Contrast the corresponding forms in Columns I and II.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>xin-to7</td>
<td>xen-to7</td>
</tr>
<tr>
<td>I helped him</td>
<td>I helped them</td>
</tr>
<tr>
<td>xqa-to7</td>
<td>xega-to7</td>
</tr>
<tr>
<td>we helped him</td>
<td>we helped them</td>
</tr>
<tr>
<td>xa-to7</td>
<td>xe'a-to7</td>
</tr>
<tr>
<td>you helped him</td>
<td>you helped them</td>
</tr>
<tr>
<td>xi-to7</td>
<td>xe'i-to7</td>
</tr>
<tr>
<td>you (pl) helped him</td>
<td>you (pl) helped them</td>
</tr>
</tbody>
</table>

Check Your Observations

1. The verb forms in Column II indicate (singular/plural) object?

2. The plural object is represented by what form?

3. In the prefix of transitive verbs there must occur the following elements: (1) a tense indicator, such as x 'past' (2) and object indicator such as e 'plural' and, (3) a subject indicator, such as: ru 'he', ki 'they', n 'I' qa 'we' a 'you' and i 'you-plural'. (One additional element, the motion or directional morpheme be (in any of its forms) may occur also in the prefix; however, it is not obligatory as are tense, object, and subject indicators.

4. The ordering of these three elements is consistent: first is the ______ indicator, second the ______ indicator, and third the ______ indicator.

NOTE: In the case where a singular object is indicated there is no overt marker; however to show that singular object is implied, linguists generally create a marker for it, a marker which they write 0 (called zero) which is not manifest by any sound. Note the following examples. A dot is used to separate each of the
prefix morphemes, and ę is used to represent third person singular:

x̣.e. ki-to7 they helped them
x̣.ę. ki-to7 they helped him
x̣.e. a-to7 you helped them
x̣.ę. a-to7 you helped him
x̣.e. qa-to7 we helped them
x̣.ę. qa-to7 we helped him

5. Examine the verb forms again in Column II above. Then write the subject forms as they are when they follow the plural object indicator ę and give an example of each:

(I) _______ as in _________
(we) _______ as in _________
(you) _______ as in _________
(you pl) _______ as in _________

6. The above subject pronoun morphemes n, qa, ę, and ı are the forms which occur before a (consonant/vowel) initial stem?

7. Before a vowel-initial stem the usual adjustments are made:

xenw-aJo7 I wanted them
xeg-aJo7 We wanted them
xəʔaw-aJo7 You wanted them
xəʔiw-aJo7 You (pl) wanted them
Practice

conversion (Change from singular object to plural object and vice versa)

xin-ya7  xen-ya7
xinw-ojoy  xenw-ojoy
xa-tij  xe'ta-tij
xaw-ojbej  xe'taw-ojbej
xqa-na7 (probar)  xe'qa-na7
xq-ak'axaj  xe'q-ak'axaj
xi-byin  xe'i-byin
xiw-oq'ej  xe'i-w-oq'ej
xu-k'utuj  xe'ru-k'utuj
xr-elesaj (sacar)  xe're-elesaj
xki-k'ua7  xe'ki-k'ua7
xk-oqataj (perseguir)  xe'k-oqataj

translate into Cakchiquel

I saw him  xin-ts'yt
I saw them  xen-ts'yt
I heard them  xenw-ak'axaj
we ate it  xqa-tij
we ate them  xe'q-ajo
we called them  xe'q-ajo
you gave it  xa-ya7
you gave them  xe7a-ya7
you waited for them  xe7aw-ojbej

you (pl) tried it  xi-na7
you (pl) tried them  xe7i-na7
you (pl) cried about them  xe7i-w-oq'ej

he made it  xu-byin
he made them  xe'ru-byin
he heard them  xe'q-axaj

they wrote it  xki-ts'ibaj
they wrote them  xe'ki-ts'ibaj
they called them  xe'k-ojoy
Chart of Past Tense Transitive Verbs With
Singular and Plural Object Forms
but Without Directionals

NOTE: Both the pre-vowel and pre-consonant variant of each prefix can be
deduced from the forms in the chart. For example xin(w) has the w only
before vowel stems; xer(u) has the u only before consonant stems.

<table>
<thead>
<tr>
<th>subject:</th>
<th>1 Sg.</th>
<th>2 Sg.</th>
<th>3 Sg.</th>
<th>1 Pl.</th>
<th>2 Pl.</th>
<th>3 Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.Sg. Obj.</td>
<td>xin(w)</td>
<td>xa(w)</td>
<td>xu/xr</td>
<td>xq(a)</td>
<td>xi(w)</td>
<td>xk(i)</td>
</tr>
<tr>
<td>Pl. Obj.</td>
<td>xen(w)</td>
<td>xe' a(w)</td>
<td>xer(u)</td>
<td>xeq(a)</td>
<td>xe'i(w)</td>
<td>xek(i)</td>
</tr>
</tbody>
</table>

Practice

Practice generating all the possible forms on this chart using the following
transitive verbs: samajij (serve), elesaj (take out), k'ayij (sell), ogotaJ
(dispose of, echar).

Variation

(non-past tense)

Contrast:

<table>
<thead>
<tr>
<th>xin-to7</th>
<th>xen-to7</th>
<th>nin-to7</th>
<th>yen-to7</th>
</tr>
</thead>
<tbody>
<tr>
<td>I helped him</td>
<td>I helped them</td>
<td>I help him</td>
<td>I help them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>xu-to7</th>
<th>xeru-to7</th>
<th>nu-to7</th>
<th>yeru-to7</th>
</tr>
</thead>
<tbody>
<tr>
<td>he helped him</td>
<td>he helped them</td>
<td>he helps him</td>
<td>he helps them</td>
</tr>
</tbody>
</table>
Check Your Observations

1. The past tense indicator (is/is not) consistently x?

2. The non-past tense indicator is n in nin-to7 and nu-to7, but ___ in yen-to7 and yeru-to7.

3. The non-past tense indicator y occurs consistently except when the object marker is the singular third person ə. Study the following examples:

   yen-to7  I help them
   yeqa-to7  we help them
   ye7a-to7  you help them
   ye7i-to7  you (pl) help them
   yeru-to7  he helps them
   yeki-to7  they help them

Practice

conversion

(a. Change from singular to plural object and vice versa)

nin-ya7  yen-ya7
ninw-ajo7  yenw-ajo7
nqa-na7  yeqa-na7
nq-ooyoj  yeg-ooyoj
na-tsu7  ye7a-tsu7
naw-oyobej  ye7aw-oyobej
ni-ts'yt  ye7i-ts'yt
niw-elesaj  ye7iw-elesaj
nu-k'ayij  yeru-k'ayij
nr-osq'opi7  (free)  yer-osq'opi7
niki-loq'  yeki-loq'
nik-ak'axaj  yek-ak'axaj
(b. Change from past to non-past tense and vice versa)

<table>
<thead>
<tr>
<th>xu-to7</th>
<th>nu-to7</th>
</tr>
</thead>
<tbody>
<tr>
<td>xeru-to7</td>
<td>yeru-to7</td>
</tr>
<tr>
<td>xin-ya7</td>
<td>nin-ya7</td>
</tr>
<tr>
<td>xen-ya7</td>
<td>yen-ya7</td>
</tr>
<tr>
<td>xki-na7</td>
<td>niki-na7</td>
</tr>
<tr>
<td>xeki-na7</td>
<td>yeki-na7</td>
</tr>
<tr>
<td>xq-ajo7</td>
<td>nq-ajo7</td>
</tr>
<tr>
<td>xeq-ajo7</td>
<td>yeq-ajo7</td>
</tr>
<tr>
<td>xi-torij</td>
<td>ni-torij</td>
</tr>
<tr>
<td>xei-torij</td>
<td>ye7i-torij</td>
</tr>
<tr>
<td>xa-suj (offer)</td>
<td>na-suj</td>
</tr>
<tr>
<td>xe7a-suj</td>
<td>ye7a-suj</td>
</tr>
</tbody>
</table>

**translation**

I want them                             yenw-ajo7
I want it                               ninw-ajo7
you see them                            ye7a-ts'yt
you see it                               na-ts'yt
we call them                            yeq-oqoj
we call him                              nq-oqoj
you (pl) eat them                        ye7i-tij
you (pl) eat it                          ni-tij
he writes them                          yeru-ts'ibaj
he writes it                             nu-tsu'ibaj
they choose them (cha7)                  yeki-cha7
they choose it                           niki-cha7

**Variation**

(future tense)

Contrast:

<table>
<thead>
<tr>
<th>nin-to7</th>
<th>yen-to7</th>
<th>xtin-to7</th>
<th>xken-to7</th>
</tr>
</thead>
<tbody>
<tr>
<td>I help him</td>
<td>I help them</td>
<td>I'll help him</td>
<td>I'll help him</td>
</tr>
<tr>
<td>nu to7</td>
<td>yeru-to7</td>
<td>xtu-to7</td>
<td>xkeru-to7</td>
</tr>
<tr>
<td>he helps him</td>
<td>he helps them</td>
<td>he'll help him</td>
<td>he'll help them</td>
</tr>
</tbody>
</table>
Check Your Observations

1. The future tense marker xt in xtin-to7 and xtu-to7 changes to ___ in xken-to7 and xkeru-to7.

2. Study the following examples; underline the plural object indicator.

<table>
<thead>
<tr>
<th>xken-to7</th>
<th>I'll help them</th>
</tr>
</thead>
<tbody>
<tr>
<td>xkeqa-to7</td>
<td>We'll help them</td>
</tr>
<tr>
<td>xke7a-to7</td>
<td>You'll help them</td>
</tr>
<tr>
<td>xke7i-to7</td>
<td>You'll (pl) help them</td>
</tr>
<tr>
<td>xkeru-to7</td>
<td>He'll help them</td>
</tr>
<tr>
<td>xkeki-to7</td>
<td>they'll help them</td>
</tr>
</tbody>
</table>

Practice

conversion

(a. Change from singular to plural object and vice versa.

<table>
<thead>
<tr>
<th>xtin-ya7</th>
<th>xken-ya7</th>
</tr>
</thead>
<tbody>
<tr>
<td>xtinw-ajo7</td>
<td>xkenw-ajo7</td>
</tr>
<tr>
<td>xtqa-na7</td>
<td>xkeqa-na7</td>
</tr>
<tr>
<td>xta-tsu7</td>
<td>xke7a-tsu7</td>
</tr>
<tr>
<td>xti-ts'yt</td>
<td>xke7i-ts'yt</td>
</tr>
<tr>
<td>xtr-elesaj</td>
<td>xker-elesaj</td>
</tr>
<tr>
<td>xtiki-k'ayij</td>
<td>xkeki-k'ayij</td>
</tr>
</tbody>
</table>

(b. Change from non-past to future)

<table>
<thead>
<tr>
<th>nu-to7</th>
<th>xtu-to7</th>
</tr>
</thead>
<tbody>
<tr>
<td>y eru-ya7</td>
<td>xekeru-ya7</td>
</tr>
<tr>
<td>ye7i-na7</td>
<td>xkeki-na7</td>
</tr>
<tr>
<td>nin-byn</td>
<td>xtin-byn</td>
</tr>
<tr>
<td>yen-byn</td>
<td>xken-byn</td>
</tr>
<tr>
<td>ye7aw-ajo7</td>
<td>xke7aw-ajo7</td>
</tr>
<tr>
<td>niw-oyoj</td>
<td>xtiw-oyoj</td>
</tr>
<tr>
<td>ye7i-torij</td>
<td>xke7i-torij</td>
</tr>
<tr>
<td>(past)</td>
<td>Sg. Obj.</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Pl. Obj.</td>
</tr>
<tr>
<td>(non-past)</td>
<td>Sg. Obj.</td>
</tr>
<tr>
<td></td>
<td>Pl. Obj.</td>
</tr>
<tr>
<td>(future)</td>
<td>Sg. Obj.</td>
</tr>
<tr>
<td></td>
<td>Pl. Obj.</td>
</tr>
<tr>
<td>Subject:</td>
<td>1 Sg.</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>(past)</td>
<td></td>
</tr>
<tr>
<td>Sg. Obj.</td>
<td>$xe7n(w)$</td>
</tr>
<tr>
<td>Pl. Obj.</td>
<td>$xebe7a(w)$</td>
</tr>
<tr>
<td>(non-past)</td>
<td></td>
</tr>
<tr>
<td>Sg. Obj.</td>
<td>$ne7n(w)$</td>
</tr>
<tr>
<td>Pl. Obj.</td>
<td>$yeben(w)$</td>
</tr>
<tr>
<td>(future)</td>
<td></td>
</tr>
<tr>
<td>Sg. Obj.</td>
<td>$xte7n(w)$</td>
</tr>
<tr>
<td>Pl. Obj.</td>
<td>$xkeben(w)$</td>
</tr>
<tr>
<td>Past</td>
<td>3 sg. obj.</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>xin-to7</td>
<td>xe7n-to7</td>
</tr>
<tr>
<td>xa-to7</td>
<td>xa7-to7</td>
</tr>
<tr>
<td>xu-to7</td>
<td>xe7ru-to7</td>
</tr>
<tr>
<td>xqa-to7</td>
<td>xe7qa-to7</td>
</tr>
<tr>
<td>xi-to7</td>
<td>xi7-to7</td>
</tr>
<tr>
<td>xki-to7</td>
<td>xe'kki-to7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Past</th>
<th>3 sg. obj.</th>
<th>3 sg. obj. (go)</th>
<th>3 pl. obj.</th>
<th>3 pl. obj. (go)</th>
</tr>
</thead>
<tbody>
<tr>
<td>nin-to7 (rija)</td>
<td>ne7n-to7</td>
<td>yen-to7</td>
<td>yebe-to7</td>
<td></td>
</tr>
<tr>
<td>na-to7</td>
<td>na7-to7</td>
<td>ye'a-to7</td>
<td>yebe'eru-to7</td>
<td></td>
</tr>
<tr>
<td>nu-to7</td>
<td>ne7ru-to7</td>
<td>yeru-to7</td>
<td>yebeqa-to7</td>
<td></td>
</tr>
<tr>
<td>nqa-to7</td>
<td>ne7qa-to7</td>
<td>yeqa-to7</td>
<td>yebe'i-to7</td>
<td></td>
</tr>
<tr>
<td>ni-to7</td>
<td>ni7-to7</td>
<td>ye'i-to7</td>
<td>yebekei-to7</td>
<td></td>
</tr>
<tr>
<td>niki-to7</td>
<td>ne'kki-to7</td>
<td>yeke-to7</td>
<td>yebekei-to7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future</th>
<th>3 sg. obj.</th>
<th>3 sg. obj. (go)</th>
<th>3 pl. obj.</th>
<th>3 pl. obj. (go)</th>
</tr>
</thead>
<tbody>
<tr>
<td>xtin-to7</td>
<td>xte7n-to7</td>
<td>xken-to7</td>
<td>xebe-to7</td>
<td></td>
</tr>
<tr>
<td>xta-to7</td>
<td>xta7-to7</td>
<td>xe'at-to7</td>
<td>xebe'eru-to7</td>
<td></td>
</tr>
<tr>
<td>xtu-to7</td>
<td>xte7ru-to7</td>
<td>xkeru-to7</td>
<td>xebeqa-to7</td>
<td></td>
</tr>
<tr>
<td>xtiqa-to7</td>
<td>xte7qa-to7</td>
<td>xkeqa-to7</td>
<td>xebe'i-to7</td>
<td></td>
</tr>
<tr>
<td>xti-to7</td>
<td>xti7-to7</td>
<td>xe'et-to7</td>
<td>xebekei-to7</td>
<td></td>
</tr>
<tr>
<td>xti7-to7</td>
<td>xte7ki-to7</td>
<td>xekeki-to7</td>
<td>xebekei-to7</td>
<td></td>
</tr>
</tbody>
</table>
Unidad 10

Etapas Principales

(transitive verb prefixes with consonant-initial stems)

Non-past Tense:  
nin-bij  
na-bij  
nu-bij

Past Tense:  
xin-bij  
xn-bij  
xu-bij

Manipulación

repetición - traducción

yin nin-bij jun cosa chawe
rat na-bij jun cosa chire
rija nu-bij jun cosa chawe
roj nqa-bij jun cosa chawe
rix ni-bij jun cosa chiqe
rije niki-bij jun cosa chiqe

traducción

Lo escribo
Lo pregunto
Lo dice Ud.
Lo olvida Ud.
Lo escriben Uds.
Lo escribimos
Lo preguntamos
Lo pregunta él
Lo dice él
Lo hace él

yrin nin-ts'ibaj
yrin nin-k'utuj
rat na-bij
rat na-mestaj
rix ni-mestaj
rix ni-ts'ibaj
roj nqa-ts'ibaj
roj nqa-k'utuj
rije niki-k'utuj
rije nu-k'utuj
rije nu-bij
rije nu-byn
**respondan según el modelo** (escogiendo entre las cosas que se ven en la clase: mesa, silla, libro, etc.)

A. Yin nin-ts'yt jun ts'ibabyl.
   Y rat, achike na-ts'yt?

B. Yin nin-ts'yt jun ts'ibabyl chuqa? (o yin nin-ts'yt jun (mesa, ch'akyt, yeso, u otra cosa que puede verse en la clase)

A. Rat na-ts'yt jun ts'ibabyl.
   Y riya?, achike nu-ts'yt?

B. Rija nu-ts'yt jun ch'akyt (u otra cosa)

A. La qitsij chi rat na-ts'yt jun ch'akyt?

ETC.

**comprensión**

ri Martín nu-byn ri kaxlan wyy
ri Antonio nu-byn ri xajab

**preguntas**

Achike nu-byn ri Martín?
La nu-byn ri Kaxlan wyy ri Antonio chuqa??
Achike nu-byn riya?.
La qitsij chi ri Martín nu-byn xajab.
ETC.

**comprensión**

ri Enoe nu-byn jun wuj.  Ri Juanita nu-byn jun suéter.

**preguntas**

Achike nu-byn ri Juanita?
Achike nu-byn ri Enoe?
La nu-byn ri María jun wuj chuqa??
ETC.
comprensión

Ri Roberto nu-k'utuj jun wuj chwe yin. Ri Enoe nu-k'utuj jun ts'ibabyl chire ri Jose. Y ri Catalina nu-k'utuj jun quetzal chire ri Jose.

preguntas

Achike nu-k'utuj ri Enoe?
Achojche nu-k'utuj riwa ri jun ts'ibabyl?
Achike k'a nu-k'utuj ri Catalina?
La nu-k'utuj ri Catalina jun quetzal chwe yin o chire ri Jose?
Achojche nu-k'utuj ri Roberto jun wuj?

comprensión

Juanita, rat na-k'utuj jun ch'ich'. Catalina, rat na-k'utuj jun 7aq. Yin nin-k'utuj jun ts'ij7, y ri Tono nu-k'utuj jun ts'i7 chuqa7.

preguntas

Achike na-k'utuj rat, Catalina?
Juanita, ri Catalina nu-k'utuj jun ch'ich', peja7?
Achike k'a na-k'utuj rat?
Ri Tono nu-k'utuj jun wuj, y yin nin-k'utuj ri chuqa7 peja7?

comprensión

Ri María nu-k'utuj jun 7utsil chwe. Rat, Martín, na-ts'ibaj jun tsij chu wych ri pizarrón. Y yin nin-bij chi 7uts na-ts'ibaj ri tsij.

contestación correcta

Achike nu-byn ri Martín?
Achike nin-byn yin?
Achike k'a nu-byn ri María?
conversación guiada

ta-k'utuj chire ri Catalina achike nu-byn rija pa miércoles apo.
ta-k'utuj chire rija' achike nu-byn pa sábado apo.
ta-k'utuj chire ri Martín achike nu-byn.
ta-k'utuj chire rija' wi rija nu-k'utuj jun 'utsil chire ri Tono.
ta-k'utuj chwe wi yin nin-k'utuj jun 'utsil chwe rat chwe7q.
ta-bij chiqe chi rat na-k'utuj jun 'utsil chwe yin pa ri lunes.
ta-bij chi rije' niki-ts'ibaj la wuj la7.
ta-bij chi ri ka7i7 tijonela' niki-ts'ibaj jun tsij chu wych ri pizarroñi.

conversación (cambie del pasado al no-pasado; cambie de chwa7q a iwir)

yin nin-bij jun tsij chwa7q             yin xin-bij jun tsij iwir
rat na-bij jun tsij chwa7q             rat xa-bij jun tsij iwir
rija' nu-bij jun tsij chwa7q           rija' xu-bij jun tsij iwir
roj xqa-bij jun tsij chwa7q           roj xi-bij jun tsij iwir
rix ni-bij jun tsij chwa7q           rix xi-bij jun tsij iwir
rije' niki-bij jun tsij chwa7q       rije' xki-bij jun tsij iwir

traducción

Dijo que no es verdad.                  rija' xu-bij chi man qitsij ta.
Dije que no es verdad.                 yin xin-bij chi man qitsij ta.
¿Qué dijiste?                          achike xa-bij rat?
¿Qué escribieron Uds.?                achike xi-ts'ibaj rix?
¿Qué preguntaron?                     achike xki-k'utuj riye7?
Pedimos un favor a Josè.              roj xqa-k'utuj jun 'utsil chire
                                      ri Jose.

comprensión

ri María xu-k'utuj chire ri tijonel wi ri tsij kieñ nu-bij caballo pa
kaklan ch'abyl. Ri Juanita xu-bij chi ja7, pero ri Catalina nu-bij chi
ri tsij kieñ nu-bij vaca.
preguntas

Achike xu-k'utuj ri María?
La qitsij chi ri jua xu-k'utuj wi ri tsij boy nu-bij camino pa kaxlan ch'abyl?
Achike xu-bij ri Juanita?
Rija xu-bij chi man qitsij ta, peja??
Achike xu-bij ri Catalina?
Rija xu-bij chi ri tsij kiej nu-bij bestia, peja??

