

ALDÉRIL
REFERENCE GRAMMAR, LEXICON, AND SAMPLE TEXTS

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Work in Progress



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TABLE OF CONTENTS

Preface	iv
Acknowledgements	iv
1. Introduction	1
1.1 The Aldénil Empire	1
1.2 The Aldénil Language.....	1
1.2.1 Basic Structures	1
1.2.2 Animacy and Valency	1
2. Phonology	2
2.1 Consonants.....	2
2.2 Vowels	2
2.3 Syllable Structure	2
2.3.1 Stress Accent.....	2
2.4 Phonotactics	3
2.4.1 Allophony.....	3
2.4.2 Sandhi.....	3
2.4.3 Phonological Processes	3
3. Nouns and the Noun Phrase	4
3.1 Noun Animacy.....	4
3.2 Case	4
3.3 Number	5
3.3.1 Classifiers	5
3.4 Modifiers	5
3.5 Noun Predication	6
4. Adjectives	7
4.1 Attribution	7
4.2 Agreement	7
4.3 Adjective Predication	7
4.4 Adjectives without Nouns.....	7
5. Pronouns and Deixis	8
5.1 Personal Pronouns	8
5.2 Possessive Pronouns	8
5.5 Deixis	8
5.5.1 Demonstratives.....	8
6. Verbs and the Verb Phrase	10
6.1 Aspect	10
6.2 Mood	10
6.4.1 Indicative.....	10
6.4.2 Subjunctive	10
6.3 Valency and Voice	10
6.3.1 Active	11
6.3.2 Inverse	11
6.3.3 Antipassive	11
6.3.4 Passive	11
6.3.5 Impersonal.....	12
6.3.6 Applicatives.....	12
6.4 Conjugation.....	12
6.6 Infinitives	13
6.7 Copulas.....	13
6.8 Verbal Particles.....	13
6.8.1 Negation	13
7. Adverbs	14
7.2 Adverb Word Order	14
8. Prepositions	15

8.1 a	15
8.2 en	15
8.3 í	15
8.4 lirë	15
8.5 ná	15
8.6 qui	16
8.7 tang	16
9. Numbers, Measurements, and Time	17
9.1 Numbers	17
9.2 Quantity Measurement	17
9.3 Time	17
9.3.1 <i>Adverbs</i>	17
10. Clauses and Constructions	19
10.1 Transitive Clause	19
10.2 Intransitive Clause	19
10.3 Impersonal Clause	19
10.4 Ditransitive Clause	19
10.5 Polar Questions	20
10.5.1 <i>Polar Questions with Expectation</i>	20
10.5.2 <i>Answering Polar Questions</i>	20
11. Discourse	21
11.1 Constituent Order	21
11.2 Topic	21
11.3 Focus	21
11.4 Truth Conditions	21
11.4.1 <i>lú</i>	21
11.4.2 <i>shú</i>	22
Appendix A. Lexicon	23
A	23
C	23
E	24
H	24
I	24
L	25
M	25
N	25
O	25
P	25
Q	26
R	26
S	26
T	26
U	27
W	27
Y	27
Appendix B. Semantic Considerations	28
B.3 Color	28
B.5 Mind and Spirit	28
B.5.1 <i>Emotion</i>	28
B.12 Conceptual Metaphors	28
B.7.1 <i>MIND IS TEXTURE</i>	28
B.7.2 <i>TIME IS SPACE</i>	28
Appendix C. Historical Sound Change	29
C.1 Proto-Phonology	29
C.2 Phase I—Lenitions and Mergers, leading to coda restrictions and loss of the palatal series	29
C.3 Phase II—Vowel Quality changes and Loss of most diphthongs	30

C.4 Phase III—Consonant Mergers and Dissimilations	31
Appendix F. Reference Grammar	32
F.1 Nouns.....	32
<i>F.1.3 Cassifiers</i>	32
F.3 Pronouns.....	32
<i>F.3.1 Personal Pronouns</i>	32
F.6 Numerals.....	32

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Preface

This language was the test case for a new method of language creation—or at least a method that is new to me. Instead of trying to build out a full grammar and then move to words and then on to translations, I decided to move translations up to as soon as possible after the most basic skeleton of a grammar had been created. I then began to fill out my dictionary and grammar sketch through translating Gary Shannon's 1200 Graded Sentences for Analysis, the McGuffey's Eclectic Readers, and several common and not so common translation texts.

I am fairly pleased with the results, and I believe that this has allowed a more organic language to result, since I was loathe to create completely new grammatical items, but rather tried to cut them from already existing cloth, seeing just how far I could stretch my already existing grammatical ideas to accomodate new constructions. That said, fairly quickly I realized that Gary Shannon's 1200 sentences was less than helpful for this project, as it has a great number of sentences that are grammatically exactly the same. I switched over to Gary Shannon's Syntax Test Sentences which are more focused on quickly hitting a wider array of grammatical concepts.

The central ideas around which this language is built is a strict focus on animacy, with an animacy hierarchy at work in the rodering of words, and a closer attention to definiteness, which determines what words are grammatically permitted to act as subjects for the verb. This led to building out a complex valancy system to move words around the sentence, as well as a topic-comment system that allows me to break the otherwise strict word order rules to highlight lower animacy or indefinite verbal arguments. I also used classifiers as a way of separating more animate nouns (which can be pluralized and thus need no classifier) from inanimate nouns (which require a classifier to indicate number). Just about everything else grew naturally form translating and figuring out how to say different things.

Acknowledgements

Special thanks is given to William Annis and the Conlangery podcast for his contributions and their ensuing discussions of voice, animacy, and "emphasis" in early episodes, which provided much of the initial direction for this language.

This language also takes direct inspiration from J.R.R. Tolkien's Quenya, which provided the basis for the phonaesthetics of the language, as well as a baseline for creating my romanization.

Finally, credit must be given to the Dragon-Tier Worldbuilding Club on the Madleine James Words and Worlds Discord Channel, who graciously allowed me to bounce ideas off of them and workshop the language throughout the process of creating it. In particular, thanks to Madeline James, Seb Romu, and Mitzreal.

1. Introduction

1.1 The Aldéril Empire

[introductory material on the culture—not yet even a wip]

1.2 The Aldéril Language

The following sections provide a top-level overview of the Aldéril language, providing information about the basic structures and word order of the language, as well as some unique features with respect to noun animacy and verbal voice.

1.2.1 Basic Structures

Aldéril is head initial, meaning that the most important word in a phrase is typically the first word, with the following words modifying it. The functional result of this is that the language typically sees nouns come before adjectives, the verb come before the object, and prepositions rather than postpositions. Adverbial phrases typically come at the end of the sentence, and the most important information in a sentence is brought to the beginning using various discourse particles (see [Chapter 11](#)).

The default word order of an Aldéril sentence is subject - verb - object. This order is strictly observed and may only be altered using the aforementioned discourse particles.

Although the basic verbal morphology is fusional, the language is largely analytical. Most of the grammatical features and information is expressed by syntactic relations of words or specific lexical items. There is a large inventory of clitics that encode grammatical information, but do not act strictly as prefixes or suffixes typically would be expected to behave, tending to modify a whole phrase or clause rather than a specific word and remaining in either a phrase initial position or in the second position within a phrase, clause, or sentence.

1.2.2 Animacy and Valency

Nouns in Aldéril are placed into an animacy hierarchy (see [Chapter 3](#)). This is reified in the language in a variety of ways. Adjectives and other modifiers typically must agree with the animacy of the noun they modify, whether it is a human noun, an animate noun, or an inanimate noun. Additionally, the subject of a verb must always be higher in the animacy hierarchy than the object of the verb. Related to this, the subject of a verb must always be definite, and in most cases, the direct object of a verb must be definite.

These two rules have led to several valency and voice operations in Aldéril (see [Chapter 6](#)). The inverse voice is used to switch the role of the subject and object, such that the object acts as the agent of a verb while the subject acts as its patient. The antipassive voice allows the speaker to demote the object of the verb to an indefinite or to remove it altogether. Similarly, the passive voice allows the speaker to remove the subject of the sentence. The impersonal voice is used to remove both subject and object, which may be reintroduced in prepositional phrases modifying the verb. The impersonal voice is the only way an indefinite agent may be used.

2. Phonology

2.1 Consonants

Aldéiril has a moderately small size consonant inventory. Except where indicated by brackets listing the IPA, the romanization given is identical to the IPA.

	<i>Labial</i>	<i>Alveolar</i>	<i>Palatal</i>	<i>Velar</i>	<i>Labio-Velar</i>	<i>Glottal</i>
<i>Stops</i>	p, b	t, d		c, g	qu [k ^w], gw [g ^w]	
<i>Fricatives</i>		s	sh [ʃ]			h
<i>Approximants</i>		r [r], l	y [j]		w	
<i>Nasals</i>	m	n		ng [ŋ]		

In Aldéiril all stops are unaspirated. This results in—for English speakers—the unvoiced stops sounding much more similar to voiced stops. English speakers may also have some difficulty with <ng>, which is always pronounced as in “singer” and never as in “finger” and may occur word initially, and <r> which is pronounced by flapping the tongue once against the alveolar ridge, as the <t> in American English “water.” The remaining sounds are pronounced more or less as a typical English speaker might expect.

Consonants may also be geminate intervocalically. This is indicated in the romanization by doubling the consonant, or in the case of digraphs, doubling the first letter, resulting in <qq>, <ssh>, and <nng>. Geminate consonants are held longer than their non-geminate counterpart, similar to the difference in the /n/ sound in English “pen knife” versus “penny.”

2.2 Vowels

Aldéiril has a 5 vowel system with a length contrast. The romanization given in the chart below is identical to the IPA for these phonemes.

