LTRHO (LangTime Relay Hashtag One)

Instructions: Translate the following torch from Chielúú to the conlang of your choosing. Note that the document has been structured such that the headings are appropriately collapsable.

The Torch:

Chielúú Romanization of Torch

Wáápa niyáá kúsa cháyu méhu ámú háyu faayee ííha píine itsúút kúút íichú uo'oláá. Kú hut'íí úúpí ííha t'áát sáá fi laa itsúút, háyu úúpí wikáá itsúút óák'aa, k'aang michá mék'u itsúút kúút. Méhu k'oataa úúpí fi p'óó máácha fofíí, shikíí fofíí óák'aa michá yaa. Kú hut'íí úúpí sáá ííha p'unáá kú, k'aang fofíí kúút ííha k'ít kú. Kú k'oataa suum kúsa fansóó itsúút shee, shikíí fu itsúút fi t'úú. Wáápa úúpí shímu méhu: "Xip'o ch'áhí ííha píine itsúút kúút, t'ááng púmu?". Méhu ietlóó ch'oachúúm wáápa: "P'o k'ít ch'oachúúm! Xip'o xú'e méhóápa háyu xip'uu suosammáát.". Méhu xáá féé mék'u itsúút kúút.

Ifo kúút háyu ketíí kééme, xaa Sháálút Kotéé háyu méhóápa háyu ních'iifo. La ketíí ch'oachúúm áánu 2686, íichú Sesháánát, háyu xaa Nuochaanúút háyu máácha xúóshí.

English Translation of Chielúú Torch

A daughter and her pale mother were searching for blackcurrants in the forest. They saw and stopped walking toward a blackcurrant tree that grew many berries and began gathering berries. The mother fell on and crushed a beehive, when suddenly many bees began arriving. They ran away and hid themselves and the bees could not see them. They could not hold all the berries and dropped the bowl of berries. The daughter asked her mom: "Why are we searching for berries, again?". The mother responded to her daughter: "Stop talking! We are building our family bond!". The mother still wants to

collect berries. The words written above are a story from the ancestors of Charlotte Cotés. It was told in 2022 in Tseshahtnat, a village of the Nuu-chah-nulth.

Translation Materials:

Phonology:

Proto-Phonology:

The proto-language ancestor to the Chielúú dialects could be reconstructed with a three-way distinction in stops: a voiceless series, an aspirated series, and an ejective series. Note for symmetry purposes, the palatal affricate series are considered phonetically stops in the proto-language. There are three fricatives and three nasals, as well as four approximants with a contrast in the alveolar approximants.

The vowel system is a simple three-vowel system with length contrast.

Consonants

		bilabial	alveolar	palatal	velar	glottal
stop / affricate	plain	p	t	tʃ	k	ʔ
	aspirated	pʰ	tʰ	tʃʰ	kʰ	
	ejective	p'	t'	tʃ'	k'	
fricative			s		x	h
nasal		m	n		ŋ	
approximant		w	r l	j		

Vowels

	front	central	back
high	i iː		u uː
low		a aː	

Syllable structure

At minimum, a syllable must contain one vowel, however, no vowel-vowel sequences are allowed. Another way to frame this is, unless word-initially, a syllable must begin with a consonant.

Any consonant can begin a syllable, however word-initially, the consonants {ʔ, ŋ} may not be used. All voiceless stops without secondary articulation, fricatives, and nasals may appear as codas.

At maximum, a root has two syllables. Through derivations by either compounding and / or affixations, the word may increase in the number of syllables. A stress system could also be reconstructed for the proto-forms where the rightmost long vowel would be stressed. If there was no long vowel in the root, the penultimate syllable is stressed.

Orthography

At this stage of the language, an alphabet which had evolved from previous logographs became used to write it. The lexicon provides the proto-forms as well as orthographic conventions for pronouns.

