

Lesson 69

Translation 10

Vocabulary

áal	minute [sháal (day)] {AB}	hoyo	tail {SH}
alehalahá	artist [alehala (art) + -á (doer/maker)]	huhál	master-work (the project a journeyman completes and presents to the guild for their approval in order to be elevated to the rank of master) [hu (boss) + hal (work)] {AB}
dalehalel	musical instrument [dalel (made thing) + alehale (music)]	lalen	guitar
dedidelom	opera [dedide (story) + lom (song)] {YML}	olobedalehalel	percussion instrument [olob (blow; strike) + dalelehalel (musical instrument)] {AB}
déethel	flute	sháa	hour [sháal (day)] {AB}
déethelá	flautist; flute player	shelalen	dulcimer
dínidin	toy	wethemesh	crossroads; fig: a situation in which choice can/must be made [weth (way/path/road) + mesh (across)] {AB}
dóolon	violin	wilominabelid	theater [wilomina (perform) + belid (house)] {AB}
emathá	architect [emath (architecture) + -á (doer/maker)]	zhob	machine
eyoná	administrator [eyon (administration) + -á (doer/maker)]	zhomarenil	resonance chamber; sound chamber [zho (sound) + marenil (hollow)] {AB}
ezhohá	acoustics-scientist; acoustician [ezho (acoustics) + -á (doer/maker)]	zhuth	piano
hazh	cart; wagon [mazh (automobile)] {AB}		
hiháal	second, moment [hi- (diminutive) + áal (minute)] {AB}		

Láadan Text

Yáahalehalehá

²Bíide Mázhareth zha lethom, izh mezha with woho leth “Nem;” Nem lem hiwáan wa. Eríli, úyahú le háawithem, dibíili omá ledim rilrili thad alehale le thilida melashahé wa. Eril nin edeláad betho halehul lehé i bedi alehale lehé. Bedi alehale le dalehalelenan nedebe; ril thad alehale le zhuthenan i déethelenan i lalenenan i shelalenenan i dóolonenan. Eril bedi lalom íi le, izh ril thalehil neda—thalehul ra—dith lethá.

³Bíide ril ham láad le hathóoletham thabeshin, i le yáahalehalehám wa. Dush nasháad le miwith lethade i dush nahin wohim wohalehalehám; úyahú dóon hath, el le wobun wodalehaleth. Meloláad thul lethá shamath, izh melothel bezh thad bedi le radal nidi nushahé. Meloláad omá letho thenath beróo aril bedi le thad bedi ra le dalehóoth menedebe nushaháa. Mehen ra lan letho; non hal benetho mebenem ben miwishesha hihé, izh merazhe hal letho i hal benetho. Néde bel le dóoloneth, déetheleth, i laleneth; thad wida le bezheth, i mehel bezh zhoth menedebe—i thad lalom le lalenehóoden.

⁴Bíide úyahú nosháad le wethemeshedim, dush bem le néde sháad le bebáasha óobe—wethesha nedabahée wa. Bithim le mehim alehalehá beyezh shidinaléháath úyahú obée le núusha. Di beye bezhethu ledim; Máthu zha bethom, i be déethelám. Methi bezh beth i déetheláth nidi, lalomá, i lalená shin. Di be merathi bezh dóolonáhé i dibáa be néde im le bezhedenehé, i dibáa lalomá íi. Therísha zha bethom, izh beth zhashub “Sha.” Dihem sháad le bezheden, i menasháad len henedim. Methi bezh wothemideth i hazheth; them wida ra le laleneth i dóoloneth nuya—íizha dódozhehal eril el thulid lethá dimeth nedeheo laleneda i dóolonedaháa widath. Ril thi le edethi le imeth witheden nidi nedebeháa nuya wa. Medi i mededide i melalom i mehalehale len, i mesháad hath ralóolonahíwáan.

⁵Bíide úyahú menosháad len miwithedim, bel zhethaleshubá leneth shenidim úshahú ra len éhuhudem, i menawilomina len. Míi le; mehalehale len woho thadenal, izh mehesho bezh woho leth. Dush halehul le olob ra le alehalethehéwan. Áyathúul dith Sha bitha; nahen le nuya úwáanú bith zhashub Sha. Nédeshub bedi le menime mehom bezh daleth waha ledimeháa. Meban ilá lenedim methem len loshehoóth náwíwaneháath; mebenem len núusha hathóoleya nedebe obe. Om Máyel—déethelá shineya—dal déethelethuth i dithehoóthuth menedebe. Úyahú menáasháad len, benem Máyel miwithesha hi; nédeshub el be dedidelometh i beth dówilominashub wilominabelidesha núusha. Rilili be huhal bethom. Ril ul il le beth beyeya. Thi Máyel wothemid i hazh, izh them ra be bezheth; ban be bezheth Sha bidim híwáan. Menáasháad lezh henedim.

⁶Bíide mehim lezh miwithedim aril, i miwithedim shin aril wa. Mezhe bezh i miwith nedeya. Izh razhethíle miwith bimeya. Meham meworahíyamesh woweth menedebe yáanineden hatham benethusha óobe, Melíithi i mehithel mewohíthiháalish woshumath menedebe rosh háasháalethunan. Úyahú menahen miwithá mehin lezh alehalehámehe, medam ben zhedom rano ohena i ohameháath lezhedim. Mehedeláad with miwithethu hi mehéeda alehale i alehalahé. Mehoth alehalahá, alehalehá, i emathá, i mehoth hu eyonethu; mehesho re nedeya re shineya edeláad benethonal. Melolin méwith mesháad lezh hothedim wohoháasha. Mehul ben mewilomina lezh benedahé; mehul mehalehale beyen lezheden. Íi mehul meshim beyezh lezheden. Ham huhelá dalehalethethu wa; éban dórawulúd be dalehale lezhethoth. Nath betho neda mehalehale lezh lometh nedeheo onida bethadahém. Medihem lezh éban bethoth wi! Methal dalehale letho eril wa; methalethúul bezh aril. Lothel dalehalelá dal ezhothuth menedebe; wil benem i ulanin le beden. I wil dóháya be dithehoó lethath, izh ril thad ra be—íizha om Sha ledim; thi le ul nedebe híwáan. Menosháad lezh wozhedi wohothedim wozhedi wohatheya. Be wilominabelidem—worahíya wowilominabelidem, i ume be onida dalehaleláthanan. Menanédeshub mewilomina lezh thalenal benedim beda; zhethal neda hi beróo thóhaleháalish be lezheda. Mehalehale lezh lometh shanethab. Mebenem—i mehalehale i mebedi—lezh miwithesha wemaneya obe. Úyahú nosháad hath náasháadewan, anath baneshub lezhedim imeda, i methi lezh obeyaleth i yetheth dimod lezhethosha nil. Háya wowemen wosháal imewan, i methi lezh lam; meloláad lezh wenath. Menásháad lezh henedim.

⁷Bíide mesháad hathóoletham boó wa. Mehim lezh henedim, íizha medush mehim lezh e hunehenedim e hanehenedim bada. Menahim alehalehá menedebe nedenal i shinenal lezheden hath menedebe—i menóhim ben zhenal. Bedi le beyenede, i thad om le beyezhedim. Mesháad len miwithedim menedebe. Doól menosháad lezh shan miwithedim nodonisha; beth zhashub Meladith. Lezheth beleshub heshehothedim sheshihotesha thoma úshahú methad mewilomina lezh. Mehalehale lezh nusha wumaneya obe, id menéde menáasháad bezh. Náhozh alehale le thilida; nanédeshub benem le hiwan úyahú menáasháad bezh.

⁸Bíide nalith le alehale le bebáanan thilidahée wa. Alehale le déethel lethonan sheshihotesha sháaleya menedebe, i lith i ulanin le. Olob ili melathu dalehaleleth waha wi. I wida ra ili zho dalehalelethuth dóonenal. Habelid ezhohá miwithesha wa; dídíbáa be leth daleth waha bedim. Izh an ra be rilili dalehaleleth waha olob ra ili melathushubeháa. Láad le, hiyahóo thoma, elash háawith zho díníidinehoó úyahú beth olobeshubeháananehé. Báade rilili wida ili zho wozhe wodalelethuth dóonenal? Beth thadeshub el udenan e badazhenan úwanú thad olob ra ili melathu beth? Bíide ril dibáa le ezhohádim, i díbé ulanin be díbáath.

⁹Bíide ril nédibíidi ezhohá ledim híyahatheyá shin aril wa. “Em, bíidi wida ili zho in olobedalehaleth eleshub e udenan e badazhenaneháathuth—beréhóo ume zhomarenil íi ilinan wa,” di be ledim. “Rilrili olobedalehaleth menedebe methadeshub mehel. Methi ben woho meworazhe wohíyath; ban hi meworazhe wozhoth benedim woho wi. Methi mewohíya wobeyen mewohíthi wozhoth, i methi meworahíya wobeyen meworahíthi wozhoth. Mezhedam zhobehóo i zhutheháath thadeshub el wa. Hinal, thad olob alehalehá olobedalehaleth nede waha úyahú néde be; thad alehale be. Ril lothel ra le rilrili shi alehale hi thilithehé.”

