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Tabasco Chontal
Pedagogical Grammar

by K Keller, LLV.

LESSON 1

I. Conversation

(To be memorized. Practice it with someone until it comes easily.)

- A. Tanet greeting used by one coming to the door.
 a. Tanet answer
- B. Cua' a chen? or Can a chen? What are you doing?
 Ca a chen? or Cuaxca a chen?
 b. Mach'an cua'. Ochen. Nothing. (not anything) Come in.
- C. A'ochón I came in. (just now)
 c. Chumf', ya'an chumli' jini. Sit down, there is a chair there.
- D. Achunwānón I sat down. (just now)
- E. Conto I'm going
 e. abixéme 'to Goodbye. (you are going then)

II. Analysis

- A. Cua' a chen?
cua' is the sign of the question, and means "what?". It is used in a statement to mean "anything" as in b. above.
a is second person, "you". It is the dependent form.
chen is the verb meaning "make, do".
- B. Mach'an cua'
 mach'an There isn't (it).
 cua' Anything.
- C. Ya'an chumli' jini
 ya'an There is
 chumli' Chair. Something to sit on. Seat.
 jini that
- D. Imperatives (in singular) (in plural) see III
 ochen Come in! ochenla
 chumi' Sit down! 'chumi'la
- E. Past Tense (intransitive verb)
 a'ochón I came in. (just now)
 achunwānón I sat down. (just now)
 -on is a suffix indicating first person.
 a- occurring before the verb as a proclitic denotes something happening near the present - or either just about to happen, or just having happened, but not in the process at the moment.

III. Additional Vocabulary (to be memorized)

Can a chen? etc., What are you doing? (can be used interchangeably, ca or cua' or cuaxca)

ab	hammock
tz'en	bed
tem	low stool (hollowed out of a log) (piece of old canoe)
ochenla	come in (plural imperative)
chumi'la	sit down (plural imperative)

IV. Frame practice (Run each word of substitution list through frame twenty times.)

Frames:

1. Ya'an _____ (There is a _____.)
2. Mach'an _____ (There isn't any _____.)
3. Chumi'. Ya'an _____ jini. (Sit down. There is a _____ here.)

Substitution list:

chumli' ab tz'en tem banca

F. Word order in possession.

The thing possessed precedes the possessor. This is a fixed order.

u c'ab' a na'	her name your mother
u c'aba' ni ch'oc	her name the child

G. Ayan a säcun?

Do you have an older brother?

An alternate way to ask the question would be:

Mach'an a säcun?	Don't you have an older brother?
------------------	----------------------------------

III. Frame practice:

A. Frames:

1. Can u c'aba' _____?
2. Mach'an _____?
3. Ayan _____?

Substitution list:

a na',	a pap,	a ch'oc,	a säcun,	a witz'in,	a wit'oc
u na',	u pap,	u ch'oc,	u säcun,	jitz'in,	jit'oc

B. Frames:

1. Ya'an _____.
2. Mach'an _____.

Substitution list:

cä na',	cä pap,	cä ch'oc,	cä säcun,	quitz'in,	quit'oc
u na',	u pap,	u ch'oc,	u säcun,	jitz'in,	jit'oc

IV. Make up a conversation based on the vocabulary of Lesson 1 and Lesson 2, and carry it on with someone.

LESSON 3

I. Conversation:

- a. A mäne' säctoc'? Will you buy an egg?
 b. Acä mäne'. Jäyp'e a wäq'ue'? I will buy it. How much is it?
- a. Do real. Two reales (25 centavos).
 a. A mäne' we'e? Will you buy meat?
 b. Mach cä mänä. Mach'an taq'uin. I won't buy it. I haven't any money.
- b. Mach cä mänä. Choj a wäq'ue'. I won't buy it. It is expensive.

II. Analysis:

- A. A mäne' säctoc'?
a is 2nd person used as subject of the transitive verb mäne', "buy".
män- is the verb stem.
-e' is the indicator of non-completed action; it includes the idea of the 3rd person object.
säctoc' "egg"
- B. Acä mäne'
a is the clitic morpheme denoting near present or near future action, as explained in Lesson 1. Here it indicates future.
cä is 1st person subject of the verb.
- C. Jäyp'e a wäq'ue'?
jäyp'e how much, how many
a 2nd person subject of the verb äq'ue', "give".
 The stem is äc'-
- D. Negative morpheme is mach. It occurs before the verb as in:
 Mach cä mänä. I won't buy it.
 It can stand alone as a complete utterance.
- Note that the verb form following a negative is different from the form used in a positive statement.
- E. Vocabulary of the phrases
 taq'uin money
 do real two reales (25 centavos)
 choj expensive

III. Additional vocabulary

coco	cocoanut	buch'	fish (some kinds)
waj	tortilla	ibam	a kind of fish
ja'as	cooking bananas	aranxax	oranges
chitam	pig, hog, pig meat	quinia	eating bananas

IV. Frame practice:

Frames:

1. A mäne' _____?

2. Jäyp'e a wäq'ue' _____?

Substitution list:

säctoc', we'e, coco, waj, ja'as, chitam,
buch', ibam, aranxax, quinia, beq'uet

LESSON 4

I. Conversation:

- | | |
|----------------------------|--|
| a. Cuaxca a chone'? | What are you selling? |
| b. Acă chone' un. A mäne'? | I'm selling avacados. Will you buy some? |
| c. Acă mäne'. Tăsen wida. | I'll buy some. Bring them here. |
| | |
| a. Cuaxca a wo? | What do you want? |
| b. Co că mäne' ixim. | I want to buy corn. |
| | |
| a. A wo a mäne' ixim? | Do you want to buy corn? |
| Jäyp'e a mäne'? | How much will you buy? |
| b. Ump'e kilo | One kilo. |
| | |
| a. Chombenon chăb. | Sell me a candle. |
| Mach că chono. | I won't sell it. |
| | |
| a. Yo u mäne' ixim. | He wants to buy corn. |

II. Analysis

A. Cuaxca a chone'?

- | | |
|---------------|---|
| <u>cuaxca</u> | "what", the sign of a question. |
| <u>a</u> | second person subject of verb. |
| <u>chon-</u> | verb stem |
| <u>-e'</u> | suffix indicating incomplete action of transitive verb. |

B. Conjugation of verb "want" in the affirmative incomplete singular.

- | | |
|------|----------|
| co | I want |
| a wo | you want |
| yo | he wants |

These may be proceeded by an object:

ixim yo	He wants corn.
---------	----------------

They may be followed by the object:

yo ixim	He wants corn.
---------	----------------

When it is followed by a transitive verb, the person is indicated on both verbs:

a wo a mäne'?	Do you want to buy?
co că mäne'	I want to buy.

C. Conjugation of mäne' in affirmative incomplete singular.

- | | |
|---------------|--|
| <u>-e'</u> | verbs are a class of transitive verbs. They take an object--either expressed or implied. |
| <u>-e'</u> | is 3rd person object. |
| că mäne' | I buy |
| a mäne' | You buy |
| u mäne' | He, she, it buys |
| <u>chone'</u> | belongs to the same class and is conjugated in the same way. |

D. Imperatives of the above conversation:

- | | |
|-----------|----------------------------|
| tăsen | Bring it! |
| chombenon | Sell to me! Sell it to me! |

E. ump'e One (speaking of kilos)
III. Frame practice.

Frames:

- | | |
|------------------------|-------------------------|
| 1. Că chone' _____. | 2. Co că mäne' _____. |
| 3. A wo a mäne' _____. | 4. Yo u mäne' _____. |
| 5. Chombenon _____. | 6. Mach că chono _____. |
| 7. _____ yo. | 8. Co _____. |
| 9. Täsén _____. | |

Substitution List:

un, ixim, chäb, we'e, coco, waj, ja'as, chitam,
beq'uet, buch', ibam, aranxax, quinia, säctoc'

LESSON 5

I. Conversation:

- a. Cada a xe? Where are you going?
 b. Ya cã xe da. I'm going here.
 b. Ya cã xe tă c'ăncan. I'm going on an errand.
 b. Ya cã xe tă wawa'ne. I'm going on a visit.
 b. Ya cã xe cã mănē' waj. I'm going to buy bread.
 b. Ya cã xe tă patan. I'm going to work.
 b. Ya cã xe cã mănē' ja'as. I'm going to buy cooking bananas.
 b. Mach uxon bajca. I'm not going anywhere.

- a. Cada a xela? Where are you (plural) going?
 b. Cã xe t'ocob tă c'ăncan. We are going on an errand.
 b. Cã xe t'ocob tă wawa'ne. We are going on a visit.

- a. Cada u xe? Where is he going?
 b. U xe tă c'ăncan. He is going on an errand.

- a. Cada u xe a săcun? Where is your older brother going?
 b. U xe tă patan. He is going to work.

- a. Cada u xe ni yoc ajlo'? Where is the boy going?
 b. U xe tă c'ăncan. He is going on an errand.

- a. Cada u xe ni yoc ixoc? Where is the little girl going?
 b. U xe u mănē' we'e. She is going to buy meat.

- a. Cada u xe job? Where are they going?
 b. U xe job tă c'ăncan. They are going on an errand.
 b. U xe job tă wawa'ne. They are going on a visit.

II. Analysis:

A. Vocabulary of the phrases:

cada	where	patan	work
tă	to, from	yoc ajlo'	little boy
c'ăncan	errand	yoc ixoc	little girl
wawa'ne	visit		

B. Congugation of verb "go" in incomplete:

cã xe	I go	cã xe t'ocob	We go (but not you)
		cã xela	We go (and you too)
a xe	You go	a xela	You (plural) go
u xe	He, she, it goes	u xe job	They go.

- C. Ya ? Possibly means the same as the a --recent past or near future.
- D. Note that when a transitive verb follows the verb "to go", the person is expressed on both verbs.
cä xe cä mäne' I go I buy. or I'm going to buy.
- E. When a noun follows the verb "to go", it is preceeded by the preposition tä.
- F. Note the word order in these questions:
question word verb subject
Cada u xe a säcun?
- G. Chontal expresses two phases of 1st person--inclusive and exclusive. The inclusive -la includes the person or persons spoken to. The exclusive t'ocob excludes the person or persons spoken to.
- H. Plurals of persons on verbs are expressed by post verb morphemes, as illustrated above. These same plurals are used for all kinds of verbs.
cä mäne' t'ocob We buy (but not you).
cä mäne'la We buy (and you too).
a mäne'la You (plural) buy.
u mäne'ob They buy.
- The 3rd person pluralizer has two forms.
-ob, usually used after consonants, as in "u mäne'ob".
-job, used after vowels, as in "u xejob".
However, -job is also sometimes used after consonants by some speakers.

