



Tlamachti 4 - New Home

Velmiepr	Chto'd, Kieko! Zdobritzi yzqio'daqle? Itzidavro'd.
ՎԵԼՄԻԵՊՐ	ՉՈԴԱՌ, ՀՅՀՅՈՒ// ՇԱՏԻՆԿԵ ՍԿԾԽԸՆԴՐԵԿ/ ԷԿԾԵՑԲԱՑԱՑ*.
Kieko	Tlasens! Vidlaqle zinflints fredr?
ՀՅՀՅՈՒ	ՃՐԱՌԵԿ// ՎԵԼՄԻԵՊՐ ԿԵՎԱՆԿԵ ՀԵԿ/
Azhdiatzhiapr	Vidlio'd zinflints ozhda.
ՔՅԱՆԿԵՆ	ՎԵԼՄԻԵՊՐ ԿԵՎԱՆԿԵ ԱՅԱ*.
Kieko	Pradrnad fredr?
ՀՅՀՅՈՒ	ԲՐԱՋԱՐԸ ՀԵԿ/
Velmiepr	Iazh shadrnad, koetsnad, iazh pachtanad ievle!
ՎԵԼՄԻԵՊՐ	ՃՅ ՇԱՋԱՐԸ, ՀՋԵԿՏԱՐԸ. ՃՅ ԲՐԱՋԱՐԸ ՃՊԵԿ//
Kieko	Kekela chtenzenzh! Chilitad iochtiaqle chilitens?
ՀՅՀՅՈՒ	ՀԵՀԵՇԱՌ ՖԵՎԵԿ// ՖԱՌԻՆԿԵ ԱԲՄԵՏԵ ՖԱՌԻՆԿԵ
Azhdiatzhiapr	Vrojdar'o'd chtenzenzh draitsik, Kieko.
ՔՅԱՆԿԵՆ	ՎՐՈՋԱՐԸ ՖԵՎԵԿ ԱՐՏԻՀՅ, ՀՅՀՅՈՒ.*
Kieko	Brojevi devish? Aziaklik.
ՀՅՀՅՈՒ	ԲՐՈՋԵՎԻ ՎԵՎԻՏ/ ԲԿԾԵՎՀ*.
Velmiepr	Qlie af, iazh pierie qlie akimato'd.
ՎԵԼՄԻԵՊՐ	ՃՄ ՇՇ, ՃՅ ԲԵՄԵ ՃՄ ԲՀԵՆԲՐԵՋԸ.
Kieko	(Yolikavra) Pierie zhdatlik?
ՀՅՀՅՈՒ	(ԱՅԼԻՆՑԲԱՐ) ԲԵՄԵ ՋԲԵՀ/
Azhdiatzhiapr	Qikazaf. Qikvra, kiatok papaqish.
ՔՅԱՆԿԵՆ	ՃԵՇԲԿՐԵ* ՃԵՇԲԱՐ, ՀՅՀՅՈՒ ԲՐԵՐԵՎԵՄ*.
Kieko	Chelie piero'd aqle, ziefri? Chelie piero'd ish izhiazaf?
ՀՅՀՅՈՒ	ՖԵԼԻՇ ԲԵՄԱԸՆԸ ԲԵԿ, ԿԵՆԵ/ ՖԵԼԻՇ ԲԵՄԱԸՆԸ ԱՄ ԷՅՑԿՐԵ*.
Azhdiatzhiapr	Ha! Qlie blefr. lelize zan.
ՔՅԱՆԿԵՆ	ՖԵ// ՃՄ ԱԵԽ* ԵԱՆԿԵ ԿԵԴ*.



V: Look, Kieko! Do you see the estate? That's your new home.

K: It's really big. Are there other children like me?

A: Yes, you'll live with many like you.

K: Other telekinetics (pradrnad)?

V: Yes, and telepaths, and teleports, and maybe even healers!

K: This will be fun! What kind of games do they play?

A: You'll see when we get there, Kieko.

K: Do we have to walk? I'm tired.

V: It's not far, and you don't know how to fly.