Sound Changes

As this one proto-language evolved over time, it diverged into two dialects with a good degree of mutual intelligibility: the Western Chielúú and the Eastern Chiilúú, the former which the torch is presented in. Both dialects evolved more distinctions in fricatives through spirantization of aspirated stops, the evolution of a new lateral obstruent, and the creation of a standard five vowel system with a length distinction.

Shifts unique to the Western Chielúú is a preservation of ejective stops and a radical restriction of codas. Only nasals and the glottal stop /ʔ/ can end a syllable, yet the glotall stop may only word-finally. This restriction emerged through a reconstruction of the stress system to two level register tone / pitch system where a loss of coda stops resulted in high tone and loss of coda fricatives resulted in low tone. Four diphthongs also emerged in the vowel system.

As the modern language continues to be spoken, no orthographic reform has been made yet the pronunciation of the words may have drifted.

Sound Change List

1. Nasal and fricative - glottal consonant cluster assimilation

   Glottal consonants will match the place of assimilation of a preceding nasal or fricative

   {ʔ, h} → {t, s} /{s, n} _

   {ʔ, h} → {k, x} / {x, ŋ} _

   {ʔ, h} → {p, f} / m _

2. Long high vowel breaking

   Long vowel break into approximant - vowel sequences when following glottal consonants

   {iː, uː} → {ji, wu} / C[+glottal] _

3. Glottal consonant - sonorant cluster resolution

   Sequences of glottal consonants and sonorants will resolve in the following manners, all involving the deletion of the glottal consonants:

   Glottal stop - approximant clusters will result in affricates:

   {ʔw, ʔr, ʔl, ʔj} → {p, ts, tɬ, tʃ}

   Glottal stop - nasal clusters will result in geminate stops:

   {ʔm, ʔn, ʔŋ} → {pp, tt, kk}

   Glottal fricative - approximant clusters will result in fricatives:

   {hw, hr, hl, hj} → {f, s, ɬ, ʃ}

   Glottal fricative - nasal clusters will result in singleton stops:

   {hm, hn, hŋ} → {p, t, k}

4. Velar lowering

   High vowels lower when preceding coda velar consonants

   {i, iː, u, uː} → {e, eː, o, oː} / _ {k, x, ŋ} {C, #}

5. Nasal assimilation

   Nasal codas will assimilate to the place of articulation of the following onset

   $$N \rightarrow [\alpha place] \; / \; \_ \; C[\alpha place]$$

6. Aspirated stop lenition

   Onset aspirated stops will lenite to fricative when preceding coda fricatives

   $$\{p^h, t^h, t\int^h, k^h\} \rightarrow \{f, s, \int, x\} \; / \; F \; \_$$

7. Stop gemination

   Coda stops will match place of articulation of the following onset stop

   $$K \rightarrow [\alpha place] \; / \; \_ \; K[\alpha place]$$

8. Approximant simplification

   The palatal and bilabial approximants will be deleted when respectively following palatal and bilabial nasals

   $$j \rightarrow \emptyset \; / \; ɲ \; \_ \quad ; \; w \rightarrow \emptyset \; / \; m \; \_$$

9. Coda fricative weakening

   Any remaining coda fricatives will debuccalize to /h/

   $$F \rightarrow h \; / \; \_ \; \{C, \#\}$$

10. Intervocalic aspirated coronal affrication

    The aspirated alveolar stop will affricate and lose its aspiration while the palatal affricate will only lose aspiration

    $$\{t^h, t\int^h\} \rightarrow \{ts, t\int\} \; / \; V \; \_ \; V$$

11. Unstressed long vowel breaking

    Long vowels in unstressed positions will break into opening diphthongs

    $$\{iː, uː, eː, oː\}\&[\text{-stress}] \rightarrow \{ie̯, uo̯, ea̯, oa̯\}$$

12. Low tone evolution

    Coda /h/ is lost in all environments, imparting a low tone on the preceding vowel

    $$V \; h \rightarrow \grave{V} \; / \; \_ \; \{C, \#\}$$

13. Coda stop and affricate simplification

    In coda positions, coda stops debucallize to /ʔ/ while the palatal affricate will weaken to /t/.