III. Practice.

- A. Answer the following questions in as many ways as possible.
1. Cada a xe?
 2. Cada a xela?
 3. Cada u xe a na'?
 4. Cada u xe a witz'in?
 5. Cada u xe ni yoc ajlo'?
 6. Cada u xejob?
- B. Frame practice:
Frames:
1. A mäne'la _____?
 2. Mach cä mänä t'ocob _____.
 3. U mäne' _____.
 4. U xejob u mäne' _____.
 5. Jäyp'e a wäq'ue'la _____.
 6. U chone' _____.
- Substitution list:
säctoc', we'e, coco, waj, ja'as, chitam, beq'uet,
buch', ibam, aranax, ab.

LESSON 6

I. Conversation

- | | |
|------------------------------------|---|
| a. Can a chen? | What are you doing? |
| b. Mach'an cua'. | Nothing. |
| Ya'anon da. | Here I am. |
| b. Că jutze'e' noc'. | I'm washing clothes. |
| b. Că juch'e' că buc'a. | I'm grinding my corn drink. |
| b. Că jit'e' că xan. | I'm weaving my palm. |
| b. Că chuye' că buc. | I'm sewing my dress. (Making a dress for myself.) |
| b. Că laje' waj. | I'm nattering out tortillas. |
| b. Că poque' ixim. | I'm washing corn. |
| b. Că xite' ixim. | I'm husking corn. |
| a. Can u chen a na'? | What's your mother doing? |
| b. Mach'an cua!, u jutze'e' u buc. | Nothing, she's washing her dress. |
| b. U jit'e' u xan. | She's weaving her palm. |
| a. Ya'an a pap? | Is your father there? |
| b. Ya'an. (Ya'cha'an.) | He is. |
| a. Cua' u chen? | What's he doing? |
| b. Mach'an cua'. U chuye' jop'o. | Nothing. He's sewing hats. |
| a. Cua' u chen a chich? | What is your sister doing? |
| b. U poque' ixim. | She's washing ixim. |
| a. Can a chenla? | What are you all doing? |
| b. Că xite' t'ocob ixim. | We are husking corn. |
| a. Cua' u chenob? | What are they doing? |
| b. U xite'ob ixim. | They are husking corn. |

II. Analysis

- A. Conjugation of -e' verbs in the incomplete. These all follow the pattern of măne' and chone' as illustrated in Lessons 4 and 5.
- B. Conjugation of chen in incomplete:
- | | | | |
|-----|---------|-----------|----------------|
| 1st | că chen | că chenla | că chen t'ocob |
| 2nd | a chen | a chenla | |
| 3rd | u chen | u chenob | |
- C. Ya'an a pap? Is your father there?
This is also a means of inquiring about the welfare of another--implying, "How is your father?"

D. Vocabulary:

noc'	cloth	buc	dress, shirt
buc'a	corn drink	waj	tortilla, bread
xan	type of palm leaf	ixim	corn
jop'o	hat	jutz'e'	wash (clothes)
chuye'	sew	laje'	pat out (tortillas)
juch'e'	grind	chen	do, make
poque'	wash	xite'	husk
jit'e'	weave		

III. Frame practice.

Answer each of the following questions in five different ways:

- | | |
|--------------------|----------------------------|
| 1. Can a chen? | 4. Can u chen a säcun? |
| 2. Cua' u chenob'? | 5. Can u chen ni yoc ixoc? |
| 3. Cua' a chenla? | |

Make up ten questions that you could ask a visitor, and then use them to carry on a conversation with someone.

LESSON 7

I. Conversation

- a. Cua' a chi sami? What did you do this morning?
 b. Că juch'i că buc'a I ground my corn drink.
- a. Cua' u chi a pap sami? What did your father do
 this morning?
 b. U chuyi jop'o. He sewed hats.
- a. Cua' u chi a pap äc'äbi? What did your father do
 yesterday?
 b. U jit'i u xan. He wove his palm.
- a. Cua' u chi a na' äc'äbi? What did your mother do
 yesterday?
 b. U jutz'i noc'. She washed clothes.
- a. Cua' u chi a na' chäbi? What did your mother do 2 days
 ago?
 b. U chuyi u buc. She sewed her dress.

Learn also these short stories:

Că pap u jit'i u xan. Mach'an ixim. Mach'an
 taq'uin. U choni u xan. U mäni ixim. U mäni bu'u.
 Că na' u xiti ixim. U chäpi ixim. U poqui ixim.
 U juch'i buc'a. Că chich u chäpi bu'u. U laji waj.
 Că c'uxi t'ocob bu'u t'oc.waj.
 Chäbi că jit'i xan. Äc'äbi că chuyi jop'o. Sami
 că choni jop'o.

II. Analysis

A. Vocabulary of the phrases.

sami	earlier to-day	chäpi	cook (in water)
äc'äbi	yesterday	c'uxe'	eat
chäbi	two days ago	bu'u	beans

B. Conjugation of the -e' verbs in the completive (3rd person object): Illustration:

că chäpi	că chäpi t'ocob	că chäpila
a chäpi	a chäpila	
u chäpi	u chäpijob	

The -i suffix implies a 3rd person object as well as completive action. Că chäpi means "I cooked it."

The object may also be expressed as an independent noun if it is not evident from the context.

Note: In the 3rd person plural the suffix is -job. This form occurs after vowels. The suffix form -ob frequently occurs after consonants, as in u chäpi'ob.

Conjugation of chen in completive:

că chi	că chi t'ocob	că chila
a chi		a chila
u chi		u chijob

- C. Position of sami, ăc'ăbi, and chăbi in the sentence. In a question they usually occur last. Their position is not fixed however, and they sometimes occur between the verb and subject, or even first in the question.

- D. The negative mach occurring with the completive form of a verb does not change the form of a verb. e.g.

u c'uxi	he ate it
mach u c'uxi	he didn't eat it
u chi	he did it
mach u chi	he didn't do it.

III. Practice

A. Frame practice:

Frames:

- | | |
|---------------------------------------|--|
| 1. Că chăpi _____. | 2. Că c'uxi t'ocob _____. |
| 3. Că c'uxi _____ ăc'ăbi. | 4. U c'uxijob _____. |
| 5. Mach u chăpi _____. | 6. Mach că c'uxi
t'ocob _____ ăc'ăbi. |
| 7. Mach că mări t'ocob _____
sami. | 8. Mach u mărijob _____. |

Substitution list:

we'e ja'as buch' ibam săctoc' bu'u

B. Drill:

Answer each of the following questions in five different ways:

1. Cua' a chi sami?
2. Cua' u chi a witz'in sami?
3. Cua' a chi ăc'ăbi?
4. Cua' u chi a săcun ăc'ăbi?
5. Cua' a chila chăbi?
6. Cua' u chijob chăbi?
7. Cua' u chi a chich chăbi?
8. Cua' a c'uxila sami?
9. Cua' a c'uxi ăc'ăbi?
10. Cua' a chenla?

C. Filling in blanks:

Fill in the following blanks in an appropriate manner:

1. Că laji' _____ ăc'ăbi.
2. Că jutzi' _____ ăc'ăbi.
3. A chăpi _____ ăc'ăbi.
4. A jit'ila _____ ăc'ăbi.
5. U chuyi _____ chăbi.

6. U chuyi u _____ chäbi.
7. U juch'i _____ sami.
8. U xiti _____ sami.
9. Că poqui t'ocob _____ sami.
10. Ac'äbi cä c'uxi t'ocob _____.
11. U mänijob _____ chäbi.
12. Ni yoc ixoc u _____ u buc.
13. Că pap u _____ u xan äc'äbi.
14. Că säcun u _____ jop'o sami.
15. Că chich u _____ bu'u sami.
16. Că chich u _____ waj sami.
17. Quit'oc u _____ ixim sami.
18. Quitz'in _____ xe tä _____.
19. Ni yoc ajlo' _____ xe tä _____.
20. Ni yoc ixoc u xe u _____.

LESSON 8

I. Conversation

- a. A wi jun ane? Can you read? (Do you know paper, you)
 b. Mach cuwi no'on. I don't know paper.
 a. Yuwi quira a yoc ixoc? Can your little girl read?
 b. Mach yuwi. She can't read. (She doesn't know it.)
 Cajlo' yuwi une. My son can. (My boy knows.)
- a. No'on t'ocob cuwi t'ocob We can read, but we don't
 jun, mach cuwi t'ocob know Chontal.
 yocot'an.
 Co cã cãne' yocot'an I want to learn Chontal?
- b. A wi juch' ane? Do you know how to grind?
 a. Mach cuwi. I don't know how.
 b. A wi chuy? Do you know how to sew?
 a. Cuwi chuy. I know how to sew.

II. Analysis

A. Conjugation of verb, "to know":

Cuwi	I know	cuwi t'ocob	cuwila	we know
a wi	you know		a wila	you know (pl.)
yuwi	he knows		yuwijob	they know

B. Independent personal pronouns:

no'on	I, me	no'on t'ocob	no'onla
ane	you		anela
une	he, she, it,		unejob
	him, her		

- C. Quira may occur after the verb in a question. It generally implies that the person being asked knows the answer, and the person asking it does not. (This is in contrast to the morpheme wäre, which when used in a question or statement implies that neither the asker nor the one asked knows the answer.)

D. Vocabulary of the phrases.

jun	paper, book
cajlo'	my boy, my son
ajlo'	boy

(Note: Words beginning with a are possessed as follows:

	cajlo'	a wajlo'	u yajlo'/yajlo)
yocot'an	Chontal		
juch'	grinding (noun)		
chuy	sewing (noun)		
cãne'	learn (transitive verb)		

- E. Additional vocabulary, nouns or noun expressions that can be used as the object of cuwi, cã cãne'.

jutz'-noc'	washing of clothes
jit'-xan	weaving of palm
laj-waj	patting out of tortillas
poc-ixim	washing of corn
xit-ixim	husking of corn

III. Practice

A. Frame practice:

Frames:

1. No'on mach cuwi _____.
2. Mach cuwi t'ocob _____.
3. Mach yuwi _____ cã yoc ajlo'.
4. A wi quira _____ ane?
5. Cã yoc ixoc yuwi _____ une.
6. Co cã cãne' _____.
7. A witz'in yo u cãne' _____.

