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FIELD NOTES ON
COATLAN ZAPOTEC

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F I E L D N O T E S

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C O A T L A N Z A P O T E C

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P R E F A C E

A word of explanation is in order for the publication of "field notes." Over a period of eighteen months (1956 - 58) several field trips were made to the area of Coatlán Zapotec under the auspices of the Summer Institute of Linguistics. This area lies about twenty miles south-west of Miahuatlán, Oaxaca (which, in turn, is some seventy air miles south of Oaxaca city, capital of Oaxaca, Mexico). There are fourteen villages which still use, to varying degrees, this particular language. The term "Coatlán" refers to a cluster of towns all having this same name, yet each being distinguished in terms of the particular Saint of the village. The materials presented in this paper come from Santa María Coatlán, a village of 650 inhabitants. The town lies on the main trail from Miahuatlán, the market town, to the religious center of Juquila among the Chatinos. The dialect is bounded on the west by the Mixteco Indians, on the north and east by the Miahuatlán Zapotecs (a mutually unintelligible Zapotec language), on the south by the Pacific Ocean, and on the south-west by the Chatino language group.

From the initial language contact with the Coatlán Zapotecs it was evident that the language, as far as the people were concerned, branded them as "indios," as ignorant peasants. Progress up and out of this social level was to come through the acquisition of Spanish. A village school, "primaria," had been in operation for some twenty years. Hence for a foreigner to enter the village and express interest in their native language, to learn to speak it (in keeping with S.I.L. policy), to write it with an alphabet that looks like Spanish - all this for the people was incomprehensible. In fact, the attitude towards our linguistic efforts became that of sustained aloofness and, for a few, hostility. To recognize the Zapotec language as a language and worthy of being studied was interpreted as an effort to regress to a previous generation - the time, in the memory of not a few adults, when the presence of a "mestizo" in the village would find every door shut, with

the women and children inside, and only a few of the bravest men outside to exercise their meager vocabulary of Spanish.

These social factors are reflected in the speech community. We met no monolingual speakers of Zapotec. The people claimed there were none. After studying the families of Santa María Coatlán, in reference to use of language, it became clear that only about 10 per cent of the children had any control of Zapotec; one third of the women of child-bearing age could not speak Zapotec, though they could understand it; and though the men knew Zapotec, they carried on their marketing and political and religious responsibilities in Spanish. The children alleged that their parents would not allow them to speak Spanish at home. The chatter of the women around the "molino" was typically in Spanish - Campesino Spanish. Perhaps this could be termed a "dying" language. And it is one reason for publishing these field notes.

The author was transferred into an area of Nahuatl speaking peoples in the spring of 1958. Since that time there has been the hope of returning to the Coatlán area to complete the tonal analysis. However, more than six years has passed with nothing more done in Zapotec. And it is this (with the gentle persuasion of H.A. Gleason, Jr., Hartford Seminary Foundation) that has led to the publication of these materials. The data will be of greatest usefulness to those specifically interested in the eight or nine Zapotec languages of Oaxaca. For those concerned with establishing language families of Meso-America the Lexicon of some 700 items will be helpful. The salient features of Zapotec languages are clearly seen: the contrastive fortis and lenis consonants; the complicated structure of verb classes; the heavy semantic load of tone. The most obvious lack in these materials is that of defining the tonal system. That there is perturbation of tone, especially in the verbal system, is well known from published articles

about other Zapotec languages*. The tonal material given with the verbs is insufficient to establish any conclusions. And the Syntax section leaves much to be desired. However, for the reasons outlined above and for the amount of phonological, morphological, and lexical data, these "field notes" together with some linguistic conclusions are herein set forth.

To my colleagues of the Summer Institute of Linguistics I owe much, especially to Manis Ruesegger of the Miahuatlán dialect. Herman Aschmann and John Crawford both gave valuable criticisms in the earlier stages of analysis. A word of appreciation is due my wife who, in the midst of a difficult field situation, not only became more fluent in Zapotec than I but also assessed accurately the linguistic situation and the social factors involved. And to Dr. H. A. Gleason, Jr., Professor of Linguistics at the Hartford Seminary Foundation, our thanks for allowing these notes to be published in the Hartford Linguistic Series.

Hartford, Connecticut
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Dow F. Robinson

* Leal, Mary "Patterns of tone substitution in Zapotec morphology,"
IJAL 16:132-36 (July 1950).
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1. Phonology

1.1 Consonants

1.11 Summary

The phonological constituents, other than /ʔ/ GLOTTAL, are OBSTRUENT and SONORANT manners of articulation and the following points of articulation: LABIAL, DENTAL, ALVEOLAR, ALVEOPALATAL, VELAR and LABIO-VELAR. OBSTRUENT consonants subdivide as to STOP and SIBILANT manners of articulation. The STOPS have the following contrastive series: FORTIS, LENIS, NASAL ON-GLIDE. The SIBILANTS have contrastive FORTIS and LENIS series. The SONORANT consonants subdivide as to NASAL, FLAP, LATERAL, and MEDIAN manners of articulation. Chart 1 sets forth the consonant system.

CHART 1

	<u>STOPS</u>						
	Fortis	pp	tt	cc	čč	kk	qq
	Lenis	p	t		č	k	q
	Nasal	b	d		ǰ	g	ǧ
	<u>SIBILANTS</u>						
<u>OBSTRUENTS</u>	Fortis			ss	šš		
	Lenis			s	š		
<u>RESONANTS</u>	<u>NASALS</u>	m	n			ŋ	
	<u>LATERALS</u>		l				
	<u>FLAP</u>		r				
	<u>MEDIANS</u>	w	y				

1.12 Allophonics.

FORTIS STOP SERIES: pp tt cc čč kk qq

The phonetic manifestation in word-initial position includes both tenseness of articulator and voicelessness; in word-final position /pp, tt, kk/ also manifest aspiration. Examples: /ppátt/ pata,¹ /ttútt/ tuestano, /coílʔ/ temprano, /ččukk/ saliva, /kkólʔ/ largo, /qqèeʔ/ sordo.²

1. The glosses for all examples are given in the campesino Spanish; they are the standard meanings in use by the Zapotecs of this area.

2. See section 1.32 for meaning of tone marks.

LENIS STOP SERIES: p t ʈ k q

The laxness of the articulator results in either a lightly stopped or a fricative series. These lenis stops vary, as to degree of voicing, from voiced when in word-initial position or in a voiced consonant cluster to voiceless when in a word-final position or in a voiceless consonant cluster. Examples: /pélʔ/ carne, /tóʔtt/ trementina, /ččálʔ/ esposa, /gĩtt/ papel, /-qí/ cocinar.

NASAL STOP SERIES: b d ɟ g ŋ

Following the nasal on-glide, each of the series is voiced and lightly stopped. Examples: /bèkk/ perro, /díʔs/ ardilla, /ʝóʔš/ chuparrosa, /gĩpp/ cicatriz, /qí/ blanquillo.

FORTIS SIBILANTS: ss šš

Each segment is both fortis in articulation and voiceless.

Examples: /ssččéʔ/ cena, /ššílʔ/ montura, /pššíʔšš/ piña, /pišš tomate.

LENIS SIBILANTS: s š

Each segment is lenis in articulation and tends to be voiced if it occurs between voiced segments.

Examples: /sētʔ/ sal, /mēinʔ/ raton, /šinʔ/ cucaracha.

NASALS: m n ŋ

Examples: /määnʔ/ animal, /nĩiʔ/ casa, puerta, /lán/ sign of Irrealis aspect.

LATERAL l

Examples: /līt/ casa hogar, /lát/ ropa.

FLAP: r

Occurs only in loan words from Spanish: /pùúr/ burro.

MEDIANS: w y

Examples: /wĩāʔ/ vipora, /yéē/ troja.

1.3 Tonal System

1.31 Frames

All illustrations adduced as proof of tonemic contrasts occur in the object slot. Each item consistently retains its own tone while occurring in the following frames:

1. nàùní _____.
2. nàùní _____ kkúp.
3. nàùní _____ kkōl'.
4. nàùní _____ qqà't.

/nàùní/ I saw, /kkúp/ new, /kkōl'/ long, /qqà't/ tough.

No tone-mechanical perturbation has been noted with nouns. All tones have been impressionistically recorded.

1.32 Level tones.

There are three phonemic levels of tone: high, mid, low. They are marked with the following symbols: /', ~, ` / respectively.

High: /kó/ usted, /ššíl'/ montura, /tté'co/ carpintero pinto.

Mid: /kkōl'/ largo, /mē/ el, ella, /wāčč/ cosa aspera.

Low: /nà/ yo, /mkì/ hombre, /bì/ mosquito, /qqàn'/ cosa espesa

A succession of two vowels having the same tone will have only the first vowel marked. A succession of two vowels having different tones will have both tone indicated.

1.33 Glides.

There are three contrastive tone glides. They occur on both short and long vowels. They are marked as a succession of two level tones.

High-Low: The tone starts high, moves higher, then falls. It is marked as a succession of high and low tones. Laryngealization usually accompanies this glide.

Examples: /kíšš/ yerba, basura, /pét/ epazote, /nîcc/ agua, /lâčč/ hule.

Low-High: A slow rising glide; it occurs on short and long vowels.

It is marked by a succession of low and high tones.

Examples: /làá'/ Oaxaca, /tòóp'/ maguey, /dées'/ tlacuache, /bèé'/ tortuga.

Mid-Low: A slow falling glide; it occurs on short and long vowels. It is marked by a succession of mid and low tones.

Examples: /bēē?/ neblina, /gīt?/ gallina, /bīl?/ aire, /bēl?/ gusano.

1.4 Vowel clusters.

The following vowel clusters occur: /ie, iæ, ia, io, iu, ei, æi, ai, oi, æu; ue, ii, ee, ææ, oo, oo, uu/

Examples: /nttiēmē/ el parte, /nsiāmē/ el anda, /nliāppmē/ el pisca, /nttiól?mē/ el resbala, /nsiōpmē/ se sienta, /nttiū?pmē/ el deeshoja, /déi?/ diente, /bēl?/ gusano, /bāl/ está bien, /pói/ pollitos, /bēu/ guacamaya, /pīl?/ voz, /ttēē?/ cantaro, /kēē/ bule, /nkēyōō/ está comiendo, /ššōō?/ cocoztle, /yūu/ tierra, /lūe/ ala

Solution A: Palatalization

For all vowel clusters (except geminate cluster /ii/) with /i/ as the first member, interpret the /i/ as palatalization of the preceding consonant. Examples: /nsiá?pmē/ el brinca, /nttiē?mē/ el parte. (See other examples immediately above). Thus a series of palatalized consonants would be added to the phonemic inventory: /tt^y, s^y, l^y, cc^y/.

