**Nahuatl for Beginners**

University of California, Berkeley

Ph.D. Candidate Abelardo de la Cruz
University of Utah
Fall 2020
Distance learning

**Course description**

In this class students will have their first exposure to the Nahuatl language via distance learning. This is the variety from the municipality of Chicontepec, in the Huasteca region of northern Veracruz, Mexico. This class covers three Units at the beginner level.

Overall, this course will allow the student to master basic Nahuatl. Therefore, in the first Unit, students will practice situations such as how to introduce himself/herself, how to introduce another person, how to say what the student likes or dislikes and other related topics. In the second Unit students will learn how to tell time. Therefore, we will use Nahuatl in daily situations, and will also read brief texts about what Nahua people do in a regular day. In the third Unit students will know the process, the symbolism, and the meaning of how to sow maize as an ancient agricultural practice that Nahuas of today carry out in their small towns.

In terms of grammar, in the first Unit students will learn the verbal tenses such as present, past and future tense, focusing largely on the past tense because it is the most complex. In the second Unit students will learn more verbal forms, including the propositive in both the past and future tense. In the third Unit students will learn to use the reverential and diminutive mode.

Finally, knowledge of Spanish is not required in this course.

**Course goals**

- **A)** Develop beginner level language comprehension -speaking, reading, writing and listening- knowledge of the language structure, as well as cultural competence and sensibility, in order to facilitate students’ ability to communicate effectively, correctly, creatively and respectfully in and outside Nahua communities.
- **B)** Learn about the Nahua historical and social cultural aspects of Nahua of today.

**Teaching materials for level 1.**

**Required materials:**

The material for level 1 will be provided in a PDF file by the coordinator and the instructor’s program one week before start classes, including other materials that will be free such as grammars and dictionaries. If necessary, I can resend any previously covered materials or exercises via email. All the content will be read and learned in class, except the grammar.
Curso de lengua náhuatl nivel principiante. Copyright by The Instituto de Docencia e Investigación Etnológica de Zacatecas. (*There is no English Nahuatl textbook published, so we will use this one. The instructor will provide support for students who do not speak Spanish*)

*Modern Nahuatl Grammar.* Copyright by The Instituto de Docencia e Investigación Etnológica de Zacatecas.

*Nahuatl dictionary.* Copyright by The Instituto de Docencia e Investigación Etnológica de Zacatecas.

In this course students will need to read and review the Nahuatl the *modern Nahuatl grammar* before each class. This material is free, and it will be provided as a PDF. Students can check in the schedule the number of pages that I recommend reading to improve their understanding of the grammar of Chicontepec Nahuatl.

**I also recommend the following books:**

Cruz de la Cruz, Abelardo de la; Cruz de la Cruz, Eduardo; Maryniak, Joanna. (2016) *Tlahtolixcopincayotl. A pictorial dictionary of modern Nahuatl* (2016) Varsovia.  
http://www.revitalization.al.uw.edu.pl/eng/Nahuatl/8/154/tlahtolixcopincayotl


**Students with disabilities**

Please, contact me over email adelacruzelacruz@albany.edu so I may provide any necessary accommodations in my class.

**Attendance**

In every class I will pass around the attendance sheet. Attendance is required at all classes. Even though the class is a distance learning one, please arrive on time. Serious illness, family emergencies, academic conferences, and religious observances are valid reasons for missing class. Please let me know if you have to miss for a legitimate reason.

**Requirements (these are described in detail below)**

- Vocabulary use: 20 %
- Participation in class: 20 %
- Homework: 20 %
- Midterm exams 20 %
Final exam: 20%
Total 100%

In this class I will evaluate the use of learned vocabulary and participation in class including arriving on time. With sentence and composition homework, I will evaluate orthography and coherence. The final exam will be oral and written.

All homework will be turned in via Google Drive to the links provided. https://drive.google.com/drive/folders/1F_mdqtu71HfD6zMIOpnV07Wuo_IkKFoZ

Upload assignments in GoogleDoc format. This allows for feedback in real time. The assignments should be turned in a day prior to the next class meeting by 11:59pm unless otherwise instructed. So, if an assignment is assigned on a Wednesday, please upload a file by Sunday night at 11:59pm. And if there is an assignment that is assigned Monday, you have until Tuesday by 11:59pm to turn it in. You are responsible for getting an assignment from a classmate or me if you happen to miss a day. Late assignments are accepted but will not receive full credit and you only have two days after the assignment is due to turn in the assignment for feedback. If you require accommodations, please let me know. If this is not clear, please also let me know.

Grading
In this course I will report grades using letters. I share the link for Berkeley students. https://registrar.berkeley.edu/faculty-staff/grading/grading-policies-reports

Please note: This schedule is subject to change. Students are responsible for being aware of any change announced in class.