Substitution list:

jun	yocot'an	patan	chuy	juch'
jutz'-noc'	jit'-xan	laj-waj	poc-ixim	
xit-ixim				

- B. Echo drill: To each of the following statements respond with an echo, that is, change only the person:

Cuwi yocot'an.	Co cã cãne' yocot'an.
Cuwi jun.	Co cã cãne' jun.
Cã chuye' noc'.	Co cã cãne' juch'.
Cã juch'e' cã buc'a.	Cã jutz'e' cã buc.
Cã jit'e' cã xan.	Cã xe tă c'ăncan.
Cã xe tă patan.	Cã chuye' cã buc.
Cã xe tă wawa'ne.	Cã chone' aranax.
Cã laje' waj.	Cã mănî săctoc'.
Cã chăpi ixim.	Cã xe cã mănî' ja'as.

LESSON 9

I. Conversation or phrases in groups.

- a. A cã bixe I'm going now.
 b. Che' chich, abixeme'to. O.K., goodbye.
- a. Conto (sing.) Conto
 t'ocob (pl.) Goodbye.
 b. Abixeme'to (sing.)
 Abixeme'tola (pl.) Goodbye.
- a. Ta ic'äto. Until tomorrow.
 b. Che' chich, ta ic'äto O.K., until tomorrow.
- a. Uc'a Dios a chi. Thank you (because of God you did it.)
 b. Mach'an cua' t'oc. Think nothing of it.
- a. Cola Let's go.
 b. Con Let's go. (The response if affirmative)
- a. Cola. Let's go.
 b. Mach uxon. I'm not going.
- a. Cua' hora anonla? What time is it?
 b. A la una. One o'clock.
- a. Cua' une ni jini? What's this?
 b. Machit. Machete.
- a. Cache' da? How's that? (What?)
 b. Machit une. Machete.
- a. Machit che' a wäle'. Say it like this--machete.
 a. Cache' da. How's that?
 b. Machit che'en. Machete (I said.)

II. Analysis

A. Vocabulary

- che'chich O.K.
 ic'ä tomorrow
 uc'a because
 che'en (some speakers use je'en
 word for emphasis)
 che' a wäle' Say it this way.
 a wäle' you say

III. Practice

A. Conversations. Act out the following situations.

1. Someone comes to your door to visit. Invite them in. Carry on a conversation. Then bid them farewell.
2. Someone comes to your door to sell an egg. Buy it.
3. Someone is walking along the road with a basket under his arm. Ask him what he is selling. Tell him to bring it for you to see. Buy some.
4. Describe what your older sister did this morning.
5. Ask someone what the names of 10 different objects are. Write them down. Check them with your teacher. Then memorize them.

LESSON 10

I. Conversation

- | | |
|-----------------------------|--------------------------------|
| a. Cada 'an a wotot? | Where is your house? |
| b. Ya 'an nanti. | It's over there. |
| b. Ya 'an nanti tu jo caj. | It's there at the end of town. |
| b. Ya 'an pat caj cotot. | My house is back of town. |
| b. Ya 'an ti' pa'. | It's beside the river. |
| b. Ya 'an päta'. | It's across the river. |
| b. Ya 'an tä bij. | It's along the road. |
| b. Nat 'an cotot. | My house is far. |
| b. Nätzä 'an cotot. | My house is near. |
| b. Ya 'an nanti tänxim caj. | There in the center of town. |
| | |
| a. Cada 'an a na'? | Where's your mother? |
| b. Ya 'an tu yotot. | She's at her house. |
| b. Ya 'an tan yotot. | She's in the house. |
| | |
| a. Cada 'an u yalas ch'oc? | Where's the baby's toy? |
| b. Ya 'an da. | Here it is. |
| b. Mach'an. | There isn't any. |
| b. U choqui. | She lost it. |
| | |
| a. Cada 'an a cab? | Where's your country? |
| b. Nat 'an cã cab. | My country is far. |
| | |
| a. Gua' u c'aba' a cãji? | What is the name of your town? |
| b. Tä Chäcpach' | To Tres Pueblos |
| b. Tä Taputzin | To Tapotzingo |
| b. Tä Bolomitz | To Guaytalpa |
| b. Tä Wänch'ich' | To Olcuatitan |
| b. Taj Te'la | To Guatacalca |
| b. Tä Ax | To Oxiacaque |

II. Analysis

A. Vocabulary of the phrases

otot	house
nanti	over there, up a ways
tu jo caj	on the end of town
pat caj	back of town (pat-back; caj-town)
ti' pa'	by the river (ti'-mouth, edge; pa'-river)
päta'	across the river
tä bij	on the road
nat	far
nätz'ä	near
alas	toy, game
ya 'an da	here it is
choque'	throw away, lose (tr. verb.)
cab	land, ground, native land
caj	town

B. Name of the towns

Learn the Spanish equivalents as given under conversation.

C. Some nouns have two forms, the possessed form and the non-possessed form, e.g. caj town

but: cä cäji my town
a cäji your town
u cäji his town

D. Possessives with nouns

Plural possessors are indicated by post noun-stem morphemes in addition to the pre-noun person indicators.

-la Plural of first person inclusive and second person.
t'ocob Plural of first person exclusive
-job/-ob Plural of third person (-job follows vowels, -ob follows consonants)

e.g.

cä cab cä cabla cä cab t'ocob
a cab a cabla
u cab u cabob

cotot cototla cotot t'ocob
a wotot a wototla
u yotot yototob/ u yototob

Summary of person indicators in possession.

cä a u before consonant initial words.

c- a w- u y-/y- Before words beginning with a as alas and o as otot.

qu- a w- u j-/j- Before words beginning with i as itz'in.

III. Practice

A. Frames

1. U choqui _____.
2. Ya 'an da _____.
3. _____ che' a wäle'.

Substitution list:

U yalas, taq'uin, waj, aranxax, un, chäb, u xan,
u bux, u jop'o, u chuy, u jun.

B. Questions. Answer each of the following questions seven different ways:

1. Cada 'an yotot a säcun?
2. Cada 'an u cäji?
3. Cada 'an a wototla?
4. Cada u xe a wit'oc?

LESSON 11

I. Conversation

- a. Benon tz'ita' cä pa' ja'. Give me a little water to drink.
 Tiquin cä ti'. My mouth is dry.
- b. Bay O.K.
- b. Ya'an da. Here it is. (as you hand it to the person.)
- a. Uc'a Dios a chi. Thank you. (Said after he drinks)
- b. Mach'an cua' t'oc. You're welcome.
- a. A c'uxe' quira bu'u? Do you eat beans?
- b. Cä c'uxe' chich. Yes, I eat them.
- a. Bu'u ya'an, we'e mach'an We have beans, but not meat.
 une.
- b. Benon tz'ita' bu'u. Give me some beans.
- a. Da, c'uxu t'oc a pa' waj. Here, eat them with this
 tortilla.
- b. Jätz'äcna une. They're tasty.
- a. Jätz'äcna une. Yes, they're tasty.

II. Analysis

A. Vocabulary

benon	give me	tz'ita'	a little
c'uxu	eat it	tiquin	it is dry
ja'	water	jätz'äcna	it is tasty
bay	all right	arroz	rice
ti'	mouth		

- B. The affirmative is indicated in a statement by the morpheme chich occurring after a verb. e.g.
- cä c'uxe' chich Yes, I eat it.
- co chich Yes, I want it.
- cä cäni chich Yes, I learned.
- It may occur after a noun or a preposition if that is the emphasis of the sentence rather than the verb. e.g.

t'oc chich waj cä c'uxi t'ocob. Yes, with tortillas we are it.

- C. Whenever speaking of foods and drinks, use the word pa' preceeding the noun if the noun is possessed. (Except we'e, buc'a.)

ja'as	bananas	but:	cä pa' ja'as	My banana to eat.
ja'	water		cä pa' ja'	My water to drink.
bu'u	beans		cä pa' bu'u	My beans to eat.
			u pa' bu'u	His beans to eat.

III. Practice

A. Frames

- | | |
|-------------------------|----------------------|
| 1. Benon tz'ita' _____. | 5. Mach'an _____. |
| 2. Ya'an da _____. | 6. Täsen _____ wida. |
| 3. Jätz'äcna _____. | 7. Chombenon _____. |
| 4. Co chich _____. | |

Substitution list:

ja', cä pa' ja', we'e, cä we'e, cä buc'a,
 cä pa' bu'u, waj, cä pa' arroz, ja'as, cä pa'
 ja'as, cä pa' ibam, cä pa' coco, cä pa' buch',
 cä pa' aranxax, cä pa' quinia, cä pa' un, arroz.

B. Questions

Answer each of the following questions using the affirmative word chich in your answer.

1. Tiquin quira a ti'?
2. A c'uxe' quira ja'as?
3. A chone' bu'u?
4. Jätz'äcna a pa' waj?
5. A laji waj sami?
6. A jutz'i a buc?
7. U jit'i u xan ni yoc ajlo'?
8. U caní jun a yoc ixoc?
9. A wila jun ane?
10. U chuyu jop'o a pap äc'äbi?
11. A wo a cäne' yocot'an?
12. A mäne' säctoc'?
13. T'oc we'e a chäpi ni bu'u sami?
14. A xe quira tä patan ic'ä?
15. Nat 'an a wotot?
16. Nätz'ä 'an a wotot? (Nätz'ä chich 'an.)
17. U juch'i buc'a sami a na'?

LESSON 12

I. Conversation

- a. A mäne' quira untu pio'? Will you buy a chicken?
 b. Mach cä mänä. I won't buy it.
 a. A mäne' ump'e säctoc'? Will you buy an egg?
 b. Acä mäne'. Jäyp'e a I'll buy it. How much will
 wäq'ue'? you give it for?
 a. Veinte centavos. Twenty centavos.
 a. Benon ump'e calas. Give me a toy.
 a. Ya'an a chitam? Do you have a pig?
 b. Ya'an. Yes, I have one.
 a. Jäytu a chitam? How many pigs do you have?
 b. Cha'tu. Two.
 Ya'an uxtu cä patu' täcä. I have three ducks, too.