For all vowel clusters (except geminate /ii/) with /i/ as the second member, interpret the /i/ as filling the coda slot of any syllable having a short vowel and ending in a consonant. Use the symbol /y/ for any such occurrence of /i/.

Results of Solution A: Any syllable pattern with -VV- would be filled only by geminate vowels; four (and possibly more) phonemes would be added to the inventory; consonant symbols used to represent the /i/ would have to carry tone marks.³

SOLUTION B: Clusters of vowels.

Consider all vowel clusters as a sequence of two vowels. This is the preferred solution and will be followed in this paper. The tonal system is such that any tone may occur on a single vowel or on a sequence of vowels. There is, however, no occurrence of a sequence of glides on a

3. Note that /u/ does not occur as first member of a vowel cluster; it has been interpreted as labialization of the consonant. Thus when /u/ occurs as second member of a vowel cluster, it could be interpreted as a consonant and written as /w/. Bearing this in mind, Solution B is still preferred.

sequence of vowels. Therefore, glides are interpreted as being a sequence of two level pitches.

Results of Solution B: Syllable patterns having a sequence of vowels may be filled by geminate and non-geminate vowels; the extra phonemes are avoided; only vowels carry tone marks.

In conclusion, it may be stated that the main reason for avoiding the series of palatalized consonants is that of economy of phonemes and that of leaving vowel clusters as sequences of geminate and non-geminate vowels. In addition, it may be noted that a series of palatalized consonants would not parallel the series of labialized consonants. The author is, however, not unwilling to see the data interpreted in terms of a palatalized series. Either interpretation has its advantages; and both have disadvantages.

1.5 Chart of vowels.

Chart 3 shows all the possible modifications of simple and geminate vowels. Known occurrences are listed.

								CHART 3						
	i	e	æ	a	o	o	u	ii	ee	ææ	aa	oo	oo	uu
Nasal	x			x	x			x			x	x		x
Laryngeal	x	x	x	x	x	x	x	x	x	x	x		x	x
High	x	x	x	x	x	x	x							
Mid	x	x	x	x		x	x							
Low	x	x	x	x		x								
High-Low	x	x	x	x		x	x	x	x	x	x		x	x
Low-High	x	x	x	x		x	x	x	x	x	x		x	x
Falling	x	x						x	x	x			x	

Chart 4 shows the distribution of consonant in the various syllable patterns. Consonant clusters are covered in the previous section.

CHART 4

[illegible]

The most important restrictions are that the three labialized stops and all nasal on-glide stops occur only in syllable initial position. Also, /w,y/ occur only in syllable initial position; this restriction is due to the interpretation problem discussed in Section 1.4. /ŋ,r/ occur only in syllable final position. There is no overlap as to the number of etic and emic consonant classes. That is, of the possible fourteen etic consonant classes, the list of fillers for any one class does not coincide with the fillers of any other class. The most pertinent information to be adduced from this lack of overlap is stated in the beginning of this paragraph.

Section 2

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2. Morphology

Zapotec roots are divided into three general classes:

- (1) those which may be affixed and/or have more than one allomorph of the root.
- (2) those which may be affixed but have only one allomorph.
- (3) those which have no affixation and only one allomorph.

The first will be named verbs, the second, nouns, the third class, particles.

2:1 Verbs

2.11 Verb Aspects.

From the allomorphic structure of verb aspects and from the usage of the verb aspects in the speech community, three general semological categories suggest themselves: the Completive, Incompletive, and Potential categories. Each of these categories, in turn, subdivides into several distinct aspects. These categories are set forth as a frame of reference only; they do not necessarily reflect how the Zapotec thinks.

2.11.1 Completive Category.

The Completive category includes three aspects, each of which involves completed action: Inchoative, Imperative, Completive. Each of the aspects has, in verb classes 1-3, the same allomorph as all classes; in classes 4,5, the same allomorph as occurs with Incompletive category; in classes 6-9, an allomorph different from both Incompletive and Potential categories; and in classes 10,11, three different allomorphs, each of which is different from all other allomorphs. (See Chart 5).

Inchoative

This aspect expresses incipient action, an action considered as having begun. It is signaled by three devices: (1) a constant tone pattern, high on the aspect marker, low on the verb root. These tones hold the same regardless of what tone the verb roots might have in other situations.⁴

4. Other than such constant tone patterns, the verb root tones are not marked. See Section 2:12.

(2) There is a compounding of two verb roots, the first of which is always the Inchoative aspect of the verb 'ir'. The second verb root indicates the action. (3) The verb with the low tone will have in classes 7-9 an allomorph peculiar to the Completive category; and in classes 10,11, an allomorph peculiar to the Inchoative aspect itself. Examples: /náyásè/ ando, voy a andar, estoy en camino; /náyátit/ jugamos, vamos a jugar; /m̄áyáttèš/ el va a llamar, el ya llama.

Imperative

This aspect expresses a command. It is signaled by two items: (1) the prefix /p- u-/; /p-/ occurs in classes 1,2; /u-/ occurs in classes 3-9. (2) In classes 10,11, the Imperative aspect has an allomorph peculiar to itself but no prefix.

Examples: /pššəna/ corta lo, /utana/ escarba lo, /kočča/ quiebra lo.

Completive

This aspect shows that the action of the verb is completed. It is signaled by prefixes and/or root allomorphs. (1) In classes 1,2, the prefix /m-/ occurs; in classes 3-9, the prefix /u-/ occurs. (2) In classes 10,11, the Completive aspect has its own root allomorph; no prefix occurs.

Examples: /myəkkmə/ regresó, /ukkaʔpmə/ respondió, /gotyæccmə/ dormió

Both the Inchoative and Imperative aspect may occur with the negative prefix /lá/. The Completive aspect may not be negated. The attempt to negative the Completive aspect involves a switch of categories: from Completive to Potential. See Irrealis aspect under Potential category.

2.11.2 Potential Category.

The Potential Category includes two aspects: Potential and Irrealis. In both of these the action of the verb is considered to be imaginary, perhaps possible, or, as never having taken place. In that the Potential and Completive categories never occur with the same allomorph,

there is structural evidence for their separation. For the Potential and Incompletive categories, the evidence from occurrence of allomorphs is equivocal. The Irrealis aspect has the same allomorph as all classes in 1-5; the same allomorph as those of the Incompletive category in class 6; the same allomorph as the Potential aspect (but different from all others) in classes 10,11. Hence it could be argued that the Irrealis aspect belongs better with the Incompletive category, since in classes 4,5,8,9, the Irrealis aspect has the same allomorph as do all aspects within the Incompletive category. This helps to point up the tentativeness of the scheme used.

Potential

This aspect denotes action tentatively planned, actions of the imagination, actions that have no certainty of occurring. It is usually signaled by allomorphs of the verb root. It does, however, have in class 3 a prefix /u-/.

Examples: /kiʔtɹə/ vendría, /lá kiʔtɹə/ no vendrá.
/qəʃɹə/ llamaría, /lá qəʃɹə/ no llamará.
/ukkipʔɹə/ lo cosería, /lá ukkipʔɹə/ no lo coserá.

The Potential aspect may be negated. It functions as the negative of the Inchoative aspect. That is, any attempt to negate the Inchoative aspect will elicit the negative of the Potential aspect. It is this bit of evidence that helps to suggest the difference between the Potential and Completive categories.

Irrealis

This aspect occurs indicating that an action never took place. It is signaled by the morpheme /láŋ/; this always precedes the verb root and occurs in the same slot as the regular negative morpheme /lá/. Hence, /láŋ/ is considered an allomorph of the negative morpheme with a unique distribution, that of occurring only with the Irrealis aspect. The /láŋ/ always has high tone; the following verb, always low tone.

In classes 4,5, the allomorph for Irrealis aspect is the same as for the aspects of the Completive category; in classes 6-9, the allomorph for Irrealis is the same as for aspects of the Incompletive aspect. In classes 10,11, the allomorph occurring in Irrealis aspect is the same as for Potential aspect but different from all other aspects. Examples: /lám yèkk/ no regresa, /lám liyà/ no llega.

2.11.3 Incompletive Category

The Incompletive category includes three aspects: Habitual, Intensiva, Continuus. The allomorphs occurring with these aspects are by far the most varied of all aspects. In classes 10,11, all aspects of the Incompletive category have unique allomorphs while in classes 6-9 all aspect of the Incompletive category have the same allomorph. See Chart 5 for listing of types of allomorph.⁸ In effect, the aspects of the Incompletive and Completive categories share the same allomorph; but with other verbs, the Incompletive and Potential categories share the same allomorph. The aspects within the Incompletive category, however, do have in common the fact that the action of the verb remains to be completed.

Habitual

This aspect expresses customary action; there is no reference to time. Its marker is the prefix /n-/; this prefix occurs with all eleven verb classes. The rather complicated distribution of Habitual aspect and root allomorphs is best seen in Chart 5.

Examples: /nyèkk~~na~~/ regresa; /nttiè~~na~~/ lo raja, /nšun^o/ escurre.

There is a modification as to time with the Habitual aspect. When the prefix /jassən-/ occurs, the Habitual aspect is referred to past time, that is, something was customary or practiced in past time. The usual translation in Campesino Spanish is that of the perfect tense.

Examples: /m~~ə~~ jassəntok/ ella ha molido, /m~~ə~~ jassəntakk/ el ha podido.

Intentive

This aspect expresses action that is surely to happen; it is the intention of the speaker to do a certain thing. Thus this aspect could be called the future tense. If there is the slightest doubt that the action of the verb might not take place, the Potential aspect occurs. The prefix /ss-/ is used in all eleven verb classes to signal this aspect. Examples: /sskap~~mæ~~/ lo tragará, /sspip~~mæ~~/ lo sacudirá, /sspom~~mæ~~/ lo tomará.

Continuous

This aspect expresses action that is in progress. In all eleven verb classes it is signaled by the prefix /kæ-/. In addition, this aspect may be modified as to time: past, present, future.

/u-/ prefixed to /kæ-/: past time. /~~mæ~~ ukæyok/ ella estaba moliendo.

/n-/ prefixed to /kæ-/: present time. /~~mæ~~ nkæyok/ está moliendo.

/kæ-/ prefixed to the verb root: future time. /~~mæ~~ kæyok/ ella estará moliendo.

