Nido de Lenguas: Clases

Class 3 – December 13, 2018

GOALS

- To continue practicing how to conjugate verbs
- To introduce expressions of possession
- To learn about how Laxopa prepares for the fiesta

Workshop on the Languages of Meso-America
University of California, Santa Cruz
wlma.ucsc.edu/nidodelenguas/
1. Review: Greetings

Do you remember how to greet Maestra Fe at the beginning of class?

Fe: *Padziuxh!*
    'Hello (informal)'

Class: *Padziuxh e!*
    'Hello (formal)'

Fe: *Gak zualhe?*
    'How are you all?'

Class: *Zuatu’wen.*
    'We are doing well.'

Exercise
Use these greetings to respond in the appropriate way to Maestra Fe.

Do you also remember how to greet each other?

Student A: *Padziuxh!*
    'Hello (informal)'

Student B: *Padziuxh!*
    'Hello (informal)'

Student A: *Gak zuu?*
    'How are you ?'

Student B: *Zua’wen. Chixhe lhe’?*
    'I am doing well. How about you?’

Student A: *Zua’wen.*
    'I am doing well'

Exercise
Greet your neighbor using these expressions.
2. Final dialogue: What happened at the *jaripeo*

At the festival, Beto rode a bull. The next day, he runs into Raquel:

Raquel: *Padziuxh, gak zuu’*?
   ‘Hello, how are you?’
   Beto: *Zua’ zibya’a. Chixhe lhe’?*
   ‘I’m sore. How about you?’

Raquel: *Zua’ xhudzi.*
   ‘I’m good.’
   *Bixtse’n zuu’ zibya’a?*
   ‘Why are you sore?’
   Beto: *Ullia’ gu’un.*
   ‘I rode a bull.’

Raquel: *E bxhupeb lhe’?*
   ‘Did it throw you?’
   Beto: *Abi.*
   ‘No way.’

Raquel: *Na yillagdzu lla.*
   ‘I’ll see you then.’
   Beto: *Wakkse’.*
   ‘That’s fine.’

**Exercise**
Pair of students will perform the dialogue for the classmates.
3. Conjugating verbs

In our last class, we learned that verbs in Zapotec change their shape depending on who the subject is. We learned this through the verb ‘be’.

*zua* ‘be’

<table>
<thead>
<tr>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>zua’</em></td>
<td>‘I am’</td>
</tr>
<tr>
<td><em>zuu’</em></td>
<td>‘you (sg.) are’</td>
</tr>
<tr>
<td><em>zue’</em></td>
<td>‘s/he (an elder) is’</td>
</tr>
<tr>
<td><em>zuaba’</em></td>
<td>‘s/he (a non-elder) is’</td>
</tr>
<tr>
<td><em>zuab</em></td>
<td>‘it (an animal) is’</td>
</tr>
<tr>
<td><em>zuanh</em></td>
<td>‘it (a thing) is’</td>
</tr>
</tbody>
</table>

**Exercise**

Each student gets a card with an adjective describing the emotional or physical state they are in (also given below). Maestra Fe will go around asking students how they are doing. They will respond using the adjective on the card.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>chize’</em></td>
<td>‘quiet, calm’</td>
</tr>
<tr>
<td><em>listw</em></td>
<td>‘ready’</td>
</tr>
<tr>
<td><em>xhudzi</em></td>
<td>‘good’</td>
</tr>
<tr>
<td><em>trist</em></td>
<td>‘sad’</td>
</tr>
<tr>
<td><em>xtanh</em></td>
<td>‘weird, upset (raro)’</td>
</tr>
<tr>
<td><em>wal</em></td>
<td>‘strong, healthy’</td>
</tr>
<tr>
<td><em>wen</em></td>
<td>‘well’</td>
</tr>
<tr>
<td><em>zibya’a</em></td>
<td>‘sore, not feeling well’</td>
</tr>
</tbody>
</table>

Maestra Fe: Gak zuu’?  
You: Zua’ ___.

