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Understanding Loglan

Rice, Stephen Leon, M.A.

University of Alaska Fairbanks, 1994

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Ann Arbor, MI 48106

UNDERSTANDING LOGLAN

A

THESIS

**Presented to the Faculty
of the University of Alaska Fairbanks**

**in Partial Fulfillment of the Requirements
for the Degree of**

MASTER OF ARTS

By

Stephen L. Rice, B.A.

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Fairbanks, Alaska

May 1994

UNDERSTANDING LOGLAN

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ABSTRACT

Loglan is a language designed to help test Whorf's hypothesis that language shapes thought. Specifically, Loglan should encourage more creative and logical thought in its users. Such future users will need a readable textbook of the language; that is the purpose of the present work.

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ACKNOWLEDGEMENTS

I gratefully acknowledge the technical assistance and support of the Loglan community, especially Dr. James Cooke Brown, its founder.

The guidance of my advisors and of other professors at the University of Alaska Fairbanks has also proved invaluable; I particularly wish to thank professors G. Burns Cooper and John Murray for their comments.

In addition, I must acknowledge the support of the various people who have furthered my interest in languages and in writing, including my parents, my late grandmother, and Mr. Richard Korvola.

The ultimate acknowledgement, of course, goes to God, who created all of the above, whether they know it or not, and who provided every other resource as well.

Lo buksatci

Introduction

Pa lo Cirpai: Peu la Loglan, ze levi bukcu

Before the Lessons: About Loglan and this book

Ri Kenti je la Loglan

Questions About Loglan

If you've never heard of Loglan, especially if you just picked this book up out of curiosity, you will want to know what Loglan is, what it's like, and why you would benefit from learning it.

La Loglan, He? *What is Loglan?*

An Experimental Language. Professor James Cooke Brown, a sociologist with strong interests in anthropology and philosophy, began Loglan in the late 1950s to test the idea that language influences the way we look at the world—our “world view.” Loglan's world view is based on symbolic logic (*Loglan* comes from logical language), though it also welcomes other systems of thought.

A Human Language. Many people think that Loglan is a computer language. Its grammar has been programmed into some popular home computers (Macintosh and PC-compatible), and teaching programs also exist, but Loglan is a human language: you can speak and write it.

A Designed Language. Unlike other constructed languages, such as Esperanto, Loglan has been engineered based on linguistic data and tests. It was designed for ease of learning as well as for logic, so even if you have trouble learning languages, Loglan probably won't prove difficult.

Hu Nu Katli la Loglan? *What is Loglan Like?*

Loglan is an isolating language, much like English. That means that once you've learned a word, you don't have to worry about changing its form. Even in English, you have to remember to add *-ed* to a verb to make it refer to the past, and *-s* to nouns to make them plural. Also, some English verbs and nouns have irregular forms.

<u>English Verbs</u>	<u>Loglan</u>	<u>English Nouns</u>	<u>Loglan</u>
walk	dzoru	(a) thing	ne bekti
walked	pa dzoru	things	ro bekti
see	vizka	(a) child	ne nilboi
saw	pa vizka	children	ro nilboi

[The Loglan words are pronounced as in English, except the vowels, which are pronounced as in *father*, *bet*, *mach/ne*, *code*, and *rune*. The accent is on the next-to-last syllable: **DZOru**, **NILboi**.]

Loglan's vocabulary helps you learn. You can tell by looking at a word whether it gives grammatical information (as **pa**, **ne**, and **ro** do in the preceding example), refers to a complete concept (as **dzoru**, **vizka**, **bekti**, and **nilboi** do), or names an individual (as **la**

Loglan names Loglan and **la Stiv** names me). There are several rules of thumb which you'll find useful for remembering the grammar words, such as the fact that all descriptors (words like English the) begin with **l**. The basic concept-words, on the other hand, are derived by blending words from a number of languages, including English. While **dzoru** will probably be unfamiliar to you (it's based on Chinese and Japanese), seeing *work* in **tURKa**, *go* in **GOdzi**, and *visible* in **VIZka** shouldn't be difficult.

Loglan utterances are uniquely resolvable. This means that once you learn a few rules, you can figure out where words begin and end. If you talk to another Loglanist, you will miss a few words here and there, but you should be able to hear all of the individual words. In other languages, the words you know usually wind up buried in a flood of unknown noises; at least in Loglan, you stand a good chance of picking out the familiar material. This book concentrates on “understanding Loglan,” that is, on appreciating its fundamental, everyday concepts. For this reason, although I'll give the basics of resolution, I won't go into all the fine points. Instead, I'll cover as much as you're likely to need for ordinary conversation.

Loglan appeals to intuition as well as to logic. Many people admire the artistry of Chinese and Japanese words, which are based on intuitively understood metaphorical images. Unfortunately, the writing systems and the number of words and roots which sound alike prevent most students from actively enjoying these words and their construction. Loglan has the same richness of metaphor, and is considerably easier to learn. So if you like “earth-edge” (**telbie**) for *horizon*, or “smoke-breather” (**smarue**) for *smoker*, you'll probably feel at home with Loglan's vocabulary.

Loglan requires you to say what you mean and to make distinctions which are optional or non-existent in English. For example, if you say, **La Djan, corta namci** (*John is a short name*), you will be taken to mean that someone named “John” is a short name. The more usual meaning of the English sentence is **Liu Djan, corta namci** (*[The word] ‘John’ is a short name*). Learning to think about what you mean is one of the desirable effects of learning Loglan, even though it will slow you down at first.

Moihu Mi Selfatru? *Why Should I Bother?*

The number of Loglan-speakers is quite small. You won't go on a trip to Loglandias (the fabled Loglandic homeland) anytime soon, though some futurists have proposed Loglan as the language of the Martian colonies, whenever they appear. (In fact, most Logli, or Loglan-speakers, use electronic mail to “talk” to each other. An essay in this book, **Hu Sitfa La Loglandias?** (*Where is Loglandias?*), addresses the computerized nature of Loglan and its speakers.) Its body of literature is also small, mostly short stories and poems, some original, some translated. So why bother to learn Loglan? Because more than any other constructed language—and for that matter, most natural languages other than English—Loglan has something for everybody.

Language study usually appeals only to linguists, travellers, and those with an artistic or poetic bent. Loglan does so too, but it also has something to offer logically and scientifically inclined people: training in precise, logical thought. Beyond this, some feel that Loglan may prove useful for communicating with computers. Indeed, about a third of all Loglanists are involved in computer science; most of them are researching artificial intelligence and related subjects.

What about people who like to travel? What if you're looking for an education? Loglan represents not just a new country, but a new world: It will turn your present universe upside- down. It should also enable you to experience other world views more directly. Whether you're a teacher or a student, it seems a trip worth taking.

For writers and poets the appeal is even more obvious: Loglan represents a blank slate, waiting for pioneers to create new kinds of literature, to coin new words and metaphors. Its combination of the logical and the intuitive will challenge the artistic soul.

Why bother? Why indeed? If you want to explore a new world, or to better appreciate your old one—if you are willing to try, or at least to have a look—read on.

Le Danci je levi bukcu

The Format of this book

Each lesson begins with **Lo Mipli Steti** (*Example Sentences*), which introduces the main topic. These sentences will sometimes form a dialog, though often I'll use simple sentences to demonstrate a feature more efficiently. Literal translations should help you understand new concepts and constructions. After you've had time to get used to new material, though, it will be translated by shorter, more natural wording, so you can concentrate on the next subject. Most sentences will be followed by one or more numbers. These refer to the notes in the next section which explain the grammatical and logical questions the sentences bring up. **Lopo Lengu Klimao** (*Language Explanations*) tells how the sentences work and gives you a chance to produce some sentences of your own. In each lesson after the third, two other sections appear. **Lopo Purmao** (*Word-making*) helps enlarge your vocabulary. Then **Lo Nurvia Logla** (*Visible Loglan*)

provides a more detailed sample of the language, followed by **Lo Kenti** (*Questions*) about the reading. Finally, every lesson ends with a summary of the grammar and **Lopo Lenbatmi Cirduo** (*Translation Exercises*).

Lo Mipli Steti will introduce mostly grammatical features and Little Words; **Lopo Purmao** and **Lo Nurvia Logla** will concentrate on vocabulary. There are two reasons for this. First, you will be able to focus on learning one type of thing (grammar or vocabulary) at a time. Second, if you're primarily interested in understanding the concepts, not in learning the language, you should be able to keep track of the ideas without mastering much vocabulary. (This is a shallow approach, but one I'm well aware some will take. If you must learn only a bit of Loglan, learn it well; if you misrepresent Loglan, you may interfere with its experimental goals.) When you finish a section, review it to make sure you've mastered the points it presents.

Lopo Brecea

Preparation

The following material is an overview of Loglan pronunciation and word classes. Don't try to memorize it all now; just leave a bookmark here and re-read this from time to time.

Lopo Soncue

Pronunciation

Consonants:

b, d, f, g, h, k, l, m, n, p, r, s, t, v, z as in English.

c is like English *sh* in *sheep*. (This would be written **cip** in Loglan; *ch* as in *cheap* is spelled **tc**: **tcip**.)

j as in English *measure* (**mejr**). (English *j* in *jelly* is spelled **dj**: **djeli**.)

The following sounds occur rarely, and then only in names:

q as English *th* in *theory* (**qiri**) (NOT as in *the*)

x as *ch* in Scottish *loch* (**lox**) and German *Bach* (**Bax**) (This is a throat-clearing sound produced by positioning your mouth for a *k*, then making a strong *h*-sound instead.

About the only place you'll encounter this letter is in the word **Xaiykre** (X-ray).)

There are no silent letters. **H** is always pronounced separately; **ch**, **ph**, **sh**, and **th** represent two sounds each, as in English *wash-house* (**uachaos**), *mop-head* (**maphed**), *mis-hear* (**mishir**), and *sweetheart* (**suithart**). **G** and **s** are always pronounced as in *go* (**go**) and *say* (**sei**), never as in *gem* (**djem**) and *rose* (**roz**). **Ng** is pronounced as in *finger* (**fingr**), that is, as an *ng*-sound followed by a normal *g*.

Vowels:

a as in *call* (**kal**) or preferably as in Spanish *casa* (**kasa**)

e as in *bet* (**bet**)

i as in *machine* (**macin**) (before vowels, may be pronounced as *y* in *yard* (**iard**))

o as in *code* (**kod**)

u as in *rune* (**run**) (before vowels, may be pronounced as *w* in *way* (**uei**))

y as in *sofa* (**sofy**) or *but* (**byt**)

The following sound, like **q** and **x**, above, is rare and restricted to names:

w as in French *une* (Position your mouth to make a **u**, then make an **i** instead.)

These are pure or continental vowels: don't put a **y** sound after **e** and **i**, or a **w** after **o** and **u**. Cut the vowels short to begin with, stopping before you add the glides (**y** and **w**) which are characteristics of English. The one exception is that **e** before a vowel will have a **y** glide: **mea** (as in *mea culpa*) is pronounced *may-ah*.

When **l**, **m**, **n**, and **r** aren't next to a vowel (that is, when they're between consonants or after a consonant at the end of a word) and when they are doubled, they are pronounced vocally, as in English *bottle* (**botl**), *bottom* (**batm**), *button* (**bytn**), and *carver* (**karvr**). An example of a doubled letter would be **retroviri** (*retrovirus*), pronounced *re-tr-o-VI-ri*. Without doubling, this would be pronounced *re-tro-VI-ri*.

Diphthongs:

ai as in *aisle* (**ail**)

ei as in *eight* (**eit**)

oi as in *noise* (**noiz**)

ao as *ou* in *house* (**haos**) or as in *Mao* (**Mao**)

All other vowel combinations are pronounced separately, except for **i-** and **u-**groups, where **i** and **u** may be pronounced as **y** and **w**. Be especially careful in pronouncing double vowels not to put a break between them: **saa** should be pronounced **SAa** or **saA**, not ***SA,a** or ***sa,A** (the asterisk means that these forms are ungrammatical). You must accent the first or second vowel of a double-vowel pair, but let the vowels glide together

without interruption. It's like stretching a syllable in a song by giving it two beats instead of just one.

If you want to break a diphthong into two separate sounds, put a comma between the vowels. The name *Lois*, for example, would be written **Lo,is** in Loglan.

Le Logla Nu Letra

The Loglan Alphabet

It's more important to know the alphabet in Loglan than it is in most languages, but the names of the letters are easy to remember.

For Lowercase Letters:

Consonants add **-ei**: **bei, cei, dei** (**b, c, d**)

Vowels add **-si**: **asi, esi, isi** (**a, e, i**)

For Uppercase Letters:

Consonants add **-ai**: **Bai, Cai, Xai** (**B, C, X**—remember **Xaiykre**?)

Vowels add **-ma**: **Ama, Ema, Ima** (**A, E, I**)

Note that upper- and lowercase letters are different in Loglan.

Lo Purda Klesi

Word Classes

There are three types of words in Loglan: *Little Words*, *predicate words*, and *names*.

Little Words provide grammatical information: number, tense, etc. The English equivalents are numbers, pronouns, conjunctions, and some prepositions and adverbs.

Simple Little Words consist of one or two vowels (**e** *and*; **ei** *Is it true that...?*) or a consonant followed by one or two vowels (**mi** *I*; **nia** *while/during*).

You can accent Little Words or not, as you please. However, if you accent a Little Word right before a predicate, you have to pause between them: **levi** (or **LEvi**) **BUKcu** (*this book*) may be pronounced pauselessly, but **leVI**, **BUKcu** must have a pause between the two words.

You can pick out Little Words in another Loglanist's speech because they end in a vowel and have no consonant clusters (see *predicate words*, below).

Predicate words are content-words; they refer to a complete concept, and are roughly like the nouns, verbs, adjectives, and adverbs of English. All predicate words contain at least one consonant cluster (two or more consonants placed together, as **st**, **bl**, and **nd**), end in a vowel, and are accented on the next-to-last syllable. Examples: **LOGla** (*part of the Loglan language*), **breCEa** (*get ready*), and **atHomi** (*atom*). (The **h** was inserted in *atom* to create a consonant cluster.) Sometimes **-y-** is inserted between consonants to make them easier to hear correctly, as in **ficyjanto** *goes fishing for*_. (Try saying that without the **-y-**!) It is always used to avoid double consonants (as in **mekykiu** *is an*

eye-doctor treating _for _with _). In any case, *-y-* is unaccented, so this last word is pronounced either *MEK-uh-kyoo* or *mek-uh-KEE-oo*, depending on what you do with the *i*. The consonant clusters in these two words are **cj** (**ficyjanto**) and **kk** (**mekykiu**): the *-y-* doesn't break up clusters, it just makes them easier to pronounce.

You can always tell when you hear a predicate word in speech because it will begin with a consonant cluster (**brecea**), with a syllable which ends in a consonant (**athomi**, **mekykiu**), or with a consonant followed by one or two vowels and a consonant cluster (**LOGla**, **saadjja**). (There is no “correct” way to divide a word such as **logla** into syllables; you may say **LO-gla** or **LOG-la**. This doesn't affect resolution: the first pronunciation resolves like **saadjja** and the second like **athomi**, by the rules given above.) Note that *-y-* counts as a consonant when you're resolving words: in more advanced Loglan, you will encounter Little Words prefixed to predicates with *-y-*, as in **guypli** (someone who uses *gu* instead of pauses).

In any event, the predicate word will end on the syllable after the accent. This is why you have to pause between a stressed little word and a predicate: ***leVibreCEa** would be heard as **le *vibre cea**; **leVI**, **breCEa** resolves easily, and means this one who is getting ready. (The asterisk [*] marks an ungrammatical expression or a non-existent word.) **LevibreCEa** also resolves uniquely as **levi breCEa**.

(Knowing that **levi** is one word, not two, is a trivial matter: **le** forms compounds with most little words. However, there is no difference in meaning; it's just one of those habits which speakers impose on their language. The number of such rules is small, and we'll get around to all of them eventually.)

The basic predicate words (*primitives*) of Loglan have five letters, and are like **brudi** (*brother*) or **matma** (*mother*) CCVCV or CVCCV, where C is a consonant and V is a vowel. These words are derived from English and other languages, so most of the time you'll find something you can recognize in each primitive.

Names are just that: names of particular people, places, and things. Many names are borrowed from other languages; some are created on the spot within Loglan. Names end in a consonant, and are always followed by a pause in speech or either a comma or period (at the end of a sentence, of course) in writing. If a name ends in a vowel (*Joe*), add -s (**Djos**). Examples: **Djan** (*John*), **Anas** (*Anna*).

Names usually are accented on the next-to-last syllable, just like predicate words. If you want to place the accent elsewhere, you may do so, but when writing the name, place an apostrophe after the accented vowel or an acute accent over the vowel, as in **Ua'cintyn/Uácintyn** (*Washington*), **Pari's/París** (*Paris*). This last name would be pronounced in the French way (**pari**), but since all names must end in a consonant, we add an -s. Note also **Romas** (*Rome*) and **Mari,as** (*Maria*—the comma prevents this from becoming *Marya* by separating the *i* and the *a*). Loglan follows the person's or area's own pronunciation as much as possible.

When someone pauses after a consonant in Loglan, it means you've just heard a name go by. More helpfully, names always follow **la**, **hoi**, **hue**, or a pause. Predicates may be used as names, but if so, they always follow **la** or **hoi**, and end with a pause, so you shouldn't have trouble picking them out.

Lopo Taksai

Pause

A summary of when you have to pause in speech or put a comma in writing:

1. After a name: **La Djein, bi le kicmu** (*Jane is the doctor*).
2. Between an accented little word and a predicate: **leVI, bukcu** (*THIS book*).
3. Before words which begin with a vowel (this pause is not normally written): **la[,] Erik**.
4. Before certain conjunctions: **Ridle, e cirna** (*Read and learn*). (I'll explain this later, when it will actually make sense.)

Lesson 1: Fill in the Blank

Lo Mipli Steti

Example Sentences

(See the section on Pronunciation on pages 6–8.)

1. **Mi mrenu¹**

I am-a-man.

2. **Tu humni^{2,3}**

You are-human.

3. **Tu takna⁴ mi (ba)⁵**

You talk-to me [about] (something).

4. **Mi takna ba⁶ ti**

I talk-to someone [about] this-one.

5. **Mu godzi ta ti**

We go-to that-one [from] this-one.

You and I go there from here.

6. **Ei⁷ tu takna mi?**

Is-it-the-case-that you talk-to me?

Do you talk to me?

7. **Ia, mi takna**

Certainly, I talk.

8. **Ei tu pa⁸ takna?**

Is it the case that you before talk[ed]?

Did you talk before?

9. **No, mi pa takna**

It's-not-the-case-that I before talk[ed].

(No,) I didn't talk before.

10. **Tu favi takna**

You will-here talk.

11. **Ta he?⁹**

That is-/does-what?

What is that? What does that do?

12. **Ta humni**

That is-human/is-a-human-being.

13. **Ei ba vi bukcu?**

Is it the case that something here is-a-book?

Is there a book here?

14. **Ia, ba bukcu vi.**

Certainly something is-a-book here.

Lona Cninu Purda

New Words

(See sections on Little Words and predicate words on page 10.)

Predicate words (Accented on second-to-last syllable)

bukcu _ is a book about _ by author _

godzi _ goes to _ from _ by/over route _

humni _ is human/a human being

mrenu _ is a man, an adult male human being

takna _ talks to _ about _

Clue words

(*book* [**BUK**])

(*go* [**GO**])

(*humanity* [**HiUMeNIti**])

(*men* [**MEN**]; Sp *hombre*

[**oMbRE**])

(*talk* [**TAK**])

Little Words

Arguments

mi I/me

tu you

mu you and I/me (a mixture of **mi** and **tu**)

ti this/these one(s) Note that these are used alone, not in front

ta that/those one(s) of another word, as in *this book* or *that doctor*.

ba something x

Miscellaneous

ia certainly [it's true that...]

ei is it the case that...?

he is/does what?

fa will, shall, after, later

na	now
no	it is not the case that...
pa	before, earlier
vi	here

Lopo Lengu Klimao
Language Explanations

Predicates are at the heart of most Loglan utterances: they tell what is being done. In the first sentence, I claim to be a man. In the second, I claim that you are human (I suppose you are).

Notice that predicates have blanks: *_ is a man*, *_ is human*, etc. The blanks are filled in with words called *arguments*. Each predicate is a blueprint of a complete sentence or thought. The predicate shows what is happening; the arguments indicate who or what is involved. If you stick with simple sentences, speaking Loglan is just a matter of filling in the blanks.

•

Notes:

1. The form of Loglan predicate words doesn't change according to how you fill in the blanks. The verbs in the English translations of the predicates (*is, goes, gives, talks*) are in the third person: *he/she/it is/goes/gives/talks*. This is only how they are defined, however; **humni**, for example, remains the same no matter how you fill in the blank:

Mi humni I am human.

Mu humni We are human (beings).

Tu humni You are human.

Ti humni This one is human. These ones are human. (This depends on how many people **ti** refers to.)

2. While Loglan can make the singular/plural distinction, it often does not. In this it follows languages such as Chinese and Japanese. We won't cover the plural for several lessons, so you should have enough time to learn to think like a Logli rather than like an English-speaker. Of course, you may transfer your English speech habits to Loglan, but it is stylistically awkward to do so.

3. There is no noun/verb/adjective distinction in Loglan. **Humni** means *_ is human* (adjective) or *_ is a human being* (noun). As far as Loglan is concerned, they are the same thing. Likewise **takna** means *_ talks/is a talker to _ about _*. This probably seems trivial to you now, but remember it: it is one of the basic differences between Loglan and English.

4. No prepositions are necessary. This is because you're just filling in the blanks. **Takna** means *_ talks to _ about _*; you don't have to say *to* and *about* in Loglan, because they are

already included in the meaning of the predicate and stand outside of the blanks. This greatly simplifies Loglan. One of the hardest tasks for anyone learning a language is remembering which preposition to use.

5. Don't worry about filling in all the blanks (see sentences (3) and (4) at the beginning of the lesson). It's usually a good idea to do so, but if it would be awkward or too long—or if you simply don't know what to put—leave it out! **Tu takna** means simply *You talk/are a talker*. If you do leave a blank, though, don't put anything else after it. **Mi takna _ ti** will be heard as **Mi takna ti _**: *I talk to this [person]*. Also, you will need to fill in the first blank; as we'll see in the next lesson, a predicate without its first argument is a command: **Takna!** (*Talk!*).

6. If you want to leave a blank and continue with the predicate (as in sentence (4)), you'll have to fill the blank with something, and that's just what the little word **ba** means: *something or someone*. So you could say **Mi takna ba ti** (*I talk to someone about this*). There are four words in this series (**ba**, **be**, **bo**, **bu**); fill in the first blank with **ba**, the second with **be**, and so on. For example, if you're really in a vague mood, you can say **Ba takna be bo**: *Someone talks to someone about someone/thing*. **Ba** and kin are called *non-designating variables* because they don't refer to a specific person or thing, unlike **mi**, **tu**, **mu**, **ti**, and **ta**, which do refer to someone or something in particular.

This is also an easy way to handle passive constructions: *It is talked about* becomes *Someone talks to someone about it* (**Ba takna be ti**). We'll find a quicker way to do this in the next lesson.

7. Sticking **ei** in an utterance makes it a question: **Ei tu takna mi?** *Are you talking to me?* Answer with **No**, (*It's not the case [that]*) or **Ia** (*Certainly it's true [that]*): (**No,/Ia**) **mi takna tu** (*It's not the case that/Certainly it's true that*) *I talk to you.* (Note: the comma after **No** makes the **no** apply to the whole sentence; without the comma, **no** would negate only the next word: **No mi takna tu** *I'm not the one talking to you.* For now, use the comma.)

Although you can put **ei** anywhere in a sentence, most Logli place it at the beginning.

8. Tense is optional in Loglan, as it is in several other languages. If you don't specify when something happens, it's assumed that it either has happened, is happening, or will happen. To be more specific, put **na** (*now*), **pa** (*before, past, previously*), or **fa** (*after, future, later*) in front of the predicate:

Mi na takna *I am now talking.*

Mi pa takna *I was talking/I talked.*

Mi fa takna *I will talk.*

You can tell where something happens, as well as when. The little words **vi** (*here*), **va** (*there*), **vu** (*yonder, over there, far away*) work like the tense words:

Mi vi takna *I talk here.*

Mi va takna *I talk there.*

Mi vu takna *I talk over there.*

(The last two sentences may seem unreasonable: How can I now be speaking anywhere but here? Even ignoring the possibility of a recording or voice transmission, the sentences are still understandable, because there is no indication of time. It may be that I did talk there or will talk there.)

These words are called *inflectors*. Like **ei**, they can go anywhere in the sentence, though for now you should put them either in front of the predicate or at the end of the sentence (**Mi takna na/vi**). You can mix time and space words in any order, though if you place two or more side by side, you should write them as a single word; sentence (10) could also be **Tu vifa takna** or **Tu takna favi**. The slight difference in emphasis is hard to convey in English.

9. **He** asks for a claim about something: **Ta he?** *Make a claim about what that is or does.* Although it looks like a Little Word, not a predicate word, grammatically **he** is a predicate; you can do anything with it that you can do with any other predicate. Note: **Tu he?** (*What are you?*) is often used for *How are you?* In first meetings, however, it could easily mean *What do you do (for a living)?*

In the next lesson, you'll find out how to give orders and express your attitudes. (**Ui!** *Whee!*)

Summary: Lesson 1

1. *Predicates* make claims about the world. They are like patterns for complete sentences with blanks for the people/objects referred to.

2. *Arguments* fill in a predicate's blanks.
3. There is no noun/adjective/verb distinction in Loglan. Other obligatory features of English, such as plural forms, may be avoided.
4. You don't have to fill in all of a predicate's blanks, but you must end the sentence after the first unfilled blank. You can skip a blank by filling it with one of the *non-designating variables* **ba**, **be**, **bo**, or **bu**.
5. An utterance is made into a question by putting **ei** in it.
6. You may specify when the claim is true by using **pa** (past), **na** (present), or **fa** (future) either before the predicate or at the end of the sentence. You may also localize the claim with **vi** (*here*), **va** (*there*), or **vu** (*yonder*). These words are called *inflectors*. When you use inflectors side by side, write them as a single word.
7. **He** is an interrogative predicate, acting as a blank for you to fill in.

Lo Cninu Purda

(This is a list of all the vocabulary for this chapter, including both new words and the ones given at the beginning of the chapter. This section will be absorbed into the reading vocabulary from Lesson 3 on.)

Predicate words

bukcu _ is a book about _ by author _

cirna _ learns subject _ from source _

Clue words

(*book* [BUK])

(*learn* [IRN])

ditca _ teaches subject _ to _	(<i>teach</i> [tITC])
durzo _ does _ to _	(<i>do</i> [DU])
fumna _ is a woman	(<i>woman</i> [uUMN]; <i>feminine</i> [FeMiNin])
godzi _ goes to _ from _ over route _	(<i>go</i> [GO])
humni _ is human/a human being	(<i>humanity</i> [HiUMeNiti])
madzo _ makes _ from material(s) _	(<i>made</i> [MeiD])
mrenu _ is a man, an adult male human being	(<i>men</i> [MEN]; Sp <i>hombre</i> [oMbRE])
ridle _ reads _ from/in/on _ (a book, sign, etc.)	(<i>read</i> [RID]; <i>legible</i> [LEdjibl])
takna _ talks to _ about _	(<i>talk</i> [TAK])

Little Words

Arguments

mi I/me

tu you

mu you and I/me (a mixture of **mi** and **tu**)

ti this/these one(s) Note that these are used alone, not in front

ta that/those one(s) of another word, as in *this book* or *that doctor*.

ba/be/bo/bu something x/y/z/h

Miscellaneous

ia certainly [it's true that...]

ei is it the case that...?

he is/does what?

fa will, shall, after, later

na now

no	it is not the case that...
pa	before, earlier
va	there (by you)
vi	here
vu	yonder, over there, far away

Lopo Lenbatmi Cirduo

Translation Exercises

Cover the right side with a card; when you're through translating into English, go back and translate into Loglan. (If you have an above-average memory, and this seems too easy, try switching after 10.)

1. Mi mrenu.	I'm a man.
2. Ei tu fumna?	Are you a woman?
3. Mu humni.	We are human.
4. Mi ditca ti tu.	I teach this to you.
5. Ei tu pa cirna ti?	Did you learn this?
6. No, mi fa takna ba ta.	I won't talk to anyone about that.
7. Ba madzo be ti.	Someone makes something out of this.
8. Mi fa durzo ti.	I will do this.
9. Ei tu na ridle ti?	Are you now reading this?
10. Ia mi ridle ti.	Certainly, I read it.
11. Ei tu ditca?	Are you a teacher?
12. No, mi ditca.	It is not the case that I'm a teacher.
13. Tu he?	What are you?

- | | |
|-----------------------------|---------------------------------------|
| 14. Mi cirna. | I'm a learner/student. |
| 15. Ei ba ditca vu? | Is there a teacher over there? |
| 16. No, ba ditca vu. | No, there isn't a teacher over there. |
| 17. Mi ridle ta fa. | I [will] read that later. |
| 18. Ta he? | What is that? |
| 19. Ta bukcu. | [It's] A book. |
| 20. Ei ta bukcu tu? | Is that a book about you? |
| 21. Ti bukcu ba mi. | This is a book about something by me. |

Lesson 2: Command Performances

Lo Mipli Steti

1. **Ridle¹ ti!**

Read this!

2. **Ridle ti, eo².**

Read this, please.

3. **Eo³ mi ridle ta?**

Please, [may] I read that?

4. **Ea⁴ [mu] godzi.**

Let's [you and I] go.

5. **Ai⁵ no,⁶ mi durzo⁷ ti.**

I-intend-that not I do this.

I refuse to do this.

6. **Ai [tu]⁷ logla⁸ cutse!**

I-intend-that [you] Loglan say!

I intend you to speak Loglan!

7. **No⁹ takna va¹⁰ mi!**

[Don't] talk around/near me!

8. **No takna va gu¹¹ mi!**
 [Don't] talk there [,] [to] me!

9. **Durzo ta fa¹²!**
 Do that later!

10. **Eo nu¹³ takna mi.**
 Please [switch first two blanks] be-talked-to-by me.
 Please let me talk to you.

Lona Cninu Purda

Predicate words

cutse _ says _ to _

gudbi _ is better than _ for/in _

logla _ is a part/example of the Loglan language

Clue words

(*say* [SEi])

(*good* [GUD])

Little Words

ai I intend that _ (Strong intention indicator; see note 5.)

ea Let's/I suggest that we _ (See note 4.)

eo please (See notes 2 and 3.)

gu , (spoken comma; see note 11.)

nu [switches first and second blanks] (See note 13.)

oa it is necessary that _/_ must _ (Strong obligation indicator; see note 5.)

Lopo Lengu Klimao

Notes:

1. When you leave off the first argument of a predicate, the result is a command. That's all there is to it. Notice, however, that commands are not claims in most logics. (Think about it: is *Read this!* true or false? The person you're talking to may obey or not without affecting the fact that you gave the order.)

2. **Eo** (*please*) softens commands. This word is like **ei** (note the resemblance) in that it can be placed anywhere in an utterance without changing the general meaning. Such words are called *free modifiers*. They comment on the word they follow, or on the sentence as a whole if they are placed at the beginning. Except for **gu** and the passive markers, all little words introduced in this lesson are free modifiers.

3. **Eo** may be used in a regular sentence to ask permission: May I/he/she/etc.?

4. **Ea** suggests doing something. It implies **mu** as the first argument. Including **mu** (**Ea mu godzi**) is slightly more polite, because you are, in effect, ordering yourself as well as your audience. If you leave the **mu** out, you imply that you are going to act, and your listener can join in or be left out. Although you can technically put **ea** anywhere in the utterance, it's usually best to put it first; this clearly announces your intentions.

5. Words like **ai** indicate your attitude toward an event. Note the difference between reporting an intention (It is true that I intend you to do this.) and merely expressing your attitude toward an event (You shall (I insist!) do this.). There are three groups of attitude indicators in Loglan, but they are systematically arranged for ease of learning. The

a-series shows intention; the **i**-series, likelihood; and the **o**-series, obligation. Within these three groups, there are four levels (from strongest to weakest): **-a**, **-o**, **-i**, and **-u**. (The **a**- and **o**- series are slightly irregular. To avoid ***aa** and ***oo**, **ai**, **ae**, and **oe** were introduced.)

a- (intention)	i- (conviction)	o- (obligation)
ai I intend to	ia certainly	oa I/you must
ao I want to	io probably	oe I/you should
ae I hope to	ii perhaps	oi I/you may
au I don't care	iu Who knows?	ou it doesn't matter

Ae translates the “ungrammatical” use of *hopefully*: **Ae ta fa ridle ti. Hopefully [It is hoped that] that one will read this.** When you're stuck for a word in the middle of a conversation, you can use one of these words as an *uh...* Be careful which word you choose; **ii** is usually safe.

6. **Ai no**, (note the comma) means *I intend not, I refuse!*—but only at the beginning of an utterance. As mentioned in note 2, above, free modifiers such as **ai** modify whatever they follow, or the utterance as a whole if they are placed before it. If you want to show refusal in a negative sentence you have already begun, place **ai** after the word you want to underline: **No, tu ai fa godzi** *You (I insist!) will not go. I refuse to let you go.* (I may let someone else go, but not you.) This effect is often best translated in English by simple underlining or spoken stress.

Exercise 2.1 Translate from Loglan to English and back again. Note which words are being emphasized.

- | | |
|--------------------------------------|---|
| 1. Ii ta kamla | Perhaps that one comes. |
| 2. Mi eo godzi? Oi. | May <i>I</i> go? Yes. [You may.] |
| 3. No, mi durzo ta eo. Oi no. | May I not do <i>that</i> ? You are allowed not to. |
| 4. Mi godzi na eo? | May I go <i>now</i> , please? |
| 5. Tu na au godzi. | Who cares if you go <i>now</i> ? It doesn't matter if you go <i>now</i> . |
| 6. Oa cirna ti! | You must learn this! |
| 7. Oa no durzo ta! | You must not do that! |

7. The difference between **Ai logla cutse!** and **Ai tu logla cutse!** is one of degree: In the first, you're ordering someone to obey, while in the second, you're saying that you'll see to it that your prediction comes true.

8. Placing two or more predicates together produces a new predicate. Thus,

cutse _ says _ to _

logla cutse _ "Loglan-says" _ to _ (speaks/says _ to _ in Loglan)

ridle _ reads _ from/in/on _

bukcu ridle _ "book-reads" _ from/in/on [book] _

Note that the place structure (the order and meaning of the blanks) follows that of the last predicate word (**cutse** and **ridle**).

9. Placing **No** in front of a command creates a negative command: *Don't _!* As we saw in Lesson 1, this is also the way to negate a regular sentence: **No, mi pa cutse ta** (*It is not the case that I said that.*) The pause comma is not generally necessary after **no** in commands, because there's no first argument for it to negate.

10. Tense and locator words (inflectors) act as prepositions before any argument they precede: **vi ta** *in there*, **na ti** *at this [time]*. This is why you should use them as adverbs only before a predicate or at the end of an utterance; otherwise they may fool you by absorbing an argument.

11. The Little Word **gu** “shuts off” the word or phrase it follows, so that (in this case) an inflector will no longer absorb the next argument. Be careful, though: **gu** only shuts off whatever is most recent. Often a phrase will end in a word that needs to be shut off with **gu**—but then you find that the phrase itself needs to be shut off! You may need to use several **gus** to end some phrases. (More elegant solutions exist, as we'll see later.)

12. Don't put inflectors before predicates used as commands; put them at the end of the utterance. (We'll see why in lesson 16.)

13. **Nu** creates a new predicate (I repeat, a new predicate) out of the next predicate word. This is called *conversion*, and **nu** is sometimes called the *first passive*—a term which, as we shall soon see, is misleading. The converted predicate is like the original, except that the old first and second blanks change places. This is often like the passive voice in English: **Mi pa madzo ta** *I made that* becomes **Ta pa nu madzo mi** *That was made by me*. But this doesn't always work: **Ti bukcu ta** *This is a book about that* can't

be made passive in English: **Ta nu bukcu ti** **That is about-booked this (That is the subject of this book).*

There are two other conversion operators:

Fu works like **nu**, but it exchanges the first and third blanks of the original predicate. **Ei tu fu bukcu?** *Are you an author (book-writer)? (fu bukcu _ is a book-writer on topic(s) _ in book(s) _.)*

Ju also works like **nu**, except that it trades the first and fourth blanks. **Hu pa ju godzi?** *What was the route? (ju godzi _ is a route for going to _ from _ , a route used by _.)*

Although conversion creates a separate predicate, the new predicate still refers to the same concept as the original predicate. **Fu bukcu** is not just any author, but a book-writer. **Fu takna** is something talked about, not a subject in general.

Summary: Lesson 2

1. Dropping the first argument of a predicate produces a command. Don't put inflectors (**fa**, **na**, etc.) directly in front of the predicate.
2. **Eo** (*please*) softens commands, while **ea** (*let's*) creates a suggestion which often includes the speaker.
3. A command beginning with **No** means *Don't _!* **No takna!** *Don't talk!* Similarly, **No**, before a sentence negates it: **No, ta ditca** (*It's not the case that that's a teacher.*). This

sentence does NOT mean what a literal translation suggests (*No, that's a teacher.*); we'll see in Lesson 4 how to say **No**, ... in Loglan. Note that the pause comma is not necessary in commands because the first argument is omitted.

4. Attitude indicators such as **ai** (*I intend to/that*) show how the speaker feels about a statement or command.
5. Placing one predicate word in front of another one creates a new predicate: **Ta gudbi ditca** (*That's a good teacher.*).
6. *Free modifiers* are a class of words which may be placed practically anywhere in a sentence without greatly altering its basic claim. They modify the word they follow, or the utterance as a whole if placed before it.
7. Inflectors act like adverbs when before predicates and at the end of an utterance, but like prepositions when before arguments.
8. The Little Word **gu** shuts off inflectors so that they don't absorb the next argument.
9. *Conversion operators* act on predicate words to create new predicates with differently-ordered blanks. **Nu** creates a predicate whose first two blanks are the reverse of the original predicate word, while **fu** predicates have the original first and third blanks reversed, and **ju** predicates reverse the first and fourth. For example:

godzi _ is a goer to destination _ from starting-point _ over route _
nu godzi _ is a destination of goer _ from starting-point _ over route _
fu godzi _ is a starting-point to destination _ of goer _ over route _
ju godzi _ is a route to destination _ from starting-point _ of goer _

Lo Cninu Purda

Predicate words

cutse _ says _ to _
gencue _ repeats _/says _ over to _
gleca _ is a part/example of the English language
gudbi _ is better than _ for/in _
kerju _ takes care of _
logla _ is a part/example of the Loglan language
logmao _ Loglanizes _; _ translates _ into Loglan
redro _ is redder than _
saadja _ understands the meaning of sign/symbol _

Clue words

(*say* [SEi])
 [GENza CUtsE = again-say]
 (*English* [inGLiC])
 (*good* [GUD])
 (*care* [KER])
 [LOGla MAdzO =
 Loglan-make]
 (*red* [RED], Sp *rojo* [ROxo])
 [SAnpA DJAno =
 sign-know]

Little Words [For attitude indicators, see note 5]

ea Let's/I suggest that we _ (free modifier)
eo please; may _? (free modifier)
toa that remark/statement
toi this remark/statement

Lopo Lenbatmi Cirduo

- | | |
|-----------------------------|---|
| 1. Logmao toi, eo. | Loglanize <i>this statement</i> , please. |
| 2. Ei ba gleca cutse va mi? | Does anyone speak English around me? |
| 3. Ta he ditca? | That's what kind of teacher? |
| 4. Ta ridle ditca. | That's a reading teacher. (A teacher who reads) |
| 5. Ta redro he? | That's a red what? (What is that red thing?) |
| 6. Ta redro bukcu io. | That's a red <i>book</i> , I think. |
| 7. No ridle ta na! | Don't read that now! |
| 8. No, mi pa ridle ta. | I didn't read that. |
| 9. No pa mi ridle ta. | Don't read that before I do! |
| 10. Mi fa durzo ta. | I will do that. (Prediction) |
| 11. Mi ai durzo ta. | I will do that. (Intention) |
| 12. Ea mu logla cutse. | Let's speak Loglan. |
| 13. Gencue eo toa. | <i>Repeat</i> that, please. |
| 14. Ei tu saadja toi? | Do you understand this remark? |
| 15. Ae mi saadja toa. | I hope I understand that remark. |
| 16. Kerju tu! | Take care of yourself! |
| 17. Ai mi kerju mi. | I intend to take care of myself. |
| 18. Ae no durzo ta. | I hope you don't do that. |
| 19. No durzo ae ta. | I hope you don't do <i>that</i> . |

Lesson 3: Getting into Arguments

Lo Mipli Steti

1. **Kie¹ Le² ialdo brudi kiu Tu ridle**
(The-one-which-seems-to be-an-older brother) You read

ba hu³?

something [from] what?

([The] older brother) What are you reading [from]?

2. **(Le logcirna) Nahu⁴ tu pa nengoi? Ti logla**
(The Loglan-learner) At-what you before come-in? This is-a-Loglan
bukcu.

book.

The beginning Loglanist: When did you get in? This is a Loglan book.

3. **(bei⁵) Ua. I⁶ ei le bukcu ga⁷ treci?**
(b) Oh. And [?] the book [predicate follows] is-interesting?
b: Oh. And is the book interesting?

4. **(lei) Ia, levi⁸ bukcu ga treci. I- buo⁹ letu¹⁰ bukcu**
(l) Yes, the-here book [] is-interesting. And- however your book....
l: Yes, this book's interesting. But your book...

5. (bel) Irea beo¹¹ tcure clesi. Ibuo
 (b) [And]-Of-course beta is-picture- without. [And]-However

ei tu feu saadja letu bukcu?

[?] you in-fact understand your book?

b: Of course, it doesn't have pictures. But do you really understand your book?

6. (lei) Ia. Ibuo hu gleca sanpa li,¹² hasfa, lu?

(l) Yes. [And]-However what is-an-English sign-for “ hasfa ”?

l: Yes. But what does “hasfa” mean in English?

7. (bei) Li, hasfa, lu logla sanpa

(b) “ Hasfa ” is-a-Loglan sign-for

lie¹³ gleca, house, gleca.

[foreign quote, next word is right quote] [right quote] house [right quote].

b: “Hasfa” is Loglan for “house.”

Lona Cninu Purda

Predicate words	Clue words
brudi _ is a brother of _ through parents _	(<i>brother</i> [BRyDr])
clesi _ is without/less _	(<i>less</i> [LES])
hasfa _ is a house	(<i>house</i> [HAoS]; Sp. <i>casa</i> [kASA])
laldo _ is older than _ by amount _	(<i>old</i> [oLD])
logcirna _ learns Loglan from _	[LOGla CIRNA = Loglan-learn]
nengoi _ enters/goes into _ from _	[NENri GODzI = in-go]

sanpa	_ is a sign meaning _ to _ and prompting behavior _ under circumstances _	(<i>sign</i> [SAiN])
tcure	_ is a picture of _ by _	(<i>picture</i> [pikTCR]; Sp. <i>pintura</i> [pinTURa])
treci	_ is interesting to _ in feature(s) _	(<i>interest</i> [inTyREst])

Little Words

bei	the lowercase letter b (see note 5)
beo	the lowercase Greek letter beta (β ; see note 11)
buo	however, in contrast to what has been said (free modifier)
ga	[indicates that the predicate is about to begin; see note 7]
hu	what? (interrogative argument)
I	And (begins a follow-up sentence)
le	the one I mean which seems to _ (see note 2)
lei	the lowercase letter l (see note 5)
li	“ (Left quotation mark; see note 12.)
lu	” (Right quotation mark; see note 12.)
rea	of course, clearly, obviously (free modifier)

Lopo Lengu Klimao

This lesson covers two new types of arguments: descriptions and letter pronouns. We'll also look at another of Loglan's peculiarities—spoken punctuation marks.

Notes:

1. In Loglan we speak our punctuation marks, and **kie** and **kiu** are spoken parentheses. Parenthetical remarks are used to comment on a statement or give further information about it. Here, they identify the people speaking the dialog. You may use **kie** or (, and **kiu** or) in writing, but you must say **kie** and **kiu** when speaking or reading aloud. When writing, pick either the word or the symbol and stick with it—**kie...**) and (**...kiu** look weird.
2. **Le** turns a predicate into an argument that refers to what someone/-thing appears to be: **le lerci** = *the one(s) I mean which seems to be a letter [to _from _ about _]*. Notice that this is a matter of appearance: it could be some study notes. You're just calling it a letter for purpose of discussion. Whether it is a letter is unimportant; the question is, can your audience locate it based on the term you use?

Note that **le** shuts off a predicate's blanks. Otherwise, you'd have to fill in every blank for such predicates, and you'd never finish a sentence! There are ways to turn the blanks back on, as we'll see later. Also keep in mind that Loglan doesn't force a singular/plural distinction; **le lerci** may refer to one or several. The only way to specify number is with a regular number or with a quantifier such as English *many*.

3. **Hu** is an interrogative argument. It asks for an argument for which some claim is true: **Hu lerci?** *What is there that is a letter?* (This does not ask for a definition, as *What is a letter?* probably does.)

4. Remember from Lesson 2 that inflectors may be used prepositionally with arguments—and **hu** is an argument! So **nahu** (usually written as one word) means *at what time? when?*, **vihu** means *at what place? where?* We also have **pahu** *before when?*, **vahu** *near where?*, etc.

5. In Loglan, as in mathematics, arguments are often abbreviated to their first letter. (This avoids ambiguities such as “He told him that he would do it”: Is the last “he” the first, the second, or perhaps some otherwise unmentioned third?) **Le brudi** becomes **bei**, **le logcninu** becomes **lei**, and so on. This gives you 52 pronouns to play with, which should keep you out of trouble for a while. The letter-names are given in the introductory section (p. 9); briefly, though,

Lowercase consonants add **-ei:** **cei, dei, mei (c, d, m)**

Lowercase vowels add **-si:** **asi, esi, isi (a, e, i)**

Uppercase consonants add **-ai:** **Cai, Nai, Vai (C, N, V)**

Uppercase vowels add **-ma:** **Ima, Oma, Uma (I, O, U)**

(Uppercase letters are reserved for names, as we'll see in the next lesson: **le matma** → **mei**, **la Matma** → **Mai**.)

6. The little word **I** is put at the beginning of a sentence to show that it's a follow-up to or continuation of the thought expressed in the preceding utterance. (This word is usually omitted in English translations.) Note the difference between

I no, ta bukcu. *[And] It is not the case that that's a book.* (That isn't a book.)

No. I ta bukcu. *That is not the case; that's a book.* (No, that's a book.)

The first sentence might answer the question, **Ei ta bukcu?** (In this case, there would probably be another **No. I no, ta bukcu.**) The second might be a response to **Ei ta lerci?** The **I** keeps the **no** from affecting what follows by showing that a new sentence on the same topic has begun.

7. If the first argument of a predicate is a description, place an inflector (**na, pa, fa, vi, va, or vu**) in front of the predicate to show where it begins. If you don't want to be that specific, just use **ga**. (**Ga** isn't really an inflector; it's a punctuator which means in this case that the next word is the beginning of the predicate.) Thus you might say **Mi fumna**, but **Le matma ga fumna**. Otherwise you would produce an argument (**Le matma fumna**, *the maternal woman*), not a claim.

8. When you put **le** in front of a predicate, you get an argument; this works (in simple cases) even if the predicate is tensed or located (**le** combines with the tense/location words): **le + vi hasfa = levi hasfa** ("the-here house": *this house*). Similarly, **lefa bukcu** (*the future/upcoming book*), **lepa ditca** (*the former (ex-) teacher*). Remember that **ga** is not an inflector; ***lega** is meaningless. (In fact, it would mean the same thing as **le** alone.)

9. *Discursive modifiers* such as **buo** relate the present sentence to something which has already been said or implied. Thus, **buo** refers back to **levi bukcu ga treci**. **Feu** a few sentences later brings up the implication that the new Loglanist can understand the book **lei** is reading. Note that **I** tends to form compounds with discursive modifiers: one normally writes **Ibuo** and **Ifeu**, not **I buo** and **I feu**. As a general rule, whenever you encounter an ICVV-form word (**I** followed by a consonant and two vowels), you're looking at such a compound. To find out what it means, look up the -CVV part.

10. Possessive constructions often look like **levi** compounds, but the underlying structure is not the same. Possessives involve any kind of argument placed between **le** and its predicate (as before, **le** combines with Little Word arguments, such as **mi**, **ta**, and **dei**): **lemi bukcu** (*my book*), **leta ditca** (*that one's teacher*), **lebei bukcu** (*b's book*).

11. Since **bei** is already taken (**brudi**), **bukcu** becomes **beo** (**β**). **-eo** forms another set of lower-case letter names which may be written as Greek letters. (Actually, **bei** would have used **bei**, because the letter was only used outside the conversation to identify the speakers. **Bei** and **lei** never used it themselves.)

12. **Li** and **lu** are spoken quotation marks. Like **kie** and **kiu**, they are always spoken aloud and written in text. Everything beginning with **li** and ending with **lu** is an argument. **Li** and **lu** are used only for correct Loglan; anything else (English, incorrect Loglan, etc.) is quoted using **lie** (see note 13). It's a good idea to pause inside a quote (after **li** and before **lu**) just in case the Loglan you're quoting isn't quite correct: the pauses will help a listener separate the quotes from the quotation. This is not strictly necessary for quoting correct Loglan, however.

13. **Lie** is used to quote everything but grammatical Loglan. (You could use it even then, but it's unnecessary.) Here's how it works: **lie** [word], [quoted material], [word]. **Lie** tells your audience two things: First, a foreign quote is about to begin, and second, that the next word is going to act as the closing quote. Then comes a pause, followed by the quote (which must not contain the quote-ending word) and finally, another pause and the word which closes the quotation. The reason the word must not occur during the quote is of course that it would end the quote.

Generally, Logli use the first letter of the word for the language used in the quote to end the quote. For example, an English quote would begin with **lie gei**, and end with **, gei** (from **gleca**). I used **gleca** because **gei** is a word in English (*gay*), but **gleca** (**glesha*) is not—in fact, it doesn't begin any words in English, for that matter. So you're always safe using **gleca**—unless, of course, you quote something like “Glesha is not an English word.”

Sentences (6) and (7) are extremely important! You need to know how to ask *How do you say _ in English/Loglan?* This is how: **Hu gleca sanpa li, _, lu?** and **Hu logla sanpa lie gleca, _, gleca**, respectively. Memorize these two sentences. (We will see later that single words are quoted with **liu**, a combination of **li** and **lu**: **liu hasfa the word “house.”** However, if distinguishing between **li...lu** and **liu** is too hard when you're actually speaking, go ahead and use **li...lu**. **Liu** is just faster.)

Lopo Purmao

Word-making

In the Introduction, I mentioned complexes. Complexes are predicate words made up of affixes, called *djifoa* (“join-forms”). There are two types of affixes: Long affixes are

primitives whose final vowel has been changed to **-y-**, as **mreny-** (**mrenu**), **cirny-** (**cirna**), and **logly-** (**logla**). Long affixes never end a word; use the regular form instead:

loglycutse (“Loglan-say”). Short affixes are three-letter abbreviations of primitives.

They may be CCV (**MREnu**), CVV (**CIRna**), CVC (**LOGla** and **CIRna**). Not all primitives have short affixes, and some, like **cirna**, have more than one. CVV affixes sometimes add **-r** for proper resolution (**baormao**, *box-maker*), while CVC affixes sometimes add **-y** to make the result more pronounceable (**socysensi**, *social-science*).

We’ll explore these matters fully in the lessons to come.

A complex, then, consists of djifoa, and it may end in a regular primitive, as in **dicbukcu** (*_ is a textbook [teach-book] on subject _ by _*). Djifoa give Loglan an ability not found in any other language I know of: Almost all complexes may be made longer or shorter, depending on the type of djifoa you use. So **dicbukcu** could also be **ditcybukcu**, **ditcybuu**, or **dicbuu**. (**Ditca** also has the djifoa **-dia-**, so you could also replace **dic-** with **diar-** in these examples.) As a general rule, length adds emphasis (**ditcybuu** *textbook* versus **dicbukcu** *textbook*). Shorter forms are also less formal, almost slangy—and harder for a learner to understand! (Which would you rather figure out, **ditcybukcu** or **dicbuu**?) The moral is, always learn the metaphor (“teach-book”) behind the complex. Then you’ll be able to recognize variations. You may also want to ask, **Lagfompli, eo** (*Use long forms, please.*).

Lo Nurvia Logla

Visible Loglan

(The vocabulary follows the reading; translations are given beginning on page 213, answers to **Lo Kenti** on page 229.)

(bei) Ua, le cirna ga tedji ridle. I tu ridle hu?

(lei) Levi bukcu.

(bei) Irea uo! I ta he bukcu?

(lei) Ti treci.

(bei) Tu logli ia penso! Ei ta logla bukcu?

(lei) Ua! Ia, ti logla bukcu.

(bei) I ta feu dicbukcu.

(lei) Ia. Oa mi godzi na. Lemi cirna grupa fa takna cirduo na lena natli vi le ckela. Eo mi plizo letu tcaro?

(bei) Oi. Ibuo tei broda.

(lei) Ue! I hu pa ckozu tao? No, tei broda na lena monza!

(bei) Ei tu pa dirflu letu torkrilu?

(lei) No. Ibuo le ckela ga mutce darli.

(bei) Ae mi tcaberti tu ti fa.

(lei) Ae ia!

(bei) Rea oi tu stolo ti. I ae mi fa kukra nakso le tcaro.

(lei) Ue ei? Sia, oe no. I mi oa sackaa na. Eo tcaberti ckano mi fa! I loa!

Lo Kenti

Questions

1. Lei ridle hu?
2. Lei he ridle?
3. Ei beo treci lei?
4. Nahu le cirna grupa fa cirduo? I vihu?
5. Le tcaro ga he?
6. Ei lei fa plizo le tcaro? I lei plizo hu?

Lona Cninu Purda

(Predicates you will meet again later are printed in *bold italics*—in this case, all of the predicates are in this category. The other predicates are only required to understand the reading. You should memorize all Little Words and primitives, as well as the vocabulary from **Lo Mipli Steti** and exercises.)

Predicate words

broda _ is broken/inoperative/not working

cirduo _ practices _

ckano _ is kind to _

ckela _ is a school of community _

ckozu _ causes _ under circumstances _

darli _ is farther from _ than _ is by distance _

dicbukcu _ is a textbook about subject _ by _

dirlu _ loses/misplaces _

Clue words

(*broken* [**BROkn**])

[**CIRna DURzO** = learn-do]

(*kind* [**KAiNd**])

(*school* [**sKuL**]; Sp *escuela*
[**esKuELA**])

(*cause*)

(*far* [**fAR**])

[**DItCa BUKCU** = teach-book]

(*lose* [**LUz**])

grupa	_ is a group made up of members _	(<i>group</i> [GRUP])
kukra	_ is faster than _ by amount _	(<i>quick</i> [KUiK]; Sp. <i>rápido</i> [RApido])
logli	_ is a Loglander/knows Loglan	
monza	_ is the morning of day _	(<i>morning</i> [MOrNin])
mutce	_ is more extreme than _ in _	(<i>much</i> [MyTC]; Sp <i>mucho</i> [MUTCo])
nakso	_ fixes _ for use/user _ by _	(<i>fix</i> [fiKS])
natli	_ is the night-time of day _	(<i>nightly</i> [NAiTli])
penso	_ think about _	(<i>pensive</i> [PENSiv])
sackaa	_ departs/leaves _ for _	[SAAtCi KAmIA = start-come]
stolo	_ stays at _	(<i>stay</i> [STei])
tcaberti	_ transports _ to _ from _	[TCAro BERTI = car-carry]
tcaro	_ is an automobile/car	(<i>car</i> [kAR]; “chariot”)
tedji	_ pays attention to _	(<i>attend</i> [yTEnd])
torkrilu	_ is a bicycle	[TO(R) KRILU = two-wheel]

Little Words

feu	in fact, indeed, actually (free modifier)
loa	goodbye
rea	clearly, of course (free modifier)
sia	thanks (free modifier)
tao	that situation (the one that has been mentioned)

Summary: Lesson 3

1. **Hu** asks for an argument which will correctly complete an utterance.
2. **I** indicates that you've started a new sentence which continues an earlier one, including something someone else said.
3. You can abbreviate arguments to their first letter.
4. **Le** turns a predicate into an argument meaning *the one(s) which seems to* + [the meaning of the predicate]. It turns off the predicate's blanks in the process.
5. **Le** + an inflector (**na**, **vi**, etc.) produces a tensed or located designation.
6. **Le** + an argument (followed by a predicate expression) creates a possessive designation, in which [argument] is related somehow to the one identified by [predicate].
7. When the first argument of a predicate begins with **le**, use an inflector or **ga** to mark the beginning of the predicate.

Lopo Lenbatmi Durcia

(This section will be a bit shorter from now on, because part of its goal—to provide sample texts and exercises—is now achieved by **Lo Nurvia Logla** and **Lo Kenti**.)

- | | |
|-----------------------------------|--|
| 1. Eo mi lagfoapli? Oi. | Please, may I use long forms? Yes [you may]. |
| 2. Mi ao djifoa plizo. | I want to use affixes. [djifoa use] |
| 3. Nahu tu sackaa? | When are you leaving? |
| 4. Na lefa natli. | At the-future [probably tomorrow] night. |
| 5. Ba vihu bukcu? | Where is there a book? |
| 6. Ba vi mi bukcu. | There's a book by me. |
| 7. Le bukcu ga he treci? | How interesting is the book? |
| 8. Bei mutce treci. | It's very interesting. |
| 9. Ei letu lerci ga treci? | Is your book interesting? |
| 10. No. Ibuo lei djipo. | No, but it's important. |

Lesson 4: Identity Without Crisis

Lo Mipli Steti

(John sees his friend Megan across a crowded room.)

1. **(La¹ Djan) Hoi² Megn! I loi!**
(The-one-called John) O/Hey Megan! And hello!
(John) Hey, Megan! Hi!

Ie³ ta?
What-is-another-name-for that?
And who's that?

2. **(Mai) Loi! I ti bi⁴ la Palys.**
(M[egan]) Hi! And this is-also-known-as Paula.

3. **(Dai) Ui. Tu he speni, Palys⁵?**
(D) [pleasure] You what? experience, Palys?
(John) Oh! And how's it going, Paula?

4. **(Pai) Mi... Ue! Hoi Matma! La Ditca!⁶**
(P) I... Hey! O Mother! The-one-called Teacher!

5. **(Dai) Ie?**
(D) Who?

6. (Mai) **Le la Palys,⁷ ditca. I dei**
 (M) The the-one-called Paula teacher. And [the teacher]

bie⁸ la Famji Kerll.
 is-also-known-as-one-of the-one-called Family Carroll.
 Paula's teacher. She's one of the Carrolls.

7. (Dai) **Ua, le ditca pe⁹ la Palys. I...**
 (D) Oh, the teacher of Paula. And...

8. (Mai) **Palys! Loa, Djan! I oa mi godzi**
 (M) Paula! Bye, John! And it-is-necessary-that I go

la Detra!
 [to] Daughter!

Lona Cninu Purda

Predicate words

detra _ is a daughter of _

famji _ is a family with members _

matma _ is [a] mother of _ with father _

speni _ experiences _; spends _ [time]

Clue words

(*daughter* [DaTR])

(Sp *familia* [FAMIlia])

(*mama* [MAMA]; *maternal*)

(*spend* [SPENd])

Little Words

bi _ is also known as/called _ (See note 4.)

bie _ is also known as/called one of _ (See note 8.)

hoi	O/hey (A word used in calling someone by name; see note 2.)
ie	Which _? Who? What is another name for _? (See note 3.)
la	the one I mean called _ (See note 1.)
loi	hello
pe	of (A word indicating “possession” or general relationship; see note 9.)
ui	Good! (Attitudinal indicator expressing pleasure.)

