

Ezritary Grammar
with Texts and Vocabulary

Ca'e rEzri zTary

Nicolas Antonio Cloutier

June 27, 2024

—

1 Phonology

Table I: Consonants

	Labial	Alveolar	Postalveolar	Palatal	Velar	Glottal
Plosive	p	t d			k g	ʔ
Nasal	m	n		ɲ		
Trill		r				
Fricative	f	s	ʃ			h
Approximant	w	l			(w)	

Table II: Romanization of consonants

	Labial	Alveolar	Postalveolar	Palatal	Velar	Glottal
Plosive	p	t d			c/qu g/gu	'
Nasal	m	n	ɲ			
Trill		r				
Fricative	f	z/c	x			j
Approximant	hu	l				

Figure I: Vowels

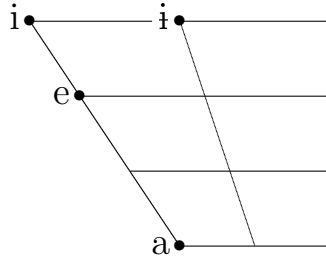
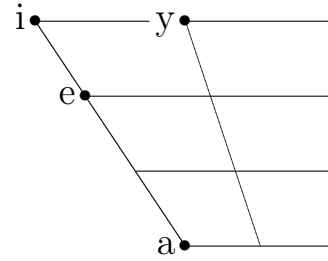


Figure II: Romanization of vowels



In unstressed syllables, /a/ is pronounced as [v], and /i/ as [i]. Spanish rules are followed when multiple romanizations given. For example, /si/ is written as ⟨ci⟩, but /sa/ is written as ⟨za⟩, /gi/ is written as ⟨gui⟩ but /ga/ is written as ⟨ga⟩. All syllables are (C)(C)V. Adjacent vowels are treated as nuclei of separate syllables. Stress can be varied, and is marked by the acute diacritic, unless stress is on the penultimate syllable of a multisyllabic word. If a monosyllabic word receives stress, its vowel is marked with an acute.

2 *Grammar*

2.1 Class marking

To mark an argument as belonging to a class, a (possibly shortened) version of its name is added to the beginning of the argument phrase. If phonosyntactically allowed, *jú* becomes *j-*, *nacce* *n(a)-*, *tani* *t(a)-*, *qué* *c-*, *rina* *r(i)-*, and *cie* *z/ci-*.

3 Semantics and Lexicon

There are five semantic classes: the HUMAN class, only for humans, the ACTION class, for actions that can be carried out, the ANIMATE non-human class, for animals, the CONCEPT class, for abstract concepts, and the INANIMATE class, for non-abstract, non-animate physical objects. Arguments can be broken into these classes, with cognate arguments in different semantic classes having different but often related meanings. Similarly, a single predicate can have several different but related meanings when taking different numbers of inputs and from different classes. These are defined in section 3.2, along with their class signatures. There is also a sixth semantic class: the FOREIGN class, for loan words and proper nouns.

3.1 Arguments

3.1.1 The human class: jú

je: “The generic argument; a human.”
tweme: “woman.”
zñawa: “man.”

3.1.2 The action class: nacce

cazte: “To compute.”
mxeca: “To track the time.”
jen: “The generic argument; to do.”
tweme: “To give birth.”
tary: “To speak.”

3.1.3 The animate non-human class: tani

je: “The generic argument; an animal.”
tweme: “female.”
zñawa: “male.”

3.1.4 The concept class: qué

cazte: “Mathematics and computation.”
concept: “concept.”
mxeca: “Time.”
tweme: “Femininity.”
zñawa: “Masculinity.”
je: “The generic argument; a”
tary: “Human speech.”

3.1.5 The inanimate class: rina

cazte: “Computer.”
thing: “thing.”
je: “The generic argument; a”
mxeca: “Clock.”

3.2 Predicates

cazte [HUMAN \rightarrow ACTION] : To understand someone.
ca’e [CONCEPT \rightarrow INANIMATE] : A book about something.
ezri [FOREIGN \rightarrow CONCEPT] : A language given its name.
r’e [FOREIGN \rightarrow HUMAN] : A person given their name.
tary [HUMAN \rightarrow CONCEPT] : Someone’s speech.
xejque [ACTION \rightarrow UNION{HUMAN, ANIMATE}] : The performer of an action.
xejque [ANIMAL \rightarrow ANIMAL] : The parent of an animal.
xejque [CONCEPT \rightarrow CONCEPT] : The origin of a concept.
xejque [HUMAN \rightarrow HUMAN] : The parent of a person.
xejque [INANIMATE \rightarrow UNION{HUMAN, ANIMATE}] : The creator of an object.

4 Short texts