“master bricklayer”	[mae'str]



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Lecsyony 4, Video 16. (With Geraldina López Curiel.)

A whole unstressed syllable, like the *ez* of *López*, drops in many words:

<u>López</u>	Loby	“Lopez”	[Lo'oby]
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Lecsyony 4, Video 17. (With Geraldina López Curiel.)

(Other changes may occur as well, such as changing Spanish *p* to **b** and adding extra *y*'s, especially at the ends of words.) In all these examples, the key syllable of the borrowed word is the one that is stressed in Spanish.

Examples like **Pepsy** and **maestr** show that borrowed words that have dropped vowels may end in two or three consonants (as well as, sometimes, an added *y*). Zapotec words usually have only one consonant (at most) after the last vowel, however (not counting an extra *y* or *w*), so in many cases extra consonants like the *d* of *Hernández*, the *r* of *Pedro*, and the *tr* of *maestro* are dropped from the borrowed words:

<i>Hernández</i>	Rnany	“Hernandez”	[Rna’anny]
<i>Pedro</i>	Bed	“Pedro”	[Beed]
<i>maestro</i>	mes	“teacher”	[me’s]



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Lecsyony 4, Video 18. (With Geraldina López Curiel.)

In these examples, only one vowel is dropped from the end of the Spanish word. Sometimes, though, the vowels of two unstressed syllables may be dropped when a Spanish stressed syllable becomes a Zapotec key syllable:

<i>música</i>	musyc	“band, band member”	[mu’syc]
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Lecsyony 4, Video 19. (With Ana López Curiel.)

(Other changes in vowels and consonants may occur as well, as we have already seen. The words **mes** and **maestr**, which both come from Spanish *maestro*, show that a Spanish word is sometimes borrowed into Zapotec more than once, at different times, with different meanings! And the example above shows that borrowed words may change their meaning as well as their pronunciation.)

Sometimes, especially in words borrowed more recently, unstressed vowels and syllables are not dropped when Spanish words are used in Zapotec, producing Zapotec words with additional vowels following their key syllables. This is when we use the accented vowels [á], [é], [í], [ó], and [ú] in Zapotec pronunciation guides.

<i>fácil</i>	fasily	“easy”	[fá'sihly]
<i>máquina</i>	macyēm	“machine”	[má'cyēm]
<i>tenis</i>	tenizy	“tennis shoes”	[té'nnihzy]
<i>jicama</i>	jiquēm	“jicama”	[jí'quēm]
<i>once</i>	onse	“eleven”	[ónseh]
<i>útale</i>	utale	“wow”	[ú'taleh]



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=44>

Leccsyony 4, Video 20. (With Ana López Curiel.)

The accent marks on the vowels [á], [é], [í], [ó], and [ú] in the pronunciation guides for these words indicate that their key syllable is not the last syllable, as in all other Zapotec words. Such accents are used in pronunciation guides for Zapotec words borrowed from

Spanish whenever the key syllable (corresponding to the stressed syllable in Spanish) is not at the end of the word.

§4.4.3. Comparing accents in Zapotec pronunciation guides and in Spanish. The use of accented vowels in Zapotec pronunciation guides does not correspond with the use of these symbols in Spanish, because the rules for writing accents are different between the two languages. In many cases, as with [fá'sihlly], [jɪ'quëmm], and [ú'taleh], the accented vowel in Zapotec pronunciation guides is the same vowel that is written with an accent mark in Spanish. But in cases like [ónseh] and [té'nnihzy] the accented vowel in Zapotec pronunciation guides (though stressed in Spanish) is not written with an accent mark in Spanish. Furthermore, in words like [Rna'anny] and [Lo'oby] vowels that are written with an accent mark in Spanish do not need to be written with an accent mark in the Zapotec pronunciation guides, because later syllables in the word have been dropped.

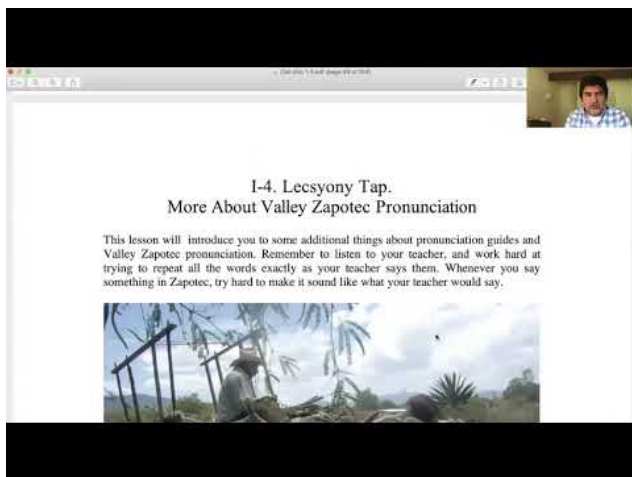
Thus, although the accented vowels [á], [é], [í], [ó], and [ú] in Zapotec pronunciation guides look like Spanish accented vowels, they are not used exactly the same way. These Zapotec vowels are used in pronunciation guides any time the independent form of a word (without added endings like **-ag** “this”, **-ëng** “he, she, his, her”, or **-ën** “we, our”, as discussed further in [Lecsyony Gaz](#)) does not end with a key syllable. The Spanish rules for using accents, as you've seen here (and we haven't mentioned them all!), are more complicated.

§4.5. A fuller vowel pattern summary

[Lecsyony Chon](#) presented a chart of the most common Valley Zapotec vowel patterns (in section [§3.7](#)). That chart is repeated

below, slightly reorganized, with the added patterns introduced in this lesson.

Pattern	Example (Spelling)	Meaning	Pronunciation	Tone	Section
C	ricy	“there”	[ri'cy]	high	§3.3.2
PP	wi	“guava”	[wii]	high	§3.1
PPP	badia	“roadrunner”	[badiia]	high	§4.1.2
B	zhi	“day”	[zhih]	low	§3.2
BB	bi	“air”	[bihih]	low	§3.2
KP	rguiny	“hits”	[rguiiny]	low	§3.3.3
CP	gyizh	“city person”	[gui'izh]	rising	§3.3.2
CPP	chinzh	“bedbug”	[chi'iinnzh]	rising	§3.3.2
KPP	nan	“mother”	[nnàaan]	rising	§3.3.3
CB	zhi	“nose”	[zhi'ih]	falling	§3.3.2
CBB	galguizh	“sickness”	[gahllogui'ihihzh]	falling	§3.3.2
KC	dizh	“language”	[dii'zh]	falling	§3.3.3
KCP	mniny	“child”	[mni'iiny]	falling	§3.3.3
KKC	garzi	“guts”	[garziìi]	falling	§3.3.3
KPC	a	“yes”	[àaa]	falling	§4.4.1
PB	baly	“fire, flame”	[baahllly]	falling	§4.4.1
PC	baxat	“toad”	[bax:aa't]	falling	§4.4.1
PCB	ba	“earlier today”	[bàa'ah]	falling	§4.4.1
PKC	ya	“up”	[yaàa']	falling	§3.4



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=44>

In the chart, vowel patterns are presented in four groups, according to their tone (high, low, rising, or falling). Within each tone group, the vowel patterns are organized alphabetically. References are given to the sections where the vowel patterns were first introduced.

Work hard at trying to imitate your teacher and the speakers on the recordings, and to refer back to this unit – especially the writing and pronunciation guide summary in [S-I](#) – whenever you need to.

§4.6. Writing Zapotec Sentences

When you begin writing your own sentences in Zapotec, you can use capital letters and punctuation marks just the same as you would in writing English.

You're already seen in our examples that Zapotec names of people, places, and certain things are capitalized:

Bed	"Pedro"
Chan	"Feliciano"
Dyau	"Santiago"
Jwany	"Juan"
Leony	"Leon"
Loby	"Lopez"
Pepsy	"Pepsi"
Rnany	"Hernandez"

We generally follow English rules for capitalization. This means that some words that would not be capitalized in Spanish are capitalized in Zapotec:

Dizhsa	"Zapotec language"	[Di'zhsah]
Ingles	"English"	[Ingle's]
Luny	"Monday"	[Luuny]

Zapotec sentences start with a capital letter, and end with a period – unless they need to end with a question mark or an exclamation point!

Ntoněng.	“He’s stupid.”	[Nto’onněng.]
Ntoněng e?	“Is he stupid?”	[Nto’onněng èee?]
Zhyěb ntoněng!	“He’s so stupid!”	[Zhyě’b nto’onněng!]

These sentences provide some more examples of the use of the ending **-ěng**, which you saw in [Lecsyony Tyop](#) (you’ll learn how to use this ending in [Lecsyony Gaz](#)). The first example shows another example of a Zapotec sentence like **Ntoněng** that consists of a single word.

In the remainder of this book, pronunciation guides will not be given for most sentences. (They will be discussed any time new or unexpected pronunciations come up, of course.) Sentences and other examples will usually be presented in two columns, with Zapotec on the left and English on the right, as follows:

Ntoněng.	“He’s stupid.”
Ntoněng e?	“Is he stupid?”
Zhyěb ntoněng!	“He’s so stupid!”

It’s a good idea to try reading every new example to yourself (or out loud). If you are uncertain as to the pronunciation of any word, you can check the *Rata Ra Dizh* at the end of this book, or ask your teacher for help.

§4.7. Using the Valley Zapotec Dictionary

Many people studying Valley Zapotec may want to learn more words than are given in the **Rata Ra Dizh** (vocabulary) at the end of this book. The *Di’csyonaary X:tèe’n Dìi’zh Sah Sann Lu’uc* (Dictionary of San Lucas Quiaviní Zapotec / Diccionario Zapoteco de San Lucas Quiaviní) is a dictionary of the variety of Valley Zapotec used in

San Lucas Quiaviní by Pamela Munro and Felipe H. Lopez with the assistance of Olivia V. Méndez (Martínez), Rodrigo Garcia, and Michael R. Galant, published in 1999 by the Chicano Studies Research Center of UCLA. If you look at the title of this dictionary, you'll see that it's given as a pronunciation guide rather than in the spelling system used here (in which it would be written **Dicsyonyary Xten Dizhsa San Luc**).

You'll find that this dictionary lists many more words than we have included here, with lots of other valuable information, but that it is a little tricky to use, since all words are listed under their pronunciation guide rather than their spelling. (In addition, we recognize now that there are some errors in the dictionary, which was the first dictionary of modern Valley Zapotec ever written.) If you can't find a word in the Zapotec-English/Spanish section, you can look it up in either the English or Spanish index and then proceed to the main Zapotec section for more information. (A revision of the dictionary using the same spelling system employed in this book is in progress. If you have comments on the content or organization of the dictionary, please let us know!)

II. UNIDA TYOP (UNIT 2)

Simple Sentences



The road to San Lucas Quiaviní (coming south from Tlacolula de Matamoros – to the right, a road goes to San Bartolomé Quialana).

5. Lecsyony Gai: Rgyan Bed becw "Pedro feeds the dog"

This lesson begins with an overview of simple sentences with verbs and subjects in section §5.1. Nouns and focus are introduced in section §5.2. Section §5.3 presents the Valley Zapotec “this” and “that” words. Sentences with objects are described in section §5.4, while section §5.5 covers more about focus and word order. Section §5.6 is about sentences with two objects. The use of **uas** “very” is explained in section §5.7.



Lecsyony Gai, Fot Teiby. A horse runs across the main square in front of the *municipio* (town hall) in San Lucas Quiavini.

Every lesson from this **unida** (unit) on will contain a list of **ra ditzh** or “words” in Zapotec like those given below, with English translations and pronunciation guides, and with notes about some

of them. It's a good idea to ask your teacher to pronounce each of the words in a new **lecsyony** (lesson) so that you can practice their pronunciation. Many of the words in the vocabulary will also be included on the videos that accompany this course. Remember that pronunciation guides are explained in [Lecsyony Chon](#) and [Lecsyony Tap](#), which you can always return to for reference. Words from all the lessons are collected in the [Rata Ra Dizh](#) ("all the words") vocabulary at the end of this book.

Ra Dizh

banua [bannù'ua] scorpion

becw [bèe'cw] dog

Bed [Beed] Pedro

bel [behl] / **beld** [behlld] fish

buny [bùunny] 1. person; 2. man

cabai [caba'i] horse

doctor [do'ctoer] doctor

fot [fo't] photograph

guet [gueht] tortilla

gyag [gyahg] tree; stick; wood; firewood

Gyeily [Gye'eihlly] Miguel

lecsyony [lecsyoony] lesson

Lia Len [Lia Leen] Elena

liebr [li'ebr] book

manyser [ma'anyseer] bee

mes [me's] teacher

mna [mnààa'] woman

mniny [mnii'iny] 1. child, kid; 2. boy

muly [mùuully] money

nyis [nnyì'ih̥s] water

plum [plu'mm] pen

ra dīzh [ra dii'zh] words; vocabulary

rata ra dīzh [ra'ta' ra dii'zh] all the words

rbany [rbahnny] wakes up

rcwany [rcwàa'nny] wakes (someone) up

rcyetlaz [rcye'tlààa'z] is happy, gets happy

rdēidy [rdèèi'dy] gives (something) to (someone)

rdieby [rdièe'by] boils (of a liquid)

rduax [rdu'ahx] barks

re [rèe] that

re [rèe'] this

rguad [rguad] 1. stings (someone); 2. pokes (something)
at (someone)

rgyan [rgyaàa'n] feeds (someone or something)

rnaz [rnnàa'az] grabs (something)

rnudīzh [rnuhdii'zh] asks (someone) a question, asks a
question of (someone)

rsudieby [rsudièe'by] boils (something)

rtyis [rtyi'ih̥s] jumps

rzhuny [rzh:ùu'nny] 1. runs; 2. elopes (especially, of a young woman)

sede [sedee] C.D., compact disc

tarea [tareea] exercise; homework

Tarea Teiby xte Lecsyony Gai [tareea te'ihby x:tèe' lecsyoony gài'] Exercise One of Lesson Five, **Tarea Tyop xte Lecsyony Gai** [tareea tyo'p x:tèe' lecsyoony gài'] Exercise Two of Lesson Five (etc.)

uas [u'as] really, very

unida [unidaa] unit

xiëru zalo ra dizh [xiëru' zalloh ra di'zh] notes about the vocabulary

xte [x:tèe'] / **xten** [x:tèe'n] of

zhyap [zhyàa'p] girl



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=53>

Lecsyony 5, Video 1. (With Geraldina López Curiel.)

How the Ra Dizh (Vocabulary) Works

Some words in the Ra Dizh vocabulary have more than one definition. If these are similar (as with the related meanings of **gyag**), they are separated by commas or semicolons. However, if they're quite different, they have different numbers, as with **rguad** and **buny**. **Buny** means “person”, but is also often used to mean “man”. Similarly, **mniny** means “child”, but it is also used to mean “boy”, and **rzhuny** means “runs” but can also be used to mean “elopes” (especially if the subject is a young woman).

The Ra Dizh contains a lot of words that start with **r-**! These are habitual verb forms, as explained in section [§5.1](#). (**R-** is a prefix, and because it is not a word, it does not appear separately in the Ra Dizh. Each lesson (beginning with this one) ends with a list of prefixes and endings introduced in that lesson, and there is a list of prefixes and endings at the end of this book that you can consult when you want to find out which lesson they were introduced in.)

Most of the time, a single English word can be translated by a single Zapotec word, but not always. Thus, the best translation of **rbany** is “wakes up”, which uses two words, and the best translation of the second meaning of **rguad** is “pokes at”.

Sometimes definitions include phrases like “(of a liquid)”, which is used to show that **rdieby** is a verb that has a liquid, such as water, as its subject. Parenthesized expressions like “(someone)” and “(something)” are used to help show the difference between similar definitions of verbs (as discussed in section [§5.3](#) below). Thus, “boils” refers to the simple action of boiling (as in the English *Water boils at 212 degrees*), while “boils (something)” refers to the action of making something boil (as in *Elena boils water every day*).

In Valley Zapotec, there are many words that are spelled the same, but pronounced differently (just as in English we have cases like *read*, as in *I read a book every day* (*read* rhymes with *seed*) versus *I read a book yesterday* (*read* rhymes with *said*)). Sometimes (as with the English *read* case) two such words may be similar in meaning, as with **re** [rèe] “this” versus **re** [rèe] “that”. Make sure you can pronounce the difference between these two words and other such sets that you learn.

Your teacher will read the vocabulary words for you, and you can practice them by yourself with the **sede** “C.D.” that accompanies this course.

Xiëru Zalo Ra Dizh (Notes About the Vocabulary)

1. **Lia Len** “Elena” is an example of a girl’s name using the title **Lia**, which is not translated into English (for more about **Lia** and other Valley Zapotec titles, see [Personal Names and Titles](#) in Unida Teiby). Speakers may not always use **Lia** when addressing or referring to a young woman, but it’s best for you as a language learner to do so.

2. In this lesson, you’ll see picture captions like **fot teiby xte lecsyony gai** “picture one of lesson five”. **Xte** or **xten** is a very useful word that often corresponds to English *of*. It’s used in phrases like **tarea teiby xte lecsyony gai** “exercise one of lesson five” and **fot tyop xte lecsyony gai** “picture two of lesson five”. You’ll see **xte** used in many ways in later lessons, and will learn more about its use in [Lecsyony Tsëda](#).

§5.1. Simple sentences

Look at the following Zapotec **SENTENCES**. (A sentence is a complete statement that tells about an event or state and who or what was affected by it.)

Rzhuny zhyap.	“The girl runs.” (can also mean “The girl elopes.”)
Rduax becw.	“The dog barks.”
Rbany buny.	“The man wakes up.”
Rtyis cabai.	“The horse jumps.”
Rdieby nyis.	“The water boils.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=53>

Lecsyony 5, Video 2. (With Geraldina López Curiel.)

Each sentence contains two words, a **SUBJECT** (which is who or what the sentence is about) and a **VERB** (which tells the action the sentence is concerned with).

If you compare these sentences with the vocabulary list at the beginning of this lesson, you'll see that in each case the verb comes at the beginning of the sentence, before the subject. Verb plus subject is the most basic **WORD ORDER** used in Zapotec sentences (as you can see, it's different from the English word order, in which the subject comes before the verb).

BASIC ZAPOTEC SENTENCE PATTERN (VERB AND SUBJECT)

verb	subject
Rzhuny	zhyap.
Rduax	becw.
Rbany	buny.
Rtyis	cabai.
Rdieby	nyis.

Tarea Teiby.

For this **tarea** (exercise) translate the following sentences into English.

- a. **Rzhuny cabai.**
- b. **Rbany mniny.**
- c. **Rduax becw.**
- d. **Rzhuny Gyeily.**
- e. **Rtyis mna.**
- f. **Rbany Lia Len.**
- g. **Rtyis becw.**
- h. **Rdieby nyis.**

In Zapotec, a verb may tell about either a state or an action. All of the sentences given earlier tell about actions. **Rcyetlaz** “is happy” or “gets happy” is a verb that tells the state the subject is in:

Rcyetlaz mniny.

“The boy is happy.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=53>

Lecsyony 5, Video 3. (With Geraldina López Curiel.)

The sentences above are all in the **HABITUAL** form. As you can see, they all refer to habitual, general, usual actions, events, or states (the way you might talk about something that happens every day, for example). (In the Rata Ra Dizh and other places in this book we will use the abbreviation “hab.” to mean “habitual”. Each lesson from this one on will include a list of new abbreviations at the end, and there is also a complete list of all these abbreviations at the end of this book.)

The habitual verbs in these sentences all start with a **PREFIX r-** (perhaps similarly, you might notice that the English verbs in the translations all end with an **ENDING -s**, although English **-s** and Zapotec **r-** do not mean the same thing). All habitual verbs in

Zapotec begin with this prefix. As you can see from looking at the vocabulary at the beginning of this lesson, the verbs there are all listed in the habitual form.

Habitual or **r-** forms are the usual forms of the main entry for verbs in the Rata Ra Dizh and in many other Zapotec dictionaries. These habitual verb entries are all defined in the vocabulary with an English verb ending in -s. In this book, when we make a general reference to a verb, we will use a habitual (dictionary entry) form translated this way.

(As you'll see later, a habitual verb may have other translations within a story. For instance, you might use **Rbany buny** to mean "The man used to wake up", if you are referring to a habitual action in the past. In this book, we will generally use present time translations like those above for habitual verbs used as examples. In Zapotec, there is not a one-to-one correspondence between verb forms and time reference, the way there is in English or most other languages you may have studied.)

Tarea Tyop xte Lecsyony Gai.

Part Teiby. As you read the Zapotec sentences below you will notice that they don't make much sense! Fix each sentence by changing either the subject or the verb. Practice saying each new sentence aloud, and then tell what it means in English.

a. **Rduax mes.**

b. **Rdieby muly.**

c. **Rbany plum.**

d. **Rtyis nyis.**

e. **Rzhuny guet.**

Part Tyop. Make up five new Zapotec sentences using words that you've learned, following the basic sentence pattern given above. Then translate each sentence into English. Practice reading each sentence out loud. (In doing tareas in this book, you do not need to write out pronunciation guides. Use the regular Zapotec spelling. However, if writing the pronunciation guide helps you, you can write it along with the spelling. Try your best to say the words like your Zapotec teacher. You can always refer to the pronunciation guide for a reminder.)

Next, work with one or more other students from your class. One person should read the sentences he or she created to the rest of the group, while everyone else writes down what they heard. (The listeners can ask the reader to read the sentences again if they need to.) The listeners should then translate the Zapotec sentences they heard into English, and check with the reader to see if they got them right. When you're done, switch roles until everyone in the group has read his or her sentences.

§5.2. Nouns and focus

Zhyap, becw, buny, mniny, cabai, nyis, and other such words referring to people, animals, and things are **NOUNS**, as are their

English counterparts. An important difference between English and Zapotec is that there is no Zapotec word corresponding to English *the*, however. So while the subjects of the Zapotec sentences you've seen up to now consist of one word each, the English sentences need a two-word **NOUN PHRASE** to be complete. (A **PHRASE** is a set of words that express a single concept, like *the water* or *the good boy* or *this dog*.) In some English sentences, you don't need *the*, so "Water boils", with a one-word subject, would be another good translation for the sentence **Rdieby nyis**. However, the Zapotec nouns in these sentences usually won't be translated with "a" or "an". You'll learn how to express this idea in [Lecsyony Xop](#).

It's possible to begin a Zapotec sentence with something other than a verb, such as a noun or a name:

Zhyap rzhuny.	" <u>The girl</u> runs."
Becw rduax.	" <u>The dog</u> barks."
Buny rbany.	" <u>The man</u> wakes up."
Bed rtyis.	" <u>Pedro</u> jumps."
Nyis rdieby.	" <u>The water</u> boils."
Mniny rcyetlaz.	" <u>The child</u> is happy."



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=53>

Lecsyony 5, Video 4. (With Geraldina López Curiel)

In these examples, the subject comes first, not the verb. Speakers use this word order to show a greater emphasis, or **FOCUS**, on the subject. When the subject is before the verb, it is the subject specifically, not just the whole event, which is the focus of the speaker's attention. The most common use of sentences like these is to answer a question like "Who runs?" or "What boils?", for example. (You'll learn about how to ask such questions in [Lecsyony Xop.](#)) In English, answers to such questions are often pronounced with more loudness or vocal emphasis on the focused noun or name corresponding to "who" or "what". In English translations in this book, we will represent English focus by underlining the nouns that are in focus.

Part Teiby. Answer the following English questions in Zapotec, using a complete sentence. Then translate your answers into English. (Remember that answers to “what” and “who” questions usually use focus. You should underline the focused nouns in English translations of Zapotec focus sentences, just as in the translations above.)

- a. What barks?
- b. Who jumps?
- c. Who wakes up?
- d. What boils?
- e. Who runs?

Part Tyop. Write the following Zapotec sentences using a different word order. Give translations for both the original and new sentences that show how they differ in meaning. Read your new sentences aloud.

- a. **Rbany zhyap.**
- b. **Mniny rzhuny.**
- c. **Rtyis Bed.**

Using focus sentences in Zapotec can be tricky. It's fine to use a sentence beginning with a noun or name if you are answering a “who” or “what” question (as in Tarea Chon) or putting special emphasis on that noun or name. However, the majority of Zapotec sentences begin with verbs, and this is normally the order speakers are most comfortable with using. Don't make the mistake of starting

Zapotec sentences with nouns or names just because that order seems most like English!

§5.3. “This” and “that”

You can use the words **re** “this” [rèe] and **re** “that” [rèe] to make Zapotec noun phrases more specific, as in the following sentences:

Becw re rduax.	“This dog barks.”
Mniny re rtyis.	“That child jumps.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=53>

Lecsyony 5, Video 5. (With Geraldina López Curiel)

Re “this” is used to refer to something close by, while **re** “that” is used for something further away or out of sight. There are two important things to notice about these new words.

First, they are spelled the same, but pronounced differently – **re** [rèe] “this” has a KC vowel pattern (and a falling tone), while **re** [rèe] “that” has a KP vowel pattern (and a low tone). Listen as your teacher reads the sentences above. Make sure that you can pronounce these words so that your teacher can tell which one you mean, and make sure you can tell which one your teacher is saying too! (This example shows how important pronunciation is – when you see either of the two **re** words written, you can’t tell for sure which one it is until you hear it pronounced.) Think about the two pronunciations, and see if you can associate them with the two meanings. Maybe you’ll feel that **re** [rèe] that sounds longer in some way than **re** [rèe] “this” – and this makes sense, since a **re** [rèe] “that” word identifies a noun that is a longer distance away from a noun followed by a **re** [rèe] “this” word.

The second thing to notice about these “this” and “that” words is that they go after the noun, in this noun phrase pattern:

“THIS” AND “THAT” NOUN PHRASE PATTERN			
noun	“this” / “that”		
becw	re	“this dog”	[bèe’cw rèe]
becw	re	“that dog”	[bèe’cw rèe]
mniny	re	“that child”	[mni’iny rèe]
mniny	re	“this child”	[mni’iny rèe]



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=53>

Lecsyony 5, Video 6. (With Geraldina López Curiel)

The order of a “this” or “that” noun phrase in Zapotec is the opposite of the English order.

These two **re** words are mainly used to emphasize or contrast one noun as opposed to others. Because of this, noun phrases that use either **re** word are almost always focused (used before the verb of a sentence).

Zapotec noun phrases like **becw re** and **mniny re** have two words, but nouns like **becw** and **mes** or even names like **Bed** or **Lia Len** work similarly to these phrases – like them, they can be either subjects or objects. In this book we will often use “noun phrase” as a general term to include single noun words, names, and noun

phrases like those with **re**, as well as even longer noun phrases which you'll learn about later.

Tarea Tap xte Lecsyony Gai.

Part Teiby. Practice saying “this” and “that”. Below is a list of noun phrases that use “this” and “that”. First translate them into Zapotec. Then, working with a partner, pick a noun phrase and say it out loud to your partner. Your partner should be able to tell which noun phrase you are saying! After you've done a few, switch roles.

- a. this dog
- b. that dog
- c. this horse
- d. that horse
- e. this teacher
- f. that teacher
- g. this pen
- h. that pen
- i. this book
- j. that book

Part Tyop. Translate the following sentences into Zapotec. Remember to focus the “this” and “that” phrase subjects. When you're done, practice reading your sentences aloud to another class member. Make sure he or she can tell whether you're saying “this” or “that”.

- a. This water boils.
- b. That girl is happy.
- c. This boy runs.
- d. That woman wakes up.
- e. This dog jumps.



Fot Tyop xte Lecsyony Gai. Colorful drinks for sale in the market in Tlacolula.

§5.4. Objects

Below is a different type of Zapotec sentence:

Rcwany becw zhyap.	“The dog wakes up the girl.”
Rsudieby Lia Len nyis.	“Elena boils the water.”
Rnudizh mes zhyap.	“The teacher asks the girl a question.”
Rguad manyser mes.	“The bee stings the teacher.”
Rnaz zhyap guet.	“The girl grabs the tortilla.”
Rgyan Bed becw.	“Pedro feeds the dog.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=53>

Lecsyony 5, Video 7. (With Geraldina López Curiel.)

These sentences contain a habitual verb (again starting with **r-**) and not one but two nouns. The first noun or name in these cases is the subject, while the second (telling who the event affected) is the **OBJECT**. Verb followed by subject followed by object is the usual order in Zapotec. (In English, on the other hand, the word order is subject, verb, object.)

BASIC ZAPOTEC SENTENCE PATTERN (VERB, SUBJECT, AND OBJECT)		
verb	subject	object
Rcwany	becw	zhyap.
Rsudieby	Lia Len	nyis.
Rguad	manyser	mes.
Rnaz	zhyap	guet.
Rgyan	Bed	becw.

Sometimes (in both English and Zapotec) a word may have different meanings depending on the situation in which you use it. The Zapotec verb **rguad**, for example, can mean either “stings” or “pokes”, depending on what kind of sentence it is used in. (For more about the “pokes” use of **rguad**, see section [§5.5](#).)

Tarea Gai xte Lecsyony Gai.

Part Teiby. Make up a sensible Zapotec sentence from the words in each of the following sets. Translate your sentences into English. (There may be more than one possible answer.)

a. **banua – mna – rguad**

- b. rnaz – bel – buny
- c. doctor – rsudieby – nyis
- d. manyser – rguaad – zhyap
- e. rcwany – zhyap – becw

Part Tyop. Write a sentence to describe each of the following pictures.

a.



b.



c.



Some English verbs can be used both in sentences that contain only a subject, to which no other noun can logically be added, and

also in sentences that have both an object and a subject. We use the same word *boils*, for example, in both *The water boils* and *The person boils the water*. Another example is *wakes up*, as in *The man wakes up* and *The dog wakes up the girl*: in the first sentence, we know that *wakes up* refers to the man waking up by himself, while in the second, it is the girl who wakes up.

Zapotec is very different. Most Zapotec verbs are either used only with a subject OR only with both a subject and an object. Verbs in the second group need to have an object in their sentence in order to make a complete statement.

To say “boils” when you’re just talking about what a liquid does, you say **rdiedy**, while to say “boils” when you mean the action of making a liquid boil, you say **rsudieby**. With the first verb, you need only a subject (the liquid), while with the second, you need to mention both a subject and an object (the person who does the boiling, plus the liquid that boils). It doesn’t make sense to use **rsudieby** in the first situation.

To say “wakes up”, referring to what someone does after sleeping, you say **rbany**, while to refer to someone doing something to cause another person or animal to wake up, you say **rcwany**. With the first verb, you need only a subject (the one who awakens after sleeping), while with the second, you need to mention both a subject and an object (the person or animal who makes another person or animal wake up, plus that other person or animal). Again, **rcwany** would not make sense if you’re talking about a person waking up by him- or herself.

This information is always part of the vocabulary entry in every case where you might be confused. Check out the vocabulary at the beginning of this lesson: **rsudieby** is defined as “boils (something)”, while **rcwany** is defined as “wakes (someone) up”. The “(something)”

and “(someone)” tell you that an object must be used with these verbs.

(You might notice that pairs like **rdieby** and **rsudieby** or **rbany** and **rcwany** look similar, just as they have similar meanings. You’ll see more pairs of related verbs like this later.)

Tarea Xop xte Lecsyony Gai.

Are these sentences complete? Read each of the following Zapotec sentences and decide if the sentence is complete or not. Some of the sentences are complete and are good Zapotec sentence as is, but other sentences are missing objects. If the sentence is complete, translate it into English. IF the sentence is not complete, add an appropriate object, and then translate your sentence into English.

- a. **Rbany Bed**
- b. **Rcwany mna**
- c. **Rcyetlaz Lia Len**
- d. **Rdeiby nyis**
- e. **Rduax becw**
- f. **Rguad manyser**
- g. **Rgyan doctor**
- h. **Rnaz mes**
- i. **Rnudizh Gyeily**
- j. **Rsudieby buny**
- j. **Rtyis mniny**

§5.5. More about focus and word order

Sentences containing an object can also have different word orders to show focus, as in the following examples:

Zhyap rnaz guet.	“ <u>The girl</u> grabs the tortilla.”
Manyser rgvad mes.	“ <u>The bee</u> stings the teacher.”
Buny rsudieby nyis.	“ <u>The person</u> boils the water.”
Mniny rgyan becw.	“ <u>The boy</u> feeds the dog.”



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Lecsyony 5, Video 8. (With Geraldina López Curiel)

In examples like these, the subject appears before the verb. Sentences like these indicate that the subject is emphasized, and

might be used to answer questions like “What stings the teacher?” or “Who boils the water?”

In a similar way, sentences like the following involve focus on the object. The first sentence might be used to answer the question “What does the girl grab?”

Guet rnaz zhyap.	“The girl grabs <u>the tortilla</u> .”
Mes rguað manyser.	“The bee stings <u>the teacher</u> .”
Nyis rsudieby buny.	“The person boils <u>the water</u> .”
Becw rgyan mniny.	“The boy feeds <u>the dog</u> .”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=53>

Lecsyony 5, Video 9. (With Geraldina López Curiel.)

(Again, we use underlining to show which noun phrase is focused.)

Tarea Gaz xte Lecsyony Gai.

Translate the following sentences into Zapotec. Remember to focus “this” and “that” noun phrase subjects, as well as any noun phrase that’s underlined in the English translation.

- a. The bee stings that boy.
- b. This bee stings the boy.
- c. The bee stings the boy.
- d. That woman wakes up.
- e. The woman wakes up.
- f. The child feed this horse.
- g. That child feeds the horse.
- h. The child feeds the horse.

Sometimes the situation is more complicated, however. Consider the following sentence:

Mna rcwany mniny.



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=53>

Lecsyony 5, Video 10. (With Geraldina López Curiel.)

Does this mean “The woman wakes up the boy” (for instance, in answer to the question “Who wakes up the boy?”), or does it mean “The boy wakes up the woman” (for instance, in answer to the question “Who does the boy wake up?”)? In fact, we can’t tell! The Zapotec sentence could have either of these meanings – all you know if you hear it is that the woman is the focus of the speaker’s attention. To be sure of what this sentence means, you have to consider the whole conversational **CONTEXT** in which the sentence is used, including what information both the speaker and hearer had and what had been said before. In any such context, the meaning of the sentence will be clear to the participants in the conversation.

Here is another example:

Mes re rnudizh mniny.



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Lecsyony 5, Video 11. (With Geraldina López Curiel.)

This sentence has two possible pronunciations, depending on whether **re** is [rèe'] or [rèe]. Try pronouncing the sentence both ways. Then choose one, and describe two possible situations in which you could use the sentence.

Many Zapotec sentences consisting of a noun phrase (a noun, a name, or another type of noun phrase, such as noun plus **re** [rèe'] or **re** [rèe]) plus a verb plus another noun phrase have two possible interpretations, just as you saw with the last two examples. In any given context speakers will generally have no difficulty telling which of two possible interpretations is appropriate.

A sentence can have two possible interpretations only when it is possible to interpret either noun as the subject, with the other noun as the object, of course. Thus, it is not possible to interpret **Guet rnaz zhyap** as “The tortilla grabs the girl”, because this just does not make sense.

Tarea Xon xte Lecsyony Gai.

Read each of the sentences below, and then translate them into English. If more than one translation is possible, give all the translations that make sense. (Note that when you see the word **re** written, you can't be sure whether it is “this” or “that”! If your teacher reads these sentences aloud for you, you'll be able to tell which one he or she means. But otherwise, the written word could be pronounced either way.)

- a. **Rcwany becw mna.**
- b. **Nyis re rsudieby doctor.**
- c. **Manyser rgwad mniny.**
- d. **Mes rnaz liebr.**
- e. **Buny rcwany zhyap.**
- f. **Doctor rnudizh mna.**
- g. **Rgyan mniny becw.**
- h. **Muly re rnaz buny.**

§5.6. Sentences with two objects

Rdeidy “gives” can be used with two objects, as in

Rdeidy mna liebr mniny.

“The woman gives the book to the child.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=53>


Lecsyony 5, Video 12. (With Geraldina López Curiel.)

This sentence consists of a verb “gives” and three following nouns. The first of these nouns is the subject, and the other two are objects. The first object tells the item that was given, and the second tells who it was given to, the recipient. In English, we can say either *The woman gives the book to the child* or *The woman gives the child the book*. The first English sentence seems closer to the Zapotec word

order, but both mean the same thing, and we will use both types of English sentences in this book. In Zapotec “gives” sentences starting with the verb, however, the order is always VERB – SUBJECT – GIVEN ITEM – RECIPIENT.

Just as you’ve seen before, a speaker can focus one of the words in the sentence:

Liebr rdeidy mna mniny.	“The woman gives <u>the book</u> to the child.”
Mna rdeidy liebr mniny.	“ <u>The woman</u> gives the book to the child.”
Mniny rdeidy mna liebr.	“The woman gives the book to <u>the child</u> .”



Liebr rdeidy mna mniny.
The woman gives the book to the child.


A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=53>

Lecsyony 5, Video 13. (With Geraldina López Curiel.)

(Each of these sentences has only one sensible interpretation. Can you explain why? If not, try thinking about the basic order of the nouns in Zapotec “gives” sentences.)

As you’ve already seen, if one noun phrase includes **re** [rèe] “this” or **re** [rèe] “that”, that noun phrase will be focused. (Remember, since it’s usual to put a “this” or “that” phrase in the focus position, at the beginning of the sentence, we don’t mark these phrases with underlining in the English translation.)

Liebr re rdeidy mna mniny.	“The woman gives this book to the child.”
Mna re rdeidy liebr mniny.	“This woman gives the book to the child.”
Mniny re rdeidy mna liebr.	“The woman gives the book to this child.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=53>

Lecsyony 5, Video 14. (With Geraldina López Curiel.)

There are some Zapotec verbs that can be used in more than one sentence type. You've learned that **rguad** means “stings”, when its subject is an animal like a bee. **Rguad** can also be used with two objects, with a different meaning, as in

Rguad mniny gyag Gyeily.

“The boy pokes the stick at Miguel.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=53>

Lecsyony 5, Video 15. (With Geraldina López Curiel.)

When **rguad** has one object, it means “stings”. When it has two objects, it means “pokes (something) at (someone or something)”.

Part Teiby. Translate the following sentences into Zapotec. Remember, even though English can put the recipient object and the given object in different orders, only one order works in Zapotec “gives” sentences that start with the verb.

- a. Elena gives the pen to the teacher.
- b. The woman gives Miguel the money.
- c. The person gives the teacher the book.
- d. The child gives Pedro the stick.
- e. The teacher gives the dog to the child.
- f. Miguel gives the money to the teacher.

Part Tyop. Some of the sentences below are good Zapotec sentences, but some don't make any sense! If the sentence makes sense, read it aloud and then translate it into English. (Sentences that include **re** may be pronounced and translated in two ways.) If not, first correct the sentence by changing one or more words or the word order, and then read and translate it.

- a. **Bel rdeidy manyser guet.**
- b. **Guet rdieby.**
- c. **Rsudieby zhyap nyis.**
- d. **Rduax banua.**
- e. **Becw re rguad zhyap gyag.**
- f. **Rbany mniny mes.**

g. Sede re rdeidy mes Bed.

h. Rgyan becw Lia Len.

i. Rdeidy doctor nyis liebr.

j. Banua re rgwad Gyeily.



Lecsyony Gai, Fot Chon. A small convenience store in San Lucas Quiavini.

§5.7. Using *uas* “really, very”

Uas “really, very” is a useful word that you can add to many Zapotec sentences, almost always at the beginning of the sentence.

Uas rduax becw.	“The dog really barks.”
Uas rzhuny mniny	“The boy really runs.”
Uas rcyetlaz zhyap.	“The girl is really happy.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=53>

Lecsyony 5, Video 16. (With Geraldina López Curiel.)

Usually **uas** comes first in the sentence, followed by the verb and then the subject. Usually “really” is an appropriate English translation, but in some sentences you’ll see later, “very” may also work. Sometimes speakers feel that sentences sound more complete with **uas**, even though this word won’t be translated.

Tarea Tsë xte Lecsyony Gai.

Translate the following sentences into Zapotec, using **uas**.
Practice reading each of your Zapotec sentences out loud.

- a. The dog really runs.
- b. The water really boils.
- c. The horse really jumps.
- d. The bee really stings the teacher.
- e. Pedro is very happy.

Prefix

Every lesson from this one on will contain a list of prefixes and other word parts presented in that lesson, with meanings and pronunciation guides. Prefixes and endings are not included in the Rata Ra Dizh; instead, there is a list of prefixes and endings at the end of this book that you can consult if you want to remind yourself what they mean or find out what lesson they were introduced in.

r- [r] (habitual verb prefix)

Abbreviation

Every lesson from this one on will contain a list of abbreviations

introduced in that lesson. At the end of the book, you can find an index of abbreviations in case you want to remind yourself what they mean or find out what lesson they were introduced in.

hab. habitual

Comparative note. Speakers from other Valley Zapotec communities may use focus and word order slightly differently from the way these things are presented here. Follow your teacher’s usage. If you spend time with speakers from other communities, you’ll learn other ways of putting together sentences.

Just for fun! Find the following words (in Zapotec!) in the Word Search below.

barks	feeds	pen	tortilla
bee	fish	really	tree
book	girl	runs	wakes (someone) up
boy	is happy	scorpion	wakes up
horse	jumps	teacher	water
doctor	money	that	woman
dog		this	

x	b	c	a	b	a	i	z	s	m	r	p	o	r	i	l	y	c	w	m
t	r	u	i	ë	g	u	i	b	r	r	e	w	y	z	h	i	x	h	s
c	l	a	r	m	c	i	z	a	w	e	r	r	n	p	ë	r	e	m	o
m	r	b	a	n	y	u	t	n	y	y	n	u	a	w	p	o	r	b	a
z	a	d	e	r	x	s	ë	u	d	l	i	y	g	u	o	r	z	z	r
u	x	o	s	l	r	m	n	a	r	t	h	c	y	b	s	n	w	q	u
r	a	c	m	p	r	e	o	s	i	z	ë	r	u	y	i	r	t	r	o
e	w	t	u	q	u	c	y	a	r	s	w	d	m	e	s	c	l	r	j
c	s	o	e	l	r	m	w	a	m	r	n	e	a	b	c	y	i	r	l
o	x	r	r	u	z	h	n	a	y	w	r	r	n	w	z	e	l	t	u
s	r	s	e	x	c	c	h	i	n	z	h	p	y	n	o	t	r	y	w
d	a	r	i	n	u	n	y	t	n	y	s	n	s	e	r	l	r	i	m
u	b	e	l	m	a	r	w	a	s	y	d	e	e	c	l	a	z	s	ë
t	r	t	s	y	g	i	r	z	z	u	x	r	r	o	c	z	h	b	l
y	r	n	g	l	u	a	l	z	m	i	l	z	u	r	g	u	u	ë	r
n	a	r	d	s	e	o	r	a	g	w	u	r	e	b	i	r	n	y	l
p	w	t	r	y	t	u	c	n	y	i	s	q	u	i	e	r	y	o	l
l	r	z	h	p	c	b	h	t	a	d	g	r	q	u	s	c	i	c	h
u	z	r	s	z	d	u	t	y	g	r	s	o	p	c	s	i	w	r	c
m	u	l	y	a	c	w	r	ë	p	i	r	d	u	a	x	y	s	u	z

6. Lecsyony Xop: Caseidy Lia Len Ingles "Elena is learning English"

This lesson introduces several different new verb forms. Perfective verbs are presented in section §6.1, along with the concepts of verb stems and bases. Section §6.2 presents imperatives, and section §6.3 sentences with indefinite objects. Section §6.4 presents progressive verbs. Section §6.5 introduces the concept of irregular verbs, and section §6.6 verbs that can be used in more than one sentence pattern. The use of **cuan** "and, with" is described in section §6.7.



Fot Teiby xte Lecsyony Xop. Geraniums on a patio in Tlacolula.

as [a's] 1. hi, hey; 2. (used before an imperative; see lesson)

as nia [a's nniã'] 1. hi there; 2. (used before an imperative; see lesson)

bdua [bdù'ua'] banana

bolz [bo'oollz] bag

bxady [bx:àady] chapulin (edible grasshopper)

campan [campa'nn] bell

cuan [cuahnn] / **quëñ** [quëhnn] and; with

cha [chah] one; a, an (with breadstuffs – see lesson)

Dizhsa [Di'zhsah] Zapotec language

Dizhtily [Di'zhtiilly] Spanish language

guan [gù'u'ann] bull

guetxtily [guehtx:tiilly] bread; loaf of bread

Ingles [Ingle's] English language

Jwany [Jwaany] Juan

lapy [la'py] pencil

Lia Petr [Lia Pe'tr] Petra

mansan [mannsaan] apple

na [nah] now

nai [nài'] yesterday

pwert [pwee'rt] door

rata zhi [ra'ta' zh:ih] every day

rbeb [rbèe'b] rides (an animal)

rbix [rbi'ihx] rings (of a bell)

rnab [rnààa'b] asks for; sends for (a family member)

rnalaz [rnnahlààa'z] remembers (someone); misses, thinks about (someone)

rnity [rny'ihty] gets lost; is missing (something), has lost (something); misses (something)

rsan [rsàa'ann] leaves (something) behind

rsedy [rsèèi'dy] learns (something); teaches (someone) (something)

rtaz [rtàa'az] hits

rxeyily [rxye'illy] opens (something)

ryulaz [ryu'lààa'z] likes (a person) § not used in perf.

rzhyeily [rzhye'illy] opens, gets opened (of a door, for example)

teiby [te'ihby] one; a, an

wi [wii] guava

zhomrel [zh:ommreel] hat

zhyet [zhye'et] cat



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=77>

Lecsyony 6, Video 1. (With Geraldina López Curiel.)

Xiëru Zalo Ra Dizh

1. As you study more Zapotec, you will learn other words and expressions that end in **xtily** [xtiilly] (or sometimes **tily** [tiilly]), such as **guetxtily** and **Dizhtily**. This word or ending (derived from a word borrowed from Spanish Castilla “Castile” (a part of Spain)) is a clue that the item referred to – such as bread or the Spanish language – was introduced to Zapotec speakers long ago by early Spanish settlers in Oaxaca.

2. **Rnab** is often used to refer to an immigrant in the United States

sending for family members once he has begun to earn money and found a place to live. Thus, **Rnab Jwany Bed** means “Juan sends for Pedro (to come and join him in the United States).”

§6.I. Perfective verbs

Below are some Zapotec sentences that refer to the past.

Bzhuny mniny.	“The child ran.”
Bzhyeily pwert.	“The door opened.”
Bdeidy mniny sede zhyap.	“The boy gave the C.D. to the girl.”
Bduax becw.	“The dog barked.”
Bsan zhyap liebr.	“The girl left the book behind.”



A YouTube element has been excluded from this version of the

text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=77>

Lecsyony 6, Video 2. (With Dr. Felipe H. Lopez.)

These sentences have verbs in the **PERFECTIVE** form, with **b-** prefixes. The most common way to make a verb perfective is to drop the **r-** from the habitual form of the verb and substitute a **b-**. (The abbreviation for “perfective” is “perf.”) Perfective verbs refer to actions that are completed, normally in the past.

Rzhuny and **bzhuny** are two **STEMS** of the Zapotec verb “run”. A stem usually includes a prefix (such as **r-** or **b-**) plus a **BASE**, which for “run” is **zhuny**. (In this case, and for most verbs, the base is the same in both stems of the verb. As you’ll learn later, some verbs have different bases in different stems.) **Rzhuny** is the habitual stem of the verb, and **bzhuny** is the perfective stem. Similarly, the habitual stem of the base **duax** “bark” is **rduax** and the perfective stem of “bark” is **bduax**.

Building a Perfective Stem from a Habitual Stem

	prefix-	base	
habitual	r-	zhuny	“runs”
		↓	
perfective	b-	zhuny	“ran”

Just as in habitual sentences, one noun phrase in a perfective sentence may be focused. With an ordinary noun, focus indicates strong emphasis (indicated by underlining in the English translation). You should almost always put a noun followed by **re** “this” or **re** “that” in the focus position before the verb, but for these

noun phrases, focus does not have the same emphatic meaning, so the “this” and “that” phrases are not underlined in the translations.

Zhyap bsan liebr.	“ <u>The girl</u> left the book behind.”
Becw re bduax.	“This dog barked.”
Manyser re bguad Lia Len.	“That bee stung Elena.”
Fot bsan zhyap.	“The girl left <u>the photograph</u> behind.”

A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=77>

Lecsyony 6, Video 3. (With Dr. Felipe H. Lopez.)

Nai [nài] “yesterday” can be used to tell when a perfective event occurs:

Nai bzhuny mniny.	“The child ran yesterday.”
Bzhuny mniny nai.	“The child ran yesterday.”
Nai bguad manyser Lia Len.	“The bee stung Elena yesterday.”
Bguad manyser Lia Len nai.	“The bee stung Elena yesterday.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=77>


Lecsyony 6, Video 4. (With Geraldina López Curiel.)

Nai is an **ADVERB**, a word that gives more information about the event or state named by the verb – for instance, when or how or where that event or state occurs. Most often, adverbs go before the verb, but sometimes they may come at the end of the sentence (after the object, if there is one). It is so common for adverbs to go at the beginning that they don't usually express a focus meaning –

thus, the first **nai** example above doesn't really have to be translated "The child ran yesterday".

You've learned that both "this" and "that" phrases and adverbs like **nai** often go before the verb in a Zapotec sentence. But what if a sentence contains more than one of these items, or one of these plus another phrase that the speaker wants to focus? Normally, only one phrase can come before the verb, so in such cases the speaker needs to make a choice as to which item is most important.

Nai bzhuny mniny re.	"That child ran <u>yesterday</u> ."
Mniny re bzhuny nai.	" <u>That child</u> ran yesterday."



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=77>

Lecsyony 6, Video 5. (With Geraldina López Curiel.)

Try making up some other such sets of sentences, and see what your teacher thinks.

Tarea Teiby xte Lecsyony Xop.

Part Teiby. Select the perfective verb form from the choices in parentheses that will make a good Zapotec sentence, as in the example. Then translate the sentences you make up. (Use underlining to represent focus in your English translations when needed.)

Example. (**Bsudieby**, **Bdieby**) **nyis**.

Answer. **Bdieby nyis**. “The water boiled.”

- a. **Mniny re (bxyeily, bzhyeily) liebr.**
- b. (**Bduax**, **Bgyan**) **becw.**
- c. **Nai (bcyetlaz, bsan) mes.**
- d. (**Bdieby**, **bsudieby**) **mna nyis.**
- e. (**Bzhyeily**, **bxyeily**) **pwert nai.**

Part Tyop. Translate the following sentences into Zapotec, using perfective verbs. Remember that “this” or “that” phrases normally come at the beginning of the sentence, and that other focused noun phrases are underlined in the translations.

- a. This cat jumped.
- b. The teacher opened the door yesterday.
- c. The boy hit that bull.
- d. The cat left the fish behind.

- e. The dog woke up the horse.
- f. Miguel gave the book to the girl.
- g. Yesterday the scorpion stung Juan.
- h. The water boiled.
- i. The woman boiled the water.
- j. The woman boiled the water.
- k. The woman boiled the water yesterday.
- l. The woman boiled this water yesterday.

Some verbs work differently from the ones in the examples above. Compare the following habitual and perfective verbs:

Rnalaz Jwany mes.	“Juan remembers the teacher.”
Mnalaz Jwany mes.	“Juan remembered the teacher.”
Rnab mna guet.	“The woman asks for the tortilla.”
Mnab mna guet.	“The woman asked for the tortilla.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=77>

Lecsyony 6, Video 6. (With Geraldina López Curiel.)

Verbs whose habitual stem starts with **rn** have perfective stems that start with **mn**. In other words, before a verb base beginning with **n**, the perfective prefix is not **b-**, but **m-**.

Building a Perfective Stem for a Verb Base Starting with **n**

	prefix-	base	
habitual	r-	nab	"asks for"
	↓		
perfective	m-	nab	"asked for"

(Speakers may vary. Some speakers may use **b-** as the perfective prefix before **n**. You should follow your teacher's usage.)

Here is another habitual/perfective pattern:

Rbany Lia Petr.	“Petra wakes up.”
Wbany Lia Petr.	“Petra woke up.”
Rbix campan.	“The bell rings.”
Wbix campan.	“The bell rang.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=77>

Lecsyony 6, Video 7. (With Geraldina López Curiel.)



Fot Tyop xte Lecsyony Xop. The bell in the tower of the church in San Lucas Quiavini.

Verbs whose habitual stem starts with **rb** do not form their perfective stem with the **b-** prefix. Many of them use **w-** instead, as in the above examples.

Building a Perfective Stem for a Verb Base Starting with b

	prefix-	base	
habitual	r-	bix	"rings"
		↓	
perfective	w-	bix	"rang"

(As you learned in Unida Teiby, **w** before a consonant may sound like a [u] to you. Listen as your teacher pronounces words like **wbany** [wbahnny] and **wbix** [wbi'ihx].)

Rata zhi [ra'ta' zh:ih] "every day" is an adverb (actually, an adverb phrase) that can be used in habitual sentences:

**Rata zhi rbix campan.,
Rbix campan rata zhi.**

“The bell rings every day.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=77>

Lecsyony 6, Video 8. (With Geraldina López Curiel.)

Tarea Tyop xte Lecsyony Xop.

Part Teiby. Change each of the following sentences so that they talk about the past, using the perfective stem of the verb. Then translate the new sentences into English. Practice reading each sentence out loud.

- a. **Rnaz mniny zhomrel.**
- b. **Rsan mna bolz.**
- c. **Rbeb buny guan.**
- d. **Rnab zhyap bdua.**
- e. **Rdeidy mes lapy mniny.**
- f. **Rnudizh doctor Lia Len.**
- g. **Campan re rbix.**
- h. **Plum re rnaz Gyeily.**
- i. **Rbany Bed.**
- j. **Rnudizh doctor buny.**

Part Tyop. Create a complete Zapotec sentence by adding a verb to each of the sentences below. (There may be more than one verb that might make sense in each sentence—just choose one.) Be sure to use the correct form of the verb, either the perfective or the habitual—look for clues in the sentence to know which would be best. When you're done, translate your new Zapotec sentences into English.

- a. **Nai _____ Lia Len mes.**
- b. _____ **Jwany guetxtily rata zhi.**
- c. **Nai _____ campan re.**
- d. _____ **Lia Petr zhomrel nai.**
- e. **Rata zhi _____ becw.**
- f. **Rata zhi _____ mniny.**
- g. **Becw _____ nai.**
- h. **Banua re _____ Jwany nai.**
- i. **Lia Len _____ nyis rata zhi.**

j. Nai _____ mes Bed.

You'll learn additional ways to make verbs perfective in later lessons. A few verbs, however, do not have a perfective stem. Here is an example:

Ryulaz buny Lia Petr.

"The person likes Petra."
"The person liked Petra."



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Lecsyony 6, Video 9. (With Geraldina López Curiel)

Ryulaz "likes" is not usually used in the perfective. Most speakers

use the habitual even when referring to the past. (Maybe this is because liking is a sort of habitual thing....)

Tarea Chon xte Lecsyony Xop.

Make up new Zapotec sentences that talk about the past using the perfective stems of the following verbs. Then translate your sentences into English.

a. **rnaz**

b. **rsan**

c. **rbeb**

d. **rnab**

e. **rdeidy**

f. **rnudizh**

g. **rbix**

h. **rbany**

§6.2. Imperatives

Here are some **IMPERATIVES** (verb forms used to give commands; abbreviated “imp.”):

Bzhuny!	“Run!”
Btaz becw!	“Hit the dog!”
Bxeily pwert!	“Open the door!”
Mnab nyis!	“Ask for the water!”
Bdeidy liebr mniny!	“Give the book to the boy!”



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Lecsyony 6, Video 10. (With Geraldina López Curiel.)

The perfective stem of a verb can be used as an imperative. These imperatives are used to give orders to a person the speaker feels superior to or considers to be his or her equal. (Imperatives are just one type of **COMMAND**. In [Lecsyony Tsë](#), you'll learn to form commands that are used to groups of people, to a superior, or in a formal situation.)

When you are speaking to a child or someone you are on very familiar terms with, you can add **as** or **as nia** before the imperative. By itself, **as** means “hey” or “hi”, and **as nia** has a similar meaning.

As bxeily pwert.

“Hey, open the door.”

As nia bdeidy liebr mniny.

“Hey, give the book to the boy.”



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Lecsyony 6, Video 11. (With Geraldina López Curiel.)

You will learn some ways to make imperatives more polite in Lecsyony Ga.

Objects in imperatives are not very often focused, but when they are, the meaning is very emphatic:

Pwert re bxeily!

“Open this door!”

Lia Len bdeidy liebr!

“Give the book to Elena!”



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Lecsyony 6, Video 12. (With Geraldina López Curiel.)

Tarea Tap xte Lecsyony Xop.

Complete the following imperative sentences and then translate them into English. Practice reading each Zapotec

imperative out loud. Then, read each one again with **as** or **as nia** added.

- a. _____ **mansan!**
- b. **Mnab** _____ !
- c. _____ **lapy mes!**
- d. **Bcwany** _____ !
- e. _____ **nyis!**
- f. **Wbeb** _____ !
- g. _____ **Dizhsa!**
- h. **Btaz** _____ !
- i. _____ **pwert!**
- j. **Mnudizh** _____ !

§6.3. Indefinite objects

Almost all the object nouns you've seen so far in Zapotec sentences have referred to specific, identifiable things or people, either names (like **Jwany** or **Lia Petr** or **Dizhsa**) or nouns which could be translated into English with “the”, or which refer to items in a mass, like **nyis** “water” in

Lia Len bsudieby nyis.

“Elena boiled water.”

To refer to a single **INDEFINITE** object, a single item that is not specific or identifiable, you use the word **teiby**:

Mnaz mniny teiby lapy.	“The child grabbed a pencil.”
Bdeidy Lia Petr teiby liebr mes.	“Petra gave a book to the teacher.”
Teiby mansan mnab Jwany.	“Juan asked for <u>an</u> apple.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=77>

Lecsyony 6, Video 13. (With Geraldina López Curiel.)

Teiby lapy and **teiby liebr** are noun phrases. Here, **teiby** can be translated by the English words “a” or “an”. (As you saw in section I-9, **teiby** is also the number “one”. If you think about it, these concepts are not that different.)

Occasionally, speakers choose not to use **teiby** even when the object is indefinite. In this book, however, we’ll assume that when

the object of a sentence is a single indefinite item, it should be used with **teiby**.

Tarea Gai xte Lecsyony Xop.

Translate the following sentences into Zapotec. Pay attention to the stem of the verb (habitual or perfective), to focus, and to whether or not the objects are indefinite.

- a. The scorpion stung a doctor.
- b. The boy grabs a guava every day.
- c. The cat woke up a girl.
- d. Elena asks for a pencil.
- e. The woman remembered the book yesterday.
- f. The man opens a door.
- g. This child hit the dog yesterday.
- h. Petra gave a picture to Miguel.
- i. Juan left a book behind.
- j. The man feeds the bull every day.

When the indefinite object is a tortilla or a loaf of bread, the word for “a” is different. With these objects, you need to use **cha**, not **teiby**, to say “a”:

Mnab Lia Len cha guetxtily.	“Elena asked for a loaf of bread.”
Bdeidy mna cha guet mniny.	“The woman gave the child a tortilla.”



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Lecsyony 6, Video 14. (With Geraldina López Curiel.)

Tarea Xop xte Lecsyony Xop.

Each of the following Zapotec sentences contains a blank. Fill in the blank so that each sentence has an indefinite object. Read your completed Zapotec sentence out loud and then translate each sentence into English.

a. **Bgyan Bed** _____ **becw.**

- b. Uas bguad manyser _____ mna.
- c. Mnaz zhyap _____ guet.
- d. Lia Petr rnab _____ guetxtily.
- e. _____ mniny mnudizh mes.
- f. Wbeb Jwany _____ guan nai.
- g. Rata zhi rsan mes _____ liebr.
- h. Nai btaz mniny _____ zhyet.
- i. Bdeidy doctor _____ guet mniny.
- j. Mniny re bguad gyag _____ cabai.

§6.4. Progressive verbs

Here are some sentences with **PROGRESSIVE** ("prog.") verbs:

Cazhuny becw.	"The dog is running."
Zhyet cacwany zhyap.	" <u>The</u> cat is waking up the girl." "The girl is waking up <u>the</u> cat."
Canab buny teiby liebr.	"The man is asking for a book."



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=77>

Lecsyony 6, Video 15. (With Geraldina López Curiel.)

Progressive verbs refer to events that are ongoing relative to some particular point in time. For example, if you hear someone say the sentences above, you know that the actions referred to are taking place at the present time. Zapotec progressive verbs have a prefix **ca-**, which substitutes for the **r-** at the beginning of a habitual verb. Progressive verbs are usually translated into English with “is” (or, for other subjects you’ll learn about in the next lesson, “am” or “are”) plus a verb ending in *-ing*.

Building a Progressive Stem from a Habitual Stem

	prefix-	base	
habitual	r-	zhuny	"runs"
		↓	
progressive	ca-	zhuny	"is running"

In this book, we will use present translations like those above for progressive verbs used as examples. But like habitual verbs, progressive verbs may have other translations within the context of a story. For instance, you might use **Cazhuny becw** to mean "The dog was running" if you are referring to an ongoing action in the past. Speakers can use adverbs like **na** [nah] "now" to clarify what time a progressive verb refers to:

Na cazhuny becw.	"The dog is running now."
Cazhuny becw na.	"The dog is running now."



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text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=77>

Lecsyony 6, Video 16. (With Geraldina López Curiel.)

Tarea Gaz xte Lecsyony Xop.

Part Teiby. The Zapotec sentences below don't make much sense! Fix each sentence by changing one of the nouns. Then translate your corrected sentences into English.

- a. **Rbeb lapy cabai.**
- b. **Zhyap bcwany teiby muly.**
- c. **Wi bzhyeily.**
- d. **Rsudieby banua nyis.**
- e. **Uas rbix plum.**
- f. **Bguad guet teiby gyag Lia Len.**
- g. **Rtaz banua cabai.**
- h. **Pwert re bxyeily bel.**
- i. **Uas rduax liebr.**
- j. **Mes re bdeiby liebr muly.**

Part Tyop. Next make the verb of each sentence progressive. Practice saying each new sentence aloud, and then translate it into English.

§6.5. Irregular verbs

Almost every language has some **IRREGULAR** verbs which do not follow the regular patterns of the language. (For example, English usually forms the past tense of verbs by adding *-ed*, but we have many verbs that do not follow this rule, such as *teach* – *taught* or *bite* – *bit*. Can you think of some more?) Many Zapotec verbs have some forms that do not follow the regular rules. Here's an example: the progressive of **rdieby** is not <cadieby>, as you would expect, but **candieby** or **caldieby**, as in

Candieby nyis. or Caldieby nyis.

“The water is boiling.”



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Some speakers say **candieby**, some say **caldieby**, some might use either one – but they do not use <cadieby>. (In this book, we put impossible Zapotec words in <>'s.) Certain verbs whose bases start with **d** have progressives that start with either **cand** or **cald**. Not all verbs whose bases start with **d** work this way, though – for example, the progressives of **rdeidy** “gives” and **rduax** “barks” are regular, using **ca-**:

Cadeidy Jwany liebr mes.

“Juan is giving the book to the teacher.”

Caduax becw.

“The dog is barking.”



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The best way to learn irregular verb forms is to memorize them, and practice using them so that you become very familiar with their sound. Irregular forms of a verb are always listed in that verb's entry in the [Rata Ra Dizh](#) at the end of this book, and from now on they will appear in the Ra Dizh at the beginning of the lesson as well. You can also check the [Valley Zapotec Verb Charts](#).

Tarea Xon xte Lecsyony Xop.

Translate each of the following sentences into Zapotec.

- a. Hey, open the door!
- b. The girl is riding that bull.
- c. The water is really boiling.
- d. Pedro is giving a loaf of bread to Elena now.
- e. The boy is hitting that dog.
- f. Hey, feed the dog!
- g. The horse is jumping.
- h. Every day Petra asks for an apple.
- i. Give a tortilla to the boy!
- j. The chapulin is jumping now.



Fot Chon xte Lecsyony Xop. Cut paper decorating the market in Tlacolula.

§6.6. Verbs that can be used in more than one sentence pattern

In [Lecsyony Gai](#) you learned that most Zapotec verbs are used either with only a subject or with both a subject and an object (or, in rarer cases, with a subject and two objects). However, there are some Zapotec verbs that can be used in more than one sentence pattern.

For example, **rseidy** means something different when it is used with a subject and an object from when it is used with a subject and two objects. **Rseidy** is “learns” when used with a subject and an object (what is learned). When this verb is used with a subject and two objects, it means “teaches” – the first object is the person who gets taught, and the second is what is taught or learned.

Caseidy Lia Len Ingles.

“Elena is learning English.”

Rseidy mes Lia Petr Dizhtily.

“The teacher teaches Petra Spanish.”



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Lecsyony 6, Video 19. (With Geraldina López Curiel.)

In a Zapotec sentence beginning with a verb, the subject always comes immediately after the verb, and the object comes after the subject. When you learn a verb that can be used with two objects, however, it's important to learn the order of the two objects. You'll recall that with **rdeidy** “gives” the thing given comes before the recipient, the person to whom it was given:

Bdeidy Lia Petr liebr mes.

“Petra gave the book to the teacher.”



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Lecsyony 6, Video 20. (With Geraldina López Curiel.)

The human object of **rseidy**, however, comes right after the subject:

Bseidy Lia Petr mes Dizhsa.

“Petra taught the teacher
Zapotec.”



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Lecsyony 6, Video 21. (With Geraldina López Curiel.)

Here is a sentence with a focused name before the verb:

Lia Petr bseidy mes Dizhsa.

“Petra taught the teacher
Zapotec.”
The teacher taught Petra
Zapotec.”



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Lecsyony 6, Video 22. (With Geraldina López Curiel.)

As you can see, this sentence can be interpreted in two ways, depending on the context.

Here is another verb that can be used in two sentence patterns:

Rnyity muly.	“The money gets lost.”
Canyity mna muly.	“The woman is missing money.”



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Lecsyony 6, Video 23. (With Geraldina López Curiel.)

Rnyity means “gets lost” when it is used just with a subject noun, as in the first sentence. However, when it is used with two nouns, as in the second sentence, this verb means “is missing (something)” or “has lost (something)” – in this case, the first noun is the subject (the person who has lost something) and the second is the object (the thing that is missing). (In this usage, it’s better to use the progressive than the habitual.)

Tarea Ga xte Lecsyony Xop.

Create eight different sentences using the verb **rseidy**, as specified in a-h below, using the following nouns: **Dizhsa, Dizhtily, Ingles, ra dizh, mna, mniny, doctor, buny, mes, zhyap**. Read each Zapotec sentence aloud, and then translate each one into English.

a. Use **rseidy** meaning “learns (something)” in the habitual form.

b. Use **rseidy** meaning “learns (something)” in the perfective form.

c. Use **rseidy** meaning “learns (something)” in the progressive form.

d. Use **rseidy** meaning “learns (something)” in the imperative form.

e. Use **rseidy** meaning “teaches (someone) (something)” in the habitual form.

f. Use **rseidy** meaning “teaches (someone) (something)” in the perfective form.

g. Use **rseidy** meaning “teaches (someone) (something)” in the progressive form.

h. Use **rseidy** meaning “teaches (someone) (something)” in the imperative form.

§6.7. *Cuan* “and; with”

Cuan [cuahn̄n] (also pronounced **quēn** [quēhn̄n]) means both “and” and “with”. When it corresponds to English *and*, **cuan** is used to join two nouns or names, as in sentences like

Zhyap cuan mna mnab muly.	“ <u>The girl and the woman</u> asked for money.”
Catyis Lia Len cuan Bed.	“Elena and Pedro are jumping.”
Bsan buny wi cuan bdua.	“The person left the guava and the banana behind.”
Rzhuny zhyet cuan becw.	“The cat and the dog run.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=77>

Lecsyony 6, Video 24. (With Geraldina López Curiel.)

Cuan can be used to join either subjects or objects, focused or not, as the examples show. When **cuan** means “and”, it joins two noun phrases to form a larger noun phrase

Cuan can also be used to say “with”, as in

Catyis Lia Len cuan Bed.

“Elena is jumping with Pedro.”

Zhyet rzhuny cuan becw.

“The cat runs with the dog.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=77>

Lecsyony 6, Video 25. (With Geraldina López Curiel.)

As you can see, the first Zapotec sentence has two slightly different English translations. (The English sentences *Elena is jumping with Pedro* and *Elena and Pedro are jumping* are not really that different in meaning!) However, the second example can only be translated with “with”. Normally, only the “with” meaning is possible when the two noun phrases are separated from each other, as in this example.

Tarea Tsë xte Lecsyony Xop.

Read each of the following Zapotec sentences out loud.
Then translate the sentences into English.

- a. **Teiby mansan canyity zhyap.**
- b. **Mnyity plum cuan liebr.**
- c. **Mnyity mes teiby lapy.**
- d. **Rnyity teiby fot.**
- e. **Mniny rnyity muly.**
- f. **Buny cuan mna mnyity muly.**
- g. **Bguad manyser cuan banua teiby mniny.**
- h. **Mna casudieby nyis cuan zhyap.**

Prefixes

- b-** [b] (perfective verb prefix)
- ca-** [ca] (progressive verb prefix)
- cal-** [cal] (irregular form of **ca-**)
- can-** [can] (irregular form of **ca-**)
- m-** [m] (perfective verb prefix for bases beginning with **n**)
- w-** [w] (perfective verb prefix for bases beginning with **b**)

Abbreviations

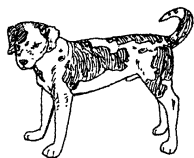
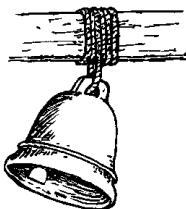
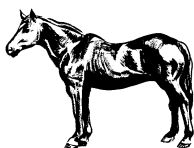
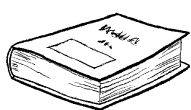
imp. imperative

perf. perfective

prog. progressive

Just for fun!

First, write down a Zapotec word suggested by each of the pictures below. Then find each Zapotec one in the Word Search that follows.



a s i b f n u g u e d t l w p n i b h c
b g i e r a c i w l y c e r r z o l s e
h o p l l e o g a g b a g p d h d t u m
m d x i s y e b o l z f e g z y h i z e
t y c u a i e o t s d m o z j e y i l n
w z t e r t m o n r x p o q u t p r a a
s i n y i s b s g t u i b w h x y u p e
r n e n o n z i y t r a d w a n g c h r
y o t r c i z h a t s u a m b z d c w
u f m d a n c e g h f b a n u a g y h b
r l i e b r i x p t j e k w l u l e i n
p a p i a t m p u a s c d n y o q u i t
s p z r i e h s r t r w p a b u y r e o
w y d g s x m a n y s e r e m f n u h f
n o c z t n g a t r a i o e a e g y l d
g e l x h b u b n e r c d w a x t p g s
l i e r s o p p o s t p r b u u t z h g
b r w h r u m e z l a m d p c a m p a n
p z h y a p n r n p m n i n y c u z n i
c g n g a r i t e f o s u r n p w a y o
t m q u ë u i x y l r n x g u ë i b r s

7. Lecsyony Gaz: Queity rgwezacdyëng Ingles "He doesn't speak English well"

This lesson begins with questions (section §7.1). Subject proximal and distal pronouns are introduced in section §7.2, and sections §7.3 and §7.4 covers combination forms of verbs (to which these pronouns are attached) and their pronunciation. Free pronouns and their use as objects and focused subjects are described in section §7.5, and section §7.6 explains the use of free pronouns with **cuan**. Section §7.7 is a summary about pronoun use. Section §7.8 presents negative sentences.

Ra Dizh

a [àaa'] yes

bag [baag] cow

bar [baar] stick; pole

bdo [bdòò'] baby

budy [bu'uhuhdy] chicken

budy gwuar [bu'uhdy gwu'uar] turkey

budy ngual [bu'uhdy ngu'ahll] male turkey

clarinet [clarine't] clarinet

chirmia [chirmia] traditional flute

e [èee] (used at the end of a question that can be answered with **a** “yes” or **yac** “no”; see lesson)

grabador [grabadoor] tape recorder

lai [la'ài] he, she, it; him, her, it (distal; see lesson)

laëng [la'a-ëng] he, she, it; him, her, it (proximate; see lesson)

Lia Glory [Lia Gloory] Gloria

Mazh [Ma'azh] Tomas, Thomas

queity [que'ity] / **quëity** [quë'ity] not

rban [rbàa'an] follows a medical diet

rcuzh [rcuhzh] plays (a wind instrument)

rcwez [rcwèez] turns off (an appliance)

rcwual [rcwùa'll] turns on (a radio, stereo, etc.)

rchiby [rchiiby] scares (someone)

rguch [rguhch] bathes (someone or something)

rgwezac [rgwèe'za'c] speaks (a language) well

Rony [Ro'ony] Jeronimo

rsubiaz [rsubihahz] dries (something)

rtyepy [rtyèe'py] whistles

ryac [rya'ahc] heals, gets well, gets better

rzhiby [rzhihby] gets scared

rzhiez [rzhiez] laughs; smiles

rrady [rraady] radio

telebisiony [telebisyoony] television

tu [tu] who

wbwan [wbwààa'h] thief

xa rni buny ra dizh [x:a rnnìi' bùunny ra dìi'zh]
pronunciation guide

xi [xi] what

yac [yaa'c] no

zhieb [zhi'eb] goat

zhily [zhi'ìilly] sheep



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Lecsyony 7, Video 1. (With Ana López Curiel.)

Xiëru Zalo Ra Dizh

Turkeys are very important in Zapotec culture. In a small town like San Lucas Quiavini, some turkeys are allowed to run free in the streets – and they know their way home. **Budy ngual** refers to a male turkey, while **budy gwuar** is more general term.



Fot Teiby xte Lecsyony Gaz. Chickens and a turkey in San Lucas Quiavini.

§7.I. Two Types of Questions

Question word questions. Here are some Zapotec questions, sentences used to ask for information or confirmation:

Tu rcaz cha guet?	“Who wants a tortilla?”
Tu caban?	“Who is following a medical diet?”
Xi rcaz bdo?	“What does the baby want?”
Xi rcuzh Lia Petr?	“What does Petra play?”



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Lecsyony 7, Video 2. (With Geraldina López Curiel.)

These questions start with the **QUESTION WORDS** **tu** “who” and

xi “what”. **QUESTION WORD QUESTIONS** like these always start with a question word (Zapotec speakers don’t use questions corresponding to English *Petra plays what?* with the question word later in the sentence). There are other question words as well, which you’ll learn in later lessons.

A-yac questions. Zapotec (like other languages) actually has two types of questions. Here are some examples of the second type:

Rcaz bdo cha guet e?	“Does the baby want a tortilla?”
Caban mes e?	“Is the teacher following a medical diet?”
Wbany mniny e?	“Did the child wake up?”
Rgwezac Jwany Dizhsa e?	“Does Juan speak Zapotec well?”
Rcuzh Lia Petr clarinet rata zhi e?	“Does Petra play the clarinet every day?”

A YouTube element has been excluded from this version of the

text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=86>

Lecsyony 7, Video 3. (With Geraldina López Curiel.)

Both types of questions ask for information, but while the first type needs an answer that could be a noun or name (like **Bdo** or **Cha guet**) or a sentence (like **Bdo rcaz cha guet** or **Cha guet rcaz bdo**), the second type only requires an answer like **a** [ʔaa] “yes” or **yac** [yaa’c] “no”. The first type is a question word question; we can call the second an **A-YAC QUESTION** (in English, these are sometimes called yes-no questions!). As you can see, the way to ask a Zapotec **a-yac** question is to put the **QUESTION MARKER e** [èee] at the end of the sentence that is used in the question.

The question marker **e** is pronounced with a rising tone (in a KPP pattern), which means that your voice goes up at the end of an **a-yac** question in a similar way to what happens with an English yes-no question. The rhythm of these questions is not exactly the same in English and Zapotec, though, so you should listen carefully to your teacher and try to make your **e** sound like theirs. Question word questions have a different rhythm, and do not use the question marker **e**. Try repeating both types of questions after your teacher.

Tarea Teiby xte Lecsyony Gaz

Part Teiby. Translate the following question word questions into Zapotec. Then, listen as your teacher reads the correct answers, and make sure you can imitate the question rhythm.

- a. Who wants a book?
- b. Who did the bee sting?
- c. What does the teacher play?
- d. Who turned off the radio?
- e. What scared Elena?
- f. What is boiling?

Part Tyop. Translate each of the following **a-yac** questions into Zapotec. Then, listen as your teacher reads the correct answers, and make sure you can imitate the question rhythm.

- a. Did Gloria give a pencil to the teacher?
- b. Is the cow running?
- c. Does the girl remember Elena?
- d. Did Pedro teach Juan Zapotec?
- e. Is the bell ringing now?
- f. Does Juan whistle every day?

Focus and question word questions. Look at the following question-word questions and answers:

Tu rcaz cha guet? – Bdo rcaz cha guet.	“Who wants a tortilla?” – “ <u>The baby</u> wants a tortilla.”
Xi rcaz bdo? – Cha guet rcaz bdo.	“What does the baby want?” – “The baby wants <u>a tortilla</u> .”
Tu bcwual rradý? – Lia Len bcwual rradý.	“Who turned on the radio?” – “ <u>Elena</u> turned on the radio.”
Xi bcwual Lia Len? – Rradý bcwual Lia Len.	“What did Elena turn on?” – “Elena turned on <u>the radio</u> .”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=86>

Lecsyony 7, Video 4. (With Anda and Geraldina López Curiel.)

As these pairs show, if you use a complete sentence to answer a question word question, the new information is usually focused. (In Zapotec, complete sentence answers are probably more common than they are in English.) In other words, just as the question word comes at the beginning of the question, the information that

replaces it (**bdo** replacing **tu**, **cha guet** replacing **xi**, and so on) is focused, in the same position. (We don't change the position of the corresponding words in English answers to question-word questions, but if you read the English question and answer pairs above aloud, you'll hear focus emphasis on the underlined words in the answers, just as discussed in [Lecsyony Gai](#).)

Focus in a-yac questions. **A-yac** questions work differently. It is less common to focus words in Zapotec **a-yac** questions than in ordinary sentences, and when words are focused in questions they are strongly emphatic. However, you will hear sometimes speakers use questions like:

Jwany rgwezac Dizhsa e?	"Does <u>Juan</u> speak Zapotec well?"
Dizhsa rgwezac Jwany e?	"Does Juan speak <u>Zapotec</u> well?"

A video frame showing a woman with dark hair and a black shirt with white checkered patterns on the sleeves. She is standing in front of a pink wall and a large green fern. A semi-transparent text box is overlaid on the bottom left of the video frame, containing the text "Jwany rgwezac Dizhsa e?" in bold red font and "Does Juan speak Zapotec well?" in a smaller black font below it.

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text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=86>

Lecsyony 7, Video 5. (With Geraldina López Curiel.)

Answers to questions like these don't always involve focus. So the following could be a "yes" answer to both of the focus questions.

A, rgwezac Jwany Dizhsa.

"Yes, Juan speaks Zapotec well."



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Lecsyony 7, Video 6. (With Geraldina López Curiel.)

Adverbs like **na**, **nai**, and **rata zhi** (an adverb phrase) can also be focused in **a-yac** questions:

Na rcyetlaz mniny e?	“Is the child happy now?”
Rata zhi rcuzh Lia Petr clarinet e?	“Does Petra play the clarinet every day?”



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Lecsyony 7, Video 7. (With Geraldina López Curiel.)

Because this is a very common sentence position for adverbs, adverbs at the beginning of a sentence are not necessarily strongly emphasized.

Part Teiby. Write full sentence answers to each of the question word questions in Tarea Teiby, Part Teiby. Then work with another student to practice these mini-dialogues.

Part Tyop. Write full sentence a “yes” answers each of the **a-yac** questions in Tarea Teiby, Part Tyop. (You’ll learn later in this lesson how you could have answered these questions with negative sentences.) Then work with another student to practice these mini-dialogues.

Part Chon. Rewrite the questions in Tarea Teiby, Part Tyop with the nouns, names, or adverbs given below focused, as in the example. Then work with another student to practice mini-dialogues with these questions and the “yes” answers from Part Tyop above.

Example. a. “a pencil”

Answer. **Teiby lapy bdeidy Lia Glory mes e? – Bdeidy Lia Glory lapy mes.**

- b. “the cow”
- c. “Elena”
- d. “Zapotec”
- e. “now”
- f. “Juan”

§7.2. Verbs with proximate and distal pronoun subjects

Words like English *I, me, you, he, him, she, her*, and *it* are **PRONOUNS** – they serve the same function as noun phrases (nouns, names, or longer phrases) in sentences (as subjects or objects), but either refer to participants in the conversation (*I* and *me* refer to the speaker, *you* to the hearer) or are used to refer to other people or items that can be identified by those participants.

In Zapotec, pronoun subjects are not separate words (as in English), but are attached as endings added to the verb stem. Here are some examples:

Cazhunyëng.	“He (this one) is running,” “She (this one) is running.”
Cazhunyi.	“He (that one) is running,” “She (that one) is running.”
Mnazëng budy gwuar.	“He (this one) grabbed the turkey,” “She (this one) grabbed the turkey,”
Mnazi budy gwuar.	“He (that one) grabbed the turkey.” “She (that one) grabbed the turkey.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=86>


Lecsyony 7, Video 8. (With Geraldina López Curiel.)

-Ĕng ([ĕng]) is a **PROXIMATE** (“prox.”) pronoun and **-i** ([ih]) a **DISTAL** (“dist.”) pronoun. Choose the proximate if you are referring to someone or something close by and easily visible. Use the distal if you are referring to someone or something farther away or out of sight. These pronouns are **BOUND**, because they must always be attached to something, such as the verbs in these examples. (Noun phrases containing **re** also make reference to the location of something relative to the speaker. However, unlike **re** phrases, the **-ĕng** and **-i** pronouns are not emphatic or even strongly contrastive.)

As you can see from the examples, these Zapotec pronouns may be used to refer to both males and females, primarily people who

are contemporaries or equals of the speaker. They can be translated with either English “he” or “she”. These Zapotec pronouns are **GENDER NEUTRAL** (able to refer to any gender), and some people might translate them using “they (sg.)”, as in the following example. (While we won’t translate singular pronouns with “they (sg.)” in this book, you should feel free to do so in your homework.)

Rnyityi.	“They (sg.) are missing.” “He is missing.” “She is missing.”
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Lecsyony 7, Video 9. (With Geraldina López Curiel.)

The proximate and distal pronouns may also be used to refer to people you don’t know at all or who are not important to you. They can also refer to certain **INANIMATE** (non-living) items, as in

Rnyityi.	“It (that one) is missing,” “It is lost.”
Rnyityëng.	“It (this one) is missing,” “It is lost.”



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Lecsyony 7, Video 10. (With Geraldina López Curiel.)

The “it” in these examples could be a book, a pen, or money, for example.

When you listen to your teacher, other speakers, or the people on the recordings, you’ll probably notice that when **-i** is added to words that end in **y** (like **cazhuny** in the examples) the **y** is not easy to hear. The combination of **yi** at the end of a Zapotec word often sounds pretty much like just **i**.

When you add **-i** or **-ëng** pronoun onto a verb that ends in the letter **c**, there is a spelling change:

Byaqui.

“He (that one) got better.”

Ryaquëng.

“She (this one) gets better.”



Ryaquëng.

She (this one) gets better.

A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=86>

Lecsyony 7, Video 11. (With Geraldina López Curiel.)

The habitual stem of “gets better” is **ryac**, and the normal perfective stem is **byac**. However, **c** always is written as **qu** before **i** and **ë** (as explained in [Lecsyony Tyop](#)), so when you use an **-i** or **-ëng** subject for any form of this verb (or any other verb ending in **c**), the verb must be spelled with a **qu**. There’s no pronunciation change here – both **c** and **qu** are pronounced just the same in Zapotec. (The same

spelling change happens with any pronoun or other verb ending beginning with **i**, **ë**, or **e**.)

The pronouns **-i** and **-ëng** are **SINGULAR** pronouns – they are only used to refer to one individual. You'll learn **PLURAL** pronouns (used to refer to more than one individual) later. Zapotec pronoun usage is complicated. You'll be learning more about this over the course of the next few lessons. Do not use proximate and distal pronouns to refer to highly respected people. These pronouns can be used to refer to children and animals, though there is another pronoun that can be used here as well. Most speakers also would not use proximate and distal pronouns to refer to water or tortillas, so you should not do this either. You'll learn about how to use pronouns to refer to all of these people and items later.

Remember, all the Zapotec subject pronouns that you'll learn must be attached to the verb of their sentence. They are not separate words, and they cannot appear in other positions in the sentence the way nouns can.

Tarea Chon xte Lecsyony Gaz

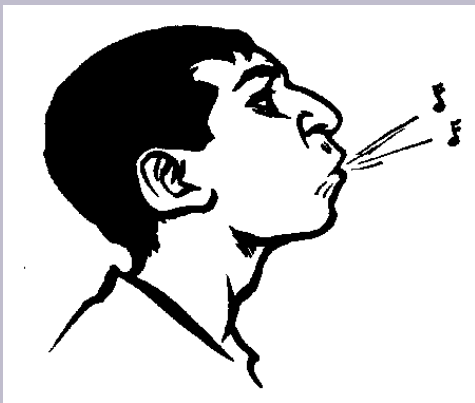
Part Teiby. Translate the following sentences and questions into Zapotec. Practice saying each one out loud.

- a. He (that one) turned off the radio and the television.
- b. She (this one) turned on the tape recorder.
- c. Did she (that one) laugh?
- d. It (this one) is scaring the male turkey.

- e. He (that one) speaks Spanish well.
- f. She (this one) rode a horse.
- g. It (that one) is really ringing.
- h. He (this one) is missing money.
- i. She (that one) hit this cat.
- j. He (this one) left a book and a C.D. behind.

Part Tyop. Create a Zapotec sentence for each of the pictures below using either a proximate or distal pronoun. Then translate your sentence into English.

a.



b.



c.



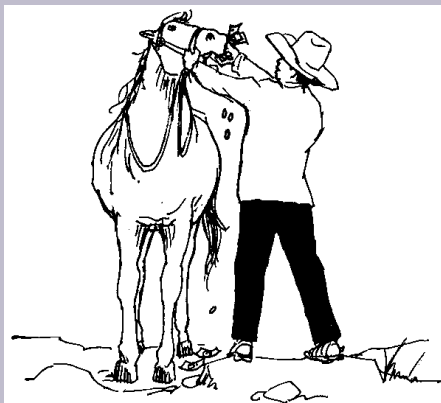
d.



e.



f.



§7.3. Combination forms of verbs

If you compare any of the verbs with **-ëng** or **-i** pronoun subjects in section §7.1 with the normal habitual, perfective, or progressive forms of those verbs that you learned in [Lecsyony Gai](#) and [Lecsyony Xop](#), you should not hear any difference between the verb used on its own (in its **INDEPENDENT** form) and the verb with the added pronoun subject. Verb bases with CB, KC, KCP, and KP **VOWEL PATTERNS** (the pattern of vowels in their key syllable, the last syllable of the independent form), for example, don't change their pronunciation when pronoun subjects are attached. (If you've forgotten how to interpret a **xa rni buny ra dizh** "pronunciation guide" or what abbreviations like CB and KKC mean, you should review these concepts in Unida Teiby.)

We can refer to the form of a verb base that is used before a pronoun or other ending as that base's **COMBINATION** form. The

combination form of the verbs in the examples in section §7.1 is the same as their independent form, but the pronunciation of other verbs changes in the combination form. Whether there's a change depends on the vowel pattern of the verb base. Listen as your teacher pronounces these examples of verbs that change in the combination form:

Ryulaz buny mna.	"The man likes the woman."
Ryulazëng mna.	"He (this one) likes the woman."
Ryulazi mna.	"He (that one) likes the woman."
Bseidy Jwany Dizhsa.	"Juan learned Zapotec."
Bseidyëng Dizhsa.	"He (this one) learned Zapotec."
Bseidyi Dizhsa.	"He (that one) learned Zapotec."
Casudieby mna nyis.	"The woman is boiling water."
Casudiebyëng nyis.	"She (this one) is boiling water."
Casudiebyi nyis.	"She (that one) is boiling water."



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=86>

Lecsyony 7, Video 12. (With Ana López Curiel.)

If you listen, you'll hear that these verbs sound different when the pronoun subjects **-ëng** and **-i** are added. The verbs here have KKC vowel patterns ([ryu'làà'z], [bsèèi'dy], and [casudie'by]) in their independent form. (Recall that the vowel pattern is what you hear in the last syllable of the verb base.) Verbs like these whose base has a KKC vowel pattern change their vowel pattern to KC ([ryu'làa'z], [bsèi'dy], and [casudie'by]) in the combination form.

Here is how it works. In the KKC verb base **yulaz** [yu'làà'z], all the vowels of the pronunciation guide for the last syllable are the same, so it's easy to change this to a KC pattern [yu'làa'z]. The KKC verb bases **seidy** and **sudieby**, however, have diphthongs in their last syllable ([sèèi'dy] and [sudie'by]). In the combination form of a

verb base containing a diphthong, the first element of the diphthong is represented by the first part of the combination form, and the second element by the second part. The diphthong in the verb base “learn” is **ei**, so the **e** must be a K vowel and the **i** must be a C vowel; in “boil”, the diphthong is **ie**, so the **i** must be a K vowel and the **e** must be a C vowel: the combination forms of these verbs are pronounced [sèi'dy] and [sudie'by].

Rsubiaz “dries” is another example of a verb whose combination form is different from its independent form. The independent form of this verb has a BB vowel pattern ([subihahz]); in the combination form, this becomes a PB pattern ([subiahz]).

Tarea Tap xte Lecsyony Gaz

Part Teiby. Rewrite each of the following sentences by replacing the noun subjects with pronoun subjects. Then translate your new sentences into English. Most of the sentences with pronoun subjects could have additional different translations. Can you see what these would be?

- a. **Rtyepy mna e?**
- b. **Caguch buny bdo.**
- c. **Zhyap bchiby wbwan.**
- d. **Mnaz mes guet.**
- e. **Candieby nyis e?**
- f. **Dizhsa bseidy mes mniny.**

Part Tyop. Compare the verbs of the original sentences in Part Teiby and the sentences you wrote with pronoun

subjects, which use combination forms. Practice saying each sentence both in the original form and with the pronoun subject. The pronunciation of some verbs will change in the combination form when the pronoun subject is added. Make sure your teacher feels you can pronounce all the verbs correctly.

Below is a chart of independent and combination forms for the verb types you've worked with so far in these lessons. These are all verb bases that end in one or more consonants. The chart shows the vowel type for both the independent and the combination forms. Verbs above the shaded row in the chart do not change their pronunciation in the combination form. Verbs below the shaded row do change their pronunciation in the combination form. Each verb is given with a "He..." example using **-i**. (Sentences that need an object to be complete end in "..." in the chart.)

Independent and Combination Forms of Valley Zapotec Verb Bases Ending in Consonants				
Independent Form		Combination Form		Example with -i
Vowel Pattern	Habitual (independent)	Vowel Pattern	Habitual (combination)	
KC	rzhuný [rzh:ùu'nny]	KC	rzhuný [rzh:ùu'nny]	Rzhunyi. "He (that one) runs."
KCP	rnaz [rnàa'az]	KCP	rnaz [rnàa'az]	Rnazi... "He (that one) grabs..."
KP	rguad [rgùad]	KP	rguad [rgùad]	Rguadi... "He (that one) pokes..."
CB	rduax [rdu'ahx]	CB	rduax [rdu'ahx]	Rduaxi. "He (that one) barks."
B	rbany [rbahnny]	B	rbany [rbahnny]	Rbahnnnyi. "He (that one) wakes up."
CP	rxyeily [rxye'illy]	CP	rxyeily [rxye'illy]	Rxyeilyi... "He (that one) opens..."
KKC	rseidy [rsèèi'dy]	KC	rseidy [rsèi'dy]	Rseidyi... "He (that one) teaches..."
BB	rsubiaz [rsubiahz]	PB	rsubiaz [rsubiahz]	Rsubiazi... "He (that one) dries..."



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Lecsyony 7, Video 13. (With Geraldina López Curiel.)

§7.4 More about pronunciation of verbs with pronoun subjects

In addition to combination form changes, some verbs have other pronunciation changes that vary according to what element is attached. Compare the verbs of the following three sentences:

Wbany Rony.	“Jeronimo woke up.”
Wbanyi	“He (that one) woke up.”
Wbanyëng	“He (this one) woke up.”



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Lecsyony 7, Video 14. (With Geraldina López Curiel.)

Listen carefully as your teacher says each sentence, paying special attention to the **bany** base of each verb. **Wbany** [wbahnny] and **wbanyi** [wbahnnyih] have similar vowel patterns (each verb's key syllable contains a B breathy vowel, with a low tone), since the combination form of a verb with a B vowel pattern in its independent form is unchanged. On the other hand, the base of **wbanyëng** [wbàa'nyëng] has a different vowel pattern (a KC combination, with a falling tone).

The distal pronoun **-i** can be added to the combination form of any verb whose base ends in a consonant with no other pronunciation change. Some verbs, however, change their pronunciations when **-ëng** is added. **Rbany** is one verb of this type.

You'll learn more about combination forms and other changes in verbs with pronoun subjects in later lessons.

Tarea Gai xte Lecxyony Gaz

Part Teiby. Translate the following sentences into Zapotec. Read each of your Zapotec sentences out loud.

- a. He (this one) woke up a cat.
- b. Did it (that one) boil?
- c. She (that one) gave the teacher a book and a pencil.
- d. She (this one) really got scared.
- e. Does he (that one) like the dog?
- f. He (this one) plays the clarinet and the flute.

Part Tyop. Rewrite each sentence from Tarea Gai, Part Teiby, with a subject noun phrase (not a pronoun). Translate your new Zapotec sentence into English. Practice reading your new sentences aloud, paying attention to whether the verb base is pronounced the same in the new sentence, or whether a combination form is used.

From now on, we will not always specify “this one” and “that one”

in translations for the proximate and distal pronouns. For instance, we could translate the last two sentences above as

Wbanyi.	“He woke up.”
Wbanyëng.	“She woke up.”

or as

Wbanyi.	“She woke up.”
Wbanyëng.	“He woke up.”

There is no association between either the proximate pronoun or the distal pronoun and a particular choice of “he” or “she”. Remember to choose the pronoun that is appropriate in a given context, according to the distance and visibility of the person or item referred to.

Tarea Xop xte Lecsyony Gaz

Complete the chart below, filling in the missing items in the first three columns as in the example. Then, make up an appropriate example sentence with a pronoun subject to illustrate each habitual and perfective verb. Give a translation for each sentence. Finally, read all your example sentences out loud, making sure to pronounce the verbs in their combination form.

Habitual Stem	English meaning	Perfective Stem	Habitual example (with pronoun subject)	Perfective example (with pronoun subject)
Ex. rseidy	teaches	bseidy	Rseidyi mniny Dizhsa.	Bseidyë ng Lia Len Ingles.
a. rchiby				
b.	remembers			
c. rcwez				
d.		mnab		
e.	wakes up			
f. rcwual				
g.		bcuzh		
h.	whistles			
i.		bzhiby		
j.	jumps			
k. rzhiey				
l.	opens (something)			
m. ryac				
n. rguch				

§7.5. Free pronouns

As you've seen, “he”, “she” and “it” proximate and distal subjects must be attached to a verb. Here are some examples of sentences with “him”, “her”, and “it” objects:

Bguad mniny bar lai.

“The boy poked a stick at him.”

Cacwany laëng.

“He is waking her up.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=86>


Lecsyony 7, Video 15. (With Ana López Curiel.)

The pronouns **lai** ([la'ài]) and **laëng** ([la'a-ěng]) are the distal and proximate FREE pronouns. Unlike bound pronouns, free pronouns do not have to be attached to another word. Free pronouns can be

used as objects, as in the above sentences, in the normal position for objects, following the subject of the sentence (either a noun phrase or a bound pronoun). (**Laëng** has a hyphen in its pronunciation guide, indicating that this word has two syllables, as explained in §4.2. Listen carefully as your teacher says it. It may sound like one syllable to you (the **ë** is hard to hear!), but if you contrast it with other words with the CP pattern, you'll hear the difference.)

Another way to use free pronouns is when you want to focus a pronoun subject, as in the following examples:

Laëng bguadëng bar mes.	" <u>She</u> poked a stick at the teacher."
Lai cacwanyi zhyap.**	" <u>He</u> is waking up the girl."



A woman with short dark hair, wearing a purple t-shirt with a white logo, is speaking. A subtitle overlay at the bottom of the video frame reads: "Laëng bguadëng bar mes. She poked the stick at the teacher." The background shows a rustic setting with a brick wall and some wooden structures.

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These sentences are different from the focus sentences you've seen up to now. When a pronoun subject is focused, the sentence must contain not only the focused free pronoun at the beginning of the sentence, but also the bound pronoun subject attached to the verb. You can never begin a sentence with a focused free pronoun subject without including a bound subject pronoun attached to the verb.

A good way to think of how this works is to remember that any verb with a pronoun subject must have a bound pronoun attached to it. Free pronouns are never used after verbs to indicate subjects. The bound pronoun attached to the verb is what tells you what the subject is. Adding a focused version of the pronoun at the beginning of the sentence is extra. A free pronoun can never be the only indicator of the subject of a sentence that contains a verb.

As the examples here show, free pronouns may be translated as either subjects or objects – “he”, “him”, “she”, “her”, and “it” are all good translations for these pronouns.

Free pronoun objects cannot be focused. When the object of a sentence is a pronoun, it must come after the subject (or after the verb, if the subject is focused).



Fot Tyop xte Lecsyony Gaz. Goats in San Miguel del Valle.

Tarea Gaz xte Lecsyony Gaz

Complete the following sentences so that each includes at least one pronoun (bound or free; some sentences already include pronouns). Then translate your sentences into English.

- Bcuzhi teiby** _____ .
- Lai catyis** _____ .
- Uas rchiby zhiieb** _____ .
- Teiby** _____ **mnabëng.**
- Caguch** _____ .

f. Ryulaz _____ mes.

g. Btyepy _____ .

h. Teiby cabai wbeb _____ .

i. Cataz _____ zhily.

j. Lia Glory bcwual _____ .

§7.6. Using pronouns with *cuan*

Free pronouns are also used following **cuan** “with, and”. Here are some examples:

Catysis mniny cuan laëng.	“The boy is jumping with her.”
Bdeidy zhyap liebr lai cuan mes.	“The girl gave him the book with the teacher”
Zhyap re cuan lai bdeidy liebr mes.	“ <u>This girl and he</u> (he and this girl) gave the teacher the book.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=86>

Lecsyony 7, Video 17. (With Ana López Curiel.)

(Just as in English, these sentences may sound a little strange out of context – people hearing this want to know who the “her”, “him”, and “he” are that you are referring to!)

In sentences like these, the pronoun used after **cuan** is a free pronoun. (Some people might refer to the noun or pronoun following **cuan** as the object of **cuan**.)

Tarea Xon xte Lecsyony Gaz.

Translate the following sentences into Zapotec. Practice saying each one out loud.

a. The teacher and she really speak English and Zapotec well.

b. That boy and that girl got scared.

c. Pedro scared the goat with her.

d. The teacher and he boiled the water.

e. The boy and she are asking for a tortilla.

§7.7. Summary: Types of pronouns

In this lesson, you've learned two types of pronouns, bound pronouns (always attached as endings on the word that comes before them in the sentence) and free pronouns (separate words).

Bound pronouns can be used as subjects of verbs and in other ways you'll learn about later. You might wonder why we don't call them subject pronouns, but in fact they do have other uses, and there is one bound pronoun you'll learn about later that can't be used as a subject. In this lesson, you've seen bound pronouns only attached to the verb of the sentence. Bound pronouns must be attached to some other word; they can't be pronounced on their own.


Free pronouns, which are separate words that speakers can say on their own, can be used in a number of ways: as objects, as focused subjects, with **cuan**, and in other ways you'll learn about later. The main thing to remember is that in sentences with a verb

a free pronoun can never be the main subject – it may be a focused subject, but in that case there must always be a bound pronoun subject following the verb as well.

§7.8. Negative sentences

The negative sentence pattern. The Zapotec word **queity** [que'ity] “not” is used to mean “not” in sentences like

Queity bzhyunydi mniny.	“The boy didn’t run.”
Queity caduaxdi becw.	“The dog isn’t barking.”
Queity rgyandi Bed budy.	“Pedro doesn’t feed the chicken.”



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text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=86>

Lecsyony 7, Video 18. (With Geraldina López Curiel.)

A Valley Zapotec **NEGATIVE** sentence starts with **queity** (some speakers say **quëity** [quë'ity]). Next comes the verb. After the verb, before the subject, comes a special ending **-di** [di'], which is used to complete certain types of negative sentences. **-Di** is a **PARTICLE**, a special type of ending that is not a pronoun. Particles are endings that come after a verb stem, but before a pronoun, if there is one.

When there is a pronoun subject ending, that ending comes after the negative particle **-di** on the verb. Before a pronoun that begins with a vowel, **-di** becomes **-dy** [dy].

Queity bdeidydyi liebr mes.	"He didn't give the book to the teacher."
Queity rgwezacdyëng Dizhtily.	"He doesn't speak Spanish well."
Queity catyisdyëng.	"She isn't jumping."



Queity bdeidydyi liebr mes.
He didn't give the book to the teacher.

A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=86>

Lecsyony 7, Video 19. (With Geraldina López Curiel.)

(Both subject pronouns that you've learned in this lesson, **-ëng** and **-i**, start with vowels, so you will always use **-dy** before these pronoun subjects. However, some other pronouns start with consonants, as you will see later.) If you listen to the pronunciation of verbs like **bdeidy** that change in the combination form before **-di**, you'll hear that the combination form is used before **-di**, as before any ending. Here's the new pattern:

NEGATIVE SENTENCE PATTERN

queity	verb (comb. form)	-di	subject	(rest of sentence)
Queity	bzhyuny	-di	mniny.	
Queity	caduax	-di	becw.	
Queity	rgyan	-di	Bed	zhyet.
Queity	rdeidy	-dy	-i	liebr mes.
Queity	rgwezac	-dy	-ëng	Dizhtily.
Queity	catyis	-dy	-ëng.	

In the diagram, hyphens appear between verbs and **-di** and also between **-di** and bound subject pronouns, just so that the columns will line up.

Negative questions. Questions usually use a different negative sentence pattern, as you can see in the following examples:

Queity rgyan Rony budy e?	“Doesn’t Jeronimo feed the chicken?”
Queity catyisëng e?	“Isn’t she jumping?”



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Lecsyony 7, Video 20. (With Geraldina López Curiel.)

As these examples show, the **-di** ending is usually not used on the verbs in questions. The pattern is

NEGATIVE QUESTION PATTERN

queity	verb (comb. form)	subject	(rest of sentence)
Queity	rgyan	Rony	budy e?
Queity	catyis	-ëng	e?

(You may hear some speakers using **-di** somewhat differently in certain types of sentences. Listen carefully, and notice what your teacher says!)

Tarea Ga xte Lecsyony Gaz.

Translate each of the following sentences into Zapotec. Practice saying each sentence out loud, paying special attention to the combination form of the verb.

- a. The bell isn't ringing now.
- b. Isn't she getting better?
- c. He doesn't smile.
- d. She doesn't remember the teacher.
- e. Didn't the cat wake Tomas up?

Negative sentences with a copied subject. You cannot focus a noun phrase or pronoun in a negative sentence using the normal focus patterns you've learned in this unit. However, sometimes speakers will begin a negative sentence with a copy of the subject noun phrase or pronoun, as follows:

Mniny queity bzhunydi mniny.

Becw re queity catyisdi becw re.

Laëng queity catyisëng e?



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=86>

Lecsyony 7, Video 21. (With Geraldina López Curiel.)

As the second example shows, this works even if the subject noun phrase includes **re**. Another way to do the same thing is to use a noun phrase at the beginning of the sentence, but a pronoun (referring to the same individual) for the subject after the verb, as in

Bed queity rgwezacyëng Ingles.

Mes re queity caseidydyi Dizhsa.



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=86>

Lecsyony 7, Video 22. (With Geraldina López Curiel.)

These sentences are something like English sentences like “The boy, he didn’t run”, “As for him, is he jumping?”, “That teacher, he’s not teaching Zapotec”, or “Pedro, he doesn’t speak English well” – but not exactly.

This kind of sentence is more common in Zapotec than in English, so it’s useful to practice using it.

Tarea Tsë xte Lecsyony Gaz

Rewrite each sentence you came up with in Tarea Ga so that it begins with a copy of the subject. Read the new sentences aloud.

Prefixes, Endings, and Particles

- ëng** [ëng] he, she, it (proximate singular bound pronoun)
- i** [ih] he, she, it (distal singular bound pronoun)
- di** [di'] (negative particle)
- dy** [dy] (form of **-di** used before bound pronouns beginning with vowels)

Abbreviations

dist. distal

prox. proximate

Comparative note. The area where there may be most grammatical variation among the Valley Zapotec languages is in pronoun usage. Speakers notice and comment on these differences, but they do not seriously impede communication in most cases. Not all languages have proximate and distal pronouns, and other languages have different pronouns that we will not introduce in this course. At the end of this book is a comparative table of the different pronouns used in several Valley Zapotec languages. If you

know speakers of other varieties of Valley Zapotec, you will learn other pronoun systems.

Blal xte Tiu Pamyël, Part Teiby

This is the first chapter of a continuing story, one section or **part** [part] of which will appear at the end of this and all following units of this book. The story is given below in ordinary spelling, followed by [Ra Dizh and notes](#). After that comes a [pronunciation guide version](#). At the very end of this section you will find a [video recording](#) of this story. Listen to the recording of the story, and follow along. Many of the words will be familiar to you, but others are new. Go over the vocabulary and notes following the story. With this help, you should be able to understand everything about the story, but you should ask your teacher about any parts you have trouble with. After you understand the story, listen to the recording again and try to repeat each sentence yourself. The more times you can listen to the recording, the better you'll be able to use these new words and sentence patterns yourself.



Fot Teibý xte Blal xte Tiu Pamyël, Part Teibý. Street in San Lucas Quiavini.

The 16th century church and Quiavini Mountain are in the background.

All Zapotec speakers know some Spanish, and even those whose Spanish is not at all fluent use some Spanish words in conversation. Many speakers also use English words, especially if they have lived in the United States or have relatives there (for example, *Samohi* is what local people call Santa Monica High School). Code-switching or going back and forth between languages is common among bilingual speakers all over the world. In the story, words in Spanish and English are written in *italics*, since Spanish and English spelling follow different rules from Valley Zapotec spelling.

§1. Blal xte Tiu Pamyël, Part Teibý

[Jump to pronunciation guide](#)

Cwen re na cwen xten Lia Len cuan Bed.

Elena Morales na la Lia Len cuan Dizhtily o cuan Ingles.

Buny San Luc Lia Len, per na Santa Mony nu Lia Len. Ricy nune Lia Len bzyan guny Lia Len cuan xtad Lia Len. Bzyanëng la Bed. Xtad Lia Len cuan Bed la *Francisco*, per rata ra buny reipy xtad Lia Len cuan Bed *Chico*. Chiecw reipy ra buny ni rgwe Dizhsa laëng. Xnan Lia Len cuan Bed, Bied Lia Zhuan, byan San Luc cuan xnanmam Lia Len cuan Bed, tyen uas racxu xnanman Lia Len cuan Bed.

Pedro Morales na la Bed cuan Dizhtily o cuan Ingles.

Santa Mony nune Bed, xtad Bed, cuan bzyan Bed, per lazh Bed na San Luc. *Samohi* ria Bed cuan Lia Len scwel. Uas dur na scwel tyen naru caseidy Bed cuan Lia Len Ingles chiru queity rgwezacdi Bed cuan Lia Len Dizhtily.

Lia Len mni –

Nu ra cos ni ryulaza lad re, per rnalaza ra xamiegwa ni byan San Luc, zicy ni na Lia Glory cuan Lia Tyen. Queity rgwedi ra zhyap ni ria scwel re Dizhsa. Per a rapa teiby amiegw cweby scwel ni la Lia *Araceli*. Uas gwen na Lia *Araceli*. Izylaza na re. Per uas rnalaza xnanmama.

Bed mni –

Lagza *Samohi* ria Mazh ni na buny San Luc. Uas rcyetlaza tyen lagza Dizhsa rgwe Mazh. Chiru rgyet ra buny San Luc basquetbol gal Sabad rsily. Uas rnalaza lo gueizh. Uas rnalaza xnana. Cwan o caculo xnana xyecwa? Per ra buny ni nu lany apartamen queity rapdi ra buny becw.

[Jump to pronunciation guide](#)

§2. Ra Dizh cuan Xiëru Zalo Ra Dizh

§2.1. Below are the new vocabulary words and expressions used in the story, listed in alphabetical order, just as in the Ra Dizh at the beginning of a lesson. You'll learn more about using many of these words in later lessons. Most verbs are listed in the vocabulary in the habitual form (beginning with **r-**). Therefore, if the story contains a verb in the perfective (**b-**) or progressive (**ca-**) form, you should remove the perfective or progressive prefix and substitute **r-** to form the habitual and find the form of the verb listed below. (Any verb that works differently will have all forms you'll be using in the story listed here.) Some words you already know, such as **cuan**, are listed here with additional meanings.

amiegw [amie'gw] friend
amiegw cweby [amie'gw cweeby] new friend
apartamen [apartame'enn] apartment
basquetbol [basque'tbo'll] basketball
blal [bláaal] blal, precolumbian earthenware figure
bzyan [bzyaaa'n] brother (of a female), sister (of a male) (possessed noun; see [note 2.4](#) below)
bzyan guny [bzyaaa'n gùuny] younger brother (of a female), younger sister (of a male) (possessed noun phrase; see [note 2.4](#) below)
cos [co's] thing
cuan [cuahnn] in (a language)
cwan o [cwàann o] who knows if...?
cwen [cwe'enn] story
chi [chih] when
chiru [chiru'] and; then
duar [duuar] hard
gal [gàall] on (a day)
guny [gùuny] see **bzyan guny**
gwen [gween] good, nice
izylaza [ihzyláa'za'] fine, great
la [lah] name
la [laa] is named (neutral verb; see [note 2.3](#) below)
lad re [làad rée'] this side (of the border), i.e., the United States (to someone in the US) or Mexico (to someone in Mexico)
lagza [lää'gza'] too (used at the beginning of the sentence)
lany [lää'any] in
lazzh [la'ahzh] home town, home pueblo (possessed noun; see [note 2.4](#) below)
lo gueizh [loh guee'ihzh] the pueblo (the way speakers refer to their own pueblo)
na [nàa] is (neutral verb; see [note 2.3](#) below)
naru [nahru'] just now
ni [nih] who, that, which, the one who, the one that
nu [nu'uh] lives; exists; is located (inside something) (neutral verb; see [note 2.3](#) below)
nune [nu'née] lives with (neutral verb; see [note 2.3](#) below)
o [o] or (see also **cwan o**)
part [pa'rt] part, section
per [pehr] but
racxu [rahcx:ùu] is sick, gets sick (see [note 2.3](#) below)
rap [ràa'p] has (see [note 2.3](#) below, or **queity rapdi ra buny becw**)
rata ra buny [ra'ta' ra bùunny] everybody, all people
rculo [rculoh] takes care of (see [note 2.3](#) below)
rcwa [rcwààa'ah] writes (see [note 2.3](#) below)
re [rée'] here
reipy [re'ihpy] calls (someone) (a name) (see [note 2.3](#) below; as in **reipyëng laëng Chiecw** "he calls him

Chico” or **Chiecw reipy ra buny ni rgwe Dizhsa laëng** “people that speak Zapotec call him Chico”) **rgwe** [rgwèèè] speaks (see [note 2.3](#) below) **rgyet** [rgye’eht] plays (see [note 2.3](#) below) **ria** [rihah] goes (see [note 2.3](#) below) **ricy** [ri’cy] there **rni** [rnniii] says (see [note 2.3](#) below) **rsily** [rsiilily] morning **ryan** [ryàa’an] stays in, stays at (a place) **Sabad** [Sáabahd] Saturday **scwel** [scweel] school **tyen** [tye’nn] because **xnan** [x:nna’an] mother (combination form) (possessed form; see [note 2.4](#) below) **xnanmam** [x:nna’anma’m] grandmother (possessed form; see [note 2.4](#) below) **xtad** [x:ta’ad] father (possessed form) **xyecw** [x:yèè’cw] dog (possessed form; see [note 2.4](#) below) **zicy ni na** [zi’cy nih nàa] like, namely



Fot Tyop xte Blal xte Tiu Pamyēl, Part Teiby. Santa Monica High School (Samohi),
Santa Monica, California, USA.

§2.2. The story illustrates two things about Zapotec that you’ll learn more about in [Lecsyony Xon](#).

- Plural nouns in Zapotec are formed with the word **ra** [ra] before the noun: **ra cos** “things”, **ra zhyap** “girls”.

- Zapotec verbs that have an “I” subject end with the ending **-a** [a]: **rnalaza** “I miss”, **rcyetlaza** “I am happy”.

§2.3. Many of the verbs listed above don’t work exactly like the verbs you’ve learned about in the lessons in Unida Tyop. These include neutral verbs, verbs whose bases begin or end with vowels, and other **IRREGULAR** verbs (those whose stems don’t follow regular rules). For now, you should avoid using these verbs except in the stem forms you see used here or with noun or name subjects. (Complete lists of the forms of all irregular verbs are given in the [Valley Zapotec Verb Charts](#).)

- The verbs in the vocabulary list above that don’t begin with the habitual prefix **r-** are **NEUTRAL** verbs (**la**, **na**, **nu**, **nune**) – often these start with an **n**, but not always. You’ll learn more about using neutral verbs in [Lecsyony Tseinyabchon](#).

- Verbs like **racxu**, **rap**, **ria**, and **reipy**, whose bases start with vowels, form their perfectives and progressives differently from the verbs you’ve learned so far. You’ll learn more about using these verbs in [Lecsyony Tsëbtyop](#), [Lecsyony Tseinyabteby](#), and [Lecsyony Tseinyabtyop](#).

- Verbs ending in vowels (including **la**, **nu**, **nune**, **rcwa**, **racxu**, **rculo**, **rgwe**, **ria**, and **rni**) work like the other verbs you’ve learned when used with noun or name subjects, but not when used with pronoun endings. You’ll learn more about using verbs like these in [Lecsyony Tseiny \(13\)](#) and [Lecsyony Tseinyabtyop](#).

- Rgyet** is an irregular verb. You’ll learn more about using irregular verbs in [Lecsyony Tsëbteby](#). For now, you should use **rgyet** only in the habitual and progressive forms.

§2.4. You'll learn more about using **POSSESSED** nouns, like **bzyan** “brother (of a female), sister (of a male)” in [Lecsyony Tsëda](#) (as you'll learn in that lesson, these nouns are **E-POSSESSED**, meaning that they cannot be used without a possessor). These words use the same bound pronoun endings you are learning to use on verbs to indicate subjects (like proximate **-ëng** or **-a** “I”) to indicate possessors: thus, **bzyanëng** can mean “her brother” or “his sister”, and **bzyana** means “my brother” (if a female uses this word) or “my sister” (if a male uses this word).

You can express the possession of nouns that are not always possessed in two ways, as you'll learn in [Lecsyony Tsëda](#). First, the noun can be followed by **xte** [x:tèe'] or **xten** [x:tèe'n] plus a possessor noun: **blal xte Tiu Pamyël** “Señor Pánfilo's blal, the blal of Señor Pánfilo”. Alternatively, the prefix **x-** can be added before a noun, forming a possessed form: **xamiegwa** “my friend”. Some words have a special possessed form: for example, **xyecw** [x:yèe'cw] is the possessed form of **becw**.

§2.5. You've probably noticed that some things are phrased quite differently in Valley Zapotec from the way they'd be said in English! For example, consider the following sentence:

Ricy nune Lia Len bzyan guny Lia Len cuan xtad Lia Len.

If we translated this directly into English, it would be “There, Elena lives with Elena's younger brother and Elena's father.” But this probably sounds unnatural to you in English – it seems easier to say “There, Elena lives with her younger brother and her father.” In Valley Zapotec, as you'll learn, repetition of nouns and especially names is much more common than in English – this is a very natural thing to say in Zapotec.

The last thing Pedro says in this story provides another example:

Per ra buny ni nu lany apartamen queity rapdi ra buny becw.

“But people who live in apartments, they don’t have dogs.”

This is a **NEGATIVE** sentence which has a shortened copy of the subject after the verb. Translating directly, this sentence would be “But people who live in apartments, the people don’t have dogs.” But, once more, the translation with “they” seems more natural in English.

§2.6. Sometimes Valley Zapotec can tell a location without using a word like “in”, as in

Per a rapa teiby amiegw cweby scwel ni la Lia Araceli.

“But I already have one new friend in school who is named Araceli.”

It’s not necessary to use a word for “in” here. You’ll learn about how to say “in” and other Valley Zapotec **PREPOSITIONS** in [Lecsyony Tseinyabchon](#) (but you’ll see many examples of how to express location in later chapters of the story!).

§3. Xa Rni Buny Ra Dizh

bla'al x:tèe' Ti'u Pá'mmyëll, pa'rt te'ihby

cwe'enn rèe' nàa cwe'enn x:tèe' Lia Leen cuahnn Beed.

Elena Morales nàa lah Lia Leen cuahnn Di'zhtiilly o cuahnn Inglehs.

bùunny Sann Lu'uc Lia Leen, pehr nah Sánttah Moony nu'uh Lia Leen. ri'cy nu'uhnèe Lia Leen bzyaàa'n gùuny Lia Leen cuahnn x:ta'ad Lia Leen. bzyaàa'nëng laa Beed. x:ta'ad Lia Leen cuahnn Beed laa

Francisco, pehr ra'ta' ra bùunny re'ihpy x:ta'ad Lia Leen cuahnn Beed *Chico*. Chi'ecw re'ihpy ra bùunny nih rgwèè' Dii'zhsah la'a-ëng. X:nna'an Lia Leen cuahnn Beed, Bied Lia Zhùaan, byàa'an Sann Lu'uc cuahnn x:nna'anma'mm Lia Leen cuahnn Beed, tye'nn ua's rahcx:ùu x:nna'anma'mm Lia Leen cuahnn Beed.

Pedro Morales nàa lah Beed cuahnn Dii'zhtiilly o cuahnn Inglehs.

Sánntah Moony nu'uhnèe Beed x:ta'ad Beed cuahnn bzyàa'an Beed, pehr la'ahzh Beed nàa Sann Lu'uc. *Samohi* rihah Beed cuahnn Lia Leen scweel. u'as duuar nàa scweel tye'nn nahru' casèè'dy Beed cuahnn Lia Leen Inglehs chiru' que'ity rgwèè'za'cdi' Beed cuahnn Lia Leen Dii'zhtiilly.

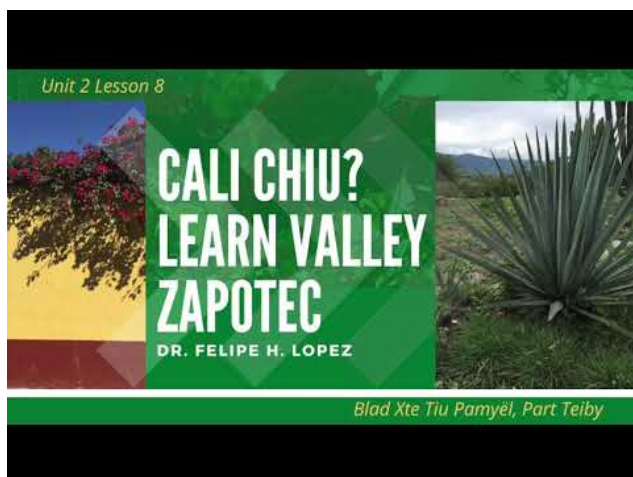
Lia Leen rnniì':

nu'uh ra co's nih ryu'làa'za' làad rée', pehr rnalàa'za' ra x:amie'gwa' nih byàa'an Sann Lu'uc, zi'cy nih nàa Lia Gloory cuahnn Lia Tye'nn. que'ity rgwèè'di' ra lia nih rihah scweel rée' Dii'zhsah. pehr a ràa'pa' te'ihby amie'gw cweeby scweel nih laa Lia *Araceli*. ihzylàa'za' nàa rée'. pehr u'as rnalàa'za' x:nna'anma'mma'.

Beed rnniì':

làa'gza' *Samohi* rihah Maazh nih nàa bùunny Sann Lu'uc. u'as rcye'tlàa'za' tye'nn làa'gza' Dii'zhsah rgwèè' Maazh. chiru' rgye'eht ra bùunny Sann Lu'uc basque'tbo'll gàall Sáabahd rsiilly. u'as rnalàa'za' loh guee'ihzh. u'as rnalàa'za' x:nna'ana'. cwàann caculoh x:nna'ana' x:yèe'cwa'? pehr ra bùunny nih nu'uh làa'any apartame'enn que'ity ràa'pdi' ra bùunny bèe'cw.

§4. Video Recording



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=89>

III. UNIDA CHON (UNIT 3)

Tools for Conversation



Benito Juárez (1806-1872), a Zapotec and the only Indigenous president of Mexico (detail of a mural by Arturo García Bustos in the Palacio de Gobierno, Oaxaca City).

8. Lecsyony Xon: Rnalaza liu "I remember you"

In this lesson, you'll learn about how to express "I" and "you" subjects and "me" and "you" objects in Zapotec. "I" subjects and the verbs they are used with are covered in sections §8.1–§8.2. Section §8.3 introduces the pre-verb word **a**, which is usually translated "already". Informal "you" subjects and the verbs they are used with are presented in sections §8.4–§8.5. Section §8.6 introduces the "I/me" and "you" free pronouns. Another way to say "gives" is presented in section §8.7. Finally, section §8.8 explains how to use plural noun phrases, and section §8.9, number phrases.



Fot Teiby xte Lecsyony Xon. Baskets for sale in the market in Tlacolula.

a [a] already

caj [caʲ] box

chon [chòonn] three

dadich [dahdiʰich] blanket

ga [gààaʰ] nine

gai [gàìʰ] five

gaz [gàaz] seven

gues [guehs] clay pot, earthenware pot

gyia [gyiàaʰ] flower

gyizhily [gyizhiʰilly] chair

juguet [jugueʰt] toy

lat [laʰt] can

Lia Da [Lia Daa] Soledad

liu [liuʰ] you (informal singular)

mes [meʰes] table

myegr [myeʰgr] border patrol; border patrol officer

naa [nàaʰ] I; me

plad [plaàad] dish

ra [ra] (marks plural nouns; see lesson)

rdyan [rdyaàaʰn] gets hungry § prog. **candyan**
[candyààaʰn] / **caldyan** [caldyààaʰn]

ricy [ri'cy] there

rnizh [rni'i'izh] gives (something) to (the speaker or hearer)

rtainy [rtaa'iny] crushes, dents

rtop [rtòo'p] gathers

ryual [ryu'ahl] pants (of a dog, for example)

rzeny [rzehnnny] arrives; arrives at, arrives in (a place)

rzicy [rzi'ihcy] sends (someone) back to (a place)

tap [tahp] four

tyop [tyo'p] two

tsě [tsěě"] ten

Wse [Wsee] / **Se** [See] Jose

xon [x:òon] eight

xop [x:òp] six

zhimy [zhii'mmy] basket



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Lecsyony 8, Video 1. (With Geraldina López Curiel.)

Xiëru Zalo Ra Dizh

1. You've already seen several sets of Zapotec words that are spelled the same but pronounced differently with different meanings (comparable to English *bow*, for example, which has different meanings depending on whether it is pronounced like *bough* or *beau*). Another example is **a** "already", which sounds very different from **a** "yes".
2. The word **myegr** can be used to refer to the whole border patrol or to an individual border patrol officer:

Bzicy myegr laëng Meijy.	“The border patrol sent him back to Mexico.”
Bzicy ra myegr laëng Meijy.	“The border patrol officers sent him back to Mexico.”

3. **Rdyan** has an irregular progressive form (see section §6.5). Irregular verb forms are listed in the Ra Dizh following the symbol §. You can also check the forms of any verb in the [Valley Zapotec Verb Charts](#).

4. You learned the **COUNTING NUMBERS** at [the end of Unida Teiby](#); in this lesson you'll see how to use them in sentences.

§8.I. “I” subjects

In this lesson you'll learn how to refer to yourself and the person you're talking with in a conversation. To begin with, here are some sentences with “I” subjects:

Rcaza cha guet.	“I want a tortilla.”
Bsana liebr.	“I left the book behind.”
Cabana.	“I am following a medical diet.”
Candyana.	“I am getting hungry.”



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Lecsyony 8, Video 2. (With Geraldina López Curiel.)

These sentences use a new ending, **-a** [a], a bound pronoun which is added to a verb to indicate that its subject is “I”. This pronoun can be attached to any verb that would make sense for a speaker to use with him- or herself as the subject. As with the other bound pronouns you have learned, **-a** is not a separate word and must always be attached to the verb of its sentence.

Noun phrase objects may be focused in sentences like these, too, of course:

Lapy mnaza.	“I grabbed <u>the pencil</u> .”
Lat catainya.	“I am crushing <u>the can</u> .”
Lia Petr cuan Bed ryulaza.	“I like <u>Petra and Pedro</u> .”

Since **-a** begins with a vowel, the ending **-di** that follows a negative verb becomes **-dy** before this pronoun:

Queity cabandya.	“I am not following a medical diet.”
Queity bdeidydy liebr mes.	“I didn’t give the book to the teacher.”

Tarea Teiby xte Lecsyony Xon.

Translate the following sentences into Zapotec. Then pronounce each of your sentences.

- a. I didn’t crush the box.
- b. I poked the stick at Jose.
- c. I rode that horse.
- d. I don’t want a tortilla.
- e. Did I turn off the television?

§8.2. Changes in verbs with “I” subjects

Verbs like those in section [§8.1](#), whose bases contain KCP, KP, KC, or CP vowel patterns, do not change their pronunciation when the **-a** pronoun “I” is added. However, most other types of verbs do change before “I”. In this lesson, you’ll learn about the types of changes that may occur, and how to refer to the [Valley Zapotec Verb Charts](#) for more information on verb forms.

Most verbs – almost all of those whose bases have CB, KKC, or BB vowel patterns – change their vowel pattern to CP before **-a**. Thus, for example, **btyis** has a CB vowel pattern, but **btyisa** has a CP pattern ([btyi'isa']). Listen to your teacher read the following pairs of sentences, and you'll hear the rising CP tone in the key syllable of the base of the verb before the **-a** ending of the "I" subject verbs:

Btyis zhyet.	"The cat jumped."
Btyisa.	"I jumped."
Canyity Lia Petr muly.	"Petra is missing money."
Canyitya muly.	"I am missing money."
Mnalaz mna mes.	"The woman remembered the teacher."
Mnalaza mes.	"I remembered the teacher."
Rdeidy doctor teiby juguet laëng.	"The doctor gives a toy to him."
Rdeidya teiby juguet laëng.	"I give a toy to him."
Bsubiaz buny teiby plad.	"The person dried a dish."
Bsubiaza teiby plad.	"I dried a dish."



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=96>

Lecsyony 8, Video 3. (With Ana López Curiel.)

If you are in doubt as to what pronunciation to use for the base of a new verb with an “I” subject whose base does not have an KCP, KP, KC, or CP vowel pattern, a CP vowel pattern is the best guess.

Tarea Tyop xte Lecsyony Xon.

Change the subject of each of the following sentences to “I”. Practice reading the original sentence and your new sentence out loud. Pay special attention to whether the

vowel pattern of the verb changes when there is an “I” subject. Translate each of your new sentences into English.

- a. **Bzicy myegr Wse Meijy.**
- b. **Queity bcwualdi Lia Da rrady.**
- c. **Btyis mniny e?**
- d. **Plad re casubiaz buny.**
- e. **Uas btaz zhyap zhib.**
- f. **Rsudeiby mna nyis.**

A few verbs have other types of pronunciation changes in the “I” subject form, however. As you learned in [Lecsyony Gaz](#), **rbany** “wakes up”, with a B vowel pattern, does not change in the combination form – the pronunciation of the base of **rbanyi** is the same as that of **rbany** in independent form:

Rbany mniny.	“The child wakes up.”
Rbanyi.	“He (that one) wakes up.”



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Lecsyony 8, Video 4. (With Ana López Curiel.)

But, as you've learned, the B vowel pattern of the base changes to a KC pattern before **-ëng**, and the same change occurs before **-a** ([rbàa'nnya']):

Rbanyëng.	"She (this one) wakes up."
Rbanya.	"I wake up."



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=96>

Lecsyony 8, Video 5. (With Ana López Curiel.)

Most verbs with B vowel patterns, however, like the others you saw earlier, change their vowel pattern to CP in the “I” subject form. This change occurs with **rzeny** [rزهnnny]: **rzenya** [rزه’ennya], for example.

Bzenya Ndua.

“I arrived in Oaxaca.”

Cazenyëng ricy.

“He is arriving there.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=96>

Lecsyony 8, Video 6. (With Ana López Curiel.)

The best way to learn the pronunciation of the “I” forms of different verbs is to listen carefully to your teacher’s examples and the recordings and then to practice saying them yourself. If you learn the “I” subject form of a new verb when you learn the verb stem, that will help.

Tarea Chon xte Lecsyony Xon.

Translate the following sentences into Zapotec. Then, read each of your Zapotec sentences aloud, paying special attention to the pronunciation of the verb with the “I” subject.

- a. I am giving a tortilla to her.
- b. I didn’t wake up.
- c. I am drying the pot.
- d. I want a blanket.
- e. I didn’t arrive in Mexico.

§8.3. Verb phrases beginning with *a*

A [a] is a useful word that is often used in both questions and other types of sentences, most commonly with perfective verbs, as in these little dialogues:

A btop mna gyia e?	“Did the woman already gather the flowers?”, “Has the woman gathered the flowers?”
A btopëng gyia.	“She has gathered the flowers.”
A bzhuny zhyap e?	“Did the girl already elope?”, “Has the girl eloped?”
A bzhunyëng.	“She has eloped.”
A bsubiaz buny plad e?	“Did the person already dry the dish?”, “Has the person dried the dish?”
A bsubiazi plad.	“He has dried the dish.”

A is often translated “already”, but sometimes it does not have this meaning. **A** is used before a verb, at the beginning of a verb phrase, to let you know something about the completion of the verb. A sentence with **a** is often translated into English with a sentence containing *has* (or *have*), as in the examples.

A **VERB PHRASE** is a sequence of two or more words that together express a verb idea, like **a** plus a following verb word. A focused noun phrase goes before the whole verb phrase:

Plad a bsubiazi.	“He has dried the dish.”
-------------------------	--------------------------

Although **a** “already” is written the same way as the bound subject pronoun **-a** “I”, the two are not pronounced the same, and they are not used the same either. **A** “already” always goes before a verb word, and the pronoun **-a** “I” (which has a C vowel) is always attached at the end of a word. You can use the two of them together, too:

A bdeidya liebr laëng.	“I have given him the book.”
-------------------------------	------------------------------

(As you know already, Zapotec has many sets of words and word parts that are written the same but pronounced differently. **A** “yes” is another different **a**! Don’t forget that you can always consult the pronunciation guide if you forget how to pronounce any Zapotec word.)

Tarea Tap xte Lecsyony Xon

Change the following questions into statement answers,

using **a** “already” and changing any noun phrase subjects to corresponding pronoun subjects (**-i** or **-ëng**). Then translate the question and answer pairs into English.

- a. **A bdieby nyis e?**
- b. **A wbany mna e?**
- c. **A bzenya Ndua e?**
- d. **Caj a bxyeily buny e?**
- e. **A wbeb zhyap teiby guan e?**



Fot Tyop xte Lecsyony Xon. Flowers on an altar decorated for Easter in San Lucas
Quiavini.

§8.4. “You” subjects

Here are some sentences with “you” subjects, using the “you” subject pronoun **-u** [ùu].

Rcazu cha guet e?	“Do you want a tortilla?”
Bsanu liebr cuan plum.	“You left the book and the pen behind.”
Cabanu e?	“Are you following a medical diet?”
Caldyanu e?	“Are you getting hungry?”

Like the **-i**, **-ëng**, and **-a** subject pronouns, **-u** is a bound pronoun that cannot be used by itself but must always be attached to the verb of its sentence.

In English, we use the same word “you” whether we are speaking to one person or to many – these are all “you” in English. (Of course, it’s possible to indicate that you are speaking to more than one person by saying things like “you all” or “you guys”, but it’s most common just to say “you”.) Moreover, the English word “you” doesn’t change whether it’s used as a subject (as in *You hit him*) or as an object (as in *He hit you*).

Like many other languages, however, Valley Zapotec has different words for all these uses of “you” – the new pronoun **-u** is only used as a subject, and only when you are referring to just one person, a singular “you” (abbreviated “sg.”). Zapotec speakers make an additional distinction involving “you” as well. The **-u** pronoun is only used when you are speaking with people your own age or younger, usually people you know well. It expresses an **INFORMAL** “you” (abbreviated “inf.”). Conservative Valley Zapotec speakers do not use the informal **-u** even when addressing their parents.

Thus, the **-u** pronoun is used when talking informally to one person, who is the subject of your sentence. You’ll learn how to express a more formal “you”, as well as plural “you”, in Lecsyony Ga.

Using each of the following verbs once, complete each of the questions with a verb and a “you” subject: **rewany**, **rguad**, **rnaz**, **rnudizh**, **rbeb**, **rsan**, **rtaz**, **rcaz**, **rchiby**, **rtainy**. Practice reading each of your questions out loud. Then translate each of your sentences into English.

- a. A _____ **mna** e?
- b. _____ **teiby liebr cuan teiby lapy** e?
- c. **Guan** _____ **e**?
- d. **Uas** _____ **zhyet** e?
- e. _____ **cha guetxtily** e?
- f. **Lat re** _____ **e**?
- g. **Uas** _____ **gyag becw** e?
- h. _____ **doctor** e?
- i. _____ **bolz** e?
- j. **Uas** _____ **zhyap** e?

§8.5. Changes in verbs with informal “you” subjects

Verbs whose independent form contains a KCP, KP, KC, or CP vowel pattern, like those in section §8.1, do not change their vowel pattern

in the informal “you” form. For most other verbs, the combination form is used before **-u**.

Thus, verbs with a KKC pattern use their combination form (with its KC vowel pattern) before **-u**. Listen to your teacher pronounce the following sets of sentences:

Bsudieby mes nyis.	“The teacher boiled the water.”
Bsudiebyi nyis.	“She boiled the water.”
Bsudiebyu nyis e?	“Did you boil the water?”
Ryulaz buny mna.	“The man likes the woman”
Ryulazēng mna.	“He likes the woman.”
Ryulazu mna.	“You like the woman.”



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You can hear that the key syllable of the verb base sounds shorter (in the combination form) before **-u**, **-i**, and **-ëng** than in the independent form without a pronoun ending.

In these verbs, the vowel pattern is different before **-u**, **-i**, and **-ëng** than before **-a**, where the combination form is not used but a CP pattern is used instead:

Bsudiebya nyis.

“I boiled the water.”

Ryulaza mna.

“I like the woman.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=96>

Compare these verbs with the **-u**, **-i**, and **-ëng** subject forms of the same verbs above, and you'll hear the difference in the pronunciation of the base.

Verbs with CB and BB vowel patterns also change their vowel pattern to CP before **-a**, and they make the same change before **-u**. Again, compare the following sets of verbs as your teacher reads them aloud:

Rtyis zhyet.	“The cat jumps.”
Rtyisëng.	“He jumps.”
Rtyisu e?	“Do you jump?”
Rtyisa.	“I jump.”
Bsubiaz doctor teiby plad.	“The doctor dried a plate.”
Bsubiazi teiby plad.	“He dried a plate.”
Bsubiazu teiby plad e?	“Did you dry a plate?”
Bsubiaza teiby plad.	“I dried a plate.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=96>

Lecsyony 8, Video 9. (With Ana López Curiel.)

Verbs with CB vowel patterns do not change in the combination form, but usually change to CP before both the **-u** and **-a** pronouns. Verbs with BB vowel patterns like **rsubiaz** have PB patterns in the combination form, but again change to a CP pattern before **-a** and **-u**. In each group above, the last two verbs are different from the others.

Rbany “wakes up” has the same change to a KC pattern that you heard with **-ëng** and **-a** subjects:

A wbanyu e?	“Have you woken up?”
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A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=96>

Lecsyony 8, Video 10. (With Ana López Curiel.)

Zapotec verbs with “I” and “you” subjects are easy to spell, but harder to learn to pronounce. The best thing is to learn the “I” and informal “you” form of a verb when you learn the verb stem. But following the rules here, you will often be able to make a good guess as to the right form to use with a new verb.

Tarea Xop xte Lecsyony Xon.

Translate each of the following sentences into Zapotec. Practice reading each one aloud. Try to pronounce each sentence the way your teacher does!

- a. Do you remember Juan?
- b. You are missing a book.
- c. Are you teaching Petra Zapotec?
- d. You are really jumping.
- e. Did you send Pedro back to Oaxaca?
- f. You like the cat.
- g. Did you dry the dish?

§8.6. “I”/”me” and “you” free pronouns

The free pronoun for “I” and “me” is **naa** [nàa], and the free pronoun for “you” (informal singular) is **liu** [liu]. You can use these pronouns for both objects and focused subjects, just as with **laëng** and **lai**.

Bguad manyser liu e?	“Did the bee sting you?”
A, bguad manyser naa.	“Yes, the bee stung me.”

Remember that with a focused subject pronoun, there always has to be a bound pronoun following the verb:

Naa canyitya muly.	“I am missing money.”
Liu wbanyu.	“You woke up.”

These sentences would make no sense without the subject pronouns **-a** and **-u** on their verbs.

As you learned in [Lecsyony Gaz](#), free pronoun objects cannot be focused.

Tarea Gaz xte Lecsyony Xon

Answer each of the following questions in Zapotec, starting with either **a** “yes” or **queity** “no”. Practice saying each of the pairs out loud. Pay careful attention to the pronunciation of the verb.

- a. **Bzicyu naa Meijy e?**
- b. **Bcwanya liu e?**
- c. **Caguad banua liu?**
- d. **Mnalazu naa?**
- e. **Caseidy Wse liu Ingles?**

§8.7. Another way to say “gives”

In [Lecsyony Gai](#) you learned the word **rdeidy** “gives”, used in sentences like

Bdeidy mes liebr laëng.	“The teacher gave him the book.”
Cadeidya teibý lapy mes.	“I am giving a pencil to the teacher.”

In these sentences, the objects are **laëng** and **mes** – those who are given something are people who are not involved in the conversation. If you want to talk about someone giving something to yourself (the speaker) or to the person you're talking with (the hearer), however, you have to use a different “give” verb, **rnizh**, as in

Queity rnizhdi mes liebr naa.	“The teacher doesn’t give me the book.”
Canizha teiby lapy liu.	“I am giving you a pencil.”
Mnizhu plad naa e?	“Did you give me the dish?”

Thus, when the recipient is one of the people involved in the conversation, use **rnizh** instead of **rdeidy**. **Rdeidy** refers only to giving something to someone other than the speaker or the hearer.

Tarea Xon xte Lecsyony Xon.

Translate the following sentences into Zapotec, paying attention to the difference between **rdeidy** and **rnizh**. Then say each sentence out loud.

- a. Did you give her the blanket?
- b. She didn’t give me the flower.
- c. Give the child the toy!
- d. I didn’t give you the basket.
- e. She is giving Soledad that box.
- f. I gave a plate to the woman.
- g. Jose is giving me the table and the chair.
- h. Give me a tortilla!

§8.8. Plural nouns

All the sentences we've used so far have contained only singular nouns, nouns referring to only one individual or one object. To make a Zapotec noun plural, you need to use the plural word **ra** ([ra]) in front of the noun, as in the following sentences:

Bsubiaza ra plad.	"I dried the dishes."
Uas rzhiby ra buny.	"The people get really scared."
Bdeidyu ra liebr laëng e?	"Did you give him the books?"
Ra zhayp caseidy Dizhsa.	" <u>The girls</u> are learning Zapotec."

(Plural is abbreviated as "pl.") You can use a plural noun phrase as either a subject or an object, focused or not, as in these examples. Usually these plural noun phrases are translated into English with "the", but not always – it depends on the context.

When **ra** is used in a **re** [rèe] "this" or **re** [rèe] "that" noun phrase, you'll use "these" or "those" in the English translation:

Ra becw re byual.	"Those dogs panted."
Ra mniny re bcwany mna.	"The woman woke these children up."

In English, we use the plural ending -s every time we refer to a plural noun, but Zapotec **ra** is often omitted by speakers when they are not emphasizing a noun's plurality, especially when the noun in question does not refer to living creatures. The following examples show that a noun without **ra** can sometimes be translated in the plural as well as the singular:

Bdeidyu liebr laëng e?

“Did you give him books?” “Did you give him the book?”

Casubiazëng plad.

“She is drying dishes.” “She is drying the dish.”

When you listen to spoken Zapotec, you'll hear many more examples of plural nouns that don't use **ra**. (This is especially common when other nouns or pronouns in the sentence are plural.) In this book, we will normally use **ra** with every plural noun referring to humans or animals. (There's one exception, which you'll learn about in the next section.)



Fot Chon xte Lecsyony Xon. Ra zhyap.

Girls making a purchase outside the church in Teotitlán del Valle.

Tarea Ga xte Lecsyony Xon.

Translate the following sentences into Zapotec. Practice reading each of them out loud.

- a. Hey, give me the books!
- b. I want those apples.
- c. Did he give you the flowers?
- d. I am gathering the baskets.
- e. Did you open the boxes?

§8.9. Number phrases

In Zapotec, numbers go right before the noun, just as in English.

Bsubiazya tyop plad.	“I dried two dishes.”
Bdeidya chon liebr laëng.	“I gave him three books.”
Caseidy xon zhyap Dizhsa.	“Eight girls are learning Zapotec.”

Ra is not usually used along with number words, even when the plural noun used with the number refers to a person or other living creature.

Noun phrases containing numbers, both subjects and objects, are very often focused. Usually this does not indicate as much emphasis as other focus sentences.

Tyop plad bsubiaza.	"I dried two dishes."
Chon liebr re bdeidya laëng.	"I gave him these three books."
Xon zhyap caseidy Dizhsa.	"Eight girls are learning Zapotec."

In translations of sentences in this book, we will not indicate special emphasis on focused number phrases.

Tarea Tsë xte Lecsyony Xon.

Make up Zapotec sentences using each of the following number phrases. Make sure to try out a variety of possibilities: in some of the sentences the number phrase should be the subject, in others it should be the object. Some sentences should be questions, some should be commands, and some should be statements. Some sentences should be negative.

- a. **gai plad**
- b. **gaz gues**
- c. **tsë becw**
- d. **tap dadich**
- e. **xon juguet**
- f. **xop wi**
- g. **chon zhyap**
- h. **tyop doctor**

Only the numbers from one to ten are introduced in this lesson's

Ra Dizh, but any of the counting numbers given at the end of Unida Teiby can be used in the same ways.

Prefixes and Endings

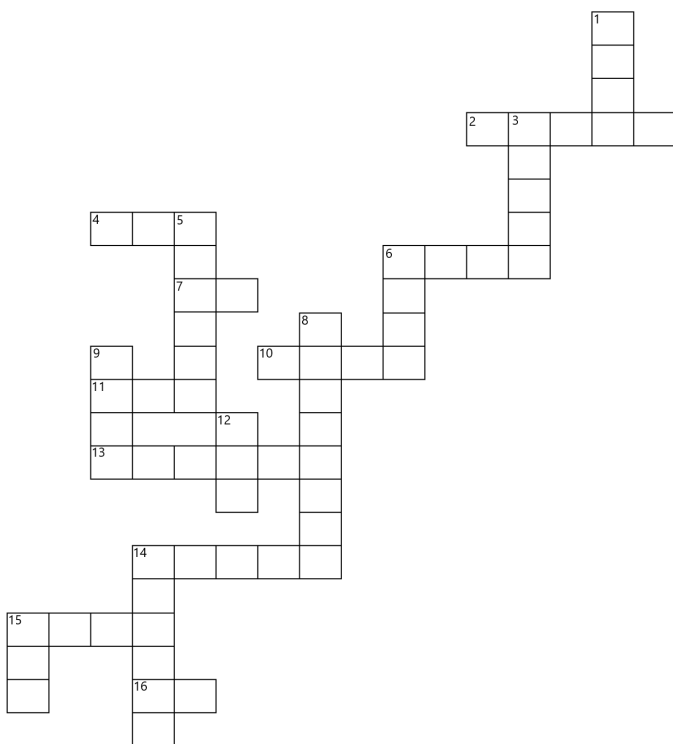
- a [aʔ] I (bound pronoun)
- u [ùuʔ] you (informal singular bound pronoun)

Abbreviations

- inf. informal
- sg. singular
- pl. plural

Just for fun! Complete the crossword puzzle below in Zapotec using the following clues.

Across	Down
2. arrives	1. three
4. box	3. basket
6. there	5. toy
7. nine	6. gathers
10. two	8. chair
11. can	9. dish
13. blanket	12. you (inf. sg.)
14. sends (someone) back to	14. crushes
15. flower	15. five
16. I	



9. Lecsyony Ga: Caseidyyu naa "You are teaching me"

In this lesson, you'll learn a number of new pronouns. Section [§9.1](#) introduces the formal “you”, section [§9.2](#) polite verbs, and section [§9.3](#) respectful pronouns. Section [§9.4](#) presents “we” and “us” pronouns and verb forms, section [§9.5](#) “they”/“them” pronouns, and section [§9.6](#) plural informal “you”. Section [§9.7](#) tells more about polite verbs.



Fot Teiby xte Lecsyony Ga. Balloons for sale in the *zócalo* (main square) of Oaxaca City.

Ra Dizh

bxuaz [bxuuhahz] priest

cafe [cafee] coffee

cosiner [cosineer] cook

danoën [dannoooh-ëhnn] / **danuën** [dannuuh-ëhhnn]
us; we

gyets [gyèe'ts] paper; letter, document

gyizh [gyi'izh] city person

jug [juug] juice

laad [làa'-ahd] you (informal pl.)

laëb [làa'-ëhb] he, she; him, her (respectful)

larëb [làa'rëhb] they; them (respectful)

larëng [làa'rëng] they; them (proximate)

lari [làa'rih] they; them (distal)

Leony [Leoony] Leon

Lia Zhuan [Lia Zh:ùaan] Juana

rdub [rdùu'b] sweeps § prog. **candub** [candùu'b] /
caldub [caldùu'b]

rmudy [rmuudy] medicine

rteidy [rtèèi'dy] takes across, brings across

rzilaz [rzilààa'z] thought that, used to think that

rzhyag [rzhyàag] meets

rregal [rrega'll] gift

yu [yu'uu] / **yëbu** [yëbu'uu] you (formal sg.)

yuaad [yùad] / **yëbuad** [yëbùad] you (formal pl.)



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=99>

Lecsyony 9, Video 1. (With Geraldina López Curiel.)

Xiëru Ni Rzalo Ra Dizh

Rzilaz is used to mean “thought that” or “used to think that” with a following sentence telling the thought – you don’t need any separate “that” word:

Rzilaza rgwezac Jwany Dizhsa. “I used to think that Juan spoke good Zapotec.”

The meaning here is that the speaker has changed his mind – although he used to think this, he no longer does. **Rzilaz** is used in

the habitual, even though the meaning seems to refer to the past. Since the meaning of the second part (here, **rgwezac Jwany Dizhsa**) referred to the same time as the speaker’s thinking, it is habitual too, not perfective, even though we would usually use a past translation to express this in English.

§9.1. Formal “you”

You learned in [Lecsyony Xon](#) that Zapotec has different ways to say “you” depending not only on whether that “you” is a subject or an object, singular or plural, but also on the speaker’s relationship with the hearer. The bound informal “you” singular pronoun is **-u**, and the corresponding free pronoun is **liu**. These “you” forms are used with contemporaries or when talking with younger people or people you do not respect.

With your elders or people you respect (or whose position you respect), you must use **FORMAL** “you” pronouns (abbreviated “form.”). The bound formal “you” singular pronoun is **-yu** [yuu] (some people say **-yëbu** [yëbuu]). The corresponding free pronoun is **yu** [yu’uu] (or **yëbu** [yëbu’uu]). Listen as your teacher reads the following sentences, since the bound and free pronouns, though spelled the same, are pronounced differently:

Bdyanyu e?	“Did you (form.) get hungry?”
Mnizhyu gyets naa.	“You (form.) gave me the paper.”
Mnizha gyets yu.	“I gave the paper to you (form.)”
Yu rseidydu Dizhsa e?	“Do you (form.) teach Zapotec?”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=99>

Lecsyony 9, Video 2. (With Geraldina López Curiel.)

The last example shows that when **-yu** follows a verb that ends with **y**, we write two **y**'s. In this book we will use “(form.)” following translations of formal “you”.

Formal pronouns are used when speaking to teachers, members of the clergy, government officials, and all older people. A respectful Zapotec child always uses these pronouns with grandparents and other older relatives, and most also use them with their parents. As a Zapotec language learner, you should show respect to Zapotec speakers by using formal pronouns whenever you are speaking with an older person or with someone whose position commands respect.

Verb stems do not change their pronunciation (other than by the regular change to combination forms) before the bound pronoun **-yu**.

Tarea Teiby xte Lecsyony Ga.

Translate the following sentences into Zapotec, using the formal “you”.

- a. Do you (form.) want coffee?
- b. You (form.) gave me this gift.
- c. Do you (form.) speak Zapotec well?
- d. You (form.) smiled.
- e. Are you (form.) learning English?
- f. Did you (form.) open that door?
- g. You (form.) are boiling water.
- h. You (form.) dried the dishes.

The independent formal “you” plural pronoun is **yuad** [yùad] (or **yëbuad** [yëbùad]), which is pronounced the same as the bound formal “you” plural pronoun **-yuad** [yùad] (**-yëbuad** [yëbùad]). These are used in sentences like

Mnizhyuad gyets naa e?	“Did you (form. pl.) give me the paper?”
Bchib y cabai yuad e?	“Did the horse scare you (form. pl.)?”
Yuad ryulazyuad zhyap.	“You (form. pl.) like the girl.”
Rzilazyuad rgwezac Jwany Ingles e?	“Did you (form. pl.) think Juan spoke good English?”

You should use formal plural pronouns any time you are speaking to a group that includes people you would address with formal **yu**. Always use formal plural pronouns when speaking to teachers, members of the clergy, government officials, or older people.

Combination forms of verbs are used before an attached formal plural **-yuad** ending. Like singular formal **-yu**, plural **-yuad** does not cause any other changes in the pronunciation of preceding verb stems.

Tarea Tyop xte Lecsyony Ga.

Translate the following sentences into Zapotec, as you would use them in the contexts indicated. Pay careful attention to whether you should use the formal or the informal “you”, singular or plural.

- talking to your teacher*: Did you turn on the radio?
- talking to your sister*: You speak Spanish well.
- talking to your grandparents*: Are you getting better?
- talking to a policeman*: Did you arrive in Mexico City?

e. *talking to a classmate*: Are you giving Juana three books?

§9.2. Polite verbs

You can make a sentence seem more polite and respectful by using a polite verb. Polite verbs are primarily used when you want to make a polite request or to suggest that the subject of the verb performs the action as a favor to someone (generally, to you, the speaker).

Here are some examples of polite verbs used to suggest a favor:

Yu mnizhlayu gyets naa.	“You (form.) gave me the paper (polite).”
Mes mnizhla gyets naa.	“The teacher gave me the paper (polite).”
Bed bxyeilyla pwert.	“Pedro opened the door (polite).”

Such sentences suggest that the subject didn’t really have to perform the action of the verb, but did it as a favor. Expressing sentences this way makes the Zapotec sentences seem more polite, so we have included “(polite)” in the translations. Most commonly, polite verbs like these are used with formal subjects (or with subjects you would refer to with the respectful pronouns you’ll learn about in section §9.3).

Sentences with polite verbs differ from ordinary sentences in two ways. First, the subject is usually focused, even though the meaning doesn’t seem like that of a focused sentence. Second, a polite verb includes the ending **-la** [lää’]. Usually the politeness

shown by adding **-la** to a Zapotec verb cannot be translated, but often there is a suggestion that the polite action is done as a favor. Bound pronouns like **-yu** come after **-la**, at the end of the verb.

-La is an ending that is not a pronoun but an EXTENDER, an ending whose effect is to form a longer verb stem. Thus, corresponding to the normal habitual stem **rxyeily** “opens (something)” we have a polite habitual stem **rxyeilyla**. Almost any verb can be used with **-la** added, so polite stems formed with **-la** are not listed in the **Rata Ra Dizh** at the end of this book. (A few verbs are always used with **-la**. You’ll learn more about these later.)

In [Lecsyony Xop](#), you learned how to use perfective verbs as imperatives. These informal imperatives can be made more polite by using **la**:

Bxyeilyla pwert!	“Open the door, please!”
As nia mnizhla gyets naa.	“Hey, please give me the paper.”

Even these more polite imperatives, however, should only be used to people you would address with informal **liu**. (You will learn how to express commands to people you would address with formal **yu** in [Lecsyony Tsë](#): such commands often use **-la**.)

Speakers vary in how much and how often they use **-la**, as you’ll see if you listen carefully to Zapotec speakers’ conversations.

You’ll learn more about using polite verbs in section [§9.7](#) at the end of this lesson.

Tarea Chon xte Lecsyony Ga.

Translate the following sentences into Zapotec using polite verbs with the extender **-la**. Don't forget to focus the subject of polite sentences.

- a. You (form. pl.) gave me this gift (polite).
- b. You (form sg.) fed the dog (as a favor) (polite).
- c. Did you (form. pl.) open that door (polite)?
- d. Did you (form. sg.) give Juana those blankets (polite)?
- e. You (form. pl.) dried the dishes (polite).
- f. Sweep the house, please (polite).

§9.3. Referring to people respectfully

Anyone that you would address formally, with the formal **yu**, should usually be referred to with a respectful pronoun (abbreviated “resp.”). The bound respectful pronoun is **-ëb** [ëhb], and the independent respectful pronoun is **laëb** [làa'-ëhb]. Here are some examples of sentences about people you should refer to respectfully, with the corresponding sentences using respectful pronouns.

Bcwez mes rradý.	“The teacher turned off the radio.”
Bcwezëb rradý.	“She turned off the radio.”
Bxuz rcáz bxady.	“ <u>The priest</u> wants chapulines.”
Laëb rcázëb bxady.	“ <u>He</u> wants chapulines.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=99>

Lecsyony 9, Video 3. (With Geraldina López Curiel.)

Respectful pronouns are never used to refer to children, to animals, or to inanimate objects. Like the proximate and distal pronouns you learned in Lesson 7, these pronouns are gender neutral.

Most verb stems do not change their pronunciation (other than the change to the combination form) before the respectful pronoun. However, there is a spelling change with verbs that end in **c** when the respectful pronoun is added. Because the pronoun **-ëb** begins with **ë**, a **c** at the end of a preceding verb stem is written as **qu** before this pronoun:

Byaquëb.

“He got better.”

In this book, we will give pronouns like **-ëng**, **-i**, and **-ëb** the appropriate English translation (“he” or “she” or, for the first two, “it”), but will usually not distinguish them further. You need to learn to use **-ëb** to refer to people to whom you owe respect, and to use **-ëng** and **-i** to refer to others. Most Zapotec speakers will feel that it is very disrespectful to fail to use **-ëb** to refer to your elders or people like teachers or priests. Use **-ëb** to refer to anyone you would address with formal **yu**.)

(As you’ve heard already, Zapotec pronoun usage is complicated. You will learn other pronouns later. Also, as you know, pronoun usage may vary from one community to another, so if your teacher uses pronouns differently, you may want to follow that usage.)

Tarea Tap xte Lecsyony Ga.

Give “yes” answers (using **a**) to the following questions, using pronouns rather than names or nouns to refer to the people mentioned in the questions. Read the question and answer pairs out loud, then translate the pairs into English.

For this exercise, assume the following: Juana is your friend, Gloria is your friend’s mother, Petra is your friend’s aunt, Leon is your brother, Pedro is your friend’s grandfather, and Juan is your classmate. Choose the pronouns you use to refer to each person with this information in mind.

Example: Rcaz Bied Lia Glory cha guet? Does Señora Gloria want a tortilla?

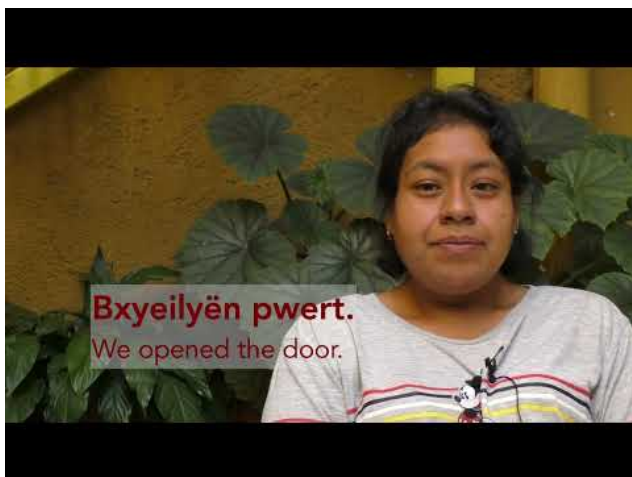
Answer: A, rcazëb cha guet. Yes, she wants a tortilla.

- a. Rnalaz mes Lia Zhuan e?
- b. Caseidy Leony Bied Lia Glory Dizhsa e?
- c. Cadeidy doctor rmudy Leony e?
- d. Btyepy bxuaz e?
- e. Rcuzh Jwany chirmia e?
- f. Na candub Bied Lia Petr e?
- g. Rcaz Bed jug e?
- h. Mnab Tiu Bed cha guet e?
- i. Mnudizh Lia Zhuan doctor e?
- j. Cacwany Bed Leony e?

§9.4. “We” subjects and “us” objects

Here are some sentences with “we” subjects, used when you’re talking about yourself and some others:

Bxyeilyën pwert.	“We opened the door.”
Rtainyën ra lat.	“We crush the cans.”
Cabanën.	“We are following a medical diet.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=99>

Lecsyony 9, Video 4. (With Geraldina López Curiel)

The bound “we” subject pronoun is **-ëñ** ([ëhnn]). As you can see, **-ëñ** is attached to a verb stem just like the other bound subject pronouns you’ve learned.

Because the pronoun **-ëñ** begins with **ë**, a **c** at the end of a preceding verb stem will be written as **qu** before this pronoun:

Byaquën.

“We got better.”

As you know, this is a spelling change, not a pronunciation change.

The free pronoun meaning “us” or “we” is **danoën** or **danuën** ([dannooh-ëhnn], [dannuuh-ëhnn] – speakers vary in their

pronunciation). In this book we will write only **danoën** for the free pronoun, but you should follow your teacher’s pronunciation. Like other free pronouns, **danoën** is used to express an object (“us”) or a focused subject.

Mnizh mes ra liebr danoën.	“The teacher gave the books to us.”
Btazëng danoën.	“He hit us.”
Danoën cabanën.	“We are following a medical diet.”

As the first example shows, **rnizh** is used to say “gives to us”.

Tarea Gai xte Lecsyony Ga.

Translate the following sentences into Zapotec. Practice reading each of your sentences out loud.

- a. We don’t speak Spanish well.
- b. Give us the guavas!
- c. We scared those girls.
- d. The bees stung us.
- e. Are we laughing?
- f. We gave the apples to you (form.).
- g. You (form.) are scaring us (polite).
- h. We really poked the stick at the scorpion.
- i. Did we leave the bags behind?
- j. You (form.) brought the men across.

Verbs whose vowel patterns are KCP, KP, CP, or C do not change their base pronunciation before the **-ën** “we” ending, but most other verbs do change in the “we” subject form.

Verbs with a KKC pattern in the independent form have a KCP pattern in the “we” subject form. Listen to your teacher say the following sentences, and practice repeating each one:

Tap liebr bdeidyën doctor.	“We gave four books to the doctor.”
Ryulazën lai.	“We like her.”
Casudiebyën nyis.	“We are boiling water.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=99>

Lecsyony 9, Video 5. (With Geraldina López Curiel)

Most other verbs use a PC pattern in their base before the **-ën** “we” subject ending. Again, listen to your teacher say the following sentences, and practice repeating each one:

Rtyisën.	“We jump.”
Danoën canyityën muly.	“ <u>We</u> are missing money.”
Bzhunyën.	“We ran.”
Ra liebr re mnabën.	“We asked for those books.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=99>

Lecsyony 9, Video 6. (With Geraldina López Curiel)

Tarea Xop xte Lecsyony Ga.

Translate the following sentences into Zapotec. Practice reading each of your sentences out loud, paying special attention to the pronunciation of the verbs.

- a. We want those horses.
- b. Soledad didn't wake us up.
- c. We are really happy.
- d. We are giving these fish to Jeronimo.
- e. We asked the city person a question.
- f. Does Petra remember us?
- g. We are drying the dishes.
- h. We really got scared.
- i. We are whistling.

§9.5. Plural pronouns

Valley Zapotec has plural pronouns as well as plural nouns. The bound plural proximate pronoun is **-rēng** [rěng], the bound plural distal pronoun is **-ri** [rih], and the bound plural respectful pronoun is **-rēb** [rěhb].

These bound pronouns attach to verbs just the way other subject pronouns do, as in

Mnabrëng ra liebr.	“They (these people) asked for the books.”
Bsanri tsë lapy.	“They (those people) left ten pencils behind.”
Bcwezrëb rradý.	“They (respected people) turned off the radio.”
Ryulazrëng naa.	“They (those people) like me.”
Canyityri muly.	“They (these people) are missing money.”
Mnizhrëb liebr danoën.	“They (respected people) gave us books.”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=99>

Lecsyony 9, Video 7. (With Geraldina López Curiel.)

As the examples suggest, all three of these pronouns are translated as “they”; proximate **-rëng** refers to individuals nearby or in sight,

distal **-ri** refers to individuals further away or out of sight, and respectful **-rëb** refers to respected people you would address formally. (Normally we will not include “(these people)”, “(those people)”, or “(respected people)” in the translations of these pronouns.) As you’ll note, all bound “they” pronouns start with **r**. (This **r** is connected with the plural word **ra**.)

These plural pronouns are used similarly to their singular equivalents that you learned earlier in this lesson and in [Lecsyony Gaz](#).

↪**Rëng** and **-ri** are used to refer to both males and females, primarily those who are contemporaries or equals of the speaker, or who are unknown or unimportant to the speaker, as well as to inanimate objects. These pronouns are used less commonly to refer to children or animals.

↪**Rëb** refers only to respected people, both males and females, especially those who are older than the speaker. This pronoun is never used to refer to children, animals, or inanimate objects.

You’ll learn other pronouns later. (Valley Zapotec has a lot of pronouns!)

Plural pronouns are used to replace plural nouns in sentences when the speaker and hearer know who the group being referred to are. Similarly, they may replace phrases joined with **cuan** “and”:

Cazhuny Lia Len cuan Lia Glory.	“Elena and Gloria are running.”
Cazhuny ra zhyap.	“The girls are running.”
Cazhunyrëng.	“They are running.”

If you listen to verbs like **mnabrëng** and **ryulazrëng** (in the

examples at the beginning of this section) you'll hear the combination forms of the verb bases **nab** and **yulaz**. As you've learned, if a verb changes in the combination form, that combination form must be used when any subject pronoun is added.

Normally, no other pronunciation changes occur in verbs before **-rëng**, **-ri**, **-rëb**, or other "they" subject pronoun. "They" pronouns are like formal pronouns in that the only pronunciation change in verbs used with them is the change to the combination form.

Tarea Gaz xte Lecsyony Ga.

Each of the following sentences has a plural subject. Rewrite each sentence so an appropriate plural pronoun is used for that subject. Practice reading both the original sentence and the new sentence out loud. Then, translate both sentences into English.

For this exercise, assume the following: Soledad is your friend, Petra is your friend's grandmother, Jose is your brother, Jeronimo is your friend's father, and Juan is your classmate.

- a. **Bzeny Lia Da cuan Wse Ndua.**
- b. **Mnizh Bied Lia Petr cuan Tiu Rony ra dadich naa.**
- c. **Rchiby ra mes ra mna.**
- d. **Ryulaz Jwany cuan Lia Da mes.**
- e. **Cazicy ra myegr Bied Lia Petr cuan Tiu Rony Meijy.**
- f. **Bzhyag ra bxuaz Jwany.**
- g. **Rgwezac ra zhyap Dizhsa.**

The free plural pronouns are proximate **larëng** [làa'rëng], distal **lari** [làa'rih], and respectful **larëb** [làa'rahb]. Like other free pronouns, these can be used either as objects or as focused subjects:

Bdeidya ra plad larëng.	"I gave the dishes to them."
Larëng mnizhrëng ra plad naa.	" <u>They</u> gave the dishes to me."
Cacwany Lia Leen lari.	"Elena is waking them up."
Lari bzhayagri ra zhyap.	" <u>They</u> met the girls."
Bdeidya rregal larëb.	"I gave them a gift."
Larëb canabrëb nyis.	" <u>They</u> are asking for water."

As you've already learned, when a free pronoun is used as a focused subject, the verb still needs to have its attached pronoun subject.

Tarea Xon xte Lecsyony Ga.

Part Teiby. For each sentence you wrote for Tarea Gaz, rewrite that sentence with a focused pronoun subject. Translate each sentence into English and practice saying it aloud. (a) has been completed as an example:

a. *Larëng bzenyrëng Ndua. "They (proximate) arrived in Oaxaca."*

Part Tyop. Now, take sentences (c) – (f) in Tarea Gaz and change the noun object to a pronoun. Translate your new sentences into English.

§9.6. Plural informal “you”

As you have learned, Valley Zapotec distinguishes singular and plural forms of “you”. When you’re talking with someone your own age or someone you consider inferior to you, you use the informal “you” singular pronouns, bound **-u** and free **liu**. The corresponding plural pronouns are bound **-ad** [ahd] and free **laad** [làa’-ahd], as in

Bsanad bolz.	“You guys left the bag behind.”
Laad canyityad muly e?	“Are <u>you guys</u> missing money?”
Bchibý doctor laad.	“The doctor scared you guys.”
Rzilazad rcyetlaz mniny e?	“Did you guys think the child was happy?”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=99>

In this book we will use “you guys” to translate informal “you” plural. Informal plural pronouns can be used to people of any age (as long as it’s appropriate to speak informally to them) and any sex.

Combination forms of verb stems are used with the bound pronoun **-ad**, but most verbs whose bases end in consonants do not have any additional changes in their pronunciation before this ending. (Any pronunciation changes will be listed in a verb’s vocabulary entry.)

Tarea Ga xte Lecsyony Ga.

Translate the following sentences into Zapotec.

- a. Are you guys getting hungry?
- b. The city person gave you guys flowers.
- c. You guys are hitting that dog.
- d. You guys are really whistling.
- e. You guys don’t want tortillas.
- f. Did the thief scare you guys?
- g. You guys are getting better now.
- h. She didn’t remember you guys.
- i. You guys speak Zapotec well.

§9.7. More about polite verbs

Polite “does as a favor” verbs ending in **-la**, which you learned about in section §9.2, are the first Zapotec verb stems you’ve seen that end in vowels. As you’ll learn in Lecsyony Tseiny (13), verb stems that end in vowels often combine in unexpected ways with following pronoun subjects that begin with vowels: the vowel at the end of the verb and the vowel of the pronoun may change, and the vowel pattern may be different from what you would expect. You will learn how to predict many of these combinations later; for now, you should simply memorize the patterns illustrated in the following sentences:

Bed bxyeilyla pwert.	“Pedro opened the door (as a favor).”
Laëng bxyeilylaëng pwert.	“He (proximate) opened the door (as a favor).”
Lai bxyeilylai pwert.	“He (distal) opened the door (as a favor).”
Laëb bxyeilylaëb pwert.	“He (respectful) opened the door (as a favor).”

The **-la** polite ending becomes **-laëng** [làa-ë’ng], **-lai** [la’ài], or **-laëb** [làa’-ëhb] when combined with the bound pronouns **-ëng**, **-i**, and **-ëb**.

You can refer to the [Valley Zapotec Verb Charts](#) for more information. Normally, however, the **-la** ending is not used with “I”, “we”, or informal pronoun subjects.

Tarea Tsë xte Lecsyony Ga.

Each of the sentences below describes a action that was done as a favor. Replace the noun subjects of each sentences with appropriate pronouns, read your new sentences aloud, and translate them into English. For this exercise, assume that Elena is your friend and Juana is your friend's grandmother.

- a. **Candubla Lia Len.**
- b. **Bdeidyla Bied Lia Zhuan rregal liu.**
- c. **Mnizhla doctor rmudy yuad.**
- d. **Bcwanyla Bied Lia Zhuan naa.**
- e. **Bxeilyla mes caj.**

Prefixes and Endings

- ad** [ahd] you (bound inf. pl. pronoun)
- ëb** [ëhb] he, she (bound resp. pronoun)
- ën** [ëhnn] we (bound pronoun)
- la** [làa] (polite extender)
- ri** [rih] they (bound dist. pl. pronoun)
- rëb** [rëhb] they (bound resp. pl. pronoun)
- rëng** [rëng] they (bound prox. pl. pronoun)
- yu** [yuu] / **-yëbu** [yëbuu] you (bound form. sg. pronoun)
- yuad** [yùad] / **-yëbuad** [yëbùad] you (bound form. pl. pronoun)

Abbreviations

form. formal

resp. respectful



Fot Tyop xte Lecsyony Ga. A sidewalk cafe in the zócalo in Oaxaca City.

Reference note. You may have already seen the *Di'csyonaary X:tè'e'n Di'zh Sah Sann Lu'uc* (in our spelling system, *Dicsyonary Xten Dizh Sa San Luc*) by Munro and Lopez et al., which is available in many large libraries. While most of the terminology used in that dictionary is the same as that used in this book, a few terms have been changed. In the dictionary, the **-ëb** and **laëb** respectful pronouns you've learned in this book are called "formal" ("respectful" is used in the dictionary for the familiar pronouns, which you'll learn about in Lecsyony Tseinyabtyop).

Comparative note. As you've learned, one of the areas of greatest grammatical variation among the Valley Zapotec languages is in pronoun usage. Speakers notice and comment on these differences, but they do not seriously impede communication in most cases. Other languages may express formality and respect differently from the way these are expressed in this book. At the end of this book is a comparative table of the different pronouns used in several Valley Zapotec languages. If you know speakers of other varieties of Valley Zapotec, you will learn other pronoun systems.

10. Lecsyony Tsë: Yseidylayu naa Dizhsa "Please teach me Zapotec"

In this lesson, you'll learn one way to refer to future events in Valley Zapotec. Sections §10.1–§10.3 introduce the way to form the irrealis stems of the verb, including spelling changes and irregular irrealis forms. Section §10.4 presents formal and polite commands and section §10.5 plural commands, all of which use irrealis forms. Section §10.6 describes another way **cuan** phrases can be interpreted. The last three sections concern negatives and the irrealis form: negative irrealis sentences in section §10.7; negative irrealis questions in section §10.8; and negative commands in section §10.9.



