

Nido de Lenguas: Clases

Class 7 – December 4, 2024

GOALS

- To review words for animals and people
- To learn how to use verbs that describe motion
- To learn some words for common locations
- To explore the concept of *guelaguetza*



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!

Amelia: **Padziuxh! Bi or blho'o?**
'Hi! What time did you arrive?'

Beto: **Ore'nh wde blha'a.**
'I arrived an hour ago.'

Amelia: **Ga'nh Raquele'nh?**
'Where is Raquel?'

Beto: **Btahsdzgwa Raquele'nh.**
'Raquel slept in.'

E ba blhe'edu' jia?
'Have you seen any roosters?'

Amelia: **Nha' ze tu jia.**
'There is a rooster over there.'

Beto: **Duxklhenhu, nha' yillagdzu!**
'Thanks, see you later!'

Exercise

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

2. Lotería: People and animals

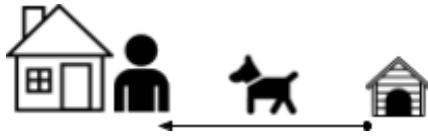
Over the past several weeks, we have learned how to describe many people, animals, and things in Zapotec. We are going to use what you have learned now to play Lotería!

Exercise

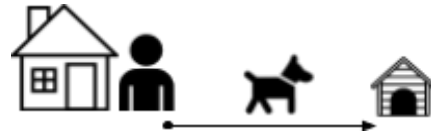
Each student will receive a Lotería board. Maestra Fe will call out names for people and animals. If you have a square that matches one of these names, mark it. When you have four matching squares in a row (horizontal, vertical, or diagonal), call out *Lotería!*

3. Talking about motion

Zapotec has verbs to describe whether someone or something is moving *toward* the speaker or moving *away from* them (just like English or Spanish):



bide
'come (venir)'



uyej
'go (ir)'

Notice that these are the *completed* forms for these verbs (even though **uyej** does not start with a **b**). They describe motion events that are already over:

Bide beku'nh nhi.

'The dog came here.
(El perro vino aquí.)'

Uyej beku'nh nha'.

'The dog went there.
(El perro fue allá.)'

Zapotec also differentiates between two types of "arriving". You can use these verbs to talk about the moment where someone reaches the place where they are going:



blha'a
'arrive (llegar)'



bllinh
'arrive (llegar)'

Here are some examples of how these words are used:

Blha'a beku'nh nhi.

'The dog arrived here.
(El perro llegó aquí.)'

Bllinh beku'nh nha'.

'The dog arrived there.
(El perro llegó allá.)'

Exercise A

Maestra Fe will hold up a picture of a scene. Describe the scene using one of these four verbs: **bide** 'come (venir)', **uyej** 'go (ir)', **blha'a** 'arrive (llegar)', or **blinh** 'arrive (llegar)'.

Exercise B

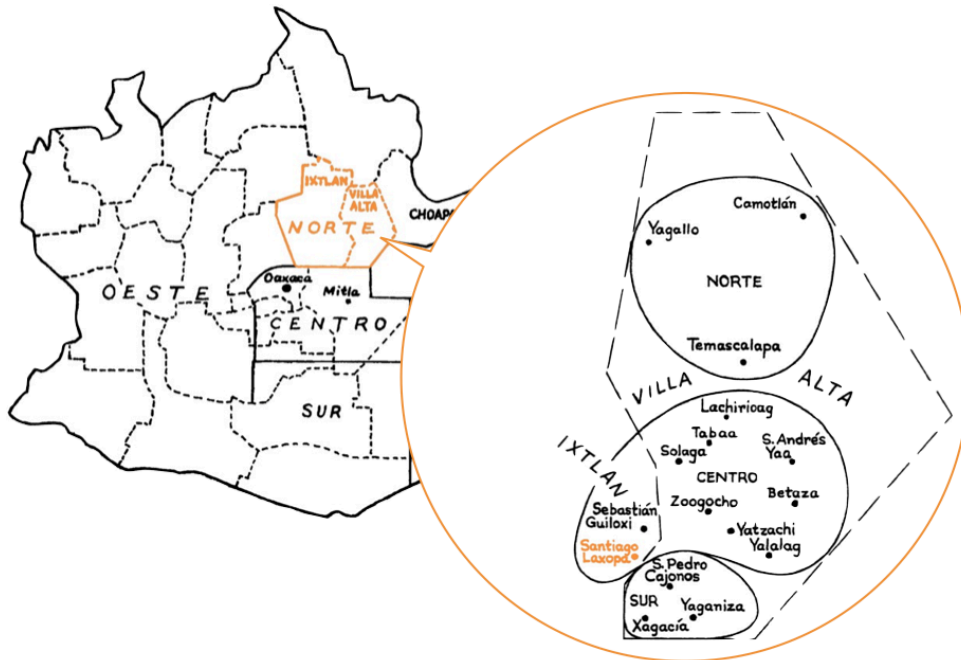
Maestra Fe will show you the same scenes a second time. This time, practice making a complete sentence, using the right verb, noun, and location.