¹⁰Bíide ril duth le hathóoletham boó úwanú bedi el le daleleth badazhenan wa. Aril el ra le huhal badazhenan rahadihad wa, izh ril thad el le olobedalehaleth. Duth le hathóolethameth shin rano úwanú el le olobedalehaleth thabenib i nib. Id duth le hathóoleth nidi bath úwanú el le zhobeth. Meyidelothel with menedebe shub le bebáathehéethu. Duth le mewodo wobeyezheth; memina lezh zhobeth nameladim. Neril le sháaya nedebe obe mehume olobedalehalel woho ilinanehéya hathobéeya. Nahalehale le eril el le alehaleth hatheda hiháath “ilizhuthenan,” i ril shóo radikal. Mehil ra thili. Náhalehale le hi rawáan beróo lith le rilrili methem ben hath nidi naláadewanehé. Izh ril náshóo radikal. Náhalehale le hi rawáan; alehale le sháaya boóyishin obe. Id nosháad mémelamid réeledim; mehoób i mehelash ben. Hahodimi le, i nóohalehale le hiwáan. Medam mehahod melamid, i menahilisháad ben réelede. Náahalehale le, i menéhilisháad ben. I mehamedara ben hoyonan ilisha nol nuya. Alehale le i mehamedara ben mehóohahul len wohohéya hathobéeya.

¹¹Bíide háahalehaleháth norishub shod lethodim háasháaleya nedeóo aril wa. Di be ledim meneril huhalehalehá lethehé. Bud le leyóoth ralóolonol, i yime le lolinebelidedim. Úyahú nosháad le, redeb le huhalehalehá miwithethuth woho—i eril mehom ezhohá i hubadazhelá letheháath. Ril medibáa bin daleth menedebe ledim. Leth dibáashub alehale le bebáawan i bebáawánehé. Nédi le loláad le ath alehale dimehé. Leth dibáashub alehale le melamideda bebáawanehé. Nédi le hinal: “Bíi alehale le melamidedaá; alehale le thilihóoda wa. Alehale le thilidahé ozh lethom háawitheyá. Izh mehil ra thili alehale lethoth; medam melamid shi alehale letho benethehé. Rilrili alehale le shi alehale letho ilátheháadáa.” Menádibáa bin daleth nidi menedebe ledim; doól, di biye ledim bineda, “Bíi beróo eril im in ne yáahalehalehámehé, beróo eril el ne wobun wodalehaleth, i beróo eril el ne wobun wohalehale mewobun woméhiláda, ril mezheláad len in neth dinimeshub zha huhalehalehámehé wa. Báa néde di ne daleth waha?” Di le binedim, “Bíilan ril thad áala neda le ninedim wa.”

Your English Translation

Yáahalehalehá

E: _____

²Bíide Mázhareth zha lethom, izh mezha with woho leth “Nem;” Nem lem hiwáan wa. Eríli, úyahú le háawithem, dibíili omá ledim rilrili thad alehale le thilida melashahé wa. Eril nin edeláad betho halehul lehé i bedi alehale lehé. Bedi alehale le dalehalelenan nedebe; ril thad alehale le zhuthenan i déethelenan i lalenenan i shelalenenan i dóolonenan. Eril bedi lalom íi le, izh ril thalehil neda—thalehul ra—dith letha.

E: _____

³Bíide ril ham láad le hathóoletham thabeshin, i le yáahalehalehám wa. Dush nasháad le miwith lethade i dush nahin wohim wohalehalehám; úyahú dóon hath, el le wobun wodalehaleleth. Meloláad thul letha shamath, izh melothel bezh thad bedi le radal nidi nushahé. Meloláad omá letho thenath beróo aril bedi le thad bedi ra le dalehóoth menedebe nushaháa. Mehen ra lan letho; non hal benetho mebenem ben miwithesha hihé, izh merazhe hal letho i hal benetho. Néde bel le dóoloneth, déetheleth, i laleneth; thad wida le bezheth, i mehel bezh zhoth menedebe—i thad lalom le lalenehóoden.

E: _____

E:

E:

[illegible]

7Bíde mesháad hathóoletham boó wa. Mehim lezh henedim, ízha medush mehim lezh e hunehenedim e hanehenedim bada. Menahim alehalehá menedebe nenedal i shinal lezheden hath menedebe—i menóhim ben zenal. Bedi le beyenede, i thad om le beyezhedim. Mesháad len miwithedim menedebe. Doól menosháad lezh shan miwithedim nodonisha; beth zhashub Meladiith. Lezheth beleshub heshehothedim sheshihotesha thoma úshahú methad mewilomina lezh. Mehalehale lezh nusha wumaneya obe, id menéde menáasháad bezh. Náhozh alehale le thilida; nanédeshub benem le hiwan úyahú menáasháad bezh.

E:

[illegible]

⁸Biide nalith le alehale le bebáanan thilidahée wa. Alehale le déethel lethonan sheshihotesha sháaleya menedebe, i lith i ulanin le. Olob ili melathu dalehaleleth waha wi. I wida ra ili zho dalehalelethuth dóonenal. Habelid ezhohá miwithesha wa; dídíbáa be leth daleth waha bedim. Izh an ra be rilrili dalehaleleth waha olob ra ili melathushubeháa. Hiya thoma, láad le elash háawith zho dínídinehóo úyahú beth olobeshubeháananehé. Báade rilrili wida ili zho wozhe wodalelethuth dóonenal? Beth thadeshub el udenan e badazhenan úwanú thad olob ra ili melathu beth? Biide ril díbáa le ezhohádim, i díbé ulanin be díbáath.

E:

[illegible]

E:

E:

E:

E:

My English Translation with Morpheme-by-Morpheme Analysis

Yáahalehalehá

Yáahalehalehá

TEEN + (MUSIC + DOER = MUSICIAN) = JOURNEYMANMUSICIAN

Journeyman Musician

²Bíide Mázhareth zha lethom, izh mezha with woho leth “Nem;” Nem lem hiwáan wa. Eríli, úyahú le háawithem, dibíili omá ledim rilrili thad alehale le thilida melashahé wa. Eril nin edeláad betho halehul lehé i bedi alehale lehé. Bedi alehale le dalehalelenan nedebe; ril thad alehale le zhuthenan i déethelenan i lalenenan i shelalenenan i dóolonenan. Eril bedi lalom íi le, izh ril thalehil neda—thalehul ra—dith letha.

Bíide	Eríli,	wa.	dalehalelenan	dóolonenan.
DECL + NARR	FARPAST	MYPERC	INSTRUMENT +	VIOLIN + INSTR
Mázhareth,	úyahú	Eril	INSTR	Eril
MARGARET	CONJTIME	PAST	nedebe;	PAST
zha	le	nin	#2-5	bedi
NAME	I	CAUSE	ril	LEARN
lethom,	háawithem,	edeláad	PRES	lalom
I + POSS + IDENT	CHILD + IDENT	BELIEVE	thad	SING
izh	dibíili	betho	BEABLE	íi
BUT	(SAY + DECL =	X1 + POSS	alehale	ALSO
mezha	DECLARE) + LOVE	halehul	MUSIC	le,
PL + NAME	omá	WORK +	le	I
with	TEACH + DOER	DEGEXTREME	I	izh
PERSON	=TEACHER	lehé	zhuthenan	BUT
woho	ledim	I + EMBED	PIANO + INSTR	ril
#ALL	I + GOAL	i	i	PRES
leth	rilrili	AND	AND	thalehil
I + OBJ	HYPOTH	bedi	déethelenan	BEGOOD +
“Nem;”	thad	LEARN	FLUTE + INSTR	DEGMINOR
PEARL	BEABLE	alehale	i	neda—
Nem	alehale	MUSIC	AND	ONLY
PEARL	MUSIC	lehé.	lalenenan	thalehul
lem	le	I + EMBED	GUITAR + INSTR	BEGOOD +
I + IDENT	I	Bedi	i	DEGEXTREME
hiwáan	thilida	LEARN	AND	ra—
DEMO1 + COZ =	FISH + BENEF	alehale	shelalenenan	NEG
THEREFORE	melashahé	MUSIC	DULCIMER + INSTR	dith
wa.	OCEAN + PLC +	le	i	VOICE
MYPERC	EMBED	I	AND	letha.
				I + POSSBIRTH

²My name is Margaret, but everyone calls me “Pearl;” so Pearl am I. Long ago, when I was a child, a teacher lovingly told me that I would be able to play music for the fish in the ocean. Her belief caused me to work extremely hard and learn to play music. I learned to play several instruments; I can play the piano, the flute, the guitar, the dulcimer, and the violin. I learned to sing also, but my voice is just okay—not great.

³Bíide ril ham láad le hathóoletham thabeshin, i le yáahalehalehám wa. Dush nasháad le miwith lethade i dush nahin wohim wohalehalehám; úyahú dóon hath, el le wobun wodalehaleleth. Meloláad thul letha shamath, izh melothel bezh thad bedi le radal nidi nushahé. Meloláad omá letho thenath beróo aril bedi le thad bedi ra le dalehóoth menedebe nushaháa. Mehen ra lan letho; non hal benetho mebenem ben miwithesha hihé, izh merazhe hal letho i hal benetho. Néde bel le dóoloneth, déetheleth, i laleneth; thad wida le bezheth, i mehel bezh zhoth menedebe—i thad lalom le lalenehóoden.

