

A Language by u/Yzak20



Getḥapaḥ
/ɣe'ḥa.paḥ/
“The tool of speech”

For the Speedlang Challenge 22.

1. Introduction

Getḥapaḥ is a fictional language I created solely for the purpose of this challenge, but throughout its creation I've decided to utilize of it in my own worldbuilding, with it being the potential language of dying culture, after the collapse of society in the beginning of its world's Ferrolithic. They demonstrate a high degree of respect and devotion of things that are of a higher degree of status or animacy than them and it shows off in their language.

The language possesses 19 consonants and 5 vowels, demonstrates vowel harmony and has stress assigned via moraic rule. Its word order is mainly defined by animacy with it only being broken by other word orders such as prepositional phrases, possession and modifiers, which I'll go into detail later on.

All in all it was a fun challenge and being the first I've ever sent I'd like to say I'm sorry for anything that may seem wrong with it.

2. Phonology and Romanization

2.1. Consonants

		Bilabial	Alveolar	Palatal	Velar
Nasal		m̄ /m̄/ m /m/	n̄ /n̄/ n /n/	(ñ) (ɲ)	ŋ /ŋ̄/ ŋ /ŋ/
Stop		p /p/	t /t/		k /k/
Fricative	Plain		s /s/ z /z/	c /ç/ j /ʝ/	h /x/ g /ɣ/
	Lateral			λ /λ̣/ λ̣ /λ̣/	
Rhotic			ř /ř̄/ r /r/		

- The palatal nasals only appears when the velar nasals are followed by a palatal consonant or front vowels (i or e)

2.2. Vowels

	Front	Back
Close	i	u
Mid	e	o
Open	a	

2.2.1. Vowel Harmony

Vowels in Getjapaŋ follow a progressive vowel harmony, in which when a word starts with a front vowel, following vowels become front vowels and vice versa. /a/ blocks harmony, vowels following it then become the source of vowel harmony

Ex: setja [ˈseɲ.ɲa] “being, living” + -mo [mo] “feel, perceive” → setjamo [ˈseɲ.ɲa.mo] “feel alive”
 moc [ˈmoç] “fat, high quality” + -ŋe [ɲe] “make, build” → mocŋe [ˈmo.ɲo] “swell, specialize”

2.2.2. Vowel Hiatus

The language also doesn't allow vowel hiatus or diphthongs, as such it has a rule for collapsing hiatus which is as follows:

$$\begin{array}{l}
 \{i,e\} + \{i,u\} \rightarrow i \quad \{u,o\} + \{i,u\} \rightarrow u \\
 i + \{e,a,o\} \rightarrow e \quad u + \{e,a,o\} \rightarrow o \\
 e + \{e,o\} \rightarrow e \quad \{e,a,o\} + a \xrightarrow{o} a + \{e,o\} \rightarrow o \\
 a + \{i,e\} \rightarrow e \quad a + \{u,o\} \rightarrow o
 \end{array}$$

Ex: ki [ˈki] “act, play” + -ec [eç] “Verbal Modifier” → kec “healthy, behaving”

2.3. Phonotactics

2.3.1. Syllable Structure

Syllables come in the form a complex structure of (C)V(N)/(C)V(A)#

(C)V(N) only appear word initially and medially

(C)V(K) only appears word finally

C: Any consonant.

V: Any vowel (following harmony).

N: A nasal of same voice and place of articulation as the following consonant.

K: Any voiceless consonant.

When words are compounded, if the coda of the first word is the same as the onset of the other word, they fuse, if the coda is different from the onset, the coda becomes N, if the onset is a nasal the coda is deleted.

Ex: poh ['pox] “day” + hař ['xař] “night” → pohar ['po.xař] “entire day, date”
set ['set] “be, be at” + -řa [řa] “Verbal Noun” → setřa ['se.řa] “to be, being”
moc ['moç] “fat, high quality” + -ře [ře] “make, build” → mocře ['mo.řo] “swell, specialize”

2.3.2. Mora and Stress

Getřapař is mora-timed, onsets do not count as mora, nucleae or coda count as 1 mora, as such: $1\mu = \{V, CV\}$ $2\mu = \{VN, VK, CVN, CVK.\}$ With that set, one can begin to mark stress, which is fixed to the third mora of a word.

Ex: hamaki ['ha.ma.ki] “love, hold dearly”, keřihec [ke'ři.xee] “short, deep, young”
It's also worth while noting that, when questioning and making statements, the intonation changes.

3. Morphology

3.1. Nouns

Nouns are not inflected for number, class or case, but they do require a set of Classifiers which one can replace to derive new meanings, these come in the different numbers and classes. Nouns when in their base class and singular number, tend to not take their respective classifier.

3.1.1. Number

There are 4 numbers in Γετήραη: Singular, Handful, Countable, Uncountable.

- Singular (SNG)

Determined as a single unit of said noun, if a noun by default (as in base form without classifier) is said to be collective (such as eyes or hands) applying a singular classifier implies 1 unit or piece of that bigger part.