Usages

Tu he speni? How are you doing? (You are how experiencing [life]?)

Lopo Lengu Klimao

Loglan divides the world into claims (predicates) and the things those claims are about (arguments). Of these, only claims can be true or false. How can an argument, such as the book (**le bukcu**) be true or false? Can you prove it? Or disprove it? No. But claims at least theoretically can be proved or disproved. We'll see in a moment how important this is to understanding Loglan. There are three types of arguments in Loglan:

1. Pronouns, or *variables*, which point to something present either physically (**mi**, **tu**) or in context (as when **bei** refers back to **le bukcu** or **le brudi**).
2. *Descriptions*, which tell what something appears to be or what it may be thought of as being. **Le** is a *descriptor*, because it creates descriptions. There are several of these descriptors in Loglan, and we'll look at all of them eventually.

3. *Names*, which refer to what something is called. Names may be taken from a description, but they may also be nothing but arbitrary labels.

Again, arguments, including descriptions and names, are not claims. For that matter, claims aren't generally about descriptions, names, or variables; instead, claims involve the actual thing(s) the argument refers to. **Le bukcu ga redro** is not really a claim about a description, but about the thing described: the thing I think looks like a book.

Now the obvious question is, “Which thing do you mean?” People can usually figure out which thing you're talking about if you pick reasonably “clear” descriptions, and don't call a book-like thing **le tcaro**, say. But before you or your audience can tell whether a claim is true or false, the identities of the arguments must be settled. So if I remark that the book is heavier than Paul (**Le bukcu ga tidjo la Pal**), you need to know which book and which Paul I'm talking about.

There are two ways to find out who's who and what's what. You can ask for a claim about the thing (**Le bukcu he? La Pal, he?**) or you can ask for another name (**Ie le bukcu? Ie la Pal?**). In the first case I might claim that the book-like thing I'm talking about is red (**Le bukcu ga redro**) and that the Paul I'm talking about is a learner (**La Pal, cirna**). In the second case I might say that Paul is also known as Paul Jones (**La Pal, bi la Pal Djonz**) or that he is the student we'd been talking about (**La Pal, bi le cirna**). Then you could figure out whether **Le bukcu ga tidjo la Pal [Djonz]** is true or false.

When we give another name for something—actually another argument for it—we use **bi**. Note that **bi** is not a predicate: though you can put **ga** and **le** in front of any real predicate, ***ga bi** and ***le bi** are meaningless. Also, utterances containing **bi** are not

claims. They just link a pair of arguments, so that both are taken to refer to the same thing. Thus, **La Pal, bi le cirna** means that whenever I say **la Pal**, you could replace it with **le cirna**, and vice versa. The problem with all this is that in English, claims (with predicates) and identity sentences (with **bi**) usually look the same. To tell the difference, you can ask whether the sentence is actually about a person or thing (a claim) or just about names (an identification).

A quick-and-dirty way to solve the problem is to look at what comes after the verb *be*: *a* usually marks a claim, while *the* usually marks an identification:

La Selis, matma.	<i>Sally is a mother.</i>
La Selis, bi le matma.	<i>Sally is the mother in question.</i>

Of course, in English you don't usually say Sally is A mother of Paula (**La Selis, matma la Palys**), though it's true if you think about it. After all, if Sally is Paula's mother, she must be a mother of Paula. We say "the" because Paula probably has only one.

Notes:

1. **La** means *the one I'm thinking of who is called _*: **La Palys**, (*the one I'm thinking of who is called Paula*). It is also used (like **le**) to make arguments (in this case, names) out of predicates: **la Matma** *the one I'm thinking of who is called Mother [of _ with father _]*. (Like **le**, **la** turns off the predicate's blanks.)

When you use a term generally (usually with *the*), use **le**; when you use it as someone's name (or as part of it), use **la**. Ex. **le ditca** = *the teacher*; **la Ditca [Smit]** = *Teacher*

[*Smith*]. As in English, titles precede personal names; in the same way *the Carrolls* [*family*] becomes **la Famji Kerll**.

2. Whenever you call anyone/-thing by name, replace **la** with **hoi**: **Hoi Matma!**

Mother! **Hoi Ditca (Djonz)!** *Teacher (Jones)!* **Hoi Tun!** *Hey, you!* (An **-n** has been added to **tu** to make it a name. This is how little words are turned into names.) As a rule of thumb, when you call someone/-thing, you are using a name.

3. **Ie** followed by an argument asks for the argument's identity (a name or designation): "Which one do you mean?" There are two ways to answer this question: first, with an identity (**Le la Palys, ditca**), and second, with a sentence using **bi** (**I ti bi la Palys**).

4. Utterances with **bi** claim that two names or designations refer to the same person or thing: **Mi bi la Palys** = *I am also known as Paula/You may replace the word "I" (when I use it) with the name "Paula."* You can also use **ei** to check an identification: **Ei tu bi la Palys?** *Are you the one called Paula?* This is short for constructions such as **Ei li tu bi la Palys, lu gudbi ju nursancue?** *Is "You are Paula" a good identification?* (*nursancue _ identifies _ as _*).

5. If a Loglan operator doesn't need to appear explicitly in a certain context—if its meaning can be clearly inferred from that context—it may be omitted. Thus you can say,

Palys!

Paula!

Godzi, Pal!

Go, Paul!

instead of

Hoi, Palys! *Hey, Paula!*

Godzi, hoi Pal! *Go, O Paul!*

and still call the attention of Paul and Paula. But notice that you can't drop **hoi** when the name it precedes is a predicate, or when the attention-calling name follows another name.

Thus in the following sentences, **hoi** is necessary:

Hoi Ditca! *Hey, Teacher!*

Godzi, hoi Ditca! *Go, O Teacher!*

Godzi la Meris, hoi Djein! *Go to Mary, O Jane!*

Without the **hois**, the meanings would be sharply different:

Ditca! *Teach!/Be a teacher!*

Godzi ditca! *Be a going teacher!*

Godzi la Meris Djein! *Go to Mary Jane!*

6. When you call someone by name, use **hoi**, but when you call attention to someone, use **la**: **Hoi Ditca!** *Hey, Teacher!* **La Ditca!** *Hey! It's Teacher!* (Both of these are different from **Ba [vi] ditca!** *There's a teacher [here]!*) You could also say **Le ditca!** *It's the teacher (the one I mentioned)!*

7. This is an extension of the **lemi** construction. Remember, **le** + an argument is possessive, and designations and names are arguments. Thus **le la Palys, ditca** is only a longer version of **lePai ditca**.

8. **Bie** means *is also known as one of* _; it's used to identify someone or something as a member of some group. Thus, the teacher is one of the Carrolls, a family John presumably knows about.

9. Possessive constructions with full names or descriptions are often awkward, so the little word **pe** (*of*) allows you to expand a description of, say, Monticello, from **le la Tomys Djefrsyn**, **hasfa to le hasfa pe la Tomys Djefrsyn**.

Lopo Purmao

CCV djifoa are always safe. Remember that. No complications, no exceptions. You can put them at the beginning, middle, and end of complexes. CCV djifoa are usually taken from the first three letters of a primitive (**pli** from **PLIzo** *use* _), though at times a letter or two will be skipped (**dru** from **DiRIU** *lose [object/property]*), and in a few cases letters have been reversed (**flo** from **FOLma** *-ful, -ous*).

pli **PLIzo** *use (a tool)*:

logpli [**LOGla** **PLIzo** = Loglan-use] _ uses Loglan in situation _

dru **DiRIU** *lose (a quality)*:

kladydru [**KLADa** (**Y**) **DiRIU** = cloud-lose] (area) _ clears up, becomes uncloudy

flo **FO/Lma** *full of, having a lot of*:

kladyflo [**KLADa** (**Y**) **FO/Lma** = cloud-full] (area) _ is cloudy

Lo Nurvia Logla

Vi le ckela

(La Deinys) Loi, Pal!

(La Pal) Loi, Deinys! Tu he?

(Dai) Mi tarle. Ifeu mi torkrilu godzi ti. Le la Karl, tcaro ga broda.

(Pai) Uu ue! I... Loi, Adris! Ta ie?

(Ama) Loi, Pal. Loi, Deinys. I ti bi la Kicmu Inés Del Ri,os.

(Dai) Ui mi socli jmite tu! Mi bi la Deinys.

(Pai) Ea mu jmihai! I mi bi la Pal!

(Ama) Io no, la Deinys, hapci.

(Pai) Dai groci ia le brudi.

(Dai) No, mi groci.

(Ima) Tu logjunti, ei, hoi Deinys?

(Pai) Ia. I la Karl, logli. Ibuo no, Kai helba Dai.

(Ima) I ie la Karl?

(Pai) La Karl, bi le brudi pe la Deinys.

(Ima) Uu uo! No, letu brudi ga logpli vi tu, ei?

(Dai) I Kai logpli ia. Feu, no la Karl, fatru mi. I la Pal, buo...

(Pai) Eo ckano, Deinys. Tu tarle groci. La Deinys, torkrilu godzi feu ti.

(Ima) I ba ia kladyflo! Tu fa crina! Eo mi tcaberti tu.

(Dai) Ou, sia! Ia Kai fa tcaberti mi.

(Le grupa ga nengoi le ckela.)

(Pai) Ui ba na kladydru! Ifeu, no ba klada vi! Ba pa mutce kladyflo.

(Dai) Ua ui! La Karl! Sii le tcaro na nu nakso!

Lo Kenti

1. Ie la Kicmu?
2. Hu fatru la Deinys?
3. Ei ba klada vi le ckela?
4. Ibuo ba pa he?

Lo dupma kenti *Trick question:* Ei la Inés, kicmu?

Lona Cninu Purda

Predicate words	Clue words
<i>crina</i> _ is rained on by _	(<i>rain</i> [ReIN])
<i>fatru</i> _ troubles/annoys _ by [doing] _	(trouble)
<i>groci</i> _ is angry/grouchy with _ about _	(<i>grouchy</i> [GRaOtCI])
<i>hapci</i> _ is happy about _	(<i>happy</i> [HAPI])
<i>helba</i> _ helps _ to [do] _	(<i>help</i> [HELp])
<i>jmihai</i> _ are glad to meet (each other)	[JMite HAPCI = meet-happy]
<i>jmite</i> _ meets _	(<i>meet</i> [MIT])
<i>kicmu</i> _ is a doctor treating _ for _ with _	(<i>cure</i> [KIUr])
<i>klada</i> _ is a cloud in airmass _	(<i>cloud</i> [KLAoD])
<i>kladydru</i> _ clears up, becomes unclouded	[KLADa (Y) DiRIU = cloud-lose]
<i>kladyflo</i> _ is cloudy/full of clouds	[KLADa (Y) FOLma = cloud-full]
<i>logjunti</i> _ is a beginning Loglanist	[LOGli JUNTI = Loglanist-young]
<i>logpli</i> _ uses Loglan in/by doing _	[LOGla PLIzo = Loglan-use]
<i>socli</i> _ interacts socially with _	(<i>socially</i> [SOCyLI])
<i>tarle</i> _ is tired from _	(<i>tired</i> [TAiRd])

Little Words

- sii** apparently, seemingly (free modifier)
uu Oh. (Attitudinal indicator expressing sorrow or regret.)

Usage

- Ea mu jmihai!** (Literally, Let's be glad to meet [one another]!) This is an expression used when being introduced to someone, like English *How do you do?* and *Pleased to meet you!*

Names

- Del Ri,os** Del Río; the comma between **i** and **o** keeps them from being pronounced together (as *ryos*). **Ri,os** is pronounced *ree-os*. (See the section on pronunciation (p. 5) in the Introduction.)

Summary: Lesson 4

1. There are two kinds of statements in Loglan: *predications* and *identifications*. Predications tell what something is or does; identifications tell which thing you're talking about by linking two designations.
2. The two identity-linking words are **bi** and **bie**: **asi bi bei** simply means that in what is being said or written at the moment, a and b refer to the same person or thing—they may be used interchangeably. **Bie** identifies something as a member of a group: American authors, British books, planets in the solar system, etc.

3. **Ie** [argument] (*Which* [argument]?) asks for an identification of [argument]. The answer may be a complete sentence with **bi** or **bie**, or just the alternative designation: **Ie la Selis?** [**La Selis, bi**] **le ditca.** *Which Sally? [Sally is] the teacher.*
4. **La** signals a name, that is, *the one I mean called* **_**. **La** may precede either a regular name (which ends in a consonant: **Djan John**) or a predicate (**la Ditca Teacher**).
5. **Hoi** is generally followed by a name: **Hoi Ditca!** *Hey/O Teacher!* Use **hoi** when you're calling someone by name; exclamations (**La Ditca!** [*It's*] **Teacher!** **Le ditca!** [*It's the teacher!*]) use regular arguments. It may be omitted before regular names (those that end in a consonant), but not before predicates used as names.
6. There are two ways to show possession (or just general relationship): **le** [argument] [predicate], where [argument] is related to **le** [predicate]: **lePai ditca** *P's teacher*; **le la Palys, ditca** *Paula's teacher*; and [argument1] **pe** [argument2], where **pe** works like English *of*: **le ditca pe Pai/la Palys** *the teacher of P/Paula*.

Lopo Lenbatmi Cirduo

- | | |
|---|---|
| 1. Loi! I mi bi la Djim. Ie tu? | Hi! I'm Jim. Who are you? |
| 2. I mi bi la Meris. Ie la Djim? | I'm Mary. Which Jim are you? |
| 3. La Djim Rid. Ei tu bie la Brrn? | Jim Reed. Are you one of the Byrnes? |
| 4. No. I mi bi la Meris Paoll. Ei tu ditca vi? | No, I'm Mary Powell. Do you teach here? |
| 5. No. I mi kicmu. Ei tu ditca? | No, I'm a doctor. Do you teach? |
| 6. I mi ditca helba. | I'm a teacher's assistant [teach-help]. |

- | | |
|--|--|
| 7. I tu helba hu? | And who[m] do you help? |
| 8. I mi helba la Fum Frenklin. | I help Ms. [Fum] Franklin. |
| 9. Ua, tu bi le helba pe la Fum Frenklin. | Oh , you're the assistant of Ms. Franklin. |
| Ao takna tu lemi detri. | I'd like to talk to you about my daughter. |
| I dei bi la Teris. | She's Terry. |
| 10. Uu tu takna le la Teris, ditca oe. | I'm sorry, you should talk to Terry's <i>teacher</i> . |

Lesson 5: Modifying Your Position

Lo Mipli Steti

1. **Ta treci bukcu¹ ridle**
That is-an-interesting-book- reader.
That is an interesting-book reader (a reader of interesting books).
2. **Ta treci bukcu ci² ridle**
That is-an-interesting [-] book - reader.
That is an interesting book-reader.
3. **Le blanu bukcu ga treci le farfu je³ la Djan, jue³ la Meris.**
The blue book interests the father [of] John [by] Mary.
4. **Le treci⁴ je le farfu gu bukcu ga blanu**
The interesting- [to] -the-father [,] book is-blue.
5. **Le treci⁵ je le farfu ga redro bukcu**
The interesting [thing]- [to] -the father is-a-red-book.
6. **Ta treci je mi ge⁶ logla bukcu ridle.**
That is an interesting- [to] -me type-of (Loglan-book reader).
That is a Loglan-book reader who is interesting to me.

7. **Ta logla bukcu ridle go⁷ treci mi.**
 That is a Loglan-book reader who is interesting to me.

8. **Tu mela⁸ Pavarotis, [gritu].**
 You are-a- Pavarotti(ish) [singer].
 You sing like Pavarotti.

9. **Tu gritu clika⁹ la Pavarotis.**
 You are-sing- similar-to Pavarotti.
 You sing like Pavarotti.

Lona Cninu Purda

Predicate words

blanu _ is bluer than _

clika _ is like/similar to _ in feature _

farfu _ is a [the] father of _ through mother _

gritu _ sings _ to _

Clue words

(*blue* [BLU]; Sp. *azul* [AsUI])

(*like* [LaIK])

(*father* [FAdR])

(“A bird may *greet you* by singing.”)

Little Words

ci hyphen (see note 2)

ge for a _; type [of] _ (grouping operator; see note 6)

go which/that is _ (inversion operator; see note 7)

je first link of predicate (see note 3)

jue **sutori** (at least second) link of predicate (see note 3)

me predifier; turns the following argument into a predicate (see note 8)

Lopo Lengu Klimao

Notes:

1. An important difference between Loglan and English is that in Loglan you can always tell what modifies what. A modifier modifies the word immediately to its right. If that word is a modifier, then the pair modify the next word, and so on, until the final word in the argument or predicate is reached. So **trecei bukcu ridle** (**[trecei bukcu] ridle**) means *_ is an interesting-book reader* (a reader of interesting books).

2. **Ci** links two words together as a unit: **trecei bukcu ci ridle** (**trecei [bukcu ci ridle]**) *_ is an interesting book-reader*. Don't use **ci** between the first two modifiers; **trecei ci bukcu ridle** means the same thing as **trecei bukcu ridle** and is considered bad style. Likewise, **trecei ci bukcu** by itself (**Ta trecei ci bukcu**) is unnecessary and worth avoiding; it means the same thing as **trecei bukcu** alone.

3. Back in Lesson 3 I said that there was a way to turn a predicate's blanks back on after making it into an argument. **Je** and **jue** produce these *specified descriptions* from both designations (with **le**) and names (with **la**). **Je** points to the predicate's second blank (for **farfu**, the father's child). **Jue** points to the third blank (the mother). For the fourth and fifth blanks, just use **jue** two more times. As with a regular predicate, you can't skip blanks; fill them in with **ba**, **be**, etc.

You can, of course, get carried away with all this: **Le farfu je le ditca je ba gu jue la Djan, jue la Meris** (*The father of the teacher of something to John* [we're out of blanks for **ditca**, so we close it with **gu** to make sure the next **jue** goes back to **farfu**] *through*

mother Mary). Clearly, you should not go too far: a computer can follow such utterances, but a human will get lost very quickly.

You can't access the first blank because it's taken by the argument or predicate itself. **Le farfu** is someone who “seems to be a father...”; apparently **fei farfu** (*f is a father*). But only apparently; again, it's not a claim. The blanks filled in with **je/jue** likewise merely identify.

4. **Gu** prevents **le farfu bukcu** from becoming a unit (*the father-book*). You must always end a specified description with **gu** when it modifies another word (here **trece je le farfu** modifies **bukcu**) unless it ends with a Little Word or a name, as in **le trece je mi/la Djan, bukcu** *The book which is interesting to me/John*.

Gue is a special version of **gu** used to close **je** constructions. It's primarily useful for nested **jes**, such as the one in note 3. Sometimes you would have to use two or more **gus** to close off **je** phrases within another **je** phrase—and **gu gu** just plain sounds funny. (If you get carried away using **jes** within **jes**, a **gue** is the quickest and easiest way out.) Experienced Logli generally prefer **gu** when a single **gu** is all that's needed; resorting to **gue** unnecessarily is like taking a shotgun to a fly. For now, though, if you aren't sure how many **gus** you need, say **gue** instead. (When writing, take the time to figure it out properly.)

5. You still have to close these arguments with **ga** or an inflector when you use them as the first argument. Remember, **le trece je mi bukcu** (*the interesting-to-me book*) is an argument; **Le trece je mi ga bukcu** (*The interesting-to-me [thing] is a book.*) is a statement.

6. **Ge** makes the preceding modifier apply to the rest of the predicate or argument. Thus, in **trece je mi ge logla bukcu ridle**, **trece je mi** applies to **logla bukcu ridle**. Without the **ge**, it would group as follows: (((**trece je mi**) **logla**) **bukcu**) **ridle**)—that is, *reading books in (a kind of) Loglan which is interesting to me*. So when you want a modifier to affect everything that follows it, use **ge**.

7. **Go** lets you put a modifier after the word it modifies. The advantage is that you don't need **je/jue** to fill in the modifier's blanks. (It does shut off the preceding predicate's blanks, though.) There are two limits on **go**:

a) If you use **go** in a designation, be sure you attach the modifier's places with **je/jue**, just as you would for any other modifier within a designation. For instance, just putting **le** in front of **logla bukcu ridle go trece mi** won't work. You have to connect **mi** to the rest of the designation with **je**: **le logla bukcu ridle go trece je mi**. (Otherwise the **mi** wouldn't remain attached to **trece**.)

b) **Go** automatically “ges” the rest of the predicate. If you put **trece mi** back in front of **logla bukcu ridle**, you would have to separate the two phrases with a **ge**: **trece je mi ge logla bukcu ridle**. (You also have to put **je** before **mi**, as mentioned above.) So a **go**-modifier applies to the entire preceding predicate.

8. **Me** turns the following argument into a predicate which usually means *_ is a ish'-like thing*. Note the difference between **le la Pavarotis, gritu** (*Pavarotti's singer*) and **le mela Pavarotis, gritu** (*the Pavarotti-type singer*). **Me** is joined to the following Little Word. (In case you haven't noticed, every argument, properly speaking, starts with or is a Little Word.) Thus: **Ta metu** (*That's just like you* or, as a salesperson might say, *It's you!*),

Ta mela Ford, [tcaro] (*That's a Ford car.*). These predicates are rather vague, so you might want to use them to modify a regular predicate. Most of the time, though, a human audience will intuitively understand such constructions.

9. You could also use the predicate for *similar*. Note that modifiers are often later arguments of the predicate, as in **bukcu ridle** (from **ridle ba le bukcu**). Using a modifier instead of an argument can be faster, and sometimes it feels more intuitive and just plain human than filling in blanks.

Lona Cninu Purda

corta _ is shorter than _ by amount _	(<i>short</i> [CORT])
jntti _ is younger than _ by amount _	(<i>junior</i> [dJUNirr])
langa _ is longer/taller than _ by amount _	(<i>longer</i> [LANGr])

Exercise 5.1

Translate into English:

1. **Ti he mrenu?** [what-kind-of _?]
2. **I ti corta junti ci mrenu.** [How could you say this without using *ci*? What would it mean without without grouping words?]
3. **Ta langa ge junti mrenu.**
4. **Ta tedji ridle go bukcu la Loglan.**

Translate into Loglan:

1. Who is the woman taller than? [The woman is taller than who?]
2. [And] she [f] is taller than the boy.

3. How tall is she? [And f is what-kind-of tall?]

4. [And] f is very tall.

Lopo Purmao

CVV djifoa are almost as easy to use as CCV ones. You can use them almost anywhere, but they can't begin a complex unless they are accented. If they are unaccented, you need to add *-r*, as in **diarbukcu** (another version of **dicbukcu**), where the first **u** is accented. This keeps the **dia-** from “falling off,” that is, from turning into **dia bukcu**. Also, if you use two CVV djifoa to form a complex, you must insert an *-r* between them, as in **diarbuu** (yet another variant). Can you see why? All predicates contain a consonant cluster, but ***diabuu** doesn't.

The djifoa **-mou/-mro** (from **mordu** *more*) and **-ciu** (from **ciktu** *equal*) are particularly useful. Used as suffixes with qualities, they mean *_ is more [quality] than _ is* and *_ is as [quality] as _ is*. Predicates with more than one place have two possible comparisons, though. **Ckano** means *_ is kind to _*; what does **ckamou** mean? In these cases, the structure is *_ is more [quality] to/for _ than _ is to/for _*. So **ckamou** means *_ is kinder to _ than _ is to _*. These same rules work for **-ciu**. (**Ckaciu** *_ is as kind to _ as _ is to _*.) As we'll see in a few lessons, there's another way to handle comparison which is a bit more like English.

Lo Nurvia Logla

La Betis, he?

(Dai) Hu nakso le tcaro? Irea no, tu tcaro nakso spuro.

(Kai) Uu tu dreti. La Betis, nakso.

(Dai) I ie Bai?

(Kai) I Bai bi le nakso je la tcaro. No grocycea, eo! Feu, io no, tu peudja Bai. Li Bai he? lu gudbi letu kenti.

(Dai) Toa gudbi kei hu?

(Kai) Saa, toa trecymou.

(Dai) Sia, uo.

Nao, la Betis, he?

(Kai) Mi hapci repduo letu penso folma kenti! Bai fremi mi. I Bai mutce ge simfoa clika la Adris, io. I buo Bai corta Ama.

(Dai) Ei le metoa simfoa clika je la Adris, ga logli?

(Kai) Mi ditca la Loglan, Bai. Mi spuro ge logla ditca. Bai spuro ge tcaro nakso.

(Dai) Le tcaro nakso ga he krani?

(Kai) I Bai kukra krani go laldo je Bai tcaro.

(Dai) Irea no, Bai sadji krani ge tcaro spuro. I la Adris, buo mutce sadji krani.

(Kai) Iu. Buo la Betis, ckano. I Bai mutce ckamou mi la Adris.

(Dai) Ue? I Bai ii ckamou tu Ama. I buo Ama mutce ia ckano.

(Kai) I Ama ii ckamou tu Ama mi. I buo ea mu remcli takna. Ei?

(Dai) Ia ai. I ae mi fa peudja Bai. I ae Bai ckaciu mi Ama.

(Kai) I ae Bai ckaciu tu Bai mi.

Lo Kenti

1. Hu kenti go gudbi le meDai?
2. LeBai tcaro he?
3. I Bai he krani tei?
4. Hu krani sadji?

Lona Cninu Purda

Predicate words

<i>ckaciu</i>	_ is as kind to _ as _ is to _
<i>ckamou</i>	_ is kinder to _ than _ is to _
<i>corta</i>	_ is shorter than _ by _
<i>dreti</i>	_ is correct by standard _
<i>folma</i>	_ is fuller than _ by _
<i>fremi</i>	_ is a friend of _
<i>grocycea</i>	_ becomes angry at _
<i>kenti</i>	_ is a question about _ posed by _ to _
<i>krani</i>	_ drives _ to _ from _
<i>peudja</i>	_ knows/is acquainted with person _
<i>remcli</i>	_ is friendly/like a friend to _
<i>repduo</i>	_ answers question _ posed by _
<i>sadji</i>	_ is wiser than _ about _
<i>simfoa</i>	_ is the appearance/look(s) of _
<i>spuro</i>	_ is expert/skilled at/in _ under conditions _
<i>trecymou</i>	_ is more interesting to _ than _ is to _

Clue words

[CKAno CIktU = kind-equal]
[CKAno MOrDU = kind-more]
(<i>short</i> [CORT])
(<i>correct</i> [koREkT])
(<i>full</i> [FuL])
(<i>friend</i> [FREnd]; Sp. <i>amigo</i> [aMIgo])
[GROCi (Y) CEjA = angry-become]
(<i>question</i> [KuEsTcn])
(<i>drive</i> [dRAIv])
[PErnU DJAno = person-know]
[fREMi CLika = friend-like]
[REtPi DURzO = answer-do]
(<i>sage</i> [SeiDJ]; Sp. <i>sabio</i> [SAbIo])
[SIMci FOmA = seem-form]
(<i>expert</i> [ekSPRt])
[TRECi (Y) MOrDU = interesting-more]

Little Words

nao (discursive modifier announcing a new topic/paragraph) (free modifier)

saa simply put (free modifier)

Summary: Lesson 5

1. A predicate placed in front of another predicate modifies the predicate it precedes, forming a new predicate.
2. A modifier modifies the following word, then those two modify the next word, and so on, until the end of the predicate or argument.
3. **Ci** joins two words together, so that they become the “next word” modified. (Don't hyphenate the first two words of a group; it's never necessary.)
4. To fill in the blanks of a predicate used as an argument or modifier, use **je** for the second blank and **jue** for blanks after that. (Don't skip blanks!)
5. Remember to close **je** phrases with a punctuator of some kind. **Gu** closes off the preceding word, and may end a **je** phrase if that word didn't need to be closed for some other reason—to prevent it from modifying the next word, for example. **Gue** will close the nearest preceding unclosed **je** phrase.
6. In [modifier] **ge** [predicates], **ge** makes [predicates] act as one group for [modifer] to modify. It's as though all the words in [predicates] were joined with **ci**.

7. **Go** lets you place a modifier after the word it modifies. This leaves the modifier's blanks open so you don't have to use **je/jue**. There are two limitations on this procedure. First, if you use it for predicate words in an argument, remember that the modifiers are part of an argument, so their places can only be filled using **je/jue**. Second, **go** effectively **ges** what it modifies, so that [predicate(s)] **go** [modifier(s)] means the same thing as [modifier(s)] **ge** [predicate(s)]. (This is only a problem if you are modifying more than one predicate; if you are, make sure the **ge** effect doesn't change the meaning of what you say.)
8. **Me** [argument] turns [argument] into a predicate meaning *_ is [argument]-ish*: **mela Djan _ is like/pertains to John**.

Lopo Lenbatmi Cirduo

- | | |
|---|--|
| 1. Ta he bukcu? | That is what-kind-of book? |
| 2. I ta corta ge redro bukcu. | [And] that is a short, red book.
[((short) (red book))] |
| 3. Ei le bukcu ga blanu? | Is the book blue? |
| 4. No. I bei redro. | No. it's red. |
| 5. Le junti kicmu ga langa le laldo ditca. | The young doctor is taller than the old teacher. |
| 6. Le mrenu go corta je mi ga ditca. | The man who is shorter than I [am] teaches. |
| 7. Ta ridle go treci bukcu la Loglan. | That's a reader of interesting books about Loglan. |

Lesson 6: Making Connections

Lo Mipli Steti

1. **La Deiv, farfu. I la Deiv, kicmu.**

Dave is a father. [And] Dave is a doctor.

2. **La Deiv, farfu, e^{1,2} kicmu.**

Dave is-a-father and is-a-doctor.

3. **La Deiv, farfu la Palys, e³ la Djan, la Megn.**

Dave is-the-father-of- Paula and -of-John [through] Megan.

4. **Ba tcaro. I be torkrilu⁴.**

Something is a car. And something is a bicycle.

There are cars and bicycles.

5. **La Djenis, pa godzi la Paris, e la Lyndn, e la Romas⁵.**

Jenny went to Paris [and] London and Rome.

6. **La Deiv, farfu ha⁶ kicmu?**

Dave is a father how-connected-to being a doctor?

Is Dave a father or doctor or what?

Lona Cninu Purda

Little Words

e and

ha how-connected-to (interrogative connective; see note 6)

Lopo Lengu Klimao

You probably think this is going to be a short chapter. If so, you're wrong. It's not complicated, though; just a lot of information to wade through. Nor do you have to memorize it all. You should read through it and be sure you understand it, but don't be surprised if you have to come back to it a few times.

The subject is what grammarians call conjunctions and logicians sometimes call *connectives*: *and*, *or*, *and/or*, *but*, and so forth. There are fourteen of these connectives, and there are four versions of each one. However, as usual, you'll find considerable order to the system. Ultimately, there are only ten elements involved; once you know them, you will be able to reconstruct any form you have forgotten.

All you have to remember is (1) that the basic connectives are **a** (*and/or*), **e** (*and*), **o** (*if and only if/means*), and **u** (*whether*); (2) that **no-** is used before a basic connective (**noa**), and **-noi** afterward (**anoi**); (3) that **nu** reverses the order of elements (**ta, u ti that [is true] whether this [is or not]; ti, nuu ta whether this [is true or not], that [is true]**); and (4) that **nu** is only used before **u**.

(**Nu** is used only to make the **nuu** concept easier to remember. Connectives are not predicates, so you can't actually convert them.)

We'll begin by looking at the notes for the sentences above, then we'll look at all fourteen connectives and what they mean.

Notes:

1. Basic connectives such as *e* (called *eks*) work much the same way as *and* and *or* do in English: Just place them between the two predicates or arguments you want to join.
2. You must pause in speech and put a comma in writing before *eks*.
3. As mentioned, *eks* work with arguments as well as predicates.
4. These sentences may answer the question **Ba he vi le tcastosia?** *What is [there] in the parking lot?* Instead of saying **Ba tcaro, e torkrilu** (*Something is a car and a bicycle*), we need a second variable to act as the first argument of **torkrilu**. Using **ba** alone would mean that there are one or more things which are both cars and bikes, as the English translation above makes clear. In the next lesson, we'll see a more elegant way of making the proper connection using *eesheks*.
5. You can't get away with English-style "x, y, and z" groups in Loglan; you must say **xei, e ysi, e ze**. Pay attention to the way these words group: ((**xei, e ysi**), **e ze**), just like modification ((**mutce sadji**) **ridle**). *Eks* assume that the expression to the left (the *left connectand*) is through, so they go on to the next one. We'll find out how to get around this in the next lesson.

6. **Ha** is to connectives what **he** is to predicates and **hu** is to arguments. It asks for a connective which will produce a valid (or, in the case of arguments, helpful) sentence. Generally, Loglan **ha** questions are translated by English *or* questions: **La Deiv, farfu ha kicmu?** *Is Dave a father or a doctor?* **Tu fundi la Loglan, ha la Inglic?** *Do you prefer Loglan or English?* The *or* in these sentences isn't the logical "or" translated in Loglan as either **a** or **noenoi** (see note 7); if it were, you could answer with a simple *yes* or *no*: **Ei la Deiv, farfu, a kicmu?** *Is Dave either a father or a doctor?* If he is either one (or both), answer *Yes*; otherwise answer *No*. But such an answer would no more please someone asking *Is Dave a father or a doctor?* than the **Ia/No** equivalent would satisfy a Loglanist who had asked **La Deiv, farfu ha kicmu?** (You don't have to pause before **ha**, please note.)

There are fourteen answers to **La Deiv, farfu ha kicmu?**

La Deiv, farfu, a kicmu *Dave is a father and/or doctor.*

The point is that he may be one or the other or both. The sentence is false only if he is neither one. This is the opposite of **noenoi** (*neither - nor -*), below.

La Deiv, farfu, noa kicmu *Dave is a father only if he's a doctor.*

This is false only if he's a father but not a doctor, that is, if the first connectand is true, but the second is false. It means the same thing as **La Deiv, no farfu, a kicmu**. (Think about it: If he is a father, then **no farfu** is false, and if he isn't a doctor, **no farfu, a kicmu** fails, because both connectands are false, and **a** requires at least one of its connectands to be true.) This is the opposite of **anoi**.

La Deiv, farfu, anoi kicmu *Dave is a father if he is a doctor.*

This is false only if he's a doctor but not a father, that is, if the first connectand is false, but the second is true. It means the same thing as **La Deiv, farfu, a no kicmu**. (If he is a doctor, then **no kicmu** is false, and if he isn't a father, **farfu, a no kicmu** fails, because both connectands are false, and **a** requires at least one of its connectands to be true.) This is the opposite of **noa**.

La Deiv, farfu, noanoi kicmu *Dave is not both a father and a doctor.*

He can be one or the other—or neither, for that matter—but he can't be both.

La Deiv, farfu, e kicmu *Dave is a father and a doctor.*

He must be both, or the sentence is false.

La Deiv, farfu, noe kicmu *Dave isn't a father, but a doctor.*

This is true only if he both is not a father and is a doctor, and is false otherwise.

La Deiv, farfu, enoi kicmu *Dave is a father, but not a doctor.*

This is false if he isn't a father, or if he is a doctor.

La Deiv, farfu, noenoi kicmu *Dave is neither a father nor a doctor.*

If he's either one, let alone both, this is false.

La Deiv, farfu, o kicmu *Dave is a father if and only if [he is] a doctor.*

This means that he must be both, or neither; it's like saying that his being a father is the same thing as being a doctor, that the two imply each other. So if the one is true, the other must also be true; and if one is false, then the other must be false as well.

La Deiv, farfu, onoi kicmu *Dave is a father or a doctor, but not both.*

This is false if he is both, or neither.

La Deiv, farfu, u kicmu *Dave is a father, whether he's a doctor or not.*

With **u**, it doesn't matter whether the right connectand is true or false, so long as the left connectand is true. This is the reverse of **nuu**, below, and the opposite of **nou**.

La Deiv, farfu, nuu kicmu *Dave, whether a father or not, is a doctor.*

This is false only if he isn't a doctor. (This order is seldom found in English.) It's the opposite of **nuunoi**.

La Deiv, farfu, nuunoi kicmu *Dave, whether a father or not, is not a doctor.*

This is only false if he is a doctor; it's the opposite of **nuu**, above.

La Deiv, farfu, nou kicmu *Dave is not a father, whether he's a doctor or not.*

This is true if he isn't a father, and false otherwise. This is the opposite of **u**, above.

Lopo Purmao

CVC djifoa are never used at the end of a predicate. They are the trickiest djifoa, because the consonant clusters they produce are sometimes ugly or simply hard to say. At such times, Logli place an **y**-hyphen between the djifoa and whatever follows. These combinations must be hyphenated:

1. double consonants, as **mekykiu** *eye-doctor*
2. a voiceless consonant followed by its voiced counterpart (**fv**, **kg**, **pb**, **td**)

3. **p, t, k, or f** followed by **j** or **z**
4. any pair from the group **c, j, s, z**
5. **bj** and **sb**
6. the following three-letter groups:

cdz, cvl	jdj, jtc, jts, jvr	ndj, ndz	tvl
dcm, dct, dts	kdz	pdz	vts
gts, gzb	mzb	svl	

In case you're wondering, no, you probably won't remember all of this. These combinations are best learned through practice. If a combination doesn't sound right, hyphenate it! There are two situations where you should probably hyphenate all you can: when you're fighting noise (in a crowd, with a noisy connection on the phone, etc.), and when you're dealing with a new Logli who doesn't want to use long forms. (It's easier to recognize the djifoa in hyphenated complexes.)

There are several useful CVC djifoa, but the combining forms of the conversion operators are especially common and easy to learn. Just add **-r** to them: **nur-**, **fur-**, **jur-**. (Because it's so frequent, **nu** also has the djifoa **nun-**.) Thus, **nurvia** (as in **Lo Nurvia Logla**) comes from **nu vizka** (*_ is seen by _ against background _*). So **nurvia** means *seen or visible*. Likewise, **fu vedma** (*_ buys _ from _ at price _*) becomes **furvea**.

Lo Nurvia Logla

Le tcidaa cirhea

(Kai) Loi, hoi Deinys! Tu pa cirna hu vi le ckela?

(Dai) La Adris, djipua takna.

(Kai) I Ama he djipua takna?

(Dai) Ue ei? No, mi saadja.

(Kai) Ba lodji djipua. I be ckozu djipua. I liu a, bea, lodji djipua. I liu kou ckozu djipua.

(Dai) Ama lodji djipua takna, sii.

(Kai) Nao, tu logla cirna ha resra godzi na la Natli?

(Dai) E. I ui mi logla cirna, e resra godzi, noa kinci tu.

(Kai) Isii mi titci, noa cirhea tu.

(Dai) Isii mi milfa furvea, ei?

(Kai) I tio rea cirhea prati.

(Dai) Mi togri, noa tistra le resra. I mu godzi le mekso, a ii le jungo. Mi uu disfiu! Tu fundi le mekso ha le jungo?

(Kai) Ifeu mi fundi letupa retpi. E.

(Dai) Le mekso, e le jungo, ei?

(Kai) Ia. Oe tu pa cutse liu onoi, enoi liu a. Li mu godzi le mekso, onoi le jungo lu. Ceu mi mutce tcidaa. Sui mu fa mordu logpli. I tu fa logla furvemcue.

(Dai) Io no, ba logpli vi le resra.

(Kai) Irea ia! I ba bi mu!

Lo Kenti

1. Hu lodji djipua?
2. Kai fundi hu?
3. Kai titci ha cirhea Dai?
4. Ei ba logpli vi le resra?

Lona Cninu Purda

Predicate words	Clue words
<i>cirhea</i> _ tutors _ in subject _	[CIRna HEIbA = learn-help]
<i>disfiu</i> _ is indecisive/can't decide what to do about _	[DISri FIbrU = decide-weak]
<i>djipua</i> _ is a connective/conjunction of language _	[DJIne PURdA = join-word]
<i>fundi</i> _ is more fond of _ than of _	(<i>fond</i> [FoND])
<i>furvea</i> _ buys _ from _ for price _	[FU (R) VEdmA = 2nd passive-sell]
<i>furvemcue</i> _ orders _ from _ at price _	[FU (R) VEdMa CUtsE = buy-say]
<i>jungo</i> _ is part of Chinese culture	(<i>Zhung</i>)
<i>kinci</i> _ accompanies _ in doing _	
<i>lodji</i> _ is logic for concluding _ from _	(<i>logic</i> [LODJIk])
<i>mekso</i> ¹ _ is part of Mexican culture	
<i>milfa</i> _ is a meal of food(s) _	(<i>meal</i> [MIL])
<i>prati</i> _ is a price of _ to _ from seller _	(<i>price</i> [PRAIs])
<i>resra</i> _ is a restaurant of area _	(<i>restaurant</i> [REStARAnt])
<i>retpi</i> _ is an answer to question _ by [answerer] _	(<i>reply</i> [REPlal])
<i>tcidaa</i> _ is hungry	[tiTCI DANzA = eat-want]
<i>tisra</i> _ chooses _ from set _	(<i>choice</i> [TcoIS])
<i>titci</i> _ eats _	(<i>eat</i> [IT])
<i>togri</i> _ agrees with _ about/that _	(<i>agree</i> [yGRI])

¹ International pronunciation of *México*; the native pronunciation [mékiko] will not work, as /x/ is reserved for names.

Little Words

- bea** for example (freemod) [from **BIEkA** look at]
- kou** a causal connective (See chapter 10.)
- liu** the [Loglan] word _

Summary: Lesson 6

1. *Eks* are words which connect predicate expressions or arguments. In the case of predicate expressions, they close off whatever is to their left, so only the right-hand predicate expression's blanks are left open. You must pause (or write a comma) before an ek.
2. You must use connectives for each word connected, i.e., “x *and* y *and* z,” not “x, y, and z.”
3. **Ha** is an interrogative ek: it asks for a connective which will form a logically true connection. **Ha** questions are generally translated by *or* questions in English, and vice versa. **Ei ta latci, a tidjo?** *Is that light or heavy?* may almost always be answered **Ia** *Yes*, because most things under most circumstances are either light or heavy. On the other hand, **Ta latci ha tidjo?** *Is that light or heavy?* must be answered specifically with a connective.

Lopo Lenbatmi Cirduo

1. **Ei tu ditca, onoi cirna?** Are you either a teacher or learner?
2. **No. Ibuo mi ditca, e cirna.** No, but I'm [both] a teacher and a learner.
Mi ditca la Inglic. Isui mi cirna la Loglan. I teach English; I also learn Loglan.
3. **Mi oe pa cutse liu a, onoi liu ha, ei?** I should have said “and/or” or “or,” huh?
4. **Ia. I liu ha, gudbi liu onoi, e liu a, letu kenti.** Yes; “or” would be better than “either/or” and “and/or” for your question.
5. **Liu onoi, e liu a, e liu ha, lodji djipua.** *Either/or, and/or, and or?* are logical connectives.

Lesson 7: Improving Your Connections

Lo Mipli Steti

1. **La Deiv, farfu, e¹ kicmu la Palys.**
Dave is-a-father and is-a-doctor-of Paula
Dave is a father, and he treats Paula.
2. **La Deiv, farfu, e kicmu gu² la Palys.**
Dave is-a-father-of and is-a-doctor-of Paula
Dave is the father of, and treats, Paula.
3. **La Deiv, farfu ce³ kicmu la Palys.**
Dave is-a-father -and- doctor-of Paula
Dave is the father of, and treats, Paula.
4. **La Deiv, gudbi farfu, e⁴ kicmu**
Dave is-a-good-father and is-a-doctor
Dave is a good father and [he is also] a doctor.
5. **La Deiv, gudbi farfu ce⁵ kicmu**
Dave is-a-good- (father -and- doctor)
Dave is good as both a father and a doctor.
6. **La Deiv, mutce gudbi, e⁶ sadji kicmu**
Dave is-a-very-good [man] and is-a-wise-doctor

7. **La Deiv, mutce gudbi ce⁷ sadji kicmu**
 Dave is-a-very- (good -and- wise) -doctor
 Dave is a very good, and a very wise, doctor.

8. **La Deiv, farfu. Ice⁸ Dai kicmu.**
 Dave is-a-father. And D is-a-doctor

9. **La Deiv, ke⁹ na farfu ki fa kicmu**
 Dave both now is-a-father and will be-a-doctor.

10. **La Deiv, ke mutce gudbi ki nurmue sadji gu¹⁰ farfu.**
 Dave both is a very good and is a moderately wise [,] father.

Lona Cninu Purda

Little Words

ce a form of **e** used to connect the words immediately on either side of it; see notes 3, 5, and 7.

ice a form of **e** used to connect sentences; see note 8.

ke *both* (the first part of the forethought/*kek* version of **e**; see notes 9 and 10)

ki (in this case) *and* (the second part of the forethought/*kek* version of **e**; see notes 9 and 10)

Lopo Lengu Klimao

Last time we saw how to connect predicates and arguments; in this lesson we cover more advanced connections.

Notes:

1. **E** and its kin shut off all but the first blank of the first predicate. The only blank **farfu** and **kicmu** share is the first one. Naturally, we have a few ways around this problem.

2. The simplest solution is to place a **gu** after the connected pair. This makes whatever follows them act as shared arguments. This is especially useful when you want to change the tense of the second predicate, as in Tomás' **Ima [ga] sorme, ena socgoi gu mi** “*I*” *is a sister of, and is now visiting, me* (see **Lo Nurvia Logla**). (**E+na** →**ena**, a single word.)

3. Adding a **c-** to an **ek** produces a *shek*: **ca, ce, co, cu, noca, nucunoi**, etc. Sheks leave blanks undisturbed, so **farfu** and **kicmu** share all of their blanks. (Note, incidentally, that you don't have to pause before **ce**.) Be very careful using predicates in this way! Shared blanks can produce hilarious results, as in **Dai kicmu ce farfu la Palys, la Megn**. This means that **D** is Paula's father through mother Megan, and that he is treating Paula—for (disease) Megan! Remember, if you're in doubt, just use two sentences.

The shekked form of **ha**, incidentally, is **ciha**: **Dai kicmu ciha farfu la Palys?** *Is D the doctor or the father of Paula?* This may be answered with a shek (**Ce**), and is not the same thing as **Dai kicmu ca/conoi la Palys?** *Is D either the doctor or father of Paula?*, which expects a yes-or-no answer.

4. As mentioned in the last lesson, **eks** assume that everything to the left is complete, and shuts it off. (This is why it turns off the second-and-higher blanks of a preceding predicate.) In the same way, we must interpret the group **gudbi farfu, e kicmu** as

((**gudbi farfu**), **e kicmu**). If you want to say that he's a good father and a good doctor (both at once), you'll have to use a special kind of connective.

5. The other solution is to use a shek (large surprise). The real difference between eks and sheks is that eks are left-grouping ((**ba**, **e be**), **e bo**, while sheks are right-grouping (**ba ce** (**be ce bo**)). Eks work like regular modification, while sheks act like **ci** to turn a pair of terms into a single unit. You may figure out the implications of this fact at your leisure. One is that you can't use a shek when the right connectand is a tensed predicate. The example mentioned in note 2 could not be changed to **sorme ce na socgoi*, because **ce** would try to join **sorme** with **na**: **((sorme ce na) socgoi*. This doesn't work. (Converted predicates aren't affect by this rule; *nu socgoi is visited by* is one predicate, so the connection *sorme ce nu socgoi is a sister of and is visited by* is legal.)

You may wonder what the difference is between sheks and **ci**. **Ci** merely joins a modifier to the word it modifies, while the sheks abbreviate a longer expression involving a pair of utterances—in this case, *La Deiv, gudbi farfu. I la Deiv, gudbi kicmu*.

6. Given the previous two notes, you're probably not astonished that **mutce gudbi**, **e sadji kicmu** is a pair of predicates connected by **e**: ((**mutce gudbi**), **e (sadj****i kicmu**)). You can probably also guess how to say that Dave is a very good and very wise doctor.

7. Not hard at all, is it? **Ce** links **gudbi** and **sadj****i** so that **mutce** applies to both of them. Then that group modifies **kicmu**: (((**mutce (gudbi ce sadji)**) **kicmu**).

8. You can connect even whole sentences. This third kind of connective is called the *eeshek*; it consists of **I-** and a shek. This is to prevent them from turning into the

conviction attitude indicators (**I+a**, **I+o**, etc.). There's generally a pause before these (you've normally just ended a sentence, after all), but sometimes it's like the English semicolon: a definite break, but not enough to produce a separate sentence. In this case, use a comma in writing.

As you probably guessed, the eeshek version of **ha** is **Iha**.

9. *Keks* are the most versatile connectives; you can use them to connect predicates, arguments, and even sentences. Like *both...and* and *if...then* in English (and unlike all the connectives we've looked at so far), they require planning in advance.

Keks are a little odd. The best way to understand how they're produced is to take one apart, so we'll start with the kekked version of **noenoi**: **kenoi...kinoi**. The **ke-** is just **k-** and the basic vowel (**e**). This lets the audience know that the *kek* is essentially an **e-connective**. After this, we substitute **-ki-** for **-e-**. So far we have ***ke...nokinoi**. Why move the **no-** right after **ke-**? (**-no** becomes **-noi**, the regular suffix form.) Because moving it retains the original order. Remember, **ti, noenoi ta** is the same thing as **no ti, e no ta**, so the first **no** must come before the first connectand—as it does in **kenoi ti kinoi ta**, which means

k	e	no(i)	ti,	e	no(i)	ta
[kek begins]	[e-connective]	<i>not</i>	<i>this</i>	<i>and</i>	<i>not</i>	<i>that</i>

(In case you're wondering, this means the same thing as *neither this nor that* in English: both not-this and not-that.)

To sum up: the first word begins with **k-** and the basic vowel. If the ek begins with **no-**, change **no-** to **-noi** and place it at the end of the first word. The second word is **ki**, followed by **-noi** if the ek ends in **-noi**. The **u-keks** have an additional peculiarity: if the ek contains **nu-**, the kek won't; and if the ek doesn't contain **nu-**, prefix **nu-** to the first word of the kek: **u** → **nuku...ki**, **nuu** → **ku...ki**, **nou** → **nukunoi...ki**, and **nuunoi** → **ku...kinoi**. Here's the complete list of keks:

a	ka...ki	<i>either...or..., and possibly both</i>
noa	kanoi...ki	<i>if...then...</i>
anoi	ka...kinoi	<i>(...if...)</i>
noanoi	kanoi...kinoi	<i>either not...or not..., and possibly neither</i>
e	ke...ki	<i>both...and...</i>
noe	kenoi...ki	<i>both not...and...</i>
enoi	ke...kinoi	<i>both...and not...</i>
noenoi	kenoi...kinoi	<i>neither...nor...</i>
o	ko...ki	<i>if and only if...then...</i>
onoi	ko...kinoi	<i>either...or..., but not both</i>
u	nuku...ki	<i>(...whether...)</i>
nou	nukunoi...ki	<i>(not...whether...)</i>
nuu	ku...ki	<i>whether..., ...</i>
nuunoi	ku...kinoi	<i>whether..., not...</i>
ha	kiha...ki	<i>(varies)</i>

(The translations in parentheses aren't forethought connectives in English, which has fewer connectives than Loglan.)

Always be careful to keep keks balanced: connect only like things. **Ke** predicate **ki** predicate is fine, and so is **Ke** sentence **ki** sentence; **Ke** predicate **ki** sentence isn't allowed.

10. Without a punctuator such as **gu**, keks will run to the end of a predicate string. Without **gu**, the example sentence would group as **La Deiv, (ke [mutce gudbi] ki [nurmue (sadjı farfu)])** *Dave both is a very good [person] and is a moderate wise-father*. So remember that keks contain everything within their predicate string unless you specifically close them. In the same way, **mutce ke gudbi ki sadji mrenu** groups as **(mutce (ke (gudbi) ki (sadjı mrenu)))** *very both good and wise-man*. You would need a **gu** to separate **mrenu** *man* from the kekked modifier: **(mutce (ke (gudbi) ki (sadjı gu))) mrenu** *very both good and wise, man*. (Mind you, this could be said more simply and elegantly as **mutce gudbi ce sadji mrenu**.)

Lopo Purmao

As you'll see in **Lo Nurvia Logla**, there are two predicates for *Mexican*: **meksi** and **mekso**. This may remind you of **logla** and **logli**. In fact, *ethnic predicates* come in groups of four:

logla _ is a part/feature of the Loglan language

logle _ is an area frequented/claimed by Loglanists

logli _ is a Loglanist

loglo _ is a part/feature of Loglan culture

Ethnic predicates ending in **-a** may refer only to a dialect. For example, **meksa** probably refers to the Mexican dialect of Spanish. (Of course, it could also refer to one of the native languages of Mexico.)

La Logle could be a room or a table in a restaurant where Logli get together. **La Junge** could refer to Chinatown, or to a Chinese embassy or consulate.

Ethnic predicates (and animal predicates, which work along similar lines) are the only ones where the final vowel reflects a difference in meaning. Normally, Loglan doesn't allow two predicate words which differ only in their final vowel. (This means that if you're unsure of the vowel, you can get away with slurring it, so long as you don't make it an **y** sound.) This also means that the distinctive meaning of the final vowel is lost when you affix the predicate, because that vowel changes to **y**. Usually this doesn't cause any problems, but you may want to add other affixes to specify (for example) what you mean by Loglanize: **loglenmao**, **logsifmao**, **logpipmao**, or **logkulmao** for **logla**, **logle**, **logli**, and **loglo**, respectively. Often, however, **logmao** will be clear enough.

Ethnic predicates are not capitalized in Loglan as they are in English, unless they are used as names. Thus, **le junge** (a Chinese area), but **la Junge** (Chinatown, etc.).

Sometimes an ethnic predicate isn't the most precise choice. For example, *Chinese consulate* is **junge konsysia**, but you could also call it **mela Junguos, konsysia**. More importantly, is a "Mexican" ruler a ruler of Mexico (**mela Méxikos, garni**) or a ruler who happens to be Mexican (**meksi garni**)? (**Mekse garni** would refer to someone ruling an area which is, in some sense, Mexican; such places are found almost as easily in some parts of the U.S. as in Mexico.)

Lo Nurvia Logla

Vi le mekso resra

(Kai) Hoi! I hoi, Tobsua! Rea no, ba furvea tedji vi.

(Dai) Ii kanoi tu gleca ca spana plizo ki ba tobsua mu. Io no, ba vi tobsua, e logli.

(Kai) Feu, mi peudja leva tobsua. I tei ia logli!

(Dai) Ua. Ii ka tei godzi mu kinei tu kraku letei namci.

(Kai) Ii tu dreti.

Hoi, Tam!

(Tai) Feu liu Tomás namci mi. Loi, Karl! Rea tu, hoi No Nu Peudja, frelo, anoi logla nu cirhea la Karl. Ica tu kunci Kai. Ua! Tu io bi la Deinys!

(Dai) Mi ia bi la Deinys. Ei tu fremi la Brud?

(Kai) Tai fremi ce fatru mi.

Nao, hoi Fremi ce Fatru Tobsua, eo mi tcidybeo ba?

(Tai) La Tomás Delri,os, ui ai surva tu.

(Dai) La Delri,os! I ei tu kunci la Inés?

(Tai) Ima sorme, ena socgoi gu mi.

(Dai) Ei tu feu meksi?

(Tai) Mi meksymerki. Buo feu levi resra nu ponsu la Famji Cyn. I taa la Migél Ernandes, ponsu le jungo resra. Levi resra ponsu ia ga kultu batmi, ei?

(Kai) Ei ti feu resra? I ba vi tcredi vedma ha kamkytaa?

(Tai) E, rea.

Lo Kenti

1. La Tomás, he?
2. Tai kunci hu?
3. Ima he?
4. Tai he vi la resra?

Lona Cninu Purda

Predicate words

<i>batmi</i>	_ trades _ for _ with _
<i>frelu</i>	_ is crazy
<i>kamkytaa</i>	_ jokes with _ about _
<i>kraku</i>	_ cries/calls out
<i>kultu</i>	_ is the culture of people _
<i>kunci</i>	_ is related to _ by relation _
<i>meksi</i>	_ is a Mexican [person]
<i>meksymerki</i>	_ is a Mexican-American
<i>namci</i>	_ is a name of _ to/used by _
<i>ponsu</i>	_ owns _ under law/custom _
<i>socgoi</i>	_ visits [person(s)] _
<i>sorme</i>	_ is a sister of _ with parents _
<i>spana</i>	_ is part of the Spanish language
<i>surva</i>	_ serves _ by doing _
<i>tcidi</i>	_ is food of/edible to _
<i>tobsua</i>	_ waits on diner _ with food _

Clue words

<i>(barter [BARTr]; Sp. cambiar [kAMblar])</i>
<i>(frenzy [FREnzi]; Sp. loco [LOko])</i>
<i>[KAMKi (Y) TAknA = comic-talk]</i>
<i>(cry [KRAi])</i>
<i>(Sp. cultura [KULTUra])</i>
<i>(kin [KiN])</i>
<i>[MEKSi (Y) MERKI = Mexican-American]</i>
<i>(name [NeiM])</i>
<i>(possess [POzeS]; own [ON])</i>
<i>[SOCli GOdzI = socially-go]</i>
<i>(sorority [SORoriti], a sisterhood)</i>
<i>(serve [SRV])</i>
<i>(feed [fID])</i>
<i>[TOBme SURvA = table-servant]</i>

vedma _ sells _ to _ for price _ (*vend* [VEnD]; *market* (v.) [MArket])

Little Words

taa in turn (free modifier)

Summary: Lesson 7

1. To make ekked predicates share their arguments, you can place **gu** after them: **La Deiv, farfu, e kicmu la Palys** (*Dave is [both] a [the] father and a doctor of Paula.*) versus **La Deiv, farfu, e kicmu la Palys** (*Dave is a father, and [he's also] a doctor treating Paula.*). This is particularly useful when the right connectand is a tensed predicate, in which case the connective and the inflector are written together (e.g., **ena** instead of **e na**).
2. Sheks are formed by prefixing **c-** to the characteristic vowel of an ek, as in **a** → **ca**, **noa** → **noca**, **nuu** → **nucu**. (The interrogative shek is **ciha**.) Sheks combine two words into a unit, much as **ci** does, but with the added idea of logical connection. So shekked predicates share their arguments and act as one word for purposes of modification. You don't have to pause before sheks.
3. *Eesheks* connect entire sentences. They are formed by prefixing **i-** to a shek (**I+ca**→**Ica**), or, for the interrogative, directly to **ha** (**Iha**).
4. *Keks* connect any two functionally similar units (arguments, predicates, modifiers (or modifier groups), sentences, etc.). They consist of two words. The first word begins with **k-** and the basic vowel. If the ek begins with **no-**, change **no-** to **-noi** and place it

at the end of the first word. The second word is **ki**, followed by **-noi** if the ek ends in **-noi**. The **u**-keks have an additional peculiarity: if the ek contains **nu-**, the kek won't; and if the ek doesn't contain **nu-**, prefix **nu-** to the first word of the kek, thus **u** → **nuku...ki** and **nuu** → **ku...ki**. The kekked form of **ha** is **kiha...ki**.

Exercise 7.1 Based on (4), above, recreate the list of keks. (The eks are **a**, **noa**, **anoi**, **noanoi**, **e**, **noe**, **enoi**, **noenoi**, **o**, **onoi**, **u**, **nou**, **nuu**, and **nuunoi**.) Check your answers with note 9.

Lopo Lenbatmi Cirduo

- | | |
|--|---|
| 1. Tu cirna, efa spuro gu la Loglan. | You learn, and will be an expert in, Loglan. |
| 2. Mi pa penso, ena repduo gu letu kenti. | I've thought about, and now answer, your question. |
| 3. Ta saadja noce nu treci la Loglan. | That one doesn't understand, but is interested in, Loglan. |
| 4. I tu saadja ciha nu treci Lai? | And do you understand, or are you interested in, it [Loglan]? |
| 5. Tu spuro ciha hapci logpli? | Do you expertly, or happily, use Loglan? |
| 6. La Deiv, sadji noca gudbi farfu. | Dave is, if a wise, then a good father. |
| 7. Oe logpli cutse ce ridle. | You should use Loglan [in] speaking and reading. |
| 8. Mi fa hapci, icanoi tu logpli cirduo. | I will be happy only if you practice using Loglan. |
| 9. Levi bukcu ga gleca. Iha bei logla? | This book is [in] English. Or is it [in] Loglan? |

10. **Kanoi tu sadji ditca, ki ba cirna.**

If you wisely teach, [then] one learns.

