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## **Abstract**

“AyBay ConLang”, (abbreviated as ABCL) is an a priori language, which means that the complete vocabulary has been created entirely new. It is a conlang containing partly the features of philosophical and logical languages. It is less agglutinative, but fairly inflective and derivative too. It has simple and few grammatical rules, limited number of derivational suffixes compared e.g. with English, five tenses only, no noun and adjective declension for cases, no articles and genders. Limited number of aspects and moods. Only one counterfactual subjunctive for the past and one for the future.

Word creation follows certain logical rules and classifications. Lexicon contains above 7000 defined common root words. Above that, with the help of the limited derivational suffixes and simple derivation rules any required word not included in the lexicon, can be easily derived from e.g. a known verb in to a noun or vice versa. Lexicon has been set up as an Excel table for ABCL-English, separately for nouns, verbs, adjectives etc., each of them classified internally in to logical groups. An ABCL word can be searched by entering the English word in “search window” of Excel table easily.

Syntax has strict order, SVO, adjectives before nouns, adverbs after verbs they modify.

Further details can be find in the PDF file attached and at the URL: <https://aydinbaykara.com>

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## Constructed Language AYBAY CONLANG (ABCL)

“AyBayConLang”, (abbreviated as ABCL) is a constructed language (conlang), developed and issued by Dr. Aydin Baykara in 2022. It is designed to be an international auxlang (it means, a language which can be learned and spoken by common people all over the world, not a phantastic one for special purposes). It is an a priori language, which means that the complete vocabulary has been created entirely new, starting from zero. ABCL is a conlang containing partly the features of philosophical and logical languages. It is less agglutinative, but fairly inflective and derivative too. Inflectional affixes are suffixes for the tense-aspect only. There are no stem changes at all. Possessive noun phrases are dependent with the possessive suffix on the possessor usually. Negation and plural are marked by suffixes also. Clauses have no marking. Prefixes have been utilized for modal verbs only (consisting of one consonant). A kind of reduplication has been used partially only at derivation of the noun-gerund from the verbs.

The reason for the creation of ABCL is:

- A) A language for easy learning as foreign language for the mass of people  
This will be achieved by the classification of the words in logical groups and an unique system of connotation/evocation/hints for easy memorizing of the words.
- B) A context should be described as short as possible also for saving printing paper. This will be achieved by creation of the vocabulary with less letters as possible (e.g. adverbs and conjunctions consist of two letters, root verbs, adjectives and prepositions of three letters and nouns of five letters only).

Living world languages are difficult to learn also because of many irregularities, ambiguities and of grammatical rules of differing complexity or even because of having no rules. Most of the conlangs aim to be easy learning international auxiliary language (IAL) by avoiding them. Accordingly, such a conlang –to be easy and simple– should fulfil the following conditions:

- Introducing logical rules in grammar, which should be however as little as possible.
- High degree of unambiguity. It means that each word has exactly one grammatical interpretation. Their grammatical relation to each other should be exactly defined.
- The vocabulary should be memorized easily. For that, the words shall be classified in predefined, clearly distinguishable classes. It should include ways of connotation-bridges to English equivalent words (because the lexicon logically to be Conlang-English and vice versa) as reminder-hints to already memorized but disremembered words.
- Phonologically, it should be avoided to define a different word by aspiration, shortening, lengthening, and stressing or accenting a phoneme, consonant or vowel.
- For the ease of utterance and fluency the diphthong and double consonants (clustering) in a syllable shall be avoided.
- The words shall be as short as possible for short expressions and for saving printing paper.

ABCL is built up in two levels. The basic one (Level 1) is for normal use (about B2 level of CEFR) and the second level (Level 2) is for the full utilization of all aspects for higher purposes like printed papers and literature.

ABCL tries to achieve these goals by:

- Clearly defined syntax (SVO), fixed order of affixes, simple and reduced number of tenses, moods, aspects if compared with the most of the living languages.
- ABCL defines for Level 1 basic (root) words with one interpretation only. Other words with closer variable meaning will be expressed by addition of suitable adverbial or other particles. Words not defined as root word but required for speech, can be easily created (even during speech) by the easy-simple word derivation rules of ABCL for Level 1. For Level 2 such words, if frequently used, may be defined as root word (i.e, to be memorized additionally) too.

- Words are created according to a certain scheme systematically as detailed below (Title: Vocabulary) Thus a learner can easily identify with this scheme which role a word in the sentence play (adverb, noun etc.) without knowing its meaning before. Except root verbs (and these except after conjugation), adverbs and those words negated by suffix "x", all words end up on a vowel.
- This scheme avoids diphthongs and clusters too, with three exemptions only (the modal prefix, plural and modal suffix in combination with passive suffix "\_n" and antonym suffix \_x". Example: lav.e.n.x.r- (un)expected(ly), where "r" adverbial suffix is. The word will be written as "lavenxr" but spoken as "laveniksir", inserting a short pronounced "i" between consonants in cluster.)
- ABCL relies up on the Turkish alphabet and orthography and follows the principle "one letter per sound." Turkish alphabet had been developed 1928 entirely new up on the principle "one sign one sound".

Because the adverbs, adjectives, conjunctives, prepositions and pronouns are the most used words in many languages we have created such words as two and three letter words. This way ABCL needs about half of the characters of English language to express the same content. That means, we could save half of the pages of a book written in English and so on.

If main goal of a conlang is to be learnable easily, beside above-mentioned items, one very important point should be considered while developing it. It is the fact, that such a language will be learned as foreign language by English speakers (normally and generally), with other words it will and must be based at the English lexicon. If it is so, then it will be easier to have some relation-evocation-hint to English words and also grammar. Therefore, I have created the ABCL vocabulary with a kind of bridging to English words. (Just one example for what I mean: "age" is ABCL adjective for "gentle". The last two letters of "age" are corresponding to the first two letters of "gentle" (age-gentle). So it will be a hint to re-remember a word learned but forgotten after a short time. Beside this, some grammatical principals made similar to English (e.g. subordinated/dependent/relative clauses) for the ease of learning by English speakers (i.e. all learners) without losing main principals listed above out of sight.

Here are some guidelines for easy understanding of the following text: (where "C" indicates consonants and "V" vowels) The sign "\*" attached to a "V"(V\*) or "C"(C\*) indicates that the vowels in the tables vary from "a" to "ü" and the consonants from "b" to "z" respectively. The sign "#" is a placeholder for a varying vowel or consonant. The point "." between syllables of ABCL words is used to indicate an affix. It is just a demo to make the role of the suffixes clearer in this article. It will not be applied in normal usage of the language.

## ORTHOGRAPHY

ABCL exploits all eight vowels available in some languages, but without lengthening and lowering them. Besides the common vowels "a, e, i, o, u", also "ö and ü" (from German for example) and "ı" (u- close back unrounded vowel, which is not common in ABC's), will be utilized. The letter "ı" is very common in Turkish. It is not difficult in pronunciation at all, even though it seems so for outsiders. Although it doesn't exist in English ABC, it can be heard very often in daily talks, for example in words ending with "\_tion" like "station", which would be written in ABCL as "steyşin" or even as "siteyşin". The first "ı" may not be distinguished (as in clusters "st") but the second one is articulated also in English lengthened and stressed. Even though ABCL could abstain theoretically from using it in case of nouns, where we have huge possibility of the word creation without depending on the utilization of "ı" (and others as the consonant "j" for example), in some cases however (like verbs) they are needed for the creation of the sufficient numbers of the words. Close sounds of the vowel "e" (like a-umlaut in German) have been also dismissed.

ABCL uses 20 consonants, however only 18 will be utilized generally. These 18 include also the consonants "ç" and "ş" (English digraphs ch and sh). The "w" has been omitted for sounding very close to "v" and "q" close to "k or g". The "j", itself sounding as in the French word "je", has been included for marking the questions, numerals and a

few adjectives. Besides, this letter may be necessary for the second level of ABCL, if there is a shortage in the creation of CV and VC type ‘two letters’ particles (prepositions/conjunctions and adverbs) in the Level 2.

The last questionable consonant used here seldom (for ordinal numbers only), is “*g*” which sounds like “gh” in “though” in English. “X” sounds same as in English and used for negations/ antonyms only, mostly at the end of the word it modifies. Below is the complete table of the spelling pronunciation with other examples.

## ALPHABET AND PRONUNCIATION

Letter	Example in English	Letter	Example in English	Letter	Example in English
a	as in father	k	as in cop	v	as in village, vertical
b	as in below	l	as in length	y	as in bay, yes (/j/)
c	as in jungle, jar (/dʒ/)	m	as in measure	z	as in zero, zodiac
ç	as in CHair, challenge (/tʃ/)	n	as in nice	x	“iks” or -if follows a vowel- “ks” as in six/sex
d	as in dark	o	as in pore		
e	as in bed	ö	as in sir, German ö		
f	as in friend	p	as in piece		
g	as in dog, grind	r	as in rice		
ğ	as in though (/ɣ/)	s	as in sick		
h	as in hallo, has	ş	as in SHade (/ʃ/)		
ı	as in open (/u/)	t	as in tip		
i	as in meet	u	as in today		
J	as in measure (/ʒ/)	ü	as in fusion		

IPA pronunciations of the letters not existing or different in English are given in brackets.

ABCL as a conlang does not rely on the exact pronunciation of the letters. The nuances in pronunciation is not important for correct understanding and differentiation of words. Words are constructed such a way that it is not sensitive to the diversions such as aspect and accenting. But it is essential to stress the vowels in V, VC, CV, VCV, CVC formations and the second vowel in CVCCV and longer formations for the better understanding of the word, when they are distinguished only by one vowel or consonant.

## PHONOLOGY

Consonants							
		Labial/Bilabial	Dental/Alveolar	Postalveolar	Palatal	Velar	Glottal
Nasal		m	n				
Plosive/	voiceless	p	t	ç (tʃ)		k (c)	
	voiced	b	d	c (dʒ)	g (t)	g	
Fricative	voiceless	f	s	ş (ʃ)		x	h
	voiced	v	z	j (ʒ)			
Approximant			l (ɫ)	l	y (j)	ı (w)	ğ (ɣ)
Flap		r (r)					
IPA pronunciations of the letters different from/or not existing in English are given in brackets.							

## Vowels

	Front		Back	
	unrounded	rounded	unrounded	rounded
Close	i	ü (y)	ı (ɯ)	u
Open	e	ö (œ)	a	o

ABCL has no defined allophony at all. The vocabulary is defined so that each word for itself is distinguishable and understandable without help of the allophony. A speaker may use it as he/she is used to it in the native language.

## VOCABULARY, LEXICON, WORD FORMATION/DERIVATION

Words are created according to the following scheme:

Root Nouns have the scheme CVCCV, verbs CVC, adjectives VCV, the arithmetic numerals (digits 1 to 9) CV, geometric numerals (10, 100, 1000, 10000 ...) CVC, adverbs VC, conjunctives and prepositions CV. Pronouns have V and VCV respectively. In case a scheme is used for more than one category (as VCV), certain vowels or consonants are allocated to one class only so that a mix up can be avoided. (e.g. for the adjectives VCV, the first vowels are “a, e o, ö, u, ü”. For the pronouns the initial is generally “i”, if not, second letter is the possessive indicator “z”.) Number of letters for each category is chosen considering the possible combinations in creation of the required number of a lexical category. (e.g. for a fully developed language 500 000 nouns may be required and this number can be created with CVCCV combinations theoretically for ABCL; for the verbs, three letters CVC may cover the required range of about four thousand root verbs). For the derived ones, the number of the words may be longer from case to case.

ABCL lexicon (ABCL- English/Turkish) has been prepared in form of an Excel sheet file, separated in groups of lexical categories: noun, verb, adjective, adverb, conjunction and preposition, pronoun. Additionally, tables with rules and many examples for derived nouns, derived adjectives, verbs and adverbs have been created too. Also tables showing the affixes for inflections, conjugations and declensions have been placed at relevant capitals.

The category “noun” consists of 21 noun classes, each of them placed in a separate Excel sheet. Further details have been explained under the related title “NOUN” below. Verbs are separated also in classes, similar to nouns, placed under one Excel page, which includes also rules for the derived verbs separately. Similarly, to each other category, an Excel sheet has been allocated. A word can be searched using the “search” function of Excel in both directions. A direct visual search is also possible, if the correct class of the word can be judged before, while looking in the relevant page and under the corresponding subtitle.

Contrary to English, ABCL does not use the same word for noun and verb or for adjective, adverb, conjunctive and pronouns. For each grammatical class another word has been defined. However, there is mostly a similarity morphologically (e.g. English “some” is in ABCL “oşo” (adjective), “oşor” (adverb), “işo” (pronoun)).