Ex: μαήα [ˈma.ɲa] “eyes, knowledge” → ηε μαήα [ˈɲe ˈma.ɲa] “eye, piece of knowledge”

- Handful (HND)

A handful is any number between 2 and 8, to say, a number which could theoretically be held or counted in one’s hands. The exact number can be specified by using numerals

Ex: ρικ ιρακ [ˈrie ˈi.rak] “little rock, pebble” → σοεπ ρικ ιρακ [ˈsop ˈrie ˈi.rak] “handful of pebbles”
σοεπ ρικ ιρακ [ˈsop ˈrie ˈi.rak] “handful of pebbles” → σοεπ ε ρικ ιρακ [ˈsop ˈrie ˈi.rak] “2 pebbles”

- Countable (CNT)

Countable includes any number above 8, it can simply be defined as many, but can be specified via numerals.

Ex: ρα ήοη [ˈra ˈɲoɲ] “pike, spear, spike trap” → λοφα ήοη [ˈɭoɲa ˈɲoɲ] “spears, pikes”
λοφα ήοη [ˈɭoɲa ˈɲoɲ] “spears, pikes” → λοφα υ μις ήοη [ˈɭoɲa ˈu ˈmis ˈɲoɲ] “12 spears”

- Uncountable (UNC)

These are used specifically for numbers too high to be counted without writing down, it’s also used to derive collectives. If they take a number, it’ll be understood as a number of said collective.

Ex: μοήα [ˈmo.ɲa] “feeling, emotion, sense” → ταnu μοήα [ˈta.nu ˈmo.ɲa] “storm of emotions”
τανu μοήα [ˈta.nu ˈmo.ɲa] “emotion storm” → ταnu ηιρ μοήα [ˈta.nu ˈɲir ˈmo.ɲa] “5 emotion storms”

3.1.2. Class

There are also 4 classes: Abstract, Animate, Construct, Natural.

- Abstract (ABS)

Abstract class nouns are those with the highest amount of animacy, they include complex ideas and intangible concepts, like feelings, social constructs, deities, etc. They can also be used as modifiers, when so, it ignores animacy order.

Ex: nu et ['nu 'et] “human spirit, will” / nu et faʹ [ˈnu 'et 'ʃaʃ] “anthropomorphic beast”

- Animate (ANI)

Includes humans, animals, natural disasters, lightning, etc. It comes after Abstract in terms of animacy.

Ex: et ['nu 'et] “human, individual, man” → taʃe et [ˈta.ʃe 'et] “crowd of people, people”

- Construct (CON)

Construct is made up of man-made inanimate objects, such as tools, buildings, etc. In terms of animacy its still more animate than Natural, by virtue of being man-made

Ex: ʃa maʃa [ˈʃa 'ma.ʃa] “seeing glass, spyglass” / loʃa ʃom [ˈʃoʃa 'ʃom] “spears, pikes”

- Natural (NAT)

Natural is basically the opposite of Construct, being any naturally occurring inanimate object, flora, bodies of water, natural resources, the wind. They are at the base of the animacy hierarchy.

Ex: irak [ˈi.rak] “rock, stone” → soep irak [ˈsop 'i.rak] “handful of rocks”

3.1.3. Classifier List

Classifiers				
	Abstract	Animate	Construct	Natural
Singular	nu	ʃe	ʃa	so
Handful		ʃep	ʃaep	soep
Countable	nuep	ʃoʃe	ʃoʃa	
Uncountable	tanu	taʃe	taʃa	tasu

Handful and Countable Abstract classifiers are fused into the same classifier, because you can't exactly have abstract ideas “at hand”, while Countable and Uncountable Natural classifiers also fused, because natural occurring nouns tend to occur in such an incredible amount that above the handful anything is immense.

3.2. Pronouns

3.2.1. Personal Pronouns

There are 4 personal pronouns, they work similarly to nouns, taking classifiers when needed. The Proximate and Obviate pronouns also work as the Proximal and Distal demonstratives.

Pronouns	
1P	ku
2P	ci
PROX	iλ
OBV/DIS	zac

Pronouns find themselves above nouns in terms of animacy, with the first person on the top of the animacy chart.

3.2.2. Others

There are a few other basic pro-forms, Anaphoric/Demonstrative, Reflexive, Interrogative/Relative, Indefinite, Elective, Universal, Negative and Alternative. All of them stand below third person pronouns in terms of animacy

- Anaphoric/Demonstrative (PROX, OBV/DIS): iλ /'iλ̌/ and zac /'zaε/

Ex: iλ λa ['iλ̌ 'λa] “he’s good” / iλ et ['iλ̌ 'et] “this person”
iλ zac ma ['iλ̌ 'zaε 'ma] “he sees him (another person)” / zac et ['zaε 'et] “that person”

- Reflexive (RFLX): ja /'za/

Ex: tuk̄ja paḡ ci já set ['tu.ḡja 'paḡ 'ei 'za 'set] “love is the same for you”

- Interrogative/Relative (INT/REL): λo /'λ̌o/

Ex: λo ku mamaḡi iλ set ['λ̌o 'ku 'ma.ma.ḡi 'iλ̌ 'set] “He is the one I had seen”
λo mamaḡi ku? ['λ̌o 'ma.ma.ḡi 'ku?] “Who is the one I had seen?”

