

# Nido de Lenguas: Clases

Class 3 – April 2, 2020

## GOALS

- To continue practicing how to conjugate verbs
- To introduce expressions of possession
- To introduce attached pronouns
- 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/](http://wlma.ucsc.edu/nidodelenguas/)

## 1. Greetings

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

## 2. 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

Pairs of students will perform the dialogue for the classmates.

### 3. Review: 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'

<i>zua'</i>	'I am'	first person
<i>zuu'</i>	'you (sg.) are'	second person
<i>zue'</i>	's/he (an elder) is'	third person
<i>zuaba'</i>	's/he (a non-elder) is'	
<i>zuab</i>	'it (an animal) is'	
<i>zuan</i>	'it (a thing) is'	

#### Exercise

Maestra Fe will ask each student how they are doing, while holding a card depicting an emotional or physical state. The student will respond using the adjective corresponding to the card.

<i>chize'</i>	'quiet, calm'	<i>xtanh</i>	'weird, upset (raro)'
<i>listw</i>	'ready'	<i>walh</i>	'strong, healthy'
<i>xhudzi</i>	'good'	<i>wen</i>	'well'
<i>trist</i>	'sad'	<i>zibya'a</i>	'sore, not feeling well'

Maestra Fe: *Gak zuu'?*

You: *Zua' \_\_\_\_.*

#### Exercise

In pairs, students will describe each picture below. Make sure to use the correct form of the verb (*zua* 'be' with the correct verb ending).

Example: 1. *Zuaba'wen.*



2. \_\_\_\_\_ *walh.*    3. \_\_\_\_\_ *trist.*    4. \_\_\_\_\_ *zibya'a.*    5. \_\_\_\_\_ *zibya'a.*



6. \_\_\_\_\_ *trist.*    7. \_\_\_\_\_ *xhudzi.*    8. \_\_\_\_\_ *chize'.*    9. \_\_\_\_\_ *xtanh.*



10. \_\_\_\_\_ *wen.*



### Exercise

Now, Maestra Fe will ask a student how someone else in the class is, while holding a card depicting an emotional or physical state. The student will respond using the adjective corresponding to the card and the correct form of the verb.

Maestra Fe: <i>Gak zua Pedro'n?</i>	You: <i>Zuaba' _____.</i>
Maestra Fe: <i>Gak zua Pedro'n?</i>	You: <i>Zua Pedro'n _____.</i>

**Note:** You can either use the name of the person or conjugate the verb *zua* 'be', but not both. Also, when the subject is a name, you must add *-n* to the end.

#### 4. Attached pronouns

The endings that describe the subject of a verb are also used to describe the *possessor* of some nouns: personal items (such as clothing), body parts and other things that are not easy to separate from their owner, and family members.

*lill* ‘home’

<i>lilla'</i>	‘my home’	<b>first person</b>
<i>lillu'</i>	‘your (sg.) home’	<b>second person</b>
<i>lille'</i>	‘her/his (an elder) home’	<b>third person elder</b>
<i>lillba'</i>	‘her/his (a non-elder) home’	<b>third person non-elder</b>
<i>lilleb</i>	‘its (an animal) home’	<b>third person animal</b>
<i>lillen</i>	‘its (a thing) home’	<b>third person inanimate</b>

These endings are, in fact, what we call attached pronouns. They are like *she* or *he* except they form a single word with the noun or verb that precedes them.

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

If the subject or possessor is a proper name, an attached pronoun is not used: instead, the name follows the verb or noun instead of an attached pronoun.

<i>lillba'</i>	‘her/his home’	<i>lill Pedro</i>	‘Pedro’s home’
<i>Zuaba' wen.</i>	‘S/he is good.’	<i>Zua Pedro'n wen.</i>	‘Pedro is good.’

#### Exercise

Maestra Fe will ask each student where their home (the street) is. They will respond with the location of their home. Try to memorize the answers — you will need to remember them for the next exercise!

Maestra Fe: *Ga zua lillu'n?*

You: \_\_\_ *zua lilla'n.*

**Note:** In the question and answer, *lilla'* 'my home' or *lillu'* 'your home' is the subject. Just like a proper name, it must have the ending *-n* added to it.

Exercise

Maestra Fe will ask a student where someone else's home is. They will respond based on what they remember from the previous exercise.

Maestra Fe: *Ga zua lill Pedro'n?*

You: \_\_\_ *zua lillba'n.*

or

You: \_\_\_ *zua lill Pedro'n.*

## 5. A rule for attaching pronouns

Attached pronouns appear at the end of either a verb or a noun. Its form can change depending on: (i) what sounds it contains and (ii) which attached pronoun is used.

