

Peace Corps

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ABSTRACT

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)

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GUARANI BASIC COURSE

Part I

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INTRODUCTION

The Guarani Language

Among the notable accomplishments of the Peace Corps must be included the shattering of certain myths about languages. It took 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, Mam, 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 capitol city proudly proclaim, "Guarani is our language."

The Tupi-Guarani Dialects

The roots of Guarani lie hidden in the deep past. Its relatives 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 Geral or 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?

Paraguay has been called a bilingual country. Without question a considerable portion of the population speak both Spanish and Guarani. A foreigner who speaks only Spanish can surely travel over much of the country without acute language difficulties. Hotel and shop clerks, public transportation people, police and military personnel all must know at least some Spanish. School children are taught exclusively in Spanish. One is tempted to conclude at first that indeed everyone must speak Spanish. And if a traveler did not notice that, outside of the capitol unless addressed in Spanish, everyone ordinarily spoke exclusively Guarani, he might even think that Spanish was the language of Paraguay. Statistics, however, as nearly as these can be approximated, show otherwise. According to widely quoted statistics over 95% of the population of Paraguay speak Guarani.

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. Out side 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 élite 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 concensus on the standardization of the language.

The Guarani 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 Guarani. The purists, which group includes virtually all those who write Guarani grammars and dictionaries, simply refuse to accept any Spanish loan words. One cannot ignore the fact that all Guarani 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 "Guarani." They disrespectfully refer to this adulterated speech as "jopará" which means literally "tossed salad." Real Guarani 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 Guarani 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 Guarani, 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 Guarani 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 Guarani 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.

Guarani Literature

Literary expression by Paraguay's men of letters is restricted almost exclusively to Spanish. There are no widely-read works in Guarani, no author of high reputation who has written much in Guarani. Nevertheless a number of periodicals consistently devote space for the publications of poems and such in Guarani. One author published and produced on stage a series of plays in Guarani. Some translation into Guarani 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 Guarani. 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 Guarani cannot understand its very artificial language with hundreds of words coined in Guarani on the analogy of the equivalent expression in the Greek New Testament.

The Debate on Orthography

Although every wide-spread language is spoken somewhat differently in different areas, it is thought that each word should be given a standardized spelling. Guaraní 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 Guaraní orthography. Among the most disputed are the proposed sound-to-symbol matchings for a sound in Guaraní like h in English. Spanish does not have our 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 Guaraní 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 Guaraní 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 vlogged).

(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 girl friend 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 bit

ostentatious to his fellow countrymen. And when Paraguayans 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.

Prolegomena to Guarani Study

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.

MYTH

1. There exists an American Indian language still spoken in correct dialects by a few scattered Indian tribes.
2. Guarani is a primitive and degenerate language, incapable of expressing any but the meanest of ideas.
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.

FACT

1. Literally hundreds of aboriginal languages are spoken today in North and South America. Guarani is only one of them.
2. The terms "primitive" and "degenerate" 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.
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.

4. Guarani has no grammar.

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 age. It is learned, of course, without any formal instruction. And although a speaker is not conscious of the rules that govern his speech behavior, nor of having ever learned any rules, in fact he cannot speak a single sentence without applying grammar rules.

5. Guarani is not a phonetic language.

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."

6. Every language in the world has selected and organized into a system a small set of minimal sound units from the vast total of noises the human vocal apparatus can produce. All the sounds of all languages can be learned by all normal people. Paraguayans speak with the same vocal apparatus as anyone else. They simply use it with different articulation, settings and timing.

dynamics than we are accustomed to using in English. No one is "born" into a language, no one is pre-programmed to learn just the set of sound patterns native to his parents' speech. The acquisition of language is dependent on one's linguistic environment, not on one's ancestry. Learning to speak is a cultural experience, not a biological inheritance.

7. Being unphonetic, Guarani is not a written language.

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-BACK 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.

8. There should be one and only one correct way to spell the words of a written language, and, of course, one and only one way to pronounce them.

8. As everyone knows, English 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.

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:

- (1) The Overview Principle
- (2) The Overload Principle
- (3) The Overlearn Principle

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 ahead under active control. It is held that passive 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 class 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. Noel 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 digest 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 designed 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.
- B. 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.
- C. 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-wave 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 and _____ Indian language.
2. A common greeting in Guarani is 'How?' This is easy to remember because Guarani is an Indian language and, as every one know, 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'é ixa~pa? What does mba'é ixa~pa mean? 'How (are you)?'
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. A
5. 'Mm buy A. Shaw paw' is close to the Guarani word mba'é ixa~pa. Say 'mm buy A. Shaw paw' rapidly three times. What does it mean? 'How (are you)?'
6. Now when you see the Guarani word mba'é ixa~pa? 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'é ixa'pa?

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

8. Since mba'é ixa'pa 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-porã-nte. I-porã-nte is a common response to the greeting mba'é ixa'pa? I-porã-nte means _____.

Just fine

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-porã-nte. Say 'E. pone on teh' rapidly three times. What does it mean?

Just fine

11. Now when you see the Guarani word I-porã-nte you will pronounce it _____.

E. pone on teh

(T) (Listen and repeat)

12. Remember that mba'é ixa'pa? means 'How (are you)?' and is pronounced _____.

mm buy A. Shaw paw

13. If you were greeted with mba'é ixa'pa? you could reply _____ which means 'Just fine'.

I-porã-nte

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

And you?

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

And you?

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

Hondeh



(T)

17. If a Paraguayan walked in right now, he might greet you by saying _____, which means 'How (are you)?' Mba'é ixa^pa?
18. What would you say back to mean 'Just fine. And you?' I-porã-nte. Ha ndé?
19. He would probably answer _____ meaning 'Just fine.' I-porã-nte.
20. Or he might say I-porã-nte aveí which means 'Just fine too.' Aveí means _____ or _____. too; also
21. Say the English syllables 'awe veh E,' emphasizing the E. 'Awe veh E.' is almost the same sound as the Guarani word aveí. Say 'awe veh E.' rapidly three times. What does it mean? too or also
22. Now when you see aveí, you will pronounce it like the English syllables _____ awe veh E.

(T)

23. Say I-porã-nte aveí rapidly three times. What does it mean? Just fine too.
24. If you met a Paraguayan now, how could you greet him? Mba'é ixa^pa?
25. If he replied I-porã-nte. Ha ndé?, how could you respond? I-porã-nte aveí

dialog 1.

- | | |
|------------------------|---------------------|
| A. Mba'é ixa^pa? | How (are you)? |
| B. I-porã-nte. Ha ndé? | Just fine. And you? |
| A. I-porã-nte aveí. | Just fine too. |

dialog 2.

1. The Guarani expression ha ndé means 'And you?' Since ha means 'and', what does ndé mean?
 2. Actually ndé can mean either 'you' or 'your'. For example nde-réra means 'your name'. In this case ndé means _____ and réra 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 nde-réra 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'é ixa[^]pa means _____.
 5. Mba'é ixa[^]pa nde-réra then literally means _____.
- (T)
6. Say mba'é ixa[^]pa nde-réra rapidly three times. What does it mean?
 7. How would you ask a Paraguayan his name?
 8. He might answer Xe-réra Carlos, which means _____.
 9. Since ndé can mean 'you' or 'your', what do you suppose xé means?
 10. The word xé meaning 'I' or 'my' sounds almost like the English sound 'sheh'. X is pronounced like _____ in English.

you

your

your name

how

How your name

How (what's) your name?

Mba'é ixa[^]pa nde-réra?

My name is Carlos.

I or my

sh

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 _____.
12. If someone asked you Mba'é ixa~pa nde-réra? what could you answer?
13. You could give your name and then ask for his name by saying Mba'é ixa~pa nde-réra? or more simply Ha ndé? Ha ndé? means _____.
14. Karaí Gomez means 'Mr. Gomez'. What does karaí mean?
15. Karaí sounds a lot like the English syllables 'Cod-eye E.' Say 'Cod-eye E.' rapidly three times. Which sound is stressed?
- (T)
16. Say karaí and then your last name. This means 'Mr. (your last name)'. Now say Xe-réra karaí (your last name). What does it mean?
17. How would you answer a Paraguayan who asked your name?
18. Suppose you wanted to know a certain Paraguayan's name; how would you ask him what his name is?
19. If he answered Xe-réra karaí Gomez what would it mean?
20. If he also added Ha ndé? what could you answer back?
21. Hé may then say A-vy'á roi~kuaá vo which means 'I'm happy to know you.' Say the English sound 'awe'. Now say 'awe voo awe'. Which sound is emphasized?
- My name is (your name)
- Xe-réra (your name)
- And you
- Mr.
- E.
- My name's Mr. (last name)
- Xe-réra karaí (name)
- Mba'é ixa~pa nde-réra?
- My name is Mr. Gomez.
- Xe-réra karaí (name)
- the last awe

(F)

22. Say 'awe voo awe' rapidly three times. This sounds something like A-vy'á 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?

awe

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

awe

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

I'm happy to know you.

25. Now when you see A-vy'á roi^kuaá vo you will know that it is pronounced: 'awe voo awe _____ awe voh'.

Roy quaw

(T)

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

Mba'é ixa^pa nde-réra?

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

Xe-réra karaí (name)

28. What could you say then?

A-vy'á roi^kuaá vo.

dialog 2.

A. Mba'é ixa^pa nde-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-vy'á roi^kuaá vo.

I'm happy to know you.

(T)

listening in

- A. Karai! Mba'é ixa^pa?
- B. I-porã-nte. Ha ndé?
- A. I-porã-nte aveí. Mba'é ixa^pa nde-réra?
- B. Xe-réra karai Gomez. Ha ndé?
- A. Xe-réra Antônio.
- B. A-vy'á roi^kuaá vo.
- A. A-vy'á aveí roi^kuaá vo.

Memorizationdialog 1.

- A. Mba'é ixa^pa?
- B. I-porã-nte. Ha ndé?
- A. I-porã-nte aveí.

dialog 2.

- A. Mba'é ixa^pa nde-réra?
- B. Xe-réra karai (name). Ha ndé?
- A. Xe-réra karai (name).
- B. A-vy'á roi^kuaá vo.

SummaryGUARANI

mba'é ixa^pa
 i-porã-nte
 aveí
 ha
 ndé
 xé
 nde-réra
 xe-réra
 karai
 a-vy'á
 roi^kuaá vo

ENGLISH

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. Há nde	Ha ndé	Ha-ndé
c. mba'e ixa^pa	mba'é ixa^pa	mbaé' ixa^pa
d. avei	avié	aveí
e. ndé-réra	nde-réra	ndê-réra
f. karai	karái	karáí
g. a-vy'á	a-vyá	a-v'yá
h. ro^kuaá vo	roi^kuaá vo	roi^kuáa vo
3. From the material in the summary create ten new sentences that you think could be valid Guarani sentences.

New Expressions

(mnemonic hook)

xé	I; my	not she but <u>sheh</u>
ndé	you; your	night <u>n' deh</u>
ha'é	he; she	<u>ha(t) eh</u>
oré	we; our	<u>ole</u> for us
peë	you-all; your	<u>pain</u>

-hendú	listen	hand to the ear
--------	--------	-----------------

-studiá	study	(from Spanish)
---------	-------	----------------

-ñe'ë	speak; talk	Speak Russian? <u>nyet</u>
-------	-------------	----------------------------

-'é	say	Eh? What did you say?
-----	-----	-----------------------

jevý	again	again in a jiffy
------	-------	------------------

cî-porã	that's fine	
---------	-------------	--

pa	(question marker)	
----	-------------------	--

expressions needed for classroom operation

pe-hendú	listen (escuchen)
jevý	again
pej-é	say it (díganlo)
oî-porã	that's good
nahãniri	no

Unit Two

PREPARATION STAGE

Program

dialog

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. ah

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. are

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? y

5. Some letters in Guarani are pronounced much like the same letters in English. For example, the Guarani h, v, and j are pronounced almost like the English 'h', 'v' and 'j' in 'home', 'very', and 'jump'. These are (the same as/different from) the Spanish pronunciation of these letters. different from
Listen and say the following Guarani words: (T) ha, aveí, jevý.



- 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: xa, xe, xi, xo, xu, xy.
- 7. How would you pronounce xa in Guarani? shaw
- 8. In Guarani the letter ḡ 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? laḡ
- 9. How would you pronounce the letters kaḡ 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? guaḡ
- 13. The letters t, d, p, and b are pronounced much the same in Guarani as in Spanish. (T) táta, ndé, pa, mbá.
- 14. The letters m, n, and ñ are also pronounced much the same in Guarani as in Spanish. (T) ma, na, ña.
- 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) réra or karái.
- 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) ('moun'n not 'mounn' and 'ea n' 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) oh-oh, hut-two, ah-ah. would not
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'é, ha'é; mba'é, mba'é. In Guarani, a glottal stop (could/could not) change the meaning of a word? could
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 _____ between the vowels means that there can be either a glottal stop or a lengthened vowel. dot.
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 kuã (finger). Nasalization (does/does not) make a difference in meaning? Say (T) kuá and kuã. does
22. Say the following Guarani syllables, first oral, then nasalized: (T) ka, kã; ke, kẽ; ki, kĩ; ko, kõ, ku, kũ; ky, kỹ. 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-porã~pa contains the nasalized syllable (source or center of nasalization) rã. (T) As a result, the other syllables are also nasalized. Say i-porã~pa. (T) rã 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-porã~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 ñ and pronounced ñ. Thus if ja were within a nasal span, it would be written _____ and pronounced _____. ña; ña
26. When b is in a nasal span, it is written with a dot under it (ḃ) to signify that it 'zeros out' (is not pronounced). How would you write the phrase mba'è rã, in which the b lies within the nasal span? mḃa'è rã
27. How would you pronounce mba'è rã? ma'è rã
28. When d is in a nasal span it is written with a dot under it (ḋ) to signify that it is not pronounced. How would you write the phrase nde-kuã, in which the d lies within the nasal span? nde-kuã
29. How would you pronounce nde-kuã? ne-kuã
30. Whenever you see a dot under a d or b (ḋ; ḃ) you will know that it (is/is not) pronounced, because it falls within a nasal span. is not

31. In a nasal span the tilde (~) marks the source or _____ of nasalization. center

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

end i-pc-ã~pa end
center

Which of the above syllables is least nasalized? the _

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

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

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-porã-nte? (T) on the rã

37. If a word is not nasalized, the stress is located with an accent mark (^). Where is the stress in the word karaí? (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'è kuéra? on the kué

39. Where is the secondary accent in ha'è kuéra? on the 'è

40. Where is the primary accent in the word oĩ-porã? on the rã



- 41. Where is the secondary accent in oi-porã? on the i
- 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: ã, ẽ, ĩ, õ, ũ, ỹ. (T)
- 44. How do you pronounce ha, jevý, xa, guaã and Guarani? (T)
- 45. Remember that the glottal stop can change the meaning of a word. Say 'delicate' and 'loosen': poí; po'í. (T)
- 46. What are two possible pronunciations of -mba.apó? (T)
- 47. Nasalization (can/cannot) change the meaning of a word? can
- 48. Say the words for 'hole' and 'finger' in Guarani: kuá; kuã. (T)
- 50. How would the following words be written if they fell within a nasal span, ja, mba'é, ndé? ña, mba'é, ndé
- 51. How would ña, mba'é and ndé be pronounced? ña. ma'é, né
- 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?
- 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 porã it means 'just' or 'only'. The hyphen is used to connect syllables that must be connected to have _____ meaning.

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

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

58. The hat (^) is similar to the hyphen (-) in that it connects syllables that cannot stand alone. However the hat (^) 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. _____ cannot

59. A dot over an r (ṙ) 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' (ṙ) (is/is not) pronounced like an undotted 'r' (r). _____ is

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

61. A dot under a 'b' (ḃ) or a 'd' (ḋ) 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.apó) (does/does not) affect the pronunciation? _____ does



63. A dot between two vowels may be pronounced as a glotal stop or as a _____ of lengthening 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 i.

2. CONSONANTS:

<u>j</u> : <u>jump</u>	
<u>v</u> : <u>very</u>	
<u>h</u> : <u>home</u>	<u>t</u> , <u>d</u> , <u>p</u> , <u>b</u> , <u>k</u> , <u>g</u> , <u>m</u> , <u>n</u> ,
<u>x</u> : <u>shall</u>	<u>ñ</u> , <u>r</u> , <u>s</u> , <u>l</u> are pronounced
<u>g̃</u> : <u>sing</u>	like the same letters in
<u>gu</u> : <u>want</u>	Spanish.

3. GLOTTAL STOP: The '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'. ã, ẽ, ĩ, õ, ũ, ỹ. 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' a j becomes ñ, a d becomes đ and a b becomes ḃ. The ḃ and đ 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 pá, the negative markers, and the object pronoun. These elements may be called 'clitics'.
8. **DOTTED LETTERS:** A dotted ṛ, ṭ, or ḥ 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

- Write each vowel and consonant in the summary, pronouncing it as you write it.
- Write and pronounce the nasalized vowels and a j, d and b that fall within a nasal span.
- Copy the following words and pronounce them:

so'ó	-hendú	roi^kuaá
ha'é	ndé	hēe
mba'é	nde-réra	xe-réra
ñe'ē	oi-porā	mba'é ixa^pa
jevý	peē	a-vy'á

- Which of the following verbs are I-verbs or J-verbs?

-Ikuaá -Japó -ké -jeruré -Ikó -studiá -Imé

- Which of the following cannot stand alone?

po ^pa -réra hera -studiá I-porā ^i

~~-Ikuaá ja-há -Japó nda^ kuā nde- nté~~

- 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

ko'āga

now

ko'āra

today

peteī

one

mokōi

two

mbohapy

three

irundy

four

ha

and

tēra

or

expressions needed for classroom operation

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

Unit Three

CONTENTSgrammar points

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

xé	<u>a-</u>
ndé	<u>re-</u>
ha'é	<u>o-</u>
oré	<u>ro-</u>
peé	<u>pe-</u>
6. progressive hina
7. preposition 'IN' -pe : (-me)
8. position of pa
9. irregular conjugation of vowel stem verbs

<u>-'é</u>	-	to say
<u>-'ú</u>	-	to eat

vocabularyNouns

chino
 guaraní
 inglés
 karai-ñe'ë
 kokué
 ruso
 so'ó

Verbs

lé
 hugá
 Ikó
 Ikuaá
 Japó
 leé
 -'ú
 va.era
 -ké
 -manó

Nouns

m̄ixi m̄
 por̄
 vaí

Personal Pronouns

ha'è kuéra
 ñandé

Miscellaneous

h̄e
 py

Grammatical Items

kuéra pluralizer
 (VERB)-sé want to
 -vé mainly

Interrogatives

m̄ava pa?
 mba'è pa?
 mba'è-pe pa?
 moõ pa?

Unit Three

PREPARATION STAGEProgramdialog

(pa as a question marker)

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 _____ marker. question
 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? Carlos' pa?
 4. How would you turn Carlos into a question using a rising intonation? Carlos?
 5. I-porã-nte means 'Just fine'. How would you make 'Just fine' a question using pa? I-porã-nte^pa?
 6. Does the intonation rise when the pa question marker is used? No:
- (e- singular imperative)
7. The verb stem -hendú means 'listen'. To tell or command someone to listen is E-hendú! The command form requires an e before the verb stem. -Studiá means to study. How would you tell someone to study? E-studiá!

8. 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' ?

Pe-studiá

(The imperative of -'é)

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

Say (it)

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

(Softening of the imperative)

11. 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 mĩ after the verb. So a more polite way of telling a person to 'study' would be to say E-stúdia mĩ. The command is made more polite by adding the _____. (This is literally the equivalent of Paraguayan Spanish Estudie un poco, 'please study'.)

mĩ

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

E-hèndu mĩ

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

Pe-hèndu mĩ

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

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

- E-stúdia mĩ
- E-hèndu mĩ
- E-ñé'e mĩ
- Èr-e mĩ
- E-lée mĩ

15. Now say the following commands in polite Guaraní, directing the command toward a group of people:

Study
Listen
Talk
Say (it)
Read

Pe-stúdia mĩ
Pe-hèndu mĩ
Pe-ñè'e mĩ
Pèj-e mĩ
Pe-lèe mĩ

(pronoun prefixes)

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 Guaraní when the subject is the first person singular pronoun xé 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 Guaraní?

Xé a-studiá

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

Xé a-ñe'è

18. How would you say 'I listen'? (-hendú)

Xé a-hendú

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

Ha'é o-studiá

20. How would you say 'He speaks'?

Ha'é o-ñe'è

21. How would you say 'He listens'?

Ha'é o-hendú

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

Ndé re-hendú
Oré ro-hendú
Peẽ pe-hendú

You listen
We listen
You-all listen

23. The person prefix for 'you-all' (peẽ) is pe. What does Peẽ pe-hendú mean? You-all listen

24. The person prefix for 'we' (oré) is ro. What would Oré ro-hendú mean in English? We listen

25. The person prefix for 'you' (ndé) is re. What would Ndé re-studiá mean? You study

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

Xé -studiá. I study. a

Ndé -studiá. You study. re

Ha'é -studiá. He studies. o

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

Xé -ñe'ẽ. I speak. a

Oré -ñe'ẽ. We speak. re

Peẽ -ñe'ẽ. You-all speak. pe

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

Peẽ -hendú. You-all listen. pe

Oré -hendú. We listen. ro

Ha'é -hendú. He listens. o

Xé -hendú I listen. a

Ndé -hendú. You listen. re

29. Write and pronounce the following in Guarani:

I study.

I listen.

You study.

We talk.

We read.

Xé a-studiá.

Xé a-hendú.

Ndé re-studiá.

Oré ro-ñe'ë.

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.

I listen.

He listens.

We talk.

You-all listen.

You study.

We read.

A-studiá.

A-hendú.

O-hendú.

o-ñe'ë.

Pe-hendú.

Re-studiá.

Ro-leé.

(the equivalent of the progressive)

32. Xé a-studiá means 'I study'. 'I am studying' is Xé a-studiá hīna. 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-studiá hīna guaraní mean?
35. Inglés means 'English' in Guarani. How would you say 'I'm studying English'?

A-hendú hīna

(Xé) a-studiá hīna.

(Oré) ro-studiá hīna.

(Peë) pe-studiá hīna.

I am studying Guarani.

Xé a-studiá hīna inglés.

(-pe as 'in')

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 guaraní-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?

pe

(Ha'é) o-ñe'ë hīna
inglés-pe.

-me

(Ha'é) o-ñe'ë hīna
guaraní-me.

E-ñe'ë mī guaraní-me.

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

Er-e mĩ guaranĩ-me.

Pẽj-e mĩ guaranĩ-me.

(position of pa)

43. Ndé re-studiá means 'you study'.
Ndé pa re-studiá? means 'Do you study?'
 The question marker pa comes after
 the first _____.
44. Ha'é o-studiá hĩna means 'He is studying'.
 How would you ask 'Is he studying?'
 _____ o-studiá hĩna?
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-studiá. The question 'Do you study?' then would be re-studiá 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-studiá pa hĩna? The hĩna follows the _____.
48. How would you change re-ñe'ẽ hĩna into a question?
49. What does Re-ñe'ẽ pa hĩna mean?

word

Ha'ẽ pa

Ndé pa re-hendú hĩna?

Ha'ẽ pa o-studiá?

Peẽ pa re-ñe'ẽ hĩna
 guaranĩ-me?

Re-hendú pa

pa

Re-ñe'ẽ pa hĩna?

Are you talking?

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

Are you studying Guarani?

Re-studiá^ápa hīna
guarani?

Are you-all listening?

Pe-hendú^úpa hīna?

Does he speak Guarani?

O-ñe'ē^ēpa guarani?

Is he speaking in Guarani?

O-ñe'ē^ēpa.hīna guarani-me?

(review)

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

Study.

E-stúdiá mī.

Listen.

E-hèndu mī.

Say (it).

Èr-e mī.

Speak.

E-ñē'e mī.

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

Study.

Pe-stúdiá mī.

Listen.

Pe-hèndu mī.

Say (it).

Pèj-e mī.

Read.

Pe-lèe mī.

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

Carlos^ápa o-ñe'ē
guarani?

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

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

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.

<u>Ndé.</u>	You.	<u>I-porã-nte.</u>	Just fine.
<u>Ndé^pa?</u>	You?	<u>I-porã-nte^pa?</u>	Just fine?

COMMAND FORM:

e plus the VERB STEM is the singular COMMAND (COMMAND directed towards one person),

<u>E-hendú</u>	Listen. (Escuche.)
----------------	--------------------

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

<u>Pe-hendú</u>	Listen. (Escuchen)
-----------------	--------------------

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

<u>E-hèndu mĩ.</u>	Listen, please (Escuche un poco).
--------------------	-----------------------------------

PERSON PREFIXES:

A PERSON PREFIX which agrees with the subject is added to the VERB STEM.

I	<u>a</u>	(Xé)	<u>a-hendú.</u>	I listen.
he	<u>o</u>	(Ha'é)	<u>o-hendú.</u>	He listens.
you	<u>re</u>	(Ndé)	<u>re-hendú.</u>	You listen.
we	<u>ro</u>	(Oré)	<u>ro-hendú.</u>	We listen.
you-all	<u>pe</u>	(Peë)	<u>pe-hendú.</u>	You-all listen.

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

<u>Xé a-hendú.</u>	I listen.
<u>a-hendú</u>	I listen.
<u>Ha'é o-hendú.</u>	He listens.
<u>o-hendú.</u>	He listens.

PROGRESSIVE:

A VERB plus hina forms the PROGRESSIVE.

<u>A-hendú</u>	I listen.
<u>A-hendú hina</u>	I am listening.

'IN.....'

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

<u>Inglés-pe</u>	In English.
------------------	-------------

After a stressed NASAL VOWEL pa becomes -me.

Guaranĩ-me. In Guarani.

Karai-ñe'ẽ-me. In Spanish.

POSITION OF PA:

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

Nde'pa re-hendú hĩna? Are you listening?

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

Re-hendú'pa hĩna? Are you listening?

O-studiá'pa hĩna? Is he studying?

SINGLE VOWEL STEM
VERBS: -'e 'say',
-'ú 'eat'

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-'é	pej-'é	re-'ú	pe-'ú
he-'í		ho-'ú	

- g. Carlos is speaking in Guarani.
 h. Speak in Guarani.
 i. Say (it) again.
 j. He is reading in Spanish.

Listening In

- | | |
|--|---|
| A. Mba'é ixa'pa, Carlos? | How are you, Carlos? |
| B. I-porã-nte. Há ndé? | Just fine. And you? |
| A. I-porã-nte aveí. Ndé'pa re-studiá hína guaraní? | Just fine, too.
Are you studying Guarani? |
| B. Hêe, a-studiá hína. | Yes, I am. |
| A. Ha David? O-studiá'pa hína guaraní aveí? | And David? Is he studying Guarani too? |
| B. Nahãniri, ha'é o-studiá hína inglés. | No, he is studying English. |
| A. Oĩ-porã! Xé ha Gládys ro-studiá hína inglés aveí. | That's fine. Gladys and I are studying English too. |
| --- | |
| A. Gládys ha Carlos, mba'é ixa'pa? | Gladys and Carlos, how are you? |
| B. I-porã-nte. Há ndé? | Just fine. And you? |
| A. I-porã-nte aveí. Pe-ñe'ê'pa inglés? | Just fine, too. Do you speak English? |
| B. Oré'pa? Nahãniri, oré ro-ñe'ê guaraní. | Us? No, we speak Guarani. |
| A. Èr-e mĩ 'Hello' guaraní-me. | Say 'Hello' in Guarani. |
| B. "Mba'é ixa'pa." Oĩ-porã'pa? | "Mba'è ixa'pa." Is that good? |
| A. Hêe, oĩ-porã. | Yes, that's good. |

A. Re-studiá^pa hīna guaranī,
Carlos?

Are you studying Guarani,
Carlos?

B. Hēe, a-studiá hīna.

Yes, I am.

A. Mba'é ixa^pa re-studiá?

How do you study?

B. Xé a-ñe'ē guaranī-me.

I speak in Guarani.

