

Nouns with **ma** or **ha**

Most of the time nouns in Inezeño show up with the article **ma** or **ha** in front of them.

In English, there is a definite article “**the**” and an indefinite article “**a/an**,” but the Inezeño article is more like a signal that the next word is a noun.

So you translate **ma** or **ha** plus a noun with either “**the**” or “**a/an**” in English, depending on the context:

ma tomol “a boat, the boat”



ma tomol

ma wic' “a bird, the bird”



ma wic'

ma qsi “the sun; a day, the day”



ma qsi

ma xus “a bear, the bear”



ma xus

ma 'iw† “a knife, the knife”



ma 'iw†

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č = “ch” **š** = “sh” **q** = “back K” **x** = “raspy H”

Where to use **ma** versus **ha**

What about **ha**? Like “this” and “that,” the article has two forms:

ma shows up when the noun is at the beginning of the phrase

ha shows up everywhere else. You hear it when you use the noun in a sentence, for example with a verb such as **s-we'** “he/she/it is sleeping.”

ma huču “the dog, a dog”

s-we' ha huču > swe' a huču “the dog is sleeping”



Just as with **he'ni** and **hek'i**, the **h** of **ha** drops out when it comes right after a consonant and you say **swe' a huču**.

When this is the *only* sound change, these lessons will simply give the phrase without the **h**.

Another verb is **s-alpat** “he/she/it is running,” as in

s-alpat a huču “the dog is running”

s-alpat a ma' “the rabbit is running”



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Practice with **ma** and **ha**

Here's a way to get comfortable with the difference between **ma** and **ha**.
Point to something and say the word for it in Inezeño with **ma**, such as:

ma huču “the dog, a dog”

The person answering replies by adding a verb in front of the noun, to create a simple sentence, and uses **ha** with the noun. A few verbs are:

s-we' “he/she/it is sleeping”

s-alpat “he/she/it is running”

s-itaq “he/she/it is listening”

s-wil “he/she/it is, exists; there is”



we'



alpat



itaq

A sample exchange would be:

A: **ma wĭ** “the deer, a deer”

B: **salpat a wĭ** “the deer is running”



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Question Word — **taka'** “where”

Besides **suk'u** “what,” another question word is **taka'** “where.”

Now you can ask where something is, as in

taka' ha 'iwĭ? “where's the knife?” *literally* “where [is] knife?”

The article shows up as **ha**, since **'iwĭ** doesn't come first in the phrase.

Ordinarily, a phrase like this is run together just as you run **suk'u hek'i?** together to say **suk' ek'i?** for “what's that?”

taka' ha 'iwĭ? > **tak a 'iwĭ?** “where's the knife?”

taka' ha tomol? > **tak a tomol?** “where's the boat?”

taka' ha 'eneq? > **tak a 'eneq?** “where's the woman?”



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Answering Questions with **taka'** “where”

To use **taka'**, you also need to know a few words for where things are:

'iti' “here”

kwek'i “there”

This is the same as the word for “that.”

Now you can answer the question

taka' a 'iwí? or **tak a 'iwí?** “where’s the knife?”



'iti'



kwek'i



The answer uses **ka** instead of **ha**, since you’re stringing two elements together in a statement with “to be” implied.

'iti' ka 'iwí “here’s the knife”

or **kwek'i ka 'iwí** “there’s the knife”

'iti' ka 'o' “here’s the water”

or **kwek'i ka 'o'** “there’s the water”



'iti' ka 'iwí



kwek'i ka 'o'

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Practice with **taka'** “where”

Point to something and ask where it is.

Use the full form of the phrase and then the run-together version, as in

taka' ha tomol? > **tak a tomol?** “where’s the boat?”

The person who’s answering says where the item is, also using the full form of the phrase and then the run-together version:

A: **taka' ha tomol?** > **tak a tomol?** “where’s the boat?”

B: **'iti' ka tomol** “the boat’s here”

or **kwek'i ka tomol** “the boat is there”

A: **taka' ha nḱ?** > **tak a nḱ?** “where’s the fire?”