- Indefinite (INDF): tot /'tot/

Ex: ḡes tot ['ḡes 'tot] “there is someone” / tot et niλehkam ['tot 'et ni'λ̌eḡ.kam] “some people can’t walk”

- Elective (ELE): seh /'sex/

Ex: ma seh ci? ['ma 'sex 'ei] “anyone knows you?” / seh et ['sex 'et] “any person”

- Universal (UNI): cu /'eu/

Ex: cu setja ['eu 'seŋ.ɲa] “all beings” / zac cu set ['zae 'eu 'set] “that is all”

- Negative (NEG): niλ /'niλ̥/

Ex: niλ nes set ['niλ̥ 'nes 'set] “nothing is true” / nuep niλ moja ['nop 'niλ̥ 'mo.ɲa] “No feelings”

- Alternative (ALT): ze /'ze/

Ex: ze mik ['ze 'mik] “another place” / ro ne ze ['ro 'ne 'ze] “one after the other”

3.3. Verbs

Verbs decline for a variety of things, Alignment, Negative, Mood, Aspect, Tense, and Phasal Polarity, etc.

3.3.1. Direct/Inverse Alignment

Since the subject and object of a sentence is defined by animacy, verbs take the Inverse marker -ki, to reverse them.

Ex: ku ci ma ['ku 'ei 'ma] “I see you” → ku ci maik ['ku 'ei 'mek] “you see me”

3.3.2. Negative marking

When negating an action you attach the niλ- prefix to the verb. /'niλ̥/

Ex: ku ci ma ['ku 'ei 'ma] “I see you” → ku ci niλma ['ku 'ei 'ni.ma] “I don't see you”

3.3.3. Mood

You can mark up to 4 moods in the same verb.

- Indicative: The base form of the verb. Ex: ku ci ma ['ku 'ei 'ma] “I see you”
- Imperative: res-

Marks that an action is a command, an order. Ex: resma! ['re.ma] “See!”

- Desiderative: -teñ

Marks the need or wish. Ex: ku ci mateñ ['ku 'ei 'ma.teñ] “I want see you”

- Potential: -kam

Marks the need or wish. Ex: ku ci makam ['ku 'ei 'ma.kam] “I can see you”

- Inferential: -zap

Marks that the event is secondhand information.

Ex: ku ci maikzap ['ku 'ei 'men.zap] “you see me (or so I heard)”

3.3.4. Aspect

- Imperfective: The base form of the verb.

Ex: ku ci ma ['ku 'ei 'ma] “I see you/I am seeing you”

- Perfective: Reduplication of the final syllable of the stem added to the end

Marks that the action is viewed as a simple whole.

Ex: ku ci mama ['ku 'ei 'ma.ma] “I have seen you”

3.3.5. Tense

There are 4 Tenses, Present, Gnomonic, Past and Future, you can mark up to 2 Tenses in the same verb, the first being the absolute tense, and the second being the relative tense.

- Present: The base form of the verb.
- Gnomonic: -jap

Marks that the action is a factual truth, also used to note habitual events and narration

Ex: múraí setjap ['ɲu.ɾaɟ 'seɲ.zaɟ] “animals exist”

- Past: -ɲi Ex: ku ci maɲi ['ku 'ei 'ma.ɲi] “I saw you”
- Future: -uh Ex: ku ci mauh ['ku 'ei 'mox] “I will see you”

Some more common tense combinations

- Future in the past: -ɲiuh Ex: ku ci maɲiuh ['ku 'ei 'ma.ɲix] “I would see you”
- Past in the Future -uhɲi Ex: ku ci mauh ['ku 'ei 'mox] “I will have been seeing you”

3.3.6. Phasal Polarity

There are 2 markers of in Getɣapaɣ: Iamative “Already, yet” and Persistive “Still”

- Iamative: -huí

The iamative indicates that an action has “already” happened, when applied to the past and present tense, when applied to the future it takes on the meaning of “yet”

Ex: ku ci maɲihuí ['ku 'ei ma'ɲi.xiɾ] “I already saw you”
ku ci mauhuí ['ku 'ei 'mo.xuɾ] “I will see you yet”

When applied the Negative, it takes on the meaning of “not yet”

Ex: ku ci niɭmaɲihuí ['ku 'ei ni.ma'ɲi.xiɾ] “I was not seeing you yet”

- Persistive: -zan

The persistive indicates that an action has yet to finish, that it's still ongoing.

Ex: ku ci maɲizań ['ku 'ei ma'ɲi.zaɳ] “I was still seeing you”
ku ci mauhzań ['ku 'ei 'mon.zaɳ] “I will still see you”

When applied the Negative, it takes on the meaning of “no longer”

Ex: ku ci niɭmaɲizań ['ku 'ei ni.ma'ɲi.zaɳ] “I was no longer seeing you”

3.3.7. Other

There are a few ways to derive other parts of speech from verbs, any and all can take other forms of inflection with them.

- Nominalizer: -ńja

This marker produces abstract class nouns which carry the meaning on the product, state or action the verb indicated. Functions similarly to the Infinitive, Gerund and Gerundive. This nominalized form can be taken as simply inflectional or derivational, and is used in auxiliary constructions (may cause some ambiguity depending on word order)

Ex: ku riń rińńja ['ku 'riń 'ri.ńja] "I start to enter" / ku rińńja riń ['ku 'ri.ńja 'riń] "I enter the entrance"
less commonly: ku riń rińńja ['ku 'riń 'ri.ńja] "I enter the entrance"

- Modifier: -ec

Similar to the Nominalizer, but it forms adjectival or adverbial meanings, fulfilling a role similar to a Participle or Converb. Same as before it can also be derivational.