2.11.4 Charts 5, 6.

Chart 5 shows the eleven verb classes, each with its appropriate allomorph in the respective aspects. '-V-' indicates an infix in the allomorph; 'C-' indicates an allomorph beginning with that consonant.

CHART 5

	<u>Pont</u>	<u>Irrl</u>	<u>Habt</u>	<u>Intt</u>	<u>Cont</u>	<u>Inch</u>	<u>Impv</u>	<u>Comp</u>
Verb Class								
1	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-
4	k-	k-	k-	k-	k-	t-	t-	t-
5	-i-	∅	-i-	∅	∅	∅	∅	∅
6	-i-	∅	-i-	-i-	∅	∅	∅	∅
7	-i-	∅	-i-	-i-	∅	ẽẽ-	ẽẽ-	ẽẽ-
8	qq-	p-	p-	p-	p-	tt-	tt-	tt-
9	qq-	p-	p-	p-	p-	l-	l-	l-
10	k-	k-	t-	s-	y-	y-	k-	g-
11	k-	k-	t-	s-	y-	y-	p-	b-

Chart 6 shows the eleven verb classes with aspect indicators. '-' indicates no aspect morpheme; 'C-' indicates aspect morpheme.

CHART 6

	<u>Pont</u>	<u>Irrl</u>	<u>Habt</u>	<u>Intt</u>	<u>Cont</u>	<u>Inch</u>	<u>Impv</u>	<u>Comp</u>
1	u-	láj	n-	ss-	nkæ-	yá	p-	m-
2	-	láj	n-	ss-	nkæ-	yá	-	m-
3	-	láj	n-	ss-	nkæ-	yá	u-	u-
4	-	láj	n-	ss-	nkæ-	yá	u-	u-
5	-	láj	n-	ss-	nkæ-	yá	u-	u-
6	-	láj	n-	ss-	nkæ-	yá	u-	u-
7	-	láj	n-	ss-	nkæ-	yá	u-	u-
8	-	láj	n-	ss-	nkæ-	yá	u-	u-
9	-	láj	n-	ss-	nkæ-	yá	u-	u-
10	-	láj	n-	ss-	nkæ-	yá	-	-
11	-	láj	n-	ss-	.nkæ-	yá	-	-

2.12 Verb Classes

There are two broad classifications of verbs in Zapotec: those which have one root allomorph and those which have more than one root allomorph. Since the tonal analysis of verb roots is yet incomplete, no tones are included in this section. In the Lexicon, however, verb roots are listed with tones, the tone used in the Habitual aspect.

2.12.1 Roots having one allomorph.

Verb classes 1-3 have one root allomorph. The subdivision into three classes is based on prefixes occurring in Potential and Completive aspects.

Class 1: Potential /u-/; Completive /m-/.

Class 2: Potential /-/ ; Completive /m-/.

Class 3: Potential /-/ ; Completive /u-/.

Examples: /usa'loo'/ darias, /ma'loo'/ diste.
 /panmæ/ desperaría, /mpanmæ/ despertó.
 /si'mæ/ compraría, /usi'mæ/ compró.

Verb roots of classes 1,2,3, are listed in the Lexicon . The verb root is followed by a subscript number indicating its class.

2.12.2 Roots having more than one allomorph.

Classes 4-11 have more than one root allomorph. The subdivision into classes is based on the number of root allomorphs than any verb has. Classes 4,5,6, have two allomorphs for each verb; classes 7,8,9, have three allomorphs for each verb; classes 10,11 have six allomorphs for each verb.

Class 4

This class includes all verbs which have one allomorph for aspects of the Completive category and one allomorph for all other aspects.

/kapmæ/ tragaría	/nkækapmæ/ está tragando
/lán kapmæ/ no tragó	/yátapmæ/ va a tragar
/nkapmæ/ traga	/utapa/ traga lo!
/sskapmæ/ tragará	/utapmæ/ tragó

Verb Roots of Class 4

Spanish	Font	Irrl	Habt	Intt	Cont	Inch	Impv	Comp
abrazar	kitt	kitt	kitt	kitt	kitt	titt	titt	titt
quebrar	kičč	kičč	kičč	kičč	kičč	tičč	tičč	tičč
arrancar	kip?	kip?	kip?	kip?	kip?	tip?	tip?	tip?
ahuecar	kit	kit	kit	kit	kit	tit	tit	tit
jugar	kit	kit	kit	kit	kit	tit	tit	tit
pagar	kiš	kiš	kiš	kiš	kiš	tiš	tiš	tiš
pegar	kin	kin	kin	kin	kin	tin	tin	tin
tragar	kap	kap	kap	kap	kap	tap	tap	tap
sobar	ka?p	ka?p	ka?p	ka?p	ka?p	ta?p	ta?p	ta?p
escarbar	kan	kan	kan	kan	kan	tan	tan	tan
echar ⁵	ko?	ko?	ko?	ko?	ko?	loo?	loo?	loo?
chupar	kop	kop	kop	kop	kop	top	top	top
quitar	kop?	kop?	kop?	kop?	kop?	top?	top?	top?
rascarse	kun	kun	kun	kun	kun	tun	tun	tun

Class 5

This class includes all verbs which have one allomorph with the infix -i- and one allomorph without it. The infix occurs in the Potential and Habitual aspects.

/ttiu?ššæ/ resbalaría	/nkæt tu?ššæ/ está resbalando
/lāŋ ttu?šš/ no resbaló	/yáttu?ššæ/ va a resbalar
/nttu?šš/ resbala	/uttu?šš/ resbala!
/asttu?šš/ va a resbalar	/uttu?ššæ/ resbaló

Verb roots of Class 5

rajar	liæ	læ	liæ	læ	læ	læ	læ	læ
alzar	liæn	læn	liæn	læn	læn	læn	læn	læn
romper	cciau?	ccau?	cciau?	ccau?	ccau?	ccau?	ccau?	ccau?
piscar	liapp	lapp	liapp	lapp	lapp	lapp	lapp	lapp
cuidarse	liačč	lačč	liačč	lačč	lačč	lačč	lačč	lačč
pedir	niap?	nap?	niap?	nap?	nap?	nap?	nap?	nap?
resbalar	ttiōl?	ttol?	ttiōl?	ttol?	ttol?	ttol?	ttol?	ttol?
deshojar	ttiu?p	ttu?p	ttiu?p	ttu?p	ttu?p	ttu?p	ttu?p	ttu?p
resbalar	ttiu?ššttu?šš	ttiu?šš	ttu?ššttu?šš	ttu?šš	ttu?šš	ttu?šš	ttu?šš	ttu?šš

5. The verb 'echar' also occurs in many compounds.

Class 6

Class 6 includes all verbs which have one allomorph with the infix -i- and one allomorph without it. The infix occurs in the Potential, Habitual, and Intensive aspects.

/ttiẽmẽ/ rajaría	/nkættemẽ/ está rajando
/láj ttemẽ/ no lo raja	/yáttemẽ/ va a rajar
/nttiẽmẽ/ lo raja	/utteya/ raja lo!
/settĩemẽ/ rajará	/utemẽ/ lo rajó

Verb roots of class 6

Spanish	Pont	Irri	Habt	Intt	Cont	Inch	Impv	Comp
partir	ttie	tte	ttie	ttie	tte	tte	tte	tte
andar	sĩẽ	sẽ	sĩẽ	sĩẽ	sẽ	sẽ	sẽ	sẽ
brincar	sia?p	sa?p	sia?p	sia?p	sa?p	sa?p	sa?p	sa?p
deber	sia?pp	sia?pp	sa?pp	sia?pp	sa?pp	sa?pp	sa?pp	sa?pp
sentarse	siop?	sop?	siop?	siop?	sop?	sop?	sop?	sop?

Class 7

This class includes all verbs which have one allomorph with the infix -i- and one allomorph without it. There is a third allomorph which occurs with all aspects of the Completive category.

/siupprẽ/ chuparía	/nkẽsupprẽ/ está chupando
/lẽgẽsupprẽ/ no chupó	/yáẽẽsupprẽ/ va a chupar
/rẽsiupprẽ/ chupa	/uẽẽsuppra/ chupa!
/sẽsiupprẽ/ chupará	/uẽẽsupprẽ/ el chupó

Verb roots of class 7

componer	si?	si?	si?	si?	si?	ẽẽsi?	ẽẽsi?	ẽẽsi?
agarrar	siẽn?	sẽn?	siẽn?	siẽn?	sẽn?	ẽẽsiẽn?	ẽẽsiẽn?	ẽẽsiẽn?
enfermarse	siakk	sakk	siakk	siakk	sakk	ẽẽsiakk	ẽẽsiakk	ẽẽsiakk
parir	siar?	san?	siar?	siar?	san?	ẽẽsiar?	ẽẽsiar?	ẽẽsiar?
desgranar	sio?p	so?p	sio?p	sio?p	so?p	ẽẽsio?p	ẽẽsio?p	ẽẽsio?p
raspar	siu?	su?	siu?	siu?	su?	ẽẽsiu?	ẽẽsiu?	ẽẽsiu?
chupar	siupp	supp	siupp	siupp	supp	ẽẽsiupp	ẽẽsiupp	ẽẽsiupp

Class 8

This class includes all verbs which have three allomorphs with the following distribution: one for all aspects of the Completive category (tt-), one for the Potential aspect (qq-), and one for all other aspects (p-).

/qqip'mæ/ sacudiría	/nkæpip'mæ/ está sacudiendo
/lân pip'mæ/ no lo sacudí	/yáttip'mæ/ va a sacudir
/npip'mæ/ sacude	/uttip'a/ sacude!
/sspip'mæ/ el sacudirá	/uttip'mæ/ lo sacudió

Verb roots of class 8

Spanish	Pctn	Irrl	Habt	Intt	Cont	Inch	Impv	Comp
montar	qqipp	pipp	pipp	pipp	pipp	ttipp	ttipp	ttipp
sacudir	qqip'	pip'	pip'	pip'	pip'	ttip'	ttip'	ttip'
llamar ⁶	qqeš	peš	peš	peš	peš	tteš	tteš	tteš

Class 9

This includes all verbs which have three allomorphs: 'l-' for all aspects of the Completive category; 'qq-' for the Potential aspect; and 'p-' for all other aspects.

/qqæsmæ/ esperaría	/nkæpæsmæ/ está esperando
/lân pæsmæ/ no esperó	/yálæsmæ/ va a esperar
/npæsmæ/ el espera	/ulæsløo'/ espera te!
/sspæsmæ/ esperará	/ulæsmæ/ esperó

Verb roots of class 9

poner	qqælk	pækk	pækk	pækk	pækk	lækk	lækk	lækk
esperar	qqæs	pæs	pæs	pæs	pæs	læs	læs	læs
Sacar ⁷	ko?	po'	po?	po?	po?	lo?	lo?	lo?