Word formation/creation by the derivation between verb-noun-adjective-adverbs has been done with the help of the suffixes. Suffixes are selected for each logically defined group separately. They have been explained in the following with examples for each type of the syntactic category separately. ABCL has about 3800 root nouns (including 3000 most common nouns of English listed by Britannica Dictionary), 1800 root verbs,  $310 \times 2 = 620$  root adjectives plus 190 defined derived adjectives, over 120 adverbs, 120 conjunctions/prepositions and 50 pronouns defined in English translation. With some defined derivations (about 200) and numbers (136) the vocabulary has almost seven thousand words, which is considered sufficient for the daily use of World languages.

As explained below for individual cases the word creation system of ABCL is able to create huge number of the root and derived words additionally. Nevertheless, with the help of the created rules for word derivations, one

will be able to find a word which he needs to express himself easily. Thus, we can estimate the vocabulary of ABCL at this stage already about 8000 to 10000 words.

## NOUNS

### Basic/Root Nouns

“Basic/root nouns” are formed principally by five letters (CVCCV). There are however nouns derived from verbs, adjectives and other nouns having five-six-seven letters. They all end on a vowel same as the basic nouns. Adding the sixth and seventh letter was necessary to avoid ambiguities with the root nouns and the double vowels. The root nouns are classified in 21 noun classes, each of them heading a special area of use, such as “body”, “human”, “animals”, plants, “mental”, psychology-spirit”, “social”, “economy”, “daily home”, “health”, “pastime”, “nature and environment”, “science”, “technic”, “construction- transport”, “time”, “measurement”, “military” and “others”. Each of them has its own special initial consonant. Considering “S” is being the mostly utilized initial consonant in many languages, we preferred it for the “heading” BODY and HUMAN, which are mostly mentioned in daily speaking.

This partly philosophical approach of word creation is not favoured by some critics, saying words differing by an end vowel (or consonant) only, could be mixed up easily. This may seem at first sight true but many world languages have similar words, which is not considered as a problem for them. Even so, the grouping and classification of words as done in ABCL have the big advantage of connotation for memorizing or remembering a word.

Nouns are created by the use of an Excel matrix; an example for the main topic “BODY” is shown below.

For this heading, CVCCV is selected as S#N##, whereas S and N being basic consonants for the heading “BODY”. The subtopics are constructed by varying first vocal in lateral line of the matrix from “A” to “Ü” (also 8 vocals=8 columns) (here, for example, for subtitle “Head”, first varying vowel being “i”, thus first syllable is “SİN” and for the following subtitle “Upper Body”, it is SON). Now for each subheading having a fixed CVC (e.g. SİN), the fourth letter (consonant) will be kept, the fifth letter (a vowel) will be varied from “A” to “Ü” (“SİN”C#), building a block with 8 columns for subtitle “SİN”. Vertically, at the each column of the matrix the fourth letter (a consonant) will be varied from “B” to “Z” (“SİN”C\*”a”... 20 in total). This way for each subtopic  $8 \times 20 = 160$  nouns could be created theoretically. For one heading (e.g. “BODY” with the corresponding fixed consonants “SAN”##, “SİN”## etc. as here) we could have  $8 \times 160 = 1280$  nouns. Varying “N” in this scheme from “B” to “Z”, we will have  $20 \times 1280 = 25600$  nouns beginning with “S”. And for 20 initial consonants, we could have created  $20 \times 25600 = 512000$  nouns with this matrix scheme.

As said above, we aim to utilize for the Level 1 about 5000 nouns only, so we can effort to drop combination with difficult pronunciations (for example with the letters “J” or “I” and for the sake of vowel harmony etc. Fully utilization of the matrix might be required for the medical and scientific/technical terms only, if any. The matrix scheme would also allow using of the computer programs for word creation and translation.

The matrix allows further sub-subheading such as of the “Head”, the first column/row (SİNba) indicating primary and under it the sense organs like eye, nose, ear (denoted as sin#a: primary) and further columns right of them, the subparts of first noun at the beginning (denoted as “seconders”). For example: eye (sinsa) (first column), then in the same row; iris (sinsi), eyelid (sinsö), pupil (sinsü). Being Excel table, the matrix allows right click explanation for each cell, where we can put the meaning of a word in any language.

ABCL nouns of group S#N## (BODY) (selected partially as example)

SiN: Heading HEAD

SinC*a,e: Primary		SinC*e-i-o-ö-ü: Secondary							
sin#a		sin#e		sin#i,o		sin#o,ö		sin#ö,ü	
sinba	head								
		sinbe	skull	sinbi	scalp	sinbö	<i>jaw, chin</i>	sinbü	<i>cheekbone</i>
sinfä	face	sinfe	cheek	sinfo	forehead	sinfö	<i>jaw</i>	sinfü	
sinha	ear			sinhi	<i>inner ear</i>	sinho	<i>earlobe</i>	sinhö	<i>middle ear /ossicles</i>
sinma	mouth	sinme	<i>palate</i>	sinmi	<i>lip</i>	sinmo	<i>tongue</i>	sinmö	<i>poach</i>
sinna	nose	sinni	<i>sinüs</i>	sinno	<i>nostril</i>	sinnö	<i>nasal bone</i>	sinnü	
sinse	eye			sinsi	<i>iris</i>	sinsö	<i>eyelid</i>	sinsü	<i>pupil</i>
sinta	tooth	sinte	canine tooth	sinti	<i>grinder</i>	sinto	<i>foretooth</i>	sintu	<i>gum</i>
		sinye	eye brow	sinyi	<i>eye lash</i>	sinyö		sinyü	

Prosodics are generally not required. However, to avoid the misunderstanding due to close sounds of some vowels the (especially second) syllables must be accentuated.

Derived Nouns

Nouns will be derived from nouns, verbs and adjectives by adding suffixes according to a fixed scheme. They will typically end also on a vowel as the root nouns.

Deverbal Nouns				
ABCL Suffix Level 1 (examples)	ABCL Suffix Level 2	Example: ABCL noun (Level 2)	English Suffix	Some English Nouns as Samples (nouns given in italic translated in ABCL only)
<u>_aya</u> (nomina acti-result of act)	_aya	kuc.aya	_age, _ure	<i>cut, bore, leakage, creature</i>
	_aya	çöp.aya	_(t)ion	<i>protrusion, indication, motion, division, organization, evaporation</i>
	_aya	reh.aya	_	<i>heap</i>
	_aya	han.aya	_ing	<i>building, being, writing, dead, smell, piping</i>
	_aya	hic.aya	_ate	<i>certificate</i>
	_aya	kap.aya	_	<i>package</i>
	aya	bon.aya(=bonku)	_ledge, (a)ncy	<i>knowledge, expectancy</i>
<u>_aya</u>	_ama	dan.ama	_	<i>dress/clothes(ing)/wear/garment,</i>
	_ama	did.ama	_	<i>drink, food</i>
moz.zo	_aha	moz.zo (moz.aha)	_ence	<i>joy, fun, thought, excellence</i>
	_aha	höm.mö, tez.ze	_ment	<i>employment, enjoyment, amazement, imprisonment, replacement</i>
	_aha	bol.lo (bol.aha)		<i>love, liking, praise</i>
	_aha	pef.fe	_ure	<i>failure, pleasure, disclosure</i>
	_aha	ned.de	_al	<i>denial, approval, removal, proposal, refusal, dismissal, arrival, appraisal, remedial</i>

<p><i>(Verb's last two letters reverse repeated)</i></p> <p><b>CVC.CV</b></p> <p><i>(nomina actionis-name of the action)</i></p>	<u>aha</u>	pöp.nü	<u>ance</u>	<i>resistance, deliverance, importance, attendance, defiance, assistance</i>
	<u>aha</u>	çeş.şe, pil.li	<u>_, _ism</u>	<i>speech, criticism, shave, description, classification, dance, dream</i>
	<u>aha</u>	boh.ho, çen.ne	<u>_</u>	<i>hope, end, rain, work, fear, success, result</i>
	<u>aha</u>	luy.yu	<u>ion</u>	<i>Interruption, expectation</i>
	<u>aha</u>	vus.su	<u>ing</u>	<i>counting, dying (death), measuring</i>
	<u>ada</u>	nel.le ( <i>nel.ada</i> )	<u>ion, _tion, _sion</u>	<i>relaxation, attention, selection, evaporation, introduction</i>
	<u>ada</u>	çöm.mö	<u>age, _th, _ade</u>	<i>message, manage, drainage, growth, health, blockade</i>
	<u>ada</u>	yun.nu	<u>_</u>	<i>run, begin, joy</i>
	<u>ada</u>	sab.ba	<u>ity</u>	<i>ability, prosperity, intensity, simplicity, customs</i>
	<u>ada</u>	pıb.tö	<u>ery/-ry, _ony</u>	<i>bribery, robbery, testimony</i>
	<u>ada</u>	rez.ze ( <i>rez.ada</i> )	<u>ancy</u>	<i>expectancy, tendency, (walk)</i>
	<u>afa</u>	<i>yun.nu(yun.afa)</i>	<u>ing (gerund)</u>	<i>running, beginning, rejoicing</i>
<b>asa</b>	<u>asa</u>	höm.asa, tep.asa	<u>er, _or, -ent, -est, -ist, -ory, _ak, _ier</u>	<i>employer, player, teacher, student, assistant, servant, stimulant, baker, beggar, survivor, editor, governor, waitress, tourist, signatory, runaway (leakage), liar, applicant, cashier, cleaner</i>
<b>ana</b>	<u>ana</u>	tap.ana, dat.ana	<u>er</u>	<i>(music)player, cleaner, counter, cleaner, recorder, player, opener, obstacle, scale, viewer (for suffix _scope: as microscope, telescope)</i>
<u>aşa</u>	<u>aşa</u>	höm.aşa	<u>ee</u>	<i>employee, refugee, trainee</i>
<u>aça</u>	<u>aça</u>	vüp.aça	<u>ery, _ry</u>	<i>refinery, bakery, laundry, laboratory, dormitory</i>
	<u>aca</u>	dir.aca	<u>ing, _tion, _</u>	<i>bedding, station (bus stop), aim/target, passage</i>

According to the meaning they add to the derived nouns, English suffixes can be grouped in to e.g.: nomina acti, nomina actionis, nomina agentis (acting), nomina patientis (affected), noun loci (place); result/product of act for real and abstract objects, result as process etc. These groups are shown in the second column (Level 2) of the above table. However, we can see that there is not a different noun created from the same verbal root by different suffix groups "aya, "ama" (also aha, ada" and "afa"). Even it seems sometimes so as for "expectation via expectancy" the meaning remains almost the same. It means, we can use one suffix only instead of those four. (Seemingly different meanings by different suffixes allocated to the root verb, not to the suffix, accordingly no need for such suffix diversity.)

So, in ABCL for the Level 1 we can lessen suffixes of the groups:

1. "aya" for result/ product of act as real object normally. (nomina acti-quantitative). But sometimes abstract objects included in this category, if the meaning is modified in daily speech as "knowledge"
2. Suffixes "ana" and "asa" are indicating the subject of the act (thing or person) only. (nomina agentis)
3. Passive subject suffix "aşa" remains as it is. (nomina patientis)
4. Merged suffix is "aça" including also "aca" which denotes the place. (noun loci)
5. The groups "afa" standing for "-ing" (gerund-nomina actions) and "aha" (nomina acti-qualitative, "ada" (nomina actions), suffixes naming the action itself by the name with the form CVC.CV (VCVkkV or VCVlIV for verbs derived from adjectives), which means that the last two letters of the verb will be reversed and so suffixed to the

verb. This specific type of derived noun has five letters differently of others with six letters in CVCaC\*a format. For the abstract deverbal nouns the scheme CVC.CV will be applied, but not for tangible nouns (for "things" e.g. *bedding, passage*) principally.

As stated already for the often-used words we don't use derived ones but created new if it suits with the existing noun categories. E.g. for the verb "know=bon" related noun "knowledge", instead of derived "bonaya/ bonno", created noun "bonku" will be used.

Thus, ABCL has finally five derivational suffixes and one specific form for deverbal nouns as shown in first column. The suffixes of the second column at the table above may be used however for the Level 2 if needed.

With the help of those cases and assumed two thousand suitable verbs, it would be possible to create 10 000 new nouns for Level 1 only.