Ciclo 1

M-1  Achike na-k'utuj?
      Achike na-bij?
      Achike nat's'ibaj?
      Achike na-sik'ij?
      Achike na-byn?
      ¿Qué pregunta Ud?
      ¿Qué dice Ud?
      ¿Qué escribe Ud?
      ¿Qué lee Ud?
      ¿Qué hace Ud?

M-2  Manjun achike ta nin-k'utuj.
      Manjun achike ta nin-bij.
      Manjun achike ta nin-ts'ibaj.
      Manjun achike ta nin-sik'ij.
      Manjun achike ta nin-byn.
      No pregunto nada.
      No digo nada.
      No escribo nada.
      No leo nada.
      No hago nada.

C-1

A: Achike na-sik'ij?
B: Yin manjun achike ta nin-sik'ij.

Ciclo 2

M-1  Achike xa-k'utuj?
      Achike xa-bij?
      Achike tsij xa-ts'ibaj?
      Achike wuj xa-sik'ij?
      Achike xa-byn?
      Achike xa-chop?
      ¿Qué preguntó (Ud)?
      ¿Qué dijo?
      ¿Qué palabra escribió?
      ¿Qué libro leyó?
      ¿Qué hizo?
      ¿Qué agarró?
Manjun achike ta xin-k'utuj.
Manjun achike ta xin-bij.
Manjun achike ta xin-ts'ibaj.
Manjun achike ta xin-sik'ij.
Manjun achike ta xin-byn.
Manjun achike ta xin-chop.

No pregunté nada.
No dije nada.
No escribí nada.
No leí nada.
No hice nada.
No agarré nada.

A: Achike xa-byn?
B: Manjun achike ta xin-byn.

AL ESTUDIANTE: For consonant-initial transitive verb stems such as k'utuj, bij, ts'ibaj, sik'ij, byn, chop, the prefixes which occur are:

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>xin-</td>
<td>nin-</td>
</tr>
<tr>
<td>xa-</td>
<td>na-</td>
</tr>
<tr>
<td>xu-</td>
<td>nu-</td>
</tr>
<tr>
<td>xki-</td>
<td>niki-</td>
</tr>
</tbody>
</table>

Práctica

1. La xu-ts'ibaj ri Jose la7?
   La xu-ts'ibaj ri María la7?
   La xki-byn riJe' la7?
   La xki-k'utuj la7?
   La xu-bij ri Carlos la7?
   La xu-ts'ibaj ri Rosa la7?
   La xki-xki-k'utuj riJe' la7?
   La xki-byn riJe' la7?

   Ja7, xu-ts'ibaj riJa7.
   Ja7, xu-sik'ij riJa7.
   Ja7, riJe' xki-byn.
   Ja7, riJe' xki-k'utuj.

2. La xa-ts'ibaj rat la7?
   La xa-sik'ij rat la7?
   La xa-byn rat la7?
   La xa-k'utuj rat la7?
   La xa-chop rat la7?
   La xa-byn rat la7?
   La xa-bij rat la7?

   Ja7, yin xin-ts'ibaj.
   Ja7, yin xin-sik'ij.
   Ja7, yin xin-byn.
   Ja7, yin xin-k'utuj.
3. Nu-bij rija la7, peja7?
   Nu-byn ri Jose la7, peja7?
   Niki-bij Rije' la7, peja7?
   Niki-byn ri Jose y ri Carlos la7, peja7?

   Nu-ts'ibaj ri Jose la7, peja7.
   Niki-ts'ibaj ri Jose y ri David la7, peja7?
   Nu-sik'ij rija la7, peja7.
   Niki-sik'ij rije la7, peja7.

4. Na-byn rat la7, peja7?
   Na-bij rat la7, peja7?

   Na-ts'ibaj rat la7, peja7?
   Na-sik'ij rat la7, peja7?
   Na-k'utuj rat la7, peja7?
   Na-chop rat la7, peja7?

5. Nin-byn yin la7, peja7?
   Nin-bij yin la7, peja7?

   Nin-sik'ij yin la7, peja7?
   Nin-k'utuj yin la7, peja7?
   Nin-chop yin, la7 peja7?
   Nin-ts'ibaj yin la7, peja7?

   Rin Jose xu-ts'ibaj re7. y rat?
   Yin Jose xu-ts'ibaj re7. y yin?
   Rat ________________ y rija7?
   Rije ________________ y rije7?
   Rije ________________ y rix?

   Yin xin-sik'ij jun wuj. y rat?
   Yin chuqa ___________. y rija7?
   Rije chuqa ___________. y rije7?
   Rije chuqa ___________. y yin?
   Rat chuqa ___________.

   Yin maqtan achiSe ta xin-byn. y ri Jose?
   Ri Jose chuqa ___________. y rije7?
   Ri je chuqa ___________. y rat?
   Yin chuqa ___________. y yin?
   Rat chuqa ___________.

Ri Jose nu-k'utuj.
Ri Carlos y ri David chuqa_____.
Yin chuqa _____________________.
Rat chuqa ______________________.
Rija chuqa______________________..
Rije chuqa_______________________.

Rija nu'bij la7.
Rat y chwqa7. _________________.
Yin y chwqa7. _________________.
Rije y chwqa7. _________________.
Jose y chwqa7. _________________.

Ri Jose nu-byn re7.
Rat y chwqa7. _________________.
Yin y chwqa7. _________________.
Rije y chwqa7. _________________.
Rija y chwqa7. _________________.

(transitive verb prefixes with vowel-initial stems)

Non-past Tense:    nik-ak'axaj    ng-ak'axaj
                  naw-ak'axaj    niw-ak'axaj
                  nr-ak'axaj    nik-ak'axaj

Past Tense:        xinw-ak'axaj    xq-ak'axaj
                  xaw-ak'axaj    xiw-ak'axaj
                  xr-ak'axaj    xk-ak'axaj
**Manipulación**

**repetición**

<table>
<thead>
<tr>
<th>pronombre</th>
<th>traducción</th>
</tr>
</thead>
<tbody>
<tr>
<td>yin</td>
<td>Quiero carro</td>
</tr>
<tr>
<td>rat</td>
<td></td>
</tr>
<tr>
<td>rija</td>
<td></td>
</tr>
<tr>
<td>roj</td>
<td></td>
</tr>
<tr>
<td>rix</td>
<td></td>
</tr>
<tr>
<td>rije</td>
<td></td>
</tr>
</tbody>
</table>

**conversión**

<table>
<thead>
<tr>
<th>pronombre</th>
<th>traducción</th>
</tr>
</thead>
<tbody>
<tr>
<td>yin</td>
<td></td>
</tr>
<tr>
<td>rat</td>
<td></td>
</tr>
<tr>
<td>rija</td>
<td></td>
</tr>
<tr>
<td>roj</td>
<td></td>
</tr>
<tr>
<td>rix</td>
<td></td>
</tr>
<tr>
<td>rije</td>
<td></td>
</tr>
</tbody>
</table>

Dado el pronombre, responda como en el ejemplo

(ex.)

<table>
<thead>
<tr>
<th>pronombre</th>
<th>traducción</th>
</tr>
</thead>
<tbody>
<tr>
<td>yin</td>
<td></td>
</tr>
<tr>
<td>rat</td>
<td></td>
</tr>
<tr>
<td>rija</td>
<td></td>
</tr>
<tr>
<td>roj</td>
<td></td>
</tr>
<tr>
<td>rix</td>
<td></td>
</tr>
<tr>
<td>rije</td>
<td></td>
</tr>
</tbody>
</table>

**traducción**

<table>
<thead>
<tr>
<th>frase</th>
<th>traducción</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oigo una voz.</td>
<td>yin nin-w-ak'axaj jun ch'abyl</td>
</tr>
<tr>
<td>Oyes una voz.</td>
<td></td>
</tr>
<tr>
<td>José oye una voz.</td>
<td></td>
</tr>
<tr>
<td>La oye el maestro?</td>
<td></td>
</tr>
</tbody>
</table>
La oímos ahora.
La oyen Uds. ahora, también?
Ellos la oyen, también.

**repetición - traducción**
rija nr-ajo jun 7aq
ri Jose nr-ajo jun ts'17
yin niw-ajo jun kiej
achike nr-ajo ri Jose?
achike niw-ajo yin?
achike naw-ajo rat?

**repetición**
roj nq-ajo juba q'utun
yin niw-ajo juba ti7i7
rat naw-ajo jun juba yas7
rije nik-ajo jun juba leche

**comprensión**
ri Juanita nr-ajo jun wuj; ri María nr-ajo jun yeso; y ri Catalina nr-ajo jun manzana.

**preguntas**
ta-bij chwe, la nr-ajo Juanita jun wuj?
la nr-ajo ri María jun wuj o jun yeso?
achike k'a nr-ajo ri Catalina?
la qitisij chi ri Catalina nr-ajo jun turas?

**comprensión**
yin niw-ajo juba q'utun; rat naw-ajo juba tiempo; rija nr-ajo jun juba capé
preguntas

La qitsij chi yin niw-ajo juba capé?
Rija nr-ajo juba q'utun, peja??
Achike naw-ajo rat?

repetición

roj nq-ajo jun pedazo sandía
rat naw-ajo jun ru xaq wuj
rije nik-ajo jun pedazo wyy

Queremos un pedazo de sandía.
Quiere una hoja de papel.
Quieren un pedazo de tortilla.

comprensión

roj nq-ajo jun pedazo manzana; rix niw-ajo jun suq wuj; rije
nik-ajo jun pedazo kaxlan wyy

preguntas

Rix niw-ajo jun pedazo manzana, peja??
La qitsij chi rix niw-ajo jun ru xaq wuj?
Achike nik-ajo rije??
Ta-bij chwe, achike nq-ajo roj?

conversación (cambie del no-pasado al pasado)

yin niw-ek'axaj jun ch'ich'
rija nr-ajo jun ch'ich'
rat naw-oyobej jun ch'ich'
rix niw-ajo jun oficina
rije nik-ak'alaj jun wakx
roj nq-ajo jun wakx

yin xinw-ak'axaj jun ch'ich'
rija xr-ajo jun ch'ich'
rat xaw-oyobej jun ch'ich'
rix xiw-ajo jun oficina
rije xk-ak'alaj jun wakx
roj xq-ajo jun wakx
<table>
<thead>
<tr>
<th>viendo el modelo</th>
<th>repetición</th>
<th>traducción</th>
<th>comprensión</th>
</tr>
</thead>
<tbody>
<tr>
<td>querer olvidar</td>
<td>querer querer</td>
<td>Juan quería hacer el pan.</td>
<td>ri Tono nr-ajo ta nr-etamaj ri qa ch'abyl; ri Maria nr-ajo ta nr-etamaj ri kaxlan ch'abyl; pero yin majun achike ta ninw-ajo ninw-etamaj.</td>
</tr>
<tr>
<td>want to forget to</td>
<td>querer querer</td>
<td>¿Qué quería hacer José? No sé que quería hacer.</td>
<td></td>
</tr>
<tr>
<td>yin ninw-ajo nin-k'utuj jun 7utsil chawe</td>
<td>yin ninw-ajo ta xinw-etamaj xq-toleki</td>
<td>Quiero pedirle un favor. Quise pedirle un favor.</td>
<td></td>
</tr>
<tr>
<td>yin xinw-ajo xin-k'utuj jun 7utsil chawe</td>
<td>roj xq-ajo ta xinw-etamaj xqa-mestaj charl</td>
<td>Olvido decirlo. Olvidé decirlo.</td>
<td></td>
</tr>
<tr>
<td>yin nin-mestaj ninbij</td>
<td>ri David nr-ajo nu-k'utuj jun 7utsil chawe</td>
<td>David quiere pedirle un favor.</td>
<td></td>
</tr>
<tr>
<td>yin xin-mestaj xin-bij</td>
<td>ri Jose xr-ajo xu-bij jun tsij chawe</td>
<td>José quería decirle una palabra.</td>
<td></td>
</tr>
</tbody>
</table>
preguntas

achike ch'abyl nr-ajo nr-etamaj ri Tono?
la María nr-ajo nr-etamaj ri qa ch'abyl chuqa7
la qitsij chi yin ninw-ajo ninw-etamaj ri ingles?

mandatos

ta-k'utuj wi Tono xr-ajo xr-etamaj ri qa ch'abyl
ta-bij chi qitsij chi rija xr-ajo ta xr-etamaj ri qa ch'abyl
ta-k'utuj wi yin xinw-ajo xinw-etamaj ri kaxlan ch'abyl
ta-k'utuj wi ri María y Catalina xx-etamaj ri Ruso

comprensión

ri Catalina xr-ak'axaj ri tsij ya7, rija xu-bij kow;
ri Martín xr-ak'axaj ri tsij ya chuqa y rija xu-ts'ibaj ri tsij chu
wych ri pizarrón kela7; YA7
k'a k'ari yin xin-sik'ij ri tsij kere7 (ye7)

contestación correcta

la xk-ak'axaj ri Catalina y ri Martín ri tsij? (ya7)
achike tsij xk-ak'axaj rije7?
lax xu-bij ri Martín ri tsij?
toq ri Catalina xr-ak'axaj ri tsij, achike xu-byn rija7?
y toq ri Martín xr-ak'axaj ri tsij, achike xu-byn rija7?
k'a k'ari7, achike xin-byn yin?
la 7uts xin-sik'ij ri tsij?
la 7uts xu-ts'ibaj ri tsij ri Martín?

mandatos

Ta-k'utuj chire ri Martín wi uts xu-ts'ibaj ri tsij chu wych ri pizarrón.
Ta-k'utuj chire ri Tono wi rija r-etaman achike nu-bij la tsij la pa castilla.
Martín, ta-k'utuj chwe achike xa-byn rat toq xaw-ak'axaj ri tsij.
Catalina, ta-bij chi toq ri Martín xr-ak'axaj ri tsij, rija xu-ts'ibaj chu
wych ri pizarrón.
Juanita, ta-bij chi rat man xaw-ak'axaj ta ri tsij.
**preguntas**

1. Achike naw-ajo??
2. Achike na-k'utuj?
3. La x-qa pa a wi ri xin-bij chawe?
4. La xaw-ak'axaj ri xu-bij chawe ri Catalina?
5. Achike xa-bij?
6. Achike naw-ajo naw-etamaj?
7. La qitsij chi majun achike ta naw-ajo naw-etamaj rat?

**usando el modelo**

Choj tqa-bij: chi Marfa xu-ts'ib'aj ri tsiJ syq chu wych ri pizarrón.

1. ________, ta-k'utuj chire ri achike xu-b'yn ri María. Dígamos que María ha escrito la palabra syq en el pizarrón.

2. ________, ta-bij. chi ri Marfa xu-ts'ib'aj jun tsiJ chu wych ri pizarrón. ________, pregúntele que hizo María.

3. ________, ta-k'utuj chire ri achike tsiJ xu-ts'ib'aj ri María. ________, diga que María escribió una palabra en el pizarrón.

4. ________, ta-bij chi rija xu-ts'ib'aj ri tsiJ syq. ________, pregúntele a _______ qué palabra escribió María.

5. ________, ta-k'utuj chire ri _____ achike nu-b'ij la tsiJ la? ________, diga que ella escribió la palabra syq.

6. ________, ta-bij chi ri tsiJ syq nu-bij 'blanco.' ________, pregúntele a _______ que quiere decir esa palabra.

Dígamos que la palabra syq quiere decir 'blanco.'

**AL ESTUDIANTE: Compare the following:**

ri achin xu-bij

El hombre lo dijo.

ri achin ri xu-bij...

El hombre que lo dijo (o) el hombre (quién) lo dijo...

(rí) Jose xu-byn

José lo hizo.

(rí) Jose ri xu-byn

José es el que lo dijo.
The equivalent of who or the one who is generally rendered by ri plus the verb. Cakchiquel does not have relative pronouns. The particle ri may be considered here as nominalizing the following clause—making it a noun clause which then modifies the word or phrase which precedes.

7. _____, ta-k'utuj chire ri achike ru bi ri xu-ts'ibaj ri tsij. _____ pregúntele a _____ como se llama la que escribió la palabra.

8. _____, ta-bij chi María ri ru bi ri xu-ts'ibaj ri tsij. _____ diga que María es el nombre de la que escribió la palabra.

9. Juan y Jose, ti-k'utuj chike ri David y ri Carlos wi ri María xu-ts'ibaj ri tsij. Juan y José, pregúntenles a David y Carlos si María es la que escribió la palabra.

10. David y Carlos, ti-bij chike riye chi rija ri xu-ts'ibaj. David y Carlos, díganles que ella es la que la escribió.
Unit 11

Preparation Stage

(Verb-object focus vs. Subject-verb focus)

Cakchiquel has what at first appears to be a curious pair of 'homonyms': achike? = what? and achike? = who? Note that in the following examples the context usually indicates which translation is appropriate.

Achike la cosa la7?
What is that thing?

Achike la achin la7?
Who is that man? (or possibly: What is that man?)

Achike x-k'ulwachityj?
What happened?

Achike x-pe?
Who came?

Practice

<table>
<thead>
<tr>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who went? Achike x-be?</td>
</tr>
<tr>
<td>2. Who will come? Achike ni-pe?</td>
</tr>
<tr>
<td>3. Who works here? Achike ni-samyj wawe??</td>
</tr>
<tr>
<td>4. Who spoke yesterday? Achike x-ch'on iwir?</td>
</tr>
<tr>
<td>5. Who is this woman? Achike re ixoq re7?</td>
</tr>
<tr>
<td>6. What is this woman? Achike re ixoq re7?</td>
</tr>
<tr>
<td>7. Who is that? Achike la7?</td>
</tr>
<tr>
<td>8. What is this? Achike re7?</td>
</tr>
<tr>
<td>9. What is that? Achike la7?</td>
</tr>
<tr>
<td>10. What will happen? Achike xti-k'ulwachityj?</td>
</tr>
</tbody>
</table>
There is usually no problem in sentences such as the above in which no specified object is acted upon, that is where (a) there is no verb (as in the sentence achike re achin re?) or (b) the verb is intransitive (as ni-\textit{pe}, x-\textit{be}, ni-\textit{samaj}, x-\textit{ch'on}, etc.) However, in many questions we are interested in finding out the relationship between an actor and something acted upon. For example, we may be interested in finding out:

(1) What action a given subject had on a given object:
   (a) What did John do to the apple?
   (b) He ate it.

(2) What object was affected by a given action of a given subject:
   (a) What did John eat?
   (b) He ate an apple (or just: an apple).

(3) What subject performed a given action on a given object:
   (a) Who ate the apple?
   (b) John did (or just: John).