    $$K \rightarrow ʔ \ / \ \_ \ \{C, \#\} \ ; \ tʃ \rightarrow t \ / \ \_ \ \{C, \#\}$$

14. Initial aspirated consonant weakening

    In onset position, aspirated consonants will weaken to fricatives

    $$\{p^h, t^h, tʃ^h, k^h\} \rightarrow \{f, s, ʃ, x\} \ / \ \{\#, C\} \ \_$$

15. High tone evolution

    All word internal coda stops will be lost, imparting a high tone on the preceding vowel.

    $$V \ K \rightarrow \acute{V} \ Ø \ / \ \_ \ C$$

    Word finally, coda /ʔ/ will be lost, while coda /t/ will weaken to /ʔ/ where both will impart a high tone as well.

    $$V \ \{ʔ, t\} \rightarrow \acute{V} \ \{Ø, ʔ\} \ / \ \_ \ \#$$

16. Aspiration loss and tonal shenanigans

    Before high tone or atonal vowels, aspiration is lost, respectively preserving or imparting a high tone.

    $$C^h \ \{\acute{V}, V\} \rightarrow C \ \{\acute{V}, V\}$$

    Before long and short low tone vowels, aspiration is lost, respectively imparting a falling or high tone.

    $$C^h \ \{\grave{V}\text{ː}, \grave{V}\} \rightarrow C \ \{\hat{V}\text{ː}, \acute{V}\}$$

    In order to resolve falling tone, the falling tone will weaken to a high tone when the preceding syllable has a high tone. If the vowel is atonal, that vowel will take the high tone and the falling tone will weaken to a low tone.

    $$V \ldots \hat{V}\text{ː} \rightarrow \acute{V} \ \ldots \ \grave{V}\text{ː}$$

    $$\acute{V} \ldots \hat{V}\text{ː} \rightarrow \acute{V} \ \ldots \acute{V}\text{ː}$$

17. Stress eradication and more tonal shenanigans

If a tonal stressed vowel follows a tonal vowel, stress is lost. If an atonal stressed vowel follows a tonal vowel, that vowel will take a high tone and stress is lost.

{V́, V̀}&[+stress] → {V́, V̀} / {V́, V̀} … _

V[+stress] → V́ / {V́, V̀} … _

If a tonal stressed vowel follows an atonal vowel, the atonal vowel takes a low tone and stress in the other vowel is lost. If an atonal stressed vowel follows an atonal vowel, the stressed vowel will take a high tone and stress is lost and the preceding vowel takes a low tone.

V → V̀ / {V́, V̀}&[+stress] … _

V … V[+stress] → V̀ … V́

If a tonal stressed vowel precedes a tonal vowel, stress is lost. If an atonal stressed vowel precedes a tonal vowel, that vowel will take a high tone and stress is lost

{V́, V̀}&[+stress] → {V́, V̀} / _ … {V́, V̀}

V[+stress] → V́ / _ … {V́, V̀}

If a tonal stressed vowel precedes an atonal vowel, the atonal vowel takes a low tone and stress is lost. If an atonal stressed vowel precedes an atonal vowel, the stressed vowel will receive a high tone and stress is lost and the following vowel takes a low tone.

V → V̀ / {V́, V̀}&[+stress] … _

V … V[+stress] → V̀ … V́

Modern Phonology:

Consonants

			alveolar				
		bilabial	plain	lateral	palatal	velar	glottal
stop	plain	p	t			k	ʔ

	ejective	p'	t'			k'	
affricate	plain		ts	tɬ	tʃ		
	ejective				tʃ'		
fricative		f	s	ɬ	ʃ	x	h
nasal		m	n			ŋ	
approximant		w	r	l	j		

Monophthongs and Tones

	front	central	back
high	i iː		u uː
mid	e eː		o oː
low		a aː	
Tones: V́, V̀			

Diphthongs

	front	back
high	ie̯	uo̯
mid	ea̯	oa̯

Romanization:

The following consonants are romanized the following manner:

- ʔ → ‘ (word-medially), t (word-finally)
- tɬ → tl
- ɬ → lh
- tʃ(‘) → ch(‘)
- ʃ → sh
- ŋ → ng
- j → y

Vowels are doubled to show length. High tone is marked with an acute accent, while low tone is unmarked.

