

Lesson 69

Translation 10

Vocabulary

áal	minute [sháal (day)] {AB}
alehala	art [alehale (music)]
alehalahá	artist [alehala (art) + -á (doer/maker)]
badazhel	smith-craft [badazh (metal) + el (make)] {AB}
badazhelá	smith [badazhel (smith-craft) + -á (doer)] {AB}
dalehalel	musical instrument [dalel (made thing) + alehale (music)]
dedidelom	opera [dedide (story) + lom (song)] {YML}
déethel	flute
dínídin	toy
dóolon	violin
dórawulúd	to cause to be unbroken; to repair [dó- (cause to) + ra- (NON) + wulúd (be broken)] {AB}
dówulúd	to cause to be broken; to break [dó- (cause to) + wulúd (be broken)] {AB}
éban	to offer [é- (potential) + ban (give)] {AB}
emathá	architect [emath (architecture) + -á (doer/maker)]
eyoná	administrator [eyon (administration) + -á (doer/maker)]
ezhohá	acoustics-scientist; acoustician [ezho (acoustics) + -á (doer/maker)]
hazh	cart; wagon [mazh (automobile)] {AB}
hiháal	second, moment [hi- (diminutive) + áal (minute)] {AB}
hoyo	tail {SH}
huhal	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}
lalen	guitar
lobedalehalel	percussion instrument [olob (blow; strike) + dalelehalel (musical instrument)] {AB}
rawulúd	be unbroken [ra- (NON) + wulúd (be broken)] {AB}
sháa	hour [sháal (day)] {AB}
shelalen	dulcimer
wethemesh	crossroads; fig: a situation in which choice can/must be made [weth (way/path/road) + mesh (across)] {AB}
wilominabelid	theater [wilomina (perform) + belid (house)] {AB}
wothemid	mule [woth (wisdom) + mid (creature)]
wulúd	be broken [wud (part)] {AB}
zhethaleshub	to police; to act as police [zhethal (just(ice)) + el (make)] {AB}
zhethaleshubá	police officer; one who polices [zhethalel (to police) + -á (doer)] {AB}
zhob	machine
zhomarenil	resonance chamber; sound chamber [zho (sound) + marenil (hollow)] {AB}
zhuth	piano

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. Nin edeláad betho halehul lehé i bedi alehale lehé. Bedi alehale le dalehalelanan nedebe; ril thad alehale le zhuthenan i déethelenan i lalenenan i shelalenenan i dólonenan. Íi eril bedi lalom le, izh 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 miwithesha hihé, izh razhe hal letho i hal benetho. Néde bel le dóloneth, 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 ham le núushahéya obée. Di beye bezhethu ledim; Máthu zha bethom, i be déethelám. Methi bezh beth i déetheláath nidi, lalomá, i lalená shin. Di be merathi bezh dólonáhé 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 dóloneth nuya—íizha dódozhehal eril el thulid lethá dimeth nedehóo laleneda i dólonedaháa widath. Ril thi le edethi le imeth witheden nidi nedebeháa nuya wa. Medi i mededide i melalom i mehalehale len, i sháad hath ralóolonál hiwáan.

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 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.

⁶Bíide mehim lezh miwithedim aril, i miwithedim shin aril wa. Mezhe bezh i miwith nedeya. Izh razhehal miwith bimeya. Meham meworahíyamesh woweth menedebe yáanineden hatham benethusha óobe. Melíithi i mehithel mewohíthiháalish woshumath menedebe rosh háasháalethunan. Úyahú menahen miwithá mehin lezh alehalehámehé, 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. Ham huhelá dalehalelethu wa; éban dórawulúd be 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—íizha 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; mehalehale lezh lometh shanethab. Zhethal neda hi beróo thóhalehálish be lezheda. Mebenem—i mehalehale i mebedi—lezh miwishesha 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.

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

⁸Bíide nalith le alehale le thilida bebáananehéé wa. Alehale le déethel lethonan sheshiothesha sháaleya menedebe, i lith i ulanin le. Olob ili melathu dalehaleleth waha wi. I wida ra ili zho dalehalelethuth dóonenal. Habelid ezhozá miwishesha wa; dídíbáa be leth daleth waha bedim. Izh an ra be rilrili dalehaleleth waha olob ra ili melathushubeháa. Hiya thoma, láad le elash háawith el dínídinehóo zhoth úyahú beth olobeshubeháanan. 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 ezhozádim, i díbé ulanin be díbáath.

⁹Bíide ril nédíbíidi ezhozá ledim híyahatheya shin aril wa. "Em, bíidi wida ili zho in olobedalehaleleth eleshub e udenan e badazhenaneháathuth—berekóo íi ume zhomarenil 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 thilithehéé."

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. Medam with menedebe yidelotheleth shub le bebáathehéethu. Duth le mewodo wobeyezheth; memina lezh zhobeth nameladim. Neril le sháaya nedebe obe mehume olobedalehalel woho ilinanehéya hathobéeya. Nahalehale le eril thod le alehaleth hatheda hiháath "ilizhuthenan," i ril shóo radikal. Mehil ra thili. Náhalehale le hi rawáan beróo lith le rilrili methem ben hath nidi naláadedahé. Izh 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 nedehóo 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 lettheháath. 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 bebáawánehé. 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 yáhalehalehámehé, beróo eril el ne wobun wodalehaleth, i beróo eril thod 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."

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Your English Translation

Yáahalehalehá

En: _____

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. 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 dólonenan. Íi eril bedi lalom le, izh thalehil neda—thalehul ra—dith lethá.

En: _____

³Bíide ril ham láad le hathóoletham thabeshin, i le yáahalehahám wa. Dush nasháad le miwith lethade i dush nahin wohim wohalehahám; úyahú dóon hath, el le wobun wodalehaleleth. Meloláad thul letham 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 razhe 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.

