





## Examples

Our basic Identifier case sentence for these examples is:

Bíi ril le omám wa. I am a teacher.

When needed, we insert the verb “in” (to exist) to carry the prefixes that allow the Identifier structure to convey more than a bare equivalence:

Bíi ril duhin le omám wa.	I am trying to be a teacher.
Bíi ril dúuhin le omám wa.	I am trying in vain to be a teacher.
Bíi ril nahin le omám wa.	I am beginning to be a teacher. I am becoming a teacher.
Bíi ril náhin le omám wa.	I am continuing to be a teacher.
Bíi ril nehin le omám wa.	I am a teacher again.
Bíi ril nóhin le omám wa.	I am ceasing to be a teacher.
Bíi ril nohin le omám wa.	I am finishing being a teacher.
Bíi ril théhin le omám wa.	I am about to be a teacher, any second now.
Bíi ril théehin le omám wa.	I am about to be a teacher, but not any second.
Bíi ril thóhin le omám wa.	I was, just now, being a teacher.

At last we can see the derivation of the verb “nahin” (become), introduced in Lesson 28, and why the “after” form is rendered in the Identifier Case.

*The “do-support” model using “in” (to exist) is very elegant. Using the Identifier structure with [“in,” I can now use all those verb prefixes]. Now, can we take it one small step further? Can we use “in” as the second verb in a verb complex?*

If you needed “in” in your embedded sentence—to carry verb prefixes, for example—you’d keep it. Otherwise, I don’t understand what its function would be or why it is needed.

Bíi ril néde le omám wa.	I want to be a teacher.
Bíi ril néde nehin le omám wa.	I want to be a teacher again.
Bíi ril néde inehó le omám wa.	I want to BE a teacher.

*The rule when embedding is that the embedded clause always begins with a verb or an auxiliary. The verb in an Identifier case structure usually presents a null surface form—a problem for embedding them. When embedding Identifier case structures, when no auxiliary is appropriate, would we use “in” as the verb that begins the embedded clause?*

I have no objection to using “in” as the verb when embedding a sentence that has an Identifier [noun phrase] as its predicate.

Bíi néde le in le omáhé wa.	I want that I be a teacher.
Bíi ril menéde bedihá mehin bezh omáhé wa.	The students want that they be teachers.

Note that the first example above (the full embedding to disambiguate the first example in the previous set) would be awkward. Human languages do not like to repeat identical information within a connected discourse without very good reasons—in this case to explicitly resolve some ambiguity.

Note also, in the sets of sentences that comprise the rest of this lesson's examples, that we needn't use "in" to begin embedded clauses if the clause begins with an auxiliary. This is because the rule for embedding states that an embedded clause begins either with a verb or with an auxiliary. Of course, even in the presence of an auxiliary, if we were going to use one of the verb prefixes, we would use "in" to carry the prefix.

Bíi ul Mázhareth in le omáhé wa.	Margaret hopes that I am a teacher.
Bíi ul Mázhareth rilrili le omáhé wa.	Margaret hopes that I might be a teacher.
Bíi ul Mázhareth rilrili nahin le omáhé wa.	Margaret hopes that I might begin to be a teacher.
Bíi lothel ra rawith in le omáhéé wa.	No-one knows whether I am a teacher.
Bíi lothel ra rawith eril le omáhéé wa.	No-one knows whether I was a teacher.
Bíi lothel ra rawith eril dúuhin le omáhéé wa.	No-one knows whether I failed to be a teacher
Báa nasháad in néehá omáháa?	Is the alien who is a teacher departing?
Báa nasháad aril néehá omáháa?	Is the alien who will be a teacher departing?
Báa nasháad aril nohin néehá omáháa?	Is the alien who will finish being a teacher departing?

As we've seen before, the conjunction "úmú" takes only one noun phrase, which represents the Subject of an Identifier clause whose Identifier case phrase, together with the English copula, are represented by the conjunction.

Bíi di le úmú ebalá wa.	I tell who the baker is.
Bíi di le úmú duhin ebalá wa.	I tell who the baker is trying to be.
Bíi di le úmú aril ebalá wa.	I tell who the baker will be.
Bíi di le úmú aril duhin ebalá wa.	I tell who the baker will try to be.

