

Claralinga

Teacher & Creator Guide

Version 0.6

v0.5 alignment note: This edition is aligned to Core 500 v0.6. Claralinga now uses k as the default /k/ spelling, keeps c only when it makes a word instantly recognizable, uses *linga* as the official word for language, and treats Core 500 v0.6 as the current publik vocabulary authority.

Originality note: Claralinga is an original constructed auxiliary language created by Chad S. Bruce. It intentionally uses familiar international roots shared across modern Indo-European languages and is not a fork, revision, or derivative of another constructed language.

Not just Romance: Claralinga uses Latin and Romance-looking roots when they are already international, but it also considers Germanic, Slavic, Greek, Indo-Iranian, English international, and modern global vocabulary. Beginner clarity wins overall.

Publik alignment revision: updated using the Claralinga Consistency Audit standard before publik release.

How to teach, preserve, correct, and expand the clear international auxiliary language

La lingua clar pro un grande familia de voses

Guide purpose

This companion guide supports Claralinga: An Introduction v0.9, Claralinga Core 500 v0.6, and the Claralinga Beginner Workbook v0.6. It gives teachers, creators, editors, and future contributors a shared standard for teaching the language clearly and expanding it responsibly.

Created by Chad S. Bruce

A practical guide for lessons, pronunciation, correction, vocabulary growth, and future development.

Front Matter

Credit

Claralinga was created by Chad S. Bruce. This guide is a teaching and development companion for the early learner editions of Claralinga. It is not meant to freeze every future choice forever, but it does identify the current standards that should be preserved unless a later edition deliberately changes them.

How to Use This Guide

Use this guide while teaching the workbook, building additional lessons, creating audio/video material, editing sample texts, or proposing new words. The goal is consistency. Claralinga should remain easy, clear, pronounceable, and broadly recognizable.

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Part 1: Mission and Teaching Philosophy

The Teaching Goal

Claralinga should feel usable from the first lesson. A learner should be able to say hello, ask for help, read a short sentence, and pronounce written words without needing a historical linguistics degree. Save the tweed jacket for later.

The teacher's job is not to make Claralinga sound impressive. The teacher's job is to make Claralinga feel clear, friendly, and repeatable.

Core promise

A good Claralinga lesson ends with the learner able to do something: greet someone, ask a question, read a short text, describe a person, explain a need, or write a simple message.

Four-Part Lesson Rhythm

Step	Teacher Action	Learner Outcome
1. Hear	Model the words slowly and naturally.	Learner hears rhythm and pronunciation.
2. Repeat	Have learner repeat words, phrases,	Learner builds speaking confidence.

Step	Teacher Action	Learner Outcome
	and model sentences.	
3. Use	Learner changes one part of the sentence and makes a new one.	Learner understands structure.
4. Create	Learner writes or says an original sentence.	Learner uses Claralinga independently.

What Makes a Good Claralinga Teacher

- Corrects gently but clearly.
- Keeps explanations short and examples concrete.
- Uses the official forms first, then mentions accepted variants only when useful.
- Reads aloud often. Claralinga is meant to be spoken, not embalmed.
- Protects the language from needless complexity.

What to Avoid

- Do not teach long lists before learners have sentences.
- Do not over-explain word origins in beginner lessons.
- Do not introduce variants before the main pattern is stable.
- Do not let English spelling habits change Claralinga pronunciation.
- Do not turn every discussion into a debate about ancient roots. Recognition beats archaeology.

Part 2: Locked Language Standards

Current Locked Rules

Area	Current Standard
Alphabet	Latin alphabet. Every written letter is pronounced.
Vowels	a=ah, e=eh, i=ee, o=oh, u=oo.
c	Retained c is pronounced k. cel is pronounced kel.
g	Always hard g.
j	English y sound.
sh	English sh.
ch	English church sound.
Stress	Generally next-to-last syllable.
Gender	No grammatical gender. Gender is shown with separate words only when needed.
Word order	Default Subject + Verb + Object.
Articles	la = the, un = a/an/one.
Plural	Add -s after vowels; add -es after consonants when easier.
Adjectives	Usually before noun and never change for gender or number.
Tense/aspect	Present plain stem; pa past; va future; nu current; ja already/perfect.
Negation	ne before the verb or marker.
Yes/no question	ku begins yes/no questions.
Possession	Use de or possessive pronouns.