En: _____

Notes

Notes

Notes

Notes

Notes

⁴Bíide úyahú nosháad le wethemeshedim, dush bem le néde sháad le bebáasha óobe— wethesha nedabahée wa. Bithim le mehim alehalehá beyezh shidinaleháath ham le núushahéya obée. 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 laleneh i dóoloneth nuya—íizha dódozhehal eril el thulid lethá dimeth nedehóo laleneda i dóolonedaháa widath. Ril thi le edethi le imeth witheden nidi nedebeháa nuya wa. Medi i mededide i melalom i mehalehale len, i sháad hath ralóolonahíwáan.

En: _____

Notes Notes

Notes

Notes

Notes

Notes

⁵Bíide úyahú menosháad len miwithedim, bel zhethaleshubá leneth shenidim úshahú ra len éhuhudem, i menawilomina len. Mii 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 dalet h 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.

En: _____

Notes

³Bíide ril ham láad le hathóoletham thabeshin, i le yáahalehahám wa. Dush nasháad le miwith lethade i dush nahin wohim wohalehalehám; úyahú dóon hath, el le wobun wodalehaleleth. Meloláad thul letham 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 razhe 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.

³ Bíide ril ham láad le hathóoletham thabeshin, i
 DECL + NARR PRES BePRESENT PERCEIVE I TIME + MOON = MONTH #10 + #2 = #20 AND
 Be # OLD + CIRCLE = YEAR

le yáahalehahám wa. Dush nasháad le miwith
 I JOURNEYMANMUSICIAN + IDENT MYPERC MUST BEGIN + COMEGo = DEPART I TOWN

lethade i dush nahin le wohim wohalehalehám;
 I + POSSBIRTH + SRC AND MUST BEGIN + EXIST I REL + TRAVEL REL + MUSICIAN + IDENT

úyahú dóon hath, el le wobun wodalehaleleth.
 CONJTIME BeCORRECT TIME MAKE I REL + NEW REL + INSTRUMENT + OBJ

Meloláad thul letham shamath, izh melothel bezh
 PL + PERCEIVEINT PARENT I + POSSBIRTH GRIEF(EXT,-,-) + OBJ BUT PL + KNOW X2-5

thad bedi le radal nidi nushahé.
 BeABLE LEARN I NOTHING + (OBJ) ADD'L HERE + PLC + EMBED

Meloláad omá letho thenath beróo aril bedi le
 PL + PERCEIVEINT TEACHER I + POSS JoyGOOD + OBJ BECAUSE FUTURE LEARN I

thad bedi ra le dalehóoth menedebe nushaháa.
 BeABLE LEARN NEG I THING + FOCUS + OBJ #>5 HERE + PLC + EMBEDREL

Mehen ra lan letho; non hal benetho
 PL + UNDERSTAND NEG FRIEND I + POSS ALLOW WORK X>5 + POSS

mebenem ben miwithesha hihé,
 PL + STAY X>5 TOWN + PLC DEMO1 + EMBED

izh mezhe ra hal letho i hal benetho. Bel le
 BUT PL + BeALIKE NEG WORK I + POSS AND WORK X>5 + POSS BRINGTAKE I

dóoloneth, déetheleth, i laleneth; thad wida le bezheth, i
 VIOLIN + OBJ FLUTE + OBJ AND GUITAR + OBJ BeABLE CARRY I X2-5 + OBJ AND

mehel bezh zhoth menedebe —i thad lalom le lalenehóoden.
 PL + MAKE X2-5 SOUND + OBJ #>5 AND BeABLE SING I 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 not like their work. I'm taking 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.

Notes

⁴Bíide úyahú nosháad le wethemeshedim, dush bem le néde sháad le bebáasha óobe—wethesha nedabahée wa. Bithim le mehím alehalehá beyezh shidinaléháath ham le núushahéya obée. 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 nedehóo laleneda i dóolonedaháa widath. Ril thi le edethi le imeth witheden nidi nedebeháa nuya wa. Medi i mededide i melalom i mehalehale len, i sháad hath ralóolonahí hiwáan.

⁴ Bíide úyahú nosháad le wethemeshedim, dush bem le
 DECL CONJTIME FINISH + COMEGO I PATH + ACROSS MUST CHOOSE I
 + NARR = ARRIVE = CROSSROADS + GOAL

néde sháad le bebáasha óobe —wethesha nedabahée
 WANT COMEGO I QPRN + PLC ALONG PATH + PLC WHICH + EMBEDQ

wa. Bithim le
 MYPERC MEET I

mehím alehalehá beyezh shidinaléháath
 PL + TRAVEL MUSICIAN INDEF2-5 BETOGETHER + MANN + EMBEDREL+ OBJ

úyahú le núusha. Di beye bezhethu ledim. Máthu zha
 CONJTIME I THERE + PLC SPEAK INDEF1 X2-5 + PARTV I + GOAL MATTHEW NAME

bethom, i be déethelám. Methi bezh beth i
 X1 + POSS + IDENT AND X1 FLUTE + DOER = FLAUTIST + IDENT PL + HAVE X2-5 X1 + OBJ AND

déetheláth nidi, lalomá, i lalená shin. Di be
 FLAUTIST + OBJ ADD'L SING + DOER = SINGER AND GUITAR + DOER = GUITARIST #2 SPEAK X1

merathi bezh dóolonáhé
 PL + NON + HAVE = LACK X2-5 VIOLIN + DOER = VIOLINIST + EMBED

i dibáa be
 AND SPEAK + Q = QUESTION X1

néde im le bezhedenehée,
 WANT TRAVEL I X2-5 + ASSOC + EMBEDQ

i dibáa lalomá íi. Therísha zha bethom, izh beth
 AND QUESTION SINGER ALSO TERESA NAME X1 + POSS + IDENT BUT X1 + PATIENT

zhashub “Sha.” Dihem sháad le bezheden, i
 NAME + PASSV HARMONY SPEAK + YES = ACCEPT COMEGO I X2-5 + ASSOC AND

menasháad len henedim. Methi bezh wothemideth i
 PL + DEPART WE>5 EAST + GOAL PL + HAVE X2-5 WISDOM + CREATURE = MULE + OBJ AND

hazheth; them wida ra le laleneth i dóoloneth nuya—
 CART + OBJ NEED CARRY NEG I GUITAR + OBJ AND VIOLIN + OBJ HERE + TIME = NOW

