This is the first in a two-volume basic course in Guarani, the indigenous language of Paraguay. The volume consists of an introduction to the Guarani language, some general principles for adult language-learning, and ten instructional units. Because the goal of the course is to encourage and lead the learner to communicate in Guarani in class and outside of class, the units are organized in such a way as to maximize the student's role in learning. The units in this volume are self-instructional, "preparation stages" of the lessons which are oral and written exercises in vocabulary, pronunciation, structure, and conversation for the student to study and practice before going to class. Following the preparation stage is the core stage in which the instructor presents the material in short question-answer exchanges. The explanations are in English, and the exercises and dialogues are in both Guarani and English, with occasional use of Spanish. (AMH)
GUARANI BASIC COURSE

Part I

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TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)"

1968
The Guarani Language:

Among the notable accomplishments of the Peace Corps must be included the shattering of certain myths about languages. It was the Peace Corps to discover, at least for the American government, that Spanish and Portuguese are not the only important languages of Latin America; that indeed, in many large and heavily populated areas from Mexico down through the Andes and as far as Paraguay, aboriginal languages greatly predominate over the language imposed by the Europeans. It took the Peace Corps, with volunteers working on the grassroots level, to find out that even in many areas said to be practically bilingual, such as the eastern half of Paraguay, in fact Spanish is rarely spoken, and then only by a small minority, and then often haltingly and with embarrassment. In these areas the indigenous tongue, not remotely related to Spanish or any other European language, is the mother-tongue of the people, the language of heart and home, the language of thoughts and dreams, of love and prayer, of conversation, work and play. It is a precious heritage through which their individual personalities and group unity are expressed. Spanish in these supposedly bilingual areas is the language used by a small minority for meeting the outside world. Spanish is the language of the schools, the government, and the military establishment, connotations of which do not particularly enhance its popularity.

It took the Peace Corps to show also that these highly complex languages, whose structures and idioms differed most radically from that of the European languages, could indeed be learned—and indeed must be by one desiring to establish rapport and communicate effectively with the people in these areas. Today PCV's in Latin America are learning several indigenous tongues whose strange-sounding names are little known in the United States: Guarani, Aymara, Quechua, Cuna, Cakchiquel, Tar, Quiché. In the future, no doubt, as Volunteers push into untouched areas, other tongues will be added to the list.

The Uniqueness of Guarani

Unique in many ways among these indigenous languages is Guarani. The mother-tongue of over one-million Paraguayans, Guarani is the only indigenous language in America to have been given official status as a national language. While the large indigenous languages of the Andes area and of Central America are spoken almost exclusively by the Indian populations, in Paraguay, where there are relatively few Indians, people of all classes and of varied ancestries speak the Indian tongue. They are deeply proud of it. Engineers, doctors, and other professional people even in the capital city proudly proclaim, "Guarani is our language."
The Tupi-Guarani Dialects Include a Twin Sister, Tupi, for All Practical Purposes the Same Language, Spoken Today in the South Part of Brazil. Until Only Recently Tupi was the Lingua Franca Throughout Brazil. Other Related Dialects of Tupi-Guarani are Spoken Today in Scattered Areas Along the Amazon River, in Bolivia, Brazil, Paraguay, and Argentina. But Only the Twin-Sister Dialects, Tupi and Guarani, Have Been Cultivated by Large Numbers of People Other Than Indians. No Languages Even Remotely Related to These Have Been Traced Out of South America.

How Guarani Survived

In the 16th Century When the Spanish Came to the Paraguay River Valley in Search of the Precious Metals Fabled to Be Found There, They Were Received by a Race of Indians. Finding No Gold or Silver, Many Spanish Adventurers Nevertheless Decided to Settle in the Peaceful Valley, and Since the Spanish Seldom Brought Their Womenfolk on These Early Exploits, Those Who Stayed Married the Local Guarani Women—Sometimes by the Dozens—and Founded the Nation of Paraguay. The Children of This Union of the Old and New World Grew Up Speaking Guarani, the Language of Their Mothers; in Most Other Respects They Adopted the Customs of Their Spanish Fathers.

The Missionaries; the Jesuit Priests Who Came Early to Paraguay, Perpetuated the Native Tongue. Catechizing Was Done Exclusively in Guarani. Thus Both Home and Religious Training Fostered the Survival of the Language. Later, as Paraguay Dragged Itself Through a Tragic Series of Long and Devastating Wars, Guarani Became the Cord of Unity Which Brought the Nation Together and Almost Miraculously Kept It Intact When the Victors Would Have Dissolved It. Paraguayans Remember These Titanic Struggles and Today Pay a Sort of Homage to Guarani as the Symbol of Their National Survival.

A Bilingual Country?

Of this great majority well over 50% speak only Guarani. They know practically no Spanish. Perhaps another 25% know some Spanish but do not use it habitually. The real bilinguals, those who know and use both languages with some facility, make up no more than 25% of the total population. And probably half of these feel more comfortable and more "themselves" in Guarani than in Spanish. Outside of Asunción, Paraguay's only sizeable city, only about 3% of the population have Spanish as their only language. As one of the foremost scholars of Guarani wrote recently, reporting of the contemporary language situation in Paraguay:

"Paraguay is not really a bilingual nation, but a Guarani-speaking country where on higher levels of administration, education, and wholesale trade, Spanish is used out of necessity. Spanish is learned by all of the higher strata and on the lower strata by those who can't avoid contact with official activities, but only to the extent required by those activities. Only a small elite uses it even in everyday private life."

Co-official Status for Guarani

Although virtually all Paraguayans look upon Guarani with an attitude of pride and vindication, not many are ready to allow it to displace Spanish. Spanish is, after all, the door to the outside world, the way to education and knowledge, the key to progress. Without Spanish, Paraguay would be totally isolated from the rest of Latin America, its growth stunted, the voice of its poets, writers and spokesmen muffled. So it is agreed that Spanish must continue as the "official" language of the country.

Nevertheless movements to have Guarani declared as a "co-official" language with Spanish have been much publicized and may yet bear fruit. Just what such a declaration would mean, however, is not fully clear.

It is true that most Paraguayans feel their language is surely the richest, most beautiful, flexible and logical language in existence, capable of expressing every nuance of human thought and experience, including the rather strict requirements of scientific, mathematical and legal language, but it is also true that the language has never been pressed to meet such challenges, and it is doubtful that it could succeed without a consensus on the standardization of the language.
The Guaraní Language Academy was appointed some years ago to
serve this end, but its functions were not made clear and its authority is
disputed or ignored. Its effect on the language has been extremely slight.
One major debate is over the use of Spanish borrowings in Guaraní. The
purista, which group includes virtually all those who write Guaraní grammars
and dictionaries, simply refuse to accept any Spanish loan words. One
cannot ignore the fact that all Guaraní speakers today use many Spanish
words in their speech, generally without realizing or caring that these
words are not of native stock. Purists, however, claim that this mixture
is not "Guaraní." They disrespectfully refer to this adulterated speech as
"jopa" which means literally "tossed salad." Real Guaraní has become for
these ultra-conservatives (and they are a very great majority) a nostalgic
dream of a forgotten past: the pristine speech of the Guaraní tribe at the
time of the conquest. The result of this faulty thinking is that the
energies of almost all Paraguayan guaranistas, those supposed experts on
Guaraní, have been spent in attempts to describe the language as they
imagine it was, or worse yet, as they think it ought to be, minus all
Spanish influence. Such efforts to recapture or reconstitute the pure 16th
century Guaraní and adapt it to serve the modern world are probably doomed
to failure. And unfortunately, with the expenditure of so much scholarly
energy to pursue a phantom, a real need has not been met. Paraguay has
produced no dictionaries and no grammars of Guaraní which treat the language
as it is actually used today. Furthermore, the attitude of the "experts"
is constantly filtered down through various media to the man on the street,
who becomes convinced that the language he speaks is not the "real thing," not
worthy of study, not a proper vehicle for literary expression unless
Spanish influence is culled from it.

Guaraní Literature

Literary expression by Paraguay's men of letters is restricted
almost exclusively to Spanish. There are no widely read works in Guaraní,
no author of high reputation who has written much in Guaraní. Nevertheless
a number of periodicals consistently devote space for the publications of
poems and such in Guaraní. One author published and produced on stage a
series of plays in Guaraní. Some translation into Guaraní has been done,
most notably the New Testament. The magnum opus of one of the most eminent
guaranistas, in fact, Dr. Reinaldo Decoud Larrosa, is a translation of the
New Testament into pure Guaraní. Perhaps as a tour de force all influence
of Spanish was consciously avoided; there is not one Spanish-derived word
in the entire volume. Unfortunately the native speakers of Guaraní cannot
understand its very artificial language with hundreds of words coined in
Guaraní on the analogy of the equivalent expression in the Greek New-
Testament.
The Debate on Orthography

Although every widespread language is spoken somewhat differently in different areas, it is thought that each word should be given a standardized spelling. Guarani as spoken in Paraguay has never varied very widely from one region to another, but the development of the standardized orthography has not yet been achieved. This, in spite of several national and international congresses and Academy sessions which have been held to settle the problem. There are, it seems, a number of competing systems, developed independently by authors of grammars and dictionaries. And, it seems, each system has attracted a number of advocates in high places. The result: an emotional refusal to compromise. The major difficulty: a misunderstanding of the principles of adapting letters to sounds, accommodating an alphabet to a language.

Principles and Problems

Linguistic science has discovered that each language has a small set of minimal sounds, between 20 and 60. These minimal, distinctive sounds, or phonemes as they are called, include all the vowels and consonants as well as other elements like word stress, etc. In principle it is easy, then, to match one written symbol (letter or other mark) to one phoneme, and one phoneme to one written symbol. Problems arise in matching symbol to sound only when one proposes to someone else one's own arbitrary set of matchings. If the matching were done with careful attention to principle, one could find no argument against it, but one might well dispute the selection of certain symbols to represent certain sounds. And here precisely is the source of some of the major controversies over symbol matching in Guarani orthography. Among the most disputed are the proposed sound-to-symbol matchings for a sound in Guarani like h as in English. Spanish does not have the h sound, but the letter occurs frequently in Spanish words like hotel and hospital, etc. where the h is "silent." The Spanish sound nearest to our h sound is written with the letter j"jota." Faced with the dilemma of how to represent the English-like sound h, in Guarani for a population literate in Spanish and ignorant of English, three different matchings have been proposed and subsequently opposed by a host of other guaranistas:

(1) Represent the sound with j, against which the provincial and ridiculous argument is mounted: "a letter cannot have two sounds; jota has the sound of jota and Guarani does not have a jota." (The fact that j represents a very different sound in English, French, German and Spanish is not brought up by this faction.)

(2) Represent the sound with h (against which equally absurd arguments are vollied).

(3) Compromise the issue: represent the sound with both j and h together, like this: jh.
If an orthography for representing Guarani words were ever decided once and for all, there would still remain the issue of how Spanish names and loan words should be represented, in the cases where the two orthographies conflicted. For example, how to write the name José, or the word hotel (pronounced in both Spanish and Guarani without an h-sound). The temptation is, of course, not to conform such words to a different orthography, either to spell them as in Spanish outside the general conventions of Guarani orthography, or else to allow the reluctance to change these words to dictate how the entire Guarani orthography will be.

Besides the selection of which symbol to match with which sound, the biggest problem in creating a writing system for Guarani has been, oddly enough, the difficulty in determining where to write word-space. Guarani words are not all well-defined units. There are many word compounds, contractions, and other problems which make difficult the defining of word boundaries, with the result that different authors make word division arbitrarily at different places, a practice which can be disconcerting to someone not accustomed to it. These are only a few of the problems of establishing a conventional spelling for Guarani. It should be obvious why no simple solution acceptable to all factions has been easy to achieve.

Linguistic Etiquette

So many Paraguayans speak both Spanish and Guarani that certain unwritten rules have developed as to when to use which language. Of course, a written law exists as to the use of Spanish in schools and in official writing, but Spanish is also commonly used in other situations, for example, in addressing national government officials, and in speaking to strangers that appear to speak only Spanish. In turn, Guarani is used in speaking to friends, family, servants, some local officials, and strangers that from their appearance are judged to speak only Guarani. It is also used in confession, in prayers, and in other types of intimate conversation.

For example, though, a young man may speak Spanish to his girlfriend during their first get-togethers, when he wants to begin to talk about love and marriage he will probably switch to Guarani, and if she continues in Spanish then he knows that either she does not agree with his plans or else she is playing coy.

Other factors which may determine the use of one language or the other are the subject matter being discussed and the geographical location of the speakers. For example, business and education will usually be discussed in Spanish, but the same people may discuss their personal experiences and local conditions in Guarani. And in Asunción a subject matter may be discussed in Spanish which in the country side would always be discussed in Guarani. In fact, outside of Asunción, a Paraguayan who speaks Spanish under some circumstances may seem a bi-
ostentatious to his fellow countrymen. And when Paraguayan meet in a foreign land, they almost invariably show their ties to Paraguay by speaking in Guarani.

In general, the Paraguayan upper class speaks less Guarani and more Spanish than the lower classes; Guarani is spoken on more occasions in the country than in the cities; and Spanish is considered to be more polite and formal than Guarani and Guarani more intimate and friendly than Spanish.

The Future of Guarani

In spite of the fact that Guarani is among Paraguay's most important national traits, there are those who predict that as national interests become more important than purely local and domestic interests, Guarani will give way to Spanish throughout the land. It is true that in Mexico, Peru, Ecuador and Bolivia, Indian languages which were once widely spoken are now gradually being replaced by Spanish. But unlike those countries, Paraguay never experienced the master-slave relationship between Spanish and Indians in colonial Latin America. From the conquest until the present, Paraguay has developed a remarkably homogeneous population. In other Latin American countries, substantial portions of the populations have never spoken the Indian tongue. Only in Paraguay is it a stamp of nationality, a common form of communication of educated and uneducated alike. This accounts for the remarkable degree and stability of bilingualism in Paraguay, and may portend a long continuation of the successful symbiosis of the two languages.
Many of us, in the course of our education, have picked up a host of myths and confusions about language which can severely hamper our efforts to learn a foreign language, particularly one as foreign as Guarani. Contrast some of these popular myths with the facts of the matter.

<table>
<thead>
<tr>
<th>MYTH</th>
<th>FACT</th>
</tr>
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<tbody>
<tr>
<td>1. There exists an American Indian language still spoken in current dialects by a few scattered Indian tribes.</td>
<td>1. Literally hundreds of aboriginal languages are spoken today in North and South America. Guarani is only one of them.</td>
</tr>
<tr>
<td>2. Guarani is a primitive and degenerate language, incapable of expressing anything but the meanest of ideas.</td>
<td>2. The terms &quot;primitive&quot; and &quot;degenerate&quot; in reference to any form of human speech are not serviceable. Linguistic science has discovered that all languages in the world, those spoken by Australian aborigines, African bushmen, or American Indians, as well as those spoken by highly civilized nations, seem to be equally capable of dealing with the human experience as perceived through the native culture. There is no reason why Guarani, had it been the language of the Anglo-Saxons who took over the British Isles centuries after Christ, could not have served as well as English as the language of our society.</td>
</tr>
<tr>
<td>3. Like other primitive languages, Guarani has only a handful (200-300) of words. Communication is necessarily supplemented with sign language; communication in the dark is very highly restricted.</td>
<td>3. The notion that Guarani or any language has a closed and limited vocabulary is nonsense. All languages use finite means to express infinite ranges of thought. The finite means consist of the words or semantic elements together with the grammatical relationships these elements can assume. Guarani speakers sense no more limitation in the means at their disposal than we do in the means at our disposal. The vocabulary of the average Guarani-speaker is probably as large as that of the average speaker of any language. Gestures (not sign language) are an optional concomitant of Guarani speech just as they are of English. Paraguayans talk in the dark or over the telephone as freely as we do. You will hear in Guarani some of the most beautiful and eloquent speech you can imagine.</td>
</tr>
</tbody>
</table>
4. It is not clear what people mean when they say that such and such a language has no grammar. If they mean that grammar is not taught out of books in school, then it is true that many languages do not enjoy that blessing. However, if they think that any language is used without a system (that is, without rules of grammar) for forming sentences, then they are clearly mistaken. Communication through language is possible only because language is a system of rules for relating elements. The system, that is, the grammar, is learned by the child long before he is in school and it is learned, of course, without any formal instruction. In fact, although a mother is not conscious of the rules that govern her speech behavior, nor of having ever learned any rules, in fact he cannot speak a single sentence without applying grammar rules.

5. A confused notion exists about "phonetic" vs. "unphonetic" languages. It is thought that some languages cannot be written because their sounds are not phonetic. Supposedly, since the letters of the alphabet are assumed to have inherent values (those of English) and since many languages have un-English-like sounds, foreign to the known values of our letters, these languages must be "unphonetic." This confused thinking probably results from a basic misunderstanding of the nature of language, namely the false idea that writing is language, and that the letters of the Roman alphabet have constant values determined by some primeval revelation. In fact, language is essentially and primarily the use of speech sounds to convey meaning. "Writing is a representation, a transcription of speech. Speech is basic, the primary form of communication. Writing is derived, a secondary form of communication.

6. The strange and unphonetic sounds of Guarani are so infinitely varied and so peculiar that they cannot be learned. One has to be "born into Guarani."
7. Although every language has its own unique sound system, it does not follow that every language must have its own unique alphabet. Any phonetic alphabet such as the Roman, used in most of the Western-European languages, or the Cyrillic, used in Russian and many other languages, can be used to represent the minimal sound units of any language, with a little give and take, to be sure. English could just as well be written in Cyrillic or Arabic or Hindustani letters, just as Russian, Arabic, or Hindustani could be written just as well in Roman letters. The principle of alphabet adaptation is this: when letter symbols are pressed into service to represent the minimal sound units of a given language they must each be assigned "values" or READ-RIGHT RULES. Conversely, the minimal sound units of a given language, when these are to be represented by letter symbols, must be given unchanging transcription or SPELLING RULES. The result: ONE SOUND - ONE SYMBOL; ONE SYMBOL - ONE SOUND. Each phoneme (minimal sound unit) is represented always and only by the same symbol, and each symbol represents one and only one phoneme. This is known as the PHONEMIC PRINCIPLE OF SPELLING.

6. As everyone knows, Engrish is not written consistently according to the phonemic principle. With 33 phonemes in English and only 26 letters in the alphabet, we must admit that our own language has a very poor alphabet adaptation, a poor "fit." Guarani, on the other hand, has been fitted almost perfectly to a phonemic representation: there are 26 symbols for 26 phonemes. Only one compromise has been made: contrary to the strictest conventions of the Phonemic Principle.

7. Being unphonetic, Guarani is not a written language.
some of the phonemes are represented by double letter symbols, for example, mb and nd.

As to the desirability of having a standard, uniform pronunciation of every word in every language, this is fine, but fails to take into account the kind of variation characteristic of human behavior that produces and fosters dialect differences. English speakers understand one another in spite of rather wide differences in pronunciation across time and space. Paraguayans, in spite of some minor differences in speech in different parts of their area do equally well in communicating with each other.

Let's make some important generalizations from what we have said. It should now be clear that:

1. LETTERS DON'T HAVE OR MAKE SOUNDS.
2. LETTERS ONLY REPRESENT SOUNDS.
3. LETTER VALUES MUST BE DEFINED FOR EACH LANGUAGE.
4. SINCE THE ASSIGNMENT OF LETTER VALUES IS ARBITRARY, ALTERNATIVE WAYS OF REPRESENTING THE PHONEMES OF A LANGUAGE COULD BE EQUALLY VALID.
Guarani Can Be Learned

Adults do not learn languages in the same way children do, but a highly motivated adult who wants to achieve automatic control over the essentials of a foreign language in a short period of time can, under ideal conditions, approach that goal within a period of 300-400 hours of high intensity language training, if the training program fulfills certain conditions:

(a) Provides well-planned materials with useful content which meets the anticipated needs of the learner.

(b) Requires that the material be used for communication beyond the point where it is superficially learned.

(c) Provides for sufficient review, checking of individual progress, and diagnosing of individual problems, followed by individualized corrective "therapy."

The Principal Key of Language Learning

The requirement that the language be used for communication is of prime importance. This means that as words and patterns are presented they must be put to use at once and kept in use in real communication.

It is often necessary to practice the patterns and words briefly through what we call manipulation drills: repetition, substitution, patterned response and other drills. But no matter how adept one may become at manipulating patterns in the prescribed ways, what really counts is using the language not just for practice but for real communication. Pattern manipulation alone, no matter how well programmed or how prolonged, does not lead to success in language learning. It does not simulate real communication. It may become so dull and unrewarding that even highly motivated learners become frustrated and bored.

This, then, is the principal key in intensive language training: in class and out of class maximum use is to be made of the language for communication—even if that communication is at first linguistically imperfect and impoverished.

Three Auxiliary Principles of Intensive Language Learning

Three other principles of learning are held to be of major importance in intensive language training programs:
The Overview Principle suggests that one learns language more efficiently not by mastering each point of grammar or usage as it comes, but by viewing ahead, first getting only a nodding, passive acquaintance or understanding of a considerable area, that is, looking ahead to what one has to learn, then coming back to drill and use the patterns, gradually bringing more and more area under active control. It is held that mass acquaintance is turned more efficiently into "active control" than non-acquaintance is. And with less frustration and anxiety.

The Overload Principle suggests that if one is frequently challenged to and beyond his limit of powers, he will advance at the fastest rate. In general, overchallenge, wisely moderated, brings one's learning along much faster than underchallenge.

The Overlearn Principle suggests that efficient retention of material depends in part on using patterns intensively and with sufficient frequency that they become automatic. It is well known that a learned response will fade and be extinguished in time unless it is reinforced and strengthened through re-use. The Overlearn Principle suggests that a high response strength of language patterns be established through intensive manipulation and use. However, it is recognized that no matter how high the response strength may be at one time, unless it is reinforced through periodic use, it will be weakened or lost.

The Course Design

This course is designed with one primary goal in view: to encourage and lead the learner to communicate in Guarani in and out of class.

The course is organized so as to make use of the learning principles outlined above. Each unit has a PREPARATION STAGE which consists of a self-instructional program together with other activities for the student preparatory to meeting with the instructor or coming to class.

Following the Preparation Stage is the Core Stage or ETAPA PRINCIPAL, in which material is presented by the instructor in short question-answer exchanges called micro-wave cycles. This stage provides for supervised application and active use of the material introduced in the preparation stage.

"Micro-wave cycle is a term suggested by Dr. Paul Stevick of Foreign Service Institute to designate a mode of language study characterized by short exchanges which can be put to use immediately without long memorization or manipulation drills."
By means of the exercises and activities found in the core stage it is hoped that the student can attain a state of overlearning, which he will then maintain by the continued review and use of the material.

What is Expected of the Student

It is the express philosophy of this course that the student must exert himself to use every efficient means to learn Guarani. LANGUAGE LEARNING IS A CREATIVE PROCESS. The teacher's role is a relatively small one. Using whatever aids he and the teacher and the available materials can provide the student must fight the battle on his own. His brain must organize and direct the material consumed. His mind must somehow provide for the retention and later recall of what is "learned." You then, the student, are hereby notified that you are responsible to dig out and capture the language on your own.

To aid you in going as far as you can toward attaining competence in Guarani, the course materials have been desired in large part as a self-instructional program. By working carefully through the PREPARATION STAGE before coming to class you will have attained a degree of audio-lingual proficiency so that in class you can by-pass much of the calisthenics of drill and move more quickly to real communication. The following is a suggested procedure for working through the Preparation Stage:

1. Look over the SUMMARY.
2. Read through the PROGRAM. (The student should cover the answers with a card, give each answer out loud, and then check his answer. If tapes are used, parentheses () will be the signal to listen to the recorder. A "ding" on the tape will be the signal to stop the machine. An X will be the signal to pronounce or say something.)
3. Look over the SUMMARY once more.
4. Do the WRITTEN EXERCISES.
5. Listen to the LOOKING AHEAD section and follow instructions.
6. Read through the core material before coming to class, paying particular attention to the notes to the student.

The student will be expected to participate in the CORE and REINFORCEMENT stages in the following way:

1. Avoid the use of English.
2. Avoid wasting time in class; keep up to tempo.
3. Avoid questions in class unless they are brief and can be asked in Guarani. (Time will be allowed out of class for asking private questions in English.)
4. Take advantage of every opportunity to use Guarani. Drop your inhibitions and self-consciousness. Throw yourself into the activities.

A certain amount of "cold" memorization is strongly recommended as a means of developing fluency. The student will be expected to give high quality performances of some of the micro-wavu dialogues and other short pieces.
One Last Word

Your success in learning Guarani will not depend on the quality of the training program. It will depend on you, on your attitude, your motivation and your application. Maximum success will be achieved by one who sets his goals high, and who is willing to apply himself like mad to attain them. Attitude counts more than aptitude.

The price of fluent Guarani is high, but if you desire to communicate heart to heart with the rural Paraguayans, the rewards of being able to do so make the price cheap.

Get yourself set for a long, hard run, one which will only be begun in the formal training period, one which will take months of sweat after you reach Paraguay. Remember what you learn to use will depend on you.

GOOD LUCK!
Unit One

PREPARATION STAGE

Program

dialog 1.

(Remember to start the tape recorder at each (T).)

1. Guarani is an Indian language spoken in Paraguay. Because Indians originally spoke Guarani, it is called an Indian language.

2. A common greeting in Guarani is 'How?' This is easy to remember because Guarani is an Indian language and, as everyone knows, Indians greet each other by saying 'How?'

3. Actually, in Guarani 'How?' is short for 'How are you?' The Guarani word for 'How?' is written mba'ê ixa-na. What does mba'ê ixa-na mean?

4. Say the letter 'A.' and the word 'Shaw.' 'A. Shaw.' Now say 'Buy A. Shaw paw' stressing the A., which is underlined. Now say 'mm' like you are eating something good. Now put it all together and say: 'mm buy A. Shaw paw' emphasizing the A.

5. 'Mm buy A. Shaw paw' is close to the Guarani word mba'ê ixa-na. Say 'mm buy A. Shaw paw' rapidly three times. What does it mean?

6. Now when you see the Guarani word mba'ê ixa-na you will pronounce it 'mm buy A. Shaw paw'
7. If you met a Paraguayan now, you could greet him by saying ____________, which means 'How (are you)?'
   Mba'ë ixa-па?

   (T) (Listen and repeat the word precisely as you hear it.)

8. Since mba'ë ixa-па is a question, the Paraguayan will give a response. A common response to 'How are you?' is 'Just fine.' In Guarani 'Just fine' is I-porä-nte. I-porä-nte is a common response to the greeting mba'ë ixa-па? I-porä-nte means _______.

9. Say the English sounds 'pone on teh' stressing the 'on'. Now say the letter 'E.' 'E. pone on teh.' The 'on' is underlined because it must be stressed.

10. 'E. pone on teh' is very close to the Guarani sound I-porä-nte. Say 'E. pone on teh' rapidly three times. What does it mean?

11. Now when you see the Guarani word I-porä-nte you will pronounce it ____________.
   (T) (Listen and repeat)

12. Remember that mba'ë ixa-па? means 'How (are you)-chart' and is pronounced. mm buy A. Shaw paw

13. If you were greeted with mba'ë ixa-па? you could reply ____________ which means 'Just fine.'

14. But you may want to say 'Just fine. And you?' In Guarani 'And you?' is. Ha ndé? Ha ndé means ________.

15. Say the name of the motorcycle 'Honda.' Now say 'deh' instead of 'da', stressing the 'deh'. 'Honda.' 'Hon-deh'. What does it mean? And you?

16. 'Hon-deh' is close to the Guarani words Ha ndé? Say 'Hon-deh' rapidly three times. Now when you see the Guarani words Ha ndé? you will know that it is pronounced _______.

Hondeh
17. If a Paraguayan walked in right now, he might greet you by saying ______, which means 'How (are you)-padding?'

18. What would you say back to mean 'Just fine. And you?' ______

19. He would probably answer ______ meaning 'Just fine.'

20. Or he might say I-porä-nte avel which means 'Just fine too.' Avel means ______ or ______.

21. Say the English syllables 'awe veh E,' emphasizing the E. 'Awe veh E,' is almost the same sound as the Guarani word avel. Say 'awe veh E,' rapidly three times. What does it mean? ______

22. Now when you see avel, you will pronounce it like the English syllables ______.

23. Say I-porä-nte avel rapidly three times. What does it mean? ______

24. If you met a Paraguayan now, how could you greet him? Mba'ë ixa~pa?

25. If he replied I-porä-nte. Ha ndé?, how could you respond? ______

**dialog 1:**

<table>
<thead>
<tr>
<th>A. Mba'ë ixa~pa?</th>
<th>How (are you)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. I-porä-nte. Ha ndé?</td>
<td>Just fine. And you?</td>
</tr>
</tbody>
</table>
dialog 2.

1. The Guarani expression ha nđé means 'And you?' Since ha means 'and', what does nđé mean?

2. Actually nđé can mean either 'you' or 'your'. For example nđe-rêra means 'your name'. In this case nđé means _____ and rêra means name.

3. Say the English word 'data' pronouncing the first syllable as in 'debt'. Now put 'nn deh' in front and say: 'nn deh data'. This is close to the Guarani words nđe-rêra meaning ______. Say 'nn deh data' rapidly three times.

4. In English we say 'What's your name?', but in Guarani they say 'How your name?' In Guarani mba'ë ixa-pa means _______.

5. Mba'ë ixa-pa nđe-rêra then literally means _______.

6. Say mba'ë ixa-pa nđe-rêra rapidly three times. What does it mean?

7. How would you ask a Paraguayan his name?

8. He might answer Xè-rêra Carlos, which means _______.

9. Since nđé can mean 'you' or 'your', what do you suppose xè means?

10. The word xè meaning 'I' or 'my' sounds almost like the English sound 'sheh'. X is pronounced like ___ in English.
11. Say xe-réra rapidly three times. (T) Now say it again followed by your own name: xe-réra (your name). What you said means ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ 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22. Say 'awe voo awe' rapidly three times. This sounds something like A-yyá which means 'I'm happy'. (T) Now say 'Roy's squaw' without the "S's": 'Roy quaw'. Now say 'Roy quaw awe'. Which sound do you emphasize? 

23. Say 'voh'. Now say these four sounds: 'Roy quaw awe voh'. Say it rapidly three times. This sounds like roi-kuàà vo which means 'to know you'. Which sound is stressed? 

24. Put it all together now: 'awe voo awe Roy quaw awe voh'. What does it mean? 

25. Now when you see A-yyá roi-kuàà vo you will know that it is pronounced: 'awe voo awe awe voh'. 

(T) 

26. If you had just met a Paraguayan how would you say 'What's your name?' in Guarani? 

27. If he said Xe-réra karaí Gems. Ha ndé? you could respond? 

28. What could you say then? 

**dialog 2:** 

| A. Mba'ë ixa-pa ndé-réra? | What's your name? |
| B. Xe-réra karaí (name). Ha ndé? | My name's Mr. (name). And you? |
| A. Xe-réra karaí (name). | My name's Mr. (name). |
| B. A-yyá roi-kuàà vo. | I'm happy to know you. |
listening in

A. Karai! Mba'ë ixa'pa?
B. I-porã-nte. Ha ndé?  
A. I-porã-nte avei. Mba'ë ixa'pa nde-řera?
B. Xe-řera karai Gomez. Ha ndé?
A. Xe-řera Antônio.
B. A-vy'á roi'kuáá vo.
A. A-vy'á avei roi'kuáá vo.

Memorization

dialog 1.
A. Mba'ë ixa'pa?
B. I-porã-nte. Ha ndé?
A. I-porã-nte avei.

dialog 2.
A. Mba'ë ixa'pa nde-řera?
B. Xe-řera karai (name). Ha ndé?
A. Xe-řera karai (name).
B. A-vy'á roi'kuáá vo.

GUARANT

mba'ë ixa'pa
i-porã-nte
avei
ha
nde
xé
nde-řera
xe-řera
karai
a-vy'á
roi'kuáá vo

Summary

how? How are you?
just fine
too; also
and
you; your
I; my
your name
my name
Mr.
I'm happy
to know you
Written Exercises

1. Copy each word or phrase in the summary two or three times, pronouncing it and thinking of its meaning as you write it.

2. Circle the correct spellings:

   a. i-pora-nte  i-porã-nte  iporã-nte
   b. Hâ ndé  Ha ndé  Ha-ndé
   c. mba'e ixa̱-pa  mbaé' ixa̱-pa  mbaé' ixa̱-pa
   d. avei  avié  aveí
   e. ndé-rêra  ndé-rêra  ndê-rêra
   f. karaì  karai  karaí
   g. a-vyá  a-vyá  a-v'yá
   h. roí-kuaá vo  roi-kuaá vo  roi-kuaá vo

3. From the material in the summary create ten new sentences that you think could be valid Guarani sentences.

   New Expressions

   (mnemonic hook)

<table>
<thead>
<tr>
<th>xé</th>
<th>I; my</th>
<th>not she but sheh</th>
</tr>
</thead>
<tbody>
<tr>
<td>ndé</td>
<td>you; your</td>
<td>night n' deh</td>
</tr>
<tr>
<td>ha'è</td>
<td>he; she</td>
<td>ha(t) eh</td>
</tr>
<tr>
<td>oré</td>
<td>we; our</td>
<td>ole for us</td>
</tr>
<tr>
<td>pež</td>
<td>you-all; your</td>
<td>pain</td>
</tr>
<tr>
<td>-hendú</td>
<td>listen</td>
<td>hand to the ear</td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>-studiá</td>
<td>study</td>
<td>(from Spanish)</td>
</tr>
<tr>
<td>-ře'ě</td>
<td>speak; talk</td>
<td>Speak Russian? nyi</td>
</tr>
<tr>
<td>-'ě</td>
<td>say</td>
<td>Eh? What did you say?</td>
</tr>
<tr>
<td>jevý</td>
<td>again</td>
<td>again in a jiffy</td>
</tr>
<tr>
<td>ci-porã</td>
<td>that's fine</td>
<td></td>
</tr>
<tr>
<td>pa</td>
<td>(question marker)</td>
<td></td>
</tr>
</tbody>
</table>

**expressions needed for classroom operation**

<table>
<thead>
<tr>
<th>pe-hendú</th>
<th>listen (escuchar)</th>
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</thead>
<tbody>
<tr>
<td>jevý</td>
<td>again</td>
</tr>
<tr>
<td>pej-ě</td>
<td>say it (diganlo)</td>
</tr>
<tr>
<td>oi-porã</td>
<td>that's good</td>
</tr>
<tr>
<td>nahāniri</td>
<td>no</td>
</tr>
</tbody>
</table>
Pronunciation of Guarani: an approximation

1. Many of the people who speak Guarani also speak Spanish. The sounds of Guarani and Spanish are quite different in many respects, but in some ways they are the same. For example, the letter 'a' is pronounced the same in both languages. 'A' is pronounced ____ in Spanish and Guarani.

2. In fact all the vowels (a, e, i, o, u) are pronounced the same in Spanish and Guarani. Listen and say these vowels (T): a, e, i, o, u. These vowels (are/are not) Guarani vowels.

3. In Spanish the letter 'y' is sometimes used to represent the same sound as the letter 'i'. But in Guarani the letter 'y' is used to represent a sound that does not exist in Spanish: listen 'y'. Sometimes this sound is pronounced in the English word 'just' when it is lengthened out. (T)

4. Which of the following Guarani sounds do not exist in Spanish: a, e, i, o, u, y?

5. Some letters in Guarani are pronounced much like the same letters in English. For example, the Guarani h, y, and j are pronounced almost like the English 'h', 'y' and 'j' in 'home', 'very', and 'jump'. These are (the same as/different from) the Spanish pronunciation of these letters. Listen and say the following Guarani words (T): ha, aveí, jeyí.
6. The letter x in Guarani represents the 'sh' sound as in 'shaw'. How would you write the sound 'shaw' in Guarani? xa
(T) Listen: xe, xo, xi, xo, xu, xy.

7. How would you pronounce xa in Guarani? shaw

8. In Guarani the letter g represents the same sound that is spelled 'ng' in the English words 'sing', 'bring', and 'bang'. How would you represent the sound 'long' in Guarani? lag

9. How would you pronounce the letters keg in Guarani? kong (T)

10. A g in Guarani is usually pronounced like a 'g' in English as in the word 'go'. But a gu in Guarani is pronounced like the English 'w' as in 'want', or as in the Spanish 'guaro'. Thus the letters gua would be pronounced wa (T).