Ex: setkamec joc et [seń'ka.mee 'zoe 'et] "possibly important man"
et joc setikań ['et 'zoe se'ti.kam] "the man can be strong"

- Agentive: -pań

The marker creates both agents, instruments which perform the action depending on the classifiers they take, it can also be used to derive the place these actions/tools occur in. It can also be used to derive professions and offices from nouns.

Ex: getńja ['ye.ńja] "saying, word" → getńapań [ye'ńja.pań] "language, tongue, speech"
get ['yet] "speak, command, gift" → getpań ['yem.pań] "speaker, commander, gift-giver"

- Locative/Stative verbs: -set

In nouns it indicates the state of being in a specific location or existing in a particular condition.

Ex: ojo ['o.zo] "head, chief, caput" → ojset [o'zo.set] "be the head, lead, command, be at the top"

In verbs it derives new verbs conveying the action occurring in a certain location or expressing the state resulting from the action.

Ex: keń ['keń] "grow, nourish, become old" → keńset ['keń.set] "be growing at, be nourishing, be aging"

- Sensorial verbs: -mo

In nouns the marker can be attached to create verbs that indicate the act of perceiving or experiencing the essence of the noun through the senses.

Ex: řań ['řań] "beast, monster, wild animal" → řańmo [řa.mo] "sense a beast, feel stranged"

In verbs the marker can also be applied to derive forms that emphasize sensory perception or awareness.

Ex: kef ['kef] “grow, nourish, become old” → kefmo ['ke.me] “notice growth, feel the effects of aging”

- Causative/Inchoative verbs: -nje

In verbs, the marker creates forms that indicate causing someone or something to perform the action denoted by the base verb. It can also indicate the start of an action.

Ex: kef ['kef] “grow, nourish, become old” → kefnje ['ke.nje] “start growing, nurture, help aging”

In nouns it's applied to derive verbs that express the act of causing the essence or state represented by the noun.

Ex: raf ['raf] "beast, wild animal" → rafnje ['ra.nje] "make wild, liberate an animal, become a beast"

- Performative/Active verbs: -ki

The marker can be attached to existing verbs to create forms that indicate active engagement in the action denoted by the base verb.

Ex: ma ['ma] "see, find, know, believe, understand" → maki ['ma.ki] “witness, find out, realize, learn”

In nouns it can be applied to derive verbs that reflect the act of engaging in or performing the state or essence represented by the noun.

Ex: ojo ['o.zo] “head, chief, caput” → ojoki [o'zo.ku] “act as the head, lead, command, act as a leader”

3.4. Modifiers

In Getjapañ there's no division between Adverbs and Adjectives, as such they go by the name of Modifiers, the only clear difference is that adverbs come before adjectives. There are 4 kinds of Modifiers: True Modifiers, which are root words (and derived from), Nominal Modifiers, derived from the Abstract Classifier, Verbal Modifiers, which were discussed earlier, and to finish Prepositional Modifiers, which are prepositional phrases which work as a single unit to serve as modifiers.

Ex: moc ['moe] “big (general), heavy, fat, high-quality, excellent”
nu irak ['nu 'i.rak] “obstacle, block, blunt, dull, rough, coarse, slow, heavy”
kañec ['ka.ñe] “following, obeying, seeking, trivial, insignificant, weak, powerless, soft”
lut peka ['lut 'pe.ka] “breast-like, near a chest, concerning the heart, flat, smooth, hard”

3.4.1. Comparatives and Superlatives

By using specific prepositions (λut, ηot, nus, gu), you can express different relationships of equality, superiority, and inferiority between participants. Comparatives break animacy rule if necessary.

- Comparative of Equality: λut

This denotes that participants are of equal status
Ex: ku moc λut ci ηuf [ˈku ˈmoε ˈλut ˈei ˈηuf] “I am as excellent as you”

- Comparative of Superiority: ηot

This denotes that one participant is of higher status than the other.
Ex: ku moc ηot ci ηuf [ˈku ˈmoε ˈηot ˈei ˈηuf] “I am more excellent than you”

- Comparative of Inferiority: nus

This denotes that one participant is of lower status than the other.
Ex: ku moc nus ci ηuf [ˈku ˈmoε ˈnus ˈei ˈηuf] “I am less excellent than you”

- Comparative Superlative: gu

This denotes that one participant far surpasses the other.
Ex: ku moc gu ηep ku ηuf [ˈku ˈmoε ˈgu ˈηep ˈku ˈηuf] “I am the most excellent out of us”

Absolute Superlatives can be created by simply suffixing the adjective with -nes.
Ex: ku mocnes ηuf [ˈku ˈmo.ɲos ˈηuf] “I am the most fat”

3.5. Prepositions and Conjunctions

Most prepositions also work as conjunctions, adverbs and nouns, these. Also sometimes for emphasis subjects of prepositions don't necessarily precede it

3.5.1. ηοτ ['ηοτ]

This word defines concepts of elevation, superiority, authority, complexity and intensity, being used for expressing both physical positioning and hierarchical relationships in social or contextual dynamics. Specifics: “above, up, over, on top of, in charge of, very”