Fot Teiby xte Lecsyony Tsë. An overhead view of San Lucas.

autobuas [autobua's] bus

bel [bèèe'll] / **beld** [bèèe'lld] snake

camyuny [cammyuuny] bus; truck; car; van

carr [ca'rr] car; bus; truck

coch [co'ch] car

coyot [coyo't] coyote (a guide who, for a fee (often considerable) escorts an undocumented immigrant across the border)

cub [cu'uhb] tejate (traditional grain beverage); masa (dough made from ground corn, used for making corn tortillas, tamales, etc.)

guc [gu'c] / **uc** [u'c] when

ladi [laadih] over there

Lia Tyen [Lia Tye'nn] Cristina, Christina

liny [li'nny] border (between two countries)

Nach [Na'ch] Ignacio, Nacho, Ignatius

polisia [polisiia] policeman; police

pyep [pye'p] 1. pipe (for smoking); 2. tanker truck

rculozac [rculohza'c] takes good care of

rdeidy [rdèèi'dy] crosses (something); crosses to (a place); gets across § irr. **teidy**

rdeidy lo liny [rdèèi'dy loh li'nny] crosses the border >
rdeidy

rdily [rdii'lly] 1. fights someone; 2. fight each other
(plural subject) § irr. **tily**

rdinal [rdinàall] chases

rgats [rgàa'ts] gets buried

rsaguel [rsaguehll] is so good as to (used in polite
commands – see lesson)

rreizh [rrèei'izh] measures ???

studian [studi'aann] / **estudian** [estudi'aann] student

ual [u'all] / **gual** [gu'all] (used in plural commands – see
lesson)

zhi [zhii] / **yzhi** [yzhii] tomorrow



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=103>

Lecsyony 10, Video 1. (With Geraldina López Curiel.)

Xiëru Rzalo Ra Dizh

1. **Rdeidy** “crosses” is pronounced just the same as **rdeidy** “gives”, but as you’ll learn in this lesson, some forms of these two verbs are different.

The expression **rdeidy lo liny** “crosses the border” is used with the subject following the verb **rdeidy**, as in **Rdeidya lo liny** “I cross the border”.

2. As you can see from the Ra Dizh, **camyuny** can refer to either a bus, a truck, a car, or a van, depending on the situation in which it is used, and **carr** can mean “car”, “bus”, or “truck”. When learning a new word in Zapotec (or in any language), it’s important to keep in mind that there may not be a one-to-one correspondences with a word in English. As always, pay attention to how these words are used in Zapotec and you’ll quickly become accustomed to their range of meanings.

3. **Ladi** is used to refer to the country on the other side of the border between the United States and Mexico from where the speaker is (in Mexico, **ladi** means “the United States”; in the United States, it means “Mexico”).

4. **Rdily** means “fights someone, scolds someone” or, with a plural

subject, “fight each other”. To mention who someone fights with, use **cuan** “with”, as in **Rdilya cuan mniny** “I fight with the boy”.

§10.1 Talking about the future

Listen as your teacher reads the following sentences referring to the future:

Ychibya liu.	“I’m going to scare you.”
Ysudieby estudian nyis.	“The student will boil the water.”
Becw cuan zhyet yzhuny.	“ <u>The dog and the cat</u> will run.”
Ynizhu teiby carr naa e?	“Are you going to give me a car?”
Pwert yzhyeily.	“ <u>The door</u> is going to open.”
Yculozac Bied Lia Zhuan becw.	“Señora Juana will take good care of the dog.”

As you can see, the verbs of these sentences begin with a prefix **y-** (which may sound like [i] to you when it comes before a consonant, as explained in Unida Teiby). This **IRREALIS** (“irr.”) prefix replaces the habitual prefix **r-** on a verb base, as in the diagram. An irrealis verb refers to an event that’s not real. Sometimes irrealis verbs suggest in addition that the subject wants to perform the future action. You’ll learn several other uses of irrealis verbs in this and later lessons.

Building an Irrealis Stem from a Habitual Stem			
	prefix-	base	
habitual	r-	chiby	“scares”
	↓		
irrealis	y-	chiby	“will scare”

Irrealis verbs in Zapotec sentences referring to the future

correspond to English *will* or *be going to* verbs: the best translation may vary with the context. (It's important to realize that most English sentences using future expressions like *is going to* or *are going to* – such as the translations of the examples above – have nothing to do with actual *going* or movement.) Irrealis verbs can be used in the same types of sentences you've already learned – statements, questions, sentences with objects, sentences with focus, sentences with subject pronouns.

Zhi “tomorrow” and other adverbs (words that tell where, when, or how an event takes place) very often come at the beginning of a Zapotec sentence:

Zhi yzhuny becw cuan zhyet.	“The dog and the cat will run tomorrow.”
Zhi ynizhu teiby carr naa e?	“Are you going to give me a car tomorrow?”
Zhi ygats mna.	“The woman will be buried tomorrow.”

Usually it's not possible to focus another word in a sentence beginning with an adverb. The other place that an adverb may occur (for instance, when another item in the sentence is focused) is at the end of a sentence, as in

Becw cuan zhyet yzhuny zhi.	“ <u>The dog and the cat</u> will run tomorrow.”
Mna re ygats zhi.	“That woman will be buried tomorrow.”

The pronunciation of the base of an irrealis verb may change when a bound subject pronoun is added, just the way other verb bases do. Irrealis stems have combination forms just like other verb stems:

Ysудieby estudian nyis.	“The student is going to boil the water.”
Ysудiebyi nyis.	“He is going to boil the water.”
Ydeidy Lia Tyen rmudy mniny.	“Cristina will give medicine to the child.”
Guc ydeidyēng rmudy mniny?	“When will she give medicine to the child?”

All the regular combination form changes that you learned about in Lecsyony Gaz occur with irrealis stems as well. For example, the vowel pattern in the independent forms of the irrealis stems **ysудieby** and **ydeidy** is KKC, but this pattern changes to KC when the bound subject pronouns **-i** and **-ēng** are added.

Similarly, the informal “you” and “I” forms of verbs with KKC vowel patterns (and many others) are pronounced with a CP vowel pattern in their base:

Ysудiebyu nyis e?	“Will you boil the water?”
Ydeidya rmudy mniny.	“I am going to give medicine to the child.”

Listen as your teacher pronounces each of these examples, and, if you need to, review these regular pronunciation changes in [Lecsyony Xon](#).

Tarea Teiby xte Lecsyony Tsē.

Translate the following sentences into Zapotec.

a. They will follow a medical diet.

- b. Will you measure the car tomorrow?
- c. When will Juan run?
- d. The student will really scare those girls.
- e. They are going to ask for that truck.
- f. I will take good care of the baby.
- g. What will you give to Pedro?
- h. When will the doctor be buried?

§10.2. Spelling and pronunciation changes in independent irrealis stem forms

Verbs whose base starts with **y** have an irrealis stem starting with **gy**:

Gyual becw e?	“Is the dog going to pant?”
Gyaqui.	“He will get better.”

(Remember, the stem **gyac** (habitual **ryac**) becomes **gyaqu** before the bound pronoun **-i**.)

Building an Irrealis Stem from a Base that starts with a y			
	prefix-	base	
habitual	r-	yual	“pants”
		↓	
irrealis	g-	yual	“will pant”

Verbs with KC, KCP, KP, KKC, and CP vowel patterns have the

same vowel pattern in the irrealis stem as in other stems, but for most verbs with B, BB, and CB vowel patterns in their habitual, perfective, or progressive stems, the irrealis stem has a C vowel pattern:

Muly ynyity.	“ <u>The money</u> will be missing.”
Ybany Nach.	“Nacho will wake up.”

Normally, verbs whose irrealis stem has a C pattern do not change when a pronoun subject is added:

Ybanya.	“I will wake up.”
Ynyityu muly e?	“Will you be missing money?”

Verbs with diphthongs in a BB or CB vowel pattern change to a CP pattern in the irrealis. Thus, for example, the irrealis stem of **rduax** [rdu'ahx] “barks” is **yduax** [ydu'ax].

Tarea Tyop xte Lecsyony Tsë.

Translate the following sentences into Zapotec. Practice reading each of your sentences out loud.

- a. Tomorrow the students will give me a present.
- b. Are the police going to arrive?
- c. Will you guys get scared?
- d. They are going to ask the doctor a question tomorrow.
- e. He will get better.
- f. When will the border patrol officer send Soledad back?

- g. Those girls are going to get thirsty for water.
- h. Tomorrow will you guys take good care of the snake?
- i. We will measure the door.
- j. I will really scare you guys.

§10.3. Irregular irrealis stems

In [Lecsyony Xop](#) you learned that some verbs may have irregular stems. Some verbs have irregular irrealis stems. Look at these forms of **rbeb** “rides”:

Rbebëng cabai.	“He rides the horse.”
Wbebëng cabai.	“He rode the horse.”
Cabebëng cabai.	“He is riding the horse.”
Cwebëng cabai.	“He will ride the horse.”

The perfective and progressive stems of **rbeb** are formed normally. (Since the base of this verb starts with **b**, we expect that the perfective prefix will be **w-**, not **b-**.) However, the irrealis stem, **cweb** [cwèe'b] does not start with **y-**, and does not even have a base beginning with **b!** (Notice, though, that the end of the irrealis base is just the same as in the other forms, and that it also is pronounced with a KC vowel pattern.)

Here are two other examples of irregular irrealis stems, this time for **rdily** “fights someone; fight each other” and **rdeidy** “crosses”:

Rdilyi cuan Gyeily.	“He fights with Mike.”
Bdilyi cuan Gyeily.	“He fought with Mike.”
Cadilyi cuan Gyeily.	“He is fighting with Mike.”
Tilyi cuan Gyeily.	“He will fight with Mike.”
Rdeidyěng lo liny.	“He crosses the border.”
Bdeidyěng lo liny.	“He crossed the border.”
Cadeidyěng lo liny.	“He is crossing the border.”
Teidyěng lo liny.	“He will cross the border.”

The perfective and progressive stems of **rdily** “fights someone” and **rdeidy** “crosses” are again formed normally, but the irrealis stems, **tily** and **teidy**, do not start with **y-**, and do not have bases starting with **d**. Once again, the vowel pattern of the irrealis stem, KC or KKC, is just the same as that of the habitual. (You might also note that these irrealis stems begin with **t**, a consonant related to **d**, as you learned in Lecsyony Tap.) In the irrealis stems of these verbs, you can’t easily separate a prefix from the base.

An interesting thing about **rdeidy** “crosses” is that this verb is pronounced just the same as the verb **rdeidy** “gives to”. All the forms of these two verbs are the same, except for the irrealis. **Rdeidy** “gives to” has a regular irrealis stem, **ydeidy** (as you saw earlier in this lesson), while **rdeidy** “crosses” has the irregular irrealis stem **teidy**.

Valley Zapotec has many verbs that do not work exactly as you’d expect. You’ll learn more about these in the next few lessons, and all of them are listed in the vocabulary at the end of this book.

Tarea Chon xte Lecsyony Tsě.

Change each of the following Zapotec sentences into sentences that talk about the future, using the irrealis. Then translate both the original sentence and your new sentence.

Example. **Bcwany Lia Glory studyan.**

Answer. **Ycwany Lia Glory studyan.** “Gloria woke up the student.” “Gloria will wake up the student.”

- a. **Rdeidyrëng ricy.**
- b. **Cabebu guan e?**
- c. **Becw caduax.**
- d. **Bdyanyu.**
- e. **Uas bdily ra zhyap cuan ra mniny.**
- f. **Rdeidyu ladi.**

§10.4. Formal and polite commands

As you’ve learned, imperatives use the perfective stem of the verb, without any subject ending.

Bseidy laëng Dizhsa!	“Teach him Zapotec!”
Bguch bdo!	“Bathe the baby!”
Mnizh teiby liebr naa!	“Give me a book!”

Imperatives are only used when you are giving a **COMMAND** to one person who you would address with informal **liu**.

To give a formal command, addressed to one person to whom you would use formal **yu**, you use an irrealis verb with a **-yu** subject:

Yseidyyu laëng Dizhsa!	“Teach him Zapotec (form.)!”
Yguchyu bdo!	“Bathe the baby (form.)!”
Ynizhyu teiby liebr naa!	“Give me a book (form.)!”

If you think about it, these commands are just future sentences with formal “you” subjects. Thus, the first sentence could also be translated as “You (form.) will teach him Zapotec.”

Of course, giving an order to anyone you should address formally might seem very impolite or even inappropriate, so it is almost always best to use the polite extender **-la** when you give a formal command. The following are more suitable for use as formal commands:

Yseidylayu laëng Dizhsa.	“Teach him Zapotec, please (form.)”
Yguchlayu bdo.	“Bathe the baby, please (form.)”
Ynizhlayu teiby liebr naa.	“Give me a book, please (form.)”

As you know, the polite extender **-la** is added to the verb stem before the subject pronoun. In this book, we will translate commands containing **-la** with “please”.

Tarea Tap xte Lecsyony Tsë.

Translate the following formal commands into Zapotec,

using the polite extender **-la**. Practice reading each of your Zapotec sentences out loud.

- a. Give Leon those clay pots, please (form.).
- b. Turn on the television, please (form.).
- c. Take good care of the baby, please (form.).
- d. Turn off the radio, please (form.).
- e. Ask for the medicine, please (form.).
- f. Give me the pipe, please (form.).

An even more polite command can be formed with the irrealis form of the verb **rsaguel** [rsaguehll], which means “is so good as to” and is mainly used in the irrealis form to express polite commands or requests, corresponding roughly to English *Would you be so good as to...* The type of “you” pronoun added to **ysaguel** shows whether the command is formal or informal. **Ysaguel** commands are almost always used with the **-la** extender on the following verb.

An informal polite command starts with **ysaguelu** “you (inf.) would be so good as to...”, followed by an informal imperative:

Ysaguelu mnizhla liebr naa.

“Would you be so good as to
please give me the book?”

There are two ways to express a formal polite command using **ysaguelyu**, with the **-yu** formal pronoun. You can use a regular formal command, with an irrealis verb followed by the bound pronoun **-yu**, or you can use an informal imperative (which of course has no subject pronoun). Even though this type of imperative normally is informal, the command is formal if it begins with **ysaguelyu**:

Ysaguelyu ynizhlayu liebr naa.	“Would you be so good as to please give me the book (form.)?”
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Ysaguelyu mnizhla liebr naa.	“Would you be so good as to please give me the book (form.)?”
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Tarea Gai xte Lecsyony Tsë.

For each of the following informal imperatives, make three new commands, following the directions below.

(i) Change each of the imperatives into an informal polite command with **ysaguel** and **-la**.

(ii) Change each of the imperatives into a formal command using **ysaguel** followed by an irrealis verb plus **-la**.

(iii) Change each of the imperatives into a formal command using **ysaguel** followed by an informal imperative plus **-la**.

Translate each of the new commands you make up into English.

Example. Btyis!

Answers.

(i) **Ysaguelu btyisla.** “Would you be so good as to please jump?”

(ii) **Ysaguelyu ytyislayu.** “Would you be so good as to please jump (form.)?”

(iii) **Ysaguelyu btyisla.** “Would you be so good as to please jump (form.)?”

- a. **Mnudizh mes!**
- b. **Bxyeily pwert!**
- c. **Bsudeiby nyis!**
- d. **Bsubiaz ra plad!**
- e. **Bseidy naa Dizhsa!**



Fot Tyop xte Lecsyony Tsë. Preparing for an Easter morning procession in Tlacolula.

§10.5. Plural commands

Here are some plural commands:

Ual yseidy laëng Dizhsa!	“Teach him Zapotec (pl.)!”
Ual yguch bdo!	“Bathe the baby (pl.)!”
Ual ynizh teiby liebr naa!	“Give me a book (pl.)!”

Plural commands are like formal commands, because they use irrealis verb forms. However, their verbs do not have subject pronouns. A plural command always starts with the word **ual** [u'all] (some people say **gual** [gu'all]).

Unlike imperatives and formal singular commands, plural commands are not marked for formality – you can use a plural command beginning with **ual** to anyone, whether you would address them with **laad** or with **yuađ**. Of course, in many circumstances it would not seem appropriate to give any order to a person you would address with **yu**. You can make a plural command more polite by adding the **-la** ending to the verb stem:

Ual yseidyła Dizhsa.	“Teach him Zapotec, please (pl.)”
Ual yguchła bdo.	“Bathe the baby, please (pl.)”
Ual ynizhła teiby liebr naa.	“Give me a book, please (pl.)”

You can make plural commands even more polite by using **ysaguel**. In this case, **ysaguel** and the following verb must both have a formal plural subject, as in

Ysaguelyuađ ynizhyuađ ra liebr naa.	“Would you be so good as to give me the books.”
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These examples with **ysaguelyuad** don't use **ual**. In this type of sentence, it's also okay not to use **-la** on the verb after **ysaguel**.

Tarea Xop xte Lecsyony Tsë.

For each of the informal imperatives in Tarea Gai, make two new commands, following the directions below. Then, translate each of your new sentences into English.

(i) Change each of the imperatives into a plural command using **ual**.

(ii) Change each of the imperatives into a formal plural command using **ysaguel**.

Example. Btyis!

Answer.

(i) **Ual ytyis!** "Jump (pl.)!" or **Ual ytyisla!** "Jump, please (pl.)"

(ii) **Ysaguelyuad ytyisyuad.** "Would you be so good as to jump (form. pl.)?"

§10.6. A second interpretation for sentences with *cuan* phrases

Look at these sentences with **cuan** phrases:

Bdinalēn becw cuan Nach.	“We chased the dog with Nacho.”
Guc yzhunyrēng cuan mniny?	“When are they are going to run with the boy?”
Cadinalad camyuny cuan Lia Glory e?	“Are you guys chasing the bus with Gloria?”

These sentences all contain plural pronoun subjects and **cuan** “with” phrases with singular objects. The translations given above are all correct, but each of these sentences also can be used to express a very different meaning, as follows:

Bdinalēn becw cuan Nach.	“I chased the dog with Nacho.”
Guc yzhunyrēng cuan mniny?	“When is he going to run with the boy?”
Cadinalad camyuny cuan Lia Glory e?	“Are you (singular) chasing the bus with Gloria?”

These translations seem very odd to English speakers, because their verbs all have plural subjects, so it seems (to English speakers) that the translations of these sentences should also have plural subjects. Thus, the English sentence *They are going to run with the boy* means that at least three people were talking: *they* must refer to at least two, and then there's the boy. The English sentence *He is going to run with the boy*, however, means that only two people ran. Zapotec works differently from English here, however. When a Zapotec speaker uses a sentence with a plural pronoun subject and a **cuan** phrase, that **cuan** phrase may specify someone who is included in the plural subject.

Tarea Gaz xte Lecsyony Tsë.

Give two different English translations for each of the following Zapotec sentences.

- a. Rata zhi rguchĕn bdo cuan Lia Da.
- b. Cadeidyrĕng lo liny cuan Wse.
- c. Bcuzhad chirmia cuan ra studyan.
- d. Zhi yxeilyyuad ra rregal cuan Lia Petr e?
- e. Btainyrĕb ra lat cuan polisia.
- f. Yzhunyri cuan ra mniny zhi.

§10.7. Negative irrealis sentences

When the verb of a negative sentence is irrealis, a different pattern is used, as in the following sentences:

Queitydi mniny yzhyuny mnyiny.	“The child won’t run.”
Queitydi Lia Len ydeidy Lia Len gyets Bed.	“Elena won’t give the paper to Pedro.”
Queitydi campan ybix campan.	“The bell is not going to ring.”
Queitydirĕng teidyrĕng lo liny.	“They will not cross the border.”
Queitydya ydeidya liebr laĕng.	“I won’t give the book to her.”

As before, the sentence begins with **queity**. But when the verb is irrealis, **-di** follows **queity**. Again, the subject follows **-di** (or, if the subject is a bound pronoun beginning with a vowel, **-dy**). Next comes the irrealis verb, followed by another occurrence of the subject, as in the pattern shown below.

NEGATIVE IRREALIS SENTENCE PATTERN 1
subject (1) and subject (2) refer to the same individual

queity	-di	subject (1)	irrealis verb	subject (2)	(rest of sentence)
Queity	-di	<i>mniny</i>	<i>yzhyuny</i>	<i>mniny.</i>	
Queity	-di	<i>Lia Len</i>	<i>ydeidy</i>	<i>Lia Len</i>	<i>gyets Bed.</i>
Queity	-di	<i>campan</i>	<i>ybix</i>	<i>campan.</i>	
Queity	-di	<i>-rěng</i>	<i>teidy</i>	<i>-rěng</i>	<i>liny.</i>
Queity	-dy	<i>-a</i>	<i>ydeidy</i>	<i>-a</i>	<i>liebr laěng.</i>

When the subject is a noun phrase (and not a pronoun), a variant pattern may be used, as in examples like

Queitydi mniny yzhyuny.	“The boy won’t run.”
Queitydi Lia Len ydeidy gyets Bed.	“Elena won’t give the paper to Pedro.”
Queitydi campan ybix.	“The bell isn’t going to ring.”

In this pattern, the subject only appears once, after the negative word **queitydi**, and before the irrealis verb:

NEGATIVE IRREALIS SENTENCE PATTERN 2
used only with noun phrase subjects

queity	-di	subject	irrealis verb	(rest of sentence)
Queity	-di	<i>mniny</i>	<i>yzhyuny.</i>	
Queity	-di	<i>Lia Len</i>	<i>ydeidy</i>	<i>gyets Bed.</i>
Queity	-di	<i>campan</i>	<i>ybix.</i>	

Tarea Xon xte Lecsyony Tsě.

Translate the following sentences into Zapotec in two different ways, if it's possible. Practice reading your Zapotec sentences out loud.

- a. The goat won't get better.
- b. Those boys won't get scared.
- c. She won't laugh.
- d. Juana isn't going to whistle.
- e. I won't drink tejate.
- f. The girls aren't going to chase the bus.
- g. We won't cross the border with the coyote.
- h. The student won't measure the snake.

§10.8. Negative irrealis questions

Negative irrealis questions work differently from other negative irrealis sentences that you have seen. Like other negative questions, they usually do not use the ending **-di** following the negative word **queity**. Here are two examples that follow pattern 1 of section §10.7, with pronoun subjects used both following **queity** (without **-di**) and also after the irrealis verb:

Queityrëng ytyisrëng e?

“Won't they jump?”

Queityu ydeidyu liebr Lia Tyen e?

“Won't you give the book to Cristina?”

With a noun or name subject, either pattern 1 or pattern 2 can be

used, with the subject repeated after the irrealis verb, or not – but with no **-di** ending:

Queity mniny yzhyuny mnyiny e?, Queity mniny yzhyuny e?	“Won’t the child run?”
Queity Lia Len ydeidy Lia Len gyets Bed e?, Queity Lia Len ydeidy gyets Bed e?	“Won’t Elena give Pedro the paper?”
Queity campan ybix campan e?, Queity campan ybix e?	“Isn’t the bell going to ring?”

Tarea Ga xte Lecsyony Tsë.

Change each of the negative irrealis sentences you made up in Tarea Xon into a negative irrealis question. Practice reading your questions out loud and then translate them into English.

§10.9. Negative commands

Here are some examples of negative commands:

Queity yzhyuny!	“Don’t run!”
Queity yzhyunyad!	“Don’t run (pl.)!”
Queity yzhyunylayu!	“Please don’t run (form.)!”
Queity yzhyunylayuad!	“Please don’t run (form. pl.)!”, “Would you please not run?”

These sentences show that a negative command begins with **queity**, followed by an irrealis verb and the appropriate “you” subject pronoun (informal or formal, singular or plural). Unlike imperatives ([Lecsyony Xop](#)), negative commands do not use perfective verbs, and they always include a “you” subject. However, negative commands do not include the negative ending **-di** used in ordinary negative sentences, and plural negative commands do not include **ual**.

The negative commands above are used to tell someone not to begin doing something. If you want to tell someone to stop doing something they are already doing, the negative command is different – it uses the habitual form of the verb.

Queity rzhunyu!	“Don’t run! (Stop running!)”
Queity rzhunyah!	“Don’t run (pl.)! (Stop running!)”
Queity rdzhunylayu!	“Don’t run (form.)! (Stop running (form.))”
Queity rzhunylayuad!	“Don’t run form. pl.)! (Stop running (form. pl.))”
Queity rdilyu!	“Don’t fight! (Stop fighting!)”
Queity rdilyad!	“Don’t fight; Don’t fight each other (pl.)! (Stop fighting!)”

Tarea Tsë xte Lecsyony Tsë.

Translate each of the following negative commands into Zapotec. Pay attention to whether each command is informal or formal, singular or plural, or “stop” or “don’t”.

a. Stop whistling!

- b. Don't leave the book behind (form.)!
- c. Don't open this door (form. pl.)!
- d. Stop scaring me (pl.)!
- e. Don't ride the horse!
- f. Don't cross the border!

Prefixes and Endings

y- [y] (irrealis verb prefix)

g- [g] (irrealis verb prefix for verb bases that start with **y**)

Abbreviations

irr. irrealis



Fot Chon xte Lecsnyon Tsë. A marching band in Tlacolula.

Blal xte Tiu Pamyël, Part Tyop

§I. Part Tyop

[jump to pronunciation guide](#)

Chiecw na xta Lia Len cuan Bed. A guc tsë iaz cayuny Chiecw zeiny xte meser rrestaurant ni la Yagul ni na West Los Angl. A na Chiecw syudadan xte Stados Unied. A guc tyop chon beu nune Chiecw Lia Len cuan Bed.

Rni Chiecw –

Ra mniny re deplan queity racbedirëng rata raprëng re!

Uaszuatsa, chi bzenya re nadota zicyizy ni nu Bed nua. Swert gupa – biedne Tiu Ponzy naa, xta ambaly xta. Lainy autobuas bzenyën Tijwan cuan laëb. Tiu Ponzy bzhiel coyot ni bteidy danoën, chiru maru zyeiny muly mnabi. Bdeidyën muly lai, tyen bliu coyot teiby pistoly danoën. Chiru blelazi danoën ricy, chiru brica ra myegr ricy, chiru bzhunyën. Lo nya bcwatsloën lo myegr, chiru mnabën teiby abenton par Los Angl. Chi bzenyën ricy, laty nu bets Tiu Ponzy, bzhiela zeiny xte ni rguiby plad, per chiru mnaz myegr naa, bzicyi naa Meijy.

Chi bicya, queityru xi problemdi gupa. Bseidy Ingles, chiru beinya zeiny xte meser, chiru a guc chon iaz ni guca syudadan. Duar beinya zeiny, chiru bxela muly par ra ni byan Ndua. Uas rnalaza chiela, ucdi naa nu chiela re, per na par yculo chiela xnanëng, tyen racxuëb. A guc gan nu ra mniny re tyen a naca syudadan. Maru mejor nu ra

mniny cuan naa. Daru chu zhi chune Lia Zhuan danoën re. (Per uas duari – tyen queity rgwedýëng nyec Dizhtily nyec Ingles.)

Ra zhinya rata raprëng re, rgyana larëng, chiru rxela larëng scwel zac. A cayunberëng amiegw, chiru caseidyrëng Ingles. Queity nadi par gunydirëng zeiny. Daru chu zhi gacrëng estudian xte unibersida! Tu gan, steby zhi...zicy na estad re axta ni queity raly re zale gac gobernador.

[jump to pronunciation guide](#)

§2. Ra Dizh cuan Xiëro Zalo Ra Dizh

§2.1. A few sentences in the story are best to learn just as fixed phrases for now:

Queityru xi problemdi gupa. [que'ityru' xi proble'mmɔi' gùu'pa] “I didn't have any more problems.”

Tu gan, steby zhi... zicy na estad re axta ni queity raly re zale gac gobernador. [tu gàann, steeby zh:ih...zi'ihcy nàa estaad rèe' a'xta nih que'ity ràaly rèe' zalle'eh ga'c gobernador] “Who knows, one day...in this state, even someone who was not born here can become governor!”

Here's another form of the first sentence that you can use in conversation:

Queityru xi problemdi rapa. “I don't have any more problems.”

§2.2. Below are the other new vocabulary words and expressions used in this part of the story. You'll learn more about using many of these words in later lessons. Most verbs are listed in the vocabulary in the habitual form (beginning with **r-**; note that a habitual verb beginning with **rr** has a base beginning with **r**). Therefore, if the

story contains a verb in the perfective (**b-**), progressive (**ca-**) form, or irrealis (**y-**) form, you can remove that prefix and substitute **r-** to form the habitual form of the verb listed below. (Any verb that works differently has all forms used in the story listed separately below.) References are given, where necessary, to notes below or in *Blal xte Tiu Pamyël*, [Part Teiby](#) (abbreviated [BXTTP 1](#)). In this *Ra Dizh*, “...” means that something must appear between parts of an entry.



Fot Teiby xte *Blal xte Tiu Pamyël*, Part Tyop. The Valle de Oaxaca Restaurant in the Mar Vista area of West Los Angeles, a restaurant very similar to the one where Chico works.

a guc (followed by a time phrase) [a guhc] for (time phrase) (as in **a guc tsē iaz...** “for ten years”)
a guc (time phrase) **ni** [a guhc...nih] (time phrase) ago (as in **a guc chon iaz ni** “three years ago”) **a gucgan** [a guhcgaan] finally (as in **a gucgan nu ra mniny re** “the kids are finally living here”) **abenton** [abentoon] see **rnab teiby abenton** (COMPLEX VERB)
beiny zeiny [bèè'iny zèè'iny] perf. of **runy zeiny** (COMPLEX VERB)
bets [behts] brother (of a man) (possessed noun; see [BXTTP 1](#))
beu [be'eu] month
biedne [biè'dnèe] perf. of **riedne**
blelaz [blèe'làà'a'z] perf. of **rbelaz**
cayuny zeiny [cayuhny zèè'iny] prog. of **runy zeiny** (COMPLEX VERB)
cayunybe [cayunybèe] prog. of **runybe**
chiel [chie'l] spouse: husband, wife (possessed noun; see [BXTTP 1](#))
chu [chu'uh] see **daru chu zhi**
chune [chu'uhnèe] irr. of **nune** “lives with” (see [BXTTP 1](#) and [note 2.3](#) below)
daru chu zhi [dàa'ru' chu'uh zh:i:h] some day
deplan [depla'nn] really, completely, just
gac [ga'c] irr. of **rac**
gobernador [gobernadoor] governor
guc [guhç] perf. of **rac** (see **a guc, a guc...ni**)
gucgan [guhçgaan] see **a gucgan**



Fot Tyop xte Blal xte Tiu Pamyël, Part Tyop. The ball court at Yagul (one of the

largest in Mexico), the precolumbian archeological site near Tlacolula that Chico's restaurant is named for. Some scenes of the 2006 movie *Nacho Libre* were shot at Yagul.

gup [gùu'p] perf. of **rap**
guny [guuny] irr. of **runy**
gyiedchune [gyie'dchu'uhnèe] irr. of **riedchune**
iaz [iiahaz] year
laty [lahty] where, the place where
lo nya [loh nyaàa] field
maru mejor [maaru' mejoor] it's much better that
 (as in **maru mejor nu ra mniny cuan naa** "it's
 much better that the children are living with me")
maru zyeiny [maaru' zyèiny] much more
mejor [mejoor] see **maru mejor**
meser [meseer] waiter
na par [nàa pahr] has to, is supposed to (*followed
 by a sentence with an irr. verb*, as in **na par yculo
 chiela xnanëng** "my wife has to take care of her
 mother" or **queity nadi par gunydirëng zeiny**
 "they don't have to work")
nac [naa'c] is § neutral (see [BXTp 1](#)) of **rac**
nadota [nadòo'ta] at first
ni na [nih nàa] in
ni rguiby plad [nih rguì'by plaad] dishwasher
nyec...nyec... [nyèe'c...nyèe'c...] neither...nor....
par [pahr] for
pistoly [pisto'ly] gun
quëm [quëhmm] because
ra ni [ra nih] those who, the ones who (as in **ra ni
 byan Ndua** "those who stayed in Oaxaca")
rac [rahc] is; becomes § perf. **guc** [guhç]; irr. **gac**
 [ga'ç]; neutral **nac** [naa'c] (see [note 2.3](#) below)
racbe [rahcbèe] understands, knows (see [note 2.3](#)
 below)
rata [ra'ta] everything, all
rbelaz [rbèe'làa'z] abandons, leaves behind, leaves
 § perf. **blelaz** (see [note 2.3](#) below)
rcwatslo lo hides from [rcwàa'tsloh loh] (as in
bcwatslon lo myegr "we hid from the border
 patrol") (**COMPLEX VERB**; see [note 2.3](#) below)
re [rèe] these (following a plural noun, as in **ra
 mniny re** "these children, these kids")
restauran [rresta'ura'ann] restaurant
rguiby [rguì'by] washes (see **ni rguiby plad** and
[note 2.3](#) below)
ricy [ri'ihcy] returns (see [note 2.3](#) below)
riedchune [riè'dchu'uhnèe] comes to be with § irr.
gyiedchune (see [note 2.3](#) below)
riedne [riè'dnèe] comes with § perf. **biedne** (see
[note 2.3](#) below)
rliu [rliu'] shows (see [note 2.3](#) below)
rnab teiby abenton [rnàa'a'b te'ihby abenton]
 hitchhikes, thumbs a ride (as in **mnabën teiby
 abenton** "we thumbed a ride") (**COMPLEX VERB**;
 see [note 2.3](#) below)
runy zeiny [ruhny zèè'ny] works, does work § perf.

beiny zeiny [bèè'iny zèè'iny]; prog. **cayuny zeiny** [cayuhny zèè'iny] (as in **cayuny Chiecw zeiny** “Chico works”) (**COMPLEX VERB**; see [note 2.3](#) below)

runybe [runybèe] knows, gets to know § prog.

cayunbe (see [note 2.3](#) below)

rrica [rricah] appears (see [note 2.3](#) below)

scwel zac [scweel za'c] good school

swert [swèrt] luck

syudadan [syudada'nn] citizen

tyop chon [tyo'p chòonn] two or three; a few

uaszuatsa [ua'szuatsa'] wow

ucdi naa [u'cdi' nàa'] I wish

unibersida [unibersidaa] university, college

xtadambaly [x:ta'adambaaly] compadre

xte [x:tèe] as (as in **cayuny Chiecw zeiny xte meser** “Chico has been working as a waiter”)

Yagul [Yagu'll] Yagul (an archaeological site near Tlacolula)

zeiny [zèè'iny] work; see **runy zeiny**

zicyizy [zi'cyihzy] just

zyeiny [zyèiny] see **maru zyeiny**

zhi [zhi'] (adds emphasis at the end of a thought; see notes)

zhi [zh:i:h] day (see **daru chu zhi**)

zhiny [zhi'i'iny] child (possessed noun; see [BXTTP 1](#))

§2.3. As in [BXTTP 1](#), there are a number of verbs in the list that are irregular, which you won't learn to use with pronoun subjects until later lessons. (Almost all of these, you might notice, are verbs that have bases that either begin or end with vowels, or both. These tend to be the most irregular verbs in Zapotec.) For now, don't use these verbs yourself except in the stem forms used here and with noun or name subjects. A verb entry like **runy zeiny** “works” is a **COMPLEX VERB**, whose subject goes after the first word of the entry (you'll learn more about these in [Lecsyony Tsèbtyop](#)). As noted in [BXTTP 1](#), **NEUTRAL** verb often begin with **n** (you'll learn more about these in [Lecsyony Tseinyabchon](#)).

§2.4 **Nu** (a **NEUTRAL** verb; see [BXTTP 1](#)) “is”, “lives with”, “is located inside” is used to refer to age in sentences like

Zicyizy ni nu Bed nua.

“I was just as old as Pedro is.”

§2.5. Figuring out words that are spelled alike but that sound different or are used differently can be tricky, both in English and in Zapotec. You know the word **ricy** [ri'cy] – this chapter of the story introduces the new word **ricy** [ri'ihcy] “returns”. Obviously, these two words can be used together, as in a sentence like

Ricy ricy Jwany rata zhi.

“Juan returns there every day.”

If your teacher pronounces this sentence, you will hear that it begins [ri'cy ri'ihcy] – “there” plus “returns”. But in fact you can figure this out even if you don't hear the sentence. The subject **Jwany** must come right after the verb. We know that adverbs can come at the beginning of a sentence, before the verb – so the first **ricy** here must be “there”, and the second one must be “returns”.

In fact, the habitual verb **ricy** is not used in this chapter of the story – all the **ricy**'s in the story are “there”. A form of the verb **ricy** is in this sentence:

Chi bicya queityru xi problemdi gupa.

“When I returned I had no more problems.”

It's easy to tell that this is the verb, not the adverb, since the habitual prefix **r-** has been replaced here by the perfective prefix **b-**.

§2.6. An adjective like **duar** can be used with a bound subject pronoun, as in **duari** “it's hard”. You'll learn more about this in [Lecsyony Tseinyabchon](#).

§3. Xa Rni Buny Ra Dizh

pa'rt tyo'p

Chie'cw nàa x:ta'ad Lia Leen cuahnn Beed. a guhc tsêê' iihahz cayuhny Chie'cw zèè'iny x:tèe' meseer rrestauration nih laa Yagu'll nih nàa We'st Los A'nngl. a nàa Chie'cw syudada'nn x:tèe' Stadohs Unied. a guhc tyo'p chòonn be'eu nu'uhnèe Chi'ecw Lia Leen cuahnn Beed.

rnniii' Chie'cw –

ra mni'iny rée' depla'nn que'ity rahcbèedi'rèng ra'ta' raa'prèng rée'!

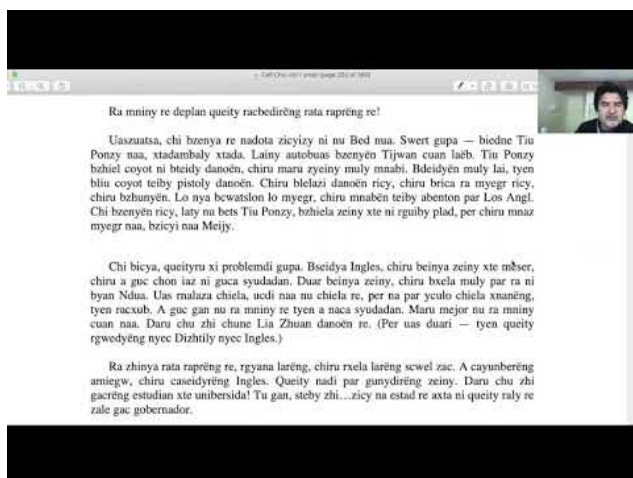
u'suatsa', chih bze'hnnya' rée' nadòota' z'icyihzy nih nu'uh Beed nu'-a'. swe'rt gu'upa' – biè'dnèe Ti'u Po'nnzy nàa', x:ta'admbaaly x:ta'ada'. làa'iny autobuahs bze'hnn'yèhnn Tijwa'nn cuahnn làa'b. Ti'u Po'nnzy bzhìel coyo't nih btèè'idy dannoo'h-èhnn, chiru' maaru' zyèiny mùuully mnàa'bih. bdè'idyèhnn mùuully lài, tye'nn bliu' coyo't te'ihby pisto'lly dannoo'h. chiru' blelàa'zih dannoo'h-èhnn ri'cy, chiru' bricàa ra mye'gr ri'cy, chiru' bzh:uu'nn'yèhnn. loh nyàaa' bcwa'tsloon loh mye'gr, chiru' mnàa'bèhnn te'ihby abentoon pahr Los A'nngl. chih bze'hnn'yèhnn ri'cy, lahty nu'uh behts Ti'u Po'nnzy, bzhìela' zèè'iny x:tèe' nih rgui'by plaad, pehr chiru' mnàa'az mye'gr nàa', bzi'ihcyih nàa' Me'ijy.

chih bi'icya', que'ityru' xi proble'mmdi' gu'upa'. bsè'itya' Ingle's, chiru' bèi'inya' zèè'iny x:tèe' meseer, chiru' a guhc chòonn iihahz nih gu'ca' syudada'nn. duuar bèi'inya' zèè'iny, chiru' bxèe'lla' mùuully pahr ra nih byàa'an Ndùu'ah. ua's rnalàa'za' chie'la', u'cdi' nàa' nu'uh chie'la' rée', pehr nàa pahr yculoh chie'la' x:nna'anèng, tye'nn rahcx:uub. a guhcgaan nu'uh ra mni'iny rée' tye'nn a nàa'ca' syudada'nn. maaru' mejoor nu'uh ra mni'iny cuahnn nàa'. dàa'ru' chu'uh zh:ih chu'uhnèe Lia Zh:uaan dannoo'h-èhnn rée'. (pehr ua's duarih – tye'nn que'ity rgwèe'dyèng nyèe'c Di'zhtiilly nyèe'c Ingle's.)

ra zhi'inya' ra'ta' raa'prèng rée', rgyàa'na' làa'rèng, chiru' rxèe'lla' làa'rèng scweel za'c. a cayunybèerèng amie'gw, chiru' casèe'idyèng Ingle's. que'ity nàadi' pahr guunydi'rèng zèè'iny. Dàa'ru' chu'uh zh:ih

ga'crëng estudi'aann x:tèe' unibersidaa! Tu gàann, steeby zh:ih...zi'ihcy nàa estaad rèe' a'xta' nih que'ity ràally rèe' zalle'eh ga'c gobernadoor.

§4. Video Recording



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=106>

IV. UNIDA TAP (UNIT 4)

More about Verbs



Colorful produce in the market in Tlacolula.

II. Lecsyony Tsëbteby: Rcaza Yseidya Dizhsa "I Want to Learn Zapotec"

This lesson begins with discussion of verb definitions (section §11.1) and question word questions (section §11.2). Irregular perfective and irrealis stems of base-changing verbs are covered in sections §11.3 and §11.4. Section §11.5 presents animal pronouns, which are also used to refer to children and young people. Section §11.6 explains several types of sentences with **rcaz** “wants”. Sentences with **cuan** subject phrases are covered in section §11.7, and section §11.8 reviews how verbs are listed in the [Rata Ra Dizh](#).

Ra Dizh

bca [bca'ah] crow

bal [bàall] / **bald** [bàalld] how many

bistied [bistiied] dress

blac [bla'ac] how much money

bzeiny [bzèiny] / **bzëiny** [bzêiny] deer

cotony [cotoony] shirt; blouse

Chiecw [Chie'cw] Chico, Francisco

dolr [do'lr] dollar

fald [fa'alld] skirt

gal rguily dikh [gahlɫ rguì'lly dī'zh] word search

gasolyen [gasolye'nn] gas, gasoline

guez [guehehz] cigarette

laēm [làa'-ēhmm] he, she, it, him, her (animal)

larēm [làa'rēhmm] they, them (animal)

Lia Desy [Lia De'sy] Modesta

many [ma'any] animal

myes [mye'es] mass (in a Roman Catholic church)

na [nah] (used at the end of many question word questions)

par gac buny dibertier [pahr ga'c bùunny dibertiier] so that people can have fun (just for fun)

pes [pe's] peso

rgub [rgùu'u'b] 1. sucks; 2. smokes (cigarettes, tobacco, a pipe); 3. uses a lot of (fuel) (of a vehicle) § perf. **bdub**; irr. **cub** [cu'ùu'b]

rguez [rguèe'ez] 1. hugs; 2. carries (someone or something) in his (or her) arms § perf. **bdez**; irr. **quez**

rguiby [rguì'by] washes § perf. **bdiby**; irr. **quiby**

rguieb [rguieb] 1. sews; 2. sews (something) § perf. **bdieb**; irr. **quieb**

rguily [rguì'lly] / [rguì'illy] looks for § perf. **bdily**; irr. **quily**

rguiny [rguì'iny] 1. borrows; 2. asks for the hand of (a girl) in marriage (in a betrothal negotiation) § perf. **bdiny**; irr. **quiny**

rguix [rguìi'x] lays (a long object) down, puts (a long object) down § perf. **bdix**; irr. **quix**

rguixicy [rguixi'ihcy] nods off (as when falling asleep), § perf. **bdixicy**; irr. **quixicy** [quixi'ihcy]

rguizh [rguìi'ihzh] 1. pays (a person; a bill; an amount); pays back, repays (a person; an amount); 2. pays (someone) (an amount); 3. pays for: especially, pays for (a mass) § perf. **bdizh**; irr. **quizh** [quìizh]

rresieb [rresiieb] bill (for a service); receipt

xa [x:a] how

xa mod [x:a mo'od] how; in what way

xi ni [xi ni'ih] why

Xiëru Zalo Ra Dizh

1. In sentences like

Cagubi guez.

“He is smoking a cigarette.”

there is no **teiby**, even though the English sentence has a singular indefinite object. **Rgub guez** “smokes cigarettes; smokes a cigarette” is an expression that doesn’t need to be marked as having an indefinite object.

2. **Bistied** and **fald** are used primarily to refer to modern city-style clothing; there are other words for traditional Zapotec women’s clothing, as you’ll learn later. **Bistied** is also used for the typical style of dresses worn by younger village women.

§ 11.1. Understanding verb definitions

The definitions of the verbs in the Ra Dizh section at the beginning of this lesson tell you a lot about how these new verbs are used in sentences.

As you already know, just as in English and other languages, many Zapotec verbs have two or more different meanings or can be used in two or more different sentence patterns. When these meanings or uses are quite different, each one has a separate number within the definition of the verb in the vocabulary.

The information in definitions like the following can help you to understand what subjects and objects can be used with that verb.

rguix “lays (a long object) down, puts (a long object) down”
rgub “uses a lot of (fuel) (of a vehicle)”

Within the definition of a verb, an item in parentheses after the verb of the definition lets you know what are potential objects for that verb. For example, the object of **rguix** is something “long” (relative to its width), such as a stick, a pencil, or even a person:

Caguix mna bdo.

“The woman is laying down the baby.”

An item following “of” in parentheses within the definition of a verb shows what the subject of the verb may be. The definition of **rgub** above contains both object and subject information, telling you that this verb can be used in sentences like

Uas rgub carr gasolyen.

“The car uses a lot of gasoline.”

Reading a definition carefully will help you see how many objects

it can be used with. For example, the following definitions tell that **rguizh** can be used with either one object (which could be either human or non-human) or with two objects:

rguizh 1. pays (a person; a bill; an amount); pays back, repays (a person; an amount); 2. pays (someone) (an amount)

The following sentences illustrate all these possibilities:

Mes rguizh Bed.	“The teacher pays Pedro.”
Mes rguizh gai dolr.	“The teacher pays five dollars.”
Mes rguizh Bed gai dolr.	“The teacher pays Pedro five dollars.”

In addition, the definition shows that **rguizh** can be used to mean “repay” or “pay back” as well as “pay”.

A verb’s definition also explains cultural aspects of the verb’s use. Consider the following additional definition of **rguizh** or one definition of **rguiny**:

rguizh pays for: especially, pays for (a mass)
rguiny asks for the hand of (a girl) in marriage (in a betrothal negotiation)

Most Zapotecs are Roman Catholics, but many villages have no regular parish priest, so the priest from another town must be paid to come and say mass for a wedding, baptism, or other celebration. Many old customs are still followed, even in larger pueblos like Tlacolula. Traditionally, a young man’s parents pay a formal visit to the parents of the girl he would like to marry in order to ask for her hand.

Here’s another important thing about interpreting definitions. A definition like the following –

rguez carries (something or someone) in his (or her) arms

– tells you that the subject carries something in his (or her) arms. When you use a verb like **rguez** with a different subject, the translation changes, because you need to refer to the arms of that subject:

Cagueza ra liebr.

“I am carrying books in my arms.”

Rguezu becw.

“You carry the dog in your arms.”

Caguez ra mna bdo.

“The women are carrying babies in their arms.”

Tarea Teiby xte Lecsyony Tsëbteby.

Translate the following sentences into Zapotec.

- She hugs him every day.
- Does Chico smoke a pipe?
- I am nodding off.
- Are you guys paying the bill?
- She is sewing those skirts.
- The bus really uses a lot of gas.
- Are you (form.) looking for the chickens?
- They are borrowing a car.
- Every day Modesta washes the shirts.
- We pay for the mass.



Fot Teiby xte Lecsyony Tsëbteby. The church in Tlacolula de Matamoros. Many people from San Lucas go to Tlacolula during the week, especially on Sunday, when there is an outdoor market that draws salespeople, customers, and tourists from all over the Valley. People from San Lucas who want to attend mass usually go to this church during their Sunday visit.

§II.2. More about question word questions

As you know, question word questions begin with a question word like **tu** “who”, **xi** “what”, and **guc** “when”. Unlike **a-yac** questions that can be answered by **a** “yes” or **yac** “no”, question word questions do not include the final question marker **e**.

Here are some additional Valley Zapotec question words:

bal [bàall]	“how many”
blac [bla’ac]	“how much money”
xa [x:a]	“how”
xa mod [x:a mo’od]	“how”
xi ni [xi ni’ih]	“why”

Bal “how many” is used before a noun, as in

Bal bxuaz rgub guet?	“How many priests smoke?”, “How many priests smoke cigarettes?”
Bal guet bdeidy Lia Tyen becw?	“How many tortillas did Cristina give to the dog?”

Bal plus the following noun form a phrase (comparable to **tyop guet** “two tortillas” or **tap bxuaz** “four priests”). You can’t use **bal** by itself without a following noun.

Blac means “how much money” – you don’t need to use the word **muly** with this question word:

Blac rguizhěng liu?	“How much money does he pay you?”, “How much does he pay you?”
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As the second translation of this question shows, “money” may not always be used in the translation of a **blac** question.

Speakers use both **xa** and **xa mod** to mean “how”:

Xa bdeidyëng?, Xa mod bdeidyëng?	“How did he cross?”
---	---------------------

As with all question words, **xa**, **xa mod**, or a **bal** phrase must come at the beginning of the sentence. In English, we sometimes use questions like *He crossed how?* or *Cristina gave the dog how many tortillas?*, with the question word somewhere else in the sentence, but question word questions of this type are not possible in Valley Zapotec.

Na “now” is often used at the end of question word questions. You can translate it as “now”, but this translation will not mean too much in English. Use this word to make your questions sound more natural, as in

Tu bdeidy guet becw na?	“Who gave the dog the tortilla (now)?”
Bal bxuaz rgub guet na?	“How many priests smoke (now)?”

This **na** doesn’t refer directly to the present time (rather, it probably refers to the speaker’s present interest in the answer to the question). Thus, you can use it even when the event referred to in the question took place a long time ago.



Fot Tyop xte Lecsyony Tsëbteby. The church in San Lucas Quiaviní. San Lucas has no regular parish priest, and services are held here only on certain special occasions.

Since the question word always comes at the beginning of the sentence, a **tu** or **xi** question with a reversible verb can sometimes be translated in two ways, just like some sentences with focused noun phrases:

Tu btaz mniny?	“Who hit the boy?”, “Who did the boy hit?”
Xi bguad banua na?	“What did the scorpion sting (now)?”, “What stung the scorpion (now)?”

If the noun following the verb in a question like this makes sense as either the subject or the object, then the question word can be interpreted as either the subject or the object too. This reversibility only works if the word after the verb is a noun, however, not if it is a pronoun – can you figure out why? If not, looking at the following questions may help you:

Tu btazu?	“Who did you hit?”
Tu btaz liu?	“Who hit you?”

These questions are not reversible!

If the question word question is negative, **queity** comes after the question word:

Tu queity bzhunyi na?	“Who didn’t run (now)?”
------------------------------	-------------------------

Tarea Tyop xte Lecsyony Tsëbteby.

Part Teiby. Translate the following sentences into Zapotec.

- Who is sweeping?
- What did Cayetano give you?
- When will you (form. pl.) arrive in Oaxaca?
- Who did Modesta hit?
- Who did you give the book to?
- How did they scare her?
- When does Ernesto play the clarinet?
- Why didn’t Elena hit them?
- Who does the woman remember?
- Why are you guys jumping?
- Who is teaching the girls Zapotec?
- Why don’t you speak Spanish well?

- m. Who hugged them?
- n. How much money did you pay the doctor?
- o. Why does she smoke?

Part Tyop. Three of the Zapotec questions you just wrote have another English translation (because they contain reversible verbs with noun subjects and objects). What are these additional meanings?

§11.3. Verbs with irregular perfective stems

Here are some sentences using the new verbs from Ra Dizh in the perfective:

Bdezi mniny.	“He hugged the child.”
Bdiby Chiecw plad.	“Chico washed dishes.”
Bdiebrab ra bistied.	“They sewed the dresses.”
Bdixicy doctor.	“The doctor nodded off.”
Bdizha Lia Glory gai dolr.	“I paid Gloria five dollars.”
Bdubën guez.	“We smoked cigarettes.”

Each of the new vocabulary verbs has a base beginning with **g** (or **gu**, the spelling of **g** before the vowels **e**, **ë**, or **i**). The progressive stems of these verbs, as you’d expect, begin with **cag** or **cagu**. The perfective stems of these verbs are surprising, however. They begin with the regular perfective prefix **b-**, but there is no **g** after this prefix. Instead, these verbs have perfective stems begin with **bd**. Compare the following habitual-perfective patterns:

rguez	bdez
rguiby	bdiby
rguib	bdieb
rguixicy	bdixicy
rguizh	bdizh
rgub	bdub

In each case, the **g** or **gu** before the vowel or diphthong of the habitual stem is replaced by **d** in the perfective stem. The new **bd** perfective verbs work just like other verbs you have learned in terms of their pronunciation. The vowel patterns of the new perfective verbs are just like those of the habitual verbs.

Normally, in Zapotec, the perfective of a verb whose base begins with a consonant is formed by replacing the **r** on the habitual stem with a **b**, with the base staying the same, as in the following examples (and for all the verbs you have learned up to this point):

rdeidy	bdeidy
rzhuny	bzhuny
rguad	bguad

The verbs you've just learned, however, are irregular, and do not follow this pattern. While they use **r**– in the habitual and **b**– in the perfective, their base begins with **g** (or **gu**) in the habitual (and the progressive) but with **d** in the perfective. This does not follow the normal Zapotec pattern, so we can identify these **rg** / **bd** verbs as one group of irregular Zapotec verbs. Here's a diagram of how these **BASE-CHANGING** verbs work:

Building an Irregular **bd** Perfective Stem from an **rg** Habitual Stem

	prefix-	base	
habitual	r-	gub	"smokes"
	↓	↓	
perfective	b-	dub	"smoked"

In fact, though, some types of irregularity are more common than others. The **rg** / **bd** pattern is very common: probably the majority of Zapotec verbs whose habitual stem starts with **rg** or **rgu** have perfectives beginning with **bd**. (We can compare this to some facts about English. The regular pattern for past tense marking in English is to add *-ed* to the end of a verb. Other changes, such as that from *ring* to *rang* or *sing* to *sang*, are irregular. However, for verbs ending with *ing*, like these two, the change to *ang* in the past tense is actually more common than adding *-ed*!)

Tarea Chon xte Lecsyony Tsëbteby.

Part Teiby. Change each of the sentences you wrote in Tarea Teiby into a sentence that talks about the past, using the perfective stem of the verb. Practice reading your sentences out loud and translate each one into English.

Part Tyop. Now, write question word questions that could be answered by the sentences below. Try using several different question words. Translate them. Practice the new mini-dialogues you've written with another student.

*Example. **Bdiby Lia Len Plad.** "Elena washes the dishes."*

*Answer **Tu bdiby plad?** "Who washed the dishes?"*

or **Xi bdiby Lia Len?** “What did Elena wash?”

- a. **Bdez Lia Zhuan zhyap.**
- b. **Bdixicy Mazh.**
- c. **Bdiebēn ra cotony.**
- d. **Bdubri guez.**
- e. **Bdiny Leony teiby lapy rata zhi.**
- f. **Fald re bdiby.**
- g. **Bdizhēb myes.**

§II.4. Verbs with irregular irrealis stems

The verbs with irregular **bd** perfectives that you’ve just learned also have unexpected irrealis forms, as you can see in the following sentences:

Quilyēn sede cuan fot.	“We are going to look for the C.D. and the photograph.”
Quiby Bed plad.	“Pedro will wash dishes.”
Cub mes guez.	“The teacher will smoke a cigarette.”
Quixicya.	“I will nod off.”

These irrealis verbs are irregular, too. Most verbs whose bases begin with **g** (though not all) do not use the regular irrealis prefix **y-**, but have irrealis stems that begin with **c** or **qu**. (As you know, these letters represent the same Zapotec sound – the sound of English *k*.)

If the base of a verb like this (after the habitual prefix **r-**) starts

with **gue**, **gui**, or **guë**, the irrealis stem will start with **que**, **qui**, or **quë**. If the base of a verb like this starts with **gu** plus a consonant, **ga**, or **go**, the irrealis stem will start with **cu**, **ca**, or **co**. This follows the regular rule you learned for using **c** and **qu**, **g** and **gu** in [Lecsyony Tyop](#): before the vowels **a**, **o**, and **u**, we write **c** (for the sound of English *k*) and **g** (for the sound of English *g*); before the vowels **i**, **e**, and **ë**, we write **qu** and **gu**.

Irrealis verbs beginning with **c** and **qu** sometimes have vowel changes, just as we have seen with ordinary irrealis verbs beginning with **y-**: thus, for example, the irrealis of “pay”, **quizh**, is pronounced with a PP vowel pattern [quiizh], even though the habitual **rguizh** has a CB pattern [rgui'ihzh].

As you can see, these base-changing verbs don't work the same in the irrealis as they do in the perfective, because what happens is that a form of the irrealis prefix combines with the habitual base of the verb to produce an irrealis stem in which you can't easily separate a prefix from the base.

Tarea Tap xte Lecsyony Tsëbteby.

Part Teiby. Translate the following sentences into Zapotec. Practice reading the Zapotec sentences out loud.

- Would you (form.) be so kind as to please look for the picture?
- Tomorrow I will wash the van.
- Who will hug the children?
- The priest will put the pipe down.

e. Tomorrow we will look for (edible) grasshoppers.

f. How will the baby wash the clothes?

Part Tyop. For each of the following questions about the future, write an appropriate Zapotec response using a “yes”, creating a short dialogue. You may have to change the pronoun in the answer, as in the example. If a person’s name is used in the question, replace it with a pronoun in the response, as in the example. Translate your dialogue into English. Then, practice the Zapotec dialogue with another student.

Example: Quizhyuad Gyeily tsë pes e? “Are you (form. pl.) going to pay Miguel ten pesos?”

Answer: A, quizhyën laëng tsë pes. “Yes, we will pay him ten pesos.”

a. Quinyu Lia Petr e?

b. Quily Jwany cuan Leony ra many e?

c. Quixicy ra bxuaz e?

d. Quizhu myes e?

e. Quieb Lia Da teiby bistied e?

§11.5. Animal pronouns

Valley Zapotec has special pronouns used to refer to animals. Here are some examples:

Caduaxēm.	“It is barking.”
Larēm bdyanrēm.	“ <u>They</u> got hungry.”
Ytazu larēm e?	“Are you going to hit them?”
Cadinal bag laēm.	“The cow is chasing it.”

The “it” and “them” in these sentences refer to animals, so we call the pronouns in these sentences **ANIMAL PRONOUNS** (abbreviated as an.). The bound animal pronouns are singular **-ēm** [èhmm] and plural **-rēm** [rèhmm], and the independent animal pronouns are singular **laēm** [làa'-èhmm] and plural **larēm** [làa'rèhmm]. The bound pronouns are used for subjects, and the independent pronouns are used for objects and for focused subjects. Like the proximate, distal, and respectful pronouns you learned earlier, these new pronouns are gender neutral.

Valley Zapotec animal pronouns are most commonly used to refer to young, small, or cute animals. Speakers are less likely to use them to refer to large, mature animals – for these animals, speakers would be more likely to use proximate or distal pronouns. As you learned in [Lecsyony Gaz](#) and [Lecsyony Ga](#), the proximate and distal pronouns are used mainly to refer to adults (people who are social equals of the speaker or who the speaker doesn't care about) and inanimate objects, but they can also be used to refer to larger animals, or to any animal whose location relative to the speaker seems important.

Valley Zapotec animal pronouns are also used to refer to children.

Mnazēm guet.	“He grabbed the tortilla.”, “She grabbed the tortilla.”
Becw ychiby laēm.	“ <u>The</u> dog will scare him.”, “ <u>The</u> dog will scare her.”
Bnyityrēm.	“They got lost.”
Laēm mnabēm nyis.	“ <u>She</u> asked for water.”

In these sentences, the speaker is using the animal pronouns **-ëm**, **-rëm**, **laëm**, and **larëm** to refer to children. While proximate and distal pronouns are sometimes used to refer to children, it is most common to refer to children using animal pronouns. (See how your teacher feels about who can be referred to with an animal pronoun, and listen to conversations to observe how speakers use these pronouns. Some speakers use animal pronouns to refer to people as old as teenagers – or even older people – but many people will probably feel this sounds somewhat insulting.)

If you listen to the word **mnabëm**, you'll hear the normal change from independent [mnààa'b] to combination [mnàa'b]. Most verb stems do not change their pronunciation (other than the change to the combination form) before the animal pronoun. However, a regular spelling change occurs when you add **-ëm** to a verb stem that ends in **c** when the respectful pronoun. Because the pronoun **-ëm** begins with **ë**, a **c** at the end of a preceding verb stem is written as **qu** before this pronoun:

A ryaquëm.	"It is (already) better."
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Tarea Gai xte Lecsyony Tsëbteby.

The following sentences contain noun phrases that refers to animals and children. Change each sentence so that you use a singular or plural animal pronoun to refer to these noun phrases. An example has been done for you. Practice reading the original and new sentences out loud. Then translate both the original and new sentences into English.

Example: **Bzhiby zhyet.**

Answer: **Bzyibyēm.** “The cat got scared.” “It got scared.”

- a. **Bdeidya liebr mniny.**
- b. **Ra becw rduax.**
- c. **Bguad banua mna e?**
- d. **Canab zhyap bdua.**
- e. **Bcwany bdo!**

§II.6. Sentences with *rcaz* “wants”

As you know, the verb **rcaz** “wants” can be used with an object:

Rcaza teiby becw.	“I want a dog.”
Rcaz Lia Len liebr.	“Elena wants the book.”
Xi rcazu?	“What do you want?”

Rcaz can also be used in a sentence with another verb:

Rcaz Lia Len yseidy doctor Dizhsa.	“Elena wants the doctor to learn Zapotec.”
Rcazēng cub buny guez.	“He wants the person to smoke a cigarette.”
Rcaza quilyu muly.	“I want you to look for the money.”

The second verb in such sentences is always irrealis.

The three sentences above show the “want (someone) to” pattern.

This pattern is used to talk about one person wanting another to do something, when the second (irrealis) verb has a different subject from “want”. Use this pattern:

“WANTS SOMEONE TO” SENTENCE PATTERN: subject (1) is different from subject (2)				
rcaz	subject (1)	irrealis verb	subject (2)	(rest of sentence)
Rcaz	Lia Len	yseidy	doctor	Dizhsa.
Rcaz	-ēng	cub	buny	guez.
Rcaz	-a	quily	-u	muly.

Tarea Xop xte Lecsyony Tsëbteby.

Translate the following sentences into Zapotec.

- Chico wants the woman to carry the animal in her arms.
- Do you (form.) want them to cross there?
- I want them (an.) to bark.
- Soledad wants him to give you (form. pl.) the money.
- The teacher wants the students to speak Zapotec well.

The same pattern can be used in a “wants to” sentence, when the subject of the irrealis verb is the same as the subject of “want”, as in sentences like

Rcaz Jwany ytainy Jwany lat.	“Juan wants to crush the can.”
Rcazu ychyezhyu e?	“Do you want to sneeze?”
Rcazi quilyi caj.	“She wants to look for the box.”

The pattern here is just the same as in the “want (someone) to” pattern:

“WANTS TO” SENTENCE PATTERN 1: subject (1) is the same as subject (2)				
rcaz	subject (1)	irrealis verb	subject (2)	(rest of sentence)
Rcaz	Jwany	ytainy	Jwany	lat.
Rcaz	-u	ychyezhy	-u	e?
Rcaz	-i	quily	-i	caj.

What may seem a little unexpected about sentences using this “wants to” pattern is that in English we say *Juan wants to crush the can* without mentioning Juan’s name twice, and we say *Do you want to sneeze?* without two *yous*. But in Zapotec the pattern for “wants to” sentences is just the same as the “want (someone) to” pattern.

Tarea Gaz xte Lecsyony Tsēbteby.

Translate the following sentences into Zapotec using the “wants to” sentence pattern 1.

- a. Do you guys want to wash the shirts?
- b. She wants to sew this skirt.
- c. The woman wants to look for the city person.
- d. The priest wants to borrow the books.
- e. The students want to nod off.

When the subject of a “wants to” sentence is a noun phrase, you

can use a second “wants to” pattern that will remind you more of English. Here are some examples:

Rcaz Jwany ytainy lat.	“Juan wants to crush the can.”
Rcaz mna ychyezhy.	“The woman wants to sneeze.”
Rcaz ra mes ydeidy ra liebr ra mniny.	“The teachers want to give the books to the boys.”

Here is a diagram of the second “wants to” pattern:

“WANTS TO” SENTENCE PATTERN 2: used only with noun phrase subjects			
rcaz	noun subject	irrealis verb	(rest of sentence)
Rcaz	Jwany	ytainy	lat.
Rcaz	mna	ychyezhy.	
Rcaz	ra mes	ydeidy	ra liebr ra mniny.

In this pattern, there is no subject following the irrealis verb. This pattern can be used only with noun phrase subjects. It is never used with pronoun subjects: when the subject of “wants” is a pronoun, you must always repeat that pronoun after the irrealis verb, as in “wants to” sentence pattern 1.

The subject of **rcaz** can be focused:

Jwany rcaz ytainy lat.	“ <u>Juan</u> wants to crush the can.”
Laëng rcazëng cub buny guez.	“ <u>He</u> wants the person to smoke a cigarette.”

Tarea Xon xte Lecsyony Tsëbteby.

Part Teiby. Make new sentences from your answers for Tarea Gaz (c)-(e) by changing them to follow the “wants to” sentence pattern 2.

Example. **Rcaz Jwany ytainy Jwany lat.**

Answer. **Rcaz Jwany ytainy lat.**

Part Tyop. Make new sentences from your answers for Part Teiby by changing them so that they have focused subjects.

Example. **Rcaz Jwany ytainy lat.**

Answer. **Jwany rcaz ytainy lat.**

Part Chon. Make new sentences from your answers for Part Tyop, by changing the subject noun phrases to an appropriate pronoun. Keep in mind that this may require other changes in your sentences as well!

§II.7. Cuan subject phrases with pronouns

Here are some sentences with plural subjects that include pronouns and **cuan** “and”:

Naa cuan Lia Len rcazën quilyën becw.	“Me and Elena want to look for the dog.”
Lia Len cuan naa rcazën quilyën becw.	“Elena and I want to look for the dog.”
Mes cuan yu bdinyyuad liebr e?	“Did the teacher and you (form.) borrow the book?”
Liu cuan mniny bdyanad e?	“Did you and the boy get hungry?”

Each of these sentences has a subject referring to more than one individual (a plural subject, in other words) expressed with a phrase that includes **cuan** between two linked items, one of which is a pronoun. For example, the subject of the first sentence is **naa cuan Lia Len** “me and Elena”. (In English, you may have been taught that it’s more polite to start with the other person, and say *Elena and I* or *Elena and me*. This is not necessarily the case in Zapotec – either order is fine.)

Now, look at the forms of the verbs in the sentences. The first sentence includes the bound pronoun **-ën** “we”, and the next two include **-ad** and **-yuad** pronouns. If you think about it, “Elena and I” corresponds to “we”, “you and the boy” corresponds to “you guys”, and so on. All this is summarized in the following table:

Table 11.1. Verbs used with different types of “and” subjects	
<i>If the cuan subject phrase contains...</i>	<i>then the verb must include the bound pronoun...</i>
naa “I”	-ën (for a “we” subject)
liu “you (informal)”	-ad (for a “you guys” subject)
yu “you (formal)”	-yuad (for a “you (form. pl.)” subject)

Finally, notice the position of the “and” subjects in the examples at the beginning of this section. The “and” subject is at the beginning of the sentence. Unlike the usual case, where a subject before the verb has an emphatic (focused) meaning, an “and” subject almost always comes before the verb, especially when it contains a pronoun, like those in this section. It’s probably a good idea to put “and” subjects like these before the verb in the focus position in most sentences.

Tarea Ga xte Lecsyony Tsëbteby.

Practice saying sentences with “and” subjects by translating the following sentences into Zapotec.

- a. Elena and I laid the babies down.
- b. You and the boys will pay Señor Pedro back.
- c. You (form.) and the teacher paid the bill.
- d. The doctor and you (form.) will learn Zapotec.
- e. The deer and you are running.
- f. I and the girl poked the stick at the crow.

§II.8. Verbs in the Rata Ra Dizh

You have probably already used the vocabulary at the end of this book (the [Rata Ra Dizh](#)), so you may have noticed that the vocabulary contains a lot of information about verbs. Here are the entries for the verbs you have learned in this lesson:

bdez [bdèe'ez] perf. of **rguez**
bdiby [bdii'by] perf. of **rguiby**
bdieb [bdieb] perf. of **rguieb**
bdily [bdii'ly] / [bdii'illy] perf. of **rguily**
bdiny [bdii'iny] perf. of **rguiny** "borrows"
bdix [bdii'x] perf. of **rguix**
bdixicy [bdixi'ihcy] perf. of **rguixicy**
bdizh [bdii'hzh] perf. of **rguizh**
bdub [bdùùu'b] perf. of **rgub**
cub [cùùu'b] irr. of **rgub**
quez [quèe'ez] irr. of **rguez**
quiby [quii'by] irr. of **rguiby**
quieb [quieb] irr. of **rguieb**
quily [quii'ly] / [quii'illy] irr. of **rguily**
quiny [quii'iny] irr. of **rguiny** "borrows"
quix [quii'x] irr. of **rguix**
quixicy [quixi'icy] irr. of **rguixicy**
quizh [quii'hzh] irr. of **rguizh**
rgub [rgùùu'b] 1. sucks; 2. smokes (cigarettes, tobacco, a pipe) § perf. **bdub**; irr. **cub** [cu'ùu'b]
rguez [rguèe'ez] 1. hugs; 2. carries (something or someone) in his or her arms § perf. **bdez**; irr. **quez**
rguiby [rguii'by] washes § perf. **bdiby**; irr. **quiby**
rguieb [rguieb] 1. sews; 2. sews (something) § perf. **bdieb**; irr. **quieb**
rguily [rguii'ly] / [rguii'illy] looks for § perf. **bdily**; irr. **quily**
rguiny [rguii'iny] 1. borrows; 2. asks for the hand of (a girl) in marriage (in a betrothal negotiations) § perf. **bdiny**; irr. **quiny**
rguix [rguii'x] lays (a long object) down, puts (a long object) down § perf. **bdix**; irr. **quix**
rguixicy [rguixi'ihcy] nods the head, § perf. **bdixicy**; irr. **quixicy** [quixi'ihcy]
rguizh [rguii'hzh] 1. pays (a person; a bill; an amount); pays back, repays (a person; an amount); 2. pays (someone) (an amount); 3. pays for: especially, pays for (a mass) § perf. **bdizh**; irr. **quizh** [quii'hzh]

The main entries for verbs in the end vocabulary (those that contain definitions and other information) are habitual stems. Main entries contain a listing of all irregular forms of these verbs, along with other information. Each of these irregular forms is also listed separately, with a **CROSS-REFERENCE** to the main entry. Pronunciation is shown for every entry, and for any of the irregular forms that have a different vowel pattern from the main entry. The cross-reference entries usually do not include translations,

although if there are two words in the [Rata Ra Dizh](#) that are spelled the same, their entries will always include translations. Remember that there is a list of abbreviations at the end of this book.

Tarea Tsě xte Lecsyony Tsěbteby.

Translate the following sentences into English. Some sentences may have more than one meaning!

- a. **Naa cuan Rony cubēn guez.**
- b. **Bal bistied bdiby ra mna?**
- c. **Lia Zhuan bdizh Chiecw.**
- d. **Cagueza bdo.**
- e. **Rcazu quiby Bed ra plad e?**
- f. **Blac quizh bxuaz doctor?**
- g. **Uas bdub autobuas gasolyen.**
- h. **Xi ni bdixicyrēng na?**
- i. **Bdizha Lia Len.**
- j. **Xa mod quixu bdo?**

Prefixes and Endings

-ēm [ēhmm] he, she, it (animal bound pronoun)

-rēm [rēhmm] they (animal bound pronoun)

Abbreviations

an. animal

Comparative note. As you've learned, one of the areas of greatest grammatical variation among the Valley Zapotec languages is in pronoun usage. Speakers notice and comment on these differences, but they do not seriously impede communication in most cases. Not all languages use animal pronouns the same way they are used in this book. In fact, in most of these languages animal pronouns are used only to refer to animals. This helps explain the term "animal pronoun", which may seem less appropriate for the variety of the language described here, in which animal pronouns can also be used for children.

The final version of this book will include a comparative table of the different pronouns used in several Valley Zapotec languages. If you know speakers of other varieties of Valley Zapotec, you will learn other pronoun systems.

Par gac buny dibertier! Find the following words in Zapotec in the Gal Rguily Dizh.

animal	crow	hugs	pays back	smokes
bill	deer	lays down	peso	washes
borrows	dollar	looks for	sews	
chicken	dress	mass	shirt	
cigarette	gas	nods	skirt	

B	R	G	U	E	Z	I	D	L	G	S	C	K	R	G	U	I	L	Y	X
C	R	J	J	B	X	T	M	E	R	G	U	I	N	Y	H	Q	V	H	G
A	G	T	D	Z	F	E	Q	N	R	N	F	C	L	C	D	P	H	U	A
U	U	U	O	T	R	Y	Y	K	T	Y	H	J	M	B	P	X	C	M	S
Z	I	F	A	G	W	K	J	W	J	F	G	G	A	Y	H	U	P	I	O
J	B	A	G	K	B	R	G	U	B	X	Y	S	N	M	G	F	G	E	L
O	Y	L	I	X	Z	O	P	Y	G	G	Q	Z	Y	C	D	V	Q	J	Y
U	Y	D	R	K	E	L	Y	X	I	B	R	F	G	Z	U	Y	W	I	E
Z	R	R	E	S	I	E	B	Z	I	O	G	R	U	R	Z	D	V	W	N
K	B	U	I	F	N	H	K	R	P	Y	U	H	E	G	J	L	D	I	L
R	C	T	N	M	Y	O	O	H	E	H	I	I	Z	U	B	B	N	U	Q
D	U	T	T	Y	C	H	K	M	S	R	Z	V	J	I	O	I	C	Z	C
U	J	L	D	E	Z	G	S	S	C	G	H	L	C	X	B	S	E	D	H
R	G	P	D	S	U	E	R	T	M	A	N	I	Y	I	U	T	T	S	D
N	H	O	D	P	P	D	Z	O	Z	P	G	G	G	C	D	I	V	J	R
E	Y	R	O	E	S	M	R	S	Y	R	R	W	Y	Y	Y	E	W	C	G
C	U	Z	L	E	W	A	U	F	N	G	Z	O	F	S	Y	D	M	N	U
D	C	X	R	R	M	U	B	Z	O	U	S	T	T	Y	S	N	G	K	I
R	W	C	O	T	O	N	Y	Q	B	I	O	A	F	N	V	O	Z	J	E
C	P	K	T	D	C	K	N	U	L	X	Q	H	O	H	Y	X	C	P	B

12. Lecsyony Tsëbtyop: Runy Mes Comprimer Naa! "The Teacher Understands Me!"

This lesson presents the verb **runy** “does”, which has a vowel-initial base (section [§12.1](#)). Section [§12.2](#) presents more “this” and “that” pairs spelled the same but pronounced differently. Sections [§12.3](#) and [§12.4](#) review the use of bound pronouns on consonant-final stems and introduce vowel-final stems. Sections [§12.5–12.7](#) cover the use of complex verbs, some of which use **runy**, and many of which include borrowed Spanish verbs. Compound verbs are discussed in section [§12.8](#).



Fot Teiby xte Lecsyony Tsëbtyop. Buny Dizhsa cacwa guet.

bcwa ni ca ni guet cuan Dizhsa [bcwààa' nih càa ni'ih gue'et cuahnn Dii'zhsah] write what follows in Zapotec, translate what follows into Zapotec

cart [ca'rt] letter

ca [caa'ah] has, is holding (neutral verb – see section [§12.4](#))

computador [computadoor] computer

chicy [chi'cy] then; at that time; and then

chiru [chiru'] and; but; then

Dyoz [Dyooz] God

edifisy [edifii'sy] building

email [ímeil] email

gaxlyu [gahxlyuh] world

meser [meseer] waiter; waitress

milagr [milàagr] miracle

nde [ndèe] that one

nde [ndèe'] this one

nden [ndèenn] that one

nden [nde'nn] this one

ni ca ni guet [nih càa ni'ih gue'et] what follows, the thing that appears below

pasaport [pasapo'rt] passport

pelot [pelo't] ball

rcwa [rcwààà'ah] 1. writes; 2. throws; 3. makes (tortillas).

(Note: Use this verb only with formal, noun, or name subjects until [Lecsyony Tseiny \(13\)](#).)

re [rèe'] here

re [rèe] there

ren [rèenn] 1. that; 2. there

ren [re'nn] 1. this; 2. here

runy [ruhny] 1. does, performs; 2. makes; 3. builds §

rienyën [rie'nyëhnn] “we do”; perf. **beiny** [bèèi'ny];

bienyën [bie'nyëhnn] “we did”; irr. **guny** [guuny];

gyienyën [gyie'nyëhnn] “we will do”; prog. **cayuny** [cayuhny]; **cayienyën** [cayie'nyëhnn] “we are doing”

runy alabar [ruhny alabaar] praises > **runy**

runy arreglad [ruhny arreglaad] arranges for (something) > **runy**

runy bda [ruhny bdaa] casts a shadow, gives shade > **runy**

runy bgwa [ruhny bgwah] ties a knot > **runy**

runy bisy [ruhny bi'sy] lets (someone) know > **runy**

%%runy cas [ruhny ca's] pays attention to (someone) > **runy**

runy castiu [ruhny casti'u] punishes > **runy**

runy col [ruhny co'oll] stands in line > **runy**

runy company [ruhny compa'anny] accompanies > **runy**

runy comprender [ruhny comprendeer] understands, sympathizes with > **runy**

runy contest [ruhny connte'st] responds, gives an answer > **runy**

runy dany [ruhny daany] makes (someone) sick; damages (something) > **runy**

runy defender [ruhny defendeer] defends > **runy**

runy fald [ruhny fa'lld] 1. misses, is absent from (school) > **runy**

runy gan [ruhny gaan] earns, wins > **runy**

runy gaxt [ruhny ga'axt] spends money > **runy**

runy guan [ruhny guuhahnn] makes a charitable donation > **runy**

runy mandad [ruhny mandaad] 1. does an errand; 2. gives (someone) an errand to do > **runy**

runy nadar [ruhny nadaar] swims > **runy**

runy protestar [ruhny protestaar] protests > **runy**

runy sospechar [ruhny sohspechaar] suspects > **runy**

runy tomar fot [ruhny tomaar fo't] takes photographs, takes pictures; takes photographs of, takes pictures of, photographs (someone or something) > **runy**

runy uas [ruhny ua's] uses > **runy**

runy xgab [ruhny x:ga'ab] / **runy xjab** [ruhny x:ja'ab] thinks > **runy**

runy xten [ruhny x:tèe'n] works as > **runy**

runy zeiny [ruhny zèe'ny] works > **runy**

runyaxten [ruhnyax:tèe'n] takes possession of > **runy**

runybe [ruhnybèe'] / **rumbe** [rumbèe'] knows, gets to know (Note: Use this verb only with formal, name, and noun subjects until [Lecsyony Tseiny \(13\)](#).) > **runy** § perf. **beinybe**; irr. **gunybe**; prog. **cayunybe**

runyfeld [ruhnyfa'lld] does not have enough of (something), lacks (something) > **runy**

runyton [ruhnyto'on] acts stupid

runyzac [ruhnyza'c] fixes (something)

runyzyab [ruhnyzha'ab] behaves badly

rrompecabes [rrompecabe's] puzzle

ydo [ydòò'] church

yu [yu'uh] house

Xiëru Zalo Ra Dizh

1. This lesson introduces two very important Zapotec verbs that are used in many ways you might not expect, **runy** “does” and **rcwa** “writes” or “throws”.
2. Verb stems that end in vowels are called **VOWEL-FINAL** stems. There are two of these stems in the Ra Dizh, **runybe** and **rcwa**. You'll learn more about using these stems with pronoun endings in [Lecsyony Tseiny \(13\)](#). For now, use them only with formal, name, or noun phrase subjects, or in imperatives (section [§12.4](#)).
3. **Runybe** is a special verb that includes **runy** “does” in its stem – its perfective, irrealis, and progressive stems should remind you of **runy** (section [§12.1](#)).

4. The **sede** that accompanies this book contains recordings of **nde** “this one”, **nde** “that one”, **nden** “this one”, **nden** “than one”, **re** “here”, **re** “there”, **ren** “that; there”, and **ren** “this; here” (section §12.2). You should listen to these pairs carefully until you can learn to easily tell – and say! – the difference.
5. **Chicy** and **chiru** are similar words with similar definitions. **Chicy** is more often used to locate something you’re talking about in time (“at that time”), while **chiru** may more commonly be used to tell about one event happening after another in a sequence (“and then”). Different speakers may use these words differently!

§12.1. The verb *runy* “does”: a vowel-initial verb base

Runy [ruhny] means “does”. It can also express “performs” or “builds (something).”

Runy Gyeily teiby rrompecabes.	“Miguel does a puzzle.”
Runy Dyoz milagr.	“God performs miracles.”

Listen as your teacher goes over the pronunciation of **runy** with pronoun endings. **Rienyēn** “we do” [rie’nyēhnn] has an unexpected change in both spelling and pronunciation, and the pronunciation of **runya** “I do” [ru’unya’], **runyu** “you do” [rùu’nyùu’], and **runyad** “you guys do” [ru’unyahd] must be learned.

Runy is the first Zapotec verb you’ve learned whose base – **uny** – starts with a vowel (we’ll call these **VOWEL-INITIAL** bases). These bases work differently from the verb bases you’ve learned up till now, all of which have started with consonants.

The progressive stem **cayuny** [cayuhny] begins with **cay-**, not **ca-**. **Cay-** is the usual progressive prefix for vowel-initial bases. Here are the forms of this verb that change their pronunciation with pronoun endings: **cayunya** [cayu'unya] "I am doing", **cayunyu** [cayùu'nyùu] "you are doing", **cayienyēn** [cayie'nyēhnn] "we are doing", **cayunyad** [cayu'unyad] "you guys are doing".

Cayuny Lia Len tarea.	"Elena is doing homework."
Xi ni cayuny buny teiby yu?	"Why is the man building a house?"

The irrealis stem **guny** [guuny] begins with **g-**, not **y-**. **G-** and **gy-** are the usual irrealis prefixes for vowel-initial bases. The forms of this verb that change their pronunciation with pronoun endings are **gunya** [gu'unya] "I will do", **gunyu** [gùu'nyùu] "you will do", **gunyēng** [gùu'nyēng] "he will do", **gyienyēn** [cayie'nyēhnn] "we will do", **gunyad** [gu'unyad] "you guys will do".

Guny Gyeily teiby rrompecabes.	"Miguel will do a puzzle."
Gunyu rrompecabes e?	"Will you do the puzzle?"

Perfective stems of vowel-initial bases usually start either with **b** or with **gw** or **gu**. The perfective stem of **runy** is **beiny** [bèèi'ny] has a change of its vowel from **u** to **ei**. **Beiny** uses its combination form [bèi'ny] before most endings, but "we did" is **bienyēn** [bie'nyēhnn].

Beiny Lia Len tarea.	"Elena did homework."
Larēng beinyrēng edifisy.	"They had the building built."

You'll learn more about other vowel-initial bases in [Lecsyony Tsinyabteby](#).

Tarea Teiby xte Lecsyony Tsěbtyop.

Translate the following sentences into Zapotec. Practice reading each one aloud.

- a. Did you (form.) do the puzzle?
- b. The men are building a church.
- c. I didn't do the puzzle.
- d. Juana built a house.
- e. Are you doing homework?
- f. When did the child do the homework?

§12.2. More “this” and “that” pairs

In [Lecsyony Gai](#), you learned about **re** [rèe] “this” and **re** [rèe] “that”, which are spelled the same but pronounced differently. Valley Zapotec has several other pairs of “this” and “that” words that are similar.

Ren [re'nn] and **ren** [rèenn] are another pair of words that mean “this” and “that” that are used just the same as **re** and **re**. Like the **re** words you learned in [Lecsyony Gai](#), these can be used following a noun to form a noun phrase used in an emphatic or contrastive way.

Listen to your teacher and try pronouncing the two new words. Does **ren** [rèenn] “that” (with a KP sound pattern) sound longer

to you than **ren** [re'nn] "this" (with a C one)? This may help you remember that **ren** "that" identifies a noun that is a longer distance away from you than a noun identified with **ren** "this" (similarly to **re** [rèe] "that" and **re** [rèe] "this").

Like **re** phrases, **ren** phrases are usually focused when they occur in simple sentences:

Mniny ren guny tarea.	"This boy will do homework."
Ra edifisy ren beinyrëng.	"They built those buildings."

These two **ren** words, as well as the **re** "this" and **re** "that" words you learned earlier, can also be used to refer to location. Thus, the two words that mean "this" (**re** [rèe] and **ren** [re'nn]) can mean "here", and the two words that mean "that" (**re** [rèe] and **ren** [rèenn]) can mean "there", in sentences like

Re catyisëng.	"He is jumping here."
Ren bzhunyрэng.	"They ran there."

Like "this" and "that", "here" and "there" words are also usually focused.

One place where **re** and **ren** phrases may occur after the verb is when another phrase in the sentence is focused. For example, noun phrases containing numbers are usually focused, so when one of them is in the sentence, a "this" or "that" phrase may come after the verb:

Chon zhyap mnizh liebr ren naa.	"Three girls gave me this book."
--	----------------------------------

(Only one noun phrase can be focused in a sentence.)

Part Teiby. Translate the following into Zapotec. Use both **ren** [re'nn] “this” and **ren** [rèenn] “that”. Then work with a partner to make sure that you can pronounce each one so that the other person understands whether you are saying “this” or “that”. Then listen while your partner says each one, mixing up the order. Work with your partner and keep practicing until the other person always understands what you’re saying.

- a. this woman / that woman
- b. these children / those children
- c. this building / that building
- d. that cat / this cat
- e. those girls / these girls
- f. that church / this church

Part Tyop. For each of the following Zapotec sentences, add either **ren** [re'nn] “this” or **ren** [rèenn] “that” to the word in brackets. Remember that noun phrases that use “this” or “that” are almost always focused. Practice reading both the original and new Zapotec sentences out loud. Then translate your sentence into English.

Example: Ryulazri [liebr].

Answer: Liebr ren ryulazri. “They like this book.”

- a. Mnizha [rregal] liu.
- b. Bxyeilyu [cart].

c. **Bsan Rony** [pasaport].

d. **Canaz bdo** [juguet].

e. **Quibya** [dadich].

Another new pair of “this” and “that” words is **nde** “this one” [ndèe] and **nde** “that one” [ndèe]. If it’s helpful to you, you can use the same trick to tell the difference between these words, since **nde** [ndèe] “that one” may sound longer to you than **nde** [ndèe] “this one”, and “that one” is a longer distance from you than “this one”.

These words work differently from the **re** and **ren** words. Unlike the **re** and **ren** words, they are not used following a noun. Instead, they can take the place of a name or noun, in sentences like

Nde caduax.

“This one is barking.”

Nde rcazèn.

“We want that one.”

These words can be used all by themselves as subjects or objects, and, like the **re** and **ren** phrases, they are almost always focused.

Both **nde** words can be preceded by **ra** to mean “these” or “those”, again without following a noun:

Ra nde rcazèn.

“We want these.”

A final pair of “this” and “that” words is **nden** [nde’nn] “this one” and **nden** [ndèenn] “that one”. These words work just like the **nde** words – they are used by themselves, not following a noun, they are almost always focused, and they can be preceded by **ra** to mean “these” or “those”.

Speakers often feel that using any of these new words (**nde** [ndèe])

“this one”, **nde** [ndèe] “that one”, **nden** [nde’nn] “this one”, **nden** [ndèenn] “that one”, or their plural forms) to refer to people who can understand what you’re saying is rude. However, if speakers say something like

Nde guny zeiny.

“This one will do the work.”

this may simply indicate that they feel no connection with the person referred to, rather than intentional rudeness. As a learner, you should avoid using these new words to refer to people unless you want to sound rude.

Each of these new pairs of words, like the **re** and **ren** pairs you learned earlier, include one word whose **e** vowel has a shorter-sounding vowel pattern ending with a C vowel, either a KC pattern [èe’] or a C pattern [e’], used to refer to items very close by (a shorter distance away), and one word whose **e** vowel has a longer-sounding KP pattern [èè], used to refer to items farther away or out of sight (a longer distance away). If you practice saying sentences and phrases including the different words, you’ll have no trouble associating the vowel patterns of these words with the right meanings.

Tarea Chon xte Lecsyony Tsëbtyop

Part Teiby. Practice pronouncing the examples in this section and make sure you can pronounce each one correctly, according to the meanings given.

Part Tyop. Each of the following sentences has two different pronunciations—and different meanings! Give the

different English translations for each sentence and practice pronouncing the sentences that correspond to the meanings you have in mind.

Example: **Nde ryulazri.**

Answer: "They like this." / "They like this one." / "They like that." / "They like that one."

- a. **Nde mnizha liu.**
- b. **Ra nde bxyeilyu.**
- c. **Nde bsan Lia Petr.**
- d. **Ra nde canaz mniny.**
- e. **Nde quibya.**

§12.3. Adding pronouns to verb bases ending in consonants: A review

Any time a verb base has something added to it, it will be pronounced in the combination form. In addition, as you know, there are sometimes other changes when certain pronouns are added.

Although there are more Valley Zapotec pronouns to learn, you've now learned all the pronouns that cause changes in the pronunciation of preceding verb bases that end in consonants.

When you learn a new verb whose base ends in a consonant, the forms that may change unexpectedly (and thus the ones you should take care to learn) are those with the added bound pronouns **-a** "I",

-u “you” familiar singular, -ëng singular proximate, -ën “we”, and -ad “you guys” familiar plural.

The other bound pronouns that you have learned (and additional ones you will learn later) do not cause changes in the pronunciation of consonant-final verb bases. These include -i distal, -ëm animal, other “he” and “she” pronouns, all “they” plural pronouns, and both formal “you” pronouns.

§12.4. Vowel-final stems: An introduction

Vowel-final stems. Verb stems that end in a vowel are called **VOWEL-FINAL** stems. Vowel-final stem verbs like **runybe** [ruhnybè] “knows” and **rcwa** [rcwààa’ah] “writes; throws” can be used like any other verb in imperatives or with noun phrase subjects:

Ycwa Lia Len teiby <i>email</i>.	“Elena is going to write an email.”
Runybe mes mniny.	“The teacher knows the child.”
Bcwa pelot!	“Throw the ball!”

The first example sentence here contains the English word *email*. By using it in a Zapotec sentence, you’ve borrowed it! Of course, you could change the spelling to be more like Zapotec, but most speakers who already were familiar with this word would write and spell it just as in English (and say it that way too!), so that is what we will do here. (In this book, we will write such borrowed words in italics, just to remind you that they do not follow Zapotec spelling rules.)

Formal pronouns can be added to any stem, whether it ends in a

consonant or a vowel, with no change in the pronunciation of either the stem or the pronoun:

Runybeyu laëng e?	“Do you (form.) know him?”
Bcwayuad cart.	“You (form. pl.) wrote the letter.”
Cacwayu guet e?	“Are you (form.) making tortillas?”

The vowel-final verb **ca** “has”. Here is another useful verb with a vowel-final stem: **ca** [caa’ah] “has”:

Ca ra zhyap tyop liebr.	“The girls have two books.”
Xi cayu?	“What do you (form.) have?”

Ca is unusual, because its meaning seems similar to that of a habitual, but it doesn’t start with **r-**. **Ca** is a **NEUTRAL** verb; you’ll learn more about this type of verb in [Lecsyony Tseinyabchon](#). The translations given above are present, but you’ll probably find that this verb can also be used to refer to the past, although we will not use past translations here. **Ca** refers specifically to having something in one’s hands or holding it; you’ll learn ways to express a more general “have” later.

Using bound pronoun endings other than the formal ones on a vowel-final stems can be tricky. Here are the forms of **ca** with all the bound pronouns you know:

caa [càa'-a']	"I have"
coo [còò'-òò']	"you have"
cayu [càa'ahyuu']	"you (form.) have"
caëng [càa'-ëng]	"she (prox.) has"
cai [càa'-ih]	"he (dist.) has"
caëb [càa'-ehb]	"she (resp.) has"
caëm [càa'-ëhmm]	"he (an.) has"
caën [càa'-ëhnn]	"we have"
caad [càa'-ahd]	"you (inf. pl.) have"
cayuađ [càa'yùad]	"you (form. pl.) have"
carëng [càa'rëng]	"they (prox.) have"
cari [càa'rih]	"they (dist.) have"
carëb [càa'rehb]	"they (resp.) have"
carëm [càa'rëhmm]	"they (an.) have"

(The proximate, distal, respectful, and animal pronouns above are translated alternately with "she" and "he", but either of these (or "it", for proximate, distal, or animal) might be appropriate, depending on context.) As you can see, various changes happen when bound pronouns are added to this verb! Listen as your teacher pronounces these words, and make sure you can say them too. You haven't seen hyphens (-) in pronunciation guides before. These show that bound pronoun endings beginning with vowels are pronounced as separate syllables following a preceding vowel-final verb stem, rather than combining into a diphthong (as usually happens when two vowels come together).

You'll learn more about all this in [Lecsyony Tseiny \(13\)](#), but for now, don't try to put any endings except formal ones onto vowel-final stems.

For the remainder of this lesson, we're going to start giving some tarea directions in Zapotec as well as English, using forms of **rcwa**

and the phrase **ni ca ni guet** “the following; what follows; what appears below” – thus, **Bcwa ni ca ni guet cuan Dizhsa** [Bcwààà’ nih càa ni’ih gue’t cuahnn Di’zhsah] means “Write what follows in Zapotec” or “Translate what follows into Zapotec”. (In Unida Gai, some tarea will have directions only in Zapotec.) This starts with Tarea Tap below!

Tarea Tap xte Lecsyony Tsëbtyop.

Part Teiby. **Bcwa ni ca ni guet cuan Dizhsa.** (“Translate what follows into Zapotec.”) Then practice saying these sentences until you feel comfortable pronouncing them.

- a. The women are making tortillas.
- b. Maria and Soledad are throwing the ball.
- c. I have a pencil.
- d. Do you (form. pl.) know these men?
- e. What do you have?
- f. The waiter wrote the bill.
- g. The teacher has a basket.
- h. Does Pedro know Chico?
- i. Do you guys have coffee?
- j. When did the girl write a book?

Part Tyop. Choose another student as a partner. Practice asking and answering questions like the following, using the new verb **ca** and either **a-yac** or question word questions.

– **Coo liebr e?** – **A, caa liebr.**

or

– **Xi ca mes?** – **Plum ca mes.**

§12.5. Using borrowed Spanish verbs

As you've learned, Valley Zapotec speakers have borrowed many Spanish words over the centuries. You've already seen many of these, such as **bag** "cow" (from Spanish *Baca*), **bistied** "dress" (from Spanish *vestido*), **grabador** "tape recorder" (from Spanish *grabadora*), **lapy** "pencil" (from Spanish *lápiz*), **mes** "table" (from Spanish *mesa*), **mes** "teacher" (from Spanish *maestro*), **rran** "frog" (from Spanish *rana*), **xman** "week" (from Spanish *semana*), and so on, as well as almost all the personal names you've learned.

Zapotec speakers also borrow Spanish verbs, but they do not use these the same way that they use Zapotec verbs. Spanish verbs are borrowed in the **INFINITIVE** form (the form of a Spanish verb that is listed in dictionaries, ending in *-ar*, *-er*, or *-ir* and normally translated into English with "to") and used in Zapotec sentences along with a form of another Zapotec verb, most often **runy**. Here are some examples:

Runy ra doctor alabar cosiner.	"The doctors praise the cook."
Runya comprender liu.	"I understand you."
Gunyri defender danoën.	"They will defend us."
Runy Lia Len nadar.	"Elena swims."
Cayuny mna tomar fot.	"The woman is taking a picture."
Cayuny mna tomar fot Lia Petr.	"The woman is taking a picture of Petra."

Like all borrowed words, these borrowed Spanish verbs usually change their pronunciation when they are used in Zapotec sentences. Often the only change is pronouncing the last syllable of the verb as a PP key syllable. Remember too that some spellings will change when you write a verb in Zapotec (for example, Spanish *r* at the beginning of a word corresponds to Zapotec **rr**, and the Spanish infinitive ending *-ir* is usually pronounced **ier** [iier] in Zapotec).

The combination of **runy** plus the borrowed verb is a **COMPLEX VERB**, a verb that includes more than one word, whose subject goes after the first word (very often **runy**) in the pattern below.

BORROWED VERB SENTENCE PATTERN			
form of runy	subject	borrowed infinitive	(rest of sentence)
Runy	-a	comprender	liu.
Runy	Lia Len	nadar.	
Cayuny	mna	tomar	fot Lia Petr.

The sentence begins with a form of **runy** and the subject of the sentence. The borrowed infinitive comes next, followed by the rest of the sentence. Many sentences of this type have objects; these objects follow the borrowed infinitive, in the "rest of sentence" part of the pattern.

Either the subject or the object of a borrowed verb sentence may

be focused, changing the basic order of the borrowed verb sentence pattern given above.

Lia Zhu an runy protestar.	" <u>Juana</u> is demonstrating."
Ra polisy runy sospechar larēng.	" <u>The police</u> suspect them."
Jwany runy ra polisy sospechar.	"The police suspect <u>Juan</u> ."

Runy tomar fot "takes a picture, takes a picture of" consists of **runy**, the borrowed Spanish infinitive **tomar**, plus the word **fot** "picture, photograph". In the first sentence below, **fot** "picture" is the object. In the second sentence, there are two objects, **fot** and **Lia Petr**.

Cayuny mna tomar fot.	"The woman is taking a picture."
Cayuny mna tomar fot Lia Petr .	"The woman is taking a picture of Petra."

Since both **fot** and **Lia Petr** are objects, either of them may be focused!

Fot cayuny mna tomar Lia Petr .	"The woman is taking a picture of Petra."
Lia Petr cayuny mna tomar fot.	"The woman is taking a picture of Petra."

If you know Spanish, you can borrow many verbs into this sentence pattern; even if you don't, you'll often be able to find verbs you need in a Spanish dictionary if you don't know the Zapotec verb. You should be aware, however, that some speakers believe that expressions like this are not appropriate Zapotec, so it's good to avoid using them too much!

Tarea Gai xte Lecsyony Tsēbtyop.

Part Teiby. **Bcwa ni ca ni guet cuan Dizhsa.** ("Translate what follows into Zapotec.")

- a. We praised the teacher.
- b. Will you guys defend us?
- c. Do you understand them?
- d. Take a picture of this one!
- e. When will Petra swim?
- f. Those women demonstrated.
- g. The doctors praised the cook.
- h. Why do the police suspect the men?

Part Tyop. Each of the Spanish verbs below is regularly used by Zapotec speakers in the borrowed verb sentence pattern. See if you can figure out how these verbs should be spelled in Zapotec. (Your teacher will help you by pronouncing each verb. Most of the spellings are the same as in Spanish, but not all of them! Remember, you can always check the answers in the [Answer Key](#).) Practice pronouncing each new word. Do the Zapotec pronunciations sound any different from the Spanish ones?

- a. *preparar* 'to get (something) ready'
- b. *odiar* 'to hate (someone)'
- c. *necesitar* 'to need (something)'
- d. *molestar* 'to bother (someone)'
- e. *manejar* 'to drive (a vehicle)'

Part Chon. Then, make up a Zapotec sentence using each of the borrowed verbs (in its Zapotec spelling and pronunciation) in the borrowed verb sentence pattern.

§12.6. More complex verbs with *runy*

A number of other complex verbs (verbs that include more than one word) use **runy**. Like the complex verbs with borrowed verbs that you saw in §12.5, complex verbs fall into two groups, depending on whether they can be used with an object or not (some may be used both ways). We'll consider verbs that are used without added objects first.

complex verbs without objects

runy bda casts a shadow, gives shade
runy bgwa ties a knot
runy col stands in line
runy contest responds, gives an answer
runy gaxt spends money
runy guan makes a charitable donation
runy mandad does an errand
runy xgab / runy xjab thinks
runy zeiny works

Runy contest is used to say “responds” or “gives an answer”, not to refer to answering a specific person.

These complex verbs do not include Spanish infinitives, but otherwise they work the same way as the borrowed verbs in section §12.5. (If you know Spanish, you will recognize some of the words following **runy** in these expressions as borrowings; many of them, however, are not.) The second word in each these complex verbs is a noun (but some of these nouns are only used in these complex verbs). As with the normal borrowed word pattern, the basic pattern with these verbs is

BORROWED AND COMPLEX VERB SENTENCE PATTERN

form of runy	subject	second word	(rest of sentence)
---------------------	----------------	--------------------	---------------------------

The complex verbs above are used without added objects, in

sentences like the following. The subject of these verbs always comes before the second part of the complex verb.

Runy gyag bda.	“The tree casts a shadow.”
Chicy beiny ra buny guan.	“Then the people made a charitable donation.”
Guny bxuaz zeiny e?	“Is the priest going to work?”
Queity cayunydi Lia Len xjab.	“Elena isn’t thinking.”
Ual gunyla contest!	“Answer (you guys)!”

The fourth sentence shows that the “form of **runy**” may be a negative with **queity** and **-di**.

These sentences fit into the pattern above as follows:

COMPLEX VERB SENTENCE PATTERN sentences without objects				
	form of runy	subject	second word	(rest of sentence)
	Runy	gyag	bda.	
Chicy	beiny	ra buny	guan.	
	Guny	bxuaz	zeiny	e?
Queity	cayunydi	Lia Len	xjab.	

(**Chicy** and **queity** don’t count as separate parts of the pattern.) **Ual gunyla contest!** is a plural command, so it follows a different pattern (it has **ual** before the verb and, like an imperative, it does not have a subject after the verb).

Of course, it’s also possible to focus the subject:

Gyag runy bda.	“ <u>The tree</u> casts a shadow.”
-----------------------	------------------------------------

Bcwa ni ca ni guet cuan Dizhsa. ("Translate what follows into Zapotec.")

- a. The girl is tying a knot.
- b. Will you stand in line?
- c. I didn't answer.
- d. He really spends money!
- e. Would you be so good as to run an errand?
- f. We thought.
- g. Why aren't the men working?
- h. Petra made a charitable donation.

Verbs in the second group are used with objects. When putting together a sentence with one of these verbs, you need to use both a subject and an object. The object is the first part of the "rest of sentence" in the basic sentence pattern.

complex verbs with objects

runy arreglad arranges for (something)
runy bisy lets (someone) know
runy company accompanies
runy castiu punishes
runy cas pays attention to (someone)
runy dany makes (someone) sick; damages (something)
runy fald does something wrong at (a place); misses, is absent from (school)
runy gan earns, wins
runy mandad gives (someone) an errand to do
runy uas uses
runy xten works as

The object (along with any other sentence part, such as the question marker **e**) comes at the end of the sentence, following the second part of the complex verb, in examples like

Beinyëng arreglad pasaport.	“She arranged for a passport.”
Beiny mna mandad mniny.	“The woman gave the child an errand.”
Runy bxady dany Gyeily e?	“Do chapulines make Miguel sick?”
Lia Desy cuan Bed cayuny cas mes.	“Modesta and Pedro are paying attention to the teacher.”
Xi ni guny bxuaz xten meser?	“Why is the priest going to work as a waiter?”
Cayunya uas computador.	“I am using the computer.”
Beiny mniny fald scwel.	“The child did something wrong at school.” OR “The child missed school.”

Any verb whose definition includes “(someone)” needs an added object in order to make sense; similarly, for example, “pay attention to” is incomplete without the speaker telling who the subject paid attention to. These verbs fit into the pattern above like this:

COMPLEX VERB SENTENCE PATTERN sentences with objects				
form of runy	subject	second word	object	(rest of sentence)
Beiny	mna	mandad	mniny.	
Runy	bxady	dany	Gyeily	e?
Cayuny	Lia Desy cuan Bed	cas	mes.	
Guny	bxuaz	xten	meser	e?
Cayuny	-a	uas	computador.	
Beiny	mniny	fald	scwel.	

Tarea Gaz xte Lecsyony Tsěbtyop.

Make up a Zapotec sentence using each of the following Zapotec verbs. (Don't use focus in these sentences yet. We'll get to that soon.) Practice reading your sentences out loud.

Chiru, bcwa ni ca ni guet cuan Ingles.

- a. **runy bisy**
- b. **runy company**
- c. **runy castiu**
- d. **runy cas**
- e. **runy fald**
- f. **runy gan**

You can also focus either the subject or object in cases like these:

Bxady runy dany Gyeily.	" <u>Chapulines</u> make Miguel sick."
Gyeily runy bxady dany.	"Chapulines make <u>Miguel</u> sick."
Lia Len beiny fald ricy.	" <u>Elena</u> did something wrong there."
Ricy beiny Lia Len fald.	"Elena did something wrong <u>there</u> ."

Normally, though, it is not possible to focus the second word of any complex verb (though you may hear cases where speakers do this).

Tarea Xon xte Lecsyony Tsěbtyop.

Part Teiby. For each of the sentences that you created in Tarea Gaz, change the sentence so that either the subject or the object is focused. Practice reading each of the new sentences out loud. Then translate your new sentences into English.

Part Tyop. For each of the sentences that you created in Tarea Gaz, change the sentence so that it is a question. Half the sentences should be **a-yac** questions ending in **e**, and half should be question word questions using different question words. Again, practice reading each of the questions out loud. Then translate your questions into English.

Part Chon. For each of the sentences that you created in Tarea Gaz, change the sentence so that it is negative. Practice reading each of the sentences out loud. Then translate your new sentences into English.

§12.7. Complex verbs in the vocabulary

Here again are some of the complex verbs introduced in section [§12.6](#):

runy bda casts a shadow, gives shade > **runy**
runy bisy lets (someone) know > **runy**
runy cas pays attention to (someone) > **runy**
runy castiu punishes > **runy**
runy col stands in line > **runy**
runy company accompanies > **runy**
runy zeiny works > **runy**

These verbs are presented just as they are in the Rata Ra Dizh. It's

important to understand the information they present about how to use these new verbs in sentences.

Let's consider sentences without anything focused first. Subjects (both bound pronouns and nouns or names) always go after the first word of the vocabulary entry for a complex verb:

Beinyrëb col.	"They stood in line."
Runy gyag bda.	"The tree casts a shadow."

Objects always follow the verb and the subject in a sentence. When a verb entry in the vocabulary has two words, the object follows the second word of the verb entry:

Cayunyëm cas mes.	"He is paying attention to the teacher."
Queitydirëng gunyrëng company naa.	"They are not going to accompany me."

Of course, noun phrases are focused. A subject can be focused, as in the following examples (some types of subjects are almost always focused).

Mes guny castiu ra mniny.	" <u>The teacher</u> is going to punish the children."
Tyop buny cayuny zeiny.	"Two people are working."
Buny re guny col.	"That person is going to stand in line."

Objects can be focused as well.

Mes runyaëb bisy.	"He lets <u>the teacher</u> know."
Becw beiny Lia Glory castiu.	"Gloria punished <u>the dog</u> ."

Another important thing to note about these vocabulary entries is the "> **runy**" at the end. This means that the **runy** these entries

contain is the same **runy** “does, makes, performs, builds” verb that has its own entry, and that the forms of **runy** given in the main entry should also be used in the complex verb.

Tarea Ga xte Lecsyony Tsëbtyop.

Read each of the following Zapotec sentences out loud. **Chiru, bcwa ni ca ni guet cuan Ingles.** (“Then, translate what follows into English.”)

- a. **Uas gyienyën castiu wbwan.**
- b. **Runyi xten meser.**
- c. **Beinyu fald scwel e?**
- d. **Lia Tyen runyrëb sospechar.**
- e. **Gunyu bisy naa e?**
- f. **Xa gunyu bisy naa?**

§12.8 Compound verbs with *runy*

You’ve already learned the verb **runybe**, which begins with **runy** but includes another part. There are many other verbs that start with **runy** and include another word or syllable in the same word. Here are some examples:

runyaxten [ruhnyax:tè'e'n] takes possession of
runyfald [ruhnyfa'ld] does not have enough of
 (something), lacks (something)
runyton [ruhnyto'onn] acts stupid
runyzac [ruhnyza'c] fixes (something)
runyzyab [ruhnyzha'ab] behaves badly

These verbs are **COMPOUNDS** – they are formed from **runy** plus a second item, but they act like a single word, as you can see in examples like

Beinyaxten Lia Da carr.	“Soledad took possession of the car.”
Runyfald Gyeily rmudy.	“Mike needs medicine.”
Cayunytonu.	“You are acting stupid.”
Bed runyzac carr.	“Pedro will fix the car.”
Queity cayunzyhyabdi zhyap.	“The girl is not behaving badly.”

As you can see, the front of these verbs use the same stems of **runy** that you’ve learned.

In some cases, compounds look similar to complex verbs. Note the difference between pairs of sentences like the following:

Runyfald Gyeily rmudy.	“Mike needs medicine.” (compound verb)
Runy Gyeily fald scwel.	“Mike misses school.” (complex verb)

The meanings of these two sentences are related (referring to the lack of something), but they are not the same, and their structure is different. The first sentence includes a compound **runy** verb – its verb, **runyfald**, works just like every other verb you’ve learned before this lesson. Its subject goes right after the whole compound verb. The second sentence includes a complex verb, like those you’ve learned to use earlier in this lesson. Its subject goes between

the form of **runy** and the second part of the complex verb, as you've seen.

You'll learn other pairs of similar compound-complex verbs later. Some of them have the same meaning, regardless of which type of verb is used. Others, like **runyaxten** "takes possession of" / **runy xten** "works as", may have quite different meanings. (One thing you'll notice is that when a word that starts with two consonants, like **xten**, is compounded with **runy**, an extra **a** is before the second word added to make pronunciation easier.)

Tarea Tsë xte Lecsyony Tsëbtyop.

Create a Zapotec sentences using each of the following compound verbs. Practice reading each sentence out loud. Then translate each of your sentences into English.

- a. **runyfald**
- b. **runyton**
- c. **runyzac**
- d. **runyzyab**
- e. **runybe** (Use only with formal, name, or noun subject for now!)

Comparative note. As you've learned, the area where there may be most grammatical difference among the Valley Zapotec languages is in pronoun usage. Speakers notice and

comment on these differences, but they do not seriously impede communication in most cases. Other languages express formality and respect differently from the way these are expressed in this book. In the Reference Material section there is a comparative table of the different pronouns used in several Valley Zapotec languages. If you know speakers of other varieties of Valley Zapotec, you will learn other pronoun systems.

Blal xte Tiu Pamyël, Part Chon

§I. Part Chon

[Jump to pronunciation guide](#)

Lia Len rcwa teiby email lo Lia Glory cuan lo Lia Tyen –

Xa nuu Lia Glory?, xa nuu Lia Tyen?

Rcaza ynia laad xi bienyën bduxman. Bed cuan naa byoën San Diegw lainy autobuas. Re reipy buny nii *field trip* – uas zyeiny ra mniny nu lainy autobuas, chiru queity bdizhdyën. Cwe xamiegwa Lia *Araceli* bzubgaa. Byoën lainy teiby edifisy ro laty nu zyeiny ra cos ntiu xte deibyta gaxlyu, zicy ni na *Museo de Antropología* ni na Meijy, laty gune Lia Tyen xtad Lia Tyen. *Museum of Man* la ricy, chiru maru bro *Museum of Man* cano museu ni nu Ndua, laty runy xtiuwa Rony zeiny. Queity gundilazdyën ni raprëng ricy – ricy nu ra gues xte ra buny Dizhsa Ndua, cuan ra blal cuan, sa ni bzhiel xtadmam Lia Glory lo zhia xtadmam Lia Glory bdubiaz. U rnalazad Tiu Pamyël, rsagual xnana, ni nu cwe xalyën San Luc? Blal ni nu lainy museu ricy, deplan zicy ni na xablal Tiu Pamyël na blal ni nu ricy – deplan zhi. Bed cuan naa queity bindilazdyën ni binyloën, zicyagza Mazh, xamiegw Bed. Rzilazën, xizhyëng cayac? Bto Tiu Pamyël xablal Tiu Pamyël cwa museu e?

Ual gunyla contest! Queity xi galarzyadi chuad, riabzac Lia *Araceli* naa, per maru riabzacad naa!

Xamiegwad,
Lia Len



Fot Teiby xte Blal xte Tiu Pamyël, Part Chon. The Museum of Man, Balboa Park, San Diego.

Lia Glory rcwa lo Lia Len –

As, Lia Len,

Queity rindilazdya, zicy na blal xte Tiu Pamyël na blal ni nu museu!

Mnigya xi – amer chua Los Ang!! A mnab xtada danoën. Xtuxman a bzenyën ricy!

Yzhajan, tyen a gual ynazën camyuny.

Ucdi a bzyenya ricy!

Xamiegwu,

Lia Glory



Fot Tyop xte Blal xte Tiu Pamyël, Part Chon. The bus that goes between San Lucas and Tlacolula (where Gloria was able to read Elena's email) several times a day.

[Jump to pronunciation guide](#)

§2. Ra Dizh cuan Xiëru Zalo Ra Dizh

§2.1. Some of the parts of this story contain Spanish words written in italics and pronounced as in Spanish, just as some of them contain English words like *field trip* and *Museum of Man*. *Museo de Antropología* means “Museum of Anthropology” and *Araceli* is a Spanish name that does not have a special Zapotec form.

§2.2. As with earlier parts of the story, some expressions here are best to read just as phrases for now, such as

**cuan ra blal cuan, sa ni bzhiel xtdmam Lia Glory
lo zhia xtdmam Lia Glory bdubiaz** [cuahnn ra
blàaal cuahnn, sa’ah nih bzhiel x:ta’adma’m Lia
Gloory loh zhihah x:ta’adma’m Lia Gloory
bdubiihahz] “and blals, like the one Gloria’s
grandfather found in his field last year”
rzilazën, xizhyëng cayac [xizhyëng cayahc] “we
wondered what might be happening”

(You’ve learned that **rzilaz** means “thinks”. When a question word comes after **rzilaz**, however, a better translation is “wonders”).

The following might be useful to you in conversation:

queity xi galarzyadi chuad [que’ity xi gallarzyaàa’di’
chu’-ahd] “don’t worry (you guys)”

Though it’s not in the story, this one would be good to learn too:

queity xi galarzyadi chuu [que’ity xi gallarzyaàa’di’
chu’-üu] “don’t worry”

§2.3. Below are the other new vocabulary words and expressions used in this part of the story. You’ll learn more about using many of these words in later lessons. References are given, where necessary, to notes below or in *Blal xte Tiu Pamyël* (BXTF) Parts [Teiby](#) and [Tyop](#). Verbs are listed in the habitual stem, with cross-references to

perfective and irrealis stems that don't use the regular prefixes **b-** and **y-**.

a gual [a gù'a'll] it's time to (*followed by a sentence with an irrealis verb, as in a gual ynazên camyuny* "it's time for us to catch the bus")

amer [ameer] soon

bdubiaz [bdubiihahz] last year

bduxman [bduhxmaan] last week

bibliotec [bibliote'c] library

bro [brò'o'h] big (see **maru bro** and [note 2.6](#) below)

bto cwa [btò'o'h cwàa'ah] sold (something) to (someone) (see [note 2.5](#) below; a perfective complex verb, as in **bto Tiu Pamyël xablal Tiu Pamyël cwa museu** "Tio Pánfilo sold his blal to the museum") > **rto**

byoën [byoo'-èhnn] we went to (irregular perf. form of **ria**)

cano [canoh] than

cwa [cwàa'ah] see **bto cwa**

cwe [cwe'eh] next to, beside

cwe xaly [cwe'eh x:a'ahlly] next door to (as in **cwe xalyën** "next door to us")

chu [chu'uh] irr. of **ru** § **chua** [chu'-a] "I will be"

deibyta [de'ibyta] the whole, all over (as in **deibta gaxlyu** "all over the world, the whole world")

deplan zhi [depla'ann zhi] just exactly

gaxlyu [gahxlyuh] world

gual [gù'a'll] see **a gual**

gues [guehs] earthenware pottery item

gundilaz [gunndi'làa'a'z] perf. of **rindilaz**

gune [gunée] went with (perf. form **rine**)

lo zhia [loh zhiah] field (possessed)

maru [maaru] more

maru bro [maaru' brò'o'h] bigger

museu [muse'u] museum

ni [nih] who, that, which, the one who, the one that (see [BXTp 1](#), and **sa ni** below); what (as in **queity gundilaxdyën ni raprëng ricy** "we didn't believe what they had there")

nii [nii] it, that (non-living object pronoun, as in **re reipy buny nii field trip** "here people call it a field trip")

ntiu [nti'u] old (as in **cos ntiu** "old thing") (see [note 2.6](#) below)

rcwa [rcwàa'a'ah] writes § **rcwaa** [rcwaa'a] "I write" (see [note 2.5](#) below)

riabzac [riahbza'c] pleases (used to say "likes"; see [note 5](#) and [note 2.8](#) below; as in **Riabzac Lia Araceli naa, per maru riabzacad naa!** "I like Araceli, but I like you guys more!")

ricy [ri'cy] it (referring to a place, as in **Museum of Man la ricy** "its name is the Museum of Man")

rindilaz [rinndi'làa'a'z] believes (see [note 2.5](#) below) § perf. **gundilaz**; **gundilazên** / **bindilazên** "we believed" (both are correct for "we" subject)

rine [rinèe] goes with, takes § perf. **gune** (irregular verb; see [note 2.3](#) below)

rni [rnni:] says, says to, tells (see [BXTTP 1](#) and [note 2.5](#) below) § **rnia lad** [rnnia' làa'd] “I say to you, I tell you”

rnigya [rnni'gya'ah] guesses (see [note 2.3](#) below) (as in **mnigya xi** “guess what!”)

ro [rò'o'h] big (as in **edifisy ro** “big building”) (see [note 2.6](#) below)

rsagual [rsaguual] sagual (possessed form) (see [note 2.9](#) below)

rto [rtò'o'h] sells (see [note 2.5](#) below)

ru [ru'uh] is (located) inside (usually habitually); exists (in a location) (see [note 2.5](#) below) § irr. **chu**; neutral **nu** (see [BXTTP 1](#)) (as in **amer chua Los Angl** “soon I will be in Los Angeles”)

rzubga [rzùu'bga'ah] sits (see [note 2.5](#) below) § **rzubgaa** [rzùu'bga'-a] “I sit”

sa ni [sa'ah nih] another just like the one (as in **sa ni bzhiel xtdmam Lia Glory** “another just like the one Gloria's grandfather found”)

tyen [tye'nn] so that (*followed by a sentence with an irr. verb*, as in **cayunya uas computador tyen ycwa email re** “I'm using the computer so that I can write this email”)

u [u] (question marker used at the beginning of question; suggests that the hearer will say “yes” to the question)

xablal [x:ablàaal] blal (possessed form) § comb. [x:abla'al] (as in **xablal Tiu Pamyël** “Tiu Pamyël's blal”)

xalyën see **cwe xaly**

xamiegw [x:amie'gw] friend (possessed form)

xtadmam [x:ta'adma'mm] grandfather (possessed)

xtiu [x:ti'u] uncle (possessed form) § **xtiuwa** [x:ti'ua] “my uncle”

xtuxman [x:tuhxmaan] next week; another week

zicyagza [zi'cyahgza] also, the same with; (*after a negative sentence*) neither (did) (as in **Bed cuan naa queity bindilazdyën ni binylon, zicyagza Mazh, xamiegw Bed** “Pedro and I couldn't believe what we saw, and neither did Tomas, Pedro's friend”)

zyeiny [zyèiny] many

zhia [zhiah] see **lo zhia**

§2.4. As in [BXTTP 1](#) and [2](#), there are a number of verbs in the list above that are irregular, which you won't learn to use with pronoun subjects until later lessons. (Almost all of these, you might notice, are verbs that have bases that either begin or end with vowels, or

both. These tend to be the most irregular verbs in Zapotec.) For now, don't use these verbs yourself except in the forms used here and with noun or name subjects.

§2.5. The different stem forms in Valley Zapotec often don't work exactly like the present, past, and future in English. An easy example is

Uas zyeiny ra mniny nu lainy autobuas.	“There were a whole lot of kids in the bus.”
---	--

Although **nu** referred to the present time when you saw it used in BXTP 1 and 2, it can also refer to the past. But here's a trickier example:

Xtuxman a bzenyën ricy!	“Next week we will be there! (Next week we will have arrived there!)”
--------------------------------	--

The meaning of a perfective verb is more complicated than just “past” – a Valley Zapotec perfective verb actually tells you that a certain action was completed at a point of reference. Here, Gloria is saying that by next week, her family's arriving will be in the past.

Sometimes, verbs are used idiomatically, and you just need to learn what expression is most appropriate in another language, as in

Queity rindilazdya, zicy na blal xte Tiu Pamyël na blal ni nu museu!	“I can't believe that the blal (that's) in the museum is like Tiu Panfilo's blal!”
---	--

The verb here is habitual, so we'd expect a translation like “I don't believe”. But in English, in this context, “I can't...” sounds better (less as though Gloria is contradicting Elena).

As you listen to more Valley Zapotec, you'll catch on to how to use these verb forms.

§2.6. You’ve probably already noticed that Valley Zapotec **ADJECTIVES** (words used to describe qualities, like “old” and “big”) come after the nouns they refer to, as in **cos ntiu** “old thing” and **edifisy ro** “big building”. You will learn how to use adjectives in several types of sentences in Lecsyony [Tseinyabtap](#) and [Galy](#). (It can be complicated – for example, in this story you’ll see that both **ro** and **bro** mean “big”).

§2.7. As you saw in BXTTP [1](#) and [2](#), **xte** (or **xten**) means “of”, but can be used to show other types of relationship or association:

blal xte Tiu Pamyël	“Tio Pánfilo’s blal”
runy zeiny xte meser	“work as a waiter” (complex verb)

This part of the story shows some more ways to use **xte**:

ra cos ntiu xte deibya gaxlyu	“old things from all over the world”
ra gues xte ra buny Dizhsa Ndua	“pottery made by the Zapotec people of Oaxaca”

§2.8. The verb **riabzac** is used to say “likes”, but it works backwards from the way the English word works, as in the following example:

Riabzac Lia Araceli naa, per maru riabzacad naa!	“I like Araceli, but I like you guys more!”
---	---

Lia Araceli is the subject of the first part of this sentence (**Riabzac Lia Araceli naa**), and **naa** is the object. (You can tell this because of the order the parts of the sentence come in: first verb, then subject, then object.) “You guys” is the subject of the second part of the sentence (**riabzacad naa**), and again, **naa** is the object. (You can tell this because the verb is followed by the bound pronoun **-ad**.) But both parts of the sentence are used to talk about a feeling the speaker has – in English, we express this with an *I* subject. The

Valley Zapotec verb **riabzac** works “backwards” from the English verb *likes* (or, alternatively, the English verb works “backwards from the Zapotec one!) – you just have to remember to express the person who does the liking as the object of this verb. One way to think of this is to imagine that the verb means “pleases” rather than “likes” – then you can think of the sentence as something like “Araceli pleases me, but you guys please me more!” Although that isn’t exactly the right meaning, at least the subject and object seem correct! (If you know Spanish, you will realize that the Spanish verb *gustar* works just like **riabzac**.)

§2.9. If you know Spanish, you are familiar with the word *consuegro* (feminine *consuegra*), which refers to a special in-law relationship (if you are married, your parents are your in-laws’ consuegros, and vice versa). The Zapotec word **sagual** refers to a broader but possibly related concept. Your saguals or **ra sagual** are your sibling’s spouse’s relatives (brother’s wife’s relatives, sister’s husband’s relatives), or your parent’s sibling’s spouse’s relatives. These relatives are very important in Valley Zapotec culture, and are generally referred to and addressed respectfully, even if they are younger than you.

§3. Xa Rni Buny Ra Dizh

pa’rt chòonn

Lia Leen rcwààa’ te’ihby email loh Lia Gloory cuahnn loh Lia Tye’nn:

X:a nu’-ùu’ Lia Gloory, x:a nu’-ùu’ Lia Tye’nn?

Cayuhnya’ ua’s computadoor x:tèe’ bibliote’c tye’nn ycwaàa’ te’ihby email rèe’!

Rcàa’za’ ynniia’ làa’d xi bie’nyèhnn bduhxmaan. Beed cuahnn nàa’

byoo'-ëhnn Sann Diegw làa'iny autobu'as. Rèe' re'ihpy bùunny nii "field trip" – u'as zyèiny ra mnii'iny nu'uh làa'iny autobu'as, chiru' que'ity bdi'ihzhgyëhnn. Cwe'eh x:amiegwa' Lia Araceli bzubga'-a'. Byoo'-ëhnn làa'iny te'ihby edifi'sy rò'o'h lahty nu'uh zyèiny ra co's nti'u x:tèe' de'ibyta' gahx:lyuh zi'cy nih nàa Museo de Antropología nih nàa Me'ijy lahty gunèe Lia Tye'nn x:ta'ad Lia Tye'nn. Museum of Man laa ri'cy, chiru' maaru' brò'o'h Museum of Man canoh museu nih nu'uh Ndùu'ah. Que'ity gundilaa'zdyëhnn nih ràa'prëng ri'cy – ri'cy nu'uh ra guehs x:tèe' ra bùunny Dii'zhsah Ndùu'ah, cuahnn ra blàaal cuahnn, sa'ah nih bzhie'l x:ta'adma'mm Lia Gloory loh zhiah x:ta'adma'mm Lia Gloory bdubiihahz. U rnalaa'zahd Ti'u Pámmyëll, rsaguall x:nna'ana', nih nu'uh cwe'eh x:a'ahllyëhnn Sann Lu'uc? Blàaal nih nu'uh ri'cy làa'iny museu, depla'nn zi'cy nih nàa x:ablàaal Ti'u Pámmyëll nàa blàaal nih nu'uh ri'cy – depla'nn zhi'. Beed cuahnn nàa' que'ity bindilaa'zdyëhnn nih binylohnn, zi'cyahgza' Maazh, x:amiegw Beed. Rzilàa'zëhnn, xizhyëng cayahc? Btò'o'h Ti'u Pámmyëll x:abla'al Ti'u Pámmyëll cwàa'ah museu èee?

U'all gunylàa' conte'st! Que'ity xi gahllarzyàa'ahdi' chu'ahd, riahbza'c Araceli nàa', pehr maaru' riahbza'cahd nàa'.

X:amiegwahd,
Lia Leen

Lia Gloory rcwàaa' loh Lia Leen:

Que'ity rinndilaa'zdyëhnn, zi'cy nàa blàaal x:tèe' Ti'u Pámmyëll nàa blàaal nih nu'uh museu!

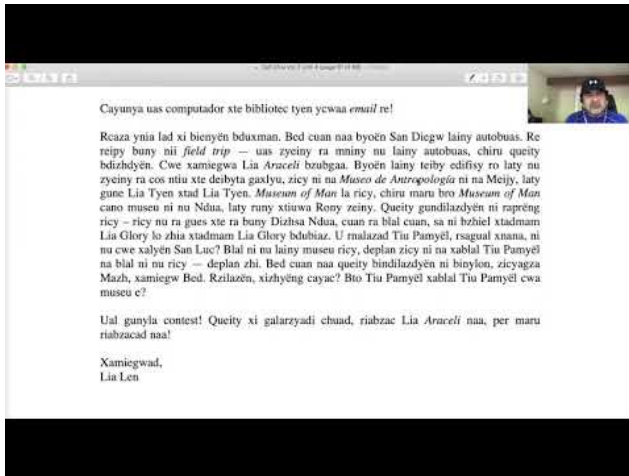
Mnni'gya'ah xi – ameer chu'a' Lohs A'nnngl! A mnàa'b x:ta'ada' dannooëhnn. X:tuhxmaan a bzee'nnyëhnn ri'cy.

Yzhàajàann, tye'nn a gùall ynàa'azëhnn camyuuny.

U'cdi' a bzye'ennya' ri'cy.

X:amiegùu',
Lia Gloory

§4. Video Recording



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=940>

V. UNIDA GAI (UNIT 5)

Vowel-Final Verbs and Possession



Colorful hammocks for sale at the market in Tlacolula.

13. Lecsyony Tseiny: Bdoo blal e? "Did you break the blal?"

Vowel-final verb stems combine in sometimes unexpected ways with bound pronouns. These stems are introduced in section §13.1. Section §13.2 introduces CB stems, whose pronunciation guide ends with a C vowel followed by a B vowel. "I" and informal "you" subject forms of vowel-final stems are presented in section §13.3. Non-CB stems are introduced in section §13.4, with "he / she / it" distal, "I", and informal singular "you" subject forms of these verbs in section §13.5. **Rcwa** "throws", "writes" is in section §13.6. Section §13.7 describes negatives of non-CB stems, and section §13.8 is a summary of the use of vowel-final stems.

Ra Dizh

bany [ba'nny] bath, shower; bathroom

bchily [bchiilly] / **wchily** [wchiilly] knife

bel [beèe'l] meat

Bet [Be't] Roberto, Robert

blal [blàaal] blal, precolumbian earthenware figure

bruiny [brùu'iny] prickly pear cactus fruit

btyux [btyùu'ux] tomato

bzya [bzyààa'] beans

cald [ca'lld] soup

cwen [cwe'enn] story

cwet [cwe't] firecracker

Desy [De'sy] see **Lia Desy**

dibuj [dibu'j] drawing, picture

durazn [dura'azn] peach

foc [fo'c] light bulb

gyex [gye'ehx] avocado

gyieb [gyiè'b] metal

Lia Desy [Lia De'sy] Modesta

limony [limoony] lime; lemon

trus [tru's] (a male's) underpants

rculo [rculoh] takes care of

rcwa [rcwààa'ah] 1. writes; 2. throws; 3. makes (tortillas)
("I", "you", and "he [dist.]" forms do not work like a CB
verb) § **rcwaa** [rcwààa] "I write"; **rcoo** [rcòo] "you write";
rcwai [rcwài] "he (dist.) writes"

rcwa bany [rcwààa'ah ba'nny] takes a bath, takes a
shower > **rcwa**

rcwa bolad [rcwààa'ah bolaad] flips a coin > **rcwa**

rcwa colory [rcwààa'ah coloory] paints > **rcwa**

rcwa cwen [rcwààa'ah cwe'enn] tells a story > **rcwa**

rcwa gyieb [rcwààa'ah gyiè'b] rings a bell; shoots a gun
> **rcwa**

rcwa punyeity [rcwààa'ah punyei'ty] punches > **rcwa**

rcyi [rcyi'ih] cooks on an open fire, grills, roasts
(something) (CB verb) § comb. [rcyi']

rcha [rcha'ah] warms (CB verb) § comb. [rcha']

rchu [rchùu] changes (something), replaces (something)

rchu yu [rchùu yu'uh] moves, changes residence > **rchu**

rda [rdàa'ah] breaks (a round or compact object) (CB verb) § comb. [rdàa']; irr. **inyda** [inydàa'ah] / **ilyda** [ilydàa'ah] / **lda** [ldàa'ah]; prog. **canda** [candàa'ah] / **calda** [caldàa'ah]

rgue [rguèe] cusses § perf. **bde**; irr. **que**

rgue [rgueh] carries, hauls (something heavy or more than one item) § perf. **bde**; irr. **que** [quee]

rguich [rguì'ch] breaks (a long object) § perf. **bdich**; irr. **quich**

rinylo [rinyloh] sees § perf. **binylo**; irr. **guinylo**

risti [rihstii] gets up (out of bed) § perf. **gusti**; irr. **chisti** [chi'stii]

rto [rtòo'oh] sells (CB verb) § comb. [rtòo']

rtyu [rtyu'uh] picks (fruit, flowers) (CB verb) § comb. [rtyu']

rza [rzah] walks

rzu [rzu] 1. stands; 2. flies § irr. **su** [suu]

rzuca [rzucàa] takes away

wzhyar [wzhyaar] spoon



Fot Teiby xte Lecsyony Tseiny (13). A blal from the Museo Regional de Oaxaca.
http://www.surf-mexico.com/states/Oaxaca/Oaxaca/oaxcity_exconvent.htm .

Xiëru Zalo Ra Dizh

1. As you know, the number words **tseiny** “thirteen” and **tseiny** “fifteen” are spelled alike, but pronounced differently. When we write the words out, we’ll include the parenthesized figures (13) or (15) so you won’t get confused. (Hopefully you can tell these numbers apart when you hear them! If not, you should practice them some more.)
2. This lesson will introduce you to vowel-final stems (see section §13.1). Many vowel-final stems are irregular when used with bound pronouns, in spelling or pronunciation or both.
3. As you know, the Ra Dizh lists perfective and irrealis stems that are not formed with the regular **b-** and **y-** prefixes, or that change in other ways. (The [Rata Ra Dizh](#) also gives cross-references for these

irregular stems.) Pronunciation guides are given for all stems with different vowel patterns from their habitual stems, or whenever there are other unexpected changes. You'll learn more about using all the new verbs in this lesson.

4. There are several ways to say “breaks (something)” in Zapotec. **Rda** is used when the object someone breaks is relatively round or compact, like a pot or ceramic item. **Rguich** is used when the object someone breaks is relatively long, like a stick or pencil.

5. **Rda** and **risti** have irrealis forms that work differently from those you've seen up to now, and also have irregular progressives.

6. This lesson includes two new verbs spelled **rgue** (with perfective **bde** and irrealis **que**). Although these verbs are spelled the same, they are not pronounced the same. Make sure you can pronounce each one correctly. (You'll learn more about these two verbs later on.) The two **rgue** verbs have perfective and irrealis stems like those of the verbs introduced in [Lecsyony Tsëbteby](#).

7. **Rinylo** has a vowel-initial base, like the verb **runy** ([Lecsyony Tsëbtyop](#)). (You'll learn more about vowel-initial bases in [Lecsyony Tseinyabteby](#).)

8. **Rchu yu** means “moves” or “changes residence”. This new complex verb includes the word **yu** “house” and works like the complex verbs in [Lecsyony Tsëbtyop](#). You can use this verb in sentences like

Bchu mes yu.

“The teacher moved.”

(Note that this sentence does not mean “The teacher made a movement,” only “The teacher changed his residence.”)

§13.1. Vowel-final stems

Most of the new verbs in this lesson have vowel-final stems: we will refer to these vowels at the end of vowel-final stems as final vowels. Thus, the final vowel of **rcha** is **a**, the final vowel of **rchu** is **u**, the final vowel of **rculo** is **o**, and so on.

Any verb stem that ends with a vowel is a vowel-final stem. This means that if you add an extender like polite **-la** onto a verb, even one that ends with a consonant, the new stem will be a vowel-final stem too. Thus, **rdeidy** “gives” has a stem that ends with a consonant. But the polite verb **rdeidyla** (used in the next set of examples) has a vowel-final stem.

In most ways, vowel-final stems work like the other verbs you’ve learned up to now. The independent form of a verb with a vowel-final stem is used with a following noun phrase subject and in imperatives and formal commands:

Rcha doctor nyis.	“The doctor warms the water.”
Bet bde.	“ <u>Roberto</u> cussed.”
Bza!	“Walk!”
Ual ydeidyla wzhyar Lia Desy.	“Would you (form. pl.) give the spoon to Modesta, please?”

When you add the negative ending **-di** onto a vowel-final stem, that verb stem does not change (unless it has a different combination form). So the verb in the sentence below is pronounced [cacyi’ihdi], and the verb in the second sentence is pronounced [bdehdi].

Queity cacyidi mna bel.	“The woman isn’t cooking the meat.”
Queity bdedi mes ra cwet.	“The teacher didn’t carry the firecrackers.”

However, as you saw with the verb **ca** “has” in [Lecsyony Tsëbtyop](#), many vowel-final verbs change their pronunciation either a little or a lot when bound pronouns beginning with vowels are added to them. You may recall that in [Lecsyony Ga](#) you learned that polite verb stems ending in the extender **-la** change their form when followed by bound pronouns beginning with vowels. Pronunciation changes in verb forms most commonly occur when bound pronouns that start with vowels are added to vowel-final stems, as you’ll see in the rest of this lesson.

Tarea Teiby xte Lecsyony Tseiny (13).

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

- The woman is warming the soup.
- Juan moved.
- The children didn’t break the blal.
- They broke the knife.
- Soledad grilled the fish.
- Petra is taking care of the baby.
- The doctor didn’t get up.

Part Tyop. Write a Zapotec caption for each of the pictures below, using one of the verbs from the Ra Dizh of this Lecsyony with a noun subject for each one. (Hint: if you

can't figure out what the men in picture (a) are doing, check out the new vocabulary!)

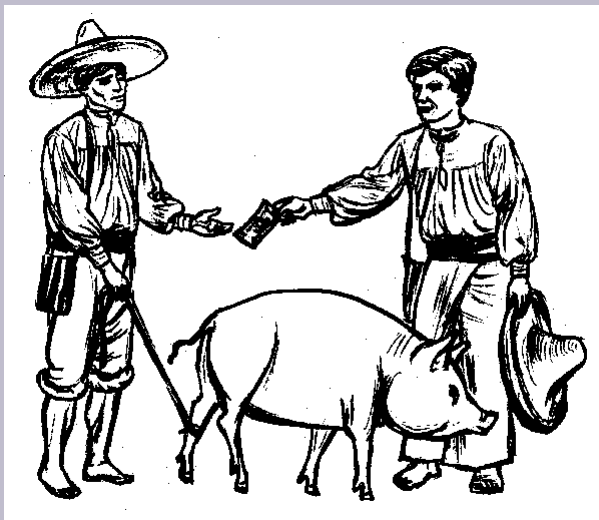
a.



b.



C.



§13.2. CB stems

There are two types of vowel-final stems, **CB STEMS** and other vowel-final stems. CB stems are vowel-final stems whose combination form vowel pattern pronunciation ends with a C vowel plus a B vowel (a checked vowel plus a breathy vowel) – examples are the CB pattern, the KCB pattern, and the KKCB pattern. CB verb stems are more regular than most other vowel-final stems. One example of a CB stem is the verb **ca** “has”, whose forms you learned in [Lecsyony Tsëbtyop](#). (There are a few verbs that fit the CB pattern but that don’t work like CB verbs. One example is the verb **rcwa** [rcwàà’ah] “throws”, which you’ll learn more about in section [§13.6](#) below.)

As you learned in [Lecsyony Tsëbtyop](#), formal subject endings can be added to any vowel-final stem with no change in that stem's pronunciation, as in

Cayu ra lapy.	"You (form.) have the pencils."
Bchayudad nyis re.	"You (form. pl.) warmed this water."
Ycyiyu bel e?	"Are you (form.) going to cook the meat?"
Btoyudad ra dibuj e?	"Did you (form. pl.) sell the pictures?"

CB verbs are pronounced in their independent form before the formal endings **-yu** and **-yudad**. So **bchayudad**, for example, is pronounced [bcha'ahyùad], and so on.

Before all other pronoun endings, however, you use the combination form of a CB verb, which is that verb minus its final B vowel. (A KKCB verb like **rcwa** has a KC combination form.) When you use a CB verb with any non-formal bound pronoun, the bound pronoun is attached following the combination form of the verb. If you learned the verb **ca** "has" in [Lecsyony Tsëbtyop](#), you already know many examples of this rule. Listen as your teacher pronounces verbs like the following, with "they" subject pronouns added to a CB stem:

Ycyirëb bel e?	"Are they going to cook the meat?"
Bchari nyis.	"They warmed the water."
Rtorëng trus.	"They sell underpants."

Ycyirëb is pronounced [ycyi'rëb]. The final B vowel [ih] of the verb base **cyi** [cyi'ih] is not pronounced in the combination form [cyi], which is used before the respectful plural pronoun **-rëb**. Similarly, **bchari** is pronounced [bcha'rih] and **btorëng** is pronounced [btòo'rëng].

The forms of **rcyi** “cooks” with “they” pronouns are:

rcyirëng [rcyi'rëng] “they (prox.) cook”
rcyiri [rcyi'rih] “they (dist.) cook”
rcyirëb [rcyi'rëhb] “they (resp.) cook”
rcyirëm [rcyi'rëhmm] “they (an.) cook”

Almost all CB verbs work like **rcyi**, **rto**, and **rcha** in terms of how they combine with bound pronouns. In the Ra Dizh, the [Rata Ra Dizh](#), and the [verb charts](#) at the end of this book, regular CB verbs are identified as “CB verb”, which will tell you that they work in this same way. (In this section and the next we’re considering only CB stems whose last syllable is simple.)

Tarea Tyop xte Lecsyony Tseiny (13).

Bcwa ni ca ni guet cuan Ingles. Then, practice reading each of the sentences out loud.

- a. **Cald rchari.**
- b. **Ycyiyuad bel e?**
- c. **Querëb ra liebr.**
- d. **Nde bdarëm.**
- e. **Gustiyuad.**
- f. **Bcwayu ra letr.**

All other bound pronouns start with vowels. Vowel-final stems work in special ways when bound pronouns beginning with a vowel (-**ëng**, -**i**, -**ëm**, -**ëb**, -**ad**, -**ën**, -**u**, and -**a**) are added to them. When

bound pronouns beginning with vowels are added to a CB stem, the pronoun is pronounced as a separate syllable following the combination form of the verb (again, this is the CB verb minus its final B vowel). Here are the respectful, animal, proximate, “we”, and “you guys” subject forms of the verb **rcyi** [rcyi'ih] “cooks”, using the pronouns **-ëb**, **-ëm**, **-ëng**, **-ën**, and **-ad**:

rcyiëb [rcyi'-ëhb] “she (resp.) cooks”
rcyiëm [rcyi'-ëhmm] “he (an.) cooks”
rcyiëng [rcyi'-ëng] “she (prox.) cooks”
rcyiën [rcyi'-ëhnn] “we cook”
rcyiad [rcyi'-ahd] “you guys cook”

(The respectful, animal, and proximate pronouns can each be translated as “he”, “she”, or “it”.) In each of these verbs, the final B vowel of the pronunciation guide ([ih], for the verb **rcyi**) drops when the pronoun is added. The hyphen in the pronunciation guide for each verb shows that the following pronoun is pronounced as a separate syllable.



Fot Tyop xte Lecsyony Tseiny (13).

Señora Elsa, the proprietor of the Comedor Mary café in Tlacolula.

Three bound pronouns consist of just a vowel: distal **-i**, “you” informal singular **-u**, and **-a** “I”. These pronouns are always written when they follow a vowel-final stem, even if this results in a sequence of two identical vowels, as in

rcyii [rcyi'-ih] “he (dist.) cooks”

Verbs with bound pronoun subjects are pronounced differently from independent forms of the same verbs without pronoun subjects (thus, **rcyii** “he cooks” is pronounced differently from the independent form **rcyi** [rcyi'ih] “cooks”). Writing these verbs with two vowels at the end shows that the verbs include a bound pronoun subject.

Tarea Chon xte Lecsyony Tseiny (13).

Make up new Zapotec sentences using the focused subjects and verbs specified below (if a free pronoun subject is given, remember to use the appropriate form of the verb along with that subject word, as in the example). Change the verb from habitual to perfective, irrealis, or progressive, and include an object noun if that seems appropriate. Practice reading your sentences out loud, being especially careful when pronouncing the verb. Then translate your sentence into English.

Example. Focused subject: **lari**; Zapotec verb: **rto**.

Answer. **Lari btori carr.** “They sold the car.”

<i>Focused subject</i>	<i>Zapotec verb</i>
a. Lia Da	rcha
b. laëng	rcha
c. lari	rtyu
d. lai	rtyu
e. ra mna	rto
f. danoën	rto
g. larëm	rcyi
h. yuad	rcyi
i. laëm	rtyu
j. Bed	rtyu

The next section describes the way CB stems work with “I” and informal singular “you” subjects. When you learn a new CB verb, you can assume that it works as described in this section and the next one.

§13.3. CB stems with “I” and informal singular “you” subjects

When the bound pronoun **-a** “I” is added to a CB stem, such as **rcha** [rcha’ah] “warms” or **rcyi** [rcyi’ih] “cooks”, the pronoun **-a** is pronounced as a separate syllable following the verb’s combination form (as shown in the pronunciation guide with a hyphen), just like the other bound pronouns starting with vowels:

rchaa [rcha'-a] "I warm", as in **Rchaa nyis**. "I warm the water."
rcyia [rcyi'-a] "I grill", as in **Rcyia bel**. "I grill the meat."

As the first example shows, two **a**'s are written when the pronoun **-a** is added to a verb whose final vowel is **a**. (A full sentence example is given for verbs that don't make much sense without an object.)

When **-a** is added to a vowel-final stem ending in **e** or **o**, additional changes occur. Here's an example with the CB stem **rto** "sells":

rtua [rtùu'-a] "I sell", as in **Rtua dibuj**. "I sell the picture."

When the pronoun **-a** comes after a vowel-final stem ending in **o**, that **o** final vowel is replaced by **u**. (In a similar way, when the pronoun **-a** comes after a vowel-final stem ending in **e**, that **e** final vowel is replaced by **i** – you'll see examples of this later.) **Rto** still behaves like a CB stem: the pronoun is added in a separate syllable following the combination form of the verb, but in addition, the **o** of the stem changes to **u** before **-a**.

Building an "I" subject form of a verb with a final vowel o

verb	"I" subject
rto	-a
	↓
"I sell"	rtu -a

CB final verbs whose subject is the informal singular pronoun **-u** "you" also have the pronoun added to the combination form of the stem:

rcyiu [rcyi'-ùu] "you cook"

Additional changes happen with informal singular "you" subject

forms of verbs with final vowels **o** and **a**. When informal **-u** is added to a stem ending in **o**, the **u** of the pronoun changes to **o** to match the final vowel:

Building an informal singular “you” subject form of a verb with a final vowel o		
	<u>verb</u>	<u>informal singular “you” subject</u>
	rto	-u
		↓
“you sell”	rto	-o
rtoo [rtòò’-òò] “you sell”, as in Rtoo cwet e? “Do you sell firecrackers?”		

Here, the **u** of the pronoun changes to **o** to match the **o** of the combination form of the verb. As the example shows, the vowel pattern of the pronoun remains KC, as in its basic **-u** form.

Two changes happen in the informal subject form of a stem ending in **a**, such as **rcha** “warms”: both the final vowel and the **-u** pronoun change to **o**. One example of this, which you saw in [Lecsyony Tsěbtyop](#), is **coo**, the “you” form of **ca** “has”. Here’s another:

rchoo [rcho’-òò] “you warm”, as in Rchoo nyis. “You warm the water.”

Informal singular “you” subject forms of verbs whose stems end in **o** or **a** always end in **oo**.

Building an informal “you” singular subject form of a verb with a final vowel *a*

		informal “you” <u>singular</u> <u>subject</u>
	verb	
	rcha	-u
	↓	↓
“you warm”	rcho	-o

This section and the previous one describe the normal way CB verbs with simple vowels work. When you learn a new CB verb, you can assume that it works this way. The chart of vowel-final verbs lists only the forms of CB stems that don’t work as described here.

Tarea Tap xte Lecsyony Tseiny (13).

Now, let’s make up some more Zapotec sentences! Using the Zapotec verbs and subjects specified below, make a new sentence by changing the verb to match the subject. (Remember, you have to use the correct bound pronoun to match the free pronoun subjects given here.) You can use the perfective, irrealis, or progressive form of the verb and an object noun if that seems appropriate. Practice reading your sentences out loud. Remember to be especially careful when pronouncing the verb. Then translate these new sentences into English.

<i>Focused subject</i>	<i>Zapotec verb</i>
a. naa	rcyi
b. liu	rcyi
c. naa	rda
d. liu	rda
e. naa	rto
f. liu	rto
g. naa	rcha
h. liu	rcha
i. naa	rtyu
j. liu	rtyu

§13.4. Non-CB stems with subject pronouns beginning with vowels

The second type of vowel-final stem is one which does not end in a C plus a B vowel – in other words, a **NON-CB STEM**. Non-CB stems do not change (except for combination form changes) in imperatives or plural commands or with bound pronouns beginning with consonants:

Yu yculoyu bdo e?	“Are you (form.) going to take care of the baby?”
Bchuyuad yu e?	“Did you (form. pl.) move?”
Binylorēng ra bag.	“They saw the cows.”
Ual ydeidyla bchily Bed.	“Would you (form. pl.) give the knife to Pedro, please?”

The bound pronouns that start with consonants are the formal (singular or plural) and “they” subject pronouns. All other bound pronouns start with vowels.

When a pronoun beginning with a vowel is added to a non-CB vowel-final stem, pronouns containing a vowel plus a consonant follow the combination form of the verb stem in a separate syllable, just the same way as with CB stems. Sometimes the last syllable of the verb is pronounced with the same vowel pattern as in its normal combination form, but sometimes a new vowel pattern results from the addition of the pronoun beginning with a vowel. Moreover, even though the verb final vowel and the following pronoun vowel are in separate syllables, speakers may pronounce this sequence so quickly that they may sound like a single syllable. These verbs thus sound very different from the corresponding forms of CB stems, where it’s easy to hear both the combination form of the stem and the following pronoun. (All forms of non-CB stems with vowel-initial pronouns are listed in the chart of vowel-final verb stems.)

In this section we’ll survey what happens when a non-CB stem has a proximate singular, animal singular, respectful singular, “we”, or “you guys” subject. (These pronouns – proximate singular **-ēng**, animal singular **-ēm**, respectful singular **-ēb**, “we” **-ēn**, and “you guys” **-ad** – are all the pronouns you’ve learned so far that begin with vowels except for distal **-i**, **-a** “I” and **-u** informal singular “you”, which work differently from the other pronouns beginning with vowels, and are discussed in section [§13.5](#). There are two additional pronouns you’ll learn in later lessons – the familiar pronoun

([Lecsyony Tseinyabtyop](#)) and the reverential pronoun ([Lecsyony Galyabteiby](#)) – which also work in the same way we’ll describe in this lesson.)

Here are some forms of **rchu** “changes, replaces” and **rinylo** “sees” with **-ëb** and **-ëm** subject pronouns:

rchuëb [rchùu-ëhb] “he (resp.) changes”, as in
Rchuëb foc. “He changes the light bulb.” (used about a grandparent)
rchuëm [rchùu-ëhmm] “she (an.) changes”, as in
Rchuëm foc. “She changes the light bulb.” (used about a child)
rinyloëb [rinyloh-ëhb] “she (resp.) sees”, as in
Rinyloëb becw. “She sees the dog.”
rinyloëm [rinyloh-ëhmm] “he (an.) sees”, as in
Rinyloëm becw. “He sees the dog.”

The final vowel of **rchu** is **u**, and the final vowel of **rinylo** is **o**. You’ll hear these vowels most clearly in these verbs. At first you may find it hard to hear the **ë** of the pronoun, but listen carefully, and you’ll hear it. (Your teacher can probably exaggerate this pronunciation for you.) As you can see, a hyphen is used in the pronunciation guide once again to show that there is a break between the two syllables of the verb plus the pronoun.

With proximate singular pronoun **-ëng** and the “we” pronoun **-ën**, there are more likely to be changes from the vowel pattern of the independent form. Here are some examples with **-ëng**:

rchuëng [rchùu'-ëng] “he (prox.) changes”, as in
Rchuëng foc. “He changes the light bulb.”
rinyloëng [rinylòò'-ëng] “she (prox.) sees”, as in
Rinyloëng becw. “She sees the dog.”

When **-ëng** is added to a non-CB stem, the vowel pattern of the stem usually changes to KC, as in the examples (or sometimes to C).

When the bound pronoun **-ĕn** “we” is added to non-CB stems with a KP vowel pattern, there’s usually no change:

rchuĕn [rchùu-ĕhnn] “we change”, as in **Rchuĕn ra foc.** “We change the light bulbs.”

With many other non-CB stems, such as **rinylo**, the final vowel of the “we” form usually has a PP or a KP vowel pattern.

rinyloĕn [rinylòo-ĕhnn] “we see”, as in **Rinyloĕn ra dibuj.** “We see the pictures.”

As you listen to more verbs you’ll become more experienced in guessing which is the right pattern for the “we” subject form of a vowel-final stem.

Pronouns beginning with vowels other than **ĕ**, such as informal plural **-ad**, work similarly. Just as with the **ĕ** pronouns, it may be hard to hear the pronoun vowel, but you probably will be able to do so if you listen to it, as in these examples:

rinyload [rinyloh-ahd] “you guys see”, as in
Rinyload becw. “You guys see the dog.”
rchuad [rchùu-ahd] “you guys change”, as in
Rchuad ra foc. “You guys change the light bulbs.”

Usually, though, there is no change in the vowel pattern when you add **-ad**.

Here is another set of examples, using the verb **rza** “walks”:

rzaĕb [rzah-ĕhb] “she (resp.) walks”
rzaĕm [rzah-ĕhm] “he (an.) walks”
rzaĕng [rzàa'-ĕng] “she (prox.) walks”
rzaĕn [rzàa-ĕhnn] “we walk”
rzaad [rzah-ahd] “you guys walk”

Notice that “you guys walk” is written with two identical vowels (listen hard, and you’ll probably be able to hear both of them!).

Tarea Gai xte Lecsyony Tseiny (13).

Part Teiby. **Bcwa ni ca ni guet cuan Dizhsa.** Then, practice pronouncing them, paying special attention to the verb. Check your pronunciation of each verb with your teacher or in the Ra Dizh.

- a. He (prox.) will get up.
- b. Chico got up.
- c. Will you (inf. pl.) take care of the baby?
- d. Will you (form. pl.) take care of the children?
- e. She (resp.) moved.
- f. Will Soledad move?
- g. He (an.) cussed.
- h. The cook is cussing.
- i. We saw the avocados.
- j. Did Miguel see the peaches?
- k. She (an.) got up.
- l. Get up!

Part Tyop. Now go back to Part Tyop xte Tarea Teiby and rewrite the sentences you created there, using pronoun subjects.

§13.5. Non-CB stems with distal, “I”, and informal “you” subjects

The three bound pronouns that consist of just a vowel – distal **-i**, **-a** “I”, and informal singular “you” **-u** – work differently from the other pronouns when they combine with non-CB stems, since in most cases they are not pronounced in a separate syllable. Instead, they combine with the final vowel, usually producing a different vowel pattern, often with a diphthong. However, these vowels are always written when they follow a vowel-final stem, so that you’ll know the pronoun is present. Sometimes this results in a sequence of two identical vowels, as in

ristii [rihstiˈii] “he (dist.) gets up”

As you know, the reason for this is that an extra vowel is always written when one of these three pronouns is added to a verb, even when this would result in a sequence of two similar vowels. The extra vowel shows you that the verb has a pronoun subject. **Ristii** “he gets up” is pronounced differently from the independent form **risti** [rihsti] “gets up”.

Non-CB stems with distal subjects are pronounced as a single syllable with a CPC or CKC (or, occasionally, KC) vowel pattern:

rchui [rchuˈui] “she (dist.) changes”, as in **Rchui foc**.
“She changes the light bulb.”
rzai [rzaˈai] “he (dist.) walks”

As you listen to more Zapotec verbs, you’ll get more experience in guessing what vowel pattern a distal subject verb will be pronounced with.

A PKC vowel pattern is usually used when the bound pronoun **-a** “I” is added to a non-CB stem:

rchua [rchuàa] “I change”, as in **Rchua foc.** “I change the light bulb.”
ristia [rihstiaa] “I get up”
rzaa [rzaàa] “I walk”

Such verbs are written with the added pronoun **-a** even when the final vowel is **a**, as in **rzaa**.

When **-a** is added to a vowel-final stem ending in **o** or **e**, such as **rinylo** “sees” or **rgue** “cusses”, the same additional changes occur that you saw with CB stems:

rinylua [rinyluàa] “I see”, as in **Rinylua ra dibuj.** “I see the pictures.”
rguia [rguiaa] “I cuss”

Both of these verbs are pronounced with a PKC vowel pattern, but in addition, just as you learned earlier, when the pronoun **-a** comes after a vowel-final stem ending in **o**, that **o** is replaced by **u**, as in **rinylua**. **Rguia** shows that when **-a** comes after a vowel-final stem ending in **e** that **e** is replaced by **i**. These two changes are regular, and occur whenever **-a** is added to a verb whose stem ends in **o** or **e**.

Building an “I” subject form of a verb with a final vowel **e**

	verb	“I” subject
	rgue	-a
	↓	
“I cuss”	rgui	-a

Part Teiby. Create new Zapotec sentences with the following verbs, using distal **-i** subjects. Translate your sentences into English. Then, practice pronouncing each sentence, paying special attention to the pronunciation of the verb.

- a. **rculo**
- b. **rchu**
- c. **rgue** “carries”
- d. **rgue** “cusses”
- e. **rinylo**
- f. **risti**
- g. **rchu yu**

Part Tyop. For each of your sentences in Part Teiby, change the subject to “I”. In addition, change the form of the verb in each sentence (if it’s habitual, use perfective, progressive, or irrealis; if it’s perfective, use habitual, progressive, or irrealis, and so on). Translate your new sentences into English. Finally, practice pronouncing your new Zapotec sentences!

When the bound informal singular pronoun **-u** “you” is added to a vowel-final stem the new syllable that is formed usually has the vowel pattern KC or PKC:

ristiu [ristiu] “you get up”
rchuu [rchuuu] “you change”, as in **Rchuu foc.** “You change the light bulb.”

Additional changes happen with verbs with final vowels **o** and **a**. As you saw above, when the pronoun **-u** is added to a stem ending in **o**, the pronoun changes to **o** to match the final vowel:

rinyloo [rinylòo] “you see”, as in **Binyloo Bed e?** “Did you see Pedro?”
rculoo [rculòo] “you take care of”, as in **Rculoo mna.** “You take care of the woman.”

Also, as you know, two changes happen in the informal subject form of a stem ending in **a**, such as **rza** “walks” or **rzuca** “takes away”: both the final vowel and the **-u** pronoun change to **o**.

rzoo [rzòo] “you walk”
rzucoo [rzucòo] “you take away”, as in **Bzucoo cwet.** “You took away the firecracker.”

Informal singular “you” subject forms of verbs whose stems end in **o** or **a** always end in **oo**, with either a KC or PKC vowel pattern.

Tarea Gaz xte Lecsyony Tseiny (13).

Finish each of the following sentences. Then translate the sentences into English. Practice pronouncing each sentence.

a. **Bculua** _____ .

b. **Rchui** _____ .

c. **Quia** _____. (this example uses “carries”)

d. **Binyloi** _____.

e. **Rzucaa** _____.

f. **Bdeu** _____. (this example uses “cusses”)

g. **Caculoo** _____.

h. **Bzucoo** _____.

i. **Ychua** _____.

j. **Guinylua** _____.

§13.6. *Rcwa* “throws”

The verb **rcwa** [rcwààa'ah] “throws” looks like a CB verb (because because its pronunciation guide ends in a sequence of a C plus a B vowel), but it works more like a non-CB verb. When you add the pronouns **-i**, **-a**, and **-u** to **rcwa**, you get combinations that are single syllables (as with non-CB verbs) rather than separate added syllables (as with CB verbs). Listen as your teacher says the following forms of **rcwa**, and make sure you can pronounce them correctly:

rcwaa [rcwaaàa] “I throw”

rcoo [rcòò] “you throw”

rcwai [rcwài] “she (dist.) throws”

The other forms of **rcwa** follow the regular pattern for CB verbs, with bound subject pronouns added onto the combination form [rcwàa]:

rcwaëng	[rcwàa'-ëng]	"he (prox.) throws"
rcwaën	[rcwàa'-ëhnn]	"we throw"
rcwaad	[rcwàa'-ahd]	"you guys throw"
rcwarëb	[rcwàa'-rëhb]	"they (resp.) throw" etc.

Rcwa is a very useful verb. In addition to meaning "throws", it also means "writes":

Bcwa Lia Len cart.	"Elena wrote a letter."
---------------------------	-------------------------

And it can also mean "makes", with the object "tortillas":

Cacwa mna guet.	"The woman is making tortillas."
------------------------	----------------------------------

In addition, **rcwa** is used in a number of complex verbs where its meaning is different from either "throws" or "writes". Here are several of these:

rcwa bany	[rcwààa'ah ba'nny]	takes a bath, takes a shower
rcwa bolad	[rcwààa'ah bolaad]	flips a coin
rcwa cwen	[rcwààa'ah cwe'enn]	tells a story
rcwa gyieb	[rcwààa'ah gyië'b]	rings a bell; shoots a gun

These new verbs can be used in complete sentences without added objects, as in

Cacoo gyieb.	"You're ringing a bell."
Lia Desy bcwa cwen.	"Modesta told a story."
Ycwa Lia Da bany.	"Soledad is going to take a shower."

Now, here are two more complex verbs with **rcwa** that need to be used with an additional object:

rcwa colory [rcwààà'ah coloory] paints
rcwa punyeity [rcwààà'ah punyei'ty] punches

As with the complex verbs with objects that you learned about in [Lecsyony Tsëbtyop](#), the object follows the second part of the complex verb, in sentences like

Ycwaa colory yu.	"I am going to paint the house."
Bcwa Jwany punyeity Mazh e?	"Did Juan punch Tomas?"

You'll learn many more complex verbs containing **rcwa** as you listen to Zapotec speakers.

Tarea Xon xte Lecsyony Tseiny (13).

Part Teiby. **Bcwa ni ca ni guet cuan Dizhsa.** Then read each sentence you wrote out loud.

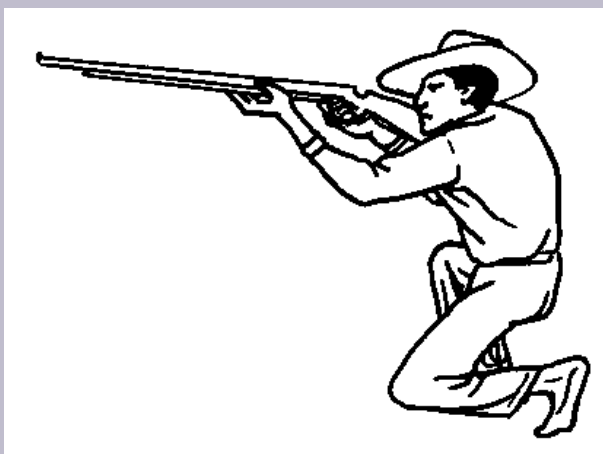
- We threw the ball.
- Do you want to take a shower?
- The doctor flipped a coin.
- The teacher is ringing the bell.
- I didn't punch you!
- Are you going to paint the table?
- Don't punch me!
- Would you (form.) be so good as to tell a story?
- You guys didn't write this book.
- He (dist.) won't shoot a gun.

Part Tyop. Create a Zapotec sentence describing each of the pictures below.

a.



b.



§13.7. Negatives of non-CB vowel-final stems

Most negatives of verbs with vowel-final stems work just as you'd expect. You use **queity** at the beginning of the sentence and **-di** between the verb and its subject. (**-Di** becomes **-dy** before a bound subject pronoun beginning with a vowel.) Here are some examples:

Queity bdedi Bet caj.	"Roberto didn't carry the box."
Queity bchudirëng foc.	"They didn't change the light bulb."
Queity yculodyad bdo.	"You guys won't take care of the baby."
Queity rzadyëb.	"She doesn't walk."

Pronoun vowels that would drop if the verb was not negative do not drop after **-dy**. So although you normally drop the **ë** of pronoun endings like **-ëb**, this vowel does not drop after **-dy**.

Negatives of most vowel-final stems with "I" and informal singular "you" subjects work just the same, as in the following examples:

Queity bchudya foc.	"I didn't change the light bulb."
Queity bchudyu foc.	"You didn't change the light bulb."
Queity cacyidya bel.	"I'm not cooking the meat."
Queity cacyidyu bel.	"You're not cooking the meat."

With negatives of some of the "I" and "you" verbs from sections [§13.3](#) and [§13.5](#), however, things are a little trickier. As you know, an **e** or **o** at the end of a verb stem changes to **i** or **u** (respectively) before the bound subject pronoun **-a**. Thus, with the verb **rto** "sells", we get **Btua** "I sold", and with the verb **rgue** "cusses", we get **Rguia** "I

cuss". Now, ask your teacher to read the following pairs of "I" subject examples aloud.

Btua blal.	"I sold the blal."
Queity btuadya blal.	"I didn't sell the blal."
Rguia.	"I cuss."
Queity rguiadya.	"I don't cuss."

In the negative sentences, the **-dy** ending follows the verb including the **-a** pronoun (after the **ia** or **ua**), and then there is another **-a** after **-dy**. This only happens with "I" subjects of negative vowel-final verb stems that end in **e** or **o**.

As you've learned, when the bound informal singular subject pronoun **-u** is used on a vowel-final verb stem ending in **a**, this **a-u** combination changes to **oo**. Thus, with the verb **rza** "walks", we get **rzoo** "you walk", and with the verb **rzuca** "takes away", we get **rzucoo** "you take away". Listen as your teacher reads the following pairs of "you" subject sentences:

Rzoo.	"You walk."
Queity rzoodyu.	"You don't walk."
Rzucoo liebr.	"You take the book away."
Queity rzucoodyu liebr.	"You don't take the book away."

In the negative sentences here, the **-dy** ending comes after the verb ending in **oo**, and then there is another **-u** pronoun after **-dy**. This only happens with informal singular "you" subjects of negative vowel-final verb stems that end in **a**.

Tarea Ga xte Lecsyony Tseiny (13).

Make each of the sentences below negative. Then translate your sentences into English. Practice reading all the Zapotec sentences out loud.

- a. **Bdaa blal.**
- b. **Catyyu durazn.**
- c. **Binyloo ra guan.**
- d. **Cazucaëb cald.**
- e. **Quia.**
- f. **Bculua bdo.**
- g. **Bdicha gyag.**
- h. **Ytyuëb gyex.**

§13.8. Vowel-final stems: a summary

The charts below summarize what you've learned about using different types of subjects with vowel-final stems.

Table 13.1 is for CB stems. The first column of the chart lists different types of subjects. The next column shows the changes that occur with a CB stem:

- When no bound pronoun subject is added to the verb stem
 - with a noun phrase subject or in an imperative or formal

command – the stem is used without change, in its independent form (just as with stems that don't end in vowels).

- A formal pronoun subject is added directly to the stem (just as with stems that don't end in vowels).
- A plural pronoun subject “they” is added to the combination form of the stem (just as with stems that don't end in vowels).
- Other bound pronouns, those that begin with vowels, are pronounced as separate syllables following the combination form of the verb.
- There are additional changes with “I” and informal singular “you” subjects: the final vowels **e** and **o** change to **i** and **u** respectively before **-a**, the final vowel **a** changes to **o** before **-u**, and **-u** becomes **o** after **o**.

Table 13.1. CB stems with different types of subjects

subject	<i>change in CB stem (combination form is stem minus final B vowel)</i>
noun phrase	stem (independent form)
no bound pronoun (imperative, formal command)	
formal pronoun	stem (independent form) + pronoun
plural “they” pronoun	combination form + pronoun
respectful -ëb , animal -ëm	add pronoun as separate syllable after combination form
-ad “you” informal plural	
proximate -ëng	
-ën “we”	
distal -i	
-a “I”	add pronoun as a separate syllable after combination form; final vowel e becomes i , final vowel o becomes u
-u “you” informal singular	

Table 13.2 summarizes what happens with non-CB vowel-final stems. The first column of the chart lists different types of subjects. The next column shows the changes that occur with non-CB stems:

- With a noun phrase subject, the stem is used without change, in its independent form (just as with stems that don't end in vowels).
- A formal or plural “they” pronoun subject is added to the combination form of the stem (just as with stems that don't end in vowels).
- Changes occur with other bound pronouns, those that begin with vowels. With proximate **-ëng**, **-ën** “we”, distal **-i**, **-a** “I”, and informal **-u** “you”, there are often changes in the vowel pattern of the final vowel.
- There are additional changes with “I” and informal singular “you” subjects: the final vowels **e** and **o** change to **i** and **u** respectively before **-a**, the final vowel **a** changes to **o** before **-u**, and **-u** becomes **o** after **o**.

The changes you need to pay special attention to are those in the last group. With proximate, “we”, distal, “I” and informal “you” subjects, the vowel pattern of the stem usually changes.

When you hear a new non-CB vowel-final stem, it's good to learn how this verb is pronounced with proximate, distal, “we”, “I” and informal singular “you” subjects. If you need to guess how such verbs are pronounced, however, the table 13.2 will give you a hint as to pronunciations to try. Zapotec vowel-final stems are complicated, and even speakers get confused about such forms occasionally. If you try one of the forms in the table, you'll be understood. Remember, you can always find out the pronunciation of a vowel-final verb stem with a vowel-initial pronoun in the [verb charts](#).

Table 13.2. Non-CB stems with different types of subjects

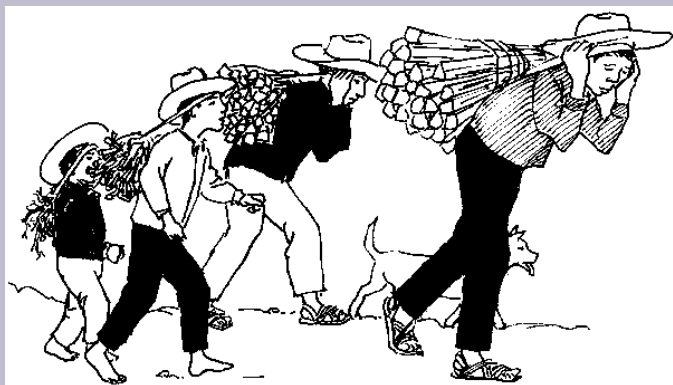
<i>subject</i>	<i>non-CB vowel-final stems</i>
noun phrase	stem (independent form)
formal pronoun	stem (independent form) + pronoun
plural “they” pronoun	combination form + pronoun
respectful -ēb , animal -ēm	add pronoun as separate syllable after combination form
-ad “you” informal plural	
proximate -ēng	add pronoun as separate syllable after combination form; final vowel pattern usually KC or C
-ēn “we”	add pronoun as separate syllable after combination form; final vowel pattern usually KP or PP
distal -i	add pronoun as separate syllable after combination form; vowel pattern CKC, CPC, or KC
-a “I”	add pronoun after combination form; vowel pattern PKC; final vowel e becomes i , final vowel o becomes u
-u “you” informal singular	add pronoun after combination form; vowel pattern KC or PKC; final vowel e becomes i , final vowel o becomes u

Formal subject pronouns are added directly to independent forms, and plural subject forms of vowel-final stems use combination forms. For the most part animal, respectful, and informal plural forms follow regular rules. The forms you need to pay most attention to for each new verb are the proximate, “we”, distal, “I”, and informal singular “you” forms – those below the heavy line in the table. These five forms are the ones that are most likely to have irregular pronunciations or spellings. All irregular forms of vowel-final verb stems with vowel-initial pronouns, as well as any other irregular forms, are listed in the [verb charts](#).