SCHEDULE

<table>
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| **Wk 2** | **1** | **Unite 1. Timoixmatizceh. (Introducing ourselves)**  
1.1. Zaniltequitl. (Speaking lessons.)  
1.1.1. Permission to enter the room. |
1.1.2. Tlahpaloliztli quemman ce ahci. (General greeting: men and women.)
1.1.3. ¿Queniuhqui moillia ica nahuatl? How do you say ____ in Nahuatl?
1.1.4. Motocaxtilli ica nahuatl. (Personal pronouns.)
1.1.5. Cequin tlatoctiilli ica nahuatl. (Nouns.)
1.1.6. Tlanahuatilli tlen cetzin huan miaquin. (The Imperative mode.)

Previous reading at home: grammar: pp. 9-10.

Assignment 1: Write five questions about ¿queniuhqui moillia ica náhuatl? Also answer the questions.

2
1.1.7. Tlapohualiztli. (Numbers.)
1.1.8. Itocah cehce achi tlen totlacayo. (Body parts.)
1.1.9. Ixnezcayotl. (Colors.)
1.2. Timotlahpalozceh. (Let’s greet each other.)
Practice: Oral exercises.


Assignment 2: Conjugate 5 body-part names, using the possessive pronouns.

Wk 3 1
Holiday. No classes.

2
1.3. Timopannextizceh. (Introducing people.)
Tlaholtotecpanaliztli. (Grammar: Intransitive verbs in present tense.)
1.3.3. Tlapohualiztiili acquiýa na. (Conversation between Efren and Victor.)


Assignment 3: Introduce yourself, write only your basic information.

Wk 4 1
1.4. Ticpannextizceh totlachiyaliz. (Description of physical characteristics.)
1.4.1. Totlachiyaliz tlen totlacayo. (Description of our appearance.)
1.4.2. Tzoncalli iixnezca. (Hair color.)
1.4.3. Ixnezc noixtiyol. (Eye color.)

2
1.5. Tlen ticamatih huan tlen axticamatih. (Verbs and objects: Likes and dislikes)
1.5.1. Grammar: The 4 class of verbs in present, past and future tense.
1.5.2. Grammar: The specific object and the non-specific object.
Previous reading at home: grammar: pp. 19-20 y 40-41.

Wk 5  1
1.5.3. Ixcopincayotl tlen nicamati nicchihuaz. (Verbs expressing what one likes to do.)
1.5.4. Grammar: The 3 classes of verbs, present, past and future tense.
1.5.5. Practice: writing exercises.

Previous reading at home: grammar: pp. 40-41.

2
1.5.5. Practice: writing exercises.
1.5.6. Tlen axticamati. (Expressing what we do not like)
A) Dialogue between Norma and Aracely.
B) Practice: what we like and do not like.

Assignment 4: Write a brief text about what you like and what you do not like to do.

Wk 6  1
1.6. Ticpannextizceh ce acahya. (Introducing people.)
Practice: New words and writing exercises.

2
1.6.5. Xiquixmati ce notequixpoh. (Introducing to my friend.)
1.7. Timonahuatihtehuazceh. (Saying goodbye.)
1.7.1 Quemman ce acahya pano inechca huan tetlahpaloa. (To say goodbye to sb.)
1.7.2. Practice: Farewell conversations A) Angela and Martin & B) Miguel and Yaneth.

Assignment 5: Write about your basic information, include your appearance, what you like and what you do not like to do, introduce a friend and finally close your text with a farewell. (Five lines).

Wk 7  1
First midterm exam, oral and written.

2
Unidad 2. Tlen ticchihuah mohmoztlah. (Everyday Activities.)
2.1. Ticchihuazceh cequin tlamantli tlen quichihua macehualli mohmoztlah ichan.
(Performing everyday activities at home.)
Grammar: Class 1 verbs and oral and written exercises.

Previous reading at home: grammar: pp. 40-41.
**Assignment 6:** Write 5 sentences with verbs class 1. The sentences can be in present, past or future.

**Wk 8 1**

2.1.2. Class 2 verbs and its seven cases.
In this class we will learn the first 4 cases of this verbal class.

Previous reading at home: grammar: pp. 40-41.

**Assignment 7:** Students will read the next 5, 6 and 7 cases and will answer the exercises.

**Assignment 8:** Write 5 sentences with verbs class 2. The sentences can be in present, past or future.

2

2.1.10. Yancuic tlahtolli tlen motequihuiua pan ce tonatiuh. (New words that are used in a regular day).
Practice: Writing exercises.
2.1.11. Tlahtoltecanalitzli. (Grammar.)
The propositive mode a) -co & -to and b) -ti & -qui.