**Exercise**

In pairs, students describe the content of the pictures below, paying attention to the verb endings.

Example: 1. Zuaba’wen. 2. ______ wal. 3. ______ trist. 4. ______ zibya’a
Exercise

Students use the same card from the other exercise. Maestra Fe will ask a student how her/his neighbor is. Note that for third person (he, she), you can either conjugate the verb ‘be’ or say the name of the person, but not both.

<table>
<thead>
<tr>
<th>Maestra Fe:  Gak zuaba’?</th>
<th>You:     Zuaba’___.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maestra Fe:  Gak zua Pranavn?</td>
<td>You:     Zua Pranavn ___.</td>
</tr>
</tbody>
</table>
4. Possessors

In addition to verbs, in Zapotec, some nouns also change shape depending on their owner. The nouns that change shape are usually personal items (such as clothing), names, family members, and body parts (that is, things that are not easy to separate from the owner). The endings of these nouns that express the *possessor* are actually the same as in verbs:

<table>
<thead>
<tr>
<th>Ending</th>
<th>Meaning</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>-a'</td>
<td>I</td>
<td>first</td>
</tr>
<tr>
<td>-u'</td>
<td>you (sg.)</td>
<td>second</td>
</tr>
<tr>
<td>-e'</td>
<td>s/he (an elder)</td>
<td>third</td>
</tr>
<tr>
<td>-ba'</td>
<td>s/he (a non-elder)</td>
<td></td>
</tr>
<tr>
<td>-b</td>
<td>it (an animal)</td>
<td></td>
</tr>
<tr>
<td>-n</td>
<td>it (a thing)</td>
<td></td>
</tr>
</tbody>
</table>

*lill/lille* ‘home’

*lilla’*  ‘my home’  first person

*lillu’*  ‘your (sg.) home’  second person

*lille’*  ‘her/his (an elder) home’  third person

*lillba’*  ‘her/his (a non-elder) home’

*lilleb*  ‘its (an animal) home’

*lillen*  ‘its (a thing) home’

Exercise

Maestra Fe will ask students where their homes (the town/state/country the house is located) are. They will respond with the location of their home.

Maestra Fe:  *Ga zua lillu’n?*

You:  ___ zua lilla’n.
Exercise

In pairs, students ask where each other’s home is. Write down where your partner’s home is.

<table>
<thead>
<tr>
<th>Student A:</th>
<th>Ga zua lillu’n?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_____ zua lilla’n.</td>
</tr>
</tbody>
</table>

| Your partner’s home: | ____________ |

Exercise

Maestra Fe will ask the students where their partner’s home is. They will respond based on the previous exercise. Pay attention to whether your partner is an elder or a non-elder.

<table>
<thead>
<tr>
<th>Maestra Fe:</th>
<th>Ga zua lillba’n?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_____ zua lillba’n./_____ zua lille’n.</td>
</tr>
</tbody>
</table>

Here is another noun that changes shape depending on its possessor. Note that here, not only the ending (the attaching pronouns) but also the main part (root) of the noun is changing a little.

\( le/\text{li} \) ‘name’

- \( l\text{i}a’ \) ‘my name’ \hspace{1cm} \text{first person}
- \( liu’ \) ‘your (sg.) name’ \hspace{1cm} \text{second person}
- \( le’ \) ‘her/his (an elder) name’ \hspace{1cm} \text{third person}
- \( leba’ \) ‘her/his (a non-elder) name’
- \( leb \) ‘its (an animal) name’
- \( len \) ‘its (a thing) name’
Exercise

Maestra Fe will ask each student what their name is. They will respond with their name.

Maestra Fe: *Gak liu’?*

You: ***lia’.*

Exercise

Practice the following dialogue with Maestra Fe. Then, go around the room and ask 5 different people about their names and homes.