11. **Kiha tu takna ta, ki ta saadja?**

How is your talking to that one connected to his/her understanding?

Lesson 8: Mass Productions

Lo Mipli Steti

1. **La Deiv, vedma le bukcu**

Dave sells the book[s].

2. **La Meris, vedma lo^{1,2} bukcu**

Mary sells the-instance-of-the-mass-of-all books

3. **Mi takna tu la Loglan**

I talk to you about Loglan.

4. **Mi takna tu lo³ logla**

I talk to you about the mass of Loglan [utterances, features, etc].

5. **Mi takna tu la⁴ Logla**

I talk to you about Loglan Feature/Thing.

6. **Lo⁵ ckano!**

The instance of the mass of all kind ones!

How kind [of you]!

7. **Le blabi ze⁶ nigro ga bilti**

The white -and- black [one] is-beautiful

The black-and-white one is beautiful.

8. **La Deiv, ze⁷ la Meris, pa godzi**

Dave -and- Mary went [together].

9. **Ta blabi ce nigro bukcu**

Those are-(white [books] -and- black) books.

Those are white books and black books (some of each).

(The sense of this virtually requires more than one book.)

10. **Ta blabi ze⁸ nigro bukcu**

Those are-(white -and- black) books.

Those are black-and-white books (each is a mixed color).

(This could be true of a single book.)

11. **Ta blabi ze mutce ci⁹ redro bukcu**

That is-a-(white -and- (very - red)) -book.

Lona Cninu Purda

Little Words

lo the one I mean that appears to be an instance of the mass of all _

ze -and [jointly]-

Lopo Lengu Klimao

The little word **lo** is used like **le** to turn a predicate into a description. It means *the one which appears to be a manifestation of all the _ there is/are*. Of course I'm going to explain what that means!

When you go to see Mr. Smith, you aren't really seeing "all" of him (it sounds rather indecent!); you are going to see a certain manifestation of a complex and dynamic individual. "Mr. Smith" today is not the same as he was a few days ago, and he'll have changed again soon. So when you talk about "Mr. Smith," you're usually talking about a point in a continuum, that is, about just part of all the slightly different individuals who are all still somehow "Mr. Smith."

This is what **lo** does: it transforms a predicate into a reference to a continuum of objects. **Lo humni** refers to the mass of human beings, **lo ditca** to the mass of teachers, and so on. You may talk about all humans or teachers with **lo** or just one, but all of them will be taken as a single instance of the whole. (We don't do this with names because named things are generally continuous anyway. **La Smit** and **La Matma** both refer to individuals who change over time.)

Let's say you want to talk about books in general: *Books are interesting*. What you are talking about is the mass individual composed of all books, or **lo bukcu**: **Lo bukcu ga treci**. (The **ga** is necessary here, just as it is with **le**.) Similarly, *Janice went to the movies* would be **La Djenis, pa godzi lo sinma** (**sinma** = *_ is a movie [cinema] made by _*) Why? Because she didn't go to a particular movie (that would have been expressed differently both in English and in Loglan), but to a manifestation of the mass of all movies. Maybe she saw just one; maybe one and a half; maybe she changed her mind part-way through the first one. But in any case, her meeting with "Mr. Cinema" is like a meeting with "Mr. Smith": she saw some instance of him, that's all.

Notes

1. Note the difference between

Mi vedma le bukcu *I sell the book(s).* [A particular copy or set]

and

Mi vedma lo bukcu *I sell books (in general).* [Something a salesperson in a bookstore might say]

2. You may be tempted to use **lo** to translate the plural. After all, most **lo** constructions have plural equivalents in English: books, movies, cars, etc. But in fact, **lo** may refer to a single object if that object is seen as part of a larger whole. If you want to think of a book/movie/car as being part of a larger whole, use **lo**. That's what it's there for. Certain cultures view everything as a manifestation of larger individuals: each cloud is a reappearance of The Cloud, each animal another instance of Mr. Animal, and so on. In a similar vein, certain schools of philosophy, such as the various forms of Platonism, see everything as ectypes of archtypes existing in an idealized realm. Such people will tend to use **lo** a lot. This is another way Loglan lets Logli do their own thing philosophically.

3. The explanation of **lo** given above stresses the similarity between **lo** and **la**. Here's a case in point: What is the difference between **la Loglan** and **lo logla**? Answer: Virtually none. **Lo** emphasizes the mass quality of Loglan, while **la** emphasizes its individuality.

4. On the other hand, there's a major difference between **la Loglan** (or **lo logla**) and **la Logla**. **La Logla** individualizes some part of Loglan, or some instance of it. It could refer to *The Loglan Story*, or to *Loglan: The Motion Picture*. (Coming soon to a theater near you!)

5. Since **lo** and **la** have so much in common, it shouldn't be any surprise that just as you can say **La Ditca!** to call attention to Teacher, so you can say **Lo ckano!** to point out someone who is particularly kind, and **Lo helba!** to acknowledge someone's assistance.

6. **Ze** is a “hyphenated and”: the kind found in *black-and-white* (**blabi ze nigro**). It means that two things act as one. If **le bukcu ga nigro ze blabi** is true, then **le bukcu ga nigro** and **le bukcu ga blabi** are false. A black-and-white object is not just black or just white; it's a mixture of the two.

7. Similarly, **La Deiv, ze la Meris, pa godzi** means that Dave and Mary went together—“as one person,” we might say. Thus, **mu** is actually a contraction of **mi ze tu**: *you and I together*. In a sense, **lo bukcu** refers to **levi bukcu ze leva bukcu ze levu bukcu**, etc. You can use **ze** for predicates and arguments.

8. You're probably wondering what the difference is between **ce** and **ze**. Simply put, **ze** makes one claim (That is a black-and-white book); it concerns a single, intertwined relationship. **Ce**, on the other hand, is just a shorthand way of speaking two sentences at once. Thus, **Ta blabi ce nigro bukcu** means the same thing as the two sentences **Ta blabi bukcu** and **Ta nigro bukcu** put together. (These sentences require a plural **ta** (*these*) to make sense.) **Ta blabi ze nigro bukcu**, on the other hand, cannot be taken apart; it simply is a black-and-white book. (This also works in descriptions: **le blabi ce**

nigro *the black one[s] and the white one[s]*, **le blabi ze nigro** *the black-and-white one[s]*. Only the second could normally refer to one object.)

9. **Ze** only works on the words immediately on either side. If you want to widen **ze**'s scope, you'll have to use **ci** to unify the extra word with the word that would normally be affected.

Lopo Purmao

We've looked at the mechanics of making complexes, and we've encountered several examples. But when do you use a complex instead of simple modification? There are two major cases:

1. If you use the term frequently, and it would be too long as a string of separate words.

Of course, frequency varies from speaker to speaker. Dana, who isn't interested in cars, seldom talks about **lo breko sisto** (*brake systems*); Betty, however, deals with **lo brekysio** all the time.

2. You want to give a special meaning to the term, perhaps even changing the final

predicate word's structure. **Siodja** (*_ understands system _*) just doesn't mean the same thing as **sisto djano** (*_ systematically knows _ about _*). Remember, modification doesn't change place structure. Likewise, in the reading, Dana's **No, mi sirto djano** (*I don't know for sure*) isn't quite as strong as Betty's **No, mi sirdja** (*I just don't know*). Complexes are often more emphatic than modification.

This latter reason brings us back to precision. Logli like to use the word or phrase which exactly captures their thought. Loglan has built up a larger vocabulary than it theoretically needs, simply to ensure that one word doesn't need a number of vaguely similar meanings.

For example, consider a few of the various words for knowing:

djano _ knows _ about _

duodja _ knows how to [do] _

feodja _ knows _ from source _ [FEktO DJAno = fact-know]

(“Book-learning” as opposed to experience.)

kledja _ knows what _ is (what class it belongs to) [KLEsi DJAno =
class-know]

leudja _ knows [language] _ [LEngU DJAno =
language-know]

(Not the same thing as **siodja**. It's possible to have a thorough understanding of a language without “knowing” the language.)

peudja _ knows person _ [PErnU DJAno =
person-know]

(Again, not the same as **siodja**, which implies deeper, if less personal, knowledge.)

saadja _ understands the meaning of symbol _ [SAnpA DJAno =
sign-know]

siodja _ understands system/person _

spedja _ knows _ by experience [SPEni DJAno =
experience-know]

Lo Nurvia Logla

La Betis, telfyduo

[Note how Betty uses first **kia** then **kio** when she doesn't know how to complete her sentence. The first **kia** eliminates the preceding pause, then she realizes that she needs another **kia**, which then erases the pause which precedes it, until she gives up.]

(Dai) Loi. I la Deinys, cutse.

(Bai) I mi bi la Betis. Eo mi takna la Karl?

(Dai) Uu no, Kai hijra. I mi ui getsui le fu takna.

(Bai) Au. I nahu Kai fangoi?

(Dai) I no, mi sirto djano.

(Bai) Uo!

(Dai) Eo mi kenduo tu?

(Bai) Io.

(Dai) Ie la Betis? Ei tu bi le fremi je Kai?

(Bai) I mi ia fremi Kai. Ibuo no, mi sirdja hu, kia, kia, kio uo!

(Dai) Uo mi bunbo! Irea mi oa kliri cutse! Le fremi pa nakso leKai tcaro.

(Bai) Ia, mi bi le fremi.

(Dai) Lo mutce gudbi! Kai takna mi tu. No firpa! Lo nu cutse ga gudbi, rea. Lo tcaro ga treci tu, ei?

(Bai) Ia. Ei Kai takna tu lemi tcaro?

(Dai) Ei tei kukra, e laldo tu?

(Bai) Uo no! Le konce, feu, enoi lo djipo ga laldo. I le motci, bea, ga junt!

(Dai) I hu djipo parti lo tcaro? Ibea lo motci ze lo breko ci sisto

(Bai) Ia. Feu le motci ze le brekysio ze le frama ze le tolpaesio ze le lekpaesio ga djipo lo tcaro.

(Dai) Ua. No, mi siodja lo tcaro.

(Bai) Mi ui ditca lo tcaro perti tu. I mi ze Kai batyditca.

(Dai) Ua. Tu ia spuro logpli.

(Bai) Lo ckano! Uu no. Ifeu mi fasru ge logla takna tu lo tcaro. Ibuo lo notbi fu takna ga mutce nardu.

(Dai) Lo kumtu nu speni! Lo kusmo fu takna ia ga fasru.

(Bai) Sia! Eo mi godzi letu hasfa na la Pasnai?

(Dai) Ui ia! I Kai fa ia hijra!

(Bai) Sia loa!

(Dai) Kerju!

Lo Kenti

1. LeKai fremi pa he?
2. Hu laldo parti leBai tcaro?
3. Hu djipo lo tcaro?
4. No, Dai siodja hu?
5. Hu fasru?

Lona Cninu Purda

Predicate words

batyditca _ teach each other subject(s) _

breko _ is a brake of vehicle/system _

brekysio _ is a brake system of vehicle/system _

bunbo _ is a fool/is foolish about _

Clue words

[BATmi (Y) DITCA =
trade-teach]

(*brake* [BREiK])

[BREKo (Y) SIstO =
brake-system]

(*hoob* [BUB]; *bozo* [BOzo])

<i>djano</i>	_ knows _ about _	(“Whadjaknow?”)
<i>djipo</i>	_ is important to _ for _	(<i>important</i> [ImPOrtant])
<i>fangoi</i>	_ returns to _ from _	[FANve GOdzI = reverse-go]
<i>fasru</i>	_ is easy for _ under conditions _	(<i>facilitate</i> [FASiliteit], make easy)
<i>firpa</i>	_ is afraid of/that _	(<i>fear</i> [FIR]; “paranoid”)
<i>getsui</i>	_ transmits/relays _ to _ from _	[GETsi SUNDI = get-send]
<i>hijra</i>	_ is present at _	(<i>here</i> [HIR])
<i>kenduo</i>	_ asks/questions _ about _	[KENTi DURzO = question-do]
<i>kliri</i>	_ is clearer than _	(<i>clearly</i> [KLIRII])
<i>konce</i>	_ is a/the shell [chassis] of _	(<i>conche</i> [KONTC]; <i>shell</i> [CEI])
<i>kumtu</i>	_ is common to/shared by members of set _	(<i>common to</i> [KoMn TU])
<i>kusmo</i>	_ is a custom/habit of _ under conditions _	(<i>custom</i> [KyStM])
<i>lekpaesio</i>	_ is a/the electrical system of _	[LEnKi PATcE SIstO = electric-apparatus-system]
<i>motci</i>	_ is a/the motor of device _	(<i>motor</i> [MOTr]; <i>machine</i> [MyCIn])
<i>nardu</i>	_ is hard/difficult for _ under conditions _	(hard [hARD]; <i>arduous</i> [ARDiUys])
<i>notbi</i>	_ is other than/not the same as _	(“a is NOT B”)
<i>pasnai</i>	_ is the evening of day _	[PASko NATII = before-night]
<i>perti</i>	_ concerns/pertains to _	(<i>pertain</i> [PRTeIn])

siodja	_ understands [system/person] _	[SistO DJAno = system-know]
sirdja	_ knows _ for certain about _	[SIRto DJAno = certain-know]
sirto	_ is certain that _ is true	(<i>certain</i> [SRTn]; Sp <i>cierto</i> [SleRTO])
sisto	_ is a system among elements _	(<i>system</i> [SISTm])
tolpaesio	_ is a/the control/steering system of device _	[TrOLi PATcE SistO = control-apparatus-system]

Little Words

- kia** [erase preceding word or pause]
kio [forget about the current utterance as a whole]

Summary: Lesson 8

1. **Lo** is a descriptor like **le** which refers to *the instance I mean of the mass of all* _ . It may therefore be used to talk about some part of a larger whole or about all the members of some group at once.
2. **Ze** is a “hyphenated and”: it mixes two separate ideas into an inseparable whole, as in **blabi ze nigro** (*black-and-white*). Like **sheks**, **ze** applies two the two words immediately before and after it: to include other words, you would have to use **ci**.

Lopo Lenbatmi Cirduo

- | | |
|--|--|
| 1. La Deinys, ze la Pal, socgoi la Megn, ze la Palys. | Dana and Paul (together) visit Megan and Paula (together). |
| 2. La Deinys, e la Pal, socgoi la Megn, e la Palys. | Dana and Paul each visited Megan and Paula (separately). |
| 3. Vi lo resra gu ba furvemcue lo tcidi. | In restaurants one orders food. |
| 4. La Betis, fundi lo kukra tcaro. | Betty prefers fast cars. |
| 5. Ibuo no, Bai fundi lo kukra blabi ze nigro tcaro. | But she doesn't like fast black-and-white cars. |
| 6. Le gudbi matma ze ditca ga takna le detra. | The good mother-and-teacher talks to the daughter. |
| 7. Le gudbi ci matma ze ditca ga takna le detra. | The [good-mother]-and-teacher talks to the daughter. |

Lesson 9: Abstract Art

Lo Mipli Steti

1. **Ta po¹ godzi**
That is-an-event-of go[ing]
2. **Ta po² cei godzi la Denvr, la Cikagos**
That is-an-event-of c going [to] Denver [from] Chicago
3. **Ti po³ takridle ditca**
This is-an (is-an-event-of reading-aloud) teacher
This one teaches how to read aloud.
4. **Ti po,⁴ takridle ditca**
This is-an-event-of reading-aloud teaching
This is teaching by reading aloud.
5. **Lepo⁵ tu takridle ditca ga corta**
The-event-of you reading-aloud teaching is-short.
Your reading-aloud teaching session is brief.
6. **Lopo⁶ tu takridle ditca ga corta**
The-mass-of-events-of you reading-aloud teaching is short.
Your reading-aloud teaching sessions are short.

7. **Le, po⁷ takridle ditca ga corta**

The event-of reading-aloud teacher is-short

The one who teaches reading aloud is short.

8. **Mi garti tu lepo⁸ tu helba mi**

I am-grateful-to you [for] the-event-of you[r] helping me

I'm grateful to you for [your] helping me. Thanks for helping me.

9. **Mi garti tu lepu⁹ tu helba mi**

I am-grateful-to you [for] the-quality-of you[r] helping me

I'm grateful to you for your helpfulness toward me. Thanks for being helpful.

10. **Mi garti tu lezo¹⁰ tu helba mi**

I am-grateful-to you [for] the-amount-of you[r] helping me

I'm grateful to you for how much you help me. Thanks for being *so* helpful.

11. **Le nirli ga spopa lepo¹¹ le kicmu fa kamla**

The girl hopes the-event-that the doctor will come [will occur].

The girl hopes that the doctor will come.

12. **Le nirli ga cutse li le kicmu fa kamla lu**

The girl says “ The doctor will come. ”

13. **Le nirli ga cutse liu¹² ia**

The girl says [the-word] “yes.”

The girl says “yes.”

14. **Ei tu meliu gu¹³ logli?**

Are you a “**gu-ing**” Loglander?

Lona Cninu Purda

Predicate words

spopa _ hopes [that] _ [will occur]

takridle _ reads _ aloud to _

Clue words

(*hope* [hOP]; Sp *espera* [eSPerA])

[TAKna RIDLE = talk-read]

Little Words

liu the word _ (a combination of **li** and **lu**)

po _ is an event/instance of _

pu _ is a quality of _

zo _ is an amount/quantity of _

Lopo Lengu Klimao

Loglan has three operators for creating abstractions: **po**, **pu**, and **zo**. Because it's the most common, we'll start with **po**; all three act the same way anyhow, so in learning to use **po**, you'll find out how the other two work as well.

Notes:

1. Placed before a predicate expression, **po** creates a new predicate meaning *_ is an event/instance of* [whatever the predicate refers to]. Thus,

Ta po godzi. *That is an event of going.*

Ti po corta. *This is an instance of shortness.*

2. The blanks for **godzi** (and **corta**) are still fully active after **po**, however, and may be filled as usual:

Ta po mi godzi la Denvr, la Cikagos. *That is an instance of my going to
Denver from Chicago.*

Ti po le botci ga corta le mrenu. *This is an instance of the boy's being
shorter than the man.*

3. You may use a **po** predicate as a modifier in the normal way: **Ti po takridle ditca** (*This one is an act-of-reading teacher* [someone who teaches reading aloud]). Note that **po** affects only the next predicate.

4. By pausing after **po**, you extend it to include all following predicate words: **Ti po, takridle ditca** (*This is an act of read-teaching* [teaching by reading aloud]). If you want to include arguments in a **po** modifier (usually not necessary), you'll have to use **je/jue** as you would for any other modifier: **Ti po ridle je le stuci gu, ditca** (*This one is an act-of-reading-the-story teacher* [teaching the act of reading the story])—not the same thing as **Ti ridle je le stuci gu, ditca** (*This one is a teacher reading the story*). As this example shows, such constructions aren't generally very useful.

5. When you turn a **po**-predicate into an argument, the **le** combines with **po**, to produce **lepo**. (This is a long-range **po**; **le** plus a **po**-modifier must be separated by a pause comma—see note 7.) Because **lepo** arguments are so common, their blanks are filled like a regular predicate. This sentence refers to one session or set of sessions.

Just as you need to make sure you've closed your **je** phrases, so you must shut off **lepo** phrases. If the phrase is the first argument, just use **ga** or one of the inflectors. If it doesn't end the sentence, you can either try one or more **gus** or just use **guo**. (Like **gue**, **guo** is a version of **gu** designed to terminate a specific type of phrase, in this case **lepo** phrases.) Unclosed **lepo** phrases will absorb the next argument, as in **Ta ditca lopo ridle lo junti** (*That one teaches how to read young people.*), which should probably be **Ta ditca lopo ridle gu[o] lo junti** (*That one teaches reading to young people.*). (Either **gu** or **guo** would close off **ridle** in this case.)

6. **Lopo** refers to a mass of sessions or events taken together. Another example of the **lepo/lopo** distinction would be

Ei tu pa hapduo lepo tu sucmi? *Did you enjoy your swim?*

Ei tu pa hapduo lopo tu sucmi? *Did you enjoy swimming?* (when you were a child, for instance)

7. **Le, po** (note the pause comma) is **le** and a **po**-modifier: **le, po takridle ditca** (*the act-of-reading-aloud teacher*).

8. Again, **lepo** here refers to some specific case of helping, not to helpfulness in general, which would take **lopo**. A shorter way of saying this would be **Lepo tu helba!** *How*

helpful you are (in this case). You could also say **Lopo tu helba!** *How helpful you are (in general)!* Remember that **lo** can be used to call attention to something (*Here's [another] instance of _*); used with the abstraction operators, it points to an act, quality, or quantity, rather than to the person/thing involved.

9. **Pu** works just like **po**, but it refers to a quality: **Ta pu bilti** *That is a quality of beauty.*

10. **Zo** refers to quantity of a quality; in this case, to the amount or degree of someone's being helpful. This is generally the best way to translate *How _!*: **Lozo tu ckano!** *How kind of you!* Note the difference between **Lezo tu bilti!** *How beautiful you are!* (tonight, or at some point) and **Lozo tu bilti!** *How beautiful you are!* (in general).

11. **Lepo** expressions are used in Loglan to translate indirect discourse. In other words, those clauses which often begin with *that* (*think that, hope that, etc.*) become **lepo** expressions. This only works when you're not quoting, though; do not use a **lepo** phrase with **cutse** (*_ says _ to _*). If you're telling what someone actually said—or wrote, for that matter—you must either quote verbatim or use a construction we'll get to in a couple of lessons. When you quote word-for-word, use **li...lu** for Loglan and **lie** for everything else. Sentence 12 gives an example of **li...lu**.

12. **Liu** is used for quoting single words (**li ai lu** would be a bit awkward). It is also the way to refer to a word as such: **Liu liu corta** (*[The word] "Liu" is short.*) A **liu** argument doesn't need **ga**, because it ends with the next word.

13. People who are just learning a language often hesitate a lot in speech, and as you've seen, pauses are important to understanding Loglan. There is a way around this problem: Use **gu** to replace all those pauses we've encountered in the last few lessons; it's a spoken version of the written comma. If the Logli you're talking to looks at you like you've got two heads, just say, **Mi meliugu** (*I'm a "guer"*). This will let the Logli know not to trust your pauses, but to take only a **gu** seriously. There is no shame in this, so long as you don't remain at this stage forever. You are, after all, a "baby" Logli, and no one's ashamed to hear a baby say **gu**; but we do expect the **gus** to grow less frequent as the years pass.

Lopo Purmao

Now is the time for action! Specifically, for doing and using things:

-pli (PLIzo, use) means to use some tool.

-duo (DUrzo, do) means to use some tool on someone/-thing, or just to perform some action relevant to the root.

logpli _ uses Loglan

logduo _ uses Loglan on someone _ (**Logduo lotu fremi!**)

bedpli _ goes to bed [BEDpu PLIzo = bed-use]

bedyduo _ puts _ to bed [BEDpu PLIzo = bed-do]

telfypli _ uses a telephone [TELFo (Y) PLIzo = telephone-use]

telfyduo _ [tele]phones _ [TELFo (Y) DUrzo = telephone-do]

-biu (BlvdU, behave) refers to some normal, habitual behavior.

-kao (KAktO, act) refers to something done with some goal in mind.

rembiu _ is [naturally] friendly to _ [fREMi BlvdU =
friend-behave]

remkao _ acts/pretends to be friendly to _ for purpose _ [fREMi KAktO =
friend-act]

gudbiu _ is [naturally] well-behaved [GUDbi BlvdU =
good-behave]

gudkao _ is [intentionally] well-behaved for purpose _ [GUDbi KAktO = good-act]
(As children before Christmas.)

gubduo _ does good deed _ to _ [GUdBi DUrzO = good-do]

Lo Nurvia Logla

Eo peudja la Betis

(Kai) Loi!

(Dai) Ua! Mi durbiesni lepo spodru lepo tu fangoi ti!

(Kai) Hu vetci?

(Dai) La Betis, telfyduo. I Bai spopa lepo takna tu.

(Kai) I hu fu takna?

(Dai) Iu. Nao sii le, po logpli ditca ga cirna lo tcaro perti le, po tcanakso ditca. Lo
treci!

(Kai) Rea mi hapduo lopo cirna ce ditca.

(Dai) Ua. Ei Bai oa logpli la Natli? Ifeu, Bai godzi ti.

(Kai) Ue ei? Gea rea.

(Dai) Ua io le fu ckozu je lopo no, lotu cirna ga fundi tu.

(Kai) Feu cei kamkytaa ia. La Betis, bea, ia fundi mi.

(Dai) Lo nu kance!

(Kai) Ei tu sirto lepo Bai godzi mu?

(Dai) Ia. Eo stise lepo nu fatru dzoru!

(Kai) Ei tu stolo ti?

(Dai) Ia, lo kliri! I Bai danza ia lepo vizka jmite mi.

(Kai) Eo santi! La Betis, na hijra! Eo nengo, hoi Betis! Lezo tu bilti!

(Bai) I lozo tu ckano cutse! Ti ia bi la Deinys. Ea mu jmihai!

(Dai) Ea jmihai ia!

(Kai) Lopo hapci! Uu la Deinys, oa na godzi.

(Dai) Ifeu no.

(Bai) Iceu mi ao takna tu ze la Deinys, hoi Karl. I mi ju kenti lopo logcia. Ice tu ze Dai ii ao dapli.

Lo Kenti

1. Dai durbiesni hu?
2. Hu cirna lo tcaro? (Use the complete designation, not just a name or variable.)
3. Sii ba takna ciha logduo Kai?
4. I tio fu ckozu hu?
5. Bai danza lepo takna hu hu?

Lona Cninu Purda

Predicate words

<i>bilti</i>	_ is more beautiful than _ to _
<i>durbiesni</i>	_ is about to [do] _
<i>danza</i>	_ wants _ for purpose _
<i>dzoru</i>	_ walks to _ from _ via _
<i>kance</i>	_ is conscious/aware of/that _
<i>santi</i>	_ is quieter than _
<i>spodru</i>	_ loses hope/despairs of/that _
<i>stise</i>	_ stops/ceases [doing] _
<i>tcanakso</i>	_ is a mechanic on vehicle(s) _
<i>telfyduo</i>	_ telephones _
<i>vetci</i>	_ happens to _

Clue words

(<i>beauty</i> [BIuTI])
[DURzo BIdjE SNire = do-edge-near]
(<i>desire</i> [DiZAir], <i>want</i> [uANt])
(<i>conscious</i> [KANCys])
(<i>silently</i> [SAileNTII])
[SPOpa DiRIU = hope-lose]
(<i>stop</i> [STop]; <i>cease</i> [SIS])
[TCARo NAKSO = car-fix]
[TELFo (Y) DUrzO = telephone-do]
(<i>event</i> [iVENt])

Little Words

gea again; I repeat (free modifier)

Summary: Lesson 9

1. **Po** turns the very next predicate word into a new predicate about an action or event. To make **po** apply to an entire predicate expression, separate it from the following predicate word with a pause comma or **gu**: **Ta po ridle cirna** *That's a reading*

learner (one who learns to read). **Ta po, ridle cirna.** *That's an instance of reading learning* (learning by reading).

2. Although the event predicate has only one blank (_ *is an event of* [whatever the original predicate referred to]), the original predicate's blanks may be filled out as usual after the **po** IF the **po**-expression is being used as a predicate.
3. If the **po**-expression is being used as a modifier, you have to use **je/jue** to fill in the original predicate's blanks (though this is seldom worth doing). A **po**-modifier can't directly follow a descriptor; they must be separated by a pause-comma or **gu**. (Without this separation, the **po** would apply to the argument as a whole.
4. A **po**-predicate may be turned into an argument using **lepo** or **lopo**. **Lepo** (and **lopo**) may be followed by a predicate word or a complete predicate expression. When this type of phrase is the first argument, close it with **ga** or an inflector. If it comes later (but not last) in the sentence, use **gu** or **guo**.

Lopo Lenbatmi Cirduo

- | | |
|--|--|
| 1. Lozo tu ridle! | You read so much! (The amount you read!) |
| 2. Ei tu danza lepo mi telfyduo tu? | Do you want me to call/telephone you? |
| 3. Lopo lodji penso ga pu logli. | Logical thought is a quality of being a Logli. |
| 4. Ti po, lenbatmi je lo steti gu cirduo. | This is a translating-sentences exercise. |
| 5. Ei tu fundi lo, po purmao parti je le bukcu? | Do you like the word-making part of the book? |
| 6. Mi fundi lo logla po purmao. | I like Loglan word-making. |

Lesson 10: Anything for the Cause

Lo Mipli Steti

1. **Ta pa felda kou¹ lepo ta mutce tidjo**
That fell physically-caused-by its being very heavy
That fell because it was very heavy.
2. **Ta tidjo, inukou^{2,3} ta pa felda**
That was heavy, physically-causing it [to] have fallen
That was heavy, so/therefore it fell.
3. **Ta pa felda nokou⁴ lepo ta latci**
That fell not-physically-caused-by its being light
That fell despite being light/although it was light.
4. **Ta latci nonukou⁵ lepo ta pa felda**
That was light, not-physically-causing its having fallen
That was light; nevertheless/even so, it fell.
5. **Mi pa donsu la Djan ta, irau⁶ Dai jurna ta**
I gave John that justified-by his earning it.
I gave that to John because he earned it.

6. **Mi pa donsu la Djan ta, imoi⁷ Dai pluci mi**

I gave John that motivated-by his pleasing me.

I gave that to John because I like him.

7. **Tu saadja toi, isoa⁸ tu logli**

You understand this-statement entailed-by your being a Logli

That you understand this is entailed by your being a Logli.

8. **Tu nusoaki⁹ saadja toi, ki logli.**

*You therefore understand this given are-a-Logli

You consequently understand this, given that you are a Logli.

9. **Tu gritu lia¹⁰ la Pavarotis.**

You sing like Pavarotti.

10. **Moihu¹¹ tu pa durzo ta?**

With-motive-what you did that?

Why did you do that?

11. **Tu, emou¹² mi ckano**

You and-more-than I are kind.

You are kinder than I am.

Lona Cninu Purda

Little Words

emou	and-more-than _ A comparative connective; see note 12.
imoi	motivated by the fact that _; because _ (See note 7.)
inukou	physically causing _; therefore _ (See notes 2 and 3.)
irau	justified by the fact that _; because _ (See note 6.)
isoa	entailed by the fact that _; because _ (See note 8.)
kou	physically caused by _; because of _ (See note 1.)
lia	like/in the manner of _ (A modal operator/PA word; see note 10.)
moihu	motivated by what? why? (See note 11.)
nokou	despite physical cause/factor _; although (See note 4.)
nonukou	nevertheless unexpected physical result _ (See note 5.)
nusoaki...ki	thus _, given _ (See note 9.)

Lopo Lengu Klimao

This lesson introduces *causal connectives*—the words translated *because*, *therefore*, *although*, and *nevertheless* in English. Causal connectives fit between inflectors and regular connectives, because like inflectors, they can act on arguments (**va tu** *by you* and **kou tu** *because of you* behave in much the same way), but like connectives they link two things (a cause and an effect) and have eeshekked and kekked forms.

We'll also meet modal operators—words that give details about claims. These are all members of the PA Lexeme (words which may be used like **pa** and the other inflectors), so they may be used with or without an argument, and even before predicates. There are a

lot of modal operators and other PA-words, but there's no need to learn them all at once. From now on, they will be marked (PA) in the vocabularies.

Notes:

1. **Kou** indicates physical cause, though it's also used as a catch-all for the various types of causation. It is used either “adverbially” or with a designation, as here. **Kou** is not a member of the PA Lexeme, but it's used just like an inflector. KOU words often take **lepo** arguments.
2. The causal connectives can be used to join utterances, just like eesheks. In this form, they are used with regular predications, not with arguments such as **lepo** designations.
3. **Nukou** is the reverse of **kou**. It shows the effect rather than the cause, just as *therefore* does in English.
4. **Nokou** is the opposite of **kou**. It marks something which should have caused a different result—for example, lightness which should have prevented a fall (or at least made it less likely). The English equivalent is *although*.
5. **Nonukou** is the opposite of **nukou**; it indicates an unexpected result, such as something falling despite being light. English versions are *nevertheless* and *but...anyway*. (*It was light, but it fell anyway.*)
6. **Rau** marks a reason or justification—in other words, moral or ethical cause. It has the same variations as **kou**: **nurau**, **norau**, **nurau**, **nonurau**, and their corresponding eesheks.

7. **Moi** indicates motivational cause: the purpose which led someone to do something. It also has the same variations as **kou** and **rau**.

8. **Soa** shows entailment, that is, “logical causation.” It's used to show that one thing follows or is a necessary consequence of another thing.

9. You can kek causal connectives, but the procedure is like that for **u-keks**: add **nu-** if it isn't there, remove it if it is there, and tack **-ki** on the end. The second word is always **ki**. Thus,

kou	nukouki...ki...
nukou	kouki...ki...
nokou	nunokouki...ki...
nunokou	nokouki...ki...

and so forth.

10. The modal operator **lia** provides another way to make the Pavarotti comparisons from Lesson 5. (**Tu mela Pavarotis, gritu. Tu gritu clika la Pavarotis.**) Modal operators are spare blanks for predicates. If you had to indicate all the possible relationships for each predicate, you'd have to add five or ten places per predicate to show tools, accomplices, methods, etc. To keep the number of blanks manageable, relationships common to many predicates are represented by words like prepositions. Modal operators are PA words. So you could also say **Tu lia gritu** *You sing similarly* and **Gritu lia!** *Sing like that!*

What's the difference, then? Do you use **me**, a modal, or a modified predicate? At this stage it doesn't matter much, though **me** is usually stronger, more intuitive and slangy, than a modal, and creating a new predicate through modification lies somewhere between the other two. For careful Loglan, use a modal; for ordinary Loglan, use modification; and for chatting with friends (or to pep up a boring text or conversation), use **me**. **Me** is one of the most powerful devices in Loglan; when you encounter some of its weirder uses, you'll be amazed—though you'll probably catch the meaning anyway.

11. Adding **-hu** to **kou** and its relatives (and to the modals, for that matter) creates several question words. **Kouhu**, **rauhu**, **moi** and **soahu** all mean *why?* (They reflect different types of *why*, of course: physical, ethical, motivational, and logical.) Some other combinations you may find interesting: **Numoihu?** *To what end? What good would it do?* **Heahu?** *With what help? You and whose army?*

12. This is the other way to handle comparison (see **Lopo Purmao** in Lesson 5). Just connect the two arguments you want to compare with any of the connectives (**eks**, **sheks**, etc.) followed immediately by **-mou** (*more than*), **-numou** (*less than*), or **-ciu** (*as much as*). The example sentence means much the same thing as **Lezo tu ckano ga mordu lezo mi ckano** *The amount of your being kind is greater than the amount of my being kind*. The difference is that the sentence with **emou** actually claims that both of you are kind, while **lezo**, being an argument, makes no claim. Using **e** as the connective does require that the predicate be true of both arguments, though; if I mean that you are kinder than I am because I'm not kind at all, I will have to use **umou** or **amou**.

Ciu and **mou** can also be used without connectives to mean *as much as/equally* and *well as/in addition to*. In this case, separate them from a preceding connective with a

pause or **gu**. (This will happen rarely, if ever. It's difficult even to imagine such a case, because **ciu** and **mou** would not normally be used with arguments after a connective.)

Lopo Purmao

We saw in the preceding lesson that Logli are interested in intentions (**-biu** versus **-kao**); now that we're able to justify our actions, let's pursue this idea further.

-mao (**MAdzO**, *make*) means to make or cause something intentionally.

-cko (**CKOzu**, *cause*) means to make or cause something unintentionally or naturally.

You probably wonder why we bother with such a distinction. In part, it's to clear up an ambiguity in English between agent and instrument. Compare *The worker improved the house with some paint* (**Le turka pa gudmao le hasfa lo pinti**) with *The paint improved the house* (**Lo pinti pa gudcko le hasfa**). Judging by the similarity between the English sentences, you might think the paint is actively, intentionally improving the house. In Loglan, we have two separate words for improve:

gudmao _ intentionally improves _ by [doing] _ [GUDbi MAdzO = good-make]

gudcko _ unintentionally/naturally improves _ [GUDbi CKOzu = good-cause]

sesmao _ contributes to science _; _ is a scientist [SEnSi MAdzO = science-make]

sesycko _ unintentionally contributes to science _ [SEnSi (Y) CKOzu = science-cause]

(**Lopazu tarsandui pa sesycko lo tarsensi** *Ancient astrologers [accidentally]*

contributed to astronomy. **Lo cmavizpae ga sesycko lo livsensi** *Microscopes contribute to biology.*)

-cea (CEnjA, become) is used for becoming something (intentionally or not).

gudcea _ improves

[GUDbi CEnjA = good-become]

Lo Nurvia Logla

Le kenti pe la Betis

(Bai) Rauhu mi cirna la Loglan?

(Kai) Moihu tu kenduo?

(Bai) Tu rogduo spuro, hoi Karl, irau tu nu treci. I la Deinys, sii nu treci lo lengu ze kultu perti. Mi buo tcanakso. Gea, rauhu mi cirna la Loglan?

(Kai) Norauhu tu logcia?

(Bai) Lopo la Loglan, sii furpicle lo tcanakso.

(Kai) Icoihu la Loglan, furpicle? Tu hapci ia cirna Lai. Ei no, tio djipo?

(Bai) I tio ia djipo mi. I buo no, tio po, livspe helba.

(Kai) I hu po, livspe helba? Feu cea, no, la Loglan, cmeni vatlu, ei?

(Bai) La Turcefli, krido lepo la Loglan, furpicle soa lepo no, Lai gudcko lopu mi tcanakso spuro.

(Kai) Nusoahu? Feu, ia lopo logpli ga gudcko lopu tu vetfa penso. I ei no, lopu vetfa penso ga pu, tcanakso spuro?

(Bai) Ia. Moihu tu santi, hoi Deinys? Ei tu togri la Karl?

(Dai) Ia. Irau Kai mutce sadji takna. Ia lo nu hapduo ga kanoi gudcko cenoi zavcko lopu tu pernu ki, po nu cirna gudbi. Ceu tu ia gudmao lopu spuro. Isoa ke lopo gudmao lo pu spuro, ki lopo cirfundi ga pu metu. I, rau tio rea oe cirna la Loglan.

(Bai) Ao mi fa logpli lia tu, hoi Deinys!

(Kai) I hea mi, tu fa dui. I la Deinys, ii mou helba.

Lo Kenti

1. Rauhu Kai, e Dai logcia?
2. Norauhu Bai dui?
3. Coi la Turcefli, la Loglan, soahu furpliche?
4. Ibuo coi Kai, hu pu, tcanakso spuro go nu gudcko Lai?
5. Coi Dai, hu po nu cirna gudbi? (You should add some **je bas** for clarity.)
6. Isui hu pu meBai?

Lona Cninu Purda

Predicate words

cirfundi _ enjoys/is fond of learning _

cmeni _ is an amount of money issued by _

furpliche _ is useless for purpose _ to user _

gudcko _ happens to improve _

gudmao _ intentionally improves/works on _

lengu _ is a language of people _

livspe _ experiences/spends life; “lives”

(as in **Ta po hapci livspe!** *That's living!*)

pernu _ is a person

rogduo _ is a programmer/writes program _ on
computer/system _

turcefli _ is the boss of _ in area _

vatlu _ has a value of _ to _ for use _

Clue words

[**CIRna FUNDI** = learn-fond]

(*money* [**MyNI**])

[**FU(R) PLIzo CLEsi** = 2nd
passive-use (used-for)-without
(unusable for anything)]

[**GUDbi CKOzu** = good-cause]

[**GUDbi MADzO** = good-make]

(*language* [**LENGUydj**])

[**cLIVi SPEni** = life-spend]

(Sp. *persona* [**PERsoNa**])

[**pROGa DURzO** = program-do]

[**TURka CEFLI** = work-chief]

(*value* [**VeLiU**])

vetfa	_ invents _ for use _	(<i>invent</i> [inVEnT])
zavcko	_ happens to worsen _	[ZAVlo CKOzu = evil-cause]

Little Words

coi	according to _ (PA)
hea	with the help of _ (PA)
mou	in addition to _ (PA) [Do not confuse this with connective+ mou <i>more than</i>]

Summary: Lesson 10

1. *PA-words* include inflectors and modal operators. They can be used with or without an argument to modify a sentence. *Modal operators* are like prepositions, indicating relationships common to many words. (If every predicate had places for companions, tools, methods, etc., keeping track of all the blanks would not be humanly possible.)
2. The *causal connectives* **kou**, **moi**, **rau**, and **soa** are like PA-words, because they can also be used alone or with an argument. They indicate respectively physical cause, motive, justification, and entailment (something which follows logically from a premise or argument). Each connective has four forms, modelled here by **kou**:

kou _	physically caused by _; because of _
nukou _	physically resulting from _; therefore/thus/so _
nokou _	in spite of presumed factor _; despite/although _
nunokou _	with unexpected/paradoxical result _; nevertheless _

3. The difference between causal connectives and PA-words is that the connectives have forms similar to *eesheks* and *keks*. The *eesheks* work on sentences rather than on simple arguments, and are formed by prefixing *i-* to the connective. The *keks* are formed in a more complicated way: suffix *-ki* to the connective and prefix *nu-* if it isn't already present or remove it if it is. The second part of the *kek* is always *ki*.
4. Another way to create comparisons is to prefix a logical connective (*e*, *cano*, etc.) to *mou* (*more than*), *numou* (*less than*), or *ciu* (*as much as*). The words connected are then compared in terms of the main predicate of the sentence. *Ciu* and *mou* also exist as separate words with somewhat different meanings; when these words follow connectives, they are separated from them by a pause or by *gu*: *e, mou and also a gu cia and/or as much as*.

Lopo Lenbatmi Cirduo

- | | |
|---|--|
| 1. Rahu tu fundi ti? | Why do you prefer this one? |
| 2. Mi fundi ta, irau ta no nu gudbi. | I prefer that one because it's the best. |
| 3. Ibuo ti soahu no nu gundi? | But what entails its being best? |
| 4. Kanoi ba, amou be
helba bo bu ki ba gudbi be bo.
Ice ta, amou lo notbi helba. Isoa ta
gudbi nei. Isoa ta no nu gudbi. | If something x, more than another thing y, helps one do something q, then x is better than y for q. And that, more than the others, helps. So it's better than they are. So it's the best. |
| 5. Ei tu, emou mi saadja le bukcu? | Do you understand the book better than I do? |
| 6. Ifeu, mi, umou tu dui. | In fact, I do [understand] better than you, whether you [understand it or not]. |

Lesson 11: Abstract Arguments

Lo Mipli Steti

1. **Hoi Sitas Makinos, ric¹**

O Sita Makino [respectful]

2. **Ae ric tu perdri mi.**

I [respectfully] hope that you remember me.

(Lo fircko steti!) I mu pazu² socyjmi vi le

(What a frightening sentence!) And we long-ago socially-met at the

mela Fam³ Djeksn, po hapsocli.

Family Jackson event-of partying (the Jacksons' party) .

3. **I mi bi laele⁴ blanu ze vegri cadre,**

And I am-also-known-as the-one-represented-by the blue-and-green dress,

soi⁵ comtu!

[shamefully] (I'm ashamed to say)!

4. **(Feu lemi mermeu papa⁶ furvea de⁷ lui mi, inumoi mi oa respli de lui da.)**

(In-fact my husband had bought it for me, so I had to wear it for him.)

5. **Iceu, tu takna mi lue⁸ la Loglandias.**

And anyway, you talked-to me [about] signs-of Loglandia.

6. **I tu cutse luelepo⁹ di feu dzabi.**

And you said signs-of-the-event-of it actually existing.

7. **Nao la Loglandias, he? I loe¹⁰ logli ga godzi de ba**

Now, Loglandias is-what? And the-average Logli goes there [from somewhere]

hu?

by what route?

8. **I ei kisoa lea¹¹ logli ga cmalo, ki de cmaciu?**

And [?] since the-class-of-all Logli is small, therefore Y is-equally-small?

And since there are few Logli, does that mean that Loglandia is just as small?

9. **Isii no, lee¹² cilble ga sandui ba**

Apparently it wouldn't happen that any investigator [would] find sign something of

laa¹³ logle gunti.

the-unique-entity-that-really is-a-Loglandic-country.

Apparently an investigator would find no trace of this Loglandic country.

10. **Le kenti ga treci mi kou lepo**

These questions interest me because-of the-event-of (because [of the fact that])

leuvi¹⁴ **logli mou ga cmalo.**
 the-particular-set-of-here Logli additionally being small.

11. **Inorau eo rie gesko fomtaa** **mii¹⁵?**
 Nevertheless, would you please guest lecture us (Z [di] and me)?

12. **Soi spopa, hue¹⁶ Adris Dini'n**
 Hopefully, [said] Audrey Dineen

Lona Cninu Purda

Predicate words

cadre _ is a dress
cilble _ investigates _, looking for _
cmaciu _ is as small as _ is
comtu _ is ashamed of doing/being _
dzabi _ exists for _ under conditions _
fircko _ [unintentionally] frightens _ by _
fomtaa _ lectures _ on/about _
gesko _ is a guest of _ at _
gunti _ is a country of people _
hapsocli _ parties with _ about/for _
mermeu _ is a husband of _
perdri _ remembers/recognizes person _
respli _ wears clothing _
sandui _ finds evidence _ of _

Clue words

(*dress* [DREs])
 [CIItLu BLEka = detail-look]
 [CMAlo CIktU = small-equal]
 (*shame* [CeiM])
 (*be* [BI])
 [FIRpa CKOzu = fear-cause]
 [FOrMa TAcnA = form-talk]
 (*guest* [GEST])
 (*country* [kyNTrI])
 [HAPci SOCLI = happy-socialize]
 [MERji MrEnU = married-man]
 [PERnu DRiki = person-remember]
 [RESfu PLIzo = clothing-use]
 [SANpa DUvrI = sign-discover]

socyjmi	_ meets _ socially	[SOClI JMItE = social-meet]
steti	_ is a sentence/statement about _ in language _	(<i>statement</i> [STeITment])
vegri	_ is greener than _	(Fr <i>vert</i> [VER]; <i>green</i> [GRIn])

Little Words

da/de/di X/Y/Z argument variables which are used and assigned like *ba* and *kin*; see note 7.

hue said _. (Tells who said the preceding sentence(s); see note 16.)

laa the one person or thing uniquely describable as actually _ (see note 13)

lae the one with/characterized by _; see note 4.

lea the class of all things that appear to [be] _; see note 11.

lee any person or thing that actually [predicate] (see note 13)

leu the set of things that appear to [be] _; see note 12.

loe the theoretical average member of the class/set of things that appear to [be] _; see note 10.

lue the sign/symbol of _; the meaning of _; see note 8.

mii *mi ze di* (*Z and I*): *we* (distinct from *mu we* (*you and I*); see note 15.)

papa had [done] _. A compound inflector. See note 6.

pazu long ago. A compound inflector. See note 2.

rie [respect(fully)]. A register marker. See note 1.

soi Pseudonomatopoeia marker: turns following predicate into attitudinal indicator. See note 5.

Names

Fam (*famji*) Family. As a title, *la Fam* _ means *the* _family.

Lopo Lengu Klimao

And now, a Loglan letter! Letters generally begin with **Hoi**, the person's name, and sometimes a register marker (such as **kae**). They usually end with a closing phrase such as **Sia loa**, followed by **hue** and the writer's name. Other common closing phrases include **Kerju [tu]** (*Take care [of yourself]!*), **Djela!** (*Be well!*) and **Nu cluva!** (*Be loved! [Love,]*). **Soi** (see Note 8) may become more frequent in time, as in **Soi cluva!** (*Love,*). This area is open to considerable innovation.

Notes:

1. **Rie** is a register marker. Register markers are a simple, straightforward way to show how you view your relationship with your audience: respect (**rie**<**rispe**), politeness (**kae**<**ckano**), neutrality (**nue**<**nutra**), friendship (**fie**<**fremi**), or intimacy (**die**<**dipri**). (All register markers end in -e and are derived from some related predicate.) In natural languages, the devices for marking levels of relationship are complex, involving different words (*dine, eat, chow down*) and (in Japanese, for example) different grammatical forms. **Kae** marks politeness. In a letter's salutation, it roughly translates *Dear Mr./Ms*; with a predicate, it usually means *would like to* or *might*. After a while, you'll get a feel for where to use these words.

2. Adding **-zi**, **-za**, and **-zu** to inflectors provides the idea of extent:

-zi	small/immediate	pazi	<i>recently</i>	vizi	<i>in this very spot</i>
-za	intermediate	paza	<i>before</i>	viza	<i>in this area</i>
-zu	large/distant	pazu	<i>long ago</i>	vizu	<i>in this region</i>

3. Some names and titles are common enough to be made from predicate words into regular names. The easiest way to do this is to drop the final vowel(s) of a primitive or borrowing, as in **famji**→**Famj** and **kicmu**→**Kicm**. (If the result seems awkward or too long, just drop the final consonant: **Fam** and **Kic**.) For a few predicate words (the ethnic words, such as **logla**, **logle**, etc.), the final vowel is important and should be kept. In these cases, add **-n**: **Loglan**, **Loglen**, etc.

For complexes ending in a CVV djifoa, change it to a CVC one, if one exists (**furbuu**→**furbuk**). Otherwise, add **-n** (**furbuun**). (If a complex ends in a regular predicate word, drop the final vowel as above.)

As a rule of thumb (not a requirement!), avoid CVn djifoa for names. For example, **loglai** (*a Loglandic piece of land?*) should not be made into “**Loglan**” (using **landi**'s djifoa **-lan-**)—it would be confusing! For the same reason, don't shorten a predicate word so that it ends in **-s**: if you turn **cutse** into **Cuts**, it will look like a foreign-language name. **Cutsen** or **Cut** would be better for *Speaker*.

4. **Lae** refers to something indirectly, through signs, labels, or other tokens. In this case, Audrey wants to refer to herself by a dress: the blue-and-green one. It's hard to give a general translation for **lae**; perhaps the most helpful would be *the one with/carrying [the sign/symbol] _*, as in **lae le rozme** (*the one wearing/with the rose*). Note that **lae**, unlike **le**, must be followed by an argument.

5. **Soi** means that the next predicate is a parenthetical comment on some remark. The closest equivalent is found in the computer community, where **(:-)** is a “smiley face” (hold the book left-side-up if you don't get it), **(;-)** is a wink, and so on. It's usually a good idea

to use **soi** to let your reader (and sometimes even your listener) know when you're joking (**soi ciaofo**, **soi kamki**), happy (**soi crano**, **soi hapci**), etc. As mentioned in the introduction to this lesson, **soi**-phrases work well as closings; they then indicate the general attitude of the letter.

6. **Papa** is a compound tense operator. You can translate it as *already* or *even before then*; before a predicate, use *had* [*done*]. As a rule of thumb, compounds ending in **-pa** translate *have* [*done*]; the first part of the compound shows the tense: **papa had** [*done*], **napa have** [*done*], and **fapa will have** [*done*]. Compounds ending in **-fa** translate *about to* (**pa-/na-/fafa was/is/will be about to**). (Compounds ending in **-na** would mean about the same thing as the simple tense operators.)

7. **Da** belongs to another series of pronoun-like arguments. It works like **ba** and **kin**: **Da** refers to the most recent argument (other than another Little Word, such as **ba** or **lei**); **de** refers to the argument before that, and so on. You can usually use letter variables instead, but this pronoun series is very common especially in older Loglan texts. It's also handy for talking about several people or things whose names begin with the same letter. Note that **nao** tends to reset the variables, so in the second paragraph, **la Loglandias** (which had been **di**) becomes **de** (**da** would be **loe logli**).

8. **Lue** is the inverse of **lae**: it refers to signs or representatives of something. **Lue tu** could be an article of clothing, a footprint, or anything else which signals your presence. Like **lae**, **lue** always precedes an argument.

9. Note **luelepo**: it's the way to indirectly quote someone. **Da pa cutse lue lepo da kamla** *X said (in effect) that X was coming*. In other words, X spoke signs that pointed to that event.

10. **Loe** refers to *the one I mean which is typical of the group of* *_*. It doesn't refer to any actual individual, but to a statistical abstraction. (How many “average” people do you know?) **Loe** comes from a combination of **lo** and **le**: It represents an average instance of **lo** *_*.

11. **Lea** refers to an entire class, not to any of its members. You can speak of a group as being large or small, new or old, without saying anything about the size or age of its members. Use **lea** whenever you want to say something about a group of people or things rather than about its members.

Lea creates sets generically from predicates. If you want to form a set from individual elements, use **lau**. For example, **Lau la Leris, la Djein, le kicmu ga logla ciagru** (*Larry, Jane, and the doctor are a Loglan learning-group*)—which is probably not true of any of them individually—is formed from **lau** and a list of arguments (the members of the set).

Note that the list doesn't contain connectives: **lau la Leris, la Djein, e le kicmu** would combine **la Djein, e le kicmu** as one member. Also, you must close the list in some way, or it will absorb arguments. **Ga** closes the list, as does the end of the sentence; the word **lua** exists just to close lists which aren't closed any other way.

12. **Lee** and **laa** (see the following note) are unique among descriptors because they describe things which *actually are or do* what the predicate refers to. **Lee cilble** and **laa logle gunti** don't just seem to be investigators or Loglandic countries, they are such.

(Logicians will recognize these as the *Hilbert operator* and a variation of Russell's *definite description operator*.)

Lee [predicate] points to any instance of a thing which is or does [predicate], as in **Tisra lee karda!** *Pick a card! (Any card!)* In Audrey's sentence it means, in effect, “pick any investigator you want, **cei** still won't find any evidence of Loglandias.” If there isn't anyone or anything which is or does [predicate], the result is the empty set: **lee hornyhoa a/any unicorn** refers, so far as anyone knows, to a non-existent creature, and thus to an empty set.

13. **Laa** [predicate] points to a unique individual which is/does [predicate]. (Again, if none exists, it designates the empty set.) This will mostly be used by logicians, mathematicians, theologians, and philosophers—people who either believe in or speculate about uniquely describable entities.

14. **Leu**, like **lea**, refers to a group as a whole, but that group is a subset of some larger group: **leu logli** is some part of **lea logli**, some particular part of the whole.

To sum up:

Lo logli is part or all of the mass of all **logli**, so what you say about the mass does reflect on the individuals who constitute it.

Loe logli is the statistically average **logli**, an imaginary being. What you say about this abstract entity reflects general truths about **lo logli**, though it may not apply to any given **logli**.

Lea logli is the class of all **logli**. It differs from **lo logli** in that it refers to a single whole (a set or class) rather than to a mass of individuals. **Lea logli ga cmalo** means that the size of the set is small, not that **logli** themselves are. (In a sense, **lea logli** is a mass of individuals; but those individuals are its subsets (**leu logli**, particular groups), not individual **logli**. Claims about a class may not be true of any of its members: A large set may be made up of several tiny ones.)

Lau followed by a list of arguments converts the list to a set. The list must be closed in some way—by **lua** if by nothing else. **Lau** and **lea** do the same thing from different directions: **lau** goes from individuals to a set, while **lea** goes from a general idea (**logli**) to the class of all **logli**.

Leu logli is some particular subset of **lae logli**. Again, the group's characteristics aren't related to its members' characteristics.

Laa logli would refer to a unique individual: the only Loglanist in existence. While this might have designated Loglan inventor Prof. Brown at one time, this is no longer a unique description, so it would now point to the empty set.

Lee logli is any actual Loglanist at all.

15. **Mii** is a contraction of **mi ze di**, just as **mu** is a contraction of **mi ze tu**. **Mu** includes the person you're speaking to, while **mia** and **kin** means *we* in the sense of *someone and I*. Similar forms exist for **tu** (**tua**) and **mu** (**mua** = **mi ze tu ze da**).

16. **Hue** tells who said or wrote the preceding quotation. The usual format is [quote] **hue** [name/designation] [gu or the end of the utterance]. When the established speaker (in this case Audrey) is quoted, you don't have to use **la** before the name: **hue Adris**. This is a normal way to end letters. In narrative dialogue (as in books), use **la**; and always use a descriptor for predicates which don't name: **hue Ditca** *says Teacher*, but **hue le ditca** *says the teacher*.

Lopo Purmao

There are two major ways to express cooperative action in Loglan:

Bat- (**BATmi**, *trade*) is used for exchanges and mutual actions. In **Lo Nurvia Logla** for Lesson 8, you saw **batyditca** (*_ teach each other subject _*). **Bat-** complexes like this generally have a plural first argument, because both people are (in terms of English grammar) the logical subjects.

Kin- and **-kii** (**KINci**, *accompany*) indicate accompaniment. There is a difference between prefix and suffix:

kincia _ is an apprentice/disciple of teacher _ in subject _ [**KINci CIRna** =
accompany-learn]

cirkii _ is a fellow learner with _ in subject _ [**CIRna KINci** =
learn-accompany]

Simply put, a **kin**cia is a learner who accompanies; a **cirkii** is a companion who learns. So **-kii** complexes may often be translated with *fellow-* or *co-* in English. **Kin-**, on the other hand, refers to someone who accompanies in order to do something.

kinsri _ follows _ to chronicle _

[**KINci SRIt**e =
accompany-write]

(Someone who follows someone else around with a pen and notebook, like Dr. Watson.)

srikii _ co-writes _ with _

[**SRIt**e **KIn**cI =
write-accompany]

batsri _ correspond/exchange letters with each other

[**BATmi SRIt**e =
trade-write]

(Another version is **lerbatmi** [**LERci BATMI** = letter-trade]; however, this has the structure _ *corresponds with* _.)

Lo Nurvia Logla

Le lerci pe la Fum Makinos

Hoi Rien,

Ae rie no, le cimra zo hatro ga fatru la Rien. Lo ponje cimra io ga hatro lo metu. (Lo gudcae!) La Mer, ze mi ao rie gatcue tu lepo gesbeo. Irea mie ui durtoi. Ibuo oa mi, soi fatcou, djadou Rai lopo la Mer, enoi mi fomtaa. Nunorauki mi srikii lo bukcu de, ki mi feu kinsri de lo vidre. (I de sismao vei coi lomi nu srite.) Inusoa, mi bi la Furbuk. I la Mer, bi la Fomtak, soi clafo. Eo mie norau hijra lepo grujmi?

Nao mie na danpeo laeli Hu sitfa la Loglandias lu. Ae io da helba tu. Kanoi tu ke siodja lo loglo ki kaidja lo logle ki tu komfu lopo logli. (Lopo djano lo fu plizo la Loglan, ga sui

koucko.) Uu no, loe logli ga kaidja lelei kultu ze lengu! Eo komfu! Inomoi leutu logli ga cmalo. I lea logli sui dui! Ibuo lo junti ga cmalo, efa grocea.

Lomie, po kulbatmi nu speni tie la Loglan, ga ii notbi fu takna. Tu io djano lemie nerjmistu. Mi hindi stude vi la Nihon. De dichea lemi gandia. Mie disri lepo kinci cirna la Loglan. Fazi, mie lenkoumro la Loglan, mie lomie notbi nu cirna lengu. Rea, mi na gudbi ge ponja cutse cenoi srite. I de lenkou la Hindis.

Ceu, lopo speni lo notbi kultu ga ia gudcko. Ibuo kanoi tu fundi le notbi fu takna, ki ia mie durtoi. Feu, la Mer, fundi fomtaa lotu logli leemie nu bukcu. I lea fu fomtaa ga groda. Lau lo loglo, lopo kulbatmi gu, lo, po penso nu ckozu je la Loglan, lo loglo fikco, lopo kambi la Loglan, lo notbi lengu, li Hu sitfa la Loglandias? lu, lua parti lista fei. Eo tisra lee fu fomtaa!

Gea, soi garti. I kerju,
hue Sitas

Lo Kenti

1. Nusoahu la Fum Makinos, bi la Furbuk?
2. No, loe logli ga he?
3. Hu cmalo? (Give all the possibilities mentioned.)
4. Hu parti lista? I da lista hu?