A. Oĩ-porã, Carlos.

That's fine, Carlos.

Memorization

dialog 1.

A. Ndé^pa re-studiá hīna guaranī?

Are you studying Guarani?

B. Hēe, a-studiá hīna guaranī.

Yes, I'm studying Guarani.

A. Re-studiá^pa hīna inglés
aveí?

Are you studying English
too?

B. Nahāniri. Ha'é o-studiá hīna
inglés.

No. He's studying
English.

dialog 2.

A. Pe-ñe'ē^pa hīna inglés-pe?

Are you talking in English?

B. Nahāniri, oré ro-ñe'ē hīna
guaranī-me.

No, we are talking in
Guarani.

A. Guaranī-me^pa? Oĩ-porã!

In Guarani? That's good!

Looking Ahead

(Nouns)

Karañ-ñe'ē. 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^pa in what?

(Modifiers)

porā well; good; pretty
 vaí bad, ugly
 mixi mī a little

(Time expressions)

ko'āga now
 ko'āga-ite right now

(Grammatical items)

kuéra pluralizer

expressions needed for classroom operations

e-porandú ìxu-pé/

ask him (or her)

E-porandú ìxu-pé mba'é^pa
 o-studiá hīna.

Ask him what he is studying

Listening for Study

- A. Xé e-studiá hína karai-
he'ê ko'ága. Ha ndé?
I am studying Spanish
now. And you?
- B. Xé e-studiá hína karai-
he'ê aveí.
I am studying Spanish
too.
- A. Ha mba'ê~pa o-studiá
hína Carlos ha Gládys?
And what are Carlos and
Gladys studying?
- B. Ha'è kuéra o-studiá
hína guaraní.
They are studying Guarani.
- A. Nandé ja-studiá va. erã
guaraní aveí.
We should study Guarani
too.
- II.
- A. Ja-studiá py!
Let's study then!
- B. Mba'ê~pa re-stúdia-sé?
What do you want to
study?
- A. A-stúdia-sé guaraní.
I want to study Guarani.
- B. Ha moõ~pa re-stúdia-sé?
And where do you want to
study?
- A. A-stúdia-sé escuela-pe.
I want to study in the
school.
- III.
- A. Ndé~pa rei-kuaá Carlos-pe?
Do you know Carlos?
- B. Carlos-pe~pa? Hêe, xé
ai-kuaá porã Carlos-pe.
Carlos? Yes, I know Carlos
well.
- A. Ha Julio-pe~pa rei-kuaá
aveí?
And you know Julio too?
- B. Nahániri.
No.

Unit Four

CONTENTSgrammar points

1. nāndé and pronoun prefix ja- (nā-) 'We (incl)'
2. kuéra - pluralizer
 - a. nouns
 - b. na'è kuéra (they) and person prefix o-
3. Let's...
ja- (or na-) prefix
4. VERB-sé 'WANT TOO...'
5. I-VERBS (require i on the pronoun prefix)
Ikó
Ikuuá
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.erā 'SHOULD'; 'MUST'; 'OUGHT'
10. pa as 'WHETHER'; 'IF'
11. guá 'FROM'; 'OF'
12. -pe guá 'ASSOCIATED WITH'; 'OF'
13. ajé~pa? 'RIGHT?'
14. Affirmation
hēe 'YES'
upé ixa hīna '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- (nā-) plural 1st person 'LET'S'

17. mba'é^{pa} 'WHAT?'vocabularyNouns and Nominals

banco
 béisbol
 biblioteca
 cacerola
 cafetería
 cancha
 clase
 cocinã
 colador
 cuchara
 Cuerpo de Paz
 dormitorio
 escuela
 excusado
 fábrica de acéro
 sapatería
 futbol
 hárra
 hárrro
 héra
 hospital
 hotel
 jepe'á
 karú
 kóva
 lápiz
 livro
 matemáticas
 mantel
 mberú
 nde-réra
 óga
 olla
 organización
 pelota
 peluquería
 péva
 plato
 psicología
 tatá
 tembi-'ú
 tenedor
 tupaó

universidad
 voluntario

Names of Places
and Peoples

Africa
 alemán
 Bolivia
 Boliviano
 Brasil
 Colombia
 Colombiano
 Costa Rica
 Estados Unidos
 Francia
 Japón
 japonés
 Méhico
 Mehicano (a)
 Norteamérica
 Paraguái
 Paraguay
 Paraguaya (o)
 Peru
 Peruano
 portugués
 Rusia

Verbs

gustá
 héra
 -hexá
 -Ipotá
 -Ipytyvõ
 -ntende
 o-je-'é
 -porandú
 -scriví

Grammitical Items

ha D.O. clause marker
 ta future tense
 marker

tëra
 }
 tera^{pa} } or

Time Expressions

angè pyharé
 ára
 ára ha pyharé
 ko pyharé
 pyharé
 ...raë
 upëi

Person Pronouns

ha'è kuéra
 xé-ve
 xu-pe

Interrogatives

mãva-pe^{pa}?

Modifiers

-nte just (no más)

Location Expressions

á-pe
 à-pe té-nte
 a-mõ
 pé-pe

PREPARATION STAGEProgram

('We', including person addressed vs. 'We', excluding person addressed)

1. In Guarani there are two words that are translated 'We': oré and ñandé. Oré is used when the person or persons spoken to are not included. Ñandé 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 (ñandé) get there?"
 3. Would 'We' be translated oré or ñandé 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 hicker about the price?" Ñandé
 - 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?" Ñandé
 - g. "Can we meet some place after work and fight it out?" Ñandé
- Ñandé will be called 'WE INCLUSIVE' = 'WE (incl)'. Whenever you see 'WE (incl)' you will know that it refers to Ñandé

(the 'we. (incl)' person prefix ja-)

4. Ñande requires the prefix ja before the verb. 'We are studying' is Ñande ja-studiá hína. Remembering that j --ñ within a nasal span, how would you say 'We (incl) are talking'?

Ñandé ña-ñe'ê hína.

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

- We (incl) are listening.
- We (incl) are talking.
- We (incl) are studying.

Ñandé ña-hendú hína.

Ñandé ña-ñe'ê hína.

Ñandé ja-studiá hína.

(kuéra pluralizer)

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

Ñápis kuéra

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

kuéra

(the 3rd person verb prefix o-)

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

o-

9. How would you say 'They are listening'?

Ha'è kuéra o-hendú hína.

(review)

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

a-	ro- ja- (ña-)
re-	pe-
o-	

(Let's ja- prefix)

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

ja-hendú

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

ña-

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

a. Let's talk.

Ña-ñe'ë

b. Let's study.

Ja-studiá

c. Let's listen.

Ña-hendú

d. Let's say (it).

Ja-é

14. You have now been given three imperative forms.

1. e-hendú

listen (escuche)

2. pe-hendú

listen (escuchen)

3. ña-hendú
ja-studiá

let's listen
let's study.



(-sé want to)

15. 'I study' is Xé a-studiá. 'I want to study' is Xé a-stúdia-sé. The --sé is like the 'want to' in English. Xé a-hendú is 'I listen'. How would you say 'I want to listen'?
Xé a-hèndu-

sé

16. Note that the -sé takes the primary stress. Xé a-nè'e hīna guaranī-me means 'I am talking in Guarani.' How would you say 'I want to talk in Guarani'?

Xe a-nè'e-sé guaranī-me.

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

-sé

18. How would you say 'They want to study Guarani'? ha'è kuéra guaranī.

o-stúdia-sé.

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

ro-nè'e-sé

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

- I want to study.
- I want to listen.
- He wants to talk.
- We (incl) want to study.

Xé a-stúdia-sé.

Xé a-hèndu-sé.

Ha'é o-nè'e-sé.

Nandé ja-stúdia-sé.

(I-VERBS)

21. Verb stems written with a capital 'I' such as Ikó and -Ikuaá are I-VERBS. I-VERBS require and i on the pronoun prefix. Compare the following:

Xé a-studiá
Xé ai-kuáá
Xé ai-kò porã

I study

I know.

I get along (live) well.

How would you say 'He knows'? Ha'é

oi-kuáá

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:

REGULAR VERB:	a-studiá	I study
I-VERBS:	ai-kuaá	I know
J-VERBS:	aj-apó	I do (it)

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-ápó-sé

(-pe as locative)

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

A-studiá escuela-pe.	I study at school.
Ai-kó Paraguái-pe.	I live in Paraguay.
A-ñe'ẽ hĩna Carlos-pe.	I am talking to Carlos.

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.

c. I live in Texas.

Xé ai-kó Texas-pe.

d. He is talking to Glády's.

Ha'é c-ñe'ẽ hĩna Glády's-pe.

(-pe as direct object marker for persons)

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

Gládys-pe

(va.erã should, must, etc.)

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

Xé a-studiã va.erã.
Xé a-studiã va.erã.
Xé a-studiã va.erã.

I have to study.
I must study.
I should study.

32. How would you say 'I ought to listen'?
Xé a-hëndú ..

va.erã

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

- a. He ought to listen
b. I must study.
c. We should know.
d. We (incl) should talk in Guarani.

Ha'é o-hëndú va.erã.

Xé a-studiã va.erã.

Oré roi-kuaã va.erã.

Ñandé ña-ñe'ë va.erã
guaranĩ-me.

(pa as 'whether', 'if')

34. Examine the sentence: E-porandú ìxu-pé
o-studiã pa hĩna - 'Ask him if he is
studying'.
O-studiã pa hĩna 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

(ajé^ˆpa rigat?)

41. In French it's n'est-ce pas?, in Spanish no es verdad? In Guarani it's ajé^ˆpa? 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?'

I-porā-nte, ajé^ˆpa?

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

44. Which would be the more emphatic affirmation to the question re-kāru-sé^ˆpa? (Do you want to eat?), Hēe or Upé ixa hīna?

Upé ixa hīna

(what?)

45. Mba'é^ˆpa? means 'What?' Mba'é^ˆpa re-studiá hīna? means 'What are you studying?' How would you say, 'What is he studying?' ha'é o-studiá?

Mba'é^ˆpa

46. Write and pronounce the following in Guarani:

a. What are we (incl) studying?

Mba'é^ˆpa ja-studiá hīna?

b. What does he study?

Mba'é^ˆpa o-studiá?

c. What is he listening to?

Mba'é^ˆpa o-hendú hīna?

Summary

PERSON PREFIXES: The PERSON PREFIXES for ñandé and ha'è-kuéra are:

we (incl)	<u>ja-</u>	(<u>Ñandé</u>)	<u>ja-studiá.</u>	We (incl) study.
they	<u>o-</u>	(<u>Ha'è kuéra</u>)	<u>o-hendú.</u>	They listen.

I-VERBS:

I-VERBS require an i on the VERB PREFIXES.

<u>Xé ai-kuaá.</u>	I know.
<u>Ha'è oi-kuaá.</u>	He knows.

J-VERBS:

J-VERBS require a j on the VERB PREFIXES.

<u>Xé aj-apó.</u>	I do (it).
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'WANT TO...':

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

<u>A-stúdiá-sé.</u>	I want to study.
<u>O-hèndu-sé.</u>	He wants to listen

'SHOULD...' 'MUST...'

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

<u>A-studiã va.era.</u>	I should study.
<u>Ro-hendũ va. .rã.</u>	We ought to listen.

'IN', 'AT', 'TO':

-pe is used for 'IN', 'AT' and 'TO'.

<u>escuela-pe</u>	at school
<u>Paraguái-pe</u>	in Paraguay
<u>Carlos-pe</u>	to Carlos

'IF':

pa translates 'IF' in sentences like:

<u>E-porandá o-studiá^hpa.</u>	Ask if he studies.
<u>Rei-kuaá^hpa o-studiá^hpa nina?</u>	Do you know if he is studying?

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

'FROM', 'OF'

Origin or derivation are indicated by guá.

<u>Xé Paraguái-guá.</u>	I'm from Paraguay.
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'ASSOCIATED WITH':

-pe guá (literally 'from in') are used to indicate association with a place or organization.

<u>Xé Cuerpo de Paz-pe guá voluntario.</u>	I'm a Peace Corps Volunteer.
--	------------------------------

SPANISH LOANS FOR
NATIONALITY:

SPANISH LOANS are frequently used to designate nationality.

Xé paraguayo.

I'm Paraguayan.

Xé mehicáno.

I'm Mexican.

'RIGHT?'

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

UPÉ IXA HĨNA:

A more emphatic affirmation than hẽe is UPÉ IXA HĨNA 'Yes indeed'.

Written Exercises

- Write three sentences in English using 'we' which would be translated oré in Guarani.
- Write three sentences in English using 'we (incl)' which would be translated handé in Guarani.
- Make 'let's...' forms out of the following verbs and give English translations:
 - 'é (Example: Ja-'é. Let's say (it).)
 - hẽ'ẽ
 - hendú
 - studiá
 - rikó
- Translate the following into Guarani:
 - I know.
 - You know.
 - They know.
 - He knows.
 - We know.
 - We (incl) know.
 - You-all know.
 - You do.

5. Correct the mistakes in the following:

- a. Xé o-hèendu-se Guaranĩ.
- b. Qré a-hèendu-sé Guaranĩ.
- c. Nandé ro-hendú-sé Guaranĩ.
- d. Ja-ñe'ë Guaranĩ-me.
- e. Ña-ñe'ë Guaranĩ-pe.
- f. Ha'e kuéra oi-kuaá.
- g. Ha'è kuéra o-kuaá.
- h. A-studiá va.ëra.
- i. O-hendu-sé.

6. Translate the following into Guaraní:

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

Listening In

1. A. Xé a-studiá hĩna karai-ñe'ë ko'ãga. Ha ndé?
 B. Xé a-studiá hĩna karai-ñe'ë aveí.
 A. Ha mba'é pa o-studiá hĩna Carlos ha Gládys?
 B. Ha'é kuéra o-studiá hĩna guaraní.
 A. Nandé ja-studiá erã guaraní a veí.

2. A. Ja-studiá py.
 B. Mba'é pa re-stúdia-sé?
 A. A-stúdia-sé guaraní.
 B. Ha moõ pa re-stúdia-sé?
 A. A-stúdia-sé escuela-pe.

3. A. Ndé pa rei-kuaá Carlos-pe?
 B. Carlos-pé pa? Hëe, xé ai-kuaá porã Carlos-pe.
 A. Ha Julio-pe pa rei-kuaá aveí?
 B. Nahãniñi.

4. A. Moõ^pa rei-kó ndé?
 B. Xé^pa? Xé ai-kó Paraguái-pe.
 A. Ha moõ^pa oi-kó ha'è kuéra?
 B. Ha'è kuéra oi-kó Denver-pe.
 A. Ha peẽ^pa pei-kó porã-nte Paraguái-pe?
 B. Hëe. Roi-kó porã-nte.
 A. Ha mba'é ixa^pa oi-kó Carlos?
 B. Ha'è oi-kó porã-nte aveí, gracias.

5. A. Kufã-karaí Peralta o-studiá inglés universidad-pe.
 B. Karaí Pinero o-studiá ruso universidad-pe.
 A. Antonio o-studiá alemán escuela-pe.

6. A. Xé a-studiá guaraní Paraguái-pe.
 B. Xé a-studiá guaraní Paraguái-pe aveí.
 A. Re-studiá^pa inglés Estados Unidos-pe.
 B. Hëe, a-studiá inglés Estados Unidos-pe.

Memorization

1. A. Mba'é^pa rej-apó hína?
 B. A-studiá hína karaí-ñe'è ko'ãga.
 A. Oĩ-porã.

2. A. Mba'é^pa ja-studiá va.erã ko'ãga?
 B. Ndé re-studiá va.erã guaraní ha xé a-studiá va.erã inglés.

3. A. Ndé^pa rei-kuaá Carlos-pe?
 B. Hëe, ai-kusã porã.

4. A. Ha'è kuéra^pa oi-kó Utah-pe?
 B. Nahãñiri.
 A. Moõ^pa oi-kó?
 B. Oi-kó Paraguái-pe, pero o-mba.apó hína Utah-pe.

5. A. Mba'é ixa^pa rei-kó?
 B. Ai-kó porã-nte. Ha ndé?
 A. Ai-kó porã-nte aveí.

Looking Ahead

(nouns)

óga house (Sp. hogar)
tupaó church
escuela school

(time expressions)

ára day
ko ára today
pyhará night
ko pyharé tonight
ára ha pyharé day and night
angè pyharé last night
...raê first

(verbs)

-ntendé understand (Sp. entender)
-Ipotá want (something)
-hexá see

upéi afterwards; next; then

(location expressions)

(interrogatives)

máva-pe~pa whom?

á-pe here
à-pe té-nte right around here
a-mõ there; over yonder
pé-pe there (close by)

(grammatical items)

ta future tense marker (will)
tëra

or

tëra~pa

ne conditional tense marker (would)
há subordinate clause marker, analogous to the
English subordinating conjunction that in
'He says that he is tired.'

Survival Expressions

model

Kóva héra kyşá. This is called a 'knife'.

TO THE STUDENT: kóva means 'this'. héra means 'is called' or 'its name'.

lexical substitution

kysé Kóva héra kysé.
 tenedor Kóva héra tenedor

(cuchára, plato, mantel, olla, fosforo, tatá [fire], jepe'á [firewood],
 cocinã)

model

Mba'é ixa~pa héra péva?

What is that called?

dialog

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, ajé~pa? Respond appropriately.

model

O-je-'é tatá.

Se dice tata.

substitution

(tatá) o-je-'é tatá
 jepe'á (firewood) o-je-'é jepe'á
 tembí-'ú (food) o-je-'é tembí-'ú

model'Casa' o-je-'é óga.'Casa' se dice óga.substitution

casa 'Casa' o-je-'é óga
 señor 'Señor' o-je-'é karáí
 señora 'Señora' o-je-'é kuñá-karáí
 mesa 'Mesa' o-je-'é amesá

model

Èr-e mĩ xé-ve.

Please tell me.

Èr-e mĩ xu-pé.

Please tell him.

Mba'é ixa'pa o-je-'é 'fuego'?

Cómo se dice 'fuego'?

dialog

A. Èr-e mĩ xé-ve mba'é ixa'pa o-je-'é 'fuego'.

B. O-je-'é tatá.

Use 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.

te gusta?

me gusta?

Que quiere Ud.?

Que necesita Ud.?

Que cosa es?

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

A. E-porandú mĩ xé-ve mba'é ixa'pa o-je-'é me gusta.

B. Er-e mĩ xé-ve mba'é ixa'pa o-je-'é me gusta.

A. O-je-'é 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

CONTENTS

grammar points

1. ta future tense
2. kurí recent past tense (statements)
3. kurí optional in past context
4. ra.è in recent past tense questions
5. VERB-kuaá 'to know how to VERB'
6. ikatú 'it is possible; can; may'
7. -Ipóta 'to want (something)'
8. -pe with indirect object.
9. alternate forms of -pe with pronouns

xé-ve	oré-ve
ndé-ve	ñandé-ve
10. peē-me 'to you-all'
11. (i)xu-óé 'to him; her'
(i)xu-pe kuéra 'to them'
12. há that clause marker
13. -nte 'just'
14. pa questions vs. intonation marked questions
15. ma - Spanish 'ya'
present perfect tense in English.
16. ne'íra guèteri 'not yet' statement
ne'íra pa 'not yet' question
17. ité / itereí degree heightener



18. Mba'é pa he-'i-sé upéva? 'What does that mean?'
19. He-'i-sé 'It means...'
20. -je- reflexive (-ñe- in nasal environment)

vocabulary

Nouns and Nominals

avuela
akã
apysá
asucá
Biblia
camisé
carro
casõ
cavajú
coche
cuaderno
domingo
ñendyvã
hetã
hetã mba'ê
i-põ-pe
jueves
juký
karú
kamby
kuatiã
la gente kuéra
la upé ixa rã
lunes
mandyjú
martes
mbõ'ê ha
mboy
mes
mesá
mymbã
nambí
ovexã
palangana
pan
pastel
peteí mba'ê
pisarrón
plomo

po
py
rembireko
reunión
revista
sapatú
sávado
servilleta
silla
suegra
tasa
táta
tãta-kuã
tera
tesá
tisa
vaso
viernes
viciçleta
voletõ
vorracor
vosá
xe-amigo
y
yke ra
y-kuã

Verbs

-agradecé
-aprendé
-cenã
-guatã
-gue-rekó
-há
-há.arõ
-hexauká
-í
-ikatú
-Iko (viciçleta-pe)

-ja-hã
-javý
-jepohéi
-jepopete
-jeroký
-jeruré
-jukã
-kakuaã
-karú
-ké
-kirirí
-Ikotevã
-makaneã
-manehã
-mbohasã
-me'ê
-moi
-ñe-ha'ê
-ñe-pyrú
-ñotý
-pãý
-purahéi
-pytã
-pytu'ú

Modifiers

kyrá
morotí
pohýi
pukú
pytã
voí

Person Pronouns

(i)xú-pe kuéra
ñandé-ve
ndé-ve
oré-ve
peé-me
xé-ve

Miscellaneous

aãe-te

ári

cada

Time Expressions

ko'ẽ

ko'ẽro

pyhãre-vé

Phrases

na á-pe

PREPARATION STAGEProgram

(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 guarani-me. How would you say 'I will speak in English' ? Xé _____ inglés-pe. a-ñe'ë ta
4. How would you say, 'we (incl.) are going to know Guarani' ? _____ Nandé jai-kuaá ta guarani.
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'é oi-kuaá ta. |
| d. We will listen. | Ové ro-hendú ta. |
| e. We (incl.) will know it. | Nandé jai-kuaá ta. |
| f. They are going to study. | Ha'è kuéra o-studiá ta. |

(kuri recent 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 kurî following the verb. kurî 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 _____.

kurî

8. Write and pronounce the following in Guarani:

a. I studied.

Xé a-studiá kurî.

b. He studied.

Ha'é o-studiá kurî.

c. They talked.

Ha'è kuéra o-ñe'ë kurî.

d. We listened.

Oré ro-hendú kurî.

(ra.è in recent past tense questions)

9. Compare the following:

Ndé re-studiá kurî. You studied.

Ndé^{pa} re-studiá ra.è? Did you study ?

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

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

kurî

11. How would you ask, 'Did you listen?'
Ndé^{pa} re-hendú _____?

ra.è

12. Write and pronounce the following in Guarani. (Put the ^{pa} on the independent pronoun)

a. Did you study ?

Ndé^{pa} re-studiá ra.è ?

b. Did he know ?

Ha'é^{pa} oí-kuaá ra.è ?

c. Did they listen ?

Ha'è kuéra^{pa} o-hendú ra.è ?

13. How would you give an affirmative response to the question: Ndê pa re-ñe'ê ra.ê guaraní ? Hêe, xé a-ñe'ê _____.

kurî

(kurî optional in past context)

14. Study the following:

- 1. A-javý kurî la reunion I missed the meeting.
A-javý la reunion
- 2. A-páy voí kurî ko pyhare-vé I woke up early this morning.
A-páy voí ko pyhare-vé
- 3. A-kakuaá 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 kurî, is not always required.

16. How would you say 'I studied Guarani this morning' without using the recent past indicator kurî ?

A-studiá guaraní ko pyhare-vé.

(ta required in future context)

17. Even the future context in a sentence is implied or indicated by a time expression, ta or some other particle is required. One says

a-studiá ta ko'ëro I'll study tomorrow
 but not
 a-studiá ko'ëro

(VERB-kuaá 'know how to')

18. Xé a-ñe'ê guaraní, means 'I speak Guarani.'
Xé ai-kuaá guaraní means 'I know Guarani.'
'I know how to speak Guarani' is Xé a-ñe'ê-kuaá guaraní. Literally this would be, 'I speak _____ Guarani.'

know

19. VERB plus -kuaá means 'to know how to VERB'. How would you say, 'I know how to study' ? Xé _____.

a-studiá-kuaá

20. Write and pronounce the following in Guarani:

- a. He knows how to speak.
- b. He knows how to listen.
- c. I know how to study.

Ha'é o-ñe'ẽ-kuaá.

Ha'é o-hendũ-kuaá.

Xé a-studiá-kuaá.

(ikatú 'it is possible')

21. Ikatú means 'it's possible' or 'can' or 'may'. Look at the examples below:

Xé a-ñe'ẽ.

I speak.

Xé ikatú a-ñe'ẽ.

I can speak.
It's possible for me to speak.

Ikatú pa a-hèndu mĩ ?

Can I listen a little ?

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

ikatú

23. Write and pronounce the following in Guarani:

- a. Can I study here ?
- b. Can we study there ?
- c. Can we (incl.) talk now ?

Ikatú pa a-studiá á-pe ?

Ikatú pa ro-studiá pe-pe ?

Ikatú pa ña-ñe'ẽ ko'ãga ?

(-ipotá 'to want something')

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

25. How would you say, 'I want a pencil' ?
Xé _____ peteĩ lápiz.

ai-potá

-potá - SENTENCE)

26. Compare the following:

- Xé ai-potá. I want.
- Nié re-studiá. You study.
- Xé ai-potá ndé I want you to
re studiá. study.

How would you say 'I want you to
lie an? Xé ai-potá _____.

Nde re-hendú

27. Write and pronounce the following in
Guarani:

- a. I want him to study.
- b. He wants Carlos to study.
- c. He wants me to study.

- Xé ai-potá ha'é o-studiá.
- Ha'è oi-potá Carlos
o-studiá
- Ha'é oi-pota xé a-studia.

(-pe with indirect object)

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

Tell Gladys.

(alternate forms of -pe with pronouns)

29. Er-e mí xé-ve means 'tell me'.
What would E-ñe'ë xé-ve mean?

Speak to me.

30. Look at the examples below:

- Ha'é o-ñe'ë hña ndé-ve
- Ha'é o-ñe'ë hña oré-ve.
- Ha'é o-ñe'ë hña ñandé-ve.

- He is talking to you.
- He is talking to us.
- He is talking to us. (incl)

With the pronouns xé, ndé, oré and
ñandé an alternate form of -pe is
used, namely ____.

ve.

31. Look at the examples below:

Xé a-ñe'ẽ hĩna peẽ-me.

'To you-all' is expressed by _____.

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

I am talking to you-all.

peẽ-me

32. Look at the examples below:

Xé a-ñe'ẽ hĩna (i)xu-pé.

Xé a-ñe'ẽ hĩna (i)xũ-pe kuéra.

a. 'To him' is expressed by _____.

b. 'To them' is expressed by _____.

The notation (i)xu-pé indicates that the word may be pronounced ixu-pé or xu-pé. Since xu-pé is the more frequent form we will generally write it xu-pé.

I am talking to him.

I'm talking to them.

(i)xu-pé

(i)xũ-pe kuéra

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.

È-re mĩ (i)xu-pé.

È-re mĩ xé-ve.

È-re mĩ (i)xũ-pe kuéra.

Ha'é o-ñe'ẽ hĩna ñandé-ve.

Ha'é o-ñe'ẽ hĩna ndé-ve.

Ha'é o-ñe'ẽ peẽ-me.

(direct quotes,

34. Compare the following:

Xé ai-kó á-pe.

Ha'é he-'í, "Xé ai-kó á-pe."

I live here.

He says, "I live here."

Ha'é he-'í or just he-'í means 'He says'.
How would you say, 'He says, "I lived here."?'
Ha'é he-'í, _____ á-pe.

Xé ai-kó kuri

(indirect quotes)

35. Compare the following:

Ha'é oi-kó á-pe.

He lives here.

Ha'é he-'í òi-ko há á-pe.

He says that he lives here.

The há follows the VERB in the 'that clause': How would you say, 'He says that he studies'? Ha'é he-'í _____.

o-stùdia há

Note that the há takes the primary stress.

36. Write and pronounce the following in Guarani:

a. He says that he studies Guarani.

Ha'é he-'í o-stùdia há guaraní.

b. He says that he is studying Guarani.

Ha'é he-'í o-stùdia há hína guaraní.

c. He says that he is listening.

Ha'é he-'í o-hèndu há hína.

37. Compare the following:

Ha'é he-'í o-stùdia há.

He says that he studies.

Ha'é he-'í kuri o-stùdia há.

He said that he studies.