íizha dódozhehal
 ALTHOUGH CAUSETO + BEEASY + DEGUNUSUAL

eril el thulid letha dimeth nedehóo
 PAST MAKE PARENT + MALE = FATHER I + POSSBIRTH CONTAINER + OBJ #1 + FOCUS

laleneda i dóolonedaháa
 GUITAR + BENEF AND VIOLIN + BENEF + EMBEDREL

widath. Ril thi le
 CARRY + OBJ PRES HAVE I

edethi	le	imeth	witheden	nidi	nedebeháa
SHARE	I	TRAVEL + OBJ	PERSON + ASSOC	ADD'L	#2-5 + EMBEDREL + (OBJ)

nuya	wa.	Medi	i	mededide	i	melalom	i	mehalehale	len,
NOW	MYPERC	PL + SPEAK	AND	PL + STORY	AND	PL + SING	AND	PL + MUSIC	WE>5

i	sháad	hath	ralóolonal	hiwáan.
AND	COME/GO	TIME	NON + BE SLOW = BE QUICK + MANN	THEREFORE

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 so the time passes quickly.

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

⁵Bíide úyahú menosháad len miwithedim, bel zhethaleshubá leneth shenidim úshahú ra len éhuhudem, i menawilomina len. Mii 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 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.

⁵ Bíide	úyahú	menosháad	len	miwithedim,	bel				
DECL + NARR	CONJTIME	PL + ARRIVE	WE>5	TOWN + GOAL	BRINGTAKE				
zhethaleshubá		leneth	shenidim	úshahú	ra	len	éhuhudem,		
BEALIKE + BEGOOD = BEJUST + DO = POLICE + DOER = POLICEOFFICER		WE>5 + OBJ	INTERSECTION + GOAL	CONJPLC	NEG	WE>5	POTENTIAL + NUISANCE + IDENT		
i	menawilomina	len.	Mii	le;	mehalehale	len	woho		
AND	PL + BEGIN + PERFORM	WE>5	BEAMAZED	I	PL + MUSIC	WE>5	#ALL		
thadenal,	izh	mehesho	bezh	woho	leth.	Dush	halehul		le
BEABLE + MANN	BUT	PL + SURPASS	X2-5	#ALL	I + OBJ	MUST	WORK + DEGEXTREME		I
olob	ra	le	alehalethehéwan.						
BLOWTRAUMA	NEG	I	MUSIC + OBJ + EMBED + PURP						
Áyathúul		dith	Sha	bitha;		nahen		le	nuya
BEBEAUTIFUL + DEG+MAGNIF		VOICE	HARMONY	XHON1 + POSSBIRTH		BEGIN + UNDERSTAND		I	NOW
úwáanú	bith	zhashub	Sha.	Nédeshub	bedi	le			
CONJCOZ	XHON1 + PATIENT	NAME + PASSV	HARMONY	INTENTION	LEARN	I			
menime	mehom	bezh	daleth	waha	ledimeháa.				
PL + BEWILLING	PL + TEACH	X2-5	THING + OBJ	#ANY	I + GOAL + EMBEDREL				
Meban	ilá	lenedim							
PL + GIVE	PAYATTN + DOER = SPECTATOR	WE>5 + GOAL							
methem	len	loshehóoth	náwíiwaneháath;						
PL + NEED	WE>5	MONEY + FOCUS + OBJ	CONT + BE ALIVE = SURVIVE + PURP + EMBEDREL + OBJ						
mebenem	len	núusha	hathóoleya	nedebe	obe.	Om	Máyel—	déethelá	
PL + STAY	WE>5	THERE + PLC	MONTH + TIME	#2-5	THROUGH	TEACH	MICHAEL	FLAUTIST	
shineya—	dal	déethelethuth	i	dithehóothuth				menedebe.	
#2 + TIME = SECOND	THING	FLUTE + PARTV + OBJ	AND	VOICE + FOCUS + PARTV + OBJ				#>5	
Úyahú	menáasháad	len,	benem	Máyel	miwithesha	hi;			
CONJTIME	PL + RESUME + COMEGO	WE>5	STAY	MICHAEL	TOWN + PLC	DEMO1			
nédeshub	el	be	dedidelometh	i	beth				
INTENTION	MAKE	X1	STORY + SONG = OPERA + OBJ	AND	X1 + PATIENT				
dówilominashub	wilominabelidesha	núusha.	Rilrili	be	huhal		bethom.		
CAUSETO + PERFORM + PASSV	PERFORM + HOUSE = THEATER + PLC	THERE + PLC	HYPOTH	X1	BOSS + WORK = MASTERWORK		X1 + POSS + IDENT		
Ril	ul	il	le	beth	beyeya.	Thi	Máyel	wothemid	
PRES	HOPE	PAYATTN	I	X1 + OBJ	INDEF1 + TIME	HAVE	MICHAEL	MULE	
i	hazh,	izh	them	ra	be	bezheth;	ban	be	bezheth
AND	CART	BUT	NEED	NEG	X1	X2-5 + OBJ	GIVE	X1	X2-5 + OBJ

bidim hiwáan. Menáasháad lezh henedim.
 XH0n1 + GOAL THEREFORE PL + RESUME + COMEGO WE2-5 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 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 live; we stay there a few months. Michael—the second flautist—teaches me a lot about the flute—and 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 theatre 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.