Ex: ηοτ ku ojo setik ['ηοτ 'ku 'o.zo 'se.tik] “The chief is in charge of me”
ηοτ nu hoń ['ηοτ 'nu 'xoŋ] “very soft” / ηοτ so ojo λeh ['ηοτ 'so 'o.zo 'λex] “go over the top”

3.5.2. ήυς ['ηυς]

Expresses concepts of inferiority, foundational support, and concealment, being used for expressing both physical positioning and hierarchical relationships in social or contextual dynamics, especially where something is essential yet overlooked. Specifics: “below, down, on the bottom of, under, beneath, fundamental for, covered by, based on”

Ex: ku ήυς ojo set ['ku 'ηυς 'o.zo 'set] “I am beneath the chief”
ήυς nu hoń ['ηυς 'nu 'xoŋ] “covered by softness”
ήυς ήεηίja λeh ['ηυς 'ήε.ηι.ηja 'λex] “go under the building”

3.5.3. ko ['ko]

Overall, it encompasses concepts of movement, passage, and boundary-crossing. Used to express both physical and metaphorical transitions between states, situations or contexts. Specifics: “through, throughout, across, beyond, over”

Ex: ku ko taje et λeh ['ku 'ko 'taje 'et 'λex] “I move through the crowd”

3.5.4. mań ['maŋ]

It's about distance, separation, and contrast, making it suitable for expressing physical distance, emotional disconnection, and relational dynamics. It emphasizes the idea of being apart or different, whether in space, time, or interpersonal relationships. Specifics: “far, distant, remote, far away, out of reach, long time, opposite, contrary, one-sided, unilateral, against”

Ex: ku mań ojo set ['ku 'maŋ 'o.zo 'set] “I am against the chief” or “I am out of reach from the chief”

ku mań λehηi ['ku 'maŋ 'λe.ηi] “I walked for a long time”

3.5.5. guλ ['ɣuλ̥]

Broadly refers to concepts of instrumentality, causation, precedence, and superiority, highlighting how something is achieved, the reasons behind actions, or relationships of priority and rank. It often emphasizes indirect means, making it well-suited for contexts where the method, tool, or cause is not directly linked to the subject but plays an essential role. Specifics: by means of, because, through, before, in front of, ahead of, early, face to face, early before, above (rank)

Ex: ku guλ ojo set ['ku 'ɣuλ̥ 'o.zo 'set] “I am in front of the chief”
ku guλ lehɲi ['ku 'ɣuλ̥ 'λ̥e.ɲi] “I left early”
ku guλ gok múŋ iλ mik lehɲi ['ku 'ɣuλ̥ 'ɣok 'múŋ 'iλ̥ 'mik 'λ̥e.ɲi] “I came out here on foot”

3.5.6. ne ['ne]

It is a versatile preposition that primarily denotes relationships of time, causality, and order. It can express that something occurs after another event, is positioned behind something, or happens as a result of a cause. Additionally, it can indicate conformity to rules or principles and is often used to sequence events or denote consequences. Specifics: after, behind, according to, because of, and then, late, as a consequence of

Ex: ne iλ ['ne 'iλ̥] “after this” or “behind this” / ne ɲes [ne 'ɲes] “according to the truth”
ne ojo ['ne 'o.zo] “because of the chief”
ku maɲi ne lehɲi ['ku 'ma.ɲi 'ne 'λ̥e.ɲi] “I see then I go”

3.5.7. uɲ ['uɲ]

Denotes movement or presence within an area, space, or time frame, emphasizing internalization or intermediate stages in both physical and temporal senses. It is often used to convey the idea of something happening within a period, inside a space, or through an intermediate phase. Specifics: through, during, while, in, inside, between, among, within

Ex: uɲ ɲep ku ['uɲ 'ɲep 'ku] “Among us” or “Between us”
uɲ kac ['uɲ 'kæ] “In the moment” or “During the event”
ɲep ku get uɲ leh ['ɲep 'ku 'ɣet 'uɲ 'λ̥ex] “We talk while walking”

3.5.8. iɲ ['iɲ]

Primarily indicates direct instrumentality or association, highlighting how something is achieved or what is being used in an action. It is often employed to show the means by which something is done or the relationship between entities, whether through physical tools, materials, or abstract sources. Specifics: using, and, also, with, of, from, in (of source)

Ex: iɲ iλ ['iɲ 'iλ̥] “using this” or “with this” / ku iɲ ci ['ku 'iɲ 'ei] “You and me”
ku iλ iɲ ma ['ku 'iλ̥ 'iɲ 'ma] “I also see him” / keɲpaɲ iɲ et ['keɲ.paɲ 'iɲ 'et] “the food of the man”

3.5.9. paḡ [ˈpaḡ]

This one expresses movement, purpose, or intent, often indicating a direction towards a goal, both literally and figuratively. It is used to signify movement toward something, whether in physical space, time, or a goal-oriented action. Specifics: in order to, In the pursuit of, in the direction of, to, towards, for the moment of, for the sake of

Ex: paḡ so ojo [ˈpaḡ ˈso ˈo.zo] “in the direction of the top” or “in pursuit of the summit”
paḡ ci [ˈpaḡ ˈci] “for your sake” or “towards you”

3.5.10. múḡ [ˈmuḡ]

Denotes movement or extension toward a specific target or endpoint, often emphasizing the notion of reaching, completion, or a sustained action over time. It can be used both for physical movement and abstract concepts of time or goals. Specifics: to, out to, until, outwards, for the purpose of, until the completion of, over (time)

