

Nido de Lenguas: Clases

Class 5 – March 21, 2019

GOALS

- To continue practicing how to attach pronouns to verbs
- To learn how to ask and answer questions
- To learn about *wzuhnh* 'tequio'



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

1. Dialogue from last time: *Rebozos*

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

Pairs of students will perform the dialogue for their classmates.

2. Attached pronouns on verbs

We have been learning about attached pronouns, suffixes (endings) that attach to verbs and nouns. When it attaches to a verb, an attached pronoun describes the subject (the doer of the action).

Template for attached pronouns

V-pronoun

<i>Shtahs-a'</i>	'I am sleeping.'
<i>Shtahs-u'</i>	'You are sleeping.'
<i>Shtahs-e'</i>	'S/he (an elder) is sleeping.'
<i>Shtahs-ba'</i>	'S/he (a non-elder) is sleeping.'
<i>Shtahs-eb.</i>	'It (an animal) is sleeping.'
<i>Shtahs-dzu.</i>	'We (inclusive) are sleeping.'
<i>Shtahs-tu'</i>	'We (exclusive) are sleeping.'
<i>Shtahs-lhe.</i>	'You all are sleeping.'

When the subject is not a pronoun, it follows the verb, unlike in both Spanish and English.

Template for other subjects

V subject

<i>Shtahs Maria'n.</i>	'Maria is sleeping.'
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We are going to practice combining verbs with different kinds of subjects. To do this, you first need to know some verbs in Zapotec. Here are some common ones:

<i>dze'ej</i>	'drink'
<i>dzul</i>	'read'
<i>dzazj</i>	'shower'
<i>shtahs</i>	'sleep'
<i>tсени'а (tseni')</i>	'cook'
<i>tsyitj</i>	'play'
<i>txhite (txhit)</i>	'jump'
<i>txhunj</i>	'run'

(Remember some verbs have a different form with certain attached pronouns. These other forms are listed in parentheses.)

Exercise: Watch and respond

Maestra Fe will show you a combination of a picture of an action and a person, asking you to describe what is happening. Make sure to use the correct attached pronoun!

<u>Attached pronouns</u>		
	singular	plural
first	-a'	-dzu (inclusive)
		-tu' (exclusive)
second	-u'	-lhe
third	-e' (elder)	
	-ba' (non-elder)	
	-(e)b (animal)	
	-(e)n (thing)	

Exercise: Memory

Now, find a partner and a set of memory cards showing people performing various actions. Place all the cards face down on the table. On your turn, flip one card over and describe what is happening in Zapotec. If you do this correctly, you can flip another card over and describe what is happening there. If the two cards show the same *action*, you get to keep that pair and go again. Otherwise, it is your partner's turn.

3. Asking and answering questions

To ask a yes/no question in Zapotec, you add the word *e* to the beginning of the sentence:

E shtahs Beto'n? 'Is Beto sleeping?'

You can answer this kind of question with a full sentence, either in the positive or the negative. For a negative answer, the word *bitu* 'not' is added to the beginning:

Shtahsba'. 'S/he is sleeping.' (positive)

Bitu shtahsba'. 'S/he is not sleeping.' (negative)

There are also words for 'yes' and 'no', but we will learn these in a later class.

Exercise: Listen and respond

Listen to Maestra Fe's questions about the pictures she is holding up and answer accordingly in the positive or the negative.

Exercise: Battleship

Position three ships on your playing board. Attack your partner's ships by forming the correct yes/no question for a cell. If it is a hit, your partner will respond in the positive; if it is a miss, they will respond in the negative.

Cell: 'sleep' + 'Beto'

You: *E shtahs Beto?*

Your partner:

Shtahsba'.

HIT

Bitu shtahsba'.

MISS

Be careful with the cells that involve you or your partner. You should ask about your partner using the **second** person pronouns (*-u'* and *-lhe*), but your partner should answer using **first** person pronouns (*-a'*, *-dzu*, and *-tu'*).

Cell: 'sleep' + 'your partner'

E shtahsu'?

Shtahsa'.

HIT

Bitu shtahsa'.

MISS

Similarly, you should ask about yourself using **first** person pronouns, but your partner should answer with **second** person pronouns.

Cell: 'sleep' + 'you and Beto'

E shtahstu'?

Shtahslhe.

HIT

Bitu shtahslhe.

MISS

4. Final dialogue: *Wzuhnh*

An important part of the Zapotec way of life is *wzuhnh* 'tequio'. Since nobody in *Laxup* works for money, the people of the town help each other. You do *wzuhnh* for the community or for your friends and relatives. On Sundays, all the women go out into the streets in teams to collect trash, and all the men gather early in the morning to plant trees or repair the town's roads. If you have a lot of land to harvest, your friends and relatives will come to help you; when they need help with something, it will be your responsibility to do *wzuhnh* for them in return.

It is Sunday morning, time to do *wzuhnh* for the town. Beto is still in bed, and his sister Raquel comes to wake him.

Raquel: *Bebanh, wyahs! Ba gule' chejdzu.*
'Wake up, get up! It's time to go.'

Beto: *Gan chejdzu?*
'Where are we going?'

Raquel: *Chejdzu wzuhnh tse yezh.*
'We are going to do *tequio* for the pueblo.'

Beto: *Ledu'ke! Kenla'a gulalla'n.*
'You're right! I forgot.'

Beto: *Duxklhenu' bezbanhu' neda'.*
'Thank you for waking me up.'

Raquel: *Byubdu' la'a dezanh yag na'n gazdzu.*
'Hurry up, we are going to plant a lot of these trees.'

Beto: *Yo'o lla!*
'Let's go!'

Exercise

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

5. Homework


5.1. Match and translate. Match up each sentence below with the picture it describes. Then, write the English translation for each sentence.



- | | | |
|---------|-------------------------|--------------------|
| 1. ____ | <i>Tseni'a Julieta.</i> | Translation: _____ |
| 2. ____ | <i>Shtahsa'.</i> | Translation: _____ |
| 3. ____ | <i>Dzultu' libre'n.</i> | Translation: _____ |
| 4. ____ | <i>Txhunjdzu.</i> | Translation: _____ |
| 5. ____ | <i>Dzazjba'</i> | Translation: _____ |







5.2. Questions and answers. For each picture, write the corresponding yes/no question. Then, if there is a ✓ next to the picture, write the positive answer; if there's a ✗, write the negative answer. (Hint: You might have to review some of the vocabulary from previous lessons!)

Example

Subject: you all	Q: <i>E dzullhe libre'n?</i> 'Are you reading the book?'
✗ 	A: <i>Bitu dzultu' libre'n.</i> 'We aren't reading the book.'

Subject: Miguel	Q:
	A:

Subject: we (inclusive)	Q:
	A:

			
Subject: you 	Q: A:	Subject: Doña Ximena 	Q: A:
Subject: we (exclusive) 	Q: A:	Subject: me 	Q: A:

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

<http://wlma.ucsc.edu/nidodelenguas/clases/2019/5-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.