Notes

⁶Bíide mehim lezh miwithedim aril, i miwithedim shin aril wa. Mezhe bezh i miwith nedeya. Izh razhehal miwith bimeya. Meham meworahíyamesh woweth menedebe yáanineden hatham benethusha óobe. Melíithi i mehithel mewohíthiháalish woshumath menedebe rosh háasháalethunan. Úyahú menahen miwithá mehin lezh alehalehámehé, 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. Ham huhelá dalehalelethu wa; éban dórawulúd be 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—íizha 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; mehalehale lezh lometh shanethab. Zhethal neda hi beróo thóhaleháalish be lezheda. 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.

⁶ Bíide mehim lezh miwithedim aril, i miwithedim shin aril wa.
DECL + NARR PL + TRAVEL WE2-5 TOWN + GOAL FUT AND TOWN + GOAL #2 FUT MYPERC

Mezhe bezh i miwith nedeya. Izh
PL + BeALIKE X2-5 AND TOWN #1 + TIME = FIRST BUT

razhehal miwith bimeya. Meham
NON + BeALIKE = BeDIFFERENT + DEGUNUSUAL TOWN #4 + TIME = FOURTH PL + BePRESENT

meworahíyamesh woweth menedebe yáanineden hatham
PL + REL + NON + BeSMALL + ACROSS = BeWIDE REL + PATH #>5 TREE + ASSOC CENTER

benethusha óobe. Melíithi i mehithel
X>5 + PARTV + PLC ALONG PL + BeWHITE AND PL + LIGHT + MAKE = SHINE

mewohíthiháalish woshumath menedebe rosh
PL + REL + BeHIGH + DEGEXTRAORD REL + AIR + BUILDING = TOWER #>5 SUN

háasháalethunan. Úyahú menahen miwithá
CHILD + DAY = MORNING CONJTIME PL + BEGIN + UNDERSTAND TOWN + DOER = TOWNDWELLER + PARTV + INSTR

mehin lezh alehalehámehé,
PL + EXIST WE2-5 MUSICIAN + IDENT + EMBED

medam ben
PL + MANIFEST X>5

zhedam rano ohena i ohameháath
BeALIKE + MANIFEST = RESEMBLE NON + FINISH = ALMOST RESPECTGOOD AND LOVEHOLY + EMBEDREL + OBJ

lezhedim. Mehedeláad with miwithethu hi
WE2-5 + GOAL PL + BELIEVE PERSON TOWN + PARTV DEMO1

mehéeda alehale i alehalahé.
PL + BeHOLY MUSIC AND ART + EMBED

Mo

Mehoth alehalahá, alehalehá, i emathá, i
 PL + BEIMPORTANT ART + DOER = ARTIST MUSICIAN AND SCIOF + BUILDING = ARCHITECTURE AND
 + DOER = ARCHITECT

mehoth hu eyonethu; mehesho re nedeya
 PL + BEIMPORTANT BOSS SCIOF + GOV'T = ADMINISTRATION + PARTV PL + SURPASS NEITHER... FIRST

re shineya edeláad benethonal. Melolin méwith
 ...NOR SECOND BELIEVE X>5 + POSS + MANN PL + GATHER CROWD
 ACCORDING TO THEIR BELIEF

mesháad lezh hothedim wohoháasha.
 PL + COMEGO WE2-5 PLACE + GOAL #ALL + EMBEDREL + PLC

Mehul ben
 PL + HOPE X>5

mewilomina lezh benedahé;
 PL + PERFORM WE2-5 X>5 + BENEF + EMBED

mehul mehalehale beyen lezheden. Íi mehul meshim
 PL + HOPE PL + MUSIC INDEF>5 WE2-5 + ASSOC ALSO PL + HOPE PL + SEXACT

beyezh lezheden. Ham huhelá dalehalethu wa;
 INDEF2-5 WE2-5 + ASSOC BEPRESENT BOSS + MAKE + DOER INSTRUMENT + PARTV MYPERC

éban dórawulúd be dalehalel lezhethoth.
 POTENTIAL + GIVE = OFFER CAUSETO + NON + BEBROKEN = REPAIR X1 INSTRUMENT WE2-5 + POSS + OBJ

Nath betho neda
 PRICE X1 + POSS ONLY

mehalehale lezh lometh nedehóo onida bethadahém
 PL + MUSIC WE2-5 SONG + OBJ #1 + FOCUS FAMILY X1 + POSSBIRTH + BENEF + EMBED + IDENT

Medihem lezh éban bethoth wi! Methal dalehalel
 PL + SPEAK + YES = ACCEPT WE2-5 OFFER X1 + POSS + OBJ SELFEVID PL + BEGOOD INSTRUMENT

letho eril wa; methalethúul bezh aril. Lothel dalehalelá
 I + POSS PAST MYPERC PL + BEGOOD + DEG+MAGNIF X2-5 FUT KNOW INSTRUMENTMAKER

dal ezhothuth menedebe; wil benem i ulanin
 THING SCIOF + SOUND = ACOUSTICS + PARTV + OBJ #>5 OPTV STAY AND STUDY

le beden. I wil dóháya be dithehóo lethath,
 I X1 + ASSOC AND OPTV CAUSETO + BEBEAUTIFUL X1 VOICE + FOCUS I + POSSBIRTH + OBJ

izh ril thad ra be —íizha om Sha ledim; thi le ul
 BUT PRES BEABLE NEG X1 ALTHOUGH TEACH HARMONY I + GOAL HAVE I HOPE

nedebe hiwáan. Menosháad lezh wozhedi wohothedim
 #2-5 THEREFORE PL + ARRIVE WE2-5 REL + AGREEWORD REL + PLACE + GOAL

wozhedi wohatheya. Be wilominabelidem —worahíya
 REL + AGREEWORD REL + TIME + TIME X1 THEATER + IDENT REL + BELARGE

wowilominabelidem, i ume be onida dalehaleláthanan.
 REL + THEATER + IDENT AND BEFULL X1 FAMILY INSTRUMENTMAKER + POSSBIRTH + INSTR