	<i>Front</i>	<i>Central</i>	<i>Back</i>
<i>High</i>	i		u
<i>Mid</i>	e		o
<i>Low</i>		a	

Generally, these vowels should be pronounced as follows: /a/ as in “father,” /e/ as the vowel in “main,” /i/ as in “machine,” /o/ as in “mole,” and /u/ as in “due.”

Non-low, short vowels (that is /i u e o/) exhibit some allophonic variation among their short variants. Short variants in closed syllables become lax (that is /ɪ ʊ ɛ ɔ/), otherwise they remain tense (see § 2.4.1 for examples and further description).

Vowels in Aldéiril are contrasted for length, which is marked with a grave accent in the romanization. These vowels are held for slightly less than double the duration of their short counterparts. This is similar to the difference in the length of the <i> in the words “writer” and “rider.”

There are two diphthongs: /aj/ which is written <ai> and pronounced as the vowel in “my,” and /aw/ which is written <a> and is pronounced as the vowel in “out.” Mid vowels can also be in hiatus with other non-high vowels. These are pronounced as two syllables. Licit combinations are <ëo>, <öe>, <ëa>, and <öa>. The diacritic over the first vowel is used as a reminder and an aid to pronunciation. Similarly, word final /e/ is marked with a diacritic <ë> as a reminder to English speakers that it is to be pronounced. This convention is not followed in single syllable words.

2.3 Syllable Structure

The fundamental syllable structure in Aldéiril is CV(R). That is, a typical syllable is composed of an onset consonant followed by a vowel with a possible final sonorant, which may be a nasal /m n ŋ/ or an approximant /r l/. The vowel may be either a monophthong or a diphthong, as listed above. The onset consonant is not strictly necessary, and a syllable may begin with a vowel, potentially resulting in a syllable composed of solely a vowel.

The onset consonant of a syllable may be a geminate if and only if it follows an open syllable. Voiced plosives may only occur syllable initially if they follow a sonorant. When the syllable final resonant is a nasal, it will assimilate to the place of a following consonant.

2.3.1 Stress Accent

Words in Aldéril exhibit stress accent. Words are always accented on the penultimate syllable, except in monosyllabic words, with secondary stress occurring every other syllable to the left of the stress accent. The accent thus moves with the addition of suffixes to a word.

There are a class of enclitics, predominantly used in nominal syntax, which do not have stress of their own, instead gaining their stress from the word to which they are linked. Proclitics (which come before the word to which they are linked) may receive secondary stress, but will never receive primary stress, even when preceding a monosyllabic word. Other enclitics (which follow the word to which they are attached) will change the stress pattern of the word, moving the stress accent one syllable to the right of where it would otherwise fall—typically the final syllable of the word so modified.

cetelindë [ˌke.te.ˈlɪn.de]
shecallë [ʃe.ˈka.lɛ]
shí [ˈʃiː]

pu pesé [pu ˈpɛ.seː]
ti shecallë [ˌti ʃe.ˈka.le]

enla te [ɛn.ˈla te]
narë te [na.ˈre te]

2.4 Phonotactics

There are a number of processes that can change the way a sound is pronounced depending on the context in which the sound occurs.

2.4.1 Allophony

Some of the phonemes listed above will be realized differently depending on their environment, leading to a change in pronunciation from what might otherwise be expected. The changes and the environments in which they may occur are listed below:

- $i\ u\ e\ o \rightarrow \text{ɪ}\ \text{ʊ}\ \text{ɛ}\ \text{ɔ} / _ [\text{sonorant}] \#$
 Short, non-low vowels become lax and slightly centralized when they are in a closed syllable.
airindë [aj.ˈɪn.de], **inngulequen** [i.ŋːu.ˈle.kʷɛŋ]

2.4.2 Sandhi

In addition to sound changes that may occur within a word, some changes may occur across word boundaries.

- $V \rightarrow \emptyset / _ \# V$
 Word final vowels are elided when preceding a word initial vowel. This happens most often when the words are particularly semantically joined, such as with a proclitic and its following noun, but may occur between any two words, especially in casual or quick speech or in poetry to fit the poetic meter. This change is indicated in the romanization with an apostrophe in the place of the elided vowel. In the case of clitics, the clitic is then written as part of the following word.
pu urilo → **p'urilo** [pu.ˈri.lo]

2.4.3 Phonological Processes

There are also some sound changes that occur regularly when an affix is applied to a word, these arise out of the historical changes that have taken place, so see [Appendix C](#) for a more complete summary. These changes may then be applied even in newly coined derivation by a levelling process.

- $l \dots l \rightarrow t/d \dots l$
- $r \dots r \rightarrow l \dots r$
- $N \dots N \rightarrow N \dots n$

2.4.3.1 Reduplication

One way of forming diminutives involves partial reduplication, in which the last syllable is reduplicated. Where the final syllable ends in a consonant, the onset is lost in the reduplication. The vowel of the reduplicated syllable is also reduced and diphthongs are simplified. The phonological process listed above also work as usual.

3. Nouns and the Noun Phrase

Nouns in Aldéril are marked for case and may be marked for number depending on their level of animacy.

3.1 Noun Animacy

Aldéril categorizes nouns according to their level of animacy. All nouns may be placed semantically on the following hierarchical listing:

human < animal < force of nature < object < mass < place < abstraction

This animacy affects the grammar in three distinct ways. The first is in verbal arguments. The subject of a verb must always be higher in animacy than an object or objects the verb takes (see [Chapter 6](#) and [Chapter 10](#) for a fuller discussion of verbal arguments and word ordering). The second is in pluralization. Only humans, animals, and forces of nature receive plural markings. All other nouns require a classifier in order to indicate number (see [§3.3.1](#)). The third is in modifiers, which must agree with the noun in a tripartite division of animacy: human, other animate, and inanimate.

3.2 Case

Nouns in Aldéril can perform different roles in a sentence. This is marked by a combination of word order and case marking proclitics. The proclitics differ from prefixes in that they are applied to the whole noun phrase, rather than just the noun itself.

The **nominative** is marked by positioning the noun before the verb and it does not receive a proclitic. This case is used exclusively for the grammatical subject of the sentence. As mentioned above, a noun in the nominative case must have a higher animacy than the other verbal arguments. Nominative nouns may never be indefinite.

- (1) **sengula inngulequen**
(NOM) *wind* blow-PASS.IMPF
The wind blows
- (2) **pesë lirdiltin alquai**
(NOM) *child* run-ANTI.PF fast
The child ran quickly.

The **accusative** is marked by placing the noun after the verb and it is marked with the proclitic **ne**. This case is used for the grammatical object of most verbs, although some verbs may take a direct object in a different case (see below and in [§6.3.6](#)). The accusative may not be indefinite unless the verb uses the antipassive or applicative voice (see [§6.3.3](#) and [§6.3.6](#)). It also serves as the object of prepositions indicating movement towards or through, as well as duration of time.

- (3) **shí có iquon ilcerquí ne acerë**
DEF all people shout-ANTI.PF ACC *shout*
All the people shouted a shout.
- (4) **ím te tilquen í ne numbau**
1SG TOP go-ANTI.IMPF to ACC *that-INAN*
I am going toward it.

The **dative** is marked by its position following a preposition or an applicative verb and it is marked with the proclitic **cen**. This case most often occurs as the object of a preposition, for which it has a wide range of possible roles. Most often, it indicates the recipient or beneficiary of the verb's action. It is also used to indicate purpose and judicantis for the verbal action. The dative is also used as a locative and may indicate point in time. The dative is used without a preposition to mark the object of an benefactive applicative verb or to indicate predicative possession.

The **genitive** is marked by being in attributive position within another noun phrase or following certain prepositions and it is marked with the proclitic **ti**. This case is a catch-all for nouns which modify other nouns. Most commonly, it is used for possession, but it may also mark origin, source, material, composition, subject or object of a verbal noun, reference, description, or apposition. It also has a special use to connect an inanimate noun to its classifier (for examples of this use, see §3.3.1) When used with prepositions, the genitive indicates movement away from.

The **instrumental** is marked by its position following a preposition or an applicative verb and it is marked with the proclitic **pu**. This case most often is used as the object of a preposition indicating instrument or manner by which the verbal action is accomplished, but it may also indicate a companion or co-participant in an action, as well as the impersonal agent. It can indicate the cause or reason for the verbal action. Finally, it is used to indicate time within which. The instrumental is also used without a preposition to mark the object of an instrumental/comitative applicative.

- (5) **lósindë en pu pesé**
play-IMPS.IMPF by INST child-PL
Children play.
- (6) **en la pu selén ecapé ippici í pu piltá**
by FOC INST fox sly-ANIM have-IMPS.PF to INST hen
A sly fox had a hen.

3.3 Number

Animate nouns in Aldénil—specifically those indicating humans, animals, and forces of nature—can be marked as either singular or plural. Inanimate nouns are not marked for number. Singular nouns are unmarked. Human plurals are typically marked with a final -é. Animals and forces of nature are marked with a final -o. These vowels will typically replace the final vowel of the noun. The plural suffixes are occasionally accompanied by a stem change, which is noted as part of the lexical entries in [Appendix A](#). A common stem change among non-human animates is the addition of **-nc-** at the end of the stem.

- (7) **shí pesë lirdiltin alquai**
DEF child run-ANTI.PF fast
The child ran quickly.
- (8) **lósindë en pu pesé**
play-IMPS.IMPF by INST child-PL
Children play.

3.3.1 Classifiers

Inanimate nouns in Aldénil are not marked for plural, but their number may be clarified through the use of classifiers. Classifiers replace the noun they accompany as the head of the noun phrase, and the noun they modify is put in the genitive case.

Classifiers are required in Aldénil whenever a noun is used with a demonstrative, definite article, or number. They may also be used with indefinite nouns to give an approximation of number, functioning either as an individuator or as a collective.

