

# Nido de Lenguas: Clases

Class 4 – January 10, 2019

## GOALS

- To learn when to use the *-'n* ending on nouns and pronouns
- To continue learning how to attach pronouns to verbs and nouns
- To learn plural attached pronouns and the inclusive/exclusive distinction
- To learn about *rebozos* and their uses



Workshop on the Languages of Meso-America  
University of California, Santa Cruz  
[wlma.ucsc.edu/nidodelenguas/](http://wlma.ucsc.edu/nidodelenguas/)

## 1. Review: Greetings

### Exercise

Exchange greetings with Maestra Fe.

Fe: *Padziuxh!*

‘Hello (informal)!’

Class: *Padziuxh e!*

‘Hello (formal)!’

Fe: *Gak zualhe?*

‘How are you all?’

Class: *Zuatu’ wen.*

‘We are doing well.’

### Exercise

Ask your neighbor how they’re feeling.

Student A: *Gak zuu’?*

‘How are you?’

Student B: *Zua’ \_\_\_\_ . Chixhe lhe’?*

‘I am doing \_\_\_\_ . How about you?’

Student A: *Zua’ \_\_\_\_ .*

‘I am doing \_\_\_\_.’

*chize’*            ‘quiet, calm’

*listw*            ‘ready’

*xhudzi*          ‘good’

*trist*            ‘sad’

*xtanh*            ‘weird, upset (raro)’

*wal*              ‘strong, healthy’

*wen*             ‘well’

*zibya’a*            ‘sore, not feeling well’

## 2. Final dialogue: Preparing for the fiesta

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?'
- Beto: *Zua' wen. Gak zualhe?*  
'I'm good. How is everyone?'
- Beto: *Bi dzunh xno'o?*  
'What is your mother doing?'
- for the
- Beto: *Bi dzunh xo'o?*  
'What is your father doing?'
- Beto: *Bi dzunh tawu'n? Bi dzunh xtawu'n?*  
'What are your grandmother and grandfather doing?'
- Beto: *Wakkse'. Na yillagdzu lla.*  
'That's fine. I'll see you.'
- Raquel: *Zua' wen. Chixhe lhe'?*  
'I'm good. How about you?'
- Raquel: *Lastuma de llin.*  
'There is a lot of work.'
- Raquel: *Biyale'e tseni'e' tse comisi3n.*  
'She had to cook  
*comisi3n.'*
- Raquel: *Dzute kuche'n.*  
'He is killing a pig.'
- Raquel: *Ja'ake ya'ado. Jassenabe tse lni'n.*  
'They went to the mountain.  
They are praying for the fiesta.'

### Exercise

Pairs of students will perform the dialogue for their classmates.

### 3. The -'n ending for nouns

In previous lessons, we've noticed an -'n/-e'n that sometimes appears on the end of proper names and common nouns. We haven't yet found a perfect rule for when -'n/-e'n turns up, but there are some general guidelines.

**Two guidelines for when to use -'n/-e'n:**

A. Whenever you would use 'the' in English, or 'el/la' or 'los/las' in Spanish.  
Example: *Dziba' bexe'n.*  
'She/He (non-elder) buys the tomato'

B. On proper names for people (and animals).  
Example: *Gak zua Maho'n?*  
'How is Maho?'

For cases in which we use English 'a' or Spanish 'un/una', we use *tu* in Zapotec.

Example: *tu bex* 'a tomato'

#### Exercise

Here are some animals and things we have seen before:

<i>beku'</i>	'dog'	<i>yet</i>	'tortilla'
<i>xhile'</i>	'sheep'	<i>bex</i>	'tomato'
<i>xhihdw</i>	'cat'	<i>llit</i>	'egg, bone'
<i>gu'un</i>	'bull'	<i>yele'</i>	'banana'

Maestra Fe will hold up cards with a picture and a word on them. The word is a hint about whether to use -'n/-e'n or *tu*. Students will tell her what they see.

Maestra Fe: *Bi shlheedu'*  
'What do you see?'

You: *Shlheeda'* \_\_\_\_\_.  
'I see \_\_\_\_\_.'

#### 4. Attaching pronouns to verbs and nouns

In previous Clases, we saw that verbs can change shape depending on who the subject is. We also saw that some nouns can change shape depending on their possessor. The endings that express a verb's subject and the endings that express a noun's possessor are the same. We refer to these endings as attached pronouns.

-a'	I	<b>first person</b>
-u'	you (sg.)	<b>second person</b>
-e'	s/he (an elder)	<b>third person</b>
-ba'	s/he (a non-elder)	
-b	it (an animal)	
-n	it (a thing)	

In some cases, verb and noun stems stay the same, no matter what attached pronoun goes on them. These are regular verbs and nouns.