II. Analysis

- A. Chontal numerals are used only up to five, and the word for five seems to be dying out also. Beyond five the Spanish numbers are used. Different types of things are counted differently in Chontal. In the above conversation you will note two ways:

ump'e säctoc' one egg but untu pio' one chicken

Numerals for persons, birds, animals (excluding snakes, turtles, lizards, some fish) are as follows:

untu, cha'tu, uxtu, chäntu, jo'tu

How many, referring to anything in this classification is jäytu. Non-living objects of a general shape, round, square, or bulky, are counted as follows:
 (This seems to be the most general classification.)

ump'e, chap'e, uxp'e, chämp'e, jop'e.

How many, referring to anything in this classification is jäyp'e. (ump'e otot, ump'e aranxax, ump'e alas, ump'e u buc, ump'e tz'en, ump'e jop'o.)

B. Vocabulary of the phrases

pio'	chicken
patu'	duck
täcä	also (This occurs after the noun or verb it modifies. It is never used alone.)

C. Additional vocabulary:

Counted with untu series:

ixic	woman	ajmis	cat
winic	man	ajtze	rooster
tzimim	horse	mulu'	turkey
wichu'	dog	ajtzo'	turkey gobbler

Counted with ump'e series:

chab	panela, cake of brown sugar
xapum	jabon, soap
luch	mosquito net
t'ub	gourd

D. Note the word order in numerals with possessed nouns:

numeral	possessor	noun
uxtu	cä	patu'
ump'e	calas	

E. Note the idiomatic way of asking, "do you have a pig?"
Ya'an a chitam? and "I have a duck", Ya'an cä patu'.

III. Frame practice

A. Set one

- | | |
|------------------|-------------------|
| 1. ump'e _____. | 3. uxp'e _____. |
| 2. chap'e _____. | 4. chämp'e _____. |

Substitution list:

ab, tz'en, tem, chumli', säctoc', coco, cä pa'
 aranxax, un, c'äncan, jop'o, patan, cä buc,
 kilo ixim, kilo bu'u, kilo we'e, chuy, otot,
 alas, u cab,caj, kilo arroz, chab, xapum, luch,
 t'ub.

B. Set two

Frames:

- | | |
|------------------|------------------|
| 1. Untu _____. | 4. Chäntu _____. |
| 2. Cha'tu _____. | 5. Jo'tu _____. |
| 3. Uxtu _____. | |

Substitution list:

ch'oc, chitam, beq'uet, yoc ajlo', yoc ixoc,
 pio', patu', ixic, winic, tzimim, wichu',
 ajmis, ajtze, ajtzo', mulu'.

C. Set Three

Frames:

- Jäytu a _____?
- Ya'an cha'tu cä _____.
- Chombenon untu a _____.

Substitution list:

pio', chitam, beq'uet, patu', tzimim, wichu',
 mulu'.

D. Set Four

Frames:

1. Jäyp'e _____ ayan?
2. Ya'an uxp'e _____.
3. Co cã mãne' ump'e _____.

Substitution list:

ab, tz'en, chumli', sãctoc', coco, aranxax, un,
 jop'o, cã buc, kilo ixim, otot, alas, chab,
 luch, xapum, kilo bu'u.

LESSON 13

I. Conversation

- a. La'ix vida Come here.
 b. Guaxca u c'aba' jinda? What's the name of this?
 b. Te'. Wood.
 a. Guaxca u c'aba' jini? What's the name of that?
 b. Palib. Metal.
- a. Ta'a quira? Is it yours?
 b. Tăc'a chich. No'on Yes, it's mine. I bought it.
 că mănî.
- a. Benon tz'ita'. Give me a little.
 b. Ch'ă. Take it!
- a. Jini alas, caxca tuba? Whose is this toy?
 b. Tuba ch'oc. It belongs to the baby.
 Upete bij ch'oc yo u yalas. All children want their toy.
 or
 Upete bij ch'oc t'oc t'oc u yalas. All the children each have a
 toy.
- a. Cădă a xe ic'ă? Where are you going tomorrow?
 b. Că xe tă wawa'ne. I am going on a visit.
 a. Apetala a xela? Are you all going?
 b. Căpete t'ocob. Yes, we are all going.

II. Analysis

A. Vocabulary of the phrases:

la'ix	come here!	te'	wood, tree
ch'ă	take it!	palib	metal
jinda	this	bij ch'oc	children
jini	that		

B. Independent Progressive Pronouns

tăc'a	it's mine	tăc'ala	it's ours (incl.)
		tăc'a t'ocob	it's ours (excl.)
ta'a	yours	ta'ala	it's yours (pl.)
tuba	it's, his, hers.	tubajob	it's theirs

These are used in place of the dependent possessive morphemes-never at the same time. e.g.
 Tăc'a ni jun jini. That book is mine.
 Că jun ni jini. That is my book.

C. The morpheme upete means all of it.

căpete t'ocob	we all (incl.)
căpetela	we all (excl.)
apetela	you all
upetejob	all of them

D. t'oc t'oc Each one with one.

III. Practice

A. Frames:

1. Tăc'a ni _____ jini.
2. Tuba că na' ni _____ jini.
3. Ta'a quira ni _____ jini?
4. Tăca t'ocob ni _____ jini.

Substitution lists:

jun, ab, tz'en, luch, jop'o, buc, t'ub,
 pio', chitam, beq'et, patu', timim, wichu',
 mulu' chuy, otot, alas, ajmis, ajtze,
 ajtzo'.

In this group of frames, use the substitution list given above, but be sure to pick out the correct possessive form for each where alternate forms are given.

5. Căpete t'ocob t'oc că/c- _____ t'ocob.
6. Upetejob t'oc u/u y- _____.
7. Apetela t'oc a/a w- _____.
8. Apetela t'oc t'oc a/a w- _____ la.
9. Capete t'ocob t'oc t'oc că/c- _____ t'ocob.

B. Answer the following questions:

1. Caxca tuba ni te' jini?
2. Ta'a quira ni pio' jini?
3. Ta'ala quira ni otot?
4. A wi jun apetela?
5. U xejob quira upete tă patan?
6. Apetela a xela tă patan?

LESSON XIV

I. Conversation

- | | |
|------------------------------|------------------------------------|
| a. ¿Caxca tuba ni buc jini? | Whose is this dress? |
| b. Tix Maca' une. | It's Margaret's. |
| a. Pitzí. | It's pretty. |
| b. Pitzí chich acá chānen | |
| tācā. | Yes, it looks pretty to me, too. |
| Tzijib to une. | It is still new. |
| a. Ya'an cā tzijib buc tācā. | I have a new shirt too. |
| Yāx une. C'ān cā wex. | It's green, My pants are yellow. |
| b. ¿Caxca a chuyi? | Who sewed them? |
| a. Aj Catalin. | Catalino. |
| b. Pim a buc. | Your shirt is thick. |
| Taj Pablo jay une. | Paul's is thin. |
| a. Mach tzijib pero utz to. | It's not new, but it's still good. |

II. Analysis

- A. To occurs after verbs to mean yet, still.
 tzijib to une It is still new.
- B. Tuba alternates freely with t- before the morphemes aj, ix.
 tuba ix Maca' or Tix Maca' It's Margaret's.
 tuba aj Juan or Taj Juan It's John's.
 tuba alternates freely with ta in other spots.
 tuba cā na' or Ta cā na'. It's my mother's.
- C. Stative verbs.
 Stative verbs may make a complete utterance.
- | | |
|--------|---|
| utz | It is good. |
| tzijib | It is new. |
| jay | It is thin. (Said of material, paper, metal, wood, skin.) |
| pitzí | It is pretty. |
| pim | It is thick. (Opposite of jay.) |
| yāx | It is green (or blue). |
| c'ān | It is yellow, gold colored. |
- These do not occur before the noun as adjectives in this form.
 These are all third person.
 The negative mach may occur before these verbs, e.g.:
 mach utz It isn't good.
 mach tzijib It isn't new.
- D. When two vowels come together in Chontal, there is frequently elision. a plus u in rapid speech slur together toward a position between the two, approaching o as in ¿Caxca u chuyi? Note: This can be either ¿Caxca u chuyi? or ¿Caxca une u chuyi? e plus u slur toward o as in Une u chuyi. o plus u slur toward o as in Tzijib to une.

E. Additional vocabulary

Nouns:	wix	pants, trousers
	pic	skirt
	wentax	necklace
	xijäb	comb

Stative verbs:

säc	It is white, clean.
chäc	It is red.
ch'ich'	It is deep red, blood colored.

F. Another transitive verb:

chänen look at. stem is chän- -en is the non-completive ending.

Conjugation:

cä chänen	cä chänenla	cä chänen t'ocob
a chänen	a chänenla	
u chänen	u chänenob	

Transitive verbs with -en noncompletive are conjugated like -e' transitive verbs in the completive. e.g.

cä chäni
a chäni
u chäni

III. Practice

A. Frames

Group One:

- | | |
|---------------------|-----------------|
| 1. Utz to _____. | 7. Yäx _____. |
| 2. Pitzí _____. | 8. C'än _____. |
| 3. Tzijib _____. | 9. Säc _____. |
| 4. Tzijib to _____. | 10. Chäc _____. |
| 5. Jay _____. | 11. Ic' _____. |
| 6. Pim _____. | |

Substitution list:

cä buc, u pic, u wex, ni noc' jini

Group two:

- | | |
|---------------------------|-------|
| 1. Tix Juana ni _____ | jini. |
| 2. Tix Maria ni _____ | jini. |
| 3. Taj Catalin ni _____ | jini. |
| 4. Taj Jaime ni _____ | jini. |
| 5. Ta cä na' ni _____ | jini. |
| 6. Tuba cä chich ni _____ | jini. |
| 7. Cä chänen a/a w- _____ | . |

Substitution list:

buc, otot, alas, jun, taq'uin, jop'o chuy,
patu', pio', ajtze, chitam, xan, wichu',
ajnis, ajtzo', t'ub.