Classifiers are a closed set, which pair with nouns in a set way. Classifiers typically pair with nouns based on the material of the noun modified, the function of the noun, the shape or consistency of the noun modified, or the location or arrangement of the noun modified. The appropriate classifier or classifiers for a noun are listed in its lexical entry in [Appendix A](#). A full list of classifiers, along with the word classes they modify, can be found in the Reference Grammar ([Appendix F](#)).

3.4 Modifiers

The order of a noun phrase in Aldénil is:

DEMONSTRATIVE NUMBER CLASSIFIER **NOUN** ADJECTIVE GENITIVE RELATIVE CLAUSE

Demonstratives and adjectives in a noun phrase must agree with the noun in animacy. All other modifiers either remain undeclined or retain their own animacy.

3.5 Noun Predication

When a sentence is used to equate two nouns in Aldéril, the noun predicate is indicated by being placed after the copula **antá**, which does not conjugate. Both nouns are unmarked, indicating nominative case.

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4. Adjectives

4.1 Attribution

In Aldéril, attribution is handled by placing the adjective after the noun.

- (9) **narë te cítisau cituquí**
sun TOP *bright*-INAN shine-ANTI.PF
The *bright* sun shined.
- (10) **tildó cunsóm ildatin céshil**
traveler *tired* sleep-PASS.IMPF complete
The *weary* traveler slept soundly.

A noun with multiple attributive adjectives stacks the adjectives one after another in the following order:

ORIGIN PURPOSE MATERIAL SHAPE COLOR AGE OPINION SIZE QUANTITY

4.2 Agreement

Both attributive and predicate adjective agree with their noun or pronoun in animacy. For human agreement, the bare adjective is used. For non-human animate agreement, typically the suffix -(n)é is used, which may trigger a stem change. For inanimate agreement, the suffix -au is used, which may trigger a stem change.

When there is more than one noun or noun phrase modified by the same adjective, the adjective agrees with the highest animacy noun or noun phrase.

4.3 Adjective Predication

When a sentence is used to describe a particular noun with a predicate adjective, Aldéril indicates this by placing the adjective after the copula **antá**, which does not conjugate. The predicate adjective must still agree in animacy with the noun it modifies.

4.4 Adjectives without Nouns

Adjectives may be used without a noun to modify. This can only occur when the implied noun modified by the adjective is definite. They must be accompanied by a demonstrative and must still agree with the animacy of the implied noun.

5. Pronouns and Deixis

5.1 Personal Pronouns

The personal pronouns of Aldéril are independent words marked for person, number and case. The case markings are identical to the noun proclitics given in §3.2. Aldéril does not have third person pronouns, instead, the demonstrative pronouns are used.

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	ím	ancó
<i>Second</i>	cú	púsa

In terms of the animacy hierarchy given above, the personal pronouns rank higher than other humans, with first person pronouns being higher in animacy than second person pronouns. Thus, the full animacy hierarchy is as follows:

1st Person < 2nd Person < human < animal < force of nature < object < mass < place < abstraction

When the demonstratives are used for third person pronouns, they retain the animacy of their antecedent for the purpose of word ordering rules. They also introduce a proximate/medial/distal distinction. That is, the demonstratives are chosen not on the basis of gender or animacy, but on proximity either in physical space or within the discourse. For a fuller discussion and for examples see §5.5.1 below.

5.2 Possessive Pronouns

While the genitive form of the pronouns may be used to mark possession, doing so is very marked and archaic. Instead, for first and second person possession, possessive adjectives are used.

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	ímbu, imbuté, imbuté	ancó, ancotté, ancotté
<i>Second</i>	cú, cutté, cutté	púsa, púsaté, púsaté

Unlike most adjectives, possessive adjectives are placed before the noun they modify. When a possessive adjective is used, the noun is considered definite by default. For third person possession, a demonstrative is used in the genitive case.

- (11) **sinné te antá imbuté tang**
 this.ANIM TOP be.STAT my-ANIM ox
 It is my ox.

5.5 Deixis

5.5.1 Demonstratives

Aldéril has a three way distinction between proximal (near the speaker), medial (near the hearer), and distal (far from both speaker and hearer) demonstratives.

	<i>Human</i>	<i>Animate</i>	<i>Inanimate</i>
<i>"this, these"</i>	shí	sinné	sicó
<i>"that, those"</i>	ném	anné	numbau
<i>"that, those yonder"</i>	aquá	aquanné	aquasau

The proximal demonstrative **shí** may also be used as a definite article. However, since an agent—and in most voices an patient—must be definite in meaning, the definite article is typically not used on the arguments of a verb, and will typically only be seen in prepositional phrases.

In addition to referencing objects in physical space—the “pointing” function of deixis—demonstratives can also be used to reference elements of discourse. When used in this way, **ném** is used to refer to the most recently uttered discourse (i.e. “the later”) while **aquá** is used to refer to previously uttered discourse

(i.e. “the former”). **Shí** may be used in this way to indicate something about to be spoken or something being simultaneously spoken.

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6. Verbs and the Verb Phrase

Verbs in Aldénil are marked for aspect, mood and voice. The basic form of the finite verb/verbal clause is (optional items in parenthesis):

(APPL) + V + AMV

where,

- APPL: a valency increasing prefix for applicatives, §6.3
- V: the verb stem
- AMV: the suffix indicating aspect, mood, and voice, §6.1, §6.2, and §6.3 respectively.

6.1 Aspect

Aldénil has two aspects. The **perfect aspect** is marked as part of the verbal suffix, often indicated by the vowel /i/. It indicates that the action of the verb is complete or viewed as a whole. Most often, this is the form used to talk about events in the past.

- (12) **narë te cítuquí**
sun TOP shine-ANTI.PF
The sun *shone*.

The **imperfect aspect** is marked as part of the verbal suffix, often indicated by the presence of a nasal + stop cluster. It indicates that the action of the verb is in the process of happening. Most often, this is the form used to talk about events in the present or future. It is also used to refer to an action that is just beginning (the inceptive) or to a verbal action considered in general.

- (13) **narë te cítuquen**
sun TOP shine-ANTI.IMPF
The Sun was shining.
- (14) **tencalbindë en pu calópo**
bark-IMPS.IMPF by INST dog-PL
Dogs bark.
- (15) **sicó uncú ti téwi nattilquen**
DEF-INAN CLASS GEN cart move-PASS.IMPF
The cart began to move.

6.2 Mood

6.4.1 Indicative

Indicative mood is used for simple declarative sentences. It is used with verbs that describe action that has actually occurred or will actually occur. When used for action occurring in the future, it indicates certainty that the event described will occur, although this usage is more marked than the subjunctive.

6.4.2 Subjunctive

Subjunctive mood is used for sentences about which the reality of the verbal action is in doubt. It is the most common way for indicating future action. It is also the most common way of forming imperatives and jussives.

6.3 Valency and Voice

All verbs are transitive by default, that is they take a subject and one object. The subject of the verb must always be higher on the animacy hierarchy than the object. In order to accommodate this rule, there are several valency changing operations that allow a speaker to re-order the arguments of the verb.

- (16) **ím teshandi ne cú**
1SING see-ACT.IMPF ACC 2SING
I see you.
- (17) ***cú teshandi n'ím**
2SING see-ACT.IMPF 1SING
You see me.
- (18) **ím teshanlë ne cú**
1SING see-INV.IMPF 2SING
You see me. (lit. "I am seen by you")

In addition to the default active voice, the inverse voice takes two arguments. To remove an argument and have only a single subject with no object, the passive and anti-passive may be used. To remove all verbal arguments, the impersonal voice may be used. Finally, in cases where an oblique noun (i.e. the object of a preposition) needs to be promoted to a main argument, there are several applicative constructions, depending on the role of the noun being promoted.

6.3.1 Active

The **active voice** is the default voice for verbs, containing a subject that performs the action and an object that is acted upon. In the active voice, both the subject and the object must be definite.

6.3.2 Inverse

The **inverse voice** switches the roles of the subject and the object but otherwise follows the same rules as the active voice. The transformation can be modeled:

$$A_1 V P_2 \rightarrow A_2 V\text{-INV} P_1$$

The inverse voice is indicated by the sound /p/ in the perfect and /l/ in the imperfect.

6.3.3 Antipassive

The **antipassive voice** demotes the object of the sentence, either allowing for an indefinite object or removing the object of the verb altogether. Many intransitive sentences in English would instead be expressed with an antipassive construction in Aldénil, especially when the subject is an animate actor. The transformation can be modeled:

$$A_1 V P_2 \rightarrow A/S_1 V (P_1)$$

The antipassive is indicated by the sound /t/ in the inflection.

6.3.4 Passive

The **passive voice** promotes the object of the verb to the subject, removing the original subject completely. Many intransitive verbs in English would instead be expressed with a passive construction in Aldénil, especially when the subject is experiencing the verb, rather than actively doing the action. The transformation can be modeled:

$$A_1 V P_2 \rightarrow S_2 V$$

The passive voice is also used for politeness in asking questions or giving commands, leaving out the second person subject. The passive is indicated by the sound /kʷ/ in the inflection.

- (19) **ím tesha-tindi**
1SING see-PASS.IMPF
I am seen / Look at me.
- (20) **sicó ita ti shecallë incónnda-tin tíquíta**

DEF-INAN CLASS GEN instruction start-PASS.PF again
School began again.

6.3.5 Impersonal

The **impersonal voice** removes both arguments of the verb, leaving no nominal arguments for the verb. The agent may be reintroduced in a prepositional phrase **en** + instrumental. This is the only way to express an indefinite agent. The transformation can be modeled:

$$A_1 V P_2 \rightarrow V [\text{en INSTR } A_1]$$

The impersonal construction expresses a generalized action. It may be used to background or deemphasize information, and as such it is commonly used in subordinate clauses, especially where the clause acts as a verbal argument or in temporal clauses. It is also often used with phrases regarding the weather. Like the passive voice, the impersonal is used for giving commands, leaving out the second person subject. Finally, as discussed below (see §6.5-6), it may be used when the verb functions as a noun or adjective. The impersonal voice is indicated by the sound /i(k)/ in the inflection.