<u>dzi</u> 'buy'		<u>bizan</u> 'sibling, cousin'	
dzi'a'	'I buy'	bizana'	'my sibling'
dzi'u'	'you buy'	bizanu'	'your sibling'
dzi'e'	's/he (an elder) buys'	bizane'	'her/his (an elder) sibling'
dzi'ba'	's/he (a non-elder) buys'	bizanba'	'her/his (a non-elder) sibling'
dzi'b	'it (an animal) buys'	bizaneb	'its (an animal) sibling'

For irregular (or stem-changing) verbs and nouns, the stems themselves change depending on the attached pronoun. We've seen some of these before:

<u>zua</u> (zu) 'be'		<u>lhe</u> (lhi) 'name'	
zua'	'I am'	lhia'	'my name'
zuu'	'you are'	lhiu'	'your name'
zue'	's/he (an elder) is'	lhee'	'her/his (an elder) name'
zuaba'	's/he (a non-elder) is'	lheba'	'her/his (a non-elder) name'
zuab	'it (an animal) is'	lheb	'its (an animal) name'

The basic version of the stem is listed first, and the other version or versions are in parentheses.

Here are two more irregular nouns:

<i>dzua</i> ( <i>dzu</i> ) ‘mouth’	<i>xna</i> ’ ( <i>xno</i> ’, <i>xne</i> ’) ‘mother’
<i>dzua</i> ’ ‘I am’	<i>xna</i> ’ <i>a</i> ’ ‘my mother’
<i>dzuu</i> ’ ‘you are’	<i>xno</i> ’ <i>o</i> ’ ‘your mother’
<i>dzue</i> ’ ‘s/he (an elder) is’	<i>xne</i> ’ <i>e</i> ’ ‘her/his (an elder) mother’
<i>dzuaba</i> ’ ‘s/he (a non-elder) is’	<i>xna</i> ’ <i>ba</i> ’ ‘her/his (a non-elder) mother’
<i>dzuab</i> ‘it (an animal) is’	<i>xna</i> ’ <i>b</i> ‘its (an animal) mother’

Note: You may notice that *zua* ‘be’ and *dzua* ‘mouth’ follow the same pattern. As we learn more irregular nouns and verbs, we’ll start to see more patterns like this.

### Exercise

Ask a partner what their name is and tell them yours. Then, find a different partner and tell them your name **plus** the name of your first partner.

<p>Part 1:</p> <p>Student A: <i>Gak lhiu</i>’?</p> <p>Student B: ___ <i>lhia</i>’. <i>Gak lhiu</i>’?</p> <p>Student A: ___ <i>lhia</i>’.</p>
<p>Part 2: Change partners!</p> <p>Student A: <i>Gak lhiu</i>’?</p> <p>Student C: ___ <i>lhia</i>’. (point to first partner) ___</p> <p><i>lhee</i>’/<i>lheba</i>’.</p> <p><i>Gak lhiu</i>’?</p> <p>Student A: ___ <i>lhia</i>’. (point to first partner) ___ <i>lhee</i>’/<i>lheba</i>’.</p>

## 5. Plural pronouns

Today, we’ll learn the plural attached pronouns for first person and second person—the third person will be covered in a future Clase.

- <i>dzu</i>	we (including listener)	<b>first person</b>
- <i>tu'</i>	we (excluding listener)	
- <i>lhe</i>	you (pl.)	<b>second person</b>

### 5.1 Inclusive vs. exclusive pronouns

There are two Zapotec pronouns that correspond to 'we'/'nosotros'. The one you use depends on whether you want 'we' to include or exclude the person you're talking to.

We've already seen an example of exclusive 'we' at the beginning of class:

Fe: *Gak zualhe?*

'How are you (pl.)?'

Class: *Zutu'wen.*

'We (exclusive) are doing well.'

Since we're talking to Maestra Fe, but only describing how we (the students) are feeling, we use the exclusive *-tu'*.

Here's another example:

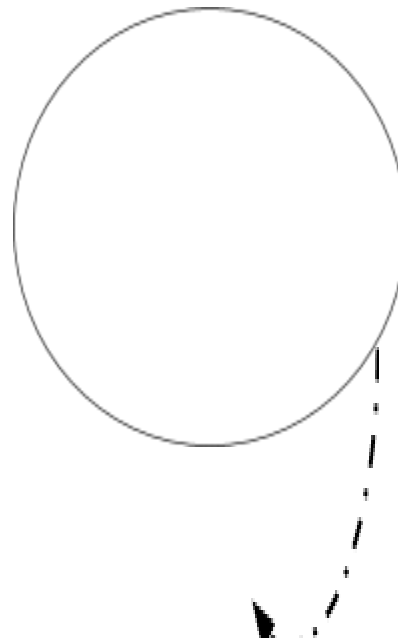
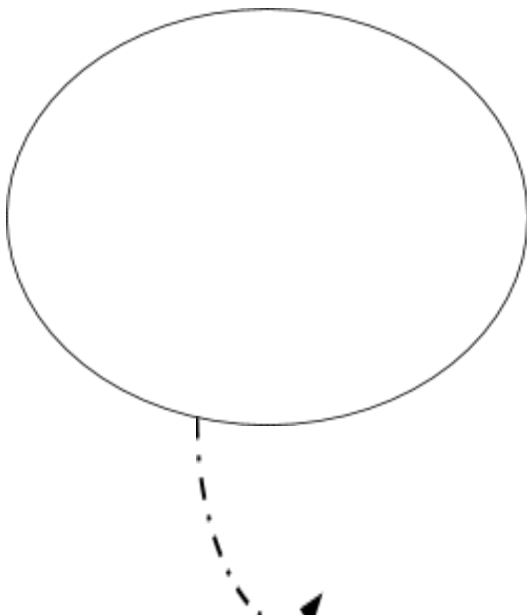
Raquel is talking to her little sister Roxana. Their brother Raúl is also with them.