Bíide	nahin	le	Mehen	bel
DECL + NARR	BEGIN + EXIST	I	PL + UNDERSTAND	BRINGTAKE
ril	le	radal	ra	le
PRES	I	NOTHING + (OBJ)	NEG	I
ham	wohim	nidi	lan	dóoloneth,
láad	REL + TRAVEL	ADD'L	FRIEND	VIOLIN + OBJ
BePRESENT	wohalehalehám;	nushahé.	letho;	déetheleth,
PERCEIVE	REL + MUSICIAN + IDENT	HERE + PLC + EMBED	I + POSS	FLUTE + OBJ
Be # Old	úyahú	Meloláad	non	i
le	CONJTIME	PL + PERCEIVEINT	ALLOW	AND
hathóoletham	dóon	omá	hal	laleneth;
(TIME + MOON = MONTH) + CIRCLE = YEAR	BeCORRECT	TEACHER	WORK	GUITAR + OBJ
thabeshin,	hath,	letho	benetho	thad
#10 + #2 = #20	TIME	I + POSS	X>5 + POSS	BEABLE
i	el	thenath	mebenem	wida
AND	MAKE	JoyGOOD + OBJ	PL + STAY	CARRY
le	le	beróo	ben	le
I	I	BECAUSE	X>5	I
yáahalehalehám	wobun	aril	miwithesha	bezheth,
JOURNEYMANMUSICIAN + IDENT	REL + NEW	FUTURE	TOWN + PLC	X2-5 + OBJ
wa.	wodalehaleleth.	bedi	hihé,	i
MYPERC	REL + INSTRUMENT + OBJ	LEARN	DEMO1 + EMBED	AND
Dush	Meloláad	le	izh	mehel
MUST	PL + PERCEIVEINT	I	BUT	PL + MAKE
nasháad	thul	thad	merazhe	bezh
BEGIN + COMEGO = DEPART	PARENT	BEABLE	PL + (NON + BEALIKE = BEDIFFERENT)	X2-5
le	letha	bedi	hal	zhoth
I	I + POSSBIRTH	LEARN	WORK	SOUND + OBJ
miwith	shamath,	ra	letho	menedebe
TOWN	GRIEF(EXT,-,-) + OBJ	NEG	I + POSS	#>5
lethade	izh	le	i	—i
I + POSSBIRTH + SRC	BUT	dalehóoth	AND	AND
i	melothel	THING + FOCUS + OBJ	hal	thad
AND	PL + KNOW	menedebe	WORK	BEABLE
dush	bezh	#>5	benetho.	lalom
MUST	thad	nushaháa.	X>5 + POSS	SING
	BEABLE	HERE + PLC + EMBEDREL	Néde	le
	bedi		WANT	I
	LEARN			lalenehóoden.
				GUITAR + FOCUS + ASSOC

³Now I am twenty years old and a journeyman musician. I have to leave the town I was born in and become an itinerant musician; when the time is right, I'll make a new musical instrument. My parents are grieving—and they have cause, though there is no-one to blame and no remedy—but they know that I cannot learn anything more here. My teachers are joyful—with good reason—because I shall learn many things that I cannot here. My friends don't understand; their work allows them to stay in this town, but my work is different from their work. I want to take a violin, a flute and a guitar; I can carry them, and they make a lot of sound—and with the guitar I can sing.

⁴Bíide úyahú nosháad le wethemeshedim, dush bem le néde sháad le bebáasha óobe—wethesha nedabahée wa. Bithim le mehim alehalehá beyezh shidinalaháath úyahú obée le núusha. Di beye bezhethu ledim; Máthu zha bethom, i be déethelám. Methi bezh beth i déetheláth nidi, lalomá, i lalená shin. Di be merathi bezh dóolonáhé i dibáa be néde im le bezhedenehée, i dibáa lalomá íi. Therísha zha bethom, izh beth zhashub “Sha.” Dihem sháad le bezheden, i menasháad len henedim. Methi bezh wothemideth i hazheth; them wida ra le laleneth i dóoloneth nuya—íizha dódozhehal eril el thulid letha dimeth nedeheó laleneda i dóolonedaháa widath. Ril thi le edethi le imeth witheden nidi nedebeháa nuya wa. Medi i mededide i melalom i mehalehale len, i mesháad hath ralóolonahí hiwáan.

Bíide	shidinalaháath	i	bethom,	i
DECL + NARR	BE TOGETHER +	AND	X1 + POSS +	AND
úyahú	MANN +	lalená	IDENT	dóoloneth
CONJ _{TIME}	EMBED _{REL} +	GUITAR + DOER =	izh	VIOLIN + OBJ
nosháad	OBJ	GUITARIST	BUT	nuya
FINISH + COME GO	úyahú	shin.	beth	HERE + TIME =
= ARRIVE	CONJ _{TIME}	#2	X1 + PATIENT	NOW
le	obée	Di	zhashub	—íizha
I	DURING	SPEAK	NAME + PASSV	ALTHOUGH
wethemeshedim,	le	be	“Sha.”	dódozhehal
(PATH + ACROSS =	I	X1	HARMONY	CAUSE TO + BE EASY
CROSSROADS) +	núusha.	merathi	SPEAK + YES =	+ DEGUNUSUAL
GOAL	THERE + PLC	PL + (NON +	ACCEPT	eril
dush	Di	HAVE = LACK)	sháad	PAST
MUST	SPEAK	bezh	COME GO	el
bem	beye	X2-5	le	MAKE
CHOOSE	INDEF1	dóolonáhé	I	thulid
le	bezhethu	(VIOLIN +	bezheden,	PARENT + MALE
I	X2-5 + PARTV	DOER =	X2-5 + ASSOC	= FATHER
néde	ledim;	VIOLINIST) +	i	letha
WANT	I + GOAL	EMBED	AND	I + POSS BIRTH
sháad	Máthu	i	menasháad	dimeth
COME GO	MATTHEW	AND	PL + DEPART	CONTAINER +
le	zha	dibáa	len	OBJ
I	NAME	SPEAK + Q =	WE > 5	nedeheó
bebáasha	bethom,	QUESTION	henedim.	#1 + FOCUS
QPRN + PLC	X1 + POSS +	be	EAST + GOAL	laleneda
óobe	IDENT	X1	Methi	GUITAR +
ALONG	i	néde	PL + HAVE	BENEF
—wethesha	AND	WANT	bezh	i
PATH + PLC	be	TRAVEL	X2-5	AND
nedabahée	X1	le	wothemideth	dóolonedaháa
WHICH +	déethelám.	I	(WISDOM + CREATURE	VIOLIN + BENEF +
EMBED _Q	(FLUTE + DOER =	bezhedenehé	= MULE) + OBJ	EMBED _{REL}
wa.	FLAUTIST) + IDENT	e,	i	widath.
MYPERC	Methi	X2-5 + ASSOC	AND	CARRY + OBJ
Bithim	PL + HAVE	+ EMBED _Q	hazheth;	Ril
MEET	bezh	i	CART + OBJ	PRES
le	X2-5	AND	them	thi
I	beth	QUESTION	NEED	HAVE
mehim	X1 + OBJ	dibáa	wida	le
PL + TRAVEL	i	lalomá	CARRY	I
alehalehá	AND	SINGER	ra	edethi
MUSICIAN	déetheláth	íi.	NEG	SHARE
beyezh	FLAUTIST + OBJ	Also	le	I
INDEF2-5	nidi,	Therísha	I	imeth
	ADD’L	TERESA	laleneth	TRAVEL + OBJ
	lalomá,	zha	GUITAR + OBJ	
	SING + DOER =	NAME		
	SINGER			

witheden PERSON + ASSOC	nuya Now	mededide PL + STORY	mehalehale PL + MUSIC	mesháad hath PL + COMEGO TIME TIME PASSES ralóolonal (NON + BeSLOW = BeQUICK) + MANN hiwáan. THEREFORE
nidi Add'L	wa. MYPERC	i AND	len, We>5	
nedebeháa #2-5 + EMBEDREL + (OBJ)	Medi PL + SPEAK	melalom PL + SING	i AND	
	i AND	i AND		

⁴When I arrive at a crossroads, I must choose which road I want to go along. While I'm there, I meet some musicians who are traveling together. One of them speaks to me; Matthew is his name, and he's a flautist. They have him and one more flautist, a singer and two guitarists. He says they lack a violinist and asks whether I want to travel with them, and the singer asks, too. Teresa is her name, but she is called "Harmony." I agree to travel with them, and we depart eastward. They have a mule and cart; now I don't need to carry the guitar and the violin—although the single container my father made for the guitar and the violin makes the carrying pretty easy. I have several more people with whom to share the journey now. We talk and tell stories and sing and play music, and so the time passes quickly.

⁵Bíide úyahú menosháad len miwithedim, bel zhethaleshubá leneth shenidim úshahú ra len éhuhudem, i menawilomina len. Míi le; mehalehale len woho thadenal, izh meheso bezh woho leth. Dush halehul le olob ra le alehalethehéwan. Áyathúul dith Sha bitha; nahen le nuya úwáanú bith zhashub Sha. Nédeshub bedi le menime mehom bezh daleth waha ledimeháa. Meban ilá lenedim methem len loshehóoth náwíiwaneháath; mebenem len núusha hathóoleya nedebe obe. Om Máyel—déethelá shineya—dal déethelethuth i dithehóothuth menedebe. Úyahú menáasháad len, benem Máyel miwithesha hi; nédeshub el be dedidelometh i beth dówilominashub wilominabelidesha núusha. Rilrili be huhal bethom. Ril ul il le beth beyeya. Thi Máyel wothemid i hazh, izh them ra be bezheth; ban be bezheth Sha bidim hiwáan. Menáasháad lezh henedim.