Menanédeshub mewilomina lezh thalenal benedim beda;
 PL + BEGIN + INTENTION = DECIDE PL + PERFORM WE2-5 BEGOOD + MANN X>5 + GOAL X1 + BENEF

mehalehale lezh lometh shanethab. Zhethal neda hi beróo
 PL + MUSIC WE2-5 SONG + OBJ #5 + #10 = #15 BEJUST ONLY DEMO1 BECAUSE

thóhaleháalish be lezheda. Mebenem —i mehalehale i
 JUST + WORK + DEGREXTRAORD X1 WE2-5 + BENEF PL + STAY AND PL + MUSIC AND

mebedi —lezh miwithesha wemaneya obe. Úyahú nosháad hath
 PL + LEARN WE2-5 TOWN + PLC WINTER + TIME THROUGH CONJTIME ARRIVE TIME

náasháadewan, anath baneshub lezhedim imeda, i
 RESUME + COMEGO + PURP FOOD + PATIENT GIVE + PASSV WE2-5 + GOAL TRAVEL + BENEF AND

methi lezh obeyaeth i yetheth dimod lezhethosha
 PL + HAVE WE2-5 GOLD + OBJ AND SILVER + OBJ CONTAINER + CLOTH = BAG WE2-5 + POSS + PLC

nil. Háya wowemen wosháal imewan, i methi lezh
 INSIDE BEBEAUTIFULTIME REL + SPRING = BEVERNAL REL + DAY TRAVEL + PURP AND PL + HAVE WE2-5

lam; meloláad lezh wenath. Menásháad lezh henedim.
 HEALTH PL + PERCEIVEINT WE2-5 GRATITUDEGOOD PL + CONT + COMEGO WE2-5 EAST + GOAL

⁶We travel to the next city, and the one after that. They are like the first city. But the fourth is quite 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 resembles almost 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 everywhere we go. They hope we'll play for them; some hope to play with us. Also, some few hope to sleep with us. There's a master-instrument-maker; she 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; we play fifteen songs. It's only fair because she had worked extraordinarily hard on our behalf. 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.

Notes
 Notes
 Notes
 Notes

⁷Biide mesháad hathóoletham boó wa. Menahim alehalehá menedebe nedenal i shinenal lezheden hath menedebe—i menóhim ben zhenal. Bedi le beyenede, i thad om le beyezhedim. Mehim lezh henedim, íizha medush mehím lezh e hunehenedim e hanehenedim hathede hathedim. 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. Nanédeshub benem le; náhozh alehale le thilida. Menáasháad bezh, i benem le sholanenal hiwan.

⁷ Biide	mesháad	hathóoletham	boó	wa.	Menahim			
DECL + NARR	PL + COMEGO	YEAR	#3	MYPERC	PL + BEGIN + TRAVEL			
alehalehá	menedebe	nedenal	i	shinenal	lezheden	hath	menedebe	
MUSICIAN	#>5	#1 + MANN	AND	#2 + MANN	WE2-5 + ASSOC	TIME	#>5	
							OFTEN	
—i	menóhim	ben	zhenal.	Bedi	le	beyenede,	i	thad
AND	PL + STOP + TRAVEL	X>5	BEALIKE + MANN	LEARN	I	INDEF>5 + SRC	AND	BEABLE
								TEACH
le	beyezhedim.	Mehim	lezh	henedim,	íizha	medush	mehim	
I	INDEF2-5 + GOAL	PL + TRAVEL	WE2-5	EAST + GOAL	ALTHOUGH	PL + MUST	PL + TRAVEL	
lezh	e	hunehenedim	e	hanehenedim	hathede	hathedim.		
WE2-5	EITHER...	NORTH + EAST + GOAL	...OR	SOUTH + EAST + GOAL	TIME + SRC	TIME + GOAL		
						OCCASIONALLY		
Mesháad	len	miwithedim	menedebe.	Doól	menosháad	lezh	shan	
PL + COMEGO	WE>5	TOWN + GOAL	#>5	ATLAST	PL + ARRIVE	WE2-5	FIVE	
miwithedim	nodonisha;		beth	zhashub	Meladith.			
TOWN + GOAL	FINISH + EARTH = COAST + PLC		X1 + PATIENT	NAME + PASSV	SEA + VOICE			
Lezheth	beleshub	heshehothedim	sheshihotesha	thoma				
WE2-5 + PATIENT	BRINGTAKE + PASSV	PARK + GOAL	SAND + PLACE = BEACH + PLC	BEAR				
úshahú	methad	mewilomina	lezh.	Mehalehale	lezh	nusha	wumaneya	
CONJPLC	PL + BEABLE	PL + PERFORM	WE2-5	PL + MUSIC	WE2-5	HERE + PLC	SUMMER + TIME	
obe,	id	menéde	menáasháad	bezh.	Nanédeshub	benem	le;	
THROUGH	ANDTHEN	PL + WANT	PL + RESUME + COMEGO	X2-5	DECIDE	STAY	I	
náhozh	alehale	le	thilida.	Menáasháad	bezh,	i	benem	
CONT + DREAM	MUSIC	I	FISH + BENEF	PL + RESUME + COMEGO	X2-5	AND	STAY	
le	sholanenal	hiwan.						
I	ALONE + MANN	DEMO1 + PURP = TOTHISEND						

⁷Three years pass. 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 travel eastward, although occasionally we have to travel northeast or southeast. 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 decide to stay; I still dream of playing for the fish. They go on, and to that end I remain alone.