Lona Cninu Purda

Predicate words	Clue words
<i>cimra</i> _ is the summer of year _	(<i>summer</i> [syMR])
“In the summer, heat waves make things <i>shimmer</i> [cimr].”	
<i>clafu</i> _ laughs at [person/thing] _	(<i>laugh</i> [LAF])
<i>danpeo</i> _ composes/outlines _	[DANci PEnsO = design-think]
<i>dichea</i> _ is a teacher's aide for teacher _ in subject/class _	[DItCa HEIbA = teach(er)-help(er)]
<i>disri</i> _ decides to [do] _ about _	(<i>decide</i> [DISaId])
<i>durtoi</i> _ agrees/promises to [do] _ to/for _	[DURzo TOgrI = do-agree]
<i>fatcou</i> _ is sorry to bother _ by doing _	[FATru COmtU = bother-ashamed]
(soi fatcou = <i>excuse me</i>)	
<i>gandia</i> _ is a professor of subject _ at institution _	[GANta DIcA = high-teacher]
<i>gatcue</i> _ thanks _ for _	[GARti CUtsE = grateful-say]
<i>gesheo</i> _ invites _ to be a guest at/for _	[GESko BEgcO = guest-request]
<i>grocea</i> _ grows/becomes big[ger]	[GROda CEnjA = big-become]
<i>grujmi</i> [group] _ meets at _	[GRUpa JMItE = group-meet]

<i>gudcae</i>	[circumstance] _ is luckier than _ for _	[GUDbi tCAne = good-chance]
<i>hatro</i>	_ is hotter than _ by _	(<i>hotter</i> [HATR])
<i>hindi</i>	_ is a Hindu/native of India	(<i>Hindi</i>)
<i>kaidja</i>	_ recognizes/knows quality _ in _	[KAthI DJAno = quality-know]
<i>kambi</i>	_ compares _ to/with _ in feature _	(<i>compare</i> [KyMper])
<i>kinsri</i>	_ follows _ to chronicle _ [da's deeds, thoughts, etc.]	[KINci SRItE = accompany-write]
<i>koucko</i>	_ happens to make _ comfortable in/about _	[KOMfU CKOzu = comfortable-cause]
<i>kulbatmi</i>	_ exchanges culture with _	[KULtu BATMI = culture-exchange]
<i>lenkou</i>	_ is comfortable with/fluent in language _	[LENGu KOMfU = language-comfortable]
<i>lenkoumro</i>	_ is more comfortable with/fluent in language _ than _ is in _	[LENGu KOMfU MO/Rdu = language-comfortable-more]
<i>lista</i>	_ is a list of set _ in order _	(<i>list</i> [LIST])
<i>nerjmistu</i>	_ is a/the story of _'s meeting each other	[NE (R) JMItE STUci = first-meet-story]
<i>ponja</i>	_ is a part of the Japanese language	
<i>ponje</i>	_ is a Japanese area	
<i>sismao</i>	_ arranges _ according to system _	[SISto MAdzO = system-make]
<i>sitfa</i>	_ is a site/place/location of _	(<i>site</i> [SaIT])

sriki _ co-writes _ with _

[**SR**ite **K**Incl =
write-together]

Names

Fomtak Lecturer [**fomtaa**]

Furbuk Author [**furbuu**]

Hindis Hindi (the name of the language)

Mer Spouse [**merji**]

Nihon Japan

Summary: Lesson 11

1. Register markers let your audience know how you're relating to them: formally, informally, etc. These words modify the word or group they follow.
2. **Soi** [predicate] makes an attitudinal indicator out of [predicate]; a sort of aside or comment on what you're saying.
3. The suffixes **-zi**, **-za**, and **-zu** define the extent of an inflector, specifying short, medium, and large periods and areas.
4. Tense inflectors can be compounded. Prefixing **pa-** to another tense word produces perfect tenses (*have/had/will have done*), while **fa-** adds the idea of being about to do something. The second inflector gives the overall tense: **papa had [done]**, **fapa was about to**.

5. Names may be formed from primitives by dropping the final vowel. For complexes, add **-n** or use a CVC djifoa to end the word. (Avoid abbreviations ending in **-n** and **-s**.)

6. The variables **da/de/di/do/du** are used like any other variable. They are assigned on a last-in, first-out basis: **da** refers to the last unassigned argument, **de** to the one before that, and so on. These variables combine with **mi**, **tu**, and **mu** to form words such as **mia** (**mi ze da**), **tua** (**tu ze da**), and **mua** (**mu [mi ze tu] ze da**).

7. **Lae** [argument] refers to someone or something represented or characterized by [argument]. **Lue** [argument], on the other hand, refers to some sign or symbol of [argument]. (Note that both Little Words, unlike normal descriptors, must be followed by an argument.) **Luelepo** is often used for indirect quotes—for telling what someone said “in effect,” rather than giving an exact quote.

8. **Loe** forms descriptions of the theoretical average member of some class or set.

9. **Lea**, **leu**, and **lau** [...**lua**] all create descriptions of sets or classes. Predications about such arguments always refer to the group as a whole, rather than to its members. (**Le**, on the other hand, concerns members of a set.) **Lea** [predicate] describes the class of all things which appear to [predicate], while **leu** [predicate] refers to a subset of a larger group. **Lau** introduces a list of arguments which comprise a class. **Lau**-arguments must be closed in some way (usually with **lua**) unless they end an utterance.

10. **Laa** and **lee** both refer to individuals who really do or are what the predicate describes. **Laa** designates the only individual which is or does [predicate], while **lee** points to any such person or thing.

Lopo Lenbatmi Cirduo

- | | |
|--|---|
| 1. Ei lea logli laldo loe logli? | Is the class of all Logli older than the average Logli? |
| 2. Ei tu papa takna le ditca le detra na lepo da fadkaa? | Had you talked to the teacher about the daughter when she [the daughter] arrived? |
| 3. No. Ibuo mi pafa takna di. | No, but I was about to talk to her.
[The teacher; de bi lepo da fadkaa.] |
| 4. Ei lee ridle je levi bukcu soa logcia? | Would anyone at all who reads this book therefore learn Loglan? [A reader chosen at random.] |
| 5. Uu no. I no, luelopo logli ga ridle lo bukcu. | Unfortunately, no. The sign of being a Loglanist isn't reading books. |
| 6. Ifeu, laa sanpa je lopo logli ga po, logli penso. | The one sign of being a Loglanist is thinking like one. |
| 7. Inusoa kanoi ba kenduo tu luelepo laele logla bukcu ga logli, ki oe io cutse liu iu. | So if someone asks you if the one with the Loglan book is a Logli, you should probably say, "I don't know." |

Lesson 12: The Numbers Racket

Lo Mipli Steti

1. **To¹ mrenu pa kamla.**

Two men came.

2. **To le² mrenu pa kamla.**

Two of the [group of] men came.

3. **Le to³ mrenu pa kamla.**

The two men came [separately].

4. **Lo⁴ to mrenu pa kamla.**

The instance of the mass of all two men came.

The two men came together.

5. **Hoba^{5,6} pa kamla?**

How-many [somethings] came?

6. **Tao tona⁷ vetci.**

That-situation twice occurs (occurs twice).

7. **Ta kilgramo⁸ lio⁹ toni.**

That measures-in-kilograms the-number twenty.

That weighs twenty kilograms.

8. **Ta meltidjo¹⁰ lio tonikeigei¹¹.**

That measures-in-heaviness the-number 20kg.

That weighs twenty kilograms.

9. **Ta tidjo¹² ti lio toni kilgramo.**

That is-heavier-than this by the number 20 kilograms.

That is twenty kilograms heavier than this.

10. **Le toni kilgramo¹³ ga cmalo.**

The twenty, [one-] kilogram [things] are small.

11. **Ie lio tofokuato?¹⁴ (tofo kua to)**

What is another way of saying the number 24/2? (24 / 2)

What is twenty-four divided by two?

12. **[Lio tofokuato bi] lio neto.¹⁵**

[The number 24/2 is another way of saying] the number 12.

[Twenty-four divided by two is] twelve.

13. **Hu jolkeo [ti] [le nedpao**

What is a clocktime ending at [this moment] and beginning at [the previous

midnai]?¹⁶

midnight]?

What time is it?

14. **Lio netoma**¹⁷ [ga jolkeo].

The number twelve hundred [is the time].

[It's] noon.

15. **La Netoman.**¹⁸

“Mr. Twelve”

Lona Cninu Purda

Predicate words

jolkeo _ is the clocktime from/beginning at _
to/ending at _ (See note 16)

kilgramo _ measures/weights _ kilograms
(See note 8 and **Lopo Purmao**)

meltidjo _ weighs/measures-in-heaviness _
in gravity-field _ (See note 10)

midnai _ is the midnight of day _

nedpao _ is just before _ in series _

tidjo _ is heavier than _ by _ in gravity-field _

Clue words

[**JO**kLa **cKE**mO = clock-time]

[**KIL**to **GRAM**O =
thousandfold-gram]

[**ME**rLi **TID**JO =
measure-heavy]

[**MID**ju **NA**tI = middle-night]

[**NED**za **PA**sK O = next-before]

(*weighty* [**uei**TI])

Little Words

ho how many _? (A number word; see notes 5 and 6.)

kua divided by _; see note 14.

lio the number _ (A descriptor; see note 9.)

tona twice (two-now) (A quantified inflector; see note 7.)

Lopo Lengu Klimao

Numbers in in Loglan aren't difficult to use, just different. Here are the numbers, divided into odd (-e) and even (-o):

ni 0 (Zero is *neither* [NIdr] odd nor even, so it ends differently.)

	ne	1	(Think of English <i>oNE</i> .)		
to	2	(Kind of like <i>TwO</i> .)	te	3	(<i>ThrEe</i> , Spanish <i>TrEs</i> .)
fo	4	(English <i>four</i> without the <i>r</i> .)	fe	5	(First letter of <i>Five</i> + odd -e.)
so	6	(First letter of <i>Six</i> + even -o.)	se	7	(<i>SEven</i> .)
vo	8	(Russian <i>VOsem'</i> , if it helps,	ve	9	(Spanish <i>nueVE</i> .)
		or think of <i>V8</i> + even -o.)			

For numbers above nine, just read off the digits: 10 = *one-zero* = **neni**; 1993 = *one-nine-nine- three* = **nevevete**. For even hundreds, add **-ma**: **nema** *one hundred*, **toma** *two hundred*, etc. (Only do this when the number ends in “hundred”; otherwise, just read the digits off as usual, as in *one thousand nine hundred and ninety three*, above.)

For even thousands, add **-mo** (**nemo** *one thousand*). (Technically, **-ma** equals two zeroes, and **-mo** equals three.)

The example sentences are roughly in order of frequency, that is, the early ones are the structures you'll probably encounter most often.

Notes:

1. As in English, you can say **to mrenu** (*two men*).

2. When you put a number in front of **le**, the result is [number] *of the set of* _.

Remember, **leu** refers to a set, **le** refers to the members of a set. So **to le mrenu** means *two members of the set of men I'm thinking about*.

3. **Le** followed by a number refers to the members of a set with [number] members: **le to mrenu** *the members of a set composed of two men (the two men)*.

4. While **le** refers to members of a set, it does so individually; **lo**, on the other hand, refers to them as a group. (Putting a number in front of **lo** means the same thing as the number alone, so **Logli** just drop the **lo**.)

5. **Ho** means *what number?/how many _?* It is used like any ordinary number.

6. Numbers can't wander around on their own in Loglan; they must be attached to something. So we use one of the **ba** series as a catch-all argument.

7. You can use a number-word with an inflector to show how many times or places a claim is true for. Thus, **tona** *twice*, **nivi** *nowhere*, **hona** *how many times?*

8. The word **kilgramo** has the idea of weight built in, so we don't need to say "This weighs 20kg."

9. **Lio** is the numerical equivalent of **liu**; use it to refer to numbers themselves. If you use **lio** before the end of the utterance, you may need to follow the **lio** argument with **ga** (if the next word is a predicate) or a pause (in any other case). Note that we sometimes use *the number* _ in English for something other than a number proper: **La Djonz, bi laelio fe**

Jones (a football player, perhaps) *is number five*. Likewise **Hu melaelio se?** *Who is/has [ticket] number seven?*

10. If you just have to say *That weighs 20 kg*, prefix **mel-** (from **merli** _ *measures* _ *on scale* _) to **tidjo** (_ *is heavier than* _ *by amount* _ *in gravity-field* _). **Meltidjo** means _ *measures* _ *in weight in gravity-field* _ . This is the way to form all measure words: **melhatro** (_ *measures* _ *degrees*), **melylanga** (_ *measures* _ *long*), etc.

11. **Lio tonikegei** means *the number 20kg*—yes, this is a number in Loglan. (It's called a *dimensioned number*.) There are two ways to form dimensioned numbers in Loglan:

(1) with predicates. I could have written **lio toni kilgramo** in the example sentence; as a beginner, you'll probably be more comfortable with this method. (This is why you must separate a **lio** argument from a following predicate. Why you would want to say **Lio toni ga kilgramo** *The number twenty weighs a kilogram* I don't know, but Loglan enables you to do so unambiguously.)

(2) with abbreviations. This is quick and (once you're familiar with the abbreviations) easy. (This is why you must separate a **lio** argument from a following letteral: otherwise, the letteral would become an abbreviation, and part of the **lio** argument.) The following are some of the most common abbreviations:

Dai	dalra	dollar	lei	litro	liter
dei	denli	day	mei	metro	meter
gei	gramo	gram	meo	minta	minute
hei	horto	hour	nei	nirne	year

isi inca inch sei sekmi second

The problem with abbreviations is remembering what the letter stands for. Does **tolei** mean *two liters*, *two weeks* (**likta**), or *two li* (an old Chinese measurement)? The abbreviations above are generally accepted, but ultimately you must be prepared to explain. It's like jumping into a paragraph about **cei** and **dei** without mentioning **le cirna** and **le ditca** explicitly; your audience may understand by context—or they may not. In the above example, context would probably serve to distinguish measurements of volume (**litro**), time (**likta**), and distance (*li*).

12. You can also use simple dimension words (*heavy, high, hot*, etc.) to form comparative measurements, though this is less common: **Lemi brudi ga laldo mi lio tonei** *My brother is older than I am by two years.*

13. In case you're wondering, no, **toni kilgramo** does not mean *twenty kilograms*. It means *twenty kilgramo*—[one-]*kilogram objects*. A twenty-kilogram object would be either **le tornirkilgramo** or **le kilgramo je lio toni**.

14. Note that **tofokuato** ($24/2$) is a number. Just as predicates may contain several predicate words, so numbers may contain several number words and operators (such as *plus, minus, times, and divided by*).

15. Surprised? Equations in math are usually just a way of finding more familiar or understandable name for a number. So they are identity sentences. Like God, numbers are not analyzable by scientific instruments; we discover their nature by looking at their names: Odd or Even, Prime or Nonprime, etc. In Loglan, $24/2$ is one of twelve's infinite

number of aliases. If you want to claim that $24/2$ is twelve (banging your fist on the table as you do so), there are two solutions. The straightforward way is to prefix **me-** to the second number: **Lio tofokuato ga melioneto**. The other possibility is to use a regular predicate, in this case **nurjai** *_ is the result of dividing _ by _*: **Lioneto, nurjai liotofo lioto**. (Note that this puts the answer first: $12 = 24/2$.) These are, however, very unusual moves, and not for amateurs in either Loglan or mathematics.

16. Look carefully at the structure of **jolkeo**. It gives the time (first argument) between an event (second argument) and some moment when the clock was started (third argument). If the second argument is blank, it is assumed to be the present moment. If the third argument is omitted, it's taken to be the previous midnight. You can fill in the blanks in other ways: **Hu jolkeo lepo la Tcarlis, fa hijra?** *When will Charlie get here?* **Hu jolkeo ti lepo Cai sackaa?** *How long has it been since he left?*

17. Logli generally use the twenty-four hour clock. "Twelve hundred" is taken to mean twelve hours past midnight, just as it is in military or technical English.

18. You can also answer the question with a name.

Lopo Purmao

The numbers zero through nine have easily-remembered djifoa. Just add **-r** to the number: **nir-**, **ner-**, **tor-** (remember **torkrllu?**), etc. We'll see an important use for them in the next lesson.

Because it would be awkward to use these djifoa for metric terms, which are essentially international anyway, Loglan adopts *multiplicative predicates*:

dekto _ is tenfold of _	decti _ is a tenth of _
hekto _ is a hundredfold of _	centi _ is a hundredth of _
kilto _ is a thousandfold of _	milti _ is a thousandth of _
mirdo _ is a ten-thousandfold of _	
megdo _ is a millionfold of _	mikti _ is a millionth of _
gigdo _ is a billionfold of _	nanti _ is a billionth of _
	pikti _ is a trillionth of _

The large numbers all end in **-to** or **-do**; the small ones all end in **-ti**. All of them use their first three letters as djifoa (**dek[to]**, **dec[ti]**, etc.).

Lo Nurvia Logla

Nepo ditca lo konmathe

(La Megn) Ie lio fetiate?

(La Palys) Iu.

(Mai) Palys, penso! Lio fetiate bi lio fepiofepiofe.

(Pai) Inusoa lio nefe.

(Mai) Lo dreti! Lio fetiate bi lio nefe. Eo no, genble le jokla!

(Pai) Ibuo lo konmathe po ditca ga minta lio fofe! I tu sacduo na la Nenen! I ti nu jolkeo lio netohei! Lenapo ditca napa horto!

(Mai) Mi napa krido lepo tu plidja lo numcu! Ibuo feu mi pa cutse luelepo lenapo ditca ga ckemerli lio nehei.

(Pai) Isoa mu nazi stise! Ei?

(Mai) Ii. Ibuo oa tedmou cirna.

(Pai) No, lo numcu ga treci.

(Mai) Ibuo nei, ia pazi treci tu. Irea no, nei simci lopo perti lopo livspe. Ei?

(Pai) Ii.

(Mai) Inusoa mu oa duoba pertymao nei. Soi vefpeo...Soi vidydui! Kanoi mi eu donsu tu lo nema dalra, ki tu furvea hu laelevi nurvembuu?

(Pai) Eo mi na nu donsu?

(Mai) Tedji liu eu, eo. Ea mu plekri, na. Tu eu furvea ho levi dalra?

(Pai) Nema, rea.

(Mai) Tu eu furvea hokeigei tcoko?

(Pai) I ui lo tcoko ga kilgramo lio neni!

(Mai) Ua. Kanoi tu eu furvea fe levi terdalra, ki hu prati?

(Pai) Lio nefeDai. Ti ia trecymou, inoca mi eu plizo lo dzabi dalra.

(Mai) Soi togri! Nu peupli, eo!

(Pai) Soi kamki! Ifeu, ti mutce treci.

(Mai) Lo nu sirto!

Lo Kenti

1. Ie lio fetiate? (Plizo levi to nu srite.)
2. Lopo ditca napa ckemerli ho? (Tedji liu lopo, e liu napa.)
3. Ibuo Mai pa cutse hu Pai?
4. Duohu Mai pertymao lo numcu Pai?

Lona Cninu Purda

Predicate words	Clue words
<i>ckemerli</i> _ lasts length of time _	[CKE _{mo} MERLI = time-measure]
<i>dalra</i> _ is worth _ dollars (If the second argument is omitted, “one” is assumed.)	(<i>dollar</i> [DALR])
<i>genble</i> _ looks again at _	[GEN _{za} BLE _{ka} = again-look]
<i>horto</i> _ lasts _ hours (default 1)	(<i>hour</i> [aOR])
<i>jokla</i> _ is a clock	(<i>clock</i> [KLak])
<i>konmathe</i> _ is arithmetic for deriving _ from _	[KON _{te} MATHE = quantity-math]
<i>minta</i> _ lasts _ minutes (default 1)	(<i>minute</i> [MINyT])
<i>numcu</i> _ is a number	(<i>numeral</i> [NUMryl])
<i>nurvembuu</i> _ is a catalog from vendor _ of merchandise _	[NU(R) VEdMa BUKcU = 1st passive-sell-book (merchandise-book)]
<i>pertymao</i> _ makes _ relevant to _	[PERT _i (Y) MA _{dz} O = pertain-make]
<i>plekri</i> _ pretends/plays that _ is true	[PLE _{ci} KRIdo = play-believe]
<i>plidja</i> _ knows how to use _	[PLI _{zo} DJAno = use-know]
<i>sacduo</i> _ begins to [do] _	[SAtCi DUrzO = begin-do]
<i>tcoko</i> _ is a quantity of chocolate	(chocolate)
<i>tedmou</i> _ is more attentive than _ to _	[TED _{ji} MOrdU = attention-more]
<i>terdalra</i> _ is a three-dollar item	[TE(R) DALRA = three-dollar]
<i>vefpeo</i> _ thinks up _ for purpose _ (<i>Soi vefpeo</i> <i>Let's see.</i>)	[VEtFa PE _{ns} O = invent-think]

vidydui _ has/hits on idea _ about _ [VIDre (Y) DUvrI = idea-discover]
 (Soi **vidydui!** *Eureka! Bingo!*)

Little Words

duo in manner/by method _ (PA)
eu suppose that (free modifier; sign of a contrary-to-fact supposition)
nazi at the very moment that _; immediately
pio plus
tia times/multiplied by _

Summary: Lesson 12

1. Number words automatically compound unless separated by a pause comma, though they may be separated in writing to improve readability.
2. A number before a descriptor means [number] of: **te le three of the** [group of]. A number may be used in place of a descriptor: **te bukcu three books**. As you might expect, adding a descriptor to such an argument produces a description of a group: **le te bukcu the** [members of the set of] *three books*.
3. The Little Word **ho** is to numbers what **he** is to predicates and **hu** is to arguments. It acts just like a number and means *how much?*
4. Number words may be prefixed to inflectors to tell how many times or places they refer to.

5. **Lio** (*the number* _) is a descriptor for referring to numbers as numbers: **lio ne the number one**. Like other descriptions, **lio**-arguments should be closed off before predicates; they must also be separated from any following letteral, or they will absorb it.

6. To express a measurement as an argument, use **lio** [number] [measure word], where [measure word] is either a predicate referring to a measurement (for example, **kilgramo kilogram**) or an abbreviation of such a predicate (**keigei/kg**). Combinations of numbers and measure words, especially those involving abbreviations, are called *dimensioned numbers*.

7. There are three main ways to predicate a measurement. The most common is simply to use a *measure predicate*: **Ti kilgramo lio to** *This weighs/masses three kilograms*. The second way is by comparison using a *dimension predicate* such as **tidjo** (*is heavier than* _ *by amount* _ *in gravity-field* _): **Ti tidjo ta lio 2kg** *This is heavier than that by two kilos./This is two kilos heavier than that (is)*. You could also refer directly to the quality measured: **Ti meltidjo lio 2kg [tokeigei]** *This measures two kilos in weight*. (This sounds a bit redundant in English; it's definitely redundant—but legal—in Loglan. Ordinarily, you would only say such a thing to someone who didn't realize that a kilogram was a measure of weight, or to make the technical distinction between mass and weight.) Measure predicates such as **meltidjo** are formed by prefixing **mel-** (from **merli** *measure*) to a dimension predicate, in this case **tidjo**.

8. Equations are generally translated as identity sentences, and mathematical expressions (2+2) are treated as single numbers, though as noted above, they may be written separately.

9. Clocktime is expressed with the predicate **jolkeo**: **Hu jolkeo?** *What time is it?* Time expressions are translated as numbers or names: **Lio tohei piu tenimeil/La Topiutenin/La Tohein Tenimein** *Two-thirty*.

Lopo Lenbatmi Cirduo

(The Loglan name for *Earth*, incidentally, is **la Ter**.)

- | | |
|--|--|
| 1. Se le cirna pa kamla. | Seven of the learners came. |
| 2. Se le ho cirna [pa kamla]? | Seven [out] of the group of how many learners [came]? |
| 3. Se le neni cirna [pa kamla]. | Seven of the ten learners [came]. |
| 4. Inusoa no, te cirna pa kamla. | Therefore, three learners didn't come. |
| 5. No ia! Ifeu, te cirna pa kamla. | Certainly not! In fact, three came. |
| Ibuo cei kinci fo notbi. | But they were with four others. |
| Soi drete,te le [neni] cirna no pa kamla. | Properly speaking, three of the [group of] learners didn't come. |
| 6. Le blanu ga tidjo le redro. | The blue one is heavier than the red one. |
| 7. Hu ju tidjo? | By how much? |
| 8. Lio fekeigei. | Five kilos. |
| 9. I rei kilgramo hu? | And it [the red one] is how many kilos? |
| 10. Rei kilgramo lio to. | [And] it measures two kilos. |
| 11. Inusoa bei meltidjo lio se kilgramo. | So it [the blue one] measures seven kilograms in weight. |

12. **Vi la Ter, ia. Iceu, lio topiofe bi lio se.**

On Earth, yes. Anyway, two plus
five is seven.

Lesson 13: Fuzzy Figures

Lo Mipli Steti

1. **Ri¹ mrenu pa kamlā.**
Several men came.
2. **Re² le mrenu pa kamlā.**
Most of the men came.
3. **Eu raba ravi³ logpli!**
Suppose everyone everywhere used Loglan!
4. **Safoniba⁴ vi bukcu.**
About forty things here are-books.
There are about forty books here.
5. **Sa[ra]⁵ le mrenu pa kamlā.**
Almost all of the men came.
6. **Pife⁶ le mrenu pa kamlā.**
Point-five of the men came.
7. **Piro⁷ lo bukcu ga terci.**
Many books are interesting.

8. **Le tera⁸ ga spuro gritu.**

The trio expertly sings. (sings expertly)

9. **Le to,⁹ tera ga spuro gritu.**

The two trios expertly sing.

10. **Ti neteri¹⁰ cirpai.**

This is the thirteenth lesson.

11. **Hu jolkeo [ti] [le nedpao**

What is a clocktime ending at this [moment] and beginning at the previous

midnai]?

midnight?

What time is it?

12. **Lio netohei pio¹¹ nefemeo.**

The number 12h plus 15m.

Twelve-fifteen. Quarter past twelve.

13. **Lio neanefemeo¹² pio netehei.**

The number -15m plus 13h.

Fifteen/Quarter until one.

Lona Cninu Purda

Predicate words

cirpai _ is a lesson in course/subject _

Clue words

[**CIRna PArtI** = learn-part]

Little Words

eu suppose that _ (contrary-to-fact supposition marker introduced in the previous reading.)

nea negative _ (of negative numbers)

neteri thirteenth (**ne te -ri**)

pi [decimal] point (See notes 6 and 7.)

pio plus (introduced in the previous reading)

-ra -some, is a group with - members (Predicate-forming suffix; see note 8.)

ravi everywhere (*all-here*) (A quantified inflector; see note 3.)

re most (See note 1.)

ri a few/several (See note 1.)

-ri _ is the -th member of group _ . (Ordinal suffix; see note 10.)

ro many (See note 1.)

sa almost; (used alone as an abbreviation of *sara*) almost all of (See notes 4 and 5.)

tera trio, threesome (**te -ra**)

Lopo Lengu Klimao

In this lesson we cover more general ways of counting, using vague words such as *all*, *many*, and *most of*. We'll also look more closely at how to tell time.

Notes:

1. There are two series of indefinite numbers in Loglan: the **ra** series and the **sa** series. Both can be used in place of numbers, but only the **sa** series can be used with numbers. The **ra** series is larger, consisting of

ra	<i>all</i>	ro	<i>many</i>	ru	<i>enough</i>
re	<i>most</i>	ri	<i>several, a few</i>		

Sentence (1) is just like the sentence **To mrenu pa kamla**.

2. This sentence is just like **To le mrenu pa kamla**. Note that **ra** is almost never used before a descriptor. After all, if **Le mrenu pa kamla**, then certainly **Ra le mrenu pa kamla**.

3. The **ra** series (and the **sa** series, below) may be used with inflectors, just like other number words: **rana** *always*, **rena** *most of the time*, **rona** *often*, **sunu** *sometime* (at least once); **ravi** *everywhere*, **revi** *(in) most places*, **suva** *somewhere* (in at least one place).

4. The **sa** series may be used with or without numbers. (Remember, you have to attach a number to something; thus **safoniba** *about forty things*.) The **sa** series is smaller than the **ra** series:

sa	<i>almost, about</i>
si	<i>at most</i>
su	<i>at least</i>

5. Surprise! When **sa**, **si**, and **su** are used without a number, they act as abbreviations. (You could say that they are never used without a number or numberlike word, though that word may go unsaid or unwritten.) The abbreviations are

sa[ra]	<i>almost all</i>
si[ne]	<i>at most one</i>
su[ne]	<i>at least one</i>

6. The Little Word **pi** means *point*, as in decimal point. It's always spoken aloud, just as it usually is in English.

7. When you put a **ra** word (typically not **ra**, of course) before **lo**, you must prefix **pi-** to the **ra** word. **Lo** refers to a mass, and the **ra** word represents some fraction of that whole.

8. Suffixing **-ra** to a number word (including the **ra** series) produces a collective predicate, that is, one referring to a group of *n* members. Thus, **tera** *threesome*, *trio*; **rara** "*allsome*" (a group composed of everyone); **rorra** "*manysome*," *multitude*; **rura** "*enoughsome*" (a group composed of enough people or things for some purpose). Note that the first syllable of numeric predicates is stressed: /**TE**ra/, /**TO**tera/.

This use of the sound sequence /ra/ doesn't create any ambiguities, because **ra** (*all*) is never used after numbers...unless a **lio** group ends with a number and is followed by an argument beginning with **ra**. But that's another reason for pausing after **lio** arguments.

9. When you use a number before a number word, you have to pause between them to keep them apart. Without the pause, **le to, tera** (*the two trios*) would become **le totera** (*the group of twenty-three*).

10. Suffixing **-ri** to a number word (again, including the **ra** series) produces an ordinal number predicate: **neri first, tori second, teri third**, etc. These are two-place predicates: *_ is the nth member of set _*. As with **-ra** predicates, **-ri** predicates are stressed on the first syllable: /TEri/, /TOteri/. **Rari** “*allth*” refers to to the ulimate member of some group (the one at which you may say “That’s all!”). Note also **Toa ruri!** *That is the “enoughth” remark!* (Properly speaking, this means *You’ve said just enough; anything more would be too much*. It doesn’t mean *You’ve said too much already!* **Tu pana zavmoutsu cutse!**)

11. Note that **lio netohei pio nefemeo** is all one big number. And just as you may say *Twelve hours plus/and fifteen minutes*, so you may say **lio netohei nio nefemeo** *twelve hours minus/less fifteen minutes*—a quarter of twelve, in other words. Here’s another way to subtract minutes from an hour:

12. *Negative fifteen minutes plus thirteen hours*—twelve forty-five.

Lopo Purmao

Ra and **ro** have their own djifoa, formed as usual by adding **-r**: **rar-**, **ror-**.

Last time I said that there were important uses for the number djifoa. These are the predicates for the months of the year and the days of the week, using **-mei** (*mensi, month*) and **-dei** (*denli, day*), respectively:

nermei	_ is a/the january/first month of year _
tormei	_ is a/the february/second month of year _
termei	_ is a/the march/third month of year _
formei	_ is a/the april/fourth month of year _
fermei	_ is a/the may/fifth month of year _
sormei	_ is a/the june/sixth month of year _
sermei	_ is a/the july/seventh month of year _
vormei	_ is a/the august/eighth month of year _
vermei	_ is a/the september/ninth month of year _
nernirmei	_ is a/the october/tenth month of year _
nernermei	_ is a/the november/eleventh month of year _
nertormei	_ is a/the december/twelfth month of year _

(I didn't capitalize the English names of the months to make a point: in Loglan, only names as such are capitalized within a sentence. Predicates and descriptions (*le nermei the january in question*) are not.)

nerdei _ is a/the monday/first day of week/month _
tordei _ is a/the tuesday/second day of week/month _
terdei _ is a/the wednesday/third day of week/month _
fordei _ is a/the thursday/fourth day of week/month _
ferdei _ is a/the friday/fifth day of week/month _
sordei _ is a/the saturday/sixth day of week/month _
serdei _ is a/the sunday/seventh day of week/month _

Lo Nurvia Logla

Vi le tursia pe la Betis

(Dai) Loi, Betis. Ue lo tidjo!

(Bai) Inurau lo lufta patce. No, nu fatru. I no, le motci fa felda. Mouhu tu hijra? Ei tu danza epo helba mi lepo bufbalci?

(Dai) No. Ia tu pa cutse luelepo le parti ga junti. Ibuo lo nu vizka ga ialdo simci.

(Bai) Ta nurpli cenoi ckemo laldo. Ibea le motci na nirne lio te, inunokou mei simci go nirne lio neni.

(Dai) Inusoa li le tcaro ga nirne ho lu ga nardu kenti.

(Bai) Ia. Ibuo mi kanmo lepo lalcue tu ra parti. Ibea, le konce ga nirne lio tove.

(Dai) Tu krani go melkukra ho?

(Bai) Ue, ei tu polsi?

(Dai) Irea no. Feu, mi godzi tu moi lepo djadou tu lepo la Adris, cutse luelepo to djipo fa fomtaa vi le ckela.

(Bai) Ie le djipo?

(Dai) I dei bi la Makinos. Lena namci sui ga cninu tu, ei? La Makinos, ponje merji, e fu bukcu piro lo ponja logla.

(Bai) Nahu Mai fomtaa?

(Dai) Na la Naserin, io. Nai sordei.

(Bai) Soi fatcou. Uo lo fu hirti! Na la Horin?

(Dai) Ue lo damlogla! Ae no, takna la Karl, lia!

(Bai) Iceu

(Dai) Iceu na la Naserin.

(Bai) Hu jolkeo tio?

(Dai) Lio nevepifehei.

(Bai) Mi ai fa hijra. No, la Turcefli, porli na lo sordei.

(Dai) Oe ii hijkinbeo Tai. Isii Tai oe djacea la Loglan.

(Bai) Ue! I mi na djano leTai retpi. I rei melaeli la na la Nirin, je la Nirmei lu!

Lo Kenti

1. Hu nardu kenti?
2. Moihu Dai godzi Bai?
3. La Makinos, he?
4. I, ie Mai? (Tedji penso!)

Lona Cninu Purda

Predicate words

bufbalci _ “tears down” vehicle _ (auto mechanics term)

damlogla _ is an instance of “low”/slang Loglan (Logslang)

djacea _ learns/becomes knowledgeable about _ from _

Clue words

[**BUFpo BALCI** =
opposite-build]

[**DAMni LOGLA** =
low-Loglan]

[**DJAno CEnjA** =
know-become]

hijkinbeo _ invites _ to go with him/her to _	[HIJra KINci BEgcO = attend-accompany- request]
hirti _ hear _ over background noise _	(<i>hear</i> [HIR])
kanmo _ is able to [do] _ under conditions _	(can)
lalcue _ tells/gives the age of _ to _	[LALdo CUtsE = old-say]
lufta _ lifts _ to _ from _ in gravity-field _	(<i>lift</i> [LiFT])
melkukra _ has a measured speed of _	[MErLi KUKRA = measure-quick]
merji _ is married to _	(<i>marry</i> [MERI])
nirne _ lasts _ years; is _ years old (default 1)	(<i>year</i> [iIR])
nurpli _ is used by _ for purpose _	[NU(R) PLIzo = 1st passive-use (used)]
polsi _ is a police officer/works for the police of area _	(<i>police</i> [POLI/S]—the last two sounds are reversed)
porli _ has power/is lord over _	(<i>power</i> [PaOR]; <i>lordly</i> [IORdLI])
sordei _ is the seventh day of week/month _ (Sunday)	[SO(R) DEnII = seven-day]
tursia _ is a workplace of _ for work _	[TURka SItfA = work-place]

Usage

na la Nirin, je la Nirmei never in a million years [“on the zeroth day of the zeroth month”]

Summary: Lesson 13

1. The **ra**-series is a group of words which may be used just like regular numbers. They can't be used with numbers, however.
2. When a **ra**-word is used before a **lo** description, the Little Word **pi** (*decimal point*) must be prefixed to it to acknowledge that you're talking about a fraction of the collective mass.
3. **Sa**-words modify numbers (including **ra**-words). When used alone, they act as abbreviations: **sa[ra]** *almost all of*, **si[ne]** *at most one of*, and **su[ne]** *at least one of*.
4. The suffix **-ra** changes a number word into a one-place predicate describing a group with [number] members: **tera** *trio*, *threesome*; **rora** *"manysome," multitude*.
(**Sa**-words do not take this suffix, though they may be attached to a word which does, as **sitera** *a group of/at most three*.)
5. Sufficing **-ri** to a number word produces a two-place predicate with the structure **_ is the [number]th member of group _**: **teri** *is the third [member] of [group] _*.
(**Sa**-words do not use this suffix, either.)
6. To avoid confusion (especially where **-ra** and **-ri** predicates are concerned), always pause between number words you want to keep separate.

Lopo Lenbatmi Cirduo

1. Lo cirpai je levi bukcu ga nesora.

The lessons in this book are a
“sixteensome.”

2. Tu na ridle ne, reri cirpai.

You're now reading a/one “most-th”
lesson.

3. Isoa tu napa ridle pire lo cirpai.

Because you have read most of the
lessons.

4. Isui tu nusoa napa ridle sa lo cirpai.

You've also therefore read almost all
of the lessons.

Lesson 14: Just Say No

Lo Mipli Steti

1. **No,¹ la Meris, pa godzi la Par'is, la Cikagos.**

It is not the case that Mary went to Paris from Chicago.

2. **No² la Meris, pa godzi la Par'is, la Cikagos.**

It was not *Mary* who went to Paris from Chicago.

3. **La Meris, no³ pa tcaro godzi la Par'is, la Cikagos.**

Mary did not go to Paris from Chicago by car.

4. **La Meris, pa no⁴ tcaro godzi la Par'is, la Cikagos.**

Mary didn't go to Paris from Chicago by *car*.

(She went some other way.)

5. **La Meris, no pa godzi ba la Cikagos.⁵**

Mary didn't go somewhere from Chicago.

6. **Ta corta noba.⁶**

That's shorter than nothing (not shorter than anything).

7. **Ta no corta raba.⁷**

That's not-shorter-than everything.

That's (as long as) the longest thing there is.

8. **No, ta corta ba.**⁸

It's not the case that that is shorter than something.

9. **Mi no pa durzo noba tu.**⁹

*I not did nothing to you.

I did something to you.

Lo Lengu Klimao

In this lesson, we'll look at how the word **no** is used. It differs considerably from English, but the rules are both simple and brief.

Notes:

1. Placing **no** in front of a sentence makes the sentence negative. This sentence-initial position is preferred for a number of reasons, including the simple fact that it lets your audience know immediately that you're denying something. Note the pause comma separates **No** from the rest of the sentence. This allows us to make the distinction in the following sentence (2).
2. **No** negates whatever follows it. This sentence underlines the fact that Mary didn't go, with the implication that someone else did. The basic claim, however, is still the same as in the previous sentence.
3. Putting **no** before an inflector negates the entire predicate. Notice how this differs (in a multi-word predicate) from the next sentence.

4. **No** right before a predicate word negates it. In this case, Mary's a “non-car goer”: She goes, but not by car. We could also use **Mai pa tcaro no godzi**—she does something with a car (washes or sells it, perhaps), but she doesn't travel in it.

5. I said in Lesson 1 that you can fill in an empty blank with **ba**, but apparently that doesn't work when the predicate is negated. The sentence says that Mary doesn't go “somewhere” from Chicago—but that's almost certainly true! However many places she may go to from Chicago, there's probably at least one place she doesn't go; in fact, there are probably billions of places she doesn't go. Let's see how negated predicates' blanks should be filled in.

6. I think you'll agree that this blank is filled negatively. (Note that *That is shorter than nothing* means the same thing as *That isn't shorter than anything*. The first English translation may be taken another way: **Ta corta la Noban**—*That's shorter than Nothing (is)*.) So instead of negating the predicate, you could negate a blank.

7. Surprise! This is sentence 6 with the **no** brought forward to the predicate-negating position. To compensate for the move, **ba** becomes **raba**. (It may help you to know that **raba** after a negative predicate is translated *anything*.) There are three places negation can occur: before the sentence, before the predicate, and before each sutori argument. (As far as non-designating arguments are concerned, there's effectively no difference between negating the sentence and negating the first argument.) When you move **no** from one of these positions to another, every non-designating variable after the **no** changes type: **Ba** becomes **raba**, and vice-versa. So when the **no** is moved from in front of **ba** to negate the predicate, **ba** (which follows) must become **raba**. If the negated argument is the third blank of the predicate, **no** may be moved to the second, then to the predicate

itself, then to the first blank or the head of the sentence, each time changing the type of later non-designating arguments. If you reverse the process, moving **no** from the front of the sentence toward the back, you must change all non-designating arguments that had followed **no** before. The general rule is, when moving **no**, change all non-designating arguments to the right of **no**'s leftmost position. So **No, ba** becomes **Raba no: No[,]** **ba durzo be bo** → **Raba no durzo rabe rabo** → **Raba durzo nobe ba** → **Raba durzo rabe noba**. Got it?

Notice what this means when you're filling in a blank for a negated predicate: You probably want to use **raba**. So the earlier sentence about Mary probably should have been **Mai no pa godzi raba la Cikagos** (*M didn't go anywhere from Chicago.*). Until you're really familiar with how negation works, though, just complete negative sentences; it'll keep you out of trouble. For example, if you want to say *That's not short*, you will probably be tempted to say **No, ta corta** or **Ta no corta**—both of which mean that that isn't shorter than anything else (it is as long as or longer than anything else). This is usually not what *That's not short* means. It means **No, ta corta raba** or **Ta no corta ba**: it isn't the shortest thing.

8. So now we move **no** to the head of the sentence—and there's **ba** again!

Exercise 14.1

We've developed **No, ta corta ba** from **Ta corta noba**. Now figure out where **No, ta corta raba** comes from.

9. Remember how your English teacher griped about double negatives? In Loglan, it's all true. So **Mai pa godzi noba nobe** means *M went somewhere from somewhere*. When

you're filling in blanks negatively, just remember that an odd number of negatives produces a negative sentence, while an even number will cancel out, leaving a positive sentence. You don't have to worry about this kind of problem if you begin the sentence with **No**, which is another reason why most Logli do so.

Exercise 14.2

Work out what **Ba donsu nobe nobo** and **Ba godzi nobe nobo nobu** mean when the negatives are brought to the beginning. Remember that **no no** cancels out, and be sure to change the first argument when you move **no** ahead of it. Also keep in mind that **ba no something is not** means the same thing as **no raba not everything is**, and **raba no everything is not** means the same as **noba nothing is**.

Lopo Purmao

No is another Little Word which adds **-r** to create a djifoa. As such, it negates the meaning of the next predicate djifoa, thus

norvia	_ is blind to/overlooks _ in situation _	[NO(R) VlzKA = no-see]
nornurvia	_ is unseen/invisible to _ under conditions _	[NO(R) NU(R) VlzKA = not-seen]

-Nor- is not the only “negative” djifoa.

Buf- [**bufpo opposite**] is sometimes prefixed to a word to form its opposite, as in **bufbalci** (“*unbuild*”) in the preceding lesson. It often has the force of English **un-**.

-Cle [*clesi without*], when used as a suffix, is like English *-less*.

-Pozfa [*pozfa oppose*], as a suffix, means about the same thing as *anti-*.

Sometimes it's hard to tell which form to use. Consider *unscientific*. Does it mean **norsensi** (properly *nonscientific*, though some confuse the two), **sensycle** (*lacking scientific basis*), **bufsensi** (*opposite in quality from science, superstitious*), or **sespozfa** (*antiscientific, antagonistic to science*)? Don't blindly follow definitions in dictionaries. Try to discover and translate the thought, not the word.

Lo Nurvia Logla

Peu la Karl, ce la Adris

(Dai) Loi, Karl. Ei tu fa hijra lepo la Makinos, fomtaa?

(Kai) Iu. Feu, soi smikycue, mi roirtargo la Adris. Inukou no, mi komfu lopo hijra leAma ckela.

(Dai) Hu fu roirtargo?

(Kai) Lo dreti dicfoa. I lo meAma rina norloglo, a ia logpozfa.

(Dai) Ei ue?

(Kai) Ama fundi lopo durcia, e lo norma po takna. Inukou roba vi logla takna. I buo riba logla penso, a speni lo lodji. I lopo lodji penso ga basni la Loglan.

(Dai) Lo no mela Karl, rina dreti. Ama ditca lopo lodpeo tie lopo lenple. I lepo Ama saccdou la Logckel, ga fu modvi lopo danza lopo logdia. Ifeu Ama ditca la Loglan, sa lovi logli.

(Kai) I buo lozo lei logli ga he? Ama pebtoa la Loglan. I Lai oa rana spebi cenoi norma lengu.

(Dai) Li roba logli. I robe modvi ba lu. Tu dridja toi, ei? Dau no, ra logli ga nu treci lo lodji.

(Kai) Ibuo ba oa siodja lo lodji, anoi la Loglan.

(Dai) Ii. Ibuo ba spopa lopo lopo leudja la Loglan, ga ckozu lopo siodja. Ae raba siodja la Loglan, e lo lodji. Ibuo ba io pa tio leudja Lai. Tu cia nepa cutse luelepo peu lo mathe, ba rona pakcia lo durfoa lo raznu ca furpli.

(Kai) I ei Ama ditca lo durfoa? Tu sisycia hu, na?

(Dai) Lo meliu no.

(Kai) Cutse le nomfoa je li no, ba donsu rabe no bo lu, eo.

(Dai, fa lopo pensai) Li raba donsu be rabo lu.

(Kai) Lo dreti! I ui tu plizo le nurcuesaa! Ai mi hijra. I ae mi vu duvri su notbi logli.

Lo Kenti

1. Ei Kai danza na le satci gu hijra lepo fomtaa? Kouhu?
2. Coi Kai, lo meAma dicfoa ga he?
3. Ei lo fu ditca pe Ama logli?
4. Coi tu, ei lo logli ga siodja oa lo lodji?
5. Ei Ama ditca lo durfoa?

Lona Cninu Purda

Predicate words

basni _ is the base/basis of _

dicfoa _ is a teaching method of _ in class _

Clue words

(*basis* [**BeiSIs**])

[**DItCa FOrmA** =
teach-form]

dridja	_ is familiar/acquainted with _	[DRiki DJAno = remember-know]
durfoa	_ is a method of doing _ under conditions _	[DURzo FOrmA = do-form]
komfu	_ is comfortable in/about _	(<i>comfortable</i> [KyMFtybl])
lenpli	_ uses language _ in situation _	[LENgu PLIzo = language-use]
lodpeo	_ thinks logically about _	[LODji PEEnO = logic-think]
logdia	_ teaches Loglan to _	[LOGIa DItcA = Loglan-teach]
logpozfa	_ is anti-Loglandic, contrary to the spirit of Loglan, in feature _	[LOGIa POZFA = Loglan-oppose]
mathe	_ is a mathematical method/procedure for deriving _ from _ (or relating _ to _)	(Sp. <i>matemática</i> [MATEmátika])
modvi	_ is a motive for _ to do _ under conditions _	(<i>motive</i> [MOt(i)V])
nomfoa	_ is the normal form of expression _ under/within system _	[NOrMa FOrmA = normal-form]
norlogla	_ is non-Loglandic in language	[NO(R) LOGLA = non-Loglan]
norma	_ is an average [instance] of _	(<i>normal</i> [NORMI])
nurcuesaa	_ is a quotation mark delimiting quote _	[NU(R) CUtsE SAnpA = said-sign]
pakcia	_ learns _ before [learning] _	[PAsKo ClrnA = before-learn]

pebtoa	_ “despecializes”/makes _ just like any other thing of the same type by doing _	[sPEBi TOknA = special-take]
pensai	_ is pensive/thoughtfully silent	[PENso SAnTI = think-silent]
raznu	_ is a reason for _ to do _ under conditions _	(<i>reason</i> [RiZN]; Sp. <i>razón</i> [RAsón])
roirtargo	_ quarrels with _ over/about _	[gROci TARGO = angry-argue]
sacdou	_ founds _	[SAtCi DOnsU = beginning-give]
smikycue	_ confides/tells secret _ to _	[SMIKe (Y) CUtsE = secret-say]
	soi smikycue confidentially, just between you and me	
spebi	_ is special/specific to _ out of group _	(<i>special</i> [SPEcl])

Little Words

peu about, concerning (PA)

Summary: Lesson 14

1. **No** negates the word immediately following it; if it precedes an argument or an inflector, it negates the argument or predicate as a whole. Unless it begins an utterance (**No**), it tends to imply a contrast (*not this but that*): **no la Meris not Mary (but someone else)**.
2. **No** also affects all non-designating variables which follow it. If you move a **no** in a sentence with such variables, all of them that are to the right of the **no**'s leftmost

position (whether before or after the move) must change type, existential becoming universal (**ba** becomes **raba**). In other words, if you move the **no** left, all non-designating variables to the right of its new location must change; if you shift it to the right, all non-designating variables to the right of its original position must change. (Next lesson we'll look at another instance of this rule about changing the scope of non-designating variables.)

Lopo Lenbatmi Cirduo

- | | |
|----------------------------------|--|
| 1. No, mi pa donsu tu ta. | It's not true that I gave you that. |
| 2. No mi pa donsu tu ta. | I wasn't the one who gave you that. |
| 3. Mi no pa donsu tu ta. | I didn't give you that. |
| 4. Mi pa no donsu tu ta. | I didn't give you that. (I was a "non-giver.") |
| 5. Mi pa donsu no tu ta. | I didn't give <i>you</i> that. (I gave it to someone else.) |
| 6. Mi pa donsu tu no ta. | I didn't give you <i>that</i> . (I gave you something else.) |

Lesson 15: Broadening Your Scope

Lo Mipli Steti

Note: The translations given aren't absolutely literal; close translations would be too long and involved, obscuring more than they explained.

1. **Raba danza be.**

Everyone wants something.

2. **Be nu danza raba.¹**

Something (a certain thing) is wanted by everyone. (Everyone wants the same thing.)

3. **Raba be goi², ba danza be.**

For every x there is a y such that x wants y.

4. **Raba be goi, be nu danza ba.³**

For every x there is a y such that y is wanted by x.

5. **Ra sadji ga penso.⁴**

All wise [people] think.

6. **Raba sadji, noa penso.⁵**

Everyone is wise only if thinking.

7. **Re le pernu goi, pei sadji ba, inoca pei penso ba.⁶**

For most people, a person is wise about x only if that person thinks about x.

8. **Oe raba cirna be, noa la Loglan.**⁷

Anyone who learns something, should learn Loglan.

9. **Raba goi⁸, be goi, oe ba cirna be, noa la Loglan.**

For every x there is a y such that if x learns y, x should learn Loglan.

10. **Raba be goi⁹ oe ba cirna be, inoca ba cirna la Loglan.**

For every x there is a y such that if x learns y, x should learn Loglan.

11. **Raba rabe goi¹⁰ oe ba cirna be, inoca ba cirna la Loglan.**

For every x and every y, if x learns y, x should learn Loglan.

12. **Raba rabe kanoi¹¹ oe ba cirna be ki ba cirna la Loglan.**

For every x and every y, if x learns y, x should learn Loglan.

Lona Cninu Purda

Little Words

goi (Marks right end of a quantifier string; see Notes.)

Lopo Lengu Klimao

The preceding lesson introduced some peculiarities of the non-designating variables; in this lesson we'll conclude the topic by examining the wonders of quantification and its scope.

Notes:

1. Oops! Apparently conversion doesn't always work. Before you switch things around, you must look at all the non-designating variables—including the ones which would fill the predicate's unfilled blanks. If you have one or less, go right ahead and convert the predicate. If there are more than one, see whether they're identical in type and sign. If they are, again there's no problem. It's only when you have different types—existential (**ba**) versus universal (**raba**), and/or positive (**ba**) versus negative (**noba**)—that you must not convert the predicate. Let's see why this happens.

Each non-designating variable limits those which follow it. **Raba danza be** is the equivalent of saying *Something x wants some one y*—and saying it for every x (but not, notice, for every y). This is not the same thing as saying that *some one y is wanted by every x* (**Be nu danza raba**). It isn't even quite the same thing as **Rabe nu danza ba** (*Every y is wanted by some one x*): There could be a y which no x wants, even though every x wants some y. You've got to preserve the same order, type, and sign (positive or negative) among the variables.

2. You can copy quantified arguments of any kind to the head of the sentence. The Little Word **goi** marks the end of this *quantifier string*. Once you've copied the quantifiers and negatives, you can omit them from the arguments in the main sentence. **Ra le mrenu ga takna raba nobe** (*All of the set of men (I'm thinking of) talk to everyone about nothing.*) would become **Ra le mrenu raba nobe goi, le mrenu** [or just **mei**] **ga takna ba be**.

Note that while **raba** normally has even stress, in the quantifier string the **ra-** is accented to make it stand out: **RAba be goi**,...

3. As you no doubt have realized, this makes all the non-designating arguments into **ba**-type variables: positive existentials. And since they are all of the same type and sign, you can convert the predicate any way you want. The quantifier string preserves the order, type, and sign of each argument.
4. Another common use for quantifier strings is definition. Sentence (5) is not a definition of wisdom. Can you see why? It relies on designation more than predication. The term to be defined should be a predicate, because it isn't enough that someone *appear* to be wise—we need to restrict the definition to people who *are* wise. A definition consists of a quantifier, an argument, a predicate, some form of **noa**, **anoi**, or **o**, and another predicate or clause.
5. Sentence (6) is a proper definition: *Everyone x is wise (a claim) only if thinking*. It's still incomplete, because some blanks need to be filled in. As it stands, it would be completed with different arguments for the two predicates: **Raba sadji be, inoca ba penso bo** (*Everyone x is wise about y only if x thinks about z*). Because I want to say that being wise about something means thinking about it, I must fill in the blanks with the same argument: **Raba sadji be, inoca ba penso be** (*Everyone x is wise about y only if x thinks about y*). This expanded definition leads to two other points of interest.

First, to complete the thought, you must realize that there are two clauses. ***Raba sadji be, noa penso be** doesn't work, because it connects an argument (**be**) with a predicate (**penso be**). So an *eeshek* is required. (Or we could use **je** to connect **sadji** and **be**.)

Second, you may have noticed that **raba** turns into plain **ba** in the second clause. The first clause acts like a *goi*-phrase, extending the **ra-** to every clause where the argument (**ba**)

appears thereafter. So repeating the **ra-** would be like repeating it after a **goi**-phrase (***Raba be goi, raba penso be**). This **goi**-like effect only occurs with non-designating arguments, however. This is because an utterance with a non-designating variable is “said” an infinite number of times—one for each “something” there is. So this sentence represents **Ba₁ sadji be₁, inoca ba₁ penso be₁; Ba₁ sadji be₂, inoca ba₁ penso be₂; Ba₂ sadji be₁, inoca ba₂ penso be₁**; and so on, for all the **bas** and **bes** there are. And if the sentence is true each time for all of the **bas** (**raba**) and for at least one of the **bes**, then **Raba sadji be, inoca ba penso be** is true. So the **ra-** just tells how often the **ba** must be true. This won't work with designating arguments, as we'll see in a moment, because the identity of the designated group doesn't change.

6. I mentioned in Note (4) that definitions include a quantifier and an argument. Any quantifier will do: a number, a **ra**-word, or a **sa**-word. The argument can be designating or non-designating. But designating arguments always require a **goi**-phrase.

Consider what this definition would look like without explicit quantification: **Re le pernu sadji ba, inoca re le pernu penso ba** (*Most people are wise about something x only if most people think about that x*). “Most people” could be different groups in the two clauses. You may wonder why the **re** isn't dropped, as it would be with a non-designating argument. The reason is that non-designating arguments aren't predefined, but designating ones are. When I say, **re le pernu**, I must have a specific group of **pernu** in mind, and it is to that group, not the majority of the group **re** singles out, that **le pernu** refers. If I'm talking about seven people (**le pernu**), and mean four or more of them by **re le pernu**, **le pernu** in the second clause will still refer to the original group of seven. So the only way to ensure that I'm talking about the same **re le pernu** throughout is with a **goi**-phrase, and a designating variable thereafter.

7. The expansion of sentence (9) would be **Oe raba cirna be, inoca ba cirna la Loglan.**

This time, only **ba** appears in both clauses; **be** doesn't. How will this affect the **goi**-phrase?

8. The two **goi**-phrases signal the difference: the first, with **ba**, runs through the whole sentence. The second, enclosed within the first, runs up to (but not through) the last clause affected by the first **goi**-phrase ($2-1=1$: the first clause, in other words). What would happen if we tried using just one **goi**-phrase, effectively extending **be**'s scope through the whole sentence?

9. Well, there it is, but what does it mean? Simply put, for every learner, there is a subject somewhere such that learning that subject means learning Loglan. If we allow **Be bi la Loglan**, an obvious possibility, then clearly everyone who learns **be/Loglan** learns Loglan. This means much the same thing as **Raba goi, rabe goi, ba cirna be, inoca ba cirna la Loglan**. So when you extend a variable's scope over clauses where it doesn't appear, its type changes from universal to existential or vice versa.

10. And here we have the one-**goi** utterance as it should be, with **be** changed from existential to universal, so that "any x" who learns "any y" should learn Loglan.

11. You can also use **keks** to extend the scope of a quantifier. Just put the first **kek** wherever the **goi** would go and the second **part** where the **eeshek** would be.

Lopo Purmao

There are three djifoa for devices: **-mai** (**MA**tcl, *machine*), **-pae** (**PA**tcE, *apparatus*), and **-rie** (**tr**ImE, *instrument*).

-Mai complexes refer to machines, often (but not always) motorized or electronic. A computer or similar device is a typical machine in this sense.

-Pae complexes refer to mechanical devices, usually unmotorized. They are frequently complicated contrivances. Scales and clocks (the kind with gears and mainsprings or weights) are typical apparati. Note the difference between **kopmai** (a copying machine) and **kopypae** (a pantograph, a mechanism for tracing pictures).

-Rie complexes refer to tools: generally simple implements, such as hammers, screwdrivers, and drills. Tools differ from apparati in simplicity and (usually) in versatility. A screwdriver or hammer has a wider range of uses than a clock. This is sometimes used for abstract means of achieving some end, as **penrie** (an instrument of thought, such as Loglan is hoped to be).

Roughly put, if it's simple in design, it's a tool; if it's more complicated but still mechanical, it's an apparatus; and if it's anything else, especially something higher tech, it's a machine. As a final example, consider **caprie** (a die or stamp for making an imprint), **capypae** (an old-fashioned printing press with movable type), and **capmai** (a modern printer).

Lo Nurvia Logla

The following is an excerpt from Mr. Makino's speech.

Hu Sitfa la Loglandias?

Roba cutse luelepo moihi mi logli. Irea robe modvi. Ice robo raznu. Ibea Lai ia sesrie. Ipiu, ne lemi gandia pa danza lepo sesduvreai lo mela Loglan, nurkai ce nurcko. Isui Lai ia hirtakrie. Ipiu mi logduo ne notbi stude. I sei na merji mi. Inurau la Loglan, djipo ia mi. I Lai nurmue jurnyrie mie. Ipiu mi ze sei logla turka. Ibuo na lopo ba kenduo mi la Loglan, gu lemi retpi ga notbi, e rana stari ba. I Lai ia racrie. Feu, mi cutse luelepo lopo racyspe la Loglandias, ga mutce pluci ce terci mi.

Neba uu uo cutse li La Loglandias! Hu sitfa la Loglandias?lu. I ba rea blemao mi lo cartu.

Ie le gunti? No, Lai dzabi!, hue ba.

Raba gunti, anoi he?, hue mi.

Ra gunti ga nu godzi. Isui ra nu godzi ga fizdi. I la Loglandias, kisoa no fizdi ki no gunti, hue ba.

Letu pogmai ga katli ho radridmai?, hue mi.

Ue ei? To norstifa, e ne stifa, hue ba.

Ibuo letu baprysis ga listyduo fe rei, hue mi.

Toba duodza radridmai, hue ba.