Bíide DECL + NARR	éhuhudem, POTENTIAL + NUISANCE + IDENT	woho #ALL	bitha; XHON1 + POSSBIRTH	daleth THING + OBJ
úyahú CONJTIME	i	leth. I + OBJ	nahen BEGIN + UNDERSTAND	waha #ANY
menosháad PL + ARRIVE	AND	Dush MUST	le I	ledimeháa. I + GOAL + EMBEDREL
len We>5	menawilomina PL + BEGIN + PERFORM	halehul WORK + DEGEXTREME	nuya Now	Meban PL + GIVE
miwithedim, TOWN + GOAL	len. We>5	le I	úwáanú CONJCOZ	ilá PAYATTN + DOER = SPECTATOR
bel BRINGTAKE	Míi BeAMAZED	olob BLOWTRAUMA	bith XHON1 + PATIENT	lenedim We>5 + GOAL
zhethaleshubá [(BeALIKE + BeGOOD = BeJUST) + Do = ToPOLICE] + DOER = POLICEOFFICER	le; I	ra NEG	zhashub NAME + PASSV	methem PL + NEED
leneth We>5 + OBJ	len We>5	le I	Sha. HARMONY	len We>5
shenidim INTERSECTION + GOAL	woho #ALL	alehalethe- héwan. MUSIC + OBJ + EMBED + PURP	Nédeshub INTENTION	loshehóoth MONEY + FOCUS + OBJ
úshahú CONJPLC	thadenal, BeABLE + MANN	Áyathúul BeBEAUTIFUL + PosDEGMAGNIF	bedi LEARN	náwíiwane- háath; (CONT + Be ALIVE = SURVIVE) + PURP + EMBEDREL + OBJ
ra NEG	izh BUT	dith VOICE	le I	
len We>5	mehesho PL + SURPASS	Sha HARMONY	menime PL + BeWILLING	
	bezh X2-5		mehom PL + TEACH	
			bezh X2-5	

mebenem PL + STAY	i AND	be X1	bethom. X1 + POSS + IDENT	them NEED
len WE>5	dithehóothuth VOICE + FOCUS + PARTV + OBJ	dedidelometh (STORY + SONG = OPERA) + OBJ	Ril PRES	ra NEG
núusha THERE + PLC	menedebe. #>5	i AND	ul HOPE	be X1
hathóoleya MONTH + TIME	Úyahú CONJTIME	beth X1 + PATIENT	il PAYATTN	bezheth; X2-5 + OBJ
nedebe #2-5	menáasháad PL + RESUME + COMEGO	dówilominashub CAUSE _{TO} + PERFORM + PASSV	le I	ban GIVE
obe. THROUGH	len, WE>5	wilominabelidesh a (PERFORM + HOUSE = THEATER) + PLC	beth X1 + OBJ	be X1
Om TEACH	benem STAY	núusha. THERE + PLC	beyeya. INDEF1 + TIME	bezheth X2-5 + OBJ
Máyel MICHAEL	Máyel MICHAEL	a (PERFORM + HOUSE = THEATER) + PLC	Thi HAVE	Sha HARMONY
—déethelá FLAUTIST	miwishesha TOWN + PLC	núusha. THERE + PLC	Máyel MICHAEL	bidim XHON1 + GOAL
shineya— #2 + TIME = SECOND	hi; DEMO1	Rilrili HYPOTH	wothemid MULE	hiwáan. THEREFORE
dal THING	nédeshub INTENTION	be X1	i AND	Menáasháad PL + RESUME + COMEGO
déethelethuth FLUTE + PARTV + OBJ	el MAKE	huhal BOSS + WORK = MASTERWORK	hazh, CART	lezh WE2-5
			izh BUT	henedim. EAST + GOAL

⁵When we get to a city, a police officer takes us to an intersection where we won't be a nuisance, and we begin to perform. I'm amazed; they all play more ably than I. I have to work extremely hard lest I harm the music. Harmony's voice is magnificently beautiful; now I begin to understand why she's called Harmony. I intend to learn anything they're willing to teach me. The audience give us the money we need to survive; we stay there a few months. Michael—the second flautist—teaches me a lot about the flute and, especially, the voice. When we continue on our way, Michael stays in that city; he intends to write an opera and have it performed in the theater there. It would be his master-work. I hope to see it sometime. Michael owns the mule and cart, but he doesn't need them; so he gives them to Harmony. We continue eastward.

⁶Bíide mehim lezh miwithedim aril, i miwithedim shin aril wa. Mezhe bezh i miwith nedeya. Izh razhethíle miwith bimeya. Meham meworahíyamesh woweth menedebe yáanineden hatham benethusha óobe. Melíithi i mehithel mewohíthiháalish woshumath menedebe rosh háasháalethunan. Úyahú menahen miwithá mehin lezh alehalehámehe, medam ben zhedam rano ohena i ohameháath lezhedim. Mehedeláad with miwithethu hi mehéeda alehale i alehalahé. Mehoth alehalahá, alehalehá, i emathá, i mehoth hu eyonethu; mehesho re nedeya re shineya edeláad benethonal. Melolin méwith mesháad lezh hothedim wohoháasha. Mehul ben mewilomina lezh benedahé; mehul mehalehale beyen lezheden. Íi mehul meshim beyezh lezheden. Éban dórawulúd huhelá dalehalelethu dalehalel lezhethoth. Nath betho neda mehalehale lezh lometh nedehóo onida bethadahém. Medihem lezh éban bethoth wi! Methal dalehalel letho eril wa; methalethúul bezh aril. Lothel dalehalelá dal ezhothuth menedebe; wil benem i ulanin le beden. I wil dóháya be dithehóo lethath, izh ril thad ra be—ízha om Sha ledim; thi le ul nedebe hiwáan. Menosháad lezh wozhedi wohothedim wozhedi wohatheya. Be wilominabelidem—worahíya wowilominabelidem, i ume be onida dalehaleláthanan. Menanédeshub mewilomina lezh thalenal benedim beda; zhethal neda hi beróo thóhaleháalish be lezheda. Mehalehale lezh lometh shanethab. Mebenem—i mehalehale i mebedi—lezh miwithesha wemaneya obe. Úyahú nosháad hath náasháadewan, anath baneshub lezhedim imeda, i methi lezh obeyaeth i yetheth dimod lezhethosha nil. Háya wowemen wosháal imewan, i methi lezh lam; meloláad lezh wenath. Menásháad lezh henedim.

Bíide	miwith	menedebe	i	mehoth
DECL + NARR	TOWN	#>5	AND	PL + BEIMPORTANT
mehim	bimeya.	rosh	ohameháath	hu
PL + TRAVEL	#4 + TIME =	SUN	LOVEHOLY +	BOSS
lezh	FOURTH	háasháalethunan.	EMBEDREL +	eyonethu;
WE2-5	Meham	(CHILD + DAY =	OBJ	(SCIOF + GOV'T =
miwithedim	PL + BePRESENT	MORNING) + PARTV	lezhedim.	ADMINISTRATION) +
aril,	meworahíyamesh	+ INSTR	Mehedeláad	PARTV
TOWN + GOAL	PL + REL + [NON	Úyahú	PL + BELIEVE	mehesho
FUT	+ (BeSMALL +	CONJTIME	with	PL + SURPASS
NEXT TOWN + GOAL	ACROSS =	menahen	PERSON	re
i	BeNARROW) =	PL + BEGIN +	miwithethu	NEITHER...
AND	BeWIDE]	UNDERSTAND	TOWN + PARTV	nedeya
miwithedim	woweth	miwithá	hi	#1 + TIME = FIRST
shin	REL + PATH	TOWN + DOER =	DEMO1	re
aril	menedebe	TOWNDWELLER	mehéeda	...NOR
TOWN + GOAL	#>5	mehin	PL + BEHOLY	shineya
#2	yáanineden	PL + EXIST	alehale	#2 + TIME =
FUT	TREE + ASSOC	lezh	MUSIC	SECOND
TOWN AFTER NEXT +	hatham	WE2-5	i	edeláad
GOAL	CENTER	alehalehámehe	AND	benethonal.
wa.	benethusha	é,	alehalahé.	BELIEVE
MYPERC	X>5 + PARTV +	MUSICIAN +	ART + EMBED	X>5 + POSS +
Mezhe	PLC	IDENT +	Mehoth	MANN
PL + BEALIKE	óobe.	EMBED	PL + BEIMPORTANT	ACCORDING TO THEIR
bezh	ALONG	medam	alehalahá,	BELIEF
X2-5	Melíithi	PL + MANIFEST	ART + DOER =	Melolin
i	PL + BeWHITE	ben	ARTIST	PL + GATHER
AND	i	X>5	alehalehá,	méwith
miwith	AND	zhedam	MUSICIAN	CROWD
TOWN	mehithel	BEALIKE +	i	údimú
nedeya.	PL + (LIGHT + MAKE	MANIFEST =	AND	CONJPLC
#1 + TIME = FIRST	= SHINE)	RESEMBLE	emathá,	woho
Izh	mewohíthiháalish	rano	(SCIOF + BUILDING	#ALL
BUT	PL + REL + BeHIGH	NON + FINISH	= ARCHITECTURE) +	mesháad
razhethíle	+ DEGEXTRAORD	= ALMOST	DOER = ARCHITECT	PL + COMEGO
(NON + BEALIKE =	woshumath	ohena	i	lezh.
BeDIFFERENT) +	REL + (AIR +	RESPECTGOOD	AND	WE2-5
PosDEGEXCEL	BUILDING = TOWER)			Mehul
				PL + HOPE

