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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)

GUARANI BASIC COURSE

Part I

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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 Corns to discover, at least for the American rovernment, that Spanish and Portuguese are not the only important languages of Latin Arcrica; 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 Daraguay, 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 hearth and home, the language of thoughts and dreams, of love and prayer, of conversation, work and play. It is a preciously held 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, Iam, Quiche. 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, neople 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 Di

The roots of muarani lie hidden in the deep past. Its relatives include a twin sister. Tupi, for all practical purposes the same language, spoken today in the auth part of Brazil. Until only recently Tupi was the Lingua Geral or ling franca throughout Brazil. Other related dialects of Tupi-Guarani are spond today in scattered areas along the Amazon River, in Bolivia, Brazil, aguay 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 of 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 Paragray. 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 disolved it. Paraguayans remember these titanic struggles and today pay a sort of momage 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 acholars of Guarani wrote recently, reporting of the contemporary language situation in Paraguay:

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

Co-official Status for Guarani

Although virtually all Paraguayans look upon Guarani with an attitude of pride and vindication, not many are ready to allow it to displace Spanish. Spanish is, after all, the door to the outside world, the way to education and knowledge, the key to progress. Vithout Tranish, 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 erve this end, but itsufunctions 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 purista, 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 "jopara" 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 peoms 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. Guarani as spoken in Paraguay has never varied very widely from one region to another, but the development of the standardized orthography has not yet been achieved. This, in spite of several national and international congresses and Academy sessions which have been held to settle the problem. There are, it seems, a number of competing systems, developed independently by authors of grammars and dictionaries. And, it seems, each system has attracted a number of advocates in high places. The result: an emotional refusal to compromise. The major difficulty: a misunderstanding of the principles of adapting letters to sounds, accommodating an alphabet to a language.

Principles and Problems

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

- (1) Represent the sound with j, against which the provincial and ridiculous argument is mounted: "a letter cannot have two sounds; jota has the sound of jota and Guarani does not have a jota." (The fact that j represents a very different sound in English, French, German and Spanish is not brought up by this faction.)
- (2) Represent the sound with \underline{h} (against which equally absurd arguments are vollied).
- (3) Compromise the issue: represent the sound with both \underline{j} and \underline{h} together, like this: \underline{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 orthographics 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 afew 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 of 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 Paramuayans meet in a foreign land, they almost invariably show their ties to Paramuay by speaking in Guarani.

In general, the Paraguayan supper 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 Spansih throughout the land. It is true that in Mexico, Peru, Equador 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 nortions 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.

Prologomena 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 abcrigines, African bushamen, 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.
- The notion that Guarani or any language has a closed and limited vecabulary 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 elogment speech you can imagine.

h. Guarani has no grammar.

5. Guaraní is not a phonetic langauge.

b. 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."

- It is not clear what people mean when they , say that such and such a longuage 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 it, without rules of grammar) for forming sent-nees, then they are clearly mistaken. Communication through language is possible only coeause language is a system of rules for relating elements. The system, that is, the grammar, is learned by the child long before he is a smoot are oft is learned, of course, without any formal instruction. Indalthough a such rem is not/conscious of the miles that lovern his speech behavior, nor of having ever learned any rules, in fact he cannot speak a single sendence without applying grammar rules.
- 5. A confused notion exists about "phonetic" vs. "unphonetic" languages. It is thought that some languages cannot be written because their sounds are not phonetic. Supposedly, since the letters of the alphabet are assumed to have inherent values (those of English) and since many languages have un-English-like sounds, foreign to the known values of our letters, these languages must be "unphonetic." This confused thinking probably results from a basic misunderstanding of the nature of language, namely the ... false idea that writing is language, and that the letters of the Roman alphabet have constant values, (determined by some primeval revelation. In fact, language'is essentially and primarily the use of speech sounds to convey meaning. Writing is a representation, a transcription of speech. Speech is basic, the primary form of communication. Writing is derived, a secondary form of communication.
- 6. 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

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

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.

- English. We 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:
- 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-Furopean 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. 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.

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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:

- (2) 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 necessar 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 intersive language training programs:

- (1) The Overview Original
- (1) The Overload 1 1/11 .
- (3) The Overlear Trincial

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, fradually bringing more and more aread under active control. It is held that pass 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 roal 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 proparatory to meeting with the instructor or coming to place.

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 eyeles. This stage provides for supervised application and active use of the material introduced in the preparation stage.

[&]quot;icro-wave cycle is a term suggested by Dr. The Stevich of Pereim Service Institute to designate a mode of language study characterized by short excharges which can be put to use immediately without long memoripation or reminulation drills.

By means of the exercises and activities found in the core stare it is hoped that the student can attain a state of <u>overlearning</u>, which he will then maintain by the continued review and use of the material.

What is Expected of the Student

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

To aid you in going as far as you can toward attaining competence in Guarani the course materials have been 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 AMEAD section and follow instructions.
- 6. Read through the core material <u>before</u> coming to class, paying particular attention to the <u>notes to the student</u>.
- B. The student will be expected to participate in the CORE and BEINFORCE-MENT 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 <u>out of class</u> for asking private questions in English.)
 - 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 dialoguer and other short pieces.

One Last Word

Your success in learning Guareni 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 language.

Indian

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?'

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' emphazing the ...

<u>A</u>

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)?'

 Now when you see the Guarani word <u>mba'é ixa^pa</u>? you will pronounce it

'mm buy A. Shaw paw'

	7.	If you met a Paraguayan now, you could	•
		greet him by saving	10 10 10 2
		which means 'How (are you)?'	Mba'é ixa pa?
			2
	(T)	(Listen and repeat the word precisely as	you near it.)
		•	
	8.	Since mba'é ixa pa is a question, the	0
		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'e ixa pa?	
		I-porã-nte means '	Just fine
		•	
	a	Say the English ssounds 'pone on teh'	
	<i>)</i> •	stressing the 'on'. Now say the letter	•
٠		'E.'. 'E. pone on ten.' The 'on' is	
		underlined because it must be	stressed
		midelilined begades to have	,
	10	'E. pone on teh' is very close to the	
	10	Guarani sound <u>I-porã-nte</u> . Say	
	·	'E. pone on teh' rapidly three times.	•
7		What does it mean?	Just fine
		which does no mean.	•
	17	Now when you see the Guarani word	·
		I-pora-nte you will pronounce it	
		1 5010 110	E. pone <u>on</u> teh
	(T)	(Listen and repeat)	%×,•
		\	. (
	Ĺ2.	Remember that mba'é ixa pa? means	
	Γ-:	How (are you)?' and is pronounced	•
Ϊ	,		mm buy A. Shaw paw
	13.	If you were greeted with mba'é ixa pa?	
	-54	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?
		one dear the second sec	
	16.	'Hondeh' is close to the Guarani words	· .
	±0.	Ha nde? 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-pora-nte. Ha ndé?

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

I-porã-nte.

20 Or he might say <u>I-porã-nte aveí</u> which means Just fine too.' <u>Aveí</u> 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 avei. Say 'awe veh E.' rapidly three times. What does it mean?

too or also

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

awe veh E.

(T)

23. Say <u>I-porã-nte aveí</u> 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 <u>I-porã-nte</u>. Ha ndé?, how could you respond?

I-porã-nte aveí

dialog 1.

A. Mba'é ixa pa?

How (are you)?

B. I-porë-nte. He ndé?

Just fine. And you?

A. I-pora-nte avei.

Just fine too.

dialog 2.

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

2. Actually nde 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 <u>Xe-réra Carlos</u>, 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 řxa 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. <u>Karaí Gomez means 'Mr. Gomez'.</u> What does <u>Karaí mean?</u>
- 15. <u>Karaí</u> sounds a lot like the English syllables 'Cod-eye <u>E</u>.' Say 'Cod-eye <u>E</u>.' rapidly three times. Which sound is stressed?

(T)

- 16. Say <u>karaí</u> 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-rera karaí Gomez what would it mean?
- 20. If he also added <u>Ha ndé</u>? what could you answer back?
- 21. He may then say A-vy'a roi kuaa 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

M۳

Ė.

My name's Mr. (last name)

Xe-rera karaí (name)

Mba'é ixa pa nde-réra?

My name is Mr. Gomez.

Xe-rera karaí (name)

the last awe

(T)

22. Say 'awe voo awe' rapidly three times.

This sounds something like A-vy'a 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 'vch'. Now say these four sounds:
 'Roy quaw awe voh'. Say it rapidly
 three times. This sounds like
 roi kuaa 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 at mean?

I'm happy to know you.

25. Now when you see A-vy'á roi kúaá 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 nderéra?

27. If he said <u>Xe-réra karaí Gomez.</u> Ha ndé? your could respond?

Xe-rera 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.

- Karaí! Mba'é ixa pa?
- I-porã-nte. Ha ndé?
- I-porã-nte aveí. Mba'é ixa pa nd -réra?
- Xe-rêra karaî Gomez. Ha ndê?
- Xe-réra António.
- A-vy'á roi kuaá vo.
- A-vy'á aveí roi kuaá vo.

dialog 1.

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

dialog 2.

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

GUARANI

mba'é ixa pa ·i-porã-nte aveí ha ndé .

xé

nde-réra xe-réra

karaí

a-vy'á

roi kusá vo

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
ъ.	Há nde	Ha ndé	· Ha-ndé
c.	mba'e ixa pa	mba'é ixe^pa .	mbaé' ixa pa
	avei		aveí
e.	ndé-réra	nde-réra · 🧸	ndè-réra
£,	karai	karái	karaí
g.	a-vy'á	a-vyá	a-v'yá
h.	roîkuaá 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 sheh
ndé	you; your	night <u>n' deh</u>
ha'é	ne; she	ha(t) <u>eh</u>
oré	we; our	ole for us
pee	you-all; your	pain

	<u> </u>	
-hendú	listen	hand to the ear
-studiá	study	(from Spenish)
-ñe'ẽ	speak; talk	Speak Russian? <u>nyet</u>
16	say	Eh? What did you say?
jevý	again	again in a jiffy
cì-porã	that's fine	· ·
		<u> </u>
" pa	(question marke	r)
expressions	needed for classroom op	eration
	pe-hendú	listen (escuchen)
	jevý	again
	pej-é	say it (diganlo)
	ol-pora	that's good

no ,

nahāniri

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

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 Euarani the letter 'y' is used to represent a sound that does not exist in Spanish: listen 'y'. Sometimes this sound is pronounced in the English word 'just' when it is lengthened out. (T)
- 4. Which of the following Guarani sounds do not exist in Spanish: a, e, i, o, u, y?
- 5. Some letters in Guarani are pronounced much like the same letters in English. For example, the Guarani h, 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. Listen and say the following Guarani words (T) ha, avei, jevý.

different from

6. The letter x in Guarani represents the 'sh' sound as in 'shaw'. How would you write the sound 'shaw' in Guarani?
(T) Listen: xa, xe, xi, xo, xu, xy.

хa

7. How would you pronounce xa in Guarani?

shaw

8. In Guarani the letter <u>g</u> 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?

laĝ

9. How would you pronounce the letters <u>kag</u> 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 <u>Guarani</u> would be?

warani (T)

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

guağ

- 13. The letters <u>t</u>, <u>d</u>, <u>p</u>, and <u>b</u> are pronounced much the same in Guarani as in Spanish. (T) <u>táta</u>, <u>ndé</u>, <u>pa</u>, <u>mbá</u>.
- 14. The letters \underline{m} , \underline{n} , and $\underline{\tilde{n}}$ are also pronounced much the same in Guarani as in Spanish. (T) \underline{ma} , \underline{na} , $\underline{\tilde{na}}$.
- 15. The Guarani <u>r, s</u>, and <u>k</u> are also like the Spanish 'r', 's', and 'k'; and 'c' (before a, o, u) or 'qu' (before i, e) rera or <u>karaí</u>.
- 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 camisa 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

The glottal stop is the only difference between the Guarani words 'delicate' and 'loosen' ([T] poi and po'i). Pronounce the following in Guarani: (T) poi, po'i; hae, ha'e; mbae, mba'e. 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-pora-pa contains the nasalized syllable (source or center of nasalization) ra. (T) As a result, the other syllables are also nasalized. Say i-pora-pa. (T) ra 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-pora 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 <u>n</u> and pronounced <u>n</u>. Thus if ja were within a nasal span, it would be written ___ and pronounced ___.

ña; ña

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

noa e ra

27. How would you pronounce mba'è rã?

ma'è rã

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

nde-kuã

29. How would you pronounce nde-kuã?

ne-kuã

30. Whenever you see a dot under a <u>d</u> or <u>b</u> (d; b) you will know that it (is/is not) pronounced, because it falls within a nasal span.

is not

نر: قر

			•
			14 .
÷			4
	31.	In a masal span the tilde (~) marks the source or of masalization.	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 _
		How would you picture the nasalization in the word <u>pee?</u> (T) Say pee.	peẽ
		Jay <u>bee.</u>	· •
	34.	How would you picture the nasalization in the word $\underline{\text{hee}}$? (T) Say $\underline{\text{hee}}$.	hãe
	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-pora-nte? (T)	on the $r ilde{a}$
	37	If a word is not nasalized, the stress	
		is located with an accent mark (4).	on the \underline{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'e kuéra?	on the kué
	39.	Where is the secondary accent in ha'e kuéra?	on the ec
,	1+0.	Where is the primary accent in the word oi-pora?	on the rã
	,		
· •		31	,

41.	Where is the secondary accent in oî-porã?	on the i
42.	Listen and repeat again the vowels in Guarani: \underline{a} , \underline{e} , \underline{i} , \underline{o} , \underline{v} . (T)	·
43.	Listen and repeat the vowels again, this time nasalized: $\underline{\tilde{a}}$, $\underline{\tilde{e}}$, $\underline{\tilde{r}}$, $\underline{\tilde{o}}$, $\underline{\tilde{u}}$, $\underline{\tilde{y}}$. (T)	
44.	How do you pronounce ha, jevý, xa, guag and Guarani?	(T)
45.	Remember that the glottal stop can change the meaning of a word. Say 'delicate' and 'loosen': poi; po'i.	(T)
46.	What are two possible pronunciations of -mba.apó?	(T) _.
Î47.	Nasalization (can/cannot) change the meaning of a word?	can
48.	Say the words for 'hole' and 'finger' in Guarani: kuấ; 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 <u>na</u> , <u>mba'é</u> and <u>ndé</u> be pro- nounced?	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 werb 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 pora it means 'just'	
	or 'only'. The hyphen is used to connect syllables that must be connected to have	
		meaning.
56.	Verb stems such -studiá 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 <u>I</u> or <u>J</u> following the hyphen. Example: <u>-Ikuaá</u> , - <u>Japó</u> . This indicates that these verbs belong to the <u>I</u> -verb class or the <u>_</u> -verb class. (<u>I</u> -verbs and <u>J</u> -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 .		
c	word is what is called an R-H factor word. (R-H factor will be discussed later in detail.) A dotted 'r' (r) (is/is not) pronunced like an undotted 'r' (r).	is
60.	A dot over an 'h' (h) or a 't' (t) also signifies that the word is an R-H factor word. The dot does not affect the	•
	·	pronunciation .
61.	A dot under a 'b' (b) or a 'd' (d) does affect the pronunciation of the word. In this case the dot means that the letter 'zeros out' or is not	pronounced
62.	A dot between two vowels (as in -mba.apó) (does/does.not) affect the pronunciation?	does

63.		wels may be pronounced
	as a glotal stop or a vowel.	as a or lengthening
	•	
	•	Summary
1.	vowels:	\underline{a} , \underline{e} , \underline{i} , \underline{o} and \underline{u} are like the Spanish vowels. \underline{Y} is pronounced with tongue positioned for \underline{u} (as in \underline{put}) and lip positioned for \underline{i} .
2.	CONSONANTS:	<pre>j: jump v: very h: home</pre>
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 syllaole may be nasalized and become a 'nasal center'. $\underline{\tilde{a}}$, $\underline{\tilde{e}}$, $\underline{\tilde{i}}$, $\underline{\tilde{o}}$, $\underline{\tilde{u}}$, $\underline{\tilde{y}}$. The effects of nasalization spread outward from the 'source or center of nasalization' with a decreasing effect, until it i-pora pa is stopped or dies out. The area that is affected is called the 'nasal span'. Within a 'nasal span' a j becomes $\underline{\tilde{n}}$, a d becomes \underline{d} and a \underline{b} becomes \underline{b} . The \underline{b} and \underline{d} are not pronounced.
5.	STRESS:	nasal_wordnon-nasal_word
		Primary stress Secondary stress
•		<i>'</i> o

6. HYPHEN:

The hyphen is used to connect certain and parts which cannot stand alone.

7. HAT:

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

8. DOTTED LETTERS:

A dotted $\frac{\mathring{\mathbf{r}}}{,}$, $\frac{\mathring{\mathbf{t}}}{,}$, or $\frac{\mathring{\mathbf{h}}}{,}$ 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 <u>I</u> or <u>J</u> is called an <u>I-verb</u> or <u>J-verb</u> respectively.