Ex: múḡ kac [ˈmuḡ ˈkac] “until the time” or “over time”
múḡ zac [ˈmuḡ ˈzac] “to that” or “out to that” or “for the purpose of that”

3.5.11. gu [ˈgu]

A versatile preposition that indicates a point of origin, separation, or causation. It can describe both physical movement away from a place or source and abstract concepts related to cause and time. Specifics: out of, off, from, since, because of, for (of time), originating from

Ex: gu lo? [ˈgu ˈʎo?] “Because of what?” or “From what?” / gu iḷ [ˈgu ˈiḷ] “out of this”
gu iḷ riḡḡa [ˈgu ˈiḷ ˈri.ḡḡa] “For now” / gu zac mik [ˈgu ˈzac ˈmik] “originating from that land”

3.5.12. ḡut [ˈḡut]

Indicates proximity, similarity, or association with a subject. It often denotes closeness in both physical and abstract contexts, making it versatile for describing locations, comparisons, and relationships. Specifics: nearby, almost, around, about, beside, concerning, close to, near, short time, on both sides, like, as

Ex: ḡut iḷ [ˈḡut ˈiḷ] “like this” or “near this” also serves as “thus, so”
ku ḡut set [ˈku ˈḡut ˈset] “I am nearby” / ḡut ja [ˈḡut ˈza] “also”

3.5.13. ḡes [ˈḡes]

Denotes affirmation, existence, or location. It can denote certainty or presence in various contexts, making it essential for establishing facts or conditions within sentences. Specifics: true, at, if, yes, definitely at, there is in/at

Ex: ḡes ja [ˈḡes ˈza] “It’s the same” or “at the same” / ḡes [ˈḡes] “yes” or “true”
ḡes ku zac ma [ˈḡes ˈku ˈzac ˈma] “If I see them” / ḡes nús [ˈḡes ˈnús] “There’s a bottom”

3.6. Table of Correlatives

Correlatives									
	Anaphoric/Demonstrative		Reflexive	Interrogative					
	Proximate	Obviate/Distal		Relative	Indefinite	Elective	Universal	Negative	Alternative
Basic	ιλ	zac	ja	λο	tot	seh	cu	niλ	ze
Truth/At	ńes ιλ	ńes zac	ńes ja	ńes λο	ńes tot	ńes seh	ńes cu	ńes niλ	ńes ze
Means/Before	guλ ιλ	guλ zac	guλ ja	guλ λο	guλ tot	guλ seh	guλ cu	guλ niλ	guλ ze
After/Because of	ne ιλ	ne zac	ne ja	ne λο	ne tot	ne seh	ne cu	ne niλ	ne ze
Above	ńot ιλ	ńot zac	ńot ja	ńot λο	ńot tot	ńot seh	ńot cu	ńot niλ	ńot ze
Below	ńus ιλ	ńus zac	ńus ja	ńus λο	ńus tot	ńus seh	ńus cu	ńus niλ	ńus ze
Through	ko ιλ	ko zac	ko ja	ko λο	ko tot	ko seh	ko cu	ko niλ	ko ze
Inside/During	uń ιλ	uń zac	uń ja	uń λο	uń tot	uń seh	uń cu	uń niλ	uń ze
Distant/Far	mań ιλ	mań zac	mań ja	mań λο	mań tot	mań seh	mań cu	mań niλ	mań ze
Near/Like	λut ιλ "thus, so"	λut zac	λut ja "also"	λut λο	λut tot	λut seh	λut cu	λut niλ	λut ze
With/Use	iń ιλ	iń zac	iń ja	iń λο	iń tot	iń seh	iń cu	iń niλ	iń ze
Purpose/To	pań ιλ	pań zac	pań ja	pań λο	pań tot	pań seh	pań cu	pań niλ	pań ze
Out to/Until	ńuń ιλ	ńuń zac	ńuń ja	ńuń λο	ńuń tot	ńuń seh	ńuń cu	ńuń niλ	ńuń ze
Out/From	gu ιλ	gu zac	gu ja	gu λο	gu tot	gu seh	gu cu	gu niλ	gu ze
Place	ιλ mik	zac mik	ja mik	λο mik	tot mik	seh mik	cu mik	niλ mik	ze mik
Time	ιλ rińńa	zac kac	ja kac	λο kac	rińńa tot	rińńa seh	cu kac	rińńa niλ	ze kac

4. Syntax

4.1. Word Order

Word order is primarily decided by means of Animacy Hierarchy, putting a higher amount of focus at the start of the sentence than its end, incidentally verbs tend to be at the end of a sentence. And although the language is primarily head-final, it possesses prepositions.

4.1.1. Animacy Hierarchy

Animacy Hierarchy	
More	First
	Second
	Proximate
	Obviate
	Proper names
	Abstract
	Animate
	Construct
Less	Natural

4.1.2. Modifiers and Compliments

- Preposition – Noun
- Classifier - Noun
- Adjective - Noun
- Demonstrative - Noun
- Numeral - Noun
- Relative Clause - Noun
- Possessor – Possessed
Obs. Pronouns tend to prefer this formation over the preposition.
- Adverb - Adjective
- Classifier – Demonstrative – Numeral – Adjective - Noun

Classifiers appearing first, followed by demonstratives, numerals, adjectives, and nouns

- Place - Time - Manner

Adverbial phrases following the Place > Time > Manner order Ex: "in the house yesterday quickly").