Liu duodza sanpa luelepo rei no fizdi dzabi, e buo durcli lo fizdi ia dzabi, ei?

Ia.

Nao la Loglandias, duodza gunti. LoLai sitci ga logli grupa, e sui pogmai netclisio. I ba spegoi Lai tie lo telfo ca kotytelfo. Isui ia be retca lenfoa ce kultu. Kanoi tu dutci toi, ki oa tu duvrai spegoi Lai. I mi ui gozkii tu. Ibuo fao, kisoa lo logli ga durcli lo nu gunti je Lai, ki rea Lai gunti lei, ica Lai dui go duodza.

Lo Kenti

1. Moihu la Makinos, logli? (Plizo, eo, leMai retpi.)
2. Ei la Loglandias, nu cartu?
3. La Loglandias, he?
4. I duohu ba godzi Lai?

Lona Cninu Purda

Predicate words

bapryσιο _ is the operating system of computer _

hivdu _ behaves _ under _

blemao _ shows [person] _ [thing] _

cartu _ is a map of _ made by _

duodza _ is virtual in function _
in system/conditions _

Clue words

[**BAPRa (Y) SIstO** =
operate-system]

(*behave* [**BIheiV**], *do* [**DU**])

[**BLEka MAdzO** =
look-make]

(*chart* [**tCART**])

[**DUrzO DZAbi** = do-exist]

durcli	_ acts like _ in action _	[DURzo CLika = do-like]
dutci	_ doubts that _ is true	(<i>doubt</i> [DaoT], <i>dubious</i> [DUBI,ys])
fizdi	_ is physical/concrete (not abstract)	(<i>physical</i> [FIZIkI])
gozkii	_ goes with _ to _ from _ via _	[GOdZi KIncI = go-accompany]
hirtakrie	_ is a tool of communication used by _ under conditions _	[HIRti TAKna tRImE = hear-talk-tool]
juryrie	_ is a means of earning (“gainful employment”) for _ under conditions _	[JURNa (Y) tRImE = earn-tool]
kotyelfo	_ is a modem in system _	[KOmTa (Y) TELFO = computer-telephone]
lenfoa	_ is a dialect of language _ used by _	[LENGu FOrMA = language-form]
listyduo	_ lists elements _ of list _	[LISTa (Y) DUrZO = list-do]
netclisio	_ is a network of members/nodes _	[NETre CLika SIStO = net-like-system]
norstifa	_ is flexible/non-rigid in movement _	[NO(R) STIFA = non-stiff]
nurmue	_ is more moderate than _ in quality _	[NU(R) MUtcE = exceeded]
racrie	_ is a means of travel to _ from _ via _	[tRACi tRImE = travel-tool]
racyspe	_ experiences [place, culture, etc.] _ by travel	[tRACi (Y) SPEni = travel-experience]
radridmai	_ is a disk drive in system _	[RAnDe RIDle MAtCI = round-read-machine]
retca	_ differs from _ in feature _	(<i>different</i> [difeREnT])

sesduvrai	_ experiments with _ to find _	[SEnSi DUVri tRAcl = science-discover-try]
sesrie	_ is a scientific instrument for _	[SEnSi tRIImE = science-tool]
sitci	_ is a city/town with hinterland _	(city [SITI])
stari	_ surprises/startles _ by [doing] _	(startle [STARtl])
stifa	_ is stiffer than _ in direction _	(stiff [STIF])

Little Words

piu in particular (free modifier)

Summary: Lesson 15

1. Every non-designating variable influences the range and meaning of all other non-designating variables which follow it in a given clause. This is why it's important to know the exact scope of these variables and to avoid moving them around (by conversion) in a way that changes the meaning of a sentence.
2. Non-designating variables may be moved outside of their clause, leaving only convertible positive existentials behind. These variables must be separated from the rest of the sentence by a scope-extending device, usually **goi**. Such fronted variables form that clause's *quantifier string*.
3. If there are different scopes involved, for example, two connected clauses which share some variables and not others, each variable should be moved in front of its own clause. A variable which appears in both clauses would be written in front of the first clause's

quantifier string. To keep it from applying only to the first clause, two **gois** (or other scope-extenders) would be needed: one for the long-scope variable and another for the first clause's variables, if any. (If there aren't any, you'll have to leave a blank and use **goi goi**. You must have both scope-extenders.)

4. If you move a non-designating variable outside of its original scope, you must change its type every time it changes scope: existential to universal (**ba** to **raba**) and vice versa.
5. Quantified arguments of any kind should be moved to quantifier strings when their scope extends over more than one clause.

Lopo Lenbatmi Cirduo

- | | |
|---|--|
| 1. Coi lepa nu cutse, raba logli, anoi he? | According to what was said before, what is a Logli? |
| 2. Raba logli, anoi logla penso be. | Everyone is a Logli who thinks in Loglan about something. |
| 3. Ei bo oe gudbi cutse li Raba logli, anoi logla penso rabe lu? | Shouldn't one say rather "Everyone's a Logli only if they think in Loglan about everything"? |
| 4. Ei tu nusoa logli? | Are you a Logli, then? |
| 5. Ifeu uu no. Ae mu fazi logla penso rabe. | In fact, unfortunately not. I hope we soon will think in Loglan about everything. |

6. **Ei no, lopo plizo lo gleca kou tio nardu?**

Wouldn't it be hard to use English as a result of that?

7. **Soi smikycuë, lo gleca ga nardu lo logla mi nokou raba.**

Confidentially, English is harder than Loglan for me regardless.

Lesson 16: Dealing with Relatives

Lo Mipli Steti

1. **Le bukcu ji¹ vi le bakso, ga treci.**
The book which [is] in the box is interesting.
2. **Le bukcu ja² vi le bakso, ga treci.**
The book, which [incidentally] [is] in the box, is interesting.
3. **Le bukcu jie³ lea brito lartygra ga famva.**
The book which is also known as one of the [class of] British classics is famous.
4. **Le bukcu jae⁴ lea brito lartygra ga famva.**
The book, which [incidentally] is one of the [class of] British classics, is famous.
5. **Le bukcu jio⁵ mi fa donsu tu bei, ga treci.**
The book such-that I will give you it is interesting.
6. **Le bukcu jao⁶ mi fa donsu tu bei, ga treci.**
The book, such-that [incidentally] I will give you it, is interesting.
7. **Lio 450 dalra pa nufe⁷ ketpi [ba be bo bu]**
\$450 was a price [to x from y on z of ticket h]

8. **Ga** **danza** **be** **ga**⁸ **raba.**

[first argument delayed] wants y [first argument follows] every x.

Every x wants a y.

9. [**Be**] **Bo** **gi**⁹ **raba** **danza.**

[y] for-purpose z [end of fronted final arguments] every x wants.

Every x wants [some y] for some purpose [z].

10. **Ta** **sao**¹⁰ **li,** **lio to.**

That's [borrowed predicate follows] *measures-in-li* the-number two.

That's two *li* long. (Remember the archaic Chinese measurement from Lesson 12, note 11?)

Lona Cninu Purda

Predicate words

bakso _ is a box

brito _ is part of British culture

ketpi _ is a ticket to _ from _ on _ for price _

lartygra _ is a classic in field/genre _ among _

Clue words

(*box* [**BAKS**])

(*British* [**BRITic**])

(*ticket* [**tiKET**])

[**LARTe (Y) GRAda** =
art-great]

Little Words

ga Announces a postponed subject (before the predicate) and marks the subject itself (after the predicate and before the argument) See note 8.

gi Marks the [righthand] end of a string of fronted arguments. See note 9.

- ja** Predicating link (acts as first argument of secondary/incidental claim); see note 2.
- jae** Predicating membership link (introduces a secondary/incidental claim); see note 4.
- jao** Predicating link (introduces a secondary/incidental claim); see note 6.
- ji** Identifying link (acts as first argument of secondary/incidental identification); see note 1.
- jie** Identifying membership link (introduces a secondary/incidental identification); see note 3.
- jio** Identifying link (introduces a secondary/incidental identification); see note 5.
- nufe** Fourth passive (the one after **ju**), switching first and fifth arguments. See note 7.
- sao** Introduces a borrowed predicate; see note 10.

Lopo Lengu Klimao

This lesson deals primarily with relative constructions, devices for mentioning in passing some fact which either identifies something or just gives further information about it. This is often handy, but from a logical standpoint it's better to use separate sentences, which is why I've waited so long to mention the topic. Perhaps by now you're so used to using separate sentences that you won't go overboard with this feature.

Loglan has two types of relative devices. When a relative pronoun refers to an argument, use one of the **ji**-words: **Le bukcu ji redro ga treci** (*The book that is red is interesting*). When it refers to a predicate, use **go**: **Ta bukcu go redro** (*That is a book which is red*).

Finally, we'll look at some variations on **nu** and **je**, and at ways of changing the usual word order.

Notes:

1. **Ji** introduces a sort of abbreviated **bi**-utterance. The example sentence means much the same thing as **Le bukcu (bei bi le nenri je le bakso) ga treci**. But look how concise the **ji**-phrase is! You just mention something which tells your listener where to look: a place (**ji vi here**), a time (**ji pa lepo tu bracea before you were born**), a description (**ji le redro the red one**), or a name (**ji la Bibl the Bible**). The equivalent **bi** constructions could take up a lot of space.

You can also use a predicate (**lemi brudi ji ditca my brother who teaches**); the meaning is about the same as a description (**lemi brudi ji le ditca my brother who is the teacher**), and a bit shorter. (In fact, the difference is that **le ditca** assumes that you've mentioned him before: *the one in question who seems to teach*. The predicate is probably the first reference to his teaching; it doesn't point to a previously-mentioned person, but gives information on what type of person he is—the type you might see leading a class, perhaps.)

Incidentally, just as **gue** closes off the last open **je**-phrase and **guo** ends the last open **po**-phrase, so **gui** terminates **ji**-phrases (and their relatives: **ja**, **jie**, etc.). It's a little easier to get into trouble with an unclosed **ji**-phrase than it is with the others, so again, if in doubt, use the specific terminator provided.

2. **Ja** introduces a predication, though it otherwise works just like **ji**. The claim is incidental (*and by the way, _*); it doesn't identify. You can probably understand how **Le bukcu ja redro** could be a short version of **Le bukcu (bei redro)**. But how can *vi le bakso* predicate? In this case (and wherever non-predicates are used after **ja**), the phrase

is in effect an argument or modifier for an unstated predicate. The parenthetical remark might be (**bei dzabi vi le bakso**) (*it exists in the box*). (It could also represent an actual predicate: **bei (bei nenri le bakso)** *it is in the box*.) Likewise, **lemi brudi ji le ditca** would be short for **lemi brudi (bei bi le ditca)**, while **lemi brudi ja le ditca** would be short for **lemi brudi (bei samto le ditca)** *he is the same as the teacher*.

This brings up an important question: what is the difference between **Le brudi bi le ditca** (*The brother is also known as the teacher*.) and **le brudi samto le ditca** (*The brother is the same as the teacher*.)? You may recall that claims are not generally about designations, but about the things designated (*designata*). So **samto** claims that the things designated by the labels “**le brudi**” and “**le ditca**” are the same. **Bi** utterances, on the other hand, are always about designations, never *designata*. So the **bi** sentence links two labels (“**le brudi**” and “**le ditca**”) as equivalents: you can use them interchangeably.

This distinction seems vanishingly small in English. Don't the sentences mean the same thing? Ultimately, yes, just as *Dave hit the ball* and *The ball was hit by Dave* mean the same thing. But there is a difference of focus and viewpoint. In Loglan, statements about labels and statements about the things labelled are just as distinct.

3. **Jie** is to **bie** what **ji** is to **bi**. The identification points vaguely to some member of a group.

4. **Jae** is the predicating version of **jie**. It introduces an incidental claim of membership in a group.

5. **Jio** (*such that*) is used for links to a sutori place of a predicate. **Ji** and **jie** act as the first argument of any following predicate (**Mi ji dons tu le bukcu** *I who give you the book*). Note that you do have to refer back to the original argument (as **bei** refers to **le bukcu** in the example sentence). Otherwise, how could anyone know which place the argument fills?
6. **Jao** is the predicating version of **jio**.
7. New trick: **Nu** + a number will switch the first blank of the original predicate with the one the number refers to. In this case, **nufe** affects the first and fifth blanks. (In fact, if you wanted to annoy people, you could technically use **nuto** for **nu**, **nute** for **fu**, and **nufo** for **ju**. This is not a good way to win friends, though.)
8. If you place any member of the PA lexeme in front of the predicate, you can put its first argument after the predicate. (This is why you can't leave inflectors in front of commands, as mentioned in Lesson 2.) In fact, you can go ahead and finish the other blanks first. But you must mark the first argument with **ga**. So you could say **Rau danza be [bo] ga raba** (*Everyone justifiably wants something [for some purpose]*) or **Vi danza ga raba be [bo]** (*Here, everyone wants something [for some purpose]*). (The **[bo]** could be left out in either case.)

You're probably wondering why we can get away with re-ordering non-designating variables here, when we couldn't with converted predicates. In fact, the re-arranging is only apparent; the blanks are still numbered the same way they were before. In conversion, however, a new predicate is created, so the movement is not an illusion in that

case. Delaying the first argument with **ga** doesn't create a new predicate with a different order of arguments, and neither does the fronting maneuver in the next example.

9. **Gi** marks the end of a group of blanks which have been fronted, that is, moved to the head of the sentence. As you may have guessed, it's related to **goi**; in fact, **goi** is a special version of **gi** reserved for quantifiers and negatives. The main goal of **gi** is to let you cut right to the predicate's last blank. You must use the last blank right before **gi**, but you may skip all of the others. All but the first blank, that is, which will normally follow **gi**, unless the utterance is a command (**Ti gi ridle!** *Read [out of] this!*) or you're using **ga** as well (**Bo gi ga danza be ga raba**).

10. **Sao** [borrowing], (note the comma) is a device for bringing foreign words into Loglan. All **sao** borrowings are predicates; another Little Word, **lao**, is used for borrowing a word as an argument. (These arguments are followed by a pause, just as **sao** predicates are.) **Sao** is generally more useful because you can make arguments out of **sao** borrowings with one of the army of descriptors we've met so far.

You're probably wondering why I didn't mention this in Lesson 1. I could have.

However, **sao** almost begs to be overused by beginners, so it's better they not even know it exists until they have enough experience and Loglandic maturity to use it properly. As a rule, you should only use it for a spur-of-the-moment borrowing of a culture-specific term. Otherwise, just think up a complex or follow ordinary procedures for borrowing words.

(These are detailed on pages 430–453 of *Loglan One*, available from the Loglan Institute, Inc.; see page 394 for more information.)

Lopo Purmao

In the reading which follows, we'll talk about discovering (**-dui** from **DUvrI**, *discover*) and experiencing (**-spe** from **SPEni**, *experience*).

-Dui/duv- is used for discovering information. It is especially common in math, as in **sumdui** *find the sum of _ and _* [**SUMji DUvrI** = sum-discover]. The discovery is often, even usually, intentional. It is also more intellectual.

You've already encountered **-spe** and **speni**. Experiences are more intense and less intentional than discoveries, at least where **-spe** and **-dui** are concerned.

Consider the following pair:

ridydui _ discovers _ by reading about it [**RIDle (Y) DUvrI** = read-discover]

ridspe _ experiences _ by reading about it [**RIDle SPEni** = read-experience]

The first involves researching a topic; the second, vicariously living something you read about. This difference often exists even when these djifoa are prefixed:

duvcia _ learns [about] _ by exploration [**DUVri CInA** = discover-learn]

specia _ learns [about] _ by experience [**SPEni CInA** = experience-learn]

Finally, **-hea** (from **HEIbA**, *help*) refers to various kinds of assistance:

cirhea _ tutors _ in subject _	[CIRna HEIbA = learn-help]
cmehea _ underwrites/subsidizes _ in undertaking _ with amount _	[CMEni HEIbA = money-help]
donhea _ donates to _ gift _ for cause _	[DONsu HEIbA = give-help]
tcihea _ feeds _ food _	[TCIdi HEIbA = eat-help]

Lo Nurvia Logla

Fao, la Loglan, he?

Mi trati lepo repduo toi vi le satci je le bukcu. Ae lezo tu na spedja lo logla nurkai, na tsufi lepo tu kanmo lepo repduo. La Loglan, retca ia rea la Inglic. Ae tu fundycea loLai norgleca penfoa. Lozo Lai cildrecni rina ii roicko. Ibuo lopo Lai tenri lo nurpeo ga io tsufi nufo barda tu lopus nardu ce turflo.

Uu tu pa duvri siriba ji lo treci ca lodhea nurkai je la Loglan. Isui robe lengu plefoa, e loglo, pae. Ifeu Lai groda nurpeo go cmalo nurduisia. I li la Loglan, he? lu soa no na nu repduo. I tu ao repduokii lo notbi logli.

Nao peu le notbi kenti ji li Moihu mi rairfau? lu, gea ao tu kanmo lepo repduo. Lo stupeu jio mu ridle jmite sei vi lo mipli nursri, ga nu raznu ce nu modvi ro retca lopus logcia. Ibea la Deinys, hapani cirdui lo lengu ce kultu. I Dai fundi lenspe lo lodji. I la Karl, io haispe lopus Lai lodhea, e cildrecni. I Kai sui tie lodspe. I la Betis, nu pluci lopus Lai vefhea. I la Sitas, io nu treci lo loglo larte. I leSai merji lenspe lo loglo, e lo logli. Ifeu, soi smikycue, raba jie vi fikco logli, ga cmiza ia Lai.

Coa, la Loglan, ii hirtakrie lo logli, a lei ze lo pogmai. Isui Lai, ii, racrie su duodza gunti. Isui ii Lai penrie. Lai soa meliu ii, lengu. I hea tu, ae, Lai fa meliu ia.

Fao, la Loglan, he? I, moi hu tu selfatru? Feu, tu ze ni notbi fa repduo, ii coi lemi retpi. Ica no coi. I buo lo mela Loglan, nurkai ce cirmoi fa metu. Djudi le lengu. Ico djudi tu.

Lo Kenti je Lotu Nu Jupni

(These are personal enough you will have to work out the answers on your own.)

1. Ei tu fundi lo norgleca nurkai je la Loglan?
2. Hu nu fundi ca no nu fundi logla?
3. Hu modvi ca raznu lopo tu logcia?
4. La Loglan, he?

Lona Cninu Purda

Predicate words

barda _ rewards _ for _ with _

cildrecni _ is precise/exacting for _ in area _

cirdui _ discovers _ by learning about it from _

cirmoi _ is a motive for _ to learn _

cmiza _ is amused by _

djudi _ judges _ to be _

Clue words

(*reward* [riuARD])

[CITlu DREti CNIda =
detail-correct-need]

[CIRna DUvrI =
learn-discover]

[CIRna MOdvI =
learn-motive]

(*amused* [yMIuZd])

(*judicial* [DJUDIcl])

fundycea _ grows fond of _	[FUNDi (Y) CEnjA = fond-become]
lenspe _ experiences _ through language _	[LEngu SPEni = language-experience]
lodhea _ encourages/promotes [the use of] logic in _ by _	[LODji HEIbA = logic-help]
norgleca _ is non-English in feature _	[NO (R) GLECA = non-English]
nurduisia _ is a known/explored area for people _	[NU (R) DUvrI SltfA = discovered-place]
nurpeo _ is a topic for thought to _	[NU (R) PEnso = thought]
penfoa _ is a thought-form, a way of thinking used by _ under conditions _	[PENso FOrmA = think-form]
penrie _ is a tool for thought used by _ under conditions _	[PENso tRIbE = think-tool]
plefoa _ is a game played by _	[PLEci FOrmA = play-form]
repduokii _ joins _ in answering question _ put by _	[REtPi DUrzO KIbI = answer-do-accompany]
stupeu _ is a character in story _	[STUci PErnU = story-person]
tenri _ increases _ by _ in dimension _	(<i>increase</i> [iNkRI], <i>extend</i> [eksTEND])
turflo _ is arduous for _	[TURka FO/Lma = work-full]
vefhea _ enhances/encourages creativity for/in [person] _ by _	[VEtFa HEIbA = invent-help]

Summary: Lesson 16

1. There are two types of relative constructions in Loglan: those that identify and those that predicate. All relative markers begin with **j-** followed by either **-i-** (identifying) or **-a-** (predicating or asserting).
2. **Ji/ja** act as the first argument of a (sometimes incomplete) identification or predication.
3. **Jie/jae** act as the first argument of an identification or predication based on membership in a set or class.
4. **Jio/jao** introduce an identification or predication where the linking word (the word that is modified, as in *the man [whom] I saw*) is not the first argument. This word will be repeated, usually as a variable, in the relative clause: **le mrenu jio/jao mi pa vizka mei**.
5. “Passives” after **ju** are formed by suffixing to **nu** the number of the place brought forward.
6. You can postpone the first argument of a predicate by placing any inflector before the predicate and then marking the first argument with **ga**.
7. The sutori arguments of a predicate may be brought to the beginning of the sentence, but they must be separated from the rest of the sentence by **gi**.

8. Rearranging arguments with **gi** and **ga** doesn't create the problems that conversion does, because the change is only apparent: the actual place structure of the predicate remains the same.
9. **Sao** and **lao** introduce a borrowed word (followed by a pause) used as a predicate and an argument, respectively. They should be used sparingly to import culture-specific ideas into Loglan.

Lopo Lenbatmi Cirduo

- | | |
|---|---|
| 1. Le tora ji va skitu na penso ia! Hu vetci? | That pair is really thinking. What's going on? |
| 2. Ta po sao go. | It's a game [instance] of Go. |
| 3. Lao go, ja ponjo plefoa gui, ga treci, e nardu. | Go, a Japanese game, is interesting and difficult. |
| 4. La Makinos, jae lea siodja lao go, feu no ga sao go, spuro. | Makino, one of those who understand Go [i.e., its rules], really isn't a Go expert. |

Lo Nurvia Logla:
English Translations

3:

B[rother]: Well, the learner reads attentively [is absorbed in reading]. And what are you reading?

[Beginning] L[oglanist]: This book.

B: Of course! But what kind of book is it?

L: It's an interesting one.

B: You sure think like a Loglanist! Is it a Loglan book?

L: Oh. Yes, it's a Loglan book.

B: In fact, it's a textbook.

L: Yes. I have to go now. My study group is having talking [oral] practice during this night [tonight] at the school. May I use your car?

B: Yes, [you may,] but it's broken [not running].

L: What! What caused that? [How'd that happen?] It wasn't broken this morning!

B: Have you lost your bicycle?

L: No, but the school's very distant [a long way off].

B: I hope [Maybe] I can give you a ride [back] here later.

L: I hope so!

B: Of course, you can stay here. I hope to fix the car quickly.

L: What? Thanks, I shouldn't. I have to leave now. Please be ride-giving kind to me later! [Do me a favor and pick me up later!] Bye!

4: At the school

Dana: Hi, Paul!

Paul: Hi, Dana! How are you?

D: I'm tired. In fact, I biked here. Carl's car is broken.

P: Too bad! And...Hi, Audrey! And who's this?

Audrey: Hi, Paul, Dana. This is Dr. Inés Del Río. [A medical doctor, not a professor.]

D: I'm pleased to meet you! I'm Dana.

P: Pleased to meet you! I'm Paul.

A: [But] Dana doesn't look happy. [This is a follow-up to Paul's **jmihapci**.]

P: Dana's mad at the brother. [In English, we'd actually use "his" or "her" rather than "the."]

D: I'm not mad.

I[nés]: You're a new [lit. young] Loglanist, aren't you, Dana?

P: Yes, and Carl's a Loglanist, but he won't help Dana.

I: Who's Carl?

P: Carl is the brother of Dana.

I: Oh! Your brother doesn't use Loglan around you?

D: Yes, Carl does use Loglan. In fact, Carl doesn't bother me. Paul, however,...

P: Be nice, Dana! You're just grumpy because you're tired. Dana actually biked here.

I: And it's so cloudy! You'll be rained on [get wet]! Let me give you a ride.

D: Thanks, but it shouldn't be necessary. Carl will certainly give me a ride.

(The group leaves the school.)

P: It's cleared up! In fact, there isn't a cloud around! And it had been very [so] cloudy!

D: Hey! It's Carl! Apparently the car's fixed!

5: What's Betty [like]?

D: Who fixed the car? Obviously you're not a car-repair expert.

C[arl]: Unfortunately you're right. Betty fixed it.

D: And who's Betty? [The question implies that Dana might have heard of Betty.]

C: Betty's the one who fixed the car. Don't get mad! In fact, you don't know her. "What is Betty?" is better than your question. [would be a better question]

D: Better for what?

C: Let's just say it would be more interesting.

D: Thanks a lot! So what is Betty?

C: I will gladly answer your thoughtful question! She's a friend of mine, and I think she looks a lot like [is very appearance-similar to] Audrey. But she's shorter than Audrey.

D: And is this one who looks like Audrey a Loglanist?

C: I'm teaching her. I'm an expert Loglan-teacher, and she's a car expert.

D: And how does the car expert drive?

C: She races around in a car that's older than she is. [A literal translation would be a bit hard to understand.]

D: She clearly isn't a wise driver for a car expert. Audrey, on the other hand, is a very wise driver.

C: I don't know about that, but Betty's kind. She's much kinder than Audrey.

D: What? Maybe Betty's kinder to you than Audrey [is], but Audrey's really very kind.

C: In fact, Audrey may be kinder to you than [she is] to me. But let's be friends [talk in a friendly way]. OK?

D: Sure. [Of course I will.] I hope to meet Betty. And I hope she'll be as kind to me as Audrey [is].

C: I hope she's as kind to you as [she is] to me.

6:

C: Hi, Dana! And what did you learn at school?

D: Audrey connective-talked [talked about connectives].

C: What kind of connectives did she talk about?

D: What? I don't understand.

C: There are logical connectives and causal connectives. The word **a**, for example, is a logical connective, and the word **kou** is a causal connective.

D: Apparently she talked about logical connectives.

C: Now then, do you want to learn some Loglan or go to a restaurant tonight?

D: Both. I'll gladly learn Loglan and go to a restaurant, if you'll join me.

C: I guess I eat only if I tutor you.

D: Apparently I'm buying the meals?

C: That, obviously, is the fee for tutoring.

D: I agree, if I get to pick the restaurant. We could go Mexican or maybe Chinese. I can't make up my mind! Would you prefer Mexican or Chinese?

C: I prefer your answer: Both.

D: Mexican and Chinese?

C: Yes. You should have said "or...but not both," not "and/or": "we'll go to the Mexican [restaurant] or to the Chinese [restaurant], but not [to] both." Anyway, I'm really very hungry. Besides, we'll use more Loglan. You can order in Loglan.

D: I don't think anyone uses Loglan in these restaurants. [the ones in question]

C: Of course someone does! That someone will be us!

7: At the Mexican restaurant

C: Hey! Hey, Waiter! Obviously no one pays any attention to customers here.

D: Maybe if you used English or Spanish, someone would wait on us. I doubt anyone here is both a waiter and a Loglanist!

C: As a matter of fact, I know that waiter. And he is a Loglanist!

D: Oh. Maybe he'll come over to us if you call his name.

C: Perhaps you're right.

Hey, Tom!

T[om]: In fact, my name is Tomás. Hi, Carl!

And obviously you, O Stranger, are nuts if you're being tutored in Loglan by Carl.

Or you're a relative of his. Oh, you must be Dana!

D: I am Dana. Are you a friend of my brother?

C: He's a friend and annoyance of mine.

And now, O Friendly and Annoying Waiter, may I order something?

T: Tomás Del Río is happy to serve you.

D: Del Rio! Are you related to Inés?

T: She's my sister, and she's visiting me.

D: Are you really Mexican?

T: I'm Mexican-American. But actually this restaurant is owned by the Chens. On the other hand, Miguel Hernández owns the Chinese restaurant. These restaurateurs are really into cultural exchange [are real culture exchangers], aren't they?

C: Is this really a restaurant? Do you sell food or just joke here?

T: Both, obviously.

8: Betty calls up

D: Hello. Dana speaking.

B[etty]: I'm Betty. Could I talk to Carl?

D: I'm sorry, he isn't here. I'd be happy to take a message. [relay (your) topic]

B: I don't know. When will he get back.

D: I don't know for sure.

B: Hmph!

D: May I ask you a question?

B: I suppose.

D: Which Betty [are you]? Are you the friend of Carl?

- B: I'm a friend of Carl. But I don't quite know who...I mean...I mean...Oh, forget it!
 [She's trying to say **Ibuo no, mi sirdja ie leKai fremi ji nu nursancue tu** (*But I'm not quite sure which of his friends is referred to by you [= you mean]*). This is beyond her knowledge of Loglan, and at present beyond ours, too.]
- D: What a dummy I am! Of course I must be more clear! The friend [in question] fixed his car.
- B: Yes, I'm that friend.
- D: Great! He's talked to me about you. Don't worry! What he says is good, of course. So cars interest you?
- B: Yes. Has Carl told you about my car?
- D: Is it fast and older than you are?
- B: No! In fact, the chasis [shell], not the important stuff, is old. The motor, for example, is new [young]!
- D: What are the important parts of a car? For instance, motor and brake system...
- B: Yes. In fact, the motor, the brake system, the frame, the steering, and the electrical system are the important parts of the car.
- D: Oh. I don't understand cars.
- B: I'd be happy to teach you about cars. Carl and I teach each other.
- D: Oh. You sure know how to use Loglan. [You're certainly an expert Loglan-speaker.]
- B: How kind of you! Unfortunately, no. I can easily talk to in Loglan about cars. But other subjects are very hard.
- D: I have the same kind of problem! [or "Me too!"] Familiar subjects are easy.
- B: Thanks! May I come to your house this evening?
- D: You bet! And Carl will certainly be here!
- B: Thanks! Bye!
- D: Take care!

9: Meet Betty

C: Hi!

D: Well! I about gave up on you coming [back] here!

C: What happened?/What's going on? [The Loglan reflects Carl's ignorance of whether something has happened, is happening, or will happen.]

D: Betty called. She hope[d] to talk to you.

C: About what?

D: I don't know. Apparently the Loglan[-use] teacher is learning about cars from the car-repair teacher. Interesting!

C: Of course I enjoy learning and teaching.

D: Oh. And will Betty have to use Loglan tonight? You see, she's coming over.

C: What? Again, of course.

D: And that's probably why [the causal circumstances of the fact that] your students don't like you.

C: In fact, they're just joking. Betty, for example, certainly likes me.

D: Obviously!/As is well known!

C: Are you sure she's coming [to us]?

D: Yes. And please stop pacing [bothered walking]!

C: Are you staying?

D: Yes, of course! She certainly wants to meet me!

C: Quiet! Betty's here! Please come in, Betty! How beautiful you are [tonight]!

B: How sweet of you to say so! [How kind-spoken you are!] And This must be Dana.
Pleased to meet you!

D: The pleasure is mine!

C: Well, we're all happy! Unfortunately, Dana's got to go now.

D: Actually not.

B: Anyway, I'd like to talk to you and Dana together, Carl. I have a question about learning Loglan. And I'd like you and Dana both to answer it.

10: Betty's Question

B: Why should I learn Loglan? [What justifies it?]

C: What makes you ask?

B: You're a programming expert, Carl; that's why you're interested. And Dana apparently is into stuff about languages and cultures. But I'm a mechanic. I repeat: Why should I learn Loglan?

C: What should keep you from learning Loglan? [Despite what are you learning Loglan?]

B: Apparently, Loglan is useless to mechanics.

C: How [according to what] is Loglan useless? You enjoy learning it. Doesn't that matter?

B: It is important to me, but it doesn't help in life.

C: And what does help in life? Actually, in other words, Loglan has no monetary value, right?

B: The Boss thinks Loglan is useless because it doesn't improve my skill as a mechanic.

C: So what? In fact, Loglan does improve your ability to think creatively. And isn't creative thought involved in [a quality of] mechanical expertise?

B: Yes. But why are you silent, Dana? Do you agree with Carl?

D: Yes. He makes a lot of sense [talks very wisely]. Certainly what you enjoy, if it makes you better rather than worse as a person, is worth learning [is good for being learned]. And you certainly work at improving your expertise. That's because improving your expertise and enjoying learning are part of the way you are [are qualities of you]. That's why you clearly should learn Loglan.

B: I'd like to use Loglan like you, Dana!

C: And with my help, you will. And Dana might help, too.

11: Mrs. Makino's Letter

[Mrs. Makino is not Japanese herself, but the opening of the letter briefly reflects Japanese style until she hits her Loglandic stride and moves from a formal to a more personal style. This is not the sort of letter an American Logli would write—which is, of course, just fine.]

Dear Madam,

I hope that the summer heat is not troubling you. Japanese summers are probably hotter than yours. (Fortunately for you!) My husband and I wish to express our thanks to you for the invitation. Of course we are delighted to accept [lit. agree to do]. Please excuse me, but I must inform you that my Husband, not I, lectures. Although I co-author books with him, I actually follow him around [to lectures] and note down his ideas. (And he organizes them according to my notes.) So I am the Author, and my husband is the Lecturer. (Ha-ha.) [Her (Laugh) is difficult to translate gracefully.] May we nevertheless attend your meeting?

We are now composing “Where is Loglandia?” I hope and believe that it will help you. If you both understand Loglan culture and recognize Loglandic places, you will be comfortable about being a Loglanist. (Knowing the uses of Loglan is also comforting.)

Our experience with cultural exchange using Loglan might be another topic. You probably know how we met [our meeting-story]. I was an Indian student in Japan, and he was an assistant to my professor. We decided to learn Loglan together. Soon we were more comfortable in Loglan than we were in our other learned languages. (Of course, I now speak, but not write, Japanese. And he is comfortable with Hindi.)

Anyway, experiencing other cultures certainly improves one. If you prefer the other topic, we would certainly agree [lit. say “agreed.”].

Again, thank you, and take care!

Sita

12: An arithmetic lesson

Megan: And what is five times three?

Paula: I don't know.

M: Paula, think! Five times three is another way of saying five plus five plus five.

P: So fifteen.

M: Correct! Five times three is fifteen. And please don't look at the clock again!

P: But the arithmetic lesson lasts forty-five minutes! We started at eleven, and now it's twelve! The lesson's gone an an hour, now!

M: I thought you knew how to use numbers! But actually I told you that this lesson would last one hour.

P: So now we're done! Right?

M: Perhaps. But you must pay more attention to learning [learn more attentively]!

P: Numbers aren't interesting.

M: But they just interested you. Of course, they don't seem relevant to life. Right?

P: I guess.

M: So we must make them relevant. Let's see...Got it! If I were to give you one hundred dollars, what would you buy from this catalog?

P: Could I have [be given] the money now?

M: Notice the “if,” please. Let's pretend, now. How many of these one-dollar items could you buy?

P: One hundred, of course.

M: And how many kilos of chocolate could you buy?

P: Ten kilograms! [The chocolate weighs-in-kilograms the number ten!]

M: And if you bought five of these three-dollar items, how much would it cost [what would be the price]?

P: Fifteen dollars. This would be more interesting if we used real dollars.

M: Agreed! Go get a job [Be employed, please]!

P: Ha-ha. Actually, this is very interesting.

M: That's for sure!

13: At Betty's workplace

D: Hi, Betty! Hey, that's heavy!

B: Thus the lifting equipment. Don't worry. The motor won't fall. But why are you here? Do you want to help me tear (the car) down?

D: No. You said the parts were new. But the ones I can see [the one visible ones] look old.

B: They're old from use, not from age. For instance, the motor is two years old, but [nevertheless] it seems ten years old.

D: So it's hard to say how old the car is. ["The car is how many years old" is a difficult question.]

B: Yes. But I can tell you how old each part is. For example, the chassis is nineteen years old.

D: And how quickly do you drive it?

B: Are you a cop?

D: Of course not. Actually I came here [to you] to let you know that Audrey says two important people will lecture at the school.

B: And who are the important people?

D: They're the Makinos. This name is also new to you, eh? The Makinos are a Japanese couple, and they've written almost all the Japanese Loglan books.

B: When will they lecture?

D: On the seventeenth, I think. That's a Saturday.

B: Pardon me. All this noise! On the whatth?

D: Logslang! I hope you don't talk to Carl like that!

B: Anyway...

D: Anyway, on the seventeenth.

B: At what time?

D: Seven-thirty PM [1950 hours].

B: I'll be sure to come. The Boss isn't master on Saturday.

D: You should invite your boss. Apparently [s]he should find out about Loglan.

B: What? I already know his/her answer. "Never in a million years!" ["On the zeroth day of the zeroth month!"]

14: About Carl and Audrey

D: Hi, Carl. Are you going to attend the Makinos' lecture?

C: I don't know. Actually, just between you and me, I had a quarrel with Audrey. So I'm not comfortable being at her school.

D: And what was the quarrel about?

C: The correct way to teach (Loglan). Hers are sometimes non-Loglandic, even anti-Loglandic.

D: What?

C: She's fond of practicing and typical conversations. As a result, many people speak Loglan around here. But few think in Loglan or experience logic. And logical thought is the basis of Loglan.

D: Non-Carlsh (methods) are sometimes right. She teaches logical thought through language-play. And the fact that she founded the Loglan School was motivated by her desire to teach Loglan. Actually, she's taught almost all of the Loglanists around here.

C: But how Loglandic are they? [What's the extent of their being Loglanists?] She strips Loglan of its uniqueness. And Loglan must always be a special language rather than a normal one.

D: "Many are Loglanists, and many are their motives." You remember that, don't you? So it's probably not true that every Loglanist is interested in logic.

C: But they must understand logic if (they are to understand) Loglan.

D: Maybe. But they hope that learning Loglan will cause understanding. I hope everyone understands Loglan and logic. But they will probably learn Loglan before that. And just as you once said, where math is concerned, one usually learns the methods before the reasons and applications.

C: And does Audrey teach the methods? What are you studying now?

D: "No."

C: Give [Say] the normal form of "It is not the case that someone gives everything to no one," please.

D (after mulling it over): "Everyone gives someone everything."

C: Correct! And you even used the quotation marks! I'll be there. And I hope I'll find some other Loglanists over there.

15: Where is Loglandia?

Many people ask me why I am a Loglanist. Of course there are many motives and reasons. For example, Loglan is a scientific instrument. In particular, one of my professors wanted to experiment with Loglan's characteristics and effects. It is also a means of communication. In particular, I used Loglan on a certain other student, and she is now married to me. So Loglan is important to me. It is something of a [is moderately]

a means for us to earn (money). In particular, we work in Loglan. But when someone asks me about Loglan, my response is different, and always surprises them. Loglan is a means of travel. In fact, I say that touring Loglandia pleases and interests me.

One person even said, "Loglandia! Where is Loglandia?" And of course he showed me a map [or "some maps"]. "Where is Loglandia? It doesn't exist!" he said.

"How many drives does your computer have?" I asked.

"What? Two floppy (drives) and one hard (drive)."

"But your operating system lists five."

"Two are virtual."

"The word 'virtual' means that they do not physically exist, but they act like a physically existing drive, correct?"

"Yes."

"And Loglandia is a virtual country. Its cities are Loglan groups, and also computer networks. Some people explore it by telephone or modem. And certainly it has distinct dialects and culture. If you doubt that, you must go and see it [explore it by going there]. I'll be happy to go with you. But in conclusion, since Loglanists act like citizens of Loglandia, it obviously is their country, if only virtually."

16: Finally, what is Loglan?

I tried to answer this (question) at the beginning of the book. Your experience with Loglan's features is now enough that you can answer (it yourself). Loglan is indeed different from English. I hope you've become fond of its non-English ways of thinking.

Its precision may sometimes be annoying, but the fact that it increases your range of thought will probably reward you enough for its difficulty and effort.

Unfortunately you discovered only a few of the interesting and logical features of Loglan.

There are also many language games, cultural aspects, etc. In fact, Loglan is a large conceptual world with a small explored area. (The question) "What is Loglan?" thus has not yet been answered. I hope you will join other Loglanists in responding.

As to the question "Why should I bother?" again I hope you can answer. The characters we met though reading in the sample texts have many different reasons and motives for learning Loglan. For example, Dana enjoys discovering languages and cultures through language: Dana prefers linguistically experiencing logic. Carl probably enjoys Loglan's logic and precision. He also experiences logic through it. Betty is pleased by its creativity. And Sita probably is interested in Loglan art, and her husband in linguistically experiencing Loglan culture and Loglanists. In fact, confidentially, all of the fictional Loglanists here have fun with Loglan.

In short, Loglan may be a means of communication for Loglanists, or for them and computers. Besides, it may be a means of travelling to a virtual country. And it may also be a tool of thought. It's thus a language of "maybe." Thanks to you, I hope, it will become a language of "certainly."

In conclusion, what is Loglan? And why should you bother? In fact, you alone will answer, perhaps according to my replies. Or perhaps not. But the qualities of Loglan and

the motives for learning it will be yours. Judge the language. And [which means] judge yourself.

Answers

3

Lo Kenti

1. What is I reading? **Lei ridle levi bukcu.** (Or **le logla bukcu** or **le dicbukcu**)
2. How is I reading? **Lei tedji ridle.**
3. Does β (the book) interest I? **Ia, beo treci lei.**
4. When will the learning group practise? And where? **Le cirna grupo [or cei] fa cirduo na lena natli vi le ckela.**
5. What/how is the car? **Le tcaro ga broda.**
6. Will I use the car? What will I use? **No. I no, lei plizo le tcaro. I lei plizo le torkrilu.**

4

1. Who is Doctor? **La Inés Del Ri,os, bi la Kicmu.**
 2. Who is bothering Dana? **La Pal, fatru la Deinys.**
 3. Are there clouds around the school? (Is it cloudy there?) **No. I no, ba na klada vi [le ckela].** (A more elegant answer would be **No. I ba vi klada no na.** We'll return to such constructions in Lesson 14.)
 4. But how was it [before]? **Ba pa klada vi [le ckela].**
- Lo dupma kenti** *Trick question:* Is Inés a doctor? **Iu.** (She's called "Doctor"; that doesn't make her one.)

5

Exercise 5.1

1. What kind of man is this?

2. This is a short young man.

[How could you say this without using **ci**? **I ti corta ge junti mrenu.**What would it mean without without grouping words? *This is a shortly-young man.*]

3. That one's tall for a young man.

4. That's a book[s]-about-Loglan attentive reader. (One who attentively reads books about Loglan. This is a very convoluted way of saying such a thing; the normal sentence would be **Ta tedji ridle lo bukcu je la Loglan**, but we won't meet **lo** until Lesson 8.)

Translate into Loglan:

1. **Le fumna ga langa hu?**2. **I fei langa le botci.**3. **I fei he langa?**4. **I fei mutce langa.****Lo Kenti**1. What is a question [that is] better than D's? **La Betis, he?**2. What's B's car like? **Tei laldo Bai.**3. How does B drive it? **Bai kukra krani [tei].**4. Who is wise as a driver? **La Adris, krani sadji.**

6

Lo Kenti

1. What is [an example of] a logical connective? **Liu a, bea, lodji djipua.** (This doesn't ask for a definition, but an example. We'll get to definitions in Lesson 15.)
2. What does K prefer? **Kai fundi leDaipa retpi.**
3. Which must K do, eat or tutor D? **Kai titca, noa cirhea Dai.** (Note that **noa** shuts off **titci's** second blank, so that Carl isn't eating Dana.)
4. Does [any]one use Loglan in the restaurant? **Ia, ba logpli vi le resra.** (Don't use **Kai, e Dai logpli**; it implies that they do so separately. We'll look at the proper connective (**Kai ze Dai**) in Lesson 8.)

7

Lo Kenti

1. What is Tomás? (Or, what does he do?) **Tai fremi ce fatru Kai. Ice Tai surva Dai.**
2. T is related to whom? **Tai kunci la Inés Del Ri,os.**
3. What is I? **Ima sorme, ena socgoi gu Tai.** (The **gu**-construction is called for because **e** is tensed.)
4. What does T do in the restaurant? **Tai tobsua. Ice Tai titci vedma, e kamkytaa.**

8

Lo Kenti

1. What did K's friend do? **Fei pa nakso leKai tcaro.**
2. What is an/are some old part(s) of B's car? **Le konce, enoi lo djipo ga laldo.**
3. What is/are important to cars? **Le motci ze le brekysio ze le frama ze le tolpaesio ze le lekpaesio ga djipo lo tcaro.**
4. What doesn't D understand? No, **Dai siodja lo tcaro.**

5. What's easy? **Lo kusmo fu takna ga fasru.**

9

Lo Kenti

1. What was D about to do? **Dai durbiesni lepo spodru.**
2. Who learns about cars? **Kai cirna lo tcaro.**
3. Sii ba takna ciha logduo Kai? **Sii ba takna noca logduo Kai.**
4. And what is that a factor in? **Tio io fu ckozu je lopo no, loDai cirna ga fundi Dai.**
5. About what and to whom does Betty want to talk? **Bai danza lepo takna Kai ze Dai lo, po logcia kenti.**

10

Lo Kenti

1. What justifies K and D learning Loglan? **Kai logcia rau lopo Kai rogduo spuro. I Dai dui rau lopo lo lengu ze kulti perti ga treci Dai.**
2. B does so despite what? **Bai dui norau lopo la Loglan, sii furplice lo tcanakso.**
3. According to the Boss, what makes Loglan useless? **Soa lopo no, Lai livspe helba.**
4. But, according to K, what is a mechanic's skill which is improved by Loglan? **Coi Kai, Lai gudcko lopo vetfa penso.**
5. According to D, what is worth learning (good to be learned)? **Lo nu hapduo je ba ga kanoi gudcko cenoi zavcko lopu ba pernu ki, po nu cirna je ba gudbi.**
6. What is also characteristic of B? **Ke lopo gudmao lo pu spuro, ki lopo cirfundi ga pu meBai.**

11

Lo Kenti

1. Why is Mrs. Makino the Author? **Mai feu kinsri leMai mermeu lomei fomtaa vidre.**
2. What doesn't the average Logli do? **No, loe logli ga kaidja lolei kultu ze lengu.**
3. What's small? **LeuAma logli, e lea logli, e lo junti ga cmalo.**
4. What is a partial list? And what is it a list of? **Lau lo loglo, lopo kulbatmi gu, lo, po penso nu ckozu je la Loglan, lo loglo fikco, lopo kambu la Loglan, lo notbi lengu, li Hu sitfa la Loglandias? lu, lua parti lista lea fu fomtaa.**

12

Lo Kenti

1. What is five times three? (Use the two [forms] written.) **Lio fetiate bi lio fepiofepiofe. Inusoa lio fetiate bi lio nefe.**
2. How long have the teaching sessions [usually] lasted? (Note the plural and the tense.) **Lo konmathe po ditca ga minta lio fofe.**
3. But what did M say to P? **Mai pa cutse luelepo lenapo ditca ga ckemerli lio nehei.**
4. In what way does M make numbers relevant to P? **Mai kenduo Pai lopo furvea hoba laele nurvembuu lo nema dalri.**

13

Lo Kenti

1. What is a hard question? **Li le tcaro ga nirne ho lu ga nardu kenti.**
2. Why does D go to B? **Dai godzi Bai moi lepo djadou Bai lepo la Adris, cutse luelepo to djipo fa fomtaa vi le ckela.**
3. What are the Makinos [like]? **La Makinos, ponje merji, e fu bukcu piro lo ponja logla.**

4. And who are they? (Think carefully!) **La Makinos, bi le djipo.**

14

Exercise 14.1

No, ta corta raba < Ta corta no raba.

Exercise 14.2

Ba donsu nobe nobo > Ba donsu rabe rabo

Ba godzi nobe nobo nobu > Raba godzi be rabo bu

Lo Kenti

1. Does K want to attend the lecture at first? Why? **No, ikou Kai pa roirtargo la Adris.**
2. According to K, what are A's teaching methods [like]? **Lo meAma rina norloglo, a ia logpozfa.**
3. Are A's students Logli? **Coi Dai, ia. Ibuo coi Kai, no ia.**
4. In your opinion, do Logli have to understand logic? **[No] Ia. I [no,] lo logli oa ga siodja lo lodji.** (Depending on your opinion.)
5. Does A teach the methods? **Sii, ia, Ama ditca lo durfoa.**

15

Lo Kenti

1. Why is Makino a Logli? (Please use M's answer.) **La Loglan, racrie.**
2. Is Loglandia on a map? **No. I no, la Loglandias, nu cartu.**
3. What is Loglandia? **La Loglandias, duodza gunti.**
4. And how does one go there? **I ba spegoi Lai tie lo telfo ca kotytelfo.**

Glossary

C - consonant

V - vowel

() - optional element, for example, (C)V = V or CV

argument The description or name of a person or thing involved in a relation, whether one of a predicate's blanks or a word or word-group which completes the meaning of a *PA word*.

attitude indicator A class of *free modifiers* which express your attitude toward an event

borrowing A word taken (with minimal changes) from some other language.

causal connective A class of words which act like *PA words*, but also have *eeshekked* and *kekkeed* forms. These words indicate relationships involving physical cause, motivation, justification, and entailment.

compound tense operator A tense *inflector* with the suffix **-pa** or **-fa** to indicate the period before or after the general time referred to by the first inflector.

connectand A word or word-group joined to another by a *connective*. The connectand to the left of the connective is the left connectand, and the connectand to the right is the right connectand.

connective A class of words which act like conjunctions to link a pair of words, phrases, or clauses, based on how the truth of one affects the truth of the other (one true if the other is true, one true if the other is false, etc.).

conversion Creating a new *predicate* by shifting the order of blanks in a *predicate*.

Conversion is only possible if any *non-designating variables* are of the same type and sign.

descriptor A class of words which create descriptions (*arguments*) based on *predicates*.

designating variables A *variable* which points to a specific individual.

designation The process of pointing to a person or thing with a description or label; also, the description or label so used. (See also *designatum/-a* and *identification*.)

designatum/-a The person or thing pointed to by a description or label: the one *designated*.

dimension predicate A class of *predicate words* which refer to a measurable feature (or dimension), such as height, weight, or depth.

dimensioned number A number consisting of at least one regular number word and the abbreviation of a measure word, as **20kg**.

discursive modifier A class of words which relate the present sentence to something which has already been said or implied.

eeshek Inter-sentence *connectives*.

ek A class of *left-grouping connectives* which connect predicate expressions or arguments.

existential A *non-designating variable* which asserts the existence of at least one member of a group.

free modifier A class of words which may be placed practically anywhere in a sentence without greatly altering its basic claim. Unlike *PA words*, they never take an argument; however, they do modify the word they follow, or the utterance as a whole if placed before it.

identification The process of linking two *designations* of the person or thing you're talking about.

identity operator A Little Word which links two *designations* as referring to the same individual.

inflector A class of *PA words* which indicate where or when something happens.

kek Forethought *connectives* capable of connecting any two similar syntactic units.

- left-grouping* Arranging the scope of a group of words beginning from the left so that each word or phrase is affected as a single unit by the word to its right: ((a b) c).
- Little Word* A class of words which provide grammatical information; structure (C)V(V) (letter-names of vowels VCV). Little Words may be accented or not, but you must always pause between an accented Little Word and a predicate word.
- modal operator* A class of *PA words* which act as spare blanks for *predicates*, indicating relationships common to many predicates.
- multiplicative predicate* A class of *predicate words* which indicate a number or fraction of a thing. These predicates are generally used for divisions in the metric system (**metro**, *meter*; **kilmetro**, *kilometer*; **cenmetro**, *centimeter*).
- name* A label for an individual person or thing, telling what the individual is called, rather than giving a description. Names may be borrowed or derived from a Loglan word. Regular names end in a consonant. All names are followed by a pause in speech or either a comma or period in writing.
- non-designating variable* A *variable* which points to any of a number of individuals, as English *someone* (or *other*) does.
- PA word* A class of words which can be placed almost anywhere in a sentence, so long as they don't interrupt an argument or predicate expression. A PA word placed before an argument will absorb it to complete the PA word's meaning; PA words also mark the beginning of a predicate expression.
- pause comma* A pause in speech (written as a comma) which signals the end of a *name* or *borrowing*, or which acts like *gu* to separate words or phrases.
- predicate word* A class of words which act as *predicates*. They contain at least one consonant cluster (two or more consonants placed together, as **st**, **bl**, and **nd**), end in a vowel, and are accented on the next-to-last syllable.

predicate A word or word-group which can express a claim. They are like patterns for complete sentences with blanks for the people/objects referred to.

predication A claim about an event or relationship.

primitive A *predicate word* which is neither borrowed nor formed by affixation. These have five letters, either CCVCV or CVCCV.

quantification Using *ra words* to modify an *argument*, especially a *non-designating variable*.

quantifier A *ra word* used to modify an argument, especially a *non-designating variable*.

quantifier string A list of *quantifiers* and their *arguments* placed at the beginning of the clause in which they occur, and separated from it by **goi**.

ra word A class of number words which refer to imprecise numbers (“many,” “few,” etc.).

register marker A class of words which indicate how you perceive your relationship (formal, informal, friendly, etc.) to your audience at a given moment.

right-grouping Arranging the scope of a group of words beginning from the right so that each word or phrase is affected as a single unit by the word to its left: (a (b c)).

scope The part of a phrase or clause affected by a word (in modification) or by a *quantifier* (in *quantification*).

shek A class of *right-grouping connectives* which connect *arguments*, modifiers, or parts of a *predicate*.

specified descriptions Descriptions in which a *predicate's* blanks are re-activated by the *Little Words* **je** and **jue**, and filled in by *arguments*.

universal A *non-designating variable* which points to all the members of a group.

variable A class of words which can be used temporarily to designate a person or thing, based on an earlier or implied *designation*.

Loglan-English Vocabulary

Numbers in brackets refer to the lesson where the word first appeared. Little Words discussed in a note have the note number after a slash: **a** [6/6] is explained in Lesson 6, note 6. ([I] means the word is used only in the Introduction.) The list includes all primitives, whether used in the book or not; a primitive's three-letter djifoa, if any, is listed in parentheses.