Part Teiby. Make up new Zapotec sentences using the verbs below with the subjects specified in English in parentheses. Objects are given for some verbs. Translate your sentences, and read each one out loud.

	Zapotec verb	subject	object
a.	rtyu	("I")	gyex
b.	rzu	("you" form.)	
c.	rto	("we")	trus
d.	rcyi	("she" dist.)	bel "meat"
e.	rcha	("they" an.)	nyis
f.	risti	("you" inf.)	
g.	rzuca	("he" prox.)	btyux
h.	rguich	("she" resp.)	lapy
i.	rinylo	("we")	cald
j.	rda	("you" form. pl.)	blal
k.	rgue "cusses"	("you" inf. pl.)	
l.	rchu "changes"	("he" dist.)	foc

Part Tyop. Write a few sentences describing the following picture. Maybe you can make it into a story!



14. Lecsyony Tsëda: Chiel Chiecw caculo xnanni "Chico's wife is taking care of her mother"

This lesson is all about possession. Section [§14.1](#) introduces possessed noun phrases, and presents one way to express possessors. Body parts and kinship terms are usually essentially possessed, as explained in section [§14.2](#), and other nouns can also be e-possessed (section [§14.3](#)). Possessed nouns can be used as possessors (section [§14.4](#)). Section [§14.5](#) explains more about e-possession, and sections [§14.6](#) and [§14.7](#) describe how to refer to an object whose possessor is the subject of the sentence.

Ra Dizh

bai [ba'ai] rebozo, shawl

bel [bèe'll] sister (of a female) (e-poss. only)

bets [behts] brother (of a male) (e-poss. only)

bied [biied] 1. aunt; 2. señora, señorita, ma'am
(respectful term of address used to a respected person,
an elder, or someone one does not know well) § e-poss.

xbied

bzilo [bziloh] eye (e-poss. only)

bzyan [bzyaàa'n] sister (of a male); brother (of a female)
(e-poss. only)

cader [cadeer] hip; bottom, rear end

cweteix [cwe'tèe'ix] side (of a person or animal's body)
(e-poss. only)

chiel [chìel] spouse: husband, wife (e-poss. only)

dad [da'ad] father

dadmam [da'adma'mm] grandfather

dets [dehts] back (e-poss. only)

dyag [dyahg] ear (e-poss. only)

garzi [garzii] guts, intestines

guecy [gue'ehcy] head (e-poss. only)

gyichicy [gyihchi'ihcy] hair

la [lah] name (e-poss. only)

lady [lahdy] clothes § e-poss. **xab** [x:ahb]

lany [làa'any] stomach (e-poss. only)

liaz [liihahz] house (e-poss. of **yu**)

lo [lohoh] face (e-poss. only)

lo nya [loh nyààa'] field § e-poss. **lo zhia** [loh zhihah]

lo zhia [loh zhihah] field (e-poss. of **lo nya**)

Mazh [Ma'azh] Tomas

na [nnaàa'] hand; forearm; front leg (of an animal) (e-poss. only)

nan [nnàaan] mother

nanmam [nna'anma'mm] grandmother

ni [ni'ih] foot; lower leg; back leg (of an animal) (e-poss. only)

Pamyël [Pá'mmyëll] Panfilo (man's name)

pryem [prye'mm] cousin

rgap [rgàa'p] slaps (a part of someone's body, especially the face) § perf. **bdap**; irr. **cap**

rse [rse'eh] echo of (someone's) voice (e-poss. only)

ru [ru'uh] mouth (e-poss. only)

rran [rraan] frog

rrelo [rreloo] watch

rrestauran [rresta'ra'aann] restaurant

rros [rro's] rice

rrued [rrueed] wheel

serbes [serbe's] beer

teix [tèe'ix] chest, trunk, side (e-poss. only)

tiu [ti'u] 1. uncle; 2. señor, sir (respectful term of address used to a respected person, an elder or someone one does not know well)

xab [x:ahb] clothes (e-poss. of **lady**)

xban [x:bàaa'n] / **xfan** [x:fàaa'n] tail (e-poss. only)

xbied [x:biied] aunt (e-poss. of **bied**)

xchyap [x:chàa'p] girlfriend (e-poss. only)

xga [x:gàa] / **xja** [x:jàa] wing (e-poss. only)

xquets [x:quèe'ts] kidney; gizzard (e-poss. only)

xyecw [x:yèe'cw] dog (e-poss. of **becw**)

zuat [zu'aht] bone (e-poss. only)

zudy [zu'uu'dy] corte (traditional Zapotec wrap-around skirt) (e-poss. only)



Fot Teiby xte Lecsyony Tsëda. Woman wearing a **zudy** and girl wearing a **bistied** in an oxcart in San Lucas.

zhacw [zh:àa'cw] upper arm (e-poss. only)

zhan [zh:ààa'n] rear end, butt (e-poss. only)

zhi [zhi'ih] nose (e-poss. only)

zhiby [zhi'ihby] knee (e-poss. only)

zhiny [zhii'iny] child (offspring: son, daughter) (e-poss. only)

zhinygan [zhii'inygaàa'n] son (e-poss. only)

zhinyzhyap [zhii'inyzhyàa'p] daughter (e-poss. only)

Xiëru Zalo Ra Dizh

1. Almost all the new vocabulary words here are e-posessed (essentially possessed forms, abbreviated “e-poss.” – they must be used with a following possessor, as explained in the lesson).
2. Most Zapotec speakers consider **zhan** “rear end; butt” a fairly crude or vulgar word in most contexts. **Cader** [cadeer] “hip; bottom, rear end” is a more polite word to use. Until you’re sure how people will react, it’s best to avoid using **zhan** to refer to a part of the human body. You’ll learn more about how to use words for parts of the body in sentences later in this lesson, and more about using **zhan** in other ways in [Lecsyony Tseinyabchon](#).
3. **Zhiny** and **mniny** are both translated “child”, but they mean different things. **Zhiny** is an essentially possessed noun (as explained in section [§14.2](#)) which expresses an offspring relationship; **mniny** names a young human being. Just as **buny** “person” and **mniny** “child (young human)” are often used to refer to males (“man” and “boy”), **zhiny** sometimes is used to mean “son”. However, **zhinygan** is more precise and that is the way we will say “son” in this book.
4. **Bied** and **Tiu** are used not only to mean (literally) “aunt” and “uncle”, but as titles before the name of respected elders, and as terms of address to respected people or those one does not know (as discussed in sections [S-2](#) and [S-14](#)): **Bied Lia Zhuan** “Aunt Juana, Señora Juana”, **Tiu Pamyël** “Uncle Panfilo, Señor Panfilo”.
5. **Lo nya** and **lo zhia** “field” (related words; see [Lecsyony Tseinyabchon](#)) both include **lo**, a form of the word “face” which is part of many nouns naming locations.
6. You’ve now learned four Zapotec words spelled **bel** – the words for “snake”, “fish”, “meat”, and “woman’s sister” – which can be difficult for language learners to tell apart! Because “fish” has a

B vowel, it's probably the easiest to distinguish, but in rapid conversation even that clue is not always easy to pick up. Ask your teacher to say these words and listen to you repeat them as often as you need to make sure you can hear and produce the difference.

7. **Cweteix** and **teix** both can be used to refer to the side of the body, but **teix** has a broader meaning, since it can also be used to refer to the trunk or chest. Some speakers also use **cwe** [cwe'eh] to refer to the side of the body, but we will not use this word this way in this book. (You'll learn another meaning for **cwe** in [Lecsyony Tseinyabchon](#).)

8. The new verb **rgap** “slaps” works just like **rgub** “smokes; sucks” ([Lecsyony Tsëbteby](#)). The object of this verb is always a part of someone's body (often the face) – don't use this verb to say “slaps (someone)”.

§14.1. Possessed nouns and possessors

When you use an English phrase like *my head*, *Gloria's sister*, *the man's bull*, *your chair*, or *Pedro's book*, you express **POSSESSION**, either ownership or a more inherent relationship. In these expressions, or **POSSESSED NOUN PHRASES**, *sister*, *head*, *bull*, *chair*, and *book* are **POSSESSED NOUNS**, and *I*, *Elena*, *the man*, *you*, and *Pedro* are **POSSESSORS**.

In English, we know that a noun or pronoun is a possessor by a change in its form: *I* changes to *my*, *you* changes to *your*, and 's is added to the end of possessors like *Gloria* and *the man*. In Zapotec, there are several ways to indicate the relationship between a noun and its possessor, but the possessor never changes its form. The possessed noun always comes at the beginning of a Zapotec

possessed noun phrase, and the possessor always comes at the end. The simplest way to express **OPTIONAL POSSESSION** is to put the word **xten** [x:tèe'n] between the possessed noun and the possessor:

OPTIONAL POSSESSION 1			
possessed noun	xten	possessor	
liebr	xten	Lia Petr	“Petra’s book”
guan	xten	buny	“the man’s bull”
camyuny	xten	-a	“my truck”
amiegw	xten	-u	“your friend”

Optional possession is used to show that someone owns an item or animal that you might think of as possessed or you might not. If you see a bull or a book, it’s probably the case that someone owns it, but not necessarily: we can mention the owner, or not, as we choose. In this optional possession pattern, **xten** comes after the possessed noun, before the possessor. If the possessor is a pronoun, you use the same bound pronouns that you use for subjects. (Because **xten** has a KC vowel pattern, its pronunciation does not change when bound pronouns are added.) When these pronouns are used as possessors, their English translation changes: **-a** means “my”, not “I”, in the possessed noun phrase **camyuny xtena**, and so on.

There is another optional possession pattern, using **xte** [x:tèe'] instead of **xten**. This pattern is only used when the possessor is a noun phrase (a noun, with or without a modifier, or a name, but not a pronoun).

OPTIONAL POSSESSION 2
used only with noun phrase possessors

possessed noun	xte	possessor	
<i>liebr</i>	<i>xte</i>	<i>Lia Petr</i>	"Petra's book"
<i>guan</i>	<i>xte</i>	<i>buny</i>	"the man's bull"

There is no difference in meaning between these two patterns. **Xte** and **xten** can only be used with optionally possessed items, however, never with members of the family, parts of the body, or certain other items that Zapotec speakers always think of as essentially possessed.

You've learned the words **xte** and **xten** as "of" in earlier lessons, and this is often a good translation of these words. As you can see, however, **xten** and **xte** are used in many phrases where "of" could not be used in English (we wouldn't say <the chair of me> for example!).

Possessed noun phrases can be used anywhere in a sentence that you could use an ordinary noun phrase, either as subjects or objects.

Quilya liebr xten Lia Petr.	"I am going to look for Petra's book."
Bdinal guan xte buny Mazh.	"The man's bull chased Tomas."
Rcazu gyizhily xtena e?	"Do you want my chair?"

Tarea Teiby xte Lecsyony Tsëda.

Part Teiby. Tell how you would refer to each of the items

below with the possessor given, as in the example. Translate your answers, and read them aloud.

Example. “you”. Answer. **gues xtenu** “your pot”



a. doctor



b. “you (form.)”



c. **Bied Lia Petr**



d. “me”



e. Lia Glory



f. Tiu Pamyël



Part Tyop. Bcwa ni ca ni guet cuan Dizhsa.

a. Did you break Señor Panfilo's blal?

- b. I am washing her rebozo.
- c. Did you sell your blanket?
- d. My doctor moved.
- e. I will ride Pedro's horse.
- f. Do you want my book?
- g. Their horse really runs!
- h. Juana's friend warmed my coffee.
- i. Take Juan's knife away!
- j. My friend broke the cook's spoon.

§14.2. Essential possession

In Zapotec, it really doesn't make sense to think of a concept like "sister" or "head" without remembering that a sister or a head must be possessed by someone. Although possession is optional with nouns like "bull" or "book", with possessed nouns like "sister" and "head", we have **ESSENTIAL POSSESSION**. Most nouns that are essentially possessed are kinship terms like "sister" (they express a family relationship with the possessor) or body parts like "head" (they name a part of the possessor, which you can also think of as showing a relationship). Below are some essentially possessed Zapotec nouns. First, some kinship terms:

bel [bèe'll] sister (of a female)
bets [behts] brother (of a male)
bied [biied] aunt
bzyan [bzyaaa'n] sister (of a male); brother (of a female)
chiel [chiel] spouse: husband, wife
zhiny [zhii'iny] child (offspring: son, daughter)
zhinygan [zhii'inygaaa'n] son
zhinyzhyap [zhii'inyzhyaa'p] daughter

And next, some body part words:

cweteix [cwe'tèe'ix] side (of a person or animal's body)
dets [dehts] back
dyag [dyahg] ear
gueicy [gue'ihcy] head
lany [làa'any] stomach
teix [tèe'ix] chest, trunk, side
zuat [zu'aht] bone
zhan [zh:àa'a'n] rear end, butt
zhiby [zhi'ihby] knee
zhacw [zh:àa'cw] upper arm

(There are also some other essentially possessed nouns, like **zudy** [zu'ùu'dy] “corte (traditional Zapotec woman's wrap-around skirt)”, which are not kinship terms or body parts. You'll learn a few more of these later in this lesson. As noted earlier in the lesson, **zhan** is a word that you need to know the meaning of, but which you probably shouldn't use in conversation till you're a fluent speaker.)

When you use one of these nouns in a sentence, you must mention its possessor, because these nouns are essentially possessed (we call them **E-POSSESSED NOUNS**, with e-possession abbreviated as “e-poss.”). **Xte** and **xten** are never used with e-possession. Here's the pattern used for essential possession:

ESSENTIAL POSSESSION 1

e-possessed noun	possessor	
<i>bel</i>	<i>Lia Glory</i>	“Gloria’s sister”
<i>bets</i>	<i>buny</i>	“the man’s brother”
<i>zhinygan</i>	<i>-ëb</i>	“her son”
<i>guecy</i>	<i>-a</i>	“my head”
<i>cweteix</i>	<i>cabai</i>	“the horse’s side”

E-possessed nouns have to be used with a possessor. In a possessed noun phrase with an e-possessed noun, the possessor comes right after the e-possessed noun, as shown above. Possessors may be noun phrases, like **Lia Glory** or **buny**, or bound pronouns, like **-a**. (If the e-possessed noun is a phrase consisting of two words, the possessor goes after the second word.)

Zapotec speakers often do not even like to say e-possessed nouns without mentioning a possessor. If you ask a speaker how to say an e-possessed word like “stomach”, he or she may say **lany buny** “a person’s stomach”, to avoid saying the word by itself. Thus, if you use a word like **lany** without a possessor, you probably won’t be speaking good Zapotec.

E-possessed nouns often change their pronunciation with following bound pronouns beginning with vowels, in just the same ways that verbs do. Always use the combination form of a word before a following bound pronoun (except for a formal pronoun), just as you learned in [Lecsyony Tseiny \(13\)](#). Some words have other changes, just like those that verbs do. For example, **guecy** “my head” is pronounced [gue’ecya].

The first three e-possessed nouns in the list above are the Zapotec words for brothers and sisters. As you can see, there is one term, **bzyan**, which is used for opposite-sex siblings (brothers of females or sisters of males), as in the following examples:

Ydeidy Bed teiby gyets bzyanēng.	“Pedro is going to give a paper to his sister.”
Cadeidy Lia Len mansan bzyanēng.	“Elena is giving the apple to her brother.”
Bdeidya liebr bzyana.	“I gave the book to my sister.” (spoken by a male); “I gave the book to my brother.” (spoken by a female)

When referring to a sibling of the same sex as the possessor, use **bel** for the sister of a female and **bets** for the brother of a male: thus, **bela** is how a woman says “my sister” and **betsa** is how a man says “my brother”. **Bel** is not used with male possessors, and **bets** is not used with female possessors.

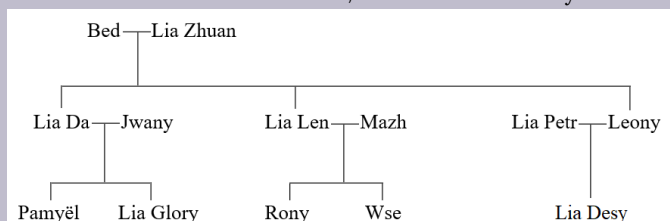
Here are some more examples:

Bguad manyser zhacwu.	“The bee stung your upper arm.”
Cagapu detsi e?	“Are you slapping his back?”
Zhinyzhyapēn rsudieby nyis.	“Our daughter boils water.”
Bguad manyser dyag Gyeily.	“The bee stung Miguel’s ear.”
Bdap buny gueicy Lia Len.	“The man slapped Elena’s head.”
Canaza dyag becw.	“I am grabbing the dog’s ear.”

Tarea Tyop xte Lecsyony Tsëda.

Look at the family tree below. A horizontal line between two names (–) indicates marriage, and a vertical line (|) from a married couple to another name or group of names indicates a line of descent from parent to children. Find

the name of the person or people that fit the descriptions given after the family tree. List all the people who fit the description; if no one fits the description, or the description doesn't make sense, then say so.



Ex: **bel Lia Len**. This means “Elena’s sister”, and so the answer must be **Lia Da**.

- a. **bzyan Lia Da**
- b. **bets Wse**
- c. **chiel Jwany**
- d. **bets Mazh**
- e. **bets Lia Desy**
- f. **chiel Lia Petr**
- g. **zhiny Jwany**
- h. **bel Lia Da**
- i. **zhinyzhyap Lia Petr**
- j. **zhiny Bed**
- k. **zhinygan Lia Zhuan**
- l. **bzyan Mazh**

Now, here are some e-possessioned nouns that end with vowels:

bzilo	[bziloh]	eye
la	[lah]	name
lo	[lohoh]	face
ni	[ni'ih]	foot; lower leg; back leg (of an animal)
na	[nnaaa']	hand; forearm; front leg (of an animal)
rse	[rse'eh]	echo of the voice
ru	[ru'uh]	mouth
zhi	[zhi'ih]	nose

This list includes some nouns, like **la** and **rse**, which are neither body parts nor kin terms. Names and voices (or their echoes) are things that are normally associated with possessors, however, so they are e-possessed too.

When you use a pronoun beginning with a vowel after a vowel-final e-possessed noun, the same changes occur that happen with vowel-final verb stems (as described in [Lecsyony Tseiny \(13\)](#)). **Ni**, **rse**, **ru**, and **zhi** are CB stems, so bound pronouns beginning with vowels are added in a separate syllable. With pronouns consisting of a single vowel, you write an extra vowel at the end of the vowel-final stem, even when that would mean two of the same vowel in a row. As “the echo of my voice” shows, the **e** at the end of **rse** becomes an **i** before the pronoun **-a**.

niëng	[ni'-ëng]	“his foot”
rsia	[rsi'-a]	“the echo of my voice”
ruu	[ru'-ùu']	“your mouth”
zhii	[zhi'-ih]	“her nose”

Bzilo, **la**, **lo**, and **na** are not CB stems, so their pronunciation with an added bound pronoun beginning with a vowel changes in the same sorts of ways that non-CB verb stems does, as these examples show:

bzilua [bziluàa]	“my eye”
loo [lòo’]	“your name”
loo [lòòo’]	“your face”
naëng [nnàa’-ëng]	“his hand”

Make sure you can pronounce the difference between “your name” and “your face”, which are spelled the same but pronounced differently! These words show that both final **a** and **o** result in final **oo** when informal **-u** is added to them. Remember, too, that when **-a** is added to a stem that ends in **o**, that **o** will turn into **u**, as happens in **bzilua**. As “his hand” illustrates, when the bound pronouns **-ëng**, **-ëb**, **-ëm**, **-ën**, and **-ad** follow a vowel-final stem, they form a separate syllable. However, these separate pronoun syllables are sometimes hard to hear, so words like **naëng** may sound more like <nang> to you.

Naa [nnààa] “my hand” is pronounced with a PKC vowel pattern, just like almost all other “I”/“my” forms of non-CB stems. The ordinary word for “hand”, **na** [nnààa], is pronounced the same way, but spelled differently, because it does not include the bound pronoun **-a**. Listen to your teacher compare the following underlined words. Do they sound the same?

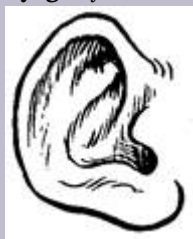
Bdapëng <u>naa</u>.	“He slapped my hand.”
Bdapëng <u>na</u> Lia Glory.	“He slapped Gloria’s hand.”

The e-possessed nouns in this section always have a possessor. In the Ra Dizh they are listed as “e-poss. only”, meaning that they cannot be used without mentioning their possessor.

Tarea Chon xte Lecsyony Tsëda.

Part Teiby. Practice the possession patterns expressing the possession of each of the following items with the following possessors: 1. **Bed**; 2. “me”; 3. “you”, as with the example. If the picture represents a noun that is e-possessed, use the Essential Possession 1 pattern. If the picture represents a noun that is not e-possessed, use one of the Optional Possession Patterns. Translate your answers, and practice saying each one aloud.

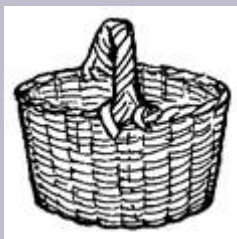
Example. 1. **dyag Bed** “Pedro’s ear”; 2. **dyaga** “my ear”; 3. **dyagu** “your ear”



a.



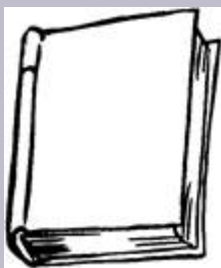
b.



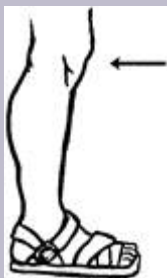
c.



d.



e.



Part Tyop. Form possessed noun phrases using the following nouns and possessors, as in the examples. If the noun is e-possessed, use the Essential Possession 1 pattern. If the noun is not e-possessed, use one of the Optional Possession Patterns. If the possessor listed is a free pronoun, use the appropriate bound pronoun on the

possessed noun. Then make up a new Zapotec sentence using each possessed noun phrase. Finally, translate your sentences into English, and read each one aloud.

Example 1. **Cwet** (noun to be possessed); **mniny** (possessor).

Answer. **Cwet xte mniny** (or **cwet xten mniny**) – **Bdily mes cwet xte mniny**. “The teacher looked for the child’s firecracker.”

Example 2. **Na** (noun to be possessed); “me” (possessor).

Answer. **Naa – Bdapëng naa**. “He slapped my hand.”

<i>noun (to be possessed)</i>	<i>possessor</i>
a. bai	mna
b. zhinyzhyap	naa
c. bzyan	Lia Len
d. amiegw	danoën
e. cotony	Rony
f. ru	larëm
g. liebr	cosiner
h. ni	laëm
i. guan	mes
j. dets	liu

§14.3. Forming new e-possessed nouns with the x- prefix

In section §14.1 you learned how to express optional possession, by using **xten** or **xte** plus a possessor following an optionally possessed noun. Another way to talk about the possession of optionally possessed items is to change these nouns into e-possessed nouns:

xliebr Bed	“Pedro’s book”
xcuan mna	“the woman’s bull”
xcamyunya	“my truck”
xamiegwu	“your friend”

These examples use the same possessed noun phrases you saw in §14.1, but each possessed noun has a prefix **x-** [x:], and there is no **xten** or **xte** before the possessor, which appears right after the possessed noun, in the following pattern:

ESSENTIAL POSSESSION 2

x- possessed noun (e-possessed noun)	possessor
x- <i>liebr</i>	<i>Bed</i>
x- <i>cuan</i>	<i>mna</i>
x- <i>camyuny</i>	<i>-a</i>
x- <i>amiegw</i>	<i>-u</i>

When the **x-** prefix combines with the possessed noun, this forms a new e-possessed noun. The possessed nouns in these phrases (the ones starting with the prefix **x-**) are e-possessed, so they must have a possessor. Although **liebr** “book” is an ordinary noun, whose possessor the speaker may choose to mention or not, **xliebr** is an e-possessed noun. Just like the e-possessed kinship terms and body parts, an e-possessed noun like **xliebr** cannot be used in a sentence

without mentioning the possessor, and speakers may be reluctant to say this word on its own.



Fot Tyop xte Lecsyony Tsëda. Man with his bulls finishing a day's plowing.

Here are a few more examples:

xquet	Lia Desy	“Modesta’s tortilla”
xpai	mna	“the woman’s rebozo”
xtibuj		“his drawing”

You’ve probably noticed that the **g**’s at the beginning of **guan** and **guet** are replaced by **c** and **qu** in the e-possessed forms **xcuan** and **xquet**, the **b** at the beginning of **bai** is replaced by **p** in the e-possessed form **xpai**, and the **d** at the beginning of **dibuj** is replaced by **t** in the e-possessed form **xtibuj**. This is a regular process. Normally, **g** becomes **c** (or **qu** before **i**, **e**, or **ë**), **b** becomes **p**, and **d** becomes **t** after the **x**- prefix. (Once in a while these changes do not occur. The entries in the [Rata Ra Dizh](#) at the end of this book will let

you know. If you don't see any special information about possessed forms in the Rata Ra Dizh, then you'll know that a formation is regular.)

Tarea Tap xte Lecsyony Tsēda.

Create possessed noun phrases using each of the nouns below by first turning the noun into an e-poss. noun. Then use your possessed noun phrase in a sentence. Translate your sentence into English.

- a. **caj**
- b. **dadich**
- c. **tarea**
- d. **bistied**
- e. **telebisyony**
- f. **bel** “meat”
- g. **campan**
- h. **cart**
- i. **coch**
- j. **bolz**

With nouns that start with more than one consonant, however, it gets more complicated. If the possessed noun begins with a consonant plus **y** or **w**, **x-** is added just the same way as to any other possessed noun:

xcyizhilyën	“our chair”
xcwetrëng	“their firecracker”

(The regular changes of **g** to **c** or **qu**, **d** to **t**, and **b** to **p** also occur. It’s a little complicated.)

With words that start with **t**, **d**, **c**, or **g** plus **l** or **r**, it’s a little different. These words also add only **x-** in the e-possessed form, but there is no change in a **d** or **g** at the beginning of the word:

xtrus Mazh	“Tomas’s underpants”
xgrabadora	“my tape recorder”
xclarinet Lia Da	“Soledad’s clarinet”

When the possessed noun starts with any other two consonants (other than **rr**), or with any three consonants, however, the prefix used on the e-possessed form is **xa-** [x:a]:

xabduayu	“your (form.) banana”
xaplum Bed	“Pedro’s pen”
xawzhyar Lia Len	“Elena’s spoon”
xablal Tiu Pamyël	“Señor Panfilo’s blal”

Possessed nouns that start with **rr** usually change the **rr** to one **r** after the **x-** prefix:

xregal Lia Zhuan	“Juana’s gift”
xresieb Tiu Chiecw	“Señor Chico’s bill”
xrompecabesa	“my puzzle”
xran mniny	“the child’s frog” (rran [rraan] “frog”)
xrestauranrëng	“their restaurant” (rrestaurant [rrestauro’aann] “restaurant”)
xrosëb	“her (resp.) rice” (rros [rro’s] “rice”)

As you learned in [Lecsyony Tyop](#), it’s often best to think of Zapotec **rr** as a sequence of two **r**’s, and a small number of words that start with **rr** work like other words that start with two consonants, and use the prefix **xa-**:

xarradyu	“your radio”
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And a few words that start with **rr** may use both types of e-possession:

xrelua / xarrelua	“my watch” (rrelo [rreloo] “watch”)
xrued car / xarrued car	“the car’s wheel”, “the wheel of the car” (rrued [rrueed] “wheel”)

The e-possessed forms of nouns like **rrady**, **rrelo**, and **rrued** are listed in the [Rata Ra Dizh](#).

With certain other possessed nouns, there are other pronunciation changes in the e-possessed form, either in the noun or in the **x-** prefix itself.

Before possessed nouns starting with **z**, the prefix **x-** is regularly replaced by **r-**, and the **z** becomes **s**:

rseinya	“my work”	(from zeiny)
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The prefix **r-** is also regularly used instead of **x-** before nouns starting with **s-**:

rserbesa	“my beer”	(from serbes)
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When the possessed noun starts with **zh**, its e-possessed form usually starts with **x**:

xilyěng	“his sheep”	(from zhily)
xomrelu	“your hat”	(from zhomrel)
xyet Tiu Pamyěl	“Señor Panfilo’s cat”	(from zhyet)

(In these cases, there is no extra **x-** prefix: the **x** at the beginning of these words is a combination of the **x-** prefix plus the first sound in the noun word.)

However, when the **zh** at the beginning of the possessed noun is followed by **i** or **y**, that **zh** is sometimes replaced with **ch** in the e-possessed form. The **ch** follows the **x-** prefix:

xchyap Jwany	“Juan’s girlfriend”	(from zhyap)
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As you can see, there is some variability in what happens with possessed forms of nouns that start with **zh**, so e-possessed forms of nouns beginning with **zh** that don’t start with **x** will be listed in the [Rata Ra Dizh](#). (This example also shows that sometimes the meaning of a word occasionally can change when it is e-possessed.)

Below is a chart that summarizes the regular ways to make the e-possessed form of a Valley Zapotec noun.

These rules are a little complicated, but in fact they have very

few exceptions. As mentioned earlier, **b**, **d**, and **g** sometimes do not change after the **x-** prefix (you'll learn about one such case later in this lesson). Sometimes a word that starts with **zh** will have a possessed form that starts with **xch** rather than **x**. A few words that start with **rr** don't follow the rule below. And there are a few e-possessed forms that are really irregular. But most forms are regular, and the [Rata Ra Dizh](#) will list any that aren't.

If you can't figure out how to make the e-possessed form of a noun, you can just use **xte** or **xten**! This works with most nouns, although you can't use **xten** with kinship terms or body parts.

Table 14.1. Making the E-Possessed Form of a Noun

If the noun starts with a vowel...	Add the prefix x- to make the e-possessed form.
If the noun starts with z or s ...	If it starts with z , change z to s . The e-possessed prefix for all these words is r- , so the e-possessed form begins with rs .
If the noun starts with zh ...	Change the zh to x . There is no additional prefix; the e-possessed form begins with x . (With some words, instead, zh changes to ch , and the e-possessed form starts with xch .)
If the noun starts with b , d , or g plus a vowel, y , or w ...	Change b to p ; change d to t , change g to c (or qu before i , e , or ë). Then add the prefix x- to make the e-possessed form.
If the noun starts with any other consonant plus a vowel, y , or w ...	Add the prefix x- to make the e-possessed form.
If the noun starts with t , d , c , or g plus l or r ...	Add the prefix x- to make the e-possessed form.
If the noun starts with rr ...	Change rr to r and add the prefix x- to make the e-possessed form.
If the noun starts with any other two consonants or any three consonants...	Add the prefix xa- to make the e-possessed form.

An important thing to remember is that an e-possessed noun like those you learned at the beginning of this lesson (such as words for body parts and family members) is always e-possessed. You never have to use additional possessive markers (such as **xten** or **x-**) with these nouns. Thus, it's never correct to say, for example, **xbetsëng** to mean “his brother”, since **bets** is an e-possessed noun already.

Tarea Gai xte Lecsyony Tsëda.

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

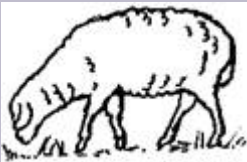
- a. my crow
- b. Juana's cow
- c. your banana
- d. our tape recorder
- e. the doctor's chapulin
- f. the teacher's computer
- g. your (form.) photograph
- h. our door
- i. Señor Panfilo's radio
- j. Petra's rebozo

Part Tyop. Use each of the items pictured below in an e-possessed noun phrase, with some noun or name possessors and some pronoun possessors. Then put each of your possessed noun phrases into a sentence. Read your sentences out loud to another student, and have them read their sentences to you. Can you understand each other's sentences?

a.



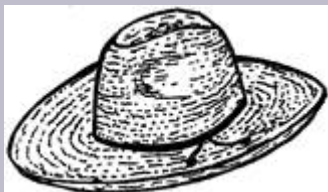
b.



c.



d.



e.



With nouns that don't refer to parts of the body or members of the family, it's always acceptable to use a possessed phrase with **xten** or **xte**. Speakers may prefer this with some nouns, especially recently borrowed words (like brand names! – see the example in Fot Chon at the end of the lesson).

§14.4. Possessed nouns as possessors

A possessed noun may be a possessor:

Cazhuny guan xte bets Jwany.	“Juan’s brother’s bull is running.”
Mnaza ni cabai xte doctor.	“I grabbed the doctor’s horse’s foot.”
Ryulaza xchyap bzyan Lia Glory.	“I like Gloria’s brother’s girlfriend.”

A possessed noun phrase like **bets Jwany**, **cabai xte doctor**, or **bzyan Lia Glory** may name the possessor in any of the possession patterns you have learned, just as a simpler noun phrase like **doctor** or **Lia Glory** does.

Tarea Xop xte Lecsyony Tsēda.

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

- Juan’s friend’s book
- my spouse’s face
- the woman’s sister’s soup
- the teacher’s student’s table
- the doctor’s cat’s stomach

Part Tyop. Use each of the possessed noun phrases you made up in Part Teiby in a sentence. Translate each of your new sentences into English.

§14.5. More about e-possession

Exceptional e-possessioned nouns. Here are some new nouns. This group includes both kinship terms and body part words:

nan	[nnàaan] mother
nanmam	[nna'anma'mm] grandmother
dad	[da'ad] father
dadmam	[da'adma'mm] grandfather
bied	[biied] aunt
tiu	[ti'u] uncle
pryem	[prye'mm] cousin
cader	[cadeer] hip; bottom, rear end
gyichicy	[gyihchi'ihcy] hair
garzi	[garzii] guts, intestines

Because these words are kinship terms and body parts, you might think you could use them as is, directly before the possessor in the Essential Possession 1 pattern (as explained in section [§14.2](#)). However, this is not the case: when you want to mention the possessor of these words, you have to add **x-** (or **xa-**) following the Essential Possession 2 pattern:

xnana	“my mother”
xnanmamēng	“her grandmother”
xbied Lia Glory	“Gloria’s aunt”
xtadēb	“his father”
xtadmamyu	“your (form.) grandfather”
xapryem Gyeily	“Miguel’s cousin”
xcadera	“my rear end”, “my bottom”, “my hips”
xcarziu	“your guts”
xyichicyyuad	“your (form. pl.) hair”

(Notice that all the same changes in the possessed noun and the prefix **x-** that you learned about in section [§14.3](#) apply to words like

these too. So, for example, the possessed form of **dad** is **xtad**, and so on. However, **xbied** is an irregular e-possessed form, since the **b** in this word does not change to **p**.)

Words like this can easily be used without a possessor when they don't have the **x-** prefix – for example, you know that **tiu** and **bied** can be used as polite address terms to people one doesn't know well. The other kinship terms are sometimes used on their own as address terms (by people speaking to their own relatives) as well. However, the words in this section are never used in the Optional Possession patterns with **xten** or **xte**.



Fot Chon xte Lecsyony Tsëda. Zapotec women use rebozos for many things – keeping themselves warm, covering themselves for modesty, and especially holding babies.

Adding bound pronouns beginning with vowels after a diphthong. The pronunciation of **xtiu** before bound pronouns beginning with vowels follows a new rule. Look at the following examples, given with pronunciation guides:

xtiuyuad	“your (form. pl.) uncle”	[x:ti'uyùad]
xtiurěng	“their uncle”	[x:ti'urěng]
xtiu Lia Zhuan	“Juana’s uncle”	
xtiuwa	“my uncle”	[x:ti'uwa]
xtiuwu	“your uncle”	[x:ti'uwùu]
xtiuwěb	“his uncle”	[x:ti'uwěhb]

Nothing unexpected happens when a formal or plural ending is added to **xtiu**, or when this word is used with a noun phrase as its possessor. However, when the possessor is a bound pronoun beginning with a vowel, **w** is added before the pronoun ending.

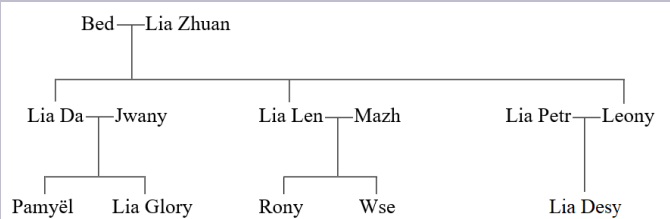
Any time you add a bound pronoun beginning with a vowel to the independent form of a word ending in a diphthong whose last sound is **u**, you must add **w** before the pronoun. Similarly, any time you add a bound pronoun beginning with a vowel to the independent form of a word ending in a diphthong whose last sound is **i**, you must add **y** before the pronoun, as in the e-possessed form of **bai** “rebozo, shawl”:

xpaiya	“my rebozo”	[x:paia]
xpaiyěb	“her (resp.) rebozo”	[x:paiehb]

Tarea Gaz xte Lecsyony Tsěda.

Part Teiby. Below is the family tree from **Tarea Tyop**. Translate the possessed noun phrases that follow the family tree into Zapotec. Then find the person or people who

match that description. If no one matches the description, then say so. Two examples have been completed for you.



Ex. 1. Pedro's daughter's husband

Ans. **chiel zhinyzhyap Bed** – The description applies to both Juan and Tomas.

Ex. 2. Leon's sister's daughter

Ans. **zhinyzhyap bzyan Leony** – This is Gloria.

- a. Panfilo's cousin's grandfather
- b. Petra's son's cousin
- c. Juana's son's wife
- d. Soledad's brother's child
- e. Elena's brother's wife
- f. Juan's wife's father

Part Tyop. Choose five of the people in the family tree, and give a description in Zapotec of each of them. (There are many ways to describe each person in the family tree – choose descriptions that have not been used here.)

Here are some examples of another type of exceptional e-possessed noun:

xban [x:bààa'n] / **xfan** [x:fààa'n] tail
xga [x:gàa] / **xja** [x:jàa] wing
xquets [x:quèe'ts] kidney; gizzard

These words are e-possessed, as you'd expect from the fact that they are body parts (tails, wings, and gizzards are body parts of animals!). Like the last set of exceptional e-possessed nouns, these include the **x-** prefix. But unlike that previous group, this group of e-possessed nouns has no corresponding form without the **x-**. (Many speakers use a different pronunciation for **g** and **b** when those sounds follow **x**: they pronounce **xg** as [xj] and **xb** as [xf], as shown above. Which pronunciation does your teacher use? You can spell (and pronounce) words like **xban** and **xga** with **xf** and **xj** if you like, but we will use the spellings with **xg** and **xb** in this book.) These e-possessed nouns, like the ones in section §14.2, must be used with a possessor, and are specified as “e-poss. only” in the Ra Dizh.

Finally, here is a last group of exceptional e-possessed nouns, along with corresponding nouns that are not possessed:

<i>e-possessed</i>	<i>not possessed</i>	
liaz [liihahz]	yu	“house”
xab [x:ahb]	lady [lahdy]	“clothes”
xyecw [x:yèe'cw]	becw	“dog”
lo zhia [loh zhihah]	lo nya [loh nyààa]	“field”

The e-possessed nouns here are like the others you've learned about in this lesson: they must be used with possessors. Each of them has a corresponding possessed noun – but that noun looks very different from the e-possessed noun. (True, the ends of the words **becw** and **xyecw** are similar – but the rest of the word does not follow the rules you learned in section §14.3; they are really irregular! And all the other pairs of words above look completely different in their possessed and unpossessed forms.)

Below is a list of items and possessors. For each item, make a possessed noun phrase with the possessor given. (If the possessor listed is a free pronoun, you'll have to change it to the appropriate bound pronoun ending, of course.) Read the phrases you make up out loud. Then, translate your possessed noun phrase into English, as in the example. (Hint: sometimes your translation will depend on who you are!)

Example. **zhacw** (item); **mes** (possessor)

Answer. **zhacw mes** "the teacher's arm"

<i>item</i>	<i>possessor</i>
a. lady	ra mna
b. tiu	Lia Da
c. bzyan	naa
d. xban	zhyet
e. yu	liu
f. dad	doctor
g. becw	lai
h. pryem	Gyeily
i. xja	budy
j. dyag	laēm

§14.6. Objects whose possessor is the subject of the sentence

Look at these sentences whose objects are possessed noun phrases:

Bdichēb zhacwēb.	“He broke his arm.”
Rculoi zhinygani.	“She takes care of her son.”
Ycwanyēng betsēng.	“He is going to wake up his brother.”
Btorēng xcuanrēng.	“They sold their bulls.”
Rculozaquēng liebr xtenēng.	“She takes good care of her book.”

When you read the English translations for these sentences, you probably can imagine two ways to interpret them. *He broke his arm*, for example, might mean the same as *He broke his own arm*, or might be used when one person broke another’s arm.

In each of the examples, the pronoun used to indicate the subject is the same as the pronoun used to indicate the possessor of the object (in the first sentence, both are respectful **-ēb**, in the last, both are proximate plural **-rēng**, and so on). When the subject and the possessor of the object of a Zapotec sentence are both the same pronoun, the Zapotec sentence can be interpreted in the same two ways as its English translation: the subject may be the possessor of the object, but does not have to be. (Speakers will interpret the sentence differently depending on the context.)

However, the situation is different with sentences like the following:

Bdich mes zhacwëb.	“The teacher broke his arm.”
Rculo Bied Lia Zhwuan zhinygani.	“Señora Juana takes care of her son.”
Ycwany xapryema betsëng.	“My cousin is going to wake up his brother.”
Bto ra buny xcuanrëng.	“The people sold their bulls.”
Rculozac Lia Len liebr xtenëng.	“Elena takes good care of her book.”

In these examples, the English translations work the same as before – we can imagine that *The teacher broke his arm* might refer either to the teacher breaking his own arm or to his breaking someone else’s arm (in a fight, for example). The Zapotec sentences, however, do not have two meanings. Each of the Zapotec sentences here indicates only that the possessor of the object is someone different from the subject. For example, in the first sentence, for example, this possessor is also a respected person (because **-ëb** is used), perhaps even another teacher – but it cannot be the same as the teacher who does the breaking.

When the subject of a Zapotec sentence is a noun phrase (a name, a noun, or a modified noun – but not a pronoun), that subject can never be interpreted as the same as a pronoun possessor of an object of that sentence. In order to show that a noun phrase subject and the possessor of an object are the same, you need to use a special pronoun, **-ni** [nì], to indicate the possessor of the object:

Bdich mes zhacwni.	“The teacher broke his own arm.”
Rculo Bied Lia Zhuan zhinyganni.	“Señora Juana takes care of her own son.”
Ycwany xapryema betsnì.	“My cousin is going to wake up his own brother.”
Bto ra buny xcuanni.	“The people sold their own bulls.”
Rculozac Lia Len liebr xtenni.	“Elena takes good care of her own book.”

These English translations may seem a bit odd, since in English we do not usually use *own* every time the possessor of an object is the same as the subject. The “own” translations are used here in order to make it very clear that the subject of these sentences must be interpreted as the possessor of the object. **-Ni** means something like “his own”, “her own”, “their own”, or “its own”. It can be used to correspond with any noun phrase subject, but it is never used when the subject is a bound pronoun.

Tarea Ga xte Lecsyony Tsëda.

Bcwa ni ca ni guet cuan Dizhsa.

- a. The cook is warming his own coffee.
- b. The women arrived at their (someone else’s) house.
- c. The doctor hates her (someone else’s) cousin.
- d. The student does his own homework.
- e. The woman gets to know her (someone else’s) teacher.
- f. Soledad is missing her own bag.

§14.7. Repeating subject possessors

Another way to show that a subject noun phrase possesses an object is to repeat the noun phrase as the possessor, rather than using a pronoun possessor.

Bdich mes zhacw mes.	“The teacher broke the teacher’s arm.” “The teacher broke his own arm.”
Rculo Bied Lia Zhwuan zhinygan Bied Lia Zhwuan.	“Señora Juana takes care of Señora Juana’s son.” “Señora Juana takes care of her own son.”
Ycwany xapryema bets xapryema.	“My cousin is going to wake up my cousin’s brother.” “My cousin is going to wake up his own brother.”
Bto ra buny xcuan ra buny.	“The people sold the (other) people’s bulls.” “The people sold their own bulls.”
Rculozac Lia Len liebr xten Lia Len.	“Elena takes good care of Elena’s book.” “Elena takes good care of her own book.”

As the translations here suggest, these Zapotec sentences have two quite different meanings. In English, if you say *The teacher broke the teacher’s arm*, you must be talking about two different teachers. This is one interpretation of the first Zapotec sentence above. However, while this two-individual interpretation of the Zapotec sentence is possible, it’s just as likely (perhaps more so) that you are talking about a single individual, about one teacher breaking his own arm, as in the second translation. Each of the other examples works similarly.

Tarea Tsē xte Lecsyony Tsēda.

For each of the sentences you created in Tarea Ga, change the sentence so that it repeats the subject noun phrase, as presented above. Then, explain any differences in meaning between your original and new sentence, as in the example.

Example. **Bdich mes zhacwi.**

Answer. **Bdich mes zhacw mes.** In the original sentence, the teacher must have broken someone else's arm. In the new sentence he could have broken his own arm or some other teacher's arm.

Prefixes and Endings

-ni [nii] his own, her own, its own, their own

r- [r] (used to change some nouns into e-poss. nouns)

x- [x:] / **xa-** [x:a] (used to change some nouns into e-poss. nouns)

Abbreviations

e-poss. essentially possessed



Fot Tap xte Lecsyony Tsěda. Do not attempt this at home... Here's a California license plate that says "my Mini" in Valley Zapotec! (However, not all speakers feel that using the **x-** prefix on this kind of borrowed word is appropriate.)

Blal xte Tiu Pamyël, Part Tap

§I. Part Tap

Bed rcwa teiby email lo Mazh –

As, Mazh,

Queity bzuatdya basquetbol nai, tyen byoën lo gueizh. Cwa Dyoz xnanmama, na par bicyën San Luc tyen ygatsëb. Derrepen cwa Dyoz laëb – aeropwertdi xte Meijy nu xtada chi mniëb por telefono scwel. Nai bgatsëb. Triestdani. Nyecbaza rinydilaza queityrua yninia xnanmama steby.



Fot Teiby xte BXTTP Part Tap. Boys in San Lucas playing basketball on the plaza in front of the municipio, next to the church.

Guzh gyicy xtada ladi, xtuxman gyanën danoën. Chi gyiquën ladi

chicyru gyicyneën xnana. Na par gacneën laëb, tyen queity rgwedyëb nyec Dizhtily nyec Ingles.

U rnalazu blal ni nu San Diegw, ni rliu beiny cwen blal xte Tiu Pamyël? Byoën liaz Tiu Pamyël cuan Lia Len ba rsily. Bliuwëb blal xtenëb danoën, rapagëb blal ni rliu beiny cwen blal ni nu museu San Diegw. Reipyën laëb xte blal ni nu lainy museu. Queity gucbedi Tiu Pamyël ni reipyën laëb. Per naëb gu teiby buny Ndua ni gugan laëb tyop gwel. Binydyag gyizhi rap Tiu Pamyël blal. Uas xchi bgwii lo ra blal, blei fot blei, chiru breixi ra blal. Xi rrilo liu, xizhyi rcazi?

Rinydyau ne, chi nua ladi, uas rnalaza San Luc, chiru na ni nua re, rnalaza ladi. (Uas rcyetlaza rgyetnia xyecwa – bculozac xnana xyecwa.) Per amer gyicyën. Uas nda re na.

Xamiegwu,
Bed

[Jump to pronunciation guide](#)

§2. Ra Dizh cuan Xiëru Zalo Ra Dizh

§2.1. As with earlier parts of the story, a few parts of the story are best understood just as fixed phrases for now:

**aeropwertdi xte Meijy nu xtada chi mniëb
por telefono scwel** [aeropwe'rtði' x:tèe'
Me'ijy nu'uh x:ta'ada' chih mniëb pohr
telé'fonoh scweel] "my father finally
telephoned the school from the Mexico
City airport"
blei fot blei [blèe'-ih fo't blèe'-ih] "he took
pictures"
xi rrilo liu, xizhyi rcazi? [xi rriloh liu', xizhyi'
rcàa'zih?] "what do you think he might
have wanted?"

You might want to learn this one for use in conversation:

xi rrilo liu? [xi rriloh liu?] “what do you think?”

§2.2. Below are the other new vocabulary words and expressions used in this part of the story. You’ll learn more about using many of these words in later lessons. References are given, where necessary, to notes below. Verbs are listed in the habitual stem, with cross-references to perfective and irrealis stems that don’t use the regular prefixes **b-** (or **m-** before bases that begin with **n**) and **y-**.

aeropwert [aeropwe'rt] airport
ba [baa'ah] earlier today
ba rsily [bàa'ah rsiilly] earlier this morning
beiny cwen [bèi'ny cwe'enn] like (see **rliu beiny cwen**)
ble fot [blee'eh fo't] perf. of **rbe fot**
cwa Dyoz [cwàa'ah Dyooz] perf. of **rca Dyoz**
cwen [cwe'enn] see **rliu beiny cwen**
chicyru [chi'cyru'] then (again) (as in **chi gyicên ladi chicyru gyicyneên xnana** "when we come back to the United States again we will come back with my mother")
derrepen [derrepe'eenn] quickly
gacne [ga'cnèe] irr. of **racne**
gucbe [guhcbèe] perf. of **racbe**
gugan [gugàann] perf. of **rigan**
guzh [gùuzh] the day after tomorrow
gwel [gwe'ell] time (occasion) (as in **tyop gwel** "two times")
gyicyne [gyi'ihcynèe] irr. of **ricyne**
gyizhi [gyiizhih] that city person
lo [loh] see **rgwi lo**
na [nnah] says that, said that (neutral form of **rni**) § **naëb** "he (resp.) says"
na par [nàa pahr] had to (followed by a sentence with a perf. verb, as in **na par byicyên San Luc** "we had to return to San Lucas")
nda [ndaàa] hot (as in **uas nda re na** "it's very hot here now")
ne [neh] see **rinydyau ne**
nyecbaza [nyèe'cbaza] not (used as an emphatic replacement for **queity**, as in **nyecbaza rinydilaza queityrua yninia xnanmama steby** "I can't believe that I won't talk with my grandmother again")
par [pahr] see **na par**
por [pohr] by, through (as in **por telefono** "on the telephone")
queityru [queityru'] not...again (as in **nyecbaza rinydilaza queityrua yninia xnanmama steby** "I can't believe that I won't talk with my grandmother again")
racbe [rahcbèe] knows, knows about (see [note 2.3](#)) § perf. **gucbe** (as in **queity gucbedi Tiu Pamyël ni reipyên laëb** "Señor Panfilo didn't know about what we told him")
racne [rahcnèe] helps (see [note 2.3](#)) § irr. **gacne** [ga'cnèe]
rapag [ràa'pahg] still has (see [note 2.3](#)) (as in **rapagëb blal ni rliu beiny cwen blal ni nu**)

museu “he still has the blal that looks like the blal in the museum”)

rbe fot [rbee’eh fo’t] takes pictures (see [note 2.3](#)) § perf. **ble fot** [blee’eh fo’t] (as in **blei fot** [blee’-ih fo’t] “he (dist.) took pictures”)

rca Dyoz [rcàa’ah Dyooz] God takes (someone): used to say (someone) dies (see [note 2.3](#)) § perf. **cwa Dyoz** (as in **cwa Dyoz xnanmama** “my grandmother died (God took my grandmother)”)

rgwi lo [rgwi’ih loh] looks at (see [note 2.3](#)) (as in **uas xchi bgwii lo ra blal** “he looked at the blals for a long time”)

rgyetne [rgye’ehtnèe] plays with (see notes [2.4](#) and [2.5](#)) § **rgyetnia** [rgye’ehtniia] “I play with”

ricyne [ri’ihcynèe] returns with (someone) (see notes [2.3](#) and [2.4](#)) § irr. **gyicyne**

rigan [rigàann] goes and sees (see [note 2.3](#)) § perf. **gugan**

rindyag [rinydyahg] hears (see [note 2.3](#))

rindyau ne [rinydyàu’ neh] you know what, guess what

rliu beiny cwen [rlliù’ bèi’ny cwe’enn] looks like (see [note 2.3](#))

rni por telefono [rnniù’ pohr telé’fonoh] telephones, calls (an institution) on the telephone (see [note 2.3](#)) (as in **mniëb por telefono scwel** “he (form.) telephoned the school”)

rnine [rnniù’nèe] talks with (see notes [2.3](#) and [2.4](#)) § **yninia** [ynniù’niia] “I will talk with”

rsily [rsiilly] morning (see **ba rsily**)

steby [steeby] again

telefono [telé’fonoh] telephone (see **rni por telefono**)

triestdan [trie’stdaàa’n] very sad (as in **triestdani** “it’s very sad”)

xchi [xchihih] a long time, for a long time

§2.3. As in earlier parts of the story, there are a number of verbs in the list above that are irregular, which you won’t learn to use with pronoun subjects until later lessons. (Almost all of these, you might notice, are verbs that have bases that either begin or end with vowels, or both. These tend to be the most irregular verbs in Zapotec.) For now, don’t use these verbs yourself except in the forms used here and with noun or name subjects.

§2.4. You might notice that many of the verbs here (and others you have seen in earlier parts of the story) end in **ne** and include the meaning “with” (or “along with”): examples above include **rgyetne**, **ricyne**, **rnine**, and **nune**. You’ll learn about the extender **-ne** in [Lecsyony Tseinyabteby](#). (A few verbs that end in **-ne**, such as **racne** “helps”, don’t include the “with” meaning so directly, however.)

§2.5. **Cwa Dyoz xnanmama** means “God took my grandmother”. Most English speakers would not use an expression like this to say “My grandmother died”, though they might use a different softer expression like *My grandmother passed away*. Like English *pass away*, then, Valley Zapotec **rca Dyoz** is a polite expression that sounds less harsh than “die”. Even Valley Zapotec speakers who are not particularly religious would use **rca Dyoz** in the context that Pedro does in his email.



Fot Tyop xte BXTTP Part Tap. A truck headed toward Tlacolula displays a picture of the Virgin of Guadalupe on its cargo door. In Oaxaca, there are displays of religious faith everywhere.

§2.6. Do you see what is unusual about the sentence below?

**Guzh gyicy xtada ladi,
xtuxman gyanën danoën.**

“My father is going to go
back to the United States
the day after tomorrow,
we are going to stay
another week.”

The second part of this sentence includes a free pronoun referring to the subject following a verb, which is very uncommon in Valley Zapotec. The reason for this is that the two parts of this sentence each contrast two things (**guzh** versus **xtuxman**, **xtada** versus **danoën**). Only one of these can be in the focus position before the verb, so the other has to come after the verb. (Notice, though, that even though **danoën** occurs after the verb, the verb still has the bound pronoun subject **-ën**.)

§3. Pronunciation Guide

Beed rcwààa' email loh Ma'azh –

A's Ma'azh,

Que'ity bzu'ahtdya' basquetbo'll nài', tye'nn byòò'-ëhnn loh guee'ihzh.
Cwàa' Dyooz x:nna'anma'ma', nàa pahr byii'cyëhnn Sann Lu'uc tye'nn
ygàa'tsëhb. Derrepe'eenn cwàa' Dyooz làa'b – aeropwe'rtid' x;tèe'
Me'ijy nu'uh x:ta'ada' chih mnnii'-ëhb pohr telé'fohnoh scweel. Nài'
bgàa'tsëhb. Tri'estdaàa'nih. Nyèe'cbaza' rinydilàa'za' que'ityru'a'
ynnii'niiia' x:nna'anma'ma' steeby.

Gùuzh gyi'cy x:ta'ada' làadih, xtuhxmaan gyàa'anèe-ëhnn
dannooëhnn. Chih gyii'cyëhnn làadih chi'cyru' gyii'cynèe-ëhnn
x:nna'ana'. Nàa pahr ga'cnèe-ëhnn làa'-ëhb, tye'nn que'ity
rgwèe'dyëhb nyèe'c Di'zhtiilly nyèe'c Inglehs.

U rnalàa'zùu' blàaal nih nu'uh Sann Die'gw, nih rliiu' bèi'ny cwe'eenn
blàaal x:tèe' Ti'u Pá'mmyëll? Byòò'-ëhnn liahz Ti'u Pá'mmyëll cuahnn

Lia Leen baa'ah rsiilly. Bliu'wëhb blàaal x:tèe'nëhb dannoo'h-ëhnn, raa'pahgëhb blàaal nih rliu' bèi'ny cwe'eenn blàaal nih nu'uh museu Sann Die'gw. Re'ipyëhnn làa'-ëhb x:tèe' blàaal nih nu'uh làa'iny museu. Que'ity guhcbèedi' Ti'u Pá'mmyëll nih re'ipyëhnn làa'-ëhb. Pehr nnah-ëhb gu'uh te'ihby bùunny Ndùu'ah nih gugàann làa'-ëhb tyo'p gwe'ell. Binydyahg gyiizhieh raa'p Ti'u Pá'mmyëll blàaal. U'as x:chih bgwi'ih loh ra blàaal, blèe'-ih fo't, blèe'-ih, chiru' brèe'izhieh ra blàaal. Xi rrilloh liu', xizhyi' rcàa'zih?

Rinydyàu' neh, chih nu'-a' làadih, u'as rnalàa'za' Sann Lu'uc, chiru' nah nih nu'-a' rée', rnalàa'za' làadih. (U'as rcyetlàa'za' rgye'ehntiia' x:yèe'cwa' – bculohza'c x:nna'ana' x:yèe'cwa'.) Pehr ameer gyii'cyëhnn. U'as ndaàa' rée' nah.

X:amiegwùu',
Beed

VI. UNIDA XOP (UNIT 6)

Base-Changing Verbs



The churchyard in San Lucas seen from the top of the church.

15. Lecsyony Tseiny. Breizha Mna Ni Bria "I Called the Woman Who Left"

This lesson is all about different types of verbs, mostly **BASE-CHANGING**. Section [§15.1](#) presents irregular verbs whose bases start with **b** and **g**, and section [§15.3](#) irregular verbs whose bases start with **d** and **r**. Section [§15.2](#) is about regular verbs with bases beginning with **r**. Section [§15.4](#) summarizes types of base-changing verbs. The verb **rrilo** “thinks” is explained in section [§15.5](#). Section [§15.6](#) explains how to form **MODIFYING PHRASES**.

Ra Dizh

cason [casoon] pants

Chan [Chaan] Feliciano

gueu [guèu] river

Lia Mony [Lia Mo'oony] Monica

ni [nih] who, that, which

rbe [rbee'eh] takes (something) out § perf. **ble**; irr. **cwe**

rbecy [rbèe'cy] puts on (pants) § perf. **blecy**; irr. **cwecy**

rbez [rbèez] 1. waits for (someone or something); 2. waits up, lets someone catch up § perf. **blez** / **wlez**; irr. **cwez**; imp. **blez** / **wlez** / **lez**

rbi [rbih] sits down, takes a seat (used only with “he”, “she”, “it”, or “they” subjects, or in imp.) § perf. **bri**; irr. **cwi** [cwii]

rbuzh [rbu'uhuhzh] calls (someone), calls to (someone) § perf. **breizh** [bree'ihzh]; irr. **cuzh** [cuuzh]

rbuzhya [rbuzhya'ah] shouts, yells § perf. **brezhya** [bre'zhya'ah]; irr. **cuzhya**

rdica [rdi'cah] / **rrica** [rri'cah] appears, shows up § perf. **bdica** / **brica**; irr. **ydica**

rdo [rdòò'oh] gets sold, sells (is sold) § perf. **bdo** [bdoo'oh]; irr. **to** [too'oh]

rgu [rgùu'uh] 1. puts (something) into; 2. deposits (money) (somewhere) § perf. **blu**; irr. **cu**

rguied [rguèd] / **rguiad** [rguiad] pierces (ears) § perf. **bzuad** [bzùad] / **bdied** / **bdiad**; irr. **quied** / **quiad**

rguny [rgùuunny] scratches (a part of one's body) § perf. **bluny**; irr. **cuny**

rgyet [rgye'eht] plays § perf. **bzuat** [bzu'aht]; irr. **cyet** [cye't]

rtech [rte'ch] spills (a non-liquid)

rxì [rxii'ih] spills (a liquid)

rzhi [rzhii'ih] spills (of a liquid)

rra [rrah] 1. runs out; gets finished (of a product, for example); 2. are eliminated from, are wiped out from (a place) (pl. non-human subj.)

rrech [rre'ch] spills, spills out (of a non-liquid)

rria [rrià] goes out, leaves

rrilo [rrilloh] / **rralo** [rraloh] 1. thinks, thinks that; 2. it seems to (someone) that (see lesson)

rro [rro'oh] grows § irr. **tyo**

rruan [rrùu'an] abandons, leaves behind § irr. **tyuan**

turyest [turye'st] tourist

zhacw [zh:aa'cw] cockroach

Xiëru Zalo Ra Dizh

1. This Ra Dizh contains a number of new types of irregular verbs. You'll learn about these in the lesson. Remember that stems other than the habitual are not listed in the vocabulary unless they are irregular. Similarly, pronunciations of stems other than the habitual are not included in a verb entry unless their vowel patterns are different from that of the habitual stem.

2. As you learned in [Lecsyony Tsëbteby](#), possible subjects of a verb are indicated in parentheses after the verb definition, following “of”, as with

rzhi spills (of a liquid)
rrrech spills (of a non-liquid)

(You'll learn more about verbs beginning with **rr**, like **rrrech**, in section [§15.2](#).) These two verbs tell about different types of things spilling:

Bzhi nyis.	“The water spilled.”
Brech bzya.	“The beans spilled.”

Possible objects of a verb are shown in parentheses without the “of”, as with

rx i spills (a liquid)
rte ch spills (a non-liquid)

This pair of verbs tells about someone spilling different types of things, as in

Bxi Bed nyis.	“Pedro spilled the water.”
Btech Lia Len bz ya.	“Elena spilled the beans.”

It may surprise you to learn that Zapotec has four verbs corresponding to English *spill*!

Many languages have quite different verbs used to say “puts on” or “takes off” or “wears” clothing, depending on the specific article of clothing. One such example is

rbecy puts on (pants)

The parentheses here tell you what items the verb can be used with, in sentences like

Blecya cason.	“I put on the pants.”
----------------------	-----------------------

3. Certain verbs can only be used with plural subjects in some uses. This is true of the third meaning of **rra**, for example:

Bra zhacw yu.	“Cockroaches were eliminated from the house.”
----------------------	---

This type of information will always be included in verb entries in the Ra Dizh and [Rata Ra Dizh](#).



Fot Teiby xte Lecsyony Tseiny (15). Sheep and bulls on a Tlacolula street returning from pasture at the end of the day. In the rear are two *cali chiu* taxis.

§15.1. New irregular verbs with *b* and *g* bases

In [Lecsyony Tsë](#), you learned about two verbs with extremely irregular irrealis stems, one of which was **rbeb** “rides (an animal); gets put on (something)”. The perfective of “rides”, **wbeb**, is formed regularly (for a verb whose base starts with **b**), but the irrealis stem, **cweb**, seems unexpected, since it does not contain the base consonant **b** at all. (All three stems have the same KC vowel pattern.)

If you look at the new vocabulary, you’ll see that it is not too uncommon for verbs whose base starts with **b** in the habitual to have irrealis stems beginning with **cw**. **Rbeb** is quite unusual, however, in that it has a regular perfective. Most verbs with habitual stems beginning with **rb** and irrealis stems beginning with **cw** have perfective stems beginning with **bl**. Here are some examples:

rbe [rbee'eh] takes (something) out § perf. **ble**; irr. **cwe**
rbecy [rbée'cy] puts on (pants) § perf. **blecy**; irr. **cwecy**
rbez [rbèez] 1. waits for; 2. stops it (stops doing something); stops going § perf. **blez** / **wlez**; irr. **cwez**; imp. **blez** / **wlez** / **lez**

(**Rbe** “takes out” has a vowel-final stem, and works like those you studied in [Lecsyony Tseiny \(13\)](#). Its pronunciation with pronouns beginning with vowels is given in the [Valley Zapotec Verb Charts](#).

Here are some examples of how these verbs are used:

Ble turyest teiby fot.	“The tourist took a photograph.”
Doctor rbe rmudy.	“The doctor takes out the medicine.”
Lez!	“Stop it!”
Rata zhi rbecya xcasona.	“I put on my pants every day.”
Nai blecya xcasona.	“I put on my pants yesterday.”

Tarea Teiby xte Lecsyony Tseiny (15)

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

- Will he wait for Ignacio?
- Does he wait for Ignacio every day?
- Did he wait for Ignacio?
- Is he waiting for Ignacio?
- She is putting on her (own) pants.

f. She will put on her (own) pants.

g. She puts on her (own) pants.

h. She put on her (own) pants.

i. Are they waiting for me?

j. Do they wait for me every day?

k. Did they wait for me?

l. Will they wait for me?

m. Juana will not stop.

n. Juana did not stop.

o. Juana doesn't (ever) stop.

p. Juana is not stopping.

Part Tyop. Now create your own sentences talking about the past using the following verbs.

a. **rbe**

b. **rbecy**

c. **rbez**

As you learned in [Lecsyony Tsëbteby](#), verbs like these are called **BASE-CHANGING** verbs, because their bases change in different stems. **Rbez** “waits for”, for example, has the base **bez** in the habitual, but the base **lez** in the perfective. It's not clear what its base is in the irrealis, since it seems difficult to break up the stem **cwez**. With base-changing verbs, it's often hard to break up the irrealis stem into a separate prefix and base.

Sometimes verbs with a habitual stem beginning with **rb** and an irrealis stem beginning with **cw** have a perfective beginning with **br**, not **bl**. **Rbi** “sits down” works like this:

rbi [rbih] sits down, takes a seat (used only with “he”, “she”, “it”, or “they” subjects, or in imp.) § perf. **bri**; irr. **cwi** [cwii]

Rbuzh and **rbuzhya** show that when the habitual stem of a verb like this starts with **rbu**, the irrealis stem starts with **cu**. Here are some examples:

rbuzh [rbu'uhuhzh] calls (someone), calls to (someone) § perf. **breizh** [bree'ihzh]; irr. **cuzh** [cuuzh]
rbuzhya [rbuzhya'ah] shouts, yells § perf. **brezhya** [bre'zhya'ah]; **cuzhya**

Brirëng.	“They sat down.”
Cuzhi naa.	“She’s going to call me.”
Brezhyang.	“He shouted.”

Tarea Tyop xte Lecsyony Tseiny (15).

Part Teiby. Make up sentences that talk about the future using the following verbs. Each sentence should have a different bound pronoun subject and (if appropriate) a noun object. Translate your sentences into English. Then, practice reading each of your sentences out loud. (If you have any doubt about how to pronounce the new verbs in your sentences, you can check the [Valley Zapotec Verb Charts](#).)

- a. **rbez**
- b. **rbuzhya**
- c. **rbe**

d. **rbuzh**

e. **rbecy**

f. **rbi**

Part Tyop. Now, change the sentences you wrote for Part Teiby so that they refer to the past.

Part Chon. Work with a partner for this oral exercise: pick someone to be the Reader and someone to be the Listener.

Reader: Read five of your sentences from Part Teiby and Part Tyop out loud to the Listener. Repeat them as many times as the Listener needs to understand them.

Listener: Listen as the Reader reads his or her sentences and write them down. Ask the Reader to repeat each sentence until you're sure you have it right! Then translate the sentence into English, and check with the Reader to see if you're correct.

After completing this, swap roles and repeat.

The following verbs illustrate another pattern. Like **rbez**, they have perfective stems beginning with **bl**; like **rbuzh**, they have irrealis stems beginning with **cu**. But in the habitual, these verbs start with **rg**:

rgu [rgùu'uh] 1. puts (something) into; 2. deposits (money) (somewhere) § perf. **blu**; irr. **cu**
rguny [rgùuunny] scratches (a part of one's body) § perf. **bluny**; irr. **cuny**

Here are some examples:

Cuëng muly.

"He's going to deposit money."

Zhyet bluny dyagni e?

"Did the cat scratch its ear?"

The new verb **rgu** raises a special spelling issue. You'd expect that with bound subject pronouns we'd get

<Rgui liebr.>	“She puts the book in.” (dist.)
<Rguëng liebr.>	“He puts the book in.” (prox.)
<Rguëb liebr.>	“She puts the book in.” (resp.)
<Rguëm liebr.>	“He puts the book in.” (an.)
<Rguën liebr.>	“We put the book in.”

But according to our spelling rules, the verbs in these examples don't contain a **u** sound – **gu** is simply how we spell the sound [g] before an **i** or an **ë**. However, these verbs all have a **u** sound before the pronoun. The spellings above are not correct, then. (Remember, < >'s enclose a form that might be expected, but that is not correct.)

For this reason, we spell these verbs **rgu-i**, **rgu-ëng**, **rgu-ëb**, **rgu-ëm**, and **rgu-ën**, with hyphens indicating that the **u** and following vowel are in separate syllables, as follows:

Rgu-i liebr.	“She puts the book in.” (dist.)
Rgu-ëng liebr.	“He puts the book in.” (prox.)
Rgu-ëb liebr.	“She puts the book in.” (resp.)
Rgu-ëm liebr.	“He puts the book in.” (an.)
Rgu-ën liebr.	“We put the book in.”

You don't need to write this hyphen in the corresponding forms of the perfective or irrealis of **rgu**, since they do not have a base ending in **gu**. (The hyphen always indicates a break between two syllables in a pronunciation guide, as you learned in [§4.2](#) and [Lecsyony Tseiny \(13\)](#). Normally we don't write hyphens in ordinary spelling, but any time you have a verb whose stem ends in **gu**, you'll need to write a hyphen before any bound pronoun or other ending that begins with **i** or **ë**. There are not too many verbs like this, however.)

Bcwa ni ca ni guet cuan Ingles. Then, complete each of the sentences by changing the form of the verb so that it makes sense in the new sentences, as in the example. The new sentences all use one of the following adverbs: **na** “now”, **nai** “yesterday”, **rata zhi** “every day”, or **zhi** “tomorrow”.

Example. Uas rbuzhya ra mniny.

i. **Zhi** _____ .

ii. **Nai** _____ .

iii. **Na** _____ .

Answer. “The kids really shout.”

i. **Zhi cuzhya ra mniny.**

ii. **Nai bluzhya ra mniny.**

iii. **Na cabuzhya ra mniny.**

a. **Bluyu xchimya e?**

i. **Rata zhi** _____ ?

ii. **Zhi** _____ ?

iii. **Na** _____ ?

b. **Breizh Lia Mony!**

i. **Zhi** _____ .

ii. **Na** _____ .

iii. **Rata zhi** _____ .

c. Cagunya zhia.

- i. Nai _____ .
- ii. Rata zhi _____ .
- iii. Zhi _____ .

d. Cwirëng.

- i. Na _____ .
- ii. Rata zhi _____ .
- iii. Nai _____ .

e. Rgu-ën muly ricy rata zhi.

- i. Zhi _____ .
- ii. Nai _____ .
- iii. Na _____ .

In [Lecsyony Tsëbteby](#), you learned about another type of irregular verb that started with **rg** in the habitual stem and with **c** or **qu** (a k sound) in the irrealis. This is one of the most common types of irregular verb in Zapotec, but there are other variations, as in

rguied [rguèd] pierces (ears) § perf. **bzuad** [bzùad]
/ **bdied**; irr. **quied**
rgyet [rgye'eht] plays § perf. **bzuat** [bzu'ah̃t]; irr.
cyet [cye't]

Rguied “pierces” has two perfective forms. The second (but less common), **bdied**, follows the same pattern as the verbs in [Lecsyony Tsëbteby](#). The first, more common perfective form, however, has a different change in the first consonant and vowel of its base, to **zu**, **bzuad**. **Rgyet** “plays” works the same way.

Bzuad mna zhyaga.

“The woman pierced my ears.”

Cyetu cuan naa e?

“Will you play with me?”

Tarea Tap xte Lecsyony Tseiny (15).

Fill in the blanks in the sentences below with the correct form of the verbs given (just as in Tarea Chon), using the subjects that follow the blanks. If an English translation appears in parentheses, you should use the corresponding bound subject pronoun, as in the example. Then, **bcwa ni ca ni guet cuan Ingles**.

Example. **rzhuny**

Nai _____ (“he” prox.).

Answer. **Nai bzhunyëng**. “He ran yesterday.”

a. **rgyet**

i. **Rata zhi** _____ **ra zhyap**.

ii. **Nai** _____ (“they” prox.).

iii. **Na** _____ (“I”).

iv. **Zhi** _____ (“you”) **e?**

b. **rguied**

i. **Zhi** _____ **xnana dyaga**.

ii. **Rata zhi** _____ **mna re dyag zhyap**.

iii. **Nai** _____ (“you”) **dyagri**.

iv. Na _____ Lia Mony dyag Lia
Len.

c. rgu

i. Zhi _____ Mazh cuan Bed
muly ricy.

ii. Na _____ Lia Da ra dadich e?

iii. Nai _____ ("you") muly ricy?

iv. Rata zhi _____ ra mna ra
zhimy.

d. rguny

i. Na _____ becw nini e?

ii. Rata zhi _____ zhyet dyagni.

iii. Nai _____ ("I") detsa.

iv. Zhi _____ zhyet dyagni e?

§15.2. Regular bases beginning with *r*

Several new verbs in the vocabulary have pronunciation changes, but really don't have different bases in different stems. These are verbs whose bases begin with *r*, like the following:

rra [rrah] 1. runs out; gets finished; 2. are
eliminated from, are wiped out from (a place) (pl.
non-human subj.)
rrrech [rre'ch] spills (of a non-liquid)
rria [rrii] goes out, leaves

These verbs form their stems regularly (so perfective and irrealis

stems are not listed in their vocabulary entries). The perfective stems of these verbs begin with **br**, and their irrealis stems begin with **yr**. What is unusual about these verbs is that their habitual stems begin with the habitual prefix **r-** plus the base consonant **r**, producing the trilled double **rr** sound. Thus, the pronunciation of the base changes from **rr** in the habitual to **r** in the other stems, but the habitual still contains the regular prefix **r-** added to a regular base.

Of course, you need to pay attention to the way verbs with vowel-final stems combine with pronouns beginning with vowels. All the forms of the new verbs **rra** and **rria** are given in the [Valley Zapotec Verb Charts](#). Something you haven't seen before happens with distal subjects of **rria**, as in

Briei.	"He left."
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(**Briei** is pronounced [bri'èi].) You'd think that adding the bound pronoun **-i** to the stem **rria** would produce <rriai>. However, any time you would expect the sound sequence <iai>, what you actually get is **iei**. An **a** between two **i**'s is always pronounced as **e** in Valley Zapotec.

Here's another similar case: in the verb "appears", a base beginning with **r** alternates with a base beginning with **d**, and only the **d** base is used in the irrealis:

rdica [rdi'cah] / rrica [rri'cah] appears, shows up § perf. bdica / brica ; irr. ydica
--

Here are some examples of how the new verbs are used:

Yra muly.	“The money’s going to run out.”
Brech bzya e?	“Did the beans spill?”
Bria Jwany cuan Lia Glory.	“Juan went out with Gloria.”
Bdica doctor.	“The doctor appeared.”

Tarea Gai xte Lecsyony Tseiny (15).

Part Teiby. Use the following words to make up Zapotec sentences that talk about the past, using a different bound pronoun subject for each one. Use a noun object, if appropriate. Read each sentence out loud. (If you have any doubt about how to pronounce the new verbs, you can check the [Valley Zapotec Verb Charts](#).) Then translate your sentence into English. (This exercise gives you a chance to practice all the “spill” verbs in the Ra Dizh!)

- a. **rrica**
- b. **rrech**
- c. **rguied**
- d. **rria**
- e. **rx**i
- f. **rgyet**
- g. **rzhi**
- h. **rtech**
- i. **rra**
- j. **rbi**

Part Tyop. Now, take each of the sentences you made in Part Teiby and change it so that it refers to the future.

§15.3. Irregular bases beginning with *d* and *r*

In [Lecsyony Tsë](#), you learned two verbs with irregular irrealis stems, **rdily** “fights someone” and **rdeidy** “crosses”. The perfective of these verbs, **bdily** and **bdeidy**, are regular, but their irrealis forms, **tily** and **teidy**, are not. Here’s another verb that works the same way:

rdo [rdòò'oh] gets sold § irr. **to**

Here are some examples using these verbs:

Bed tily cuan Mazh.	“ <u>Pedro</u> will fight with Tomas.”
Teidy ra buny gueu.	“The men will cross the river.”
Guc to cabai?	“When will the horse be sold?”

Now, here are two other verbs that have irregular irrealis stems beginning with **t** (or, actually, with **ty**).

rruan [rrùu'an] abandons, leaves behind § irr. **tyuan**
rro [rro'oh] grows § irr. **tyo**

These verbs have bases that start with **r**. Their perfective stems are regular (**bro** “grew”, **bruan** “abandoned”), but their irrealis stems start with **ty**, as in

Zhi tyuaněng laëb.	“He will abandon her tomorrow.”
Tyo ra zhily.	“The sheep will grow.”

Tarea Xop xte Lecsyony Tseiny (15).

Part Teiby. Bcwa ni ca ni guet cuan Ingles.

- a. Uas caro mniny.
- b. Bruana cabai xte Nach.
- c. Bricayudad.
- d. Rmudy bdo.
- e. Briei.

Part Tyop. Now make up some new Zapotec sentences using the following verbs and adverbs. What do your sentences mean? (As before, **na** here is “now”).

- a. rdily – na
- b. rdeidy – zhi
- c. rdo – nai
- d. rruan – rata zhi
- e. rro – nai
- f. rruan – zhi
- g. rdily – nai
- h. rdo – zhi
- i. rdeidy – rata zhi
- j. rro – na



Fot Tyop xte Lecsyony Tseiny (15). Lambs in a yard in San Lucas.

§15.4. Types of base-changing verbs

The table at the end of this section summarizes the most important types of Zapotec base-changing verbs whose bases begin with consonants. (You'll learn more about vowel-initial bases, some of which are base-changing, in [Lecsyony Tseinyabteby](#).) The table shows the habitual, perfective, and irrealis stems of these verbs. The regular verbs in the chart use the same base in all forms. The other verbs are base-changing verbs. In most cases, their perfective base is different from their habitual base, and their irrealis stem is a combination of prefix and base.

All verb bases use the habitual prefix **r-**, and all verbs whose bases start with consonants and are not base-changing use the irrealis prefix **y-**. The table shows that base-changing verbs use

the perfective prefix **b-** (although, as you know, regular verbs that are not base-changing that begin with **b** or **n** use **w-** or **m-** for their perfective prefixes). It's important to learn the perfective stem of any verb whose base (in the habitual) starts with **b**, **d**, **g**, or **r**, however, because these are the ones that are most likely to change their bases in the perfective. Most of these base-changing verbs have irrealis stems that begin with **c** or **qu**, although there are a few with irrealis stems beginning with **t** or **ty**.

The table lists both regular and base-changing verbs according to their **BASE CONSONANT**, the first consonant of the base used in the habitual stem. We can call a verb whose base consonant is **b** a **b-base** verb. If the first consonant of that base changes to **l**, we can refer to the result as an **l-base**: this base is just the same as the **b-base**, except with **l** instead of **b**. With the irrealis stems whose base and prefix combine, things are a bit more complicated. **Rbe** “takes out” has the **b-base** **be**. The irrealis **cwe** is described in the table as having “**cw** plus **b-base** minus **b**“. This means that you start with the **b-base**, **be**, take away the **b** (leaving **e**), and add the **cw** prefix.

Some irregular verbs don't follow the table. For example, **rbeb** “rides” works like a regular non-base-changing verb in the perfective **wbeb**, but has an irrealis stem **cweb** that looks as if it belongs to a base-changing verb. As you saw in section §15.1, **rguied** “pierces” and **rgyet** “plays” work like “slaps” and “pays” in the irrealis, but have irregular perfectives with a base starting with **zua** (**rguied** can also be used with the expected **d-base**).

Studying Table 15.1 will help you understand the relationships between the stems of new verbs you learn, and will enable you to see which parts of the vocabulary entry of a new verb are most important to study.

In [Lecsyony Tseinyabteby](#) you'll learn about one special type of vowel-initial **D-BASE VERB** that has a **d**-base in some forms.

Table 15.1. Types of Verbs and Verb Bases Starting with Consonants

<i>base consonant</i>	<i>example (Lecsyony)</i>	<i>Habitual</i>	<i>Perfective</i>	<i>Irrealis</i>
(regular, any but b or n)	not base-changing: “runs” (L5, L6, L10)	r- plus base: rzhuny “runs”	b- plus base: bzhuny “ran”	y- plus base: yzhyny “will run”
b (regular)	not base-changing: “wakes up” (L5, L6, L10)	r- plus base: rbany “wakes up”	w- plus base: wbany “woke up”	y- plus base: ybany “will wake up”
n (regular)	not base-changing: “grabs” (L5, L6, L10)	r- plus base: rnaz “grabs”	m- plus base: mnaz “grabbed”	y- plus base: ynaz “will grab”
b	“sits down” (L14)	r- plus b- base: rbi “sits down”	b- plus r- base: bri “sat down”	cw plus b- base minus b : cwi “will sit down”
d	“crosses” (L10, L14)	r- plus d- base: rdeidy “crosses”	b- plus d- base: bdeidy “crossed”	t plus d- base minus d : teidy “will cross”
g	“slaps”; “pays” (L11)	r- plus g- base: rgap “slaps”; rguizh “pays”	b- plus d- base: bdap “slapped”; bdizh “paid”	c or qu plus g- base minus g : cap “will slap”; quizh “will pay”
g	“scratches” (L14)	r- plus g- base: rguny “scratches”	b- plus l- base: bluny “scratched”	cu plus g- base minus g : cuny “will scratch”
g	“pierces” (L14)	r- plus g- base: rguied “pierces”	b- plus (irregular) z- base: bzuad “pierced”	c or qu plus g- base minus g : quied “will pierce”

r	“grows” (L14)	r- plus r-base: rro “grows”	b- plus r-base: bro “grew”	ty plus r-base minus r : tyo “will grow”
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Tarea Gaz xte Lecsyony Tseiny (15).

Part Teiby. Make up Zapotec sentences that talk about the future with the following verbs and subjects. Then translate your sentences into English.

	<i>verb</i>	<i>subject</i>
a.	rra	bzya
b.	rra	bzeiny
c.	rbe	“they” (prox.)
d.	rbe	ra mna
e.	rreizh	“you”
f.	rreizh	mniny
g.	rbecy	“he” (dist.)
h.	rbecy	mes
i.	rro	gyag
j.	rro	“it” (an.)

Part Tyop. Now, make up Zapotec sentences that talk

about the past with the following verbs and subjects. Then translate your sentences into English.

	<i>verb</i>	<i>subject</i>
a.	rrech	rros
b.	rrech	“they” (dist.)
c.	rbe	“you”
d.	rbe	Mazh
e.	rria	“she” (prox.)
f.	rria	zhyap
g.	rbez	turyest
h.	rbez	“you” (form.)
i.	rruan	“we”
j.	rruan	doctor

§15.5. *Rrilo*

Rrilo (also pronounced **rralo**) means “thinks” or “thinks that”. It is normally used only in the habitual, even if you are talking about someone thinking in the past. You can put this verb together with a statement of what someone thinks or thought, as in

Rrilo mes a bria Bed.	“The teacher thinks that Pedro has left.”
Rriloëng yzuada dyag Lia Len.	“She thought that I was going to pierce Elena’s ears.”
Rrilua bguny zhyet lanyëm.	“I think that the cat scratched its stomach.”

In the first sentence here, the subject of **rrilo** is **mes**; the subjects of **rrilo** in the next two sentences – the ones who are doing the thinking – are the bound pronouns **-ëng** “she” (proximate) and **-a** “I”. These sentences follow the following pattern:

rrilo “THINKS” SENTENCE PATTERN		
form of rrilo	subject	sentence telling what was thought
Rrilo	mes	a bria Bed.
Rrilo	-ëng	yzuada dyag Lia Len.
Rrilu	-a	bguny zhyet lanyëm.

(As you can see, there is no word corresponding to English *that*.)

There’s another way to express the same idea when the person doing the thinking is expressed with a pronoun, however, as shown in

Rrilo laëng yzuada dyag Lia Len.	“It seemed to her that I was going to pierce Elena’s ears.”
Rrilo naa bguny zhyet lanyëm.	“It seems to me that the cat scratched its stomach.”
Rrilo danoën breizh mna danoën nai.	“It seems to us that the woman called us yesterday.”

In sentences like these, the person doing the thinking is expressed with a free pronoun. For this reason, sentences like these seem to have a structure more like English *It seems to... that...* sentences.

rrilo “SEEMS TO” SENTENCE PATTERN

form of rrilo	free pronoun	sentence telling what was thought
Rrilo	laëng	yzuada dyag Lia Len.
Rrilo	naa	bguny zhyet lanyëm.
Rrilo	danoën	breizh mna danoën nai.

Tarea Xon xte Lecsyony Tseiny (15).

The following sentences are expressed in one of the two **rrilo** sentence patterns. Rewrite each sentence using the other **rrilo** pattern and translate that new sentence into English.

- Rrilua wbeb Jwany guan.**
- Rrilo liu binyloëng naa e?**
- Rriloëng yto Lia Mony ra budy gwar.**
- Rrilorëng bdeidy Lia Len lo liny.**
- Rrilo lai que mes.**
- Rriloo bdich Mazh plum xte doctor e?**
- Rrilo naa mna yxi serbes.**

§15.6. Modifying phrases

Below are some examples of noun phrases followed by **MODIFYING** phrases:

zhyap ni wbany	“the girl who woke up”
ra becw ni bdeidya Bed	“the dogs that I gave Pedro”
ra becw ni mnizh Bed naa	“the dogs that Pedro gave me”
mna ni cuzh danoën zhi	“the woman who will call us tomorrow”
mna ni cuzhën zhi	“the woman we will call tomorrow”

Valley Zapotec modifying phrases are used with simple nouns or noun phrases to specify more clearly which noun is referred to in a given context, or to give more information about that noun. A modifying phrase follows a **MODIFIED NOUN** in the following pattern:

NOUN PLUS MODIFYING PHRASE PATTERN			
noun phrase	ni	verb	(rest of sentence)
<i>zhyap</i>	<i>ni</i>	<i>wbany</i>	
<i>ra becw</i>	<i>ni</i>	<i>bdeidy</i>	<i>-a Bed</i>
<i>ra becw</i>	<i>ni</i>	<i>mnizh</i>	<i>Bed naa</i>
<i>mna</i>	<i>ni</i>	<i>cuzh</i>	<i>danoën zhi</i>
<i>mna</i>	<i>ni</i>	<i>cuzh</i>	<i>-ën zhi</i>

The noun or noun phrase to be modified comes first, followed by **ni** [nih], which usually corresponds to English “who”, “that”, or “which” (or may not be translated at all). After that comes the rest of the phrase used to specify the noun, beginning with its verb, followed by the other words in that sentence. The modified noun can be either the subject or object of the verb in the modifying phrase.

Nouns with modifying phrases can be used as subjects or objects in longer sentences:

Bguad manyser zhyap ni wbany.	“The bee stung the girl who woke up.”
Zhi to ra becw ni bdeidya Bed.	“The dogs that I gave Pedro will be sold tomorrow.”
Mna ni cuzhën zhi bria.	“ <u>The woman we will call tomorrow</u> left.”

(Modifying phrases usually aren’t used after names or pronouns.)

Tarea Ga xte Lecsyony Tseiny (15).

Add a modifying phrase to the nouns in italics in the sentences below. Then translate your new sentences into English, as in the example.

Example. **Zhyap quied dyaga.**

Answer. **Zhyap ni rrilo a bria Bed quied dyaga.** “The girl who thinks Pedro left is going to pierce my ears.”

- a. **Bri mna.**
- b. **Cabez estudian mes.**
- c. **Bzuat ra zhyet.**
- d. **Rguu muly ricy e?**
- e. **Breizh doctor!**
- f. **Turyest bria.**
- g. **Blecy buny cason xte mniny.**

h. **Mna ytyu gyia.**

Sometimes Zapotec modifying phrases can have two English translations:

buny ni btaz Gyeily	“the man who hit Miguel”, “the man who Miguel hit”
mna ni cuzh doctor	“the woman who the doctor will call”, “the woman who will call the doctor”

This is somewhat similar to the way NOUN PHRASE – VERB – NOUN PHRASE sentences with focused noun phrases can have two meanings, as you saw in [Lecsyony Xop](#):

Buny btaz Gyeily.	“ <u>The man</u> hit Miguel.”, “Miguel hit <u>the man</u> .”
Mna cuzh doctor.	“ <u>The woman</u> will call the doctor.”, “The doctor will call <u>the woman</u> .”

You can think of verbs like **rtaz** “hit” as **REVERSIBLE** – usually, you can interchange the subject and the object of such verbs and still have a sentence that makes sense (although the meaning changes, of course!). Any time you have a reversible verb followed by only one noun phrase (no other noun phrase, no pronoun), two translations are possible. Thus, in **buny ni btaz Gyeily**, **Buny btaz Gyeily**, **mna ni cuzh doctor**, or **Mna cuzh doctor**, just one noun phrase (**Gyeily** or **doctor**) follows the verb, so the sentence or phrase could be used in two very different situations, with two very different meanings.

This kind of double meaning possibility doesn’t really bother Zapotec speakers. In a given context, usually it’s completely clear what a speaker means.

16. Lecsyony Tseinyabteby. Riabzacri Naa! "I Like Them!"



Fot Teiby xte Lecsyony Tseinyabteby. Young women from Tlacolula in traditional dress.

This chapter begins with three sections about verbs. Section §16.1 is about two types of vowel-initial bases; section §16.2 is about d-base verbs; and section §16.3 is a summary of what we know about vowel-initial verb bases. Section §16.4 shows how to talk about eating and drinking formally, and section §16.5 introduces the **-ne** “with” extender. Section §16.6 explains the difference between **rni** “says” and the neutral “say” verb **na**. Finally, section §16.7 presents inverse idioms.

Ra Dizh

almwad [almwaad] pillow

da [dàa'ah] petate (woven mat, used for sitting or sleeping on the ground or floor)

Dyau [Dyàu'] Santiago

gyizhya [gyihzhya'ah] grass

Lia Chon [Lia Cho'nn] Asuncion, Concepcion, Chona

moly [mo'lly] mole (a rich Oaxacan sauce made from chiles, nuts, chocolate, and spices, often served with chicken)

quily [qui'lly] kilo

racw [ra'ahcw] puts on (a shirt or similar garment; a suit) (d-base verb; see section §16.2) § perf. **bdacw**; irr. **gacw** [ga'acw]

rad [raàa'd] receives (something) as a gift § perf. **guad** [gùàa'd]; irr. **gad**

rany [ràa'nny] sits on (something on the ground); lies

with his head on (something), puts his head down on (something) (d-base verb; see section §16.2) § perf. **bdany**; irr. **gany**

ras [rahs] chews (something) (d-base verb; see section §16.2) § perf. **bdas**; irr. **gas** [ga'as]

rats [raàa'ts] 1. gets ripe (of fruit); 2. gets yellow § perf. **byats**; irr. **gyats**

raty [rahty] dies § perf. **guty**; irr. **gaty** [ga'ty]

rau [ra'uh] 1. eats; 2. eats (something) (d-base verb; see section §16.2) § perf. **bdau**; irr. **gau** [ga'u]; "you eat" **rauu** [ràu']

rau guet [ra'uh gueht] eats > **rau**

raz [ra'ahz] bathes, takes a bath § perf. **gwaz**; irr. **gaz** [gaaz]

reipy [re'ihpy] 1. tells, asks (someone other than the speaker or hearer); 2. tells, asks (someone other than the speaker or hearer) to (*followed by an irr. verb*); 3. calls (someone other than the speaker or hearer) (a name) § no perf.; irr. **gueipy** [gue'ipy]; imp. **gwuats** [gwu'ahts]

rgan [rgàa'n] pets, strokes (an animal) § perf. **bdan**; irr. **can** [ca'aa'n]

rgwe [rgwèèè'] 1. speaks, talks; 2. speaks (a language)

rgwe dīzh [rgwèèè' dii'zh] speaks, talks > **rgwe**

ria [rii'ah] 1. drinks; 2. drinks (something) (d-base verb; see section §16.2) § perf. **gwe** [gwèè'eh]; irr. **gyia**

riab [riahb] falls § perf. **byiab**; irr. **gyiab**

riabzac [riahbza'c] 1. pleases (someone) (of a person); 2. likes (a person) (inverse idiom – see section §16.7) > **riab**

ricy [ri'ihcy] 1. returns, comes back, goes back; 2. returns to, comes back to, goes back to (a place) § perf.

bicy; irr. **gyicy** [gyi'cy]

rni [rnnii'] says § neutral (neut.) **na** [nnah]

rquiny [rquii'ny] eats, drinks (form. verb)

rquiny guet [rquii'ny gueht] eats (form. verb) > **rquiny**

rsan [rsaa'an] misses (a bus, train, etc.) (inverse idiom – see section §16.7)

rual [rù'a'll] / **ruald** [rù'a'lld] 1. reads; 2. sings § perf. **bily** [bi'i'lly] / **bual** / **buald**; irr. **gwual** / **gwuald**

serbes [serbe's] beer

traj [tra'j] (man's) suit

treiny [treeiny] train

yu [yuhuh] soil, ground

Xiëru Zalo Ra Dizh

1. Remember that you can check out all the forms of new verbs in the [Valley Zapotec Verb Charts](#).
2. **Rats** isn't used with human subjects, even though you might believe that people could get yellow. As you learn more Zapotec, you'll find that some things that seem logical to a speaker of another language just aren't expressed the same way in Zapotec.
3. **Rau guet**, **rquiny guet**, and **rgwe dizh** are expressions that include objects that often aren't translated. Literally they mean "eats

tortillas” and “speaks words”, but they are used just to mean “eats” and “speaks”.

§16.1. Two types of vowel-initial bases

In [Lecsyony Tsëbtyop](#) you learned about the verb **runy** “does”, a verb that has a vowel-initial base (**uny**) and the following other stems: habitual **runy**, progressive **cayuny**, irrealis **guny**, and perfective **beiny** (in the perfective, the base **einy**). Vowel-initial bases work differently from the bases you’ve learned up to this point. There are three main types of vowel-initial bases. Two are described in this section; you’ll learn about the third type in section [§16.2](#).

Like other verbs, vowel-initial bases use the **r-** prefix in the habitual. A **cay-** prefix is used before a vowel-initial base in the progressive. In the irrealis, vowel-initial bases usually use either a **g-** prefix (like **runy**) or a **gy-** prefix. But there are two different ways such bases work in the perfective. In the perfective, vowel-initial bases use either a **b-** prefix, as in **beiny** and the other verbs you have learned up to now, or a **gu-** or **gw-** prefix. (The change of the base vowel **u** to **ei** in **beiny** is irregular.) There may also be changes in the vowel pattern of the verb, especially in the irrealis – for example, **guny** has a PP vowel pattern, not the B of the habitual stem. **Beiny** also has a change in its vowel pattern, to KC.

When you see that a verb has a vowel-initial base (because its habitual stem has a vowel after the **r-** prefix), you will know that the corresponding progressive stem starts with **cay-** (or, as some speakers pronounce it, **cagy-**), rather than **ca-**. It is always good to memorize the irrealis and perfective stems of any new verb with a vowel-initial base. These are always listed in the vocabulary for you.

Here are three other verbs with vowel-initial bases that, like **runy**, use a **b-** or **by-** prefix in the perfective:

rats [raaa'ts] 1. gets ripe (of fruit); 2. gets yellow §
 perf. **byats**; irr. **gyats**
riab [riahb] falls § perf. **byiab**; irr. **gyiab**
ricy [ri'ihcy] 1. returns; 2. returns to (a place) § perf.
bicy; irr. **gyicy** [gyi'cy]
rual [rúa'll] / **ruald** [rúa'lld] 1. reads; 2. sings § **bily**
 [bi'lly] / **bual** / **buald**; irr. **gwual** / **gwuald**

As you've learned, vocabulary entries list unexpected stems and usually include pronunciation guides for separately listed stems only if the vowel pattern in those stems is different from that of the habitual. **Rual** / **ruald** "reads; sings" is pronounced differently by different people: some use a **d** at the end of the habitual and irrealis (and also progressive) stems, while others do not. In the perfective, there is additional variation. In the perfective, some speakers use an unexpected perfective stem, **bily**, while others use one which looks more like the habitual stem.

Tarea Teiby xte Lecsyony Tseinyabteby.

Part Teiby. Bcwa ni ca ni guet cuan Ingles.

- a. Gyicy Dyau Ndua.
- b. Gyats gyex.
- c. Rata zhi rual Lia Chon.
- d. Cayicya.
- e. Xi ni gwualyu liebr re?
- f. Gyiabi.

g. **Ydo cabai.**

Part Tyop. Now change each of the Zapotec sentences in Part Teiby so that it talks about the past. Then translate your new sentences into English.

Below are four new verbs with vowel-initial bases that use **gw-** or **gu-** in the perfective:

raz [raahz] bathes, takes a bath § perf. **gwaz**; irr. **gaz** [gaaz]
rad [raaa'd] receives (something) as a gift § perf. **guad** [gúaa'd]; irr. **gad**
raty [rahty] dies § perf. **guty**; irr. **gaty** [ga'ty]
reipy [re'ihpy] 1. tells, asks (someone other than the speaker or hearer); 2. tells, asks (someone other than the speaker or hearer) to (*followed by an irr. verb*); 3. calls (someone other than the speaker or hearer) (a name) § no perf.; irr. **gueipy** [gue'ipy]; imp. **gwuats** [gwu'ahts]

The entry for **reipy** “tells; asks” is different from others you’ve seen in several ways. First, like **rdeidy** “gives”, **reipy** can have only a noun phrase or a “him”, “her”, or “them” pronoun as its object – you can’t use this verb with a “me”, “you”, or “us” object (the object cannot be the speaker or hearer):

Reipyěng laěng.

“He told her.”

Gueipyá Lia Len.

“I am going to ask Elena.”

Secondly, for many speakers of Valley Zapotec, **reipy** has no perfective stem. The first sentence above uses the habitual, but is translated in the simple past. **Reipy** does have an (irregular) imperative, however – and of course you can form polite and plural commands using the irrealis:

As gwuats mes!	“Hey, tell the teacher!”
Gueipylayu bxuaz .	“Would you tell the priest?”
Ual gueipyla doctor .	“Tell the doctor, please (pl.).”

(Irregular imperatives will be listed in the [Rata Ra Dizh](#) and the [Valley Zapotec Verb Charts](#). There are some speakers of Valley Zapotec who use **gwuats** as the perfective stem of **reipy**, but we will not use this word this way in this book.)

Tarea Tyop xte Lecsyony Tseinyabteby.

Bcwa ni ca ni guet cuan Dizhsa.

- a. I want to take a bath.
- b. Will you (form. pl.) return?
- c. The horse died.
- d. They told the teacher.
- e. Did you receive those flowers as a gift?
- f. Will you ask Elena?
- g. Read that paper!
- h. The bull is dying.
- i. The cook wants those peaches to get ripe.
- j. She received this petate and that blanket as a gift.

You can also use **reipy** to say “tells (someone) to (do something)” or “asks (someone) to (do something)” by adding an irrealis verb to the sentence:

Gueipya mniny yguch mniny bdo.	"I will tell the kid to bathe the baby."
Reipy mna yxyeily mna pwert e?	"Did you ask the woman to open the door?"
Gwuats zhyap can zhyap becw!	"Tell the girl to pat the dog!"

The sentence pattern used in these sentences is as follows:

"ASKS TO", "TELLS TO" SENTENCE PATTERN (object and subject (2) refer to the same individual)					
form of reipy	subject (1)	object	irrealis verb	subject (2)	(rest of sentence)
Reipy	doctor	laëng	gwual	-ëng.	
Gueipy	-a	mniny	yguch	mniny	bdo.
Reipy	-u	mna	yxyeily	mna	pwert e?
Gwuats		zhyap	can	zhyap	becw.

This sentence starts with a form of **reipy**, followed by a subject and an object. (Of course, in an imperative, like the last example, there is no subject.) Next is an irrealis verb whose subject is the same as the object of the **reipy** sentence. Finally comes the rest of the sentence.

Tarea Chon xte Lecsyony Tseinyabteby.

Bcwa ni ca ni guet cuan Dizhsa.

- Tell her to wash the dishes!
- I will ask the doctor to give me medicine.
- Did they tell Juan to deposit the money there?
- Tell your cousin to get up!

e. What did you ask Juana to tell the waiter?

§16.2. D-base verbs

In [Lecsyony Tseiny \(15\)](#) you learned that verb bases can be referred to by their initial consonants. Thus, a d-base is a verb base whose base consonant is **d**. D-base verbs are a third type of vowel-initial verb that works differently from the other two you just learned about. Here are some examples from this lesson's Ra Dizh:

rau [ra'uh] eats § perf. **bdau**; irr. **gau** [ga'u]; **rauu** [ràu] "you eat"
ras [rahs] chews (something) § perf. **bdas**; irr. **gas** [ga'as]
racw [ra'ahcw] puts on (a shirt or similar garment) § perf. **bdacw**; irr. **gacw** [ga'acw]
rany [ràa'nny] sits on (something on the ground); lies with his head on (something), puts his head down on (something) § perf. **bdany**; irr. **gany**

As you can see, d-base verbs have a vowel-initial base in the habitual and the irrealis stems, but a base starting with **d** (a d-base) in the perfective.

Bdauwa guet.	"I ate the tortilla," "I ate."
Bdas bdo guetxtily.	"The baby chewed the bread."
Bdacwën ra cotony.	"We put on the shirts."
Bdanyyu almwad.	"You (form.) put your head down on the pillow."

(As the first example shows, **rau guet**, literally "eats tortillas", can also be used just to mean "eats" in Valley Zapotec. This example also will remind you that **w** is used between any bound pronoun and any

vowel-final stem ending in a diphthong ending in **u** (such as **rau**), as you learned in [Lecsyony Tsëda](#).) The “you” singular informal form of **rau** is irregular, however – it doesn’t use this **w**:

Rauu guet.	“You eat.”
Bdauu guet.	“You ate.”

But having a perfective base beginning with **d** is not the main peculiarity of d-base verbs – as you know, there are many verbs whose perfective base is different from their habitual base. D-base verbs are especially unusual because their “we” forms use the d-base not just in the perfective, but in every stem. Compare the “I” and “we” subject forms below:

Rauwa bel.	“I eat meat.”
Rdauwën bel.	“We eat meat.”
Gauwa ra guet.	“I will eat tortillas.”
Ydauwën ra guet.	“We will eat tortillas.”
Cayauwa guet.	“I am eating.”
Cadauwën guet.	“We are eating.”
Rasa guetxtily.	“I chew bread.”
Rdasën guetxtily.	“We chew bread.”
Gacwa cotony.	“I will put on the shirt.”
Ydacwën ra cotony.	“We will put on the shirts.”
Ganya da.	“I am going to sit on the petate.”
Ydanyën ra almwad.	“We are going to lie with our heads on pillows.”

In every case, the “I” form uses the verb stem you see in the Ra Dizh entry, but the “we” form uses the same base with **d** added to the front (instead of **au**, the “we” base for “eats” is **dau**; instead of **any**, the “we” base for “sits on” is **dany**, and so on – the vowel patterns in the d-bases are just the same as in the habitual). These d-bases are the same ones used in the perfective.

Now, look at the irrealis sentences above. You'll see that, because the d-base starts with a consonant, the “we” sentences have the regular irrealis prefix **y-** rather than the **g-** or **gy-** prefix used with vowel-initial bases.

The d-bases of these verbs are used only in the perfective (for every subject) and with “we” subjects (using the bound pronoun **-ën**). With any other pronoun subject or with noun phrase subjects, the base is the one listed in the Ra Dizh and used in the “I” sentences, and in the following additional examples:

Rauwi guet.	“He eats the tortilla.”
Gau becw bel.	“The dog will eat the snake.”
Cayaurëng bel e?	“Are they eating fish?”
Ras guan gyizhya.	“The bull chews grass.”
Gacw mniny cotony.	“The boy will put on the shirt.”
Ysaguelyu ganyyu da.	“Would you be so kind as to sit on the petate.”

Thus, the d-base is used only in the perfective and with “we” subjects.

Tarea Tap xte Lecsyony Tseinyabteby.

Change the verbs of each of the sentences below into the habitual form. Then translate your new sentences into English.

a. **Bdas cabai gyizhya.**

- b. **Ydanyĕn da.**
- c. **Bdauu moly e?**
- d. **Bdany Jwany dadich.**
- e. **Gacwa traj.**
- f. **Bdo gas guet.**
- g. **Ydauwĕn ra bdua.**
- h. **Gwia serbes.**
- i. **Bdacwĕng cotony e?**
- j. **Gyia ra mna cub e?**

Ria “drinks” is also a d-base verb, but it is especially irregular because it does not use the d-base in the perfective stem (which also has a change in the base vowel):

ria [rii'ah] drinks § perf. gwe [gwèe'eh]; irr. gyia

Because **ria** is a d-base verb, you know that it will use a d-base in the “we” form of every stem. The d-base for all the stems uses the same vowel as the perfective: it is **de**. Every time this stem is used, it has the bound “we” pronoun **-ĕn** added to it. Because the vowel pattern of this verb is KCB, it is a CB stem, so the final B vowel of the pronunciation guide will drop when the pronoun is added in a separate syllable. So the d-base for all the “we” forms is **deĕn** [dèe'-ĕhnn]. Here are some examples of “we drink” sentences:

Rdeĕn nyis.	“We drink the water.”
Bdeĕn serbes.	“We drank the beer.”
Ydeĕn nyis.	“We will drink the water.”
Cadeĕn cub.	“We are drinking the tejate.”

With any other subject, whether it is a noun phrase or a bound pronoun other than **-ĕn**, you use the stems listed in the Ra Dizh, which work like other vowel-final CB stems.

Ria cub.	"I drink the tejate."
Cayii nyis.	"He is drinking the water."
Gweëng tyop serbes.	"She drank two beers."
Gwia cub.	"I drank the tejate."
Gyi cabai nyis.	"The horse is going to drink the water."

You'll recall that with a CB stem, the final B vowel of the pronunciation guide is dropped before pronouns that start with a vowel are added in a separate syllable. Thus, for example, the "I" subject habitual uses the stem **ria** [rii'ah], minus the final B vowel, with the bound pronoun **-a**, giving **ria** [rii'-a']. In the perfective, the verb ends with **e**, which becomes **i** before this pronoun, so "I drank" is **gwia** [gwii'-a'].

§16.3 Vowel-initial bases: a summary

The table below shows the three types of vowel-initial bases covered in this lesson. Of course there are exceptions (like **ria**), but these are the three main types of vowel-initial bases:

Table 16.1. Types of Vowel-Initial Bases

type of base	habitual	perfective	irrealis
vowel-initial base, gu- or gw- type	r- plus base: raty “dies”	gu-/gw- plus base (u may replace base vowel): guty “died”	g- or gy- plus base: gaty “will die”
vowel-initial base, b- type	r- plus base: ricy “returns”	b- plus base: bicy “returned”	g- or gy- plus base: gyicy “will return”
vowel-initial base, d-base type	r- plus base: rau “eats”; r- plus d-base in “we” form: rdauwēn “we eat”	b- plus d-base: bdau “ate”	g- or gy- plus base: gau “will eat”; y- plus d-base in “we” form: ydauwēn “we will eat”

Tarea Gai xte Lecsyony Tseinyabteby.

Part Teiby. Make up Zapotec sentences that talk about the past using the following verbs and subjects. Then translate your new sentences into English.

	<i>verb</i>	<i>subject</i>
a.	racw	ra mna
b.	rany	"I"
c.	ras	bag
d.	rau	"we"
e.	ria "drinks"	"we"

Part Tyop. Work with a partner and choose one person to be the Speaker and the other to be the Listener. When you have completed the exercise, switch roles!

Speaker: Choose two of the sentences you created in Part Teiby and read them out loud to your partner. Read them as many times as your partner needs to understand them.

Listener: Listen carefully as your partner reads his or her sentences out loud. Write down what you hear. Then translate the sentences into English and check with your partner to see if you're right!

§16.4. Eating and drinking formally

You learned about polite verbs (formed with the extender **la**) in [Lecsyony Ga](#). Zapotec also has several **FORMAL VERBS**, whose stems are completely different from the corresponding non-formal verbs.

In the last sections you learned to use the d-base verbs **rau** “eats” and **ria** “drinks”. These verbs are not used, however, when the person eating or drinking is someone for whom or for whose position you have great respect – in other words, anyone you would address with a formal pronoun or refer to with a respectful pronoun (such as a priest, teacher, government official, parent, or other older or respected person). With these subjects, the verb to use is the formal verb **rquiny** [rquii’ny], which can mean either “eats” or “drinks”:

Rquinyyu bel e?	“Do you (form.) eat fish?”
Caquiny bxuaz guet.	“The priest is eating.”
Bquiny mes chon guet.	“The teacher ate three tortillas.”
Ysaguelyuad yquinyyuad nyis.	“Would you (form. pl.) be so kind as to drink the water.”
Xnanu bquiny bel.	“Your mother ate meat.”

The second example here shows that **rquiny guet** can be used to mean “eat” in general just the same way that **rau guet** can. The only way to be sure whether **rquiny** means “eats” or “drinks” is to think about the context and what the object is.

Formal verbs are identified in the Ra Dizh as “(form. verb)”.

Tarea Xop xte Lecsyony Tseinyabteby.

Bcwa ni ca ni guet cuan Dizhsa.

- Why doesn’t the doctor drink beer?
- I told the child to eat the tortilla.

- c. Do you (form.) want to eat ?
- d. Did he drink tejate? (referring to a young person)
- e. Did he drink tejate? (referring to a priest)
- f. The teacher will drink this coffee.
- g. My mother doesn't want to eat fish.
- h. That cow will not eat the grass.

§16.5. The *-ne* “with” extender

The verbs in the following sentences use a new extender, **-ne** [nèe] “with”:

Cagyetneēn Jwany.	“We are playing with Juan.”
Yzhunyne bel Lia Tyen becw.	“Cristina’s sister is going to run with the dog.”
Ra zhyap bilyne ra mna.	“The girls sang with the women.” (or “The women sang with the girls.”)

When you add **-ne** to a verb, the new verb stem you make is used in a different sentence pattern. Thus, the verbs **rgyet** “plays” and **rzhunyn** “runs” are normally used in sentences that just contain subjects. Sentences with the extended verbs **rgyetne** “plays with” and **rzhunynne** “runs with” contain two noun phrases or pronouns, the subject and an object who does the action along with the subject.

Similarly, when you add **-ne** to a sentence with a verb that is used with an object, the new **-ne** verb can be used with two objects:

Rseidyneu Lia Len Ingles.	“You study English with Elena.”
Raunia Gyeily guet.	“I eat tortillas with Miguel,” “I eat with Miguel.”
Bquinyne mes yu serbes e?	“Did the teacher drink beer with you (form.)?”

As these examples show, the person who does the action “with” the subject comes right after the subject, followed by the object of the action. The one that does the action with the subject is an object too (we can call it the **-ne** object), so it can be a free pronoun. (However, **-ne** sentences usually can’t be formed from original sentences with objects that are people or animals.)

Here’s the **-ne** sentence pattern:

-ne SENTENCE PATTERN				
verb	-ne	subject	-ne object	(rest of sentence)
Yzhuny	-ne	bel Lia Tyen	becw.	
Rau	-ni	-a	Gyeily	guet.
Bquiny	-ne	mes	yu	serbes e?

The second example here will remind you that since **-ne** ends with **e**, that **e** will become **i** before the bound subject pronoun **-a**. Any extended verb that includes **-ne** is a vowel-final stem, so it will work like other verbs ending in a KP vowel pattern.

Below is the pronunciation of the forms of **rzhunyne** “runs with” that use pronoun subjects starting with vowels:

Rzhunynia laëng.	"I run with him."	[rzh:ùu'nnyñiia' la'a- ëng]
Rzhunyneu laëng.	"You run with her."	[rzh:ùu'nnyñèu' la'a- ëng]
Rzhunyneëng laëng.	"He runs with him."	[rzh:ùu'nnyñèe'-ëng la'a-ëng]
Rzhunynei laëng.	"She runs with her."	[rzh:ùu'nnyñèi' la'a-ëng]
Rzhunyneëb laëng.	"He runs with him."	[rzh:ùu'nnyñèe-ëhb la'a-ëng]
Rzhunyneëm laëng.	"She runs with her."	[rzh:ùu'nnyñèe- ëhmm la'a-ëng]
Rzhunyneën laëng.	"We run with him."	[rzh:ùu'nnyñèe- ëhnn la'a-ëng]
Rzhunynead laëng.	"You guys run with her."	[rzh:ùu'nnyñèe-ahd la'a-ëng]

If a verb uses irregular bases in some forms, you just add **-ne** onto those. For example, here's how to talk about "eating with" in the past:

Bdaunia Gyeily guet.	"I ate with Mike."
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When used with verbs referring to communication, **-ne** can mean "to" or "at" rather than "with", as in

Bgwene buny larëng dizh.	"The person spoke to them." (also means "The person spoke with them.")
Brezhyane mes naa.	"The teacher yelled at me."

Tarea Gaz xte Lecsyony Tseinyabteby.

Make up new Zapotec sentences using the following verbs and **-ne** and the forms and subjects indicated, as in the example. Because the new sentences will include **-ne**, you'll have to add objects to all of them; some of them will need two objects. Translate your new sentences into English.

Example. **ria** “drinks” (perfective, “you (pl. inf.)”)

Answer. **Gwenead doctor cub e?** “Did you guys drink tejate with the doctor?”

- a. **rany** (habitual, “I”)
- b. **rgwe dizh** (perfective, “you”)
- c. **rdeidy** “crosses” (perfective, **bzyanu**)
- d. **rau** (habitual, “we”)
- e. **rdica** (irrealis, “he (prox.)”)
- f. **rquiny guet** (irrealis, **bxuaz**)
- g. **ria** “drinks” (perfective, “you”)

You’ve already learned another way to say “with”, of course, using **cuan**. Many sentences can be expressed either with **-ne** or with **cuan**:

Yzhunyne bel Lia Tyen becw., Yzhuny bel Lia Tyen cuan becw.	“Cristina’s sister is going to run with the dog.”
Rgwene mes naa dizh., Rgwe mes dizh cuan naa.	“The teacher speaks with me.”
Gwene buny Tiu Pamyël serbes., Gwe buny serbes cuan Tiu Pamyël.	“The man drank beer with Señor Panfilo.”

However, there are many differences between using **-ne** and **cuan**. For one thing, **-ne** is attached to the verb, before the subject, but **cuan** goes later in the sentence, after the subject (unless it comes before the verb) and, as the last example shows, a **-ne** object comes before any other object in the sentence, but **cuan** and its object come after any other object.

Another difference between **-ne** and **cuan** involves meaning. **-Ne** can express “to” or “at” as well as “with”, but **cuan** cannot. **Cuan** can be used between two noun phrases or pronouns to mean “and”, but **-ne** is never used this way.

Tarea Xon xte Lecsyony Tseinyabteby.

The sentences below use either **cuan** or **-ne** to express the meaning “with”. Change each of the sentences so that it uses the other method of expressing “with”. If the sentence uses **-ne**, change it to use **cuan**; if the sentence uses **cuan** change it to use **-ne**. (Remember that a **-ne** object will come before any other object in the sentence.) Then translate all the sentences into English.

- a. **Bicynia Lia Zhuan Ndua.**
- b. **Briane mna xabdoni.**
- c. **Bily doctor liebr cuan zhinyini.**
- d. **Ychunia xnana yu.**



Fot Tyop xte Lecsyony Tseinyabteby. Entrance to a tomb at the Yagul archaeological site.

§16.6. *Rni* “says” and the neutral verb *na*

Rni [rnni:] means “says” in Zapotec. Here are the forms of this vowel-final verb:

rnia [rnni:] “I say”
rniu [rnni:] “you say”
rniyu [rnni:] “you (form.) say”
rniēng [rnni-ēng] “she (prox.) says”
rni [rnni:] “he (dist.) says”
rniēb [rnni-ēhb] “she (resp.) says”
rniēm [rnni-ēhmm] “he (an.) says”
rniēn [rnni-ēhnn] “we say”
rniad [rnni-ahd] “you guys say”
rniyuad [rnni:] “you (form. pl.) say”
rnierēng [rnni-rēng] “they (prox.) say”
rniერი [rnni-rih] “they (dist.) say”
rnierēm [rnni-rēhmm] “they (an.) say”
rnierēb [rnni-rēhb] “they (resp.) say”

Unlike every verb you've learned so far, “they” subject forms of **rni** do not use the expected combination form of this verb ([rnnii]). Instead, they use a special combination form **rnie** [rnniè], and the extra **e** vowel in this form also appears with the other bound pronouns that begin with **ě**.

Rni is the habitual form of “says”. The perfective, as you'd expect, is **mni**. This verb has another form, though, **na** [nnah]. **Na** is a special type of verb stem called the **NEUTRAL** (abbreviated as “neut.”; you'll learn more about neutral verbs in [Lecsyony Tseinyabchon](#)). Neutral stems of verbs with consonant-initial bases usually consist of the base on its own, but **na** is exceptional, since it changes the vowel of the “say” base **ni**. Here are the forms of **na**:

nia [nniia]	“I said”	
noo [nnòo]	“you said”	
nayu [nnahyuu]	“you (form.) said”	
naëng [nnàa'-ëng]	“he (prox.) said”	
nai [nnài]	“he (dist.) said”	
naëb [nnah-ëhb]	“he (resp.) said”	
naëm [nnàa'-ëmm]	“he (an.) said”	
niën [nniì'-ëhnn]	“we said”	
naad [nnah-ahd]	“you guys said”	
nayuad [nnahyùad]	“you (form. pl.) said”	
narëng [nnahrëng]	“they (prox.) said”	etc.

Listen as your teacher pronounces the forms of both these verbs. As you can see, **na** is quite irregular in its pronunciation!

The translation given here for **na** is “said”, which is normally the way you'll hear this verb used. Here are some examples of the use of **na** and **rni** in longer sentences:

Na Lia Len, “Ryulaza becw.”	Elena said, “I like dogs.”
Na Lia Len ryulazēng becw.	Elena said she likes dogs.
Rniēng, “Rcaza gyicya Bac” e?	Does he say, “I want to go back to Tlacolula”?
Rniēng rcazēng gyicyēng Bac e?	Does he say he wants to go back to Tlacolula?

There are two patterns here. The first uses a **QUOTATION**, representing exactly what the person said, in quotation marks (“ ”), in the following pattern:

“SAY” PATTERN WITH A QUOTATION			
say verb	subject	quotation	(rest of sentence)
Na	Lia Len,	“Ryulaza becw.”	
Rni	-ēng,	“Rcaza gyicya Bac”	e?

The second type of sentence expresses the idea that someone says something, but does not report the exact words the person used. Instead, this type of sentence uses a **DEPENDENT SENTENCE** to report this. (This is very similar to the English translation. If Elena says, “I like dogs”, someone may report this by saying “She said she likes dogs”, using the dependent sentence “she likes dogs”. They are being accurate about the idea, but not quoting Elena’s exact words.) Here’s the pattern:

“SAY” PATTERN WITHOUT A QUOTATION			
say verb	subject	dependent sentence	(rest of main sentence)
Na	Lia Len	ryulazēng becw.	
Rni	-ēng	rcazēng gyicyēng Bac	e?

A dependent sentence is a sentence that is part of another sentence. (You’ve already seen some dependent sentences used with **rcaz**.)

Tarea Ga xte Lecsyony Tseinyabteby.

Change the following “say” sentences so they don’t use a quotation, using a dependent sentence. Then translate your new sentences into English.

- a. Noo, “Ycweza telebisyony” e?
- b. Na Jwany, “Wbeba guan re.”
- c. Rnierëng, “Rcazën ydauwën moly” e?
- d. Naad, “Bcwanyën Dyau.”
- e. Nia, “Rinylua Lia Mony.”

§16.7. Inverse idioms

Here’s a sentence you saw in [Part Chon of Blal xte Tiu Pamyël](#):

**Riabzac Lia Araceli naa, per
maru riabzacad naa!**

“I like Araceli, but I like you
guys more!”

As the note about this sentence following the story said, the verb **riabzac** (a common way to express “likes” in Valley Zapotec) works “backwards” from the way the English verb *likes* works.

Lia Araceli is the subject of the first part of this sentence (**Riabzac**

Lia Araceli naa), and **naa** is the object. (You can tell this because of the order the parts of the sentence come in: first verb, then subject, then object.) “You guys” is the subject of the second part of the sentence (**riabzacad naa**), and again, **naa** is the object. (You can tell this because the verb is followed by the bound pronoun **-ad**.) But both parts of the sentence are used to talk about a feeling the speaker has – in English, we express this with an *I* subject. The Valley Zapotec verb **riabzac** works “backwards” from the English verb *likes* (or, alternatively, the English verb works “backwards from the Zapotec one!) – you just have to remember to express the person who does the liking as the object of this verb.

Here are two more examples:

A biabzac mes Lia Tyen e?	“Did Cristina get to like the teacher?”
Riabzacyu danoën.	“We like you (form.)”

(Note that **riabzac** is only used about liking people.) All these examples use the following sentence pattern:

riabzac “LIKES” SENTENCE PATTERN			
riabzac	liked item (subject)	liker (object)	(rest of sentence)
<i>Riabzac</i>	<i>Lia Araceli</i>	<i>naa.</i>	
<i>Riabzac</i>	<i>-ad</i>	<i>naa.</i>	
<i>A biabzac</i>	<i>mes</i>	<i>Lia Tyen</i>	<i>e?</i>
<i>Riabzac</i>	<i>-yu</i>	<i>danoën.</i>	

In each case, the one doing the liking is the object of the sentence. (If it’s a pronoun, it must be a free pronoun rather than a bound pronoun, and when both subject and object come after the verb, the object must be second.) The one that is liked is the subject. (If it’s a pronoun, it must be a bound pronoun rather than a free pronoun,

and when both subject and object come after the verb, the subject must come first.)

One way to think of this is to imagine that the verb means “pleases” rather than “likes” – then you can think of the first sentence above as something like “Araceli pleases me, but you guys please me more!” Although that isn’t exactly the right meaning, at least the subject and object seem correct! (If you know Spanish, you will realize that the Spanish verb *gustar* works just like **riabzac**, which is a translation of a similar Spanish idiom, *le caye bien*, which means something like “fall well to (someone).”)

This new sentence pattern is “inverted” from what we’d expect in English, so we’ll refer to it as an **INVERSE IDIOM** sentence pattern. **Rsan** “leaves” is another verb that can be used as an inverse idiom, to mean “misses (a bus, train, etc.)”:

Bsan autobuas Lia Chon.	“Concepcion missed the bus.”
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Here’s the inverse idiom sentence pattern:

INVERSE IDIOM SENTENCE PATTERN			
verb	subject (corresponds to English object)	object (corresponds to English subject)	(rest of sentence)
Riabzac	Lia Araceli	naa.	
A biabzac	mes	laəng	e?
Riabzac	-yu	danoəñ.	
Bsan	autobuas	Lia Chon.	

In a sentence with an inverse idiom, you need to remember that the noun phrases you’d expect to be the subject and object will be expressed as the object and subject, respectively, in the Valley Zapotec sentence, in the pattern diagrammed below. Keep in mind

that a pronoun corresponding to an English subject will be expressed with a free pronoun (like any other object), and that a pronoun corresponding to an English object will be expressed with a bound pronoun (like any other subject). This may seem a bit confusing at first, but you'll catch on to this pattern when you practice it.

Tarea Tsë xte Lecsyony Tseinyabteby.

Bcwa ni ca ni guet cuan Dizhsa.

- a Did she like them?
- b. You guys will like my relatives.
- c. I like my teacher.
- d. Santiago really likes you (form.)
- e. Señor Jose doesn't want to miss the train.
- f. Those women like me.

Endings

-ne [nèe] with; at, to (extender, see lesson)

Abbreviations

neut. neutral

Comparative note. There are some differences in the use of formal verbs among different Zapotec communities. In San Juan Guelavía, for example, the verbs **rau**, **ria**, and **rquiny** are used differently from the way they are here. Rather than being a formal verb used only with formal and respected subjects, **rquiny** is used as the normal verb for “eats” and “drinks”, with any human subject. San Juan Guelavía speakers use **rau** to refer to animals eating or to people eating in a messy, impolite way, and they use **ria** to refer to drinking alcohol. Pay attention to the usage of the Zapotec speakers you know, and you’ll undoubtedly discover more differences.

Blal xte Tiu Pamyël, Part Gai

§I. Part Gai

Ndua nune Chiecw Lia Len cuan Bed, cayunyëng teiby mandad.

Na Chiecw, “Ysana laad lany *Zócalo*. Ual ygwi cangag, chiru chigwiad lany Ydo Santo Domyengw. Ual gau guet re, chiru yzhaga laad lany ofisyen xte Rony.” (Rony na bets guny Chiecw, ni nu Ndua tyen ricy runy Rony zeiny.)

Zicy canza Lia Len cuan Bed ladcai, bzierëng empanad ni rto ra buny ni ri ladcai, chiru bdaurëng ra empanad ricy.



Fot Teiby xte Blal xte Tiu Pamyël, Part Gai. The *Andador Turístico*, a pedestrian street in Oaxaca City lined with shops catering to tourists, as well as other businesses.

Uas zyeiny ra cos ni ygwi buny loni nu lany ra dyen zac ni ca nez laty na *Andador Turístico*.

Antesta yzenyrëng laty na ydo, Lia Len mnaz na Bed, chiru bliunaëng ru teiby bentan xte teiby ra dyeni. “Alba’s Antiquities” na letr ni ca ru bentan cuan Ingles. Zhyata blal ricy!

Byutirëng lany dyen, chiru binylorëng ri zyen y blal lo ra mes ni zu ricy. Teiby blal ni zu ricy rliu beiny cwen teiby blal xte Tiu Pamyël. Rzhilo Lia Len cuan Bed lo ra blali. Steby lad lany dyeni zugwa teiby buny de traj zac, cagwenei ra turyest dizh.

Bzenyi laty zugwa Lia Len cuan Bed, chiru nai, “¿Niños, les puedo ayudar en algo?” Bdeidy teiby gyets larëng, chiru rzhiezdati, cagwii lorëng. “Aquí tienen la lista de la colección Raúl Alba. ¿Quieren comprar algo?” mnudzizhi larëng.

Queity biabzacdyi Bed cuan Lia Len. Gucerëng queity rcazdi bunyi larëng lany xtyendi. Briarëng.

Chi briarëng jwer, chiru na Lia Len, “Xizhyi cayuny blal xte Tiu Pamyël re?”

Na Bed, “To chigueipyën Rony don xi na Rony.”

Gwerëng ofisyen xte Rony lany museu ni na cwe ydo. Rony racne *arqueólogo* xten museu.

§2. Ra Dizh caun Xiëru Zalo Ra Dizh

§2.1. Here are some phrases from the story that it may be better to learn as fixed expressions at this point.

zhyata blal ricy [zhyaata' blàaal ri'cy] blals filled it, it was full of blals
ni ca nez laty na Andador Turístico [nih càa nehz lahty nàa *Andador Turístico*] which are along the place called the *Andador Turístico*
bzenyi laty zugwa Lia Len cuan Bed [bzehnniyh lahty zugwa'ah Lia Leen cuahnn Beed] he came to where Elena and Pedro were standing
xizhyi cayuny blal xte Tiu Pamyël re [xizhyi' cayuuny blàaal x:tée' Ti'u Pá'mmyèhll rée'] what can Señor Panfilo's blal be doing here?

The story also contains a lot of Spanish, which is explained in [note 2.9](#) below.

§2.2. Below are the other new vocabulary words and expressions used in this part of the story. You'll learn more about using many of these words in later lessons.

antesta [á'nntehsta'] before
bentan [bentaan] window
blali [blá'alih] those blals (see [note 2.5](#))
bzierèng [bzíe'rèng] "they bought" (form of **rzi**)
ca [càa] is located (neutral verb; see [note 2.4](#))
cangag [cangahg] around, in **rgwi cangag**
don [dó'onn] in order to see (as in **to chigueipyèn**)
Rony don xi na Rony "let's go see Jeronimo in order to see what Jeronimo says")
dyen [dye'nn] store (see also **teiby ra dyeni**, **steby lad lany dyeni**)
dyen zac [dye'nn za'c] nice store, fancy store (see [note 2.6](#))
empanad [empanaad] empanada (type of turnover with a spicy filling)
jwer [jweer] outside
lad [laad] side (see **steby lad lany dyeni**)
ladcai [ladca'i] street
letr [le'tr] letter (of the alphabet)
lo [loh] on
ofisyen [o'fisye'nn] office
rcanza [rcanzàa] strolls, wanders around, walks along § prog. **canza**
rgwi cangag [rgwi'ih cangahg] looks around
ri [rii] are around, are there, are located in (a location) (plural subject only) (neut.) § no hab.
rigueipy [rigue'ihpy] goes and asks § irr. **chigueipy**
rigwi [rigwi'ih] goes and looks around see [note 2.3](#)) § irr. **chigwi**
ru [ru'uh] 1. at (as in **bliunang ru teiby bentan xte teiby ra dyeni** "he pointed at a window of one of the stores"); 2. on (as in "**Alba's Antiquities**" **na letr ni ca ru bentan cuan Ingles** "the letters that were on the window said 'Alba's Antiquities' in English")
ryuti [ryutii] goes (into), enters
rzi [rziìi] buys § **bzierèng** [bzíe'rèng] "they bought"
rzhiezdāt [rzhiezdā't] smiles an insincere smile > **rzhiez**
rzhilo lo [rzhiloh loh] stares at
rria jwer [rrii'a' jweer] goes outside
Santo Domyengw [Sá'nntoh Domye'enngw] Santo Domingo
steby lad lany dyeni [steebý laad láa'iny dye'nnih] on the other side of that store
teiby ra dyeni [te'ihby ra dye'nnih] one of those stores (see [note 2.5](#))
to [tò'o'h] let's go
traj zac [tra'j za'c] nice suit, fancy suit
zac [za'c] nice, good, fancy (used after a noun; see **dyen zac**, **traj zac**)
zu [zuu] is standing, was standing (neutral verb)

zugwa [zugwa'ah] is standing, was standing (neutral verb)



Fot Tyop xte Blal xte Tiu Pamyël, Part Gai. The Santo Domingo church in Oaxaca City. To the left is the museum and cultural center where Jeronimo works.

§2.3. **Rigwi** means “goes and looks around”, but you’ll need to wait till [Lecsyony Tseinyabchon](#) to understand how this is used in most cases. Here, the best way to think of **rigwi lany** is as “looks around inside of”, as in **Chigwiad lany Ydo Santo Domyengw** “You can go and look around inside of the Santo Domingo Church”.

§2.4. **Ca** refers to a special type of location. Often this verb is used to refer to the location of fruit on a tree or a picture on a wall or in a book (this is why **ca** is used to refer to the appearance of writing on a window). In **ni ca nez laty na Andador Turístico** “that were on the place called the *Andador Turístico*”, **ca** is used because the location of the stores along the *Andador* is seen as similar to hanging off something.

§2.5. A special ending **-i** can be added to a noun to mean “that” or “those”, as in **blali** “those blals” or **dyeni** “that store”. (In some cases, this **-i** will just be translated as “the”.) You’ll learn more about this in [Lecsyony Tseinyabtyop](#).

§2.6. As you learned in [BXTp-3](#), adjectives come after the nouns they modify in Valley Zapotec, as in **traj zac** “fancy suit” and **dyen zac** “fancy store”. You’ll learn more about using adjectives in [Lecsyony Tseinyabtap](#).

§2.7. Two new neutral verbs are **zu** and **zugwa**. These both refer to standing (the best way to learn the difference is to listen to speakers and how they use these words in conversation). You’ll learn more about neutral verbs and how to use verbs like these to specify location in [Lecsyony Tseinyabchon](#).

§2.8. Sometimes a progressive verb is used to tell about an action that goes on at the same time as another one. When translating this kind of progressive sentence, it often sounds best to omit its subject in English, as in the following examples from the story:

Steby lad lany dyeni zugwa teiby buny de traj zac, cagwenei ra turyest dizh.	“On the other side in the store was a man in a fancy suit, talking to some tourists.”
Rzhiezdati, cagwii lorëng.	“He smiled insincerely, looking at them.”

In Zapotec, however, you can’t leave out the subjects of these progressive verbs!

§2.9. There is a lot of Spanish in this chapter of the story!

- *arqueólogo* means “archeologist”
- the *Zócalo* is the main square in Oaxaca City
- the *Andador Turístico* a pedestrian street between the *Zócalo* and the Santo Domingo Church

Here are the things that Raul Alba says in Spanish:

- *Aquí tienen la lista de la colección Raúl Alba* means “Here you (pl.) have the pricelist of the Raul Alba Collection”
- *¿Niños, les puedo ayudar en algo?* means “Children, can I help you (pl.) with anything?”
- *¿Quieren comprar algo?* means “Do you (pl.) want to buy anything?”

There is no Pronunciation Guide version of this chapter of the story. Read the notes, listen to the recording, and you’ll be able to figure it out. Ask your teacher if you have any questions!

§3. Video recording

VII. UNIDA GAZ (UNIT 7)

Talking About Location



Sunset over Tlacolula.

17. Lecsyony Tseinyabtyop: Cali Nu Tiu Pamyël Na? "Where Does Señor Panfilo Live?"



Fot Teibyn xte Lecsyony Tseinyabtyop. An oxcart on the road to Tlacolula.

This lesson begins with more facts about question words and question word questions (section [§17.1](#)). Section [§17.2](#) introduces familiar pronouns. The irregular verb **ria** “goes” and the related andative “goes and” verbs are presented in sections [§17.3](#) and [§17.4](#). Section [§17.5](#) is about the **-zhyi** “must be that way” particle, and section [§17.6](#) the **-ag** “this” **-ag** and **-i** “that” noun endings.

abyony [abyoony] airplane

Bac [Ba'ahc] Tlacolula

bgaly [bgaaly] how much (referring to money)

cali [cali] where

Califoryënn [Cali'fóoryënn] California

cangag [cangahg] around

cuan [cu'an] where is, where are

gaty-gaty [gahty-gahty] often

larazh [làa'rahzh:] them; they (fam.) (used differently by men and women; primarily used by male speakers, see lesson)

laazh [làa'-ahzh:] him, her; he, she (fam.) (used differently by men and women; primarily used by male speakers, see lesson)

Lia Cat [Lia Ca't] Catalina

nu [nu'uh] lives; exists; is located (inside something) (neutral verb; CB verb); **zhuënn** [zhu'-ënn] / **nuënn** "we live, we are located"

pristen [prihste'enn] presidente municipal (roughly the equivalent of a mayor)

racbe [rahcbèe'] understands, knows, knows about § perf. **gucbe**; irr. **gacbe** [ga'cbèe']

racne [rahcnèe] helps § perf. **gucne**; irr. **gacne** [ga'cnèe]

raizy [ràa'izy] hits § perf. **gwaizy**; irr. **chaizy**

rap [ràa'p] has § perf. **gup**; irr. **gap** [ga'p] (see note)

rauya [ra'uhya'ah] / **raugya** [ra'uhgya'ah] bites > **rau**

rban [rbààa'n] steals § perf. **blan**; irr. **cwan**

rdats [rdàa'ts] spies on § irr. **ildats** [ildàa'ts];

prog. **candats** [candàa'ts] / **caldats** [caldàa'ts]

ria [rihah] 1. goes; goes to (a place); 2. costs §

perf. **gwe** [gweh]; irr. **chia** [chiia]; no prog.; **ryoën** [ryoo'-
ëhnn]; **byoën** [byoo'-ëhnn] “we went”; **choën** [choo'-ëhnn]
“we will go” (highly irregular verb – see lesson)

rindyag [rinydyahg] hears, listens to § perf. **bindyag**;
irr. **gyindyag**

Rnest [Rne'est] Ernesto

runychia [ruhnychiia] makes, builds > **runy**

rxel [rx:èè'll] sends

rzi [rziì] buys § comb. (used before “they” bound
pronoun) **rzie** [rziè]; irr. **si**

sabad [sabaad] shoes

San Dyegw [Sann Dye'gw] San Diego

San Luc [Sann Lu'uc] San Lucas Quiavini

scwel [scweel] school

syemr [syè'mmr] always

tu [tu] whose

xi zicydi [xi zi'ihcydi] how much

Xiëru Zalo Ra Dizh

Rap expresses a more general “has” meaning than **ca** ([Lecsyony Tsëbtyop](#)). **Ca** refers specifically to having or holding something in one’s hands, but **rap** can refer to having something that’s not in one’s immediate possession. Thus, the following sentences can be used in the same situation, but the second is a bit more specific:

Rapa teiby plum.	“I have a pen.”
Caa teiby plum.	“I have a pen.”, “I am holding a pen.”

§17.1. More about question words

You learned about question words and question word questions in [Lecsyony Gaz](#) and [Lecsyony Tsëbteby](#). As you know, question word questions begin with a question word or question word phrase followed by a verb. In this section you’ll learn more about using question words.

Asking “where”. The basic word for “where” is **cali**. This question word is used to ask where some event takes place:

Cali gwuald Lia Tyen?	“Where is Christina going to sing?”
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Cuan [cu’an] “where is” is a question word that works like a verb – all you do is add a subject (either a noun phrase or a bound pronoun), as in the following questions used to ask about the location of the subject:

Cuanu?	“Where are you?”
Cuan blal xte Tiu Pamyël?	“Where is Señor Panfilo’s blal?”
Cuan ra zhyap?	“Where are the girls?”

Cuan can’t be used without a following subject or with any additional verb. As you can see, the exact translation of **cuan** depends on what subject you use.

Answers to “where” questions. You can use **re** “here”, **re** “there” (can you pronounce the difference?), and **ricy** “there” in answers to “where” questions, as in these mini-dialogues:

Cali gwuald Lia Tyen? – Gwuald Lia Tyen ricy.	“Where is Christina going to sing?” –”Christina is going to sing there.”
Cuan blal xte Tiu Pamyël? – Blal xte Tiu Pamyël nu re.	“Where is Señor Panfilo’s blal?” –”Señor Panfilo’s blal is here.”

Answers to **cuan** questions often use the verb **nu**, which means “is (located)” or, sometimes, “lives”.

You can also use a place name to name a location where something takes place or something or someone is located. In this type of sentence, you don’t need a word for “in”.

Gwuald Lia Tyen San Dyegw.	“Christina is going to sing in San Diego.”
Cali nu Tiu Pamyël na? – Tiu Pamyël nu San Luc.	“Where does Señor Panfilo live?” –”Señor Panfilo lives in San Lucas.”
Cuan Tiu Pamyël? – Tiu Pamyël nu San Luc.	“Where is Señor Panfilo?” –”Señor Panfilo is in San Lucas.”

As these examples show, **nu** means “lives” when it is used in an

answer to a **cali nu** question, and it means “is” when it is used in an answer to a **cuan** question.

You’ll learn other ways to answer “where” questions in Lecsyony Tseinyabchon.

Tarea Teiby xte Lecsyony Tseinyabtyop.

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

- a. Where are my shoes?
- b. Where are you?
- c. Where is that book?
- d. Where are the blankets?
- e. Where are they?
- f. Where is Silvia?
- g. Where is the priest who speaks Zapotec well?
- h. Where is she?
- i. Where am I?
- j. Where is the doctor?
- k. Where is the Presidente?

Part Tyop. Now, make up answers to the questions you asked in Part Teiby. You can practice these new mini-dialogues with a friend.

Asking “how much” and “how many”. Asking “how much” or “how many” is complicated in Zapotec. You’ve already learned one way to say “how much money” (or just “how much”, when you’re referring

to money), **blac**. Another similar word is **bgaly**. You don't need to use the word **muly** "money" with these words. See if your teacher feels there's any difference between the following two ways to ask a "how much money" question:

Blac bdizhëb liu?	"How much money did he (resp.) pay you?"
Bgaly bdizhëb liu?	"How much did she (resp.) pay you?"

In contrast, the more general word **bal** "how many" can't be used by itself. As you saw in [Lecsyony Tsëbteby](#), **bal** can be used before a noun:

Bal guet bdau Lia Len?	"How many tortillas did Elena eat?"
Bal blal gucchia ra buny Dizhsa Ndua?	"How many blals did the Zapotecs of Oaxaca make?"

In these questions, it's the **bal** phrase that comes at the beginning of the question, followed by the verb.

Bal can also be used with a bound pronoun, as in

Balrëng bria?	"How many of them left?"
Balyuad runybeyuad laëng?	"How many of you (form. pl.) know him?"

"How much" is **xi zicydy**. Like **bal**, this word can be used before a noun:

Xi zicydy nyis gweu?	"How much water did you drink?"
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Xi zicydy can be used before a singular bound proximate or (more commonly) distal pronoun. In this case, it becomes **xi zicydy**:

Xi zicydyi rapëng?	“How much of it does he have?”
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Unlike **bal**, **xi zicydi** can also be used by itself:

Xi zicydi brech?	“How much of it spilled?”
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Asking “whose”. Here’s another type of question sentence:

Tu xmes rap liebr?	“Whose teacher has the book?”
Tu bets gwaizy Nach?	“Whose brother did Ignacio hit?”

(The second question, of course, could also mean “Whose brother hit Ignacio?”, since **gwaizy** is a reversible verb.)

Tu is used to ask a “whose” question. In this type of sentence, **tu** comes first, followed by an e-possessed word like **xmes** or **bets**, and then the rest of the sentence:

“WHOSE” QUESTION PATTERN		
tu	e-possessed word	(rest of question)
Tu	xmes	rap liebr?
Tu	bets	gwaizy Nach?

Tarea Tyop xte Lecsyony Tseinyabtyop.

Bcwa ni ca ni guet cuan Dizhsa.

a. Whose dog is panting?

b. How many of them sang?

- c. How much tejate did she drink?
- d. How much meat will you grill?
- e. Whose mother his happy?
- f. How many dishes did he wash?
- g. How much of it got lost?
- h. Whose cat is she petting?
- i. How many dogs do you guys have?
- j. Whose friend did you teach Zapotec to?

You'll also hear speakers use another type of “whose” question with the **-ni** bound pronoun ending you learned about in Lecsyony Tsëda. Compare the following two questions. The first one uses the “whose” question pattern you just learned. The second type of “whose” question uses a different structure that begins with **tu** plus the whole question sentence, beginning with the verb. The second question sentence contains an e-possessed noun with the bound pronoun **-ni**.

Tu xcabai rzhuny?	“Whose horse runs?”
Tu rzhuny xcabaini?	“Whose horse runs?”

It's good to be able to recognize this second type of “whose” question, but we will not practice them in this book.

§17.2. Familiar pronouns

The sentences below use new pronouns which you haven't seen in this book up to now, **FAMILIAR** (abbreviated “fam.”) pronouns. The

bound subject and possessor familiar pronoun is **-azh** [ahzh:] and the free familiar pronoun is **laazh** [làa'-azh:].

Bdapazh lo Lia Len.	“He slapped Elena’s face.”
Blezën betsazh.	“We waited for his brother.”
Xtada cuan laazh runy zeiny.	“My father and she work.”

Familiar pronouns are different from the other pronouns you have learned so far in that men and women use them differently. They are primarily used by male speakers, most commonly to refer to adult men, but they can also be used by men to refer to adult women. As the name implies, familiar pronouns are primarily used for other community members who the speaker knows. Speakers have ordinary social respect for those they refer to with familiar pronouns, but generally these pronouns show somewhat less respect than respectful pronouns – thus, many speakers would not use them to refer to specially respected people like older relatives, teachers, or priests. Familiar pronouns are not used to refer to animals or inanimate objects. Men generally do not use familiar pronouns to refer to children.

Women also use familiar pronouns, especially in quoting a male speaker who used familiar pronouns, but it’s rather difficult to give rules. For example, you may hear women use familiar pronouns to refer to children in order to show pity or fondness. If you’re female, however, it is best for you not to use familiar pronouns (except in quoting remarks by men) until you have observed how other female Valley Zapotec speakers that you know use these pronouns in natural conversation.

The plural bound familiar pronoun is **-razh** [rahzh:] and the plural free familiar pronoun is **larazh** [làa'rahzh:], as in

Btorazh bdua.	“They sold bananas.”
Rrilo larazh blan Pristen muly.	“It seems to them that the presidente stole the money.”, “They think that the presidente stole the money.”

Plural familiar pronouns are used by men to refer to groups of adults of both sexes. Again, if you are female, listen to how other female speakers of Valley Zapotec use the familiar pronouns before using them yourself.

Because the bound singular pronoun **-azh** starts with a vowel, many vowel-final stems combine with it similarly to the way they combine with pronouns like **-ëb** or **-ad**. The verb charts at the end of this book give all the irregular familiar subject forms. Familiar subject forms of most verbs with consonant-final stems are not usually irregular.

Tarea Chon xte Lecsyony Tseinyabtyop.

Make up new Zapotec sentences using familiar pronouns and the following Zapotec verbs, and then translate your sentences into English. Use the familiar pronouns as a male Zapotec speaker would, as described above, even if you're female (just to practice the pattern). Remember to use different types of verbs: habitual, irrealis, perfective, and progressive!

- a. **rinylo**
- b. **rau**
- c. **raz**

- d. **rbany**
- e. **rbe fot**
- f. **rbi**
- g. **rbuzh**
- h. **rnaz**
- i. **rcaz**
- j. **rni**

§17.3. The verb *ria* “goes”

The Valley Zapotec verb **ria** “goes” [rihah] is an extremely important and useful verb. In this lesson, you’ll learn a number of different ways people use this verb.

Rata zhi ria Lia Glory scwel.	“Gloria goes to school every day.”
Gaty-gaty ria ra mna Califoryën.	“The women often go to California.”

As you can see, in this use **ria** expresses the equivalent of the English phrase “goes to”, there is no word for “to” in these sentences. Of course, translations don’t always use “to”:

Ria Tiu Pamyël ricy.	“Señor Panfilo goes there.”
Cali ria ra zhyap?	“Where do the girls go?”

Another common meaning of **ria** is “costs” (perhaps a closer English translation would be “goes for”), as in

Bgaly ria liebr?

“How much does the book
cost?”

Like other verbs with vowel-initial bases and vowel-final stems, **ria** is an irregular verb. Here are the habitual forms of **ria** with bound pronoun subjects that start with vowels. As you can see, every form except “I go” and “you go” uses a base **ie** (normally pronounced [ieh]):

ria “I go” [ri'-a']
riu “you go” [riu']
rieëng “he (prox.) goes” [rie'-ëng]
riei “he (dist.) goes” [ri'ei]
rieëb “he (resp.) goes” [rieëh-ëhb]
rieëm “he (an.) goes” [rieëh-ëhmm]
rieazh “he (fam.) goes” [rieëh-ahzh:]
riead “you guys go” [rieëh-ahd]

Of course, the translations given are not the only ways these forms can be used – as you know, “he” could be replaced in most cases by “she” and in some by “it”, and so on; sometimes “goes” might not be the best translation for the verb (as you have seen, it might also be translated “goes to” or “costs”, for example). The most irregular forms of **ria** are those with “we” subjects. Here is the habitual form:

ryoën “we go” [ryoo'-ëhnn]

This verb is irregular because instead of the base **ia** or **ie**, it has a base **yo** [yoo']. (The other “we” forms of **ria** are similar, as you'll see.)

Ria is different from every other Valley Zapotec verb, because in the habitual **ria** is also irregular with “they” and formal subjects. (**Rni** and a few other verbs have a special “they” combination form, but only **ria** is irregular with formal subjects.) Instead of adding the

plural bound pronouns to the stem **ria**, you use the same **rie** [rieh] base that was used in most of the singular forms:

rierëng “they (prox.) go” [riehrëng]
rieri “they (dist.) go” [riehri]
rierëb “they (resp.) go” [riehrëhb]
rierëm “they (an.) go” [riehrëmm]
rierazh “they (fam.) go” [riehrahzh:]
rieyu “you (form.) go” [riehyuu]
rieyuad “you (form. pl.) go” [riehyùad]

Because **ria** is a very common and important verb, you should learn all these forms as soon as you can.

Tarea Tap xte Lecsyony Tseinyabtyop.

Bcwa ni ca ni guet cuan Ingles.

- a. **Rata zhi ria Bac.**
- b. **Guc rierëb Califoryën?**
- c. **Gaty-gaty riu Meijy e?**
- d. **Rcazi chiei Ndua.**
- e. **San Dyegw ryoën.**
- f. **Na Jwany, “Gaty-gaty rierëng ydo.”**
- g. **Edifisy re rieëb.**
- h. **Cali rieyuad?**
- i. **Rierëm scwel e?**
- j. **Na riead San Luc e?**

The perfective stem – and the imperative – of **ria** is **gwe** [gweh].

With bound pronoun subjects that start with consonants, the forms of **gwe** are regular. Most perfective forms with bound pronoun subjects that start with vowels also begin with **gw**. You should learn all of these, since each of them is irregular in one way or another:

gwaa “I went” [gwa'-a']
gweu “you went” [gwèu'],
gweëng “he (prox.) went” [gwèe'-ëng]
gwei “he (dist.) went” [gwè'èi]
gweëb “he (resp.) went” [gweh-ëhb]
gweëm “he (an.) went” [gweh-ëhmm]
gweazh “he (fam.) went” [gweh-azh:]
gwead “you guys went” [gweh-ahd]

The “we” perfective verb is quite unexpected. It doesn't start with **gw**, but with the regular perfective prefix **b-**, added to the “we” stem **yo** that you saw above:

byoën “we went” [byoo'-ëhnn]

The plural and formal forms of **gwe** are regular. Here's an example:

Cali gwead?	“Where did you guys go?”
-Cangag...	–“Around...”

The irrealis stem of **ria** is **chia** [chiia]. (Occasionally **ch-** is used as an irrealis prefix for verb bases that start with **i**.) Here are the irregular irrealis forms, most of which use an **ie**, just as in the habitual:

chaa “I will go” [cha'-a']
chiu “you will go” [chiu']
chieëng “he (prox.) will go” [chiè'-ëng]
chiei “he (dist.) will go” [chi'èi]
chieëb “he (resp.) will go” [chiè-ëhb]
chieëm “he (an.) will go” [chiè-ëhmm]
chieazh “he (fam.) will go” [chie-ahzh:]
choën “we will go” [choo'-ëhnn]
chiead “you guys will go” [chie-ahd]

As you can see, once again the “we” form includes an **o** vowel.

The same **ie** base is used with “they” and formal subjects, with the combination form, **chie** [chie]:

chierëng	“they (prox.) will go” [chierëng]
chieri	“they (dist.) will go” [chieri]
chierëb	“they (resp.) will go” [chierëhb]
chierëm	“they (an.) will go” [chierëhmm]
chierazh	“they (fam.) will go” [chierahzh:]
chieyu	“you (form.) will go” [chieyu]
chieyuad	“you (form. pl.) will go” [chieyùad]

Now that you know the forms of **ria**, you can understand the greetings

Cali chiu?	“Where are you going?”
Cali gweu?	“Where did you go?” (also: “Where have you been?”)

Ria does not have a regular progressive form starting with **ca-** (though you will learn about a special **ria** progressive in Lecsyony Galyabteiby). The most common thing people mean when they use an expression like *I am going...* is to refer to the future (as in a sentence like *I am going to do it tomorrow*). If you want to translate “is going” to refer to the future, use the irrealis form of the verb that would follow “going” in the English sentence.

If you want to use a “going” verb to refer to an ongoing act of going (as in a sentence like *I am going to the store right now*, meaning *I am on my way to the store right now*), you should use the irrealis **chia** – because you are referring to an act of going that will be completed in the future (when you arrive at your destination).

Bcwa ni ca ni guet cuan Dizhsa.

- a. They (prox.) want to go to Oaxaca City.
- b. I will go to school tomorrow.
- c. Did you go to San Lucas?
- d. Where will she (dist.) go?
- e. They (an.) are going to San Diego.
- f. Santiago said you (form. pl.) went to Los Angeles.
- g. We often went to California with Jose.
- h. When did you guys go to Tlacolula?
- i. Every day the doctor goes to that building.
- j. Soledad went to the church with you.
- k. Where are you going?
- l. I will always go to Oaxaca with you.

§17.4. Andative “goes and” verbs

The following sentences use “goes and” verbs – the technical term for these is **ANDATIVE** verbs:

Rata zhi rixel Jwany ra cart.	“Juan goes and sends letters every day.”
Tu ricwany bzyan Lia Len?	“Who goes and wakes up Elena’s brother?”
Rata zhi ricwualēng rradý.	“Every day he goes and turns on the radio.”

Habitual andative verbs are formed by adding the prefix **ri-** to the front of a verb base. The bases are underlined in the ordinary and andative examples below:

<u>rxel</u> “sends”	<u>rixel</u> “goes and sends”
<u>rcwany</u> “wakes up”	<u>ricwany</u> “goes and wakes up”
<u>rcwual</u> “turns on”	<u>ricwual</u> “goes and turns on”

Ri- is a short form of the verb **ria** “goes”.

Irrealis andative verbs start with **chi-**, and perfective andative verbs start with **gu-** (again, these prefixes are derived from forms of **ria-**).

Chixel Jwany ra cart.	“Juan will go and send letters.”
Guxel Jwany ra cart.	“Juan went and sent letters.”
Chicwualēng rradý.	“He will go and turn on the radio.”
Gucwualēng rradý.	“He went and turned on the radio.”

Like the verb **ria** “goes”, andative verbs have no progressive form.

Andative verbs are used to say that someone goes and performs an action. They can be translated either with English “goes and” or, often, with “goes to”. While the “goes to” translation may sound better to you in some cases, there’s an important difference between English *goes to* (or *will go to* or *went to*) sentences and

Zapotec andative verbs. An English sentence like *Juan went to feed the chickens* does not necessarily mean that Juan actually fed the chickens (just that he went with the intention of doing so). However, the Zapotec sentence **Gugyan Jwany ra budy** means that Juan not only went, he also definitely fed the chickens (as with English *Juan went and fed the chickens*). Another way to think of this is that the English sentence *Juan went to feed the chickens* primarily tells us about Juan’s going. However, the Zapotec sentence **Gugyan Jwany ra budy** primarily tells us about going-and-feeding.

“We” subject andative verbs. Most speakers use special andative prefixes on verbs with a “we” subject: habitual **ryo-** [ryoo’], irrealis **cho-** [choo’], and perfective **byo-** [byoo’]:

Ryoxelën ra cart.	“We go and send letters.”
Chocwanyën bzyan Lia Len.	“We will go and wake up Elena’s brother.”
Byocwualën rrady.	“We went and turned on the radio.”

Some speakers may use a different base for some “we” subject andative forms. For example, the normal andative form of **racw** “puts on a shirt” is **ritacw** “goes and puts on a shirt”. You may hear two “we” subject forms of this andative verb:

Ryodacwën cotony., Ryotacwën cotony.	“We go and put on a shirt.”
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In this case, some speakers use the d-base form of this verb in the andative, and others don’t. Special “we” subject andatives like this are listed in the verb charts at the end of this book.

Combining an andative verb with a form of **ria**. Sometimes speakers express “goes and” sentences by using both a form of **ria** and a following andative verb. For example, in the first sentence below, the verb **ria** “goes” is followed by **rixel** “goes and sends”, and in the

last sentence, **choēn** “we go” is followed by **choxelēn** “we go and send”:

Rata zhi ria Jwany rixel ra cart.	“Juan goes and sends letters every day.”
Jwany chia chixel ra cart.	“ <u>Juan</u> will go and send letters.”
Rata zhi rieēng rixelēng ra cart.	“He goes and sends letters every day.”
Naa chaa chixela ra cart.	“I will go and send letters.”
Choēn choxelēn ra cart.	“We will go and send letters.”

As the examples show, **ria** and the following andative verb have matching prefixes – both habitual, both irrealis, or both perfective. If the subject is a noun phrase, as in the first two sentences, it appears either before or between the two verbs. If the subject is a pronoun, however, the bound pronoun ending must be attached to both **ria** and the andative verb.

Although it may seem as though this last type of sentence should be translated with two “go” verbs (for instance, you might wonder if the first sentence should be “Juan goes and goes and sends letters every day”), speakers feel these are really equivalent to the simpler andative pattern with one verb.

Tarea Xop xte Lecsyony Tseinyabtyop.

Part Teiby. Bcwa ni ca ni guet cuan Ingles.

a. Gwaa gugyana becw.

b. Tu chidinal Chiecw?

- c. Gutopěng gyia.
- d. Zhimy xtena gunaz Lia Da.
- e. Chiu chixyeilyu pwert e?
- f. Byonaběn ra pasaport.

Part Tyop. One sentence in Part Teiby has another meaning because of a reversible verb. Which sentence is it? Give its other meaning in English.

Many verbs have irregular andative forms – they use a different base with the andative prefixes from the one they use in the habitual. There are some general rules that will help you to guess the andative base (in other words, what you add the andative prefix **ri-** to), but in general you should learn andative forms, especially for verbs that are irregular in other forms. The verb charts at the end of the book list irregular andative (“and.”) verbs.

For some verbs, the andative base is the same as the irrealis stem:

ria “drinks”	gyia “will drink”	rigyia “goes and drinks”
rgyet “plays”	cyet “will play”	ricyet “goes and plays”

For d-base verbs whose perfective base starts with **d**, the andative base starts with **t**:

rau “eats”	bdau “ate”	ritau “goes and eats”
rany “sits down on”	bdany “sat down on”	ritany “goes and sits down on”

Many other base-changing verbs with perfective bases starting with **d** work the same way:

rgue “cusses”	bde “cussed”	rite “goes and cusses”
rgap “slaps”	bdap “slapped”	ritap “goes and slaps”
rguieb “sews”	bdieb “sewed”	ritieb “goes and sews”

On the other hand, other base-changing verbs and some verbs whose bases start with **d** have andative bases starting with **nd**:

rbez “waits for”	rindez “goes and waits for”
rdats “spies on”	rindats “goes and spies on”
rbe “chooses”	rinde “goes and chooses”
rgu “puts down”	rindu “goes and puts down”

Usually the vowel pattern of an andative verb is the same as that of the verb it is formed from, but not always:

racw “puts on (a shirt)” [ra’ahcw]	bdacw “put on a shirt” [bda’ahcw]	ritacw “goes and puts on (a shirt)” [ritaa’cw]
reipy “tells” [re’ihpy]	gueipy “will tell” [gue’ipy]	rigueipy “goes and tells” [rigue’ihpy]

In other ways, andative verbs with irregular bases are used just like andative verbs with regular bases. They also use the prefixes **chi-** and **gu-** and the special “we” subject prefixes **ryo-**, **cho-**, and **byo-**.

Tarea Gaz xte Lecsyony Tseinyabtyop.

Bcwa ni ca ni guet cuan Dizhsa.

- a. I will go and bathe.
- b. Did Pedro go and ride that bull?
- c. My brother went and put on his pants.
- d. Who will go and put on this shirt?
- e. We will go and wait for Santiago.
- f. Why did you go and call Juana?
- g. The cow went and chewed on my petate!
- h. When will they go and cross the river?
- i. He went and paid Elena.

§17.5. The *-zhyi* “must be that way” particle

Here are some sentences that describe the speaker’s conclusion about a situation:

Guxelzhyi Jwany ra cart.

“Juan must have gone to send letters.”

Cayualzhyi Lia Len.

“Elena must be singing.”

Speakers use sentences like these to tell that they believe that a situation must be true on the basis of some evidence. For instance, if Juan isn’t around, and you figure that he’s gone to send some letters, but you’re not sure, you might use the first sentence.

The “must” idea in these sentences comes from the particle **-zhyi** [zhyi] which appears after each verb stem in each sentences. Like

the negative particle **-di**, **-zhyi** comes right after the verb stem, before the subject. If the subject is a pronoun, it is added to the verb following **-zhyi**. **-Zhyi** becomes **-zhy** before pronoun subjects that start with vowels.

Gutacwzhyirëng xcotonyrëng.	“They must have gone to put on their shirts.”
Reipyzhyëng Jwany.	“She must have told Juan.”

We will normally translate **-zhyi** with “must”, but in fact its meaning only means “must be that way”. **-Zhyi** never expresses the *must* of necessity or obligation in an English sentence like *We must leave now, or we'll miss the plane*.

Tarea Xon xte Lecsyony Tseinyabtyop.

Bcwa ni ca ni guet cuan Ingles.

- a. **Gutyzhyëm.**
- b. **Wbanyzhyi betsa.**
- c. **Rcazzhyu cart re.**
- d. **Candyanzhyiyuad.**
- e. **Bluzhyi Bed cuan Nach muly ricy.**
- f. **Cadilyzhyirëng cuan meser.**

There are several groups of particles in Valley Zapotec, all of which come before pronoun endings in a Valley Zapotec word. You have only seen the negative particle **-di** attached to a verb, but **-zhyi** and some other particles you'll learn later are different. Rather

than following a particular type of word, these particles always appear in a particular position in the sentence.

Jwanyzhyi guxel ra cart.	“ <u>Juan</u> must have gone to send letters.”
Naizhyi guxel Jwany ra cart.	“Juan must have gone to send letters <u>yesterday</u> .”
Ra cartzhyi guxel Jwany.	“Juan must have gone to send <u>letters</u> .”

-Zhyi is always attached to the first word, or occasionally the first short phrase, in the sentence. If that element is the verb, as in the first examples above, **-zhyi** comes right after the verb, before the subject (even if that subject is a pronoun that must be attached to the verb). If the subject or object or some other item in the sentence is focused, that focused item is the first element of the sentence, and **-zhyi** will be added after it. The last example above shows that **-zhyi** follows a phrase like **ra cart** “letters”.

Here is the sentence pattern to use with the particle **-zhyi**:

-zhyi SENTENCE PATTERN		
first item	-zhyi	(rest of sentence)
<i>Guxel</i>	<i>-zhyi</i>	<i>Jwany ra cart.</i>
<i>Jwany</i>	<i>-zhyi</i>	<i>guxel ra cart.</i>
<i>Ra cart</i>	<i>-zhyi</i>	<i>guxel Jwany.</i>
<i>Gutacw</i>	<i>-zhyi</i>	<i>-rěng xcamizhrěng.</i>
<i>Nai</i>	<i>-zhyi</i>	<i>guxel Jwany ra cart.</i>

Later, you will learn other particles that work like **-zhyi**. Remember that **-zhyi** expresses the “must be that way”, indicating the speaker is drawing a conclusion. Sometimes “might” or “could” or “maybe” are better translations for **-zhyi**, as you’ll see later.

When the item at the beginning of the sentence is a focused free pronoun, things work unexpectedly. Here's an example:

Lazhyëng guxelëng ra cart.	" <u>He</u> must have gone to send letters."
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Normally, as you know, the free pronoun “he” is **laëng** (of course, this can express “she” or even “it” too). Most free pronouns are formed from a **BASE** plus the corresponding bound pronoun – so, **laëng** consists of a base **la** plus the proximate ending **-ëng**.

The base **la** (most commonly pronounced [làa]) counts as the “first item” in the **-zhyi** sentence pattern, and the bound pronoun **-ëng** is the first thing in the “rest of sentence”, giving **lazhyëng** [làa'zhyëng]. Here are some more sentences beginning with combinations of **-zhyi** and different free pronouns:

Lazhyi guxeli ra cart.	" <u>She</u> must have gone to send letters."
Lazhyëm guxelëm ra cart.	" <u>He</u> must have gone to send letters."
Lazhyëb guxelëb ra cart.	" <u>She</u> must have gone to send letters."
Lazhyazh guxelazh ra cart.	" <u>He</u> must have gone to send letters."
Lazhyirëng guxelrëng ra cart.	" <u>They</u> must have gone to send letters."
Lazhyiri guxelri ra cart.	" <u>They</u> must have gone to send letters."
Lazhyirëm guxelrëm ra cart.	" <u>They</u> must have gone to send letters."
Lazhyirëb guxelrëb ra cart.	" <u>They</u> must have gone to send letters."
Lazhyirazh guxelrazh ra cart.	" <u>They</u> must have gone to send letters."
Lazhyad guxelad ra cart.	" <u>You guys</u> must have gone to send letters."

The formal “you” free pronouns use **la** as the base even though that’s not part of the free pronoun:

Lazhiyu guxelyu ra cart.	“ <u>You</u> (form.) must have gone to send letters.”
Lazhiyuad guxelyuad ra cart.	“ <u>You</u> guys (form.) must have gone to send letters.”

Three free pronouns have different bases before their bound pronoun endings. The base of **naa** “I” is **na**, the base of **liu** “you” is **li**, and the base of **danoën** “we” is **dano**, as in

Nazhya [nàa'zhya'] guxela ra cart.	“I must have gone to send letters.”
Lizhyu [liizhyùu'] guxelyu ra cart.	“ <u>You</u> must have gone to send letters.”
Danozhyën [danno'ozhyëhnn] guxelën ra cart.	“ <u>We</u> must have gone to send letters.”

Tarea Ga xte Lecsyony Tseinyabtyop.

Practice saying “must” in Zapotec in new sentences with **-zhyi** according to the following directions. Translate your sentences into English.

Part Teiby. Make up a sentence using **-zhyi** and...

- a. a focused noun subject
- b. the focused subject **naa**
- c. a focused object
- d. the focused subject **laëng**

e. another focused free pronoun subject with an andative verb

Part Tyop. Then, change each of the sentences you wrote in Part Teiby so that the verb is the first word in the sentence. Make sure that **-zhyi** winds up in the right place, but remember that if the verb is first, nothing else can be focused, so the translations will change.

§17.6. The **-ag** “this” and **-i** “that” endings

You already know about using the “this” and “that” words **re** / **re** and **ren** / **ren** in noun phrases to emphatically mention the location of a noun phrase relative to the speaker’s position. Another way to say “this” and “that” in Zapotec is with the noun endings **-ag** [ahg] “this” and **-i** [ih] “that”, as in

Becwag caduax.

“This dog is barking.”

Becwi bduax.

“That dog barked.”

-Ag and **-i** are bound forms of “this” and “that” corresponding to the independent “this” and “that” words you’ve already learned.

Like **re** “this” and **ren** “this”, **-ag** is used on a noun referring to something that is very close to the speaker, probably within touching distance. **-i** is used differently from **re** “that” and **ren** “that”, however. It is often used on a noun referring to something that is far off or out of sight, but crucially this noun must be something that has been mentioned in the conversation already, something that the hearer will be able to identify not just because he

can see it, but because it has already been mentioned. Thus, a more explicit translation for the second sentence above might be “That dog (that was mentioned before) barked.”

Like nouns followed by “this” and “that” words, nouns followed by **-ag** and **-i** are often focused, but not always. In this book, we will underline the translations of focused phrases.

Because **-ag** and **-i** are endings that begin with vowels, they work like pronoun endings when combining with vowel-final nouns. **-I** “that” follows the same rules as the distal pronoun **-i** when combining with noun phrases (see [Lecsyony Tseiny \(13\)](#)). **-Ag** works similarly to the familiar pronoun **-azh** (§17.2).

When you focus a noun with an **-ag** or **-i** ending in a “must” sentence with the particle **-zhyi**, that noun counts as the “first item” in the **-zhyi** sentence pattern. Next comes **-zhyi** (which becomes **-zhy** before these endings) plus **-ag** or **-i**. Here are some examples:

Becwzhyag caduax.	“This dog must be barking.”
Becwzhyi bduax.	“That dog must have barked.”

Tarea Tsë xte Lecsyony Tseinyabtyop.

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa, using the new endings **-ag** and **-i**.

- a. Catalina is reading that book.
- b. Did you go and buy this blanket?
- c. That woman fell.

d. We will go and gather those apples.

e. Will this horse get sold?

f. Señor Panfilo opened that door.

g. That child played with Soledad.

h. Play this clarinet!

i. Where did they buy that teja?

Part Tyop. Change each of the sentences in Part Teiby so that the “this” or “that” noun is not focused. Translate your new sentences.



Fot Tyop xte Lecsyony Tseinyabtyop. Two gringos in traditional **zhomrel** photographing the **Ydo Santony** [ydoòò' Sanntoony], the old church of San Antonio near the bus stop at the entrance to San Lucas Quiavini.

Prefixes, Endings, and Particles

-ag [ahg] this

-azh [ahzh:] he, she (bound singular familiar pronoun) (used differently by men and women; primarily used by male speakers, see lesson)

byo- [byoo'] perfective andative prefix for verbs with "we" subjects; "we went and"

chi- [chi] irrealis andative prefix; "will go and"

cho- [choo'] irrealis andative prefix for verbs with "we" subjects; "we will go and"

gu- [gu] perfective andative prefix; "went and"

-i [ih] that

-razh [rahzh:] they (bound plural familiar pronoun) (used differently by men and women; primarily used by male speakers, see lesson)

ri- [ri] habitual andative prefix; "goes and"

ryo- [ryoo'] habitual andative prefix for verbs with "we" subjects; "we go and"

-zhy [zhy] must (form of **-zhyi** used before pronoun endings that start with a vowel)

-zhyi [zhyi'] must (particle)

Abbreviations

fam. familiar

18. Lecsyony Tseinyabchon: Tyop buny cagwi lo ra budy "Two people are looking at chickens"



Fot Teiby xte Lecsyony Tseinyabchon. Tyop buny cagwi lo ra budy.

Ra Dizh

a [a] (word used before focused subjects in locational sentences; see section §18.4)

botei [bote'i] bottle

cwe [cwe'eh] beside, next to

dets [dehts] behind, in back of

guecy [gue'ehcy] / **guëcy** [guë'ëhcy] above; on top of, at the very top of

lany [làa'any] 1. in; 2. into

lo [loh] 1. on; 2. in front of; 3. to

ni [ni'ih] under

par [pahr] for

ran [ràann] 1. sees (a situation); 2. sees to, looks after, watches over, takes care of § perf. **mna** [mnàa], irr. **gan** [gàann]

ran lo [ràann loh] sees (something) > **ran** "sees"

ratga [ràa'tga'ah] lies down (in a location) (CB verb) § perf. **guatga** [gùa'tga'ah]; irr **gatga**; neut. **natga**

rbe permisy lo [rbee'eh permi'sy loh] asks permission from (someone) > **rbe**

rbeb [rbèe'b] gets (put) into a position (on a flat, elevated surface); is (habitually) in a position (on a flat, elevated surface) § neut. **beb**

rbecy lo [rbèe'cy loh] fights (a bull) > **rbecy**

rbeluzh [rbee'lùuzh] sticks out his tongue, e.g. for the doctor

rbeluzh lo [rbee'lùuzh loh] sticks out his tongue at (someone)

rcwa lo [rcwààa'ah loh] writes (something) to (someone); throws (something) to (someone) > **rcwa**

rcwatslo lo [rcwàa'tsloh loh] hides from (someone)

rgue lo [rguèe loh] insults, cusses at, cusses out (someone) > **rgue** “cusses”

rguiny lo [rgui'iny loh] borrows (something) from (someone) > **rguiny** “borrows”

rgwi [rgwi'ih] looks around (in a location – used with a location phrase)

rgwi lo [rgwi'ih loh] looks at, watches, checks out

ria mach lo [rihah ma'ch loh] flirts with, courts (a young woman) (of a young man) > **ria**

rinda lo [rindàa loh] runs into, encounters (someone) § perf. **gunda lo** [gunda' loh] **

rnab lo [rnààa'b loh] asks for (something) from (someone) > **rnab**

ru [ru'uh] is (located) inside (usually habitually); exists (in a location) (CB verb) § perf. **gu**; irr. **chu**; neut. **nu**;

rzhuën [rzhu'-ëhnn] / **ruën** “we are located” (all “we” forms may use the normal base or the **zhu** [zhu'] base)

ru [ru'uh] on the edge of

rzeiby [rzèèi'by] hangs (in a location) § irr. **seiby**; neut. **zeiby**

rzi lo [rzi' loh] buys (something) from (someone) > **rzi**

rzu [rzuh] stands (in a location) § irr. **su** [suu]; neut. **zu** [zuu]

rzub [rzùu'b] gets placed, is (habitually) placed (on a flat, elevated surface) § irr. **sub**; neut. **zub** [zu'ùu'b]

rzub [rzùub] sits, sits down (in a location) § irr. **sub**;
neut. **zub**

rzubga [rzubga'ah] sits, sits down (in a location) (CB verb) § irr. **subga**; neut. **zubga**

rzugwa [rzugwa'ah] stands (in a location) § irr. **sugwa**;
neut. **zugwa**

tas [ta's] cup

trasde [tráhsdeh] behind, in back of

zha [zh:àa'] 1. rear end; buttocks; 2. under

zhan [zh:ààa'n] under

Xiëru Zalo Ra Dizh

1. There are several pairs of words on the list of Ra Dizh that are spelled the same. The two **ru**'s are pronounced the same, but one is a verb and one isn't, as you'll learn later in the lesson (these two words are probably related, and connected with the noun **ru** "mouth"). A more confusing pair of verbs is **rzub** [rzùub] and **rzub** [rzùu'b], and the related locational verbs **zub** [zùub] "is sitting" and **zub** [zu'ùu'b] "has been placed". Make sure you can hear the difference in pronunciation between **zub** [zùub] and **zub** [zu'ùu'b]. The use of these verbs is described in sections [§18.1.1](#) and [§18.1.3](#). (And consider the comparative note at the end of this lesson, as well.)