6 'llamar' also occurs with two other compounds.

7 'sacar' also occurs with five other compounds.

Class 10

This class includes all verbs which have six allomorphs in the following distribution: 'k-' Potential and Irrealis; 't-' Habitual; 'ss-' Intensive, 'y-' Continuous and Inchoative; 'k-' Imperative; 'g-' Completive.

The allomorphs for Imperative and Completive also carry vowel changes.

/kasʔ _{ms} / se bañaría	/nkəyasʔ _{ms} / se está bañando
/lāŋ kasʔ _{ms} / no se baña	/yáyasʔ _{ms} / va a bañarse
/ntasʔ _{ms} / se baña	/koʔslooʔ/ bañate!
/sstasʔ _{ms} / se bañará	/goʔs _{ms} / se bañó

Verb roots of class 10

Spanish	Potr	Irri	Habt	Intt	Cont	Inch	Impv	Comp
bañarse	kasʔ	kasʔ	tasʔ	sasʔ	yasʔ	yasʔ	koʔs	goʔs
crecer	kalʔ	kalʔ	talʔ	salʔ	yalʔ	yalʔ	kolʔ	golʔ
dormir	katyæcc	kat-	tat-	sat-	yat-	yat-	kot-	got-
quebrar	kačč	kačč	tačč	sačč	yačč	yačč	kočč	gočč
echarse	kat	kat	tat	sat	yat	yat	kot	got
manecer	kat	kat	tat	sat	yat	yat	kot	got
poder/saver	kakk	kakk	takk	sakk	yakk	yakk	kokk	gokk
tener	kapp	kapp	tapp	sapp	yapp	yapp	kopp	gopp
tener hambre	kan	kan	tan	san	yan	yan	kon	gon
vomitarse	kapʔ	kapʔ	tapʔ	sapʔ	yapʔ	yapʔ	kuʔtt	guʔtt
mourir	kat	kat	tat	sat	yat	yat	kut	gut
moler	waʔk	qaʔk	toʔk	soʔk	yoʔk	yoʔk	kuʔk	guʔk
comer	wa	qa	to	so	yo	yo	wa	to
ahogar	kapp	kapp	tapp	sapp	yapp	yapp	wapp	qaapp
venir	kalʔ	kalʔ	talʔ	salʔ	yalʔ	yalʔ	walʔ	qalʔ
ir	kan	kaa	taa	saa	yaa	yaa	waa	qaa

These four subgroupings of class 10 are listed in the Lexicon as 10-A, 10-B, 10-C, 10-D.

Class 11

This class includes all verbs which have six allomorphs with the following distribution: 'k-' Potential and Irrealis; 't-' Habitual; 'ss-' Intensive; 'y-' Continuous and Inchoative; 'p-' Imperative; 'b-' Completive. The allomorphs for Imperative and Completive also carry vowel change.

/kon [?] _{ME} / lloraría	/nkæyon [?] _{ME} / está llorando
/lân kon [?] _{ME} / no lloró	/yáyon [?] _{ME} / va a llorar
/nton [?] _{ME} / llora	/pin [?] loo [?] / lloras tu!
/sson [?] _{ME} / llorará	/bin [?] _{ME} / lloró

Verb roots of class 11

<u>Spanish</u>	<u>Potn</u>	<u>Irrl</u>	<u>Habt</u>	<u>Intt</u>	<u>Cont</u>	<u>Inch</u>	<u>Impv</u>	<u>Comp</u>
bailar	kol	kol	tol	sol	yol	yol	pil [?]	bil
llevar	ko [?]	ko [?]	to [?]	so [?]	yo [?]	yo [?]	pi [?]	bi [?]
llorar	kon [?]	kon [?]	ton [?]	son [?]	yon [?]	yon [?]	pin [?]	bin [?]
oir	kon	kon	ton	son	yon	yon	pin	bin
hacer	kun [?]	kun [?]	tun	sun	yun	yun	pæn	bæn
matar	kut	kut	tut	sut	yut	yut	pit	bit
venir	ki [?] t	ki [?] t	ti [?] t	si [?] t	yi [?] t	yi [?] t	pi [?] t	bi [?] t

These four subgroupings of class 11 are listed in the lexicon as 11-A, 11-B, 11-C, 11-D.

2.2 Nouns

Nouns are roots which have one allomorph and may be affixed; a partial listing of the nouns of Zapotec is given in the Lexicon. There are two sets of suffixes used in noun affixation; both refer to personal possession. The first set given refers to objects which may be possessed by anybody; the second set refers to objects which are specifically and only possessed by the individual using these pronouns.

Set 1, general possession.

/līt nà/	mi casa	/līt sà/	nuestra casa
/līt kó/	su casa de usted	/līt kó/	su casa de ustedes
/līt lōò/	tu casa		
/līt mē/	su casa de el	/līt mē/	su casa de ellos

Set 2, specific, personal possession.

/bēs tē/	mi nene	/bēs tēsà/	nuestra nene
/bēs tēs/	tu nene		
/bēs tēkó/	su nene de usted	/bēs tēkó/	su nene de ustedes
/bēs tēmē/	su nene de ella	/bēs tēsā/	su nene de ellos

2.3 Particles

Particles are roots which have one allomorph and have no affixation.

2.31 Introductory particles

These particles occur either as introducers or connectors of clauses:

/nótē/ y, /pā/ donde, /pōl/ cuando?, /sānā/ cuando (relative),
/lē/ si, /sētē/ cual?, /sē/ (question indicator), /mā/ donde,
/sēmún/ por que? Examples appear in the text given in Section 3.

2.32 Pronouns of verbs.

The following roots are person indicators occurring with verbs; they are second order prefixes or first order suffixes, the latter position being preferred. The tones as noted do not change. There is some evidence for the fact that the tone of the verb roots is determined and/or altered in terms of the tone of the pronoun. As yet this area of tonal allomorphs remains unanalyzed. Chart 7 shows these roots.

CHART 7

	<u>Singular</u>		<u>Plural</u>	
First Person	nà		Inclusive ná	Exclusive sà
Second Person	Familiar lōò	Respect kó		kó
Third Person	Human mē	Animal má	Specific sēā?	General mēn

2.33 Modifiers

This group of roots occur in a modifying relationship with either nouns or verbs.

Group A includes roots which are usually considered adjectives. These occur before or after the noun. See section 1.31 for examples with /kkúp/*nuevo*, /kkōl'/ *largo*, /qqà't/ *tlayudo*.

Group B includes roots which may be considered adverbs. They modify the verb in reference to the position of the person who is performing the action of the verb.

Examples: /nssô'/ action standing up

/nsòp'/ action sitting down

/nāš-/ action lying down

/nīn/ action by people or animals standing up.

/nssôssékkī/ *está parado desatando*,

/nsòp'ttīlī/ *está sentado escogiendo*

/nāškišmē/ *está acostado enfermo*

/nīnššimá/ *están parado ladrando (they are standing there barking)*.

There is a particle /kēl/ which when prefixed to verbs results in a nominalized verb. Its meaning is that of personification of the verb action. /kēlkāt/ *muerte*.

Section 3

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Section 5

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3. Syntax

3.1 Sentence types

- Predicate: /lín yùncǒǒ/ no lo compuso.
/nssòttí'ǎm̄/ está parado mediendo .
- Predicate Subject:
/mccé'letíò'mkì/ el hombre soñó .
/üttéǎǎ'mkì/ el hombre llamó .
/ntākkló ūnsí'/ el Rayo está enojado .
- Predicate Object
uccitó' kǎǎ/ terció la milpa .
/myàkk kēǎ/ fundió el pueblo .
- Predicate Subject Object
/nikēkk ǎǎ' lōò'/ te consideraban .
/ināp'mkì' pápór/ el hombre pidió un favor .
/utāp má mkì'/ el animal devoró el hombre .
- Predicate Subject Location
/mttió' mkì' lān kkák/ el hombre salió de la caja .
/ulivà mkì' ssásèt/ el hombre llegó de lejos .
/uyo'ttè mkì' dō kánó/ el hombre entró en la canoa

3.2 Text: /qqént tté bí'ǎǎ/ cuento de los leones.

/nsā' ǎǎ' kōǎ qqént ǎnā ttì myàkk kēǎ ssundè ttān
cuentan ellos viejos cuento, cuando apenas fundió pueblo aquí toda la gente

esttúp kēǎ ǎnā nsā' ǎǎ' ttōkè' npó ǎǎ' kélkì't
otro pueblo, cuando andan ellos portillo sacaron ellos huaraches,

nlā pēkēkk ttēccā ǎǎ' nótè ǎ' ǎǎ' lá gùn
peinaron cabello todos ellos, y si ellos no hicieron

ǎ' bí'ǎǎ ūkké'ya ttēmpwí ssundè njō' yátō'síl'
entonces leon les devoró. Aquel tiempo aquí habian grandes bocques,

nčè'p m̄n ttít' pā yá píest ǎukkíl nólìkā kún ǎǎ'
tienen miedo ellos pasan para ir fiesta Juquila, así hicieron ellos

ǎnā yékk sā' píest ǎukkíl/
cuando regresaron fiesta Juquila.

