

Nido de Lenguas: Clases

Class 5 – May 7, 2020

GOALS

- To practice attaching pronouns to verbs
- To learn how to ask and answer yes-no questions
- To learn the words for ‘yes’ or ‘no’
- To learn about *wzuhnh* ‘tequio’



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

1. Dialogue: *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?'

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

Pairs of students will perform the dialogue for their classmates.

2. Attached pronouns on verbs

We have been learning about attached pronouns, which are suffixes on both nouns and verbs. When it attaches to a verb, an attached pronoun describes the subject (roughly, the doer of the action).

There is already one verb that we have learned how to use: *zua* 'be'. Here are some other common ones:

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

As a reminder, here are the attached pronouns we have learned so far:

Attached pronouns		
<i>-a'</i>	I	first person
<i>-u'</i>	you (sg.)	second person
<i>-e'</i>	s/he	third person elder
<i>-ba'</i>	s/he	third person non-elder
<i>-b</i>	it	third person animal
<i>-n</i>	it	third person inanimate

Exercise

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

3. Where does the subject go?

When the subject (doer of the action) is a noun, it *follows* the verb, unlike in both Spanish and English.

<i>Shtahs Maria'n.</i>	'Maria is sleeping.'
<i>Txhunj bi'i nu'ulhe'n.</i>	'The girl is running.'
<i>Dze'ej blulle'n.</i>	'The frog is drinking.'

Subject position
_____ 'n.
(verb) (subject)
'The _____ is _____ing.'
(subject) (verb)

Exercise

Maestra Fe will show you a combination of a picture of an action and a person or animal. Describe what is happening using a noun as the subject. These will be one of the nouns you have already learned:

<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'

4. Asking and answering yes-no questions

A yes-no question is a question that you answer with either “yes” or “no”:

Q: Did you find the dog? Q: Is it raining outside?
A: Yes. A: No.

In Zapotec, you ask a yes-no question by adding the question word *e* to the beginning of a sentence.

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

One way of answering this kind of question is with a full sentence in the positive or the negative. For a negative answer, the word *bitu* 'not' is added to the beginning.

Shtahsba'. 'He is sleeping.' positive
Bitu shtahsba'. 'He is not sleeping.' negative

There are also words for 'yes' and 'no', which we will learn in just a bit.

Asking and answering yes-no questions

E _____?
'Is/Are _____?'

_____.
'____ is ____.'

positive

or

Bitu _____.
'____ is not ____.'

negative

Exercise

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

Exercise

Now it is your turn to ask the questions. Maestra Fe will hold up a picture. Pick one of your classmates and ask them about it. They should respond accordingly in either the positive or negative.

5. Yes and no

You can also answer a yes-no question just using the words ò'o 'yes' or ó'o 'no' in Zapotec.

A: *E tsyitj xhidw'n?*
'Is the cat playing?'

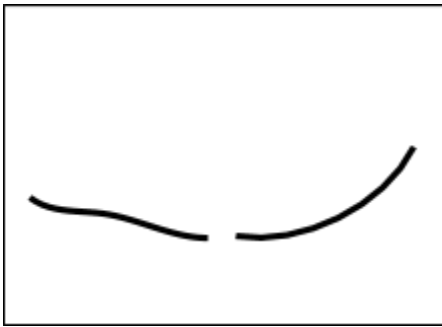
B: Ò'o.
'Yes.'

A: *E txhunj bi'i nu'ulhe'n?*
'Is the girl running?'

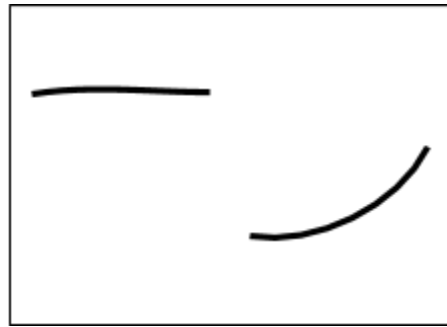
B: Ó'o.
'No.'



While these words may sound very similar to one another, their tones are different.



Ò'o. 'Yes.'
([listen](#))



Ó'o. 'No.'
([listen](#))

Since the first syllable of ò'o 'yes' begins with a low tone, we write it with a grave accent (ò). And, since the first syllable of ó'o 'no' begins with a high tone, we write it with an acute accent (ó).

Exercise

Practice answering with ò'o 'yes' and ó'o 'no' to Maestra Fe's questions about different pictures that she holds up.

5. 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 friend 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 de zanh yag na’n gazdzu.*
‘Hurry up, because there are a lot of trees for us to plant.’

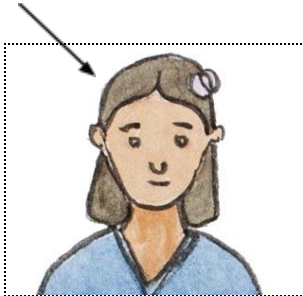
Beto: *Yo’o lla!*
Let’s go!’

Exercise

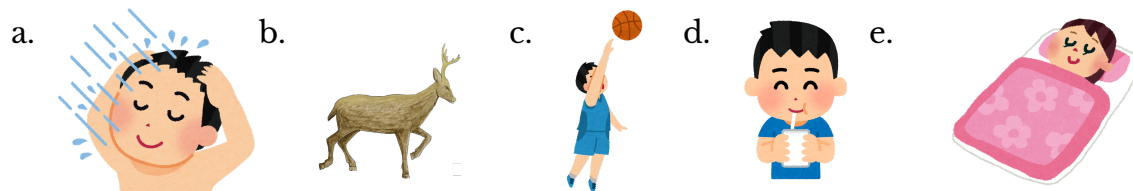
Listen carefully to Maestra Fe recite the dialogue above. Then repeat each sentence after her.

6. Homework

6.1. *Attaching pronouns.* The noun *yitsj* 'head' is new to you. In the table below, fill in the blanks with the right combinations of noun stem and attached pronoun.

<u><i>yitsj</i></u> 'head'		
-----	'my head'	
-----	'your head'	
-----	'her/his (an elder) head'	
-----	'her/his (a non-elder) head'	
-----	'its (an animal) head'	


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





1. _____ *Tsyitjba'* Translation: _____
2. _____ *Shtahs Maria'n.* Translation: _____
3. _____ *Dze'ej Pedro'n.* Translation: _____
4. _____ *Txhunjeb.* Translation: _____
5. _____ *Dzazj bi'i xyage'n.* Translation: _____


6.3. *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!)

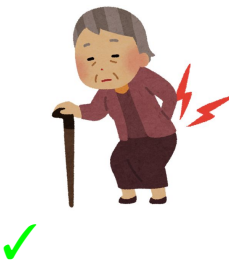
Example

Subject: 'Pedro'	Q: <i>E shtahs Pedro'n?</i> 'Is Pedro sleeping?'
	A: <i>Bitu shtahsba'.</i> 'He isn't sleeping.'

Subject: 'the boy'	Q:
	A:

Subject: 'Pedro'	Q:
	A:

Subject: 'the girl'	Q:
	A:

Subject: 'the woman'	Q:
	A:

6.4. *Yes and no.* Listen to *ò'o* 'yes' and *ó'o* 'no' in Zapotec. Practice saying each one several times until you are confident about your pronunciation.



Ò'o. 'Yes.'
([listen](#))



Ó'o. 'No.'
([listen](#))

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

<http://wlma.ucsc.edu/nidodelenguas/clases/2020/5-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.