Ni

Notes

⁸Bíide nalith le alehale le thilida bebáananehéé wa. Alehale le déethel lethonan sheshihotesha sháaleya menedebe, i lith i ulanin le. Olob ili melathu dalehaleth waha wi. I wida ra ili zho dalehalethuth dóonenal. Habelid ezhohá miwishesha wa; dídíbáa be leth daleth waha bedim. Izh an ra be rilrili dalehaleth waha olob ra ili melathushubeháa. Hiya thoma, láad le elash háawith zho dínídinehóo úyahú beth olobeshubeháanan. Báade rilrili 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 dibé ulanin be dibáath.

⁸ Bíide nalith le
DECL + NARR BEGIN + THINK I

alehale le thilida bebáananehéé
MUSIC I FISH + BENEF QPRN1 + INSTR + EMBEDQ

wa. Alehale le déethel lethonan sheshihotesha sháaleya
MYPERC MUSIC I FLUTE I + POSS + INSTR BEACH + PLC DAY + TIME

menedebe i lith i ulanin le. Olob ili melathu
#>5 AND THINK AND STUDY I BLOWTRAUMA WATER OCEAN + PARTV

dalehaleth waha wi. I wida ra ili zho
INSTRUMENT + OBJ #ANY SELFEVID AND CARRY NEG WATER SOUND

dalehalethuth dóonenal. Habelid ezhohá
INSTRUMENT + PARTV + OBJ BECORRECT + MANN DWELL SCIOF + SOUND = ACOUSTICS
+ DOER = ACOUSTICIAN

miwishesha wa; dídíbáa be leth daleth waha bedim.
TOWN + PLC MYPERC ALLOW + QUESTION X1 I + OBJ THING + OBJ #ANY X + GOAL

Izh an ra be
BUT BEACQUAINTED NEG X1

rilrili dalehaleth waha olob ra ili melathushubeháa.
HYPOTH INSTRUMENT + PATIENT #ANY BLOWTRAUMA NEG WATER OCEAN + PARTV
+ AGENT + EMBEDREL

Hiya thoma, láad le
DEMO1 + TIME BENEAR PERCEIVE I

elash háawith
PLAY CHILD

zho dínídinehóo úyahú beth olobeshubeháananehé.
SOUND TOY + FOCUS CONJTIME X1 + PATIENT BLOWTRAUMA + PASSV + EMBEDREL
+ INSTR + EMBED

Báade rilrili wida ili zho wozhe wodalelethuth
Q + NARR HYPOTH CARRY WATER SOUND REL + BEALIKE REL + OBJECT + PARTV + OBJ

dóonenal? Beth thadeshub el e udenan e
BECORRECT + MANN X1 + PATIENT BEABLE + PASSV MAKE EITHER... STONE + INSTR ...OR

badazhenan úwanú thad olob ra ili melathu beth?
METAL + INSTR CONJPURP BEABLE BLOWTRAUMA NEG WATER OCEAN + PARTV X1 + OBJ

Bíide ril dibáa le ezhohádim, i dibé ulanin be dibáath.
DECL + NARR PRES QUESTION I ACOUSTICIAN + GOAL AND PROMISE STUDY X1 QUESTION + OBJ

Notes

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.

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

⁹Bíide ril nédibíidi ezhohá ledim híyahatheyá shin aril wa. “Em, bíidi wida ili zho in olobedalehaleleth eleshub e udenan e badazhenaneháathuth—berekóo íi ume zhomarenil ilinan wa,” di be ledim. “Rilrili olobedalehaleleth menedebe methadeshub mehel. Methi ben woho meworazhe wohiyath; ban hi meworazhe wozhoth benedim woho wi. Methi mewohiya wobeyen mewohithi wozhoth, i methi meworahiya wobeyen meworahithi 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.”

⁹ Bíide ril nédibíidi ezhohá ledim híyahatheyá
DECL + NARR PRES BACK + DECLARE + DIDACT ACOUSTICIAN I + GOAL WEEK + TIME

shin aril wa. “Em, bíidi wida ili zho
#2 FUT MYPERC YES DECL + DIDACT CARRY WATER SOUND

in olobedalehaleleth eleshub
EXIST BLOWTRAUMA + INSTRUMENT = PERCUSSIONINSTRUMENT + PATIENT MAKE + PASSV

e udenan e badazhenaneháathuth
EITHER... STONE + INSTR ...OR METAL + INSTR + EMBEDREL + PARTV + OBJ

—berekóo íi ume zhomarenil ilinan wa,” di
IF + FOCUS ALSO BEFULL SOUND + HOLLOW = RESONANCECHAMBER WATER + INSTR MYPERC SPEAK

be ledim. “Rilrili olobedalehaleleth menedebe methadeshub
X1 I + GOAL HYPOTH PERCUSSIONINSTRUMENT + PATIENT #>5 PL + BEABLE + PASSV

mehel. Methi ben woho meworazhe wohiyath; ban
PL + MAKE PL + HAVE X>5 #ALL PL + REL + BEDIFFERENT REL + BESMALL + OBJ GIVE

hi meworazhe wozhoth benedim woho wi. Methi
DEMO1 PL + REL + BEDIFFERENT REL + SOUND + OBJ X>5 + GOAL #ALL SELFEVID PL + HAVE

mewohiya wobeyen mewohithi wozhoth, i methi
PL + REL + BESMALL REL + DEMO>5 PL + REL + BEHIGH REL + SOUND + OBJ AND PL + HAVE

meworahiya wobeyen meworahithi wozhoth.
PL + REL + BELARGE REL + DEMO>5 PL + REL + NON + BEHIGH = BELOW REL + SOUND + OBJ

Mezhedam zhobehóo i zhutheháath
PL + RESEMBLE MACHINE + FOCUS AND PIANO + EMBEDREL + PATIENT

thadeshub el wa. Hinal, thad olob alehalehá
BEABLE + PASSV MAKE MYPERC DEMO1 + MANN = THUS BEABLE BLOWTRAUMA MUSICIAN

olobedalehaleleth nede waha úyahú néde be; thad alehale be.
PERCUSSIONINSTRUMENT + OBJ #1 #ANY CONJTIME WANT X1 BEABLE MUSIC X1

Ril lothel ra le
PRES KNOW NEG I

rilrili shi alehale hi thilithehé.”
HYPOTH TOPLEASE MUSIC DEMO1 FISH + OBJ + EMBEDQ

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.”