Previous reading at home: grammar: pp. 50-51.

**Assignment 9:** Write two sentences using each propositive: co-to or ti-qui.

**Wk 9 1**

2.1.12. Grammar: Use of the propositive mode with the class 3 verbs.
Practice: In-class translations.

Previous reading at home: grammar: pp. 50-51.

2

2.2. Ticmanextizceh quemmanuihus mochihua cehcen tlamantli pan ce tonatiuh.
(Indicating at what time of the day each activity occurs.)
A) Quen moxeloa tonatiuh. (Dividing the day at la Huasteca Veracruzana.)

**Assignment 10:** Write two sentences using each ending: ya – za – ca.

**Wk 10 1**

2.2.2. Tlen nicchihua pan ce tonatiuh. (What I do in a regular day.)
A) Tlen quichihua Eduardo yohuatzinco. (What Eduardo does in the morning.)
B) Tlen quichihua Mariahtzin tlayohua. (What María does at night.)
2.2.4. Tlen quichihua Victoriano tlahcотona. (What does Victoriano at noon.)
2.2.5. Zaniltequitl tlen tonayan: Roberto huan Pascuala. (Practice of dialogue.)
2.2.6. Xicnanquili tlahtlaniliztli. (Answer the questions.)

Assignment 11: Describe what you do in a regular day. Use the day-part names and use as reference the texts that you read previously.

Wk 11 1
Second midterm exam, oral and written.

2
Unit 3. Titequitizceh millah. (Working in the cornfield)
3.1. Ticmatizceh tlen motoca millah. (Let’s know what kind of crops are sowed at the field.)
3.3. A) Tequitl tlen mochihua ica cintli. (The labor that is practiced with maize.)
Tlahtolli tlen ica mochihua tlahtlaniliztli. (Let’s know how to ask questions.)

Assignment 12: Write sentences with the new words.

https://docs.google.com/document/d/1OXc03oTrEUl-mntkPAuGGutn5MWqVeyBEJVsj7EN4/edit

WK 12 1
B) Xiccuapa ica nahuatl tlahtolpamitl tlen huallauh echcapan. (Translations.)
C). Xicchihua tlahtlaniliztli ica ixcopincayotl tlen huallauh pan ixcopincayotl. (Make questions with the agricultural images.)
3.2. Ticoyazceh huan ticaquechizceh xinachtli: Ernesto, Claudia huan Adela. (Part 1. Let’s shell and soak the seeds: Ernesto, Claudia and Adela.)

2
Holiday. No classes.

WK 13 1
- Zaniliztl Claudio, Mary huan Ernesto. (Part 2. Conversation with Claudio, Mary and Ernesto.)
3.2.2. Xiquitta quen moaquechia xinachtli huan teipan xiquihcuilo. (Watch and describe how to prepare the maize before sowing it.)

2
3.3. Tictlatlalhuilizceh xinachtli tlaixpan. (Let’s offer the seed on the family altar.)
A1. El diminutivo -tzin. (The diminutive suffix -tzin.)
A2. El prefijo reverencial -pil. (The reverential prefix -pil.)
- Tlahcuiloliztli. (Writing Exercises.)
A3. Xicpatla ica caztiah tlahtolpamitl tlen eltoc echcapan. (Translations.)

Assignment 13: Transform into the diminutive-reverential a couple words.  
https://docs.google.com/document/d/1SKyTnz3K_0u6NGUJwY3gVt-fOGuOvaEOpo-lw2jbyhl/edit

WK 14. 1
3.3.2. Xicpohua tlapohualiztli tlen Mary huan Pablo: Tictlatlalhuilizceh xinachtli. (Read the dialogue between Mary and Pablo: Let’s offer the seeds on the altar.)

2
Non-instructional day. No classes.

WK 15 1
3.4. Tictocazceh xinachtli. Zaniliztli Mateo, Luisa, Jaime huan Victor. (Let’s sow the seeds. Reading exercises.)
- Zaniliztli Mateo, Luisa, Victor, Jaime, Mario. (Reading exercises.)

Assignment 14: Describe how you will prepare your own cornfield.  
https://docs.google.com/document/d/1JbSkXZHkoTR6zxdUEfHR4wcGcirx9xbHt8l6G5cHjUjg/edit

2
Oral conversations between students about the cornfield in-class.  
Handouts will be provided in-class.

WK 16. 1
Oral conversations and writing exercises. In-class will be practiced the units 1 and 2.  
Handouts will be provided in-class.

2
Oral conversations and writing exercises. In-class will be practiced the units 1, 2 and 3.  
Handouts will be provided in-class.

WK 17. 1
Final exam. Oral and written.

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