2. The words **zha** [zh:àa'] and **zhan** [zh:ààa'n] both mean both "under"

(as discussed in the lesson) and “buttocks” or “rear end”. In this sense these may be considered to be impolite words by many speakers, as discussed in Lecsyony Tsëda.

3. The perfective of **ru**, **gu**, uses the same special spelling rule as **rgu** “puts down” ([Lecsyony Tseiny \(15\)](#)). You need to add a hyphen before endings beginning with **i** or **ë**, as with **gu-i** “he (dist.) was inside”, **gu-ëng** “he (prox.) was inside”, and so on.

§18.1. Locational verbs

§18.1.1. Talking about the location of people and animals. Here are some examples of some sentences using locational verbs to talk about where people and animals are located:

Zubgoo ricy.	“You are sitting there.”
Zugwaa re.	“I am standing here.”
Zu cabai ren.	“The horse is standing there.”
Nurëng ricy.	“They are in there.”
Cali natga becw?	“Where is the dog lying?”

Locational sentences have three parts: a locational verb, a subject, and a **LOCATION PHRASE**.

LOCATIONAL SENTENCE PATTERN		
locational verb	subject	location phrase
<i>Zubgo</i>	<i>-o</i>	<i>ricy.</i>
<i>Zugwa</i>	<i>-a</i>	<i>re.</i>
<i>Zu</i>	<i>cabai</i>	<i>ren.</i>
<i>Nu</i>	<i>-rëng</i>	<i>ricy.</i>

A location question like **Cali natga becw?** begins with **cali** “where”

followed by a locational verb – in this question, **cali** is like a location phrase. (**Cuan** “where is” is not used with locational verbs.)

Below is a list of locational verbs. You can listen to these locational verbs on the *sede* that accompanies this course, and you’ll learn more about all of them later in the lesson.

beb [bèe'b]	“is located (on a flat, elevated surface)”
natga [nàa'tga'ah]	“is lying”
nu [nu'uh]	“is (located); is (located) inside”
zeiby [zèèi'by]	“is hanging”
zu [zuu]	“is standing”
zub [zu'ùu'b]	“is (has been placed) (on a flat, elevated surface)”
zub [zùub]	“is sitting”
zubga [zubga'ah]	“is sitting”
zugwa [zugwa'ah]	“is standing”

Locational verbs are used to tell the location of something and, very often, to tell its position or orientation. Almost all of them can be translated simply as “is” or “is located” – thus, if someone announced where he was by saying **Zugwaa re** “I am here”, the fact that he was standing might be apparent to everyone, and you might not consider it to be an important part of the message communicated. (**Zua re** could be used similarly. **Zugwa** and **zu** have very similar meanings, and speakers have trouble explaining any difference between them.) As with habitual and progressive verbs, locational verbs don’t have to refer to the present, but can be used in some cases to refer to other times (though we will generally use present translations for them in this book).

Ricy, re (“here”), and **re** (“there”) are examples of location phrases – these express the location of a subject (or, as you’ll see later, of

an action). You'll learn more about these and other types of location phrases later in this lesson.

%%Although you would probably expect the “you (sg.)” form of **zugwa** to be <zugwoo>, the correct form is actually **zugoo** [zugòò'-òò'??]. Notice how the **w** disappears when the final vowel **a** turns to **o** (following the regular rule you learned in [Lecsyony Tseiny \(13\)](#)).

Tarea Teiby xte Lecsyony Tseinyabchon.

Bcwa ni ca ni guet cuan Dizhsa.

- a. Are you standing there?
- b. Juana is standing here. (Use a different word for “standing” from the one in sentence a.)
- c. Where is the teacher sitting?
- d. Why are the babies lying there?
- e. Where are the pigs (lying)?
- f. The doctor is sitting there with my father.

§18.1.2. Talking about the location of inanimate items with **zu** and **natga**. You may wonder which locational verb when talking about inanimate (non-living) items like boxes or books. While it is clear whether a man or a dog is lying down or standing, how do you know when a book is lying or standing?

If the inanimate item is tall and thin, like an upright bottle, then you should think of it as “standing” and use the verb **zu** to give its location. Talking about the bottles on the table in Fot Tyop below, you could say

Zu ra botei re.

“The bottles are there.”

Just as with people and animals, you don’t always have to express the reference to an item’s position in your English translation. Although the locational verb **zu** means “are standing” and the sentence could be translated “The bottles are standing there”, it’s fine to think of **zu** as the equivalent of English “are” in this sentence.

Fot Tyop xte Lecsyony Tseinyabchon. A restaurant at the Zocolo in Oaxaca City.

If the inanimate item is long and thin (like a stick on the ground) or flat (like a blanket), then you should think of it as “lying” and use the verb **natga** to give its location. You should also think of inanimate items that are compact and round (like a ball) or squarish (like a box) as “lying”, and use **natga** with them too. For example, we can use **natga** to talk about the limes in Fot Chon:

Natga ra limony ren.

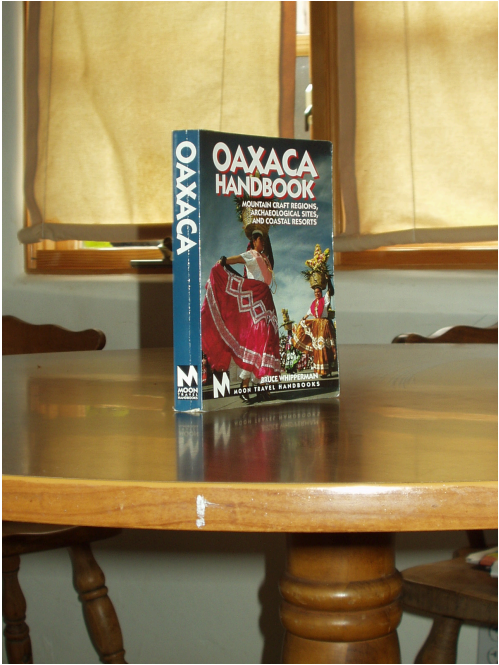
“The limes are here.”

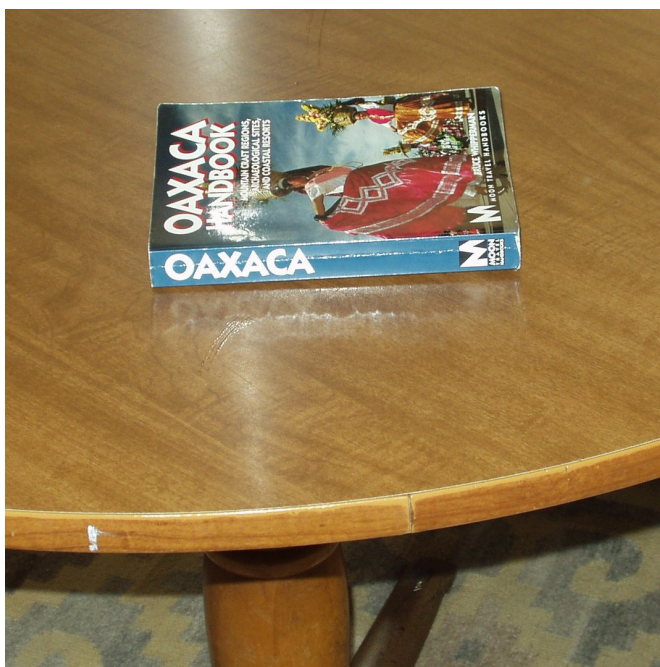


Fot Chon xte Lecsyony Tseinyabchon. Limes for sale at the market in Tlacolula.

In English we're not always too specific about specifying position, but this is usually more important in Zapotec. Here are two ways to say "The book is here":

Zu liebr re.	"The book is (standing) here."
Natga liebr re.	"The book is (lying) here."





Ra Fot Tap cuan Gai xte Lecsyony Tseinyabchon. A book in two positions.

The first sentence could be used to refer to Fot Tap above, where the book is standing upright. The second could be used to refer to Fot Gai in which the book is lying flat.

Listen to Zapotec speakers, and pay attention to what locational verbs they use! When you do this, you'll learn some surprising things about how to express location. For one thing, the "sitting" verbs **zub** [zùub] and **zubga** are only used to talk about the position of people and animals, never to talk about the position of inanimate items (other than, perhaps, dolls or stuffed animals!). (The locational verb **zub** [zu'ùu'b] "is placed" can be used with inanimate subjects, as described in section [§18.1.3](#).)

There are two ways, then, to ask about the location of something.

You can use the special “where is” question word **cuan**, or you can use **cali** with a locational verb:

Cuan ra botei?	“Where are the bottles?”
Cali zu ra botei?	“Where are the bottles?”, “Where are the bottles standing?”
Cuan Lia Glory?	“Where is Gloria?”
Cali zubga Lia Glory?	“Where is Gloria?”, “Where is Gloria sitting?”

There is not a great difference between the two – but if you use **cali**, you have to make sure the locational verb you choose is appropriate. (See what your teacher thinks!)

Tarea Tyop xte Lecsyony Tseinyabchon.

Bcwa ni ca ni guet cuan Dizhsa. Pay special attention to the choice of locational verb by thinking about the shape or orientation of the subject.

- a. The pots are there.
- b. Where are the bottles? (Use **cali**.)
- c. Where is the glass? (Use **cali**.)
- d. Those blankets are there.
- e. Your books are here.
- f. The building is there.
- g. Ignacio said, “The basket is here.”

§18.1.3. Talking about the location of inanimate things with **nu**, **beb**, and **zub**. The Zapotec locational verbs **nu**, **beb**, and **zub** don't necessarily tell you about the posture or orientation of their subjects. Here are some examples.

Nu liebr ren.	"The book is in there."
Beb gues re.	"The pot is there."
Zub botei ricy.	"The bottle is (placed) there."

The verb **nu** "is (located) inside" doesn't say anything about the shape or orientation of an item (unlike the verbs **zu** and **natga**); but it does say something about where the item is located: inside something else. If it's possible to use **nu**, speakers often prefer to use this verb rather than a locational verb referring to position. Look at Fot Xop below. You may think that it would be appropriate to say <**Natga guetxtily ren**>, since the bread is round. However, since the bread is located inside the plastic bag, a better way to refer to its location is to say something like

Nu guetxtily ren.	"The bread is in there."
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Similarly, even though the flowers in Fot Gaz are positioned so that they are long and tall, it is not appropriate to say <**Zu ra gyia re**>. Since the flowers are located inside something else, it's better to say something like

Nu ra gyia re.	"The flowers are in here."
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Ra Fot Xop cuan Gaz xte Lecsiony Tseinyabchon. Bread in a bag and flowers in a bag.

The locational verb **beb** is used to refer to the location of an inanimate item on a raised, flat surface (such as a table, for example). **Beb** is only used with inanimate subjects that are not permanently in position (for example, it's not used about houses) and that don't have obvious ways of moving (like feet or wheels).

(Consider Fot Gai above. Can you think of another way to describe

where the book is, now? Speakers may prefer to use **beb** over a locational verb referring to a specific position if both are possible.)

There are two different verbs written as **zub**, although these are pronounced differently. The first one is **zub** [zùub] “is sitting”, which, as we’ve seen, is only used about people and animals. The second, **zub** [zu’ùu’b] “is (placed on a flat, elevated surface)” can only be used about inanimate items. As you can see, only one of these two verbs (at most) could be appropriate in any given situation. (Make sure you can pronounce the difference between these two verbs!)

The difference between **zub** “is placed” and **beb** is that with **zub** “is placed” you know that the item has been put in its position by somebody. (With this in mind, can you think of a third way to describe Fot Gai?)

§18.1.4. Choosing a locational verb: a summary. Talking about where things are located in Zapotec is very different from in English! The chart below will help you choose the appropriate verb for doing Tarea Chon below.

Tarea Chon xte Lecsyony Tseinyabchon.

Practice deciding which locational verbs to use by choosing an appropriate locational verb for each item listed below and making up a Zapotec sentence about it, using **ren**, **re**, or **ricy** for your location phrase. When you are finished, translate your sentences into English.

a. **bchily**

b. **da**

c. **bar**

d. **blal**

e. **becw**

f. **mna**

g. **tas**

h. **botei**

Table 18.1 Choosing the Right Locational Verb According to the Subject You are Locating

<i>subject to be located</i>	<i>specifications</i>	<i>locational verb</i>
If the person or thing is located inside of something else...		use nu .
If the person or thing is hanging...		use zeiby .
If it's inanimate and located on an elevated surface...	and you want to say that it was placed there by someone...	use zub "is placed".
	and you don't know or don't want to say that it was placed there ...	use beb – or continue below....
If it's inanimate, and you don't want to specify that it's located on an elevated surface....	and it's tall (like a bottle) or positioned so that it is tall (like a book standing up)...	use zu or zugwa .
	and it's long and thin (like a stick on the ground), or flat (like a blanket), or compact (like a ball or box), or positioned flat (like a book lying down)...	use natga .
If it's a person or an animal...	and the person or animal is standing...	use zu or zugwa .
	and the person or animal is sitting...	use zub "is sitting" or zubga .
	and the person or animal is lying down...	use natga .

There are many other things you'll learn about the use of locational verbs as you listen to speakers using Zapotec. In

particular, listen to how speakers use the verb **nu**. You'll probably find that speakers can use this verb in additional cases!

§18.2. Forms of locational verbs

Locational verbs are examples of a special type of Zapotec verb stem called the neutral (they are not the only neutral verbs – you already know the neutral verbs **ca** “has, is holding” and **na** “said”, and you’ll learn others in later lessons). Neutral verbs usually express a state of being, such as the fact that something is in a certain position in a location. (**Na** is an exception here, since it expresses an act of saying.)

Here are the habitual stems that correspond to the new locational verbs:

ratga [ràa'tga'ah] lies down (in a location)
rbeb [rbèe'b] gets (put) into a position (on a surface); is (habitually) in a position (on a surface)
ru [ru'uh] is (located) inside (usually habitually); exists (in a location)
rzeiby [rzèèi'by] hangs (in a location)
rzub [rzùu'b] gets placed, is (habitually) placed (in a location)
rzub [rzùub] sits, sits down (in a location)
rzubga [rzubga'ah] sits, sits down (in a location)
rzu [rzu] stands (in a location)
rzugwa [rzugwa'ah] stands (in a location)

Like other habitual stems, these verbs are used to describe events that happen habitually or customarily. They are used much less often than the corresponding neutral stems.

As you can see, the neutral verbs **natga** and **nu** are formed by dropping the **r** of the habitual stems **ratga** and **ru** and adding an **n**

prefix – but the other verbs are formed by dropping the **r-** habitual prefix. (As you can see, many location verb bases start with **z**.)

Vowel-initial bases and a few others have an **n-** neutral prefix, but many neutral stems have no prefix. This means that for many verbs the neutral form is the same as the base of the verb, but sometimes there is a change in the vowel pattern (compare the difference between the KC vowel pattern of **rzub** “gets placed” with the CKC pattern of **zub** “is placed”, or the B pattern of **rzu** and the PP pattern of **zu**, for example). Make sure you can pronounce all of the new verbs in both the neutral and the habitual forms, and that you can identify these when your teacher says them.

The perfective stem of **ru** is **gu** [gu'uh], and the perfective stem of **ratga** is **guatga** [gùà'tga'ah]. The perfective stem of **rbeb** is **wbeb** [wbèe'b], following the regular rule for verbs whose bases start with **b**. The perfective stems of the new verbs whose bases (and neutral forms) start with **z** use the regular perfective prefix **b**.

The irrealis stem of **ru** is **chu** [chu'uh], the irrealis stem of **ratga** is **gatga** [gàa'tga'ah], and the irrealis stem of **rbeb** is **cweb** [cwèe'b].

The irrealis stems of the locational verbs that start with **z** are formed by changing the **z** at the beginning of these verbs to **s**:

seiby [sèèi'by] will hang (in a location)
sub [sùub] will sit (in a location)
sub [sùu'b] will be placed (in a location)
subga [subga'ah] will sit (in a location)
sugwa [sugwa'ah] will stand (in a location)
su [suu] will stand (in a location)

Most locational verbs do not have progressive stems. Here are two that do:

cayatga is lying down (in a location)
cazubga is sitting down (in a location)

Usually, however, progressive ideas are expressed with neutral forms of locational verbs.

You may have noticed that the new verb **rbeb** is the same as the verb you learned earlier meaning “rides”. In this meaning, **rbeb** is not a locational verb. The progressive stem for **rbeb** refers only to the “riding” meaning:

Cabebhëng gwuan.	“He’s riding the bull.”
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Tarea Tap xte Lecsyony Tseinyabchon.

Change each of the Zapotec sentences below so that it uses a habitual verb. Then translate your new sentence into English.

- a. **Seiby foc re.**
- b. **Cweb gues re.**
- c. **Blal sub ren.**
- d. **Cali chu muly?**
- e. **Cayatga becw ricy.**
- f. **Mes bzubga re.**
- g. **Ra botei zu ricy.**
- h. **Jwany sundi ren.**

§18.3. Prepositions

Look at the pairs of sentences below. The second sentence in each pair contains an added phrase that adds information to the first sentence.

Bzuatu e?	"Did you play?"
Bzuatu cuan Bed e?	"Did you play with Pedro?"
Bilya teiby liebr.	"I read a book."
Bilya teiby liebr par xnan Lia Glory.	"I read a book for Gloria's mother."
Bzubga doctor.	"The doctor sat down."
Bzubga doctor trasde gyag re.	"The doctor sat down behind that tree."

These added phrases begin with **PREPOSITIONS**. You've known the preposition **cuan** for some time, of course, though we have not used that label for this word up to now. Prepositions like **cuan**, **par** [pahr] and **trasde** [tráhsdeh] help us to understand how noun phrases and names like **Bed**, **xnan Lia Glory**, and **gyag re** are related to the event that the sentence is talking about. These noun phrases are neither the subject nor the object of the sentences that include them. Rather, they and the preposition tell us something more about the event – who else was involved, who something was done for, or where something took place, for example. (English has prepositions too, including *with*, *for*, *behind*, and many others, including some longer phrases such as *on top of* or *in back of*.)

Noun phrases or names form prepositional phrases with the prepositions that they follow:

cuan Bed	"with Pedro"
par xnan Lia Glory	"for Gloria's mother"
trasde gyag re	"behind that tree"

A prepositional phrase consists of a preposition plus a following noun phrase, which is called the **PREPOSITIONAL OBJECT** or the object of the preposition – thus, for example, **Bed** is a prepositional object in **cuan Bed**, and we could say that **Bed** was the object of **cuan**.

Zapotec has two types of prepositions. Most **SPANISH PREPOSITIONS**, including **cuan**, **par**, **trasde**, and a number of others, were borrowed from Spanish. Objects of Spanish prepositions can be expressed with free pronouns:

cuan naa	“with me”
par yuad	“for you (form pl.)”
trasde lai	“behind it (dist.)”

Here’s the pattern that these phrases use:

SPANISH PREPOSITION WITH PRONOUN OBJECT PATTERN	
Spanish preposition	free pronoun prepositional object
<i>cuan</i>	<i>naa</i>
<i>par</i>	<i>yuad</i>
<i>trasde</i>	<i>lai</i>

Tarea Gai xte Lecsnyony Tseinyabchon.

Bcwa ni ca ni guet cuan Dizhsa. Then practice reading each of your sentences out loud.

a. She washed the shirt for you.

- b. They are walking around with her.
- c. Are you standing behind them?
- d. I warmed the coffee for you (form.).
- e. I'll carry the books for him.

Occasionally you'll hear speakers use other meanings for these prepositions. Here's an example from *Blal xte Tiu Pamyël* in which **par** expresses "to":

Mnabën teiby abenton par Los Angl.	"We thumbed a ride to Los Angeles."
---	--

Listen, and you'll learn more expressions that use Spanish prepositions. You'll also discover that there are few prepositions in this group that were not borrowed from Spanish – but we call them "Spanish prepositions" anyway, because they work differently from the second group of prepositions, which are described in the next section.

§18.4. Location phrases with prepositions

Native prepositions. **Trasde gyag re** is a location phrase in the sentence

Bzubga doctor trasde gyag re.	"The doctor sat down behind that tree."
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Trasde gyag re uses the Spanish preposition **trasde**. But most Zapotec location phrases use **NATIVE PREPOSITIONS**, not Spanish prepositions. Native prepositions are almost all original Zapotec

words, not words borrowed from Spanish. One native preposition that you already know is **xten**. Most native prepositions are used in expressing location, as in the following examples:

Zubga becw dets mes.	“The dog is (sitting) behind the table.”
Zugwa becw lo mes.	“The dog is (standing) on the table.”
Natga becw ni mes.	“The dog is (lying) under the table.”
Zub gues ru mes.	“The pot is (placed) on the edge of the table.”
Zeiby foc guecy mes.	“The light bulb is (hanging) above the table.”
Nu muly lany zhimy.	“The money is in the basket.”
Zu doctor dets mna re.	“The doctor is standing behind that woman.”
Zu doctor lo mna re.	“The doctor is standing in front of that woman.”

These sentences use the native prepositions **dets** [dehts] “behind”, **lo** [loh] “on” and “in front of”, **ni** [ni’ih] “under”, **ru** [ru’uh] “on the edge of”, **guecy** [gue’ehcy] “above”, and **lany** [lää’any] “in”. (There are thus two words for “behind” or “in back of”, **trasde** and **dets**. Because **dets** is the native preposition, many people may consider it more correct. But most speakers use both of these words!)

Most of these words are familiar to you already. These native prepositions can also be used as nouns naming parts of the body: **dets** “back”, **lo** “face”, **ni** “foot”, **ru** “mouth”, **guecy** “head”, and **lany** “stomach”. Valley Zapotec speakers instinctively know whether one of these words is used to name a body part or as a preposition telling how the following prepositional object is related to the rest of the sentence. Probably it will also be very clear to you whether one of these words is used as a preposition or an e-possessed noun in any given sentence.

There are a few other native prepositions that you need to learn. **Cwe** [cwe'eh] means “beside” or “next to”. (This word is related to a word for “side” (of a body or something else) that some but not all speakers feel is correct; we will not use **cwe** to mean “side” in this book.) Two other words for “under” are **zha** [zh:àa] and **zhan** [zh:ààa'n], both of which also mean “buttocks” or “rear end” (and, as noted in the Ra Dizh, are considered to be rather impolite words in this sense by many speakers).

The native prepositions often may be translated with several different English prepositions; for example, **guacy** may often mean “on” or “at the very top of” rather than “above”, **ni** can mean “at the foot (or base) of”, and **lo** means both “on” and “in front of”. Speakers also vary in how they use the prepositions: for example, some speakers use **lany** to mean “under” in certain situations, though in this book we will use only **ni**, **zha**, or **zhan** to mean “under”. Sometimes the preposition a Zapotec speaker chooses may make sense, though it might not be the one you would use in English, as in

Bed cuan na byon San Diegw lany autobuas.	“Pedro and I went to San Diego on the bus.”
--	--

In English, we say “on” here, but in fact, if you think about it, “in” makes more sense! (There is no preposition before **San Diegw**. You can use a place name destination with a form of **ria** “goes” without a word meaning “to”. You’ll learn more about using place names without prepositions sentences in Lecsyony Galy.)

Here are some examples with focused location phrases:

Dets zhyap zubga Bed.	“Pedro is (sitting) behind the girl!”
Ru mes zub gues.	“The pot is (placed) on the edge of the table.”
Lany zhimy nu muly.	“The money is in the basket.”

The most common position for location phrases is before the verb, especially when answering a “where?” question. This pattern doesn’t involve as much emphasis as an English sentence like *Pedro is sitting behind the girl*, so the prepositional phrase is not underlined in the translations. Notice that when you focus a location phrase you must include the preposition, and put the whole location phrase (for example, **dets zhyap** or **lany muly**) at the beginning of the sentence. (In English we can say things like *The basket is what the money is in*, with the preposition at the end of the sentence. This is not possible in Valley Zapotec. There is always a prepositional object next to a Valley Zapotec preposition, and a Valley Zapotec sentence can’t end with a preposition without something following it.)

Now, here’s another type of location sentence you may hear:

A becw zubga dets mes.	“ <u>The dog</u> is (sitting) behind the table.” “There’s a dog (sitting) behind the table.”
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Putting **a** before a focused subject of a locational sentence can express two meanings. Often this type of sentence corresponds to ordinary focus, and might be used to answer a “where?” question. Sometimes, though, these **a** sentences are more like English “there” sentences. Listen to how Zapotec speakers use **a** in location sentences, and you’ll learn more about this.

Tarea Xop xte Lecsyony Tseinyabchon.

Now that you've learned about prepositions, look again at the following pictures from this lesson and, for each one, answer the question given in Zapotec. Your answer should use a locational verb and a location phrase containing the noun given in parentheses. Finally, translate your sentence into English, as in the example.

Example. Fot Tyop: Cuan ra botei? (mes). A ra botei lo mes / Ra botei zu lo mes. "The bottles are on the table."

- a. Fot Chon: **Cuan ra limony? (gyets)**
- b. Fot Tap: **Cuan liebr? (mes)**
- c. Fot Gai: **Cuan liebr? (mes)**
- d. Fot Xop: **Cuan guetxtily? (bols)**
- e. Fot Gaz: **Cuan ra gyia? (bols)**
- f. Fot Teiby: **Cuan nguui? (mna)**

Objects of native prepositions. The major difference between native and Spanish prepositions concerns how you express prepositional objects that are pronouns. With Spanish prepositions, as you've learned, a prepositional object can be a free pronoun. With native prepositions, however, you have to use a bound pronoun to express a prepositional object:

Detsa zubga Jwany.	“Juan is (sitting) <u>behind me</u> .”
Zugwa Lia Len loo.	“Elena is (standing) in front of you.”
Cweën natgaëng.	“He is lying <u>next to us</u> .”
Detsi zu ra botei.	“The bottles are (standing) <u>behind it</u> .”
Natga ra guet lanyëng.	“The tortillas are (lying) in it.”
Zu Nach cwia.	“Ignacio is standing next to me.”

Here’s the pattern:

NATIVE PREPOSITION WITH PRONOUN OBJECT PATTERN	
native preposition	bound pronoun prepositional object
<i>dets</i>	-a
<i>lo</i>	-o
<i>cwe</i>	-ëñ
<i>lany</i>	-ëng
<i>cwi</i>	-a

These examples show that the bound Zapotec pronouns may have an additional English translation. We’ve seen them used as subjects (for example, **-a** means “I” and **-ëñ** means “we”) and as possessors (for example, **-a** means “my” and **-ëñ** means “our”). As prepositional objects, **-a** means “me” and **-ëñ** means “us”, and so on.

Adding bound pronouns to prepositions to indicate prepositional objects works just like adding bound pronouns to nouns to indicate possessors. You need to use the combination forms of the prepositions when you add bound pronouns, and the same types of changes that can occur with vowel final nouns also happen with vowel final prepositions. This means, for instance, that **lo** plus the bound pronoun **-a** is pronounced **lua**, and **cwe** plus the bound

pronoun **-a** is pronounced **cwia**. (For a review of these changes, see [Lecsyony Tseiny \(13\)](#) and [Tsêda](#).)

Locational phrases in sentences. Some verbs, like the locational verbs you learned earlier in this lesson, don't make sense without a location phrase. Another example of a verb that needs a location phrase is **rgwi** "looks around". You have to tell the location in which someone looks around – it doesn't make sense to use this verb all by itself:

Ricy bgwiên.	"We looked around there."
Chigwiad lany Ydo Santo Domyengw.	"You can go and look around in the Santo Domingo Church."

(Note that **rgwi** doesn't mean "looks around for" – that's **rguily**, as you know.) Other verbs can be used either with or without added location phrases:

Cayualrêng.	"They are singing."
Cayualrêng lany ydo.	"They are singing in the church."

Tarea Gaz xte Lecsyony Tseinyabchon.

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

a. Modesta is sitting behind Catalina.

b. Modesta is sitting behind Catalina. (use a different word for "behind"!)

c. They are playing in back of the school.

- d. We are standing in the store.
- e. Who made the dress for Elena's mother?
- f. The boys looked around in front of the church.
- g. The picture is hanging in the church.
- h. Chico wrote the letter with that pen.
- i. Who is sitting next to the teacher?
- j. Why is Pedro standing next to those women?
- k. I will look under the table.
- l. Three trees are on the very top of the mountain.

Part Tyop. For each of your sentences in Part Teiby, change the prepositional object into a pronoun. Be careful to use the correct type of pronoun!

Part Chon. Now, translate the following sentences once more, assuming that they end as follows rather than as above.

- a. ... behind me.
- b. ... behind you.
- e. ... for you (form.)?
- i. ... beside us?
- j. ... in front of you guys?

§18.5. More about *lo*

Lo “on; in front of” is the most frequently used native preposition,

and there are few extra things you need to learn about how it works with other types of objects and meanings.

§18.5.1. Talking about seeing with **lo**. Most Valley Zapotec expressions that refer to seeing or looking at something express the noun phrase telling who or what was seen as the object of the preposition **lo** rather than as a regular object. Here are two of these verbs:

ran lo [ràann loh] sees
rgwi lo [rgwi'ih loh] looks at, watches, checks out

The verb **ran** is quite irregular: its perfective is **mna**, and its irrealis is **gan**.

These new verb phrases can be used in sentences like the following:

Rana lo Bed.	“I see Pedro.”
Mna Lia Len lua.	“Elena saw me.”
Cagwiu lo telebisyon e?	“Are you watching television?”
Chigwi Jwany lo ra budy.	“Juan is going to go and look at the chickens.”

Here is the pattern used in these sentences:

“SEE” SENTENCE PATTERN WITH lo				
“see” verb	subject	lo	prepositional object	rest of sentence
Ran	-a	lo	Bed.	
Mna	Lia Len	lu	-a.	
Cagwi	-u	lo	telebisyon	e?
Chigwi	Jwany	lo	ra budy.	

In these expressions, **lo** does not mean “on” or “in front of” (though

you usually are facing whatever you are looking at!). It is best just to think of it as part of the “seeing” verb. What would be the object in the English sentence is expressed in Zapotec in a prepositional phrase, as the object of the preposition **lo**.

The pattern above is the basic pattern, starting with a verb. Of course, you can focus the subject or the prepositional object. **Lo** plus the following prepositional object form a prepositional phrase, so if you want to focus the item that is seen, you need to focus the whole **lo** phrase:

Lia Len mna lua.	“ <u>Elena</u> saw me.”
Lo ra budy chigwi Jwany.	“Juan is going to go and look at <u>the chickens</u> .”
Lo telebisiony cagwiu e?	“Are you watching <u>television</u> ?”

§18.5.2. More ways to use **lo**. Some complex verbs use **lo**:

rbecy lo [rbèe’cy loh] fights (a bull)
rbeluzh lo [rbèe’lùuzh loh] sticks out his tongue at (someone)
rcwatslo lo [rcwàa’tsloh loh] hides from (someone)
rgue lo [rguèe loh] insults, cusses at, cusses out (someone)
rinda lo [rindàa loh] runs into, encounters (someone)

Here are some sentences that use these new verbs:

Jwany cwecy lo guan.	“ <u>Juan</u> will fight the bull.”
Queity cweluzh lua!	“Don’t stick out your tongue at me!”
Cacwatslong loo.	“He’s hiding from you.”
Lo Raúl Alba bde Chiecw.	“Chico cussed out <u>Raúl Alba</u> .”

These vocabulary entries work similarly to those you’ve seen for the “see” verbs in [§18.4.1](#) or for verb phrases that include **runy**

(Lecsyony Tsëbtyop). The first word in the entry is the verb (you've seen many of these verbs before, used on their own). Select the right stem of the verb according to the meaning of the sentence you're expressing. (Irregular stems of verbs are listed in the [Ra Dizh](#) and the [Rata Ra Dizh](#), and in the [Valley Zapotec Verb Charts](#).) The subject (whether it is a noun phrase or a bound pronoun) follows the verb. The noun phrase corresponding to the object of the English sentence (taking the place of the item in parentheses in the entries above) follows **lo**.

As with the “see” expressions in [§18.5.1](#), **lo** plus the following noun phrase forms a prepositional phrase. So if you want to focus that object, you need to focus the whole prepositional phrase, including **lo**, as in the last example.

Can you make up a sentence that uses **rinda lo**?

[§18.5.3. More idioms with lo](#). The following expressions are a bit more complicated than those in the previous section:

rbe permissy lo [rbee'eh permi'sy loh] asks
permission from (someone)
ria mach lo [rihah ma'ch loh] flirts with (a young
woman) (of a young man)
rcwa lo [rcwàààh loh] writes (something) to
(someone); throws (something) to (someone)
rguiny lo [rguii'iny loh] borrows (something) from
(someone)
rnab lo [rnààa'b loh] asks for (something) from
(someone)
rzi lo [rziii'ih loh] buys (something) from (someone)

These complex verb phrases are used with an extra object noun between the subject and the **lo** prepositional phrase. As with the expressions in [§18.5.2](#), you already know most of the basic verbs involved.

In the first two, that object word (**permissy** or **mach**) is part of the expression – it goes after the subject, before **lo**.

Blia permissy lo xtada.	“I asked permission from my father.”
Gwe Rony mach lo zhyap.	“Jeronimo flirted with the girl.”

(**Ria mach lo** is used with a subject who’s a young man and an object who’s a young woman.)

With the other new verb phrases, you can add whatever extra object makes sense in the sentence:

Lia Len bcwa email lo Lia Glory.	“Elena wrote an email to Gloria.”
Quinyën muly lo xtad Jwany.	“We are going to borrow money from Juan’s father.”
Lo Raúl Alba si Rnest blal.	“Ernesto is going to buy the blal <u>from Raul Alba.</u> ”

Try making up a new sentence illustrating the use of **rnab lo**!

Once again, **lo** plus the following object forms a prepositional phrase. So if you want to focus that item, you need to focus the whole prepositional phrase, including **lo**, as in the last example above.

Tarea Xon xte Lecsyony Tseinyabchon.

Read each of the sentences below aloud. **Chiru, bcwa ni ca ni guet cuan Ingles.**

a. **Mnan lo nanën.**

b. **Tu su lo Bed?**

- c. Bindayu lorëng e?
- d. Cagwi Rnest cuan Rony lo blal xte Tiu Pamyël.
- e. Natgaa lo da.
- f. Ysaguelyu ygwiyu lo xliebra.
- g. Cwecyi lo teiby guan.
- h. Mna lorëm!
- i. Mna doctor lo buny ni blan muly xte xtađu.
- j. Bzub liebr re lo mes!
- k. Mnaad lo ydo e?
- l. Rata zhi rana loo.
- m. Xi ni cacwatslo buny lo polisia?
- n. Bcwa mes cart lua.

All of these expressions with **lo** are idioms, special combinations of words whose meaning is not exactly what you'd expect from their component parts. Many of them use verbs you are already familiar with, such as **rbe** “takes”, **rbecy** “puts on (pants)”, **rgue** “cusses”, **rguiny** “borrows”, **ria** “goes”, and **rnab** “asks for”. In the other cases, the verbs involved are new ones. (When the expression uses one of these familiar verbs, the verb works the same – uses the same stems and combines with pronouns in the same way – in the idiom as it does when used on its own. All the other verbs appear in the [Valley Zapotec Verb Charts](#).)

In each of the new expressions in this section, the meaning of **lo** is not “on” or “in front of”. With several expressions (**rcwa permisy lo**, **rcwatslo lo**, **rguiny lo**, and **rnab lo**), **lo** means “from”. In the case of **rcwa lo**, **lo** means “to”. With **ria mach lo**, the best English translation of **lo** might be “with”. In some cases, **lo** does not seem

to be easily translated with an English preposition. It's best to learn these expressions as phrases and to practice using them until they become natural to say and hear.

Tarea Ga xte Lecsyony Tseinyabchon.

Bcwa ni ca ni guet cuan Dizhsa.

- a. Jeronimo asked permission from his (own) mother.
- b. I bought three blankets from that woman.
- c. Why are you trying to date that girl?
- d. When did he fight the bull?
- e. Write a letter to Petra!
- f. Every day my brother sticks his tongue out at me.
- g. When did Santiago borrow that book from her?
- h. We will hide from them.
- i. Who asked Elena for coffee?
- j. Who ran into the doctor in front of this building?

§18.6. Question word questions with prepositions

Here are some questions using prepositions:

Xi cuan bcwa Jwany cart na?	“What did Juan write the letter with?”
Tu dets zubga Lia Len?	“Who is Elena sitting behind?”
Tu cwe zugwoo na?	“Who are you standing next to?”
Tu lo bcwatslo Chiecw?	“Who did Chico hide from?”

These questions begin with the question words **xi** and **tu**, just like the question word questions you learned to form in Lecsyony Tseinyabtyop, and like the corresponding English questions. But note that whereas the English questions end with prepositions, in Zapotec the prepositions come right after the question words, in the following pattern:

PREPOSITIONAL OBJECT QUESTION PATTERN				
question word	preposition	verb	subject	rest of sentence
Xi	<i>cuan</i>	<i>bcwa</i>	<i>Jwany</i>	<i>cart na?</i>
Tu	<i>dets</i>	<i>zubga</i>	<i>Lia Len?</i>	
Tu	<i>cwe</i>	<i>zugwo</i>	<i>-o</i>	<i>na?</i>
Tu	<i>lo</i>	<i>bcwatslo</i>	<i>Chiecw?</i>	

In English, we normally use prepositions at the end of questions like those above. Another way to form these English questions is to put the preposition at the beginning of the sentence, followed by the question word (as in *With what did Juan write the letter?*), but this probably sounds quite stilted to you. In Zapotec, however, the question word always comes first.

For now, don't try to question a "what" object of a native preposition. Instead of something like "What is Juan standing next to?", then, just ask "Where is Juan?!" You'll learn more about questions about prepositional objects in Lecsyony Galy.

Tarea Tsë xte Lecsiony Tseinyabchon.

Bcwa ni ca ni guet cuan Dizhsa.

- a. Who are Elena and Ignacio standing in front of?
- b. Who are you writing that letter to?
- c. What did he eat the soup with?
- d. Who did Pedro see in the church?
- e. Who is my dog lying next to?
- f. Who are they looking at?
- g. Who did you borrow those pots from?
- h. Who did she buy that present for?
- i. Who did you buy that blanket from?
- j Who did Tomas hide from?
- k Who did the doctor insult?
- l. Who are you (form.) going to see?

Prefixes

n- [n] (neutral verb prefix, used on neutral verbs with vowel-initial bases)

Comparative note. While speakers of all varieties of Valley Zapotec languages use positional verbs and prepositions to specify locations, the specific verbs they use may vary somewhat, and how those verbs and prepositions are used with different items they are locating may also vary.

For example, speakers vary considerably in terms of how they use the locational verb **beb**. In this book, we use **beb** to refer to the location of any inanimate item (not permanently in position, without feet or wheels) located on a raised, flat surface, but other speakers use it more restrictedly. Some use **beb** only to talk about the location of items that are long and thin (like a stick), flat (like a piece of paper or a blanket), or compact (like a ball or box) – things that these speakers would think of as “lying”.

Listen as you hear speakers talk about locations, and you'll learn more about other ways to use locational verbs.

Blal xte Tiu Pamyël, Part Xop

§I. Part Xop

Lia Len rcwa teiby email lo Lia Glory –

As, Lia Glory,

Chi bzenyu Los Angl, a danoën nuën San Luc!

Axta na queity racbedyën xi ni rliu blal ni nu San Dyegw zicy blal xte Tiu Pamyël.

A runybeu xtiuwa Rony (ni noo ryulazu!), ni runy zeiny lany museu cwe Ydo Santo Domyengw Ndua? (A rapëng coch na!) Byutinia Bed lany xofisyenëng chiru bgweën rata loëng – mnaën lo blal San Dyegw, chiru rapag Tiu Pamyël xablalni ni rliu zicypag, chiru teiby gyizh ni la *Raúl Alba* uas zyeiny blal rapi lany xtyendi. As chiru na Rony museu re deizyta bzieru blal. Bliu Rony ra blal danoën – chiru teiby ra blali rliu zicy blal xte Tiu Pamyël!

Steby buny ni runyne Rony zeiny, Rnest, runynei zeiny ra guieb ni rgwe dizh xi zicydi nu ra cos ntiu ni nu museu. Chi binydyagi ni bgweën lo Rony, chiru queity rindilazdi ni. Chiru Rony cuan Rnest cayuny xjab, xazhyi modëng? As chiru gwerëng gusierëng teiby blal lo gyizhi. (Danoën blezën lany museu quëm *Raúl Alba* queityru rcazdi gani loën steby.) Gyizhi reipy larëng rata ra ni rapi ricy blalbagui, atizh sa ra ni rtorëng *Monte Albáni*.

Per rindyau ne, per blal ni bzierëng rliu zicy na blal ni bliu Rony danoën lany museu nai!

As bzenygaza xtađen chiru naëb a gual gyoën. Chiru na Rony zhi gyiedniëng danoën xa bdica rata ra cosi.

U ryulazu *Samohi*? A beinybeu Lia *Araceli* e?

Xamiegwu,

Lia Len

§2. Ra Dizh cuan Xiëru Zalo Ra Dizh

§2.1. Here is a phrase that's worth learning as a unit:

xa bdica rata ra cosi [x:a bdicah ra'ta' ra co'sih] how
everything turned out, what happened with
everything

§2.2. Here are the new Ra Dizh:

atizh [a'tihzh:] not (followed by a noun or noun phrase, not a verb)

axta [a'xta] up to, until (as in **axta na** “up to now”)

blalbag [bla'albag] genuine blal

deizyta [dèi'zyta] just, recently

guieb [guìe'b] 1. metal; 2. object made of metal:
gun, bell, machine (as in **runynei zeiny ra guieb ni rgwe dizh xi zicydi nu ra cos ntiu ni nu museu** “he works with machines that tell how old the old things in the museum are”)

gyiedni [gyie'dni:] irr. of **riedni**

riedni [rie'dni:] comes and tells § irr. **gyiedni rliu zicy** [rliu' zi'cy] looks like (as in **xi ni rliu blal ni nu San Dyegw zicy blal xte Tiu Pamyël** “why the blal in San Diego looks like Señor Panfilo's blal”)

ryuti lany [ryu'tii làa'any] enters (somewhere), goes into (a place) (as in **byutinia Bed lany xofisyenēng** “I entered his office with Pedro”)

rzenygaza [rزهnnnygahza] arrives right then (as in **as bzenygaza xtaðēn** “our father arrived right then”)

sa ra ni [sa'ah ra nih] another just like the ones that (as in **sa ra ni rtorēng Monte Albani** “another just like the ones that they sell at Monte Alban”)

steby [steeby] another

xazhyi modēng [x:azhyi mo'odēng] how could it be (see [note 2.3](#) and [note 2.4](#))

xi zicydi [xi zi'ihcydi] how old



Fot Teiby xte Blal xte Tiu Pamyël, Part Xop. Carving on the wall of the Santo Domingo Cultural Center next to the Santo Domingo church in Oaxaca City.

§2.3. The particle **-zhyi** is often used in sentences like the following:

Chiru Rony cuan Rnest cayuny xjab, xazhyi modëng?
 “Then Jeronimo and Ernesto were thinking, how could it be?”

In this example, **-zhyi** doesn’t go after the first item in the whole sentence, but if you think about it, **xazhyi modëng** “how it could be” is a dependent sentence following the verb **runy xjab** here, so in fact **-zhyi** does go after the first item (**xa**) of this dependent sentence.

§2.4. You've seen bound pronouns used as subjects following verbs, of course; in addition, you've seen **-ëng** and **-i** used as bound subject pronouns with adjectives (you'll learn more about this in later lessons). Sometimes these two particles are used as subjects with other phrases that don't contain a verb, as in **xazhyi modëng** "how could it be", where **-ëng** follows the question word **xa mod** "how".

§2.5. Monte Alban, on a mountain top overlooking Oaxaca City, is the most important Zapotec archeological site and a UNESCO World Heritage Site.



Fot Tyop xte Blal xte Tiu Pamyël, Part Xop. The central plaza at Monte Alban.

Photo from <http://www.angelfire.com/ca/humanorigins/>.

VIII. UNIDA XON (UNIT 8)

Identification — and More About Location



A boundary marker showing the border between two communities in the Tlacolula Valley.

19. Lecsyony Tseinyabtap: Ati Blaldi xte Tiu Pamyël Nde "This is Not Señor Panfilo's Blal"



A boundary marker showing the border between two communities in the Tlacolula Valley.

This lesson is about identificational sentences and related patterns. Sections [§19.1–19.3](#) present identificational sentences without “be” and with two “is” verbs, **na** and **rac**. Section §19.4 explains more about identificational sentences, and section §19.5 more about **rac**. Adjectives are introduced in section §19.6.

ati [a'ti] not (negative word used in identificational sentences)

atizh [a'ti'zh] not (negative word used in identificational sentences)

azm [a'zm] asthma

bini [binnih] candle **

bro [brò'o'h] big § mod. **ro**

bsia [bsihah] eagle

buny Dizhsa [bùunny Di'zhshah] Zapotec person

buny Mizh [bùunny Mi'ii'zh] see Mizh

bzhya [bzh:yàa] witch

col [co'oll] line (of people, for instance), queue

caria [carìia] does not exist

dop [dò'o'p] short

gab [ga'ab] few

lasliery [lasliery] constable

loc [loo'c] crazy

Lia Zyec [Lia Zye'c] Francisca, Chica

Nduny [Nduuny] Antonio

mardom [mardo'mm] mayordomo

Mizh [Mi'ii'zh] / **buny Mizh** [bùunny Mi'ii'zh] Mixe person

na [nàa] is (irregular verb; see lesson and verb charts)

ncweby [ncwèeby] new § mod. **cweby**

ncyets [ncyè'ts] white

nga [ngàa'ah] green; unripe, raw, uncooked §
mod. **-ya** [ya'ah] (used only for “unripe, raw, uncooked”)

ngas [nga'as] black § mod. **-yas** [yàa'as] (used only with
names of animals and in certain fixed expressions)

ngats [ngaàa'ts] yellow § mod. **-yats** (used only in
certain fixed expressions)

ni rculo zhily [nih rculoh zhi'iilly] shepherd

ni rguieb lady [nih rguèib lahdy] tailor

nsual [nsu'all] blue

rac [rahc] 1. is, becomes; 2. happens; 3. hurts, aches; 4.
has (an illness) § perf. **guc**, irr. **gac** [ga'c], neut. **nac** [naa'c]

wnya [wnyààa'] traditional healer (curandero,
curandera)

xlyia [x:lyiàa'] fever

xlyiayas [x:lyiàa'yàa'as] black fever

xlyiayats [x:lyiàa'yaàa'ts] yellow fever

xnia [xniaa] red

zagru [zagrùu] pretty

zyual [zyuàa'll] tall

zhi [zhii'ih] cold (illness)

Xiëru Zalo Ra Dizh

1. The main duty of the **lasliery** or “constable” (*alguacil*, in Spanish) is to patrol the streets of the community and **enforcing** curfew. This position, like other municipal offices in San Lucas and other towns in Oaxaca, is a cargo duty (see dialogue VI-4).
2. Diseases are viewed and treated very differently in Zapotec culture from the way we expect in the United States. Your teacher can tell you about diseases like **xlyiayas** and **xlyiayats** (not the same as “yellow fever” in Western medicine) and about how diseases are treated by the **wnya** in a traditional Zapotec community. You can read more about medical vocabulary in section VIII-3 in this unit.
3. As you'll see in section §19.6.3, some adjectives, such as **ncweby**, change when used as modifiers. The modifying (“mod.”) form of such adjectives is listed in the Ra Dizh.

§19.1. Identificational sentences without “be”

An **IDENTIFICATIONAL** sentence tells that one person or thing is the same as another or gives the category to which that person or thing belongs, as with *I'm Chica's brother* or *The teacher is a woman* or *This is a blal*. In English, we use a form of the verb *be* to do this. (*Be* is the most irregular English verb. Forms of *be* include *am*, *is*, *are*, *was*, *were*, and more!) The noun phrase that comes before the form of *be* in English (*I*, *my teacher*, *this*) is the **subject**; the noun phrase that comes after the form of *be* in English (*Chica's brother*, *the teacher*, *this*) is the **PREDICATE**, which the speaker uses to identify the subject with.

There are three different ways to express identificational sentences in Valley Zapotec, all of which you have already seen in *Blal xte Tiu Pamyël*. The simplest one is with the predicate noun phrase followed by the subject, as in the following examples:

Bzyan Lia Zyec naa.	"I'm Chica's brother."
Mna mes re.	"That teacher is a woman."
Bini nde.	"This is a candle."
Buny San Luc Lia Len.	"Elena is a San Lucas person."
Ni rculo zhily buny re.	"That man is a shepherd."

Unlike the English sentences, there is no word that means "be" in these sentences! (The other two types of Valley Zapotec identificational sentences do have a word for "be", as you'll see later in this lesson.)



Fot **Teiby** xte Lecsyony Tseinyabtap. Day of the Dead altar in Tlacolula.

This sentence pattern may look very simple, but there is one thing about this pattern that's quite strange. The subject in the first sentence is expressed not with a bound pronoun, but with a free pronoun!

IDENTIFICATIONAL SENTENCE WITHOUT “BE”

predicate (noun phrase)	subject (noun phrase or free pronoun)
Bzyan Lia Zyec	naa.
Mna	mes re.
Bini	nde.
Buny San Luc	Lia Len.
Ni rculo zhily	buny re.

This is the first type of Valley Zapotec sentence you’ve seen that uses free pronouns to express subjects. (Maybe free pronouns are used here because there is no verb for the bound pronoun to attach to – but who knows?) As you can see, either the subject or the predicate can be a phrase containing more than one word. Here are some more examples:

Mes danoën.	“We are teachers.”
Doctor yu.	“You (form.) are a doctor.”
Mniny ni mna loni liu e?	“Are you the boy I saw?”
Lasliery betsyu e?	“Is your brother (form.) a constable?”

You cannot focus the subject in identificational sentences of this type. The predicate always comes first.

Question word identification questions. Here are some examples:

Tu laëng?	“Who is he?”
Tu liu?	“Who are you?”
Xi liebr re?	“What is this book?”
Tu buny ren?	“Who is that man?”

These questions use the following patterns:

IDENTIFICATIONAL QUESTION WORD QUESTIONS WITHOUT “BE”

question word	subject (noun phrase or free pronoun)
Tu	<i>laěng?</i>
Tu	<i>liu?</i>
Xi	<i>liebr re?</i>
Tu	<i>buny ren?</i>

As you can see, it's the question word that counts as the predicate in this pattern.

Tarea Teiby xte Lecsyony Tseinyabtap

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

- a. That person is Elena's teacher.
- b. Is that woman your doctor?
- c. Señora Juana is my friend's aunt.
- d. Are you Chica's brother?
- e. Are you Chico's brother?
- f. This is my dog.
- g. Thomas is a city person.
- h. They are old people.
- i. Is Monica a Mixe person?
- j. The shepherd is a Zapotec person.
- k. Are you a witch?
- l. Are you (form.) a tailor?

m. Who are you (form. pl.)?

n. What is this?

Part Tyop. Give a positive response to each of the following Zapotec questions, using a complete sentence beginning with a “yes”.

a. **Mes xtenu naa e?**

b. **Xamiegwa liu e?**

c. **Doctor yuad e?**

d. **Buny Dizhsa Dad Chiecw e?**

e. **Ra mna ni gucne mniny re laad e?**

f. **Bxady nde e?**

g. **Buny Bac betsu e?**

h. **Studian laad e?**

i. **Bxuaz pryema e?**

Negative versions of this type of identificational sentence do not use **queity**. Instead, they use a new identificational negative word, **ati** [a'ti]. Here are some examples:

Ati mnadi mes re.	“That teacher is not a woman.”
Ati mesdi mna re.	“That woman is not a teacher.”
Ati blaldi nde.	“This is not a blal.”
Ati mesdi danoën.	“We are not teachers.”
Ati ni rculo zhilydi larëng.	“They are not shepherds.”

The negative ending **-di** is used following the predicates in these sentences, just as **-di** follows the verb in sentences with the regular negative word **queity**. However, when the predicate consists of a

possessed noun phrase like **bzyan Bed** or **xabal Tiu Pamyël, -di** goes immediately after the possessed noun, rather than at the end of the possessed noun phrase:

Ati bzyandi Lia Zyec naa.	“I am not Chica’s brother.”
Ati xablaldi Tiu Pamyël nde.	“This is not Señor Panfilo’s blal.”
Ati blaldi xte Tiu Pamyël nde.	“This is not Señor Panfilo’s blal.”
Ati xnandya liu.	“You aren’t my mother.

The pattern for negative sentences where the predicate is not possessed is:

NEGATIVE IDENTIFICATIONAL SENTENCE WITHOUT “BE” WITH UNPOSSESSED PREDICATE			
ati	predicate	-di	subject
Ati	<i>mna</i>	-di	<i>mes re.</i>
Ati	<i>mes</i>	-di	<i>mna re.</i>
Ati	<i>blal</i>	-di	<i>nde.</i>
Ati	<i>mes</i>	-di	danon.
Ati	<i>ni rculo zhily</i>	-di	<i>larëng.</i>

The pattern for negative sentences whose predicates are possessed is:

NEGATIVE IDENTIFICATIONAL SENTENCE WITHOUT “BE” WITH POSSESSED PREDICATE				
ati	possessed noun (predicate)	-di	possessor	subject
Ati	<i>bzyan</i>	-di	<i>Bed</i>	<i>naa.</i>
Ati	<i>xablal</i>	-di	<i>Tiu Pamyël</i>	<i>nde.</i>
Ati	<i>blal</i>	-di	<i>xte Tiu Pamyël</i>	<i>nde.</i>
Ati	<i>xnan</i>	-di	<i>-a</i>	<i>liu.</i>

In these sentences, the negative particle **-di** comes right after the possessed noun, followed by the possessor and the subject. If **xte** or **xten** is used, this word comes before the possessor, after **-di**. Since it is the possessed noun that is the actual predicate, the basic pattern is the same (it just may seem a little unexpected!).

Something similar happens with the “must” particle **-zhyi**. If the predicate is not possessed, as in the first example below, **-zhyi** follows the predicate. When the predicate is possessed, as in the second example, **-zhyi** comes right after the possessed noun (which, again, is the actual predicate).

Blalzhyi nde.	“This must be a blal.”
Xablalzhyi Tiu Pamyël nde.	“This must be Señor Panfilo’s blal.”

In all these examples, then, **-di** and **-zhyi** go right after the first word of the predicate (before any other endings, such as possessor endings). This is the pattern you will hear in most cases. Listen to how Valley Zapotec speakers construct identificational sentences without “be”, and you may hear other sentence patterns, however.

Don’t try to use the patterns in this section if the subject of the sentence is a plural noun phrase containing **ra** or two nouns joined by **cuan** “and” – speakers feel these sentences don’t sound appropriate. You’ll learn about identificational sentences with plural subjects in the next section.

Tarea Tyop xte Lecsyony Tseinyabtap.

Part Teiby. First, read the following Zapotec sentences out loud. **Chiru bcwa ni ca ni guet cuan Ingles.**

- a. **Buny Bac Bed.**
- b. **Doctor xtenyuad Lia Zhuan.**
- c. **Xamiegwu Mazh.**
- d. **Buny Dizhsa lang.**
- e. **Wnya mna re.**
- f. **Lasliery xtada.**
- g. **Mes xbieda.**
- h. **Cosiner xamiegw Rnest.**
- i. **Bets Lieb lai.**
- j. **Gyizh ni rguieb lady.**

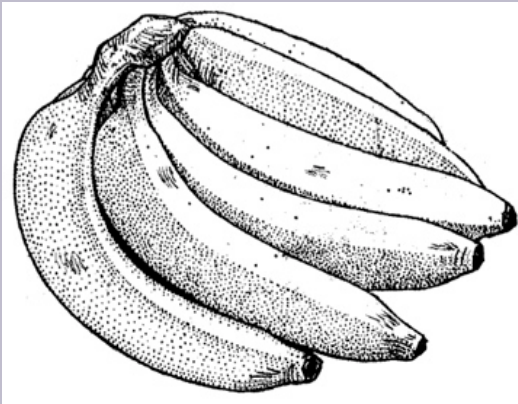
Part Tyop. Make each of the sentences in Part Teiby negative, paying special attention to the placement of **-di**. Translate your new sentences into English.

Part Chon. Change each of the sentences in Part Teiby so that they use the “must” particle **-zhyi**. Translate your new sentences into English.

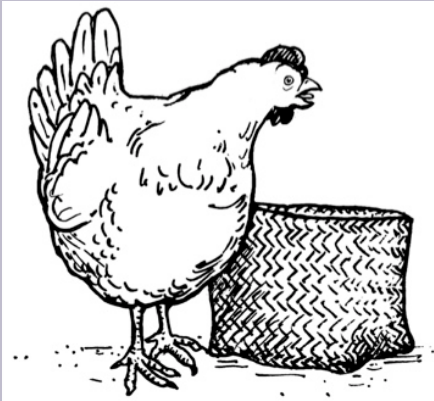
Part Tap. Answer the following questions in Zapotec. If the answer is negative, give a positive sentence that identifies the picture, as in the example.

Example: **Manyser nde e?**

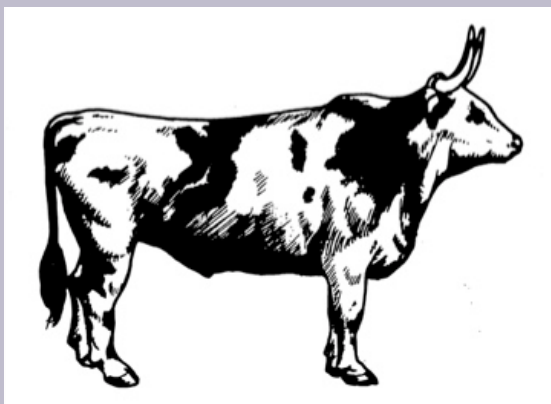
Answer: **Yac, ati manyserdi nde. Bdua nde.**



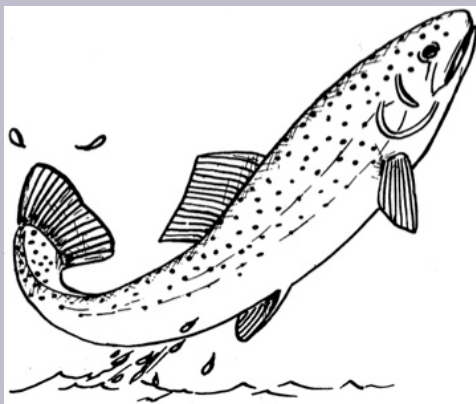
a. Xyecwu nde e?



b. Guan nde e?



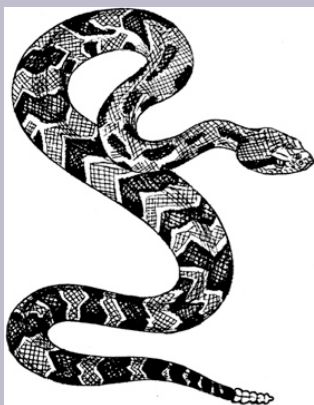
c. Gyag nde e?



d. Cabai nde e?



e. Mansan nde e?



f. Blal nde e?



g. Caj nde e?



h. Yu nde e?



§19.2. Identificational sentences with *na*

Using **na** to say “is” or “are”. The second type of Valley Zapotec identificational sentence uses the word **na** [nàa], a “be” verb which usually can be translated with “is” or “are”. (Listen to your teacher! **Na** “is” is not pronounced the same as the words **na** “now” or **na** “says”, or as **naa** “I”. Can you pronounce all these words so that another student can identify which one you mean?) Here are some examples:

Cwen re na cwen xten Lia Len cuan Bed.	“This story is the story of Elena and Pedro.”
Chiecw na xtad Lia Len cuan Bed.	“Chico is Elena and Pedro’s father.”
Buny San Luc na Bed.	“Pedro is a San Lucas person.”
Interpol na polisia internasyonal.	“ <i>Interpol</i> is the international police force.”
Doctor na Rnest.	“Ernesto is a doctor.”
Elena Morales na la Lia Len cuan Dizhtily o cuan Ingles.”	“Lia Len’s name is <i>Elena Morales</i> in Spanish or English.”

These sentences are translated in the present, and that is generally how we will translate **na** in this book, but you may hear speakers use **na** to refer to the past as well. In that case, it may be translated “was” or “were”. You can suggest this by using the adverb **chicy** “then, at that time”, as in:

Doctor na Rnest chicy.	“Ernesto was a doctor then.”
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As you can see, these sentences look quite similar to the first type of identificational sentence, but they have **na** between the subject and the predicate. There is a difference, however. This **na** pattern has two versions, one with the predicate first, one with the subject first:

IDENTIFICATIONAL SENTENCE WITH na AND NOUN PHRASE SUBJECT, PREDICATE FIRST		
predicate	na	subject noun phrase
<i>Buny san Luc</i>	<i>na</i>	<i>Bed.</i>
<i>Doctor</i>	<i>na</i>	<i>Rnest.</i>
<i>Elena Morales</i>	<i>na</i>	<i>la Lia Len.</i>
<i>Xtad Lia Len cuan Bed</i>	<i>na</i>	<i>Chiecw.</i>

**IDENTIFICATIONAL SENTENCE WITH *na* AND NOUN PHRASE
SUBJECT, SUBJECT FIRST**

subject noun phrase	<i>na</i>	predicate
<i>Cwen re</i>	<i>na</i>	<i>cwen xte Lia Len cuan Bed.</i>
<i>Chiecw</i>	<i>na</i>	<i>xtad Lia Len cuan Bed.</i>
<i>Interpol</i>	<i>na</i>	<i>polisia internasyonal.</i>
<i>Rnest</i>	<i>na</i>	<i>doctor.</i>

Both types of sentences are used frequently, and speakers feel that there is little difference in meaning between them. (As you can see, you can often say the same sentence both ways.) The subject-first pattern is especially common when the predicate is a long phrase.

(You may wonder how you can tell the difference between subject and predicate. The subject is the person or thing you are talking about and trying to identify for your hearer; the predicate is what you are using to identify that person. Sometimes, of course, it might be possible to view a sentence both ways!)

Using **teiby** in the predicate. A predicate in an identificational sentence with **na** may contain **teiby** “a”:

Teiby doctor na Rnest.	“Ernesto is a doctor.”
Bsia na teiby many.	“An eagle is a bird.” (or “The eagle is a bird.”)

In the English translations of such sentences, *a* appears before the noun in the predicate (*a doctor*, *a bird*, and so on). In Valley Zapotec predicates, **teiby** is equivalent to English *a* – but it is not always used – speakers feel that sentences like **Doctor na Rnest** and **Teiby doctor na Rnest** mean just the same. (**Teiby** is not used in identificational sentences without a “be” word.)

Identificational sentences with plural subjects. Here are some identificational sentences with plural subjects:

Doctor na ra mna.	“The women are doctors.”
Mes na Jwany cuan Bed.	“Juan and Pedro are teachers.”

In sentences like these, the predicate usually comes first. Speakers feel that if the subject is first, it is focused, and sounds very emphatic:

Ra mna na doctor.	“ <u>The women</u> are doctors.”
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Even though we use *doctors* in the English predicate, **ra** is never used in the predicate of a Zapotec identificational sentence. A sentence like <Ra doctor na ra mna> doesn’t sound like good Zapotec.

Negative sentences with **na**. Negative identificational sentences with **na** work similarly to negative identificational sentences without “be”:

Ati doctordi na Rnest.	“Ernesto is not a doctor.”
Ati mesdi na ra mna re.	“Those women are not teachers.”

Again, the sentence starts with the special identificational negative word **ati**, with **-di** after the predicate, followed by **na** and the subject.

NEGATIVE IDENTIFICATIONAL SENTENCE WITH <i>na</i>				
ati	predicate	-di	na	subject
Ati	doctor	-di	na	Rnest.
Ati	mes	-di	na	ra mna re.

If the predicate is a possessed noun, the possessor comes between

the predicate plus **-di** and **na**, just as in the first type of negative identificational sentence:

Ati xablaldi Tiu Pamyël na nde.	“This is not Señor Panfilo’s blal.”
Ati blaldi xte Tiu Pamyël na nde.	“This is not Señor Panfilo’s blal.”

Tarea Chon xte Lecsyony Tseinyabtap.

Part Teiby. Make up new identificational sentences in Zapotec using the following subjects and **na**.

- a. **Nduny**
- b. **ra buny**
- c. **mes xte Mazh**
- d. **xtada**
- e. **bets Lia Zyec**
- f. **teiby manyser**
- g. **meser re**
- h. **polisia**
- i. **pristen**
- j. **nde**

Part Tyop. Take each of the sentences you wrote in Part Teiby and change it to an identificational sentence without “be”, if you can. If it is not an identificational sentence that can be expressed without “be”, than say so.

Part Chon. Work with a partner. Student A should read

a few of his or her sentences from Part Teiby or Part Tyop to Student B. Student B should write down the sentences and then check to see that they're right. When you're done, switch roles!

Na with pronoun subjects. Here are some examples of **na** used with pronoun subjects:

Teiby doctor naëb., Doctor naëb.	"He's a doctor."
Lang naëng mniny.	"He is a child."
Mes naën.	"We are teachers."
Buny Dizhsa narëng.	"They are Zapotecs."

As you would expect, a pronoun subject is expressed with a bound pronoun attached to **na**. As the examples show, several patterns are possible. Most commonly, the predicate comes first in the sentence, followed by **na** and the bound pronoun subject:

IDENTIFICATIONAL SENTENCE WITH na AND PRONOUN SUBJECT, PREDICATE FIRST		
predicate	na	bound pronoun subject
Teiby doctor	na	-ëb
Doctor	na	-ëng
Mes	na	-ën
Buny Dizhsa	na	-rëng

Alternatively, you can focus the subject pronoun. In this case, the focused pronoun subject comes first, followed by **na**, the bound pronoun subject, and the predicate:

IDENTIFICATIONAL SENTENCE WITH *na* AND FOCUSED PRONOUN SUBJECT

free pronoun	<i>na</i>	bound pronoun subject	predicate
<i>Laëng</i>	<i>na</i>	<i>-ëng</i>	<i>mniny.</i>

Here are the forms of **na** with attached bound pronoun subjects:

nayu [nàayuu] “you (formal singular) are”
naëng [nàa'-ëng] “he (proximate) is”
nai [nài] “he (distal) is”
naëb [nàa-ëhb] “he (respectful) is”
naëm [nàa'-ëhmm] “he (animal) is”
naazh [nàa-ahzh:] “he (familiar) is”
naën [nàa-ëhnn] “we are”
naad [nàa-ahd] “you (informal plural) are”
nayudad [nàayùad] “you (formal plural) are”
narëng [nàarëng] “they (proximate) are”
nari [nàarih] “they (distal) are”
narëb [nàarëhb] “they (respectful) are”
naëm [nàarëhmm] “they (animal) are”
narazh [nàarahzh:] “they (familiar) are”

Na is never used with “I” or informal “you” singular subjects. (No one knows why! But if you want to make an identificational sentence with an “I” or informal “you” subject, you can express it without “be”, as in section [§19.1](#), or with another pattern you’ll learn later in this lesson.)

Negative **na** sentences with pronoun subjects are quite similar to other negative **na** sentences:

Ati doctordi naëb.	“ They are not doctors.”
Ati ni rguiby ladydi naën.	“We are not tailors.”
Ati Buny Dizhsadi narëng.	“They are not Zapotecs.”

As you can see, the pattern is the same as the one you saw earlier:

NEGATIVE IDENTIFICATIONAL SENTENCE WITH *na*

ati	predicate	-di	na	subject (noun phrase or bound pronoun)
Ati	doctor	-di	na	Rnest.
Ati	mes	-di	na	ra mna re.
Ati	doctor	-di	na	-ëb.
Ati	mes	-di	na	-ën.
Ati	Buny Dizhsa	-di	na	-rëng.

Question word questions with **na**. Here are some examples of question word questions with **na**:

Tu naëng?	“Who is he?”
Xi na liebr re?	“What is this book?”
Tu na buny ren?	“Who is that man?”

These questions use the following patterns:

IDENTIFICATIONAL **QUESTIONS** WITH *na*

question word	na	subject (noun phrase or bound pronoun)
Tu	na	ëng?
Xi	na	liebr re?
Tu	na	buny ren?

There may be a subtle difference in meaning between these questions and those without **na**. See what your teacher thinks.

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

- a. We are your friends.
- b. I am a Zapotec person.
- c. He (prox.) is a Mixe person.
- d. She (resp.) must be a constable.
- e. He (fam.) isn't a priest.
- f. Those are bulls.
- g. You guys must be Ignacio's brothers.
- h. He (dist.) isn't my father.
- i. They (resp.) are Leon's teachers.
- j. They (prox.) are witches.

Part Tyop. Sentence (a) in Part Teiby could answer a question like **Laad xamiegwën e?** or **Tu naad?**. For each of your other Zapotec sentences in Part Teiby, create a mini-dialogue by making up an appropriate question. Use some **a-queity** questions and some question word questions. Practice your question-and-answer pairs with another student.

Part Chon. Now convert each of the sentences you wrote in Part Teiby to an identificational sentence without “be”, if possible. If the sentence cannot be expressed without “be”, say so.

Asking *someone's name*. Here's a very important type of identificational question that usually doesn't use **na** or **nac**:

Tu loo?	"What's your name?"
Tu layu?	"What's your (form.) name?"
Tu la mna re?	"What is that woman's name?"

Asking someone's name uses an identificational question without "be". What may seem odd here is that in English we say this with "what", but in Zapotec you use the word "who"!

More about **na**. **Na** looks like a neutral verb – it refers to a state, and it begins with **n**. But unlike the neutral verbs you learned about in Lecsyony Tseinyabchon, there are no other forms of this verb. **Na** only is used in this one form – it has no habitual, perfective, or irrealis stem (or any other form at all).

§19.3. Identificational sentences with forms of *rac*



Fot Tyop xte Lecsyony Tseinyabtap. What's written here? Who should wear this shirt?

If you want to use the particle **-zhyi** with an identificational sentence containing **nac** or another form of **rac**, it goes on the predicate:

Bzhyazhyi nacěng.	“She must be a witch.”
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Putting the subject first in an identificational sentence with **nac** shows a strong focus:

Nduny nac doctor.	“ <u>Antonio</u> is a doctor.”
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Habitual **rac** often has the meaning of “becomes” or “gets to be”, as in

Gab buny rac doctor.	“ <u>Few people</u> become doctors.”
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(**Gab** [ga'ab] means “few”.) The same translation is often used for the irrealis:

Doctor gac Nduny.	“Antonio is going to be a doctor.”, “Antonio is going to become a doctor.”
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Negative sentences with rac. Negative identificational sentences with **rac** follow a pattern that is similar to the other negative identificational patterns. Here are some examples, and the new pattern:

Ati doctordi nac Nduny.	“Antonio isn’t a doctor.”
Ati doctordi gaquěng.	“He won’t become a doctor.”
Ati mesdi guc mna re.	“The woman wasn’t a teacher.”
Ati mardomdi naquěb.	“He’s not a mayordomo.”

NEGATIVE IDENTIFICATIONAL SENTENCES WITH *nac*

ati	predicate	-di	form of rac	subject
Ati	<i>doctor</i>	<i>-di</i>	<i>nac</i>	<i>Nduny.</i>
Ati	<i>doctor</i>	<i>-di</i>	<i>gac</i>	<i>-ěng.</i>
Ati	<i>mes</i>	<i>-di</i>	<i>guc</i>	<i>mna re.</i>
Ati	<i>mardom</i>	<i>-di</i>	<i>nac</i>	<i>-ěb.</i>

Tarea Gai xte Lecsony Tseinyabtap.

Part Teiby. Bcwa ni ca ni guet cuan Ingles.

- a. **Teiby budy naquēm.**
- b. **Ati doctordi guc xnana.**
- c. **Cosiner nacu e?**
- d. **Mes rac Lia Zhuan.**
- e. **Betsěng gac mardom.**
- f. **Bxuazzhyyi naquēb.**
- g. **Ati xamiegwdya nac meser re.**
- h. **Lia Petr guc mna re.**
- i. **Chiecw nac pristen.**
- j. **Rregal nac ra gyia re.**

Part Tyop. Change the tense of each of the sentences above to make additional sentences, using neutral, irrealis, perfective, or perhaps habitual forms of **rac**. What do your new sentences mean?

§19.4. More about identificational sentences

A-queity questions with **na** and **rac**. If you want to question an identificational sentence that uses **na** or a form of **rac**, you can simply add **e** at the end of the pattern with the predicate first, followed by **na** or a form of **rac**, followed by the subject.

Doctor na Nduy e?	“Is Antonio a doctor?”
Bxuz cayac Bed e?	“Is Pedro becoming a priest?”

Starting the question with the subject puts focus on the subject:

Ra mna na mes e?	“Are <u>the women</u> teachers?”
Chicw nac xtad Lia Len e?	“Is <u>Chico</u> Elena’s father?”

Some questions use another word order that’s not usually used in simple identificational sentences like those you saw in sections [§19.2–§19.3](#), as in

Na Nduy doctor e?	“Is Antonio a doctor?”
Nac Chicw xtad Lia Len e?	“Is Chico Elena’s father?”

This word order, with the “be” word first, followed by the subject, and then the predicate, can be used in questions and also in more complicated sentences, such as

Ria buny scwel chi na buny mniny.	“A person goes to school when a person is a child.” “One goes to school when one is a child.”
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(**Buny** “person” is frequently used in sentences like this, where the speaker wants to make a general statement about people in general.)

Negative sentences with **atizh**. In sections §19.1–§19.3, you learned to use **ati** to make identificational sentences negative. There is another way to make identificational sentences (both with and without “be”) negative, by using a different identificational negative word, **atizh** [a’ti’zh:], rather than **ati**. Sentences with **atizh** usually don’t use **-di**:

Atizh doctor Rnest.	“Ernesto is not a doctor.”
Atizh mes na ra mna re.	“The women are not teachers.”

(You will hear some speakers use **-di** in these sentences. In that case, **atizh** works just like **ati**.)

Tarea Xop xte Lecsyony Tseinyabtap.

Part Teiby. Change the following sentences into questions.

- a. **Teiby becw naquēm.**
- b. **Gyizh rac Lia Desy.**
- c. **Betsēng gac studian.**
- d. **Bzhyazhyi naquēb.**
- e. **Tan nac mardom.**
- f. **Rregal nac bistied.**

Part Tyop. Change the following sentences so that they use the verb **na**.

- a. **Teiby guan naquēm.**
- b. **Meszhyyi naquēb.**

c. **Ati xamiegwdya nac doctor re.**

d. **Chiecw nac buny Mizh.**

e. **Rregal nac ra liebr re.**

Part Chon. Change the following sentences so that they don't use a "be" word.

a. **Teiby zhyet naquēm.**

b. **Pristenzhyi naquēb.**

c. **Ati xamiegwdya nac mardom.**

d. **Chiecw nac mes.**

e. **Rregal nac zhimy.**

Part Tap. Change the following sentences so that they use **atizh** instead of **ati**.

a. **Ati doctordi guc xnana.**

b. **Ati xamiegwdya nac studien.**

c. **Ati pristendi gaquēng.**

d. **Ati mesdi guc mna re.**

e. **Ati wnyady naquēb.**

Identification and location. In English, identificational sentences like *Ernesto is a doctor* and locational sentences like *Ernesto is in the museum* seem quite similar, because they both use the verb *is*. These two types of sentences are very different in Zapotec. Unlike identificational sentences, Zapotec locational sentences need to have a verb. The identificational verbs **na** and **rac** that you've learned in this lesson are generally not used in locational sentences, and locational verbs are generally not used in identificational sentences in Zapotec. (You will learn about one type of locational sentence that uses **na** in [Lecsyony Galy](#).)

§19.5. More about *rac*

Rac has a number of other meanings and uses. Some of these may seem similar to the “be” idea, but others may not! These other types of **rac** sentences are not identificational, however, so they do not contain noun predicates, and they don’t use **ati** or **atizh** for their negatives.

“Happens”. First, **rac** can also mean “happens”, as in

Los Angl guqui.	“It happened in Los Angeles.”
Xi cayac?	“What is happening?”

(The progressive of **rac**, **cayac** [cayahc], makes sense with this meaning of the verb, but not in its identificational use.) In these sentences, the subjects are the bound pronoun **-i** “it” and **xi** “what”. Sometimes, however, you will see **rac** used without a subject, to mean “it happens” with nothing used to say “it”, as in

Xa guc?	“How did it happen?”
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Sentences about illness. Two additional meanings of **rac** that are related to illness. **Rac** can mean “hurts” or “aches”, as in

20. Lecsyony Galy: Runya zeiny xpart xtada "I am working in place of my father"

This lesson explains more about using native prepositions. Section [§20.1](#) introduces more native prepositions. Sections [§20.2](#) and [§20.3](#) tell how to use native prepositions with people and animals as objects. Section [§20.4](#) presents words for putting things in locations, and section [§20.5](#) special location words with **lo**. Sections [§20.6](#) and [§20.7](#) are more about expressing location and questioning objects of native prepositions. Section [§20.8](#) tells how to use modifying phrases with native prepositions.

Ra Dizh

cam [ca'mm] bed (modern style)

dyen [dye'nn] store

don [do'onn] so (indicates a conclusion the speaker has drawn)

du [dùùu] rope

fruat [frua't] fruit

gagyeita [gagye'ita'] / **gagyei** [gagye'i] around

gayata [gayàa'ta'] / **gaya** [gayààa'] along (a river, for example)

lad [làad] between (non-living things)

lai [lài'] 1. in the middle of, in the midst of; 2. between (living things)

lo bcu [loh bcùùu'] altar (in a church)

lo gueizh [loh guee'ihzh] pueblo, town, village § e-poss.
lazzh [la'ahzh:]

lo gyia [loh gyii'ah] market

lo pyeiny [loh pyeeiny] altar (in a home)

Los Angl [Lohs A'nngl] Los Angeles

losna [losnnaàa'] in the hand of, in the hands of (prep.)

luan [lùàa'n] sleeping platform (traditional style of bed)

na [nnaàa'] 1. branch (of a tree) (e-poss.); 2. on the branch of (prep.)

nez [ne'ehz] 1. road, way; 2. (used before a locational phrase, sometimes indicating "roughly")

ni na [nih nàa] in (a town or city)

puan [pu'ann] at the peak of, on the (very) top of (prep.)

rguixga [rgui'xga'ah] lays (something) down (in a location)

rsan losna [rsàa'an losnnaàa'] leaves (property) to (someone) > **rsan, losna**

ryan [ryàa'an] stays in, stays at (a place)

ryengw [rye'enngw] gringo (Anglo, white person from the United States or possibly Europe)

rzeiby [rzèèi'by] hangs (something) (in a location)

rzu [rzuh] stands, stands up (something) (in a location)

rzub [rzùu'b] places (something) (in a location); sets (something) down (in a location)

rzubga [rzubga'ah] / [rzùu'bga'ah] / [rzùubga'ah] sets (something) (in a location)

rzugwa [rzugwa'ah] stands, stands up (something) (in a location)

rzundi [rzundii] stands erect (in a location) § irr. **sundi**; neut. **zundi**

rzundi [rzundii] stands (something) erect (in a location)

Santa Mony [Sánn tah Moony] Santa Monica

Stados Unied [Stadohs Unied] the United States

Tijwan [Tijwa'nn] Tijuana

totad [to'taad] assistant mayordomo (*diputado*)

unibersida [unibersidaa] university; college

West Los Angl [We'st Lohs A'nngl] West Los Angeles

xpart [x:pa't] in place of, on behalf of, instead of

Xiëru Zalo Ra Dizh

Rzundi “stands erect (in a location)” is another standing verb which is used similarly to **rzu** and **rzugwa**, which you learned in [Lecsyony Tseinyabchon](#).

§20.1. More native prepositions

Although most native prepositions are not borrowed, this is not always true. Here's a sentence containing a new native preposition, **puan**:

Puan gyag zubga many.	"The bird is sitting at the top of the tree."
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Puan [pu'ann] "on the peak of, at the top of" is a word that is borrowed from Spanish, but it is considered a native preposition. Like other native prepositions but unlike Spanish ones, **puan** is used with bound pronoun objects rather than free ones, as the second example shows. **Puan** is usually used to tell about locations at the top of something with a relatively pointed top, such as a tree or mountain.

A few additional native prepositions are not related to body parts. Two examples are **lai** [lài] "in the middle of, in the midst of; between (living things)" and **lad** [làad] "between (non-living things)".

Lai ra buny zugwaën.	"We are standing in the middle of the people."
Lad ra yu bzhuny mniny.	"The boy ran between the houses."
Lai Bed cuan Chyecw zu Lia Len.	"Elena is standing between Pedro and Chico."

Two other new native prepositions, **gagyeita** [gagye'ita] / **gagyei** [gagye'i] "around" and **gayata** [gayàa'ta] / **gaya** [gayàaa] "along (a river, for example)", each have two forms, with and without **-ta**. Speakers use these both with and without the **-ta**, but the form with **-ta** seems to be more common, so that's probably the best one to learn.

Gagyeita zhyet bzhuny ra becw.	“The dogs ran around the cat.”
Gayata gueu bzaën.	“We walked along the river.”

Like all other native prepositions, these native prepositions take bound pronoun objects:

Puani zubga many.	“The bird is sitting at the top of it.”
Laiyën zugwa ra buny.	“The people are standing in the middle of us (in our midst).”
Ladri bza mniny.	“The boy walked between them.”
Gagyeitëng bzhuny ra becw.	“The dogs ran around him.”

Puan, **lai**, and **lad** work like possessed nouns when bound pronoun endings are added. However, the **a** of the **-ta** ending on **gagyeita** and **gayata** usually drops when you add a bound pronoun, as in **gagyeitëng**.

A final new native preposition is **xpart** [x:pa'rt] “in place of, on behalf of, instead of”. You saw an example of this in Gal Rgwe Dizh Gai, when Megan asked Jwanydyau,

Don totad nacu xpart xtadu?	“So you are an assistant mayordomo in place of your father?”
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Like **puan**, **xpart** is based on a Spanish borrowing, but it includes the possessive prefix **x-** and is considered a native preposition because it takes bound pronoun objects, as in

Runya zeiny xpartëng.	“I’m working in his place.”
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Xpart is only used with human objects.

Tarea Teiby xte Lecsyony Galy.

Part Teiby. How many parts of the man's and woman's bodies in Fot Teiby (on the next page) can you label with their Zapotec names?

Part Tyop. Work with a classmate to make sure that you know all the body part words and native prepositions from [Lecsyony Tsēda](#) and [Tseinyabchon](#). Make up a sentence for each word, and see if your classmate can understand it.

Part Chon. Bcwa ni ca ni guet cuan Dizhsa.

- a. We built houses along the river.
- b. Do you see the deer in the middle of the trees?
- c. Those cats are chasing the chicken around the chair.
- d. Can you work instead of me?
- e. The birds are on the very top of the tree.
- f. The ribbon is around it.
- g. Leon dried the dishes on his sister's behalf.
- h. My cat is on the very top of it.



Fot Teiby xte Lecsyony Galy. Mna cuan nguii.

§20.2. Using Native Prepositions with People as Prepositional Objects

To begin this section, you should review the words for the parts of the body, especially those that are also used as native prepositions, in [Lecsyony Tsēda](#) and [Lecsyony Tseinyabchon](#). Do you know the two meanings of **gueicy**, **lo**, **lany**, **ni**, **ru**, **dets**, and **zha** (or **zhan**)? What about **cwe**, which is a preposition, but is used to name a body part only by certain speakers? Some other words for body parts are usually not used as prepositions but are worth reviewing as well, including **na**, **dyag**, **zhacw**, and **teix**. Completing Part Teiby of Tarea Teiby will help you review these words.

Zapotec speakers use some native prepositions differently than you might expect when the object of the preposition is a person or an animal. When you talk about something being located on or near a person's body, you don't use native prepositions which look like body part terms the same way you do to specify locations relative to physical objects (as in [Lecsyony Tseinyabchon](#)).

For example, look at Fot Tyop below. **Cuan becw?** Where is the dog standing? The dog is on the boy's head. So the best way to describe this scene is to say **Becw zu guecy mniny**.



20. Lecsiony Galy: Runya zeiny xpart xtada "I am working in place of my father" | 743

Fot Tyop xte Lecsyony Galy. Becw zu guecy mniny.

You might think that you could use **lo**, the normal word for “on”, in this sentence. But since **lo** comes from the word meaning “face”, it isn’t appropriate to use here (since the dog is not on the boy’s face!). Instead, we use **guecy**, which can have the meaning “on the head of” when it’s used to locate an item with respect to a person’s body.

A good way to understand how this works is to imagine a line from the item you’re telling the location of (the subject of the locational sentence) to the person or animal you’re using as a **REFERENCE** (the item you are using to help specify the location of the subject; that is, the prepositional object). The part of the reference’s body that this line touches is the preposition to use. Thus, in Fot Teiby, the line from the dog to the boy goes to the boy’s head, so **guecy** is the right preposition.

Now, look at Fot Tyop, and think about how you might describe the location of the man relative to the woman (with the woman as a reference).



Fot Chon xte Lecsyony Galy. Tyop buny Dizhsa.

In English, we could say *The man is sitting beside the woman*, so you might think it would be best to use **cwe** here. But remember that imaginary line! A line from the man to the woman won't go toward her side, but rather toward her front or, as we'd think of it in Zapotec, her face. So what you should say here is **Nguiu zub lo mna**. As you know, one of the meanings of **lo** is "in front of", and that is the right preposition here, even if it might not be your first choice in English. In Zapotec, **cwe** is used to say that one thing is "beside" another only if the first one is at the side of the second. (This works the same way even for speakers who don't use **cwe** as a body part word.)

Tarea Tyop xte Lecsyony Galy.

Look at the pictures below and answer the questions that follow them, using the people in the pictures as references to help specify the locations.



Fot Tap xte Lecsyony Galy

a. Cuan gues?



Fot Gai xte Lecsyony Galy

b. **Cuan nguiau?**

c. **Cuan mna?**

Using Fot Teiby (in Tarea Teiby), answer these questions:

d. **Cuan mna?**

e. **Cuan nguiau?**

Another preposition related to a body part. **Losna** [losnnaàa] means “in the hand of” (or, more explicitly, “on the palm of the hand of”) or “in the hands of”. Usually, this preposition (which contains **na** “hand” and works like **na** with bound pronouns) refers to location right on the palm of someone’s hand (as in Fot Xop).

Losna can also be used to refer to inheritance, with the verb **rsan losna** “leaves (property) to (someone)”, as in

Lo nya re bsan xtadmama losnaa.	“My grandfather left this field to me.”, “My grandfather left this land in my hands.”
--	--

Na as a preposition. **Na** “hand” can also be used to mean “on the branch of” a tree, as in

Many zub na gyag.	“The bird is sitting on the branch of the tree.”
--------------------------	--



Fot Xop xte Lecsyony Galy. Fruat beb losna mna.

§20.3. Using Native Prepositions with Animals as Prepositional Objects

Animal prepositional objects also work differently from inanimate prepositional objects. Fot Xop is a picture of a horse with some important parts labeled.



Fot Gaz xte Lecsyony Galy. Cabai.

Make sure you know all these body parts. Most animal body parts are used very similarly to human body parts for expressing location. There's a big difference, however, in the use of **dets** “back” and **zha** (or, for some speakers, **zhan**) “buttocks, rear end”, for animals rather than people, as you'll see.



Fot Xon xte Lecsyony Galy. Mniny cuan ra guan.

Compare Fot Xon (just above) and Fot Gai in Tarea Tyop. Although the angles from which the photographs are taken are different, the relationship of the man to the woman in Fot Gai and that of the boy to the bull in Fot Xon are very similar: in both cases, the subject is standing behind the prepositional object. However, we can't talk about them the same way in Zapotec. Here are some little dialogues:

Fot Tap:

- **Cuan nguiiu?**
- **Nguiiu zu dets mna.**

Fot Gaz:

- **Cuan mniny?**
- **Mniny zu zha guan.**

Once again, the best way to understand this difference is to use the imaginary line technique. The line from the boy (the subject) to the bull (the reference or prepositional object) goes to the bull's buttocks (**zha**), not to the bull's back (**dets**)! You can't use **dets** to

talk about the relationship of the boy and the bull in Fot Gaz. (What would it mean to say **Mniny zu dets guan?**)

You shouldn't use **zha** to talk about the relationship of the man and the woman in Fot Tap. When something is behind (or "in back of") a human, it's best to use **dets**. **Dets** usually expresses "behind" (or "in back of") a human standing or sitting erect, while **zha** usually expresses "behind" (or "at the buttocks of") a four-legged animal. Of course we don't say "at the buttocks of" in English. What's important to realize is that Zapotec expresses "behind" and many other prepositional ideas quite differently from English (or Spanish), especially with human or animal prepositional objects.

Next, consider the relationship of the toy woman and deer in Fot Xon. In English, we might say *The woman is behind the deer*, but you can't use either **dets** or **zha** in Zapotec. Use the imaginary line technique and draw a line from the woman to the deer. The line goes to the deer's side, so the best answer to the question **Cuan mna?** is **Mna zu cwe bzeiny**. Once again, English prepositions and Zapotec prepositions work differently!



Fot Ga xte Lecsyony Galy. Mna cuan bzeiny.

Listen carefully as you hear Zapotec speakers use prepositions with humans and animals as references and you will learn lots more about their use. The imaginary line technique will normally help you figure out what to say.

Tarea Chon xte Lecsyony Galy.

Answer the questions about the pictures below in Zapotec. If an item is given in parentheses, use it as a reference, as in the example. Pay attention to the invisible lines! Finally, translate your answers into English.

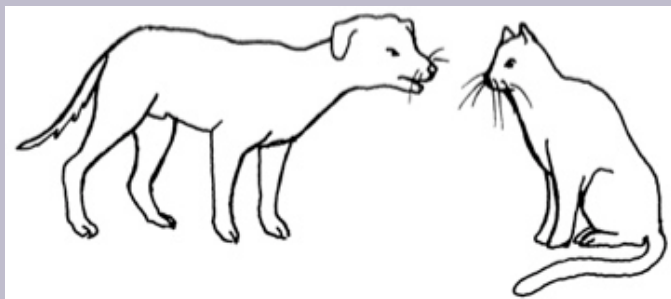


Fot Tsë xte Lecsyony Galy.

Example. **Cuan bdo?** (zhyet)

Answer. **Bdo zu zha zhyet.** "The baby is standing behind the cat."

- a. **Cuan mes?** (zhyet)
- b. **Cuan gyizhily?** (zhyet)
- c. **Cuan mniny?** (zhyet)
- d. **Cuan zhyet?** (bdo)
- e. **Cuan zhyet?** (gyizhily)
- f. **Cuan zhyet?** (mes)



g. Cuan becw? (zhyet)

h. Cuan zhyet? (becw)



Fot Tsëbteby xte Lecsyony Galy. Teiby buny Dizhsa cuan tap ryengw.
Roger, Brook, Roberto (Bet), Panfila (Lia Pam), and Allen at a guelaguetza in
Los Angeles

i. Tu zu cwe Bet?

j. Tu zu cwe Roger?

k. Tu zu lai Lia Brook cuan Lia Pam?

§20.4. Putting things in locations

Many of the locational verbs that you learned in [Lecsyony Tseinyabchon](#) are related to verbs that refer to putting things (or people or animals) in locations. Here are the new verbs:

rzeiby [rzèèi'by]	hangs (something) (in a location)
rzub [rzùu'b]	places (something) (in a location); sets (something) down (in a location)
rzubga [rzubga'ah]	sets (something) (in a location)
rzugwa [rzugwa'ah]	stands, stands up (something) (in a location)
rzu [rzuh]	stands, stands up (something) (in a location)
rzundi [rzundii]	stands (something) erect (in a location)

These words are used in sentences that have four parts: a verb, a subject, an object, and a location phrase. Here are some examples of how these verbs are used:

Bzeiby du lo gyag!	"Hang the rope on the tree!"
Rzub Lia Petr gues guecni rata zhi.	"Petra places the pot on her head every day."
Yzubgaën ra liebr lany caj.	"We will set the books in the box."
Bzub mna bdo lo gyizhily.	"The woman set the child on the chair."
Yzugwayu ra tas cwe gues.	"Stand the glasses beside the pot (form.)!"
Cazuëng bar lany yu.	"He is standing the stick in the ground."

As you can see, each of these words refers to putting something in a location in a particular position or orientation. Each one could also be translated with "puts" (and often, in English, this will sound better), but in Zapotec it's important to use a verb that specifies the exact position of the object. Here's the pattern:

PUTTING OBJECTS IN LOCATIONS PATTERN

verb	subject	object	location phrase	rest of sentence
Rzub	Lia Petr	gues	guecni	rata zhi.
Yzubga	-ĕn	ra liebr	lany caj.	
Bzub	mna	bdo	lo gyizhily.	
Yzugwa	-yu	ra tas	cwe gues.	
Cazu	-ĕng	bar	lany yu.	
Bzeiby		du	lo gyag!	

Of course, imperatives like the last example don't have subjects (though you know the subject is "you"!), and it's possible to focus the subject, object, or location phrase to change this basic pattern.

The habitual stems of most of the verbs listed above look just like the habitual stems of some of the locational verbs that you learned in [Lecsyony Tseinyabchon](#). But these "puts" verbs are different from the locational verbs in two ways. First, these verbs do not have corresponding neutral forms. Second, the irrealis stems of these new "puts" verbs are different from the irrealis stems of the locational verbs. The irrealis stems of the "puts" verbs use the regular irrealis prefix **y-** rather than starting with **s**:

seiby “will hang (by itself, by himself, by herself)”	(locational verb)
yzeyby “will hang (something)”	(“puts” verb)
sub “will sit”	(locational verb)
yzub “will set (something)”, “will place (something)”	(“puts” verb)
subga “will sit”	(locational verb)
yzubga “will set (something)”	(“puts” verb)
sugwa “will stand (by itself, by himself, by herself)”	(locational verb)
yzugwa “will stand (something)”	(“puts” verb)
su “will stand (by itself, by himself, by herself)”	(locational verb)
yzu “will stand (something)”	(“puts” verb)

Both types of verbs are used with locational phrases. In addition, the new “puts” verbs are all used with objects, while the locational verbs don’t have objects.

Finally, here’s another “puts” verb that is not related to a locational verb:

rguixga [rgui’xga’ah] lays (something) down (in a location)

Unlike the other “puts” verbs, this one has a normal irrealis (**yguixga**). But it’s used in the same “puts” pattern as the other new verbs.

Locational and “puts” verbs don’t always have andative forms that

speakers are comfortable using. You can ask your teacher what he or she thinks about these.

Tarea Tap xte Lecsyony Galy.

Bcwa ni ca ni guet cuan Dizhsa. Pay attention to whether the verbs should be locational verbs or “puts” verbs.

- a. The doctor will sit in the church.
- b. Juan will hang Elena’s picture next to your picture.
- c. Will you set the baby on the chair?
- d. Where will my picture hang?
- e. Ignacio says he will stand behind me.
- f. I will place the blal on the table.
- g. Stand (pl.) the poles in the ground.
- h. Would you be so good as to sit in the car?
- i. Gloria laid the dog on the (modern) bed.
- j. The money is in the box.
- k. The cat lay down on the (traditional) bed.
- l. Please stand next to Señora Petra (form.).

§20.5. Special location words with *lo*

Some nouns that refer to locations are almost always used with **lo**. Here are some examples (some of which you already know!):

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lo bcu [loh bcùùu] altar (in a church)
lo gueizh [loh guee'ihzh] pueblo, town,
 village § e-poss. **lazzh** [la'ahzh:]
lo gyia [loh gyii'ah] market
lo nya [loh nyààa] field § e-poss. **lo zhia** [loh
 zhihah]
lo pyeiny [loh pyeeiny] altar (in a home)
lo zhia [loh zhihah] field (e-poss. of **lo nya**)

Normally, these words are used with the **lo** in all contexts, and speakers think of them as including **lo** (they might even choose to write **lo** as part of the words, rather than separately, as above). Here are some examples:

Gwerëng lo gyia.	"They went to the market."
Bleëng fot lo nya.	"He took a picture of the field."
Choën lo gueizh.	"We'll go to the pueblo."
Bzugwa Bied Lia Zhuan gues lo pyeiny.	"Señora Juana put the pot on the altar."

As you can see, these new words are used with **lo** when they are objects of verb phrases like **rbe fot**, when they name directions taken with verbs like **ria**, and when they are actually in location phrases (as in the last example). (You might think that there would be two **lo**'s in this sentence, the preposition and the beginning of the word for "altar". But you only need one.)

Listen to the way speakers of Valley Zapotec use the words in this section. Sometimes speakers will omit **lo** with them. One such case might be when the words are plural. There are two ways to say the next sentence:

Bleëng fot ra nya.,	"He took pictures of the
Bleëng fot ra lo nya.	fields."

In this case, when **lo nya** refers to more than one field, and it's a

normal object, many speakers feel it's ok to omit **lo** following the plural marker **ra**.



Fot Tsëbtyop xte Lecsyony Galy. An altar in a home in San Lucas.

Tarea Gai xte Lecsyony Galy.

Bcwa ni ca ni guet cuan Dizhsa.

- Put the flowers on the altar. (in a church)
- A picture of my father is on the altar. (in my home)
- When are they going to the pueblo?
- The cows are in the field.
- Soledad likes to take pictures of her father's fields.

- f. We are standing in front of that altar. (in a church)
- g. The church is near the market.
- h. Has your friend seen your pueblo?
- i. Why is your bull in my field?
- j. Did you see him at the market?

§20.6. More about expressing location

Expressing locations without prepositions. To say that an event takes place in a town or city, you might expect to use a word meaning “in”, but **lany** is never used in such cases in Valley Zapotec. Most commonly, speakers use no preposition at all with large locations like these:

Santa Mony nu Lia Len.	“Elena lives in Santa Monica.”
Tyop buny cagwi lo ra budy San Luc.	“Two people are looking at chickens in San Lucas.”
Bxela muly par ra saa Ndua.	“I sent money for my relatives in Oaxaca.”
Rtorëng ra gues Monte Albán.	“They sell pots at Monte Alban.”
Rnalazu blal ni nu San Diegw e?	“Do you remember the blal that was in San Diego?”

The same thing happens when you’re talking about going in the direction of a large location or arriving at a large location. With a smaller location, **lany** or another preposition is correct, as in

Byoën lany teiby edifisy.	“We went into a building.”
----------------------------------	----------------------------

However, with the name of a town or another large location, speakers usually give the location without a preposition:

Chi bzenyu Los Angl, a danoën nuën San Luc!	“When you arrived in Los Angeles, we were in San Lucas!”
Lany autobuas bzenyën Tijwan cuan laëb.	“I arrived in Tijuana with him on the bus.”
Bzicy myegr naa Meijy.	“The border patrol sent me back to Mexico.”
Bed cuan naa byoën San Diegw lany autobuas.	“Pedro and I went to San Diego on the bus.”
Bryan xtad doctor Bac.	“The doctor’s father stayed in Tlacolula.”

If you listen to Zapotec conversations you’ll notice two additional things. First, sometimes it’s hard to know whether a location counts as “large”. In the examples below, “school”, “restaurant”, and “the Comedor Mary” are used without an “in” or “at” preposition (even though **lany** might also be appropriate at times, as in the “into a building” sentence above):

A rapa teiby amiegw scwel ni la Lia Araceli.	“I already have a friend at school whose name is Araceli.”
Comedor Mary uas nizh nax ricy.	“At the Comedor Mary, the chocolate is very delicious there.”
A guc tsë iaz cayuny Chiecw zeiny xte meser rrestaurant ni la Yagul.	“For ten years Chico has been working as a waiter in a restaurant called Yagul.”

Listen, and see if you can discover when the Zapotec speakers you know feel that a location is “large”! The decision may involve whether the speaker is thinking about an actual building, or not.

(Houses are special in Zapotec, however. You’ll learn more about

expressing location of houses and relative to houses in [Lecsyony Galyabteiby](#). For now, don't try to do this!)

Ni na for “in”. A final point to notice is that sometimes Zapotec speakers use **ni na** [nih nàa] before large location names. Here are some examples:

A guc tsē iaz cayuny Chiecw zeiny xte meser rrestaurant ni la Yagul ni na West Los Angl.	“For ten years Chico has been working as a waiter in the restaurant called Yagul in West Los Angeles.”
Choēn ni na Bac.	“We’re going to Tlacolula.”
Unibersida ni na San Diegw bsedya Dizhsa.	“I studied Zapotec in college in San Diego.”

(The last example contains **universida** with no preposition and **ni na** before **San Diegw**!) In the Ra Dizh for this lesson and *Blal xte Tiu Pamyēl*, **ni na** is translated as “in”, but you can’t use **ni na** everywhere you can use **lany**. It may seem as though it’s most common to hear **ni na** before borrowed names, but since **ni na** can be used with **Bac** (as in the second example above), that’s not a regular rule. Once more, the best thing to do is to listen to how speakers use this phrase.

Tarea Xop xte Lecsyony Galy.

Part Teiby. Make up Zapotec sentences that talk about events that take place in the following locations, or about motion toward these places. Then translate your new sentences into English.

a. **lo gueizh**

b. **Califoryën**

c. **dyen**

d. **lo gyia**

e. **Meijy**

f. **lo nya**

g. **restauran**

h. **San Dyegw**

i. **ydo**

j. **Bac**

k. **Ndua**

l. **San Luc**

Part Tyop. Work with another student. Take turns reading your sentences aloud to one another. The student listening should try to write down what he or she hears, then translate the sentence into English and check to see if it's right!

Telling the location of “large locations”. In [Lecsyony Tseinyabtap](#) you learned that the locational verb **na** is generally not used in expressing locations – normally you use a positional verb. There's one exception to this rule, though. When the item you want to locate – the subject of your locational sentence – is a “large location”, such as a town or one of the buildings and institutions we've discussed here, the usual verb to use is **na**. (Perhaps the reason for this is that large locations don't stand or sit or lie!) Here are some examples:

Bac na Ndua.

“Tlacolula is in Oaxaca.”

Scwel na cwe ydo.

“The school is next to the church.”

Tarea Gaz xte Lecsyony Galy.

Part Teiby. Bcwa ni ca ni guet cuan Ingles.

- a. Lo gueizh na Ndua.
- b. Los Angl na Califoryën.
- c. Dyen na dets restoran.
- d. Lo gyia na cwe ydo.
- e. Ndua na Meijy.
- f. Califoryën na Stados Unied.
- g. Restoran na cwe scwel.
- h. San Luc na Ndua.

Part Tyop. Make up a question based on each of the above statements. For half of the questions, you should ask the question with a different location phrase, as in the first example. For the others, you should make the question negative (see [Lecsyony Gaz](#) if you need a review on negative questions!).

Example (a1). **Lo gueizh na Califoryën e?** (different location phrase)

Example (a2) **Queity na lo gueizh Ndua e?** (negative question)

Part Chon. Work with a partner and take turns asking

each other your new questions. Respond to the questions with **a** or **quiety** plus a full sentence, as in the example:

Example (a1) **Lo gueizh na Califoryën e? Queity, lo gueizh na Ndua.**

Example (a2) **Queity na lo gueizh Ndua e? A, lo gueizh na Ndua.**

Nez. The word **nez** [ne'ehz] is often used in locational sentences. This word means “path”, but in locational sentences it often seems to have a meaning like “roughly”. So you might hear

Scwel na nez cwe ydo.

“The school is (roughly)
next to the church.”

from a speaker who wasn't sure this was the best characterization (if the two buildings were not lined up, for example). Another example is

Gyag zu nez cwe scwel.

“The tree stands (roughly)
next to the school.”

Here, the speaker might be indicating that because the tree and the school were of such different sizes it was awkward to think of them as really “next to” each other.

Sometimes, however, you may hear **nez** before a location phrase where “roughly” does not make sense as a translation. Although you may find it tricky to use **nez**, you should listen to how speakers use this word, and you'll get better at figuring out how to use it yourself.

§20.7. More about questioning objects of native prepositions

Another question pattern. Here are some questions you learned about in [Lecsyony Tseinyabchon](#):

Tu dets zubga Lia Len?	“Who is Elena sitting behind?”
Tu cwe zugwoo na?	“Who are you standing next to?”
Tu lo bcwatslo Chiecw?	“Who did Chico hide from?”

These follow the question word – preposition – verb – subject – rest of sentence pattern.

As you learned, these “who” questions can use both native and Spanish prepositions. With native prepositions, however, there’s another pattern, as in these questions:

Tu zubga Lia Len detsni?	“Who is Elena sitting behind?”
Tu zugwoo cweni na?	“Who are you standing next to?”
Tu bcwatslo Chiecw loni?	“Who did Chico hide from?”

In these questions, the question word comes at the beginning (once again), but the preposition comes after the subject, followed by **-ni** [nii], the same ending that is used in possessive sentences ([Lecsyony Tsëda](#)).

Here is the pattern for these questions. Remember that this pattern is used only with native prepositions:

ANOTHER PATTERN FOR QUESTIONS ABOUT NATIVE PREPOSITIONAL OBJECTS

question word	verb	subject	preposition	-ni	rest of sentence
Tu	zubga	Lia Len	dets	-ni?	
Tu	zugwo	-o	cwe	-ni	na?
Tu	bcwatslo	Chiecw	lo	-ni?	

Tarea Xon xte Lecsyony Galy.

Bcwa ni ca ni guet cuan Ingles. Then, if possible, use another question pattern to ask the same thing.

- a. **Tu lo zurěng?**
- b. **Tu zub becw cweni?**
- c. **Tu lo bcwa Lia Len email?**
- d. **Tu dets zugwa Jwany?**
- e. **Tu cwe zundi gyag?**
- f. **Tu mna Lia Da loni?**
- g. **Tu blia permisy loni?**
- h. **Tu lo gwe Rony mach?**
- i. **Tu quinyěn muly loni?**
- j. **Tu lo bgwe dizh xnanu?**

“What” questions. The same alternative pattern is used to ask “what” questions like the following:

Xi mnayu loni na?	“What did you (form.) see?”
Xi bcwetslo Mazh loni?	“What did Tomas hide from?”

In Valley Zapotec, it’s generally not good to begin a question with **Xi lo**, so this pattern is the right one to use.

“What” questions with **cali**. When you are questioning a “what” object of a location preposition in Valley Zapotec, however, you use the word **cali** (not **xi**) in sentences like the following:

Cali lany yzubri liebr?	“What are they going to put the book in?”
Cali lo beb gues?	“What is the pot on?”
Cali lo bzub xnanu gues?	“What did your mother put the pot on?”
Cali dets natga becw?	“What is the dog sleeping behind?”

The pattern here is just the same – you start the question with the question word, followed by the preposition, the verb, the subject, and the rest of the sentence. What’s unusual is that you use **cali** “where”, although we would expect to use “what” in English.

Tarea Ga xte Lecsyony Galy.

Bcwa ni ca ni guet cuan Dizhsa. Don’t forget to use **cali** when you are questioning a “what” location object.

- What is the doctor looking at?
- Who is Elena and Ignacio standing in front of?

- c. Who are you writing that letter to?
- d. What did he eat the soup with?
- e. Who is Pedro sitting next to?
- f. What is the dog lying on?
- g. What did Gloria see?
- h. What is the cat running around?
- i. Where are the cups?
- j. What did you put the blal next to?

§20.8. Modifying phrases with native prepositions

You learned about modifying phrases like the following in [Lecsyony Tseiny \(15\)](#):

zhyap ni wbany	“the girl who woke up”
ra becw ni bdeidya Bed	“the dogs that I gave Pedro”
ra becw ni mnizh Bed naa	“the dogs that Pedro gave me”
mna ni cuzh danuan zhi	“the woman who will call us tomorrow”
mna ni cuzhēn zhi	“the woman we will call tomorrow”
mniny ni btaz Mazh	“the boy who hit Tomas”, “the boy who Tomas hit”

As you know, these include a modified noun phrase followed by **ni** – verb – rest of sentence. The same pattern is used whether

the modified noun phrase is the subject or the object of the verb following **ni**.

A different pattern is used, however, when the modified noun phrase is the object of a native preposition within the modifying phrase. Here are some examples:.

gyizhily ni natga becw detsni	“the chair that the dog is lying in back of”
ra zhyap ni bcwatslon loni	“the girls that we hid from”
doctor ni zugwoo cweni	“the doctor that you are standing next to”
buny ni bgue xtada loni	“the man that my father cussed out”
museu ni mnaa loni	“the museum that I saw”

These phrases follow the pattern below:

MODIFYING PHRASE WITH OBJECTS OF NATIVE PREPOSITIONS					
noun phrase	ni	verb	subject	preposition	-ni
gyizhily	ni	natga	becw	dets	-ni
ra zhyap	ni	bcwatslo	-n	lo	-ni
doctor	ni	zugwo	-o	cwe	-ni
buny	ni	bgue	xtada	lo	-ni
museu	ni	mna	-a	lo	-ni

In these modifying phrases, the preposition always comes at the end, followed by the **-ni** [nii] ending you learned about in [Lecsyony Tseiny \(15\)](#) (the same **-ni** used in the question pattern described in section §20.7). These modifying phrases begin and end with **ni** – the modifying **ni** [nih] and the ending **-ni** [nii] – but the two **ni**’s are pronounced differently.

For now, don't try to use modifying phrases with Spanish prepositions.

Tarea Tsë xte Lecsyony Galy.

Part Teiby. Make up Zapotec sentences that contain modifying phrases for objects of the following native prepositions. Then translate your sentences into English.

- a. **lo**
- b. **cwe**
- c. **dets**
- d. **guecy**
- e. **lany**
- f. **ni**
- g. **zha**
- h. **lad**
- i. **lai**
- j. **gagyeita**

Part Tyop. Read one of your English sentences aloud to a partner and have him or her translate it into Zapotec. Compare that translation with your original Zapotec sentence. Are they identical? There may be more than one way to express the English sentences in Zapotec!

Blal xte Tiu Pamyël, Part Gaz

§I. Part Gaz

Bed rcwa teiby email lo Mazh –

As, Mazh,

Axta na adi ydicaldi xi ni rata ra blali rliu tebloizy.

Nas bied Rony biedgwi cuanën, chiru naëng danoën a Rnest a bzalo cayuny prweb xte *carbono catorce* cuan macyëm. Prweb re ygwe dizh don a blalbag na blal ni bzierëng lo *Raúl Alba* cuan blal ni deizy bzi museu. Ropti rliuri chiru roptiri rliuri zicy ni na ni mnaën loni San Dyegw. Uas neiny ydica rresultad xte prweb ni cayunyrëng. Chiru uas wgyeizh ydicaï, per na Rony na par gacbe museu a blalbagui bzierëng. Chon museu steby chi a bilo guc prweb ni cayunyrëng don xa ydicaï, naëng naa cuan Lia Len.

Nai byon Ndua. A xtađen a bicy ladi steby, chiru na par mnazën chon camyuny – lo gueizh mnazën camyuny par Bac, Bac mnazën stebi par Ndua, chi bzenyën terminal xte camyuny Ndua, chiru ricy mnazën camyuny ni ria museu.



Fot Teiby. A bus leaving Tlacolula for Oaxaca.

Prweb xte *carbone catorce* ni rgwe dizh xi zicydi nu teiby cos gaxlyu ni rgwe dizh cataly ntiu na blal o teiby bsiny. Prweb ni beinyrëng bgwe dizh ati blalbag blal ni bzierëng lo *Raúl Alba*. Ca chia queity gac, la *Raúl Alba* na gyizh ni gwe liaz Tiu Pamyël ni gunde fot ra blal xte Tiu Pamyël.

Chi bluazh beiny Rnest prweb, mniëng por telefono museu ni la *Museum of Man* ni na San Dyegw tyen gunyagzari prweb ra blal xtenri. As chiru mnineëng polisia. Chiru rcazri ynineri danoën. Chi mnineri danoën, chicy bdeidyën gyets ni mnizh *Raúl Alba* danoën (rzilazën ricy ca gwei xteni). As chiru gusan Rony danoën lo gueizh cuan xcoch cwebyëng. (Uas joz na xcochëng!) Zicy queityru mnazdyën rata ra camyuni steby.

Bal ganu lo xtada gwuatsla laëb chieëb biblyotec chigualëb ra *email* ni bxela loëb.

Xamiegwu,

Bed



Fot Tyop. The Mercado de Abastos in Oaxaca City, across from the terminal where the bus arrives from Tlacolula.

from <http://www.aquioxaca.com/mercados/abastos.htm>

§2. Rata Ra Dizh

adi [aadi'] has not yet (followed by subject plus irr. sentence or by irr. sentence, as in **axta na adi ydicaldi xi ni rata ra blali rliu tebloizy** "it has not yet come out (up to now) why all those blals look the same") (see notes)

biedgwi cuan [bie'dgwi'ih cu'an] perf. of **riedgwi cuan**

bito [biloh] perf. of **rilo**

bsiny [bsii'iny] broken piece of pottery

ca chia queity gac [ca chiia que'ihy ga'c] I bet (idiom) (as in **ca chia queity gac, la Raúl Alba na gyizh ni gwe liaz Tiu Pamyël** "I bet Raul Alba was the city person who went to Señor Panfilo's house")

cataly ntiu [cata'lly nti'u] how old

deizy [de'ihzy] just

gunde perf. of **rinde**

gwei [gwe'i] fingerprint

la [lää] (used before some focused noun phrases, as in **la Raúl Alba na gyizh ni gwe liaz Tiu Pamyël** "Raul Alba was the city person who went to Señor Panfilo's house")

macyëm [má'cyëmm] machine

nas [nahs] the day before yesterday

neiny [nëiny] slowly

prweb [prweeb] test, exam (see also **runy prweb**)

prweb xte carbono catorce [prweeb x:tée' carbóno catórse] carbon dating test

rdica [rdi'cah] comes out (of a test, for example)

rdicaldi [rdi'cahldii] comes out, gets figured out (of the truth of something)

rgwe dizh don [rgwèèè' dii'zh do'on] says whether, says if (as in **prweb re ygwe dizh don a blalbag na blal ni bzierëng lo Raúl Alba cuan blal ni deizy bzi museu** "this test will say if the blal that they bought from Raul Alba and the blal that the museum just bought are genuine blals")

riedgwi cuan [rie'dgwi'ih cu'an] comes and visits

rigual [rigù'all] goes and sings, goes and reads (and. of **rual**)

rilo [riloh] finishes § perf. **bito** (see notes)

rinde [rindee'eh] goes and takes (and. of **rbe** "takes") § perf. **gunde**

rliu tebloizy [rliu' te'bloh-ihzy] look just the same (as in **rata ra blali rliu tebloizy** "all these blals look the same")

rliu zicy ni na [rliu' zi'cy nih nàa] looks like (as in **rliuri zicy ni na ni mnan loni San Dyegw** "they look like the one we saw in San Diego")

ropta [ro'pta] both of, the two of (as in **ropta ra blal** "both blals" or **ropti, roptiri** "both of them": **ropti rliuri chiru roptiri rliuri zicy ni na ni mnaën loni San Dyegw** "both of them look alike and both

of them look like the one we saw in San Diego")
(see notes)

runy prweb [ruhny prweeb] tests, gives a test to >
runy

tebloizy [te'blohihzy] just the same (in **rliu tebloizy**)

terminal xte camyuny [termina'll x:tée' camyuuny]
bus station

wgyeizh [wgyee'ihzh] expensive



Fot Chon. The courtyard between the museum and the Santo Domingo church.

§3. A New Particle

-agza [ahgza'] also (particle) (see notes)

§4. Xiëru Zalo Ra Dizh

§4.1. Most commonly, **adi** “has not yet” is followed by a subject. If that subject is a bound pronoun, the next thing is an irrealis verb followed by the same bound pronoun, as in **adyëng gauwëng** “he hasn’t eaten yet”. If that subject is a noun, the next thing is just an irrealis verb, as in **adi Bed gau** “Pedro hasn’t eaten yet”. (As **adyëng** shows, **adi** becomes **ady** before bound pronouns starting with vowels, just as the negative particle **-di** does.) However, alternatively, **adi** may be followed by an irrealis sentence starting with the verb, as in **adi gauwëng** “he hasn’t eaten yet” or **adi gau Bed** “Pedro hasn’t eaten yet”, or the example in Bed’s email, **axta na adi ydicaldi xi ni rata ra blali rliu tebloizy** “it has not yet come out (up to now) why all those blals look the same”.

§4.2. **Riedgwi cuan** is a phrasal verb. The object of “comes and visits” is expressed as a bound pronoun or noun following **cuan**. **Riedgwi** is a venitive “comes and” verb (similar to the andative verbs you learned about in Lecsyony Tseinyabtyop). You’ll learn more about these in Lecsyony Galyabteiby.

§4.3. **Ropta** “both of”, “the two of” is used with a following bound pronoun or noun, as in **ropta ra blal** “both blals”. Before bound pronouns beginning with vowels, the **a** of the **-ta** ending drops, as in **ropti** “both of them (dist.)”. Before the distal plural ending **-ri**, this final **a** may become **i**: **roptiri** (as in the story) / **roptari** “both of them (pl. dist.)”. (**Ropti** shows, as you’ve seen before, that sometimes it is not necessary to use plural pronouns. It’s hard to give a rule for this, though – listen to speakers and see what they do!)

§4.4. **Na par gache museu a blalbagui bzierëng** means “The museum has to (i.e., needs to) know that the one that they bought is a genuine blal”. Here, **blalbagui** is **blalbag** plus the bound distal pronoun **-i**, which is sometimes used like the independent pronoun **ni** “the one that”.

§4.5. **Rilo** “finishes, gets finished” is followed by a verb telling the action that was finished, followed by its subject, as in **chi a bilo guc prweb ni cayunyrëng** “when the test that they are doing has gotten finished”.

Mazh’s phrase **a bilo guc prweb** refers to a future time (the time when, as Mazh says, **chon museu steby** “we’ll go to the museum again”), even though the verbs are in the perfective. That’s because by the time when Lia Len and Mazh revisit the museum, the test will have been completed.

The form of **rilo** and that of the following verb usually match – that’s why in this example both verbs are perfective.

§4.6. **-Agza** “also” is a particle that works like **-zhyi** “must”. An example is **tyen gunyagzari prweb ra blal xtenri** “so that they could also test their blals”.

§4.7. **Gusan Rony danon lo gueizh** means “Rony took us to the pueblo”, in other words, he “went and left us” there.

§4.8. This chapter of the story contains several new andative verbs. You can always check the andative form of a verb in the verb charts at the end of this book.

IX. UNIDA GA (UNIT 9)

Coming, Going, and More About Verbs

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A house in Tlacolula.

Despite its modern brick and stucco construction, this home follows a traditional plan, with many rooms with common walls but no connecting doors, around a central courtyard

SUPPLEMENTARY MATERIAL FOR UNIDA TEIBY (UNIT 1)

S-I. Spelling and Pronunciation Guide

Summary

The chart below (modified from the one in Lecsyony Tyop) shows the consonant letters used to spell words in Valley Zapotec. The pronunciations of the sounds these letters represent are discussed in [Lecsyony Tyop](#) and [Lecsyony Chon](#). The last column below gives references to the sections in these lessons where the pronunciation of these sounds is discussed. (Vowel pattern pronunciations are covered in the second chart, which follows.)

a	roughly as in English <i>father</i> , Spanish <i>amo</i>	syuda	“city”	[syudaa]	§2.3
b	roughly as in Spanish	Bed	“Pedro”	[Beed]	§2.4.2
c	roughly as in English <i>car</i> , Spanish <i>casa</i>	capi	“shrine”	[capii]	§2.4.1 , 2.4.4
ch	roughly as in English or Spanish	Chan	“Feliciano”	[Chaan]	§2.4.1
d	roughly as in Spanish	dad	“dice”	[daad]	§2.4.2
e	roughly as in English <i>bet</i> , Spanish <i>peso</i>	cafe	“coffee”	[cafee]	§2.3 , 3.5
ě	doesn't occur in English or Spanish (pronounced like the <i>u</i> of <i>hula</i> said with the lips spread)	xdaděng	“his dice”	[x:daaděng]	§2.5 , 3.5
f	roughly as in English or Spanish	cafe	“coffee”	[cafee]	§2.4
g	roughly as in Spanish	gan	“gain”	[gaan]	§2.4.2 , 2.4.4
gu	used instead of g before e or i	rgui	“gets sour”	[rguii]	§2.4.4
i	roughly as in English <i>police</i> , Spanish <i>amigo</i>	wi	“guava”	[wii]	§2.3
j	roughly as in Spanish	jug	“juice”	[juug]	§2.4.2
l	roughly as in English or Spanish	lechu	“lettuce”	[lechuu]	§2.4.1 , 3.2
m	roughly as in English or Spanish	mon	“doll”	[moon]	§2.4.1 , 3.2

n	roughly as in English or Spanish	canel	“cinnamon”	[caneel]	§2.4.1 , 3.2
ng	roughly as in English <i>finger</i> , Spanish <i>mango</i>	ngui	“sour”	[nguii]	§2.4.6 , 3.2
o	roughly as in English <i>rodeo</i> , Spanish <i>hola</i>	mon	“doll”	[moon]	§2.3
p	roughly as in English or Spanish	plati	“cymbals”	[platii]	§2.4.1
qu	used instead of c before e or i	quizh	“will pay”	[quiizh]	§2.4.4
r	roughly as in Spanish (or like English t in <i>city</i>)	ri	“are around”	[rii]	§2.4.2
rr	roughly as in Spanish	rran	“frog”	[rraan]	§2.4.2
s	roughly as in English or Spanish	solisitu	“application”	[solisituu]	§2.4.1
t	roughly as in English or Spanish	Tan	“Cayetano”	[Taan]	§2.4.1
ts	roughly as in English	bets	“brother (of a man)”	[behts]	§2.4.6
u	roughly as in English <i>hula</i> , Spanish <i>luna</i>	zu	“is standing”	[zuu]	§2.3
w	roughly as in English	wi	“guava”	[wii]	§2.4.3 , 2.4.5
x	roughly like English <i>sh</i> in <i>ship</i>	xman	“week”	[xmaan]	§2.4.3 , 3.2
y	roughly as in English	yug	“yoke (for oxen)”	[yuug]	§2.4.3 , 2.4.5
z	roughly as in English	zu	“is standing”	[zuu]	§2.4.3

zh	roughly like English s in <i>pleasure</i>	zhar	“vase”	[zhaar]	§2.4.3, 3.2
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Diphthongs – combinations of two vowels – are discussed in section [§2.6](#).

The consonant letters given in the chart above are, for the most part, used unchanged in pronunciation guides. Section [§3.2](#) discusses six consonant pronunciations not illustrated above, [ll] (written **l**), [mm] (written **m**), [nn] (written **n**), [nng] (written **ng**), [x:] (written **x**), and [zh:] (written **zh**).

[ll]	like l , but longer	nlag	“wide”	[nllaag]	§3.2
[mm]	like m , but longer	muzh	“blond”	[mmuuzh]	§3.2
[nn]	like n , but longer	mansan	“apple”	[mansaan]	§3.2
[nng]	like ng , but longer	nzhung	“hard”	[nzh:uhnng]	§3.2
[x:]	like x , but whistly	xquiny	“corner”	[x:quiiny]	§3.2
[zh:]	like zh , but whistly	zhomrel	“hat”	[zh:oommreel]	§3.2

Sections [§4.2](#) and [§4.4](#) describe how the hyphen (-) and the acute accent (´) are used in pronunciation guides.

Below is the summary chart for vowel patterns from [Lecsyony Tap](#), showing the vowel pattern, an example (in normal spelling), the meaning and pronunciation of that example, and the tone associated with that vowel pattern, along with a reference to the section where that pattern is discussed. In the vowel pattern column, C indicates a checked vowel, P a plain vowel, B a breathy vowel, and K a creaky vowel.

<i>Pattern</i>	<i>Example (Spelling)</i>	<i>Meaning</i>	<i>Pronunciation</i>	<i>Tone</i>	<i>Section</i>
C	ricy	“there”	[ri'cy]	high	§3.3.2
PP	wi	“guava”	[wii]	high	§3.1
PPP	badia	“roadrunner”	[badiia]	high	§4.1.2
B	zhi	“day”	[zhih]	low	§3.2
BB	bi	“air”	[bihih]	low	§3.2
KP	rguiny	“hits”	[rguiiny]	low	§3.3.3
CP	gyizh	“city person”	[gui'izh]	rising	§3.3.2
CPP	chinzh	“bedbug”	[chi'iinnzh]	rising	§3.3.2
KPP	nan	“mother”	[nnàaan]	rising	§3.3.3
CB	zhi	“nose”	[zhi'ih]	falling	§3.3.2
CBB	galguizh	“sickness”	[gahlgu'i'ihzh]	falling	§3.3.2
KC	dizh	“language”	[di'zh]	falling	§3.3.3
KCP	mniny	“child”	[mnii'iny]	falling	§3.3.3
KKC	garzi	“guts”	[garzi'ii]	falling	§3.3.3
KPC	a	“yes”	[àaa']	falling	§4.4.1
PB	baly	“fire, flame”	[baahlly]	falling	§4.4.1
PC	baxat	“toad”	[bax:aa't]	falling	§4.4.1
PCB	ba	“earlier today”	[bàa'ah]	falling	§4.4.1
PKC	ya	“up”	[yaàa']	falling	§3.4

S-2. Personal Names, Titles, and Terms of Address

Modern Valley Zapotec parents, particularly those who have spent time in the United States, often feel free to give their children names in Spanish, English, or another language, but there are many traditional given names, and you may want to choose one of these names to use yourself while speaking Valley Zapotec. Most traditional names were originally borrowed from Spanish, but these have been used in the language for so long that they are now considered to be completely Zapotec, and in many cases it's hard to see the relationship to the original Spanish name. There are a few names that have no Spanish source, and may well be names that were in use long before the Spanish conquest.

This guide will introduce you to Valley Zapotec personal (given) names and the titles that are used with them, as well as some terms of address. You may be able to find the equivalent of your English or Spanish name there, a name that sounds like yours, or another name that appeals to you!

§1. Below are lists of ten men's names and ten women's names, which we'll use as examples in this section. (These lists include the names of the characters in the continuing story in this book, *Blal xte Tiu Pamyël*, which begins in *Unida Tyop*, as well as other names that will be used in our examples.) The names are given here with both Spanish and English translations (Spanish names are written in English style without accent marks); in the rest of this book, however, we'll use only the Spanish translations. Each name given below is followed by its pronunciation guide; see [Lecsyony Chon](#) and [Lecsyony Tap](#) for help in interpreting these.

MEN'S NAMES

Bed	Pedro, Peter	[Beed]
Chiecw	Chico, Francisco, Frank, Francis	[Chie'cw]
Jwany	Juan, John	[Jwaany]
Lieb	Felipe, Philip	[Li'eb]
Mazh	Tomas, Thomas	[Ma'azh]
Nach	Ignacio, Nacho, Ignatius	[Na'ch]
Pamyël	Panfilo	[Pá'mmyëll]
Rnest	Ernesto, Ernest	[Rne'est]
Rony	Jeronimo, Geronimo	[Ro'ony]
Wse	Jose, Joseph, Joe	[Wsee]

WOMEN'S NAMES

Lia Cat	Catalina, Katherine, Kate, Kathy	[Lia Ca't]
Lia Chon	Asunshion, Concepcion, Chona	[Lia Cho'nn]
Lia Da	Soledad	[Lia Daa]
Lia Desy	Modesta	[Lia De'sy]
Lia Glory	Gloria	[Lia Gloory]
Lia Len	Elena, Elaine	[Lia Leen]
Lia Mony	Monica	[Lia Mo'oony]
Lia Petr	Petra	[Lia Pe'tr]
Lia Tyen	Cristina, Christina, Christine	[Lia Tye'nn]
Lia Zhuan	Juana, Jane, Jean, Joan	[Lia Zh:üaan]

§2. You'll notice that the women's names above are all preceded by the **TITLE Lia** [Lia]. A title is a word that is used along with a name. **Lia** means something like English Miss or Ms. or Spanish *Señorita*, but, unlike these English and Spanish titles, is strictly used

by most Valley Zapotec speakers preceding any girl's or woman's name, either in direct address

Cali chiu, Lia Len? [cali chiu', Lia Leen?]	"Where are you going, Elena?"
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or in reference

Rsudieby Lia Len nyis. [rsudie'by Lia Leen nnyi'ih̥s]	"Elena boils water."
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(You'll learn more about sentences like the last one in [Lecsyony Gai](#).) For this reason, we list the names with **Lia** above.

As you listen to Valley Zapotec speakers, you will hear some contexts in which speakers omit **Lia** before women's names. (Some speakers even feel that particular names may sound better without **Lia** than others do.) It's always correct to include **Lia**, however.

(The word **lia** also can be used on its own to mean "girl", roughly equivalent to **zhyap**, which is the word for "girl" that we'll use in this book.)

§3. Valley Zapotec speakers use other titles along with personal names to show respect. Men's titles are used before a man's name, women's titles go before **Lia** plus a woman's name.

A man is addressed or referred to respectfully with the title **Tiu** [Ti'u] before his name. This title is roughly equivalent to Spanish *Señor* or *Don*. (There is no easy equivalent in English, since English respectful address normally would require the use of a surname, not a given name.)

Tiu Pamyēl	Señor Panfilo, Don Panfilo
Tiu Rnest	Señor Ernesto, Don Ernesto

(Notice that when we give examples that use words that have already been introduced, we do not repeat the pronunciation guide.)

A woman is addressed or referred to respectfully with the title **Bied** [Bi'ed], roughly *Señora* or *Doña*, before **Lia** and her name.

Bied Lia Zhuan	Señora Juana, Doña Juana
Bied Lia Da	Señora Soledad, Doña Soledad

These respectful titles should be used when addressing or referring to any person older than oneself.

(The words **tiu** and **bied** also have another meaning: **tiu** [ti'u] means “uncle” and **bied** [bi'ed] ([bi'ed] is a combination form, used before another word) means “aunt”. So another translation for **Tiu Pamyël** is “Uncle Panfilo”, and another translation for **Bied Lia Da** is “Aunt Soledad”).

You may also hear speakers using two other titles, **Dad** [Dad] “Señor” and **Nan** [Nnan] “Señora”.

Dad Wse	Señor Jose
Nan Lia Petr	Señora Petra

These titles, which are generally used only for fairly old people, are somewhat less common than **Tiu** and **Bied**, and some speakers may consider them somewhat less polite or respectful.

§4. Often, as you know, we use **TERMS OF ADDRESS** to address someone or get that person’s attention, rather than that person’s name. A term of address is especially useful, of course, if you don’t know the person’s name, but can also be used even for people you know well. English examples include *miss*, *ma’am*, *sir*, *man*, *buddy*, *friend*, *officer*, *sweetheart*, *dad*, *sis*, and *Your Honor*. Words for different classes of people (like *friend*, *officer*, and *little boy*), words

for relatives, and even **ADJECTIVES** (words for qualities) like *silly* and *beautiful* can be used as terms of address. Terms of address reveal a lot about the attitude the speaker has toward the person he or she is talking to.

There are a great many terms of address in Valley Zapotec. These can be used for greeting or calling to a person whose name one doesn't know, just as in English, but Valley Zapotec terms of address are also more frequently used than in English when speaking respectfully to someone whose name is known.

Like every language, Valley Zapotec has both respectful and disrespectful terms of address, as well as special terms for certain relatives and members of certain groups. Below are some useful respectful and neutral terms, given with pronunciation guides and descriptions of when they are used.

bied mna	[bied mnnààa']	ma'am, señora (respectful term of address used to an older woman)
biede	[biede'eh]	ma'am, señora (respectful term of address used to a woman)
cagwet	[cagwe't]	man, buddy, guy, dude (term of address used to a close male friend)
erre, arre	[erre'eh], [arre'eh]	(term of address used to someone the same age as or younger than oneself)
gwuale	[gwu'alle'eh]	old man, friend (term of address used by a male speaker to a young man or to a male friend of the same age as himself)
lázatayudad	[lazàa'ta'yùad]	gentlemen; ladies and gentlemen; ladies (respectful, formal term of address)
lyen	[lye'nn]	(term of address used to a baby)
ma	[maa]	girlie, little girl, young lady (term of address used to a girl or young woman, almost always younger than the speaker)
omre	[oo'mre'eh]	man (term of address used to a man)
pa	[paa]	sonny, little boy, young man (term of address used to a male, usually a boy, almost always younger than the speaker)
talo	[tallòo']	(term of address used informally to a friend)
tiuwe	[ti'uwe'eh]	sir, señor (respectful term of address used to a man)
xnan bieda	[x:nna'an bieda']	my revered madam (respectful term of address used to a woman)
xnan bieda xnan wzana	[x:nna'an bieda' x:nna'an wzàana']	my very revered madam (extremely respectful term of address used to a woman)
xtad bieda	[x:ta'ad bieda']	my revered sir (respectful term of address used to a man)
xtad bieda xtad wzana	[x:ta'ad bieda' x:ta'ad wzàana']	my very revered sir (extremely respectful term of address used to a man)

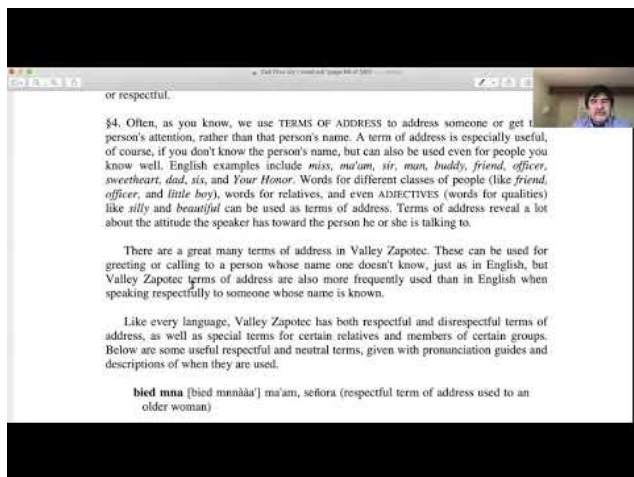
The translations of some of these may sound very stiff, formal, or old-fashioned to you, but Valley Zapotec conversation tends to be much more formal and respectful than English or Spanish conversation.

Your teacher can give you more guidance about when these and other Valley Zapotec address terms should be used.

§5. Every speaker of Valley Zapotec has a surname (family name), of course – but these (Spanish) surnames are only used when people

are writing or giving their names in Spanish or English. Surnames are not used when speaking Valley Zapotec, and Valley Zapotec titles are not used before surnames. There are Valley Zapotec forms of many Spanish surnames (some of which you saw used as examples in the lessons in this unit), but these are used more to identify families rather than individuals, and we won't present them here or use them in this course.

§6. Following is a list of Valley Zapotec men's and women's names and nicknames. As noted above, most Valley Zapotec names were originally borrowed from Spanish. (Undoubtedly there were other names that were used before the Spanish conquest of Mexico, but most of these have been lost.) Some of the Spanish and English equivalents of the names in the first column are given in the second column, with pronunciation guides in the third column. (Many of these Spanish and English names have other forms or spellings; our lists are not exhaustive.) Zapotec names without Spanish or English equivalents are translated as "(man's name)" or "(woman's name)".



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=164>

Men's names

Angl	Angel	[A'nnngl]
Aniset	Aniseto	[Anise't]
Arnulf	Arnulfo	[Arnu'uulf]
Bal	Valeriano, Vale, Valerian	[Ba'll]
Baleryan	Valeriano, Valerian	[Baleryaan]
Balyen	Valentin, Valentine	[Balye'eenn]
Bartol	Bartolo, Bart	[Bartool]
Bed	Pedro, Peter	[Beed]
Bel	Abel	[Be'll]
Benzy	Juvencio	[Be'nnzy]
Bery	Silverio	[Beery]
Bet	Roberto, Robert, Heriberto, Herbert	[Be't]
Bich	Junior (nickname)	[Bi'ch]
Bily	Porfirio	[Biilly]
Bse	Jose, Joseph, Joe	[Bsee]
Bundy	Abundio	[Bu'unndy]
Bzyeny	Vicente, Vincent	[Bzye'enny]
Calyestr	Calixto, Callistus	[Calye'estr]
Can	Alejandro, Alexander	[Ca'aann]
Carien	Quirino	[Ca'riien]
Carl	Carlos, Charles	[Ca'rl]
Caty	Ricardo, Richard	[Ca'ty]
Chan	Feliciano	[Chaan]
Chiecw	Chico, Frank, Francis, Francisco	[Chie'cw]
Chu	Jesus, Chuy	[Chuu]
Cob	Jacobo, Jacob	[Coob]
Cost	Constantino	[Co'st]
Cyen	Pioquinto	[Cye'enn]

Del	Delfino	[De'ell]
Desy	Modesto	[De'sy]
Diegw	Diego, James	[Diegw]
Dolf	Adolfo, Adolph	[Do'ollf]
Dyau	Santiago	[Dyàù']
Dyeu	Diego, James	[Dye'u]
Flory	Florentino	[Floory]
Fransyescw	Francisco, Francis	[Fransye'scw]
Goi	Gregorio, Goyo, Gregory, Greg	[Go'i]
Guely	Miguel, Michael, Mike	[Gueelly]
Guly	Gregorio, Goyo, Gregory, Greg	[Gùuully]
Gyeily	Miguel, Michael, Mike	[Gye'eihlly]
Jeiny	Eugenio, Eugene	[Jeeiny]
Jerard	Gerardo, Gerard	[Jera'rd]
Jorj	Jorge, George	[Jo'orj]
Juast	Justo, Augusto, Augustus, August	[Ju'ast]
Jwany	Juan, John	[Jwaany]
Jwanydyau	Juan Diego, John James	[Jwanydya'au]
Lauryan	Laureano, Lauro, Larry	[Lauryaan]
Lazr	Lazaro, Lazarus	[La'zr]
Lazh	(man's nickname)	[La'azh]
Leinzh	Lorenzo, Lencho, Lawrence	[Le'innzh]
Leony	Leo, Leon	[Leoony]
Lepy	Lupe	[Le'py]
Lieb	Felipe, Philip	[Li'eb]

Lien	Valente, Valentin, Valentine	[Liienn]
Lijanr	Alejandro, Alexander	[Lija'nnr]
Luc	Lucas, Luke	[Lu'c]
Lusy	Luis, Lucio, Louis, Lucius	[Lu'sy]
Lyen	Valentin, Valentine	[Lye'eenn]
Lyony	Leonardo, Leon, Leonard	[Lyoonny]
Macary	Macario	[Macaary]
Madeu	Mateo, Matthew	[Made'u]
Man	Armando	[Ma'aann]
Manol	Manolo	[Mano'll]
Mar	Bulmaro	[Maar]
Marg	Margarito	[Ma'arg]
Martiny	Martin	[Martiiny]
Mary	Mario	[Maary]
Mayol	Mayolo	[Mayo'oll]
Mazh	Tomas, Thomas	[Ma'azh]
Mel	Ismael, Ishmael	[Me'el]
Mien	Benjamin, Maximino	[Miien]
Milyan	Emiliano, Maximiliano, Maximilian	[Milyaan]
Moi	Moises, Moses	[Mòi']
Mony	Ramon	[Mòony]
Muan / Muand	Raymundo, Mundo, Raymond	[Mu'uann] / [Mu'annd]
Myengw	Domingo, Mingo	[Mye'engw]
Nach	Ignacio, Nacho, Ignatius	[Na'ch]
Naisy	Ignacio	[Na'isy]
Nary	(man's name)	[Naary]

Ndien	Bernardino, Enedino, Bernard	[Ndiien]
Ndres	Andres, Andrew	[Ndre's]
Nduny	Antonio, Anthony	[Nduuny]
Nel	Manuel	[Ne'll]
Nryec	Enrique, Henry	[Nrye'c]
Nyan	Marcelo, Marcelino, Marcel	[Nya'nn]
Nyec	Nicolas, Nico, Nicholas, Nick	[Nye'c]
Nyet	Benito, Nito	[Nye't]
Pabl	Pablo, Paulo, Paul	[Pa'bl]
Pacw	Paco, Frank	[Pa'cw]
Paisy	Bonifacio, Boniface	[Pa'isy]
Paly	(man's name)	[Pa'lly]
Pamyëi	Panfilo	[Pá'mmyëll]
Pan	(man's name)	[Pa'an]
Pily	Porfirio, Filimon, Philemon	[Pi'illy]
Plory	Florentino	[Ploory]
Poly	Hipolito, Hypolitus	[Po'oly]
Ponzh	Alfonso	[Po'onnhz]
Pred	Alfredo, Alfred	[Preed]
Puisy	Felix	[Pu'isy]
Pyen	Delfino, Pino	[Pye'nn]
Resy	Patricio, Patrick	[Re'sy]
Rnest	Ernesto, Ernest	[Rne'est]
Rony	Jeronimo, Geronimo	[Ro'onny]
Ryet	Margarito	[Rye't]
Rrei	Reynaldo, Reginald	[Rre'i]
Rricard / Rricardy	Ricardo, Richard	[Rrica'rd] / [Rrica'rdy]

Rrodriegw	Rodrigo, Roderick	[Rrodriiegw]
Rrot / Rrod	(nickname for Rodrigo)	[Rro't] / [Rro'd]
Se	Jose, Joseph, Joe	[See]
Sebastyang	Sebastian	[Sebastya'anng]
Seby / Sëby	Eusebio	[Se'eby] / [Së'ëby]
Seu	Aristeo	[Se'u]
Sily	Basilio, Basil	[Siilly]
Sobryeiny	(man's name)	[Sobryeeiny]
Syen	Jacinto	[Sye'enn]
Tan	Cayetano	[Taan]
Teb	Esteban, Stephen, Steve	[Te'eb]
Tony	Antonio, Anthony	[To'nny]
Trez	Tereso	[Treez]
Tuar	Arturo, Arthur	[Tuuar]
Tyeiny	Sebastian	[Tyeeiny]
Tyen	Celestino, Tino	[Tye'nn]
Tyofl	Teofilo, Theophilus	[Tyo'fl]
Wse	Jose, Joseph, Joe	[Wsee]

Women's names

Lia Anjalyen / Lia Anjalyend	Angelina	[Lia Anjalye'nn] / [Lia Anjalye'nnd]
Lia Arasely	Araceli, Aracely	[Lia Arase'lly]
Lia Baisy	Bonifacia	[Lia Bai'sy]
Lia Bany	Epifania	[Lia Ba'nny]
Lia Bel	Avelina, Vela	[Lia Be'll]
Lia Bentuar	Ventura	[Lia Bentuuar]
Lia Bet	Beta	[Lia Be't]
Lia Bich	(nickname for a woman whose given name is the same as that of her mother or grandmother)	[Lia Bi'ch]
Lia Bitory	Victoria	[Lia Bi'to'ory]
Lia Bity	(woman's nickname, often a nickname for Victoria or Joventina)	[Lia Bi'ty]
Lia Blanc	Blanca, Blanche	[Lia Blaa'nnc]
Lia Cady	Eucadia, Elocadia	[Lia Ca'ady]
Lia Can	Alejandra, Candida, Alexandra	[Lia Ca'ann]
Lia Carseinzy	Crecencia	[Lia Carse'einnzy]
Lia Cat	Catalina, Katherine, Kate, Kathy	[Lia Ca't]
Lia Cau	Claudia	[Lia Ca'u] / [Lia Ca'au]
Lia Chel	Graciela, Chela	[Lia Che'll]
Lia Chon	Asuncion, Concepcion, Chona	[Lia Cho'nn]
Lia Chyel	Graciela, Chela	[Lia Chye'll]
Lia Chyoly	Marisol	[Lia Chyoolly]
Lia Clary	Clara, Clare	[Lia Claary]
Lia Claudy	Claudia	[Lia Cla'udy]
Lia Claz / Lia Clwaz	Nicolasa, Nicole	[Lia Claaaz] / [Lia Clwaaz]

Lia Conswel	Consuelo	[Lia Conswe'll]
Lia Cristyen	Cristina, Christine, Christina	[Lia Cristye'nn]
Lia Da	Soledad	[Lia Daa]
Lia Del	Adela, Adele	[Lia Deell]
Lia Delyen	Adelina, Adeline	[Lia Delye'nn]
Lia Desy	Modesta	[Lia De'sy]
Lia Ernestyen	Ernestina, Ernestine	[Lia Ernestye'nn]
Lia Felisyet	Felicita, Felicity	[Lia Felisye't]
Lia Florentyen	Florentina	[Lia Florentye'enn]
Lia Flory	Flora	[Lia Floory]
Lia Glory	Gloria	[Lia Gloory]
Lia Grasyel	Graciela	[Lia Grahsye'll]
Lia Gueb	Eva, Genoveva, Eve, Genevieve	[Lia Gueeb]
Lia Gyan	(woman's name)	[Lia Gyàan]
Lia Gyan	(woman's name)	[Lia Gyaan]
Lia Gyol	Yolanda	[Lia Gyo'oll]
Lia Iarm	Irma	[Lia I'armm]
Lia Jub	Juvencia	[Lia Juub]
Lia July	Julia	[Lia Juully]
Lia Lang	(woman's name)	[Lia La'nng]
Lia Leanr	(woman's name)	[Lia Lea'nnr]
Lia Lejandrien	Alejandrina, Alexandrina	[Lia Lejandriien]
Lia Len	Elena, Elaine	[Lia Leen]
Lia Lenzh	Florencia, Florence, Flo, Lorenza, Lencha	[Lia Le'nnzh]
Lia Lepy	Lupe	[Lia Le'py]
Lia Lianr / Lia Liandr	(woman's name)	[Lia Lia'nr] / [Lia Lia'ndr]

Lia Lienr / Lia Liendr	Herlinda, Erlinda	[Lia Lie'nr] / [Lia Lie'ndr]
Lia Lorenz	Lorenza	[Lia Lore'ennz]
Lia Luch	(woman's name)	[Lia Lu'ch]
Lia Lyen / Lia Lyend	Linda, Herlinda, Erlinda, Ermelinda	[Lia Lye'nn] / [Lia Lye'ndd]
Lia Lyep	Felipa, Philippa	[Lia Lye'p]
Lia Lyony	Leonor, Leonorda, Leonarda, Leonora	[Lia Lyoony]
Lia Mad	Amada	[Lia Maad]
Lia Marchyoly	Marisol	[Lia Marchyoolly]
Lia Marg	Margarita, Marga, Margaret, Marge	[Lia Ma'arg]
Lia Margaryet	Margarita, Margaret	[Lia Margarye't]
Lia Maria	Maria, Mary	[Lia Mariia]
Lia Marigyan	Maria Ana, Mariana, Mary Anne, Marianne	[Lia Mahriagya'nn]
Lia Martin / Lia Martiny	Martina, Martine	[Lia Ma'rtiin] / [Lia Martiiny]
Lia Maryan	Mariana, Mary Anne, Marianne	[Lia Maryaan]
Lia Maryen	Marina	[Lia Marye'nn]
Lia Mate	Matea	[Lia Matee]
Lia Maxlien	Marcelina	[Lia Mahxlienn]
Lia Meny	Filomena, Amelia, Philomena	[Lia Meeny]
Lia Mier	Casimira	[Lia Miie'r]
Lia Milian	Emiliana	[Lia Miliaan]
Lia Mitery	Emeteria	[Lia Miteery]
Lia Modesy	Modesta	[Lia Mode'sy]
Lia Mony	(woman's name)	[Lia Mòony]
Lia Mony	Monica	[Lia Mo'oony]

Lia Myeng / Lia Myengw	Dominga	[Lia Mye'enng] / [Lia Mye'enngw]
Lia Naisy	Ignacia	[Lia Nai'sy]
Lia Nataly	Natalia, Natalie	[Lia Nata'ally]
Lia Ndien	Enedina, Bernardina, Bernadine	[Lia Ndienn]
Lia Nes	Inez, Ines	[Lia Ne's]
Lia Nien	Antonina, Nina	[Lia Ni'enn]
Lia Norm	Norma	[Lia No'rm]
Lia Ntony	Antonia	[Lia Ntoony]
Lia Nyet	Anita	[Lia Nye't]
Lia Oliby / Lia Olieb	Olivia	[Lia Oliiby] / [Lia Oliieb]
Lia Pam	Panfila	[Lia Pa'amm]
Lia Pastiny	Faustina	[Lia Pahstiiny]
Lia Pau	Paula	[Lia Pa'au]
Lia Petr	Petra	[Lia Pe'tr]
Lia Ponzy	Alfonsa	[Lia Po'onny]
Lia Pyen	Delfina, Pina, Delphine	[Lia Pye'nn]
Lia Ren	Irene	[Lia Re'nn]
Lia Rgyien / Lia Rjien	Virginia	[Lia Rgyien] / [Lia Rjiien]
Lia Ror	Aurora	[Lia Roor]
Lia Rsary	Rosario	[Lia Rsaary]
Lia Ruan	Bruna	[Lia Ruuann]
Lia Ryely	Aurelia, Aureliana	[Lia Rye'lly]
Lia Ryen	Florinda, Alejandrina, Alexandrina	[Lia Rye'nn]
Lia Rrei	Reina, Regina	[Lia Rre'i]
Lia Rros	Rosa, Rose	[Lia Rro's]

Lia Sabely	Isabel	[Lia Sabeelly]
Lia Sabien	Sabina, Sabine	[Lia Sabienn]
Lia San	Crisanta	[Lia Sa'ann]
Lia Sely	Celia	[Lia Se'lly]
Lia Siedr	Isidra	[Lia Siiedr]
Lia Sily	Silvia, Sylvia	[Lia Siilly]
Lia Syen / Lia Syend	Lusina, Jacinta, Jacinth	[Lia Sye'enn] / [Lia Sye'ennd]
Lia Talach	(woman's name)	[Lia Tala'ch]
Lia Taly	Natalia, Natalie	[Lia Ta'ally]
Lia Tan	Cayetana	[Lia Taan]
Lia Tery	Eleuteria	[Lia Teery]
Lia Tiny	Martina	[Lia Tiiny]
Lia Tory	Victoria	[Lia Toory]
Lia Treiny	Trinidad, Trini	[Lia Treeiny]
Lia Trez	Teresa, Theresa	[Lia Treez]
Lia Tyen	Cristina, Christina, Christine	[Lia Tye'hn]
Lia Xmony	Monica	[Lia Xmo'oony]
Lia Xtaisy	Anastacia, Anastasia	[Lia Xtai'sy]
Lia Xtruad	Gertruda, Gertrudiz, Gertrude	[Lia X:trua'd]
Lia Yadier	Yadira	[Lia Yadiier]
Lia Yo	(woman's name)	[Lia Yoo]
Lia Yol	Yolanda	[Lia Yo'oll]
Lia Zyec	Francisca, Chica, Frances	[Lia Zye'c]
Lia Zhuan	Juana, Jane, Jean, Joan	[Lia Zh:uaan]
Lia Zhyac	(woman's name)	[Lia Zhya'c]

Comparative note. There is some variation among the different Valley Zapotec languages in the use of titles and terms of address. For example, the woman's title **Lia** is used more often in San Lucas than in many other pueblos. If you know speakers of other varieties of Valley Zapotec, you may learn other ways to refer to and address people different from those presented here.

S-3. Language for the Classroom

§1. This section presents some things you may hear from your teacher beginning the first day of class, along with some responses and other phrases you may want to use. Your teacher will help you practice saying all these things, and you can listen to them as often as you wish in the audio materials that accompany this course. Pronunciation guides are explained in [Lecsyony Chon](#) and [Lecsyony Tap](#).

In Zapotec, there are two ways to say “you” or give an order to another person, **INFORMAL** (used to someone younger than you, or a good friend) and **FORMAL** (used to someone older than you or someone whose position demands respect). Commands and questions used by the teacher to the students below use informal “you”; commands addressed to the teacher by students use formal “you”.

In addition, “you” in Zapotec varies according to whether it is **SINGULAR** or **PLURAL** (referring to one person or more than one). In this book, “you” is singular and informal unless noted otherwise.

<i>Zapotec</i>	<i>English</i>	<i>pronunciation guide</i>
Byuti!	“Come in! (informal)”	[byutii!]
Ual gyuti!	“Come in! (to more than one person)”	[u'all gyutii!]
Bri!	“Sit down!”	[brih!]
Lia Len, nuu re e?	“Elena, are you here?”	[Lia Leen, nu'-ùu' rèe' èee?]
Ajy, a naa re.	“Yes, I'm here.”	[a'jy, a nàa' rèe']
Jwany, nuu re e?	“Juan, are you here?”	[Jwany, nu'-ùu' rèe' èee?]
Ajy, a naa nua re.	“Yes, I'm here.”	[a'jy, a nàa' nu'-a' rèe']
Queity bieddyëng nazhi.	“She didn't come today.”	[que'ity biè'ddyëng nahzhih]
Queity nudyëng re.	“He's not here.”	[que'ity nu'uhdyëng rèe']
Queity racbidya.	“I don't understand.”	[que'ity rahcbi'dya']
Queity binydyagdy xi nayu.	“I didn't hear what you (formal) said.”	[que'ity binydyag'dya' xi nnahyuu']
Queity bindyagdy xi noo.	“I didn't hear what you (informal) said.”	[que'ity bindyag'dya' xi nnòo']
Ynilayui steby.	“Please (formal) say that again.”	[ynniilaa'yuu'-ih steeby]
Izyla cayunyu.	“You're doing well.”	[ihzylàa' cayuu'nyuu']
A gual gyoën.	“It's time for us to go home.”	[a gua'll gyoo'ëhnn]

§2. Here are some useful phrases with examples of how to use them to learn new words:

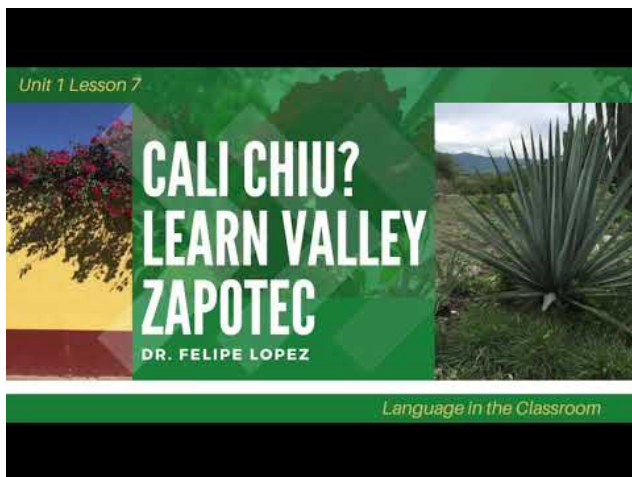
Xa rni buny “____” cuan Dizhsa?	“How do you say ‘____’ in Zapotec?”	[x:a rnni:] bùunny “____” cuahnn Dii’zhsah?]
____ rni buny “____” cuan Dizhsa?	“____ is how you say ‘____’ in Zapotec.”	[____ rni:] bùunny “____” cuahnn Dii’zhsah]

Example:

Xa rni buny “dog” cuan Dizhsa?	“How do you say ‘dog’ in Zapotec?”	
Becw rni buny “dog” cuan Dizhsa.	“Becw is how you say ‘dog’ in Zapotec.”	
Xa rni buny “____” cuan Ingles?	“How do you say ‘____’ in English?”	[x:a rnni:] bùunny “____” cuahnn Ingles?]

Example:

Xa rni buny “becw” cuan Ingles?	“How do you say ‘becw’ in English?”	
Dog rni buny “becw” cuan Ingles.	“Dog is how you say ‘becw’ in English.”	



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=165>

S-4. Valley Zapotec Greetings and Useful Expressions

§1. Some basic greetings in Valley Zapotec

The basic greetings that Valley Zapotec speakers use when meeting people on the street, particularly with those they do not know well, are related to the time of day. Listen to your teacher and to the recordings that accompany this course, and practice these greetings so that you can use them automatically, at the proper time.

The four greetings below are given both in Valley Zapotec spelling (as introduced in [Lecsyony Tyop](#)) and with pronunciation guides (in the right-hand column), as explained in [Lecsyony Chon](#) and [Lecsyony Tap](#). (Your teacher will help you with these. If the pronunciation guides seem mysterious to you now, just concentrate on the pronunciation.)

The first greeting is used from early morning (before dawn) till just before noon.

Zac rsily!	“Good morning!”	[za’c rsiii’ly!]
or Zacarsily!		[za’carsiii’ly!]

As you can see, there are two ways to pronounce this greeting, depending on whether you run the words together or not. (Many Valley Zapotec expressions work this way.)

The second greeting is used around noontime, from just before noon to 1 pm or so.

Zac laizhi!	“Good midday!”	[za’c laizhih!]
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The third greeting is used all afternoon, from about 1 pm until it begins to get dark.

Zac wzhi!	“Good afternoon!”	[za’c wzhih!]
or Zacawzhi!		[za’cawzhih!]

Again, there are two ways to say this greeting.

The fourth greeting is used after dark.

Zac wxiny!	“Good evening!”	[za’c wxi’ihny!]
or Zacawxiny!		[za’cawxi’ihny!]

Once again, there are two ways to say this, depending on whether you separate the two parts or not.

§2. More Valley Zapotec greetings

When Valley Zapotec speakers meet each other on the street, they may begin with greetings based on the time of day, but then they often move on to ask about health.

Listen to your teacher and to the recordings that accompany this course, and practice these expressions so that you can use them automatically.

The basic health greeting in Valley Zapotec is

Xa nuu?	“How are you?”	[x:a nu’-ùu’?]
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Two common (equivalent) responses to this inquiry are

Gwenag.	“Fine.”	[gweenahg]
Izyla.	“Fine.”	[ihzylààa]

Valley Zapotec speakers feel it’s very important to speak respectfully. If you want to ask an older person or someone to whom you should show respect (such as a priest or teacher) the same question, here is how to do it:

Xa nuyu?	“How are you (formal)?”	[x:a nu’yuu’?]
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In this book, we will put “(formal)” (or the abbreviation “(form.)”) after any “you” that should be used when speaking to someone you should address formally. You’ll learn more about this in Lecsyony Ga.

You can use similar questions to ask about the health of people’s family members. Here are some examples:

Xa nu xtadu?	“How is your father?”	[x:a nu’uh x:ta’adùu’?]
Xa nu xnanu?	“How is your mother?”	[x:a nu’uh x:nna’anùu’?]
Xa nu zhinyu?	“How is your child?”	[x:a nu’uh zhì’inyùu’?]

Valley Zapotec makes more distinctions in terms for brothers and sisters than speakers of English or Spanish do. The way you ask the following questions depends not only on the sex of the person you are referring to (the brother or sister) but also on the sex of the person you’re talking to:

Xa nu betsu?	“How is your brother?” (used when talking to a male)	[x:a nu'uh be'tsùu']
Xa nu belu?	“How is your sister?” (used when talking to a female)	[x:a nu'uh bè'e'llùu']
Xa nu bzyanu?	“How is your brother?” (used when talking to a female)	[x:a nu'uh bzyaàa'nùu']
Xa nu bzyanu?	“How is your sister?” (used when talking to a male)	[x:a nu'uh bzyaàa'nùu']

You might notice that there are no questions above asking about the health of a husband or wife. It's generally considered inappropriate to ask about the health of someone's spouse.

Listen to your teacher and the recordings, and practice using all these expressions.



Picture 1. A *cali chiu* (bicycle taxi) on market day in Tlacolula.

The wall of the church is in the background.

§3. Still more Valley Zapotec greetings

When Valley Zapotec speakers meet each other on the street, they may begin with greetings based on the time of day and people's health. The greetings below are also used very frequently, however, and may even be used to begin a greeting conversation (especially among friends). Listen to your teacher and to the recordings that accompany this course, and practice these expressions so that you can use them automatically. (This section is not currently on the recordings.)

A very common way to continue a greeting conversation is to inquire about the reason why someone is away from home. Which

expression you use depends on whether you think the person you're talking to is on his or her way to do something or on his or her way home after doing something.

Cali chiu?	"Where are you going?"	[cali chiù?]
Cali gweu?	"Where did you go?"	[cali gwèu?]

Use **Cali chiu?** if you know that the person is on the way somewhere from his or her house, and **Cali gweu?** if you assume that the person is on his or her way home.

These greetings seek no more information than the English expression *How are you?* (which is normally answered *Fine*, regardless of how you are really feeling!). If you want, you can answer these questions with a complete, truthful answer (you'll learn how to do this later in this book). But here are some common social responses that are polite without really conveying any information:

Mandad.	"On an errand."	[mandaad]
Nezgag.	"Just around."	[nehzgahg]

Fuller answers to **Cali chiu?** might be

Chaa mandad.	"I'm going on an errand."	[cha'-a' mandaad]
Chaa teiby mandad.	"I'm going on an errand."	[cha'-a' te'ihby mandaad]
Chaa nezgag.	"I'm just going around."	[cha'-a' nehzgahg]

Fuller answers to **Cali gweu?** might be

Gwaa mandad.	"I went on an errand."	[gwa'-a' mandaad]
Gwaa teiby mandad.	"I went on an errand."	[gwa'-a' te'ihby mandaad]
Gwaa nezgag.	"I just went around."	[gwa'-a' nehzgahg]
Gwaa ruc ca.	"I was just going around here."	[gwa'-a' ru'c cah]

The questions **Cali chiu?** and **Cali gweu?** are informal; use these to people your own age or younger, or older people you know very well and who you know will not consider it disrespectful for you to address them informally. If you want to ask an older person or someone to whom you should show respect (such as a priest or teacher) the same questions, here is how to do it:

Cali chieyu?	"Where are you (form.) going?"	[cali chieyuu?]
Cali gweyu?	"Where have you (form.) been?"	[cali gwehyuu?]

(All these questions are used just when speaking to one person. Valley Zapotec also makes a distinction between talking to one person and talking to more than one, but these questions are most appropriate for speaking to just one person.)

The questions and answers here use forms of the verb **ria** [rihah] "goes", which you'll learn more about in later lessons. Try to practice using all these expressions so you'll become more familiar with them.

§4. More things to say in Valley Zapotec

Below are some more greetings and other expressions that you may find useful in using Valley Zapotec. Listen to your teacher and to the recordings that accompany this course, and practice these expressions so that you can use them automatically.

§4.1. The way you thank someone differs according to whether the person you are talking to is someone you should address respectfully or not. To say “thank you” to a friend your own age or someone younger than you, say

Xtyozēn liu.	“Thank you.”	[x:tyoozēhnn liu]
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If you want to thank an older person or someone to whom you should show respect (such as a priest or teacher), you say

Xtyozēn yu. / Xtyozēn yēbu.	“Thank you (form.)”	[x:tyoozēhnn yu'uu] / [x:tyoozēhnn yēbu'uu]
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“Thank you” is also different when you are talking to more than one person:

Xtyozēn laad.	“Thank you.” (used when talking to more than one)	[x:tyoozēhnn lää'-ahd]
Xtyozēn yuad.	“Thank you (form.)” (used when talking to more than one)	[x:tyoozēhnn yuad]

§4.2. Here are some additional greetings that you can use with Valley Zapotec speaking friends. These are more informal than the greetings given earlier.

As nia.	“Hi there!”, “Hey!”	[a’s nnia]
As.	“Hi!”, “Hey!”	[a’s]

To a good friend, one may say

As, buny.	“Hey there!”	[a’s bùunny]
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A male may greet another male by saying

As, gwuale.	“Hey, man!”	[a’s gwu’alle’eh]
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§4.3. Here are some ways to say goodbye.

Yzhajaën. / Yzhagaën	“Goodbye, See you later.”	[yzhàaja’èhnn] / [yzhàaga’èhnn]
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This expression literally means something like “See you later”, but it’s the usual way everyone says goodbye, both formally and informally.

An informal way to end a conversation is

A zaa buas.	“Well, I’ve got to go.”	[a za’-a’ buahs]
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If someone says this to you, an informal response is

Yzhajaën buas.	“Okay, see you later.”	[yzhàaja’èhnn buaht]
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S-5. Counting in Valley Zapotec

§1. Valley Zapotec Counting Numbers

The Zapotec numbers from one to ten are given below. (Each number is followed by its pronunciation guide. This is the way new vocabulary will usually be presented in later units in this book.)

teiby	[te'ihby]	one
tyop	[tyo'p]	two
chon	[chòonn]	three
tap	[tahp]	four
gai	[gà'i']	five
xop	[x:òp]	six
gaz	[gàaz]	seven
xon	[x:òon]	eight
ga	[gààa']	nine
tsě	[tsěě']	ten

These are **COUNTING NUMBERS** – they're used, as you might guess, for counting things, and also in sentences (you'll learn more about this in Lecsyony Xon) – for now, just practice counting with them!

Now, here are the counting numbers from eleven to twenty:

tsěbteby	[tsěbteeby]	eleven
tsěbtyop	[tsěbtyo'p]	twelve
tseiny	[tsěe'iny]	thirteen
tsěda	[tsědah]	fourteen
tseiny	[tsěèi'ny]	fifteen
tseinyabteby	[tsěi'nyahbteeby]	sixteen
tseinyabtyop	[tsěi'nyahbtyo'p]	seventeen
tseinyabchon	[tsěi'nyahbchòonn]	eighteen
tseinyabtap	[tsěi'nyahbta'p]	nineteen
galy	[gàally]	/
galyd	[gàallyd]	twenty

If you learn to count from one to twenty, you'll be able to count higher than quite a few Valley Zapotec speakers (mostly younger people) – many speakers can only count from one to ten in Zapotec. (When people can't remember a Zapotec number, they use a Spanish number.) You should note that the words for “thirteen” and “fifteen” are spelled the same but pronounced differently. (Some people occasionally mix these up!) Make sure you can say each of these correctly. If you're ever worried that people won't know which number you mean, you can write the digits after the number – **tseiny (13)** or **tseiny (15)**.

Here's how you count from twenty-one to forty:

galy abteiby	[gàally ahbte'ihby]	twenty-one
galy abtyop	[gàally ahbtyo'p]	twenty-two
galy abchon	[gàally ahbchòonn]	twenty-three
galy abtap	[gàally ahbtahp]	twenty-four
galy abgai	[gàally ahbgài']	twenty-five
galy abxop	[gàally ahbxo'p]	twenty-six
galy abgaz	[gàally ahbgàaz]	twenty-seven
galy abxon	[gàally ahbxòon]	twenty-eight
galy abga	[gàally ahbgàaa']	twenty-nine
galy abtsē	[gàally ahbtsēē']	thirty
galy abtsē cuan teiby	[gàally ahbtsēē' cuahnn te'ihby]	thirty-one
galy abtsē cuan tyop	[gàally ahbtsēē' cuahnn tyo'p]	thirty-two
galy abtsē cuan chon	[gàally ahbtsēē' cuahnn chòonn]	thirty-three
galy abtsē cuan tap	[gàally ahbtsēē' cuahnn tahp]	thirty-four
galy abtsē cuan gai	[gàally ahbtsēē' cuahnn gài']	thirty-five
galy abtsē cuan xop	[gàally ahbtsēē' cuahnn xo'p]	thirty-six
galy abtsē cuan gaz	[gàally ahbtsēē' cuahnn gàaz]	thirty-seven
galy abtsē cuan xon	[gàally ahbtsēē' cuahnn xòon]	thirty-eight
galy abtsē cuan ga	[gàally ahbtsēē' cuahnn gàaa']	thirty-nine
tyua	[tyùuà']	forty

Even fewer speakers can count this high in Zapotec!

Here are some more numbers:

tyua abtsë [tyùà' ahbtsêë] fifty
gayon [gayòon] / **chon galy** [chòonn gàally] sixty
gayon abtsë [gayòon ahbtsêë] seventy
ta [tààa] eighty / **tap galy** [tahp gàally]
ta abtsë [tàa' ahbtsêë] ninety
teiby gaiyua [te'ihby gaiyùùà] one hundred
tyop gaiyua [tyo'p gaiyùùà] two hundred

As you can see, there are two quite different ways to say “sixty” and “eighty”. Either of these, though, can be used to count higher, using the pattern you see for the numbers from twenty-one to forty.

Using these numbers, and following the combination patterns above, can you say “forty-three”? “fifty-six”? “sixty-four”? “eighty-eight”?

You may hear other variations on these patterns – for example, some speakers pronounce the “and” forms with **b** rather than **ab** (for example, **gayon abtsë** would be pronounced **gayon btsë**).

Most Valley Zapotec speakers, however, use only Spanish numbers when they get this high. (You’ll learn more about using these in section IX-3.)

(Accompanying the final version of this course will be videos of several Valley Zapotec speakers counting!)

§2. Valley Zapotec Ordinal Numbers

ORDINAL numbers are used when referring to successive items in a group – for instance, the English ordinal numbers are *first*, *second*, *third*, and so on.

Here are the first ten Valley Zapotec ordinal numbers:

primer [primeer] first
ni rac tyop [nih rahc tyo'p] OR **ni rrop** [nih rrohp]
second
ni rac chon [nih rahc chòonn] OR **ni ryon** [nih
ryohnn] third
ni rac tap [nih rahc tahp] fourth
ni rac gai [nih rahc gài'] fifth
ni rac xop [nih rahc x:òp] sixth
ni rac gaz [nih rahc gàaz] seventh
ni rac xon [nih rahc x:òon] eighth
ni rac ga [nih rahc gààa'] ninth
ni rac tsë [nih rahc tsëë'] tenth

As you can see, the Zapotec ordinal numbers are much more regular than the English ones! After **primer** “first”, every one can be formed by putting **ni rac** in front of the counting number. (There are also additional, less regular words for “second” and “third”, **ni rrop** and **ni ryon**.)

Ordinal numbers are not used by themselves, but should be used before a **NOUN**, a word for a person or thing – as in **primer liebr** [primeer li'ebr] “first book” or **ni rac ga becw** [nih rahc gààa' bèe'cw] “ninth dog”.