Written Exercises

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

so'ó	-hendú	roi^kuaá
ha'é mba'é	ndé nde- [*] éra	hẽe xe-r̃éra
ñe'ē jevý	oi-pori	mba'é ixa^pa a-vy'á

4. Which of the following verbs are <u>I-verbs</u> or <u>J-verbs</u>?

-Ikuzá -Japó -ké -jeruré -Ikó -studiá -Imé

5. Which of the following cannot stand alone?

po pa -rera hera -studiá. I-porã îi
-Ikuaá ja-há -Japó nda kuã nde- nte

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

Looking Ahead

ko'ãga	now
	* .
ko'ára	today
peteï	one
mokõi	two
Α	
mbohapý	three
irundý	four
ha	and
tëra	or

expressions needed for classroom operation

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

Unit Three

CONTENTS

grammar points

- 1. asking questions
 - . a. by upward intonation
 - b. by question marker pa
- 2. <u>e-</u> singular imperative, second person pe- plural imperative, second person
- 3. imperative forms of -'e (to say)
- 4. command softener mī
- 5. pronoun prefixes

 xé a
 ndé re
 ha'é o
 oré ro
 peë pe-
- 6. progressive hīna
- 7. preposition 'IN' -pc; (-me)
- 8. position of pa
- 9. irregular conjugations of vowel stem verbs

 -'é to say

 -'ú to eat

vocabulary

Nouns .	1			٠	Verbs -'é
guaranî					hugá
inglés karal-ñe'é					Ikó Ikuaá
kokué		•			Jepó
ruso so¹ó					leé -'ú
30 0					va.erã
					-ké
					-manõ

Nouliers
mixi mī
porā

Personal Pronouns ha'è kuéra ñandé

Miscellaneous hee py Grammatical Items
kuéra pluralizer
(VERB)-sé want to
-vé mainly

Interrogatives
māva pa?
mba'é pa?
mba'é-pe pa?
moo pa?

· 0

Unit Three

PREPARATION STAGE

Program

dialog

(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 <u>Carlos</u> into a question using <u>pa</u>?

Carlos pa?

4. How would you turn <u>Carlos</u> into a question using a rising intonation?

Carlos?

5. I-poră-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 <u>pa</u> 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!

than one person is <u>pe-hendú</u>. The plural sommand requires the prefix <u>pe</u> before the verb stem. This is easy to remember if you think of the <u>p</u> as standing for 'plural'. How would you tell two people to 'study'?

Pe-studiá

(The imperative of -'é)

ommand 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 mī after the verb. So a more polite way of telling a person to 'study' would be to say E-studia mī. 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 mī. How would you politely tell someone to 'listen'?

E-nendu mī

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-stùdia mī
E-hèndu mī
E-ñè'e mī
Èr-e mī
E-lèe mī

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

Study Listen Talk Say (it) Read Pe-studia mī
Pe-hēndu mī
Pe-ñē'e mī
Pēj-e mī
Pe-lèe mī

(pronoun prefixer)

16. In Spanish when the subject is the first person singular pronoun yo the verb adds a corresponding first person singular suffix, after the stem. For example,

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

Xé a-studiá

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

Xé a-ñe'ē

16. 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 <u>Ha'é o-studiá</u>. How would you say 'He studies'?

Ha'é o-studiá

20. How would you say 'He speaks' ?

Ha'é o-ñe'e

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 <u>re</u>hendú Oré <u>ro</u>hendú Peĕ pe-hendú Tou listen
We listen
You-all listen

•				
				2 6
-				
23.	The person prefix for '; is pe. What doe Pee pe-		You-all listen	
24.	The person prefix for 'vero What would Oré ro in English?		We listen	
25.	The person prefix for 't		You study	4 .
. 26.	What are the appropriate the phrases below:	e prefixes for		·
	Xéstudiá.	· I study.	a.	
	Ndéstudiá.	You study.	✓ re	· :
	Ha'éstudíá.	He studies.	0	
27.	What are the appropriate the phrases below:	e prefixes for		·
	Xéñe'ẽ.	I speak.	a.	
	Oréñe'ē.	We speak.	. re	
	Peëñe'ë.	You-all speak.	pe	
	What are the appropriate the phrases below:	e prefixes for	.· •	-
15	Peẽhendú.	You-all listen.	pe .	
	Oréhendú.	We listen.	ro	
٠	Ha'éhendú.	He listens.	0 ,	
	Xéhendú	I listen.	a 	
	Ndéhendú.	You listen.	re	
•	e.	÷		
	•		•	
			•	·

29. Write and promounce the following in Guarani:

I study.

Xé a-studiá.

I listen.

Xé a-hendú.

You study.

Ndé re-studiá.

We talk.

Oré ro-ñe'ē.

We read.

Oré ro-leé.

(dropping the independent pronoun)

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

o-hendú

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

I study.

A-studiá.

. I listen.

A-hendú.

He listens.

O-hendú.

We talk.

್ಷು-ñe'e.

You-all listen.

Pe-hendú.

You study.

Re-studiá.

We read.

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 <u>Xé a-studiá hìna guaranī</u> mean?
- 35. <u>Inglés means 'English' in Guarani. How would you say 'I'm studying English'?</u>

(-pe as 'in')

- 36. We could say 'I'm speaking English' or 'I'm speaking <u>in</u> English'. It is common also in Guarani to us <u>in</u>.

 <u>Inglés-pe</u> means 'In English'.

 means 'in'.
- 37. How would you say 'He is talking in English'?
- 38. 'In English' is <u>inglés-pe</u>, but 'In Guarani' is <u>guaranī-me</u>. The suffix -<u>pe</u>, when preceded directly by a <u>stressed nasalized</u> vowel changes to ___.
- 39. How would you say 'He is talking in Guarani'?
- 40. How would you tell a friend to talk in Guarani?

A-hendú hĩna

(Xé) a-studiá hīna.

(Oré) ro-studiá hīna.

(Pee) pe-studiá hīna.

I am studying Guarani.

Xé a-studiá hīna inglés.

рe

(Ha'é) o-ñe'ẽ hĩna inglés-pe.

-me

(Ha'é) o-ñe'é hîna guaranî-me.

E-ñè'e mī guaranī-me.

How would you tell someone 'to say Er-e mī guaranī-me. (it) in Guarani? How would you tell a group 'to say Pēj-e mī guaranī-me. (it)' in Guarani? (position of pa) 43. Ndé re-studiá means 'you study'. Ndé pa re-studiá? means 'Do you study?' The question marker pa comes after word the first ___ Ha'é o-studiá hīna means 'He is studing'. How would you ask 'Is he studying?' Ha!e pa <u>o-studiá hĩna?</u> 45. Write and pronounce the following in Guarani: Nde pa re-hendú hīna? Are you listening? Ha'é^pa o-studiá? Does he study? Pee pa pe-ne'e hina Are you-all speaking in Guarani? guaranī-me? Since the subject pronoun need not be expressed, 'you study' could be re-studia. The question 'Do you study?' then would be re-studia pa? The question marker goes after the verb if that is the first word. How would you ask 'Do you listen?' without using Re-hendú pa ndé? 'Are you studying?' would be re-studia pa hīna? The hīna follows the ____. рa

Re-me'e pa hina?

Are you talking?

How would you change re-ne'e hina into

49. What does Re-ne'e pa hina mean?

a question?

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

Are you studying Guarani?

Are you-all listening?

Does he speak Guarani?

Is he speaking in Guarani?

(review)

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

Study.

Listen.

Say (it).

Speak.

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

Study.

Listen.

Say (it).

Read.

- 53. How would you say 'Does Carlos speak Guarami?'
- 52. Verbs of one syllable, like <u>-'e</u> 'say' and -<u>'ú</u> 'eat' are irregular conjugation:

ha-'ê ro-'ê ha-'û ro-'û ew-ê pej-ê re-'û pe-'û he-'î ho-'û

Just note these irregularities. Drills will be provided later.

Re-studiá pa hīna guaranī?

Pe-hendú pa hīna?

O-ñe'ē pa guaranī?

O-ñe'ē pa.hīna guarani-me?

E-studia mī.

E-hèndu mī.

Èr-e mĩ.

E-ñè'e mĩ.

Pe-studia mī.

Pe-hèndu mĩ.

Pêj-e mĩ.

Pe-lèe mī.

Carlos pa o-ñe'e guaranī?

Summary

QUESTION MARKER:

pa after a word or phrase makes the word or phrase
a question.

			{
Ndé.	You.	<u>I-porã-nte</u> .	Just fine.
Nde^pa?	You?	<u>I-porã-nte[*]pa</u> ?	Just fine?

COMMAND FORM:

<u>e</u> plus the VERB STEM is the singular COMMAND (COMMAND directed towards one person).

	•	
<u>Z-hendú</u>		Listen. (Escuche.)

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

	*	•
Pe-hendú	Listen.	(Escuchen)
<u> </u>		
l .	•	į

 $\underline{m}\tilde{\imath}$ after the COMMAND softens the command (makes the command less harsh). The $\underline{m}\tilde{\imath}$ takes the primary stress. It is equivalent to the Paraguayan Spanish 'un poco' after an imperative verb.

E-hèndu mĩ. 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) a-hen	dú. [I listen.
he	` <u>0</u>	(Ha'é) o-hen	dú. He listens.
you	re	(Ndé) re-he	ndú. You listen.
we	ro	(Oré) ro-he	ndú. We listen.
you-all	pe	(Pee) pe-he	endú. You-ell listen.

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

I listen.
I listen.
He listens.
He listens.

PROGRESSIVE:

'IN....'

A VERB plus hina forms the PROGRESSIVE.

A-hendú	I listen.
A-hendú hĩna	I am listening.

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

				T
	Inglés-pe	In	English.	
i '				į

After a stressed NASAL VOWEL -te becomes -me.

Guarani-me.

In Guarani.

Karai-ñe'ë-me.

In Spanish.

POSITION OF PA:

 \underline{Pa} is placed after the SUBJECT if it is the first word in the sentence.

Ndé pà re-hendú hīna?

Are you listening?

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

Re-hendú pa hīna?

Are you listening?

O-studiá pa hīna?

 \tilde{j}_{j}

Is he studying?

SINGLE VOWEL STEM
VERBS: -'e 'say',
-'û '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

Written Exercises

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

-ãe'ē ∙

-hendú

-'é

-studiá

2. Change the following words or phrases into questions:

Carlos

Re-ne'e guaranî.

Ndé

Inglés

Xé ha Carlos

O-studiá inglés.

Oré

Carlos o-studiá inglés.

I-porã-nte

Gladys o-studiá hīna inglés.

3. Make the following sentences progressive:

Carlos o-studiá guaranī.

Xé a-studiá guaranī.

Pee pa pe-studiá guaranī.

Oré ro-hendú guaranī.

- 4. Translate the following into Guarani:
 - a. I am studying English.
 - b. He is listening (to) Guarani.
 - c. Wè speak in Guarani.
 - d. You-all speak in English.
 - e. I tell (it) in Guarani.
 - f. I eat meat (so'5)

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

Listening In

- A. Mba'á ixa pa, Carlos?
- B. I-porã-nte. Há ndé?
- A. I-poră-nte avei. Ndé^pa re-studiá hīna guaranī?
- B. Hee, a-studiá hīna.
- A. Ha David? O-studiá pa hina guaranī avei?
- B. Nahāmiri, ha'é o-studiá hīna inglés.
- A. Oì-porã! Xé ha Gládys ro-studiá hīna inglés aveí.
- A. Gládys ha Carlos, mba'é ixa pa?
- B. I-porã-nte. Ha ndé?
- A. I-porā-nte aveí. Pe-ñe'ē pa inglés?
- B. Oré pa? Nahāniri, oré ro-ne'ē guaranī.
- A. Èr-e mĩ 'Hello' guaranĩ-me.
- B. "Mba'é ixa^pa." Oì-porã^pa?
- A. Hee, oi-pora.

How are you, Carlos?

Just fine. And you?

Just fine, too.
Are you studying Guarani?

Yes, I am.

And David? Is he studying Guarani too?

No, he is studying English.

That's fine. Gladys and I are studying English too.

Gladys and Carlos, how are you?

Just fine. And you?

Just fine, too. Do you speak English?

Us? No, we speak Guarani.

Say 'Hello' in Guarahi.

"Moa'è ixa^pa." Is that good?

Yes, that's good.

A. Re-studia pa hīna guaranī, Carlos?

B. Hee, a-studiá hīna.

A. Mba'é ixa pa re-studiá?

B. Xé a-ñe'ē guaranī-me.

A. Ol-pora, Carlos.

Are you studying Guarani, Carlos?

Yes, I am.

How do you study?

I speak in Guarani.

That's fine, Carlos.

Memorization

dialog 1.

A. Nde pa re-studia hīna guaranī?

B. Hēe, a-studiá hīna guaranī.

A. Re-studiá pa hīna inglés aveí?

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

dialog 2.

A. Pe-ne'e pa hina inglés-pe?

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

A. Guaranī-me pa? Oi-porã!

Are you studying Guarani?

Yes, I'm studying Guarani.

Are you studying English too?

No. He's studying English.

Are you talking in English?

No, we are talking ine Guarany.

In Guarani? That's good!

Looking Ahead

(Nouns)

Karai-ñe'ē Spanish (señor-talk)

(Verbs)

-mba.apó work

-Ikuaá know ,

-Ikó live; get along

-Japó do; make

-scriví write

-leé read '

-hugá play

(Modifiers)

porã well; good; pretty

vaí bad, ugly .

mixi mĩ a little

(Grammatical items)

kuéra pluralizer

expressions needed for classroom operations

e-porandú ixu-pé/

E-porandú ixu-pé mba'é pa o-studiá hína.

(Interrogatives)

mba'é pa what?

mava pa who? which?

moo pa where?

mba'é-pe^pu in what?

(Time expressions)

ko¹ãĝa now

ko'aga-ite right now

ask him (or her)

Ask him what he is studying

Listening For Study

- A. ¡Xé a-studiá nīna karaine'ē ko'āğa. Ha ndé?
- Xé e-studiá hīna karaìñe'ē avei.
- A. Ha mba'éîpa o-studiá nîna Carlos ha Gládys?
- B. Ha'è kuéra o-studié hîna guaranî.
- A. Ñandé ja-studià va.erã guaranī avei.

II.

- A. Ja-studiá py:
- B. Mba'é pa re stùcia-sé?
- A. A-stùdia-sé guaranī.
- B. Ha moo pa re-studia-sé?
- A. A-strdia-se escuela-pe.

IFI:

- A. Ndé pa rei-kuaá Carlos-pe?
- B. Carlos-pe pa? Hee, xé ai-kuaá pora Carlos-pe.
- A. Ha Julio-pe pa rei-kusa aveí?
- B. Nahaniri.

I am studying Spanish now. And you?

I am studyi g Spanish too.

And what are Carlos and Gladys studying?

They are studying Guarani.

We should study Guarani too:

Let's study then!

What do you want to study?

I want to study Guarani.

And where to do want to study?

I want to study in the school.

Do you know Carlos?

Carlos? Yes, I know Carlos well.

And you know Julio too?

No.

IV.

- A. Moo pa rei-kó ndé?
- B. Xé pa? Xé ai-kó Paraguáy-pe.
- A. Ha moo pa oi-kó ha'è kuéra?
- B. Ha'è kuéra oi-kó Denver-pe.
- A. Ha peë pa pei-kó porã-nte Paraguáy-pe?
- B. Heë. Roi-kó porã-nte.
- A. Ha mba'î ixa pa oi-kó Carlos?
- B. Ha'é oi-kó porã-nte aveí,

٧.

- A. Mba'é-pe^pa re-mba àpo-vé?
- _ B. A-mba.apo-vé kokué-pe.

Where do you live?

Me? I live in Paraguay.

Where do they live?

They live in Denver.

And you get along well in Paraguay?

Yes, we get along just fine.

And how is Carles?

He is just fine too.

What do you work in, mainty

I work mainly in agriculture.