Rules That Should Not Drift

- Do not restore grammatical gender. That would break one of the clearest design principles.
- Do not add verb conjugation by person. mi parla, tu parla, nos parla, and les parla must stay stable.
- Do not add silent letters. If a letter is written, it is pronounced.
- Do not make adjectives agree with nouns. clar idea and clar ideas both use clar.
- Do not let accepted variants become a free-for-all. Variants are tools, not a buffet.

Decision Ladder for Teaching

1. Teach the official form first.
2. Use one clear model sentence.
3. Let learners practice the pattern.
4. Mention accepted variants only when they solve a real confusion.
5. Return to the official form for exercises and assessments.

Part 3: Pronunciation and Speaking Instruction

Pronunciation Sequence

Lesson Stage	Focus	Teacher Script
Stage 1	Pure vowels	Say: a, e, i, o, u. Keep each vowel clean. No English diphthong drag.
Stage 2	Retained consonants	k is default; retained c is pronounced k; g is always hard. Say clar, cel, kultura, grande, gratias.
Stage 3	Special patterns	j = y, sh = sh, ch = church. Say jurnal, shanse, charta.
Stage 4	Stress	Most words stress the next-to-last syllable. Say familia, persona, Claralinga.
Stage 5	Sentence rhythm	Read short sentences naturally, not word-by-word like a robot reading a cereal box.

Common Pronunciation Problems

Problem	Correction	Practice
Learner pronounces c like s before et or i.	Remind: k is default; retained c is pronounced k.	cel, kentro, kultura, clar
Learner makes final -i into English eye.	Claralinga i is ee.	histori, energj, demokrati
Learner swallows final vowels.	Every vowel is pronounced.	familia, kultura, persona
Learner says j like English j.	j sounds like y.	jurnal, juni, januar
Learner over-stresses every syllable.	Use natural next-to-last stress.	cla-ra-LIN-ga, per-SO-na

Daily Oral Warmup

- Vowels: a et i o u.
- Consonants: clar, cel, grande, jurnal, shanse, charta.

- Phrases: Salve. Mi nom es Ana. Mi nu aprende Claralinga. Plez parla lenta.
- Conversation turn: Ku tu komprende? Si, mi komprende. Gracias. A revider.

Audio/video creator note

When recording Claralinga lessons, speak warmly and clearly. Do not over-act the accent. The goal is an international spoken model that learners can imitate without feeling silly.

Part 4: Lesson-by-Lesson Teaching Notes

Lesson 1: Salve: greetings, names, and identity

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Learners introduce themselves and ask a basic identity question.	mi, tu, es, nom, salve, gratias	English word order interference is usually low here. Watch for learners treating mi as only I and forgetting it can also mean me/my en simple contexts.	Pair greeting drills; name-circle; ask three classmates “Ku tu es...?”

Teacher move

Start with one model sentence, say it aloud twice, then have learners swap one word at a time. End Lesson 1 with each learner creating at least one original sentence.

Lesson 2: The clear sentence: Subject + Verb + Object

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Learners build simple SVO sentences.	vide, ama, lege, libro, musik	Some learners will want English helper verbs. Keep the pattern simple: Mi vide la libro.	Sentence tiles: subject cards + verb cards + object cards.

Teacher move

Start with one model sentence, say it aloud twice, then have learners swap one word at a time. End Lesson 2 with each learner creating at least one original sentence.

Lesson 3: Articles, nouns, plurals, and adjectives

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Learners use la/un and make simple plurals.	la, un, -s, -es, clar, bon, grande	Do not allow adjective agreement to creep en. clar ideas, not clar ideas.	Plural sort: vowel-ending words vs consonant-ending words.

Teacher move

Start with one model sentence, say it aloud twice, then have learners swap one word at a time. End Lesson 3 with each learner creating at least one original sentence.

Lesson 4: People, family, and possession

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Learners describe people and ownership.	ela, il, nos, les, de, familia, amik	Gender is separate from grammar. Do not let -a become “female.”	Family tree practice using de.

Teacher move

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Start with one model sentence, say it aloud twice, then have learners swap one word at a time. End Lesson 4 with each learner creating at least one original sentence.			

Lesson 5: Places, directions, and travel basics

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Learners ask where something is and give basic location statements.	ube, ici, via, urbe, hotel, mapa	Keep phrases practical. Travel language is a confidence booster.	Map activity: ask and answer "Ube es...?"

Teacher move

Start with one model sentence, say it aloud twice, then have learners swap one word at a time. End Lesson 5 with each learner creating at least one original sentence.