Note that this is not a dictionary of Loglan—a complete dictionary is available from the Loglan Institute, Inc.; see page 394.

a [6/6] and/or

ae [2/5] I hope to

ai [2/5] I intend to/that _ (Strong intention indicator)

anoi [6/6] _ if _

ao [2/5] I want to

athomi [I] _ is an atom of _

au [2/5] I don't care

ba [1] something x (non-designating variable)

badjo (**baj**) _ is a bough/limb/branch of _

badlo (**bad**) _ is a bundle/package of/containing _

bakso [16] (**bao**) _ is a box

bakto (**bak**) _ is a bucket/pail of/containing _

balci (**bac bai**) builds _ from materials _

balko _ is a balcony of building _

balma (**bam**) _ is a ball/sphere

balpi (bal) _ is balanced under forces _
banbe _ is a bay of coast _
banci _ bathes in _
bande (ban bae) _ is beyond _ from _ on route/path _ by distance _
banko _ is a bank of community _
banse _ is a basket of/containing _
baormao [3] _ is a box-maker
bapra _ operates _ with goal _
baprycio [15] _ is the operating system of computer _
barda [16] _ rewards _ for _ with _
basni [14] (**bas**) _ is the base/basis of _
batmi [7] (**bat**) _ trades _ for _ with _
batpi (bap) _ is a bottle of/containing _
batra _ is an amount of butter
batsri [11] _ correspond/exchange letters with each other
batyditca [8] _ teach each other subject(s) _
be [1] something y (non-designating variable)
bea [6] for example (free modifier) [from **BIEkA** look at]
bedpli [9] _ goes to bed
bedpu (bed) _ is a bed
bedyduo [9] _ puts _ to bed
begco (beg beo) _ requests/asks _ of/from _
bei [3/5] the lowercase letter b
bekli (bel) _ is a bell producing sound/note _
bekti [I] (**bek**) _ is an object/thing
beldu _ is the belly/abdomen of _

bendu (ben beu) _ is a band/orchestra of players _

beo [3/11] the lowercase Greek letter beta (β)

berci _ is a sheep

berna _ is the brain of _

berti (ber bei) _ carries/bears _ to _ from _

betcu (bet) _ is more bent/crooked than _

bi [4/4] _ is also known as/called _

bidje (bie) _ is an edge of _ between _

bidzi _ is a bead of _

bie [4/8] _ is also known as/called one of _

bifci (bif) _ is a bee

bifte _ is an amount of steak

bilca (bic) _ is a member of the armed forces of _

bilra _ plays billiards with _

bilti [9] (**bil bii**) _ is more beautiful than _ to _

bindo (bio) _ is a bean from _

birju _ is an amount of beer

bisli (bis) _ is an amount of ice

bitce _ is a whip/lash/switch

bitsa (bit bia) _ is between _ and _

bivdu [15] (**biv bid biu**) _ behaves _ under _

blabi (lab) _ is whiter than _

blada (bla) _ is a blade of tool/weapon _

blanu [5] _ is bluer than _

bleka (ble) _ looks at _

blemao [15] _ shows [person] _ [thing] _

blicu (bli) _ is possible under conditions _
bloda (blo) hits/strikes _ with _
bloku _ is a block of material _
bludi (blu) _ is blood of organism _
blusa _ is a blouse
bo [1] something z (non-designating variable)
bomba _ is a bomb
bongu (bon) _ is a bone of _
borku (bor) _ is a bow [for arrows]
botci (boi) _ is a boy
botni _ is a button of _
botsu (bot bou) _ is a boat
brana (bra) _ is born to mother _
brato (rao) _ is the ratio/quotient of _ divided by _
breba (reb) _ is an amount of bread
brecea [I] _ prepares for _
bređi (bre) _ is ready/prepared for _
breko [8] (**rek**) _ is a brake of vehicle/system _
brekysio [8] _ is a brake system of vehicle/system _
briga (rig ria) _ is more brave/courageous than _ under _
briku (rik) _ is a brick
brili (ril) _ is more brilliant/bright than _ by _
brito [16] _ is part of British culture
brize (bri) _ is a breeze/wind from direction _
brocu (roc rou) _ is a brush n.
broda [3] (**rod**) _ is broken/inoperative/not working

- broko (bro)** _ breaks/fractures into pieces _
- brona (ron)** _ is browner than _
- bruci** _ is a brooch
- brudi** [3] (**bru**) _ is a brother of _ through parents _
- brute (rue)** _ breathes _
- bu** [1] something h (non-designating variable)
- bucto (buc)** _ is a bush/brush of _
- bufbalci** [13] _ “tears down” vehicle _ (auto mechanics term)
- bufpo** [14] (**buf**)_ is opposite from _ in quality _
- bufsensi** [14] _ is superstitious/opposite in quality from science in feature _
- bukcu** [1] (**buk buu**) _ is a book about _ by author _
- buksatci** [I] _ is a/the introduction of book _
- bulbi (bul bui)** _ is a bulbous root of plant/species _
- bulju (buj)** _ boils at temperature _
- bunbo** [8] (**bun buo**) _ is a fool/is foolish about _
- buo** [3] however, in contrast to what has been said (free modifier)
- buste (bus bue)** _ steps on/in _
- butpa** _ is a boot
- cabro (cab cao)** _ burns at temperature _
- cadre** [11] _ is a dress
- camle** _ is a camel
- canli (cna cai)** _ is a quantity/amount of _ on scale _
- capmai** [15] _ is a computer[ized] printer in system _
- capri (cap)** _ prints _ on _
- caprie** [15] _ is a die or stamp for making an imprint of _ on _
- capypae** [15] _ is an old-fashioned printing press with movable type

carbo (car) _ is an amount of carbon C
cartu [15] (cat) _ is a map of _ made by _
caslo (cas) _ is a whistle
cavle (cav) _ is a shovel
cedzu (ced) _ is shade/shadow made by _ from light source _
cefli (cef) _ is a chief/boss/head of _ for activity _
celhu (cel) _ is a cell of organism _
celna _ is a shelf of/containing _
cenja (cej cea) _ becomes _ from _
centi [12] (cen) _ is a hundredth of _
cersi (cer cei) _ is a chair
certa _ is a cherry from _
cesni _ is a chestnut from _
cetlo (cet ceo) _ is wet/moist with _
ci [5/2] hyphen
cibra _ is a bridge over/across _
cidja (cid) is awake
ciktu (cik ciu) equals _ in/on dimension _
cilble [11] _ investigates _, looking for _
cilda _ is an island in sea _
cildrecni [16] _ is precise/exacting for _ in area _
cimra [11] (cim) _ is the summer of year _
cinta (cin) _ is an infant/baby of _
cirdui [16] _ discovers _ by learning about it from _
cirduo [3] _ practices _
cirfundi [10] _ enjoys/is fond of learning _

cirhea [6] _ tutors _ in subject _
cirkii [11] _ is a fellow learner with _ in subject _
cirmoi [16] _ is a motive for _ to learn _
cirna [1] (**cir cia**) _ learns subject _ from source _
cirpai [13] _ is a lesson in course/subject _
cirzo (cio) _ are shears/scissors
citlu (cil) _ is a detail/particular of _
citre (cit cie) _ is a thread/filament of substance _
ckaciu [5] _ is as kind to _ as _ is to _
ckafe _ is a cafe of community _
ckamou [5] _ is kinder to _ than _ is to _
ckano [3] (**cka**) _ is kind to _
ckela [3] (**kea**) _ is a school of community _
ckemerli [12] _ lasts length of time _
ckemo (cke keo) _ is a time/interval from _ to _
ckozu [3] (**cko**) _ causes _ under circumstances _
clado (cla) _ is louder than _ by _
clafo [11] _ laughs at [person/thing] _
clesi [3] (**cle**) _ is without/less _
clidu _ slides/slips on _
cliffe (lif) _ is a leaf of plant _
clika [5] (**cli**) _ is like/similar to _ in feature _
clina (lin lia) _ is a straight line through points _
clivi (liv lii) _ is live/alive/living
cloro (clo) _ is an amount of chlorine Cl
cluva (clu) _ loves _

cmaciu [11] _ is as small as _ is
cmalo (cma) _ is smaller than _ by _
cmavizpae [10] _ is a microscope
cmehea [16] _ underwrites/subsidizes _ in undertaking _ with amount _
cmeni [10] (**cme**) _ is an amount of money issued by _
cmiza [16] (**cmi**) _ is amused by _
cnida (cni) _ needs/requires _ for _
cninu (cnu) _ is new/unfamiliar to _ in feature _
coi [10] according to _ (PA)
colku (col) _ is silk from _
comtu [11] (**com cot cou**) _ is ashamed of doing/being _
condi (con) deeper than _ by _
corta [5] (**cor coa**) _ is shorter than _ by amount _
cpula (cpu) _ pulls/draws _ to _ from _
crano (cra) _ smiles/grins at _
crina [4] (**cri**) _ is rained on by _
cteki (cte) _ is a tax/tariff on _ paid by _ to _
ctifu (cti) _ is stuff/matter/material
ctuda (ctu) _ is/are feces/stool of _
cundo (cun cuo) _ is a window of _
cupro (cup) _ is an amount of copper Cu
curca (cur) _ is secure/safe from _
curta _ is a shirt; upper-body garment
cutci (cuc) _ is a shoe
cutri (cut cui) _ is an amount/expanse of water
cutse [2] (**cus cue**) _ says _ to _

da [11/7] X (argument): he, she, it, they
Dai [12/11] dollar [**dalra**] (abbreviation)
dakli (**dak**) _ is more likely/probable than _ under _
dalra [12] _ is worth _ dollars (default 1)
damlogla [13] _ is an instance of “low”/slang Loglan (Logslang)
damni (**dam**) _ is lower than _ by _ in gravity field _
dampa _ pumps fluid _ from _ into _
danci [I] (**dan dai**) _ is a plan for doing _ designed by _
danpeo [11] _ composes/outlines _
danri _ is more ordinary than _ in _
danse _ dances to _
dante (**dat**) _ is a tooth of _
danza [9] (**daz daa**) _ wants _ for purpose _
dapli (**dap**) _ answers/replies _ to questioner _
darli [3] (**dar**) _ is farther from _ than _ is by distance _
darto (**dao**) _ is a door off/in _
daspa (**das**) _ is responsible for _ to _
de [11/7] Y (argument): he, she, it, they
decti [12] (**dec**) _ is a tenth of _
dedjo (**ded dej**) finger/digit of _
dei [12/11] day [**denli**] (abbreviation)
dekto [12] (**dek**) _ is tenfold of _
denli (**del dei**) daytime of day _
denro (**den**) dangerous to _ under _
dertu (**der deu**) dirt/soil/earth from/of _
detra [4] (**det dea**) _ is a daughter of _

di [11/7] Z (argument): he, she, it, they
dicbukcu [3] _ is a textbook about subject _ by _
dicfoa [14] _ is a teaching method of _ in class _
dichea [11] _ is a teacher's aide for teacher _ in subject/class _
die [11/1] intimacy register marker (<**dipri**)
dilko _ is more delicate than _
dilri (dil) _ represents _ in matter _
dipri (dip) _ is dear/precious to _
dirco (dir dio) _ is in direction _ from _
dirlu [3] (**dru**) _ loses/misplaces _
disfiu [6] _ is indecisive/can't decide what to do about _
dislu (diu) _ discusses _ with _
disri [11] (**dis dii**) _ decides to [do] _ about _
ditca [1] (**dic dia**) _ teaches subject _ to _
ditka (dit) _ bites _ on/at _
djacea [13] _ learns/becomes knowledgeable about _ from _
djano [8] (**dja**) _ knows _ about _
djela (dje jel) _ is healthier than _
djesi _ digests _
djeta (jet) _ owes _ to _ for _
djine (dji) _ is joined/connected to _ at _
djipo [8] (**jip jio**) _ is important to _ for _
djipua [6] _ is a connective/conjunction of language _
djitu (jit jiu) _ is tight on _
djori (djo) _ is a member/element of set/group _
djoso (jos) _ sews/stitches _ to _

djoto _ is a toe of _
djudi [16] (**dju**) _ judges _ to be _
djula (**jul**) jewel in/of jeweled object _
djupo (**jup juo**) support/maintain _ with/by _
do [11/7] H (argument): he, she, it, they
donhea [16] _ donates to _ gift _ for cause _
donsu (**don dou**) _ gives _ gift _
dorja (**dor**) _ is at war with _ over _
dotca _ is a part of the German language
dotci _ is a German person
dotco _ is a part of German culture
dotra (**dot**) _ is the winter of year _
draka (**rak**) _ is darker than _ by _
drani (**dra**) _ is drier than _ by _
drara _ is a drawer of/containing _
dreti [5] (**dre**) _ is correct by standard _
drida _ is a drop of liquid _
dridja [14] _ is familiar/acquainted with _
driki (**dri**) remembers/recalls _ about _
du [11/7] Q (argument): he, she, it, they
dugri unit/degree of/on scale _
duo [12] in manner/by method _ (PA)
duodja [8] _ knows how to [do] _
duodza [15] _ is virtual in function _ in system/conditions _
dupma (**dup**) _ dupes/deceives/tricks _ about _ by _
durbiesni [9] _ is about to [do] _

- durcli** [15] _ acts like _ in action _
- durfoa** [14] _ is a method of doing _ under conditions _
- durna (dun dua)** _ is an adornment on _
- durtoi** [11] _ agrees/promises to [do] _ to/for _
- durzo** [1] (**dur duo**) _ does _ to _
- dustu (dus)** _ is a quantity of dust
- dutci** [15] (**dut**) _ doubts that _ is true
- duvcia** [16] _ learns [about] _ by exploration
- duvri (duv dui)** _ discovers _ about _
- dzabi** [11] (**dza**) _ exists for _ under conditions _
- dzaso (zas)** an amount of soap
- dzeli (dze)** an amount of jelly
- dzoru** [9] (**dzo**) _ walks to _ from _ via _
- e** [6/6] _ and _
- ea** [2/4] Let's/I suggest that we _
- ei** [1] is it the case that _ .?
- enoi** [6/6] _, but not _
- eo** [2/2, 3] please
- eu** [12] suppose that (free modifier; sign of a contrary-to-fact supposition)
- fa** [1] will, shall, after, later
- fafa** [11/6] will be about to (compound inflector)
- fagro (fag)** _ is a fire in/of _
- falba (fab faa)** _ fails to do/be _ under _
- falji (fal fai)** _ is false by standard _
- famji** [4] (**fam**) _ is a family with members _
- famva** famous for _ among _

fando (fad fao) end/conclusion/termination of thing/process _
fangoi [8] _ returns to _ from _
fanra (far) _ is a farm of community _
fanve (fan) _ is the reverse of _/in - order from _
fapa [11/6] will have [done] (compound inflector)
farfu [5] (fra) _ is a [the] father of _ through mother _
farka _ arches over _
fasli _ is the face of _
fasru [8] (fas) _ is easy for _ under conditions _
fatcou [11] _ is sorry to bother _ by doing; *soi fatcou excuse me*
fatru [4] (fat fau) _ troubles/annoys _ by [doing] _
fe [12] five
fekto (fek feo) _ is a fact/observation about _ observed by _
felda (fel fed fea) _ falls to _ from _ in gravity field _ 'fell'
femdi (fem) _ is a female of species _
feodja [8] _ knows _ from source _
ferci (fec fei) _ is an affair/matter involving _
ferdei [13] _ is a/the friday/fifth day of week/month _
fermei [13] _ is a/the may/fifth month of year _
ferno (fen) _ is an amount of iron Fe
ferti (fet) _ is more fertile than _ for _
festi (fes) _ is waste/trash from process _
feu [3] in fact, indeed, actually (free modifier)
fibru (fib fiu) _ is more feeble/weak than _ by _
ficli (fic) _ is a fish
ficyjanto [I] _ fishes for _

fie [11/1] friendship register marker (<**fremi**)
fikco (fik) _ is a work of fiction by _
fildi (fii) _ is a field of farm/community _
filmo (fil fio) _ feels _ about _
fircko [11] _ [unintentionally] frightens _ by _
firpa [8] (**fir fia**) _ is afraid of/that _
fitpi (fit fip) _ is a foot of _
fizdi [15] (**fiz fid**) _ is physical/concrete (not abstract)
fo [12] four
flaci _ is a flag/banner of _
flaki _ is a fly
flami (fla) _ is a flame of fire/device _
flati _ inflates _ with _ to dimension _
fieti (fie) _ flies to _ from _ via _
flidu (fii) _ is a liquid from temp _ to _
flofu _ floats on/in _
flora (lor loa) _ is a flower/blossom/bloom of plant _
fluro (flu) _ is an amount of fluorine F
foldi (fod) _ is a fold in _
folma [5] (**flo**) _ is fuller than _ by _
fomtaa [11] _ lectures _ on/about _
fordei [13] _ is a/the thursday/fourth day of week/month _
fordi _ is a floor of _
forka _ is a fork
forli (fol) _ is stronger than _ by _
forma (fom foa) _ is the form/shape/outline of _

forme [13] _ is a/the april/fourth month of year _

fosli (fos foi) _ compels _ to do/be _

fotpa _ is more fat/plump/stout than _

fragu (rag) _ is foggy

fraki _ is worth _ francs; default 1

frama (ram) _ is a frame of/around _

frasa _ is a part of the French language

frasi _ is a French person

fraso _ is a part of French culture

frelo [7] _ is crazy/insane

fremi [5] (**rem**) _ is a friend of _

frena (fre) _ is in front/ahead of _

frese _ is fresher than _

frezi (rez) _ is free to do/be _

fruta (fru) _ is a fruit of _

fu [2/13] [switches first and third blanks]

fulri _ is richer than _ in _

fumna [1] (**fum fua**) _ is a woman

fundi [6] _ is more fond of _ than of _

fundycea [16] _ grows fond of _

furpicle [10] _ is useless for purpose _ to user _

furvea [6] _ buys _ from _ for price _

furvemcue [6] _ orders _ from _ at price _

fusto (fus) _ is an office of _

futbo _ plays football with _

futci (fut fuc fui) _ is later than/after _

ga₁ [3/7] [indicates that the predicate is about to begin]

ga₂ [16/8] [announces a postponed subject (before the predicate) and marks the subject
itself (after the predicate and before the argument)]

gancu (gac gau) _ wins/gains _ from/over _

gandi (gad) _ is a god/diety of people(s) _

gandia [11] _ is a professor of subject _ at institution _

ganli (gal) _ organizes _ into _ for task/function _

ganta (gan gaa) _ is higher than _ by _ in gravity field _

gardi _ is a garden of family/community _

garni (gar gai) _ governs /rules over _

garti (gat) _ is grateful/thankful to _ for _

gasno (gas gao) _ is an anus of _

gasti _ is a quantity of/made of steel

gaticue [11] _ thanks _ for _

ge [5/6] for a _; type [of] _ (grouping operator)

gea [9] again; I repeat (free modifier)

gei [12/11] gram [**gramo**] (abbreviation)

genble [12] _ looks again at _

gencue [2] _ repeats _/says _ over to _

genza (gen gea) _ is a recurrence of _

gesbeo [11] _ invites _ to be a guest at/for _

gesko [11] _ is a guest of _ at _

getsi (get gei) _ gets/obtains/procures _ from _ for _

getsui [8] _ transmits/relays _ to _ from _

gi [16/9] [marks the (righthand) end of a string of fronted arguments]

gigdo [12] (**gig**) _ is a billionfold of _

gimna _ is a gymnast at feat _
ginru (gin giu) _ is a root of plant _
gleca [2] _ is a part/example of the English language
gleci _ is an English person
gleco _ is a part of English culture
glida (gli) _ guides/leads _ to _ from _ via _
gliso _ is made of glass
gluva _ is a glove
go [5/7] which/that is _ (inversion operator)
godru _ is a drain of _ into _
godzi [1] (**god goz goi**) _ goes to _ from _ over route _
goi [15] [marks right end of a quantifier string]
gokru (gok) _ is a hook/crook
goltu _ is the throat/gullet of _
gomni (gom) _ adheres/sticks to _
gotca (goa) _ is a goat
gotri (got) _ is an industry for producing _ among _
gozkii [15] _ goes with _ to _ from _ via _
grada (gra) _ is grander than _ in _
gramo _ weighs _ grams; default 1
grasa (ras raa) _ is a blade/expanse of grass
grato _ is a cake
gresa (gre) _ is an amount of grease/fat/oil
grisi _ is greyer than _
gritu [5] (**gri**) _ sings _ to _
grocea [11] _ grows/becomes big[ger]

groci [4] (**roi**) _ is angry/grouchy with _ about _
grocycea [5] _ becomes angry at _
groda (**gro**) _ is bigger than _ by _
grujmi [11][group] _ meets at _
grunu (**run**) _ is grain/cereal from source _
grupa [3] (**gru**) _ is a group made up of members _
gu [2/11] , (spoken comma)
gubduo [9] _ does good deed _ to _
gudbi [2] (**gud gub**) _ is better than _ for/in _
gudbiu [9] _ is [naturally] well-behaved
gudcae [11] [circumstance] _ is luckier than _ for _
gudcea [10] _ improves
gudcko [10] _ improves _ unintentionally/naturally
gudkao [9] _ is [intentionally] well-behaved for purpose _
gudmao [10] _ improves _ intentionally by [doing] _
gunti [11] (**gun gui**) _ is a country of people _
gusto (**gus gut guo**) _ is the taste/flavor of _
gutra (**gur**) _ is strange/odd to _ in features _
guypli [I] _ uses **gu** instead of pauses. (A variant of **meliugu** [**logli**].)
ha [6/6] how-connected-to (interrogative connective)
hanco (**han**) _ is a hand of _
hapci [4] (**hap hai**) _ is happy about _
haposcli [11] _ parties with _ about/for _
hardu (**had**) _ is more hard/firm/resistant than _
harko (**har hao**) _ harbors/shelters _ from _
harmo (**ham**) _ seems harmonious with _ to _

hasfa [3] (**has haf haa**) _ is a house
hatro [11] (**hat**) _ is hotter than _ by _
he [1] is/does what?
hea [10] with the help of _ (PA)
Heahu? [10] With what help? You and whose army? (free modifier)
hedto (**hed**) _ is a head of _
hei [12/11] hour [**horto**] (abbreviation)
hekto [12] (**hek**) _ is a hundredfold of _
helba [4] (**hel hea**) _ helps _ to [do] _
henji _ is a chicken/hen
herba (**heb**) _ is a plant
herfa (**her**) _ is a hair of _
hidro (**hid**) _ is an amount of hydrogen
hijkinbeo [13] _ invites _ to go with him/her to _
hijra [8] (**hij hia**) _ is present at _
hinda _ is a part of the Hindi language
bindi [11] _ is a Hindu/native of India
hindo _ is a part of Indian culture
hirtakrie [15] _ is a tool of communication used by _ under conditions _
hirti [13] (**hir**) _ hears _ over background noise _
hisri (**his**) _ is a history of _ by _
hitli _ is a butterfly
ho [12/5, 6] how many _? (number word)
hoi [4/2] O/hey (A word used in calling someone by name.)
holdu (**hol hou**) _ is a hole/pit/depression in _
hompi (**hom hoi**) _ drinks _ from _

hona [12/7] how many times?
horma (hor hoa) _ is a horse
horno (hon) _ is a horn of _
hornyhoa [11] _ is a unicorn
horto [12] (**hot hoo**) _ lasts _ hours (default 1)
hospi (hos) _ is a hospital of community _
hotle _ is a hotel/inn of community _
hozda _ is a hose/stocking/sock
hu [3] what? (interrogative argument)
hue [11/16] said _ . (Tells who said the preceding sentence(s).)
humni [1] (**hum hun**) _ is human/a human being
hutri (hut hui) _ destroys/ruins _
I [3] And (begins a follow-up sentence)
ia [1; 2/5] certainly [it's true that _ .]
ie [4/3] Which _? Who? What is another name for _?
ii [2/5] perhaps
io [2/5] probably
isi [12/11] inch [**inca**] (abbreviation)
iu [2/5] Who knows?
ja [16/2] [predicating link (acts as first argument of secondary/incidental claim)]
jae [16/4] [predicating membership link (introduces a secondary/incidental claim)]
jaglo (jag jao) _ is an angle at _ between points _
jalti (jai) _ is the product of _ multiplied by _
janro (jar) _ is narrower than _ by _
janto (jan) _ hunts game/quarry _
jao [16/6] [predicating link (introduces a secondary/incidental claim)]

- je** [5/3] first link of predicate
- ji** [16/1] [identifying link (acts as first argument of secondary/incidental identification)]
- jie** [16/3] [identifying membership link (introduces a secondary/incidental identification)]
- jio** [16/5] [identifying link (introduces a secondary/incidental identification)]
- jmihai** [4] _ are glad to meet (each other); **Ea mu jmihai!** (an expression used when being introduced to someone, like English *Pleased to meet you!*)
- jmite** [4] (**jmi**) _ meets _ at _
- jokla** [12] (**jok jol**) _ is a clock
- jolkeo** [12/16] _ is the clocktime from/beginning at _ to/ending at _
- ju** [2/13] [switches first and fourth blanks]
- jue** [5/3] **sutori** (at least second) link of predicate
- jugra** (**jug jua**) grabs/seizes _ with _
- junga** _ is a part of the Chinese language
- jungi** _ is a Chinese person
- jungo** [6] _ is part of Chinese culture
- junti** [5] (**jun**) _ younger/physically newer than _ by _
- jupni** (**jui**) _ opines/thinks _ about _
- jurna** _ earns/gains _ for work/service _
- junryrie** [15] _ is a means of earning (“gainful employment”) for _ under conditions _
- kabni** _ is a cabin/hut of _
- kabre** _ is a cabaret/night-club of community _
- kadta** _ is a tile
- kae** [11/1] politeness register marker (<**ckano**)
- kafso** _ coughs up/out _
- kaidja** [11] _ recognizes/knows quality _ in _
- kakto** (**kak kao**) _ does act _ with goal _

kalra _ is a collar of garment _
kambi [11] _ compares _ to/with _ in feature _
kamda (kad) _ fights/struggles with _ over _
kamki _ is funny to _ in _
kamkytaa [7] _ jokes with _ about _
kamla (kam kaa) _ comes from _ to _ via _
kampo _ is a camp of _ at _
kamra (kar) _ is a camera
kamti _ is a committee of _ with task _
kance [9] (**kac kae**) _ is conscious/aware of/that _
kangu (kau) _ is a dog
kanla _ is a canal between points _ via _
kanmo [13] (**kan**) _ is able to [do] _ under conditions _
kanpi _ competes with _ in/over _
kanra _ is a cane/rod/staff
kanti _ is a account/bill/check for _ to _ by _
kapli (kal) _ is complete/finished/done by standard _
kapma _ is a cap/hat
kapni (kap) _ is open
kapta _ is a captain of _
karci _ is the heart of _
karda [11] _ is a card
karku _ is a crack/fissure in _
karsa (kas) _ is across _ from _
karti _ is a cart/carriage/wagon
kasfa (kaf) _ punishes _ for _ by doing _

kasni _ is a cow/cattle
katca _ watches/observes _ do _
katli (kat kai) _ has quality/feature/property _
katma _ is a cat
katna _ is cotton from source _
kecri (kec kei) _ is sad/sorry about _
kekti _ kicks _
kemdi (kem) _ is a pure instance of chemical _
kenduo [8] _ asks/questions _ about _
kenti [5] (**ken**) _ is a question about _ posed by _ to _
kerju [2] (**kej keu**) _ takes care of _
kerti (ker) _ is a quantity of air
ketli (ket) _ is a kettle of/containing _
ketpi [16] (**kep**) _ is a ticket to _ from _ on _ for price _
kia [8] [erase preceding word or pause]
kicmu [4] (**kic kiu**) _ is a doctor treating _ for _ with _
kilgramo [12/8] _ measures/weights _ kilograms
kilto [12] (**kil**) _ is a thousandfold of _
kinci [6] (**kin kii**) _ accompanies _ in doing _
kincia [11] _ is an apprentice/disciple of teacher _ in subject _
kinku (kik) _ is more keen/sharp than _
kinsri [11] _ follows _ to chronicle _
kio [8] [forget about the current utterance as a whole]
kitsa _ copulates with _
klabu (kla) _ is an amount of cloth/fabric/textile
klada [4] _ is a cloud in airmass _

kladydru [4] _ clears up, becomes unclouded
kladyflo [4] _ is cloudy/full of clouds
kleda _ is colder than _ by _
kledja [8] _ knows what _ is (what class it belongs to)
klesi [I] (**kle**) _ is a class of _ distinguished by feature _
klimao [I] _ explains _ to _
klini _ is cleaner than _
klipu (**lip**) _ keeps/holds/retains _
kliri [8] (**kli**) _ is clearer than _
klogu (**klo**) _ is closed as of a container/door
kokfa (**kok**) _ cooks _ for _
kolhe _ is a cabbage from source _
kolme _ is an amount of coal
kolro (**kol koo**) _ is a color to _/perceived by _
komcu _ is a comb
komfu [14] (**kof kou**) _ is comfortable in/about _
kompi (**kom**) _ is a company/firm/business chartered by _ for activity _
komta (**kot**) _ is a computer
konbi _ is the vagina/vulva of _
konce [8] _ is a/the shell [chassis] of _
konmathe [12] _ is arithmetic for deriving _ from _
konsu (**kos**) _ is a consul of _ in _
konsysia [7] _ is a consulate of _ in country _
konte (**kon**) _ is the count/number in set _
kopca (**kop**) _ is a copy/facsimile of _
kopmai [15] _ is a copying machine

kopypae [15] _ is a pantograph, a mechanism for tracing pictures

korce (**koc koe**) _ is an amount of cord/rope/string

korji (**koj koi**) _ orders/commands _ to do _

korka _ is cork from source _

korti (**kor**) _ is the body of _

korva (**kov koa**) _ is a curve through points _

kosta _ is a coat/jacket

kotyelfo [15] _ is a modem in system _

kou [10/1] physically caused by _; because of _

koucko [11] _ happens to make _ comfortable in/about _

kraco _ smashes/crushes _ into pulp _

kraju (**raj**) _ scratches _

kraku [7] (**kra**) _ cries/calls out

krani [5] _ drives _ to _ from _

kredi _ has credit in amount _ with _

kreni (**kre**) _ is a ray/beam/radiation from source _

krido (**kri**) _ believes _ about _

krilu _ is a wheel of device/vehicle _

krima _ is a cream from source _

krinu _ is a nut/kernel of plant _

kroli (**kro**) _ is a flow/current from _ to _

kruli _ is cruel to _

kruma (**kru**) _ is a room/chamber of/in _

kua [12/14] divided by _

kubra (**kub**) broader/wider than _ by _

kukra [3] (**kuk**) _ is faster than _ by amount _

kulbatmi [11] _ exchanges culture with _
kultu [7] (**kul**) _ is the culture of people _
kumtu [8] (**kum kuu**) _ is common to/shared by members of set _
kunci [7] (**kuc kui**) _ is related to _ by relation _
kupta (**kup**) _ is a cup/glass/vessel of/containing _
kurfa (**kur**) _ is a square with vertices _
kurma _ is a worm
kurni (**kun**) _ warns/cautions _ of/about danger _
kurti _ is a curtain/drape of/across aperture _
kusmo [8] (**kus kuo**) _ is a custom/habit of _ under conditions _
kuspo _ spreads/expands over/into _
kusti _ is more costly than _ for _
kutla (**klu**) _ cuts _ into pieces _
kutra (**kut**) _ is more bitter than _ to _
kuvga (**kuv kua**) _ is a cover of/on _
kuvla _ is a cave/cavity/cavern in _
la [4/1] the one I mean called _
laa [11/13] the one person or thing uniquely describable as actually _
ladzo _ is a louse
lae [11/4] the one with/characterized by _
lakse (**lak**) _ is wax from source _
lalcue [13] _ tells/gives the age of _ to _
laldo [3] (**lal lao**) _ is older than _ by amount _
landi (**lan lai**) _ is a parcel/expanse of land
langa [5] (**lag laa**) _ is longer/taller than _ by amount _
larte (**lar lae**) _ is the art of creating/adorning _ among _

- lartygra** [16] _ is a classic in field/genre _ among _
- lasti (las)** _ is more elastic/stretchy than _
- latci (lat)** _ is lighter than _ by _ in gravity field _
- lau** [11/12] the set composed of members _
- le** [3/2] the one I mean which seems to _
- lea** [11/11] the class of all things that appear to [be] _
- ledri (led)** _ is lightning from _ to _
- ledzo (lez)** _ is the left[-hand side] of _
- lee** [11/13] any person or thing that actually [predicate]
- lefa** [3/8] the future/upcoming _
- lei** [3/5] the lowercase letter l; [12/11] liter [**litro**] (abbreviation)
- lekpaesio** [8] _ is a/the electrical system of _
- lelpi (lel lep)** _ is level/horizontal in gravity field _
- lenbatmi** [I] _ translates material _ from language _ to language _
- lenfoa** [15] _ is a dialect of language _ used by _
- lengu** [10] (**len leu**) _ is a language of people _
- lenki (lek)** _ is an electric charge on _
- lenkou** [11] _ is comfortable with/fluent in language _
- lenkoumro** [11] _ is more comfortable with/fluent in language _ than _ is in _
- lenpli** [14] _ uses language _ in situation _
- lenspe** [16] _ experiences _ through language _
- lenzo (leo)** _ is a lens of optical system _
- lepa** [3/8] the former (ex-) _
- lerbatmi** [11] _ corresponds with _
- lerci (ler)** _ is a letter to _ from _ about _
- lesta (les)** _ is the east[ern part] of _

- letci (let lei)** _ lets/permits _ do _ under _
- letra** [1] (**lea**) _ is a letter of alphabet _
- leu** [11/12] the set of things that appear to [be] _
- leudja** [8] _ knows [language] _
- levi** [3/8] this (“the-here”) _
- li** [3/12] “ (Left quotation mark.)
- lia** [10/10] like/in the manner of _ (modal operator/PA)
- lidji (lid)** _ is a religion of people(s) _
- likro (lio)** _ is an amount of liquor; distilled spirits
- likta (lik)** _ is a week of month/year _
- lilfa (lil)** _ is a law against _ by _ under _ among people _
- limji (lim lij)** _ is a limit/boundary of _
- linbu** _ is linen from source _
- linco (lic)** _ is more lean/thin/slender than _ by _
- lio** [12/9] the number _ (descriptor)
- lista** [11] (**lis**) _ is a list of set _ in order _
- listyduo** [15] _ lists elements _ of list _
- litla (lit)** _ is light from source _ on surface _
- litnu (liu)** _ restrains/prevents _ from doing _
- liu** [6; 9/12] the [Loglan] word _ (a combination of **li** and **lu**)
- livosensi** [10] _ is a fact about biology
- livspe** [10] _ experiences/spends life; “lives” (as in **Ta po hapci livspe!** *That's living!*)
- lo** [8] the one I mean that appears to be an instance of the mass of all _
- loa** [3] goodbye
- lodhea** [16] _ encourages/promotes [the use of] logic in _ by _
- lodji** [6] (**lod**) _ is logic for concluding _ from _

lodpeo [14] _ thinks logically about _

loe [11/10] the theoretical average member of the class/set of things that appear to [be] _

logcirna [3] _ learns Loglan from _

logdia [14] _ teaches Loglan to _

logduo [9] _ uses Loglan on _

logjunti [4] _ is a beginning Loglanist

logla [2] (**log**) _ is a part/example of the Loglan language

logle [7] _ is an area frequented/claimed by Loglanists

logli [3] _ is a Loglander/knows Loglan

loglo [7] _ is a part/feature of Loglan culture

logmao [2] _ Loglanizes _; _ translates _ into Loglan

logpli [4] _ uses Loglan in/by doing _

logpozfa [14] _ is anti-Loglandic, contrary to the spirit of Loglan, in feature _

loi [4] hello

lokti (**loi**) _ is local to _/confined to _

lu [3/12] ” (Right quotation mark.)

lua [11/12] [closes **lau** set]

lue [11/8] the sign/symbol of _; the meaning of _

lufta [13] _ lifts _ to _ from _ in gravity-field _

lunli (**lul**) _ is wool from source _

lunra (**lun**) _ is lunar/pertains to Earth's moon

lusta (**lus**) _ is west of _/a -ern part of _

-ma [12] -hundred

madji (**maj**) _ does magic before _

madzo [1] (**mad maz mao**) _ makes _ from material(s) _

magne (**mag**) _ is a magnet[ic]

makri _ is worth _ marks; default 1
maksi (mas) _ is the maximum/maximal value of function _
malbi (mal) _ is sick/ill with _ from vector _
malna (man) _ is milk from source _
mande _ manages function _ in _
manko (mak) _ is a/the mouth of _
manti _ is an ant of hill/colony _
marka (mra mar) _ is a mark on _ distinguishing it from _
marli _ is _ miles long; default 1
marpi _ is a snake/serpent
marte (mae) _ is a market/mart of community _
matci (mac mai) _ is a machine for use/function _
mathe [14] _ is a mathematical procedure for deriving _ from _ (or for relating _ to _)
matma [4] (**mat mam maa**) _ is [a] mother of _ with father _
me [5/8] predifier; turns the following argument into a predicate
megdo [12] (**meg**) _ is a millionfold of _
mei [12/11] meter [**metro**] (abbreviation)
meksi [7] _ is a Mexican [person]
mekso [6] _ is part of Mexican culture
meksymerki [7] _ is a Mexican-American
mekykiu [1] _ is an eye-doctor/ophthalmologist
melhatro [12] _ measures _ degrees hot/in temperature
melkukra [13] _ has a measured speed of _
melno _ is a melon from source _
meltidjo [12/10] _ weighs/measures-in-heaviness _ in gravity-field _
melylanga [12] _ measures _ long

mendi (men) _ is a male of species _
menki (mek) _ is an eye of _
mensa (mea) _ is a month of year _
meo [12/11] minute [**mintā**] (abbreviation)
merji [13] (**mer**) _ is married to _
merka _ is part of the American language/dialect
merki _ is an American person
merko _ is part of the American culture
merli (mel mei) _ measures _ to be _ on scale _
mermeu [11] _ is a husband of _
metca _ is a match; incendiary device
metli (met) _ is [made of] metal
metro (meo) _ is _ meters long; default 1
mi [1] I/me
mia [11/15] **mi ze da** (*X and I*): we (distinct from **mu we** [*you and I*])
midju (mid mij) _ is at/in the center of _
midnai [12] _ is the midnight of day _
mie [11/15] **mi ze de** (*Y and I*): we (distinct from **mu we** [*you and I*])
mii [11/15] **mi ze di** (*Z and I*): we (distinct from **mu we** [*you and I*])
miksa (mis) _ is a mixture of ingredients _
mikti [12] (**mik**) _ is a millionth of _
mildo _ is mild/gentle to/with _
milfa [6] (**mia**) _ is a meal of food(s) _
milti [12] (**mil**) _ is a thousandth of _
minku (miu) _ is a mineral/ore from source _
minmi (mim) _ is the minimum/minimal value of function _

- minta** [12] _ lasts _ minutes (default 1)
- mio** [11/15] **mi ze do** (*H and I*): we (distinct from **mu we** [*you and I*])
- mipli** [I] (**mip mii**) _ is an example of _
- mirdo** [12] (**mir**) _ is a ten-thousandfold of _
- misme** _ is corn from source _
- mitro** (**mit mio**) _ is meat/flesh from source _
- miu** [11/15] **mi ze du** (*Q and I*): we (distinct from **mu we** [*you and I*])
- mo** [12] -thousand
- modvi** [14] (**mov moi**) _ is a motive for _ to do _ under conditions _
- moi** [10/7] motivated by _; because of _
- molci** _ is a mill of community _
- moiro** (**mol**) _ is softer/more malleable than _
- monca** (**mon moa**) _ is a mountain/hill/prominence of landmass _
- monza** [3] (**moz**) _ is the morning of day _
- mordu** (**mro mou**) _ exceeds _ in property _ by _
- morto** (**maor moo**) _ is dead
- motci** [8] (**moc**) _ is a/the motor of device _
- mou** [10] in addition to _ (PA) [Do not confuse this with connective+**mou more than**]
- mrenu** [1] (**mre meu**) _ is a man, an adult male human being
- mroza** (**roz**) _ is a hammer
- mu** [1] you and I/me (a mixture of **mi** and **tu**)
- mua** [11/15] we (you and X and I = **mi ze tu ze da**)
- mubre** (**mub**) _ is wood/lumber from source _
- mue** [11/15] we (you and Y and I = **mi ze tu ze de**)
- mui** [11/15] we (you and Z and I = **mi ze tu ze di**)
- munce** (**mun**) _ is a community of individuals/organisms _

muo [11/15] we (you and H and I = **mi ze tu ze do**)
murki (muk) _ is a monkey
mursi (mur) _ is a sea/ocean of planet _
muslo (mus) _ is a muscle of _
mutce [3] (**mut muc mue**) _ is more extreme than _ in _
muu [11/15] we (you and Q and I = **mi ze tu ze du**)
muvdo (muv mud muo) _ moves to _ from _ over path _
muzgi (muz mui) _ is music by composer _
na [1] now
na la Nirin, je la Nirmei [13] never in a million years
nable (nab) _ is a problem to _ in doing task _
nadro (nad) _ is an amount of sodium Na
nadzo (naz nao) _ is concurrent/simultaneous with _; default now
nafa [11/6] is about to (compound inflector)
nahu [3/4] at what time? when?
najda (naj) _ is a knife
nakso [3] _ fixes _ for use/user _ by _
naldi (nal) _ is a nail
namci [7] (**nam**) _ is a name of _ to/used by _
nanda _ is a knot in/between _
nanti [12] (**nan**) _ is a billionth of _
nao [5] [discursive modifier announcing a new topic/paragraph] (free modifier)
napa [11/6] have [done] (compound inflector)
nardu [8] (**nan**) _ is hard/difficult for _ under conditions _
narmi _ is an army of _
narti _ is apart/separate from _

natli [3] (**nat nai**) _ is the night-time of day _
natra (**nar naa**) _ is natural; not caused by man
nazbi _ is the nose of _
nazi [12] at the very moment that _; simultaneously
ne [12] one
nea [13] negative _ (of negative numbers)
nedpao [12] _ is just before _ in series _
nedza (**ned nea**) _ is next/adjacent to _
negda _ is an egg of/from source _
negvo (**neg**) _ is negative, as of numbers/charges
nei [12/11] year [**nirne**] (abbreviation)
nemdi (**nem**) _ is an enemy of _ in struggle _
nengoi [3] _ enters/goes into _ from _
nenri [16] (**nen nei**) _ is inside _
nensu _ is a nest of/made by _
nerbi (**neb**) _ is necessary/needed/essential for task/process _
nerdei [13] _ is a/the monday/first day of week/month _
nerji (**nej**) has more energy than _ by _
nerjmistu [11] _ is a/the story of _'s meeting each other
nermei [13] _ is a/the january/first month of year _
nernermei [13] _ is a/the november/eleventh month of year _
nernirmei [13] _ is a/the october/tenth month of year _
nertormei [13] _ is a/the december/twelfth month of year _
nervi (**nev**) _ is a nerve of _
nesta (**nes**) _ is honest with _ about _
netclisio [15] _ is a network of members/nodes _

neteri [13] _ is the thirteenth in series _
netre (net) _ is a net
ni [12] zero
nia [I] while [doing], during (PA)
nidla _ is a needle
nigro (nig) _ is blacker than _
niklo _ is an amount of nickel Ni
nikri (nik) _ is cheese from source _
nilboi [I] _ is a child
nilca _ is vertically below _ in gravity field _
nimla (nim nia) _ is an animal
nirda _ is a bird
nirli (nil) _ is a girl
nirne [13] (**nin nie**) _ lasts _ years; is _ years old (default 1)
nitci (nit) _ is neater than _
nitro _ is nitrogen N
nivi [12/7] nowhere
no [1] it is not the case that _ .
noa [6/6] _ only if _
noanoi [6/6] not both _ and _
noe [6/6] not _, but _
noenoi [6/6] neither _ nor _
nokou [10/4] despite physical cause/factor _; although
nomfoa [14] _ is the normal form of expression _ under/within system _
nomoi [10/7, 4] despite motivation _; although
nonukou [10/5] nevertheless unexpected physical result _

nonumoi [10/7, 5] nevertheless unmotivated result _
nonurau [10/6, 5] nevertheless unjustified result _
nonusoa [10/8, 5] nevertheless unentailed result _
norau [10/6, 4] despite justification _; although
nordi (nod) _ is a north[ern part] of _
norgleca [16] _ is non-English in feature _
norji _ is more orange than _
norlogla [14] _ is non-Loglandic in language
norma [14] (**nom noa**) _ is an average [instance] of _
nornurvia [14] _ is unseen/invisible to _ under conditions _
norsensi [14] _ is nonscientific
norstifa [15] _ is flexible/non-rigid in movement _
norvia [14] _ is blind to/overlooks _ in situation _
nosoa [10/8, 4] despite premiss/argument _; although
notbi [8] (**not noi**) _ is other than/not the same as _
nou [6/6] not _ whether _ or not
nu [2/13] [switches first and second blanks]
nue [11/1] neutrality register marker (<**nutra**)
nufe [16/7] [fourth passive (the one after **ju**), switching first and fifth arguments]
nukle (nue) _ is the nucleus of atom/cell _
nukou [10/3] physically causing _; therefore _
numcu [12] (**num nuu**) _ is a number
numoi [10/7, 3] motivating _; therefore _
Numoihu? [10] To what end? What good would it do? (free modifier)
nurau [10/6, 3] justifying _; therefore _
nurcuesaa [14] _ is a quotation mark delimiting quote _

nurduisia [16] _ is a known/explored area for people _
nurjai [12] _ is the result of dividing _ by _
nurmue [15] _ is more moderate than _ in quality _
nurpeo [16] _ is a topic for thought to _
nurpli [13] _ is used by _ for purpose _
nursancue [4] _ identifies _ as _
nurvembuu [12] _ is a catalog from vendor _ of merchandise _
nurvia [6] _ is visible to _ against background _
nusoa [10/8, 3] entailing _; therefore _
nutra _ is neutral in fight/struggle _ between _
nuu [6/6] whether _ or not, _
nuunoi [6/6] whether _ or not, is not _
nuzvo (nuz) news of/about _ from source _
o [6/6] _ if and only if _
oa [2/5] it is necessary that _/_ must _ (Strong obligation indicator; free modifier)
oe [2/5] I/you should (free modifier)
oi [2/5] I/you may (free modifier)
onoi [6/6] _ or _, but not both
ou [2/5] it doesn't matter (free modifier)
pa [1] before, earlier
packe _ is a pocket of garment _
padzi _ is a pad/cushion/pillow
pafa [11/6] was about to (compound inflector)
pafko (paf) _ digs _ up out of _
pahu [3/4] before when?
pakcia [14] _ learns _ before [learning] _

palci _ is an amount of polish

palto _ is a potato from source _

panba (pan) _ is a pan; a handled cooking vessel

pandi _ is worth _ pounds; default 1

panki _ is panicked by _

pantu _ is a pair of pants/trousers

papa [11/6] had [done] _ (compound inflector)

papre (pre) _ is a piece of paper

parti (par pai) _ is a part of whole _

pasko (pas pak pao) _ is in the past of/earlier than/before _; default now

pasnai [8] _ is the evening of day _

paspo _ is a passport issued to _ by _ for _

pasti _ is a paste/glue/cement for materials _

patce (pac pae) _ is an apparatus/device for doing _

patpe (pat) _ is a pot; a deep cooking/storage vessel

paza [11/2] before (compound inflector)

pazda (paz) _ pauses/waits for _ before doing _

pazi [11/2] recently; just before _; just now (compound inflector)

pazu [11/2] long ago (compound inflector)

pe [4/9] of (A word indicating “possession” or general relationship.)

pebtoa [14] _ “despecializes”/makes _ ordinary by doing _

pelpi _ is a [piece of] leather/skin/hide/pelt from source _

pelto _ is yellower than _

penbi _ is a pen

pendi (ped) _ hangs from _ in gravity field _

penfoa [16] _ is a thought-form, a way of thinking used by _ under conditions _

penja (pej) _ is a sponge

penre (pee) _ is a parent of _ with co-parent _

penrie [16] _ is a tool for thought used by _ under conditions _

pensai [14] _ is pensive/thoughtfully silent

penso [3] (**pen peo**) _ think about _

penta (pet pea) _ is a point of _

perdri [11] _ remembers/recognizes person _

pernu [10] (**per peu**) _ is a person

persa _ is a pear from source _

perti [8] _ concerns/pertains to _

pertymao [12] _ makes _ relevant to _

pesro _ is worth _ pesos; default 1

pesta _ is worth _ pesetas; default 1

petci (pec pei) _ pays _ to _ for goods/service _

petri _ distributes/shares _ out among _

peu about, concerning [14]

peudja [5] _ knows/is acquainted with person _

pi [13/6, 7] [decimal] point

pidri _ is a page of document _

pifno (pif pio) _ is more frequent than _ under _

pikti [12] (**pik**) _ is a trillionth of _

pilno (pil) _ is a plane/flat/plain through points _

pinca (pic) _ is urine of _

pinda (pid) _ is a pin

pingu _ is a penis of _

pinsi _ is a pencil

pinti [10] (**pin**) _ is a quantity of paint
pio [12] plus
piplo (**pip**) _ is the people/folk of place/country _
pirle (**pir pie**) _ is parallel to _
pisku (**piu**) _ is a piece of _
pismi (**pis**) _ is at peace with _
piu [15] in particular (free modifier)
pizdo _ is a pea from _
plado (**lad**) _ is a plow
plata (**pla**) _ is a plate/dish of food _
pleci (**ple**) _ plays at/with _
plefoa [16] _ is a game played by _
plekri [12] _ pretends/plays that _ is true
plidja [12] _ knows how to use _
pligo _ is an apple from source _
plizo (**pli**) _ uses/employs/utilizes _ for _
pluci (**plu**) _ pleases _ by _
pluma (**lum lua**) _ is a feather/plume/plumage of _
po [9] _ is an event/instance of _
poldi (**pol**) _ is the nation/state/polity/country of people _
polsi [13] _ is a police officer/works for the police of area _
ponda (**poa**) responds/reacts _ to _ under conditions _
ponja [11] _ is a part of the Japanese language
ponje [11] _ is a Japanese area
ponji _ is a Japanese person
ponjo _ is a part of the Japanese culture

ponsu [7] (**pon pou**) _ owns _ under law/custom _
porju (**poj**) _ is a pig
porli [13] (**poi**) _ has power/is lord over _
posta (**pos**) mails _ to _ from _ by _
pozfa [14] (**poz**) _ opposes _ in matter _
pozvo (**pov**) _ is positive [numbers/charges]
prali (**ral**) _ is the profit to _ from _
prano _ runs to _ from _ over path _
prase (**pra**) _ is a process continuing through stages _
prati [6] (**rat**) _ is a price of _ to _ from seller _
preni _ is a prisoner of _ for act/state _
prire (**pri**) _ is behind/to the rear of/in back of _
prizi (**riz**) _ is private to _
proga (**rog**) _ is a program written by _ for/to do _ on system _
proju (**pro**) _ produces _ by process _
proza _ is a prose work by _
pruci (**pru**) _ is a test for _ among _
prusa (**rus**) _ approves plan/proposed action _ by _
prutu (**ruu**) _ protests _ to _ by doing/saying _
pu [9] _ is a quality of _
publi (**pub**) _ is more public among _ than _
pubmo (**pum**) _ is an amount of lead
pucto (**puc puo**) _ pushes/propels _ to _ from _ via _
pudja _ is a thumb of _
pudru (**pud**) _ is powder from source _
pulso (**pul**) _ has an impulse/be impelled to do _

pundo _ weighs _ pounds; default 1

punfo _ is more pure/uniform/homogeneous than _

puntu (pun puu) _ feels pain/hurt in _

purcu _ is poorer than _ in _

purda (pur pua) _ is the word for _ in language _

purfe (puf pue) _ is perfect by standard _

purpu (pup) _ is more purple than _

ra [13/1] all

-ra [13/8] -some, is a group with - members (Predicate-forming suffix)

racrie [15] _ is a means of travel to _ from _ via _

racyspe [15] _ experiences [place, culture, etc.] _ by travel

radjo _ is a radio receiver in network _

rana [13/3] always (quantified inflector)

rande (rad rae) _ is a round/circle/disk

ranjo _ ranges/extends over _

radridmai [15] _ is a disk drive in system _

ranta (ran) _ is more rotten than _

rapcu (rap) _ is riper than _

rara [13/8] “allsome” (a group composed of everyone)

rari [13/10] “allth”

rasto _ is made of brass

ratcu (rau) _ is a rat

ran [10/6] justified by _; because of _

ravi [13/3] everywhere (*all-here*) (quantified inflector)

raznu [14] (**raz**) _ is a reason for _ to do _ under conditions _

re [13/1] most

rea [3] of course, clearly, obviously (free modifier)
redro [2] (**red**) _ is redder than _
rembiu [9] _ is [naturally] friendly to _
remcli [5] _ is friendly/like a friend to _
remkao [9] _ acts/pretends to be friendly to _ for purpose _
rena [13/3] most of the time (quantified inflector)
renro (**ren reo**) _ throws/propels _ to/at/toward _
repduo [5] _ answers question _ posed by _
repduokii [16] _ joins _ in answering question _ put by _
resfu (**res ref**) _ is an item of clothing
respli [11] _ wears clothing _
resra [6] _ is a restaurant of area _
resto (**ret**) _ rests/reposes/lies down on _
retca [15] (**rec rea**) _ differs from _ in feature _
retpi [6] _ is an answer to question _ by [answerer] _
retroviri [I] _ is a retrovirus
revi [13/3] (in) most places (quantified inflector)
revri (**rev rei**) dreams [that] _
ri [13/1] a few/several
-ri [13/10] _ is the -th member of group _ (ordinal suffix)
ridle [1] (**rid**) _ reads _ from/in/on _ (a book, sign, etc.)
ridspe [16] _ experiences _ by reading about it
ridydui [16] _ discovers _ by reading about it
rie [11/1] respect register marker (<**rispe**)
rilri (**rii**) _ is more regular/periodic than _
rinda _ is a part of an Amerind language

rindi _ is an Amerindian person
rindo _ is a part of Amerind culture
rinje (rin) _ is a ring/band on/around _
rinta (rit) _ is the rhythm of _
rirda (rir) _ is a record of _ on medium _
ringu _ is the buttock[s] of _
rismi _ is rice from source _
rispe (ris rie) _ respects _ for doing/being _
ritco (ric) _ is the right of _/-hand side of _
ritma _ is wheat from source _
ro [13/1] many
rodja (roj roa) _ grows in place _ under conditions _
rodlu _ is a road between points _ via _
rofsu (rof ros) _ is rougher/more abrasive than _
rogduo [10] _ is a programmer/writes program _ on computer/system _
roirtargo [14] _ quarrels with _ over/about _
rolgu (rol) _ is a roll/roller/cylinder
romni _ is a Roman person
rona [13/3] often (quantified inflector)
rora [13/8] “manysome,” multitude
rozme _ is a rose from source _
ru [13/1] enough
rubli _ is worth _ rubles; default 1
rulni (rul rui) _ is a rule prescribing _ to _ under _
rulpi _ is worth _ rupees; default 1
rura [13/8] “enoughsome”

ruri [13/10] “enoughth”

ruska _ is a part of the Russian language

ruski _ is a Russian person

rusko _ is a part of Russian culture

rutma (rut rua) _ is a route/path to _ from _

sa [13/4] almost, about

sa[ra] [13/5] almost all

saa [5] simply put (free modifier)

saadja [2] _ understands the meaning of sign/symbol _

sacdou [14] _ founds _

sacduo [12] _ begins to [do] _

sackaa [3] _ departs/leaves _ for _

sadji [5] (**sad saj**) _ is wiser than _ about _

sagro _ is a cigar

sakli (sak) _ is a sack/bag/pouch of/containing _

sakta _ is a sugar

saldi (sal) _ is solid below temperature and pressure _

salfa (saf) _ is a sail of vessel _

samto [16] (**sam sao**) _ is the same thing as _

sanca (sna) _ is sand from source _

sandui [11] _ finds evidence _ of _

sange (sag) _ suggests/proposes action _ to _

sanla _ is an umbrella

sanpa [3] (**san saa**) _ is a sign meaning _ to _ and prompting behavior _ under
circumstances _

sanse (sas sae) _ senses stimulus _ under _

santi [9] (**sai**) _ is quieter than _
sao [16/10] [introduces a borrowed predicate]
sapla (**sap**) _ is simpler than _ in respect _
sarni (**sar**) _ is more sour than _ to _
satci (**sac**) _ is the start/source/origin/beginning of _
satro (**sat**) _ strokes/rubs _ with _
se [12] seven
sei [12/11] second [**sekmi**] (abbreviation)
sekci (**sec**) _ behaves sexually toward _
sekmi _ lasts _ seconds; default 1
sekre _ is a secretary of _
sekta (**sek**) _ is an insect
selfatru [I] _ troubles/bothers to [do] _ despite effort/annoyance _
selji (**sel**) _ is the self[-image] of _
sensi (**ses**) _ is a scientific fact/principle of/about _
sensycle [14] _ lacks scientific basis in feature _
sento (**seo**) _ is holy/sacred to _
serdei [13] _ is a/the sunday/seventh day of week/month _
sermei [13] _ is a/the july/seventh month of year _
sesduvrai [15] _ experiments with _ to find _
sesmao [10] _ contributes to science _; _ is a scientist
sespozfa [14] _ is antiscientific/antagonistic to science in feature _
sesrie [15] _ is a scientific instrument for _
sesycko [10] _ contributes unintentionally to science _
setci (**set sei**) set/group of elements _
setfa (**sea**) puts/places/sets _ on/at _

si [13/4] at most

si[ne] [13/5] at most one

sia [3] thanks (PA)

sibli (sib) _ is a sibling of _ through parents _

sidra _ is a cedar from _

sidza (siz) _ is a seed of plant _

sigre cigarette

sii [4] apparently, seemingly (free modifier)

siltu (sil siu) _ shakes/oscillates/vibrates at rate _ and amplitude _

simba _ is a lion

simci (sim sii) _ seems/appear sto be _ to _ under _

simfoa [5] _ is the appearance/look(s) of _

sinma [8] (**sin**) _ is a movie [cinema] made by _

siodja [8] _ understands system/person _

sirdja [8] _ knows _ for certain about _

sirto [8] (**sir**) _ is certain that _ is true

sismao [11] _ arranges _ according to system _

sisto [8] (**sis sio**) _ is a system among elements _

sitci [15] (**sic**) _ is a city/town with hinterland _

sitfa [11] (**sit sif sia**) _ is a site/place/location of _

skaca _ is a part of the Scottish language/dialect

skaci _ is a Scottish person

skaco _ is a part of Scottish culture

skafi _ is a coffee

skalu (ska) _ is a scale measuring _ among _

skapi _ is a skin/rind/outer covering of _

skara _ is a skirt

skati _ is an expanse of sky at place _

skesa _ kisses _ on _

skitu (ski) _ sits [down] on _

skizo (kiz) _ is a ski

skori (sko) _ is a screw

slano (sla) _ is slower than _ by _

sliti (sli) _ is sweeter than _ to _

slopu (slo) _ is steeper than _ by _

sluko (slu) _ is a lock of/on _

smano (sma) _ is smoke from source _

smarue [I] _ smokes _

smike (smi) _ is kept secret from _ by _

smikycue [14] _ confides/tells secret _ to _; **soi smikycue** confidentially, just between
you and me

smina (min) _ is the mind of _

smupi (smu) _ is smoother than _ by _

sneku (sne) _ is the neck of _

snice (nic) _ is a quantity/expanse of snow

snire (sni) _ is nearer/closer than _ to _ by _

snola (sno) _ entails/implies _ under rules _

so [12] six

soa [10/8] entailed by _; because of _

socgoi [7] _ visits [person(s)] _

socli [4] (soc) _ interacts socially with _

socyjmi [11] _ meets _ socially

socysensi [3] _ is a fact about social-science

sofha _ is a sofa

soi [11/5] [pseudonomatopoeia marker: turns following predicate into attitudinal indicator]

sokcu _ is an oak from source _

solda (sod) _ is a soldier of unit/army _

solra (sol) _ is solar

solte (sot) _ is salt from source _

soncue [I] _ pronounces _ according to language/dialect _

sonda (son soa) _ is a sound/noise emitted by _

sonli (soi) _ is asleep

sordei [13] _ is a/the saturday/sixth day of week/month _

sordi (sro) _ is a store/deposit/reserve of _

sorgu (sog) _ is an ear of _

sorme [7] (**som soe**) _ is a sister of _ with parents _

sormei [13] _ is a/the june/sixth month of year _

spadi _ is a mattress/pallet/pad

spali (pal) _ is a side of _ bounded by edges _

spana [7] _ is part of the Spanish language

spani _ is a Spaniard

spano _ is a part of Spanish culture

spasi (spa) _ is the space/volume occupied by _

spebi [14] (**peb**) _ is special/specific to _ out of group _

speci _ is a species of genus _

specia [16] _ learns [about] _ by experience

pedja [8] _ knows _ by experience

speni [4] (**spe**) _ experiences _; spends _ [time] **Tu he speni?** How are you doing?

