

Nido de Lenguas: Clases

Class 5 – November 13, 2024

GOALS

- To review nouns and adjectives for describing people
- To learn about continuous and completed forms for verbs
- To learn some words for talking about time
- To explore the uses and significance of the *ya* 'temazcal'



A *ya* 'temazcal'

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

1. Dialogue from last class

Did you memorize the final dialogue from our last class? Get ready to perform it with one of your classmates!

Beto: **Ga chej bene' nhu'ulhe
gulhe'nh?**
'Where is the elderly woman
going?'

Raquel: **Cheje' kabsantw.**
'She is going to the cemetery.'

Beto: **E nella'nh Tu Santw?**
'Is today Día de los Muertos?'

Raquel: **O'ó.**
'Yes.'

Beto: **E chejdzu kabstanw?**
'Are we going to the cemetery?'

Raquel: **O'ó, dzunha' yi'inhdo' gasj nha'
yetgu' kuch na'a.**
'Yes, I am making mole negro and
pork tamales now.'

Beto: **Sia gulhe!**
'Very delicious!'

Exercise

Perform the dialogue with one of your classmates for everybody else.

2. Review: Using adjectives to describe people

We have been learning how to describe people using adjectives for size, age, and gender:

<u>Gender</u>		<u>Age</u>	
nhu'ulhe	'female'	xkwide'	'little, young (chica/o)'
xyag	'male'	wegu'	'young (joven)'
		wak	'adult (grande)'
		gulhe	'elderly (mayor)'
<u>Size</u>			
las	'skinny'		
xhenh	'big'		
tone'	'tall'		
chaparw	'short'		

One or more adjective can be combined with a noun to make a phrase:

Combining nouns with adjectives

----- ----- -----
(noun) (adjective) (adjective)

Examples:

bi'i nhu'ulhe tone' 'tall girl'

Exercise:

With the class, play Hangman. Take turns picking a phrase describing a person, and having the others guess what it is by suggesting a letter. For every missed letter, draw one more part of the hangman.

Tarjetas

Remember, you can memorize these adjectives using digital flashcards:

<https://babel.ucsc.edu/tarjetas/adjectives/>

3. Talking about when actions take place

Languages have different ways for talking about *when* actions take place. In English, you have *present* and *past* forms of the verb:

<u>Present</u>	<u>Past</u>
<i>greet</i> s	<i>greet</i> ed
<i>hug</i> s	<i>hug</i> ged
<i>kiss</i> es	<i>kiss</i> ed

In Zapotec, to talk about actions that *are taking place now*, you use the continuous (*continuo*) form of the verb. For many (but not all) verbs, this form starts with **sh-**:

shtahs	'sleep'	shnhabdille'	'greet'
shkache'e	'hide'	shnhide'	'hug'
shtsuxe'	'peel'	shtsug	'cut'
shlhe'e	'see'	shtsix	'turn over'

(Note: Some of these verbs should be familiar to you; others are new.)

Exercise A

Maestra Fe will hold up a picture of an action. State the *continuous* form of the verb.

Exercise B

You will now play Charades. Pick a random verb (in Zapotec) from the bowl, and act it out. Your classmates will guess what the verb is in Zapotec.

To talk about events that *have already taken place*, you use the completed (*completo*) form. For these verbs (but not others), this form starts with **b-**:

btahs	'sleep'	bnhabdille'	'greet'
bkache'e	'hide'	bnhide'	'hug'
btsuxe'	'peel'	btsug	'cut'
blhe'e	'see'	btsix	'turn over'

Exercise C

Maestra Fe will hold up a picture of an action. Now state both the *continuous* form and the *completed* form of the verb.

4. Words for time

To more precisely describe when an action takes place, you can add one of the following time words to the beginning of the sentence:



na'a
'now'



nella
'today'



neje
'yesterday'



xmanha' wde
'last week
(semana pasada)'



biu'nh wde
'last month
(mes pasado)'

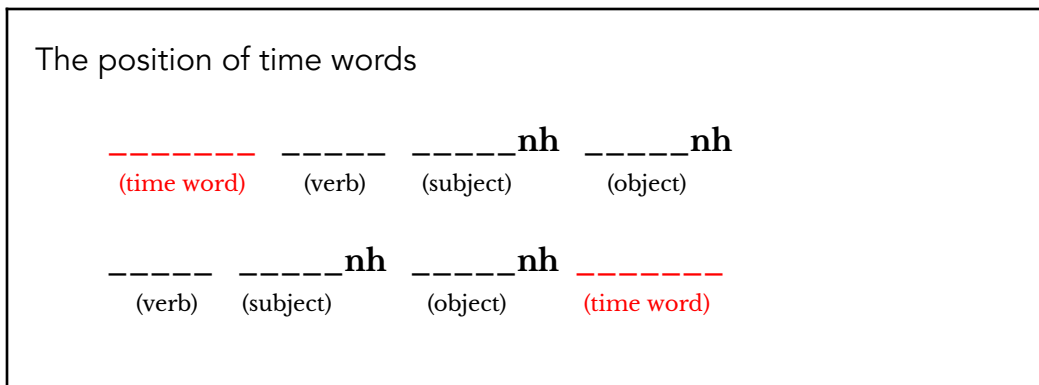


ize'nh wde
'last year
(año pasado)'

