

Nido de Lenguas: Clases

Class 7 – March 18, 2021

GOALS

- To learn a new greeting
- To review words for animals
- To learn how to use verbs that describe motion
- To learn some more words for common locations
- To explore traditional medicine practices in **Laxup**



A curandera performing a limpia

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

1. Dialogue from last class

Did you memorize the final dialogue from our last class? Get ready to perform it with one of your classmates!

Beto: **Xhudzidzgwa zjanake' jiddo' tsedzu'nh!**
'How beautiful our little chicks are!'

Raquel: **Ga xhenh ku'udzub na'a?**
'Where are we going to put them now?'

Beto: **Xtido' gunha' lilldo'be'nh.**
'I will quickly make them a little coop.'

Raquel: **Nha' guallaa' lhe'.**
'I will help you.'

Beto: **Lla lla sulodzu.**
'Okay, let's start.'

Raquel: **Xhudzi yiga'anenh!**
'It will look beautiful!'

Exercise

Perform the dialogue with one of your classmates for everybody else.

2. Another greeting

As we learned in our first class, when you meet someone, it is polite to greet them:

Padziuxh!

‘Hello!’

If you don’t already know them, you might also ask their name and they would respond, as follows:

Gak lhiu’?

‘What is your name?’

_____ **lhia’.**

‘My name is _____.’

Exercise

Maestra Fe will ask each student their name. Respond using the formula above.

3. Review: Animals and where they are

Last time, we learned a number of nouns referring to animals that live in and around **Laxup**:

beku'	'dog (perro)'	xhile'	'sheep (borrego)'
xhidw	'cat (gato)'	gu'n	'bull (toro)'
bell	'puma'	bedzjw	'turkey (guajolote)'
jia	'rooster (gallo)'	beze'	'fox (zorro)'

We also learned how to describe where animals (and people) are located in space, whether they are near the speaker or somewhere else.

How to describe where something is located

Nhi/Nha' **ze/dzi'/de** _____'nh.
here/there **standing/sitting/lying down**

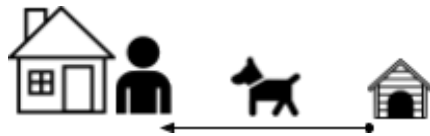
'Here/there **is** the _____.'

Exercise

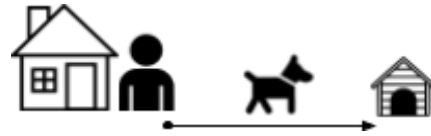
Maestra Fe will hold up a picture with an animal. Use the formula above to describe where the animal is located. Don't forget: To describe where something is, you have to describe what posture it is in (standing, sitting, or lying down).

4. Talking about motion

Zapotec has verbs to describe whether someone or something is moving *toward* the speaker or moving *away from* them (just like English or Spanish):



bide
'come (venir)'



uyej
'go (ir)'

Notice that these are the *completed* forms for these verbs (even though **uyej** does not start with a **b**). They describe motion events that are already over:

Bide beku'nh nhi.

'The dog came here.
(El perro vino aquí.)'

Uyej beku'nh nha'.

'The dog went there.
(El perro fue allá.)'

Zapotec also differentiates between two types of "arriving". You can use these verbs to talk about the moment where someone reaches the place where they are going:



blha'a
'arrive (llegar)'



bllinh
'arrive (llegar)'

Here are some examples of how these words are used:

Blha'a beku'nh nhi.

'The dog arrived here.
(El perro llegó aquí.)'

Bllinh beku'nh nha'.

'The dog arrived there.
(El perro llegó allá.)'

Exercise A

Maestra Fe will hold up a picture of a scene. Describe the scene using one of these four verbs: **bide** 'come (venir)', **uyej** 'go (ir)', **blha'a** 'arrive (llegar)', or **blinh** 'arrive (llegar)'.

Exercise B

Maestra Fe will show you the same scenes a second time. This time, practice making a complete sentence, using the right verb, noun, and location.

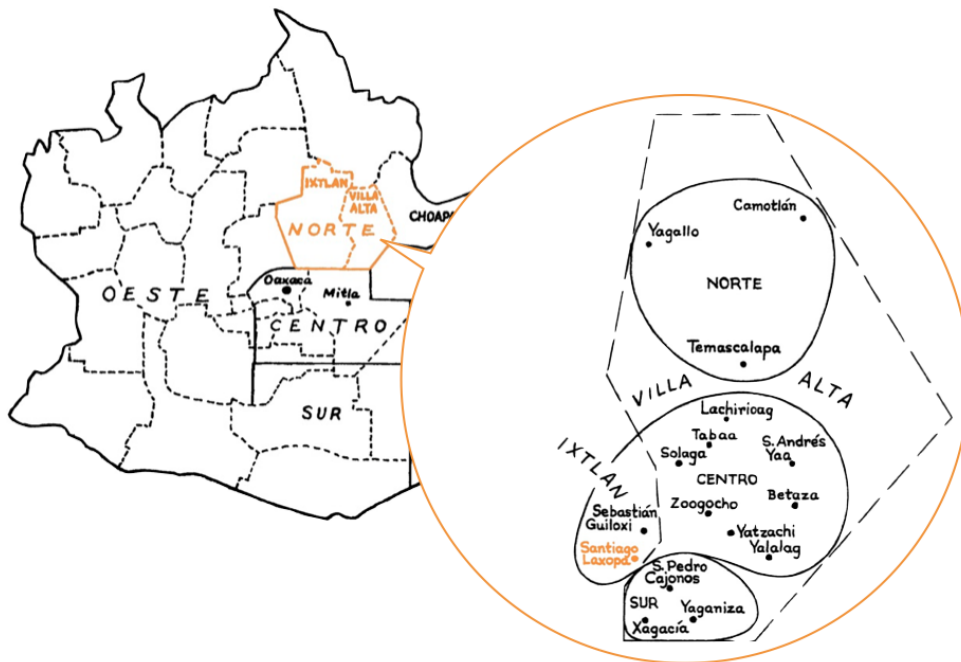
5. Going places

Now that we know how to talk about coming and going, let's learn some more names for places people can come or go to. Some of these you have already seen!