11. What do you suppose the pronunciation of the word Guarani would be? warani (T)

12. How would you write the sound 'wong' using Guarani letters? guag

13. The letters t, d, b, and p are pronounced much the same in Guarani as in Spanish. (T) tata, nde, pa, mbə.

14. The letters m, n, and f are also pronounced much the same in Guarani as in Spanish. (T) ma, na, ma.

15. The Guarani r, s, and k are also like the Spanish 'r', 's', and 'k'; and 'c' (before a, o, u) or 'qu' (before i, e) péra or karaí.

16. Some Guarani words that have been borrowed from Spanish may be written with other letters such as 'c' and 'z' as in the words camisá and zapatú. Say these words (T)
17. Another consonant that is very common in Guarani is the glottal stop. The glottal stop is written with an apostrophe ('). In English the glottal stop is often used in place of 't' in the words 'mountain' and 'eaten'. (T) ('mount'n not 'mount' and 'eaten' not 'ean'.) If the glottal stop were not pronounced in these words they (would/would not) mean the same thing. The glottal stop is also used in other English expressions: (T) qu'oh, huh-two, ah-ah.

18. The glottal stop is the only difference between the Guarani words 'delicate' and 'loosen' ([T] po'í and po-'í). Pronounce the following in Guarani: (T) po'í, po-'í; ha'è, ha'è; mba'è, mba'è. In Guarani, a glottal stop (could/could not) change the meaning of a word?

19. In the word -mba,'apó the dot between the two vowels may be pronounced as a glottal stop: (T) -mba,'apó. But -mba,'apó can also be pronounced with a lengthened vowel instead of a glottal stop: (T) -mba,'apó. So the dot between the vowels means that there can be either a glottal stop or a lengthened vowel.

20. A dot between any two vowels signifies a lengthened vowel or a glottal stop.

21. Another feature of the Guarani sound system is nasalization. For example, the Guarani words for 'hole' and 'finger' are the same except for nasalization: (T) kuá (hole) and kuá (finger). Nasalization (does/does not) make a difference in meaning? Say (T) kuá and kuá.

22. Say the following Guarani syllables, first oral, then nasalized: (T) ka, kë; kë, kë; ki, kë; ko, kë, ku, kë; ky, ky. Nasalization is represented by a tilde (').
23. A syllable with a tilde (˘) over it is called a 'source or center of nasalization'. A 'source or center of nasalization' has an effect on the syllables surrounding it. For example, the phrase i-pör-ā-pa contains the nasalized syllable (source or center of nasalization) rā. As a result, the other syllables are also nasalized. Say i-pör-ā-pa. As rā is the 'source or center of nasalization'.

24. The effect of nasalization becomes weaker the farther it is from the 'source or center of nasalization', and finally dies out completely or runs into a barrier which stops the effect. (Nasalization barriers will be discussed in a later lesson.) The span or stretch of speech that is nasalized is called a 'nasal span'. The four syllables in i-pör-ā-pa are an example of a nasal span.

25. When certain letters lie within a nasal span, they are written and pronounced differently. For example, when the letter j falls within a nasal span it is written ŋ and pronounced ŋ. Thus if ŋ were within a nasal span, it would be written ___ and pronounced ___.

26. When b is in a nasal span, it is written with a dot under it (˘) to signify that it 'zeros out' (is not pronounced). How would you write the phrase mba'ē rā, in which the b lies within the nasal span? mba'ē rā

27. How would you pronounce mba'ē rā?

28. When d is in a nasal span it is written with a dot under it (˘) to signify that it is not pronounced. How would you write the phrase nde-kuā, in which the d lies within the nasal span? nde-kuā

29. How would you pronounce nde-kuā?

30. Whenever you see a dot under a d or b (˘) you will know that it (is/is not) pronounced, because it falls within a nasal span.
31. In a nasal span the tilde (\^) marks the source or center of nasalization.

32. The tilde, then, actually marks the point of strongest nasalization as pictured below.

```
    end  i-po^-pa  end
    center
```

Which of the above syllables is least nasalized?

33. How would you picture the nasalization in the word peē? (T)
   Say peē.

34. How would you picture the nasalization in the word hēe? (T)
   Say hēe.

35. Since the source or center of nasalization is also the point of stress, the tilde really marks two things, the source or center of nasalization, and the point of stress.

36. Where is the stress in the word i-porēnte? (T)
   on the rā

37. If a word is not nasalized, the stress is located with an accent mark (^).
   Where is the stress in the word keraï? (T)
   on the i

38. Certain compound forms have two stresses. The strongest one will be located with the primary accent (^), and the other one will be shown with the secondary accent mark (^). Where is the primary accent in the words ha'ē kuēra?
   on the kuē

39. Where is the secondary accent in ha'ē kuēra?
   on the 'ē

40. Where is the primary accent in the word oī-pōra?
   on the rā
41. Where is the secondary accent in ol-porë?

42. Listen and repeat again the vowels in Guarani: a, e, i, o, u, y. (T)

43. Listen and repeat the vowels again, this time nasalized: ā, ē, ĩ, ō, ŭ, y. (T)

44. How do you pronounce ha, jevē, xa, guaē and Guarani? (T)

45. Remember that the glottal stop can change the meaning of a word. Say 'delicate' and 'loosen': poë; po'ē. (T)

46. What are two possible pronunciations of -mba.adē? (T)

47. Nasalization can/cannot change the meaning of a word? can

48. Say the words for 'hole' and 'finger' in Guarani: kuā; kuā. (T)

50. How would the following words be written if they fell within a nasal span, ja, mba'ē, ndē? ūa, mba'ē, ndē

51. How would ūa, mba'ē and ndē be pronounced? ūa, ma'ē, né with a tilde (~)

52. How is the primary stress located on a nasalized word? with a tilde (~)

53. How is the secondary stress located on a nasalized word? with a tilde (~)

54. The hyphen (-) is used to connect syllables that don't have meaning by themselves. In English 're' doesn't mean anything by itself, but when it is connected to a verb as 'unite' it means 'to do again'; 'reunite'. 'Re' (does/doesn't have) meaning by itself? doesn't have
55. Similarly, -nte is meaningless by itself, but when attached to norā it means 'just' or 'only'. The hyphen is used to connect syllables that must be connected to have meaning.

56. Verb stems such -studiā are preceded by a hyphen. This indicates that they (are/are not) used as meaningful items by themselves.

57. Some verb stems have a capital I or J following the hyphen. Example: -Ikuaā, -Japā. This indicates that these verbs belong to the I-verb class or the J-verb class. (I-verbs and J-verbs will be discussed later.)

58. The hat (ų) is similar to the hyphen (−) in that it connects syllables that cannot stand alone. However, the hat (ų) is used only to connect the question marker pa and the negative markers. (These will be discussed later.) The pa and the negative markers (can/cannot) stand by themselves.

59. A dot over an r (r) does not affect the pronunciation but indicates that the word is what is called an R-H factor word. (R-H factor will be discussed later in detail.) A dotted 'r' (r) (is/is not) pronounced like an undotted 'r' (r).

60. A dot over an 'h' (h) or a 't' (t) also signifies that the word is an R-F factor word. The dot does not affect the pronunciation.

61. A dot under a 'b' (b) or a 'd' (d) does affect the pronunciation of the word. In this case the dot means that the letter 'zeros out' or is not pronounced.

62. A dot between two vowels (as in -mba.apō) (does/does not) affect the pronunciation?
A dot between two vowels may be pronounced as a glottal stop or as a ________ of a vowel.

Summary

1. VOWELS: 
   a, e, i, o and u are like the Spanish vowels. Y is pronounced with tongue positioned for u (as in put) and lip positioned for l.

2. CONSONANTS: 
   j: jump 
   v: very 
   h: home 
   x: shall 
   ñ: sing 
   ñ: want 
   t, d, r, b, k, g, m, n, l are pronounced like the same letters in Spanish.

3. GLOTTAL STOP: 
   'catch' or hiatus in the middle of oh-oh. Written with an apostrophe ('). A dot between two vowels (a-a) may also represent a glottal stop. However such a dot means a lengthened vowel can be used in place of the glottal stop.

4. NASALIZATION: 
   The vowel of any syllable may be nasalized and become a 'nasal center'. ñ, ñ, ñ, ñ, ñ, ñ. The effects of nasalization spread outward from the 'source or center of nasalization' with a decreasing effect, until it is stopped or dies out. The area that is affected is called the 'nasal span'. Within a 'nasal span' ñ becomes ñ, ñ becomes ñ and ñ becomes ñ. The ñ and ñ are not pronounced.

5. STRESS: 
   nasal word non-nasal word 
   Primary stress 
   Secondary stress
6. HYPHEN: The hyphen is used to connect certain word parts which cannot stand alone.

7. HAT: The hat (') connects the suffix pa, the negative markers, and the object pronoun. These elements may be called 'clitics'.

8. DOTTED LETTERS: A dotted i, e, or o is pronounced like the same letter without the dot. The dot signifies that the word is an R-H factor word.

9. CAPITAL LETTERS: A verb stem that begins with a capital i or j is called an I-verb or J-verb respectively.

Written Exercises

1. Write each vowel and consonant in the summary, pronouncing it as you write it.

2. Write and pronounce the nasalized vowels and a d and b that fall within a nasal span.

3. Copy the following words and pronounce them:
   
   so'o
   ha'ë
   mba'ë
   ñë'
   jev'ë
   -hendú
   ndé
   nge-rëra
   of-porá
   pez
   roi'kuaá
   hëë
   xe-rëra
   mba'ë ixa'pa
   a-vy'á

4. Which of the following verbs are I-verbs or J-verbs?
   -Ikuaá -Japó -ké -jeruré -Ikó -studiá -Imé

5. Which of the following cannot stand alone?
   po pa -rëra ŋera -studiá. I-porá i
   -Ikuaá ja-há -Japó nda' kuá nde- nté

6. Listen again to the tape (Prep C: Advanced Organizer-Program) and without referring to the program or summary write all the sounds that you hear.
### Looking Ahead

<table>
<thead>
<tr>
<th>ko'ë øga</th>
<th>nov</th>
</tr>
</thead>
<tbody>
<tr>
<td>ko'âra</td>
<td>today</td>
</tr>
<tr>
<td>peteî</td>
<td>one</td>
</tr>
<tr>
<td>mokõi</td>
<td>two</td>
</tr>
<tr>
<td>žbõhepy</td>
<td>three</td>
</tr>
<tr>
<td>irundý</td>
<td>four</td>
</tr>
<tr>
<td>ha</td>
<td>and</td>
</tr>
<tr>
<td>tères</td>
<td>or</td>
</tr>
</tbody>
</table>
expressions needed for classroom operation

ndé                  you (ud. or tú)
e-hendú              listen (escuche)
er-é                  say it (dígalo)
peē                  you (Uds.)
Unit Three

CONTENTS

1. asking questions
   a. by upward intonation
   b. by question marker pa

2. e- singular imperative, second person
   pe- plural imperative, second person

3. imperative forms of -'e (to say)

4. command softener ai

5. pronoun prefixes
   xe   a-
   nde   re-
   ha'ê   o-
   orê   ro-
   peê   pe-

6. progressive hîna

7. preposition 'IN'     -pc : (-me)

8. position of pa

9. irregular conjugation: of vowel stem verbs
   -'ê  -  to say
   -'û  -  to eat

vocabulary

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>chino</td>
<td>-ê</td>
</tr>
<tr>
<td>guarani</td>
<td>hugê</td>
</tr>
<tr>
<td>inglés</td>
<td>Ikô</td>
</tr>
<tr>
<td>karal-ëe'ê</td>
<td>Ikuaá</td>
</tr>
<tr>
<td>kokuê</td>
<td>Jepô</td>
</tr>
<tr>
<td>ruso</td>
<td>leé</td>
</tr>
<tr>
<td>so'ô</td>
<td>-'ú</td>
</tr>
<tr>
<td>va-orrê</td>
<td>-kê</td>
</tr>
<tr>
<td>-nanô</td>
<td></td>
</tr>
</tbody>
</table>
Mixi mI
pora
vaI

Personzal Pronouns
ha'e kuera
mbede

Grammatical Items
kuera pluralize
(VERB)-se want to
-ve mainly

Interrogatives
mava pa?
mba'ed pa?
mba'ed-pe pa?
mospa?
1. The statement 'you' is ndé. The question 'you?' is either ndé (with upward intonation) or ndé-'pa (without upward intonation). Pa on the end of a word or phrase makes the word or phrase a question. Pa is called a question marker.

2. There are, then, two kinds of question markers: a phrase suffix or a rising intonation on the last part of the sentence.

3. How would you turn Carlos into a question using pa?

4. How would you turn Carlos into a question using a rising intonation?

5. I-porã-nte means 'Just fine'. How would you make 'Just fine' a question using pa?

6. Does the intonation rise when the pa question marker is used?

7. The verb stem -hená means 'listen'. To tell or command someone to listen is -hená! The command form requires an e before the verb stem. -Studíá means to study. How would you tell someone to study?
1. The command to 'listen' directed to more than one person is pe-hendú. The plural command requires the prefix pe before the verb stem. This is easy to remember if you think of the p as standing for 'plural'. How would you tell two people to 'study'?

(The imperative of -é)

2. The verb -é is irregular. The singular command to 'say (it)' is er-é. Say er-é. What does it mean?

3. The command directed toward more than one person (plural command) to 'say (it)' is pej-é. Say pej-é.

(Softening of the imperative)

4. To 'soften' a command in English we say 'please' as in 'Study, please'. In Guarani one way of making the command less harsh is to add mI after the verb. So a more polite way of telling a person to 'study' would be to say E-studia mI. The command is made more polite by adding the mI.

(This is literally the equivalent of Paraguayan Spanish Estudie un poco, 'please study'.)

5. Note that the primary stress is on the mI. How would you politely tell someone to 'listen'?

6. How would you politely ask a group of people to 'listen'?

7. Write and pronounce the following commands in Guarani, directing the command toward one person:

   Study  E-studia mI
   Listen  E-hendu mI
   Talk  E-ñê'e mI
   Say (it)  E-ñê'e mI
   Read  E-lée mI
15. Now say the following commands in polite Guarani, directing the command toward a group of people:

- Study
- Listen
- Talk
- Say (it)
- Read

16. In Spanish when the subject is the first person singular pronoun yo the verb adds a corresponding first person singular suffix, after the stem. For example, -o in 'yo hablo'. In Guarani when the subject is the first person singular pronoun xe the verb adds a corresponding first person singular prefix before the stem. Except with vowel stem verbs, this first person prefix is a-. How would you say 'I study' in Guarani?

Xé a-studia

17. Notice that the person prefix is joined to the stem by a hyphen. How would you say 'I talk'?

Xé a-re'ë

18. How would you say 'I listen'?

Xé a-hendú

19. If the subject is third person (ha'ë), the person prefix is o. 'He listens' would be ha'ë o-studia. How would you say 'He studies'?

Ha'ë o-studia

20. How would you say 'He speaks'?

Ha'ë o-re'ë

21. How would you say 'He listens'?

Ha'ë o-hendú

22. The other pronouns also take corresponding person prefixes. Look at the examples below:

Xé re-hendú
Oré ro-hendú
Peë re-hendú

You listen
We listen
You-all listen
23. The person prefix for 'you-all' (peē) is pe. What does Peē pe-hendū mean? You-all listen

24. The person prefix for 'we' (orē) is ro. What would Orē ro-hendū mean in English? We listen

25. The person prefix for 'you' (ndē) is re. What would Ndē re-studiā mean? You study

26. What are the appropriate prefixes for the phrases below:

Xē __-studiā. I study. a
Ndē __-studiā. You study. re
Ha'ē __-studiā. He studies. o

27. What are the appropriate prefixes for the phrases below:

Xē __-ē'ē. I speak. a
Orē __-ē'ē. We speak. re
Peē __-ē'ē. You-all speak. pe

28. What are the appropriate prefixes for the phrases below:

Peē __-hendū. You-all listen. pe
Orē __-hendū. We listen. ro
Ha'ē __-hendū. He listens. o
Xē __-hendū I listen. a
Ndē __-hendū. You listen. re
29. Write and pronounce the following in Guarani:

I study. Xé a-studiá.
I listen. Xé a-hendú.
You study. Ndé re-studíá.
We talk. Oré ro-ñe'ë.
We read. Oré ro-leé.

(dropping the independent pronoun)

30. 'I listen' could be Xé a-hendú or just A-hendú. Since the person prefix a is used only for the first person, the independent pronoun xé does not need to be expressed. How would you say 'He listens' without using the pronoun? O-hendú

31. Write and pronounce the following in Guarani without using the pronouns:

I study. A-studiá.
I listen. A-hendú.
He listens. O-hendú.
We talk. o-ñe'ë.
You-all listen. Pe-hendú.
You study. Re-studíá.
We read. Ro-leé.
32. Xé a-studia means 'I study'. 'I am studying' is Xé a-studia hina. A-hendú means 'I listen'. How would you say 'I am listening'?

33. Write and pronounce the following in Guarani:

I am studying.
We are studying.
You-all are studying.

34. What would Xé a-studia hina guarani mean?

35. Inglés means 'English' in Guarani. How would you say 'I'm studying English'?

36. We could say 'I'm speaking English' or 'I'm speaking in English'. It is common also in Guarani to use in. Inglés-pe means 'In English'. __ means 'in'.

37. How would you say 'He is talking in English'?

38. 'In English' is inglés-pe, but 'In Guarani' is guarani-me. The suffix -pe, when preceded directly by a stressed nasalized vowel changes to __.

39. How would you say 'He is talking in Guarani'?

40. How would you tell a friend to talk in Guarani?
41. How would you tell someone 'to say (it)' in Guarani?

42. How would you tell a group 'to say (it)' in Guarani?

(position of pa)

43. Ndé re-stūdiā means 'you study'.

Ndé-pa re-stūdiā? means 'Do you study?'
The question marker pa comes after the first ______.

44. Ha'ē o-stūdiā hīnā means 'He is studing'.

How would you ask 'Is he studying?'

_______ o-stūdiā hīnā?

45. Write and pronounce the following in Guarani:

Are you listening?

Does he study?

Are you-all speaking in Guarani?

46. Since the subject pronoun need not be expressed, 'you study' could be re-stūdiā. The question 'Do you study?' then would be re-stūdiā-pa? The question marker goes after the verb if that is the first word. How would you ask 'Do you listen?' without using ndé?

47. 'Are you studying?' would be re-stūdiā-pa hīna? The hīna follows the ______.

48. How would you change re-ñe'ē hīna into a question?

49. What does Re-ñe'ē-pa hīna mean?

Èr-e mì guaranî-me.
Pøj-e mì guaranî-me.

Ha'ē pa

Ndé-pa re-hendū hīna?

Ha'ē pa o-stūdiā?

Peē-pa pe-ñe'ē hīna guaranî-me?

Re-hendū pa

Pa
50. Without using pronouns write and pronounce the following in Guarani:

Are you studying Guarani?
Re-studiá-pa hína guarani?

Are you-all listening?
Pe-hendú-pa hína?

Does he speak Guarani?
O-ñe'ê-pa guarani?

Is he speaking in Guarani?
O-ñe'ê-pa hína guarani-me?

(review)

51. How would you politely tell someone the following in Guarani?

Study.
E-stúdia mî.

Listen.
E-hêndu mî.

Say (it).
Èr-e mî.

Speak.
E-hê'e mî.

52. How would you give the following commands to a group of people?

Study.
Pe-stúdia mî.

Listen.
Pe-hêndu mî.

Say (it).
Pèj-e mî.

Read.
Pé-lèe mî.

53. How would you say 'Does Carlos speak Guarani?'

Carlos-pa o-ñe'ê guarani?

54. Verbs of one syllable, like -'e 'say' and -'ú 'eat' are irregular conjugation:

<table>
<thead>
<tr>
<th>ha-'é</th>
<th>ro-'é</th>
<th>ha-'ú</th>
<th>ro-'ú</th>
</tr>
</thead>
<tbody>
<tr>
<td>ñe-'é</td>
<td>pej-'é</td>
<td>re-'ú</td>
<td>pe-'ú</td>
</tr>
<tr>
<td>ke-'í</td>
<td>ho-'ú</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Just note these irregularities. Drills will be provided later.
Summary

**QUESTION MARKER:** pa after a word or phrase makes the word or phrase a question.

|------|------|--------------|------------|

**COMMAND FORM:** e plus the VERB STEM is the singular COMMAND (COMMAND directed towards one person).

<table>
<thead>
<tr>
<th>E-hendã</th>
<th>Listen. (Escuche.)</th>
</tr>
</thead>
</table>

pe plus the VERB STEM is the plural COMMAND (COMMAND directed towards more than one person).

<table>
<thead>
<tr>
<th>Pe-hendã</th>
<th>Listen. (Escuchen)</th>
</tr>
</thead>
</table>

mi after the COMMAND softens the command (makes the command less harsh). The mi takes the primary stress. It is equivalent to the Paraguayan Spanish 'un poco' after an imperative verb.

<table>
<thead>
<tr>
<th>E-hendu mi</th>
<th>Listen, please (Escuche un poco).</th>
</tr>
</thead>
</table>
PERSON PREFIXES: A PERSON PREFIX which agrees with the subject is added to the VERB STEM.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prefix</th>
<th>Verb Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>a</td>
<td>(Xé) a-hendú.</td>
</tr>
<tr>
<td>he</td>
<td>o</td>
<td>(Ha'ê) o-hendú.</td>
</tr>
<tr>
<td>you</td>
<td>re</td>
<td>(Náê) re-hendú.</td>
</tr>
<tr>
<td>we</td>
<td>ro</td>
<td>(Oré) ro-hendú.</td>
</tr>
<tr>
<td>you-all</td>
<td>pe</td>
<td>(Peê) pe-hendú.</td>
</tr>
</tbody>
</table>

Since the subject is indicated by the PERSON PREFIX, the subject pronouns may be dropped.

<table>
<thead>
<tr>
<th>Verb Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xé a-hendú.</td>
<td>I listen.</td>
</tr>
<tr>
<td>a-hendú</td>
<td>I listen.</td>
</tr>
<tr>
<td>Ha'ê o-hendú.</td>
<td>He listens.</td>
</tr>
<tr>
<td>o-hendú</td>
<td>He listens.</td>
</tr>
</tbody>
</table>

PROGRESSIVE: A VERB plus hína forms the PROGRESSIVE.

<table>
<thead>
<tr>
<th>Verb Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-hendú</td>
<td>I listen.</td>
</tr>
<tr>
<td>A-hendú hína</td>
<td>I am listening.</td>
</tr>
</tbody>
</table>

'IN....' The form for 'in' is -pe. _Pe follows the NOUN.

<table>
<thead>
<tr>
<th>Noun Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inglés-pe</td>
<td>In English.</td>
</tr>
</tbody>
</table>
POSITION OF PA:

Pa is placed after the SUBJECT if it is the first word in the sentence.

Ndé-pa re-hendú hîna? Are you listening?

It is placed after the VERB if it is the first word in the sentence.

Re-hendú-pa hîna? Are you listening?
O-studiá-pa hîna? Is he studying?

A handful of verb stems are made up of a single vowel. Their conjugation is slightly irregular, but they are high frequency verbs.

ha-'e ro-'é ha-'ú ro-'ú
er-'e pej-'é re-'ú pe-'ú
he-'í ho-'ú
Written Exercises

1. Make singular and plural commands out of the following verbs and give English translations. (Make the commands polite.):

-ñe'ë -hendú -'é -studiá

2. Change the following words or phrases into questions:

Carlos
Né
Xé ha Carlos
Oré
I-porän-te

3. Make the following sentences progressive:

Carlos o-studiá guaraní.
Xé a-studiá guaraní.
Peē'pa pe-studiá guaraní.
Oré ro-hendú guaraní.

4. Translate the following into Guarani:

a. I am studying English.
b. He is listening (to) Guarani.
c. We speak in Guarani.
d. You-all speak in English.
e. I tell (it) in Guarani.
f. I eat meat (so'ô)
g. Carlos is speaking in Guarani.
h. Speak in Guarani.
i. Say (it) again.
j. He is reading in Spanish.

Listening In

A. Mba'ê ixa-pa, Carlos?
How are you, Carlos?

B. I-porã-nte. Há ndê?
Just fine. And you?

A. I-porã-nte aveí. Ndê-pa re-studiã hîna guarani?
Just fine, too. Are you studying Guarani?

B. Hêe, a-studiã hîna.
Yes, I am.

A. Ha David? O-studiã pa hîna guarani aveí?
And David? Is he studying Guarani too?

B. Nahãniri, ha'ê o-studiã hîna inglês.
No, he is studying English.

A. Oi-porã! Xê ha Gládyys ro-studiã hîna inglês aveí.
That's fine. Gladys and I are studying English too.

Gladys and Carlos, how are you?

A. Gládyys ha Carlos, mba'ê ixa-pa?
Just fine. And you?

B. I-porã-nte. Ha ndê?
Just fine, too. Do you speak English?

A. I-porã-nte aveí. Pe-ñe'ê pa inglês?
Us? No, we speak Guarani.

B. Orê-pa? Nahãniri, orê ro-ñe'ê guaranî.
Say 'Hello' in Guarani.

A. Êr-e mî 'Hello' guaranî-me.
"Mba'ê ixa-pa." Is that good?

B. "Mba'ê ixa-pa." Oi-porã-pa?
Yes, that's good.

A. Hêe, oï-porã.
A. Are you studying Guarani, Carlos?

B. Yes, I am.

A. How do you study?

B. I speak in Guarani.

A. That's fine, Carlos.

Memorization

dialog 1.

A. Are you studying Guarani?

B. Yes, I'm studying Guarani.

A. Are you studying English too?

B. No. He's studying English.

A. Are you talking in English?

B. No, we are talking in Guarani.

Looking Ahead

(Nouns)

Karai-ñe'e: Spanish (señor-talk)
(Verbs)

- mba'apó work
- ikuaá know
- ikó live; get along
- japó do; make
- scriví write
- leé read
- hugá play

(Interrogatives)

- mba'é'pa what?
- māva'pa who? which?
- moō'pa where?
- mba'é-pe'pe'pa in what?

(Modifiers)

porá well; good; pretty
vaí bad, ugly
mixá mí a little

(Time expressions)

ko'āga now
ko'āga-ite right now

(Grammatical items)

kuéra pluralizer

(expressions needed for classroom operations)

e-porandú i xu-pé
ask him (of her)
E-porandú i xu-pé mba'é'pa
Ask him what he is studying
o-studia hína.
Listen: For Study

I am studying Spanish now. And you?

I am studying Spanish too.

And what are Carlos and Gladys studying?

They are studying Guarani.

We should study Guarani too.

Let's study then!

What do you want to study?

I want to study Guarani.

And where do you want to study?

I want to study in the school.

Do you know Carlos?

Carlos? Yes, I know Carlos well.

And you know Julio too?

No.
IV.

A. Moš-pa rei-kó ndé?
B. Xā-pa? Xé ai-kó Paraguáy-pe.
A. Ha moš-pa oí-kó ha’è kuéra?
B. Ha’è kuéra oí-kó Denver-pe.
A. Ha peë-pa pei-kó porá-nte Paraguáy-pe?
B. Heé. Roi-kó porá-nte.
A. Ha mba’ ixá-pa oí-kó Carlos?
B. Ha’è oí-kó porá-nte aveí,

Where do you live?
Me? I live in Paraguay.
Where do they live?
They live in Denver.
And you get along well in Paraguay?
Yes, we get along just fine.
And how is Carlos?
He is just fine too.

V.
A. Mba’è-pe-pa re-mba ápo-vé?
B. A-mba.ápo-vé kokué-pe.

What do you work 'in, mainly
I work mainly in agriculture.
Unit Four

CONTENTS

gramm ar points

1. Ũandé and pronoun prefix ja- (ŋa-) 'We (incl)'
2. kuéra - pluralizer
   a. nouns
   b. ha'ẽ kuéra (they) and person prefix o-
3. Let's...
   ja- (or na-) prefix
4. VERB-sé 'WANT TO...
5. I-VERBS (require i on the pronoun prefix)
   Ikó
   Ikuaá
6. J-VERBS (require j on the pronoun prefix)
   Japó
7. -pe - 'IN', 'AT'; 'TO'
8. -pe as direct object marker for persons
9. va.erá 'SHOULD'; 'MUST'; 'OUGHT'
10. pa as 'WHETHER'; 'IF'
11. guá 'FROM'; 'OF'
12. -pe guá 'ASSOCIATED WITH'; 'OF'
13. ajé pa? 'RIGHT?'
14. Affirmation
    hée 'YES'
    upé ixa hína 'YES, INDEED'
15. Review of complete set of person prefixes
16. Review of three imperative forms
    e- singular 2nd person
    pe- plural 2nd person
    ja- (ŋa-) plural 1st person 'LET'S
vocabulary

Nouns and Nominals
banco
béisbol
biblioteca
cacerola
cafetería
cancha
clase
cocina
colador
cucharas
Cuerpo de Paz
domitorio
escuela
excusado
fábrica de acero
sapatería
fútbol
hárra
hárro
hára
hospital
hotel
jepé'á
karú
kéva
lápis
livro
matemáticas
mantel
merudú
nde-réra
óga
olla
organización
pelota
peluquería
péva
plato
psicología
tatá
tembi'ú
tenedor
tupaó

universidad
voluntario

Names of Places
and Peoples
Africa
aleman
Bolivia
Boliviano
Brasil
Colombia
Colombiano
Costa Rica
Estados Unidos
Francia
Japón
japonés
México
México (a)
Norteamérica
Paraguay
Paraguayo
Paraguay (o)
Peru
Peruano
portugués
Rusia

Verbs

Gustar
hetera
-hera
-ipotá
-ipytyvė
-ntende
-o-je-’ė
-poranádė
-scrivė

Grammatical Items
ha D.O. clause marker
ta future tense marker
tera

Time Expressions
ange pyharē
ara
ara ha pyharē
ko pyharē
pyharē
...raē
upēi

Person Pronouns
ha’e kuera
xē-ve
xu-pe

Interrogatives
mava-pe pa?

Modifiers
-nē just (no más)

Location Expressions
a-pe
a-pe té-nē
a-mō
pē-pe
1. In Guarani there are two words that are translated 'We': oré and nandé. Oré is used when the person or persons spoken to are not included. Nandé is used when the person or persons spoken to are included.

2. Suppose you and a group of friends were looking for a park and stopped to ask a policeman how to get there. You could say "How do we (oré) get to the park?" Then one of your friends might ask you, "What did he say? How do we (nandé) get there?"

3. Would 'We' be translated oré or nandé in the following situations? Two shoppers talk to a clerk in a store:
   a. "Where can we find the men's clothes?" Oré
   b. "How do we pay for this?" Oré
   c. "Can we dicker about the price?" Nandé
   d. "How do we know you're not cheating us?" Oré
   e. "Where can we go to find a better selection?" Oré
   f. "Why don't you come with us and we will find the manager?" Nandé
   g. "Can we meet some place after work and fight it out?" Nandé

Nandé will be called 'WE INCLUSIVE' = 'WE (incl)'. Whenever you see 'WE (incl)' you will know that it refers to Nandé
4. Mande requires the prefix la before the verb. "We are studying" is Mande ja-studiá hína. Remembering that la=n within a nasal span, how would you say 'We (incl) are talking'?

5. Listen to, pronounce, and then write the following in Guarani:
   a. We (incl) are listening.
   b. We (incl) are talking.
   c. We (incl) are studying.

   (kuéra pluralizer)

6. In English we say 'book' and 'books'. The 's' is the pluralizer. In Guarani they say livro and livro kuéra. The kuéra is the pluralizer. Lapis means 'pencils' in Guarani. How would you say 'pencils'?

7. Note that kuéra takes the primary stress. ha'è means 'he' or 'she'. If you mean more than one 'he' or 'she', you would say ha'è kuéra.

8. Ha'è kuéra is the Guarani word for 'they'. 'He is studying' is Ha'è kuéra o-studiá hína. The verb prefix is the same for ha'è kuéra and ha'è. The prefix is o-

9. How would you say 'They are listening'?
(review)

10. You have now been given the complete set of person prefixes. These are, in chart form:

<table>
<thead>
<tr>
<th></th>
<th>a-</th>
<th>ro-</th>
<th>ja- (ña-)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>re-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pe-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Let's ja- prefix)

11. 'Let's study' is ja-studié. How would you say 'Let's listen'? 'Let's talk' would be ña-ñe:'

12. Because of the effect of the nasalization in ñe'ê the ja- becomes ña-

13. Listen to, pronounce and then write the following in Guarani:
   a. Let's talk. ña-ñe'ê
   b. Let's study. Ja-studié
   c. Let's listen. ña-ñe'dú
   d. Let's say (it). Ja-ê'

14. You have now been given three imperative forms.
   1. e-ñe'dú
   2. pe-ñe'dú
   3. ña-ñe'dú
   ja-studié

   listen (escuche)
   listen (escuchen)
   let's listen
   let's study
(-sé  want to)

15. 'I study' is Xé a-studia-sé. 'I want to study' is Xé a-studia-sé. Thè-sé is like the 'want to' in English. Xé a-hèndu-sé is 'I listen'. How would you say 'I want to listen'? Xé _-hèndu-_____.

16. Note that the -sé takes the primary stress. Xé a-ñë'ë hina guarani-me means 'I am talking in Guarani.' How would you say 'I want to talk in Guarani'?

17. The primary stress in a-ñë'e-sé is on the _____.

18. How would you say 'They want to study Guarani'? ha'ë kuéra guarani.

19. How would you say 'We want to speak'? Oré _____.

20. Listen to, pronounce and write the following in Guarani:
   a. I want to study.
   b. I want to listen.
   c. He wants to talk.
   d. We (incl) want to study.

(I-VERBS)

21. Verb stems written with a capital 'I' such as Ikö and -ikuáá are I-VERBS. I-VERBS require an i on the pronoun prefix. Compare the following:
   a. Xé a-studia
   Xé ai-kuaá
   Xé ai-kë porá
   How would you say 'He knows'? Ha'ë _____.

   I study.
   I know.
   I get along (live) well.

   oí-kuaá
22. -ikó meaning 'to get along' or 'to live' is another I-VERB. How would you say 'I live'? Xé. \[ai-kó\]

23. How would you say 'We (incl) live'? Nandé. \[jai-kó\]

(J-VERBS)

24. Verb stems written with a capital J such as -japo are J-VERBS. J-VERBS require a J on the pronoun prefix. Compare the following:

<table>
<thead>
<tr>
<th>REGULAR VERB:</th>
<th>a-studiá</th>
<th>I study</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-VERBS:</td>
<td>ai-kuaá</td>
<td>I know</td>
</tr>
<tr>
<td>J-VERBS:</td>
<td>aj-apó</td>
<td>I do (it)</td>
</tr>
</tbody>
</table>

25. How would you say 'He does (it)'? cj-apó

26. How would you say 'We (incl) do (it)'? jaj-apó

27. How would you say 'We (excl) want to do (it)'? roj-apó-sé

(-pe as locative)

28. -pe means 'in'. It can also mean 'at' or 'to'. Compare the phrases below:

<table>
<thead>
<tr>
<th>A-studiá escuela-pe.</th>
<th>I study at school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ai-kó Paraguái-pe.</td>
<td>I live in Paraguay.</td>
</tr>
<tr>
<td>A-ñe’ê hína Carlos-pe.</td>
<td>I am talking to Carlos.</td>
</tr>
</tbody>
</table>

29. Write and pronounce the following in Guarani:

a. I study at school. Xé a-studiá escuela-pe.
b. I live at school. Xé ai-kó escuela-pe.
d. He is talking to Gladys. Ha’ê c-ñe’ê hína Gladys-pe.
(-pe as direct object marker for persons)

30. In Spanish we say 'conozco a Carlos'. (I know Carlos.) In Guarani we say Ai-kuaa Carlos-pe. How would you say 'I know Gladys'? Xe ai-kuaa.

(va.era should, must, etc.)

31. In Guarani there is only one word for 'should', 'ought', 'must', 'have to', etc.: va.era. Look at the examples below:

Xe a-studiia va.era.  
I have to study.
Xe a-studiia va.era.  
I must study.
Xe a-studiia va.era.  
I should study.