Lesson 6: Want, need, have, do, and make

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Learners express needs, wants, possession, and simple actions.	voli, nesecita, habe, far, krea	far means do/make, but krea is better for create. Teach the difference with examples.	Survival role-play: kafe, help desk, campground, classroom.

Teacher move

Start with one model sentence, say it aloud twice, then have learners swap one word at a time. End Lesson 6 with each learner creating at least one original sentence.

Lesson 7: Past with pa

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Learners describe completed past actions.	pa + verb, yester, visita, vide	Do not conjugate the verb after pa. Mi pa visita, not mi visita-ed.	Yesterday journal: three sentences with pa.

Teacher move

Start with one model sentence, say it aloud twice, then have learners swap one word at a time. End Lesson 7 with each learner creating at least one original sentence.

Lesson 8: Future with va

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Learners describe plans.	va + verb, morga, futur, prepara	Learners may overuse "will" thinking. Claralinga uses va consistently.	Plan a weekend using va.

Teacher move

Start with one model sentence, say it aloud twice, then have learners swap one word at a time. End Lesson 8 with each learner creating at least one original sentence.

Lesson 9: Now and already with nu and ja

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Learners distinguish current action from already-completed action.	nu, ja, lege, arriva, komensa	nu is a marker, not a general filler word. ja means already/perfect, not simple past.	Before/now/already timeline practice.

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Teacher move			
Start with one model sentence, say it aloud twice, then have learners swap one word at a time. End Lesson 9 with each learner creating at least one original sentence.			

Lesson 10: Questions and negation

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Learners ask yes/no and information questions.	ku, ke, ki, ube, kan, kur, kom, ne	Put ku at the beginning for yes/no questions. Keep ne before marker/verb.	Question chain: each answer becomes the next question.
Teacher move			
Start with one model sentence, say it aloud twice, then have learners swap one word at a time. End Lesson 10 with each learner creating at least one original sentence.			

Lesson 11: Numbers, time, dates, and schedules

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Learners count, ask time, and discuss schedules.	un, du, tre, hora, hodia, morga	Number compounds may be revised later, so teach v0.5/v0.5 pattern as the current classroom standard.	Calendar and schedule planning activity.
Teacher move			
Start with one model sentence, say it aloud twice, then have learners swap one word at a time. End Lesson 11 with each learner creating at least one original sentence.			

Lesson 12: Reading, conversation, and original writing

Teaching Target	Core Vocabulary	Watch For	Suggested Activity
Learners read short passages and produce original text.	review vocabulary and structures	Do not overcorrect creative attempts. Correct locked-rule violations first.	Mini presentation: introduce yourself, describe a plan, ask one question.
Teacher move			
Start with one model sentence, say it aloud twice, then have learners swap one word at a time. End Lesson 12 with each learner creating at least one original sentence.			

Part 5: Correction Guide and Common Mistakes

Correction Philosophy

Correct anything that damages clarity, pronunciation, or a locked rule. Let harmless beginner awkwardness pass until the learner has enough confidence to fix it. A new learner does not need a courtroom cross-examination over word choice.

Mistake	Why It Matters	Correction Script
Using -a as feminine	Breaks the no-gender rule.	Claralinga does not use -a for feminine. Use fem, ela, mater, or another clear word.
Changing adjectives for plural	Adds unnecessary agreement.	The adjective stays the same: clar idea, clar ideas.

Mistake	Why It Matters	Correction Script
Conjugating verbs by person	Breaks the simple verb system.	The verb stem stays stable: mi parla, tu parla, nos parla.
Forgetting ku en yes/no questions	Questions become less clear.	Put ku at the beginning: Ku tu komprende?
Using actual for real	Creates a false friend.	Use real for real. Use nu-tempo or current wording for current.
Over-fusing compounds	Makes new words harder to recognize.	Use separate compounds first unless a fused term is official.
Pronouncing cel like sel	Breaks spelling rule.	k is default; retained c is pronounced k: cel = kel.

Correction Priority Levels

Level	Correct Immediately	Can Wait
1. Meaning loss	Wrong question marker, wrong tense marker, missing ne.	Minor accent variation.
2. Locked rule violation	Silent letters, gender endings, verb conjugation, adjective agreement.	Slight word-order awkwardness when meaning is still clear.
3. Style refinement	Overly Romance-heavy choice when official word exists.	Alternative phrasing that remains clear.