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=168>

S-6. Animal Names

§1. Below are some names of animals or **ra many** [ra ma'any] (**many** means “animal”, “bird”, or “insect”) in Valley Zapotec. You'll be able to use these words with your teacher in the classroom in the mini-dialogue patterns in section §3 below.

badia [badiia] roadrunner



bag [baag] cow

baguidy [ba'gui'idy] butterfly

banua [bannù'ua'] scorpion

barga [bargàa'] type of medium-sized
grasshopper

bat [bàa't] skunk

baxat [bax:aa't] toad

bca [bca'ah] crow

bdi [bdih] ant



becw [bèe'cw] dog

beich [be'ich] buzzard
bel [bèè'Il] snake
bel [behll] fish
beu [be'euh] turtle
beu [be'eu] coyote
bez [be'ez] type of big jackrabbit
bez [bèè'e'z] mountain lion
blidguiny [bli'dgui'iny] mosquito
brau [bra'au] lizard
bsia [bsihah] eagle
bsuaz [bsu'ahz] squirrel
btyep [btye'ep] wasp
btsya [btsya'ah] louse



buarr [bua'rr] donkey

budy [bu'uhuhdy] chicken



budy gwuar [bu'uhdy gwu'uar] turkey



budy ngual [bu'uhdy ngu'ahl] male turkey

bxady [bx:àady] chapulin (edible grasshopper)

byiu [byii'u] flea

byuc [byu'c] hawk

bzeiny [bzèiny] deer

bzigui [bziguìh] / **bzogui** [bzoguìh] black
widow spider

bziny [bzihny] mouse



cabai [caba'i] horse

coneju [conne'ju] cottontail rabbit



cuch [cu'uch] pig

chinzh [chi'iinnzh] bedbug
dam [da'amm] owl



guan [gùu'ann] bull; ox



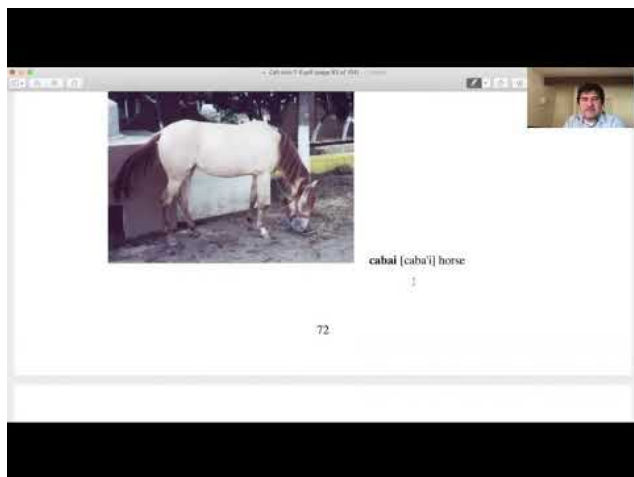
guan sebu [gùu'ann sebuu] zebu, type of ox with a hump

manyser [ma'anyseer] bee
rran [rraan] frog
zhacw [zh:ààa'cw] cockroach
zhieb [zhi'eb] goat



zhily [zhi'iilly] sheep

zhyet [zhye'et] cat



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=179>

Did you notice that the great majority of these animal names begin with **b**? The **b** at the beginning of many animal names in Zapotec (as well as many words for people, such as **buny** [bùunny] “person” and **bdo** [bdòò] “baby”) is an old **PREFIX** identifying living creatures. (A prefix is an element that is added to the front of a word to form a new kind of word, like English *un-*, as in *unable*. You’ll learn more about prefixes in later lessons.)

It may surprise you to learn that turkeys are extremely important in Zapotec culture. (Your teacher will tell you more about this!) Some speakers use **budy gwuar** to refer to any turkey, while for others, this means only a female turkey. **Budy ngual** is only a male turkey. (There are still other words for different types of turkeys (and chickens), as your teacher may explain.)

There are many other animal names in Zapotec, of course!

§2. The words here remind you how important it is to pay attention to pronunciation (and pronunciation guides!). Words that are spelled alike, like **bez** “jackrabbit” and **bez** “mountain lion”, are not necessarily pronounced the same. Listen as your teacher pronounces these words, and make sure you can say them correctly. If you have trouble, practice more, and review the material in [Lecsyony Chon](#) and [Lecsyony Tap](#).

§3. Below are materials for some interactive mini-dialogues using animal names which your teacher may use with you in the classroom along with pictures of the animals. Learning how to respond to the questions and commands presented will help familiarize you with spoken Valley Zapotec, both in understanding and speaking.

Your teacher may vary the sentences below using names for different animals and other common items.

<i>Zapotec</i>	<i>English</i>	<i>pronunciation guide</i>
Xi dibuj xten nde?	“What is this a picture of?”	[xi dibuʃ x:tèe'n ndèe']
Cabai nde e?	“Is this a horse?”	[caba'i ndèe' èee']
A.	“Yes.”	[àaa']
Yac.	“No.”	[yaa'c]
Becw nde.	“This is a dog.”	[bèe'cw ndèe']
Cabai nde e, guala becwëng?	“Is this a horse, or a dog?”	[caba'i nèe' èee, guallàa' bèe'cwëng']
Ati cabaidi naëng.	“It's not a horse.”	[a'ti' caba'idi' nàa'-ëng]
Lia Len, cwa becw.	“Elena, take the dog.”	[Lia Leen, cwàa'ah bèe'cw]
Bdeidy becw Bed.	“Give the dog to Pedro.”	[bdèèi'dy bèe'cw Beed]
Bed, ridane becw re chiru bzubi lo mes.	“Pedro, bring the dog here and put it on the table.”	[Beed, ridàa'nèe bèe'cw rée' chiru' bzùu'bih loh me'es]

SUPPLEMENTARY MATERIAL FOR UNIDA TYOP (UNIT 2)

S-7. Some Valley Zapotec Place Names

This section presents some place names in Valley Zapotec.

§1. First, here are some places in the Tlacolula Valley:

San Luc [Sann Lu'uc] San Lucas Quiavini
Bac [Ba'ahc] Tlacolula (Tlacolula de Matamoros)
Xandan [Xanndaan] Santa Ana del Valle
Xgyia [X:gyii'ah] Teotitlán del Valle

The Zapotec word for “Quiavini” has several pronunciations, including **Gyibni** [Gyi'bnnii] and **Gyimni** [Gyi'mnnii]. Most people who live in San Lucas refer to the pueblo as **San Luc**.

The full name of the city of Tlacolula is “Tlacolula de Matamoros”, but everyone calls it simply “Tlacolula”.



Fot Teiby. Boys playing basketball in front of the *municipio* (city hall) in San Lucas Quiavini.



Fot Tyop. The Guish Bac (“City of Tlacolula”) hotel in Tlacolula, with the church in the background. (“Guish Bac” would be written as Gueizh Bac (or, for some speakers, Guëizh Bac) in our spelling system.)



Fot Chon. Street scene in Santa Ana del Valle.



Fot Tap. Dancing the *danza de la pluma* (feather dance) in Teotitlán del Valle.

§2. Next, here are the names of some places elsewhere in Mexico:

Ndua [Ndùu'ah] Oaxaca; Oaxaca City
Meijy [Me'ijy] Mexico; Mexico City
Tijwan [Tijwa'nn] Tijuana



Fot Gai. Balloon sellers on the *zócalo* (main square) in Oaxaca City.

§3. Finally, some places in the United States:

Los Angl [Lohs A'nnngl] Los Angeles
Santa Mony [Sánn tah Moony] Santa Monica
West Los Angl [We'st Lohs A'nnngl] West Los Angeles
San Dyegw [Sann Dye'gw] San Diego
Califoryën [Cali'fóoryënn] California
Stados Unied [Stadohs Uniiid] the United States

§4. You can use any place name after the word **buny** “person” to refer to a person from that place:

buny San Luc	“person from San Lucas”
buny Los Angl	“person from Los Angeles”



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=186>

S-8. More Language for the Classroom

This section continues the [“Language for the Classroom”](#) section of Unida Teiby. The three sections below contain more general classroom language (with a few items repeated from Unida Teiby), some materials for interaction in the classroom, and some material that is useful for students of all ages.

As in the first “Language for the Classroom” section, things that the teacher would be likely to say to students are expressed informally, while things that students would be likely to say to the teacher are expressed formally. Formal “you” is (marked as “(form.)”), while informal “you” is not marked below. Again, “you” is singular unless indicated otherwise; plural “you” is marked as “(pl.)”.

§1. More classroom language

In this section and following ones, pronunciation guides given in a separate column are labeled **Xa Rni Buny Ra Dizh** [x:a rnìi' bùunny ra dìi'zh] “How People Say the Words”.

<i>Dizhsa</i>	<i>Ingles</i>	<i>Xa Rni Buny Ra Dizh</i>
Tempran bzenyu.	"You're early."	[te'mpraan bzehnnyùu']
Gunyu dispensar wzha bzennya.	"Excuse me for coming late."	[guunyuyuu' dispensaar a wzha'ah bze'nnya']
Ble xchamaru.	"Take off your jacket."	[blee'eh x:cham'arrùu']
Bcudyag ni rgwia.	"Listen to what I say."	[bcudyahg nih rgwiia']
Zhixga!	"Quiet!" (to one person)	[zhi'xgah!]
Ual zhixga!	"Quiet!" (to more than one person)	[u'all zhi'xgah!]
Bdesna. / Bdes no.	"Raise your hand."	[bde'snnaàa'] / [bde's nnoòo']
Ratad gual cwe teiby dag gyets.	"Everyone take out a piece of paper."	[ra'tahd gu'all cwe'eh te'ihby dahg gyèe'ts]
Mnilai steby.	"Please say that again."	[mnni'là' steeby]
Ynilayui steby.	"Please say that again (form.)."	[ynni'làa'yuu'-ih steeby]
Ysaguelyu ynilayui steby.	"Would you (form.) be so good as to please repeat that."	[ysaguehlyuu' ynni'làa'yuu'-ih steeby]
A gual gyroën.	"It's time for us to go home."	[a gua'll gyroë'hnn]
A gual gyiu.	"It's time for you to go home."	[a gua'll gyiu]
A gual gyiad.	"It's time for you (pl.) to go home."	[a gua'll gyiahd]
Queity gyilazu...	"Don't forget..."	[que'ity gyilaa'zùu'...
...xchamaru.	...your jacket."	...x:chama'rùu']
...xliebru.	...your book."	...x:li'ebriùu']
...xdibuju.	...your picture."	...x:dibu'jùu']

§2. More basic expressions

Although some of the expressions in the following section may be more suitable for use with younger students, they are useful for anyone to learn.

<i>Dizhsa</i>	<i>Ingles</i>	<i>Xa Rni Buny Ra Dizh</i>
Xiëng runyu?	“What are you doing?”	[xiëng rùu'nyùu'ʔ]
Xi gyienyên na?	“What should we do now?”	[xi gyie'nyëhn nahʔ]
Xi dibujëng cayunyu?	“What are you drawing?”	[xi dibu'jëng cayùu'nyùu'ʔ]
Uas zagruta na xdibuju.	“Your picture is really pretty.”	[ua's zagùuta' nàa x:dibu'juu]
Queity rdilyu!	“Don't fight!”	[que'ity rdii'lyùu'!]
Queity rdilyad!	“Don't fight!”, “Don't fight with each other!” (to more than one person)	[que'ity rdii'lyahd!]
Queity runyung!	“Stop it! (Don't do that!)”	[que'ity rùu'nyùu'ng!]
Queity runyadeng!	“Stop it! (Don't do that!)” (to more than one person)	[que'ity rùu'nyahdëng!]
Guc cwidad!	“Be careful!”	[guhç cwidaad!]
Ual gac cwidad!	“Be careful!” (to more than one person)	[u'all ga'ç cwidaad!]
Xi gucu?	“What happened to you?”	[xi guhcùu'ʔ]
Xi guc Lia Len?	“What happened to Elena?”	[xi guhc Lia Leenʔ]
Xi ni ruanu?	“Why are you crying?”	[xi ni'ih rùa'nùu'ʔ]
Chiu xquix e?	“Do you want to go to the bathroom?” (less polite)	[chiu' x:qui'x èèeʔ]
Chiu lany bany e?	“Do you want to go to the bathroom?” (more polite)	[chiu' làa'any ba'nny èèeʔ]

S-9. More Useful Phrases

Here are some questions and answers you may hear if you spend time with Zapotec people. You'll learn more about forming such expressions in later lessons.

Informal “you” is not specially marked here. Formal “you” is marked as “(form.)”.

<i>Dizhsa</i>	<i>Ingles</i>	<i>Xa Rni Buny Ra Dizh</i>
A soo choěn?	“Are you coming with us?”	[a sòò' chòò'-èhnn?]
A zau guet?	“Are you going to eat?”	[a za'ùu' gueht?]
A zeu Bac?	“Are you going to Tlacolula?”	[a zèu' Ba'ahc?]
Tu loo?	“What's your name?”	[tu lòò?]
Tu layu?	“What's your (form.) name?”	[tu lahyuu?]
Jwany laa.	“My name is Juan.”	[Jwaany laàa]
Lia Len laa.	“My name is Elena.”	[Lia Leen laàa]
Tu la xamiegwu?	“What's your friend's name?”	[tu lah x:amiegwùu?]
Lia Glory laëng.	“Her name is Gloria.”	[Lia Gloory làa'-ëng]
Baly iaz nuu?, Balyd iaz nuu?	“How old are you?”	[bàally iihahz nu'-u'?, bàallyd iihahz nu'-ùu?]
Galy iaz nua.	“I'm twenty.”	[Gàally iihahz nu'-a]
Cali na liazu?	“Where do you live?”	[Cali nàa li'azùu?]
Bac na liaza.	“I live in Tlacolula.”	[Ba'ahc nàa li'aza]
Lemon Grove na liaza.	“I live in Lemon Grove.”	[Lemon Grove nàa li'aza]

For the most part, as you know, Valley Zapotec spellings do not include sequences of two identical vowels. However, you'll notice that some of the words above – **laa** [laàa] “my name”, **loo** [lòò] “your name”, **nuu** [nu'-ùu] “you are” – include double vowels. As explained in [Lecsyony Chon \(§3.1\)](#), two vowels are written together because they indicate separate elements of the word. You'll learn more about this in Lecsyony Tseiny (13).

To answer a question like **Bal iaz nuu?**, you need to know numbers! As you saw in section [S-5](#), many Valley Zapotec speakers

do not know Zapotec numbers higher than **tsě** “ten”. Therefore, even if you don’t know Spanish, you may find it helpful to learn the Spanish numbers. (This will certainly be useful if you travel in Mexico!)

S-10. A Valley Zapotec Dialogue

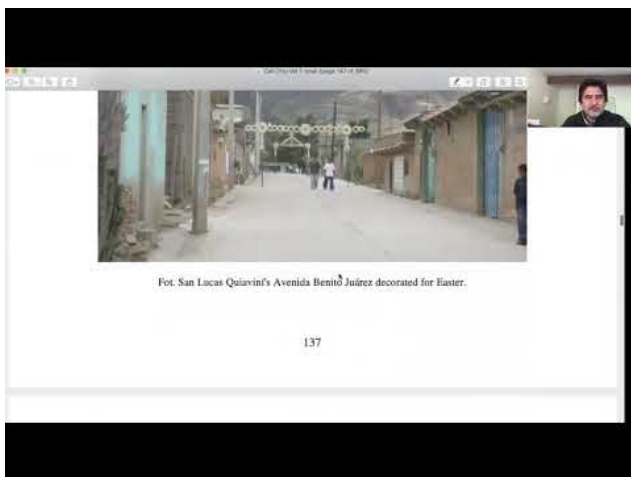
The dialogue below uses many of the expressions you've learned. Roberto (**Bet** [Be't]), who has come back to San Lucas for Easter week, encounters his friend Jeronimo (**Rony** [Roony]), who lives in San Lucas. They meet on the Avenida Benito Juárez, the main street. Scroll down to the bottom of this page to find a video recording of this dialogue being read aloud.



Fot. San Lucas Quiavini's Avenida Benito Juárez decorated for Easter.

	<i>Dizhsa</i>	<i>Ingles</i>	<i>Xa Rni Buny Ra Dizh</i>
Rony	As nia.	“Hi there!”	[a’s nnii’a]
Bet	As.	“Hi!”	[a’s]
Rony	Cali chiu?	“Where are you going?”	[cali chiu’?]
Bet	Chaa mandad.	“I’m going on an errand.”	[cha’a’ mandaad]
Rony	Guc bzenyu na?	“When did you arrive?”	[guhç bze’ennyùu’ nah?]
Bet	A guç tuxman bzenya.	“I arrived a week ago.”	[a guhç tuhçmaan bze’ennya’]
Rony	Xa zuny ladi?	“How are things over there?”	[x:a zuuny làadih?]
Bet	Gwenag.	“Good.”	[gweenahg]
Rony	A zaa buas.	“Well, I’ve got to go.”	[a za’a’ buahs]
Bet	As buas. Yzhajaën.	“Ok. See you later.”	[a’s buahs. yzhàaja’èhnn]
Rony	Yzhajaën buas, erre.	“Ok. See you later, friend.”	[yzhàaja’èhnn buahs erre’eh]

Conversations like this are more likely to take place between males, both because males immigrate more often and because they are more likely to have the time to chat with friends in the street.



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=190>

SUPPLEMENTARY MATERIAL FOR UNIDA CHON (UNIT 3)

S-II. Another Valley Zapotec Dialogue

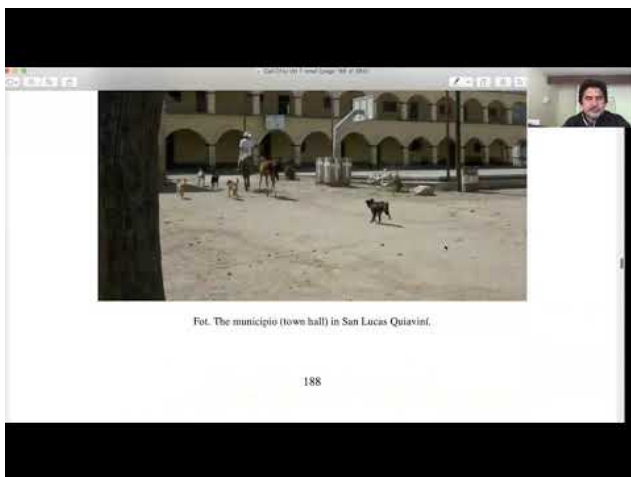
The dialogue below is a variation on the dialogue in Unida Tyop. Again, it involves two people – in this case, Nacho and Juan – who meet in San Lucas after one of them has been in the United States.

Juan has just arrived in San Lucas from the States, and Nacho, his friend, lives in San Lucas. They meet in the plaza in front of the municipio. Scroll down to the bottom of the page to find a video recording of this dialogue being read aloud.



Fot. The municipio (town hall) in San Lucas Quiavini.

	<i>Dizhsa</i>	<i>Ingles</i>	<i>Xa Rni Buny Ra Dizh</i>
Nach	As, gwuale.	“Hey, man!”	[a’s gwu’alle’eh]
Jwany	As nia.	“Hey!”	[a’s nniia’]
Nach	Cali chiu?	“Where are you going?”	[cali chiù’?]
Jwany	Mandad.	“On an errand.”	[mandaad]
Nach	Xa caniny ladi?	“How are things over there?”	[x:a cannii’ny làadih’?]
Jwany	Izyla.	“Fine.”	[ihzylàa’]
Nach	Ranu lo betsa Rony ladi e?	“Do you see my brother Jeronimo over there?”	[ràannùu’ loh be’tsa’ Roony làadih èee’?]
Jwany	Tewag.	“No.”	[tèe’wahg]
Nach	A zaa buas.	“Well, I’ve got to go.”	[a za’a’ buahs]
Jwany	As buas. Yzhajaën.	“Okay. See you later.”	[a’s buahs. yzhàaja’èhnn]
Nach	Yzhajaën buas, erre.	“See you later, friend.”	[yzhàaja’èhnn buahs, erre’eh]



A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/calichiu/?p=193>

S-12. Words for People

§1. Below are some words for different types of people, many of which you already know.

bangua [bangua] old person
bdo [bdò] baby
buny [bùunny] person; man
buny mna [bùunny mnàà] woman
buny nguui [bùunny nguui] man
lia [lia] girl
mna [mnàà] woman
mniny [mni'iny] child; boy
nguui [nguui] man
zhyap [zh:yà'p] girl

There is no real difference between **buny mna** and **mna** or **buny nguui** and **nguui**. Most speakers use all four expressions.

§2. Now, here are some words for various professions, occupations, and other types of people:

bxuaz [bxu'ahz] priest
bzhya [bzh:yà] witch
doctor [docto] doctor
estudian [estudi'ann] student
maestr [ma'estr] master bricklayer
mes [me's] teacher
meser [meseer] waiter; waitress
ni rculo zhily [nih rculoh zhi'illy] shepherd
ni rcwa chies [nih rcwàà'ah chie's] person who knows black magic
ni rguiby plad [nih rguib'y plaad] dishwasher
ni rguieb laidy [nih rguieb lai'dy] tailor
ni runyzeny [nih ruhnyzeè'ny] ghost
pristen [prihste'enn] presidente municipal (roughly the equivalent of a mayor)

§3. The new words can be used in many different types of sentences. Here are some examples that could be used to identify or classify people:

Mna mes re.	“That teacher is a woman.”
Mes mna re.	“That woman is a teacher.”
Meser buny.	“The person is a waiter.”
Ni rcwa chies buny mna re.	“This woman is a person who knows black magic.”

Sentences like these are **IDENTIFICATIONAL** sentences (they tell what category something or someone belongs to). They use the following pattern, which you can practice with the words above:

IDENTIFICATIONAL SENTENCE

predicate (noun phrase)	subject (noun phrase or independent pronoun)
<i>Mna</i>	<i>mes re.</i>
<i>Mes</i>	<i>mna re.</i>
<i>Meser</i>	<i>buny.</i>
<i>Ni rac chies</i>	<i>buny mna re.</i>

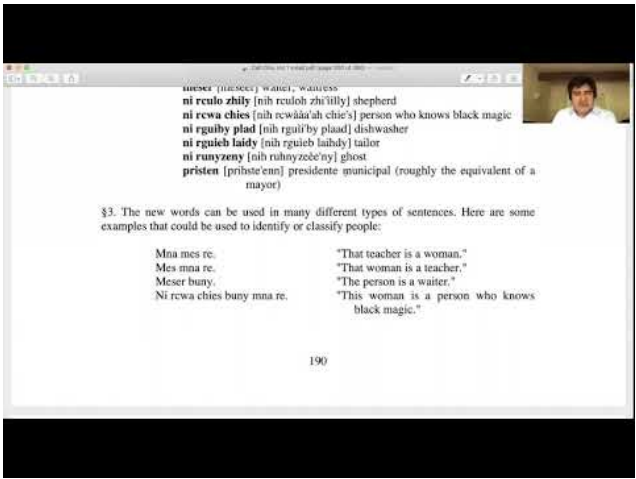
These sentences end with the subject (**mes re, mna re, buny, buny mna re**). They begin with the **PREDICATE**, the noun that you are using to identify the subject with. In English, identificational sentences like these (like the translations above) include the word *is*, but you don’t have to use a word like this in Zapotec. (Although a noun plus **re** subject phrase usually comes at the beginning of a Zapotec sentence, that’s not the usual pattern with identificational sentences.)

A name can be the subject of an identificational sentence too, as in

Buny San Luc Lia Len.	“Elena is a San Lucas person.”
Ni rcwa chies Bied Lia Pam.	“Señora Panfila is a person who knows black magic.”

You should practice making up additional identificational sentences like these using the new vocabulary and other words you know.

You'll learn much more about identificational sentences in [Lecsyony Tseinyabtap](#).



The screenshot shows a presentation slide with a list of Mongolian words and their English meanings. The words are: **meser** [meseɐ] waiter, waitress; **ni renlo zhiily** [niɪ renloɐ zhi'iɪli] shepherd; **ni rwa chies** [niɪ rwaɪa'ah chie's] person who knows black magic; **ni rguibiy plaid** [niɪ rguibiy plaid] dishwasher; **ni rguibiy laidy** [niɪ rguibiy laidy] tailor; **ni runyzeny** [niɪ runyzeɐ'ny] ghost; **pristen** [prihte'enn] presidente municipal (roughly the equivalent of a mayor). Below the list, a paragraph states: '§3. The new words can be used in many different types of sentences. Here are some examples that could be used to identify or classify people:'. This is followed by two columns of example sentences in Mongolian and English. The Mongolian examples are: 'Mna mes re.', 'Mes mna re.', 'Mesor buny.', and 'Ni rwa chies buny mna re.'. The English examples are: 'That teacher is a woman.', 'That woman is a teacher.', 'The person is a waiter.', and 'This woman is a person who knows black magic.'. The page number '190' is at the bottom.

meser [meseɐ] waiter, waitress
ni renlo zhiily [niɪ renloɐ zhi'iɪli] shepherd
ni rwa chies [niɪ rwaɪa'ah chie's] person who knows black magic
ni rguibiy plaid [niɪ rguibiy plaid] dishwasher
ni rguibiy laidy [niɪ rguibiy laidy] tailor
ni runyzeny [niɪ runyzeɐ'ny] ghost
pristen [prihte'enn] presidente municipal (roughly the equivalent of a mayor)

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Mna mes re.	"That teacher is a woman."
Mes mna re.	"That woman is a teacher."
Mesor buny.	"The person is a waiter."
Ni rwa chies buny mna re.	"This woman is a person who knows black magic."

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A YouTube element has been excluded from this version of the text. You can view it online here: <https://oer.haverford.edu/cali-chiu/?p=194>

SUPPLEMENTARY MATERIAL FOR UNIDA TAP (UNIT 4)

S-13. Plants

§1. Below are some words for trees and plants that are common in the Tlacolula Valley of Oaxaca. Many names for flowers or flowering plants start with **gyi** or **gyia**, a short form of the word **gyia** “flower”. **Yanuan** starts with **ya**, which is related to **gyag** “tree”.

be [be'eh] mushroom
dub [dùub] maguey
gyia bugambily [gyia' bugambi'lly] bougainvillea
gyia carnad [gyia' ca'rnaad] pomegranate tree
gyibtsë [gyibtsëh] organ-pipe cactus
gyibya [gyibyàa] prickly pear cactus
gyiluzh [gyi'lùù'zh] pepper tree
gyiwi [gyiwii] guava tree
yanuan [yannuuan] chirimoya (custard apple) tree

Here are some pictures of some of the trees and plants named above.



dub

Maguey, a type of agave from which mezcal is made, is one of the most important cash crops grown in the Tlacolula Valley.



gyibtsē



gyibya



gyiluzh



gyia bugambily

Below are some pictures of fruit trees. While some of these fruits are common in California, you may not recognize others. Many types of tropical fruit grow in Oaxaca. If you would like to try them, you may be able to find some in specialty grocery stores!



gyiwi



yanuan



gyia carnad

§2. Here are words for some fruits and vegetables, some of which grow on the trees named above.

bruiny [brüu'iny] *tuna*, xoconostle (prickly pear cactus fruit)
btsë [btsëh] *tuna* (organ-pipe cactus fruit)
btyux [btyüu'ux] tomato
btyux guizh [btyüu'ux gui'ihzh] tomatillo
bya [byaa] *nopal* (prickly pear cactus pad)
carnad [ca'rnaad] pomegranate
durazn [dura'azn] peach
gyet wez [gyeht wëë'e'z] chilacayote (a type of large squash)
gyex [gye'ehx] avocado
gyiny [gyi'i'ny] chile
limony [limoony] lime; lemon
mansan [mannsaan] apple
membri [membrii] quince
nuan [nnuan] chirimoya
wi [wii] guava
zhity [zhi'ihity] onion

Below are pictures of some of the fruits and vegetables given

above. Many of these pictures were taken at the weekly market in Tlacolula.



mansan, durazn, cuan membri



limony



btyux guizh



zhity



gyiny



gyet wez

§3. Finally, here are words for some common flowers. Again, these words start with a short form of **gyia** “flower”. Flowers have a very special place in Zapotec culture. Many of these flowers are used to decorate altars, both in the church and in people’s homes; others are prized for their sweet smell.

gyia cub [gyia cu’ub] marigold
gyia daly [gyia’dal’ly] dahlia
gyia gradyol [gyia gradyoo’ll] gladiola
gyia jerany [gyia’ jera’anny] geranium
gyia nub [gyia’ nuub] *flor de nubes* (type of small white flower)
gyia panumr [gyia’ pannu’ummr] (type of red flower)
gyia reiny [gyia’ re’ehiny] poinsettia
gyia rros [gyia rro’s] rose
gyia rrueg [gyia’ rrueeg] basil flower
gyia susen [gyia’ suseen] *azucena* (type of lily)

Below are pictures of some of the flowers mentioned above.



gyia nub



gyia daly



gyia jerany



gyia gradyol



gyia ros

S-14. Dialogue 3. At the Animal Market

Megan, a college student from San Diego, meets Juan Diego, a Zapotec from San Lucas Quiaviní who has worked in the United States, at the section of the Sunday market in Tlacolula where animals are sold. Megan is taking pictures of the animals.



Fot Teiby. A turkey for sale in the market in Tlacolula.

Click play below to hear an audio recording of the dialogue. It may be helpful to listen along the first time you read it through.



An audio element has been excluded from this version of the text. You can listen to it online here:

<https://oer.haverford.edu/cali-chiu/?p=881>

Audio recording for Dialogue 3.

	<i>Dizhsa</i>	<i>Ingles</i>	<i>Xa Rni Buny Ra Dizh</i>
Megan:	Zac rsily, tiu.	Good morning, señor.	[za'c rsiilly, ti'u]
Jwanydyau:	Zac rsily, bied.	Good morning, señorita.	[za'c rsiilly, biied]
	A, rgweyu Dizhsa!	So, you speak Zapotec!	[aa', rgwèe'yuu' Dii'zhsah !]
	Cali bsedyyu Dizhsa?	Where did you learn Zapotec?	[cali bsèe'dyyuu' Dii'zhsah ?]
Megan:	Unibersida ni na San Dyegw bsedya Dizhsa.	I learned Zapotec at the university in San Diego.	[unibersidaa nih nàa Sann Dyè'gw bsèe'dya' Dii'zhsah]
Jwanydyau:	A – uas joz rgwezacyu Dizhsa!	Ah – you speak Zapotec very well!	[aaa – ua's jo'oz rgwèe'za'cyuu' Dii'zhsah !]
Megan:	Xtyozèn yu.	Thank you.	[x:tyoozèhnn yuu']
Jwanydyau:	Xi cayunyyu re?	What are you doing here?	[xi cayuhnnyuu' rèe' ?]
Megan:	Xnana rcaz fot xte ra budy ngual Ndua.	My mother wants some pictures of Oaxacan turkeys.	[x:nna'ana' rcàa'z fo't x:tèe' ra bu'uhdy ngu'ahlì Ndùu'ah]
Jwanydyau:	A fot cabeyu buas.	So you're taking pictures, then.	[aa' fo't cabee'ehyuu' buahs]
Megan:	Ajy. Yu a – xi cayunyyu re?	Yes. And you – what are you doing here?	[a'jy.yuu' aa' – xi cayuhnnyuu' rèe' ?]
Jwanydyau:	Re cayunya zeiny.	I'm working here.	[rèe' cayuhnya' zèèi'ny]
	Re rcaza gunya imbertier muly lo ra guan sebu re.	I want to invest money in some of these zebu bulls here.	[rèe' rcàa'za' gu'unya' imbertier mùuully loh ra gùu'ann sehbuu rèe']

Megan:	Na ... xa gunyyu?	Now ... what are you going to do?	[nah ... x:a gùu'nyuu' ?]
Jwanydyau:	Ra guan re ryulaza.	I like these bulls.	[ra gùu'ann rèè' ryu'làa'za']
	Xa rriloyu?	What do you think?	[x:a rrilohyuu' ?]
Megan:	Rcaza teiby fot xte ra guan sebu ni ryulazyu!	I want a picture of the zebu bulls that you like!	[rcàa'za' te'ihby fo't x:tèè' ra gùu'ann sehbuu nih ryu'làa'zyuu' !]
Jwanydyau:	Yo.	Okay.	[yòo']
Megan:	Yzhajan buas.	Goodbye, then.	[yzhàaja'ann buahs]
Jwanydyau:	Lezla ganyu!	Wait!	[lèezlàa' gàannyuu'!]
	Rcaza gunya preguan yu.	I want to ask you a question.	[rcàa'za' gu'unya' pregu'uann yuu']
	U ryulazyu nax?	Do you like hot chocolate?	[U ryu'làa'zyuu' nnahx ?]
	Comedor Mary uas nizh nax ricy....	The hot chocolate is very good at the Comedor Mary....	[Comedoor Mary ua's ni'zh nnahx ri'cy...]



Fot Tyop. Zebu bulls at the animal market in Tlacolula.

Speaking Politely

Megan and Juan Diego are about the same age, yet they use polite terms to each other (**tiu**, **bied**) and address each other as **yu**. This is customary behavior for Valley Zapotec speakers who don't know each other. However, perhaps if Megan and Juan Diego drink hot chocolate together at the Comedor Mary they'll decide to call each other **liu**.

Ra Dizh

a [àa'] 1. so; 2. what about? (used after a noun phrase)

a [àaa] ah

ajy [a'jy] yes

bied [biied] señora, señorita, ma'am (respectful term of address used to a respected person, an elder, or someone one does not know)

buas [buahs] then

guan sebu [gùu'ann sehbuu] zebu (type of ox with a hump)

joz [jo'oz] well

Jwanydyau [Jwanydya'au] Juan Diego

lezla ganyu [lèezlàa' gàannyuu] wait! (used to someone who would be addressed formally)

nax [nnahx] chocolate; hot chocolate

nizh [ni'zh] delicious, good tasting (as in **uas nizh nax** "the hot chocolate is very good")

rbe fot [rbee'eh fo't] takes a picture (until [Lecsyony Tseiny \(13\)](#), use this verb only with formal and noun or name subjects)

rgwe [rgwèèè'] speaks (until [Lecsyony Tseiny \(13\)](#), use this verb only with formal and noun or name subjects)

runy imbertain muly lo [ruhny imbertain mùuully loh] invests money in

runy preguan [ruhny pregu'uann] asks (someone) a question

rrilo [rrilloh] thinks (until [Lecsyony Tseiny \(13\)](#), use this verb only with formal and noun or name subjects)

tiu [ti'u] señor, sir (respectful term of address used to a

respected person, an elder, or someone one does not know)

u [u] (question marker used at the beginning of question; suggests that the hearer will say “yes” to the question)

xa [x:a] what (in **xa gunyyu?** “what are you (form.) going to do?” and **xa rriloyu?** “what do you (form.) think?”; see note)

xnana [x:nna'ana] my mother

yo [yoòò] okay



Fot Chon. Drinking chocolate is sold in solid cakes in the market in Tlacolula.

Xiëru Zalo Ra Dizh

Normally, **xa** [x:a] means “how”. But in the questions **xa gunyyu?**

“what are you (form.) going to do?” and **xa rriloyu?** “what do you (form.) think?”, it expresses “what”. In Zapotec, these questions would not sound good with **xi**, the normal word for “what”. These are both good questions to memorize, since you might want to use them in your own conversation. (Remember not to use **rrilo** with non-formal pronoun subjects until [Lecsyony Tseiny \(13\).](#))

SUPPLEMENTARY MATERIAL FOR UNIDA GAI (UNIT 5)

S-18. Playing Gunaz Bel in Zapotec

This section gives directions and vocabulary for playing **Gunaz Bel** [gunnàa'az behll] “Go Catch a Fish” in Zapotec. The sections below give (1) basic vocabulary for card games, (2) rules for “Go Fish”, and (3) scripts for things you’ll need to say while playing the game. Section 4 describes a more complicated game, “Authors”. At the end of this section is a vocabulary and notes.

§1. Basic Terminology.

baraj [bara'j] “playing card”

par [paar] “pair”

as [a's] “ace”

rrei [rre'i] “king”

cabai [caba'i] “queen”

sot [so't] “jack”

§2. Rules for “Go Fish” (adapted; there are many versions!).

Using a standard 52-card deck, five cards are dealt to each player (seven if there are only two players), and the remainder of the pack of cards is placed face down in a stock pile between the players. Players begin by putting down any pairs they have. The player whose turn it is to play (beginning with the player to the left of the dealer) asks any other player for a card of a particular rank (twos, kings, etc.). For example, “Lillian, do you have a three?” A player may only ask for a rank of which they already hold one card. The player addressed must then hand over any card of that rank. If the request was successful, the original player has another turn. If the player who was asked has no cards of that rank, they say “Go fish”, and the asking player draws the top card from the stock. If they get the card they asked for, they show it, put down the new pair, and take

another turn. If not, the turn then passes to the next player to the left. The game is not over when a player runs out of cards. That player simply draws the top card from the stock and the turn passes to the next player. The game ends when all pairs have been won. Whoever has the most pairs wins.

3. Playing **Gunaz Bel**.

Hopefully this script will give you all the words you need to play **Gunaz Bel** in Zapotec. Have fun!

- To start

Gyo cyetën Gunaz Bel. [gyo'oh cye'ehtëhnn
Gunnàa'az Behll] "Let's play Go Fish."

Ual yliu ra par ni caad. [u'all ylli'u' ra paar nih
caa'ad] "Put down the pairs that you have, you
guys; Show the pairs that you have, you guys."

Caa teiby par chon. [caa'a' te'ihby paar chòonn.] "I
have a pair of threes."

Caa teiby par sot. [caa'a' te'ihby paar so't.] "I have a
pair of jacks."

Caguixaa teiby par chon. [cagui'xja'a' te'ihby paar
chòonn] "I'm putting down a pair of threes."

- Asking and answering the basic question

Coo teiby xon e? [coo'òo' te'ihby x:òon èee?] "Do
you have an eight?"

A, caa teiby xon. [àaa', caa'a' te'ihby x:òon] "Yes, I
have an eight."

A re. [a rèe] "Here it is."

Queity cadyai. [que'ity caa'dyaih] "I don't have one."

Gunaz Bel! "Go Fish!"

- Then...

Cwa steby baraj. [cwàa'ah steeby baraʃ] “Take another card.”
Teiby xonēng. [te'ihby x:òonēng] “It’s an eight.”
Ati teiby xondyēng. [a'ti' te'ihby x:òonēng] “It’s not an eight.”
Na a caa teiby par xon. [nah a caa'a' te'ihby paar x:òon] “Now I have a pair of eights.”
Ynudizha steby. [ynuhdii'zha' steeby] “I can ask again”
Xii mniu la? [Xii mnñiùu' làa?] “What is it that you asked?”
Mnaba cabai. [mnàa'ba' caba'i] “I asked for a queen.”

- Whose turn?

Tu runy tocar na? [tu ruhny tocaar nah?] “Whose turn is it now?”
Runy tocar naa. “It’s my turn.”
Runy tocar liu na. “It’s your turn now.”
Runy tocar Lillian. “It’s Lillian’s turn.”
Ati lidyui runy tocar. [a'ti' liidyùih ruhny tocaar] “It’s not your turn.”
Ati Lilliandyi runy tocar. [a'ti' Lilliandyih ruhny tocaar] “It’s not Lillian’s turn.”

- Later on

A bra xparaja. [a brah x:para'ja] “I’ve run out of cards; My cards have run out.”
Na par ycaa steby baraj. [nàa pahr ycaa'a' steeby baraʃ] “I need to take another card.”
Beinyu tram. [bèinyùu' tra'amm] “You cheated.”
Queity beinydya tram. [que'ity bèinydya' tra'amm] “I didn’t cheat.”

- At the end

A bra baraj. [a brah baraʃ] “There aren’t any more cards; The cards have run out.”
Bal par rapad? [bàall paar ra'pad?] “How many pairs do you guys have?”
Rapa tsē par. [ràa'pa' tsēē' paar] “I have ten pairs.”
Queity xi teiby pardi rapa'. [que'ity xi te'ihby paardi' ràa'pa] “I don’t have any pairs.”
Tu beiny gan? [tu bèiny gaan?] “Who won?”
Beinya gan. [bèinya' gaan] “I won.”
Mnyitya'. [mny'iitya'] “I lost; I lost the game.”

§4. Playing **Ra Liebr** (“Books”, known in English as “Authors”)

The game of Authors is a variant of Go Fish. This game is played just like Go Fish, except that instead of just asking for a rank, you must ask for a specific card, and what you want to collect is books (**ra liebr**) of four items, one of each suit, not pairs of two. You must already hold at least one card of that rank, but you may not hold the card you’re asking for. For example, you say: “Lillian, do you have the seven of diamonds?” If Lillian has it, she gives it to you and you get another turn. If she doesn’t, she says “Go Fish!” and you draw from the stock pile. In the unlikely event that you draw the seven of diamonds you get another turn; if you draw anything else, the turn passes to the left. When you have a complete set of all four of a rank, this is a book, and you put it down. The winner at the end of the game is the person with the most books.

You can play Authors in Zapotec too, using the same cards and many of the same questions and answers.

Here are the Zapotec suit names:

spad [spaad] “spades”
cop [co’p] “hearts”
or [oor] “diamonds”
bast [ba’ast] “clubs”

Here’s how you can talk about specific cards (using the suit names above):

rrei de spad [rre’i deh spaad] “king of spades”
cabai dyor [caba’i dyoor] “queen of diamonds”
as de bast [a’s deh ba’ast] “ace of clubs”
tyop de cop [tyo’p deh co’p] “two of hearts”
tsé dyor [tséé’ dyoor] “ten of diamonds”

You can use the same script as above, using questions like

Coo xon de bast e? [coo'òo' x:òon deh ba'ast èee?]
“Do you have the eight of clubs?”

Have fun!

Vocabulary

ati [a'ti] not (negative word used in identificational sentences). [19]
a re [a rée'] here it is.
gyo [gyo'oh] let's (followed by irr., as in **gyo cyetên**).
la [lää] (added at the end of some questions; makes them seem more polite) (as in **xii mniu la?** “what is it that you asked?”).
na par [nää pahr] has to, is supposed to, should, ought to, must, needs to (followed by irr.) (see note 3). [23]
ni [nih] that, which, who (as in **ni caad** “that you have”). [15]
rap [ràa'p] has. [17]
rca [rcää'ah] gets, takes. § perf. **cwa**; neut. **ca** “has, is holding”. [21]
rguixja / **rguixga** [rgui'xja'ah / rguix'ga'ah] puts down, lays down (something).
rinaz [rinnaa'az] goes and gets, goes and catches (perf. **gunaz** [gunnaa'az]).
rni [rnni:] says; asks. § perf. **mni** [mnni:].
rnyity [rnyi'ihity] loses the game.
runy tocar [ruhny tocaar] takes one's turn (see note 2).
runy tram [ruhny tra'amm] cheats.
steby [steeby] 1. another [22]; 2. again. [17]

Notes

1. Bound pronouns are sometimes used on things other than verbs and possessed nouns. For instance, in the identificational sentence **Teiby xonēng**, the bound pronoun **-ēng** expresses the distal subject

“it”, following the noun phrase **teiby xon** “an eight”. Sentences like this use the negative word **ati**, as in **Ati teiby xondyëng** “It’s not an eight”.

2. **Runy tocar** “takes one’s turn” is an impersonal idiom used to express the English “It’s (someone’s) turn”. Here are some examples:

Runy tocar Gyeily.	“Mike takes his turn, It’s Mike’s turn.”
Runy tocar naa.	“I take my turn.”

Somewhat as with the inverse idioms described in Lecsyony Tseinyabteby, the subject of **runy tocar** is expressed as though it was an object, with a noun or an independent pronoun. But this verb has no subject, which makes it an impersonal idiom.

For now you can just memorize the negative sentence patterns below:

Ati lidyui runy tocar.	“You don’t take a turn; It’s not your turn.”
Ati Gyeilydyi runy tocar.	“Mike doesn’t take a turn; It’s not Mike’s turn.”

3. **Na par** is a necessity auxiliary (Lecsyony Galyabchon) expressing “has to, is supposed to, should, ought to, must, needs to”, followed by an irrealis verb and the subject, as in **na par ycaa steby baraj** “I need to take another card”.

SUPPLEMENTARY MATERIAL FOR UNIDA XOP (UNIT 6)

S-18. More Words for Members of the Family

This section presents some additional body part words to supplement those you learned in [Lecsyony Tsëda](#), as well as some new meanings for a few words you already know. As you'll see, although most of these are e-possessed, there are a number of different ways to use them with possessors. (This section might provide a good opportunity for you to review how possession works.)

§1. First, here are some family words that are e-possessed only. These words can't be used by themselves. They must always be used with a possessor, and they are never used with either the prefix **x-** or the word **xten**.

sa [sa'ah]	blood relative (e-poss. only)
zhyag [zhyahg]	grandchild (e-poss. only)

Here are some examples of phrases using these words:

saa	"my blood relative"
zhyagyu	"your (form.) grandchild"
sa Bied Lia Zhwuan	"Señora Juana's blood relative"
zhyag Gyeily	"Miguel's grandchild"

Some additional e-possessed words for family members are compound phrases containing more than one word.

sa bied	[sa'ah biied] uncle, aunt (e-poss. only)
sa gax	[sa'ah gahx:] close blood relative (e-poss. only)
sa zyet	[sa'ah zye'eht] distant blood relative (e-poss. only)
zhiny baly	[zhii'iny baaly] godchild (e-poss. only)

Because these words are e-possessed, they must always be used with a possessor. The possessor follows the whole phrase. If the possessor is a pronoun, it's attached to the end of the whole phrase. Once again, each of these expressions is never used with the prefix **x-** or the word **xten**. Here are some examples:

sa biedëng	"her uncle", "her aunt"
sa gaxu	"your close blood relative"
ra sa zyetën	"our distant blood relatives"
zhiny baly Tiu Pamyël	"Señor Panfilo's godchild"

§2. Another group of words for members of the family are another type of e-possessed noun that you also learned about in [Lecsyony Tsëda](#), meaning they must always have a possessor. Unlike those given above, however, they always include an **x**. Here are some examples:

xawzan	[x:awzahn] parent (almost always used in the e-poss. form)
xpangual	[x:panguual] husband; father (e-poss. only)
xluan	[x:lu'ahnn] brother-in-law (of a woman) (e-poss. only)
xyes	[x:ye'ehs] sister-in-law (of a woman) (e-poss. only)

Notice that the last two words can only be used with a female possessor. None of these words can be used with **xten** or **xte**.

Xpangual is a possessed form of **bangual** “old person, elder”, so a phrase like

xpanguala	“my husband”, “my father”
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is quite comparable to the English *my old man*, and, like the English, is a very casual expression. Although the **x** the other words begin with is almost certainly the **x-** possessive prefix, you can’t drop it off the way you can from most possessed words. Here are some examples of these words used with possessors:

ra xawzanu	“your parents”
xluan Chiecw	“Chico’s brother-in-law”
xyesëb	“her (resp.) sister-in-law”

Xawzan usually is used to refer to both parents.

There are also compound words that work similarly:

xnan baly [x:nna’an baaly]	godmother (e-poss. only)
xtad mbaly [x:ta’ad mbaaly]	godfather (e-poss. only)
xnanmam [x:nna’an ma’mmm]	grandmother (e-poss. only)
xtadmam [x:ta’ad ma’mmm]	grandfather (e-poss. only)

Here are some examples. In each case, the possessor follows the whole phrase, and no **xten**, **xte**, or added **x-** is used.

xnan balyu	“your godmother”
xtad mbalyyu	“your (form.) godfather”
xtadmam Lia Tyen	“Cristina’s grandfather”
xnanmam Bed	“Pedro’s grandmother”

§3. The words below are exceptional e-possessed nouns, just like

the words **nan** “mother” and **dad** “father” that you learned in [Lecsyony Tsëda](#). You can say these names on their own, as follows:

bgwuaz	[bgwuhahz]	son-in-law
bied	[biied]	sister-in-law; stepmother
cumnier	[cumniier]	spouse
cunyad	[cunyaad]	brother-in-law, sister-in-law
family	[fami'lly]	wife
mam	[ma'mm]	grandmother
sobrien	[sobriien]	niece, nephew
swegr	[swe'egr]	father-in-law, mother-in-law
tiu	[ti'u]	brother-in-law; stepfather
wliaz	[wlihahz]	daughter-in-law

It's very natural to use words like these on their own as terms of address when you are addressing the family members named above.

You've already learned that **bied** and **tiu** can be used as terms of address. But notice that **bied** and **tiu** have a broader meaning than just “aunt” and “uncle” – they are general respectful terms for people older than oneself, especially relatives.

Since the words above are kinship terms, however, they are usually used with a possessor. When you mention a possessor, as with the exceptional e-possessed nouns in [Lecsyony Tsëda](#), you need to use the **x-** prefix. Some of these words work completely regularly – their e-possessed forms do not change except for the addition of **x-** – but the other words change in the regular ways you learned in Lecsyony Tsëda when the **x-** is added.

xabgwuaz	[x:abgwuhahz] son-in-law (e-poss. only)
xbied	[x:biied] sister-in-law, stepmother (e-poss. only)
xcumnier	[x:cumniier] spouse (e-poss. only)
xcunyard	[x:cunyaad] brother-in-law, sister-in-law (e-poss. only)
xfamily	[x:fami'lly] wife (e-poss. only)
xmam	[x:ma'mm] grandparent (e-poss. only)
rsobrien	[rsobriien] niece, nephew (e-poss. only)
rswegr	[swe'egr] father-in-law, mother-in-law (e-poss. only)
xtiu	[xti'u] brother-in-law, stepfather (e-poss. only)
xawliaz	[wlihahz] daughter-in-law (e-poss. only)

These e-possessed words are never used with **xten** or **xte**.

Here are some examples of how these words are used with possessors:

xabgwuaz mes	“the teacher’s son-in-law”
xbieda	“my sister-in-law”
xcunyard prestyen	“the presidente’s sister-in-law”
xmamyuad	“your (form. pl.) grandparent”
rsobrienrēng	“their niece”

There are also compound words in this group:

dad chiu	[da'ad chi'uu] uncle
nan zhiu	[nna'an zhi'uu] aunt

As with the words above, these older words can be used on their own as address terms, or they can be used with possessors. Like the other words in this section, the e-possessed forms of these words include the prefix **x-**:

xtad chiu	[x:ta'ad chi'uu] uncle (e-poss. only)
xnan zhiu	[x:nna'an zhi'uu] aunt (e-poss. only)

Here are some examples of these phrases used with possessors:

xtad chiuwa	“my uncle”
xnan zhiu bdo	“the baby’s aunt”
xnan zhiuwad	“your (pl. inf.) aunt”

§4. Valley Zapotec has several general terms for people who are not blood relatives, but who are related through a blood relative of a godparent or in-law. Even though we don’t have words for these concepts in English, these relationships are very important in Zapotec culture, so you should learn how to use them.

maly	[maaly] female blood relative of blood relative’s godparent
mbaly	[mbaaly] male blood relative of blood relative’s godparent
sagual	[saguual] sibling’s spouse’s blood relative, parent’s sibling’s spouse’s blood relative

The “relatives” in these definitions are all blood relatives, though we will use the word “relative” for short in the examples below. (If you know Spanish, you may find these terms similar to the Spanish words *comadre*, *compadre*, *consuegro*, and *consuegra*. However, their meanings in Zapotec are not the same as in Spanish either.)

All of these new words are used the same as the words in §3 above – they may be used on their own as terms or address, or they be used with possessors in their e-possessed versions (formed with the prefix **x-**). Here are the e-possessed forms of the new kinship terms.

xmaly	[x:maaly] female relative of relative's godparent (e-poss. only)
xambaly	[x:ambaaly] male relative of relative's godparent (e-poss. only)
rsagual	[rsaguual] sibling's spouse's relative, parent's sibling's spouse's relative (e-poss. only)

Here are some examples of these words with possessors:

xmalya	“female relative of my relative's godparent” (“my cousin's godfather's sister”, “my aunt's godmother's daughter”, etc.)
xambalyu	“male relative of my relative's godparent” (“my brother's godmother's brother”, “my nephew's godfather's mother”, etc.)
rsagualǝng	“his brother's wife's relative”, “his sister's brother's relative”, “his aunt's husband's relative”, “his uncle's wife's relative” (etc.)

§5. There is one additional kinship term that is used not with **x-**, but with **xten** or **xte** – in other words, although this is a kinship term, it does not have an e-possessed form:

entenad	[entenad] stepchild
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Here are some examples:

entenad xtenyu	“your (form.) stepchild”
entenad xte doctor	“the doctor's stepchild”

§6. A few words for family members are only used as terms of address. Here's an example:

gux [gu'x:] sibling's spouse's male blood
relative, parent's sibling's spouse's male
blood relative

This word isn't ever used with a possessor, and it never appears with the prefix **x-** or with **xten** or **xte**.

Other words that are familiar to you already can be used as address terms with an additional meaning to the one you know:

dad [da'ad] father-in-law
nan [nnàaan] mother-in-law

Remember, you can address your father-in-law as **Dad**, but the e-possessed form **xtada** means only “my father”, not “my father-in-law”.

S-19. Dialogue 5. Xi Ni Bicy Jwanydyau San Luc? "Why Did Juan Diego Return to San Lucas?"



Fot Teiby xte Gal Rgwe Dizh Gai. The bell in the church in San Lucas Quiavini.

Juan Diego and Megan continue their conversation while eating their *enfrijoladas* at the Comedor Mary.

	<i>Dizhsa</i>	<i>Ingles</i>	<i>Xa Rni Buny Ra Dizh</i>
Jwanydyau:	Xa na ni caquinyyu...a, byalaza! Xa na ni cayau?	How is what you're eating...oh, I forgot! How is what you're (inf.) eating?	[x:a nàa nih caquii'nyyuu'...ah, bya'làa'za! x:a nàa nih caya'uwùu' ?]
Megan:			
Jwanydyau:			
Megan:			
Jwanydyau:			
Megan:			
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ANSWER KEY

Answer Key for Lecsyony Gai (5)

Tarea Teiby xte Lecsyony Gai. (§5.1) For this **tarea** (exercise) translate the following sentences into English.

a. **Rzhuny cabai.**

The horse runs.

b. **Rbany mniny.**

The child wakes up.

c. **Rduax becw.**

The dog barks.

d. **Rzhuny Gyeily.**

Miguel runs.

e. **Rtyis mna.**

The woman jumps.

f. **Rbany Lia Len.**

Elena wakes up.

g. **Rtyis becw.**

The dog jumps.

h. **Rdieby nyis.**

The water boils.

Tarea Tyop xte Lecsyony Gai. (§5.1)

Part Teiby. As you read the Zapotec sentences below you will notice that they don't make much sense! Fix each sentence by changing either the subject or the verb. Practice saying each new sentence aloud, and then tell what it means in English.

Answers will vary. Here are some possible answers.

a. **Rduax mes.**

Rduax becw. "The dog barks." or **Mes rzhuny.** "The teacher runs."

b. **Rdieby muly.**

Rdieby nyis. “The water boils.”

c. **Rbany plum.**

Rbany mniny. “The child wakes up.”

d. **Rtyis nyis.**

Rtyis cabai. “The horse jumps.”

e. **Rzhuny guet.**

Rzhuny zhyap. “The girl runs”

Part Tyop. Make up five new Zapotec sentences using words that you’ve learned, following the basic sentence pattern given above. Then translate each sentence into English. Practice reading each sentence out loud.

Answers will vary. Here are some possible answers. **Rcyetlaz**

zhyap. “The girl is happy.” Or **Rzhuny becw.** “The dog runs.”

Tarea Chon xte Lecsyony Gai. (§5.2)

Part Teiby. Answer the following English questions in Zapotec, using a complete sentence. Then translate your answers into English. (Remember that answers to “what” and “who” questions usually use focus. You should underline the focused nouns in English translations of Zapotec focus sentences, just as in the translations above.)

a. What barks?

Becw rduax. “The dog barks.”

b. Who jumps?

Mniny rtyis. “The child jumps.”

c. Who wakes up?

Mna rbany. “The woman wakes up.”

d. What boils?

Nyis rdieby. “The water boils.”

e. Who runs?

Cabai rzhuny. “The horse runs.”

Part Tyop. Write the following Zapotec sentences using a different word order. Give translations for both the original and new sentences that show how they differ in meaning. Read your new sentences aloud.

- a. **Rbany zhyap.** “The girl jumps.”
Zhyap rbany. “The girl jumps.”
- b. **Mniny rzhuny.** “The child runs.”
Rzhuny mniny. “The child runs.”
- c. **Rtyis Bed.** “Pedro Jumps.”
Bed rtyis. “Pedro jumps.”

[Tarea Tap xte Lecsyony Gai. \(§5.3\)](#)

Part Teiby. Practice saying “this” and “that”. Below is a list of noun phrases that use “this” and “that”. First translate them into Zapotec. Then, working with a partner, pick a noun phrase and say it out loud to your partner. Your partner should be able to tell which noun phrase you are saying! After you’ve done a few, switch roles.

- a. This dog.
Becw re.
- b. That dog.
Becw re.
- c. This horse.
Cabai re.
- d. That horse.
Cabai re.
- e. This teacher.
Mes re.
- f. That teacher.
Mes re.
- g. This pen.
Plum re.
- h. That pen.
Plum re.
- i. This book.

Liebr re.

j. That book.

Liebr re.

Part Tyop. Translate the following sentences into Zapotec. Remember to focus the “this” and “that” phrase subjects. When you’re done, practice reading your sentences aloud to another class member. Make sure he or she can tell whether you’re saying “this” or “that”.

a. This water boils.

Nyis re rdieby.

b. That girl is happy.

Zhyap re rcyetlaz.

c. This boy runs.

Mniny re rzhuny.

d. That woman wakes up.

Mna re rbany.

e. This dog jumps.

Becw re rtyis.

Tarea Gai xte Lecsyony Gai (§5.4)

Part Teiby. Make up a sensible Zapotec sentence from the words in each of the following sets. Translate your sentences into English. (There may be more than one possible answer.)

Answers will vary. Here are some possible answers.

a. **banua – mna – rguad**

Rguad banua mna. “The scorpion stings the woman.”

b. **rnaz – bel – buny**

Rnaz Buny bel. “The person grabs the snake.”

c. **doctor – rsudieby – nyis**

Rsudieby doctor nyis. “The doctor boils the water.”

d. **manyser – rguad – zhyap**

Rguad manyser zhyap. “The bee stings the girl.”

e. **rcwany – zhyap – becw**

Rcwany zhyap becw. “The girl wakes up the dog.”

Part Tyop. Write a sentence to describe each of the following pictures.

Answers will vary. Here are some possible answers.

a.



Rsudieby mna nyis.

b.



Rzhuny buny.

c.



Rtyis zhaph.

Tarea Xop xte Lecsyony Gai. (§5.4) Are these sentences complete? Read each of the following Zapotec sentences and decide if the sentence is complete or not. Some of the sentences are complete and are good Zapotec sentence as is, but other sentences are missing objects. If the sentence is complete, translate it into English. IF the sentence is not complete, add an appropriate object, and then translate your sentence into English.

a. **Rbany Bed.**

Rbany Bed. "Pedro wakes up."

b. **Rcwany mna.**

Rcwany mna mniny. "The woman wakes up the child."

c. **Rcyetlaz Lia Len.**

Rcyetlaz Lia Len. "Elena is happy."

d. **Rdeiby nyis.**

Rdieby nyis. "The water is boils."

e. **Rduax becw.**

Rduax becw. "The dog is barks."

f. **Rguad manyser.**

Rguad manyser Jwany. “The bee stings Juan.”

g. **Rgyan doctor.**

Rgyan doctor zhyet. “The doctor feeds the cat.”

h. **Rnaz mes.**

Rnaz mes plum. “The teacher grabs the pen.”

i. **Rnudizh Gyeily.**

Rnudizh Gyeily Lia Len. “Miguel asks Elena a question”

j. **Rsudieby buny.**

Rsudieby buny nyis. “The person boils the water.”

k. **Rtyis mniny.**

Rtyis mniny. “The child jumps.”

Tarea Gaz xte Lecsyony Gai. (§5.5) Translate the following sentences into Zapotec. Remember to focus “this” and “that” noun phrase subjects, as well as any noun phrase that’s underlined in the English translation.

a. The bee stings that boy.

Rguad manyser mniny re.

b. This bee stings the boy.

Rguad manyser re mniny.

c. The bee stings the boy.

Mniny rguad manyser.

d. That woman wakes up.

Rbany mna re.

e. The woman wakes up.

Mna rbany.

f. The child feed this horse.

Rgyan mny cabai re.

g. That child feeds the horse.

Rgyan mniny re cabai.

h. The child feeds the horse.

Mniny rgyan cabai.

Tarea Xon xte Lecsyony Gai. (§5.5) Read each of the sentences below, and then translate them into English. If more than one translation is possible, give all the translations that make sense. (Note that when you see the word **re** written, you can't be sure whether it is "this" or "that"! If your teacher reads these sentences aloud for you, you'll be able to tell which one he means. But otherwise, the written word could be pronounced either way.)

- a. **Rcwany becw mna.**

The dog wakes up the woman.

- b. **Nyis re rsudieby doctor.**

The doctor boils that water.

- c. **Manyser rguad mniny.**

The bee stings the boy.

- d. **Mes rnaz liebr.**

The teacher grabs the book.

- e. **Buny rcwany zhyap.**

The girl wakes up the person.

- f. **Doctor rnudizh mna.**

The woman asks the doctor a question.

- g. **Rgyan mniny becw.**

The child feeds the dog.

- h. **Muly re rnaz buny.**

The person grabs that money.

Tarea Ga xte Lecsyony Gai. (§5.6)

Part Teiby. Translate the following sentences into Zapotec. Remember, even though English can put the recipient object and the given object in different orders, only one order works in Zapotec "gives" sentences that start with the verb.

- a. Elena gives the pen to the teacher.

Rdeidy Lia Len plum mes.

- b. The woman gives Miguel the money.

Rdeidy mna muly Gyeily.

- c. The person gives the teacher the book.

Rdeidy buny liebr mes.

- d. The child gives Pedro the stick.

Rdeidy mniny gyag Bed.

- e. The teacher gives the dog to the child.

Rdeidy mes becw mniny.

- f. Miguel gives the money to the teacher.

Rdeidy Gyeily muly mes.

Part Tyop. Some of the sentences below are good Zapotec sentences, but some don't make any sense! If the sentence makes sense, read it aloud and then translate it into English. If not, first correct the sentence by changing one or more words or the word order, and then read and translate it.

- a. **Bel rdeidy manyser guet.**

Bed rdeidy Lia Len guet. "Elena gives the tortilla to Pedro."

- b. **Guet rdieby.**

Nyis rdieby. "The water boils."

- c. **Rsudieby zhyap nyis.**

"The girl boils the water."

- d. **Rduax banua.**

Rduax becw. "The dog barks."

- e. **Becw re rgwad zhyap gyag.**

"The girl pokes that dog with a stick."

- f. **Rbany mniny mes.**

Rcwany mniny mes. "The child wakes up the teacher."

- g. **Sede re rdeidy mes Bed.**

"The teacher gives that C to Pedro."

- h. **Rgyan becw Lia Len.**

Rgyan Lia Len becw. "Elena feeds the dog."

- i. **Rdeidy doctor nyis liebr.**

Rdeidy doctor nyis Gyeily. "The doctor gives water to Miguel."

- j. **Banua re rgwad Gyeily.**

"This scorpion stings Miguel."

Tarea Tsë xte Lecsyony Gai. (§5.7) Translate the following sentences into Zapotec, using **uas**. Practice reading each of your Zapotec sentences out loud.

- a. The dog really runs.

Uas rzhuny becw.

- b. The water really boils.

Uas rdieby nyis.

- c. The horse really jumps.

Uas rtyis cabai.

- d. The bee really stings the teacher.

Uas rguad manyser mes.

- e. Pedro is very happy.

Uas rcyetlaz Bed.

Answer Key for Lecsyony Xop (6)

Tarea Teiby xte Lecsyony Xop. (§6.1)

Part Teiby. Select the perfective verb form from the choices in parentheses that will make a good Zapotec sentence, as in the example. Then translate the sentences you make up. (Use underlining to represent focus in your English translations when needed.)

Example. (Bsudieby, Bdieby) nyis.

Answer. **Bdieby nyis.** “The water boiled.”

a. **Mniny re (bxyeily, bzhyeily) liebr.**

Mniny re bxyeily liebr. “That child opened the book.”

b. (Bduax, Bgyan) becw.

Bduax becw. “The dog barked.”

c. **Nai (bcyetlaz, bsan) mes.**

Nai bcyetlaz mes. “The teacher left yesterday.”

d. (Bdieby, bsudieby) mna nyis.

Bsudieby mna nyis. “The woman boiled the water.”

e. (Bzhyeily, bxyeily) pwert nai.

Bzhyeily pwert nai. “The door opened yesterday.”

Part Tyop. Translate the following sentences into Zapotec, using perfective verbs. Remember that “this” or “that” phrases normally come at the beginning of the sentence, and that other focused noun phrases are underlined in the translations.

a. This cat jumped.

Zhyet re btyis.

b. The teacher opened the door yesterday.

Bxyeily mes pwer nai.

c. The boy hit that bull.

Btaz mniny guan re.

- d. The cat left the fish behind.
Bsan zhyet bel.
- e. The dog woke up the horse.
Cabai bcwany becw.
- f. Miguel gave the book to the girl.
Bdeidy Gyeily liebr zhyap.
- g. Yesterday the scorpion stung Juan.
Bguad banua Jwany nai.
- h. The water boiled.
Bdieby nyis.
- i. The woman boiled the water.
Nyis bsubieby mna.
- j. The woman boiled the water.
Mna bsudieby nyis.
- k. The woman boiled the water yesterday.
Nai bsudieby mna nyis.
- l. The woman boiled this water yesterday.
Bsudieby mna nyis nai.

Tarea Tyop xte Lecsyony Xop. (§6.1)

Part Teiby. Change each of the following sentences so that they talk about the past, using the perfective stem of the verb. Then translate the new sentences into English. Practice reading each sentence out loud.

- a. **Rnaz mniny zhomrel.**
Mnaz mniny zhomrel. “The boy grabbed the hat.”
- b. **Rsan mna bolz.**
Bsan mna bolz. “The woman left the bag.”
- c. **Rbeb buny guan.**
Wbeb buny guan. “The person rode the bull.”
- d. **Rnab zhyap bdua.**
Mnab zhyap bdua. “The girl asked for the banana.”
- e. **Rdeidy mes lapy mniny.**

Bdeidy mes lapy mniny. “The teacher gave the pencil to the boy.”

f. **Rnudizh doctor Lia Len.**

Mnudizh doctor Lia Len. “The doctor questioned Elena.”

g. **Campan re rbix.**

Campan re wbix. “This bell rang.”

h. **Plum re rnaz Gyeily.**

Plum re mnaz Gyeily. “Miguel grabbed that pen.”

i. **Rbany Bed.**

Wbany Bed. “Pedro woke up.”

j. **Rnudizh doctor buny.**

Mnudizh doctor buny. “The doctor questioned the man.”

Part Tyop. Create a complete Zapotec sentence by adding a verb to each of the sentences below. (There may be more than one verb that might make sense in each sentence—just choose one.) Be sure to use the correct form of the verb, either the perfective or the habitual—look for clues in the sentence to know which would be best. When you’re done, translate your new Zapotec sentences into English.

The missing verb in each sentence has been underlined.

a. **Nai mnudizh Lia Len mes.** “Elena questioned the teacher yesterday.”

b. **Rnaz Jwany guetxtily rata zhi.** “Juan grabs the bread every day.”

c. **Nai wbix campan re.** “Yesterday that bell rang.”

d. **Mnaz Lia Petr zhomrel nai.** “Petra grabbed the hat yesterday.”

e. **Rata zhi rduax becw.** “The dog barks every day.”

f. **Rata zhi rbany mniny.** “The boy wakes up every day.”

g. **Becw bduax nai.** “The dog barked yesterday.”

h. **Banua re bguad Jwany nai.** “This scorpion stung Juan yesterday.”

- i. **Lia Len rsudieby nyis rata zhi.** “Elena boils water every day.”
- j. **Nai mnudizh mes Bed.** “The teacher questioned Pedro yesterday.”

Tarea Chon xte Lecsyony Xop. (§6.1) Make up new Zapotec sentences that talk about the past using the perfective stems of the following verbs. Then translate your sentences into English.

a. **rnaz**

Mnaz mniny becw. “The boy grabbed the dog.”

b. **rsan**

Bsan zhyap zhomrel. “The girl left the hat.”

c. **rbeb**

Wbeb buny cabai. “The person rode the horse.”

d. **rnab**

Mnab zhyap guetxtily. “The girl asked for the loaf of bread.”

e. **rdeidy**

Bdeidy mna plum zhyap. “The woman gave the pen to the girl.”

f. **rnudizh**

Mnudizh mes mniny. “The teacher questioned the child.”

g. **rbix**

Wbix campan nai. “The bell rang yesterday.”

h. **rbany**

Wbany Lia Len. “Elena woke up.”

Tarea Tap xte Lecsyony Xop. (§6.2) Complete the following imperative sentences and then translate them into English. Practice reading each Zapotec imperative out loud. Then, read each one again with **as** or **as nia** added.

The missing word or phrase in each sentence has been underlined.

- a. **Mnab mansan!** “Ask for the apple!”
- b. **Mnab nyis!** “Ask for water!”
- c. **Bdeidy lapy mes!** “Give the pencil to the teacher!”
- d. **Bcwany Bed!** “Wake Pedro up!”
- e. **Mnab nyis!** “Ask for water!”
- f. **Wbeb cabai!** “Ride the horse!”
- g. **Bseidy Dizhsa!** “Learn Zapotec!”
- h. **Btaz bolz!** “Hit the bag!”
- i. **Bxeily pwert!** “Open the door!”
- j. **Mnudizh Lia Len!** “Question Elena!”

Tarea Gai xte Lecsyony Xop. (§6.3) Translate the following sentences into Zapotec. Pay attention to the stem of the verb (habitual or perfective), to focus, and to whether or not the objects are indefinite.

- a. The scorpion stung a doctor.
Teiby doctor bguad banua.
- b. The boy grabs a guava every day.
Mniny rnaz teiby wi rata zhi.
- c. The cat woke up a girl.
Bcwany zhyet teiby zhyap.
- d. Elena asks for a pencil.
Mnab Lia Len teiby lapy.
- e. The woman remembered the book yesterday.
Liebr mnalaz mna nai.
- f. The man opens a door.
Rxyeily buny teiby pwert.
- g. This child hit the dog yesterday.
Mniny re btaz becw nai.
- h. Petra gave a picture to Miguel.
Bdeidy Lia Petr teiby fot Gyeily.
- i. Juan left a book behind.
Bsan Jwany teiby liebr.
- j. The man feeds the bull every day.

Rgyan buny guan rata zhi.

Tarea Xop xte Lecsyony Xop. (§6.3) Each of the following Zapotec sentences contains a blank. Fill in the blank so that each sentence has an indefinite object. Read your completed Zapotec sentence out loud and then translate each sentence into English.

The missing word in each sentence has been underlined.

- a. **Bgyan Bed teiby becw.** “Pedro feeds a dog.”
- b. **Uas bguad mnayser teiby mna.** “The bee really stung a woman.”
- c. **Mnaz zhyap cha guet.** “The girl grabbed a tortilla.”
- d. **Lia Petr rnab cha guetxtily.** “Petra asks for a loaf of bread.”
- e. **Teiby mniny mnudizh mes.** “The teacher questioned a child.”
- f. **Wbeb Jwany teiby guan nai.** “Juan rode a bull yesterday.”
- g. **Rata zhi rsan mes teiby liebr.** “The teacher leaves a book every day.”
- h. **Nai btaz mniny teiby zhyet.** “Yesterday the boy hit a cat.”
- i. **Bdeidy doctor cha guet mniny.** “The doctor gave a tortilla to the child.”
- j. **Mniny re bguad gyag teiby cabai.** “That child poked a stick at a horse.”

Tarea Gaz xte Lecsyony Xop. (§6.4)

Part Teiby. The Zapotec sentences below don’t make much sense! Fix each sentence by changing one of the nouns. Then translate your corrected sentences into English.

- a. **Rbeb lapy cabai.**
Rbeb mniny cabai. “The boy rides the horse.”
- b. **Zhyap bcwany teiby muly.**
Zhyap bcwany teiby mna. “The girl woke up a woman.”
- c. **Wi bzhyeily.**
Pwert bzhyeily. “The door opened.”

d. **Rsudieby banua nyis.**

Rsudieby mna nyis. “The woman boils water.”

e. **Uas rbix plum.**

Uas rbix campan. “The bell really rings.”

f. **Bguad guet teiby gyag Lia Len.**

Bguad mniny teiby gyag Lia Len. “The boy poked Elena with a stick.”

g. **Rtaz banua cabai.**

Rtaz buny cabai. “The man hits the horse.”

h. **Pwert re bxyeily bel.**

Pwert re bxyeily mna. “The woman opened that door.”

i. **Uas rduax liebr.**

Uas rduax becw. “The dog really barks.”

j. **Mes re bdeiby liebr muly.**

Mes re bdeidy muly mna. “The woman gave money to that teacher.”

Part Tyop. Next make the verb of each sentence progressive. Practice saying each new sentence aloud, and then translate it into English.

a. **Cabeb mniny cabai.** “The boy is riding the horse.”

b. **Zhyap cacwany teiby mna.** “The girl is waking up a woman.”

c. **Pwert cazhyeily.** “The door is opening.”

d. **Casudieby mna nyis.** “The woman is boiling water.”

e. **Uas cabix campan.** “Really is ringing the bell.”

f. **Caguad mniny teiby gyag Lia Len.** “The boy is poking Lia Len with a stick.”

g. **Cataz buny cabai.** “The man is hitting the horse.”

h. **Pwert re caxyeyily mna.** “The woman is opening that door.”

i. **Uas caduax becw.** “The dog is really barking.”

j. **Mes re cadeidy mna muly.** “That teacher is giving money to the woman.”

Tarea Xon xte Lecsyony Xop. (§6.5) Translate each of the following sentences into Zapotec.

- a. Hey, open the door!

As bxeily pwert!

- b. The girl is riding that bull.

Guan re cabeb zhyap.

- c. The water is really boiling.

Uas candieby nyis.

- d. Pedro is giving a loaf of bread to Elena now.

Cadeidy Bed guetxtily Lia Len na.

- e. The boy is hitting that dog.

Becw re cataz mniny.

- f. Hey, feed the dog!

As bgyan becw!

- g. The horse is jumping.

Catyis cabai.

- h. Every day Petra asks for an apple.

Rnab Lia Len teiby mansan rata zhi.

- i. Give a tortilla to the boy!

Bdeidy cha guet mniny!

- j. The chapulin is jumping now.

Catyis bxady na.

Tarea Ga xte Lecsyony Xop. (§6.6) Create eight different sentences using the verb **rseidy**, as specified in a-h below, using the following nouns: **Dizhsa, Dizhtily, Ingles, ra dizh, mna, mniny, doctor, buny, mes, zhyap**. Read each Zapotec sentence aloud, and then translate each one into English.

- a. Use **rseidy** meaning “learns (something)” in the habitual form.

Rseidy mniny Ingles. “The boy learns English.”

- b. Use **rseidy** meaning “learns (something)” in the perfective form.

Bseidy doctor radizh. “The doctor learned the vocabulary.”

- c. Use **rseidy** meaning “learns (something)” in the progressive form.

Caseidy buny Dizhsa. “The man is learning Zapotec.”

- d. Use **rseidy** meaning “learns (something)” in the imperative form.

Bseidy Ingles! “Learn English!”

- e. Use **rseidy** meaning “teaches (someone) (something)” in the habitual form.

Rseidy mes zhyap Dizhtily. “The teacher teaches the girl Spanish.”

- f. Use **rseidy** meaning “teaches (someone) (something)” in the perfective form.

Bseidy doctor mniny ra dizh. “The doctor taught the boy vocabulary.”

- g. Use **rseidy** meaning “teaches (someone) (something)” in the progressive form.

Caseidy mna buny Ingles. “The woman is teaching the man English.”

- h. Use **rseidy** meaning “teaches (someone) (something)” in the imperative form.

Bseidy Dizhsa mniny! “Teach the boy Zapotec!”

Tarea Tsë xte Lecsyony Xop. (§6.7) Read each of the following Zapotec sentences out loud. Then translate the sentences into English.

- a. **Teiby mansan canyity zhyap.**

“The girl is missing an apple.”

- b. **Mnyity plum cuan liebr.**

“The pen and the book are lost.”

- c. **Mnyity mes teiby lapy.**

“The professor lost a pencil.”

- d. **Rnyity teiby fot.**

“A photograph is missing.”

- e. **Mniny rnyity muly.**

“The boy is missing money.”

f. **Buny cuan mna mnyity muly.**

“The man and the woman lost money.”

g. **Bguad manyser cuan banua teiby mniny.**

“The bee and the scorpion stung a boy.”

h. **Mna casudieby nyis cuan zhyap.**

“The woman is boiling the water with the girl.”

Answer Key for Lecsyony Gaz (7)

Tarea Teiby xte Lecsyony Gaz. (§7.1)

Part Teiby. Translate the following question word questions into Zapotec. Then, listen as your teacher reads the correct answers, and make sure you can imitate the question rhythm.

- a. Who wants a book?

Tu rcaz teiby liebr?

- b. Who did the bee sting?

Tu bguad manyser?

- c. What does the teacher play?

Xi rcuzh mes?

- d. Who turned off the radio?

Tu bcwez rrady?

- e. What scared Elena?

Xi bchiby Lia Len?

- f. What is boiling?

Xi candieby?

Part Tyop. Translate each of the following **a-queity** questions into Zapotec. Then, listen as your teacher reads the correct answers, and make sure you can imitate the question rhythm.

- a. Did Gloria give a pencil to the teacher?

Bdeidy Lia Glory teiby lapy mes e?

- b. Is the cow running?

Cazhuny bag e?

- c. Does the girl remember Elena?

Rnalaz zhyap Lia Len e?

- d. Did Pedro teach Juan Zapotec?

Bseidy Bed Dizhsa Jwany e?

- e. Is the bell ringing now?

Cabix campan na e?

f. Does Juan whistle every day?

Rtyepy Jwany rata zhi e?

Tarea Tyop xte Lecsyony Gaz. (§7.1)

Part Teiby. Write full sentence answers to each of the question word questions in Tarea Teiby, Part Teiby. Then work with another student to practice these mini-dialogues.

a. **Tu rcaz teiby liebr?**

Mniny rcaz teiby liebr.

b. **Tu bguad manyser?**

Mna bguad manyser.

c. **Xi rcuzh mes?**

Clarinet rcuzh mes.

d. **Tu bcwez rrady?**

Lia Len bcwez rrady.

e. **Xi bchiby Lia Len?**

Manyser bchiby Lia Len.

f. **Xi candieby?**

Nyis candieby.

Part Tyop. Write full sentence a “yes” answers each of the **a-queity** questions in Tarea Teiby, Part Tyop. (You’ll learn later in this lesson how you could have answered these questions with negative sentences.) Then work with another student to practice these mini-dialogues.

a. **Bdeidy Lia Glory teiby lapy mes e?**

A, bdeidy Lia Glory teiby lapy mes.

b. **Cazhuny bag e?**

A, cazhuny bag.

c. **Rnalaz zhyap Lia Len e?**

A, rnalaz zhyap Lia Len.

d. **Bseidy Bed Dizhsa Jwany e?**

A, bseidy Bed Dizhsa Jwany.

e. **Cabix campan na e?**

A, cabix campan na.

f. **Rtyepy Jwany rata zhi e?**

A, rtyepy Jwany rata zhi.

Part Chon. Rewrite the questions in Tarea Teiby, Part Tyop with the nouns, names, or adverbs given below focused, as in the example. Then work with another student to practice mini-dialogues with these questions and the “yes” answers from Part Tyop above.

Example. a. “a pencil”

Answer. **Teiby lapy bdeidy Lia Glory mes e?**

A, bdeidy Lia Glory lapy mes.

b. “the cow”

Bag cazhuny e?

A, cazhuny bag.

c. “Elena”

Lia Len rnalaz zhyap e?

A, rnalaz zhyap Lia Len.

d. “Zapotec”

Dizhsa bseidy Bed Jwany e?

A, bseidy Bed Jwany Dizhsa.

e. “now”

Na cabix campan e?

A, cabix campan na.

f. “Juan”

Jwany rtyepy rata zhi e?

A, rtyepy Jwany rata zhi.

Tarea Chon xte Lecsyony Gaz. (§7.2)

Part Teiby. Translate the following sentences and questions into Zapotec. Practice saying each one out loud.

a. He (that one) turned off the radio and the television.

Bcwezi rradly cuan telebisiony.

b. She (this one) turned on the tape recorder.

Grabador bcwualëng.

- c. Did she (that one) laugh?

Bzhiezi e?

- d. It (this one) is scaring the male turkey.

Cachibyëng budy ngual.

- e. He (that one) speaks Spanish well.

Rgwezaqui Dizhtily.

- f. She (this one) rode a horse.

Teiby cabai wbebëng.

- g. It (that one) is really ringing.

Uas cabixi.

- h. He (this one) is missing money.

Canyityëng muny.

- i. She (that one) hit this cat.

Zhyet re rtazi.

- j. He (this one) left a book and a C.D. behind.

Teiby liebr cuan teiby sede bsanëng.

Part Tyop. Create a Zapotec sentence for each of the pictures below using either a proximate or distal pronoun. Then translate your sentence into English.

These are examples of possible answers.

a.



Uas rtyepyi. “He (that one) really whistles.”

b.



Rcyetlazēng. “He (this one) is happy.”

c.



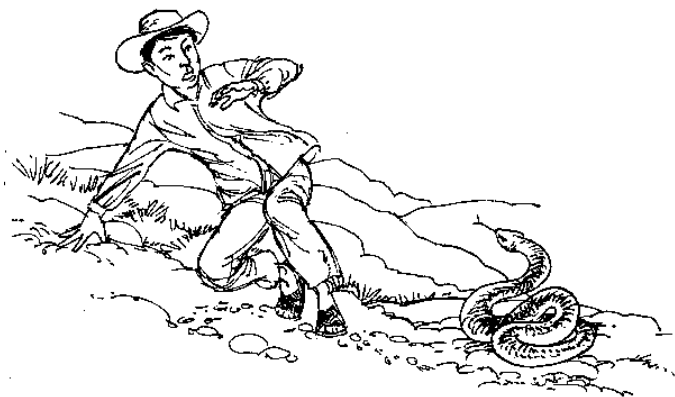
Cacuzhi chirmia. “He (that one) is playing the flute.”

d.



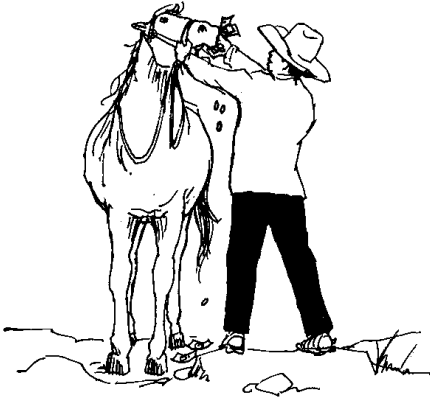
Rbeběng guan. “He (this one) is riding the bull.”

e.



Rzhibyěng bel. “He (this one) is afraid of the snake.”

f.



Cagyanēng cabai. “He (this one) is feeding the horse.”

Tarea Tap xte Lecsyony Gaz. (§7.3)

Part Teiby. Rewrite each of the following sentences by replacing the noun subjects with pronoun subjects. Then translate your new sentences into English. Most of the sentences with pronoun subjects could have additional different translations. Can you see what these would be?

These are examples of possible answers.

a. **Rtyepy mna e?**

Rtyepyēng e? “Does she (this one) whistle?”

b. **Caguch buny bdo.**

Caguchi bdo. “She (that one) bathes the baby.”

c. **Zhyap bchiby wbwan.**

Bchibyēng wbwan. “It (this one) scared the thief.”

d. **Mnaz mes guet.**

Mnazēng guet. “He (this one) grabbed the tortilla.”

e. **Candieby nyis e?**

Candiebyi. “It (that one) is boiling.”

f. **Dizhsa bseidy mes mniny.**

Bseidyēng mniny Dizhsa. “He (this one) taught the child Zapotec.”

Tarea Gai xte Lecsyony Gaz. (§7.4)

Part Teiby. Translate the following sentences into Zapotec. Read each of your Zapotec sentences out loud.

- a. He (this one) woke up a cat.

Teiby zhyet bcwanyëng.

- b. Did it (that one) boil?

Bdiebyi e?

- c. She (that one) gave the teacher a book and a pencil.

Mes bdeidiy teiby liebr cuan teiby lapy.

- d. She (this one) really got scared.

Uas bzhibyëng.

- e. Does he (that one) like the dog?

Ryulazi becw e?

- f. He (this one) plays the clarinet and the flute.

Rcuzhëng clarinet cuan chirmia.

Part Tyop. Rewrite each sentence from Tarea Gai, Part Teiby, with a subject noun phrase (not a pronoun). Translate your new Zapotec sentence into English. Practice reading your new sentences aloud, paying attention to whether the verb base is pronounced the same in the new sentence, or whether a combination form is used.

- a) **Teiby zhyet bcwany Jwany.** “Juan woke up a cat.”

- b) **Bdieby nyis e?** “Did the water boil?”

- c) **Mes bdeidy Bed liebr cuan teiby lapy.** “Pedro gave a book and a pencil to the teacher.”

- d) **Uas bchiby mniny.** “The child really got scared.”

- e) **Ryulaz Lia Len becw e?** “Does the Elena like the dog?”

- f) **Rcuzh zhyap clarinet cuan chirmia.** “The girl plays the clarinet and the flute.”

Tarea Xop xte Lecsyony Gaz. (§7.4) Complete the chart below, filling in the missing items in the first three columns as in the example.

Then, make up an appropriate example sentence with a pronoun subject to illustrate each habitual and perfective verb. Give a translation for each sentence. Finally, read all your example sentences out loud, making sure to pronounce the verbs in their combination form.

These are examples of possible answers.

Habitual Stem	English Meaning	Perfective stem	Habitual (with pronoun subject)	Perfective example (with pronoun subject)
ex. rseidy	teaches	bseidy	Rseidyi mniny Dizhsa	Bseidyëng Lia Len Ingles.
a. rchiby	scares (someone)	bchiby	Rchibyi mna rata zhi.	Bchibyëng Lia Len.
b. rnalaz	remembers	mnalaz	Rnalazëng bdo.	Bnalazi liebr.
c. rcwez	turns off	bcwez	Rcwezi rradly.	Bcwezëng telebisyny.
d. rnab	asks for	mnab	Rnabi guet.	Mnabëng mansan.
e. rbany	wakes up	wbany	Rbanyi rata zhi.	Wbanyëng.
f. rcwual	turns on	bcwual	Rcwuali rradly rata zhi.	Bcwuali grabador nai.
g. rcuzh	plays (an instrument)	bcuzh	Rcuzhi chirmia rata zhi.	Bcuzhi clarinet.
h. rytepy	whistles	bytepy	Rytepyi rata zhi.	Bytepyëng nai.
i. rzhiby	gets scared	bzhiby	Rzhibyi rata zhi.	Bzhibyi zhyet na.
j. rtysis	jumps	btyis	Rytisi rata zhi.	Btyisëng nai.
k. rzhiezh	laughs	bzhiezh	Rzhiezëng rata zhi.	Bzhiezi nai.
l. rzhyeily	opens	bzhyeily	Rzhyeilyi.	Bzhyeilyëng.
m. ryac	heals	byac	Ryaqui.	Byaquëng nai.
n. rguch	bathes	bguch	Rguchi bdo.	Bguchëng Lia Len.

Tarea Gaz xte Lecsyony Gaz. (§7.5) Complete the following sentences so that each includes at least one pronoun (bound or free; some sentences already include pronouns). Then translate your sentences into English.

These are examples of possible answers. The missing element in each sentence has been underlined.

- a) **Bcuzhi teiby clarinet**. “He (that one) played a clarinet.”
- b) **Lai catyisi**. “He (that one) is jumping.”
- c) **Uas rchiby zhib mna**. “The goat really scares the woman.”
- d) **Teiby mansan mnabēng**. “He (this one) asked for an apple.”
- e) **Caguchēng bdo**. “She (this one) is bathing a baby.”
- f) **Ryulazi mes**. “She (that one) likes the teacher.”
- g) **Btyepyi**. “He (that one) whistled.”
- h) **Teiby cabai wbebi**. “She (that one) rode a horse.”
- i) **Catazēng zhily**. “She (this one) is hitting the sheep.”
- j) **Lia Glory bcwual rrady**. “Gloria turned on the radio.”

Tarea Xon xte Lecsyony Gaz. (§7.6) Translate the following sentences into Zapotec. Practice saying each one out loud.

- a. The teacher and she really speak English and Zapotec well.

Uas rgwezac mes cuan laēng Ingles cuan Dizhsa.

- b. That boy and that girl got scared.

Mniny re cuan zhyap re bzhiby.

- c. Pedro scared the goat with her.

Bchiby Bed zhib cuan laēng.

- d. The teacher and he boiled the water.

Mes cuan lai bsudieby nyis.

- e. The boy and she are asking for a tortilla.

Mniny cuan laēng canab cha guet.

Tarea Ga xte Lecsyony Gaz. (§7.8) Translate each of the following sentences into Zapotec. Practice saying each sentence out loud, paying special attention to the combination form of the verb.

- a. The bell isn't ringing now.

Queity cabixdyi campan na.

b. Isn't she getting better?

Queity cagyaquēng e?

c. He doesn't smile.

Queity rzhiezdyi.

d. She doesn't remember the teacher.

Queity rnalazdyēng mes.

e. Didn't the cat wake Tomas up?

Queity bcwany zhyet Mazh e?

Tarea Tsě xte Lecsyony Gaz. (§7.8) Rewrite each sentence you came up with in Tarea Ga so that it begins with a copy of the subject. Read the new sentences aloud.

a. **Campan queity cabixdi campan na.**

b. **Laēng queity cayaquēng e?**

c. **Lai queity rzhiezdyi.**

d. **Laēng queity rnalazdyēng mes.**

e. **Zhyet queity bcwany zhyet Mazh e?**

Answer Key for Lecsyony Xon (8)

Tarea Teiby xte Lecsyony Xon. (§8.1) Translate the following sentences into Zapotec. Then pronounce each of your sentences.

- a. I didn't crush the box.

Queity btainydyca caj.

- b. I poked the stick at Jose.

Bguada gyag Wse.

- c. I rode that horse.

Cabai re wbeba.

- d. I don't want a tortilla.

Queity rcazydyca cha guet

- e. Did I turn off the television?

Bcweza telebiszony e?

Tarea Tyop xte Lecsyony Xon. (§8.2) Change the subject of each of the following sentences to "I". Practice reading the original sentence and your new sentence out loud. Pay special attention to whether the vowel pattern of the verb changes when there is an "I" subject. Translate each of your new sentences into English.

- a. **Bzicy myegr Wse Meijy.**

Bzicya Wse Meijy. "I sent Jose back to Mexico."

- b. **Queity bcwualdi Lia Da rradý.**

Queity bcwualdyca rradý. "I didn't turn the radio on."

- c. **Btyis mniny e?**

Btyisa e? "Did I jump?"

- d. **Plad re casubiaz buny.**

Plad re casubiaza. "I am drying that dish."

- e. **Uas btaz zhyap zhib.**

Uas btaza zhib. "I really hit that goat."

f. **Rsudeiby mna nyis.**

Rsudeibya nyis. “I boil water.”

Tarea Chon xte Lecsyony Xon. (§8.2) Translate the following sentences into Zapotec. Then, read each of your Zapotec sentences aloud, paying special attention to the pronunciation of the verb with the “I” subject.

a. I am giving a tortilla to her.

Cadeidya cha guet lai.

b. I didn’t wake up.

Queity wbanydya.

c. I am drying the pot.

Gues casubiaza.

d. I want a blanket.

Rcaza teiby dadich.

e. I didn’t arrive in Mexico.

Queity bzenydyda Meijy.

Tarea Tap xte Lecsyony Xon. (§8.3) Change the following questions into statements, using **a** “already”. Change any noun phrase subjects to corresponding pronoun subjects (**-i** or **-ëng**). Then translate the sentence pairs into English.

a. **A bdieby nyis e?**

A bdiebyi. “It already boiled.”

b. **A wbany mna e?**

A wbanyëng. “She already woke up.”

c. **A bzenya Ndua e?**

A bzenya Ndua. “I already arrived in Oaxaca.”

d. **Caj a bxyeily buny e?**

A bxyeilyi caj. “He already opened the box.”

e. **A wweb zhyap teiby guan e?**

A wwebëng teiby guan. “She already rode a bull.”

Tarea Gai xte Lecsyony Xon. (§8.4) Using each of the following verbs once, complete each of the questions with a verb and a “you” subject: **rcwany**, **rguad**, **rnaz**, **rnudizh**, **rbeb**, **rsan**, **rtaz**, **rcaz**, **rchiby**, **rtainy**. Practice reading each of your questions out loud. Then translate each of your sentences into English.

Here are some possible answers.

- a. **A bcwany mna e?** “Did you already wake up the woman?”
- b. **Mnazu teiby liebr cuan teiby lapy e?** “Did you grab a book and a pencil?”
- c. **Guan wbebu e?** “Did you ride the bull?”
- d. **Uas rcazu zhyet e?** “Do you really want the cat?”
- e. **Bsanu cha guetxtily e?** “Did you leave a loaf of bread behind?”
- f. **Lat re a btainyu e?** “Did you already crush that can?”
- g. **Uas bguadu gyag becw e?** “Did you really poke the stick at the dog?”
- h. **Canudizhu doctor e?** “Are you questioning the doctor?”
- i. **Btazu bolz e?** “Did you hit the bag?”
- j. **Uas bchibyu zhyap e?** “Did you really scare the girl?”

Tarea Xop xte Lecsyony Xon. (§8.5) Translate each of the following sentences into Zapotec. Practice reading each one aloud. Try to pronounce each sentence the way your teacher does!

- a. Do you remember Juan?
Rnalazu Jwany e?
- b. You are missing a book.
Canityu teiby liebr.
- c. Are you teaching Petra Zapotec?
Caseidyu Lia Petr Dizhsa e?
- d. You are really jumping.
Uas catyisu.
- e. Did you send Pedro back to Oaxaca?
Bzicyu Bed Ndua e?
- f. You like the cat.

Zhyet Ryulazu.

g. Did you dry the dish?

Bsubiazu plad e?

Tarea Gaz xte Lecsyony Xon. (§8.6) Answer each of the following questions in Zapotec, starting with either **a** “yes” or **queity** “no”. Practice saying each of the pairs out loud. Pay careful attention to the pronunciation of the verb.

a. **Bzicyu naa Meiyy e?**

A, bzicya liu Meiyy.

b. **Bcwanya liu e?**

Queity bcwanydyu naa.

c. **Caguad banua liu e?**

A, caguad banua naa.

d. **Mnalazu naa e?**

Queity mnalazdya liu.

e. **Caseidy Wse liu Ingles e?**

A, caseidy Wse Ingles naa.

Tarea Xon xte Lecsyony Xon. (§8.7) Translate the following sentences into Zapotec, paying attention to the difference between **rdeidy** and **rnizh**. Then say each sentence out loud.

a. Did you give her the blanket?

Bdeidyu dadich lai e?

b. She didn't give me the flower.

Queity mnizhdyëng gyia naa.

c. Give the child the toy!

Bdeidy juguët mniny!

d. I didn't give you the basket.

Queity mnizhdya dadich liu.

e. She is giving Soledad that box.

Caj re cadeidy Lia Da.

f. I gave a plate to the woman.

Bdeidya teiby plad mna.

g. Jose is giving me the table and the chair.

Canizh Wse mes cuan gyizhily naa.

h. Give me a tortilla!

Mnizh cha guet naa!

Tarea Ga xte Lecsyony Xon. (§8.8) Translate the following sentences into Zapotec. Practice reading each of them out loud.

a. Hey, give me the books!

As nia, mnizh ra liebr naa!

b. I want those apples.

Ra mansan re rcaza.

c. Did he give you the flowers?

Mnizhi ra gyia liu e?

d. I am gathering the baskets.

Catopa ra zhimy.

e. Did you open the boxes?

Bxyeilyu ra caj e?

Tarea Tsë xte Lecsyony Xon. (§8.9) Make up Zapotec sentences using each of the following number phrases. In some of them the number phrase should be the subject, in others it should be the object. Some sentences should be questions, some should be commands, some should be statements. Some sentences should be negative.

Here are some possible answers.

a. **Gai plad**

Gai plad re bsudiaz! “Dry those five plates!”

b. **Gaz gues**

Queity btainydya gaz gues. “I didn’t crush seven pots.”

c. **Tsë becw**

Tsë becw caduax. “Ten dogs are barking.”

d. **Tap dadich**

Queity mnizhdyu tap dadich naa. “You didn’t give me four blankets.”

e. **Xon juguet**

Rcazi xon juguet e? “Does he want eight toys?”

f. **Xop wi**

Naa mnaba xop wi. “I asked for six guavas.”

g. **Chon zhyap**

Chon zhyap re mnudizh mes e? “Did these three girls
question the teacher?”

h. **Tyop doctor**

Bzicyu tyop doctor Meijy. “You sent two doctors back
to Mexico.”

Answer Key for Lecsyony Ga (9)

Tarea Teiby xte Lecsyony Ga. (§9.1) Translate the following sentences into Zapotec, using the formal “you”.

- a. Do you want coffee?

Rcazyu cafe e?

- b. You gave me this gift.

Rregal re mnizhyu naa.

- c. Do you speak Zapotec well?

Rgwezacyu Dizhsa e?

- d. You smiled.

Bzhiezyu.

- e. Are you learning English?

Caseidyru Ingles e?

- f. Did you open that door?

Pwert re bxyeilyru e?

- g. You are boiling water.

Casudiebyru nyis.

- h. You dried the dishes.

Yu bsubiazyu ra plad.

Tarea Tyop xte Lecsyony Ga. (§9.1) Translate the following sentences into Zapotec, as you would use them in the contexts indicated. Pay careful attention to whether you should use the formal or the informal “you”, singular or plural.

- a. *talking to your teacher*: Did you turn on the radio?

Bcwualyu rradu e?

- b. *talking to your sister*: You speak Spanish well.

Rgwezacu Dizhtily.

- c. *talking to your grandparents*: Are you getting better?

Cayacyuad e?

d. *talking to a policeman*: Did you arrive in Mexico City?

Bzenyyu Meijy e?

e. *talking to a classmate*: Are you giving Juana three books?

Cadeidyu chon liebr Lia Zhuan e?

Tarea Chon xte Lecsyony Ga. (§9.2) Translate the following sentences into Zapotec using polite verbs with the extender **-la**. Don't forget to focus the subject of polite sentences.

a. You (formal pl) gave me this gift (polite).

Yuad mnizhlayuad rregal re naa.

b. You (formal sg) fed the dog (polite).

Yu bgyanlayu becw.

c. Did you (formal pl) open that door (polite)?

Yuad bxyeilylayuad pwert re e?

d. Did you (for. sg) give Juana those blankets (polite)?

Yu bdeidylyu ra dadich re Lia Zhuan e?

e. You (formal pl) dried the dishes (polite).

Yuad bsubiazlayuad ra plad.

f. Sweep the house, please (polite).

Bdubla yu!

Tarea Tap xte Lecsyony Ga. (§9.3) Give “yes” answers (using **a**) to the following questions, using pronouns rather than names or nouns to refer to the people mentioned in the questions. Read the question and answer pairs out loud, then translate the pairs into English.

For this exercise, assume the following: Juana is your friend, Gloria is your friend's mother, Petra is your friend's aunt, Leon is your brother, Pedro is your friend's grandfather, and Juan is your classmate. Choose the pronouns you use to refer to each person with this information in mind.

Example: **Rcaz Bied Lia Glory cha guet?** “Does Señora Gloria want a tortilla?”

Answer: **A, rcazëb cha guet.** “Yes, she wants a tortilla.”

a. Rnalaz mes Lia Zhuan e?	A, rnalazëb laëng.	“Does the teacher remember Juana?”	“Yes, she remembers her.”
b. Caseidy Leony Bied Lia Glory Dizhsa e?	A, caseidyëng laëb Dizhsa.	“Is Leon teaching Aunt Gloria Zapotec?”	“Yes, he is teaching her Zapotec.”
c. Cadeidy doctor rmudy Leony e?	A, cadeidyëb rmudy laëng.	“Is the doctor giving medicine to Leon?”	“Yes, she is giving medicine to him.”
d. Btyepy bxuaz e?	A, btyepyëb.	“Did the priest whistle?”	“Yes, he whistled.”
e. Rcuzh Jwany chirmia e?	A, rcuzhi chirmia.	“Does Juan play the flute?”	“Yes, he plays flute.”
f. Na candub Bied Lia Petr e?	A, na candubëb.	“Is Aunt Petra sweeping now?”	“Yes, she is sweeping now.”
g. Rcaz Bed jug e?	A, rcazëng jug.	“Does Pedro want juice?”	“Yes, he wants juice.”
h. Mnab Tiu Bed cha guet e?	A, mnabëb cha guet.	“Did Uncle Pedro ask for a tortilla?”	“Yes, he asked for a tortilla.”
i. Mnudizh Lia Zhuan doctor e?	A, mnudizhi laëb.	“Did Juana ask the doctor something?”	“Yes, she asked her something.”
j. Cacwany Bed Leony e?	A, cacwanyëng lai.	“Is Pedro waking up Leon?”	“Yes, he is waking him up.”

Tarea Gai xte Lecsyony Ga. (§9.4) Translate the following sentences into Zapotec. Practice reading each of your sentences out loud.

a. We don't speak Spanish well.

Queity rgwezacdyën Dizhtily.

b. Give us the guavas!

Mnizh ra wi danoën!

c. We scared those girls.

Ra zhyap re bchibyën.

d. The bees stung us

Bguad ra manyser danoën.

e. Are we laughing?

Cazhiezën e?

f. We gave the apples to you (formal).

Danoën mnizhën ra mansan yu.

g. You (form.) are scaring us (polite).

Cachibylayu danoën.

h. We really poked the stick at the scorpion.

Uas bguadën gyag banua.

i. Did we leave the bags behind?

Bsanën ra bolz e?

j. You (formal) brought the men across.

Bteidyyu ra buny.

Tarea Xop xte Lecsyony Ga. (§9.4) Translate the following sentences into Zapotec. Practice reading each of your sentences out loud, paying special attention to the pronunciation of the verbs.

a. We want those horses.

Ra cabai re rcazën.

b. Soledad didn't wake us up.

Queity bcwanydi Lia Da danoën.

c. We are really happy.

Uas rcyetlazën.

d. We are giving these fish to Jeronimo.

Ra bel re cadeidyën Rony.

e. We asked the city person questions.

Danoën mnudizhën gyizh.

f. Does Petra remember us?

Rnalaz Lia Petr danoën e?

g. We are drying the dishes.

Casubiazën ra plad.

h. We really got scared.

Uas bzhibyën.

i. We are whistling.

Catyepyën.

Tarea Gaz xte Lecsyony Ga. (§9.5) Each of the following sentences has a plural subject. Rewrite each sentence so an appropriate plural pronoun is used for that subject. Practice reading both the original sentence and the new sentence out loud. Then, translate both sentences into English.

For this exercise, assume the following: Soledad is your friend, Petra is your friend's grandmother, Jose is your brother, Jeronimo is your friend's father, and Juan is your classmate.

a. Bzeny Lia Da cuan Wse Ndua.	“Soledad and Jose arrived in Oaxaca.”	Bzeinyrëng Ndua.	“They (proximate) arrived in Oaxaca.”
b. Mnizh Bied Lia Petr cuan Tiu Rony ra dadich naa.	“Petra and Jeronimo gave blankets to me.”	Mnizhrëb ra dadich naa	“They (respectful) gave blankets to me.”
c. Rchiby ra mes ra mna.	“The teachers scare the women.”	Rchibyrëb ra mna.	“They (respectful) scare the women.”
d. Ryulaz Jwany cuan Lia Da mes.	“Jose and Soledad like the teacher.”	Ryulazrëng mes.	“They (proximate) like the teacher.”
e. Cazicy ra myegr Bied Lia Petr cuan Tiu Rony Meijy.	“The border patrol officers are sending Aunt Petra and Uncle Jeronimo back to Mexico.”	Cazicyri Bied Lia Petr cuan Tiu Rony Meijy.	“They (distal) are sending Petra and Jeronimo back to Mexico.”
f. Bzhyag ra bxuaz Jwany.	“The priests met Juan.”	Bzhyagrëb Jwany.	“They (respectful) met Juan.”
g. Rgwezac ra zhyap Dizhsa.	“The girls speak Zapotec well.”	Rgwezacrëng Dizhsa.	“They (proximate) speak Zapotec well.”

Tarea Xon xte Lecsyony Ga. (§9.5)

Part Teiby. For each sentence you wrote for Tarea Gaz, rewrite that sentence with a focused pronoun subject. Translate each sentence into English and practice saying it aloud. (a) has been completed as an example.

a. Bzenyrëng Ndua.	Larëng bzenyrëng Ndua.	“ <u>They</u> (proximate) arrived at Oaxaca.”
b. Mnizhrëb ra dadich naa.	Larëb mnizhrëb ra dadich naa.	“ <u>They</u> (respectful) gave blankets to me.”
c. Rchibyrëb ra mna.	Larëb rchibyrëb ra mna.	“ <u>They</u> (respectful) scare the women.”
d. Ryulazri mes.	Lari ryulazri mes.	“ <u>They</u> like the teacher.”
e. Cazicyri Bied Lia Petr cuan Tiu Rony Meijy.	Lari cazicyri Bied Lia Petr cuan Tiu Rony Meijy.	“ <u>They</u> (distal) are sending Aunt Petra and Uncle Jeronimo back to Mexico.”
f. Bzhyagrëb Jwany.	Larëb bzhyagrëb Jwany.	“ <u>They</u> (respectful) met Juan.”
g. Rgwezacrëng Dizhsa.	Larëng rgwezacrëng Dizhsa.	“ <u>They</u> (proximate) speak Zapotec well.”

Part Tyop. Now, take sentences (c) – (f) in Tarea Gaz and change the noun object to a pronoun. Translate your new sentences into English.

c. Rchiby ra mes ra mna.	Rchiby ra mes larëng.	“The teachers scare them (prox.)”
d. Ryulaz Jwany cuan Lia Da mes.	Ryulaz Jwany cuan Lia Da laëb.	“Jose and Soledad like her (form.)”
e. Cazicy ra myegr Bied Lia Petr cuan Tiu Rony Meijy.	Cazicy ra myegr larëb Meijy.	“The border patrol officers are sending them (form.) back to Mexico.”
f. Bzhyag ra bxuaz Jwany.	Bzhyag ra bxuaz lai.	“The priests met him (dist.)”

Tarea Ga xte Lecsyony Ga. (§9.6) Translate the following sentences into Zapotec.

a. Are you guys getting hungry?

Candyanad e?

b. The city person gave you guys flowers.

Laad mnizh gyizh ra gyia.

c. You guys are hitting that dog.

Becw re catazad.

e. You guys are really whistling.

Uas catyepyad.

f. You guys don't want tortillas.

Queity rcazyad ra guet.

g. Did the thief scare you guys?

Bchiby wbwan laad e?

h. You guys are getting better now.

Cayacad na.

i. She didn't remember you guys.

Queity mnalazdyi laad.

j. You guys speak Zapotec well.

Laad rgwezacad Dizhsa.

Tarea Tsë xte Lecsyony Ga. (§9.7) Each of the sentences below describes an action that was done as a favor. Replace the noun subjects of each sentences with appropriate pronouns, read your new sentences aloud, and translate them into English. For this exercise, assume that Elena is your friend and Juana is your friend's grandmother.

a. Candubla Lia Len.	Lai candublai.	“She (distal) is sweeping (as a favor).”
b. Mnizhla Bied Lia Zhuan rregal liu.	Laëb mnizhlaëb rregal liu.	“She (respectful) gave the gift to you (as a favor).”
c. Mnizhla doctor rmudy yuad.	Laëb mnizhlaëb rmudy yuad.	“She (respectful) gave the medicine to you (formal pl.) (as a favor).”
d. Bcwanyla Bied Lia Zhuan naa.	Laëb bcwanylaëb naa.	“She (respectful) woke me up (as a favor).”
e. Bxeilyla mes caj.	Laëb bxeilylaëb caj.	“She (respectful) opened the box (as a favor).”

Answer Key for Lecsyony Tsë (10)

Tarea Teiby xte Lecsyony Tsë. (§10.1) Translate the following sentences into Zapotec.

- a. They will follow a medical diet.

Ybanrëb.

- b. Will you measure the car tomorrow?

Zhi yreizhu coch e?

- c. When will Juan run?

Guc yzhuny Jwany?

- d. The student will really scare those girls.

Uas ychiby studian ra zhyap re.

- e. They are going to ask for that truck.

Carr re ynabrëng.

- f. I will take good care of the baby.

Bdo yculuazaca.

- g. What will you give to Pedro?

Xi ydeidyu Bed?

- h. When will the doctor be buried?

Guc ygats doctor?

Tarea Tyop xte Lecsyony Tsë. (§10.2) Translate the following sentences into Zapotec. Practice reading each of your sentences out loud.

- a. Tomorrow the students will give me a present.

Zhi ynizh ra studian teiby rregal naa.

- b. Are the police going to arrive?

Yzeny polisia e?

- c. Will you guys get scared?

Yzhibyad e?

- d. They are going to ask the doctor a question tomorrow.

Larëng ynudizhrëng doctor zhi.

e. He will get better.

Lai gyaqui.

f. When will the border patrol officer send Soledad back?

Guc yzicy myegr Lia Da?

g. Those girls are going to get thirsty for water.

Ra zhyap re yzhyag nyis.

h. Will you guys take good care of the snake tomorrow?

Zhi yculozacad bel e?

i. We will measure the door.

Yreizhën pwert.

j. I will really scare you guys.

Uas ychibya laad.

Tarea Chon xte Lecsyony Tsë. (§10.3) Change each of the following Zapotec sentences into sentences that talk about the future, using the irrealis. Then translate both the original sentence and your new sentence.

Example. **Bcwany Lia Glory studyan.**

Answer. **Ycwany Lia Glory studyan.** “Gloria woke up the student.” “Gloria will wake up the student.”

a. **Rdeidyrëng ricy.** “They get across there.”

Teidyrëng ricy. “They will get across there.”

b. **Cabebu guan e?** “Are you riding a bull?”

Cwebu guan e? “Will you ride a bull?”

c. **Becw caduax.** “The dog is barking.”

Becw induax. “The dog will bark.”

d. **Bdyanyu.** “You (formal) got hungry.”

Yldyanyu. “You (formal) will get hungry.”

e. **Uas bdily ra zhyap cuan ra mniny.** “The girls really fought with the boys.”

Uas tily ra zhyap cuan ra mniny. “The girls will really fight with the boys.”

f. **Rdeidyu ladi.** “You (informal) get across over there.”

Teidyu ladi. “You (informal) will get across over there.”

Tarea Tap xte Lecsyony Tsë. (§10.4) Translate the following formal commands into Zapotec, using the polite extender **-la**. Practice reading each of your Zapotec sentences out loud.

a. Give Leon those clay pots, please (form.).

Ydeidylayu ra gues re Leony.

b. Turn on the television, please (form.).

Ycwuallayu telebisiony.

c. Take good care of the baby, please (form.).

Yculozaclayu bdo.

d. Turn off the radio, please (form.).

Ycwezlayu rradly.

e. Ask for the medicine, please (form.).

Ynablayu rmudy.

f. Give me the pipe, please (form.).

Ynizhlayu pyep naa.

Tarea Gai xte Lecsyony Tsë. (§10.4) For each of the following informal imperatives, make three new commands, following the directions below.

(i) Change each of the imperatives into an informal polite command with **ysaguel** and **-la**.

(ii) Change each of the imperatives into a formal command using **ysaguel** followed by an irrealis verb plus **-la**.

(iii) Change each of the imperatives into a formal command using **ysaguel** followed by an informal imperative plus **-la**.

Translate each of the new commands you make up into English.

Example. **Btyis!**

Answers.

(i) **Ysaguelu btyisla.** “Would you be so good as to please jump?”

(ii) **Ysaguelyu ytyislayu.** “Would you be so good as to please jump (form.)?”

(iii) **Ysaguelyu btyisla.** “Would you be so good as to please jump (form.)?”

a. Mnudizh mes!

(i) **Ysaguelu mnudizhla mes.** “Would you be so good as to ask the teacher a question?”

(ii) **Ysaguelyu ynudizhlayu mes.** “Would you be so good as to please ask the teacher a question (form.)?”

(iii) **Ysaguelyu mnudizhla mes.** “Would you be so good as to please ask the teacher a question (form.)?”

b. Bxeily pwert!

(i) **Ysaguelu bxeilyla pwert.** “Would you be so good as to open the door?”

(ii) **Ysaguelyu yxeilylayu pwert.** “Would you be so good as to please open the door (form.)?”

(iii) **Ysaguelyu bxeilyla pwert.** “Would you be so good as to please open the door (form.)?”

c. Bsudeiby nyis!

(i) **Ysaguelu bsudeibyla nyis.** “Would you be so good as to boil the water?”

(ii) **Ysaguelyu ysudeibylayu nyis.** “Would you be so good as to please boil the water (form.)?”

(iii) **Ysaguelyu bsudeibyla nyis.** “Would you be so good as to please boil the water (form.)?”

d. Bsubiaz ra plad!

(i) **Ysaguelu bsubiazla ra plad.** “Would you be so good as to dry the dishes?”

(ii) **Ysaguelyu ysubiazlayu ra plad.** “Would you be so good as to please dry the dishes (form.)?”

(iii) **Ysaguelyu bsubiazla ra plad.** “Would you be so good as to please dry the dishes (form.)?”

e. Bseidy naa Dizhsa!

- (i) **Ysaguelu bseidyla naa Dizhsa.** “Would you be so good as to teach me Zapotec?”
- (ii) **Ysaguelyu yseidylayu naa Dizhsa.** “Would you be so good as to please teach me Zapotec (form.)?”
- (iii) **Ysaguelyu bseidyla naa Dizhsa.** “Would you be so good as to please teach me Zapotec (form.)?”

Tarea Xop xte Lecsyony Tsë. (§10.5) For each of the informal imperatives in Tarea Gai, make two new commands, following the directions below. Then, translate each of your new sentences into English.

- (i) Change each of the imperatives into a plural command using **ual**.
- (ii) Change each of the imperatives into a formal plural command using **ysaguel**.

Example. Btyis!

Answer.

- (i) **Ual ytyis!** “Jump (pl.)!” or **Ual ytyisla.** “Jump, please (pl.)”
- (ii) **Ysaguelyuad ytyisyuad.** “Would you be so good as to jump (form. pl.)?”

a. Mnudizh mes!

- (i) **Ual ynudizh mes!** “Ask the teacher a question (pl.)!” or **Ual ynudizhla mes.** “Ask the teacher a question, please (pl.)”
- (ii) **Ysaguelyuad ynudizhyuad mes.** “Would you be so good as to ask the teacher a question (form. pl.)?”

b. Bxyeily pwert!

- (i) **Ual yxyeily pwert!** “Open the door (pl.)!” or **Ual yxyeilyla pwert.** “Open the door, please (pl.)”
- (ii) **Ysaguelyuad yxyeilyyuad pwert.** “Would you be so good as to open the door (pl.)?”

c. Bsudeiby nyis!

- (i) **Ual ysudeiby nyis!** “Boil the water (pl.)!” or **Ual ysudeibyla nyis.** “Boil the water, please (pl.)”
- (ii) **Ysaguelyuad ysudeibyyuad nyis.** “Would you be so good as to boil the water (form. pl.)?”
- d. **Bsubiaz ra plad!**
 - (i) **Ual ysubiaz ra plad!** “Dry the dishes (pl.)!” or **Ual ysubiazla ra plad.** “Dry the dishes, please (pl.)”
 - (ii) **Ysaguelyuad ysubiazyuad ra plad.** “Would you be so good as to dry the dishes (form. pl.)?”
- e. **Bseidy naa Dizhsa!**
 - (i) **Ual yseidy naa Dizhsa!** “Teacher me Zapotec (pl.)!” or **Ual yseidyla naa Dizhsa.** “Teacher me Zapotec, please (pl.)”
 - (ii) **Ysaguelyuad yseidyyuad naa Dizhsa.** “Would you be so good as to teacher me Zapotec (form. pl.)?”

Tarea Gaz xte Lecsyony Tsě. (§10.6) Give two different English translations for each of the following Zapotec sentences.

- a. **Rata zhi rguchën bdo cuan Lia Da.**
 - “We bathe the baby with Soledad every day.”
 - “Soledad and I bathe the baby every day.”
- b. **Cadeidyrëng lo liny cuan Wse.**
 - “They are crossing the border with Jose.”
 - “He and Jose are crossing the border.”
- c. **Bcuzhad chirmia cuan ra studyan.**
 - “You guys played the flute with the students.”
 - “You (sg.) and the students played the flute.”
- d. **Zhi yxyeilyyuad ra rregal cuan Lia Petr e?**
 - “You (form. pl.) will open the gifts with Petra tomorrow.”
 - “You (form. sg.) and Petra will open the gifts tomorrow.”
- e. **Btainyrëb ra lat cuan polisia.**
 - “They crushed the cans with the police.”
 - “He and the police crushed the cans.”
- f. **Yzhunyri cuan ra mniny zhi.**

“They will run with the children tomorrow.”

“He and the children will run tomorrow.”

Tarea Xon xte Lecsyony Tsë. (§10.7) Translate the following sentences into Zapotec in two different ways, if it's possible. Practice reading your Zapotec sentences out loud.

- a. The goat won't get better.

Queitydi zhiab gyac.

Queitydi zhiab gyac zhiab.

- b. Those boys won't get scared.

Queitydi ra mniny re yzhiby.

Queitydi ra mniny re yzhiby ra mniny re.

- c. She won't laugh.

Queitydyi yzhiezi.

- d. Juana isn't going to whistle.

Queitydi Lia Zhuan ytyepy.

Queitydi Lia Zhuan ytyepy Lia Zhuan.

- e. I won't drink tejate.

Queitydya gyiaa cub.

- f. The girls aren't going to chase the bus.

Queitydi ra zhyap ydinal autobuas.

Queitydi ra zhyap ydinal ra zhyap autobuas.

- g. We won't cross the border with the coyote.

Queitydyën teidyën lo liny cuan coyot.

- h. The student won't measure the snake.

Queitydi studian yreizh bel.

Queitydi studian yreizh studian bel.

Tarea Ga xte Lecsyony Tsë. (§10.8) Change each of the negative irrealis sentences you made up in *Tarea Xon* into a negative irrealis question. Practice reading your questions out loud and then translate them into English.

- a. “Won't the goat get better?”

Queity zhiab gyac e?

- Queity zhib gyac zhib e?**
- b. “Won’t those boys get scared?”
Queity ra mniny re yzhiby e?
Queity ra mniny re yzhiby ra mniny re e?
- c. “Won’t she laugh?”
Queityi yzhiezi e?
- d. “Isn’t Juana going to whistle?”
Queity Lia Xhuan ytyepy e?
Queity Lia Zhuan ytyepy Lia Juan e?
- e. “Won’t I drink tejate?”
Queitya gyiaa cub e?
- f. “Aren’t the girls going to chase the bus?”
Queity ra zhyap ydinal autobuas e?
Queity ra zhyap ydinal ra zhyap autobuas e?
- g. “Won’t we cross the border with the coyote?”
Queityën teidyën lo liny cuan coyot e?
- h. Won’t the student measure the snake?
Queity studian yreizh bel e?
Queity studian yreizh studian bel e?

Tarea Tsë xte Lecsyony Tsë. (§10.9) Translate each of the following negative commands into Zapotec. Pay attention to whether each command is informal or formal, singular or plural, or “stop” or “don’t”.

- a. Stop whistling!
Queity rtyepyu!
- b. Don’t leave the book behind (form.)!
Queity ysanlayu liebr!
- c. Don’t open this door (form. pl.)!
Queity yxyeilylayuad pwert!
- d. Stop scaring me (pl.)!
Queity rchibiyad naa!
- e. Don’t ride the horse!
Queity cwebu cabai!

f. Don't cross the border!

Queity teidyu lo liny!

Answer Key for Lecsyony Tsëbteby (II)

Tarea Teiby xte Lecsyony Tsëbteby. (§11.1) Translate the following sentences into Zapotec.

- a. She hugs him every day.

Rguezi lai rata zhi.

- b. Does Chico smoke a pipe?

Rgub Chiecw pyep e?

- c. I am nodding off.

Caguixicya.

- d. Are you guys paying the bill?

Caguizhad rresieb e?

- e. She is sewing those skirts.

Ra fald re caguiebi.

- f. The bus really uses a lot of gas.

Uas rgub autobuas gasolyen.

- g. Are you (form.) looking for the chickens?

Caguilyyu ra budy e?

- h. They are borrowing a car.

Caguinyri teiby carr.

- i. Every day Modesta washes the shirts.

Rata zhi rguiby Lia Desy ra cotony.

- j. We pay for the mass.

Rguizhën myes.

Tarea Tyop xte Lecsyony Tsëbteby. (§11.2)

Part Teiby. Translate the following sentences into Zapotec.

- a. Who is sweeping?

Tu candub?

- b. What did Cayetano give you?

Xi mnizh Tan liu?

c. When will you (form. pl.) arrive in Oaxaca?

Guc yzenyuad Ndua?

d. Who did Modesta hit?

Tu btaz Lia Desy?

e. Who did you give the book to?

Tu bdeidyu liebr?

f. How did they scare her?

Xa bchibryi lai?

g. When does Ernesto play the clarinet?

Guc rcuzh Rnest clarinet?

h. Why didn't Elena hit them?

Xi ni queity btaz Lia Len lari?

i. Who does the woman remember?

Tu rnalaz mna?

j. Why are you guys jumping?

Xi ni catyisad?

k. Who is teaching the girls Zapotec?

Tu caseidy ra zhyap Dizhsa?

l. Why don't you speak Spanish well?

Xi ni queity rgwezacu Dizhtily?

m. Who hugged them?

Tu bdez lari?

n. How much money did you pay the doctor?

Blac bdizhu doctor?

o. Why does she smoke?

Xi ni rgubi?

Part Tyop. Three of the Zapotec questions you just wrote have another English translation (because they contain reversible verbs with noun subjects and objects). What are these additional meanings?

d. Who did Modesta hit?

Who hit Modesta?

i. Who does the woman remember?

- Who remembers the woman?
- k. Who is teaching the girls Zapotec?
- Who are the girls teaching Zapotec to?

Tarea Chon xte Lecsyony Tsëbteby. (§11.3)

Part Teiby. Change each of the sentences you wrote in Tarea Teiby into a sentence that talks about the past, using the perfective stem of the verb. Practice reading your sentences out loud and translate each one into English.

- a. **Rguezi lai rata zhi.**
Bdezi lai rata zhi. “She hugged him every day.”
- b. **Rgub Chiecw pyep e?**
Bdub Chiecw pyep e? “Did Chico smoke a pipe?”
- c. **Caguixicya.**
Bdixicya. “I nodded off.”
- d. **Caguizhad rresieb e?**
Bdizhad rresieb e? “Did you guys pay the bill?”
- e. **Ra fald re caguiebi.**
Ra fald re bdiebi. “She sewed those skirts.”
- f. **Uas rgub autobuas gasolyen.**
Uas bdub autobuas gasolyen. “The bus really used a lot of gas.”
- g. **Caguilyyu ra budy e?**
Bdilyyu ra budy e? “Did you (form.) look for the chickens?”
- h. **Caguinyri teiby carr.**
Bdinyri teiby carr. “They borrowed a car.”
- i. **Rata zhi rguiby Lia Desy ra cotony.**
Rata zhi bdiyb Lia Desy ra cotony. “Every day Modesta washed the shirts.”
- j. **Rguizhën myes.**
Bdizhën myes. “We paid for the mass.”

Part Tyop. Now, write question word questions that could be

answered by the sentences below. Try using several different question words. Translate them. Practice the new mini-dialogues you've written with another student.

Example. Bdi by Lia Len Plad. "Elena washes the dishes."

Answer Tu bdi by plad? "Who washed the dishes?"

or Xi bdi by Lia Len? "What did Elena wash?"

a. **Bdez Lia Zhuan zhyap.** "Juana hugged the girl."

Tu bdez zhyap? "Who hugged the girl?"

or Tu bdez Lia Zhuan? "Who did Juana hug?"

b. **Bdixicy Mazh.** "Tomas nodded off."

Tu bdixicy? "Who nodded off?"

c. **Bdiebēn ra cotony.** "We sewed the shirts."

Tu bdieb ra cotony? "Who sewed the shirts?"

or Xi bdiebad? "What did you guys sew?"

or Xi bdiebyuad? "What did you (form. pl.) sew?"

d. **Bdubri guez.** "They smoked cigarettes."

Tu bdub guez? "Who smoked cigarettes?"

or Xi bdubri? "What did they smoke?"

e. **Bdiny Leony teiby lapy rata zhi.** "Leon borrowed a pencil every day."

Tu bdiny lapy rata zhi? "Who borrowed the pencil every day?"

or Xi bdiny Leon rata zhi? "What did Leon borrow every day?"

or Guc bdiny Leon teiby lapy? "When did Leon borrow a pencil?"

f. **Fald re bdi byi.** "She washed that skirt."

Xi bdi byi? "What did she wash?"

g. **Bdizhēb myes.** "He (resp.) paid for the mass."

Tu bdizh myes? "Who paid for the mass?"

or Xi bdizhēb? "What did he (resp.) pay for?"

Tarea Tap xte Lecsyony Tsēbteby. (§11.4)

Part Teiby. Translate the following sentences into Zapotec. Practice reading the Zapotec sentences out loud.

- a. Would you (form.) be so kind as to please look for the picture?

Ysaguelyu quilylayu fot.

- b. Tomorrow I will wash the van.

Zhi quibya camyuny.

- c. Who will hug the children?

Tu quez ra mniny?

- d. The priest will put the pipe down.

Quix bxuaz pyep.

- e. Tomorrow we will look for (edible) grasshoppers.

Zhi quilyën ra bxady.

- f. How will the baby wash the clothes?

Xa quiby bdo lady?

Part Tyop. For each of the following questions about the future, write an appropriate Zapotec response using a “yes”, creating a short dialogue. You may have to change the pronoun in the answer, as in the example. If a person’s name is used in the question, replace it with a pronoun in the response, as in the example. Translate your dialogue into English. Then, practice the Zapotec dialogue with another student.

Example: Quizhyuad Gyeily tsë pes e? “Are you (form. pl.) going to pay Miguel ten pesos?”

Answer: A, quizhyën laëng tsë pes. “Yes, we will pay him ten pesos.”

- a. **Quinyu Lia Petr e?** “Will you ask for Petra’s hand in marriage?”

A, quinya lai. “Yes, I will ask for her (hand).”

- b. **Quily Jwany cuan Leony ra many e?** “Will Juan and Leon look for the animals?”

A, quilyri ra many. “Yes, they will look for the animals.”

- c. **Quixicy ra bxuaz e?** “Will the priests nod off?”

A, quixicy ra bxuaz. “Yes, the priests will nod off.”

- d. **Quizhu myes e?** “Will you pay for the mass?”

A, quizha myes. “Yes, I will pay for the mass.”

e. **Quieb Lia Da teiby bistied e?** “Will Soledad sew a dress?”

A, quiebi teiby bistied. “Yes, she will sew a dress.”

Tarea Gai xte Lecsyony Tsëbteby. (§11.5) The following sentences contain noun phrases that refers to animals and children. Change each sentence so that you use a singular or plural animal pronoun to refer to these noun phrases. An example has been done for you. Practice reading the original and new sentences out loud. Then translate both the original and new sentences into English.

Example: **Bzhiby zhyet.** “The cat got scared.”

Answer: **Bzhibyëm.** “It got scared.”

a. **Bdeidya liebr mniny.** “I gave the book to the child.”

Bdeidya liebr laëm. “I gave the book to him/her.”

b. **Ra becw rduax.** “The dogs bark.”

Rduaxrëm. “They bark.”

c. **Bguad banua mna e?** “Did the scorpion sting the woman?”

Bguadëm mna e? “Did it sting the woman?”

d. **Canab zhyap bdua.** “The girl is asking for the banana.”

Canabëm bdua. “She is asking for the banana.”

e. **Bcwany bdo!** “Wake the baby up!”

Bcwanyëm! “Wake it/him/her up!”

Tarea Xop xte Lecsyony Tsëbteby. (§11.6) Translate the following sentences into Zapotec.

a. Chico wants the woman to carry the animal in her arms.

Rcaz Chiecw quez mna many.

b. Do you (form.) want them to cross there?

Rcazyu teidyri ricy e?

c. I want them (an.) to bark.

Rcaza ylduaxrëm.

d. Soledad wants him to give you (form. pl.) the money.

Rcaz Lia Da ynizhi muly yuad.

- e. The teacher wants the students to speak Zapotec well.

Rcaz mes ygwezac ra studian Dizhsa.

Tarea Gaz xte Lecsyony Tsëbteby. (§11.6) Translate the following sentences into Zapotec using the “wants to” sentence pattern 1.

- a. Do you guys want to wash the shirts?

Rcazad quibiyad ra cotony e?

- b. She wants to sew this skirt.

Rcazi quiebi fald re.

- c. The woman wants to look for the city person.

Rcaz mna quily mna gyizh.

- d. The priest wants to borrow the books.

Rcaz bxuaz quiny bxuaz ra liebr.

- e. The students want to nod off.

Rcaz ra studian quixicy ra studian.

Tarea Xon xte Lecsyony Tsëbteby. (§11.6)

Part Teiby. Make new sentences from your answers for Tarea Gaz (c)-(e) by changing them to follow the “wants to” sentence pattern 2.

Example. **Rcaz Jwany ytainy Jwany lat.**

Answer. **Rcaz Jwany ytainy lat.**

- c. **Rcaz mna quily mna gyizh.**

Rcaz mna quily gyizh.

- d. **Rcaz bxuaz quiny bxuaz ra liebr.**

Rcaz bxuaz quiny ra liebr.

- e. **Rcaz ra studian quixicy ra studian.**

Rcaz ra studian quixicy.

Part Tyop. Make new sentences from your answers for Part Teiby by changing them so that they have focused subjects.

Example. **Rcaz Jwany ytainy lat.**

Answer. **Jwany rcaz ytainy lat.**

- c. **Rcaz mna quily gyizh.**

Mna rcaz quily gyizh.

d. **Rcaz bxuaz quiny ra liebr.**

Bxuaz rcaz quiny ra liebr.

e. **Rcaz ra studian quixicy.**

Ra studian rcaz quixicy.

Part Chon. Make new sentences from your answers for Part Tyop, by changing the subject noun phrases to an appropriate pronoun. Keep in mind that this may require other changes in your sentences as well!

c. **Mna rcaz quily gyizh.**

Lai rcazi quilyi gyizh.

d. **Bxuaz rcaz quiny ra liebr.**

Lai rcazi quinyi ra liebr.

e. **Ra studian rcaz quixicy.**

Lari rcazri quixicyri.

Tarea Ga xte Lecsyony Tsëbteby. (§11.7) Practice saying sentences with “and” subjects by translating the following sentences into Zapotec.

a. Elena and I laid the babies down.

Lia Len cuan naa bdixën ra bdo.

b. You and the boys will pay Señor Pedro back.

Liu cuan ra mniny quizhad Dad Bed.

c. You (form.) and the teacher paid the bill.

Yu cuan mes bdizhyuad rresieb.

d. The doctor and you (form.) will learn Zapotec.

Doctor cuan yu yseidyyuad Dizhsa.

e. The deer and you are running.

Bzeiny cuan liu cazhunyd.

f. I and the girl poked the stick at the crow.

Naa cuan zhyap bguadën gyag bca.

Tarea Tsë xte Lecsyony Tsëbteby. (§11.8) Translate the following

sentences into English. Some sentences may have more than one meaning!

- a. **Naa cuan Rony cubën guez.**

I and Jeronimo will smoke cigarettes.

- b. **Bal bistied bdiby ra mna?**

How many dresses did the women wash?

- c. **Lia Zhuan bdizh Chiecw.**

Juana paid Chico./Chico paid Juana.

- d. **Cagueza bdo.**

I am hugging the baby.

- e. **Rcazu quiby Bed ra plad e?**

Do you want Pedro to wash the dishes?

- f. **Blac quizh bxuaz doctor?**

How much money will the priest pay the doctor?

- g. **Uas bdub autobuas gasolyen.**

The bus really used a lot of gas.

- h. **Xi ni bdixicyrëng na?**

Why did they nod off now?

- i. **Bdizha Lia Len.**

I paid Elena.

- j. **Xa mod quixu bdo?**

How will you lay the baby down?

Answer Key for Lecsyony Tsëbtyop (12)

Tarea Teiby xte Lecsyony Tsëbtyop (§12.1). Translate the following sentences into Zapotec. Practice reading each one aloud.

- a. Did you (form.) do the puzzle?

Beinyyu rrompecabes e?

- b. The men are having a church built.

Cayuny ra buny teiby ydo.

- c. I didn't do the puzzle.

Queity beinydya rrompecabes.

- d. Juana had a house built.

Beiny Lia Zhuan teiby yu.

- e. Are you doing homework?

Cayunyu tarea e?

- f. When did the child do the homework?

Guc beiny mniny tarea?

Tarea Tyop xte Lecsyony Tsëbtyop (§12.2).

Part Teiby. Translate the following into Zapotec. Use both **ren** [re'nn] “this” and **ren** [rèenn] “that”. Then work with a partner to make sure that you can pronounce each one so that the other person understands whether you are saying “this” or “that”. Then listen while your partner says each one, mixing up the order. Work with your partner and keep practicing until the other person always understands what you're saying.

Note: Pronunciation guides are given here to remind you of the contrasting pronunciations of **ren**.

- a. this woman / that woman

mna ren / mna ren

[mnnaàà' re'nn] / [mnnaàà' rèenn]

- b. these children / those children
ra mniny ren / ra mniny ren
 [ra mni'i'iny re'nn] / [ra mni'i'iny rèenn]
- c. this building / that building
edifisy ren / edifisy ren
 [edifii'sy re'nn] / [edifii'sy rèenn]
- d. that cat / this cat
zhyet ren / zhyet ren
 [zhye'et rèenn] / [zhye'et re'nn]
- e. those girls / these girls
ra zhyap ren / ra zhyap ren
 [ra zhyàa'p rèenn] / [ra zhyàa'p re'nn]
- f. that church / this church
ydo ren / ydo ren
 [ydòòò' rèenn] / [ydòòò' re'nn]

Part Tyop. For each of the following Zapotec sentences, add either **ren** [re'nn] “this” or **ren** [rèenn] “that” to the word in brackets. Remember that noun phrases that use “this” or “that” are almost always focused. Practice reading both the original and new Zapotec sentences out loud. Then translate your sentence into English.

Example: **Ryulazri [liebr].**

Answer: **Liebr ren ryulazri.** “They like this book.”

[Li'ebr re'nn ryu'lààa'zrih]

Note: Pronunciation guides are given for each sentence.

a. **Mnizha [rregal] liu.**

Rregal ren mnizha liu. “I gave you that gift”

[Rrega'll rèenn mni'i'izha' liu']

b. **Bxeilyu [cart].**

Cart ren bxeilyu. “You opened this letter.”

[Ca'rt re'nn bxe'illyùu']

c. **Bsan Rony [pasaport].**

Pasaport ren bsan Rony. “Jeronimo left that passport behind.”

[Pasapo'rt rèenn bsàa'ann Ro'ony]

d. **Canaz bdo** [juguet].

Juguet ren canaz bdo. “The baby is grabbing this toy.”
[Jugue’t re’nn cannàa’az bdòo’]

e. **Quibya** [dadich].

Dadich ren quibya. “I will wash that blanket.”
[Dahdi’ihch rèenn quii’bya’]

Tarea Chon xte Lecsyony Tsëbtyop (§12.2).

Part Teiby. Practice pronouncing the examples in this section and make sure you can pronounce each one correctly, according to the meanings given.

Part Tyop. Each of the following sentences has two different pronunciations—and different meanings! Give the different English translations for each sentence and practice pronouncing the sentences that the correspond to the meanings you have in mind.

Example: Nde ryulazri.

Answer: “They like this.” / “They like this one.” / “They like that.” / “They like that one.”

a. **Nde mnizha liu.**

“I gave you this.” / “I gave you this one.” / “I gave you that.”
/ “I gave you that one.”

b. **Ra nde bxyeilyu.**

“You opened these.” / “You opened these ones.” / “You opened those.” / “You opened those ones.”

c. **Nde bsan Lia Petr.**

“Petra left this behind.” / “Petra left this one behind.” / “Petra left that behind.” / “Petra left that one behind.”

d. **Ra nde canaz mniny.**

“The child is grabbing these.” / “The child is grabbing these ones.” / “The child is grabbing those.” / “The child is grabbing those ones.”

e. **Nde quibya.**

“I will wash this.” / “I will wash this one.” / “I will wash that.” / “I will wash that one.”

Tarea Tap xte Lecsyony Tsëbtyop (§12.4).

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa. (“Translate what follows into Zapotec.”) Then practice saying these sentences until you feel comfortable pronouncing them.

- a. The women are making tortillas.

Cacwa ra mna guet.

- b. Maria and Soledad are throwing the ball.

Cacwa Lia Maria cuan Lia Da pelot.

- c. I have a pencil.

Caa teiby lapy.

- d. Do you (form. pl.) know these men?

Ra buny ren runybeyuad e?

- e. What do you have?

Xi coo?

- f. The waiter wrote the bill.

Bcwa meser rresieb.

- g. The teacher has a basket.

Ca mes teiby zhimy.

- h. Does Pedro know Chico?

Runybe Bed Chiecw e?

- i. Do you guys have coffee?

Caad cafe e?

- j. When did the girl write a book?

Guc bcwa zhyap teiby liebr?

Part Tyop. Choose another student as a partner. Practice asking and answering questions like the following, using the new verb **ca** and either **a-yac** or question word questions.

– **Coo liebr e?** – **A, caa liebr.**

or

– **Xi ca mes?** – **Plum ca mes.**

Answers may vary. See below for examples.

- **Caad computador e? – A, caën computador.**
- **Tu ca guet? – Meser ca guet.**
- **Cari cart e? – A, cari cart.**
- **Mniny ren ca rrompecabes e? – Yac, queity cadyëm rrompecabes.**

Tarea Gai xte Lecsyony Tsëbtyop. (§12.5).

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa. (“Translate what follows into Zapotec.”)

- a. We praised the teacher.

Beinyën alabar mes.

- b. Will you guys defend us?

Gunyard defender danoën e?

- c. Do you understand them?

Runyu comprender lari e?

- d. Take a picture of this one!

Nde beiny tomar fot!

- e. When will Petra swim?

Guc guny Lia Petr nadar?

- f. Those women demonstrated.

Ra mna ren beiny protestar.

- g. The doctors praised the cook.

Beiny ra doctor alabar cosiner.

- h. Why do the police suspect the men?

Xi ni runy ra polisy sospechar ra buny?

Part Tyop. Each of the Spanish verbs below is regularly used by Zapotec speakers in the borrowed verb sentence pattern. See if you can figure out how these verbs should be spelled in Zapotec. (Your teacher will help you by pronouncing each verb. Most of the spellings are the same as in Spanish, but not all of them! You can check the answers at the end of this lesson.) Practice pronouncing each new word. Do the Zapotec pronunciations sound any different from the Spanish ones?

a. *preparar* ‘to get (something) ready’

runy preparar [preparaar]

b. *odiar* ‘to hate (someone)’

runy odiar [odiaar]

c. *necesitar* ‘to need (something)’

runy nesesitar [nesesitaar]

d. *molestar* ‘to bother (someone)’

runy molestar [molestaar]

e. *manejar* ‘to drive (a vehicle)’

runy manejar [manejaar]

Part Chon. Then, make up a Zapotec sentence using each of the borrowed verbs (in its Zapotec spelling and pronunciation) in the borrowed verb sentence pattern.

a. **runy preparar**

Chicy beiny Lia Da preparar cub. “Then Soledad prepared the *tejate*/*masa*.”

b. **runy odiar**

Xi ni runy Chiecw odiar Bed? “Why does Chico hate Pedro?”

c. **runy nesesitar**

Runy ra zhyap nesesitar ra bistied. “The girls need dresses.”

d. **runy molestar**

Cayuny bdo molestar yu e? “Is the baby bothering you (form.)?”

e. **runy manejar**

Zhi gyienyën manejar camyuny. “Tomorrow we will drive the truck.”

Tarea Xop xte Lecsyony Tsëbtyop. (§12.6). **Bcwa ni cwa ni guet cuan Dizhsa.** (“Translate what follows into Zapotec.”)

a. The girl is tying a knot.

Cayuny zhyap bgwa.

b. Will you stand in line?

Gunyu col e?

c. I didn't answer.

Queity beinydya contest.

d. He really spends money!

Uas runyi gaxt!

e. Would you be so good as to run an errand?

Ysaguelu beiny mandad.

f. We thought.

Bienyën xgab.

g. Why aren't the men working?

Xi ni queity cayuny ra buny zeiny?

h. Petra made a charitable donation.

Beiny Lia Petr guan.

Tarea Gaz xte Lecsyony Tsëbtyop. (§12.6). Make up a Zapotec sentence using each of the following Zapotec verbs. (Don't use focus in these sentences yet. We'll get to that soon.) Practice reading your sentences out loud. Then translate your sentences into English.

a. **runy bisy**

Zhi gunya bisy lai. "I will let her know tomorrow."

b. **runy company**

Nai beinyyuad company Lia Arasely. "You (form. pl.) accompanied Araceli yesterday."

c. **runy castiu**

Cayuny mes castiu ra studian. "The teacher is punishing the students."

d. **runy cas**

Guny Rnest cas Lia Zhuan. "Ernesto will pay attention to Juana."

e. **runy fald**

Beiny Gyeily fald scwel. "Miguel missed school."

f. **runy gan**

Cayunyri gan muly. "They are earning money."

Tarea Xon xte Lecsyony Tsëbtyop. (§12.7).

Part Teiby. For each of the sentences that you created in Tarea Gaz, change the sentence so that either the subject or the object is focused. Practice reading each of the new sentences out loud. Then translate your new sentences into English.

a. **Zhi gunya bisy lai.**

Naa gunya bisy lai zhi. “I will let her know tomorrow.”

Lai gunya bisy zhi. “I will let her know tomorrow.”

b. **Nai beinyyuad company Lia Arasely.**

Yuad beinyyuad company Lia Arasely nai. “You (form. pl.) accompanied Araceli yesterday.”

Lia Arasely beinyyuad company nai. “You (form. pl.) accompanied Araceli yesterday.”

c. **Cayuny mes castiu ra studian.**

Mes cayuny castiu ra studian. “The teacher is punishing the students.”

Ra studian cayuny mes castiu. “The teacher is punishing the students.”

d. **Guny Rnest cas Lia Zhuan.**

Rnest guny cas Lia Zhuan. “Ernesto will pay attention to Juana.”

Lia Zhuan guny Rnest cas. “Ernesto will pay attention to Juana.”

e. **Beiny Gyeily fald scwel.**

Gyeily beiny fald scwel. “Miguel missed school.”

Scwel beiny Gyeily fald. “Miguel missed school.”

f. **Cayunyri gan muly.**

Lari cayunyri gan muly. “They are earning money.”

Muly cayunyri gan. “They are earning money.”

Part Tyop. For each of the sentences that you created in Tarea Gaz, change the sentence so that it is a question. Half the sentences should be **a-yac** questions ending in **e**, and half should be question word questions using different question words. Again, practice

reading each of the questions out loud. Then translate your questions into English.

a. **Zhi gunya bisy lai.**

Zhi gunya bisy lai e? “Will I let her know tomorrow?”

b. **Nai beinyuad company Lia Arasely.**

Cali beinyuad company Lia Arasely nai? “Where did you (form. pl.) accompany Araceli to yesterday?”

c. **Cayuny mes castiu ra studian.**

Cayuny mes castiu ra studian e? “Is the teacher punishing the students?”

d. **Guny Rnest cas Lia Zhuan.**

Guny Rnest cas Lia Zhuan e? “Will Ernesto pay attention to Juana?”

e. **Beiny Gyeily fald scwel.**

Xi ni beiny Gyeily fald scwel? “Why did Miguel miss school?”

f. **Cayunyri gan muly.**

Xa cayunyri gan muly? “How are they earning money?”

Part Chon. For each of the sentences that you created in Tarea Gaz, change the sentence so that it is negative. Practice reading each of the sentences out loud. Then translate your new sentences into English.

a. **Zhi gunya bisy lai.**

Zhi queitydya gunya bisy lai. “I will not let her know tomorrow.”

b. **Nai beinyuad company Lia Arasely.**

Nai queity beinydiyuad company Lia Arasely. “You (form. pl.) did not accompany Araceli yesterday.”

c. **Cayuny mes castiu ra studian.**

Queity cayunydi mes castiu ra studian. “The teacher is not punishing the students.”

d. **Guny Rnest cas Lia Zhuan.**

Queitydi Rnest guny cas Lia Zhuan. “Ernesto will not pay attention to Juana.”

or **Queitydi Rnest guny Rnest cas Lia Zhuan.**

e. **Beiny Gyeily fald scwel.**

Queity beinydi Gyeily fald scwel. “Miguel did not miss school.”

f. **Cayunyri gan muly.**

Queity cayunydiri gan muly. “They are not earning money.”

Tarea Ga xte Lecsyony Tsëbtyop. (§12.7). Read each of the following Zapotec sentences out loud. **Chiru, bcwa ni cwa ni guet cuan Ingles.** (“Then, translate what follows into English.”)

a. **Uas gyienyën castiu wbwan.**

“We will really punish the thief.”

b. **Runyi xten meser.**

“He works as a server.”

c. **Beinyu fald scwel e?**

“Did you miss school?”

d. **Lia Tyen runyrëb sospechar.**

“They (resp.) suspect Cristina.”

e. **Gunyu bisy naa e?**

“Will you let me know?”

f. **Xa gunyu bisy naa?**

“How will you let me know?”

Tarea Tsë xte Lecsyony Tsëbtyop. (§12.8). Create a Zapotec sentences using each of the following compound verbs. Practice reading each sentence out loud. Then translate each of your sentences into English.

a. **runyfald**

Runyfaldën amiegw. “We don’t have enough friends.”

b. **runyton**

Nai beinytonad. “You guys were acting stupid yesterday.”

c. **runyzac**

Cayunyzacrëb camyuny. “They (resp.) are fixing the truck.”

d. **runyzhyab**

Ra mniny re gunyzhyab. “Those children will behave badly.”

e. **runybe** (Use only with formal, name, or noun subject for now!)

Runybe Lia Da yu. “Soledad knows you (form.).”

Answer Key for Lecsyony Tseiny (13)

Tarea Teiby xte Lecsyony Tseiny (13). ([§13.1](#))

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

- a. The woman is warming the soup.

Cacha mna cald.

- b. Juan moved.

Bchu Jwany yu.

- c. The children didn't break the blal.

Queity bdadi ra mniny blal.

- d. They broke the knife.

Bdichri wchily.

- e. Soledad grilled the fish.

Bcyi Lia Da bel.

- f. Petra is taking care of the baby.

Caculo Lia Petr bdo.

- g. The doctor didn't get up.

Queity gustidi doctor.

Part Tyop. Write a Zapotec caption for each of the pictures below, using one of the verbs from the Ra Dizh of this Lecsyony with a noun subject for each one. (Hint: if you can't figure out what the men in picture a are doing, check out the new vocabulary!)

- a. **Rtyu Bed bruiny rata zhi.** "Pedro picks prickly pears every day."

- b. **Cacyi Lia Da budy.** "Soledad is grilling the chicken."

- d. **Cato Jwany cuch.** "Juan is selling the pig."

Tarea Tyop xte Lecsyony Tseiny (13). ([§13.2](#)) **Bcwa ni ca ni guet cuan Ingles.** Then, practice reading each of the sentences out loud.

a. **Cald rchari.**

They warm the soup.

b. **Ycyiyuad bel e?**

Will you (form. pl.) grill the meat?

c. **Querëb ra liebr.**

They (resp.) will carry the books.

d. **Nde bdarëm.**

They (an.) broke this one/that one.

e. **Gustiyuad.**

You (form. pl.) got out of bed.

f. **Bwayu ra letr.**

You (form.) wrote the letters.

Tarea Chon xte Lecsyony Tseiny (13). (§13.2) Make up new Zapotec sentences using the focused subjects and verbs specified below (if a free pronoun subject is given, remember to use the appropriate form of the verb along with that subject word, as in the example). Change the verb from habitual to perfective, irrealis, or progressive, and include an object noun if that seems appropriate. Practice reading your sentences out loud, being especially careful when pronouncing the verb. Then translate your sentence into English.

Example. Focused subject: **lari**; Zapotec verb: **rtyo**.

Answer. **Lari btyori carr.** “They sold the car.”

a. Focused subject: **Lia Da**; Zapotec verb: **rcha**

Lia Da bcha guet. “Soledad warmed the tortilla.”

b. Focused subject: **laëng**; Zapotec verb: **rcha**

Laëng ychaëng cald. “He (prox.) will warm the soup.”

c. Focused subject: **lari**; Zapotec verb: **rtyu**

Lari catyuri bruny. “They (dist.) are picking the cactus fruit.”

d. Focused subject: **lai**; Zapotec verb: **rtyu**

Lai btyui btsë. “She (dist.) picked the tuna.”

e. Focused subject: **ra mna**; Zapotec verb: **rto**

Ra mna cato zhily. “The women are selling the sheep.”

- f. Focused subject: **danoën**; Zapotec verb: **rto**
Danoën btoën dadich. “We sold the blankets.”
- g. Focused subject: **larēm**; Zapotec verb: **rcyi**
Larēm ycyirēm bel. “They (anim.) will grill the fish.”
- h. Focused subject: **yuađ**; Zapotec verb: **rcyi**
Yuađ ycyiyuađ bel zhib. “You (form. pl.) will grill the goat.”
- i. Focused subject: **laēm**; Zapotec verb: **rtyu**
Laēm ytyuēm wi. “He (anim.) will pick the guava.”
- j. Focused subject: **Bed**; Zapotec verb: **rtyu**
Bed btyu mansan. “Pedro picked the apple.”

Tarea Tap xte Lecsyony Tseiny (13). (§13.3) Now, let’s make up some more Zapotec sentences! Using the Zapotec verbs and subjects specified below, make a new sentence by changing the verb to match the subject. (Remember, you have to use the correct bound pronoun to match the free pronoun subjects given here.) You can use the perfective, irrealis, or progressive form of the verb and an object noun if that seems appropriate. Practice reading your sentences out loud. Remember to be especially careful when pronouncing the verb. Then translate these new sentences into English.

- a. Focused subject: **naa**; Zapotec verb: **rcyi**
Naa cacyia bel. “I am grilling the meat.”
- b. Focused subject: **liu**; Zapotec verb: **rcyi**
Liu bcyiu ze. “You grilled the corn on the cob.”
- c. Focused subject: **naa**; Zapotec verb: **rda**
Naa bdaa plad. “I broke the plate.”
- d. Focused subject: **liu**; Zapotec verb: **rda**
Liu yndoo blal. “You will break the blal.”
- e. Focused subject: **naa**; Zapotec verb: **rto**
Naa catua budy. “I am selling chicken.”
- f. Focused subject: **liu**; Zapotec verb: **rto**
Liu ytoo zhily. “You will sell sheep.”

- g. Focused subject: **naa**; Zapotec verb: **rcha**
Naa ychaa guet. “I will warm the tortilla.”
- h. Focused subject: **liu**; Zapotec verb: **rcha**
Liu cachoo bzia. “You are warming the beans.”
- i. Focused subject: **naa**; Zapotec verb: **rtyu**
Naa btyua ra wi. “I picked the guavas.”
- j. Focused subject: **liu**; Zapotec verb: **rtyu**
Liu ytyuu mansan. “You will pick the apples.”

Tarea Gai xte Lecsyony Tseiny (13). (§13.4)

Part Teiby. **Bcwa ni ca ni guet cuan Dizhsa.** Then, practice pronouncing them, paying special attention to the verb. Check your pronunciation of each verb with your teacher or in the Ra Dizh.

- a. He (prox.) will get up.
Chistiëng.
- b. Chico got up.
Gusti Chiecw.
- c. Will you (inf. pl.) take care of the baby?
Yculoo bdo e?
- d. Will you (form. pl.) take care of the children?
Yculoyu ra mniny e?
- e. She (resp.) moved.
Bchuëb yu.
- f. Will Soledad move?
Ychu Lia Da yu e?
- g. He (an.) cussed.
Bdeëm.
- h. The cook is cussing.
Cague cosiner.
- i. We saw the avocados.
Binyloën gyex.
- j. Did Miguel see the peaches?
Binylo Gyely durazn e?

k. She (an.) got up.

Gustiēm.

l. Get up!

Gusti!

Part Tyop. Now go back to Part Tyop xte Tarea Teiby and rewrite the sentences you created there, using pronoun subjects.

a. **Rgue mna budy ngual.**

Rgueēng budy ngual.

b. **Rtyu Bed bruiny rata zhi.**

Rtyuēng bruiny rata zhi.

c. **Cacyi Lia Da budy.**

Cacyiēng budy.

d. **Cato Jwany cuch.**

Catoēng cuch.

Tarea Xop xte Lecsyony Tseiny (13). (§13.5)

Part Teiby. Create new Zapotec sentences with the following verbs, using distal -i subjects. Translate your sentences into English. Then, practice pronouncing each sentence, paying special attention to the pronunciation of the verb.

a. **rculo**

Rculoi bdo. “He takes care of the baby.”

b. **rchu**

Rchui cotony. “She changes her shirt.”

c. **rgue** “carries”

Rguei cwet. “He carries the firecracker.”

d. **rgue** “cusses”

Rguei rata zhi. “She cusses every day.”

e. **rinylo**

Rinyloi zhyap. “He sees the girls.”

f. **risti**

Ristii. “She gets up.”

g. **rchu yu**

Rchui yu. “He moves.”

Part Tyop. For each of your sentences in Part Teiby, change the subject to “I”. In addition, change the form of the verb in each sentence (if it’s habitual, use perfective, progressive, or irrealis; if it’s perfective, use habitual, progressive, or irrealis, and so on). Translate your new sentences into English. Finally, practice pronouncing your new Zapotec sentences!

a. **Rculoi bdo.** “He takes care of the baby.”

Bculua bdo. “I took care of the baby.”

b. **Rchui cotony.** “She changes her shirt.”

Cachua cotony. “I am changing my shirt.”

c. **Rguei cwet.** “He carries the firecracker.”

Quia cwet. “I will carry the firecracker.”

d. **Rguei rata zhi.** “She cusses every day.”

Bdia rata zhi. “I cussed every day.”

e. **Rinyloi zhyap.** “He sees the girls.”

Guinylua zhyap. “I will see the girls.”

f. **Ristii.** “She gets up.”

Chistia. “I will get up.”

g. **Rchui yu.** “He moves.”

Cachua yu. “I am moving.”

Tarea Gaz xte Lecsyony Tseiny (13). (§13.5) Finish each of the following sentences. Then translate the sentences into English. Practice pronouncing each sentence.

a. **Bculua** _____.

Bculua zhib. “I took care of the goat.”

b. **Rchui** _____.

Rchui foc. “He (dist.) changes the light bulb.”

c. **Quia** _____ (this example uses “carries”)

Quia ra gyia. “I will carry the flowers.”

d. **Binyloi** _____.

Binyloi zhyet. “He (dist.) saw the cat.”

- e. **Rzucaa** _____.
Rzucaa camyuny. “I move the car.”
- f. **Bdeu** _____. (this example uses “cusses”)
Bdeu nai. “You cursed yesterday.”
- g. **Caculoo** _____.
Caculoo ra miny. “You are taking care of the children.”
- h. **Bzucoo** _____.
Bzucoo nde. “You moved that.”
- i. **Ychua** _____.
Ychua wchily. “I will change knives.”
- j. **Guinylua** _____.
Guinylua Jwany zhi. “I will see Juan tomorrow.”

Tarea Xon xte Lecsyony Tseiny (13). (§13.6)

Part Teiby. **Bcwa ni ca ni guet cuan Dizhsa.** Then read each sentence you wrote out loud.

- a. We threw the ball.
Bcwaën pelot.
- b. Do you want to take a shower?
Rcazu ycoo bany e?
- c. The doctor flipped a coin.
Bcwa doctor bolad.
- d. The teacher is ringing the bell.
Cacwa mes gyieb.
- e. I didn’t punch you!
Queity bcwadya punyet liu!
- f. Are you going to paint the table?
Ycoo colory mes e?
- g. Don’t punch me!
Queity ycoo punyet naa!
- h. Would you (form.) be so good as to tell a story.
Ysaguelyu bcwala cwen.
- i. You guys didn’t write this book.

Queity bcwadyad liebr re.

j. He (dist.) won't shoot a gun.

Queitydyi ycwai gyieb.

Part Tyop. Create a Zapotec sentence describing each of the pictures below.

a. **Cacwa mniny bany.**

b. **Cacwa buny gyieb.**

Tarea Ga xte Lecsyony Tseiny (13). (§13.7) Make each of the sentences below negative. Then translate your sentences into English. Practice reading all the Zapotec sentences out loud.

a. **Bdaa blal.**

Queity bdadya blal. "I didn't break the blal."

b. **Catyyu durazn.**

Queity catyudyu durazn. "You are not picking the peach."

c. **Binyloo ra guan.**

Queity binylodyu ra guan. "You didn't see the bulls."

d. **Cazucaëb cald.**

Queity cazucadyëb cald. "He (resp.) is not taking the soup away."

e. **Quia.**

Queitydya quia. "I will not cuss."

f. **Bculua bdo.**

Queity bculuadya bdo. "I didn't take care of the baby."

g. **Bdicha gyag.**

Queity bdichdya gyag. "I didn't break the stick."

h. **Ytyuëb gyex.**

Queitydyëb ytyuëb gyex. "He (resp.) will not pick the avocado."

Tarea Tsë xte Lecsyony Tseiny (13). (§13.8)

Part Teiby. Make up new Zapotec sentences using the verbs below with the subjects specified in English in parentheses. Objects are given for some verbs. Translate your sentences, and read each one out loud.

- a. Zapotec verb: **rtyu**; subject: (“I”); object: **gyex**
Rtyua gyex. “I pick the avocado.”
- b. Zapotec verb: **rzu**; subject: (“you” form.)
Rzuyu gyag re. “You (form.) stand up this stick.”
- c. Zapotec verb: **rto**; subject: (“we”); object: **trus**
Rtoën trus. “We sell underpants.”
- d. Zapotec verb: **rcyi**; subject: (“she” dist.); object: **bel**
Rcyii bel. “She (dist.) grills the meat.”
- e. Zapotec verb: **rcha**; subject: (“they” an.); object: **nyis**
Rcharëm nyis. “They (an.) warm the water.”
- f. Zapotec verb: **risti**; subject: (“you” inf.)
Ristiu rata zhi. “You (inf.) get up every day.”
- g. Zapotec verb: **rzuca**; subject: (“he” prox.); object: **btyux**
Rzucaëng btyux. “He (prox.) takes the tomato.”
- h. Zapotec verb: **rguich**; subject: (“she” resp.); object: **lapy**
Rguichëb lapy. “She (resp.) breaks the pencil.”
- i. Zapotec verb: **rinylo**; subject: (“we”); object: **cald**
Rinyloën cald. “We see the soup.”
- j. Zapotec verb: **rda**; subject: (“you” form. pl.); object: **blal**
Rdayuad blal. “You (form. pl.) break the blal.”
- k. Zapotec verb: **rgue** “cusses”; subject: (“you” inf. pl.)
Rguead. “You (inf. pl.) cuss.”
- l. Zapotec verb: **rchu** “changes”; subject: (“he” dist.); object: **foc**
Lai rchui foc. “He (dist.) changes the light bulb.”

Part Tyop. Write a few sentences describing the following picture. Maybe you can make it into a story!

Rza tyop buny cuan tyop mniny. Caguerëng gyag. Rzarëng cuan becw. Quixrëng gyag. Ycyirëng bel zhiëb. Gunyrëng uas gyag.

Answer Key for Lecsyony Tsëda (14)

Tarea Teiby xte Lecsyony Tsëda

Part Teiby. Tell how you would refer to each of the items below with the possessor given, as in the example. Translate your answers, and read them aloud. Two answers are provided for some items below, either one of which is correct.

Example. “you”. *Answer.* **gues xtenu** “your pot”

a. doctor

wchily xten doctor / wchily xte doctor “the doctor’s knife”

b. “you (form.)”

bolz xtenyu “your bag”

c. **Bied Lia Petr**

bai xten Bied Lia Petr / bai xte Bied Lia Petr “Señora Petra’s rebozo”

d. “me”

gyizhily xtena “my chair”

e. **Lia Glory**

cotony xten Lia Glory / cotony xte Lia Glory “Gloria’s shirt”

f. **Tiu Pamyël**

blal xten Tiu Pamyël / blal xte Tiu Pamyël “Señor Pánfilo’s blal”

Part Tyop. **Bcwa ni ca ni guet cuan Dizhsa.**

a. Did you break Señor Panfilo’s blal?

Bdoo blal xte Tiu Pamyël e?

b. I am washing her rebozo.

Caguibya bai xteni.

c. Did you sell your blanket?

Btoo dadich xtenu e?

d. My doctor moved.

Bchu doctor xtena yu.

e. I will ride Pedro's horse.

Cweba cabai xte Bed.

f. Do you want my book?

Rcazu liebr xtena e?

g. Their horse really runs!

Uas rzhuny cabai xtenri!

h. Juana's friend warmed my coffee.

Bcha amiegw xte Lia Zhuan cafe xtena.

i. Take Juan's knife away!

Bzuca wchily xte Jwany!

j. My friend broke the cook's spoon.

Bdich amiegw xtena wzhyar xte cosiner.

Tarea Tyop xte Lecsyony Tsěda. Look at the family tree below. A horizontal line between two names (-) indicates marriage, and a vertical line (|) from a married couple to another name or group of names indicates a line of descent from parent to children. Find the name of the person or people that fit the descriptions given after the family tree. List all the people who fit the description; if no one fits the description, or the description doesn't make sense, then say so.

Ex: **bel Lia Len.** This means "Elena's sister", and so the answer must be **Lia Da.**

a. **bzyan Lia Da**

Leony

b. **bets Wse**

Rony

c. **chiel Jwany**

Lia Da

d. **bets Mazh**

No one fits this description.

e. **bets Lia Desy**

This description does not make sense: **bets** refers to the brother of a male, and **Lia Desy** is a female name.

f. **chiel Lia Petr**

Leony

g. **zhiny Jwany**

Pamyël, Lia Glory

h. **bel Lia Da**

Lia Len

i. **zhinyzhyap Lia Petr**

Lia Desy

j. **zhiny Bed**

Lia Da, Lia Len, Leony

k. **zhinygan Lia Zhuan**

Leony

l. **bzyan Mazh**

No one fits this description.

Tarea Chon xte Lecsyony Tsëda

Part Teiby. Practice the possession patterns expressing the possession of each of the following items with the following possessors: 1. **Bed**; 2. “me”; 3. “you”, as with the example. If the picture represents a noun that is e-possessed, use the Essential Possession 1 pattern. If the picture represents a noun that is not e-possessed, use one of the Optional Possession Patterns. Translate your answers, and practice saying each one aloud. When more than one answer is provided, either is acceptable.

Example. 1. **dyag Bed** “Pedro’s ear”; 2. **dyaga** “my ear”; 3. **dyagu** “your ear”

a. 1. **bzilo Bed** “Pedro’s eye”; 2. **bzilua** “my eye”; 3. **bziloo** “your eye”

b. 1. **zhimy xten Bed** / **zhimy xte Bed** “Pedro’s basket”; 2. **zhimy xtena** “my basket”; 3. **zhimy xtenu** “your basket”

- c. 1. **liebr xten Bed** / **liebr xte Bed** “Pedro’s book”; 2. **liebr xtena** “my book”; 3. **liebr xtenu** “your book”
 d. 1. **zhiby Bed** “Pedro’s knee”; 2. **zhibya** “my knee”; 3. **zhibyu** “your knee”

Part Tyop. Form possessed noun phrases using the following nouns and possessors, as in the examples. If the noun is e-possessed, use the Essential Possession 1 pattern. If the noun is not e-possessed, use one of the Optional Possession Patterns. If the possessor listed is a free pronoun, use the appropriate bound pronoun on the possessed noun. Then make up a new Zapotec sentence using each possessed noun phrase. Finally, translate your sentences into English, and read each one aloud.

Example 1. **Cwet** (noun to be possessed); **mniny** (possessor).

Answer. **Cwet xte mniny** (or **cwet xten mniny**) – **Bdily mes cwet xte mniny**. “The teacher looked for the child’s firecracker.”

Example 2. **Na** (noun to be possessed); “me” (possessor).

Answer. **Naa** – **Bdapēng naa**. “He slapped my hand.”

- a. **bai** (noun to be possessed); **mna** (possessor)

bai xte mna – **Quinya bai xte mna**. “I will borrow the woman’s rebozo.”

- b. **zhinyzhyap** (noun to be possessed); **naa** (possessor)

zhinyzhyapa – **Cacyi zhinyzhyapa bel zhib**. “My daughter is grilling the goat.”

- c. **bzyan** (noun to be possessed); **Lia Len** (possessor)

bzyan Lia Len – **Bcwany bzyan Lia Len laad**. “Elena’s brother woke you guys up.”

- d. **amiegw** (noun to be possessed); **danoën** (possessor)

amiegw xtenën – **Rcaz amiegw xtenën nyis**. “Our friend wants water.”

- e. **cotony** (noun to be possessed); **Rony** (possessor)

cotony xte Rony – **Caguibyyu cotony xte Rony**. “You (form.) are washing Jeronimo’s shirt.”

- f. **ru** (noun to be possessed); **larēm** (possessor)

rurēm – Queity rinylodya rurēm. – “I don’t see their (an.) mouths.”

g. **liebr** (noun to be possessed); **cosiner** (possessor)

liebr xte cosiner – Rnyity liebr xte cosiner. “The cook’s book is missing.”

h. **ni** (noun to be possessed); **laēm** (possessor)

niēm – Guny Pamyël tomar fot xten niēm. “Panfilo will take a picture of its (an.) back leg.”

i. **guan** (noun to be possessed); **mes** (possessor)

guan xte mes – Cazhuny guan xte mes. “The teacher’s bull is running.”

j. **dets** (noun to be possessed); **liu** (possessor)

detsu – Tu bdap detsu? “Who slapped your back?”

Tarea Tap xte Lecsyony Tsëda. Create possessed noun phrases using each of the nouns below by first turning the noun into an e-poss. noun. Then use your possessed noun phrase in a sentence. Translate your sentence into English.

a. **caj**

xcaj – Caxyeilyyu xcajyu. “You (form.) are opening your (form.) box.”

b. **dadich**

xtadich – Queitydya ytua xtadicha. “I will not sell my blanket.”

c. **tarea**

xtarea – Bzuca zhyet xtena xtarea Lia Zhuan. “My cat took away Juana’s homework.”

d. **bistied**

xpistied – Quibyu xpistiedëng. “You will wash her dress.”

e. **telebisyny**

xtelebisyny – Caad xtelebisynyri. “You guys have their television.”

f. **bel** “meat”

xpel – Cacyi Lia Da xpelrëb. “Soledad is grilling their (resp.) meat.”

g. campan

xcampan – Rbix xcampanën rata zhi. “Our bell rings every day.”

h. cart

xcart – A bcoo xcartu. “You already wrote your letter.”

i. coch

xcoch – Quinyu xcoch Gyeily e? “Will you borrow Miguel’s car?”

j. bolz

xpolz – Caguiyën xpolzëng. “We are looking for his bag.”

Tarea Gai xte Lecsyony Tsëda

Part Teiby. **Bcwa ni ca ni guet cuan Dizhsa.** When more than one answer is provided, all are acceptable.

a. my crow

bca xtena / xabcaa

b. Juana’s cow

bag xten Lia Zhuan / bag xte Lia Zhuan / xpag Lia Zhuan

c. your banana

bdua xtenu / xabduoo

d. our tape recorder

grabador xtenën / xgrabadorën

e. the doctor’s chapulin

bxady xten doctor / bxady xte doctor / xabxady doctor

f. the teacher’s computer

computador xten mes / computador xte mes / xcomputador mes

g. your (form.) photograph

fot xtenyu / xfotyü

h. our door

pwert xtenën / xpwertën

i. Señor Panfilo's radio

**rrady xten Tiu Pamyël / rrady xte Tiu Pamyël /
xarrady Tiu Pamyël**

j. Petra's rebozo

bai xten Lia Petr / bai xte Lia Petr / xpai Lia Petr

Part Tyop. Use each of the items pictured below in an e-posessed noun phrase, with some noun or name possessors and some pronoun possessors. Then put each of your possessed noun phrases into a sentence. Read your sentences out loud to another student, and have them read their sentences to you. Can you understand each other's sentences?

- a. **xawzhyar cosiner – Bdichu xawzhyar cosiner.** "You broke the cook's spoon."
- b. **xilyrëb – Zhi ybany xilyrëb.** "Their (resp.) sheep will wake up tomorrow."
- c. **xchimy Pamyël – Caguilyën xchimy Pamyël.** "We are looking for Panfilo's basket."
- d. **xomrelu – Btua xomrelu.** "I sold your hat."
- e. **xyet zhyap – Caculua xyet zhyap.** "I am taking care of the girl's cat."

Tarea Xop xte Lecsyony Tsëda

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

a. Juan's friend's book

liebr xten amiegw xte Jwany

b. my spouse's face

lo chielä

c. the woman's sister's soup

cald xten bel mna

d. the teacher's student's table

mes xte studian xte mes

e. the doctor's cat's stomach

lany zhyet xte doctor

Part Tyop. Use each of the possessed noun phrases you made up in Part Teiby in a sentence. Translate each of your new sentences into English.

- a. **Caguinya liebr xten amiegw xte Jwany.** "I am borrowing Juan's friend's book."
- b. **Beinya tomar fot xten lo chiela.** "I took pictures of my spouse's face."
- c. **Ysaguelu bcha cald xten bel mna.** "Would you be so good as to please warm the woman's sister's soup?"
- d. **Bdei mes xte studian xte mes.** "She carried the teacher's student's table."
- e. **Rbab lany zhyet xte doctor.** "The doctor's cat's stomach gets itchy."

Tarea Gaz xte Lecsyony Tsēda

Part Teiby. Below is the family tree from **Tarea Tyop**. Translate the possessed noun phrases that follow the family tree into Zapotec. Then find the person or people who match that description. If no one matches the description, then say so. Two examples have been completed for you.