32. How would you say 'I ought to listen'? va.era

33. Listen to, pronounce and then write the following in Guarani:

a. He ought to listen  
Ha'ë o-henda va.era.

b. I must study.  
Xe a-studiia va.era.

c. We should know.  
Orë roi-kuaa va.era.

d. We (incl) should talk in Guarani.  
Nandë ña-ñe'ë va.era guarani-me.

(pa as 'whether', 'if')

34. Examine the sentence: E-ponandú ñxu-pë  
o-studiia'pa ñina - 'Ask him if he is  
studyin'.
O-studiia'pa ñina means is he studying?

In English it is less common to say 'Ask him is he studying' than 'Ask him if he is studying'. The translation equivalent of pa in the latter sentence is if.
35. Observe the following:
   a. Moõ guá'pa ndé?  
   b. Xé Paraguáí guá.  
   c. Ndé Norteamericu̱a guá?

   The post-position guá indicates origin or derivation.

36. Compare the following equivalents in Guarani:

   Xé Mehicano  Xé Mêhico guá.
   Xé Paraguayá  Xé Paraguái guá.
   Xé Boliviano  Xé Bollivia guá.

37. Say and write the equivalents:
   Xé Peruana  Xé _____ Peru guá
   Xé Colombiano  Xé _____ Colombia'guá

   (-pe guá  'associated with', 'of')

38. Observe the following:
   a. Mba'ê guá'pa ndé?
   b. Xé Cuerpo de Paz-pe guá.

   What are you associated with?
   I'm a volunteer associated with the Peace Corps.

39. The suffix -pe 'in' plus the post-position guá 'from; of' combine to mean 'from in' or 'associated with'. Often -pe guá is translated by de in Spanish.

40. How would you say 'He's a VISTA volunteer'?

   Ha'ê Vista-pe guá voluntario.
41. In French it's n'est-ce pas?, in Spanish no es verdad? In Guarani it's aje'pa? In English a wide variety of choices are available:

- He is sick, isn't he?
- He has money, doesn't he?
- He will go, won't he?
- You like it, right?
- It tastes good, don't you agree?

42. How would you say 'Just fine, right'?

43. He is one way of affirming. More emphatic is the expression Upé ixa hina! 'Yes indeed!'

44. Which would be the more emphatic affirmation to the question re-karu-se-pa? (Do you want to eat?), hee or Upé ixa hina?

45. Mba'ě-pa? means 'What?' Mba'ě-pa re-studia hina? means 'What are you studying?' How would you say, 'What is he studying?'

46. Write and pronounce the following in Guarani:

a. What are we (incl) studying?

b. What does he study?

c. What is he listening to?
Summary

PERSON PREFIXES: The PERSON PREFIXES for Ũ-andé and ha'ê-kuéra are:

<table>
<thead>
<tr>
<th>We (incl)</th>
<th>Ja- (Ndé) Ja-studia</th>
<th>We (incl) study</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>O- (Ha'ê Kuéra) O-hendû</td>
<td>They listen.</td>
</tr>
</tbody>
</table>

I-VERBS: I-VERBS require an i on the VERB PREFIXES.

<table>
<thead>
<tr>
<th>Ñé ai-kuâã</th>
<th>I know.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ha'ê oi-kuâã</td>
<td>He knows.</td>
</tr>
</tbody>
</table>

J-VERBS: J-VERBS require a j on the VERB PREFIXES.

<table>
<thead>
<tr>
<th>Ñé aj-apó</th>
<th>I do (it).</th>
</tr>
</thead>
</table>

'WANT TO...': A VERB plus -sé makes the 'WANT TO...' form.

<table>
<thead>
<tr>
<th>A-studia-sé</th>
<th>I want to study.</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-hê'tu-sé</td>
<td>He wants to listen</td>
</tr>
</tbody>
</table>

'SHOULD...' 'MUST...': A VERB plus va.era makes the 'SHOULD...', 'MUST...' etc. form.

<table>
<thead>
<tr>
<th>A-studia va.era</th>
<th>I should study.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ro-hendû va.era</td>
<td>We ought to listen.</td>
</tr>
</tbody>
</table>
'IN', 'AT', 'TO': -pe is used for 'IN', 'AT' and 'TO'.

- escuela-pe at school
- Paraguái-pe in Paraguay
- Carlos-pe to Carlos

'IF': para translates 'IF' in sentences like:

- E-porandé o-studiá-pe. Ask if he studies.
- Rei-kuaá-pa o-studiá-pe hina? Do you know if he is studying?

NOTE: para does not translate the conditional 'IF' in sentences like: If I'm hungry I eat.

'FROM', 'OF': Origin or derivation are indicated by guá.

- Xé Paraguái guá. I'm from Paragüay.

'ASSOCIATED WITH': -pe guá (literally 'from it') are used to indicate association with a place or organization.

- Xé Cuerpo de Pá-pe guá voluntario. I'm a Peace Corps Volunteer.
SPANISH LOANS FOR NATIONALITY:  SPANISH LOANS are frequently used to designate nationality.

<table>
<thead>
<tr>
<th>Spanish Loan</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xé paraguayo</td>
<td>I'm Paraguayan.</td>
</tr>
<tr>
<td>Xé mehicano</td>
<td>I'm Mexican.</td>
</tr>
</tbody>
</table>

'RIGHT?'  The equivalent of English 'RIGHT?' (Spanish 'no es verdad?') is ajé pa.

UPÉ IXA HÍNA:  A more emphatic affirmation than hée is UPÉ IXA HÍNA 'Yes indeed'.

Written Exercises

1. Write three sentences in English using 'we' which would be translated oré in Guarani.

2. Write three sentences in English using 'we (incl)' which would be translated Šandé in Guarani.

3. Make 'let's...' forms out of the following verbs and give English translations:
   a. -'é
   (Example: Ja-'é. Let's say (it).)
   b. -Be'ě
   c. -hendú
   d. -studié
   e. -bíxó

4. Translate the following into Guarani:
   a. I know.
   b. You know.
   c. They know.
   d. He knows.
   e. We know.
   f. We (incl) know.
   g. You-all know.
   h. You do.
5. Correct the mistakes in the following:
   a. Xé o-hêndu-se Guarani.
   b. Ñê a-hêndu-sê Guarani.
   c. Nandé ro-hendû-sê Guarani.
   d. Ja-ñê'ê Guarani-me.
   e. Ña-ñê'ê Guarani-pe.
   f. Ha'ê kuêra oï-kuaá.
   g. Ha'ê kuêra o-kuaá.
   h. A-studiâ va.ëra.
   i. O-hendu-sê.

6. Translate the following into Guarani:
   a. I am studying.
   b. I want to study.
   c. I ought to study.
   d. I ought to talk Guarani.
   e. I ought to talk in Guarani.
   f. I ought to talk in English.
   g. I ought to talk in Guarani.
   h. I'm a Peace Corps Volunteer.
   i. I'm a North American
   j. We (irci) ought to talk in
      Guarani.
   k. He wants to live here.
   l. He wants to talk to Carlos.
   m. He ought to know Gladys.
   n. Do you want to study at school?
   o. Ask him if he is listening.
   p. Do you know if I am listening?
   q. You're from New York, right?
   r. Yes indeed.

Listening In

1. A. Xé a-studiâ hîna karâl-ñe'ê ko'âga. Ha ndé?
   B. Xé a-studiâ hîna karâl-ñe'ê iweí.
   A. Ha mbâ'ê pa o-studiâ hîna Carlos ha Glâdys?
   A. Ha'ê kuêra o-studiâ hîna guarani.
   A. Nandé ja-studiâ a-râ guarani s eí.

2. A. Ja-studiâ pê.
   B. Mba'ê'ë pa re-studiâ-sê?
   A. A-studiâ-sê guarani.
   B. Ha moô'pa re-studiâ-sê?
   A. A-studiâ-sê escuela-pe.

3. A. Ndé'pa rei-kuaá Carlos-pe?
   B. Carlos-pê'ë pa. Ñêe, xê ai-kuaá pora Carlos-pe.
   A. Ha Julio-pe'ë pa rei-kuaá avel?
   B. Nahâniri.
4. A. Moö°pa rei-kó ndé?
   A. Xé°pa? Xé ai-kó Paraguái-pe.
      A. Ha moö°pa oi-kó hâ'ê kuêra?
      B. Ha'ê kuêra oi-kó Denver-pei.
      A. Ha peë°pa pei-kó porâ-nte Paraguái-pei?
   B. Ha mba'é ixâ°pa oi-kó Carlos?
      A. Ha'ê oi-kó porâ-nte aveí, gracias.

5. A. Kuñâ-karaí Peralta o-studia inglés universidad-pei.
   B. Karaí Pinero o-studia ruso universidad-pei.
   A. Antonio o-studia alemán escuela-pei.

6. A. Xé a-studia guaraní Paraguái-pei.
   B. Xé a-studia guaraní Paraguái-pei aveí.
   A. Re-studia°pa inglés Estados Unidos-pei.
   B. Hëe, a-studia inglés Estados Unidos-pei.

Mernoration

1. A. Mba'é°pa rej-apó hïna?
   B. A-studia hïna karaí-ñê'ê ko'âga.
   A. Oî-porâ.

2. A. Mba'é°pa ja-studia va.era ko'âga?
   B. Ñdé re-studia va.era guaraní ha xé a-studia va.era inglés.

3. A. Ñdé°pa rei-kuaa Carlos-pei?
   B. Hëe, ai-kuaâ porâ.

4. A. Ha'ê kuêra°pa oi-kó Utah-pei?
   B. Nahëniri.
   A. Moö°pa oi-kó?
   B. Oï-kó Paraguái-pei, pero o-mba.apó hïna Utah-pei.

5. A. Mba'é ixà°pa rei-kó?
   B. Ai-kó porâ-nte. Ha ndé?
   A. Ai-kó poià-nte aveí.
Looking Ahead

(nouns)
Oga house (Sp. hogar)
tupaö church
escuela school

(time expressions)
ára day
ko ára today
pyharä night
ko pyharë tonight
ára ha pyharë day and night
angë pyharë last night
...raë first

(verbs)
-ntendë understand (Sp. entender)
-Ipotë want (something)
-hexë see

(upëi afterwards; next; then

(location expressions)
á-pe here
à-pe të-nte right around here
a-më there; over yonder
pé-pe there (close by)

(interrogatives)
mäva-pe~pa whom?

(grammatical items)
ta future tense marker (will)
tëra or
tëra~pa
ne conditional tense marker (would)
hä subordinate clause marker, analogous to the
English subordinating conjunction that in
"He says that he is tired."

Survival Expressions

model

Kōva nēra kyši. This is called a 'knife'.

TO THE STUDENT: kōva means 'this'. nēra means 'is called' or 'its name'.
lexical substitution

kysé        Kóva ʰéra  kysé.
tenedor    Kóva ʰéra  tenedor

(cuchara, plato, mantel, olla, fosforo, tatá [fire], jepe’á [firewood],
cocina)

model

Mba’é ixa’pa ʰéra  péva?  What is that called?

Mba’é ixa’pa ʰéra  péva?

A. Mba’é ixa’pa ʰéra  péva?

B. Kóva ʰéra  kysé.

Use Phase

1. A number of objects associated with food preparation and eating will
be placed before the class. Each of you touch one of these and ask
another class member what it is called.

2. The instructor will indicated an object and ask a question like:
Kóva’pa ʰéra  kysé? or Péva ʰéra  plato, aje’pa? Respond appropriately.

model

O-je’-é  tatá.  Se dice  tata.
<table>
<thead>
<tr>
<th>Substitution</th>
<th>Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>(tatá)</td>
<td>'Casa' se dice óga.</td>
</tr>
<tr>
<td>jepe'á (firewood)</td>
<td>'Casa' o-je-'tätá</td>
</tr>
<tr>
<td>tembi'-á (food)</td>
<td>'Casa' o-je-'tembi'-ú</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Substitution</th>
<th>Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>casa</td>
<td>'Casa' o-je-'tätá</td>
</tr>
<tr>
<td>señor</td>
<td>'Señor' o-je-'karaí</td>
</tr>
<tr>
<td>señora</td>
<td>'Señora' o-je-'kuna-karaí</td>
</tr>
<tr>
<td>mesa</td>
<td>'Mesa' o-je-'emesá</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dialog</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Er-e mī xē-ve. Please tell me.</td>
</tr>
<tr>
<td>B. Er-e mī xu-pei. Please tell me.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dialog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mba'ē ixa'pa o-je-'fuego'? Cómo se dice 'fuego'?</td>
</tr>
</tbody>
</table>

<table>
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<th>Dialog</th>
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<tr>
<td>A. Er-e mī xē-ve mba'ē ixa'pa o-je-'fuego'.</td>
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<tr>
<td>B. O-je-'tätá.</td>
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New Phase

1. Each class member pick from the following list of Spanish words and ask the instructor to tell you how it is said (in Guarani). Write down the answer.

- ¿se gusta?
- ¿me gusta?
- ¿Qué quiere Ud.?
- ¿Qué necesita Ud.?
- ¿Me toma Ud.?

2. Each class member ask another to "read" ask him how to say the expression just elicited. The exchange should go like this:

A. E-porandú mí xé-ve mba'ë ixa'pa o-je-'ë me gusta.
B. Èr-e mí xé-ve mba'ë ixa'pa o-je-'ë me gusta.
A. O-je-ë xe-gustá

Find Out How to Say

- no entiendo
- no me acuerdo
- no sé
- vamos
- vamos a comer
- me gusta mucho
- la comida es muy buena
Unit Five

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19. He-i-sé 'It means...'

20. -je- reflexive (-ñe- in nasal environment)

Vocabulary

**Nouns and Nominals**

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<thead>
<tr>
<th>Term</th>
<th>Gender</th>
<th>Meaning</th>
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**Modifiers**

- Verbs
  - -agradecé
  - -aprendé
  - -cená
  - -guatá
  - -gue-rekó
- Person Pronouns
  - (1)xù-pe kuéra

- Morotí
  - pohi
  - pukë
  - pytá
  - voí

- Ndë-ve
  - orë-ve
  - peë-me
  - xë-ve
Miscellaneous
añe-te
ári
cada

Time Expressions
ko'ré
ko'ero
pyhare-vé

Phrases
na à-pe
PREPARATION STAGE

Program

(ta future tense)

1. Compare the following; note that ta indicates future tense.

Xé a-studiá. I study.

Xé a-studiá ta. I will study. (I am going to study.)

2. Xé a-hendú means 'I listen.' How would you say, 'I will listen'? Xé a-hendú ta.

3. Note that ta does not take the primary stress. 'I will speak in Guarani' is Xé a-ñe'ë ta guaraní-me. How would you say 'I will speak in English'? Xé ñe'ë ta ingiës-pe.

4. How would you say, 'we (incl.) are going to know Guarani'? Ńandé jai-kuaá ta guaraní.

5. Write and pronounce the following in Guarani (include the independent pronouns).

a. I will listen. Xé a-hendú ta.

b. I am going to talk. Xé a-ñe'ë ta.

c. He will know. Ha'ë oi-kuaá ta.

d. We will listen. Ọrë ro-hendú ta.

e. We (incl.) will know it. Ńandé jai-kuaá ta.

f. They are going to study. Ha'ë ku'ra o-studiá ta.

(kuri past past tense)

6. Compare the phrases below:

Xé a-studiá. I study.

Xé a-studiá kuri. I studied. (I recently studied.)
Recent past is expressed by means of the particle kuri, following the verb. kuri is generally used in indicative sentences, i.e. sentences which make a statement. It is less commonly used in interrogative or question sentences. (See frame II)

7. How would you say 'I listened'?
Xé a-hendú kuri.

8. Write and pronounce the following in Guarani:
   a. I studied.
      Xé a-studiá kuri.
   b. He studied.
      Ha'ê o-studiá kuri.
   c. They talked.
      Ha'ê kuéra o-ñe'e kuri.
   d. We listened.
      Oré ro-hendú kuri.

9. Compare the following:
   Ndé re-studiá kuri. You studied.
   Ndé-pa re-studiá ra.ê? Did you study?

When asking a question about something in the recent past ra.ê is generally used.

10. In a recent past time reference ra.ê is generally used for asking a question and ______ is used for making a statement.

11. How would you ask, 'Did you listen?'
Ndé-pa re-hendú ra.ê?

12. Write and pronounce the following in Guarani. (Put the pa on the independent pronoun)
   a. Did you study?
      Ndé-pa re-studiá ra.ê?
   b. Did he know?
      Ha'ê-pa oí-kuaá ra.ê?
   c. Did they listen?
      Ha'ê kuéra-pa o-hendú ra.ê.
13. How would you give an affirmative response to the question: Ndē'pa re-ñe'è ra.è guaraní? Hē, xē a-ñe'è ______. kuri

(kuri optional in past context)

14. Study the following:

1. A-javý kurì la reunion
   A-javý la reunion I missed the meeting.

2. A-páy vóì kurì ko pỳhare-vé
   A-páy vóì ko pỳhare-vé I woke up early this morning.

3. A-kakuaa Ohio-pe. I grew up in Ohio.

15. Notice that where a past time indicator occurs in a sentence or where the understood context in past time -- recent or remote -- a grammatical indicator of past time, such as kurì, is not always required.

16. How would you say 'I studied Guarani this morning' without using the recent past indicator kurì?
   A-studíà guaraní ko -pỳhare-vé.

(ta required in: future context)

17. Even tho future context in a sentence is implied or indicated by a time expression, ta or some other particle is required. One says
   a-studíà ta ko'ëro I'll study tomorrow
   but not
   a-studíà ko'ëro

(VERB-kuaa 'know how to')

18. Xē a-ñe'è guaraní, means 'I speak Guarani.'
    Xē a-i-kuaa guaraní means 'I know Guarani.'
    'I know how to speak Guarani' is Xē a-ñe'è-kuaa guaraní. Literally this would be, 'I speak ______ Guarani.'
19. VERB plus -kuá means 'to know how to VERB'. How would you say, 'I know how to study'? Xé ________ a-studiã-kuaá

20. Write and pronounce the following in Guarani:
   a. He knows how to speak.
   Ha'ê o-ne'e-kuaá.
   b. He knows how to listen.
   Ha'ê o-hendú-kuaá.
   c. I know how to study.
   Xé a-studiã-kuaá.

(ikatú 'it is possible')

21. Ikatú means 'it's possible' or 'can' or 'may'. Look at the examples below:
   Xé e-ne'e.
   I speak.
   Xé-ikatú a-ne'e.
   It's possible for me to speak.
   Ikatú-pu a-hendú mĩ ?
   Can I listen a little ?

22. Ha'ê o-hendú means 'He listens'.
   How would you say 'He can listen' ?
   Ha'ê ______ o-hendú.

23. Write and pronounce the following in Guarani:
   a. Can I study here ?
   Ikatú-pa a-studiã á-pe ?
   b. Can we study there ?
   Ikatú-pa ro-studiã pe-pe ?
   c. Can we (incl.) talk now ?
   Ikatú-pa ha-ne'e ko'aga ?

(-ipotá 'to want something')

24. The verb -ipotá means 'to want something'.
   For example: Xé ai-potá petei livrê, means 'I want a book'.

25. How would you say, 'I want a pencil' ?
   Xé ________ petei lápis.
26. Compare the following:

Xé ai-potá. I want.
Në re-studië. You study.
Xé ai-potá ndé re-studië. I want you to study.

How would you say 'I want you to list me': Xé ai-potá _______.

Ndë re-hendú

27. Write and pronounce the following in Guaraní:

a. I want him to study. Xé ai-potá ha'ë o-studië.
b. He is Carlos to study. Ha'ë o-potá Carlos o-studië.
c. He wants me to study. Ha'ë o-potá xe a-studia.

(-pe with indirect object)

28. Ër-e mi means 'say' or 'tell'.
Ër-e mi Carlos-pe means 'say to Carlos' or 'Tell Carlos'. What would Ër-e mi Gladys-pe mean? Tell Gladys.

(alternate forms of -pe with pronouns)

29. Ër-e mi xe-ve means 'tell me'. What would Ër-e mi xe-ve mean? Speak to me.

30. Look at the examples below:

Ha'ë o-ëtë hëna ndé-ve
He is talking to you.

Ha'ë o-ëtë hëna orë-ve.
He is talking to us.

Ha'ë o-ëtë hëna ëndë-ve.
He is talking to us. (incl)

With the pronouns xe, ndë, orë and ëndë an alternate form of -pe is used, namely _______.
31. Look at the examples below:

Xé a-ñe'ë hîna peê-me.

'To you-all' is expressed by _____.

The alternate -me (of -pe) is used as expected following a stressed nasal vowel.

32. Look at the examples below:

Xé a-ñe'ë hîna (ì)xë-pe.

Xé a-ñe'ë hîna (ì)xù-pe kuéra.

a. 'To him' is expressed by _____.

b. 'To them' is expressed by ________.

The notation (ì)xu-pe indicates that the word may be pronounced îxu-pe or îu-pe. Since xu-pe is the more frequent form we will generally write it xu-pe.

33. Write and pronounce the following in Guarani:

a. Tell him.

b. Tell me.

c. Tell them.

d. He is talking to us (incl.).

e. He is talking to you.

f. He is talking to you-all.

(direct quotes).

34. Compare the following:

Xé ai-kò á-pe.

Ha'ë he-'í, "Xé ai-kò á-pe."

I am talking to you-all.

peê-me

I am talking to him.

I'm talking to them.

(ì)xu-pe

(i)xù-pe kuéra

È-re mi (ì)xü-pe.

È-re mi xé-ve.

È-re mi (ì)xù-pe kuéra.

Ha'ë o-ñe'ë hîna ñandö-ve.

Ha'ë o-ñe'ë hîna ñdö-ve.

Ha'ë o-ñe'ë peê-me.

He says, "I live here."
He says 'He says' or just he-1 means 'He says'.
How would you say, 'He says, "I lived here."'? He says he-1, __________ a-pe.

(Indirect quotes)

35. Compare the following:

He says he-1 a-pe.

He says he-1 o-studia a-pe.

The a follows the VERB in the 'that clause'. How would you say, 'He says that he studies'? He says he-1 __________

Note that the a takes the primary stress.

36. Write and pronounce the following in Guarani:

a. He says that he studies Guarani.
   Ha'e he-1 o-studia ha guarani.

b. He says that he is studying Guarani.
   Ha'e he-1 o-studia ha hina guarani.

c. He says that he is listening.
   Ha'e he-1 o-hendu ha hina.

37. Compare the following:

He says he-1 o-studia ha.
He says that he studies.

He says he-1 kuri o-studia ha.
He said that he studies.

How would you say, 'He said that he listens'? He says he-1 kuri o-hendu ha.

38. Write and pronounce the following in Guarani:

a. He said that he talks Guarani.
   Ha'e he-1 kuri o-nene' e ha guarani.

b. He said that he listens.
   Ha'e he-1 kuri o-nencu ha.

c. He said that he is listening.
   Ha'e he-1 kuri o-hendu hina.

d. He said that he says (it).
   Ha'e he-1 kuri he-1 ha.
39. Remembering that ra.è is used to form a question in the recent past, how would you ask: 'What did he say'?
Xbe'-ê-pa ________ ?

40. How would you answer 'He said that he knows'?  
Ha'è ne-'i xuri ol-kuâ hâ.

41. \text{I-porâ-nte} means 'just fine', \text{nte} means 'just' or 'no más'. What would guarani \text{hte} mean?

42. Mixi \text{mf} means 'a little'. What would mixi \text{mf-nte} mean?

43. How would you say the following in Guarani?  
I speak just a little.  
Xê-e-ê-ê ________.

44. Write and pronounce the following in Guarani:

(I am) just fine.  
I want just one.

(i:é/iteréf degree heightener)

45. Contrast the following:  
i-porâ  
i-porâ-nte  
i-porâ iteréf  
i-porâ ité  

The form iteréf or ité when used with adjectives can be translated \text{very}.

\text{I-pyah} means 'it is new'. How would you say 'it is very new'?

i-pyah ité, or i-pyah iteréf
46. Ité or itereí are also used with other words. Agradece itereí means 'thanks a lot'.

(pa questions vs. intonation marked questions)

47. To add to some information given earlier. There are two ways of forming questions:
   (1) with a rising intonation, and
   (2) with an interrogative particle like pa. As a matter of fact these alternatives match contrasting types of questions.

48. Compare the same question in English with different intonations.
   (1) What? ↑ (with rising intonation)
   (2) What? ↓ (with falling intonation)

The first requests a repetition or confirmation of something said but not understood or believed. The second simply requests further information.

49. The same contrast operates also in Guarani.

   (1) Mba'élé ? ↑
   (2) Mba'élé'pa ? ↓

Upward intonation (as in English) requests a repetition or confirmation of something said. The question with pa requests new information.

50. Let's say a friend of yours says he'll meet you at the ___ (You don't hear the place) Would you ask moó'pa ? or moó ?

51. Suppose you can't meet him there. You suggest that you will be working at the time. He doesn't know where you work. Would he ask moó'pa or moó ?
52. Compare the use of ma in Guarani with the use of ya in Spanish:

a. a-karú ma
   ya comí
   I've eaten (already)

b. a-kàru-sé ma
   quiero comer ya
   I want to eat now

(c. a-káru tə ma
   ya comé
   I'll eat now

d. o-pá ma
   ya terminó
   ya se acabó
   That's all

53. Observe that ma does not have a simple equivalent in English. It is used (see a.) where in English we would use the present perfect tense. How would you say 'I have studied already'?

a-studíá ma

54. When it is not used in a past context as the approximate equivalent of the English present perfect tense, it can usually be translated by already or now. (See b. and c.) How would you say, 'I want to study now'?

a-studíá-se ma

55. How would you say, 'I'll study now'

e-studíá tə ma

56. Notice that in all of the examples the Spanish equivalent of ma is ya. If a-há ta means 'me voy', how would you translate a-há tə ma in Spanish?

ya me voy

57. How would you translate re-se'è-1 sá pa guaraní-re in Spanish?

ya sabe hablar en guaraní

58. Study the following dialog.

A. Ne'i-ra-pə re-karú?
   (or: ne'i-ra gueteri a-karú)
   Haven't you eaten yet?

B. Ne'i-ra gueteri.
   Not yet.
   (or: I haven't eaten yet)
59. The negative form of the statement
   a-karú ma 'I've eaten already' is
   ne'ira gueteri a-karú 'I haven't
   eaten yet'. How would you say 'I haven't
   studied yet'? ne'ira gueteri a-studiá.

60. The negative form of the question
   re-karú ma pa ? 'Have you eaten yet?' is
   ne'ira pa re-karú ? 'haven't you eaten yet?'
   How would you say 'Haven't you studied yet?'
   ne'ira pa re-studiá?

51. To review:
   The statement 'Not yet' is ne'ira gueteri.
   The question 'Not yet?' is ________.
   ne'ira pa?
Summary

**FUTURE:**

The FUTURE is expressed by a VERB plus ta

| A-studiá ta | I will study. |
| 0-hendo ta | He is going to listen. |

**RECENT PAST:**

A STATEMENT in the RECENT PAST is expressed by kurú after the VERB.

| A-studiá kurú | I studied. |

A QUESTION in the RECENT PAST is expressed by ra.ē after the VERB.

| Mba'ē-pa o-studiá ra.ē? | What did he study? |

**"KNOW HOW TO...":**

A VERB plus -kuaa is the "KNOW HOW TO..." form.

| A-ñaē'-kuaa | I know how to speak. |
| Pe-studiā-kuaa | You-all know how to study. |

**"BE ABLE TO...":**

ikatū plus a VERB is the "BE ABLE TO..." or "CAN..." or "MAY..." form.

| Ikatū-pa a-ñaē' ko'aa? | Can I talk now? |
| Ikatū oi-kuaa | It's possible that he knows. |
"WANT (something)":
-Ipotá is used to say "WANT (something)".

<table>
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<tr>
<th>Ai-potá pet... lápis.</th>
<th>I want a pencil.</th>
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<tr>
<td>Ai-potá ndé re-studia.</td>
<td>I want you to st</td>
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</table>

"(He said) THAT":
"THAT..." as in 'He said that...' is expressed by há following the VERB.

<table>
<thead>
<tr>
<th>Ha'ë ha'-í kurí ći-ko</th>
<th>He said that he lives here.</th>
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<tr>
<td>Ha'ë ha'-í oi-kuàa há</td>
<td>he says that he knows. há.</td>
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INDIRECT OBJECT: The INDIRECT OBJECT is marked by -pe.

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<th>E-porandú Carlos-pe</th>
<th>Ask Carlos if he knows.</th>
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<td>E-ñe'ë María-pe.</td>
<td>Talk to Maria.</td>
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INDIRECT OBJECT PRONOUNS: The regular pronouns xé, ndé, oré and ñandé plus -ve form the INDIRECT OBJECT PRONOUNS.

<table>
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<th>xé-ve</th>
<th>to me</th>
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<tr>
<td>ndé-ve</td>
<td>to you</td>
</tr>
<tr>
<td>oré-ve</td>
<td>to us</td>
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<tr>
<td>ñandé-ve</td>
<td>to us (incl)</td>
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The regular pronoun peë plus -me is the INDIRECT OBJECT PRONOUN for 'you-all'.

| peë-me                 | to you-all                  |
The INDIRECT OBJECT PRONOUN for third person, ha'è, is (i)xu-pé (the _ is optional). For 'They' (ha'è kuéra) it becomes (i)xu-pe kuéra.

(i)xu-pé to him.
(i)xu-pe kuéra to them.

-NTE:
-NTE means 'just' or 'no más'.

mixi mî-nte just a little (un poquito, no más)

PÀ VS. INTONATION MARKED QUESTIONS:

Questions are formed in two ways:
1. with upward intonation, asking for a repetition or confirmation; and
2. with pa or other enclitic requesting new information.

1. Mba'è? What? (asking for a repeat)
2. Mba'è-pa? What? (asking for information)

ma (SPANISH ya):

There is no single English equivalent for the Guàrni word ma. It may be translated by the present perfect tense, or by 'already' and 'now', depending on the context. The Spanish equivalent of ma is 'ya'.

A-studiá ma. I have studied already. (Ya estudié.)
A-studia-sé ma. I want to study now. (Quiero estudiar ya.)
0-pè ma. That's all. (Ya es todo.)
"NOT YET": ne'ira gušteri - the statement and ne'era`pa - the question 'not yet'.

<table>
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<tr>
<th>Ne'ira`pa re-hugé?</th>
<th>Haven't you played yet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ne'ira gušteri.</td>
<td>'Not yet.</td>
</tr>
</tbody>
</table>

Written Exercises

1. Write three answers to each of the following questions and translate:
   a. Mba'e ixa`pa ndé re-studiá guarani?
   b. Mba'e ixa`pa ndé restudiá ta guarani ko'ér?
   c. Mba'e ixa`pa pe`e pe-studiá ra.ë guarani :uehe?

2. Change the sentences that say 'Know how to...' to 'Be able to...', and the 'Be able to...' sentences to 'Know how to...' and translate.
   a. Xé a-ñe'ë-kuaä.
   b. Ha'ë o-ñe'ë-kusaë inglês.
   c. Ikatü`pa ro-ñe'ë guarani-me?
   d. Ikatü`pa pe-studiá ko'aga?
   e. Ñandë ka-ñe'ë-kuaä guarani.

3. Translate the following into Guarani:
   a. I want to study Guarani.
   b. I want a pencil.
   c. What do you want?
   d. What do you want to study?
   e. I want to talk.
I want you to talk.

We (incl) want to know.

4. Write each of the sentences in No. 3 once as a direct quotation; (He said, "I know how to talk Guarani.") and once as an indirect quote; (He said that he knows how to talk Guarani.) and translate orally into English.

**Listening In**

I. A. Ha'ë oi-potá peteñ lápis ha peteñ lí-ro.

   B. Ha mba'ë-pa ndé rei-potá?

      A. Xé-pa?

      B. Heë, ndé.

      A. Xé ai-potá peteñ camisá.

II. A. Mba'ë-pa rej-apó hína?

   B. A-studiá hína guarani.

      A. Re-studiá hína inglés.

      B. Nahän'ri, a-studiá hína guarani.

      A. Mba'ë-pa rej-apó ta ko'ëro?

      B. Ko'ëro-pa?

      A. Heë, ko'ëro.

      B. Ko'ëro a-studiá ta inglés. Ha ndé?

      A. Xé ko'ëro a-ñe'ë va.ëra peteñ escuela-ë.
Memorization

**Dialog 1.**

A. Mba’ê-pa rej-apô hîna?
   What are you doing?

B. A-studiâ hîna guarani.
   I’m studying Guarani.

A. Mba’ê-pa rej-apô ta ko’êro?
   What are you going to do tomorrow?

B. Ko’êro a-studiâ ta guaranî avei.
   I’m going to study Guarani tomorrow too.

**Dialog 2.**

A. Mba’ê-pa pei-pota aj-apô?
   What do you all want me to do?

B. Orê ro-hêndu-sâ guarani.
   We want to listen to Guarani.
   E-ñë’e mî orê-ve guaranî-me.
   Speak to us in Guarani.

A. Mba’ê-pa pei-pota ha’ê peë-me?

B. Ër-e mî orê-ve moô-pa rei-kô.
   What do you want me to tell you?

A. Ai-kô ë-pe.
   Tell us where you live.
   I live here.

**Dialog 3.**

A. Ikatî-pa a-ñë’e karei-ñë’e-me?
   May I speak in Spanish?

B. Re-ñë’e-kuaâ-pa guarani?
   Do you know how to speak Guarani?

A. A-ñë’e-kuaâ, pêro mixi mî-nte.
   I do, but only a little.

B. La gênte kuêra o-hâ.arô re-ñë’e guaranî-me.
   The people expect you to speak in Guarani.

A. Le upê ixa rô, a-ñë-hâ’â ta a-ñë’ê guaranî-me.
   In that case I’ll try to speak in Guarani.
Locking Ahead

Nominals
xe-amigo
pete! mba'ë
hétë mba'ë
mbo'ë há
gënte kuëra
volêto
vosa
tëra
po
py
akä
jurú
nambë
apysä
tësa
mymbë
ý
ý-kúá
táta
táta-kúá

Verbs
-ikô vicicleta-pe
-purahëi
-jep'hëi
-kë
-makaraëi
-pytu'ëi
-he-ha'ëi
-he-pyrë
-guata
-moë
-marëhëi
-pytë
-jukë
-juhë
-I

Time Expressions
ko'ë
ko'ëro
pyrare-vë

Miscellaneous
upë ixa rë
aëc-të

listening for study
I. A. E-porandû ixu-pë oï-kô'ë a'ë-ë. Ask him if he lives here.
B. Rei-kô'ë a'ë? Do you live here?
A. Mba'ë'ë a'ë he'-ë rë'ë? What did he say?
B. Ha'-ë kuri ëi-ko há Paraguai-ë. He said he lives in Paraguay.
A. Ha xë'-ë he'-ë kuri ëi-ko há Brasil-ë. And he told me he lives in Brazil.
II. A. ¿Puede hablar inglés en clase?
B. No. Debe hablar guaraní en clase.
A. ¿Puede hablar español en clase?
B. Sí, pero sólo un poco.
A. Pero quiero que hable sólo en guaraní.
B. Entendido. ¿Qué quiere que haga ahora?
A. Quiero estudiar guaraní.

III. A. Díganos donde vive usted.
B. Vivo en Paraguay. También quiero que todos nos digan dónde viven.
A. ¿Dónde vive en inglés o guaraní?
B. En guaraní.

IV. A. Mañana tomaré un examen.
B. Tenemos un examen con profesor Davis mañana también.
C. ¿Cómo salió en el examen?
**Survival Language**

**Cycle 1**

<table>
<thead>
<tr>
<th>Model</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mba'ë-pa he-'i-sé upéva?</td>
<td>What does that mean?</td>
<td>(Qué quiere decir eso?)</td>
</tr>
<tr>
<td>B. He-'i-sé...</td>
<td>It means...</td>
<td>(Quiere decir...)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mba'ë-pa he-'i-sé 'juký'?</td>
<td>What does juký mean?</td>
<td></td>
</tr>
<tr>
<td>B. 'Juký' he-'i-sé salt inglés-pe.</td>
<td>Juký means 'salt' in English.</td>
<td></td>
</tr>
</tbody>
</table>

**Practice**

1. Mba'ë-pa he-'i-sé 'cuaderno'? (vorrador, pisarpon, silla, mesá, etc.)

2. E-porandú xé-ve mba'ë-pa he-'i-sé 'kuatiá'. (po, pỳ, juru, tì, akā, etc.)

---

**Cycle 2**

<table>
<thead>
<tr>
<th>Model</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mba'ë-pa a-porandú ra.e xu-pê?</td>
<td>What did I ask him?</td>
<td></td>
</tr>
<tr>
<td>B. Re-porandú kurút moô-f o-mba.apó.</td>
<td>You asked where he works.</td>
<td></td>
</tr>
</tbody>
</table>
A. Mba'ë-pa a-porandú ra.ë xu-pë? What did I ask him?
B. Re-porandú kurì moö-pa o-mba. apó. You asked where he works.