### zua 'be'

<i>zue'</i>	's/he (an elder) is'	<b>third person elder</b>
<i>zuaba'</i>	's/he (a non-elder) is'	<b>third person non-elder</b>
<i>zuab</i>	'it (an animal) is'	<b>third person animal</b>
<i>zuan</i>	'it (a thing) is'	<b>third person inanimate</b>

### lill 'home'

<i>lille'</i>	'her/his (an elder) home'	<b>third person elder</b>
<i>lillba'</i>	'her/his (a non-elder) home'	<b>third person non-elder</b>
<i>lilleb</i>	'its (an animal) home'	<b>third person animal</b>
<i>lillen</i>	'its (a thing) home'	<b>third person inanimate</b>

#### Pronoun attachment rule #1

If the verb or noun ends in a consonant, the vowel *e* is added before a third person animal or inanimate attached pronoun.

This is true for all the following nouns, which describe body parts and end in a consonant:

<i>yitnag</i>	'ear'	<i>yitsj</i>	'head'
<i>lay</i>	'tooth'	<i>xhib</i>	'knee'
<i>lull</i>	'tongue'		

### Exercise

Maestra Fe will show students a combination of two images: one depicting a noun and one depicting an individual. She will ask a student to describe the combination using the noun **in its correct form** and an attached pronoun.

## 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 towns 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?'
- Beto: *Zua' wen. Gak zualhe?*  
'I'm good. How is everyone?'
- Beto: *Bi dzunh xno'o?*  
'What is your mother doing?'
- Beto: *Bi dzunh xoo'?*  
'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 comisión.*  
'She had to cook for the *comisión*.'
- Raquel: *Dzute kuche'n.*  
'He is killing a pig.'
- Raquel: *Ja'ake ya'ado. Jasegabe tse lni'n.*  
'They went to the mountain. They are praying for the fiesta.'

### Exercise

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



## 6. Homework

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

1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



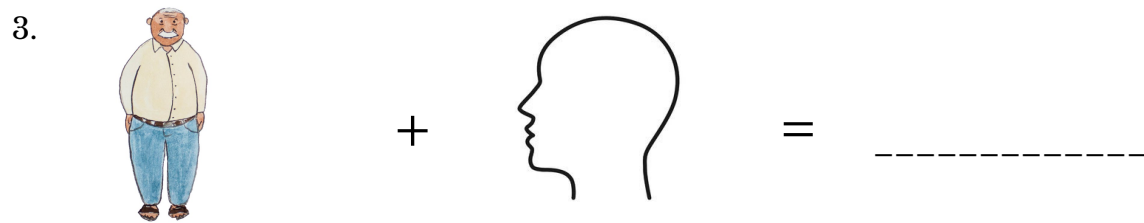
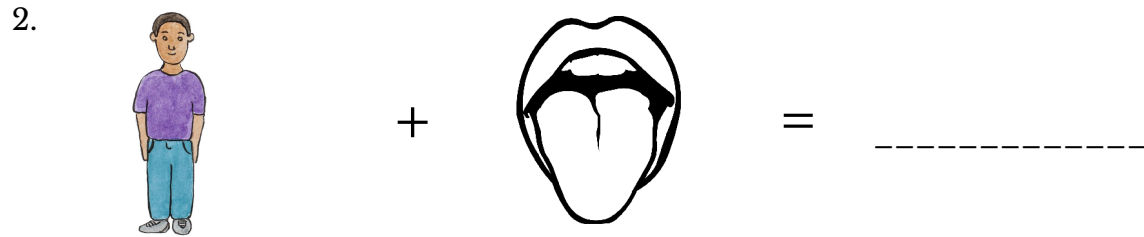
5. \_\_\_\_\_



6. \_\_\_\_\_



6.2. *Who does it belong to?* For each body part below, write out the correct form **with** an attached pronoun.



6.3. *Translate.* Translate the following dialogue between Raquel and Beto from English into Zapotec. **Hint:** You have to use the material covered in this lesson, as well as the dialogue from last time (reviewed in Section 2).

Raquel: Hello, Beto!

Beto: Hello, how are you?

Raquel: I am upset.

Beto: Why are you upset?

Raquel: My bull's knee is sore.

Beto: What about you?

Raquel: [laughs] Is my knee sore?  
No, I am healthy.

Beto: That's fine.

Raquel: I'll see you.

6.4. *Composition.* Can you write a short dialogue of your own, using just what you have learned so far? Be creative and take advantage of the material that has been introduced in the dialogues. If you bring it to class next time, Maestra Fe will check it for you.

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

<http://wlma.ucsc.edu/nidodelenguas/clases/2020/3-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.