- (21) **inimborindë**
snow-imps.impf
It is snowing.
- (22) **tellindë en pu telo.**
buzz-IMPS.IMPF by INST bee-PL
Bees hum.

6.3.6 Applicatives

Applicatives are formed with prefixes which increase the valency of the verb. There are three applicative constructions in Aldéril: benefactive, which promotes a dative to direct object and is marked with the prefix **en-**; instrumental, which promotes an instrumental to direct object and is marked with the prefix **pu-**; and causative, which creates an additional accusative direct object and is marked with the preposition **ce-**. Applicatives can also undergo any of the above valency changing operations, in which case the newly created direct object must be the promoted noun.

6.4 Conjugation

Aldéril conjugates its verbs using a fusional inflection, that is, the individual elements of aspect, mood, and voice cannot be easily separated from one another, but each combination must be learned more or less on its own merit. Verbal endings beginning in a vowel often replace the final vowel of the stem. The verbal endings are given below:

	<i>Perfect Indicative</i>	<i>Imperfect Indicative</i>	<i>Perfect Subjunctive</i>	<i>Imperfect Subjunctive</i>
<i>Active</i>	-i	-ndi	-ím	-mbú
<i>Inverse</i>	-epí	-nlë	-epú	-nlú
<i>Passive</i>	-tin	-tindi	-tim	-timbú
<i>Antipassive</i>	-quí	-quen	-quím	-quembú
<i>Impersonal</i>	-icí	-indë	-icí	-imbú

The verbal stem also may have some irregularities. Consonant stems (stems which end in a non-sonorant consonant) will lose their final consonant when the verb ending begins in a consonant. Some stems may have a vowel change between the indicative and subjunctive. Finally, long vowels immediately before the verb ending are shortened in the perfect active and the perfect antipassive constructions.

In order to indicate this the various stem irregularities, the lexicon in **Appendix A** will give the active voice conjugation, in the order of the chart above: perfect indicative, imperfect indicative, perfect subjunctive, imperfect subjunctive. To see how the various stems are used to build the rest of the conjugation, see the reference grammar at the end of this document (**Appendix F.4**).

6.6 Infinitives

Aldéril does not have a distinct infinitive form, instead, verbal nouns are formed using the impersonal construction of the verb together with a case prefix to indicate its role in the sentence. Some verbs, such as modals or verbs of thinking, require a verbal noun as an argument. In other cases, the nominal use of a verb refers to the action itself as an agent or patient in a sentence. In terms of the animacy rules discussed above, verbal nouns are abstractions. Verbal nouns are also treated as being definite, and as such may be used as a subject or direct object without special transformations.

6.7 Copulas

Aldéril has two copular verbs. Neither copula declines, but they may be modified by adverbs and they sit in the place of a typical verb. The stative copula **antá** is used to connect a noun with a predicate nominative or predicate adjective (see §3.5 and §4.4 for more information).

The locative copula **isá** is used especially to locate a nominal subject in space or time, but in general it can be used when the predicate of the copular sentence is a prepositional phrase or an adverbial phrase.

6.8 Verbal Particles

6.8.1 Negation

Verbs in Aldéril are negated in one of two primary ways. The particle **lú** is used to negate indicative clauses and sentences. It is placed clause initially, and provides a truth condition for the clause or sentence, falsifying the clause or sentence as a whole.

In cases where an individual word or phrase is to be negated, or for subjunctive verbs, the particle **má** is used. It is placed in attributive position, immediately following the word or phrase it negates. This particle may also be used with a clefted word or phrase to mark negative focus (see §11.3 for a more complete discussion of focus).

7. Adverbs

Adverbs in Aldénil can be derived from nouns or adjectives by placing them in the attributive position as described in § 7.2.

7.2 Adverb Word Order

Adverbs modifying a particular word come immediately after the word they modify.

- (23) **shí pesë lirdiltin alquai**
DEF child run-ANTI.PF fast
The child ran quickly.

Adverbs which modify a clause come at the end of the clause.

If there are multiple adverbs modifying the same constituent, they are placed in the following order:

TIME PLACE MANNER

8. Prepositions

Prepositions in Aldéril take an object in any case except nominative, often with a change of meaning as the case changes. Prepositional phrases may modify a noun or noun phrase, verb or predicate, or a whole clause or sentence. The prepositional phrase typically follows the word or phrase it modifies. If it is an independent phrase (i.e. one which modifies the whole sentence), the prepositional phrase may also be topicalized or focalized, as described in §11.2-3.

8.1 a

(+acc) when followed by an accusative, **a** means “into”

(24) **ancó la tilquen a ne sicó**

1PL FOC go-ANTI.IMPF in ACC this.INAN

We are going into it.

(+DAT) when followed by a dative, **a** means “in” or “inside.”

(25) **a la cen sicó ím isá**

in FOC DAT this.INAN 1SG be.LOC

I am in this.

(+GEN) when followed by a genitive, **a** means “out of” or “from within.”

8.2 en

(+ACC) when followed by an accusative, **en** means “to” in the sense of coming near to something, woodenly, this might be translated as “to the side of.”

(+DAT) when followed by a dative, **en** means “at,” “next to,” of “by.”

(+GEN) when followed by a genitive, **en** means “by” in the sense of cause or creator.

(+INSTR) when followed by an instrumental and paired with an impersonal verb, **en** indicates the agent of the sentence, the one doing the action.

(26) **airindë en p'urilo**

sing-IMPS.IMPF by INSTR bird-PL

Birds sing.

8.3 í

(+ACC) when followed by an accusative, **í** means “to” or “toward.”

(27) **ím te tilquen í ne numbau**

1SG TOP go-ANTI.IMPF to ACC that.INAN

I am going to that.

(+INSTR) when followed by an instrumental and paired with an impersonal verb, **í** indicates the patient of the sentence, the noun affected by the action.

(28) **cecentím la wiqqúo ne lirbindi í pu céssetó**

BENE-give-PASS.PF.SUBJ FOC cat ACC “get”-IMPS.IMPF to INSTR rat

Let the cat get the rat!

8.4 lirë

lirë means “below.”

8.5 ná

ná means “over.”

8.6 **qui**

(+GEN) when followed by a genitive, **qui** means “from” or “away from.”

8.7 **tang**

(+INSTR) when followed by an instrumental, **tang** means “with.” Like English, this can have either an instrumental or a comitative sense, which will often depend on the animacy of the object.

Work in Progress

9. Numbers, Measurements, and Time

9.1 Numbers

Aldéiril uses a base 60 system, which is itself built off a base 10 system. Large numbers are given by orders of sixty, which in turn are built with a tens position and a ones position. Cardinal numbers do not decline, and as such do not display agreement with the noun they are counting. Ordinal numbers are mostly regular and do agree with the noun they modify.

	<i>Cardinal</i>	<i>Ordinal</i>		<i>Cardinal</i>
1	ném			
2	tai		20	tán
3	shecesai		21	tán ném
4	cěam		22	tán tai
5	pá		30	shammá
6	anca		40	camamá
7	ansé		50	pammá
8	cíng		60	alné (may be written 1,00)
9	pí		70	alné semá (may be written 1,10)
10	semá		133	tai alné semá shecesai (may be written 2,13)
11	semmá ném		1087	semá cíng alné ansé (may be written 18,07)
12	semmá tai		3600	cencé (may be written 1,00,00)

Except for **exception** “exception,” ordinal numerals are formed [state how ordinals are marked.]

9.2 Quantity Measurement

Aldéiril commonly uses the following words to express quantities:

- **có** “all; every; whole, entire”

The position of a quantity word relative to the noun it modifies may change its meaning. For example, when **có** occurs in the demonstrative spot, it means “all.” When it occurs as a quantifier (which requires a demonstrative) it means “every” or “all of the.” It may also be used as an adjective to mean “whole,” or “entire.” The specific rules for each word are elucidated in [Appendix A](#).

- (29) **shí có iquon ilcerquí ne acerě**

DEF all people shout-ANTI.PF ACC shout

All the people shouted. (lit. All the people shouted a shout)

9.3 Time

9.3.1 Adverbs

The word **icí** means “now” or “this time.” It expresses that an action is currently occurring, or to pick out a current instance of the action occurring.

- (30) **narě te assěantaquen ící**

sun TOP rise-ANTI.IMPF now

The sun is rising now.

The word **n’íta** means “awhile.” It emphasizes that the action described occurs over a long span of time, and is transparently related to the accusative construction of duration.

- (31) **narě te cítuquí n’íta**

sun TOP shine-ANTI.PF ACC period

The sun has been shining awhile.

The word **tíquíta** means “again” or “another time.” It expresses that an action has occurred previously and either is now occurring or will occur in the future.

- (32) **sicó ita ti shecallë incóndaquí tiquíta**
DEF-INAN CLASS GEN instruction start-PASS.PF again
School began again.

Work in Progress

10. Clauses and Constructions

The basic structure in Aldéril for independent clauses is:

S V O X

where X represents prepositional phrases, adverbs and adverbial phrases, and subordinate clauses that modify the sentence, which are ordered with temporal information first, then locative information, then information regarding manner. Exceptions to this basic structure will be listed under the appropriate heading.

10.1 Transitive Clause

Transitive clauses are the most basic clauses in Aldéril. Every verb by default is transitive. Transitive clauses have a subject in the nominative, a verb in the active, inverse, or antipassive voice, and a direct object. The subject of the clause must be higher in animacy than the direct object and must always be definite. The object of the clause must be definite unless the antipassive voice is used. Since definiteness is semantically required, the definite article is often dropped, as it may be assumed.