ben	onida	le	Be	—i
X>5	FAMILY	I	X1	AND
mewilomina	bethadahém	beden.	wilominabelidem	mehalehale
PL + PERFORM	X1 +	X1 + ASSOC	THEATER + IDENT	PL + MUSIC
lezh	POSSBIRTH +	I	—worahíya	i
We2-5	BENEF +	AND	REL + BELARGE	AND
benedahé;	EMBED +	wil	wowilominabelide	mebedi—
X>5 + BENEF	IDENT	OPTV	m,	PL + LEARN
+ EMBED	Medihem	dóháya	REL + THEATER +	lezh
mehul	PL + (SPEAK + YES	CAUSE _{TO} +	IDENT	We2-5
PL + HOPE	= ACCEPT)	BeBEAUTIFUL	i	miwithesha
mehalehale	lezh	be	AND	TOWN + PLC
PL + MUSIC	We2-5	X1	ume	wemaneya
beyen	éban	dithehóo	BeFULL	WINTER + TIME
INDEF>5	OFFER	VOICE + FOCUS	be	obe.
lezheden.	bethoth	lethath,	X1	THROUGH
We2-5 + ASSOC	X1 + POSS + OBJ	I + POSSBIRTH +	onida	Úyahú
Íi	wi!	OBJ	FAMILY	CONJ _{TIME}
ALSO	SELFEVID	izh	dalehaleláthanan.	nosháad
mehul	Methal	BUT	INSTRUMENTMAKER +	ARRIVE
PL + HOPE	PL + BeGOOD	ril	POSSBIRTH + INSTR	hath
meshim	dalehalel	PRES	Menanédeshub	TIME
PL + SEXACT	INSTRUMENT	thad	PL + (BEGIN +	náasháadewan,
beyezh	letho	BeABLE	INTENTION = DECIDE)	RESUME + COMEGO
INDEF2-5	I + POSS	ra	mewilomina	+ PURP
lezheden.	eril	NEG	PL + PERFORM	anath
We2-5 + ASSOC	PAST	be	lezh	FOOD + PATIENT
Éban	wa;	X1	We2-5	baneshub
POTENTIAL + GIVE =	MYPERC	—íizha	thalenal	GIVE + PASSV
OFFER	methalethúul	ALTHOUGH	BeGOOD + MANN	lezhedim
dórawulúd	PL + BeGOOD +	om	benedim	We2-5 + GOAL
CAUSE _{TO} + NON +	PosDEGMAGNIF	TEACH	X>5 + GOAL	imeda,
BeBROKEN = REPAIR	bezh	Sha	beda;	TRAVEL + BENEF
huhelá	X2-5	HARMONY	X1 + BENEF	i
BOSS + MAKE +	aril.	I + GOAL	zhethal	AND
DOER	FUT	thi	BeJUST	methi
dalehalelethu	Lothel	HAVE	neda	PL + HAVE
INSTRUMENT +	KNOW	le	ONLY	lezh
PARTV	dalehalelá	I	hi	We2-5
dalehalel	INSTRUMENTMAKER	ul	DEMO1	obeyalet
INSTRUMENT	dal	HOPE	beróo	GOLD + OBJ
lezhethoth.	THING	nedebe	BECAUSE	i
We2-5 + POSS +	ezhothuth	#2-5	thóhaleháalish	AND
OBJ	(SCIOF + SOUND =	hiwáan.	JUST + WORK +	yetheth
Nath	ACOUSTICS) +	THEREFORE	DEGEXTRAORD	SILVER + OBJ
PRICE	PARTV + OBJ	Menosháad	be	dimod
betho	menedebe;	PL + ARRIVE	X1	CONTAINER + CLOTH
X1 + POSS	#>5	lezh	lezheda.	= BAG
neda	wil	We2-5	We2-5 + BENEF	lezhethosha
ONLY	OPTV	wozhedi	Mehalehale	We2-5 + POSS +
mehalehale	benem	REL + AGREEWORD	PL + MUSIC	PLC
PL + MUSIC	STAY	wohothedim	lezh	nil.
lezh	i	REL + PLACE +	We2-5	INSIDE
We2-5	AND	GOAL	lometh	Háya
lometh	ulanin	wozhedi	SONG + OBJ	BeBEAUTIFUL _{TIME}
SONG + OBJ	STUDY	REL + AGREEWORD	shanethab.	wowemen
nedehóo		REL + TIME + TIME	#5 + #10 = #15	REL + SPRING =
#1 + FOCUS			Mebenem	BeVERNAL
			PL + STAY	

wosháal REL + DAY	methi PL + HAVE	meloláad PL + PERCEIVEINT	Menásháad PL + CONT + COMEgo	henedim. EAST + GOAL
imewan, TRAVEL + PURP	lezh WE2-5	lezh WE2-5	lezh WE2-5	
i AND	lam; HEALTH	wenath. GRATITUDEGOOD		

⁶We travel to the next city, and the one after that. They are like the first city. But the fourth is excellently different. There are many broad boulevards with trees along their centers. The many tall, tall towers are white and shining in the morning sun. When the city-dwellers discover that we are musicians, they show us respect that almost resembles love-for-the-holy. The people of this city believe that music and art are holy. Artists, musicians, and architects are just as important, according to their beliefs, as high administration officials. Crowds gather whithersoever we go. They hope we'll play for them; some hope to play with us. Also, some few hope to sleep with us. A master-instrument-maker offers to repair our instruments. Her only price is that we play a single song for her family. Of course we accept her offer! My instruments were good before, but they're magnificent afterward. The instrument-maker knows a lot about acoustics; I wish to stay and study with her. And I wish she could make my voice beautiful, but she cannot—although Harmony is teaching me; so I have some small hope. We arrive at the agreed-upon place and time. It's a theater—a big theater, and it's full of the instrument-maker's family. We decide to give them a good performance for her sake; it's only fair because she had worked extraordinarily hard on our behalf. We play fifteen songs. We stay in the city, playing and learning, through the winter. When the time comes for going on, we are given food for the journey, and we have gold and silver in our purses. It's a beautiful spring day for traveling, and we have our health; we are grateful. We continue to the east.

⁷Bíde mesháad hathóoletham boó wa. Mehim lezh henedim, íizha medush mehim lezh e hunehenedim e hanehenedim bada. Menahim alehalehá menedebe nenedal i shinenal lezheden hath menedebe—i menóhim ben zhenal. Bedi le beyenede, i thad om le beyezhedim. Mesháad len miwithedim menedebe. Doól menosháad lezh shan miwithedim nodonisha; beth zhashub Meladith. Lezheth beleshub heshehothedim sheshihotesha thoma úshahú methad mewilomina lezh. Mehalehale lezh nusha wumaneya obe, id menéde menáasháad bezh. Náhozh alehale le thilida; nanédeshub benem le hiwan úyahú menáasháad bezh.

Bíde DECL + NARR	hunehenedim NORTH + EAST + GOAL	hath menedebe TIME #>5 OFTEN	beyezhedim. INDEF2-5 + GOAL	Meladith. SEA + VOICE
mesháad hathóoletham boó PL + COMEGO YEAR #3 THREE YEARS PASS wa. MYPERC	e ...OR hanehenedim SOUTH + EAST + GOAL bada. REPRAND Menahim PL + BEGIN + TRAVEL alehalehá MUSICIAN menedebe #>5 nenedal #1 + MANN i AND shinenal #2 + MANN lezheden WE2-5 + ASSOC	—i AND menóhim PL + STOP + TRAVEL ben X>5 zhenal. BEALIKE + MANN Bedi LEARN le I beyenede, INDEF>5 + SRC i AND thad BEABLE om TEACH le I	Mesháad PL + COMEGO len WE>5 miwithedim TOWN + GOAL menedebe. #>5 Doól ATLAST menosháad PL + ARRIVE lezh WE2-5 shan #5 miwithedim TOWN + GOAL nodonisha; (FINISH + EARTH = COAST) + PLC beth X1 + PATIENT zhashub NAME + PASSV	Lezheth WE2-5 + PATIENT beleshub BRINGTAKE + PASSV heshehothedim PARK + GOAL sheshihotesha (SAND + PLACE = BEACH) + PLC thoma BENEAR úshahú CONJPLC methad PL + BEABLE mewilomina PL + PERFORM lezh. WE2-5 Mehalehale PL + MUSIC lezh WE2-5 nusha HERE + PLC
e EITHER...				

wumaneya SUMMER + TIME	menáasháad PL + RESUME + COMEGo	alehale MUSIC	benem STAY	úyahú CONJTIME
obe, THROUGH	bez. X2-5	le I	le I	menáasháad PL + RESUME + COMEGo
id ANDTHEN	Náhozh CONT + DREAM	thilida; FISH + BENEF	hiwan DEMO1 + PURP = ToTHISEND	bez. X2-5
menéde PL + WANT		nanédeshub DECIDE		

⁷Three years pass. We travel eastward, although occasionally we have to travel northeast or southeast. Many musicians join us in our travels by ones and twos—and they leave us the same way. I learn from many of them, and I am able to teach a few of them. We go to many cities. Finally we five arrive at a city at the shore; it's called Meladith. We are taken to a park near the beach where we can perform. We play here through the summer, and then they want to go on. I still dream of playing for the fish; I decide to stay to that end when they go on.

⁸Bíide nalith le alehale le bebáanan thilidahée wa. Alehale le déethel lethonan sheshihotesha sháaleya mendebe, i lith i ulanin le. Olob ili melathu dalehaleleth waha wi. I wida ra ili zho dalehalelethuth dóonenal. Habelid ezhohá miwishesha wa; dídíbáa be leth daleth waha bedim. Izh an ra be rilrili dalehaleleth waha olob ra ili melathushubeháa. Láad le, hiyahóo thoma, elash háawith zho dínídinehóo úyahú beth olobeshubeháananehé. Báade rilrili wida ili zho wozhe wodalelethuth dóonenal? Beth thadeshub el udenan e badazhenan úwanú thad olob ra ili melathu beth? Bíide ril díbáa le ezhohádim, i díbé ulanin be díbáath.