In Zapotec, these time words can go at the beginning or end of the sentence, depending on what information you want to emphasize:

Na'a shtahs Maria'nh.
Shtahs Maria'nh na'a.

'Maria is sleeping now.'



Exercise

Maestra Fe will hold up combinations of pictures depicting an action and a time. Describe what is happening *using a complete sentence*. Make sure to use the correct time word *and* the correct form of the verb.

5. Final dialogue: Ya 'temazcal'

The ya 'temazcal' is an important part of traditional medicine in Laxopa. It is a small chamber made of *adobe*, located near the kitchen or elsewhere in the house, that is heated. First, a fire is lit in a small area next to the temazcal that also contains rocks. Once the fire has burned down and the rocks are hot, you enter the temazcal. You pour water over the rocks to create steam.

The temazcal is used to cure many illnesses. If you have a cold or if your body aches, the heat and steam of the temazcal are healing. For certain diseases, you might add medicinal herbs. A *curandera* might give you a massage in the temazcal, after your muscles have been relaxed by the heat. When women give birth, they use the temazcal to heal their body.



Beto is coming back from a long day of working in the fields, when Raquel sees him.

Raquel: **Gak zuu'?**
'How are you?'

Beto: **Tsjaxake'eda!**
'I'm really tired!'

Raquel: **E nella btsugu' yag?**
'Were you cutting wood today?'

Beto: **O'ó, chu'a ya'nh na'a.**
'Yes, I'm going into the temazcal now.'

Raquel: **O'o, na'a shtahs Raule'nh lu'u ya'nh.**
'Wait, Raul is sleeping in the temazcal now.'

Beto: **Nha'kweza'lla.**
'Okay, I'll wait.'

Exercise

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

You can practice the dialogue at home by listening to the recording here:

<https://wlma.ucsc.edu/nidodelenguas/clases/2024/2024-5-dialogue.mp3>

6. Homework

6.1. *Story jumbles.* We have now learned how to use different verb forms and words for time to describe when actions take place. Below, you will find three short stories, where the sentences might be out of order. Choose the right order for each of the stories, using the time words to help you decide.

1. *The first day of school.*

- a) Na'a shtahs bi'i tone'nh.
- b) Neje bnabdille' bene' nu'ulhe'nh bi'i tone'nh.

Correct order: ___ ___



2. *Maria and Beto fall in love.*

- a) Xmanha' wde bnhupe Beto'nh Maria'nh.
- b) Biu'nh wde bnhide Maria'nh Beto'nh.

Correct order: ___ ___



3. *The scary dog.*

- a) Neje bkache'e bi'i xyage'nh bi'i nu'ulhe'nh.
- b) Na'a shnhide' bi'i nu'ulhe'nh bi'i xyage'nh.

Correct order: ___ ___



6.2. *Translation.* Now that you've put them in the right order, translate each of the stories above into English or Spanish.

1. _____

2. _____

3. _____

6.3. *Practice with verbs.* Each sentence below is missing the first part of the verb. Based on the time word at the beginning of the sentence, fill in the missing verb to describe a continuous or a completed action.

1. Ize'nh wde _____ (hide) bi'i chaparw'nh bene' tone'nh.
2. Neje _____ (hug) Maria'nh bene' gulhe'nh.
3. Na'a _____ (sleep) bi'i xkwide'nh.
4. Neje _____ (greet) bene wake'nh bi'i xyage'nh.
5. Na'a _____ (greet) bi'i lase'nh bi'i wegu'nh.
6. Biu'nh wde _____ (scare) bi'i skwele'nh Beto'nh.

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

<https://wlma.ucsc.edu/nidodelenguas/clases/2024/2024-5-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.

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You can look up the meaning or pronunciation for any word in the online Zapotec dictionary, which now bilingual in either English:

<https://zapotec.ucsc.edu/slz/dictionary/>

or in Spanish:

<https://zapotec.ucsc.edu/es/slz/dictionary/>