Being aware that \textit{achike} translates either 'who' or 'what', observe the Cakchiquel equivalents of the following:

A. What did he write? Achike \textit{xu-ts'ibaj rija}?
   B. He wrote a book. Rija \textit{xu-ts'ibaj jun wuj}.

A. Who wrote? Achike \textit{x-ts'iban}?
   B. John wrote. Ri Juan \textit{x-ts'iban}.

Note that the verb form differs depending on whether the subject-verb axis or the verb-object axis is the point of focus. Study the following contrasts:

<table>
<thead>
<tr>
<th>Verb-object focus</th>
<th>Subject-verb focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achike \textit{xu-byn}?</td>
<td>Achike \textit{x-banon}?</td>
</tr>
<tr>
<td>What did he make?</td>
<td>Who did it?</td>
</tr>
<tr>
<td>Achike \textit{nu-bij}?</td>
<td>Achike \textit{ni-bin}?</td>
</tr>
<tr>
<td>What does he say?</td>
<td>Who says it?</td>
</tr>
<tr>
<td>Verb-object focus</td>
<td>Subject-verb focus</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Achike nu-tik?</td>
<td>Achike ni-tikon?</td>
</tr>
<tr>
<td>What does he plant?</td>
<td>Who plants it?</td>
</tr>
<tr>
<td>Achike xu-kamisan?</td>
<td>Achike x-kamisan?</td>
</tr>
<tr>
<td>Who or what did he kill?</td>
<td>Who killed it?</td>
</tr>
<tr>
<td>Achike xu-k'ayin?</td>
<td>Achike x-k'ayin?</td>
</tr>
<tr>
<td>What did he sell?</td>
<td>Who sold it?</td>
</tr>
<tr>
<td>Achike xti-ts'eton?</td>
<td>Achike xti-ts'eton?</td>
</tr>
<tr>
<td>What will he see?</td>
<td>Who will see it?</td>
</tr>
</tbody>
</table>

As you can see, the verbs in the verb-object focus column have the form you are familiar with, but the verbs in the subject-verb focus column have a different form. It will be necessary now to learn these new verb forms, which we will call subject-verb focus forms.

Note first that the subject-verb focus forms take the same pronominal prefix as do intransitive verbs, in third person singular, ni instead of nu, x instead of xu, xti instead of xtu.

The subject-verb focus form may be derived from the verb-object focus form by the addition of a suffix which we will call the subject-verb focus suffix. This suffix has either the form n or on, depending on the stem to which it is affixed.

(You should recall that transitive verb stems are either alternating or non-alternating. Alternating stems have a 'long form' when used as imperatives and a 'short form' in most other uses.

\[\text{ta-banai} \nu-Ez!l\]

Non-alternating stems have only one stem corresponding to the two of alternating stems.

\[\text{ta-bij} \nu-bij\]

When it is affixed to most non-alternating stems, the subject-verb focus suffix is \(-n\). The subject-verb focus form of these stems, then, may be derived from their verb-object focus form simply by substituting \(n\) for the final consonant. (A few exceptions will be shown later.) Study the contrasts:

<table>
<thead>
<tr>
<th>Verb-object focus</th>
<th>Subject-verb focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) verbs ending in (\dagger)</td>
<td></td>
</tr>
<tr>
<td>nu-k'utuj</td>
<td>ni-k'utun</td>
</tr>
<tr>
<td>nu-ts'ibaj</td>
<td>ni-ts'iban</td>
</tr>
</tbody>
</table>
nu-k'ayij
nu-bij
nr-ak'axaj

(b) verbs ending in ba7
nu-ts'uyuba7 (set, cause to sit)
nu-paba7 (erect, cause to stand)
nu-jotoba7 (cause to ascend)

translation

1. What does he remember? Achike nu-qa chire rija7?
2. Who remembers? Achike nu-qa chire?
3. What does he write? Achike nu-ts'ibaj?
4. Who writes? Achike ni-ts'iban?
5. What does he say? Achike nu-bij?
6. Who says? Achike ni-bin?
7. What did he sell? Achike su-k'ayij?
8. Who sold it? Achike x-k'ayin?
9. What did he kill? Achike xu-kamisaj?
10. Who did he kill? Achike xu-kamisaj?
11. Who killed him? Achike xu-k'amisan r ichin rija7?
12. What did he ask? Achike xu-k'utuj?
13. Who asked? Achike x-k'utun?
14. What will he throw? Achike xtu-torij?
15. Who will throw? Achike xti-torin?
16. Who is he waiting for? Achike nr-oyobej?
17. Who is waiting? Achike n-oyoben?
18. What did he erect? Achike xu-paba7?
19. Who erected it? Achike x-paban?
20. Who did he set down? Achike xu-ts'uyuba7?
21. Who set him down? Achike x-ts'uyuban r ichin rija7?
Exceptions to this are monosyllabic transitive stems which end in ʔ. The subject-verb focus suffix of these verbs usually has the shape on, but there are some exceptions. Study the contrasts:

<table>
<thead>
<tr>
<th>Verb-object focus</th>
<th>Subject-verb focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>nu-yaʔ (put, give)</td>
<td>ni-yaʔon</td>
</tr>
<tr>
<td>nu-chaʔ (choose)</td>
<td>ni-chaʔon</td>
</tr>
<tr>
<td>nu-naʔ (feel)</td>
<td>ni-naʔon</td>
</tr>
<tr>
<td>nu-tsuʔ (look)</td>
<td>ni-tsuʔun</td>
</tr>
<tr>
<td>nr-ajoʔ (want, love)</td>
<td>n-ajoʔun</td>
</tr>
</tbody>
</table>

Practice

**translation**

1. What did he feel?    Achike xu-naʔ?
2. Who felt it?          Achike x-naʔon?
3. Who did he choose?    Achike xu-chaʔ?
4. Who chose?            Achike x-chaʔon?
5. What will he give?    Achike xtu-yaʔ?
6. Who will give?        Achike xti-yoʔon?

When it is affixed to alternating stems, the subject-verb focus suffix is on. The subject-verb focus form of these stems, then, may be derived from their verb-object focus form simply by adding on, and changing the vowel of the stem where this is required. Study the contrasts:

<table>
<thead>
<tr>
<th>Verb-object focus</th>
<th>Subject-verb focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>nu-loq' (buy)</td>
<td>ni-loq'on</td>
</tr>
<tr>
<td>nu-tik (plant)</td>
<td>ni-tikon</td>
</tr>
<tr>
<td>nu-tij (eat)</td>
<td>ni-tijon</td>
</tr>
<tr>
<td>nu-choy (cut)</td>
<td>ni-choyon</td>
</tr>
<tr>
<td>nu-byn</td>
<td>ni-banon</td>
</tr>
<tr>
<td>nu-jyl (borrow)</td>
<td>ni-jalon</td>
</tr>
<tr>
<td>nu-chʰey (hit)</td>
<td>ni-chʰeyon</td>
</tr>
<tr>
<td>nu-chop (pick up)</td>
<td>ni-chapun</td>
</tr>
<tr>
<td>nu-ts'yt (see)</td>
<td>ni-ts'etun</td>
</tr>
</tbody>
</table>
Note that the stem vowel of the subject focus form is the same as that of the imperative form: ta-ts'e7 - ni-ts'eton (but nu-ts'yt); ta-bana7 - ni-banon (but nu-byn)

**Practice**

**translation**

1. What did he buy? Achike xu-loq'?
2. Who bought it? Achike x-loq'on?
3. What will he plant? Achike xtu-tik?
4. Who will plant? Achike xti-tikon?
5. What is he cutting? Achike nu-choy?
6. Who is cutting? Achike ni-choyon?
7. What did he make? Achike xu-byn?
8. Who made it? Achike x-banon?
9. What does he see? Achike nu-ts'yt?
10. Who sees it? Achike ni-ts'eton?

From our school training, we tend to think of English verbs as inherently either transitive or intransitive. For example, verbs like *eat*, *read*, and *kill*, we might think, are, by their very nature, transitive verbs, since logically these actions always involve both a subject and an object. But clearly, as shown in the following sentences, for example, one can focus on the involvement of the subject in a given action without implicating a goal or direct object in any way:

I ate and ate.
I read by candlelight.
The leopard kills for sport.

Some grammarians term such verb uses semi-transitive or de-transitivized verbs. As you might have guessed, the distinction in Cakchiquel between transitive and semi-transitive verbs is crucially important for you to master. Compare, for example:

1. (a) Yin xin-sik'a7 jun sik'.
   I smoked a cigarette.

   (b) Yin xi-sik'an.
   I smoked. (engaged in the activity of smoking)
2. (a) Yin xin-ts'ibaj jun wuj.
   I wrote a letter.

   (b) Yin xi-ts'iban.
   I wrote. (engaged in the activity of writing)

   The semi-transitive sentence is used to focus attention on that activity in which the subject engages or, alternatively, on who it is that engages in a given activity, but not on the effect of the activity on a goal. We will hereafter refer to such sentences as sentences with subject-verb focus.

   It was shown above that questions are constructed so as to focus attention on the subject-verb or the verb-object axis. Now it remains to be shown that response to questions are also constructed so as to focus on the particular axis in question. Observe the correlation of focus in the following question-response pairs:

   (verb-object focus)
   What did Juan see?      Achike xu-ts'yt ri Juan?
   He saw a snake.         Rija xu-ts'yt jun kumyts.

   (subject-verb focus)
   Who saw it?             Achike x-ts'eton?
   Juan saw it.            Ri Juan x-ts'eton.

   (Subject-verb focus with expressed object)

   Study the following sentences:

   1. (ja) rija x-ts'iban r ichin ri wuj.     It was him that wrote (did the writing of) the book.
   2. (ja) ri Jose x-kamisan r ichin rija7.    It was José who killed him.
   3. (ja) ri yin xi-tijon r ichin ri wyy.     It was me that ate (did the eating of) the bread.
   4. (ja) rix xix-ch'ayon w ichin yin.       You were the ones who hit me.
   5. (a) Achike x-ts'eton w ichin?      Who (is the one who) saw me?
      (b) Yin xi-ts'eton aw ichin.    It was me that saw you.
6. (a) La rat xa-paban r ichin re jay re7?
(b) Ja7, yin xi-paban r ichin.

Are you the one that built this house?
Yes, I'm the one that built it.

Observe that subject-verb focus response sentences contain subject-verb focus forms and are translated 'So-and-so is the one that engaged in such-and-such an activity', or 'It was so-and-so who engaged in such-and-such an activity'. But notice also that the goal of the activity may optionally be specified in subject-verb focus sentences. What appears in translation to be the direct object is in Cakchiquel a subordinate element introduced or marked by ichin.

paradigm (Note that the subject-focus verb prefix paradigm matches exactly that of the intransitive.)

| (non-past)        | yi-ts'iban      | yoj-ts'iban  |
|                  | ya-ts'iban      | yix-ts'iban  |
|                  | ni-ts'iban      | ye-ts'iban   |
| (past)           | xi-ts'iban      | xoj-ts'iban  |
|                  | xa-ts'iban      | xix-ts'iban  |
|                  | x-ts'iban       | xe-ts'iban   |
| (future)         | xki-ts'iban     | xoj1-ts'iban |
|                  | xka-ts'iban     | xki-ts'iban  |
|                  | xti-ts'iban     | xke-ts'iban  |
| (imperative-     | ki-ts'iban na   | qu-ts'iban na|
| subjunctive)     | ka-ts'iban      | kix-ts'iban  |
|                  | ti-ts'iban na   | ke-ts'iban na|

Practice

<table>
<thead>
<tr>
<th>translation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I write</td>
<td>Yin yi-ts'iban.</td>
</tr>
<tr>
<td>I don't smoke.</td>
<td>Man yi-sik'an ta.</td>
</tr>
<tr>
<td>Who killed Cock Robin?</td>
<td>Achike x-kamisan r ichin ri Cock Robin?</td>
</tr>
<tr>
<td>English</td>
<td>Cakchiquel</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>It wasn't me that killed him.</td>
<td>Man yin ta (or man ja ta yin) xı-kamisan r ichin.</td>
</tr>
<tr>
<td>Were you the one that wrote this book?</td>
<td>Le rat xa-ts'iban r ichin ré wuj reʔ?</td>
</tr>
<tr>
<td>We are the ones who did.</td>
<td>Roj xoj-banon.</td>
</tr>
<tr>
<td>They are the ones who will do the killing.</td>
<td>Rıje xke-kamisan.</td>
</tr>
<tr>
<td>It was me that heard the voice.</td>
<td>(Ja) (ri) yin xin-ak'axan r ichin ri ch'abyl.</td>
</tr>
<tr>
<td>It was me that saw you.</td>
<td>(Ja) (ri) yin xi-ts'eton aw ichin rat.</td>
</tr>
<tr>
<td>It was him that heard us.</td>
<td>(Ja) rıja x-ak'axan q ichin roj.</td>
</tr>
<tr>
<td>It was you that hit me.</td>
<td>(Ja) rat xa-ch'ayon w ichin yin.</td>
</tr>
</tbody>
</table>

(Relative clause embeddings)

As you are aware, some clauses can be embedded within other clauses. For example:

Clause A. The boy is in the house.
Clause B. He is the one who struck me.
Integrated: The boy who struck me is in the house.

In Cakchiquel (note subject-verb focus)

Clause A. Ri ala k'o chwa jay.
Clause B. Rıja x-ch'ayon w ichin.
Integrated: Ri ala rı x-ch'ayon w ichin k'o chwa jay.

Contrast the following in which two clauses are integrated in one sentence by 'embedding one of the clauses:

Clause A. The teacher went to Chicago.
Clause B. I love the teacher.
Integrated: The teacher that I love went to Chicago.
In Cakchiquel (note verb-object focus)

Clause A. Ri tijonel x-be pa Armita.
Clause B. Ninw-ajo ri tijonel.

Integrated: Ri tijonel ri ninw-ajo7 x-be pa Armita.

**Practice**

**integration**

1. Clause A. Ri ixoq ni-pe chwaj7q.
   Clause B. Ri ixoq x-ts'eton aw ichin.
   Integrated: Ri ixoq ri x-ts'eton aw ichin ni-pe chwaj7q.

2. Clause A. Ri xtyn ni-samyj pa Armita.
   Clause B. Rat xa-ts'yt ri xtyn iwir.
   Integrated: Ri xtyn ri xa-ts'yt rat iwir ni-samyj pa Armita.

3. Clause A. Ri alabo e-k'o wave7.
   Clause B. Ri alabo xe-kamisan k ichin ri umul (rabbits).
   Integrated: Ri alabo ri xe-kamisan k ichin ri umul e-k'o wave7.

**translation**

1. The man who lost the book is here.
   Ri achin ri x-sachon r ichin ri wuj k'o wave7.

2. The girl who found it is with him.
   Ri xtyn ri x-ilon r ichin k'o r ik'in riya7.

3. The teacher who struck the boys lives in Patzún.
   Ri tijonel ri x-ch'ayon k ichin ri alabc k'o pa Patzún.

ETC.
(Present perfect form of transitive, verb-object focus)

In Unit 9 the present perfect form of intransitive verbs was presented. You should be well familiar with these forms:

<table>
<thead>
<tr>
<th>Intransitive</th>
<th>Transitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>yin-samajinyq</td>
<td>I've worked</td>
</tr>
<tr>
<td>(r)at-warinyq</td>
<td>you've slept</td>
</tr>
<tr>
<td>rija uxlaininyq</td>
<td>he's rested</td>
</tr>
<tr>
<td>(r)oj-yawajinyq</td>
<td>we've gotten sick</td>
</tr>
<tr>
<td>(r)ix-ts'uyul</td>
<td>you are seated</td>
</tr>
<tr>
<td>e-pa7yl</td>
<td>they are standing</td>
</tr>
</tbody>
</table>

Contrast the above intransitive present perfect forms with the transitive (verb-object focus) present perfect forms seen below:

<table>
<thead>
<tr>
<th>Intransitive</th>
<th>Transitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>nu-ts'iban jun wuj</td>
<td>I've written a book</td>
</tr>
<tr>
<td>a-paban jun jay</td>
<td>you've built a house</td>
</tr>
<tr>
<td>ru-kamisan jun aq</td>
<td>he's killed a pig</td>
</tr>
<tr>
<td>q-ak'axan jun ch'abyl</td>
<td>we've heard a voice</td>
</tr>
<tr>
<td>i-ts'eton ri tata7aj</td>
<td>you've seen the father</td>
</tr>
<tr>
<td>ki-banon</td>
<td>they've done it</td>
</tr>
</tbody>
</table>

Note that the set of pronominal prefixes used in the above forms is the same as that used in noun possession:

<table>
<thead>
<tr>
<th>Before Consonant</th>
<th>Before Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>nu-</td>
<td>w-</td>
</tr>
<tr>
<td>a-</td>
<td>aw-</td>
</tr>
<tr>
<td>ru-</td>
<td>r-</td>
</tr>
<tr>
<td>qa-</td>
<td>q-</td>
</tr>
<tr>
<td>i-</td>
<td>iw-</td>
</tr>
<tr>
<td>ki-</td>
<td>k-</td>
</tr>
</tbody>
</table>

Contrast subject-verb focus (past) on the left with verb-object focus (present perfect) on the right:

<table>
<thead>
<tr>
<th>Past</th>
<th>Present Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yin xi-ts'eton r ichin ri Jose.</td>
<td>Nu-ts'eton ri Jose.</td>
</tr>
<tr>
<td>It was me that saw José.</td>
<td>I've seen José.</td>
</tr>
<tr>
<td>Rat xa-kamisan r ichin rija7.</td>
<td>Rat a-kamisan rija7.</td>
</tr>
<tr>
<td>It's you that killed him.</td>
<td>You've killed him.</td>
</tr>
<tr>
<td>Rija x-ts'iban r ichin jun novela.</td>
<td>Rija7 ru-ts'iban jun novela.</td>
</tr>
<tr>
<td>He's the one that wrote a novel.</td>
<td>He's written a novel.</td>
</tr>
<tr>
<td>Rije7 xe-banon ri ch'ich'.</td>
<td>Rije ki-banon ri ch'ich'.</td>
</tr>
<tr>
<td>It was them that made the machine.</td>
<td>They've made a machine.</td>
</tr>
</tbody>
</table>
**Practice**

**translation**

I've seen José.  
(Yin) nu-ts'eton ri Jose.

Have you seen Carlos?  
La a-ts'eton (rat) ri Carlos?

We've told the truth.  
Qa-bin ri·qitsij.

You (pl) have killed him.  
Rix i-kamisan rija7.

He has eaten it all.  
Rija ru-tijon r onojel.

They have built this house.  
Rije ki-paban re jay re7.

I've heard it.  
Yin w-ak'axan.

You've waited for him.  
Rat aw-o-yoben.

We've taken it out.  
Roj q-elesan.

You (pl) have called him.  
Rix iw-o-yan.

He has cried about it.  
Rija r-oq'en.

They have set it free.  
Rije k-osq'opin.

(Plural object with present perfect verb-object focus)

Contrast:

**Singular Object**

(Yin) nu-ts'eton ri ala7.  
I've seen the boy.

(Rat) a-ts'iban ri wuj.  
You've written the book.

(Roj) q-ak'axa7 ri ch'abyl.  
We've heard the voice.

**Plural Object**

(Yin) e nu-ts'eton ri alabo.  
I've seen the boys.

(Rat) e a-ts'iban ri wuj.  
You've written the books.

(Roj) e q-ak'axan ri ch'abyl.  
We've heard the voices.
### Practice

**Conversion**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yin w-osq'opin.</strong> (I've set it free.)</td>
<td><strong>Yin e w-osq'opin.</strong> (I've set them free.)</td>
</tr>
<tr>
<td><strong>Rat a-tijon ri manzana.</strong> (You've eaten the apple.)</td>
<td><strong>Rat e a-tijon ri manzana.</strong> (You've eaten the apples.)</td>
</tr>
<tr>
<td><strong>Rija7 ru-banon.</strong> (He has made it.)</td>
<td><strong>Rija7 e ru-banon.</strong> (He has made them.)</td>
</tr>
<tr>
<td><strong>Rije7 ki-kamisan ri nu'7i7.</strong> (They have killed my dog.)</td>
<td><strong>Rije7 e ki-kamisan ri nu ts'i7.</strong> (They have killed my dogs.)</td>
</tr>
</tbody>
</table>

**ETC.**

---

**Translation**

| We have seen all of them.                     | Roj e qa-ts'eton k onojel.               |
| You (pl) have written all of them.             | Rix e i-ts'iban k onojel.                |
| He has heard all of them.                      | Rija7 e r-ak'axan k onojel.             |
| They have made all of them.                    | Rije7 e ki-banon k onojel.              |

**ETC.**

*(Present perfect form of subject-verb focus)*

Contrast the present perfect forms of verb-object and subject-verb focus sentences:

<table>
<thead>
<tr>
<th>Verb-object focus</th>
<th>Subject-verb focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Yin) nu-ts'iban.</strong> I have written it.</td>
<td><strong>(Yin)yin-ts'ibayon (r ichin).</strong> I'm the one that has written it.</td>
</tr>
<tr>
<td><strong>(Rat) a-ts'etayon.</strong></td>
<td><strong>(Rat) at-ts'etayon (r ichin).</strong></td>
</tr>
</tbody>
</table>
You've seen it. You're the one that has seen it.
(Roj) qa-kamisan. (Roj) oj-kamisayon (r ichin).
We've killed it. We're the ones that have killed it.
(Rix) i-paban. (Rix) ix-pabayon (r ichin).
You've erected it. You're the ones that have erected it.
Rija7 ru-banon. Rija7 banayon (r ichin).
He's made it. He's the one that has made it.
Rije7 ki-sipan. Rije7 e-sipayon (r ichin).
They've given it. They're the ones that have given it.