Denominal Nouns				
<b>_da</b>	_da	salma.da (for abstract nouns)	_hood, _ship, _ness, _ity, _ism, _cy, _ery, _dom	<i>motherhood, friendship, ..., humanity, socialism, fatalism, regency, slavery, military, kingdom</i>
	_ha	sinsa.ha/dündi		<i>spectacles, woodshed, cucumber, Spielzeug (German)</i>
<b>_ta</b>	_ta	salma.ta	_y, -n/-en/-on, _ling, _ette	<i>mummy, doggy, chicken, kitten, maiden darling, diskette</i>
<b>_sa</b>	_va	pespo.va (sulpo) (affiliation to people- group)	_ian, _er, _man, _ist	<i>politician, librarian, physician, musician, porter, sportsman, fireman, statesman, pianist, artist, dentist, racist, socialist, Buddhist, atheist</i>
	_sa	sölsi.sa, sölvi.sa	_ien, _an, (e)r, _ish	<i>citizen, villager, republican, English, German</i>
	_ra	vatne.ra / sülne	_eer	<i>engineer</i>
<b>_ga</b> (relating to a branch, area)	_ga	bünbi.ga, manpa.ga	_logy, _nomy, _graphy	<i>biology, psychology, planetology, astronomy, stenography, geography, photography</i>
<b>_ya</b>	_ya	pasna.ya/pesna	_ism	nationalism; racism
<b>_la</b>	_la	Türk.la (language)	_ish, _ian, _an, _er, _se	<i>Turkish, Algerian, Roman, Chinese</i>
	—	Doyç/Doyçland, Englîş, Türk	folk and country name	as in the original language, not in English
	_meter	thermometer		

For the similar consideration as the deverbal noun derivation above, ABCL will have the suffix "da" for the suffixes of the Level 2 "da, ha"; the suffix "sa" for "sa, va, ra" (all human related), "ya" for "\_ism" and "ga" for scientific nouns. Even if rarely, it is possible that two different suffixes mat be required to covers two differing meaning derived from one noun (In the table above "motherhood" and "mummy" are both derived from "mother" with suffixes "da and ta").

If a noun very frequently used, we defined beside derived one also a root noun for it directly in ABCL as seen above (pespo.sa(/va) =sulpo (politician) or vatne.sa(/ra)=sülne (engineer)). Derivation rules, once memorized, can be applied for new cases also but the word will be longer, other way we have to learn the new noun additionally to derived one, which we consider adequate for the Level 2 only.

Noun Derived from Adjective			
<u>ma</u>	una.ma	<u>y</u>	pinkly
<u>ma; (x)ma</u>	ube.ma, ubex.ma	<u>—</u>	<i>beauty, ugliness</i>
<u>ma</u>	ufo.ma	<u>dom</u>	<i>freedom, boredom</i>
<u>ma</u>	edi.ma	<u>th</u>	<i>depth, strength</i>
<u>(x)ma</u>	gav.amex.ma*	<u>cy</u>	vacancy
<u>ma</u>	api.ma	<u>(en)ce</u>	<i>prominence, absence, residence</i>
<u>ma</u>	ahux.ma	<u>hood</u>	falsehood
<u>ma</u>	asa.ma	<u>ness</u>	<i>sadness, kindness, darkness, business</i>
<u>ma</u>	vof.aze.ma*	<u>(en)cy</u>	fluency, frequency
<u>ma</u>	silbi.do(so).ma	<u>(al)ity, _ty, _y</u>	<i>sexuality, normality, formality, loyalty, jealousy, victory</i>
<u>(ğ)ma</u>	çi.ğ.ma, figma		<i>couple, trio/triplet</i>
<u>ma</u>	ome.ma	<u>side</u>	outside
<u>sa (human)</u>	ofü.sa, öfö.sa(i)	<u>—</u>	fanatic, The greens
<u>ya</u>	pasnö.do.ga, ofü.ya	<u>ism</u>	<b>nation.al.ism, fanaticism</b>
<u>vusyu</u>	oşu.vusyu, ki.vusyu	<u>gon</u>	<i>polygon, pentagon</i>

\*Nouns will not be derived from deverbal adjectives but directly from verbs, so it will be "gav.va" and "vof.fo".

Compound/Combined Noun Derivations		
adjective.verb	çöt.ana	telephone
adjective.verb	met.ana	television
adjective.verb	di*.mese	telescope
adjective.verb	bi*.mese	microscope
verb.noun	gam.vönga	magnifying glass
adjective.noun	bi.vönga	lens/magnifier
preposition.noun	ku.vingö	underground
adjective.noun	oşo.ti	something

\*Last two letters of the adjectives edi (distant), ebi (big), oşo (some), banti (thing) as prefix and simple present tense of the verb (mes.e-see) will be used.

In case of the combined phrases "verb+noun", the verb keeps its basic form (infinite) followed by the noun but with separation. (e.g.: fes ((to) serve) and vitka (car) combined to "fes vitka" (service car)). Grammatically the verb acts as the adjective.

**"Yes" and "No":** "Ay" and "Ya" (This pair is considered mostly as noun, therefore placed here)

## VERBS

### Basic/Root Verbs

Verbs consist basically of three letters as CVC. They are also classified in schemes similar to the nouns. Nineteen "main headings" (with the first denoting letter of the group following) are "Physical Acts -K##", "Active Actions -Y, L, R and G##" (inc. J), "People/Human – S and Ş##" (partially C), "Social Relation –F, N and P##" (partially C), "Mental Activities –B and M##", "Household, Daily Life -D##", "Pastime, Spor, Health -T##", "Utterance, Nonperson Acts-Ç##", "Business, Public -H##", "Technic / Science / Nature-V##". In Physical Acts, "K##" is initial consonant for the heading, ## indicates varying 8 vowels ("a" to "ü") in the second place and alternating 20 consonants in the third place. This way 4600 verbs can be created theoretically, but for the same reason as for the

nouns, only half of them will be taken in to the consideration. For the Level 1, ABCL has about one thousand eight hundred of them, which seems to be adequate. The main heading could be subdivided in subheading such as KA# for a certain type of “physical acting” and KE# for another where appropriate (For the purpose of correlation with English words this “principle” has been relaxed considerably).

As example, some verbs in the category “K-physical acting” are shown below:

kaf	<i>fasten</i>	kef		kif		köf	<i>fold</i>
kah	<i>haul/drag</i>	keh	<i>hang</i>	kih		köh	<i>hew</i>
kak	<i>catch</i>	kek		kik		kök	<i>connect/link</i>
kal	<i>lay</i>	kel		kil		köl	<i>line</i>
kam		kem		kim		köm	<i>modify/alter</i>
kan	<i>narrow</i>	ken	<i>enlarge</i>	kın		kön	
kap	<i>package</i>	kep		kıp	<i>press</i>	köp	<i>push</i>
kar	<i>repair/mend</i>	ker	<i>rip</i>	kır		kör	<i>erase</i>
kas	<i>saw</i>	kes	<i>separate</i>	kis	<i>slice</i>	köş	<i>shear</i>

Verbs will be flexed for the Level 1 beside tenses also for ergative, causative, imperative, passive, reflexive, subjunctive and negative. Suffixes for further tenses and moods have been defined also for Level 2 such as reciprocal, inferential, optative, subjunctive conditional etc. additionally. Those moods of the second level can be replaced in the first level by the prepositions as in English.

### Derived Verbs

Verbs will be derived from nouns and adjectives by adding suffixes according to a fixed scheme. They will typically end also on a consonant as the root verbs.

For the derivation of verbs from the nouns the suffixes “\_t” (for transitive) and “\_l” (for intransitive) will be added. (thus, we will have a six letters verbs.) For the adjectives also the suffix “\_l” is chosen (these types of verbs are always intransitive).

### Derived Verbs from Nouns (Denominal Verbs)

**Examples:** (first noun of the rows translated only)

<u>Verbalizing suffix</u>	<u>ABCL verb</u>	<u>English suffix</u>	<u>English verb</u>
(noun)_t (transitive)	venfi.t, denso.t	_r, _en, _ize	<i>fire, salt, frighten(vt), vocalize(vt), terrorize, idolise</i>
	benli.t	_ate	<i>liberate, hyphenate, concentrate, oscillate</i>
(noun)-l (intransitive)	vessu.l, vüsli.l	_en, get ...	<i>sun/sunbathe, lighten, get old, prink up</i>
	venva.l	_ize/ise	<i>vaporize, get icy, materialize(vi)</i>
	banlu.l		<i>be lucky</i>
	benzü.l		<i>be unlucky</i>
	tenfe.l	get ...	<i>get fever</i>

## Derived Verbs from Adjectives

Examples:

<u>Verbalizing ABCL suffix</u>	<u>ABCL verb</u>	<u>English verb</u>
<u>_l, _xl</u>	uni.l- unix.l	<i>be new-become old</i>
	ubi.l- ubix.l	<i>biggen-become small/diminish</i>
	eşi.l- eşix.l	<i>shine-become dull/tarnish/dim</i>
	ufe.l- ufelex.l	<i>be fresh/freshen-be stale (wither)</i>
	ube.l- ubex.l	<i>become beautiful-be ugly</i>

In case of adjectives created as antonym (by negation suffix “\_x”), derivation suffix comes after “\_x”. Thus, if the derived verb would be negated, such construction as “ubix.l.o.x” (ubixlox=not diminished) are possible since the suffix “\_x” will be placed after the tense-conjugation suffix.

If “x” follows or followed by a consonant, a short sounded “ı or i” may be introduced in between (in accordance with the vowel harmony) in speaking, but not in writing. (e.g. uni.x.l.o=became old).

## Infinite and Imperative

<u>ABCL Suffix Level 1</u>	<u>Example: ABCL noun</u>	<u>English Suffix</u>	<u>Some English Nouns as Samples (verbs given in italic are imperatives)</u>
<u>_eş-x</u>	<u>yun.eş(!), den.eş-x(!)</u>	<u>to ...(infinitive)/ !</u>	<u>to run, to eat / (run!, eat-don't eat!)</u>

## Verb Transformation in ABCL

Many verbs in English are ambitransitive (ergative-anticausative) (transitive and intransitive, depending on the context) such as burn, sink, read, break etc. where the separation is provided either by their context (receiving an object) or by the special prepositions/particles. For the translation from English to ABCL, ABCL would need two different root verbs for each type of the meaning in order to overcome the ambiguity. Therefore, I have tried to minimize and to simplify this duality. The verbs defined in lexicon are either inherently intransitive (among others linking verbs including all copula verbs) as appear, be, become, feel, get, grow, keep, look, seem, sound, smell, stay, turn etc.) i.e. they cannot take object or inherently transitive, i.e. they take object anyway. Verbs such as “to boil” is considered in ABCL as inherently intransitive because boiling is an inherently specific characteristic of fluids. Equivalent of any ambitransitive English verb is defined in ABCL always intrinsically as transitive (e.g. the verb “sink=yes” is in ABCL transitive only even though in English it may have the meanings such as: the boat sank (intransitive) and the storm has sunk the bot (transitive)). Intransitive includes also reflexive and reciprocal. (Most of the natural languages have more transitive verbs than intransitive, e.g. English and German about 60%, therefore I have chosen transitive sense as basic in case of the duality.)

Because there are too many ambitransitive verbs, which can be transformed by reflexion in to (semi-) intransitive verbs, ABCL introduced the reflexive suffix “\_m” for this purpose. (Example: look *at* (vt) vs look *nice* (vi)- mul.# vs mul.#.m) With this approach the problem of the ambitransitive verbs would be overcome in ABCL. Other way around to make out of an intransitive verb a transitive one (ergative) ABCL defined the suffix “\_t” and for the reciprocal the suffix “\_y”.

English uses also different word or auxiliary to make out of an inherently intransitive verb a transitive verb (like “die-kill”, “sleep- get/make... sleep”) or opposite. Contrary to ABCL, it creates from transitive verb intransitive reflexive verbs by using reflexive pronouns (protect-protect oneself).

The verb “bab” is introduced as ABCL equivalent of English verb “to be”, it will be utilized however in copula mood as “zero copula”. For example, “it is beautiful” translates into ABCL (for the sake of simplicity) not as “u babe ube” but as “u ube” or simpler as “ube” if the context permits it.

Other suffixes for further verbal forms are listed in the table under the title: Modal Verbs, Inflexions and Modus in ABCL further below.

### Verbs with Negative Meaning

For some morphologically negative English verbs with the prefixes "dis" such as discharge, disagree, disorder, disappear, discourage, discomfort, disconcert, disregard etc., ABCL does not create new root verbs but negates the root verb simply, thus sparing the effort to learn new words unnecessarily. For example, “disagree” can be expressed as “don’t agree”, thus no need to entry “disagree” in to lexicon as separate lemma.

Negation prefixes "mis\_" will be replaced in ABCL by adverb “wrongly”.(e.g.: you mis.understood = o başo erixr (You understood wrongly)

## ADJECTIVES

### Basic Adjectives

Basic adjectives consist of three letters as VCV/x, yielding about 650, with doubling by using of “x” at the ends giving an adverse meaning such as “ube” for beautiful and “ubex” for ugly. Adjectives have also been separated in classes:

1. “Determiners” with the subtitles: “interrogative, demonstrative, indefinite (quantifier), “Locational Adjectives”; “Temporal” and further “Main colours”, “Indefinite numerical” etc. where first vowels “o”/“ö” and “u”/ü indicates the “head group” and varying consonants (C\*'s as “t, s, ş, m, p, y” (*colours have also other consonants*)) decoding the subtitles like “interrogative”.
2. “Descriptive (Physical state end quantifying)” with two subtitles: First title beginning with “o” is special classes as “human feature”, the consonant of the word corresponding to the initial of English equivalent, e.g. “ofo”=former); second beginning “u” for “things”.
3. “Descriptive (Qualifying, evaluative) for “People” (personality and behaviour mainly) with initial letter “a” and “Description of things” with initial letter “e”.