- (33) **shetilin uyanné téwindi alquai ne tilë ti sinné**
brook little go-ACT.IMPF fast ACC course GEN DEM-ANIM
The little brook flows swiftly.
- (34) **caló te accéssequen shetar**
dog FOC bite-ANTI.PF ACC pig
The dog bit a pig.

10.2 Intransitive Clause

Intransitive clauses have a subject in the nominative and a verb in either the antipassive or passive voice, depending on whether the subject is experiencing the verbal action (passive) or is actively performing the verbal action (antipassive). The subject of an intransitive sentence must be definite, and as such, the definite article is often dropped as unnecessary.

- (35) **pesë lirdiltin alquai**
child run-ANTI.PF fast
The child ran quickly.
- (36) **sicó ita ti shecallë incóndaquí tíquíta**
DEF-INAN CLASS GEN school begin-PASS.PF again
School began again.

10.3 Impersonal Clause

Impersonal clauses have a verb in the impersonal voice. An agent may be reintroduced using a prepositional phrase, which allows for indefinite nouns to function as the agent of a verbs action.

- (37) **airindë en p'urilo**
sing-IMPS.IMPF by INSTR bird-PL
Birds sing.
- (38) **lósindë en pu pesé**
PLAY-IMPS.IMPF by INSTR child-PL
Birds sing.

10.4 Ditransitive Clause

Ditransitive clauses have a subject in the nominative, a verb with an applicative marker, and two objects: one in the accusative and one in the case matching the specific applicative. This allows the object of certain prepositional phrases to be promoted to a core argument.

10.5 Polar Questions

The most basic way to ask a polar question is to add the sentence final particle **shillú**. This is typically accompanied by a slight rise in pitch on the word **shillú**. The pitch of the rest of the sentence remains the same as a standard declarative sentence.

(39) **shú tang, shillú?**

thus ox Q
Is it an ox?

(40) **púsa no tilquen a cen sicó, shillú?**

2PL FOC.CONT go-ANTI.IMPF in DAT this.INAN Q
Are you going in?

10.5.1 Polar Questions with Expectation

The particle **shillú** is either neutral or expects an answer of yes. If a speaker wishes instead to indicate that the expected answer of a question is no, a different question particle, **alshú**, is used.

(41) **example sentence**

MORPHOLOGICAL description
free translation

If the speaker wishes to indicate even more strongly what the expected answer to a polar question should be, they may use the answer **shú** yes, or **lú** no in place of the particle, with the same rise in pitch as a typical question.

10.5.2 Answering Polar Questions

The answer to a positive polar question can be as simple as just **shú** yes or **lú** no. However, it is more common for the question sentence to be repeated, possibly with **shú** or **lú** added in the sentence initial position. A negative answer must explicitly use the particle **lú**, however a positive answer need not use the particle **shú** unless the speaker wishes to particularly affirm the truth of the answer.

(42) **púsa no tilquen a ne sicó, shillú? –ancó la tilquen a ne sicó**

2PL FOC.CONT go-ANTI.IMPF in DAT this.INAN Q –1PL FOC go-ANTI.IMPF in DAT this.INAN
Are you going into it? –We are going into it.

Negative polar questions, i.e. a polar question expecting a negative, are answered in the same way as positive or neutral questions. The particle **shú** indicates the declarative sentence is true; the particle **lú** indicates the declarative sentence is false.

11. Discourse

11.1 Constituent Order

The basic word order in Aldéril is:

(CONJ) (TRUTH) DIS S V O X

where,

- CONJ is a conjunction (optional)
- TRUTH is a truth condition particle (optional), §11.4
- DIS is a topicalizing or focalizing discursive element (almost always present), §11.2 and §11.3.

The topicalizing or focalizing element is not obligatory, but in practice occurs in almost every sentence within a larger discourse. When a topicalizing or focalizing element is present, the element that has been moved to the DIS position will not be present at its usual place within the sentence. For example, if an object is focalized the word order would be: (CONJ) (TRUTH) DIS S V X.

11.2 Topic

In Aldéril the topic of the sentence is the thing being talked about. The topic may be explicitly marked by removing the element from earlier in the sentence and bringing it to the front of the sentence—after any conjunction or truth condition markers. The topic is marked with the clitic **te** in the second position in the phrase, taking its stress from the initial word of the phrase, and is used to identify an element that is already under discussion as a continuation of the discussion in the same vein. The particle **te** is also used without moving the element to the topical position to mark a proper noun. The topic of a sentence may be any word or phrase that is not in attributive position.

When a possessive adjective is topicalized, which may occur even when the possessive adjective is in the attributive position, the possessive adjective remains in its place in the sentence and the pronoun in the genitive case is added at the beginning of the sentence with the clitic topic marker.

11.3 Focus

In Aldéril the focus of the sentence is the new information. The focus may be explicitly marked by removing the element from later in the sentence and bringing it to the front of the sentence—after any conjunction or truth condition markers. The focus is marked with one of three clitics—**no**, **la**, or **má**—which are found in the second position in the phrase, taking its stress from the initial word of the phrase. The focus of a sentence may be any word or phrase that is not in attributive position, and a sentence may not have both a topic and a focus.

The clitic **la** is used to indicate completely new information. It is required in giving the answer to a content question. It is also used to bring up an entirely new line of discussion.

The clitic **no** is used for contrastive focus. This is most common in a statement correcting an earlier statement, but it may also be used to return to a previously abandoned topic. Generally, when **no** is used the focus has been referenced in the conversation already, but has not been the primary topic up to this point. A good translation of this word might be “but” to highlight the change of topic.

The clitic **má** marks negative focus. This is used when the speaker wishes to highlight some part of a negative sentence, typically to indicate why the sentence is unfactual or incorrect.

When a possessive adjective is focalized, which may occur even when the possessive adjective is in the attributive position, the possessive adjective remains in its place in the sentence and the pronoun in the genitive case is added at the beginning of the sentence with the clitic focus marker.

11.4 Truth Conditions

In Aldéril, there are a handful of words that are used to indicate the truth of the following sentence. These are somewhat akin to evidentials, but are not strictly required, and have a broader set of meanings. They come at the beginning of a sentence, only following a conjunction.

11.4.1 *lú*

lú, means “no” and is used as the negative for sentence level negation, but in general it can be understand as indicating that the following sentence or clause is false. It can also be used with a single noun or noun phrase without a verb to indicate non-existence, i.e. “there is not...”

11.4.2 *shú*

shú, means “thus” and is used to indicate a strong emphasis on the truthfulness of the following sentence. It is also used with a noun or noun phrase to indicate existence, i.e. “there is...” or “here is...”

Work in Progress

Appendix A. Lexicon

A dictionary entry contains the following parts:

egzampul¹ [ɛg. 'zæm.pɪ]² *g+smp³ n.⁴ example⁵

1. **Citation Form:** Aldéril words will be listed and alphabetized by their citation form. This is the basic Romanized form used throughout this document and in translations. This will also list the principle parts.
2. **Phonetic Form:** This is how the word is pronounced. The transcription will be written in IPA, and will be phonetic rather than phonemic.
3. **Etymology:** This is the etymology of each word. This will help to show the relationship between mother and daughter languages.
4. **Part of Speech:** This refers to the part of speech in Aldéril *not* in English.
5. **Definition:** Some words will have single word definitions, others multiword definitions, others will have multiple definitions. In addition to these definitions, many entries will provide example phrases or clauses to demonstrate their actual use and different forms.

A

accessí, accéssendi, accessím,
accéssembú [a. 'c.e.s.i:] *nas + ttiatise v. to bite, to rend flesh
acerè [a. 'ke.re] *atier n. 1. sound, voice; 2. shriek; 3. cry, shout
acum, òacun [a. kum] *oakum n. eye
airí, airendi, airím, airembú [a. j.r.i:] *aijre v. to sing: *airindë en p'urilo* (birds sing)
aitang, aitango [a. j.taŋ] *jis + taŋ n. bull
albá, albané, albasau [a. l.ba:] *albas adj. 1. black, 2. dark
albacen, albacené, albacanau [a. l.ba:.ken] *albas + aekend adj. brown (lit. light black)
aldéril, aldérilné, aldérilau [a. l.tu. 'ri.le] *ladour + ^{ndil} adj. 1. elvish, of the elves; 2. elfin, like an elf
aldó, laturé [a. l.do:] *ladour n. elf
allám [a. l.a:m] *ablaem n. 1. fear 2. surprise; 3. anxiety; 4. nausea
alné [a. l.ne:] *alnee adj. sixty (1,00)
alqua [a. l.kwa] *lakwa n. 1. life; 2. soul, spirit
alquai [a. l.kwa:] *lakwa + ^{ndil} 1. living, alive; 2. quick, fast, speedy: *shí pesë lirdiltin alqua* (the child ran quickly)
ammilë, attamilné, attánilau [a. m.i.le] *ableam + ^{ndil} adj. 1. afraid, frightened; 2. surprised; 3. anxious; 4. Nauseous
anca [a. ŋ.ka] *an^{ka} adj. six
ancó [a. ŋ.ko:] *ankou pro. first person plural
ancó, ancóttë, ancóttë [a. ko:.ti] *ankou + ti adj. our, ours

caló, calópo [a. ka.ló] *^{ka}kaloub n. dog:
tencalbindë en pu calópo (dogs bark)
cammá [a. ka.m.a:] *^{ka}keamp + smael adj. forty

andá, andáso [a. an.da] *maadas n. bat, club
andel, andelné, andelau [a. an.dəl] *anlel adj. yellow
anleteldal [a. an.le. 'təl.dal] *anlel + eldal 1. daffodil, narcissus (see also **leteldal**)
anré, anréncó [a. an.re:] *ampree n. ape, gorilla, large monkey
ansé [a. an.se:] *aantiso adj. seven
antá [a. an.ta:] *maetta v. to be (stative) [not conjugated]
antí, äantandi, äantím, äantambú [a. an.ti:] *ead^{nta} v. 1. to stand (something) up; 2. (anti) to stand, be standing; 4. (pass) to be stood up, stand
aquá, aquanné, aquasau [a. a.kwa:] *oakwas deic. 1. that over there; 2. yonder
asóm, asanné, asamau [a. a.so:m] *asuam adj. 1. powerful, mighty; 2. glorious, majestic; 3. heavy (archaic)
assantí, assäantandi, assäantím,
assäantambú [a. s'an.ti:] *nas + ead^{nta} v. 1. to raise; 2. to exult; 3. to awaken (someone); 4. (anti) to ascend, rise (as the sun); 5. (anti) to wake up
átíli, átildi, átílim, étilbú [a. 'ti.li:] *aej + ^{ndil} v. 1. to enter, go in (to); 2. to arrive (at); 3. to move about within
attalí, attaldi, attäalím, attäalembú [a. t'a.li:] *nas + teal v. 1. to recount; 2. to recite; 3. to orate