Bíide DECL + NARR	i AND	ezhohá (SCIOF + SOUND = ACCOUSTICS) + DOER = ACOUSTICIAN	olob BLOWTRAUMA	olobeshube- háananehé. BLOW- TRAUMA + PASSV + EMBEDREL + INSTR + EMBED
nalith BEGIN + THINK	ulanin STUDY	miwishesha TOWN + PLC	ra NEG	Báade Q + NARR
le I	le. I	wa; MYPERC	ili WATER	rilrili HYPOTH
ahehale MUSIC	Olob BLOWTRAUMA	dídíbáa ALLOW + QUESTION	melathushube -háa. OCEAN + PARTV + AGENT + EMBEDREL	wida CARRY
le I	ili WATER	be X1	Láad PERCEIVE	ili WATER
bebáanan QPRN1 + INSTR	melathu OCEAN + PARTV	leth I + OBJ	le, I	zho SOUND
thilidahée FISH + BENEF + EMBEDQ	dalehaleleth INSTRUMENT + OBJ	waha THING + OBJ	hiyahóo DEMO1 + TIME + FOCUS	wozhe REL + BEALIKE
wa. MYPERC	wi. SELFEVID	bedim. #ANY	thoma, BeNEAR	wodalelethuth REL + OBJECT + PARTV + OBJ
Alehale MUSIC	wida CARRY	Izh BUT	elash PLAY	dóonenal? BeCORRECT + MANN
le I	ra NEG	an BeACQUAINTED	háawith CHILD	Beth X1 + PATIENT
déethel FLUTE	ili WATER	ra NEG	zho SOUND	thadeshub BeABLE + PASSV
lethonan I + POSS + INSTR	zho SOUND	be X1	dínídinehóo TOY + FOCUS	el MAKE
sheshihotesha BEACH + PLC	dalehalelethuth INSTRUMENT + PARTV + OBJ	rilrili HYPOTH	úyahú CONJTIME	udenan STONE + INSTR
sháaleya DAY + TIME	dóonenal. BeCORRECT + MANN	dalehaleleth INSTRUMENT + PATIENT	beth X1 + PATIENT	e OR
mendebe #>5	Habelid DWELL	waha #ANY		badazhenan METAL + INSTR
i AND				
lith THINK				

úwanú CONJPURP	ili WATER	ril PRES	ezhohádim, ACOUSTICIAN + GOAL	ulanin STUDY
thad BEABLE	melathu OCEAN + PARTV	dibáa QUESTION	i AND	be X1
olob BLOWTRAUMA	beth? X1 + OBJ	le I	dibé PROMISE	dibáath. QUESTION + OBJ
ra NEG	Bíide DECL + NARR			

⁸I begin to think how I'm to play for the fish. I play my flute on the beach for many days, and I think and study. Clearly, seawater is going to damage any instrument. And water doesn't carry the sound of an instrument properly. An acoustics-scientist lives in the city; he allows me to ask him any question. But he isn't acquainted with any musical instrument that wouldn't be harmed by seawater. Around this time, I perceive a child playing with a toy that makes a sound when it is struck. Might water carry the sound of such an object properly? Could it be made of stone or of metal so that seawater cannot harm it? I ask the acoustician, and he promises to study the question.

⁹Bíide ril nédibíidi ezhohá ledim híyahatheya shin aril wa. "Em, bíidi wida ili zho in olobedalehaleleth eleshub e udenan e badazhenaneháathuth—berekó ume zhomarenil íi ilinan wa," di be ledim. "Rilrili olobedalehaleleth menedebe methadeshub mehel. Methi ben woho meworazhe wohíyath; ban hi meworazhe wozhoth benedim woho wi. Methi mewohíya wobeyen mewohíthi wozhoth, i methi meworahíya wobeyen meworahíthi wozhoth. Mezhedam zhobehóo i zhutheháath thadeshub el wa. Hinal, thad olob alehalehá olobedalehaleleth nede waha úyahú néde be; thad alehale be. Ril lothel ra le rilrili shi alehale hi thilithehé."

Bíide DECL + NARR	olobedalehaleleth (BLOWTRAUMA + INSTRUMENT = PERCUSSINSTR) + PATIENT	ledim. I + GOAL	benedim X>5 + GOAL	zhobehóo MACHINE + FOCUS
ril PRES	eleshub MAKE + PASSV	"Rilrili HYPOTH	woho #ALL	i AND
nédibíidi BACK + DECLARE + DIDACT	e EITHER...	olobedalehaleleth PERCUSSINSTR + PATIENT	wi. SELFEVID	zhutheháath PIANO + EMBEDREL + PATIENT
ezhohá ACOUSTICIAN	udenan STONE + INSTR	menedebe #>5	Methi PL + HAVE	thadeshub BEABLE + PASSV
ledim I + GOAL	e ...OR	methadeshub PL + BEABLE + PASSV	mewohíya PL + REL + BE SMALL	el MAKE
híyahatheya shin	badazhenaneháathuth METAL + INSTR + EMBEDREL + PARTV + OBJ	mehel. PL + MAKE	wobeyen REL + DEMO>5	wa. MYPERC
aril WEEK + TIME #2	—berekó IF + FOCUS	Methi PL + HAVE	mewohíthi PL + REL + BE HIGH	Hinal, DEMO1 + MANN = THUS
Two Weeks Later	ume BEFULL	ben X>5	wozhoth, REL + SOUND + OBJ	thad BEABLE
wa. MYPERC	zhomarenil SOUND + HOLLOW = RESONANCECHAMBER	woho #ALL	i AND	olob BLOWTRAUMA
"Em, YES	íi ALSO	meworazhe PL + REL + BEDIFFERENT	methi PL + HAVE	alehalehá MUSICIAN
bíidi DECL + DIDACT	ilinan WATER + INSTR	wohíyath; REL + BE SMALL + OBJ	meworahíya PL + REL + BELARGE	olobedalehaleleth PERCUSSINSTR + OBJ
wida CARRY	wa," MYPERC	ban GIVE	wobeyen REL + DEMO>5	nede #1
ili WATER	di SPEAK	hi DEMO1	meworahíthi PL + REL + (NON + BE HIGH = BELOW)	waha #ANY
zho SOUND	be X1	meworazhe PL + REL + BEDIFFERENT	wozhoth. REL + SOUND + OBJ	úyahú CONJTIME
in EXIST		wozhoth REL + SOUND + OBJ	Mezhedam PL + RESEMBLE	néde WANT

be; X1 thad BEABLE alehale MUSIC	be. X1 Ril PRES lothel KNOW	ra NEG le I rilrili HYPOTH	shi TOPLEASE alehale MUSIC	hi DEMO1 thilithée. FISH + OBJ + EMBEDQ
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⁹The acoustician answers me two weeks later. “Yes, water carries the sound of a percussion instrument that is made of stone or metal—if the resonance chamber is also full of water,” he tells me didactically. “Many percussion instruments might be made. Each of them would have a different size; this would, of course, give each of them a different sound. Small ones would have a high sound; the large ones would have a low sound. A machine that resembles a piano could be built. In this way the musician could strike any individual percussion instrument when she wanted; she could play music. I don’t know whether this music would please fish.”

¹⁰Bíide ril duth le hathóoletham boó úwanú bedi el le daleleth badazhenan wa. Aril el ra le huhal badazhenan rahadihad wa, izh ril thad el le olobedalehaleleth. Duth le hathóolethameth shin rano úwanú el le olobedalehaleleth thabenib i nib. Id duth le hathóoleth nidi bath úwanú el le zhobeth. Meyidelothel with menedebe shub le bebáathehéethu. Duth le mewodo wobeyezheth; memina lezh zhobeth nameladim. Neril le sháaya nedebe obe mehume olobedalehalel woho ilinanehéya hathobéeya. Nahalehale le eril el le alehaleth hatheda hiháath “ilizhuthenan,” i ril shóo radal. Mehil ra thili. Náhalehale le hi rawáan beróo lith le rilrili methem ben hath nidi naláadewanehé. Izh ril nashóo radal. Náhalehale le hi rawáan; alehale le sháaya boóyishin obe. Id nosháad mémelamid réeledim; mehoób i mehelash ben. Hahodimi le, i nóohalehale le hiwáan. Medam mehahod melamid, i menahilisháad ben réelede. Náahalehale le, i menéhilisháad ben. I mehamedara ben hoyonan ilisha nol nuya. Alehale le i mehamedara ben mehóohahul len wohohéya hathobéeya.