How would you say, 'He said that he listens'?

Ha'é he-'í kuri o-hèndu há.

38. Write and pronounce the following in Guarani:

a. He said that he talks Guarani.

Ha'é he-'í kuri o-nè'e há guaraní.

b. He said that he listens.

Ha'é he-'í kuri o-hèndu há.

c. He said that he is listening.

Ha'é he-'í kuri o-hèndu há hína.

d. He said that he says (it).

Ha'é he-'í kuri he-'í há.

39. Remembering that ra.è is used to form a question in the recent past, how would you ask: 'What did he say' ?
Mba'è'pa _____ ?

he-'í ra.è

40. How would you answer 'He said that he knows' ?

Ha'è he-'í kurì oi-kuàa há.

(-nte just)

41. I-porã-nte means 'just fine'.
-nte means 'just' or 'no más'.
What would guaraní-nte mean ?

Just Guarani

42. Mixi mĩ means 'a little'. What would mixi mĩ-nte mean ?

Just a little

43. How would you say the following in Guarani ?

I speak just a little.
Xé a-ré'è _____

mixi mĩ-nte

44. Write and pronounce the following in Guarani:

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

I-porã-nte.
Ai-potá peteí-nte.

(ité/iteréí degree heightener)

45. Contrast the following:

i-porã
i-porã-nte
i-porã iteréí
i-porã ité

it is fine
it is just fine
it is very fine

The form iteréí or ité when used with adjectives can be translated very.

I-pyahù means 'it is new'. How would you say 'it is very new' ?

i-pyahù ité, or
i-pyahù iteréí

46. Ité or iteréi 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, a
 (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'é ? ↑
 (2) Mba'é^{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 moõ^{pa} ? or moõ ?

moõ ? ↑

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 moõ^{pa} or moõ ?

moõ^{pa}

(ma = Spanish ya)

52. Compare the use of ma in Guaraní 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-karú ta ma | ya comeré | 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-studiá 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-stúdiá-sé ma

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

a studiá ta 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 ta ma in Spanish?

ya me voy

57. How would you translate re-ne'ê-l-sá ma guaraní-re in Spanish?

ya sabe hablar en guaraní

(ne'ira gueteri }
(ne'ira^pa } 'not yet')

58. Study the following dialog.

- A. Ne'ira^pa re-karú ?
B. Ne'ira gueteri.
(or: ne'ira gueteri a-karú)

Haven't you eaten yet.?

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 ?

61. 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

<u>A-studiá ta</u>	I will study.
<u>O-hendú ta</u>	He is going to listen.

RECENT PAST:

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

<u>A-studiá kurì.</u>	I studied.
-----------------------	------------

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

<u>Mba'è~pa o-studiá ra.è?</u>	What did he study?
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"KNOW HOW TO...":

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

<u>A-ñe'è~kuaá.</u>	I know how to speak.
<u>Pe-studiá-kuaá.</u>	You-all know how to study.

"BE ABLE TO..":

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

<u>Ikatú~pa a-ñe'è ko'èza?</u>	Can I talk now?
<u>Ikatú oi-kuaá.</u>	It's possible that he knows.

"WANT (something)":

-Ipotá is used to say "WANT (something)".

Ai-potá pet. lápis. I want a pencil.

Ai-potá ndé re-studiá. I want you to st

"(He said) THAT":

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

Ha'é he-í kuri òi-ko He said that he lives
há ápe. here.

Ha'é he-í oi-kuàa He says that he knows.
há.

INDIRECT OBJECT:

The INDIRECT OBJECT is marked by -pe.

E-porandú Carlos-pe Ask Carlos if he knows.
oi-kuaá pa.

E-ñe'ë María-pe. Talk to Maria.

INDIRECT OBJECT PRONOUNS:

The regular pronouns xé, ndé, oré and ñandé plus -ve form the INDIRECT OBJECT PRONOUNS.

xé-ve to me

ndé-ve to you

oré-ve to us

ñandé-ve to us (incl)

The regular pronoun peè plus -me is the INDIRECT OBJECT PRONOUN for 'you-all'.

peè-me to you-all

The INDIRECT OBJECT PRONOUN for third person (ha'é) is (i)xu-pé (the is optional). For 'They' (ha'é kuéra) it becomes (i)xù-pe kuéra.

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

-NTE:

-NTE means 'just' or 'no más'.

<u>mixi mĩ-nte</u>	just a little (un poquito, no más)
--------------------	---------------------------------------

pa 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. <u>Mba'é?</u>	What? (asking for a repeat)
2. <u>Mba'é~pa?</u>	What? (asking for information)

ma (SPANISH ya):

There is no single English equivalent for the Guarni 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'.

<u>A-studiá ma.</u>	I have studied already. (Ya estudié.)
<u>A-stùdia-sé ma.</u>	I want to study now. (quiero estudiar ya.)
<u>Ó-pà ma.</u>	That's all. (Ya es todo.)



"NOT YET":

ne'ira guèteri - the statement and ne'ëra'pa - the question 'not yet'.

<u>Ne'ira'pa re-hugá?</u>	Haven't you played yet.
<u>Ne'ira guèteri.</u>	'Not yet.

Written Exercises

1. Write three answers to each of the following questions and translate:
 - a. Mba'é ixa'pa ndé re-studiá guaraní?
 - b. Mba'é ixa'pa ndé restudiá ta guaraní ko'ër?
 - c. Mba'é ixa'pa peë pe-studiá ra.è guaraní huehé?
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-kuaá.
 - b. Ha'é o-ñe'ë-kuaá inglés.
 - c. Ikatú'pa ro-ñe'ë guaraní-me?
 - d. Ikatú'pa pe-studiá ko'ãga?
 - e. Ñandé ka-ñe'ë-kuaá guaraní.
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.

- f. I want you to talk.
- g. 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'é oi-potá peteĩ lápiz ha peteĩ libro.
- B. Ha mba'é^{pa} ndé rei-potá?
- A. Xé^{pa}?
- B. Heé, ndé.
- A. Xé ai-potá peteĩ camisá.
- II. A. Mba'é^{pa} rej-apó hña?
- B. A-studiá hña guaraní.
- A. Re-studiá hña inglés?
- B. Nahániri, a-studia hña guaraní.
- A. Mba'é^{pa} rej-apó ta ko'ëro?
- B. Ko'ëro^{pa}?
- A. Heé, ko'ëro.
- B. Ko'ëro a-studiá ta inglés. Ha ndé?
- A. Xé ko'ëro a-ñe'è va.ëra peteĩ escuela-pe.

Memorizationdialog 1.

- | | |
|-------------------------------------|--|
| A. Mba'é~pa rej-apó hína? | What are you doing? |
| B. A-studiá hína guarani. | I'm studying Guarani. |
| A. Mba'é~pa rej-apó ta ko'ëro? | What are you going to do tomorrow? |
| B. Ko'ëro a-studiá ta guaraní aveí. | I'm going to study Guarani tomorrow too. |

dialog 2.

- | | |
|---|--|
| A. Mba'é~pa pei-potá aj-apó? | What do you-all want me to do? |
| B. Oré ro-hèndu-sé guarani.
E-ñè'e mĩ oré-ve guaraní-me. | We want to listen to Guarani.
Speak to us in Guarani. |
| A. Mba'é~pa pei-pota ha-'é
peë-me? | What do you want me to tell you? |
| B. Èr-è mĩ oré-ve moõ~pa rei-kó. | Tell us where you live. |
| A. Ai-kó á-pe. | I live here. |

dialog 3.

- | | |
|---|--|
| A. Ikatú~pa a-ñe'ë karai-ñe'ë-me? | May I speak in Spanish? |
| B. Re-ñe'ë-kuaá~pa guaraní? | Do you know how to speak Guarani? |
| A. A-ñe'ë-kuaá, pero mixi mĩ-nte. | I do, but only a little. |
| B. La gente kuéra o-hã.aró re-ñe'ë guaraní-me. | The people expect you to speak in Guarani. |
| A. La upé ixa rõ, a-ñe-há'ã ta a-ñe'ë guaraní-me. | In that case I'll try to speak in Guarani. |

Looking Ahead

Nominals

xe-amigo
peteĩ mba'ê
hetá mba'ê
mbo'e há
gênte kuéra
voieto
vosá
têra
po
py
akã
jurú
nambi
apysá
têsa
mymbá
y
y-kuá
táta
táta-kuá

Miscellaneous

upé ixa rō
añe-té

Verbs

-ikó viciioleta-pe
-purahéi
-jep'héi
-ké
-makaneá
-pytu'ú
-ñe-ha'á
-ñe-pyrú
-guata
-moĩ
-manehá
-pytá
-juká
-juhá
-i

Time Expressions

ko'è
ko'èro
pyrare-vé

listening for study

- | | |
|--|------------------------------------|
| I. A. E-porandú ixu-pé oi-kó^pa á-pe. | Ask him if he lives here. |
| B. Rei-kó^pa á-pe? | Do you live here? |
| C. Nahñiri. Xé ai-kó Paraguái-pe. | No. I live in Paraguay. |
| A. Mba'ê^pa he-'í ra'e? | What did he say? |
| B. He-'í kuri òi-ko há Paraguái-pe. | He said he lives in Paraguay. |
| A. Ha xé-ve he-'í kuri òi-ko há Brasil-pe. | And he told me he lives in Brazil. |



- II. A. Ikatú^{pa} a-ñe'ê inglés clase-pe? May I speak English in class?
- B. Nahāniri. Re-ñe'ê va.ēra guaranī clase-pe. No. You should speak Guarani in class.
- A. Ha ikatú^{pa} a-ñe'ê karai-ñe'ê? And may I speak in Spanish?
- B. Re-ñe'ê-kuaá^{pa} karai-ñe'ê? Do you know how to speak Spanish?
- A. A-ñe'ê-kuaá , pero mixi mī-nte. I do, but only a little.
- B. Pero xé ai-potá re-ñe'ê guaranī-me-nte. But I want you to speak only in Guarani.
- A. Oĩ porā. Ha mba'é^{pa} rei-potá aj-apó ko'āga? Fine. And what do you want me to do now?
- B. Mba'é^{pa} rej-āpo-sé? What do you want to do?
- A. A-stúdia-sé guaranī. I want to study Guarani.
- B. E-studiá py. Go ahead and study.
- III. A. Fr-e mī oré-ve moō^{pa} rei-kó? Tell us where you live.
- B. Xé ai-kó Paraguái-pe. Xé ai-potá pej-é xé-ve aveí moō^{pa} pei-kó. I live in Paraguay. I also want you-all to tell me where you live.
- A. Rei-potá ro'é ndé-ve moō^{pa} roi-kó? You want us to tell you where we live?
- B. Hēe. Yes.
- A. Ro'è va.ēra^{pa} ndé-ve inglés-pe tēra guaranī-me? Should we tell you in English or Guarani?
- B. Guarani-me. In Guarani.
- IV. A. Ko'ēro a-me'ê ta peteĩ examen. Tomorrow I'll take an exam.
- B. Profesor Davis-ndi jague-reko-ta peteĩ examen ko'ēro aveí. We have an exam with Prof. Davis tomorrow too.
- C. Mba'é ixa^{pa} re-sé ra.è la nde-examen-pe? How did you come out in your exam?

Survival Language

Cycle 1

model

- | | |
|--|---|
| A. Mba'é ^ˆ pa he-'i-sé upéva? | What does that mean?
(Qué quiere decir eso?) |
| B. He-'i-sé... | It means...
(Quiere decir...) |

model

- | | |
|---|--------------------------------------|
| A. Mba'é ^ˆ pa he-'i-sé 'juký'? | What does <u>juký</u> mean? |
| B. 'Juký' he-'i-sé <u>salt</u> inglés-pe. | <u>Juký</u> means 'salt' in English. |

Practice

- Mba'é^ˆpa he-'i-sé 'cuaderno'?
(vorrador, pisarron, silla, mesá, etc.)
- E-porandú xé-ve mba'é^ˆpa he-'i-sé 'kuatiá'.
(po, pý, juru, tī, akā, etc.)

Cycle 2model

- | | |
|--|---------------------------|
| A. Mba'é ^ˆ pa a-porandú ra.e xu-pé? | What did I ask him? |
| B. Re-porandú kur ^ˆ moō ^ˆ o-mba.apó. | You asked where he works. |

model

- A. Mba'é^ˆpa a-porandú ra.è xu-pé? What did I ask him?
- B. Re-porandú kurì moó^ˆpa o-mba.apó. You asked where he works.

model

- A. Ha mba'é^ˆpa he-'í ra.è? And what did he say?
- B. Ha he-'í kurì o-mbà.apo há He said that he words in
Atlanta-pe. 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.

dialog

Instructor: Er-è mī xé-ve, José, moó^ˆpa re-mba.apó.

José: A-mba.apó Atlanta-pe.

Instr.: (Téra), mba'é^ˆpa a-porandú ra.è xu-pé?

Student: Re-porandú kurì moó^ˆpa o-mba.apó.

Instr.: Ha mba'é^ˆpa he-'í ra.è?

Student: Ha he-'í kurì o-mbà.apo há Atlanta-pe.

Cycle 3

odel

Ja-'é Carlos o-mbà.apo há hīna Rusia-pe.	Let's say that Carlos is working in Russia.
Ña-moī María o-stùdia há hīna inglés.	Let's put it (suppose) that Maria is studying English.

TO THE STUDENT: Ja-'é 'let's say' and ña-moī 'let's suppose' are both transitive verbs that take a clause as their object. The verb of that clause must be followed by há 'that'. Both expressions, ja-'é and ña-moī will be used in setting up hypothetical situations, usually in the Use Phase part entitled -For Example-.

listening for comprehension

Ña-moī xé xe-rèra há Hubert Humphrey ha ndé nde-rèra há Richard Nixon, and Carlos hèra há George Wallace.

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

- A-gradecé, ndé-ve _____
- Nda'i-po'ri mba'é re'pa _____
- Mba'é ixa'pa nde-ko'è _____
- I-pa'ra itereí _____

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

- démelo _____
- pídalo a él _____
- pídale un lapiz _____
- traígamelo _____
- lléveselo a Juan _____



Review of Survival Phrases

Nd ^o a-ntendé ⁱ	I don't understand
Nda ^o xe-mandu' ^a i	I don't remember
Nd ^o ai-kuaá ⁱ	I don't know
Ja-há ja-karú.	Let's go eat
Xe ^o gustà itereí	I like it a lot
He té la tembi' ^ú	The food is very good..

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-, hi-, ij-, h
3. RH FACTOR
unpossessed : t - initial
third person pronoun : h - initial
all other : r - initial
4. Demonstrative Particles
la, ko, pe, amõ, upe, aipõ
5. Demonstratives as nominals or noun substitutes
with the addition of va.
6. va - 'that which'
7. vé - 'more'
8. ramo, rõ - the conditional 'if'
9. Nasalization
 - a. n, m as nasal sources
 - b. nasal barriers
10. -pá (suffix)
 - a. in intransitive verbs it means 'all'.
 - b. in transitive expressions it means totality ('all', 'everything')
11.
 - a. mboyvé - 'before'
 - b. rire - 'after'
 - c. ajá - 'while; as'
12. -Ju - conjugation of 'come'
13. -hó - conjugation of 'go'
 - a. 2 stem alternates: hó and há

14. Adjectives

- attributive adjectives follow noun
- no linking verb
- predicate adjectives conjugated with person prefixes

15. The Negative Frame - nda^...^i- (iri; ri)

- with nominal predicates
- with Quality Verbs.

vocabularyNOUNS

akā rasy
akytā
āma
amigo
ānga
aō
apellido
āva
avatī
āviōn
avuelo
carnicería
carta
catera
clip
collar
comunista
cuadra
estúfa
febrero
general
guerra
hermano
(h)igado
inimbó
itā
jagüareté
jasý
jetapá
jú
keraná
kotý
kuarahý
kuña
kuñataí
kuré
lapiséra

lús
mbaraká
mbói
mitā
mita'í
mitā karia'y
mita-kuña'í
música
ñandutí
naranja
oficina
(h)óra
oro
pan
panadería
primo
regalo
regla
reló
río
semana
sobriño
socio
sombrero
sý
tajýra
tapýi
táva
ta'yra
tembi-apó
tetā
tiā
tienda
tinta
tió
toro
tová

túva
valija
vaño
villetera
votō
ýva
yvoty
yvý

VERBS

cordená
ganá
guahē
guapý
guerú
gueruká
heká
hēndyva'ó
hesarái
jahú
japú
jejuruhéi
jeré
joguá
juhú
Jú jevý
kerambu
malisá
mañá
mandu'á
manó
mombó
mbosako'í
mboty
mondé
neñó

pagá
páy
pu'á
resarái
sē
servi
tanteá
topá
valé
vostesá

MODIFIERS

arandú
arhel
asú
ate'ŷ
casi
derecha
derecho
ñasy
hepy
ñern va
juký
kane'ō
kangý
ky'á
mbareté
mboriahú
mbyký
mitá
ñañá
ñarō
ñembyahýi
norte
platá hetá
ponýi
po'í
pyahú
rasý
ropenýi
sur
tavý
tujá

INTERROGATIVES

māva-māva-pe pa ?
māva-pe pa ?
mba'è mba'é ?

POST-POSITIONS

ári
goto
guý-pe
re
rovái
rupá

MISCELLANEOUS

ahēniri
dies
katu
mba'è-vé
neí
opava-vé
na
re'ina

Unit Six

PREPARATION STAGEProgram

(xe; my)

1. Tiô means 'uncle'. The combination Xe-tiô means 'my uncle'. Tiá 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 xe-hermano. Notice that the POSSESSIVE PRONOUN is not stressed and is joined by a hyphen to the noun stem.

xe-hermano

3. Write and pronounce the following in Guarani:

- a. My brother
b. My aunt
c. My uncle
d. My book
e. My pencil
f. My brother's pencil
g. My uncle's book

xe-hermano
xe-tiá
xe-tiô
xe-livro
xe-lapis
xe-hermano-lapis
xe-tiô-livro

(ndé; your)

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

ñande-tiô

5. Write and pronounce the following in Guarani:

- a. Our uncle
b. Our (incl.) uncle
c. Your book
d. Your pencil
e. Your uncle's pencil
f. Our uncle's book

ore-tiô
ñande-tiô
nde-livro
nde-lapis
nde-tiô-lapis
ore-tiô-livro

6. 'You-all' is peē, but 'your (pl.) uncle' is pende-tiō. The possessive form for peē is pende. How would you say 'your (pl.) book'?

pende-livro

(i-, hi-, ij- [iñ], ñ, 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-tap̄yi	his rancho	
	i-po	his hand	
b.	hi-ára	his day	
	hi-ý	his water	
c.	ij-aó	his clothes	
	iñ-akā	his head	
d.	ñesá	his eye	(tesá - eye)
	ñera	his name	(téra - name)
	ñetā	his country	(tetā - country)
	ñóga	his house	(óga - house)
	ño'o	his flesh	(so'ó - meat)

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-mesá
d.	his chair	i-silla

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

(h)ora	'hour'	hi-óra
áva	'hair'	hi-áva
ānga	'soul'	hi-ānga
yva	'blade-handle'	hi-yva
āma	'dueña, ama'	hi-āma
(h)ígado	'liver'	hi-ígado

11. Except for cases like group d, the third person possessive form is ij- (or iñ- by the rule that j always becomes ñ in a nasal span) before an unstressed vowel. 'His neck' is ij-ajúra; 'his head' is iñ-akā. Give the third person possessive form of the following words:

avatí	'corn'	ij-avatí
apysá	'oido'	ij-apysá
aó	'clothes'	ij-aó
itá	'rock'	ij-itá
yvoty	'flower'	ij-yvoty
akytā	'chunk'	iñ-akytā
amigo		iñ-amigo
hermano		iñ-hermano

Rñ 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.

téra	'name'	tesá	'eye'
xe-réra	'my name'	xe-resá	'my eye'
héra	'his name'	hesá	'his eye'
tetā	'country'	óga	'house'
Jose-retā	'Jose's country'	ore-róga	'our house'
hetā	'his country'	hóga	'his house'
tová	'face'	so'ó	'meat'
nde-rová	'your face'	xe-ro'ó	'my flesh'
hová	'his face'	ho'ó	'his flesh'



13. There is a high number of words in this group. Except for four or five words like óga and so'ó, all these words begin in a t-sound in their unpossessed or citation form. How would you say 'name'?

téra

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

h

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

héra

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

'my name'
'your name'

xe-réra
nde-réra

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

xe-réra
nde-réra
ore-réra
ñande-réra
pende-réra

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

pe karai-réra that man's name
jasý-rová the moon's face
Carlos-retã Carlos' country

19. Translate orally as rapidly as possible:
(tembi-'ú - food)

my food
your food
your(pl.) food
our(incl.) food
our food
his food
food

xe-rembi-'ú
nde-rembi-'ú
pende-rembi-'ú
ñande-rembi-'ú
ore-rembi-'ú
hembi-'ú
tembi-'ú

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	i-tió
ti	nose	i-tī
táva	town	i-táva
tupaó	church	i-tupaó

Three common RH-words are irregular.

túva	father
xe-ru	my father
i-túva	his father
ta'ýra	son
xe-ra'ý	my son
i-ta'ýra	his son
tajýra	daughter
xe-rajý	my daughter
i-tajýra	his daughter

(Demonstrative Particles *la*, *ko*, *pe*, *amō*, *upe*, *aipó*)

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:

- my uncle
- your uncle
- my friend
- our friend
- his friend

la xe-tiό
la nde-tiό
la xe-amigo
la ore-amigo
la iñ-amigo

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' ?

ko lapis

ko nde-livro

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

pe lapis
pe i-lapis

27. Amō livro means 'that (aque)l book'.
 How would you say 'that pencil yonder' ?
 How would you say 'that pencil of mine' ?

amō lapis
amō xe-lapis

Write and pronounce the following in Guarani:

- this book
- that (ese) book
- that (aque)l friend of his
- this car of ours
- this pencil of yours (pl.)

ko livro
pe livro
amō iñ-amigo
ko ore-cache
ko pende-lapis

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 libro' in certain cases where the book referred to is out of sight, but in the situation context.

29. 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)

30. Ai-potá ko livro means 'quiere este libro', ai-potá kóva means 'quiere éste' - 'I want this [one]'.

31. Similarly, ko livro xe-mba'é means 'éste libro es mio', kóva xe-mba'é means 'éste es mio' - 'this [one] is mine'.

32. 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 héra itá
upéva he-'i-sé 'rock'
ai-kotevê amôva

that is called itá
that means 'rock'
I need that one

va (that which)

33. 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 _____.

la-ai-potá va.

(vé more)

34. Xé a-studiá ta means 'I will study'. Xé a-stúdia 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-ñê'e ta.

vé

35. Write and pronounce the following in Guarani:

- He will study more.
- We will study more.
- I will read more.
- I will do more.

Ha'é o-stùdia vé ta.
Oré ro-stùdia vé ta.
Xé a-lèe vé ta.
Xé aj-àpo vé ta.

(ramo; rō conditional if)

36. Xé a-studiá means 'I study'. Xé a-studiá ramo means 'If I study...'. The conditional 'if' is expressed by ramo. (Often abbreviated to rō) How would you say 'If I talk...'?

Xé a-ñe'ẽ ramo...

37. Write and pronounce the following in Guarani:

- If you talk, I will talk.
- If I talk you will talk.

Ndé re-ñe'ẽ ramo, xé a-ñe'ẽ ta.

Xé a-ñe'ẽ ramo, ndé re-ñe'ẽ ta.

38. Write and pronounce the following in Guarani, using rō:

- If I write this, he will read it.
- If he says it, I will listen.
- If I study more, I will learn more.

Xé a-scriví rō kóva, ha'é o-leé ta.

Ha'é he-'í rō, xé a-hendú ta.

Xé a-stùdia vé rō, a-prènde 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 _____.

nasalization

- 40. Notice how nasalization affects stretches of speech longer than a word:

porã

o-ñe'ẽ porã

o-ñe'ẽ porã guaranĩ

mamã o-ñe'ẽ porã guaranĩ

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.

aveí

rúso aveí

o-leé rúso aveí

ha'é o-leé rúso aveí

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

absence

- 41. 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 n̄ and ḡ are not classed as nasal consonants. Rather n̄ and ḡ are the alternates of n and g when these occur within a nasal domain. What are the two nasal consonants?

n and m

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?

stressed nasalized vowel or nasal consonant.

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. 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 coming 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) ? 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-stúdia-sé.
'We want to listen' is ñá-hèndu-sé.
Remember that ñ 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 ñá-hèndu-sé ? hen
50. Since d is a barrier to nasalization to the right of a nasal center, and since in ñá-hèndu-sé d occurs to the right of the nasal source n, therefore the u (is/is not) nasalized. is not
51. The vowels in mba.apó are not nasalized, because the nasalization domain cannot extend through the consonant . b

(Redundant Plurals)

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 mokõi livro; we don't have to say mokõi livro-kuéra. The redundant use of the plural marker kuéra is not obligatory as in English.

54. Observe the following:

a. Ja-há !
Ja-ha-pá !

Let's go !
Let's all go !

b. Ta-pe-hó !
Ta-pe-ho-pá !

Go !
All of you go !

c. O-hó kuri
O-ho-pá kuri

He went
They all went

d. O-karú ta
O-kàru-pá ta

He will eat
They will all eat

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:

a. A-hèxa-pá na.

I've seen everything.

b. A-hèndu-pá la er-é va.

I hear everything you say.
(I hear completely what you say)

c. Pe'u-pá na la tembi-'ú.

Please eat all the food.
(Eat it completely)

d. Pej-àpo-pá na la pende-rembi-apó.

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-àpo-pá^ˆpa ra.è ? Did you finish it ?
- b. Rej-àpo-pá ta^ˆpa ? Will you finish it ?

59. Observe the order of elements and the shifting of stress:

- a. Rej-àpo-pá ta^ˆpa ? Will you finish it ?
- b. Rej-apò-pa-sé^ˆpa ? Do you want to finish it ?
- c. Rej-apò-pa-sé ta^ˆpa ? Will you want to finish it ?
- d. Rej-apò-pa-sé ta ma^ˆpa ? Will you want to finish it now?
- e. Rej-apò-pa-se mi ta ma^ˆpa ? Would you like to finish it now?

(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.

- a. Ja-geroky^ˆ va.erã ja-karú mboyvé. We must dance before we eat.
- b. Ja-purahéi ta ja-karú riré. We will sing after we eat.
- c. A-studiá kuri hína guaraní a-karú ajá. I was studying Guarani as I ate.

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 Guarani equivalents of these adverbial conjunctions occur after the verb.

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

(conjugation of -jú 'come')

63.

aj-ú	roj-ú jaj-ú
rej-ú	pej-ú
o-ú	

64. The verb -jú is a J-verb except in _____ person. Ha'é o-ú hína means 'He is _____.'

third
coming

65. 'I came' would be _____.

aj-ú kuri

66. The imperative form ej-ú (is/is not) regular ?

is

(conjugation of -hó 'go')

67.

a-há	ro-hó ja-há
re-hó (imp'v) te-re-hó	pe-hó ta-pe-hó
o-hó	

- . The verb -hó is irregular in that it has two stem alternates; -hó and _____
- . The alternate -há occurs only when the pronoun prefix contains the vowel _____.
- . 'I go' is _____.
- . 'Let's go' is _____.
- . 'He goes' is _____.
- . If -hó had regular 2nd person imperative forms, these would be e-hó and _____.
- . Neither of these is in use however; the verb -hó is (regular/irregular) in the imperative mode.
- . The singular imperative of -hó which corresponds to Spanish 'véte' is _____.
- . The plural imperative which corresponds to Spanish 'vayanse' is _____.

há
 a
 a-há
 ja-há
 o-hó
 pe-hó
 irregular.
 te-re-hó
 ta-pe-hó

Adjectives)

- . A large number of words like porã, 'pretty'; vaí, '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.

kuñataí porã
 kurè vaí
 òga pyahú
 livro tujá

a pretty girl
 an ugly pig
 a new house
 an 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.