C

cardé, cardiné, cardisau [a. kar.de:] *karnde adj. red
cëam [a. ke.am] *^{ka}keamp adj. four

celdí, cítundi, citím, cítumbú ['kel.di] *ngieldu v. 1. to shine: *narë te cítutindi* (the Sun **shines**); 2. To gleam, flash

cellë, cellé, cellau ['ke.l.e:] *nkekle adj. 1. old (as contrasted with young); 2. frail, weak, sick; elderly

cen [kən] *tjen cl. dative case marker

cencé ['kən.ke:] *tjentia adj. 1. thirty six hundred (1,00,00); 2. myriad

cení, cendi, cením, cembú ['ke.ni:] *tjen v. 1. to give; 2. to allow, permit

céshi, cétil, célim, célobú ['ke:.ʃi] *tjeilos v. 1. to finish, complete; 2. (anti) to stop, desist; 3. (pass) to end, cease; 4. to prepare; 5. to be ready

céshil, céshilné, céshilau ['ke:.ʃil] *tjeilos + ndil adj. 1. done, finished; 2. ready, prepared; 3. complete, whole; 4. perfect

céssetó, céssetóro [ke:.'s.e.to:] *tjatie + deur n. 1. rat, varmint

cessí, céssendi, cessím, céssembú ['ke.s.i:] *tjatie v. to gnaw, chew

ecëau, ecapé, ecapau [e.'ke.aw] *eheap adj. 1. smooth; 2. slippery, slimey; 3. sly, clever (slight negative connotation)

ecen, acené, ácanau ['e.kən] *aekend adj. 1. white; 2. Light

eldal ['el.dal] *eldal n. flower, blossom

hamé, hémilné, hémilau ['ha.me:] *hiame + ndil adj. sad

icí ['i.ki:] *saiti + ielta adv. 1. now; 2. this time
ilcandí, ilcóndandi, ilcandím, ilcóndambú [il.'kan.di:] *ndil + nkua'nda v. 1. to consider; 2. to elevate, lift; 3. to begin, start

ilcerí, ilcerdi, ilcerím, ilcerbú [il.'ke.ri:] *ndil + atier v. 1. to shout; 2. to shriek; 3. to cry, weep

ildáci, ildácinne, ildácisau [il.'da:ki] *iil'ndaek + isbu 1. calm, soothing; 2. gentle, soft

ildí, ildandil, ildím, ildámbú ['il.di:] *iil'ndaek v. 1. to soothe, calm; 2. to put to sleep, tuck in; 3. (pass) to sleep

ím [i:m] *ienbu pro. first person singular

ímbu, imbuté, imbuté [i:m.'bu.ti] *ienbu + ti adj. my, mine

incí, incendi, incím, incúmbú ['iŋ.ki:] *ig'kue v. to happen, occur

inímborí, inímbordí, inímborím, inímborbú [i.ni:m.'bo.ri:] *ndil + niembuor 1. (imps) to snow

inngulí, inngulendi, inngulím, inngulámbú [i.ŋ:u.li:] *ndil + snj'ulae v. 1. to breath; 2. (pass) to

ciló ['ki.lo:] *tjeilos n. end (temporal)

cín ['ki:n] *tjent n. 1. axe (*classifier*: ippún); 2. chop (onomotopoia)

cíng ['ki:ŋ] *niung adj. eight

cítí, cítinné, cítisau ['ki.ti:] *ngieldu + is adj. 1. bright; 2. shining, gleaming

cítincil, coténcilné, coténcilau [ki:.tɪŋ.'ki.le] *nkioleink + ndil adj. disgusted

có ['ko:] *nkoul adj. 1. all; 2. every; 3. whole, entire

coléng ['ko.le:ŋ] *nkioleink n. disgust

cónda ['ko:n.da] *nkua'nda n. 1. head; 2. primary, chief; 3. top; 4. start, beginning

cú ['ku:] *tjuus pro. second person singular

cú, cutté, cutté ['ku:.ti] *tjuus + ti adj. your, yours (singular)

cunsóm, cunsanné, cunsamau ['so:n.kum] *oakum + asuam adj. tired, weary

E

ellí, ellandi, ellím, ellémbú ['e.li:] *eplia v. to get, receive

elnar ['el.nar] *iel + nar adv. 1. tomorrow; 2. morning

enla, enló ['en.la] *endla n. infant, baby: *enla te namí* (Baby laughed)

H

hémë ['he:.me] *hiame n. sadness

höau ['ho.aw] *hoap n. center, middle

I

blow, gust: *sinné sengula inngulequen* (the wind blows)

ippí, ippundi, ippím, ippumbú ['i.pi:] *isbu v. 1. to hold, grasp; 2. to have, own; 3. to use

ippún ['i.pu:n] *isbu + ent n. 1. handle, grip; 2. classifier for rod-like items and tools with handles

iquon ['i.kwɔn] *ig'wo't n. 1. crowd, mob; 2. people

ircë, ircené, ircesau ['ir.ke] *irtia adj. 1. even, level; 2. smooth; 3. foolish, naïve; 4. simple

isá ['i.sa:] *isiat v. to be (locative) [not conjugated]

íta ['i.ta] *ielta n. 1. time, instance; 2. period of time; 3. classifier for verbal nouns: *sicó ita ti shecallë incóndaquí* (school began)

ítílí, ítildë, ítílím, eldilbú [i:.'ti.li:] *iel + ndil v. to come to, go to

iwaquí, iwandi, iwaquí, iwambú [i.'wa.kwi] *iŋ'waŋg'w v. 1. to nod; 2. (pass) to bob, go up and down; 3. (anti) to hop, bounce

lánëa, lanné, lansau [la:.'ne.a] *laaŋea adj. 1. big, large; 2. thick, wide; 3. thick, fat
laquí, laquandi, alquím, alquambú [ˈla.kwi:] *lakʷa v. to live
latitil, latétilné, latétilau [ˌla.ti.'ti.le] *slanteit + ndil adj. happy
lé [le:] *laes n. edge, border
leteldal [le.'tɛl.dal] *anlel + eldal 1. daffodil, narcissus (see also **anleteldal**)

má [ˈma] *meas interj. 1. no, not, word and phrase negator; 2. not, subordinate clause negator; 3. not, subjunctive sentence negator
mánru, mánruné, mánrusau [ˈma:n.ru] *maanʹru adj. green

namí, namendi, anním, annámbu [ˈna.mi:] *namae v. 1. to enjoy; 2. (anti) to laugh, rejoice:
enla te namí (Baby laughed)
námma, ammé [ˈna:m.a] *naesma n. woman, female
nántang, nántango [ˈna:n.taŋ] *naesma + taŋ n. cow
nantí, nëantandi, nëantím, nëantambú [ˈnan.ti:] *ná + eadʰta 1. to lift, cause to stand; 2. (anti) to stand up, get up; 3. (anti) to rise (from seated or lying down)
narë [ˈna.re] *nar n. 1. sun; 2. day, daytime; 3. the Sun (as a proper noun for a particular star):
narë te citutindi (the Sun shines)
nátíli, nátildi, nátílim, nátílbú [na.'ti.li:] *nas + ndil v. 1. to fly

Example³ example⁴ **egzampul**⁵ [ɛg.'zæm.pl]⁶
 *g+smpl⁷ (language. **gazmapel** example)⁸ n.⁹
 example¹⁰

pá [ˈpa:] *baas adj. five
pammá [ˈpa.m:a:] *baas + smael adj. fifty
patá [ˈpa.ta:] *bataa n. anger
patandil, patándilné, patándilau [ˌpa.ta.n.'di.le] *bataa + ndil adj. angry
pesë, pesé [ˈpe.se] *bese n. 1. child (any gender): *shí pesë lirdiltin* (the child ran), *lósindë en pu pesé* (children play); 2. daughter
petá [ˈpe.ta:] *poetaas n. physical strength, might, power

L

lirbí, lirbundi, lirbím, lirbumbú [ˈlir.bi:] *rir + isbu v. 1. to grab, seize; 2. to catch, “get”
lirdilí, lirdildi, lirdilím, lirdilbú [lir.'di.li:] *rir + ndil v. to run: *shí pesë lirdiltin* (the child ran)
losí, lósondi, losím, lósombú [ˈlo.si:] *loudso v. 1. to play, of a game or sport; 2. (anti) to play, have fun *lósindë en pu pesé* (children play)
lú [ˈlu:] *lout interj. 1. no; 2. not, indicative sentence negator; 3. there is not, there is no

M

mécë, mécené, mécesau [ˈme:ke] *meas + irtʰa adj. 1. uneven; 2. rough; 3. wrinkled; 4. Intelligent
mepí, mépundi, mepím, mépumbú [ˈme.pi:] *meas + isbu v. to release, let go, unhand