Grammar:

The Chielúú language has a strict SVO word order where the subject is always sentence initial and verb phrases link the object and other nouns in the sentence. It is prepositional and follows a noun-adjective word order. Possessors precede the noun they modify while demonstratives follow. Morphology is rather isolating, however, some affixes emerged for derivations. Compounding forms a large portion of derivations between all logical combinations between nouns and verbs.

Nouns:

Nouns inflect very little outside of derivational strategies, however are marked by free particles to either modify it or establish its role in the sentence.

Noun Number:

Nouns are distinguished between singular and plural number. The base form of the noun is in the singular while plurality is distinguished using the particle “kúút”. Note that this particle is only used for an unspecified amount while if the number is specified, “kúút” is not used.

pát → “rock” ; pát kúút → “rocks” ; pát óák’aa → many rocks

Possession:

Possession is handled differently depending on the animacy of the possessor. If the noun is animate or “midanimate,” possession is split between alienability while inanimate nouns do not distinguish alienability. With inanimate nouns, the alienable strategy is used.

The alienable possession marker “yeng” is transparently related to the verb, “to hold / to grasp,” and can still be used in that sense. The inalienable possession marker “háyu” has a similar relation to the verb “to take.” For pronominal arguments, specific inalienable possessive pronouns are used and are derived from association of the pronoun and the verb, while alienable possession as default

- ruu yeng nááku → the man's foot (that he is holding)
- ruu háyu nááku → the man's foot (on his body)
- p'o yeng nááku → your foot (that you are holding)
- p'ooyu nááku → your foot (on your body)

Adjectives:

Adjectives constitute a closed class of words. In other words, there is a finite number of "adjectives." To represent a concept outside of the realm of this class, it uses the particle "háyu" similar to that of inalienable possession. This induced a noun-adjective word order, where the noun phrase can include the plural marker, demonstratives, and possession. Note that these may stack onto each other.

- nááku fóákúú → the big foot
- nááku háyu pónsa → the dirty foot
- nááku kúút háyu pónsa → the dirty feet

Nominal Coordination:

Focusing on nominal coordination, i.e. "and", the verb "to carry" is used to show the relationship between the noun. This particle "kúsa" can also act as a comitative between the nouns also, similar to the English "with." However, an instrumental interpretation cannot be given by this construction.

- paang kúsa ruu → the boy and the man / the boy with the man
- paang kúsa xúúra → the boy and the boat (not the boy with the boat)

Numerals:

Numbers in Chielúú are base 9 and behave as true adjectives. These numbers have roots that stem from the agriculture of the people. Tubers have been planted in arrays of three by three, where each three by three array constitutes one plot. Farms are built from different arrays of these grids to grow larger and larger.

Any number, written in words or in digits, order the values from smallest to largest from left to right. For example, the number 85 (eighty-five) in English could be written as "58

(five-eighty)” in Chielúú. To write numbers out in digits, the first letter of the number is used, however for the number 6, it is written as a combination of the /s/ and /tʃˀ/ letters. Below are the first nine numbers of the Chielúú system:

Number	Proto-form	Modern form
1	*kim	kim
2	*tʃˀuːx	ch’oo
3	*suʔa	sú'a
4	*xaːs	xaa
5	*niʔlu	nítlu
6	*suʔa + *tʃˀuːx	súch’oo
7	*pak^{h}i	pákí
8	*hixnu	henu
9_{10} / 10_{9}	*jiːruː	yierúú

Nominal Derivation / Compounding:

Derivational morphology of nouns as well as compounding is done through nouns in apposition where the main noun taking the derivation comes before the modifying noun.