B. Fill in the blanks with a stative verb.

- | | |
|-----------------------|----------------------------|
| 1. _____ a buc. | 5. _____ u yalas ch'oc. |
| 2. _____ u wentax. | 6. _____ to u pic. |
| 3. _____ cä pa' we'e. | 7. _____ u xijäb cä chich. |
| 4. _____ u buc. | 8. _____ to ni ab jini. |
| | 9. hach _____ cä jop'o. |

LESSON XV

I. Conversation

- | | |
|--------------------------|------------------------------|
| a. Poc'omet ane. | You are fat. |
| No'onba tzenon. | I'm thin. |
| b. Mach poc'omón. | I'm not fat. |
| a. Poc'omet chich. | Yes, you're fat. |
| No'onba tzenon uc'a | I'm thin because I'm sick. |
| c'ojolon. | |
| b. Jinchuc' tzenet. | That's why you're thin. |
| Yajba u tzen'esau untu. | Illness makes a person sick. |
| a. Acă bon buq'ui tz'ac, | I kept taking medicine. I |
| mach căc'ă căba. | don't get better. |
| Acă xe tă chăno. | I'm going to die. |
| b. Mach u chamet. A xe a | You won't die. You're going |
| wăq'ue' aba. Jal to. | to get better. It'll take |
| | a long time yet. |

II. Analysis

- A. Stative verbs have person expressed by suffixation.
 Stems ending in a consonant have the following suffixes:
- | | |
|--------------|---|
| 1st per. -on | as poc'omon, poc'omón-tocob, poc'omonla |
| 2nd per. -et | as poc'omet, poc'ometla |
| 3rd per. --- | as poc'om poc'ontac |
- Certain stems ending in a vowel have l added before the person suffixes:
- | | |
|----------|----------|
| C'ojolon | pitzilon |
| C'ojolet | pitzilet |
| C'oyo | pitzi |
- Note: PERSON IS ALWAYS expressed.
- B. Other stative verbs in this lesson: tzen, jal.
 Nouns also can be used as stative verbs where the sense allows.
 Also numerals. e.g.
- | | | | | |
|-------|-------|-----|----------|---------------|
| ixic | woman | but | ixicon | I am a woman |
| winic | man | but | winiquet | you are a man |
- C. Transitive verbs in this lesson
- | | |
|-------------------------|---|
| u <u>tzen'esau</u> untu | it makes one thin |
| <u>tzen'es</u> | complex transitive verb stem. (-! as the intransitivizer, -es is the causative morpheme, transitivity.) |
| <u>-an</u> | Incompletive morpheme. |
| u <u>buq'ue'</u> | She swallows it. Simple transitive verb with the <u>-e'</u> . |
- D. ba is a referitive morpheme, an enclitic, which can come on about any class of words.
- E. uc'a "because". It may introduce a clause.
- F. Elision. Quite frequently the affirmative morpheme chich alternates with a shortened form as in:
- | | |
|-----------|--------------------|
| jinchuc'a | for jin chich uc'a |
|-----------|--------------------|

- G. bon used before the verb indicates a long continued repeated action. Also, note the differing forms of expression for positive and negative:

a xe a wăq'ue' aba
mach căc'ă căba
acă xe tă chămo
mach u chamet

You will get better.
 I won't get better.
 I'm going to die.
 You won't die.

III. Practice--Echo drill. Change only the person on each utterance.

Set One:

1. C'ojolet ane
3. tzemet ane
5. pitzilet ane
7. ch'oquet ane
9. ajlo'et ane

2. poc'omet ane
4. săquet ane
6. winiquet ane
8. ixiquet

Set Two:

1. C'ojolon-t'ocob
3. tzemon-t'ocob
5. săcon-t'ocob
7. ajlo'on-t'ocob
9. chăntulon-t'ocob

2. poc'omon-t'ocob
4. ch'ocon-t'ocob
6. pitzilon-t'ocob
8. cha'tulon-t'ocob
10. uxiulon-t'ocob

LESSON XVI

I. Conversation

- a. ¿Mach uxin a säcun tä Yäxtup? Isn't your brother going to Nacajuca?
- b. Mach uxin, ya'an tä chuy-jop'io. He is not going, he's sewing hats.
- a. ¿Mach uxe't ane? Aren't you going?
- b. Mach to xon täcä. Q'uen pusu tä bij. I'm not going either. There's a lot of mud in the road.
- a. Ya cä xe no'on, cä sacän bu'u. I'm going to hunt beans.
- b. Tz'amäl beq'uet ya'an tä choncan. ¿A xe a mäne'? There is salt beef for sale, are you going to buy some?
- a. Taxto quiran si acä mäne'. I'll see if I'll buy some.
- Si acoli taq'uinba, acä xe cä mäne'. If there's money left I'll buy it.
- Cä xe sä chäpe' t'oc bu'u. I'm going to cook it with my beans.
- a. ¿A pap ya' axi tä patan? Did your father go to work?
- b. Ya' axi une tä patan. He went to work.
- No'onba mach axon. I didn't go (to work.)
- Chabi to cä xe. Two days from now I'll go.

II. Analysis:

- A. Negative with verb "go" in non-completive.
- Mach uxon. I'm not going. Mach uxon-t'ocob, Mach uxonla.
- Mach uxe't. You're not ". Mach uxe'tla. You (pl.) not going.
- Mach uxin. He's not ". Mach uxinob. They're not going.
- B. Completive of "go":
- | | | |
|------|------------|--------|
| xon | xon-t'ocob | xonla |
| xe't | | xe'tla |
| xi | | xijob |
- Negative completive:
- | | |
|-----------|--------------------------|
| Mach axon | Mach axon-t'ocob, axonla |
| Mach axet | Mach axetla |
| Mach axi | Mach axijob |
- Ya' xon tä patan äc'äbi. I went to work yesterday.
- Ya' xi tä patan. He went to work.
- Ya' axi. He went (this morning, or recent past).
- C. Transitive verb stems show a future idea by using the verb "go" preceding them.
- | | |
|----------------------|--------------------------|
| Cä xe cä c'uxe'. | I'm going to eat it. |
| A xe a c'uxe'. | You are going to eat it. |
| Mach uxon cä c'uxe'. | I'm not going to eat it. |

D. More names of towns:

Säctz'it	Tucta	Yäxub	Tecoluta
San Isigru	San Isidro	Yäxtup	Nacajuca
San Simon	Profesor Goncha	Ranchu	Villahermosa
	(tä tzu-j-caj)		

E. Vocabulary

ch'uj	church	q'uin ch'uje	church day, fiesta
tz'amäl beq'uet	salt beef	taxto	wait a while
acoli	it is left	täcä	also
	it remained		
sacän	hunt	q'uen	Many, much

III. Practice

A. Frames:

1. Čä xe čä _____ tä Yäxtup.
2. U xe u _____ tan caj.
3. ČAxela a _____ tä Ranchu?
4. Mach uxin u _____ tä Yäxtup.
5. Mach uxon čä _____ tä Yäxtup.
6. Mach uxon-t'ocob čä _____ tä Ranchu.

Substitution list:

mäne' we'e, čäne' chuy, chute' buc, chone' ixim,
chänen q'uin ch'uje.

Frames:

1. Mach uxon _____.
2. Mach uxon-t'ocob _____.
3. Mach uxin _____.
4. Mach uxinob _____.
5. Mach uxetla _____.

Substitution list:

tä patan, tä wawa'ne, tä Yäxub, tä c'āncan.

B. Answer each of the following questions in the negative:

1. ČA xe tä Ranchu?
2. ČU xe quira a pap tä patan ic'ä?
3. ČU xejob tä wawa'ne ic'ä?
4. ČA xela tä q'uin ch'uje chabi?
5. ČA xe tä elas?
6. ČU xejob quira tä Säctz'it?
7. ČA xela tä c'āncan tan caj?

LESSON XVII

I. Conversation

- | | |
|---|---|
| a. ¿Cada atet? | Where are you coming from? |
| b. Aton tan caj cá mäne' we'e. | I came from town to buy meat. |
| a. ¿Caxca tuba a mäne'? | Who did you buy it from? |
| b. Ya'cä mäni ta'Antonio. | I bought it from Tony. |
| a. ¿Ya'a to 'an? | Is there still some left? |
| b. Ya' to cha'an. | Yes, there is still some left. |
| a. ¿Jäyp'e a ch'i? | How much did you get it for? |
| b. Tres peso kilu. | Three pesos a kilo. |
| a. ¿Caq'uin u te a na' tä wawa'ne täj cotot? | When is your mother coming to visit to my house? |
| b. Chabi to u te. Ic'ä 'an cua' u chen, u jutz'e' noc'. | Two days from now she'll come. Tomorrow she is washing clothes. |

II. Analysis

A. Vocabulary

ic'ä	tomorrow	a'iq'uic'	Mexican man
chabi	two days from now	ixiq'uic'	Mexican woman
uxi	three days from	a'uch'a'	mosquito
	now		
¿caq'uin?	when	a'uma'	person who can't speak
ch'en	well, hole		
p'et	clay pot for cooking in		
u xe tan cho	he's going to the cornfield		
u xe tan pimi	he's going to the field		
u xe tä muque	he's going to take a bath		
u xe tä wäye	he's going to sleep		
u xe tä lucba	he's going fishing (with a hook and line)		
u xe tä chäyba	she's going fishing with a basket		
u xe tä päc'äb	he's going to plant a cornfield		
'an cua' u chen	she's busy, she has something to do		

B. Conjugation of verb ch'e', "to take, to get". It patterns like other -e' verbs.

Non-completive singular: Completive singular:

(positive)

cä ch'e'	cä ch'i
a ch'e'	a ch'i
u ch'e'	u ch'i

C. Conjugation of verb "to come"

Non-completive:

Completive:

(positive)

cä te	ton, ton t'ocob, tonla
a te	tet, tetla
u te	ti, tijob

- D. The aj morpheme before vowel initial proper names is a'.
e.g.: aj Macu', but a'Antonio, a'Elias.
Compare also a'uch'a, a'uma' (in contrast to ix'uma')
a'iq'uic' (in contrast to ixiq'uic').

