

Nido de Lenguas: Clases

Class 6 – June 6, 2019

GOALS

- To continue practicing how to attach pronouns to verb, and how to ask and answer questions
- To learn how to talk about possession
- To learn about *yet* 'tortilla'



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

1. Dialogue from last time: *Wzuhnh (Tequio)*

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 yell.*
'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

Pairs of students will perform the dialogue for their classmates.

2.1 Review: Attaching pronouns to verbs

First, let's review how to pronounce some of the verbs we learned last time. Repeat after Maestra Fe:

<i>dze'ej</i>	'drink	<i>shtahs</i>	'sleep'
<i>dzul</i>	'read'	<i>tsyitj</i>	'play'
<i>dzazj</i>	'shower'	<i>txhunj</i>	'run'

<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)	

2.2 Review: Asking and answering questions

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

E shtahsu'? 'Are you sleeping?'

You can answer this kind of question with a full sentence. For a negative answer, the word *bitu* 'not' is added to the beginning. Notice that the attached pronouns have to change between the question and the answer also.

<i>Shtahsa'</i>	'I am sleeping.'	(positive)
<i>Bitu shtahsa'</i>	'I am not sleeping.'	(negative)

Exercise: Charades

Students will pick one of our verbs out of a hat, then act it out. Everyone else will guess what they are doing by asking a question with *E*. The actor will respond. Whether you're asking or answering, be sure to use the right attached pronoun!

Exercise: Battleship

1. Find a partner and a set of playing sheets: each person takes one sheet.
2. On the left side, draw your three "ships", each one three blocks long.
3. Try to sink your partner's ships by forming the appropriate yes/no question about a cell. For 'drink' and 'Beto', you would ask: *E dze'ej Beto?*
4. Your partner will respond either in the positive or the negative: for example, *Dze'ejba'* or *Bitu dze'ejba'*.
5. If your partner gives a positive response, it's a hit! If you get a negative response, you missed! Record your "hit" or "miss" on the right.
6. Whoever finds all of their partner's ships first wins!

Be sure to use the correct attached pronouns in your questions and responses!

3. Talking about possession with attached pronouns

In an earlier Clase, we talked about some nouns that can have attached pronouns. The attached pronouns indicate who the noun belongs to. Not all nouns can have attached pronouns, though. Only specific groups of nouns—including family members, body parts, and names—can get them.

For other nouns, possession is indicated by the preposition *tse (tsi)* plus an attached pronoun:

<i>beku'</i>	'dog'	<i>bex</i>	'tomato'
<i>beku' tsia'</i>	'my dog'	<i>bex tsia'</i>	'my tomato'
<i>beku' tsiu'</i>	'your dog'	<i>bex tsiu'</i>	'your tomato'
<i>beku' tsee'</i>	'her/his (an elder) dog'	<i>bex tsee'</i>	'her/his (an elder) tomato'
<i>beku' tseba'</i>	'her/his (a non-elder) dog'	<i>bex tseba'</i>	'her/his (a non-elder) tomato'
<i>beku' tseb</i>	'its (an animal) dog'	<i>bex tseb</i>	'its (an animal) tomato'
<i>beku' tzedzu</i>	'our (inclusive) dog'	<i>bex tzedzu</i>	'our (inclusive) tomato'
<i>beku' tsetu'</i>	'our (exclusive) dog'	<i>bex tsetu'</i>	'our (exclusive) tomato'
<i>beku' tselhe</i>	'your (plural) dog'	<i>bex tselhe</i>	'your (plural) tomato'

Template for non-pronoun possessors

Possessed Noun *tse* Possessor

Ex: *beku tse Maria*

Exercise: Battleship

Draw 3 ships that are each 2 cells long on your board. This time, the yes/no questions will start with *E shlhe'eydu'...* 'Do you see...?'. Make sure to use the correct attached pronouns for both the verb and the possessive!

Example: tortilla + you & your partner

A: *E shlhe'eydu' yet tsedzu?* 'Do you see our (inclusive) tortilla?'

B: *Shlhe'eyda' yet tsedzu.* 'I see our tortilla.' → HIT

Bitu shlhe'eyda' yet tsedzu. 'I don't see our tortilla.' → MISS

4. Final dialogue: *Yet* (Tortillas)

In Laxopa, women make tortillas at home every day. First, *maiz* kernels are boiled with a small chunk of limestone to soften them, then rested overnight. The next day, the corn—now called *nixtamal*—is rinsed, then ground in a hand-cranked *molino*. The ground corn—*masa*, now—is then formed into tortillas by taking a ball of *masa* and flattening it with the heel of one's palm, and finally cooked on a *comal*.

For big events, such as weddings, baptisms, and festivals, many women come together to make tortillas for everyone. Half of the women form the tortillas, and the other half cook them.

Beto's wedding is very soon, and his sister Raquel is helping prepare the food for all the celebrations. Beto arrives with some new cooking equipment.

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

Raquel: *Lastuma tsjaxake'eda' tantw bxua'*
yete'n tse wechagna'n!
'I'm tired from grinding so much corn for the wedding!'

Beto: *Duxklhenu' tantw benu' llina'!*
'Thanks for doing all that work!'

Ba uxhia' chi llile'n etsindzu.
'I bought 10 *comals* for us to cook them with.'

Raquel: *Wen gule' benu'! Na'ats na'a yiyundzu*
ga'n uxuadzun na'.
'Well done! Now we can decide where to put them.'

Beto: *E gualla' lhe'?*
'Should I help you?'







Raquel: *Benshkagulenh! Lastuma tsja zi'in.*
'Yes please! They're really heavy.'

Beto: *Sulodzu lla. Wakkse.*
'Let's start then. That's fine.'






Raquel: *Lla lla!*
'On with it then!'

5. Homework

5.1. *What is everyone doing?* Look at each picture below, and answer the questions about what the characters are doing. If the answer is positive, that's all you need to write. If the answer is negative, write the negative response *and* a positive sentence that correctly describes what the character(s) is/are doing. Be sure to change the attached pronouns when appropriate.

<p>Example: <i>E dzullhe?</i></p>  <p>Answer: <i>Bitu dzuldzu. Tchunjdzu.</i></p>	<p>2. <i>E dzuldzu?</i></p> 	<p>3. <i>E tsytjba'?</i></p> 
<p>4. <i>E txhunju'?</i></p> 	<p>5. <i>E shtahslhe?</i></p> 	<p>6. <i>E txhunjeb?</i></p> 

5.2. *What do you see?* Match each picture with the correct description. Then, translate each description into English or Zapotec.

a. mine 	b. hers (non-elder) 	c. ours (excl.) 	d. its (animal) 	e. yours (sing.) 
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	Zapotec	English
1. ____		I see her dog.
2. ____	<i>Shlhe'eyda' yet tsiu'.</i>	
3. ____		I see my sheep.
4. ____	<i>Shlhe'eyda' beku tseba'.</i>	
5. ____		I see its tomato.

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

<http://wlma.ucsc.edu/nidodelenguas/clases/2019/6-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.