Verbs:

Although verbs are simple and relatively uninflected, they provide the framework of the sentence, linking arguments and clauses together. Tense, aspect, and mood distinctions, as well as other morphosyntactic considerations, are expressed through auxiliary verbs preceding the main verb of the sentence.

Tense:

A verb without another verb expresses the imperfective past or present. Whichever tense is being expressed is done through context.

taatam t’áát → “The rabbit is sleeping / was sleeping”

Aspect:

Three are three aspectual auxiliaries in Chielúú that are featured in this torch:

–perfective: denoting an action being complete

–inchoative: denoting an action beginning

–terminative: denoting an action ending

Aspect	Proto-form	Modern form
perfective	uːpʰi	úúpí "to sit"
inchoative	mitʃʰaː	micháá "to wake up"
terminative	t'aːtʃ	t'áát "to sleep"

Mood:

Mood is highly marked in Chielúú as being the main source of expressing the future tense. Depending on the intention of the action, the marking of future tense varies. These auxiliaries may also stack with the aspectual ones above. The main route of the future tense is handled by the optative mood, while the conditional mood when used must be in tandem with another clause.

There are two moods in Chielúú that are featured in this torch:

–optative: denoting hoping and wishing for an action

–potential: denoting an action that is likely to occur

Mood	Proto-form	Modern form and meaning
optative	pʰiːk	féé "to wish"
potential	suːm	suum "to believe"

Prepositional phrases:

Prepositions are transparently derived from verbs. Below is a list of the prepositions found in the torch

- ííchú “to stand” → general locative (“at, by, in”)
  - ííha “to see” → across, through, away
    - p’unáá “to hide” → under, inside
- áánu “to cover” → over, outside, at/in/during (time)
  - fi “to fall” → toward

Negation:

Verbs in Chielúú are negated by using one of three negative auxiliaries, each transparently stemming from their respective verb. When used in a sentence, the negative auxiliary will always come after the lexical verb of the sentence, as it is negating the entire verbal phrase. The negative auxiliaries consider intentionality in not performing the action, whether it was intentional, was not intentional, or no consequence.

Intentionality	Proto-form	Modern form & meaning	Example and target meaning
not intentional	pʰamsuːk	fansóó / pansóó “to trip”	xi nááťi fansóó cheng “I am / was not fishing a fish (and I forgot to)”
intentional	k'itʃ	k’ít / kí “to deceive”	xi nááťi k’ít cheng “I am / was not fishing a fish (and I avoided to)”
no consequence	xiːssu	xiisu “to rot”	xi nááťi xiisu cheng “I am / was not fishing a fish (in general)”

Valency Changing:

The amount of arguments a verb can take in Chielúú can be either increased or decreased through a causative or passive construction, respectively. For the passive, as the causative is not featured here, the verb ketíí “to lie down” is used as an auxiliary verb.

- áára nípú sáwoo → The cougar is/was eating the deer
    - sáwoo ketíí nípú → The deer is/was being eaten

Verbal Coordination & Correlative Constructions:

The simplest way for verb phrases to be coordinated is through apposition, which implies a positive coordination, i.e. “and,” which is done usually between bare verb stems. For more complex verb phrases, conjunctions are used, which are derived from verbs.

In some instances, a single conjunction can be used to link the clauses, none of which are featured in this torch. However, for more complex linking, correlative constructions are used where two particles are used, each coming before the verb phrase they modify.

shóáxuu ááná nípú ech’u → The boar is swimming and eating an apple

shóáxuu hut’íí ááná k’aang nípú ech’u → The boar was swimming, and now is eating

Questions:

For open ended questions, the question particle stems from the verb, t’aang → “to agree” and is placed near the end of the sentence, and overwhelming the penultimate word in the question where its object, and thereby the final word, is the relevant question word.

Subordinate Clauses:

Relative clauses are formed through a similar strategy as either inalienable possession and nominal adjectives, where the particle “háyu” preceding a verbal phrase will encode the meaning of the relative clauses. The verbal phrase can take any TAM information as needed to express the desired attribution to the noun.