III. Practice

- A. Put the proper form of the morpheme aj before each of the following:

Macu' Ule' Blas Antonio Urban Nola' Ila'
Toli' Pablu, Igeniu Tilde Berto Luca' Elias

- B. Fill in the blanks with one of the following:

tã tan cã a u

- | | |
|-------------------------------|---------------------------------|
| 1. Cã xe _____ wãye. | 11. Ya' a ti _____ pãc'ãb. |
| 2. Cã xe _____ chãyba. | 12. Ya' a ti _____ chone' p'et. |
| 3. U xe _____ muque. | 13. Tijob _____ patan. |
| 4. U xe _____ mãne' we'e. | 14. Ati _____ mãne' ja'as. |
| 5. Cã xe _____ mãne' we'e. | 15. Ati _____ ch'e' taq'uin. |
| 6. Ya' aton _____ cho. | 16. Aton t'ocob _____ chãyba. |
| 7. U xe _____ cho. | 17. Aton t'ocob _____ c'ãncan. |
| 8. Ya' aton _____ lucba. | 18. ¿Atet _____ pimi? |
| 9. Ya' aton _____ chone' xan. | 19. ¿Atet _____ mãne' imim? |
| 10. Ya' aton _____ caj. | 20. ¿Atet _____ lucba? |

- C. Answer the following questions:

- | | |
|----------------------------------|------------------------------------|
| 1. ¿Cada atet? | 5. ¿Ya' to 'an we'e? |
| 2. ¿Cada tetla? | 6. ¿Cada a ch'e'la ja'anelaba? |
| 3. ¿Cada tijob? | 7. ¿Caxca une u te ta' wotot ic'ã? |
| 4. ¿Caxca tuba a mãni we'e sami? | |

- D. Frames practice

Substitution list:

sãctoc', quinia, jun, p'et, a wala, a buc, a jop'o

Frames:

- | |
|------------------------------|
| 1. ¿Jãyp'e a ch'i _____? |
| 2. ¿Jãyp'e ch'ila _____? |
| 3. ¿Cada a mãni _____? |
| 4. ¿Cada a ch'i _____? |
| 5. ¿Caxca tuba a mãni _____? |

- E. Fill in with proper form of the verb "to come".

- | |
|---|
| 1. _____ cã na' ic'ã tã wawa'ne. |
| 2. No'on _____ tan caj. |
| 3. Apetela _____ chabi tãj cotot. |
| 4. Cãpete t'ocob _____ ta' wotot chabi. |
| 5. _____ tã patan. |
| 6. ¿Cada _____ anelaba? |
| 7. Upetejob _____ tã chãyba. |

LESSON XVIII

I. Conversation

- a. d'Cua' a t'an xoc? What's your word, little girl?
 b. Mach'an cua'. Yatonda Nothing. I just came to bring
 c'actan a pa' s'actoc'. your egg.
 a. Bay. T'asen wida. Acã Okay. Bring it here. I took
 ch'i chich. Uc'a Dios. it. Thanks.
- a. d'Cua a t'an lo'? What's your word, little boy?
 b. Mach'an cua'. Cubin Nothing. I came to hear song.
 c'ay. Come in and listen.
- a. Aton cã m'atan c'ac'. I came to receive a gift of
 fire.
 b. Cã majnan misib. I'd like to borrow the broom.
 a. Aton cã toje' tz'ac. I came to pay for the medicine.
 b. Cubin si 'an tz'ac ta I want to hear if there is
 oba. medicine for the cough.
- a. d'Cua' a chen? What are you doing?
 b. Cã p'icãn imim. I'm shelling corn.
 b. Cã tz'ibãn jun. I'm writing (paper).
 b. Cã p'act'o'n buch'. I'm cooking fish in a banana
 leaf.
 b. Cũ tz'ãmsen sina. I'm killing a scorpion.
 b. Quiran ch'oc mulu'. I'm looking at the baby turkey.
 (seeing about them)
 b. Cã buc'sen cã jula'. I'm giving out corn drink to
 my guest.

II. Analysis

- A. Terms of direct address (implying a certain degree of familiarity.)

xoc when speaking to a girl, younger than you, or to someone intimate.

lo' when speaking to a man or boy.

Terms of direct address (of respect):

To a woman: cã nojna' cã noxi'na'

To a man: quichan cã noxi'pap

Note: In addressing parents or relatives, the possessive is used with the common noun of address. e.g.

cã na' my mother cã nayu' endearing form

cã pap my father cã papi endearing form

cã sãcun my brother

The term cã na' can be used by a parent to the little daughter and cã pap to the son, implying affection.

- B. Transitive verbs with -Vn non-completive.

The most numerous of those verbs are those which have the non-completive ending -ãn. However, any vowel may occur before the n. e.g.

-än	as in	p'icän	shell corn
-in	as in	ubin	listen to
-en	as in	tsänsen	kill
-un	as in	tz'aycun	relate, tell
-on	as in	päcto'on	cook in a banana leaf
-an	as in	majnan	borrow

For all these verbs the complete ending (when there is a 3rd person object) is the suffix -i. The subject indicators are the same as for -e' transitive verbs. Note: some of these verbs have the stem stressed in the completive, some in the -i suffix. More about this later.

Non-completive:

Cä tz'ibän	cä tz'ibänla	cä tz'ibän t'ocob
a tz'ibän	a tz'ibänla	
u tz'ibän	u tz'ibänob	

Completive:

Cä tz'ibi	cä tz'ibila	cä tz'ibi t'ocob
a tz'ibi	a tz'ibila	
u tz'iba	u tz'ibijob	

C. Imperatives of -Vn transitive verbs:

The imperative of -Vn verbs is stem plus Vn.

!tz'ibän! write it! !tz'ibänla! you all write it.

Negative imperative:

!mach a tz'ibän! Don't write it!
!mach a tz'ibänla! Don't write it all of you!

D. Negative with -Vn verbs:

In the completive, the negative is used before the verb without changing the verb:

cä tz'ibi. I wrote it. Mach cä tz'ibi. I didn't write it.

In the non-completive, when the negative occurs before the verb, the final n is dropped:

Cä tz'ibän. I write it.
Mach cä tz'ibä. I won't write it, or I don't write it.
u tzänsen. He is killing it.
Mach u tzämse. He isn't killing it, or He won't kill it.

E. Vocabulary of the lesson:

toje'	pay for	tsänsen	kill
mätan	receive as present	iran	see, look at
majnan	borrow	buc'sen	to feed; to give
		buc'a	
äctan	leave it	tz'aycun	relate, tell
ubin	hear	c'ay	song
p'icän	shell (corn)	misib	broom
tz'ibän	write	oba	cough
päcto'on	cook in banana leaf	sina	scorpion
tz'ac	medicine	ajc'oj	horse fly
t'an	word	ichan	uncle, father-in-law
jula'	visitor	noxi'pap	grandfather
noxi'na'	grandmother		

F. Clause plus clause:

aton cǎ mǎtan c'ac'

I came to receive fire.

ya' xi u jiran cho

He went to see about his corn-field.

aton cǎ ch'e' tz'ac

I came for medicine.

Note: The second verb (being transitive) repeats the person. It carries the idea of purpose.

G. Ch'oc used before the name of an animal means "young".

ch'oc tzimim	colt
ch'oc ajmis	kitten
ch'oc wichu'	puppy
ch'oc beq'uet	calf
ch'oc pio'	peeps

BUT:

ch'oc ajlo' means a boy of 10 or 12.ch'oc winio means a man from 20-60, in contrast to old man.

III. Practice

A. For the following verb forms, add a suitable object:

- | | |
|----------------------|-----------------------------|
| 1. Cǎ mǎtan _____. | 9. Cǎ xe quiran _____. |
| 2. Cǎ tz'ibǎn _____. | 10. U tzǎmsi _____. |
| 3. Cǎ p'icǎn _____. | 11. Cǎ toji _____. |
| 4. U toje' _____. | 12. Cǎ buc'si _____. |
| 5. Cǎctan _____. | 13. Cǎ mǎti t'ocob _____. |
| 6. U buc'sen _____. | 14. Cǎ tzǎmsi t'ocob _____. |
| 7. U pǎcto'on _____. | 15. Mach u yǎcti _____. |
| 8. Co cubin _____. | |

B. Practice in purpose clauses: Fill in the proper person before the verb of purpose.

Group One: Following the verb "come".

- | | |
|--------------------------|-----------------|
| 1. Ya' aton _____ | mǎne' we'e. |
| 2. Ya' aton _____ | ch'e' tz'ac. |
| 3. ǎYa' atet _____ | cǎne' jun? |
| 4. Ya' atijon _____ | jiran cho. |
| 5. Ya' aton t'ocob _____ | chone' ja'as. |
| 6. Ya' tijob _____ | chone'ob jop'o. |
| 7. ǎYa' atetla _____ | chǎnenla otot? |
| 8. Ya' aton _____ | toje' cǎ buc. |
| 9. Ya' aton _____ | mǎtan calas. |

Group Two:

- | | |
|---------------------|----------------------|
| 1. Cǎ xe _____ | buc'sen ch'oc pio'. |
| 2. U xe _____ | pǎcto'on buch'. |
| 3. Ya' xe _____ | toje' nisib. |
| 4. Xijon _____ | mǎtan chab. |
| 5. ǎMach uxet _____ | tzǎmsen chitam ic'ǎ? |
| 6. Xijon _____ | jiran ch'oc pio'. |
| 7. Mach uxin _____ | chuye' jop'o. |
| 8. Mach uxon _____ | laje' a pa' waj. |

9. Mach uxin _____ tz'ibǎn u buc.
10. dMach uxet _____ wiran a na'?
11. Ya' xi _____ yǎctan jop'o.
12. Ya' non _____ cǎne' jun.
13. dMash uxet _____ ubin c'ay?
14. Xijob _____ ch'e' u taq'uin.

C. Fill in with the verb indicated to make a negative statement, first in the incomplete, then in the complete.

1. Mach _____ cǎ patan. (ǎctan)
2. Mach _____ u chǎnen cho. (xe)
3. Mach _____ t'ocob. (tz'ibǎn)
4. Mach _____ cǎ pio'. (buc'sen)
5. Unejob mach _____ cua'. (chǎnen)
6. dMach _____ ajc'oj anelaba? (tsǎmsen)
7. Mach _____ ixim uc'a winic. (p'icǎn)

D. Answer the following commands:

1. Mach a tsǎmsen cǎ ch'oc pio'.
2. Mach a tz'ibǎn ni jun jini.
3. Mach a p'icǎnla ni ixim jini.
4. Mach a buc'senla ch'oc.
5. Mach a wǎctan ch'oc.