K: (Excitedly) I'll learn to fly?

A: In time. For now, let's enjoy the weather.

K: Can you fly, mom? Can you fly us there?

A: Ha! Not today. Perhaps later.

Exercises (Ajozdarad)

Translate:

1. Zdobritzizaf brojevens Azhdiazhiepr, Velmiepr iazh Kieko.
2. Pradrnads Kieko.
3. Qlie piere chielens Kieko.
4. Aziakens Kieko.
5. Piere chielens Azhdiazhiepr iai qlie chielens Velmiepr.

Vocabulary (Tlatoniatl ilnamia)

-fredr	◀ꝑꝑꝑ	other
-ichpa	◀ꝑꝑꝑꝑ	young; younger
-zana	◀ꝑꝑꝑꝑꝑ	old; older
ajozdare'	ꝑꝑꝑꝑꝑꝑꝑꝑꝑ	to exercise
aziaka	ꝑꝑꝑꝑꝑꝑꝑ	tired
brojeve'	ꝑꝑꝑꝑꝑꝑꝑꝑ	to walk
chilite'	王人ꝑꝑꝑꝑꝑ	to play
chte'	王ꝑ	to observe, to see
cthen	王ꝑꝑ	year
ctheniabr	王ꝑꝑꝑꝑ	calendar
driefrabrzana	ꝑꝑꝑꝑꝑꝑꝑꝑꝑ	older brother
iolichi	ꝑꝑꝑꝑ人王人	friend
jdistial	ꝑꝑꝑꝑꝑ	birthday
kiatok	ꝑꝑꝑꝑꝑ	weather
koetse'	ꝑꝑꝑꝑꝑ	to teleport
koetsnad	ꝑꝑꝑꝑꝑꝑꝑ	one trained in teleportation
kozhaqi	ꝑꝑꝑꝑꝑꝑ	yellow
pachtanad	ꝑꝑꝑꝑꝑꝑꝑ	one trained in healing
papaqe'	ꝑꝑꝑꝑꝑꝑꝑ	to enjoy
piere'	ꝑꝑꝑꝑꝑ	to fly
pradre'	ꝑꝑꝑꝑꝑ	to use telekinesis
pradrnad	ꝑꝑꝑꝑꝑꝑ	one trained in telekinesis
qikas	ꝑꝑꝑꝑꝑ	time (conceptually)
qikasia	ꝑꝑꝑꝑꝑ	temporal
qikasiabr	ꝑꝑꝑꝑꝑꝑ	timepiece (a watch or clock)
qikazaf	ꝑꝑꝑꝑꝑꝑ	in the course of time; timely
qikvra	ꝑꝑꝑꝑꝑ	timely, in time
shadre'	土ꝑꝑꝑꝑ	to use telepathy
shidr	土ꝑꝑ	a season on Zhdant
tepek	ꝑꝑꝑꝑꝑ	park
teqozdij	ꝑꝑꝑꝑꝑꝑ	three-year period
teqozastial	ꝑꝑꝑꝑꝑꝑꝑ	three-year day
tlazhdoyo	ꝑꝑꝑꝑꝑ	red
vrienstial	ꝑꝑꝑꝑꝑ	“heat”, the summer season
vrojdare'	ꝑꝑꝑꝑꝑꝑ	to witness, to observe
yolika	ꝑꝑꝑꝑꝑ	excited
zan	ꝑꝑꝑ	later
zanila	ꝑꝑꝑꝑꝑ	conversation, dialogue
ziefrabrichpa	ꝑꝑꝑꝑꝑꝑ人王ꝑꝑ	younger sister

Emotions (lolotlia)

Despite their reputation for being inscrutable and mysterious, the Zhodani, like any other branch of humaniti, are in fact a very emotinal people. They experiene the same range and variety of feelings as do the Vilani and Solomani; what distinguishes them from their human relatives is the degree of intensity that they allow themselves to express emotions. The Zhodani believe in balance between three aspects of existence - **stietl** (土木と) or *body*, **zhatsi** (ヨルヒと) or *mind*, and **tavra** (カバタカ) or *spirit*. Extreme emotion, while natural and expected, is also considered a sign of a disharmonious **tavra**. Disharmony in any of the three *aspects* of being can lead to poor health and disharmony in the others, and when an individual suffers, those around him can become **fliedtiaql** (カキルヒスカ), *disharmonious*. For this reason, the **zdoberdievl** take the emotional needs of the people under their command very seriously.