- taatam t’áát → “The rabbit is sleeping / was sleeping”

- taatam háyu t’áát → “The rabbit that is sleeping / was sleeping…”
- taatam háyu féé t’áát → “The rabbit that wants/wanted to sleep”

Verbal Derivation:

Similar to nouns, verbs can be derived through compounding as well through mostly verb-verb and verb-noun constructions. Some verbs can be used to specify how many times a verb occurs throughout the course of its action:

- xáá → iterative, to keep doing something
- ch’áhí → to do an action again/once over

Worldbuilding:

The speakers of the Chielúú, the Méhóápa p’unáá Sichúú (or Méhóápa, for short) live on a mountainous island the size of Newfoundland in the southern half of the world. It exhibits a climate that borders the typical oceanic (Cfb) climate and the subpolar (Cfc) variety. For this reason, the majority of plants are smaller in height although trees do exists on the island.

Kinship System:

In Méhóápa culture, gender plays little role in the familial structure while age is the main determiner of authority and responsibility. Each village itself communally raises their youth, where adults impart their experience and knowledge onto the younger generation, where it propagates from there. As a result, the village structure behaves as an extended family. Any person in a higher generation is your parent, “méhu,” while any person in a lower generation is your offspring, “wáápa,” the old word for “baby.” While in the same generation, if someone is older than you, they are your “kiyaa” and younger, your “súútu.”

These base routes can be gendered if the speaker wishes to or to establish context. The ages of the relatives, whether they are adults or children, are taken into consideration when deriving specific kinship terms.If the relative is an adult or any

generation immediately above, the gendered relative is derived from the adult gendered term “ruu” or “ámú” while if the relative is an adult or any generation immediately above, the gendered relative is derived from the child gendered term “paang” or “niyáá”.

- méhu ruu: father
- kiyaa ruu: uncle / older brother
- súútu ámú: niece / younger sister

Lexicon (if not here, then in pronoun area):

áánu ← *aːknu
1. (v.) to cover
2. (prep.) over, outside, at/in/during (time)

ámú ← *amut : (n.) woman

ch’áhí ← *tʃˀahiʔ
1. (v.) to strike, to hit once
2. (part.) marks semelfactive {do one more time, again}

ch’oachúúm ← *tʃˀuːxtʃuːm
1. (v.) to talk, to say
2. (v.) to reply, to respond [ietlóó _]

faayee ← *pʰaːjiːx
1. (n.) smoke
2. (adj.) pale
3. (adj.) difficult

fansóó ← *pʰamsuːk
1. (v.) to trip over
2. (part.) non-intentional negator

féé ← *pʰiːk
1. (v.) to wish
2. (part.) marks optative mood

fi ← *pʰi
1. (v.) to fall
2. (prep.) toward

fofíí ← *huːxpʰiːp : (n.) honeybee

fu ← *huːs
1. (n.) bowl
2. (n.) circle

háyu ← *haju:
1. (v.) to take smth

2. (part.) marks inalienable possessive phrase [N _ N]
3. (part.) marks adjectival phrase [N _ N]
4. (part.) marks relative or subordinate clause [N _ V]

huťíí ← *hut'iːp
1. (v.) to rain
2. (conj.) sequential marking (X happens, then Y) [huťíí VP k'aang VP]

ietlóó ← *iːʔluːk : (v.) to send

ifo ← *ispʰux
1. (n.) cone (of conifer tree)
2. (n.) word

íichú ← *iːtʃut
1. (v.) to stand
2. (prep.) general locative {at, by, in}

ííha ← iːha
1. (v.) to see
2. (prep.) across, through, away

itsúút ← *iʔruːtʃ : (n.) blackcurrant

k'aang ← *k'aːŋ
1. (v.) to shine
2. (conj.) sequential marking [huťíí VP k'aang VP]

kééme ← *kééme : (v.) to write

ketíí ← *kixtiː
1. (v.) to lie down
2. (part.) marks passive

k'ít ← *k'itʃ
1. (v.) to deceive
2. (part.) intentional negator

k'oataa ← *k'uːxtaːs
1. (v.) to thunder
2. (conj.) immediate sequential marking (X happens shortly before Y) [k'oataa VP shikíí VP]

