

Nido de Lenguas: Clases

Class 4 – April 16, 2020

GOALS

- To greet someone by asking them their name
- To learn names for people, animals, and things
- To learn how to talk about locations
- To discover *rebozos* and their uses



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

1. 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?'

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 comisi6n.*
'She had to cook for the comisi6n.'

Beto: *Bi dzunh xoo'?*
'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. Jansenabe tse lni'n.*
'They went to the mountain.
They are praying for the fiesta.'

Beto: *Wakkse'. Na yillagdzu lla.*
'That's fine. I'll see you.'

Exercise

Pairs of students will perform the dialogue for their classmates.

2. What's your name?

When you greet someone, it is polite to ask them what their name is and for them to respond. To do this in Zapotec, we use the following question-answer formula:

Q: *Gak lhiu'*? 'What is your name?'
A: ___ *lhia'*. 'My name is ___.'

The question and answer each contain the noun *lhe* 'name' plus an attached pronoun: *-u* 'your' or *-a* 'my'. The full paradigm for this noun is shown below:

lhe 'name'

<i>lhia'</i>	'my name'	first person
<i>lhiu'</i>	'your (sg.) name'	second person
<i>lhee'</i>	'her/his (an elder) name'	third person elder
<i>lheba'</i>	'her/his (a non-elder) name'	third person non-elder
<i>lheb</i>	'its (an animal) name'	third person animal
<i>lhenh</i>	'its (a thing) name'	third person inanimate

As we saw last time, some nouns change their form when a pronoun is attached to them. The noun *lhe* 'name' illustrates another of these pronoun attachment rules:

Pronoun attachment rule #2

If the verb or noun ends in the vowel *e*, this changes to *i* when a first-person ('me') or second-person ('you') pronoun is attached.

E.g., *lhe* + *-a*' = *lhia'*
lhe + *-u*' = *lhiu'*

Exercise

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

Maestra Fe: *Gak lhiu'*?

You: ___ *lhia'*.

3. Vocabulary: People, animals, and things

Now, let's learn some names for people, animals, and things:

<i>bi'i nu'ulhe</i>	'girl'	<i>bene' nu'ulhe</i>	'woman'
<i>bi'i xyag</i>	'boy'	<i>bene' xyag</i>	'man'
<i>beku'</i>	'dog'	<i>xhile'</i>	'sheep'
<i>jid</i>	'chicken'	<i>blull</i>	'frog'
<i>yag</i>	'tree'	<i>cha'</i>	'pot'
<i>yej</i>	'rock'	<i>yet</i>	'tortilla'

Listen closely to Maestra Fe as she pronounces each word, repeating after her. If you have any questions about pronunciation, be sure to ask.

Exercise

Maestra Fe will ask you what the name of an animal or thing is, holding up a picture. Use the formula from Section 2 to answer her question. Make sure to use the correct attached pronoun and the correct form of the noun *lhe* 'name'.

For animals:

Maestra Fe: *Gak lheb?*

You: ___ *lheb*.

For things:

Maestra Fe: *Gak lhenh?*

You: ___ *lhenh*.

Exercise

Now it is your turn to ask the questions. Maestra Fe will hold up a picture of a person. Ask her what that individual's name is using the right question:

You: *Gak lhe ___ 'n?*

Maestra Fe: ___ *lhee'/lheba'*.

Example:

You: *Gak lhe bi'i nu'ulhe'n?*

Maestra Fe: *Maria lheba'*

4. Talking about locations: Part I

In Zapotec, you ask where something is by using a *gan* 'where' question. To answer, you can point and use the word *ni* 'here' or *na* 'there'.

Q: *Gan yitsju'n?* 'Where is your head?'
A: *Ni zua yitsja'n.* 'My head is here.'

Q: *Gan yete'n?* 'Where is the tortilla?'
A: *Na zua yete'n.* 'The tortilla is there.'

Exercise

Maestra Fe will hold up a picture of a person, animal, or thing and ask students where that thing is. Respond by using one of the two answers above.

Maestra Fe: <i>Gan ___ -'n?</i> 'Where is ___?'	You: <i>Ni zua ___ 'n.</i> 'The ___ is here.'
	or
	You: <i>Na zua ___ 'n.</i> 'The ___ is there.'