B: **'iti' ka nḱ** “the fire’s here”





or **kwek'i ka nḱ** “the fire is there”





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Sound Pattern — Consonants with Glottal Stop

In the first lesson you learned about glottal stop and saw examples of it in various places in the word:

beginning: 'o' — ma 'o' "water"  'o'  'ap
 'ap — ma 'ap "house"
end: we' "to sleep"  tu' "ear" 

In the first lesson you also learned a few words that had glottal stop right next to some consonant — before:

ke'ni / he'ni "this, this one"  wic' "bird"
 and mostly after:
 suk'u "what"  **č'ant+k** "friend"
 kwek'i / hek'i "that, that one" **č'ant+k**

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Sound Pattern — Glottalization

When you pronounce a glottal stop right before or after some consonant, the consonant is said to be "glottalized."

Glottalization gives the consonant a "popped" or "explosive" sound.

It may sound like a catch in the throat that goes along with the consonant — which is exactly what glottalization is.

Whether a consonant is glottalized or not may be the only difference between words that are identical otherwise.

k'ot "to break"  k'ot  t+k
 kot' "soaproot" t+k "tip"
 to' "brother-in-law" t+k' "mother" 
 t'o' "mussel"  t'o' t+k'

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Sound Pattern — Where glottalization shows up

Every Inezeño consonant except **h** can be glottalized, and they can show up almost anywhere in the word.

at the beginning:

č'ant+k “friend”



k'ot

k'ot “to break”

c'iwis “rattle”



č'ič'i' “child”



č'ič'i'

in the middle:

††k'†n “to sit”



kwek'i / hek'i “that, that one”

ic'is “younger brother or sister”

oto'yin “to be lying down”

at the end:

paka's “one”



'iško'm “two”



'†'† “foot, leg”



'onokok' “lizard”



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Person Markers

Person is the grammatical term for who's doing what when you refer to some action or condition. Just like English, Inezeño makes a distinction of first, second and third persons:

first person “I” or “we” — the person speaking

second person “you” — the person you're speaking to

third person “he,” “she,” “it,” or “they” — who you're speaking about

Inezeño gives this information with **person markers: prefixes** that go in front of verbs and nouns to show what person you mean.

When a person marker **k-**, **p-** or **s-** shows up with a verb, it marks the **subject** of the verb: *who or what is doing the action the verb describes.*

k- “I”

k-itaq “I hear”

p- “you”

p-itaq “you hear”

s- “he,” “she” or “it”

s-itaq “he/she/it hears”



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Practice with Person Markers and Verbs

Practice putting the person markers **k-**, **p-** or **s-** in front of verbs to spell out who or what is performing the action that the verb describes.

alpat “to run”

!lk'+n “to sit”

aqmil “to drink”

oto'yin “to be lying down”

icumu' “to point to/at”

we' “to sleep”

itaq “to hear, to listen”

wil “to be, to exist”



Point to yourself and say the verb with a **k-**,

then point to the person you're talking to and say the verb with a **p-**,

then point to someone else and say the verb with an **s-**.



k-itaq “I hear”



p-itaq “you hear”



s-itaq
“he/she/it hears”

Special Symbols: **c** = “ts” **ĭ** = “barred I” **'** = “glottal stop” **h** = “raised H”
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Person Markers with Nouns

When one of the person markers **k-**, **p-** or **s-** shows up with a noun, it indicates the *possessor* or *possessive*: it tells you who owns or possesses the noun — or stands in some relation to it.

Here are examples of nouns with the three person markers:

ma k-iskon “my family”

ma p-iskon “your family”

ma s-iskon “his/her/its family”



ma kiskon

And with the noun **ya'** “arrow”

ma k-ya' “my arrow”

ma p-ya' “your arrow”

ma s-ya' “his/her/its arrow”



ma sya'

You'd *never* say “the my family” or “the his arrow” in English, but the article **ma / ha** is just a signal that what comes next is a noun.

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Practice with Person Markers and Nouns

Practice putting the person markers **k-**, **p-** or **s-** in front of nouns to spell out who owns it or stands in some relationship to it.