LESSON XIX

I. Conversation

- | | | |
|----|---|--|
| a. | ǀA tʃ'ǎcǎlin quira
coc? | Will you treat my leg? |
| | Cǎ tʃepi. | I cut it. |
| b. | Ochen, cǎ chǎnen, uc'a
cǎ tʃ'ǎcǎlin. | Come in, let me see, so I can
treat it. |
| a. | C'ux. U chi u ch'ich'e
q'uen. | It hurts. It bled a lot. |
| b. | Noj a tʃepi. Jin uc'a
u chi u ch'ieh'e q'uen.
ǀGua' t'oc a tʃepi? | You cut it deep. That's why
it bled a lot.
What did you cut it with? |
| a. | T'oc machit. | With a machete. |
| b. | Ya cǎ xe cǎ bǎq'ue'
t'oc noc'. Mach a p'ǎne! | I'm going to wrap it up.
Don't you take it off. |
| a. | Mach cǎ p'ǎnǎ. | I won't take it off. |
| b. | Mach a maje' tǎ ja'. | Don't you get it wet. |
| a. | Mach cǎ maja.
C'ǎyǎ aj Jesus, uc'a
cubin. | I won't get it wet.
Sing about Jesus so I can
hear. |
| b. | Cola cǎ c'ǎye'la jiq'uin. | Let's sing Him then. |

II. Analysis:

A. New Vocabulary.

Miscellaneous:

Jin uc'a that's why
Jin'uin then (puee)

Nouns:

oc leg, foot
ni'oc toe

c'ǎb arm, hand

ni'c'ǎb finger

pam head

ni' nose

chiquin ear

jut face (fruit of
tree plant)

bec'-jut eye

chu' milk, woman's
breast

acum sweet potatoe

jinq'uin when (used in a
statement not a question)

Transitive verbs:

tzepe' cut (leg, wood)

seq'ue' cut (material,
paper)

tʃ'ǎcalin treat, cure

bǎq'ue' wrap up

p'ǎne' loosen, take off

maje' soak, get wet

Stative verbs:

c'ux it hurts

q'uen it is much

p'i' it is little

noj it is big

sit'i it is swollen

Idiomatic: u chi u ch'ich'e q'uen. It bled a lot.

B. Imperative of -e' transitive verbs.

The imperative in the affirmative consists of stem plus
reduplicated stem vowel.

Singular:

c'ǎyǎ sing him, it

tojo pay for it

laja pat it out

jutz'u wash it

jit'i weave it

tzepe cut

Plural:

c'ǎyǎla

tojola

lajala

jutz'ula

jit'ila

tzepela

Negative commands:

The negative second person command is verb stem plus -e'.

Mach a maje' Don't you get it wet! Mach a maje'la.

Mach a toje' Don't you pay for it! Mach a toje'la.

Mach a tzepe' Don't you cut it! Mach a tzepe'la.

Mach a c'äye' Don't you sing it! Mach a c'äye'la.

C. Negative statement of -e' transitive verbs:

In the completive, the negative morpheme is used before the verb without changing the verb.

Mach cä tzepi. I didn't cut it.

Mach cä maji. I didn't soak it.

In the non-completive, the form of a verb used after a negative in an independent clause is stem plus reduplicated stem vowel.

Mach cä maja. I won't soak it. I don't soak it.

Mach u tojo She won't pay it. She doesn't pay it.

Mach a jit'ila xan. You don't weave palm.

Note: In a dependent clause showing purpose, the negative mach does not change the verb.

Une u jutz'e'e uc'a mach' u toje'. but: Une u jutz'e', mach u tojo.

Mach uxon cä toje'. but: Mach cä tojo. No'on acä chen, mach cä tojo.

D. Note: The word order in: ¿Cua' t'oc a tzepe? "What did you cut it with?" -- "What with did you cut it?"

Cua' t'oc is often used together in this order to mean "with what". When t'oc "with" is used with a noun, the noun follows it -- t'oc machit. "With a machete".

E. When the word ch'ich', "blood", is possessed, it has a suffix, -e.

chiich' blood u ch'ich'e its blood

Additional Grammar Notes

Chontal de Tabasco

I. The reflexive

cäba	cäbala	cäba t'ocob	1st person
aba	abala		2nd person
uba	ubajob		3rd person

These are used after some verbs. E. g.

cä tzepi	cäba	I cut myself.
u nicän	uba	It moves itself; as:
u nicän	uba u pancab	The earth moves itself, said of an earthquake.
u yucän	uba tä ab	He is swinging himself in the hammock.
u welän	uba	She is fanning herself.
u choqe'	uba	She is urinating. (idiomatic)
u pojlen	uba	She is getting better "
u yäq'ue'	uba	She " " "
u ch'e'	uba	She is resting. "
cache'	a ubin aba?	How do you feel? How are you?

Note that person of verb and person of the reflexive change together:

cä pojlen	cäba	cä pojlen	cäbala	cä pojlen	cäba t'ocob
a pojlen	aba	a pojlen	abala		
u pojlen	uba	u pojlen	ubajob		

Completive:

cä pojli	cäba
a pojli	aba
u pojli	uba

Future:

ca xe	cä pojlen	cäba
a xe	a pojlen	aba
u xe	u pojlen	uba

Negative:

Mach cä pojle cäba

I won't get better, I don't get better.

Additional illustrations:

Mu' cä ch'e' cäba tä ab.

I'm resting in the hammock right now.

San cä ch'i cäba.

I rested earlier today.

Cä q'uexi cäba.

I changed my clothes.

A q'uexi aba?

Did you change your clothes?

II. Special verbs with:

cäjin	cäjinla	cäjin t'ocob	1st person
ajin	ajinla		2nd person
ujin	ujinob		3rd person
ch'a' cäjin	I am happy.	bo'o cäjin	I am tired.
ch'a' ajin	You are happy.	bo'o ajin	You are tired.
ch'a' ujin	He is happy.	bo'o ujin	He is tired.

III. Special verbs with:

cäc'a	cäc'ala	cäc'a t'ocob	1st person
ac'a	ac'ala		2nd person
uc'a	uc'ajob		3rd person

c'änä cäc'a	I need it.	ch'uju cäc'a	I have it stored away.
c'änä ac'a	You need it.	ch'uju ac'a?	Do you have it stored away?
c'änä uc'a	He needs it.	ch'uju uc'a	He has it stored away.

Mach c'aja cäc'a
Mach c'aja ac'a
Mach c'aja uc'a

I don't remember.
You don't remember.
He doesn't remember.

IV. Pronoun objects of transitive verbs

The pronoun objects of transitive verbs are expressed by the following suffixes:

-on	-onla	-on t'ocob	1st person
-et	-etla		2nd person
zero	-job/ -ob		3rd person

In the noncompletive, these suffixes occur after the regular noncompletive tense ending:

cune'	hit		
u cune'on	He is hitting me.	u cune'onla, u cune'on t'ocob	He is hitting us.
u cune'et	He is hitting you.	u cune'etla	He is hitting you (pl.)
u cune'	He is hitting him.	u cune'ob	He is hitting them.
pecän	converse with, speak with a purpose to		
u pecänon		u pecänonla, u pecänon t'ocob	
u pecänet		u pecänetla	
u pecän		u pecänob	
C'ajti'in	remember, think about		
u c'ajti'inon	He remembers me.	u c'ajti'inonla, u c'ajti'inon t'ocob	He re-
u c'ajti'inet	He remembers you.	u c'ajti'inetla	He remembers you (pl.)
u c'ajti'in	He remembers him.	u c'ajti'inob	He remembers them. us.
chänen	see		
u chänenon	He sees me.		
cä chänenet	I see you.	cä chänenetla	I see you (pl.)
cä chänen	I see it, her, him.		

In the completive, the object suffixes occur immediately after the verb stem in 1st and 2nd person objects. For third person object the -i is retained.

u cunon	He hit me.	u cunonla	He hit all of us.
u cunet	He hit you.	u cunon t'ocob	He hit all of us (excl.)
u cuni	He hit him.	u cunetla	He hit you all.
		u cunijob	He hit them.

u pecon	u peconla	u pecon t'ocob	u chänon	He saw me.
u pequet	u pequetla		cä chänet	I saw you.
u pequi	u pequijob		cä chäni	I saw him, her.

Extra phrases illustrating the objects:

Bisanon ta' pat.	Take me with you.	(take me to your back)
Täclenon.	Help me!	
Pijnanon wida.	Wait for me here.	

V. Benefactive:

The benefactive, or indirect object indicator for noncompletive tense or for imperative is ben. It occurs on transitive verbs.

This suffix replaces the present and imperative suffixes, and occurs after the stem, and before the object indicator suffixes.

Additional Grammar Notes
Chontal de Tabasco

Illustrations:

Imperatives:

benon	Give it to me!	
sijbenon	Give it to me as a gift!	(from sijän, tr. v.)
täsbenon	Bring it to me!	(" täsen)
ye'benon	Show me, teach it to me!	(" ye'e)
älbenon	Tell me!	(äle)
Cux äctäbenon, dali cä tojet	Go take it for me, I'll pay you later!	
Bisbenon, acä toje'et	Take it for me, I'll pay you!	
Ch'ujnäbenon, ic'ä lutan cä ch'e'	Keep it for me, tomorrow I'll come	
Ye'benon u bijle Bolomitz	Show me the road to Bolomitz! get it!	
Tzicbenon ni jun jini	Read this paper to me!	
Chuybenon ump'e cä buc	Sew a dress for me!	

With third person object:

Sijben	Give it to her!
Tzicben	Read it to her!
Bisben	Take (or) Carry it for her!
Älben	Tell her!
C'atäben	Ask her! (from c'atän - ask for)
C'atbenon najtäcä.	Ask me first.

With plural object:

Benon t'ocob.	Give it to us!
Ye'benon t'ocob.	Show us!

Noncompletive (statement)

cä sijbenet	I give it to you (as a present).
cä sijben	I give it to him.
cä sijbenetla	I give it to you all.
cä sijbenob	I give it to them.

a sijbenon	You are giving it to me. Are you giving it to me?
a sijben	You are giving it to him.

u sijbenon	He gives it to me.
u sijbenet	He is giving it to you.
u sijben	He gives it to him.
u sijbenon t'ocob	He is giving it to us (not to you).
u sijbenonla	He is giving it to us all.
u sijbenob	He is giving it to them.

Other illustrations with other verbs:

cä ye'benet jun	I'll teach you to read.
co cälbenet ump'e tz'aji	I want to tell you a story.
cä lajbenet a pa' waj	I'll pat out a tortilla for you.
a jutz'benon cä buc	You will wash my dress.
a jutz'benon cä buc?	Will you wash my dress for me?

Completive:

The benefactive suffix for past tense is -b. It occurs directly after the stem, and in all but the 3rd person the -i completive tense dicicator is lost.