Unit Four

CONTENTS

grammar points

- 1. ñandé and pronoun prefix ja- (ña-) 'We (incl)'
- kuéra pluralizer
 nouns
 ha'è kuéra (they) and person prefix o-
- 4. VERB-sé 'WANT TOG...'
- 5. I-VERBS (require <u>i</u> on the pronoun prefix)
 <u>Ikó</u>
 Ikuaá
- 6. J-VERBS (require j on the pronoun prefix)
 Japó
- 7. <u>-pe</u> 'IN', 'AT'; 'TO'
- 8. -pe as direct object marker for persons
- 9. va.erã 'SHOULD'; 'MUST'; 'OUGHT'
- 10. pa as 'WHETHER'; 'IF'
- ll. guá 'FROM'; 'OF'
- 12. -pe guá 'ASSOCIATED WITH'; 'OF'
- 13. ajé pa? 'RIGHT?'
- l4. Affirmation

 hee 'YES'

 upé ixa hina '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- (na-) plural 1st person 'LET'S'

17. mba'é pa 'WHAT?'

vocabulary

Nouns and Nominals banco béisbol biblioteca cacerola cafetería cancha clase cocinã colador cuchara Cuerpo de Paz domitorio escuela excusado fábrica de acéro sapatería fubol hárra hárro héra hospital hotel jepe'á karú 🧍 kova lápis lívro matemáticas mantel mberú nde-réra óga olla organisación pelota peluquería péva plato psicología tatá tembi-'ú tenedor

tupaó

universidad voluntario

Names of Places and Peoples Africa alemán Bolívia Boliviano Brasil Colombia Colombiano Costa Rica Estados Unidos Francia Japón japonés Méhico Mehicano (a) Norteamérica Paraguái Paraguaý Paraguaya (o) Peru Peruano portugués Rusia

verbs
gusta
hera
hexa
-Ipota
-Ipytyvo
-ntende
o-je-'e
-porandú
-scriví

Grammitical Items
ha D.O. clause marker
ta future tense
marker
tera
or

Time expressions
angè pyharé
ára
ára ha pyharé
ko pyharé
pyharé
...rae
upei

téra pa

Person Pronouns
ha'è kuéra
xé-ve
xu-pe

Interrogatives mava-pe pa?

Modifiers
-nte just (no.más)

Location Expressions á-pe à-pe té-nte a-mõ pé-pe

PREPARATION STAGE

Program

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

- 1. In Guarani there are two words that are translated 'We': oré and nandé. Oré is used when the person or persons spoken to are not included. Nandé is used when the person or persons spoken to are included.
- 2. Suppose you and a group of friends were looking for a park and stopped to ask a policeman how to get there. You could say "How do we (oré) get to the park?" Then one of your friends might ask you, "What did he say? How do we (ñandé) get there?"
- 3. Would 'We' be translated <u>oré</u> or <u>ñandé</u> in the following situations? Two shoppers talk to a clerk in a store:

Nandé will be called 'WE INCLUSIVE' :=
'WE (incl)'. Whenever you see 'WE (incl)'

you will know that it refers to

a.,	"Where can we find the men's clothes?	Oré
, ď	"How do we pay for this?"	Oré :
c.	"Can we dicker about the price?"	Nandé
d.	"How do we know you're not cheating us?"	Oré
е.	"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

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

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

Nandé ña-ñe'ë hīna.

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

Nandé ña-hendú hīra. Nandé ña-ĥe'ē hīna.

Nandé ja-studiá hīna.

(kuéra pluralizer)

6. In English we say 'book' and 'books'.

The 's' is the pluralizer. In Guarani they say <u>livro</u> and <u>livro</u> kuéra. The kuéra is the pluralizer. <u>Lápis</u> means 'pencil' in Guarani. How would you say 'pencils'?

. Napis kuéra

7. Note that <u>kuếra</u> takes the primary stress.

<u>ha'ế</u> means 'he' or 'she'. If you mean
more than one 'he' or 'she', you would
say <u>ha'ê</u>

kuéra

(the 3rd person verb prefix o-)

8. Ha'ë kuéra is the Guarani word for 'they'.

'He is studying' is Ha'ë kuera o-studiá
hīna. The verb prefix is the same for
ha'e kuéra and ha'é. The prefix is ____.

^**-**

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

Ha'è kuéra o-hendú hīna.

(review)

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

£-	ro-
•	ja- (ña-)
re-	pe-
0-	

(Let's ja- prefix)

ll. 'Let's study' is ja-studia. How would you say 'Let's listen'?
'Let's talk' would be <u>na-ne</u>

12. Because of the effect of the masalization in <u>ne'e</u> the <u>ja</u> becomes

- 13. Listen to, pronounce and then write the following in Guarani:
 - a. Let's talk.
 - b. Let's study.
 - c. Let's listen.
 - god. Let's say (it).
- 14. You have now been given three imperative forms.
 - 1. e-hendú
 - 2. pe-hendú
 - 3. ne-hendú ja-studiá

ja-hendú

ña-

Ña-ñe'ē

Ja-studié

Ña-hendú

ŭa−ºé

listen (escuche)

listen (escuchen)

let's listen let's study. (-sé want to)

15. 'I study' is Xé a-studiá. 'I want to study' is Xé a-studia-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 --hèndu-

sé

lb. Note that the -se takes the primary stress. Xé a-ñe'ê hîna guaranî-me means 'I am talking in Guaranî.' How would you say 'I want to talk in Guarani.'

Xe a-ñe e-sé guaranī-me.

... 17. The primary stress in a-ne'e-se is on

-sé

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

o-studia-sé.

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

ro-ñe'e-sé

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

Xé a-studia-sé.

a. I want to study.

Xé a-hèndu-sé.

b. I want to listen.

Ha'é o-ñë'e-sé.

c. He wants to talk.

Nandé ja-studia-sé.

d. We (incl) want to study.

(I-VERBS)

21. Verb stems written with a capital 'I' such as Iko and -Ikuaa are I-VERBS.

I-VERBS require and i on the pronoun prefix. Compare the following:

I study

Xé a-studiá Xé ai-kuaá

I know.

Xé ai-kò porã

I get along (live) well.

How would you say 'He knows'? Ha'é

oi-kuaá

22: <u>-Ikô meaning 'to get along' or 'to live'</u> 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: I-VERBS: J-VERBS: e-studiá ai-kuaá aj-apó I study I know 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-apo-sé

(-pe as locative)

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

A-studiá escuela-pe. Ai-kó Pæraguái-pe. A-ñe'ē hīna Carlos-pe.

29. Write and pronounce the following in Guarani:

- a. I study at school.
- b. I live at school.
- c. I live in Texas.
- d. He is talking to Gladys.

I study at school.

I live in Paraguay.

I am talking to Carlos.

Xé a-studiá escuela-pe.

Xé ai-kó escuela-pe.

Xé ai-kó Texas-pe.

Ha'é c-ñe'ê hîna Gladys-pe.

 $C_{oldsymbol{\mathcal{O}}}$

(-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

c (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-studià va.erã.

Xé a-studiā va.erā.

Xé a-studià va.erã.

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

Xé a-hendú

- 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.

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

va.erã

Ha'é o-hendù va.erã.

Xé a-studià va.erã.

Oré roi-kuaà va.erã.

Nandé ña-ñe'è va.erã guaranī-me.

(pa as 'whether', 'if')

34. Examine the sentence: E-porandú ixu-pé
o-studiá pa hīna - 'Ask him if he is
studying'.
O-studiá pa hīna means

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 .

is he studying?

if

(<u>su</u>	á 'from', 'of')	,	•
35.	Observe the following:	,	· · · · · · · · · · · · · · · · · · ·
>	a. Moõ guấ pa naé?		where are you from?
	b. Xé Paraguai guá.		I'm from Paraguay.
	c. Ndé Nortemèrica gué?	•	You're from North America?
	The post-position guá indicates origin or derivation.	, ~	
36.	Compare the following equivalents in Guarani:	· ·	· · · · · · · · · · · · · · · · · · ·
	Xé Mehicano Xé Mèhico g	guá.	
₩ .	Xé Baraguaya Xé Paraguai	i guá.	
	Xé Boliviano - Xé Bolivia	guá.	
37.	Say and write the equivalents:		
	Xé Peruana Xé		Peru guá
	Xé Colombiano Xé	•	Colombia guá
(- <u>p</u>	e gua 'associated with', 'of')	• .	
38.	Observe the following:		
-	a. Mba'é guá pa ndé?		What are you associated with?
	b. Xé Cuerpo de Paz-pe guá.	· .	I'm a volunteer associated with the Peace Corps.
39.	The suffix -pe 'in' plus the post- position gua 'from; of' combine to mean 'from in' or 'associated with'. Often -pe gua is translated by de in Spanish.	•	
40.	How would you say 'He's a VISTA volunteer'?		'Ha'é Vista-pe guá

Ha'é Vista-pe guá voluntario.

(ajé^pa right?)

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

He is sick, isn't he?

He has money, doesn't he?

He will go, won't he?

You like it, right?

It tastes good, don't you agree?

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

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

Which would be the more emphatic affirmation to the question re-karu-se pa? (Do you want to eat?), Hee or Upé ixa 'hīna?

(what?)

- 45. Moa'é pa? means 'What?' Moa'é pa re-studiá hīna? means 'What are you studving?' How would you say, 'What is ha'é o-studiá? he studying?'
- 46. Write and pronounce the following in Guarani:
 - a. What are we (incl) studying?
 - b. What does he study?
 - c. What is he listening to?

I-porã-nte, ajé[pa?

Upé ixa hīna

Mba'é^pa

Mba'é pa ja-studiá hīna? Mba'é pa o-studiá?

Mba'é pa o-hendú hīna?

Summery

PERSON PREFIXES:

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

we (incl) ja- (Ñandé) ja-studiá. We (incl) study.

they o- (Ha'è kuéra) o-hendú. They listen.

I-VERBS:

I-VERBS require an \underline{i} on the VERB PREFIXES.

Xé ai-kuaá. I know.

Ha'é oi-kuaá: He knows.

J-VERBS:

J-VERBS require a j on the VERB PREFIXES.

Xé aj-apó. I do (it).

'WANT TO...':

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

A-stùdia-sé. I want to study.

O-nèmu-sé. He wants to listen

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

A-studiâ va.era. I should study.

Ro-hendù va.rã. We baght to listen.

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

escuela-pe	₹•		at	school
Paraguái-pe			iń	Paraguay
Carlos-pe		. *\$	to	Carlos

'IF':

pa translates 'IF' in sentences like:

E-porandú o-studiá pa.	Ask if he studies.
Rei-kuaá pa o-studiá pa hīna?	Do you know if he is studying?

MOTE: <u>pa</u> does <u>not</u> translate the conditional 'IF' in sentences like: If I'm hungry I eat.

'FROM'; 'OF'

Origin or derivation are indicated by guá.

Xé Paraguai guá.	I'm from Paraguay.
<u> </u>	

'ASSOCIATED WITH':

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

Xé Cuerpo de Pâz-pe guá	I'm a Peace Corps
voluntario.	Volunteer.

SPANISH LOANS FOR NATIONALITY:

SFANISH 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 aje pe.

UPÉ IXA HĪNA:

A more errhatic affirmation than <u>hee</u> is UPÉ IXA HĨNA 'Yes indeed'.

Written Exercises

- 1. Write three centences in English using 'we' which would be translated oré in Guarani.
- 2. Write three sentences in English using 'we (incl)' which would be translated <u>nandé</u> i.. Guarani.
- 3. Make 'let's...' forms out of the following verbs and give English translations:
 - ٤. -'é

(Example: Ja-'é. Let's say (it).)

- b. -ne'e
- c. -hendú
- d. -studi £
- e. -iko
- 4. Translate the following into Guarani:
 - a. I know.

e. We know.

b. You know.

f. We (incl) know.

e. They know.

g. You-all know.

d. He knows.

h. You do.

- 5. Correct the mistakes in the following:
 - a. Xé o-heendu-se Guaranī.
 - b. Oré a-hèendu-sé Guaranī.
 - c. Nandé ro-hendú-sé Guaranī.
 - d. Ja-ñe'ē Guaranī-me.
 - e. Ña-ñe'ĕ Guaranĩ-pe.
 - f. Ha'e kuéra oi-kuaá.
 - g. Ha'è kuéra o-kuaá.
 - h. A-studià va.era.
 - i. 0-hendu-sé.
 - 6. Translate the following into Guarani:
 - a. I am studying.
 - b. I want to study
 - c. I ought to study.

 - d. I ought to talk Guarani.e. I ought to talk in Guarani.
 - f. I ought to talk in English.
 - g. We ought to talk in Gualani.
 - h. I'm a Peace Corps Volunteer.
 - i. I'm a North American

- j. We (ircl) ought to talk in Guarani.
- k. He wants to live here.
- 1. He wants to talk to Carlos.
- m. He ought to know Gladys.
- n. Do you want to study at school?
- o. Ask him if he is listening.
- p. Do you know if I am listening?
- q. You're from New York, right?
- ~. Yes indeed.

Listening In

- 1. A. Xé a-studiá hīna karaì-ñe'ē ko'āga. Ha ndé?
 - B. Ké a-studiá hīna karai-ñe'ē avei.
 - A. Ha mba'é pa o-studiá hīna Carlos ha Gládys?
 - ... Ha'é kuéra o-studiá hīna guaranī.
 - A. Ñandé ja-studi: era guaranî a ei.
- Ja-studiá py.
 - B. Mba'é pa re-stùdia-sé?
 - A. A-stùdia-s guaranī.
 - B. Ha moo pa re-studia-sé?
 - A. A-stùdia-sé escuela-pe.

- 3. A. Ndé pa rei-kuaá Carlos-re?
 - b. Carlos-pė pa? Hēe, xé ai-kuaà porã Carlos-pe.
 - A. Ha Julio-pe^pa rei-kuaá aveí?
 - B. Nahāniri.

3

- 4. A. Moo pa rei-kó ndé?
 - B. Xé pa? Xé ai-kó Paraguái-pe.
 - A. Ha moo pa oi-ko ha'è kuéra?
 - B. Ha'é kuéra oi-kó Denver-pe.
 - A. Ha pee pa pei-kó porã-nte Paraguai-pe?
 - B. Hee. Roi-ko pora-nte.
 - A. Ha mba'é ixa pa oi-kó Carlos?
 - B. Ha'é oi-kó porã-nte avei, gracias.
- 5. A Kuña-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 guaranī Paraguái-pe.
 - B. Xé a-studiá guaranī Paraguai-pe aveí.
 - A. Re-studia pa inglés Estados Unidos-pe.
 - B. Hee, a-studiá inglés Estados Unidos-pe.

Memori ation

- A. Mba'é^pa rej-apć hīna?
 - B. A-studiá hīna karai-ñe'ē ko'āga.
 - A. Oĩ-porã.
- 2. A. Mba'é pa ja-studiá va.erã ko'ãga?
 - B. Ndé re-studiá va.erã guaranī ha xé a-studiá va.erã inglés.
- 3. A. Ndé pa rei-kuaá Carlos-pe?
 - B. Hee, ai-kusa pora.
- 4. A. Ha'è kuéra pa oi-kó Jtah-pe?
 - B. Nahaniri.
 - A. Moo pa oi-kó?
 - B. Oi-kó Paraguái-pe, pero o-mba.apó hīna Utah-pe.
- 5. A. Mba'é ixa pa rei-kó?
 - B. Ai-kó porã-nte. Ha ndé?
 - A. Ai-kó polã-nte aveí.

Looking Ahead

- (nouns) (time expressions) day ára oga house (Sp. hogar) tupaó church ko ára today pyhará night escuela school ko pyharé tonight ára ha pyharé day and night (verbs) angè pyharé last night ...raē first -ntendé understand (Sp. entender) upei afterwards; next; then -Ipotá want (something) -hexá see (location expressions) á-pe here (interrogatives) à-pe té-nte right around here mava-pe pa whom? a-mo there; over yonder pé-pe there (close by) (grammatical items) future tense marker (will) têra ortera pa conditional tense marker (would) ne subordinate clause marker, analogous to the English subordinating conjunction that in 'He says that he is tired.'

Survival Expressions

model

Kóva héra kyşé.

This is called a 'knife'.

TO THE STUDENT: kôva means 'this'. Hera means 'is called' or 'its name'.

lexical substitution

kysé

Kóva héra <u>kysé</u>.

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: Kôva pa hêra kysé? or Péva héra plato, ajé pa? Respond appropriately.

model

· 0-je-'é tatá.

Se dice tata.

7

substitution

(tatá)

o-je-'é tatá

jepe¹á (firewood)

o-je-'é jepe'á

tembi-'ú (food)

o-je-'é <u>tembi-'u</u>

model

'Çasa' o-je-'é <u>óga</u>.

'Casa' se dice óga.

substitution

casa

'Casa' o-je-'é óga

señor

'Señor' o-je-'é <u>karaí</u>

señora

'Serc s 'é kurā-karaí

mesa

'Mesa' - 'énmesá

mode_

Èr-e mī xé-ve.

Please tell re.

Èr-e mĩ xu-pé.

Please tel. om.

Mba'é ixa pa o-je-'é 'fuego'?

Cómo se dice 'fuego'?

dialog

- A. Er-e mī xé-ve mba'ê ixa pa o-je-'é 'fuego'.
- B. O-je-'e tatá.

Us- Phase

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

te gusta?

me gusta?

Que quiere Ud ?

Que necesita ba.?

jue proce 33.?