(Xé) xe-tujá

(Ndé) nde-tavý

Julia o-porã

(Oré) ore-mboriahú

(Peë) 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-, ñandé, 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:

(tujá--old) you are old.
 (mitã--young) I am young.
 (vaí--ugly) His sister is ugly.

(kane'õ--tired) We are tired.
 (mbareté--strong) You (pl) are strong.

Ndé nde-tujá.

Xé xe-mitã.

Iã-hermana i-vaí.

Oré ore-kane'õ.

Peë pende-mbareté.

83. The independent subject pronoun is optional. Either Xé xe-tujá or Xe-tujá could be translated 'I am old'.

34. Leaving out the independent pronoun,
how would you say:

(kangy--weak)	I am weak	Xe-kangy
(juky--pleasant)	You are pleasant	Nde-juky
(arhel--unpleasant)	He is unpleasant	Ij-arhel
(platâ-hetâ--rich)	He is rich	I-platâ-hetâ
(ate'y--lazy)	He is lazy	Iñ-ate'y
(arandú--smart)	He is smart	Iñ-arandú

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

35. Contrast:

- 1. a. Xé (It's) me
b. Nda^xé^i (It's) not me
- 2. a. Ha'é (It's) him
b. Nda^ha'é^i (It's) not him
- 3. a. Ndé (It's) you
b. Nda^ndé^i (It's) not you
- 4. a. María (It's) Maria
b. Nda^María^i (It's) not Maria

86. Form the negative.

Juanita	nda^Juanita^i
cavajú	nda^cavajú^i
vacá	nda^vacá^i
pende-mba'é	nda^pende-mba'é^i

87. 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)

88. Contrast:

- 1. a. Xe-japú hīnā
b. Nda^ˆxe-japú^ˆi
 - 2. a. nasy-eté
b. Nda^ˆnasy-eté^ˆi
 - 3. a. Xe-ko'è porā
b. Nda^ˆxe-ko'è porā^ˆi
- I'm kidding (lying)
I'm not kidding (lying)
- it's very difficult
it's not too difficult
- I'm fine this morning
I'm not happy this morning

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

- i-porā
 - i-ky'á (it's dirty)
 - i-mbareté (he's strong)
 - xe-rasý (I'm sick)
 - nde-mandu'á
- nda^ˆi-porā^ˆi
- nda^ˆi-ky'á^ˆi
- nda^ˆi-mbareté^ˆi
- nda^ˆxe-rasý^ˆi
- nda^ˆnde-mandu'á^ˆi

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

nda^ˆxe-japú^ˆiri or: nda^ˆxe-japú^ˆi

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

- hesarái
 - nda^ˆhesarái^ˆri
 - i-vaí
 - nda^ˆi-vaí^ˆri
- he forgets
he doesn't forget
- it's ugly
it's not ugly

How would you negate the following:

- i-po'í it is narrow
 - xe-pohýi I'm heavy
 - nde-ñembyahýi you're hungry
- nda^ˆi-po'í^ˆri
- nda^ˆxe-pohýi^ˆri
- nda^ˆnde-ñembyahýi^ˆri



Summary

POSSESSION:

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

Xe-ti ^ó	My uncle
Nde-amigo	Your friend
Ore-amigo-ti ^ó	Our friend's uncle
Ñande-amigo-ti ^ó -livro	Our (incl.) friend's uncle's book
Pende-livro	Your (pl.) book

THIRD PERSON POSSESSION (singular and plural)
(i-, hi-, ij- [iñ-], h̃)

i- before words beginning with a consonant

hi- before a stressed vowel

ij- (iñ-) before an unstressed vowel

h̃ initial h̃ of RH word

I-cuaderno	Their notebook
Hi-ára	His day
Ij-aó	Her clothes
Iñ-akã	His head
h̃era	His name

RH FACTOR

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

Tesá	Eye
Hesá	His eye
Nde-resá	Your eye

DEMONSTRATIVE PARTICLES: la, ko, pe, amō, upe, aipó

La xe-tiō	My uncle (the uncle of mine)
Ko lápiz	This pencil
Pe livro	That (ese) book
Amō coche	That (aqueil) car
Upe livro	That (ese - but out of sight) book
Aipó carro	That (out of sight and unfamiliar) cart

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

Ai-potá kóva.	I want this one.
Péva xe-mba'é.	That one is mine.

VA

'that which'

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

VÉ

'more'

Xé a-hèndu vé ta.	I will listen more.
Ha'é oj-àpo vé ta.	He will do more.

RAMO, RÒ

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

Xé a-studiá.	I study.
Xé a-studiá ramo ...	If I study ...
Xé a-stùdia vé rò, ikátú ta a-ñe'ë guaranĩ.	If I study more, I'll be to talk Guarani.

ASALIZATION:

- 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	morotī
nañakirirīmo'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 porā)
 - or
 - b. a nasal consonant: n or m, (but never ñ or ṅ).
- 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	g	ḡ	r	r̄
d	n	j	ṅ		



n, m AS NASAL SOURCES:

n and m are also sources of nasalization

Ña-hendú !	Let's listen !
Nde-amigo.	Your friend.

NASAL BARRIERS:

Nasalization is stopped in its movement to the RIGHT by b, d or g.

A-hendú	a-mba.apó	inglés
---------	-----------	--------

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

Oré ro-nè'e á-pe

-PÁ

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

Ja-ha-pá !	Let's all go !
O-kàru-pá ta.	They will all eat.
A-hèxa-pá-ma.	I've seen everything.
A-hèndu-pá la er-é va.	I hear everything you say.

MBOYVÉ, RIRÉ, AJÁ

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

Ja-jeroký va.erā	We must dance before
ja-karú mboyvé.	we eat.
Ja-purahéi ta ja-	We will sing after we
karú riré.	eat.
A-studiá kuri hīna	I was studying Guarani
guaranī a-karú ajá.	as I ate.

-JÚ

conjugation of 'come'

-jú is J-VERB except for third person

Aj-ú	I come
Rej-ú	You come
Roj-ú	We (excl.) come
Jaj-ú	We (incl.) come
Pej-ú	You (pl.) come
O-ú	He, she, they come

-HÓ

conjugation of 'go'

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

A-há	I go
Re-hó	You go
Ro-hó	We (excl.) go
Ja-há	We (incl.) go
Pe-hó	You (pl.) go
O-hó	He, she, they go
Te-re-hó	Imperative singular
Ta-pe-hó	Imperative plural

DJECTIVES

Attributive adjectives always follow the noun.

Tatá pytã	A red fire
Pelota tuvixã	A big ball
Tísa morotĩ	White chalk

Guarani has no linking verb.

Predicate adjectives are 'conjugated' like possessed nouns, i.e. with person prefixes.

(Xé) xe-tujá	I am old
(Ndé) nde-tavý	You are stupid
Julia i-porã	Julia is pretty (or good)
(Oré) ore-mboriahú	We are poor
(Peë) pende-ñañá	You are naughty

NDA...~i

The proclitic nda and the enclitic i, ri or iri together make up the negative frame.

- i generally, but
- iri after stress on final vowel
- ri after final i.

nda'pende-mba'é~i	not your thing
nda'hasý~i	he's not sick
nda'xe-japú~iri	I'm not kidding
nda'i-nembyahýi~ri hiçuái	they are not hungry

Written Exercises

1. TRANSLATE the following into Guarani without using la:

- | | |
|----------------------|--------------------------------------|
| a. My uncle | g. Our books |
| b. My brother | h. Our (incl.) pencils. |
| c. My brother's book | i. Your friend |
| d. His well | j. Your (pl.) friend |
| e. His friend | k. Our (incl.) uncle's friend's book |
| f. His brother | l. Their friend's well |

2. TRANSLATE the following into Guarani using la:

- | | |
|--------------------------|---------------------|
| a. My brother | e. Our friend |
| b. His brother | f. Your uncle . |
| c. Your brother | g. Your (pl.) books |
| d. Your brother's friend | h. Their books |

3. TRANSLATE the following into Guarani:

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

4. TRANSLATE the following into Guarani:

- I will study more.
- I want to study more.
- He will write more.
- We will talk more.

5. Connect the following pairs of sentences with 'if' and translate.

Example: a. O-studiá b. O-aprendé ta.

O-studiá ramo, o-aprendé ta.

'If he studies, he will learn.'

- | | |
|----------------------------|-----------------------------|
| a. O-stúdia vé. | b. O-aprendè porã ta. |
| a. Xé a-stúdia vé guaraní. | b. Ikatú a-ñe'ê. |
| a. O-scriví xé-ve. | b. A-leé ta la o-scriví va. |
| a. Re-studiá guaraní. | b. A-studiá ta aveí. |

Listening In

- A. Mba'é pa rei-potá'?
- B. Ai-potá pe livro.?
- A. Ha rei-potá pa kóva aveí ?
- B. Mba'é pa péva.?
- A. Kóva peteĩ lapis.
- A. Máva pa pe karái ?
- B. Péva pa ? Ha'é Carlos.
- A. Carlos pa nde-tió ?
- B. Nahániri. Ha'é xe-amigo.
- A. Ha máva-mba'é pa kóva ?
- B. Péva Carlos mba'é, ha umíva xe-mba'é ?
- A. Ha ko'áva.?
- B. Umíva pende mba'é ?
- A. Hêe. Upé. Ixa hñhã.?
- B. Ko'áva pa pende-mba'é aveí ?
- A. Nahániri. Umíva i-mba'é.
- A. Péva iñ-amigo.
- B. Carlos amigo pa ?
- A. Hêe.
- A. Carlos, ndé re-stúdia vè va.erã.
- B. Mba'é re pa ?
- A. Re-stúdia vé ramo, re-aprendé ta re-ñe'è pōra vé.

Looking Aheadbecause 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

gui

Mba'é gui~pa ?
 Oré hegui
 Xé[^]gustá gui
 Xé-a-ha-sé gui
 Xé a-servi porã-sé vakue gui
 Xé poi-pytyvõ gui

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

haçuã (ixa)

Xé a-studiá a-aprendé haçuã
 Xé a-karú ai-kové haçuã
 Ro-mba.apó ro-ganá haçuã ixa
 Xé a-ha-sé ai-pytyvõ haçuã ixù-pe kuéra

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... ?

i-katu

I-katú (xé-ve)
 Nda~i-katú~i
 I-katú ndé rej-apó
 Xé nda~i-katú~i a-hexá ixu-pé
 I-katú haçuã ai-pytyvõ ixu-pé
 Xé a-studiá i-katú haçuã a-aprendé
 Xé a-ha-sé i-katú haçuã ai-pytyvõ
 ixù-pe kuéra
 I-katú pa oje-'é guaraní-me... ?

So I could work with you

I-katú haçuã ixa a-mba.apó pende-ndive

repetition and translation

I-katú haçuã ixa o-mba.apó pende apyté-pe
 I-katú haçuã ixa o-mba.apó nde-ndive
 I-katú haçuã ixa re-mba.apó xe-ndive
 I-katú haçuã ixa ro-servi hendive kuéra

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 rō̃ if so

upé ixa rō̃ if so

(entonce[s]) (so)

Survival Expressions

A-gradecé ndé-ve

Thank you

Nda^ˆi-po^ˆri mba'é re^ˆpa

You're welcome

Mba'é ixa^ˆpa nde-ko'ëHow are you this morning
(Cómo amaneciste)

Xe-ko'ë porã-nte

I'm just fine

I-porã-itereí

Very good

Nd^ˆa-ntendé^ˆi

I don't understand

Nda^ˆxe-mandu'á^ˆi

I don't remember

Nd^ˆai-kuaá^ˆi

I don't know

Ja-há ja-karú

Let's go eat

Xe^ˆgusta-itereí

I like it a lot

He té la tembi-'ú

The food is very good

Mãva^ˆpa o-hãsa-sé a ñenondé-pe ?

Who wants to come to the front ?

Oi-kuaá va mba'é^ˆpa hê-'i-sé to-hupi i-po.Whoever knows what it means, raise
his hand.

Ndé, e-hasá e-scriví pisarrón-pe.

You, go write on the blackboard.

Fej^ˆ-é xe-ndive: "Nda^ˆi-po^ˆri mba'é re^ˆpa."Say it with me: " Nda^ˆi-po^ˆri
mba'é re^ˆpa.

Nde-ñembyahýi pa ?

Are you hungry ?

Xe-ropehýi guéteri.

I'm still sleepy.

Xe-rasy.

I'm sick.

Xe-akã rasy.

I have a headache.

Xáke pe mbói !

Look out for that snake !

Xáke pe coche !

Look out for that car !

Xáke pe jaguá hasý !

Look out for that mad dog !

Xáke pe tóro ñarõ !

Look out for that mad bull !

Mba'é pa a-porandú ta xu-pé ?

E-porandú xu-pé i-túva ha i-sý re.

Mba'é pa ha-'é ta xu-pé ?

Er-é xu-pé 'Hello' guaraní-me.

Ha-'é ta pa inglés-pe tẽra pa guaraní-me.

Er-e va.erã guaraní-me.

Oĩ-porã, pero pe-contesta mboyvé pe-hupì va.erã pende-po.

Pe-ntendé pa ? Pe-hupì va.erã pende-po.

Ai-mẽ nde-ndivé

I agree, I'm with you

Xe-rorý nde-rẽxá-vo

I'm glad to see you

Te re-hó porã-ité

Que te vayas bien

Neĩ, ndavé aveĩ ta upé ixa

Bueno, igualmente

Ej-ú ja-juká sevo'i mba'é

Come on, let's go tip a few
(Lit. Let's go kill stomach worms)

Mba'é aña piko rej-apó re-ina ?
Ja las ócho-ma ningo

What in the world are you doing ?
It is already 8:00 o'clock

Nde-aré ma^pa é-pe ?

Have you been here long ?

Ne'fra^pa rei-ko-pá ra.è ?

Haven't you finished yet ?

O-í ma

Ya está; de acuerdo; O.K.

Find Out

Mba'é ixa^pa nde-ko'è?

Mba'é ixa^pa nde-ka.arú?

Mba'é ixa^pa nde-pyharé?

Unit Seven

CONTENTSgrammar points

1. Modulation of commands
na, ke, kena
2. Negative commands, anī (...ti or ...tei)
3. Negative of verb-predicated sentences
Nda^...^i
4. Negative with verbless sentences
5. Negative future marker mo'ā
6. The position of ^i
7. gui and hegui
8. há - event locale
9. Ndive, ndi n' of accompaniment
10. Telling time
11. Araka'é 'when'
Mba'é hōra^pa 'at what time'
12. guive 'desde'
peve 'hasta'
13. vakué (or va.ekue) non-recent past time
14. Oj-apó [time] - '[time] ago'
15. Alternate forms of the superlative
te, ete, ite (reí)
16. Mbo- (Mby-)
Transitizer for intransitive verbs, nouns and quality verbs
17. ^piko
18. ne postfix 'Spanish .ía'

vocabularyNouns

aperitá
 áva
 cabula
 camion
 chipá
 desfile
 eíra
 finlandés
 guyrá
 je-karú-guasú
 jety
 juky-sý
 ka'á
 kambuxi
 kesú
 korá
 korapý
 kuá
 kuá
 kumandá
 mandi'ó
 mbaraká
 mbarakajá
 mucká
 mburiká
 medico ñanã
 meró
 ñorãiro há
 paková
 pápa
 partído
 pirá
 pohã ñanã
 pu
 puchéro
 santo ára
 sevóí
 sopa paraguáya
 tavý
 'uérta
 vudín

Verbs

-'á
 consegú
 contá
 ñuahê
 guapý
 guatá
 guejý
 háke
 hasá
 heká
 hendý
 hendyva'ó
 nenõí
 ñ
 Ike
 Imê
 Ipe'á
 Ipiró
 Iporuká
 Ipysó
 jahú
 Japurá
 kañý
 kuerá
 kyhyjé
 kytí
 mbixý
 mboguatá
 mbohakuá
 mbcí
 mbo'í
 mboi-ngé
 mboi-ngové
 mbojý
 mbokuá
 mbombáy
 mbombo'ó
 mbombú
 mbombytá
 mbomimõí
 mbongarú
 mbongavajú
 mbongé
 mongorá
 mbonguerá
 mongy'á

mbopohýí
 mbopotí
 mbopyahú
 mbopy
 mbotavý
 mbotuixá
 mbotý
 mboú
 mboverá
 mbyakú
 mbyaký
 mbyatý
 mbyendý
 mendá
 moí
 nacé
 ñembo'y
 ñenõ
 ñepyrú
 ñotý
 nupá
 opá
 páy
 pensá
 pu'á
 pupú
 pytá
 valé
 vendé
 verá

Modifiers

aký
 apu'á
 ate'y
 atý
 ekivcká
 guasú
 haimeté
 ñanú
 hakuá
 hatã
 hesãí
 ho'ysã

ky'á
 kyrá'
 mbegué
 mbykú
 pirú
 pohýi
 pojera
 poti
 pukú
 pytú
 to'y
 sapy'á
 sogué
 tuixá
 tujá

Miscellaneous

aje'í
 ko'è ambué
 kuehè ambué
 ni ... ni
 rovái
 rupi
 vove

PREPARATION STAGE

Program

(Modulation of Commands)

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

e-ñe'ē na

2. E-hendú ke is roughly equivalent to 'You'd better listen'. How would you say 'You'd better talk'?

e-ñe'ē ke

3. E-hendú 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-hēndu mī kena, 'I tell you, please listen a little'. This form contains three modulators: mī, ke and na. How would you say 'I tell you, please study a little'?

e-stúdia mī kena

5. Note that the following combinations of mī, ke and na are used:

- e-lèe mī kena
- e-lèe mī ke
- e-lèe mī na
- e-leé ke
- e-leé na
- e-leé kena
- e-lèe mī

- 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-studiá is a statement meaning 'You study'. Ani re-studiá is a negative command meaning 'Don't (you) study'. Re-ñe'ê means 'You talk'. How would you say 'Don't talk'?

Ani re-ñe'ê

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

Ani pe-studiá.

- 9. Write and pronounce the following in Guarani:

- a. Don't talk.
- b. Don't listen.
- c. Don't write.
- d. Don't say it.
- e. Don't you-all study.
- f. Don't you-all talk.

Ani re-ñe'ê.
Ani re-hendú.
Ani re-scriví.
Ani er-é.
Ani pe-studiá.
Ani pe-ñe'ê.

(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 mĩ, ke, and na discussed in Unit 3.

11. Negative commands can be modulated with ke and na, but not with mī. Anī re-ñe'ẽ means 'don't speak'. Anī ke re-ñe'ẽ 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'?
12. Anī na re-ñe'ẽ is roughly equivalent to 'don't speak, I beg of you'. How would you say 'don't study, I beg of you'?
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 ke re-studiá

Anī na re-studiá

anī re-ñe'ẽ 'don't speak!'

(very direct--often taken as a harsh warning.)

anī re-ñe'ẽ ti 'don't speak!'

(not so direct--taken as advice, request, not as a warning.)

anī na re-ñe'ẽ ti 'don't speak!'

(even less direct than the above.)

anī kena re-ñe'ẽ ti. 'don't speak!'

(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?

anĩ re-scrivĩ ti!
 anĩ re-leé ti!
 anĩ re-studiá ti!

16. What would be the approximate meaning of Anĩ kena re-studiá?

I beg of you, please don't study.

(Negative of verb predicated sentences)

17. Oré ro-leé means 'we read'. Oré ndo^oro-leéⁱ means 'we don't read'. The negative statement is formed by ndo^o before the verb and i afterwards. How would you say 'we don't study'?
Oré _____ ro-studiá _____.

ndo^o ; i

18. Nandé ja-studiá means 'we (incl) study'. Nandé nda^aja-studiáⁱ means 'we don't study'. The negative is formed by _____ before the verb and i after the verb.

nda^a

19. The only difference in the negative affixes for ro-studiá and ja-studiá is that the first requires nd plus o before the verb and the second requires nd plus a before the verb. Ndo^oro-studiáⁱ. Nda^aja-studiáⁱ. 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-studiá?

nde^are-studiáⁱ

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

ndé nde^are-leéⁱ

21. Write and pronounce the following in Guarani:

- a. We don't study.
- b. We (incl) don't study.
- c. You don't study.
- d. We don't read.
- e. We don't say (it).
- f. We (incl) don't read.
- g. You don't read.

Oré ndo^oro-studiáⁱ.
 Nandé nda^aja-studiáⁱ.
 Ndé nde^are-studiáⁱ.
 Oré ndo^oro-leéⁱ.
 Oré ndo^oro-he^eⁱ.
 Nandé nda^aja-leéⁱ.
 Ndé nde^are-leéⁱ.



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 nd^a-leé^i. How would you write and pronounce 'I don't study'?

Xé nd^a-studiá^i.

24. ha'é 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'é nd^o-studiá^i.

25. Write and pronounce the following in Guarani:

- a. I don't study.
- b. I don't read.
- c. I don't know.
- d. he doesn't read.
- e. He doesn't know.
- f. he doesn't study.

Xé nd^a-studiá^i.
 Xé nd^a-leé^i.
 Xé nd^ai-kuaá^i.
 ha'é nd^o-leé^i.
 Ha'é nd^oi-kuaá^i.
 Ha'é nd^o-studiá^i.

26. Peë pe-studiá means 'you-all study'. 'You-all don't study' is Peë 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'?

Peë nda^pe-leé^i.

27. Write and pronounce the following in Guarani:

- a. We (incl) don't study.
- b. I don't study.
- c. You don't study.
- d. We don't study.
- e. He doesn't study.
- f. They don't study.
- g. You-all don't study.

Wandé nda^a-studiá^i.
 Xé nd^a-studiá^i.
 Ndé nde^re-studiá^i.
 Oré ndo^ro-studiá^i.
 Ha'é nd^o-studiá^i.
 ha'è kuéra nd^o-studiá^i.
 Peë nda^pe-studiá^i.



28. Xé a-scriví means 'I write'. Xé nd[~]a-scriví[~]ri means 'I don't write'. Since -scriví ends in i the negative affix is not i but ri. How would you say 'he doesn't write'?

Ha'é nd[~]o-scriví[~]ri.

(negative with verbless sentences)

29. Examine the following:

Ko liy[~]ro[~]pa nde[~]-mba'é?

Is this book yours?

Hêe, ha'é.

Yes, it is.

Ndé[~]pa Juan.

Are you John?

Hêe, Ha'é.

Yes, I am.

(lit. Yes, I'm he.)

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

Ndé[~]pa Juan?

Are you John?

Nda[~]ha'é[~]i.

No, I'm not.

Kóva nda[~]ha'é[~]i xe-livro.

This is not my book.

30. Make the following sentences negative:

- a. Kóva i-livro.
- b. Péva xe-coche.
- c. Péva Carlos.

- Kóva nda[~]ha'é[~]i i-livro.
- Péva nda[~]ha'é[~]i xe-coche.
- Péva nda[~]ha'é[~]i Carlos.

31. Compare the following:

- a. Xé nd[~]a-studiá[~]i.
- b. Xé nd[~]a-ntendé[~]i.
- c. Xé nd[~]a-ñe'[~]é[~]i.
- d. Nandé nda[~]ña-ñe'[~]é[~]i.
- e. Ndé nde[~]re-ñe'[~]é[~]i.

- I don't study.
- I don't understand.
- I don't talk.
- We (incl) don't talk.
- You don't talk.

Note that in nasal environments the d in the negative prefix zeroes out. Nd[~]a-ntendé[~]i is pronounced n[~]a-ntendé[~]i. How is nde[~]re-ñe'[~]é[~]i pronounced?

Ne[~]re-ñe'[~]é[~]i.



32. A-studiá ta means 'I will study'.
Nd^a-studiá mo'ã^i means 'I will not
 study'. The Future Marker ta changes
 to mo'ã in the negative forms. Change
Xé a-leé ta to the negative.

Xé nd^a-leé mo'ã^i.

33. Write and pronounce the following in
 Guarani:

- a. I'm not going to write.
 b. I'm not going to talk.
 c. I'm not going to listen.
 d. We (incl) are not going to live.

Xé nd^a-scrivì mo'ã^i.
 Xé nu^a-ñe'è mo'ã^i.
 Xé nd^a-hendù mo'ã^i.
 Nandé nda^jai-kò mo'ã^i.

(The position of ^i)

34. Note the placement of the negative
 marker in the examples below:

- a. Xé nd^a-studiá^i.
 b. Xé nd^a-stùdia-sé^i.
 c. Xé nd^a-studià-se vé^i.
 d. Xé nd^a-studià porã^i.
 e. Xé nd^a-studiá^i kurì.
 f. Xé nd^a-studiá^i hīna.

I don't study.
 I don't want to study.
 I don't want to study
 any more.
 I don't study well.
 I didn't study.
 I am not studying.

35. kurì and hīna (are/are not) within
 the negative markers?

are not

36. Write and pronounce the following in
 Guarani:

- a. We don't read.
 b. We (incl) don't read.
 c. They don't read.
 d. They don't want to read.
 e. I don't want to read any more.
 f. You can't speak Guarani.
 g. Don't speak Guarani.
 h. You-all don't know.
 i. I didn't study.
 j. I don't want to study any more.

Oré ndo^ro-leé^i.
 Nandé nda^ja-leé^i.
 ha'è kuéra nd^o-leé^i.
 Ha'è kuéra nd^o-lèe-sé^i.
 Xé nd^a-leé-se vé^i.
 Ndé nde^re-ñe'è^i guarani.
 Anī re-ñe'è guarani.
 Peē nda^pe-kuaá^i.
 Xé nd^a-studiá^i kurì.
 Xé nd^a-studià-se vé^i.

37. Study the following sentences, noting particularly the use of gui:

Aj-ú Norteamérica gui.
 A-sê ta ko'á gui.
 Moõ gui~pa ndé re-sê ta?
 Mba'é gui~pa rej-ú ko'á-pe?
 A-mba.âpo-sé gui.
 Manuel o-mba.apo-vé Ricardo gui.
 Péva i-põra-vé kóva gui.

I come from North America.
 I'll leave from here.
 Where will you leave from?
 Why (because of what) do you come here?
 Because I want to work.
 Manuel works more than Ricardo.
 That one is better than this one.

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

<u>xe-hegui</u> from me	<u>ore-hegui</u> from us
	<u>ñande-hegui</u> from us
<u>nde-hegui</u> from you	<u>pende-hegui</u> from you
<u>xu-gui</u> (or: <u>i-xu-gui</u>) from him	
<u>xu-gui kuéra</u> from them	

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 gui for which the English translation equivalent would not be 'from'; 'because' or 'than'.

Nde-resarái ta xe-heguf.

You'll forget me.
(compare: Olvidará de mí)

ho-'á xu-guí la i-plata.

He dropped his money.
(compare: Se le cayó la plata)

O-kañy ore-heguí opá ore-mba'é.

We lost all our things.
(compare: Se nos perdió todas nuestras cosas.)

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

41. Three English equivalents of gui are 'from'; _____ and _____.

because / than

(há event locale)

42. Study the following sets of sentences.

a. Oi-kó ta peteĩ baile.

There will be (occur) a dance.

b. Ja-há la baile há-pe.

Let's go to the dance.

c. Oi-mē la baile há-pe.

He's at the dance.

a. Oi-kó ta peteĩ reunión.

There will be a meeting.

b. Ja-há la reunión há-pe.

Let's go to the meeting.

c. Oi-mē la reunión há-pe.

He's at the meeting.

a. O-ĩ ta traváho.

There will be work.

b. O-ú hīna i-trávaho há-gui.

He's coming from (his) work.

c. Oi-mē i-trávaho há-pe.

He's at his work.

43. In the (b.) and (c.) sentences the noun is followed by the postfix há.
 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 há. 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) carrera 'race'
 _____ (g) cine 'movie'
 _____ (h) óga 'house'
 _____ (i) je-karù-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 há.

- _____ (a) 'Wedding o-je-'é casamiento _____ guaraní-me.
 _____ (b) Ja-há la casamiento _____-pe.
 _____ (c) Oi-mě kó óga _____-pe.
 _____ (d) Aj-ú hīna xe-travaho _____-gui.