Each of them has been subdivided internally according to the scheme e.g. V#V (eC\*a, eC\*e; eC\*i; ... eC\*ü). Although each subtitle was originally designed to indicate a special type of the adjectives such as “aC\*e-being”, “aC\*i-behaviour” or “eC\*ü-nature/science, however the order could not be kept due to new idea of “harmonizing” the sound between ABCL and English adjectives for the ease of memorizing by connotation. (e.g.: Ubi=big, where the last letters “bi” of ABCL is same (or similar) with the first letters “bi” of English word). Thus, even though the first idea has been kept; e.g. for the “aC\*V, the subtitles “physical features, appearance, human attribute, opinion-view, etc.,” at the end they are mixed up to the certain degree anyway.

The names of mixed colours have been related to the main colours from which they are originated as follows:

Last vowels of two origin-colours constitute the first and last vowels of the mixed colours. Orange (uno) is a mix of red and yellow. Thus red (uhu) and yellow (udo) built up uno. This is another approach for the evocating/hinting system of ABCL for easy learning.

Examples for Root Adjectives:

Indefinite (Quantifier): o/ö.ş.V*	English	Physical Description of Things e/o.C*.V*		Person-Behaviour a/o.C*.V*	
oşa	<i>more, _er</i>	eşe-x	<i>sweet-bitter</i>	age-x	<i>gentle/polite/kind- impolite/rude</i>
oşe	<i>most, _est</i>	ece	<i>certain</i>	afo-x	<i>fair-biased</i>
oşu-oşux	<i>several/many/ much -few/ little</i>	eso	<i>sour</i>	aju-x	<i>just-devious</i>
öşo-öşox	<i>some_ - any_</i>	oho-x	<i>hot-cold</i>	aşe-x	<i>sedate-excited</i>
ösö	<i>each</i>	ova-x	<i>warm- cool</i>	asu	<i>superficial</i>
ösü-ösük	<i>every_ -no_</i>	ömi-x	<i>wide-narrow</i>	ake	<i>keen/eager</i>

**Possessive Determiners:** az, oz, uz, ez, öz, üz- my, your, its, our, your, their

Possessive determiners are adjective in their role in syntax but because genitive suffix "*\_z*" is placed after the word they don't agree with the rules set here. Therefore, they will be handled in ABCL as possessive pronouns exceptionally.

### Derived Adjectives:

Adjectives will be derived by adding suffixes to the verbs and nouns. As the root adjectives, also derived one's end with a vowel, typical for adjectives. Thus, they will have six to seven letters.

### Deverbal Adjectives:

They will be derived by the suffixes "*\_ado/\_adox*" (in place of the English suffixes "*\_ful, \_less, \_ant/-ent, \_ive, \_ile, \_ic, \_ate, \_y/ly, \_ic, \_ous*, etc.), "*\_abo*" (for capability "*\_able/\_ible*"). Differently from English, for past participle and present participle, ABCL uses not the conjugated verb forms for adjective but derives new words as "*\_ono*" (for past participle *\_ed*) and "*\_iko*" (for present participle *\_ing*).

Examples for Deverbal Adjectives:

<i>_ado</i> <i>_adox</i>	<i>_ful</i> <i>_less</i>	<i>_aze</i> <i>ado</i>	<i>_ant/-ent</i>	<i>_abo</i>	<i>_able,</i> <i>_ible</i>	<i>_ono</i>	<i>p.p _ed/</i> <i>irregular</i>	<i>_iko</i>	<i>_ing</i>
boh.ado boh.adox	<i>hope.ful</i> <i>hope.less</i>	nez.ado	<i>relaxant</i>	kib.abo	<i>breakable</i>	dol.ono	<i>boiled</i>	ted.iko	<i>dancin</i>
bus.ado bus.adox	<i>use.ful</i> <i>use.less</i>	mas.ado	<i>pleasant</i>	mir.abo	<i>admirable</i>	bon.ono	<i>known</i>	tis.iko	<i>singin</i>
kim.ado kim.adox	<i>harmful</i> <i>harmless</i>	fur.ado	<i>dominant</i>	hic.abox	<i>incredible</i>	muv.ono	<i>worried</i>	moh.iko	<i>terrifyi</i>

### Denominal Adjectives:

Denominal adjectives will be derived by the suffixes "*\_do/\_dox*" (in place of the English affixes "*\_ful, \_less, \_ive, \_ulent, \_ile, \_holic, \_ic, \_ate, \_y/ly, \_ic, \_ous, un\_, im\_*, etc.) and "*\_no*" (for capability "*\_able/\_ible*")

Examples

<i>_do</i>	<i>_ful, _ous</i>	<i>_dox</i>	un-, -less, im-, in-, ir-	<i>_bo</i>	<i>_able, _ible</i>
fönpe.do	<i>peaceful</i>	bonho.dox	<i>hope.less</i>	ponfa.bo	<i>fashionable</i>
sonye.do	<i>handful</i>	cimti.dox	<i>timeless</i>	halta.bo	<i>taxable</i>
münpi.do-x	<i>merciful-cruel</i>	pasha.dox	<i>homeless</i>		

With these 8 suffixes (ado, adox, abo, ono, iko; do, dox, bo) it is possible to get unnumbered new adjectives from verbs and nouns additionally to 650-700 root adjectives.

### Antinomies of Adjectives

As stated already, the antinomies of adjectives will be generally defined by adding the suffix “x”. This has been done preferably with the pairs where in English a separate adjective available for the antinomy. This way the number of words to be memorized would be reduced considerably. For the adjectives used very often we made however some exceptions. In order to avoid a mix up which comes first, it is necessary to implement certain rules. These are: For physically quantifiable, the bigger/larger/heavier/stronger etc. is the base adjectives, the latter will get “\_x” (like: big-small: ubi-ubix); for qualitative, what people normally like/prefer, comes first (like: honest-false: oho-ohox; hot-cold: ovo-ovax etc.). Adjectives which are used in speech mostly shall have basic form even the foregoing stated rules implies differently. (e.g.: “uda-x” (dark-light/pale), even though “dark” implies physically “unfavorability” because “light” is used relatively seldom compared with “dark”.

The suffix “\_x” comes always directly after the adjective (basic or derived does not matter- e.g. ohox.ka, enux.l, münpı.do.x), followed by other derivational suffixes.

The use of the prefix “un” with adjectives (such as “un.necessary”): ABCL uses direct expression “necessary” instead, negating the verb (To say that was unnecessary = “Çaseş osu babox ene” in back-translation “to say that was not necessary”)\_Further negation prefixes “in”-. “im-”, “il-”, and “ir-” and “non”: (inactive, impossible, illegal , irregular, nonexistent): These are already negated adjective by suffix “\_x” in ABCL so far.

### Numbers

Also for the **numbers**, with the suffix “\_x” meaning zero, a differing system has been created.

Cardinal numbers/ digits: 1 to 9: bi, çi, fi, ki, mi, si, pi, vi, yi

	1-9	10-90	11-19	100-900	1 Th-9 Th	10 Th-90 Th	100 Th-900 Th	1 Mln-9 Mln	10 Mln-90 Mln
	#i	#ix	bix#i	#iç	#if	#ik	#il	#im	#is
1	bi	bix	bixbi	biç	bif	bik	bil	bim	bis
2	çi	çix	bixçi	çiç	çif	çik	çil	çim	çis
....	....	.....	.....	.....	.....	...	.....	....	....
9	yi	yix	bixyi	yiç	yif	yik	yil	yim	yis

For example: The number 6 572 120 is written in ABCL: *mim.mil.sik.çif.biç.çix* (includes 18 letters). The same digit written in English extends to 52 letters.

The system continues in such “ten” times pattern as (unary notion):

Bit, biy, bin, bip, bir, bih, biş, biv (quadrillion), where as a helping hint for remembering by logical thinking (up to “biy”, also to one billion only), the last letter indicates the number of zeros if the last letter “i” of the corresponding cardinal numbers dropped. (e.g. for “bit”, “t” is corresponding to “ti”, which means eight zero to be added to “1”, resulting in 100 000 000 which is “one hundred million” in English.)

Above “biv” ( $10^{15}$ = quadrillion), the system follows one thousand pattern such as “bix biv, biç biv, big (quintillion=  $10^{18}$ , bix big” etc.

At the first sight it seems to be some ambiguity with some verbs, e.g. “bip” means as verb “disappear” but as number “hundred million”. However, in the syntax a mix up is not possible due to the fact that the verbs are always conjugated (e.g bip.i)

Further, the verb is placed secondly after the subject where the numbers stay as adjectives after the verbs and before the noun they modify.

Ordinal numbers are as below: (example for 2 “çı”)

çı.ji	two.(and)half
çı.ğı	-th (second)
ki.ğı	four.th
öşü çi/öşü fi	both (every two)/every three
ki.z.çı	two forth (two of four/four's two)
ki.z.ji	half of four/ four's half
çı.vum, fi.vum, ki.vum	double/two fold/twice, triple, quadruple
çı.ğ.ma, fi.ğ.ma	couple, trio

## ADVERBS

### Basic Adverbs

Basic adverbs consist of two letters in scheme of VC, covering mostly used adverbs in many languages. As in English, in many other languages adverbs also have often the same spelling with the adjectives and conjunctives. In ABCL, for the sake of ambiguity, they also will have separate words, if used as adverb. Also here there are separate headings for subdivision, indicated by choose of the vowels. For example, first letter being variable vowel, (“V\*”), second letter C (consonant) indicates the subdivision. The consonants e.g. “s, t, y” indicate “time” and “ş” the “quantity” where the first letter (vowel) varies from “a” to “ü” (\* means always “varying letters” in this article). This way 110 words can be created (without the use of the vowel “i”). The consonant “ç, f, h” code the “adverbs of manner” which are subdivided into three, such as limitation (\*f), descriptive (\*ç), certainty (\*h).

Some Examples:

Time		Quantity		Manners/direction		Manners/descriptive	
V*s	V*ş	V*m	V*c				
as	always	aş	more, _er	am	ahead, forward	oç	together
es	yet	eş	most	üm-em	in(side)-out (side)	of	enough
V*t							
it	now	iş	all				
at	tomorrow	oşor	some				

### Derived Adverbs:

Here also there are deviations in the number of basic letters while deriving adverbs from verbs, nouns and adjectives. Examples for some derivations: (The firsts English words in row are translated in to ABCL only)

ABCL suffix	Derived from Root Verbs		
	feh.r		help(ing)fully
_r**	şal.r, bon.r*	_(ing)ly	laugh(ing)ly, know(ing)ly

\*Deferring from English, the adverb will be constructed directly by adding the suffix “\_r” to the root of the verb. Also without building an adjective in gerund form with “\_ing”

\*\*While reading and speaking, the vowel “i” or “ı” will be inserted before the suffix “\_r”. (it reads as “feh.ir”)

ABCL suffix	Derived from Derived Adjectives and Root Adjectives		
_r	feh.ado.r banlu.do.x.r	( <i>ful</i> ( <i>ly</i> ), _( <i>a</i> ) <i>bly</i>	<i>helpfully</i> <i>unfortunately</i> notably, passably, incredibly,
	eni.r (enix.r), atö.r	<i>_ly</i>	<i>nicely (ugly), tensely</i> clearly, actively, quickly
	omo.r-omoxr		<i>on the front-behind</i>

ABCL suffix	Derived from Root Noun		
_r	halce.r(x), monjo.r (in ABCL directly by noun possible)	<i>_ally,</i> <i>_(<i>ful</i>)ly</i>	<i>(un)economi.c.ally, joy.ful.ly</i> <i>(in English only via denominal adjective possible)</i>
_r	sum.r, honva.r, ulo.r	<i>a_</i>	<i>a.miss, away, along, ahead, apart, alone</i>

Negation suffix comes in these cases at the end of adverbial suffix “\_r”

The number of derived adverbs from the verbs and adjectives only, would yield about two thousand.

### Compounded Adverbs:

oşotu	somewhen
oşotü	somehow /way
oşotüx	anyhow
oşota	somewhat
oşote	somewhere
öşüte	everywhere
öşüta	whatever
oşo.cam	sometime
oşoxcam	anytime

## CONJUNCTIVES-PREPOSITIONS

Conjunctives-prepositions consist of two letters as CV. Logical groupings have been built systematically, such as conjunction particles (and, or, then, but, ... ), particles for subordinate clauses (so that, even if, unless etc.) and prepositions. For example, the consonants “p, r, s and v” point out to coordinating conjunction (like else, consequently, however, and, but) and “k, l, m, n” to the locational prepositions (like in, at, on, out, under, above, behind etc), with the vowel varying from “a” to “ü”.