- Auxiliary Main Verb

4.2. Questions

4.2.1. Polar Questions

Polar questions are the most basal form of questions. Formed by simply changing intonation, but just that is taken as informal or rude, for a more formal question one needs to front the verbs to the start of the sentence.

Ex: *ku ci maik?* ['ku 'ei 'mek?] “You see me?” vs *maik ku ci?* ['mek 'ku 'ei?] “Do you see me?”

When answering a negative polar question, the answers are the same as with a positive.

Ex: *niλmaik ku ci?* ['ni.mek 'ku 'ei?] “Do you not see me?” R: *ńes* ['ńes] “yes” or *set* ['set] “(I) am”

4.2.2. Tag Questions

Tag questions are nearly the same, except at the end of the sentence, where one adds one of the following.

Tag Questions		
	Particle	Copula
Positive	ńes	set
Negative	niλ	nińset

4.2.3. Alternative Questions

Alternative questions are similar to the other questions, except they have ze "or". Their answerers tend to be one of the options given or a more complex sentence.

Ex: *set ci coλ ze ceń?* ['set 'ei 'eoλ 'ze 'ceń?] “are you a boy or a girl?” ... *ńes*. ['ńes] “...yes.”

4.2.4. Λo-Questions

Λo-Questions take one of the Interrogative pronouns, these always come at the start of the sentence, even in the formal they precede verbs.

Ex: *λo set zac Pokamoń?* ['λo 'set 'zæ po'ka.mon?] “Who’s that pokemon?”

5. Lexicon

5.1. Words of Big and Small

Getjapañ has quite a diverse array of words for big and small, many sport a variety of meanings which can be used metaphorically or literally depending on the context in which they're used.

moc ['moε] “object of big weight, big (general), heavy, fat, high-quality, excellent”.

ric [riε] “object of small weight, small (general), light, skinny”

cu ['εu] “very, big (of number), all, each, every, many, more, much”

tot ['tot] “slightly, some, a few, small (of number), less, little”

keñec ['ken.ɲεε] “big height, tall, high, top, shallow, old”

keñihec [ke'ɲi.xεε] “small height, short, low, bottom, deep, young”

teñec ['ten.ɲεε] “big length, big width, long, wide, loud, broad”

teñihec [te'ɲi.xεε] “small length, small width, short, thin, quiet, narrow”

joc ['zoε] “big importance or power, leading, carrying, driving, important, significant, powerful, strong, hard”

kañec ['ka.ɲεε] “small importance and power, following, obeying, seeking, trivial, insignificant, weak, powerless, soft”

6. Writing System

Getŋapaŋ possesses an abugida, with a total of 24 individual glyphs, 5 vowel markers and 9 punctuations. There's a total of 95 different consonant + vowel combinations.

	∅	i	e	a	o	u		∅	i	e	a	o	u
∅		Ⓛ	Ⓜ	Ⓝ	Ⓞ	Ⓟ	s	Ⓠ	Ⓡ	Ⓢ	Ⓣ	Ⓤ	Ⓥ
p	Ⓦ	Ⓧ	Ⓨ	Ⓩ	ⓐ	ⓑ	z	ⓓ	ⓔ	ⓕ	ⓖ	ⓗ	ⓙ
t	Ⓥ	Ⓦ	Ⓧ	Ⓨ	Ⓩ	ⓐ	ε	Ⓡ	Ⓢ	Ⓣ	Ⓤ	Ⓥ	Ⓦ
k	Ⓝ	Ⓞ	Ⓟ	Ⓠ	Ⓡ	Ⓢ	z	Ⓣ	Ⓤ	Ⓥ	Ⓦ	Ⓧ	Ⓨ
m	Ⓡ	Ⓢ	Ⓣ	Ⓤ	Ⓥ	Ⓦ	x	Ⓧ	Ⓨ	Ⓩ	ⓐ	ⓑ	ⓓ
m	Ⓡ	Ⓢ	Ⓣ	Ⓤ	Ⓥ	Ⓦ	y	Ⓝ	Ⓞ	Ⓟ	Ⓠ	Ⓡ	Ⓢ
ŋ	Ⓡ	Ⓢ	Ⓣ	Ⓤ	Ⓥ	Ⓦ	ŋ	Ⓝ	Ⓞ	Ⓟ	Ⓠ	Ⓡ	Ⓢ
n	Ⓡ	Ⓢ	Ⓣ	Ⓤ	Ⓥ	Ⓦ	ŋ	Ⓝ	Ⓞ	Ⓟ	Ⓠ	Ⓡ	Ⓢ
ŋ̇	Ⓡ	Ⓢ	Ⓣ	Ⓤ	Ⓥ	Ⓦ	r	Ⓝ	Ⓞ	Ⓟ	Ⓠ	Ⓡ	Ⓢ
ŋ	Ⓡ	Ⓢ	Ⓣ	Ⓤ	Ⓥ	Ⓦ	r	Ⓝ	Ⓞ	Ⓟ	Ⓠ	Ⓡ	Ⓢ
,	Ⓡ	;	-	.	˘	" "	Ⓡ	#n	~				
?	Ⓡ	!	˘	:	˘	Name	Ⓡ						

The system is written in strips of bark put together via string using a small brush. Words are written horizontally LTR, with lines of text going from the bottom line up.