Bíide DECL + NARR	le I	úwanú CONJPURP	zhobeth. MACHINE + OBJ	nameladim. (BEGIN + OCEAN = SHALLOWS) + GOAL
ril PRES	huhal MASTERWORK	el MAKE	Meyidelothel PL + BECURIOUS	Neril WAIT
duth USE	badazhenan METAL + INSTR	le I	with PERSON	le I
le I	rahadihad NON + ALWAYS = NEVER	olobedalehaleleth PERCUSSINSTR + OBJ	menedebe #>5	sháaya HOUR + TIME
hathóoletham YEAR	wa, MYPERC	thabenib #10 + #8 = #80	shub DO	nedebe #2-5
boó #3	izh BUT	i AND	le I	obe THROUGH
úwanú CONJPURP	ril PRES	nib. #8	bebáathe- héethu. QPRN1 + OBJ + EMBEDQ + PARTV	mehume PL + BEFULL
bedi LEARN	thad BEABLE	Id ANDTHEN		olobedalehalel PERCUSSINSTR
el MAKE	el MAKE	duth USE	Duth USE	woho #ALL
le I	le I	le I	le I	ilinanehéya WATER + INSTR + EMBED + TIME
daleleth MADETHING + OBJ	olobedalehaleleth. PERCUSSINSTR + OBJ	hathóoleth MONTH + OBJ	mewodo PL + REL + BESTRONG	hathobéeya. UNTIL
badazhenan METAL + INSTR	Duth USE	nidi ADD'L	wobeyezheth; REL + INDEF2-5 + OBJ	Nahalehale BEGIN + MUSIC
wa. MYPERC	le I	bath #6	memina PL + MOVE	le I
Aril FUT	hathóolethameth YEAR + OBJ	úwanú CONJPURP	lezh WE2-5	eril PAST
el MAKE	shin #2	el MAKE	zhobeth MACHINE + OBJ	
ra NEG	rano ALMOST	le I		

el	MAKE	hi	rawáan	le	I	le,	I	ben.	X>5
le	I	le	DEMO1	hi	I	i	AND	I	AND
alehaleth	MUSIC + OBJ	beróo	NEVERTHELESS	rawáan;	DEMO1	nóohalehale	PAUSE + MUSIC	mehamedara	PL + DANCE
hatheda	TIME + BENEF	lith	THINK	le	I	le	I	ben	X>5
hiháath	DEMO1 + EMBEDREL + OBJ	le	I	le	I	hiwáan.	THEREFORE	hoyonan	TAIL + INSTR
"ilizhuthenan,"	WATER + PIANO + INSTR	rilrili	HYPOTH	sháaya	HOUR + TIME	Medam	PL + MANIFEST	ilisha	WATER + PLC
i	AND	methem	PL + NEED	boóyishin	#3 + FRAC + #2	mehahod	PL + CONST + NEUTRAL	nol	UPON
ril	PRES	ben	X>5	obe.	THROUGH	melamid,	DOLPHIN	nuya.	HERE + TIME
shóo	HAPPEN	hath	TIME + (OBJ)	Id	ANDTHEN	i	AND	Alehale	MUSIC
radal.	NOTHING	nidi	ADD'L	nosháad	ARRIVE	menahilisháad	PL + BEGIN + (WATER + COMEGO = SWIM)	le	I
Mehil	PL + PAYATTN	naláadewaneh	BEGIN + PERCEIVE + PURP + EMBED	mémelamid	COLLV + DOLPHIN	i	AND	mehamedara	PL + DANCE
ra	NEG	é.	BEGIN + PERCEIVE + PURP + EMBED	réeledeim;	HARBOR + GOAL	ben	X>5	ben	X>5
thili.	FISH	Izh	BUT	mehoób	PL + JUMP	réelede.	HARBOR + SRC	mehóohahul	PL + BeWEARY + DEGEXTREME
Náhalehale	CONT + MUSIC	ril	PRES	i	AND	Náhalehale	RESUME + MUSIC	len	We>5
le	I	náshóo	CONT + HAPPEN	mehelash	PL + PLAY	le,	I	wohohéya	#ALL + EMBED + TIME
		radal.	NOTHING	ben.	X>5	i	AND	hathobéeya.	UNTIL
		Náhalehale	CONT + MUSIC	Hahodimi	CONST + AMAZEbewilder-GOOD	menéhilisháad	PL + BACK + SWIM		

¹⁰I spend three years learning to make things out of metal. I shall never make a master-work in metal, but I can make the percussion instruments. I spend almost two years making eighty-eight percussion instruments. And then I spend another six months building the machine. Many people are curious about what I'm doing. I employ a few strong ones; we move the machine to the shallows. I wait a few hours until all the percussion instruments are full of water. I begin to play music I wrote for this occasion on the "water piano," and nothing happens. The fish pay no attention. I continue playing anyway because I think they may need more time to notice. But still nothing happens. I continue playing nonetheless; I play for an hour and a half. And then a pod of dolphins arrives in the harbor; they jump and play. I'm astonished, and so I pause in playing. The dolphins show signs of no longer being excited, and they begin to swim from the harbor. I resume playing and they swim back. And now they're dancing on their tails on the water. I play and they dance until we're all extremely tired.

¹¹Bíide háahalehaleháth norishub shod lethodim háasháaleya nedehóo aril wa. Di be ledim meneril huhalehalehá lethehé. Bud le leyóoth ralóolonal, i yime le lolinebelidedim. Úyahú nosháad le, redeb le huhalehalehá miwithethuth woho—i eril mehom ezhoá i hubadazhelá letheháath. Ril medibáa bin daletth menedebe ledim. Leth dibáashub alehale le bebáawan i bebáawánehé. Nédi le loláad le ath alehaledimehé. Leth dibáashub alehale le melamideda bebáawanehé. Nédi le hinal: “Bíi alehale le melamidedaá; alehale le thilihóoda wa. Alehale le thilidahé ozh lethom háawitheyá. Izh mehil ra thili alehale lethoth; medam melamid shi alehale letho benethehé. Rilrili alehale le shi alehale letho iláttheháadáa.” Menádibáa bin daletth nidi menedebe ledim; doól, di biye ledim bineda, “Bíi beróo eril im in ne yáahalehalehámehe, beróo eril el ne wobun wodalehaleleth, i beróo eril el ne wobun wohalehale mewobun woméhiláda, ril mezheláad len in neth dinimeshub zha huhalehalehámehe wa. Báa néde di ne daletth waha?” Di le binedim, “Bíilan ril thad áala neda le ninedim wa.”

Bíide	i	letheháath.	Leth	ozh
DECL + NARR	AND	I + OBJ +	I + PATIENT	DREAM
háahalehaleháth	yime	EMBEDREL +	dibáashub	lethom
(CHILD + MUSICIAN	RUN	OBJ	QUESTION + PASSV	I + POSS + IDENT
=	le	Ril	alehale	háawitheyá.
APPRENTICE(MUSICIAN)	I	PRES	MUSIC	CHILD + TIME
+ PATIENT	lolinebelidedim.	medibáa	le	Izh
norishub	(GATHER + HOUSE =	PL + QUESTION	I	BUT
SEND + PASSV	MEETINGHALL) +	bin	melamideda	mehil
shod	GOAL	XHON>5	DOLPHIN +	PL + PAYATTN
ROOM	Úyahú	daleth	BENEF	ra
lethodim	CONJTIME	THING + OBJ	bebáawanehé	NEG
I + POSS + GOAL	nosháad	menedebe	e.	thili
háasháaleya	ARRIVE	#>5	QPRN1 + PURP	FISH
nedehóo	le,	ledim.	+ EMBEDQ	alehale
aril	I	I + GOAL	Nédi	MUSIC
MORNING + TIME	redeb	Leth	ANSWER	lethoth;
#1 + FOCUS	FIND	I + PATIENT	le	I + POSS + OBJ
FUTURE	le	dibáashub	I	medam
THE VERY NEXT	I	QUESTION + PASSV	hinal:	PL + MANIFEST
MORNING	huhalehalehá	alehale	DEMO1 + MANN =	melamid
wa.	MASTERMUSICIAN	MUSIC	THUS	DOLPHIN
MYPERC	miwithethuth	le	“Bíi	shi
Di	TOWN + PARTV +	I	DECL	TOPLEASE
SPEAK	OBJ	bebáawan	alehale	alehale
be	woho	QPRN1 + PURP	MUSIC	MUSIC
X1	#ALL	i	le	letho
ledim	—i	AND	I	I + POSS
I + GOAL	AND	bebáawánehé	melamidedaá;	benethehé.
meneril	eril	e.	DOLPHIN +	X>5 + OBJ +
PL + WAIT	PAST	QPRN1 + COZ	BENEFACCID	EMBED
huhalehalehá	mehom	+ EMBEDQ	alehale	Rilrili
BOSS +	PL + TEACH	Nédi	MUSIC	HYPOTH
MUSICIAN =	ezhoá	BACK + SPEAK =	le	alehale
MASTERMUSIC	ACOUSTICIAN	ANSWER	I	MUSIC
IAN	i	le	thilihóoda	le
lethehé.	AND	I	FISH + FOCUS +	I
I + OBJ +	hubadazhelá	loláad	BENEF	shi
EMBED	BOSS + [(METAL	PERCEIVEINT	wa.	TOPLEASE
Bud	+ MAKE =	le	MYPERC	alehale
CLOTHING	SMITHCRAFT) +	I	Alehale	MUSIC
le	DOER =	ath	MUSIC	letho
I	SMITH] =	LOVEINANIM +	le	I + POSS
leyóoth	MASTERSMITH	OBJ	I	
I + REFLX + OBJ		alehaledimehé.	thilidahé	
ralóolonal,		MUSIC + GOAL	FISH + BENEF	
BEQUICK + MANN		+ EMBED	+ EMBED	