Kotéé ← *kuxtiːk : a proper noun, a surname

kúsa ← *kutsa
1. (v.) to hold smth, to carry smth
2. (conj.) and, with

kúút ← *kuːtʃ : (part.) plural marker

laa ← *laː : (n.) tree

máácha ← *maːtʃa (n.) house, dwelling

micháá ← *mitʃʰaː
1. (v.) to wake up

2. (part.) marks inchoative aspect

méhóápa : (n.) family, ancestors ← compound of méhu (parent) and wáápa (offspring)

méhu ← *mikhu : (n.) parent

mék’u ← *mikk'u

1. (v.) to pick up
2. (v.) to gather

ních’iifo : (n.) short story / poem ← compound of ních’i (conifer needle) and ifo (conifer cone)

niyáá ← nijaː (n.) girl

Nuochaanúút ← *nuː.ʧaː.nuːʧ a proper noun, a culture name

óák’aa ← *uːkk’aːh : (det.) many

pííne ← *piːtʃnix

1. (v.) to find
2. (v.) to search [ííha _]

p’óó ← *p’uːk

1. (v.) to crush
2. (v.) to smash

púmu ← *putʃmuh

1. (n.) brain, mind
2. (interr.) why? [t’ááng _]

p’unáá ← *p'unaːk

1. (v.) to hide
2. (prep.) under, inside

t’ááng ← t'aːŋ

1. (v.) to agree
2. (part.) marks a WH-question

t’áát ← *t'aːtʃ

1. (v.) to sleep
2. (part.) marks terminative aspect

t'úú ← *t'uːp

1. (n.) hand
2. (v.) to drop [fi _]

sáá ← *tʰaːʔ

1. (v.) to walk
2. (v.) to run

Sesháánát ← *tʰix.tʃʰaːtʃ.natʃ : a proper noun, a place name

Sháálút ← *tʃʰaːlutʃ : a proper noun, first name

shee ← *tʃʰiːx (det.) all, every

shímu ← *hiːmwu

1. (v.) to call for/on

2. (v.) to ask

suosammáát ← *su:sanma:tʃ

1. (n.) knot

suum ← *su:m

1. (v.) to believe
2. (part.) marks potential aspect

uo'oláá : (n.) forest ← compound of úú'o (confier) and laa (deciduous tree)

uúpí ← *u:pʰi

1. (v.) to sit
2. (part.) marks perfective aspect

wáápa ← *wa:pa (n.) baby, offspring

wikáá ← *wika: (v.) to grow

xaa ← *kʰa:

1. (v.) to live, to exist
2. copula

xáá ← *xa:k

1. (v.) to beat, to hit twice or more
2. (part.) marks iterative (over and over, again and again)

xú'e ← *kʰuʔix : (v.) to build

xúóshí ← *kʰu:phi:

1. (n.) farm
2. (n.) village [máácha _]

yaa ← *ja: : (v.) to come, to arrive

Pronoun Table

The third person is split by three layers of animacy. The highest governs humans, animals, and celestial bodies; the intermediate governs plants, fungi, body parts, and dead humans & animals; the lowest governs all other third person arguments, usually inanimate objects.

	Singular		Plural			
			general		inalienable possessive	
	general	inalienable possessive	inclusive	exclusive	inclusive	exclusive
1st person	xi	xééyu	xip’o	xichá	xip’uu	xichóó
2nd person	p’o	p’ooyu	p’ochá		p’ochóó	

3rd person animate	chá	cháyu	kú	kóyu
3rd person “midanimate”	la	layu	fít	fíchu
3rd person inanimate	ch’íí	X	ín	X

Pronominal Orthographic Forms

chá ← tʃa:
cháyu ← tʃa:ju
kú ← ku:
la ← la
p’o ← p’ux
xip’o ← xisp’ux
xip’uu ← xisp’u:

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