Student A: *Padziuxh, gak zuu’?*

Student B: *Zua’wen. Chixhe lhe’?*

Student A: *Zua’wen. Gak liu’?*

Student B: ***lia’.* Chixhe lhe’?*

Student A: ***lia’.* Ga zua lillu’n?*

Student B: ***zua lilla’n. Chixhe lhe’?*

Student A: ***lia’.* Na yillagdzu lla.*

Student B: *Wakkse’.*

Name                      Home
1. ______________________ ________________
2. ______________________ ________________
3. ______________________ ________________
4. ______________________ ________________
5. ______________________ ________________
Exercise

Here are some animals and things we have seen before:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>beku’</td>
<td>‘dog’</td>
</tr>
<tr>
<td>xhile’</td>
<td>‘sheep’</td>
</tr>
<tr>
<td>xhihdw</td>
<td>‘cat’</td>
</tr>
<tr>
<td>gu’un</td>
<td>‘bull’</td>
</tr>
<tr>
<td>jet</td>
<td>‘tortilla’</td>
</tr>
<tr>
<td>bex</td>
<td>‘tomato’</td>
</tr>
<tr>
<td>llit</td>
<td>‘egg, bone’</td>
</tr>
<tr>
<td>yele’</td>
<td>‘banana’</td>
</tr>
</tbody>
</table>

Maestra Fe will ask the name of animals and things, using pictures. Students will respond.

For animals:
Maestra Fe:  *Gak leb?*
You:  ____ leb.

For things:
Maestra Fe:  *Gak len?*
You:  ____ len.
5. Final dialogue: Preparing for the fiesta

Many people work for the success of the fiesta in Laxopa. Each household contributes tortillas to the casa de la comisión, where musicians invited for the fiesta from other town are hosted. Animals are slaughtered to make mole and soup served during the fiesta. A week before the fiesta, a group of elders goes to the mountain to pray for the success of the fiesta. They bring corn seeds and cacao to thank and feed the earth.

A few days before the fiesta Beto, who still lives in Los Angeles, calls his friend Raquel to ask how her family is preparing for the fiesta.

Beto:  
*Padziuxh, gak zuu’?*  
‘Hello, how are you?’

Raquel:  
*Zua’ wen. Chixhe lhe’?*  
‘I’m good. How about you?’

Beto:  
*Zua’ wen. Gak zualhe?*  
‘I’m good. How is everyone?’

Raquel:  
*Lastuma de llin.*  
‘There is a lot of work.’

Beto:  
*Bi dzunh xno’o?*  
‘What is your mother doing?’

Raquel:  
*Biyale’e tseni’e’ tse comisión.*  
‘She had to cook for the comisión.’

Beto:  
*Bi dzunh xo’o?*  
‘What is your father doing?’

Raquel:  
*Dzute kuche’n.*  
‘He is killing a pig.’

Beto:  
*Bi dzunh tawu’n? Bi dzunh xtawu’n?*  
‘What are your grandmother and grandfather doing?’

Raquel:  
*Ja’ake ya’ado. Jasenabe tse lni’n.*  
‘They went to the mountain. They are praying for the fiesta.’

Beto:  
*Wakkse’. Na yellingdu lla.*  
‘That’s fine. I’ll see you.’

**Exercise**

Listen carefully to Maestra Fe recite the dialogue above. Then repeat each sentence after her.
6. Homework

6.1. Fill in the blanks. Fill in the blanks to complete Raquel’s self-introduction. Then, fill in the blanks to help Raquel introduce Beto.

Padziuxh, Raquel _________.
Hello, my name is Raquel.

Laxup zuas _________.
My home is Santiago Laxopa.

Beto _________
His name is Beto.

Los Angeles zuas _________.
His home is Los Angeles.

6.2. How is everyone? Describe how each character is doing based on their picture.

1. _______________________ 2. _______________________

3. _______________________ 4. _______________________
6.3. **Memorize.** Listen to the final dialogue online several times:


Then, memorize the dialogue. Practice being both Beto and Raquel. If you can, practice with your classmates too. We will start our next class by asking students to perform the dialogue.