

# Lesson 45

## Vocabulary Practice 7

### Vocabulary

áalaá	butterfly
bin	bowl
bire	layer
bod	line (on a surface; of text; of computer program)
demeren	curtain [dem (window) + ren (carpet)]
dumidal	fox [mid (creature)]
hed	drinking glass
hom	nectar
huhid	king [hu (boss; ruler) + -id (MALE)]
lub	poultry, fowl
lush	mystery
ni	cup
oódóo	bridge
oyimahina	violet (the flower) [oyi (eye) + mahina (flower)]
rahol	to waste; to squander [ra- (NON) + ol (to store)]
rin	plate
rushi	wine
shahina	rose (the flower) [sha (harmony) + mahina (flower)]
yum	beetle
zhu	tea

You might be interested in knowing a little more about the words for “bridge” and “butterfly.” One of the things that women do in their language behavior, in all of the languages I know, is a whole lot of *body language* work. I wanted that work to be less in Láadan, and the language is therefore constructed to *lexicalize* body language. (That is, to give it a pronounced form, instead of leaving it all to be done by tone of voice and gesture and facial expression and so on.) That’s why you have the set of words that tell whether the sentence coming up is a statement or question or something else; and that’s why you have the endings that tell whether the sentence is meant as a joke or a lesson or a narrative or something else—to reduce the communications labor for the women speaking.

The word for bridge, when its tone markers are in the right place, has a sound pattern like this: —̄—̄. The word for butterfly is like this: —̄—̄. Since intonation (the melody that carries the spoken words) is part of body language, this is another way of lexicalizing it. For both of these words, the voice makes the shape of the thing named, in the ear’s space and the ear’s time. Shapes “in the air,” you perceive, but for the ear rather than for the eye.

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The word “**bod**” (**line**) above is a homonym (same sound) of “**bod**” (**dish**). This can happen in any language, and Láadan is no exception. Fortunately, the “semantic domains” (the areas of discussion in which they are likely to be used) of these two words are sufficiently distant from each other that no confusion is likely.

The word “**bire**” (**layer**) was originally coined as “**bre**,” beginning with “**br**,” a consonant-cluster forbidden in Láadan. This was an historical accident (occasioned by the fact that “**r**” isn’t a consonant in the same sense that “**b**” is), and has been corrected by the second generation developing Láadan. We will not be using the archaic “**bre**” form—which was also ambiguous, being a homonym for “**bre**,” now “**bere**,” (if)—but you should be prepared to recognize it, should you happen upon it.

## Exercises

### Translate the following into English.

<sup>1</sup>Bíide eril melolin i meyod lod wum óowasha o háanáaleya úyahú nohal le wa. <sup>2</sup>Thalehul anadal. <sup>3</sup>Meham bal hobeden i thuden, i lub i máa wohaba wohódoneden binsha, i mewoliyen womeda rinesha. <sup>4</sup>Merilin len rushith mewowedeth wohedede i yobeth mewolíithi wonide. <sup>5</sup>Mehalehale i mehamedara len anadaleya aril. <sup>6</sup>Úyahú menahóoha len, mesháad belidedim nil, i naháana le. <sup>7</sup>Thi le mewoháya wohozheth. <sup>8</sup>Shumáad le áalaádan mendebe i un le beneth dun oyimahinathusha rayil id yáaninedim boó oódóosha thoma we. <sup>9</sup>Noháana le didenal; dóhu le demereneth, i láad le nahóolíithinehel wohene wothoshehéth oyinan wa. <sup>10</sup>Ril láad le owath onanan naham roshehéwáan; aril háyahal sháal; rilrili shóo wothaleháalish wobeye.

Of course, since the preceding sentences are presented as a story in paragraph form, no Type-of-Sentence Words are required after the first sentence. Nor are Evidence Words—except when we switch to dream perception and back.

- 1 **E:** \_\_\_\_\_
- 2 **E:** \_\_\_\_\_
- 3 **E:** \_\_\_\_\_
- 4 **E:** \_\_\_\_\_
- 5 **E:** \_\_\_\_\_
- 6 **E:** \_\_\_\_\_
- 7 **E:** \_\_\_\_\_
- 8 **E:** \_\_\_\_\_
- 9 **E:** \_\_\_\_\_
- 10 **E:** \_\_\_\_\_

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**Translate the following into Láadan.**

- 11 The teacher asked the child, "Does your horse live on land or in the ocean?"
- 12 "On land," replied the child.
- 13 The teacher asked, "Is a horse a wild animal or a domesticated animal?"
- 14 "A domesticated animal."
- 15 "Does a fish live on land or in the ocean?"
- 16 The child thought and said, "In the ocean."
- 17 The child was still. Slowly she began to cry.
- 18 The teacher asked, "Why are you crying?"
- 19 The child said in a small voice, "I play music for my horse, but I shall never play for the fish because it would need many weeks for me to travel to the ocean."
- 20 The teacher smiled gently and said, "You will be able to do it. If you were never able to play music for the fish, then I would cry too."

In case you couldn't follow the (fairly advanced) syntax of the answer to #19, the third clause of the child's reply is "...rilrili them [im le meladim]jehé híyahatheth menedebe..." (...would need [I travel to the ocean] many weeks...). The embedded clause is the Subject of the verb "them" (need).

In the answer to #20, we employ an idiomatic usage of "hi" (this/that) to refer to a previous clause.

- 11 L: \_\_\_\_\_
- 12 L: \_\_\_\_\_
- 13 L: \_\_\_\_\_
- 14 L: \_\_\_\_\_
- 15 L: \_\_\_\_\_
- 16 L: \_\_\_\_\_
- 17 L: \_\_\_\_\_
- 18 L: \_\_\_\_\_
- 19 L: \_\_\_\_\_
- 20 L: \_\_\_\_\_

11 Bii eril dibda omá háawithedim wá, "Báa habelid omid netho donisha e melasha?" 12 "Donisha wá," nedí háawith wá. 13 Bii eril dibda omá wá, "Báa omid romidem e shamidem?" 14 "Shamidem wá," 15 "Báa habelid thili donisha e melasha?" 16 Bii eril lith háawith wá, i di be, "Melasha wá." 17 Bii eril wam háawith wá, Nadelishe be lolonal. 18 Bii eril dibda omá wá, "Delishe ne bebdawáan?" 19 Bii eril di háawith híyalan wá, "Bii alehale le omid lethoda, izh aril alehale ra le thilida rahadidhad berdo rilrili them im le meladimehe hiyahatheth menedebe wá." 20 Bii eril dáda omá lemanal wá, i di, "Aril thad ne hith. Rilrili bere thad alehale ra ne thilida rahadidhad, ébere delishe le ii."

1 The entire household gathered and ate around the fire in the evening when I finished working. 2 The meal was extremely good. 3 There were bread with butter and honey, poultry and eggs with fragrant cheese on plates, and green vegetables in bowls. 4 We drank wine from clear glasses and coffee from white cups. 5 We made music and danced after the meal. 6 When we began to tire, we went into the house, and I went to sleep. 7 I had beautiful dreams. 8 I dreamed I was flying with many butterflies (with pleasure) and led them over a field of violets and then to trees near a bridge. 9 I awoke early; I opened the curtain and saw that the eastern sky was just beginning to be trivially grey. 10 I feel warmth on my face due to the sun beginning to shine; it's going to be an unusually beautiful day; maybe something wonderful will happen.