5. Talking about locations: Part II

Beyond pointing and using words like *ni* ‘here’ and *na* ‘there’, it is also possible to describe where something is in space.

In English or Spanish, you do this using prepositions like *on* or *with*. In Zapotec, you use location nouns instead.

<i>xhanh yete’n</i>	‘under the tortilla’
<i>kulle’ bi’i xyage’n</i>	‘behind the boy’
<i>kwit blulle’n</i>	‘near (next to) the frog’
<i>lu’u cha’n</i>	‘in the pot’
<i>lo yage’n</i>	‘on the tree’

Location nouns	
<i>xhanh</i>	‘under’
<i>kulle’</i>	‘behind’
<i>kwit</i>	‘near (next to)’
<i>lu’u</i>	‘inside’
<i>lo</i>	‘on’

Just like other nouns, you can attach pronouns directly to these location nouns:

kwit near’

<i>kwita’</i>	‘near me’
<i>kwitu’</i>	‘near you’
<i>kwite’</i>	‘near her/him’
<i>kwitba’</i>	‘near her/him’
<i>kwiteb</i>	‘near it’
<i>kwitenh</i>	‘near it’

xhanh ‘under’

<i>xhanha’</i>	‘under me’
<i>xhanhu’</i>	‘under you’
<i>xhanhe’</i>	‘under her/him’
<i>xhanhba’</i>	‘under her/him’
<i>xhanheb</i>	‘under it’
<i>xhanhenh</i>	‘under it’

Exercise

Maestra Fe will hold up a pair of people, animals, or things in some configuration. She will ask where one of the two individuals is. Students will answer using a location noun.

Maestra Fe: *Gan ____-'n?*
'Where is ____?'
(individual)

You: _____ 'n.
'_____,

(location noun) (individual)

Example:

Maestra Fe: *Gan bi'i nu'ulhe'n?*
'Where is the girl?'

You: *Kulle' blulle'n.*
'Behind the frog.'

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'. Jarwia' tarwa'.*
'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'nh?*
'How does it look?'

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

Raquel: *Xhudzi tskua nake'nh! 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. Body parts

In Class 3, you learned several words for parts of the body. Here they are again, along with a few more for good measure:

<i>yitnag</i>	'ear'	<i>yitsj</i>	'head'
<i>lay</i>	'tooth'	<i>xhib</i>	'knee'
<i>lull</i>	'tongue'	<i>xhin</i>	'nose'
<i>xbenh</i>	'finger'		

Find a partner. Take turns asking each other where various body parts are. Answer using the formula in Section 4. Make sure to use the correct attached pronouns in both the question and the answer.

Example:

A: *Gan xhinu'n?*

'Where is your nose?'

B: *Ni zua xhina'n.*

'Here is my nose.'

7.2. *Translate.* Fill out these translations, either from Zapotec to English/Spanish or the reverse. You will have to draw on material that we covered in past lessons, including the dialogues.

Zapotec

English/Spanish

1. *Ga zua lillu'n?*

2. -----

'her (an elder's) knee'

3. *Na zuab.*

4. -----

'Beto's home is near the tree.'

5. *Zua xhin Raquele'n lu'u cha'n.* -----

6. ----- 'Here is the girl's tooth.'

7. *Gan bene' xyage'n?* -----

8. ----- 'Are you sick?'

9. *Bixtsen zua lilleb xhanh yeje'n?* -----

10. ----- *E zuab zibya'a?*

11. *Gan yete'n?* -----

12. ----- 'Why is the tortilla on your head?'

7.3. Location practice

Practice asking and answering questions about where things are in the following pictures:

Example:

A: *Gan bene' nu'ulhe'n?*
'Where is the woman?'

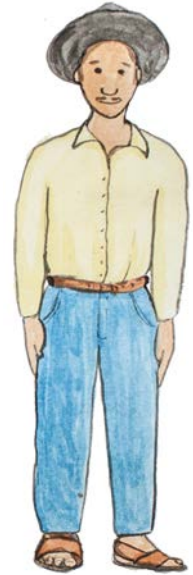
B: *Kulle' xhile'n.*
'Behind the sheep.'



1.



2.



3.



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

<http://wlma.ucsc.edu/nidodelenguas/clases/2020/4-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.