4 Lexicon

4.1 Zapotec - Spanish.

The alphabetical listing of Zapotec roots follows the chart of phonemes as given in Section 1.1: /pp,tt,cc,čč,kk,qq,p,t,č,k,q,b,d,ǰ,g,Ǳ,ss,šš,s,š,m,n,ŋ,l,r,w,y; i,e,æ,a,o,u/. Roots which are listed with hyphens are verbs. The subscript numbers following verbs refer to membership in that verb class. Tones on verbs refer only to Habitual aspect with third person, singular present. Roots beginning with consonant clusters are given after the listing of the other roots.

pp-			
ppēè?	peine	ttín?nā	quince
ppā	donde	ttín?ptíipā	dieciséis
ppól	cuanndo	ttín?pttiōppā	diecisiete
pccó?	pared	ttín?ptiāppā	diecinueve
ppqqí?	brasas	ttíl	comal
pplā	cuantos	-ttíl?₁	labrar
		ttí?yā	diez
tt-			
-ttíí₁	escoger	ttēè?	mi, mio
-ttíí?₁	ser dulce	ttēn?	cantaro
-ttíí?₁	calentarse	tté	sangre
-ttē₆	partir	tté	todo
-ttō₅	salir	-tté?₁	acabar
-ttíō₁	arrugarse	ttéccā	todos
ttí?ptiāpā	once	tté?cc	carpintero pinto
ttí?pttiōppā	doce	-ttéčč	desparramar, vaciar
ttít	hueso	ttéí?	noche
-ttíí?₁	pasar	-ttēn?₄	contentarse
ttí?tiāyā	catorce	ttānì	rojo, colorado
-ttíí?₁	ser caldo	ttō	quien
-ttíí?₁	medir	ttōō	tos
ttíā	trece	ttóppā	dos
ttín?ššōnā	dieciocho	ttóppkāà?₁	cuarenta

ttōp?	tenate	-ččæ ₁	llenar
ttōkè?	portillo	-ččæ [?] lētīō ₂	soñar
ttóssō [?] s	flor orqueta	ččāk	recio
ttónttīi _{yā}	cinquenta	ččántt	chapulin
-ttol ₅	resbalar	-ččāl ₁	enfriar
ttútt	tuetano	-ččál [?] ₁	juntar
-ttú [?] p ₅	deshojar	ččál [?] nà	mi esposo
-ttú [?] p ₁	mandar	ččś	despacio
ttú [?] š	chico	ččś [?] yā ccś [?] yā	poco a poco
-ttu [?] šš	resbalar	-ččōō ₁	apartarse
ttráss	durazno	ččōnà	tres
		ččōnkaā _{lā}	sesenta
cc-		ččōnkaā _{lā} jō [?] tīi [?] yā	setenta
-ccí ₁	tirar agua	ččúl	chulito
-ccīt ₁	aprender		
-ccītó [?] ₁	terciar	-kk	
ccíl [?]	temprano	-kkítt ₁	doblar
-ccæ [?] lētīō ₂	recordar	-kkīp [?] ₁	coser ropa
-ccá [?] ₁	acarrear	-kkīp [?]	arrancar
-ccā [?] u ₅	romper	-kkí [?] šš ₁	tostar
-ccá [?] p ₁	tirar	-kkíš ₄	pagar
-ccāl ₁	perder	-kkíl [?] ₁	malconsejar
-ccś [?] ₁	cerrar	kkś [?]	culpa
ccó [?]	espalda	kkē [?]	crudo (fruta)
-ccōn [?] ₁	desbaratar	-kkā [?] ₄	pegar
		-kkē [?] ₃	subir
-ccú [?] ₁	apagar	-kkē [?] ₁	apurrar
-ccū ₁	rodar	-kkē [?] ₃	cuidar
		-kkē [?] ₁	añadir
čč-		-kkē [?] lētīō ₂	querrar
ččíp	chibo	-kkā [?] ₁	levantar
ččæ	casuela	-kkā [?] tt ₁	apretar
-ččē [?] ₁	calentar	-kkā [?] p ₃	responder, encargar

(kk-qq-p-)

-kkáʔ ₁	picar	p-	
-kkā́lʔ ₁	asombrar	pīlʔ	voz
kkàlʔ	sueño	-pípp ₈	montar
-kkáyāʔ ₃	recibir	pitt	seco
-kkóʔ ₁	tirar	pitt	cicatriz
kkóʔp	masa	pitt	semilla
kkóʔpkkə̀	pozole	pīčč	vapor
-kkōpʔ ₁	rastrar	pīčč	gato
kkōlʔ	largo	-pípʔ ₈	sacudir
-kkúʔ ₁	peinar	pīšš	tomate
-kkúttʔ ₁	ablandar, blanquear	pīššlīt	tomate de cascara
kkúp	nuevo	-pěkk ₂	negar
		pēt	epazote
qq-		-pittē ₂	regresar
-qqitt ₁	secar	-pěšʔ ₈	llamar
-qqīnʔ ₁	engañar	-pěšyēñ ₈	roncar
-qqīn ₁	mover	-pěšškē ₈	gritar
qqēēʔ	sordomudo	pšʔ	cielo
qqēʔ	pesado, difícil	-pškk ₉	poner
-qqā́l'etīo ₂	olvidar	-pšs ₉	esperar
-qqāʔ	tapar, abrigar	pēn	animalito
qqāʔtt	various	pēl	hermana
qqàt	tlayudo	pēl	flama
qqāš	mojado	pēlʔ	carne
-qqānʔ ₁	buscar	pái	pañuelo
qqànʔ	espeso	pāttiyáa	palma de mano
qqāl	frio, fresco	-pānʔ ₂	despertar
qqīlʔ	agrio	-pānʔ ₂	soltar
		pāynól	ceñidor

sacar	tīipkái'yó'yā	cien
estirar	-tí't _{11-D}	venir
sacar ropa	tí'ǝ	palabra
sacar cascara	-tēk ₂	sentir
rastrar	-tækk ₂	tener sed
afilar	-tá _{10-D}	ir
pollitos	tāā'	petate
bueno	-tāá' ₁	gatear
burro	-tāpp _{10-D}	ahogar
chueco, jorobado	-tāpp _{10-A}	tener
pitaya	tāāppā	cuatro
ceresa	tāāppkāālā	ochenta
tepalcate, tiesto	tāāppkāālājō'tīi'yā	noventa
pared	-tāčč _{10-A}	quebrar
espuma	-tāččqqēt _{10-A}	explosión de cuete
pronto	-tākk _{10-A}	poder/saver
trampa lo !	-tāp ₃	comer (de animales)
abrasa lo !	-tāp' _{10-B}	vomitare
platano	-tāt _{10-B}	mourir
nudo	-tāt _{10-A}	echarse
piña	-tāt _{10-A}	manecer
chispa	-tāt'yæcc _{10-A}	dormir
correcamino	-tāklō ₁₀	enojarse
hermano de mujer	-tās' _{10-A}	bañarse
cosa liza	-tān _{10-A}	tener hambre
carbon	-tāl' _{10-A}	crecer
adobe	-tāl' _{10-D}	venir
orquídea	-tōk _{10-C}	moler
	-tō' _{11-A}	llevar
	tōo'	mecate
ceniza	tōò	espiga de mais
uno	tōótt'	resina
acabar de comer	tó'tt	trementina

tòóp?	magüey	kí?pkōn	coa
tókél	espiga de milpa	kí?pyà	hacha
-tōh? _{11-A}	oir	kīp?	venas
-tōn? _{11-A}	llorar	kīt	cuerno
-tōí? _{11-A}	bailar	kītkōn'	cuerno de vaca
-tōl'tō _{11-A}	cantar	kīt	fuego
-tōl'léi _{11-A}	orar	-kīt ₄	jugar
-tūtīi ₁₁	hacer dulce	-kīt ₄	ahuecar
(the root -tū may be used with any noun or adjective in a causative sense)		kītó	siempre vive (flor)
-tútt ₁	enrollar	-kīn ₄	pegar
tú?p	pluma fuente	-kīnkē'ss ₄	aporrar ejotes
-tūt _{11-C}	matar	-kīnmá ₄	azotar
-tún _{11-B}	hacer	kín?	chile
č-		kīšš	milpa, yerba, monte,
-čép		kīšškē'ss	basura
		kīšškē	ejotes
	espantar	kīššlācc	zacate
		kístó?	zacate seco
k-		-kīs ₁	hamaca
-kī ₁	ser bravo	ké?	enfermarse
kīi	cal	kēē	flor
kīl	lumbre, flama	kēē?	pedra
kīi?	lluvia	kēsíl?	cerro del pueblo
kīllō?	aguacero	kēētt?	nombre del cerro
kīlkē?	granizo	kē'tt	del pueblo
kītt	papel	kēcc	ocote
-kītt ₄	abrazar	kēkk	agujero
kīttkē	peña	kēt	olla
kīčč	espinas, metate	kētlān	cabesa
kīčč	pelo	kēēk?	calabasa
kīčč mēšší?	trenzas	kēs	chilacayote
-kīčč ₄	quebrar	kēēš?	hielo
kí?p	hierro, escopeta,		bozal
	campana		ixtle

ké'š	granos	-kóyúùnīi'₄	ëchar lodo
kē'š	pueblo	-kóččō`₄	guardar
kēlkāt	muerte	-kónīcc₄	remojar
kēlīi'?	harraches	-kógīt'₄	ponerse
-kēlētiō₂	sanar	kōō	camote
kē'	mañana	-kō'pp₁	ser humedo
kē's	bule	-kōčč₁	revolver
kē'pá	mucho	-kóp₄	chupar
kēt	tortilla	-kōp'₄	quitar
kēt kō'	tamales	-kōplān₄	cinchar
kē's	comida	kóottōrmitt	papas
kē'ss'	polvora	kōss	viejo
kēl'	milpa	kōss	loma
kē'yā	nueve	kósák	ajo
kāí'yā	cinco	kō'n	regalo
kápp	alto	-kōl₁	torcer
-káčč₁	enterrar	-kū'tt₁	blando, blanco
-káp₄	tragar	kūčč	puerco
-kā'p₄	sobar	kūččbēú	jabalí
kāātā	siete	kú'š	moco
-kácc₁	ser negro	-kūn₄	escarbar
kā's	cerca		
-kāš'₁	mojar	q-	
-kān'	arar, escarbar	-qī'	cocinar
kān	difícil		
-kāl₁	tentar	b-	
-kālētīō	respirar	bī	calandria
kāà'lā	veinte	bì	mosquito
kāà'lnttī'yā	treinta	bīl	mosca
kó	usted	bīl	aire, viento
-kó₄	echar	bitt	rana
-kōšān₄	ahumar	bitt'	guajalote
-kōššílmá₄		bittccó	langosta

bĩčč	cordóniz	ˆ	
bīt	zorrio	d̥acc	pie
bít	sarna	dáššitt	cebolla
bĩʔšš	leon	dākítʔ	cebollina
bé	cangrejo	dān	tisne
bè	araña	dál	gordo
bèʔ	mariposa	dóʔ	en
bēʔ	luna, mes	dũʔ	hamaca
bēèʔ	neblina		
bēéʔ	tortuga	ǵ-	
bēu	guacamaya	-ǵĩ čč ₁	ser amarillo
bèkk	perro	ǵáʔ	oreja
bēʔʔs	abeja	ǵatt	ciruela
bēʔʔsgén	abejon	ǵopp	mais
bēʔʔskká	abeja	ǵóʔšš	chuparrosa
bēʔʔs esér	enjambre	ǵúkk	saliva
bēèʔʔspeóʔ	abejon		
bēĩʔ	gusano	g-	
bēlʔ	culebra	ǵípp	herida
bēlʔkēʔ	conejo	ǵipp	cicatriz
bēlʔyós	vipora sorda	ǵiittʔ	camaleón
bēl	pescado	ǵitʔ	gallina
bēlwásʔ	caracol	ǵitʔsĩnʔ	vampiro
bēsʔ	nene	ǵšʔ	mosca
bēsʔ	costoche	ǵáʔ	cuervo
bāĩ	está bien	ǵáʔšš	chachalaca
		ǵòcc	mujer
d-		ǵòlʔ	zopilote
-dīpp ₈	montar	ǵòlʔpīš	zanate
dĩšš	orina	ǵõnʔ	buey
díʔs	ardilla	ǵùtmá	cadaver
dēĩʔ	diente	ǵús	redondo
dēsʔ	tlacuache		