CONJUNCTIONS						
Coordinating Conjunctions	Subordinating Subclause	Correlative Conjunctions			Interrogative as Subordinate Conjunctions	
p_, r, s, v: varied vowels	h_, f, d, ç, b: varied vowels					
sV*	fV*				tV*	
ve	and	fa	even if	pe...so (pe)	either...or	ta
so	or	fö	only	pex..so	neither...or	te
su	but	fe	if/in case	ça/çö (adj)...ge)	as.(adjec).as	ti
se	yet	fu	unless	ça / (çö elo ge)	as long as	to
sa	namely	ba	alike	fü.. (so)..x	whether...or ..not	tö
pe	either	ha	while			tu
ro	however	du	that			tü
						how

PREPOSITION		Locational PREPOSITION	
<b>y_, \$, g</b>		<b>k_, l, m, n</b>	
<b>§V*</b>		<b>kV*</b>	
sa	<i>after</i>	le	<i>between</i>
se	<i>before</i>	kö	<i>among</i>
so	<i>for</i>	ko	<i>across</i>
su	<i>by</i>	ke	<i>beside</i>

Locational prepositions “lu=to, lü=from, ma=at/on, mu=on, mü=in” have been defined but considered normally as not necessary because the verb itself mostly dictate the case of the noun object/phrase (accusative, dative, locative, ablative cases). They will be used generally if two or more needed to place in sequence (e.g. “ma hinbü mü toş çense”=at the snackbar in the shopping centre)

## PRONOUNS and Possessive Determiners (Adjective Pronouns)

Pronouns consist of one (V: personal pronouns) and three letters (VCV). The personal pronouns are “a, o, u, e, ö, ü” and i. All other pronouns have VCV where first vowel is always “i” (except reflexive pronouns as azi (myself), where middle consonants is always “z”) with which they would be recognizable and differ from adjectives.

Possessive determiners (adjective pronouns) have two letters (V\*z)

Personal Pronoun (pp)		Possessive Pronouns		Possessive determiners (adjective pronouns)	
		<b>iz.V*(pp)</b>	(pp).own	<b>V*z</b>	
a	<i>I</i>	iza	mine	az	my
o	<i>you</i>	izo	yours	oz	your
u	<i>he, she, it</i>	izu	his, her, its	uz	its
e	<i>we</i>	ize	ours	ez	our
ö	<i>you</i>	izö	yours	öz	your
ü	<i>they</i>	izü	theirs	üz	their
(i)	<i>(own)</i>				

Demonstrative Pronouns				Interrogative Pronouns		Nonperson Pronouns	
is.V*		ip.V*		it.V*		iş.V*	
isa	this	ipa	this (one)	ita	what	ışa	more
iso	that	ipo	that (one)			ışe	most
isu	that	ipu	other	iti	which	ışi-x	all-none
ise	these	ipe-x	either-neither			ışo-x	some/someone-any/no one/none
isö	those	ipö	that (place name)	ito	who	ışö	each
isü	those	ipü	there			ışu	much/many-few
						ışü.ti/ışü.bo ışütix/ışübox	every.(thing/body no.(thing/body)

### Compounded Pronouns:

oşote	somewhere
Öşüta	whatever
Öşüti	whichever
Öşüto	whomever

## NEGATION, QUESTIONS AND PLURAL

Negation of the act is done by adding suffix “x” at the end of the conjugated verb and verbal modal suffixes (like passive) if any. For English negating prefixed verbs (disagree, misunderstand etc) see above, “Verbs with Negative Meaning”. With “\_x” as suffix, ABCL constructs also antonym for adjectives, (seldomly) adverbs and conjunctives/prepositions (also seldomly as the pair “with-without”) where appropriate.

“X” stand alone means “not” in English but for phrases such as “... or not” or for expressions (e.g.: you, not!= o x!; not today!= x at!; not nice= x eni!, not only= x oş) only.

For nouns, “X” (no/not) comes as particle before noun but does not mean antonym of the noun, if there is any (e.g. I want an apple, not a banana= A bave şerpa, x şerba).

“X” is used in ABCL as antithesis-suffix to the noun also as equivalent of English prefixes as “anti” and “un-”. (E.g. : Antivirus (=tanvi.x), untruth(=bantu.x).

The use of the prefix “un” and other prefixes for adjectives was dealt with already under “Antinomies of Adjectives” above.

“X” is also used for the number “zero”.

Questions will be indicated by the letter “J”, in case of the pronouns as prefix and in case of the nouns as particle before subject noun, spoken with a “short-soundless “i” sound (like “ion-loud” in “station” (explained before)). It can also build vocal harmony with the first syllables of the following noun which will be however omitted in writing.

Example: J.a yisa? (Shall I swim?), J (Jw or Ji) şenfi b.yis.e? (Can fish swim?)

**Interrogatives are similar to English:**

What	Ota	Why	Ötö
Where	Ote	When	Utu
Which	Oti	How	Ütü
Who	Oto	How much/many/old	Üta.pis/vus/cam

Plural will be marked by the suffix “\_i”, placed at the end of a noun (pronoun), thus building a diphthong. This is only one diphthong in ABCL and marks plurals clearly.

## TENSES, ASPECTS and SUBJUNCTIVES/IRREALIS of ABCL

### Tenses and Aspects

Verbs are conjugated for five tempus “future, simple present, present continuous, simple past (past 1) and imperfect/durational past/history” (past 2), with the corresponding vocals “a, e, i, o/ö, u/ü” placed after verbs as suffix. (“ö” and “ü” are for “prior” event in case of two linked events, otherwise u/ü and o/ö can be interchanged for the vocal harmony)

Tense	Suffix	Examples ABCL	English
Future	_a	yog.a	will go
Simple present	_e	yog.e.x	doesn't go
Present continuous (passive)	_i	vap.i.n.x	is not painted
Simple past (past 1) (“ö” for prior event if two events linked-past perfect)	_o/ö	dol.o	boiled
Durational past/history (past 2) (“ü” for prior event if two events linked-past perfect)	_u/ü	vap.un	had been painted (in one week)

Past 1 includes all verbs indicating a completed/finished action, independently when it had occurred in the past and happened recently or long time ago.

Past 2 includes all verbs inheriting a continuity. It doesn't make a difference whether the effect of the act is still relevant at the presence (present perfect in English) or it happened before any relative time point. It matters only that it has a duration in the past. Also here it is not relevant whether it happened recently or long time ago.

Since the primary goal of ABCL is the simplicity, I tried to simplify various aspects used in many languages as far as possible without omitting any useful/necessary aspect utilized in spoken languages at different ways. Normally none of the aspects itself express the speaker's intention alone. To overcome this, he needs additionally different auxiliary particles, especially temporal adverbs. In fact, a language missing one "useful" aspect of another language, is still able to express the same content by utilizing these auxiliaries. With other words, it is possible for people to express themself also by other means, without the help of a big range of the aspects.

ABCL has none of the complicated aspects requiring the usage of modals and root modification of the verbs such as in Germanic languages (progressive, perfect, past perfect, progressive perfect, past perfect progressive, future perfect progressive, conditional perfect progressive) nor in other languages (habitual, recent/far past, simultaneous, gnomic/generic etc.) All those aspects such as the frequency of occurrence and timely relation (recently, long time ago) will be expressed by the temporal adverbs and numbers where and if required. I considered e.g. the present perfect tense not necessary because whether or not a past event extends its affect in the presence, has no or very limited relevance for expressing the intent of the speaker. If it would be really necessary, he can describe it by the auxiliary particles. In fact, the differentiating of simple past and present perfect, as a relic of past, disappear slowly as seen in spoken German language.

The duration of an act in the past could not be easily described by adverbs and other means or by the inherit sense of the verb itself. Therefore, and because it could be important in many situations, I have introduced Past 2 in order to cover such aspects. Historical events are natural events of hearsay, which could not have been witnessed by the speaker. So transferred events will be also covered in ABCL with the past 2 with or without explicit duration of the event. Again, the adverbial auxiliaries can help also here in cases of uncertainty.

Future progressive, -perfect and -perfect progressive aspects could not easily be replaced by auxiliaries also. I introduced for these cases instead of modals as in English/German, the prefix “\_s” in ABCL. It serves for future subjunctives followed by the aspect which is indicating the presence or past of the conjugated main event.

Below, examples for cases explained above for tenses and aspects used in English and their equivalent in ABCL:

## Aspects of English present tense and their equivalent/counterpart in ABCL:

Present simple	"I eat"	A den.e
Present progressive	"I am eating"	A den.i
Present perfect	"I have eaten"	A den.o
Present perfect progressive	"I have been eating"	A den.u/ü
I have been eating last year often outside. ( <i>This year I eat at home</i> )		A den.ü oyix camya us em.

**Aspects of English past tense (in brackets, as expressed in ABCL reverse translation with the help of auxiliaries):**

Past simple : "I ate" (once) (often)	A den.o (üs) (us)
I used to eat / I ate (habitually)	A buso denes/ A den.o (sihr)
Past progressive : "I was eating" ( <u>for a while</u> ) ( <u>sweets</u> )	A den.u (öt)_( <i>denşe</i> )
Past perfect: "I had eaten" ( <u>already</u> ) ( <u>when you have arrived</u> )	A den.ö (oy) ( <i>he o yaro</i> )
Past perfect (for "prior" event also in connection with suitable relational particle)	A den.ü
Past perfect progressive: "I had been eating" (for "prior" event also)	A den.ü
I had been eating (always) outdoor, ( <i>after 2018 I have cooked at home</i> )	A den.ü (as) em, ( <i>sa 2018 a don.u ....</i> )

### Aspects of the future tense: ("The prefix "s-" is indicator for future aspects)

Simple future: "I will eat"	A den.a
Future progressive: "I will be eating" <u>tomorrow</u> at time of your arrival.	A s.den.i at ...
Future perfect: "I will have eaten" tomorrow at time of your arrival.	A s.den.ö at ...
Future perfect progressive: "I will have been eating"	A s.den.ü at...

### Subjunctives of future:

For future aspects *the prefix "s\_"* and for subjunctivity (*would*) the suffix *"\_k"* (see below) (for hypothetical/ conditional reference) have been combined: (for Level 2)

Simple (conditional) subjunctive:	"I would eat"	A dene.k
Future conditional progressive:	"I would be eating"	A s.deni.k
Future conditional perfect:	"I would have eaten"	A s.deno(/ö).k
Future conditional perfect progressive:	"I would have been eating"	A s.denu(/ü).k (at...)

### Present Subjunctive

Event is hypothetical, but possible, expressing: dependency, emotion, hopes, expectation, wish, desire, possibility, probability, likelihood, uncertainty, doubt, dubiousness, judgment, opinion, obligation, inferential (hearsay), not confirmed, necessity, imploring, asking, guessing, requiring, encouraging or action that has not yet occurred.

This case will be expressed in depended clauses, (as in subordinate clauses such as conditional "if" or as conjunctions (mainly "du"="that" in English)) as real tenses of ABCL without the usage of subjunctive modal and modification of the verb stem but with suitable adverbs, and special particles. Subjunctively in the head or depended clause will be indicated by the suffix *"\_k"*.

"If" clauses include inherently conditional subjunctivity. Therefore, they don't need the suffix *"\_k"*. The tense of the depended phrase will be same as the speaker have expressed it at the time of experiencing. (e.g. if the speaker used simple present at the time of speaking, depended clause will be expressed in the same tense.) The same applies also to "that=du", "wish", "necessity" and "hearsay" clauses, where required with completing particles/adverbs.

The English forms (i.e. without subclause) "could, should, might, would" stand alone will be used in ABCL with presence tense (suffix *"e"*) if the subjunctivity not meant so or not explicitly indicated by a suitable adverb or other particle.

### **Examples for Presence Subjunctives:**

If I could sleep (have slept) fe a b.dar.e(.o)...

### **If-clauses (conditional present): (fe)**

I (would) eat, if I were hungry: a dene fe a babe ohu  
We (would) stay at home if it snowed. e yaşe pasha fe venşa vep.e.č

### **That-clauses: (du)**

I suggested that Paul should eat an apple a nop.o du Paul gdene şerpa  
He recommends that you be careful u nor.e du o bece.č  
It is important that she stay (*with you*) by your side. Eji du u yaşe.č (*ne o*) oz vunku

### **Desirative-Wish-clauses: (an)**

I wish I had a car then I wouldn't get on the bus An, (a biş.e) a bahe.č vitka ra a lege.čx vitba  
I wish I knew Japanese. An, a bone.č Nippon.la

### Necessity/must-modal-clauses:

I should be able to sleep (I ought to be able to sleep) A g.sabe dareş  
I should be able to sleep (but it will not be possible) A g.sabe.k dareş

### Hearsay-inferential

"He must have gone" or "he is said to have gone" (allegedly) (A mehö/bite) du u yogo.k ev (Level 2: u yogo.v ev)  
Martina says that she be in love with you (*can be true or not*) Martina ças.e du u bole.k o ev.