Most punctuation markers are quite similar to ones used in Irl languages, except for the name and numeral markers. The name marker is used to, as name suggests, produce names out of a string of sounds, they can be either nouns that actually exist in language, or any sound combination that may sound endearing, as long as it's marked with the name marker, they function like any other noun.



[ˈsa.rax] "Sarah"

6.1. Numerals and Number System

Getḡapaḡ uses an Octal Base Number system, with a numbers going from 0 to 8 and powers of 8. In speech Addition is done by following a high numeral with a smaller one and Multiplication is done by preceding a high numeral with a smaller one. Ordinals are done by preceding the numeral with the singular abstract classifier *nu*.

Numerals			
Decimal	Octal	Cardinal	Ordinal/Adverbial
0	0	ań	nu ań
1	1	ro	nu ro
2	2	e	nu e
3	3	ńo	nu ńo
4	4	mis	nu mis
5	5	ńıf	nu ńıf
6	6	ah	nu ah
7	7	le	nu le
8	10	u	nu u
15	17	u le	nu u le
16	20	e u	nu e u
63	77	le u le	nu le u le
64	100	se	nu se
511	777	le se le u le	nu le se le u le
512	1000	leń	nu leń
4096	1.0000	jah	nu jah
32768	10.0000	uń	nu uń
262144	100.0000	ih	nu ih
2097152	1000.0000	ap	nu ap
16777216	1.0000.0000	ot	nu ot

Written language follows a similar process for addition and multiplication, numerals are written by preceding the letters with the numeral marker.

Number 0 is the vowel a, while numerals go from 1 to 7 in powers of 8, like in the table below:

~0	8^0	8^1	8^2	8^3	8^4	8^5	8^6	8^7	8^8
0	ᄀ								
1	ᄁ	ᄂ	ᄃ	ᄄ	ᄅ	ᄆ	ᄇ	ᄈ	ᄉ
2	ᄊ	ᄋ	ᄌ	ᄍ	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
3	ᄓ	ᄔ	ᄕ	ᄖ	ᄗ	ᄘ	ᄙ	ᄚ	ᄛ
4	ᄜ	ᄝ	ᄞ	ᄟ	ᄠ	ᄡ	ᄢ	ᄣ	ᄤ
5	ᄥ	ᄦ	ᄧ	ᄨ	ᄩ	ᄪ	ᄫ	ᄬ	ᄭ
6	ᄮ	ᄮ	ᄮ	ᄮ	ᄮ	ᄮ	ᄮ	ᄮ	ᄮ
7	ᄮ	ᄮ	ᄮ	ᄮ	ᄮ	ᄮ	ᄮ	ᄮ	ᄮ

One can get higher numbers with the rest of the letters, but for sake of simplicity the table has been reduced. As can be seen it goes down the rows and then the columns.

An example of how the numeral system goes is as follows:



Literal Pronunciation: ['mi.tip]
 Actual Pronunciation: ['ŋo 'ŋeŋ 'ŋe 'se 'ro]
 Octal: 3701 Decimal: 1985

7. Examples

All examples are taken from 5MOYDS:

476th 5MOYD:

ήυήο ku tanu hama ci, Sarah?

['ήυ.ήο 'ku 'ta.nu 'ha.ma 'ei 'sa.rah]

<frighten 1P ABS.UNC mother 2P Sarah>

"Do my affections frighten you, Sarah?"

876th 5MOYD:

λυτ ja jojap ci παή ηε ceή κeήηα ιή ci mik

['λυτ 'za 'zo.zap παή 'ηε 'ceη 'keη.ηα 'ιη 'ei 'mik]

<like RFLX send.GNO 2P to AN.SNG female offspring of 2P land?>

"Do you also give land to your daughter?"

936th 5MOYD:

λο kac ήes ηot nu gis taήa κeήπαή ιή ku ήοή niλήυήkamjap ku ήus ήυ λehjap

['λο 'kac 'ήes 'ηot 'nu 'γis 'ta.ήa 'keη.παή 'ιη 'ku 'ήοη ni.ήιή 'kaη.zap 'ku 'ήus 'ήυ 'λex.zap]

<REL time at above ABS.SNG crop CON.UNC food and 1P tooth NEG.use.POT.GNO 1P under sad go.GNO>

"I become sad when there's good food and I can't eat it."

1066th 5MOYD:

λυτ λο ci παή ηep ρuήu taήa κeήπαή jo ku gaikjap

['λυτ 'λο 'ei 'παή 'ηep 'ρu.ήu 'ta.ήa 'keη.παή 'zo 'ku 'geη.zap]

<like what 2P to AN.HND pigeon CON.UNC food send 1S irritate.INV.GNO>

"Your manner of feeding pigeons irritates me."

1444th 5MOYD:

Papa ηot nu gis taso mocήēηa gu aλιή cuk

['pa.pa 'ηot 'nu 'γis 'ta.so 'mo.ήo.ηa 'γy 'a.λiη 'cuk]

<Papa above ABS.SNG crop NAT.CT swelling out sack shake>

"Papa is shaking the potatoes out of the sack."