ǵí	blanquillo	-ǵǵé?₁	ser sabrosa
ǵí`?₁	emborracharse	ǵǵēē	nariz
		ǵǵē?	luz
ss-		-ǵǵǵkk₁	desatar
-ssó`₁	acción parado	-ǵǵǵē?₁	estornudar
ssóhǵ	jicalpextle	-ǵǵǵn₁	cortar
ssā	yo	-ǵǵǵn₁	ser ancho
ssā	nuestro/a	ǵǵǵn?	sapo
ssāǵēt	país lejos	ǵǵā?	ellos/as
ssūntē	aquí	-ǵǵāpp₁	subir
ssťtúp	otro	ǵǵāp	ropa usada
ssťtū?ǵ	frente	ǵǵān	ruina
ssččē?	cena	ǵǵān?	lugar más abajo
sspā	allá	-ǵǵāl?₁	abrir
sswē	allí	ǵǵōó?	cocoztle
		ǵǵōō?	pierna
ǵǵ-		ǵǵōōpā	seis
-ǵǵī₂	ladrar	-ǵǵó?p₁	poner
-ǵǵīí₁	haber poco	ǵǵó?s	rama
ǵǵīī?	jícara	ǵǵōn?ā	ocho
-ǵǵīī?₁	amarrar	-ǵǵōn?₁	correr
-ǵǵíkk₁	aguantar	-ǵǵútt	leer, estudiar
ǵǵíkk	brazo	-ǵǵūp₁	ser corto
ǵǵípptō	topil	-ǵǵú?ǵǵ₁	relinchar
ǵǵítt	primo/a	ǵǵuā	papa
-ǵǵítt₁	reir	ǵǵťttóp	oruga
ǵǵīp	rodilla	ǵǵkkītkó	ombligo
ǵǵít?	carpintero rojo	ǵǵqqēē?	garganta
-ǵǵīs?₁	temblar	ǵǵqqā?	nubes
-ǵǵīn₁	ser malo	ǵǵťá	ladera
ǵǵín?	malga	ǵǵkāpp	escondido
ǵǵīn?	hijo	ǵǵkāl?	sombra
ǵǵíl	silla, montura	ǵǵnē	cola
ǵǵíl?	algodon	ǵǵnāá?	mama

anona	š-	
gracias	šin?	cucaracha
calentura	-šé ₁	en la tarde
barranca	-šə ₁	ser tibia
dueño	šan	humo
	-šakk ₇	enfermarse
	-šal? ₁	encontrar
desbaratar	-šó?p ₁	cansarse
quemar	-šū? ₁	quemar
chupar	-šūn? ₂	escurrir
raspar		
empujar	m-	
comprar	mīšū	demonio
sonar	més	mesa
grande	mē	el/ella
bastante	mən	ellos, gente
lugar	má	animal
sal	māikōšš	abuelito
manteca	māččātt	machete
andar	mān?	animal
deber	mōnē?	alacran
brincar	mttié	liendres
agarrar	mttičč	tábano
dar	mttiší	hormiga
contar	mttiyən	chinche
lavar	mttópp	segundo
parir	mccī	águila, gavilan
regar	mccīplíp	sarnicula
sentarse	mccíl?	chogon
desgranar	mkkō?s	lucerno

comadreja	-nīn-	acción parado
remolino	nīl	nextamal
hombre	nēs	camino
arco iris	nēt t?	antes, primero
pajaro	nà	yo
bujo, tescolote	ná	nosotros (inclusivo)
armadillo	náicc	anteayer
panal	nàtt	ahora, hoy
t:jon	nátt	arroyo
tarantula	-nāšš-	acción acostado
bruja	-nāp? ₅	pedir
raton	-nāp? ₅ dí's	preguntar
venado	nótè	y
colmena	nólìigā	ací
muchacha, joven	nsāc	elote
golondrina	nsāpān	jilote
pulga	nsāā	frijoles
	nsōl	grillo
	núpp	pulque
hablar		
ver	l-	
borrar, limpiar	lío?	cueva
casa	lípptō	iglesia
canuto	līt	casa hogar
milpa	līm	lima (fruta)
nigua	līn?	año
agua	-līyà ₃	llegar
mesa	-lā ₁	ser suslo
caña	-lā ₅	rajar
	lāc	nombre
destruir	-lāt ₁	quitar
considerar	lākā	siempre
mazorka	lāh	adentro
aguacate	-lān ₂	llegar de viaje

alzar	w-	
peinar	-wī [?] ₂	lastimar
cazar	wīs [?]	vipora
bajar	wīē [?]	sol, día
ser amargo	wīē	pasado mañana
ser agrio	wē	ante, anteayer
hoja	-wá [?] 10-0	comer
Oaxaca	wái	caballo
piscar	wātt	homdo
cucharia (flor)	-wāčč [?] 1	ser aspero
llano	wāčč	lagartija
ropa nueva	-wá [?] k 1	rasurar
cobija	wān [?]	ladron
ser degaldo		
tener lastima	y-	
hule	yēē	troja
ser listo	-yé [?] 1	adivinar
cuidarse	-yē 1	ser claro
contar	yācc	temascal
cara	yācc	sanka
nido	-yākk [?] ₂	regresar
totomoxtle	yān [?]	pescueso
tu	yāa [?]	mano
higado	yāa [?]	arbol
cumbre	-yāapp	chayote
barrer	yāpp	camote
carriso	yāttíl [?]	solera
raíz	-yātt [?] ₂	encojer
enseñar	-yākk [?] ₂	sanar
ala	yāpccía	ceresa
bejuco	yāpō [?]	tezontle
lengua	yātō [?]	bosque

yátòčč	sonpantle	yókšttíl	jabon
yákìn?	tapanco	yó'k	renacuajo
yákšett?	ocote	-yòò' 3	pelear, regañar
yákšcc	sauce	yóp'?	esos
yáššíl	silla	yópè?	rio
yáššā?	codo	-yókíi 3	hinchar
yán?	olote	yóšškkàl	sueño
-yán' 1	quedarse	yúu	tierra
-yān' 1	hallarse	yúkkòl	polvo
-yāpp 1	caro	yúsò	oxido
yānīl	tijeras del techo	yúlàn?	barro
vál?	copal	-yúpīi' 3	caerse
yálò?	cerca	yúš	arena
jòk	nopal	-yūncò 10	componer

4.2 Lexicon

Spanish - Zapotec

a-

abajo	ššān?	adentro	lān
abeja	bē's	adivinar	-yé' 1
abeja	bē'skká	adobe	plá?
abejón	bē'sgēn	afilar	-pówāčč 9
abejón	bē'spsó	agarrar	-šān 7
ablandar, blanquear	-kkútt' 1	agrio	qqīl?
abrazar	-kītt 4	agrio	-lā 1
abrir	-ššál' 1	agua	nīcc
abuelito	māikōšš	aguacate	nīšš
acabar	-ttā' 1	aguacero	kīlō?
acabar de comer	-tí'p 1	aguantar	-ššíkk 1
acarrear	-ccē' 1	aguila, gavilan	mcoi
acción acostado	-nāšš-	agujero	kē'tt
acción parado	-nīn-	ahogar	-tāpp 10-D

ahora	nàtt	araña	bè
ahuecar	-kít ₄	arar, escarbar	-kân [?] ₁
ahumar	-kôšān ₄	arrancar	-kkîp [?] ₄
aire, viento	bîl [?]	arbol	yāà [?]
ajo	kósák	arco iris	mkît
ala	lúe	ardilla	dí [?] s
alacran	mōrē [?]	arena	yūš
algodón	šš'1 [?]	armadillo	mkûpp
algo	ká'pp	arroyo	nàtt
alzar	-lān ₅	arrugarse	-ttîčč ₁
allá	espā	así	nóliigā
allí	sswē	asombrar	-kkāl [?] ₁
amargo	-lá ₁	aspero	awāčč ₁
amarillo	-jîčč ₁	azotar	-kînmá ₄
amarrar	-ššîî [?] ₁		
ancho	-šcān ₁	b-	
andar	-sā ₆	bailar	-tól [?] dâoc _{11-A}
animal	má	bajar	-lā [?] ₁
animal	mān [?]	bañarse	-tās [?] _{10-A}
animalito	pān	barranca	ššlō
anona	ššnō [?]	barrer	-lō'p ₁
antes, primero	nàtt	barro	yúlān [?]
anteayer	nàico	bastante	sīan
ante, anteayer	wē	bejuco	lūt
añadir	-kkāl ₁	blando, blanco	-kū [?] tt
año	līn [?]	blanquillo	qī [?]
apagar	-ccú [?] ₁	borracho	qī [?] ₁
apartarse	-ččóò ₁	borrar, limpiar	-ní [?] ₁
aprender	-ccîtt ₁	bosque	yátō [?]
apretar	-kká [?] tt ₁	bozal	kéš
aporrrear	-kînkā [?] ss ₄	bravo	-kī ₁
apurrar	-kkēn [?] ₁	brazas	ppqqí [?]
aquí	ssūntē	brazo	ššîkk