A. Ha mba'ë-pa he-'i ra.ë? And what did he say?
B. Ha he-'i kurì o-mba. apó há Atlanta- pe. He said that he works in Atlanta.

TO THE STUDENT: Notice that a question introduced with ha 'and' is followed by a reply which, strange as it may seem, is also introduced with ha. Notice also that há after the verb is the equivalent of the subordinating conjunction 'that' in English.

Instructor: Er-e më xé-ve, José, moö-pa re-mba. apó.
José: A-mba. apó Atlanta- pe.
Instr.: (féra), mba'ë-pa a-porandú ra.ë xu-pë?
Student: Re-porandú kurì moö-pa o-mba. apó.
Instr.: Ha mba'ë-pa he-'i ra.ë?
Student: Ha he-'i kurì o-mba. apó há Atlanta- pe.
TO THE STUDENT: Ja-'é 'let's say' and Ña-moî 'let's suppose' are both transitive verbs that take a clause as their object. The verb of that clause must be followed by hâ 'that'. Both expressions, ja-'é and Ña-moî will be used in setting up hypothetical situations, usually in the Use Phase part entitled 'For Example'.

listening for comprehension

Ña-moî xé xe-réra há Hubert Humphrey ha ndé nde-réra há Richard Nixon, and Carlos héra há George Wallace.

Rei-kuàa-sé-pa mba'è-pa he-'i-sé ko'áva?

A-gradecé ndé-ve
Ndà'i-po'ri mba'è re-pa
Mba'è ixa-pa ndé-ko'è
I-pà'ì iteréí

Rei-kuàa-sé-pa mba'è ixa-pa o-je-è ko'áva guaraní-me?

démelo
pidalo a él
pidale un lapiz
tréigamelo
lléveselo a Juan
### Review of Survival Phrases

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nd'a-ntendé'i</td>
<td>I don't understand</td>
</tr>
<tr>
<td>Nd'a-xe-mandu'á'i</td>
<td>I don't remember</td>
</tr>
<tr>
<td>Nd'ai-kaaá'i</td>
<td>I don't know</td>
</tr>
<tr>
<td>Ja-há ja-karú</td>
<td>Let's go eat</td>
</tr>
<tr>
<td>Xe'gustà iterefi</td>
<td>I like it a lot</td>
</tr>
<tr>
<td>Xe té la tembi'ú</td>
<td>The food is very good</td>
</tr>
</tbody>
</table>

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Unit Six

CONTENTS

grammar points

1. Possession
   a. possessor before possessed
   b. hyphen to join the two

2. Third Person Possession (singular and plural)
   i, ẖ, i̱, ẖ

3. RH FACTOR
   unpossessed: ẖ - initial
   third person pronoun: h - initial
   all other: r - initial

4. Demonstrative Particles
   la, ko, pe, amọ, upe, aipọ

5. Demonstratives as nominals or noun substitutes with the addition of va.

6. va - 'that which'

7. vé - 'more'

8. remo, rə - the conditional 'if'

9. Nasalization
   a. ő, ọ as nasal sources
   b. nasal barriers

10. -pə (suffix)
    a. in intransitive verbs it means 'all'
    b. in transitive expressions it means totality ('all', 'everything')

11. a. mbọyě - 'before'
    b. rire - 'after'
    c. aîá - 'while; as'

12. -jú - conjugation of 'come'

13. -hō - conjugation of 'go'
    a. 2 stem alternates: họ and hà
14. Adjectives
   a. attributive adjectives follow noun
   b. no linking verb
   c. predicate adjectives conjugated with person prefixes

15. The Negative Frame - nda^-...^-i- (iri; ri)
   a. with nominal predicates
   b. with Quality Verbs.

vocabulary

NOUNS
akã rasy'  lús  tůva
akytã  mbaraká  valija
áma  mbóí  vaňo
amigo  mitã  villeterá
ânya  mita'i  votě
aô  mitã karia'ý  yva
apellido  mita-kuña'f  yvotý
áva  múñica  yvý
avatį  ñånduí  ñaranja
avión  ñaranja
avuelo  oficina
'carnicería  (h)óra
carta  oro
catera  pan
clip  panadería
collar  primo
communista-  regalo
cuadra  regla
estúfa  reló
fevredo  río
genereal  semana
guerra  sobrino
hermano  socio
(h)igado  sombrero
inimbó  sof
itá  tajýra
jaguerete  tajýi
jasý  tâva
jetapá  ta'ýra
jú  tembi-apó
keraná  tetã
kotý  tiá
kuaré  tienda
kuñá  tínta
kuñatañ  tíó
kuré  ñoro
lapisérea  ñová

VERBS
coydená
ganá
guahš
guapý
guerú
gueruká
heká
hendiya'ó
hesarái
jahú
japú
jejuruhéi
joré
joguá
juhú
Ju jevý
kerambú
malisá
máñá
manu'á
manó
mombó
mbossako'í
mbotý
mondé
ñoño
Pegá
púy
pu'á
řesaráí
sé
servi
tanteá
topá
valé
vostesá

INTERROGATIVES
máva-máva-pe-pa ?
máva-pe-pa ?
mba'e mba'e ?

POST-POSITIONS
ari
goto
guy-pe
re
rovái
rupi:

MODIFIERS
arandú
arhel
asú
ete'
 casi
derecha
derecho
ñasý
hepy
ñerí va
juký
kane's
kangý
ty'á
mbareté
mborialí
myký
mitá
ñañá
ñaró
ñembyahýi
norte
plata hetá
pohýi
po'i
pyahú
ñasý
ropehýi
sur
tavý
tuja

MISCELLANEOUS
ahèniri
dies
katu
mba'e-vé
neí
opava-vé
na
re'ina
PREPARATION. STAGE

Program

(xé; my)

1. Tíó means 'uncle'. The combination Xe-ti6 means 'my uncle'. Tíá means 'aunt'. How would you say 'My aunt'?

   Xe-tiá

2. Possession is expressed by putting the possessor before what is possessed. Hermano means 'brother'. So 'brother's car' would be hermano-coche; 'my brother' would be _______. Notice that the POSSESSIVE PRONOUN is not stressed and is joined by a hyphen to the noun stem.

3. Write and pronounce the following in Guarani:

   a. My brother  xe-hermano
   b. My aunt      xe-tiá
   c. My uncle     xe-tió
   d. My book      xe-livro
   e. My pencil    xe-lapis
   f. My brother's pencil xe-hermano-lapis
   g. My uncle's book xe-tió-livro

(yndé; your)

4. Nde-tió means 'your uncle'. Ore-tiò means 'our uncle'. How would you say 'our (incl.) uncle'?

   Šande-tió

5. Write and pronounce the following in Guarani:

   a. Our uncle       ore-tió
   b. Our (incl.) uncle Šande-tió
   c. Your book      nde-livro
   d. Your pencil    nde-lapis
   e. Your uncle's pencil nde-tió-lapis
   f. Our uncle's book ore-tió-livro
6. 'You-all' is pẽ, but 'your (pl.) uncle' is pende-tiê. The possessive form for pẽ is pende. How would you say 'your (pl.) book'?

(i-, hi-, ij- [iê], ã, his, her, their)

7. In English we say A boy, but AN apple, THY face, but THINE eyes. A and an are two forms of the same word; thy and thine are also two forms of one word. In both cases one form is used before a consonant, the other before a vowel.

8. The third person possessive pronoun in Guarani has different forms, depending on what follows it. Observe the following and try to figure out for yourself when the different forms are selected.

a. i-tarquí
   i-po
   his rancho  
   his hand

b. hi-ára
   hi-y
   his day  
   his water

c. ij-ô
   iñ-akâ
   his clothes  
   his head

d. ñesâ
   ñera
   ñetâ
   ñôga
   ho'o
   his eye  
   his name  
   his country  
   his house  
   his flesh

9. Except for cases like group d, the third person possessive form is i- before a consonant. 'His book' is i-livro. How would you say

a. his pencil  
   i-lapis

b. their notebook  
   i-cuaderno

c. her table  
   i-mesa

d. his chair  
   i-silla

10. Except for rare cases like ñôga in group d, the third person possessive form is hi- before a stressed vowel. 'His gold' is hi-ôro. Give the third person possessive form of the following words:

   *(tesá - eye)  
   *(têra - name)  
   *(ñetâ - country)  
   *(ñôga - house)  
   *(so'ô - meat)
Except for cases like group d, the third person possessive form is

*ij-* (or *in*- by the rule that *i* always becomes *i* in a nasal span) before an unstressed vowel. "His neck" is *ij-awar:*; "his head" is *in-aká.*

Give the third person possessive form of the following words:

- *avati* 'corn'
- *apsá* 'oido'
- *aó* 'clothes'
- *itá* 'rock'
- *yvoty* 'flower'
- *akytá* 'chunk'
- *amigo* 
- *hermano*

R! factor).

2. Group d contains examples of words which have a peculiarity in their possessive form. Observe the following examples and try to figure out for yourself when the different forms are selected:

- *țéra* 'name'
- *xe-țera* 'my name'
- *țera* 'his name'
- *țetă* 'country'
- *Jose-țetă* 'Jose's country'
- *țetă* 'his country'
- *țovă* 'face'
- *nde-țovă* 'your face'
- *țovă* 'his face'
- *țeșă* 'eye'
- *xe-țeșă* 'my eye'
- *țeșă* 'his eye'
- *țoga* 'house'
- *ore-țoga* 'our house'
- *țoga* 'his house'
- *țo'țo* 'meat'
- *xe-țo'țo* 'my flesh'
- *țo'țo* 'his flesh'
13. There is a high number of words in this group. Except for four or five words like */ôre* and */so:ô*, all these words begin in a t-sound in their unpossessed or citation form. How would you say 'name'?

14. These words have two possessive forms, one in which the initial sound is *r* and one in which the initial sound is *h*.

15. The third person possessive form has an initial *h*. How would you say 'his name'?

16. All other possessive forms of these words have an initial *r*. How would you say

' *my name* xe-ôrêra
 ' *your name* nde-ôrêra

17. Notice that all possessive pronoun prefixes except the third person go with the *r*-initial form.

xe-ôrêra
nde-ôrêra
ore-ôrêra
ôande-ôrêra
pende-ôrêra

18. Notice also that nouns as possessors precede the *r*-initial form.

pe karai-ôrêra that man's name
jasû-ôrovâ the moon's face
Carlos-ôretâ Carlos' entry

19. Translate orally as rapidly as possible:

(ômbi-'ô = food)

my food xe-ômbi-ô
your food nde-ômbi-ô
your (pl.) food pende-ômbi-ô
pur (incl.) food ôande-ômbi-ô
our food ore-ômbi-ô
his food ômbi-ô
food ômbi-ô
There are some words which begin in a t-sound in citation form, but which do not change the initial to r and h when possessed. There are other words which begin in an r-sound in possessed form, but which never change the r. And there are some words which begin in an h-sound in possessed form, but which never change. It is therefore impossible to tell from the initial sound of a word in citation or one of the possessed forms whether the word belongs to the class of words which changes the initial to r or h when possessed. For this reason we have marked with the sign  those words which are characterized by the change of the initial.

Traditionally, these initial-changing words are called oscillating words. We will refer to them as RH-words or words having the RH factor.

The following are a few t-initial words which do not have the RH factor. Give the third person possessive form of each.

- tió uncle
- tió nose
- táva town
- tupaó church

Three common RH-words are irregular.

- tóva father
- xe-ru my father
- i-tóva his father
- ta'ýra son
- xe-ru'ý my son
- i-ta'ýra his son
- tajýra daughter
- xe-ra'ý my daughter
- i-tajýra his daughter
24. The article la, borrowed from Spanish, is optionally used with nouns and noun phrases in Guarani. (Note that only la is used, never el.) 'The book' could be either livro or la livro. 'My book' could be either xe-livro or la xe-livro. (Similarly in English we could say 'my book' or 'the book of mine'.) Use la in the following:

a. my uncle
b. your uncle
c. my friend
d. our friend
e. his friend

25. Ko livro means 'this book'. How would you say 'this pencil'?

'This pencil of mine' would be ko xe-lapis. How would you say 'this book of yours'?

26. Pe livro means 'that (ese) book'. How would you say 'that pencil'?

How would you say 'that pencil of hers'?

27. Amo livro means 'that (aquel) book'. How would you say 'that pencil yonder'?

How would you say 'that pencil of mine'?

Write and pronounce the following in Guarani:

a. this book
b. that (ese) book
c. that (aquel) friend of his
d. this car of ours
e. this pencil of yours (pl.)

28. Pe-livro is the equivalent of 'ese libro' in those cases where the book referred to is in sight. Upe-livro is the equivalent of 'ese livro' in certain cases where the book referred to is out of sight, but in the situation context.
39. **Aipó livro** is not to *amo livro* exactly as *pe livro* is to *upe livro*. **Aipó livro** refers to a book which not only is not in sight, but also is not familiar, perhaps just heard of. One might refer to the Koran as **aipó livro**, by which one would imply he had heard of it but was not really familiar with it. **Aipó Nueva York** might be used in a similar sense: 'That New York City I've heard of'.

The Demonstratives as nominals or noun substitutes)

40. **Ai-potá ko livro** means 'quiero este libro', **ai-potá köva** means 'quiero éste' - 'I want this [one]'.

41. Similarly, **ko livro xe-mba'ę** means 'éste libro es mio', **köva xe-mba'ę** means 'éste es mio' - 'this [one] is mine'.

42. With the addition of **va** to any of the demonstrative particles, they become nominals or noun substitutes and can function as subjects, objects, etc. like any nouns.

   péva ŋera itá
   upéve he-'i-sé 'rock'
   ai-kotevé amöva
   va that which)

43. **Ai-potá** means 'I want'. **La ai-potá va** means 'the one I want' or 'What I want'. How would you say 'That is the one I want'? **Péva ___________.**

44. **Xé a-stúdiá ta** means 'I will study'. **Xé a-studia vé ta** means 'I will study more'. 'More' is expressed by **vé** after the verb. Note that **vé** takes the primary accent. How would you say 'I will speak more'? **Xé a-nē'ę __ ta.**
35. Write and pronounce the following in Guarani:
   a. He will study more. Ha'ë o-stūdia vé ta.
   b. We will study more. Orë ro-stūdia vé ta.
   c. I will read more. Xē a-lēe vé ta.
   d. I will do more. Xē-aj-āpo vé ta.

   (ramo; rõ conditional if)

36. Xē a-studiā means 'I study'. Xē a-studiā ramo means 'If I study...'
The conditional 'if' is expressed by ramo. (Often abbreviated to rõ)
How would you say 'If I talk...'?
   Xē a-nē'ē ramo...

37. Write and pronounce the following in Guarani:
   a. If you talk, I will talk. Ndē re-ē'ē ramo, xē a-nē'ē ta.
   b. If I talk you will talk. Xē a-nē'ē ramo, ndē re-ē'ē ta.

38. Write and pronounce the following in Guarani, using rõ:
   a. If I write this, he will read it. Xē a-scrivī rõ kóva, ha'ë o-lēē ta.
   b. If he says it, I will listen. Ha'ë he-'i rõ, xē a-hendū ta.
   c. If I study more, I will learn more. Xē a-stūdia vé rõ, a-prēnde vé ta.

   (Nasalization)

39. One of the characteristic features of Guarani is nasalization. During some stretches of speech the passageway into the nasal cavity is open in varying degrees, allowing the voice to resonate in the nasal as well as in the oral chamber. The result of this dual-chamber resonance is what we call nasal resonance or __________________.
Notice how nasalization affects stretches of speech longer than a word:

\[
\text{porá}
\]
\[
\text{o-ñe'è porá}
\]
\[
\text{o-ñe'è porá guaraní}
\]
\[
\text{maná o-ñe'è porá guaraní}
\]

In each of these stretches of speech, nasalization extends from one end to the other.

Now observe that other stretches of speech contain no nasalized part; the passage way into the nasal resonance chamber is shut so that no nasal resonance is heard.

\[
\text{aveí}
\]
\[
\text{rúso aveí}
\]
\[
\text{o-leé rúso aveí}
\]
\[
\text{ha'è o-leé rúso aveí}
\]

Each of these stretches of speech is characterized by the (presence/absence) of nasalization.

Some stretches of speech contain parts which are nasalized and other parts which are not. The nasal resonance chamber is 'turned on', in varying degrees, at select moments and 'turned off' at other moments. Given a recorded stretch of speech which contains both nasalized and non-nasalized (or oral) segments, it is usually easy to perceive the points where nasalization is 'turned on full'. It is wherever there is an occurrence of a stressed nasalized vowel or a nasal consonant (n or m).
42. Note that ŋ and ŋ are not classed as nasal consonants. Rather ŋ and ŋ are the alternates of ŋ and ŋ when these occur within a nasal domain. What are the two nasal consonants?

43. We will call these points where nasalization is 'turned on full!' CENTERS of SOURCES OF NASALIZATION. At what two points can there be sources of nasalization?

44. If you listen carefully to stretches of speech which contain sources of nasalization you will perceive that, with certain exceptions, unstressed syllables have nasal resonance if they are adjacent to a stressed or another unstressed nasalized syllable, and that the closer an unstressed syllable is to a source of nasalization, the stronger is its nasal resonance.

45. Take a sequence of five syllables: syl syl syl syl syl. If the third syllable in this sequence of five syllables contains a source of nasalization, it could be (see 47 following page) that the other four syllables have nasal resonance. If they do, then the two syllables closest to the source will have it stronger than the ones farther removed from the source. In other words, the domain of nasalization extends from a nasal source to the left and to the right with gradually diminishing strength. What happens is that native speakers, anticipating a center of nasalization, begin to open the passageway to the nasal chamber in degrees as they near the center (at which point the passageway is wide open) and following the center they shut the passageway also by degrees.
46. Nasal resonance which anticipates a homing center of nasalization we will call **anticipatory nasalization**. Nasal resonance which follows after a center of nasalization we will call **reminiscent nasalization**. Reading from left to right, reminiscent nasalization extends from the center to the (left/right) ?

47. In 45, we considered a sequence of five syllables in which the middle syllable contained a source of nasalization. It was stated that in such a case it could be that the syllables adjacent to the source of nasalization have nasal resonance. It was shown that nasalization is anticipated in syllables before the center and reflected beyond the center. Now it must be stated that anticipated and reminiscent nasalization always occurs, unless blocked by a nasalization barrier.

48. The three consonants b, d and g form a barrier to reminiscent nasalization.

49. 'We want to study' is ja-stüdia-sé. 'We want to listen' is ŋa-hëndu-sé. Remember that ŋ cannot be a nasal source, but rather a nasalized j, or a j within a domain of nasalization. What is the source of nasalization in ŋa-hëndu-sé ?

50. Since d is a barrier to nasalization to the right of a nasal center, and since in ŋa-hëndu-sé d occurs to the right of the nasal source ŋ, therefore the ŋ (is/is not) nasalized.

51. The vowels in mba-apò are not nasalized, because the nasalization domain cannot extend through the consonant b.
52. In English, nouns are pluralized even in plural contexts. For example, we say 'two books'. Of course 'two' already denotes plurality; therefore, the plural marker 's' in 'books' is redundant - it is required, to be sure - but nevertheless redundant.

53. In Guarani we can say moköi lèvro; we don't have to say moköi lîvrokùéra. The redundant use of the plural marker kùéra is not obligatory as in English.

54. Observe the following:
   a. Ju-há!
      Ja-ha-pá!
   b. Ta-pe-hó!
      Ta-pe-ho-pá!
   c. O-hö kuri
      O-ho-pá kuri
   d. O-karú ta
      O-kâru-pá ta

55. The verbs in the above expressions are intransitive; they do not take an object. The suffix -pá in these intransitive verb expressions means 'all'.

56. Observe the following:
   b. A-hëndu-pá la er-é va.
   c. Pe'u-pá na la tembi-'ú.
   d. Pej-âpo-pá na la pende-tembi-apó.

Let's go!
Let's all go!
Go!
All of you go!
He went
They all went
He will eat
They will all eat
I've seen everything.
I hear everything you say.
(I hear completely what you say)
Please eat all the food.
(Eat it completely)
Please do your work completely.
(Please finish your work.)
57. The verbs in the preceding expressions are transitive; they take or imply an object. The suffix -pá in these transitive verb expressions implies totality ('all', 'everything') or completeness, exhaustiveness. Notice that aj-apo-pá (do 'all or complete doing) is usually translatable by 'finish'.

58. Do not confuse the suffix of totality -pá with the question marker enclitic -pa. Both can occur together:
   a. Rej-apo-pá pa ra.è ?
   b. Rej-apol-pa ta'pa ?

59. Observe the order of elements and the shifting of stress:
   a. Rej-apo-pá ta'pa ?
   b. Rej-apo-pa-sé pa ?
   c. Rej-apo-pa-sé ta'pa ?
   d. Rej-apo-pa-sé ta ma'pa ?
   e. Rej-apo-pa-se mi ta ma'pa ?

   (mboyvé 'before'; riré 'after'; ajá 'while, as')

60. Mboyvé - 'before' - antes que, antes de.
    Riré - 'after' - después que, después de.
    Ajá - 'while, as' - mientras, todo el tiempo que.

   b. Ja-purahéi ta ja-kardí riré.
   c. A-studii kurí hina guarani a-kardí ajá.

61. In English the adverbial conjunctions before, after, while, and others occur at the beginning of a clause:
   a. Before we eat ... 
   b. After I die ... 
   c. While you study ...
62. The Guaraní equivalents of these adverbal conjunctions occur after the verb.

   a. Ja-karú mboyvé.
   b. A-manó riré.
   c. Re-studiá a'i.

(conjugation of _-jú_ 'come')

<table>
<thead>
<tr>
<th>aj-jú</th>
<th>roj-jú</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>jaj-jú</td>
</tr>
<tr>
<td>rej-jú</td>
<td>pej-jú</td>
</tr>
<tr>
<td></td>
<td>o-jú</td>
</tr>
</tbody>
</table>

63. The verb _-jú_ is a J-verb except in third person. Há'ó o-ú híná means 'He is coming.'

64. 'I came' would be aj-ú kúř.

65. The imperative form aj-ú (is/is not) regular?

(conjugation of _-hó_ 'go')

<table>
<thead>
<tr>
<th>a-hó</th>
<th>ro-hó</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ja-hó</td>
</tr>
<tr>
<td>re-hó</td>
<td>pe-hó</td>
</tr>
<tr>
<td>(imp'v) te-re-hó</td>
<td>ta-pe-hó</td>
</tr>
<tr>
<td></td>
<td>o-hó</td>
</tr>
</tbody>
</table>
The verb -hő is irregular in that it has two stem alternates; -hő and -há.

The alternate -há occurs only when the pronoun prefix contains the vowel a.

'I go' is a-há.

'Let's go' is ja-há.

'He goes' is o-hó.

If -hő had regular 2nd person imperative forms, these would be e-hő and pe-hó.

Neither of these is in use however; the verb -hő is irregular in the imperative mode.

The singular imperative of -hő which corresponds to Spanish 'vete' is te-re-hó.

The plural imperative which corresponds to Spanish 'vayanse' is ta-pe-hó.

Adjectives)

A large number of words like porä, 'pretty'; vai, 'ugly'; pyahú, 'new'; tujá, 'old', like their English counterparts serve as adjectives and modify nouns.

Observe the position of adjectives in respect to the nouns they modify.

- kuñatañ porä: a pretty girl
- kurè vai: an ugly pig
- òga pyahú: a new house
- lìvro tujá: on old book
79. English and Spanish use a linking verb to connect a subject with a predicate adjective.

- Jane is pretty.
- I am old.
- El es rico.
- José está enfermo.

80. Guarani does not use a linking verb to connect a subject with a predicate adjective. Instead the adjective is simply conjugated as a special class of verbs.

(Xe) xe-tujé  
(Nde) nde-tavý  
Júla o-porá  
(Ore) ore-mboriahé  
(Peá) pende-ñañá

I am old.
You are stupid.
Julia is pretty (or good)
We are poor.
You are naughty.

81. All words which are conjugated in this way, with the person prefixes xe-, nde-, ore-, nde-, pende-, i-  
(or the variants of these), are members of a conjugation class which we will call QUALITY VERBS.

82. How would you say the following:

(tujé--old) you are old.  
(mitá--young) I am young.  
(vaf--ugly) His sister is ugly.  
(kane'5--tired) We are tired.  
(mbarete--strong) You (pl) are strong.

83. The independent subject pronoun is optional. Either Xe xe-tujé or Xe-tujé could be translated 'I am old'. 
4. Leaving out the independent pronoun, how would you say:

I am weak       Xe-kangę
You are pleasant Nde-jukę
He is unpleasant Ij-arhel
He is rich      I-platę-hetų
He is lazy      I-th-ate'y
He is smart     I-th-arandų

(Nda...i    The Negative Frame with nominal predicates)

35. Contrast:

1. a. Xé
   b. Nda-xé-i
   (It's) me
   (It's) not me

2. a. Ha'ę
   b. Nda-ha'ę-i
   (It's) him
   (It's) not him

3. a. Ná
   b. Nda-ná-i
   (It's) you
   (It's) not you

4. a. María
   b. Nda-María-i
   (It's) María
   (It's) not María

36. Form the negative.

Juanita
nda-Juanita-i
nda-cavajú
nda-vacá
nda-pende-mba'ę

37. The two elements nda and i make up the NEGATIVE FRAME. Nda, the element which precedes the predicate is called proclitic and i, ri or iri, the element which follows the predicate is called an enclitic. A proclitic is a phrase prefix and an enclitic is a phrase suffix.
(The negative frame with Quality Verbs)

06. Contrast:

1. a. Xe-japú hína
   b. Nda-xe-japú-i

2. a. nasy-eté
   b. Nda-nasy-eté-i

3. a. Xe-ko'ë porã
   b. Nda-xe-ko'ë porã-i

89. The negative frame is used with Quality Verb predicates as with nominal predicates. How would you negate the following:

i-porã
i-ky'á (it's dirty)
i-mbareté (he's strong)
xe-rasy (I'm sick)
xe-mandu'á

90. Quality Verbs or nominals which have stress on the final vowel, optionally take the enclitic -iri instead of just -i.

nda-xe-japú-ri or: nda-xe-japú-i

91. If the nominal ends in the sound i, the enclitic is usually -ri.

besarãí
nda-besarãí-ri

i-vai
nda-i-vai-ri

How would you negate the following:

i-po'í it is narrow
xe-pohýi I'm heavy
nda-ñembyahúi you're hungry
nda-xe-pohýi-ri
nda-ñembyahúi-ri
nda-xe-japú-i
nda-xe-japú-ri
nda-i-porã-i
nda-i-ky'á-i
nda-i-mbareté-i
nda-xe-rasy-i
nda-nde-mandu'á-i
Summary

POSSESSION: POSSESSION is expressed by putting the possessor before what is possessed. A hyphen joins the possessing and possessed elements.

<table>
<thead>
<tr>
<th>Possessor</th>
<th>Possessum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xe-ti6</td>
<td>My uncle</td>
</tr>
<tr>
<td>Nde-amigo</td>
<td>Your friend</td>
</tr>
<tr>
<td>Ore-amigo-ti6</td>
<td>Our friend's uncle</td>
</tr>
<tr>
<td>Ñande-amigo-ti6-livro</td>
<td>Our (incl.) friend's uncle's book</td>
</tr>
<tr>
<td>Pende-livro</td>
<td>Your (pl.) book</td>
</tr>
</tbody>
</table>

THIRD PERSON POSSESSION (singular and plural)
(i-, hi-, ij- [i6-], ñ)

- i- before words beginning with a consonant
- hi- before a stressed vowel
- ij- (i6-) before an unstressed vowel
- ñ initial ñ of ññ word

<table>
<thead>
<tr>
<th>Possessor</th>
<th>Possessum</th>
</tr>
</thead>
<tbody>
<tr>
<td>ñ-cuaderno</td>
<td>Their notebook</td>
</tr>
<tr>
<td>Hi-ára</td>
<td>His day</td>
</tr>
<tr>
<td>ñj-a6</td>
<td>Her clothes</td>
</tr>
<tr>
<td>ññ-ak6</td>
<td>His head</td>
</tr>
<tr>
<td>Héra</td>
<td>His name</td>
</tr>
</tbody>
</table>

RH FACTOR

In unpossessed or citation form these words begin with ñ (some exceptions like ññga are unpossessed without the ñ
third person possessive has initial ñ; all other possessive forms have initial ñ.)

<table>
<thead>
<tr>
<th>Possessor</th>
<th>Possessum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tesá</td>
<td>Eye</td>
</tr>
<tr>
<td>Hesá</td>
<td>His eye</td>
</tr>
<tr>
<td>Nde-resá</td>
<td>Your eye</td>
</tr>
</tbody>
</table>
DEMONSTRATIVE PARTICLES:  la, ko, pe, amõ, upê, aipô

| la xe-tic | My uncle (the uncle of mine) |
| ko lápis  | This pencil                  |
| pe livro  | That (ese) book              |
| amõ coche | That (aquel) car             |
| upê livro | That (ese - but out of sight) book |
| aipô carro| That (out of sight and unfamiliar) cart |

DEMONSTRATIVES AS NOUNS OR NOUN SUBSTITUTES
with the addition of va.

| ai-potá kôva. | I want this one. |
| peva xe-mba'ê. | That one is mine. |

VA

'that which'

| peva la ai-potá va. | That is the one I want. |

vê

'more'

| xê a-hêndu vé ta. | I will listen more. |
| ha'ê oj-âpo vé ta. | He will do more. |

RAMO, Rô

the conditional 'if'
expressed with ramo (or: rô for short) after the verb

| xê a-studia. | I study. |
| xê a-studia ramo ... | If I study ... |
| xê a-studia vé rô, | If I study more, I'll be |
| ̄katû ta a-nês' | to talk Guarani. |
| guaranî. | |
1. Some stretches of speech are produced with the nasal passage open so the voice-sound resonates through the nose.

   hū       tī
   akā      potī
   pytyvō   morōtī
   naŋakirīmo'āima

   These stretches of one to several syllables are nasalized throughout. The stretch of nasalization is called a **nasal span** (or **domain of nasalization**).

2. Some stretches of speech are produced with the nasal passage closed so the voice-sound resonates only in the mouth. These are called **oral spans**.

3. A nasal span must have a **source or center of nasalization**. This may be either:
   a. a stressed nasalized vowel (as in porō)
   or
   b. a nasal consonant: n or m, (but never ḃ or ṭ).

4. A nasal span reaches left and right from the source to a **barrier** which shuts off the nasalization.

5. There are two primary barriers:
   a. a stressed **oral vowel**.
   b. the second consonant in the consonant clusters mb, nd, ng, bars nasalization from passing to the right only.

6. The following sounds are affected within a nasal span:
   a. neighboring vowels are nasalized
   b. voiced consonants are nasalized
      b  m  ɕ  ɕ
      d  n  j  ŋ  r  r
n, m AS NASAL SOURCES: 

n and m are also sources of nasalization

<table>
<thead>
<tr>
<th>Ŋa-hendú!</th>
<th>Let's listen!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nde-amigo.</td>
<td>Your friend.</td>
</tr>
</tbody>
</table>

NASAL BARRIERS:

Nasalization is stopped in its movement to the RIGHT by p, ã or a.

<table>
<thead>
<tr>
<th>A-hendú</th>
<th>a-amba.ʊ</th>
<th>inglés</th>
</tr>
</thead>
</table>

Nasalization is stopped in its movement to the RIGHT or LEFT by any stressed oral vowel, ā, ē, etc.

Oré ro-hē'e ā-pe

-PÁ

1. 'all'. The suffix -pá in intransitive verbs means 'all'.
2. 'all', 'everything'. In transitive expressions -pá means totality.

<table>
<thead>
<tr>
<th>Ja-ha-pá!</th>
<th>Let's all go!</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-kâru-pá ta.</td>
<td>They will all eat.</td>
</tr>
<tr>
<td>A-hêxa-pá ma.</td>
<td>I've seen all.</td>
</tr>
<tr>
<td>A-hêndu-pá la er-ē va.</td>
<td>I hear everything you say.</td>
</tr>
</tbody>
</table>

MBOYÉ, RIRÉ, AJÁ

mboyé 'before' (antes que, antes de)
riré 'after' (después que, después de)
ajá 'while', 'as' (mientras, todo el tiempo que)

<table>
<thead>
<tr>
<th>Ja-herók̄ va.eri</th>
<th>We must dance before we eat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ja-purahêi ta ja-kârû riré.</td>
<td>We will sing after we eat.</td>
</tr>
<tr>
<td>A-studiâ kurî hîna guaranî a-kârû ajá.</td>
<td>I was studying Guarani as I ate.</td>
</tr>
</tbody>
</table>
conjugation of 'come'
-jú is 3-VERB except for third person

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aj-ú</td>
<td>I come</td>
</tr>
<tr>
<td>Rej-ú</td>
<td>You come</td>
</tr>
<tr>
<td>Roj-ú</td>
<td>We (excl.) come</td>
</tr>
<tr>
<td>Jaj-ú</td>
<td>We (incl.) come</td>
</tr>
<tr>
<td>Pej-ú</td>
<td>You (pl.) come</td>
</tr>
<tr>
<td>O-ú</td>
<td>He, she, they come</td>
</tr>
</tbody>
</table>

conjugation of 'go'
-hó is irregular: has two stem alternates, -hó and -há; the alternate -há occurs only when pronoun prefix contains the vowel a.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A-há</td>
<td>I go</td>
</tr>
<tr>
<td>Re-hó</td>
<td>You go</td>
</tr>
<tr>
<td>Ro-hó</td>
<td>We (excl.) go</td>
</tr>
<tr>
<td>Ja-há</td>
<td>We (incl.) go</td>
</tr>
<tr>
<td>Pe-hó</td>
<td>You (pl.) go</td>
</tr>
<tr>
<td>O-hó</td>
<td>He, she, they go</td>
</tr>
<tr>
<td>Te-re-hó</td>
<td>Imperative singular</td>
</tr>
<tr>
<td>Te-pe-hó</td>
<td>Imperative plural</td>
</tr>
</tbody>
</table>

Attributive adjectives always follow the noun.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tata pytá</td>
<td>A red fire</td>
</tr>
<tr>
<td>Pelota tuvixa</td>
<td>A big ball</td>
</tr>
<tr>
<td>Tísa morotí</td>
<td>White chalk</td>
</tr>
</tbody>
</table>

Guarani has no linking verb.
Predicate adjectives are 'conjugated' like possessed nouns, i.e. with person prefixes.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Xé) xe-tujá</td>
<td>I am old</td>
</tr>
<tr>
<td>(Ndé) nde-tavý</td>
<td>You are stupid</td>
</tr>
<tr>
<td>Julia</td>
<td>i-porá</td>
</tr>
<tr>
<td>(Oré) ore-mboriahú</td>
<td>We are poor</td>
</tr>
<tr>
<td>(Peé)pente-saná</td>
<td>You are naughty</td>
</tr>
</tbody>
</table>
The proclitic nda and the enclitic i, ri or iri together make up the negative frame.

- generally, but
- generally, but
- after stress on final vowel
- after final i

| nda'pende-mba'É'i | not your thing |
| nda'basy'i | he's not sick |
| nda'xe-japú'iri | I'm not kidding |
| nda'i-řembyahyi'iri hikuši | they are not hungry |
Written Exercises

1. TRANSLATE the following into Guarani without using la:
   a. My uncle
   b. My brother
   c. My brother's book
   d. His well
   e. His friend
   f. His brother
   g. Our books
   h. Our (incl.) pencils
   i. Your friend
   j. Your (pl.) friend
   k. Our (incl.) uncle's friend's book
   l. Their friend's well

2. TRANSLATE the following into Guarani using la:
   a. My brother
   b. His brother
   c. Your brother
   d. Your brother's friend
   e. Our friend
   f. Your uncle
   g. Your (pl.) books
   h. Their books

3. TRANSLATE the following into Guarani:
   a. This book
   b. That book
   c. I want this book.
   d. I want that book.
   e. I want this (one).
   f. This (one) is the one I want.
   g. Do you want that one?
   h. Is that the one you want?
   i. Guarani is what we are studying.
   j. Carlos is the one talking.