(You are how experiencing [life]?)

spetu _ is spit/spittle of _

spicu (**spi**) _ is a spirit/ghost of _ seen by _

spodru [9] _ loses hope/despairs of/that _

spopa [9] (**spo**) _ hopes [that] _ [will occur]

spori _ is a spring (elastic device)

spuro [5] (**spu**) _ is expert/skilled at/in _ under conditions _

sputa (**put**) _ is a spoon

srikii [11] _ co-writes _ with _

srisu (**riu**) _ is serious/grave about _

srite (**sri**) _ writes _ on surface _

stadi (**sta**) _ is a stage of hall/auditorium/theater _

staga _ is a stalk/stem/trunk of _

stali (**tai**) _ stands up/on _

stana _ is a station of transport system _

stari [15] _ surprises/startles _ by [doing] _

steti [11] (**ste**) _ is a sentence/statement about _ in language _

stifa [15] _ is stiffer than _ in direction _

stino _ is an amount of tin

stire (**tir tie**) _ is a stair of structure _

stise [9] (**sti**) _ stops/ceases [doing] _

stolo [3] (**sto**) _ stays at _

stuci (**stu**) _ is a story about _ as told by _

stude _ is a student of _ at institution _

stuka _ is a stick of/made of _

stuli (tui) _ adjusts/regulates _ for function _
stupeu [16] _ is a character in story _
su [13/4] at least
su[ne] [13/5] at least one
sucmi _ swims to _ from _ via _
sudna _ seems sudden/abrupt to _
suksi (sku) _ succeeds in _ by effort _
sulba (sul) _ is a swelling/bump at/in/on _ from _
sulfo _ is an amount of sulfur S
sumdui [16] _ finds the sum of _ and _
sumji (sum) _ is the sum/total of _ plus _
suna [13/3] sometime (at least once) (quantified inflector)
sundi (sui) _ sends/despaches _ to _ from _ via route _
sunho (sun suo) _ is a son of parent(s) _
supta (sup) _ is a soup/stew of ingredients _
surba _ insures _ against _ for fee _
surdi (sud) _ is the south[ern part] of _
surna (sru) _ injures/damages _ at/in _
surva (suv) _ serves _ in/by _
sutme (sut) _ is a smell/odor/aroma emitted by _
surva [7] _ serves _ by doing _
takma _ attacks _ with goal _
takna [1] (**tak taa**) _ talks to _ about _
takridle [9] _ reads _ aloud to _
taksai [I] _ is a pause in speech/discourse _
taksi _ is a taxi/cab/taxicab

talna _ is a part of the Italian language
talni _ is an Italian [person]
talno _ is a part of Italian culture
tao [3] that situation (the one that has been mentioned)
tarci (tar) _ is a star of galaxy _
targo (tag tao) _ argues/disputes with/against _ that _
tarle [4] (**tal tae**) _ is tired from _
tarmu (tam tau) _ is a weapon for use _
tarsandui [10] _ is an astrologer in school/culture _
tarsensi [10] _ is a fact about astronomy
tasgu _ is disgusted/offended at/by _
tatro (tat) _ is a theater/theatre of community _
tcaberti [3] _ transports _ to _ from _
tcaku (cak) _ is shocked by _
tcali (cal) _ is a wall of/around _
tcanakso [9] _ is a mechanic on vehicle(s) _
tcane (can cae) _ is chance/random under conditions _
tcaro [3] (**tca**) _ is an automobile/car
tcastosia [6] _ is a parking lot of area/facility _
tcati _ is tea from source _
tcela _ is a wing of _
tcena _ is a length of chain
tceru (tce) _ penetrates/passes through _ in direction _
tceti _ is the chest of _ (body part)
tcidaa [6] _ is hungry
tcidi [7] (**cii**) _ is food of/edible to _

tciha _ is a child/offspring of parent(s) _
tcihea [16] _ feeds _ food _
tcina _ is the chin of _
tciro _ is a mat
tcoko [12] _ is a quantity of chocolate
tcori _ is an authority in/on/over _
tcure [3] (**tcu**) _ is a picture of _ by _
te [12] three
tedji [3] (**ted tej tei**) _ pays attention to _
tedmou [12] _ is more attentive than _ to _
tekto _ is an architect of _
telbie [1] _ is a horizon seen from altitude _ above the surface of _
telfo _ is a telephone/phone receiver in network _
telfyduo [9] _ telephones _
telfypli [9] _ uses a telephone
telvi _ is a television/TV receiver in network _
tenri [16] (**ten**) _ increases _ by _ in dimension _
tenta _ is a tent of _
tepli (**tep**) _ is a temple/church of religion _
tera [13/8] threesome, trio
terdalra [12] _ is a three-dollar item
terdei [13] _ is a/the wednesday/third day of week/month _
terla (**tel**) _ is terrestrial/earthly
termei [13] _ is a/the march/third month of year _
tetcu (**tec teu**) _ stretches to _ from _
tetri (**tet**) _ is an instance of weather in place/region _

ti [1] this/these one(s)
tia [12] times/multiplied by _
tidjo [12] (**tid tio**) _ is heavier than _ by _ in gravity-field _
tifru (**tif tiu**) _ offers _ to _ for use/purpose _
tigra _ is a tiger
tilba _ is a tail of _
tinmo (**tin**) _ is an amount of ink
tirca (**tic**) _ is a length of wire
tisra [6] (**tis tia**) _ chooses _ from set _
titci [6] (**tci**) _ eats _
titfa _ is a breast/teat of _
to [12] two
toa [2] that remark/statement
tobme (**tob toe**) _ is a table
tobsua [7] _ waits on diner _ with food _
tockki _ is a key to lock _
togri [6] (**tog toi**) _ agrees with _ about/that _
toi [2] this remark/statement
tokna (**toa**) _ takes _ away from _
tokri _ is chalk from source _
tolpaesio [8] _ is a/the control/steering system of device _
tomki (**tok**) _ is automatic in function _
tomto _ is a tomato from source _
tona [12/7] twice (two-now) (quantified inflector)
tongu _ is a tongue of _
tordei [13] _ is a/the tuesday/second day of week/month _

torkrilu [3] _ is a bicycle
tornei [13] _ is a/the february/second month of year _
torni (ton) _ twists under load _
tosku _ is the skull of _
totco (toc tco) _ touches _ with _
totnu (tot) _ is thicker than _ by _
tovru (tov) _ is vertically over/above _ in gravity field _
traci (rac) _ travels to _ from _ via route _
tradu (tra) _ is true by rule/standard _
trali _ is tray of/containing _
trana (tan) _ turns/rotates/revolves around internal axis _
trati (rai) _ tries/attempts to do/attain _ by _
trecei [3] _ is interesting to _ in feature(s) _
trecymou [5] _ is more interesting to _ than _ is to _
trellu (rel reu) _ is a rail/railing/bar
trena (tre) _ is a train of system _
tricu (tri) _ is a tree
trida _ is a street of _
trili (til) _ attracts _ by doing/being _
trime (rim rie) _ is a tool/implement/instrument for doing _
troku (tro) _ is a rock/stone from source _
troli (tol) _ controls _ in action/process/performance _
troti _ trots to _ from _
trufa (ruf) _ is a roof of _
truke (tru) _ is the structure of _
tsani (tsa) _ sneezes

tsero (tse) _ error/defect/mistake in _ by standard _
tsime (tsi) _ crime punished by _ among _
tsodi (tso) _ hates _ for doing/being _
tsufi (tsu) _ is sufficient/enough for use/purpose _
tu [1] you
tua [11/15] you and X (**tu ze da**)
tubli (tub) _ is a length of tube/pipe
tue [11/15] you and Y (**tu ze de**)
tugle (tul tue) _ is a leg of _
tui [11/15] you and Z (**tu ze di**)
tulpi _ is a tulip from source _
tuo [11/15] you and H (**tu ze do**)
turceffi [10] _ is the boss of _ in area _
turflo [16] _ is arduous for _
turka (tur tua) _ works on/at _ with goal _
tursia [13] _ is a workplace of _ for work _
tuu [11/15] you and Q (**tu ze du**)
u [6/6] _ whether _ or not
ui [4] Good! (Attitudinal indicator expressing pleasure.)
uu [4] Oh. (Attitudinal indicator expressing sorrow or regret.)
va [1] there (by you)
vahu [3/4] near where?
vaksi _ is a vaccine against disease _ in _
valda (vad) _ develops/acquires new property/feature _
valna (van vaa) _ is violent in response to _
valpu (vap) _ is a wave in medium _

valti (val vai) _ vaults/jumps over/across _
vamtu _ vomits _/throws _ up on _
vapro (vao) _ is a gas/vapor above temp _
vatlu [10] (vat vau) _ has a value of _ to _ for use _
ve [12] nine
vedma [7] (ved vem vea) _ sells _ to _ for price _
vefhea [16] _ enhances/encourages creativity
vefpeo [12] _ thinks up _ for purpose _; **Soi vefpeo** Let's see.
vegri [11] (veg) _ is greener than _
vendu (ven veu) _ is poison[ous] to _
vermei [13] _ is a/the september/ninth month of year _
versa (ves) _ is a poem/verse by _
veslo (vel veo) _ is a vessel/container of/containing _
vetci [9] (vet vei) _ happens to _
vetfa [10] (vef) _ invents _ for use _
vi [1] here
vidju (vij viu) _ is a view/image of _ from viewpoint/perspective _
vidre (vid vie) _ is an idea about _ experienced by thinker _
vidydui [12] _ has/hits on idea _ about _; **Soi vidydui!** Eureka! Bingo!
vihu [3/4] at what place? where?
vinjo vin _ is wine from source _
virta vit _ is an advertisement for _ in medium _
visra _ is the guts/intestines/viscera of _
viza [11/2] in this area (compound inflector)
vizi [11/2] in this very spot (compound inflector)
vizka [1] (viz vik via) _ sees _ against background _

vizu [11/2] in this region (compound inflector)
vlaci _ washes _ in _
vlako (vla) _ is a lake of landmass _
vo [12] eight
volsi (vol voi) _ is the voice of individual _
volta _ has _ volts e.m.f.; default 1
vormei [13] _ is a/the august/eighth month of year _
vrano _ is the liver of _
vreti (vre) _ is vertical/upright in gravity field _
vrici (vri) _ is a river of landmass _
vu [1] yonder, over there, far away
Xaiykre [I] _ is an X-ray from source _
-za [11/2] intermediate area/time
zakra _ grinds/crusher _ into powder _
zavcko [10] _ happens to worsen _
zavlo (zav zal zao) _ is worse than _ for _
zavmoutsu [13] _ is excessive/too much in feature _
zavno (zan) _ is an oven of _
zbuma (zbu) _ explodes into _
ze [8] -and [jointly]-
-zi [11/2] small/immediate area/time
zinko _ is an amount of zinc
zlupi _ is a lip of _
zo [9] _ is an amount/quantity of _
-zu [11/2] large/distant area/time
zvoto (zvo) out[side of] _

English-Loglan Vocabulary

abdomen/belly of _ **beldu**

able to [do] _ under conditions _ **kanmo (kan)** [13]

about to [do] _ **durbiesni** [9]

about, almost [with numbers] **sa** [13/4]

about, concerning **peu** [14] (PA)

above _ in gravity field _ **tovru (tov)**

accompanies _ in doing _ **kinci (kin kii)** [6]

according to _ **coi** [10] (PA)

account/bill/check for _ to _ by _ **kanti**

across _ from _ **karsa (kas)**

act: _ does act _ with goal _ **kakto (kak kao)**

acts like _ in action _ **durcli** [15]

acts/pretends to be friendly to _ for purpose _ **remkao** [9]

actually **feu** [3] (free modifier)

addition: in - to _ **mou** [10] (PA) [Do not confuse this with connective+**mou more than**]

adheres to _ **gomni (gom)**

adjusts/regulates _ for function _ **stuli (tui)**

adornment on _ **durna (dun dua)**

advertisement for _ in medium _ **virta (vit)**

affair/matter involving _ **ferci (fec fei)**

afraid of/that _ **firpa (fir fia)** [8]

after **fa** [1]

after/later than: is - _ **futci (fut fuc fui)**

again: a recurrence of _ **genza** (**gen gea**)
again; I repeat **gea** [9] (free modifier)
agrees with _ about/that _ **togri** (**tog toi**) [6]
agrees/promises to [do] _ to/for _ **durtoi** [11]
ahead of _ **frena** (**fre**)
air **kerti** (**ker**)
alive/live [-ing] **clivi** (**liv lii**)
all **ra** [13/1]
allsome (a group composed of everyone) **rara** [13/8]
almost all **sa[ra]** [13/5]
almost, about **sa** [13/4]
although _ : despite physical cause/factor _ **nokou** [10/4]; despite motivation _ **nomoi**
[10/7, 4]; despite justification _ **norau** [10/6, 4]; despite premiss/argument _
nosoa [10/8, 4]
always **rana** [13/3] (quantified inflector)
American: culture **merko**; - language/dialect **merka**; - person **merki**
Amerind: culture **rindo**; - language **rinda**; - person **rindi**
amount of _ on scale _ **canli** (**cna cai**)
amount/quantity of being/doing _ **zo** [9]
amused by _ **cmiza** (**cmi**) [16]
And **I** [3] (begins a follow-up sentence)
_ and _ **e** [6/6]
-and [jointly]- **ze** [8]
_ and/or _ **a** [6/6]
angle at _ between points _ **jaglo** (**jag jao**)
angry/grouchy with _ about _ **groci** (**roi**) [4]; becomes - at _ **grocycea** [5]

animal **nimla (nim nia)**

answer to question _ by [answerer] _ **retpi** [6]

answers question _ posed by _ **repduo** [5]; joins _ in answering question _ put by _
repduokii [16]

answers/replies _ to questioner _ **dapli (dap)**

ant of hill/colony _ **manti**

anti-Loglandic, contrary to the spirit of Loglan, in feature _ **logpozfa** [14]

antiscientific/antagonistic to science in feature _ **sespozfa** [14]

anus of _ **gasno (gas gao)**

any person or thing that actually [predicate] **lee** [11/13] (descriptor)

apart from _ **narti**

apparatus/device for doing _ **patce (pac pae)**

apparently **sii** [4] (free modifier)

appearance/look(s) of _ **simfoa** [5]

appears to be _ to _ under conditions _ **simci (sim sii)**

apple from source _ **pligo**

apprentice/disciple of teacher _ in subject _ **kincia** [11]

approves plan/proposed action _ by _ **prusa (rus)**

april/fourth month of year _ **formei** [13]

arches over _ **farka**

architect of _ **tekto**

arduous for _ **turflo** [16]

argues/disputes with/against _ that _ **targo (tag tao)**

arithmetic for deriving _ from _ **konmathe** [12]

arm of _ **barma (bar baa)**

armed forces: a member of the - of _ **bilca (bic)**

army of _ **narmi**
 arranges _ according to system _ **sismao** [11]
 art of creating/adorning _ among _ **larte (lar lae)**
 ashamed of doing/being _ **comtu (com cot cou)** [11]
 asks/questions _ about _ **kenduo** [8]
 asleep **sonli (soi)**
 astrologer in school/culture _ **tarsandui** [10]
 astronomy (a fact about -) **tarsensi** [10]
 at most **si** [13/4]; - one **si[ne]** [13/5]
 at least **su** [13/4]; - one **su[ne]** [13/5]
 atom of _ **athomi** [1]
 attacks _ with goal _ **takma**
 attention: pays - to _ **tedji (ted tej tei)** [3]
 attentive: more - than _ to _ **tedmou** [12]
 attracts _ by doing/being _ **trili (til)**
 august/eighth month of year _ **vornei** [13]
 authority: an - in/on/over _ **tcori**
 automatic in function _ **tomki (tok)**
 automobile/car **tcaro (tca)** [3]
 average [instance] of _ **norma (nom noa)** [14]
 awake [adj] **cidja (cid)**
 b (the lowercase letter) **bei** [3/5]
 baby/infant of _ **cinta (cin)**
 bad: worse than _ for _ **zavlo (zav zal zao)**
 balanced under forces _ **balpi (bal)**
 balcony of building _ **balko**

ball/sphere **balma (bam)**

band/orchestra of players _ **bendu (ben beu)**

bank of community _ **banko**

bar/tavern of community _ **barcu**

base/basis of _ **basni (bas)** [14]

basket of/containing _ **banse**

bathes in _ **banci**

bay of coast _ **banbe**

bead of _ **bidzi**

bean from _ **bindo (bio)**

beautiful: more - than _ to _ **bilti (bil bii)** [9]

because of _ : justified by _ **rau** [10/6]; physically caused by _ **kou** [10/1]; entailed by
_ **soa** [10/8]; motivated by _ **moi** [10/7]

becomes _ from _ **cenja (cej cea)**

bed **bedpu (bed)**

bee **bifci (bif)**

beer **birju**

before when? **pahu** [3/4]

before: is - _ ; default now **pasko (pas pak pao)**; is just - _ in series _ **nedpao** [12]

before, earlier **pa** [1] (inflector); sometime - **paza** [11/2] (compound inflector)

beginning Loglanist **logjunti** [4]

beginning of _ **satci (sac)**

begins to [do] _ **sacduo** [12]

behaves _ under _ **bivdu (biv bid biu)** [15]

behind/to the rear of/in back of _ **prire (pri)**

believes _ about _ **krido (kri)**

bell producing sound/note _ **bekli (bel)**

belly/abdomen of _ **beldu**

below _ in gravity field _ **nilca**

bent/crooked: more - than _ **betcu (bet)**

beta (the lowercase Greek letter β) **beo** [3/11]

better than _ for/in _ **gudbi (gud gub)** [2]

between _ and _ **bitsa (bit bia)**

beyond _ from _ on route/path _ by distance _ **bande (ban bae)**

bicycle **torkrilu** [3]

bigger than _ by _ **groda (gro)**

bill/check for _ to _ by _ **kanti**

billionfold of _ **gigdo (gig)** [12]

billionth of _ **nanti (nan)** [12]

Bingo! [I've got it/an idea!] **Soi vidydui!**

biology: a fact about - **livsensi** [10]

bird **nirda**

bites _ on/at _ **ditka (dit)**

bitter: more - than _ to _ **kutra (kut)**

blacker than _ **nigro (nig)**

blade of tool/weapon _ **blada (bla)**

blind to/overlooks _ in situation _ **norvia** [14]

block of material _ **bloku**

blood of organism _ **bludi (blu)**

blouse **blusa**

bluer than _ **blanu** [5]

board of material _ **barta**

boat **botsu (bot bou)**
 body of _ **korti (kor)**
 boils at temperature _ **bulju (buj)**
 bomb [n] **bomba**
 bone of _ **bongu (bon)**
 book about _ by author _ **bukcu (buk buu) [1]**
 boot **butpa**
 born to mother _ **brana (bra)**
 boss of _ in area _ **turcefli [10]**
 bottle of/containing _ **batpi (bap)**
 bow [for arrows] **borku (bor)**
 box **bakso (bao) [16]**
 box-maker **baormao [3]**
 boy **botci (boi)**
 brain of _ **berna**
 brake of vehicle/system _ **breko (rek) [8]**
 brake system of vehicle/system _ **brekysio [8]**
 branch/bough/limb of _ **badjo (baj)**
 brass: made of - **rasto**
 braver/more courageous than _ under _ **briga (rig ria)**
 bread **breba (reb)**
 breaks/fractures into pieces _ **broko (bro)**
 breast/teat of _ **titfa**
 breathes _ **brute (rue)**
 breeze/wind from direction _ **brize (bri)**
 brick **briku (rik)**

bridge over/across _ **cibra**

brilliant/bright: more - than _ by _ **brili (ril)**

British culture (a part of) **brito** [16]

broader than _ by _ **kubra (kub)**

broken/inoperative/not working **broda (rod)** [3]

brooch **bruci**

brother of _ through parents _ **brudi (bru)** [3]

browner than _ **brona (ron)**

brush [n] **brocu (roc rou)**

bucket/pail of/containing _ **bakto (bak)**

builds _ from materials _ **balci (bac bai)**

bulbous root of plant/species _ **bulbi (bul bui)**

bundle/package of/containing _ **badlo (bad)**

burns at temperature _ **cabro (cab cao)**

bush/brush of _ **bucto (buc)**

_ but not _ **enoi** [6/6]

butter **batra**

butterfly **hitli**

buttock[s] of _ **rirgu**

button of _ **botni**

buys _ from _ for price _ **furvea** [6]

cabaret/night-club of community _ **kabre**

cabbage from source _ **kolhe**

cabin/hut of _ **kabni**

cafe of community _ **ckafe**

cake **grato**

called/also known as _ **bi** [4/4]
 called/also known as one of _ **bie** [4/8]
 camel **camle**
 camera **kamra (kar)**
 camp of _ at _ **kampo**
 can't decide what to do/indecisive about _ **disfiu** [6]
 canal between points _ via _ **kanla**
 cane/rod/staff **kanra**
 captain of _ **kapta**
 car/automobile **tcaro (tca)** [3]
 carbon C **carbo (car)**
 card **karda** [11]
 care: I don't care **au** [2/5]
 cares for/takes care of _ **kerju (kej keu)** [2]
 carries/bears _ to _ from _ **berti (ber bei)**
 cart/carriage/wagon **karti**
 cat **katma**
 catalog from vendor _ of merchandise _ **nurvembuu** [12]
 causes _ under circumstances _ **ckozu (cko)** [3]
 cave/cavity/cavern in _ **kuvla**
 cedar from _ **sidra**
 cell of organism _ **celhu (cel)**
 center: at/in the - of _ **midju (mid mij)**
 cereal from source _ **grunu (run)**
 certain that _ is true **sirto (sir)** [8]
 certainly [it's true that...] **ia** [1; 2/5]

chain **tcena**

chair **cersi (cer cei)**

chalk from source _ **tokri**

chance/random under conditions _ **tcane (can cae)**

character in story _ **stupeu [16]**

cheese from source _ **nikri (nik)**

chemical: a pure instance of - _ **kemdi (kem)**

cherry from _ **certa**

chest of _ (body part) **tceti**

chestnut from _ **cesni**

chicken/hen **henji**

chief/boss/head of _ for activity _ **cefli (cef)**

child **nilboi [I]**; -/offspring of parent(s) _ **tciha**

chin of _ **tcina**

Chinese language: part of the - **junga**; - person **jungi**

Chinese culture (part of -) **jungo [6]**

chlorine Cl **cloro (clo)**

chocolate (quantity of -) **tcoko [12]**

chooses _ from set _ **tisra (tis tia) [6]**

church of religion _ **tepli (tep)**

cigar **sagro**

cigarette **sigre**

circle **rande (rad rae)**

city/town with hinterland _ **sitci [15] (sic)**

class of _ distinguished by feature _ **klesi (kle) [I]**

classic in field/genre _ among _ **lartygra [16]**

cleaner than _ **klini**
 clearer than _ **kliri (kli)** [8]
 clearly, of course, obviously **rea** [3] (free modifier)
 clears up, becomes unclouded **kladydru** [4]
 clock **jokla (jokjol)** [12]
 clocktime from/beginning at _ to/ending at _ **jolkeo** [12/16]
 closed, as of a container/door **klogu (klo)**
 closer than _ to _ by _ **snire (sni)**
 cloth/fabric/textile **klabu (kla)**
 cloud in air/mass _ **klada** [4]
 cloudy/full of clouds **kladyflo** [4]
 coal **kolme**
 coat/jacket **kosta**
 coffee **skafi**
 colder than _ by _ **kleda**
 collar of garment _ **kalra**
 color to _/perceived by _ **kolro (kol koo)**
 comb [n] **komcu**
 comes from _ to _ via _ **kamla (kam kaa)**
 comfortable in/about _ **komfu (kof kou)** [14]; happens to make _ - about _ **koucko** [11]
 comfortable with language _ **lenkou** [11]; more - than _ is with _ **lenkoumro** [11]
 comma (spoken) **gu** [2/11]
 commands _ to do _ **korji (koj koi)**
 committee of _ with task _ **kamti**
 common to/shared by members of set _ **kumtu (kum kuu)** [8]
 community of individuals/organisms _ **munce (mun)**

company/firm/business chartered by _ for activity _ **kompi (kom)**

compares _ to/with _ in feature _ **kambi [11]**

compels _ to do/be _ **fosli (fos foi)**

competes with _ in/over _ **kanpi**

complete/finished/done by standard _ **kapli (kal)**

composes/outlines _ **danpeo [11]**

computer **komta (kot)**

concerning, about **peu [14] (PA)**

concerns/pertains to _ **perti [8]**

confidentially **soi smikycue**

confides/tells secret _ to _ **smikycue [14]** **soi smikycue** confidentially, just between you
and me

connected to _ at _ **djine (dji)**

connective/conjunction of language _ **djipua [6]**

conscious/aware of/that _ **kance (kac kae) [9]**

consul of _ in _ **konsu (kos)**

consulate of _ in country _ **konsysia [7]**

contributes intentionally to science _; _ is a scientist **sesmao [10]**; - unintentionally to
science _ **sesycko [10]**

control/steering system of device _ **tolpaesio [8]**

controls _ in action/process/performance _ **troli (tol)**

cooks _ for _ **kokfa (kok)**

copper Cu **cupro (cup)**

copulates with _ **kitsa**

copy/facsimile of _ **kopca (kop)**

copying machine **kopmai [15]**

cord/rope/string **korce (koc koe)**

cork from source _ **korka**

corn from source _ **misme**

correct by standard _ **dreti (dre)** [5]

corresponds/exchanges letters with _ **lerbatmi** [11]; - with each other **batsri** [11]

costly: more - than _ for _ **kusti**

cotton from source _ **katna**

coughs up/out _ **kafso**

count/number in set _ **konte (kon)**

country of people _ **gunti (gun gui)** [11]

cover of/on _ **kuvga (kuv kua)**

cow/cattle **kasni**

co-writes _ with _ **sriki** [11]

crack/fissure in _ **karku**

crazy/insane **frelo** [7]

cream from source _ **krima**

credit: has - in amount _ with _ **kredi**

cries/calls out **kraku (kra)** [7]

crime punished by _ among _ **tsime (tsi)**

cruel to _ **kruli**

crushes _ into pulp _ **kraco**

culturally exchanges with _ **kulbatmi** [11]

culture of people _ **kultu (kul)** [7]

cup/vessel of/containing _ **kupta (kup)**

curtain/drape of/across aperture _ **kurti**

curve through points _ **korva (kov koa)**

custom/habit of _ under conditions _ **kusmo (kus kuo)** [8]
 cuts _ into pieces _ **kutla (klu)**
 cylinder/roller **rolgu (rol)**
 damages _ at/in _ **surna (sru)**
 dances to _ **danse**
 dangerous to _ under conditions _ **denro (den)**
 darker than _ by _ **draka (rak)**
 daughter of _ **detra (det dea)** [4]
 day [**denli**] **dei** [12/11] (abbreviation)
 daytime of day _ **denli (del dei)**
 dead **morto (mor moo)**
 dear/precious to _ **dipri (dip)**
 deceives/dupes/tricks _ about _ by _ **dupma (dup)**
 december/twelfth month of year _ **nertorme** [13]
 decides to [do] _ about _ **disri (dis dii)** [11]
 deeper than _ by _ **condi (con)**
 delicate: more - than _ **dilko**
 departs/leaves _ for _ **sackaa** [3]
 despecializes/makes _ just like any other thing of the same type by doing _ **pebtoa** [14]
 despite _ : physical cause/factor _ **nokou** [10/4]; - motivation _ **nomoi** [10/7, 4]; -
 justification _ **norau** [10/6, 4]; - premiss/argument _ **nosoa** [10/8, 4]
 destroys/ruins _ **hutri (hut hui)**
 detail/particular of _ **citlu (cil)**
 develops/acquires new property/feature _ **valda (vad)**
 dialect of language _ used by _ **lenfoa** [15]
 die/stamp for making an imprint of _ on _ **caprie** [15]

differs from _ in feature _ **retca (rec rea)** [15]

difficult for _ under conditions _ **nardu (nau)** [8]

digests _ **djesi**

digs _ up out of _ **pafko (paf)**

direction: in - _ from _ **dirco (dir dio)**

dirt/soil/earth from/of _ **dertu (der deu)**

discovers _ about _ **duvri (dov dui)**; - _ by reading about it **ridydui** [16]; - _ by learning about it from _ **cirdui** [16]

discusses _ with _ **dislu (diu)**

disgusted/offended at/by _ **tasgu**

disk **rande (rad rae)**

disk drive in system _ **radridmai** [15]

distributes _ among _ **petri**

divided by _ **kua** [12/14]

dividend/result of dividing _ by _ **nurjai** [12]

doctor treating _ for _ with _ **kicmu (kic kiu)** [4]

does _ to _ **durzo (dur duo)** [1]

dog **kangu (kau)**

dollar: worth _ dollars (default 1) **dalra** [12]; - [**dalra**] **Dai** [12/11] (abbreviation)

donates to _ gift _ for cause _ **donhea** [16]

door of/in _ **darto (dao)**

doubts that _ is true **dutci (dut)** [15]

drain of _ into _ **godru**

drawer of/containing _ **drara**

dreams [that] _ **revri (rev rei)**

dress [n.] **cadre** [11]
 drier than _ by _ **drani (dra)**
 drinks _ from _ **hompi (hom hoi)**
 drives _ to _ from _ **krani** [5]
 drop of liquid _ **drida**
 dust **dustu (dus)**
 ear of _ **sorgu (sog)**
 earlier than/before _; default now **pasko (pas pak pao)**
 earns/gains _ for work/service _ **jurna**
 east[ern part] of _ **lesta (les)**
 easy for _ under conditions _ **fasru (fas)** [8]
 eats _ **titci (tci)** [6]
 edge of _ between _ **bidje (bie)**
 edible to _ **tcidi**
 egg of/from source _ **negda**
 eight **vo** [12]
 elastic: more - than _ **lasti (las)**
 electric charge on _ **lenki (lek)**
 electrical system of _ **lekpaesio** [8]
 employment (gainful) for _ under conditions _ **jurnyrie** [15]
 employs/utilizes _ for _ **plizo (pli)**
 encourages/promotes [the use of] logic in _ by _ **lodhea** [16]
 end/conclusion/termination of thing/process _ **fando (fad fao)**
 enemy of _ in struggle _ **nemdi (nem)**
 energy: has more - than _ by _ **nerji (nej)**
 English: - culture **gleco**; - language **gleca** [2]; - person **gleci**

- enhances/encourages creativity **vefhea** [16]
- enjoys/is fond of learning _ **cirfundi** [10]
- enough **ru** [13/1]
- enoughsome (a group composed of enough people or things for some purpose) **rura**
[13/8]
- enoughth **ruri** [13/10]
- entailed by _; because of _ **soa** [10/8]
- entailing _; therefore _ **nusoa** [10/8, 3]
- entails/implies _ under rules _ **snola (sno)**
- enters/goes into _ from _ **nengoi** [3]
- equals _ in/on dimension _ **ciktu (cik ciu)**
- error/defect/mistake in _ by standard _ **tsero (tse)**
- Eureka! [I've got it/an idea!] **Soi vidydui!**
- evening of day _ **pasnai** [8]
- event/instance of _ **po** [9]
- everywhere **ravi** [13/3] (*all-here*) (quantified inflector)
- example of _ **mipli (mip mii)** [1]
- exceeds _ in property _ by _ **mordu (mro mou)**
- excessive in feature _ **zavmoutsu** [13]
- excuse me **soi fatcou**
- exists for _ under conditions _ **dzabi (dza)** [11]
- expensive: more - than _ for _ **kusti**
- experiences _; spends _ [time] **speni (spe)** [4] **Tu he speni?** How are you doing?
(You are how experiencing [life]?); - [place, culture, etc.] _ by travel **racyspe**
[15]; - _ by reading about it **ridspe** [16]; - _ through language _ **lenspe** [16]
- experiences/spends life; "lives" (as in **Ta po hapci livspe!** *That's living!*) **livspe** [10]

experiments with _ to find _ **sesduvrai** [15]
 expert/skilled at/in _ under conditions _ **spuro (spu)** [5]
 explains _ to _ **klimao** [I]
 explodes into _ **zbuma (zbu)**
 extreme: more - than _ in _ **mutce (mut muc mue)** [3]
 eye of _ **menki (mek)**
 eye-doctor **mekykiu** [I]
 face of _ **fasli**
 fact/observation about _ observed by _ **fekto (fek feo)**
 fails to do/be _ under _ **falba (fab faa)**
 falls to _ from _ in gravity field _ **felda (fel fed fea)**
 false by standard _ **falji (fal fai)**
 familiar/acquainted with _ **dridja** [14]
 family with members _ **famji (fam)** [4]
 famous for _ among _ **famva**
 far away **vu** [1]
 farm of community _ **fanra (far)**
 farther from _ than _ is by distance _ **darli (dar)** [3]
 fast: has a measured speed of _ **melkukra** [13]; -er than _ by amount _ **kukra (kuk)**
 [3]
 fat/grease/oil **gresa (gre)**
 father of _ through mother _ **farfu (fra)** [5]
 fatter/more plump/stout than _ **fotpa**
 feather/plume/plumage of _ **pluma (lum lua)**
 february/second month of year _ **tormei** [13]
 feces/stool of _ **ctuda (ctu)**

feeds _ food _ **tcihea** [16]
 feels _ about _ **filmo (fil fio)**
 feels pain/hurt in _ **puntu (pun puu)**
 fellow learner with _ in subject _ **cirkii** [11]
 female of species _ **femdi (fem)**
 fertile: more - than _ for _ **ferti (fet)**
 few/several **ri** [13/1]
 fiction: work of - by _ **fikco (fik)**
 field of farm/community _ **fildi (fi)**
 fights/struggles with _ over _ **kamda (kad)**
 final, “allth” **rari** [13/10]
 finds evidence _ of _ **sandui** [11]
 finds the sum of _ and _ **sumdui** [16]
 finger/digit of _ **dedjo (ded dej)**
 fire in/of _ **fagro (fag)**
 fish **ficli (fic)**
 fishes for _ **ficjanto** [1]
 five **fe** [12]
 fixes _ for use/user _ by _ **nakso** [3]
 flag/banner of _ **flaci**
 flame of fire/device _ **flami (fla)**
 flat area/plane through points _ **pilno (pil)**
 flavor of _ **gusto (gus gut guo)**
 flexible/non-rigid in movement _ **norstifa** [15]
 flies to _ from _ via _ **fleti (fle)**
 floats on/in _ **flofu**

floor of _ **fordi**

flow/current from _ to _ **kroli (kro)**

flower/blossom/bloom of plant _ **flora (lor loa)**

fluent in language _ **lenkou** [11]; more - than _ is in _ **lenkoumro** [11]

fluorine F **fluro (flu)**

fly (insect) **flaki**

foggy **fragu (rag)**

fold in _ **foldi (fod)**

follows _ to chronicle _ **kinsri** [11]

fonder of _ than of _ **fundi** [6]

food of/edible to _ **tcidi (cii)** [7]

fool[ish] about _ **bunbo (bun buo)** [8]

foot of _ **fitpi (fit fip)**

football: plays - with _ **futbo**

for a _; type [of] _ **ge** [5/6] (grouping operator)

for example (freemod) **bea** [6] [<BIEkA look at]

forces _ to do/be _ **fosli (fos foi)**

fork **forka**

form/shape/outline of _ **forma (fom foa)**

founds _ **sacdou** [14]

four **fo** [12]

frame of/around _ **frama (ram)**

francs: worth _ -; default 1 **fraki**

free to do/be _ **frezi (rez)**

French: culture **fraso**; - language **frasa**; - person **frasi**

frequent: more - than _ under _ **pifno (pif pio)**

fresher than _ **frese**
 friday/fifth day of week/month _ **ferdei** [13]
 friend of _ **fremi (rem)** [5]
 friendly/like a friend to _ **remcli** [5]; acts - to _ [naturally] **rembiu** [9]; pretends to be -
 to _ for purpose _ **remkao** [9]
 friendship register marker **fie** [11/1] (<**fremi**)
 frightens _ [unintentionally] by _ **fircko** [11]
 front: in - of _ **frena (fre)**
 fruit of _ **fruta (fru)**
 fuller than _ by _ **folma (flo)** [5]
 funny to _ in _ **kamki**
 game played by _ **plefoa** [16]
 garden of family/community _ **gardi**
 gas/vapor above temperature _ **vapro (vao)**
 German: culture **dotco**; - language **dotca**; - person **dotci**
 gets/obtains/procures _ from _ for _ **getsi (get gei)**
 girl **nirli (nil)**
 gives _ gift _ **donsu (don dou)**
 glad to meet (each other) **jmihai** [4] **Ea mu jmihai!** *How do you do? Pleased to meet
 you!*
 glass: made of - **gliso**
 glass/vessel of/containing _ **kupta (kup)**
 glove **gluva**
 goat **gotca (goa)**
 god/diety of people(s) _ **gandi (gad)**
 goes to bed **bedpli** [9]

goes to _ from _ over route _ **godzi (god goz goi)** [1]
 goes with _ to _ from _ via _ **gozkii** [15]
 good: better than _ for/in _ **gudbi (gud gub)** [2]
 Good! **ui** [4] (Attitudinal indicator expressing pleasure.)
 good deed: does - _ to _ **gubduo** [9]
 goodbye **loa** [3]
 governs _ **garni (gar gai)**
 grabs/seizes _ with _ **jugra (jug jua)**
 grain/cereal from source _ **grunu (run)**
 grams: weighs _ -; default 1 **gramo**; - [gramo] **gei** [12/11] (abbreviation)
 grander than _ in _ **grada (gra)**
 grass **grasa (ras raa)**
 grateful to _ for _ **garti (gat)**
 grayer than _ **grisi**
 grease/fat/oil **gresa (gre)**
 greener than _ **vegri (veg)** [11]
 greyer than _ **grisi**
 grinds/crushes _ into powder _ **zakra**
 group with [number] members, -some **-ra** [13/8] (Predicate-forming suffix)
 group made up of members _ **grupa (gru)** [3]
 grows fond of _ **fundycea** [16]
 grows in place _ under conditions _ **rodja (roj roa)**
 grows/becomes big[ger] **grocea** [11]
 guer (One who uses **gu** instead of pauses.) **meliugu [logli]; guypli** [1]
 guest of _ at _ **gesko** [11]
 guides _ to _ from _ via _ **glida (gli)**

guts/intestines/viscera of _ **visra**

gymnast at feat _ **gimna**

had [done] _ **papa** [11/6] (compound inflector)

hair of _ **herfa (her)**

hammer [n] **mroza (roz)**

hangs from _ in gravity field _ **pendi (ped)**

happens to _ **vetci (vet vei)** [9]

happy about _ **hapci (hap hai)** [4]

harbors/shelters _ from _ **harko (har hao)**

hard/difficult for _ under conditions _ **nardu (nau)** [8]

harder/firmer/more resistant than _ **hardu (had)**

harmonious: seems - with _ to _ **harmo (ham)**

hat/cap **kapma**

hates _ for doing/being _ **tsodi (tso)**

have [done] **napa** [11/6] (compound inflector)

he, she, it, they: Y (argument) **de** [11/7]

he, she, it, they: X (argument) **da** [11/7]

he, she, it, they: Z (argument) **di** [11/7]

he, she, it, they: Q (argument) **du** [11/7]

he, she, it, they: H (argument) **do** [11/7]

head of _ **hedto (hed)**

healthier than _ **djela (dje jel)**

hear _ over background noise _ **hirti (hir)** [13]

heart of _ **karci**

heavier than _ by _ in gravity-field _ **tidjo (tid tio)** [12]

hello **loi** [4]

helps _ to [do] _ **helba (hel hea)** [4]

here: **vi** [1]; in this area **viza** [11/2]; in this very spot **vizi** [11/2]; in this region **vizu** [11/2]

higher than _ by _ in gravity field _ **ganta (gan gaa)**

hill/mountain/prominence of landmass _ **monca (mon moa)**

Hindi/Hindu: culture **hindo**; - language: part of the - **hinda**; - person **hindi** [11]

history of _ by _ **hisri (his)**

hits/strikes _ with _ **bloda (blo)**

hole/pit/depression in _ **holdu (hol hou)**

holy/sacred to _ **sentu (seo)**

honest with _ about _ **nesta (nes)**

hook/crook **gokru (gok)**

hope: I hope to **ae** [2/5]; - [that] _ [will occur] **spopa (spo)** [9]

horizon seen from altitude _ above the surface of _ **telbie** [1]

horizontal/level in gravity field _ **lelpi (lel lep)**

horn of _ **horno (hon)**

horse **horma (hor hoa)**

hose/stocking/sock **hozda**

hospital of community _ **hospi (hos)**

hot: measures _ degrees in temperature **melhatro** [12]; -ter than _ by _ **hatro (hat)** [11]

hotel/inn of community _ **hotle**

hour: lasts _ hours (default 1) **horto (hot hoo)** [12]; - [horto] **hei** [12/11]
(abbreviation)

house **hasfa (has haf haa)** [3]

How are you doing? (You are how experiencing [life]?) **Tu he speni?**

How do you do?/Pleased to meet you! **Ea mu jmihai!**

how many _? **ho** [12/5, 6] (number word)

how many times? **hona** [12/7]

how-connected-to **ha** [6/6] (interrogative connective)

however, in contrast to what has been said **buo** [3] (free modifier)

human/a human being **humni (hum hun)** [1]

-hundred **-ma** [12]

hundredfold of _ **hekto (hek)** [12]

hundredth of _ **centi (cen)** [12]

hungry **tcidaa** [6]

hunts game/quarry _ **janto (jan)**

husband of _ **mermeu** [11]

hydrogen H **hidro (hid)**

hyphen **ci** [5/2]

I/me **mi** [1]

ice **bisli (bis)**

idea about _ experienced by thinker _ **vidre (vid vie)**; has/hits on - _ about _ **vidydui**

[12] **Soi vidydui! Eureka! Bingo!**

identifies _ as _ **nursancue** [4]

if(, if) **anoi** [6/6]

_if and only if _ **o** [6/6]

implies/entails _ under rules _ **snola (sno)**

important to _ for _ **djipo (jip jio)** [8]

improves **gudcea** [10]; - _ unintentionally/naturally **gudcko** [10]; - _ intentionally by

[doing] _ **gudmao** [10]

impulse: be impelled to do _ **pulso (pul)**

in turn **taa** [7] (free modifier)
 in addition to _ **mou** [10] (PA) [Do not confuse this with connective+**mou** *more than*]
 in direction _ from _ **dirco** (**dir dio**)
 in fact, indeed, actually **feu** [3] (free modifier)
 in manner/by method _ **duo** [12] (PA)
 in particular **piu** [15] (free modifier)
 inch [**inca**] **isi** [12/11] (abbreviation)
 increases _ by _ in dimension _ **tenri** (**ten**) [16]
 indecisive/can't decide what to do about _ **disfiu** [6]
 industry for producing _ among _ **gotri** (**got**)
 inflates _ with _ to dimension _ **flati**
 injures _ at/in _ **surna** (**sru**)
 ink **tinmo** (**tin**)
 inn of community _ **hotle**
 insect **sekta** (**sek**)
 inside _ **nenri** (**nen nei**) [16]
 instance/event of _ **po** [9]
 insures _ against _ for fee _ **surba**
 intend: I intend to/that _ **ai** [2/5] (Strong intention indicator)
 interacts socially with _ **socli** (**soc**) [4]
 interesting to _ in feature(s) _ **treci** [3]; more - to _ than _ is to _ **trecymou** [5]
 intermediate area/time **-za** [11/2]
 intimacy register marker **die** [11/1] (<**dipri**)
 introduction of book _ **buksatci** [I]
 invents _ for use _ **vetfa** (**vef**) [10]
 investigates _, looking for _ **cilble** [11]

invisible to/unseen _ under conditions _ **nornurvia** [14]
 invites _ to be a guest at/for _ **gesbeo** [11]; - _ to go with him/her to _ **hijkinbeo** [13]
 iron **ferno (fen)**
 is about to **nafa** [11/6] (compound inflector)
 is it the case that...? **ei** [1]
 island in sea _ **cilda**
 it doesn't matter **ou** [2/5] (free modifier)
 it, he, she, they: X (argument) **da** [11/7]
 it, he, she, they: Y (argument) **de** [11/7]
 it, he, she, they: Z (argument) **di** [11/7]
 it, he, she, they: H (argument) **do** [11/7]
 it, he, she, they: Q (argument) **du** [11/7]
 Italian: - culture **talno**; - language **talna**; - person **talni**
 item of clothing **resfu (res ref)**
 january/first month of year _ **nermei** [13]
 Japanese: - area **ponje** [11]; - culture **ponjo**; - language **-ponja** [11]; - person **ponji**
 jelly **dzeli (dze)**
 jewel in/of jeweled object _ **djula (jul)**
 joined to _ at _ **djine (dji)**
 joins _ in answering question _ put by _ **repuokii** [16]
 jokes with _ about _ **kamkytaa** [7]
 judges _ to be _ **djudi (dju)** [16]
 july/seventh month of year _ **sermei** [13]
 june/sixth month of year _ **sormei** [13]
 just before _; just now; recently **pazi** [11/2] (compound inflector)
 just between you and me **soi smikycue**

justified by _; because of _ **rau** [10/6]

justifying _; therefore _ **nurau** [10/6, 3]

keeps/holds/retains _ **klipu (lip)**

kettle of/containing _ **ketli (ket)**

key to lock _ **tockki**

kicks _ **kekti**

kilogram: measures/weights _ kilograms **kilgramo** [12/8]

kind to _ **ckano (cka)** [3]; -er to _ than _ is to _ **ckamou** [5]; as - to _ as _ is to _
ckaciu [5]

kisses _ on _ **skesa**

knife **najda (naj)**

knot in/between _ **nanda**

known also as/called one of _ **bie** [4/8]

known also as/called _ **bi** [4/4]

known/explored area for people _ **nurduisia** [16]

knows _ about _ **djano (dja)** [8]; - _ by experience **spedja** [8]; - _ for certain about _
sirdja [8]; - fact _ from source _ **feodja** [8]; - how to [do] _ **duodja** [8]; - how
to use _ **plidja** [12]; - language _ **leudja** [8]; - what _ is (what class it belongs
to) **kledja** [8]

knows/is acquainted with person _ **peudja** [5]

l (lowercase letter) **lei** [3/5]

lacks scientific basis in feature _ **sensycle** [14]

lake of landmass _ **vlako (vla)**

land: parcel/expanse of - **landi (lan lai)**

language of people _ **lengu (len leu)** [10]; knows [language] _ **leudja** [8]; uses - _ in
situation _ **lenpli** [14]

large/distant area/time **-zu** [11/2]
 lasts length of time _ **ckemerli** [12]
 later **fa** [1]
 later: is - than _ **futci (fut fuc fui)**
 laughs at [person/thing] _ **clafo** [11]
 law against _ punished by _ under conditions _ among people _ **lilfa (lil)**
 lead Pb **pubmo (pum)**
 leads _ to _ from _ via _ **glida (gli)**
 leaf of plant _ **clife (lif)**
 leaner/thinner than _ by _ **linco (lic)**
 learns subject _ from source _ **cirna (cir cia)** [1]; - _ before [learning] _ **pakcia** [14]; -
 [about] _ by exploration **duvcia** [16]; - [about] _ by experience **specia** [16]; -
 Loglan from _ **logcirna** [3]
 learns/becomes knowledgeable about _ from _ **djacea** [13]
 leather/skin/hide/pelt from source _ **pelpi**
 leaves/departs _ for _ **sackaa** [3]
 lectures _ on/about _ **fomtaa** [11]
 left[-hand side] of _ **ledzo (lez)**
 leg of _ **tugle (tul tue)**
 lens of optical system _ **lenzo (leo)**
 less/without _ **clesi (cle)** [3]
 lesson in course/subject _ **cirpai** [13]
 Let's/I suggest that we _ **ea** [2/4]
 Let's see. **Soi vefpeo**
 lets/permits _ do _ under _ **letci (let lei)**
 letter of alphabet _ **letra (lea)** [1]

letter to _ from _ about _ **lerci (ler)**
 level/horizontal in gravity field _ **lelpi (lel lep)**
 lies down on _ **resto (ret)**
 lifts _ to _ from _ in gravity-field _ **lufta [13]**
 light from source _ on surface _ **litla (lit)**
 lighter than _ by _ in gravity field _ **latci (lat)**
 lightning from _ to _ **ledri (led)**
 like/in the manner of _ **lia [10/10]** (modal operator/PA)
 like/similar to _ in feature _ **clika (cli) [5]**
 likely/probable: more - than _ under _ **dakli (dak)**
 limit/boundary of _ **limji (lim lij)**
 line: straight - through points _ **clina (lin lia)**
 linen from source _ **linbu**
 lion **simba**
 lip of _ **zlupi**
 liquid from temperature _ to _ **flidu (fli)**
 liquor; distilled spirits **likro (lio)**
 list of set _ in order _ **lista (lis) [11]**
 lists elements _ of list _ **listyduo [15]**
 liter [**litro**] **lei [12/11]** (abbreviation)
 live/alive/living **clivi (liv lii)**
 liver of _ **vrano**
 lives; experiences/spends life (as in **Ta po hapci livspe!** *That's living!*) **livspe [10]**
 local to _/confined to _ **lokti (loi)**
 lock of/on _ **sluko (slu)**
 logic for concluding _ from _ **lodji (lod) [6]**

Loglan: - area (frequented/claimed by Loglanists) **logle** [7]; - culture **loglo** [7]; - language **logla (log)** [2]; learns - from _ **logcirna** [3]; teaches - to _ **logdia** [14]; uses - on _ **logduo** [9]; uses - in/by doing _ **logpli** [4]

Loglan (“low”/slang; Logslang) **damlogla** [13]

Loglander/knows Loglan **logli** [3]; beginning - **logjunti** [4]

Loglanizes _; _ translates _ into Loglan **logmao** [2]

long: measures _ - **melylanga** [12]; -er/taller than _ by amount _ **langa (lag laa)** [5]

long ago **pazu** [11/2] (compound inflector)

look(s)/appearance of _ **simfoa** [5]

looks at _ **bleka (ble)**

looks again at _ **genble** [12]

loses/misplaces _ **dirlu (dru)** [3]

loses hope/despairs of/that _ **spodru** [9]

louder than _ by _ **clado (cla)**

louse **ladzo**

loves _ **cluva (clu)**

lower than _ by _ in gravity field _ **damni (dam)**

luckier [as a circumstance] than _ for _ **gudcae** [11]

lunar/pertains to Earth's moon **lunra (lun)**

machine for use/function _ **matci (mac mai)**

magic: does - before _ **madji (maj)**

magnet[ic] **magne (mag)**

mails _ to _ from _ by _ **posta (pos)**

makes _ from material(s) _ **madzo (mad maz mao)** [1]

male of species _ **mendi (men)**

man (adult male human being) **mrenu (mre meu)** [1]

manages function _ in _ **mande**

many **ro** [13/1]

map of _ made by _ **cartu (cat)** [15]

march/third month of year _ **termei** [13]

mark on _ distinguishing it from _ **marka (mra mar)**

market/mart of community _ **marte (mae)**

marks: worth _ -; default 1 **makri**

married to _ **merji (mer)** [13]

mat **tciro**

match; incendiary device **metca**

mathematical method/procedure for deriving _ from _ (or relating _ to _) **mathe** [14]

mattress/pallet/pad **spadi**

maximum/maximal value of function _ **maksi (mas)**

may: I/you - **oi** [2/5]

may/fifth month of year _ **fermei** [13]

meal of food(s) _ **milfa (mia)** [6]

means of travel to _ from _ via _ **racrie** [15]

measures _ to be _ on scale _ **merli (mel mei)**

meat/flesh from source _ **mitro (mit mio)**

mechanic on vehicle(s) _ **tcanakso** [9]

meets _ **jmite (jmi)** [4]; [group] - at _ **grujmi** [11]; - _ socially **socyjmi** [11]

melon from source _ **melno**

member/element of set/group _ **djori (djo)**

metal [made of -] **metli (met)**

meter: is _ - long; default 1 **metro (meo)**; - [metro] **mei** [12/11] (abbreviation)

method of doing _ under conditions _ **durfoa** [14]

Mexican: - culture **mekso** [6]; - person **meksi** [7]
 Mexican-American **meksymerki** [7]
 microscope **cmavizpae** [10]
 midnight of day _ **midnai** [12]
 mild/gentle to/with _ **mildo**
 miles: is _ - long; default 1 **marli**
 milk from source _ **malna (man)**
 mill of community _ **molci**
 millionfold of _ **megdo (meg)** [12]
 millionth of _ **mikti (mik)** [12]
 mind of _ **smina (min)**
 mineral/ore from source _ **minku (miu)**
 minimum/minimal value of function _ **minmi (mim)**
 minute [**minta**] **meo** [12/11] (abbreviation)
 minute: lasts _ minutes (default 1) **minta** [12]
 mixture of ingredients _ **miksa (mis)**
 modem in system _ **kotyelfo** [15]
 moderate: more - than _ in quality _ **nurmue** [15]
 monday/first day of week/month _ **nerdei** [13]
 money issued by _ **cmeni (cme)** [10]
 monkey **murki (muk)**
 month of year _ **mensa (mea)**
 more: exceeds _ in property _ by _ **mordu (mro mou)**
 morning of day _ **monza (moz)** [3]
 most **re** [13/1]
 most of the time **rena** [13/3] (quantified inflector)

most places (in -) **revi** [13/3] (quantified inflector)
 mother of _ with father _ **matma** (**mat mam maa**) [4]
 motivated by _; because of _ **moi** [10/7]
 motivating _; therefore _ **numoi** [10/7, 3]
 motive for _ to do _ under conditions _ **modvi** (**mov moi**) [14]; - for _ to learn _
 cirmoi [16]
 motor of device _ **motci** (**moc**) [8]
 mountain/hill/prominence of landmass _ **monca** (**mon moa**)
 mouth of _ **manko** (**mak**)
 moves to _ from _ over path _ **muvdo** (**muv mud muo**)
 movie [cinema] made by _ **sinma** (**sin**) [8]
 much: more extreme than _ in _ **mutce** (**mut muc mue**) [3]
 multitude, “manysome” **rora** [13/8]
 muscle of _ **muslo** (**mus**)
 music by composer _ **muzgi** (**muz mui**)
 must: _ must _/it is necessary that _ **oa** [2/5] (Strong obligation indicator)
 nail **naldi** (**nal**)
 name of _ to/used by _ **namci** (**nam**) [7]
 narrower than _ by _ **janro** (**jar**)
 nation/state/polity/country of people _ **poldi** (**pol**)
 natural; not caused by man **natra** (**nar naa**)
 nearer than _ to _ by _ **snire** (**sni**)
 neater than _ **nitci** (**nit**)
 necessary: it is - that _/_ must _ **oa** [2/5] (Strong obligation indicator)
 necessary/needed/essential for task/process _ **nerbi** (**neb**)
 neck of _ **sneku** (**sne**)

needle **nidla**

needs/requires _ for _ **cnida (cni)**

negative _ (of negative numbers) **nea** [13]

negative, as of numbers/charges **negvo (neg)**

neither _ nor _ **noenoi** [6/6]

nerve of _ **nervi (nev)**

nest of/made by _ **nensu**

net **netre (net)**

network of members/nodes _ **netclisio** [15]

neutral in fight/struggle _ between _ **nutra**

neutrality register marker **nue** [11/1] (<**nutra**)

never in a million years **na la Nirin, je la Nirmei** [13] [“on the zeroth day of the zeroth month”]

nevertheless _ : unexpected physical result _ **nonukou** [10/5]; - unmotivated result _ **nonumoi** [10/7, 5]; - unjustified result _ **nonurau** [10/6, 5]; - unentailed result _ **nonusoa** [10/8, 5]

new/unfamiliar to _ in feature _ **cninu (cnu)**

news of/about _ from source _ **nuzvo (nuz)**

next/adjacent to _ **nedza (ned nea)**

nickel Ni **niklo**

night-time of day _ **natli (nat nai)** [3]

nine **ve** [12]

nitrogen N **nitro**

non-English in feature _ **norgleca** [16]

non-Loglandic in language **norlogla** [14]

nonscientific **norsensi** [14]

normal form of expression _ under/within system _ **nomfoa** [14]
north[ern part] of _ **nordi (nod)**
nose of _ **nazbi**
not: it is - the case that... **no** [1]
not _, but _ **noe** [6/6]
not _, whether _ or not **nou** [6/6]
not both _ and _ **noanoi** [6/6]
november/eleventh month of year _ **nernermei** [13]
now **na** [1] (inflector)
now: concurrent/simultaneous with _; default now **nadzo (naz nao)**
nowhere **nivi** [12/7]
nucleus of atom/cell _ **nukle (nue)**
number **numcu (num nuu)** [12]
nut/kernel of plant _ **krinu**
O/hey **hoi** [4/2] (A word used in calling someone by name.)
oak from source _ **sokcu**
object/thing **bekti (bek)** [I]
obviously, of course, clearly **rea** [3] (free modifier)
ocean of planet _ **mursi (mur)**
october/tenth month of year _ **nernirmei** [13]
of (indicating "possession" or general relationship) **pe** [4/9]
of course, clearly, obviously **rea** [3] (free modifier)
offers _ to _ for use/purpose _ **tifru (tif tiu)**
office of _ **fusto (fus)**
often **rona** [13/3] (quantified inflector)
Oh. **uu** [4] (Attitudinal indicator expressing sorrow or regret.)

oil/grease/fat **gresa (gre)**
 older than _ by amount _ **laldo (lal lao)** [3]
 one **ne** [12]
 _ only if _ **noa** [6/6]
 open [adj] **kapni (kap)**
 operates _ with goal _ **bapra**
 operating system of computer _ **baprycio** [15]
 ophthalmologist **mekykiu** [I]
 opines/thinks _ about _ **jupni (jui)**
 opposes _ in matter _ **pozfa (poz)** [14]
 opposite from _ in quality _ **bufpo (buf)** [14]
 _ or _, but not both **onoi** [6/6]
 orange: more - than _ **norji**
 orders _ from _ at price _ **furvemcue** [6]
 orders _ to do _ **korji (koj koi)**
 ordinary: more - than _ in _ **danri**
 organizes _ into _ for task/function _ **ganli (gal)**
 origin/beginning of _ **satci (sac)**
 other than/not the same as _ **notbi (not noi)** [8]
 out[side of] _ **zvoto (zvo)**
 oven of _ **zavno (zan)**
 over _ in gravity field _ **tovru (tov)**
 over there **vu** [1]
 overlooks/is blind to _ in situation _ **norvia** [14]
 owes _ to _ for _ **djeta (jet)**
 owns _ under law/custom _ **ponsu (pon pou)** [7]

package/bundle of/containing _ **badlo (bad)**
 pad/cushion/pillow **padzi**
 page of document _ **pidri**
 paint: quantity of- **pinti (pin)** [10]
 pan; a handled cooking vessel **panba (pan)**
 panicked by _ **panki**
 pantograph, a mechanism for tracing pictures **kopypae** [15]
 pants/trousers **pantu**
 paper **papre (pre)**
 parallel to _ **pirle (pir pie)**
 parent of _ with co-parent _ **penre (pee)**
 parking lot of area/facility _ **tcastosia** [6]
 part of whole _ **parti (par pai)**
 parties with _ about/for _ **hapsocli** [11]
 passport issued to _ by _ for _ **paspo**
 past: in the - of/before _; default now **pasko (pas pak pao)**
 paste/glue/cement for materials _ **pasti**
 path to _ from _ **rutma (rut rua)**
 pause in speech/discourse _ **taksai** [1]
 pauses/waits for _ before doing _ **pazda (paz)**
 pays _ to _ for goods/service _ **petci (pec pei)**
 pea from _ **pizdo**
 peace: at - with _ **pismi (pis)**
 pear from source _ **persa**
 pen **penbi**
 pencil **pinsi**

penetrates/passes through _ in direction _ **tceru (tce)**

penis of _ **pingu**

pensive/thoughtfully silent **pensai [14]**

people/folk of place/country _ **piplo (pip)**

perfect by standard _ **purfe (puf pue)**

perhaps **ii [2/5]**

person **pernu (per peu) [10]**

peseta: worth _ -; default 1 **pesta**

peso: worth _ -; default 1 **pesro**

physical/concrete (not abstract) **fizdi (fiz fid) [15]**

physically causing _; therefore _ **nukou [10/3]**

picture of _ by _ **tcure (tcu) [3]**

piece of _ **pisku (piu)**

pig **porju (poj)**

pin **pinda (pid)**

place/location of _ **sitfa [11] (sit sif sia)**

plan for doing _ designed by _ **danci (dan dal) [1]**

plane/flat area through points _ **pilno (pil)**

plant **herba (heb)**

plate/dish of food _ **plata (pla)**

plays at/with _ **pleci (ple)**

plays billiards with _ **bilra**

please **eo [2/2, 3]**

Pleased to meet you!/How do you do? **Ea mu jmihai!**

pleases _ by _ **pluci (plu)**

plow **plado (lad)**

plus [+] **pio** [12]
 pocket of garment _ **packe**
 poem/verse by _ **versa (ves)**
 point of _ **penta (pet pea)**
 point [decimal -] **pi** [13/6, 7]
 poison[ous] to _ **vendu (ven veu)**
 police officer/works for the police of area _ **polsi** [13]
 polish **palci**
 politeness register marker (<ckano) **kae** [11/1]
 poorer than _ in _ **purcu**
 positive [numbers/charges] **pozvo (pov)**
 possible under conditions _ **blicu (bli)**
 pot; a deep cooking/storage vessel **patpe (pat)**
 potato from source _ **palto**
 pound: weighs _ -; default 1 **pundo**
 pound: worth £ _; default 1 **pandi**
 powder from source _ **pudru (pud)**
 power: has -/is lord over _ **porli (poi)** [13]
 practices _ **cirduo** [3]
 precise/exacting for _ in area _ **cildrecni** [16]
 prefers _ to _ **fundi** [6]
 prepares for _ **brecea** [1]
 present at _ **hijra (hij hia)** [8]
 pretends/plays that _ is true **plekri** [12]
 prevents _ from doing _ **litnu (liu)**
 price of _ to _ from seller _ **prati (rat)** [6]

printer (computer[ized]) in system _ **capmai** [15]
 printing press (old-fashioned with movable type) **capypae** [15]
 prints _ on _ **capri (cap)**
 prisoner of _ for act/state _ **preni**
 private to _ **prizi (riz)**
 probable/likely: more - than _ under _ **dakli (dak)**
 probably **io** [2/5]
 problem to _ in doing task _ **nable (nab)**
 process continuing through stages _ **prase (pra)**
 produces _ by process _ **proju (pro)**
 product of _ multiplied by _ **jalti (jai)**
 professor of subject _ at institution _ **gandia** [11]
 profit to _ from _ **prali (ral)**
 program written by _ for/to do _ on system _ **proga (rog)**
 programmer/writes program _ on computer/system _ **rogduo** [10]
 promises/agrees to [do] _ to/for _ **durtoi** [11]
 pronounces _ according to language/dialect _ **soncue** [I]
 proposes action _ to _ **sange (sag)**
 prose work by _ **proza**
 protests _ to _ by doing/saying _ **prutu (ruu)**
 public: more - among _ than _ **publi (pub)**
 pulls/draws _ to _ from _ **cpula (cpu)**
 pumps fluid _ from _ into _ **dampa**
 punishes _ for _ by doing _ **kasfa (kaf)**
 purer/more uniform/homogeneous than _ **punfo**
 purple: more - than _ **purpu (pup)**

pushes/propels _ to _ from _ via _ **pucto (puc puo)**
 puts _ to bed **bedyduo** [9]
 puts/places/sets _ on/at _ **setfa (sea)**
 quality of _ **pu** [9]
 quality/feature/property: has - _ **katli (kat kai)**
 quantity of _ on scale _ **canli (cna cai)**
 quarrels with _ over/about _ **roirtargo** [14]
 question about _ posed by _ to _ **kenti (ken)** [5]
 quieter than _ **santi (sai)** [9]
 quotation mark delimiting quote _ **nurcuesaa** [14]
 quotation mark: left [“] **li** [3/12]; right [”] **lu** [3/12]
 radio receiver in network _ **radjo**
 rail/railing/bar **trellu (rel reu)**
 rained on by _ **crina (cri)** [4]
 ranges/extends over _ **ranjo**
 rat **ratcu (rau)**
 ratio/quotient of _ divided by _ **brato (rao)**
 ray/beam/radiation from source _ **kreni (kre)**
 reads _ from/in/on _ (a book, sign, etc.) **ridle (rid)** [1]; - _ aloud to _ **takridle** [9]
 ready/prepared for _ **breidi (bre)**
 reason for _ to do _ under conditions _ **raznu (raz)** [14]
 recently; just before _; just now **pazi** [11/2] (compound inflector)
 recognizes/knows quality _ in _ **kaidja** [11]
 recognizes/remembers person _ **perdri** [11]
 record of _ on medium _ **rirda (rir)**
 redder than _ **redro (red)** [2]

regular: more -/periodic than _ **rilri (rii)**
 related to _ by relation _ **kunci (kuc kui)** [7]
 relevant: makes _ - to _ **pertymao** [12]
 religion of people(s) _ **lidji (lid)**
 remembers/recalls _ about _ **driki (dri)**
 remembers/recognizes person _ **perdri** [11]
 repeats _/says _ over to _ **gencue** [2]
 represents _ in matter _ **dilri (dil)**
 requests/asks _ of/from _ **begco (beg beo)**
 respect register marker **rie** [11/1] (<**rispe**)
 respects _ for doing/being _ **rispe (ris rie)**
 responds/reacts _ to _ under conditions _ **ponda (poa)**
 responsible for _ to _ **daspa (das)**
 restaurant of area _ **resra** [6]
 restrains _ from doing _ **litnu (liu)**
 rests/reposes/lies down on _ **resto (ret)**
 result of dividing _ by _ **nurjai** [12]
 retrovirus **retroviri** [1]
 returns to _ from _ **fangoi** [8]
 reverse of _/in - order from _ **fanve (fan)**
 rewards _ for _ with _ **barda** [16]
 rhythm of _ **rinta (rit)**
 rice from source _ **rismi**
 richer than _ in _ **fulri**
 right of _/-hand side of _ **ritco (ric)**
 ring/band on/around _ **rinje (rin)**

riper than _ **rapcu (rap)**
 river of landmass _ **vrici (vri)**
 road between points _ via _ **rodlu**
 rock/stone from source _ **troku (tro)**
 roll/roller/cylinder **rolgu (rol)**
 Roman person **romni**
 roof of _ **trufa (ruf)**
 room/chamber of/in _ **kruma (kru)**
 root of plant _ **ginru (gin giu)**
 rose from source _ **rozme**
 rotten: more - than _ **ranta (ran)**
 rougher/more abrasive than _ **rofsu (rof ros)**
 round **rande (rad rae)**
 route to _ from _ **rutma (rut rua)**
 ruble: worth _ -; default 1 **rubli**
 rubs _ with _ **satro (sat)**
 rule prescribing _ to _ under _ **rulni (rul rui)**
 rules over _ **garni (gar gai)**
 runs to _ from _ over path _ **prano**
 rupee: worth _ -; default 1 **rulpi**
 Russian: culture **rusko**; - language **ruska**; - person **ruski**
 sack/bag/pouch of/containing _ **sakli (sak)**
 sad/sorry about _ **kecri (kec kei)**
 said _ **hue [11/16]** (Tells who said the preceding sentence(s).)
 sail of vessel _ **salfa (saf)**
 salt from source _ **solte (sot)**

same [thing] as _ **samto** (**sam sao**) [16]
 sand from source _ **sanca** (**sna**)
 saturday/sixth day of week/month _ **sordei** [13]
 says _ to _ **cutse** (**cus cue**) [2]
 scale measuring _ among _ **skalu** (**ska**)
 school of community _ **ckela** (**kea**) [3]
 scientific instrument for _ **sesrie** [15]
 scientific fact/principle of/about _ **sensi** (**ses**)
 scientist/contributor to science _ **sesmao** [10]
 Scottish: - culture **skaco**; - language/dialect **skaca**; - person **skaci**
 scratches _ **kraju** (**raj**)
 screw **skori** (**ska**)
 sea of planet _ **mursi** (**mur**)
 second: lasts _ -; default 1 **sekmi**; - [**sekmi**] **sei** [12/11] (abbreviation)
 secret kept from _ by _ **smike** (**smi**)
 secretary of _ **sekre**
 secure/safe from _ **curca** (**cur**)
 seed of plant _ **sidza** (**siz**)
 seemingly, it seems **sii** [4] (free modifier)
 seems to be _ to _ under conditions _ **simci** (**sim sii**)
 sees _ against background _ **vizka** (**viz vik via**) [1]
 self[-image] of _ **selji** (**sel**)
 sells _ to _ for price _ **vedma** (**ved vem vea**) [7]
 sends/despatches _ to _ from _ via route _ **sundi** (**sui**)
 senses stimulus _ under _ **sanse** (**sas sae**)
 sentence/statement about _ in language _ **steti** (**ste**) [11]

separate from _ **narti**

september/ninth month of year _ **vermei** [13]

serious/grave about _ **srisu (riu)**

serves _ by doing _ **surva (suv)** [7]

set/group of elements _ **setci (set sei)**

seven **se** [12]

sews/stitches _ to _ **djoso (jos)**

sex: behaves sexually toward _ **sekci (sec)**

shade/shadow made by _ from light source _ **cedzu (ced)**

shakes/oscillates/vibrates at rate _ and amplitude _ **siltu (sil siu)**

shall **fa** [1]

shares _ out among _ **petri**

sharper/more keen than _ **kinku (kik)**

she, he, it, they: Y (argument) **de** [11/7]

she, he, it, they: Z (argument) **di** [11/7]

she, he, it, they: X (argument) **da** [11/7]

she, he, it, they: H (argument) **do** [11/7]

she, he, it, they: Q (argument) **du** [11/7]

shears/scissors **cirzo (cio)**

sheep **berci**

shelf of/containing _ **celna**

shell [chassis] of _ **konce** [8]

shelters/harbors _ from _ **harko (har hao)**

shirt; upper-body garment **curta**

shocked by _ **tcaku (cak)**

shoe **cutci (cuc)**

shorter than _ by amount _ **corta (cor coa)** [5]

should: I/you - **oe** [2/5]

shovel [n] **cavle (cav)**

shows [person] _ [thing] _ **blemao** [15]

sibling of _ through parents _ **sibli (sib)**

sick/ill with _ from vector _ **malbi (mal)**

side of _ bounded by edges _ **spali (pal)**

sign meaning _ to _ and prompting behavior _ under circumstances _ **sanpa (san saa)**