Vocabulary (Tlatoniatl ilnamia)

pakia	ハラズ	happy
tlakia	ヒラズ	sad
kaya	ガラバ	love
rans	ハラス	hate
tlakitzia	ヒラズヒコス	homesick
machita	ガラ王人ハ	afraid
tavra	カバタカ	spirit
fliedir	カキルヒ	harmonious
fliedtiaql	カキルヒスカ	without harmony

Expressing emotion in Zdetl may be familiar. In Anglic, one might say “I am happy” or “I’m feeling sad”; in Zdetl, the same thoughts are expressed by using the possessive form of the pronoun suffix:

Pakiaik.
ハラズスル*
Happy-I; I have happiness.

Tlakiaik.
ヒラズスル*
Sad-I; I have sadness.

And so on. The participial and perfect forms also apply; for example:

He (or she) was afraid.
ガラ王人ハセハ くロコセラ*
Fear-he was-being; He had fear.

They will be in love.
カバタカセハ カバタカセラ*
Love-they-have will-doing; Love they will have.

Practice expressing emotions in Zdetl.

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Dialogue (Zanila)

Azhdiazchiepr	Yzqia, Kieko - Obrenstebr namiqe dish totomens.
Радзюхір	Укоу, 2ж2а. Өнчялтет атасынч ңүт көңгөнчек.
Kieko	Obrenstebr iadaqle?
2ж2а	Өнчялтет 2ж2а/
Velmiepr	Tlamachedl Obrenstebr.
Джелдюхір	Терсекшіл Өнчялтет*
Kieko	Tlamachtnadik iqjens tozenzh?
2ж2а	Терсекшіл 2ж2а ңүт ңүт/
Azhdiazchiepr	Qlie, Kieko, tlamachtnamik iqish tozenzh.
Радзюхір	Са. 2ж2а. Терсекшіл атасынч ңүт ңүт*
Obrenstebr	Yektnamiqe, dlenchiepr! Yekta oyanqrado'd dazej, pri'enzh?Ah, Kieko iqja tozenzh, dlenchieprzinichpatlasdish.
Өнчялтет	Үт2к2а атасынч, 2ж2а// Үт2к2а Оурастандай ңүт ңүт/ 2ж2а, 2ж2а ңүт ңүт. 2ж2а атасынч ңүт ңүт*
2ж2а	Yektnamiqe, jdistebr.
2ж2а	Үт2к2а атасынч, ңүт/
Obrenstebr	O'dia oqrshtievense tlamachtziefrnamo'd dazej. Kenkache zhdatlo'd?
Өнчялтет	О'дис ңүт 2ж2а атасынч 2ж2а ңүт/ 2ж2а атасынч ңүт/
Kieko	Viaj, jdistebr. Piere zhdatlik pri'enzh!
2ж2а	Паси. ңүт/ 2ж2а атасынч ңүт/
Obrenstebr	Ha ha! Chtenzenzhо'd shtiavik. Totomo'd, zinfredr namiqо'd.
Өнчялтет	Ши// 2ж2а ңүт/ 2ж2а атасынч ңүт/



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Vocabulary (Tlatoniatl ilnamia)

tlamachedl	とタマセド	head teacher
tlamachtnam	とタマセタヌ	parent-teacher
tlamachtrnad	とタマセタヌタナ	teacher
dlenchieprzin	ドヘチエブズ	intendant children
totome'	トモコセ	to be approaching
oqrshieve'	オクシエブ	to inform
kenkache'	ケンカセ	to be ready or prepared
oyanqrad	オヤンカラ	a trip, a journey
piere'	ピエル	to learn
kavre'	カーベル	to have, to contain
adre'	アドレ	to grasp, to hold

Exercises (Ajozdarad)

Translate:

1. I am happy.
2. She is sad.
3. They will hate us.
4. I was afraid.
5. The child was homesick.

Kieko, look - there's Obrenstebr coming to meet us.