- 2. Each class member ask another to please ask him how to say the expression just elacited. The excessee should go like this:
 - A. E-poràndú mì xé-ve mba'é isa pa o-je-'é me gusta.
 - B. Er-e mī xé-ve mba'é iza na o-ja-'é me gusta.
 - A. O-je-'é xe gustá

	Find Out How to Say	
• .		
no entiendo		
no me acuerdo		
no sé	<u> </u>	·
vamos		
vamos a comer		e e e e e e e e e e e e e e e e e e e
me gusta mucho		
la comida es muy buena		•.
-		

Unit Five

CONTENTS

grammar points

- 1. ta future tense
- 2. kurī recent past tense (statements)
- 3. kurī 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. -Ipcta 'to want (something)'
- 8. -pe with indirect object.
- 9. a ternate forms of -pe with pronouns xé-ve oré-ve ndé-ve ñandé-ve
- 10. pee-me 'to you-all'
- ll. (i)xu-pe '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. <u>ma</u> Spanish 'ya' present perfect tense in English.
- 16. ne'îra guêteri 'not yet' statement ne'îra pa 'not yet' question
- 17. ité / itereí degree heightener

- 18. Mba'é pa he-'i-sé upéva? 'What does that mean?'
- 19. <u>He-'i-sé</u> 'It means...'
- 20. -je- reflexive $(-\tilde{n}e- \text{ in nasal environment})$

vocabulary

•		
. Nouns and Nominals		
avuela	po	-ja-há
akā	5λ -	-javý
apysá	rembireko	-jepohéi
asucá	reunión	-jepopete
Biblia	revista	-jeroký
camisé	sapatú	-jeruré
carro	sávado	-juká
casõ	servilleta	-kakuaá
cavajú /	silla	-karú
· coche	suegra	–ké
cuaderno	tasa	-kirirī
domingo	táta	-Ikotevê
hendyvá (těta-kuá	-makaneá
hetā	tera	-manehá
hetā mba' 6	tesa	-mbohasá
1-p6-pe	tisa	-me'ë
jueves	YSSO	-moi
juký	viernes	'-he-ha'&
karú-	vicicleta ,	-ñe-py r û
kamby	voleto	-notÿ
kustiš	vorracor	-pay
la gente kuera	vosá	-purahéi
la upš ixa rõ	xe-amigo	-pytá
lunes	y	-pytu:ú
mandyjū	yke re	
martes	y-kuá	<u>Modifiers</u>
mbd's ha		kyrá
mboy	Verbs	morotī
mes	-agradocé	pohýi
mos& >	-aprendé	puku
mymbe	-ceni	pytä
namoi	-guatá	voi
ovexá	-gue-rekô	
palangana	- <u>h</u> å	Person Pronouns
pan	-na.arð	(i)xù-pe kuéra
pastel	-nexaukā	ñandé-ve
petel moa'é	-5	ndé-ve
pisarron	-ikatú	oré-ve
plomo	-Iko (vicicleta-pe)	peë-me

Miscellaneous

añe-te ári cada

Time Expressions ko'ē

ko'ë ko'ëro pyhare-vé

Phrases na á-pe

PREPARATION STAGE

Program

(ta	future	tense)
---	----	--------	--------

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

Xé a-studiá. I study.

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

- 2. Xé a-hendú means 'I listen.' How would you say, 'I will listen'? Xé a-hendú ___. ta.
- 3. Note that ta does not take the primary stress. 'I will speak in Guarani' is Xé a-ñe'ê ta guarani-me. How would you say 'I will speak in English'? Xé inglés-pe.

a-ne'ĕ ta

4. How would you say, 'we (incl.) are going to know Guarani'?

Ñandé jai-kuaá ta guaranī.

- 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.

Ké a-ñe'ẽ ta.

c. He will know.

Ha'é oi-kuaá ta.

d. We will listen.

Oré ro-hendú ta. Ñandé jai-kuaá ta.

e. We (incl.) will know.it.

Ha'è kuêra o-studiá ta.

f. They are going to study.

(kuri | ent 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 <u>kuri</u> following the verb. <u>Kuri</u> is generally used in <u>indicative</u> sentences, i.e. sendences which make a statement. It is less commonly used in <u>interrogative</u> or question sentences. (See frame II)

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

kuri

- 8. Write and pronounce the following in Guarani:
 - a. I studied.

b. He studied.

c. They talked:

d. We listened.

Xé a-studiá kuri.

Ha'é o-studiá kurì.

Ha'è kuéra o-ñe'ẽ kurì.

Oré ro-hendú kurì.

(rale in recent past tense questions)

9. Compare the following:

Ndé re-studiá kuri.

You studied.

Ndé pa re-studiá ra.e? Did you study ?

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

10. In a recent past time reference <u>ra.è</u> is generally used for asking a question and is used for making a statement.

kuri

ll. How would you ask, 'Did you listen?'

Nde pa re hendu ____?

ra.è

- 12. Write and pronounce the following in Guareni. (Put the pa on the independent pronoun)
 - a. Did you study ?
 - b. Did he know ?
 - c. Did they listen ?

Ndé ra re-studiá ra.è ?

Ha'é pa oi-kuaá 14.è ?

Ha'è kuéra pa o-hendú ra.è :

13. How would you give an affirmative response to the question: Ndê pa re-ñs ê ra.è guaranî? Hẽe, xế a-ñe ē

kuri

(kurì optional in past context)

- 14. Study the following:
 - 1. A-javý kuri la reunion

 A-javý la reunion

 I missed the meeting.
 - 2. A-páy voí kuri ko pyhare-vé

 A-páy voí ko pyhare-vé

 I woke up early this morning.
 - 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 kuri, is not always required.
- 16. How would you say 'I studied Guarani this morning' without using the recent past indicator kurì?

A-studiá guaranī 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'ero I'll study tomorrow

but not

a-studia ko'ero

(VERB-kuaá 'know how to')

18. Xé a-xe'é guaranī, means 'I speak Guarani.'

Xé ai-kuaā guaranī means 'I know Guarani.'

'I know how to speak Guarani' is Xé
a-xe'è-kuaā guaranī. Literally this would
be, 'I speak Guarani.

know

19. VERB plus -kuzá means 'to know how to VERB'. How would you say, 'I know a-studià-kusá how to study'? Xé 20. Write and pronounce the following in Guarani: Ha'é o-ñe'è-kuaá. a. He knows how to speak. lia'é o-hendù-kuaá. b. He knows how to listen. Xé a-studià-kuaé. c. I know how to study. (ikatú 'it is possible') 21. Ikatú means 'it's possible' or 'can' or 'may'. Look at the examples below: I speak. Xé a-ñe'ẽ. I can speak. Xé ikatú a-ñe'ē. It's possible for me to speak. Can I listen a little ? Ikatú pa a-hèndu mĩ ? 22. Ha'é o-hendú means 'He listens'. How would you say 'He can listen'? ikatú Ha'é o-nendi. 23. Write and pronounce the following in Cuarani: Ikatú pa a-studiá á-pe ? a. Can I study here ? Ikatú pa ro-studiá pe-pe ? b. Can we study there ? Ikatú pa ña-ñe'e ko'aga ? c. Can we (incl.) talk now ? (-ipotá 'to want something) 24. The verb - ipotá means 'to went something'. For example: Xá ai-potá peteï livro, means 'I want a book'. · 25. How would you say, 'I want a pencil' ? , - jé ______ peter lápis. ei-potá

15.6

.-poté - <u>SENTENCE</u>)

26. Compare the following:

Xé ai-poté.

I want.

Nié re-studiá.

You study.

Xé si-poté ndé re studié.

I want you to

study.

how would you say 'I want you to lis an'! Xé ai-poté

Nde re-hendú

- 27. Write and pronounce the following in Guarani:
 - a. I want him to study.

Xé ai-potá ha'é o-studié.

b. He was Carlos to study.

Ha'c ci-potá Carlos o-studiá

c. He wants me to study.

Ha'é oi-pota xé a-studia.

(-pe with indirect object)

28. <u>lr-e mi</u> means 'say' or 'tell'.

<u>Er-e mi Carlos-pe</u> means 'say to Car os' or 'Tell Carlos'. What would <u>lr-e mi</u> Gladys-pe mean?

Tell Gladys.

(alterna a forms of -pe with pronouns)

29. <u>Er-e mî xé-ve</u> means 'tell me'. What would <u>E-ñe'ẽ xé-ve</u> mean?

Speak to me.

30. Look at the examples below:

Ha'é o-ne'ë hina ndé-ve

He is talking to you.

Ha'é o-Re's hīna oré-ve.

He is talking to us.

Ha'é o-ne'e hîna nandé-ve.

He is talking to us. (incl)

With the pronouns xé, ndé, cré and mandé an alternate form of -pe is used, namely .

ve.

31. Look at the examples below:

Xé a-ñe'e hîna pee-me.

'To you-all' is expressed by _____

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

32. Look at the examples below:

Xé a-ne'e hina (i)xu-pé.

Xé a-ñe'ē hīna (i)xù-pe kuéra.

- a. 'To him' is expressed by _____
- b. 'To them' is expressed by _____

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

- 33. Write and pronounce the following in Guarani:
 - a. Tell him.
 - b. Tell me.
 - . c. Tell them.
 - d. He is talking to us (incl.).
 - e. He is talking to you.
 - f. He is talking to you-all.

(direct quotes,

34. Compare the following:

Xé ai-kó á-pe.

Ha'é he-'í, "Xế ai-kó á-pe."

I am talking to you-all. pee-me

I am talking to him.

I'm talking to them.

- (i)xu-pé
- (i)xù-pe kuéra

E-re mī (i)xu-pé.

E-re mī xé-ve.

E-re mī (i)xù-pe kuéra.

Ha'é o-ñe'ē hīna ñandé-ve.

Ha'é o-ñe'ē hīna ndé-ve.

Ha'é o-ñe'ē peē-me.

I live here.

He says, "I live here."

How would you say, 'He says, "I lived here."?
Ha'é he-'i, _______á-pe. Xé ai-kó kurí (indirect quotes) 3%. Compare the following: Ha'é oi-kó á-pe. He lives here. Ha'é he-'í di-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 'e studies'? Ha'é he-'í o-stùdia há Note that the ho takes the primary stress. 36. Write and pronounce the following in Guarani: a. He says than he studies Guarani. Ha'é he-'í o-stùdia há guaranī. b. He says that he is studying Guarani. Ha'é he-'í o-stùdia há hĩna guaranî. c. He says that he is listening. Ha'é he-'í o-hèndu há hĩna. 37. Compare the following: Ha'é he-'í o-stùdla há. He says that he studies. Ha'é he-'í kurî o-stùdia há. He said that he studies. How would you say, 'He said that he listens'? Hạ'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-ñè'e há guaranĩ. b. He said that he lastens. ha'é he-'í kuri o-hèndu há. c. He said that he is listening. Ha'é he-'í kurî o-hèndu há hĩna. Ha'é he-'í kuri he-'í há. d. He said that he says (it). \mathcal{E}_{i}

Ha'é he-'í or just he-'í means 'He says'.

39. Remembering that ra.e is used to form a question in the recent past, how would you ask: 'What did he say' ? he-'í ra.è Mba'é^pa ____ ? 40. How would you answer 'He said that he Ha'é he-'í kuri oi-kuaa há. knows'? (-nte just) 41. I-porã-nte means just fine!. -nte means 'just' or 'no más'. Just Guarani What would guarani-nie mean ? 42. Mixi mī means 'a little'. What would Just a little mixi mī-nte mean ? 43. Now would you say the following in Guarani ? I speak just a little. mixi mĩ-nte Xé a-me'ē ______. 144. Write and pronounce the following in Gmarani: I-porã-nte. (I am) just fine. Ai-potá petel-nte. I want just one. (1)6/iterei degree heightener) 45. Contrast the following: it is fine i-porã it is just fine i-torã-nte i-porã itereí it is ver fine i-porã ité The form iteréf or ité when used with adjectives can be translated very. I-pyanú means 'it is new'. How would i-pyahù ité, or you say 'it is very new' ? i-pyahû iterei

46. <u>Ité</u> or <u>iteréi</u> are also used with other words. <u>Agradece itereí</u> means 'thanks a lot'.

(pa questions vs. intonation marked questions)

- 47. To add to some information g wan earlier.
 There are two ways of forming a mations:
 - (1) with a rising intonation, a
 - (2) with an interrogative particle like pa. As a matter of fact these attacks lives, match contrasting types of questions.
- 48. Compare the same question in English title 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 ? 1
 - (2) Mba'é pa ?♥

Upward intonation (as in English) requests a repetition is confirmation of something said. The a astion 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 moo pa? or moo?

moā ?个

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 moo pe or moo?

moŏ^pa

= Spanish ya)

Compare the use of ma in Guarani with the use of ya in Spanish:

a-karú ma

ya comi

I've eaten (already)

a-kàru-sé ma

quiero comer ya

I want to eat now

c. a-karú ta ma

ya comeré

I'll est 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 precent 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 Luglish present perfect tense, it can usually be ransled by already or now. (See b. and c., How would you say, 'I want to study now' ?

a-studia-sé ma

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

e studié te ma

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

ya me voy

57. How would you translate re-Be'e-k & a Ba guaranī-re in Spanish ?

ya sabe hablar en guaraní

(ne'Ira gueteri) 'not yet') (ne'īra pa

58. Study the following dialog.

A. Ne'īra pa re-karú?

B. Ne'īra gueteri. (or: ne!īra gueteri a-karú) Not yet.

'or: I haven't eaten yet)

Haven't you eaten yet.?

59. The negative form of the statement a-karúma 'I've eaten already' is ne'îra gueteri a-karú 'I haven't eaten yet'. How would you say 'I haven't studied yet'?

ne'īra gueteri a-studiá.

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

ne'îra pa re-studiá ?

761. To review:

The statement 'Not yet' is ne'īra gueteri.

The question 'Not yet ?' is _____.

ne'ĩra pa ?

Summ _ry

FUTURE:

The FUTURE is expressed by a VERB plus ta

A-studiá ta I will study.

O-hendú ta He is going to listen.

RECENT PAST:

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

A-studiá kurì. I studied.

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

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

"KNOW HOW TO...":

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

A-ñe'è kuaá. I know how to speak.

Pe-studià-kuaá. You-all know how to study.

"BE ABLE TO..":

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

Ikatú pa a-ñe'ē ko'āga? Can I talk now?

Ikatú oi-kuaá. 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 <u>há</u> following the VERB.

Ha'é he- i kuri òi-ko He said that he lives

here.

He says that he knows.

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 C3JECT PRONOUNS.

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'.

pe~me

to you-all

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

(i)xu-pé to him.

(i)xù-pe kuéra to them.

-NTE:

-NTE means 'just' or 'no más'.

just a little (un poquito, no más)

<u>pa</u> vs. intonation marked QUESTIONS:

Questions are formed in two ways:

- with upward intonation, asking for a repetition or confirmation; and
- 2. with <u>pa</u> or other enclitic requesting new information.

l. <u>M</u> ba'é?	What? (asking for a re- peat)
2. Mba'éîpa?	That? (asking for in- formation)

ma (SPANISH ya):

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

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

"NOT YET":

ne'îra guêteri - the statement and ne'ēra pa - the question 'not yet'.

Ne ira pa re-hugá?

Haven't you played yet.

Ne'îra guêteri.

'Not yet. .

Written Exercieses

- 1. Write three answers to each of the following questions and translate:
 - s. Mba'é ixa pa ndé re-studiá guaran??
 - b. Mba'é ixa pa ndé restudiá ta guaraní ko'ero
 - c. Mba'é ixa pa pee pe-studié ra. è guaranî 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'è-kuaá.
 - b. Ha'é c-fie'è-kusé inglés.
 - c. Ikatú pa ro-ne' guaranī-me?
 - d. Ikatú pa pe-studiá ko aga?
 - e. Nandé Ka-Se'è-kuaá guaranî.
- 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 peteï lápis ha peteï li ro.
 - B. Ha mba'é pa ndé rei-potá?
 - A. Xé^pa?
 - B. Hee, ndé.
 - A. Xé ai-potá petel camisá.

II. A. Mba'é^pa rej-apó hīna?

- B. A-studiá hīna guaranī.
- A. Re-studiá hīna inglés:
- B. Nahāniri, a-stedia hīna guaranī.
- A. Moa'§ pa rej-apó ta ko'ero?
- E. Ko'ero pa?
- A Heē ko'ēro.
- B. Ko'êro n-studiá ta inglés. Ha ndé?
- A. Xé ko'ero a-ne'è va.era peter escuela-pe.

Memorization

dialog 1.

A. Moa'é pa rej-apó hīna?

B. A-studiá hīna guarani.

A. Mba'é pa rej-apó ta kc'ero?

B. Ko'ēro a-studiá ta guaranī avei.

What are you doing?

I'm studying Guarani.

What are you going to do tomorrow?

I'm going to study Guarani tomorrow too.

dialog 2.

A. Mba'é pa pei-potá aj-apó?

B. Oré ro-hèndu-sé guarani. E-ñè'e mi oré-ve guarani-me.

A. Mba'é pa pei-pota ha-'é peë-me?

B. Er-e mī oré-ve moo pa rei-kó.

A. Ai-kó á-pe.

What do you-all want me to do?

We want to listen to Guarani. Speak to us in Guarani.

What do you want me to tell you?

Tell us where you live.

I live here.

dialog 3.