Part 6: Assessment Rubrics and Answer Expectations

Beginner Speaking Rubric

Skill	4 - Strong	3 - Functional	2 - Developing	1 - Needs Support
Pronunciation	Vowels and key consonants are clear; rhythm is natural.	Mostly clear with occasional source-language habits.	Understandable only with repetition.	Frequent pronunciation blocks meaning.
Grammar	Uses core markers and SVO reliably.	Small errors but meaning remains clear.	Uses memorized phrases but struggles to create.	Cannot form basic sentences yet.
Vocabulary	Uses core words flexibly.	Uses enough vocabulary for simple tasks.	Limited vocabulary; frequent pauses.	Cannot recall essential words.
Interaction	Asks and answers simple questions.	Can answer but asks fewer questions.	Needs prompts for most responses.	Does not yet sustain exchange.

Writing Rubric

Skill	Expected Beginner Standard
Sentence structure	Mostly Subject + Verb + Object.
Markers	pa, va, nu, ja, ne, and ku used correctly en basic sentences.
Spelling	No silent-letter habits; official spellings preferred.
Vocabulary	Core 500 words used before inventions.
Clarity	Reader can understand the message without teacher translation.

Acceptable Answer Rules

- Accept official forms without penalty.
- Accept listed accepted variants when the meaning is clear and the exercise does not specifically request the official form.

- Accept minor word-order flexibility only after the learner demonstrates the default SVO pattern.
- Do not accept changes that violate locked rules, even if the intended meaning can be guessed.
- For translation drills, grade meaning first, then grammar, then style.

Sample Assessment Tasks

Mode	Task	Passing Response
Speaking	Introduce yourself and ask the listener's name.	Salve. Mi nom es Ana. Ku tu nom es...?
Reading	Read a five-sentence paragraph aloud.	Pronounces vowels and c/g/j rules clearly.
Writing	Write three sentences about tomorrow.	Uses va at least once correctly.
Listening	Hear a sentence and choose the meaning.	Identifies tense marker and main action.
Conversation	Ask where something is and answer.	Uses ube and ici/loka/via correctly.

Part 7: Creator Rules for Expanding Claralinga

The New Word Test

6. Is the word needed for real communication?
7. Is there already an official Core 500 word that covers it?
8. Is the proposed word recognizable across multiple modern languages or globally familiar?
9. Does it obey Claralinga pronunciation and spelling?
10. Is it shorter or clearer than alternatives?
11. Could it be confused with an existing word?
12. Can an ordinary learner use it in a sentence immediately?

Word Selection Matrix

Score	Question	Guidance
5	Recognizable across several branches or globally borrowed.	Strong candidate.
4	Recognizable in several major modern languages.	Likely candidate if spelling is clear.
3	Recognizable mostly through education, science, media, or faith.	Accept if useful and pronounceable.
2	Recognizable only en one branch.	Use only when no better option exists.
1	Ancient, obscure, or clever but not practical.	Reject for beginner core vocabulary.

Expansion Categories

Category	Expansion Rule
Core vocabulary	Must be high-frequency and useful en daily sentences.
Technical vocabulary	May use international learned roots if broadly recognizable.
Cultural vocabulary	Prefer plain recognizable forms over clever reconstructions.
Compounds	Start as separate words. Fuse only after repeated use justifies it.

Category	Expansion Rule
Variants	Record why the variant exists and when it is acceptable.
Proper names	Usually preserve source spelling unless pronunciation would become confusing.

New Word Proposal Form

Field	Fill In
English meaning	
Proposed Claralinga form	
Possible alternatives	
Source recognizability	
Pronunciation check	
Possible confusion with existing words	
Example sentence	
Decision: official / accepted / reject / hold	

Creator warning

Do not add words because they are charming. Add words because learners need them and can recognize them. A beautiful mess is still a mess.

Part 8: Variants, Style, and Editorial Choices

Official vs Accepted Variants

Meaning	Official / Preferred	Accepted / Limited	Teaching Note
language	linga	linga	Use linga en normal explanation. linga is familiar and preserved in Claralinga.
book	libro	bibli	Use libro for ordinary book. Reserve bibli for learned compounds.
hour	hora	-	Use hora for time unit.
now/current moment	nu marker	ora	Use nu as current-action marker. ora only when “current moment” is needed.
good/well	bon / bene	-	bon describes a noun; bene describes how something happens.
do/make/create	far / krea	-	far for do/make; krea when create is clearer.

Editorial Voice

- Friendly, plain, and practical.
- Explanations should be short enough for a motivated teenager and useful enough for an adult learner.
- Use examples before theory.
- Prefer clear everyday sentences over impressive but rare constructions.

- When in doubt, choose the form that a learner can pronounce and remember after one reading.