As stated above, ABCL considers the subjunctive in "if" and "that" subordinate clauses as not essential for the expression of intent of the speaker and omit it accordingly. For example: Instead of the subjunctives "I suggest that you *be* careful", we can say "I suggest that you *are* careful" without losing the sense intended. "Suggest" implies that the case is "irrealis" even though from the grammatical point of view it is "real".

### Future in the Past as "Real Clause"

For events in the past which are narrated now/present. In order to express the intention of the person at the time of narrated event to do something later. This will be indicated by adverb "henceforth=uf"

He was very fat, therefore he ate more vegetables "henceforth" .... u den.a.k "uf" ...  
(also possible to express the same as in English indirectly: ... he decided to eat more vegetables henceforth.)

### Irrealis in ABCL

Event (counterfactual) cannot occur anymore because the prior dependency, necessity and condition set in the past, had not been fulfilled. Also an event cannot be realized in future because the required condition for its realization could not be met.

Irrealis are expressed in various world languages by modal verbs in past tense (as would, should, might), by modification of verb stem (Arabic: yaktubu-yaktuba), by adjectives/adverbs, by conjunctives (if, that), by suitable verbs in subordinate clauses, by special particles and by suffixes to the verbs or by combinations of that.

In ABCL they will be expressed by "the contrafactual suffix "\_ç" added to the conjugated verb. All clauses with this verb suffix are irrealis past subconjunctive.

### Examples for Irrealis:

Irrealis clauses are all irreal subjunctive events mostly with conditional (if-clauses) and other dependent sub clauses. Unreality in this sense is generally possible in past only (But there are cases for simple present too). Also hypothetical future events which cannot be realized because dependent conditions of other events in the past are not fulfilled, are included here. There are also irrealis clauses with "hidden/not outspoken" dependencies. This item includes further unreal desires and wishes (I wish/ if only) and necessity/must cases (should) as well.

Subjunctivity lies principally with the topic, i.e, if subordinate phrase is the main topic, it gets the suffix \_ç but nor head or vice versa.

**If-clauses:** Due to inherently conditional subjunctivity, "If" clauses don't need the subjunctivity suffix "\_ç" but the main/head clause.

(Because the sub-ordinate clause is priorly, the tense of its verbs will be "ö" and "ü" respectively)  
"If I had felt well (were I well/if I were well) I would have sung" fe a senö (bab.o ego) a tiso.ç  
Would you have helped me if I had asked you? jo feh.o.ç a fe a çüyü o?  
If I had been hungry, I would have eaten fe a duhö (bab.o ohu) a deno.ç  
Without your help (*hidden condition*) I could not have finished it nex oz feh.he a b.gifo.çx u.  
If you would be my son ..... fe o babo.ç az salsa ...

I would not help him if I were you (*example for simple present irrealis*) a fehe.çx u fe a baba o

**That-clauses:** Here the subjunctivity lies with the subordinating “that” clause, thus its verb will have the suffix “\_ç” but the tense will be as at the time of the expression.

My mother had suggested that I should have eaten an apple  
I drunk so much, that my head would have almost exploded. “

az salma nopo du a gdene.ç şerpa  
a didö ço oşu du az sinha çoze.ç ah

**Necessity/must-modal-clauses:** Here verb will have subjunctivity suffix “\_ç” and past tense suffix.

I should have been able to sleep (I ought to be able to sleep)  
You should have attended the meeting yesterday

a gsabo.ç deşes  
o gfato.ç pönmi ot

**Wish-clauses** (incl. desiderative mood): Suffix “\_ç” with subordinating clause only (topic).

Only if I could have slept  
I wish I had a car so that I hadn't got on the bus.  
I should have learned German

an, a bdar.o.ç ...  
an, (a biş.e) a bahö.ç vitka du a logo.çx ...  
an, a g.bönö.ç Doyç.la

**Future-clauses:** Here, head-clause suffixed with “\_ç” (it is the topic).

I would have got fresh air outdoor if it had not rained this morning.  
osa commo.

a s.regö.ç ofe venye em fe venre veno.x

If a subordinate clause implies beside conditionality also timely priority (such as with the “if”-clauses) the tenses “ö and ü” will be used instead of “o and u”.

**Subconjunctive and irrealis: How far are they required? How are they in natlangs?**

In case of inferential (indirect reported), not witnessed, doubted and not confirmed subjunctives, such as “He said he was a physician” (German: *Er sagte, er sei Arzt*), the speaker can express his intention by telling it directly, i.e. he can say “He said he was a physician, but I cannot confirm it”. An adverbial auxiliary such as “allegedly or supposedly” would express the same circumstance. Also past subjunctive “He said he had no time” (German: *Er sagte, er hätte keine Zeit*) can be expressed the same way. The past subjunctive can be replaced also with suitable adverbs such as “He has apparently been there” (*er sei da gewesen*) and for the future as “He will assumably be there” (*er werde da sein*) Turkish has a separate tense for inferential: “*O git.ti*” translates “*o git.miş*”. If it were necessary, English constructions “he must have gone” or “he is said to have gone” would partly translate this Turkish inferential sentence. Even though it is very convenient to build the subjunctive by simply adding the suffix “-miş” to the verb root “git”, it must be learned by some effort. Instead of it I preferred also in such cases using direct real clauses with suitable phrases to cover the intent of the speaker. Here we would say: “I heard/ was told that he has gone” or -according to context- may be “He has allegedly gone.” Nevertheless, I defined the suffix “\_v” for this case for Level 2. (a bdero.v commi ev = I was able to fall asleep at midnight supposedly) (*or as I was told next morning*) (=uyuyabil.miş.im)

Past subjunctive (irrealis) is also used to form the conditional tense (as Konjunktiv II in German with modal “würde”). Grammatically/formally irrealis “I would not help him if I were you” can be transferred as “I do not help him if I am you” Here even though both phrases are real, with the meaning of the “conditional if...” it is implied that it is not real because in reality “I cannot be you”.

In French present and past subjunctives used mostly with verbs or adverbs. It is preceded by the conjunction que (that). In case of jussive: Il faut qu'il comprenne cela (“It is necessary that he understand that”), the “necessity” implies “the order” so that there is no need for the further subjunctive moods of the verbs. This idea has been also partially implemented in ABCL as already stated.

Italian has also similar subjunctive setting, for example with *credo che*, *è possibile che*. I believe (that) she is the best (opinion).

Arabic : Indicative *yaktubu* "he writes / is writing / will write" → Subjunctive *yaktuba* "he may / should write" could be transfer in to "It is possible (that) he writes" and "it is required (that) he writes".

**Some examples of the means for transferring the subjunctives of other languages and English into modified format to be used by ABCL:**

Optative: "May I be loved!" transferred to "I wish that I will be loved"

Jussive: "Everyone should be loved", "I ask that everyone is to be loved"

Potential mood: "She probably/possibly loves me"

Dubitative mood: "I think she loves me."

Hypothetical: "I might love you [if...]" ; "May I love you" as "I don't expect that I love you"

Admirative: "Wow! She loves me!", "Apparently she loves me."

Hortative: "Let us love!"

Eventive: "I would probably love you [if...]" as "I probably love you, if ...."

## MODAL VERBS, INFLEXIONS and MODUS in ABCL

In ABCL there are no gender, number and casus declination/flexion at all. Where necessary, gender may be identified by a corresponding noun/adjective. The casus will not be needed, also no locative prepositions (in, at, to, from) since the unambiguous verb itself normally implies the cases and the object is defined clearly by its position in the sentence. Only in case of complexity the preposition may be needed.

**Modal Verbs: ABCL has four real modal verb prefixes and one future aspect prefix:**

Modus	ABCL Prefix	English Modal	Examples
Ability	b-	can/could	bdene - can eat
Obligation	ç-	must	çdene – must eat
Possibility	d-	may/might	ddene – may eat
Necessity	g-	shall/should	gdene – shall eat; gdeno -should eat
Future aspects	s-	will be/have	sdene/sdeno - will be eating/will have eaten

Example: A g.vap.e.p az hanka: I shall get my house painted (causative mode with suffix "p").

They are placed as prefix to the verbs. Because this way a cluster emerges, in speaking only the first vowel of the verb repeats as gap filling and vowel harmony in between or soundless "i or i" as convenient. The modals will not be conjugated and declined at all.

There are countless "verbal modus" in living World languages. Which often used in one language does not exist such as in another at all. If necessary, modus is expressed using particles and prepositions. For the first level we abandoned most of them, leaving a few where we think it easy to learn and nice to have them for good expression.

Possession is one, which "must be", is formed by suffix "\_z" and placed after nouns and pronouns. Plural "\_i" is used as suffix also after nouns.

ABCL has in Level 1 nine verb features indicated by a particle marker and suffixes. Suffixes come after the conjugated verb but before any further suffix as "x" etc.

## Table of Affixes

Mood/Verb Transformation	ABCL Marker/Suffix	ABCL example-English equivalent
Conditional (factual-predictive): <i>Banku.do(.so)</i> : marker conjunctions "if"	fe...	fe a sene - if I feel well
Imperative/jussive/infinite- <i>Poyeş</i>	"verb".eş	yogeş - go! / to go
Verbal Conjunctive (gerund)- <i>Poyiş</i>	"verb".iş	yoguş - going
Passive- <i>Bunpi</i>	_n	vapon - was painted
Ergative (Intrans. to transitive) - <i>Rac.ato (.ado)</i>	_t	(u) dolot (densu) – (she) boiled (water)
Reflexive (Transitive to intr) - <i>Ver.ato(.ado)</i>	_m	(a) dasem – (I) wash myself
Reciprocal (mutuality-intransitive) - <i>Pic.ato</i>	_y	boley - make love (sevişmek)
Causative (Transitive) - <i>Gac.ato(.ado)</i>	_p	vapep - get painted (boyattırmak)
<b>Subjunctive/irrealis- <i>Buc.ana</i></b>		
Present subjunctive	_k	tisek - would sing
Future subjunctive ( <i>prefix</i> )	s_(verb#)_k	stisük -would have been singing
Past/irrealis (counterfactual)	_ç	tisoç/tisuç - would have sung
Future/irrealis ( <i>prefix</i> )	s_(verb#)_ç	stisaç - would have been sung
<b>Negation- <i>Çün.aya</i></b>	_x	vapenx - (is) not painted
<b>Question (<i>prefix to subject</i>) - <i>Çunya</i></b>	j_	jo sene - do you feel well?

#...vowel for tense

"Real" conditional mood marker is the conjunctional particle "fe". Imperative/jussive/infinite will be performed by adding the related personal pronouns to the verb as prefix (o.Verb.eş, u.Verb.eş (let him.Verb), e.Verb.eş (let us.Verb)...) and "\_eş" as suffix. For second person singular the prefix "o" may be dropped thus imperative being "Verb.eş"

Passive suffix is "\_n". Passive form will be in case of ergatives (from intransitive to transitive conveyed verb) Verb.t.n (for the example in the table above, passive will be "dol#.t.n", e.g. ... dolotn (... has been boiled by ...), where between the cluster "tn" a weak "o, i or i-sound" may be implemented in speech. )

ABCL uses for hypothetical, but possible subjunctive cases the suffix "\_k"; for the past counterfactual subjunctives (irrealis) the suffix "\_ç" and "\_s" as prefix aspect-modal for the future cases. (see under "aspects" above) Other types of subjunctives will be marked by suitable particles.

Negation suffix "\_x" will be placed as a rule at the end of the conjugated verb and after the modal suffixes if any. In some cases, it could come to sequencing of three suffixes in a row such as "vapo.p.n.x" (the house was not get painted by...). In such cases also between "\_p" and "\_n" a soundless "i" or "i" or the last vowel can be put for vowel harmony. The suffix "\_x" will be pronounced as English, written in ABCL as "iks"

## Level 2 moods

Inferential mood/Hearsay- <i>Binhe</i>	_v	bol.#v	bolev - (it is said) (he/she) love ...
Optative desiderative- <i>An Münde (in level 1 expressed by auxiliary particle "an")</i>	_s	sev.e.s	(an) seves (o)- (I wish) (you) be well

### Inflectional Suffixes for Nouns:

Genitive/Possessive- <i>Hoy.ato</i>	<u>z</u> "yo"	şintü.z şindü / o.z şintü benbe yo solma	of, _'s (kitten of the cat) your cat behaviour of the man
Plural- <i>Bunpü</i>	<u>i</u>	hanho.i	<u>s</u> (houses)

For genitive, particle "yo" will be used for the case of the long phrases and relative clauses, depending on whether the clause refers to the possessor or possessed. (e.g. "the brother of the old man, who he was sick yesterday did not go to work" (old man is sick, brother did not go to work). Otherwise, it would be expressed as "Old man's brother, who was sick yesterday, did ....", if it is the brother who was sick and did not go to work.