A. Ikatîîpa a-ñe'ē karsî-ñe'ē-me?

B. Re-ñe'è-kuaá pa guaranī?

A. A-ñe'è-kuaá, pero mixi mī-nte.

B. La gente kuéra o-hà.aró re-ñe'e guaranī-me.

A. La upé ixa ro, a-ñe-ha'ā ta a-ñe'ē guaranī-me.

May I speak in Spanish?

Do you know how to speak Guarani?

I do, but only a little.

The people expect you to speak in Guarani.

In that case I'll try to speak in Guarani.

Looking Ahead

Mominals

xe-amigo peteï mba'é hetá mba'é mbo'e há gente kuéra voleto vosá téra og рy akã jurú nambi apysá tesa mymbá ỳ-kuá

Verbs

-Ikó vicicleta-pe
-puraméi
-jepchéi
-ké
-makaneá
-pytu'ú
-ñe-ha'á
-ñe-pyrů
-guata
-moi
-manehá
-pytá
-juká
-juhá

Time Expressions

ko'ë ko'ëro pyrare-vé

Miscellaneous

upé ixa rõ añe-té

táta

tàta-kuá

listening for study

- I. A. E-porandú ixu-pé oi-kó^pa f-pe.
 - B. Rei-ko pa á-pe?
 - C. Nahāniri. Xé ai-kô Paraguái-pe.
 - A. Mba'é pa he-'í ra!e?
 - B. He-'í kuri di-ko há Paraguái-pe.
 - A. Ha xé-ve he-'í kurì òi-ko há Brasil-pe.

Ask him if he lives here.

Do you live here?

No. I live in Faraguay.

What did he say?

He said he lives in Faraguay.

And he told me he lives in Brazil.

II. A. Ikatú pa a-ñe' e inglés clase-pe? May I speak English in class?

B. Nahāniri. Re-ñe'ē va.ēra guaranī clase-pe.

A. Ha ikatú pa a-ñe e karai-ñe e?

Re-ñe'è-kuaá^pa karaì-ñe'è?

A. A-ñe'è-kuaá , pero mixi mī-nte.

Pero xé ai-potá re-ñe'ē guaranī-me But I want you to speak only in

A. Oì porã. Ha mba'é pa rei-potá aj-apó ko'ãga?

B. Mba'é pa rej-àpo-sé?

A. A-studia-sé guaranī.

B. E-studiá py.

III. A. Fr-e mī oré-ve moô pa rei-kô?

B. Xé ai-kó Paraguái-pe. Xé ai-potá pej-é xé-ve aveí moõ pa pei-kó.

Rei-potá ro'é ndé-ve moo pa roi-kó?

В. Hẽe.

Ro'è va.era pa ndé-ve inglés-pe tēra guaranī-me?

B. Guaranī-me.

IV. A. Ko'ēro a-me'ē ta peteī examen.

B. Profesor Davis-ndi jague-reko ta petel examen ko'ero avel.

C. Mba'é ixa pa re-se ra. è la nde-examen-pe ?

No. You should speak Guarani in class.

And may I speak in Spanish?

Do you know how to speak Spanish?

I do., but only a little. .

Guarani. •

Fine. And what do you want me to do now?

What do you want to do?

I want to study Guarani.

Go ahead and study.

Tell us where you live.

I live in Paraguay. I also want you-all to tell me where you live.

You want us to tell you where we live?

Yes.

Should we tell you in English or Guarani?

In Guarani.

Tomorrow I'll take an exam.

We have an exam with Prof. Davis tomorrow too.

How did you come out in your exam ?

4

Survival Language

Cycle 1

model

A. Mba'é pa he-i -sé upéva?

What does that mean? (Qué quiere decir eso?)

B. He-'i-sé...

It means...\
(Quiere decir...)

model

A. Mba'ê pa he-li-sé 'juký'?

What does juky mean?

B. 'Juký' he-'i-sé salt inglés-pe.

Juký means 'salt' in English.

Practice

- 1. Mba'e^pa he-'i-sé 'cuaderno'?
 (vorrador, pisarron, silla, mesá, etc.)
- E-porandú xé-ve mba'é pa he-'i-sé 'kuatiá'. (po, pŷ, juru, tĩ, akã, etc.)

Cycle 2

model

- A. Mba'é pa a-porandú ra.e xu-pé?
- What did'I ask nim?
- B. Re-porandú kuri moo r o-mba.apo.
- You asked where he works.

mcdel

- A. Mba'e pa a-porandú ra.è xu-pé? What did I ask him?
- B. Re-porandú kuri moo pa o-mba.apó. You asked where he works.

model

A. Ha mba'e pa he-'i ra.e? . And what did he say?

B. <u>Ha</u> 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 <u>ha</u> 'and' is followed by a reply which, strange as it may seem, is also introduced with <u>ha</u>. Notice also that <u>ha</u> after the verb is the equivalent of the subordinating conjunction 'that' in English.

dialog

Instructor: Er-e mī xé-ve, José, moc pa re-mba.apó.

José: A-mba.apó Atlanta-pe.

Instr.: (Ťéra), mba'é pa a-porandú ra.è xu-pé?

Student: Re-porandú kurì moo pa o-mba.apó.

Instr.: Ha mba'é pa he-'í ra.è?

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



0	d	e	1
_	•	_	_

Ja-'é Carlos o-mbà.apo há hīna Rusia-pe.

Na-moï María o-stùdia há hīna inglés:

Let's say that Carlos is working in Russia.

Let's put it (suppose) that Maria is studying English.

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

listening for comprehension

Na-moî xé xe-rèra há Hubert Humphrey ha ndé nde-rêra há Richard Nixon, and Carlos hèra há George Wallace.

Rei-kuaa-sé pa mba'é pa he-'i-sé ko'ava?

A-gradecé, ndé-ve			
Ndaîi-poîri mba'é reîpa		· · · · · · · · · · · · · · · · · · ·	
Mba'é ixa^pa nde-ko'ē		1	<u> </u>
I-porã itereí	· · · · · · · · · · · · · · · · · · ·		
	,		
Rei-kuŝa-sé [^] pa m	ba'é ixa^pa o-	je-'é ko'ãva guaranî-me?	
	ba'é ixaîpa o-;	je-'é ko'ãva guaranî-me?	
démelo	ba'é ixaîpa o-	je-'é ko'ãva guaranī-me?	
démelo pídalo a él	ba'é ixaîpa o-	je-'é ko'ãva guaranī-me?	

 $ilde{I}_{i}(au_{i})$

Review of Survival Phrases

Nd^a-ntendé^i

.Nda xe-mandu'á i

Nd^ai-kuaá^i

Ja-há ja-karú.

Xe gustà itereí

He tế la tembi'ú

I don't understand

I don't remember

I don't know

Let's go eat

I like it a lot ...

The food is very good.

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: <u>t</u> initial third person pronoun: <u>h</u> initial all other: <u>r</u> initial
- 4. Demonstrative Particles la, ko, pe, amõ, upe, aipó
- 5. Demonstratives as nominals or noun substitutes with the addition of \underline{va} .
- 6. vs 'that which'
- 7. vé 'more'
- 8. ramo, $r\tilde{o}$ the conditional 'if'
- 19. 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. <u>aiá</u> 'while; as'
- 12. -Ju conjugation of 'come'
- 13. -nó conjugation of 'go'
 a. 2 stem alternates: hó and há

14. Adjectives

- a. attributive adjectives follow noun
- b. no linking verb
- c. predicate adjectives conjugated with person prefixes
- 15. The Negative Frame nda^...^i- (iri; ri)
 - a. with nominal predicates
 - b. with Quality Verbs.

vocabulary

kuré

lapiséra'

NOUNS akā rasý akytã áma amigo ãnga aó apellido áva, avatí avion , avuelo carnicería carta catera · clip collar communista cuadra · estúfa · fevrero general guerra hermano (h) igado inimbó itá jaguareté jasý . jetapá .jú keraná kotý kuarahý kuñá kuñataĩ

lús mbaraká mbói mitã mita'í mita karia'ý mita-kuña'í música ñàndutí naranja oficina (h)óra ·oro pan : panadería primo regalo regla reló río semana sobrino socio sombrero tajýra tapỹi. **Táva** ta'ýra' tembi-apó ťetã . tiá tienda tínta tió toro

tuva valija vaño villetera voto ýva yvotý yvý

VERBS cordená ganá guahē guapý guerú gueruká heká hendyva'ó hesarái jahú japú jejuruhéi jeré joguá juhú Jù jevý kerambu malisá mañá mandu'á manó mombó mbosako'i mboty mondé

 IU_0

paga pay pu'ā resarái sē servi tanteá topá valé vostesá

MODIFIERS

arandú arhel asú ate'F casi · derecha derecho . nasý hepy hern va juký. kane'õ kangý ky'á mbareté mboriahú mbyký mitã ñañá ñarõ ñembyahýi norte platà hetá pohýi po'í pyahú rasý ropehýi sur tavý tujá

INTERROGATIVES
mava-mava-pe pa ?
mava-pe pa ?
mba'è mba'é ? .

POST-POSITIONS
ari
goto
guy-pe
re
rovai
rup:

MISCELLANEOUS
ahāniri
dies
katu
mba'è-vé
neī
opava-vé
na
re'īna

PREPARATION. STAGE

Program

(xe; my)

1. Tió means 'uncle'. The combination Ke-tió 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 _____. Notice that the POSSESSIVE PRONOUN is not stressed and is joined by a hyphen to the noun stem.
- xe-hermano

re-hermano

xe-tiá

xe-tió

xe-livro

xe-lapis

xe-hermano-lapis

xe-tiò-livro

- 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

(nde; your)

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

ore-tió

- 5. Write and pronounce the following in Guarani:
 - -a. Our uncle
 - b. Our (incl.) uncle
 - c. Your booky
 - d. Your pencil
 - e. Your uncle's pencil
 - f. Our uncle's book

ñande-tió
nde-livro
nde-lapis
nde-tiò-lapis
ore-tiò-livro

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

pende-livro

(i-, hi-, ij- Lim̃], h, 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-tapỹi his ranchoi-po his hand

h. hi-ára his day hi-ý his water

c. ij-ao his clothes iñ-akã his head

d. hesá his eye
héra his name
hetã his country
hóga his house
ho'o his flesh

(tesa - eye)
(tera - name)
(teta - country).
(oga - house)
(so'o - meat)

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

a. his pencil

b. their notebook

c. her table .

d. his chair

i-lapis i-cuaderno

i-mesá

i-silla

10. Except for rare cases like <u>oga</u> in group d, the third person possessive form is hi- before a stressed vowel. His gold is hi-oro. Give the third person possessive form of the following words:

 $_{\sim}$ (h)ora 'hour' hi-óra áva 'hair hi-áva ãnga 'soul' hi-ănga ýva 'blade-handle' hi-ýva áma 'dueña, ama' hi.-áma /(h)igado .'liver' hi-ígado

il. 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-akã. Give the third person possessive form of the following words:

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

RH 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 xe-réra 'my name' xe-resá 'my eye' ĥéra 🤄 'his name' ňesá₌ his eye' 'country' °óga 'house' Jose-retã Jose's country' ore-roga 'our house' 'his country' ňóga 'his house' tová 'face' °so'ó 'meat'. 'your face' nde-rová xe-ro'ó 'my flesh' hová 'his face' no'ó 'his flesh' 13. There is a high number of words in this group. Except for four or five words like oga and so'o, 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 read one in which the initial sound is

·'n

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

iéra

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

'my name'

xe-réra nde-réra

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

xe-rera
nde-rera
ore-rera
ñande-rera
pende-rera

18. Notice also that <u>nouns</u> as possessors precede the r-initial form.

pe karaì-řéra jasỳ-řová Carlos-řetã

that man's name the moon's face Carlos'country

19. Translate orelly 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
nande-rembi-'ú
ore-rembi-'ú
nembi-'ú
tembi-'ú

. There are some words which begin in a t-sound in citation form, but which do not change the initial to \underline{r} and \underline{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 <u>oscillating</u> 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.

tić	uncle
tî	nose
táva	town
tupaó	chùrch

i-tió i-tĩ i-tí.va i-tupaó

3. Three common RH-words are irregular.

túva

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

father

(Demonstrative Particles la, ko, pe, amõ, upe, aipó)

24. The article la, borrowed from Spanish, is optionally used with nouns and noun phrases in Guarani. (Note that only la 1s used, never el.) 'The book' could be either livro or la livro. 'My book' could be either xe-livro or la xe-livro. (Similarly in English we could say 'my book' or 'the book of mine'.) Use la in the following:

a. my uncle
b. your uncle
c. my friend
d. our friend
e. his friend
la xe-tió
la nde-tió
la xe-amigo
la ore-amigo
la iñ-amigo

25. Ke 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. Amo livro means that (aquel) book'.

How would you say 'that pencil yonder'?

How would you say 'that pencil of mine'?

amõ lapis amõ xe-lapis

Write and pronounce the following in Guarani:

a. this book

b. that (ese) book

c. that (aquel) friend of his

d. this car of ours

e. this pencil of yours (pl.)

ko livro
pe livro
amõ iñ-amigo
ko ore-coche
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. ...pó 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 'quiero este libro', ai-potá kóva means 'quiero 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 <u>va</u> to any of the demonstrative particles, they become nominals or noun substitutes and can function as subjects, objects, etc. like any nouns.

péva hera itá upéva he-'i-sé 'rock' ai-kotevē amova

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

sté more) :

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

Xé a-studia vé ta means 'I will study

more'. 'More' is expressed by vé

after the verb. Note that vé takes

the primary accent. How yould you say

'I will speak more'? Xé a-ñê'e ta.

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

la-ai-potá va.

νé

- 35. Write and pronounce the following in Guarani:
 - a. He will study more.
 - b. We will study more.
 - c. I will read more.
 - d. I will do more.

(ramo; ro 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 rõ)
 How would you say 'If I talk...'?
- 37. Write and pronounce the following in Guarani:
 - a. If you talk, I will talk.
 - b. If I talk you will talk.
 - 38. Write and pronounce the following in Guarani, using ro:
 - a. If I write this, he will read it.
 - b. If he says it, I will listen.
 - c. If I study more, I will learn more.

(Nasalization)

39. One of the characteristic features of Guarani is <u>nasalization</u>. During some stretches of speech the passageway into the nasal cavity is <u>open</u> 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

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

Xé a-ñe'ē ramo...

Ndé re-ñe'ẽ ramo, xé a-ñe'ẽ ta.

. Xé a-ñe'ẽ ramo, ndé re-ñe'ẽ ta.

Xé a-scriví ro kóva, ha'é o-leé ta.

Ha'é he-'í rõ, mé a-hendú ta.

Xé a-stùdia vé rõ, a-prènde vé ta.

nasalization

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

porã

o-ne'è pora

o-ne'è pora guarani

mamã o-ñe'è porã guaranī

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.

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 occurence of a stressed nasalized vowel or a nasal consonant (n or m).

absence

- 42. Note that <u>n</u> and <u>g</u> are not classed as nasal consonants. Rather <u>n</u> and <u>g</u> are the alternates of <u>j</u> and <u>g</u> when these occur within a nasal domain. What are the two nasal consonants?
- 43. We will call these points where nasalization is 'turned on full' CENTERS of SOURCES OF NASALIZATION. At what two points can there be sources of nasalization?
- 14. If you listen carefully to stretches of speech wich contain sources of nasalization you will preceive 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.
 - 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 \$7 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 execution tends from a nasal source to the left and to the right with gradually diminishing strength. What happens is that native apeakers, anticipating a 3 center of nesalization, 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.

n and m

stressed nasalized vowel or nasal consonant.

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 hasalization 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.
- 'We want to study' is ja-studia-sé.
 'We want to listen' is <u>na-hèndu-sé</u>.
 Remember that <u>n</u> cannot be a nasal source, but rather a nasalized <u>j</u>, or a <u>j</u> within a domain of nasalization.
 What is the source of nasalization in <u>na-hèndu-sé</u>?

50. Since <u>d</u> is a barrier to nasalization to the right of a nasal center, and since in <u>na-hèndu-sé</u> <u>d</u> occurs to the right of the nasal source <u>n</u>, therefore the <u>u</u> (is/is not) nasalized.

51. The vowels in mba.apo are not nasalized, because the nasalization domain cannot extend through the consonant ___.

hen

is not

(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!
 - b. Ta-pe-hó! Ta-pe-no-pá!
 - c. O-hó kuris
 - d. 0-karú ta 0-karu-pá ta
- 55. The verbs in the above expressions are intransitive; they do not take an object. The suffix -pa in these intransitive verb expressions means 'all'.
- 56. Observe the following:
 - a. A-hèxa-pá ma.
 - b. A-hèndu-pá la er-é va.
 - c. Pe'u-pá na la tembi-'ú.
 - d. Pej-apo-pá na la pende-rembi-apó.

Let's go! Let's all go!

Go!
-All of you go!

He went They all went

He will eat
They will all eat

I've seen everything.

I hear everything you say.
(I hear <u>completely</u> what you say)

Please eat all the food. (Eat it completely)

Please do your work completely. (Please finish your work.)