4. TRANSLATE the following into Guarani:
   a. I will study more.
   b. I want to study more.
   c. He will write more.
   d. We will talk more.

5. Connect the following pairs of sentences with 'if' and translate.
   Example: a. O-studia
             b. O-aprendé ta.
             O-studia ramo, o-aprendé ta.
             'If he studies, he will learn.'
   a. O-studia vē.
   b. O-aprendé porā ta.
   a. Xé a-studia vē guarani.
   b. Ikatú a-ñe'ē.
   a. O-scríví xé-ve.
   b. A-leé ta la o-scríví va.
   a. Re-studia guarani.
   b. A-studia ta aveí.
Listening In

A. Mba'ê pa rei-potá?
B. Ai-potá pe livro.
A. Ha rei-potá pa kóva avei?
B. Mba'ê pa péva?
A. Kóva pete lapis.

A. Mava pa pe karai?
B. Pêva pa? Ha'ê Carlos.
A. Carlos pa nde-tiô?
B. Nahâniri. Ha'ê xe-amigo.
A. Ha mava-mba'ê pa kóva?
B. Pêva Carlos mba'ê, ha umîva xe-mba'ê?
A. Ha ko'ëva?
B. Umîva pende mba'ê?
A. Hêe. Upê. Ñxâ nîhâ.
B. Ko'ëva pa pende-mba'ê avei?
A. Nahâniri. Umîva i-mba'ê.

A. Pêva iñ-amigo.
B. Carlos amigo'pa?
A. Hêe.

A. Carlos, ndê re-stùdia vê va.erã.
B. Mba'ê re'pa?
A. Re-stûdia vê ramo. re-aprendê ta re-ne'ê pôra vê.
looking ahead

because of
Because of what? (Why?)
Because of us
Because I like it
Because I want to go
Because I wanted to serve well
Because I want to help you

in order to
I study in order to learn
I eat in order to live
We work in order to earn
I want to go in order to help them

be possible (can, be able to)
It is possible (for me)
It is impossible (no se puede)
You can do it
I can't see him
In order for me to help him
I study in order to be able to learn
I want to go in order to be able to help them
Se puede decir en guarani...?

So I could work with you

repetition and translation
I-katu haguâ ixa o-amba.apô pende apytê-pe
I-katu haguâ ixa o-amba.apô ne-ndive
I-katu haguâ ixa re-amba.apô xe-ndive
I-katu haguâ ixa ro-servi hendive kuera

So he could work among you
So he could work with you
So you could work with me
So we could serve with them.
Vocabulary

anticipated use

entonce rô if so

upé ixa rô if so

(entonce[s]) (so)
<table>
<thead>
<tr>
<th>Expression</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-gradecé ndé-ve</td>
<td>Thank you</td>
</tr>
<tr>
<td>Nda-i-po-ri mba'ê re'pa</td>
<td>You're welcome</td>
</tr>
<tr>
<td>Mba'ê ixa-PA nde-ko'ê</td>
<td>How are you this morning</td>
</tr>
<tr>
<td></td>
<td>(Cómo amaneciste)</td>
</tr>
<tr>
<td>Xe-ko'ê poré-nte</td>
<td>I'm just fine</td>
</tr>
<tr>
<td>I-poré-iteref</td>
<td>Very good</td>
</tr>
<tr>
<td>Nda-ntendé'i</td>
<td>I don't understand</td>
</tr>
<tr>
<td>Nda-xe-mandu'á'i</td>
<td>I don't remember</td>
</tr>
<tr>
<td>Nda-ai-kua'á'i</td>
<td>I don't know</td>
</tr>
<tr>
<td>Ja-há ja-karú</td>
<td>Let's go eat</td>
</tr>
<tr>
<td>Xe-gusta-iteref</td>
<td>I like it a lot</td>
</tr>
<tr>
<td>He té la tembi-ú</td>
<td>The food is very good</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expression</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mava'pa o-hása-sé a henondé-pe?</td>
<td>Who wants to come to the front?</td>
</tr>
<tr>
<td>Oi-kuaá va mba'ê-pa hê'i-sé to-hupî i-po.</td>
<td>Whoever knows what it means, raise his hand.</td>
</tr>
<tr>
<td>Ṭe'yê xe-ndive: &quot;Nda-i-po-ri mba'ê re'pa.&quot; Say it with me: &quot;Nda-i-po-ri mba'ê re'pa.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
Are you hungry?
I'm still sleepy.
I'm sick.
I have a headache.

Look out for that snake!
Look out for that car!
Look out for that mad dog!
Look out for that mad bull!

E-porandú xu-pé i-túva ha i-sý re.
Er-é xu-pé 'Hello' guarani-me.
Er-e va.erá guarani-me.

I agree, I'm with you
I'm glad to see you
Que te vayas bien
Bueno, igualmente

Come on, let's go kill a few
(Lit. 'Let's go kill stomach worms')
What in the world are you doing?
It is already 8:00 o'clock
Nde-aré ma^pa ê-pe?
Ne'ira^pa rei-ko-pá ra.ë?
O-i wa

Have you been here long?
Haven't you finished yet?
Ya está; de acuerdo; O.K.

Find Out

Mba'ë ixa^pa nde-ko'ë?
Mba'ë ixa^pa nde-ka.arú?
Mba'ë ixa^pa nde-pyharé?
Unit Seven

CONTENTS

grammar points

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   na, ke, kena
2. Negative commands, aní (...ti or ...tei)
3. Negative of verb-predicated sentences
   Nda'...i
4. Negative with verbless sentences
5. Negative future marker mo'á
6. The position of ñ
7. gui and hegui
8. ná - event locale
9. Ndive, ndí - 'of accompaniment of'
10. Telling time
11. Aroka'ë
    Mbaë hëra-pa - 'at what time'
12. gui, neve
    'desde'
    'hasta'
13. yaku ë (or va.exue) - non-recent past time
15. Alternate forms of the superlative
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16. Mbo- (Mby-)
    Transitizer for intransitive verbs, nouns and quality verbs
17. piko
18. ne postfix 'Spanish -fa'
### Vocabulary

<table>
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<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>aperitá</td>
<td>-'á</td>
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<tr>
<td>ñva</td>
<td>conseguí</td>
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<tr>
<td>cabula</td>
<td>contá</td>
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<td>camlon</td>
<td>guahé</td>
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<td>shipá</td>
<td>guapý</td>
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<td>desfile</td>
<td>guatá</td>
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<td>eíra</td>
<td>guejý</td>
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<td>ñínandés</td>
<td>háke</td>
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<tr>
<td>guyrá</td>
<td>hasá</td>
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<tr>
<td>je-karú-guasú</td>
<td>heká</td>
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<td>jety</td>
<td>hendý</td>
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<tr>
<td>juky-sý</td>
<td>hendyva'ó</td>
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<tr>
<td>ka'á</td>
<td>nenöi</td>
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<td>kambuxi</td>
<td>ñ</td>
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<td>kesú</td>
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<td>korá</td>
<td>Imè</td>
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<td>korapý</td>
<td>Ipe'á</td>
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<td>kumanñá</td>
<td>ñpsö</td>
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<tr>
<td>mandi'ó</td>
<td>jahú</td>
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<td>mbaraká</td>
<td>Japurá</td>
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<td>mbarakajá</td>
<td>kañý</td>
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<tr>
<td>mûcká</td>
<td>kuerá</td>
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<tr>
<td>mburiká</td>
<td>kytí</td>
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<tr>
<td>medicu ñañá</td>
<td>mbixý</td>
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<tr>
<td>meró</td>
<td>mboguátá</td>
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<tr>
<td>ñoráiro há</td>
<td>mbohakuá</td>
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<td>paková</td>
<td>mbcí</td>
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<td>poñá ñañá</td>
<td>mbojý</td>
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<td>pu</td>
<td>mbokuá</td>
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<td>puchéro</td>
<td>mbombáy</td>
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<td>santo ára</td>
<td>mbombo'ó</td>
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<td>sevói</td>
<td>mbombú</td>
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<tr>
<td>soña paraguáya</td>
<td>mbombytá</td>
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<td>tavý</td>
<td>mbomimöi</td>
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<td>'uénta</td>
<td>mbongavajý</td>
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<td>vudín</td>
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<td>mongorá</td>
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<td>mbonguérá</td>
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<td>mongy'á</td>
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<th>Modifiers</th>
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<tbody>
<tr>
<td>aký</td>
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<td>apu'a</td>
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<td>ate'ý</td>
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<tr>
<td>atý</td>
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<tr>
<td>ekivelká</td>
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<tr>
<td>guasú</td>
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<tr>
<td>haimeté</td>
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<td>ñuú</td>
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<td>hakuá</td>
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<td>hatá</td>
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<td>hesái</td>
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<td>ho'ysá</td>
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</table>
ky'á
kyrā'
mbegué
mbyký
pirū
pohýi
pojerá
pot
pukú
pytū
to'y
sapy'á
sogué
tuixá
tujá

Miscellaneous
aje'í
ko'ē ambué
kuehē ambué
ni ... ni
rovái
rupi
voxe
PREPARATION STAGE

Program

(Modulation of Commands)

1. You have learned that a command can be modulated by the addition of mi:
   pe-hëndu mi, 'listen a little'.
   Commands can also be modulated in other ways. e-hendō na, for example is roughly equivalent to 'Listen, I beg of you.'
   How would you say 'Speak, I beg of you'? e-ñe'ë na

2. e-hendō ke is roughly equivalent to 'You'd better listen'. How would you say 'You'd better talk'? e-ñe'ë ke

3. e-hendō kena is a modulated command in which ke and na are combined. It has approximately the force of 'listen, please' or 'I tell you, please listen'.
   How would you say 'I tell you, please study'? e-studiá kena

4. Perhaps the maximum modulation of a command is found in the form e-hëndu mi kena, 'I tell you, please listen a little'. This form contains three modulators: mi, ke and na.
   How would you say 'I tell you, please study a little'? e-stūdia mi kena

5. Note that the following combinations of mi, ke and na are used:
   e-łëe mi kena
   e-łëe mi ke
   e-łëe mi na
   e-łëe ke
   e-łëe na
   e-łëe kena
   e-łëe mi
6. Translate the following commands out loud. After each one, repeat it several times with different modulations. Think of the meaning as you say each one.

Write
Work
Play

(Negative Commands)

7. Re-studia is a statement meaning 'You study'. Ani re-studia is a negative command meaning 'Don't (you) study'. Re-ne'e means 'You talk'. How would you say 'Don't talk'? Ani re-ne'e

8. Pe-studia means 'You (pl) study'. How would you say 'Don't you (pl) study'? Ani pe-studia.

9. Write and pronounce the following in Guarani:
   a. Don't talk. Ani re-ne'e.
   b. Don't listen. Ani re-hendui.
   c. Don't write. Ani re-scrivi.
   d. Don't say it. Ani er-e.
   e. Don't you-all study. Ani pe-studia.
   f. Don't you-all talk. Ani pe-ne'e.

(Modulation of Negative Commands)

10. Giving orders or requesting someone to do something can be ticklish in any language. Probably all languages provide a variety of ways of asking people to do things, direct and harsh, menacing, kindly advisory, begging, pleading, etc. In Guarani, of course, intonation and tone of voice are prominent modulation factors (together with the look of the eye, the set of the jaw, the body stance and the gesture dynamics); these must, of course, be learned. But with these go certain words or particles like mi, ke, and na discussed in Unit 3.
11. Negative commands can be modulated with ke and na, but not with mǐ. Anī re-ne'ē means 'don't speak'. Anī ke re-ne'ē is roughly equivalent to 'you'd better not speak' or even 'don't speak, if you know what's good for you'. How would you say 'you'd better not study'? Anī ke re-studiá

12. Anī na re-ne'ē is roughly equivalent to 'don't speak, I beg of you'. How would you say 'don't study, I beg of you'? Anī na re-studiá

13. In Guarani, as in English one can give a negative command without using the verb: anī na, anī ke, anī kena are three ways of saying 'don't'.

14. The negative imperative in Guarani also has a displaceable particle...ti or...tei which serves as a modulator to indicate 'I would advise you (kindly) to....'

   anī re-ne'ē 'don't speak!'
   anī re-ne'ē ti 'don't speak!' (very direct—often taken as a harsh warning.)
   anī na re-ne'ē ti 'don't speak!' (not so direct—taken as advice, request, not as a warning.)
   anī kena re-ne'ē ti. 'don't speak!' (even less direct than the above.)
   (very forceful, but not overbearing.)

Also used:

   anī tei 'don't!'
   anī na ti 'don't!'
   anī ke tei 'don't!' 
   anī kena ti 'don't!'
15. Using no other modulator but ti, how would you say:

- don't write!
- don't read!
- don't study!

16. What would be the approximate meaning of Anī kena re-studīā?

(I beg of you, please don't study)

(Negative of verb predicated sentences)

17. Orē ro-leē means 'we read'. Orē ndo ro-leē'i means 'we don't read'. The negative statement is formed by ndo before the verb and ɨ afterwards. How would you say 'we don't study'? Orē nde ro-studīā.

18. Nandē ja-studīā means 'we (incl) study'. Nandē nda ja-studīā'i means 'we don't study'. The negative is formed by nda before the verb and ɨ after the verb. Nandē nda ro-studīā i. Nandē nda ja-studīā i. Note that the vowel which follows the nd agrees with the vowel in the person prefix. What do you suppose the negative would be for re-studīā?

19. The only difference in the negative affixes for ro-studīā and ja-studīā is that the first requires nd plus o before the verb and the second requires nd plus a before the verb. Ndo ro-studīā i. Nda ja-studīā i. Note that the vowel which follows the nd agrees with the vowel in the person prefix. What do you suppose the negative would be for re-studīā?

20. How would you say 'you don't read'?

21. Write and pronounce the following in Guarani:

a. We don't study.
Orē ndo ro-studīā i.

b. We (incl) don't study.
Nandē nda ja-studīā i.

c. You don't study.
Ndē nde re-studīā i.

d. We don't read.
Orē ndo ro-leē i.

e. We don't say (it).
Orē ndo ro-he'ê i.

f. We (incl) don't read.
Nandē nda ja-leē i.

g. You don't read.
Ndē nde re-leē i.
22. Xé a-leé means 'I read'. how do you suppose you would say 'I don't read'? Xé nda'-a-leé'-i.

23. That's almost correct. however, since the person prefix begins with a vowel, the a of the negative prefix is dropped. Since it always drops out, it will not be written at all. 'I don't read' would be written: Xé nda'-a-leé'-i. how would you write and pronounce 'I don't study'? Xé nda'-a-studiá'-i.

24. Ha'ê o-studiá means 'he studied'. Notice that the pronoun prefix is o, a vowel, just as in the pronoun prefix in first person is a. How do you suppose you would say and write 'he doesn't study'? Ha'ê nd-o-studiá'-i.

25. Write and pronounce the following in Guarani:

a. I don't study. Xé nda'-a-studiá'-i.
b. I don't read. Xé nda'-a-leé'-i.
c. I don't know. Xé ndai'-kuaá'-i.
d. he doesn't read. Ha'ê nd-o-leé'-i.
e. he doesn't know. Ha'ê ndoi'-kuaá'-i.
f. he doesn't study. Ha'ê ndo'-studiá'-i.

26. Peé pe-studiá means 'you-all study'. 'You-all don't study' is Peé nda'-pe-studiá'-i. Before pe- the vowel after nd is not e. Notice the irregularity from what you would expect. How would you say 'you-all don't read'? Peé ndo'-pe-iaé'-i.

27. Write and pronounce the following in Guarani:

a. We (incl) don't study. Ñandé nde'-a-studiá'-i.
b. I don't study. Xé nda'-a-studiá'-i.
c. You don't study. Ndé nde'-re-studiá'-i.
d. We don't study. Oré ndo'-ro-studiá'-i.
e. He doesn't study. Ha'ê ndo'-studiá'-i.
f. They don't study. Ha'ê kuéra ndo'-studiá'-i.
g. You-all don't study. Peé nde'-pe-studiá'-i.
28. Xé a-scrivi means 'I write'. Xé nda-a-scrivi-ri means 'I don't write'. Since -scrivi ends in i the negative affix is not i but ri. How would you say 'he doesn't write'?

(negative with verbless sentences)

29. Examine the following:
   Ko livro-pa nde-mba'ê?
   Hëe, ha'ê.
   Ndê-pa Juan.
   Hëe, Ha'ê.

   The pronoun ha'ê is used with all persons meaning 'It is'; 'I am'; 'I am'; etc. It is also used in the negatives as in the following examples:

   Ndê-pa Juan?
   Nda'ha'ê-i.
   Kôva nda'ha'ê-i xe-livro.

30. Make the following sentences negative:
   a. Ko livro i-livro.
   b. Pêva xe-coche.
   c. Pêva Carlos.

31. Compare the following:
   a. Xé nda-a-studie-i.
   b. Xé nda-a-ntende-i.
   c. Xé nda-a-ne'e-i.
   d. Nandê nda'ha-ne'e-i.
   e. Ndê nde're-ne'e-i.

   Note that in nasal environments the d in the negative prefix zeroes out.

   Nd'a-ntende-i is pronounced na-a-ntende-i.
   How is na're-ne'e-i pronounced? Ne're-ne'e-i.
32. A-studiá ta means 'I will study'.
   nd`a-studiá mo'á'i means 'I will not
   study'. The Future Marker ta changes
   to mo'á in the negative forms. Change
   Xé a-leê ta to the negative.

33. Write and pronounce the following in
   Guarani:
   a. I'm not going to write. Xé nd`a-scrivi mo'á¹ i.
   b. I'm not going to talk. Xé nu`a-ñe'ê mo'á¹ i.
   c. I'm not going to listen. Xé nd`a-hendû mo'á¹ i.
   d. We (incl) are not going to live. Nandê nda`jai-kô mo'á¹ i.

   (The position of "i")

34. Note the placement of the negative
   marker in the examples below:
   a. Xé nd`a-studiá¹ i. I don't study.
   b. Xé nd`a-studia-se vé¹ i. I don't want to study.
   c. Xé nd`a-studia-se vé¹ i. I don't want to study any more.
   d. Xé nd`a-studia porá¹ i. I don't study well.
   e. Xé nd`a-studia¹ i kurî. I didn't study.
   f. Xé nd`a-studia¹ i hîna. I am not studying.

35. Kurî and hîna (are/are not) within
   the negative markers?
   are not

36. Write and pronounce the following in
   Guarani:
   a. We don't read. Oré ndo`ro-leê¹ i.
   b. We (incl) don't read. Ñandê nda`ja-leê¹ i.
   c. They don't read. Ha`ê kuêra nd`o-leê¹ i.
   d. They don't want to read. Ha`ê kuêra nd`o-leê-se vé¹ i.
   e. I don't want to read any more. Xé nd`a-leê-se vé¹ i.
   f. You can't speak Guarani. Ndê nde`re-ñe'ê¹ i guarani.
   g. Don't speak Guarani. Anî re-ñe'ê¹ i guarani.
   h. You-all don't know. Peê nda`pe-kua³¹ i.
   i. I didn't study. Xé nd`a-studia¹ i kurî.
   j. I don't want to study any more. Xé nd`a-studiá¹ se vé¹ i.
37. Study the following sentences, noting particularly the use of gui:

Aj-ú Norteamérica gui.
A-sê ta ko'ā gui.
Moô gui pa ndé re-sê ta?
Mba'ê gui pa rej-ú ko'ā-pe?

A-mba.âpo-sê gui.
Manuel o-mba.âpo-vé Ricardo gui.

Pêva i-pôra-vé kóva gui.

38. Gui has an alternate form hegui when it combines with first and second person prefixes.

<table>
<thead>
<tr>
<th>xe-hegui</th>
<th>from me</th>
</tr>
</thead>
<tbody>
<tr>
<td>ore-hegui</td>
<td>from us</td>
</tr>
<tr>
<td>hande-hegui</td>
<td>from us</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>nde-hegui</th>
<th>from you</th>
</tr>
</thead>
<tbody>
<tr>
<td>pende-hegui</td>
<td>from you</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>xu-gui (or: i-xu-gui)</th>
<th>from him</th>
</tr>
</thead>
<tbody>
<tr>
<td>xu-gui kuéra</td>
<td>from them</td>
</tr>
</tbody>
</table>

39. Only in the third person is the alternate hegui not used. How do you say:

from him
from Carlos
from them

(i)xu-gui
Carlos gui
(i)xu-gui kuéra
40. Now observe some use of guí for which the English translation equivalent would not be 'from'; 'because' or 'than'.

Nde-resarâi ta xe-heguf.

ho-'á xu-guí la i-plata.

O-kañy ore-heguf opá ore-mba'ë.

Some verbs 'govern' the guí case; i.e. guí is required in the complement of certain verbs. These verbs include resarâi, 'forget'; ho-'á, 'fell'; -kañy, 'get lost'.

41. Three English equivalents of guí are 'from'; ________ and ________.

(há event locale)

42. Study the following sets of sentences.

a. Oi-kó ta peteñ baile.
   b. Ja-há la baile hâ-pe.
   c. Oi-më la baile hâ-pe.

There will be (occur) a dance.

Let's go to the dance.

He's at the dance.

There will be work.

He's coming from (his) work.

He's at his work.

You'll forget me.

(compare: Olvidara de mí)

He dropped his money.

(compare: Se le cayó la plata)

We lost all our things.

(compare: Se nos perdió todas nuestras cosas.)
43. In the (b.) and (c.) sentences the noun is followed by the postfix ḫá. In the (a.) sentences no postfix is attached. The difference lies in the conceptualization of the activity: When the activity or event is held or actualized and attendance at the event locale is indicated, these 'event-nouns' require the postfix ḫá. Otherwise no postfix is attached.

44. Place a check mark to the left of each of the following nouns which represent events or activities one might attend.

- (a) casamiento 'wedding'
- (b) partido 'game; contest'
- (c) kokué 'farm'
- (d) cumpleaños 'birthday celebration'
- (e) fiesta 'party'
- (f) carréra 'race'
- (g) cine 'movie'
- (h) óga 'house'
- (i) je-karú-guasú 'banquet'
- (j) kuré-juká 'pig killing'
- (k) desfile 'parade'

45. Place a check to the left of the sentence which is missing the postfix ḫá.

- (a) Wedding o-je-'é casamiento ___ guarani-me.
- (b) Ja-há la casamiento ___-pe.
- (c) Oi-mé kō óga ___-pe.
- (d) Aj-ú hina xe-travaho ___-gui.
46. Study the following sentences observing particularly the use of ndivé and ndi.

A-ha-sê Carlos ndi.
A-karu ta xe-tiô ndi.
Re-ña'pa hîña xe-ndivé?
A-mba.apô ta nde-ndivé.
Re-studia ta he-ndivé.

47. The form which translates the English 'with' (of accompaniment, not of means) has two alternates: ndi after nouns, ndivé after pronouns. Observe the paradigm of ndivé with person prefixes.

<table>
<thead>
<tr>
<th>xe-ndivé</th>
<th>ore-ndivé</th>
</tr>
</thead>
<tbody>
<tr>
<td>ñange-ndivé</td>
<td></td>
</tr>
<tr>
<td>nde-ndivé</td>
<td>pende-ndivé</td>
</tr>
<tr>
<td>ne-ndivé</td>
<td>he-ndivé kuéra</td>
</tr>
</tbody>
</table>

48. The form he-ndivé (is/is not) regular?

49. Ha'ê o-ô ta xe-ndivé means:

50. Nde-ndivé-pa means __________.

51. How would you say 'I will study with them'?

52. Telling time in Guarani depends heavily on Spanish time expressions. Note the following:

O-ô kurî las doce.
O-ô ta las doce y media.
A-sê va.era las doce menos cinco.

(telling time)

He came at 12 o'clock.
He'll leave at 12:30.
He should leave at 11:55.
53. How would you say 'I will begin at 6:05'?  A-ñeptu ta

(aráka'ég? 'when?'. mbà'e hóra? 'at what time?')

54. Study the following dialogs:

A. Araka'ég pa re-águahè ra.è?
B. A-águahè kuehé kurlè.

A. Mbà'e hóra re-águahè ra.è?
B. A-águahè las seis kurlè.

55. Which would be the more likely response to Araka'ég pa re-águahè ra.è?

a. lunes
b. la una

(guive 'desde'; peve 'hasta')

56. Study the following sentences:

a. Mbà'e hóra peve pa ja-studiá ta ?
   Until what time shall we study?

b. Las dies peve.
   Until 10.

a. Moò guive pa ja-leè va.arà ko livro ?
   From here up to here.

b. Ko'á guive ko'á peve.
   How long have you been here?

a. Araka'ég guive pa rei-mè ko'á-pe ?
   Just since yesterday.

b. Kuehé guive-nte.

a. Moò peve pa ja-hà ta ?
   How far (up to where) will we go?

b. Paraguaý peve.
   As far as (up to) Asunción.
It is apparent that the postfix *guive* is equivalent to Spanish 'desde', and *peve* to the Spanish 'hasta'.

How would you translate 'Desde Alaska hasta Florida'?

(‘vakue or va.ekue’ non-recent past time)

Study the following sentences:

A-nad vakué Itapu’amí-me.

I was born in Itapu’amí.

A-jap vakué primer grado Luque-pe.

I attended first grade in Luque.

A-vendé vakué xe-coche aj-ú mboyvé Paraguái-pe.

I sold my car before I came to Paraguay.

Contrast:

A-vendé vakué xe-coche.

I sold my car.

(Not in the immediate past)

A-vendé kuri xe-coche.

I sold my car. (within the last day or so)

Kuri is used in referring to a time in the past no more remote than a day or so. Its equivalent in Spanish is 'recien'. We call kuri the 'recent past tense indicator'. Vakué (or: va.ekué), on the other hand, is referring to a time as near as the day before yesterday, though it more generally refers to a time farther back; months, years, or centuries. We will, therefore, call vakué the (relatively remote past tense indicator).

Referring to a relatively remote time in the past, how would you say:

- bought a car.
- I went to Texas.
- he died.

A-jogua vakué peteål coche.
A-há vakué Texas-pe.
O-manó vakué.
63. The Spanish 'hace dos años' (two years ago) is matched by the Guarani oj-apó dos años, literally 'it makes two years'.

64. Remembering that Spanish numbers are used in Guarani before words like minute, day, year, how would you say:

- An hour ago
- Three minutes ago
- Four months ago
- Five weeks ago

65. Contrast la and 2a, lb and 2b:

1. a. Araka'ê-pa re-kó raë centro-pe?
   b. A-há kurí centro-pe oj-apó dos hora.

2. a. Araka'ê-pa re-kó raka.e Peru-pe?
   b. A-há vakuë Peru-pe oj-apó dos mese.

la and b have to do with RECENT PAST TIME. You are familiar with the relation of raë and kurí as indicators of RECENT PAST TIME. 2a and b have to do with a time more remote in the past. Observe that raka.e, not raë is used in the question and vakuë, not kurí is used in the response.

66. Referring to a remote time in the past how would you say:

- Where did Lincoln die?
- What were you doing in Ohio?
- When did you come to Paraguay?
(Alternate forms of the superlative)

67. Contrast:

1. a. pé-pe
   b. pé-pe-té

2. a. i-porä
   b. i-porö-ité

3. a. hasý
   b. hasý-eté

The first level superlative suffix found in the b. cases has three variants, each determined by the vowel that precedes it:

-té follows e
-ité follows a; o
-eté follows i, y, and u

68. Add the correct form of the superlative suffix and translate:

<table>
<thead>
<tr>
<th>English</th>
<th>Kuwa</th>
</tr>
</thead>
<tbody>
<tr>
<td>near</td>
<td>dépe</td>
</tr>
<tr>
<td>ugly</td>
<td>vái-eti</td>
</tr>
<tr>
<td>thin</td>
<td>pirö-ité</td>
</tr>
<tr>
<td>old</td>
<td>tuja-ité</td>
</tr>
<tr>
<td>lazy</td>
<td>ate'ý-eti</td>
</tr>
<tr>
<td>here</td>
<td>dépe-té</td>
</tr>
<tr>
<td>very ugly</td>
<td>vái-eti</td>
</tr>
<tr>
<td>very thin</td>
<td>pirö-ite</td>
</tr>
<tr>
<td>very old</td>
<td>tuja-iti</td>
</tr>
<tr>
<td>very lazy</td>
<td>ate'ý-eti</td>
</tr>
</tbody>
</table>

69. Contrast:

1. a. hasý-eté
   b. hasý-eteref

2. a. i-porä-ité
   b. i-porä-iteref

3. a. i-mbegue-té
   b. i-mbegue-teref

The second level superlative suffix found in the b. cases is the same as the 'first-level' superlative, but adds ref.
70. Contrast:

1. a. o-\text{hasā} \\
   b. o-mbo\text{hasā}

2. a. o-pupū \\
   b. o-mbo\text{pupū}

The verbs \text{pupū} and \text{hasā} are intransitive, i.e. cannot be followed by a direct object. The prefix \text{mbo} occurs with many intransitive verb stems and the resulting verbs are transitive. \text{Mbo} never occurs with transitive verb stems.

71. \text{o-guejy} 'he gets down' and \text{o-jahū} 'he bathes' are intransitive verbs. What would their transitive forms be?

72. What would \text{o-mboguejy} and \text{o-mbojahū} mean?

73. Contrast:

1. a. o-\text{ū} \\
   b. o-mbo\text{ū}

2. a. o-guātā \\
   b. o-mbobuātā

it passes
he passes it

it boils
he boils it

The prefix \text{mbo} occurs with many intransitive verb stems and the resulting verbs are transitive. \text{Mbo} never occurs with transitive verb stems.
A number of English verbs are considered to be typically intransitive: sleep, sit, walk, come, etc. Generally we think of someone performing these actions himself, but it is clearly possible for someone to cause someone else to do these things: that is, these verbs can be transitivized and take a direct object, with the meaning 'to cause (someone/something) to VERB'.

I make it walk. (I walk it or drive it.)
I make him sleep. (I put him to sleep.)
I make it come. (I bring it.)

The Guarani counterparts of the above transitive expressions are verbs made transitive by the prefix mbo.

a-omboguatá
a-omboguapý

I cause _____ to walk.
I cause _____ to sit.

Examine the following:

kua
o-ombokua
pu
o-ombopu

hole
he makes a hole in it...
so-i
he plays (makes sound)...

Notice that the prefix mbo also combines with nouns to form transitive verbs.

If tavy means 'fool', how would you say 'I fooled him'?

A-ombotavý xu-pé.

Examine the following:

i-pyahú
a-ombopyahú
tuixa
a-ombotuixa

It is new.
I renovate it, make it new.
It is large.
I enlarge it; I make it large.

In the above examples mbo is combined with Quality Verbs to form ________ verbs.
81. If hakugá means 'sharp' and pohýí means 'heavy', what do you suppose the meaning of mbohakuá and mbopohýí would be?

a. to sharpen it
b. to make it heavy; to weight it down

82. You have studied the effect of nasal spans on mb, í, and nd. You also know the words ñe, 'to leave'; ñi, 'to be in a place'; potí, 'to be clean'. How would you say:

a. I make him leave.
b. He put it on the table. (made it be)
c. You cleaned the room. (kotí)

83. Why is the 'b' not pronounced in each case?

84. One new sound change needs particular attention. It occurs following the mbo prefix:

<table>
<thead>
<tr>
<th>Stem</th>
<th>Original</th>
<th>Affected Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>o-karú</td>
<td>o-mbongarú</td>
<td></td>
</tr>
<tr>
<td>i-ky'á</td>
<td>o-mbongy'á</td>
<td></td>
</tr>
<tr>
<td>cavajú</td>
<td>o-mbongavajú</td>
<td></td>
</tr>
</tbody>
</table>

85. As you noticed the initial 'k' of these stems following the prefix mbo changes to ___.

Since the stem initial consonant changed to ng, a nasal source caused the mbo to be changed to ___.

A-mbosë xu-pë.
O-mbóí mesá ári.
Re-mbopotí la kotí.

The mb was immediately followed by nasal vowels.

he eats
he feeds (makes it eat)
it is dirty
he dirties it
horse
he scolds

ng
If koré is 'fence', ké is 'to sleep' and kuera is 'to be cured'; how would you say:

a. He fenced his garden. (hi-uerta)
   0-mbongora hi-uerta.

b. I put him to sleep. (made him sleep)
   A-mbongé xu-pé.

c. Can you cure him? (make him be cured)
   Ikatú-pa re-mbongoera xu-pé?

87. Examine the following:

   o-ké
   o-mbongé xu-pé

   o-i-ke
   o-mboi-ngé xu-pé

Do I-verbs retain their identity even though we add the prefix mbo?

88. Oi-ké means 'to live'. How would you say: 'He revives him (makes him live)?'

89. Some stems which begin with 'k' such as kú, 'hole', do not undergo any major phonetic changes when mbo is added. 'To make a hole in...' is mbokua.

90. Examine the following:

   hendý taté
   o-mbyendý taté

   hakú
   o-mbyakú

91. Notice that some RH FACTOR words undergo sound changes when occurring with the prefix mbo. Notice in the above examples that the initial consonant of the root is dropped and the prefix mbo changes to mby with non-nasals and mby with nasals.
92. The prefix mbo changes to mby (or mby) when occurring with words which begin with vowels. If aky is 'to be wet' and aty is 'to be together', how would you say:

a. I wet the cloth. (aó)  
A-mbyakó aó.

b. He gathers the rocks. (ítá)  
O-mbyatý ítá.

93. Examine the following:

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>o-páy</td>
<td>he wakes up</td>
</tr>
<tr>
<td>0-mbombáy</td>
<td>He wakes (someone) up.</td>
</tr>
<tr>
<td>o-pytá</td>
<td>he stays</td>
</tr>
<tr>
<td>0-mbombytá xu-pé</td>
<td>He makes him stay.</td>
</tr>
</tbody>
</table>

94. With some roots beginning with 'p' the 'p' changes to mb.

95. O-pú means 'it bursts' and o-po'ó means 'it is weaned'. How do you suppose you would say:

a. He bursts it.  
Ha'ó o-mbombyú.

b. She weans her baby.  
O-mombo'ó i-membyó.

96. In all of the foregoing examples the prefix mbo occurs with Quality intransitive verbs and nouns to form transitive verbs.
MODULATION OF COMMANDS: In addition to mî the particles ke and na are used singly and in combination to modulate the force of affirmative commands.

| E-studía!       | Study! |
| E-studía mî!    | Study a little! |
| E-studía ke!    | You'd better study! |
| E-studía na!    | Study, I beg of you! |
| E-studía kena!  | I tell you, please study! |
| E-studía mî kena! | I tell you, please study a little! |

NEGATIVE COMMANDS: The NEGATIVE COMMAND is formed by anî plus the VERB.

| Anî re-studía. | Don't (you) study. |
| Anî pe-hendû. | Don't (you-all) listen. |
| Anî jai-kò á-pe. | Let's not live here. |

MODULATION OF NEGATIVE COMMANDS: Both ke and na, singly or in combination, are used to modulate negative commands. (mî is not used.) A displaceable modulator ti or tei is also used in negative commands.

| Anî ke re-studía. | You'd better not study. |
| Anî na re-studía. | Don't study, I beg you. |
| Anî kena re-studía. | Please, don't study. |
| Anî re-studía ti. | I'd advise you not to study. |
| Anî ke. | Better not do that. |
| Anî na. | Please don't. |
| Anî tei. | I'd advise you not to do that. |
NEGATIVE STATEMENT:

A NEGATIVE STATEMENT is formed by nd plus a vowel before the VERB and  i after the VERB. Both parts of the negative frame are joined by hooks (−) to the word.

(xé) a-leé
(xé) nd̂ a-leé-i.
(ḥa'ē) nd̂ o-leé-i.
(nnd̂) nd̂ re-leé-i.
(ōrē) nd̂ ro-leé-i.
(śandē) nd̂ ja-leé-i.
(peē) nd̂ pe-leé-i.

