



Tlamachti 4 - New Home

Velmiepr	Chto'd, Kieko! Zdobritzi yzqio'daqle? Itzidavro'd.
ՎԵԼՄԻԵՊՐ	Չո՞դ, Կիեկօ! Զծորիչի յզշոյգալք? Իտզիդավրօ՛դ.
Kieko	Tlasens! Vidlaqle zinflints fredr?
ՀԵԿՈ	Տլասնեցի! Վիդլակլե զինֆլինտ քերդ/
Azhdiatziepr	Vidlio'd zinflints ozhda.
ԱՅՋԻԱԶԻԵՊՐ	Վիդլիօ՛դ զինֆլինտ օշհա.
Kieko	Pradrnad fredr?
ՀԵԿՈ	Բրածռնադ հերդ/
Velmiepr	Iazh shadrnad, koetsnad, iazh pachtanad ievle!
ՎԵԼՄԻԵՊՐ	ՀՅ Շաճռնադ, Հօչտաբնադ. ՀՅ Բրածռնադ էպեշի/
Kieko	Kekela chtenzenzh! Chilitad iochtiaqle chilitens?
ՀԵԿՈ	Հեկելա շենչեցի! Շենիւրն ըմբառնեցի/
Azhdiatziepr	Vrojdar'o'd chtenzenzh draitsik, Kieko.
ԱՅՋԻԱԶԻԵՊՐ	Վրոյդարօ՛դ շենչեցի դրաւտիշ. ՀԵԿՈ.
Kieko	Brojevi devish? Aziaklik.
ՀԵԿՈ	Բրոյեվի դևիշ/ Աչիակլիկ/
Velmiepr	Qlie af, iazh pierie qlie akimato'd.
ՎԵԼՄԻԵՊՐ	ՀՅ ՌԵ. ՀՅ Բաժնե ՀՅ Բաշտարեալան.
Kieko	(Yolikavra) Pierie zhdatlik?
ՀԵԿՈ	(Սոլիկարա) Բաժնե օհւուշ/
Azhdiatziepr	Qikazaf. Qikvra, kiatok papaqish.
ԱՅՋԻԱԶԻԵՊՐ	Հյաշուրուեալ. Հյաշուր. ՀԵԿՈ Բրածռնադաւտ.
Kieko	Chelie piero'd aqle, ziefri? Chelie piero'd ish izhiazaf?
ՀԵԿՈ	Շելիչ Բաժնակալ Բէնք, Շենիշ/ Շելիչ Բաժնակալ աւտ Էյշուրուեալ/
Azhdiatziepr	Hal! Qlie blefr. lelize zan.
ԱՅՋԻԱԶԻԵՊՐ	Խա! Հյա կանալ էլիզ զան.



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	◀ꝑꝑꝑꝑ	old; older
ajozdare'	ꝑꝑꝑꝑꝑꝑꝑꝑ	to exercise
aziaka	ꝑꝑꝑꝑꝑ	tired
brojeve'	ꝑꝑꝑꝑꝑꝑ	to walk
chilite'	王人ꝑꝑꝑ	to play
chte'	王ꝑ	to observe, to see
cthen	王ꝑ	year
ctheniabr	王ꝑꝑꝑ	calendar
driefrabrzana	ꝑꝑꝑꝑꝑꝑꝑ	older brother
iolichi	ꝑꝑꝑ人王人	friend
jdistial	ꝑꝑ士ス	birthday
kiatok	ꝑꝑꝑꝑ	weather
koetse'	ꝑꝑꝑꝑ	to teleport
koetsnad	ꝑꝑꝑꝑꝑꝑ	one trained in teleportation
kozhaqi	ꝑꝑꝑꝑꝑ	yellow
pachtanad	ꝑꝑꝑꝑꝑꝑ	one trained in healing
papaqe'	ꝑꝑꝑꝑꝑꝑ	to enjoy
piere'	ꝑꝑꝑꝑ	to fly
pradre'	ꝑꝑꝑꝑ	to use telekinesis
pradrnad	ꝑꝑꝑꝑꝑ	one trained in telekinesis
qikas	ꝑꝑꝑꝑ	time (conceptually)
qikasia	ꝑꝑꝑꝑꝑ	temporal
qikasiabr	ꝑꝑꝑꝑꝑ	timepiece (a watch or clock)
qikazaf	ꝑꝑꝑꝑꝑ	in the course of time; timely
qikvra	ꝑꝑꝑꝑꝑ	timely, in time
shadre'	土ꝑꝑꝑ	to use telepathy
shidr	土ꝑꝑ	a season on Zhdant
tepek	ꝑꝑꝑꝑ	park
teqozdij	ꝑꝑꝑꝑꝑ	three-year period
teqozastial	ꝑꝑꝑꝑꝑꝑ	three-year day
tlazhdoyo	ꝑꝑꝑꝑ	red
vrienstial	ꝑꝑꝑꝑꝑ	“heat”, the summer season
vrojdare'	ꝑꝑꝑꝑꝑ	to witness, to observe
yolika	ꝑꝑꝑꝑ	excited
zan	ꝑꝑꝑ	later
zanila	ꝑꝑꝑꝑ	conversation, dialogue
ziefrabrichpa	ꝑꝑꝑꝑꝑ人王ꝑ	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** (レルタラ) 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** (リキドクスル), *disharmonious*. For this reason, the **zdoibrdievl** take the emotional needs of the people under their command very seriously.