brincar	-sǎ'p ₆	caro	-yǎpp ₁
brinca	mǎǎé'	carpintero pinto	ttǎé'cc
bucro	púen	carpintero rojo	ǎǎít'
buay	gǒn'	carriso	lōòt'
bajo, tecolote	mkò	casa	nīl'
bute	kǎǎ	casa	līt
burro	pūr	casuela	ǒǒǎ
buscar	-qqǎn' ₁	catorce	ttī'tāā'yā
c-		cazar	-lā ₁
caballo	wái	cebolla	dǎǎǎitt
cabesa	kēkk	cebollina	dǎkít'
caerse	-yúpǎi' ₃	cena	ssǒǎé'
cal	kīi	ceniza	tíi
calabaza	kēt	ceñidor	pāinól
calandria	bī	cerca	yálò'
calentar	-ǒǒǎ' ₁	cerca (no lejos)	kā's
calentura	ǎǎlǎé'	ceresa (arbol)	yápcǎía
calor	-ttīí' ₁	ceresa	pccǎía
camaleón	gīlitt'	cerrar	-cco' ₁
camino	nēs	cerro	kēē'
camote	yǎpp	cerro del pueblo	kēsíl'
camote	kōò	cicatriz	pīt
camarero	bé	cicatriz	gīpp
cansarse	-só'p ₁	cielo	pǎé'
cantar	-tól'tō _{11-A}	cien	ttīpkáí'yó'yā
cántaro	ttēǎ'	cinco	kàí'yā
caruto	nīl	cinchar	-kǒplǎn ₄
caña	nīt	cinquenta	ttónttīlyā
cara	lās	ciruela	jǎtt
caracol	bǎelwás'	claro	-yǎ ₁
carbón	pǎú'	coa	kí'pkōn
carne	pǎl'	cobija	lǎttkīǒǒ
		cocinar	-qǐ' ₁

cocoztle	ššòó?	cueva	lío?
codo	yáššā?	cuidar	-kkānò ₃
cola	ššēnē	cuidarse	-lācc ₅
colmena	mšinyú	culebra	bšl?
comadreja	mpóšš	culpa	kké
comal	ttíl	cumbre	lócckī?
comer	-wá _{10-C}	ch- cucaracha	ššin?
comer (de animal)	-tāp ₃	chachalaca	gāʼss
comida	kéʼs	chapulín	ccántt
componer	-yūnččō ₁₀	chayote	yáapp
comprar	-sī? ₃	chibo	ccíp
conejo	hšiké?	chico	ttúʼš
considerar	-nikēkk ₃	chilacayote	kétlān
contar	-láʼp ₅	chile	kín?
contar, relatar	-sāʼqqéntt ₁	chinche	mttiyān
contentar	-tān? ₄	chispa	pššíl
copal	yál?	chogon	mccíl?
codorniz	bščč	chueco, jorobado	pttēl
correcamino	pššōn?	chulito	ččúl
correr	-ssōn? ₁	chupar	-kóp ₄
cortar	-ššēn ₁	chupar	-ššpp ₇
corto	-ššūp ₁	chuparroza	jóʼšš
coser ropa	-kkīp? ₁		
costoche	bšs?	d-	
crecer	-tál? _{10-A}	danzante	ūlò?
crudo	kkē?	dar	-sáʼ ₁
cuando	ppól	deber	-sāʼpp ₆
cuantos	pplā	delgado	-lācc ₄
cuarenta	ttóppkāʼ ₁	demonio	mšū
cuatro	tāappā	desatar	-šššēkk ₁
cucharia (flor)	lāppššópp	desbaratar	-ccōn? ₁
cuerno	kīt	desgranar	-sōʼp ₇
cadaver	gūtrā	deshojar	-ttúʼp ₅
cuervo	gāʼ	despacio	ččó

desparramar	-ttæcc̃ ₁	enfermarse	-šākk ₇
despertar	-pān? ₂	enfriar	-šcāl ₁
destruir	-nīt ₁	engañar	-qqīn? ₁
diecinueve	ttín?ptāāppā	enjambre	bē's ssér
dieciocho	ttín?šcōnā	enojarse	-tāklō ₁₀
dieciséis	ttín?ptīlā	enrollar	-tūt ₁
diecisiete	ttín?pttīōppā	enseñar	-lū? ₁
diente	dāi?	ensillar	-kōššílmā ₄
diez	ttī?yā	enterrar	-kācc̃ ₁
difícil	qqē?	epazote	pēt
difícil	-kār ₁	escabar	-kūn ₄
doblar	-kkīt ₁	escoger	-ttīl ₁
doce	ttī?pttīōppā	escondido	sskāpp
donde	ppā	escurrir	-šūn? ₂
dormir	-tāt _{yācc̃} _{10-A}	espalda	ccó?
dos	ttōppā	espantar	-šép ₁
dueño	ššwān?	esperar	-pās ₉
dulce	-ttīl? ₁	espeso	qqān?
durazno	ttrās	espiga de mais	tōō
		espiga de milpa	tókāl
		espinas	kīcc̃
e-		esposo/a	šcāl?
echar	-kō ₄	espuma	pšcīn?
echar barro	-kōyūūnīi ₄	está bien	bāi
echarse	-tāt _{10-A}	estirar	-pókōl ₉
ejote	kīššk _{ss}	estornudar	-šššs? ₁
el, ella	rā	explosión de cohete	-tācc̃qqātt _{10-A}
ellos	ššā?		
clote	nāā		
empujar	-sī? ₁	f-	
en	dō	flama	pāl
encintar	-tōššīn?	flo	ké?
encoger	-yāt ₂	frente	ssittū'š
encontrar	-šāl? ₁	frijoles	nāā
enfermarse	-kīš ₁		

frio, fresco	qqāl		
fuego	kít	hierro, escopeta	kí?p
		higado	lōō
g-		hijo	ššín?
gallina	gīt?	hinchar	-yōkíi 3
garganta	ššqqēš?	hoja	lāā?
gatear	-tāā? 1	hombre	mkì?
gato	pīčč	hondo	wēt
gente	mēn	hormiga	mttīšii
golondrina	mlútt	hule	lūčč
gordo	dāl	humedo	-kō'p 1
gracias	ššnōō	humo	ššēn
grande	sil?	huarraches	kélkì't
granizo	kīlkē?	hueso	ttīt
granos	ké'š		
grillo	nsōl	i-	
gritar	-pēšškē 8	iglesia	līpptō
guacamaya	bēu	ir	-tā 10-D
guardar	-kōččō 4	ixtle	kēēš?
gusano	bāi?		
guajalote	bīt?	j-	
		jabalí	kūččbēú?
h-		jabón	yōkššttíll
hablar	-nī? 3	jicalpextle	ššōkē
hacer	-tún 11-B	jícara	ššēi?
hacer dulce	-tútīi 11-B	jilote	nsēpēn
hacha	kí?pyā	jugar	-kīt 4
hallarse	-yān? 1	juntar	-ččál' 1
hamaca	kístó?	joven	nššakk
hamaca	dū?		
hermana	pāl	l-	
hermano	psánà	labrar	-ttīl' 1
herida	gípp	ladera	šštá
hielo	kēēk?	ladrar	-ššī 2

ladrón	wān?	maíz	jōpp
lagartija	wāčč	mala	-ššīn ¹
langosta	bittccó	malconsejar	-kkíl? ¹
largo	kkōl?	mamá	ššnāá?
lastimar	-wī? ²	mandar	-ttū'p ¹
lavar	-ššūt ¹	manecer	-tāt ^{10-A}
leer, estudiar	-ššūt ¹	mano	yaa?
lengua	lās	manteca	sāē
león	bī'šš	mañana	kē?
levantar	-kkā? ¹	mariposa	bē?
liendres	mttiē ¹	massa	kkó'p
lima	līm	matar	-tūt ^{11-C}
listo	-lāčč ¹	mazorka	nīes
liso	pāi'šš	mecate	tóo?
loma	kōšš	medir	-tti'šš ¹
lucerno	mkkō's	mesa	més
lugar	sēē	mesha	nīčč
lumbre	kīl	milpa, yerba, monte	kīšš
luna, mes	bē?	milpa	kīl
luz	ššē'	milpa	nía?
ll-		mi, mio	ttē
llamar	-pēš? ⁸	moco	kú'šš
llano	lātt	mojar	-kāš? ¹
llegar	-līyā ³	mojado	qqāš
llegar de viaje	-lān ²	moler	-tōk ^{10-C}
llenar	-ččē? ¹	montar	-tipp ⁸
llevar	-tō? ^{11-A}	montura	ššíl
llorar	-tón? ¹¹	mosca	bīl
lluvia	kīl?	mosca	gāē
m-		mosquito	bī
machete	māččētt	mourir	-tāt ^{10-B}
maguey	tōóp?	mover	-qqān ¹
		mucho	kāppá

muerte	kēlkāt	ombligo	šškkīt ^{kó}
muina	ššīn	once	ttī [?] ptīpā
mujer	gōcc	orar	-tól [?] lái 11-A
		oreja	jā [~]
n-		orina	dīšš
nalga	ššīn [?]	orqueta	ttócsó ^{rs}
nariz	šššē	orquídea	plā [~]
neblina	bēē [?]	oruga	ššttóp
negar	-pčkk ₂	otro	sstúp
negro	-kácc 2	oxido	yúsò
nene	bēē [?]		
nextamal	nīl	p-	
nido	lá [?] s	pagar	-lkiš 4
nigua	níu	país lejos	ssásē ^t
noche	ttā ^l ?	pajaro	mkīīn [?]
nombre	lāē	palabra	tí [?] š
nopal	yōk	palma de mano	pātyāa
nosotros (inclusive)	nā	panal	mkūitt
noventa	tāāppkāālā jōtīīyā	pañuelo	pái
nubes	ššqqā [?]	papá	ššūš
nudo	pkó [~]	papas	kóotòrmitt
nuestro/a	ssā	papel	kitt
nueve	kč [?] yā	pared	pccó [?]
nuevo	kkūp	parir hijo	-sānššīn 7
		partir	-ttē [~] 6
O-		pasado mañana	wīš
Oaxaca	lāá [?]	pasar	-ttīt [?] 1
ocote	kēētt [?]	pedir	-nāp [?] 5
ochenta	tāāppkāālā	pegar	-kīn 4
ocho	ššōn [?] ā	pegar	-kkē [?] 4
oir	-tōn [?] 11-A	peine	ppēē [?]
olvidar	-qqālētiō 2	peinar	-lā 5
oila	kēcc	peinar	-kkū [~] 1
olote	yān [?]	pelear, regañar	-yōō [?] 3