Here's a list of nouns to use:

ic'is	"younger sibling"	'iwi	"knife"
iskon	"family"	wop	"son"
'i'l	"leg, foot"	ya'	"arrow"

Point to yourself and say the noun with a **k-**,
then point to the person you're talking to and say the noun with a **p-**,
then point to someone else and say the noun with an **s-**.

For example: **ma k- ic'is** "younger sibling"

ma p-'i'l "your leg, foot"

ma s- wop "his/her son"



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Person Markers and Glottalization

You've seen examples of words that start with a glottalized consonant:

č'ant+k "friend"

c'iwis "rattle"



k'ot "to break"

t'o' "mussel"



t'o'

Putting the person markers **k-**, **p-** or **s-** in front of nouns or verbs that start with glottal stop creates a sequence of consonant plus glottal stop.

It might be written with a hyphen as **k-** to begin with, but the result sounds *exactly* the same as a consonant that's always glottalized.

So the sequence **k'** in

ma k-'ap > **ma k'ap** "my house"

or **k-'ip** > **k'ip** "I say"

sounds the same as the **k'** that's always glottalized in a word such as

k'ot "to break"





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Sound Changes — š before l, n and t

When you put the parts of a word together into a more complex unit, there are often **sound changes**: when two sounds are next to each other, one or both sounds might change.

When the sound **s** shows up in front of the sounds **l, n** and **t**, it changes to **š**.

Here are some examples of the person marker **s-** becoming **š-** when the word after it begins with **l, n** or **t**.

ma s-tu'	>	ma štu'	"his/her/its ear"		ma štu'
ma s-nono	>	ma šnono	"his grandfather," her grandfather"		
ma s-ti	>	ma šti	"his/her/its name"		
s-lukumel	>	šlukumel	"it is straight, goes straight"		
s-nowon	>	šnowon	"he/she/it stands, is standing"		

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Practice with Person Markers and Questions

You can make sentences with question words plus nouns that have person markers in front of them. For example, you can ask

A: **suk'u ha p-ti?** > **suk' a pti?** "what's your name?"

The answer might be something like

B: **toni ka k-ti** "Tony is my name"

or **ma k-ti ka toni** "my name is Tony"



You can ask the name of someone or something else, as in

A: **suk'u ha s-ti hek'i?** > **suk' a šti hek'i?**

"what's the name of that?" — *literally* "what [is] its name that?"

B: **xus ka šti hek'i** "**xus** (bear) is the name of that"

You can also ask similar questions with **taka'** "where," as in

A: **taka' ha s'ap?** > **tak a s'ap?** "where is his/her house?"

B: **kwek'i ka s'ap** "there's his/her house"

Special Symbols: **c** = "ts" **ḭ** = "barred I" **'** = "glottal stop" **h** = "raised H"
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Sound Pattern — *Sibilants*

Sibilants: This class of sounds involves friction or air turbulence with a high pitch.

The sibilants of Inezeño are **s**, **š** plus **c** and **č**.

c and **s** — hissing sounds of “ts” and “s”

or **č** and **š** — hushing sounds of “ch” and “sh”

no wedge: **c** and **s**

wedge: **č** and **š**

Words with **c** or **s**:

paka's “one”



sa “tooth”



icumu' “to point”



Words with **č** or **š**:

šoyin “to be black”



'iško'm “two”



č'ant+k “friend”

Special Symbols: **c** = “ts” **č** = “ch” **ḭ** = “barred I” **š** = “sh” **'** = “glottal stop” **q** = “back K” **h** = “raised H” **x** = “raspy H”

Sound Pattern — *Sibilant Harmony*

A special feature of the Chumash languages is that all of the sibilants in a word match: they're in *harmony*. They are all either

c and **s** — hissing sounds of “ts” and “s”

or **č** and **š** — hushing sounds of “ch” and “sh”

no wedge: **c** and **s**

wedge: **č** and **š**

Words with **c** and **s**:

ic'is “younger sibling”

'osos “heel”



c'ḭc'ḭ “to be sharp”

c'iwis “rattle”



Words with **č** and **š**:

č'i č'i' “child”

šepšle' “lip”



šāšan “to yawn”

č'ayaš “path, trail”



Special Symbols: **c** = “ts” **č** = “ch” **ḭ** = “barred I” **š** = “sh” **'** = “glottal stop” **q** = “back K” **h** = “raised H” **x** = “raspy H”