Ex. 1. *Pedro's daughter's husband*

Ans. **chiel zhinyzhyap Bed** – *The description applies to both Juan and Tomas.*

Ex. 2. *Leon's sister's daughter*

Ans. **zhinyzhyap bzyan Leony** – *This is Gloria.*

a. *Panfilo's cousin's grandfather*

xtadmam xapryem Pamyēl – *This is Pedro.*

b. *Petra's son's cousin*

xapryem zhinygan Lia Petr – *No one fits this description.*

- c. Juana's son's wife
chiel zhinygan Lia Zhuan – This is Petra.
- d. Soledad's brother's child
zhiny bzyan Lia Da – This is Modesta.
- e. Elena's brother's wife
chiel bzyan Lia Len – This is Petra.
- f. Juan's wife's father
xtad chiel Jwany – This is Pedro.

Part Tyop. Choose five of the people in the family tree, and give a description in Zapotec of each of them. (There are many ways to describe each person in the family tree – choose descriptions that have not been used here.)

1. **Mazh: chiel xnan Rony** “Jeronimo's mother's husband”
2. **Lia Glory: bzyan zhinygan Jwany** “Juan's son's sister”
3. **Lia Zhuan: xnanmam bets Wse** “Jose's brother's grandmother”
4. **Pamyël: zhinygan bzyan Leony** “Leon's sister's son”
5. **Lia Len: bzyan xtad Lia Desy** “Modesta's father's sister”

Tarea Xon xte Lecsyony Tsëda. Below is a list of items and possessors. For each item, make a possessed noun phrase with the possessor given. (If the possessor listed is a free pronoun, you'll have to change it to the appropriate bound pronoun ending, of course.) Read the phrases you make up out loud. Then, translate your possessed noun phrase into English, as in the example. (Hint: sometimes your translation will depend on who you are!)

- a. **lady** (*item*); **ra mna** (*possessor*)
xab ra mna “the women's clothes”
- b. **tiu** (*item*); **Lia Da** (*possessor*)
xtiu Lia Da “Soledad's uncle”
- c. **bzyan** (*item*); **naa** (*possessor*)
bzyana “my brother” / “my sister”
- d. **xban** (*item*); **zhyet** (*possessor*)

- xban zhyet** “the cat’s tail”
 e. **yu** (item); **liu** (possessor)
liazu “your house”
 f. **dad** (item); **doctor** (possessor)
xtad doctor “the doctor’s father”
 g. **becw** (item); **lai** (possessor)
xyecwi “his dog”
 h. **pryem** (item); **Gyeily** (possessor)
xapryem Gyeily “Miguel’s cousin”
 i. **xja** (item); **budy** (possessor)
xja budy “the chicken’s wing”
 j. **dyag** (item); **laēm** (possessor)
dyagēm “her (an.) ear”

Tarea Ga xte Lecsyony Tsēda. Bcwa ni ca ni guet cuan Dizhsa.

- a. The cook is warming his own coffee.
Cacha cosiner xcafeni.
 b. The women arrived at their (someone else’s) house.
Bzeny ra mna liazri.
 c. The doctor hates her (someone else’s) cousin.
Runy doctor odia xapryemi.
 d. The student does his own homework.
Runy studian xtareani.
 e. The woman gets to know her (someone else’s) teacher.
Runybe mna xmesi.
 f. Soledad is missing her own bag.
Rnyity Lia Da xpolzni.

Tarea Tsē xte Lecsyony Tsēda. For each of the sentences you created in Tarea Ga, change the sentence so that it repeats the subject noun phrase, as presented above. Then, explain any differences in meaning between your original and new sentence, as in the example.

Example. Bdich mes zhacwi.

Answer. Bdich mes zhacw mes. In the original sentence, the teacher must have broken someone else's arm. In the new sentence, he must have broken his own arm or some other teacher's arm.

a. Cacha cosiner xcafeni.

Cacha cosiner xcafe cosiner. In the original sentence, the cook must be warming his own coffee. In the new sentence, the cook could be warming his own coffee or some other cook's coffee.

b. Bzeny ra mna liazri.

Bzeny ra mna liaz ra mna. In the original sentence, the women must have arrived at some other people's house. In the new sentence, the women could have arrived at some other people's house or their own house.

c. Runy doctor odiar xapryemi.

Runy doctor odiar xapryem doctor. In the original sentence, the doctor must hate someone else's cousin. In the new sentence, the doctor could hate her own cousin or some other doctor's cousin.

d. Runy studian xtareani.

Runy studian xtarea studian. In the original sentence, the student must be doing his own homework. In the new sentence, the student could be doing his own homework or some other student's homework.

e. Runybe mna xmesi.

Runybe mna xmes mna. In the original sentence, the woman must be getting to know someone else's teacher. In the new sentence, the woman could be getting to know her own teacher or someone other woman's teacher.

f. Rnyity Lia Da xpolzni.

Rnyity Lia Da xpolz Lia Da. In the original sentence, Soledad must be missing her own bag. In the new

sentence, Soledad could be missing her own bag the bag of some other person named Soledad.

Answer Key for Lecsyony Tseiny (15)

Tarea Teiby xte Lecsyony Tseiny (15)

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

- a. Will he wait for Ignacio?
Cwezi Nach e?
- b. Does he wait for Ignacio every day?
Rbezi Nach rata zhi e?
- c. Did he wait for Ignacio?
Blezi Nach e?
- d. Is he waiting for Ignacio?
Cabezi Nach e?
- e. She is putting on her (own) pants.
Cabecyëng xcasonëng.
- f. She will put on her (own) pants.
Cwecyëng xcasonëng.
- g. She puts on her (own) pants.
Rbecyëng xcasonëng.
- h. She put on her (own) pants.
Blecycyëng xcasonëng.
- i. Are they waiting for me?
Cabezri naa e?
- j. Do they wait for me every day?
Rbezri naa rata zhi e?
- k. Did they wait for me?
Wlezri naa e?
- l. Will they wait for me?
Cwezri naa e?
- m. Juana will not stop.
Queitydi Lia Zhuan cwez.

n. Juana did not stop.

Queity blezdi Lia Zhuan.

o. Juana doesn't (ever) stop.

Queity rbezdi Lia Zhuan.

p. Juana is not stopping.

Queity cabezdi Lia Zhuan.

Part Tyop. Now create your own sentences talking about the past using the following verbs.

a. **rbe**

Ble cosiner teiby wzhyar. "The cook took out a spoon."

b. **rbecy**

Blecyeëm xcasonëm. "He (an.) put on his pants."

c. **rbez**

Blez Jwany xamiegwni. "Juan waited for his own friend."

Tarea Tyop xte Lecsyony Tseiny (15)

Part Teiby. Make up sentences that talk about the future using the following verbs. Each sentence should have a different bound pronoun subject and (if appropriate) a noun object. Translate your sentences into English. Then, practice reading each of your sentences out loud. (If you have any doubt about how to pronounce the new verbs in your sentences, you can check the [Valley Zapotec Verb Charts](#).)

a. **rbez**

Cweza xnanën. "I will wait for our mother."

b. **rbuzhya**

Cuzhyoo. "You will shout."

c. **rbe**

Cweyu teiby liebr. "You (form.) will take out a book."

d. **rbuzh**

Cuzhi xyecwi. "She will call her dog."

e. **rbecy**

Cwecyëng xcasonëng. "He will put on his own pants."

f. **rbi**

Cwirēm. “They (an.) will take a seat.”

Part Tyop. Now, change the sentences you wrote for Part Teiby so that they refer to the past.

a. **rbez**

Bleza xnanēn. “I waited for our mother.”

b. **rbuzhya**

Brezhyoo. “You shouted.”

c. **rbe**

Bleyu teiby liebr. “You (form.) took out a book.”

d. **rbuzh**

Breizhi xyecwi. “She called her own dog.”

e. **rbecy**

Blecyëng xcasonëng. “He put on his own pants.”

f. **rbi**

Brirēm. “They (an.) took a seat.”

Tarea Chon xte Lecsyony Tseiny (15). **Bcwa ni ca ni guet cuan Ingles.**

Then, complete each of the sentences by changing the form of the verb so that it makes sense in the new sentences, as in the example.

The new sentences all use one of the following adverbs: **na** “now”, **nai** “yesterday”, **rata zhi** “every day”, or **zhi** “tomorrow”.

Example. **Uas rbuzhya ra mniny.**

i. **Zhi** _____.

ii. **Nai** _____.

iii. **Na** _____.

Answer. “The kids really shout.”

i. **Zhi cuzhya ra mniny.**

ii. **Nai brezhya ra mniny.**

iii. **Na cabuzhya ra mniny.**

a. **Bluyu xchimya e?**

Did you (form.) put my basket in?

- i. **Rata zhi rguyu xchimya e?** “Do you (form.) put my basket in every day?”
 - ii. **Zhi cuyu xchimya e?** “Tomorrow will you (form.) put my basket in?”
 - iii. **Na caguyu xchimya e?** “Are you (form.) putting my basket in now?”
- b. **Breizh Lia Mony!**
Call Monica!
- i. **Zhi cuzhu Lia Mony.** “Tomorrow you will call Monica.”
 - ii. **Na cabuzhu Lia Mony.** “You are calling Monica now.”
 - iii. **Rata zhi rbuzhu Lia Mony.** “You call Monica every day.”
- c. **Cagunya zhia.**
I am scratching my nose.
- i. **Nai blunya zhia.** “Yesterday I scratched my nose.”
 - ii. **Rata zhi rgunya zhia.** “I scratch my nose every day.”
 - iii. **Zhi cunya zhia.** “Tomorrow I will scratch my nose.”
- d. **Cwirëng.**
They will sit down.
- i. **Na cabirëng.** “They are sitting down now.”
 - ii. **Rata zhi rbirëng.** “They sit down every day.”
 - iii. **Nai brirëng.** “Yesterday they sat down.”
- e. **Rgu-ën muly ricy rata zhi.**
We deposit money there every day.
- i. **Zhi cuën muly ricy.** “Tomorrow we will deposit money there.”
 - ii. **Nai bluën muly ricy.** “Yesterday we deposited money there.”
 - iii. **Na cagu-ën muly ricy.** “We are depositing money there now.”

Tarea Tap xte Lecsyony Tseiny (15). Fill in the blanks in the sentences below with the correct form of the verbs given (just as in *Tarea Chon*), using the subjects that follow the blanks. If an English

translation appears in parentheses, you should use the corresponding bound subject pronoun, as in the example.

Example. **rzhuny**

Nai _____ (“he” prox.).

Answer. **Nai bzhunyëng**. “He ran yesterday.”

a. rgyet

- i. **Rata zhi rgyet ra zhyap**. “The girls play every day.”
- ii. **Nai bzuatrëng**. “Yesterday they played.”
- iii. **Na cagyeta**. “I am playing now.”
- iv. **Zhi cyetu e?** “Will you play tomorrow?”

b. rguied

- i. **Zhi quied xnana dyaga**. “Tomorrow my mother will pierce my ears.”
- ii. **Rata zhi rguied mna re dyag zhyap**. “Every day this woman pierces girls’ ears.”
- iii. **Nai bzuadu dyagri**. “Yesterday you pierced their ears.”
- iv. **Na caguied Lia Mony dyag Lia Len**. “Monica is piercing Elena’s ear now.”

c. rgu

- i. **Zhi cu Mazh cuan Bed muly ricy**. “Tomorrow Tomas and Pedro will deposit the money there.”
- ii. **Na cagu Lia Da ra dadich e?** “Is Soledad putting the blankets in now?”
- iii. **Nai bluu muly ricy e?** “Did you deposit the money there yesterday?”
- iv. **Rata zhi rgu ra mna ra zhimy**. “Every day the women put the baskets in.”

d. rguny

- i. **Na caguny becw nini e?** “Is the dog scratching its back leg now?”
- ii. **Rata zhi rguny zhyet dyagni**. “The cat scratches its ear every day.”
- iii. **Nai blunya detsa**. “Yesterday I scratched my back.”

- iv. **Zhi cuny zhyet dyagni e?** “Will the cat scratch its ear tomorrow?”

Tarea Gai xte Lecsyony Tseiny (15)

Part Teiby. Use the following words to make up Zapotec sentences that talk about the past, using a different bound pronoun subject for each one. Use a noun object, if appropriate. Read each sentence out loud. (If you have any doubt about how to pronounce the new verbs, you can check the [Valley Zapotec Verb Charts](#).) Then translate your sentence into English. (This exercise gives you a chance to practice all the “spill” verbs in the Ra Dizh!)

a. **rrica**

Guc bricari? “When did they show up?”

b. **rrech**

Brechi. “It spilled.”

c. **rguied**

Bzuadëb dyag xamiegwa. “She (resp.) pierced my friend’s ears.”

d. **rria**

Briau cuan lai. “You went out with him.”

e. **rxì**

Bxiëm jug xtenëm. “He (an.) spilled his juice.”

f. **rgyet**

Bzuatën cuan zhinyzhyapën. “We played with our daughter.”

g. **rzhi**

Bzhiëng. “It spilled.”

h. **rtech**

Queity btechdya bzya. “I did not spill the beans.”

i. **rra**

Bra muly bduxman. “The money ran out last week.”

j. **rbi**

Briyuad. “You (form. pl.) sat down.”

Part Tyop. Now, take each of the sentences you made in Part Teiby and change it so that it refers to the future.

a. **rrica**

Guc ydicari? “When will they show up?”

b. **rrech**

Yrechi. “It spilled.”

c. **rguied**

Quiedëb dyag xamiegwa. “She (resp.) will pierce my friend’s ears.”

d. **rria**

Queitydyu yriau cuan lai. “You will not go out with him.”

e. **rxix**

Yxiëm jug xtenëm. “He (an.) will spill his juice.”

f. **rgyet**

Cyetën cuan zhinyzhyapën. “We will play with our daughter.”

g. **rzhi**

Yzhiëng. “It will spill.”

h. **rtech**

Queitydya ytecha bzya. “I will not spill the beans.”

i. **rra**

Yra muly xtuxman. “The money will run out next week.”

j. **rbi**

Cwiyuad. “You (form. pl.) will sit down.”

Tarea Xop xte Lecsyony Tseiny (15)

Part Teiby. Bcwa ni ca ni guet cuan Ingles.

a. **Uas caro mniny.**

The child is really growing.

b. **Bruana cabai xte Nach.**

I abandoned Ignacio’s horse.

c. **Bricayuad.**

You (form. pl.) showed up.

d. **Rmudy bdo.**

The medicine was sold.

e. **Briei.**

She left.

Part Tyop. Now make up some new Zapotec sentences using the following verbs and adverbs. What do your sentences mean? (As before, **na** here is “now”.)

a. **rdily – na**

Na cadily becw cuan zhyet. “The dog is fighting with the cat now.”

b. **rdeidy – zhi**

Teidyri lo liny zhi. “They will cross the border tomorrow.”

c. **rdo – nai**

Nai bdo ra xchimya. “Yesterday my baskets were sold.”

d. **rruan – rata zhi**

Rata zhi rruan xamiegwëng laëng. “Every day her friend abandons her.”

e. **rro – nai**

Uas bro gyia bugambily xtena nai. “My bougainvillea grew a lot yesterday.”

f. **rruan – zhi**

Zhi tyuan xchiebëng laëng. “Tomorrow his goat will abandon him.”

g. **rdily – nai**

Nai bdily zhyap cuan bzyani. “Yesterday the girl fought with her brother.”

h. **rdo – zhi**

Zhi to dibuj. “Tomorrow the drawing will be sold.”

i. **rdeidy – rata zhi**

Rdeidyu ricy rata zhi. “You cross there every day.”

j. **rro – na**

Na caro zhinyganën. “Our son is growing now.”

Part Teiby. Make up Zapotec sentences that talk about the future with the following verbs and subjects. Then translate your sentences into English.

- a. verb: **rra**; subject: **bzya**

Yra bzya xtuxman. “The beans will run out next week.”

- b. verb: **rra**; subject: **bzeiny**

Yra bzeiny lo zhia Jwany. “There won’t be any more deer in Juan’s field.”

- c. verb: **rbe**; subject: “they” (prox.)

Cwerēng teiby dibuj. “They will take out a drawing.”

- d. verb: **rbe**; subject: **ra mna**

Cwe ra mna teiby liebr. “The women will take out a book.”

- e. verb: **rreizh**; subject: “you”

Cuzhu xamiegwu zhi. “You will call your friend tomorrow.”

- f. verb: **rreizh**; subject: **mniny**

Cuzh mniny bzyani. “The boy will call his sister.”

- g. verb: **rbecy**; subject: “he” (dist.)

Cwecyi xcason zhinygani. “He will put on his son’s pants.”

- h. verb: **rbecy**; subject: **mes**

Cwecy mes xcasonni. “The teacher will put on his pants.”

- i. verb: **rro**; subject: **gyag**

Uas tyo gyag. “The tree will really grow.”

- j. verb: **rro**; subject: “it” (an.)

Queitydyēm tyodyēm. “It will not grow.”

Part Tyop. Now, make up Zapotec sentences that talk about the past with the following verbs and subjects. Then translate your sentences into English.

- a. verb: **rrech**; subject: **rros**
Brech rros nai. “The rice spilled yesterday.”
- b. verb: **rrech**; subject: “they” (dist.)
Brechri. “They (dist.) spilled.”
- c. verb: **rbe**; subject: “you”
Bleu lapy. “You took out the pencil.”
- d. verb: **rbe**; subject: **Mazh**
Ble Mazh lapy. “Tomas took out the pencil.”
- e. verb: **rria**; subject: “she” (prox.)
Briaëng bduxman. “She (prox.) went out last week.”
- f. verb: **rria**; subject: **zhyap**
Bria zhyap. “The girl went out.”
- g. verb: **rbez**; subject: **turyest**
Blez turyest. “The tourist waited.”
- h. verb: **rbez**; subject: “you” (form.)
Blezyu nai. “You (form.) waited yesterday.”
- i. verb: **rruan**; subject: “we”
Bruanën bzeiny. “We abandoned the deer.”
- j. verb: **rruan**; subject: **doctor**
Bruan doctor ra zhib. “The doctor abandoned the goats.”

Tarea Xon xte Lecsyony Tseiny (15). The following sentences are expressed in one of the two **rrilo** sentence patterns. Rewrite each sentence using the other **rrilo** pattern and translate that new sentence into English.

- a. **Rrilua wbeb Jwany guan.** “I thought that Juan rode the bull.”
Rrilo naa wbeb Jwany guan. “It seemed to me that Juan rode the bull.”
- b. **Rrilo liu binyloëng naa e?** “Does it seem to you that she saw me?”
Rrilo binyloëng naa e? “Do you think that she saw me?”
- c. **Rriloëng yto Lia Mony ra budy gwuar.** “He thinks that Monica will sell the turkeys.”

- Rrilo laëng yto Lia Mony ra budy gwuar.** “It seems to him that Monica will sell the turkeys.”
- d. **Rrilorëng bdeidy Lia Len lo liny.** “They thought that Elena crossed the border.”
- Rrilo larëng bdeidy Lia Len lo liny.** “It seemed to them that Elena crossed the border.”
- f. **Rrilo lai que mes.** “It seems to her that the teacher will cuss.”
- Rrilo que mes.** “She thinks that the teacher will cuss.”
- g. **Rrilo bdich Mazh plum xte doctor e?** “Do you think that Thomas broke the doctor’s pen?”
- Rrilo liu bdich Mazh plum xte doctor e?** “Does it seem to you that Thomas broke the doctor’s pen?”
- h. **Rrilo naa mna yxi serbes.** “It seems to me that the woman will spill the beer.”
- Rrilua mna yxi serbes.** “I think that the woman will spill the beer.”

Tarea Ga xte Lecsyony Tseiny (15). Add a modifying phrase to the nouns in *italics* in the sentences below. Then translate your new sentences into English, as in the example.

Example. Zhyap quied dyaga.

Answer. Zhyap ni rrilo a bria Bed quied dyaga.

“The girl who thinks Pedro left is going to pierce my ears.”

a. **Bri mna.**

Bri mna ni bde ra liebr. “The woman who carried the books sat down.”

b. **Cabez estudian mes.**

Cabez estudian mes ni rseidy lai Dizhsa. “The student is waiting for the teacher who teaches him Zapotec.”

c. **Bzuat ra zhyet.**

Bzuat ra zhyet ni rcas nyis. “The cats who want water played.”

d. **Rguu muly ricy e?**

Rguu muly ni rnizhëb liu ricy e? “Do you deposit the money that she (resp.) gives you there?”

e. **Breizh doctor!**

Breizh doctor ni rdeidy rmudy laëng! “Call the doctor who gave her the medicine!”

f. **Turyest bria.**

Turyest ni blecy xcasoni bria. “The tourist who put on his pants went out.”

g. **Blecy buny cason xte mniny.**

Blecy buny cason xte mniny ni queity runydi comprender. “The man puts on the pants of the boy who doesn’t understand.”

h. **Mna ytyu gyia.**

Mna ni yzhuny ytyu gyia. “The woman who will elope will pick the flower.”

Answer Key for Lecsyony Tseinyabteby (16)

Tarea Teiby xte Lecsyony Tseinyabteby

Part Teiby. Bcwa ni ca ni guet cuan Ingles.

a. Gyicy Dyau Ndua.

“Santiago will return to Oaxaca.”

b. Gyats gyex.

“The avocado will ripen.”

c. Rata zhi rual Lia Chon.

“Asuncion reads every day.”

d. Cayicya.

“I am coming back.”

e. Xi ni gwualyu liebr re?

“Why will you (form.) read this book?”

f. Gyiabi.

“He will fall.”

g. Ydo cabai.

“The horse will get sold.”

Part Tyop. Now change each of the Zapotec sentences in Part Teiby so that it talks about the past. Then translate your new sentences into English.

a. Bicy Dyau Ndua. “Santiago returned to Oaxaca.”

b. Byats gyex. “The avocado ripened.”

c. Nai bual Lia Chon. “Yesterday Asuncion read.”

d. Bicya. “I came back.”

e. Xi ni bualyu liebr re? “Why did you (form.) read this book?”

f. Byiabi. “He fell.”

g. Bdo cabai. “The horse got sold.”

Tarea Tyop xte Lecsyony Tseinyabteby. **Bcwa ni ca ni guet cuan Dizhsa.**

- a. I want to take a bath.

Rcaza gaza.

- b. Will you (form. pl.) return?

Gyicyyuad e?

- c. The horse died.

Guty cabai.

- d. They told the teacher.

Reipyrëng mes.

- e. Did you receive those flowers as a gift?

Guadu ra gyia re e?

- f. Will you ask Elena?

Gueipyloo Lia Len.

- g. Read that paper!

Bual gyets re!

- h. The bull is dying.

Cayaty guan.

- i. The cook wants those peaches to get ripe.

Rcaz cosiner gyats ra durazn re.

- j. She received this petate and that blanket as a gift.

Guadëng da re cuan dadich re.

Tarea Chon xte Lecsyony Tseinyabteby. **Bcwa ni ca ni guet cuan Dizhsa.**

- a. Tell her to wash the dishes!

Gwuats laëng quibyëng plad!

- b. I will ask the doctor to give me medicine.

Gueipya doctor ynizh doctor rmudy naa.

- c. Did they tell Juan to deposit the money there?

Reipyri Jwany cu Jwany muly ricy e?

- d. Tell your cousin to get up!

Gwuats xapryemu chisti xapryemu!

- e. What did you ask Juana to tell the waiter?

Xi reipyu Lia Zhuan gueipy Lia Zhuan meser?

Tarea Tap xte Lecsyony Tseinyabteby. Change the verbs of each of the sentences below into the habitual form. Then translate your new sentences into English.

- a. **Bdas cabai gyizhya.**

Ras cabai gyizhya. “The horse chews the grass.”

- b. **Ydanyën da.**

Rdanyën da. “We sit on the petate.”

- c. **Bdauu moly e?**

Rauu moly e? “Do you eat mole?”

- d. **Bdany Jwany dadich.**

Rany Jwany dadich. “Juan sits on the blanket.”

- e. **Gacwa traj.**

Racwa traj. “I put the suit on.”

- f. **Bdo gas guet.**

Bdo ras guet. “The baby chews the tortilla.”

- g. **Ydauwën ra bdua.**

Rdauwën ra bdua. “We eat the bananas.”

- h. **Gwia serbes.**

Ria serbes. “I drink beer.”

- i. **Bdacwëng cotony e?**

Racwëng cotony e? “Does he put the shirt on?”

- j. **Gyia ra mna cub e?**

Ria ra mna cub e? “Do the women drink teiate?”

Tarea Gai xte Lecsyony Tseinyabteby

Part Teiby. Make up Zapotec sentences that talk about the past using the following verbs and subjects. Then translate your new sentences into English.

- a. **racw (verb); ra mna (subject)**

Bdacw ra mna xcotonyri. “The women put on their shirts.”

b. **rany** (verb); “I” (subject)

Bdanya almwad. “I put my head down on the pillow.”

c. **ras** (verb); **bag** (subject)

Bdas bag gyizhya. “The cow chewed the grass.”

d. **rau** (verb); “we” (subject)

Bdauwën budy cuan moly. “We ate chicken with mole.”

e. **ria** (verb); “we” (subject)

Bdeën nyis. “We drank the water.”

Tarea Xop xte Lecsyony Tseinyabteby. Bcwa ni ca ni guet cuan Dizhsa.

a. Why doesn't the doctor drink beer?

Xi ni queity rquiny doctor serbes?

b. I told the child to eat the tortilla.

Reipya mniny gau mniny guet.

c. Do you (form.) want to eat?

Rcazyu yquinyyu guet e?

d. Did he drink tejate? (referring to a young person)

Gweëm cub e?

e. Did he drink tejate? (referring to a priest)

Bquinyëb cub e?

f. The teacher will drink this coffee.

Yquiny mes cafe re.

g. My mother doesn't want to eat fish.

Queity rcazdi xnana yquiny xnana beld.

h. That cow will not eat the grass.

Bag re queitydi bag re gau gyizhya.

Tarea Gaz xte Lecsyony Tseinyabteby. Make up new Zapotec sentences using the following verbs and **-ne** and the forms and subjects indicated, as in the example. Because the new sentences will include **-ne**, you'll have to add objects to all of them; some

of them will need two objects. Translate your new sentences into English.

Example. **ria** “drinks” (perfective, “you (pl. inf.)”)

Answer. **Gwenead doctor cub e?** “Did you guys drink teiate with the doctor?”

a. **rany** (habitual, “I”)

Ranynia Lia Da dadich. “I sit on the blanket with Soledad.”

b. **rgwe dizh** (perfective, “you”)

Bgweneu mes xtenu dizh e? “Did you speak to your teacher?”

c. **rdeidy** “crosses” (perfective, **bzyanu**)

Bdeidyne bzyanu liu lo liny. “Your brother crossed the border with you.”

d. **rau** (habitual, “we”)

Rdauneēn laēng rata zhi. “We eat with him every day.”

e. **rdica** (irrealis, “he (prox.)”)

Ydicaēng betsēng. “He will appear with his brother.”

f. **rquiny guet** (irrealis, **bxuaz**)

Zhi yquinyne bxuaz guet liu. “The priest will eat with you tomorrow.”

g. **ria** “drinks” (perfective, “you”)

Gweneu Mazh serbes. “You drank beer with Tomas.”

Tarea Xon xte Lecsyony Tseinyabteby. The sentences below use either **cuan** or **-ne** to express the meaning “with”. Change each of the sentences so that it uses the other method of expressing “with”. If the sentence uses **-ne**, change it to use **cuan**; if the sentence uses **cuan** change it to use **-ne**. (Remember that a **-ne** object will come before any other object in the sentence.) Then translate all the sentences into English.

a. **Bicynia Lia Zhuana Ndua.** “I returned to Oaxaca with Juana.”

- Bicya cuan Lia Zhuan Ndua.** “I returned to Oaxaca with Juana.”
- b. **Briane mna xabdoni.** “The woman left with her baby.”
Bria mna cuan xabdoni. “The woman and her baby left.”
- c. **Bily doctor liebr cuan zhinyi.** “The doctor read the book with his child.”
Bilyne doctor zhinyi liebr. “The doctor read the book with his child.”
- d. **Ychunia xnana yu.** “I will move with my mom.”
Ychua yu cuan xnana. “I will move with my mom.”

Tarea Ga xte Lecsyony Tseinyabteby. Change the following “say” sentences so they don’t use a quotation, using a dependent sentence. Then translate your new sentences into English.

- a. **Noo, “Ycweza telebisiony” e?** “Did you say, ‘I will turn off the television?’”
Noo ycwezu telebisiony e? “Did you say you will turn off the television?”
- b. **Na Jwany, “Wbeba guan re.”** “Juan said, ‘I rode that bull.’”
Na Jwany wbebēng guan re. “Juan said he rode that bull.”
- c. **Mnierēng, “Rcazēn ydauwēn moly” e?** “Did they say, ‘We want to eat mole?’”
Mnierēng rcazrēng gaurēng moly e? “Did they say they want to eat mole?”
- d. **Naad, “Bcwanyēn Dyau.”** “You guys said, ‘We woke up Santiago.’”
Naad bcwanyad Dyau. “You guys said you woke up Santiago.”
- e. **Nia, “Rinylua Lia Mony.”** “I said, ‘I take care of Monica.’”
Nia rinylua Lia Mony. “I said I take care of Monica.”

Tarea Tsë xte Lecsyony Tseinyabteby. **Bcwa ni ca ni guet cuan Dizhsa.**

- a. Did she like them?

Biabzacri lai e?

- b. You guys will like my relatives.

Gyiabzac familya laad.

- c. I like my teacher.

Riabzac xmesa naa.

- d. Santiago really likes you (form.).

Uas riabzacyu Dyau.

- e. Señor Jose doesn't want to miss the train.

Queity rcazdi Tiu Wse ysan treiny Tiu Wse.

- f. Those women like me.

Mna re riabzaca.

Answer Key for Lecsyony Tseinyabtyop (17)

Tarea Teiby xte Lecsyony Tseinyabtyop.

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

a. Where are my shoes?

Cuan sabad xtena?

b. Where are you?

Cuanu?

c. Where is that book?

Cuan liebr re?

d. Where are the blankets?

Cuan ra dadich?

e. Where are they?

Cuanri?

f. Where is Silvia?

Cuan Lia Sily?

g. Where is the priest who speaks Zapotec well?

Cuan bxuaz ni rgwezac Dizhsa?

h. Where is she?

Cuaněng?

i. Where am I?

Cuana?

j. Where is the doctor?

Cuan doctor?

k. Where is the Presidente?

Cuan pristen?

Part Tyop. Now, make up answers to the questions you asked in Part Teiby. You can practice these new mini-dialogues with a friend.

a. **Cuan sabad xtena?**

Sabad xtenu nu re. “Your shoes are here.”

b. **Cuanu?**

Nua San Luc. "I am in San Lucas."

c. **Cuan liebr re?**

Liebr re nu ricy. "That book is there."

d. **Cuan ra dadich?**

Ra dadich nu re. "The blankets are there."

e. **Cuanri?**

Nuri San Dyegw. "They are in San Diego."

f. **Cuan Lia Sily?**

Lia Sily nu Bac. "Silvia is in Tlacolula."

g. **Cuan bxuaz ni rgwezac Dizhsa?**

Bxuaz ni rgwezac Dizhsa nu Ydo Santony. "The priest who speaks Zapotec well is in San Antonio Church."

h. **Cuanëng?**

Nuëng Ndua. "She is in Oaxaca."

i. **Cuana?**

Nuu re. "You are here."

j. **Cuan doctor?**

Doctor nu Xgyia. "The doctor is in Teotitlán del Valle."

k. **Cuan pristen?**

Pristen nu yulai. "The Presidente is in the municipio."

Tarea Tyop xte Lecsyony Tseinyabtyop. Bcwa ni ca ni guet cuan Dizhsa.

a. Whose dog is panting?

Tu xyecw cayual?

b. How many of them sang?

Balrëng bily?

c. How much tejate did she drink?

Xi zicydi cub gweëng?

d. How much meat will you grill?

Xi zicydi bel ycyiu?

e. Whose mother is happy?

Tu xnan rcyetlaz?

f. How many dishes did he wash?

Bal plad bdibyi?

g. How much of it got lost?

Xi zicydyi mnyity?

h. Whose cat is she petting?

Tu xyet caganēng?

i. How many dogs do you guys have?

Bal becw rapad?

j. Whose friend did you teach Zapotec to?

Tu xamiegw bseidyu Dizhsa?

Tarea Chon xte Lecsyony Tseinyabtyop. Make up new Zapotec sentences using familiar pronouns and the following Zapotec verbs, and then translate your sentences into English. Use the familiar pronouns as a male Zapotec speaker would, as described above, even if you're female (just to practice the pattern). Remember to use different types of verbs: habitual, irrealis, perfective, and progressive!

a. **rinylo**

Nai binyloazh Lia Sily. "She (fam.) saw Silvia yesterday."

b. **rau**

Rauwazh guet. "He (fam.) eats."

c. **raz**

Gazrazh e? "Will they (fam.) take a bath?"

d. **rbany**

Na cabanyazh. "She (fam.) is waking up now."

e. **rbe fot**

Tu liaz blerazh fot? "Whose house did they (fam.) take a photo of?"

f. **rbi**

Cali cwiazh? "Where will he (fam.) sit?"

g. **rbuzh**

Breizhazh naa. "She (fam.) called me."

h. **rnaz**

Xi ni rnazrazh rata ra guet? “Why do they (fam.) grab all the tortillas?”

i. **rcaz**

Rcazazh teiby becw. “She (fam.) wants a dog.”

j. **rni**

Rniazh, “Riabzacazh naa.” “He (fam.) says, ‘I like her (fam.).’”

Tarea Tap xte Lecsyony Tseinyabtyop. Bcwa ni ca ni guet cuan Ingles.

a. **Rata zhi ria Bac.**

“I go to Tlacolula every day.”

b. **Guc rierëb Califoryën?**

“When do they (resp.) go to California?”

c. **Gaty-gaty riu Meiyy e?**

“Do you go to Mexico often?”

d. **Rcazi chiei Ndua.**

“He wants to go to Oaxaca.”

e. **San Dyegw ryoën.**

“We go to San Diego.”

f. **Na Jwany, “Gaty-gaty rierëng ydo.”**

“Juan said, ‘They go to church often.’”

g. **Edifisy re rieëb.**

“She goes to that building.”

h. **Cali rieuad?**

“Where do you (form.) go?”

i. **Rierëm scwel e?**

“Do they (an.) go to school?”

j. **Na riedad San Luc e?**

“Do you guys go to San Lucas now?”

Tarea Gai xte Lecsyony Tseinyabtyop. Bcwa ni ca ni guet cuan Dizhsa.

a. They (prox.) want to go to Oaxaca City.

Rcazrëng chierëng Ndua.

b. I will go to school tomorrow.

Zhi chaa scwel.

c. Did you go to San Lucas?

Gweu San Luc e?

d. Where will she (dist.) go?

Cali chiei?

e. They (an.) are going to San Diego.

Chierëm San Dyegw.

f. Santiago said you (form. pl.) went to Los Angeles.

Na Dyau gweyuad Los Angl.

g. We often went to California with Jose.

Gaty-gaty byoneën Wse Califoryën. / Gaty-gaty byoën

Califoryën cuan Wse.

h. When did you guys go to Tlacolula?

Guc gwead Bac?

i. Every day the doctor goes to that building.

Edifisy re ria doctor rata zhi.

j. Soledad went to the church with you.

Lia Da gwene liu ydo. / Lia Da gwe ydo cuan liu.

k. Where are you going?

Cali chiu?

l. I will always go to Oaxaca with you.

Syemr chinia liu Ndua. / Syemr chaa Ndua cuan liu.

Tarea Xop xte Lecsyony Tseinyabtyop.

Part Teiby. Bcwa ni ca ni guet cuan Ingles.

a. **Gwaa gugyana becw.**

“I went and fed the dog.”

b. **Tu chidinal Chiecw?**

“Who will Chico go and chase?” OR “Who will go and chase Chico?”

c. **Gutopëng gyia.**

“She went to gather flowers.”

d. **Zhimy xtena gunaz Lia Da.**

“Soledad went and grabbed my basket.”

e. **Chiu chixyeilyu pwert e?**

“Will you go and open the door?”

f. **Byonabën ra pasaport.**

“We went and requested the passports.”

Part Tyop. One sentence in Part Teiby has another meaning because of a reversible verb. Which sentence is it? Give its other meaning in English.

b. **Tu chidinal Chiecw?**

“Who will Chico go and chase?” OR “Who will go and chase Chico?”

Tarea Gaz xte Lecsyony Tseinyabtyop. Bcwa ni ca ni guet cuan Dizhsa.

a. I will go and bathe.

Chitaza. / Chaa chitaza.

b. Did Pedro go and ride that bull?

Gucweb Bed guan ren e? / Gwe Bed gucweb guan ren e?

c. My brother went and put on his pants.

Gundecy (betsa / bzyana) cason xtenëng. / Gwe (betsa / bzyana) gundecy cason xtenëng.

d. Who will go and put on this shirt?

Tu chitacw cotony re? / Tu chia chitacw cotony re?

e. We will go and wait for Santiago.

Chondezën Dyau. / Choën chondezën Dyau.

f. Why did you go and call Juana?

Xi ni guteizhu Lia Zhuan? / Xi ni gweu guteizhu Lia Zhuan?

g. The cow went and chewed on my petate!

Gutas guan da xtena! / Gwe guan gutas da xtena!

h. When will they go and cross the river?

Guc chiteidyreng gueu? / Guc chiereng chiteidyreng gueu?

i. He went and paid Elena.

Gutizhi Lia Len. / Gwei gutizhi Lia Len.

Tarea Xon xte Lecsyony Tseinyabtyop. Bcwa ni ca ni guet cuan Ingles.

a. **Gutyzyhem.**

“It (an.) must have gotten killed.”

b. **Wbanyzhyi betsa.**

“My brother must have woken up.”

c. **Rcazzhyu cart re.**

“You must want this letter.”

d. **Candyanzhyiyuad.**

“You (pl. form.) must be getting hungry.”

e. **Bluzhyi Bed cuan Nach muly ricy.**

“Pedro and Ignacio must have put money there.”

f. **Cadilyzhyireng cuan meser.**

“They must be fighting with the waiter.”

Tarea Ga xte Lecsyony Tseinyabtyop. Practice saying “must” in Zapotec in new sentences with -zhyi according to the following directions. Translate your sentences into English.

Part Teiby. Make up a sentence using **-zhyi** and...

a. a focused noun subject

Pristenzhyi rap teiby plum. “The presidente municipal must have a pen.”

b. the focused subject **naa**

Nazhya bzhunya. “I must have run.”

c. a focused object

Dizhsazhyi cagweeb. “She (resp.) must be speaking Zapotec.”

d. the focused subject **laeng**

Lazhyëng chieëng Califoryën. “He must be going to California.”

- e. another focused free pronoun subject with an andative verb

Lazhyëm gutasëm ra gyia. “It (an.) must have chewed the flowers.”

Part Tyop. Then, change each of the sentences you wrote in Part Teiby so that the verb is the first word in the sentence. Make sure that **-zhyi** winds up in the right place, but remember that if the verb is first, nothing else can be focused, so the translations will change.

- a. **Pristenzhyi rap teiby plum.** “The presidente municipal must have a pen.”

Rapzhyi pristen teiby plum. “The presidente municipal must have a pen.”

- b. **Nazhya bzhunya.** “I must have run.”

Bzhunyzhya. “I must have run.”

- c. **Dizhsazhyi cagweëb.** “She (resp.) must be speaking Zapotec.”

Cagwezhyëb Dizhsa. “She (resp.) must be speaking Zapotec.”

- d. **Lazhyëng chieëng Califoryën.** “He must be going to California.”

Chiezhyëng Califoryën. “He must be going to California.”

- e. **Lazhyëm gutasëm ra gyia.** “It (an.) must have chewed the flowers.”

Gutaszhyëm ra gyia. “It (an.) must have chewed the flowers.”

Tarea Tsë xte Lecsyony Tseinyabtyop.

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa, using the new endings **-ag** and **-i**.

- a. Catalina is reading that book.

Liebri cayual Lia Cat.

- b. Did you go and buy this blanket?

Dadichag gusiu e?

- c. That woman fell.

Mnai byiab.

d. We will go and gather those apples.

Ra mansani chotopën.

e. Will this horse get sold?

Cabaiaġ to e?

f. Señor Panfilo opened that door.

Pwerti bxyeily Tiu Pamyël.

g. That child played with Soledad.

Mninyi bzuatne Lia Da.

h. Play this clarinet!

Clarinetag Bcuzh!

i. Did they buy that teġate?

Cubi bzierëġ e?

Part Tyop. Change each of the sentences in Part Teiby so that the “this” or “that” noun is not focused. Translate your new sentences.

a. **Liebri cayual Lia Cat.** “Catalina is reading that book.”

Cayual Lia Cat liebri. “Catalina is reading that book.”

b. **Dadichag gusiu e?** “Did you go and buy this blanket?”

Gusiu dadichag e? “Did you go and buy this blanket?”

c. **Mnai byiab.** “That woman fell.”

Byiab mnai. “That woman fell.”

d. **Ra mansani chotopën.** “We will go and gather those apples.”

Chotopën ra mansani. “We will go and gather those apples.”

e. **Cabaiaġ to e?** “Will this horse get sold?”

To cabaiaġ e? “Will this horse get sold?”

f. **Pwerti bxyeily Tiu Pamyël.** “Señor Panfilo opened that door.”

Bxyeily Tiu Pamyël pwerti. “Señor Panfilo opened that door.”

g. **Mninyi bzuatne Lia Da.** “That child played with Soledad.”

Bzuatne mninyi Lia Da. “That child played with Soledad.”

h. **Clarinetag bcuzh!** “Play this clarinet!”

Bcuzh clarinetag! “Play this clarinet!”

i. **Cubi bzierëġ e?** “Did they buy that teġate?”

Bzierēng cubi e? “Did they buy that tejate?”

Answer Key for Lecsyony Tseinyabchon (18)

Tarea Teiby xte Lecsyony Tseinyabchon. Bcwa ni ca ni guet cuan Dizhsa.

- a. Are you standing there?

Zuu ren e?

- b. Juana is standing here. (Use a different word for “standing” from the one in sentence a.)

Zugwa Lia Zhuan re.

- c. Where is the teacher sitting?

Cali zub mes?

- d. Why are the babies lying there?

Xi ni natga ra bdo ricy?

- e. Where are the pigs (lying)?

Cali natga ra cuch?

- f. The doctor is sitting there with my father.

Zubgane doctor xtada ricy.

Tarea Tyop xte Lecsyony Tseinyabchon. Bcwa ni ca ni guet cuan Dizhsa. Pay special attention to the choice of locational verb by thinking about the shape or orientation of the subject.

- a. The pots are there.

Natga ra gues re.

- b. Where are the bottles? (Use **cali**.)

Cali zugwa ra botei?

- c. Where is the glass? (Use **cali**.)

Cali zu tas?

- d. Those blankets are there.

Ra dadich re natga ricy.

- e. Your books are here.

Natga xliebru ren.

f. The building is there.

Zu edifisy ricy.

g. Ignacio said, "The basket is here."

Na Nach, "Zhimy zu re."

Tarea Chon xte Lecsyony Tseinyabchon. Practice deciding which locational verbs to use by choosing an appropriate locational verb for each item listed below and making up a Zapotec sentence about it, using **ren**, **re**, or **ricy** for your location phrase. When you are finished, translate your sentences into English.

a. **bchily**

Beb ra bchily ricy. "The knives are there."

b. **da**

Natga dai re e? "Is her petate there?"

c. **bar**

Zugwa bar ren. "The pole is here."

d. **blal**

Zub xablalēb re. "His (resp.) blal is (placed) here."

e. **becw**

Zubga becw ricy. "The dog is sitting there."

f. **mna**

Natga ra mna ren. "The women are lying here."

g. **tas**

Na Dyau, "Zub tas ricy." "Santiago said, 'The cup is (placed) there.'"

h. **botei**

Nu ra botei re. "The bottles are in here."

Tarea Tap xte Lecsyony Tseinyabchon. Change each of the Zapotec sentences below so that it uses a habitual verb. Then translate your new sentence into English.

a. **Seiby foc re.**

- Rzeiby foc re.** “The lightbulb hangs there.”
- b. **Cweb gues re.**
Rbeb gues re. “The pot is here.”
- c. **Blal sub ren.**
Blal rzub ren. “The blal is placed here.”
- d. **Cali chu muly?**
Cali ru muly? “Where is the money?”
- e. **Cayatga becw ricy.**
Ratga becw ricy. “The dog lies there.”
- f. **Mes bzubga re.**
Mes rzugba re. “The teacher sits here.”
- g. **Ra botei zu ricy.**
Ra botei rzu ricy. “The bottles are there.”
- h. **Jwany sundi ren.**
Jwany rzundi ren. “Juan stands there.”

Tarea Gai xte Lecsyony Tseinyabchon. **Bcwa ni ca ni guet cuan Dizhsa.** Then practice reading each of your sentences out loud.

- a. She washed the shirt for you.
Bdibyëng cotony par liu.
- b. They are walking around with her.
Canzari cuan lai.
- c. Are you standing behind them?
Zugoo trasde lari e?
- d. I warmed the coffee for you (form.).
Bchaa cafe par yuad.
- e. I'll carry the books for him.
Quia ra liebr par laëng.

Tarea Xop xte Lecsyony Tseinyabchon. Now that you've learned about prepositions, look again at the following pictures from this lesson and, for each one, answer the question given in Zapotec. Your answer should use a locational verb and a location phrase

containing the noun given in parentheses. Finally, translate your sentence into English, as in the example.

Example. Fot Tyop: **Cuan ra botei? (mes).** **A ra botei lo mes / Ra botei zu lo mes.** “The bottles are on the table.”

a. Fot Chon: **Cuan ra limony? (gyets)**

Lo gyets natga ra limony. “The limes are on the paper.”

b. Fot Tap: **Cuan liebr? (mes)**

A liebr zu lo mes. “The book is on the table.”

c. Fot Gai: **Cuan liebr? (mes)**

Natga liebr lo mes. “The book is on the table.”

d. Fot Xop: **Cuan guetxtily? (bols)**

Lany bols nu guetxtily. “The bread is in the bag.”

e. Fot Gaz: **Cuan ra gyia? (bols)**

Lany bols nu ra gyia. “The flowers are in the bag.”

f. Fot Teiby: **Cuan nguui? (mna)**

Dets mna zugwa nguui. “The man is (standing) behind the woman.”

Tarea Gaz xte Lecsyony Tseinyabchon

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

a. Modesta is sitting behind Catalina.

Dets Lia Cat zubga Lia Desy.

b. Modesta is sitting behind Catalina. (use a different word for “behind”!)

Zub Lia Desy trasde Lia Cat.

c. They are playing in back of the school.

Cagyetrëng dets scwel.

d. We are standing in the store.

Lany dyen zugwaën.

e. Who made the dress for Elena’s mother?

Tu bdieb bistied par xnan Lia Len?

f. The boys looked around in front of the church.

Bgwi ra mniny nez lo ydo.

g. The picture is hanging in the church.

Zeiby dibuj lany ydo.

h. Chico wrote the letter with that pen.

Cuan plum re bcwa Chiecw cart.

i. Who is sitting next to the teacher?

Tu zubga cwe mes?

j. Why is Pedro standing next to those women?

Xi ni zu Bed cwe ra mna re?

k. I will look under the table.

Ni mes ygwia.

l. Three trees are on the very top of the mountain.

Guecy dany zugwa chon gyag.

Part Tyop. For each of your sentences in Part Teiby, change the prepositional object into a pronoun. Be careful to use the correct type of pronoun!

a. Modesta is sitting behind Catalina.

Detsëng zubga Lia Desy.

b. Modesta is sitting behind Catalina. (use a different word for “behind”!)

Zub Lia Desy trasde laëng.

c. They are playing in back of the school.

Cagyetrëng detsi.

d. We are standing in the store.

Lanyi zugwaën.

e. Who made the dress for Elena’s mother?

Tu bdieb bistied par laëb?

f. The boys looked around in front of the church.

Bgwi ra mniny nez loi.

g. The picture is hanging in the church.

Zeiby dibuj lanyëng.

h. Chico wrote the letter with that pen.

Cuani bcwa Chiecw cart.

i. Who is sitting next to the teacher?

Tu zub cweëb?

j. Why is Pedro standing in front of those women?

Xi ni zu Bed lori?

k. I will look under the table.

Nii ygwia.

l. Three trees are on the very top of the mountain.

Guecyi zugwa chon gyag.

Part Chon. Now, translate the following sentences once more, assuming that they end as follows rather than as above.

a. Modesta is sitting behind me.

Detsa zugba Lia Desy.

b. Modesta is sitting behind you.

Zub Lia Desy trasde liu.

e. Who made the dress for you (form.)?

Tu bdieb bistied par yu?

i. Who is sitting beside us?

Tu zub cweën?

j. Why is Pedro standing in front of you guys?

Xi ni zu Bed load?

Tarea Xon xte Lecsyony Tseinyabchon. Read each of the sentences below aloud. **Chiru, bcwa ni ca ni guet cuan Ingles.**

a. **Mnan lo xnanën.**

“We saw our mother.”

b. **Tu su lo Bed?**

“Who will stand in front of Pedro?”

c. **Gundayu lorëng e?**

“Did you (form.) run into them?”

d. **Cagwi Rnest cuan Rony lo blal xte Tiu Pamyël.**

“Ernesto and Jeronimo are looking at Señor Panfilo’s blal.”

e. **Natgaa lo da.**

“I am (lying) on the petate.”

f. **Ysaguelyu ygwiyu lo xliebra.**

“Would you (form.) be so kind as to check out my book?”

g. **Cwecyi lo teiby guan.**

“She will fight a bull.”

h. **Mna lorēm!**

“Take care of them (an.)!”

i. **Mna doctor lo buny ni blan muly xte xtađu.**

“The doctor saw the man who stole your father’s money.”

j. **Bzub liebr re lo mes!**

“Put this book on the table!”

k. **Mnaad lo ydo e?**

“Did you guys see the church?”

k. Guganad lo ydo e?

“Did you guys go and see the church?”

l. **Rata zhi rana loo.**

“I see you every day.”

m. **Xi ni cacwatslo buny lo polisia?**

“Why is the person hiding from the police?”

n. **Bcwa mes cart lua.**

“The teacher wrote a letter to me.”

Tarea Ga xte Lecsyony Tseinyabchon. Bcwa ni ca ni guet cuan Dizhsa.

a. Jeronimo asked permission from his (own) mother.

Ble Rony permisy lo xnanni.

b. I bought three blankets from that woman.

Lo mna re bzia chon dadich.

c. Why are you trying to date that girl?

Xi ni riu mach lo zhyap re?

d. When did he fight the bull?

Guc blecyi lo guan?

e. Write a letter to Petra!

Bcwa cart lo Lia Petr!

f. Every day my brother sticks his tongue out at me.

Rata zhi rbeluzh bzyana lua.

g. When did Santiago borrow that book from her?

Guc bdiny Dyau liebr re loëng?

h. We will hide from them.

Ycwatsloën lori.

i. Who asked Elena for coffee?

Tu mnab cafe lo Lia Len?

j. Who ran into the doctor in front of this building?

Tu gunda lo doctor lo edifisy re?

Tarea Tsë xte Lecsyony Tseinyabchon. Bcwa ni ca ni guet cuan Dizhsa.

a. Who are Elena and Ignacio standing in front of?

Tu lo zugwa Lia Len cuan Nach?

b. Who are you writing that letter to?

Tu lo cacwoo cart re?

c. What did he eat the soup with?

Xi cuan bdaui cald?

d. Who did Pedro see in the church?

Tu lo mna Bed lany ydo?

e. Who is my dog lying next to?

Tu cwe natga xyecwa?

f. Who are they looking at?

Tu lo cagwirëng?

g. Who did you borrow those pots from?

Tu lo bdinyu ra gues re?

h. Who did she buy that present for?

Tu par bziëng rregal re?

i. Who did you buy that blanket from?

Tu lo bziu dadich re?

j. Who did Tomas hide from?

Tu lo bcwatslo Mazh?

k. Who did the doctor insult?

Tu lo bde doctor?

l. Who are you (form.) going to see?

Tu lo ganyu?

Answer Key for Lecsyony Tseinyabtap (19)

Tarea Teiby xte Lecsyony Tseinyabtap.

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

a. That person is Elena's teacher.

Mes xte Lia Len buny re.

b. Is that woman your doctor?

Doctor xtenu mna ren e?

c. Señora Juana is my friend's aunt.

Xbied xamiegwa Lia Zhuan.

d. Are you Chica's brother?

Bzyan Lia Zyec liu e?

e. Are you Chico's brother?

Bets Chiecw liu e?

f. This is my dog.

Xyecwa nde.

g. Thomas is a city person.

Gyizh Mazh.

h. They are old people.

Bangual larëng.

i. Is Monica a Mixe person?

Buny Mizh Lia Mony e?

j. The shepherd is a Zapotec person.

Buny Dizhsa ni rculo zhily.

k. Are you a witch?

Bzhya liu e?

l. Are you (form.) a tailor?

Ni rguieb lady yu e?

m. Who are you (form. pl.)?

Tu yuad?

n. What is this?

Xi nde?

Part Tyop. Give a positive response to each of the following Zapotec questions, using a complete sentence beginning with a “yes”.

a. **Mes xtenu naa e?**

A, mes xtena yu.

b. **Xamiegwa liu e?**

A, xamiegwu naa.

c. **Doctor yuad e?**

A, doctor danoën.

d. **Buny Dizhsa Dad Chiecw e?**

A, Buny Dizhsa Dad Chiecw.

e. **Ra mna ni gucne mniny re laad e?**

A, ra mna ni gucne mniny re danoën.

f. **Bxady nde e?**

A, bxady nde.

g. **Buny Bac betsu e?**

A, buny Bac betsa.

h. **Studian laad e?**

A, studian danoën.

i. **Bxuaz xapryema e?**

A, bxuaz xapryemu.

Tarea Tyop xte Lecsyony Tseinyabtap.

Part Teiby. First, read the following Zapotec sentences out loud.

Chiru bcwa ni ca ni guet cuan Ingles.

a. **Buny Bac Bed.**

“Pedro is a person from Tlacolula.”

b. **Doctor xtenyuad Lia Zhuan.**

“Juana is your (form. pl.) doctor.”

c. **Xamiegwu Mazh.**

“Tomas is your friend.”

d. **Buny Dizhsa laëng.**

“She is a Zapotec person.”

e. **Wnya mna re.**

“That woman is a *curandera*.”

f. **Lasliery xtada.**

“My father is the constable.”

g. **Mes xbieda.**

“My aunt is a teacher.”

h. **Cosiner xamiegw Rnest.**

“Ernesto’s friend is a cook.”

i. **Bets Lieb lai.**

“He is Felipe’s brother.”

j. **Gyizh ni rguieb lady.**

“The tailor is a city person.”

Part Tyop. Make each of the sentences in Part Teiby negative, paying special attention to the placement of **-di**. Translate your new sentences into English.

a. **Buny Bac Bed.**

Ati buny Bacdi Bed. “Pedro is not a person from Tlacolula.”

b. **Doctor xtenyuad Lia Zhuan.**

Ati doctordi xtenyuad Lia Zhuan. “Juana is not your (form. pl.) doctor.”

c. **Xamiegwu Mazh.**

Ati xamiegwdyu Mazh. “Tomas is not your friend.”

d. **Buny Dizhsa laëng.**

Ati buny Dizhsadi laëng. “She is not a Zapotec person.”

e. **Wnya mna re.**

Ati wnyadi mna re. “That woman is not a *curandera*.”

f. **Lasliery xtada.**

Ati laslierydi xtada. “My father is not the constable.”

g. **Mes xbieda.**

Ati mesdi xbieda. “My aunt is not a teacher.”

h. **Cosiner xamiegw Rnest.**

Ati cosinerdi xamiegw Rnest. “Ernesto’s friend is not a cook.”

i. **Bets Lieb lai.**

Ati betsdì Lieb lai. “He is not Felipe’s brother.”

j. **Gyìzh nì rguieb lady.**

Ati gyìzhdi nì rguieb lady. “The tailor is not a city person.”

Part Chon. Change each of the sentences in Part Teiby so that they use the “must” particle **-zhyi**. Translate your new sentences into English.

a. **Buny Bac Bed.**

Buny Baczhyi Bed. “Pedro must be a person from Tlacolula.”

b. **Doctor xtenyuad Lia Zhuan.**

Doctorzhyi xtenyuad Lia Zhuan. “Juana must be your (pl.) doctor.”

c. **Xamiegwu Mazh.**

Xamiegwzhyu Mazh. “Tomas must be your friend.”

d. **Buny Dizhsa laëng.**

Buny Dizhsazhyi laëng. “She must be a Zapotec person.”

e. **Wnya mna re.**

Wnyazhyi mna re. “That woman must be a *curandera*.”

f. **Lasliery xtada.**

Laslieryzhyi xtada. “My father must be the constable.”

g. **Mes xbieda.**

Meszhyi xbieda. “My aunt must be a teacher.”

h. **Cosiner xamiegw Rnest.**

Cosinerzhyi xamiegw Rnest. “Ernesto’s friend must be a cook.”

i. **Bets Lieb lai.**

Betszhyi Lieb lai. “He must be Felipe’s brother.”

j. **Gyìzh nì rguieb lady.**

Gyìzhzhyi nì rguieb lady. “The tailor must be a city person.”

Part Tap. Answer the following questions in Zapotec. If the answer

is negative, give a positive sentence that identifies the picture, as in the example.

Ex. **Manyser nde e?**

Ans. **Yac, ati manyserdi nde. Bdua nde.**

a. **Xyecwu nde e?**

Yac, ati xyecwdya nde. Xpudya nde.

b. **Guan nde e?**

A, guan nde.

c. **Gyag nde e?**

Yac, ati gyagdi nde. Beld nde.

d. **Cabai nde e?**

Yac, ati cabaidi nde. Zhieb nde.

e. **Mansan nde e?**

Yac, ati mansandi nde. Beld nde.

f. **Blal nde e?**

A, blal nde.

g. **Caj nde e?**

Yac, ati cajdi nde. Zhimy nde.

h. **Yu nde e?**

Yac, ati yudi nde. Ydo nde.

Tarea Chon xte Lecsyony Tseinyabtap.

Part Teiby. Make up new identificational sentences in Zapotec **using the following subjects** and **na**.

a. **Nduny**

Nduny na mes xte ra mniny re.

b. **ra buny**

Ra buny na xamiegw Chiecw.

c. **mes xte Mazh**

Ni rculo zhily na mes xte Mazh.

d. **xtada**

Xtada na teiby buny Dizhsa.

e. **bets Lia Zyec**

- Bets Lia Zyec na Jwany.**
- f. **manyser**
Manyser na teiby many.
- g. **meser re**
Meser re na bzyan Lia Desy.
- h. **polisia**
Polisia na xtadmaměng.
- i. **pristen**
Pristen na gyizh.
- j. **nde**
Nde na bsia.

Part Tyop. Take each of the sentences you wrote in Part Teiby and change it to an identificational sentence without “be”, if you can. If it is not an identificational sentence that can be expressed without “be”, than say so.

- a. **Nduny na mes xte ra mniny re.**
Mes xte ra mniny re Nduny.
- b. **Ra buny na xamiegw Chiecw.**
Cannot be expressed without “be”.
- c. **Ni rculo zhily na mes xte Mazh.**
Ni rculo zhily mes xte Mazh.
- d. **Xtada na teiby buny Dizhsa.**
Teiby buny Dizhsa xtada.
- e. **Bets Lia Zyec na Jwany.**
Jwany bets Lia Zyec.
- f. **Manyser na teiby many.**
Teiby many manyser.
- g. **Meser re na bzyan Lia Desy.**
Bzyan Lia Desy meser re.
- h. **Polisia na xtadmaměng.**
Polisia xtadmaměng.
- i. **Pristen na gyizh.**
Gyizh pristen.
- j. **Nde na bsia.**

Bsia nde.

Tarea Tap xte Lecsyony Tseinyabtap.

Part Teiby. Bcwa ni ca ni guet cuan Dizhsa.

- a. We are your (pl.) friends.

Xamiegwad naën.

- b. I am a Zapotec person.

Buny Dizhsa naa.

- c. He (prox.) is a Mixe person.

Laëng naëng buny Mizh.

- d. She (resp.) must be a constable.

Laslieryzhyi naëb.

- e. He (fam.) isn't a priest.

Ati bxuazdi naazh.

- f. Those are bulls.

Guan narëm.

- g. You guys must be Ignacio's brothers.

Betszhyi Nach naad.

- h. He (dist.) isn't my father.

Ati xtaddya nai.

- i. They (resp.) are Leon's teachers.

Mes xte Leony narëb.

- j. They (prox.) are witches.

Larëng narëng bzhyä.

Part Tyop. Sentence (a) in Part Teiby could answer a question like **Laad xamiegwën e?** or **Tu naad?**. For each of your other Zapotec sentences in Part Teiby, create a mini-dialogue by making up an appropriate question. Use some **a-queity** questions and some question word questions. Practice your question-and-answer pairs with another student.

- b. **Buny Dizhsa naa.**

Buny Dizhsa liu e?

- c. **Laëng naëng buny Mizh.**

- Tu na buny Mizh?**
- d. **Laslieryzhyi naëb.**
Xi ni caëb gyag re?
- e. **Ati bxuazdi naazh.**
Bxuaz naazh e?
- f. **Guan narëm.**
Xi na ra many re?
- g. **Betszhyi Nach naad.**
Tu bets naën?
- h. **Ati xtaddya nai.**
Xtadu na pristen e?
- i. **Mes xte Leony narëb.**
Tu narëb?
- j. **Larëng narëng bzhya.**
Tu narëng?

Part Chon. Now convert each of the sentences you wrote in Part Teiby to an identificational sentence without “be”, if possible. If the sentence cannot be expressed without “be”, say so.

- a. **Xamiegwad naën.**
Xamiegwad danoën.
- b. **Buny Dizhsa naa.**
Buny Dizhsa naa.
- c. **Laëng naëng buny Mizh.**
Cannot be expressed without “be”.
- d. **Laslieryzhyi naëb.**
Laslieryzhyi laëb.
- e. **Ati bxuazdi naazh.**
Ati bxuazdi laazh.
- f. **Guan narëm.**
Guan larëm.
- g. **Betszhyi Nach naad.**
Betszhyi Nach laad.
- h. **Ati xtaddya nai.**
Ati xtaddya lai.

i. **Mes xte Leony narëb.**

Mes xte Leony larëb.

j. **Larëng narëng bzhya.**

Cannot be expressed without “be”.

Tarea Gai xte Lecsyony Tseinyabtap.

Part Teiby. Bcwa ni ca ni guet cuan Ingles.

a. **Teiby budy naquëm.**

“It (an.) is a chicken.”

b. **Ati doctordi guc xnana.**

“My mother was not a doctor.”

c. **Cosiner nacu e?**

“Are you a cook?”

d. **Mes rac Lia Zhuan.**

“Juana is becoming a teacher.”

e. **Betsëng gac mardom.**

“His brother will be a mayordomo.”

f. **Bxuaazhyi naquëb.**

“He (resp.) must be a priest.”

g. **Ati xamiegwdya nac meser re.**

“That waitress is not my friend.”

h. **Lia Petr guc mna re.**

“That woman was Petra.”

i. **Chiecw nac pristen.**

“Chico is the presidente municipal.”

j. **Rregal nac ra gyia re.**

“These flowers are a gift.”

Part Tyop. Change the tense of each of the sentences above to make additional sentences, using neutral, irrealis, perfective, or perhaps habitual forms of **rac**. What do your new sentences mean?

a. **Teiby budy naquëm.**

Teiby budy gaquëm. “It (an.) will be a chicken.”

b. **Ati doctordi guc xnana.**

Ati doctordi rac xnana. “My mother doesn’t get to be a doctor.”

c. **Cosiner nacu e?**

Cosiner gacu e? “Will you be a cook?”

d. **Mes rac Lia Zhuan.**

Mes guc Lia Zhuan. “Juana was a teacher.”

e. **Betsëng gac mardom.**

Betsëng nac mardom. “His brother is a mayordomo.”

f. **Bxuaazzhyi naquëb.**

Bxuaazzhyi guquëb. “He must have been a priest.”

g. **Ati xamiegwdya nac meser re.**

Ati xamiegwdya gac meser re. “That waitress won’t be my friend.”

h. **Lia Petr guc mna re.**

Lia Petr nac mna re. “That woman is Petra.”

i. **Chiecw nac pristen.**

Chiecw rac pristen. “Chico becomes presidente municipal.”

j. **Rregal nac ra gyia re.**

Rregal guc ra gyia re. “These flowers were a gift.”

REFERENCE MATERIAL

R-1. Using the Rata Ra Dizh and Index

Each entry in the Rata Ra Dizh contains the Zapotec vocabulary word or phrase (in boldface), the pronunciation guide, all definitions, plus hyperlinked references to the sections of the book where these are introduced or discussed extensively. Lesson references consist of L plus the lesson number. Thus, a reference to Lecsyony Tsëbteby appears as L11. References to supplementary material consist of S plus the number of the item. References to chapters of the story “Blal Xte Tiu Pamyël” appear as BXTP plus the chapter number. Many entries also contain examples and other supplementary material, such as irregular verb forms. Some entries contain cross-references to other entries, preceded by “see”.

Each entry in the Index contains the English definition (in boldface) followed by the Zapotec vocabulary word and its pronunciation guide. Index entries generally do not contain as much information as the Rata Ra Dizh entries, so it’s always a good idea to check the Rata Ra Dizh after you’ve located a word in the Index.

There is a link to each alphabetized section at the beginning of both the Rata Ra Dizh and the Index. To navigate back to this list, click the red up arrow at the bottom of the screen.

Abbreviations

Below is a list of abbreviations used in entries in the Rata Ra Dizh,

with references to the lessons in which these concepts are introduced.

an.	animal pronoun (L11)
and.	andative (L17)
aux.	auxiliary (L23)
dim.	diminutive (L24)
dist.	distal (L7)
e-poss.	essentially possessed (L14)
fam.	familiar (L17)
form.	formal (L9)
hab.	habitual (L5)
imp.	imperative (L6)
inc.	incompletive (L21)
inf.	informal (L8)
irr.	irrealis (L10)
mod.	modifying, modifier (L19)
neut.	neutral (L16)
perf.	perfective (L6)
pl.	plural (L8)
prog.	progressive (L6)
prox.	proximate (L7)
resp.	respectful (L9)
rev.	reverential (L21)
sg.	singular (L8)
sub.	subjunctive (L23)
subj.	subject (L5)
ven.	venitive (L21)

R-2. Rata Ra Dizh: Dizhsa — Ingles

a b c ch d e f g i j l m n o p qu r rr s t ts u w
x y z zh

a

- a** [àaa] yes ([L4](#), [S-6](#), [L7](#)).
- a** [a] already ([L8](#)). See also **a mer**.
- a** [àa] 1. so ([S-14](#)); 2. what about? (used after a noun phrase) ([S-14](#)).
- a** [àaa] ah ([S-14](#)).
- a** [a] 1. (used before focused subjects in locational sentences) ([L18](#));
2. (used before some subjects) (as in **a nax a bzeny** “the chocolate has arrived”) ([S-17](#)). See also **ady a nanu**.
- a bai** [a ba'i] all right (S-26).
- a bgyac** [a bgya'ahc] a long time ago (same as **a wyac**) (S-24).
- a gual** [a gùa'll] is about to (it's time to) (necessity aux. (see [L23](#)), as in **reipya lai a gual guxnazaga** “I told him I was about to get married”, **a gual ynazën camyuny** “it's time for us to catch the bus”) ([BXTTP-3](#), S-28).
- a guc** [a guhc] (followed by a time phrase) 1. for (time phrase) (as in **a guc tsë iaz** “for ten years”) ([BXTTP-2](#)); 2. (time phrase) ago (S-22).
- a guc (time phrase) ni** [a guhc ... nih] (time phrase) ago (as in **a guc chon iaz ni** “three years ago”) ([BXTTP-2](#)).
- a guc xchi** [a guhc x:chih] a long time ago (S-22).
- a guc xchidani** [a guhc x:chihdaà'nih] that's a really long time ago (S-22).

a gucgan [a guhcgaan] finally (as in **a gucgan nu ra mniny re** “the kids are finally living here”) (BXTP-2).

a mer [a meer] almost, about to (followed by irr. sentence, as in **a mer yriaëng gyiedëng cuan ra mniny** “she is about to leave, she’ll come with the kids”) (BXTP-8).

a naa re [a nàa’ rée] / **a naa nua re** [a nàa’ nu’-a’ rée] I’m here (S-3).

a re [a rée] here it is (YY).

a wdeidy [a wdèi’dy] has passed (as in **a wdeidy chon beu** “three months has passed, three months later”) (BXTP-9).

a wyac [a wya’ahc] long ago, a long time ago (same as **a bgyac**) (S-22).

a zicy [a zi’cy] oh yeah?, so what? (S-28).

aazh [àa-ahzh:] he, she; him, her (fam. a-pron.) (L24).

abchon [ahbchòonn] see **galy abchon**.

abenton [abentoon] see **rnab teiby abenton**.

abga [ahbgààa] see **galy abga**.

abgai [ahbgài] see **galy abgai**.

abgaz [ahbgàaz] see **galy abgaz**.

Abrely [Abre’ely] April (S-25).

abtap [ahbtahp] see **galy abtap**.

abteiby [ahbte’ihby] see **galy abteiby**.

abtyop [ahbtyo’p] see **galy abtyop**.

abtsë [ahbtsëê] see **galy abtsë**, **gayon abtsë**, **ta abtsë**, **tyua abtsë**.

abxon [ahbxòon] see **galy abxon**.

abxop [ahbxo’p] see **galy abxop**.

abyony [abyoony] airplane (L17).

adi [aadi] has not yet (followed by subject plus irr. sentence or by irr. sentence, as in **axta na adi ydicaldi xi ni rata ra blali rliu tebloizy** “it has not yet come out (up to now) why all those blals look the same”) (BXTP-7).

ady [aady] not yet (followed by subject noun or bound pronoun and irr. verb, as in **adya ycaa buny** “I’m not married yet, I haven’t gotten married yet”) (S-19).

ady a nanu [aady a nàannùu] as you (inf.) know (BXTP-8).

aeropwert [aeropwe’rt] airport (BXTP-4).

aëb [àa-ëhb] he, she; him, her (resp. a-pron.) (L24).

aēm [a'-ēhmm] he, she, it; him, her, it (an. a-pron.) (L24).
aēng [a'a-ēnng] he, she, it; him, her, it (prox. a-pron.) (L24).
ai [a'ai] he, she, it; him, her, it (dist. a-pron.) (S-26, L24).
ai bsedyā [a'ai' bsèe'dya'] I learned it, I learned that (S-19). See also [rseidy](#).
ainy [àa-ihny] he, she, it; him, her, it (rev. a-pron.) (L24).
Agost [Ago'st] August (S-25).
ajy [a'jy] yes (S-14).
alabar [alabaar] see [runy alabar](#).
almwad [almwaad] pillow (L16).
amer [ameer] soon ([BXTP-3](#)).
amiegw [[amiiegw](#)] friend (L4, [BXTP-1](#), L14).
amista [amistaa] friendship (S-29).
Angl [Anngl] Angel (S-2). See also [Los Angl](#), [West Los Angl](#).
angle [a'nngle'eh] angel (L21).
Aniset [Anise't] Aniseto ([S-2](#)).
Anjalyen [Anjalye'nn] see [Lia Anjalyen](#).
Anjalyend [Anjalye'nnd] see [Lia Anjalyen](#).
antes de [á'nnte'hs deh] before (in time) (L21).
antesta [á'nntehsta'] before ([BXTP-5](#)).
anym [a'anym] heart; soul (poss. with [xten](#)) ([S-15](#)). See also [lasto](#), [laz](#), [corason](#).
apartamen [apartame'enn] apartment ([BXTP-1](#)).
Arasely [Arase'lly] see [Lia Arasely](#).
arazh [aarahzh:] they; them (fam. a-pron.) (L24).
arëb [aarëhb] they; them (resp. a-pron.) (L24).
arēm [aarëhmm] they; them (an. a-pron.) (L24).
arëng [aarëng] they; them (prox. a-pron.) (L24).
ari [aarih] they; them (dist. a-pron.) (L24).
ariny [aarihny] they; them (rev. a-pron.) (L24).
Arnulf [Arnu'ullf] Arnulfo ([S-2](#)).
arre [arre'eh] see [erre](#).
arreglad [arreglad] see [runy arreglad](#).
as [a's] 1. hi, hey ([S-4](#), [L6](#)); 2. (used before an imperative) ([L6](#)).

as [a's] ace (in cards) (YY).

as buas [a's buah's] okay ([S-11](#)).

as nia [a's nniia'] 1. hi there, hey ([S-4](#), [L6](#)); 2. (used before an imperative) ([L6](#)).

asy [a'sy] later (S-22).

asy a byulazyui [a'sy a byu'lààa'zyuu'ih] you'll like it, you'll like them ([S-17](#)).

asy chi [a'sy chih] when (in the future) (S-22).

ati [a'ti] not (negative word used in identificational sentences) (YY, [L19](#)).

ati merbëg [a'ti meerbëg] / **atizh merbëg** [a'tihzh: meerbëg] is not genuine (as in **ati merbëg ra blali** "the blals were not genuine") (BXTP-8).

atizh [a'tihzh:] not (negative word used in identificational sentences) (followed by a noun or noun phrase, not a verb) (BXTP-6, [L19](#)).

atizh merbëg [a'tihzh: meerbëg] see [ati merbëg](#).

aty [a'ty] but (as in **aty nanyu xii...** "but you (form.) know what it is") ([S-17](#)).

autobuas [autobua's] bus ([L10](#)).

axta [a'xta'] 1. until, up to (as in **axta na** "up to now") ([S-16](#), BXTP-6); 2. even (as in **axta ni queity raly re zale gac gobernador** "even someone who wasn't born here can become governor") (L23).

axta na [a'xta' nah] still (L24).

ayudan [ayuda'aann] helper ([L3](#)).

azm [a'zm] asthma ([L19](#)).

b

ba [baa'ah] earlier today ([L4](#), [BXTP-4](#)).

ba rsily [baa'ah rsiilly] earlier this morning ([BXTP-4](#)).

Bac [Ba'ahc] Tlacolula, Tlacolula de Matamoros ([S-7](#), [L17](#)).

badia [badiia] roadrunner ([L2](#), [S-6](#), L24).

bag [baag] cow ([S-6](#), [L7](#)).

baguidy [ba'gui'idy] butterfly ([S-6](#)).

bai [ba'ai] rebozo, shawl ([L14](#)).

Baisy [Bai'sy] see [Lia Baisy](#).

Bal [Ba'll] Valeriano, Vale, Valerian ([S-2](#)).

bal [bàall] / **bald** [bàalld] 1. how many; how much (in arithmetic) ([L11](#), S-19, S-27); 2. if (S-24, L22). § [balizyza](#) [bàallihzyza] “wow, how many”.

bal zicy rniyu zhi zicy gac [bàall zi'cy rnni'i'yuu' zhi' zi'cy ga'c] if you (form.) say so that's how it will be ([S-17](#)).

bald [bàalld] see [bal](#).

Baleryan [Baleryaan] Valeriano, Valerian ([S-2](#)).

balizyza [bàallihzyza] wow, how many (S-19). See also [bal](#).

balna [ballnah] if (contrary to fact) (L23).

baly [baahly] fire, flame ([L4](#)).

baly [baaly] see [xnan baly](#), [zhiny baly](#).

Balyen [Balye'eenn] Valentin, Valentine ([S-2](#)).

bangu'al [banguual] 1. old (of a person) (L24); 2. old person ([L2](#), [S-12](#), L24). See also [xpangu'al](#).

bangu'alte [bangualtèe'] too old (BXTTP-9).

banua [bannùua'] scorpion ([S-6](#), [L5](#)).

bany [ba'nny] bath, shower; bathroom ([L13](#)). See also [rcwa bany](#).

bar [baar] stick; pole ([L7](#)).

baraj [bara'j] playing card (YY).

barga [bargàa'] type of medium-sized grasshopper ([S-6](#)).

Bartol [Bartool] Bartolo, Bart ([S-2](#)).

basquetbol [basque'tbo'll] basketball ([BXTTP-1](#)).

bas [ba's] bus (S-26).

bat [bàa't] skunk ([S-6](#)).

baxat [bax:aa't] toad ([L4](#), [S-6](#)).

bca [bca'ah] crow ([L3](#), [S-6](#), [L11](#)).

bcu [bcùuu'] see [lo bcu](#).

bcwa ni ca ni guet cuan Dizhsa [bcwààa' nih càa ni'ih gue'et cuahnn Di'izhsah] write what follows in Zapotec, translate what follows into Zapotec ([L12](#))

bcwany na [bcwahnny nnaàa] finger (S-15). § e-poss. **xcuna** [x:cuhnnaàa]. See also **na** “hand”.

bcwany ni [bcwahnny ni'ih] toe (S-15). § e-poss. **xcuni** [x:cuhnni'ih]. See also **ni** “foot”.

bchily [bchiilly] / **wchily** [wchiilly] knife (L13).

bda [bdaa] see **runy bda**.

bdacw [bda'ahcw] perf. of **racw**.

bdan [bdàa'n] perf. of **rgan**.

bdany [bdàa'nny] perf. of **rany**.

bdap [bdàa'p] perf. of **rgap**.

bdas [bdahs] perf. of **ras**.

bdau [bda'uh] perf. of **rau**.

bde [bdèe] perf. of **rgue** “cusses”.

bde [bdee] perf. of **rgue** “carries”.

bdeidy [bdèè'idy] perf. of **rdeidy** “crosses”.

bdes no [bde's nnoòo] / **bdesna** [bde'snnaàa] raise your hand (S-8).

See also **na** “hand”.

bdez [bdèe'ez] perf. of **rguez**.

bdi [bdih] ant (S-6).

bdia [bdia] perf. of **rguied**.

bdiby [bdii'by] perf. of **rguiby**.

bdica [bdi'cah] perf. of **rdica**.

bdich [bdii'ch] perf. of **rguich**.

bdieb [bdìeb] perf. of **rguieb**.

bdied [bdied] perf. of **rguied**.

bdily [bdii'lly] / [bdii'illy] perf. of **rguily**.

bdiny [bdii'iny] perf. of **rguiny** “borrows”.

bdix [bdii'x] perf. of **rguix**.

bdixga [bdi'xga'ah] perf. of **rguixga**.

bdixicy [bdixi'ihcy] perf. of **rguixicy**.

bdizh [bdi'ihzh] perf. of **rguizh**.

bdo [bdoo'oh] perf. of **rdo**.

bdo [bdòo] baby (L3, S-6, S-12, L7).

bdua [bdùua] banana (L3, L6).

bdub [bdùùu'b] perf. of **rgub**.

bdubiaz [bdubiihahz] last year ([BXTP-3](#)).

bduxman [bduhxmaan] last week ([BXTP-3](#)). See also **xman**.

be [be'eh] mushroom ([L1](#), [S-13](#)).

be [bèe] see **dizh be Dyoz**.

beb [bèe'b] is (located on a flat, elevated surface) (neut. of **rbeb**) ([S-19](#), [L18](#)).

becw [bèe'cw] / [bèe'ecw] dog ([L2](#), [S-6](#), [L5](#)). § e-poss. **xyecw**.

Bed [Beed] Pedro, Peter ([L2](#), [L5](#), [S-1](#), [S-2](#)).

beich [be'ich] buzzard, vulture ([S-6](#), [L24](#)).

beinte [bé'innyteh] see **beny**.

beiny [bèè'ny] perf. of **runy**.

beinyande [bèinyande'eh] see **zhiny ni beinyande**.

beiny cwen [bèi'ny cwe'enn] like ([BXTTP-4](#)). See also **rlu beiny cwen**.

beinyticwatro [be'innticwá'troh] see **benyticwatr**.

beinytinwebe [be'inntinwéebeh] see **benytinweb**.

beinytisinco [be'inntisín'ncoh] see **benytsiengw**.

beinytisyete [be'inntisyé'teh] see **benytsiyet**.

beinytyocho [be'inntyó'choh] see **benytyoch**.

bel [beèe'l] meat ([L1](#), [L13](#)).

bel [bèèe'll] / **beld** [beèèe'lld] snake ([L1](#), [S-6](#), [L10](#)).

bel [bèe'll] sister (of a female) (e-poss. only) ([L14](#)).

bel [behll] / **beld** [behlld] fish ([L1](#), [S-6](#), [L5](#)).

Bel [Be'll] Abel ([S-2](#)). See also **Lia Bel**.

bel lady [beèe'l lahdý] flesh (e-poss. only) ([S-15](#)). See also **lady** "body".

beld [beèèe'lld] see **bel** "snake".

beld [behlld] see **bel** "fish".

ben [bèen] dregs, grounds (of liquid) ([L4](#)).

bentan [bentaan] window ([BXTTP-5](#), [L23](#)).

Bentuar [Bentuar] see **Lia Bentuar**.

beny [be'enny] / **beinte** [bé'innyteh] twenty (modern word; see [S-20](#) and [S-25](#)) ([S-20](#)).

benyticwatr [be'ennyticwá'tr] / **beinyticwatro** [be'innticwá'troh] twenty-four (modern word; see [S-20](#) and [S-25](#)) ([S-20](#)).

benytidoz [be'ennytidooz] twenty-two (modern word; see S-20 and S-25) (S-20).

benytinweb [be'ennytinweeb] / **beinytinwebe** [be'inntinwéebeh] twenty-nine (modern word; see S-20 and S-25) (S-20).

benytiseiz [be'ennytiseiz] twenty-six (modern word; see S-20 and S-25) (S-20).

benytisiengw [be'ennytisi'enngw] / **beinytisinco** [be'inntisi'nncoh] twenty-five (modern word; see S-20 and S-25) (S-20).

benytisyet [be'ennytisyé't] / **beinytisyete** [be'inntisyé'teh] twenty-seven (modern word; see S-20 and S-25) (S-20).

benytitrez [be'ennytitreez] twenty-three (modern word; see S-20 and S-25) (S-20).

benytyoch [be'ennytyo'ch] / **beinytyocho** [be'inntyó'choh] twenty-eight (modern word; see S-20 and S-25) (S-20).

benytyuan [be'ennytyua'nn] twenty-one (modern word; see S-20 and S-25) (S-20).

Benzy [Be'nnzy] Juvencio ([S-2](#)).

Bery [Beery] Silverio ([S-2](#)).

besgyet [be'sgyeht] squash seed (S-22).

Bet [Be't] Roberto, Robert, Heriberto, Herbert ([S-2](#), [L13](#)). See also [Lia Bet](#).

bets [behts] brother (of a male) (e-poss. only) ([L1](#), [S-1](#), [BXTTP-2](#), [L14](#)).

beu [be'èu] 1. moon ([L21](#)); 2. month ([L2](#), [BXTTP-2](#), S-25).

beu [be'èu] comb ([L24](#)).

beu [be'euh] turtle ([S-6](#)).

beu [be'èu] coyote (animal) ([S-6](#)).

beu [bèu] see [dizh beu](#).

beyu [bèeyuu] see [dizh beyu](#).

bez [be'ez] type of big jackrabbit ([S-6](#)).

bez [bèèè'z] mountain lion ([S-6](#), [L24](#)).

bgaly [bgaaly] how much (referring to money) ([L17](#)).

bgwa [bgwah] see [runy bgwa](#).

bgwuaz [bgwuhahz] son-in-law ([S-18](#)). § e-poss. [xabgwuaz](#) [x:abgwuhahz].

bgyac [bgya'ahc] see [a bgyac](#).

bi [bihih] air ([L2](#)).

bia [bihah] perf. of **ria** “goes home”.

bibliotec [bibliote’c] library ([BXTP-3](#), L24).

bicy [bi’ihcy] perf. of **ricy** “returns”.

Bich [Bi’ch] Junior (nickname) ([S-2](#)). See also **Lia Bich**.

bichi [bi’chi’ih] little (S-22, L22).

bichiizy [bi’chi’-ihzy] only little, just little. (S-22).

Bied [Bied] 1. Señora, Doña (respectful title used before **Lia** and a woman’s first name) ([S-2](#)); 2. Aunt ([S-2](#)).

bied [biied] 1. aunt ([L2](#), [S-2](#), [L14](#)); 2. sister-in-law; stepmother ([S-18](#)); 3. señora, señorita, ma’am (respectful term of address used to someone one does not know) ([S-14](#), [L14](#)). § e-poss. **xbied**. See also **sa bied**.

bied mna [bied mnnààa’] ma’am, señora (respectful term of address used to an older woman) ([S-2](#)).

bied [biè’d] perf. of **ried**.

bieda [bieda’] see **xnan bieda**, **xnan bieda xnan wzana**.

biede [biede’eh] ma’am, señora (respectful term of address used to a woman) ([S-2](#)).

biedne [biè’dnèe] perf. of **riedne**.

bienyën [bie’nyëhnn] irregular “we” subject perf. of **runy**.

bito [biloh] perf. of **rilo** ([BXTP-7](#)).

Bily [Biilly] Porfirio ([S-2](#)).

bily [bi’illy] perf. of **rual**.

biny [biìi’ny] perf. of **ruan**.

binydyag [binydyahg] perf. of **rinydyag**.

binylo [binyloh] perf. of **rinylo**.

birwel [birwe’ll] smallpox (S-23).

bisiclet [bisicle’t] bicycle (L23).

bistied [bistiied] dress ([L11](#)).

bisy [bi’sy] see **runy bisy**.

Bitory [Bi’to’ory] see **Lia Bitory**.

Bity [Bi’ty] see **Lia Bity**.

blac [bla’ac] how much money ([L11](#)).

blal [blàaal] *blal*, precolumbian earthenware figure ([BXTP-1](#), [L13](#)).

blalbag [bla'albag] genuine blal (BXTTP-6).

blali [bla'alih] those blals (precolumbian earthenware figures) (BXTTP-5).

blan [blaàa'n] perf. of **rban** “steals”.

Blanc [Blaa'nnc] see **Lia Blanc**.

ble [blee'eh] perf. of **rbe** “takes (something) out”.

blecy [blèe'cy] perf. of **rbecy**.

blelaz [blèe'lààa'z] perf of **rbelaz**.

blez [blèez] 1. perf. of **rbez**; 2. imp. of **rbez**.

blias [bliàa's] ditch (**L3**).

blidguidy [bli'dgui'ihdy] mosquito (**S-6**, **L21**).

blu [bluu'uh] perf. of **rgu**.

bluchia [blu'chiàa] perf. of **rguchia**.

bluny [bluuunny] perf. of **rguny**.

bo [bòo] charcoal (**L3**).

bolad [bolaad] see **rcwa bolad**.

bolet [bole't] ticket (BXTTP-8).

bolz [bo'oollz] bag (**L6**).

botei [bote'i] bottle (**L18**).

braser [braseer] bracero, “guest” farm worker during the Bracero Program (1942-64) (BXTTP-9).

brau [bra'au] lizard (**S-6**, **L24**).

breizh [bree'ihzh] perf. of **rbuzh**.

brezhya [bre'zhya'ah] perf. of **rbuzhya**.

bri! sit down! [brih!] (**S-3**).

bri [brih] / **wri** [wrih] 1. perf. of **rbi**; 2. perf. of **ri**.

brica [bri'cah] perf. of **rdica**.

brixti [brihx:tih] perf. of **rbixti** (**S-22**).

bro [bròo'oh] big (**BXTTP-3**, **L19**). § mod. **ro**. See also **maru bro**.

bruiny [bruu'iny] tuna, xoconostle (prickly pear cactus fruit) (**S-13**, **L13**).

Bse [Bsee] Jose, Joseph, Joe (**S-2**).

bsedya [bsèe'dya'] see **ai bsedya**.

bsia [bsihah] eagle (**S-6**, **L19**).

bsiny [bsii'iny] broken piece of pottery (BXTTP-7).

bsuaz [bsu'ahz] squirrel ([S-6](#)).
btaisy [bta'ihsy] perf. of [raisy](#).
bto cwa [btò'o'oh cwaa'ah] sold (something) to (someone) (as in **bto Tiu Pamyël xablal Tiu Pamyël cwa museu** “Tio Pánfilo sold his blal to the museum”) ([BXTp-3](#)). > [rto](#).
btub [btùùu'b] maguey leaf ([S-24](#)).
btseny [btsehnny] foam ([L1](#)).
btyep [btye'ep] wasp ([S-6](#)).
btyux [btyùu'ux] tomato ([S-13](#), [L13](#)).
btyux guizh [btyùu'ux gui'ihzh] tomatillo ([S-13](#)).
btsë [btsëh] *tuna* (organ-pipe cactus fruit) ([L3](#), [S-13](#), [L24](#)).
btsya [btsya'ah] louse ([S-6](#)).
bual [bùa'll] perf. of [rual](#).
buald [bùa'lld] perf. of [rual](#).
buarr [bua'rr] donkey ([S-6](#)).
buas [bua'hs] then ([S-14](#)).
budy [bu'uhudy] chicken ([L3](#), [S-6](#), [L7](#)).
budy gwuar [bu'uhdy gwu'uar] turkey ([S-6](#), [L7](#)).
budy ngual [bu'uhdy ngu'ahll] male turkey ([S-6](#), [L7](#)).
bugambily [bugambi'lly] see [gyia bugambily](#).
Bundy [Bu'unndy] Abundio ([S-2](#)).
buny [bùunny] 1. person ([L3](#), [S-6](#), [L5](#)); 2. man ([L5](#)). See also [cwan xte buny duax lo](#), [ni gau buny](#), [ni rac buny zeiny](#), [par gac buny dibertier](#), [rata ra buny](#), [rca buny](#), [tyen gau bunyi](#), [xa rni buny ra dizh](#), [xte buny duax lo](#).
buny Dizhsa [bùunny Dii'zhsah] Zapotec person ([L19](#)).
buny duax lo [bùunny dùa'x loh] powerful person who can give people (especially babies and children) the evil eye ([S-23](#)). See also [cwan xte buny duax lo](#), [xte buny duax lo](#).
buny Mizh [bùunny Mi'i'zh] see [Mizh](#).
buny mna [bùunny mnnààa'] woman ([S-12](#)).
buny nguui [bùunny nguui'] man ([S-12](#)).
bunyi [bùunnyih] see [tyen gau bunyi](#).
buxna [bu'x:nnaàa'] perf. of [ruxna](#).
bwen studian [bween studi'aann] good student ([S-29](#)).

bxady [bx:àady] *chapulin* (edible grasshopper) ([S-6](#), [L6](#)).
bxuaz [bxuuhahz] priest ([L9](#)).
bya [byàa] *nopal* (prickly pear cactus pad) ([L1](#), [S-13](#)).
byala [byàa'lla] irregular “I” subject perf. of [ried](#).
byalnia [byàa'llnià] irregular “I” subject perf. of [riedne](#).
byats [byaàa'ts] perf. of [rats](#).
Byern [Byee'rnn] Friday (S-25).
Byernsan [Bye'rnnsa'ann] Good Friday (S-25).
byiab [byiahb] perf. of [riab](#).
byiu [byiù] flea ([S-6](#)).
byoën [byoo'-ëhnn] irregular “we” subject perf. of [ria](#) “goes”.
byopën [byoo'pëhnn] irregular “we” subject perf. of [ried](#).
byoneën [byoo'nèe-ëhnn] irregular “we” subject perf. of [rine](#).
byopneën [byòò'pnèe-ëhnn] irregular “we” subject perf. of [riedne](#).
byol [byo'ol] century plant flower ([L4](#)).
byuc [byu'c] hawk ([S-6](#)).
byulazyui [byu'lààa'zyuu'ih] see [asy a byulazyui](#).
byuti! [byutii !] come in! ([S-3](#)).
bzeiny [bzèiny] / **bzëiny** [bzëiny] deer ([L3](#), [S-6](#), [L11](#)).
bzicy ni rnudizh ... cuan Dizhsa! [bzi'ihcy nih rnudi'zh ... cuahnn
 Dii'zhsah !] tell what asks in Zapotec!, answer the questions
 in ... in Zapotec! (as in **bzicy ni rnudizh Part Teiby cuan Dizhsa!**
 “answer the questions in Part Teiby in Zapotec!”) (L21).
bzigui [bziguuih] / **bzogui** [bzoguih] black widow spider ([S-6](#), L24).
bzilo [bziloh] eye (e-poss. only) ([L14](#)). See also [gyich bzilo](#).
bziny [bzihny] mouse ([S-6](#)).
bzuad [bzùad] perf. of [rguied](#).
bzuat [bzu'aht] perf. of [rgyet](#).
bzya [bzyààa] beans ([L2](#), [L13](#)).
bzya niu [bzyàa' niu] bean sauce ([S-17](#)).
bzyan [bzyaàa'n] brother (of a female), sister (of a male) (e-poss. only)
 ([L1](#), [BXTTP-1](#), [L14](#)).
bzyan guny [bzyaàa'n giùny] younger brother (of a female), younger
 sister (of a male) (e-poss.) ([BXTTP-1](#)).
Bzyeny [Bzye'enny] Vicente, Vincent ([S-2](#)).

bzhug na [bzhùug nnaàa] fingernail (e-poss. only) ([S-15](#)). See also **na** “hand”.

bzhuën [bzhu’-ëhnn] irregular “we” subject perf. of **ri** “are around”.

bzhug ni [bzhùug ni’ih] toenail (e-poss. only) ([S-15](#)). See also **ni** “foot”.

bzhya [bzh:yàa] witch ([S-12](#), [L19](#)).

C

ca [càa] is located (BXTTP-5). § neut. See **ni ca ni guet**.

ca [càa] how (S-28).

ca [caa’ah] has, is holding (neut. of **rca** “gets”) (YY, L21). § **coo** [coo’-òo] “you have”.

ca [cah] / **cano** [cahnoh] than (L24).

ca chia queity gac [ca chiia que’ihty ga’c] I bet (idiom) (as in **ca chia queity gac, la Raúl Alba na gyizh ni gwe liaz Tiu Pamyël** “I bet Raul Alba was the city person who went to Señor Panfilo’s house”) (BXTTP-7).

ca diny [càa dii’iny] has debt, has debts (as in **caa diny** “I have debts”) (L24). > **ca** “is located”. § neut.

cabai [caba’i] 1. horse ([S-6](#), [L5](#)); 2. queen (in cards) (YY).

cabuzh [cabu’uhuhzh] prog. of **rreizh** “calls”.

cach [ca’ch] horn ([S-15](#)). § e-poss. **xcach**.

cachuch [cachu’ch] baseball cap ([L3](#)).

cad [caad] each (S-26).

cader [cadeer] hip; bottom, rear end ([L14](#)).

Cady [Ca’ady] see **Lia Cady**.

cafe [cafee] coffee ([L2](#), [S-1](#), [L9](#)).

cagwet [cagwe’t] man, buddy, guy, dude (term of address used to a close male friend) ([S-2](#)).

cai [ca’ài] very early in the morning, when it’s still dark (S-25).

cai [ca’i] street (S-26).

caj [ca'j] box ([L8](#)).
cald [ca'ld] soup ([L13](#)).
caldà [calda'ah] prog. of [rga](#) “pours”.
caldà [caldaa'ah] prog. of [rda](#) “breaks”.
caldiby [caldii'by] prog. of [rdiby](#).
caldieby [caldiie'by] prog. of [rdieby](#).
caldub [caldùu'b] prog. of [rdub](#).
caldyan [caldyààa'n] prog. of [rdyan](#).
cali [cali] where ([BXTTP-2](#), [L17](#)). See also [nu cali](#), [nyec cali](#), [queity cali](#).
cali chiu? [cali chiù'?] where are you going? (greeting) ([S-4](#)).
cali chieyu? [cali chieyuu'?] where are you going? (form. greeting) ([S-4](#)).
cali gweu? [cali gwèu'?] where did you go? (greeting) ([S-4](#)).
cali gweyu? [cali gwehyuu'?] where did you go? (form. greeting) ([S-4](#)).
Califoryën [Cali'fóoryënn] California ([S-7](#), [L17](#)).
Calyestr [Calye'estr] Calixto, Callistus ([S-2](#)).
cam [ca'mm] bed (modern style) ([L20](#)).
cambiar [cambiaar] see [rac cambiar](#), [runy cambiar](#).
campan [campa'nn] bell ([L6](#)).
camyuny [cammyuuny] bus; truck; car; van ([L10](#)). See also [terminal xte camyuny](#).
Can [Ca'aann] Alejandro, Alexander ([S-2](#)). See also [Lia Can](#).
can [ca'aa'n] irr. of [rgan](#).
canda [canda'ah] prog. of [rga](#) “pours”.
canda [candaa'ah] prog. of [rda](#) “breaks”.
candiby [candii'by] prog. of [rdiby](#).
candieby [candiie'by] prog. of [rdieby](#).
candub [candùu'b] prog. of [rdub](#).
candyan [candyààa'n] prog. of [rdyan](#).
canel [caneel] cinnamon ([L2](#), [S-1](#)).
cangag [cangahg] around ([BXTTP-5](#), [L17](#)). in [rgwi cangag](#).
caniiny [cannii'-ihny] see [xa caniiny?](#)
cano [canoh] see [ca](#) “than”.
canza [canzah] neut. of [rcanza](#).

cap [càa'p] irr. of [rgap](#).
capi [capii] shrine ([L2](#), [S-1](#)).
car [ca'rr] car; bus; truck ([L10](#)).
carbono [carbóno] see [prweb xte carbono catorce](#).
caria [carìia] does not exist ([L19](#)).
Carien [Ca'riien] Quirino ([S-2](#)).
Carl [Ca'rl] Carlos, Charles ([S-2](#)).
carnad [ca'rnaad] pomegranate ([S-13](#)). See also [gyia carnad](#).
Carseinzy [Carse'einnzy] see [Lia Carseinzy](#).
cart [ca'rt] letter ([L12](#)).
cas [ca's] see [runy cas](#).
cason [casoon] pants ([L15](#)).
castiu [casti'u] see [rac castiu](#), [runy castiu](#).
Cat [Ca't] see [Lia Cat](#).
cataly [cata'ly] how much, how many ([S-17](#), [S-22](#)). See also [don cataly nizhi](#).
cataly ntiu [cata'ly nti'u] how old (BXTTP-7).
cataly zyet [cata'ly zye'eht] how far ([S-22](#)).
catorce [catórsē] see [prweb xte carbono catorce](#).
catorse [cató'rseh] fourteen (modern word; see [S-20](#) and [S-25](#)) ([S-20](#)).
Caty [Ca'ty] Ricardo, Richard ([S-2](#)).
Cau [Ca'u] / [Lia Ca'au] see [Lia Cau](#).
cayienyën [cayie'nyëhnn] irregular “we” subject prog. of [runy](#).
cayuny [cayuhny] prog. of [runy](#).
clarinet [clarine't] clarinet ([L7](#)).
Clary [Claary] see [Lia Clary](#).
clas [cla's] 1. class ([S-17](#), [S-29](#)); 2. type ([S-29](#)).
Claudy [Cla'udy] see [Lia Claudy](#).
Claz [Claaz] see [Lia Claz](#).
clinica [clí'nicah] clinic ([S-23](#)).
Clwaz [Clwaaz] see [Lia Claz](#).
Cob [Coob] Jacobo, Jacob ([S-2](#)).
coch [co'ch] car ([L10](#)).

col [co'oll] line (of people, for instance), queue ([L19](#)). See also [runy col](#).

colory [coloory] see [rcwa colory](#).

comedor [comedoor] café, small informal restaurant ([S-17](#)).

company [compa'anny] see [runy company](#).

comprender [comprendeer] see [runy comprender](#).

computador [computadoor] computer ([L12](#)).

comunicar [comunicaar] see [runy comunicar](#).

coneju [conne'ju] cottontail rabbit ([S-6](#)).

Conswel [Conswe'll] see [Lia Conswel](#).

contest [connte'st] see [runy contest](#).

contod [cohntood] even; including (as in **rata mniny, contod ni raly ady guxna xawzanri** “all children, even the ones who are born when their parents are not yet married”) ([S-29](#)).

coo [coo'-òò] 1. irregular “you” subject perf. of [rca](#) “gets”; 2. irregular “you” subject neut. of [rca](#) “gets”.

copy [co'py] copy (BXTTP-8).

corason [coraso'nn] heart ([S-15](#)). § e-poss. [xcorason](#). See also [anym](#), [lasto](#), [laz](#).

cordor [co'rdoor] see [yu cordor](#).

correu [corre'u] post office ([S-26](#)).

cos [co's] thing ([BXTTP-1](#)).

cosiner [cosineer] cook ([L9](#)).

Cost [Co'st] Constantino ([S-2](#)).

cotony [cotoony] shirt; blouse ([L11](#)).

coyot [coyo't] coyote (a guide who, for a fee (often considerable) escorts an undocumented immigrant across the border) ([L10](#)).

Criest [Cri'est] Christ ([S-15](#)).

Cristyen [Cristye'nn] see [Lia Cristyen](#).

cu [cù'u'uh] irr. of [rgu](#).

cuan [cuahnn] / **quên** [quëhnn] 1. and; with ([L4](#), [L6](#)); 2. in (a language) ([BXTTP-1](#)).

cuan [cu'an] where is, where are ([L17](#)). See also [bzicy ni rnudizh ... cuan Dizhsa](#), [rgwi cuan](#), [riedgwi cuan](#).

cub [cu'uhb] tejate (traditional grain beverage) ([L3](#), [L10](#)); masa

(dough made from ground corn, used for making corn tortillas, tamales, etc.) ([L10](#)).

cub [cu'ùu'b] irr. of **rgub**.

cub [cu'ub] see **gyia cub**.

cubecy [cuhbè'cy] / **cubëcy** [cuhbë'cy] brain (e-poss. only) ([S-15](#)).

cuch [cu'uch] pig ([S-6](#), L24).

cuchia [cu'chìa] irr. of **rguchia**.

cudy [cuùu'dy] thigh (e-poss. only) ([L3](#), [S-15](#)).

cumnier [cumnier] spouse ([S-18](#)). § e-poss. **xcumnier**.

cuny [cùuunny] irr. of **rguny**.

cunyard [cunyaad] brother-in-law, sister-in-law ([S-18](#)). § e-poss. **xcunyard**.

cuzh [cuuzh] 1. irr. of **rbuzh**; 2. irr. of **rreizh** “calls”.

cuzhya [cuzhya'ah] irr. of **rbuzhya**.

cwa [cwaa'ah] perf. of **rca** “gets”.

cwa Dyoz [cwaa'ah Dyooz] perf. of **rca Dyoz**.

cwan [cwààa'n] plant (S-24).

cwan [cwa'aa'n] irr. of **rbun** “steals”.

cwan o [cwàann o] who knows if ([BXTp-1](#)).

cwan xte buny duax lo [cwàaa'n x:tèe' bùunny dùa'x loh] medicinal plant that can be used to treat evil eye sickness (S-23).

cwana [cwàanna] I don't know ([S-17](#)).

cwanru [cwàannru] I don't know (S-26).

cwanza [cwanzàa] perf. of **rcanza**.

cwaren [cware'nn] / **cwarenta** [cware'ntah] forty (modern word; see S-20 and S-25) (S-20).

cwarenta [cware'ntah] see **cwaren**.

cwarentaydoz [cware'ntaydooz] forty-two (modern word; see S-20 and S-25) (S-20).

cwarentayuan [cware'ntayua'nn] forty-one (modern word; see S-20 and S-25) (S-20).

cwart [cwa'rt] a quarter past (in time expressions) (S-25).

cwart par [cwa'rt pah] a quarter to (in time expressions) (S-25).

cwas [cwa'ahs] temple (side of the forehead) (e-poss. only) ([S-15](#)).

cwatr [cwa'tr] / **cwatro** [cwá'troh] four (modern word; see S-20 and S-25) (S-20).

cwatro [cwá'troh] see [cwatr](#).

cwe [cwe'eh] 1. beside; next to; 2. side (of a person, animal, or thing) [note: this meaning is not accepted by all speakers of Valley Zapotec] ([BXTTP-3](#), [L18](#), [L20](#)).

cwe [cwee'eh] irr. of [rbe](#) “takes (something) out”.

cwe xaly [cwe'eh x:a'ahly] next door to (as in **cwe xalyën** “next door to us”) ([BXTTP-3](#)).

cweb [cwèe'b] irr. of [rbeb](#).

cweby [cweeby] mod. of [ncweby](#) ([BXTTP-1](#)). See also [Iaz Cweby](#).

cweey [cwèe'cy] irr. of [rbecy](#).

cwen [cwe'enn] story ([BXTTP-1](#), [L13](#)). See also [rcwa cwen](#).

cwen [cwe'enn] see [rdeidy cwen](#), [rliu beiny cwen](#).

cwerp [cwe'rp] body (S-24).

cwet [cwe't] firecracker ([L13](#)).

cweteix [cwe'tèe'ix] side (of a person or animal's body) (e-poss. only) ([L14](#)).

cwez [cwèez] irr. of [rbez](#).

cweyu [cwe'yuh] beside the house (L21).

cwi [cwii] 1. irr. of [rbi](#); 2. irr. of [ri](#).

Cyen [Cye'enn] Pioquinto ([S-2](#)).

cyet [cye't] irr. of [rgyet](#).

ch

cha [chah] one; a, an (with breadstuffs) ([L6](#)).

chaa mandad [cha'-a' mandaad] I'm going on an errand (response to [cali chiu?](#)) ([S-4](#)).

chaa nezgag [cha'-a' nehzhag] I'm just going around (response to [cali chiu?](#)) ([S-4](#)).

chaizy [chàa'izy] irr. of [raizy](#).

cham [cha'mm] job (L22). See also [runy cham](#).

Chan [Chaan] Feliciano ([L2](#), [S-1](#), [S-2](#), [L15](#)).

chat [cha't] kiss ([L3](#)).

chata iaz [chaata' iihahz] all year long (S-22). See also [iaz](#).

chec [che'c] check (money) (BXTTP-9).

Chel [Che'll] see [Lia Chel](#).

chi [chih] when ([BXTTP-1](#)). See also [asy chi](#).

chia [chiia] irr. of [ria](#) “goes”. See also [ca chia queity gac](#).

chicy [chi'cy] then; at that time; and then ([L12](#)).

chicyru [chi'cyru] then (again) ([BXTTP-4](#)).

Chiecw [Chie'cw] Chico, Frank, Francis, Francisco ([S-2](#), [L11](#)).

chiel [chiel] spouse; husband; wife (e-poss. only) ([BXTTP-2](#), [L14](#)).

chies [chie's] see [ni rcwa chies](#).

chigual [chig'ual] then (same as [chigualdi](#)) (S-26).

chigualdi [chig'ualdi] then (same as [chigual](#)) (S-24).

chile [chille'eh] irr. of [rile](#).

chindilaz [chindi'làa'z] irr. of [rindilaz](#).

chine [chinèe] irr. of [rine](#).

chinzh [chi'iinnzh] bedbug ([L3](#), [S-6](#)).

chirmia [chirmia] traditional flute ([L7](#)).

chiru [chiru] and; but; then (as in [rinydyau ne, chi nua ladi, uas rnalaza San Luc, chiru na ni nua re, rnalaza ladi](#) “you know what, when I’m over there, I miss San Lucas, but now that I’m here, I miss the United States”) ([BXTTP-1](#), [L12](#)).

chiru dac [chiru' dâa'c] but then (as in [bliuwa lai ra cos, chiru dac lai bzucai zeiny](#) “I showed him things, but then he took the job away (from me)”; but (as in [bzeny teiby niny Bac ricy, chiru dac ni bcwaya ricy bai](#) “a guy from Tlacolula arrived, but (it was) one who was really bossy there”) (S-28).

chisti [chi'stù] irr. of [risti](#).

chitech [chite'ch] irr. of [ritech](#).

choën [choo'-ëhnn] irregular “we” subject irr. of [ria](#) “goes”.

Chon [Cho'nn] see [Lia Chon](#).

chon [chòonn] three ([S-5](#), [L8](#)). § **schon** “another three; three more”. See also [tyop chon](#).

chon galy [chòonn gàally] sixty ([S-5](#)). See also [gayon](#).
choneën [choo'nèe-ëhnn] irregular “we” subject irr. of [rine](#).
Chu [Chuu] Jesus, Chuy ([S-2](#)).
chu [chuu] and; but; then (same as [chiru](#)) ([S-26](#)).
chu [chu'uh] irr. of [ru](#) “is (located) inside”. See also [daru chu zhi](#).
chu zhinyri [chu'uh zhii'inyrih] for their children to exist ([S-29](#)).
chuad [chu'-ahd] see [queity xi galarzyadi chuad](#).
chune [chu'uhnèe] irr. of [nune](#).
chuu [chu'-ùu] see [queity xi galarzyadi chuu](#).
Chyel [Chye'll] see [Lia Chyel](#).
Chyoly [Chyoolly] see [Lia Chyoly](#).

d

Da [Daa] see [Lia Da](#).
da [daa'ah] petate (woven mat, used for sitting or sleeping on the ground or floor) ([L4](#), [L16](#)).
da yu [da'ah yuhuh] / **daiyu** [dài' yuhuh] piece of land ([S-22](#), [L23](#)). See also [yu](#) “soil”.
dac [dàa'c] see [chiru dac](#).
Dad [Dad] Señor (respectful title used before a man's first name) ([S-2](#)).
dad [daad] dice ([L2](#), [S-1](#)).
dad [da'ad] 1. father ([L14](#)); 2. father, father-in-law (term of address) ([S-18](#)). See also [xtad chiu](#), [xtad mbaly](#), [xtadmam](#).
dad chiu [da'ad chi'uu] uncle ([S-18](#)). § e-poss. [xtad chiu](#).
Dadbied [Dadbied] blessed, holy (title used before the name of a male saint or holy person) (as in **Dadbied San Luc** “blessed St. Luke”) ([S-19](#), [L21](#)).
dadich [dahdi'ihch] blanket ([L8](#)).
dadmam [da'adma'mm] grandfather ([BXTTP-3](#), [L14](#)).
dai yu [dài' yuhuh] see [da yu](#).

daly [da'ly] see [gyia daly](#).

dam [da'amm] owl ([S-6](#)).

danoën [dannoooh-ëhnn] / **danuën** [dannuuh-ëhnn] us; we ([L4](#), [L9](#)).

§ **danoizyën** [dannooohihzyëhnn] “only us; only we”; **danozhyën** [danno'ozhyëhnn] **danoën** plus **-zhyi**.

danoizyën [dannooohihzyëhnn] only us; only we ([L22](#)).

danozhyën [danno'ozhyëhnn] **danoën** plus **-zhyi** ([L17](#))

danuën [dannuuh-ëhnn] see [danoën](#).

dany [dàany] mountain ([L3](#)).

dany [daany] see [runy dany](#).

daru chu zhi [dàa'ru' chu'uh zh:ih] some day ([BXTTP-2](#)).

de [deheh] dust, powder ([L3](#)). See also [Myercw Zhi De](#).

debolad [dehbolaad] immediately, right away ([S-26](#)).

declarasyony [declarasyoony] declaration ([S-29](#)).

defender [defendeer] see [runy defender](#).

deibynezta [de'ibyne'ehzta] all over the place ([BXTTP-9](#)).

deibyta [de'ibyta] whole; all over (as in **deibta gaxlyu** “all over the world, the whole world”) ([BXTTP-3](#), [S-23](#)).

deizy [de'ihzy] just ([BXTTP-7](#)).

deizyta [dèi'zyta] just, recently ([BXTTP-6](#)).

Del [De'ell] Delfino ([S-2](#)).

Del [Deell] see [Lia Del](#).

delantary [delantaary] apron (covering from the waist down) ([L24](#)).

Delyen [Delye'nn] see [Lia Delyen](#).

demasta [demaasta] too much ([S-29](#)).

deplan [depla'nn] really, completely, just ([BXTTP-2](#)).

deplan zhi [depla'ann zhi] just exactly ([BXTTP-3](#)).

deque [dequeh] that ([S-29](#)).

derech [dereë'ch] 1. right (privilege) ([L4](#), [S-29](#)); 2. right to (followed by irr., as in **derech guxnari** “the right (for them) to marry”) ([S-29](#)).

derech par [dereë'ch pahr] right to (followed by irr., as in **rata buny rap derech par chia buny scwel** “all people have the right to go to school”) ([S-29](#)).

derech par queity [dereë'ch pahr que'ity] right not to (followed by

irr. plus **-di**, as in **derech par queity ybanyzidi** “the right not to live in poverty”) (S-29).

derrepen [derrepe'eenn] quickly ([BXTp-4](#)).

Desy [De'sy] Modesto ([S-2](#)). See also **Lia Desy**.

dets [dehts] 1. back (e-poss. only) ([L14](#)); 2. behind, in back of ([L18](#)).

detsyu [dehtsyu'uh] behind the house (L21).

dibertier [dibertiier] see **par gac buny dibertier**, **rac dibertier**, **runy dibertier**.

diborsyar [diborsyaar] see **rac diborsyar**, **runy diborsyar**.

dibuj [dibu'j] drawing, picture ([L13](#)). See **xi dibuj xten nde?**.

Diegw [Diegw] Diego, James ([S-2](#)).

diez [diiez] ten (modern word; see S-20 and S-25) (S-20).

diesinweb [diesinweeb] / **diesinwebe** [diesinwéebeh] nineteen (modern word; see S-20 and S-25) (S-20).

diesinwebe [diesinwéebeh] see **diesinweb**.

diesiseiz [diesiseiz] sixteen (modern word; see S-20 and S-25) (S-20).

diesisyet [diesisyet] / **diesisyete** [diesisyé'teh] seventeen (modern word; see S-20 and S-25) (S-20).

diesisyete [diesisyé'teh] see **diesisyet**.

diesiyoch [diesiyó'ch] / **diesiyoch** [diesiyó'ch] eighteen (modern word; see S-20 and S-25) (S-20).

diesiyoch [diesiyó'ch] see **diesiyoch**.

digaizy [digaa'-ihzy] free (of charge) (S-29).

dignida [dignidaa] dignity (S-29).

diny [dii'iny] debt (L24). See also **ca diny**.

Disyemr [Disye'mmr] December (S-25).

dizh [dii'zh] word, language ([L2](#), [L5](#)). See also **gal rguily dizh**, **gal rgwe dizh**, **ra dizh**, **rgwe dizh**, **rgwe dizh don**, **rgwe dizh xte**, **xa rni buny ra dizh**.

dizh be Dyoz [dii'zh bèe Dyooz] cheers (response to **dizh beu** or **dizh beyu**) ([S-17](#)).

dizh beu [dii'zh bèu] cheers (toast, when drinking- used to inf.) ([S-17](#)).

dizh beyu [di'zh bèeyuu] cheers (toast, when drinking– used to form.) (S-17).

Dizhsa [Di'zhshah] Zapotec language (L4, L6). See also [buny Dizhsa, bzicy ni rnudizh ... cuan Dizhsa!](#).

Dizhtily [Di'zhhtiily] Spanish language (L6).

doctor [do'ctoer] doctor (L5).

Dolf [Do'ollf] Adolfo, Adolph (S-2).

dolr [do'lr] dollar (L11).

Domyengw [Domye'enngw] Sunday (S-25). See also [Santo Domyengw](#).

Domyengw Rram [Domye'enngw Rra'mm] Palm Sunday (S-25).

Domyengw Xlyen [Domye'enngw X:lye'enn] the Sunday before Ash Wednesday (S-25).

don [do'onn] 1. in order to see (as in **to chigueipyën Rony don xi na Rony** “let’s go see Jeronimo in order to see what Jeronimo says”) (BXTp-5); 2. so (indicates a conclusion the speaker has drawn, as in **don a coo buny e?** “so you are married?”) (S-19, L20); 3. maybe, perhaps (as in **don a nu xi muly ycaën tyen gucneën!** “maybe we’ll get some money because we helped”, **don a zu zhi gyiedne xtađu liu lad re** “maybe someday your father will bring you here”, **don a zale choën unibersida ricy** “maybe we can go to college there”) (BXTp-9). See also [rgwe dizh don](#).

don cataly nizhi [do'onn cata'ly ni'zhih] to see how good (how delicious) it is (S-17).

dop [dò'p] short (L19).

dose [dó'seh] twelve (modern word; see S-20 and S-25) (S-20).

doz [dooz] two (modern word; see S-20 and S-25) (S-20).

dozmilyseiz [doozmi'llyseiz] 2006 (S-25).

du [dù'uu] rope (L20).

dual [du'ahl] sin (L3).

duar [duuar] hard (BXTp-1).

duar zuiny [duuar zuu-ihny] it’s hard (rev. idiom) (L22). > **zu**.

duarta [duarta] fast (as in **duarta bdoi** “it sold fast”) (S-24).

duax [dùa'x] see [buny duax lo](#).

dub [dùub] maguey (S-13).

durazn [dura'azn] peach ([S-13](#), [L13](#)).
duzh [dùu'zh] 1. some, a few, a little (L21); 2. for a while (S-19).
Dyabl [Dya'bl] the Devil (S-24).
dyag [dyahg] ear (e-poss. only) ([L14](#)).
Dyau [Dyàu] Santiago ([L3](#), [S-2](#), [L16](#)).
Dyegw [Dye'gw] see [San Dyegw](#).
dyen [dye'nn] store (BXTTP-5, [L20](#)). See also [teiby ra dyeni](#).
dyen zac [dye'nn za'c] nice store, fancy store (BXTTP-5).
Dyeu [Dye'u] Diego, James ([S-2](#)).
Dyoz [Dyooz] God ([L12](#)). See also [dizh be Dyoz](#), [rca Dyoz](#).

e

e [èee] (used at the end of a question that can be answered with [a](#) “yes” or [queity](#) “no”) ([L4](#), [L7](#)).
edifisy [edifii'sy] building ([L12](#)).
educasyony [educasyoony] education (S-29).
email [ímail] email ([L12](#)).
empanad [empanaad] empanada (type of turnover with a spicy filling) (BXTTP-5).
Ener [Eneer] January (S-25).
enfad [enfaad] see [rac enfad](#).
enfermer [enfermer] nurse (S-23).
entenad [entenad] stepchild ([S-18](#)).
Ernestyen [Ernestye'nn] see [Lia Ernestyen](#).
erre [erre'eh] / **arre** [arre'eh] (an informal term of address that can be used by members of either sex, used to someone the same age as or younger than oneself) ([S-2](#), [S-10](#)).
escojer [escojeer] see [runy escojer](#).
esplicar [esplicaar] see [runy esplicar](#).
estudian [estudi'aann] see [studian](#).
Europ [Euro'p] Europe (BXTTP-8).

ecsibizyony [e'csibisyoony] exhibition (BXTTP-9).

f

fabor [faboor] see [runy fabor](#).

fald [fa'alld] skirt ([L11](#)).

fald [fa'lld] see [runy fald](#).

family [fami'lly] 1. wife ([S-18](#), S-29); 2. family (S-29). § e-poss. [xfamily](#).

fasily [fa'sihlly] easy ([L4](#)).

Febrer [Febreer] February (S-25).

Felisyet [Felisye't] see [Lia Felisyet](#).

Florentyen [Florentye'enn] see [Lia Florentyen](#).

Flory [Floory] Florentino ([S-2](#)). See also [Lia Flory](#).

foc [fo'c] light bulb ([L13](#)).

fot [fo't] photograph, picture ([L5](#)). See also [rbe fot](#), [runy tomar fot](#).

Fransyescw [Fransye'scw] Francisco, Francis ([S-2](#)).

fruat [frua't] fruit ([L20](#)).

fwers [fwe'rs] strong (L23). See also [ru fwers](#).

g

ga [gàaa'] nine ([L2](#), [S-5](#), [L8](#)). § **sga** “another nine; nine more”.

gab [ga'ab] few ([L19](#)).

gac [ga'c] irr. of [rac](#). See also [bal zicy rniyu zhi zicy gac](#), [ca chia queity gac](#), [nyec gac xchi](#), [par gac buny dibertier](#).

gacgan [ga'cgaan] irr. of [racgan](#).

gacne [ga'cnèe] irr. of [racne](#).

gacw [ga'acw] irr. of [racw](#).

gach [gàa'ch] irr. of [rach](#).

gad [gaàa'd] irr. of [rad](#).

gagyei [gagye'i] see **gagyeita**.
gagyeita [gagye'ita] around ([L20](#)).
gai [gà'i] five ([L3](#), [S-5](#), [L8](#)). § **sgai** “another five; five more”.
gaisy [ga'isy] irr. of **raisy**.
gaiyua [gaiyù'ua] hundred (S-22). See also **teiby gaiyua**, **tyop gaiyua**.
gal [gàall] on (a day) ([BXTTP-1](#)).
gal rguily dizh [gahlɫ rguì'lly dii'zh] word search ([L11](#)).
gal rgwe dizh [gahlɫ rgwèè'e' dii'zh] dialogue (S-19).
galanduax lo [gahlɫandù'a'x loh] evil eye sickness (same as **xte buny duax lo**) (S-23).
galardeidy [gahlɫardèè'i'dy] diarrhea (S-23).
galaryal [gahlɫaryàa'll] sickness of having lost one's soul through a serious fright (susto) (S-23).
galarzya [gahlɫarzyàa'ah] worry (S-26). See also **ru galarzya**.
galarzyadi [gahlɫarzyàa'di] see **queity xi galarzyadi chuad**, **queity xi galarzyadi chuu**.
galguizh [gahlɫgui'ihihzh] sickness, illness, disease ([L3](#), S-23).
galryeiny [gahlɫryeihny] 1. brain, mind ([S-15](#)); 2. conscience (S-29). § e-poss. **xcalryeiny** [x:cahlɫryeihny].
galy [gàaly] irr. of **raly**.
galy [gàally] / **galyd** [gàallyd] twenty ([S-5](#)). See also **chon galy**, **tap galy**.
galy abchon [gàally ahbchòonn] twenty-three ([S-5](#)).
galy abga [gàally ahbgàaa'] twenty-nine ([S-5](#)).
galy abgai [gàally ahbgài'] twenty-five ([S-5](#)).
galy abgaz [gàally ahbgàaz] twenty-seven ([S-5](#)).
galy abtap [gàally ahbtahp] twenty-four ([S-5](#)).
galy abteiby [gàally ahbte'ihby] twenty-one ([S-5](#)).
galy abtyop [gàally ahbtyo'p] twenty-two ([S-5](#)).
galy abtsë [gàally ahbtsèè'] thirty ([S-5](#)).
galy abtsë cuan chon [gàally ahbtsèè' cuahnn chòonn] thirty-three ([S-5](#)).
galy abtsë cuan ga [gàally ahbtsèè' cuahnn gàaa'] thirty-nine ([S-5](#)).
galy abtsë cuan gai [gàally ahbtsèè' cuahnn gài'] thirty-five ([S-5](#)).
galy abtsë cuan gaz [gàally ahbtsèè' cuahnn gàaz] thirty-seven ([S-5](#)).

galy abtsë cuan tap [gàally ahbtsêê' cuahnn tahp] thirty-four ([S-5](#)).

galy abtsë cuan teiby [gàally ahbtsêê' cuahnn te'iby] thirty-one ([S-5](#)).

galy abtsë cuan tyop [gàally ahbtsêê' cuahnn tyo'p] thirty-two ([S-5](#)).

galy abtsë cuan xon [gàally ahbtsêê' cuahnn xòon] thirty-eight ([S-5](#)).

galy abtsë cuan xop [gàally ahbtsêê' cuahnn xo'p] thirty-six ([S-5](#)).

galy abxon [gàally ahbxòon] twenty-eight ([S-5](#)).

galy abxop [gàally ahbxo'p] twenty-six ([S-5](#)).

galyd [gàallyd] see [galy](#).

gan [gaan] gain ([L2](#), [S-1](#), [L12](#)). See also [runy gan](#).

gan [gahnn] irr. of [ran](#) “gets tired”.

gan [gàann] irr. of [ran](#) “sees (a situation)”.

ganu [gàannùu] you'll see (not always translated – may be used by speakers to express something like English “well”) ([S-22](#)).

gany [gàa'nny] irr. of [rany](#).

ganyu [gàannyuu] see [lezla ganyu](#).

gap [ga'p] irr. of [rap](#).

garzi [garzìii] guts, intestines ([L3](#), [L14](#)).

gas [ga'as] irr. of [ras](#).

gasolyen [gasolye'nn] gas, gasoline ([L11](#)).

gatga [gàa'tga'ah] irr. of [ratga](#).

gaty [ga'ty] irr. of [raty](#).

gaty-gaty [gahty-gahty] often ([L17](#)).

gau [ga'u] irr. of [rau](#). See also [ni gau buny](#), [tyen gau bunyi](#).

gax [gahx:] near ([S-24](#)). See also [sa gax](#).

gaxlyu [gahxlyuh] world ([L12](#)).

gaxt [ga'axt] see [runy gaxt](#).

gaya [gayàaa] see [gayata](#).

gayata [gayàa'ta] along (a river, for example) ([L20](#)).

gayon [gayòon] sixty ([S-5](#)).

gayon abtsë [gayòon ahbtsêê'] seventy ([S-5](#)).

gaz [gaaz] irr. of [raz](#).

gaz [gàaz] seven ([S-5](#), [L8](#)). § **sgaz** “another seven, seven more”.

gazh [gaazh] irr. of [razh](#).

Glory [Gloory] see [Lia Glory](#).

governador [governadoor] governor ([S-12](#), L23).

Goi [Go'i] Gregorio, Goyo, Gregory, Greg ([S-2](#)).

golpy [go'oollpy] blow, hit ([L3](#)).

grabador [grabadoor] tape recorder ([L7](#)).

gradyol [gradyoo'll] see [gyia gradyol](#).

Grasyel [Grahsye'll] see [Lia Grasyel](#).

gu [gu'uh] perf. of [ru](#) "is (located) inside".

guad [gùàa'd] perf. of [rad](#).

gual [gu'all] see [ual](#).

gual [gùa'll] see [a gual](#).

guan [gùu'ann] bull ([S-6](#), [L6](#)).

guan [gùàa'n] irr. of [ruan](#).

guan [guuhahnn] see [runy guan](#).

guan sebu [gùu'ann sehbuu] zebu (type of ox with a hump) ([S-6](#), [S-14](#)).

guatga [gùa'tga'ah] perf. of [ratga](#).

guazh [gua'ahzh] perf. of [razh](#).

gub [gùùu'b] broom ([L3](#)).

guc [guhç] perf. of [rac](#). See also [a guc](#), [a guc ... ni](#), [a guc xchi](#), [a guc xchidani](#), [que tac zicy guc](#).

guc [gu'ç] / **uc** [u'ç] when ([L10](#)).

gucbe [guhcbèe'] perf. of [racbe](#).

gucchia [guhçchià'] perf. of [racchia](#).

gucgan [guhçgaan] perf. of [racgan](#). See [a gucgan](#).

gucne [guhcnèe] perf. of [racne](#).

Gueb [Gueeb] see [Lia Gueb](#).

guecy [gue'ehcy] / **guëcy** [guë'ëhcy] 1. head (e-poss. only) ([L3](#), [L14](#));
 2. mind (e-poss.) ([S-29](#)); 3. above; on top of, at the very top of ([L18](#));
 4. from (in arithmetic) (as in **Bal na chi rbica gai guecy xon?** "How much is it when five gets taken away from eight?") ([S-27](#)).

guecyu [gue'ehcyu'uh] 1. roof of a house ([L21](#)); 2. on the top of the house, on the roof of the house ([L21](#)).

gueiby [gueèi'by] irr. of [reiby](#).

gueipy [gue'ipy] irr. of [reipy](#).

gueizh [guee'ihzh] pueblo, town, village (S-19, [L20](#)). § e-poss. [lazzh](#) [la'ahzh:]. See also [lo gueizh](#).

guel [guèè'ell] midnight (S-25). § comb. [guè'll].

Guely [Gueelly] Miguel, Michael, Mike ([S-2](#)).

guepy [guèe'py] bellybutton, navel (rare) ([S-15](#)). § poss. [xquepy](#).

guerr [gue'rr] see [rdeidy guerr](#).

gues [guehs] 1. clay pot, earthenware pot ([L8](#)); 2. earthenware pottery item ([BXTTP-3](#)).

guet [gueht] tortilla ([L5](#)). See also [rau guet](#), [rqinyin guet](#).

guet [gue'et] see [ni ca ni guet](#).

guetxtily [guehtx:tiilly] bread; loaf of bread ([L6](#)).

guetxtily nax [guehtx:tiilly nnahx] *pan dulce* (Mexican sweet bread) ([L22](#)).

gueu [guèu] river ([L3](#), [L15](#)).

guez [guehehz] cigarette ([L11](#)).

guëcy [guë'ëhcy] see [gucy](#).

gugan [gugàann] perf. of [rigan](#).

guichgwuazh [gui'chgwu'ùazh] 1. needle (S-23); 2. injection, shot (S-23). See also [rzub guichgwuazh](#) “gets a shot”, [rzub guichgwuazh](#) “gives a shot”.

guidy lady [gui'dy lahdy] skin (e-poss. only) ([S-15](#)). See also [lady](#) “body”.

guieb [guìe'b] 1. metal ([BXTTP-6](#)); 2. object made of metal: gun, bell, machine (as in [runynei zeiny ra guieb ni rgwe dizh xi zicydi nu ra cos ntiu ni nu museu](#) “he works with machines that tell how old the old things in the museum are”) ([BXTTP-6](#)).

guinylo [guinyloh] irr. of [rinylo](#).

guizh [gui'ihzh] see [btyux guizh](#).

gule [gulle'eh] perf. of [rile](#).

guly [gùuly] perf. of [raly](#).

Guly [Gùuully] Gregorio, Goyo, Gregory, Greg ([S-2](#)).

gunaz [gunnàa'az] perf. of [rinaz](#). **YY**

Gunaz Bel [gunnàa'az behll] Go Catch a Fish (“Go Fish” in Zapotec). (**YY**)

gunda lo [gunda' loh] perf. of **rinda lo** ** check PG, add hyperlink

gunde [gundee'eh] perf. of [rinde](#).
gundilaz [gunndi'lààa'z] perf. of [rindilaz](#).
gune [gunèe] perf. of [rine](#).
guny [guuny] irr. of [runy](#).
guny [gùuny] see [bzyan guny](#).
gunydi [guunydi'] see [queity xi gunydi](#).
gup [gùu'p] perf. of [rap](#).
gusan [gusàa'ann] perf. of [risan](#).
gusti [guhstii] perf. of [risti](#).
guty [guhty] perf. of [raty](#).
gux [gu'x:] sibling's spouse's male blood relative, parent's sibling's spouse's male blood relative (term of address) ([S-18](#)).
guxna [gu'x:nnaàa'] irr. of [ruxna](#).
guzh [gùuzh] the day after tomorrow ([BXTTP-4](#), S-25).
guzh wxiny [gùuzh wxi'ihnny] two nights from now (S-25).
gwaa [gwa'-a] irregular "I" subject perf. of [ria](#) "goes".
gwaizy [gwàa'izy] perf. of [raizy](#).
gwaz [gwa'ahz] perf. of [raz](#).
gwe [gweheh] perf. of [ria](#) "goes".
gwe [gwèe'eh] perf. of [ria](#) "drinks".
gwei [gwe'i] fingerprint ([BXTTP-7](#), L24).
gwel [gwe'ell] 1. time (occasion) (as in **tyop gwel** "two times") ([BXTTP-4](#)); 2. times (in multiplication) (S-27). See also [nu gwel](#), [rcwa gwel](#).
gwen [gween] good, nice ([BXTTP-1](#)).
gwenag [gweenahg] fine (response to [xa nuu?](#)) ([S-4](#)).
gwual [gwùa'll] irr. of [rual](#).
gwual [gwu'all] 1. old man (S-26); 2. guy, fellow (S-26).
gwuald [gwùa'lld] irr. of [rual](#).
gwuale [gwu'alle'eh] old man, man, friend (term of address used by a male speaker to a young man or to a male friend of the same age as himself) ([S-2](#)).
gwuar [gwu'uar] see [budy gwuar](#).
gwuats [gwu'ahts] imp. of [reipy](#).
gwuaz [gwùuà'z] perf. of [reiby](#).

gwuch [gwùu'ch] perf. of **rach**.
gyac [gya'ac] irr. of **ryac**.
gyag [gyahg] stick; tree; wood; firewood (**L5**).
gyala [gyàa'lla] irregular "I" subject irr. of **ried**.
gyalnia [gyàa'llnià] irregular "I" subject irr. of **riedne**.
Gyan [Gyaan] see **Lia Gyan**.
Gyan [Gyàan] see **Lia Gyan**.
gyats [gyaàa'ts] irr. of **rats**.
Gyeily [Gye'ehilly] Miguel, Michael, Mike (**L5**, **S-2**).
gyeny [gyehnnny] neck, throat (e-poss. only) (**S-15**).
gyes [gye's] 1. plaster, stucco (**S-23**); 2. cast (on a broken limb) (**S-23**).
gyet wez [gyeht wèè'e'z] *chilacayote* (type of large squash) (**S-13**).
gyets [gyèe'ts] paper; letter, document (**L9**).
gyex [gye'ehx] avocado (**S-13**, **L13**).
gyia [gyià] flower (**L2**, **L8**).
gyia [gyihah] irr. of **ria** "goes home".
gyia [gyii'ah] irr. of **ria** "drinks".
gyia [gyii'ah] market (**L4**, **L20**). See also **lo gyia**.
gyia bugambily [gyia' bugambi'lly] *bougainvillea* (**S-13**).
gyia carnad [gyia' ca'rnaad] pomegranate tree (**S-13**).
gyia cub [gyia cu'ub] marigold (**S-13**).
gyia daly [gyia' da'lly] dahlia (**S-13**).
gyia gradyol [gyia gradyoo'll] gladiola (**S-13**).
gyia jerany [gyia' jera'anny] geranium (**S-13**).
gyia nub [gyia' nuub] *flor de nubes* (type of small white flower) (**S-13**).
gyia panumr [gyia' pannu'ummr] (type of red flower) (**S-13**).
gyia reiny [gyia' re'ehiny] poinsettia (**S-13**).
gyia rros [gyia rro's] rose (**S-13**).
gyia rrueg [gyia' rrueeg] basil flower (**S-13**).
gyia susen [gyia' suseen] *azucena* (type of lily) (**S-13**).
gyiab [gyiaab] irr. of **riab**.
Gyibni [Gyi'bnnii] Quiavini (**S-7**).
gyibtsë [gyibtsëh] organ-pipe cactus (**S-13**).
gyibya [gyibyàa] prickly pear cactus (**S-13**).

gyicy [gyi'cy] irr. of **ricy** “returns”.
gyicyne [gyi'ihcynèe] irr. of **ricyne**.
gyich bzilo [gyihi'ch bziloh] eyelash (e-poss. only) ([S-15](#)). See also **bzilo**.
gyich lag [gyihi'ch lahg] eyebrow (e-poss. only) ([S-15](#)).
gyich zhagyeny [gyihi'ch zh:a'gyehny] mane (e-poss. only) ([S-15](#)).
gyichicy [gyihchi'ihcy] hair ([L14](#)).
gyieb [gyiè'b] see **rcwa gyieb**.
gyied [gyie'd] irr. of **ried**.
gyiedchune [gyie'dchu'uhnèe] irr. of **riedchune**.
gyiedne [gyie'dnèe] irr. of **riedne**.
gyiedni [gyie'dniì] irr. of **riedni**.
gyienyën [gyie'nyëhnn] irregular “we” subject irr. of **runy**.
gyigwan [gyigwàan] mirror ([L23](#)).
gyiluzh [gyi'lùù'zh] pepper tree ([S-13](#)).
Gyimni [Gyi'mnni] Quiavini ([S-7](#)).
gyiny [gyiì'ny] chile ([S-13](#)).
gyinydyag [gyinydyahg] irr. of **rinydyag**.
gyiwi [gyiwii] guava tree ([S-13](#)).
gyixeiny [gyix:e'ehiny] *higaditos* (Oaxacan dish made with eggs, vegetables, and meat) ([S-17](#), [L23](#)).
gyizh [gyi'izh] city person ([L3](#), [L9](#)).
gyizhily [gyizhi'iilly] chair ([L8](#)).
gyo [gyo'oh] let's (followed by irr., as in **gyo ydeën** “let's drink”) (YY, [S-17](#)).
gyo subgaën [gyo'oh subga'ëhnn] let's sit down ([S-17](#)).
gyopën [gyoo'pëhnn] irregular “we” subject irr. of **ried**.
gyopneën [gyò'o'pnèe-ëhnn] irregular “we” subject irr. of **riedne**.
Gyol [Gyo'oll] see **Lia Gyol**.
gyonta [gyòonnta] see **ygyonta**.

i

- Iarm** [T'armm] see [Lia Iarm](#).
- iaz** [iihahz] year ([BXTp-2](#), S-25). See also [chata iaz](#), [tubiaz](#).
- Iaz Cweby** [iihahz cweeby] New Year's, New Year's Day (Jan. 1) (S-25).
- ilyda** [ilydaa'ah] irr. of [rda](#) “breaks”.
- ildats** [ildàa'ts] irr. of [rdats](#).
- ilyduax** [ilydu'ahx] irr. of [rduax](#).
- imbertier** [imbertiier] see [runy imbertier muly lo](#).
- importan** [importa'ann] important (S-29).
- induax** [indu'ahx] irr. of [rduax](#).
- indyeny** [idyehnnny] irr. of [rdyeny](#).
- Ingles** [Ingle's] English language ([L4](#), [L6](#)).
- internasyonal** [interna'syona'll] international ([BXTp-8](#)).
- inyda** [inydaa'ah] irr. of [rda](#) “breaks”.
- istory** [istoory] history (S-19).
- izyla** [ihzylàaa'] fine (response to [xa nuu?](#)) ([S-4](#)).
- izylaza** [ihzylàa'za'] fine, great ([BXTp-1](#)).

j

- Jarard** [Jera'rd] Gerardo, Gerard ([S-2](#)).
- Jeiny** [Jeeiny] Eugenio, Eugene ([S-2](#)).
- jerany** [jera'anny] see [gyia jerany](#).
- jiquëm** [j'iquëmm] jicama ([L4](#)).
- jodied** [jodiied] terrible (S-26). § comb. [jodied].
- Jorj** [Jo'orj] Jorge, George ([S-2](#)).
- joz** [jo'oz] well, good, fine ([S-14](#), [BXTp-8](#)).
- Juast** [Ju'ast] Justo, Augusto, Augustus ([S-2](#)).
- Jub** [Juub] see [Lia Jub](#).
- jug** [juug] juice ([L2](#), [S-1](#), [L9](#)).

juguet [jugue't] toy ([L8](#)).

July [Juully] see [Lia July](#).

July [Ju'lly] July (S-25).

Juny [Juu'nny] June (S-25).

Jwany [Jwaany] Juan, John ([L2](#), [L6](#), [S-2](#)).

Jwanydyau [Jwanydya'au] Juan Diego, John James ([S-14](#), [S-2](#)).

Jweby [Jweeby] Thursday (S-25).

Jweby Tyua Wbwizh [Jweeby Tyùà' Wbwi'ihzh] Ascension Day (S-25).

Jwebysan [Jwebysa'ann] Holy Thursday, Maundy Thursday (S-25).

jwer [jweer] outside (BXTTP-5).

jwers [jwe'rs] see [per jwers](#).

jwes [jwe's] judge (BXTTP-8). See also [ria lo jwes](#).

1

la [lah] name (e-poss. only) ([L3](#), [BXTTP-1](#), [L14](#)).

la [lah] (used before borrowed street names) (S-26).

la [laa] is named ([BXTTP-1](#), L22).

la [lää] (added at the end of some questions; makes them seem more polite) (as in **xi naëb la?** “what did she say?”) (YY, [S-17](#)).

la [lää] (used before some focused noun phrases, as in **la Raúl Alba na gyizh ni gwe liaz Tiu Pamyël** “Raul Alba was the city person who went to Señor Panfilo's house”) (BXTTP-7).

laad [lää'-ahd] you, you guys (inf. pl.) ([L9](#)). § [laizyad](#) [lää'ihzyahd] “only you guys”; **lazhyad** [lää'zhyahd] **laad** plus **-zhyi** (L17).

laazh [lää'zh:] him, her; he, she (fam.) (used differently by men and women; primarily used by male speakers) ([L17](#)). § [laizyazh](#) [lää'ihzyahzh:] “only him, etc.; only he, etc.”; **lazhyazh** [lää'zhyahzh] **laazh** plus **-zhyi** (L17).

lad [laad] see [ladi](#), [steby lad](#), [steby lad lany dyeni](#).

lad [lääd] between (non-living things) ([L20](#)).

lad re [làad rée] this side (of the border), i.e., the United States (to someone in the US) or Mexico (to someone in Mexico) ([BXTTP-1](#)).

ladcai [ladca'i] street ([BXTTP-5](#)).

ladi [laadih] 1. over there ([L10](#)); 2. Mexico (when used in the United States) ([L10](#)); 3. the United States (when used in Mexico) ([L10](#)).

lady [lahdy] clothes ([L14](#)). § e-poss. [xab](#) [x:ahb]. See also [ni rguieb lady](#).

lady [lahdy] body (e-poss. only) ([S-15](#)). See also [bel lady](#), [guidy lady](#).

laëb [làa'-ëhb] he, she; him, her (resp.) ([L9](#)). § [laizyëb](#) [làa'ihzyëhb] “only he, etc.; only him, etc.”; [lazhyëb](#) [làa'zhyëhb] **laëb** plus **-zhyi** ([L17](#)).

laëm [làa'-ëhmm] he, she, it; him, her, it (an.) ([L11](#)). § [laizyëm](#) [làa'ihzyëhmm] “only he, etc.; only him, etc.”; [lazhyëm](#) [làa'zhyëhmm] **laëm** plus **-zhyi** ([L17](#)).

laëng [la'a-ëng] he, she, it; him, her, it (prox.) ([L7](#)). § [laizyëng](#) [la'aihzyëng] “only he, etc.; only him, etc.”; [lazhyëng](#) [làa'zhyëng] **laëng** plus **-zhyi** ([L17](#)).

lag [làa'g] 1. same (as in **lag numëri lag ni ynazu** “that same number is the same one you'll take”); the same (as in **lag buny ni bteidy danoën a bzhielën** “we have found the same person who took us across (before)”) ([S-26](#)); 2. self ([L23](#)).

lag [lahg] see [gyich lag](#).

lagza [làa'gza] too (used at the beginning of the sentence) ([BXTTP-1](#)).

lai [la'ai] he, she, it; him, her, it (dist.) ([L7](#)). § [laizyi](#) [la'aihzyi] “only he, etc.; only him, etc.”; [lazhyi](#) [làa'zhyih] **lai** plus **-zhyi** ([L17](#)).

lai [la'aih] tooth (e-poss. only) ([S-15](#)).

lai [lài] 1. in the middle of, in the midst of; 2. between (living things) ([L20](#)).

lainde [la'indèe] central courtyard, patio ([S-22](#), [L24](#)).

lainy [làa'-ihny] he, she, it; him, her (rev.) ([L21](#)). § [laizyiny](#) [làa'ihzyihny] “only he, etc.; only him, etc.”

laizyad [làa'ihzyahd] only you (inf. pl.), only you guys ([L22](#)).

laizyazh [làa'ihzyahzh:] only him, her; only he, she (fam.) ([L22](#)).

laizyëb [làa'ihzyëhb] only he, she; only him, her (resp.) ([L22](#)).

laizyëm [làa'ihzyëhmm] only he, she, it; only him, her, it (an.) ([L22](#)).

laizyëng [la'aihzyëng] only he, she, it; only him, her, it (prox.) (L22).
laizyi [la'aihzyi] only he, she it; only him, her, it (dist.) (L22).
laizyiny [làa'ihzyihny] only he, she, it; only him, her, it (rev.) (L22).
laizyrazh [làa'ihzyrahzh:] only them; only they (fam.) (L22).
laizyrëb [làa'ihzyrëhb] only they; only them (resp.) (L22).
laizyrëm [làa'ihzyrëhmm] only them; only they (an.) (L22).
laizyrëng [làa'ihzyrëng] only they; only them (prox.) (L22).
laizyri [làa'ihzyrih] only they; only them (dist.) (L22).
laizyriny [làa'ihzyrihny] only they; only them (rev.) (L22).
laizhi [laizh:ih] noon, midday (S-25).
lala [làa'la'] (used before some subject topics) (S-26).
lam [la'mm] boss (L22).
Lang [La'nng] see [Lia Lang](#).
lani [lahnih] see [loni](#).
lany [làa'any] 1. stomach (e-poss. only) (L14); 2. in (BXTp-1, L18); 3. into (L18). See also [ryet lany](#), [ryuti lany](#), [steby lad lany dyeni](#).
lanyu [làa'nyu'uh] in the house (L21).
lapy [la'py] pencil (L6).
larazh [làa'rahzh:] them; they (fam.) (used differently by men and women; primarily used by male speakers) (L17). § [laizyrazh](#) [làa'ihzyrahzh:] “only them; only they”; [lazhyirazh](#) [làa'zhyi'rahzh] **larazh** plus **-zhyi** (L17).
larëb [làa'rëhb] they; them (resp.) (L9). § [laizyrëb](#) [làa'ihzyrëhb] “only they; only them”; [lazhyirëb](#) [làa'zhyi'rëhb] **larëb** plus **-zhyi** (L17).
larëm [làa'rëhmm] them; they (an.) (L11). § [laizyrëm](#) [làa'ihzyrëhmm] “only them; only they”; [lazhyirëm](#) [làa'zhyi'rëhmm] **larëm** plus **-zhyi** (L17).
larëng [làa'rëng] they; them (prox.) (L9). § [laizyrëng](#) [làa'ihzyrëng] “only they; only them”; [lazhyirëng](#) [làa'zhyi'rëng] **larëng** plus **-zhyi** (L17).
lari [làa'rih] they; them (dist.) (L9). § [laizyri](#) [làa'ihzyrih] “only they; only them”; [lazhyiri](#) [làa'zhyi'rih] **lari** plus **-zhyi** (L17).
lariny [làa'rihny] they; them (rev.) (L21). § [laizyriny](#) [làa'ihzyrihny] “only they; only them”.
lasliery [lasliery] constable (L19).

lasto [lastòo'] heart (e-poss. only) ([S-15](#)). See also [anym](#), [corason](#), [laz](#).

lasto quizh [lastòo' quìzh] lung (e-poss. only) ([S-15](#)).

lat [la't] can ([L8](#)).

latizy [la'tihzy] for the moment (S-26).

laty [lahty] where, the place where ([BXTp-2](#)).

lauan [lah-ua'nn] one o'clock (S-25).

Lauryan [Lauryaan] Laureano, Lauro, Larry ([S-2](#)).

laz [làaa'z] heart (e-poss. only) ([S-15](#)). See also [anym](#), [corason](#), [lasto](#).

lazatayudad [lazàa'ta'yùad] gentlemen; ladies and gentlemen; ladies (respectful, formal term of address) ([S-2](#)).

Lazr [La'zr] Lazaro, Lazarus ([S-2](#)).

Lazh [La'azh] (man's nickname) ([S-2](#)).

lazh [la'ahzh] pueblo (e-poss. of [lo gueizh](#)).

lazhyad [làa'zhyahd] **laad** plus **-zhyi** (L17).

lazhyazh [làa'zhyahzh] **laazh** plus **-zhyi** (L17).

lazhyêb [làa'zhyëhb] **laëb** plus **-zhyi** (L17).

lazhyëm [làa'zhyëhmm] **laëm** plus **-zhyi** (L17).

lazhyëng [làa'zhyëng] **laëng** plus **-zhyi** (L17).

lazhyi [làa'zhyih] **lai** plus **-zhyi** (L17).

lazhyirazh [làa'zhyi'rahzh] **larazh** plus **-zhyi** (L17).

lazhyirëb [làa'zhyi'rëhb] **larëb** plus **-zhyi** (L17).

lazhyirëm [làa'zhyi'rëhmm] **larëm** plus **-zhyi** (L17).

lazhyirëng [làa'zhyi'rëng] **larëng** plus **-zhyi** (L17).

lazhyiri [làa'zhyi'rih] **lari** plus **-zhyi** (L17).

lazhyiyu [làa'zhyi'yu'uu'] **yu** plus **-zhyi** (L17).

lazhyiyudad [làa'zhyi'yùad] **yudad** plus **-zhyi** (L17).

lda [ldaa'ah] irr. of [rda](#) "breaks".

lduax [ldu'ahx] irr. of [rduax](#).

ldi [ldii] right (as in **ni ldia** "my right foot") ([S-15](#)).

Leanr [Lea'nnr] see [Lia Leanr](#).

lecsyony [lecsyoony] lesson ([L5](#)).

lechu [lechu] lettuce ([L2](#), [S-1](#)).

lei [le'i] law (S-29).

Lejandrien [Lejandriien] see [Lia Lejandrien](#).

Len [Leen] see [Lia Len](#).

Lenzh [Le'hnhzh] see [Lia Lenzh](#).

Leony [Leoony] Leon, Leo ([L2](#), [S-2](#), [L9](#)).

Lepy [Le'py] Lupe ([S-2](#)). See also [Lia Lepy](#).

letr [le'tr] letter (of the alphabet) (BXTTP-5).

lez [lèez] imp. of [rbez](#).

lezla ganyu [lèezlàa' gàannyuu] wait! (to form.) ([S-14](#)).

lia [lia] girl ([S-2](#), [S-12](#)).

Lia [Lia] Miss, Señorita (woman's title, used before a personal name) ([L4](#), [S-2](#)).

Lia Anjalyen [Lia Anjalye'nn] / **Lia Anjalyend** [Lia Anjalye'nnd] Angelina ([S-2](#)).

Lia Arasely [Lia Arase'lly] Araceli, Aracely ([S-2](#)).

Lia Baisy [Lia Bai'sy] Bonifacia ([S-2](#)).

Lia Bany [Lia Lia Ba'nny] Epifania ([S-2](#)).

Lia Bel [Lia Be'll] Avelina, Vela ([S-2](#)).

Lia Bentuar [Lia Bentuuar] Ventura ([S-2](#)).

Lia Bet [Lia Be't] Beta ([S-2](#)).

Lia Bich [Lia Bi'ch] (nickname for a woman whose given name is the same as that of her mother or grandmother) ([S-2](#)).

Lia Bitory [Lia Bi'to'ory] Victoria ([S-2](#)).

Lia Bity [Lia Bi'ty] (woman's nickname, often a nickname for Victoria or Joventina) ([S-2](#)).

Lia Blanc [Lia Blaa'nnc] Blanca, Blanche ([S-2](#)).

Lia Cady [Lia Ca'ady] Eucadia, Elocadia ([S-2](#)).

Lia Can [Lia Ca'ann] Alejandra, Candida, Alexandra ([S-2](#)).

Lia Carseinzy [Lia Carse'einnzy] Crecencia ([S-2](#)).

Lia Cat [Lia Ca't] Catalina, Katherine, Kate, Kathy ([S-2](#), [L17](#)).

Lia Cau [Lia Ca'u] / [Lia Ca'au] Claudia ([S-2](#)).

Lia Clary [Lia Claary] Clara, Clare ([S-2](#)).

Lia Claudy [Lia Cla'udy] Claudia ([S-2](#)).

Lia Claz [Lia Claaz] / **Lia Clwaz** [Liz Clwaaz] Nicolasa, Nicole ([S-2](#)).

Lia Conswel [Lia Conswe'll] Consuelo ([S-2](#)).

Lia Cristyen [Lia Cristye'nn] Cristina, Christine, Christina ([S-2](#)).

Lia Chel [Lia Che'll] Graciela, Chela ([S-2](#)).

Lia Chon [Lia Cho'nn] Asuncion, Concepcion, Chona ([S-2](#), [L16](#)).

Lia Chyel [Lia Chye'll] Graciela, Chela ([S-2](#)).
Lia Chyoly [Lia Chyoolly] Marisol ([S-2](#)).
Lia Da [Lia Daa] Soledad ([S-2](#), [L8](#)).
Lia Del [Lia Deell] Adela, Adele ([S-2](#)).
Lia Delyen [Lia Delye'nn] Adelina, Adeline ([S-2](#)).
Lia Desy [Lia De'sy] Modesta ([S-2](#), [L11](#)).
Lia Ernestyten [Lia Ernestye'nn] Ernestina, Ernestine ([S-2](#)).
Lia Felisyet [Lia Felisye't] Felicita, Felicity ([S-2](#)).
Lia Florentyten [Lia Florentye'enn] Florentina ([S-2](#)).
Lia Flory [Lia Floory] Flora ([S-2](#)).
Lia Glory [Lia Gloory] Gloria ([S-2](#), [L7](#)).
Lia Grasyel [Lia Grahsye'll] Graciela ([S-2](#)).
Lia Gueb [Lia Gueeb] Eva, Genoveva, Eve, Genevieve ([S-2](#)).
Lia Gyan [Lia Gyaan] (woman's name) ([S-2](#)).
Lia Gyan [Lia Gyàan] (woman's name) ([S-2](#)).
Lia Gyor [Lia Gyo'oll] Yolanda ([S-2](#)).
Lia Iarm [Lia I'armm] Irma ([S-2](#)).
Lia Jub [Lia Juub] Juvencia ([S-2](#)).
Lia July [Lia Juully] Julia ([S-2](#)).
Lia Lang [Lia La'nng] (woman's name) ([S-2](#)).
Lia Leanr [Lia Lea'nnr] (woman's name) ([S-2](#)).
Lia Lejandrien [Lia Lejandriën] Alejandrina, Alexandrina ([S-2](#)).
Lia Len [Lia Leen] Elena, Elaine ([S-2](#), [L5](#)).
Lia Lenzh [Lia Le'nnzh] Florencia, Florence, Flo, Lorenza, Lencha ([S-2](#)).
Lia Lepy [Lia Le'py] Lupe ([S-2](#)).
Lia Lianr [Lia Lia'nr] / **Lia Liandr** [Lia Lia'ndr] (woman's name) ([S-2](#)).
Lia Lienr [Lia Lie'nr] / **Lia Liandr** [Lia Lie'ndr] Herlinda, Erlinda ([S-2](#)).
Lia Lorenz [Lia Lore'ennz] Lorenza ([S-2](#)).
Lia Luch [Lia Lu'ch] (woman's name) ([S-2](#)).
Lia Lyen [Lia Lye'nn] / **Lia Lyend** [Lia Lye'nnd] Linda, Herlinda, Erlinda, Ermelinda ([S-2](#)).
Lia Lyep [Lia Lye'p] Felipa, Philippa ([S-2](#)).
Lia Lyony [Lia Lyoony] Leonor, Leonorda, Leonarda, Leonora ([S-2](#)).

Lia Mad [Lia Maad] Amada ([S-2](#)).

Lia Marchyoly [Lia Marchyoolly] Marisol ([S-2](#)).

Lia Marg [Lia Ma'arg] Margarita, Marga, Margaret, Marge ([S-2](#), L22).

Lia Margaryet [Lia Margarye't] Margarita, Margaret ([S-2](#)).

Lia Maria [Lia Mariia] Maria, Mary ([S-2](#)).

Lia Marigyan [Lia Mahriagya'nn] Maria Ana, Mariana, Mary Anne, Marianne ([S-2](#)).

Lia Martin [Lia Ma'rtiin] / **Lia Martiny** [Lia Martiiny] Martina, Martine ([S-2](#)).

Lia Maryan [Lia Maryaan] Mariana, Mary Anne, Marianne ([S-2](#)).

Lia Maryen [Lia Marye'nn] Marina ([S-2](#)).

Lia Mate [Lia Matee] Matea ([S-2](#)).

Lia Maxlien [Lia Mahxlienn] Marcelina ([S-2](#)).

Lia Meny [Lia Meeny] Filomena, Amelia, Philomena ([S-2](#)).

Lia Mier [Lia Miie'r] Casimira ([S-2](#)).

Lia Milian [Lia Miliaan] Emiliana ([S-2](#)).

Lia Mitery [Lia Miteery] Emeteria ([S-2](#)).

Lia Modesy [Lia Mode'sy] Modesta ([S-2](#)).

Lia Mony [Lia Mo'oony] Monica ([S-2](#), L15).

Lia Mony [Lia Mòony] (woman's name) ([S-2](#)).

Lia Myeng [Lia Mye'enng] / **Lia Myengw** [Lia Mye'enngw] Dominga ([S-2](#)).

Lia Naisy [Lia Nai'sy] Ignacia ([S-2](#)).

Lia Nataly [Lia Nata'ally] Natalia, Natalie ([S-2](#)).

Lia Ndien [Lia Ndienn] Enedina, Bernardina, Bernadine ([S-2](#)).

Lia Nes [Lia Ne's] Inez, Ines ([S-2](#)).

Lia Nien [Lia Ni'enn] Antonina, Nina ([S-2](#)).

Lia Norm [Lia No'rm] Norma ([S-2](#)).

Lia Ntony [Lia Ntoony] Antonia ([S-2](#)).

Lia Nyet [Lia Nye't] Anita ([S-2](#)).

Lia Oliby [Lia Oliiby] / **Lia Olieb** [Lia Oliieb] Olivia ([S-2](#)).

Lia Pam [Lia Pa'amm] Panfila ([S-2](#)).

Lia Pastiny [Lia Pahstiiny] Faustina ([S-2](#)).

Lia Pau [Lia Pa'au] Paula ([S-2](#)).

Lia Petr [Lia Pe'tr] Petra ([S-2](#), L6).

Lia Ponzy [Lia Po'onnzy] Alfonsa ([S-2](#)).
Lia Pyen [Lia Pye'nn] Delfina, Pina, Delphine ([S-2](#)).
Lia Ren [Lia Re'nn] Irene ([S-2](#)).
Lia Rgyien [Lia Rgyiien] / **Lia Rjien** [Lia Rjiien] Virginia ([S-2](#)).
Lia Ror [Lia Roor] Aurora ([S-2](#)).
Lia Rsary [Lia Rsaary] Rosario ([S-2](#)).
Lia Ruan [Lia Ruuann] Bruna ([S-2](#)).
Lia Ryely [Lia Rye'lly] Aurelia, Aureliana ([S-2](#)).
Lia Ryen [Lia Rye'nn] Florinda, Alejandrina, Alexandrina ([S-2](#)).
Lia Rrei [Lia Rre'i] Reina, Regina ([S-2](#)).
Lia Rros [Lia Rro's] Rosa, Rose ([S-2](#)).
Lia Sabely [Lia Sabeelly] Isabel ([S-2](#)).
Lia Sabien [Lia Sabienn] Sabina, Sabine ([S-2](#)).
Lia San [Lia Sa'ann] Crisanta ([S-2](#)).
Lia Sely [Lia Se'lly] Celia ([S-2](#)).
Lia Siedr [Lia Siiedr] Isidra ([S-2](#)).
Lia Sily [Lia Siilly] Silvia, Sylvia ([S-2](#), S-24, L23).
Lia Syen [Lia Sye'enn] / **Lia Syend** [Lia Sye'ennd] Lusina, Jacinta, Jacinth ([S-2](#)).
Lia Talach [Lia Tala'ch] (woman's name) ([S-2](#)).
Lia Taly [Lia Ta'ally] Natalia, Natalie ([S-2](#)).
Lia Tan [Lia Taan] Cayetana ([S-2](#)).
Lia Tery [Lia Teery] Eleuteria ([S-2](#)).
Lia Tiny [Lia Tiiny] Martina, Martine ([S-2](#)).
Lia Tory [Lia Toory] Victoria ([S-2](#)).
Lia Treiny [Lia Treeiny] Trinidad, Trini ([S-2](#)).
Lia Trez [Lia Treez] Teresa, Theresa ([S-2](#)).
Lia Tyen [Lia Tye'nn] Cristina, Christina, Christine ([S-2](#), [L10](#)).
Lia Xmony [Lia Xmo'oony] Monica ([S-2](#)).
Lia Xtaisy [Lia Xtai'sy] Anastacia, Anastasia ([S-2](#)).
Lia Xtruad [Lia X:trua'd] Gertruda, Gertrudiz, Gertrude ([S-2](#)).
Lia Yadier [Lia Yadiier] Yadira ([S-2](#)).
Lia Yo [Lia Yoo] (woman's name) ([S-2](#)).
Lia Yol [Lia Yo'oll] Yolanda ([S-2](#)).
Lia Zyec [Lia Zye'c] Francisca, Chica, Frances ([S-2](#), [L19](#)).

Lia Zhuan [Lia Zh:uaan] Juana, Jane, Jean, Joan ([S-2](#), [L9](#)).

Lia Zhyac [Lia Zhya'c] ([S-2](#)).

Liandr [Lia'ndr] / **Lianr** [Lia'nr] see [Lia Lianr](#).

liaz [liihahz] house (e-poss. of [yu](#)) ([L14](#)).

liberta [libertaa] freedom (S-29).

Lieb [Li'eb] Felipe, Philip ([S-2](#), L23).

liebr [li'ebr] book ([L5](#)).

liebr [li'ebr] free (S-29).

Lien [Lienn] Valente, Valentin, Valentine ([S-2](#)).

Liendr [Lie'ndr] / **Lienr** [Lie'nr] see [Lia Lienr](#).

liizyu [liihzyu'] only you (inf. sg.) (L22).

Lijanr [Lija'nnr] Alejandro, Alexander ([S-2](#)).

limony [limoony] lime; lemon ([S-13](#), [L13](#)).

liny [li'nnny] border (between two countries) ([L10](#)). See also [rdeidy lo liny](#).

liu [liu'] you (inf. sg.) ([L8](#)). § [liizyu](#) [liihzyu'] "only you (inf. sg.); [lizhyu](#) [liizhyuùu'] **liu** plus **-zhyi** (L17). See also [xi rrillo liu?](#)

liu zhi [liu' zhi'] it's up to you (inf.) ([S-17](#)). See also [yu zhi](#).

lizhyu [liizhyuùu'] **liu** plus **-zhyi** (L17).

lo [lohoh] 1. face (e-poss. only) ([L3](#), [L14](#)); 2. on (BXTTP-5, [L18](#)); 3. in front of ([L18](#)); 4. to ([L18](#)); 5. by (in arithmetic) (as in **Bal na chi rgaizy xon lo tyop?** "How much is it when eight gets divided by two?") (S-27); 6. in (followed by a year) (S-25). See also [cwan xte buny duax lo](#), [galanduax lo](#), [lo nya](#), [lo zhia](#), [nu rrespeity lo](#), [ran lo](#), [rbe permisy lo](#), [rbecy lo](#), [rbeluzh lo](#), [rcwa lo](#), [rcwatslo lo](#), [rdeidy lo liny](#), [rgue lo](#), [rguiny lo](#), [rgwi lo](#), [ria lo jwes](#), [ria mach lo](#), [rinda lo](#), [rnab lo](#), [runy imbertier muly lo](#), [rteidy lo macyëm](#), [rzi lo](#), [rzhilo lo](#), [xte buny duax lo](#).

lo bcu [loh bcùuùu'] altar (in a church) (S-19, [L20](#)).

lo gueizh [loh guee'ihzh] 1. pueblo, town, village ([L20](#)); 2. the pueblo (the way speakers refer to their own pueblo) (BXTTP-1). § e-poss. [lazzh](#) [la'ahzh:].

lo gyia [loh gyii'ah] market ([L20](#)).

lo nya [loh nyààa] field ([BXTTP-2](#), [L14](#)). See also [zeiny lo nya](#). § e-poss. [lo zhia](#) [loh zhihah].

lo pyeiny [loh pyeeiny] altar (in a home) ([L20](#)).

lo zhia [loh zhihah] field (e-poss. of **lo nya**) ([L14](#)).

Loby [Lo'oby] Lopez ([L3](#)).

loc [lo'c] see **por loc ni**.

loc [loo'c] crazy ([L19](#)).

locwa [lohchwah] forehead (e-poss. only) ([L1](#), [S-15](#)).

loni [lohnih] / **lani** [lahnih] fiesta, holiday (especially, a religious holiday, most often celebrating a particular saint) (S-25).

Loni Gwadalepy [Lohnih Gwadale'py] / **Loni xte Nambied Gwadalepy** [Lohnih x:tèe' Nnambied Gwadale'py] the festival of Our Lady of Guadalupe (Dec. 12) (S-25).

Loni xte Nambied Gwadalepy [Lohnih x:tèe' Nnambied Gwadale'py] see **Loni Gwadalepy**.

loo [lòò'] see **nez loo**.

Lorenz [Lore'ennz] see **Lia Lorenz**.

Los Angl [Lohs A'nnngl] Los Angeles ([S-7](#), [L20](#)). See also **West Los Angl**.

losna [losnaàa'] in the hand of, in the hands of (prep.) ([L20](#)). See also **rsan losna**.

loyu [lohyu'uh] in the area in front of the house, but not directly in front of the door, and very likely farther away than **ruyu** ([L21](#)).

luan [lùàa'n] sleeping platform (traditional style of bed) ([L20](#)).

luazh [lu'ahzh:] beard; moustache (e-poss. only) ([S-15](#)).

Luc [Lu'uc] see **San Luc**.

Luc [Lu'c] Lucas, Luke ([S-2](#)).

Luch [Lu'ch] see **Lia Luch**.

Luny [Luuny] Monday ([L4](#), L21, S-25).

Luny Pascw [Luuny Pa'scw] Easter Monday (S-25).

Lusy [Lu'sy] Luis, Lucio, Louis, Lucius ([S-2](#)).

luzh [lùùzh] tongue (e-poss. only) ([S-15](#)).

Lyen [Lye'eenn] Valentin, Valentine ([S-2](#)).

Lyen [Lye'nn] see **Lia Lyen**.

lyen [lye'nn] (term of address used to a baby) ([S-2](#)).

Lyend [Lye'nnd] see **Lia Lyen**.

Lyep [Lye'p] see **Lia Lyep**.

Lyony [Lyoonny] Leonardo, Leon, Leonard ([S-2](#)). See also [Lia Lyony](#).

m

ma [maa] girlie, little girl, young lady (term of address used to a girl or young woman, almost always younger than the speaker) ([S-2](#)).

Macary [Macaary] Macario ([S-2](#)).

macyëm [má'cyëmm] machine ([L4](#), BXTP-7). See also [rteidy lo macyëm](#).

mach [ma'ch] see [ria mach lo](#).

Mad [Maad] see [Lia Mad](#).

Madeu [Made'u] Mateo, Matthew ([S-2](#)).

maestr [mae'str] master bricklayer ([L4](#), [S-12](#)).

maestria [mae'striia] master's degree (L24).

Mai [Ma'i] May ([S-25](#)).

maly [maaly] female blood relative of blood relative's godparent ([S-18](#)). § e-poss. [xmaly](#).

mam [ma'mm] grandparent ([S-18](#)). See also [xnan mam](#), [xtadmam](#). § e-poss. [xmam](#).

Man [Ma'aann] Armando ([S-2](#)).

mandad [mandaad] on an errand (response to [cali chiu?](#) or [cali gweu?](#)) ([S-4](#)). See [chaa mandad](#), [runy mandad](#).

mandily [mandi'illy] apron (with a bib) (L24).

manejador [manejadoor] manager ([S-28](#)).

manejar [manejaar] see [runy manejar](#).

Manol [Mano'll] Manolo ([S-2](#)).

mansan [mannsaan] apple ([L3](#), [L6](#), [S-13](#)).

many [ma'any] animal, bird, insect ([L2](#), [S-6](#), [L11](#)).

manyser [ma'anyseer] bee ([S-6](#), [L5](#)).

Mar [Maar] Bulmaro ([S-2](#)).

marcar [marcaar] see [runy marcar](#).

Marchyoly [Marchyoolly] see [Lia Marchyoly](#).

mardom [mardo'mm] mayordomo (S-19, [L19](#)).

Marg [Ma'arg] Margarito ([S-2](#)). See also [Lia Marg](#).

Margaryet [Margarye't] see [Lia Margaryet](#).

Maria [Mariia] see [Lia Maria](#).

Marigyan [Mahriagya'nn] see [Lia Marigyan](#).

marimot [marimo't] *marmota*, a large, heavy spherical frame covered with cloth carried during Oaxacan celebrations ([L24](#)).

Mars [Ma'ars] March (S-25).

Mart [Ma'rt] Tuesday (S-25).

Martin [Ma'rtiin] see [Lia Martin](#).

Martiny [Martiiny] Martin ([S-2](#)). See also [Lia Martin](#).

maru [maaru'] 1. more (BXTTP-3); 2. most (S-24).

maru bro [maaru' brò'o'oh] bigger (BXTTP-3).

maru mejor [maaru' mejoor] it's much better that (as in **maru mejor nu ra mniny cuan naa** "it's much better that the children are living with me") ([BXTTP-2](#)).

maru zyeiny [maaru' zyèiny] much more ([BXTTP-2](#)).

Mary [Maary] Mario ([S-2](#)).

Maryan [Maryaan] see [Lia Maryan](#).

Maryen [Marye'nn] see [Lia Maryen](#).

mas [ma's] plus (in arithmetic, modern word) (S-27).

masa [mahsa'] at least (S-29).

masta [maasta'] more than (S-22).

Mate [Matee] see [Lia Mate](#).

Maxlien [Mahxlienn] see [Lia Maxlien](#).

Mayol [Mayo'oll] Mayolo ([S-2](#)).

maz [maaz] see [por maz](#).

Mazh [Ma'azh] Tomas, Thomas ([S-2](#), [L14](#)).

mazde [maazdeh] more than (BXTTP-9).

mbaly [mbaaly] male blood relative of blood relative's godparent ([S-18](#)). § e-poss. **xambaly** [x:ambaaly]. See also **xtad mbaly**.

mbisy [mbii'sy] stingy ([L4](#)).

Meijy [Me'ijy] Mexico; Mexico City ([S-7](#), [L8](#)).

mejor [mejoor] see [maru mejor](#).

Mel [Me'el] Ismael, Ishmael ([S-2](#)).

membri [membrii] quince ([S-13](#)).

menos [mé'nohs] minus (in subtraction, modern word) (S-27).

Meny [Meeny] see [Lia Meny](#).

mer [meer] see [a mer](#).

merbëg [meerbëg] see [ati merbëg](#).

mes [me's] teacher ([L4](#), [L5](#)).

mes [me'es] table ([L8](#)).

meser [meseer] waiter, waitress, server ([S-12](#), [BXTTP-2](#), [L12](#)).

Mien [Mien] Benjamin, Maximino ([S-2](#), L22).

Mier [Miie'r] see [Lia Mier](#).

milagr [milàagr] miracle ([L12](#)).

Milian [Miliaan] see [Lia Milian](#).

milynobesyentos [mi'llynobesyé'nttohs] 1900 (S-25).

milynobesyentosnobentaynwebe
[mi'llynobesyé'nttohsnobe'nntaynwéebeh] 1999 (S-25).

milquinyentosochentaysyete [milquinyentohsoche'nntaysyé'teh]
1587 (S-25).

Milyan [Milyaan] Emiliano, Maximiliano, Maximilian ([S-2](#)).

minuat [minua't] minute (S-25).

Mitery [Miteery] see [Lia Mitery](#).

Mizh [Mi'izh] / **buny Mizh** [bùunny Mi'ii'zh] Mixe person ([L3](#), [L19](#)).

mna [mnààa] woman ([L3](#), [L5](#)). See also [bied mna](#), [buny mna](#).

mna [mnàa] perf. of [ran](#) "sees (a situation)".

mnilai steby [mnni'là' steeby] please say that again ([S-8](#)). > [rni](#). See also [steby](#).

mniny [mnii'iny] 1. child, kid ([L3](#), [L5](#)); 2. boy ([L5](#)).

mod [mo'od] see [xa mod](#), [xa mod na](#).