N

nattilí, nattildi, nattilím, nattilbú [na.'ti.li:] *nas + ndil v. 1. to cause to move; 2. (pass) to move, go (of an inanimate subject): *sicó uncú ti téwi nattilquen* (the cart began to move)
ne [ne] *niad cl. accusative case marker
né, andé [ne:] *niad n. head (archaic, mostly found in compounds older compounds)
necí, nendi, necím, nembú [ˈne.ki:] *nek v. 1. to drop; 2. (anti) to descend, go down; 3. (pass) to fall
ném (1) [ˈne:m] *neeʱmb adj. one
ném, anné, numbau (2) [ˈne:m] *neuʱmb deic. 1. that; 2. There
nembú, nembúro [ˈnɛm.bu:] *nieʱmbuor 1. snowflake; 2. (pl.) snow, snowfall

O

Example³ example⁴ **egzampul**⁵ [ɛg.'zæm.pl]⁶
 *g+smpl⁷ (language. **gazmapel** example)⁸ n.⁹
 example¹⁰

P

petashí, petandi, petashím, petambú [pe.'ta.fi:] *mboetaas v. to be able to
pí [ˈpi:] *mpit adj. nine
piltá, piltáncu [ˈpɪl.ta:] *mboiltae n. hen, female chicken, laying hen
pöetashí, pöetashiné, pöetashisau [ˌpo.e.'ta.fi:] *mboetaas + isbu adj. 1. physically strong, mighty, powerful; 2. loud; 3. hard, durable
pu [pu] *isbu cl. instrumental case marker
pulí, puldi, pulím, púlbú [ˈpu.li:] *biul v. 1. to want, desire; 2. (pass) to suffer a lack, be lacking

púsa ['pu:.sa] *biusa pro. second person plural
púsa, púsaté, púsaté ['pu:.sa] *biusa + ti adj.
 your, yours (plural)

quentí, quéntendi, quentím, quéntembú
 ['kwen.ti:] *kweente v. 1. to become; 2. (pass) to
 exist, be

quindilí, quindildi, quindilím, quindilbú
 [kʷɪn.'di.li:] *kwi + ndil v. 1. to leave, go from; 2. to
 abandon, leave

rémipa ['re:m.pa] *reiᵐpa n. 1. grass; 2. grain stalk,
 corn stalk; 3. hay, straw

rontí, rontondi, rontím, rontombú ['ron.ti:]
 *rouᵐpto v. 1. to cover, veil, hide; 2. (anti) to hide
 oneself

satta ['sa.ta:] *sabda n. 1. thing, object; 2.
 generic classifier

selatí [se.'la.ti:] *sleatit n. joy, happiness

selén, selénco ['se.le:n] *sleun n. fox

semá ['se.ma:] *smael adj. ten

sengulá, senguláncó [seŋ.'gu.la:] *sɲʷulae n.
 1. breath; 2. wind, air: *sinné sengula inngulequen*
 (the wind blows)

shammá ['ʃa.m:a:] *stiasai + smael adj. thirty
 (historical note: form via analogy with **cammá** and
pammá)

shecallé [ʃe.'ka.le] *sᵐkaple n. instruction,
 teaching (*classifier*: ita)

shecallí, shecallendi, shecallím,
shecallembú [ʃe.'ka.li:] *sᵐkaple v. to teach (a
 concept), instruct in

tai ['tai] *daiᵐkw adj. two

tán ['ta:n] *daan adj. twenty

tang, tango ['taŋ] *taŋ n. 1. ox; 2. Bovine

tangan, tangano ['ta.ŋan] *taŋ (dim) n. calf

tanil, tanlo ['ta.nɪl] *danil n. 1. deer; 2. elk,
 moose, reindeer; 3. (wild) large herd animal, (wild)
 large prey animal

talí, taldí, tēalím, tēalbú ['ta.li:] *teal v. 1. to
 say; 2. (anti) to speak

tasá, tasáncó ['ta.sa:] *deasaa n. goat

tasán, tasano ['ta.san] *deasaa + diminutive n.
 kid, baby goat

telë, teló ['de.le] *lel n. bee, honeybee:

tetelindë en pu teló (bees hum)

tencaló [teŋ.'ka.lo:] *nte + ᵐkaloub n. 1. bark; 2.
 grow

Q

quiné, quinto ['kwi.ne:] *kwinet n. 1. animal,
 creature; 2. beast

quitinar [kwi.'ti.nar] *kwi + niad + nar adv. 1.
 yesterday; 2. dusk, sunset

R

runtí, rontinné, rontisau ['ron.ti] *rouᵐpto + isbu
 adj. 1. hidden, secret; 2. obscure; 3. covered

S

shecesai [ʃe.'ke.saj] *stiasai adj. three

shetaiyang, shetaiyanco [ʃe.'ta.j:an] *stadn +
 jaᵐk n. piglet

shetar, shetato ['ʃe.tar] *stad n. pig, female pig

shetilé, shetilénco [ʃe.'ti.le:] *stilee n. river

shí, sinné, sicó ['ʃi:] *saiᵐ deic. 1. definite
 article, the; 2. this; 3. Here

shinti, shintiné, shintisau ['ʃin.ti] *siᵐti adj. 1.
 sharp; 2. sour (flavor); 2. bitter (emotion)

shú ['ʃu:] *sik interj. 1. thus, so; 2. yes; 3. so,
 very; 4. truly, verily; 5. there is, here is, it is: *shú ím*
 “It is I/Here I am” *shú tasan* “See the kid (goat)”

sinnar ['si.n:ar] *saiᵐ + nar adv. today

sulá, sulné, sulcau ['su.la:] *sulaak adj. new

T

tencalbí, tencalundi, tencalím, tencalómbú
 [teŋ.'kal.bi:] *nte + ᵐkaloub v. (anti) to bark, growl:

tencalbindë en pu calópo (dogs bark)

tellí, teteldi, tellím, tetelbú ['te.li:] *nte + lel 1.
 to buzz, hum: *tellindë en pu teló* (bees hum); 2. to
 busy oneself with; 3. (anti) to work

téwi ['te:.wi] *deilwi n. cart, sled (*classifier*:
 uncú)

ti [ti] *ti cl. genitive case marker

tildó, tilduré ['ti.do:] *ndil + deur n. 1. walker,
 traveler; 2. Mover

tilë ['ti.le] *ndil n. 1. path, route, course

tilí, tildi, tilím, tilbú ['ti.li:] *ndil v. 1. (ant) to go;
 2. to walk (a route or path); 3. to flow, move along a
 path

tilwí, téwindi, tilwím, téwimbu ['ti.li:] *deilwi v.
 to draw, drag

tingí, tingendi, tingím, tingémbú ['ti.ŋi:] *tiŋee
v. to do, make
tiquíta [ti:.'kwi:.ta] *daiŋk^w + ielta adv. 1. again,
another time; 2. twice

tishí, tishandi, tishím, tishémbú ['ti.ʃi:] *tiisia
v. 1. to see, look at; 2. (pass) to appear, seem

U

uncú ['uŋ.ku:] *uunŋkik n. 1. Wheel; 2. classifier
for vehicles: *sicó uncú ti téwi nattelquen* (the cart
began to move)
urilê [u.'ri.le] *euril n. bird, songbird, small bird:
airindê en p'urilo (birds sing)

uyang, uyanné, uyancau ['u.jaŋ] *iujaŋk adj. 1.
little, small; 2. insignificant, unimportant

W

wá ['wa:] *was conj. 1. like, as; 2. when

wíqquo, wíqquonco ['wi:.k^w:o] *wiehg^wo n. 1.
cat, feline; 2. (onomatopoeia) meow

Y

yí, aisé ['ji:] *jis n. man, male

yóquá, yóquené, yóquelau ['jo:.k^wa:] *jo^ŋg^wael adj.
blue

Appendix B. Semantic Considerations

Much of the following information can already be found in the above grammar or lexicon. This section, however, groups various elements together so that patterns in semantics can be observed.

B.3 Color

Aldéiril has 6 basic color words, **albá** “black,” **ecen** “white,” **cardé** “red,” **andel** “yellow,” **yóquá** “blue,” and **mánru** “green.” All other colors can be described in relation to one of these colors, sometimes fairly transparently in their etymology, such as with **albácen** “brown” (literally **albá** + **ecen** “light black”).

B.5 Mind and Spirit

B.5.1 Emotion

Aldéiril sees the gut as the seat of emotions. There are five basic emotion words in Aldéiril, while other emotions are typically seen as being some combination of these basic five, or more or less intense experiences of these emotions (see the tables below). They are as follows: **selatí** “joy,” **patá** “anger,” **hémě** “sadness,” **coléng** “disgust,” and **allám** “fear” or “surprise.”

	patá “anger”	hémě “sadness”	coléng “disgust”	allám “fear”
selatí “joy”				
patá “anger”				
hémě “sadness”				
coléng “disgust”				

	selatí “joy”	patá “anger”	hémě “sadness”	coléng “disgust”	allám “fear”
Slight					
Little					
Moderate					
Much					
Extreme					

Many adjectives relating to emotions are fairly old, derived in an early stage of the language from the nouns with the adjectivizing suffix *-ndil*. Thus **patá** → **patandil**; **coléng** → **cítincil**; **allám** → **ammilě**; etc.

One source of emotion words, especially adjectives, is from words related to eating. **shinti** “bitter” derives from the word for “sharp” or “sour” and is metaphorically extended to an emotion evocative of the taste.

B.12 Conceptual Metaphors

Below are some of Aldéiril’s conceptual metaphors.

B.7.1 MIND IS TEXTURE

This metaphor relates qualities of a mind to particular textures. A wrinkly texture is more complex, and as such indicates a more complex mind. A smooth texture is either simple, and therefore foolish, or intentionally kept free from clutter. Thus **mécě** “rough, wrinkled” → “intelligent,” **ecěau** “smooth” → “clever,” and **ircě** “level” → “naïve.”