Practice with Sibilant Harmony

When the person marker **s-** shows up in front of a word that has **č** or **š** anywhere after the **s-**, it changes to **š-** to match — to be in harmony.

no wedge: **c** and **s**

wedge: **č** and **š**

Add **s-** to these nouns and verbs that have **č** or **š** in them and get in the habit of changing the **s-** to **š-**.

s-miš > **šmiš** “he/she/it cries”



šaqšan



s-aqšan > **šaqšan** “he/she/it is dead”

šmiš

s-expeč > **šexpeč** “he/she/it is singing”



šexpeč

s-u'liš > **šu'liš** “he/she grabs it, takes hold of it”

s-woyoč > **šwoyoč** “it is crooked, twisted”

šu'liš

ma s-č'ant+k > **ma šč'ant+k** “his/her friend”



šwoyoč

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The First Ten Inezeño Numbers

Here are the first ten Inezeño numbers.

I **paka's** “one”

ḥḥ I **yitiško'm** “six”

II **'iško'm** “two”

ḥḥ II **yitimas+x** “seven”

III **mas+x** “three”

ḥḥ III **malawa** “eight”

IIII **skumu** “four”

ḥḥ IIII **spa** “nine”

ḥḥḥ **yitipaka's** “five”

ḥḥḥ ḥḥ **č'iyaw** “ten”

When a number come before a noun, there's no indication of plural, and **ha** introduces the noun:

'iško'm a tomol “two boats”

You wouldn't say “two the boat” in English, but remember that **ha** just tells you that the next word is a noun.

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Practice with Numbers

Try combining the numbers with the Inezeño words for various nouns, such as:

paka's a 'eneq “one woman”

Get into the habit of using **ha** between the number and the noun. Take turns repeating these phrases and any others you may come up with.



'iško'm a 'iw+



skumu ha ku



yitipaka's a tomol



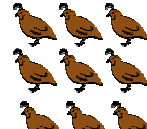
mas+x a xus



yitimas+x a ya'



malawa ha x+p
> **malaw a x+p**



spa ha takak

Special Symbols: **c** = “ts” **č** = “ch” **ḥ** = “barred I” **š** = “sh” **'** = “glottal stop” **q** = “back K” **h** = “raised H” **x** = “raspy H”

Another Question Word — 'apštḥ' “how many”

Another question word is **'apštḥ** “how much, how many.”

You can use it to ask a question without a verb.

'apštḥ' a xus? “how many bears are there?”



literally “how many bear [are there]?”

The answer would be **mas+x a xus** “[there are] three bears.”

A question with **'apštḥ** can add a person marker before the noun:

'apštḥ' a s-'ḥ'! “how many legs does it have?”

literally “how many [are] its leg?”



Asking how old someone is uses **'apštḥ** plus **šup** “year, world, earth,”

'apštḥ' a p-šup? “how many years do you have?”

literally “how many [are] your year?”

A child might reply **č'iyaw a k-šup** “ten [are] my years.”

Special Symbols: **c** = “ts” **č** = “ch” **ḥ** = “barred I” **š** = “sh” **'** = “glottal stop” **q** = “back K” **h** = “raised H” **x** = “raspy H”



Practice with 'apštɨ' "how many"

Take turn asking and answering these questions:



'apštɨ' a s'ɨ'l? "how many legs does it have?"
'iško'm a s'ɨ'l "it has two legs"



'apštɨ' a s'ɨ'l? "how many legs does it have?"
skumu ha s'ɨ'l "it has four legs"



'apštɨ' a s'ɨ'l? "how many legs does it have?"
yitiško'm a s'ɨ'l "it has six legs"



'apštɨ' a s'ɨ'l? "how many legs does it have?"
malawa ha s'ɨ'l "it has eight legs"



'apštɨ' a s'ɨ'l? "how many legs does it have?"
'insil a s'ɨ'l "it has no legs"

End

Special Symbols: c = "ts" ɨ̄ = "barred I" ' = "glottal stop" h = "raised H"
č = "ch" š = "sh" q = "back K" x = "raspy H"