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. Medam with menedebe yidelothetheleth shub le bebáathehéethu. Duth le mewodo wobeyezheth; memina lezh zhobeth nameladim. Neril le sháaya nedebe obe mehume olobedalehalel woho ilinanehéya hathobéeya. Nahalehale le eril thod 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 náshóo 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. Náhalehale le, i menéhilisháad ben. I mehamedara ben hoyonan ilisha nol nuya. Alehale le i mehamedara ben mehóohahul len wohohéya hathobéeya.

¹⁰ Bíide	ril	duth	le	hathóoletham	boó	úwanú	bedi	el	le
DECL + NARR	PRES	USE	I	YEAR	#3	CONJPURP	LEARN	MAKE	I
daleleth	badazhenan	wa.	Aril	el	ra	le	huhal		
MADETHING + OBJ	METAL + INSTR	MYPERC	FUT	MAKE	NEG	I	MASTERWORK		
badazhenan	rahadihad		wa,	izh	ril	thad	el	le	
METAL + INSTR	NON + ALWAYS = NEVER		MYPERC	BUT	PRES	BEABLE	MAKE	I	
olobedalehaleleth.		Duth	le	hathóolethameth	shin	rano	úwanú		
PERCUSSIONINSTRUMENT + OBJ		USE	I	YEAR + OBJ	#2	ALMOST	CONJPURP		
el	le	olobedalehaleleth		thabenib	i	nib.	Id	duth	le
MAKE	I	PERCUSSIONINSTRUMENT + OBJ		#10 + #8 = #80	AND	#8	ANDTHEN	USE	I
hathóoleth	nidi	bath	úwanú	el	le	zhobeth.	Medam	with	
MONTH + OBJ	ADD'L	#6	CONJPURP	MAKE	I	MACHINE + OBJ	PL + MANIFEST	PERSON	
menedebe	yidelothetheleth								
#>5	CURIOSITY + OBJ								
shub	le	bebáathehéethu.							
DO	I	QPRN1 + OBJ + EMBEDQ + PARTV							
Duth	le	mewodo		wobeyezheth;	memina	lezh	zhobeth		
USE	I	PL + REL + BESTRONG		REL + INDEF2-5 + OBJ	PL + MOVE	WE2-5	MACHINE + OBJ		
nameladim.		Neril	le	sháaya	nedebe	obe			
BEGIN + OCEAN + GOAL		WAIT	I	HOUR + TIME	#2-5	THROUGH			
mehume	olobedalehalel	woho	ilinanehéya						
PL + BEFULL	PERCUSSIONINSTRUMENT	#ALL	WATER + INSTR + EMBED + TIME						
hathobéeya.	Nahalehale	le							
UNTIL	BEGIN + MUSIC	I							
eril	thod	le	alehaleth	hatheda	hiháath				
PAST	WRITE	I	MUSIC + OBJ	TIME + BENEF	DEMO1 + EMBEDREL + OBJ				
"ilizhuthenan,"	i	ril	shóo	radal.	Mehil	ra	thili.		
WATER + PIANO + INSTR	AND	PRES	HAPPEN	NOTHING	PL + PAYATTN	NEG	FISH		
Náhalehale	le	hi	rawáan	beróo	lith	le			
CONT + MUSIC	I	DEMO1	NON + COZ	BECAUSE	THINK	I			
			NEVERTHELESS						
rilrili	methem	ben	hath	nidi	naláadewanehé.				
HYPOTH	PL + NEED	X>5	TIME + (OBJ)	ADD'L	BEGIN + PERCEIVE + PURP + EMBED				

Izh náshóo radal. Náhalehale le hi rawáan; alehale le
 BUT CONT + HAPPEN NOTHING CONT + MUSIC I DEMO1 NON + COZ MUSIC I
 NEVERTHELESS

sháaya boóyishin obe. Id nosháad mémelamid
 HOUR + TIME #3 + FRAC + #2 THROUGH ANDTHEN ARRIVE COLLV + DOLPHIN

réeledim; mehoób i mehelash ben. Hahodimi le,
 HARBOR + GOAL PL + JUMP AND PL + PLAY X>5 CONST + AMAZEBEWILDERGOOD I

i nóohalehale le hiwáan. Medam mehahod melamid,
 AND PAUSE + MUSIC I THEREFORE PL + MANIFEST PL + CONST + NEUTRAL DOLPHIN

i menahilisháad ben réelede. Náahalehale le,
 AND PL + BEGIN + WATER + COMEGO = SWIM X>5 HARBOR + SRC RESUME + MUSIC I

i menéhilisháad ben. I mehamedara ben hoyonan
 AND PL + BACK + SWIM X>5 AND PL + DANCE X>5 TAIL + INSTR

ilisha nol nuya. Alehale le i mehamedara ben
 WATER + PLC UPON HERE + TIME MUSIC I AND PL + DANCE X>5

mehóohahul len wohohéya
 PL + BEWEARY + DEGEXTREME WE>5 #ALL + EMBED + TIME

hathobéeya.

UNTIL

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.