I read.
I don't read.
He doesn't read.
"You don't read."
We don't read.
We (incl) don't read.
You-all don't read.

Note that the vowel in the PERSON PREFIX is the same as the vowel which follows the nd (except for the PERSON PREFIX pe). Also when the PERSON PREFIX is a vowel only as in a-leé or o-leé, the vowel is not pronounced twice.

NEGATIVE WITH ri:

When the VERB ends in i, the negative affix ri is added.

(xē) a-sriví.
(xē) nd̂ a-sriví-ri.

I write.
I don't write.
NEGATIVE OF VERBLESS SENTENCES: VERBLESS SENTENCES may contain two nominal expressions. For example: Kóva la xe-livro, 'This is my book'. In such cases the negative is formed by adding nda'ha'ê'i between the two nominal expressions.

<table>
<thead>
<tr>
<th>Kóva xe-livro</th>
<th>This is my book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kóva nda'ha'ê'i xe-livro</td>
<td>This is not my book.</td>
</tr>
</tbody>
</table>

Péva Carlos: That is Carlos.

Péva nda'ha'ê'i Carlos: This is not Carlos.

NASAL / NEGATIVES: The d in the negative prefix will drop out within a nasal span:

<table>
<thead>
<tr>
<th>(Xé) nd'a-.ntendé'i.</th>
<th>I don't understand.</th>
</tr>
</thead>
<tbody>
<tr>
<td>'(n'antendé'i)</td>
<td></td>
</tr>
<tr>
<td>(Nándé) nda'ha-ne'ê'i.</td>
<td>We (incl) don't speak.</td>
</tr>
<tr>
<td>(nd'na-ne'ê'i)</td>
<td></td>
</tr>
</tbody>
</table>

FUTURE NEGATIVE: The FUTURE MARKER ta changes to mo'âi- negative forms.

A-studia ta ko'éro. I will study tomorrow.
Nd'a-studia mo'âi ko'éro. I will not study tomorrow.

O-leé ta. He is going to read.
Nd'a-leë mo'âi. He is not going to read.
'from'; 'because'; 'than'

When it combines with the first and second person prefixes, gui becomes hegui, the third person prefix retains gui.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>xe-hegui</td>
<td>from me</td>
</tr>
<tr>
<td>ore-hegui</td>
<td>from us</td>
</tr>
<tr>
<td>(i)xpu-gui kuéra</td>
<td>from them</td>
</tr>
</tbody>
</table>

(há):

(event locale) Certain nouns which name events or places where activities are enjoined take há when attendance at these places is indicated.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ja-há la baile hā-pe.</td>
<td>Let's go to the dance.</td>
</tr>
<tr>
<td>Oi-mē la reunion hā-pe.</td>
<td>He's at the meeting.</td>
</tr>
<tr>
<td>O-ū hina i-trāvaho hā-pe.</td>
<td>She's coming from her work.</td>
</tr>
</tbody>
</table>

NDIVÉ, NDI:

'with' of accompaniment

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ndivé</td>
<td>after pronouns</td>
</tr>
<tr>
<td>ndi</td>
<td>after nouns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-karú ta xe-tiō ndi.</td>
<td>I'll eat with my uncle.</td>
</tr>
<tr>
<td>A-ha-sē Carlos ndi.</td>
<td>I want to go with Carlos</td>
</tr>
<tr>
<td>A-mba.apō ta nde-ndivé.</td>
<td>I'll work with you.</td>
</tr>
<tr>
<td>E-hugé he-ndivé kuéra!</td>
<td>Play with them!</td>
</tr>
</tbody>
</table>

TELLING TIME:

Spanish expressions are used to tell time.

<table>
<thead>
<tr>
<th>Time</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-ū las doce y media.</td>
<td>He'll leave at 12:30.</td>
</tr>
<tr>
<td>A-ŋuahē las seis kuri.</td>
<td>I arrived at 6:00.</td>
</tr>
<tr>
<td>Ko'āga-ité las seite.</td>
<td>It is now precisely 7:00.</td>
</tr>
<tr>
<td>ARAKA'È / MBA'È HÓRA:</td>
<td>'when' / 'at what time'</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Araka'è pa re-ðuahë ra.è?</td>
<td>When did you arrive?</td>
</tr>
<tr>
<td>Mba'è hóra re-ðuahë ra.è?</td>
<td>At what time did you arrive?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GUVÈ / PEVÈ:</th>
<th>'desde' / 'hasta'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Araka'è guivë pa rei-më ko'á-pe?</td>
<td>How long have you been here?</td>
</tr>
<tr>
<td>Kuehë guive-nte.</td>
<td>Just since yesterday.</td>
</tr>
<tr>
<td>Mba'è hóra pevë pa ja-stuita?</td>
<td>Until what time shall we study?</td>
</tr>
<tr>
<td>Las dies pevë.</td>
<td>Until 10:00.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VAKUÈ / VA.EKUÈ:</th>
<th>'recent PAST TENSE INDICATOR, beginning with the day before yesterday and going back months, years, centuries.'</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-hà vakuë Méhico-pe.</td>
<td>I went to Mexico.</td>
</tr>
<tr>
<td>A-joguë va.ekuë pei petei ðga.</td>
<td>I bought a house.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oj-APÖ (time)</th>
<th>'(time) ago'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oj-apö tres meses.</td>
<td>Three months ago.</td>
</tr>
<tr>
<td>Oj-apö cinco segundos.</td>
<td>Five seconds ago.</td>
</tr>
</tbody>
</table>
1. Change the following commands into NEGATIVE COMMANDS with ti.

Example: E-hendû mî. (Listen) Anî re-hendû ti. (Don't listen.)

a. E-stûdia mî.
b. Pe-stûdia mî.
c. É-e mî.
d. E-scrívî mî.
e. Pe-hêndu mî.

2. Modulate the above commands to have the force 'I beg you...' or 'You'd better...'.

3. Make the following positive statements negative (with or without modulation) and translate into English.

a. Xi a-studiá hîna guaranî.
b. Ha'ê o-studiá hîna guaranî.
c. Ë-ro-hêndû.
d. Ha'ê kuêra o-êê porâ.
e. Ndê re-êê porâ aveî.
f. Mândê jai-xô a-pe.
g. Pe rê-stûdia-sê.
h. Ha'ê o-scrívî hîna.
i. Orê ro-scrívî kurî.
j. Kô xe-livro.
k. Pêva ndê-livro.
l. Pêva Carlos
m. Ko lápis xe-mba'ê.

4. The following sentences would be correct if they were not in a nasal environment. Rewrite the sentences making the changes that the nasalization would cause.

a. Xi nd'a-ntendêî.
b. Šandê nda'jê-êê'êî.
c. Ndê ndê-re-êê'êî guaranî.
d. Ha'ê ndê-pe-hêndu-sêî xe-ve.
e. Ja-hêndû rî, ha'ê nd'o-êê'êî mo'êî.

5. Make the following sentences negative, and translate into English.

a. Xi a-studiá ta.
b. Crê ro-stûdia-sê ta.
c. Šandê jai-xô ta a-pe.
d. Ha'ê o-stûdia vé ta.
### Memorization

<table>
<thead>
<tr>
<th>Word</th>
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<tr>
<td>Ha-'é</td>
<td>ha-'e-se va</td>
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<tr>
<td>Ha-'u</td>
<td>ha-'u-se va</td>
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<tr>
<td>Aj-apó</td>
<td>aj-èpo-se va</td>
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</tbody>
</table>

I say what I want to say
I eat what I want to eat
I do what I want to do

### Looking Ahead

**find out how to say**

- I see you-all
- We see you-all
- He sees you-all
0. Me gustan las flores de color lila.

1. Mba'é râ o-valé la relo?
2. Hê-'î haguâ la óra.
3. Mba'ê ixa mba'ê gua relo-pa o-î?
4. O-î, relo pulsera, despertador ha de pared.
5. Mba'ê ixa-pa héra la relojero o-mba-âpî hâ?
6. Hêra relojería.
7. Mba'ê ixa-pa o-ñe-porandû óra re?
8. Mba'ê óra-pa hîna.
9. I-katû-pa ër-e mî xê-ve mba'ê óra-pa hîna ?
10. Mba'ê ixa-pa o-ñe-contestâ?

Para qué sirve el reloj?
Para indicar ó señalar la hora.
Cuántas clases de relojes hay, ¿conoce Ud.?
Reloj de pulsera, despertador, de pared.
Cómo se llama el taller del relojero?
Relojería.
Cómo se pregunta la hora?
¿Qué hora es?
Puede decírmel la hora?
Cómo responde Ud.?
Es la una en punto.
Es la una y media.

Para qué sirve el reloj?
Para indicar ó señalar la hora.
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Puede decírmel la hora?
Cómo responde Ud.?
Es la una en punto.
Es la una y media.

2. Lie-11 haguE la Ora.
3. Mbaig ixa mbalg gua relo-pa o-î?
4. O-î, relo pulsera, despertador ha de pared.
5. Mba'ê ixa-pa héra la relojero o-mba-âpî hâ?
6. Hêra relojería.
7. Mba'ê ixa-pa o-ñe-porandû óra re?
8. Mba'ê óra-pa hîna.
9. I-katû-pa ër-e mî xê-ve mba'ê óra-pa hîna ?
10. Mba'ê ixa-pa o-ñe-contestâ?

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Es la una y media.

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Para indicar ó señalar la hora.
Cuántas clases de relojes hay, ¿conoce Ud.?
Reloj de pulsera, despertador, de pared.
Cómo se llama el taller del relojero?
Relojería.
Cómo se pregunta la hora?
¿Qué hora es?
Puede decírmel la hora?
Cómo responde Ud.?
Es la una en punto.
Es la una y media.
A qué hora es su cita con el dentista?
A las once y media.

Para qué va al dentista?
Por qué va al dentista?
Porque deseo que me arregle los dientes.

¿Qué le dice Ud. al dentista cuando tiene dolor de muela?
Le digo que me duele la muela, me duele el diente.

Abra la boca
Cierre la boca
Escupa
Enjuáguese la boca

¿Cuánto cuesta esta camisa?
Esta camisa 200 guaraníes.
Sí, pero la calidad es muy buena.

Dónde puedo encontrar artículos para la cocina?
En el segundo piso Ud. encuentra ollas, etc.

Dónde puedo conseguir aspirinas?
En la droguería (farmacia) de la esquina.
¿Se baña Ud. todos los días?
Sí, me baño todos los días.

¿Con qué se lava la cara?
Con agua y con jabón.

¿Se afeita Ud. diariamente?
Sí, me afeito diariamente, con la máquina de afeitar.

¿Con qué se limpia Ud. los dientes?
Nos limpiamos con el cepillo de dientes y la pasta.

¿Con qué se peina?
Con la peine.
Listen carefully. If you do not understand something, raise your hand. After I have given it twice I will ask you what it says.

Ready?

I. 'Mo'a'é ixa-pa punde ko'ë? Pe-ntende-pa?

II. a. How are you this morning? Do you understand?
   If there's anyone of you who doesn't understand, ask.
   What does it mean what you said?
   Now we'll talk about Paraguay. Is there anything you want to ask?
   I want to know if there are many Indians in Paraguay.

   'Mo'a'é pa re: -potg. aj-ap6 ?
   Pe-hendú porà, há o fir ñda- pe-ntendé-i va, pe-hupi pende po. Ha upéi a-henduka ríre jévý pe̓-me dos vece, a-porandú tu pe̓-me, mba'ë-pa la he'-í va. Oi ma'pa?

   E-ñemho'j (stand up)
   E-guapý
   Te re-hó pisarrón-pe.
   E-jagarrá pe tisa.
   E-scriví 'mba'ë ixa-pa' pisarrón-pe.
   Ko'ága e-moi jévý, hendà gué-pe pe tisa.
   E-jeřé.
   Te-re-hó jévý la nde-asienco-pe.
   Ei-pe' la nde-lívîo.
   E-mbotý nde-resá.
   E-contá cuatro peve guaranj-me.
Are you married?
Not yet.
When are you getting married?
I'll never marry.
Why?
I'm just kidding.

Venga un momento.
Quickly!
I'm in a hurry.
I wish to help you.

What's wrong?
Ready?
Ready!
Okay?
Okay!

Pardon me, my friend.
Excuse me, son.
He came close to striking me.

Cómo se usa?
What else do you want to know?

It's certainly hot, isn't it?
Is the water nice and cool?
I like my coffee good and hot.
I'm cold.
Everybody.
I'm with you (I agree)!
There is no problem. 
(No hay problema.)
We'll see you later. 
(Nos vemos despues.)
It doesn't matter. 
(It's not important.)
Can you give me a hand? 
I want to speak only in Guarani. 
That is the only way you will learn.

Nda-i-pori problem.
Ja-jol(h)exa ta upéi.
Mba rà-vé ndôi-kối.
A-je-vale-se mî nde-po ré?
Guaranî-me mante a-ñê|ê-së.
Upe ixa mante re-aprendë ta.
Unit Eight

CONTENTS

grammar points

1. Hağuâ - 'para' - 'to', 'in order to'
2. -îna
   Two ways of forming the progressive
   1. hîna
   2. -îna with person prefixes
3. Há and hagué
   'that'
4. Há
   used to form
   1. agentives from transitive verbs
   2. location noun phrases from intransitive verbs
   3. nominal phrases from verbs
5. Kûé
   indicator of thing, state or action in past and no longer in force.
6. Va, vakué (va.ekûé)
   va 'the one which' plus kûé 'former', 'past'.
7. Râ
   indicating future
8. Vo (hağuâ)
   can be used parallel in conjunction with verb of motion.
9. Râ (guârâ)
   'for [the benefit] of'
10. Je and Jo prefixes
    Reflexive and reciprocal
11. T, Te, Ta, To
    Desiderative prefix
12. -ukâ, kâ
    Causative (with transitive verb stems)
13. RE, REHE
   'of', 'about'  (Sp. 'de')

14. 'I'  -  Negative for subordinate clauses

15. REHEVE, REVE, RE
   Indicator of object's being that which accompanies.

16. 'Y plus RE(HE)  -  'without'

17. PA  -  Admirative suffix (with superlative)

17. TEMBI  -  Derivation of nouns from verbs.

19. KUÉ  -  Use of kué-suffix

20. GUIGUA  -  Combination of gui and guá

---

**Vocabulary**

**Nouns**

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<th>mbo'é</th>
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**Verbs**

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PREPARATION STAGE

Program

(hağuä 'para; to; in order to')

1. I live to eat.
   (Como para vivir.)
   You live to eat.
   (Vives para comer.)
   We came here to work.
   (Venimos aquí para trabajar)

   Nde rei-kove re-karu hağuä.
   Roj-ú ko'á-pe ro-mba.apó hağuä.

2. How would you say:
   I study in order to learn.
   I work in order to earn money.
   We go to the library to read.

   A-studiá a-aprendé hağuä.
   A-mba.apó a-gana hağuä plata.
   Ro-hó biblioteca-pe ro-ieé hağuä.

3. Ro-aprende-sé guarani ikatu hağuä ro-ñe'e prende-ndivé.

4. How would you say:
   I must learn Guarani in order to be able to work in Paraguay.

   A-aprendé va.erá guarani ikatu hağuä a-mba.apó Paraguái-ye.

5. I must work in order to be able to help him.

   A-mba.apó va.erá ikatu hağuä ai-pytvó xu-pé.

5. Pende-mitá guêteri ne-së ma hağuá la escuela gui.

   You boys are still too young to drop out of school. (Uds. son todavía muy jóvenes para dejar de ir a la escuela.)

   How would you say:

   You are still too sick to get out of [your] bed.

   Nie-fasfé guêteri re-pu'á ma hağuá nde-cupa gui.
You are too ugly to win the prize.

But in order to escape from this poverty we have to work.

To get out of here we need money.

7. He-‘ı xé-ve a-sẹ hağuá ŋóga gui.

Carlos o- jeruré xé-ve a-há hağuá.

8. How would you say:

I told him to get out of my house immediately.

I told you to come fast.

He told Carlos to study until 10.

Tell him to stay here until tomorrow.

Maria asked Joe to come.

9. Compare:

1. a. A-studiá hɪna.
   b. A-studiá a-ɪna.

2. a. Re-studiá hɪna.
   b. Re-studiá re-ɪna.

3. a. Ro-studiá hɪna.
   b. Ro-studiá ro-ɪna.

4. a. Ja-studiá hɪna.
   b. Ja-studiá ŋa-ɪna.

5. a. Pe-studiá hɪna.
   b. Pe-studiá pe-ɪna.

I told you to get the prize.

Pero ha-sẹ hağuá ko mboriahú gui, ha-mba apó va erá.

Ha-sẹ hağuá ko’á gui hai-kotevé’plata.

He told me to get out of his house.

Carlos asked me to go.

He told me to get out of his house.

He told Carlos to study until 10.

Eré xu-pé o- pytá hağuá ko’á pe ko’éro pevé.

Maria o-jeruré José pe o-ú hağuá.
    b. O-studíā hīna hikuái.

   He's studying.
   They're studying.

   For all except third person singular
two ways of forming the progressive
are possible, one with hīna, the
other with -ina conjugated with the
person prefixes. Actually the con-
jugated forms are used more frequently.

10. Use the conjugated forms to trans-
late the following:

   I'm walking.  
   You're singing. 
   We (incl) are speaking.
   We (excl) are reading.
   They are eating.

11. Contrast:
1. a. He-'ī o-ū ta hā ko'éro.  
   b. He-'ī o-ū haguē kuehe.

2. a. Carlos he-'ī o-stūdia hā.  
   b. Carlos he-'ī o-studíā haguē.

3. a. Ai-kuāā ndē hā.  
    b. Ai-kuāā ndē haguē.

12. Note the following observations about
the above pairs of sentences:
   a. Certain verbs such as -'ē 'to say'
and Ikuaē 'to know' require hā after
the predicate of the following clause.
   hā can be translated as 'that'.
   b. The hā becomes haguē in past
   time context.
13. How would you say:

I know that you have a girl friend.
I know that you had a girl friend.
Carlos told me that you will buy a new car.
Carlos told me that you bought a new car.

14. I'll do it like Carlos says.
I'll do it like Carlos said.
I do it (or did it) like Carlos does.
I do it (or did it) like Carlos did.

15. Write it like I do.
Write it like I did.
Eat it like we do.
Eat it like we did.

16. Ha'è o-mondá.
Ha'è monda há.
Ha'è j-apó aè.
Ha'è o-apó há.
Ha'è k'j-ju'ká há.
Mba'è-aç há'pa pe tuja?

Ai-kuaè nde-chica ha.
Ai-kuaè nde-chica hagué.
Carlos he-'í xé-ve (ndé) re-joguá ta há Peteí còche pyahú.
Carlos he-'í xé-ve (ndé) re-joguá hagué Peteí còche pyahú.

E-scriví xé a-scriví há'ixa.
E-scriví xé a-scriví hagué ixá.
Pe-'ú oré ro-'ú há'ixa.
Pe-'ú oré ro-'ú hagué ixá.

He steals.
He is a thief.
She makes clothes.
She is a seamstress.
He's a hog-butcher.

What is that old man (a doer of):
Here the element há is used to derive nouns from verbs. Notice that when the verb is transitive (can take a direct object) the resulting noun is agentive, that is, designates a doer of the verb action.

17. How would you say:

He is a **chipa** seller. (vende)

He is a mango eater. (ú)

He is an English teacher. (mboé)

He is a milkman. (bringer of milk) (roja)

18. The element há is used with a very limited number of verbs to form the agentive. The student will have to learn through usage which are used in this way.


Ndé re-hó xe a-ha há-pe.

Here the element há is used to derive location noun phrases from intransitive verb phrases. Compare the above sentences with A-há hina petei reunion há-pe. 'I'm going to [where] a meeting [takes place].'

20. How would you say:

Go to where he studies.

I'm coming from where I work.

I'm going to where you work.

Show me the woods where he is hiding.

<table>
<thead>
<tr>
<th>English</th>
<th>Wolof</th>
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<tbody>
<tr>
<td>He is a chipa seller. (vende)</td>
<td>Haé chipa-vendé há.</td>
</tr>
<tr>
<td>He is a mango eater. (ú)</td>
<td>Haé mango-ú há.</td>
</tr>
<tr>
<td>He is an English teacher. (mboé)</td>
<td>Haé inglé- mboé há.</td>
</tr>
<tr>
<td>He is a milkman. (bringer of milk) (roja)</td>
<td>Haé kamby-roja há.</td>
</tr>
<tr>
<td>I'm going to where my father is eating.</td>
<td>I'm going to where my father is eating.</td>
</tr>
<tr>
<td>You go to where I go.</td>
<td>You go to where I go.</td>
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<tr>
<td>Te-re-hó haé o tudiá há-pe.</td>
<td>A-há hina a-mbe apé há gui.</td>
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<tr>
<td>A-há hina re-m...apé há-pe.</td>
<td>E-hexauká xe-ve la ka'agu háé o-kañ há hina.</td>
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</tbody>
</table>
21. Contrast:
   a. A-há ta la ha'è o há-pe.
   b. A-há ta la ha'è o-ho haguë-pe.
   c. A-há ta la ha'è o-ho ta há-pe.

Notice how the tense is indicated by há, haguë, ta há. Name the tenses these indicate:
   há present
   haguë past
   ta há future

22. How would you say:
   You're going to go where I'll go.
   I'm coming from where my father works.
   I'm coming from where my father used to work.
   I'm coming from where my father will work.
   You're going to where I came from.

23. a. Ja-há há óra ma.
    (cp. óra ma ja-há ha'guë 'ya es hora de irnos.')

Here há is used again to derive a noun clause (ja-há há 'our going' or 'that we go') from a verb clause (ja-há 'we go'). Ja-há há óra is literally equivalent to 'the hour that we go' or 'the hour of our going'.
24. How would you say:

It is time to finish it.

The day we come he will leave.

The day we came he left.

25. Contrast:

Voluntario
Voluntariokué

Xe-tic Jóga
Xe-tic Jógakué

âte
âtekué

ânyâ
ânyakué

Note that kué refers to a thing, a state or an action in the past and no longer in force.

26. How would you say:

Ex president
Abandoned farm
Former priest
What was once a road
One-time secretary

Presidentkué
Kokukué
Pa'ikué
Tapekué
Secretariakué

27. Contrast:

1.

a. Mba'ë-pa la re-porandu-sé va?

b. Mba'ë-pa la re-porandu-sé vakue?

2.

a. Pe karâl re-hexâ va xe-tiô.

b. Ûpe karâl re-hexâ vakue xe-tiô.
3. a. Kövå-pa re-joguè ta va?
   b. Kövå-pa lo re-joguè vakue ra.è?

You can see that...vakue (or va.e.kue, as it is frequently pronounced) is a combination of va 'one which' and kuè 'past, former.'

28. How would you say?
   What is it you were saying?
   The book is the one I want.
   That book is the one I wanted.
   Would you show us the pig I'm buying?
   Would you show us the pig I bought?

29. a. Xe-tio-ioga o-kài vakue.
    b. Upe òga o-kài vakue xe-tio-ambaè.

Distinguish carefully between the two uses of vakue. In a. vakue is simply the remote-past indicator; in b. vakue means 'the one which [burned].'

30. How would you say?
   My father's mother was sick.
   The woman who was sick is my father's mother.
   The woman who is sick is my father's mother.

31. Contrast:
   a. Maestrakuè
   b. Maestra
   c. Maestrarà

   Former teacher
   Teacher
   Future teacher
2. 
   a. Pā'iküé
   b. Pa'l
   c. Pā'irā

3. 
   a. Ŭembì-'uké
   b. Ŭembì'ú
   c. Ŭembì-'urē

It is tempting to say that Guarani nouns inflect for tense, that rā indicated future tense just as kué indicates past tense for nouns.

32. Observe the idiomatic use of rā in the following:
   1. Carlos oj-spó ta ḋogarā.
   2. A-j-spó ta rde-ľambì-urē

33. How would you say:
   Fá's studying to be a priest.
   That's my fi-i-a's.
   She's studying to be a teacher

34. At this point, it should be easy to see that hagué (or vaiskiá) and hagúé consist of va or ja plus the past indicator kué. (In hagué, the element kué takes the form gué.)

35. Compare the following ways of saying approximately the same thing:
   1. a. Aį-ű a-aprendé hagué guaraní.
      b. Aį-ű a-aprende kué guararí.
   2. a. Juan o-u-sé xe-į-visité hagué.
      b. Juan o-u-sé xe-į-visité vo.

Ex-priest.
Priest.
Priest-to-be.

What was eaten.
Ready food.
The makings of food.

Carlos will make himself a home (that will be his home).
I will fix your food (what will be your food).
Péva o-stúdiá pā'irā.
Péva xe-į-embirekorā.
O-stúdiá maestrajrā.

I came to learn Guarani.
Juan wants to come to visit me.
3.  
a. A-há a-jepe'è hałuñ.  

b. A-há a-jepe'ë vo.

The difference between these is possibly parallel to the difference between the Spanish sentences.

Vine para aprender.
Vine a aprender.

Juan quiere venir para visitarme.
Juan quiere venir a visitarme.

It should be noted that vo is used in this way (parallel to hałuñ) only in conjugation with a verb of motion, like 'go, come, etc.', and with a few words that are not motion verbs. In order to say 'He studies to learn', one can say O-studiá o-aprendé hałuñ, but not O-studiá o-aprendé vo.

Some other common expressions in which vo can substitute for hałuñ are:

Ogue-rekó obligación o-ñe-presentá vo. He has the obligation to present himself.

Ogeu-rekó permiso o-hó vo. He has permission to go.

Ndº-o-tíri o-jeurué vo. He's not embarrassed to ask.

36. Similarly vará (or va.erá) and hałuñ consist of va or ha plus the future-potential indicator rá. (In haлуñ the element rá takes the form ʔuŋ.)
37. Incidentally you may occasionally hear or feel the need to use a word which indicates 'something that was supposed to be but didn't turn out'. As you might guess, such an expression is formed with both the ŭ and ku suffixes together: pa'irángú

38. The suffix ŭ occurs also in the expression that translates 'for (the benefit of); para'.

Maria-pe ãgará.
Mitá-me ãgará
xe-ve ãgará

39. Two common ways of saying the same thing are shown below:

a. Aj-apó ta Maria-pe ãgará.

b. Aj-apó ta petei óga Maria-pe ãgará.

What is the meaning of these sentences?

I'll build a house for Maria.

40. Using the -pe ãgará option for translating 'for', how would you say:

I bought a gift (regalo) for my mother.

What shall I do for you-all?

Would you bring a book for him?

41. Examine these examples of the use of ãgará:

La camión Paraguaý-pe ãgará.

Ko yvyrá Argentina-pe ãgará.

Ja-hej ã carta á-pe ãgará.

A would-be priest who decided not to go through with it; a seminary drop-out.

The bus to Asunción.

Omnibus para Asunción.

This wood is destined for Argentina.

Let's leave the letter addressed to here.
42. How would you say:
The passengers (pasajeros) destined for Encarnación.
Wheat destined for the flour factory. (fabrica de harina)

La pasajeros kuéra Encarnación-pe ġuara.
Trigo, fabrica de arina-pe ġuara.

43. ġuara is also used with adverbs of time.
Ko'ēro ġuara
Este diá ġuara

How would you say:
For this weekend.
By next week.
By day after tomorrow. (Ko'ē ambue ro)

For; by tomorrow.
for; buy today

Ko semana-pa há-pe ġuara.
Pe semana-ou va pe ġuara.
Ko'ē ambue ro ġuara.

44. Contrast the following:
Ko tembi'ú ko'ē ro ġuara.
Ko tembi'ú kuehe ġuara.

Notice that rä is a variant of kué used with ġuara.

This food is for tomorrow.
This is yesterday's food.

45. How would you say:
I'm going for a walk.
I'll go to the library to study.
Dona Marfa will come to help him.
He has an obligation to come.
Let's go and eat.
Let's go now and sleep.

A-há a-guatg vo.
A-há ta biblioteca-pe a-studiá vo.
Na Marfa o-ú ta oi-pytyvo vo xú-pé.
Ogue-rekó obligación o-ú vo.
Ja-há -karú vo.
Ja-há ma ja-ké vo.

46. Contrast:
(transitive) ro-juká
(reflexive) ro-je-juká
(reciprocal) ro-jo-juká

You learned earlier that the reflexive is formed with the prefix je. Je functions somewhat like the 'me' in Spanish. It is generally translated by the possessive in English. With what prefix is the reciprocal formed.
47. The reciprocal form indicates that persons perform an action reciprocally, that is, on each other.

48. Whereas reciprocal means that two or more people act on each other, reflexive means that the subject acts upon itself or, more frequently, that the subject is acted upon by one (or more) indefinite third person(s).

49. How is it that the reciprocal typically requires two or more persons, and reflexive requires only one or more? If you can't answer, think about it some more.

50. Contrast the reflexive and reciprocal paradigms. Note how regular their forms are.

<table>
<thead>
<tr>
<th>Reflexive</th>
<th>Reciprocal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-je-juká ta</td>
<td>I'll kill myself</td>
</tr>
<tr>
<td>Re-je-juká ta</td>
<td>You'll kill yourself</td>
</tr>
<tr>
<td>O-je-juká ta</td>
<td>He'll kill himself</td>
</tr>
<tr>
<td>Ro-je-juká ta</td>
<td>We'll kill ourselves</td>
</tr>
<tr>
<td>Ja-je-juká ta</td>
<td>We'll kill ourselves</td>
</tr>
<tr>
<td>Pe-je-juká ta</td>
<td>You'll kill yourselves</td>
</tr>
<tr>
<td>O-je-juká ta</td>
<td>They'll kill themselves</td>
</tr>
<tr>
<td>Ro-jo-juká ta</td>
<td>We'll kill each other</td>
</tr>
<tr>
<td>Ja-jo-juká ta</td>
<td>We'll kill each other</td>
</tr>
<tr>
<td>Pe-jo-juká ta</td>
<td>You'll kill each other</td>
</tr>
<tr>
<td>O-jo-juká ta</td>
<td>They'll kill each other</td>
</tr>
</tbody>
</table>

51. In certain cases (idioms?) the first person singular occurs in the reciprocal form: Al-jo-topá ta do, Lotario-ndi.

52. How would you say:

They will hurt (Japí) themselves.
They will hurt each other.
It is known already.

O-jej-apí ta hikuái.
O-jej-apí ta hikuái.
O-je-kuaá ma.

53. Translate the following:

Ro-jo-kuaá ma.
Ro-jo-topá ta escola-pe.
Na-ho-pytvév!
study the following:

T-a-puká
iré xe-pe t-0-á
i-guapy t-a-mombe'd ndé-ve
T-a-há t-a-xi xe-árya.
Ta-pe-hó

we will call the prefix ta, with its alternate shapes t and other shown below, the DESIDERATIVE prefix.

a word form which has this prefix will be called a DESIDERATIVE FORM.

we will gloss isolated desiderative forms as in the paradigm below, but you should recognize that the gloss or an equivalent Spanish gloss is quite unsatisfactory.

55. paradigm

T-a-há
Te-re-hó
T-o-hó
To-ro-hó
Ta-ja-há
Ta-pe-hó
T-o-hó

there are four alternate shapes of the desiderative prefix. What are they?

56. can you describe where each of the alternants is used? Look at the following additional examples of the desiderative form of quality verbs and then try.

Ta-xé-mandu'á
Ta-nde-mandu'á
Ta-i-mandu'á
Ta-ore-mandu'á
Ta-jnde-mandu'á
Ta-pende-mandu'á

I'd like to laugh
(que me ría)

Tell him to come
(¡jale que venga)

Sit and let me tell you.

Let me go and bring my harp.

I'd like you to go.

I'd like you to go

I'd like you to go

I'd like him to go

I'd like you to go

I'd like you to go

I'd like them to go.

t; te; ta; to

I'd like to remember

I'd like you to remember

I'd like him to remember

I'd like us to remember

I'd like us to remember

I'd like you to remember.
57. Is the following description correct?
'The causative prefix na was the alternate t before the 1st and 3rd person prefixes a- or a' before 
the 2nd person prefix pe-, to before the 1st person prefix pe- and 
a elsewhere.'

58. How would you say:
I'd like to study
Tell him to study
Tell us to study
I'll tell you all to study

I'll write a letter.
I'll have a letter written
I butchered the hog.
I had the hog butchered.
He called Carlos.
He had Carlos called.

59. Contrast:

A. scríví t-a petel carta.
A-scríví t-a petel carta.
I'll write a letter.
I'll have a letter written

B. a-juká vakue pe kuré.
A-juká vakue pe kuré.
I butchered the hog.
I had the hog butchered.

C. o-nenôi Carlos-pe.
O-henôwá Carlos-pe.
He called Carlos.
He had Carlos called.

We will call the uká suffix the
CAUSATIVE. It occurs only with trans-
itive verb stems, and the resulting verb indicates that the subject has
someone else perform the action indi-
cated in the verb.

60. Look for the alternate form of the
causative suffix:

Ağue-rüká kuré pe Jepé'í.
Ağyendyka-se ko ćata.
Kí-rüká mí ká-ve ći.
Moa'è-pa ne-'iká ndé-ve'

I had him bring the firewood.
I went to have the fire lit.
Let me 13.
What did he have you tell?
vowel u or ü.

61. Make the following verbs causative by adding the causative suffix alternant uká, and translate.

Ai-pytyvó ta.

A-pagá

Ai-pytyvóuká ta.
I'll have him helped.

A-pagáuká.
I'll have him paid.

62. Make the following verbs causative by adding the causative suffix alternant ká.

A-rú (I bring)

Aj-apó

A-ruká
I have it brought

Aj-apouká
I have it made.

63. Observe carefully the meaning of the following causative verbs:

Ai-kuašuká  I inform
( Make it known to someone)

A-hexáuká  I show it
( Make it seen by someone)

Ai-puruká  I loan it
( Make it used by someone)

64. How would you say? (Use either the ká or uká alternant)

I will have that room cleaned.

A-mbopotuká pe kotý.

I'll have a house built.

Aj-apouká petei ọga.

I'll inform him (make him know) that José is in the house.

Ai-kuašuká ṭuxu-pé José c’i há ọga-pe.

I'll have a book sent to my uncle.

A-rhauxuká ta petei livro xe-116-pe.

Would you have a Coca Cola brought to me in my room.

B-ruka më xe-ve petei coca-cola xe-kotý-pe.

Would you get someone to light this fire.

A-mbyendyuk, mi ko tátá.
35. Review the person paradigm of re.

<table>
<thead>
<tr>
<th>xe-rene'</th>
<th>re-rene'</th>
</tr>
</thead>
<tbody>
<tr>
<td>kanie-rene'</td>
<td></td>
</tr>
<tr>
<td>nane-rene'</td>
<td>pende-rene'</td>
</tr>
</tbody>
</table>

Note that the form re generally occurs after nouns, but the form ren after pronouns. Hasé, the form of re with the 3rd person pronoun is irregular.

36. Observe the following sentences:

1. A-fangareño ta nde-rene'.
   I'll take care of you.

2. A-mba'apó yu re
   I work the land.

3. Xe-mandu'a Carlos re.
   I remember Carlos.

4. Xe a-mbangandu'a na hasé.
   I'll tell about him.

5. I-ma'è Carlos re.
   Look at Carlos.

6. I-ma'è trabajó re.
   Observe his work.

7. Ani re-poko ko'i kuriá re.
   Don't touch these papers.

8. A-ba'pa o-ña è vai xe-rene'.
   Who is gossiping about me?

As ye can see, the post-position re (or ren) is used in many ways. It is required with the complement of many verbs, including those used in the above per-ené... Study their Spanish equivalents!

A-fangareño... re
A-mba'apó uyu re
...-mandu'a... re
A-mbangandu'... re
It is impossible to give an English or Spanish gloss for re. Spanish de is closer than English of or about. Perhaps it is best simply to think of re as marking the complement of certain verbs.

67. How would you say?

1. Don't touch (poko) that car.
2. Look at me.
3. I don't remember it.
4. Would you please take care of my mother.

68. English has more than one way of forming negative expressions:

Not paid =
unpaid
payless
without pay, etc.

Also: If I had not gone =
Unless I had gone
Without my going
But for my going, etc.

69. Guarani is not so versatile in this respect as English, but there is one alternative to the nda...i type of negative that is very common. This is the postfix 'r'. The 'r' negative is used typically to negate subordinate clauses.