*Chejdzu yego'n.*

'We (incl.) are going to the river.'

*Chejtu' yego'n.*

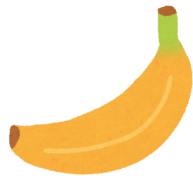
'We (excl.) are going to the river.'



## Exercise

Form groups of 3 or 4. Each student will get a 2-sided card. First, flip the cards so that they all show the same side.

Example: Student A



Student B



Student C



Take turns describing what the people in the group are holding. Use the correct attached pronoun.

All students: *Tsuxe'dzu yele'*. 'We (all) are holding bananas.'

Next, one student will flip their card over.

Example: Student A



Student B



Student C



Take turns describing what everyone is holding. Use the correct attached pronoun—this time, not everyone will say the same thing!

Student A or B (to Student C): *Tsuxe'tu' yele'*. 'We are holding bananas.'

Student C: *Tsuxa'a' tu yet. Tsuxe'lhe' yele'*. 'I am holding a tortilla. You are holding bananas.'

Take turns having the different card and using the different attached pronouns.



## 6. Final dialogue: *Rebozos*

*Rebozos* (shawls) are a traditional garment throughout Mexico. They are used by many *bene' Laxup*, especially women. *Rebozos* can be worn around the shoulders for warmth, or over the head as a sunshade or as church attire. They can be tied around the body as a sling to cradle babies or carry bundles. *Rebozos* are made from handwoven fabric, usually wool or cotton, and have hand-knotted fringes, which can have very elaborate designs. *Rebozos* from Laxopa and its neighboring towns are often white, or mostly white with colorful stripe patterns.

Beto is walking home from his grandmother's house when he sees Raquel and stops to talk to her.

Raquel: *Padziuxh, gak zuu'?*  
'Hello, how are you?'

Beto: *Zua' xhudzi. Chixhe lhe'?*  
'I'm good. How are you?'

Raquel: *Zua' wen. Ga chejo'?*  
'I'm well. Where are you going?'

Beto: *Cha'a' lilla'. Jawia' tawa'.*  
'I'm going home. I visited my grandmother.'

Raquel: *Gak zue'?*  
'How is she?'

Beto: *Zue' wal. Dzune' tu rebos tse bizana'.*  
'She's healthy. She's making a *rebozo* for my sister.'

Raquel: *Gak nake'n?*  
'How does it look?'

*du*

Beto: *Tu de' xtil na ngu'e'n du xna na gache'.*  
'It's white and she gave it a red and yellow design.'

Raquel: *Xhudzi tskua nake'n! Na yillagdzu lla.*  
'How beautiful! I'll see you.'

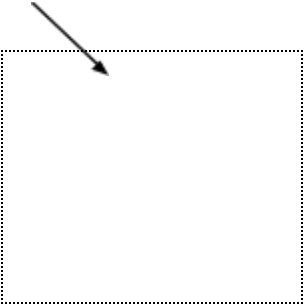
Beto: *Wakkse'.*  
'That's fine.'

### Exercise

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

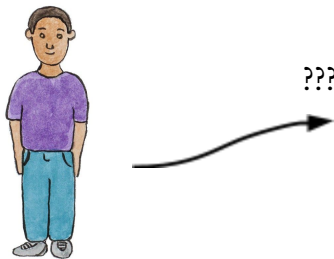
## 7. Homework

7.1. *Attaching pronouns.* The noun stem *leg* 'head' is regular. In the table below, fill in the blanks with the right combinations of noun stem and attached pronoun.

<u>leg</u> 'head'		
Ex: <i>lega</i> '	'my head'	
-----	'your (sg.) head'	
-----	'her/his (an elder) head'	
-----	'her/his (a non-elder) head'	
-----	'its (an animal) head'	
-----	'our (inclusive) heads'	
-----	'our (exclusive) heads'	
-----	'your (pl.) heads'	

7.2. *Who is going?* Pretend you're Beto, talking to Raquel. Look at the picture below, and for each sentence, write down the names of who is going to the river.

Beto      Raquel    Roxana      Julio



Who is going to the river?  
Beto

Example: *Cha'a'yego'n.*

1. *Chejtu'yego'n.*

-----

2. *Chejo'yego'n.*

-----

3. Chejba' yego'n.

----- or -----

4. Chejdu' yego'n.

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7.3. *Memorize.* Listen to the final dialogue online several times:

<http://wlma.ucsc.edu/nidodelenguas/clases/2019/4-dialogue.mp3>

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.