4. Going places

Now that we know how to talk about coming and going, let's learn some more names for places people can come or go to. Some of these you have already seen!

Important villages and cities

Laxup	'Laxopa'	Xhgulle'	'Zoogocho'
La'	'Oaxaca'		



Places around a village

ya'a	'market'	yu'udo'	'church'
skwelh	'school'	ya'ado'	'mountains'
yixe'	'field'		

It's very easy to use these with a motion verb, they come after the subject, just like **nhi** and **nha**'. Notice that in Zapotec, you don't need to say 'to'.

Bide xhile'nh Laxup. 'The sheep came to Laxopa.'
(El borrego vino a Laxopa.)'

Uyej belle'nh ya'ado'. 'The puma went to the mountains.'
(El puma fue a la montaña.)'

Exercise

Maestra Fe will place an animal or person on a map and show you where it is going. Practice using complete sentences to describe who is going, which direction they are moving, and where they are going.

Tarjetas

You can memorize these names for locations using digital flashcards:

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

5. Saying goodbye

In the Zapotec language of the Valley, the word *guelaguetza* means to share with others without receiving anything in return. In **Laxup**, this idea is called **uzunh**.

Uzunh and **lilinlawe** 'community service (*tequio*)' are what have enabled the people of **Laxup** and other Indigenous communities of the Sierra to survive though many difficult times. These traditional values have brought them together to confront all the challenges they have faced.

The idea of **uzunh** also inspires the annual *Guelaguetza* festivals that are held in Oaxaca City (on the third Sunday of July), as well as in many cities across California.



In Santa Cruz, Senderos puts on its festival in the spring. This year, it will be held on April 27. It is an opportunity for Oaxacans to share their dances, music, and languages, so that everybody can see, hear, and taste a little bit of Oaxaca in one day.

This class, too, has been a kind of *guelaguetza*, bringing us together over the past couple months.

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Don't forget, you can revisit all of our classes from this year on our website:

<https://wlma.ucsc.edu/nidodelenguas/clases/>

Nha' yillagdzu!

6. Homework

6.1. *Fill in the blank.* Complete each sentence below, based on the translation given.

(a)

_____’nh _____.
‘The tall girl came
to the school.’

(b)

_____’nh _____.
‘The short boy went
to the market.’

(c)

_____’nh _____.
‘The elderly woman went
to the mountains.’

(d)

_____’nh _____.
‘The cat arrived there.’

(e)

_____’nh _____.
‘The fox arrived here.’

(f)

_____’nh _____.
‘The rooster came here.’

6.2. *Raquel’s day.* Read Beto’s story below, which describes several places Raquel went yesterday, and translate it. Then, using the story, draw the path that Raquel took through town on the map.

Neje’ uyej Rakele’nh skwelh.

Yesterday, -----.

Nhats uyej Rakele’nh ya’ado’.

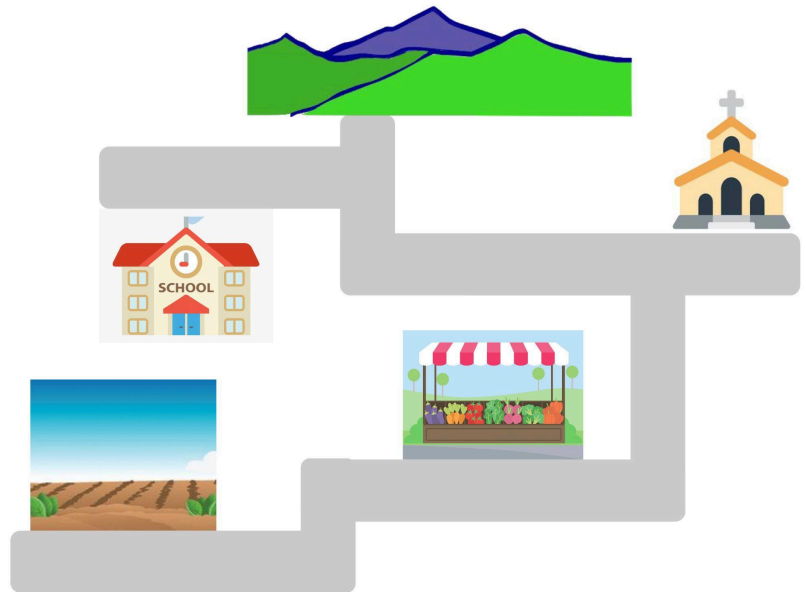
Then -----.

Nhats bide Rakele’nh yixe’.

Then -----.

Nhats bllinh Rakele’nh ya’a.

Then -----.



Bonus! Based on his story, where was Beto yesterday? -----