Notes
Notes
Notes
Notes

¹¹Bíide háahalehaleháth norishub shod lethodim háasháaleya nedehóo aril wa. Di be leðim meneril huhalehalehá lethehé. Bud le leyóoth ralóolonal, i yime le lolinebelidedim. Úyahú nosháad le, redeb le huhalehalehá miwithethuth who—i eril mehom ezhoá 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 bebáawánehé. 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 yáhalehalehámehé, beróo eril el ne wobun wodalehaleleth, i beróo eril thod 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.”

¹¹ Bíide háahalehaleháth norishub shod
DECL + NARR CHILD + MUSICIAN = APPRENTICEMUSICIAN + PATIENT SEND + PASSV ROOM

lethodim háasháaleya nedehóo aril wa. Di be leðim
I + POSS + GOAL MORNING + TIME #1 + FOCUS FUTURE MYPERC SPEAK X1 I + GOAL

meneril huhalehalehá lethehé.
PL + WAIT BOSS + MUSICIAN = MASTERMUSICIAN I + OBJ + EMBED

Bud le leyóoth ralóolonal, i yime le lolinebelidedim.
CLOTHING I I + REFLX + OBJ BEQUICK + MANN AND RUN I GATHER + HOUSE + GOAL

Úyahú nosháad le, redeb le huhalehalehá miwithethuth who —i
CONJTIME ARRIVE I FIND I MASTERMUSICIAN TOWN + PARTV + OBJ #ALL AND

eril mehom ezhoá i hubadazhelá letheháath.
PAST PL + TEACH ACOUSTICIAN AND BOSS + METAL + MAKE I + OBJ + EMBEDREL + OBJ + DOER = MASTERSMITH

Ril medibáa bin daleth menedebe ledim. Leth dibáashub
PRES PL + QUESTION XHON>5 THING + OBJ #>5 I + GOAL I + PATIENT QUESTION + PASSV

alehale le bebáawan i bebáawánehé.
MUSIC I QPRN1 + PURP AND QPRN1 + COZ + EMBEDQ

Nédi le
BACK + SPEAK = ANSWER I

loláad le ath alehale dimehé.
PERCEIVEINT I LOVEINANIM + OBJ MUSIC + GOAL + EMBED

Leth dibáashub
I + PATIENT QUESTION + PASSV

alehale le melamideda bebáawánehé.
MUSIC I DOLPHIN + BENEF QPRN1 + PURP + EMBEDQ

Nédi le hinal: “Bíi alehale le melamidedaá; alehale le
ANSWER I DEMO1 + MANN = THUS DECL MUSIC I DOLPHIN + BENEFACCID MUSIC I

thilihóoda wa.
FISH + FOCUS + BENEF MYPERC

Alehale le thilidahé
MUSIC I FISH + BENEF + EMBED

ozh lethom háawitheyá. Izh mehil ra thili alehale
DREAM I + POSS + IDENT CHILD + TIME BUT PL + PAYATTN NEG FISH MUSIC

lethoth; medam melamid
I + POSS + OBJ PL + MANIFEST DOLPHIN

shi alehale letho benethehé.
ToPLEASE MUSIC I + POSS X>5 + OBJ + EMBED

Rilrili alehale le
HYPOTH MUSIC I

shi alehale letho ilátheháadáa." Menádibáa
ToPLEASE MUSIC I + POSS SPECTATOR + OBJ + EMBED_{REL} + BENEF_{DUTY} PL + CONT + QUESTION

bin daleth nidi menedebe ledim; doól, di biye
XHON>5 THING + OBJ ADD' #>5 I + GOAL AtLAST SPEAK INDEFHON1

ledim bineda, "Bíi beróo eril im
I + GOAL XHON>5 + BENEF DECL BECAUSE PAST TRAVEL

in ne yáahalehalehámehé,
EXIST YOU JOURNEYMANMUSICIAN + IDENT + EMBED

beróo eril el ne wobun wodalehaleth, i beróo eril thod
BECAUSE PAST MAKE YOU REL + New REL + INSTRUMENT + OBJ AND BECAUSE PAST WRITE

ne wobun wohalehale mewobun woméhiláda,
YOU REL + BeNew REL + MUSIC PL + REL + BeNew REL + COLLV + SPECTATOR = AUDIENCE + BENEF

ril mezheláad len
PRES PL + BeALIKE + PERCEIVE = CONSENSUS We>5

in neth dinimeshub zha huhalehalehámehé
EXIST You1 + PATIENT BeBEHOLDEN + PASSV NAME MASTERMUSICIAN + IDENT + EMBED

wa. Báa néde di ne dal waha?" Di le binedim,
MYPERC Q WANT SPEAK YOU THING + (OBJ) #ANY SPEAK I XHON>5 + GOAL

"Bíilan ril thad áala neda le ninedim wa."
DECL + CELEB PRES BeABLE THANK ONLY I YouHON>5 + GOAL MYPERC

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."

Notes

Notes

My English 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 also learned to sing, 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 not like their work. I’m taking 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 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 live; we stay there a few months. Michael—the second flautist—teaches me a lot about the flute—and 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 theatre there. It would be his master-work. I hope to see it sometime. Michael owns the donkey 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 quite 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 resembles almost 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. There’s a master-instrument-maker; she offers to repair our instruments. The only price she wants 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; we play fifteen songs. It’s only fair because she had worked extraordinarily hard on our behalf. 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. 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 travel eastward, although occasionally we have to travel northeast or southeast. 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 decide to stay; I still dream of playing for the fish. They go on, and to that end I remain alone.

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 master-work 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

One new idiom is introduced in this story: "láad Xthonal" [X + POSS + MANN] (to X; according to X's perception). This idiom could also appropriately use "loláad" (perceive internally) or "edeláad" (believe)—as in this story. This is similar in function to "wa" (MYPERC), except it can be attributed to others—it is assumed that the speaker has discussed the subject's perceptions sufficiently to make a case for this attribution.

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".

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes
