

Lesson 21

Your Turn 3

Vocabulary

a	love of inanimates <i>one of a set of words we'll see later</i>	lhitheril	to regret [lhith (fret) + eril (PAST)] {JLP & EC}
am	love for one related by blood <i>one of a set of words we'll see later</i>	nede	one <i>one of a set of words we'll see later</i>
bere... ébere	if... then	oth	to be important
boó	three <i>one of a set of words we'll see later</i>	rano	almost; nearly; not quite [ra- (NON) + no- (FINISH)] {AB}
-di	Suffix (Type-of-Sentence word): said in teaching; didactically	rashe	torment [ra- (NON) + she (comfort)]
éeya	sickness, illness	shama	grief for which there is external cause, but no-one to blame and no remedy <i>one of a set of words we'll see later</i>
-háalish	Degree Marker: to an extraordinary degree; utmostly	shebasheb	death [sheb (to change)] used as a verb: to die
loláad	to perceive, internally [lo- (INT) + láad (to perceive)]	shin	two <i>one of a set of words we'll see later</i>
lhith	to fret [lh- (PEJ) + lith (to think)] {JLP & EC}	wem	to lose
lhitharil	to worry [lhith (fret) + aril (FUT)] {JLP & EC}	woho	all, every <i>one of a set of words we'll see later</i>

Along with **lhith**, **lhitharil** and **lhitheril** (above) come “**litheril**” (**reminisce**) [**lith** (**think**) + **eril** (**PAST**)] and “**litharil**” (**anticipate**) [**lith** (**think**) + **aril** (**FUT**)]. All five of these are from {JLP & EC}.

Along with “**rashe**” (**torment**) comes “**she**” (**to comfort**).

A note about the words “**bere**” and “**ébere**”: though an historical accident (occasioned by the fact that “**r**” is not linguistically a consonant in the same sense that “**b**” is), these two words were originally coined beginning with “**br**” which is an illegal consonant cluster. This was corrected by the second generation developing Láadan. Though we will not be using the obsolete forms, “**bre**” and “**ébre**,” you should recognize them if you should happen across them.

The new words “**nede**” (**one**), “**shin**” (**two**), “**boó**” (**three**) and “**woho**” (**all; every**) are all from a set of words to be presented more fully in a future lesson. For now, we just need to know that they are used postpositionally (that is, they follow the case phrase they modify).

English Text

The Boy and His Sick Sister

Once upon a time there was a boy. He had two sisters, and he loved tormenting them. Time passed, and he continued to torment them. They all three grew, but he didn't stop tormenting them. And then one of his sisters became ill. She was very, very ill; she almost died. He worried. Time passed; he fretted. Time passed; finally, he regretted, and he realized something: he loved his sister, and he would be sorrowful in the extreme if he lost her.

Fear of loss may teach the importance of family.

Your Translation into Láadan & Retranslation into English

The Boy and His Sick Sister

L: _____

E: _____

Once upon a time there was a boy. He had two sisters, and he loved tormenting them. Time passed, and he continued to torment them. They all three grew, but he didn't stop tormenting them. And then one of his sisters became ill. She was very, very ill; she almost died. He worried. Time passed; he fretted. Time passed; finally, he regretted, and he realized something: he loved his sister, and he would be sorrowful in the extreme if he lost her.

L: _____

E: _____

Fear of loss may teach the importance of family.

L: _____

E: _____

My Translation into Láadan with Morphemic Analysis & Retranslation into English

The Boy and His Sick Sister

Háawithid i Wohéeya Wohena Betha

Háawithid	i	Wohéeya	Wohena	Betha
(CHILD + PERSON = CHILD) + MALE = Boy	AND	REL + SICKNESS	REL + SIBLING	X1 + POSS _{BIRTH}

The Boy and His Sick Sister

Once upon a time there was a boy. He had two sisters, and he loved tormenting them. Time passed, and he continued to torment them. They all three grew, but he didn't stop tormenting them. And then one of his sisters became ill. She was very, very ill; she almost died. He worried. Time passed; he fretted. Time passed; finally, he regretted, and he realized something: he loved his sister, and he would be sorrowful in the extreme if he lost her. Bíide ham háawithid wo. Thi be henahizheth shin, i a rashe behid bezheth. Mesháad hath, i nárashe behid bezheth. Menáwí bezh boó, izh nárashe ra be bezheth. Id nahéeya henahizh betha nede. Eeyaháalish be; shebasheb rano be. Lhitharil behid. Mesháad hath, i lhith behid. Mesháad hath; lhitheril behid doól; i naloláad behid beyeth: am be hena bethath, i rilrili loláad be shamaháalisheth bere wem be behizheth.

Bíide	Mesháad	Id	Mesháad	beyeth:
DECL + NARR	hath,	AND THEN	hath,	INDEF1 + OBJ
ham	PL + COME GO	nahéeya	PL + COME GO	am
Be _{PRESENT}	TIME	BEGIN + SICKNESS	TIME	LOVE BLOOD KIN
háawithid	TIME PASSES	henahizh	TIME PASSES	be
Boy	i	SISTER	i	X1
wo.	AND	betha	AND	hena
MADE UP	nárashe	X1 + POSS _{BIRTH}	lhith	SIBLING
Thi	CONT + TORMENT	nede.	FRET	bethath,
HAVE	behid	#1	behid.	X1 + POSS _{BIRTH} + OBJ
be	HE	Éeyaháalish	HE	i
X1	bezheth.	SICKNESS + DEGE _{EXTRAORD}	Mesháad	AND
henahizheth	X2-5 + OBJ	be;	hath;	rilrili
(BIRTH _{SIB} + FEM = SISTER) + OBJ	Menáwí	X1	PL + COME GO	HYPOTH
shin,	PL + GROW	shebasheb	TIME	loláad
#2	bezh	DEATH	TIME PASSES	PERCEIVE _{INT}
i	X2-5	rano	lhitheril	be
AND	boó,	ALMOST	FRET + PAST = REGRET	X1
a	#3	be.	behid	shamaháalisheth
LOVE _{INANIM}	izh	X1	HE	GRIEF(EXT, -, -) + DEGE _{EXTRAORD} + OBJ
rashe	BUT	Lhitharil	doól;	bere
NON + COMFORT = TORMENT	nórashe	(PEJ + THINK = FRET) + FUT = WORRY	At LAST	If
behid	STOP + TORMENT	behid.	i	wem
HE	ra	HE	AND	LOSE
bezheth.	NEG	behid.	naloláad	be
X2-5 + OBJ	be	HE	BEGIN + PERCEIVE _{INT}	X1
	X1		behid	behizheth.
	bezheth.		HE	SHE + OBJ
	X2-5 + OBJ			

There is a boy. He has two siblings, and he loves (of inanimates) to torment them. Time passes, and he continues to torment them. They-three grow, but he does not stop tormenting them. And then one sister of his begins to be sick. She is extraordinarily sick; she almost dies. He worries. Time passes, and he frets. Time passes; finally he regrets; and he begins to perceive-internally something: he loves (for one related by blood) his sister, and he will feel extraordinary grief (external cause, no blame, no remedy) if he loses her.

Fear of loss may teach the importance of family.

Bíidi rilrili om héeya wemethu oth onidathuth wa.

Bíidi	om	wemethu	onidathuth
DECL + DIDACT	TEACH	LOSE + PARTV	FAMILY + PARTV
rilrili	héeya	oth	wa.
HYPOTH	BEAFRAID	BEIMPORANT	MYPERC

[Didactic] Fear of loss may teach the importance of family, as I see it.

My Láadan Text

Háawithid i Wohéeya Wohena Betha

Bíide ham háawithid wo. Thi be henahizheth shin, i a rashe behid bezheth. Mesháad hath, i nárashe behid bezheth. Menáwí bezh boó, izh nórashe ra be bezheth. Id nahéeya henahizh betha nede. Eeyaháalish be; shebasheb rano be. Lhitharil behid. Mesháad hath, i lhith behid. Mesháad hath; lhitheril behid doól; i naloláad behid beyeth: am be hena bethath, i rilrili loláad be shamaháalisheth bere wem be behizheth.

Bíidi rilrili om héeya wemethu oth onidathuth wa.

Comments

English has many, many tenses and modes; its narrative tradition is to put a story's action in the past, invoking many of its tenses to adjust to this tense-shift. In comparison, Láadan's set of tenses is fairly limited. This is not a problem, but it is convenient that Láadan's narrative structure is set in the present with the “-de” suffix on the Type-of-Sentence word; story events that take place in the past are rendered in the past with “eril” or “erili,” and those in the future with “aril” or “aríli.” Of course, those merely supposed or hypothesized get “rilrili.”

By the same token, the “moral” of the fable in this story is introduced using “Bíidi,” the didactic-inflected declarative Type-of-Sentence word. Clearly, the story is over, and the lesson begins.

The verb “sháad” (to go; to come) is used here as part of the idiom “mesháad hath” (time passes). Physical movement involves cases not yet presented; please be patient.

The noun “a” (love, of inanimates) is presented in this lesson—and then promptly used as a verb. This is perfectly acceptable and is a mechanism common among human languages; in this case, “a” as a verb stands for the longer phrase “loláad SUBJ ath” (SUBJ feels love). The overriding reason it's that way in this story is because the “loláad” structure takes as its Object the emotion felt (the one toward whom it is felt is presented in a Case we've not yet seen); using the emotion as the verb allows the one toward whom it is felt to be the Object.

The word “doól” (finally) represents the first we've seen of a set of words that refer to the time in which the action described occurs. They occupy the space in the sentence word-order where the Time case will. Don't worry about it; until we introduce the Time case, these words will be the last word in their clause.