iláttheháadáa."	"Bíi	wodalehaleleth,	len	waha?"
SPECTATOR +	DECL	REL + INSTRUMENT +	We>5	#ANY
OBJ +	beróo	OBJ	in	Di
EMBEDREL +	BECAUSE	i	EXIST	SPEAK
BENEFDUTY	eril	AND	neth	le
Menádibáa	PAST	beróo	You1 +	I
PL + CONT +	im	BECAUSE	PATIENT	binedim,
QUESTION	TRAVEL	eril	dinimeshub	XHON>5 + GOAL
bin	in	PAST	BeBEHOLDEN +	"Bíilan
XHON>5	EXIST	el	PASSV	DECL + CELEB
daleth	ne	MAKE	zha	ril
THING + OBJ	You	ne	NAME	PRES
nidi	yáahalehale-	You	huhalehale-	thad
ADD'L	hámehe,	wobun	hámehe	BEABLE
menedebe	JOURNEYMAN-	REL + BeNEW	MASTERMUSIC	áala
#>5	MUSICIAN +	wohalehale	IAN + IDENT	THANK
ledim;	IDENT +	REL + MUSIC	+ EMBED	neda
I + GOAL	EMBED	mewobun	wa.	ONLY
doól,	beróo	PL + REL + BeNEW	MYPERC	le
ATLAST	BECAUSE	woméhiláda,	Báa	I
di	eril	REL + (COLLV +	Q	ninedim
SPEAK	PAST	SPECTATOR =	néde	YouHON>5 + GOAL
biye	el	AUDIENCE) + BENE	WANT	wa."
INDEFHON1	MAKE	ril	di	MYPERC
ledim	ne	PRES	ne	
I + GOAL	You	mezheláad	YOU	
bineda,	wobun	PL + (BeALIKE +	daleth	
XHON>5 + BENE	REL + NEW	PERCEIVE =	THING + OBJ	
		CONSENSUS)		

¹¹The very next morning an apprentice-musician is sent to my room. She tells me that the master-musicians are waiting for me. I clothe myself hurriedly and run to the guild-house. When I arrive, I find every master-musician in the city—and the acoustician and the master-smith who taught me. They ask me many questions. I'm asked why and wherefore I play music. I answer that I love music. I'm asked why I play for the dolphins. I reply thus: "I don't intend to play for the dolphins—they just happened to benefit—it's the fish I play for. To play for the fish was my childhood dream. But the fish pay no attention to my music; my music appears to please the dolphins. Maybe I ought to play for the audience that my music pleases." They continue asking me many things; at last, one speaks to me on their behalf, "Because you have traveled as a journeyman, and because you have built a new musical instrument, and because you have written new music for a new audience, we now consense that you ought to be named master-musician. Do you wish to say anything?" I said to them, in celebration, "Right now, I can only thank you all."

Free Translation

The Journeyman Musician

²My name is Margaret, but everyone calls me “Pearl;” so Pearl am I. Long ago, when I was a child, a teacher lovingly told me that I would be able to play music for the fish in the ocean. Her belief caused me to work extremely hard and learn to play music. I learned to play several instruments; I can play the piano, the flute, the guitar, the dulcimer, and the violin. I learned to sing also, but my voice is just okay—not great.

³Now I am twenty years old and a journeyman musician. I have to leave the town I was born in and become an itinerant musician; when the time is right, I’ll make a new musical instrument. My parents are grieving—and they have cause, though there is no-one to blame and no remedy—but they know that I cannot learn anything more here. My teachers are joyful—with good reason—because I shall learn many things that I cannot here. My friends don’t understand; their work allows them to stay in this town, but my work is different from their work. I want to take a violin, a flute and a guitar; I can carry them, and they make a lot of sound—and with the guitar I can sing.

⁴When I arrive at a crossroads, I must choose which road I want to go along. While I’m there, I meet some musicians who are traveling together. One of them speaks to me; Matthew is his name, and he’s a flautist. They have him and one more flautist, a singer and two guitarists. He says they lack a violinist and asks whether I want to travel with them, and the singer asks, too. Teresa is her name, but she is called “Harmony.” I agree to travel with them, and we depart eastward. They have a mule and cart; now I don’t need to carry the guitar and the violin—although the single container my father made for the guitar and the violin makes the carrying pretty easy. I have several more people with whom to share the journey now. We talk and tell stories and sing and play music, and so the time passes quickly.

⁵When we get to a city, a police officer takes us to an intersection where we won’t be a nuisance, and we begin to perform. I’m amazed; they all play more ably than I. I have to work extremely hard lest I damage the music. Harmony’s voice is magnificently beautiful; now I begin to understand why she’s called Harmony. I intend to learn anything they’re willing to teach me. The audience give us the money we need to survive; we stay there a few months. Michael—the second flautist—teaches me a lot about the flute—and especially the voice. When we continue on our way, Michael stays in that city; he intends to write an opera and have it performed in the theater there. It would be his master-work. I hope to see it sometime. Michael owns the mule and cart, but he doesn’t need them; so he gives them to Harmony. We continue eastward.

⁶We travel to the next city, and the one after that. They are like the first city. But the fourth is excellently different. There are many broad avenues with trees along their centers. The many tall, tall towers are white and shining in the morning sun. When the city-dwellers discover that we are musicians, they show us respect that almost resembles love-for-the-holy. The people of this city believe that music and art are holy. Artists, musicians, and architects are just as important to them as high administration officials. Crowds gather everywhere we go. They hope we’ll play for them; some hope to play with us. Also, some few hope to sleep with us. A master-instrument-maker offers to repair our instruments. Her only price is that we play a single song for her family. Of course we accept her offer! My instruments were good before, but they’re magnificent afterward. The instrument-maker knows a lot about acoustics; I wish to stay and study with her. And I wish she could make my voice beautiful, but she cannot—although Harmony is teaching me; so I have some small hope. We arrive at the agreed-upon place and time. It’s a theater—a big theater, and it’s full of the instrument-maker’s family. We decide to give them a good performance for her sake; it’s only fair because she had worked extraordinarily hard on our behalf. We play fifteen songs. We stay in the city, playing and learning, through the winter. When the time comes for going on, we are given food for the journey, and we have gold and silver in our purses. It’s a beautiful spring day for traveling, and we have our health; we are grateful. We continue to the east.

⁷Three years pass. We travel eastward, although occasionally we have to travel northeast or southeast. Many musicians join us in our travels by ones and twos—and they leave us the same way. I learn from many of them, and I am able to teach a few of them. We go to many

cities. Finally we five arrive at a city at the shore; it's called Meladith. We are taken to a park near the beach where we can perform. We play here through the summer, and then they want to go on. I still dream of playing for the fish; to that end, I decide to stay when they go on.

⁸I begin to think how I'm to play for the fish. I play my flute on the beach for many days, and I think and study. Clearly, seawater is going to damage any instrument. And water doesn't carry the sound of an instrument properly. An acoustics-scientist lives in the city; he allows me to ask him any question. But he isn't acquainted with any musical instrument that wouldn't be harmed by seawater. Around this time, I perceive a child playing with a toy that makes a sound when it is struck. Does water carry the sound of such an object properly? Can it be made of stone or of metal so that seawater cannot harm it? I ask the acoustician, and he promises to study the question.

⁹The acoustician answers me two weeks later. "Yes, water carries the sound of a percussion instrument that is made of stone or metal—if the resonance chamber is also full of water," he tells me didactically. "Many percussion instruments might be made. Each of them would have a different size; this would, of course, give each each of them a different sound. Small ones would have a high sound; the large ones would have a low sound. A machine that resembles a piano could be built. In this way the musician could strike any individual percussion instrument when she wanted; she could play music. I don't know whether this music would please fish."

¹⁰I spend three years learning to make things out of metal. I shall never make a masterwork in metal, but I will be able to make the percussion instruments. I spend almost two years making eighty-eight percussion instruments. And then I spend another six months building the machine. Many people are curious about what I'm doing. I employ a few strong ones; we move the machine to the shallows. I wait a few hours until all the percussion instruments are full of water. I begin to play music I wrote for this occasion on the "water piano," and nothing happens. The fish pay no attention. I continue playing anyway because I think they may need more time to notice. But still nothing happens. I continue playing nonetheless; I play for an hour and a half. And then a pod of dolphins arrives in the harbor; they jump and play. I'm astonished, and so I pause in playing. The dolphins show signs of no longer being excited, and they begin to swim from the harbor. I resume playing and they swim back. And now they're dancing on their tails on the water. I play and they dance until we're all extremely tired.

¹¹The very next morning an apprentice-musician is sent to my room. She tells me that the master-musicians are waiting for me. I clothe myself hurriedly and run to the guild-house. When I arrive, I find every master-musician in the city—and the acoustician and the master-smith who taught me. They ask me many questions. I'm asked why—from what cause and to what end—I play music. I answer that I love music. I'm asked why I play for the dolphins. I reply thus: "I don't intend to play for the dolphins—they just happened to benefit—it's the fish I play for. To play for the fish was my childhood dream. But the fish pay no attention to my music; my music appears to please the dolphins. Maybe I ought to play for the audience that my music pleases." They continue asking me many things; at last, one speaks to me on their behalf, "Because you have traveled as a journeyman, and because you have built a new musical instrument, and because you have written new music for a new audience, we now consense that you ought now to be named master-musician. Do you wish to say anything?" I said to them, in celebration, "Right now, I can only thank you all."

Comments

In paragraph 10, there's a somewhat unorthodox fraction: **boóyishin** [**boó** (#3) + **-yi-** (FRAC) + **shin** (#2)]. "Three-halves" is another way to say "one-and-a-half."

Throughout, when our characters speak of "**writing music**," they use the Láadan phrase "**el... alehaleth**" (**make/create music**). This same verb would be used when creating a book. The English impulse to use the verb "**thod**" (**to write**) would be an error in Láadan.