B.7.2 TIME IS SPACE

In this common metaphor, temporal space is mapped onto physical space. The future is viewed as being in front of a person, with the past behind. One moves *toward* the future, *from* the past, and is currently *in* the present.

Appendix C. Historical Sound Change

Below is a behind-the-scenes description of the historical processes that gave rise to the alternations seen in Aldéril.

C.1 Proto-Phonology

Proto-Aldéril had 30 consonants.

	<i>Labial</i>	<i>Alveolar</i>	<i>Palatal</i>	<i>Velar</i>	<i>Labio-Velar</i>	<i>Glottal</i>
<i>Stops</i>	p, b, ^m p, ^m b	t, d, ^{nt} t, nd d	ʈ, ɖ, ^{ntʃ} ʈ, ^{ndʃ} ɖ	k, g, ^ŋ k, ^ŋ g	kʷ, gʷ, ^ŋ kʷ, ^ŋ gʷ	
<i>Fricatives</i>		s				h
<i>Approximants</i>		r, l	j		w	
<i>Nasals</i>	m	n		ŋ	ŋʷ	

Proto-Aldéril also had 5 vowels with no length distinction.

	<i>Front</i>	<i>Central</i>	<i>Back</i>
<i>High</i>	i		u
<i>Mid</i>	e		o
<i>Low</i>		a	

These phonemes could be combined into a CVVC syllable structure, with most roots being two syllables. Nasal codas assimilated to the place of the following consonant.

The first heavy syllable (a syllable with a diphthong or a closing consonant) from the right receives the stress. If there is no heavy syllable in a word, the final syllable receives the stress.

C.2 Phase I—Lenitions and Mergers, leading to coda restrictions and loss of the palatal series

- **Stop Assimilation:** N > [place] / _ C[place secondary]; P > [place] / _ C[place secondary]
Oral and nasal stops assimilate to the place of a following consonant, as well as taking on any secondary articulations, such as palatalization or nasalization. This change remains in effect even as other changes occur, and so any future changes that bring a stop or nasal into contact with another consonant will also assimilate accordingly.
- **Palatal Umlaut:** V > [front] / Cj _
When a vowel follows a palatalized consonant it is fronted. The low vowel /a/ is raised to an /e/, while back vowels /u/ and /o/ also lose their rounding to become /i/ and /e/ respectively.
- **Morae Counting:** C[-nasal] > ø / V V _
Syllables with long vowels or diphthongs lose any non-nasal consonants in the coda, leading to more consistent syllable lengths across the language. This rule remains in effect even as other changes occur, and so any future change resulting in a coda consonant with a long vowel or diphthong will also be deleted accordingly.
- **Nasalization Spread:** P C[+prenasal] > [+prenasal] [-prenasal]; P > [prenasal] / _ N
A plosive occurring before a prenasalized or nasal consonant becomes prenasalized as well. When the following consonant is prenasalized, the originally prenasalized consonant becomes non-nasal, effectively moving the nasalization to the front of any consonant cluster.
- **T-Lenition:** t > s / _ .
t is lenited to s syllable finally.
- **Palatal Simplification I:** C[palatalized] > C[palatal]
Palatalized consonants /tʃ ntʃ dʃ ndʃ/ are simplified to plain palatal consonants /c ɲ j ɲj/. This will later be simplified further collapsing palatals with velars.
- **Coda Lenition:** s > h / _ .; P[prenasal] > N / _ .
S becomes h syllable finally. Similarly, prenasalized consonants /^mp ^mb ^{nt}t ndd ^ŋc ^ŋj ^ŋk ^ŋg/ becomes nasal consonants /m n ɲ ɲj/ when they occur syllable finally.

- Prenasal Simplification: C[prenasal] > N C / V _; C[prenasal] > [-prenasal]
Prenasalized consonants /mp mb nt nd ɲc ɲj ŋk ŋg/ are separated out into two separate consonants, a nasal followed by a plosive. Following the stop assimilation rule above, the nasal matches its plosive in place of articulation, resulting in /mp mb nt nd ɲc ɲj ŋk ŋg/. In all other environments, prenasalization is lost entirely.
- Word Final Lenition I: V h > V: / _ \$; P[-voice] > [voice] / _ \$
Word finally, **h** is lost providing compensatory lengthening to the preceding vowel. Also, word finally, plosives are voiced.
- Vowel Deletion: V V: > V:
A vowel immediately preceding another vowel that has been lengthened is lost.
- Palatal Simplification II: C[palatal] > [velar]
Palatal consonants (with the exception of the approximant /j/) merge with velar consonants.
- Word Final Lenition II: P > F / _ \$
Word finally, plosives, which had previously been voiced /b d g gʷ/ become fricatives /β ð ɣ ɣʷ/.
- f Creation: s > f / _ {P i}
s becomes **f** when it occurs before a plosive or a front high vowel.
- Diphthong Reduction: V V [unstressed] > ø V; {i, u} > {j, w} / V _
Diphthongs in unstressed syllables are reduced leaving only the second vowel of the pair. In stressed syllables, high vowels become glides following a vowel

C.3 Phase II—Vowel Quality changes and Loss of most diphthongs

- Delabialization: Cʷ > C / _ u
Labialized consonants /kʷ gʷ/ lose their labialization preceding /u/.
- Word Final Lenition III: F > R / _ \$
Word finally, fricatives lenite to approximants according to this pattern: /β ð ɣ ɣʷ/ > /w r w w/
- Vowel Quality Shift: {i, e} w > {u: o:}; {u o} j > {i: e:}
Non-low vowels merge with dissimilar following glide, rounding or unrounding and moving front or back, while lengthening. Non-low vowels do not merge when followed by a similar glide (i.e. front vowels with a palatal glide and back vowels with a velar glide).
- Gemination: h C > C:; P C > C:; CC > C:
Plosives or an **h** preceding a consonant is lost, and the following consonant receives compensatory lengthening. Similarly, any doubled consonants merge into a single geminate consonant. This leaves only sonorants in the coda of a syllable.
- ŋ Simplification: ŋʷ > w; ŋ > g / _ \$
The labialized **ŋ** lenites to an approximant in all contexts, and words are not permitted to begin with an **ŋ**, which instead becomes a stop.
- Vowel Lengthening:
Remaining vowel pairs are simplified into a long vowel, along with any non-low vowels with coda glide. This change is expressed in the following chart:

	e	a	o	j	w
i	i:	e:	i:	i:	n/a
e	e:	e.a	e.o	e:	n/a
a	a:	a:	a:	aj	aw
o	o.e	o.a	o:	n/a	o:

u | u: o: u: n/a u:

In cases where a mid vowel was followed by a low or non-identical mid vowel, both vowels remained in hiatus, but began to be pronounced not as a diphthong but as two separate syllables. The only remaining “diphthongs” are those present in Aldénil: /aj/ and /aw/.

- Post-Sonorant Vowel Loss: V > ø / {N R} _ [cons]
Short, unstressed vowels between a sonorant and another consonant are lost, leaving a larger number of coda sonorants. When this results in an illegal cluster word initially, an epenthetic /a/ is added to the beginning of the word.

C.4 Phase III—Consonant Mergers and Dissimilations

- Voiced Consonant Loss: P[voice] > [-voice] // C _
Voiced consonants are devoiced except when they follow a coda consonant, leaving the consonants /b d g g^w/ only following a sonorant.
- Nasal Dissimilation: m ... m > m ... n; ŋ ... ŋ > ŋ ... n
A non-coronal nasal following an identical nasal consonants (even with intervening sounds) will dissimilate by becoming coronal.
- Epenthesis: ø > e
The vowel e is inserted to break up illegal clusters or to turn an illegal coda into a new onset. It is also inserted word finally following approximants in single syllable words, and bisyllabic words beginning with a syllable comprised of only a vowel.
- Approximant Dissimilation: l ... l > t ... l; r ... r > l ... r
Identical coronal approximants dissimilate if there are no intervening coronal consonants to block the dissimilation.
- Long Consonant Reduction: C: > C / C _
Geminate consonants reduce plain consonants when they follow a consonantal coda.
- Stress Movement:
The penultimate syllable is stressed in all multisyllabic words, else the monosyllable is stressed.

Appendix F. Reference Grammar

F.1 Nouns

F.1.3 Classifiers

<i>Classifier</i>	<i>Meaning</i>	<i>Principle Use</i>	<i>Examples</i>
ippún	handle, grip	rod-like items	ippún ti cin axe
íta	period, instance	verbal nouns	íta ti shecallë period of instruction
satta	Thing, object	generic	
uncú	wheel	vehicles	uncú ti téwi cart

F.3 Pronouns

F.3.1 Personal Pronouns

	<i>1st Person</i>	<i>2nd Person</i>
<i>Nom.S.</i>	ím	cú
<i>Acc.S.</i>	n'ím	ne cú
<i>Dat.S.</i>	cen im	cen cú
<i>Gen.S.</i>	t'ím	ti cú
<i>Inst.S.</i>	p'ím	pu cú
<i>Nom.Pl.</i>	ancó	púsa
<i>Acc.Pl.</i>	n'ancó	ne púsa
<i>Dat.Pl.</i>	cen ancó	cen púsa
<i>Gen.Pl.</i>	t'ancó	ti púsa
<i>Inst.Pl.</i>	p'ancó	pu púsa

F.6 Numerals

	<i>Cardinal</i>	<i>Ordinal</i>		<i>Cardinal</i>
1	ném		20	tán
2	tai		21	tán ném
3	shecesai		22	tán tai
4	cëam		30	shammá
5	pá		40	cammá
6	anca		50	pammá
7	ansé		60	alné (may be written 1,00)
8	cíng		70	alné semá (may be written 1,10)
9	pí		133	tai alné semá shecesai (may be written 2,13)
10	semá		1087	semá cíng alné ansé (may be written 18,07)
11	semmá ném		3600	cencé (may be written 1,00,00)
12	semmá tai			