Note that the set of pronominal prefixes used in the present perfect subject­verb focus forms is the same as that used in intransitive present perfect forms (like [yin] yin-samajinyq, [rat] at-warinyq, etc.) To review:

<table>
<thead>
<tr>
<th>Verb-object focus</th>
<th>Subject-verb focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past participle</td>
<td>Past participle</td>
</tr>
<tr>
<td>yin-</td>
<td>(r)oj-</td>
</tr>
<tr>
<td>(r)at-</td>
<td>(r)ix-</td>
</tr>
<tr>
<td>e-</td>
<td></td>
</tr>
</tbody>
</table>

Observe the difference between the past participle form of verb-object focus and the past participle form of subject-verb focus.

Note from 4 and 5 that alternating verbs such as ta-ts'eta7 and ta-bana7 take the long-form vowel before the participle ending -yon.
Practice

conversion (Change from the verb-object focus past participle to the corresponding subject-verb focus form.)

1. to7on (ayudar) to7yon
2. kanon (buscar) kanayon
3. sik'an (fumar) sik'ayon
4. kusan (usar) kusayon
5. sip'an (regalar) sipayon
6. nojin (pensar) nojiyon
7. tijon (comer) tijyon
8. molon (juntar) moloyon
9. taqon (enviar) taqayon
10. qumun (atragar, beber) qumuyon
11. k'exon (cambiar) k'exeyon

modification

Do the same conversion drill, but supply third person subject and object pronouns. Keep the meaning in mind. For example:

Nu-to7on rija7. (I've helped him.)
Yin-to7yon r ichin. (I'm the one that has helped him.)
E ru-kanon rije7. (He has looked for him.)
Rija kanayon k ichin. (He's the one that has looked for them.)
ETC.

translation

1. You're the one that has written it. (Rat) at-ts'ibayon (r ichin).
2. He's the one that has seen him. Rija ts'eteyon (r ichin).
3. I'm the one that has killed you. (Yin) yin-kamisayon aw ichin.
4. We're the ones that have made it. (Roj) oj-banayon (r ichin).
5. You're the ones that have helped me. (Rix) ix-to7yon w ichin.
6. They're the ones that have erected it. Rije e-pabayon (r ichin).
Grammar Induction

(Active vs. Passive)

1. Regular non-alternating verbs

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>nu-k'utuj</td>
<td>ni-k'utux</td>
</tr>
<tr>
<td>he asks it</td>
<td>it is asked</td>
</tr>
<tr>
<td>nr-oyoj</td>
<td>n-oyox</td>
</tr>
<tr>
<td>he calls (him)</td>
<td>he is called</td>
</tr>
<tr>
<td>nu-k'ayij</td>
<td>ni-k'ayix</td>
</tr>
<tr>
<td>he sells it</td>
<td>it is sold</td>
</tr>
<tr>
<td>nr-oq'ej</td>
<td>n-oq'ex</td>
</tr>
<tr>
<td>he cries about it</td>
<td>it is cried about</td>
</tr>
</tbody>
</table>

Check Your Observations

1. The passive of these verbs is formed by changing the final \( J \) to \( x \).
2. A passive verb takes which prefix set, transitive or intransitive?

Observe also:

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>nu-ts'ibaj</td>
<td>ni-ts'ibyx</td>
</tr>
<tr>
<td>he writes it</td>
<td>it is written</td>
</tr>
<tr>
<td>xu-kamisaj</td>
<td>x-kamisyx</td>
</tr>
<tr>
<td>he killed it</td>
<td>it was killed</td>
</tr>
<tr>
<td>xtu-mestaJ</td>
<td>xti-mestyx</td>
</tr>
<tr>
<td>he'll forget it</td>
<td>it will be forgotten</td>
</tr>
</tbody>
</table>

The transitive verbs k'utuj, oyoj, k'ayij, oq'ej, ts'ibaj, kamisaj, and mestaJ are, as you already know, non-alternating verbs. Note that in forming the passive there is no vowel change in verbs whose final vowel is other than \( a \). For verbs whose final vowel is \( a \), the \( a \) changes to \( y \) before the passive suffix \( x \).
Practice

**Conversion** (Change from active to passive voice)

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>nu-qupij</td>
<td>ni-qupix</td>
</tr>
<tr>
<td>nu-k'ayij</td>
<td>ni-k'ayix</td>
</tr>
<tr>
<td>nu-torij</td>
<td>ni-torix</td>
</tr>
<tr>
<td>nu-sik'ij</td>
<td>ni-sik'ix</td>
</tr>
<tr>
<td>nu-balij</td>
<td>ni-balix</td>
</tr>
<tr>
<td>nu-k'utuj</td>
<td>ni-k'utux</td>
</tr>
<tr>
<td>nu-k'asoj</td>
<td>ni-k'asox</td>
</tr>
<tr>
<td>nu-jeloj</td>
<td>ni-jelox</td>
</tr>
<tr>
<td>nu-kusaj</td>
<td>ni-kusyx</td>
</tr>
<tr>
<td>nu-sipaįj</td>
<td>ni-sipyx</td>
</tr>
<tr>
<td>nu-ts'ibaj</td>
<td>ni-ts'ibyx</td>
</tr>
<tr>
<td>nu-elesaj</td>
<td>ni-elesyx</td>
</tr>
<tr>
<td>nu-achikaj</td>
<td>n-achikyx</td>
</tr>
</tbody>
</table>

**Modification** (Change the above to past and future tense)

2. Irregular non-alternating verbs

Observe the two passive forms of the small subclass of non-alternating verbs that end in 7.

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>nu-ya7</td>
<td>ni-ya7ox (or ni-ya7)</td>
</tr>
<tr>
<td>nu-na7</td>
<td>ni-na7ox (or ni-na7)</td>
</tr>
<tr>
<td>nu-cha7</td>
<td>ni-cha7ox (or ni-cha7)</td>
</tr>
<tr>
<td>nu-ti7</td>
<td>ni-ti7ox (or ni-ti7)</td>
</tr>
</tbody>
</table>

3. Alternating verbs

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>xu-tij</td>
<td>x-tij it was eaten</td>
</tr>
<tr>
<td>xu-toj</td>
<td>x-toj it was paid</td>
</tr>
<tr>
<td>xu-mes</td>
<td>x-mes it was swept</td>
</tr>
<tr>
<td>xu-qum</td>
<td>x-qum it was swallowed</td>
</tr>
<tr>
<td>xu-byn</td>
<td>x-byn it was done</td>
</tr>
</tbody>
</table>
COMMENT: the transitive verbs tiij, toy, mes, qum, and byn are, as you already know, alternating verbs. (Compare: ta-tija7, ta-tojo7, ta-mesa7, ta-qumu7, and ta-bana7.) Note that generally no suffix is used to form the passive of these verbs. Generally only the intransitive prefix distinguishes these passives from their active counterparts. If the short form vowel is y (as in nu-byn) the y changes to a in the passive form (ni-ban).

**Practice**

**conversion** (Change from active to passive voice)

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>nu-xim</td>
<td>ni-xim</td>
</tr>
<tr>
<td>nu-meq'</td>
<td>ni-meq'</td>
</tr>
<tr>
<td>nu-loq'</td>
<td>ni-loq'</td>
</tr>
<tr>
<td>nu-kuy</td>
<td>ni-kuy</td>
</tr>
<tr>
<td>nu-tyq</td>
<td>ni-taq</td>
</tr>
<tr>
<td>nu-tyq</td>
<td>ni-taq</td>
</tr>
</tbody>
</table>

**modification** (Change the above to past and future tense)

(Passive action with Agent Phrase)

Ri kumyts xu-ti ri ala7. The snake 'stung' the boy.

Ri ala x-ti7ox (r uma ri kumyts). The boy was 'stung' (by the snake).

(Ja) yin xi-ts'iban r ichin ri carta. It was me wrote the letter.

(Ja) ri carta x-ts'ibyx (w uma yin). The letter was written (by me).

(Ja) roj xoj-taqon r ichin ri uqxa7n. It was us sent the package.

(Ja) ri uqxa7n x-taq (q uma roj). The package was sent (by us).

*Occasionally some alternating verbs optionally take a passive suffix -ox. For example, you may encounter ni-banox in addition to the more common ni-ban 'is made', ni-loq'ox in addition to the more common ni-loq' 'is bought.*
COMMENT: When an active sentence is transformed into a passive sentence, what was the subject in the one optionally becomes the agent in the other. The so-called agentive phrase is introduced by a possessed form of uma 'by':

- w uma (yin) by me
- aw uma (rat) by you
- r uma (rije7) by him
- q uma (roj) by us
- iv uma (rix) by you
- k uma (rije7) by them

Practice

_conversion_ (Change from active to passive voice. Be sure you understand the meaning.)

1. Ri Marfa xu-k'ayij ri po7t.
   - Ri po7t x-k'ayix r uma ri Marfa.
2. Ri ixoqi xki-loq' ri bo7j.
   - Ri bo7j x-loq' k uma ri ixoqi7.
   - Ja re carta re7 x-ts'ibyx iv uma rix.
4. Rikas7i alabo xki-kamisaj re jun ts'i re7.
   - Re jun ts'i re7 x-kamisyx k uma ri ka7i alabo.
5. Yin xin-tyq ri uqxa7n.
   - Ri uqxa7n x-taq w uma yin.
6. Ri nata xu-paba ri q achoch roj.
   - Ri q achoch roj x-pabyx r uma ri nata7.
7. Ri Jose xu-byn la chakych la7.
   - La chakych la7 x-ban r uma ri Jose.

_translation_

A. Third-person passive without agent phrase

1. What is marketed (sold) here? Achike ni-k'ayix wawe7?
2. What is grown (planted) in Chimaltenango? Achike ni-tik pa Boko7?
3. When was this machine made? Jampe x-ban re ch'ich' re7?
4. At what time was he killed? Achike hora x-kamisyx riija7?
5. Why was the apple eaten? Achike r uma x-tij ri manzana?
B. Third-person passive with agent phrase

1. The blouse was bought yesterday by José's wife.
   Ri po7t x-loq' iwir r uma r ixjayil ri Jose.
2. The deer was eaten by a tigre.
   Ri masat x-tij r uma jun tigre.
3. The man was 'stung' by a snake.
   Ri achin x-ti7ox r uma jun kumyts.
4. It must be written by you.
   K'o chi ni-ts'ibyx aw uma rat.
5. They must be written by us.
   K'o chi ye-ts'ibyx q uma roj.

C. First and second person passive

1. I must be put to death.
   K'o chi yi-kamisyx.
2. You must be put to death.
   K'o chi ya-kamisyx.
3. We must be put to death.
   K'o chi yoj-kamisyx.
4. You (pl) must be put to death.
   K'o chi yix-kamisyx.

(Passive Action Focus vs. Passive Action Result Focus)

Ri carta x-ts'ibyx r uma ri Jose.
The letter was written by José.
Ri carta x-ts'ibatyj r uma ri Jose.
The letter was written for José.
Ri puerta x-jaq r uma rija7.
The door was opened by him.
Ri puerta x-jaqatyj r uma rija7.
The door was opened for him.
X-ts'apix w uma yin.
It was closed by me.
X-ts'apityj w uma yin.
It was closed for my sake.

COMMENT: The contrast between the forms x-ts'ibyx and x-ts'ibatyj, both of which translate 'it was written' is not hard to see. One can view either an action or the resultant state of an action. 'The door was shut', for example, can be taken to refer either to the action made by some agent to close the door, or, alternatively, to the resultant state of the action of closing the door. Forms like x-ts'ibyx, x-jaq, and x-ts'apix focus on the action itself, and the agent is optionally introduced into the sentence by a form of uma. X-ts'ibatyj, x-jaqatyj, and x-ts'apityj, on the other hand, focus on the resultant state of an action. A phrase introduced by a form of uma in connection with these indicates 'for the sake of' rather than 'by'.

Contrast the form of 'resultant state' passives with that of action-focus' passives.

(a) Non-alternating verbs
### Passive (action focus)

<table>
<thead>
<tr>
<th>ni-torix</th>
<th>ni-tsijox</th>
<th>ni-k'utux</th>
<th>n-oq'ex</th>
<th>ni-kamisyx</th>
</tr>
</thead>
<tbody>
<tr>
<td>ni-yo7ox</td>
<td>ni-na7ox</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) Alternating verbs

<table>
<thead>
<tr>
<th>ni-ban</th>
<th>(make)</th>
<th>ni-tij</th>
<th>(eat)</th>
<th>ni-k'ex</th>
<th>(change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ni-kuy</td>
<td>(pardon)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Passive (resultant state focus)

<table>
<thead>
<tr>
<th>ni-torityj</th>
<th>ni-tsijotyj</th>
<th>ni-k'ututyj</th>
<th>n-oq'atyj</th>
<th>ni-kamisatyj</th>
</tr>
</thead>
<tbody>
<tr>
<td>ni-yatyj</td>
<td>ni-natyj</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Practice

**Conversion** (Change from action focus to resultant state focus)

<table>
<thead>
<tr>
<th>x-ban</th>
<th>(make)</th>
<th>x-banatyj</th>
</tr>
</thead>
<tbody>
<tr>
<td>x-tsolix</td>
<td>(return)</td>
<td>x-tsolicyj</td>
</tr>
<tr>
<td>x-qum</td>
<td>(swallow)</td>
<td>x-qumutyj</td>
</tr>
<tr>
<td>x-sipyx</td>
<td>(give)</td>
<td>x-sipatyj</td>
</tr>
<tr>
<td>x-tsijox</td>
<td>(narrate)</td>
<td>x-tsijotyj</td>
</tr>
<tr>
<td>x-kol</td>
<td>(rescue)</td>
<td>x-kolotyj</td>
</tr>
<tr>
<td>x-jik'</td>
<td>(pull)</td>
<td>x-jik'ityj</td>
</tr>
<tr>
<td>x-mes</td>
<td>(sweep)</td>
<td>x-mesatyj</td>
</tr>
</tbody>
</table>

**Translation**

1. It was made by my father.  
   
2. It was made for my father.  
   
3. He was killed by you (pl).  
4. He was killed for your sakes.  
5. I don't know if the letter will be written by him.  
6. I don't know if the letter will be written for him.

ETC.
(Present perfect of resultant state focus)

X-ts'ibatyj ri carta.
Ts'ibatajinyq ri carta.

X-k'isatyj ri samaj.
K'isatajinyq ri samaj.

Xi-qasatyj.
Yin-qasatajinyq.

The letter was written.
The letter has been written.
The work was terminated.
The work has been terminated.
I was lowered.
I've been lowered.

COMMENT: From the 'resultant state passive' can be derived by the addition of -(i)nyq, a form which translates as present perfect passive. Compare present perfect intransitive forms:

Yin-samajinyq.
I've worked.
Yin-samajityajinyq.
I've been served.

Kaminyq chik.
He has died.
Kamisatajinyq chik.
He's been killed.

Practice

conversion (Change to present perfect)

xin-osq'opityj (turned loose) yin-osq'opitajinyq
xat-elesatyj (taken out) (y)at-elesatajinyq
xoj-kolotyj (rescued) (y)oj-kolotajinyq
xix-taqatyj (sent) (y)ix-taqatajinyq
xe-chapatyj (taken hold of) e-chapatajinyq
x-ch'ojirisatyj (cleansed) ch'ojirisatajinyq
(Derivation of Verbal Nouns in -ik)

Kamisaxik - to kill, killing, to be killed, being killed
Kanoxik - to hunt, hunting, to be hunted, being hunted
K'utuxik - to ask, asking, to be asked, being asked
Banik - to make, making, to be made, being made
K'exik - to change, changing, to be changed, being changed

COMMENTS: Verbal nouns in -ik may be derived from passive forms by simply adding ik. Compare:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
<th>Verbal Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>nu-kamisaj</td>
<td>ni-kamisyx</td>
<td>kamisaxik</td>
</tr>
<tr>
<td>nu-kanoj</td>
<td>ni-kanox</td>
<td>kanoxik</td>
</tr>
<tr>
<td>nu-byn</td>
<td>ni-ban</td>
<td>banik</td>
</tr>
<tr>
<td>nu-k'ex</td>
<td>ni-k'ex</td>
<td>k'exik</td>
</tr>
<tr>
<td>nu-ya7</td>
<td>ni-ya7 (or yo7ox)</td>
<td>ya7ik (or yo7oxik)</td>
</tr>
</tbody>
</table>

Practice (derive the verbal noun)

(a) Non-alternating verbs

nu-k'utuj  k'utuxik
nu-sik'aaj  sik'axik
nu-k'ayij  k'ayixik
nu-k'ojoj (repair)  k'ojojixik

(b) Alternating verbs

nu-kuy (pardon)  kuyik
nu-qum (swallow)  qumik
nu-tsyq (lose)  tsaqik
nu-tyq (send)  taqik
nu-byn (do)  banik
(Uses of Verbal Nouns)

(a) After verbs which indicate motion or direction

1. Xi-be chu k'amik si7. I went to get firewood.
2. Xin-tyq chu bixik. I sent him to tell it.
3. Yin-petenyq chu k'isik. I came to finish it.
4. Rija x-pe chu banik cir-
cundar ri ak'ual. He came to circumcize the child.
5. X-pe r ithin nin-loq' kaxlan wyy. I came to buy bread.
6. X-be r ithin ne7n-kamisaj. X-be chu kamisaxik. He went to kill him.

(b) After verbs which indicate beginning or finishing

1. Rija xu-chop ru ts'ibaxik jun carta. He began to write a letter.
2. Achike xu-chop ru banik? What did he begin to do?
3. Achike x-chapon ru banik? Who began to do it?
4. Rija xu-tikiriba ru ya7ik chwe. He started to give it to me.
5. Yin xin-chop ru kanoxik. I began to look for it.
6. Yin xin-k'is ru sik'ixik. I finished reading it.
7. Rija x-k'achoq chu banik. He quit doing it.

(c) In the meaning of 'how'

Compare the following pairs of equivalent sentences:

Achike modo ni-bix la7? How is that sáid?
Achike ru bixik la7?

Achike modo ni-ts'ibyx re tsij re7? How is this word written?
Achike ru ts'ibaxik re7?

Achike modo ni-ban la q'utun la7? How is the meal cooked?
Achike ru banik la q'utun la7?

Note also the following:

Achike modo ye-kamisyx ri aq? How are pigs killed?
Achike ki kamisaxik ni-ban chike ri aq?
(d) With tajin or ajin (See below)

(e) Other

Rat naw-ajo naw-etamaj. You want to learn it.

Practice

conversion (Change the sentence so as to use the verbal noun)

1. Xi-pe r ichin nin-kol rija7.
   (I came to rescue him.)
   Xi-pe chu kolik rija7.

2. Xi-pe r ichin nin-k'ayij.
   (I came to sell it.)
   Xi-pe chu k'ayixik.

3. Xi-pe r ichin nin-loq' ri w aq.
   (I came to sell my pig.)
   Xi-pe chu loq'ik ri w aq.

4. Xi-pe r ichin nin-kamisaj.
   (I came to kill him.)
   Si-pe chu kamisaxik.

5. Xi-pe r ichin nin-ts'yt.
   (I came to see him.)
   Xi-pe chu ts'etik.

6. Xi-pe r ichin nin-to7.
   (I came to help him.)
   Xi-pe chu to7ik.

translation (Use the verbal noun)

1. I went to buy bread.
   Xi-be chu loq'ik kaxlan wyy.

2. I sent him to get firewood.
   Xin-tyq chu k'amik si7.

3. I want you to go to market to sell our pig.
   Minw-ajo chi ya-be pa k'ayibyl chu k'ayixik ri q aq.

4. José came to do it.
   Ri Jose x-pe chu banik.

5. The father went to build a house.
   Ri tata7aj x-be chu pabaxik jun jay.

6. The mother went to look for her child.
   Ri ti7e;j x-be chu kanoxik ri r al.

7. I began to read it.
   Xin-chyp ru sik'ixik.

8. You began to help him.
   Xa-chyp ru to7ik.

9. We must begin to do it now.
   K'o chi nqa-chyp chu'banik wakami.
10. First I must finish reading this book. Nabey k'o chi nin-k'is ru sik'ixik re wuj re7.
11. How is it said? Achike ru bixik?
12. How is it written? Achike ru ts'ibaxik?
13. It is written like this. Kere ru ts'ibaxik.
14. How are chickens killed? Achike ki kamisaxik ni-ban chike ri yk'?
15. How are skirts (uq) woven? Achike ki kemik ni-ban chike ri uq?