In case of genitive/possessive, ABCL differentiates between the possession of absolute "materialistic things" and notional. In the first case, where directly ownership/possession meant, the suffix "z" will be used, for the latter, where not necessarily "ownership" implied, the particle "yo" for English "of" to be applied.

Below are some aspectual compound verb features and moods from Turkish denoted by suffixes, applicable in Level 2 only: These and similar are expressed in ABCL by suitable adverbial particles as given in underlined English translation

Copula mood will be enhanced by the adverbial suffix "uh", which means "surely" and understress the certainty of the act if and when required. ("John is big", translates "John obi" and if enhanced as "John obi uh= John is surely big")

Compound tenses in Turkish will be expressed by adverbial particles as:

- "Di" li geçmiş-hikaye (simple past-narrative): geldiydim (I had come there at ...)
- "Miş"li (öğrenilen değil görünen) geçmiş-hikaye (simple past-past witnessed): kırılmıştı (it had been broken by then)
- Şimdiki zamanın hikayesi (present-narrative): biliyordum (I was knowing it then/at that time)
- Geniş zamanın hikayesi (simple present- narrative: (eskiden) severdi (he loved erstwhile/one time)

ABCL does not include singular-third person (it, one) as unspecified subject. ABCL uses passive form instead:

Ma osa venhe "deşen.x". (without a subject as in Turkish -so called 'hidden subject'). In this heat can't/will not be slept. Bu sıcakta uyumaz. (English: one cannot sleep in this heat)

## GREETING and WISHES

Infinitive/imperative form of the verbs "sen" (to be well) and "sin" (to keep in touch) have been defined as "short" greeting nouns, "sen" meaning "hallo" ("full" "sen.eş": (I wish you) be well) to be used when people meet/phone and "sin" for "good by" ("full" "e sin.ey": we keep in touch) when separate. For "thank you" root form of the verb "thank" "sat"; for "sorry" "mos", for "please" "sip" will be used. Further "how are you", "I'm fine", "best wishes" and "welcome" are defined. No further greeting and courtesy words are defined for Level 1. User can himself introduce such words as "good day, good luck" if he wishes by directly translating them from English or their native languages. The addressing forms such as "mr., mrs., sir, madam, etc." have no place in ABCL.

For Level 2 however, in accordance with simplicity requirement of ABCL, further phrases are defined as follows:

sev (eş)*** (e) sin (ey) *** sat o	hallo see you (good by) thank you	Literally: be well wish to keep in touch thank you
--	---	--

(a) mos sip (eş)*** o tü? (a) ego şebiş* enex (reply to "sat o")	(I'm) sorry please how are you? I'm fine best wishes welcome (unrequired)	unnecessary
oha.cam** aho.cam ego.ban(lu) ego.tan(he)	Happy New Year merry/holy "Holy Day" good luck good health	

\* Being "bis" is root verb for "wish" and "oşe" is adjective "most", the full wish phrase would be: "A bis.e o oşe banti." meaning "I wish you the best things". For greeting they will be merged to one word "oşebiş", better "şebiş": This will be used as overall wishes for almost all situations like good luck, success, health, journey etc. (although I defined for good luck and health separate phrases for Level 2)

\*\* Although New Year means "camne", only first syllable "cam" indicating the class "time" is taken and suffixed to "oha=happy" building one word for the sake of shortness and simplicity. The same applies also to the following phrases.

\*\*\* Short forms: sev, sin, sip

## SYNTAX

Syntax has a defined, fixed order (SVO) as below:

Question (prefix - particle "J" or interrogative words)- Subject (noun/pronoun)- (Modal prefix).Verb.tempus.modal suffix. negation suffix(\_x)- Adverb- Adjective. Accusative/direct object noun/pronoun-Adjective. Dative/indirect object noun- (Preposition) Ablative- (Preposition) Locative- Preposition.Instrumental-Temporal and Local phrases (sequence of last two may be changed according to the stress speaker wish to apply).

In case of many object nouns, they keep the sequence accusative, dative, ablative and locative. In this sequence there is no need for marking them because the verb indicates which one is meant. If it becomes too long, it would be advisable to use prepositions. I preferred SVO because the verb, as primary and basic element of an expression should be also placed before the object.

Relative noun-, adjective- and adverbial clauses will be placed after the subject noun/ object noun/adjective/adverb and their phrases they modify. The clauses can be formed by the interrogative words as relative/adjective clauses or as noun clauses as in English. In case of modifying a word (noun etc) interrogative subordinating conjunctions will be used. In case of phrases and phrasal clauses two ("do and du") general conjunctive particles should be sufficient for the speaker to express what he wants. Because, the noun or phrase to be modified will be indicated by these modifiers so that from the formation of both parts the meaning will be clear in many cases even without utilizing interrogative modifiers such as when, which, who etc. However, for the first level, we think "do and du" can be used for all cases without losing much of intended expression.

ABCL does not use English "it" as complimentary subject as "it snows" and "it is important". We say "vense ven.e = snow falls" and "eji = important (dropping "it is")". For the latter case we need for future (it will) and past (it was) however the verb (to be) "bab" as modal i.e. "bab.a" and "bab.o". (e. g. it was important to know=bones̄ babo eji (to know was important) or it is important to me=lu a babe eji (to me is important)

## Subordinate/dependent-Relative Clauses in ABCL

Subordinating and relative clauses in ABCL are designed similar to English. Linking particles/conjunctions such as conditional "fe" (=English "if"), subordinating conjunctions "du (so that), and relative pronouns "do" (what, which, who), relative adverbs (where, when, how). Who and "du" (that) will be used generally as in English. Relatives

can/will be combined to one “do” if they are acting like a subordinate conjunction (as head of a relative clause/phrase, i.e. if they refer to foregoing phrase/clause). If the pronoun introduces a describing information about a noun then “what, which and who” will be used accordingly. In clear cases the modifying particles may be dropped as in English.

Nondefinite clauses are also possible. Infinitive, participle clauses have the form as in English with some adjustments in to ABCL. (“to reach him was difficult= lar.es u babo eyix; the man covered with paint is decorating ...= solma kokon ne hunpa tedi ...”)

English gerund is expressed in ABCL as three differing senses: 1. In present continuous tense as suffix “\_i” after verbs (she is smiling= u şes.i) 2. In relative clauses as suffix “\_ış” (“the boy smiling always = solbo şim.ış as”; while speaking with me, he was happy= ha çesiş ne a, u oha) 3. As deverbal noun with a special suffix which is gained by reversing the last two letters of the verb (She was surprised at losing the race= u nüson ma pollo ... ) This construction will be utilized also for similar deverbal noun derivations (from “pöf=forbid”, derivation “pöffö=ban, prohibition, forbidden”). It is named in ABCL for “reversed name creation” as “bunru”.

Auxiliary verbs: In strict meaning, they do not exist in ABCL (English auxiliary verbs form “to be” and “have” will be defined in ABCL as normal verb “bab” and “bah”.

## LEXICON

ABCL lexicon has been set up as Excel matrixes separated for nouns, verbs, adjectives, adverbs, conjunctives-prepositions and pronouns for ABCL-English. Easiest way is to use the search function of the Excel table in both directions. The matrixes could be also used to include a third language (e.g. native language) by the right-click “insert comment” button. The access to the Tables is possible through the URL page of Aybay <https://aydinbaykara.com> or direct contact via e-mail [aydbayk.2022@gmail.com](mailto:aydbayk.2022@gmail.com) for the interested conlangers. I work also on a “classical” lexicon listed as per alphabet order in line with my translation effort of my roman in ABCL (for time being it reached about 1050 words).

## CONNOTATION/EVOCATION-HINTS FOR MEMORIZING/DISREMEMBERING in ABCL - A unique feature

Vocabulary of ABCL has been created with the aim of easy memorizing. Firstly, it was grouping of words in logical classes as explained above for grammatical word categories. As I have tried to learn the language for speech, I have discovered that the foreseen classification would be helpful only after a large amount of the words (may be two-three thousand) have been memorized. Therefore, I have modified the system. The idea was to establish such links between English and ABCL words so that (e. g while translation from English) an English equivalent of ABCL word should include something to evoke to ABCL word. The outcome was so (Examples):

Nouns: Consonant out of first two (better both) letter of English noun will be fourth (fifth) letters of ABCL word. Examples: sölse-settlement; timne- news; car-vitca; father-salfa; mother-salma.

Verbs: First one (better two) letter of English verb constitutes adverted the last letter(s) of ABCL verb. In some cases however first two letters of English verb are identical with the last two letters of ABCL verb (e.g. initiate = lin, bat=attract). For the groups beginning with the consonants “J” and “C” first three letters of English verb has been selected/adjusted as the ABCL verb (e.g. join= jon, justify =jus; connotate=con). The last consonant “c” has been used sometime as “ABCL “c” but also as “k” as requirement arises. For verbs staring with cluster “C\*r” the ABCL verb follows the scheme “C.i” (e.g. try = kit). English verbs with prefix “ex-“ get the “\_z” as third letter (explain=çez) or such with a vowel as initial letter will have “y” as last letter (ask=çay)

Exemptions have been made however for verb groups having same category with nouns, i.e. if the verb-group with the consonants “mVs” associated with “faith-mus”-subtitle of the noun-category “m-s: psyche/faith”, the

corresponding verb “mus-faith” will deviate from the said rule. In this case all nouns related to “faith” will have as first syllable “musCV”, like “musfa=faith, musro=prophet, muspa= paradise).

Examples: get-get on; pid-disturb/discomfort; mes-see; meh-hear; lap-approach These rules are however not so strict. Other evocational approaches are possible such as “bim=mean” (similarity in sounding)

### Adjectives:

<u>ofo</u>	<u>foreign</u>
<u>ahü</u>	<u>hypocritical</u>
<u>olo</u>	<u>alone</u>
<u>agex</u>	<u>not gentle/unpolite</u>
<u>ave</u>	<u>weary</u>
<u>ayo</u>	<u>young</u>

Adjective-Adverb-Conjunction-Preposition Relations/Hints: In many cases there are also some hints between adjectives-adverbs-conjunction or prepositions. Examples: ome (outside)-em (out: as adverb)- me (out (side): as preposition) where sometimes the letters are reversed such as “em-me” for adverbs and conjunctions. Adjective-Pronoun Hints: oşı (all)-ış (as adverb: all)-ışı (as pronoun: all)

Verb to Noun: han-hanka (build-building); bun-bunde (educate-education).

Similar approach has been utilized also for adverbs, conjunctives and pronouns even limited.

This approach turned out to be quite useful after I have succeeded over 500 words to memorize already.

Also for derivational suffices some memory-hints have been conceived. For all verbal, adjectival and nominal noun derivations is the suffix “\_sa” for “acting agent”, for langauge “\_la”, for ideology “ya” (=pesya) and for Scientifics “\_ga” (hinting to “büngä=science”)

## SAMPLE TEXT

Here is a text from “The Old Man and the Sea” translated in ABCL. (The particle in parenthesis indicates that it can be omitted for the first level. As seen, in English almost 60 percent more letters are required for the same expression.

*“I can remember you throwing me into the bow where the wet coiled lines were [A b.bare (ite) o kuf.u a mü lu vitbö te (bab.o) odux koç.ono tümlü.i] and feeling the whole boat shiver and the noise of you clubbing him [ve (du) a mefi oşa vitbo şış.e ve vanno (yo) o lüç.ış u] like chopping a tree down and the sweet blood smell all over me.” [ge doğ.ço şirte omur ve uşe sanla meş.şe oşı ka a.]*

The ABCL text now put to gather:

A bbare (du) o kufu a mü lu vitbö te (bab) odux kaçono tümlü ve (du) a mefi oşı vitbo şışe ve vanno (yo) o lüçis ge doğço şirte omuxr ve uşe sanla meşşe oşı ka a. (127 letters only, where the English text utilized 162 letters for the same.)

ABCL is considered completely developed for Level 1 with basic nouns, verbs, adjectives, adverbs, conjunctions particles, prepositions and pronouns already. The lexicon with about 8000 vocabularies would be sufficient for a fair communication.

ABCL is free for everyone except for commercial use.

Below is a large text translation from: (paragraph by paragraph)

## The Old Man and the Sea

### Solmo (ayox solma) ve Vinse

He was an old man who fished alone in a vessel/skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish. In the first forty days a boy had been with him.