That noun phrase can be represented by a Possessive structure or an Embedded Relative clause, since both fulfill a case role just like a noun or pronoun, as shown below:

Bíi dibáa le úmú hothul netha wa.	I ask who your grandparent is.
Bíi dibáa le úmú nahin hothul netha wa.	I ask who your grandparent is beginning to be.
Bíi dibáa le úmú eril hothul netha wa.	I ask who your grandparent was.
Bíi dibáa le úmú eril nahin hothul netha wa.	I ask who your grandparent was beginning to be.
Bíi lothel le úmú hal witheháa wa.	I know who the person who works is.
Bíi lothel le úmú nóhin hal witheháa wa.	I know who the person who works stops being.
Bíi lothel le úmú aril hal witheháa wa.	I know who the person who will work is.
	I know who the person who works will be.
Bíi lothel le úmú aril nóhin hal witheháa wa.	I know who the person who works will stop being.

Notes 1

---



---



---

## Exercises

Translate the following into English.

- 1 Baa ril théehin ra Elízhabeth emidám?
- 2 Bíi ril thónahin belid bethem wa.
- 3 Bíi eril néde wobalin wowehehá imám waa.
- 4 Baa medibé meduhin Yáanezh mewothal wothulem? Bere em, bé aril den le wohonal wa.
- 5 Bíi héeya ra ábedá aril be ninálhemehéth we.
- 6 Bíi en onida náhin nime nathademehéth wa.
- 7 Bíi eril medibáa háawith in homana thizhem e thuzhemehée(th) wa.
- 8 Bíi aril mebedi ilá nehin zho alehalemehéeth wa.
- 9 Baa azháadin in duthahá hothul nethameháa?
- 10 Bíidu meloláadehálish with woho zhanath beróo dúhin rashonelh shonem wa.

In #4, did you note the word “wohonal”? *Formally*, postpositions (such as “woho”) do not accept case suffixes; therefore, “in every way” would have to be translated “wethenal woho” [weth (road/path/way) + -nal (MANN) | woho (all/every)]. *Informally*, however, “wohonal” will be clearly understood and, as such, is perfectly acceptable Láadan.

1 En:

2 En:

3 En:

4 En:

5 En:

6 En:

7 En:

8 En:

9 En:

10 En:

N

Notes

Notes

Notes

**Translate the following into Láadan.**

- 11 The musician tried in vain to be a singer.
- 12 Bethany and Michael are studying engineering; they'll commence being engineers next month.
- 13 Your (honored you) niece is showing signs of being a philosopher.
- 14 [warning] Magic Granny intends to stop being Anthony's neighbor in two weeks.
- 15 Astronomers teach us that our sun is a star.
- 16 Do you (many) believe that the prisoner must be my enemy?
- 17 Margaret Brown remembered whether the holiday was torment.
- 18 The housekeeper knows who is finished being a crime-doer (not a criminal) [skeptical].
- 19 Their great-aunt Carol was acquainted with the leaves that were herbs.
- 20 Does the nurse care for the drinker (not an alcoholic) who is ceasing to be a clergyman?

Of course you had no trouble with “**alehalehá**” (musician) and “**lalomá**” (singer) in #11 or with “**eduthá**” (engineer) in #12. They are all straightforward “-á” (doer) formations from “**alehale**” (music), “**lalom**” (sing) and “**eduth**” (engineering), respectively.

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

Notes \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1 Isn't Elizabeth about to be a biologist? 2 The house has just become a home. 3 The old storekeeper wanted to be a traveler. 4 Do you young people promise to try to be good parents? If so, I promise to help in every way. 5 The farmer isn't afraid that she will be the one to blame (I dreamed). 6 The family understands that to be willing is still to begin to be able. OR ...that willingness continues to be the beginning of ability. 7 The children asked whether dessert was pie or cake. 8 The spectators will learn whether the sound is music again. 9 Is the healer who is your grandmother menopausal? 10 [poetic] Everyone keenly feels regret (ext cause, no blame, remedy) because the war is falling to be peace.

11 Bii eril dúuhin alehalehá lalomám wá. 12 Bii mehulanin Bètheni! Mâyel edutheth: menahin bezh eduthám hathóloleya aril wá. 13 Bii ril dam sheridan nitha ehendam wá. 14 Bêe nêdeshub nôhin Shôsho obeth Anetheni bethom hiyahatheya shin aril wá. 15 Biiidi mehom ehashá in rosh lenetho ashemehêth lenedim wá. 16 Bâa mehedelâad nen dush zhilhad leb lethomehê? 17 Bii eril dom Leyaneshem Mázhareth in didin rashemehê wá. 18 Bii lothel elodá nôhin bebda ibamehê wá. 19 Bii eril an Hêrel hoberidan benetha mehin mi theshemehâth wá. 20 Bâa naya onin nôhin ranahá wiithamidemehâth?