(The verb ajin or tajin -- 'to be engaged in')

Nd-ajin che samaj. He's at work, he's engaged in work, he's working
Nd-ajin che ets'anen. He's at play.
Nd-ajin che waran. He's asleep.
Yi-tajin che wa7in. I'm at dinner, I'm eating
Nd-ajin che atinik. He is taking a bath.
Yi-tajin chu (che ru) ts'ibaxik jun carta. I'm engaged in writing a letter.
Ya-tajin chu sik'ixik ru wa wuj. You're engaged in reading.
YoJ-tajin chu banik ri q'utun. We're preparing the food.
Rija nd-ajin chu kemik jun nu po7t. She's weaving me a blouse.
Rix yix-tajin chr etamaxik cakchiquel. You're learning Cakchiquel.

COMMENT: The verb ajin or tajin is used before nouns (or verbal nouns) which denote activity. The combination means 'to be engaged in that activity'. This construction frequently provides the most apt equivalent of English progressive aspect. Note that there are two competing stems, ajin and tajin, each with its own set of prefixes. Both of these are given below, the more frequently used forms being underlined.
yi-tajin  yin-ajin
ya-tajin  yat-ajin
ni-tajin  nd-ajin
yoj-tajin  yoj-ajin
yix-tajin  yix-ajin
ye-tajin  ye-ajin

Practice

(*Use a construction with ajin or tajin as the equivalent of the English progressive aspect.*)

1. Maria is at work.  
   Ri Marfa nd-ajin che samaj.
2. The children are at play.  
   Ri ak'uala7 ye-tajin che ets'anen.
3. We are at dinner.  
   Roj yoj-tajin che wa7in.
4. The father is asleep.  
   Ri tata7aj nd-ajin che waran.
5. I am learning Spanish.  
   Yin yi-tajin chr etamaxik kaxlan ch'abyl.
6. I'm preparing (making) my load (ejqa7n).  
   Yi-tajin chu banik ri w ejqa7n.
7. What are you writing?  
   Achike ya-tajin chu ts'ibaxik?
8. What is José doing?  
   Achike nd-ajin chu banik ri Jose?

ETC.

(Comparison of Inequality)

Compare:

Yin aninyq yi-ts'iban.  
I write fast.
Yin mas aninyq yi-ts'iban chu wych ri7a7.  
I write faster than him.

Rat ya-sik'an.  
You smoke.
Rat mas ya-sik'an chi nu wych.yin.  
You smoke more than me.

Rije itsel ki na7oj.  
They are bad.
Rije mas itsel ki na7oj chi qa wych roj.  
They are worse than us.
COMMENT: Two ways of expressing 'than' are in common use, one with wych, the other with wa. Compare the equivalents of 'than me', 'than you', etc.

<table>
<thead>
<tr>
<th>with wych</th>
<th>with wa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi nu wych</td>
<td>Chi nu wa</td>
</tr>
<tr>
<td>Ch a wych</td>
<td>Ch a wa</td>
</tr>
<tr>
<td>Ch u wych</td>
<td>Ch u wa</td>
</tr>
<tr>
<td>Ch qa wych</td>
<td>Ch qa wa</td>
</tr>
<tr>
<td>Ch i wych</td>
<td>Ch i wa</td>
</tr>
<tr>
<td>Chi ki wych</td>
<td>Chi ki wa</td>
</tr>
</tbody>
</table>

Practice

conversion (Change by adding mas and chi nu wych)

1. Ri Jose ni-samyj.
   Ri Jose mas ni-samyj chi nu wych yin.
2. Rat aw-etaman.
   Rat mas aw-etaman chi nu wych yin.
3. Rija7 uts ru na7oj.
   Rija7 mas uts ru na7oj chi nu wych yin.
4. Rija jebel ni-tsu7un.
   Rija jebel ni-tsu7un chi nu wych yin.
5. Rat eqal ya-biyin (you walk slowly)
   Rat eqal ya-biyin chi nu wych yin.
   Rija aninyq ni-sik'an chi nu wych yin.
7. Ri Juan nim r aqyn (Juan is tall).
   Ri Juan mas nim r aqyn chi nu wych yin.
8. Ri Maria baq (Maria is skinny).
   Ri Maria mas baq chi nu wych yin.

translation

1. Women cry more than us.
   Ri ixoqi ye-oq' mas chi qa wych roj.
2. We eat more than you do.
   Roj mas yoj-wa cha wych rat.
3. That man is fatter than me.
   La achin la7 mas ti7oj chi nu wych yin.
4. This skirt is more expensive than that one.
   Re uq re mas jotol r ajil chu wych la jun la7.
5. José and Marcela will marry sooner than us.
   Jose y Marcela mas cha7nin xke-k'ule chi qa wych roj.

Contrast:

1. Man aninyq ta yi-ts'iban.
   I don't write fast.
   Man aninyq ta yi-ts'iban achi7el rat.
   I don't write as fast as you.
   I don't write fast like you.
2. Man nim ta w aqyn.  
    Man nim ta w aqyn achi7el rija7.  
    I'm not tall.  
    I'm not as tall as him.  
    I'm not tall like him.

3. Rat ya-wa achi7el jun aq.  
    You eat like a pig.

Practice

translation

1. You work like a dog.  
   Rat ya-samaj achi7el jun ts'i7.

2. You are not as pretty as Rosa.  
   Rat man kan ta at-jebel ta achi7el ri Rosa.

3. You don't know how to work like José.  
   Rat man aw-etamani ta ya-samy achi7el ri Jose.

4. José is not as fat as Juan.  
   Ri Jose man kan ta ti7o7 ri achi7el ri Juan.

5. José is not as skinny as Pablo.  
   Ri Jose man kan ta baq ri achi7el ri Pablo.

(Ok -- be, become)

Contrast:

1. (a) Rija w ixjeyil.  
    (b) Rija nd-ok w ixjayil.  
    (c) Rija x-ok w ixjeyil.  
    She's my wife.  
    She'll be my wife.  
    She became my wife.

2. (a) Rat-beyon.  
    (b) Yat-ok beyon.  
    (c) Xat-ok beyon.  
    You're rich.  
    You'll get rich.  
    You got rich.

COMMENT: As you already know, the Cakchiquel equivalent of 'she is my wife' contains no verb. However, the equivalent of 'she became my wife' or 'she will be my wife', in which a change of state or a becoming is in question, the verb ok is used.
1. I want her to become my daughter-in-law.
2. I'll be yours.
3. He'll become a teacher.
4. That woman will become José's wife.
5. They will become his workers.
6. You (pl) will be our opposition.
7. You will be a great man.
8. We want to be rich.

(Verb Clause + toq + Verb Clause)

A. Intransitive main clause

Yin yi-biyin pa bey toq rija x-oqa w ik'in.
Ri Jose ni-samyj toq ri Juan xu-ts'yt.
Rat ya-wyr toq yin xin-el el.

Yo andaba por el camino cuando él vino conmigo.
José trabajaba cuando Juan lo vio.
Ud. estaba durmiendo cuando yo salí.

Practice

1. I want her to become my daughter-in-law.
2. I'll be yours.
3. He'll become a teacher.
4. That woman will become José's wife.
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B. Transitive main clause

Rija nd-ajin chu ts'ibaxik jun wuj toq yin xin-oqa.

Yin yin-ajin chu ch'ajik ri tsiyq toq xi-yawyj.

El estaba escribiendo una carta cuando yo llegué aquí.

Yo estaba lavando la ropa cuando me enfermé.

Translation

Practice

1. I was writing a letter when the rain came.
2. What were you doing when I came in?
3. The boys were getting firewood when one of them fell down a ravine.
4. I was reading a book when I fell asleep.

COMMENT: The second clause in each of the above sentences is always introduced by toq 'when' and indicates a complete action which happens at a point within the duration of another action. That is, the action of the second clause has its setting within the frame of the action of the first clause.

Note that ajin or tajin is used consistently in the first clause when its verbal takes a direct object.

(rozik -- while)

1. Yin yi-samyj rozik rat yats'et's'an.
2. Ri Jose ni-wyr rozik ri r ixjayil nu-byn ri q'utun.
3. Ri r ixjayil nu-byn ri q'utun rozik rija ni-wyr.

I work while you play.

José sleeps while his wife prepares the food.

His wife prepares the food while he sleeps.
Practice

translation

1. You sleep while I work. Rat ya-wyr rokik yin yi-samyj.
2. He plays while I weave this Rija n-ets'an rokik yin nin-ken blouse. re po7t re7.
3. What does Luis do while Achike nu-byn ri Luis rokik ri Maria ni-wa7? is eating?
4. I want to sleep while you are Ninw-ajo yi-wyr rokik rat at-k'o pa juyu7. in the campo.

('Since' and 'ago' with Subjunctive Verb Form)

Ka7i yan juna7 ka-pe wawe7. [[It's been] already two years since you came.]

Ka7i kan juna7 ka-pe wawe7. You came two years ago.

Oxi yan hora t-el pe ri q'ij. [It's been] already three hours since the sun came out.

Oxi kan hora t-el pe ri q'ij. The sun came out three hours ago.

Ka7i yan ik' tin-ts'ibaj wi jun [It's been] already two months carta. since I have written a letter.

Ka7i kan ik' xin-ts'ibaj jun carta. I wrote a letter two months ago.

Practice

translation

1. It's been two hours since Jose Ka7i yan wi hora t-el wi el ri went out. Jose.
2. Jose left two hours ago. Ka7i kan hora x-el ri Jose.
3. It's been three days since I ate. Oxi yan wi q'ij ki-wa wi yin. Oxi kan q'ij xi-wa7.
4. I ate three days ago. Ka7i yan wi q'ij joj-wyr wi roj. Ka7i kan q'ij xoj-wyr roj.
5. It's been two days since we slept. Oxi yan wi juna7 tin-ts'et wi ri Jose.
6. We slept two days ago. Oxi kan juna xin-ts'et ri Jose.
7. It's been three years since I saw Jose.
8. I saw Jose three years ago.
1. Before I wake up my husband, I fix breakfast.

2. Before I fix breakfast, I get washed.

3. Before I get washed I build up the fire.

4. Before I build up the fire, I go into the kitchen.

5. Before I go into the kitchen, I get up.

6. Before I get up, I wake up.

7. Before I wake up, I'm still asleep.

('When' or 'after' with *toq* + Present Perfect + *chik*)

Toq oj-wayinyq chik, (k'a k'ari7) yoj-uxlan juba7.

Toq ri w achijil benyq chik pa samaj, yin yen-mol ri lyq.

Toq a ts'iban chik re carta re7, yat-uxlan juba7.

Toq w-ilon chik jun w ixJayil, xki-kikot.

Practice

**translation**

1. After I wake up, I get up.

Toq ru-na7on chik nu wych, yi-yakatyj.
2. After I get up, I go into the kitchen.
3. After I am in the kitchen, I build up the fire.
4. After I build the fire, I get washed.
5. After I get washed, I begin to fix breakfast.
6. When breakfast is ready, I wake up my husband to have breakfast.
7. After we have breakfast, I wash the dishes and my husband gets ready and goes to work.
8. After I wash the dishes, I sweep the floor.

(Reciprocal Nouns)

Q ach'abal q i7. We are siblings (to each other).
Iw ach'abal iw i7. You are siblings.
K ach'abal k i7. They are siblings.

NOTE: i7 is the reflexive or reciprocal pronoun equivalent to 'self' or 'each other'. It is always preceded by a possessive pronoun.

Practice

translation

They are friends.
We are friends.
You are friends.
You are brothers.
We are sisters.
They are brother and sister.

K ach'ibil k i7.
Q ach'ibil q i7.
Iw ach'ibil iw i7.
Iw ach'abal iw i7.
Q ach'abal q i7.
K ach'abal k i7.
(The Motion Specifiers e7 and o with Transitive Verbs)

(a) single-stem verbs

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>nin-bij</td>
<td>ne7n-bij</td>
</tr>
<tr>
<td>I say</td>
<td>I go and say</td>
</tr>
<tr>
<td>ninw-etaman</td>
<td>ne7nw-etaman</td>
</tr>
<tr>
<td>I learn</td>
<td>I go and learn</td>
</tr>
<tr>
<td>xin-to7</td>
<td>xon-to7</td>
</tr>
<tr>
<td>I helped</td>
<td>I came and helped</td>
</tr>
</tbody>
</table>

Check Your Observations

1. Write out the 1st person singular (go-) motion-specified vowel-initial verb prefix: __________, and the corresponding consonant-initial prefix: __________.

2. Within the prefix circle the motion-specifier elements in the following forms:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>e7</td>
<td>ne7n-bij</td>
<td>ne7n-bana7</td>
</tr>
<tr>
<td>o</td>
<td>ne7n-bij</td>
<td>ne7nw-oyoj</td>
</tr>
<tr>
<td></td>
<td>non-kolo7</td>
<td>non-to7</td>
</tr>
<tr>
<td></td>
<td>nonw-ak'axaj</td>
<td>nonw-ak'axaj</td>
</tr>
</tbody>
</table>

Compare the formation of the motion-specified transitive verbs (column II) with that of the simple transitive verbs (column I). Then cover column II and convert each form in column I to its corresponding motion-specified form.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>na-to7</td>
<td>you help</td>
</tr>
<tr>
<td>xa-to7</td>
<td>you helped</td>
</tr>
<tr>
<td>xta-to7</td>
<td>you will help</td>
</tr>
<tr>
<td>ni-to7</td>
<td>you (pl) help</td>
</tr>
<tr>
<td>xi-to7</td>
<td>you helped</td>
</tr>
<tr>
<td>xti-to7</td>
<td>you will help</td>
</tr>
</tbody>
</table>
Practice conversion (Change to the corresponding motion-specified verb, then reverse)

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>nin-byn</td>
<td>neʔn-banaʔ</td>
</tr>
<tr>
<td>na-mol</td>
<td>naʔ-moloʔ</td>
</tr>
<tr>
<td>nu-k'is</td>
<td>neʔru-k'isaʔ</td>
</tr>
<tr>
<td>nqa-chyp</td>
<td>neʔqa-chapaʔ</td>
</tr>
<tr>
<td>ni-łoq'</td>
<td>niʔ-łoq'oʔ</td>
</tr>
<tr>
<td>niki-mes</td>
<td>neʔki-mesaʔ</td>
</tr>
<tr>
<td>nin-k'ayij</td>
<td>neʔn-k'ayik</td>
</tr>
<tr>
<td>ni-sik'ij</td>
<td>niʔ-sık'iʔj</td>
</tr>
<tr>
<td>nu-sik'aj</td>
<td>neʔru-sik'aj</td>
</tr>
<tr>
<td>niki-kusaj</td>
<td>neʔki-kusaj</td>
</tr>
<tr>
<td>nqa-k'utuj</td>
<td>neʔqa-k'utuj</td>
</tr>
<tr>
<td>na-ts'apij</td>
<td>naʔ-ts'apij</td>
</tr>
<tr>
<td>ninw-elesaj</td>
<td>neʔnw-elesaj</td>
</tr>
<tr>
<td>nr-etamaj</td>
<td>neʔr-etamaj</td>
</tr>
<tr>
<td>niw-oyo'bej</td>
<td>niʔw-oyo'bej</td>
</tr>
<tr>
<td>nq-oçoj</td>
<td>neʔq-oçoj</td>
</tr>
<tr>
<td>nik-atinisa'aj</td>
<td>neʔk-atinisa'aj</td>
</tr>
<tr>
<td>naw-uo'qe'j</td>
<td>naʔw-uo'qe'j</td>
</tr>
</tbody>
</table>

(b) verbs with long and short stem alternates

Note that the motion-specified forms (column II) always have the long stem. After studying these carefully cover column II and convert each form in column I to its corresponding motion-specified form.
**Practice**

(Before doing this, review the rules of long-stem formation)

<table>
<thead>
<tr>
<th>Conversion</th>
<th>English Meaning</th>
<th>Easy Stem (Before doing this, review the rules of long-stem formation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>nin-box</td>
<td>(ignite)</td>
<td>ne7n-boxb7</td>
</tr>
<tr>
<td>na-tyq</td>
<td>(send)</td>
<td>na7-taq7</td>
</tr>
<tr>
<td>ni-choy</td>
<td>(cut)</td>
<td>ni7-choyo7</td>
</tr>
<tr>
<td>nqa-jych</td>
<td>(divide)</td>
<td>ne7qa-jacha7</td>
</tr>
<tr>
<td>niki-juq</td>
<td>(open)</td>
<td>ne7ki-jaqa7</td>
</tr>
<tr>
<td>nu-k'ex</td>
<td>(exchange)</td>
<td>ne7ru-k'exa7</td>
</tr>
<tr>
<td>na-kol</td>
<td>(rescue)</td>
<td>na7-kolo7</td>
</tr>
<tr>
<td>niki-k'ul</td>
<td>(receive)</td>
<td>ne7ki-k'ulu7</td>
</tr>
<tr>
<td>nqa-kuy</td>
<td>(forgive)</td>
<td>ne7qa-kuyu7</td>
</tr>
<tr>
<td>nin-k'ut</td>
<td>(show)</td>
<td>ne7n-k'utu7</td>
</tr>
<tr>
<td>nu-my1</td>
<td>(feel)</td>
<td>ne7ru-mala7</td>
</tr>
<tr>
<td>ni-pis</td>
<td>(wrap)</td>
<td>ni7-pisa7</td>
</tr>
<tr>
<td>nin-q'yj</td>
<td>(break)</td>
<td>ne7n-q'aja7</td>
</tr>
<tr>
<td>nqa-tij</td>
<td>(eat)</td>
<td>ne7qa-tija7</td>
</tr>
<tr>
<td>nu-toj</td>
<td>(pay)</td>
<td>ne7ru-toj7</td>
</tr>
</tbody>
</table>
REVIEW

'possessive' pronouns with vowel-initial words etaman, aq

<table>
<thead>
<tr>
<th>w-</th>
<th>q-</th>
</tr>
</thead>
<tbody>
<tr>
<td>aw-</td>
<td>iw-</td>
</tr>
<tr>
<td>r-</td>
<td>k-</td>
</tr>
</tbody>
</table>

(Reflexive - i7 'self' as object)

Nin-ts'yt w i7.
Na-ts'yt aw i7.
Nu-ts'yt ri7.
Nqa-ts'yt q i7.
Ni-ts'yt iw i7.
Niki-ts'yt k i7.

I see myself.
You see yourself.
He sees himself.
We see ourselves.
You see yourselves.
They see themselves.

Nin-to w i7.
Xin-to w i7.
Xtin-to w i7.
Tin-to w i7.

I help myself.
I helped myself.
I'll help myself.
I help myself (subjunctive).

Na-to aw i7.
Nu-to r i7.
Nqa-to q i7.
Ni-to iw i7.
Niki-to k i7.

You help yourself.
He helps himself.
We help ourselves.
You help yourselves.
They help themselves.

Practice

respondan según el modelo

La xa-to aw i7 rat?
La xu-to r i7 rija7?
La xqa-to q i7 roj?
La xi-to iw i rix?
La xki-to k i7 rije7?
La xin-to w i7?

Ja7, yin xin-to w i7.
Ja7, ....
I saw myself.
I shaved myself.
I got scared.
I hid myself.
I hated myself.
I warmed myself.
I dressed up.
I drenched myself.
I got ready.

Xin-ts'yt w i7.
Xin-sokaj w i7.
Xin-xibij w i7.
Xin-ewaj w i7.
Xin-etselaj w i7.
Xin-meq' w i7.
Xin-wsq w i7.
Xin-ch'eqebe w i7.
Xin-byn el r utsil w i7.
respondan según el modelo

| Ta-to aw i7. | Nin-to w i7. |
| Ti-to iw i7. | Nqa-to q i7. |
| Ta-tsu aw i7. | Nin-tsu w i7. |
| Ti-tsu iw i7. | Nqa-tsu q i7. |
| Taw-ak'axaj aw i7. | Ninw-ak'ax w i7. |
| Tiw-ak'axaj i wi7. | Nq-ak'axaj q i7. |
Unit 11

Etapa Principal

Ciclo 1

modelo

E-k'iy ch'op ye-tik pa ru cuenta Escuintla.
K'iy trigo ni-tik pa ru cuenta Xelaju7.
K'iy café ni-tik pa ru cuenta Retalhuleu.
K'iy bo7j ni-tik pa ru cuenta Suchitepéquez.
K'iy café ni-tik pa Coatepeque.
K'iy saq'ul ni-tik pa Mazatenango.

K'iy azúcar ni-ban pa Palo Gordo.
K'iy ats'an n-ilityj pa Armita.

modelo

Achike ni-tik pa ru cuenta Retalhuleu?
Achike n-ilityj pa Armita?

conversación

A. Achike ni-tik pa Escuintla?
B. K'iy ch'op ni-tik chila7.
A. La k'iy bo7j ni-tik pa Palo Gordo?
B. Manaq, man k'iy ta bo7j ni-tik chila7. Chila7 k'iy azúcar ni-ban.