Important villages and cities

Laxup 'Laxopa'
La' 'Oaxaca'

Xhgulle' 'Zoogocho'



Places around a village

ya'a 'market (mercado)'
skwelh 'school (escuela)'
yixe' 'field (campo)'

yu'udo' 'church (iglésia)'
ya'ado' 'mountains (montaña)'

It's very easy to use these with a motion verb, they come after the subject, just like **nhi** and **nha'**. Notice that in Zapotec, you don't need to say 'to'.

Bide xhile'nh Laxup.

'The sheep came to Laxopa.'
(El borrego vino a Laxopa.)'

Uyej belle'nh ya'ado'.

'The puma went to the mountains.'
(El puma fue a la montaña.)'

Exercise

Maestra Fe will place an animal on a map and show you where it is going. Practice using complete sentences to describe who is going, which direction they are moving, and where they are going.

Tarjetas

You can memorize these names for locations using digital flashcards:

<https://babel.ucsc.edu/tarjetas/places/>

6. Final dialogue: Rmedzw 'traditional medicine'



In **Laxup**, many people use traditional medicine (**rmedzw**) when they have a headache, a stomachache, a cut or bruise, or another kind of pain. If it is something serious, they will go to the doctor. But for smaller problems, they may drink a tea or apply a compress made from medicinal herbs.

The knowledge about which plants to use for which illness is passed down from parents to their children. Sometimes, someone will consult a *curandera* (**bene' dzunh rmedzw**) to learn which herb is best for a complaint.

Raul lives in Los Angeles. He is visiting his hometown of **Laxup** after being away for a couple years. He sees his old friend Raquel:

Raquel: **E ba belho'o?**
'Are you back?'

Bat belho'o?
'When did you get back?'

Raul: **O'ó, neje belha'a.**
'I just arrived yesterday.'

Raquel: **Gak dzak tsiu'?**
'How are you?'

Raul: **Nha' lha'nh bida', kwents gaka' rmedzw.**
'I came to be cured.'

Raquel: **Bi xhenh dzekdu'?**
'What's wrong?'

Raul: **Lastuma shlha yitsja'nh.**
'My head hurts a lot.'

Ba uya'a lhu doktor, ba we'eja' rmedzw.
'I went to the doctor and took medicine.'

Bitu dziyaka'.
'I haven't gotten better.'

Raquel: **Tsjawiu' lhia Xwanha' llah, kwents yiyaku'.**
'You should go and see Doña Juana, so she can treat you.'

Raul: **Ka lha'nh gunha'!**
'That's what I'll do!'

Exercise

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

You can listen to the final dialogue online here:

<https://wlma.ucsc.edu/nidodelenguas/clases/2021/7-dialogue.mp3>

7. Homework

7.1. *Fill in the blank.* Complete each sentence below, based on the translation given.

(a)

_____'nh _____.
'The tall girl came
to the school.'

(b)

_____'nh _____.
'The short boy went
to the market.'

(c)

_____'nh _____.
'The elderly woman went
to the mountains.'

(d)

_____'nh _____.
'The cat arrived there.'

(e)

_____'nh _____.
'The fox arrived here.'

(f)

_____'nh _____.
'The rooster came here.'

7.2. *Raquel's day.* Read Beto's story below, which describes several places Raquel went yesterday, and translate it. Then, using the story, draw the path that Raquel took through town on the map.

Neje' uyej Rakele'nh skwelh.

Yesterday, -----.

Nhats uyej Rakele'nh ya'ado'.

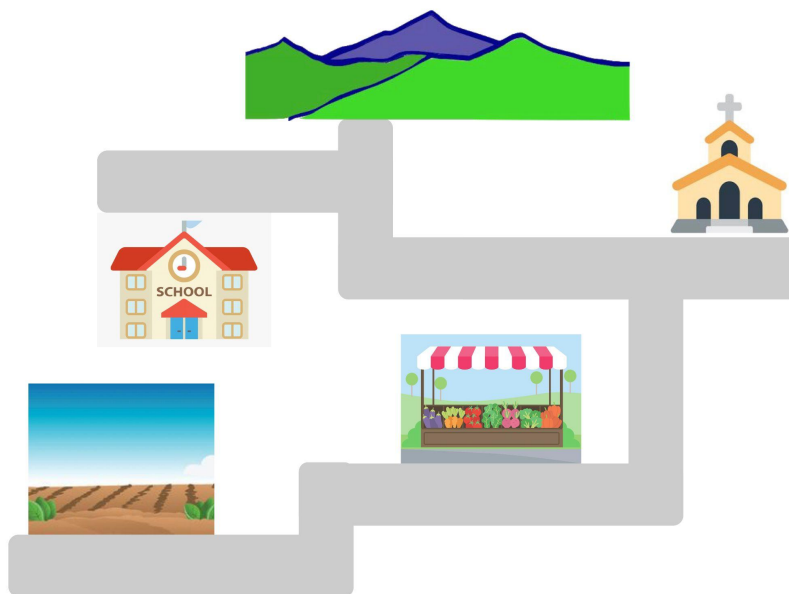
Then -----.

Nhats bide Rakele'nh yixe'.

Then -----.

Nhats bllinh Rakele'nh ya'a.

Then -----.



Bonus! Based on his story, where was Beto yesterday? -----

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

<https://wlma.ucsc.edu/nidodelenguas/clases/2021/7-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.