pelo	kĩčč	q-	
peña	kĩttkè	quebrar	-kĩčč 4
perder	-ccāl 1	quebrar	-tāčč 10-A
perro	bèkk	quedarse	-yān' 1
pesado, difícil	qqe?	quemar	-sũ' 1
pescado	bèl	quemar	-sōl' 1
pescueso	yēn?	querrar	-kkēlētīd 2
petate	tāa'	quien	ttō
picar	-kká' s 1	quince	ttín' nā
pie	dācc	quitar	-lāt 1
piedra	kēc	quitar	-kōp' 4
pierna	ššōd'		
piña	pšēi' šš	r-	
piscar	-lāpp 5	raíz	lōyāa'
pitaya	pttái	rajar	-lā 5
platanos	ptó ?	rama	ššō' s
pluma fuente	tú' p	rana	bitt
poco	-ššīí 1	raspar	-sũ' 7
poco a poco	ččó' yā ččó' yā	rastrar	-kkōp' 1
poder/aver	-tākk 10-A	rastrar	-pórāstr 9
polvo	yúkkōl	rasurar	-wá' k 1
polvora	kēs?	raton	msīn'
pollitos	pói	recibir	-kkáyā 3
poner	-pākk 9	recio	ččāk
poner	-ššó' p 1	recordar	-ccē 2
ponerse	-kógīt' 4	redondo	gúe
portillo	ttōkè?	regalo	kō' n
pozole	kkó' pkkē	regar	-sō' 1
preguntar	-nāp' tī' š 6	regresar	-pittē 2
primo/a	ššītt	regresar	-yākk 2
pronto	pkkēn	reir	-ššītt 1
pueblo	kē' š	relinchar	-ssú' šš 1
puerco	kĩčč	remojar	-kónīcc 4
pulga	mwācc	remolino	mtōn'

renacuajo	yó'k	sacar	-qqít ₁
resbalar	-ttu'šš 5	seco	pítt
resbalar-se	-ttól 5	segundo	mttop
resina	toótt?	seis	ššōōpā
respirar	-kǎletīō 2	semilla	pítt
responder, encargar	-kká'p 3	sentarse	-sōp' 6
revolver	-kōōčč 1	sentir	-tēk 2
rio	yópē	sesenta	ččōōnkāālā
rodar	-cōūp 1	setenta	ččōōnkāālā jō'tīī'yā
rodilla	ššip	sesos	yōp'
rojo	ttānī	siempre	lākē
romper	-cōū' 5	siempre viva (flor)	kītó
roncar	-pešyāen 8	siete	kāātā
ropa	ššā'p	silla	yāššíl
ropa nueva	lātt	sobar	-kā'p 4
s-		sol	wīš'
sabrosa	-ššē' 1	solera	yāt tīl'
sacar	-pó 9	soltar	-pān' 2
sacar cascara	-pōššā'pyā'	sombra	šškāl'
sacar ropa	-pōššā'p 9	sonar	-sitt' 3
secundix	-fip' 8	sonrante	yātōčč
sal	šēt'	soñar	-ččē'letīō 2
salado	-ttīīš 1	sordomudo	qqēē'
salir	-ttío' 5	su	-ššāpp 1
saliva	jūkk	subir	-kkč' 3
sanar	-yākk 2	suelto	-lā 1
sanar	-kēletīō 2	sueño	-yōšškkāl 1
sangre	ttēn'	t-	
sanka	yācc	tábano	mttīčč
sapo	ššān'	tamale	kāt kō'
sarpa	bít	tapanco	yākin'
serpícula	mccīplíp	tapar	-qqā' 1
sauro	yākacc	tarantula	mššiekāl

tarde	-šéʔ ₁	tragar	-káʔ ₄
tejón	měšʔšš	trampa	kkó
temascal	yéē	trece	ttīlnā
temblar	-ššʔ ₁	tres	ččonā
temprano	ccíʔ	trementina	tóʔtt
tenate	ttōʔ	treinta	kāaʔl nttīʔyā
tener	-tāʔp 10-A	trenzas	kīčč mššii
tener hambre	-tān 10-A	troja	yéē
tener lastima	-lāccletō 2	tu	lōōʔ
tener sed	-tākk 2	tuetano	ttútt
tentar	-kāl 1	u-	
tepalcate	pcsin	usted,ustedes	kó
terciar	-ccitōʔ ₁	uno	tīlpā
tezontle	yāpō	v-	
tibia	-šē 1	vampiro	gītʔsīnʔ
tierra	yūu	vapor	pīčč
tijera	yānī	various	qqáʔtt
tirar	-ccáʔp 1	veinte	kāaʔlā
tirar	-kkóʔ 1	venado	mšīnʔ
tirar agua	-ccí 1	venas	kīpʔ
tisne	dān	vender	-tōʔ ₁
tlacuache	dēsʔ	venir	-tālʔ 10-D
tlayudo	qqāt	venir	-tíʔt 11-D
todo	ttō	ver	-nfʔ ₃
todos	ttāccā	viejo	kōšš
tomate	pīš	vipora	wīšʔ
tomate de cascara	pīšlīt	vipora sorda	bālʔyós
topil	ššīpʔtō	vomitat	-tāpʔ 10-B
torcer	-kōl ₁	voz	pīlʔ
tortilla	kēt		
tortuga	bēēʔ		
tos	ttōō		
tostar	-kkíʔšš 1		
totomoxtle	lānīs		

y-		z-	
y	nótè	zacate	kíŝŝké
yo	nǎ	zacate seco	kíŝŝlǎcc
yo	ssā	zanate	gòlpīŝ
		zorilote	gòlʔ
		zoppio	bìt

Section 5

SWADESH DIAGNOSTIC LIST *

1	I	nà, ssā	21	dog	bèkk
2	thou	lōòʔ	22	louse	mwǎcc
3	we	ná	23	tree	yáaʔ
4	this *	ssápà	24	seed	píitt
5	that *	ttápà	25	leaf	lāàʔ
6	who	ttō	26	root	lōyāàʔ
7	what	ŝttā	27	bark	ŝŝāʔʔ
8	not	lá ~ lán	28	skin *	kìt
9	all	tté	29	flesh	pǎlʔ
10	many	kēppá	30	blood	ttēnʔ
11	one	tīlpā	31	bone	ttīt
12	two	ttóppā	32	grease	ssē
13	big	nsílʔ	33	egg	qíʔ
14	long	kkol	34	horn	kìt
15	small	ttúʔŝ	35	tail	ŝēnē
16	woman	gōcc	36	feather*	tūp
17	man	mkìʔ	37	hair	kīčē
18	person *	ŝŝāʔ	38	head	kēkk
19	fish	bāl	39	ear	ǰáʔ
20	bird	mkīlínʔ	40	eye	kīŝdó

* The asterisk indicates vocabulary items omitted from Lexicon

41	nose	ṣṣṣṣṣṣ	71	say	-nīʔ
42	mouth *	ttò	72	sun	wīṣʔ
43	tooth	dēiʔ	73	moon	bēʔ
44	tongue	lūṣ	74	star*	bəl
45	claw *	ṣṣóyà	75	water	nīcc
46	foot	dācc	76	rain	kīiʔ
47	knee	ṣṣīp	77	stone	kéè
48	hand	yāà	78	sand	yūṣ
49	belly *	lānà	79	earth	yūu
50	neck	yānʔ	80	cloud	ṣṣqqāʔ
51	chest *	dóʔ lētīò	81	smoke	ṣṣān
52	heart *	lētīòʔ	82	fire	kít, pəl
53	liver	lòò	83	ash	tīi
54	drink *		84	burn	-ṣṣúʔ ₁ , -ṣṣólʔ ₁
55	eat	-wá ₁₀ -C	85	path	néè
56	bite *		86	mountain	kéè
57	see	-nīi ₃	87	red	ttánì
58	hear	-tòhʔ _{11-A}	88	green *	ttánikè
59	know	-tākk _{10-A}	89	yellow	ttájīčč
60	sleep	-tátýàcc _{10-A}	90	white	ttákkútt
61	die	-tāt _{10-B}	91	black	ttágácc
62	kill	-tūt _{11-C}	92	night	ttəlʔ
63	swim *		93	hot	ūtīiʔ
64	fly *		94	cold	qqāl
65	walk	-ṣṣəʔ ₆	95	full	mčṣṣəʔ
66	come	-tálʔ _{10-D} , -tíʔ _{11-D}	96	new	kkúr
67	lie down	-nāṣṣ-	97	good *	púen
68	sit	-ṣṣòpʔ ₆	98	round	gús
69	stand	-nīn-	99	dry	pitt
70	give	-ṣṣáʔ ₁	100	name	lč

101	ye	kó	131	fur *	kĩččlās
102	he	mē	132	navel*	
103	they	mē	133	guts *	lānà
104	how	šāt tēmót	134	saliva	ǰukk
105	when	pól, éána	135	milk *	člčč
106	where	pā, mā	136	fruit *	gūs
107	here	ssuntè	137	flower	ké?
108	there	espā	138	grass	kĩšš
109	other	estúp	139	with *	
110	three	ččōnà	140	in	dó
111	four	ttāppā	141	at *	dó
112	five	kāí'yā	142	if *	lā
113	few	ūššĩĩ	143	mother	ššnáá?
114	sky	rē?	144	father	ššūs
115	day	wĩš?nàtt	145	husband	ččál?
116	fog	bēd?	146	wife	ččál?
117	wind	bīl?	147	salt	sēt?
118	flow*		148	ice	kēek?
119	sea *	mír	149	snow	kēek?
120	lake *	lákún	150	freeze *	
121	river	yópè	151	child	bāe?
122	wet	qqāš	152	dark *	qqā?
123	wash	-šāt t ₁	153	cut	-ššāčn ₁
124	snake	bēl?	154	wide	ūššān ₁
125	worm	bēl?	155	narrow *	ulácc
126	back	ccó?	156	far	ssásēt
127	leg	ššōò?	157	near	ká?s
128	arm	ššĩkk	158	thick	qqāt
129	wing	lúe	159	thin	-lácc ₄
130	lip *	ttò	160	short	-ššūf

161	heavy	qqæ?	181	tie	-ššīl ₁ ?
162	dull*		182	sew	-kkĩp ₁ ?
163	sharp*	wāčč	183	fall	-yúpīi ₃ ?
164	dirty*		184	swell	-yókīi ₃
165	bad	maíó	185	think	-níkēkk ₃
166	rotten*		186	sing	-tól' tō ₁₁ -A
167	smooth	pšī'š	187	smell*	
168	straight*		188	puke	-tāp ₁₀ -B
169	correct	bái	189	suck	-kōp ₄ , -sūpf ₇
170	left*	lātàrépés	190	blow*	-láp ₁
171	right	yáakālāpnà	191	fear	-čép ₁
172	old	kōšš	192	squeeze	
173	rub	-kā'p ₄	193	hold	-sān ₇
174	pull*		194	down	ššān ₇
175	push	-sī' ₁	195	up	kápf
176	throw	-ccá'p ₁ , -kkó' ₁	196	ripe*	
177	hit	-kkč' ₄	197	dust	yúkkòl
178	split	-lč' ₅	198	alive	-sā' ₆
179	pierce	-kká's ₁	199	rope	tóo'
180	dig	-kūn ₁	200	year	līn'



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