¿Qué se crece en el distrito de Retalhuleu?
¿Qué se obtiene en Armita?

¿Qué se produce en Escuintla?
Se produce mucho piña allí.

¿Se produce mucho algodón en Palo Gordo?
No, no se produce mucho algodón allí.

Allí, se produce mucho azúcar.
Actividades

preguntas

1. Achike ni-tik pa ru cuenta Xelaju7?
2. Achike n-ilityj pa Armita?
3. La ni-tik k'iy ch'op pa ru cuenta Escuintla?
4. Akuchi ni-tik wi trigo?
   ETC.

comprensión

Pa jueves k'o k'ayibyl pa Tepan; pa k'ayibyl ni-k'ayix ik, ixin, chuqa, kolo7.

preguntas

1. Akuchi ni-k'ayix wi ri kolo7?
2. Achike ni-k'ayix pa k'ayibyl?
3. Achike q'ij k'o k'ayibyl pa Tepan?

Ciclo 2

modelo

Ri q'ataj winyq ri mas e k'iy pa Guatemala ja ri Quiché, ni-bix chike.

La tribu más grande de Guatemala es la llamada Quiché.

Ri q'ataj winyq ri mas e k'iy pa Alta Verapaz jari Quekchi, ni-bix chike.

La tribu más grande de Alta Verapaz es la Kekché.

Ri q'ataj winyq ri mas e k'iy ri e-k'o pa ru cuenta Boko7 jari Cakchiquel ni-bix chike.

La tribu más grande del distrito de Chimaltenango es la Cakchiquel.

Ri winyq ri e-k'o pa Baja Verapaz ni-bix Chortí chike.

La tribu del Baja Verapaz es la Chortí.
conversación

A. Achike ki bi ri q'ataj winyq ri mas e k'iy pa Guatemala?
B. Ja ri Quiché.
A. Akuchi e-k'o wi ri Tsutujiles.
B. Rije7 e-k'o chu naqaj ri ya7 pa Ajache71.

¿Cuál es la tribu más grande de Guatemala?
Es la Quiché.
¿Dónde viven los Tsutujiles?
Viven alrededor del Lago Atitlán.

Actividades

preguntas

1. Akuchi e-k'o wi ri winyq ri ni-bix Cakchiquel chike?
2. Achike ki bi ri q'ataj winyq ri mas e-k'iy pa Xelaju7?

ETC.

Ciclo 3

modelo

Cakchiquel jari jun chike ri ch'abyl ri ni-kusyx pa Guatemala.
Cakchiquel es uno de los idiomas que se hablan en Guatemala.
Quiché jari jun chike ri ch'abyl ri ni-kusyx pa Guatemala.
Quiché es uno de los idiomas que se hablan en Guatemala.
Mam jari jun chike ri ch'abyl ri ni-kusyx pa Guatemala.
Mam es uno de los idiomas que se hablan en Guatemala.

conversación

A. Ta-bij jun chike ri ch'abyl ri ni-kusyx pa Guatemala.
B. Quiché.
A. Uts. Wakami ta-bij jun chik ch'abyl ri ni-kusyx pa Guatemala.
B. Cakchiquel.

Nombre uno de los idiomas que se hablan en Guatemala.
Quiché.
Bien. Ahora nombre otro idioma de Guatemala.
Cakchiquel.
A. Achike ni-bix chike ri winyq ri ye-ch' on pa Mam? ¿Cómo se llama la gente que habla Mam?
B. Rije7 ni-bix chike aj Mam. Se llaman Mames.

Actividades

preguntas

1. Ta-bij jun chike ri ch'abyl ri ni-kusyx pa ri Estados Unidos.
2. Ta-bij jun chik ch'abyl ri ni-kusyx chila7.
3. Achike ni-bix chike ri winyq ri ye-ch'on pa Ruso?

ETC.

Ciclo 4

modelo

Ri departamento mas nim jari ri ni-bix Petén chire. El departamento más grande se llama Petén.


Ri departamento mas chu naqaj Belice jari ri departamento r ichin Peten. El departamento más cerca al departamento de Petén es Belice.

Ri departamento akuchi k' o wi ri choy mas nim jari ri departamento r ichin Izabal. El departamento donde está el lago más grande es el departamento de Izabal.

Ri choy mas nim ru pan jari ri ni-bix Atitlán chire. El lago más hondo se llama Atitlán.
Ciclo 5

modelo

Ri departamento mas nim, jari ri ni-bix Peten chire. El departamento más grande se llama Petén.

Ri departamento mas ko7ol, jari ri ni-bix Armita chire. El departamento más pequeño se llama Guatemala.

Ri departamento mas chu naqaj Belice, jari ri departamento r ichin Peten. El departamento más cerca de Belice es el departamento de Petén.

Ri departamento akuchi k'o wi ri choy mas nim, jari ri departamento r ichin Izabal. El departamento donde está el lago más grande es el departamento de Izabal.

Ri choy mas nim ru pan, jari ri ni-bix Atitlán chire. El lago más hondo se llama Atitlán.

Actividades

preguntas

1. Achike chike ri departamentos mas nim?
2. Achike chike ri departamentos mas ko7ol?
3. E janipe departamentos e-k'o?
4. La jare ri departamento r ichin Huehuetenango?
5. La nim ri choy Atitlán o xa ko7ol?
6. La uts ni-tsu7un ri tinamit Xelaju7?
7. La nim ri Guatemala o xa ko7ol?

ETC.
Ciclo 6

modelo

Ri tinamit San Jose Poaquil mas ko7ol na chu wych ri tinamit Patzun. La ciudad de San José Poaquil es más pequeña que la ciudad de Patzún.

Ri tinamit Antigua mas nim na chu wych ri tinamit Patzun. La ciudad de Antigua es más grande que la ciudad de Patzún.

Actividades

preguntas

1. La mas ko7ol na ri tinamit Patzun chu wych ri tinamit Antigua?

2. La mas nim na ri tinamit San Jose Poaquil chu wych ri tinamit Patzun o xa mas ko7ol?

ETC.

comprensión

Xa e-juba lados e-k'o pa ri tinamit Comalapa. Mas e-k'iy na ri aj-naturales ri e-k'o chir7.

preguntas

1. Pa ri tinamit Comalapa e-k'iy lados e-k'o wi, peja7?

2. Mas e-k'iy na ri aj-naturales ri e-k'o pa Armita, peja7?

ETC.
Ciclo 7

modelo

Yin mas aninyq yi-ta'iban chu wych rija7.
Yin mas yi-samyj cha wych rat.
Ri nu samaj yin mas kow chu wych ri a samaj rat.
Rat mas nim aw aqyn chi nu wych yin.

Yo escribo más rápido que él.
Yo trabajo más que Ud.
Mi trabajo es más difícil que el suyo.
Ud. es más alto que yo.

Actividades

preguntas

1. Rat mas k'iy a samaj chu wych ri tijonel, peja7?
2. Achike chiwe rix mas itsel ru na7oj chi nu wych yin?
3. La mas jotol r ajil re uq re7 chi ki wych rije la7?

ETC.

Ciclo 8

modelo

Yin man yi-tikir ta yi-samyj achilel rat.
Rat man itsel ta a na7oj achilel yin.
Ri Rosa man kan ta jebel ta achilel ri Ana.

No puedo trabajar como Ud.
Ud. no es tan malo como yo.
Rosa no es tan bonita como Ana.

Actividades

preguntas

1. La kan jebel re jun jay re7 achilel la jun la7?

ETC.
Ciclo 9

**modelo**

Mas ni-qa chi nu wych ru sik'iixik 
ki wa wuj.
Mas ni-qa chu wych ru ts'ubaxik 
aji7y.

**modelo**

Achike mas ni-qa cha wych, ru 
sik'iixik ki wa wuj o ru ts'ibaxik 
carta?

¿Cuál prefiere más, leer libros o 
escribir cartas?

**Actividades**

**preguntas**

1. Achike mas ni-qa cha wych, ri samaj o ri ets'anen?

ETC.

Ciclo 10

**modelo**

Yi-tajin chu-banik q'utun.
Yi-tajin chr-estamaxik yi-ch'on pa 
Cakchiquel.
Nd-ajin chu-ts'ibaxik jun carta.

Yi-wyr.
Yi-tajin che waran.

Yin-ets'an.
Yi-tajin che ets'anen.

Estoy preparando la comida.
Estoy aprendiendo a hablar 
Cakchiquel.
El está escribiendo una carta.

Estoy durmiendo.
Estoy jugando.
Ni-samyj.
Nd-ajin che samaj.

El está trabajando.

Actividades

preguntas

1. Achike na-byn?
2. Achike nu-byn rija7?

Ciclo 11

modelo

Yin yi-tajin chu ts'ibaxik jun carta
   toq x-oqa ri Jose.
Rija ni-tajin chu qumik ya7 toq x-kyn.
Rat xa-wyr toq yin xin-el el.

Yo estaba escribiendo una carta
   cuando vino José.
El estaba tomando agua cuando
   murió.
Ud. estaba durmiendo cuando yo
   salí.

Actividades

preguntas

1. Achike ya-tajin chu banik toq yin xin-ok pe?

ETC.
Ciclo 12

modelo

Yin yi-samyj rokik rat yat-ets'an. Yo trabajo mientras Ud. juega.  
Rio Jose xti-wyr rokik ri r ixjayil José dormirá mientras su esposa  
nu-byn ri q'utun. prepara la comida.

Actividades

preguntas

1. Achike xta-byn rat rokik yin yi-wa7?

ETC.

Ciclo 13

modelo

Ka7i yan hora t-el ri Jose. Hace dos horas que salió José.
Oxi yan q'ij man yi-waynyq ta. Hace tres días que no como.
Ka7i kan hora xin-byn. Lo hice hace dos horas.
Oxi wi kan hora tu-tij wi ri wyy. El comió el pan hace tres horas.

Actividades

preguntas

1. Jampe xa-ts'yt ri Jose?

ETC.
Ciclo 14

modelo

1. A. Achike na-byn toq ma jani na7-kasoj pe ri aw achijil? B. Toq ma jani ne7n-k'asoj pe ri w achijil, nin-byn ri wyy r ichin nimaq'a7.

¿Qué hace Ud. antes de despertar a su esposo?
Antes de despertar a mi esposo, preparo el desayuno.

2. A. Achike na-byn toq ma jani na-byn ri wyy r ichin nimaq'a7. B. Toq ma jani nin-byn ri wyy r ichin nimaq'a7, nin-box ri q'aq'.

¿Qué hace Ud. antes de preparar el desayuno?
Antes de preparar el desayuno, enciendo el fuego.

Práctica

respondan según el modelo

1. Toq ma jani ye7a-tsuq ri awyj, la na-mes ri pa jay?
2. Toq ma jani na-mes ri pa jay, la ye7a-ch'yrjri lyq?
3. Toq ma jani ye7a-ch'yrjri lyq, la yix-wa7?
4. Toq ma jani yix-wa7, la na-byn ri q'utun r ichin chaq'a7?
5. Toq ma jani na-byn ri q'utun r ichin chaq'a7, la na7-wera7 ri ya7?
6. Toq ma jani na7-wera7 ri ya7, la ye7a-kanoj ri ichaj?

Ja7, toq ma jani yen-tsuq ri awyj, ni-mes ri pa jay.
Ja7, toq ma jani nin-mes ri pa jay, yen-ch'yirri lyq.
Ja7, toq ma jani yen-ch'yirri lyq, yoj-wa7.
Ja7, toq ma jani yix-wa7, nin-byn ri q'utun r ichin chaq'a7.
Ja7, toq ma jani nin-byn ri q'utun r ichin chaq'a7, ne7n-wera7 ri ya7.
Ja7, toq ma jani ne7n-wera7 ri ya7, yen-kanoj ri ichaj.

Actividades

comprensión

Toq ma jani yebe-wyr, ri Marfa y ri Jose ye-ts'uye na juba7 chuchi ri q'aq'.
preguntas

1. Achike niki-byn ri Marfa y ri Jose toq ma jani yebe-wyr?
2. Achike ni-byn rix toq ma jani yixe7-wyr?

ETC.

comprensión

Toq ma jani ye-wa rije7, ri Marfa nu-byn ri q'utun r ichin chaq'a7 rokik ri Jose y eru-tsuq ri awyj.

preguntas

1. Achike nu-byn ri Marfa rokik ri r achijil yeru-tsuq ri awyj?
2. Achike nu-byn ri Jose toq ma jani ni-wa7?
3. Achike na-byn rat toq ma jani ya-wa7?

ETC.

comprensión

Toq ma jani ne7ru-kanoj ichaj, ri Marfa nu-byn ri ch'ajo7n, nu-byn ri wyy r ichin pa q'ij, y nr-eraj ri ya7. K'a k'ari ni-be chu ya7ik ru way ri r achijil.

preguntas

1. Toq ma jani ni-be chu ya7ik ru way ri r achijil, achike nu-byn ri Marfa?

ETC.

preguntas libres

1. Achike na-byn toq ma jani ya-be pa k'ayibyl?
2. Achike na-byn rokik ri aw achibil ni-samyj?
3. Achike na-byn.toq at-ch'ajowinyq chik?

ETC.

Ciclo 15

modelo

1. A. Achike na-byn toq ru na7on chik a wych?
   B. Toq ru na7on chik nu wych yi-yakatyj.

   ¿Qué hace Ud. después de despertarse?
   Después de despertarme, me levanto.

2. A. Achike na-byn toq at-yakatatinyq chik?
   B. Toq yin-yakatatinyq chik, yi-be pa cocina.

   ¿Qué hace Ud. después de levantarse?
   Después de levantarme voy a la cocina.

3. A. Achike na-byn toq at-k'o chik pa cocina?
   B. Toq yin-k'o chik pa cocina, nin-box ri q'aq'.

   ¿Cuando ya está en la cocina, qué hace Ud.?
   Cuando ya estoy en la cocina, enciendo el fuego.

Práctica

respondan según el modelo

1. Toq a-boxon chik ri q'aq', la ya-ch'ajo7n?
   Ja7, toq nu-boxon chik ri q'aq', yi-ch'ajo7n.

2. Toq at-ch'ajowinyq chik, la nachop ru banik ri wyy r ichin nimaq'a7?
   Ja7, ...

3. Toq k'achojinyq chik ri wyy, la na7-k'asoq pe ri aw achijil r ichin chi yix-wa7?
   Ja7, ...

4. Toq ix-wayinyq chik, la ni-be ri aw achijil pa samaj?
   Ja7, ...

5. Toq benyq chik ri aw achijil pa samaj, la ya7a-ch'yj ri lyq?

6. Toq e a-ch'ajon chik ri lyq, la na-mes ri pa jay?

7. Toq a-meson chik ri pa jay, la ye7a-tsq ri yk', ri ts'i7, y ri aq?
8. Toq e a-tsuqun chik ri awyj, la na-weraq ri ya7?
9. Toq weran chik ri ya7, la na-chop ru-banik ri wyy r ichin pa q’ij?
10. Toq ni-k’ačhoj ri wyy r ichin pa q’ij, la na7-ya ru way ri aw achijil pa samaj?

Actividades

comprensión

(1) Jukumaj nimaq’a nu-na ru wych ri Marfa. Ni-yakatyj y ni-be pa cocina chu boxik ri q’aq’. (2) K’a k’ari7 nu-byn ri wyy r ichin nimaq’a7, y toq k’achojinyq chik ri wyy nu-k’asoj pe ri r achijil r ichin chi ye-wa7.

preguntas

1. Jampe nu-na ru wych ri Marfa?
2. Toq ru-na7on chik ru wych, achike nu-byn?
3. Toq yakatajinyq chik, akuchi ni-be wi?

ETC.

preguntas

1. Achike hora nu-na a wych rat?
2. Achike na-byn toq ru-na7on chik a wych?

ETC.

comprensión

(1) Toq ni-k’ačhoj ri wyy r ichin pa q’ij, ri Marfa nu-byn el r utsil r i7 yne7ru-ya ru way ri r achijil pa samaj.
(2) Toq n-apon r ik’in ri r achijil pa samaj, rija ni-chame chire ri samaj.
(3) Toq rija chamyl chik chire ri samaj, ri Marfa nu-ya ru ya7 r ichin chi ni-ch'ajo7n.

(4) Toq rija ch'ajowinyq chik, k'a k'ari ye-wa7.

(5) K'a k'ari ri r achijil ni-be pa samaj jun bey chik y ri Marfa yeru-mol ri lyq y yeru-ya chupan ri chakych.

preguntas

1. Achike nu-byn ri Marfa toq ni-k'achoj ri wyy r ichin pa q'ij?
   ETC.

comprensión

(1) Toq e ru-molon chik ri lyq, ri Marfa yebe ru-kanoj pe juba ichaj r ichin chi yeki-tij to7q'a7.

(2) Toq e ru-kanon chik ri ichaj, rija ni-be chwa jay.

(3) Toq n-apon chwa jay, nu-byn ru ch'ajo7n.

(4) Toq ru-banon chik ri ch'ajo7n, yebe ru-tsuq ri awyj.

(5) Toq e ru-tsuquin chik ri awyj, nu-chop ru-banik ri q'utun r ichin chaq'a7.

(6) K'a k'ari n-uqa ri r achijil.

(7) Toq k'a chojinyq chik ri q'utun, niki-chop ri wa7in.

(8) Toq ye-k'achoj chire ri wa7in, ri Marfa yeru-ch'yj ri lyq rokik ri r achijil yeru-tsuq ri kiej.

(9) Toq ni-k'achoj ri7, rije ye-ts'uye juba chuchi ri q'aq', y k'a k'ari yebe-wyr.

preguntas

1. Achike nu-byn ri Marfa toq e ru-molon chik ri lyq?
   ETC.
modificación

(1) El profesor volverá a leer las últimas tres comprensiones, cambiando la persona de la tercera (María) a la primera singular (yin) o plural (rix) o a la segunda singular (rat) o plural (rix), y después de haber leído una de las comprensiones, hará preguntas apropiadas al caso.

(2) Los estudiantes se prepararán para describir las actividades de un día (a) de sí mismo, (b) del hombre Cakchiquel.

preguntas libres

1. La aw-etaman na-tik trigo?
2. La aw-etaman na-bij chwe achike abono mas uts, ri aj wawe7 o ri extranjero?
3. Achike modo ninw-etamaj ta yin achike abono nr-ajo ri w ulew?
4. Achike r uma k'atsinel chwe yin chi ninw-etamaj nin-sik'iij ki wa wij?
   Yin k'o nu radio y yin ninw-ak'axaj chiri7?
5. Achike modo na-ch'yk ri a k'aslen?
6. La k'a k'ys na ri a tata7?
7. Achike na-byn rat wave7?
8. Akuchi naw-ajo ya-samyj rat, pa juyu7, o k ik'in ri winyq aj pa tinamit?
9. La naw-ajo ya-samyj xaxe k ik'in ri indígenas o k ik'in ri ladinos?
10. Achike r uma xa-pe wave7?
11. Achike aw-etaman na-byn rat?
12. La aw-etaman ya-ts'iso7n?
13. La aw-etaman na-sik'iij ru wa wuj?
14. La aw-etaman ya-ts'iban?
15. La aw-etaman na-byn jun nu wuj?
16. La aw-etaman na-k'ut chi nu wych?
17. La aw-etaman na-byn q'utun?
18. Janipe a juna kan toq xa-be pa escuela?
19. Janipe juna xa-be pa universidad?
20. Janipe ru juna ri a tata toq x-k'ule7?
21. Toq xka-tsolin pa ri a ruwach7ulew, achike xtaw-etamaj xkat-ok?
Unit 12
Preparation Stage
(Pronoun Review)

The Cakchiquel free personal pronouns are, as you know, the following:

<table>
<thead>
<tr>
<th>1st person</th>
<th>2nd person</th>
<th>3rd person</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>plural</td>
<td></td>
</tr>
<tr>
<td>yin</td>
<td>roj</td>
<td></td>
</tr>
<tr>
<td>rat</td>
<td>rix</td>
<td></td>
</tr>
<tr>
<td>rija7</td>
<td>riye7</td>
<td></td>
</tr>
</tbody>
</table>

In English and Spanish, as you know, pronouns assume different forms depending on their function. For example, the first person singular pronouns have four forms each in both English and Spanish.