- 57. The verbs in the preceding expressions are transitive; they take or imply an object. The suffix -pá in these transitive verb expressions implies totality ('all','everything') or completeness, exhaustiveness. Notice that aj-apo-pá (do all or complete doing) is usually translatable by 'finish'.
- 58. Do not confuse the suffix of totality

 -pa with the question marker enclitic

 pa. Both can occur together:
 - a. Rej-apo-pa pa ra.e ?
 - b. Rej-apo-pa ta pa ?
- 59. Observe the order of elements and the shifting of stress:
 - a. Rej-apo-pá ta pa ?
 - b. Rej-apo-pa-se pa ?
 - c. Rej-apo-pa-sé ta pa ?
 - d. Rej-apò-pa-sé ta ma pa ?"
 - e. Rej-apo-pa-se mi ta ma pa ?

Did you finish it ?

Will you finish it ?

Will you finish it ?

Do you want to finish it?

Will you want to finish it ?

Will you want to finish it now?

Would you like to finish it now?

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

- 60. Mboyvé 'before' antes que, antes de.

 Riré 'after' despues que, despues de.'

 Ajá 'while, as' mientras, todo el

 tiempo que.
 - a. Ja-jeroký va.erá ja-karú mboyvé.
 - b. Ja-purahéi ta ja-karú <u>riré</u>.
 - c. A-studiá kuri nina guarani a-karú <u>ajá</u>.
- 61. In English the adverbial conjunctions before, after, while, and others occur at the beginning of a clause:
 - a. <u>Befors</u> we eat ...
 - b. After I die ...

c. While you study ...

We must dance before we eat.

We will sing after we eat.

I was studying Guarani <u>as</u> I ate.

- 62. The Guarani equivalents of these adverbial conjunctions occur after the verb.
 - a. Ja-karú mboyvé.
 - b. A-manó riré.
 - c. Re-studiá ají..

(conjugation of __jú 'come')

63.

aj-ú	roj-ú jaj-ú
rej-ú-	pej-ú
0-0	

- 64. The verb __jú is a J-verb except in _____ person. Ha'é o-ú hĩna means 'He is _____.
- 65. 'I came' would be _____
- 66. The imperative form $ej-\hat{u}$ (is/is not) regular?

(conjugation of __ho 'go')

67.

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

third coming

aj-ú kuri

is

	The verb -hô is irregular in that	
	it has two stem alternates; -ho	he .
	and	ne .
	The alternate -ha occurs only when	, •
	the pronoun prefix contains the	_
	vowel	a
~	'I go' is	a-há
	'Let's go' is	ja-há
	'He goes' is	o-nó
	If -no had regular 2nd person	·
	imperative forms, these would be e-ho and	pe-hó
	Neither of these is in use however;	
	the verb -hó is (regular/irregular)	
	in the imperative mode.	irregular.
	The singular imperative of -hó	
	which corresponds to Spanish	
	'véte' is	te-re-hó
٠.	The plural imperative which	
	corresponds to Spanish 'vayanse'	
	. is `	ta-pe-hó
Ađ	jectives)	•

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

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

kuñataî poră kurè vai òga pyahú livro tujá

a pretty girl an ugly pig a new house on old book 79. English and Spanish use a linking verb to connect a subject with a predicate adjective.

Jane is pretty.

I am old.

El es rico.

José está enfermo.

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

(Ndé) nde-tavý

Jul .a o-porã

(Oré) ore-mboriahú

(Pee) pende-nana

- 81. All words which are conjugated in this way, with the person prefixes xe-, nde-, ore-, fiande, 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(kane'ō--tired)We are tired.(mbareté--strong)You (pl) arestrong.

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

I am old.

You are stupid.

Julia is pretty (or good)

We are poor.

You are naughty.

Ndé nde-tujé. Xé xe-mită. Iñ-hermana i-vaí.

Oré ore-kane'ő. Peë pende-mbareté. 34. Leaving out the independent pronoun, how would you say:

I am weak Xe-kangý (kangý--weak) (jukf--pleasant) You are pleasant Nde-juký Ij-arhel He is unpleasant (arhel--unpleasant) ' I-platà-hetā He is rich (platà-hetá--rich) In-ate'y He is lazy (ate'ỹ--lazy) In-arandú he is smart (arandú--smart)

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

35. Contrast:

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

86. Form the negative.

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

రరి. Contrast:

l. a. Xe-japú hĩna b. Nda xe-japú i

2. a. nasy-eté b. Nda hasy-eté i

3. a. Xe-ko'ê pora b. Ndaîx:-ko'ê poraîi

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

i-porã

i-ky'á (it's dirty)

i-mbereté (he's strong)

xe-rasý (I'm sick)

nje-mandu'á

90. Quality Verbs or nominals which have stress on the final vowel, optionally take the enclitic <u>firi</u> instead of just <u>fi</u>.

ndaîxe-japúî<u>iri</u> or: ndaîxe-japúî<u>i</u>

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

hesarái nda hesarái ri

i-vaí nda^i-vaí^ri

How would you negate the following:

i-po'í it is narrow xe-pohýi I'm heavy nde-ñembyahýi you're hungry

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

hda i-pora i

nda i-ky a i

nda î - mbareté î

nda xe-rasy i

ndaînde-mandu'áîi

he forgets he doesn't forget

it's ugly
it's not ugly

ndaîi-po'îîri ndaîxe-pohýiîri ndaînde-ñembyahýiîri

Summary

POSSESSION:

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

 Xe-tió
 My uncle

 Nde-amigo
 Your friend

 Ore-amigo-tió
 Our friend's uncle

 Ñande-amigo-tiò-livro
 Our (incl.) friend's uncle's book

 Pende-livro
 Your (pl.) book

THIRD PERSON POSSESSION (singular and plural)

(i-, hi-, ij- [iń-], h)

i- before words beginning with a consonant

hi- before a stressed vowel

ij- (iñ-) before an unstressed vowel

initial h of RH word

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

RH FACTOR

In unpossessed or citation form these words begin with \underline{t} (some exceptions like oga are unpossessed without the t third person possessive has initial \underline{n} ; all other possessive forms have initial \underline{r} .

Tesá `		T ye
Hesá	*	His eye
Nde-resá		Your eye

DEMONSTRATIVE PARTICLES:

la, ko, pe, amõ, upe, aipó

La xe-tiô	My uncle (the uncle of mine)
Ko lápis	This pencil
Pe livro	That (ese) book
Amõ coche	That (aquel) car
Upe livro	That (ese - but out of sight) book
Aipó carro	That (out of sight and unfamiliar) cart

DEMONSTRATIVES AS NUMINALS OR NOUN SUBSTITUTES with the addition of \underline{va} .

Ai-poté kôva.	I want this one
Péva ke-mba'é.	That one is mine.

<u>VA</u>

'that which'

VΞ

'more'

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

RAMO, RÕ

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

Xé a-studiá.	I study.
Xé a-studiá ramo	If I study
Xé a-stùdia vé rồ, ikatú ta a-me's guaranĩ.	If I study more, I'll be to talk Guarani.

ASALIZATION:

the nasal passage open so the voice-sound resonates through the nose.

hũ

tĩ

akã

potî

pytyvõ

morotî

nañakirirîmo'āima

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

- 2. Some stretches of speech are produced with the nasal passage <u>closed</u> 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 $por\tilde{\underline{a}}$)
- b. a nasal consonant: \underline{n} or \underline{m} , (but never \underline{n} or $\underline{\tilde{n}}$).
- 4. A masal span reaches left and right from the source to a <u>barrier</u> which shuts off the masalization.
- 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 §

n j

n, m AS NASAL SOURCES:

 \underline{n} and \underline{m} are also sources of nasalization

Na-hendú!

Let's listen !

Nde-amigo.

your friend.

NASAL BARRIERS:

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

A-hendú

a-mba.apó

inglés

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

Oré ro-ĥề'e á-pe

-PA

- 1. 'all'. The suffix -pá in intransitive verbs
- means 'all'.

 2. 'all', 'everything'. In transitive expressions -pá means totality.

Ja-ha-pá! O-karu-pá ta. Let's all go!

They will all eat.

A-nexa-pá-ma. A-hèndu-pá la er-é va.

I've seen everything. 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-jerokỳ va.erã ja-karű mboyvé.

We must dance before

we eat.

Ja-purahéi ta jakarú riré.

. We will sing after we

eat.

A-studiá kuri hína I was studying Guarani guaraní a-karú ajá as I ate.

conjugation of 'come'
-jú is J-VERE except for third person

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

conjugation of 'go'

i irregular: has two stem alternates, $-h\acute{o}$ and $-h\acute{a}$; the alternate $-h\acute{a}$ occurs only when pronoun prefix contains the vowel a.

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

Attributive adjectives always follow the noun.

Tatá pytã Pelota tuvixá Tísa morotĩ	A red fire A big ball White chalk	
		. 0

Guarani has no linking verb.

Predicate adjectives are <u>'conjugated'</u> like possessed nouns, i.e. with person prefixes.

ļ		,		i
Julia	xe-tujá nde-tavý i-porã	I am old You are stupid Julia is pretty We are poor	(or	gend)
(Oré) ore-mboriahú (Peč)pende-ñañá		You are naughty		

-HÓ

DJECTIVES

NDA^...^I

, 1995 1 1995

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

generally, but after stress on final vowel 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-membyahýi ri hikuái ,they are not hungry

Written Exercises

1.	TRANSLATE	the	following	into	Guarani	without	using <u>la</u> :	
----	-----------	-----	-----------	------	---------	---------	-------------------	--

- a. I My uncle
- b. My brother
- c. My brother's book
- d. His well
- e. His friend
- f. His brother

- g. Our books
- h. Our (incl.) pencils
- i. Your friend
- j. Your (pl.) friendk. Our (incl.) uncle's friendl. Their friend's well k. Our (incl.) uncle's friend's book

2. TRANSLATE the following into Guarani using la:

- a. My brother
- b. His brother
- c. Your brother
- d. Your brother's friend
- e. Our friend
- f. Your uncle .
- g. Your (pl.) books h. Their books
- 3. TRANSLATE the following into Guarani:
 - a. This book
 - b. That book
 - c. I want this book.
 - d. I want that book.
 - e. I want this (one).
- f. This (one) is the one I want.
- g. Do you want that one?

 h. Is that the one you want?

 i. Guarani is what we are studying.

 j. Carlos is the one talking.
- 4. TRANSLATE the following into Guarani:
 - a. I will study more.
 - b. I want to study more.
 - c. He will write more.
 - d. We will talk more.
 - 5. Connect the following pairs of sentences with 'if' and translate. Example: a. O-studiá b. O-aprendé ta.

O-studiá ramo, o-aprendé ta. 'If he studies, he will learn.'

- a. O-stùdia vé.
 b. O-aprendè porã ta.
 a. Xé a-stùdia vé guaraní
 b. Ikatú a-ñe'ě.
 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. T
- A. Ha rei-potá pa kova aveí ?
- B. Mba'é^pa péva ?
- A. Kóva peter lapis.
- A. Mava pa pe karaí ?
- B. Péva pa ? Ha'é Carlos.
- A. Carlos pa nde-tió ?
- B. Nahāniri, Ha'é xe-amigo.
- A. Ha mava-mba'é pa kóva ?
- B. Péva Carlos mba'é, ha umīva xe-mba'é?
- A. Ha ko'ava ?
- B. Umīva pende mba'é ?
- A. HēevaUpēlika bīhe.
- B. Ko'āva pa pende-mba'é aveí ?
- A. Nahāniri. Umīva i-mba'é.
- A. Péva iñ-amigo.
- B. Carlos amigo^pa ?
- A. Hee.
- A. Carlos, ndé re-stùdia vè va.erã.
- B. Mba'é reîpa ?
- A. Re-studia vé ramo re-aprendé ta re-ñe'è pòra vé.

Looking Ahead

because of

Because of what ? (Why ?)

Recause of us

Because I like it

Because I want to go

Because I wanted to serve well

Because I want to help you

in order to

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

be possible (can, be able to)

It is possible (for me)

It is impossible
 (no se puede)

You can do it

I can't see him

In order for me to help him

I study in order to be able to learn

I want to go in order to be able to help them

Se puede decir en guarani...?

So I could work with you

repetition and translation

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

gui

Mba'é gui pa ? Oré heguí Xé gustá gui Xé a-ha-sé gui Xé a-servi porã-sé vakue gui Xé poi-pytyvõ gui

hağuã (ixa)

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

i-katu

I-katú (xé-ve) Nda^i-katú^i

I-katú ndé rej-apó

Xé nda^i-katú^i a-hexá ìxu-pé

I-katú hağuã ai-pytyvő ìxu-pé

Xé a-studiá i-katú hağuã a-aprendé

Xé a-ha-sé i-katú hağuã ai-pytyvő

ixù-pe kué:a

I-katú pa oje-'é guaranī-me...?

I-kata hagua ixa a-mba.apó perde-ndive

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

Vocabulary

anticipated use

entonce ro if so upé ixa ro if so

(entonce[s]) (so)

Survival Expressions

A-gradecé ndé-ve

Ndali-po'ri mba'é re pa

· Mba'é ixa pa nde-ko'é

Xe-ko'& porã-nte

I-porà-itereí

Nd a-ntendé i

Nda xe-mandu'á i

Nd^ai-kuaá^i

Ja-há je-karú

Xe^{*}gusta-itereí

He tế la tembi-'ú

Thank you

You're welcome

How are you this morning (Como amaneciste)

I'm just fine

Very good

I don't understand

I don't remember

I don't know

Let's go eat

I like it a lot

The food is very good

Mava pa o-hasa-sé a henondé-pe ?

Oi-kuaá va mba'é pa hè-'i-sé to-hupi i-po.

Ndé, e-hasá e-scriví pisarrón-pe.

rej=é xe-ndive: "Nda^i-po^ri mba'é re^pa."

Who wants to come to the front ?

Whoever knows what it means, raise his hand.

You, go write on the blackboard.

Say it with me: " Ndaîi-poîri mba'é reîpa.

Nde-nembyahyi pa ?

Xe-ropehýi guéteri.

Xe-resy.

Xe-akā rasý.

Xáke pe mbói !

Xáke pe coche :

Xáke pe jaguá hasý!

Xáke pe tóro ñarô!

Mba'é pa a-porandú ta xu-pé ?

Mba'é pa ha-'é ta xu-pé ?

Ha-'é ta pa inglés-pe tera pa guarani-

Are you hungry ?

I'm still sleepy.

I'm sick.

I have a headache.

. Look out for that snake !

Look out for that car !

Look out for that mad dog !

Look out for that mad bull !

E-porandú xu-pé i-túva ha i-sý re.

Er-é xu-pé 'Hello' guaranî-me.

Er-e va.era guaranī-me.

Oî-porã, pero pe-contesta mboyvé pe-hupi va.erã pende-po.

Pe-ntende pa ? Pe-hupi va.era pende-po.

Ai-mē nde-ndivé

Xe-rorý nde rexá-vo

Te re-hó porã-ité

Neĩ, ndavé aveí ta upé ixa

Ej-ú ja-juká sevo'i mba'é

Moa'é aña piko rej-apó re-īna ? Ja las ócho-ma ningo I agree, I'm with you

I'm glad to see you

Que te vayas bien

Bueno, igualmente

Come on, let's go tip a few

(Lit. Let's go kill stomach worms)

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

Nde-aré ma^pa á-pe ?
Ne'īra^pa rei-ko-pá ra.è ?
O-ī ma

Have you been here long?

Haven't you finished yet?

Ya está; de acuerdo; O.K.

Find Out

Mba'é ixa pa nde-ko'é?

Mba'é ixa pa nde-ka.arú?

Mba'é ixa pa nde-pyharé?

Unit Seven

CONTENTS

grammar 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'ã
- 6. The position of <u>~i</u>
- .7. gui and hegui
 - 8. há event locale
- 9. <u>Ndive</u>, <u>ndi</u> n' of accompaniment
- 10. Telling time
- ll. Araka'é 'when'
 Moa'è hora pa 'at what time'
- 12. guive 'desde' 'peve 'hasta'
- 13. <u>vakué</u> (or va.ekue) non-recent past time
- 14. Oj-apó Etimel 'Etimel ago'
- 15. Alternate forms of the superlative te, ete, ite (ref)
- 16. Mbo- (Mby-)
 Transitizer for intransitive verbs, nouns and quality verbs
- 17. <u>^ piko</u>
- 18. <u>ne</u> postfix 'Spanish -ía'

vocabulary

Nouns aperitá áva cabula camion chipa desfile eíra finlandés guyrá je-karû-guasú jety juky-sý ka'á kambuxi kesű korá korapý kuã kuá kumandá mandi'ó mbaraká mbarakajā mucká mburiká medico fiana merõ ñorãiro há paková pápa partído pirá pohã ñanã pu puchéro santo ára sevői sopa paraguaya tavý 'uerta. vudín

Verbs <u>-'á</u> conseguí contá **guah**e guapý guatá guejý háke hasá heká hendý hendyva'ó nenõi Ike Imē Ipe'á Ipiró Iporuká Ipysó jahú Japurá kañỹ kuerá kyhyjé kytĩ mbixy mboguatá mbohakuá mbcí mbo'í mboi-ngé mboi-ngové mbojý mbokuá mbombáy m'odmodm mbombú mbombytá mbomimõi mbongarú mbongavajú mbongé mongorá

mbonguerá

mongy'á

mbopohýi mbopotã mbopyahú mbopy mbotavý mbotuixá mbotý mboú mboverá mbyakú mbyakỹ mbyatý mbyendý mendá moĩ nacé ñembo'ý ñenõ ñepyrũ ñotỹ nupã opá páy pensá pu'ã pupú pytá valé vendé verá

Modifiers
akỹ
apu'a
ate'ỹ
atý
ekivoká
guasú
haimeté
hanú
hakuá
hatã
hesãi
ho'ysã

ky'á
kyrá
mbegué
mbyký
pirú
pohýi
pojerá
potī
pukú
pytū
to'ỹ
sapy'á
sogué
tuixá
tujá

o².