Modesy [Mode'sy] see [Lia Modesy](#).

modi [mo'odih] see [xa modi](#).

Moi [Moi] Moses, Moses ([S-2](#)).

molestar [molestaar] see [runy molestar](#).

moly [mo'lly] mole (a rich Oaxacan sauce made from chiles, nuts, chocolate, and spices, often served with chicken) ([L16](#)).

mon [moon] doll ([L2](#), [S-1](#)).

Mony [Mo'oony] see [Lia Mony](#).

Mony [Moony] see [Santa Mony](#).

Mony [Mòony] Ramon ([S-2](#)). See also [Lia Mony](#).

Muan [Mu'uann] / Muand [Mu'annd] Raymundo, Mundo, Raymond ([S-2](#)).

Muand [Mu'annd] see [Muan](#).

mudy [muudy] half past (in time expressions) ([S-25](#)).

muly [mùuully] money ([L3](#), [L5](#)). See also [runy imbertier muly lo](#).

museu [muse'u] museum ([BXTp-3](#)).

musyc [mu'syc] band, band member ([L4](#)).

muzh [mmuuzh] blond ([L3](#)).

myegr [mye'gr] border patrol; border patrol officer ([L8](#)).

Myeng [Mye'enng] see [Lia Myeng](#).

Myengw [Mye'engw] Domingo, Mingo ([S-2](#)).

Myengw [Mye'enngw] see [Lia Myeng](#).

Myercw [Mye'rcw] Wednesday ([S-25](#)).

Myercw Zhi De [Mye'rcw Zh:ih Deh] Ash Wednesday ([S-25](#)).

myes [mye'es] mass (in a Roman Catholic church) ([L11](#)).

n

na [nnaàa] 1. hand; forearm; front leg (of an animal) (e-poss. only) ([L2](#), [L14](#)); 2. branch (of a tree) (e-poss. only) ([L20](#)); 3. on the branch of ([L20](#)). See also [bcwany na](#), [bzhug na](#).

na [nah] 1. now ([L6](#)); 2, so, then ([S-17](#)); 3. (used at the end of many question word questions) ([L11](#)). See also [axta na](#).

na [nàa] is ([BXTp-1](#), [S-19](#), [S-27](#), [L19](#)). § [naëng](#) [nàa'-ëng] "he (prox.) is"; irregular verb; see [L19](#) and [Valley Zapotec Verb Charts](#). See also [ni na](#), [rliu zicy ni na](#), [xa mod na](#).

na [nnah] says that, said that (neut. of [rni](#)) ([BXTp-4](#)). See also [zicy na](#). § [naëb](#) "he (form.) says".

na par [nàa pahr] has to, is supposed to, should, ought to, must, needs to (necessity aux. (see [L23](#)), as in [na par yculo chuela](#)

xnanëng “my wife has to take care of her mother”, **queity nadi par gunydirëng zeiny** “they don’t have to work”, **na par byicyën San Luc** “we had to return to San Lucas”) ([BXTTP-2](#), [BXTTP-4](#), YY, L23).

naa [nàa] I; me ([L8](#)). § **naizya** [nàihzya] “only I; only me”; **nazhya** [nàa’zhya] **naa** plus **-zhyi** (L17). See also [ucdi naa](#).

Nabida [Nabidaa] Christmas (December 25) (S-25).

nac [naa’c] neut. of [rac](#).

nac zeiny [naa’c zèi’ny] neut. of [rac zeiny](#).

Nach [Na’ch] Ignacio, Nacho, Ignatius ([S-2](#), [L10](#)).

nadar [nadaar] see [runy nadar](#).

nadizyu [nnahdihzyùu] see [ni nadizyu](#).

nadizh [nadii’zh] should, is supposed to (necessity aux. (see L23), as in **nadizh bas uan nyiruan na cai la Westwood** “bus number one was supposed to take me to Westwood Boulevard”) (S-26, L23).

nadota [nadòo’ta] at first ([BXTTP-2](#)).

naëb [nnahëhb] irregular “he (form.)” subject neut. of [rni](#). See also [na](#) “says that”.

naëng [nàa’-ëng] irregular “he (prox.)” subject of [na](#) “is”.

nai [nài] yesterday ([L6](#), S-25).

Naisy [Na’isy] Ignacio ([S-2](#)).

Naisy [Nai’sy] see [Lia Naisy](#).

naizya [nàihzya] only I; only me (L22).

nal [nahll] / **nald** [nahlld] 1. cold (in temperature) (S-23); 2. “cold” (culturally out of equilibrium with something “hot” (**nzha**), referring to a food or natural phenomenon) (S-23).

nalo [na’loh] as far as (S-26).

Nambied [Nnambied] blessed, holy (title used before the name of a female saint or holy person) (L21). See also [Loni xte Nambied Gwadalepy](#).

Nan [Nnan] Señora (respectful title used before a woman’s first name) ([S-2](#)).

nan [nnàaan] 1. mother ([L3](#), [L14](#)); 2. mother, mother-in-law (term of address) ([S-18](#)). See also [xnan baly](#), [xnan mam](#), [xnan zhiu](#).

nan [nàann] knows (neut. of [ran](#) “sees (a situation)”) ([S-17](#), S-19). See also [ady a nanu](#).

nan zhiu [nna'an zhi'uu] aunt ([S-18](#)). § e-poss. [xnan zhiu](#).
nanmam [nna'anma'mm] grandmother ([BXTTP-1](#), [L14](#)).
naru [nahru] just now; finally ([BXTTP-1](#), [BXTTP-8](#)).
Nary [Naary] (man's name) ([S-2](#)).
nas [nahs] the day before yesterday ([BXTTP-7](#), [S-25](#)).
nas wxiny [nahs wxi'ihny] the night before last ([S-25](#)).
nasyonalida [nasyonalidaa] nationality ([S-29](#)).
Nataly [Nata'ally] see [Lia Nataly](#).
natga [nàa'tga'ah] neut. of [ratga](#).
nax [nnahx] chocolate; hot chocolate ([S-14](#), [L21](#)). See also [guetxtily nax](#).
naxta [nàa'xta'] just ([S-26](#)).
nazh [na'azh:] only ([S-22](#)).
nazhi [nazhih] today ([S-25](#)).
nazhy [na'ahzhy] wet ([L3](#)).
nazhya [nàa'zhya'] **naa** plus **-zhyi** ([L17](#)).
ncweby [ncwèeby] new ([L19](#)). § mod. [cweby](#).
ncyets [ncyè'ts] white ([L19](#)).
nda [ndaàa'] hot (as in uas nda re na "it's very hot here now") ([BXTTP-4](#)).
nde [ndèe] that one ([L12](#)).
nde [ndèe'] this one ([L12](#)).
... **nde e?** [... ndèe' èee?] is this a ...? ([S-6](#))
nden [ndèenn] that one ([L12](#)).
nden [nde'nn] this one ([L12](#)).
Ndien [Ndiien] Bernardino, Enedino, Bernard ([S-2](#)). See also [Lia Ndien](#).
Ndres [Ndre's] Andres, Andrew ([S-2](#)).
Ndua [Ndùu'ah] Oaxaca; Oaxaca City ([L4](#), [S-7](#), [L8](#)).
nduax [ndùà'x] powerful ([L3](#)).
Nduuny [Nduuny] Antonio, Anthony ([S-2](#), [L19](#)).
ndyeny [ndyehny] irr. of [rdyeny](#).
ndyo [ndyo'oh] fat ([L3](#)).
ne [neh] see [rinydyau ne](#).

nezag [nehzahg] this side (often used to refer to the side of the US-Mexico border one is on) (S-26).

neiny [nèiny] slowly (BXTTP-7).

Nel [Ne'll] Manuel (S-2).

Nes [Ne's] see [Lia Nes](#).

nesesitar [nesesitaar] see [runy nesesitar](#).

nez [ne'ehz] 1. road, way (L20); 2. (used before a locational phrase, sometimes indicating “roughly”) (L20).

nez loo [nehz lòo] in front of you (S-16).

nezgag [nehzgahg] just around (response to [cali chiu?](#) or [cali gweu?](#)) (S-4). See also [chaa nezgag](#).

nga [ngàa'ah] green; unripe, raw, uncooked (L19). § mod. [-ya](#) [ya'ah] (used only for “unripe, raw, uncooked”).

ngas [nga'as] black (L2, L19). § mod. [-yas](#) [yàa'as] (used only with names of animals and in certain fixed expressions).

ngasy [nga'sy] later today (as in **ngasy wxiny** “later this evening”) (S-28).

ngats [ngaàa'ts] yellow (L19). § mod. [-yats](#) (used only in certain fixed expressions).

ngual [ngu'ahl] see [budy ngual](#).

ngui [nguii] sour (L2, S-1).

nguiu [nguiù] man (S-12). See also [buny nguiiu](#).

ngwalyèn [ngwaalyèhnn] see [sa ngwalyèn rac](#).

ni [nih] 1. who, that, which (as in **queity gundilaxdyèn ni raprèng ricy** “we didn’t believe what they had there”) (BXTTP-1, BXTTP-3, YY, L15); 2. the one who, the one that, the thing that; one who; what (BXTTP-1, BXTTP-3, S-17). See also [bzicy ni nrudizh ... cuan Dizhsa!](#), [por loc ni](#), [ra ni](#), [rliu zicy ni na](#), [sa ni](#), [zicy ni](#), [zhiny ni beinyande](#).

ni [ni] it, that (non-living object pronoun) (BXTTP-3).

ni [ni'ih] 1. foot; lower leg; back leg (of an animal) (e-poss. only) (L14); 2. under (L18). See also [bcwany ni](#), [bzhug ni](#).

ni [ni'ih] see [xi ni](#).

ni [nihii] that’s why, here’s why (as in **ni nyec racbia xa gunya, caria muly gapa par ygyana ra zhinya** “here’s why I don’t know what to do, I don’t have any money to feed my children”) (S-24, S-29).

ni ca ni guet [nih càa ni'ih gue'et] what follows, the thing that appears below ([L12](#)).

ni gau buny [nih ga'u bùunny] food: what people are to eat (S-22).
See also [buny](#), [rau](#).

ni na [nih nàa] in (a town or city) ([BXTTP-2](#), [L20](#)).

ni nadizyu [nih nnahdihzyùu] just what you say (S-24).

ni rac buny zeiny [nih rahc bùunny zèè'ny] for a person to have a cargo, for one to have a cargo (S-19).

ni rac chon [nih rahc chòonn] third ([S-5](#)).

ni rac ga [nih rahc gàaa] ninth ([S-5](#)).

ni rac gai [nih rahc gàì] fifth ([S-5](#)).

ni rac gaz [nih rahc gàaz] seventh ([S-5](#)).

ni rac tap [nih rahc tahp] fourth ([S-5](#)).

ni rac tyop [nih rahc tyo'p] second ([S-5](#)). See also [seguan](#).

ni rac tsë [nih rahc tsëë] tenth ([S-5](#)).

ni rac xon [nih rahc x:òon] eighth ([S-5](#)).

ni rac xop [nih rahc x:òp] sixth ([S-5](#)).

ni rculo zhily [nih rculoh zhi'illy] shepherd ([S-12](#), [L19](#)).

ni rcwa chies [nih rcwàà'ah chie's] person who knows black magic ([S-12](#)).

ni rguiby plad [nih rguì'by plaad] dishwasher ([S-12](#)).

ni rguieb lady [nih rguìeb lahdy] tailor ([S-12](#), [L19](#)).

ni runyrezh [nih ruhnyrehzh] type of traditional healer who helps someone regain his or her soul (S-23).

ni runyzeny [nih ruhnyzeè'ny] ghost ([S-12](#)).

ni ryon [nih ryohnn] third ([S-5](#)).

ni rrop [nih rrohp] second ([S-5](#)).

nia [nniàa] see [as nia](#).

niebagli [ni'ebaglii] / **niebagui** [ni'ebaguii] that's why (L21).

niebagui [ni'ebaguii] see [niebagli](#)

niegza gauwa [niehgza' ga'uwa] I'll have them too ([S-17](#)).

niela [niellàa] that's why; and so (S-26).

Nien [Ni'enn] see [Lia Nien](#).

nieru [nièrùu] however (S-22).

niëng [ni'ëng] it (prox. object pronoun) (L24).

nii [nii] it (dist. object pronoun) (L24).

nilo [niloh] jealous ([L3](#)).

niny [ni'iny] guy (variant of [mniny](#)) (S-28).

niu [niu] see [bzya niu](#).

nizh [ni'zh] delicious, good tasting (as in **uas nizh nax** “the chocolate is very good”) ([S-14](#)). See also [don cataly nizhi](#).

nizh rdia [ni'zh rdia] smells delicious ([S-17](#)).

nizhi [ni'zhih] see [don cataly nizhi](#).

nlag [nllaag] wide ([L3](#)).

Norm [No'rm] see [Lia Norm](#).

Nort [No'rt] the North; the United States (L21).

noben [nobe'nn] / **nobenta** [nobé'ntah] ninety (modern word; see S-20 and S-25) (S-20).

nobenta [nobé'ntah] see [noben](#).

Nobyemr [Noby'e'mmr] November (S-25).

nrzh [nraazh] orange (L24).

Nryec [Nrye'c] Enrique, Henry ([S-2](#)).

nses [nsehe's] fast (S-26).

nsual [nsu'all] blue ([L19](#)).

ntiu [nti'u] old ([BXTp-3](#)). See also [cataly ntiu](#).

nton [nto'on] stupid ([L4](#)).

Ntony [Ntoony] see [Lia Ntony](#).

nu [nu'uh] lives; exists; is located (inside something) (neut. of [ru](#) “is (located) inside”) ([BXTp-1](#), S-19, [L17](#), [L18](#)). neutral verb; CB verb. § “we live, we are (located)” [zhuën](#) [zhu'-ëhnn] / [nuën](#).

nu cali [nu'uh cali] somewhere (L24).

nu gwel [nu'uh gwe'll] sometimes (S-19).

nu rrespeity lo [nu'uh rrespeity loh] is respectful (inverse prep. idiom, as in **nu rrespeity löëng** “he is respectful”) (L24).

nu tu [nu'uh tu] someone, somebody (L24).

nu xa [nu'uh x:a] somehow (L24).

nu xi [nu'uh xi] something (L24).

nuan [nnuuan] chirimoya ([S-13](#)).

nub [nuub] see [gyia nub](#).

nuchi [nu'chih] last night (S-25).

nuchia [nu'chiàa] is saved, is kept (neut. of **ruchia**) (S-22).

nuën [nu'ëhnn] irregular “we” subject neut. of **ru** “is (located)”.

numër [númmër] number (S-26).

nune [nu'née] lives with (**BXTP-1**). § irr. **chune**.

nuu re e? are you here? [nu'-ùu' rée' èee?] (**S-3**).

nweb [nweeb] / **nwebe** [nwéebeh] nine (modern word; see S-20 and S-25) (S-20).

nwebe [nwéebeh] see **nweb**.

nya [nyààa] see **lo nya**.

Nyan [Nya'nn] Marcelo, Marcelino, Marcel (**S-2**).

Nyec [Nye'c] Nicolas, Nico, Nicholas, Nick (**S-2**).

nyec [nyèe'c] 1. not (S-24); 2. even (S-26).

nyec ... nyec ... [nyèe'c ... nyèe'c ...] neither ... nor ... (**BXTP-2**).

nyec gac xchi [nyèe'c ga'c xchih] not too long afterward (S-24).

nyecbaza [nyèe'cbaza] not (used as an emphatic replacement for **queity**, as in **nyecbaza rinydilaza queityrua yninia xnanmama steby** “I can't believe that I won't talk with my grandmother again”) (**BXTP-4**).

nyec cali [nyèe'c cali] nowhere (L24).

nyec tebichi [nyèe'c tebichi'ih] / **nyec teiby bichi** [nyèe'c te'ihby bi'chi'ih] not in the least (as in **nyec tebichi queity ndeibyëb cwen atizh blalbëgui** “he didn't realize in the least that it was not a genuine blal”) (**BXTP-8**).

nyec teiby bichi [nyèe'c te'ihby bi'chi'ih] see **nyec tebichi**.

nyec tu [nyèe'c tu] 1. no one (L24); 2. no (followed by a noun referring to a human or animal) (L24).

nyec xi [nyèe'c xi] 1. no one (L24); 2. no (followed by a noun referring to an animal or an inanimate) (L24).

nyecza [nyèe'cza] also not (as in **nyecza si buny sani** “a person shall also not sell his fellow man”) (S-29).

Nyet [Nye't] Benito, Nito (**S-2**). See also **Lia Nyet**.

nyuclaz [nyu'clààa'z] would have liked to, wanted to (followed by sub., as in **nyuclaza nyauwa tort per cariei** “I would have liked to eat a torta but there weren't any”) (L23).

nyiruan [nyirùu'an] sub. of **riruan**.

nyis [nnyi'ih̥s] water ([L3](#), [L5](#)).

nyisdo [nnyi'sdòò'] ocean (L24).

nzha [nzha'ah] 1. warm (in temperature) (S-23); 2. “hot” (culturally out of equilibrium with something “cold” (nal), referring to a food or natural phenomenon) (S-23). § mod. [zha](#).

nzhung [nzh:uhn̄ng] hard ([L3](#)).

nzhyab [nzhya'ab] bad (S-23). § mod. [zhyab](#).

O

o [o] or ([BXTp-1](#)).

Octubr [O'ctu'br] October (S-19, S-25).

och [o'ch] / **ocho** [ó'choh] eight (modern word; see S-20 and S-25) (S-20).

ochen [oche'nn] / **ochenta** [oché'nntah] eighty (modern word; see S-20 and S-25) (S-20).

ochenta [oché'nntah] see [ochen](#).

ocho [ó'choh] see [och](#).

odiar [odiaar] see [runy odiar](#).

ofisyen [o'fisye'nn] office (BXTp-5).

Oliby [Oliiby] see [Lia Oliby](#).

Olieb [Oliieb] see [Lia Oliby](#).

omre [oo'mre'eh] man (term of address used to a man) ([S-2](#)).

onse [ó'nseh] eleven (modern word; see S-20 and S-25) ([L4](#), S-20).

operar [operaar] see [rac operar](#), [runy operar](#).

or [oor] hour (S-25).

ospitaly [o'spitaahlly] hospital (S-23).

p

pa [paa] sonny, little boy, young man (term of address used to a male, usually a boy, almost always younger than the speaker) ([S-2](#)).

Pabl [Pa'bl] Pablo, Paulo, Paul ([S-2](#)).

Pacw [Pa'cw] Paco, Frank ([S-2](#)).

Paisy [Pa'isy] Bonifacio, Boniface ([S-2](#)).

Paly [Pa'lly] (man's name) ([S-2](#)).

Pam [Paamm] see [Lia Pam](#).

Pamyël [Pá'mmyëll] Panfilo ([S-2](#), [L14](#)).

Pan [Pa'an] (man's name) ([S-2](#)).

panumr [pannu'ummr] see [gyia panumr](#).

par [paar] pair (of cards, for instance) (YY).

par [pahr] 1. for ([BXTTP-2](#), [L18](#)); 2. in order to (followed by a sentence in the *irrealis*, as in **par ygyani rata zhinyzhapi** "in order for him to feed all his daughters" or **par chile guny buny gan ni gau buny** "in order for people to be able to earn their food") (S-22, S-24); 3. by (an author, for instance) (S-24). See also [cwart par](#), [derech par](#), [derech par queity](#), [na par](#).

par gac buny dibertier [pahr ga'c bùunny dibertiier] so that people can have fun (just for fun) ([L11](#)).

part [pa'rt] part ([BXTTP-1](#)).

pas [pa's] peace (S-29).

pasaport [pasapo'rt] passport ([L12](#)).

Pascw [Pa'scw] Easter (S-25). See also [Luny Pascw](#).

pasti [pastii] pill (S-23).

Pastiny [Pahstiiny] see [Lia Pastiny](#).

pasyenzy [pasye'ennzy] patience (S-29).

Pau [Pa'àu] see [Lia Pau](#).

pelot [pelo't] ball ([L12](#)).

Pepsy [Pe'epsy] Pepsi ([L3](#)).

per [pehr] but ([BXTTP-1](#)).

per jwers [pehr jwe'rs] by force; because of force (S-29).

permisy [permi'sy] see [rbe permisy lo](#).

pes [pe's] peso ([L11](#)).

Petr [Pe'tr] see [Lia Petr](#).

pëg [pë'g] see [pëg zhyëb](#).

pëg zhyëb [pë'g zhyë'b] / **zhyëb** [zhyë'b] / **pëg** [pë'g] what...!, how...!
(used in exclamations, followed by adjective or verb, as in **pëg zhyëb rcyetzazu beiny ra zhinyu!** “how happy you must be about what your children did!”) (BXTTP-8).

Pily [Pi'illy] Porfirio, Filimon, Philemon ([S-2](#)).

pistoly [pisto'ly] gun ([BXTTP-2](#)).

plad [plaàad] dish ([L8](#)). See also [ni rguiby plad](#).

plati [platii] cymbals ([L2](#), [S-1](#)).

Plory [Ploory] Florentino ([S-2](#)).

plum [plu'mm] pen ([L5](#)).

polisia [polisiia] policeman; police ([L10](#)).

Poly [Po'oly] Hipolito, Hypolitus ([S-2](#)).

Ponzy [Po'onny] see [Lia Ponzy](#).

Ponzh [Po'onnyzh] Alfonso ([S-2](#)).

por [pohr] by, through ([BXTTP-4](#)). See also [rcwa por taria](#), [rni por telefono](#), [rnine por telefono](#).

por loc ni [pohr lo'c nih] because (S-28).

por maz [pohr maaz] even though (as in **por maz probydan nari, nyec rdeidy xtadri lari** “even though they were very poor, their father didn't give them away”) (S-24).

por telefono [pohr telé'fonoh] on the telephone, by telephone (L22).

Pred [Preed] Alfredo, Alfred ([S-2](#)).

preguan [pregu'uann] see [runy preguan](#).

preparar [preparaar] see [runy preparar](#).

pres [pre's] prisoner (BXTTP-8). See also [rine pres](#).

primary [primaary] 1. elementary (school); 2. elementary school (S-29).

primer [primeer] first ([S-5](#)).

pristen [prihste'enn] presidente municipal (roughly the equivalent of a mayor) ([S-12](#), [L17](#)).

problem [proble'mm] problem (as in [tewag xi problemdi](#) “no problem”) (S-26).

proby [prooby] poor (S-24).
profesyonāl [profesyonāl] professional (S-29).
protejer [protejeer] see [rac protejer](#), [runy protejer](#).
protestar [protestaar] see [runy protestar](#).
prweb [prweeb] test, exam (BXTTP-7). See also [runy prweb](#).
prweb xte carbono catorce [prweeb x:tèe' carbono catóirse] carbon dating test (BXTTP-7).
pryem [prye'mm] cousin ([L14](#)).
puan [pu'ann] at the peak of, on the (very) top of (prep.) ([L20](#)).
Puisy [Pu'isy] Felix ([S-2](#)).
pulmony [pulmoony] lung ([S-15](#)).
punyeity [punye'ity] see [rcwa punyeity](#).
pwen [pwe'eenn] bridge ([L3](#)).
pwert [pwee'rt] door ([L6](#)).
pyeiny [pyeeiny] altar (in a home) ([L4](#), [L20](#)). See also [lo pyeiny](#).
Pyen [Pye'nn] Delfino, Pino ([S-2](#)). See also [Lia Pyen](#).
pyep [pye'p] 1. pipe (for smoking) ([L10](#)); 2. tanker truck ([L10](#)).

qu

que [quèe] irr. of [rgue](#) “cusses”.
que [quee] irr. of [rgue](#) “carries”.
que tac zicy guc [queh tahc zì'ihcy guhc] what had happened (as in **reipyèn lai zhi gunyi fabor gunyi comunicar que tac zicy guc** “we asked him to do a favor and communicate what had happened”) (S-26).
queity [que'ity] / **quëity** [quë'ity] not ([L7](#)). See also [ca chia queity gac](#), [derech par queity](#).
queity cali [que'ity cali] nowhere (L24).
queity rapdi tyem [que'ity ràa'pdi' tye'emm] doesn't have time to (*neg., used with following irr. verb*, as in **queity rapdi Jwany tyem chia Jwany ricy** “Juan doesn't have time to go there”) (S-25). > [rap](#).

queity tu [que'ity tu] 1. no one (L24); 2. no (followed by a noun referring to a human or animal) (L24).

queity xi [que'ity xi] 1. nothing (L24); 2. no (followed by a noun referring to an animal or an inanimate) (L24).

queity xi galarzyadi chuad [que'ity xi gallarzyaàa'di' chu'-ahd] don't worry (you guys) ([BXTTP-3](#)).

queity xi galarzyadi chuu [que'ity xi gallarzyaàa'di' chu'-ùu] don't worry ([BXTTP-3](#)).

queity xi gunydi [que'ity xi guunydi'] no matter (followed by [tu](#) or [xi](#) plus a noun, as in **queity xi gunydi tu ras** “no matter what race”, **queity xi gunydi xi nasyonallida** “no matter what nationality”) (S-29).

queityru [que'ityru] no longer, not any more; not...again (as in **nyecbaza rinydilaza queityrua yninia xnanmama steby** “I can't believe that I won't talk with my grandmother again”) ([S-17](#), [BXTTP-4](#)).

quez [què'e'ez] irr. of [rguez](#).

quëity [quë'ity] see [queity](#).

quëm [quëhmm] because ([BXTTP-2](#)).

quën [quëhnn] see [cuan](#).

quëndizy [quëhnn dihzy] just (S-28).

quënla [quëhnnlää] since (S-26).

quiad [quiad] irr. of [rguied](#).

quiby [quii'by] irr. of [rguiby](#).

quich [quii'ch] irr. of [rguich](#).

quieb [quieb] irr. of [rguieb](#).

quied [quied] irr. of [rguied](#).

quilometr [quilome'tr] kilometer (S-22).

quily [quii'ly] kilo ([L4](#), [L16](#)).

quily [quii'ly] / [quii'illy] irr. of [rguily](#).

quinse [qu'ñseh] fifteen (modern word; see S-20 and S-25) (S-20).

quiny [quii'iny] irr. of [rguiny](#) “borrows”.

quix [quii'x] irr. of [rguix](#).

quixga [quii'xga'ah] irr. of [rguixga](#).

quixicy [quixii'hcy] irr. of [rguixicy](#).

quizh [quiizh] irr. of **rguizh** (S-1).

quizh [quiizh] see **lasto quizh**.

quizhacw [quizh:àa'cw] shoulder (e-poss. only) (S-15).

r

ra [ra] (marks plural nouns) (L3, L8). See also **rata ra buny**, **teiby ra dyeni**, **xa rni buny ra dizh**, **xieru zalo ra dizh**.

ra [raa] all (L2).

ra dizh [ra dii'zh] words; vocabulary (L5). See also **xa rni buny ra dizh**, **xieru zalo ra dizh**.

ra ni [ra nih] those who, the ones who (as in **ra ni byan Ndua** “those who stayed in Oaxaca”) (BXTTP-2).

rac [rahc] 1. is, becomes (BXTTP-2, S-27, L19); 2. gets done, gets prepared (S-22); 3. happens; 4. has things happen to him (how) (as in **per na xa gacad** “but now, what’s happening with you?” or, more literally, “but now, how are things happening to you?”) (S-26); 5. has, suffers from (a disease or illness) (S-23); 6. hurts, aches (S-23); 7. can, is able to, knows how to (possibility aux.) (L23). § perf. **guc**; irr. **gac** [ga'c]; neut. **nac** [naa'c]. See also **bal zicy rniyu zhi zicy gac**, **ni rac buny zeiny**, **par gac buny dibertier**, **rac zeiny**, **sa ngwalyën rac**.

rac cambiar [rahc cambiaar] changes (himself) (L22). > **rac**.

rac castiu [rahc casti'u] gets punished (L22). > **rac**.

rac dibertier [rahc dibertiier] has fun (L22). > **rac**.

rac diborsyar [rahc diborsyaar] gets divorced (L22). > **rac**.

rac enfad [rahc enfaad] gets annoyed, gets fed up (L22). > **rac**.

rac operar [rahc operaar] gets operated on, has an operation (L22). > **rac**.

rac protejer [rahc protejeer] gets protected (S-29). > **rac**.

rac torturar [rahc torturaar] gets tortured (L22). > **rac**.

rac zeiny [rahc zèè'iny] has a cargo (S-19). § neut. **nac zeiny** [naa'c zèè'iny]. See also **ni rac buny zeiny**.

racbe [rahcbèe'] 1. understands, knows, knows about (as in **queity guchedi Tiu Pamyël ni reipyën laëb** “Señor Panfilo didn't know about what we told him”) (BXTTP-2, S-17, L17); 2. learns (S-28). > **rac**. § perf. **gucbe** [guhcbèe'].

racchia [rahcchià'] gets built (S-22). > **rac** § perf. **gucchia**.

racgan [rahcgaan] can, is able to, knows how to; succeeds in (doing), completely (does) (possibility aux. (see L23), as in **gucgan queity zedyi** “it did not all get taken”) (S-26, L23). § perf. **gucgan**; irr. **gacgan**.

racna [rahcnah] hurts, aches (S-23). > **rac**.

racne [rahcnèe] helps (BXTTP-4, L17). § perf. **gucne**; irr. **gacne** [ga'cnèe].

racnegza [rahcnèegza'] also helps (for now, use only with a noun or name subject) (S-19).

racw [ra'ahcw] puts on (a shirt or similar garment; a suit) (L16). d-base verb. § perf. **bdacw** [bda'ahcw]; irr. **gacw** [ga'acw]; ven. **riedtacw** [riè'dtaa'cw].

racxu [rahcx:ùu] is sick, gets sick (BXTTP-1, S-23). > **rac**.

rach [ràa'ch] breaks (of something long, such as a limb) (S-23) § perf. **gwuch** [gwùu'ch]; irr. **gach** [gàa'ch].

rad [ràa'a'd] receives (something) as a gift (L16). § perf. **guad** [gùàa'd]; irr. **gad**.

raisy [ra'ihsy] sleeps (L3, S-23, L21). § perf. **btaisy**; irr. **gaisy** [ga'isy]; ven. **riedtaisy** [riè'dta'ihsy].

raizy [ràa'izy] hits (L17). § perf. **gwaizy**; irr. **chaizy**.

ral [ràall] is enough, is sufficient (S-26).

raly [ràaaly] gets born (L23). § perf. **guly**, irr. **galy**.

ran [rahnn] gets tired (S-16). § irr. .

ran [ràann] 1. sees (a situation) (S-19, L18); 2. sees to, looks after, watches over, takes care of (S-19, L18). § perf. **mna** [mnàa]; irr. **gan**; neut. **nan** “knows”.

ran [ràa'an] plows (a field); harvests (produce) from a field (S-22).

ran lo [ràann loh] sees (something) (L18). > **ran** “sees”. See also **lo**.

ran zeiny [ràann zèèi'ny] does (someone's) cargo (as in **gana zeiny xte xtada** "I will do my father's cargo") (S-19). > **ran** "sees".

rany [ràa'nny] sits on (something on the ground); lies with his head on (something), puts his head down on (something) (L16). d-base verb. § perf. **bdany**; irr. **gany**; ven. **riedtany** [riè'dtā'nny].

ranzac [ràannza'c] gets along well (S-29). > **ran** "sees".

ranzac lo [ràannza'c loh] gets along well with (S-29). > **ranzac**, **ran** "sees".

rap [ràa'p] has (BXTTP-1, YY, L17). § perf. **gup**; irr. **gap** [ga'p].

rap seguar [ràa'p seguar] is sure (as in **queity rapdya seguar** "I'm not sure") (S-19).

rap swert [ràa'p swe'rt] is lucky (as in **per gupzagën swert zhi** "but then we were lucky") (S-26).

rapag [ràa'pahg] still has (as in **rapagëb blal ni rliu beiny cwen blal ni nu museu** "he still has the blal that looks like the blal in the museum") (BXTTP-4).

rapdi [ràa'pdi] see **queity rapdi tyem**.

rapdo [ràa'pdòo] maintains (S-29).

ras [ra's] race (S-29).

ras [rahs] chews (something) (L16). d-base verb. § perf. **bdas**; irr. **gas** [ga'as].

rata [ra'ta] 1. everything (BXTTP-2); 2. all, every (S-19).

rata ra buny [ra'ta' ra bùunny] everybody, all people (BXTTP-1).

rata ra dizh [ra'ta' ra dii'zh] all the words (L5).

rata zhi [ra'ta' zhi:h] every day (L6).

ratga [ràa'tga'ah] lies down (in a location) (L18). CB verb. § perf. **guatga** [gùa'tga'ah]; irr. **gatga**; neut. **natga**.

rati [ra'tih] all of it (IS-29).

ratizy [ra'tihzy] see **teiby ratizy**.

raty [rahty] dies (L16). § perf. **guty**; irr. **gaty** [ga'ty]; def. **zaty**.

rats [raa'ats] 1. gets ripe (of fruit) (L16); 2. gets yellow (L16). § perf. **byats**; irr. **gyats**.

rau [ra'uh] 1. eats (L3, S-17, L16); 2. eats (something) (L16). d-base verb. § perf. **bdau**; irr. **gau** [ga'u]; ven. **riedtau** [riè'dta'uh]; "you eat"

rauu [ràu]; “we will eat” **ydauwën** [ydau’wëhnn]. See also **ni gau buny**, **tyen gau bunyi**.

rau guet [ra’uh gueht] eats (L16). > **rau**. See also **guet**.

rauu [ràu] irregular “you” subject hab. of **rau**.

rauya [ra’uhya’ah] / **raugya** [ra’uhgya’ah] bites (L17). > **rau**.

raz [ra’ahz] bathes, takes a bath (L16). § perf. **gwaz**; irr. **gaz** [gaaz].

razh [ra’ahzh] gets paid; gets paid for (BXTTP-9). § perf. **guazh**; irr. **gazh** [gaazh].

rbab [rbahb] gets itchy (L4).

rban [rbàa’an] follows a medical diet (L7).

rban [rbàaà’n] steals (L17). § perf. **blan**; irr. **cwan**.

rbany [rbahnny] wakes up (L5).

rbanyzi [rbàanyzi] lives in poverty (S-29).

rbe [rbee’eh] takes (something) out (S-14, L15, BXTTP-7). § perf. **ble**; irr. **cwe**; and. **rinde** [rindee’eh].

rbe fot [rbee’eh fo’t] takes pictures (BXTTP-4). > **rbe** “takes (something) out”.

rbe permissy lo [rbee’eh permi’sy loh] asks permission from (someone) (L18). > **rbe** “takes (something) out”.

rbeb [rbèe’b] 1. gets into a position (on a flat, elevated surface); is (habitually) in a position (on a flat, elevated surface) (L18); 2. rides (an animal) (L6). § irr. **cweb**; neut. **beb**.

rbecy [rbèe’cy] puts on (pants) (L15). § perf. **blecy**; irr. **cweцы**.

rbecy lo [rbèe’cy loh] fights (a bull) (L18). > **rbecy**.

rbelaz [rbèe’làa’a’z] abandons, leaves behind; leaves, quits (BXTTP-2, S-19, L23). § perf. **blelaz**.

rbeluzh [rbee’lùuzh] sticks out his tongue (L18).

rbeluzh lo [rbee’lùuzh loh] sticks out his tongue at (someone) (L18).

rbes [rbe’s] left (as in **na rbesu** “your left hand”) (S-15).

rbez [rbèez] 1. waits for (L3, L15); 2. stops it (stops doing something); stops going (L15); 3. sits (form. verb) (L21); 4. lives (form. verb) (L21); 5. is at home (form. verb) (L21). § perf. **blez** [blèez] / **wlez** [wlèez]; irr. **cwez**; imp. **blez** [blèez] / **wlez** [wlèez] / **lez** [lèez]; ven. **riedndez** [rie’nddèez] / **riedldez** [rie’lldèez].

rbi [rbih] sits down, takes a seat (used only with “he”, “she”, “it”, or “they” subjects, or in imp.) (L15). § perf. **bri**; irr. **cwi** [cwii].

rbica [rbicàa] gets taken away (S-27).

rbix [rbi'ihx] rings (of a bell) (L6).

rbixlaz [rbihxlààa'z] feels nauseated (S-23).

rbixti [rbihx:tih] gets created, gets founded (S-22). § perf. **brixti** [brihx:tih].

rbuzh [rbu'uhuhzh] calls (someone), calls to (someone) (L15). § perf. **breizh** [bree'ihzh]; irr. **cuzh** [cuuzh].

rbuzhya [rbuzhya'ah] shouts, yells (L15). § perf. **brezhya** [bre'zhya'ah]; irr. **cuzhya**; ven. **riedcuzhya** [rie'duzhya'ah].

rca [rcaa'ah] 1. gets; takes (YY, S-19, L21); 2. marries (someone) (S-29); 3. (used to express a recipient object) (L21). CB verb. § irr. **yca**; perf. **cwa**; neut. **ca** “has, is holding”; **coo** [coo'-òò] “you took” (perf.), “you have” (neut.).

rca [rcah] rings (of a bell) (S-25).

rca buny [rcaa'ah bùunny] gets married (as in **rata ra buny nguui ni a cwa buny** “all men who are married”, **a – don a coo buny e?** “ah – so you are married?”) (S-19). > **rca** “gets”.

rca Dyoz [rcaa'ah Dyooz] God takes (someone): used to say (someone) dies (as in **cwa Dyoz xnanmama** “my grandmother died (God took my grandmother)”) (BXTTP-4). > **rca** “gets”.

rcanza [rcanzaàa] 1. strolls, wanders around, walks along (BXTTP-5); 2. gets around (S-26). § perf. **cwanza**, neut. **canza**.

rcaz [rcàa'z] wants (L3, L7).

rcoo [rcòò] irregular “you” subject hab. of **rcwa**.

rculo [rculoh] takes care of (BXTTP-1, L13). See **ni rculo zhily**.

rculozac [rculohza'c] takes good care of (L10).

rcuzh [rcuhzh] plays (a wind instrument) (L7).

rcuya [rcu'yàa'ah] / **rlaya** [rla'yàa'ah] pushes (L21).

rcwa [rcwààa'ah] 1. writes (BXTTP-1, BXTTP-3, L12, L13); 2. throws (L12, L13); 3. makes (tortillas) (L12, L13). CB verb; “I”, “you”, and “he [dist.]” forms do not work like a CB verb. § **rcwaa** [rcwààa] “I write”; **rcoo** [rcòò] “you write”; **rcwai** [rcwài] “he (dist.) writes”. See also **ni rcwa chies**.

rcwa bany [rcwààa'ah ba'nny] takes a bath, takes a shower ([L13](#)). > [rcwa](#).

rcwa bcal [rcwààa'ah bcàa'll] anesthetizes (S-23). > [rcwa](#).

rcwa bolad [rcwààa'ah bolaad] flips a coin ([L13](#)). > [rcwa](#).

rcwa colory [rcwààa'ah coloory] paints ([L13](#)). > [rcwa](#).

rcwa cwen [rcwààa'ah cwe'enn] tells a story ([L13](#)). > [rcwa](#).

rcwa gwel [rcwààa'ah gwe'll] 1. turns ([S-16](#)); 2. turns (something) (as in **bcwa gwel liu** “turn yourself”) ([S-16](#)).

rcwa gyieb [rcwààa'ah gyiie'b] rings a bell; shoots a gun ([L13](#)). > [rcwa](#).

rcwa lo [rcwààa'ah loh] writes (something) to (someone); throws (something) to (someone) ([L18](#)). > [rcwa](#). See also [lo](#).

rcwa por taria [rcwààa'ah pohr tariia] gets paid on a piecework basis (S-26).

rcwa punyeity [rcwààa'ah punyei'ty] punches ([L13](#)). > [rcwa](#).

rcwaa [rcwàa'a] irregular “I” subject hab. of [rcwa](#).

rcwai [rcwà'i] irregular dist. subject hab. of [rcwa](#).

rcwany [rcwàa'nny] wakes (someone) up ([L5](#)).

rcwats [rcwàa'ts] buries; hides (something) (L21).

rcwatslo lo [rcwàa'tsloh loh] hides from (someone) (as in **bcwatsloën lo myegr** “we hid from the border patrol”) ([BXTp-2](#), [L18](#)).

rcwaya [rcwàa'yaàa] acts bossy, acts mean (S-28).

rcwez [rcwèez] turns off (an appliance) ([L7](#)).

rcwual [rcwùa'll] turns on (a radio, stereo, etc.) ([L7](#)).

rcyetlaz [rcye'tlààa'z] is happy, gets happy ([L5](#)).

rcyi [rcyi'ih] cooks on an open fire, grills, roasts (something) ([L4](#), [L13](#)). CB verb. § comb. [rcyi].

rcha [rcha'ah] warms ([L4](#), [L13](#)). CB verb. § comb. [rcha].

rchiby [rchii'by] scares (someone) ([L7](#)).

rchiguely [rchiguèe'lly] tickles (L23).

rchu [rchùu] changes (something), replaces (something) ([L13](#)).

rchu yu [rchùu yu'uh] moves, changes residence ([L13](#)). > [rchu](#).

rchyezhy [rchyèezhy] sneezes ([L3](#)).

rda [rdaa'ah] breaks (a round or compact object) ([L13](#)). CB verb. § comb. [rdàa]; irr. [inyda](#) [inydaa'ah] / [ilyda](#) [ilydaa'ah] / [lda](#) [ldaa'ah]; prog. [canda](#) [candaa'ah] / [calda](#) [caldaa'ah].

rda [rdàa] can, is able to (as in **per adyëng ndaëng gunyëng rati** “but he can’t do all of it yet”) (S-28).

rdats [rdàa’ts] spies on (L17). § irr. **ildats** [ildàa’ts]; ven. **riedndats** [riè’ndàa’ts] / **riedldats** [riè’ldàa’ts].

rdeidy [rdèè’idy] 1. gives (something) to (someone other than the speaker or hearer) (L5); 2. gives (someone or something) away (S-24).

rdeidy [rdèè’idy] 1. crosses (something) (L10); 2. crosses to (a place) (L10); 3. gets across (L10); 4. passes (as in **bdeidyta zhi** “the whole day passed”) (S-26). § comb. [rdè’idy]; perf. **bdeidy** / **wdeidy**; irr. **teidy**.

rdeidy cwen [rdèè’idy cwe’enn] realizes (as in **nyec tebichi queity ndeibyëb cwen atizh blalbëgui** “he didn’t realize in the least that it was not a genuine blal”) (BXTp-8).

rdeidy guerr [rdèè’idy gue’rr] bothers (someone) (L24). > **rdeidy** “gives”.

rdeidy lo liny [rdèè’idy loh li’nny] crosses the border (L10). > **rdeidy** “crosses”.

rdets [rde’ts] is inside out (L3).

rdia [rdià] see **nizh rdia**.

rdia ya [rdià’ yaàa] jumps up and down; is excited (as in **tabaza ya bdia bunyi** “that man was really excited”) (S-24).

rdiareiny [rdia’re’iny] establishes a separate household from his parents (of a man who marries and leaves his parents’ home) (S-19).

rdiby [rdi’i’by] ties (something) onto (something) (L21). § prog. **candiby** [candi’by] / **caldiby** [caldi’by]; ven. **riedndiby** [riè’nddi’i’by] / **riedldiby** [riè’lddi’i’by].

rdica [rdi’cah] / **rrica** [rri’cah] 1. appears, shows up (BXTp-2, L15); 2. comes out (of a test, for example) (BXTp-7). § perf. **bdica** / **brica**; irr. **ydica**.

rdicaldi [rdi’cahldii] comes out, gets figured out (of the truth of something) (BXTp-7).

rdieby [rdiè’by] boils (of a liquid) (L5). § prog. **candieby** / **caldieby**.

rdily [rdii'ly] 1. fights someone; 2. fight each other (plural subject); scolds someone (L10). § irr. **tily**.

rdinal [rdinàall] chases (L10).

rdo [rdòo'oh] gets sold, sells (is sold) (L15). § perf. **bdo** [bdoo'oh]; irr. **to** [too'oh].

rduax [rdu'ahx] barks (L5). § irr. **induax** [indu'ahx] / **ilyduax** [ilydu'ahx] / **lduax**.

rduazh [rdùuà'zh] finishes (something) (L24).

rdub [rdùu'b] sweeps (L3, L9). § prog. **candub** [candùu'b] / **caldub** [caldùu'b].

rdyan [rdayaà'n] gets hungry (L8). § prog. **candyan** [candyàà'n] / **caldyan** [caldyàà'n].

rdyeny [rdyehnny] 1. rises (of the sun) (L21); 2. sprouts, comes up (of a plant) (S-24, L21). § irr. **ndyeny** [ndyehnny], **indyeny** [indyehnny].

re [rèe] 1. that, those (L5); 2. there (L12).

re [rèe] 1. this, these (as in **ra mniny re** “these children, these kids”) (L5, BXTTP-2); 2. here (BXTTP-1, L12). See also a re, **lad re**.

re [rèe'eh] drinks (S-17). § **ydeēn** [ydèe'ēhnn] “we will drink”.

rega [rèe'gah] right here (S-17).

reiby [rèe'i'by] vomits, throws up (S-23). § perf. **gwuaz** [gwùuà'z]; irr. **gueiby** [gueèi'by].

reiny [re'ehiny] blood (S-15). See also **gyia reiny**.

reipy [re'ihpy] 1. tells, asks (someone other than the speaker or hearer) (L16); 2. tells, asks (someone other than the speaker or hearer) to (followed by an irr. verb); 3. calls (someone other than the speaker or hearer) (a name) (as in **reipyēng laēng Chiecw** “he calls him Chico” or **Chiecw reipy ra buny ni rgwe Dizhsa laēng** “people that speak Zapotec call him Chico”). (BXTTP-1, L16) § no perf.; irr. **gueipy** [gue'ipy]; imp. **gwuats** [gwu'ahts]; and. **rigueipy** [rigue'ihpy]; ven. **riedgueipy** [rè'dgue'ihpy].

relijony [relijyoony] religion (S-29).

Ren [re'nn] see **Lia Ren**.

ren [re'nn] 1. this (L12); 2. here (L12).

ren [rèenn] 1. that (L12); 2. there (L4, L12).

Resy [Re'sy] Patricio, Patrick (S-2).

rgaizy [rgàa'izy] gets divided (S-27).

rga [rgaa'ah] gets caught (BXTTP-8). CB verb.

rga [rga'ah] pours (L21). § prog. **canda** [canda'ah] / **caldà** [caldà'ah].

rgan [rgàa'n] pets, strokes (an animal) (L16). § perf. **bdan**; irr. **can** [ca'aa'n].

rgap [rgàa'p] slaps (a part of someone's body, especially the face) (L14). § perf. **bdap**; irr. **cap**; ven. **riedtap** [ri'e'dtaa'p].

rgats [rgàa'ts] gets buried (L10).

rgu [rgùu'uh] 1. puts (something) into (L4, L15); 2. deposits (money) (somewhere) (L15) § perf. **blu**; irr. **cu**; ven. **riedndu** [ri'e'dndùu'uh] / **riedldu** [ri'e'dldùu'uh].

rguad [rgùad] 1. stings (someone) (L5); 2. pokes (something) at (someone) (L3, L5).

rgub [rgùu'b] 1. sucks (L11); 2. smokes (cigarettes, tobacco, a pipe) (L11); 3. uses a lot of (fuel) (of a vehicle) (L11). § perf. **bdub**; irr. **cub** [cu'ùu'b].

rguch [rguhch] bathes (someone or something) (L7).

rguchia [rgu'chìa] saves, puts away (BXTTP-9). § perf. **bluchia**; irr. **cuchia**.

rgue [rguèe] cusses (L13). § perf. **bde**; irr. **que**; ven. **riedte** [ri'e'dtèe].

rgue [rgueh] carries, hauls (something heavy or more than one item) (L13). § perf. **bde**; irr. **que** [quee].

rgue lo [rguèe loh] insults, cusses at, cusses out (someone) (L18). > **rgue** "cusses".

rguez [rguèe'ez] 1. hugs; 2. carries (someone or something) in the arms (L11). § perf. **bdez**; irr. **quez**.

rgui [rguii] gets sour (L2, S-1).

rguiad [rguiad] see **rguied**.

rguiby [rguii'by] washes (BXTTP-2, L11). § perf. **bdiby**; irr. **quiby**. See also **ni rguiby plad**.

rguich [rguii'ch] breaks (a long object). (L13) § perf. **bdich**; irr. **quich**.

rguieb [rguieb] 1. sews; 2. sews (something). (L11) § perf. **bdieb**; irr. **quieb**; ven. **riedtieb** [ri'e'dtieb]. See also **ni rguieb lady**.

rguied [rguied] / **rguiad** [rguiad] pierces (ears). (L15) § perf. **bzuad** [bzùad] / **bdied** / **bdiad**; irr. **quied** / **quiad**.

rguily [rguii'ly] / [rguii'illy] looks for. (L11) § perf. **bdily**; irr. **quily**. See also **gal rguily dizh**.

rguiny [rguiiny] hits (L3).

rguiny [rguii'iny] 1. borrows (L11); 2. asks for the hand of (a girl) in marriage (in a betrothal negotiation) (L11). § perf. **bdiny**; irr. **quiny**; and. **ritiny** [ritii'iny].

rguiny lo [rguii'iny loh] borrows (something) from (someone) (L18). > **rguiny** “borrows”. See also **lo**.

rguix [rguii'x] lays (a long object) down, puts (a long object) down (L11). § perf. **bdix**; irr. **quix**.

rguixga / **rguixja** [rgui'xga'ah / rguixja'ah] puts (something) down, lays (something) down (in a location) (L20). § perf. **bdixga** / **bdixja**.

rguixicy [rguixi'ihcy] nods off (as when falling asleep) (L11). § perf. **bdixicy**; irr. **quixicy**.

rguizh [rgui'ihzh] 1. pays (a person; a bill; an amount); pays back, repays (a person; an amount) (L2, L11); 2. pays (someone) (an amount) (L2, L11); 3. pays for: especially, pays for (a mass) (L11). § perf. **bdizh**; irr. **quizh** [quii'zh].

rguny [rgùuunny] scratches (a part of one's body) (L15). § perf. **bluny**; irr. **cuny**.

rguty [rguhty] kills (S-24, L21).

rgwe [rgwèèe'] 1. speaks, talks (BXTTP-1, S-14, L16); 2. speaks (a language) (L16). See also **gal rgwe dizh**. %% Felipe says you always needdizh

rgwe dizh [rgwèèe' dii'zh] speaks, talks (L16). > **rgwe**. See also **gal rgwe dizh**.

rgwe dizh don [rgwèèe' dii'zh do'onn] says whether, says if (as in **prweb re ygwe dizh don a blalbag na blal ni bzierëng lo Raúl Alba cuan blal ni deizy bzi museu** “this test will say if the blal that they bought from Raul Alba and the blal that the museum just bought are genuine blals”) (BXTTP-7).

rgwe dizh xte [rgwèèe'eh dii'zh x:tèe'] tells about, speaks about (same as **rgwe xtizh**; as in **a nana a bgwe ra mniny dizh loo xte rata ra blal ni rliu tebloizy ni mnarëng loni** “I know that the kids have

told you about all the blals that look just the same that they saw”) (BXTTP-8). > [rgwe dizh](#).

rgwe xtizh [rgwèe’eh x:ti’zh] tells about, speaks about (same as [rgwe dizh xte](#); as in **bgweën xtizh ra blal** “we spoke about the blals”) (BXTTP-8). > [rgwe dizh](#).

rgwezac [rgwèe’za’c] speaks (a language) well ([L7](#)).

rgwi [rgwi’ih] looks around (in a location – used with a location phrase) ([L18](#)). § and. [rigwi](#).

rgwi cangag [rgwi’ih cangahg] looks around (BXTTP-5).

rgwi cuan [rgwi’ih cu’an] visits (as in **biedgwiëng cuanën** “he came and visited us”) (L21). > [rgwi](#). § ven. [riedgwi cuan](#).

rgwi lo [rgwi’ih loh] looks at, watches, checks out (as in **uas xchi bgwii lo ra blal** “he looked at the blals for a long time”) (BXTTP-4, [L18](#)). § and. [rigwi lo](#). See also [lo](#).

rgwizuats [rgwi’zua’ts] looks at (something) carefully (S-26).

rgya [rgyaà’ah] dances (L21).

rgyan [rgyaà’a’n] feeds (someone or something) ([L5](#)).

rgyet [rgye’eht] plays ([BXTTP-1](#), [L15](#)). § perf. [bzuat](#) [bzu’ah’t]; irr. [cyet](#) [cye’t]; ven. [riedcyet](#) [rie’dcye’t].

rgyetne [rgye’ehtnèe] plays with ([BXTTP-4](#)).

Rgyien [Rgyien] see [Lia Rgyien](#).

ri [rii] are around, are there, are located in (a location) (plural living subject) ([L2](#), [S-1](#), BXTTP-5, L21). (neut.; no hab.) § perf. [bri](#) [brih] / **wri** [wrih]; irr. [cwi](#) [cwii]; no prog.; “we” subject forms use base **zhu** [zhu’]: neut. [zhuën](#) [zhu’-ëhnn], perf. [bzhuën](#); irr. [yzhuën](#).

ri [ri’ih] water jug (*cántaro*) § e-poss. [xti](#) [x:ti’ih] (L24).

ria [rihah] 1. goes ([BXTTP-1](#), L17); 2. goes to (a place) ([BXTTP-1](#), S-19, [L17](#)); 3. costs ([L17](#)). § perf. [gwe](#) [gweheh]; irr. [chia](#) [chiia]; no prog. form; def. [ze](#) [zeheh]; inc. [ze](#) [zèe]; [ryoën](#) [ryoo’-ëhnn] “we go”; [byoën](#) [byoo’-ëhnn] “we went”; [choën](#) [choo’-ëhnn] “we will go”; [gwaa](#) “I went”; [zaa](#) [za’-a] “I will surely go”; [zoën](#) [zoo’-ëhnn] “we will surely go” (highly irregular verb, see [L17](#), L22 and [Valley Zapotec Verb Charts](#)).

ria [rihah] goes home, goes back inside (L22). § perf. [bia](#); irr. [gyia](#).

ria [ri'ah] 1. drinks (L16); 2. drinks (something) (L16). d-base verb. § perf. **gwe** [gwèe'eh]; irr. **gyia**; ven. **riedgyia** [ri'e'dgyi'ah].

ria lo jwes [rihah loh jwe's] goes before the judge, goes to court (BXTTP-8). > **ria** “goes”.

ria mach lo [rihah ma'ch loh] flirts with, courts (a young woman) (of a young man) (L18). > **ria** “goes”.

riab [riahb] falls (L4, L16). § perf. **byiab**; irr. **gyiab**.

riabiny [riahbihny] there is a job opening (rev. idiom) (L22). > **riab**.

riabzac [riahbza'c] 1. pleases (someone) (of a person) (BXTTP-3, L16); 2. likes (a person) (inverse idiom) (as in **riabzac Lia Araceli naa, per maru riabzacad naa!** “I like Araceli, but I like you guys more!”) (L16). > **riab**.

ribany [ribàany] goes and survives (S-22).

ribanyne [ribàanyneè] goes and survives with (the aid of something), goes and does (something) to survive (S-22). > **ribany**, **-ne**.

ribanynedizy [ribàanyneèdihzy] only goes and survives with (the aid of something), only goes and does (something) to survive (as in **ribanynedizy buny ni** “people only go and do it in order to survive”) (S-22).

ricy [ri'cy] 1. there (L3); 2. it (referring to a place, as in **Museum of Man la ricy** “its name is the Museum of Man”) (BXTTP-1, L8, BXTTP-3).

ricy [ri'ihcy] 1. returns, comes back, goes back (L16); 2. returns to, comes back to, goes back to (a place) (L16). § perf. **bicy**; irr. **gyicy** [gyi'cy].

ricyne [ri'ihcynèè] returns with (someone) (BXTTP-4). § irr. **gyicyne**.

rida [ridàa] imp. of **ried**.

ridala [ridàa'laa] form. imp. of **ried**.

ridne [ri'dnèè] see **riedne**.

ridtau [ri'dta'uh] see **riedtau**.

ried [ri'e'd] comes (L3, L21). § perf. **bied**; irr. **gyied**; inc. **zied** [ziè'e'd]; imp. **rida** [ridàa], pl. imp. **ual rida**, form. imp. **ridala** [ridàa'laa]; **ryala** [ryàa'laa] “I come”; **byala** [byàa'laa] “I came”; **gyala** [gyàa'laa] “I will come”; **zyala** [zyàa'laa] “I was coming”; **ryopèn** [ryoo'pèhnn]

“we come”; **byopĕn** [byoo’pĕhn] “we came”; **gyopĕn** [gyoo’pĕhn] “we will come”; **zyopĕn** [zyoo’pĕhn] “we were coming”.

riedcuzhya [ri’e’duzhya’ah] comes and shouts (ven. of **rbuzhya**).

riedcyet [ri’e’dcyet’] comes and plays (ven. of **rgyet**).

riedchune [ri’e’dchu’uhnĕe] comes to be with (**BXTP-2**). § irr. **gyiedchune** [gyi’e’dchu’uhnĕe].

riedgueipy [ri’e’dgue’ihpy] comes and tells (ven. of **reipy**).

riedguexna [ri’e’dgue’x:nnaàa] comes and gets married (ven. of **ruexna**).

riedgwi cuan [ri’e’dgwi’ih cu’an] comes and visits (ven. of **rgwi cuan**) (L21).

riedgyia [ri’e’dgyi’ah] comes and drinks (ven. of **ria** “drinks”).

riedldats [ri’e’lddaà’ts] / **riedndats** [ri’e’nddaà’ts] comes and spies on (ven. of **rdats**).

riedldez [ri’e’lddĕez] / **riedndez** [ri’e’nddĕez] comes and waits for (ven. of **rbez**).

riedldiby [ri’e’lddi’i’by] / **riedndiby** [ri’e’nddi’i’by] comes and ties onto (ven. of **rdiby**).

riedldu [ri’e’lddu’uh] / **riedndu** [ri’e’nddu’uh] comes and puts down (ven. of **rgu**).

riedndats [ri’e’nddaà’ts] see **riedldats**.

riednde [ri’e’ndĕe] see **riedlde**.

riedndez [ri’e’nddĕez] see **riedldez**.

riedndiby [ri’e’nddi’i’by] see **riedldiby**.

riedndu [ri’e’nddu’uh] see **riedldu**.

riedne [ri’e’dnĕe] / **ridne** [ri’dnĕe] 1. comes with (**BXTP-2**); 2. brings (**S-17**, L21). > **ried**, **-ne**. § perf. **biedne**; irr. **gyiedne**; “I bring” **riednia** [ri’e’dnĭa] / **ryalnia** [ryàa’lnĭa]; “I brought” **biednia** [bi’e’dnĭa] / **byalnia** [byàa’lnĭa]; “I will bring” **gyiednia** [gyi’e’dnĭa] / **gyalnia** [gyàa’lnĭa]; “we bring” **ryopneĕn** [ryòò’pnĕe-ĕhn]; “we brought” **byopneĕn** [byòò’pnĕe-ĕhn]; “we will bring” **gyopneĕn** [gyòò’pnĕe-ĕhn].

riedni [ri’e’dnĭi] comes and tells (ven. of **rni**).

riedtacw [ri’e’dtaa’cw] comes and puts on (a shirt) (ven. of **racw**).

riedtaisy [ri’e’dta’ihsy] comes and sleeps (ven. of **raisy**).

riedtany [ri'e'dtää'hny] comes and sits down on (ven. of **rany**).

riedtap [ri'e'dtaa'p] comes and slaps (ven. of **rgap**).

riedtau [ri'e'dta'uh] / **ridtau** [ri'dta'uh] comes and eats; comes to eat (S-17) (ven. of **rau**).

riedte [ri'e'dtèe] comes and cusses (ven. of **rgue** “cusses”).

riedtieb [ri'e'dtieb] comes and sews (ven. of **rguieb**).

riegza [riehgza'] also goes (S-22). > **ria** “goes”.

rienyën [rie'nyëhnn] irregular “we” subject hab. of **runy**.

rigan [rigàann] goes and sees (BXTTP-4) (and. of **ran** “sees”).

rigual [riguà'll] goes and sings, goes and reads (and. of **rual**).

rigueipy [rigue'ihpy] goes and asks (and. of **reipy**).

riguexna [rigue'x:nnaàa'] goes and gets married (and. of **ruxna**).

rigwi [rigwi'ih] goes and looks around (and. of **rgwi**) (BXTTP-5).

rigwi lo [rigwi'ih lo] and. of **rgwi lo**.

rile [rille'eh] can, is able to, knows how to (possibility aux. (see L23), as in **rile rual Lia Sily Dizhtily** “Silvia can read Spanish”) (S-24, BXTTP-8, L23). § perf. **gule**, irr. **chile**, def. **zale**.

rilo [riloh] finishes (BXTTP-7). § perf. **bito**.

rinaz [rinnàa'az] goes and grabs, goes and takes (YY). § perf. **gunaz**.

rinda lo [rindàa loh] runs into, encounters (someone) (L18). § perf. **gunda lo** [gunda' loh]. ** check PG, add hyperlink

rinde [rindee'eh] goes and takes (and. of **rbe** “takes”) (BXTTP-7). § perf. **gunde**.

rindilaz [rinndi'làaa'z] believes (as in **nii queity chindilazbëgyu** “you wouldn't believe it!”) (BXTTP-3, S-28). § perf. **gundilaz**; irr. **chindilaz**; **gundilazën** / **bindilazën** “we believed”.

rine [rinèe] 1. goes with (BXTTP-3); 2. takes (BXTTP-3, L21). > **-ne**. § perf. **gune**; irr. **chine**; “we take” **ryoneën** [ryoo'nèe-ëhnn]; “we took” **byoneën** [byoo'nèe-ëhnn]; “we will take” **choneën** [choo'nèe-ëhnn].

rine pres [rinèe pre's] takes (someone) prisoner (BXTTP-8). > **rine**.

rinidyag [rinydyahg] 1. hears, listens to (BXTTP-4, L17); 2. (used to identify a listener in a conversation) (S-26). § perf. **binydyag**; irr. **gyinydyag**.

rinydyau ne [rinydyàu' neh] you know what, guess what (BXTTP-4).

rinylo [rinyloh] sees (L13). § perf. **binylo**; irr. **guinylo**.

riruan [riruù'an] takes (someone) (somewhere) (and. of **rruan**) (S-26).
§ sub. **nyiruan**.

risan [risàa'ann] goes and leaves (something) (and. of **rsan**). § perf. **gusan** [gusàa'ann].

risti [rihstii] gets up (out of bed) (L13). § perf. **gusti**; irr. **chisti** [chi'stii].

ritech [rite'ch] goes and spills (a non-liquid); goes and broadcasts (seeds), goes and sows (seeds) by scattering them widely (S-24). (and. of **rtech**). § irr. **chitech**.

ritiny [ritii'iny] goes and asks for the hand of (a girl) in marriage (and. of **rguiny** “borrows”).

Rjien [Rjiien] see **Lia Rgyien**.

rla [rlàa] 1. bumps into, hits against; attacks (of a turkey) (L21); 2. is safe, is all right (of a non-living subject) (S-26, L23).

rlainy [rlàa-ihny] it's fortunate (rev. idiom) (L22). > **rla**.

rlasa [rlàa'sa'ah] separate from each other, get divorced from each other (pl. subject, reciprocal verb) (S-29).

rlaya [rla'yàa'ah] see **rcuya**.

rliu [rliu] shows (BXTTP-2).

rliu beiny cwen [rliu' bèi'ny cwe'enn] looks like (BXTTP-4).

rliu tebloizy [rliu' te'bloh-ihzy] look just the same (as in **rata ra blali rliu tebloizy** “all these blals look the same”) (BXTTP-7).

rliu zicy [rliu' zi'cy] looks like (as in **xi ni rliu blal ni nu San Dyegw zicy blal xte Tiu Pamyël** “why the blal in San Diego looks like Señor Panfilo's blal”) (BXTTP-6). See also **zicy**.

rliu zicy ni na [rliu' zi'cy nih nàa] looks like (as in **rliuri zicy ni na ni nnan loni San Dyegw** “they look like the one we saw in San Diego”) (BXTTP-7).

rliuna [rliu'nnàa] points (BXTTP-5). > **rliu**, **na** “hand”.

rluazh [rluhahzh] finishes, gets over, gets finished (as in **ni bdauwën chi bluazh clas xte Dizhsa bdubiaz** “we ate that when the Zapotec class was over last year”)(S-17).

rmudy [rmuudy] medicine (L2, L9, S-23).

rnab [rnààa'b] 1. asks for; orders (something) (in a restaurant) ([L6](#), [S-17](#)); 2. sends for (a family member) ([L6](#)). § **rnabag** [rnàa'bahg] “also orders”.

rnab lo [rnààa'b loh] asks for (something) from (someone) ([L18](#)). > [rnab](#). See also [lo](#).

rnab teiby abenton [rnààa'b te'ihby abentoon] hitchhikes, thumbs a ride (as in **mnabën teiby abenton** “we thumbed a ride”) ([BXTTP-2](#)).

rnalaz [rnnahlààa'z] remembers (someone); misses, thinks about (someone) ([L6](#)).

Rnany [Rna'anney] Hernandez ([L3](#)).

rnaz [rnnàa'az] grabs, catches (something) ([L5](#)).

Rnest [Rne'est] Ernesto, Ernest ([S-2](#), [L17](#)).

rni [rnnii'] 1. says ([BXTTP-1](#), [BXTTP-3](#), [L16](#)); 2. tells, says to ([BXTTP-3](#), [S-17](#)); 3. asks (YY, [S-17](#)); 4. thinks (as in **danoën rniën queityën teidyën** “we thought we wouldn't be able to get across”) ([S-26](#)). § neut. **na** [nnah]. See also [bal zicy rniyu zhi zicy gac](#), [xa rni buny ra dizh](#), [xa caniiny?](#), [zicy na](#).

rni por telefono [rnniii' pohr telé'fonoh] makes a phone call; telephones (an institution) (as in **nniëb por telefono scwel** “he (form.) telephoned the school”) ([BXTTP-4](#), [L22](#)).

rnigya [rnnii'gya'ah] guesses (as in **mnigya xi** “guess what!”) ([BXTTP-3](#)).

rnine [rnnii'née] talks with ([BXTTP-4](#)).

rnine por telefono [rnnii'née pohr telé'fonoh] telephones (someone); calls (someone) on the telephone ([L22](#)). > [rni por telefono](#), [-ne](#).

rnizh [rnni'izh] gives (something) to (the speaker or hearer) (as in **mnizhlaëbi** “he gave it”) ([L8](#)).

rnudizh [rnuhdii'zh] asks a question of (someone), asks (someone) a question ([L5](#)). See also [bzicy ni rnudizh ... cuan Dizhsa!](#)

rnity [rnyi'ihy] misses (something), is missing (something), has lost (something); gets lost; loses the game ([L6](#), YY).

ro [rò'o'h] mod. of **bro** ([BXTTP-3](#), [L19](#)). See also [scwel ro](#).

Rony [Ro'onny] Jeronimo, Geronimo ([S-2](#), [L7](#)).

ropta [ro'pta'] see [yropta](#).

Ror [Roor] see [Lia Ror](#).

rquiny [rquii'ny] 1. eats, drinks (form. verb) ([S-17](#), [L16](#)); 2. has to, is supposed to, should, ought to, must, needs to (necessity aux.) ([L23](#)).

rquiny guet [rquii'ny gueht] eats (form. verb) ([L16](#)). > [rquiny](#). See also [guet](#).

rsa [rsahah] drives ([L3](#)).

rsagual [rsaguall] e-poss. of [sagual](#).

rsaguel [rsaguehll] is so good as to (used in polite commands) ([L10](#)).

rsan [rsàa'ann] 1. leaves (something) behind ([L6](#)); 2. misses (a bus, train, etc.) (inverse idiom) ([L16](#)). § and. [risan](#) [risàa'ann].

rsan losna [rsàa'ann losnaàa'] leaves (property) to (someone) ([L20](#)). > [rsan, losna](#).

Rsary [Rsaary] see [Lia Rsary](#).

rse [rse'eh] echo of (someone's) voice (e-poss. only) ([L14](#)).

rsei [rsèi] chin (e-poss. only) ([S-17](#)).

rseidy [rsèi'dy] learns (something); teaches (someone) (something) ([L6](#)). See also [ai bsedya](#).

rtseily [rtse'ihlly] takes apart, destroys ([S-29](#)).

rsily [rsiii'lly] morning ([L4](#), [BXTTP-1](#), [BXTTP-4](#), [S-25](#)). See also [ba rsily](#).

rsobrien [rsobriien] e-poss. of [sobrien](#).

rsubiaz [rsubihahz] dries (something) ([L7](#)).

rsubiny [rsubi'ihnnny] sows, plants ([S-22](#)).

rsudieby [rsudiè'by] boils (something) ([L5](#)).

rswegr [rswe'egr] e-poss. of [swegr](#).

rsya [rsyàa] cleans, cleans up ([S-19](#)).

rtainy [rtàa'iny] crushes, dents ([L8](#)).

rtaz [rtàa'az] hits, beats up ([L3](#), [L6](#)).

rtech [rte'ch] spills (a non-liquid) ([L15](#)); broadcasts (seeds), sows (seeds) by scattering them widely ([S-24](#)). § and. [ritech](#) [rite'ch].

rteidy [rtèi'dy] takes across, brings across ([L9](#)).

rteidy lo macyëm [rtèi'dy loh má'cyëmm] puts (something) through a machine (as in **na par yteidyën xablal rsagual chielu lo macyëm tyen ygwei dizh don a blalbëgui** “we have to put your wife’s sagual’s blal through the machine in order to tell if it is a genuine blal”) ([BXTTP-8](#)). > [rteidy](#)

rto [rtòò'oh] sells (as in **ytooi** “you will sell it”) (L4, BXTP-3, L13). CB verb. § comb. [rtòò].

rtop [rtòò'p] gathers (L8).

rtyepy [rtyèe'py] whistles (L7).

rtyis [rtyi'ih] jumps (L5).

rtyu [rtyu'uh] picks (fruit, flowers) (L13). CB verb. § comb. [rtyu].

rtyug [rtyùu'g] cuts; slices (L21).

rtyuginy [rtyùu'gihny] gets hungry (inverse rev. idiom) (L22). > **rtyug**.

ru [ru'uh] is (located) inside (usually habitually); exists (in a location) (as in **amer chua Los Angl** “soon I will be in Los Angeles”; **de bolad zhi brataggueli a danoèn a zhuèn ricy steby bai** “fortunately the next day we were there again.”) (BXTP-3, L18). § perf. **gu**; irr. **chu**; neut. **nu**; “we are located” **rzhuèn** [rzhu'-èhnn] / **ruèn** (all “we” forms may use the normal base or the **zhu** [zhu] base).

ru [ru'uh] 1. mouth (e-poss. only) (L14); 2. at the edge of (L18); 2. at (as in **bliunaäng ru teiby bentan xte teiby ra dyeni** “he pointed at a window of one of the stores”) (BXTP-5); 3. on (as in “**Alba's Antiquities**” **na letr ni ca ru bentan cuan Ingles** “the letters that were on the window said ‘Alba's Antiquities’ in English”) (BXTP-5).

ru [ruh] cough (S-23).

ru fwers [ru'uh fwers] is strong (usually used in neut., as in **nuëng fwers** “he is strong”) (L23).

ru galarzya [ru'uh gahllarzyàa'ah] 1. worries (as in **queity chuyuad galarzya** “don't worry (form. pl.)”) (S-26); 2. is worried about (an event) (used with a irr. sentence, as in **uas gua galarzya ynitya scwel** means “I was worried about missing school”) (BXTP-9).

ru xlyia [ru'uh x:lyiàa] gets a fever (S-23).

rual [rùà'll] / **ruald** [rùà'lld] 1. reads (L16, BXTP-7); 2. sings (L16, BXTP-7). § perf. **bily** [bi'i'lly] / **bual** / **buald**; irr. **gwual** / **gwuald**; and. **rigual** [rigùà'll].

ruald [rùà'lld] see **rual**.

Ruan [Ruuann] see **Lia Ruan**.

ruan [rùàa'n] cries (L3, S-24, L23). § perf. **biny** [bi'i'ny]; irr. **guan**.

ruc [ru'c] here (S-26).

ruchia [ru'chià] gets saved, gets kept (S-22). § neut. **nuchia**.

rumbe [rumbèe] see **runybe**.

runy [ruhny] 1. does, performs (as in **gunyui** “you will do it”; **bienyëni** “we did it”) (L12); 2. makes; 3. builds (L12); 4. gives (someone) (a cargo) (as in **beinyrëng laëb totad seguan xten Dadbied San Luc** “they gave him the cargo of second assistant to the blessed St. Luke mayordomo”) (S-19); 5. makes (someone) (adjective) (as in **rryecwdan gunya liu** “I will make you very rich”) (S-24); 6. makes (someone do something) (as in **zicy naëb ni beiny mnalazëb tyem xte braser chi gugeinyëb zeiny Califoryën** “he said that it makes him remember the time when he went to work as a bracero in California”) (BXTTP-9). § **rienyën** [rie'nyëhnn] “we do”; perf. **beiny** [bèèi'ny]; **bienyën** [bie'nyëhnn] “we did”; irr. **guny** [guuny]; **gyienyën** [gyie'nyëhnn] “we will do”; prog. **cayuny** [cayuhny]; **cayienyën** [cayie'nyëhnn] “we are doing”.

runy alabar [ruhny alabaar] praises (L12). > **runy**.

runy arreglad [ruhny arreglad] arranges for (something) (L12). > **runy**.

runy bda [ruhny bdaa] casts a shadow, gives shade (L12). > **runy**.

runy bgwa [ruhny bgwah] ties a knot (L12). > **runy**.

runy bisy [ruhny bi'sy] lets (someone) know (L12). > **runy**.

runy cambiar [ruhny cambiaar] changes (something) (L22). > **runy**.

runy cas [ruhny ca's] pays attention to (someone) (L12). > **runy**.

runy castiu [ruhny casti'u] punishes (L12). > **runy**.

runy col [ruhny co'll] stands in line (L12). > **runy**.

runy company [ruhny compa'anny] accompanies (L12). > **runy**.

runy comprender [ruhny comprendeer] understands, sympathizes with (L12). > **runy**.

runy contest [ruhny connte'st] responds, gives an answer (L12). > **runy**.

runy comunicar [ruhny comunicaar] communicates (S-26, L24). > **runy**.

runy cham [ruhny cha'mm] works (L22). > **runy**.

runy dany [ruhny daany] makes (someone) sick; damages (something) (L12). > **runy**.

runy defender [ruhny defendeer] defends (L12). > [runy](#).

runy dibertier [ruhny dibertiier] amuses (someone) (L22). > [runy](#).

runy diborsyar [ruhny diborsyaar] divorces (L22) > [runy](#).

runy escojer [ruhny escojeer] chooses, selects (S-29). > [runy](#).

runy esplicar [ruhny esplicaar] explains (L23). > [runy](#).

runy fabor [ruhny faboor] does a favor and (*followed by irr. verb, as in reipyën lai zhi gunyi fabor gunyi comunicar que tac zicy guc* “we asked him to do a favor and communicate what had happened”) (S-26). > [runy](#).

runy fald [ruhny fa’lld] is absent from (school, for example) (L12). > [runy](#).

runy gan [ruhny gaan] earns, wins (L12). > [runy](#).

runy gaxt [ruhny ga’axt] spends money (L12). > [runy](#).

runy guan [ruhny guuhahnn] makes a charitable donation (L12). > [runy](#).

runy imbertier muly lo [ruhny imbertier mùuully loh] invests money in (S-14). > [runy](#).

runy mandad [ruhny mandaad] 1. does an errand (L12); 2. gives (someone) an errand to do (L12). > [runy](#).

runy manejar [ruhny manejaar] drives (L12). > [runy](#).

runy marcar [ruhny marcaar] dials (a phone), calls (on the phone) (S-26). > [runy](#).

runy molestar [ruhny molestaar] bothers (L12). > [runy](#).

runy nadar [ruhny nadaar] swims (L12). > [runy](#).

runy nesesar [ruhny nesesaar] needs (L12). > [runy](#).

runy odiar [ruhny odiaar] hates (L12). > [runy](#).

runy operar [ruhny operaar] operates on (L22). > [runy](#).

runy preguan [ruhny pregu’uann] asks (someone) a question (S-14). > [runy](#).

runy preparar [ruhny preparaar] prepares (something); gets (something) ready (L12). > [runy](#).

runy protejer [ruhny protejeer] protects (L22). > [runy](#).

runy protestar [ruhny protestaar] protests (L12). > [runy](#).

runy prweb [ruhny prweeb] tests, gives a test to (BXTTP-7). > [runy](#).

runy rreportar [ruhny rreportaar] reports (S-26). > [runy](#).

runy sacrificar [ruhny sacrificaar] makes a sacrifice (used with an object pronoun matching the subject, as in **gunyu sacrificar liu** “you will make a sacrifice”) (S-24). > [runy](#).

runy sospechar [ruhny sohspechaar] suspects ([L12](#)). > [runy](#).

runy tocar [ruhny tocaar] takes one’s turn (impersonal idiom; see YY) (YY). > [runy](#).

runy tomar fot [ruhny tomaar fo’t] takes photographs, takes pictures; takes photographs of, takes pictures of (someone or something) ([L12](#)). > [runy](#).

runy tram [ruhny tra’ammm] cheats (YY). > [runy](#).

runy tratar [ruhny trataar] treats (S-29). > [runy](#).

runy uas [ruhny ua’s] uses ([L12](#)). > [runy](#).

runy xgab [ruhny x:ga’ab] / **runyxjab** [ruhny x:ja’ab] thinks ([L12](#)). > [runy](#).

runy xjab [ruhny x:ja’ab] see [runy xgab](#).

runy xten [ruhny x:tèe’n] works as ([L12](#)). > [runy](#).

runy zeiny [ruhny zèèi’ny] works, does work ([BXTTP-2](#), [L12](#)). > [runy](#).

runyaxten [ruhnyax:tèe’n] takes possession of ([L12](#)). > [runy](#).

runybe [runybèe’] / **rumbe** [rumbèe’] knows, gets to know ([BXTTP-2](#), [L12](#)). > [runy](#).

runybyuzh [ruhnybyùuzh] cuts into little pieces (S-24). > [runy](#).

runychia [ruhnychiàa’] makes, builds ([L17](#)). > [runy](#).

runyfald [ruhnyfa’lld] does not have enough of (something), lacks (something) ([L12](#)). > [runy](#).

runygan [ruhnygaan] should, had better (necessity aux., see L23). > [runy](#).

runyrezh [ruhnyrehzh] helps (someone) regain his soul through a traditional ceremony (S-23). > [runy](#). See also [ni runyrezh](#).

runyses [ruhnyssèe’s] shakes (something) (as in **beinyses liu** “shake yourself”, **beinyses** “shake it!”) (S-16). > [runy](#).

runytocar [ruhnytocaar] is assigned to (a job) (as in **beinytocar xtada zeiny xte mardom** “my father was assigned to the job of mayordomo”) (S-19). > [runy](#).

runyton [ruhnyto’onn] acts stupid ([L12](#)). > [runy](#).

runyzac [ruhnyza'c] fixes (something) (L12). > **runy**.

runyzeny [ruhnyzeèè'ny] see **ni runyzeny**.

runyzhyab [ruhnyzhya'ab] behaves badly (L12). > **runy**.

ruxna [ru'x:nnaàa'] gets married; marries (someone) (L21). > **na** "hand". § perf. **buxna**; irr. **guxna**; and. **riguexna** [rigue'x:nnaàa']; ven. **riedguexna** [rie'dgue'x:nnaàa'].

ruyu [ru'yu'uh] 1. doorway of a house (L21); 2. in front of the house, in the doorway of the house (L21).

rxel [rx:èè'll] sends (L17).

rxì [rxì'ih] spills (a liquid) (L15).

rxyeily [rxye'illy] opens (something) (L6).

ryac [rya'ahc] heals, gets well, gets better (L7). § irr. **gyac** [gya'ac].

ryal [ryàall] should, deserves to, should get a turn to (necessity aux., see L23).

ryal [ryàa'll] loses his or her soul through a serious fright (a susto) (S-23).

ryala [ryàa'lla'] irregular "I" subject hab. of **ried**.

ryalaz [ryalààa'z] 1. forgets, forgets something (as in **byalaza** "I forgot!") (S-19); 2. forgets, forgets about (something) (S-19).

ryalnia [ryàa'llnìa'] irregular "I" subject hab. of **riedne**.

ryan [ryàa'an] 1. stays in, stays at (a place) (BXTP-1, L20); 2. remains (as in **triestdan byani** "he remained very sad") (S-24).

ryeizy [ryèi'zy] digests (L3).

Ryely [Rye'lly] see **Lia Ryely**.

Ryen [Rye'nn] see **Lia Ryen**.

ryengw [rye'enngw] gringo (Anglo, white person from the United States or possibly Europe) (L20).

Ryet [Rye't] Margarito (S-2).

ryet [rye'eht] goes down, descends (S-26).

ryet lany [rye'eht làa'any] gets off (a bus) (S-26).

ryoën [ryoo'-èhnn] irregular "we" subject hab. of **ria** "goes".

ryoneën [ryoo'nèe-èhnn] irregular "we" subject hab. of **rìne**.

ryopën [ryoo'pèhnn] irregular "we" subject hab. of **ried**.

ryopneën [ryoo'pnèe-èhnn] irregular "we" subject hab. of **riedne**.

ryu [ryu'uh] enters; goes to (college, for example) (BXTP-9).

ryual [ryu'ahl] pants (of a dog, for example) (L8).

ryub [ryùùu'b] hurts, aches (S-23).

ryulaz [ryu'làà'a'z] likes (normally only used with a human object) (L6). § usually not used in perf. See also [asy a byulazyui](#).

ryuti [ryutii] goes (into), enters (BXTTP-5).

ryuti lany [ryu'tii làa'any] enters (somewhere), goes into (a place) (as in **byutinia Bed lany xofisyenëng** “I entered his office with Pedro”) (BXTTP-6). See also [lany](#).

ryux [ryùùu'ux] gets old (S-29).

rza [rzah] walks (L13). § irr. [sa](#) [saa].

rzac [rzahc] has (what) as a problem (as in **xi rzacu?** “What do you have as a problem?, “What’s your problem?”) (S-24). § irr. [yzac](#) [yza'c].

rzalo [rzallohoh] starts, begins (possibility aux. (see L23), as in **chi ady salo chia buny ladi** “when people had not yet begun to go to the States”, **a bzalo cayunya zeiny steby lad** “I have already started working somewhere else”) (S-22, S-28, L22, L23). § irr. [salo](#) [salloh].

rzeby [rzèèby] puts (something) in (a location) (S-16).

rzeiby [rzèèi'by] hangs (in a location) (L18). § irr. [seiby](#); neut. [zeiby](#).

rzeiby [rzèèi'by] hangs (something) (in a location) (L20).

rzeny [rzhennny] arrives; arrives at (a place), arrives in (a place) (L8). § irr. [yzeny](#) [yze'nny], def. [seny](#).

rzenygaza [rzhennnygahza] arrives right then (as in **as bzenygaza xtaðën** “our father arrived right then”) (BXTTP-6).

rzi [rziìi] buys (BXTTP-5, L17). § comb. (used before “they” pron.) [rzie](#) [rzie']; irr. [si](#).

rzi lo [rziì' loh] buys (something) from (someone) (L18). > [rzi](#). See also [lo](#).

rzie [rzie'] comb. of [rzi](#).

rzicy [rzi'ihcy] sends (someone) back to (a place) (L8).

rzilaz [rzilàà'a'z] thought that, used to think that (L9).

rzu [rzu] flies (L3, L22). § def. [su](#) [suu].

rzu [rzu] stands, stands up (something) (in a location) (L20).

rzu [rzu] stands (in a location) (L13, L18). § def. [su](#) [suu]; neut. [zu](#) [zuu].

rzub [rzùu'b] gets placed, is (habitually) placed (on a flat, elevated surface) (L18). § irr. **sub**; neut. **zub** [zu'ùu'b].

rzub [rzùub] sits, sits down (in a location) (L18). § irr. **sub**; neut. **zub**.

rzub [rzùu'b] places (something) (in a location); sets (something) down (in a location) (S-23).

rzub guichgwuazh [rzùub guì'chgwu'ùà'zh] gets a shot (S-23). > **rzub** “sits”.

rzub guichgwuazh [rzùu'b guì'chgwu'ùà'zh] gives (someone) a shot (S-23). > **rzub** “places”.

rzubga [rzubga'ah] / [rzùu'bga'ah] / [rzùubga'ah] sits, sits down (in a location) (BXTTP-3, S-17, L18). CB verb. § irr. **subga**; neut. **zubga**.

rzubga [rzubga'ah] / [rzùu'bga'ah] / [rzùubga'ah] sets (something) (in a location) (L20).

rzuca [rzucàa] 1. takes away (L13, S-28); 2. takes off (clothing) (S-28). § def. **suca**.

rzugwa [rzugwa'ah] stands (in a location) (L18). § irr. **sugwa**; neut. **zugwa**.

rzugwa [rzugwa'ah] stands, stands up (something) (in a location) (L20).

rzundi [rzundii] stands erect (in a location) (L20). § irr. **sundi**; neut. **zundi**.

rzundi [rzundii] stands (something) erect (in a location) (L20).

rzyeny [rzyèe'nny] feels (used with **xa** “how” or an adjective, as in **nzhyab rzyenya** “I feel bad”) (S-23).

rzhi [rzhi'i'h] 1. spills (of a liquid) (L15); 2. gets stuffed up, plugged up (S-23). § neut. **zhi**.

rzhiby [rzhiby] gets scared (L7).

rzhich [rzhi'ch] gets mad, gets angry (S-26).

rzhiel [rzhiel] finds (L3).

rzhiez [rzhièz] laughs; smiles (L7).

rzhiezdat [rzhiezda't] smiles an insincere smile (BXTTP-5). > **rzhiez**.

rzhilo [rzhiloh] is amazed at (as in **rzhilodizy Tiu Pamyëli** “Señor Panfilo was just amazed at it”) (BXTTP-8).

rzhilo lo [rzhiloh loh] stares at (BXTTP-5). See also **lo**.

rzhuny [rzh:ùu'nny] 1. runs (L5); 2. elopes (especially, of a young

woman) ([L5](#)); 3. flees, runs away from (a place) (as in **Benito Juarez bzhuny lazhni Meijy chi nyuclazrëng ngutyрэng lai** “Benito Juarez fled his native country of Mexico when they wanted to kill him”) ([L23](#)).

rzhyag [rzhyàag] meets ([L9](#)).

rzhyeily [rzhye’illy] opens, gets opened (of a door, for example) ([L6](#)).

rr

rra [rrah] 1. runs out; gets finished (of a product, for example) (may apply to bottles of beer or soda, but not other liquids) ([L15](#)); 2. are eliminated from, are wiped out from (a place) (pl. non-human subject) ([L15](#)).

rrady [rraady] radio ([L7](#)). § e-poss. **xarrady**.

rralo [rraloh] see [rrilo](#).

rratagguel [rratahggue’ll] is the very next day (as in **de bolad zhi brataggueli...** “fortunately the very next day...”) ([S-26](#)).

rragueli [rraguèe’llih] it is the next day ([L21](#)).

Rram [Rra’mmm] see [Domyengw Rram](#).

rran [rraan] frog ([L2](#), [L14](#), [S-1](#), [S-6](#)).

rrayos equis [rráayohs é’quihs] x-rays ([S-23](#)).

rrech [rre’ch] spills, spills out (of a non-liquid) ([L15](#)).

rregal [rrega’ll] gift ([L9](#)).

rrei [rre’i] king (in cards) (YY).

Rrei [Rre’i] Reynaldo, Reginald ([S-2](#)). See also [Lia Rrei](#).

rreizh [rree’ihzh] calls ([L4](#), [L21](#)). § irr. [cuzh](#) [cuuzh]; prog. [cabuzh](#) [cabu’uhuhzh].

rreizh [rreè’izh] measures ([L4](#), [L10](#)).

rrelo [rreloo] watch ([L2](#), [L14](#)). § e-poss. **xrelo**, **xarrelo**.

rreportar [rreportaar] see [runy rreportar](#).

rreset [rrese’t] prescription ([S-23](#)).

rresieb [rresiieb] bill (for a service); receipt ([L11](#)).

rrespeity [rrespeɪ'ty] respect (L24). See also [nu rrespeity lo](#).

rrestaurant [rresta'ra'ann] restaurant ([BXTTP-2](#), [L14](#)).

rria [rrià] goes out, leaves ([S-16](#), [L15](#)). See also [rria jwer](#), [rria reiny](#).

rria jwer [rrià' jweer] goes outside (BXTTP-5). See also [jwer](#).

rria reiny [rriàà' re'hiny] bleeds (S-23).

rrica [rricah] see [rdica](#).

Rricard [Rrica'rd] / **Rricardy** [Rrica'rdy] Ricardo, Richard ([S-2](#)).

Rricardy [Rrica'rdy] see [Rricard](#).

rrilo [rrilloh] / **rralo** [rraloh] 1. thinks, thinks that ([S-14](#), [L15](#)); 2. it seems to (someone) that ([L15](#)). See also [xi rrilo liu?](#)

rro [rro'oh] grows ([L15](#)). § irr. [tyo](#).

Rrod [Rro'd] see [Rrot](#).

rrodan [rro'daà'n] grows a lot (S-22).

rrompecabes [rrompecabe's] puzzle ([L12](#)).

Rros [Rro's] see [Lia Rros](#).

rros [rro's] see [gyia rros](#).

rros [rro's] rice (L14).

Rrot [Rro't] / **Rrod** [Rro'd] (nickname for Rodrigo) ([S-2](#)).

rruan [rru'u'an] abandons, leaves behind ([L15](#)). § irr. [tyuan](#), and [riruan](#) [riru'u'an] “takes (someone) (somewhere)”.

rrued [rrueed] 1. wheel ([L4](#), [L14](#), [S-16](#)); 2. ring, circle ([S-16](#)). § e-poss. [xrued](#), [xarrued](#).

rrueg [rrueeg] see [gyia rrueg](#).

rryecw [rrye'cw] rich (S-24).

S

sa [saa] irr. of [rza](#).

sa [sa'ah] 1. blood relative (e-poss. only) ([S-18](#)); 2. each other, one another (as in [uas rcyetlaza a rile ycwaën email lo saën](#) “I’m very happy that we can write emails to each other”) (BXTTP-8, S-29, L23); 3. fellow, another one like (e-poss. only) (as in [na par](#)

ganzacri lo sari “they will be able to get along with their fellow men”) (S-29). (CB noun).

sa bied [sa’ah biied] uncle, aunt (e-poss. only) (S-18).

sa gax [sa’ah gahx:] close blood relative (e-poss. only) (S-18).

sa ngwalyëñ rac [sa’ah ngwaalyëhnn rahc] we’re the same age, our ages are the same (S-17).

sa ni [sa’ah nih] just like the one (as in **sa ni bzhiel xtadmam Lia Glory** “another just like the one Gloria’s grandfather found”) (BXTTP-3).

sa ra ni [sa’ah ra nih] another just like the ones that (as in **sa ra ni rtorëng Monte Albáni** “another just like the ones that they sell at Monte Alban”) (BXTTP-6). See also **sa ni**.

sa zyet [sa’ah zye’eht] distant blood relative (e-poss. only) (S-18).

Sabad [Sáabahd] Saturday (BXTTP-1, S-25).

sabad [sabaad] shoe (L17).

Sabely [Sabeelly] see **Lia Sabely**.

sabgaly [sabgaaly] how much more money (L22). > **bgaly**.

Sabien [Sabienn] see **Lia Sabien**.

sablac [sablac] how much more money (L22). > **blac**.

sacrificar [sacrificaar] see **runy sacrificar**.

sagual [saguall] *consuegro*, sibling’s spouse’s blood relative, parent’s sibling’s spouse’s blood relative (L4, BXTTP-3, S-18). § e-poss. **rsagual**.

salo [salloh] irr. of **rzalo**.

salyb [saalyb] reasoning ability; conscience (S-29).

San [Sa’ann] see **Lia San**.

San Dyegw [Sann Dye’gw] San Diego (S-7, L17).

San Luc [Sann Lu’uc] 1. San Lucas Quiavini (S-6, L17); 2. Saint Luke, San Lucas (S-19, L21).

Santa Mony [Sánntah Moony] Santa Monica (S-7, L20).

Santo Domyengw [Sánntoh Domye’engw] Santo Domingo (BXTTP-5).

sarampyony [sarampyoony] measles (S-23).

sclab [sclaab] slave (S-29).

scwel [scweel] school (BXTTP-1, L17).

scwel ro [sceel rò'oh] high school, college, university (S-29).

scha [schah] another (tortilla, breadstuff) (L22).

Se [See] Jose ([S-2](#), [L8](#)).

Sebastyang [Sebastya'anng] Sebastian ([S-2](#)).

sebu [sehbuu] see [guan sebu](#).

Seby [Se'eby] / Sëby [Së'ëby] Eusebio ([S-2](#)).

sede [sedee] C.D., compact disc ([L4](#), [L5](#)).

seguan [segu'ann] second (S-19). See also [ni rac tyop](#).

seguar [seguuar] see [rap seguar](#).

segurida [seguridaa] security (S-29).

seiby [sèèi'by] irr. of [rzeiby](#) “hangs”.

seiz [seiz] six (modern word; see S-20 and S-25) (S-20).

Sely [Se'lly] see [Lia Sely](#).

seny [sehnny] def. of [rzeny](#).

Septyemr [Septye'mmr] September (S-25).

serbes [serbe's] beer (L16).

serc [se'rc] almost (S-22).

sesen [sesé'nn] / **sesenta** [sesé'nntah] sixty (modern word; see S-20 and S-25) (S-20).

sesenta [sesé'nntah] see [sesen](#).

seten [sete'nn] / **setenta** [seté'nntah] seventy (S-20).

setenta [seté'nntah] see [seten](#).

Seu [Se'u] Aristeo ([S-2](#)).

Sëby [Së'ëby] see [Seby](#).

si [sii'] irr. of [rzi](#).

sincwen [sinncwe'nn] / **sincwenta** [sinncwé'nntah] fifty (modern word; see S-20 and S-25) (S-20).

sincwenta [sinncwé'nntah] see [sincwen](#).

Siedr [Siiedr] see [Lia Siedr](#).

sieng [siehnng] / **siento** [sienntoh] one hundred (modern word; see S-20 and S-25) ([L4](#), S-20).

siengw [si'enngw] / **sincó** [sí'nncoh] five (modern word; see S-20 and S-25) (S-20).

siento [sienntoh] see [sieng](#).

Sily [Siilly] Basilio, Basil ([S-2](#)). See also [Lia Sily](#).

sinco [sɪˈnncoɪ] see [siengw](#).

sindesdizy [sinndeˈsdiɪzɪ] just so long as (S-24).

sobrien [sobriien] niece, nephew ([S-18](#)). § e-poss. [rsobrien](#).

Sobryeiny [Sobryeeiny] (man's name) ([S-2](#)).

solisitu [solisituu] application ([L2](#), [S-1](#)).

sospechar [sohspechaar] see [runy sospechar](#).

sot [soˈt] jack (in cards) (YY).

spal [spàall] / **spald** [spàalld] how many more (L22). > [bal](#), [bald](#).

spald [spàalld] see [spal](#).

Spany [Spaˈnny] Spain (BXTp-8).

Spryet [Spryeˈeht] Pentecost (S-25).

Stados Unied [Stadohs Unied] the United States ([S-7](#), [L20](#)).

stap [staˈp] another four, four more (L22).

steby [steey] 1. again (YY, [S-17](#)); 2. another, another one; one more (YY, BXTp-6, L22). See also [teiby](#).

steby lad [steey laad] another place, somewhere else (S-28).

steby lad lany dyeni [steey laad làaˈany dyeˈnnih] on the other side of that store (BXTp-5). See also [lany](#), [dyen](#).

studian [studiˈaann] / **estudian** [estudiˈaann] student ([L10](#)). See also [bwen studian](#).

su [suu] 1. def. of [rzu](#) “flies”; 2. def. of [rzu](#) “stands”.

sub [sùuˈb] irr. of [rzub](#) “gets placed (in a location)”.

sub [sùub] irr. of [rzub](#) “sits (in a location)”.

subga [subgaˈah] irr. of [rzubga](#). See also [gyo subgaën](#).

subgaën [subgaˈëhnn] see [gyo subgaën](#).

suca [sucàa] def. of [rzuca](#).

sugwa [sugwaˈah] irr. of [rzugwa](#) “stands (in a location)”.

sundi [sundii] irr. of [rzundi](#) “stands erect”.

superbisor [superbisoor] supervisor (S-28).

susen [suseen] see [gyia susen](#).

swegr [sweˈegr] father-in-law, mother-in-law ([S-18](#)). § e-poss. [rswegr](#).

swert [sweˈrt] luck ([BXTp-2](#)). See also [rap swert](#).

syemr [syeˈmmr] always (L17).

Syen [Sye'enn] Jacinto ([S-2](#)).

Syen [Sye'enn] see [Lia Syen](#).

Syend [Sye'ennd] see [Lia Syen](#).

syet [syé't] / **syete** [syé'teh] seven (modern word; see S-20 and S-25) (S-20).

syete [syé'teh] see [syet](#).

syuda [syudaa] city ([L2](#), [S-1](#)).

syudadan [syudada'nn] citizen ([BXTTP-2](#)).

t

ta [tààa'] eighty ([S-5](#)).

ta abtsë [tàa' ahbtsëë'] ninety ([S-5](#)).

tabaza [ta'baza] / **dyebaza** [dye'baza] really (S-24).

tac [tahc] see [que tac zicy guc](#).

Talach [Tala'ch] see [Lia Talach](#).

talo [talòò'] (term of address used informally to a friend) ([S-2](#)).

Taly [Ta'ally] see [Lia Taly](#).

Tan [Taan] Cayetano ([L2](#), [S-1](#), [S-2](#), L15). See also [Lia Tan](#).

tan [ta'aann] because (S-24).

Tagual [Taguall] the Day of the Dead (All Saints Day, November 1, and All Souls Day, November 2) (S-25).

tap [tahp] four ([L4](#), [S-5](#), [L8](#)).

tap galy [tahp gàally] eighty ([S-5](#)). See also [ta](#).

tarea [tareea] exercise; homework ([L5](#)).

taria [tariia] see [rcwa por taria](#).

tas [ta's] cup ([L18](#)).

Teb [Te'eb] Esteban, Stephen, Steve ([S-2](#)).

tebag [tèe'bahg] see [tewag](#).

teblo [te'bloh] equal; even; the same (as in **teblo derech** “equal rights”, **tebloizy derech** “just the same rights”) (S-29).

tebloizy [te'bloh-ihzy] just the same (BXTTP-7, S-29). See also [rliu tebloizy](#).

tecnica [te'cnicah] technical (S-29).

teg wag [tèè'gwahg] see [tewag](#).

teiby [te'ihby] one; a, an (L3, S-5, L6). § **steby** [steeby] “another one; one more”; see also [rnab teiby abenton](#).

teiby gaiyua [te'ihby gaiyùua] one hundred (S-5).

teiby ra dyeni [te'ihby ra dye'nnih] one of those stores (BXTTP-5). See also [ra, dyen](#).

teiby ratizy [te'ihby ra'tihzy] in just a little while (S-22).

teidy [tèè'idy] irr. of [rdeidy](#) “crosses”.

teix [tèè'ix] chest, trunk, side (e-poss. only) (L14).

telebisyny [telebisyoony] television (L7).

telefono [telé'fonoh] telephone (BXTTP-4, L22). See also [por telefono, rni por telefono, rnine por telefono](#).

tenizy [té'nnihzy] tennis shoes (L4).

tequily [tequi'ly] tequila (L4).

terminal xte camyuny [termina'll x:tèè' camyuuny] bus station (BXTTP-7).

Tery [Teery] see [Lia Tery](#).

tewag [tèè'wahg] / **tebag** [tèè'bahg] / **teg wag** [tèè'gwahg] 1. not (often used just like [queity](#)) (as in **bdeidyta zhi, tewag** “the whole day passed and there was none”) (S-26, L24); 2. no, nope (S-11, S-17).

tewag tu [tèè'wahg tu] 1. no one (followed by a verb plus [-di](#), as in **tewag tu gandi xa mod gyeinyën comunicar quën larëb** “neither one knew how we could communicate with them”) (S-26, L24); 2. no (followed by a noun referring to a human or an animal) (L24).

tewag xi [tèè'wahg xi] no (followed by a noun referring to an animal or an inanimate, plus [-di](#), as in **tewag xi problemdi** “no problem”) (S-26, L24).

tewag xi problemdi [tèè'wahg xi proble'mmdi] no problem (S-26).

Tijwan [Tijwa'nn] Tijuana (S-7, L20).

tily [ti'ily] irr. of [rdily](#).

Tiny [Tiiny] see [Lia Tiny](#).

Tiu [Ti'u] 1. Señor, Don (respectful title used before a man's first name) ([S-2](#)); 2. Uncle ([S-2](#)).

tiu [ti'u] 1. uncle ([S-2](#), [L14](#)); 2. brother-in-law; stepfather ([S-18](#)); 3. señor, sir (respectful term of address used to someone one does not know) (S-14, [L14](#)). § e-poss. [xtiu](#).

tiuwe [ti'uwe'eh] sir, *señor* (respectful term of address used to a man) ([S-2](#)).

to [too'oh] irr. of [rdo](#).

to [tò'o'oh] let's go (BXTTP-5).

tocar [tocaar] see [runy tocar](#).

tomar [tomaar] see [runy tomar fot](#).

Tony [To'nny] Antonio, Anthony ([S-2](#)).

tort [to'rt] torta (type of Mexican sandwich) (L23).

torturar [torturaar] see [rac torturar](#).

Tory [Toory] see [Lia Tory](#).

totad [to'taad] assistant mayordomo, *diputado* (S-19, [L20](#)). See also [xtadi na totad](#).

traj [tra'j] (man's) suit (L16).

traj zac [tra'j za'c] nice suit, fancy suit (BXTTP-5).

tram [tra'amm] see [runy tram](#).

trasde [tráhsdeh] behind, in back of ([L18](#)).

tratar [rataar] see [runy tratar](#).

treinta [tré'inntah] see [treny](#).

Treiny [Treeiny] see [Lia Treiny](#).

treiny [treeiny] train ([L4](#), L16).

treny [tre'enny] / **treinta** [tré'inntah] thirty (modern word; see S-20 and S-25) (S-20).

trenytidoz [tre'nnytidooz] thirty-two (modern word; see S-20 and S-25) (S-20).

trenytyuan [tre'nnytyua'nn] thirty-one (modern word; see S-20 and S-25) (S-20).

trese [tré'seh] thirteen (modern word; see S-20 and S-25) (S-20).

trez [treez] three (modern word; see S-20 and S-25) (S-20).

Trez [Treez] Tereso ([S-2](#)). See also [Lia Trez](#).

triest [tri'est] sad (as in **triestdani** "it's very sad") ([BXTTP-4](#), S-24).

trus [tru's] (a male's) underpants ([L13](#)).

tu [tu] who ([L3](#), [L7](#)); whose ([L17](#)). See also [nu tu](#), [nyec tu](#), [queity tu](#), [tewag tu](#).

tu layu [tu lòo' ?] what's your name? ([S-9](#)). See also [la](#) "name".

tu loo [tu lahyu' ?] what's your name? (form.) ([S-9](#)). See also [la](#) "name".

Tuar [Tuuar] Arturo, Arthur ([S-2](#)).

tuazh [tu-ahzh:] who on earth? ([S-28](#)).

tubiaz [tuhbiihahz] one year ([S-19](#)). See also [iaz](#).

tuëru [tuëru] who else ([L24](#)).

turyest [turye'st] tourist ([L15](#)).

tuxman [tuhxmaan] one week ([BXTTP-9](#)). See also [xman](#).

Tyeiny [Tyeeiny] Sebastian ([S-2](#)).

tyem [tye'emm] 1. season; weather ([S-25](#)); 2. time (in certain expressions) ([S-25](#)). See also [queity rapdi tyem](#), [xi tyem](#).

Tyen [Tye'nn] Celestino, Tino ([S-2](#)). See [Lia Tyen](#).

tyen [tye'nn] 1. because ([BXTTP-1](#)); 2. so that (followed by a sentence with an irr. verb, as in **cayunya uas computador tyen ycwa email re** "I'm using the computer so that I can write this email") ([BXTTP-3](#)). See also [zhyëb ... tyen](#).

tyen gau bunyi [tye'nn ga'u bùunnyih] so that people can eat it ([S-22](#)). See also [buny](#), [rau](#).

tyep [tyehp] hard ([L22](#)).

tyep zuiny [tyehp zuu-ihny] it's hard (rev. idiom) ([L22](#)). > [zu](#).

tyo [tyo'oh] irr. of [rro](#).

Tyofl [Tyofl] Teofilo, Theophilus ([S-2](#)).

tyop [tyo'p] two ([L3](#), [S-5](#), [L8](#)). § **styop** "another two; two more".

tyop chon [tyo'p chòonn] two or three; a few ([BXTTP-2](#)).

tyop gaiyua [tyo'p gaiyùua] two hundred ([S-5](#)).

tyua [tyùua] forty ([S-5](#)). See also [Jweby Tyua Wbwizh](#).

tyua abtsë [tyùa' ahbtsëë] fifty ([S-5](#)).

tyuan [tyùuan] irr. of [rruan](#).

ts

tseiny [tsèe'iny] / **tseiny** (13) thirteen ([S-5](#)).
tseiny [tsèè'iny] / **tseiny** (15) fifteen ([S-5](#)).
tseinyabchon [tsèi'nyahbchòonn] eighteen ([S-5](#)).
tseinyabtap [tsèi'nyahbta'p] nineteen ([S-5](#)).
tseinyabteby [tsèi'nyahbteeby] sixteen ([S-5](#)).
tseinyabtyop [tsèi'nyahbtyo'p] seventeen ([S-5](#)).
tsë [tsêê] / **tsëa** [tsêa] ten ([L2](#), [S-5](#), [L8](#)). § **stsë** “another ten; ten more”.
tsëa [tsêa] see **tsë**.
tsëbteby [tsëbteeby] eleven ([S-5](#)).
tsëbtyop [tsëbtyo'p] twelve ([S-5](#)).
tsëda [tsëdah] fourteen ([S-5](#)).

u

u [u] (question marker used at the beginning of question; suggests that the hearer will say “yes” to the question) (S-14, BXTTP-3).
ual [u'all] / **gual** [gu'all] (used in plural commands) ([L10](#)).
ual gyuti! [u'all gyutii !] come in! (to more than one person) ([S-3](#)).
ual rida [u'all ridàa] pl. imp. of **ried**.
ual zhixga! [u'all zhi'xgah !] quiet! (to more than one person) ([S-8](#)).
uala [ua'lla] or (BXTTP-8).
uan [ua'nn] one (modern word; see S-20 and S-25) (S-20).
uas [u'as] really, very ([L5](#)).
uas [ua's] see **runy uas**.
uaszuatsa [ua'szuatza] wow ([BXTTP-2](#)).
uc [u'c] see also **guc** “when”.
ucdi naa [u'cdi' nàa] I wish ([BXTTP-2](#)).
unibersida [unibersidaa] university, college ([BXTTP-2](#), [L20](#)).

unida [unidaa] unit ([L5](#)).
Unied [Uniiid] see [Stados Unied](#).
utale [ú'taleh] wow ([L4](#)).

W

wbizh [wbi'ihzh] / **wbwizh** [wbwi'ihzh] / **wwizh** [wwi'ihzh] sun ([L21](#)).

See also [Jwebi Tyua Wbwizh](#).

wbwan [wbwààa'n] thief ([L7](#)).

wbwizh [wbwi'ihzh] see [wbizh](#).

wbyern [wbyee'rn] government ([S-29](#)).

wchily [wchiilly] see [bchily](#).

wdeidy [wdèèi'dy] variant perf. of [rdeidy](#) “crosses”. See also [a wdeidy](#).

West Los Angl [We'st Lohs A'nnl] West Los Angeles ([S-7](#), [L20](#)).

wez [wèèe'z] see [gyet wez](#).

wgyeizh [wgyee'ihzh] expensive ([BXTTP-7](#)).

wi [wii] guava ([L2](#), [S-1](#), [L6](#), [S-13](#)).

wlez [wlèez] 1. perf. of [rbez](#); 2. imp. of [rbez](#).

wliaz [wlihahz] daughter-in-law ([S-18](#)). § e-poss. [xawliaz](#).

wnya [wnyààa] traditional healer (*curandero*, *curandera*) ([L19](#), [S-23](#)).

wri [wrih] see [bri](#).

Wse [Wsee] Jose, Joseph, Joe ([S-2](#), [L8](#)).

wwizh [wwi'ihzh] see [wbizh](#).

wxiny [wxi'ihnnny] evening ([S-24](#), [S-25](#)). See also [guzh wxiny](#), [nas wxiny](#), [zhi wxiny](#).

wyac [wya'ahc] see [a wyac](#).

wzan [wzahn] parent (usually used in the e-poss. form) ([S-29](#)). § e-poss. [xawzan](#).

wzana [wzàana] see [xnan bieda xnan wzana](#).

wzhi [wzhih] afternoon ([S-25](#)).

wzhyar [wzhyaar] spoon ([L2](#), [L13](#)).

wzhyes [wzhyehs] midwife (S-23).

X

xa [x:a] 1. how (L11); 2. what (as in **xa gunyyu?** “what are you (form.) going to do?” and **xa rriloyu?** “what do you think?”) (S-14). See also [nu xa](#).

xa caniiny? [x:a kannii'-ihny] what's happening? (rev. idiom) (L22). > [rni](#).

xa mod [x:a mo'od] how, in what way (L11).

xa mod na ... ? [x:a mo'od nàa ... ?] what is ... like? (S-22).

xa modi [x:a mo'odih] how is that? (S-22).

xa nu ... ? [x:a nu'uh ... ?] how is ... ? ([S-4](#))

xa nuu? [x:a nu'-ùu'?] how are you? ([S-4](#)).

xa nuyu? [x:a nu'yuu'?] how are you? (form.) ([S-4](#)).

xa rni buny “___” cuan Dizhsa? [x:a rnnii' bùunny “___” cuahnn Dii'zhsah?] how do you say “___” in Zapotec? ([S-3](#)).

xa rni buny ra dizh [x:a rnnii' bùunny ra dii'zh] pronunciation guide (how people say the words) ([L7](#)).

xa zuiny? [x:a zuu-ihny] what's happening? (rev. idiom) (L22). > [zu](#).

xab [x:ahb] e-poss. of [lady](#) “clothes”.

xabgwuaz [x:abgwuhahz] e-poss. of [bgwuaz](#).

xag [x:ahg] cheek (e-poss. only) ([S-15](#)).

xaly [x:a'ahlly] see **cwe xaly**.

xambaly [x:ambaaly] e-poss. of [mbaly](#).

Xandan [Xanndaan] 1. Saint Anne, Santa Ana (L21); 2. Santa Ana del Valle ([S-6](#), L21).

xawliaz [x:awlihahz] e-poss. of [wliaz](#).

xawzan [x:awzahn] parent (e-poss. of [wzan](#)) ([S-18](#)).

xazhyi modëng [x:azhyi' mo'odëng] how could it be (BXTTP-6).

xban [x:bààa'n] / **xfan** [x:fààa'n] tail (e-poss. only) ([L14](#)).

xbied [x:biied] e-poss. of [bied](#).

xcach [x:ca'ch] e-poss. of [cach](#).
xcalryeiny [x:cahllyryeihny] e-poss. of [galryeiny](#).
xchimy [x:chiì'mmy] e-poss. of [zhimy](#).
xcorason [x:coraso'n] e-poss. of [corason](#).
xcumnier [x:cumniier] e-poss. of [cumnier](#).
xcuna [x:cuhnnaàa] e-poss. of [bcwany na](#).
xcuni [x:cuhnni'ih] e-poss. of [bcwany ni](#).
xcunyad [x:cunyaad] e-poss. of [cunyad](#).
xchi [xchihih] a long time, for a long time (as in **xchidan** “a very long time”) ([BXTTP-4](#)). See also [a guc xchi](#), [a guc xchidani](#), [nyec gac xchi](#).
xchi [x:chih] e-poss. of [zhi](#) “day”.
xchidani [x:chihdaàa'nih] see [a guc xchidani](#).
xchyap [x:chàa'p] girlfriend (e-poss. only) ([L14](#)).
xfamily [x:fami'lly] e-poss. of [family](#).
xfan [x:fàaa'n] see [xban](#).
xga [x:gàa] / **xja** [x:jàa] wing; fin (e-poss. only) ([L14](#)).
xgab [x:ga'ab] see [runy xgab](#).
Xgyia [X:gyi'ah] Teotitlán del Valle ([S-7](#)).
xi [xi] what ([S-14](#), [BXTTP-3](#), [L7](#)). See also [nu xi](#), [nyec xi](#), [queity xi](#), [queity xi galarzyadi chud](#), [queity xi galarzyadi chuu](#), [queity xi gunydi](#), [tewag xi](#), [tewag xi problemdi](#).
xi [xiì] about, approximately ([S-26](#)).
xi dibuj xten nde? [xi dibu'j x:tèe'n ndèe'ʔ] what is this a picture of? ([S-6](#)).
xi ni [xi ni'ih] why ([L11](#)).
xi rrilo liu [xi rriloh liu] what do you think? ([BXTTP-4](#)).
xi tyem [xi tye'emm] there's no time ([S-25](#)).
xi zicydi [xi zi'ihcydi] 1. how much ([L17](#)); 2. how long ([S-19](#)); 3. how old ([BXTTP-6](#)).
xiahzh [xiahzh:] what?! (introduces a disbelieving question) ([S-17](#)).
xiëru [xiëru] what else ([L24](#)).
xiëru zalo ra dizh [xiëru' zalloh ra di'zh] notes about the vocabulary ([L5](#)).
xii [xi'ii] what it (dist.) is, what is it (dist.) ([S-17](#)).
xja [x:jàa] see [xga](#).

xjab [x:ja'ab] see [runy xgab](#).

Xlyen [X:lye'enn] Ash Wednesday (S-25). See also [Domyengw Xlyen](#).

xluan [x:lu'ahnn] brother-in-law (e-poss. only) ([S-18](#)).

xlyia [x:lyiàa'] fever (L19, S-23).

xlyiayas [x:lyiàa'yàa'as] black fever (L19).

xlyiayats [x:lyiàa'yaàa'ts] yellow fever (L19).

xmaly [x:maaly] e-poss. of [maly](#).

xmam [x:ma'mm] grandparent ([S-18](#)) (e-poss. of mam).

xman [xmaan] week ([L2](#), [S-1](#), S-25).

Xmansan [Xmahnsa'ann] Easter; Holy Week (S-25). See also [xman](#).

Xmony [Xmo'oony] see [Lia Xmony](#).

xnan baly [x:nna'an baaly] godmother (e-poss. only) ([S-18](#)).

xnan bieda [x:nna'an bieda'] my revered madam (respectful term of address used to a woman) ([S-2](#)).

xnan bieda xnan wzana [x:nna'an bieda' x:nna'an wzàana'] my very revered madam (extremely respectful term of address used to a woman) ([S-2](#)).

xnan mam [x:nna'anma'mm] grandmother (e-poss. only) ([BxTP-1](#), [S-18](#), L21).

xnan zhiu [x:nna'an zhi'uu] e-poss. of [nan zhiu](#).

xnia [xnial] red ([L2](#), L19).

xon [x:òon] eight ([S-5](#), [L8](#)). § **sxon** "another eight; eight more".

xop [x:òp] six ([S-5](#), [L8](#)). § **sxop** "another six; six more".

xorni [xoorni'] / **xyorni** [xyoorni'] what time is it? (S-25).

xpangual [x:panguual] husband; father (casual) (e-poss. of [bangual](#)) ([S-18](#)).

xpart [x:pa'rt] 1. share, portion (e-poss. only) (as in **tyen laëb a cayunyëb zeiny chicy, laëb bdizhëb xparta zhi** "because he was working then, he paid my share") (S-26); 2. in place of, on behalf of, instead of (as in **xpart xtada** "on my father's behalf, in place of my father") (S-19, [L20](#)).

xquepy [x:quèe'py] bellybutton, navel (e-poss. only, but see [guepy](#)) ([S-15](#)).

xquets [x:quèe'ts] kidney; gizzard (e-poss. only) ([L14](#)).

xquiny [x:quiiny] corner ([L3](#)).

xtad [x:ta'ad] father ([BXTTP-1](#)).

xtad bieda [x:ta'ad bieda] my revered sir (respectful term of address used to a man) ([S-2](#)).

xtad bieda xtad wzana [x:ta'ad bieda' x:ta'ad wzàana] my very revered sir (extremely respectful term of address used to a man) ([S-2](#)).

xtad chiu [x:ta'ad chi'uu] e-poss. of [dad chiu](#).

xtad mbaly [x:ta'ad mbaaly] godfather (e-poss. only) ([S-18](#)).

xtadambaly [x:ta'adambaaly] compadre ([BXTTP-2](#)).

xtadmam [x:ta'adma'mm] grandfather (e-poss. only) (BXTTP-3, [S-18](#), L21).

Xtaisv [Xtai'sy] see [Lia Xtaisv](#).

xte [x:tèe'] 1. of (as in **Tarea Teiby xte Lecsyony Gai** “Exercise One of Lesson Five”) ([L5](#)); 2. (used in possessed noun phrases) ([L14](#)); 3. as (as in **cayuny Chiecw zeiny xte meser** “Chico has been working as a waiter”) (followed by nouns or names) ([BXTTP-2](#)); 4. about (as in **choèn museu chi yzhyeily ecsibisyony cweby ni raprèng xte Ndua ricy** “we are going to the museum when a new exhibition opens that they are having on Oaxaca there”) (BXTTP-9). § not used before bound pronouns. See also [cwan xte buny duax lo](#), [Loni xte Nambied Gwadalepy](#), [prweb xte carbono catorce](#), [rgwe dizh xte, terminal xte camyuny](#).

xte buny duax lo [x:tèe' bùunny dùa'x loh] evil eye sickness (same as [galanduax lo](#)) (S-23). See also [cwan xte buny duax lo](#).

xten [x:tèe'n] 1. of ([L5](#)); 2. (used in possessed noun phrases) ([L14](#)); 3. (possession, as in **xtena** “mine”, **xtenu** “yours”) (S-28); 4. about (BXTTP-9). See also [runy xten](#).

xti [x:ti'ih] 1. handle (on pottery) ([L4](#)); 2. e-poss. of [ri](#).

xtiazh [xtiaazh] garlic ([L4](#)).

xtily [x:tiilly] see [guetxtily](#), [guetxtily nax](#).

xtiu [xti'u] e-poss. of [tiu](#).

xtizh [x:ti'zh] see [rgwe xtizh](#).

Xtruad [X:trua'd] see [Lia Xtruad](#).

xtubily [x:tubi'iilly] elbow (e-poss. only) ([S-15](#)).

xtuxman [x:tuhxmaan] next week; another week (BXTTP-3). See also [xman](#).

xyoze"n liu [x:tyoozëhnn liu] thank you ([S-4](#)).

xyoze"n yu [x:tyoozëhnn yu'uu] / **xyoze"n ye"bu** [x:tyoozëhnn yëbu'uu] thank you (form.) ([S-4](#))

xyoze"n lad [x:tyoozëhnn làa'-ahd] thank you (pl.) ([S-4](#)).

xyoze"n yuad [x:tyoozëhnn yuàd] thank you (form. pl.) ([S-4](#)).

xu [x:u] how (same as [xa](#)) ([S-26](#)).

xyecw [x:yèe'cw] / [x:yèe'ecw] e-poss. of [becw](#).

xyes [x:ye'ehs] sister-in-law (e-poss. only) ([S-18](#)).

xyorni [xyoorni] see [xorni](#).

y

ya [yaàa] up ([L3](#), [S-24](#)). See also [rdia ya](#).

ya [yàa] traditional sweat bath (temazcal) ([S-23](#)).

-ya [ya'ah] mod. of [nga](#).

yac [yaa'c] no ([L7](#)).

Yadier [Yadiier] see [Lia Yadier](#).

Yagul [Yagu'll] Yagul (an archaeological site near Tlacolula) ([BXTTP-2](#)).

yanuan [yannuan] chimoya (custard apple) tree ([S-13](#)).

-yas [yàa'as] mod. of [ngas](#).

-yats [yaàa'ts] mod. of [ngats](#).

yca [ycaa'ah] irr. of [rca](#) "gets".

ydapta [yda'pta] the four of ([L21](#)).

ydauwën [ydau'wëhnn] irregular "we" subject irr. of [rau](#).

ydeën [ydèe'ëhnn] irregular "we" subject irr. of [re](#).

ydica [ydi'cah] irr. of [rdica](#).

ydo [ydoòò] church ([L3](#), [L12](#)).

Ydo Santony [Ydoòò' Sanntoony] San Antonio Church (the old church in San Lucas Quiviní) ([L17](#)).

yëbu [yëbu'uu] see [yu](#) "you".

yëbuad [yëbùad] see **yuad**.

ygyonta [ygyòonnta] / **gyonta** [gyòonnta] the three of (L21).

ynulayui steby [ynnì'làa'yuu'-ih steeby] please say that again (form.) (S-8). > **rni**. See also **steby**.

yo [yoòo] okay (S-14).

Yo [Yoo] see **Lia Yo**.

Yol [Yo'oll] Yola (L4). See also **Lia Yol**.

yrata [yra'ta] all (same as **rata**) (S-24).

yropta [yro'pta] / **ropta** [ro'pta] the two of, both of (as in **ropta ra blal** “both blals” or **ropti, roptiri** “both of them”: **ropti rliuri chiru roptiri rliuri zicy ni na ni mnaën loni San Dyegw** “both of them look alike and both of them look like the one we saw in San Diego”) (BXTP-7, L21).

yu [yu'uh] house (L2, L12). § e-poss. **liaz** [liihahz]. See also **rchu yu**.

yu [yuhuh] land; soil, ground (L3, L16). See also **da yu**.

yu [yu'uu] / **yëbu** [yëbu'uu] you (form. sg.) (L9). § **lazhyiyu** [làa'zhyi'yu'uu] **yu** plus **-zhyi** (L17).

yu cordor [yu'uh co'rdoor] the room in a traditional home, which is open on one side to the central courtyard or patio (S-22).

yu zhi [yuu' zhi] it's up to you (form.) (S-17). See also **liu zhi**.

yuad [yùad] / **yëbuad** [yëbùad] you (form. pl.) (L9). § **lazhyiyuad** [làa'zhyi'yùad] **yuad** plus **-zhyi** (L17).

yug [yuug] yoke (for oxen) (L2, S-1).

yulai [yu'làai] *municipio* (town hall) (L3).

yzac [yza'c] irr. of **rzac**.

yzeny [yze'nny] irr. of **rzeny**.

yzla [yzlàa] nice (BXTP-9).

yzhajae'n [yzhàaja'e'hnn] / **yzhagae'n** [yzhàaga'e'hnn] goodbye, see you later (S-4).

yzhuën [yzhu'-ëhnn] irregular “we” subject irr. of **ri** “are around”.

Z

za [zàa] is from; comes from (as in **Galería ni na Barcelona ricy za mulyi!** “that money is from a gallery in Barcelona!”) (BXTP-9).

za [zah] grease ([L3](#)).

zaa [za'-a'] irregular “I” subject def. of **ria** “goes”.

zac [za'c] nice, good, fancy (used after a noun) ([BXTP-2](#), BXTP-5). See also [dyen zac](#), [traj zac](#).

zac laizhi! [za'c laizhih!] good midday! ([S-4](#))

zac rsily! [za'c rsiii'ly!] / **zacarsily!** [za'carsiii'ly!] good morning! ([S-4](#)).

zac wxiny! [za'c wxi'ihnnny!] / **zacawxiny!** [za'cawxi'ihnnny!] good evening! ([S-4](#))

zac wzhi! [za'c wzhih!] / **zacawzhi!** [za'cawzhih!] good afternoon! ([S-4](#)).

zagru [zagrùu] pretty (L19).

zale [zalle'eh] def. of **rile**.

zalo [zalloh] means (as in **xi zalo...?** “what does ... mean?”)(S-19). See also [xieru zalo ra dizh](#).

zaty [zahty] def. of **raty**.

ze [ze'eh] corn on the cob ([L3](#)).

ze [zeheh] def. of **ria** “goes”.

ze [zèè] 1. was going (inc. of **ria** “goes”) (L21); 2. went, got taken away (special use, as in **gucgan queity zedi xmulya** “my money didn't all get taken”) (S-26, L23).

zeiby [zèèi'by] neut. of **rzeiby** “hangs”.

zeidy [zee'ihdy] salt (S-23).

zeiny [zèèi'ny] / **zëiny** [zêêi'ny] 1. work, job ([L3](#), L23); 2. cargo, community service (S-19). See also [ni rac buny zeiny](#), [rac zeiny](#), [ran zeiny](#), [runy zeiny](#), [zeiny lo nya](#).

zeiny lo nya [zèèi'ny loh nyààa] field work, work in the fields (S-22). See also [lo nya](#).

zëiny [zêêi'ny] see [zeiny](#).

zicy [zi'cy] 1. thus, this way ([S-17](#)); 2. about (with a number) (as

in **rrilua zicy tseinyabchon mardom** “I think there are about 18 mayordomos”) (S-19). See also [a zicy](#), [bal zicy rniyu zhi zicy gac](#), [rliu zicy](#), [rliu zicy ni na](#), [zicy na](#).

zicy [zi'ihcy] see [que tac zicy guc](#).

zicy na [zi'cy nnaħ] says, said (used before a quotation, as in **zicy nab, xi quinyyu?** “she said, what are you (form.) going to eat?”) ([S-17](#)).

zicy ni [zi'cy nih] the way that (as in **...zicy ni na cani Declarasyony re** “...the way that this Declaration says) (S-29).

zicy ni na [zi'cy nih nàa] 1. like, namely ([BXTp-1](#)); 2. according to (S-29).

zicy... zicy... [zi'cy...zi'cy...] both... and... (as in **zicy mna zicy nguui rap derech...** “both women and men have the right...”) (S-29).

zicybaza [zi'cybaza] just as (as in **zicybaza ni na Dyabl** “just as the Devil had said”) (S-24).

zicydi [zi'ihcydi] about (in time sentences) (S-25). See also [xi zicydi](#).

zicydizy [zi'cydihzy] see [zicyzy](#).

zicygagza [zi'cygahgza] also, the same with; neither (did) (after a negative sentence, as in **Bed cuan naa queity bindilazdyën ni binyloën, zicyagza Mazh, xamiegw Bed**. “Pedro and I couldn't believe what we saw, and neither did Tomas, Pedro's friend.”) ([BXTp-3](#)).

zicyi [zi'icyih] that's how it is, it's like that (S-19).

zicyzy [zi'cyihzy] / **zicydizy** [zi'cydihzy] just ([BXTp-2](#), S-22).

zied [zië'e'd] was coming (inc. of [ried](#)) (L21).

zoën [zoo'-ëhnn] irregular “we” subject def. of [ria](#) “goes”.

zu [zuu] neut. of [rzu](#) “stands (in a location)” ([L2](#), [S-1](#), [BXTp-5](#), [L18](#)).

See also [duar zuiny](#), [xa zuiny](#).

zuat [zu'aht] bone (e-poss. only) ([L14](#)).

zub [zu'ùu'b] neut. of [rzub](#) “gets placed (in a location)”.

zub [zùub] neut. of [rzub](#) “sits (in a location)”.

zubga [zubga'ah] neut. of [rzubga](#).

zudy [zu'ùu'dy] corte (traditional Zapotec wrap-around skirt) (e-poss. only) ([L14](#)).

zugwa [zugwa'ah] neut. of [rzugwa](#) “stands (in a location)”.

zuiny [zuu-ihny] see [duar zuiny](#), [tyep zuiny](#), [xa zuiny?](#)
zundi [zundii] neut. of [rzundi](#) “stands erect (in a location)”.
zyala [zyàa'lla] irregular “I” subject inc. of [ried](#).
Zyec [Zye'c] see [Lia Zyec](#).
zyeiny [zyèiny] many ([BXTTP-2](#), [BXTTP-3](#)). See also [maru zyeiny](#).
zyet [zye'eht] far (S-22). See also [cataly zyet](#), [sa zyet](#).
zyopën [zyoo'pëhnn] irregular “we” subject inc. of [ried](#).
zyual [zyuàa'll] tall (L19).

zh

zha [zh:àa'] 1. rear end, buttocks (e-poss. only) ([L18](#)); 2. under ([L18](#), [L20](#)).
zha [zha'ah] mod. of [nzha](#).
zhacw [zh:aa'cw] cockroach ([S-6](#), L15).
zhacw [zh:àa'cw] upper arm (e-poss. only) ([L14](#)).
zhagyeny [zh:a'gyehny] see [gyich zhagyeny](#).
zhan [zh:ààa'n] 1. rear end, buttocks (e-poss. only) ([L14](#)); 2. under ([L2](#), [L18](#), [L20](#)).
zhar [zhaar] vase ([L2](#), [S-1](#), S-19).
zhi [zh:ih] day ([L2](#), [BXTTP-2](#), S-25). § e-poss. [xchi](#). See also [daru chu zhi](#), [Myercw Zhi De](#), [rata zhi](#).
zhi [zhi'ih] nose (e-poss. only) ([L3](#), [L14](#)).
zhi [zhii] / **yzhi** [yzhii] tomorrow ([L2](#), [L10](#), S-25).
zhi [zhi'] (adds emphasis at the end of a thought) (as in [cwana yu zhi bal zicy rniyu zhi zicy gac](#) “all right, if you say so, that's how it will be”) ([BXTTP-2](#), [S-17](#)). See also [bal zicy rniyu zhi zicy gac](#), [deplan zhi](#), [liu zhi](#), [yu zhi](#).
zhi [zhi'ih] cold (illness) ([L4](#), L19, S-23).
zhi [zhi'ih] is stuffed up, plugged up (neut. of [rzhi](#)) (S-23).
zhi wxiny [zhii wxi'ihnnny] tomorrow evening (S-24, S-25).
zhia [zhiah] see [lo zhia](#).

zhiby [zhi'ihby] knee (e-poss. only) ([L1](#), [L14](#)).

zhibya [zhiibya'ah] serious fright (susto) that could result in the loss of the soul (S-23).

zhieb [zhi'eb] goat ([S-6](#), [L7](#)).

zhily [zhi'ilily] sheep ([S-6](#), [L7](#)). See [ni reulo zhily](#).

zhimy [zhiimmy] basket ([L8](#)). § e-poss. [xchimy](#).

zhiny [zhi'iny] child (offspring: son, daughter) (e-poss. only) ([BXTP-2](#), [L14](#)).

zhiny baly [zhiiniy baaly] godchild ([S-18](#)).

zhiny ni beinyande [zhi'iny nih bëinyande'eh] son of a bitch (vulgar) (S-26).

zhinygan [zhi'inygaà'n] son (e-poss. only) ([L14](#)).

zhinyzhyap [zhi'inyzhyàà'p] daughter (e-poss. only) ([L14](#)).

zhity [zhi'ity] onion (S-13).

zhixga! [zhi'xgah !] quiet! (to one person) ([S-8](#)). See also [ual zhixga!](#)

zhomrel [zh:ommreel] hat ([L3](#), [L6](#)).

Zhuan [Zh:ùaan] see [Lia Zhuan](#).

zhub [zh:u'ub] corn, corn kernel ([L3](#), S-22, L23).

zhuën [zhu'-ëhnn] 1. irregular “we” subject neut. of [ru](#) “is (located)”; 2. irregular “we” subject neut. of [ri](#) “are around”.

zhyab [zhya'ab] mod of [nzhyab](#).

Zhyac [Zhya'c] see [Lia Zhyac](#).

zhyag [zhyahg] grandchild (e-poss. only) ([S-18](#)).

zhyap [zhyàà'p] girl ([S-2](#), [L5](#)).

zhyet [zhye'et] cat ([S-6](#), [L6](#)).

zhyëb [zhyë'b] 1. so (used in exclamations) ([L4](#)); 2. what...!, how...! (used in exclamations) (S-22). See also [pëg zhyëb](#).

zhyëb ... tyen [zhyë'b ... tye'nn] as ... as (as in **zhyëb nizhi tyen zagrudan guc lia ni guc btub** “it was as delicious as the girl who became the maguey leaf was pretty”) (S-24).

R-3. Rata Ra Dizh Index:

Ingles — Dizhsa

a b c d e f g h i j k l m n o p q r s t u v w x y
z

a

a teiby [te'ihby]

a (breadstuff) cha [chah]

a few tyop chon [tyo'p chòonn], duzh [dùu'zh]

a little duzh [dùu'zh]

a long time xchi [xchihih]

a long time ago a guc xchi [a guhc x:chih], a wyac [a wya'ahc]

a lot, grows rrodan [rro'daàa'n]

a quarter past (in time expressions) cwart [cwa'rt]

a quarter to (in time expressions) cwart par [cwa'rt pahr]

abandons rbelaz [rbèe'lààa'z], rruan [rrùu'an]

Abel Bel [Be'll]

ability, reasoning salyb [saalyb]

able to, is rac [rahc], racgan [rahcgaan], rda [rdàa], rile [rille'eh]

about xte [x:tèe'], xten [x:tèe'n]

about (approximately) xi [xii]

about (in time sentences) zicydi [zi'ihcydi']

about to a mer [a meer]

about to, is a gual [a gùa'll]

about, is worried ru galarzya [ru'uh gahllarzyàa'ah]

about, speaks rgwe dizh xte [rgwèè'eh dii'zh x:tèe'], rgwe xtizh [rgwèè'eh x:ti'i'zh]
about, tells rgwe dizh xte [rgwèè'eh dii'zh x:tèe'], rgwe xtizh [rgwèè'eh x:ti'i'zh]
about (with a number) zicy [zi'cy]
above guecy [gue'ehcy], guëcy [guë'ëhcy]
absent from (school), is runy fald [ruhny fa'lld]
Abundio Bundy [Bu'unndy]
accompanies runy company [ruhny compa'anney]
according to zicy ni na [zi'cy nih nàa]
ace (in cards) as [a's]
aches rac [rahc], racna [rahcnah], ryub [ryùùu'b]
across, brings rteidy [rtèèi'dy]
across, gets rdeidy [rdèèi'dy]
across, takes rteidy [rtèèi'dy]
acts bossy rcwaya [rcwàa'yaàa']
acts mean rcwaya [rcwàa'yaàa']
acts stupid runyton [ruhnyto'onnn]
Adela / Adele Lia Del [Lia Deell]
Adelina / Adeline Lia Delyen [Lia Delye'nn]
Adolfo / Adolph Dolf [Do'ollf]
afternoon wzhi [wzhih]
afterward, not too long nyec gac xchi [nyèè'c ga'c xchihih]
again steby [steeby]
again, please say that mnilai steby [mnnii'lài' steeby]
again (form.), please say that ynulayui steby [ynnii'làa'yuu'-ih steeby]
against, hits rla [rlàa]
age, we're the same sa ngwalyën rac [sa'ah ngwaalyëhnn rahc]
ago, a long time a guc xchi [a guhc x:chih], a wyac [a wya'ahc]
ago, a long time a bgyac [a bgya'ahc]
ago, long a wyac [a wya'ahc]
ago, that's a really long time a guc xchidani [a guhc x:chihdaàa'nih]
ago, (time phrase) a guc [a guhc], a guc (time phrase) ni [a guhc.. nih]
ah a [àaa]

air bi [bihih]
airplane abyony [abyoony]
airport aeropwert [aeropwe'rt]
Alejandra Lia Can [Lia Ca'ann]
Alejandrina Lia Lejandrien [Lia Lejandriien], Lia Ryen [Lia Rye'nn]
Alejandro / Alexander Can [Ca'aann], Lijanr [Lija'nnr]
Alexandra Lia Can [Lia Ca'ann]
Alexandrina Lia Lejandrien [Lia Lejandriien], Lia Ryen [Lia Rye'nn]
Alfonsa Lia Ponzy [Lia Po'onnzy]
Alfonso Ponzh [Po'onnzh]
Alfred / Alfredo Pred [Preed]
all ra [raa], rata [ra'ta'], yrata [yra'ta]
all of it rati [ra'tih]
all over deibya [de'ibya]
all over the place deibynezta [de'ibyne'ehzta]
all people rata ra buny [ra'ta' ra bùunny]
all right a bai [a ba'i]
all right (of a non-living subject), is rla [rlàa]
all the words rata ra dizh [ra'ta' ra di'zh]
all year long chata iaz [chaata' iihahz]
almost a mer [a meer], serc [se'rc]
along (a river, for example) gayata [gayàa'ta]
along, walks rcanza [rcanzàa]
already a [a]
also zicygagza [zi'cygahgza]
also goes riegza [riehgza]
also helps racnegza [rahcnèegza]
also not nyecza [nyèe'cza]
altar (in a church) lo bcu [loh bcùùu]
altar (in a home) lo pyeiny [loh pyeeiny], pyeiny [pyeeiny]
always syemr [sy'e'mmr]
Amada Lia Mad [Lia Maad]
amazed at, is rzhilo [rzhiloh]
Amelia Lia Meny [Lia Meeny]

amuses (someone) runy dibertier [ruhny dibertiier]
an teiby [te'ihby]
an (breadstuff) cha [chah]
Ana, Santa Xandan [Xanndaan]
Anastacia / Anastasia Lia Xtaisy [Lia Xtai'sy]
and cuan [cuahnn], quën [quëhnn], chiru [chiru'], chu [chuu']
and..., both... zicy... zicy... [zi'cy...zi'cy...]
and so niela [niellàa']
and then chicy [chi'cy]
Andres / Andrew Ndres [Ndre's]
anesthetizes rcwa bcal [rcwààa'ah bcàa'll]
angel angle [a'nngle'eh]
Angel Angl [A'nngl]
Angelina Lia Anjalyen [Lia Anjalye'nn], Lia Anjalyend [Lia Anjalye'nnd]
Anglo (gringo) ryengw [rye'enngw]
angry, gets rzhich [rzhich]
animal many [ma'any]
Aniseto Aniset [Anise't]
Anita Lia Nyet [Lia Nye't]
Anne, Saint Xandan [Xanndaan]
annoyed, gets rac enfad [rahc enfaad]
another steby [steeby]
another (breadstuff) scha [schah]
another four stap [sta'p]
another just like the ones that sa ra ni [sa'ah ra nih]
another one like sa [sa'ah]
another place steby lad [steeby laad]
another week xtuxman [x:tuhxmaan]
answer, gives an runy contest [ruhny connte'st]
answer the questions in ... in Zapotec! bzicy ni rnudizh ... cuan
 Dizhsa! [bzi'ihcy nih rnudii'zh ... cuahnn Di'zhsah !]
ant bdi [bdih]
Anthony Nduny [Nduuny], Tony [To'nny]
Antonia Lia Ntony [Lia Ntoony]

Antonina Lia Nien [Lia Ni'enn]
Antonio Nduny [Nduuny], Tony [To'nny]
Antonio Church, San Ydo Santony [Ydoòò' Sanntoony]
apart, takes rtseily [rtse'ihlly]
apartment apartamen [apartame'enn]
appears rdica [rdi'cah], rrica [rri'cah]
apple mansan [mannsaan]
apple (chirimoya) tree, custard yanuan [yannuuan]
application solisitu [solisituu]
approximately xi [xiìi']
April Abrely [Abre'ely]
apron (covering from the waist down) delantary [delantaary]
apron (with a bib) mandily [mandi'illy]
Araceli / Aracely Lia Arasely [Lia Arase'lly]
are around ri [rii]
are eliminated from rra [rrah]
are located in (a location) ri [rii]
are (located), we nuën [nu'ënn], zhuën [zhu'-ëhnn]
are there ri [rii]
are wiped out from (a place) rra [rrah]
are, where cuan[cu'an]
are you here? nuu re e? [nu'-ùu' rèe' èee?]
Aristeo Seu [Se'u]
arm, fore- na [nnaàa']
arm, upper zhacw [zh:àa'cw]
Armando Man [Ma'aann]
Arnulfo Arnulf [Arnu'ullf]
around cangag [cangahg], gagyeita [gagye'ita]
around, are ri [rii]
around, gets rcanza [rcanzaa]
around, goes and looks rgwi [rgwi'ih]
around (in a location), looks rgwi [rgwi'ih]
around, just (response to cali chiu? or cali gweu?) nezgag
 [nehzgahg]
around, looks rgwi cangag [rgwi'ih cangahg]

around, wanders rcanza [rcanzàa]
arranges for (something) runy arreglad [ruhny arreglad]
arrives rzeny [rzhennny]
arrives right then rzenygaza [rzhennnygahza]
Arthur / Arturo Tuar [Tuuar]
as xte [x:tèe'], xten [x:tèe'n]
as ... as zhyëb ... tyen [zhyë'b ...tye'nn]
as far as nalo [na'loh]
as, just zicybaza [zi'cybaza]
as you know ady a nanu [aady a nàannùu']
Ascension Day Jweby Tyua Wbwizh [Jweeby Tyùùà' Wbwi'ihzh]
Ash Wednesday Myercw Zhi De [Mye'rcw Zh:ih Deh], Xlyen
[X:lye'enn]
Ash Wednesday, the Sunday before Domyengw Xlyen
[Domye'enngw X:lye'enn]
asks rni [rnnìii']
asks a question of (someone) rnudizh [rnuhdi'zh]
asks for rnab [rnààa'b]
asks for (something) from (someone) rnab lo [rnààa'b loh]
asks for the hand of (a girl) in marriage, goes and ritiny [ritii'iny]
asks for the hand of (a girl) in marriage (in a betrothal negotiation)
rguiny [rguii'iny]
asks, goes and rigueipy [rigue'ihpy]
asks permission from (someone) rbe permisy lo [rbee'eh permi'sy
loh]
asks (someone) a question runy preguan [ruhny pregu'uann]
asks (someone other than the speaker or hearer) reipy [re'ihpy]
asks (someone other than the speaker or hearer) to reipy [re'ihpy]
assigned to (a job), is runytocar [ruhnytohaar]
assistant mayordomo totad [to'taad]
asthma azm [a'zm]
Asuncion Lia Chon [Lia Cho'nn]
at ru [ru'uh]
at first nadota [nadòò'ta]
at home, is rbez [rbèez]

at least masa [mahsa']
at (something) carefully, looks rgwizuats [rgwi'zùà'ts]
at that time chicy [chi'cy]
at the edge of ru [ru'uh]
at the peak of puan [pu'ann]
at the very top of guecy[guè'ehcy], guëcy [guë'ëhcy]
attacks (of a turkey) rla [rlàa]
August (man's name) Juast [Ju'ast]
August (the month) Agost [Ago'st]
Augusto / Augustus Juast [Ju'ast]
Aunt Bied [Bied]
aunt bied [biied], nan zhiu [nna'an zhi'uu], sa bied [sa'ah biied]
Aurelia / Aureliana Lia Ryely [Lia Rye'lly]
Aurora Lia Ror [Lia Roor]
Avelina Lia Bel [Lia Be'll]
avocado gyex [gye'ehx]
away from (a place), runs rzhuny [rzh:ùu'nny]
away, gives (someone or something) rdeidy [rdèèi'dy]
away, got taken ze [zèe]
away, puts rguchia [rgu'chiàa]
away, right debolad [dehbolaad]
azucena (type of lily) gyia susen [gyia' suseen]

b

baby bdo [bdòo']
baby (term of address) lyen [lye'nn]
back dets [dehts]
back, comes ricy [ri'ihcy]
back, goes ricy [ri'ihcy]
back leg (of an animal) ni [ni'ih]
back of, in dets [dehts], trasde [tráhsdeh]

bad nzhyab [nzhya'ab]
badly, behaves runyzhyab [ruhnyzhya'ab]
bag bolz [bo'oollz]
ball pelot [pelo't]
banana bdua [bdù'ua']
band musyc [mu'syc]
band member musyc [mu'syc]
barks rduax [rdu'ahx]
Bart Bartol [Bartool]
Bartolo Bartol [Bartool]
baseball cap cachuch [cachu'ch]
basil flower gyia rrueg [gyia' rrueeg]
Basil / Basilio Sily [Siilly]
basket zhimy [zhii'mmy]
basketball basquetbol [basque'tbo'll]
bath bany [ba'nny]
bath, takes a rcwa bany [rcwààa'ah ba'nny]
bathes raz [ra'ahz]
bathes (someone or something) rguch [rguhch]
bathroom bany [ba'nny]
be with, comes to riedchune [riè'dchu'uhnèe]
bean sauce bzya niu [bzyàa' niu]
beans bzya [bzyààa']
beard luazh [lu'ahzh:]
beats up rtaz [rtàa'az]
because quëm [quëhmm], por loc ni [pohr lo'c nih] because, tan
 [ta'aann], tyen [tye'nn]
because of force per jwers [pehr jwe'rs]
becomes rac [rahc]
bed (modern style) cam [ca'mm]
bed (traditional style) luan [lùàa'n]
bedbug chinzh [chi'iinnzh]
bee manyser [ma'anyseer]
beer serbes [serbe's]
before antesta [á'nntehsta']

before (in time) antes de [á'nntehs deh]
before last, the night nas wxiny [nahs wxi'ihnny]
before the judge, goes ria lo jwes [rihah loh jwe's]
before yesterday, the day nas [nahs]
begins rzalo [rzallohoh]
behalf of, on xpart [x:pa'rt]
behaves badly runyzhyab [ruhnyzhya'ab]
behind dets [dehts], trasde [tráhsdeh]
behind the house detsyu [dehtsyu'uh]
believes rindilaz [rinndi'lààa'z]
bell campan [campa'nn], guieb [guìe'b]
bell, rings a rcwa gyieb [rcwààa'ah gyiè'b]
bellybutton guepy [guèe'py], xquepy [x:quèe'py]
below, the thing that appears ni ca ni guet [nih càa nì'ih gue'et]
Benito Nyet [Nye't]
Benjamin Mien [Miienn]
Bernadine Lia Ndien [Lia Ndienn]
Bernard Ndien [Ndienn]
Bernardina Lia Ndien [Lia Ndienn]
Bernardino Ndien [Ndienn]
beside cwe [cwe'eh]
beside the house cweyu [cwe'yu'uh]
bet, I ca chia queity gac [ca chiia que'ihity ga'c]
Beta Lia Bet [Lia Be't]
better, gets ryac [rya'ahc]
better, had runygan [ruhnygaan]
better that, it's much maru mejor [maaru' mejoor]
between (living things) lai [lài']
between (non-living things) lad [làad]
beverage, traditional grain cub [cu'uhb]
bicycle bisiclet [bisicle't]
big bro [bròo'oh], ro [ròo'oh]
bigger maru bro [maaru' bròo'oh]
bill (for a service) rresieb [rresiieb]

bird many [ma'any]
bitch, son of a zhiny ni beinyande [zhii'iny nih bèinyande'eh]
bites rauya [ra'uhyah], raugya [ra'uhgyah]
black ngas [nga'as]
black fever xlyiayas [x:lyiàa'yàa'as]
black magic, person who knows ni rcwa chies [nih rcwààa'ah chie's]
black widow spider bzigui [bziguìh], bzogui [bzoguìh]
blal blal [blàaal]
blal, genuine blalbag [bla'albag]
blals, those blali [bla'alih]
Blanca Lia Blanc [Lia Blaa'nnc]
Blanche Lia Blanc [Lia Blaa'nnc]
blanket dadich [dahdi'ihch]
bleeds rria reiny [rriàa' re'ehiny]
blessed (title used before the name of a female saint or holy person) Nambied [Nnambied]
blessed (title used before the name of a male saint or holy person) Dadbied [Dadbied]
blond muzh [mmuuzh]
blood reiny [re'ehiny]
blood relative sa [sa'ah]
blood relative of blood relative's godparent, female maly [maaly]
blood relative of blood relative's godparent, male mbaly [mbaaly]
blood relative, parent's sibling's spouse's sagual [saguuall]
blood relative, sibling's spouse's sagual [saguuall]
blood relative (term of address), parent's sibling's spouse's male gux [gu'x:]
blood relative (term of address), sibling's spouse's male gux [gu'x:]
blood relative's godparent, female blood relative of maly [maaly]
blood relative's godparent, male blood relative of mbaly [mbaaly]
blouse cotony [cotoony]
blow golpy [go'oollpy]
blue nsual [nsu'all]
body cwerp [cwe'rp], lady [lahdy]
boils rdieby [rdiie'by]

boils (something) rsudieby [rsudië'by]
bone zuat [zu'aht]
Boniface Paisy [Pa'isy]
Bonifacia Lia Baisy [Lia Bai'sy]
Bonifacio Paisy [Pa'isy]
book liebr [li'ebr]
border (between two countries) liny [li'nny]
border, crosses the rdeidy lo liny [rdèèi'dy loh li'nny]
border patrol / border patrol officer myegr [mye'gr]
born, gets raly [ràaly]
borrows rguiny [rguii'iny]
borrows (something) from (someone) rguiny lo [rguii'iny loh]
boss lam [la'mm]
bossy, acts rcwaya [rcwàa'yaàa']
both... and... zicy... zicy... [zi'cy...zi'cy...]
both of ropta [ro'pta'], yropta [yro'pta']
bothers rdeidy guerr [rdèèidy gue'rr], runy molestar [ruhny molestaar]
bottle botei [bote'i]
bottom cader [cadeer]
bougainvillea gyia bugambily [gyia' bugambi'lly]
box caj [ca'j]
boy mniny [mni'i'iny]
boy, little (term of address) pa [paa]
bracero (guest farm worker during the Bracero Program) braser [braseer]
Bracero Program, guest farm worker during the braser [braseer]
brain cubecy [cuhbe'cy], cubëcy [cuhbë'cy], galryeiny [gahllyryeihny]
branch na [nnaàa']
branch of na [nnaàa']
bread guetxtily [guehtx:tiilly]
bread, Mexican sweet guetxtily nax [guehtx:tiilly nnahx]
breaks (a long object) rguich [rguii'ch]
breaks (a round or compact object) rda [rdaa'ah]
bricklayer, master maestr [mae'str]

bridge pwen [pwe'eenn]
brings riedne [riè'dnèe]
brings across rteidy [rtèèi'dy]
broadcasts (seeds) rtech [rte'ch]
broadcasts (seeds), goes and ritech [rite'ch]
broken piece of pottery bsiny [bsii'iny]
broom gub [gùùu'b]
brother (of a female) bzyan [bzyaàa'n]
brother (of a male) bets [behts]
brother, younger (of a female) bzyan guny [bzyaàa'n gùuny]
brother-in-law cunyad [cunyaad], xluan [x:lu'ahnn]
brother-in-law, older tiu [ti'u]
Bruna Lia Ruan [Lia Ruuann]
buddy (term of address) cagwet [cagwe't]
building edifisy [edifii'sy]
builds runy [ruhny], runychia [ruhnychiàa]
built, gets racchia [rahcchiàa]
bull guan [gùu'ann]
Bulmaro Mar [Maar]
bumps into rla [rlàa]
buried, gets rgats [rgàa'ts]
buries rcwats [rcwàa'ts]
bus autobuas [autobua's], bas [ba's], camyuny [cammyuuny], car
 [ca'rr]
bus station terminal xte camyuny [termina'll x:tèe' camyuuny]
but aty [a'ty], chiru [chiru'], chiru dac [chiru' dàa'c], chu [chuu'], per
 [pehr]
but then chiru dac [chiru' dàa'c]
butterfly baguidy [ba'gui'idy]
buttocks zha [zh:àa'], zhan [zh:ààa'n]
buys rzi [rziìi']
buys (something) from (someone) rzi lo [rziì' loh]
buzzard beich [be'ich]
by por [pohr]
by (an author, for instance) par [pahrr]

by force per jwers [pehr jwe'rs]
by (in arithmetic) lo [loh]
by telephone por telefono [pohr telé'fonoh]

C

cactus fruit, organ-pipe btsë [btsëh]
cactus fruit, prickly pear bruiny [brùu'iny]
cactus, organ-pipe gyibtsë [gyibtsëh]
cactus pad, prickly pear bya [byàa]
cactus, prickly pear gyibya [gyibyàa]
café comedor [comedor]
cargo, does (someone's) ran zeiny [ràann zèè'ny]
California Califoryën [Cali'fóoryënn]
Calixto / Callistus Calyestr [Calye'estr]
call, makes a phone rni por telefono [rnniii' pohr telé'fonoh]
calls rreizh [ree'ihzh]
calls (on the phone) runy marcar [ruhny marcaar]
calls (someone) rbuzh [rbu'uhuhzh]
calls (someone) on the telephone rnine por telefono [rnni'nèe pohr telé'fonoh]
calls (someone other than the speaker or hearer) (a name) reipy [re'ihpy]
calls to (someone) rbuzh [rbu'uhuhzh]
can (container) lat [la't]
can (is able to) rac [rahc], racgan [rahcgaa], rile [rille'eh], rda [rdàa]
Candida Lia Can [Lia Ca'ann]
cántaro ri [ri'ih] (e-poss. xti [x:ti'ih])
cap, baseball cachuch [cachu'ch]
car camyuny [cammyuuny], car [ca'rr], coch [co'ch]
carbon dating test prweb xte carbono catorce [prweeb x:tèe' carbono catórse]

card, playing baraj [baraʃ]
care of, takes rculo [rculoh]
carefully, looks at (something) rgwizuats [rgwi'zua'ts]
cargo zeiny [zèèi'ny], zèiny [zêêi'ny]
cargo, for a person to have a ni rac buny zeiny [nih rahc bùunny zèèi'ny]
cargo, has rac zeiny [rahc zèèi'ny]
Carlos Carl [Ca'rl]
carries (someone or something) in the arms rguez [rguèè'ez]
carries (something heavy or more than one item) rgue [rgueh]
Casimira Lia Mier [Lia Miie'r]
cast (on a broken limb) gyes [gye's]
casts a shadow runy bda [ruhny bdaa]
cat zhyet [zhye'et]
Catalina Lia Cat [Lia Ca't]
catches rnaz [rnnàa'az]
catches, goes and [rinnàa'az]
caught, gets rga [rgaa'ah]
Cayetana Lia Tan [Lia Taan]
Cayetano Tan [Taan]
C.D. sede [sedee]
celebrations, a large, heavy spherical frame covered with cloth
carried during Oaxacan marimot [marimo't]
Celestino Tyen [Tye'nn]
Celia Lia Sely [Lia Se'lly]
central courtyard lainde [la'indèe']
century plant flower byol [byo'ol]
chair gyizhily [gyizhi'iilly]
changes (himself) rac cambiar [rahc cambiaar]
changes residence rchu yu [rchùu yu'uh]
changes (something) rchu [rchùu], runy cambiar [ruhny cambiaar]
chapulin bxady [bx:àady]
charcoal bo [bòo]
Charles Carl [Ca'rl]
chases rdinal [rdinàall]

cheats runy tram [ruhny tra'amm]
check (money) chec [che'c]
checks out rgwi lo [rgwi'ih loh]
cheek xag [x:ahg]
cheers (response to a toast) dizh be Dyoz [di'zh bèe Dyooz]
cheers (toast, when drinking) dizh beu [di'zh bèu']
cheers (toast, when drinking -- used to form.) dizh beyu [di'zh bèeyuu']
Chela Lia Chel [Lia Che'll], Lia Chyel [Lia Chye'll]
chest teix [tèe'ix]
chews (something) ras [rahs]
Chica Lia Zyec [Lia Zye'c]
chicken budy [bu'uhuhdy]
Chico Chiecw [Chie'cw]
chilacayote (type of large squash) gyet wez [gyeht wèèe'z]
child mniny [mni'i'iny], zhiny [zhi'i'iny]
chile gyiny [gyi'i'ny]
chin rsei [rsèi]
chirimoya nuan [nnuuan]
chirimoya tree yanuan [yannuuan]
chocolate nax [nnahx]
Chona Lia Chon [Lia Cho'nn]
chooses runy escojer [ruhny escojeer]
Christ Criest [Cri'est]
Christina / Christine Lia Cristyen [Lia Cristye'nn], Lia Tyen [Lia Tye'nn]
Christmas Nabida [Nabidaa]
church ydo [ydòòò']
church, altar in a lo bcu [loh beùùu']
Church, San Antonio Ydo Santony [Ydoòò' Sanntoony]
Chuy Chu [Chuu]
cigarette guez [guehehz]
cinnamon canel [caneel]
circle rrUED [rrueed]
citizen syudadan [syudada'nn]

city syuda [syudaa]
city person gyizh [gyi'izh]
Clara / Clare Lia Clary [Lia Claary]
clarinet clarinet [clarine't]
class clas [cla's]
Claudia Lia Cau [Lia Ca'u] / [Lia Ca'au], Lia Claudy [Lia Cla'udy]
clay pot gues [guehs]
cleans / cleans up rsya [rsyàa]
clinic clinica [cl'nicah]
close blood relative sa gax [sa'ah gahx:]
clothes lady [lahdy] (e-poss. xab [x:ahb])
cob, corn on the ze [ze'eh]
cockroach zhacw [zh:aa'cw]
coffee cafe [cafee]
coin, flips a rcwa bolad [rcwàaa'ah bolaad]
cold (culturally out of equilibrium with something “hot”) nal
 [nahl], nald [nahlld]
cold (illness) zhi [zhii'ih]
cold (in temperature) nal [nahll], nald [nahlld]
college scwel ro [sceel rò'o'h], unibersida [unibersidaa]
comb beu [be'eu]
come in! byuti! [byuti!]
come in (to more than one person)! ual gyuti! [u'all gyuti!]
comes ried [rie'd]
comes and tells riedni [rie'dniì']
comes and visits riedgwi cuan [rie'dgwi'ih cu'an]
comes back ricy [ri'ihcy]
comes back to (a place) ricy [ri'ihcy]
comes from za [zàa]
comes out (of a test, for example) rdica [rdi'cah], rrica [rri'cah]
comes out (of the truth of something) rdicaldi [rdi'cahldii]
comes to be with riedchune [rie'dchu'uhnèe]
comes to eat ridtau [ri'dta'uh]
comes to see rigan [rigàann]
comes up (of a plant) rdyeny [rdyehnnny]

comes with riedne [ri'e'dnèe]
communicates runy comunicar [ruhny comunicaar]
community service zeiny [zèèi'ny], zëiny [zêêi'ny]
compact disc sede [sedee]
compadre xtadambaly [x:ta'adambaaly]
completely deplan [depla'nn]
completely does (do) racgan [rahcgaan]
computer computador [computadoor]
Concepcion Lia Chon [Lia Cho'nn]
conscience galrieny [gahllyeihny], salyb [saalyb]
constable lasliery [lasliery]
Constantino Cost [Co'st]
consuegro sagual [saguual]
Consuelo Lia Conswel [Lia Conswe'll]
cook cosiner [cosineer]
cooks (something) on an open fire rcyi [rcyi'ih]
copy copy [co'py]
corn zhub [zh:u'ub]
corn, dough made from ground cub[cu'uhb]
corn kernel zhub [zh:u'ub]
corn on the cob ze [ze'eh]
corner xquiny [x:quiiny]
corte zudy [zu'ùu'dy]
costs ria [rihah]
cottontail rabbit conejw [conne'jw]
cough ru [ruh]
court, goes to ria lo jwes [rihah loh jwe's]
courts (a young woman) (of a young man) ria mach lo [rihah ma'ch
 loh]
courtyard, central lainde [la'indèe']
cousin pryem [prye'mm]
cow bag [baag]
coyote (a guide) coyot [coyo't]
coyote (animal) beu [be'èu']

crazy loc [loo'c]
created, gets rbixti [rbihx:tih]
Creencia Lia Carseinzy [Lia Carse'einnzy]
cries ruan [rùàa'n]
Crisanta Lia San [Lia Sa'ann]
Cristina Lia Cristylen [Lia Cristye'nn], Lia Tyen [Lia Tye'nn]
crosses (something) rdeidy [rdèèi'dy]
crosses the border rdeidy lo liny [rdèèi'dy loh li'nny]
crosses to (a place) rdeidy [rdèèi'dy]
crow bca [bca'ah]
crushes rtainy [rtàa'iny]
cup tas [ta's]
cusses rgue [rguèe]
cusses at (someone) rgue lo [rguèe loh]
cusses out (someone) rgue lo [rguèe loh]
custard apple (chirimoya) tree yanuan [yannuuan]
cuts rtyug [rtyùu'g]
cuts into little pieces runybyuzh [ruhnybyùuzh]
cymbals plati [platii]

d

dahlia gyia daly [gyia' da'lly]
damages (something) runy dany [ruhny daany]
dances rgya [rgyàa'ah]
dark, very early in the morning when it's still cai [ca'ài]
dating test, carbon prweb xte carbono catorce [prweeb x:tèe'
 carbono catórese]
daughter zhiny [zhii'iny], zhinyzhyap [zhii'inyzhyàa'p]
daughter-in-law wliaz [wlihahz]
day zhi [zh:ih]
day after tomorrow, the guzh [gùuzh]

Day, All Saints Tagual [Taguall]
Day, All Souls Tagual [Taguall]
Day, Ascension Jweby Tyua Wbwizh [Jweeby Tyùàa' Wbwi'ihzh]
day before yesterday, the nas [nahs]
day, every rata zhi [ra'ta' zh:ih]
day, is the very next rratagguel [rurahgguè'll]
day, it is the next rragueli [rraguè'llih]
day, mid- laizhi [laizh:ih]
Day, New Year's laz Cweby [iihahz cweeby]
Day of the Dead Tagual [Taguall]
day, some daru chu zhi [dàa'ru' chu'uh zh:ih]
Dead, Day of the Tagual [Taguall]
debt diny [di'iiny]
debt, has ca diny [càa di'iiny]
debts, has ca diny [càa di'iiny]
descends ryet [rye'eht]
December Disyemr [Disye'mmr]
December 12 (the festival of Our Lady of Guadalupe) Loni
 Gwadalepy [Lohnih Gwadale'py], Loni xte Nambied Gwadalepy
 [Lohnih x:tèe' Nambied Gwadale'py]
December 25 (Christmas) Nabida [Nabidaa]
declaration declarasyony [declarasyoony]
deer bzeiny [bzèiny], bzëiny [bzêiny]
defends runy defender [ruhny defendeer]
degree, master's maestria [mae'stria]
Delfina Lia Pyen [Lia Pye'nn]
Delfino Del [De'ell], Pyen [Pye'nn]
delicious nizh [ni'zh]
delicious it is, to see how don cataly nizhi [do'onnn cata'lly ni'zhih]
delicious, smells nizh rdia [ni'zh rdia']
Delphine Lia Pyen [Lia Pye'nn]
dents rtainy [rtàa'iiny]
deposits (money) (somewhere) rgu [rgùu'uh]
deserves to ryal [ryàall]
destroys rtseily [rtse'ihlly]

Devil, the Dyabl [Dya'bl]
dialogue gal rgwe dizh [gahlɫ rgwèè' dii'zh]
dials (a phone) runy marcar [ruhny marcaar]
diarrhea galardeidy [gahllardèè'idy]
dice dad [daad]
Diego Diegw [Diegw], Dyeu [Dye'u]
dies raty [rahty]
dies: God takes (someone) rca Dyoz [rcaa'ah Dyooz]
diet, follows a medical rban [rbàa'an]
digests ryeizy [ryèi'zy]
dignity dignida [dignidaa]
diputado totad [to'taad]
disease galguizh [gahllgui'ihihzh]
dish plad [plaàad]
dishwasher ni rguiby plad [nih rguì'by plaad]
distant blood relative sa zyet [sa'ah zye'eht]
ditch bias [biàa's]
divided, gets rgaizy [rgàa'izy]
divorced from each other, get rlasa [rlàa'sa'ah]
divorced, gets rac diborsyar [rahc diborsyaar]
divorces runy diborsyar [ruhny diborsyaar]
doctor doctor [do'ctoer]
document gyets [gyèe'ts]
does runy [ruhny]
does a favor and runy fabor [ruhny faboor]
does an errand runy mandad [ruhny mandaad]
does (do), completely racgan [rahcgaaan]
does not exist caria [car'ia]
does not have enough of (something) runyfaɫd [ruhnyfa'lld]
does (someone's) cargo ran zeiny [ràann zèèi'ny]
does (something) to survive, goes and ribanyne [ribàanynèe]
does (something) to survive, only goes and ribanynedizy
 [ribàanynèedihzy]
does something wrong at (a place) runy faɫd [ruhny fa'lld]

does work runy zeiny [ruhny zèèi'ny]
doesn't have time to queity rapdi tyem [que'ity ràa'pdi' tye'emm]
dog becw [bèe'cw] / [bèe'ecw]
doll mon [moon]
dollar dolr [do'lr]
Dominga Lia Myeng [Lia Mye'enng], Lia Myengw [Lia Mye'enngw]
Domingo Myengw [Mye'engw]
Domingo, Santo Santo Domyengw [Sá'nntoh Domye'enngw]
Don Tiu [Ti'u]
Doña Bied [Bied]
donation, makes a charitable runy guan [ruhny guuhahnn]
done, gets rac [rahc]
donkey buarr [bua'rr]
don't worry queity xi galarzyadi chuu [que'ity xi gallarzyaàa'di' chu'-
 ùu']
don't know, I cwana [cwàanna'], cwanru [cwàannru']
don't worry (you guys) queity xi galarzyadi chud [que'ity xi
 gallarzyaàa'di' chu'-ahd]
door pwert [pwee't]
doorway of a house ruyu [ru'yu'uh]
doorway of the house, in the ruyu [ru'yu'uh]
dough made from ground corn cub[cu'uhb]
down, goes ryet [rye'eh]
drawing dibuj [dibu'j]
dregs ben [bèen]
dress bistied [bistiied]
dries (something) rsubiaz [rsubihahz]
drinks re [rèe'eh], ria [ri'ah]
drinks (form. verb) rquiny [rquii'ny]
drives rsa [rsahah], runy manejar [ruhny manejaar]
dude (term of address) cagwet [cagwe't]
dulce, pan guetxtily nax [guehtx:tiilly nnahx]
dust de [deheh]

c

each cad [caad]
each other sa [sa'ah]
eagle bsia [bsihah]
ear dyag [dyahg]
earlier this morning ba rsily [baa'ah rsiilily]
earlier today ba [baa'ah]
early in the morning when it's still dark, very cai [ca'ài]
earns runy gan [ruhny gaan]
earth?, who on tuazh [tu-ahzh:]
earthenware figure, precolumbian blal [blàaal]
earthenware pot gues [guehs]
earthenware pottery item gues [guehs]
Easter Pascw [Pa'scw], Xmansan [Xmahnsa'ann]
Easter Monday Luny Pascw [Luuny Pa'scw]
easy fasily [fá'sihlly]
eat, comes to ridtau [ri'dta'uh]
eat it, so that people can tyen gau bunyi [tye'nn ga'u bùunnyih]
eat, what people are to ni gau buny [nih ga'u bùunny]
eat, you rauu [ràu']
eats rau [ra'uh], rau guet [ra'uh gueht]
eats (form. verb) rquiny [rquìi'ny], rquiny guet [rquìi'ny gueht]
eats (something) rau [ra'uh]
echo of (someone's) voice rse [rse'eh]
edge of, at the ru [ru'uh]
education educasyony [educasyoony]
eggs, vegetables, and meat; Oaxacan dish made with gyixeiny
 [gyix:e'ehiny]
eight xon [x:òon], och [o'ch], ocho [ó'choh]
eighteen tseinyabchon [tsèi'nyahbchòonn], diesiyoch [diesiyo'ch],
 diesiyoch [diesiyo'choh]
eighth ni rac xon [nih rahc x:òon]

eighty ta [tààa'], tap galy [tahp gàally], ochen [oche'nn], ochenta [oché'nn tah]

eighty-seven, fifteen / eighty-seven, one thousand five hundred and milquinyentosochentaysyete
[milquinyentohsoche'nn taysyé'teh]

Elaine Lia Len [Lia Leen]

elbow xtubily [x:tubi'iilly]

elementary primary [primaary]

elementary school primary [primaary]

Elena Lia Len [Lia Leen]

Eleuteria Lia Tery [Lia Teery]

eleven tsëbteby [tsëbteeby], onse [ó'nseh]

eliminated from, are rra [rrah]

Elocadia Lia Cady [Lia Ca'ady]

elopes rzhuny [rzh:ùu'nny]

else, somewhere steby lad [steeby laad]

else, what xiëru [xiëru']

else, who tuëru [tuëru']

email email [ímeil]

Emeteria Lia Mitery [Lia Miteery]

Emiliana Lia Milian [Lia Miliaan]

Emiliano Milyan [Milyaan]

empanada (type of turnover with a spicy filling) empanad
[empanaad]

encounters (someone) rinda lo [rindàa loh]

Enedina Lia Ndien [Lia Ndienn]

Enedino Ndien [Ndienn]

English language Ingles [Ingle's]

enough, is ral [ràall]

Enrique Nryec [Nrye'c]

enters ryuti [ryuti]

enters (college, for example) ryu [ryu'uh]

enters (somewhere) ryuti lany [ryu'tii làa'any]

Epifania) Lia Bany [Lia Lia Ba'nny]

equal teblo [te'bloh]

Erlinda Lia Lienr [Lia Lie'nr], Lia Liendr [Lia Lie'ndr], Lia Lyen [Lia Lye'nn], Lia Lyend [Lia Lye'nnd]
Ermelinda Lia Lyen [Lia Lye'nn], Lia Lyend [Lia Lye'nnd]
Ernest Rnest [Rne'est]
Ernestina / Ernestine Lia Ernestyen [Lia Ernestye'nn]
Ernesto Rnest [Rne'est]
errand, does an runy mandad [ruhny mandaad]
errand, on an (response to cali chiu? or cali gweu?) mandad [mandaad]
errand to do, gives (someone) an runy mandad [ruhny mandaad]
establishes a separate household from his parents rdiareiny [rdia're'iny]
Esteban Teb [Te'eb]
Eucadia Lia Cady [Lia Ca'ady]
Eugene / Eugenio Jeiny [Jeeiny]
Europe Europ [Euro'p]
Eusebio Seby [Se'eby], Sëby [Së'ëby]
Eva / Eve Lia Gueb [Lia Gueeb]
even axta [a'xta'], nyec [nyè'e'c]
even though por maz [pohr maaz]
even (equal) teblo [te'bloh]
even (including) contod [cohntood]
evening tomorrow zhi wxiny [zhii wxi'ihnny]
every rata [ra'ta']
every day rata zhi [ra'ta' zh:i'h]
everybody rata ra buny [ra'ta' ra bùunny]
everything rata [ra'ta']
evil eye, powerful person who can give people (especially babies and children) the buny duax lo [bùunny dùa'x loh]
evil eye sickness galanduax lo [gahllduà'x loh], xte buny duax lo [x:tè'e' bùunny dùa'x loh]
evil eye sickness, medicinal plant that can be used to treat cwan xte buny duax lo [cwàà'a'n x:tè'e' bùunny dùa'x loh]
exactly, just deplan zhi [depla'ann zhi']
exam prweb [prweeb]

excited, is rdia ya [rdiia' yaàa]
exercise tarea [tareea]
exhibition ecsibizyony [e'csibisyoony]
exist, does not caria [cariia']
exists nu [nu'uh]
exists (in a location) ru [ru'uh]
expensive wgyeizh [wgyee'ihzh]
explains runy explicar [ruhny esplicaar]
eye bzilo [bziloh]
eyebrow gyich lag [gyihi'ch lahg]
eyelash gyich bzilo [gyihi'ch bziloh]

f

face lo [lohoh]
falls riab [riahb]
family family [fami'lly]
fancy zac [za'c]
fancy store dyen zac [dye'nn za'c]
fancy suit traj zac [tra'j za'c]
far zyet [zye'et]
far as, as nalo [na'loh]
far, how cataly zyet [cata'lly zye'eht]
farm worker during the Bracero Program, guest braser [braseer]
fast quarta [quarta'], nses [nsehe's]
fat ndyo [ndyo'oh]
father dad [da'ad], xpangual [x:panguual], xtad [x:ta'ad]
father (term of address) dad [da'ad]
father-in-law swegr [swe'egr]
father-in-law (term of address) dad [da'ad]
Faustina Lia Pastiny [Lia Pahstiiny]
favor and, does a runy fabor [ruhny faboor]