(ndivé; ndi 'with' of accompaniment)

46. Study the following sentences observing particularly the use of ndivé and ndi.

A-ha-sê Carlos ndi.
 A-karú ta xe-tió ndi.
 Re-ñe'ê^{pa} hîna xe-ndivé?
 A-mba.apó ta nde-ndivé.
 Re-studiá ta he-ndivé.

I want to go with Carlos.
 I'll eat with my uncle.
 Are you talking with me?
 I'll work with you.
 You will study with him.

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.

xe-ndivé	ore-ndivé ñange-ndivé
nde-ndivé	pende-ndivé
ne-ndivé	he-ndivé kuéra

48. The form he-ndivé (is/is not) regular?

is not

49. ha'è o-ú ta xe-ndivé means: _____.

He will come with me.

50. Nde-ndivé^{pa} means _____.

with you?

51. How would you say 'I will study with them'?

A-stúdia-sê he-ndivé
kuéra.

(telling time)

52. Telling time in Guarani depends heavily on Spanish time expressions. Note the following:

O-ú kurî las doce.
 O-ú ta las doce y media.
 A-sê va.erã las doce menos cinco.

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-ñepytũ ta _____ las seis y cinco.

(araka'é ? 'when ?'; mbà'e hóra ? 'at what time ?')

54. Study the following dialogs:

A. Araka'é pa re-ḡuahē ra.è ?
B. A-ḡuahē kuehé kuri.

When did you arrive ?
I arrived yesterday.

A. Mbà'e hóra re-ḡuahē ra.è ?
B. A-ḡuahē las seis kuri.

At what time did you arrive?
I arrived at 6:00.

55. Which would be the more likely response to Araka'é pa re-ḡuahē ra.è ?

a. lunes
b. la una

a.

(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. Moõ guive pa ja-leë va. arã ko livro ?

Where are we supposed to read the text ?

b. Ko'á guive ko'á peve.

From here up to here.

a. Araka'é guive pa rei-mē ko'á-pe ?

How long have you been here?

b. Kuehé guive-nte.

Just since yesterday.

a. Moõ peve pa ja-há ta ?

How far (up to where) will we go ?

b. Paraguay peve.

As far as (up to) Asuncion.

57. It is apparent that the postfix guive is equivalent to Spanish 'desde', and peve to the Spanish 'hasta'.

58. How would you translate 'Desde Alaska hasta Florida'?

Alaska guive Florida peve.

(vakue or va.ekue non-recent past time)

59. Study the following sentences:

A-nacè vakué Itapu'amī-me.

I was born in Itapu'amī.

Aj-apò vakué primer grado Luque-pe.

I attended first grade in Luque.

A-vendè vakué xe-coche aj-ú mboivé Paraguái-pe.

I sold my car before I came to Paraguay.

60. Contrast:

A-vendè vakué xe-coche.

I sold my car. (Not in the immediate past)

A-vendé kurì xe-coche.

I sold my car. (within the last day or so)

61. Kurì 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 kurì 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).

62. Referring to a relatively remote time in the past, how would you say:

I bought a car.
I went to Texas.
He died.

A-jogua vakué peteĩ coche.
A-há vakué Texas-pe.
O-manó vakué.

([time] ago oj-apó [time])

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

oj-apó una hora.
oj-apó tres minutos
oj-apó cuatro mese
oj-apó cinco semana

65. Contrast 1a and 2a, 1b and 2b:

1. a. Araka'é^{pa} re-hó ra.è centro-pe ?
b. A-há kuri centro-pe oj-apó dos hora.

When did you do downtown ?
I went downtown two hours ago.

2. a. Araka'é^{pa} re-hó raka.e Peru-pe ?
b. A-hê vakué Peru-pe oj-apó dos mese.

When did you go to Peru ?
I went to Peru two months ago.

1a and b have to do with RECENT PAST TIME. You are familiar with the relation of ra.è and kuri 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 ra.è is used in the question and vakué, not kuri is used in the response.

66. Referring to a remote time in the past how would you say.

Where did Lincoln die ?
What where you born in Ohio ?

Moõ^{pa} Lincoln o-manó raka.e?
Mba'é^{pa} rej-apó raka.e hîna Ohio-pe ?

When did you come to Paraguay ?

Araka'é^{pa} rej-ú raka.e Paraguái-pe ?

(Alternate forms of the superlative)

67. Contrast:

- | | |
|-----------------------|----------------|
| 1. a. pé-pe | there |
| b. pè-pe- <u>té</u> | right there |
| 2. a. i-porã | it's nice |
| b. i-porã- <u>ité</u> | it's very nice |
| 3. a. hasý | he's sick |
| b. hasý- <u>eté</u> | he's very sick |

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:

á-pe	here	à-pe-té	right here
vaí	ugly	vaí-eté	very ugly
pirú	thin	pirù-eté	very thin
tujá	old	tuja-ité	very old
ate'ȳ	lazy	ate'ȳ-eté	very lazy

69. Contrast:

- | | |
|-------------------|------------------------|
| 1. a. hasý-eté | he's very sick |
| b. hasý-etèrei | he's very very sick |
| 2. a. i-porã-ité | she's very pretty |
| b. i-porã-itèrei | she's very very pretty |
| 3. a. i-mbague-té | it's very slow |
| b. i-mbague-tèrei | it's very very slow |

The second level superlative suffix found in the b. cases is the same as the 'first-level' superlative, but adds rei.

70. Contrast:

1.

- a. o-hasá
b. o-mbohasá

it passes
he passes it

2.

- a. o-pupú
b. o-mbopupú

it boils
he boils it

The verbs pupú and hasá are intransitive, i.e. cannot be followed by a direct object. The prefix mbo occurs with many intransitive verb stems and the resulting verbs are transitive. Mbo never occurs with transitive verb stems.

71. O-guejý 'he gets down' and o-jahú 'he bathes' are intransitive verbs. What would their transitive forms be?

o-mboguejý / o-mbojahú

72. What would o-mboguejý and o-mbojahú mean?

- a. he gets it down
b. he bathes it

73. Contrast:

1.

- a. o-ú
b. o-mboú

it comes
he sends it (to me)
(makes it come)

2.

- a. o-guatá
b. o-mbogatá

he walks
he drives it
(makes it walk)

74. 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.)

75. The Guarani counterparts of the above transitive expressions are verbs made transitive by the prefix mbo.

a-mboguata
 a-mboguapy

I cause _____ to walk.
 I cause _____ to sit.

76. Examine the following:

kua
 o-mbokua
 pu
 o-mbopu

hole
 he makes a hole in it...
 sound
 he plays (makes sound)...

77. Notice that the prefix mbo also combines with nouns to form transitive verbs.

78. If tavy means 'fool', how would you say 'I fooled him'?

A-mbotavy xu-pe.

79. Examine the following:

i-pyahu
 a-mbopyahu
 tuixa
 a-mbotuixa

It is new.
 I renovate it, make it new.
 It is large.
 I enlarge it; I make it large

80. In the above examples mbo is combined with Quality Verbs to form _____ verbs.

transitive

81. If hakuá means 'sharp' and pohýi means 'heavy', what do you suppose the meaning of mbohakuá and mbopohýi 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, j, and nd. You also know the words sē, 'to leave'; ī, 'to be in a place'; potī, '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. (kotý)

A-mbosē xu-pé.
O-mbqī mesá ári.

Re-mbopotī la kotý.

83. Why is the 'b' not pronounced in each case?

The mb was immediately followed by nasal vowels.

84. One new sound change needs particular attention. It occurs following the mbo prefix:

o-karú
o-mbongarú

he eats
he feeds (makes it eat)

i-ky'á
o-mbongy'á

it is dirty
he dirties it

cavajú
o-mbongavajú

horse
he scolds

85. As you noticed the initial 'k' of these stems following the prefix mbo changes to ____.

ng

Since the stem initial consonant changed to ng, a nasal source caused the mbo to be changed to ____.

mbo

86. If koré is 'fence', ké is 'to sleep' and kuerá is 'to be cured'; how would you say:
- a. He fenced his garden. (hi-uérta) O-mbongorá hi-uérta.
- 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-mbonguerá xu-pé?
87. Examine the following:
- o-ké he sleeps
o-mbongé xu-pé he puts him to sleep
- oi-ke he enters
o-mboi-ngé xu-pé he makes him enter
- Do I-verbs retain their identity even though we add the prefix mbo? yes
88. Oi-koré means 'to live'. How would you say 'he revives him (makes him live)'? O-mboingové xu-pé.
89. Some stems which begin with 'k' such as kua, 'hole'; do not undergo any major phonetic changes when mbo is added. 'To make a hole in...' is mbokua.
90. Examine the following:
- héndy tātá the fire glows, gives light
o-mbyendy tātá He lights the fire.
- hakú it is hot
o-mbyakú He heats it.
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 ___ with non-nasals and ___ with nasals. mby / mby

92. The prefix mbo changes to mby (or mby) when occurring with words which begin with vowels. If aký is 'to be wet' and atý is 'to be together', how would you say:

a. I wet the clothes. (aó)

A-mbyaký aó.

b. He gathers the rocks. (itá)

O-mbyatý itá.

93. Examine the following:

o-páy
O-mbombáy

he wakes up
He wakes (someone) up.

o-pytá
o-mbombytá xu-pé

he stays
He makes him stay.

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'é o-mbombú.

b. She weans her baby.

O-mbombo'ó i-memby.

96. In all of the foregoing examples the prefix mbo occurs with Quality intransitive verbs and nouns to form _____ verbs.

transitive



Summary

MODULATION OF COMMANDS: In addition to mĩ the particles ke and na are used singly and in combination to modulate the force of affirmative commands.

E-studiá!	Study!
E-stùdia mĩ!	Study a little!
E-studiá ke!	You'd better study!
E-studiá na!	Study, I beg of you!
E-studiá kena!	I tell you, please study!
E-stùdia mĩ kena!	I tell you, please study a little!

NEGATIVE COMMANDS: The NEGATIVE COMMAND is formed by anĩ plus the VERB.

Anĩ re-studiá.	Don't (you) study.
Anĩ pe-hendú.	Don't (you-all) listen.
Anĩ 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. (mĩ is not used.) A displaceable modulator ti or tei is also used in negative commands.

Anĩ ke re-studiá.	You'd better not study.
Anĩ na re-studiá.	Don't study, I beg you.
Anĩ kena re-studiá.	Please, don't study.
Anĩ re-studiá ti.	I'd advise you not to study.
Anĩ ke.	Better not do that.
Anĩ na.	Please don't.
Anĩ 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	I read.
(xé) nd^a-leé^i.	I don't read.
(ha'ë) nd^o-leé^i.	He doesn't read.
(ndé) nde^re-leé^i.	You don't read.
(oré) ndo^ro-leé^i.	We don't read.
(ñandé) nda^ja-leé^i.	We (incl) don't read.
(peë) nda^pe-leé^i.	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.

(Xë) a-scriví.	I write.
(Xé) nd^a-scriví^ri.	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.

Kóva xe-livro	This is my book.
Kóva nda^ha'ê^i xe-livro.	This is not my book.

Péva Carlos	That is Carlos.
Péva nda^ha'ê^i Carlos.	This is not Carlos.

The d in the negative prefix will drop out within a nasal span:

NASAL / NEGATIVES:

(Xé) nd^a-ntendê^i. (n^antendê^i)	I don't understand.
(Ñandé) nda^ña-ñe'ê^i. (nd^na-ñe'ê^i)	We (incl) don't speak.

The FUTURE MARKER ta changes to mo'ã in negative forms.

FUTURE NEGATIVE:

A-studiá <u>ta</u> ko'ëro.	I will study tomorrow.
Nd^a-studiã mo'ã^i ko'ëro.	I will not study tomorrow.

O-leé ta.	He is going to read.
Nd^a-leè mo'ã^i.	He is not going to read.



GUI - HEGUI:

'from'; 'because'; 'than'

When it combines with the first and second person prefixes, gui becomes hegui, the third person prefix retains gui.

xe-hegui	from me
ore-hegui	from us
(i)xu-gui kuéra	from them

HÁ:

(event locale)

Certain nouns which name events or places where activities are enjoined take há when attendance at these places is indicated.

Ja-há la baile <u>há-pe</u> .	Let's go to the dance.
Oi-mē la reunion <u>há-pe</u> .	He's at the meeting.
O-ú hīna i-trāvaho <u>há-pe</u> .	She's coming from (her) work.

NDIVÉ, NDI:

'with' of accompaniment
ndivé after pronouns
ndi after nouns

A-karú ta xe-tió ndi.	I'll eat with my uncle.
A-ha-sé Carlos ndi.	I want to go with Carlos
A-mba.apó ta nde-ndivé.	I'll work with you.
E-hugá he-ndivê kuéra!	Play with them!

TELLING TIME:

Spanish expressions are used to tell time.

O-ú las doce y media.	He'll leave at 12:30.
A-ḡuahē las seis kurî.	I arrived at 6:00.
Ko'āḡa-ité las seite.	It is now precisely 7:00.

ARAKA'É / MBA'È HÓRA: 'when' / 'at what time'

Araka'è pa re-guahē ra.è?	When did you arrive?
Mba'è hóra re-guahē ra.è?	At what time did you arrive?

GUVÉ / PEVÉ: 'desde' / 'hasta'

Araka'è guivé pa rei-mē ko'á-pe?	How long have you been here ?
Kuehé guive-nte.	Just since yesterday.
Mba'è hóra pevē pa ja-studrá ta?	Until what time shall we study?
Las dies pevē.	Until 10:00.

VAKUÉ / VA.EKUÉ: Non recent PAST TENSE INDICATOR, beginning with the day before yesterday and going back months, years, centuries.

A-hà vakué Méhico-pe.	I went to Mexico.
A-joguà va.ekué petē óga.	I bought a house.

OJ-APÓ (time) '(time) ago'

Oj-apó tres meses.	Three months ago.
Oj-apó cinco segundos.	Five seconds ago.

SUPERLATIVE:

<u>té</u>	first-level	<u>térei</u>	second-level
<u>ité</u>	superlative	<u>itérei</u>	superlative
<u>eté</u>	'very'	<u>etérei</u>	'extremely'

I-pirü-eté.	She's very thin.
I-tuja-ité hikuái.	They are very old.
Nde-ate'j-etérei.	You are extremely lazy.

NOTE: after a té (rei)
a; o ité (rei)
all others eté (rei)

MBO- (or MBY-)

Mbo- is a transitizing prefix, used often to indicate the change of a verb from the intransitive to the transitive form.

a. Ogue-jj	He gets down
b. O-mboguejj	He gets it down
a. O-guatá	He walks
b. O-mbogatá	He drives it

Mbo- can also combine with:
a. nouns and
b. quality verbs
to form transitive verbs.

a. A-mbotavj xu-pé	I rob him
b. A-mbopyahá	I renovate it
A-mbotuixá	I enlarge it

Some RH factor words - due to sound changes when they are connected with mbo, change this prefix to mby-.

A-mbyakj uó	I wet the clothes
O-mbyatj itá	He gathers rocks

Written Exercises

1. Change the following commands into NEGATIVE COMMANDS with ti.

Example: E-hendũ mĩ. (Listen) Anĩ re-hendũ ti. (Don't listen.)

- a. E-stũdia mĩ.
- b. Pe-stũdia mĩ.
- c. E-e mĩ.
- d. E-scrivĩ mĩ.
- e. Pe-hẽndũ mĩ.

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. Xé a-studiá hĩna guaranĩ.
- b. Ha'é o-studiá hĩna guaranĩ.
- c. Oré ro-hendũ.
- d. Ha'è kuéra o-ñe'è porã.
- e. Ndé re-ñe'è porã aveí.
- f. Nandé jai-kó á-pe.
- g. Peẽ pe-stũdia-sé.
- h. Ha'é o-scrivĩ hĩna.
- i. Oré ro-scrivĩ kurĩ.
- j. Kó xe-livro.
- k. Péva ndé-livro.
- l. Péva Carlos.
- m. Ko lápis xe-mba'é.

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. Xé ndã-ntendéi.
- b. Nandé ndã-jã-ñe'ẽi.
- c. Ndé nde-re-ñe'ẽi guaranĩ.
- d. Ha'é ndã-pe-hẽndũ-séi xé-ve.
- e. Ja-hendũ rõ, ha'é ndã-o-ñe'ẽ mo'ẽi.

5. Make the following sentences negative, and translate into English.

- a. Xé a-studiá ta.
- b. Oré ro-stũdia-sé ta.
- c. Nandé jai-kó ta á-pe.
- d. Ha'é o-stũdia vé ta.

Memorization

Ha-'é	ha-'e-sé va	I say what I want to say
Ha-'ú	ha-'u-sé va	I eat what I want to eat
Aj-apó	aj-âpo-sé va	I do what I want to do

Looking Aheadfind out how to say

I see you-all

We see you-all

He sees you-all

listening for study

- | | |
|---------------------------------------|--|
| 1. Mba'é color~pa nde-gusta-ve? | Qué color te gusta más? |
| 2. Ara hový ha hový kangý asý. | El cielo es de color azul, a veces es celeste. |
| 3. Naranja pytã. | La naranja es anaranjada. |
| 4. Yvyra rogue hovýü. | Las hojas de los árboles son verdes. |
| 5. Rosa pytangý. | La rosa es rosada. |
| 6. Avatí hesa'yjú. | El maíz es amarillo. |
| 7. Pe mitã hesa'yjú. | El niño está pálido. |
| 8. Juký ha asucá morotí. | La sal y el azúcar son blancos. |
| 9. Xe-hermano traje hũ. | El traje de mi hermano es negro (o gris). |
| 10. Pyharé pytü hĩna. | La noche esta obscura. |
| 11. Ára hesakã. | El día es claro. |
| 12. Y nda~i-color~iri. | No tiene color. |
| 13. Pe kuñataĩ iñ-karangué sa'yjungý. | La señorita tiene el cabello (ó pelo) castaño. |
| 14. Arco iris oque-rekó siete color. | El arco iris tiene siete colores. |
| 15. Xe~gustá la yvoty kuéra lila va. | Me gustan las flores de color lila. |
-
- | | |
|---|--|
| 1. Mba'é rá o-valé la reloj? | Para qué sirve el reloj? |
| 2. He-'í haгуã la óra. | Para indicar ó señalar la hora. |
| 3. Mba'é ixa mba'é gua reloj~pa o-ĩ? | Cuántas clases de relojes hay, ó conoce Ud.? |
| 4. O-ĩ, reloj pulsera, despertador ha de pared. | Reloj de pulsera, despertador, de pared. |
| 5. Mba'é ixa~pa héra la relojero o-mba.apo há? | Cómo se llama el taller del relojero? |
| 6. Héra <u>relojería</u> . | Relojería. |
| 7. Mba'é ixa~pa o-ñe-porandũ óra re? | Cómo se pregunta la hora? |
| 8. Mba'è óra~pa hĩna. | Qué hora es? |
| 9. I-katú~pa èr-e mĩ xé-ve mba'è óra~pa hĩna ? | Puede decirme la hora? |
| 10. Mba'èixa~pa o-ñe-contestá? | Cómo responde Ud.? |
| La una en punto. | Es la una en punto. |
| La una y media hĩna. | Es la una y media. |

1. Mba'é ora^pa re-hó va.erã la dentista-pe ?
2. La once y media.
1. Mba'é rã re-hó la dentista-pe ?
2. A-myaty rō uka-sé gui xe-rãi.
1. Mba'é^pa er-é la dentista-pe nde-rãi-rasy vo vé ?
2. Ha'é xu-pé xe-rãi-rasy há.

Ei-pe'a nde-jurú
 E-mbotý nde-jurú
 E-ndyvú
 Hasý^pa ndé-ve ?
 E-je-juru héi

Mboý^pa o-valé ko camisá ?
 Ko camisá o-valé 200 guaraní.
 Hepy-itereí.
 Hêe pero i-porã.

Moõ^pa ikatú a-topá tembi-pürù kuéra ?

Yvaté segundo piso-pe o-i olla,
 etc.

Moõ^pa ikatú a-joguá aspirina ?
 Pe farmacia esquina-pe guá-pe.

A qué hõra es su cita con el
 dentista ?
 A las once y media.

Para qué va al dentista ? O: 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
 Le duele ?
 Enjuague la boca

Cuánto cuesta esta camisá ?
 Esta camisá 200 guaraníes.
 Es muy cara.
 Sí, pero la calidad es muy buena.

Dónde puedo encontrar artículos para
 la cociná ?

En el segundo piso Ud. encuentra
 ollas, etc.

Dónde puedo conseguir aspirinas ?
 En la droguería (farmacia) de la
 esquina.

Ndé^ˆpa re-jahú cada día ?
Hēe, a-jahú.

Mba'é-pe^ˆpa re-jo-vahéi.
Havō ha y-pe.

Re-ñe-hendyva'ó^ˆpa cada día ?
Hēe, cada día.

Mba'é-pe^ˆpa re-johéi nde-rāi?
Cepillo de diente-pe.

Mba'é-pe^ˆpa re-ñe-peina ?
Kŷ-guá-pe.

¿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.

Survival Expressions

I.

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 ?

Pe-hendú porà, há oĩ rò nda^ˆpe-ntendé^ˆi va, pe-hupi pende po. Ha upéi a-henduka ríre jevý peë-me dos vece, a-porandú ta peë-me, mba'é^ˆpa la he-'í va. Oĩ ma^ˆpa ?

II.

a. 'Mba'é ixa^ˆpa pende ko'ë'í?
Pe-ntendé^ˆpa ?

How are you this morning?
Do you understand ?

b. Oĩ rò nda^ˆpe-ntendé^ˆi va
pe-porandú va. erã mba'é^ˆpa
he-'i-sé .

If there's anyone of you who
doesn't understand, ask.

c. Mba'é^ˆpa ta mba'é^ˆ la er-é
va. ekue ?

What does it mean what you
said ?

d. Ko'ë'í ta ha-hó^ˆ ta Paraguái-re.
Oĩ^ˆpa pe-porandú-sé va ?

Now we'll talk about
Paraguay. Is there anything
you want to ask ?

e. Xé a-kué^ˆ oĩ-pa hetá indio.
Paraguái-yr

I want to know if there are
many Indians in Paraguay.

III.

Mba'é^ˆpa re: potá aj-apó ?

E-nembo'y (stand up)

E-guapy

Te re-hó pisarrón-pe.

E-jagarrá pe tisa.

E-scriví 'mba'é ixa^ˆpa' pisarrón-pe.

Ko'ãga e-moí jevý hendà gué-pe pe tisa.

E-jeré.

Te-re-ho jevý la nde-asiento-pe.

Ei-pe'á la nde-livro.

E-mbotý nde-resá.

E-contá cuátro peve guaraní-me.

IV.

Clase, pej-ve añ jevý:

A-karú kuré ixa.

Hatã mi-vé, na o-ño-ndive-pá.

'A-karú kuré ixa.'

Oĩ-porã. Pero añ pe-sapukái ti.

Ya re-ve dá ma~pa?

Ne'ira guêteví.

Araka'é~pa re-mendá ta?

Nd'a-menda mo'ñi muca.

Mba'é re?

Ha-'é nte.

Are you married?

Not yet.

When are you getting married?

I'll never marry.

Why?

I'm just kidding.

Ej-u mĩ sapv'a-ité.

Pya'é!

Aj-apurá aína.

Hi'ú-nte xé-ve roi~pytyvõ.

Venga un momentito.

Quickly!

I'm in a hurry.

I wish to help you.

Mba'é~pa la o-ĩ va?

Pe-ĩ ma~pa?

Ko-ĩ ma!

O-ĩ ma~pa?

O-ĩ ma!

What's wrong?

Ready ?

Ready !

Okay?

Okay!

Xe~perdoná na, x-amigo.

Xe~disculpa na xe-ra'y.

Ha-moté xe~nupã.

Pardon me, my friend.

Excuse me, son.

He came close to striking me.

Mba'é ixa~pa o-je-purú?

Mba'é la rei-kuaa-se-vé va re-ina.

Cómo se usa?

What else do you want to know?

Àra hákú hina, ajé~pa?

Ho'ysã-porã~pa pe'y?

Xe~gusta la cafe haku-porã.

Xé ro'y a-ina.

Opá o-ĩ va.

Ai-mẽ nde-ndivé.

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)!

Nda^ˆi--pori provlema.

Ja-jo-(h)exá ta upéi.

Mba rá-vé nd^ˆoi-kó^ˆi.

A-je-vale-se mĩ nde-pó re?

Guarani-me mante a-ñe(ẽ-sé.

Upe ixa mante re-aprendé ta.

There is no problem.

(No hay problema.)

We'll see you later.

(Nos vemos después.)

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.

Unit Eight

CONTENTS

grammar points

1. Haḡuā - 'para' - 'to', 'in order to'
2. -ina
Two ways of forming the progressive
 1. hīna
 2. -ina 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. Kué
indicator of thing, state or action in past and no longer in force.
6. Va, vakué (va.ekué)
va 'the one which' plus kué 'former', 'past'.
7. Rā
indicating future
8. Vo (haḡuā)
can be used parallel in conjunction with verb of motion.
9. Rā (ḡuarā)
'for [the benefit] of'
10. Je and Jo prefixes
Reflexive and reciprocal
11. T, Te, Ta, To
Desiderative prefix
12. -uká, ká
Causative (with transitive verb stems)

13. RE, REHE
'of', 'about' (Sp. 'de')
14. 'Y - 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)
18. TEMBI - Derivation of nouns from verbs.
19. KUÉ - Use of kué-suffix
20. GUIGUÁ - Combination of gui and guá

vocabulary

Nouns

aguara'í
angujá
havõ
ñepý
na'aguy
ka.arú
kaguijý
kesú
korapý
kuimba'é
kurú
manduví
mbói
mba'asý
mboká
moyry'ai
mëna
ñande-jará
pa'í
pombero
puchuké
raká
rogué
ryguasú
syvá

tanimbú
tapé
tapití
teté
toro
tymbá
typyxá

Verbs

angatá
guapý
hasê
henõí
Imo'ã
Ipurú
Japí
Japysaká
jokuá
kakuaá
kororõ
ma'ê
maña
mandu'á
mateá

mbo'é
mbojeré
mbohorý
mbombe'ú
mbosarambí
mboú
mbovó
moirú
ñakáky'ó
ñangarekó
ndyvú
ñembo'y
ñemity
ñepyrú
ñongatú
pená
pckó
poñý
popó
pu'aká
puká
pyrú
rairó
rojá
roviá

ru
topá
turuže'ě

Modifiers

hypý
kane'ò
kyhyjé
hembyahýi
poxý
pukú
py
pya'é
rorý
ryguatã
taróva
tí
yvaté

Miscellaneous

oño-ndivé
sa'i-vé

PREPARATION STAGE

Program

(haḡuã 'para; to; in order to')

1. Xé a-karú ai-kove kove haḡuã.

I live to eat.
(Como para vivir.)

Ndé rei-kové re-karu haḡuã.

You live to eat.
(Vives para comer.)

Roj-ú ko'á-pe ro-mba.apó haḡuã.

We came here to work.
(Venimos aquí para trabajar)

2. How would you say:

I study in order to learn.

A-studiá a-aprendé haḡuã.

I work in order to earn money.

A-mba.apó a-gana haḡuã
plata.

We go to the library to read.

Ro-hó biblioteca-pe ro-leé
haḡuã.

3. Ro-aprende-sé guarani ikatu haḡuã
ro-ñe'ë preñde-ndivé.

We want to learn Guarani in
order to be able to talk
with you.

4. How would you say:

I must learn Guarani in order to be
able to work in Paraguay.

A-aprendè va.erã guarani
ikatu haḡuã a-mba.apó
Paraguái-pe.

I must work in order to be able
to help him.

A-mba.apò va.erã ikatu
haḡuã ai-pytyvò xu-pé.

5. Pende-mitã guèteri pe-sé ma haḡuã
la escuela gui.

You boys are still too
young to drop out of
school. (Uds. son todavía
[muy] jóvenes para dajar de
ir a la escuela.)

How would you say:

You are still too sick to get out
of [your] bed.

Nde-ñasý guèteri re-pu'ã
ma haḡuã nde-tupá 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-'í xé-ve a-sē haḡuā hóga gui.