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

PREPARATION STAGE

Program

(Modulation of Commands)

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-hendu na, for example is roughly equivalent to 'Listen, I beg of you.'
 how would you say 'Speak, I beg of you'?

e-ñe'ẽ na

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

e-ñe'ê ke

3. <u>b-hendú kena</u> is a modulated command in which <u>ke</u> and <u>na</u> 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-hendu 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-studia mī kena

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

e-lèe mĩ kena
e-lèe mĩ ke
e-lèe mĩ na
e-leé ke
e-leé na
e-leé kena;

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'e means 'You talk'. How would you say 'Don't talk'?

Anî re-ne'è

8. <u>Pe-studiá</u> 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.

Anî re-hendû. Anî re-scrivî. Anî er-é.

Ani pe-studiá.

Ani pe-ne'e.

(Modulation of Negative Commands)

10. Giving orders or requeling 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 mī, ke, and na discussed in Unit 3.

ll. Negative commands can be modulated with ke and na, but not with mī. Anī rene'ē means 'don't speak'. Anī ke rene'ē is roughly equivalent to 'you'd better not speak' or even 'don't speak, if you know what's good for you'. How would you say 'you'd better not study'?

Anī ke re-studiá

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

Anī na re-studiá

- 13. In Guarani, as in English one can give a negative command without using the verb: anī na, anī ke, anī kena are three ways of saying 'don't'.
- 14. The negative imperative in Guarani also has a displaceable particle...ti or...tei which serves as a modulator to indicate 'I would advise you (kindly) to....'

anī re-ñe'ē

'don't speak!'

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

anī re-ñe'ē ti

'don't speak!'

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

anī na re-ñe'ē ti 'don't speak!'

(even less direct than the above.)

anī kena re-ne'ē ti. 'don't speak!'

(very forceful, but not overbearing.)

Also used:

anī tei 'don't!'

enī na ti 'don't!'

anī ke tei 'don't!'

amī kena ti 'don't!'

1.11

15. Using no other modulator but ti, how would you say:

don't write:
don't read:
don't study;

 \circ

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

anī re-scriví ti: anī re-leé ti! anī re-studiá ti:

I beg of you, please don't study.

(Negative of vert predicated sentences)

17. Oré ro-leé means 'we read'. Oré

ndo ro-leé i means 'we don't read'.

The negative statement is formed by

ndo before the verb and i afterwards.

How would you say 'we don't study'?

Orê ro-studiá.

· ndo ; i

Nandé ja-studiá means 'we (incl) study'.

Nandé nda ja-studiá means 'we don't study'. The negative is formed by before the verb and i after the verb.

nda

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

nde re-studiá i ndé nde re-leé i

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

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 ro-studiá i.
Nandé nda ja-studiá i.
Ndé nde re-studiá i.
Oré ndo ro-leé i.
Oré ndo ro-ne'é i.
Nandé nda ja-leé i.
Ndé nde re-leé i.

22. <u>Xé a-leé</u> 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.

2b. Pee pe-studia means 'you-all study'.

'You-all don't study' is Pee nda pestudia 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 nde pe-leët.

- 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.

Nandé ade ja-scadiá 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 ascriviri means 'I don't write'. Since -scrivi ends in i the negative affix is not i but ri. How would you say 'he doesn't write'?

Ha'é nd o-scriví ri.

(negative with verbless sentences)

29. Examine the following:

Ko livro pa nde-mba'é?

Hee, ha'é.

Ndé pa Juan.

Hee, Ha'é.

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?

Nda ha'é i.

Kóva nda ha'é i xe-Livro.

30. Make the following sentences negative:

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

31. Compare the following:

- a. Xé nd a-studiá i.
- . b. Xé nd a-ntendé i.
 - c. Xé nd a-ñe'ē i.
 - d. Nande nda na-ñe e i.
 - e. Ndé nde re-ne'ē i.

Note that in nasal environments the <u>d</u> in the negative prefix zeroes out. Nd a-ntendé i is pronounced na-ntendé i How is nde re-ne e i pronounced?

Is this book yours?

Yes, it is

Are you John

Yes, I am. (lit. Yes, I'm he.

Are you John?

No, I'm not.

This is not my book.

Kóva hda ha'é i i-livro. Péva nda na'é i xe-coche. Péva nda ha'é i Carlos.

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

Ne^re-ñe'ē^i.

- 32. A-studiá ta means 'I will study'.

 Nd^a-studia mo'ãi 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.
- 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.

(The position of <u>i</u>)

- 34. Note the placement of the negative marker in the examples below:
 - a. Xé nd^a-studiá^i.
 - b. Xé nd a-studia-sé i.
 - c. Xé nd^a-studià-se vé^i.
 - d. Xé nd a-studià pora i.
 - e. Xé nd a-studiá i kuri.
 - f. Xé nd a-studiá i hīna.
- 35. <u>kurî</u> and <u>hīna</u> (are/are not) wi hin the negative markers?
- 36. Write and pronounce the following in Guarani:
 - a. We don't read.
 - b. We (incl) don't read.
 - 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.

Xé nd a-leè mo'a i.

Xé nd'a-scrivì mo'aîi.
Xé nd'a-ñe'è mo'aîi.
Xé nd'a-hendù mo'aîi.
Dandê ndaîjai-kô mo'aîi.

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.

are not

Orê ndo ro-leê î.

Ñandê nda ja-leê î.

ha'ê kuêra nd o-leê î.

Kê nd a-leê - se vê î.

Ndê nde re-ñe ê î guaranî.

Anî re-ñe ê guaranî.

Peë nda pe-kuaa î.

Xê nd a-studia î kurî.

Xê nd a-studia se vê î.

37. Study the following sentences, noting particularly the use of <u>gui</u>:

Aj-ú Norteamérica gui. A-sẽ ta ko'á gui. Moõ gui pa ndé re-sẽ ta? Moa'é gui pa rej-ú ko'á-pe?

A-mba.apo-sé gui. Manuel o-mba.apo-vé Ricardo gui.

Péva i-pôra-vé kóva gui.

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

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.

xe-heguí from me	ore-heguí from us ñande-heguí from us
nde-heguí from you	pende-heguí from you
xu-guí (or: i-xu-g xu-gui kuéra	บฏ์ from him 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-guí Carlos gui (i)xu-gui kuéra 40. Now observe some use of <u>gui</u> for which the English translation equivalent would not be 'from'; 'because' or 'than'.

Nde-resarái ta xe-heguí.

- ho-'á xu-guí la i-plata.

0-kañỹ ore-heguí opá ore-mba'é.

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

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

(há event locale)

42. Study the following sets of sentences.

- a. Oì-kố ta peteī baile.
- b. Ja-ná la baile há-pe.
- c. Ci-me la baile ha-pe.
- a. Oi-kć ta~peteĩ reunión.
- b. Ja-há la reunion <u>há-pe</u>.
- ., c. 0i-me la reunion há-pe.
 - a. 0-ĩ ta traváho.
 - b. 0-ú hĩna i-tràvaho <u>há</u>-gui.
 - c. Oi-me i-travaho há-pe.

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

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

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

because / than

There will be (occur) a dance.
Let's go to the dance.
He's it the dance.

There will be a meeting. Let's go to the meeting. He's at the meeting.

There will be work.
He's coming from (his)
work.
He's at his work.

	In the (b.) and (c.) sentences the noun is followed by the postfix ha. 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 ha. Otherwise no postfix is attached.		
44.	of the follow	k mark to the left of each wing nouns which represent tivities one might attend.	
	(a)	casamiento 'wedding'	
,	(ơ)	partido (game; contest'	
	(c)	kokué 'farm'	
	(d)	cumpleaños 'birthday celebration'	
,	(e)	fiesta 'party'	
	(f)	carréra 'race'	
	(g)	cíne 'movie'	
	(E)	'óga 'house'	
	(i)	je-karù-guasú 'banquet'	
•	(j)	kuré-juká 'pig killing'	
	(k)	desfile 'parade'	
45•.	Place a chec	k to the left of the sentence sing the postfix <u>há</u> .	
	(a)	Wedding o-je-'é casamiento guaranī-me.	
	(b)	Ja-há la casamientope.	
	(c)	Oi-mē kó ógape.	
	(d)	Aj-ú hīna xe-travahogui.	

(ndivé; ndi 'with' of accompaniment)

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

A-ha-sé Carlos ndi. A-karú ta xe-tió ndi. Re-ñe'e pa hína xe-ndivé? A-mba.apó ta nde-ndivé. Re-studiá ta he-ndivé.

147. The form which translates the English 'with' (of accompaniment, not of means) has two alternates: ndi after nouns, ndive after pronouns. Observe the paradigm of ndive with person prefixes.

xe-ndivé	ore-ndivé ñanqe-ndivé
nde-ndivé	pende-ndi vé
ne-ndivé	he-ndivê kuếra

٠ -			_			•	
1. 12		A	he-ndivé	13-13-			•
44.67	i n 🗗	- U James	ne-naive	178/78	not i	remiler	

49. <u>Ha'è o-ú ta xe-ndivé</u> means:

50. Nde-ndivé pa means

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

(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 cínco. Are you talking with me? I'll work with you. You will study with him.

I want to go with Carlos.

I'll eat with my uncle.

is not

He will come with me.

with you?

A-stùdia-sé he-ndivè kuéra.

He came at 12 o'clock. He'll leave at 12:30. He should leave at 13:55. 53. How would you say 'I will begin at 6:05' ? A-nepytu ta las seis y cinco.

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

54. Study the following dialogs:

A. Araka'é pa re-guahé ra.è ? When did you arrive ?
B. A-guahé kuché kuri. I arrived yesterday.

A. Mbà'e hóra re-guahé ra.è ? At what time did you arrive?
B. A-guahé las seis kuri. I arrived at 6:00.

55. Which would be the more likely response to Araka' [pa re-guahe ra.e ?

a. lunes

b. la una

a.

(guive 'desde'; peve 'hasta')

56. Study the following sentences:

a. Mba'e hora peve pa ja-studiá t. ?

b. Las dies peve.

a. Moõ guive pa ja-lee va.erã ko livro ?

b. Ko'á guive ko'á peve.

a. Araka'é guive pa rei-me ko'á-pe ?

b. Kuché guive-nte.

a. Moõ peve pa ja-há ta ?

b. Paraguaý peve.

Until what time shall we study ?

Until 10. ·

Where are we supposed to read the text?

From here up to here.

How long have you been here?

Just since yesterday.

How far (up to where) will we go?
As far as (up to) Asuncion.

- 37. It is apparent that the postfix guive is equivalent to Spanish 'desde', and peve to the Spanish 'hasta'.
- 55. Low would you translate 'Tesde Alaska hasta Florida'?

Alaska guive Florida peve.

(vakue or <u>va.ekue</u> non-recent past time)

59. Study the following sentences:

A-nacè vakué Itapu'amī-me.

Aj-apò vakué primer grado Luque-pe.

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

60. Contrast:

A-vende vakué xe-coche.

A-vendé kurî xe-coche.

- ol. Kuri is used in referring to a time in the past no more remote than a day or so. Its equivalent in Spanish is 'recien'. We call kuri the 'recent past tense indicator'. Vakué (or: va.ekué), on the other hand, is referring to a time as near as the day before yesterday, though it more generally refers to a time farther back; months, years, or centuries. We will, therefore, call vakué the (relatively REMOTE PAST TENSE INDICATOR.
- 62. Referring to a relatively remote time in the past, how would you say:
 - _ bought a car.
 I went to Texas.
 he died.

I was born in Itapu'amī.

I attended first grade in Luque.

I sold my car before I came to Paraguay.

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

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

A-jogua vakué peteï coche. A-há vakué Texas-pe. O-man**ó** vakué. (Ctimel ago qj-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

- 65. Contrast la and 2a, lb and 2b:
 - 1. a. Araka'é pa re-hó <u>ra.è</u> centro-pe? b. A-há kurì centro-pe oj-apó dos hora.
 - 2. a. Araka'é pa re-hó <u>raks.e</u> Peru-pe? b. A-hã vakué Peru-pe oj-apó dos mese.

la and b have to do with RECENT PAST TIME. You are familiar with the relation of ra.e and kuri as indicators of RECENT PAST TIME. 2a and b have to do with a time more remoter in the past. Observe that raka.e, not ra.e is used in the question and vakue, 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 do ng in Ohio?

When did you come to Paraguay ?

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

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

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

Moo pa Lincoln o-mano raka.e?
Moa'é pa rej-apó raka.e hina
Onio-pe ?

Araka'é pa rej-ú raka.e Paraguái-pe ?

(Alternate forms of the superlative)

67. Contrast:

- 1. a. pé-pe b. pè-pe-té
- 2. a. i-porã b. i-porã-ité
- 3. a. hasý b. hasý-<u>eté</u>

The first level superlative suffix found in the b. cases has three variants, each determined by the vowel that precedes it:

68. Add the correct form of the superlative suffix and translate:

á-pe here
vaí ugly
pirú thin
tujá old
ate'ÿ lazy

69. Contrast:

- 1. a. hasy-eté
 b. hasy-etèreí
- 2. a. i-porã-ité
 b. i-porã-itèreí
- 3. a. i-mbegue-té b. i-mbegue-tèreí

The second level superlative suffix found in the b, cases is the same as the 'first-level' superlative, but adds <u>ref</u>.

there right there ...

it's nice
it's very nice

he's sick he's very sick

à-pe-té right here
val-eté very ugly
pirù-eté very thin
tuja-ité very old
ate'ÿ-eté very lazy

he's very sick he's very very sick

she's very pretty she's very very pretty

it's very slow
it's very very slow

70. Contrast:

- 1.
- a. o-hasá
- b. o-mbohasá
- 2.
- a. o-pupú
- b. o-mbopupú

The verbs <u>pupu</u> and <u>hasa</u> are intransitive, i.e. cannot be followed by a direct object. The prefix <u>mbo</u> occurs with many intransitive verb stems and the resulting verbs are transitive.

<u>Mbo</u> 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?
- 72. What would <u>o-mboguejý</u> and <u>o-mbojahú</u> mean?
- 73. Contrast:
 - 1. .
 - a. 0-ú
 - b. o-mbou
 - · 2.
 - a. c-guatá
 - b. o-mboguatá

it passes he passes it

it boils .
he boils it

o-mboguejý / o-mbojahú

a. he gets it downb. he bathes it

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

he walks he drives it (makes it walk)

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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-mboguatá a-mboguapý

76. Examine the following:

kua
o-mbokua
pu
o-mbopu

- 77. Notice that the prefix mbo also combines with nouns to form transitive verbs.
- 78. If tavý means 'fool', how would you say 'I fooled him'?
- 79. Examine the following:

i-pyahu a-mbopyahu tuixa a-mbotuixa

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

I cause ____ to walk. I cause ____ to sit.

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

A-mbotavý xu-pé.

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

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 se, 'to leave'; i, 'to be in a place', poti, 'to be clean'. How would you say:	A-mbosẽ xu-pé.
÷	a. I make him leave. b. He put it on the table. (made it be) c. You cleaned the room. (kotý)	O-mboî mesá ári. Re-mbopotî la kotý.
83.	Why is the 'b' not pronounced in each case?	The <u>mb</u> was immediately followed by nasal vowels
84.	One new sound change needs particular attention. It occurs following the mbo prefix:	
,	o-karú c-mbcngarú	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

mpo

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

- 26. If kord is 'fence', ke is 'to sleep' and kuerd is 'to be cured'; how would you say:
 - a. He fenced his garden. (hi-uérta)
 - b. I put him to sleep. (made him sleep)
 - c. Can you cure him? (make him be cured)
- 87. Examine the following:

o-ké o-mbongé xu-pé

oi-ke o-mpoi-ngé xu-pé

Do I-verbs etain their identity even though we ladd the prefix mbo?