February Febrer [Febreer]
fed up, gets rac enfad [rahc enfaad]
feeds (someone or something) rgyan [rgyaàa'n]
feels rzyeny [rzyèe'nny]
feels nauseated rbixlaz [rbihxlàa'z]
Feliciano Chan [Chaan]
Felicita / Felicity Lia Felisyet [Lia Felisye't]
Felicity Lia Felisyet [Lia Felisye't]
Felipa Lia Lyep [Lia Lye'p]
Felipe Lieb [Li'eb]
Felix Puisy [Pu'isy]
fellow (another one like) sa [sa'ah]
fellow (guy) gwual [gwu'all]
female blood relative of blood relative's godparent maly [maaly]
festival of Our Lady of Guadalupe Loni Gwadalepy [Lohnih
 Gwadale'py], Loni xte Nambied Gwadalepy [Lohnih x:tèe'
 Nnambied Gwadale'py]
fever xlyia [x:lyiàa']
fever, black xlyiayas [x:lyiàa'yàa'as]
fever, gets a ru xlyia [ru'uh x:lyiàa']
fever, yellow xlyiayats [x:lyiàa'yaàa'ts]
few gab [ga'ab]
few, a duzh [dùu'zh], tyop chon [tyo'p chòonn]
field lo nya [loh nyààa'], lo zhia [loh zhihah]
field work zeiny lo nya [zèèi'ny loh nyààa']
fiesta lani [lahnih], loni [lohnih]
fifteen tseiny [tsèèi'ny], quinse [quínseh], tseiny (15)
fifteen **eighty-seven** milquinyentosochentaysyete
 [milquinyentohsoche'nnntaysyé'teh]
fifth ni rac gai [nih rahc gài']
fifty sincwen [sinncwe'nn], sincwenta [sinncwe'nnntah], tyua abtsè
 [tyua' ahbtsêè']
fight each other rdily [rdi'ily]
fights (a bull) rbecy lo [rbèe'cy loh]
fights someone rdily [rdi'ily]

Filemon Pily [Pi'illy]
Filomena Lia Meny [Lia Meeny]
fin xga [x:gàa], xja [x:jàa]
finally a gucgan [a guhcgaan], naru [nahru]
finds rzhiel [rzhìel]
fine izylaza [ihzylàa'za'], joz [jo'oz]
fine (response to xa nuu?) gwenag [gweenahg], izyla [ihzylàaa']
finger bcwany na [bcwahnny nnaàa']
finger nail bzhug na [bzhùug nnaàa']
fingerprint gwei [gwe'i]
finished, gets rluazh [rluhahzh], rra [rrah]
finishes rilo [riloh], rluazh [rluhahzh]
finishes (something) rduazh [rdùua'zh]
fire baly [baahlly]
firecracker cwet [cwe't]
firewood gyag [gyahg]
first primer [primeer]
first, at nadota [nadòota']
fish bel [behl], beld [behlld]
five gai [gài'], siengw [si'enngw], sinco [s'nncoh]
five hundred and eighty-seven, one thousand
 milquinyentosochentaysyete [milquinyentohsoche'nntaysyé'teh]
fixes (something) runyzac [ruhnyza'c]
flame baly [baahlly]
flea byiu [byiiú]
flees rzhuny [rzh:ùu'nny]
flesh bel lady [beèe'l lahdý]
flies rzu [rzu]h
flips a coin rcwa bolad [rcwààa'ah bolaad]
flirts with (a young woman) (of a young man) ria mach lo [rihah
 ma'ch loh]
Flo Lia Lenzh [Lia Le'nnzh]
flor de nubes (type of small white flower) gyia nub [gyia' nuub]
Flora Lia Flory [Lia Floory]
Florence Lia Lenzh [Lia Le'nnzh]

Florescia Lia Lenzh [Lia Le'nnzh]
Florentina Lia Florentyen [Lia Florentye'enn]
Florentino Flory [Floory], Plory [Ploory]
Florinda Lia Ryen [Lia Rye'nn]
flower gyia [gyià']
flower, basil gyia rrueg [gyia' rrueeg]
flower, century plant byol [byo'ol]
flower, type of red gyia panumr [gyia' pannu'ummr]
flower, type of small white gyia nub [gyia' nuub]
flute, traditional chirmia [chirmia]
foam btseny [btsehnny]
follows a medical diet rban [rbàa'an]
follows, what ni ca ni guet [nih càa ni'ih gue'et]
food ni gau buny [nih ga'u bùunny]
foot ni [ni'ih]
for par [pahr]
for a long time xchi [xchihih]
for a person to have a cargo ni rac buny zeiny [nih rahc bùunny zèèi'ny]
for a while duzh [dùu'zh]
for, gets paid razh [ra'ahzh]
for one to have a cargo ni rac buny zeiny [nih rahc bùunny zèèi'ny]
for the moment latizy [la'tihzy]
for (time phrase) a guc [a guhc]
force, because of per jwers [pehr jwe'rs]
force, by per jwers [pehr jwe'rs]
forearm na [nnaàa']
forehead locwa [lohchwah]
forgets ryalaz [ryalààa'z]
forgets about (something) ryalaz [ryalààa'z]
forgets (something) ryalaz [ryalààa'z]
fortunate, it's rainy [rlàa-ihny]
forty tyua [tyùua'], cwaren [cware'nn], cwarenta [cware'ntah]
founded, gets rbixti [rbihx:tih]
four tap [tahp]; cwatr [cwa'tr], cwatro [cwá'troh]

four, another / four more stap [sta'p]
four of, the ydapta [yda'pta']
fourteen tsëda [tsëdah], catorse [cató'rseh]
fourth ni rac tap [nih rahc tahp]
Frances Lia Zyec [Lia Zye'c]
Francis Chiecw [Chie'cw], Fransyescw [Fransye'scw]
Francisca Lia Zyec [Lia Zye'c]
Francisco Chiecw [Chie'cw], Fransyescw [Fransye'scw]
Frank Chiecw [Chie'cw], Pacw [Pa'cw]
free liebr [li'ebr]
free (of charge) digaizy [digaa'-ihzy]
freedom liberta [libertaa]
Friday Byern [Byee'rnn]
Friday, Good Byernsan [Bye'rnsa'ann]
friend amiegw [amiiegw]
friend (term of address) gwuale [gwu'alle'eh]
friendship amista [amistaa]
frog rran [rraan]
from (a place), runs away rzhuny [rzh:ùu'nny]
from, comes za [zàa]
from (in arithmetic) guecy [gue'ehcy], guëcy [guë'ehcy]
from, is za [zàa]
front leg (of an animal) na [nnaàa']
front of, in lo [lohoh]
front of the house, in ruyu [ru'yu'uh]
front of the house, in the area in loyu [lohyu'uh]
front of you, in nez loo [nehz lòo']
fruit fruat [frua't]
fruit, organ-pipe cactus btsë [btsëh]
fruit, prickly pear cactus bruiny [brùu'iny]
fun, has rac dibertier [rahc dibertiier]
fun, so that people can have par gac buny dibertier [pahr ga'c
 bùunny dibertiier]

g

gain gan [gaan]
game, loses the rnyity [rnyi'ihity]
garlic xtiazh [xtiaazh]
gas / gasoline gasolyen [gasolye'nn]
gathers rtop [rtòo'p]
Genevieve / Genoveva Lia Gueb [Lia Gueeb]
gentlemen (term of address) lazatayud [lazàa'ta'yùad]
genuine blal blalbag [bla'albag]
genuine, is not ati merbëg [a'ti meerbëg], atizh merbëg [a'tihzh:
 meerbëg]
George Jorj [Jo'orj]
geranium gyia jerany [gyia' jera'anny]
Gerard / Gerardo Jarard [Jera'rd]
Geronimo Rony [Ro'ony]
Gertruda / Gertrude / Gertrudiz Lia Xtrud [Lia X:trua'd]
get a turn to, should ryal [ryàall]
get divorced from each other rlasa [rlàa'sa'ah]
gets rca [rcaa'ah]
gets a fever ru xlyia [ru'uh x:lyiàa']
gets a shot rzub guichgwuazh [rzùub guii'chgwu'ùà'zh]
gets across rdeidy [rdèèi'dy]
gets along well ranzac [ràannza'c]
gets along well with ranzac lo [ràannza'c loh]
gets angry rzhich [rzhì'ch]
gets annoyed rac enfad [rahc enfaad]
gets around rcanza [rcanzaa]
gets better ryac [rya'ahc]
gets born raly [ràaly]
gets built racchia [rahcchiàa']
gets buried rgats [rgàa'ts]
gets caught rga [rgaa'ah]
gets created rbixti [rbihx:ti]

gets divided rgaizy [rgàa'izy]
gets divorced rac diborsyar [rahc diborsyaar]
gets done rac [rahc]
gets fed up rac enfad [rahc enfaad]
gets figured out (of the truth of something) rdicaldi [rdi'cahldii]
gets finished rluazh [rluhahzh], rra [rrah]
gets founded rbixti [rbihx:tih]
gets happy rcyetzaz [rcye'tlàà'z]
gets hungry rdyan [rdyaàa'n], rtyuginy [rtyùu'gihny]
gets into a position (on a flat, elevated surface) rbeb [rbèe'b]
gets itchy rbab [rbahb]
gets kept ruchia [ru'chìia]
gets lost rnyity [rnyi'ihity]
gets mad rzhich [rzhì'ch]
gets married rca buny [rcaa'ah bùunny], ruxna [ru'x:nnaàa']
gets off ryet lany [rye'eht làa'any]
gets old ryux [ryùu'ux]
gets opened rzhyeily [rzhye'illy]
gets operated on rac operar [rahc operaar]
gets over rluazh [rluhahzh]
gets paid / gets paid for razh [ra'ahzh]
gets paid on a piecework basis rcwa por taria [rcwààa'ah pohr tariia]
gets placed rzub [rzùu'b]
gets plugged up rzhi [rzhìi'ih]
gets prepared rac [rahc]
gets protected rac protejer [rahc protejeer]
gets punished rac castiu [rahc casti'u]
gets ripe (of fruit) rats [raàa'ts]
gets saved ruchia [ru'chìia]
gets scared rzhiby [rzhìhby]
gets sick racxu [rahcx:ùu]
gets sold rdo [rdòò'oh]
gets (something) ready runy preparar [ruhny preparaar]
gets sour rgui [rguii]

gets stuffed up rzhi [rzhii'ih]
gets taken away rbica [rbicàa]
gets tired ran [rahnn]
gets to know runybe [runybèe'], rumbe [rumbèe']
gets tortured rac torturar [rahc torturaar]
gets up (out of bed) risti [rihstii]
gets well ryac [rya'ahc]
gets yellow rats [raàa'ts]
ghost ni runyzeny [nih ruhnyzeèe'ny]
gift rregal [rrega'll]
girl lia [lia], zhyap [zhyàa'p]
girl, little (term of address) ma [maa]
girlfriend xchyp [x:chàa'p]
girlie (term of address) ma [maa]
gives a test to runy prweb [ruhny prweeb]
gives shade runy bda [ruhny bdaa]
gives (someone) (a cargo) runy [ruhny]
gives (someone) a shot rzub guichgwuazh [rzùu'b guì'chgwu'ù'a'zh]
gives (someone) an errand to do runy mandad [ruhny mandaad]
gives (someone or something) away rdeidy [rdèèi'dy]
gives (something) to (someone other than the speaker or hearer)
 rdeidy [rdèèi'dy]
gives (something) to (the speaker or hearer) rnizh [rni'i'zh]
gizzard xquets [x:quèe'ts]
gladiola gyia gradyol [gyia gradyoo'll]
Gloria Lia Glory [Lia Gloory]
Go Catch a Fish ("Go Fish" in Zapotec) Gunaz Bel [gunnàa'az behll]
go, let's to [tòò'oh]
goat zhib [zhi'eb]
God Dyoz [Dyooz]
God takes (someone) rca Dyoz [rcaa'ah Dyooz]
godchild zhiny bal [zhiiniy baaly]
godfather xtad mbaly [x:ta'ad mbaaly]
godmother xnan baly [x:nna'an baaly]
godparent, female blood relative of blood relative's maly [maaly]

godparent, male blood relative of blood relative's mbaly [mbaaly]
goes ria [rihah]
goes, also riegza [riehgza']
goes and asks rigueipy [rigue'ihpy]
goes and asks for the hand of (a girl) in marriage ritiny [ritii'iny]
goes and broadcasts (seeds) ritech [rite'ch]
goes and does (something) to survive ribanyne [ribàanynèe]
goes and does (something) to survive, only ribanynedizy
 [ribàanynèedihzy]
goes and leaves (something) risan [risaa'an]
goes and looks around rigwi [rgwi'ih]
goes and reads rigual [rigua'll]
goes and sees rigan [rigàann]
goes and sings rigual [rigua'll]
goes and spills (a non-liquid) ritech [rite'ch]
goes and sows (seeds) by scattering them widely ritech [rite'ch]
goes and survives with (the aid of something) ribanyne
 [ribàanynèe]
goes and survives with (the aid of something), only ribanynedizy
 [ribàanynèedihzy]
goes and takes rinde [rindee'eh]
goes back ricy [ri'ihcy]
goes back inside ria [rihah]
goes back to (a place) ricy [ri'ihcy]
goes before the judge ria lo jwes [rihah loh jwe's]
goes down ryet [rye'eht]
goes home ria [rihah]
goes (into) ryuti [ryutii]
goes into (a place) ryuti lany [ryu'tii làa'any]
goes out rria [rriàa']
goes outside rria jwer [rriàa' jweer]
goes to ria [rihah]
goes to (college, for example) ryu [ryu'uh]
goes to court ria lo jwes [rihah loh jwe's]
goes with rine [rinèe]

good gwen [gween], joz [jo'oz], zac [za'c]
good afternoon! zac wzhi! [za'c wzhih!], zacawzhi! [za'cawzhih!]
good as to, is so rsaguel [rsaguehl]
good evening! zac wxiny! [za'c wxi'ihnnny!], zacawxiny!
 [za'cawxi'ihnnny!]
good midday! zac laizhi! [za'c laizhih!]
good morning! zac rsily! [za'c rsiii'ly!], zacarsily! [za'carsiii'ly!]
Good Friday Byernsan [Bye'rnnsa'ann]
good it is, to see how don cataly nizhi [do'onnn cata'ly niii'zhih]
good student bwen studian [bween studi'aann]
good tasting nizh [nii'zh]
goodbye yzhajae'n [yzhàaja'e'hnn], yzhagaën [yzhàaga'e'hnn]
got taken away ze [zèe]
government wbyern [wbyee'rn]
governor gobernador [gubernadoor]
Goyo Goi [Go'i], Guly [Gùuully]
grabs (something) rnaz [rnnàa'az]
grabs, goes and rinaz [rinnàa'az]
Graciela Lia Grasyel [Lia Grahsye'll], Lia Chel [Lia Che'll], Lia Chyel
 [Lia Chye'll]
grandchild zhyag [zhyahg]
grandfather dadmam [da'adma'mm], xtadmam [x:ta'adma'mm]
grandmother nanmam [nna'anma'mm], xnanmam [x:nna'anma'mm]
grandparent mam [ma'mm], xmam [x:ma'mm]
grasshopper, edible bxady [bx:àady]
grasshopper, type of medium-sized barga [bargàa']
grease za [zah]
great izylaza [ihzylàa'za]
green nga [ngàa'ah]
Greg / Gregorio / Gregory Goi [Go'i], Guly [Gùuully]
grills (something) rcyi [rcyi'ih]
gringo (Anglo, white person from the United States or possibly Europe) ryengw [rye'enngw]
ground yu [yuhuh]
grounds ben [bèen]

grows rro [rro'oh]

grows a lot rrodan [rro'daàa'n]

Guadalupe, the festival of Our Lady of Loni Gwadalepy [Lohnih Gwadale'py], Loni xte Nambied Gwadalepy [Lohnih x:tèe' Nnambied Gwadale'py]

guava wi [wii]

guava tree gyiwi [gyiwii]

guess what rindyau ne [rinydyàu' neh]

guesses rnigya [rnnii'gya'ah]

guest farm worker during the Bracero Program braser [braseer]

gun pistoly [pisto'lly], guieb [guìie'b]

gun, shoots a rcwa gyieb [rcwààa'ah gyiie'b]

guts garzi [garzìi']

guy gwual [gwu'all], niny [nii'iny]

guy (term of address) cagwet [cagwe't]

h

had better runygan [ruhnygaan]

had happened, what que tac zicy guc [queh tahc zi'ihcy guhc]

hair gyichicy [gyihchi'ihcy]

half past (in time expressions) muddy [muudy]

hand na [nnaàa']

hand of, in the losna [losnnaàa']

hand, raise your bdes no [bde's nnoòo'], bdesna [bde'snnaàa']

hands of, in the losna [losnnaàa']

hangs (in a location) rzeiby [rzèèi'by]

hangs (something) (in a location) rzeiby [rzèèi'by]

happen to him (how), has things rac [rahc]

happened, what had que tac zicy guc [queh tahc zi'ihcy guhc]

happening?, what's xa caniiny? [x:a kannii'-ihny], xa zuiny? [x:a zuu-ihny]

happy, gets rcyetlaz [rcye'tlààa'z]
happy, is rcyetlaz [rcye'tlààa'z]
hard duar [duuar], nzhung [nzh:uhnng], tyep [tyehp]
hard, it's duar zuiny [duuar zuu-ihny], tyep zuiny [tyehp zuu-ihny]
harvests (produce) from a field ran [ràa'an]
has ca [caa'ah], rac [rahc], rap [ràa'p]
has a cargo rac zeiny [rahc zèèi'ny]
has an operation rac operar [rahc operaar]
has debt ca diny [càa dii'iny]
has debts ca diny [càa dii'iny]
has fun rac dibertier [rahc dibertier]
has lost (something) rnyity [rnyi'ihity]
has not yet adi [aadi']
has passed a wdeidy [a wdèèi'dy]
has, still rapag [ràa'pahg]
has things happen to him (how) rac [rahc]
has to na par [nàa pahr], rquiny [rquii'ny]
has (what) as a problem rzac [rzahc]
hat zhomrel [zh:ommreel]
hates runy odiaar [ruhny odiaar]
hauls (something heavy or more than one item) rgue [rgueh]
have a cargo, for a person to ni rac buny zeiny [nih rahc bùunny
zèèi'ny]
have them too, I'll niegza gauwa [niehgza' ga'uwa']
have time to, doesn't queity rapdi tyem [que'ity ràa'pdi' tye'emm]
hawk byuc [byu'c]
he (an.) aëm [a'-ëhmm], laëm [làa'-ëhmm]
he (an.), only laizyëm [làa'ihzyëhmm]
he (dist.) ai [a'ai], lai [la'ai]
he (dist.), only laizyi [la'aihzyi]
he (dist.) writes rcwai [rcwài']
he (fam.) aazh [àa-ahzh:], laazh [làa'zh:]
he (fam.), only laizyazh [làa'ihzyahzh:]
he (prox.) aëng [a'a-ënng], laëng [la'a-ëng]
he (prox.), only laizyëng [la'aihzyëng]

he (resp.) aëb [àa-ëhb], laëb [làa'-ëhb]
he (resp.), only laizyëb [làa'ihzyëhb]
he (rev.) ainy [àa-ihny], lainy [làa'-ihny]
he (rev.), only laizyiny [làa'ihzyihny]
head guecy [gue'ehcy], guëcy [guë'ëhcy]
healer who helps someone regain his or her soul, type of traditional ni runyrezh [nih ruhnyrehzh]
heals ryac [rya'ahc]
hears rinydyag [rinydyahg]
heart anym [a'anym], corason [coraso'nn], last [lastòò], laz [làaa'z]
helper ayudan [ayuda'aann]
helps racne [rahcnèe]
helps, also racnegza [rahcnèegza]
helps (someone) regain his soul through a traditional ceremony runyrezh [ruhnyrehzh]
Henry Nryec [Nrye'c]
her (an.) aëm [a'-ëhmm], laëm [làa'-ëhmm]
her (an.), only laizyëm [làa'ihzyëhmm]
her (dist.) ai [a'ai], lai [la'ai]
her (dist.), only laizyi [la'aihzyi]
her (fam.) aazh [àa-ahzh:], laazh [làa'zh:]
her (fam.), only laizyazh [làa'ihzyahzh:]
her (prox.) aëng [a'a-ënnng], laëng [la'a-ëng]
her (prox.), only laizyëng [la'aihzyëng]
her (resp.) aëb [àa-ëhb], laëb [làa'-ëhb]
her (resp.), only laizyëb [làa'ihzyëhb]
her (rev.) ainy [àa-ihny], lainy [làa'-ihny]
her (rev.), only laizyiny [làa'ihzyihny]
Herbert Bet [Be't]
here re [rèe'], ruc [ru'c], ren [re'nn]
here?, are you nuu re e? [nu'-ùu' rèe' èee?]
here, I'm a naa re [a nàa' rèe'] / a naa nua re [a nàa' nu'-a' rèe']
here it is a re [a rèe']
here, right rega [rèe'gah]
here's why ni [nihii]

Heriberto Bet [Be't]

Herlinda Lia Lienr [Lia Lie'nr], Lia Liendr [Lia Lie'ndr], Lia Lyen [Lia Lye'nn], Lia Lyend [Lia Lye'nnd]

Hernandez Rnany [Rna'anney]

hey / hi / hi there as [a's], as nia [a's nnia']

hides from (someone) rcwatslo lo [rcwaa'tsloh loh]

hides (something) rcwats [rcwaa'ts]

higaditos (Oaxacan dish made with eggs, vegetables, and meat)
gyixeiny [gyix:ehiny]

high school scwel ro [sceel rò'o'h]

him (an.) aëm [a'-ehmm], laëm [làa'-ehmm]

him (an.), only laizyëm [làa'ihzyehmm]

him (dist.) ai [a'ai], lai [la'ai]

him (dist.), only laizyi [la'aihzyi]

him (fam.) aazh [àa-ahzh:], laazh [làa'zh:]

him (fam.), only laizyazh [làa'ihzyahzh:]

him (prox.) aëng [a'a-ënnŋ], laëng [la'a-ëng]

him (prox.), only laizyëng [la'aihzyëng]

him (resp.) aëb [àa-ëhb], laëb [làa'-ëhb]

him (resp.), only laizyëb [làa'ihzyëhb]

him (rev.) ainy [àa-ihny], lainy [làa'-ihny]

him (rev.), only laizyiny [làa'ihzyihny]

hip cader [cadeer]

Hipolito Poly [Po'oly]

history istory [istoory]

hit golpy [go'oollpy]

hitchhikes rnab teiby abenton [rnàaa'b te'ihby abentoon]

hits raizy [ràa'izy], rguiny [rguiny], rtaz [rtàa'az]

hits against rla [rlàa]

holding, is ca [caa'ah]

holiday lani [lahnih], loni [lohnih]

Holy Thursday Jwebysan [Jwebysa'ann]

Holy Week Xmansan [Xmahnsa'ann]

holy (title used before the name of a female saint or holy person)
Nambied [Nnambied]

holy (title used before the name of a male saint or holy person)

Dadbied [Dadbied]

home, goes ria [rihah]

home, is at rbez [rbèez]

homework tarea [tareea]

horn cach [ca'ch]

horse cabai [caba'i]

hospital ospitaly [o'spitaahly]

hot nda [ndaàa']

hot chocolate nax [nnahx]

hot (culturally out of equilibrium with something “cold”) nzha
[nzha'ah]

hour or [oor]

house yu [yu'uh] (e-poss. liaz [liihahz])

house, behind the detsyu [dehtsyu'uh]

house, beside the cweyu [cwe'yu'uh]

house, doorway of a ruyu [ru'yu'uh]

house, in front of the ruyu [ru'yu'uh]

house, in the lanyu [làa'nyu'uh]

house, in the area in front of the loyu [lohyu'uh]

house, in the doorway of the ruyu [ru'yu'uh]

house, on the roof of the guecyu [gue'ehcyu'uh]

house, on the top of the guecyu [gue'ehcyu'uh]

house, roof of a guecyu [gue'ehcyu'uh]

household from his parents, establishes a separate rdiareiny
[rdia're'iny]

how ca [càa], xa [x:a], xa mod [x:a mo'od], xu [x:u]

how...! pëg [pë'g], pëg zhyëb [pë'g zhyë'b], zhyëb [zhyë'b]

how are you? xa nuu? [x:a nu'-ùu?]

how are you (form.)? xa nuyu? [x:a nu'yuu?]

how could it be xazhyi modëng [x:azhyi' mo'odëng]

how do you say “___” in Zapotec? xa rni buny “___” cuan Dizhsa?
[x:a rnnii' bùunny “___” cuahnn Diizhsah?]

how far cataly zyet [cata'lly zye'et]

how is ...? xa nu ... ? [x:a nu'uh ... ?]

how is that? xa modi [x:a mo'odih]
how it is, that's zicyi [zi'icyih]
how long xi zicydi [xi zi'ihcydi']
how many bal [bàall], bald [bàalld], cataly [cata'lly]
how many more spal [spàall], spald [spàalld]
how many, wow! balizyza [bàallihzyza']
how much cataly [cata'lly], xi zicydi [xi zi'ihcydi']
how much (in arithmetic) bal [bàall], bald [bàalld]
how much (referring to money) bgaly [bgaaly]
how much money blac [bla'ac]
how much more money sabgaly [sabgaaly], sablac [sablac]
how old cataly ntiu [cata'lly nti'u], xi zicydi [xi zi'ihcydi']
how people say the words (pronunciation guide) xa rni buny ra dizh
 [x:a rnni'i' bùunny ra dii'zh]
how to, knows rac [rahc], racgan [rahcgaan], rille [rille'eh]
however nieru [nierùu]
hugs rguez [rguèe'ez]
hundred gaiyua [gaiyùua']
hundred and eighty-seven, one thousand five
 milquinyentosochentaysyete [milquinyentohsoche'nntaysyé'teh]
hundred and ninety-nine, one thousand nine
 milynobesyentosnobentaynwebe
 [mi'llynobesyé'nntohsnobe'nntaynwéebéh]
hundred, nineteen milynobesyentos [mi'llynobesyé'nntohs]
hundred, one sieng [siehnng], sientto [sienntoh], teiby gaiyua [te'ihby
 gaiyùua']
hundred, one thousand nine milynobesyentos [mi'llynobesyé'nntohs]
hundred, two tyop gaiyua [tyo'p gaiyùua']
hungry, gets rdyan [rdyaàa'n], rtyuginy [rtyùu'gihny]
hurts rac [rahc], racna [rahcnah], ryub [ryùuu'b]
husband chiel [chiel], xpangual [x:panguual]
Hypolitus Poly [Po'oly]

- I naa [nàa']
I bet ca chia queity gac [ca chiia que'ihy ga'c]
I don't know cwana [cwàanna'], cwanru [cwàannru']
I learned it ai bsedya [a'ài' bsèe'dya']
I learned that ai bsedya [a'ài' bsèe'dya']
I, only naizya [nàa'ihzya']
I wish ucdi naa [u'cdi' nàa']
if bal [bàall], bald [bàalld]
if (contrary to fact) balna [ballnah]
if, says rgwe dizh don [rgwèèe' dii'zh do'onnn]
if you (form.) say so that's how it will be bal zicy rniyu zhi zicy gac
 [bàall zi'cy rnni'iyuu' zhi' zi'cy ga'c]
if, who knows cwan o [cwàann o]
Ignacia Lia Naisy [Lia Nai'sy]
Ignacio / Ignatius Nach [Na'ch], Naisy [Na'isy]
I'll have them too niegza gauwa [nièhgza' ga'uwa']
I'm going on an errand (response to cali chiu?) chaa mandad [cha'-a'
 a' mandaad]
I'm just going around (response to cali chiu?) chaa nezgag [cha'-a'
 nehzgahg]
illness galguizh [gahlgu'i'ihzh]
I'm here a naa re [a nàa' rèe'] / a naa nua re [a nàa' nu'-a' rèe']
immediately debolad [dehbolaad]
important importan [importa'ann]
in lany [làa'any]
in (a language) cuan [cuahnn], quèn [quèhnn]
in (a town or city) ni na [nih nàa]
in back of dets [dehts], trasde [tráhsdeh]
in (followed by a year) lo [loh]
in front of lo [lohoh]
in front of the house ruyu [ru'yu'uh]
in front of you nez loo [nehz lòo']

in line, stands runy col [ruhny co'oll]
in order to par [pahr]
in order to see don [do'onn]
in place of xpart [x:pa'rt]
in the area in front of the house loyu [lohyu'uh]
in the doorway of the house ruyu [ru'yu'uh]
in the fields, work zeiny lo nya [zèèi'ny loh nyààa']
in the hand of losna [losnnaàa']
in the hands of losna [losnnaàa']
in the house lanyu [làa'nyu'uh]
in the least, not nyec tebichi [nyèe'c tebichi'ih], nyec teiby bichi
 [nyèe'c te'ihby bi'chi'ih]
in the middle of / in the midst of lai [lài']
in what way xa mod [x:a mo'od]
in-law, brother- cunyad [cunyaad], xluan [x:lu'ahn]n
in-law, daughter- wliaz [wlihahz]
in-law, father- swegr [swe'egr]
in-law, mother- swegr [swe'egr]
in-law, older brother- tiu [ti'u]
in-law, older sister- bied [biied]
in-law, sister- cunyad [cunyaad], xyes [x:ye'ehs]
in-law, son- bgwuaz [bgwuuhahz]
in-law (term of address), father- dad [da'ad]
in-law (term of address), mother- nan [nnàaan]
including contod [cohntood]
Ines / Inez Lia Nes [Lia Ne's]
injection guichgwuazh [gui'chgwu'ua'zh]
insect many [ma'any]
inside, goes back ria [rihah]
inside, is (located) ru [ru'uh]
inside out, is rdets [rde'ts]
insincere smile; smiles a rzhiezdats [rzhiezda't]
instead of xpart [x:pa'rt]
insults (someone) rgue lo [rguèe loh]
international internasyonal [interna'syona'll]

intestines garzi [garziì]
into lany [làa'any]
into, bumps rla [rlàa]
invests money in runy imbertier muly lo [ruhny imbertiier mùuully loh]
Irene Lia Ren [Lia Re'nn]
Irma Lia Iarm [Lia l'armm]
is na [nàa], rac [rahc]
is a job opening, there riabiny [riahbihny]
is able to rac [rahc], racgan [rahcgaan], rda [rdàa], rila [rille'eh]
is about to a gual[a gùa'll]
is absent from (school) runy fald [ruhny fa'lld]
is all right (of a non-living subject) rla [rlàa]
is amazed at rzhilo [rzhiloh]
is assigned to (a job) runytocar [ruhnytoaar]
is at home rbez [rbèez]
is enough ral [ràall]
is excited rdia ya [rdiia' yaàa']
is from za [zàa]
is happy rcyetlaz [rcye'tlààa'z]
is holding ca [caa'ah]
is in a position (on a flat, elevated surface) rbeb [rbèe'b]
is inside out rdets [rde'ts]
is it?, what time xorni [xoorni'], xyorni [xyoorni']
is kept nuchia [nu'chiàa']
is located ca [càa]
is located (inside something) nu [nu'uh]
is (located) inside (usually habitually) ru [ru'uh]
is lucky rap swert [ràa'p swe'rt]
is missing (something) rnyity [rnyi'ihity]
is named la [laa]
is not genuine ati merbëg [a'ti meerbëg], atizh merbëg [a'tihzh: meerbëg]
is placed (on a flat, elevated surface) rzub [rzùu'b]
is plugged up zhi [zhii'ih]

is respectful nu rrespeity lo [nu'uh rrespei'ty loh]
is safe (of a non-living subject) rla [rlàa]
is saved nuchia [nu'chiàa]
is sick racxu [rahcx:ùu]
is so good as to rsaguel [rsaguehl]
is strong ru fwers [ru'uh fwers]
is stuffed up zhi [zhii'ih]
is sufficient ral [ràall]
is supposed to na par [nàa pahr], nadizh [nadii'zh], rquiny [rquii'ny]
is sure rap seguar [ràa'p seguar]
is the next day, it rragueli [rraguè'llih]
is the very next day rrataguel [rratahgguè'll]
is this a ...? ... nde e? [...ndèe' èee?]
is, where cuan [cu'an]
is worried about ru galarzya [ru'uh gahllarzyàa'ah]
Isabel Lia Sabely [Lia Sabeelly]
Ishmael Mel [Me'el]
Isidra Lia Siedr [Lia Siiedr]
Ismael Mel [Me'el]
it ni [nii], ricy [ri'cy]
it, all of rati [ra'tih]
it (an.) aëm [a'-èhmm], laëm [làa'-èhmm]
it (an.), only laizyëm [làa'ihzyèhmm]
it (dist.) ai [a'ai], lai [la'ai], nii [nii]
it (dist.) is, what xii [xi'ii]
it (dist.), only laizyi [la'aihzyi]
it (dist.), what is xii [xi'ii]
it (prox.) aëng [a'a-ënnng], laëng [la'a-ëng], niëng [ni'ëng]
it (prox.), only laizyëng [la'aihzyëng]
it (rev.) ainy [àa-ihny], lainy [làa'-ihny]
it (rev.), only laizyiny [làa'ihzyihny]
it seems to (someone) that rrilo [rrilloh], **rralo** [rraloh]
it?, what time is xorni [xoorni], xyorni [xyoorni]
itchy, gets rbab [rbahb]

it's fortunate rlainy [rlàa-ihny]
it's hard duar zuiny [duuar zuu-ihny], tyep zuiny [tyehp zuu-ihny]
it's like that zicyi [zi'icyih]
it's much better that maru mejor [maaru' mejoor]
it's the next day rragueli [rraguè'llih]
it's time to a gual [a gùa'll]
it's up to you (form.) yu zhi [yuu' zhi']
it's up to you (inf.) liu zhi [lùu' zhi']

j

Jacinta / Jacinth Lia Syen [Lia Sye'enn], Lia Syend [Lia Sye'ennd]
Jacinto Syen [Sye'enn]
jack (in cards) sot [so't]
jackrabbit, type of big bez [be'ez]
Jacob / Jacobo Cob [Coob]
James Diegw [Diegw], Dyeu [Dye'u]
Jane Lia Zhuan [Lia Zh:ùaan]
January Ener [Eneer]
January 1 (New Year's Day) laz Cweby [iiahaz cweeby]
jealous nilo [niloh]
Jean Lia Zhuan [Lia Zh:ùaan]
Jeronimo Rony [Ro'ony]
Jesus Chu [Chuu]
jicama jiquëm [jɪ'quëmm]
Joan Lia Zhuan [Lia Zh:ùaan]
job cham [cha'mm], zeiny [zèèi'ny], zëiny [zêêi'ny]
job opening, there is a riabiny [riahbihny]
Joe Bse [Bsee], Wse [Wsee]
John Jwany [Jwaany]
John James Jwanydyau [Jwanydya'au]
Jorge Jorj [Jo'orj]

Jose / Joseph Bse [Bsee], Wse [Wsee], Se [See]
Juan Jwany [Jwaany]
Juan Diego Jwanydyau [Jwanydya'au]
Juana Lia Zhuan [Lia Zh:ùaan]
judge jwes [jwe's]
judge, goes before the ria lo jwes [rihah loh jwe's]
jug, water ri [ri'ih]
juice jug [juug]
Julia Lia July [Lia Juully]
July July [Ju'lly]
jumps rtyis [rtyi'ihz]
jumps up and down rdia ya [rdià' yaàa']
June Juny [Juu'nny]
Junior (nickname) Bich [Bi'ch]
just deizy [de'ihzy], deizyta [dèi'zyta'], deplan [depla'nn], naxta [nàa'xta'], quëndizy [quëhnndihzy], zicyizy [zi'cyihzy], zicydizy [zi'cydihzy]
just a little while, in teiby ratizy [te'ihby ra'tihzy]
just around (response to cali chiu? or cali gweu?) nezgag [nehzgahg]
just as zicybaza [zi'cybaza']
just exactly deplan zhi [depla'ann zhi']
just like the one sa ni [sa'ah nih]
just like the ones that, another sa ra ni [sa'ah ra nih]
just little bichiizy [bi'chi'-ihzy]
just now naru [nahru']
just so long as sindesdizy [sinnde'sdihzy]
just the same tebloizy [te'bloh-ihzy]
just the same, look rliu tebloizy [rlli' te'bloh-ihzy]
just what you say ni nadizyu [nih nnahdihzyùu']
Justo Juast [Ju'ast]
Juvenia Lia Jub [Lia Juub]
Juencio Benzy [Be'nnzy]

k

Kate Lia Cat [Lia Ca't]
Katherine Lia Cat [Lia Ca't]
Kathy Lia Cat [Lia Ca't]
kept, gets ruchia [ru'chìia]
kept, is nuchia [nu'chìia']
kernel, corn zhub [zh:u'ub]
kid mniny [mnii'iny]
kidney xquets [x:quèe'ts]
kills rguty [rguhty]
kilo quily [qui'lly]
kilometer quilometr [quilome'tr]
king (in cards) rrei [rre'i]
kiss chat [cha't]
knee zhiby [zhi'ihby]
knife bchily [bchiilly], wchily [wchiilly]
knot, ties a runy bgwa [ruhny bgwah]
know, as you (inf.) ady a nanu [aady a nàannùu']
know, gets to runybe [runybèe'], rumbe [rumbèe']
know, I don't cwana [cwàanna'], cwanru [cwàannru']
know what, you rindyau ne [rinydyàu' neh]
knows nan [nàann], racbe [rahcbèe'], runybe [runybèe'], rumbe [rumbèe']
knows about racbe [rahcbèe']
knows how to rac [rahc], racgan [rahcgaan], rille [rille'eh]
knows if, who cwan o [cwàann o]

l

lacks (something) runyfald [ruhnyfa'lld]

ladies and gentlemen (term of address) lazatayudad [lazàa'ta'yùad]
ladies (term of address) lazatayudad [lazàa'ta'yùad]
lady, young (term of address) ma [maa]
Lady of Guadalupe, the festival of Our Loni Gwadalepy [Lohnih
 Gwadale'py], Loni xte Nambied Gwadalepy [Lohnih x:tèe'
 Nnambied Gwadale'py]
land yu [yuhuh]
land, piece of da yu [da'ah yuhuh], dai yu [dài' yuhuh]
language dizh [dìi'zh]
Larry Lauryan [Lauryaan]
last night nuchi [nu'chih]
last, the night before nas wxiny [nahs wxi'ihnni]
last week bduxman [bduhxmaan]
last year bdubiaz [bdubiihahz]
later asy [a'sy]
later today ngasy [nga'sy]
laughs rzhiez [rzhiez]
Laureano / Lauro Lauryan [Lauryaan]
law lei [le'i]
lays (a long object) down rguix [rgui'x]
lays (something) down (in a location) rguixga / rguixja [rgui'xga'ah
 / rgui'xja'ah]
Lazaro / Lazarus Lazr [La'zr]
leaf, maguey btub [btùùu'b]
learned it, I ai bsedya [a'ài' bsèe'dya']
learned that, I ai bsedya [a'ài' bsèe'dya']
learns racbe [rahcbèe'], rseidy [rsèèi'dy]
least, at masa [mahsa']
least, not in the nyec tebichi [nyèe'c tebichi'ih], nyec teiby bichi
 [nyèe'c te'ihby bi'chi'ih]
leaves rbelaz [rbèe'làaa'z], rria [rriia']
leaves behind rbelaz [rbèe'làaa'z], rruan [rrùu'an]
leaves (property) to (someone) rsan losna [rsàa'an losnnaaa']
leaves (something) behind rsan [rsàa'an]
leaves (something), goes and risan [risàa'an]

left (as in left hand) rbes [rbe's]
leg, lower ni [ni'ih]
leg (of an animal), back ni [ni'ih]
leg (of an animal), front na [nnaàa']
lemon limony [limoony]
Lencha Lia Lenzh [Lia Le'nnzh]
Leo / Leon Leony [Leoony], Lyony [Lyooony]
Leonard Lyony [Lyooony]
Leonarda Lia Lyony [Lia Lyooony]
Leonardo Lyony [Lyooony]
Leonor / Leonora / Leonorda Lia Lyony [Lia Lyooony]
lesson lecsyony [lecsyooony]
let's gyo [gyo'oh]
let's go to [tò'o'oh]
let's sit down gyo subgaën [gyo'oh subga'ëhnn]
lets (someone) know runy bisy [ruhny bi'sy]
letter cart [ca'rt], gyets [gyèe'ts]
letter (of the alphabet) letr [le'tr]
lettuce lechu [lechuu]
library bibliotec [bibliote'c]
lies down (in a location) ratga [ràa'tga'ah]
lies with his head on (something) rany [ràa'hny]
light bulb foc [fo'c]
like beiny cwen [bèi'ny cwe'enn], zicy ni na [zi'cy nih nàa]
like, another one sa [sa'ah]
like it, you'll asy a byulazyui [a'sy a byu'lààa'zyuu'ih]
like, looks rliu zicy [rlli'u' zi'cy], rliu zicy ni na [rlli'u' zi'cy nih nàa]
like that, it's zicyi [zi'icyih]
like the one, just sa ni [sa'ah nih]
like the ones that, another just sa ra ni [sa'ah ra nih]
like them, you'll asy a byulazyui [a'sy a byu'lààa'zyuu'ih]
like?, what is... xa mod na... [x:a mo'od nàa...]
liked to, would have nyuclaz [nyu'clààa'z]
likes ryulaz [ryu'lààa'z]

likes (inverse idiom) riabzac [riahbza'c]
lily, type of gyia susen [gyia' suseen]
lime limony [limoony]
Linda Lia Lyen [Lia Lye'nn], Lia Lyend [Lia Lye'nnd]
line (of people, for instance) col [co'oll]
line, stands in runy col [ruhny co'oll]
lion, mountain bez [bèè'e'z]
listens to rinydyag [rinydyahg]
little bichi [bi'chi'ih]
little, a duzh [dùu'zh]
little boy (term of address) pa [paa]
little girl (term of address) ma [maa]
little, just / little, only bichiizy [bi'chi'-ihzy]
little pieces, cuts into runybyuzh [ruhnybyùuzh]
little while, in just a teiby ratizy [te'ihby ra'tihzy]
live, we nuën [nu'ënn], zhuën [zhu'-ëhnn]
lives nu [nu'uh], rbez [rbèez]
lives in poverty rbanyzi [rbàanyzi']
lives with nune [nu'nèe]
lizard brau [bra'au]
loaf of bread guetxtily [guehtx:tiilly]
located in (a location), are ri [rii]
located, is ca [càa]
located, we are nuën [nu'ënn], zhuën [zhu'-ëhnn]
long ago a wyac [a wya'ahc]
long, all year chata iaz [chaata' iihahz]
long as, just so sindesdizy [sinnde'sdihzy]
long, how xi zicydi [xi zi'ihcydi']
long time, a xchi [xchihih]
long time ago a bgyac [a bgya'ahc]
long time ago, a a guc xchi [a guhc x:chih], a wyac [a wya'ahc]
long time ago, that's a really a guc xchidani [a guhc x:chihdaà'nihi]
long time, for a xchi [xchihih]
look just the same rliu tebloizy [rlliu' te'bloh-ihzy]

looks after ran [ràann]
looks around rgwi cangag [rgwi'ih cangahg]
looks around (in a location) rgwi [rgwi'ih]
looks at rgwi lo [rgwi'ih loh]
looks at (something) carefully rgwizuats [rgwi'zua'ts]
looks around, goes and rigwi [rgwi'ih]
looks for rgwily [rgui'i'ly] / [rgui'i'illy]
looks like rliu beiny cwen [rlliu' bèi'ny cwe'enn], rliu zicy [rlliu' zi'cy],
 rliu zicy ni na [rlliu' zi'cy nih nàa]
Lopez Loby [Lo'oby]
Lorenza Lia Lenzh [Lia Le'nnzh], Lia Lorenz [Lia Lore'ennz]
Los Angeles Los Angl [Lohs A'nnng]
Los Angeles, West West Los Angl [We'st Lohs A'nnng]
loses the game / lost, gets rnyity [rnyi'ihity]
lost (something), has rnyity [rnyi'ihity]
Louis Lusy [Lu'sy]
louse btsya [btsya'ah]
lower leg ni [ni'ih]
Lucas Luc [Lu'c]
Lucas, San / Lucas Quiavini, San San Luc [Sann Lu'uc]
Lucio / Lucius Lusy [Lu'sy]
luck swert [swe'rt]
lucky, is rap swert [ràa'p swe'rt]
Luis Lusy [Lu'sy]
Luke Luc [Lu'c]
Luke, Saint San Luc [Sann Lu'uc]
lung lasto quizh [lastò' quìzh], pulmony [pulmoony]
Lupe Lepy [Le'py]
Lupe Lia Lepy [Lia Le'py]
Lusina Lia Syen [Lia Sye'enn], Lia Syend [Lia Sye'ennd]

m

ma'am (term of address) bied [biied], bied mna [bied mnnààa'], biede [biede'eh]

Macario Macary [Macaary]

machine guieb [guùe'b], macyëm [má'cyëmm]

machine, puts (something) through a rteidy lo macyëm [rtèèi'dy loh má'cyëmm]

mad, gets rzhich [rzhì'ch]

madam (term of address), my revered xnan bieda [x:nna'an bieda']

madam (term of address), my very revered xnan bieda xnan wzana [x:nna'an bieda' x:nna'an wzàana']

magic, person who knows black ni rcwa chies [nih rcwààa'ah chie's]

maguey dub [dùub]

maguey leaf btub [btùùu'b]

maintains rapdo [ràa'pdòo]

makes runy [ruhny], runychia [ruhnychia]

makes a charitable donation runy guan [ruhny guuhahnn]

makes a phone call rni por telefono [rnnii' pohr télé'fonoh]

makes a sacrifice runy sacrificar [ruhny sacrificaar]

makes (someone) (adjective) runy [ruhny]

makes (someone) (do something) runy [ruhny]

makes (someone) sick runy dany [ruhny daany]

makes (tortillas) rcwa [rcwààa'ah]

male blood relative of blood relative's godparent mbaly [mbaaly]

male turkey budy ngual [bu'uhdy ngu'ahl]

man buny [bùunny], buny nguiu [bùunny nguìu'], nguiu [nguìu']

man (term of address) cagwet [cagwe't], gwuale [gwu'alle'eh], omre [oo'mre'eh]

man, old gwual [gwu'all]

man, old (term of address) gwuale [gwu'alle'eh]

man, young (term of address) pa [paa]

manager manejador [manejadoor]

Manolo Manol [Mano'll]

Manuel Nel [Ne'll]
many zyeiny [zyèiny]
many, how bal [bàall], bald [bàalld], cataly [cata'lly]
many more, how spal [spàall], spald [spàalld]
many, wow! how balizya [bàallihzya]
Marcel Nyan [Nya'nn]
Marcelina Lia Maxlien [Lia Mahxlienn]
Marcelino / Marcelo Nyan [Nya'nn]
Marcelo Nyan [Nya'nn]
March Mars [Ma'ars]
Marga Lia Marg [Lia Ma'arg]
Margaret / Margarita Lia Marg [Lia Ma'arg], Lia Margaryet [Lia Margarye't]
Margarito Marg [Ma'arg], Ryet [Rye't]
Marge Lia Marg [Lia Ma'arg]
Maria Lia Maria [Lia Mariia]
Maria Ana Lia Marigyan [Lia Mahriagya'nn]
Mariana / Marianne Lia Marigyan [Lia Mahriagya'nn], Lia Maryan [Lia Maryaan]
marigold gyia cub [gyia cu'ub]
Marina Lia Maryen [Lia Marye'nn]
Mario Mary [Maary]
Marisol (woman's name) Lia Chyoly [Lia Chyoolly], Lia Marchyoly [Lia Marchyoolly]
market gyia [gyi'ah], lo gyia [loh gyi'ah]
marmota (a large, heavy spherical frame covered with cloth carried during Oaxacan celebrations) marimot [marimo't]
marriage, asks for the hand of a (girl) in rguiny [rgui'iny]
marriage, goes and asks for the hand of (a girl) in ritiny [riti'iny]
married, gets rca buny [rcaa'ah bùunny], ruxna [ru'x:nnaàa]
marries (someone) rca [rcaa'ah], ruxna [ru'x:nnaàa]
Martin Martiny [Martiiny]
Martina / Martine Lia Martin [Lia Ma'rtiin], Lia Martiny [Lia Martiiny], Lia Tiny [Lia Tiiny]
Mary Lia Maria [Lia Mariia]

Mary Anne Lia Marigyan [Lia Mahriagya'nn], Lia Maryan [Lia Maryaan]
masa cub [cu'uhb]
mass (in a Roman Catholic church) myes [mye'es]
master bricklayer maestr [mae'str]
master's degree maestria [mae'striia]
mat, woven da [daa'ah]
Matea (woman's name) Lia Mate [Lia Matee]
Mateo Madeu [Made'u]
Matthew Madeu [Made'u]
Maundy Thursday Jwebysan [Jwebysa'ann]
Maximilian / Maximiliano Milyan [Milyaan]
Maximino Mien [Miiën]
May Mai [Ma'i]
maybe don [do'onnn]
Mayolo (man's name) Mayol [Mayo'oll]
mayordomo mardom [mardo'mm]
mayordomo, assistant totad [to'taad]
me naa [nàa']
me, only naizya [nàa'ihzya']
mean, acts rcwaya [rcwàa'yaàa']
means zalo [zalloh]
measles sarampyony [sarampyoony]
measures rreizh [rrèe'izh]
meat bel [beèe'l]
medicinal plant that can be used to treat evil eye sickness cwan xte buny duax lo [cwààa'n x:tèe' bùunny dùa'x loh]
medicine rmudy [rmuudy]
meets rzhyag [rzhyàag]
metal / metal, object made of guieb [guìe'b]
Mexican sweet bread guetxtily nax [guehtx:tiilly nnahx]
Mexico / Mexico City Meijy [Me'ijy]
Mexico (to someone in Mexico) lad re [làad rée']
Mexico (when used in the United States) ladi [laadih]
Michael Guely [Gueelly], Gyeily [Gye'eihlly]

midday laizhi [laizh:ih]
middle of, in the lai [lài']
midnight guel [guèè'll]
midst of, in lai [lài']
midwife wzhyes [wzhyehs]
Miguel / Mike Guely [Gueelly], Gyeily [Gye'eihlly]
mind galryeiny [gahllyryeihny], guecy [gue'ehcy], guëcy [guë'ëhcy]
Mingo (man's name) Myengw [Mye'engw]
minus (in subtraction) menos [mé'nohs]
minute minuat [minua't]
miracle milagr [milàagr]
mirror gyigwan [gyigwàan]
Miss Lia [Lia]
misses (inverse idiom) rsan [rsàa'an]
misses (school) runy fald [ruhny fa'lld]
misses (someone) rnalaz [rnnahlààa'z]
misses (something) rnyity [rnyi'ihity]
missing (something), is rnyity [rnyi'ihity]
Mix person buny Mizh [bùunny Mi'ii'zh], Mizh [Mii'zh]
Modesta (woman's name) Lia Desy [Lia De'sy], Lia Modesy [Lia Mode'sy]
Modesto (man's name) Desy [De'sy]
Moises (man's name) Moi [Mòi']
mole moly [mo'lly]
moment, for the latizy [la'tihzy]
Monday Luny [Luuny]
Monday, Easter Luny Pascw [Luuny Pa'scw]
money muly [mùuully]
money, how much blac [blà'ac]
money, how much more sabgaly [sabgaaly], sablac [sablà'c]
money, spends runy gaxt [ruhny ga'axt]
Monica Lia Mony [Lia Mo'oony], Lia Xmony [Lia Xmo'oony]
month / moon beu [be'èu]
more maru [maaru']
more, four stap [sta'p]

more, how many spal [spàall], spald [spàalld]
more money, how much sabgaly [sabgaaly], sablac [sabla'c]
more, much maru zyeiny [maaru' zyèiny]
more than masta [maasta'], mazde [maazdeh]
morning rsily [rsiìi'lly]
morning when it's still dark, very early in the cai [ca'ài]
morning, earlier this ba rsily [baa'ah rsiìilly]
Moses Moi [Mòi']
mosquito blidguidy [bli'dgui'ihdy]
most maru [maaru']
mother / mother (term of address) nan [nnàaan]
mother-in-law swegr [swe'egr]
mother-in-law (term of address) nan [nnàaan]
mountain dany [dàany]
mountain lion bez [bèèe'z]
mouse bziny [bzihny]
moustache luazh [lu'ahzh:]
mouth ru [ru'uh]
moves rchu yu [rchùu yu'uh]
much, how cataly [cata'lly], xi zicydi [xi zi'ihcydi']
much (in arithmetic), how bal [bàall], bald [bàalld]
much money, how blac [bla'ac]
much more maru zyeiny [maaru' zyèiny]
much more money, how sabgaly [sabgaaly], sablac [sabla'c]
much, too demasta [demaasta']
Mundo (man's name) Muan [Mu'uann], Muand [Mu'annd]
municipio yulai [yu'làài']
mushroom be [be'eh]
museum museu [muse'u]
must na par [nàa pahr], rquiny [rquìi'ny]
my revered madam (term of address) xnan bieda [x:nna'an bieda']
my revered sir (term of address) xtad bieda [x:ta'ad bieda']
my very revered madam (term of address) xnan bieda xnan wzana
 [x:nna'an bieda' x:nna'an wzaana']

my very revered sir (term of address) xtad bieda xtad wzana [x:ta'ad
bieda' x:ta'ad wzàana']

n

Nacho (man's name) Nach [Na'ch]

name la [lah]

name?, what is your tu layu [tu lòo' ?]

name? (form.), what is your tu loo [tu lahyuu' ?]

named, is la [laa]

namely zicy ni na [zi'cy nih nàa]

nationality nasyonalida [nasyonalidaa]

Natalia / Natalie Lia Nataly [Lia Nata'ally], Lia Taly [Lia Ta'ally]

navel guepy [guèe'py], xquepy [x:quèe'py]

near gax [gahx:]

neck gyeny [gyehnný]

needle guichgwuazh [guii'chgwu'ua'zh]

needs runy nesesitar [ruhny nesesitaar]

needs to na par [nàa pahr], rquiny [rquii'ny]

neither (did) zicygagza [zi'cygahgza']

neither... nor... nyec.. nyec... [nyèe'c... nyèe'c...]

nephew sobrein [sobriien]

new cweby [cweeby], ncweby [ncwèeby]

New Year's Day Iaz Cweby [iihahz cweeby]

next day, is the very rratagguel [rratahgguèe'll]

next day, it is the rragueli [rraguèe'llih]

next door to cwe xaly [cwe'eh x:a'ahlly]

next to cwe [cwe'eh]

next week xtuxman [x:tuhxmaan]

nice gwen [gween], yzla [yzlàa'], zac [za'c]

nice store dyen zac [dye'nn za'c]

nice suit traj zac [tra'j za'c]

Nicholas / Nick / Nico / Nicolas Nyec [Nye'c]
Nicolasa / Nicole Lia Claz [Lia Claaz], Lia Clwaz [Liz Clwaaz]
niece sobrein [sobriien]
night before last, the nas wxiny [nahs wxi'ihnnny]
night, last nuchi [nu'chih]
night, mid- guel [guèèe'll]
nights from now, two guzh wxiny [gùuzh wxi'ihnnny]
Nina Lia Nien [Lia Ni'enn]
nine ga [gààa'], nweb [nwëeb], nwebe [nwéebeh]
nine hundred, one thousand milynobesyentos [mi'llynobesyé'nntohs]
nine hundred and ninety-nine, one thousand
 milynobesyentosnobentaynwebe
 [mi'llynobesyé'nntohsnobe'nntaynwéebeh]
nine, nineteen ninety- milynobesyentosnobentaynwebe
 [mi'llynobesyé'nntohsnobe'nntaynwéebeh]
nine, one thousand nine hundred and ninety-
 milynobesyentosnobentaynwebe
 [mi'llynobesyé'nntohsnobe'nntaynwéebeh]
nineteen tseinyabtap [tsèi'nyahbta'p], diesinweb [diesinweeb],
 diesinwebe [diesinwéebeh]
nineteen hundred milynobesyentos [mi'llynobesyé'nntohs]
nineteen ninety-nine milynobesyentosnobentaynwebe
 [mi'llynobesyé'nntohsnobe'nntaynwéebeh]
ninety ta abtsë [tàa' ahbtsëë'], noben [nobe'nn], nobenta
 [nobé'nntah]
ninety-nine, nineteen milynobesyentosnobentaynwebe
 [mi'llynobesyé'nntohsnobe'nntaynwéebeh]
ninety-nine, one thousand nine hundred and
 milynobesyentosnobentaynwebe
 [mi'llynobesyé'nntohsnobe'nntaynwéebeh]
ninth ni rac ga [nih rahc gààa']
Nito (man's name) Nyet [Nye't]
no (followed by a noun referring to a human or an animal) nyec tu
 [nyèè'c tu], queity tu [què'ity tu], tewag tu [tèè'wahg tu]

no (followed by a noun referring to an animal or an inanimate)

nyec xi [nyèè'c xi], queity xi [que'ity xi], tewag xi [tèè'wahg xi]

no longer queityru [que'ityru']

no matter queity xi gunydi [que'ity xi guunydi']

no one nyec tu [nyèè'c tu], queity tu [que'ity tu], tewag tu [tèè'wahg tu]

no problem tewag xi problemdi [tèè'wahg xi proble'mmdi']

no (response) tegwag [tèè'gwahg], yac [yaa'c]

no time, there's xi tyem [xi tye'emm]

nods off rguixicy [rguixi'ihcy]

noon laizhi [laizh:i]

nopal cactus pad bya [byàa]

nope tegwag [tèè'gwahg]

nor..., neither... nyec.. nyec... [nyèè'c... nyèè'c...]

Norma Lia Norm [Lia No'rm]

North, the Nort [No'rt]

nose zhi [zhi'ih]

not ati [a'ti'], atizh [a'tihzh:], nyec [nyèè'c], nyecbaza [nyèè'cbaza'],
tebag [tèè'bahg], tegwag [tèè'gwahg], tewag [tèè'wahg], queity
[que'ity], quëity [quë'ity]

not ... again queityru [que'ityru']

not, also nyecza [nyèè'cza']

not any more queityru [que'ityru']

not exist, does caria [car'ia]

not genuine, is ati merbëg [a'ti meerbëg], atizh merbëg [a'tihzh:
meerbëg]

not in the least nyec tebichi [nyèè'c tebichi'ih], nyec teiby bichi
[nyèè'c te'ihby bi'chi'ih]

not to, right derech par queity [dereè'ch pahr que'ity]

not too long afterward nyec gac xchi [nyèè'c ga'c xchihih]

not yet ady [aady]

not yet, has adi [aadi']

notes about the vocabulary xiëru zalo ra dizh [xiëru' zalloh ra dii'zh]

nothing nyec xi [nyèè'c xi], queity xi [que'ity xi]

November Nobyemr [Noby'e'mmr]

November 1 (All Saints Day) / November 2 (All Souls Day) Tagual
 [Taguall]
now na [nah]
now, just naru [nahru']
nowhere nyec cali [nyèe'c cali], queity cali [que'ity cali]
number numër [nú'mmër]
nurse enfermer [enfermer]

O

Oaxaca Ndua [Ndùu'ah]
Oaxaca City Ndua [Ndùu'ah]
Oaxacan celebrations, a large, heavy spherical frame covered with cloth carried during marimot [marimo't]
Oaxacan dish made with eggs, vegetables, and meat gyixeiny
 [gyix:e'ehiny]
o'clock, one lauan [lah-ua'nn]
October Octubr [O'ctu'br]
of xte [x:tèe'], xten [x:tèe'n]
of it, all rati [ra'tih]
off, gets ryet lany [rye'eht làa'any]
office ofisyen [o'fisy'e'nn]
office, post correu [corre'u]
officer, border patrol myegr [mye'gr]
offspring zhiny [zhii'iny]
often gaty-gaty [gahty-gahty]
oh yeah? a zicy [a zi'cy]
okay as buas [a's buahs], yo [yoòo']
old ntiu [nti'u]
old, gets ryux [ryùu'ux]
old, how cataly ntiu [cata'lly nti'u], xi zicydi [xi zi'ihcydi']
old man gwual [gwu'all]

old man (term of address) gwuale [gwu'alle'eh]
old (of a person) / old person bangual [banguual]
old, too bangualte [bangualtèe']
older brother-in-law tiu [ti'u]
older sister-in-law bied [biied]
Olivia Lia Oliby [Lia Oliiby], Lia Olieb [Lia Oliieb]
on lo [lohoh], ru [ru'uh]
on (a day) gal [gàall]
on an errand (response to cali chiu? or cali gweu?) mandad
 [mandaad]
on behalf of xpart [x:pa't]
on earth?, who tuazh [tu-ahzh:]
on, spies rdats [rdàa'ts]
on the branch of na [nnaàa']
on the other side of that store steby lad lany dyeni [steeby laad
 làa'any dye'nnih]
on the top of the house guecyu [gue'ehcyu'uh]
on the roof of the house guecyu [gue'ehcyu'uh]
on the (very) top of puan [pu'ann]
on the telephone por telefono [pohr telé'fonoh]
on top of guecy [gue'ehcy], guëcy [guë'ëhcy]
one teiby [te'ihby], uan [ua'nn]
one another sa [sa'ah]
one (breadstuff) cha [chah]
one hundred sieng [siehnng], sientu [sienntoh], teiby gaiyua [te'ihby
 gaiyùua']
one, no tewag tu [tèe'wahg tu]
one, that nde [ndèe], nden [ndèenn]
one, this nde [ndèe'], nden [nde'nn]
one thousand five hundred and eighty-seven
 milquinyentosochentaysyete [milquinyentohsoche'nnntaysyè'teh]
one thousand nine hundred milynobesyentos
 [mi'llynobesyé'nnntohs]
one thousand nine hundred and ninety-nine

milynobesyentosnobentaynwebe
 [mi'llynobesyen'tntohsnobe'nntaynwéebeh]
one o'clock lauan [lah-ua'nn]
one of those stores teiby ra dyeni [te'ihby ra dye'nnih]
one week tuxman [tuhxmaan]
one who ni [nih]
one year tubiaz [tuhbiihahz]
ones who, the ra ni [ra nih]
onion zhity [zhi'ihity]
only nazh [na'azh:]
only goes and does (something) to survive ribanynedizy
 [ribàanyèedihzy]
only goes and survives with (the aid of something) ribanynedizy
 [ribàanyèedihzy]
only he (an.) laizyëm [làa'ihzyëhmm]
only he (dist.) laizyi [la'aihzyi]
only he (fam.) laizyazh [làa'ihzyahzh:]
only he (prox.) laizyëng [la'aihzyëng]
only he (resp.) laizyëb [làa'ihzyëhb]
only he (rev.) laizyiny [làa'ihzyihny]
only her (an.) laizyëm [làa'ihzyëhmm]
only her (dist.) laizyi [la'aihzyi]
only her (fam.) laizyazh [làa'ihzyahzh:]
only her (prox.) laizyëng [la'aihzyëng]
only her (resp.) laizyëb [làa'ihzyëhb]
only her (rev.) laizyiny [làa'ihzyihny]
only him (an.) laizyëm [làa'ihzyëhmm]
only him (dist.) laizyi [la'aihzyi]
only him (fam.) laizyazh [làa'ihzyahzh:]
only him (prox.) laizyëng [la'aihzyëng]
only him (resp.) laizyëb [làa'ihzyëhb]
only him (rev.) laizyiny [làa'ihzyihny]
only I naizya [nàa'ihzya]
only it (an.) laizyëm [làa'ihzyëhmm]
only it (dist.) laizyi [la'aihzyi]

only it (prox.) laizyëng [la'aihzyëng]
only it (rev.) laizyiny [làa'ihzyihny]
only little bichiizy [b'i'chi'-ihzy]
only me naizya [nàa'ihzya']
only she (an.) laizyëm [làa'ihzyëhmm]
only she (dist.) laizyi [la'aihzyi]
only she (fam.) laizyazh [làa'ihzyahzh:]
only she (prox.) laizyëng [la'aihzyëng]
only she (resp.) laizyëb [làa'ihzyëhb]
only she (rev.) laizyiny [làa'ihzyihny]
only them (an.) laizyrëm [làa'ihzyrëhmm]
only them (dist.) laizyri [làa'ihzyrih]
only them (fam.) laizyrazh [làa'ihzyrahzh:]
only them (prox.) laizyrëng [làa'ihzyrëng]
only them (resp.) laizyrëb [làa'ihzyrëhb]
only them (rev.) laizyriny [làa'ihzyrihny]
only they (an.) laizyrëm [làa'ihzyrëhmm]
only they (dist.) laizyri [làa'ihzyrih]
only they (fam.) laizyrazh [làa'ihzyrahzh:]
only they (prox.) laizyrëng [làa'ihzyrëng]
only they (resp.) laizyrëb [làa'ihzyrëhb]
only they (rev.) laizyriny [làa'ihzyrihny]
only you (inf. pl.) laizyad [làa'ihzyahd]
only you (inf. sg.) liizyu [liihzyu']
onto (something), ties (something) rdiby [rdi'ii'by]
opened, gets rzhyeily [rzhye'illy]
opening, there is a job riabiny [riahbihny]
opens (of a door, for example) rzhyeily [rzhye'illy]
opens (something) rxyeily [rxye'illy]
operated on, gets rac operar [rahc operaar]
operates on runy operar [ruhny operaar]
operation, has an rac operar [rahc operaar]
or o [o], uala [ùa'lla']
orange nrash [nraazh]

orders (in a restaurant) rnab [rnààa'b]
organ-pipe cactus gyibtsë [gyibtsëh]
organ-pipe cactus fruit btsë [btsëh]
other, each sa [sa'ah]
other side of that store, on the steby lad lany dyeni [steeby laad
 làa'any dye'nnih]
ought to na par [nàa pahr], rquiny [rquii'ny]
our ages are the same sa ngwalyën rac [sa'ah ngwaalyëhnn rahc]
Our Lady of Guadalupe, the festival of Loni Gwadalepy [Lohnih
 Gwadale'py], Loni xte Nambied Gwadalepy [Lohnih x:tèe'
 Nnambied Gwadale'py]
outside jwer [jweer]
outside, goes rria jwer [rriia' jweer]
over the place, all deibynezta [de'ibyne'ehzta]
over there ladi [laadih]
owl dam [da'amm]
ox with a hump, type of guan sebu [gùu'ann sehbuu]

p

Pablo Pabl [Pa'bl]
Paco (man's name) Pacw [Pa'cw]
pad, prickly pear cactus bya [byàa]
paid for, gets razh [ra'ahzh]
paid, gets razh [ra'ahzh]
paid on a piecework basis, gets rcwa por taria [rcwààa'ah pohr
 tariia]
paints rcwa colory [rcwààa'ah coloory]
pair (of cards, for instance) par [paar]
Palm Sunday Domyengw Rram [Domye'enngw Rra'mm]
pan dulce guetxtily nax [guehtx:tiilly nnahx]
Panfila (woman's name) Lia Pam [Lia Pa'amm]

Panfilo (man's name) Pamyël [Pá'mmyëll]
pants cason [casoon], ryual [ryu'ahl]
paper gyets [gyèe'ts]
parent xawzan [x:awzahn], wzan [wzahn]
parent, grand- mam [ma'mm]
parents, establishes a separate household from his rdiareiny
 [rdia're'iny]
parent's sibling's spouse's male blood relative (term of address)
 gux [gu'x:]
parent's sibling's spouse's blood relative sagual [saguuall]
part part [pa'rt]
passed, has a wdeidy [a wdèèi'dy]
passes rdeidy [rdèèi'dy]
passport pasaport [pasapo'rt]
past (in time expressions), a quarter cwart [cwa'rt]
past (in time expressions), half mudy [muudy]
patience pasyenzy [pasye'ennzy]
patio lainde [la'indèe']
Patricio / Patrick Resy [Re'sy]
patrol, border myegr [mye'gr]
Paul Pabl [Pa'bl]
Paula Lia Pau [Lia Pa'au]
Paulo Pabl [Pa'bl]
pays (a person; a bill; an amount) rguizh [rgui'ihzh]
pays attention to (someone) runy cas [ruhny ca's]
pays back (a person; an amount) rguizh [rgui'ihzh]
pays for rguizh [rgui'ihzh]
pays (someone) (an amount) rguizh [rgui'ihzh]
peace pas [pa's]
peach durazn [dura'azn]
peak of, at the puan [pu'ann]
pear cactus fruit, prickly bruiny [brùu'iny]
pear cactus, prickly gyibya [gyibyàa]
Pedro Bed [Beed]
pen plum [plu'mm]

pencil lapy [la'py]
Pentecost Spryet [Sprye'eht]
people, all rata ra buny [ra'ta' ra bùunny]
people can eat it, so that tyen gau bunyi [tye'nn ga'u bùunnyih]
pepper tree gyluzh [gyi'lùù'zh]
Pepsi Pepsy [Pe'epsy]
performs runy [ruhny]
perhaps don [do'onnn]
permission from (someone), asks rbe permisy lo [rbee'eh permi'sy loh]
person buny [bùunny]
person, city gyizh [gyi'izh]
person, Mixe buny Mizh [bùunny Mi'ii'zh], Mizh [Mìii'zh]
person, old bangual [banguual]
person who can give people the evil eye, powerful buny duax lo [bùunny dùa'x loh]
person who knows black magic ni rcwa chies [nih rcwàà'ah chie's]
person, Zapotec buny Dizhsa [bùunny Dii'zhsah]
peso pes [pe's]
petate da [daa'ah]
Peter Bed [Beed]
Petra Lia Petr [Lia Pe'tr]
pets (an animal) rgan [rgàa'n]
Philemon Pily [Pi'ilily]
Philip Lieb [Li'eb]
Philippa Lia Lyep [Lia Lye'p]
Philomena Lia Meny [Lia Meeny]
phone telefono [telé'fonoh]
phone call, makes a rni por telefono [rnniii' pohr telé'fonoh]
phones runy marcar [ruhny marcaar]
photograph fot [fo't]
photographs (someone or something) runy tomar fot [ruhny tomaar fo't]
picks (fruit, flowers) rtyu [rtyu'uh]
picture dibuj [dibu'], fot [fo't]

picture of (someone or something), takes a runy tomar fot [ruhny tomaar fo't]
piece of land da yu [da'ah yuhuh], dai yu [dàì' yuhuh]
piece of pottery, broken bsiny [bsii'iny]
pieces, cuts into little runybyuzh [ruhnybyùuzh]
piecework basis, gets paid on a rcwa por taria [rcwàà'ah pohr tariia]
pierces (ears) rguied [rguèd], rguiad [rguàd]
pig cuch [cu'uch]
pill pasti [pastii]
pillow almwad [almwaad]
Pina (woman's name) Lia Pyen [Lia Pye'nn]
Pino (man's name) Pyen [Pye'nn]
Pioquinto (man's name) Cyen [Cye'enn]
pipe (for smoking) pyep [pye'p]
place of, in xpart [x:pa'rt]
place, all over the deibynezta [de'ibyne'ehzta]
places (something) (in a location) rzub [rzùu'b]
place, another steby lad [steeby laad]
plane abyony [abyoony]
plant cwan [cwàà'a'n]
plant that can be used to treat evil eye sickness, medicinal cwan xte buny duax lo [cwàà'a'n x:tèe' bùunny dùa'x loh]
plants rsubiny [rsubi'ihnnny]
plaster gyes [gye's]
platform (traditional style of bed), sleeping luan [lùà'a'n]
playing card baraj [bara'j]
plays rgyet [rgye'eht]
plays (a wind instrument) rcuzh [rcuhzh]
plays with rgyetne [rgye'ehtnèe]
please say that again mnilai steby [mnnii'làì' steeby]
please say that again (form.) ynulayui steby [ynnii'làa'yuu'-ih steeby]
pleases (someone) (of a person) riabzac [riahbza'c]
plows (a field) ran [ràa'an]
plugged up, gets rzhi [rzhii'ih]

plugged up, is zhi [zhii'ih]
plus (in arithmetic) mas [ma's]
poinsettia gyia reiny [gyia' re'ehiny]
points rliuna [rlliu'nnaàa']
pokes at rguađ [rguàđ]
pole bar [baar]
police polisia [polisiia]
policeman polisia [polisiia]
pomegranate carnad [ca'rnaad]
pomegranate tree gyia carnad [gyia' ca'rnaad]
poor proby [prooby]
Porfirio (man's name) Bily [Biilly], Pily [Pi'illy]
portion xpart [x:pa't]
possession of, takes runyaxten [ruhnyax:tèe'n]
post office correu [corre'u]
pot, clay or earthenware gues [guehs]
pottery, broken piece of bsiny [bsii'iny]
pottery item, earthenware gues [guehs]
pours rga [rga'ah]
poverty, lives in rbanyzi [rbàanyzii']
powder de [deheh]
powerful nduax [nduà'x]
powerful person who can give people (especially babies and children) the evil eye buny duax lo [bùunny duà'x loh]
praises runy alabar [ruhny alabaar]
precolumbian earthenware figure blal [blàaal]
prepared, gets rac [rahc]
prepares (something) runy preparar [ruhny preparaar]
prescription rreset [rrese't]
presidente municipal (mayor) pristen [prihste'enn]
pretty zagru [zagrùu]
prickly pear cactus gyibya [gyibyàa]
prickly pear cactus fruit bruiny [brùu'iny]
prickly pear cactus pad bya [byàa]

priest bxuaz [bxuuhahz]
print, finger- gwei [gwe'i]
prisoner pres [pre's]
prisoner, takes (someone) rine pres [rinèe pre's]
problem problem [proble'mm]
problem, has (what) as a rzac [rzahc]
problem, no tewag xi problemdi [tèe'wahg xi proble'mmdi']
professional profesyonal [profesyna'll]
pronunciation guide xa rni buny ra dizh [x:a rnni'i' bùunny ra dii'zh]
property) to (someone), leaves (rsan losna [rsàa'an losnnaàa']
protected, gets rac protejer [rahc protejeer]
protects runy protejer [ruhy protejeer]
protests runy protestar [ruhny protestaar]
pueblo gueizh [guee'ihzh], lazh [la'ahzh], lo gueizh [loh guee'ihzh]
punches rcwa punyeity [rcwààa'ah punyei'ty]
punished, gets rac castiu [rahc casti'u]
punishes runy castiu [ruhny casti'u]
pushes rcuya [rcu'yàa'ah], rlaya [rla'yàa'ah]
puts (a long object) down rguix [rgui'x]
puts away rguchia [rgu'chiia']
puts his head down on (something) rany [ràa'nny]
puts on (a shirt or similar garment; a suit) racw [ra'ahcw]
puts on (pants) rbecy [rbèe'cy]
puts (something) down (in a location) rguixga / rguixja [rgui'xga'ah / rgui'xja'ah]
puts (something) in (a location) rzeby [rzèeby]
puts (something) into rgu [rgùu'uh]
puts (something) through a machine rteidy lo macyëm [rtèèi'dy loh má'cyëmm]
puzzle rrompecabes [rrompecabe's]

q

quarter past (in time expressions), a cwart [cwa'rt]
quarter to (in time expressions), a cwart par [cwa'rt pahr]
queen (in cards) cabai [caba'i]
question, asks (someone) a rnudizh [rnuhdii'zh]
queue col [co'oll]
Quiavini Gyibni [Gyi'bnnii], Gyimni [Gyi'mnnii]
quickly derrepen [derrepe'eenn]
quiet! (to more than one person) ual zhixga! [u'all zhi'xgah !]
quiet! (to one person) zhixga! [zhi'xgah !]
quince membri [membrii]
Quirino (man's name) Carien [Ca'riien]
quits rbelaz [rbèe'lààa'z]

r

rabbit, cottontail conejw [conne'jw]
race ras [ra's]
radio rrady [rraady]
raise your hand bdes no [bde's nnoòò'], bdesna [bde'snnaàa']
Ramon Mony [Mòony]
raw nga [ngàa'ah]
Raymond / Raymundo Muan [Mu'uann], Muand [Mu'annd]
read rual [rù'a'll], ruald [rù'a'lld]
reads, goes and rigual [rigù'a'll]
realizes rdeidy cwen [rdèi'dy cwe'enn]
really deplan [depla'nn], tabaza [ta'baza'], dyebaza [dye'baza'], uas
 [u'as]
really long time ago, that's a a guc xchidani [a guhc x:chihdaàa'nih]
rear end cader [cadeer], zha [zh:àa'], zhan [zh:ààa'n]

reasoning ability salyb [saalyb]
rebozo bai [ba'ai]
receipt rresieb [rresiieb]
receives (something) as a gift rad [raàa'd]
recently deizyta [dèi'zyta']
recorder, tape grabador [grabadoor]
red xnia [xniaa]
Regina Lia Rrei [Lia Rre'i]
Reginald Rrei [Rre'i]
Reina (woman's name) Lia Rrei [Lia Rre'i]
relative, blood sa [sa'ah]
relative, close blood sa gax [sa'ah gahx:]
relative, distant blood sa zyet [sa'ah zye'eht]
relative of blood relative's godparent, female blood maly [maaly]
relative of blood relative's godparent, male blood mbaly [mbaaly]
relative, sibling's spouse's blood sagual [saguual]
relative (term of address), parent's sibling's spouse's male blood
gux [gu'x:]
relative (term of address), sibling's spouse's male blood gux [gu'x:]
religion relijony [relijoony]
remains ryan [ryàa'an]
remembers rnalaz [rnnahlààa'z]
repays (a person; an amount) rguizh [rgui'ihzh]
replaces (something) rchu [rchùu]
reports runy rreportar [ruhny rreportaar]
respect rrespeity [rrespei'ty]
respectful, is nu rrespeity lo [nu'uh rrespei'ty loh]
responds runy contest [ruhny connte'st]
restaurant rrestauran [rrestaure'ann]
restaurant, small informal comedor [comedoor]
returns / returns to (a place) ricy [ri'ihcy]
returns with ricyne [ri'ihcynèe]
Reynaldo Rrei [Rre'i]
Ricardo Caty [Ca'ty], Rricard [Rrica'rd], Rricardy [Rrica'rdy]
rich rryecw [rrye'cw]

Richard Caty [Ca'ty], Ricard [Rica'rd], Ricardy [Rica'rdy]
ride, thumbs a rnab teiby abenton [rnààa'b te'ihby abentoon]
rides (an animal) rbeb [rbèe'b]
right, all a bai [a ba'i]
right (as in right hand) ldi [ldii]
right away debolad [dehbolaad]
right here rega [rèe'gah]
right not to derech par queity [deree'ch pahr que'ity]
right (privilege) derech [deree'ch]
right then, arrives rzenygaza [rzehnnygahza]
right to derech [deree'ch], derech par [deree'ch pahr]
ring rrueed [rrueed]
rings a bell rcwa gyieb [rcwààa'ah gyiè'b]
rings (of a bell) rbix [rbi'ihx], rca [rcah]
ripe, gets rats [raàa'ts]
rises (of the sun) rdyeny [rdyehnny]
river gueu [guèu']
road nez [ne'ehz]
roadrunner badia [badiia]
roasts (something) rcyi [rcyi'ih]
Robert / Roberto Bet [Be't]
roof of a house / roof of the house, on the guecyu [gue'ehcyu'uh]
room in a traditional home (which is open on one side to the central courtyard or patio) yu cordor [yu'uh co'rdoor]
rope du [dùùu']
Rosa Lia Rros [Lia Rro's]
Rosario (woman's name) Lia Rsary [Lia Rsaary]
rose gyia rros [gyia rro's]
Rose Lia Rros [Lia Rro's]
roughly (used before a locational phrase) nez [ne'ehz]
runs rzhuny [rzh:ùu'nny]
runs away from (a place) rzhuny [rzh:ùu'nny]
runs into (someone) rinda lo [rindàa loh]
runs out rra [rrah]

S

Sabina / Sabine Lia Sabien [Lia Sabiienn]
sacrifice, makes a runy sacrificar [ruhny sacrificaar]
sad triest [tri'est]
said (used before a quotation) zicy na [zi'cy nnah]
Saint Anne Xandan [Xanndaan]
Saint Luke San Luc [Sann Lu'uc]
safe (of a non-living subject), is rla [rlàa]
salt zeidy [zee'ihdy]
same lag [làa'g]
same age, we are the sa ngwalyën rac [sa'ah ngwaalyëhnn rahc]
same, just the tebloizy [te'bloh-ihzy]
same, look just the rliu tebloizy [rliu' te'bloh-ihzy]
same, our ages are the sa ngwalyën rac [sa'ah ngwaalyëhnn rahc]
same, the lag [làa'g], teblo [te'bloh]
same with, the zicygagza [zi'cygahgza']
San Antonio Church Ydo Santony [Ydoòo' Sanntoony]
San Diego San Dyegw [Sann Dye'gw]
San Lucas San Luc [Sann Lu'uc]
San Lucas Quiavini San Luc [Sann Lu'uc]
sandwich, type of Mexican tort [to'rt]
Santa Ana Xandan [Xanndaan]
Santa Ana del Valle Xandan [Xanndaan]
Santa Monica Santa Mony [Sánn tah Moony]
Santiago (man's name) Dyau [Dyàu']
Santo Domingo Santo Domyengw [Sánn toh Domye'enngw]
Saturday Sabad [Sáabahd]
sauce, a rich Oaxacan moly [mo'lly]
sauce, beans bzya niu [bzyàa' niu]
saved, gets ruchia [ru'chìia]
saved, is nuchia [nu'chìia]
saves rguchia [rgu'chìia]

say, just want you ni nadizyu [nih nnahdihzyùu]
say so, that's how it will be, if you (form.) bal zicy rniyu zhi zicy gac
 [bàall zi'cy rnnìi'yuu' zhi' zi'cy ga'c]
say that again, please mnilai steby [mnnii'lài' steeby]
say that again (form.), please ynulayui steby [ynnii'làa'yuu'-ih
 steeby]
says rni [rnnìi']
says if rgwe dizh don [rgwèèè' dii'zh do'onn]
says that na [nnah]
says to rni [rnnìi']
says (used before a quotation) zicy na [zi'cy nnah]
says whether rgwe dizh don [rgwèèè' dii'zh do'onn]
scared, gets rzhiby [rzhihby]
scares (someone) rchiby [rchii'by]
scattering them widely, goes and sows (seeds) by ritech [rite'ch]
scattering them widely, sows (seeds) by rtech [rte'ch]
school scwel [scweel]
school, elementary primary [primaary]
school, high scwel ro [sceel rò'o'h]
scolds someone rdily [rdii'lly]
scorpion banua [bannù'a]
scratches (a part of one's body) rguny [rgùuunny]
search, word gal rguily dizh [gahl' rguii'lly dii'zh]
season tyem [tye'emmm]
Sebastian Sebastyang [Sebastya'anng], Tyeiny [Tyeeiny]
second ni rac tyop [nih rahc tyo'p], ni rrop [nih rrohp], seguan
 [segu'ann]
security segurida [seguridaa]
see, comes to rigan [rigàann]
see, in order to don [do'onn]
see you later yzhajae'n [yzhàaja'e'hnn], yzhagaën [yzhàaga'e'hnn]
see, you'll ganu [gàannùu']
seed, squash besgyet [be'sgyeht]
seems to (someone) that, it rrilo [rrilloh], rralo [rraloh]
sees rinylo [rinyloh]

sees (a situation) ran [ràann]
sees, goes and rigan [rigàann]
sees (something) ran lo [ràann loh]
sees to ran [ràann]
selects rbe [rbèe], runy escojer [ruhny escojeer]
self lag [làa'g]
sells rto [rtòo'oh]
sells (is sold) rdo [rdòo'oh]
sends rxel [rx:èè'll].
sends for (a family member) rnab [rnààa'b]
sends (someone) back to (a place) rzicy [rzi'ihcy]
Señor Dad [Dad], Tiu [Ti'u]
señor (term of address) tiu [ti'u], tiuwe [ti'uwe'eh]
Señora Bied [Bied], Nan [Nnan]
señora (term of address) bied [biied], bied mna [bied mnààa'],
 biede [biede'eh]
Señorita Lia [Lia]
señorita (term of address) bied [biied]
separate from each other rlasa [rlàa'sa'ah]
separate household from his parents, establishes a rdiareiny
 [rdia're'iny]
September Septyemr [Septye'mmr]
server meser [meseer]
service, community zeiny [zèèi'ny], zëiny [zêêi'ny]
sets (something) down (in a location) rzub [rzùu'b]
sets (something) (in a location) rzubga [rzubga'ah] / [rzùu'bga'ah] /
 [rzùubga'ah]
seven gaz [gàaz], syet [syé't], syete [syé'teh]
seven, fifteen eighty- milquinyentosochentaysyete
 [milquinyentohsoche'ntaysyé'teh]
seven, one thousand five hundred and eighty-
 milquinyentosochentaysyete [milquinyentohsoche'ntaysyé'teh]
seventeen tseinyabtyop [tsèi'nyahbtyo'p], diesisyet [diesisyé't],
 diesisyete [diesisyé'teh]
seventh ni rac gaz [nih rahc gàaz]

seventy gayon abtsë [gayòon ahbtsêë], seten [sete'nn], setenta [seté'nntah]
sews rguieb [rguieb]
sews (something) rguieb [rguieb]
shade, gives runy bda [ruhny bdaa]
shadow, casts a runy bda [ruhny bdaa]
shakes (something) runyses [ruhnysee's]
share xpart [x:pa'rt]
shawl bai [ba'ai]
she (an.) aëm [a'-ëhmm], laëm [làa'-ëhmm]
she (an.), only laizyëm [làa'ihzyëhmm]
she (dist.) ai [a'ai], lai [la'ai]
she (dist.) writes rcwai [rcwài']
she (dist.), only laizyi [la'aihzyi]
she (fam.) aazh [àa-ahzh:], laazh [làa'zh:]
she (fam.), only laizyazh [làa'ihzyahzh:]
she (prox.) aëng [a'a-ënnng], laëng [la'a-ëng]
she (prox.), only laizyëng [la'aihzyëng]
she (resp.) aëb [àa-ëhb], laëb [làa'-ëhb]
she (resp.), only laizyëb [làa'ihzyëhb]
she (rev.) ainy [àa-ihny], lainy [làa'-ihny]
she (rev.), only laizyiny [làa'ihzyihny]
sheep zhily [zhi'illy]
shepherd ni rculo zhily [nih rculoh zhi'illy]
shirt cotony [cotoony]
shoe sabad [sabaad]
shoes, tennis tenizy [té'nnihzy]
shoots a gun rcwa gyieb [rcwààa'ah gyië'b]
short dop [dòo'p]
shot guichgwuazh [guii'chgwu'ua'zh]
shot, get a rzub guichgwuazh [rzùub gui'chgwu'ua'zh]
shot, gives (someone) a rzub guichgwuazh [rzùu'b gui'chgwu'ua'zh]
should na par [nàa pahr], nadizh [nadii'zh], rquiny [rquii'ny],
runygan [ruhnygaan], ryal [ryàall]
should get a turn to ryal [ryàall]

shoulder quizhacw [quizh:àa'cw]
shouts rbuzhya [rbuzhya'ah]
shower bany [ba'nny]
shower, takes a rcwa bany [rcwààa'ah ba'nny]
shows rliu [rliu']
shows up rdica [rdi'cah], rrica [rri'cah]
shrine capi [capii]
sibling's spouse's male blood relative (term of address) gux [gu'x:]
sibling's spouse's blood relative sagual [saguual]
sick, gets racxu [rahcx:ùu]
sick, is racxu [rahcx:ùu]
sick, makes (someone) runy dany [ruhny daany]
sickness galguizh [gahlgu'ihihzh]
sickness, evil eye galanduax lo [gahllanduà'x loh], xte buny duax lo
 [x:tèe' bùunny dùa'x loh]
side cweteix [cwe'tèe'ix], teix [tèe'ix]
side of that store, on the other steby lad lany dyeni [steeby laad
 làa'any dye'nnih]
side (of the border), this lad re [làad rèe'], nezag [nehzahg]
Silverio (man's name) Bery [Beery]
Silvia Lia Sily [Lia Siilly]
sin dual [du'ahl]
since quënla [quëhnnlàa']
sings rual [rù'a'll], ruald [rù'a'lld]
sings, goes and rigual [riguà'll]
sir, my revered (term of address) xtad bieda [x:ta'ad bieda']
sir (term of address) tiu [ti'u], tiuwe [ti'uwe'eh]
sir (term of address), my very revered xtad bieda xtad wzana
 [x:ta'ad bieda' x:ta'ad wzàana']
sister (of a female) bel [bèe'll]
sister (of a male) bzyan [bzyaàa'n]
sister, younger (of a male) bzyan guny [bzyaàa'n gùuny]
sister-in-law cunyad [cunyaad], xyes [x:ye'ehs]
sister-in-law, older bied [biied]
sit down! bri! [brih!]

sit down, let's gyo subgaën [gyo'oh subga'ëhnn]
sits rbez [rbèez]
sits down rbi [rbih]
sits down (in a location) rzub [rzùub], rzubga [rzubga'ah] /
[rzùu'bgà'ah] / [rzùubga'ah]
sits (in a location) rzub [rzùub], rzubga [rzubga'ah] / [rzùu'bgà'ah] /
[rzùubga'ah]
sits on (something on the ground) rany [ràa'nny]
six xop [x:òp], seiz [seiz]
six, two thousand and dozmilyseiz [doozmi'llyseiz]
sixteen tseinyabteby [tsèi'nyahbteeby], diesiseiz [diesiseiz]
sixth ni rac xop [nih rahc x:òp]
sixty chon galy [chòonn gàally], gayon [gayòon], sesen [sesen'nn],
sesenta [sesé'nttah]
skin guidy lady [gui'dy lahdy]
skirt fald [fa'alld]
skirt, traditional Zapotec wrap-around zudy [zu'ùu'dy]
skunk bat [bàa't]
slaps (a part of someone's body, especially the face) rgap [rgàa'p]
slave slab [sclaab]
sleeping platform (traditional style of bed) luan [lùàa'n]
sleeps raisy [ra'ihsy]
slices rtyug [rtyùu'g]
slowly neiny [nèiny]
smallpox birwel [birwe'll]
smells delicious nizh rdia [ni'zh rdìa']
smiles rzhez [rzhèez]
smiles an insincere smile rzhezdat [rzhiezda't]
smokes rgub [rgùùu'b]
snake bel [bèèe'll], beld [beèèe'lld]
sneezes rchyezhy [rchyèèezhy]
so a [àa'], don [do'onn], na [nah]
so, and niela [niellàa']
so long as, just sindesdizy [sinnde'sdihzy]
so that tyen [tye'nn]

so that people can eat it tyen gau bunyi [tye'nn ga'u bùunnyih]
so that people can have fun par gac buny dibertier [pahr ga'c
 bùunny dibertiier]
so (used in exclamations) zhyëb [zhyë'b]
so what? a zicy [a zi'cy]
soil yu [yuhuh]
sold, gets rdo [rdò'o'h]
Soledad (woman's name) Lia Da [Lia Daa]
some duzh [dùu'zh]
some day daru chu zhi [dàa'ru' chu'uh zh:ih]
somebody nu tu [nu'uh tu]
somehow nu xa [nu'uh x:a]
someone nu tu [nu'uh tu]
something nu xi [nu'uh xi]
sometimes nu gwel [nu'uh gwe'ell]
somewhere nu cali [nu'uh cali]
somewhere else steby lad [steeby laad]
somewhere, takes (someone) riruan [rirùu'an]
son zhiny [zhii'iny], zhinygan [zhii'inygaà'n]
son of a bitch zhiny ni beinyande [zhii'iny nih bèinyande'eh]
son-in-law bgwuaz [bgwuuhahz]
sonny (term of address) pa [paa]
soon amer [ameer]
soul anym [a'anym]
soup cald [ca'lld]
sour ngui [nguii]
sour, gets rgui [rguii]
sows rsubiny [rsubi'ihnnny]
sows (seeds) by scattering them widely rtech [rte'ch]
sows (seeds) by scattering them widely, goes and ritech [rite'ch]
Spain Spany [Spa'nny]
Spanish language Dizhtily [Dii'zhtiilly]
speaks rgwe [rgwèèe'], rgwe dizh [rgwèèe' di'zh]
speaks about rgwe dizh xte [rgwèèe'eh di'zh x:tèe'], rgwe xtizh
 [rgwèèe'eh x:ti'zh]

speaks (a language) rgwe [rgwèèe']
speaks (a language) well rgwezac [rgwèè'za'c]
spends money runy gaxt [ruhny ga'axt]
spherical frame covered with cloth carried during Oaxacan celebrations, a large and heavy marimot [marimo't]
spider, black widow bzigui [bziguìh], bzogui [bzoguih]
spies on rdats [rdàa'ts]
spills (a liquid) rxi [rxii'ih]
spills (a non-liquid) rtech [rte'ch]
spills (a non-liquid), goes and ritech [rite'ch]
spills (of a liquid) rzhi [rzhii'ih]
spills / spills out (of a non-liquid) rrech [rre'ch]
spoon wzhyar [wzhyaar]
spouse cumnier [cumniier], chiel [chiel]
sprouts rdyeny [rdyehnnny]
squash seed besgyet [be'sgyeht]
squash, type of large gyet wez [gyeht wèèe'z]
squirrel bsuaz [bsu'ahz]
St. Luke San Luc [Sann Lu'uc]
stands erect (in a location) rzundi [rzundii]
stands (in a location) rzu [rzu], rzugwa [rzugwa'ah]
stands in line runy col [ruhny co'oll]
stands (something) erect (in a location) rzundi [rzundii]
stands / stands up (something) (in a location) rzu [rzu], rzugwa [rzugwa'ah]
stares at rzhilo lo [rzhiloh loh]
starts rzalo [rzallohoh]
States, the United Stados Unied [Stadohs Uniied]
station, bus terminal xte camyuny [termina'll x:tèe' camyuuny]
stays at / stays in (a place) ryan [ryàa'an]
steals rban [rbàaa'n]
stepchild entenad [entenad]
stepfather tiu [ti'u]
Stephen Teb [Te'eb]
stepmother bied [biied]

Steve Teb [Te'eb]
stick bar [baar], gyag [gyahg]
sticks out his tongue rbeluzh [rbee'lùuzh]
sticks out his tongue at (someone) rbeluzh lo [rbee'lùuzh loh]
still axta na [a'xta' nah]
still dark, very early in the morning when it's cai [ca'ài]
still has rapag [ràa'pahg]
stings rguad [rguàd]
stingy mbisy [mbii'sy]
stomach lany [làa'any]
stops going rbez [rbèez]
stops it rbez [rbèez]
store dyen [dye'nn]
store, fancy dyen zac [dye'nn za'c]
store, nice dyen zac [dye'nn za'c]
store, on the other side of that steby lad lany dyeni [steeby laad
 làa'any dye'nnih]
stores, one of those teiby ra dyeni [te'ihby ra dye'nnih]
story cwen [cwe'enn]
story, tells a rcwa cwen [rcwààa'ah cwe'enn]
street cai [ca'i], ladcai [ladca'i]
strokes (an animal) rgan [rgàa'n]
strolls rcanza [rcanzaa]
strong fwers [fwe'rs]
strong, is ru fwers [ru'uh fwers]
stucco gyes [gye's]
student estudian [estudi'aann], studian [studi'aann]
student, good bwen studian [bween studi'aann]
stuffed up, gets rzhi [rzhii'ih]
stuffed up, is zhi [zhii'ih]
stupid nton [nto'onn]
stupid, acts runyton [ruhnyto'onn]
succeeds in (doing) racgan [rahcgaan]
sucks rgub [rgùùu'b]
suffers from (a disease) rac [rahc]

sufficient, is ral [ràall]
suit traj [traʃ]
suit, fancy traj zac [traʃ zaʻc]
suit, nice traj zac [traʃ zaʻc]
sun wbizh [wbiʻihzh], wbwizh [wbwiʻihzh], wwizh [wwiʻihzh]
Sunday Domyengw [Domyeʻenngw]
Sunday before Ash Wednesday, the Domyengw Xlyen
 [Domyeʻenngw X:lyeʻenn]
Sunday, Palm Domyengw Rram [Domyeʻenngw Rraʻmm]
supervisor superbisor [superbisoor]
supposed to, is na par [nàa pahr], nadizh [nadiʻzh], rquiny [rquiiʻny]
sure, is rap seguar [ràaʻp seguar]
survive, goes and does (something) to ribanyne [ribàanynèe]
survive, only goes and does (something) to ribanynedizy
 [ribàanynèedihzy]
survives with (the aid of something), goes and ribanyne
 [ribàanynèe]
survives with (the aid of something), only goes and ribanynedizy
 [ribàanynèedihzy]
suspects runy sospechar [ruhny sohspechaar]
sweeps rdub [rdùuʻb]
sweet bread, Mexican guetxtily nax [guehtx:tiilly nnahx]
swims runy nadar [ruhny nadaar]
Sylvia Lia Sily [Lia Siilly]
sympathizes with runy comprender [ruhny comprendeer]

t

table mes [meʻes]
tail xban [x:bààaʻn], xfan [x:fààaʻn]
tailor ni rguieb lady [nih rguieb lahdy]
taken away, gets rbica [rbicàa]

taken away, got ze [zèe]
takes rca [rcaa'ah], rine [rinèe]
takes a bath raz [ra'ahz], rcwa bany [rcwààa'ah ba'nny]
takes a picture of (someone or something) runy tomar fot [ruhny tomaar fo't]
takes a seat rbi [rbih]
takes a shower rcwa bany [rcwààa'ah ba'nny]
takes across rteidy [rtèèi'dy]
takes away rzuca [rzucàa]
takes care of ran [ràann], rculo [rculoh]
takes apart rtseily [rtse'ihlly]
takes good care of rculozac [rculohza'c]
takes one's turn (impersonal idiom) runy tocar [ruhny tocaar]
takes photographs runy tomar fot [ruhny tomaar fo't]
takes pictures rbe fot [rbee'eh fo't], runy tomar fot [ruhny tomaar fo't]
takes possession of runyaxten [ruhnyax:tèe'n]
takes (someone), God rca Dyoz [rcaa'ah Dyooz]
takes (something) out rbe [rbee'eh]
takes (someone) prisoner rine pres [rinèe pre's]
takes (someone) somewhere riruan [rirùu'an]
takes, goes and rinde [rindee'eh]
talks rgwe [rgwèèe'], rgwe dizh [rgwèèe' dii'zh]
talks with rnine [rnnii'nèe]
tall zyual [zyuàa'll]
tanker truck pyep [pye'p]
tape recorder grabador [grabadoor]
teacher mes [me's]
teaches rseidy [rsèèi'dy]
technical tecnica [té'cnicah]
tejate cub [cu'uhb]
telephone telefono [telé'fonoh]
telephone, by por telefono [pohr telé'fonoh]
telephone, calls (someone) on the rnine por telefono [rnnii'nèe pohr telé'fonoh]

telephone, on the por telefono [pohr telé'fonoh]
telephones (an institution) rni por telefono [rnnìi' pohr telé'fonoh]
telephones (someone) rnine por telefono [rnnì'nèe pohr telé'fonoh]
television telebisyon [telebisyoony]
tell what asks in Zapotec! bzicy ni rnudizh ... cuahn Dì'zhsah!
 [bzi'ihcy nih rnudi'zh ... cuahn Dì'zhsah !]
tells rni [rnnìi']
tells a story rcwa cwen [rcwàà'ah cwe'enn]
tells about rgwe dizh xte [rgwèe'eh di'zh x:tèe'], rgwe xtizh
 [rgwèe'eh x:ti'zh]
tells, comes and riedni [riè'dnìi']
tells (someone other than the speaker or hearer) reipy [re'ihpy]
tells (someone other than the speaker or hearer) to reipy [re'ihpy]
temple (side of the forehead) cwas [cwa'ahs]
ten tsê [tsêê'], tsêa [tsêa'], diez [diiez]
tennis shoes tenizy [té'nnihzy]
tenth ni rac tsê [nih rahc tsêê']
Teofilo (man's name) Tyofl [Tyo'fl]
Teotitlán del Valle Xgyia [X:gyi'ah]
tequila tequily [tequi'ly]
Teresa Lia Trez [Lia Treez]
Tereso (man's name) Trez [Treez]
terrible jodied [jodiied]
test prweb [prweeb]
test, carbon dating prweb xte carbono catorce [prweeb x:tèe'
 carbono catórse]
tests runy prweb [ruhny prweeb]
than ca [cah], cano [canoh]
than, more masta [maasta'], mazde [maazdeh]
thank you xtyozèn liu [x:tyoozèhnn liu']
thank you (form.) xtyoze"n yu [x:tyoozèhnn yu'uu'] / xtyoze"n ye"bu
 [x:tyoozèhnn yèbu'uu']
thank you (form. pl.) xtyoze"n yuad [x:tyoozèhnn yuàd]
thank you (pl.) xtyoze"n lad
that deque [dequeh], ni [nih], ni [nii], re [rèe], ren [rèenn]

that (used before a modifying phrase) ni [nih]
that one nde [ndèe], nden [ndèenn]
that's a really long time ago a guc xchidani [a guhc x:chihdaàa'nih]
that's how it is zicyi [zi'icyih]
that's why ni [nihii], niebagli [ni'ebaglii], niebagui [ni'ebaguii], niela
 [niellàa']
the day after tomorrow guzh [gùuzh]
the day before yesterday nas [nahs]
the Day of the Dead Tagual [Taguall]
the Devil Dyabl [Dya'bl]
the festival of Our Lady of Guadalupe Loni Gwadalepy [Lohnih
 Gwadale'py], Loni xte Nambied Gwadalepy [Lohnih x:tèe'
 Nnambied Gwadale'py]
the four of ydapta [yda'pta']
the North Nort [No'rt]
the one that ni [nih]
the one who ni [nih]
the ones who ra ni [ra nih]
the place where laty [lahty]
the same lag [làa'g], teblo [te'bloh]
the same, just tebloizy [te'bloh-ihzy]
the same age, we're sa ngwalyën rac [sa'ah ngwaalyëhnn rahc]
the same, look just rliu tebloizy [rliu' te'bloh-ihzy]
the same, our ages are sa ngwalyën rac [sa'ah ngwaalyëhnn rahc]
the same with zicygagza [zi'cygahgza']
the thing that ni [nih]
the thing that appears below ni ca ni guet [nih càa ni'ih gue'et]
the three of ygyonta [ygyòonnta'], gyonta [gyòonnta']
the two of ropta [ro'pta'], yropta [yro'pta']
the United States Nort [No'rt], Stados Unied [Stadohs Uniied]
the United States (to someone in the US) lad re [làad rèe']
the very next day, is rratagguel [rratahgguèe'll]
the way that zicy ni [zi'cy nih]
them (an.) arëm [aarëhmm], larëm [làa'rëhmm]
them (an.), only laizyrëm [làa'ihzyrëhmm]

them (dist.) ari [aarih], lari [làa'rih]
them (dist.), only laizyri [làa'ihzyrih]
them (fam.) arazh [aarahzh:], larazh [làa'rahzh:]
them (fam.), only laizyrazh [làa'ihzyrahzh:]
them (prox.) arëng [aarëng], larëng [làa'rëng]
them (prox.), only laizyrëng [làa'ihzyrëng]
them (resp.) arëb [aarëhb], larëb [làa'rëhb]
them (rev.) ariny [aarihny], lariny [làa'rihny]
them (rev.), only laizyriny [làa'ihzyrihny]
then buas [buaahs], chicy [chi'cy], chigual [chigùall], chigualdi
 [chigùalldi], chiru [chiru'], chu [chuu'], na [nah]
then (again) chicyru [chi'cyru]
then, and chicy [chi'cy]
then, arrives right rzenygaza [rzehnnygahza']
then, but chiru dac [chiru' dàa'c]
Theophilus Tyofl [Tyo'fl]
there re [rèe], ren [rèenn], ricy [ri'cy]
there is a job opening riabiny [riahbihny]
there, are ri [rii]
there, over ladi [laadih]
there's no time xi tyem [xi tye'emm]
Theresa Lia Trez [Lia Treez]
these re [rèe]
they (an.) arëm [aarëhmm], larëm [làa'rëhmm]
they (an.), only laizyrëm [làa'ihzyrëhmm]
they (dist.) ari [aarih], lari [làa'rih]
they (dist.), only laizyri [làa'ihzyrih]
they (fam.) arazh [aarahzh:], larazh [làa'rahzh:]
they (fam.), only laizyrazh [làa'ihzyrahzh:]
they (prox.) arëng [aarëng], larëng [làa'rëng]
they (prox.), only laizyrëng [làa'ihzyrëng]
they (resp.) arëb [aarëhb], larëb [làa'rëhb]
they (rev.) ariny [aarihny], lariny [làa'rihny]
they (rev.), only laizyriny [làa'ihzyrihny]
thief wbwān [wbwààa'n]

thigh cudy [cuùu'dy]
time, there's no xi tyem [xi tye'emm]
thing cos [co's]
thing that appears below, the ni ca ni guet [nih càa n'ih gue'et]
think that, used to rzilaz [rzilààa'z]
think?, what do you xi rriilo liu [xi rriloh liu]
thinks rni [rnniìi'], runy xgab [ruhny x:ga'ab], runy xjab [ruhny
x:ja'ab], rriilo [rrilloh], rralo [rraloh]
thinks about (someone) rnalaz [rnnahlààa'z]
thinks that rriilo [rrilloh], rralo [rraloh]
third ni rac chon [nih rahc chòonn], ni ryon [nih ryohnn]
thirteen tseiny [tsèe'iny], trese [tré'seh], tseiny (13)
thirty galy abtsë [gàally ahbtsêë'], treinta [tré'inntah], treny
[tre'enny]
thirty-eight galy abtsë cuan xon [gàally ahbtsêë' cuahnn xòon]
thirty-five galy abtsë cuan gai [gàally ahbtsêë' cuahnn gài']
thirty-four galy abtsë cuan tap [gàally ahbtsêë' cuahnn tahp]
thirty-nine galy abtsë cuan ga [gàally ahbtsêë' cuahnn gàaa']
thirty-one galy abtsë cuan teiby [gàally ahbtsêë' cuahnn te'iby],
trenytyuan [tre'nnytyua'nn]
thirty-seven galy abtsë cuan gaz [gàally ahbtsêë' cuahnn gàaz]
thirty-six galy abtsë cuan xop [gàally ahbtsêë' cuahnn xo'p]
thirty-three galy abtsë cuan chon [gàally ahbtsêë' cuahnn chòonn]
thirty-two galy abtsë cuan tyop [gàally ahbtsêë' cuahnn tyo'p],
trenytidoz [tre'nnytidooz]
this re [rèe'], ren [re'nn]
this one nde [ndèe'], nden [nde'nn]
this side (of the border) lad re [làad rèe'], nezag [nehzahg]
this way zicy [zi'cy]
Thomas Mazh [Ma'azh]
those re [rèe]
those blals blali [bla'alih]
those who ra ni [ra nih]
though, even por maz [pohr maaz]
thought that rzilaz [rzilààa'z]

thousand and six, two dozmilyseiz [doozmi'llyseiz]
thousand five hundred and eighty-seven, one
 milquinyentosochentaysyete [milquinyentohsoche'nntaysyé'teh]
thousand nine hundred, one milynobesyentos
 [mi'llynobesyé'nntohs]
thousand nine hundred and ninety-nine, one
 milynobesyentosnobentaynwebe
 [mi'llynobesyé'nntohsnobe'nntaynwéebéh]
three chon [chòonn], trez [treez]
three of, the ygyonta [ygyòonnta'], gyonta [gyòonnta']
throat gyeny [gyehnný]
through por [pohr]
through a machine, puts (something) rteidy lo macyëm [rtèè'dý loh
 má'cyëmm]
throws rcwa [rcwààa'ah]
throws (something) to (someone) rcwa lo [rcwààa'ah loh]
thumbs a ride rnab teiby abenton [rnààa'b te'ihby abentoon]
Thursday Jweby [Jweeby]
Thursday, Holy Jwebysan [Jwebysa'ann]
Thursday, Maundy Jwebysan [Jwebysa'ann]
thus zicy [zi'cy]
ticket bolet [bole't]
tickles rchiguely [rchiguèe'llý]
ties (something) onto (something) rdiby [rdi'ñi'by]
ties a knot runy bgwa [ruhny bgwah]
Tijuana Tijwan [Tijwa'nn]
time, a long xchi [xchihih]
time ago, a long a guc xchi [a guhc x:chih], a wyac [a wya'ahc]
time ago, long a bgyac [a bgya'ahc]
time ago, that's a really long a guc xchidani [a guhc x:chihdaàa'nih]
time is it?, what xorni [xoorni'], xyorni [xyoorni']
time to, doesn't have queity rapdi tyem [que'ity ràa'pdi' tye'emmm]
time to, it's a gual [a gùa'll]
time sentences), about (in zicydi [zi'ihcydi']
time (occasion) gwel [gwe'll]

time, at that chicy [chi'cy]
time, for a long xchi [xchihih]
times (in multiplication) gwel [gwe'ell]
Tino (man's name) Tyen [Tye'nn]
tired, gets ran [rahnn]
Tlacolula de Matamoros Bac [Ba'ahc]
to (in time expressions), a quarter cwart par [cwa'rt pahr]
to lo [lohoh]
to see how good (how delicious) it is don cataly nizhi [do'onn cata'lly
 nii'zhiih]
to, about a mer [a meer]
toad baxat [bax:aa't]
today nazhi [nazhih]
today, earlier ba [baa'ah]
today, later ngasy [nga'sy]
toe bcwany ni [bcwahnny ni'ih]
toenail bzhug ni [bzhùug ni'ih]
Tomas Mazh [Ma'azh]
tomatillo btyux guizh [btyùu'ux gui'ihzh]
tomato btyux [btyùu'ux]
tomorrow yzhi [yzhii], zhi [zhii]
tomorrow evening zhi wxiny [zhii wxi'ihnnny]
tongue luzh [lùuzh]
tongue at (someone), sticks out his rbeluzh lo [rbee'lùuzh loh]
tongue, sticks out his rbeluzh [rbee'lùuzh]
too lagza [làa'gza']
too much demasta [demaasta']
too old bangualte [bangualtèe']
too, I'll have them niegza gauwa [niehgza' ga'uwa']
tooth lai [la'aih]
top of the house, on the guecyu [gue'ehcyu'uh]
top of, at the very guecy [gue'ehcy], guëcy [guë'ëhcy]
top of, on guecy [gue'ehcy], guëcy [guë'ëhcy]
top of, on the (very) puan [pu'ann]
torta (type of Mexican sandwich) tort [to'rt]

tortilla guet [gueht]
tortillas), makes (rcwa [rcwààà'ah]
tortured, gets rac torturar [rahc torturaar]
tourist turyest [turye'st]
town gueizh [guee'ihzh], lo gueizh [loh gueue'ihzh]
toy juguet [jugue't]
traditional flute chirmia [chirmia]
traditional healer who helps someone regain his or her soul, type of ni runyrezh [nih ruhnyrehzh]
train treiny [treeiny]
translate what follows into Zapotec bcwa ni ca ni guet cuan Dizhsa [bcwààà' nih càa ni'ih gue't cuahnn Dì'zhsah]
treats runy tratar [ruhny trataar]
tree gyag [gyahg]
tree, chirimoya (custard apple) yanuan [yannuan]
tree, guava gyiwi [gyiwii]
tree, pepper gyiluzh [gyi'lùùu'zh]
tree, pomegranate gyia carnad [gyia' ca'rnaad]
Trini (woman's name) Lia Treiny [Lia Treeiny]
Trinidad (woman's name) Lia Treiny [Lia Treeiny]
truck camyuny [cammyuuny], car [ca'rr]
truck, tanker pyep [pye'p]
trunk teix [tè'e'ix]
Tuesday Mart [Ma'rt]
tuna (organ-pipe cactus fruit) btsë [btsëh]
tuna (prickly pear cactus fruit) bruiny [brùu'iny]
turkey budy gwuar [bu'uhdy gwu'uar]
turkey, male budy ngual [bu'uhdy ngu'ahl]
turn (impersonal idiom), takes one's runy tocar [ruhny tocaar]
turn to, should get a ryal [ryàall]
turnover, with a spicy filling; type of empanad [empanaad]
turns rcwa gwel [rcwààà'ah gwe'ell]
turns (something) rcwa gwel [rcwààà'ah gwe'ell]
turns off (an appliance) rcwez [rcwèez]

turns on (a radio, stereo, etc.) rcwual [rcwùà'll]

turtle beu [be'euh]

twelve tsëbtyop [tsëbtyo'p], dose [dó'seh]

twenty galy [gàally], galyd [gàallyd], beinte [bé'innyteh], beny [be'enny]

twenty-eight galy abxon [gàally ahbxòon], beinytyocho [be'inntyó'choh], benytyoch [be'ennytyo'ch]

twenty-five galy abgai [gàally ahbgài], beinytisenco [be'inntisí'nncoh], benytsiengw [be'ennytisi'enngw]

twenty-four galy abtap [gàally ahbtahp], beinyticwatro [be'innticwá'troh], benyticwatr [be'ennyticwa'tr]

twenty-nine galy abga [gàally ahbgààa], beinytinwebe [be'inntinwéebeh], benyitinweb [be'ennytinweeb]

twenty-one galy abteiby [gàally ahbte'ihby], benytyuan [be'ennytyua'nn]

twenty-seven galy abgaz [gàally ahbgàaz], beinytisyete [be'inntisyé'teh], benytisyet [be'ennytisyé't]

twenty-six galy abxop [gàally ahbxo'p], benytiseiz [be'ennytiseiz]

twenty-three galy abchon [gàally ahbchòonn], benytitrez [be'ennytitreez]

twenty-two galy abtyop [gàally ahbtyo'p], benytidoz [be'ennytidooz]

two tyop [tyo'p], doz [dooz]

two hundred tyop gaiyua [tyo'p gaiyùua]

two nights from now guzh wxiny [gùuzh wxi'ihny]

two of, the ropta [ro'pta'], yropta [yro'pta']

two or three tyop chon [tyo'p chòonn]

two thousand and six dozmilyseiz [doozmi'llyseiz]

type clas[cla's]

type of traditional healer who helps someone regain his or her soul ni runyrezh [nih ruhnyrehzh]

U

Uncle Tiu [Ti'u]

uncle dad chiu [da'ad chi'uu], sa bied [sa'ah biied], tiu [ti'u]

uncooked nga [ngàa'ah]

under ni [ni'ih], zha [zh:àa'], zhan [zh:ààa'n]

underpants, (a male's) trus [tru's]

understands racbe [rahcbèe'], runy comprendre [ruhny
comprendeer]

unit unida [unidaa]

United States Nort [No'rt], Stados Unied [Stadohs Uniied]

United States (when used in Mexico) ladi [laadih]

university swel ro [sceel rò'o'oh], unibersida [unibersidaa]

unripe nga [ngàa'ah]

until axta [a'xta' nah]

up ya [yaàa']

up and down, jumps rdia ya [rdiia' yaàa']

up to axta [a'xta' nah]

upper arm zhacw [zh:àa'cw]

us danoën [dannooch-ëhnn], danuën [dannuuh-ëhnn]

used to think that rzilaz [rzilààa'z]

uses runy uas [ruhny ua's]

uses a lot of (fuel) (of a vehicle) rgub [rgùùu'b]

V

Vale (man's name) Bal [Ba'll]

Valente (man's name) Lien [Lienn]

Valentin (man's name) Balyen [Balye'eenn], Lien [Liienn], Lyen
[Lye'eenn]

Valentine (man's name) Balyen [Balye'eenn], Lien [Liienn], Lyen [Lye'eenn]
Valerian (man's name) Bal [Ba'll], Baleryan [Baleryaan]
Valeriano (man's name) Bal [Ba'll], Baleryan [Baleryaan]
van camyuny [cammyuuny]
vase zhar [zhaar]
vegetables, and meat; Oaxacan dish made with eggs gyixeiny [gyix:e'ehiny]
Vela (woman's name) Lia Bel [Lia Be'll]
Ventura (woman's name) Lia Bentuar [Lia Bentuuar]
very uas [u'as]
very early in the morning when it's still dark cai [ca'ai]
very next day, is the rratagguel [rratahggue'll]
very top of, at the guecy [gue'ehcy], guëcy [guë'ehcy]
Vicente Bzyeny [Bzye'enny]
Victoria Lia Bitory [Lia Bi'to'ory], Lia Tory [Lia Toory]
village gueizh [guee'ihzh], lo gueizh [loh guee'ihzh]
Vincent Bzyeny [Bzye'enny]
Virginia Lia Rgyien [Lia Rgyien], Lia Rjien [Lia Rjien]
visits rgwi cuan [rgwi'ih cu'an]
visits, comes and riedgwi cuan [rie'dgwi'ih cu'an]
vocabulary ra dizh [ra dii'zh]
vocabulary, notes about the xiëru zalo ra dizh [xiëru' zalloh ra dii'zh]
vomits, throws up reiby [rèi'by]

W

wait! (to form.) lezla ganyu [lèezlàa' g'àannnyuu']
waiter meser [meseer]
waitress meser [meseer]
waits for rbez [rbèez]
wakes (someone) up rcwany [rcwàa'nny]

wakes up rbany [rbahnny]
walks rza [rzah]
walks along rcanza [rcanzàa]
wanders around rcanza [rcanzàa]
wanted to nyuclaz [nyu'clàà'a'z]
wants rcaz [rcàa'z]
warm (in temperature) nzha [nzha'ah]
warms rcha [rcha'ah]
washes rguiby [rguii'by]
wasp btyep [btye'ep]
watch rrelo [rreloo]
watches rgwi lo [rgwi'ih loh]
watches over ran [ràann]
water nyis [nnyi'ih]
water jug ri [ri'ih]
way nez [ne'ehz]
way that, the zicy ni [zi'cy nih]
way, this zicy [zi'cy]
we danoën [dannoo'h-ëhnn], danuën [dannuuh-ëhnn]
we are (located) nuën [nu'ënn], zhuën [zhu'-ëhnn]
we are the same age sa ngwalyën rac [sa'ah ngwaalyëhnn rahc]
we came byopën [byoo'pëhnn]
we come ryopën [ryoo'pëhnn]
we live nuën [nu'ënn], zhuën [zhu'-ëhnn]
we were coming zyopën [zyoo'pëhnn]
we will come gyopën [gyoo'pëhnn]
we will surely go zoën [zoo'-ëhnn]
weather tyem [tye'emm]
Wednesday Myercw [Mye'rcw]
Wednesday, Ash Myercw Zhi De [Mye'rcw Zh:i'h Deh], Xlyen
[X:lye'enn]
Wednesday, the Sunday before Ash Domyengw Xlyen
[Domye'enngw X:lye'enn]
week xman [xmaan]
week, another xtuxman [x:tuhxmaan]

Week, Holy Xmansan [Xmahnsa'ann]
week, last bduxman [bduhxmaan]
week, next xtuxman [x:tuhxmaan]
week, onetuxman [tuhxmaan]
well ganu [gàannùu'], joz [jo'oz]
well with, gets along ranzac lo [ràannza'c loh]
well, gets ryac [rya'ahc]
well, gets along ranzac [ràannza'c]
went ze [zèe]
were coming, we zyopën [zyoo'pëhnn]
West Los Angeles West Los Angl [We'st Lohs A'nnngl]
wet nazhy [na'ahzhy]
what ni [nih], xa [x:a], xi [xi]
what...! pëg [pë'g], pëg zhyëb [pë'g zhyë'b], zhyëb [zhyë'b]
what?! xiahzh [xiahzh:]
what about? a [aa']
(what) as a problem, has rzac [rza'hc]
what do you think? xi rrilo liu [xi rriloh liu]
what else xiëru [xiëru']
what follows ni ca ni guet [nih càa ni'ih gue'et]
what had happened que tac zicy guc [queh tahc zi'ihcy guhc]
what is ... like? xa mod na ... [x:a mo'od nàa ...]
what is it (dist.) xii [xi'ii']
what is this a picture of? xi dibuj xten nde? [xi dibu'j x:tèe'n ndèe'?]
what is your name? tu layu [tu lòo' ?]
what is your name? (form.) tu loo [tu lahyuu' ?]
what it (dist.) is xii [xi'ii']
what people are to eat (food) ni gau buny [nih ga'u bùunny]
what?, so a zicy [a zi'cy]
what time is it? xorni [xoorni'], xyorni [xyoorni']
what way, in xa mod [x:a mo'od]
what you say, just ni nadizyu [nih nna'hdihzyùu']
what's happening? xa caniiny? [x:a cannii'-ihny], xa zuiny? [x:a zuu-ihny]
wheel rrueed [rrueed]

when chi [chih], guc [gu'c], uc [u'c]
when (in the future) asy chi [a'sy chih]
where cali [cali], laty [lahty]
where are you going? (greeting) cali chiu? [cali chiù'ʔ]
where are you going? (form. greeting) cali chieyu? [cali chieyuu'ʔ]
where did you go? (greeting) cali gweu? [cali gwèu'ʔ]
where did you go? (form. greeting) cali gweyu? [cali gwehyuu'ʔ]
where are cuan[cu'an]
where is cuan [cu'an]
whether, says rgwe dizh don [rgwèèè' dii'zh do'onn]
which ni [nih]
while, for a duzh [dùu'zh]
while, in just a little teiby ratizy [te'ihby ra'tihzy]
whistles rtyepy [rtyèè'py]
white ncyets [ncyè'ts]
white person from the United States or possibly Europe (gringo)
 ryengw [rye'enngw]
who ni [nih], tu [tu]
who else tuëru [tuëru']
who knows if cwan o [cwàann o]
who on earth? tuazh [tu-ahzh:]
who, one ni [nih]
who, the ones ra ni [ra nih]
who, those ra ni [ra nih]
whole deibya [de'ibya']
whose tu [tu]
why xi ni [xi ni'ih]
why, here's ni [nihii]
why, that's ni [nihii], niebagli [ni'ebaglii], niebagui [ni'ebaguii], niela
 [niellàa']
wide nlag [nllaag]
wife chiel [chiel], family [fami'lly]
window bentan [bentaan]
wing xga [x:gàa], xja [x:jàa]
wins runy gan [ruhny gaan]

wiped out from (a place), are rra [rrah]
witch bzhya [bzh:yàa]
with cuan [cuahnn], quën [quëhnn]
with, gets along well ranzac lo [ràannza'c loh]
woman buny mna [bùunny mnnààa'], mna [mnnààa']
wood gyag [gyahg]
word dizh [dii'zh]
word search gal rguily dizh [gahl l rguì'lly dii'zh]
words ra dizh [ra dii'zh]
words, all the rata ra dizh [ra'ta' ra dii'zh]
work zeiny [zèèi'ny], zëiny [zêêi'ny]
worker during the Bracero Program, guest farm braser [braseer]
work in the fields zeiny lo nya [zèèi'ny loh nyààa']
works runy zeiny [ruhny zèèi'ny]
works as runy xten [ruhny x:tèe'n]
world gaxlyu [gahxlyuh]
worried about, is ru galarzya [ru'uh gahllarzyàa'ah]
worries ru galarzya [ru'uh gahllarzyàa'ah]
worry galarzya [gahllarzyàa'ah]
worry, don't queity xi galarzyadi chuu [que'ity xi gallarzyaàa'di' chu'-
 ùu']
worry (you guys), don't queity xi galarzyadi chuad [que'ity xi
 gallarzyaàa'di' chu'-ahd]
would have liked to nyuclaz [nyu'clààa'z]
wow uaszuatza [ua'szuatza'], utale [ú'taleh]
wow! how many balizya [bàallihzya']
write what follows in Zapotec bcwa ni ca ni guet cuan Dizhsa
 [bcwààa' nih càa ni'ih gue'et cuahnn Dii'zhsah]
writes rcwa [rcwààa'ah]
writes (something) to (someone) rcwa lo [rcwààa'ah loh]
wrong (at a place), does something runy fald [ruhny fa'ld]

x

x-rays rrayos equis [rráayohs é'quihs]

xoconostle (prickly pear cactus fruit) bruiny [brùu'iny]

y

Yadira (woman's name) Lia Yadier [Lia Yadiier]

Yagul Yagul [Yagu'll]

yeah?, oh a zicy [a zi'cy]

year iaz [iihahz]

year, last bdubiaz [bdubiihahz]

year long, all chata iaz [chaata' iihahz]

year, one tubiaz [tuhbiihahz]

Year's Day, New Iaz Cweby [iihahz cweeby]

yellow ngats [ngaàa'ts]

yellow fever xlyiayats [x:lyiàa'yaàa'ts]

yellow, gets rats [raàa'ts]

yells rbuzhya [rbuzhya'ah]

yes a [àaa'], ajy [a'jy]

yesterday nai [nài']

yesterday, the day before nas [nahs]

yet, has not adi [aadi']

yet, not ady [aady]

yoke yug [yuug]

Yola Yol [Yo'oll]

Yolanda Lia Gyo! [Lia Gyo'oll], Lia Yol [Lia Yo'oll]

you (form. pl.) yuad [yùad], yëbuad [yëbùad]

you (form. sg.) yu [yu'uu'], yëbu [yëbu'uu']

you (form. sg.), it's up to yu zhi [yuu' zhi']

you (inf.) know, as ady a nanu [aady a nàannùu']

you (inf. pl.) laad [làa'-ahd]
you (inf. pl.), only laizyad [làa'ihzyahd]
you (inf. sg.) liu [liu']
you (inf. sg.), only liizyu [lihzyu']
you know what rindyau ne [rinydyàu' neh]
you say, just what ni nadizyu [nih nnahdihzyùu']
you, in front of nez loo [nehz lòo']
you'll like it asy a byulazyui [a'sy a byu'làaa'zyuu'ih]
you'll like them asy a byulazyui [a'sy a byu'làaa'zyuu'ih]
you'll see ganu [gàannùu']
young lady (term of address) ma [maa]
young man (term of address) pa [paa]
younger brother (of a female) bzyan guny [bzyaàa'n gùuny]
younger sister (of a male) bzyan guny [bzyaàa'n gùuny]

Z

Zapotec!, answer the questions in ... in bzicy ni rnudizh ... cuan
 Dizhsa! [bzi'ihcy nih rnudi'zh ... cuahnn Dii'zhsah !]
Zapotec, how do you say “___” in xa rni buny “___” cuan Dizhsa?
 [x:a rnnii' bùunny “___” cuahnn Dii'zhsah?]
Zapotec!, return (tell) what asks in bzicy ni rnudizh ... cuan
 Dizhsa! [bzi'ihcy nih rnudi'zh ... cuahnn Dii'zhsah !]
Zapotec language Dizhsa [Dii'zhsah]
Zapotec person buny Dizhsa [bùunny Dii'zhsah]
zebu (type of ox with a hump) guan sebu [gùu'ann sehbuu]

R-4. Prefixes, Endings, Extenders, and Particles

At the end of every lesson there is a list of prefixes, endings, extenders, and particles presented in that lesson, with meanings and pronunciation guides. Prefixes and endings are not included in the Rata Ra Dizh, but this is a compiled list of prefixes and endings that you can consult if you want to remind yourself what they mean or find out what lesson they were introduced in.

Prefixes

b- [b] (perf. verb prefix) ([L6](#)).

byo- [byoo'] "we went and" (perf. and. prefix for verbs with "we" subj.) (L17).

ca- [ca] (prog. verb prefix) ([L6](#)).

cal- [cal] (irregular form of **ca-**) ([L6](#)).

can- [can] (irregular form of **ca-**) ([L6](#)).

chi- [chi] "will go and" (irr. and. prefix) (L17).

cho- [choo'] "we will go and" (irr. and. prefix for verbs with "we" subj.) (L17).

g- [g] (irr. prefix for verb bases that start with **y**) ([L10](#)).

gu- [gu] "went and" (perf. and. prefix) (L17).

m- [m] (perf. verb prefix for bases beginning with **n**) ([L6](#)).

n- [n] (neut. verb prefix, used on neut. verbs with vowel-initial bases) ([L18](#)).

n- [n] (sub. verb prefix, used on sub. verbs with hab. bases starting with consonants) (L23).

ny- [ny] (sub. verb prefix, used on sub. verbs with hab. bases starting with vowels) (L23).

- r-** [r] (hab. verb prefix) ([L5](#)).
- r-** [r] (used to change some nouns into e-poss. nouns) ([L14](#)).
- ri-** [ri] “goes and” (hab. and. prefix) (L17).
- ryo-** [ryoo] “we go and” (hab. and. prefix for verbs with “we” subj.) (L17).
- s-** [s] (def. prefix, for verbs with bases starting with consonants) (L22).
- s-** [s] / **sa-** [sa] another (number or quantity); (number or quantity) more (L22).
- w-** [w] (perf. verb prefix for bases beginning with **b**) ([L6](#)).
- x-** [x:] (used to change some nouns into e-poss. nouns) ([L14](#)).
- xa-** [x:a] (used to change some nouns into e-poss. nouns) ([L14](#)).
- y-** [y] (irr. prefix) ([L10](#)).
- z-** [z] (inc. prefix) (L21).
- z-** [z] (def. prefix, for verbs with bases starting with vowels) (L22).
- ze-** [ze] (def. and. prefix) (L22).
- zied-** [zie'd] (def. ven. prefix) (L22).
- zo-** [zoo] (def. ven. prefix for verbs with a “we” subj.) (L22).
- zyop-** [zyoo'p] (def. and. prefix for verbs with a “we” subj.) (L22).

Endings, Extenders, and Particles

- a** [a'] I (bound subj. pronoun) ([L8](#)).
- ad** [ahd] you (inf. pl.) ([L9](#)).
- ag** [ahg] this (L17).
- ag** [ahg] later, then (particle) (S-26).
- agza** [ahgza'] also (particle) (BXTTP-7).
- azh** [ahzh:] he, she (bound sg. fam. pronoun) (used differently by men and women; primarily used by male speakers) (L17).
- bag** [bahg] really (particle) (as in **bal a beinbagu xgab** “if you really have thought (it over)”) (S-24).
- dan** [daàa'n] 1. very (extender) (as in **a bgyacdan** “a very long time

- ago”, **probydan** “very poor”, **xchidan** “a very long time”); 2. very much (extender) (as in **bdodani** “it sold very well”) (S-24).
- di** [di'] (negative particle) (L7).
 - dy** [dy] (form of -**di** used before bound pronouns beginning with vowels) (L7).
 - e** [e'eh] (dim. ending) (L24).
 - ëb** [ëhb] he, she (resp.) (L9).
 - ëm** [ëhmm] he, she, it (an. bound pronoun) (L11).
 - ën** [ëhnn] we (L9).
 - ëng** [ëng] he, she, it (prox. sg. bound pronoun) (L7).
 - ëny** [ëny] (dim. ending) (L24).
 - i** [i'ih] (dim. ending) (L24).
 - i** [ih] that (L17).
 - i** [ih] he, she, it (dist. sg. bound pronoun) (L7).
 - izy** [ihzy] / -**dizy** [dihzy] only; just (particle) (L22).
 - la** [làa'] (polite extender) (L9).
 - na** [nah] and (follows nouns and other phrases, as in **gap buny derech ni gauni lādyna yuna...** “people have the right to food, and clothes, and a house...”) (particle) (S-29).
 - ne** [nèe] with; at, to (extender) (L16).
 - ni** [nii'] his own, her own, its own, their own (L14).
 - razh** [rahzh:] they (bound pl. fam. pronoun) (used differently by men and women; primarily used by male speakers) (L17).
 - rëb** [rëhb] they (respectful) (L9).
 - rëm** [rëhmm] they (an. bound pronoun) (L11).
 - rëng** [rëng] they (prox.) (L9).
 - ri** [rih] they (dist.) (L9).
 - ru** more (particle) (L24).
 - sa** [sa'ah] (reciprocal extender) (forms CB verb) (L23).
 - tag** [tahg] right away (particle) (as in **mnietagi yo** “he said yes right away”, **bletagi** “he took (it) out right away”) (S-25, S-28).
 - u** [ùu'] you (inf. sg. bound subj. pronoun) (L8).
 - we** [we'eh] (dim. ending) (L24).
 - yi** [-yi'ih] (dim. ending) (L24).
 - yu** [yuu'] / -**yëbu** [yëbuu'] you (form. sg.) (L9).

- yuad** [yùad] / -**yëbuad** [yëbùad] you (form. pl.) ([L9](#)).
- za** [za'] unexpectedly, unfairly (particle) (as in **a bzhichza manejador quën naa chicy** “the manager unfairly got angry with me then, the manager went and got angry with me then”) (S-28).
- zag** [zahg] so (particle) (as in **chiru nazagui** “so then he said”) (S-28).
- zhy** [zhy] must (form of -**zhyi** used before pronoun endings that start with a vowel) (particle) (L17).
- zhyi** [zhyi'] must (particle) (L17).
- zhiby** [zhiiby] terribly (extender) (as in **xchizhiby** “a terribly long time”) (S-26).

R-5. Glossary of Grammatical Terms

This section defines all the words introduced in the lessons in CAPITAL LETTERS, with a reference to the lesson in which they were first introduced. (Lesson names are abbreviated with “L” preceded by the number of the lesson. For example, Lecsyony Teiby is referred to below as “L1”. Terms introduced in supplementary material at the end of units are referred to with S followed by a number. For example, S-2 indicates “Personal Names, Titles, and Terms of Address”. Within the definition of each term, other items in the glossary are also indicated with all capitals.

A-PRONOUN. A special type of Valley Zapotec PRONOUN used to express “he”, “she”, “it”, or “they” SUBJECTS in SENTENCES with VERBS that don’t have a BOUND pronoun ENDING (and, occasionally, used to express “him”, “her”, “it”, or “them” OBJECTS) (L24).

ACCENT. A mark written over a vowel letter, such as a GRAVE ACCENT [à], an ACUTE ACCENT [á], or a CIRCUMFLEX ACCENT [ê]. Normally, accents are used only in PRONUNCIATION GUIDES. The two dots over the letter ë are a special type of accent mark; this letter, with its two dots, is used in ordinary Zapotec spelling (L2).

ACUTE ACCENT. An ACCENT mark that rises from left to right, as in [á], [é], [í], [ó], and [ú]. An acute accent in a PRONUNCIATION GUIDE shows that the KEY SYLLABLE is not the FINAL SYLLABLE – as in all other Zapotec words – but another SYLLABLE earlier in the word, which is marked with the acute accent (L4).

ADDRESS. See TERM OF ADDRESS.

ADJECTIVE. A word used to name a quality. English examples include *silly*, *red*, and *beautiful* ([S-2](#), BXTP-3, L19). See also MODIFYING ADJECTIVE, PREDICATE ADJECTIVE.

ADVERB. A word that tells more about the event or state named by the VERB, such as how, where, or when the event or state takes place ([L6](#)).

AMBIGUOUS. Having two possible meanings (L22).

ANDATIVE. A VERB form that means “goes and ...” (L17).

ANDATIVE BASE. A VERB BASE to which the andative PREFIX can be added to form an andative verb, or to which the venitive prefix can be added to form a venitive verb (thus, also called the venitive base) (L17, L21).

ANIMAL PRONOUN. A PRONOUN which is used to refer to animals (most commonly young, small, or cute animals) or to children; abbreviated as “an.” (L11).

AUXILIARY VERB. A helping verb (S-26, L23). See also NECESSITY AUXILIARY, possibility auxiliary.

B VOWEL. A vowel that sounds like an ordinary vowel combined with a sound similar to an English *h*. In a breathy vowel, the vocal cords vibrate while remaining apart. Breathy vowels are indicated with B in VOWEL PATTERNS ([L3](#)).

BASE. (1) The part of the VERB without any PREFIXES (such as **r-** or **b-**) or ENDINGS. For example, the base of the verb “run” is **zhuny**. For most verbs, the base is the same in all STEMS of the verb. However, some verbs have different bases in different stems ([L6](#)).

See also ANDATIVE BASE.

(2) The part of most FREE PRONOUNS before the attached BOUND PRONOUN. For example, the PROXIMATE free pronoun **laëng** consists of a base **la** and the bound pronoun **-ëng**. (L17)

BASE CHANGING. Referring to a VERB that has different BASES in different STEMS (L15).

BASE CONSONANT. The CONSONANT at the beginning of a VERB base (L15).

BORROW. Take from one language and incorporate into another (L1).

BOUND. Attached. An element that is bound must always be attached to some other word. Bound PRONOUNS are different from FREE pronouns, which do not have to be attached (L7).

BREATHY VOWEL. A vowel that sounds like an ordinary vowel combined with a sound similar to an English *h*. In a breathy vowel, the vocal cords vibrate while remaining apart. Breathy vowels are indicated with B in VOWEL PATTERNS (L3).

C VOWEL. A vowel that ends with a GLOTTAL STOP. Checked vowels are indicated with C in VOWEL PATTERNS (L3).

CB STEM. A vowel-final STEM whose COMBINATION FORM VOWEL PATTERN ends with a C vowel plus a B vowel in the PRONUNCIATION GUIDE. Examples are the CB pattern, the KCB pattern, and the KKCB pattern. Vowel-final STEMS include both CB and NON-CB STEMS (L13).

CHANGING. See BASE CHANGING VERB.

CHECKED VOWEL. A vowel that ends with a GLOTTAL STOP.
Checked vowels are indicated with C in VOWEL PATTERNS ([L3](#)).

CIRCUMFLEX ACCENT. An ACCENT mark resembling a hat, as in [ê].
In PRONUNCIATION GUIDES, the circumflex accent replaces the two dots over the vowel ë when it is CREAKY ([L3](#)).

COMBINATION. See LETTER COMBINATION.

COMBINATION FORM. The form of a word that is used before a PRONOUN or other ENDING. It is often shorter than a word's INDEPENDENT FORM ([L3](#), [L7](#)).

COMMAND. An order or request. An IMPERATIVE is a type of command used in an INFORMAL situation; other types of commands are used to groups of people or in FORMAL CONTEXTS ([L6](#), [L10](#)).

COMPARATIVE SENTENCE. A SENTENCE that compares two items, telling which has more of the quality or other feature compared, such as *Juan is taller than Pedro* (L24).

COMPAREE. The person or thing that the SUBJECT is compared to in a COMPARATIVE SENTENCE, such as *Pedro* in *Juan is taller than Pedro* (L24).

COMPLEX VERB. A VERB that includes more than one word, like **runy comprender** “understands” or **runy zeiny** “works”. The SUBJECT of a complex verb goes after the first word of the expression ([BxTP-2](#), L12).

COMPOUND. A single word that is formed from two items, but that acts like a single word (L12).

CONDITION. The part of an “if” SENTENCE that expresses the

determining factor, for example, *If Juan goes to Tlacolula* is the condition in the “if” SENTENCE *If Juan goes to Tlacolula he will buy a bicycle* (L23).

CONSEQUENCE. The part of an “if” SENTENCE that expresses the result, for example *he will buy a bicycle* is the consequence in the “if” SENTENCE *If Juan goes to Tlacolula he will buy a bicycle* (L23).

CONSONANT. A sound made with the stream of air coming from the lungs interrupted at some point by contact or constriction between the tongue and some other part of the mouth, between the two lips, or between other speech organs (L2). See also BASE CONSONANT.

CONTEXT. The conversational situation in which a sentence is used, including what information both the speaker and hearer had at the time and what had been said before in the conversation (L5).

COUNTING NUMBER. A number used for counting things (S-5, L8).

CREAKY VOWEL. A VOWEL during whose pronunciation one end of the vocal cords vibrates irregularly, while the other end is closed, producing a low-pitched creaky sound along with the VOWEL. Creaky vowels sound like someone talking much lower than their normal tone of voice, or maybe like someone whose voice hasn’t limbered up yet in the morning. In the PRONUNCIATION GUIDE, Valley Zapotec creaky vowels are written with a GRAVE ACCENT. Creaky vowels are indicated with K in VOWEL PATTERNS (L3).

CROSS REFERENCE. The part of the entry of a word in the Ra Dizh and the Rata Ra Dizh that directs you to look at another main entry. For all VERBS, main entries contain a listing of all IRREGULAR forms of these verbs, along with other information. Each of these irregular forms is also listed separately, with a cross-reference to the main entry. The PRONUNCIATION GUIDE

is shown for every entry, and for any of the IRREGULAR forms that have a different VOWEL PATTERN from the main entry. The cross-reference entries usually do not include translations, although if there are two words in the Rata Ra Dizh that are spelled the same, their entries will always include translations (L11).

D-BASE VERB. A VERB which has a VOWEL-INITIAL BASE in the HABITUAL and IRREALIS STEMS, but a BASE starting with **d** in the PERFECTIVE and in every STEM for “we” forms (L15, L16).

DEFINITE. A VERB form used to express a certain future that the speaker is more confident about than an IRREALIS future; abbreviated as “def.” (S-24, L22).

DEPENDENT SENTENCE. A type of SENTENCE that occurs as part of another sentence (L16).

DIALECT. A distinct variety of a language. Typically, speakers of one dialect can differentiate other varieties, but they are all still understandable – or MUTUALLY INTELLIGIBLE – with each other (L1).

DIMINUTIVE. A form of a NOUN used to refer to someone or something little, cute, or dear, such as *doggie* in English; abbreviated as “dim.” (L24).

DISTAL PRONOUN. A PRONOUN used to refer to someone or something relatively far away or out of sight; abbreviated as “dist.” (L7).

DIPHTHONG. A sequence of two different VOWELS (vowels written with different letters) in the same SYLLABLE (L2).

DIPHTHONG SYLLABLE. A SYLLABLE which contains a DIPHTHONG ([L2](#)).

E-POSSESSED NOUN. A POSSESSED NOUN that requires ESSENTIAL POSSESSION ([BXTp-1](#), L14).

ENDANGERED LANGUAGE. A language which is losing speakers more rapidly than it is gaining them ([L1](#)).

ENDING. An element that is added to the end of a word to form a new word, as with English *-ed*, as in *kissed*. Like a PREFIX, an ending cannot be used on its own, but rather must be attached to another word ([L2](#), [L5](#)).

ESSENTIAL POSSESSION. The relationship between a POSSESSED NOUN and the person (or thing) that that item belongs to, in cases where the POSSESSED NOUN must be thought of as belonging to someone (or something). Mentioning the POSSESSOR is required for cases of essential possession in Zapotec. Most nouns that are essentially POSSESSED are kinship terms like “sister” (they express a family relationship with the POSSESSOR) or body parts like “head” (they name a part of the POSSESSOR, which you can also think of as showing a relationship) (L14).

EXTENDER. An ENDING used to form a longer VERB STEM ([L9](#)).

FALLING TONE. A tone that starts off higher than it ends, with the pitch falling throughout the length of the VOWEL ([L3](#)).

FAMILIAR PRONOUN. A PRONOUN used primarily by male speakers, who use these most commonly to refer to adult men, usually other community members who the speaker knows; abbreviated as “fam.” (L17).

FINAL. At the end of the word ([L2](#)).

FOCUS. Emphasis (signaled in Zapotec by putting an element of the SENTENCE before the VERB) ([L5](#)).

FORM. See COMBINATION FORM, INDEPENDENT FORM.

FORMAL. Used to show respect for the person one is talking to; abbreviated as “form.”. Formal “you” PRONOUNS are used with talking with your elders or people you respect (or whose position you respect). A respectful Zapotec child always uses formal pronouns with grandparents and other older relatives, and most use them with their parents ([S-3](#), [L9](#)).

FORMAL VERB. A VERB that can only be used with FORMAL SUBJECT. Formal verbs have completely different STEMS from the corresponding non-formal VERBS ([L16](#)).

FORTIS. Tensed, tight, or forceful (referring to the pronunciation of a CONSONANT sound). Every consonant in Zapotec is considered either LENIS or fortis. Fortis consonants take longer to say than lenis ones, but the same VOWEL or vowel sequence sounds longer before a lenis consonant than it does before a fortis consonant ([L4](#)).

FREE. Independent, not attached. PRONOUNS are free if they do not have to be attached to another word, in contrast to BOUND pronouns ([L7](#)).

GENDER NEUTRAL. Able to refer to any gender. Unlike English singular PRONOUNS, which are specified as masculine (for instance, “he”), feminine (“she”), or inanimate (“it”), Valley Zapotec pronouns are gender neutral. ([L7](#))

GLOTTAL STOP. A sound made by completely closing the folds of the glottis (the opening between the vocal cords at the top of the

larynx), cutting off the flow of air from the lungs into the mouth without bringing together the lips or any other part of the mouth. The glottal stop is the sound that we pronounce in the middle of the English word *uh-oh* (meaning “oops”). A CHECKED VOWEL ends in a glottal stop. The glottal stop is not written in Valley Zapotec spelling, but in Valley Zapotec PRONUNCIATION GUIDES this sound is indicated with a ‘ (apostrophe) ([L3](#)).

GRAVE ACCENT. An ACCENT mark that lowers from left to right, as in [à], [è,], [ì], [ò], [ù]. A grave accent in a PRONUNCIATION GUIDE shows that the VOWEL it marks is a CREAKY VOWEL. To mark the VOWEL *ë* as creaky, a CIRCUMFLEX is written over the VOWEL instead of a grave accent ([L3](#)).

GUIDE. See PRONUNCIATION GUIDE.

HABITUAL. A VERB form that refers to something that happens regularly, usually, or normally, such as something that happens every day; abbreviated as “hab.” (With some verbs, the habitual form is used in place of the PROGRESSIVE, or to refer to an ongoing state.) In this book, verbs are generally listed in their habitual form in the Ra Dizh and the Rata Ra Dizh. All habitual verbs in Zapotec begin with the PREFIX **r-** ([L5](#)).

HIGH TONE. A tone that is on the high end of the normal range of a speaker’s voice ([L3](#)).

IDENTIFICATIONAL SENTENCE. A SENTENCE that tells that one person or thing is the same as another or that gives the category something belongs to. The following are identificational sentences: *I am a teacher*; *that person is a waiter* ([S-12](#), L19).

IDIOM. A special combination of words whose meaning is not exactly what you’d expect from the component parts (L16). See also INVERSE IDIOM, reverential idiom.

IMPERATIVE. A VERB form used to give a COMMAND; abbreviated as “imp.” (L6).

INANIMATE. Non-living (referring to an item that is not an animal or human being) (L7).

INCOMPLETIVE. A form of certain motion VERBS that expresses incomplete motion and may have a number of different English translations, depending on the CONTEXT in which it is used; abbreviated as “inc.”. Out of a particular context, the incompletive usually expresses a past PROGRESSIVE meaning (L21).

INDEFINITE. Not specific or identifiable (L6).

INDEPENDENT FORM. The simplest form of a word, without any added ENDINGS. It refers to the way the word is pronounced on its own, without any of the changes you might hear if it was used in a SENTENCE. The words listed in the Rata Ra Dizh are in the independent form. When endings are added to a word, they must be added to its COMBINATION FORM (L3, L7).

INDIGENOUS LANGUAGE. A language spoken by the inhabitants of an area before any outside contact (L1).

INFINITIVE. The form of a Spanish VERB that is listed in dictionaries, ending in *-ar*, *-er*, or *-ir*. The infinitive form of the Spanish verbs is the one that can be borrowed into Zapotec and used in SENTENCES along with another Zapotec verb, usually **runy** (L12).

INFORMAL. Casual, not FORMAL, used when it is not necessary to show respect for the person to whom you are talking; abbreviated as “inf.”. An informal “you” PRONOUN is used with people your own age or younger, usually people you know well, and when talking with people you do not respect. Conservative Valley

Zapotec speakers do not use the informal “you” when addressing their parents ([S-3](#), [L8](#)).

INTELLIGIBLE. See MUTUALLY INTELLIGIBLE.

INVERSE IDIOM. A type of IDIOM in which the SUBJECT and the OBJECT seem to be backwards relative to the corresponding English SENTENCE pattern. What is usually expressed as the subject in English is expressed as the object in a Zapotec inverse idiom; and what usually is expressed as the object in English is expressed as the subject in Zapotec ([L16](#)).

IRREALIS. A VERB form that refers to an event or state that is not real or not yet real; abbreviated as “irt.”. The most common use of an irrealis verb is to refer to the future, but there are several other uses ([L10](#)).

IRREGULAR. Not following the regular patterns of the language ([L6](#)).

K VOWEL. A VOWEL during whose pronunciation one end of the vocal cords vibrates irregularly, while the other end is closed, producing a low-pitched creaky sound along with the VOWEL. Creaky vowels sound like someone talking much lower than their normal tone of voice, or maybe like someone whose voice hasn’t limbered up yet in the morning. In the PRONUNCIATION GUIDE, Valley Zapotec creaky vowels are written with a GRAVE ACCENT. Creaky vowels are indicated with K in VOWEL PATTERNS ([L3](#)).

KEY SYLLABLE. The FINAL SYLLABLE of a word in its INDEPENDENT FORM. The PRONUNCIATION GUIDEs of most key syllables contain two or three VOWELS ([L3](#)).

LANGUAGE. See ENDANGERED LANGUAGE, INDIGENOUS LANGUAGE.

LENIS. Relaxed (referring to the pronunciation of a CONSONANT sound). Every consonant in Zapotec is considered either lenis or FORTIS. Lenis consonants take less time to say than fortis consonants, but the same VOWEL or vowel sequence sounds longer before a lenis consonant than it does before a fortis consonant (L4).

LETTER COMBINATION. A sequence of two letters that represents a single sound (L2).

LEVEL TONE. A tone that does not rise or fall, but remains at the same pitch throughout the VOWEL (L3).

LOANWORD. A word BORROWED from an other language (L1).

LOCATION PHRASE. A PHRASE which expresses the location of a SUBJECT or an action within a SENTENCE (L18).

LOCATIONAL VERB. A VERB that is used to tell the location of something and, very often, to tell its posture or orientation (L18).

LOW TONE. A tone that is on the low end of the normal range of a speaker's voice (L3).

MAIN VERB. A VERB that tells the action or state that the SENTENCE is concerned with. Unlike an AUXILIARY VERB, any main verb can be used in a sentence by itself (S-26, L23).

MARKER. See QUESTION MARKER.

MASS NOUN. A NOUN referring to a non-living item that can't be counted, usually a substance like "water" or "sand" or "money" (L21).

MODIFIED NOUN. A NOUN used with a MODIFYING ADJECTIVE or

a MODIFYING PHRASE that help to specify the noun that is being referred to, or tell more about the noun (L15).

MODIFIER. A word used to tell a characteristic or a NOUN or to specify more clearly which noun is referred to in a given CONTEXT, such as *blue* in the PHRASE *blue car* (L19).

MODIFYING ADJECTIVE. An ADJECTIVE that is a MODIFIER of a NOUN, such as *blue* in the PHRASE *blue car* (L19).

MODIFYING PHRASE. A PHRASE used to specify more clearly which NOUN is referred to in a given CONTEXT (L15).

MUTUALLY INTELLIGIBLE. Understandable to each other (a characteristic of two speech varieties whose speakers can understand each other when they talk) ([L1](#)).

NATIVE PREPOSITION. A PREPOSITION that works differently from a SPANISH PREPOSITION. Most native prepositions are native Zapotec words, not words that were BORROWED from Spanish (L18).

NECESSITY AUXILIARY. An AUXILIARY VERB that is translated into English with a VERB like “must”, “should”, “ought to”, “has to”, “needs to”, or “is supposed to”, all of which express quite similar meanings of necessity (S-26, L23).

NEGATIVE. Referring to a SENTENCE that is used to deny the truth of the corresponding non-negative sentence ([L7](#)).

NEUTRAL. A VERB form that usually expresses a state of being, such as the fact that something is in a certain condition, in a certain position, or in a location; abbreviated as “neut.”. Neutral verbs often start with an **n-** ([BXTTP-1](#), L16, L18).

NON-CB STEM. A vowel-final STEM which does not end in a C plus a B VOWEL. Non-CB stems are one of the two types of vowel-final STEMS. Non-CB stems do not change (except in their COMBINATION FORMS) in IMPERATIVES or PLURAL COMMANDS or with BOUND PRONOUNS beginning with CONSONANTS (L13).

NOUN. A word referring to a person, animal, or thing ([S-5](#), [L5](#)). See also E-POSSESSED NOUN, MODIFIED NOUN, POSSESSED NOUN, POSSESSED NOUN PHRASE.

NOUN PHRASE. A PHRASE referring to a person, animal, or thing ([L5](#), [L6](#)). See also POSSESSED NOUN PHRASE.

NUMBER. See COUNTING NUMBER, ORDINAL NUMBER.

OBJECT. The NOUN, NOUN PHRASE, or PRONOUN telling who or what was affected by an event ([L5](#)). See also PREPOSITIONAL OBJECT.

ORDER. See WORD ORDER.

ORDINAL NUMBER. A number used when referring to successive items in a group – for instance, the English ordinal numbers are *first*, *second*, *third*, and so on ([S-5](#)).

OPTIONAL POSSESSION. The relationship between someone who owns an item (or animal) that you might think of as possessed or you might not. Mentioning the POSSESSOR is not required for cases of optional possession in Zapotec (L14).

P VOWEL. A VOWEL that is pronounced with normal PHONATION, such as the vowels in English and Spanish. Plain vowels are indicated with P in VOWEL PATTERNS ([L3](#)).

PARTICLE. A special type of **ENDING** that is not a **PRONOUN**. Particles are endings that come after a **VERB** (or other) **STEM**, but before a pronoun, if there is one ([L7](#)).

PATTERN. See **VOWEL PATTERN**.

PERFECTIVE. A **VERB** form that refers to an event that is, or can or will be, completed; abbreviated as “perf.”. A perfective verb is the normal way to refer to a past event in Zapotec. Perfective **VERBS** are also used as **IMPERATIVES** ([L6](#)).

PHONATION. The way in which the air from the lungs is expelled through the glottis (the opening between the vocal cords at the top of the larynx) while a speaker makes a **VOWEL**. Different phonations make the difference between Zapotec plain, **BREATHY**, **CREAKY**, and **CHECKED VOWELS**. ([L2](#)).

PHRASE. A sequence of words used together to express a single concept, like *the water*, *the good boy*, or *this dog* ([L3](#), [L5](#)). See also **LOCATION PHRASE**, **MODIFYING PHRASE**, **NOUN PHRASE**, **POSSESSED NOUN PHRASE**, **PREPOSITIONAL PHRASE**, **VERB PHRASE**.

PLAIN VOWEL. A **VOWEL** that is pronounced with normal **PHONATION**, such as the vowels in English and Spanish. Plain vowels are indicated with P in **VOWEL PATTERNS** ([L3](#)).

PLURAL. Referring to more than one item or person ([L3](#), [S-3](#), [L7](#)).

POSSESSED. Belonging to someone ([L2](#), L14).

POSSESSED NOUN. A **NOUN** that is **POSSESSED**, such as *book* in *Pedro's book* (L14).

POSSESSED NOUN PHRASE. A NOUN PHRASE that contains both a POSSESSOR and a POSSESSED NOUN (L14).

POSSESSION. The relationship between an item (the POSSESSED NOUN) that belongs to someone (or something) and the person (or thing) who owns that item (the POSSESSOR). In Zapotec there are two types of possession: OPTIONAL POSSESSION and ESSENTIAL POSSESSION (L14).

POSSESSOR. The person (or thing) who owns or has an item ([L2](#), L14).

POSSIBILITY AUXILIARY. An AUXILIARY VERB that is translated into English with “can” or “is able to”, or sometimes “may”, “knows how to”, or even “succeeds in (doing)” or “completely (does)”, all of which can express possibility (L23).

PREDICATE. In an IDENTIFICATIONAL SENTENCE, the part of the SENTENCE that the speaker is using to identify the SUBJECT. In the sentence *Juan is a doctor*, *doctor* is the predicate (III-5, L19).

PREDICATE ADJECTIVE. An ADJECTIVE that is used a PREDICATE, such as *blue* in *This book is blue* (L19).

PREFIX. An element that is added to the front of a word to form a new kind of word. An English example is *un-*, as in *unable*. Prefixes cannot be used on their own, but must be attached to another word ([L2](#), [S-5](#), [L5](#)).

PREPOSITION. A word used to tell the relationship of a NOUN PHRASE that is neither a SUBJECT nor an OBJECT to the rest of the SENTENCE; abbreviated as “prep.”. There are two types of Zapotec prepositions: NATIVE PREPOSITIONS and SPANISH PREPOSITIONS ([BXTTP-1](#), L18).

PREPOSITIONAL OBJECT. The NOUN PHRASE, name, or PRONOUN that follows a PREPOSITION, which together with the preposition forms a PREPOSITIONAL PHRASE. The prepositional object is also called the OBJECT of the preposition (L18).

PREPOSITIONAL PHRASE. A PHRASE consisting of a PREPOSITION and the NOUN PHRASE or name that follows it. Prepositional phrases are often used as LOCATION PHRASES (L18).

PROGRESSIVE. A VERB form that refers to events that are ongoing at a particular point in time; abbreviated as “prog.” (L6).

PRONOUN. A word that serves the same function as a NOUN or NOUN PHRASE in a SENTENCE (as a SUBJECT or OBJECT), but that refers either to participants in the conversation (I and me refer to the speaker, you to the hearer) or to other people or items that can be identified by those participants without their names being mentioned. Examples of pronouns in English are I, me, you, he, him, she, her, and it. All Zapotec pronouns have both BOUND and FREE forms (L4, L7). See also a-pronoun, ANIMAL PRONOUN, DISTAL PRONOUN, FAMILIAR PRONOUN, PROXIMATE PRONOUN, RESPECTFUL PRONOUN, REVERENTIAL PRONOUN.

PRONUNCIATION GUIDE. The form which shows how the Valley Zapotec word is pronounced. The pronunciation guide is always written in square brackets (L2).

PROXIMATE PRONOUN. A PRONOUN used to refer to someone or something close by and easily visible; abbreviated as “prox.” (L7).

QUESTION. A SENTENCE used to ask for information or confirmation (L7). See QUESTION WORD QUESTION.

QUESTION MARKER. A word that comes at the end of a question to show that the SENTENCE is a question (L7).

QUESTION WORD. A word that comes at the beginning of a question that asks for specific information, such as “who”, “what”, “when”, or “why” (L7).

QUESTION WORD QUESTION. A question that begins with a QUESTION WORD, and asks for specific information, not just a “yes” or “no” answer (L7).

QUOTATION. The exact words that someone said. A quotation is placed inside quotation marks (“ ”) (L16).

RECIPROCAL SENTENCE. A SENTENCE in which members of a PLURAL SUBJECT direct the action of the sentence at other members of their group. *Each other* and *one another* are ways to express the same meaning in English (BXTP-8, L23).

REFERENCE. The item you are using to help specify the location of the SUBJECT in a locational SENTENCE. The reference item is the same as the PREPOSITIONAL OBJECT (L20). See also CROSS REFERENCE.

REFLEXIVE SENTENCE. A SENTENCE whose SUBJECT and OBJECT refer to the same individual (S-24, L23).

RESPECTFUL PRONOUN. A PRONOUN used to refer to anyone that you would address using a FORMAL pronoun. Respectful pronouns are never used to refer to children, to animals, or to inanimate items (L9).

REVERENTIAL IDIOM. A type of IDIOM with a REVERENTIAL PRONOUN SUBJECT that has a meaning that you can’t figure out from the individual words it contains and does not seem to refer to a reverential entity (L22).

REVERENTIAL PRONOUN. A PRONOUN used to refer to God, the saints, and other holy individuals, as well as important items needed to sustain life – water, tortillas, the sun, and the moon; abbreviated as “rev.” (L21).

REVERSIBLE VERB. A VERB for which you can interchange the SUBJECT and the OBJECT and still have a SENTENCE that makes sense (although the meaning changes, of course!), like **rtaz** “hit” (L15).

RISING TONE. A tone that starts off lower than it ends, with the pitch rising throughout the length of the VOWEL (L3).

SENTENCE. A complete statement that tells about an event or state and who or what was affected by it (L5). See also COMPARATIVE SENTENCE, DEPENDENT SENTENCE, IDENTIFICATIONAL SENTENCE, RECIPROCAL SENTENCE, REFLEXIVE SENTENCE.

SIMPLE SYLLABLE. A SYLLABLE whose spelling contains just one VOWEL (L2).

SINGULAR. Referring to just one item or person (S-3, L7).

SPANISH PREPOSITION. A Zapotec PREPOSITION that works differently from a NATIVE PREPOSITION. Most Spanish prepositions were BORROWED from Spanish (L18).

STEM. The part of the VERB which includes a PREFIX (such as **r-** or **b-**) plus a BASE (L6). See also CB STEM, NON-CB STEM.

STOP. See GLOTTAL STOP.

SUBJECT. The NOUN, NOUN PHRASE, or PRONOUN that expresses who or what a SENTENCE is about, the one who performs the action or is in the state named by the VERB of the sentence (L5).

SUBJUNCTIVE. A VERB form that refers to a past event that never happened or to an event or state that is hypothetical; abbreviated as “sub.” (S-26, L23).

SYLLABLE. A rhythmic unit in a word. There are two types of syllables in Zapotec words: SIMPLE SYLLABLES and DIPHTHONG SYLLABLES ([L2](#)). See also DIPHTHONG SYLLABLE, KEY SYLLABLE, SIMPLE SYLLABLE.

TERM OF ADDRESS. A word used to address someone or get that person’s attention, used instead of that person’s name ([S-2](#)).

TITLE. A conventional term used along with a name when addressing or referring to that person, such as the English titles Mr., Mrs., Ms., or Miss ([S-2](#), [L5](#)).

TONE. See FALLING TONE, HIGH TONE, LEVEL TONE, LOW TONE, RISING TONE.

TOPIC. A name or NOUN PHRASE, usually someone or something that the speaker has already been speaking about, that comes at the beginning of a SENTENCE (L22).

VENITIVE. A type of VERB that means “comes and ...” (BXTTP-7, L21).

VENITIVE BASE. A VERB BASE to which the VENITIVE PREFIX can be added to form a venitive verb. The venitive base is the same as the ANDATIVE BASE (L21).

VERB. The word which expresses the action or state a SENTENCE is concerned with ([L5](#)). See also AUXILIARY VERB, BASE CHANGING VERB, COMPLEX VERB, D-BASE VERB, FORMAL VERB, LOCATIONAL VERB, MAIN VERB, REVERSIBLE VERB.

VERB PHRASE. A PHRASE that functions like a VERB, a sequence of two or more words that together express a verb idea ([L8](#)).

VOWEL. A sound made with your mouth open and a continuous stream of air coming out without any obstruction ([L2](#)). See also BREATHY VOWEL, CHECKED VOWEL, CREAKY VOWEL, PLAIN VOWEL.

VOWEL-INITIAL. Beginning with a VOWEL ([L12](#)).

VOWEL-FINAL. Ending in a VOWEL ([L12](#)).

VOWEL PATTERN. The pattern of VOWEL types in the KEY SYLLABLE of a word. Vowel patterns are written as a sequence of the abbreviations for the VOWEL types in the word, using P for PLAIN VOWELS, C for CHECKED VOWELS, K for CREAKY VOWELS, and B for BREATHY VOWELS ([L3](#), [L7](#)).

WORD. See QUESTION WORD, QUESTION WORD QUESTION.

WORD ORDER. The sequence in which the words in a SENTENCE come in relation to one another. In Zapotec the most common word order is VERB – SUBJECT – OBJECT ([L5](#)).

R-6. Bibliography

Almost all writing on the Valley Zapotec language has been highly technical. Extensive works on or in the language listed below include a Bible translation (Liga Bíblica 1995), a dictionary (Munro and Lopez et al. 1999), four dissertations (Galant 1998, Lee 1999, Jensen de López 2002, and Lillehaugen 2006), and three master's theses (Méndez 2000, Esposito 2002, and Lillehaugen 2003). You'll learn more about the dictionary, which contains many more words than the Rata Ra Dizh (vocabulary) in this book, later in this course. There are also numerous shorter articles, of which we cite below only Lopez and Munro (1999), which presents a sociolinguistically oriented description of one Valley Zapotec community, and Munro (2003), which discusses the question of writing and orthography within a sociolinguistic context.

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- Munro, Pamela, and Felipe H. Lopez, with Olivia V. Méndez [Martínez], Rodrigo Garcia, and Michael R. Galant. 1999. *Di'csyonaary X:tè'e'n Di'zh Sah Sann Lu'uc (San Lucas Quiavini Zapotec Dictionary / Diccionario Zapoteco de San Lucas Quiavini)*. Los Angeles: (UCLA) Chicano Studies Research Center Publications.

R-7. Consonant-Final Valley Zapotec Verb Forms

This chart includes both regular and irregular forms of verbs whose form with no endings ends in a consonant (a second chart gives vowel-final verb forms). Complex verbs, most verbs formed with extenders, and idioms using the basic verbs listed are not included here. The chart is still preliminary; additional information needs to be added.

- The independent habitual stem of the verb is basic. (For verbs that have no habitual, the neutral is listed.) The independent form is the form used with noun phrase subjects and formal bound pronoun subjects.
- Every habitual stem has a combination form to which other bound pronoun endings are attached. Combination forms are related regularly to the vowel pattern of the habitual stem, but if the habitual stem has a combination form that is pronounced differently from that stem, it is listed.
- The vowel pattern listed is that of the habitual stem, not the combination form.
- Singular and plural subject forms are made by attaching the bound pronouns to the combination form. If there is no change, the form is regular, and is not listed. (“They” subjects and formal “you” subjects are always regular.) If the form is spelled irregularly, this is listed. If the form is spelled regularly but pronounced irregularly, the pronunciation guide but not the spelling is listed.
- The independent perfective stem is formed by changing the **r**-habitual prefix to **b**-, and leaving the rest of the habitual stem unchanged. Every perfective stem that is not formed this way is listed.

- The independent irrealis stem is formed by changing the **r**-habitual prefix to **y**-, and leaving the rest of the habitual stem unchanged. Every irrealis stem that is not formed this way is listed.
- Singular and plural subject forms of perfective and irrealis stems are formed by attaching the bound subject pronouns to the combination forms of these stems, as described above. Generally the pronunciation of these forms is regular or follows that of the habitual. If these forms are spelled or pronounced in an unexpected way, they are listed.
- Verbs with vowel-initial bases often use different prefixes: **g**-, **gu**-, or **gw**- for the perfective; **g**- or **gy**- for the irrealis; **cay**- for the progressive. These are listed.
- Other irreg stems are listed in the last column of the chart, following the irrealis stem, if one is listed.
- Habitual andative “goes and...” and venitive “comes and...” forms are listed following § in the habitual column of the chart. If these are formed regularly (by prefixing **ri**- or **ried**- to the habitual base), “*regular and., ven.*” appears. If the andative and venitive forms do not exist or are not commonly used, “*no and., ven.*” appears. Only the **ried**- [ri'e'd-] spelling of the venitive verbs is listed; for most verbs, **rid**- [ri'd-] is also an acceptable pronunciation. A pronunciation guide is given for the andative form if its base differs from one of the verb's bases; a pronunciation guide is given for the venitive form only if its base differs from the andative base. For how these verbs are used with pronouns, see Lecsyony 17 and Lecsyony 21. For some andative or (even more commonly) venitive verbs, the “we” subject form uses an irregular base. Such “we” forms are given in parentheses following the listed andative and venitive verbs. Many andative and venitive verbs include an **l** or **n** (or both) that is not present in the habitual stem. These are all [l] and [n].
- Comments on the organization and other features of this chart would be very welcome! It is still preliminary.

	habitual stem and combination form	singular subject pronunciation guides	plural subject pronunciation guides	perfective stem	irrealis stem etc.
1	rac [rahc] 1. is; becomes; 2. it happens; 3. hurts; 4. gets done; 5. can § <i>no and., ven.</i>	<i>regular except</i> “I” [ràa’ca’], “you” [ràa’cùu’], prox. raqui [rahquih]	<i>regular except</i> “we” [ra’cèhnn], “you (inf. pl.)” [ra’cahd]	guc [guhç]; “I” [gùu’ca’], “you” [gùu’cùu’], “we” [gu’cèhnn]	gac [ga’c]; <i>neutral nac</i> [naa’c]: “I” [na’ca’], “you” [na’cùu’], prox. [na’cèng]; <i>progressive</i> cayac
2	racgan [rahcgaañ] can; succeeds in (doing); completely (does) (possibility aux.) § xx	<i>regular</i>	<i>regular</i>	gucgan	gucgan
3	racw [ra’ahcw] puts on (a shirt or similar garment)	<i>regular</i> <i>except</i> “I” [ra’acwa’], “you” [ra’acwùu’]	<i>d-base verb –</i> <i>regular except</i> “we” rdacw [rdaa’cwèhnn] (ryodacwën ?)	bdacw	gacw [ga’acw]: “we” ydacw [ydaa’cwèhnn] (ydacwën ?)
4	rach [ràa’ch] breaks (something long) § xx			guch	gac
5	rad [raa’a’d] receives (something) as a gift § <i>no and., ven.</i>	<i>regular</i>	<i>regular</i>	guad [gùaa’d]	gad
6	raisy [ra’ihsy] sleeps § and. ritaissy ; ven. riedtaissy			btaissy	gaisy [ga’isy]
7	raizy [ràa’izy] hits § and. richaizy ; ven. riedchaizy	<i>regular</i>	<i>regular</i>	gwaizy	chaizy
8	ral [ràall] is enough § xx				

9	raly [ràaly] gets born § xx			guly	galy
10	ran [ràann] sees (a situation); 2. sees to, takes care of § and. rigan “goes and visits”; ven. riedgan “comes and visits”	<i>regular</i>	<i>regular</i>	mna [mnàa]	gan ; neut. nan “knows”
11	ran [rahnn] gets tired § xx				gan
12	ran [ràa'an] plows (a field); harvests (produce) § xx				
13	ranzac [ràannza'c] gets along well § xx				
14	rany [ràa'nny] sits on; lies with his head on § and. ritany ; ven. riedtany (“we” ryopdanyēn)	<i>regular</i>	<i>d-base verb – regular except “we” rdany [rdaa'nny]</i>	bdany	gany : “we” ydany [ydaa'nnyēhnn]
15	rap [ràa'p] has § no and., ven.	<i>regular</i>	<i>regular</i>	gup	gap
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Valley Zapotec Verb Charts

Follow the links below to view the verb charts in downloadable .PDF format.

- [Consonant-Final Valley Zapotec Verb Chart](#)
- [Vowel-Final Valley Zapotec Verb Chart](#)