

Nido de Lenguas: Clases

Class 2 – March 5, 2020

GOALS

- To start conjugating verbs
- To practice lateral sounds in Zapotec
- To learn about the *jaripeo* (traditional bull-riding)



The town of Laxup (Santiago Laxopa) in the Sierra Norte of Oaxaca

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

1. Review: Greetings

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

Fe: *Padziuxh!*

'Hello (informal)!'

Class: *Padziuxh e!*

'Hello (formal)!'

Fe: *Gak zualhe?*

'How are you all?'

Class: *Zuatu' wen.*

'We are doing well.'

Exercise

Use these greetings to respond in the appropriate way to Maestra Fe.

2. Arriving at the fiesta

Beto lives in Los Angeles, but he has returned to *Laxup* for the yearly fiesta. As he enters the town walking down the main street, he sees his old friend Raquel:

Beto: *Padziuxh, Raquel!*
'Hello, Raquel!'

Raquel: *Padziuxh! Gak zuu'?*
'Hello! How are you?'

Beto: *Zua' wen. Duxklenu'.*
'I'm well. Thank you.'

Chixhe lhe'?
'How about you?'

Raquel: *Zua' wen.*
'I'm well.'

Beto: *E ba dzak lni?*
'Is the fiesta happening?'

Raquel: *O'o, yise'ezeye' de bill da'n nelle'.*
'Yes, they are going to set off fireworks tonight.'

Beto: *E uzalenu' neda' ne'es?*
'Can you come with me tonight?'

Raquel: *Chi udexi'u' neda'.*
'If you come and pick me up.'

Beto: *Wakkse'.*
'That's fine.'

Raquel: *Na yillagdzu lla.*
'I'll see you then.'

Exercise

Pairs of students will perform the dialogue for the classmates.

3. Conjugating verbs

Just as in Spanish (or English), verbs in Zapotec change their shape depending on who the subject is. There are different endings for whether the subject is the speaker, the hearer, or someone else.

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’	

There is no difference between female and male individuals. Instead, Zapotec distinguishes between elders, non-elders, animals, and things.

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

You have already seen one way to use the verb *zua* ‘be’, to ask about or describe how someone is doing:

Beto: *Gak zuu*’?

‘How are you?’

Raquel: *Zua’wen*.

‘I’m well.’

This verb can be used with different adjectives to describe the emotional or physical state someone is in.

<i>chize</i> ’	‘quiet, calm’	<i>xтанh</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’

Exercise

Maestra Fe will go around asking students how they are doing. They will respond using one of the adjectives.

Maestra Fe: *Gak zuu'*?

You: *Zua'* ____.

Exercise

Maestra Fe will hold a picture up to different people (herself, other students, you) describing their state. She will then ask a student how that person is doing. The student will respond using the correct form of *zua* 'be' and the correct adjective.

Maestra Fe: *Gak zu* __ ____?

You: *Zu*__ ____.

4. Lateral consonants

There are two **lateral** consonants in Zapotec: *l* and *lh*. They are both pronounced with the tip of the tongue resting gently behind the teeth. Though they may sound similar, they are different.

The **strong** *l* is pronounced sort of like the “dark *l*” of English in the words *bell* or *mill*. The body (or back part) of your tongue is raised toward the back of your mouth.

The **weak** *lh* is pronounced more like the “light *l*” of Spanish in the words *lago* or *lápiz*. The body of your tongue is not raised.



Here are some words that contain *l* and *lh*:

<i>lhana'</i>	'my pants'	<i>lilla'</i>	'my home'
<i>bi'i bilha'</i>	'my sister'	<i>nile</i>	'nixtamal'
<i>walh</i>	'strong'	<i>yel</i>	'cornfield (milpa)'

Exercise: Spelling bee

Maestra Fe will say a word that contains one of the two lateral consonants. Each student will take a turn writing that word on the board. Try your best to get the lateral right. It is okay to guess for the rest.

5. Final dialogue: What happened at the *jaripeo*

The *jaripeo* is one of the major attractions at the annual festival in *Laxup*. A *jinete* (rider) attempts to ride a bull for some period of time without falling, while other participants rile the bull.

During the event, live music is played by the *banda*, a traditional brass band. There is also an ambulance standing by in case of emergency. Bulls are brought from nearby ranches, and some people from other towns visit just to see the *jaripeo*.



To introduce you to the culture of the *jaripeo*, we will learn a dialogue between Beto and Raquel, the two Laxopeños we met in the last lesson.

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 bxhupheb lhe'?*
'Did it throw you?'

Beto: *Abi.*
'No way.'

Raquel: *Na yillagdzu lla.*
'I'll see you then.'

Beto: *Wakkse'.*
'That's fine.'

Exercise

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

* * *

You can watch a video of the *jaripeo* in *Laxup* here:

<https://www.youtube.com/watch?v=bLzXp9fSj7s>

6. Homework

7.1. *Questions-Answers*. Fill in the answers to the following questions using the correct form of the verb *zua* 'be'.

Gak zuu'? _____ *xhudzi*.

Gak zua Beto? _____ *zibya'a*.

Gak zua xna Raquel? _____ *wen*.
'How is Raquel's mother?'

Gak zua'? _____ *chize'*.

Gak zua bi'i bilhu'? _____ *xta'anh*.
'How is your sister?'

Gak zua gu'un Beto? _____ *wal*.
'How is Beto's bull?'

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

<http://wlma.ucsc.edu/nidodelenguas/clases/2020/2-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.