<table>
<thead>
<tr>
<th>(subject)</th>
<th>(object)</th>
<th>(attrib. poss.)</th>
<th>(predic. poss.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>yo</td>
<td>me</td>
<td>mi</td>
<td>mio/mía</td>
</tr>
</tbody>
</table>

In Cakchiquel the free pronouns do not change shape, but pronominal prefixes vary (1) according to whether the stem they attach to begins with a vowel or a consonant, and (2) according to their function. You have learned most of the functions of the pronominal prefixes. You know, for example, that the following set of pronominal prefixes is used as subject of intransitive, semi-transitive, and passive verbs:

SET I

<table>
<thead>
<tr>
<th>i(w)</th>
<th>oj</th>
<th>xi-wa7</th>
<th>I dined</th>
</tr>
</thead>
<tbody>
<tr>
<td>a(w)</td>
<td>ix</td>
<td>xa-wa7</td>
<td>you dined</td>
</tr>
<tr>
<td>φ</td>
<td>e</td>
<td>x-wa7</td>
<td>he dined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>xo1-wa7</td>
<td>we dined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>xi-x-wa7</td>
<td>you dined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>xe-wa7</td>
<td>they dined</td>
</tr>
</tbody>
</table>
and that the following set is used as subject of transitive verbs:

**SET II**

<table>
<thead>
<tr>
<th>(i)n(w)</th>
<th>q(a)</th>
<th>xin-tij</th>
<th>I ate it</th>
</tr>
</thead>
<tbody>
<tr>
<td>a(w)</td>
<td>i(w)</td>
<td>xa-tij</td>
<td>you ate it</td>
</tr>
<tr>
<td>(r)(u)</td>
<td>k(i)</td>
<td>xu-tij</td>
<td>he ate it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>xqa-tij</td>
<td>we ate it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>xi-tij</td>
<td>you ate it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>xki-tij</td>
<td>they ate it</td>
</tr>
</tbody>
</table>

Identical to the transitive subject forms except for in the 1st and 3rd person singular is the following set of pronominal prefixes which function as possessive pronouns and as subject of present perfect transitive participles:

**SET III**

<table>
<thead>
<tr>
<th>nu/w</th>
<th>q(a)</th>
<th>nu ts'eton</th>
<th>I've seen it</th>
</tr>
</thead>
<tbody>
<tr>
<td>a(w)</td>
<td>i(w)</td>
<td>a ts'eton</td>
<td>you've seen it</td>
</tr>
<tr>
<td>r(u)</td>
<td>k(i)</td>
<td>ru ts'eton</td>
<td>he has seen it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>qa ts'eton</td>
<td>we've seen it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i ts'eton</td>
<td>you've seen it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ki ts'eton</td>
<td>they've seen it</td>
</tr>
</tbody>
</table>

Identical to the intransitive subject forms except for in the 1st and 2nd person singular is the following set of pronominal prefixes which function as subject of participles and in another use to be shown below:

**SET IV**

<table>
<thead>
<tr>
<th>i(n)</th>
<th>oj</th>
<th>yin-warinyq</th>
<th>I've slept</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>ix</td>
<td>rat-warinyq</td>
<td>you've slept</td>
</tr>
<tr>
<td></td>
<td></td>
<td>warinyq</td>
<td>he has slept</td>
</tr>
<tr>
<td></td>
<td></td>
<td>roj-warinyq</td>
<td>we've slept</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rix-warinyq</td>
<td>you've slept</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e-warinyq</td>
<td>they've slept</td>
</tr>
</tbody>
</table>
So far you have used transitive verbs with 3rd person objects only. To review, the following forms indicate a 3rd person singular object:

**non-past**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nin-to7</td>
<td>I help him</td>
</tr>
<tr>
<td>na-to7</td>
<td>you help him</td>
</tr>
<tr>
<td>nu-to7</td>
<td>he helps him</td>
</tr>
<tr>
<td>nqa-to7</td>
<td>we help him</td>
</tr>
<tr>
<td>ni-to7</td>
<td>you help him</td>
</tr>
<tr>
<td>niki-to7</td>
<td>they help him</td>
</tr>
</tbody>
</table>

**present perfect**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nu-to7on</td>
<td>I've helped him</td>
</tr>
<tr>
<td>a-to7on</td>
<td>you've helped him</td>
</tr>
<tr>
<td>ru-to7on</td>
<td>he has helped him</td>
</tr>
<tr>
<td>qa-to7on</td>
<td>we've helped him</td>
</tr>
<tr>
<td>i-to7on</td>
<td>you've helped him</td>
</tr>
<tr>
<td>ki-to7on</td>
<td>they've helped him</td>
</tr>
</tbody>
</table>

The following forms indicate a 3rd person plural object, marked by e.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>yen-to7</td>
<td>I help them</td>
</tr>
<tr>
<td>ye7a-to7</td>
<td>you help them</td>
</tr>
<tr>
<td>yeru-to7</td>
<td>he helps them</td>
</tr>
<tr>
<td>yeqa-to7</td>
<td>we help them</td>
</tr>
<tr>
<td>ye7i-to7</td>
<td>you help them</td>
</tr>
<tr>
<td>yekki-to7</td>
<td>they help them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>enu-to7on</td>
<td>I've helped them</td>
</tr>
<tr>
<td>e7a-to7on</td>
<td>you've helped them</td>
</tr>
<tr>
<td>eru-to7on</td>
<td>he has helped them</td>
</tr>
<tr>
<td>eqa-to7on</td>
<td>we have helped them</td>
</tr>
<tr>
<td>e7i-to7on</td>
<td>you've helped them</td>
</tr>
<tr>
<td>ekki-to7on</td>
<td>they've helped them</td>
</tr>
</tbody>
</table>

Since in Cakchiquel the object pronouns are 'incorporated' directly in the verb complex with the subject pronouns we will use the term OBJECT PRONOUN INCORPORATION to refer to this peculiarity.

It remains now to 'plug in' the object pronouns of 1st and 2nd persons. Note that the object pronouns are the Set IV pronominal prefixes, while the subject pronouns are those of Set II. For convenience of reference we have numbered the pronouns 1-6; 1-3 are the singular pronouns of 1st, 2nd, and 3rd person respectively; 4-6 are the corresponding plural pronouns. To indicate 1st person singular object and 2nd person plural subject we use the notation (1-5), etc.

(a) 1st person singular object pronoun incorporation

<table>
<thead>
<tr>
<th>Notation</th>
<th>Pronoun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>yina-to7</td>
<td>Ud. me ayuda</td>
</tr>
<tr>
<td>1-5</td>
<td>yini-to7</td>
<td>Uds. me ayudan</td>
</tr>
<tr>
<td>1-3</td>
<td>yiru-to7</td>
<td>él me ayuda</td>
</tr>
<tr>
<td>1-6</td>
<td>yiki-to7</td>
<td>ellos me ayudan</td>
</tr>
<tr>
<td>1-5</td>
<td>ing-to7on</td>
<td>Ud. me ha ayudado</td>
</tr>
<tr>
<td>1-5</td>
<td>in7-to7on</td>
<td>Uds. me han ayudado</td>
</tr>
<tr>
<td>1-3</td>
<td>yrnu-to7on</td>
<td>él me ha ayudado</td>
</tr>
<tr>
<td>1-6</td>
<td>yinki-to7on</td>
<td>ellos me han ayudado</td>
</tr>
</tbody>
</table>
It should be borne in mind that where the verb stem begins in a vowel
the subject pronoun undergoes the expected modification.

The following chart of pronoun incorporation shows all the patterns
which occur:
**PRONOUN INCORPORATION**

<table>
<thead>
<tr>
<th>singular object</th>
<th>plural object</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(3-1)</em> ( \phi ) - in(w)</td>
<td><em>(6-1)</em> e - n(w)</td>
</tr>
<tr>
<td>( \text{xin-to7} )</td>
<td>( \text{xen-to7} )</td>
</tr>
<tr>
<td>( \text{xinw-ajo7} )</td>
<td>( \text{xe7a-ajo7} )</td>
</tr>
<tr>
<td>( \text{xa-to7} )</td>
<td>( \text{xe7a-to7} )</td>
</tr>
<tr>
<td>( \text{xaw-ajo7} )</td>
<td>( \text{xe7aw-ajo7} )</td>
</tr>
<tr>
<td><em>(3-3)</em> ( \phi ) - u/r</td>
<td><em>(6-3)</em> e - r(u)</td>
</tr>
<tr>
<td>( \text{xu-to7} )</td>
<td>( \text{xer-to7} )</td>
</tr>
<tr>
<td>( \text{xr-ajo7} )</td>
<td>( \text{xer-ajo7} )</td>
</tr>
<tr>
<td><em>(3-4)</em> ( \phi ) - q(a)</td>
<td><em>(6-4)</em> e - q(a)</td>
</tr>
<tr>
<td>( \text{xqa-to7} )</td>
<td>( \text{xeqa-to7} )</td>
</tr>
<tr>
<td>( \text{xq-ajo7} )</td>
<td>( \text{xeq-ajo7} )</td>
</tr>
<tr>
<td><em>(3-5)</em> ( \phi ) - i(w)</td>
<td><em>(6-5)</em> e - i(w)</td>
</tr>
<tr>
<td>( \text{xi-to7} )</td>
<td>( \text{xei-to7} )</td>
</tr>
<tr>
<td>( \text{xiw-ajo7} )</td>
<td>( \text{xew-ajo7} )</td>
</tr>
<tr>
<td><em>(3-6)</em> ( \phi ) - k(i)</td>
<td><em>(6-6)</em> e - k(i)</td>
</tr>
<tr>
<td>( \text{xki-to7} )</td>
<td>( \text{xeki-to7} )</td>
</tr>
<tr>
<td>( \text{xi-to7} )</td>
<td>( \text{xek-to7} )</td>
</tr>
<tr>
<td>( \text{xki-ajo7} )</td>
<td>( \text{xe7ki-ajo7} )</td>
</tr>
<tr>
<td><em>(2-1)</em> at - in(w)</td>
<td><em>(5-1)</em> ix in(w)</td>
</tr>
<tr>
<td>( \text{xatin-to7} )</td>
<td>( \text{xixin-to7} )</td>
</tr>
<tr>
<td>( \text{xatinw-ajo7} )</td>
<td>( \text{xixinw-ajo7} )</td>
</tr>
<tr>
<td><em>(2-3)</em> at - r(u)</td>
<td><em>(5-3)</em> ix - r(u)</td>
</tr>
<tr>
<td>( \text{xatru-to7} )</td>
<td>( \text{xixru-to7} )</td>
</tr>
<tr>
<td>( \text{xatr-ajo7} )</td>
<td>( \text{xixr-ajo7} )</td>
</tr>
<tr>
<td><em>(2-4)</em> at - q(a)</td>
<td><em>(5-4)</em> ix - q(a)</td>
</tr>
<tr>
<td>( \text{xataq-to7} )</td>
<td>( \text{xixqa-to7} )</td>
</tr>
<tr>
<td>( \text{xataq-ajo7} )</td>
<td>( \text{xixq-ajo7} )</td>
</tr>
<tr>
<td><em>(2-6)</em> at - k(i)</td>
<td><em>(5-6)</em> ix - k(i)</td>
</tr>
<tr>
<td>( \text{xatki-to7} )</td>
<td>( \text{xixki-to7} )</td>
</tr>
<tr>
<td>( \text{xatki-ajo7} )</td>
<td>( \text{xixk-ajo7} )</td>
</tr>
<tr>
<td><em>(1-2)</em> in - a(w)</td>
<td><em>(4-2)</em> oj - a(w)</td>
</tr>
<tr>
<td>( \text{xina-to7} )</td>
<td>( \text{xoja-to7} )</td>
</tr>
<tr>
<td>( \text{xinaw-ajo7} )</td>
<td>( \text{xoja-ajo7} )</td>
</tr>
<tr>
<td><em>(1-3)</em> i - r(u)</td>
<td><em>(4-3)</em> oj - r(u)</td>
</tr>
<tr>
<td>( \text{xiru-to7} )</td>
<td>( \text{xo1ru-to7} )</td>
</tr>
<tr>
<td>( \text{xir-ajo7} )</td>
<td>( \text{xo1r-ajo7} )</td>
</tr>
<tr>
<td><em>(1-5)</em> in - i(w)</td>
<td><em>(4-5)</em> oj - i(w)</td>
</tr>
<tr>
<td>( \text{xini-to7} )</td>
<td>( \text{xoji-to7} )</td>
</tr>
<tr>
<td>( \text{xiniw-ajo7} )</td>
<td>( \text{xojiw-ajo7} )</td>
</tr>
<tr>
<td><em>(1-6)</em> ( \phi ) - k(i)</td>
<td><em>(4-6)</em> oj - k(i)</td>
</tr>
<tr>
<td>( \text{xi-ajo7} )</td>
<td>( \text{xeki-ajo7} )</td>
</tr>
<tr>
<td>( \text{xi-ajo7} )</td>
<td>( \text{xeki-ajo7} )</td>
</tr>
</tbody>
</table>

**REFLEXIVES**

- myself (3-1 ... w i7) xin-to7 w i7
- yourself (3-2 ... aw i7) xa-to aw i7
- himself (3-3 ... r i7) xu-to r i7
- ourselves (3-4 ... q i7) xqa-to q i7
- yourselves (3-5 ... iw i7) xi-to iw i7
- themselves (3-6 ... k i7) xki-to k i7
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
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<td>in-a(w)</td>
<td>i-r(u)</td>
<td>NONE</td>
<td>in-i(w)</td>
<td>φ-k(i)</td>
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<td>2</td>
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<td>(3-2)...aw i7</td>
<td>at-r(u)</td>
<td>at-q(a)</td>
<td>NONE</td>
<td>at-k(i)</td>
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<td>3</td>
<td>φ-in(w)</td>
<td>φ-a(w)</td>
<td>(3-3)...r i7</td>
<td>φ-q(a)</td>
<td>φ-i(w)</td>
<td>φ-k(i)</td>
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<tr>
<td>4</td>
<td>NONE</td>
<td>oj-a(w)</td>
<td>oj-r(u)</td>
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<td>ix-q(a)</td>
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<td>e-r(u)</td>
<td>e-q(a)</td>
<td>e-i(w)</td>
<td>(3-6)...k i7</td>
</tr>
</tbody>
</table>
Practice

conversion (Change from 3rd person to 1st person singular and plural object)

a. Imperatives

<table>
<thead>
<tr>
<th>(him)</th>
<th>(me)</th>
<th>(us)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta-to7</td>
<td>kina-to7</td>
<td>koja-to7</td>
</tr>
<tr>
<td>taw-ak'axaj</td>
<td>kinaw-ak'axaj</td>
<td>kojaw-ak'axaj</td>
</tr>
<tr>
<td>ta-tsu7 (look at)</td>
<td>kina-tsu7</td>
<td>koja-tsu7</td>
</tr>
<tr>
<td>ta-kolo7 (save)</td>
<td>kina-kolo7</td>
<td>koja-kolo7</td>
</tr>
<tr>
<td>ta-tojo7 (pay)</td>
<td>kina-tojo7</td>
<td>koja-tojo7</td>
</tr>
<tr>
<td>ta-kanoj (look for)</td>
<td>kinaw-kanoj</td>
<td>koja-kanoj</td>
</tr>
<tr>
<td>taw-oyobej (wait for)</td>
<td>kinaw-oyobej</td>
<td>kojaw-oyobej</td>
</tr>
<tr>
<td>ti-to7</td>
<td>kini-to7</td>
<td>koji-to7</td>
</tr>
<tr>
<td>tiw-ak'axaj</td>
<td>kiniw-ak'axaj</td>
<td>kojiw-ak'axaj</td>
</tr>
<tr>
<td>ti-tsu7</td>
<td>kini-tsuj</td>
<td>koji-tsuj</td>
</tr>
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<td>ti-kolo7</td>
<td>kini-kolo7</td>
<td>koji-kolo7</td>
</tr>
<tr>
<td>ti-tojo7</td>
<td>kini-tojo7</td>
<td>koji-tojo7</td>
</tr>
<tr>
<td>ti-kanoj</td>
<td>kini-kanoj</td>
<td>koji-kanoj</td>
</tr>
<tr>
<td>tiw-oyobej</td>
<td>kiniw-oyobej</td>
<td>kojiw-oyobej</td>
</tr>
<tr>
<td>tu-to na</td>
<td>kiru-to na</td>
<td>kojr-to na</td>
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<td>tu-kanoj na</td>
<td>kiru-kanoj na</td>
<td>kojr-kanoj na</td>
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<td>kiru-tsuj na</td>
<td>kojr-tsuj na</td>
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<td>kir-ak'axaj na</td>
<td>kojr-ak'axaj na</td>
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<tr>
<td>tr-oyobej na</td>
<td>kir-oyobej na</td>
<td>kojr-oyobej na</td>
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<tr>
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<td>kiru-kolo na</td>
<td>kojr-kolo na</td>
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<td>kiru-kamisaj na</td>
<td>kojr-kamisaj na</td>
</tr>
<tr>
<td>tr-oyoj na</td>
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<td>kojr-oyoj na</td>
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<td>kinki-to na</td>
<td>kojki-to na</td>
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<td>kojki-kolo na</td>
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<tr>
<td>tiki-kanoj na</td>
<td>kinki-kanoj na</td>
<td>kojki-kanoj na</td>
</tr>
<tr>
<td>tik-ak'axaj na</td>
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<td>kojk-ak'axaj na</td>
</tr>
<tr>
<td>tik-oyobej na</td>
<td>kink-oyobej na</td>
<td>kojk-oyobej na</td>
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<tr>
<td>tiki-kamisaj na</td>
<td>kinki-kamisaj na</td>
<td>kojki-kamisaj na</td>
</tr>
<tr>
<td>tik-oyoj na</td>
<td>kink-oyoj na</td>
<td>kojki-oyoj na</td>
</tr>
</tbody>
</table>
b. Past Tense

<table>
<thead>
<tr>
<th>(him)</th>
<th>(me)</th>
<th>(us)</th>
</tr>
</thead>
<tbody>
<tr>
<td>rat xa-to7</td>
<td>rat xina-to7</td>
<td>rat xoja-to7</td>
</tr>
<tr>
<td>rat xa-ts'yt</td>
<td>rat xina-ts'yt</td>
<td>rat xoja-ts'yt</td>
</tr>
<tr>
<td>rat xaw-oyobej</td>
<td>rat xinaw-oyobej</td>
<td>rat xojaw-oyobej</td>
</tr>
<tr>
<td>rat xa-ch'ey</td>
<td>(hit)</td>
<td>rat xina-ch'ey</td>
</tr>
<tr>
<td>rat xaw-oyoj</td>
<td>(call)</td>
<td>rat xinaw-oyoj</td>
</tr>
<tr>
<td>rat xa-toj</td>
<td>rat xina-toj</td>
<td>rat xoja-toj</td>
</tr>
<tr>
<td>rix xi-to7</td>
<td>rix xini-to7</td>
<td>rix xoji-to7</td>
</tr>
<tr>
<td>rix xi-toj</td>
<td>rix xini-toj</td>
<td>rix xoji-toj</td>
</tr>
<tr>
<td>rix xiv-ak'axaj</td>
<td>rix xiniv-ak'axaj</td>
<td>rix xojiw-ak'axaj</td>
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<tr>
<td>rix xi-ch'ey</td>
<td>rix xinich'ey</td>
<td>rix xoji-ch'ey</td>
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<td>rix xinis-ts'yt</td>
<td>rix xoji-ts'yt</td>
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<td>rix xinis-tsu7</td>
<td>rix xoji-tsu7</td>
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<td>rija xiru-to7</td>
<td>rija xojr-to7</td>
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<td>rija xiru-toj</td>
<td>rija xojr-toj</td>
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<td>rija xiru-ak'axaj</td>
<td>rija xojr-ak'axaj</td>
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<tr>
<td>rija xu-ts'yt</td>
<td>rija xiru-ts'yt</td>
<td>rija xojaru-ts'yt</td>
</tr>
<tr>
<td>rija xr-oyoj</td>
<td>rija xiru-oyoj</td>
<td>rija xojaru-oyoj</td>
</tr>
<tr>
<td>rija xu-ch'ey</td>
<td>rija xiru-ch'ey</td>
<td>rija xojaru-ch'ey</td>
</tr>
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<td>rija xr-oyobej</td>
<td>rija xiru-oyobej</td>
<td>rija xojaru-oyobej</td>
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<td>rije xojki-to7</td>
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<td>rije xinki-toj</td>
<td>rije xojki-toj</td>
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<td>rije xojki-ak'axaj</td>
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<tr>
<td>rije xx-oyobej</td>
<td>rije xinki-oyobej</td>
<td>rije xojki-oyobej</td>
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<tr>
<td>rije xx-ch'ey</td>
<td>rije xinki-ch'ey</td>
<td>rije xojki-ch'ey</td>
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<tr>
<td>rije xx-oyoj</td>
<td>rije xinki-oyoj</td>
<td>rije xojki-oyoj</td>
</tr>
</tbody>
</table>