U bab.o solmo to tüm.ü şenfi olo.r (mü) vitve mü G-S ve u yog.u  
six ki camda et nex latış şenfi. Mü oyir kix camda solbo bab.u ne u.

But after forty days without a fish the boy's parents had told him that the old man was now definitely and finally salao, which is the worst form of unlucky, and the boy had gone at their orders in another boat which caught three good fish the first week.

Su şa kix camda nex şenfi, solbo.z salpa çet.o u du solmo bab.o et bödr ve çenfir  
"salao", ti babe benyü.z eş ego.x vusfu, ve solbo yog.o ma üz poyroi (mü) öpo vitbo, ti  
kak.o fi ego şenfi oyi camva.

To see the old man that he come back each day with his empty skiff, made boy unhappy.ly and he always went down for helping him carrying either coil.ed lines or gaff and harpoon and sail that(ki o) was wrapped/furled around pole/mast

Meseş solmo du u yut.o ösö camda ne uz ufx vitve, bam.o solbo ahaxr ve u as yog.o  
omuxr şo fehiş u kac.iş pe koç.ono tümlü.i so tümga ve tümha ve vitsa ti kivon  
(ük) vitpo.

The sail was patched with flour sacks and furled, it looked like the flag permanent defeat of.

Vitsa dap.o.n ne denfu dünsa.i ve kiv.on, u mül.o ge çanfa yo upe fönde (fönde.z çanfa).

The old man was thin and gaunt with deep wrinkles in the back of his neck (*his neck's back*).

Solmo bab.o uti.x ve opü.x ne udi livvi.i mü uz sonhe.z vünba.

The brown blotches of the benevolent skin cancer (which) the sun brings from its reflection on the tropic see were on his cheeks.

Uce lob.boi yo abe sansi tenka (abe sansi tenka.z uce lobboi) ti vessu lib.e lü uz vüsre/ver.re (mu)  
vintö.do vinse bab.o mu uz sinfe.i.

The blotches ran well down the sides of his face and his hands had the deep-creased scars from handling heavy fish on the cords.

Lob.boi yun.o egor omuxr uz sinfa.z vünke ve uz sonyei bah.o udi-liv.ono tünşai lü sah.ha  
uhe şenfi mu tümköi.

But none of these scars were fresh. They were old as erosions in a fishless desert.

Su ose tünşa.i.z işox bab.o ufex. Ü bab.o ayox ge vanyo mü şenfi.dox vinde.

Everything about him was old except his eyes and they were the same colour as the sea and were cheerful and undefeated.

İşüti ga u bab.o ayox gü uz sinse.i ve ü bab.o esa vüsko ge vinse ve bab.o meç.adö  
ve fön.ono.x.

"Santiago," the boy said to him as they climbed the shore-side/bank from where the skiff was hauled up.

"Santiago," solbo ças.o u he ü lic.o vinsö lü te vitve kah.on omur.

"I could go with you again. We've made some money."

"A byog.e ne o üt. E bam.o oşo halmo"

The old man had taught the boy to fish and the boy loved him.

Solmo bet.o solbo tümeş şenfi ve solbo mol.o u.

"No," the old man said. "You're with a lucky boat. Stay with them."

"Ya," solmo ças.o. "O bab.o ne banludo vitbo. Yaşes ne ü"

"But remember how you went eighty-seven days without fish and then we caught big ones(piece) every day for three weeks."

"Su bareş tü o yog.o six pi camda nex şenfi ve ar e kak.o ubi bi çenpi öşü camda ho fi camva."

"I remember," the old man said. "I know you did not leave me because you doubted."

"A bar.e", solmo ças.o. "A bon.e o lel.ox a be o bud.o."

"It was papa (who) made me leave. I am a boy and I must obey him."

"U bab.o salfa (to) lel.o.p a. A solbo ve a çfob.e u."

"I know," the old man said. "It is quite normal."

"A bon.e" solmo ças.o" Uç eno (bannu.do)."

"He hasn't much faith."

"U bah.e.x oşu musfa."

"No," the old man said. "But we have. Haven't we?"

"Ya," solmo ças.o. "Su e bah.e. J.e bah.e.x?

"Yes," the boy said. "Can I offer you a beer on the Terrace and then we'll take the stuff home."

"Ay", solbo ças.o. "J.a b.füt.e o denbü (mo) hante ve ra e lat.a çanşu pasha."

"Why not?" the old man said. "Between fishermen."

"Ütüx?" solmo ças.o. "Le şenfi.sa.i"

They sat on the Terrace and many of the fishermen made fun of the old man and he was not angry.

Ü yis.o (mo) hante ve şenfi.sa.i.z oşu.ma (oşuma yo şenfi.sa.i) tom.o solmo ve u bab.o.x ana.

Others of the older fishermen, looked at him and were sad.

İpoi yo aş ayo.x şenfi.sa.i, mul.o u ve bab.o asa.

But they did not show it and they spoke gently/politely about the current and the depths they had drifted their lines at and the steady/permanent good weather and of what they had seen.

Su ü koş.o.x u ve ü çes.o age.r ga vencü ve udi.ma.i te ü yud.o üz tümlü  
ve upe ego venve ve yo ta ü mes.o.

The successful fishermen of that day were already in and had butchered their marlin out and carried them laid full length across two planks, with two men staggering at the end of each plank, to the fish house where they waited for the ice lorry/truck to carry them to the market in Havana.

Osu camda.z suc.adı sulfii/şenfi.sa.i (yo osu camda) bab.o ey vünmü ve dub.o üz şenşö em ve  
kac.o ü yal.o.n ufu yanle ko ci hunpi, ne ci solma yüs.iş ma çenfi yo ösö hunpi, lu şenfi  
hanha te ü lav.o şo vönyi vitlo kacos ü (lu) hinme in Havana.

Those who had caught sharks had taken them to the shark factory on the other side of the cove where they were hoisted on a block and tackle, their livers removed, their fins cut off and their hides/skins skinned out and their flesh cut into strips for salting.

İsü to kak.o şenşai, lat.o ü (lu) şenşa hinfa mu öpo vunsi yo vinko te ü  
koh.o.n mu koh.anı, üz senlii lömo.n, üz sünfii kuc.o.n öl ve üz sansii diş.o.n ve  
üz sunfe kuc.o.n (mü)(lu) çenşii şo denso.t.to.

When the wind was in the east a smell came across the port/harbour from the shark factory; but today there was only the faint edge of the odour because the wind had backed into the north and then dropped off and it was pleasant and sunny on the Terrace.

Tu venvi bab.o mü vundo meş.şe yom.o ko honpo lü şenşa hinfa; su it  
efü vusu yo çunda (enix meş.şe) bebo oş be venvi şab.o mü lu vunno ve ar yid.o öl ve  
(mu) hante bab.o epü ve vessu.do(/o).

"Santiago," the boy said.

"Santiago," solbo ças.o.

"Yes," the old man said. He was holding his glass and thinking of many years ago.

"Ay" solmo ças.o. U loh.u uz dinga ve bit.ü (yo) oşu camya oy.

"Can I go out to get sardines for you for tomorrow?"

Ja byog.a em get.eş şenso.i şo u şo camta?

"No. Go and play baseball. I can still row and Rogelio will throw the fishnet."

"Ya. Yog.eş ve tep.eş tambe. A b.tor.e is ve Rogelio kuf.a tümne."

"I would like to go. If I cannot fish with you, I would like to serve in some way."

A mel.ek yog.eş. Fe a b.tüm.e.x şenfi ne o, a s.mil.ek feseş mü in (oşo honva).

"You bought me a beer," the old man said. "You are already a man"

"O hub.o a denbü", solmo ças.o. "O bab.e ey solma."

"How old was I when you first took me in a boat?"

"Üta cum(ga) a bab.o tu o lat.o oyır a mü vitbo?"

"Five and you (almost)nearly were killed when I brought the fish in to green and he nearly tore the boat to pieces. Can you remember?"

"Li ve o pik.o.nç ah tu a lib.o şenfi mü lu öfö ve u ah let.o vitbo lu çenpi.i. J.o b.bar.e?"

"I can remember the tail slapping and banging and the thwart breaking and the noise of the clubbing.

"A b.bar.e sünta paş.iş ve çab.iş ve gub.aya kib.iş ve vanno yo lüçtü.

I can remember you flinging/throwing me into the bow where the wet coiled lines were and feeling the whole boat shiver and the noise of you clubbing him like chopping a tree down and the sweet blood smell all over me."

A b.bar.e (du) o kuf.u a mü lu vitbö te (bab.o) odix kaç.ono tümli.i ve (du) a mef.i ösi vitbo şış.e ve vanno (yo) o küç.iş u ge doç.ço şirte omuxr ve uşe sanla meş.şe oşi ka a.

"Can you really remember that or did I just tell it to you?"

"Jo bbar.e üh osu so ja çet.o oş u (lu) o?"

"I remember everything from when we first went together."

"A bar.e işüti lü tu e yog.o oyir oç."

The old man looked at him with his sun-burned, confident loving eyes.

Solmo mul.o u ne uz vessu-kab.ono, aka mol.iko sinse.i

"If you were my boy(son) I'd take you out and gamble," he said. But you are your father's and your mother's and you are in a lucky boat."

"Fe o bab.e az solbo(salsa) a kat.ek o em ve tag.ek", u ças.o. "Su o (bab.e) oz salfa.z ve oz salma.z ve o bab.e mü benlu.do vitbo."

"May I get the sardines? I know where I can get four baits too."

"Ja d.get.e şenso.i? A bon.e te a b.get.e ki tümber af"

"I have mine left from today. I put them in salt in the box."

"A lel.o iza lü camti. A kup.o ü mü denso mü dönbö."

"Let me get four fresh ones."

En a get.e ki ufe çenpi.

"One," the old man said. His hope and his confidence had never gone. But now they were freshening as when the breeze rises.

"Bi", solmo ças.o. Uz bonho/bohho ve uz masko yog.ox ax. Su ü ufe.l.ü et eç tu venbe çir.e.

"Two," the boy said.

"Çi", solbo ças.o .

"Two," the old man agreed. "You didn't steal them?"

"Çi", solmo sag.o. "O peş.ox ü?

"I would," the boy said. "But I bought these."

"A peş.e.k" solbo ças.o. Su a hub.o ise"

"Thank you," the old man said. He was too plain/simple to wonder when he had attained humility.

"Sat o", solmo ças.o. U bab.o uş esi bov.eş tu u gay.o püh.hü.

But he knew he had attained it and he knew it was not disgraceful and it carried no loss of true pride.

Su u bon.o du u gay.o u ve u bon.o du oso (u) bab.o.x pöndi.do (pönga.do.x) ve u kac.o.x ya gollo yo etu manpi.

"Tomorrow is going to be a good day with this current," he said.

"Camta bab.a ego camda ne osa vencü(vof.fo)" u ças.o.

"Where are you going?" the boy asked.

"Ote o yog.i? solbo çay.o.

"Far/distant out to come in when the wind shifts. I want to be out before it is light."

"Edi em yom.eş mü tu venvi riş.e.m. A bav.e bab.eş em de vüsli."

"I'll try to get him to work far out," the boy said. "Then if you hook truly big something we can come to your aid."

"A lit.a havepeş u edi em", solbo ças.o. "Ar fe o tümhö.t.a etur ubi işüti, e b.yom.e lu oz pinye"

"He does not like to work too far out."

"U milex haveş uş edi em."

"No," the boy said. "But I will see something that he cannot see such as a bird working and get him to come out after (from behind) dolphin."

"Ya", solbo ças.o. "Su a mes.a işüti du u b.mes.e.x öş eç şönbı hav.iş ve yomepeş u em (şa) şendoz lü omoxma."

"Are his eyes that bad?"

"J. uz sinse.i ça (osu) ego.x?

"He is almost blind."

"U ah oci"

"It is strange," the old man said. "He never went turtle-ing. That is what kills the eyes."

"Eno.x", solmo ças.o. "U yog.o.x ax şentü.l.lü. İsu bab.e ta pik.e sinse.i"

"But you went turtle-ing for years off the Mosquito Coast and your eyes are good

"Su o yog.o şentü.l.lü ho camya.i) lö Mosquito Coast ve oz sinse.i edi."

Little child, be not afraid: Ubix solça, mafeşx  
Though rain pounds/knocks) harsh against the glass: Fo venre kon.e ume.x na vonga  
Like an unwanted stranger: Ge bav.ono.x solfo  
There is no danger: Banda beb.ex  
I am here tonight: A **bab.e** ik ut

Little child, be not afraid: Ubix solça, mafeş.x  
Though thunder explodes and lightning flash: Fo ventü coz.e ve venli vaf.e  
Illuminates: Vay.e  
Your tear-stained face: Oz sanfü-lob.ono sinfa  
I am here tonight: A **bab.e** ik ut