Carlos o-jeruré xé-ve a-há haḡuā.

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 hīna.
- b. A-studiá a-īna.

2.

- a. Re-studiá hīna.
- b. Re-studiá re-īna.

3.

- a. Ro-studiá hīna.
- b. Ro-studiá ro-īna.

4.

- a. Ja-studiá hīna.
- b. Ja-studiá ĩa-īna.

5.

- a. Pe-studiá hīna.
- b. Pe-studiá pe-īna.

Nde-vaí re-ganá haḡuā la premio.

Pero ĩa-sē haḡuā ko mboriahú gui, ĩa-mba.apò va.erā.

ĩa-sē haḡuā ko'á gui ĩai-kotevē'plata.

He told me to get out of his house.

Carlos asked me to go.

Ha-'é xu-pé o-sē haḡuā xe-róga gui pya'é.

Ha-'é ndé-ve rej-u haḡuā pya'é.

He-'í Carlos-pe o-studiá haḡuā las dies pevé.

Er-é xu-pé o-pytá haḡuā ko'á-pe ko'ĕro pevé.

María o-jeruré José-pe o-ú haḡuā.

I'm studying.

You're studying

We're studying.

We're studying.

You're studying.

6.

- a. O-studiá hína.
- b. O-studiá hína hikuái.

He's studying.
They're studying.

For all except third person singular two ways of forming the progressive are possible, one with hína, the other with -ína conjugated with the person prefixes. Actually the conjugated forms are used more frequently.

10. Use the conjugated forms to translate the following:

I'm walking.
You're singing.
We (incl) are speaking.
We (excl) are reading.
They are eating.

A-guatá a-ina.
Re-purahéi re-ina.
Na-ñe'ê ña-ina.
Ro-leé ro-ina.
Ikarú hína hikuái.

11. Contrast:

1.

- a. He-'í o-ú ta há ko'ëro.
- b. He-'í o-ú hagué kuehe.

He said that he'll come tomorrow.
He said that he came yesterday.

2.

- a. Carlos he-'í o-studiá há.
- b. Carlos he-'í o-studiá hagué.

Carlos says that he studies.
Carlos says that he studied.

3.

- a. Ai-kuaá ndé há.
- b. Ai-kuaá ndé hagué.

I know that it is you.
I know that it was you.

12. Note the following observations about the above pairs of sentences:

- a. Certain verbs such as -'é 'to say' and Ikuaá 'to know' require há after the predicate of the following clause. há can be translated as 'that'.
- b. The há becomes hagué in past time context.

13. How would you say:

I know that you have a girl friend.

Ai-kuaá nde-chica há.

I know that you had a girl friend.

Ai-kuaá nde-chica hagué.

Carlos told me that you will buy a new car.

Carlos he-'í xé-ve (ndé)
re-joguá ta há peteĩ coche
pyahú.

Carlos told me that you bought a new car.

Carlos he-'í xé-ve (ndé)
re-joguá hagué peteĩ coche
pyahú.

14. 1.

a. Aj-apó ta Carlos he-'i há ixa.

I'll do it like Carlos says.

b. Aj-apó ta Carlos he-'i hagué ixa.

I'll do it like Carlos said.

2.

a. Aj-apó Carlos oj-apo há ixa.

I do it (or did it) like
Carlos does.

b. Aj-apó Carlos oj-apo hagué ixa.

I do it (or did it) like
Carlos did.

15. How would you say:

Write it like I do.

E-scriví xé a-scriví há ixa.

Write it like I did.

E-scriví xé a-scriví hagué
ixa.

Eat it like we do.

Pe-'ú oré ro-'ú há ixa.

Eat it like we did.

Pe-'ú oré ro-'ú hagué ixa.

16. Ha'é o-mondá.

He steals.

Ha'é monda há.

He is a thief.

Ha'é oj-apó acá.

She makes clothes.

Ha'é oj-apo há.

She is a seamstress.

Ha'é ku re-juka há.

He's a hog-butcher.

Mba'è-ajo há pa pe tuja?

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)

Ha'é chipa-vendè há.

He is a mango eater. ('ú)

Ha'é mango-'ù há.

He is an English teacher. (mbo'é)

Ha'é inglés-mbo'è há.

He is a milkman. (bringer of milk)
(roja)

Ha'é kamby-roja há.

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.

19. A-há hīna xe-rú o-karu há-pe hīna.

I'm going to where my father is eating.

Ndè re-hó xé a-ha há-pe.

You go to where I go.

Here the element há is used to derive location noun phrases from intransitive verb phrases. Compare the above sentences with A-há hīna peteī reunion há-pe. 'I'm going to [where] a meeting [takes place].'

20. How would you say:

Go to where he studies.

Te-re-ho ha'é o tudiâ há-pe.

I'm coming from where I work.

Aj-ú hīna a-mba apò há gui.

I'm going to where you work.

A-há hīna re-mba apò há-pe.

Show me the woods where he is hiding.

E-hexauká xé-ve la ka'aguý
ha'é o-kañy há hīna.

21. Contrast:

a. A-há ta la ha'é o há-pe.

I will go to the place where he goes.

b. A-há ta la ha'é o-ho hagué-pe.

I will go to the place where he went.

c. A-há ta la ha'é o-ho ta há-pe.

I will go to the place where he will go.

Notice how the tense is indicated by há, hagué, ta há. Name the tenses these indicate:

há
hagué
ta há

present
past
future

22. How would you say:

You're going to go where I'll go.

Ndé re-hó re-ina xé a-hà ta há-pe.

I'm coming from where my father works.

Aj-ú a-ina xe-rú o-mba.apò há gui.

I'm coming from where my father used to work.

Aj-ú a-ina xe-rú o-mba.apò hagué gui.

I'm coming from where my father will work.

Aj-ú a-ina xe-rú o-mba.apò ta há gui.

You're going to where I came from.

Ndé re-hó aj-ù hagué gui.

23. a. Ja-ha há óra ma.
(cp. óra ma ja-hà hagué
'ya es hora de irnos.')

Ya es hora de irnos.
It is time to go.

Here há is used again to derive a noun clause (ja-hà há 'our going' or 'that we go') from a verb clause (ja-há 'we go'). Ja-hà 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.

Jaj-apò-pa há óra ma.

The day we come he will leave.

Roj-ù há ára-pe ha'é o-sē ta.

The day we came he left.

Roj-ù há ára-pe ha'é o-sē vakue.

25. Contrast:

Voluntario
Voluntàriokué

Volunteer
Ex-volunteer, former volunteer

Xe-tio rōga
Xe-tio rōgakué

My uncle's house
My uncle's former house

Ĥete
Ĥetekué

His body
His cadaver

Ĥepý
Ĥepýkué

Its going price
The price paid, what the price was

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

Presidentekué
Kokuekué
Pa'ikue
Ĥapekué
Secretariakué

27. Contrast:

1.
a. Mba'é^hpa la re-porandu-sé va?

What is it you want to ask?

b. Mba'é^hpa la re-porandu-sé vakue?

What is it you wanted to ask?

2.
a. Pe karáí re-hexá va xe-tiô.

That man you see is my uncle.

b. Upe karáí re-hexá vakue xe-tiô.

That man you saw is my uncle.

3. a. Kóva^hpa la re-joguá ta va ?

Is this what you're going to

b. Kóva^hpa la re-joguá vakue ra.è ?

Is this what you bought ?

You can see that vakue (or va.ekue, as it is frequently pronounced) is a combination of va 'one which' and kué 'past, former'.

28. How would you say ?

What is it you are saying ?

Mba'é^hpa la èr-e.va re-ina.?

What is it you were saying ?

Mba'ó^hpa la er-é vakue re-ina

This book is the one I want.

Péva pe livro la ai-potá va.

That book is the one I wanted.

Péva pe livro la ai-potá vakue

Would you show us the pig I'm buying?

E-hexauka mĩ oré-ve la kuré a-joguá va a-ina ?

Would you show us the pig I bought ?

E-hexauka mĩ oré-ve la kuré a-joguá vakué. ?

29. a. Xe-tio-óga o-kái vakué.

My uncle's house burned down. (remote past)

b. Upé óga o-kái vakue xe-tio-mba'é.

That house that burned down was my uncle's.

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.

Xe-ru-sý hasý vakué.

The woman who was sick is my father's mother.

Upe kuñá-karáí hasý vakú la xe-ru-sý.

The woman who is sick is my father's mother.

Upe kuñá hasý va la xe-ru-

31. Contrast:

a. Maestrakué

Former teacher

b. Maestra

Teacher

c. Maestrarã

Future teacher

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- 2.
- a. Pà'ikué
- b. Pa'í
- c. Pà'irã

Ex-priest.
 Priest.
 Priest-to-be.

- 3.
- a. Tembî-'uké
- b. Tembî'ú
- c. Tembî-'urã

What was eaten.
 Ready food.
 The makings of food.

It is tempting to say that Guarani nouns inflect for tense, that rã indicated future tense just as kué indicates past tense for nouns.

32. Observe the idiomatic use of rã in the following:

1. Carlos oj-apó ta ñogarã.

Carlos will take himself a home (what will be his home).

2. A-ápó ta nde-rembi-'urã

I will fix your food (what will be your food).

33. How would you say:

Pa's studying to be a priest.

Péva o-studiá pã'irã.

That's my fiancée.

Péva xe-iembirekorã.

She's studying to be a teacher

O-studiá maestrarã.

34. At this point it should be easy to see that va (or va'skué) and hagué consist of va or na 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. Aj-ú a-aprendè hagué guarani.
- b. Aj-ú a-aprendè vo guarani.
- 2.
- a. Juan o-u-sé xe~visitã haguã.
- b. Juan o-u-sé xe~visitã vo.

I came to learn Guarani.

Juan wants to come to visit me.

3.
a. A-há a-jepe'è haḡuā.

I'm going to gather firewood.

b. A-há a-jepe'é 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 haḡuā) 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-aprendè haḡuā, but not O-studiá o-aprendé vo.

Some other common expressions in which vo can substitute for haḡuā 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.

Nḍo-tîrî o-jeruré vo.

He's not embarrassed to ask.

36. Similarly varġ (or va.erġ) and haḡuā consist of va or ha plus the future-potential indicator rġ. (In haḡuā the element rġ takes the form ḡuā.)

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 ra and kué suffixes together: pa'irangué

a would-be priest who decided not to go through with it; a seminary drop-out.

38. The suffix ra occurs also in the expression that translates 'for (the benefit of); para'.

María-pe guarã.
Mitã-me guarã
xe-ve guarã

for María
for the boy
for me

39. Two common ways of saying the same thing are shown below:

- a. Aj-apó ta María-pe ñogarã.
- b. Aj-apó ta peteĩ óga María-pe guarã.

What is the meaning of these sentences?

I'll build a house for Maria.

40. Using the -pe guarã option for translating 'for', how would you say:

I bought a gift (regalo) for my mother.

A-joguá peteĩ regalo xe-sy-pe guarã.

What shall I do for you-all?

Mba'é~pa aj-apó ta peẽ-me guarã.

Would you bring a book for him?

Eguè-ru mĩ peteĩ livro ixu-pe guarã.

41. Examine these examples of the use of guarã:

La camión Paraguay-pe guarã.

The bus to Asuncion.
Omnibus para Asunción.

Ko yvyrá Argentina-pe guarã.

This wood is destined for Argentina.

Ja-nejá carta á-pe guarã.

Let's leave the letter addressed to here.

42. How would you say:

The passengers (pasajeros) destined for Encarnación.

La pasajeros kuéra Encarnación-pe ġuarã.

Wheat destined for the flour factory. (fabrica de harina)

Trigo, fabrica de arina-pe ġuarã.

43. Ġuarã is also used with adverbs of time.

Ko'ẽro ġuarã

for; by tomorrow

Este diã ġuarã

for; buy today

How would you say:

For this weekend.

Ko semana-pa há-pe ġuarã.

By next week.

Pe semana-ou va pe ġuarã.

By day after tomorrow. (Ko'ẽ ambuẽ ro)

Ko'ẽ ambuẽ ro ġuarã.

44. Contrast the following:

Ko tembí'ú ko'ẽ ro ġuarã.
Ko tembí'ú kuehe ġuaré.

This food is for tomorrow.
This is yesterday's food.

Notice that ré is a variant of kué used with gua.

45. How would you say:

I'm going for a walk.
I'll go to the library to study.

A-há a-guatá vo.
A-há ta biblioteca-pe a-studiá vo.

Dofia María will come to help him.

Ña María o-ú ta oi-pytyvõ vo xu-pé.

He has an obligation to come.
Let's go and eat.
Let's go now and sleep.

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

we kill
we are killed (kill ourselves)
we kill each other

You learned earlier that the reflexive is formed with the prefix je. Je functions somewhat like the 'se' in Spanish. It is generally translated by the passive 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.

<u>reflexive</u>		<u>reciprocal</u>	
A-je-juká ta	I'll kill myself		
Re-je-juká ta	You'll kill yourself		
O-je-juká ta	He'll kill himself		

Ro-je-juká ta	We'll kill ourselves	Ro-jo-juká ta	We'll kill each other
Ja-je-juká ta	We'll kill ourselves	Ja-jo-juká ta	We'll kill each other
Pe-je-juká ta	You'll kill yourselves	Pe-jo-juká ta	You'll kill each other
O-je-juká ta	They'll kill themselves	O-jo-juká ta	They'll kill each other

51. In certain cases (idioms?) the first person singular occurs in the reciprocal form: Aj-jo-topá ta don Lotario-ndi. Me encontraré con don Lotario
52. How would you say:
 They will hurt (Japí) themselves. O-jej-apí ta hikuái.
 They will hurt each other. O-joj-apí ta hikuái.
 It is known already. O-je-kuaá ma.
53. Translate the following:
 Ro-jo-kuaá ma. We already know each other.
 Ro-jo-topá ta escuela-pe. We will meet each other at the school.
 Na-no-pytyvô: Let's help each other!

54. Study the following:

T-a-puká

I'd like to laugh
(que me ría)

ir-é xu-pe t-o-ú

Tell him to come
(cógale que venga)

i-guapy' t-a-mombe'ú ndé-we

Sit and let me tell you.

T-a-há t-a-á xe-árya.

Let me go and bring my harp.

Ta-pe-nó

I'd like you to go.

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

I'd like to go.

Te-re-hó

I'd like you to go.

T-o-hó

I'd like him to go.

To-ro-hó

I'd like us to go.

Ta-ja-há

I'd like us to go.

Ta-pe-hé

I'd like you to go.

T-o-hó

I'd like them to go.

There are four alternate shapes of the desiderative prefix. What are they?

t; te; ta; to

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

I'd like to remember

Ta-nde-mandu'á

I'd like you to remember

Ta-i-mandu'á

I'd like him to remember

Ta-ore-mandu'á

I'd like us to remember

Ta-lande-mandu'á

I'd like us to remember

Ta-pende-mandu'á

I'd like you to remember.

57. Is the following description correct?
 'The desiderative prefix ta has the
 alternant t before the 1st and 3rd
 person prefixes a- or o-; te before
 the 2nd person prefix pe-, to before
 the 1st pers plural prefix pe- and
ta elsewhere.'

It is correct.

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-a-studiá
 hr-é xu-pe t-o-studiá
 hr-é oré-ve to-ro-studiá
 ha-'é pee-me ta-pe-studiá

59. Contrast:

1.
 - a. A-scriví ta petei carta.
 - b. A-scrivíuká ta petei carta.

I'll write a letter.
 I'll have a letter written

2.
 - a. A-juká vakue pe kuré.
 - b. A-jukáuká vakue pe kuré.

I butchered the hog.
 I had the hog butchered.

3.
 - a. O-henõi Carlos-pe.
 - b. O-henõiuká Carlos-pe.

He called Carlos.
 He had Carlos called.

We will call the uká suffix the
CAUSATIVE. It occurs only with tran-
 sitive verb stems, and the resulting
 verb indicated that the subject has
 someone else perform the action in-
 dicated in the verb.

60. Look for the alternate form of the
 causative suffix:

Aque-ruká kurí pe jepe'á.

I had him bring the firewood.

A-moyendyka-sé ko fata.

I want to have the fire lit.

Hi-ruruka mí xé-ve 20.

Look me 20.

Mba'é pa he-'iká ndé-ve?

What did he have you tell?

Actually the causative suffix has
 two forms, uká and ká, both of
 which may be used with any stem.
 However, most frequently it seems,
 the ká variant is used following the

vowel u or y.

61. Make the following verbs causative by adding the causative suffix alternant uká, and translate.

Ai-pytyvõ ta.

Ai-pytyvõuká ta.
I'll have him helped.

A-pagá

A-pagãuká.
I'll have him paid.

62. Make the following verbs causative by adding the causative suffix alternant ká.

A-rú (I bring)

A-ruká
I have it brought

Aj-apó

Aj-apouká
I have it made.

63. Observe carefully the meaning of the following causative verbs:

Ai-kuaãuká I inform

(Make it known to someone)

A-hexãuká 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-mbopotũuká pe kotý.

I'll have a house built.

Aj-apouká peteĩ oga.

I'll inform him (make him know) that José is in the house.

Ai-kuaãuká ìxu-pé José o i há oga-pe.

I'll have a book sent to my uncle.

A-rahauká ta peteĩ livro xe-rĩõ-pe.

Would you have a Coca Cola brought to me in my room.

E-ruka mi xé-ve peteĩ coca-cola xe-kotý-pe.

Would you get someone to light this fire.

E-mbyendyuka mi ko tatá.

05. Review the person paradigm of re.

xe-rehé	ore-rehé
	ñande-rehé
nde-rehé	pende-rehé
hesé (quéral)	

Note that the form re generally occurs after nouns, but the form rehe after pronouns. Hesé, the form of re with the 3rd person pronoun is irregular.

06. Observe the following sentences:

- | | |
|----------------------------------|----------------------------|
| 1. A-ñangarekó ta nde-rehé. | I'll take care of you. |
| 2. A-mba.apó yvy re. | I work the land. |
| 3. Xe-mandu'á Carlos re. | I remember Carlos. |
| 4. Xé a-mbomandu'á ta hesé. | I'll tell about him. |
| 5. E-ma'è Carlos re. | Look at Carlos. |
| 6. E-maña i-trabajó re. | Observe his work. |
| 7. Ani re-pokó ko'á kumtiá re. | Don't touch these papers. |
| 8. Iba'és pa o-ñe'è vaí xe-rehé? | Who is gossiping about me? |

As you can see, the post-position re (or rehe) is used in many ways. It is required with the complement of many verbs, including those used in the above sentences. Study their Spanish equivalents!

- | | |
|---------------------------|---|
| A-ñangarekó ... <u>re</u> | Cuido <u>de</u> ... |
| A-mba.apó [yvy] <u>re</u> | Cultivo la tierra |
| Xe-mandu'á... <u>re</u> | Me acordó <u>de</u> ... |
| A-mbomandu'á... <u>re</u> | Ouénto <u>de</u> ... (hago recordar <u>de</u>) |

A-ma'ẽ...re
 A-mañã...re
 A-poko...re
 A-ñe'ẽ vaí...re
 A-jerure...re

miro...
 observe...
 toco...
 Hablo mal de...
 Pido...por...

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.

Ani re-poko' pe coche re.
 E-ma'ẽ xe-rehẽ.
 Nda^xe-mandu'ã'i hesẽ.
 E-ñangereko mĩ na xe-sý re?

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 'ỹ'. The 'ỹ' 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 'ỹ.

Tell him to come.
 Tell him not to come.

2.
 a. E-pená ha hesé.
 b. E-pena'y ha hesé.

Pay attention to him.
 Don't pay any attention to him.

3.
 a. Re-me'è rò xé-ve roi-nupã ta.
 b. Re-me'è'y rò xé-ve roi-nupã 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. Á-pe o-ú o-mba.apo-sé va-nte.
 b. Á-pe o-ú o-mba.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-sé va guaraní.
 b. Cuerpo de Paz-pe oi-ké o-studia-se'y va guaraní.

Those who want to study Guaraní enter the Peace Corps.
 Those who don't want to study Guaraní enter the Peace Corps.

71. How would you say:

Tell him not to go.

Er-é xu-pé t-o-ho'y
 (Er-é xu-pé aní haḡuã o-ho.)

If I don't study, she gets mad at me.

A-studia'y rò, ha'é i-poxy xe-ndivé.

I came so as to not speak in English.

Aj-ú a-nê'e'y haḡuã ixa inglés-pe.

I bought clothes that won't shrink.
 (o-je...)

.....

72. You are familiar with two elements which translate as 'with' ndi (-ndivé with pronouns) and -pe.

- a. O-sé i-sý ndi.
 b. O-nò-rairõ peteĩ jaguareté ndi.
 c. O-karú tembi-purú-pe.

He left (in company) with his mother.

He fought with (or against) a tiger.

He eats with vegetable utensils.

73. Contrast these with another post-position which also translates as 'with', but in a slightly different sense:

- a. O-kaný platã reheve.
- b. Ho-'u-sé cocido kamby reheve.

He escaped with the money.
He wants to drink cocico with milk.

74. Ndi and reheve are similar in meaning the difference between them is crucial. Compare:

Aj-ú re-rú ndi.

I cam (in company) with my father.

Aj-ú la platã reheve.

I came with the money.

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.

75. Reheve is usually shortened to reve or simply re.

76. 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.

Carlos o-sé i-livro re.
Xe gusta su'o juky re.
Tapia oi-kó i-portafolio re.
Don Carlos o-ú hymba-jaguá re.

77. 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)

ndi
re(heve)
-pe

78. Observe how 'with' is expressed.
 Contrast:

- | | | |
|----|----------------------------|-----------------------------|
| 1. | | |
| a. | O-sè i-sý | He left with his mother. |
| b. | O-sè i-sý y | He left without his mother. |
| 2. | | |
| a. | O-sè humba-jaguá e)ve. | He left with his dog. |
| b. | O-sè humba-jaguá'y re(he). | He left without his dog. |
| 3. | | |
| a. | O-karú tembi-purú e). | He eats with utensils. |
| b. | O-karú tembi-purú re(he). | He eats without utensils. |

Notice that 'without' in each of the above cases is expressed in the same way: 'y plus re (or rehe).

- 79.
- | | | |
|----|-----------------------|----------------------------|
| 1. | | |
| a. | Hé la tembi-'ú. | The food is good. |
| b. | He-té la tembi-'ú | The food is very good. |
| c. | He-té-pa la tembi-'ú. | How very good the food is. |

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 eté superlative. We will call it the ADMIRATIVE pa.
 Other examples:

- | | | |
|----|-------------------------------------|--|
| 2. | | |
| a. | A la púxa nde-arhol-eté-pa! | Gee, how hard you are to get along with! |
| b. | A la púxa i-pohyi-eté-pa ko valiha! | Gee, how heavy this suitcase is! |

80. How would you say:

- | | |
|-------------------------------------|----------------------------|
| How very pretty this Gladys is! | I-porà-ité-pa ko Gladys! |
| How very white these clothes are! | Morotí-eté-pa umí aó! |
| How very difficult this Guarani is! | Kasy-eté-pa ko ava-ñe'è! |
| Gee, how stupid you are! | A la púxa nde-tavy-eté-pa! |

81. You are already familiar with the use of tembi to derive nouns from verbs. Note the following examples:

Tembi-'ú

Food (lo que se come)

Tembi-purú

Utensil (lo que se usa)

Tembi-apó

Work (lo que se hace)

Tembi-mbo'é

Teaching or disciple (lo que se enseña)

Tembi-mondó

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)

Hypykué

depth (hypy / deep)

Summary

HAGUR

'para' - 'to', 'in order to'

A-studiá a-aprendé haguá.	I study in order to learn.
Rejéú ko'á-pe re-mba apó haguá.	You came here to work.

-INA

Two ways of forming the progressive:

1. *nina*
2. *-ina* with person prefixes:
a-*ina*, re-*ina*, ro-*ina*, ja-*ina*, pe-*ina*

O-purahéi hína	He is singing
A-studiá hína	I am studying
A-studiá a-ina	

HÁ and HAGUÉ

'that'

Some Verbs require há after the predicate of the following clause. In past tense há becomes hagué.

Ai-kuaá ndè há.	I know that it is you.
Ai-kuaá ndè hagué	I know that it was you

HÁ

is used to form:

1. agentives from transitive verbs
2. location noun phrases from intransitive verbs
3. nominal phrases from verbs

1. Ha'é mango-'u há.	He is a mango eater
Ha'é kamby-roja há.	He is a milkman.
2. A-há hína re-mba.apc há-pe.	I'm going to where you work.
Te-re-hó ha'é o-studiá há-pe.	Go to where he studies.
3. Aj-apó ta Carlos he-'i há ixa.	I'll do it like Carlos says.
Aj-apó ta Carlos he-'i hagué ixa.	I'll do it like Carlos said.

KUÉ

Indicator of thing, state or action in past and no longer in force.

Voluntàriokué
Kokuékué

Former volunteer
Abandoned farm

VA, VAKUÉ (VA.EKUÉ)

Va 'the one which' plus kué 'former', 'past'.

- | | |
|---|---|
| 1. Pe karáí re-hexá <u>va</u>
xe-tió. | That man you <u>see</u> is
my uncle. |
| 2. Upé karáí re-hexá.
<u>vakué</u> xe-tió. | That man you <u>saw</u> is
my uncle. |

RA

indicates future

Maestrará
Carlos oj-apó ta hógarā.

future teacher
Carlos will make
himself a home.

RA (GUARÁ)

'for [the benefit] of'

Xé-ve guará
Aj-apó ta María-pe
hógarā.

for me
I'll build a house
for Maria.

La semana o-ú-va-pe
guará.

By next weekend.

VO (HAGUÁ)

Vo is used parallel to haguá in conjunction with a verb of motion.

Ogue-rekó permiso o-hó vo.

He has permission to
go.

Ogue-rekó permiso o-hó
haguá.

He has permission to
go.

JE and JO prefixes

Reflexive and Reciprocal

Pé-je-juká ta
Ro-jo-kuaá

You'll kill yourselves.
We know each other.

T, TE, TA, TO

Desiderative Prefix

T-o-hó	I'll like him to go.
Te-re-hó	You like you to go.
Ha'é pee-me to-pe-studá	I'll tell you-al to study
Er-é oré-ve to-no-studá	Tell us to study.

-UKÁ, KÁ

Causative (with transitive verb stems)

A-sariviuká ta petet	I'll have a letter written.
Ei-purúka mi xé-ve ja 10.	loan me \$10.

RE
REHE

after nouns
after pronouns
'of; about' - (Sp. 'de')

A-mba-apó yvẽ re	I work the land.
O-ñangarekó ta nde-rehé.	he'll take care of you.

'Y

Negative for subordinate clauses

Er-é xu-pé t-o-u'y	Tell him not to come.
--------------------	-----------------------

REHEVE, REVE, RE

Indicator of object's being that which accompanies.

Aj-ú la plata reheve.	I came with the money.
Ke gustá so'ó juký re.	I like meat with salt.

'Y plus RE(HE)

'without'

O-sé hymba-jagua'y re(he).	He left without his dog.
O-karú tembí-puru'y re(he).	He eats without utensils.

PA

Admirative suffix (with superlative).

Ñasy-eté-pa ko guarani.	How very difficult Guaraní is!
I-porá-ité-pa ko ñasy.	How very prett. this Ñasy is!