Non-past Tense

<table>
<thead>
<tr>
<th>(him)</th>
<th>(me)</th>
<th>(us)</th>
</tr>
</thead>
<tbody>
<tr>
<td>rat na-to7</td>
<td>rat yina-to7</td>
<td>rat yoja-to7</td>
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<tr>
<td>rat na-toj</td>
<td>rat yina-toj</td>
<td>rat yoja-toj</td>
</tr>
<tr>
<td>rat naw-oyobej</td>
<td>rat yinaw-oyobej</td>
<td>rat yojaw-oyobej</td>
</tr>
<tr>
<td>rat na-kanoj</td>
<td>rat yina-kanoj</td>
<td>rat yoja-kanoj</td>
</tr>
<tr>
<td>rat naw-ak'axaj</td>
<td>rat yinaw-ak'axaj</td>
<td>rat yojaw-ak'axaj</td>
</tr>
<tr>
<td>rat na-tsu7</td>
<td>rat yina-tsu7</td>
<td>rat yoja-tsu7</td>
</tr>
<tr>
<td>rat naw-oyoj</td>
<td>rat yinaw-oyoj</td>
<td>rat yojaw-oyoj</td>
</tr>
</tbody>
</table>
d. Future Tense

(him)                     (me)                     (us)
rat xta-to7               rat xkina-to7          rat xkoja-to7
rat xta-toj               rat xkina-toj          rat xkoja-toj
rat xta-akaxaj            rat xkinaw-ak'axaj    rat xkoja-ak'axaj
rat xta-tsu7             rat xkina-tsu7         rat xkoja-tsu7

rix xti-kanoj            rix xkini-kanoj        rix xkoji-kanoj
rix xti-kamisaj          rix xkini-kamisaj      rix xkoji-kamisaj
rix xti-kol              rix xkini-kol          rix xkoji-kol
rix xtiw-oyoj            rix xkiniw-oyoj        rix xkojiw-oyoj
rix xtiw-oyobej          rix xkiniw-oyobej      rix xkojiw-oyobej
rix xti-tu-to7           rix xkiniw-oyobej      rix xkojiw-oyobej
rix xtiw-to7             rix xkiniw-oyobej      rix xkojiw-oyobej
rix xtiw-oyobej          rix xkiniw-oyobej      rix xkojiw-oyobej
rix xti-tu7              rix xkiniw-oyobej      rix xkojiw-oyobej
rix xtiw-ak'axaj         rix xkiniw-ak'axaj      rix xkojiw-axaj
rix xtiw-ak'axaj         rix xkiniw-ak'axaj      rix xkojiw-axaj
rix xtiw-ak'axaj         rix xkiniw-ak'axaj      rix xkojiw-axaj
rix xtiw-ak'axaj         rix xkiniw-ak'axaj      rix xkojiw-axaj
translation

(imperative singular)

9. Listen to me. Kinaw-ak'axaj.
10. Listen to us. Kojaw-ak'axaj.

(imperative plural)

11. Listen to me. Kiniw-ak'axaj.
12. Listen to us. Kojiw-ak'axaj.

(past tense)

1. You saw him. (rat) xa-ts'yt (rija7)
2. You (pl) saw him. (rix) xi-ts'yt (rija7)
3. You saw them. (rat) xe7a-ts'yt (rije7)
4. You (pl) saw them. (rix) xe7i-ts'yt (rije7)
5. You saw us. (rat) xoja-ts'yt roj
6. You saw me. (rat) xina-ts'yt yin
7. You called him. (rat) xaw-oyoj (rija7)
8. You (pl) called him. (rix) xiw-oyoj (rija7)
9. You called them. (rat) xe7aw-oyoj (rije7)
10. You (pl) called them. (rix) xe7iw-oyoj (rije7)
11. You called me. (rat) xinaw-oyoj (yin)
12. You called us. (rat) xojaw-oyoj (roj)

(non-past tense)
1. You watch him. (rat) na-tsu (rija7)
2. You (pl) watch him. (rix) ni-tsu (rija7)
3. You watch them. (rat) ye7a-tsu (rije7)
4. You (pl) watch them. (rix) ye7i-tsu (rije7)
5. You watch me. (rat) yina-tsu (yin)
6. You watch us. (rat) yoja-tsu' (roj)

(future)
1. You will love him. (rat) xtaw-ajo (rija7)
2. You (pl) will love him. (rix) xtiv-ajo (rija7)
3. You will love them. (rat) xke7aw-ajo (rije7)
4. You (pl) will love them. (rix) xke7iw-ajo (rije7)

conversion  (Change from 1st person singular or plural object to 2nd person singular or plural object, i.e., from you help me to I help you, etc.)

a. Past Tense

rat xina-to7     yin xatin-to7
rat xina-ts'yt   yin xatin-ts'yt
rat xina-ch'ey   yin xatin-ch'ey
rat xinaw-ajo7   yin xatinw-ajo7
rat xinaw-oyobej yin xatinw-oyobej
rat xinaw-ak'axaj yin xatinw-ak'axaj
rat xoja-to7     yin xixin-to7
rat xoja-ts'yt   yin xixin-ts'yt
rat xoja-ch'ey   yin xixin-ch'ey
rat xojaw-ajo7   yin xixinw-ajo7
rat xojaw-oyoj   yin xitinw-oyoj
### Non-past Tense

<table>
<thead>
<tr>
<th>Verb Form</th>
<th>Non-Past Tense</th>
<th>Verb Form</th>
<th>Non-Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>rix xini-to7</code></td>
<td><code>roj xatqa-to7</code></td>
<td><code>rix xini-ts'yt</code></td>
<td><code>roj xatqa-ts'yt</code></td>
</tr>
<tr>
<td><code>rix xini-ch'ey</code></td>
<td><code>roj xatqa-ch'ey</code></td>
<td><code>rix xiniw-ak'axaj</code></td>
<td><code>roj xatqa-ak'axaj</code></td>
</tr>
<tr>
<td><code>rix xiniw-aqo7</code></td>
<td><code>roj xatqa-aqo7</code></td>
<td><code>rix xoji-to7</code></td>
<td><code>roj xixqa-to7</code></td>
</tr>
<tr>
<td><code>rix xoji-kanoj</code></td>
<td><code>roj xixqa-kanoj</code></td>
<td><code>rix xoji-ch'ey</code></td>
<td><code>roj xixqa-ch'ey</code></td>
</tr>
<tr>
<td><code>rix xojiw-aqo7</code></td>
<td><code>roj xixqa-aqo7</code></td>
<td><code>rix xojiw-oyobej</code></td>
<td><code>roj xixqa-oyobej</code></td>
</tr>
</tbody>
</table>

### Future Tense

<table>
<thead>
<tr>
<th>Verb Form</th>
<th>Future Tense</th>
<th>Verb Form</th>
<th>Future Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>rat yina-to7</code></td>
<td><code>yin yatin-to7</code></td>
<td><code>rat yina-tsu7</code></td>
<td><code>yin yatin-tsu7</code></td>
</tr>
<tr>
<td><code>rat yinaw-aqo7</code></td>
<td><code>yin yatinw-aqo7</code></td>
<td><code>rat yinaw-oc'ej</code></td>
<td><code>yin yatinw-oc'ej</code></td>
</tr>
<tr>
<td><code>rat yoja-kuy</code></td>
<td><code>yin yixin-kuy</code></td>
<td><code>rat yoja-toj</code></td>
<td><code>yin yixin-toj</code></td>
</tr>
<tr>
<td><code>rat yojaw-osq'opi</code></td>
<td><code>yin yixinw-osq'opi</code></td>
<td><code>rat yojaw-oqotaj el</code></td>
<td><code>yin yixinw-oqotaj el</code></td>
</tr>
<tr>
<td><code>rat yini-kuy</code></td>
<td><code>roj yatqa-kuy</code></td>
<td><code>rat yini-toj</code></td>
<td><code>roj yatqa-toj</code></td>
</tr>
<tr>
<td><code>rat yiniw-osq'opi</code></td>
<td><code>roj yatqa-osq'opi</code></td>
<td><code>rat yiniw-oqotaj el</code></td>
<td><code>roj yatqa-oqotaj el</code></td>
</tr>
<tr>
<td><code>rat yoji-kuy</code></td>
<td><code>roj xixqa-kuy</code></td>
<td><code>rat yoji-toj</code></td>
<td><code>roj xixqa-toj</code></td>
</tr>
<tr>
<td><code>rat yojaw-osq'opi</code></td>
<td><code>roj xixqa-osq'opi</code></td>
<td><code>rat yojaw-oqotaj el</code></td>
<td><code>roj xixqa-oqotaj el</code></td>
</tr>
<tr>
<td><code>rat xkina-kuy</code></td>
<td><code>yin xkatin-kuy</code></td>
<td><code>rat xkina-tsu7</code></td>
<td><code>yin xkatin-tsu7</code></td>
</tr>
<tr>
<td><code>rat xkinaw-aqo7</code></td>
<td><code>yin xkatinw-aqo7</code></td>
<td><code>rat xkinaw-oc'axaj</code></td>
<td><code>yin xkatinw-oc'axaj</code></td>
</tr>
<tr>
<td><code>rat xqoja-to7</code></td>
<td><code>yin xkixin-to7</code></td>
<td><code>rat xqoja-kanoj</code></td>
<td><code>yin xkixin-kanoj</code></td>
</tr>
<tr>
<td><code>rat xqojaw-aqo7</code></td>
<td><code>yin xkixinw-aqo7</code></td>
<td><code>rat xqojaw-oc'axaj</code></td>
<td><code>yin xkixinw-oc'axaj</code></td>
</tr>
</tbody>
</table>
(past tense)

1. I saw him.
2. I saw you.
3. I saw you (pl).
4. We saw you.
5. We saw you (pl).
6. We saw him.
7. He saw us.
8. They saw us.
9. He saw me.
10. They saw me.

(non-past tense)

11. I see him.
12. I see you.
13. I see you (pl).
14. We see you (pl).
15. We see you.
16. We see him.
17. He sees us.
18. They see us.
19. He sees me.
20. They see me.

(future)

21. I'll see him.
22. I'll see you.
23. I'll see you (pl).
24. We'll see you (pl).
25. We'll see you.
26. We'll see him.
27. He'll see us.
28. They'll see us.
29. He'll see me.
30. They'll see me.

**recognition**  
(Give the English equivalent; work on these until you can understand any such form immediately.)

a. Consonant Stem

<table>
<thead>
<tr>
<th>Stem</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>yatin-to7</td>
<td>I help you</td>
</tr>
<tr>
<td>yina-to7</td>
<td>you help me</td>
</tr>
<tr>
<td>nin-to7</td>
<td>I help him</td>
</tr>
<tr>
<td>yen-to7</td>
<td>I help them</td>
</tr>
<tr>
<td>yinki-to7</td>
<td>they help me</td>
</tr>
<tr>
<td>yoji-to7</td>
<td>you (pl) help us</td>
</tr>
<tr>
<td>nu-to r i7</td>
<td>he helps himself</td>
</tr>
<tr>
<td>ystru-to7</td>
<td>he helps you</td>
</tr>
<tr>
<td>yiru-to7</td>
<td>he helps me</td>
</tr>
<tr>
<td>yixki-to7</td>
<td>they help you (pl)</td>
</tr>
<tr>
<td>ni-to7</td>
<td>you (pl) help him</td>
</tr>
<tr>
<td>ye7a-to7</td>
<td>you help them</td>
</tr>
<tr>
<td>na-to aw i7</td>
<td>you help yourself</td>
</tr>
<tr>
<td>yini-to7</td>
<td>you (pl) help me</td>
</tr>
<tr>
<td>yatqa-to7</td>
<td>we help you</td>
</tr>
<tr>
<td>yixin-to7</td>
<td>I help you (pl)</td>
</tr>
<tr>
<td>niki-to k i7</td>
<td>they help themselves</td>
</tr>
<tr>
<td>yojki-to7</td>
<td>they help us</td>
</tr>
<tr>
<td>niki-to7</td>
<td>they help him</td>
</tr>
<tr>
<td>yixqa-to7</td>
<td>we help you (pl)</td>
</tr>
<tr>
<td>ye7i-to7</td>
<td>you (pl) help them</td>
</tr>
<tr>
<td>nu-to7</td>
<td>he helps him</td>
</tr>
</tbody>
</table>

b. Vowel Stem

<table>
<thead>
<tr>
<th>Stem</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>yatinw-ajo7</td>
<td>I love you</td>
</tr>
<tr>
<td>yixq-ajo7</td>
<td>we love you (pl)</td>
</tr>
<tr>
<td>nr-ajo7</td>
<td>he loves him</td>
</tr>
<tr>
<td>ninw-ajo w i7</td>
<td>I love myself</td>
</tr>
<tr>
<td>ye7aw-ajo7</td>
<td>you love them</td>
</tr>
<tr>
<td>yiniw-ajo7</td>
<td>you (pl) love me</td>
</tr>
</tbody>
</table>
(Predicate adjective vs. attributive adjective form)

In English a certain class of 'adjectives' called possessive pronouns has one form when used as a predicate and a different form when used as an attributive modifier. Contrast:

<table>
<thead>
<tr>
<th>Predicative</th>
<th>Attributive</th>
</tr>
</thead>
<tbody>
<tr>
<td>This book is mine.</td>
<td>This is my book.</td>
</tr>
<tr>
<td>This book is yours.</td>
<td>This is your book.</td>
</tr>
</tbody>
</table>

In Cakchiquel a number of adjectives have a different form as attributives than as predicate adjectives. Observe how the two forms are related.

<table>
<thead>
<tr>
<th>Predicative</th>
<th>Attributive</th>
</tr>
</thead>
<tbody>
<tr>
<td>uts ri tjoxel</td>
<td>ri utsilyj tjoxel</td>
</tr>
<tr>
<td>the student is good</td>
<td>the good student</td>
</tr>
<tr>
<td>kow la che7</td>
<td>ri kowilyj che7</td>
</tr>
<tr>
<td>the wood is hard</td>
<td>the hard wood</td>
</tr>
<tr>
<td>nim ri tinamit</td>
<td>ri nimalyj tinamit</td>
</tr>
<tr>
<td>the city is big</td>
<td>the big city</td>
</tr>
</tbody>
</table>

Note that the attributive forms may be derived from their corresponding predicative forms by the addition of a suffix of the shape -ilyj or -alyj. The selection of one or the other of these suffixes usually depends on the
vowel of the stem. Unless the stem vowel is \( i \) or \( e \), the suffix will generally be \(-ily\); if the stem vowel is \( i \) or \( e \), the suffix will generally be \(-aly\). Observe the following instances:

<table>
<thead>
<tr>
<th>Predicative</th>
<th>Attributive</th>
</tr>
</thead>
<tbody>
<tr>
<td>e ts'il ri tsiyq</td>
<td>ri ts'ililyj taq tsiyq</td>
</tr>
<tr>
<td>the clothes are dirty</td>
<td>the dirty clothes</td>
</tr>
<tr>
<td>e ch'ajch'oj ri tsiyq</td>
<td>ri ch'ajch'ojilyj taq tsiyq</td>
</tr>
<tr>
<td>the clothes are clean</td>
<td>the clean clothes</td>
</tr>
<tr>
<td>tew ri ya7</td>
<td>ri tewilyj ya7</td>
</tr>
<tr>
<td>the water is cold</td>
<td>the cold water</td>
</tr>
<tr>
<td>meq'en ri ya7</td>
<td>ri meq'enalyj ya7</td>
</tr>
<tr>
<td>the water is hot</td>
<td>the hot water</td>
</tr>
<tr>
<td>k'yy ri ya7</td>
<td>ri k'ayilyj ya7</td>
</tr>
<tr>
<td>the water is bitter</td>
<td>the bitter water</td>
</tr>
<tr>
<td>ti7oj ri aq</td>
<td>ri ti7ojilyj aq</td>
</tr>
<tr>
<td>the pig is fat</td>
<td>the fat pig</td>
</tr>
<tr>
<td>baq ri wakx</td>
<td>ri baqilyj wakx</td>
</tr>
<tr>
<td>the cow is boney</td>
<td>the boney cow</td>
</tr>
<tr>
<td>ri7j ri achin</td>
<td>ri riji7jilyj achin</td>
</tr>
<tr>
<td>the man is old</td>
<td>the old man</td>
</tr>
</tbody>
</table>

Some attributive adjectives are derived from nouns by the addition of the suffix \(-ily\) or \(-aly\).

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>k'ix</td>
<td>k'ixlyj jyu7</td>
</tr>
<tr>
<td>thorn</td>
<td>thorny bushland</td>
</tr>
<tr>
<td>santo</td>
<td>santo7ilyj</td>
</tr>
<tr>
<td>saint</td>
<td>holy</td>
</tr>
<tr>
<td>mama7</td>
<td>mamailyj</td>
</tr>
<tr>
<td>grandfather</td>
<td>huge</td>
</tr>
</tbody>
</table>
Some adjective forms never occur without the derivative suffix.

loq'olyj Tata7aj  Hallowed Father
   (cf. yatin-loq'oq'ej -- I adore you)

e sibilyj winyq  many people

With certain attributive adjectives the final syllable of the derivative suffix is frequently dropped.

nimalyj che7  big tree
nim'ale7
saqilyj k'ul  white poncho
saqi k'ul

NOTE: (1) Occasionally attributive-form adjectives are used as predicatives:

ri nimalyj che  the tree is big
ri meq'enalyj ya7  the water is hot

(2) Also, predicative-form adjectives are sometimes used as attributives:

ri nim che7  the big tree
ri syq k'ul  the white poncho
ri tew ya7  the cold water

(3) Some adjectives do not have more than one form. They remain the same whether in attributive or predicative function:

ko7ol ri awyn  ri ko7ol awyn
the milpa is small  the small milpa
q'eq ri puerta  ri q'eq puerta
the door is black  the black door
qitsij ri doctrina  ri qitsij doctrina
the doctrine is true  the true doctrine
The clothes are new

(taq and adjective pluralization)

a. A few adjectives have special plural forms:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>nima che7</td>
<td>nima7q taq che7</td>
</tr>
<tr>
<td>big tree</td>
<td>big trees</td>
</tr>
<tr>
<td>ch'uti te7ej</td>
<td>ch'uti7q taq te7ej</td>
</tr>
<tr>
<td>aunt (little mother)</td>
<td>aunts</td>
</tr>
</tbody>
</table>

b. Where an adjective is present plural is generally indicated by the 'distributive particle' taq.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>nima che7</td>
<td>nima taq che7</td>
</tr>
<tr>
<td>big tree</td>
<td>big trees</td>
</tr>
<tr>
<td>saqi k'ul</td>
<td>saqi taq k'ul</td>
</tr>
<tr>
<td>white poncho</td>
<td>white ponchos</td>
</tr>
<tr>
<td>itsel winyq</td>
<td>itsel taq winyq</td>
</tr>
<tr>
<td>bad person</td>
<td>bad people</td>
</tr>
<tr>
<td>kowilyj abyj</td>
<td>kowilyj taq abyj</td>
</tr>
<tr>
<td>hard rock</td>
<td>hard rocks</td>
</tr>
</tbody>
</table>
Representative Examples of Sentences With Predicative Adjectives

Sanayi ru pan la ulew.  The ground is sandy.
Biyul la sanayi7.  The sand is soft.
Poqon ri ik.  The chile is picante.
Yalan tsyy la q'utun.  The food is very salty.
Chaqi7j ri ru bey ya7.  The ditch is dry.
Chaqi7j nu chi7.  My mouth is dry. (I'm thirsty.)
K'o7ol ru wych la bey.  The road is narrow.
Ch'imyu7y la nik'aaj a wych.  Your forehead is furrowed.
K'yy ri ru yi7al ri che7.  The sap of the tree is bitter.
Man nim ta la r ejqa7n la awyn.  The yield (load) of the milpa is not great.

Nim ru pan re jun jay re7.  The house is big (on the inside),
Re jun che re7 yalan kow.  The pole is very hard.
Janíla ni-yik'lun la q'ij.  The sun is bright.
Jaqyl ru chi la jay.  The door is open.
Re jun jay re7 kan k'ak'a na wi.  The house is very new.
Man ke ta ri ru beyal.  No es así la forma.
Choj y nim ru wych la jun bey.  The road is straight and wide.

List of Adjective Antonyms

nim  ko7ol  big  small
7uts  itsel  good  bad
chaqi7J  ch'eqyl  dry  wet
ch'yn  ki7  sour  sweet
k'ys  kaminyq  live  deceased
tew  k'atyn  cold  hot
nabey  k'isibyl  first  last
kow  biyul  hard  soft
k'ayew  man k'ayew ta  difficult  easy
ri7J  k'ak'a7  old  new.
nyj  chunaqaj  far  near
kotokik  choj  crooked  straight
syq  q'eq  white  black
e-k'iy  e-jubs7  many  few
jaqyl  ts'apyl  open  closed
nowinyq  nakanik  smart  dumb
nojinyq  man nojinyq ta  full  empty
ch'ajch'o  tsil  clean  dirty