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(Completive illustrations)

u sijbon	He gave it to me.
u sijbet	" " " " you.
u sijbi	" " " " him.
u sijbonla	" " " " us. (incl.)
u sijbon t'ocob	" " " " us. (excl.)
u sijbetla	" " " " you all.
u sijbijob	" " " " them.

Other illustrations with other verbs:

Mach u yälbon.	He didn't tell me.
U täscäbon jun.	She sent me a paper (note, letter, etc., -- from <u>täscun</u>)
U täsbon cä pa' waj.	She brought me some tortillas to eat. (from <u>täsen</u>)
Une u ye'bon.	He showed it to me.
U sijbon ix Maca'.	Margaret gave it to me.
Mach u c'atbon.	She didn't ask me.
Mach cä c'atbi.	I didn't ask her.
Cä sijbi.	I gave it to her (as a present).

There is also the benefactive passive: u cherbinte - it is done for him.

VI. Tense indicators:

Present continuative, or present process:

mu' occurs before the verb for the positive form. (Some speakers use ni', some nu'; in Allende the forms mic', and muc' are used.)

Cua' une mu' a chen?	What are you doing? (in the process of doing?)
Mu' a jutz'e' noc'?	Are you washing clothes?
Mu' u bixe tañ cho.	He's on his way to the cornfield.

To denote time earlier today - sami / san / san.

sami is the independent form

san occurs before bilabial stops: san bixi He left earlier today.

san is used in most other places:

<u>san</u> cä c'uxi	I ate it earlier.
<u>san</u> juli	He arrived earlier today.
<u>san</u> chämi	He died earlier today.
<u>san</u> wäyi	She went to sleep earlier.

Sometimes instead of san, the forms jam / jan are heard here. These are the usual forms in the town of Guerrero.

dali / dal to denote time later on today.

After this morpheme, the same form of the verb is used as is used after a negative.

<u>dal</u> uta	He'll come later.
<u>dal</u> u c'uxu	He'll eat it later.

VII. Use of une:

Get into the une habit in Chontal! It is used lots.

It often refers back to something mentioned before - examples of use:

Mach'an une.	There isn't any. (in answer to a question)
Täc'a une.	It's mine.
Xijáb une.	It's a comb.
Poc'om une.	He's fat.
Ix Mali' une.	It's Mary.
Mach une.	No. No indeed. No, that's not right.

VIII. More numbers:

There are lots of them but this is a starter:

In addition to untu, and ump'e that you have had, there are:
untz'it, cha'tz'it, uxtz'it, chantz'it, etc.

Long slender objects as pencils, wood, rope, candles, iguana, etc.

untz'it te'	One stick
cha'tz'it cá c'äb	I have two arms.
uxtz'it chäb	Three candles

unxim, cha'xim, uxxim, chänxim, jo'xim
Small things grain shaped more or less.

unxim bu'u	One bean
cha'xim a jut	You have two eyes.
unxim cá pa' we'e	A piece of meat
chänxim caramelo	Four candy balls
uxxim bec'aranxax	Three orange seeds

untec, cha'tec, uxtec, chäntec, jo'tec
Growing plants or trees.

unq'ue, chaq'ue, uxq'ue, chänq'ue
Flat things as tortillas, paper, etc.

untas, cha'tas, uxtas, chäntas
Things in layers.
cha'tas a buc Two layers of clothes

unum, cha'num, uxnum or else
umpetz', cha'petz', uxpetz'
Number of times:
unum, or umpetz' - once
cha'num or cha'petz' - twice

umpech ja'as	A bunch of bananas
untzim ja'as	A stalk of bananas
unlip'	A little piece of something
unxot'	One half (cut across, or crosswise)
untaj	One half (cut lengthwise)
untuch'	One ear of corn
unsap	One arms length (woven palm is measured this way.)
unt'ul	One drop
unjec'	A part (bu'u, pio', noc', personas, etc.)

IX. Things that can be done with numbers:

Only one, only two, etc. This is shown by reduplication.

untuntu	only one	cha'tu cha'tu	only two
ump'emp'e	" "	chap'e chap'e	" "
untz'intz'it	" "	cha'tz'it cha'tz'it	" "
untentec	" "	cha'tec cha'tec	" "

"Only one" is expressed by partial reduplication; from two up, the reduplication is complete.

Two by two, three by three, etc. This is also shown by a type of reduplication.

a chacha'tu a chacha'tu	two by two
a chacha'xim a chacha'xim	" " "
a uxxtu a uxxtu	Three by three

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-ma suffix to mean "the two of them", "the three of them", etc.

u cha'tumajob	the two of them (persons or animals)
u cha'xima	" " " " (as of pills, etc.)
u chap'elma	" " " "

-lib suffix means the second, the third, etc.

u chap'elib q'uin	the second day
u cha'tulib	" " one (person, child, etc.)
u chämp'elib otot	" fourth house
u yuxp'elib q'uin	" third day

X. Verb modifiers: (There are more; this is just a starter.)

totaj	action just done	
totaj bixijob	They just left.	
atotaj sujnet	Did you just come back?	Atotaj sujnet?
totaj julon t'ocob	We just arrived.	

nonoj	do something for good, permanently
nonoj bixi	She left for good.
nonoj julet?	Did you come to stay?

laj	complete action, action when you've done a thorough job of it
a laj jutzi'i?	Did you wash them all?
a laj t'e'i?	Did you hang them all up? (e. g. clothes on the line to dry)
cä laj choni	I sold them all.
cä laj c'uxi	I ate it all.
laj bixijob	They all left.
laj chämijob	They all died.
laj bixi tä ja '	They all went under water. (as in the floods)

p'elaj	meaning off and on, partly
cä p'elaj chen cua' tä c'uxcan	I cook off and on (every other day like we do)
cä p'elaj cäni	I learned part of it.

bon	oft repeated, or long continued
cä bon buq'ui tz'ac	I kept taking medicine.

paq'uin	customarily
paq'uin yo	He wants it all the time.
upete u paq'uin c'uxe waj	Everybody eats tortillas.

Miscellaneous expressions:

Abuq'uet?	Have you had your drink yet?
San buc'on.	I've drunk. (can be used of a light meal without meat)
Ac'uxmet?	Have you eaten?
San c'uxmon.	I've eaten.
Acä chi cua' tä c'uxcan.	I made dinner.
Jutz'-noc' acä chi.	I washed clothes.
Cä poque' cä c'ämbita.	I'm washing my dishes.

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Cada u choncan cua' tă c'uxcan
Jitz'o acă chen.
Jitz'o a chen.
Jitz'o u chen.
Tiquin u ti'.
Cache' a colet
Mach'an ca che'en, ya'anon da.

Where do they sell food
I'm hungry.
You're hungry.
He's hungry.
He's thirsty.
How are you
I'm okay. I'm just here.
(reply to above?)

U chen u năc'.
U chen u wix.

His bowls move.
He makes his water. (U choque' uba.)

U chen c'ay.
Ya'an tă alas.
Ya'an tă tzic-jun.
Ya'an tă jutz'-noc'.

He sings.
She's playing.
She is reading.
She's washing clothes.

Bixe acă chen.
Că bixela
Cua' une ni jini

I'm leaving.
Shall we leave now?
What's that

Tziqui
Ălă cha'num
Tziqui cha'num

Read it
Say it again
Read it again

Cua'u yăli
Cua' u yăle' jinda

What did he say
What does this say

Ăctan
Tan u yajtă
Mach a tăle'
Mach a choque' ni bit jun jini

Stop it
Leave her alone. Leave it alone.
Don't you touch it
Don't you lose the pieces (of the puzzle)

Tz'ăcă ayan
Mach a tzile'
Cuanta tzupsi a chănen, ăc'ă ya'i

Are they all there
Don't tear it (Mach a xet'e'.)
When you've finished looking at it,
put it there.

Mach to xon.
Mach to, dali to.

I'm not going yet.
Not yet, later.

Cua'ti une
Mach'an tăc'a.
Mach jin tăc'a.
An t'oc.

Who knows what it is
I don't have one. (Mach ca cananta.)
It isn't mine.
That's enough. (e.g. An t'oo,
mach ca ni' tziba.)
I don't want any more. (Majni' oo.)

Mach ni'co.

Tzätz că pam.
Mach uyoch tan că pam.

My head is hard.
It won't enter my head.

Cachich camba.
Ia'ix
Jätz'ă son.

Either one.
Come here
Play the music.

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A wāq'ui ta c'ac' a pa' chitam	Did you put your pig meat on the fire to cook
U xe aj Jaime tā Ranchu	Is Jim going to Villahermosa
U xe chich ti, mach cuwi.	He's going maybe, I don't know. (the way to answer if in doubt)
Ca to ti q'uin u xe	Who knows when he'll go
Sis acubin	I feel cold.
Sis a'ubin. Sis a'ubin	You feel cold. Are you cold.
Sis u yubin.	He feels cold.
Ticāw acubin.	I feel hot.
Noj ticaw q'uin	It's a hot day; the sun is very hot.
Mach u yubi t'an	He doesn't listen, won't listen. He doesn't understand.
Cada c'ux a'ubin	Where does it hurt
Mach'an cā cuenta	I'm all right; there's nothing wrong with me.
Ya' une.	That's right. (words of assent)
I'sapan	Morning
Tānxin q'uin	Mid day
Ochiq'uin	Afternoon, usually late afternoon
Mach uta.	She won't come. She isn't coming.
Dal a joc'on.	Call me later.
Cache' a wāle' tā yocot'an...?	How do you say in Chontal...?
Cache' a wāle' ta' t'anla...?	How do you say in your language...?
A chen caxtrant'an ane?	Do you speak Spanish?
A wi caxtrant'an?	Do you know Spanish?
Mach cuwi cua' a wāle'.	I don't know what you're saying.
Benon cā contra.	Give me an extra. (for all my purchases)
Mach'an oh'oc taq'uin.	There's no change.
Cux q'uexe, dal u sujwanet a ch'e'.	Go get change; then come back for your purchases.
A q'uexbenon ni cā taq'uinda	Can you give me change for this
A t'oxbenon ni jun da	Will you give me smaller money for this bill
Bisanon ya'i	Take me there.
Ch'a'i'	Lie down
Wa'i'	Stand up
Ch'in ajniquetla	Be quiet you all
Seb	Quickly
Che' acāle'	That's what I say. That's what I think.
U c'uxcan	Is it edible
Caxcajet ane	Who are you
U sacānet untu winio, u pecānet.	Some man is looking for you to talk with you.