TEMBI

Derivation of nouns from verbs

Tembi-mondó	Messenger
Tembi-puru	Utencils

KUÉ

Use of kué-suffix

Ka'arukué	during the late afternoon
Yvatekué	height

Classroom Expressions

- | | |
|---|---|
| 1. Araka'é ^h pa ja-pytú'ú ta? | When will we take a break? |
| 2. Ko'ága ja-pytú'ú ta dies minutos. | Now we'll take a 10-minute break. |
| 3. Mba'é óra ^h pa jai-kè jevý va.ará. | What time are we supposed to return to class? |
| 4. Jai-kè jevý ma va.ehá ^h pa clase-pe? | Are we supposed to go back to class now? |
| 5. I-ka ^h tú ^h pa re-pitá clase-pe? | Can we smoke in class? |
| 6. Ja-há ja-'ú peteí coca-cola. | Let's go have a coke. |
| 7. Ja-há ja-'ú café. | Let's go have some coffee. |
| 8. Regué-rekó ^h pa peteí cigarrillo? | Do you have a cigarette? |
| 9. Na-sé py, i-pú ma la campanilla. | Let's go outside, the bell has rung. |
| 10. Pe-ñatende mí n ^h -rehé. | Give me your attention! |
| 11. Mba'é ^h pa pe-porandu-se-vé? | Are there any other questions? |
| 12. Ndé há. | It's your turn. |
| 13. Nda ^h nde há ^h i guèteri. | It's not your turn yet. |

Moral Advice

- | | |
|--|---|
| 1. Aní nde-ñaña pe nde-ñapixá ndí. | Don't be bad. |
| 2. E ^h j-apó ndé la ikatú va ha ñande-jara oj-apó ta hembyré. | Do what you can and God will do the rest. |

Memorize

- | | |
|---|--|
| 1. ñakú la mbyry'ai. | The heat is terrible. |
| 2. Plata'y re nda ^h ja-vy'á ^h i. | Without money there is not happiness. |
| 3. Tarde ma ha nda ^h xe-ka'á ^h i. | It's late now and I don't have any tea. |
| 4. Ha xe-ryguasú karapé nd ^h o-mbo'á ^h i. | And my short-legged chicken doesn't lay. |

Survival Expressions

- | | |
|-----------------------------------|--|
| 1. Boy, it's hot, isn't it? | Ara ñakú hina, ajé ^h pa? |
| 2. Is the water good and cool? | Ho'ysá porá ^h pa pe y? |
| 3. I like my coffee good and hot. | Xe ^h gustá la café haku porá. |
| 4. I'm cold. | Xe-ro'y a-ina. |

- | | | |
|-----|---------------------------------------|--------------------------------|
| 5. | Mbovŷpa i-pukukué? | Qué longitud tiene? |
| 6. | Mbovŷpa ij-yvatekué? | Cuanto tiene de alto? |
| 7. | Te re-hó ñande-jara ndive. | Maya con Dios. |
| 8. | Ñandé-jara ta nde-rovasá. | Que Dios te bendiga. |
| 9. | Ej-ú xe-moirŷ. | Come, follow me. |
| 10. | Mbegue mi-vé. | A little slower. |
| 11. | E-ha.aro mí. | Wait a bit. |
| 12. | Ñandé ña-ño-pytyvõ oño-ndive. | We should help each other. |
| 13. | Mba'é la rei-kusa-se-vé va
re-ina. | What else do you want to know? |
| 14. | A-haihu xe-retã-me. | I love my country. |
| 15. | Aní ko teí er-é mba'evé avavé-pe. | Don't tell anyone anything. |

Ta-nde-ko'ê porã.

Ei-puruka mĩ 'xé-ve peteĩ Gs 20.

Ani nde-resarái !

Ani nde-poxý ti xé-ndivé !

Nda'xé-poxý'i nde-ndivé

Nda'hepý'i.

Nd'ai-kuaa-pa'i.

Nda'i-porã'i xé?ve guarã.

Nda'-rekó'i.

Nda'-roviá'i.

Mbovy'pa re-pagá ra.è upeva rehe ?

Mbovy'pa rei-potá kóva rehe ?

A-jeruré ta ndé-ve peteĩ mba'é.

Mba'é'pa lá re-jerure-sé va xé-ve ?

Ei-puruká xé-ve la nde-coche.

Mba'é re'pa nde'rej-ú'i xé-ndivé ?

Nda'ikatú'i gui.

Nde-rehe-nte upéva.

Nde-rehe-nte o-depende.

Nde-gusta-há ixa-nte.

E-pena'ỹ na upéva re.

E-pena'ỹ na hesé.

Ja-ña rei katu hesé.

A la puxá re-ka'ũ jevý ma !

O-guahẽ ta las dos guá camión-pe.

Good night.

Loan me a \$20.

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 to ask me?

Lend me your car.

Why didn't you come with me ?

Because I couldn't.

Como guste 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-hó ta
O-hó 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).

O-ú ne.

We will wait (probably).

Ro-ha, arō ne.

They will buy it (probably).

O-joguá ne hikuái.

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?

Mba'é ixa~pa rej-apó ne upéva?

If you go, would he come?

Re-hó rō, o-ú ne~pa ha'é?

4. How would you say?

Would you work in a steel factory?

Re-mba.apó ne~pa peteĩ fábrica de acero-pe?

Would you stay if he comes?

Re-pytá ne~pa o-ú rō ha'é?

5. The hypothetical future ne is used generally where the Spanish future or probability is used. It can often be translated by 'must'; 'must be'; 'must have'; etc., (depending on the tense).

Maestra oi-mē ne escuela-pe.

La maestra estará en la escuela.
(...must be at school.)

Xē-hermano ne péva.

Ha de ser mi hermano.
(That must be my brother,)

6. Notice how the negative of ne is formed in the following:

O-mba.apó ne fábrica-pe.

He would (probably) work in a factory.

Nd^o-mba.apòⁱ xé-ne fábrica-pe

He (probably) wouldn't work in a factory.

Oj-apó ne.

He will (probably) do it.

Nd^ooj-apòⁱ xé-ne.

He (probably) wouldn't do it.

7. How would you say?

He will (probably) go.

O-hó ne.

I would (probably) stay if he were to come.

A-pytá ne o-ú rō ha'é.

8. Contrast the following:

He-'í kurì o-ú ta há.

He said that he would come.

He-'í kurì o-ú ne haḡuã.

He said that he might come.

Notice that the conjunction há takes the form haḡuã after the Hypothetical Future.

NOTE: The form ne haḡuã 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 haḡuã.

9. Translate the following into Guarani.

I said that I would probably go.

Ha-'é kuri aj-ú ne haḡuã.

he says that you-all would probably come.

He-'í o-ú ne haḡuã.

10. Examine the following:

Ha'á mo'ã kuri tujú pe.

I almost fell in the mud.

A-há mo'ã nde-róga-pe pero o-ký.

I was about to go to your house but it rained.

Notice that the particle mo'ã 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-interrupí)

A-studiã mo'ã la lección pero xe-interrupí Juan.

b. I was about to eat breakfast but he came. (and I didn't)

A-rambosã mo'ã pero o-ú ha'é.

c. he was about to go downtown but his mother didn't want him to.

O-hò mo'ã centro-pe pero nd'oi-potá'i i-sý.

12. You have already had va.erã which means 'to have to' or 'should'. Compare the following:

A-ha va.erã.
A-ha mo'ã.
A-ha va.erã mo'ã.

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-studiã va.erã mo'ã ko ka'arú.

he should have fed the chickens.

O-mbongarú va.erã mo'ã la ryguasù kuéra.

We should have gone early.

Ja-hà voi va.erã mo'ã.

14. This combination of va.erã plus mo'ã is often used after an if clause marked by rire in the following way:

O-ú rire, Carlos, a-hà va.erã mo'ã.

If Carlos had come, I would have gone.

Oi-kó rire cine, o-hò va.erã mo'ã.

If there had been a movie, he would have gone.

15. You have learned the vowel-stem verb -'é 'say'. how would you say:

I say
You say
he says
We say
We (incl) say
You-all say

ha-'é
Er-é
He-'í
Ro-'é
Ja-'é
Pej-é

16. Only two of these forms, ro-'é and ja-'é follow the usual verb conjugation pattern. The 2nd person plural form pej-é is irregular in that the prefix takes the consonant . The negative forms of these are regular.

Ndô^hro-'é^hi.
Nda^hja-'é^hi.
Nda^hpej-é^hi.

We don't say it.
We (incl) don't say it.
You-all don't say it.

17. The 2nd person singular negative is:

Nde^her-é^hi

18. The 1st person singular and 3rd person prefixes acquire an initial h, as in all stem verbs.

vowel

19. The negative of these two h-forms loses the h:

Nd^ha-'é^hi.
Nd^he-'í^hri.

I don't say it.
He doesn't say it.

Notice that the negative of he-'í 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:

Oré
Nandé
Peë.
Ndé
Xé
ha'é

Ndo^{ro}-^{'é}i.
Nda^{ja}-^{'é}i.
Nda^{pej}-^{'é}i.
Nde^{er}-^{'é}i.
Nd^a-^{'é}i.
Nd^e-^{'í}ri.

21. Translate as fluently as you can.

I don't say it.
Carlos doesn't say it.
You-all don't say it.
We (incl) don't say it.
We don't say it.
You (sing.) don't say it.

Nd^a-^{'é}i.
Carlos nd^e-^{'í}ri.
Nda^{pej}-^{'é}i.
Nda^{ja}-^{'é}i.
Ndo^{ro}-^{'é}i.
Nde^{er}-^{'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:

Oré ndo^{ro}-^{'è} mo'^{'á}i.

Nandé
Peë
Ndé
Xé
ha'é

Nda^{ja}-^{'è} mo'^{'á}i.
Nda^{pej}-^{'è} mo'^{'á}i.
Nde^{er}-^{'è} mo'^{'á}i.
Nd^a-^{'è} mo'^{'á}i.
Nd^e-^{'í} mo'^{'á}i.

24. Give the negative of the ne or hypothetical future. Think of the meaning:

Oré ndo^{ro}-^{'è}i xéne,

Nandé
Peë
Ndé
Xé
ha'é

Nda^{ja}-^{'è}i xéne.
Nda^{pej}-^{'è}i xéne.
Nde^{er}-^{'è}i xéne.
Nd^a-^{'è}i xéne.
Nd^e-^{'í}ri xéne.

25. Give the negative of the va.erā future. Think of the meaning:

Nandé nda^ˆja-'è va.erā^ˆi.

Oré
Peē
Ndé
Xé
Ha'é

Ndo^ˆro-'è va.erā^ˆi.
Nda^ˆpaj-'è va.erā^ˆi.
Nde^ˆer-'è va.erā^ˆi.
Nd^ˆa-'è va.erā^ˆi.
Nd^ˆe-'è va.erā^ˆi.

26. Give the negative of the vakué past. Think of the meaning:

Nandé nda^ˆja-'è vakué^ˆi.

Oré
Peē
Ndé
Xé
Ha'é

Ndo^ˆro-'è^ˆi vakué.
Nda^ˆpej-'è^ˆi vakué.
Nde^ˆer-'è^ˆi vakué.
Nd^ˆa-'è^ˆi vakué.
Nd^ˆe-'è^ˆi vakué.

27. You have learned the vowel-stem transitive verb -'ú '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.

28. Learn the negative counterparts of these. Relate them to the negative of -'é 'say'.

Nd^ˆa-'ú^ˆi.
Nde^ˆre-'ú^ˆi.
Nd^ˆo-'ú^ˆi.

I don't eat it.
You don't eat it.
He doesn't eat it.

29. Give the negative form of -'ú with each of the pronouns.

Oré
Nandé
Peē
Ndé
Xé
Ha'é

Ndo^ˆro-'ú^ˆi.
Nda^ˆja-'ú^ˆi.
Nda^ˆpe-'ú^ˆi.
Nde^ˆre-'ú^ˆi.
Nd^ˆa-'ú^ˆi.
Nd^ˆo-'ú^ˆi.

30. Translate as fluently as you can.
Leave off the optional pronoun.

I don't eat it.
I won't eat it.
Carlos won't eat it.
María would not eat it.
We (incl) don't eat it.
You-all shouldn't eat it.

Nd^ˆa-'ú^ˆi.
Nd^ˆa-'ù^ˆ mo'^ˆá^ˆi.
Carlos nd^ˆo-'ù^ˆ mo'^ˆá^ˆi.
María nd^ˆo-'ù^ˆi xénc.
Nd^ˆja-'ú^ˆi.
Nda^ˆpe-'ù^ˆ va.erá^ˆi.

31. One other vowel-stem verb you know is -'á^ˆ 'fall'. Its' negative forms are like those of -'é^ˆ and -'ú^ˆ.

Nd^ˆa-'á^ˆi.
Nde^ˆre-'á^ˆi.
Nd^ˆo-'á^ˆi.
Ndo^ˆro-'á^ˆi.
Nda^ˆja-'á^ˆi.
Nda^ˆpe-'á^ˆi.

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
Peé
Ndé
Xé
Ha'é

Nda^ˆja-'à^ˆ mo'^ˆá^ˆi.
Ndo^ˆro-'à^ˆ mo'^ˆá^ˆi.
Nda^ˆpe-'à^ˆ mo'^ˆá^ˆi.
Nde^ˆre-'à^ˆ mo'^ˆá^ˆi.
Nd^ˆa-'à^ˆ mo'^ˆá^ˆi.
Nd^ˆo-'à^ˆ mo'^ˆá^ˆi.

33. Examine the following Spanish phrases:

El me da (a mí)...
El te da (a ti)...
El le da (a él)...
El le da (a Carlos)...
El nos da (a nosotros)...
El les da (a ellos)...

He gives me...
He gives you (familiar)...
He gives him...
He gives Carlos...
He gives us...
He gives them...

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
te	you
le	him; her; you
nos	us
os	you (fam)
les	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...'

a mí
me

37. You are familiar with the form of the indirect object in Guarani.

- o-me'ẽ xé-ve...
- o-me'ẽ ndé-ve...
- o-me'ẽ (i)xu-pé...
- o-me'ẽ oré-ve...
- o-me'ẽ ñandé-ve...
- o-me'ẽ peẽ-me...
- o-me'ẽ (i)xù-pe kuéra...
- o-me'ẽ Carlos-pe...

- 'he gives me...'
- 'he gives you...'
- 'he gives him...'
- 'he gives us (excl)...'
- 'he gives us (incl)...'
- 'he gives you-all...'
- 'he gives them...'
- 'he gives Carlos...'

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.

pe

39. Examine the following Spanish phrases with direct objects:

- él me conoce (a mí)
- él te 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-kuaá (i)xu-pé.

ai-kuaá Juan-pe.

ai-kuaá (i)xù-pe kuéra .

I know him.

I know John.

I know them.

42. Notice that in each of the above Guarani sentences the object is third person, i.e., xu-pé, Juan-pe, xù-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-kuaá Juan-pe.

Oi-kuaá xù-pe kuéra.

Roi-kuaá xu-pé.

45. Now examine the following:

Ha'é xe^serví (xé-ve)

Ha'é nde^serví (ndé-ve)

Ha'é ore^serví (oré-ve)

Ha'é ñande^serví (ñandé-ve)

Ha'é pende^serví (peé-me)

He serves me.

He serves you.

He serves us (excl).

He serves us (incl).

He serves you-all.

46. The subject in these Guarani sentences is the third person pronoun _____.

ha'é

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.)

48. 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 Quality 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.

Ha'è xe kuaá.
Ha'è kué-ra nde kuaá.
Ha'è oi-kuaá (i) xu-pé.
Ha'è pende kuaá.

51. Examine the following:

Ndé xe kuaá.
Peé xe kuaá.
Ndé ore kuaá.
Peé ore kuaá?

You know me.
You-all know me.
You know us.
You-all know us.

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:

Ha'è xé kuaá.
Ndé xe kuaá.
Peé xe kuaá.
Ndé rei kuaá i xu-pé.

He knows me.
You know me.
You-all know me.
You know him.

54. Examine the following sentences with first person subjects.

Xé roi kuaá.
Oré roi kuaá.
Xé poi kuaá.
Oré poi kuaá.

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 xé roí kuaá; however such is not the case. 'I know you' is translated xé roí kuaá.

nde

56. Likewise 'We know you-all' would have been translated oré pende kuaá, but instead it translated oré kuaá.

poi

57. Examine the following:

xé ai-kuaá
 xé roí kuaá
 xé a-hexa
 xé ro-hexa

I know it.
 I know you.
 I see it.
 I see you.

Notice that I-verbs retain the 'i' with the direct object pronouns ro and po.

58. Thus for an I-verb such as ipytyvõ, 'to help'; 'I help (him)' would be written xé roí -pytyvõ. And 'I help you' would be written xé roí pytyvõ.

ai-
 roí

59. How would you say:

I serve you.
 We serve you.
 You serve me.
 You serve us.

Xé roí serví.
 Oré roí serví.
 Ndé xeí serví.
 Ndé oreí serví.

60. How do you say 'I love you'?

Xé roí haihú.

61. A. You have studied vo as used in the following examples:

Aj-ú'kuri a-mba.apó vo.

I have come to work.

O-hó ta oi-pytywō vo xu-pé.

He will go to help him.

B. Compare this usage with the following:

A-hexá'xu-pé oi-ké vo.

I saw him as he came in.

O-ñepyrū vo ai-ké la kotý-pe.

As he began I entered the room.

O-mba.apó vo o-purahéi.

He sings as he works.

Pedro o-mba.apó oi-kó vo.

Pedro anda trabajando.

Notice that 'VERB plus vo' has the meaning in A of [motion somewhere] for the purpose of verb-ing' (similar to hañuã). 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)

A-sē vo ñasē.

I have come to help you.

Aj-ú roi pytywō vo.

Viene caminando.

O-guatá o-ú vo.

Va aprendiendo.

O-aprendé o-hó vo.

63. Contrast the following:

Oi-ké vo.

As he entered. (al entrar)

Oi-ké vové.

When he entered. (cuando entró.)

Vo plus the suffix vé is usually translated 'when'.

63. How would you say:

When he came, I was already leaving.

O-ù vové kurì, a-sê ma
a-îna.

When he leaves, I will go to work.

O-sê vové, a-há ta
a-mba.apó.

When he gets up, he will come.

O-pu'ã vové, o-ú ta.

64. Notice that rô or ramo, which you learned for 'if', is also used in certain contexts to mean 'when'.

O-ký hatã va.ekue hîna, ro-guahê rô
upé-pe.

It was raining hard when we
arrived there.

A-pu'ã ramo, nda[^]i-pori-vé[^]i ma kurì
ha'é.

When I got up, he wasn't
there any more.

The meaning of rô as 'if' or 'when'
must be derived from the context.

Rô meaning 'when' is used most fre-
quently in past tense contexts. While
rô meaning 'if' occurs more frequently
in present and future tense contexts.

65. You have learned the verb guerekó 'to
have', and have used it in such
sentences as:

Ague-rekó peteî livro 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-coche[^]i.

I don't have a car. (cannot
mean 'It is not my car.')

Nde-platã hetã.

You have a lot of money.
You are rich.

Nda ore-platã hetã[^]i.

We don't have a lot of
money.

07. 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.

Ndè mokõì ndè-hermano.

He has a new car.

Ha'è i-coche pyahý.

We have four oxen.

Oré irundú ore-rymba-buèi.

69. You have already studied hagué as in the following example:

Ai-kuaá ndè-re-hó'i hagué la reunion há-pe.

I know that you didn't go to the meeting.

Compare this with:

A-stimá ndé-ve re-hò haguére.

I thank you for having helped me. (I thank you for helping me.)

Notice that haguére is composed of two parts, hagué plus the postposition rehe. 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.

O-vy'á o-ú haguére.

Se is mad at him for having bought the shoes.

I-poxý hendivé o-joguá haguére la sapatú.

71. The idea of always, meaning 'continually' or 'frequently' is expressed by the particle jepi following the verb as in the following examples:

O-ú jepi xe^andú vo.

He always comes to visit me.

A-hexá jepi xu-pé a-há vo a-mba.apó.

I always see him as I go to work.

72. How would you say:

He always helps me in my work.

Xe^ˆpytyvō jepi xe-rembi-
apó-pe.

He always goes out for a walk in
the afternoon. (ka'aru-kué)

O-sē jepi o-guatá
ka'aru-kué.

73. You have studied mī as an imperative
modulator. And you were also told
that it is often translated 'un poco'.
Mī is also used following verbs in
indicative questions or statements to
indicated respect or to create interest.
Contrast the following:

Mba'és^ˆpa rej-apó re-ina.

(rather demanding--said to
a stranger.)

Mba'és^ˆpa rej-àpo mī re-ina.

(polite)

Rei-kuaá^ˆpiko o-mendà hagué?

Did you know that he got
married?

Rei-kuaà mī^ˆpiko o-mendà hagué.

(Said to impress the listener
with the news.)

In English we usually make the above
distinctions with intonational modu-
lation.

74. Mī used with nouns generally denotes
affections such as the '-ita' dimin-
utive in Spanish.

A-há ta a-ñandú xe-sy mī-me.

I'm going to see my mom.
(mamacita)

A-hexa gua'í pe xe-řoga mī!

I really miss my (little)
home!

75. The idea of small is also expressed
by the suffix '-í'. Compare the
following:

Xe-řoga mī.
Oga'í

My (little) home.
A small house.

76. Contrast the use of the diminutive 'í and ra'y.

Jagua'í

A small kind of dog. (It may be fullgrown.)

Jaguà ra'y.

A puppy.

Kure'í.

A small kind of pig.

Kurè ra'y

A young pig.

77. The suffix -'í when used with verbs is a simple diminutive.

O-paga'í-eté.

He pays very little.

O-mba.apo'í.

He doesn't work much.

O-karu'í.

He doesn't eat much.

78. The suffix -'í is often combined with mī as in the following examples.

O-mba.apo'imī.

He works very little.

O-mba.apo-porā'imī.

He does a pretty good job.

Pe kuñataí i-porā'imī.

That girl is quite pretty.

Ro-ñe'ẽ-porā'imī guaraní-me.

He speaks Guarani pretty well.

Xe-kañe'õ'imī.

I am quite tired.

Notice that 'imī used with a Quality Verb such as -porā is an augmentative while used with other verbs it is a diminutive.

79. The idea of small or little is also expressed by mixĩ, a Quality Verb. Notice in the following examples that mixĩ functions quite differently from the other diminutives you have had, even though the meaning is similar to that of 'ĩ.

Pe oga'í.

Pe oga mixĩ va.

Mixĩ-eté pe cavajú.

Mixĩ xerehẽ ko traje.

O-karu'í

O-karu mixĩ mĩ.

} that little house

That horse is very small.

This suit is too little for me.

} He eats very little.

80. Compassion is expressed with the particle angá. Examine the following:

Hasẽ angá niko pe nde-membý.

Ña Ruperta nga hasý katú.

Mba'é nga piko o-jehú pe mitã-me?

Your poor little child is crying.

Poor doña Ruperta is quite sick.

What in the world is the matter with that poor child?

81. You have had va used to form nominal clauses. It is also used to indicate habitual action, as in the following examples.

Don Pulé o-hó va Paraguay-pe.

Pe mitã karia'y o-ú va María roga-pe.

Don Pulé goes to Asunción (a lot). (Suele ir a Asunción.)

That young man visits (lit. 'comes to') Maria's house a lot. (Suele visitar)



82. There is also a particle used to show habitual action in the past. Compare the following:

O-hó va.
O-hó mi

He goes (a lot), suele ir.
He used to go (a lot), solía ir.

A-ñemú va hendivé.

I often do business with him.

A-ñemú mi hendivé.

I used to do business with him.

Notice that mi is unaccented--as compared with mí, the imperative modulator.

83. The two particles mi and va are usually combined to indicate habitual action in the past. Examine the following:

Nd^o-hóⁱ mi va centro-pe.

He didn't use to go downtown. (No solía ir.)

Ymá xe^{andú} mi va.

A long time ago he used to visit me.

Ymá ro-jo-scriví va mi.

A long time ago we used to write each other.

Notice that either of the two can come first without changing the meaning, i.e., mi va or va mi.

84. Examine the following:

Ndé jepe^{piko} aveí, Bruto?

Et tu, Brute?
Even you too, Brutus?

Xé jepe^{piko} a-há va.erã aveí.

Will even I have to go too?

I-pirú xe-hegui la xe rosa ha a-regá jepe ko cada diá.

My rose is all dried up and I even watered it every day.

A-hendú jepe ko kuri la re-ḡuahē
rò pero nd̂a-pu'ã-sé̂i.

I even heard you when you
arrived, but I didn't want
to get up.

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.
(nd̂o-penã̂i xe-rehé)

A-henõi jepe xu-pé, pero
nd̂o-p̂ nã̂i xe-rehé.

I even saw him, but I didn't speak
to him.

A-hexá jepe xu-pé, pero
nd̂o-ñe'ẽ̂i hendivé.

86. Examine the following:

O-hò voí ramo jepe kuri, nd̂o-
hupyty-vé̂i ma la camión.

Even though he went early he
still didn't catch the bus.

Xe-soguè mĩ rò jepe ai-kó vo hĩna
kuri ai-pytyvõ xu-pé.

Even though (in spite of the
fact that) I was broke, I
helped him.

O-ú tarde rò jepe, a-há ta hendivé.

Even if he comes late I'll
go with him.

Nd̂oi-potá̂i rò jepe, ai-pytyvõ
ta xu-pé.

Even if he doesn't want
me to, I'll help him.

Notice in the above examples that
rò jepe (or ramo jepe) means 'even
though' or 'even if'.

87. Translate the following:

Even though we arrived early the
bank was closed.

Ñã-ḡuahē voí rò jepe kuri
o-ñe-mbotý la banco.

Even if he hunts (heká), he
won't find it.

O-heká rò jepe, nd̂o-juhú
mo'ã̂i.



(comparison of equality)

88. Affirmative comparison:

Nde-vaí kururú ixa.

You're as ugly as a frog.
(or: You're ugly like a frog.)

ÍE-ve'ỹ burro ixa.

He's as lazy as a donkey.

Xé xe-mboriahú peẽ ixa.

I'm poor like you-all.

Nde-juký 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.

José i-mbareté xé ixa.

My dog is as smart (arandú) as you-all.

Xe-rymba-jaguá iñ-arandú peẽ ixa.

He treats me (xe

Jaguá ixa xe

She loves you like your mother.

Nde-sý ixa nde[^]rainú.

He's as brave (i-py'à guasú) as a jaguar.

I-py'à guasú jaguareté ixa.

90. Negative comparison:

Xé nda[^]xe-pirú[^]i ndé ixa.

I'm not as thin as you.
(I'm not thin like you.)

José nda[^]i-mbareté[^]i xé ixa.

Joe is not as strong as I am.

Ndé nda[^]nde-arandú[^]i xe-rymba-jaguá[^] ixa.

You're not as smart as my dog.

91. How would you say:

I'm not rich like Jose.

Xé nda^ˆxe-platà hetá^ˆi José
ixa.

You don't know how to speak like
a Paraguayan.

Nde^ˆre-ñe'^ˆẽ-kuaá^ˆi
Paraguayo ixa.

English is not as difficult as
Ava-ñe'^ˆẽ.

Inglés nda^ˆhasý^ˆi ava-ñe'^ˆẽ
ixa.

- 92. a. Xe-tuixá.
- b. Xe-tuixa-vé.
- c. Xe-tuixa-vé José gui.

I'm big.
I'm bigger.
I'm bigger than José.

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-arandu-vé María gui.

José is smarter than María.

Juan o-gaña-vé José gui.

Juan earns more than José.

Xe-mana o-ñe'^ˆẽ-kuaa pōra-vé xe-
hegui.

My husband can speak better
than I can.

93. How would you say:

Maria is thinner than Julia.

María i-píru-vé Julia gui.

~~They~~ work more than we do.

Ha'^ˆẽ kuéra o-mba.apo-vé
ore-hegui.

Carlos is stronger than a horse.

Carlos i-mbarete-vé cavajú
gui.

- 94. Ndé nde-mitã 'you're young (or; a
young man)'. Ndé nde-mita-vé xe-he
gui 'you're younger than me'.
Mitã is used to mean 'young' in re-
ference to a male or female. Its
Spanish equivalent is 'joven'.

95. Nde-ḡuaiḡui 'you're old (or: an old woman)'. Nde-ḡuaiḡui-vé xe-hegui 'you're older than me'. ḡuaiḡui is used to mean 'old' only in reference to female. Its Spanish equivalent is 'anciana; vieja'. Petei ḡuaiḡui 'an old woman'. It should be used with care, as it is considered disrespectful to refer to someone as a ḡuaiḡui.

96. Nde-tujá 'you're old (or an old man)'. Nde-tuja-vé xe-hegui 'you're older than I m'. 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.