Who is Obrenstebr?

Obrenstebr is the head teacher of the estate.

Will he be my teacher?

No, Kieko, we will be your parent-teachers.

Well met, ladies! I hope your trip went well? Ah, this must be Kieko, our youngest intendant-child.

Well met, sir.

Your mother-teachers have told me about you. Are you ready to learn?

Yes sir. I hope I will learn to fly!

Ha ha! I'm sure you will. Come, meet the other children.

Grammar: the Optative Aspect (pri-)

The *optative tense* or *aspect* refers to things that one *hopes* or *wants* to happen. In Zdetl, this is indicated by the construction **pri'** (ਪ੍ਰਿ), with the present participle **-enzh** (ਏਂਝ) and past perfective **-ej** (ਏਕ) endings. Consider the following examples (and those from the dialogue above):

Pradievl zhdatlik pri'enzh.

ਪ੍ਰਾਦੀਵਲ ਜਹਦਾਤਿਕ ਪ੍ਰਿਏਂਝ*

I hope to learn telekinesis.

Vlezhdvevl kavrish pri`ej.

ਵਲੇਖਡਵੇਵਲ ਕਾਵਰਿਸ਼ ਪ੍ਰਿਏਜ਼*

I wish we had a starship.

Qlie michens pri`ej.

ਕਲੀ ਮਿਚੇਂਸ ਪ੍ਰਿਏਜ਼*

She wishes she hadn't done that.

Practice using the optative aspect.

Exercises (Ajozdarad)

Translate:

1. I hope to visit Zhdant.
2. I hope we don't travel by train.
3. She wishes to learn to swim.
4. We hoped for a good day.
5. The children wish to play.

Translate:

1. Chilitens pri`ej zin.
2. Tera qlie enzhiens pri`enzh Velmiepr.
3. Bivriant tlatemo tlakolish pri`enzh blefr.
4. Qlie micho'd pri'ejaqle?
5. Qietsa miqanik pri'enzh.

Grammar: the Verb Infinitive (-e`)

The *infinitive* form of any verb reflects the basic concept of the root word. In Anglic, verb infinitives almost always appear in the form "to ____" as in *to be*, *to go*, *to walk*, *to run*, etc. Verbs in Zdetl have a singular word almost always ending in the **-e`** (ਏਕ) suffix. You should have already noted these in previous lessons and word lists.

When the verb infinitive is used in a sentence, the final ^ is dropped, leaving the **-e** in place. Such usages are similar to the same in Anglic:

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Fevranzh mochite chenik.

ರ್ವಾಂಜ್ ಮೋಚಿಟೆ ಚೆನಿಕ್
I want to read a book. (Book to-read desire-I)

In this example, two verbs are present - *want*, the present tense of *to desire*, and *to read*, the infinitive form. Infinitives can also be used on their own when there is no additional verb or explicit subject actor:

Qlie vlezhdezhiia ezhie.

ಉತ್ತಿ ವ್ಲೆಂಡೆಂಜ್ ಇಂತ್ತಿ*

To reach the unreachable star. (Star not visitable to visit)

Atiechavra ozde, zhiazzaf ayonad ozde tozej.

ಆತ್ಯಾಚಾವ್ರಾ ಓಂಡೆ, ಝಿಾಂಜಾಫ್ ಅಯಂದ್ ಓಂಡೆ ತೊಂಜೆ*

To boldly go where no one has gone before.

Practice using the verb infinitive.

Exercises (Ajozdarad)

Translate:

1. We have books to read.
2. They had no food to eat.
3. I learned to swim.
4. The children sat to read.
5. The father stood and spoke (talked).

Translate:

1. Niloze qlie chenik.
2. Talqi tlakone chenio'daqle?
3. Qika ozde.
4. Kavre iazh adre.
5. Mochite zino cheniens dazej.