70. Contrast:

1. a. Er-e xu-pé t-o-ú
   b. Er-e xu-pé t-o-u 'y.

Tell him to come.

Tell him not to come.
a. l-pená ha hesé.
b. K-penál, ha hesé.

Pay attention to him.
Don't pay any attention to him.

3.

a. Re-me'è rò xé-ve roi-nupá ta.
b. Re-me'èy rò xé-ve roi-nupá ta.

If you give it to me I'll hit you.
If you don't give it to me, I'll hit you.

4.

a. À-pe o-ú o-nda apo sé va-nte.
b. À-pe o-ú o-nda apo-se'y va-nte.

Here comes someone who wants to work.
Here comes someone who doesn't want to work.

5.

a. Cuerpo de Paz-pe oi-ké o-studia-se va-guarani.
b. Cuerpo de Paz-pe oi-ké o-studia-se'y va guarani.

Those who want to study Guarani enter the Peace Corps.
Those who don't want to study Guarani enter the Peace Corps.

71. How would you say:

Tell him not to go.

If I don't study, she gets mad at me.

I came so as not to speak in English.

I bought clothes that won't shrink (o-je...)

72. You are familiar with two elements which translate as 'with' ndi (ndive with pronouns) and -pe.

a. O-sé i-sty ndi.
b. O-nè-rairò peteít jaguareté ndí.
c. O-karú tembi-purú-pe.

He left (in company) with his mother.

He fought with (or against) a tiger.

... cut with ... -y utensile...
Contrast these with another postposition which also translates as 'with', but in a slightly different sense:

a. ū-kang platá reheve.
b. ko-'u-sé cocido kamby reheve.

Ndi and reheve are similar in meaning the difference between them is crucial. Compare:

Aj-ū re-rú ndi.

Aj-ū la platá reheve.

The difference can be stated as follows:

Ndi is used to indicate that its object is the thing being accompanied or participated with.

Reheve is used to indicate with its object is the thing which accompanies.

Reheve is usually shortened to reve or simply re.

How would you say: (Use re for reheve)

Carlos left with his book.
I like meat with salt.
Siempre (tapia) anda (oi-kó) con su portafolio.
Don Carlos came with his dog.

It was seen above that the idea of 'with' is expressed in different ways in Guarani, depending on which meaning is intended. The three postposed elements used to express 'with' are:

(in company or participating with)
(which accompanies)
(by means of)
Observe how ‘wi’ is expressed.

Contrast:

1. a. C-sè i-sè
   b. C-sè i-sè y.

2. a. C-sè hymba-jaguá elve.
   b. C-sè hymba-jaguá re(he).

Notice that ‘without’ in each of the above cases is expressed in the same way: ‘y’ plus re (or re(he)).

79. 1. a. há la tembi-’ú.
    b. He-té la tembi-’ú
    c. He-té-pa la tembi-’ú.

The pa in c. is neither the question marker ‘pa’ nor the totality ‘pá’. It is an unstressed suffix linked by a hyphen usually to the su-superlative. We will call it the ADVERBIAL pa.

Other examples:

2. a. A la púxa nde-arhol-é té-pa!
   b. A la púxa i-pohy-é té-pa ko valiha!

How would you say:

How very pretty this Gladys is!
How very white these clothes are!
How very difficult this Guarani is!
Gee, how stupid you are!

He left with his mother.
He left without his mother.
He left with his dog.
He left without his dog.
He eats with utensils.
He eats without utensils.
The food is good.
The food is very good.
How very good the food is.

See, how hard you are to get along with!
See, how heavy this suitcase is!

I-por ë-é té-pa ko Gladys!
Moroti-é té-pa umi a6!
Masy-é té-pa ko ava-he’ë!
A la púxa nde-tavy-é té-pa!
81. You are already familiar with the use of tembi to derive nouns from verbs. Note the following examples:

- tembi-'u: Food (lo que se come)
- tembi-purú: Utensil (lo que se usa)
- tembi-apó: Work (lo que se hace)
- tembi-mbo'6: Teaching or disciple (lo que se enseña)
- tembi-mondô: Messenger (el que se envía)
- tembi-reko: Wife (lo que se tiene por excelencia)
- tembi-potá: Desideratum (lo que se desea)
- tembi-exá: Spectacle (lo que se ve)

82. Observe the use of another suffix kué—not the past indicator.

- Pyharekué: at night; during the night
- Arakué: during the day
- Asajekué: during the siesta
- Ka'arukué: during the late afternoon
- Pukukué: length (puku / long)
- Yvatekué: height (yvate / tall)
- Hopykué: depth (hupy / deep)
HA and HAGUE

HA and HAGUE

Two ways of forming the progressive:
1. hina
2. -ina with person prefixes:
   a-ina, re-ina, re-ina, ja-ina, pe-ina

Some Verbs require hā after the predicate of the following clause. In past tense hā becomes haguę:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ai-kuaá hā hā.</td>
<td>I know that it is you.</td>
</tr>
<tr>
<td>Ai-kuaá hā haguę</td>
<td>I knew that it was you.</td>
</tr>
</tbody>
</table>

is used to form:
1. agentives from transitive verbs
2. location noun phrases from intransitive verbs
3. nominal phrases from verbs

<table>
<thead>
<tr>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ha'ę mango-'u hā.</td>
<td>He is a mango eater</td>
</tr>
<tr>
<td>Ha'ę kamby-roja hā.</td>
<td>He is a milkman.</td>
</tr>
<tr>
<td>A-hā hina re-zba.apo hā-pe.</td>
<td>I'm going to where you work.</td>
</tr>
<tr>
<td>Te-te-hā ha'ę o-studia wá-pe.</td>
<td>Go to where he said.</td>
</tr>
<tr>
<td>Aj-apō ta Carlos</td>
<td>I'll do it like Carlos.</td>
</tr>
<tr>
<td>ke'-I hā inx.</td>
<td>Also.</td>
</tr>
<tr>
<td>Aj-apō- 'u Carlos</td>
<td>I'll do it like Carlos.</td>
</tr>
</tbody>
</table>
**KUE**

Indicator of thing, state or action in past and no longer in force.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntariokue</td>
<td>Former volunteer</td>
</tr>
<tr>
<td>Kokuekuue</td>
<td>Abandoned farm</td>
</tr>
</tbody>
</table>

**VA, VAKUE (VA.EKUE)**

Va 'the one which' plus kué 'former', 'past'.

1. Pe karaf re-hexa va xe-tio. 
   That man you see is my uncle.
2. Upé karaf re-hexa vakué xe-tio.
   That man you saw is my uncle.

**RA**

indicates future

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maestrara</td>
<td>Future teacher</td>
</tr>
<tr>
<td>Carlos oj-apó ta hogara.</td>
<td>Carlos will make himself a home.</td>
</tr>
</tbody>
</table>

**RA (GUARAK)**

'for [the benefit] of'

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xe-ve guará</td>
<td>For me</td>
</tr>
<tr>
<td>Aj-apó ta Maria-pe hógará.</td>
<td>I'll build a house for Maria.</td>
</tr>
<tr>
<td>La semana o-ú va-pe guará.</td>
<td>By next weekend.</td>
</tr>
</tbody>
</table>

**VO (HAGUK)**

Vo is used parallel to haugu in conjunction with a verb of motion.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ogue-reko permiso o-hó vo.</td>
<td>He has permission to go.</td>
</tr>
<tr>
<td>Ogue-reká permiso o-hó hauguá.</td>
<td>He has permission to go.</td>
</tr>
</tbody>
</table>

**JE and JO prefixes**

Reflexive and Reciprocal

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Péje-juká ta</td>
<td>You'll kill yourselves.</td>
</tr>
<tr>
<td>Ro-jo-kuáá</td>
<td>We know each other.</td>
</tr>
<tr>
<td>Desiderative Prefix</td>
<td>Causative (with transitive verb stems)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>T-o-kë</td>
<td>A-spervu-wa ta peal</td>
</tr>
<tr>
<td>Ta-re-kë</td>
<td>ki pura-ka ni xé-ve de ...</td>
</tr>
<tr>
<td>Kë-të pë-me to-po-stu-kë</td>
<td></td>
</tr>
<tr>
<td>E-të cré-re to-po-stu-kë</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RE</th>
<th>after nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHE</td>
<td>after pronouns</td>
</tr>
<tr>
<td>REHEVE, REVE, RE</td>
<td>'of; about'</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REHEVE, REVE, RE</th>
<th>'without'</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PA</th>
<th>Admirative suffix (with superlative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hasy-ëtë-ë-pa ko xé-yë</td>
<td>Hasy very rich of</td>
</tr>
<tr>
<td></td>
<td>Guarni le</td>
</tr>
<tr>
<td>I-pë-të-ë-pa ko xé-yë</td>
<td>Is very pretty of</td>
</tr>
<tr>
<td></td>
<td>Guarni le</td>
</tr>
</tbody>
</table>
### Derivation of nouns from verbs

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>tembi-mondó</td>
<td>Messenger</td>
</tr>
<tr>
<td>tembi-puru</td>
<td>Utensils</td>
</tr>
</tbody>
</table>

### Use of kué-suffix

<table>
<thead>
<tr>
<th>Word</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ka'arukué</td>
<td>during the late afternoon</td>
</tr>
<tr>
<td>Yvatekué</td>
<td>height</td>
</tr>
</tbody>
</table>
Classroom Expressions

1. Araka'á-pa ya-pfyú té ta?
   When will we take a break?
2. Ko'sga ya-pfyú té die minútos.
   Now we'll take a 10-minute break.
   What time are we supposed to return to class?
4. Jai-ké jev? ma va-er'pa clase-pe?
   Are we supposed to go back to class now?
5. I-katú-pa re-pitá clase-pe?
   Can we smoke in class?
   Let's go have a coke.
7. Ja-há ya-ś café.
   Let's go have some coffee.
8. Regue-rekó-pa peteš cigarrillo?
   Do you have a cigarette?
9. Ja-só pí, i-pú ma la campanilla.
   Let's go outside, the bell has rung.
    Give me your attention!
11. Mba'ó-pa pe-porandu-se-vé?
    Are there any other questions?
    It's your turn.
    It's not your turn yet.

Moral Advice

1. Ahi nde-naña pe nde-řapixá ná.
   Don't be sad.
2. Ej-apó ndé la ikatú va ha ñande-
   So what you can and God will do
   jara oj-apó ta hembyré.
   the rest.

Memorize

1. Ñakú la mbyri'ai.
   The heat is terrible.
2. Plata'ý re nda'ya-vy'ai.
   Without money there is not
   happiness.
3. Tarde ma ha nda xe-ka'ai.
   It's late now and I don't have
   any tea.
4. Ha xe-ryguesú karápé ndo-
   And my short-legged chicken
   mbo'ai.
   doesn't lay.

Survival Expressions

1. Boy, it's hot, isn't it?
   Ara ŋakú hina, ajé-pa?
2. Is the water good and cool?
   Ko'ysá porá-pa pe ŋ?
3. I like my coffee good and hot.
   Xe-gustá la café haku porá.
4. I'm cold.
   Xe-ro'ñ a-ña.
5. Mbovų pa i-pukukų?
6. Mbcvų pa ij-yvatekuš?
7. Te re-hō ñande-jara ndive.
8. Ñandē-jara ta nde-rovasá.
10. Mbegue mi-vé.
11. Ñ-ñ-a-aro ñí.
15. Anī ko tef er-ē mba'evē avavē-pe.

Que longitud tiene?
Cuanto tiene de alto?
'aya con Dios.
Que Dios te bendiga.
Come, follow me.
A little slower.
Wait a bit.
We should help each other.
What else do you want to know?
I love my country.
Don't tell anyone anything.
Ndé-ko'ë porá.
Ndé-puruka mi' xé-ve pete! Gs' 20.
Ani ndé-resarái!
Ani ndé-poxý' ti xé-ndivé!
Ndá 'xe-poxý' i ndé-ndivé
Ndá hepurá.
Ndái-kuaa-pa' i.
Ndá' i-poro' i xé?ve guará.
Ndá-reko' i.
Ndá-rovi' i.
Mbový'pa re-pagá ra.ë upéva rehe?
Mbový'pa rei-potá kóva rehe?
A-jerurë ta ndé-ve pete! mba'ë.
Mba'ë'pa la re-jerure-sé va xé?-
Ei-puruká xé-ve la ndé-coche.
Mba'ë re'pa ndé-rej-ú' i xe-ndivé?
Ndá'ikatu' i gui.
Ndé-rehe-nte upéva.
Ndé-rehe-nte o-depende.
Ndé-gusta-há ixa-nte.
E-pena'ë na upéva re.
E-pena'ë na hesé.
Ja-sa reí katu hesé.
A la puxa re-ka'ù jevý ma!.
O-guñë ta las dos guá camión-pe.

Good night.
Loan me a S50.
Don't forget!
Don't be angry with me!
I'm not angry with you.
It's not expensive.
No lo sé todo.
No me conviene.
No tengo.
No lo creo.
How much did you pay for that?
How much do you want for this?
I will ask you for something.
What do you want me to ask me?
Lend me your car.
Why didn't you come with me?
Because I couldn't.
Como gusté o como quieras.
De tí no más depende.
Como te guste no más.
No se preocupe por eso (ello).
No le hagas caso.
Vamos en pos de ello.
Good grief, you're drunk again!
He will arrive on the two o'clock bus.
PREPARATION STAGE

Program

1. Contrast the following:

O-hô ta
O-hô ne

He will go.
He will (possibly) go.

Notice that the particle ta expresses a future idea about which there is no doubt in the mind of the speaker while ne indicates that it is the hypothesis or opinion of the speaker the expressed action will probably be carried out. We will call the ne the HYPOTHETICAL FUTURE.

2. How would you say?

He will come (probably).
We will wait (probably).
They will buy it (probably).

O-ú ne.
Ro-hô arô ne.
O-joguî ne hikuî.

3. In many cases ne is translated with the conditional tense in Spanish or the 'would plus-VERB' in English.

how would you do that?
If you go, would he come?

Mba'ô ixa-pa rej-apô ne upêva?
Re-hô rô, o-ú ne-pa ha'ô?

4. How would you say?

Would you work in a steel factory?
Would you stay if he comes?

Re-mba.apô ne-pa peteî fábrica de acero-pê?
Re-pytá ne-pa o-ú rô ha'ô?
The hypothetical future ne is used generally where the Spanish future of probability is used. It can often be translated by 'must'; 'must be'; 'must have'; etc., (depending on the tense).

Maestra oí-më ne escuela-pe.

Xé-ñermano ne péva.

Notice how the negative of ne is formed in the following:

0-mba.apó ne fábrica-pe.

Nd-o-mba.apó-i xé-se fábrica-pe

Oj-apó ne.

Nd-oj-apó-i xé-ne.

He would (probably) work in a factory.

He (probably) wouldn't work in a factory.

He will (probably) do it.

He (probably) wouldn't do it.

How would you say?

He will (probably) go.

I would (probably) stay if he were to come.

Contrast the following:

He-ñ kurì o-ú ta há.

He-ñ kurì o-ú ne ñaguà.

Notice that the conjunction há takes the form ñaguà after the Hypothetical Future.

NOTE: The form ñaguà occurs in a subordinate clause with any verb, but only a very limited number of verbs can serve in the main clause before a subordinate clause with ne ñaguà.
9. Translate the following into Guarani:

I said that I would probably go.

he says that you-all would probably come.

10. Examine the following:

Ha'á mo'á kuri tuji pe.
A-há mo'á nde-róga-pe pero o-ky.

Notice that the particle mo'á is used to indicate something which almost happened but didn't.

11. how would you say:

a. I was about to study the lesson but John interrupted me. (xe-interru) A-studia mo'á la lección pero xe-interrupí Juan.

b. I was about to eat breakfast but he came. (and I didn't) A-rambosá mo'á pero o-ú ha'è.

c. he was about to go downtown but his mother didn't want him to. O-ho mo'á centro-pe pero nd'oi-pota'i i-sy.

12. You have already had va.era which means 'to have to' or 'should'. Compare the following:

A-ha va.era.
A-ha mo'á.
A-ha va.era mo'á.

I should go.
I almost went (but didn't).
I should have gone (but I didn't).

13. how would you say:

I should have studied this afternoon.
A-studia va.era mo'á ko ka'arú.

he should have fed the chickens.
O-mbongarú va.era mo'á la ryguasu kuéra.

We should have gone early.
Ja-ha voí va.era mo'á.
14. This combination of va'erà plus mo'à is often used after an if clause marked by rire in the following way:

O-ù rire, Carlos, a-hà va'erà mo'à. If Carlos had come, I would have gone.

Oi-kò rire cine, o-hò va'erà mo'à. If there had been a movie, he would have gone.

15. You have learned the vowel-stem verb -'è 'say'. How would you say:

- I say: ha-'è
- You say: ir-è
- He says: he-'è
- We say: ko-'è
- We (incl) say: ja-'è
- You-all say: pej-'è

16. Only two of these forms, ro-'è and ja-'è follow the usual verb conjugation pattern. The 2nd person plural form pej-'è is irregular in that the prefix takes the consonant __. The negative forms of these are regular.

- We don't say it: nda-ro-'è-i.
- We (incl) don't say it: nda ja-'è-i.
- You-all don't say it: nda pej-'è-i.

17. The 2nd person singular negative is:

Nde-'è-e-i

18. The 1st person singular and 3rd person prefixes acquire an initial h, as in all vowel stem verbs.

19. The negative of these two h-forms loses the h:

- I don't say it: nda-'è-e-i.
- He doesn't say it: nda-'è-'è-ri.

Notice that the negative of he-'è takes ri. Say each of these several times, thinking of the meaning.
20. Give the negative form of the verb -'é with each of the pronouns:

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Negative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oré</td>
<td>Ndo'ro-'é-i</td>
</tr>
<tr>
<td>Nandé</td>
<td>Nda'ja-'é-i</td>
</tr>
<tr>
<td>Peē</td>
<td>Nda'pej-'é-i</td>
</tr>
<tr>
<td>Ndè</td>
<td>Nde'er-'é-i</td>
</tr>
<tr>
<td>Xé</td>
<td>Nda'a-'é-i</td>
</tr>
<tr>
<td>ha'ē</td>
<td>Nd'e-'é-ri</td>
</tr>
</tbody>
</table>

21. Translate as fluently as you can.

- I don't say it.       Nda-a-'é-i.
- Carlos doesn't say it. Carlos Nd'e-'é-ri.
- You (sing.) don't say it. Nda'ja-'é-i.
- We (incl) don't say it. Nda'pej-'é-i.
- We don't say it.       Nda'a-'é-i.
- You (sing.) don't say it. Nda'ja-'é-i.

22. If you cannot handle this last exercise fluently, go back and review the material, then try it again.

23. Now try to give the future negative forms, following the model, but substituting for the pronoun:

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Future Negative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oré</td>
<td>Ndo'ro-'é mo'ā'i</td>
</tr>
<tr>
<td>Nandé</td>
<td>Nda'ja-'é mo'ā'i</td>
</tr>
<tr>
<td>Peē</td>
<td>Nda'pej-'é mo'ā'i</td>
</tr>
<tr>
<td>Ndè</td>
<td>Nde'er-'é mo'ā'i</td>
</tr>
<tr>
<td>Xé</td>
<td>Nda'a-'é mo'ā'i</td>
</tr>
<tr>
<td>ha'ē</td>
<td>Nd'e-'é mo'ā'i</td>
</tr>
</tbody>
</table>

24. Give the negative of the ne or hypothetical future. Think of the meaning:

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Hypothetical Negative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oré</td>
<td>Ndo'ro-'é i xéne</td>
</tr>
<tr>
<td>Nandé</td>
<td>Nda'ja-'é i xéne</td>
</tr>
<tr>
<td>Peē</td>
<td>Nda'pej-'é i xéne</td>
</tr>
<tr>
<td>Ndè</td>
<td>Nde'er-'é i xéne</td>
</tr>
<tr>
<td>Xé</td>
<td>Nda'a-'é i xéne</td>
</tr>
<tr>
<td>ha'ē</td>
<td>Nd'e-'é-ri xéne</td>
</tr>
</tbody>
</table>
27. Give the negative of the va-era future. Think of the meaning:

Nandé nda-ja-e va-era-i.

Oré
Pee
Ndé
Xé
Ha'e

Ndo-ro-e va-era-i.
Nda-paj-e va-era-i.
Ndé-et-e va-era-i.
Xd-a-e va-era-i.
Nd-e-e va-era-i.

28. Give the negative of the vakué past. Think of the meaning:

Nandé nda-ja-e vakué-i.

Oré
Pee
Ndé
Xé
Ha'e

Ndo-ro-e-i vakué-i.
Nda-pej-e-i vakué-i.
Ndé-er-e-i vakué-i.
Nd-a-e-i vakué-i.
Nd-e-e-i vakué-i.

29. You have learned the vowel-stem transitive verb 'I eat'. It is irregular only in the singular 1st and 3rd person.

I eat it.
You eat it
he eats it

Ha-ú
Re-ú
Ho-ú

29. Learn the negative counterparts of these. Relate them to the negative of 'I eat'.

Nd-a-ú-i.
Nd-are-ú-i.
Nd-o-ú-i.

I don't eat it.
You don't eat it.
He doesn't eat it.

29. Give the negative form of 'I eat' with each of the pronouns.

Oré
Ndandé
Pee
Ndé
Xé
Ha'e

Ndo-ro-ú-i.
Nd-ja-ú-i.
Nd-pe-ú-i.
Nd-are-ú-i.
Nd-o-ú-i.
30. Translate as fluently as you can.
Lease off the optional pronoun.
I don't eat it.
I won't eat it.
Carlos won't eat it.
Maria would not eat it.
We (incl) don't eat it.
You-all shouldn't eat it.

31. One other vowel-stem verb you know
is '-a 'fall'. Its' negative forms
are like those of -'e and -'u.
I don't fall.
You don't fall.
He doesn't fall.
We don't fall.
We (incl) don't fall.
You-all don't fall.

32. Give the negative future with each of
the pronouns:
Nandé
Oré
Feê
Ndé
Xê
Ha'ê

33. Examine the following Spanish phrases:
El me da (a mí)...
El te da (a ti)...
El le da (a él)...
El les da (a Carlos)...
El nos da (a nosotros)...
El les da (a ellos)...

34. Notice that in Spanish we find the
following paradigm of Indirect Object
pronouns which precede the verb with
the corresponding English translations:
me
me
you
him; her; you
us
you (fam)
them; you-all
35. Notice also that following the verb in each example there is an optional prepositional phrase beginning with a which redundantly specifies the indirect object.

36. 'He gives me...' can be said in Spanish by either: 'él me da ___' or 'él ___ da...'

37. You are familiar with the form of the indirect object in Guarani:

- o-me'ë xé-ve...
- o-me'ë ndé-ve...
- o-me'ë (i)xu-pé...
- o-me'ë oré-ve...
- o-me'ë ŋandé-ve...
- o-me'ë peé-mé...
- o-me'ë (i)xu-pe kuéra...
- o-me'ë Carlos-pe...

38. Notice that in Guarani there are no indirect object pronouns before the verb. Instead there is only a postpositional phrase with the suffix or one of its variants -me or ve.

39. Examine the following Spanish phrases with direct objects:

- él me conoce (a mí)
- él le conoce (a ti)
- él lo (la) conoce (a él, ella)
- él los (las) conoce (a ellos, ellas)

- 'he knows me'
- 'he knows you'
- 'he knows him, her'
- 'he knows them'

40. Notice that the direct object construction in Spanish is similar to the indirect object construction in that it consists of a direct object pronoun before the verb and an optional prepositional phrase after the verb which redundantly specifies the direct object.
41. Examine the following:
   ai-kuag (i)xu-pé.
   ai-kuag Juan-pe.
   ai-kuag (i)xu-pe kuéra.

42. Notice that in each of the above Guarani sentences the object is third person, i.e., xu-pé, Juan-pe, xu-pe kuéra.

43. The above examples are parallel to the indirect object form of Guarani. Is there a direct object pronoun before the verb? no

44. How would you say the following:
   I know John.
   He knows them.
   We (excl) know him.
   Ai-kuag Juan-pe.
   Oi-kuag xu-pe kuéra.
   Roi-kuag xu-pé.

45. Now examine the following:
   Ha' xe-serví (xé-ve)
   Ha' nde-serví (ndé-ve)
   Ha' ore-serví (oré-ve)
   Ha' ōnde-serví (ändé-ve)
   Ha' pende-serví (pën-ve)

   The subject in these Guarani sentences is the third person pronoun ha'ë.

46. The direct object pronouns are joined to the verb by what marker?
   He serves me.
   He serves you.
   He serves us (excl).
   He serves us (incl).
   He serves you-all.

47. The direct object pronouns are joined to the verb by what marker? Notice that the direct object system in Guarani for all except third person is similar to the Spanish direct object system in that it includes a direct object pronoun before the verb and an optional redundant object specifier after the verb. (The optional redundant object specifier following the verb is used with much less frequency than the prepositional phrase in Spanish.)
45. What similarity do you observe between these direct object pronouns and the set of possessive pronouns? Are they identical in form? yes.

49. Actually the set of possessive pronouns, the Qualify Verb subject pronouns, and the direct object pronouns are identical except for the third person.

50. How would you say the following? (Leave out the redundant object specifier after the verb.)

He knows me.
They know you.
He knows him.
He knows you-all.

Há'e xe̱ kuaa̱.
Há'e kuera nde̱ kuaa̱.
Há'e ol-kuaa̱ (i) xu-pé.
Há'e pende̱ kuaa̱.

51. Examine the following:

Nde̱ xe̱ kuaa̱.
Pe̱ xe̱ kuaa̱.
Nde̱ ore̱ kuaa̱.
Pe̱ ore̱ kuaa̱?

You know me.
You know me.
You know us.
You know him.

52. Notice that with second person subjects the same direct object pronouns are used as with third person subjects.

53. Give the meanings of the following:

Há'e xe̱ kuaa̱.
Nde̱ xe̱ kuaa̱.
Pe̱ xe̱ kuaa̱.
Nde̱ rei kuaa̱ i xu-pé.

He knows me.
You know me.
You know me.
You know him.

54. Examine the following sentences with first person subjects.

I know you.
We know you.
I know you-all.
We know you-all.
55. If first person subjects required the same set of direct object pronouns as second and third person subjects, 'I know you' would have been translated \textit{xē___ kuāā}; however such is not the case. 'I know you' is translated \textit{xē roi\textup{-}kuāā}.

56. Likewise 'We know you-all' would have been translated \textit{orē pende\textup{-}kuāā}, but instead it translated \textit{orē___ kuāā}.

57. Examine the following:

\begin{itemize}
\item \textit{xē ai\textup{-}kuāā} \hfill \textit{I know it.}
\item \textit{xē roi\textup{-}kuāā} \hfill \textit{I know you.}
\item \textit{xē a\textup{-}hexa} \hfill \textit{I see it.}
\item \textit{xē ro\textup{-}hexa} \hfill \textit{I see you.}
\end{itemize}

Notice that I-verbs retain the 'i' with the direct object pronouns \textit{ro} and \textit{po}.

58. Thus for an I-verb such as \textit{ipytyvē}, 'to help'; 'I help (him)' would be written \textit{xē___ pytyvē}. And 'I help you' would be written \textit{xē___ pytyvē}.

59. How would you say:

\begin{itemize}
\item I serve you \hfill \textit{xē ro\textup{-}servē.}
\item We serve you. \hfill \textit{Orē ro\textup{-}servē.}
\item You serve me. \hfill \textit{Ndē xe\textup{-}servē.}
\item You serve us. \hfill \textit{Ndē ore\textup{-}servē.}
\end{itemize}

60. How do you say 'I love you'?

\textit{xē ro\textup{-}haihū.}
61. A. You have studied vo as used in the following examples:

Aj-ú kurí a-mba.apó vo.

O-hó ta oi-pyūvō vo xu-pé.

B. Compare this usage with the following:

A-hexá' xu-ŋ eoi-ké vo.

O-ŋepyūrū vo ai-ké la koṭy-pe.

O-mba.apó vo o-purahēi.

Pedro o-mba.apó eoi-ké vo.

Notice that 'VERB plus vo' has the meaning in A of [motion somewhere] for the purpose of verb-ing' (similar to naŋw). But in B 'VERB plus vo' indicated 'simultaneity of action', one action taking place simultaneously with another action.

62. Translate the following to Guarani:

As I left she cried. (hasē)

I have come to help you.

Viene caminando.

Va aprendiendo.

63. Contrast the following:

Oi-ké vo.

Oi-ké vovē.

Vo plus the suffix vé is usually translated 'when'.
63. How would you say:

When he came, I was already leaving.

When he leaves, I will go to work.

When he gets up, he will come.

64. Notice that ro or ramp, which you learned for 'if', is also used in certain contexts to mean 'when'.

0-ky na hina, ro-guah ro upé-ge.

A-pu'á ramp, nda-i-pori-vé-i ma kuri ha'ég.

The meaning of ro as 'if' or 'when' must be derived from the context.

Ro meaning 'when' is used most frequently in past tense contexts. While ro meaning 'if' occurs more frequently in present and future tense contexts.

65. You have learned the verb querekó 'to have', and have used it in such sentences as:

Ague-rekó peteł livre xe-pó-pe.

I have a book in my hand.

66. Now examine another very common way of expressing possession:

Xé xe-coche.

I have a car.

Nda xe-cochei.

I don't have a car. (cannot mean 'It is not my car'.)

Nde-platâ netâ.

You have a lot of money.

Nde pre-platâ netâi.

You are rich.

Nde ore-platâ netâi.

We don't have a lot of money.
67. In this kind of predication a noun or nominal phrase is attached to a possessive pronoun prefix.

68. How would you say: (using the possessive pronoun plus noun predication)

You have two brothers.
He has a new car.
We have four oxen.

69. You have already studied hagué as in the following example:

Aikusá nde-re-hó hagué la reunion há-pe.

Compare this with:

A-stimá nde-ve re-hó haguére.

Notice that haguére is composed of two parts, hagué plus the postposition re-
ho. It is usually translated in English as 'for VERB-ing' or as 'for having VERB-ed'.

70. How would you say:

She is happy with him for having come.
Se is mad at him for having bought the shoes.

71. The idea of always, meaning 'continually' or 'frequently' is expressed by the particle jepí following the verb as in the following examples:

0-ú jepí xe-ândú vo.
A-áxá jepí xu-pé a-há vo a-mba.apó.

He always comes to visit me.
I always see him as I go to work.
72. How would you say:

He always helps me in my work.  

He always goes out for a walk in the afternoon.  (ka'aru-kuē)

He always helps me in my work.  

He always goes out for a walk in the afternoon.  (ka'aru-kuē)

73. You have studied mē as an imperative modulator. And you were also told that it is often translated 'un poco'. mē is also used following verbs in indicative questions or statements to indicated respect or to create interest. Contrast the following:

Xe-pytyō jeipi xe- ōmbi-apō-pe.

O-sē jeipi o-guatā

ka'aru-kuē.

Mē used with nouns generally denotes affections much as the 'ita' diminutive in Spanish.

A-hē a-ândū xe-sy mē-me.

A-he xa gua'ī pe xe-ōga mē!

I'm going to see my mom. (mamacita)

I really miss my (little) home!

74. The idea of small is also expressed by the suffix -'i. Compare the following:

Xe-ōga mē.

Oga'ī

My (little) home.

A small house.
72. Contrast the use of the diminutive \textit{i} and \textit{ra}'f. 

- Jagu'a\textit{i}
  - A small kind of dog. (It may be fullgrown.)
- Jagi\textit{a} ra'f\textit{i}.
  - A puppy.
- Kure\textit{f}.
  - A small kind of pig.
- Kur\textit{e} ra'f\textit{i}.
  - A young pig.

77. The suffix -\textit{f} when used with verbs is a simple diminutive.

- O-paga'\textit{i}-e\textit{t\textsuperscript{f}}.
  - He pays very little.
- O-mba.apo'\textit{f}.
  - He doesn't work much.
- O-karu'\textit{f}.
  - He doesn't eat much.

78. The suffix -\textit{f} is often combined with -\textit{mi} as in the following examples.

- O-mba.apo'\textit{imf}.
  - He works very little.
- O-mba.apo-por\textsuperscript{f} im\textit{f}.
  - He does a pretty good job.
- Pe ku\textit{nataf} i-por\textsuperscript{f} im\textit{f}.
  - That girl is quite pretty.
- Ro-\textit{ke'\textsuperscript{f} por\textsuperscript{f} imf guaran\textit{i}-me}.
  - He speaks Guarani pretty well.
- Xe-kane'\textsuperscript{f} im\textit{f}.
  - I am quite tired.

Notice that '\textit{imf}' used with a Quality Verb such as -por\textsuperscript{f} is an augmentative while used with other verbs it is a diminutive.
79. The idea of small or little is also expressed by mixi, a Quality Verb. Notice in the following examples that mixi functions quite differently from the other diminutives you have had, even though the meaning is similar to that of 'ī.

Pe oga'ī.

Pe oga mixi va.

Mixi-eté pe cavajú.

Mixi xerehē ko traje.

O-karu'ī

O-karu mixi mī.

80. Compassion is expressed with the particle angā. Examine the following:

Hasē angā niko pe nde-membý.

Na Ruperta nga ħasy kaṭā.

Mba'ē nga pikō o-jehū pe mittā-me?

81. You have had va used to form nominal clauses. It is also used to indicate habitual action, as in the following examples.

Don Pūlé ő-hō va Paraguai-pe.

Pe mittā karia'ī o-ū va María roga-pe.

that little house

That horse is very small.

This suit is too little for me.

He eats very little.

Your poor little child is crying.

Poor doña Ruperta is quite sick.

What in the world is the matter with that poor child?

Don Pūlé goes to Asunción (a lot). (Suele ir a Asunción.)

That young man visits (lit. 'comes to') Maria's house a lot. (Suele visitar)
52. There is also a particle used to show habitual action in the past. Compare the following:

O-hó va.  
O-hó mi  

A-ñemú va hendivé.  

A-ñemú mi hendivé.  

Notice that mi is unaccented—as compared with mi, the imperative modulator.

53. The two particles mi and va are usually combined to indicate habitual action in the past. Examine the following:

Nd-o-hó-i mi va-centro-pe.  

Ymá xe-andú mi va.  

Ymá ro-jo-scriví va mi.  

Notice that either of the two can come first without changing the meaning, i.e., mi va or va mi.

54. Examine the following:

Ndé jepe-piko aveí, Bruto?  

Xé jepe-piko a-há va.erą aveí.  

I-pirú xe-hegúi la xe rosa ha a-regá jepe ko cada diá.  

He goes (a lot), suele ir.  
He used to go (a lot), solía ir.  

I often do business with him.  
I used to do business with him.  

He didn't use to go downtown. (No solía ir.)  
A long time ago he used to visit me.  
A long time ago we used to write each other.  

Et tu, Bruté?  
Even you too, Brutus?  
Will even I have to go too?  
My rose is all dried up and I even watered it every day.
A-hendo jepe ko kurfi la re-guahé rô pero nô' a-pu'a-sê'i.

Notice that 'jepe (without an accent) in the above examples is translated 'even'. This is just one of its uses.

85. How would you say:

I even called him, but he didn't pay any attention to me.
(nô' o-penâ'i xe-rehê)

I even saw him, but I didn't speak to him.

86. Examine the following:

O-hô vôramo jepe kurfi, nô' o-hupytty-vô'î-ma la camiôn.

Xe-sogue mî rô jepe ai-kô vo hîna kurfi ai-pytyvô xu-pê.

O-ô tarde rô jepe, a-hâ ta hendive.

Ndôoi-potâ'i rô jepe, ai-pytyvô ta xu-pê.

Notice in the above examples that rô jepe (or ramo jepe) means 'even though' or 'even if'.

87. Translate the following:

Even though we arrived early the bank was closed.

Even if he hunts (heká), he won't find it.

I even heard you when you arrived, but I didn't want to get up.

A-hendoi jepe xu-pê, pero nô' o-tâ'i xe-rehê.

A-hekâ jepe xu-pê, pero nô' o-ne'e'i hendive.

Even though he went early he still didn't catch the bus.

Even though (in spite of the fact that) I was broke, I helped him.

Even if he comes late I'll go with him.

Even if he doesn't want me to, I'll help him.