Pavlo i-tuja-vé María gui.

Maria is younger than Paul.

María i-míta-vé Pavlo gui.

Lisa is older than Paul.

Lisa i-ḡuaiḡui-vé Pavlo gui.

Paul is younger than Lisa.

Pavlo i-míta-vé Lisa gui.

98. Examine the following:

Oi-kuaá xu-pé hikuái.

They know him.

O-jo-kuaá (oju-pé) hikuái.

They know each other.

Ro-jo-kuaá (oju-pé)

We know each other.

The reciprocal of transitive verbs is formed by adding the prefix jo- to the verb stem. The optional and rarely used reciprocal pronoun oju-pé, can also be added.

99. How would you say:

We (incl) called each other.

Ña-ño-heñōi kuri (oju-pé).

We (excl) saw each other..

Ro-jo-hexa kuri (oju-pé).

They met (topá) each other.

O-jo-topá kuri (oju-pé).

100. Notice in the following examples that with some verbs the reciprocal can be used with singular subjects:

A-jo-topá hendivé.

I met with him.
(Me encontré con él.)

Re-ñorairō hendivé.

You fight with him.
(Tu peleas con él.)

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-kuaá (xe-ju-pé).

I know myself.

Re-je-kuaá (nde-ju-pé).

You know yourself.

O-je-kuaá (i-ju-pé).

He knows himself.

Notice that with the reflexive, the optional pronoun is composed of possessive plus ju-pé, 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.

Oi-kuaá (i)xu-pé.

He knows himself.

O-je-kuaá i-ju-pé.

They know each other.

O-jo-kuaá 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.

He remembers me.
They remember each other.
I remember myself.
He remembers himself.

Notice in the above examples that there is no je or jo prefix before the verb stem to express reflexiveness nor reciprocity. The hé of the reciprocal and the reflexive pronouns is a variant of the postposition rehe.

104. How would you say the following, using the variants of the postposition rehe.

I look (maña) at you.
They look at each other.
I look at myself.

A-maña nde-rehé.
O-maña oje-hé.
A-maña xe-je-hé.

105. Notice the similarities between the formation of the reciprocal and reflexive with the postposition gui 'from' in the following examples, with rehé:

Resarái i-sý gui.
Resarái xe-he gui.
Resarái ojue-hegui.
Resarái i-je-hegui.
Xe-resarái xe-je-hegui.

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.

ojue

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.

A-puká nde-hegui.

We (excl) laugh at each other.

Ro-puká ojue-hegui.

They laugh at themselves.

O-puká je-hegui.

They laugh at each other.

O-puká ojue-hegui.

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.

They laugh at each other.

O-hó oño-ndivé.

They go with each other.
(together)

The j of ojue becomes ñ because of the nasal environment and the ue becomes o.

110. How would you say:

They are studying together.

O-studiá hīna oño-ndivé.

We (incl) work together.

Ña-mba.apó oñc-ndivé.

They arrived together.

O-guahē oño-ndivé.

111. Contrast:

Carlos o-ú kurì.

I personally attest to the fact that Carlos came.

Carlos o-ú ra.è.

It was reported to me that Carlos came.

Ra.e 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. Oi-kuaá ne?
- b. Oi-kuaá ne nipo?

- a. Mboý ne hīna?
- b. Mboý ne nipo hīna?

Nipo (or nimbo) indicates wonderment, astonishment or surprise. It is frequently linked with ra.e:

- a. Carlos
- b. Carlos nipo ra.e.
- a. Moõ pa o-hó ra.e.
- b. Moõ 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 Paraguáy-pe.

María o-ú ra.e kuehé.

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 hīna?

Moõ 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-ký 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 in Xé katu a-há ta, 'I, on the other hand, will go.' Examine the following:

a. Pero o-mba.apó katu Don Pule.

b. daupe ixaî. Oi-pytvô katu i-sý-pe.

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 ac, o-ký ta ma.

Ja-há mandi banco-pe o-ñe-mbotý mboyvé ñandehgui.

E-porandú mandi xu-pé jaj-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'ỹ hesé.

Go ahead and work, and don't let him bother you.

d. Er-é katu na xu-pé.

Go ahead 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 ta katu hendivé la jeroky há-pe ko pyharé.

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 hĩna.

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:

Re-ñe'ẽ mante va.erã re-ñe'ẽ-
kuaà pòra-vé haçuã.

You will just have to speak
to learn how to speak better.

Upé ixa mante re-ñe'ẽ-kuaá ta.

Así, únicamente aprenderás
a hablar.

A-pytá ta mante ko'á-pe ko
pyharé.

I will just have to stay
here tonight. (I missed
my bus.)

121. Translate the following:

You will just have to study
harder to learn it.

Re-stùdia-vé mante va.erã
re-aprende haçuã.

It broke (o-ẽ) [on me] and I
just had to buy a replacement
(hekoviarã).

O-pẽ xe heguí ha a-joguá
mante hekoviarã.

He will just have to leave.

O-sẽ mante va.erã.

122. Examine the following:

A-me'ẽ reí ta ndé-ve.

I'll give it to you free
(for nothing).

O-mba.apo reí.

He works for nothing.
(without pay)

O-ñe'ẽ reí jevý ma hína.

He is talking uselessly.
He is telling fibs.
Habla de balde.

Ro-hó reí ta-nte.

We will just go to fool
around.

Ro-hó reí-eté.

We went uselessly. (Without
accomplishing our purpose.)

O-kái reí.

It burns easily.

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.

123. Using rei, how would you say:

He brings my letters to me without charging me anything.

O-guerú rei-nte xé-ve xe-carta kuéra.

I went to him (henda-pe) three times without results.

Tres veces a-há rei-eté hendá-pe.

He killed a dog for no reason at all.

O-juká rei-te pe jaguá.

It breaks (jeka) easily.

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-pota-ité ma.

We are just about to leave. (At the point of leaving.)

O-ký-potá ma hña.

It is about to rain.

Used this way potá means _____.

'to be about to VERB'

125. How would you say:

He is just about to fall.

Ho'á-potà-ité ma.

We are about to eat.

Ja-karù-potá ma.

126. Notice the change in potá when the first verb in the compound is nasal:

O-guahẽ-mbota-ité ma.

He is just about to arrive.

O-sẽ-mbotá ma.

He is about to leave.

The initial 'p' of potá in the above examples becomes _____.

mb.

127. How would you say:

He is just about to call me.

Xe^renõi-mbotà-ité ma.

He is about to die.

O-manõ-mbotá ma.

Summary

NE:

Hypothetical future usually translated 'probably' or 'would VERB'.

Ro-ha.arõ ne	We will wait, probably	we may wait
Re-pytá né~pa o-ú rô ha'é	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-apó ne	He will probably do it.
Nd~oj-apõ~i xéne	He probably won't do it.

MO'Ã

Indicates 'almost happened but didn't', or with va.erã, 'would have'

A-rambosã mo'ã, pero o-ú ha'é	I was about to eat breakfast, but he came.
Oi-kó rire cine, o-hò va.erã mo'ã	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-'é	I say	ha-'ú	I eat it	ha-'á	I fall
(Neg) nd~a-'é~i		nd~a-'ú~i		nd~a-'á~i	
(Aff) he-'í	he says	ho-'ú	he eats it	ho-'á	he falls
(Neg) Nd~e-'í~ri		nd~o-'ú~i		nd~o-'á~i	

INDIRECT OBJECT

Guarani has no indirect object pronoun before the verb as does Spanish.

O-me'ẽ xé-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.

Ha'e xe^kuaá (xé-ve).	El me conoce (a mí).
Ha'e nde^kuaá (ndé-ve).	El le conoce (a Ud.).

THIRD PERSON

Guarani has no third person direct object pronoun before the verb.

for 1st person:	
Ndé xe^kuaá (xe-ve).	You know me.
but:	
Ndé rei-kuaá xu-pé.	You know him.
Ndé rei-kuaá Juan-pe.	You know John.

DIRECT OBJECT WITH 2ND AND 3RD PERSON SUBJECT

When the subject of a verb is ha'e, ndé, or peẽ, the object pronoun is of the same form as the corresponding possessive pronoun.

ha'e	{	xé^kuaá	he	{	know(s) me
		nde^kuaá			know(s) you
		ore^kuaá			know(s) us
		ẽnde^kuaá			know(s) ...
peẽ	{	pende^kuaá	you (pl.)	{	know(s) you (pl.)



DIRECT OBJECT WITH
1ST PERSON
SUBJECT

When the subject of a verb is xé or oré and the object is second person, a curious form is used.

xé	{ roi~kuaá	I	{ know you
oré	{ poi~kuaá	we	{ know you (pl.)

R-H FACTOR



R-H factor verbs take the 'r' form when occurring with objects identical to the possessive prefixes.

Ha'é xe~rexá.	He sees me.
Ha'é nde~ra.arõ.	He waits for you.

VO

Indicating 'simultaneity of action.'

A-sě vo hasě.	As I left, she cried.
O-guat. o-ú vo.	Viene caminando.

VOVÉ

Meaning 'when.'

O-ú vové kurĩ, a-sě ma a-ina.	When he came, I was leaving.
O-pu'ã vové, o-ú ta.	When he gets up, he will come.

RAMO (RŌ)

Meaning 'when' is distinguished from ramo meaning 'is' by context.

O-ky hatã va.ekue hina, ro-guahě rō upé-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.

Xé mokōi xe-hermano.	I have two brothers.
I-plata hetá.	He has a lot of money.

HAGUÉRE

Combination of hagué and re(he) meaning 'for VERB-ing' or 'for having VERB-ed.'

O-ry'á rej-ú hasuére.	He's happy for your having care.
Xe-poxý he-ndivé ro-joguá hasuére.	I'm mad at him for buying it.

JEPI

'always', 'frequently.'

O-ú jepi xe^andú vo.	He always comes to visit me.
Xe^ptyvó jepi xe-rembi-apó-pe.	He frequently helps me in my work.

XI

Used to modulate a direct question or indicate particular interest.

Mba'é^pa rej-apo mi re-ina ?	What are you doing?
Rei-kuaá mi^piko o-mendá hagué ?	Did you know that he got married?

MĪ

With nouns usually denotes affection or humility.

Xe-rōga mi.	My (little) home.
Xe-sy mi.	My (little) mother.



'I

Simple diminutive used with nouns and verbs.

oga'í	little house
jagua'í	little dog
o-paga'í	he pays little

RA'Y

Meaning 'young.'

jagua ra'y	puppy
avati ra'y	young corn plant

'IMI

Combination of 'i and mī.

O-mba.apo'imī.	He works very little.
O-mba.apò porā'imī.	He does a pretty good job.

MIXI

A quality verb meaning 'to be little.'

Mixi-eté pe cavajú.	That horse is very little.
Mixi xe-rehé ko traje.	This suit is too little for me.

ANGA OR NGA

Expresses compassion.

Hasé anga niko pe nde-membý.	Your poor little child is crying.
Ña Ruperta nga hasy katú.	Poor Doña Ruperta is quite sick.

VA

Indicating habitual action; translated 'suele'.

Ha'e o-ú va María róga-pe.	I. suele venir a la casa de María.
Don Pulé o-hó va Paraguay-pe.	Don Pule suele ir a Asunción.

MI

(unaccented) Indicating habitual action in the past,
translated 'solía'.

O-hó mi	Solía ir.
A-ñemú mi he-ndivé.	Solía negociar con él.

MIVA

Combination of mi va indicating habitual action in the
past.

O-hó miva centro-pe.	Solía ir al centro.
Yma xe'andú miva.	Antes solía visitarme.

JEPE

meaning 'even'

A-henõi jepe xu-pé pero nd'õ-pena'i xe-rehé.	I even called him but he didn't pay any attention to me.
---	--

RAMO JEPE
RÕ JEPE

meaning 'even though' or 'even if'.

O-ú tarde rô jepe, a-há ta he-ndivé.	Even if he comes late, I'll go with him.
O-ú tarde rô jepe, a-há kurî he-ndive.	Even though he came late, I went with him.

COMPARISONS OF
EQUALITY

(Aff) Nde-vaí kururú ixa.	You're as ugly as a frog.
(Neg) Nda [~] xe-pirú [~] i ndé ixa.	I'm not as thin as you are.

COMPARISONS OF
INEQUALITY

Xe-tuixa-vé nde- heguí.	I'm bigger than you are.
I-tuja-vé María gui.	He is older than María.

TUJA vs.
GUAIGUI

Tuja 'old' refers to men. Guaigui 'old' refers to women.

I-tuja.	He is old.
I-guaigui.	She is old.

RECIPROCAL
PRONOUN

Oi-kuaá xu-pé.	He knows him.
O-jo-kuaá (Oju-pé)	They know each other.
Ja-jo-kuaá (Oju-pé)	We know each other.

REFLEXIVE PRONOUN

possessive prefix plus ju-pé

A-je ¹ -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

Ĥesarái xe-heguí.	He forgets me.
Ĥesarái 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).



NIPO (OR NIMBO)

Indicates wonderment or surprise. It often occurs with ra.e.

O-hó nipo ra.e.	He really did go. (I found out.)
-----------------	----------------------------------

MANDI

Used frequently with imperatives; implies immediate or expedient action.

Ja-há mandi.	Let's go (it will be better not to wait).
Te-re-hó mandi.	Go! (Don't wait any longer.)

KATU

Used to strengthen an affirmation and to express resolution or decision.

Pero o-mba.apó katu.	(On the contrary) he does work.
Ja-há katu na.	Let's go (and quit fooling around).

MANTE

Implies obligatory results, and in many cases is best translated by the Spanish 'únicamente'.

Upé ixa mante re-ñe'ë-kuaá ta.	Así únicamente aprenderás a hablar.
A-pytá mante ko'á-pe ko pyharé.	I'll just have to stay here tonight.

REÍ.

Means 'free; uselessly; without purpose'.

A-me'ē reí ta ndé-ve.	I'll give it to you free.
Ro-ho reí ta-nte.	We'll just go to fool around.

POTÁ or MBOTÁ

When occurring as the second element in a compound verb it implies imminence of occurrence.

O-hò potá.	He is about to go.
O-guahé mbotá.	He is about to arrive.



Survival Expressions

E-ñangarekó ani haḡuã re-'á.

Ten cuidado que no te caigas.

state of health

1. Mba'é ixa^ˆpa re-ñe-ñandú ?
2. Angè pyharé xe-akanundú.
3. Xe-pirè vaí xe-ko'èvo.
4. Mboý diá ma^ˆpa oj-apó re-ñandu
- hagué ko mba'asý ?
5. Oj-apó seis dia ma a-ñandu
hagué.
6. Xé akã rasy.
7. A-je-py'apy-eté ko a-ina, tekotevé
a-ñenõ.
8. ñasy^ˆpa ndé-ve nde-řetymá?
9. Xe-sý ñasy-eté.
10. Oi-kó vaí-eté.
11. Xe-kane'õ-ité-pa !
12. ñasyko ni'ã xé-ve ko Ana.
13. Mba'é'iko o-jehú ndé-ve?
14. Nde-rovã pytã.
15. Xé^ˆjopi peteí káva.
16. Nde^ˆsu'ú piko peteí jaguá ?
17. Xe-rasy ai-kó vo.
18. Ai-kó xe-rasy.
19. Na^ˆñe-ñandu porã'i.
20. E-me'è na xé-ve pohã.
21. Hesái ha i-kyrá.

Hôw 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
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.

miscellaneous expressions

1. T-o-ú la o-ú va.
2. A-ha-se-té-pa.
3. A buen tiempo.
4. O-pytã mesa ḡy-pe.
5. Māra-vé nd^ˆoi-kó'i!
6. Ai-po-py xu-pé.
7. Ni mba'evé ixa rç

Come what may.
How I long to go.
Just in time (to eat with us).
Quedó bajo la mesa (= he came too
late to eat).
No importa!
We shook hands.
De ninguna manera.

Teasing and Insulting

- | | | |
|-----|--|--|
| 1. | Nde-ate'ỹ burro hový ixa. | You're as lazy as a blue donkey. |
| 2. | Jāguē ixa ndé xe-tratá. | Me trata como un perro. |
| 3. | Mba'evé te ningo xé-ve. | Qué me importa? |
| 4. | Añe-defende-kuaá. | I can defend myself. |
| 5. | Ai-kuaauká ta ndé-ve avé
ndi-pa re-tratá. | I'll show you who you're dealing
with. |
| 6. | Aní nde-japú ti. | Don't lie. |
| 7. | Mba'e re-pa er-é tie'ỹ? | Por qué dice cosas malas? |
| 8. | Nde-paciencia mĩ kena. | Tenga un poco de paciencia. |
| 9. | Aní ke nde-tavý tei. | No sea ignorante. |
| 10. | Aní na upé ixa ti. | No sea así. |
| 11. | Aní nde-posý tei! | No se enoje! |
| 12. | Nde-poxý-pa. | Are you mad? |
| 13. | Nde re-ñe'ẽ heta ha nde'er-é'i. | You talk a lot and say nothing. |
| 14. | Hã-'e mĩ-nte la xé a-ñandú va. | I say what I feel. |
| 15. | Añeté la er-é va, la nde-vai há. | It's true what you say, that you're
ugly. |

Insults, Threats & Joking

- | | | |
|----|---|--|
| 1. | Āga-nte ja-jo-topá ne tape
po'í-pe. | Some day we'll meet in a narrow
street. |
| 2. | Mba'é ixa tamō ra.e re-
consegui, xe-karaí . | Ojalá lo consiga, mi hijo. |
| 3. | Te-re-ho- e-manō mba'é. | Go jump in the lake. |
| 4. | Rej-ú re-ñe-mbombarete-sé
ko'á-pe. | You come around here acting
tough. |
| 5. | Re-ré-ho mba'é na. | Véte de una vez. |

Asking Distances

- | | |
|--|---|
| 1. Mombyrýpa ko'á gui Ca'acupé? | Is Ca'acupe far from here? |
| 2. Mboý hora-pe pa o-he-guahẽ Encarnación-pe? | How many hours to get to Encarnacion? |
| 3. Mboý kilómetro pa o-pytá á gui Luque? | How many kilometers is Luque from here? |
| 4. Mba'é ita pa ikatú a-guahẽ pya'e-vé San Lorenzo-pe? | How can I get to San Lorenzo the fastest way? |

Giving Distances

- | | |
|---|---|
| 1. Ca'acupé o-pytá una hora re-hó ta rō yvý rupi, ha re-hó ta rō camion-pe o-pytá media hora-nte. | It takes an hour to Ca'acupe if you go on foot, and a half hour if you go by bus. |
| 2. Nda mombyrýi pa á gui. | It's not far from here. |
| 3. O-pytá dies kilómetro á gui. | It's 10 kilometers from here. |

Moral Advice, etc.

Anĩ re-xeko-sẽ nde-mba'e'ỹ.	Don't covet what is not yours.
Anĩ ke nde-resarái nde-řetã gui.	Don't forget your country.
Anĩ nde-rová távỹ ti !	Don't mess around !
Nai-mo'ã'ỹ há gui-nte ko o-ú la i-vaí va.	Cuando no se espera viene lo malo.

dialog

A. Mba'e'ẽ pa oj-apó ta xe-rehe nikuái ?	What will they do for me ?
B. N'oj-apó mo'ã'i nde-rehe mba'e- vé.	They won't do anything for you.

Survival Expressions

1. Ha-'e-se mĩ ndé-ve peteĩ mba'e.	I want to tell you something.
2. A-uré ta ndé?ve peteĩ mba'e.	I'm going to ask you something.
3. Xe'perdoná na.	Forgive me.
4. Nde-rehe-nte ma o-ĩ upéva.	That depends on you.
5. Nd'ikatú'i.	I can't believe it.
6. Xé ndo'ro'gueroviá'i.	I don't believe you.
7. Kóva la añete gua.	is is true.

saying

Nd'o-valé'i ka'ú reheve oi-kó cava'u 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).

Column A

nde-amigo

ñande^ˆpytyvõnda^ˆnde-rymbá^ˆinde^ˆre-ñe'^ˆẽ^ˆiColumn B

ne-amigo

ñane^ˆpytyvõna^ˆne-rymbá^ˆine^ˆre-ñe'^ˆẽ^ˆi

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.

nda^ˆxe-róga^ˆi

a-ha ta ma

roi^ˆpytyvõ (I help you)

o-pyta-sé va

nda xe rógai

ahátama

roi^ˆpytyvõ

opytaséva

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.

Column A

a-há

a-há ta

o-pyta-sé

o-pyta-sé va

t-o-í

óga

Column B

aha

ahata

opytase

opytaséva

tou

oga

Survival

Thirdly, the conventions for marking stress have been as follows:

Primarily and secondarily stress has always been marked, unless it is a Spanish word (in which case a special set of

Na-cena-mbá ma We've all eaten supper already
Ja-karu-pá ta ma We'll all eat now

Ndê-pa rei-me-mbá ma ? Are you ready ?
Haimeté Almost.
O-jogua pá-rei-me-mbá ma ? Are you ready ?
Nei-mo'á upé ixa Almost.

Hi'ã-nte xé-ve roi-pytyvõ Deséo ayudarte

O-vende-sé hepý pe fideo They want to sell the noodles at a high price

Mba'é re-pa re-puká, x-amigo ? Why do you laugh ?
Upéva xe mbopuká That makes me laugh
Upéva xe mbyasé That makes me cry

Oi-ké xe-akã-me It occurred to me

(Relative Time Expressions)

PAST

[possible answers to Araka'é-pa re-guahé ra.è ?]

- Hetã-ité ára ma Many days ago
- Aré ma Some time ago
- Kuehé Yesterday
- Ange-té Reciécito, hace un buen rato
- Ange-té lento-nte Reciécito
- Ymá ma Hace tiempo
- Angè pyharevé This morning
- Ramo-ité Reciécito
- Ko kuehe-té Hace poco tiempo
- Ko kuehe-vé El otro día (pasado)



Ro-vy'a ro-ĩ hagué re ko'á-pe ?

Are you happy to be here ?

A-je-pokuaá ma ko ára re.

I'm already used to this weather.

Mba'é aña^ˆpiko la rej-apó va
hina ?

What in the devil are you doing ?

Mba'é aña^ˆpiko la er-é va ?
Mba'é aña^ˆpiko aj-apó ta ?

What in the devil did you say ?
What in the devil will I do ?

Rei-kuaá^ˆpa máva^ˆpa o-ú ra.è
Norteamérica-gui ?

Do you know who came from North
America ?

Nahániri.

No.

Francisco. Na Josefa memby.

Francis. Mrs. Josefa's son.

E'a ndé ! Oú^ˆpiko opyta ha^ˆguá
ixa ?

Really ? Did he come to stay ?

Carlos i-poxy hina nde-ndivé.
Piko hina!
Hée, ha he-'i nde-nupa ta ha.

Carlos is mad at you.

Is that right !

Yes, and he said that he was going
to slug you.

Is that right.

Piko hina.

Kuehé a-juhú kurì Angel-pe.
E'a ndé. Mba'é ixa^ˆpiko oi-kó ?

Yesterday I ran across Angel.

Really, how is he ?

Pero !! Cómo está ?

E-hasa e-guapy.

Come in and sit down.

Ej-ú py ja-terere..

Come on and let's have some tereré.

(cold mate tea)

Ej-ú py ja-kai'ú.

Come on and let's have some hot tea.

Ej-ú py ja-jepe'e.

Come on and let's warm ourselves by
the fire.

Mba'é^ˆpa o-ĩ nde-ju-ha gui ?

How is it where you just came from ?

Nde-guápo-nte^ˆpa ?

Are you all right ? (How are you ?)

Nd^ˆo-valé^ˆi nde-poxy.

You don't need to get angry.

Nd^ˆai-kuaa-sé^ˆi xu-gui mba'evé.

I couldn't care less about him.

Ha mba'é^ˆpa o-ĩ upe va re ?

So what ? (Y gué hay por eso ?)

Te-re-ho na e-manó.

Go jump in the lake.

O-ĩ la trabajo pero nd^ˆai-po^ˆri
la plata.

There's work, but there's no pay.

A-mba.apó burro ixa ha ndo^ˆpaga^ˆi
xé-ve.

I work like a dog and he doesn't
pay me.

Xe-ry'ái xe-rykué.

I'm sweating like a dog.

Xe-mboriahu-vé anguja tupaó gui.

I'm poorer than a church mouse.

Shopping

substitution table

ai-potá.	un dos tres	kilo	jetý mandi'ó so'ó arros
		litro	kambý kerosén eíra aceite

Present or indeterminate past, present, future

Sapy'apy'a	From time to time
Ko'ê-mbâ mboyvé	Before it's quite dawn
Upé vove-té	En seguida
Mantê ref	Cada momento
Hi-época-pe	In its season
Memé	Con frecuencia (continuamente)
Pytymbý javé	While it's dark
Ko tiempo-pe	En este tiempo
Jepi	Siempre
Py'yi	Frequently
Tapiá	Siempre
Este dia	Today
Ko'ãga rupi	Por ahora

FUTURE [possible answers to Araka'ê~pa o-ãuahê ta ?]

Aãa-ve	Later
Aãa mié	A bit later
Aãa-ité (ma)	Right away
Nãa~hi'ãre-vé~i ma va.erã ku	Ya no debe tardar más
Xe-arè mié ta guêteri	I'll be a while yet
Ko'ëro-ité	Mañana
Ko'ê ambué rô	Pasado mañana
Upéi	Despues
Ambué ára	Otro día
Sapy'á-nte	Algún momento
Ambue año o-ú ta va-pe	Some year
Upé vo ae	Recién entonces

- Q. Nde~gustá~pa Paraguái ?
 A. Ne'ira guêteri a-juhu la
 i-ãaãa va ni i-tie'y va.

Do you like Paraguay ?
 I haven't found out yet what's
 bad about it.

- Q. Mãva~piko ndé ?
 A. Na Leona memby xé.

Who are you ?
 I'm Sra. Leona's child.

Survival Phrases

Nda^ˆmomyry^ˆi.
 Ape-té-nte.
 Nda^ˆi-pú^ˆi guèteri.
 Nda^ˆipori ava.vé.
 Nd^ˆo-ky-sé^ˆi.
 Nd^ˆo-ky mo'^ˆã^ˆi.
 Nda^ˆipori-vé^ˆi.ma.
 Marãvé ko nd^ˆoi-ko^ˆi.
 Nd^ˆoi-kó^ˆi mba'^ˆè vé.
 Ani na upe ixa ti.
 Mba'^ˆé re^ˆpa nde^ˆrej-ú^ˆi xe-ndivé.
 Nda^ˆikatú^ˆi gui.
 Emyendý la estufa.
 Hendy la lus.
 Re-huga-kuaá^ˆpa varáha?
 Péva ha'^ˆé ma hãna.
 Nde-ytá^ˆpa?
 Mãva^ˆpa nda^ˆhasý^ˆi-vé?
 Ei-ke katu!
 Tekotevé a-ha.
 A-há ta aj-ú.
 Yma ndó^ˆro^ˆhexa-vé^ˆi.
 A-rekó hetá mba'^ˆé a-porandu-sé va.
 Mba'^ˆé la reikuaá-se-vé va re-ina?
 Eñangareko ke nde-jehe.
 Por poco na^ˆxe^ˆnupã^ˆi.
 Japú upé va.
 Ha-'é nte ndé-ve.
 Mamõ gui^ˆpiko ndé re-guahẽ.
 Pya'e mĩ ke.
 Kova^ˆpa la Itá rape?
 Roi^ˆpytyvõuká ta José rupi.
 Eñemú na xe-ndive marxãnte.
 Re-hejá^ˆpa xé a-há nde-ndivé?
 Re-hejá xé roi^ˆpytyvõ mí.
 A-ñe-moyasý ro^ˆmboñemyrõ Hague re.
 A-roviã hãsy ne há.

It's not far.
 It's right close.
 It's not time yet.
 No está nadie.
 It won't rain.
 It won't rain.
 Ya no hay más.
 No importa.
 No pasó nada.
 Don't be like that.
 Why didn't you come with me?
 Because I couldn't.
 Light the stove (tuto endý).
 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.
 Por 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.