Vocabulary (Tlatoniatl ilnamia)

pakia	ハラズ	happy
tlakia	トラズ	sad
kaya	ガラバ	love
rans	ハラヌ	hate
tlakitzia	トラズムコス	homesick
machita	マラ王人ハル	afraid
tavra	レルタラ	spirit
fliedir	リキドクル	harmonious
fliedtiaql	リキドクスル	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.
ハラズムス*
Happy-I; I have happiness.

Tlakiaik.
トラズムス*
Sad-I; I have sadness.

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

He (or she) was afraid.
マラ王人ハルセヌ くロコセヌ*
Fear-he was-being; He had fear.

They will be in love.
レルタラセヌ ハラコセヌ*
Love-they-have will-doing; Love they will have.

Practice expressing emotions in Zdetl.

Dialogue (Zanila)

Azhdiazhiepr	Yzqja, Kieko - Obrenstebr namiqe dish totomens.
Азхдиязхиеpr	Үңғасынан, 2x2a. Өткөрмөлөхтөр таңдауда сиңүүлөрдөй.
Kieko	Obrenstebr iadaqle?
2x2a	Өткөрмөлөхтөр таңдауда/
Velmiepr	Tlamachedl Obrenstebr.
Төмөнгөдөр	Төрөлөрдөр таңдауда өткөрмөлөхтөр.
Kieko	Tlamachtnadik iqiens tozenzh?
2x2a	Төрөлөрдөр таңдауда өткөрмөлөхтөр.
Azhdiazhiepr	Qlie, Kieko, tlamachtnamik iqish tozenzh.
Азхдиязхиеpr	Си, 2x2a, Төрөлөрдөр таңдауда өткөрмөлөхтөр.
Obrenstebr	Yektnamiqe, dlenchiepr! Yekta oyanqrado'd dazej, pri`enzh? Ah, Kieko iqia tozenzh, dlenchieprzinichpatlasdish.
Өткөрмөлөхтөр	Үткөрмөлөхтөр, 2x2a // Үткөрмөлөхтөр Оңтүстүрдөлдөрдөй дөрөвчүү, 2x2a // А, 2x2a Сиңүүлөрдөй, 2x2a көнөрөтөрөлөтөрдөй.
2x2a	Yektnamiqe, jdistebr.
2x2a	Үткөрмөлөхтөр, 2x2a *
Obrenstebr	O'dia oqrshtievense tlamachtziefrnamo'd dazej. Kenkache zhdatlo'd?
Өткөрмөлөхтөр	Оңтүстүрдөлдөрдөй таңдауда көнөрөтөрөлөтөрдөй Дөрөвчүү, 2x2a * 2x2a көнөрөтөрөлөтөрдөй/
Kieko	Viaj, jdistebr. Piere zhdatlik pri`enzh!
2x2a	2x2a. 2x2a * 2x2a көнөрөтөрөлөтөрдөй//
Obrenstebr	Ha ha! Chtenzenzhо'd shtiavik. Totomo'd, zinfredr namiqо'd.
Өткөрмөлөхтөр	Көнөрөтөрөлөтөрдөй таңдауда көнөрөтөрөлөтөрдөй.



Kenkaliazhdi

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'	ケカセ	to be ready or prepared
oyanqrad	オヤンカラ	a trip, a journey
piere'	ピエ	to learn
kavre'	カバレ	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:

kenkaliazhdi

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.

ಆತೆಚಾವ್ರಾ 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.