Sample Style Edits

Less Ideal	Better	Reason
La grammatika posee complex tradisiones.	La grammatika es simple.	Say the clear thing first.
Students shall execute phonetic repetition drills.	Say the words out loud three times.	Avoid classroom fog machine language.
Use historico-etimological justification.	Use recognizable modern words.	Claralinga values recognition over archaeology.
Claralinga is easy, therefore no practice is needed.	Claralinga is simple, but fluency still needs practice.	Honest and useful.

Part 9: Classroom, Video, and Self-Study Routines

30-Minute Beginner Class Template

Time	Activity	Purpose
0-5	Pronunciation warmup	Reset vowels and key consonants.
5-10	Review previous lesson with three oral questions	Activate memory.
10-18	Teach one new pattern with model sentences	Introduce structure.
18-25	Guided practice and pair speaking	Make learners use the pattern.
25-30	Exit task: one spoken sentence and one written sentence	Confirm usable learning.

Short Video Lesson Template

Segment	Length	Content
Hook	10-20 seconds	Show what learner will be able to say.
Sound check	30 seconds	Pronounce key words.
Pattern	1-2 minutes	Teach one rule only.
Practice	2-3 minutes	Learner repeats and substitutes words.
Quick test	30-60 seconds	Ask learner to translate or answer aloud.
Close	15 seconds	Preview next lesson.

Self-Study Weekly Plan

Day	Task
Day 1	Read lesson and say all vocabulary aloud.
Day 2	Copy model sentences and change one word in each.
Day 3	Complete translation drills.
Day 4	Read the dialogue aloud twice.
Day 5	Write five original sentences.
Day 6	Record yourself reading a paragraph.
Day 7	Review mistakes and retake the mini-quiz.

Part 10: Future Editions and Content Roadmap

Recommended Build Order

Next Item	Purpose	Why It Matters
Claralinga Graded Reader v0.6	Short readings from very easy to beginner-plus.	Reading makes the language feel alive.
Audio Pronunciation Pack	Recorded vowels, consonants, sentences, dialogues.	Learners need a sound model.
Travel Phrasebook	High-use survival phrases.	Immediate practical use.
Website / Landing Page	Public home for mission, downloads, updates.	Makes the project shareable.
Children's Starter Edition	Simple visuals and activities.	Supports learners of all ages.
Level 2 Course	More reading, conversation, and writing.	Moves beyond survival basics.

Version Control Notes

- Every edition should show version number and purpose.
- Changes to locked rules must be listed clearly in version notes.
- New vocabulary should be added through a reviewed proposal process.
- Old accepted forms should not be removed silently. Mark them as accepted, deprecated, or replaced.
- Keep beginner materials stable. Learners hate moving goalposts, and rightly so.

Recommended Next Project

Next logical build

Create Claralinga Graded Reader v0.6: 40-60 short readings arranged by difficulty, with vocabulary notes, pronunciation notes, comprehension questions, and answer key.

Appendix A: One-Page Teacher Checklist

- Use official forms first.
- Read every new word aloud.
- Make learners speak before over-explaining.
- Correct locked-rule violations immediately.
- Keep examples practical and short.
- Use Core 500 before inventing new vocabulary.
- Do not add grammatical gender, case, or verb conjugation.
- End every lesson with learner-created sentences.

Appendix B: Lesson Planning Template

Field	Notes
Lesson title	
Main grammar point	

Field	Notes
Core vocabulary	
Pronunciation focus	
Model sentence	
Guided practice	
Speaking task	
Writing task	
Mini reading	
Exit check	

Appendix C: Oral Assessment Card

Prompt	Learner Response
Say hello and give your name.	
Ask if I understand Claralinga.	
Say you need help.	
Say you visited the city yesterday.	
Say you will learn tomorrow.	
Ask where the hotel is.	
Read: Mi nu aprende la linga clar.	

Appendix D: Sample Mini-Lesson Script

Teacher: Salve. Today you will learn how to say what you want and what you need.

Teacher: Listen first. Mi voli akua. I want water. Repeat: Mi voli akua.

Teacher: Now change akua to kafe. Mi voli kafe. Good. Now say: I need help. Mi nesedita ajuda.

Teacher: Ask me a yes/no question. Ku tu voli akua? Excellent. Now answer: Si, mi voli akua.

Mini-lesson rule

Teach one pattern. Practice it several ways. Then stop. A clean 10-minute lesson beats a 45-minute vocabulary avalanche.

Appendix Et: Back Cover

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