[3]

silk from _ **colku (col)**

similar to/like _ in feature _ **clika (cli)** [5]

simpler than _ in respect _ **sapla (sap)**

simply put **saa** [5] (free modifier)

simultaneous with _; default now **nadzo (naz nao)**

simultaneously; at the very moment that _ **nazi** [12]

sings _ to _ **gritu (gri)** [5]

sister of _ with parents _ **sorme (som soe)** [7]

site/place/location of _ **sitfa** [11] (sit sif sia)

sits [down] on _ **skitu (ski)**

six **so** [12]

ski **skizo (kiz)**

skin/rind/outer covering of _ **skapi**

skirt **skara**

skull of _ **tosku**

sky at/over place _ **skati**

slides/slips on _ **clidu**

slower than _ by _ **slano (sla)**
 small (as - as _ is) **cmaciu [11]**
 small/immediate area/time **-zi [11/2]**
 smaller than _ by _ **cmalo (cma)**
 smashes _ into pulp _ **kraco**
 smell/odor/aroma emitted by _ **sutme (sut)**
 smiles/grins at _ **crano (cra)**
 smoke from source _ **smano (sma)**
 smokes _ **smarue [I]**
 smoother than _ by _ **smupi (smu)**
 snake/serpent **marpi**
 sneezes **tsani (tsa)**
 snow **snice (nic)**
 soap **dzaso (zas)**
 social-science: a fact about - **socysensi [3]**
 sodium Na **nadro (nad)**
 sofa **sofha**
 softer/more malleable than _ **molro (mol)**
 solar **solra (sol)**
 soldier of unit/army _ **solda (sod)**
 solid below temperature & pressure _ **saldi (sal)**
 -some, is a group with - members **-ra [13/8]** (Predicate-forming suffix)
 something h **bu [1]** (non-designating variable)
 something y **be [1]** (non-designating variable)
 something z **bo [1]** (non-designating variable)
 something x **ba [1]** (non-designating variable)

sometime (at least once) **sunā** [13/3] (quantified inflector)
 somewhere (in at least one place) **suva** [13/3] (quantified inflector)
 son of parent(s) _ **sunho** (**sun suo**)
 sorry to bother _ by doing **fatcou** [11] **soi fatcou** = *excuse me*
 sound/noise emitted by _ **sonda** (**son soa**)
 soup/stew of ingredients _ **supta** (**sup**)
 sour: more - than _ to _ **sarni** (**sar**)
 south[ern part] of _ **surdi** (**sud**)
 space/volume occupied by _ **spasi** (**spa**)
 Spaniard **spani**
 Spanish: culture **spano**; - language **spana** [7]
 special/specific to _ out of group _ **spebi** (**peb**) [14]
 species of genus _ **speci**
 speed: has a measured - of _ **melkukra** [13]
 spends _ [time]; experiences _ **speni** (**spe**) [4] **Tu he speni?** How are you doing?
 (You are how experiencing [life]?)
 spirit/ghost of _ seen by _ **spicu** (**spi**)
 spit/spittle of _ **spetu**
 sponge **penja** (**pej**)
 spoon **sputa** (**put**)
 spreads/expands over/into _ **kuspo**
 spring; elastic device **spori**
 square with vertices _ **kurfa** (**kur**)
 stage of hall/auditorium/theater _ **stadi** (**sta**)
 stair[s]of structure _ **stire** (**tir tie**)
 stalk/stem/trunk of _ **staga**

stamp/die for making an imprint of _ on _ **caprie** [15]
stands up/on _ **stali (tai)**
star of galaxy _ **tarci (tar)**
start/source/origin/beginning of _ **satci (sac)**
station of transport system _ **stana**
stays at _ **stolo (sto)** [3]
steak **bifte**
steel: a quantity of/made of - **gasti**
steeper than _ by _ **slopu (slo)**
steps on/in _ **buste (bus bue)**
stick of/made of _ **stuka**
sticks to _ **gomni (gom)**
stiffer than _ in direction _ **stifa** [15]
stomach/abdomen of _ **beldu**
stops/ceases [doing] _ **stise (sti)** [9]
store/deposit/reserve of _ **sordi (sro)**
story about _ as told by _ **stuci (stu)**; - of _'s meeting each other **nerjmistu** [11]
strange/odd to _ in features _ **gutra (gur)**
street of _ **trida**
stretches to _ from _ **tetcu (tec teu)**
stretchy: more - than _ **lasti (las)**
strokes _ with _ **satro (sat)**
stronger than _ by _ **forli (fol)**
structure of _ **truke (tru)**
student of _ at institution _ **stude**
stuff/matter/material **ctifu (cti)**

subsidizes/underwrites _ in undertaking _ with amount _ **cmehea** [16]
 succeeds in _ by effort _ **suksi (sku)**
 such that **jao** [16/6] (predicating); **jio** [16/5] (identifying)
 sudden/abrupt: seems - to _ **sudna**
 sufficient/enough for use/purpose _ **tsufi (tsu)**
 sugar **sakta**
 suggests action _ to _ **sange (sag)**
 sulfur S **sulfo**
 sum/total of _ plus _ **sumji (sum)**
 summer of year _ **cimra (cim)** [11]
 sunday/seventh day of week/month _ **serdei** [13]
 superstitious/opposite in quality from science in feature _ **bufsensi** [14]
 supports/maintains _ with/by _ **djupo (jup juo)**
 suppose that **eu** [12] (free modifier; sign of a contrary-to-fact supposition)
 surprises/startles _ by [doing] _ **stari** [15]
 sweeter than _ to _ **sliti (sli)**
 swelling/bump at/in/on _ from _ **sulba (sul)**
 swims to _ from _ via _ **sucmi**
 system among elements _ **sisto (sis sio)** [8]
 table **tobme (tob toe)**
 tail of _ **tilba**
 takes _ away from _ **tokna (toa)**
 talks to _ about _ **takna (tak taa)** [1]
 taste of _ **gusto (gus gut guo)**
 tax/tariff on _ paid by _ to _ **cteki (cte)**
 taxi/cab/taxicab **taksi**

tea from source _ **tcati**
 teach each other subject(s) _ **batyditca** [8]
 teacher's aide for teacher _ in subject/class _ **dichea** [11]
 teaches subject _ to _ **ditca (dic dia)** [1]; - Loglan to _ **logdia** [14]
 teaching method of _ in class _ **dicfoa** [14]
 tears down vehicle _ (auto mechanics term) **bufbalci** [13]
 telephone (uses a -) **telfypli** [9]
 telephone/phone receiver in network _ **telfo**
 telephones _ **telfyduo** [9]
 television/TV receiver in network _ **telvi**
 tells/gives the age of _ to _ **lalcue** [13]
 temple of religion _ **tepli (tep)**
 ten-thousandfold of _ **mirdo (mir)** [12]
 tenfold of _ **dekto (dek)** [12]
 tent of _ **tenta**
 tenth of _ **decti (dec)** [12]
 terrestrial/earthly **terla (tel)**
 test for _ among _ **pruci (pru)**
 testicle of _ **testi**
 textbook about subject _ by _ **dicbukcu** [3]
 -th member of group _ **-ri** [13/10] (ordinal suffix)
 thankful to _ for _ **garti (gat)**
 thanks[!] **sia** [3] (free modifier)
 thanks _ for _ **gatcue** [11]
 that **ja** [16/2] (predicating)
 that remark/statement **toa** [2]

- that situation (the one that has been mentioned) **tao** [3]
- that/those one(s) **ta** [1]
- the class of all things that appear to [be] _ **lea** [11/11] (descriptor)
- the former (ex-) _ **lepa** [3/8] (tensed descriptor)
- the future/upcoming _ **lefa** [3/8] (tensed descriptor)
- the number _ **lio** [12/9] (descriptor)
- the one I mean called _ **la** [4/1] (descriptor)
- the one I mean that appears to be an instance of the mass of all _ **lo** [8] (descriptor)
- the one I mean which seems to _ **le** [3/2] (descriptor)
- the one person or thing uniquely describable as actually _ **laa** [11/13] (descriptor)
- the one with/characterized by _ **lae** [11/4] (descriptor)
- the set composed of members _ **lau** [...**lau**] [11/12] (descriptor)
- the set of things that appear to [be] _ **leu** [11/12] (descriptor)
- the sign/symbol of _; the meaning of _ **lue** [11/8] (descriptor)
- the theoretical average member of the class/set of things that appear to [be] _ **loe** [11/10]
(descriptor)
- the [Loglan] word _ **liu** [6; 9/12] (a combination of **li** and **lu**)
- theater/theatre of community _ **tatro** (**tat**)
- there (by you) **va** [1]
- therefore _: motivating _ **numoi** [10/7, 3]; justifying _ **nurau** [10/6, 3]; physically
causing _ **nukou** [10/3]
- they, he, she, it: H (argument) **do** [11/7]
- they, he, she, it: X (argument) **da** [11/7]
- they, he, she, it: Q (argument) **du** [11/7]
- they, he, she, it: Y (argument) **de** [11/7]
- they, he, she, it: Z (argument) **di** [11/7]

thicker than _ by _ **totnu (tot)**
 thinks about _ **penso (pen peo)** [3]
 thinks up _ for purpose _ **vefpeo** [12] **Soi vefpeo** *Let's see.*
 thinks logically about _ **lodpeo** [14]
 thinner/more slender than _ by _ **linco (lic)**
 thirteenth in series _ **neteri** [13]
 this ("the-here") _ **levi** [3/8]
 this remark/statement **toi** [2]
 this/these one(s) **ti** [1]
 thought-form, a way of thinking used by _ under conditions _ **penfoa** [16]
 -thousand **-mo** [12]
 thousandfold of _ **kilto (kil)** [12]
 thousandth of _ **milti (mil)** [12]
 thread/filament of substance _ **citre (cit cie)**
 three **te** [12]
 three-dollar item **terdalra** [12]
 threesome, trio **tera** [13/8]
 throat/gullet of _ **goltu**
 throws/propels _ to/at/toward _ **renro (ren reo)**
 thumb of _ **pudja**
 thursday/fourth day of week/month _ **fordei** [13]
 ticket to _ from _ on _ for price _ **ketpi (kep)** [16]
 tiger **tigra**
 tight on _ **djitu (jit jiu)**
 tile **kadta**
 time/interval from _ to _ **ckemo (cke keo)**

times/multiplied by _ **tia** [12]

tin Sn **stino**

tired from _ **tarle (tal tae)** [4]

To what end? What good would it do? **Numoihu?** [10] (free modifier)

tobacco **tabko**

toe of _ **djoto**

tomato from source _ **tomto**

tongue of _ **tongu**

too much in feature _ **zavmoutsu** [13]

tool of communication used by _ under conditions _ **hirtakrie** [15]

tool for thought used by _ under conditions _ **penrie** [16]

tool/implement/instrument for doing _ **trime (rim rie)**

tooth of _ **dante (dat)**

topic of thought to _ **nurpeo** [16]

touches _ with _ **totco (toc tco)**

trades _ for _ with _ **batmi (bat)** [7] ..

train of system _ **trena (tre)**

translates material _ from language _ to language _ **lenbatmi** [1]

transmits/relays _ to _ from _ **getsui** [8]

transports _ to _ from _ **tcaberti** [3]

trash from process _ **festi (fes)**

travels to _ from _ via route _ **traci (rac)**

tray of/containing _ **trali**

tree **tricu (tri)**

tricks/dupes _ about _ by _ **dupma (dup)**

tries/attempts to do/attain _ by _ **trati (rai)**

trillionth of _ **pikti (pik)** [12]
trots to _ from _ **troti**
troubles/annoys _ by [doing] _ **fatru (fat fau)** [4]
troubles/bothers to [do] _ despite effort/annoyance _ **selfatru** [I]
trousers **pantu**
true by rule/standard _ **tradu (tra)**
tube/pipe **tubli (tub)**
tuesday/second day of week/month _ **tordei** [13]
tulip from source _ **tulpi**
turns/rotates/revolves around internal axis _ **trana (tan)**
tutors _ in subject _ **cirhea** [6]
twice **tona** [12/7] (two-now) (quantified inflector)
twists under load _ **torni (ton)**
two **to** [12]
umbrella **sanla**
understands the meaning of sign/symbol _ **saadja** [2]; - system/person _ **siodja** [8]
underwrites/subsidizes _ in undertaking _ with amount _ **cmehea** [16]
unicorn **hornyhoa** [11]
uniform: more -/homogeneous than _ **punfo**
unit/degree of/on scale _ **dugri**
unseen/invisible to _ under conditions _ **nornurvia** [14]
upright in gravity field _ **vreti (vre)**
urine of _ **pinca (pic)**
used by _ for purpose _ **nurpli** [13]
useless for purpose _ to user _ **furpicle** [10]
uses Loglan: - on _ **logduo** [9]; - in/by doing _ **logpli** [4]

uses/employs/utilizes _ for _ **plizo (pli)**

vaccine against disease _ in _ **vaksi**

vagina/vulva of _ **konbi**

value: has a - of _ to _ for use _ **vatlu (vat vau)** [10]

vaults/jumps over/across _ **valti (val vai)**

vertical/upright in gravity field _ **vreti (vre)**

very: more extreme than _ in _ **mutce (mut muc mue)** [3]

vessel/container of/containing _ **veslo (vel veo)**

view/image of _ from viewpoint/perspective _ **vidju (vij viu)**

violent in response to _ **valna (van vaa)**

virtual in function _ in system/conditions _ **duodza** [15]

visible to _ against background _ **nurvia** [6]

visits [person(s)] _ **socgoi** [7]

voice of individual _ **volsi (vol voi)**

volt: has _ - e.m.f.; default 1 **volta**

volume/space occupied by _ **spasi (spa)**

vomits _/throws _ up on _ **vamtu**

waits on diner _ with food _ **tobsua** [7]

walks to _ from _ via _ **dzoru (dzo)** [9]

wall of/around _ **tcali (cal)**

want: I want to **ao** [2/5]; - _ for purpose _ **danza (daz daa)** [9]

war: at - with _ over _ **dorja (dor)**

warns/cautions _ of/about danger _ **kurni (kun)**

was about to **pafa** [11/6] (compound inflector)

washes _ in _ **vlaci**

waste from process _ **festi (fes)**

watches/observes _ do _ **katca**

water **cutri (cut cui)**

wave in medium _ **valpu (vap)**

wax from source _ **lakse (lak)**

we (**mi ze do** [*H and I*]) **mio** [11/15]

we (**mi ze tu ze da** [*you and X and I*]) **mua** [11/15]

we (**mi ze da** [*X and I*]) **mia** [11/15]

we (**mi ze tu ze di** [*you and Z and I*]) **mui** [11/15]

we (**mi ze du** [*Q and I*]) **miu** [11/15]

we (**mi ze de** [*Y and I*]) **mie** [11/15]

we (**mi ze tu ze do** [*you and H and I*]) **muo** [11/15]

we (**mi ze di** [*Z and I*]) **mii** [11/15]

we (**mi ze tu ze de** [*you and Y and I*]) **mue** [11/15]

we (**mi ze tu** [*you and I/me*]) **mu** [1]

we (**mi ze tu ze du** [*you and Q and I*]) **muu** [11/15]

weaker/more feeble than _ by _ **fibru (fib fiu)**

weapon for use _ **tarmu (tam tau)**

wears clothing _ **respli** [11]

weather: an instance of - in place/region _ **tetri (tet)**

wednesday/third day of week/month _ **terdei** [13]

week of month/year _ **likta (lik)**

weighs/measures-in-heaviness _ in gravity-field _ **meltidjo** [12/10]

well-behaved: - [intentionally] for purpose _ **gudkao** [9]; - [naturally] **gudbiu** [9]

west of _/a -ern part of _ **lusta (lus)**

wet/moist with _ **cetlo (cet ceo)**

what? **hu** [3] (interrogative argument)

what: is/does -? **he** [1]
 wheat from source _ **ritma**
 wheel of device/vehicle _ **krilu**
 when? at what time? **nahu** [3/4]
 where? at what place? **vihu** [3/4]
 whereabouts? near where? **vahu** [3/4]
 _ whether _ or not **u** [6/6]
 whether _ or not, _ **nuu** [6/6]
 whether _ or not, is not _ **nuunoi** [6/6]
 Which _? Who? What is another name for _? **ie** [4/3]
 which/that is _ **go** [5/7] (inversion operator)
 while [doing], during **nia** [1] (PA)
 whip/lash/switch [n] **bitce**
 whistle [n] **caslo (cas)**
 whiter than _ **blabi (lab)**
 Who knows? **iu** [2/5]
 who/which **ja** [16/2] (predicating); **ji** [16/1] (identifying)
 who/which is one of **jae** [16/4] (predicating); **jie** [16/3] (identifying)
 wider than _ by _ **kubra (kub)**
 will **fa** [1] (future inflector); I will _ **ai** [2/5] (Strong intention indicator)
 will be about to **fafa** [11/6] (compound inflector)
 will have [done] **fapa** [11/6] (compound inflector)
 window of _ **cundo (cun cuo)**
 wine from source _ **vinjo (vin)**
 wing of _ **tcela**
 wins/gains _ from/over _ **gancu (gac gau)**

winter of year _ **dotra (dot)**
 wire **tirca (tic)**
 wiser than _ about _ **sadji (sad saj)** [5]
 with the help of _ **hea** [10] (PA)
 with what help? you and whose army? **heahu?** [10] (free modifier)
 without/less _ **clesi (cle)** [3]
 woman **fumna (fum fua)** [1]
 wood/lumber from source _ **mubre (mub)**
 wool from source _ **lunli (lul)**
 word for _ in language _ **purda (pur pua)**
 workplace of _ for work _ **tursia** [13]
 works on/at _ with goal _ **turka (tur tua)**
 worm **kurma**
 worse than _ for _ **zavlo (zav zal zao)**
 worsen _ [unintentionally] **zavcko** [10]
 writes _ on surface _ **srite (sri)**
 X-ray from source _ **Xaiykre** [1]
 year [**nirne**] **nei** [12/11] (abbreviation)
 year: lasts _ years; is _ years old (default 1) **nirne (nin nie)** [13]
 yellower than _ **pelto**
 yonder **vu** [1]
 you **tu** [1]
 you and whose army? with what help? **heahu?** [10] (free modifier)
 you and Y (**tu ze de**) **tue** [11/15]
 you and X (**tu ze da**) **tua** [11/15]
 you and Q (**tu ze du**) **tuu** [11/15]

you and H (**tu ze do**) **tuo** [11/15]

you and Z (**tu ze di**) **tui** [11/15]

younger/physically newer than _ by _ **junti (jun)** [5]

zero **ni** [12]

zinc Zn **zinko**

Affix List

This list can be used to take complexes apart. Pick complexes from the vocabularies at random and try to figure out their underlying metaphor. More importantly, if you encounter an unknown complex elsewhere (in a Logletter, say), discovering the complex's metaphor should help you figure out what the word means.

baa	barma	arm of _
bac	balci	builder _ from materials _
bad	badlo	bundle/package of/containing _
bae	bande	beyond _ from _ on route/path _ by distance _
bai	balci	builder _ from materials _
baj	badjo	branch/bough/limb of _
bak	bakto	bucket/pail of/containing _
bal	balpi	balanced under forces _
bam	balma	ball/sphere
ban	bande	beyond _ from _ on route/path _ by distance _
bao	bakso	box
bap	batpi	bottle of/containing _
bar	barma	arm of _
bed	bedpu	bed
beg	begco	requests/asks _ of/from _
bei	berti	carries/bears _ to _ from _
bek	bekti	object/thing
bel	bekli	bell producing sound/note _
ben	bendu	band/orchestra of players _

beo	begco	requests/asks _ of/from _
ber	berti	carries/bears _ to _ from _
bet	betcu	more bent/crooked than _
beu	bendu	band/orchestra of players _
bia	bitsa	between _ and _
bic	bilca	a member of the armed forces of _
bid	bivdu	behaves _ under _
bie	bidje	edge of _ between _
bif	bifci	bee
bii	bilti	more beautiful than _ to _
bil	bilti	more beautiful than _ to _
bio	bindo	bean from _
bis	bisli	ice
bit	bitsa	between _ and _
biu	bivdu	behaves _ under _
biv	bivdu	behaves _ under _
bla	blada	blade of tool/weapon _
ble	bleka	looks at _
bli	blicu	possible under conditions _
blo	bloda	hits/strikes _ with _
blu	bludi	blood of organism _
boi	botci	boy
bon	bongu	bone of _
bor	borku	bow [for arrows]
bot	botsu	boat
bou	botsu	boat

bra	brana	born to mother _
bre	bredi	ready/prepared for _
bri	brize	breeze/wind from direction _
bro	broko	breaks/fractures into pieces _
buc	bucto	bush/brush of _
bue	buste	steps on/in _
buf	bufpo	opposite from _ in quality _
bui	bulbi	bulbous root of plant/species _
buju	bulju	boils at temperature _
buk	bukcu	book about _ by author _
bul	bulbi	bulbous root of plant/species _
bun	bunbo	fool[ish] about _
buo	bunbo	fool[ish] about _
bus	buste	steps on/in _
buu	bukcu	book about _ by author _
cab	cabro	burns at temperature _
cae	tcane	chance/random under conditions _
cai	canli	amount/quantity of _ on scale _
cak	tcaku	shocked by _
cal	tcali	wall of/around _
can	tcane	chance/random under conditions _
cao	cabro	burns at temperature _
cap	capri	prints _ on _
car	carbo	carbon C
cas	caslo	whistle [n]
cat	cartu	map of _ made by _

cav	cavle	shovel [n]
cea	cenja	becomes _ from _
ced	cedzu	shade/shadow made by _ from light source _
cef	cefli	chief/boss/head of _ for activity _
cei	cersi	chair
cej	cenja	becomes _ from _
cel	celhu	cell of organism _
ceo	cetlo	wet/moist with _
cer	cersi	chair
cet	cetlo	wet/moist with _
cia	cirna	learns subject _ from source _
cid	cidja	awake [adj]
cie	citre	thread/filament of substance _
cii	tcidi	food of/edible to _
cik	ciktu	equals _ in/on dimension _
cil	citlu	detail/particular of _
cim	cimra	summer of year _
cin	cinta	baby/infant of _
cio	cirzo	shears/scissors
cir	cirna	learns subject _ from source _
cit	citre	thread/filament of substance _
ciu	ciktu	equals _ in/on dimension _
cke	ckemo	time/interval from _ to _
cko	ckozu	causes _ under circumstances _
cla	clado	louder than _ by _
cle	clesi	less/without _

cli	clika	like/similar to _ in feature _
clo	cloro	chlorine Cl
clu	cluva	loves _
cma	cmalo	smaller than _ by _
cme	cmeni	money issued by _
cmi	cmiza	amused by _
cna	canli	amount/quantity of _ on scale _
cni	cnida	needs/requires _ for _
cnu	cninu	new/unfamiliar to _ in feature _
coa	corta	shorter than _ by amount _
col	colku	silk from _
com	comtu	ashamed of doing/being _
con	condi	deeper than _ by _
cor	corta	shorter than _ by amount _
cot	comtu	ashamed of doing/being _
cou	comtu	ashamed of doing/being _
cpu	cpula	pulls/draws _ to _ from _
cra	crano	smiles/grins at _
cri	crina	rained on by _
cte	cteki	tax/tariff on _ paid by _ to _
cti	ctifu	stuff/matter/material
ctu	ctuda	feces/stool of _
cuc	cutci	shoe
cue	cutse	says _ to _
cui	cutri	an amount/expanse of water
cun	cundo	window of _

cuo	cundo	window of _
cup	cupro	copper Cu
cur	curca	secure/safe from _
cus	cutse	says _ to _
cut	cutri	an amount/expanse of water
daa	danza	wants _ for purpose _
dai	danci	plan for doing _ designed by _
dak	dakli	more likely/probable than _ under _
dam	damni	lower than _ by _ in gravity field _
dan	danci	plan for doing _ designed by _
dao	darto	door of/in _
dap	dapli	answers/replies _ to questioner _
dar	darli	farther from _ than _ is by distance _
das	daspa	responsible for _ to _
dat	dante	tooth of _
daz	danza	wants _ for purpose _
dea	detra	daughter of _
ded	dedjo	finger/digit of _
dei	denli	daytime of day _
dej	dedjo	finger/digit of _
del	denli	daytime of day _
den	denro	dangerous to _ under conditions _
der	dertu	dirt/soil/earth from/of _
det	detra	daughter of _
deu	dertu	dirt/soil/earth from/of _
dia	ditca	teaches subject _ to _

dic	ditca	teaches subject _ to _
dii	disri	decides to [do] _ about _
dil	dilri	represents _ in matter _
dio	dirco	in direction _ from _
dip	dipri	dear/precious to _
dir	dirco	in direction _ from _
dis	disri	decides to [do] _ about _
dit	ditka	bites _ on/at _
diu	dislu	discusses _ with _
dja	djano	knows _ about _
dje	djela	healthier than _
dji	djine	connected/joined to _ at _
djo	djori	member/element of set/group _
dju	djudi	judges _ to be _
don	donsu	gives _ gift _
dor	dorja	at war with _ over _
dot	dotra	winter of year _
dou	donsu	gives _ gift _
dra	drani	drier than _ by _
dre	dreti	correct by standard _
dri	driki	remembers/recalls _ about _
dru	dirlu	loses/misplaces _
dua	durna	adornment on _
dui	duvri	discovers _ about _
dun	durna	adornment on _
duo	durzo	does _ to _

dup	dupma	deceives/dupes/tricks _ about _ by _
dur	durzo	does _ to _
dus	dustu	dust
dut	dutci	doubts that _ is true
duv	duvri	discovers _ about _
dza	dzabi	exists for _ under conditions _
dze	dzeli	jelly
dzo	dzoru	walks to _ from _ via _
faa	falba	fails to do/be _ under _
fab	falba	fails to do/be _ under _
fad	fando	end/conclusion/termination of thing/process _
fag	fagro	fire in/of _
fai	falji	false by standard _
fal	falji	false by standard _
fam	famji	family with members _
fan	fanve	reverse of _/in - order from _
fao	fando	end/conclusion/termination of thing/process _
far	fanra	farm of community _
fas	fasru	easy for _ under conditions _
fat	fatru	troubles/annoys _ by [doing] _
fau	fatru	troubles/annoys _ by [doing] _
fea	felda	falls to _ from _ in gravity field _
fed	felda	falls to _ from _ in gravity field _
fei	ferci	affair/matter involving _
fek	fekto	fact/observation about _ observed by _
fel	felda	falls to _ from _ in gravity field _

fem	femdi	female of species _
fen	ferno	iron Fe
feo	fekto	fact/observation about _ observed by _
fer	fe	five
fes	festi	trash/waste from process _
fet	ferti	more fertile than _ for _
fia	firpa	afraid of/that _
fib	fibru	weaker/more feeble than _ by _
fic	fici	fish
fid	fizdi	physical/concrete not abstract
fii	fildi	field of farm/community _
fik	fikco	work of fiction by _
fil	filmo	feels _ about _
fio	filmo	feels _ about _
fip	fitpi	foot of _
fir	firpa	afraid of/that _
fit	fitpi	foot of _
fiu	fibru	weaker/more feeble than _ by _
fiz	fizdi	physical/concrete not abstract
fla	flami	flame of fire/device _
fle	fleti	flies to _ from _ via _
fli	flidu	liquid from temperature _ to _
flo	folma	fuller than _ by _
flu	fluro	fluorine F
foa	forma	form/shape/outline of _
fod	foldi	fold in _

foi	fosli	compels/forces _ to do/be _
fol	forli	stronger than _ by _
fom	forma	form/shape/outline of _
for	fo	four
fos	fosli	compels/forces _ to do/be _
fra	farfu	father of _ through mother _
fre	frena	ahead/in front of _
fru	fruta	fruit of _
fua	fumna	woman
fuc	futci	later than/after _
fui	futci	later than/after _
fum	fumna	woman
fur	fu	[second passive]
fus	fusto	office of _
fut	futci	later than/after _
gaa	ganta	higher than _ by _ in gravity field _
gac	gancu	wins/gains _ from/over _
gad	gandi	god/diety of peoples _
gai	garni	governs _
gal	ganli	organizes _ into _ for task/function _
gan	ganta	higher than _ by _ in gravity field _
gao	gasno	anus of _
gar	garni	governs _
gas	gasno	anus of _
gat	garti	grateful to _ for _
gau	gancu	wins/gains _ from/over _

gea	genza	again; a recurrence of _; re-
gei	getsi	gets/obtains/procures _ from _ for _
gen	genza	again; a recurrence of _; re-
get	getsi	gets/obtains/procures _ from _ for _
gig	gigdo	billionfold of _
gin	ginru	root of plant _
giu	ginru	root of plant _
gli	glida	guides _ to _ from _ via _
goa	gotca	goat
god	godzi	goes to _ from _ over route _
goi	godzi	goes to _ from _ over route _
gok	gokru	hook/crook
gom	gomni	sticks to _
got	gotri	industry for producing _ among _
goz	godzi	goes to _ from _ over route _
gra	grada	grander than _ in _
gre	gresa	fat/grease/oil
gri	gritu	sings _ to _
gro	groda	bigger than _ by _
gru	grupa	group made up of members _
gub	gudbi	better than _ for/in _
gud	gudbi	better than _ for/in _
gui	gunti	country of people _
gun	gunti	country of people _
guo	gusto	flavor of _
gur	gutra	strange/odd to _ in features _

gus	gusto	flavor of _
gut	gusto	flavor of _
haa	hasfa	house
had	hardu	harder/firmer/more resistant than _
haf	hasfa	house
hai	hapci	happy about _
ham	harmo	seems harmonious with _ to _
hao	harko	harbors/shelters _ from _
hap	hapci	happy about _
har	harko	harbors/shelters _ from _
has	hasfa	house
hat	hatro	hotter than _ by _
hea	helba	helps _ to [do] _
heb	herba	plant
hed	hedto	head of _
hek	hekto	hundredfold of _
hel	helba	helps _ to [do] _
her	herfa	hair of _
hia	hijra	present at _
hid	hidro	hydrogen H
hij	hijra	present at _
hir	hirti	hears _ over background noise _
his	hisri	history of _ by _
hoa	horma	horse
hoi	hompi	drinks _ from _
hol	holdu	hole/pit/depression in _

hom	hompi	drinks _ from _
hon	horno	horn of _
hoo	horto	lasts _ hours.default 1
hor	horma	horse
hos	hospi	hospital of community _
hot	horto	lasts _ hours default 1
hou	holdu	hole/pit/depression in _
hui	hutri	destroys/ruins _
hum	humni	human/a human being
hun	humni	human/a human being
hut	hutri	destroys/ruins _
jag	jaglo	angle at _ between points _
jai	jalti	product of _ multiplied by _
jan	janto	hunts game/quarry _
jao	jaglo	angle at _ between points _
jar	janro	narrower than _ by _
jel	djela	healthier than _
jet	djeta	owes _ to _ for _
jio	djipo	important to _ for _
jip	djipo	important to _ for _
jit	djitu	tight on _
jiu	djitu	tight on _
jmi	jmite	meets/encounters _ at _
jok	jokla	clock
jol	jokla	clock
jos	djoso	sews/stitches _ to _

jua	jugra	grabs/seizes _ with _
jug	jugra	grabs/seizes _ with _
jui	jupni	opines/thinks _ about _
jul	djula	jewel in/of jeweled object _
jun	junti	younger than _ by _
juo	djupo	supports/maintains _ with/by _
jup	djupo	supports/maintains _ with/by _
jur	ju	[third passive]
kaa	kamla	comes from _ to _ via _
kac	kance	conscious/aware of _
kad	kamda	fight/struggles with _ over _
kae	kance	conscious/aware of _
kaf	kasfa	punishes _ for _ by doing _
kai	katli	has quality/feature/property _
kak	kakto	performs act _ with goal _
kal	kapli	complete/finished/done by standard _
kam	kamla	comes from _ to _ via _
kan	kanmo	can/able to do _ under _
kao	kakto	performs act _ with goal _
kap	kapni	open [adj]
kar	kamra	camera
kas	karsa	across _ from _
kat	katli	has quality/feature/property _
kau	kangu	dog
kea	ckela	school of community _
kec	kecri	sad/sorry about _

kei	kecri	sad/sorry about _
kej	kerju	takes care of _
kem	kemdi	a pure instance of chemical _
ken	kenti	question/inquiry about _ put by _ to _
keo	ckemo	time/interval from _ to _
kep	ketpi	ticket to _ from _ on _ for _
ker	kerti	air
ket	ketli	kettle of/containing _
keu	kerju	takes care of _
kic	kicmu	medically treats _ for _ with _
kii	kinci	accompanies _ in activity _
kik	kinku	sharper/more keen than _
kil	kilto	thousandfold of _
kin	kinci	accompanies _ in activity _
kiu	kicmu	medically treats _ for _ with _
kiz	skizo	ski
kla	klabu	cloth/fabric/textile
kle	klesi	class of _ with distinguishing features _
kli	kliri	more clear/transparent than _
klo	klogu	closed, as of a container/door
klu	kutla	cuts _ into pieces _
koa	korva	curve through points _
koc	korce	cord/rope/string
koe	korce	cord/rope/string
kof	komfu	comfortable in/about _
koi	korji	commands _ to do _

koj	korji	commands _ to do _
kok	kokfa	cooks _ for _
kol	kolro	color to _/perceived by _
kon	konte	count/number in set _
koo	kolro	color to _/perceived by _
kop	kopca	copy/facsimile of _
kor	korti	body of _
kos	konsu	consul of _ in _
kot	komta	computer
kou	komfu	comfortable in/about _
kov	korva	curve through points _
kra	kraku	cries [out]
kre	kreni	ray/beam/radiation from source _
kri	krido	believes _ about _
kro	kroli	flow/current from _ to _
kru	kruma	room/chamber of/in _
kua	kuvga	cover of/on _
kub	kubra	broader/wider than _ by _
kuc	kunci	related to _ by/through _
kui	kunci	related to _ by/through _
kuk	kukra	faster than _ in _ by _
kul	kultu	culture of peoples _
kum	kumtu	common/universal to set _
kun	kurni	warns/cautions _ of/about danger _
kuo	kusmo	custom/habit of _ under _
kup	kupta	cup/vessel of/containing _

kur	kurfa	square with vertices _
kus	kusmo	custom/habit of _ under _
kut	kutra	more bitter than _ to _
kuu	kumtu	common/universal to set _
kuv	kuvga	cover of/on _
laa	langa	longer/taller than _ by _
lab	blabi	whiter than _
lad	plado	plow
lae	larte	art of creating/adorning _ among _
lag	langa	longer/taller than _ by _
lai	landi	parcel/expanse of land
lak	lakse	wax from source _
lal	laldo	older than _ by _
lan	landi	parcel/expanse of land
lao	laldo	older than _ by _
lar	larte	art of creating/adorning _ among _
las	lasti	more elastic than _
lat	latci	lighter than _ by _ in gravity field _
lea	letra	letter/character in alphabet/character-set _
led	ledri	lightning from _ to _
lei	letci	lets/permits _ do _ under _
lek	lenki	electric charge on _
lel	lelpi	horizontal/level in gravity field _
len	lengu	language of peoples _
leo	lenzo	lens of optical system _
lep	lelpi	horizontal/level in gravity field _

ler	lerci	letter to _ from _ about _
les	lesta	east[ern part] of _
let	letci	lets/permits _ do _ under _
leu	lengu	language of peoples _
lez	ledzo	left[-hand side] of _
lia	clina	straight line through points _
lic	linco	leaner/thinner than _ by _
lid	lidji	religion of peoples _
lif	cliffe	leaf of plant _
lii	clivi	live/alive/living
lij	limji	limit/boundary of _
lik	likta	week of month/year _
lil	lilfa	law against _ punished by _ under conditions _ among people _
lim	limji	limit/boundary of _
lin	clina	straight line through points _
lio	likro	liquor; distilled spirits
lip	klipu	keeps/holds/retains _
lis	lista	list of the elements in set _ in order _
lit	litla	light from source _ on surface _
liu	litnu	prevents/restrains _ from doing _
liv	clivi	live/alive/living
loa	flora	flower/blossom/bloom of plant _
lod	lodji	logic for inferring _ from _
log	logla	part of the Loglan language
loi	lokta	local to _/confined to _
lor	flora	flower/blossom/bloom of plant _

lua	pluma	feather/plume/plumage of _
lul	lunli	wool from source _
lum	pluma	feather/plume/plumage of _
lun	lunra	lunar/pertains to Earth's moon
lus	lusta	west of _/a -ern part of _
maa	matma	mother of _ by father _
mac	matci	machine for use/function _
mad	madzo	makes _ out of _/ _ happen
mae	marte	market/mart of community _
mag	magne	magnet[ic]
mai	matci	machine for use/function _
maj	madji	does magic before _
mak	manko	mouth of _
mal	malbi	sick/ill with _ from vector _
mam	matma	mother of _ by father _
man	malna	milk from source _
mao	madzo	makes _ out of _/ _ happen
mar	marka	mark on _ distinguishing it from _
mas	maksi	maximum/maximal value of function _
mat	matma	mother of _ by father _
maz	madzo	makes _ out of _/ _ happen
mea	mensa	month of year _
meg	megdo	millionfold of _
mei	merli	measures _ to be _ on scale _
mek	menki	eye of _
mel	merli	measures _ to be _ on scale _

men	mendi	male of species _
meo	metro	is _ meters long; default 1
mer	merji	married to/spouse of _
met	metli	[made of -] metal
meu	mrenu	man adult human male
mia	milfa	meal composed of dishes _
mid	midju	at/in the center of _
mii	mipli	example/illustration of _
mij	midju	at/in the center of _
mik	mikti	millionth part of _
mil	milti	thousandth part of _
mim	minmi	minimum/minimal value of function _
min	smina	mind of _
mio	mitro	meat/flesh from source _
mip	mipli	example/illustration of _
mir	mirdo	ten-thousandfold of _
mis	miksa	mixture of ingredients _
mit	mitro	meat/flesh from source _
miu	minku	mineral/ore from source _
moa	monca	mountain/hill/prominence of landmass _
moc	motci	motor/engine
moi	modvi	motive for _ to do _ under _
mol	molro	softer/more malleable than _
mon	monca	mountain/hill/prominence of landmass _
moo	morto	dead
mor	morto	dead

mou	mordu	exceeds _ in property _ by _; more
mov	modvi	motive for _ to do _ under _
moz	monza	morning of day _
mra	marka	mark on _ distinguishing it from _
mre	mrenu	man adult human male
mro	mordu	exceeds _ in property _ by _; more
mub	mubre	wood/lumber from source _
muc	mutce	more extreme than _ in _
mud	muvdo	moves to _ from _ over path _
mue	mutce	more extreme than _ in _
mui	muzgi	music by composer _
muk	murki	monkey
mun	munce	community of individuals/organisms _
muo	muvdo	moves to _ from _ over path _
mur	mursi	sea/ocean of planet _
mus	muslo	muscle of _
mut	mutce	more extreme than _ in _
muv	muvdo	moves to _ from _ over path _
muz	muzgi	music by composer _
naa	natra	natural; not caused by man
nab	nable	problem to _ in doing task _
nad	nadro	sodium Na
nai	natli	nighttime of day _
naj	najda	knife
nal	naldi	nail
nam	namci	name of _ to/used by _

nan	nanti	billionth part of _
nao	nadzo	simultaneous with _; default now
nar	natra	natural; not caused by man
nat	natli	nighttime of day _
nau	nardu	difficult for _ under _
naz	nadzo	simultaneous with _; default now
nea	nedza	next/adjacent to _
neb	nerbi	necessary/needed/essential for task/process _
ned	nedza	next/adjacent to _
neg	negvo	negative, as of numbers/charges
nei	nenri	in[side of] _
nej	nerji	has more energy than _ by _
nem	nemdi	enemy of _ in struggle _
nen	natli	nighttime of day _
ner	ne	one
nes	nesta	honest with _ about _
net	netre	net
nev	nervi	nerve of _
nia	nimla	animal
nic	snice	snow
nie	nirne	year of epoch _
nig	nigro	blacker than _
nik	nikri	cheese from source _
nil	nirli	girl
nim	nimla	animal
nin	nirne	year of epoch _

nir	ni	zero
nit	nitci	neater than _
noa	norma	norm/normal/average of _ on dimension _
nod	nordi	north[ern part] of _
noi	notbi	not the same as _
nom	norma	norm/normal/average of _ on dimension _
nor	no	non-, not
not	notbi	not the same as _
nue	nukle	nucleus of atom/cell _
num	numcu	number
nun	nu	[first passive]
nur	nu	[first passive]
nuu	numcu	number
nuz	nuzvo	news of/about _ from source _
pac	patce	apparatus/device for doing _
paе	patce	apparatus/device for doing _
paf	pafko	digs _ up out of _
pai	parti	part of whole _
pak	pasko	past/earlier than/before _; default now
pal	spali	side of _ bounded by edges _
pan	panba	pan; a handled cooking vessel
pao	pasko	past/earlier than/before _; default now
par	parti	part of whole _
pas	pasko	past/earlier than/before _; default now
pat	patpe	pot; a deep cooking/storage vessel
paz	pazda	pauses/waits for _ before doing _

pea	penta	point of _
peb	spebi	specific/special to/confined to _ among _
pec	petci	pays _ to _ for goods/service _
ped	pendi	hangs from _ in gravity field _
pee	penre	parent of _ with co-parent _
pei	petci	pays _ to _ for goods/service _
pej	penja	sponge
pen	penso	thinks about _
peo	penso	thinks about _
per	pernu	person
pet	penta	point of _
peu	pernu	person
pic	pinca	urine of _
pid	pinda	pin
pie	pirle	parallel to _
pif	pifno	more frequent than _ under _
pik	pikti	trillionth part of _
pil	pilno	plane/flat area through points _
pin	pinti	paint
pio	pifno	more frequent than _ under _
pip	piplo	people/folk of place/country _
pir	pirle	parallel to _
pis	pismi	at peace with _
piu	pisku	a piece of
pla	plata	plate/dish of food _
ple	pleci	plays at/with _

pli	plizo	uses/employs/utilizes _ for _
plu	pluci	pleases _ by _
poa	ponda	responds/reacts _ to _ under conditions _
poi	porli	has power over _/be the master of _
poj	porju	pig
pol	poldi	nation/state/polity/country of people _
pon	ponsu	owns/possesses/has _ under law/custom _
pos	posta	mails _ to _ from _ by _
pou	ponsu	owns/possesses/has _ under law/custom _
pov	pozvo	positive [numbers/charges]
poz	pozfa	opposes/opponent _ on issue _
pra	prase	process continuing through stages _
pre	papre	paper
pri	prire	behind/to the rear of/in back of _
pro	proju	produces _ by process _
pru	pruci	test for _ among _
pua	purda	word for _ in language _
pub	publi	more public among _ than _
puc	pucto	pushes/propels _ to _ from _ via _
pud	pudru	powder from source _
pue	purfe	perfect by standard _
puf	purfe	perfect by standard _
pul	pulso	be impelled to do _
pum	pubmo	lead Pb
pun	puntu	feels pain/hurt in _
puo	pucto	pushes/propels _ to _ from _ via _

pup	purpu	more purple than _
pur	purda	word for _ in language _
put	sputa	spoon
puu	puntu	feels pain/hurt in _
raa	grasa	grass
rac	traci	travels to _ from _ via route _
rad	rande	circle/disk/round
rae	rande	circle/disk/round
rag	fragu	foggy
rai	trati	tries/attempts to do/attain _ by _
raj	kraju	scratches _
rak	draka	darker than _ by _
ral	prali	profit to _ from _
ram	frama	frame of/around _
ran	ranta	more rotten than _
rao	brato	ratio/quotient of _ divided by _
rap	rapcu	riper than _
rar	ra	all, omni-
ras	grasa	grass
rat	prati	price of _ to _ from vendor _
rau	ratcu	rat
raz	raznu	reason for _'s doing _ under _
rea	retca	differs/different from _ in _
reb	breba	bread
rec	retca	differs/different from _ in _
red	redro	redder than _

ref	resfu	item of clothing
rei	revri	dreams [that] _
rel	trelu	rail/railing/bar
ren	renro	throws/propels _ to/at/toward _
reo	renro	throws/propels _ to/at/toward _
res	resfu	item of clothing
ret	resto	rests/reposes/lies down on _
reu	trelu	rail/railing/bar
rev	revri	dreams [that] _
rez	frezi	free to do/be _
ria	briga	more brave/courageous than _ under _
ric	ritco	right of _/-hand side of _
rid	ridle	reads _ from surface/document _
rie	rispe	respects _ for doing/being _
rie	trime	tool/implement/instrument for doing _
rig	briga	more brave/courageous than _ under _
rii	rilri	more regular/periodic than _
rik	briku	brick
ril	brili	more brilliant/bright than _ by _
rim	trime	tool/implement/instrument for doing _
rin	rinje	ring/band on/around _
rir	rirda	record of _ on medium _
ris	rispe	respects _ for doing/being _
rit	rinta	rhythm of _
riu	srisu	serious/grave about _
riz	prizi	private to _

roa	rodja	grows in place _ under conditions _
roc	brocu	brush [n]
rof	rofsu	rougher/more abrasive than _
rog	proga	program written by _ for/to do _ on system _
roi	groci	angry/grouchy with _ about _
roj	rodja	grows in place _ under conditions _
rol	rolgu	roll/roller/cylinder
ron	brona	browner than _
ror	ro	many, multi-
ros	rofsu	rougher/more abrasive than _
rou	brocu	brush [n]
roz	mroza	hammer [n]
rua	rutma	path/route to _ from _
rue	brute	breathes _
ruf	trufa	roof of _
ruj	rulni	rule prescribing _ to _ under _
rul	rulni	rule prescribing _ to _ under _
run	grunu	grain/cereal from source _
rus	prusa	approves plan/proposed action _ by _
rut	rutma	path/route to _ from _
ruu	prutu	protests _ to _ by doing/saying _
saa	sanpa	sign meaning _ to _ disposing action _ under _
sac	satci	start/source/origin/beginning of _
sad	sadji	more sage/wise than _ about _
sae	sanse	senses stimulus _ under _
saf	salfa	sail of vessel _

sag	sange	proposes/suggests action _ to _
sai	santi	more quiet/silent than _
saj	sadji	more sage/wise than _ about _
sak	sakli	sack/bag/pouch of/containing _
sal	saldi	solid below temperature & pressure _
sam	samto	same/identical thing as _
san	sanpa	sign meaning _ to _ disposing action _ under _
sao	samto	same/identical thing as _
sap	sapla	simpler than _ in respect _
sar	sarni	more sour than _ to _
sas	sanse	senses stimulus _ under _
sat	satro	rubs/strokes _ with _
sea	setfa	puts/places/sets _ on/at _
sec	sekci	behaves sexually toward _
sei	setci	set/group of elements _
sek	sekta	insect
sel	selji	self[-image] of _
seo	sento	holy/sacred to _
ser	se	seven
ses	sensi	scientific fact/principle of/about _
set	setci	set/group of elements _
sia	sitfa	site/place/location of _
sib	sibli	sibling of _ through parents _
sic	sitci	city/town with hinterland _
sif	sitfa	site/place/location of _
sii	simci	appears/seems to be _ to _ under _

sil	siltu	shakes/oscillates/vibrates at rate _ and amplitude _
sim	simci	appears/seems to be _ to _ under _
sin	sinma	cinema/movie/film made by _
sio	sisto	system of function _ & parts _
sir	sirto	certain/sure that _ is true
sis	sisto	system of function _ & parts _
sit	sitfa	site/place/location of _
siu	siltu	shakes/oscillates/vibrates at rate _ and amplitude _
siz	sidza	seed of plant _
ska	skalu	scale measuring _ among _
ski	skitu	sits [down] on _
sko	skori	screw
sku	suksi	succeeds in _ by effort _
sla	slano	slower than _ by _
sli	sliti	sweeter than _ to _
slo	slopu	steeper than _ by _
slu	sluko	lock of/on _
sma	smano	smoke from source _
smi	smike	secret kept from _ by _
smu	smupi	smoother than _ by _
sna	sanca	sand from source _
sne	sneku	neck of _
sni	snire	closer/nearer than _ to _ by _
sno	snola	entails/implies _ under rules _
soa	sonda	sound/noise emitted by _
soc	socli	socially interacts with _

sod	solda	soldier of unit/army _
soe	sorme	sister of _ through parents _
sog	sorgu	ear of _
soi	sonli	asleep
sol	solra	solar
som	sorme	sister of _ through parents _
son	sonda	sound/noise emitted by _
sor	so	six
sot	solte	salt from source _
spa	spasi	space/volume occupied by _
spe	speni	experiences/spends _
spi	spicu	spirit/ghost of _ seen by _
spo	spopa	hopes/wishes for _/that _ happens
spu	spuro	expert/skilled in/at _ under conditions _
sri	srite	writes _ on surface _
sro	sordi	store/deposit/reserve of _
sru	surna	damages/injures _ at/in _
sta	stadi	stage of hall/auditorium/theater _
ste	steti	sentence about _ in language _
sti	stise	ceases/stops doing _
sto	stolo	stays/remains at/with _
stu	stuci	story about _ as told by _
sud	surdi	south[ern part] of _
sui	sundi	sends/despaches _ to _ from _ via route _
sul	sulba	swelling/bump at/in/on _ from _
sum	sumji	sum/total of _ plus _

sun	sunho	son of parents _
suo	sunho	son of parents _
sup	supta	soup/stew of ingredients _
sut	sutme	smell/odor/aroma emitted by _
suv	surva	serves _ in/by _
taa	takna	talks/speaks to _ about _
tae	tarle	tired/fatigued by effort _
tag	targo	argues/disputes with/against _ that _
tai	stali	stands up/on _
tak	takna	talks/speaks to _ about _
tal	tarle	tired/fatigued by effort _
tam	tarmu	weapon for use _
tan	trana	turns/rotates/revolves around internal axis _
tao	targo	argues/disputes with/against _ that _
tar	tarci	star of galaxy _
tat	tatro	theater/theatre of community _
tau	tarmu	weapon for use _
tca	tcaro	car/motor vehicle
tce	tceru	penetrates/passes through _ in direction _
tci	titci	eats _
tco	totco	touches _ with _
tcu	tcure	picture of _ by _
tec	tetcu	stretches to _ from _
ted	tedji	attends/pays attention to _
tei	tedji	attends/pays attention to _
tej	tedji	attends/pays attention to _

tel	terla	terrestrial/earthly
ten	tenri	increases/grows by _ in dimension _
tep	tepli	church/temple of religion _
ter	te	three, tri-
tet	tetri	an instance of weather in place/region _
teu	tetcu	stretches to _ from _
tia	tisra	chooses/selects _ from set _
tic	tirca	wire
tid	tidjo	heavier than _ by _ in gravity field _
tie	stire	stair[s]of structure _
tif	tifru	offers _ to _ for use/purpose _
til	trili	attracts _ by doing/being _
tin	tinmo	ink
tio	tidjo	heavier than _ by _ in gravity field _
tir	stire	stair[s]of structure _
tis	tisra	chooses/selects _ from set _
tiu	tifru	offers _ to _ for use/purpose _
toa	tokna	takes _ away from _
tob	tobme	table
toc	totco	touches _ with _
toe	tobme	table
tog	togri	agrees with _ about/that _
toi	togri	agrees with _ about/that _
tok	tomki	automatic in function _
tol	troli	controls _ in action/process/performance _
ton	torni	twists under load _

tor	to	two, bi-
tot	totnu	thicker than _ by _
tov	tovru	above/over _ in gravity field _
tra	tradu	true by rule/standard _
tre	trena	train of system _
tri	tricu	tree
tro	troku	rock/stone from source _
tru	truke	structure of _
tsa	tsani	sneezes
tse	tsero	error/defect/mistake in _ by standard _
tsi	tsime	crime punished by _ among _
tso	tsodi	hates _ for doing/being _
tsu	tsufi	sufficient/enough for use/purpose _
tua	turka	works on/at _ with goal _
tub	tubli	tube/pipe
tue	tugle	leg of _
tui	stuli	adjusts/regulates _ for function _
tul	tugle	leg of _
tur	turka	works on/at _ with goal _
vaa	valna	violent in response to _
vad	valda	develops/acquires new property/feature _
vai	valti	vaults/jumps over/across _
val	valti	vaults/jumps over/across _
van	valna	violent in response to _
vao	vapro	gas/vapor above temperature _
vap	valpu	wave in medium _

vat	vatlu	value/worth of _ to _ for use _
vau	vatlu	value/worth of _ to _ for use _
vea	vedma	sells/vends _ to _ for price _
ved	vedma	sells/vends _ to _ for price _
vef	vetfa	invents _ for use _
veg	vegri	greener than _
vei	vetci	an event happening to/involving _
vel	veslo	vessel/container of/containing _
vem	vedma	sells/vends _ to _ for price _
ven	vendu	poison[ous] to _
veo	veslo	vessel/container of/containing _
ver	ve	nine
ves	versa	poem/verse by _
vet	vetci	an event happening to/involving _
veu	vendu	poison[ous] to _
via	vizka	sees _ against background _
vid	vidre	idea about _ experienced by thinker _
vie	vidre	idea about _ experienced by thinker _
vij	vidju	view/image of _ from viewpoint/perspective _
vik	vizka	sees _ against background _
vin	vinjo	wine from source _
vit	virta	advertisement for _ in medium _
viu	vidju	view/image of _ from viewpoint/perspective _
viz	vizka	sees _ against background _
vla	vlako	lake of landmass _
voi	volsi	voice of individual _

vol	volsi	voice of individual _
vor	vo	eight
vre	vreti	vertical/upright in gravity field _
vri	vrici	river of landmass _
zal	zavlo	worse than _ for _
zan	zavno	oven of _
zao	zavlo	worse than _ for _
zas	dzaso	soap
zav	zavlo	worse than _ for _
zbu	zbuma	explodes into _
zvo	zvoto	out[side of] _

For Further Study

The primary source of reliable information about Loglan is the Loglan Institute, Inc., 3009 Peters Way, San Diego, CA, 92117.

Resources include

Loglan 1: A logical language, which explains the history and reasoning behind the project;

tapes;

computerized teaching programs for the Macintosh and IBM PC;

the Loglan Interactive Parser (LIP™), which will let you know how a Loglanist would interpret the grammatical structure of any Loglan text you input;

a computer dictionary for the Macintosh and IBM PC;

and numerous other publications and periodicals.

The Institute can also put you in touch with other Loglanists. (You may be able to find Logli on computer networks, but this is chancy: I have encountered on the nets several self-proclaimed experts who simply don't understand Loglan (or perhaps any language). It's better to stick with the people who have spent over thirty years developing some expertise.)