Na-guahê vôô rô jepe kurfi o-ne-mbotô la banco.

O-hekâ rô jepe, nô' o-juhâ mo'â'i.
(comparison of quality)

89. Affirmative comparison:

Nde-va' kururú ixa.
You're as ugly as a frog.
(or: You're ugly like a frog.)

If-e'y burro ixa.
He's as lazy as a donkey.

Xé xe-mboriahú peš ixa. Ç
I'm poor like you-all.

Nde-jukít Paraguaya ixa.
You are nice like a Paraguayan.

The element ixa translated 'as' or 'like'.

89. How would you say:

I'm as skinny (pirú) as you.
Xe-pirú ndé ixa.

Joe is as strong as I am.
Jose i- mbareté xe ixa.

My dog is as smart (arandú) as you-all.
Xe-rymba-jagua íñ-arandú peš ixa.

He treats me (xe-trata) like a dog.
Jagüá ixa xe-trata.

He's as brave (í-py'á guasú) as a jaguar.
Nde-sý ixa ndé-rainú.

He treats me (xe-trata) like a dog.
I-py'á guasú jaguareté ixa.

90. Negative comparison:

Xé ndé xe-pirú í ndé ixa.
I'm not as thin as you.
(I'm not thin like you.)

José ndé i- mbareté í xe ixa.
Joe is not as strong as I am.

Nde ndé arandú i xe-rymba- jagüá ixa.
You're not as smart as my dog.
91. How would you say:

I'm not rich like José.

You don't know how to speak like a Paraguayan.

English is not as difficult as Ava-ñe'ẽ.

Xe ndaxe-plata hetá'i José ixa.

Nde re-ñe'ẽ-kuaá'i Paraguayo ixa.

Ínľés nda'ñasñ'i ava-ñe'ẽ ixa.

92. a. Xe-tuixá.
b. Xe-tuixa-vé.
c. Xe-tuixa-vé José gui.

The comparative suffix vé, as you already know is equivalent to 'more' or '-er' in English. Notice in C that the postfix gui translates 'than'.

José iñ-aranu-vé María gui.

Juan o-gana-vé José gui.

Xe-mana o-ñe'ẽ-xuaa pòra-vé xe-hegui.

I'm big.

I'm bigger.

I'm bigger than José.

José is smarter than María.

Juan earns more than José.

My husband can speak better than I can.

93. how would you say:

Maria is thinner than Julia.

They work more than we do.

Carlos is stronger than a horse.

María i-píru-vé Julia gui.

Ha'ẽ kuéra o-mba apo-vé ore-hegui.

Carlos i-mbarete-vé cavajú gui.

94. Ndé nde-mità 'you're young (or; a young man)'. Ndé nde-mita-vé xe-he gui 'you're younger than me'. Mità is used to mean 'young' in reference to a male or female. Its Spanish equivalent is 'joven'.

My husband can speak better than I can.
95. **Nde-ðuaigui** 'you're old (or an old woman)'. **Nde-ðuaigui-vé xe-hegui** 'you're older than me'.

*Guaigui* is used to mean 'old' only in reference to female. Its Spanish equivalent is 'anciana; vieja'.

*Petei* Guaigui means 'an old woman'. It should be used with care, as it is considered disrespectful to refer to someone as a *Guaigui*.

96. **Nde-tujá** 'you're old (or an old man)'.

*Nde-tujá-vé xe-hegui* 'you're older than I am'.

*Tujá* is used to mean 'old' only in reference to a male. Its Spanish equivalent is 'anciano; viejo'.

*Petei* Tujá means 'an old man'.

97. How would you say:

Paul is older than Maria.

Maria is younger than Paul.

Lisa is older than Paul.

Paul is younger than Lisa.

98. Examine the following:

**Oi-kuaá xu-pé hikuái.**

**O-jo-kuaá (oju-pé) hikuái.**

**Ro-jo-kuaá (oju-pé)**

They know him.

They know each other.

We know each other.
99. How would you say:

We (incl) called each other.
We (excl) saw each other.
They met (topá) each other.

100. Notice in the following examples that with some verbs the reciprocal can be used with singular subjects:

A-jo-topá hendiwe.
Re-ñorairô hendiwe.

These constructions seem to be borrowings from the Spanish 'me VERB con él'.

101. You have had the reflexive, formed by adding the prefix je- to the verb stem. There is also an optional but very rarely used reflexive pronoun following the reflexive verb as in the following examples:

A-je-kuaā (xe-ju-pé).
Re-je-kuaā (nde-ju-pé).
O-je-kuaā (i-ju-pé).

Notice that with the reflexive, the optional pronoun is composed of possessive plus jupé, where the possessive agrees in person with the subject.

102. Translate the following using the postpositional phrases and compare the postpositional phrases.

He knows him.
He knows himself.
They know each other.

Na-ñö-heñôi kurî (oju-pé).
Ro-jo-hexa kurî (oju-pé).
O-jo-topá kurî (oju-pé).
I met with him.
(Me encontré con él.)
You fight with him.
(Tu peleas con él.)
I know myself.
You know yourself.
He knows himself.
Oi-kuaā (i)xu-pé.
O-je-kuaā i-ju-pé.
O-jo-kuaā oju-pé.
103. Examine the following:

I-mandu'á xe-rehé.
I-mandu'á ojue-hé.
Xe-mandu'á xe-je-hé.
I-mandu'á i-je-hé.

Notice in the above examples that there is no je or jo prefix before the verb stem to express reflectiveness nor reciprocity. The hé of the reciprocal and the reflexive pronouns is a variant of the postposition rehé.

104. How would you say the following, using the variants of the postposition rehé?

I look (maña) at you.  A-mañá nde-rehé.
They look at each other.  O-mañá oje-hé.

105. Notice the similarities between the formation of the reciprocal and reflexive with the postposition gui 'from' in the following examples.

He forgets his mother.
He forgets me.
They forget each other.
He forgets himself.
I forget myself.

106. The reciprocal is formed by putting _______ before hegui.

107. The reflexive is formed by putting the _______ pronoun plus je before hegui.

Ojue
108. Using the postposition gui, translate the following:

I laugh at you.   
Me río de ti.     

We (excl) laugh at each other.  
They laugh at themselves.    
They laugh at each other.  

109. The postposition ndi; ndive with pronouns, has no reflexive forms, and two major phonological changes take place in the reciprocal prefix ojue when it occurs with ndivé. Compare the following:

O-puká ojue-hegui.  
O-hë oño-ndivé.  

The i of ojue becomes ë because of the nasal environment and the ue becomes o.

110. How would you say:

They are studying together.   
We (incl) work together.      
They arrived together.        

111. Contrast:

Carlos o-ú kû̀rį.  
Carlos o-ú ra.è.  

Ra.è indicates here that the statement is not personally attested to by the speaker, but reported second-hand.
112. How would you report the following without personally attesting to its truth.

Carlos went to Asunción.

María came yesterday.

113. Contrast:

a. Ci-kuaá ne?
b. Ci-kuaá ne nipo?

a. Mboý ne hína?
b. Mboý ne nipo hína?

Nipo (or nimbo) indicates wonderment, astonishment, or surprise. It is frequently linked with ra.e:

a. Carlos
b. Carlos nipo ra.e.

a. Moó-pa o-hó ra.e.
b. Moó nimbo o-hó ne ra.e?

114. How would you say:

Would it be him by chance?
I wonder where he's gone?
It turns out he has come already, I hear.

Carlos o-hó ra.e Paraguay-pe.

María o-í ra.e kuehí.

Will he find out?
I wonder, will he find out?

How many will there be?
I wonder, how many will there be?

It's Carlos
So it was Carlos.

Where did he go?
Who knows where he's gone?

Ha'é ne nipo hína?
Moó nimbo o-hó ra.e?

O-ú ma nipo ra.e.
115. Examine the following:
Ja-há mandi.
Te-re-hó mandi.
O-hó mandi rô, i-pôra-vé ta.
Ja-há mandi o-ky mboyvé.

Mandi is most frequently used with imperative and implies immediate or expedient action.

116. Using mandi, how would you say:
It would be better if you would go right away.
Bring in (e-mboingé) clothes, it's going to rain.
Let's go to the bank right away before it closes (on us).
Ask him (about it) before we make it.

117. You are already familiar with katu...
Xé katu a-há ta, 'I, on the other hand, will go.' Examine the following:
a. Pero o-mba apó katu Don Pule.
b. Ja-upe ixa'. Ci-pyt:ô katu i-sý-ôpe.

Let's go (without waiting any longer).
Go (don't wait any longer).
It would be better if he would go right away.
(Without further hesitation.)
Let's go before it rains.

Re-hó mandi rô, i-pôra-vé ta.
E-mboingé mandi pe aô, o-ky ta me.
Ja-há mandi banco-pe o-ñe-mboty mboyvé flande-hegui.
E-porandú mandi xu-pé ja-aj apó mboyvé.

On the contrary, don Pule does work.
That is not right. He does help his mother.
c. E-mba. apó katu na, ha e-pena'f kese.

Go ahead and work, and don't let him bother you.

d. Er-é katu na xu-pé.

Go ahead and tell him (don't be afraid).

e. Ja-ná katu na.

Let's go (and quit fooling around).

118. Notice that there are two principal ideas expressed by katu in the above examples. In a and b the context is disagreement between the speaker and the one spoken to, or the desire on the part of the speaker to clear up a false impression. The speaker used katu to strengthen his affirmation. In c, d and e, katu expresses 'resolution' or 'decision'.

119. How would you say:

Come on (and stop fooling around.)

Ej-ú katu.

On the contrary, I'm going to the dance with her tonight.

A-há te katu hendivé la jeroky há-pe ko pykaré.

Go ahead and do it. (And don't worry about the consequences.)

Ej-apó katu na.

120. Examine the following:

O-mba. apó-nte.

Trabaja, no más (without receiving any money).

O-mba. apó ma hIna.

He is already working.

O-mba. apó mante.

Trabaja únicamente.

He is obliged to work...

Notice that even though mante is probably derived from ma/plus nte its meaning is somewhat different from the mere combination of the meanings of ma and nte. Examine the following examples:
You will just have to study harder to learn it.

It broke (on me) and I just had to buy a replacement.

He will just have to leave.

Examine the following:

A-me'e reí ta ndé-ve.

0-nda apo reí.

O-me'e reí jey̍ ma hina.

Ro-hó reí ta-nte.

Ro-hó reí-été.

O-kái reí.

Reí has a great variety of meanings and uses. It is usually translated in Paraguayan Spanish as 'de balde'. In English it can frequently be translated, 'uselessly; without purpose; free', etc.

You will just have to speak to learn how to speak better.

Así, únicamente aprenderás a hablar.

I will just have to stay here tonight. (I missed my bus.)

Re-studia-vé mante va.erã re-aprende haguã.

0-pê xe haguã ha a-joguã mante ĕkoviârã.

0-sê mante va.erã.

I'll give it to you free (for nothing).

He works for nothing. (without pay)

He is talking uselessly.

He is telling fibs.

Habla de balde.

We will just go to fool around.

We went uselessly. (Without accomplishing our purpose.)

It burns easily.
123. Using rei, how would you say:

He brings my letters to me without charging me anything.

I went to him (fenda-pe) three times without results.

He killed a dog for no reason at all.

It breaks (jeka) easily.

O-gueru rei-nte xé-ve xé-carta kuéra.

Tres veces a-há rei-eté fenda-pe.

O-juká rei-te pe jaguá.

O-jeka rei.

124. You are familiar with the verb ipotá 'to want' used alone; it is also used as a second element in a compound verb. As in the following examples:

Ja-ha-potá-ité ma:

O-kɔ-potá ma hina.

Used this way potá means

We are just about to leave.

(At the point of leaving.)

It is about to rain.

'to be about to VERB'

125. How would you say:

He is just about to fall.

We are just about to eat.

Ho'a-potá-ité ma.

Ja-kara-potá ma.

126. Notice the change in potá when the first verb in the compound is nasal:

O-gwanj-mbotá-ité ma.

O-sê-mbotá ma.

The initial 'p' of potá in the above examples becomes

He is just about to arrive.

He is just about to leave.

127. How would you say:

He is just about to call me.

He is about to die.

Ke-renj-mbotá-ité ma.

-ndj-mbotá ma.
Summary

NE:
Hypothetical future usually translated 'probably' or 'would VERB'.

Ro-řa.arō ne We will wait, probably we may wait
Re-pytá né-pa o-ú rō ha'ē Would you stay if he came?
Xe-hermano ne péva That must be my brother.

NEGATIVE OF NE: With the negative NE becomes XENE

Oj-apō ne He will probably do it.
Nd°oj-apō'i xene He probably won't do it.

MO'A Indicates 'almost happened but didn't', or with va.erā, 'would have'

A-rambosā mo'ā. pero o-ú ha'ē I was about to eat breakfast, but he came.
Oi-kō rire cine, o-hō va.erā mo'ā If there had been a movie, he would have gone.

NEGATIVE OF VOWEL - STEM VERBS One irregularity: In first and third person, the h drops in the negative.

(Aff) ha'-ē I say ha'-ú I eat it ha'-ā I fall
(Neg) nd°a'-ē'i nd°a'-ú'i nd°a'-ā'i
(Aff) he'-ī he says ho'-ū he eats it ho'-ā he falls
(Neg) nd°e'-ī'i nd°o'-ū'i nd°o'-ā'i
### Guarani

#### Indirect Object

Guarani has no indirect object pronoun before the verb as does Spanish.

| 0-me'ẽ xe-ve. | Me da a mí. |

#### Direct Object

Guarani has a direct object pronoun before the verb which is represented as linked to the verb by a hook ('). An optional (but rarely used) redundant pronoun in its 'pe-form' may follow the verb.

| Xe `kuaá (xe-ve) | El me conoce (a mí). |
| Xe `kuaá (nde-ve) | El le conoce (a Ud.). |

#### Third Person

Guarani has no third person direct object pronoun before the verb.

For 1st person:

| Nde xe `kuaá (xe-ve) | You know me. |

But:

| Nde rei `kuaá xu-pé. | You know him. |
| Nde rei `kuaá Juan-pe. | You know John. |

#### Direct Object with 2nd and 3rd Person Subject

When the subject of a verb is ha'ẽ, ndé, or peẽ, the object pronoun is of the same form as the corresponding possessive pronoun.

| xe `kuaá | know(s) me |
| ha'ẽ xe `kuaá | he know(s) you |
| ndé xe `kuaá | you know(s) us |
| peẽ xe `kuaá | you (p) know(s) us |
| peẽ xe `kuaá | you (pl) know(s) you |
DIRECT OBJECT WITH 1ST PERSON

When the subject of a verb is xe or ore and the object is second person, a curious form is used.

<table>
<thead>
<tr>
<th>xe'</th>
<th>ro'kuaa</th>
<th>I know you</th>
</tr>
</thead>
<tbody>
<tr>
<td>ore</td>
<td>poi'kuaa</td>
<td>we know you (pl.)</td>
</tr>
</tbody>
</table>

R-H FACTOR

R-H factor verbs take the 'r' form when occurring with objects identical to the possessive prefixes.

<table>
<thead>
<tr>
<th>Ha'ë xe'lexa.</th>
<th>He sees me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ha'ë nde'raaro.</td>
<td>He waits for you.</td>
</tr>
</tbody>
</table>

VO

Indicating 'simultaneity of action.'

<table>
<thead>
<tr>
<th>A-së vo hasë.</th>
<th>As I left, she cried.</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-guat o-ú vo.</td>
<td>Viene caminando.</td>
</tr>
</tbody>
</table>

VOVE

Meaning 'when.'

<table>
<thead>
<tr>
<th>O-ú vové kuri, a-së ma a-Ina.</th>
<th>When he came, I was leaving.</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-pu'a vové, o-ú te.</td>
<td>When he gets up, he will come.</td>
</tr>
</tbody>
</table>

RAMO (rō)

Meaning 'when' is distinguished from ramo meaning 'is' by context.

| O-ky hatā va'ekue hīna, ro-šuahē rō upē-pe. | It was raining hard when we arrived. |
'TO HAVE'
The notion of 'to have' is frequently expressed by a noun with a possessive prefix.

<table>
<thead>
<tr>
<th>Xé mokši xe-hermano.</th>
<th>I have two brothers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-plata ṭetá.</td>
<td>He has a lot of money.</td>
</tr>
</tbody>
</table>

HAQUEBE
Combination of haqüe and re(he) meaning 'for VERB-ing' or 'for having VERB-ed.'

<table>
<thead>
<tr>
<th>O-ya rej-ū haqüe.</th>
<th>He's happy for your having come.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ke-poqy he-ndiyé</td>
<td>I'm mad at him for buying it.</td>
</tr>
<tr>
<td>ro-jousa haqüe-vo.</td>
<td></td>
</tr>
</tbody>
</table>

JEPI
'always', 'frequently'.

<table>
<thead>
<tr>
<th>O-ū jepi xe-anā vo.</th>
<th>He always comes to visit me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xe-getyvo jepi xe-renbi-apó-pe.</td>
<td>He frequently helps me in my work.</td>
</tr>
</tbody>
</table>

MI
Used to modulate a direct question or indicate particular interest.

<table>
<thead>
<tr>
<th>Mba'ė̄ pa rej-apo mi re-lo?</th>
<th>What are you doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rei-kuaa mi-piko o-mendi haqüe?</td>
<td>Did you know that he got married?</td>
</tr>
</tbody>
</table>

MI
With nouns usually denotes affection or humility.

<table>
<thead>
<tr>
<th>Xe-ō̄rūa mi.</th>
<th>My (little) home.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xe-ō̄sy mi.</td>
<td>My (little) mother.</td>
</tr>
</tbody>
</table>
Simple diminutive used with nouns and verbs.

- oga'í: little house
- jagua'í: little dog
- o-paga'í: he pays little

Meaning 'young.'

- jagua ra'ý: puppy
- avatî ra'ý: young corn plant

Combination of 'i and mi.

- O-mba.apo-'imi: He works very little.
- O-mba.apo porâ 'imi: He does a pretty good job.

A quality verb meaning 'to be little.'

- Mixí-eté pe cavajú: That horse is very little
- Mixí xe-rehé ko traje: This suit is too little for me.

Expresses compassion.

- Hasã anga niko pe nde-memb5: Your poor little child is crying.
- Ña Ruperta nga hasy katú: Poor Doña Ruperta is quite sick.
Indicating habitual action; translated 'suele'.

| Ha'le o-ú va María róna-pe. | Don Fule suele ir a la casa de María. |
| Don Fule o-hó va Paraguas-pe. | Don Fule suele ir a Asunción. |

(unaccented) Indicating habitual action in the past. translated 'solía'.

| O-hó mi | Solía ir. |
| A-lenú mi he-ndivé. | Solía necociar con él. |

MIVA

Combination of mi va indicating habitual action in the past.

| O-hó mi va centro-pe. | Solía ir al centro. |
| Yma xe'-andú miva. | Antes solía visitarme. |

JEPE

meaning 'even'

| A-lenú jepe xu-pé pero nd'o-puna'i xe-rené. | I even called him but he didn't pay any attention to me. |

RAMO JEPE

meaning 'even though' or 'even if'.

| O-ú tarde rò jepe. a-há ta he-ndivé. | Even if he comes late, I'll go with him. |
| O-ú tarde rò jepe. a-há kuri he-ndive. | Even though he comes late, I'll go with him. |
### Comparisons of Equality

<table>
<thead>
<tr>
<th>Type</th>
<th>Phrase</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aff</td>
<td>Nde-vaí kururú ixa.</td>
<td>You're as ugly as a frog.</td>
</tr>
<tr>
<td>Neg</td>
<td>Nda-xe-pirú i ndé ixa.</td>
<td>I'm not as thin as you are.</td>
</tr>
</tbody>
</table>

### Comparisons of Inequality

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xe-tuixa-vé nde-heguí.</td>
<td>I'm bigger than you are.</td>
</tr>
<tr>
<td>I-tuja-vé Maria gui.</td>
<td>He is older than Maria.</td>
</tr>
</tbody>
</table>

### Tuja vs. Guaiguí

Tuja 'old' refers to men. Guaiguí 'old' refers to women.

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-tuja.</td>
<td>He is old.</td>
</tr>
<tr>
<td>I-guaiguí.</td>
<td>She is old.</td>
</tr>
</tbody>
</table>

### Reciprocal Pronoun

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ok-kuaá xu-pé.</td>
<td>He knows him.</td>
</tr>
<tr>
<td>O-jo-kuaá (Oju-pé)</td>
<td>They know each other.</td>
</tr>
<tr>
<td>Ja-jo-kuaá (Oju-pé)</td>
<td>We know each other.</td>
</tr>
</tbody>
</table>
REFLEXIVE PRONOUN
possessive prefix plus 'u-pé

A-je'kuaa (xe-ju-pé). I know myself.

RECIPROCAL PRONOUN
with REHE

ojue-he

I-mandu'a xe-rehé. He remembers me.
I-mandu'a ojue-hé. They remember each other.

RECIPROCAL PRONOUN
with GUI

ojue-heguí

ñesaráí xe-heguí. He forgets me.
ñesaráí ojue-heguí. They forget each other.

RECIPROCAL PRONOUN
with NDIVÉ

oño-ndivé

O-hó he-ndivé. He went with him.
O-hó oño-ndivé. They went together (with each other).

RA.E

Refers to events about which the speaker was not fully aware of when they happened, often reported second-hand.

O-hó ra.e. He went (it turned out).
O-ú ra.e. He came (I found out).
<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIPO (or NIMBO)</td>
<td>Indicates wonderment or surprise. It often occurs with ra.é.</td>
<td>O-hó nipo ra.é. He really did go. (I found out.)</td>
</tr>
<tr>
<td>MANDI</td>
<td>Used frequently with imperatives; implies immediate or expedient action.</td>
<td>Ja-há mandí. Let's go (it will be better not to wait).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Te-re-hó mandí. Go! (Don't wait any longer.)</td>
</tr>
<tr>
<td>KATU</td>
<td>Used to strengthen an affirmation and to express resolution or decision.</td>
<td>Pero o-mba-apó katú. (On the contrary) he does work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ja-há katú na. Let's go (and quit fooling around).</td>
</tr>
<tr>
<td>MANTE</td>
<td>Implies obligatory results, and in many cases is best translated by the Spanish 'únicamente'.</td>
<td>Upé ixa mante re-ñe'e- kuaá ta. Asi únicamente aprenderás a hablar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-pytá mante ko'á-pe ko pyharé. I'll just have to stay here tonight.</td>
</tr>
</tbody>
</table>
**REÌ**

Means 'free; uselessly: without purpose'.

<table>
<thead>
<tr>
<th>A-me'ë ref ta ŋdê-ve.</th>
<th>I'll give it to you free.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ro-ho ref ta-nte.</td>
<td>We'll just go to fool around.</td>
</tr>
</tbody>
</table>

**POTÁ or MBOTÁ**

When occurring as the second element in a compound verb it implies imminence of occurrence.

<table>
<thead>
<tr>
<th>O-hô potá.</th>
<th>He is about to go.</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-guahé mbotá.</td>
<td>He is about to arrive.</td>
</tr>
</tbody>
</table>
Survival Expressions

state of health

1. Mba'ë ixa'pe re-ña-ñandu?
3. Xe-pirë vai xe-ko'ëvo.
4. Mbo'ë dià ma'pa oj-apô re-ñandu haguë ko mba'asë?
5. Oj-apô seis die ma a-ñandu haguë.
6. Xë akà rasë.
8. Šasë'pa ndë-ve nde-retymë?
9. Xe-së Šasë-ëte.
10. Oi-kô vai-ëte.
11. Xe-kane'ë-itë-pe!
12. Šasë-xë a-xë-ve ko Ana.
13. Mba'ë-ëko o-jehû ndë-ve?
15. Xë-jopi peteï kâva.
16. Në-su'ë-piko peteï jugûa?
17. Xe-rasë aikô vo.
18. Ai-kô xe-rasë.
19. Na-ña-ñandu porâ'i.
21. Nesài ha i-kyrâ.

miscellaneous expressions

1. To-û la o-û va.
2. A-ha-se-të-pe.
3. A vuen tiempo.
4. O-pytë mesa guë-pe.
5. Mëra-vë n'ai-kô'ë!
6. Ai-po-py xu-pe.
7. Ni mba'evë ixa rë

Ten cuidado que no te caigas.

E-ñangareko ani haçu re-'â.

Come what may.

How do you feel?

Last night I had a fever.

I woke up in a bad humor.

How many days have you had this illness?

I've had this illness 6 days.

I have a headache.

I feel quite nervous, I need to lie down.

Does your leg hurt?

My mother is very ill.

She's pretty bad off.

How tired I am!

Anna looks sick to me.

What happened to you?

Your face is red.

A bee stung me.

Did a dog bite you?

I'm sickly (sick all the time).

I'm sick.

I don't feel well.

Give me some medicine.

He's healthy and fat.
Teasing and Insulting

1. Nde-ate'y burro hový ixa. 
3. Mba'evé te ningo xé-ve. 
4. Añego-defende-kuaá. 
5. Ai-kuaaká ta ndé-ve avá ndi"pa re-tratá. 
6. Aní nde-japú. 
7. Mba'e re'pa er-é tie'y? 
8. Nde-pacifico mi kena. 
10. Aní na upé ixa ti. 
11. Aní nde-posý tei! 
12. Nde-poxý"pa. 
13. Nde re-në'hó heta ha nde'er-ó1. 
14. Hâ'e mí-nte la xé a-ñandú va. 
15. Añeté la er-é va, la nde-vai há. 

You're as lazy as a blue donkey. 
Me trato como un perro. 
¿Qué me importa? 
I can defend myself. 
I'll show you who you're dealing with. 
Don't lie. 
¿Por qué dices cosas malas? 
Tenga un poco de paciencia. 
No sea ignorante. 
No sea así. 
No se encoge! 
Are you mad? 
You talk a lot and say nothing. 
I say what I feel. 
It's true what you say, that you're ugly.

Insults. Threats & Joking

1. Añge-nte ja-jo-topá ne tape po'î-pe. 
2. Mba'é ixa tamô ra.e re-consegl, xe-karaí. 
3. Te-re-ho- e-manô mba'ë. 
5. Re-re-ho mba'ë na. 

Some day we'll meet in a narrow street. 
Ojalá lo consiga, mi hijo. 
Go jump in the lake. 
You come around here acting tough. 
Véete de una vez.
Asking Distances

1. Mombyrapa kóla gui Ca'acupe?
2. Mboý hora-peatap a-le-guache-Encarnación-pe?
3. Mboý kilómetro-peatap a- pytá a gui Luque?
4. Xba'ë ixa-peatapat a-guahépya'e-vé San Lorenzo-pe?

Is Ca'acupe far from here?
How many hours to get to Encarnación?
How many kilometers is Luque from here?
How can I get to San Lorenzo the fastest way?

Giving Distances

1. Ca'acupe a pytá una hora re-hó ta rô yvya rupi, ha re-hó ta rô camion-pe a-pytá media hore-nta.
2. Nia'momby-rape a gui.
3. O-pytá dies kilómetro a gui.

It takes an hour to Ca'acupe if you go on foot, and a half hour if you go by bus.
It's not far from here.
It's 10 kilometers from here.
Moral Advice, etc.

Ani re-eko-se nde-mba'e'yu.
Don't covet what is not yours.

Ani ke nde-resarai nde-tek'gui.
Don't forget your country.

Ani nde-rové tavy bi!
Don't mess around!

Mai-mo'ay há gui-nte ko o-é la i-va'i va.
Cuando no se espera viene lo malo.

dialog

1. Mba'ë-pa oj-apó ta xe-rehe hikuáí?
What will they do for me?

2. A-... iré ta ndé?ve peteí mba'e.
I'm going to ask you something.

3. Xe'perdoná na.
Forgive me.

4. Nde-rehe-nte m's o-i upéva.
That depends on you.

5. Nd'ikatu'í.
I can't believe it.

6. Xe ndo"ro"gueroviá'í.
I don't believe you.

is is true.

Survival Expressions

1. Ha'ë-se m' ndé-ve peteí mba'e.
I want to tell you something.

2. A-... iré ta ndé?ve peteí mba'e.
I'm going to ask you something.

3. Xe'perdoná na.
Forgive me.

4. Nde-rehe-nte m's o-I upéva.
That depends on you.

5. Nd'ikatu'í.
I can't believe it.

6. Xe ndo"ro"gueroviá'í.
I don't believe you.

is is true.

saying

Nd'o-valé'í ka'ú rehevè oí-kó cavu'ú ári.
Unit 10

Preparation Stage

Orthographic Variations

For the purpose of facilitating your initial study of the language certain spelling conventions were introduced in this book which you will not find elsewhere. You will be weaned from these gradually.

To begin with we preserved forms such as nda, nde, mbo, etc., even when they occurred within nasal spans, and thus lost the b or d. From now on we will write all such forms just as they sound. For example, column B shows how words in column A will be written from now on (in respect to the mb, nd segments).

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>nde-amigo</td>
<td>ne-amigo</td>
</tr>
<tr>
<td>ŋande-pytyvō</td>
<td>ŋane-pytyvō</td>
</tr>
<tr>
<td>nde-ne-rymbá'i</td>
<td>na-ne-rymbá'i</td>
</tr>
<tr>
<td>nde-re-ne'ē'i</td>
<td>ne-re-ne'ē'i</td>
</tr>
</tbody>
</table>

Secondly, certain conventions of linking, by hyphens, ligatures (^), and by simple juxtaposition with or without intervening space, are now to be gradually relaxed. Column B shows some of the changes in linking conventions that you may encounter.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>nda xe róga'i</td>
<td>nda xe rógai</td>
</tr>
<tr>
<td>a-ha ta ma</td>
<td>ahátama</td>
</tr>
<tr>
<td>roi-pytyvō (I help you)</td>
<td>roipytyvō</td>
</tr>
<tr>
<td>o-pyta-sé va</td>
<td>opytaséva</td>
</tr>
</tbody>
</table>
Thirdly, the conventions for marking stress have been as follows:

1. Primary and secondary stress has always been marked, unless:
   a. it is a Spanish word (in which case a special set of conventions has been followed);
   b. stress is implied by a nasalized vowel.

From now on stress may (optionally) not be marked when it occurs finally in a word. In words of high frequency stress may also be left unmarked. When stress occurs non-finally, it will be marked, unless the word is very well known or unless it is a Spanish word with penultimate stress.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-há</td>
<td>aha</td>
</tr>
<tr>
<td>a-há ta</td>
<td>ahata</td>
</tr>
<tr>
<td>o-pyta-sé</td>
<td>opytase</td>
</tr>
<tr>
<td>o-pyta-sé va</td>
<td>opytaséva</td>
</tr>
<tr>
<td>t-o-á</td>
<td>tou</td>
</tr>
<tr>
<td>óga</td>
<td>oga</td>
</tr>
</tbody>
</table>
We'll all eat now.

They want to sell the at a high price.

Why do you laugh?

That makes me laugh.

That makes me cry.

It occurred to me.

(possible answers to Araka'è- pa re-guahë ra.è ?)

| PAST          |  |  |
|---------------|  |  |
| Metà-ité árt ma | Many days ago |
| Aré ma         | Some time ago |
| Kuehë          | Yesterday |
| Ange-té        | Recién, hace un buen rato |
| Ange-té lento-núte | Recién |
| Umá ma         | Hace tiempo |
| Ange pyharevë  | This morning |
| Ramo-ité       | Recién |
| Ko kuehë-té    | Hace poco tiempo |
| Ko kuehë-vë    | El otro día (pasado) |
Ro-vy'a ro-ì haguè re ko'á-pe ?
A-je-pokuaà ma ko'ìra re.
Mba'ê aña'piko la rej-apó va hina ?
Mba'ê aña'piko la er-é va ?
Mba'ê aña'piko aj-apó ta ?
Rei-kuaà pa màva pa o-û ra.è Norteamérica-gui ?
Nahàñiri.
Francisco. Na Josefa memby.
Î's ndé ! Où'piko optyta haguàixa ?
Carlos i-poxy hina nde-ndivè.
Piko hina.
Hée, ha he-'í nèç-nupa ta ha.
Piko hina.
Kuehè a-juhù kurì Angel-pei.
B'a ndé. Mba'ê ixa'piko oi-kô ?
Are you happy to be here ?
I'm already used to this weather.
What in the devil are you doing ?
What in the devil did you say ?
What in the devil will I do ?
Do you know who came from North America ?
No.
Francis. Mrs. Josefa's son.
Really ? Did he come to stay ?
Carlos is mad at you.
Is that right !
Yes, and he said that he was going to slug you.
Is that right.
Yesterday I ran across Angel.
Really, how is he ?
Pero !! Cómo está ?

E-hasa e-guapy.
Ej-û py ja-terere.
Ej-û py ja-kai'd.
Ej-û py ja-jepe.'e.
Mba'ê'pa o-ì nde-ju-ha gui ?
Nde-guapo-nte'pa ?
Nd'o-valè'i nde-poxý.
Nd'ai-kuaa-sé'i xu-gui mba'evè.
Ha mba'ê'pa o-ì upe va re ?
Te-re-ho na e-manò.
O-ì la travajo pero nd'ai-po'ri la plata.
A-ambù burro ixa ha ndo'paga'i xê-ve.
Xe-ry'ài xe-rykuè.
Xe-mboriahu-vë anguja tupaò gui.
Come in and sit down.
Come on and let's have some teréré.
(cold mate tea)
Come on and let's have some hot tea.
Come on and let's warm ourselves by the fire.
How is it where you just came from ?
Are you all right ? (How are you ?)
You don't need to get angry.
I couldn't care less about him.
So what ? (Y gué hay por eso ?)
Go jump in the lake.
There's work, but there's no pay.
I work like a dog and he doesn't pay me.
I'm sweating like a dog.
I'm poorer than a church mouse.
<table>
<thead>
<tr>
<th>ai-pota.</th>
<th>un</th>
<th>kilo</th>
<th>jetý</th>
<th>mandi'š</th>
<th>so'š</th>
<th>arros</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>dos</td>
<td></td>
<td>kambý</td>
<td>kerosén</td>
<td>eíra</td>
<td>aceite</td>
</tr>
</tbody>
</table>
Present or indeterminate past, present, future

- Sapy'apy'a
- Ko'ë-mbë mboyuë
- Upë vove-të
- Mantë ref
- Hi-época-pe
- Memë
- Pytymbý javé
- Ko tiempo-pe
- Jepi
- Py'yi
- Tapiá
- Este dia
- Ko'aga rupi

- From time to time
- Before it's quite dawn
- En seguida
- Cada momento
- In its season
- Con frecuencia (continuamente)
- While it's dark
- En este tiempo
- Siempre
- Frequently
- Siempre
- Today
- Por ahora

FUTURE [possible answers to Araka'ë-pa o-ghuahë ta ?]

- A'ga-ve
- A'ga mië
- A'ga-itë (ma)
- Ma'hi'ëre-yë ma va.erë ku
- Xe-arë mië ta gušteri
- Ko'ëro-itë
- Ko'ë ambue rò
- Upëi
- Ambue ára
- Sapy'ánte
- Ambue aho o-û ta va-pe
- Upë vo ze

- Later
- A bit later
- Right away
- Ya no debe tardar más
- I'll be a while yet
- Manantita
- Pasado mañana
- Después
- Otro día
- Algun momento
- Some year
- Recién entonces

Q. Nde'gustá-pa Paraguái ?
A. Me'ira gušteri a-juju la i-naña va ni i-tie'y va.

Q. Mëva-piko ndë ?
A. Na Leona memby xë.
Survival Phrases

It's not far.
It's right close.
It's not time yet.
No está madie.
It won't rain.
Ya no hay más.
No importa.
Don't be like that.

Why didn't you come with me?
Because I couldn't.
Light the stove (tuto en dé).
Turn on the light.

Do you know how to play cards?
Eso ya es.
Do you swim?

Which is easier?

Come in!
I must go.
I'll be back. (Volveré en seguida)

Long time no see.
I have a lot of things I want to ask.

What else do you want to know?
Take care of yourself.

For poco me pega.
That's a lie. (mentira es eso.)

I was just joking. (Lo digo, no más)
Where are you arriving from?
Hurry a bit.

Is this the road to Itá?
I'll have José help you.

Do business with me marchante.
Will you let me go with you?
Me permite ayudarte un poco?
Me duele por haberte ofendido.
I believe it would be difficult.