- 88. Oi-kers means 'to live'. How would you to 'he revives him (makes him live)'?
- 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:

hendý tatá o-mbyendý tatá

ňakú o-mbyakú

91. Notice that some RH FACTOR words undergo sound changes when occurring with the prefix mbo. Notice in the above examples that the initial consonant of the root is dropped and the prefix mbo changes to _____ with nonnasals and _____ with nasals.

O-mbongorá hi-uerta.

A-mbongé xu-pé.

Ikatú pa re-mbonguerá xu-pé?

he sleeps he puts him to sleep

he enters he makes him enter

yes

O-mboingové xu-pé.

the fire glows, gives light He lights the fire.

it is not He heats it.

mby / mby

- 92. The prefix mbo changes to mby (or mby) when occurring with words which begin with yowels. If aky is 'to be wet' and aty is 'to be together', how would you say:
 - a. I wet the plothes. (a6)

b. He gathers the rocks. (itá)

93. Examine the following:

o-páy O-mbombáy

> o-pytá o-mbombytá xu-pé

- 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.
 - b. She weans her baby.
- 96. In all of the foregoing examples the prefix mbo occurs with Quality intransitive verbs and houns to form verbs.

A-mbyakỹ aó.

O-mbyatý itá.

he wakes up He wakes (someone) up.

he stays He makes him stay.

Ha'é o-mbombú.

O-mbombo'ó i-memby.

transitive

Summary

MODULATION OF COMMANDS:

In addition to \underline{mi} the particles \underline{ke} and \underline{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 tall you, please
~	study a little!

NEGATIVE COMMANDS:

The NEGATIVE COMMAND is formed by and plus the VERB.

Anī re-studiá. Anī pe-hendú.		Don't (you) study. Don't (you-all)
•		listen.
Anī jai-kò á-pe.	•	Let's not live here.

MODULATION OF NEGATIVE COMMANDS:

Both <u>ke</u> and <u>na</u>, singly or in combination, are used to modulate negative commands. (<u>mī</u> is not used.) A displaceable modulator <u>ti</u> or <u>tei</u> is also used in negative commands.

ľ	i		,
	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.
ı			

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 (1) to the word.

(xé) a-leé	I read.
(xé) nd^a-leé^i.	I don't read.
(ha'ē) nd o-leē i.	He doesn't read.
(ndé) nde re-leé i.	You don't read.
(oré) ndo ro-leé i.	We don't read.
(mandé) nla ja-leé i.	We (incl) don't read.
(peē) nda pe-leēi.	You-all don't read.

Note that the vowel in the PERSON PREFIX is the same as the vowel which follows the <u>nd</u> (except for the PERSON PREFIX <u>pe</u>). Also when the PERSON PREFIX is a vowel only as in <u>a-leé</u> or <u>o-leé</u>, the vowel is not pronounced twice.

NEGATIVE WITH ri:

When the VERB ends in \underline{i} , the negative affix $\underline{r}\underline{i}$ is added.

·	
(XĒ) a-scriví.	I write
(Xé) nd^a-scriví^ri.	I don't write.

NEGATIVE OF VERBLESS SENTENCLS:

VERBLESS SENTENCES may contain two nominal expressions. For example: Kôva 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.

Kova xe-livro

This is my book.

Kova nda ha'ê i xelivra. This is not my

Péva Carlos

That is Carlos.

Péva nda ha'é i Carlos.

This is not Carlos.

NASAL / NEGATIVES:

The <u>d</u> in the negative prefix will <u>drop out</u> within a nasal span:

(Xé) nd^a-ntendé^i. (n^antendé^i)

I don't understand.

(Nandé) nda na-ñe en. (nd na-ñe en.)

We (incl) don't speak.

FUTURE NEGATIVE:

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

A-studiá <u>ta</u> ko'ero. Nd^a-studià mo'a^i ko'ero.

I will study tomorrow.
I will not study
tomorrow.

O-leé ta. Nd^a-leè mo'a^i. He is going to read.
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-neguí	from	me
ore-hegui	 from	นร
(i)xµ-gui	from	them

HÁ:

(event locale) Certain nouns which name events or places where activities are enjoined take ha when attendance at these places is indicated.

Let's go to the dance. Ja-há la baile <u>há</u>-pe. Oi-me la reunion há-pe. He's at the meeting. She's coming from (her) 0-ú hĩna i-tràvaho <u>ná</u>work. pe.

NDIVÉ, NDI:

of accompaniment 'with' after pronouns ndivé after nouns ndi

A-karú ta xe-tió ndi. A-ha-sé Carlos ndi. A-mba.apó ta nde-ndivé. I'll work with you. E-hugá he-ndive kuéra!

I'll eat with my uncle. I want to go with Carlos Play with them!

TELLING TIME:

2^

Spanish expressions are used to tell time.

0-ú las doce y media. A-guahē las seis kuri. Ko'āga-ité las seite.

He'll leave at 12:30. I arrived at 6:00. It is now precisely 7:00.

ARAKA'É / MBA'È HÓRA:

'when' / 'at what time'

Araka'è pa re-guahē

When did you arrive?

ra.è?

Mba'è hóra re-guahê ra.è?

At what time did you

arrive?

GUTVÉ / PEVÉ:

'desde' / hasta'

Araka'é guivé pa rei-me How long have you beer ko'á-pe?

here ?

Kuehé guive-nte.

Just since yesterday. Unuil what time shall

Mba'è hóra pevéîpa. ja-studia ta?

we study?

Las dies pevé.

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 peteí I bought a house. óga.

OJ-APÓ (time)

'(time) agc'

Oj-apó tres meses.

Three months ago.

Oj-apó oinco segundos. Five seconds ago.

SUPERLATIVE:

téfirst-leveltèreísecond-levelitésuperlativeitèreísuperlativeeté'very'etèreí'extremely'

I-pirû-eté. She's very thin.
I-tuja-ité hikuái. They are very old.
Nde-ate'ÿ-etèreí. You are extremely lazy.

NOTE: after \underline{e} $\underline{t\acute{e}}$ (rei) $\underline{a}; \underline{o}$ $\underline{it\acute{e}}$ (rei) all others $\underline{et\acute{e}}$ (rei)

MBQ- (or MBY-)

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

a.	Ogue-jý	He gets down
ò.	O-mboguejý	He gets it down
a.	0-guatá	He walks
,0.	0-mboguatá	He drives it

Mbo- can also combine with:

a. nouns and

b. quality verbs

to form transitive verbs.

a. A-mbotavý xu-pé	i sow a kim .
b. A-mbopyanú	l renovate it
A-mbotuixá	I emlarge it

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

A-mbyaký mô I wet the clothes

0-mbyatý itá He gathers rocks

7 . . .

Writter Exe. ises

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

Example: E-hendù mī. (Listen) Anī re-hendū ti. (Don't listen.)

- a. E-stùdia mĩ.
 - b. Pe-studia ml.
 - c. Er-e mī.
 - à. E-scrivi mī.
 - e. Pe-hàndu mì.
- 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 hīna guaranī.
 - b. Ha'é o-studiá hīna guaranī.
 - c. (:é ro-hendú.
 - d. Ha'è kuếra o-ĩe'ề porã.
 - e. Ndé re-ñe'è pora avei.
 - f. Nandé jai-ko á-pe.
 - g. Pee pe-studia-se.
 - h. Ha'é o-scriví hīna.
 - i. Oré ro-scriví kurì.
 - j. Kó . xe-livro.
 - k. Péva ndé-livro.
 - 1. Péva Carlos
 - m. Ko lápis xe-mba'é.
- 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 nd a-ntendé i.
 - b. Ñandé ndaîja-ñe'ēîi.
 - c. Ndé nde re-ne'e i guaranī.
 - d. Ha'é nd pe-hèndu-sé i xé-ve.
 - e. Ja-hendú ro, ha'é ndo-ñe'é mo'é'i.
- 5. Make the following sentences negative, and translate into English.
 - a. Xé a-studiá ta.
 - b. Oré ro-stùdia-sé ta.
 - c. Nandé jai-kó ta á-pe.
 - d. Ha'é o-stùdia 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-àpo-sé va	I do what I want to do

Looking Ahead

find out how to say	
	•
•	
I see you-all	
•	
We see you-all	
We see you will	
He sees you-all	·
Me Sees you dar	

listening for study

- l. Mba'é color pa nde-gusta-vé?
- 2. Ára hový ha hovy kangý asý.
- 3. Naranja pytã.
- 4. Yvyra rogue hovyū.
- 5. Rosa pytangy.
- 6. Avatí hesa yjú.
- 7. Pe mitã hesa'yjú.
- 8. Juký ha asucá morotī.
- 9. Xe-hermano traje hū.
- 10. Pyharé pytű hína.11. Ára hesaká.
- 12. Y nda^i-color^iri.
- 13. Pe kuñataī iñ-karangue sa'yjungy.
- 14. Arco iris ogue-reko siete color.
- 15. Xe gustá la yvotý kuéra lila va.
- 1. Mba'é rã o-valé la relo?
- 2. He-'í hagua la óra.
- 3. Mba'é ixa mba'é gua relo pa o-ī?
- 4. 0-1, relo pulsera, despertador ha de pared.
- 5. Mba'é ixa pa héra la relojero o-mba.aro há?
- 6. Řéra <u>relojería</u>.
- 7. Mba'é ixa pa o-ñe-porandù óra re? 8. Mba'è óra pa hīna.
- 9. I-katú pa èr-e mī xé-ve mba'è óra pa hina?
- 10. Mba'éixa pa o-ñe-contestá? La una en punto. Laduna y media hīna.

Qué color te gusta más? El cielo es de color azul, a veces es celeste. La naranja es anaranjada. Las hójas de los árboles son

La rosa es rosada.

El maís es amarillo.

El niño está palido.

La sal y el asúcar son blencos.

El traje de mi hermano es negro

(o gris).

La noche esta obscura.

El día es claro.

No tiene color.

Le señorita tiene el cabello

(ó pelo) castaño.

El arco iris tiene siete colores.

Me gustan las flores de color lila.

Para qué sirve el reloj?

Para indicar ó señalar la hora.

Cuántas clases de relojes hay,

ó conoce Ud.?

Reloj de pulsera, despertador, de

Cómo se llama el taller del

relojero?

Relojería.

Cómo se pregunta la hora?

Qué hora es?

Puede decirme la hora?

Cómo responde Ud.? Es la una en punto. 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 rõ uka-sé gui xe-rãi.
- 1. Mba'é^pa er-é la dentista-pe nde-rãi-rasý 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 guaranī. Hepy-itereí. hēe pero i-porã.

Moo pa ikatú a-topá tembi-purù kuéra ?

Yvaté segundo piso-pe o-ī olla, etc.

Moo pa ikatú a-joguá aspirina? Pe farmacia esquina-pe guá-pe. A qué hóra 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 ? Enjuaguese la boca

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

Donde puedo encontrar artículos para la cocina ? En el segundo piso Ud. encuentra ollas, etc.

Donde puedo conseguir aspirinas ? En la droguería (farmacia) de la esquina. Ndé pa re-jahú cada día ? Hẽe, a-jahú.

Mba'é-pe^pa re-jo-vahéi. Havo ha y-pe.

Re-ñe-hendyva'ó pa cada día ? Hẽe, cada día.

Mba'é-pe^pa re-johéi nde-rãi? Cepillo de diente-pe.

Mba'é pe pa re-ne-peina ? kỳ-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

Listen carefully. If you an not understand something, raise your hand. After I have given it twice I will ask you what it says.

Ready?

Pe-hendú porâ, há oī rò
nda pe-ntendé i va, pe-hupi
pende po. Ha upéi a-henduka
rire jevý peë-me dos vece,
a-porandú ta peë-me, mba'é pa
la he-'í va. Oī ma pa?

- II.

 a. 'Moa'é ixa pa pende ko'ë'?

 Pe-ntende pa ?
- b. Oî rô nda pe-ntendê i va pe-porandû va.erê mba'ê pa h.-'i-sê .
- c. Mba'é a la er-é va.ekus l
- d. Koji ja Ka-Beil ta Paraguái-re. Olija ge-povidu-sé va ?
- e. Xé al-bhàses bī-pa hetá indio. Paraguái-go

How are you this morning? Do you understand?

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

What does it mean what you said ?

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

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

Mba'é pa re: potá aj-apó ?

E-membo'ý (stand up)
E-guapý
Te re-hó pisarrón-pe.
E-jagarrá pe tisa.
E-scriví 'mba'é ixa pa' pisarrón-pe.
Ko'ãga e-moĩ jevý hendà gué-pe pe tisa.
E-jeré.
Te-ne-ho jevý la nde-asiento-pe.
Ei-pe'á la nde-livro.
E-mbotý nde-resá.
E-contá cuátro peve guarar-me.

IV. Clase, pej-e al jevý:

A-karú kuré ixa.

Hatā mi-vē, as o-no-ndive-pá.
'A-karú kuré ixa.'

Oì-porã. Pero ani pe-sapukai ti.

Ya re-me da maîpa?
Ne'îra guêtevi.
Araka'êîpa re-menda ta?
Ndîa-menda moîlîi nanca.
Mba'ê re?
Ha-'ê nte.

Ej-u mī sapy'a-ité. Pya'é! Aj-aperá wina. Hi'd-nte xé-ve roi pytyvő.

Mba 6 pa la o-ī va?
Pe-i ma pa?
Ro-ī ma!
O-ī ma pa?
>-ī ma!

Xe^perdoná na, x-amigo. ¡Xe^disculpa na xe-ra'y. Hala-té xe^nupã.

Mba'é ixa pa o-je-puru? Mba'é la rei-kuaa-se-vé va re-īna.

Ara hakú hína, ajé pa?
Ho'ysã-porã pa pe ý?
Xe gusta la cafe haku-porã.
Xé ro'ý a-īna.
Opá o-ī va.
Ai-mē nde-ndivé.

Are you married?
Not yet.
When are you getting married?
I'll never marry.
Why?
I'm just kidding.

Venga un momentito. Quickly! I'm in a hurry. I wish to help you.

What's wrong? Ready? Ready! Okay? Okay!

Pardon me, my friend. Excuse me, son. He came close to striking me.

Como se usa?
What else do you want to know?

It's certainly hot, isn't it?
Is the water nice and cool?
I like my coffee good and hot.
I'm cold.
Everybody.
I'm with you (I agree)!

Nda i-pori provlema.

Ja-jo-(h)exa ta upéi.

Mba rã-vé nd oi-ko i.

A-je-vale-se mī nde-po re? Guaranī-me mante a-ñe(ê-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.

CONTENTS

grammar points

- 1. Hagua 'para' 'to', 'in order to'
- 2. -īnaTwo ways of forming the progressive1. hīna2.-īna 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. Râ indicating future
- 8. Vo (hagua) can be used parallel in conjunction with verb of motion.
- 9. Rã (guarã)
 '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)
- TEMBI Derivation of nouns from verbs.
- 19. KUĒ Use of kué-suffix
- 20. GUIGUÁ Combination of gui and guá

vocabulary

Nouns aguara'í angujá havõ hepý na'aguy ka.arú kaguijý kesú korapý kuimba'é kurú manduví mbói mbói mba'asý mboká mbyry'ái mēna ñande-jará pa'í pombero puchkué rakä rogué	tanimbú tape tapití tete toro tymbá typyxá Verbs angatá guapý hase henői Imo'ã Ipuru Japí Japysaká jokuá kakuaa kororo ma'ē maña	mbo'é mbojeré mbohorý mbombe'ú mbosarambí mboú mbovó moirũ hakãky'ó ñangarekó ndyvú ñembo'ý ñemitŷ hepyrũ hongatú pená pokó poño pu'aká puká pyrũ rairo
rogué ryguasú	maña mandu'á	
syvá <u> </u>	mateá	10014

rú topá turuñe'ē

Mudifiers
hypy
kane'ö
kyhyjé
membyahýi
poxý
pukú
py
pya'é
rorý
ryguata
taróva
tī
yvaté

Miscellaneous oño-ndivé sa'i-vé

6

PREPARATION STAGE

Program

(haguã 'para; to; in order to')

l Xé a-karú ai-kove kove hağuã.

Ndé rei-kové re-karu haguã.

Roj-ú ko'á-pe ro-mba.apó haguã.

2. How would you say:

I study in order to learn.

I work in order to earn money.

We go to the library to read.

- 3. Ro-aprende-sé guarani ikatu hağuã ro-ñe'e prende-ndivé.
- h., How would you say:

I must learn Guara.i in order to be able to work in Paraguay.

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

5. Pende-mită guêteri pe-se ma nagră la escuela gui.

How would you say:

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

I live to eat.
(Como para vivir.)

You live to eat. (Vives para comer.)

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

A-studiá a-aprendé hağuà.

A-mba.apó a-gana haguâ plata.

Ro-hó biblioteca-pe ro-leé hagua.

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

A-aprendê va.eră guaranî ikatu hağuà a-mba.ep6 Paraguái-pe.

A-mba.apò va.erā ikatu haguā ai-pytyvò xu-pé.

You boys are still too young to drop out of' school. (Uds. son todavia imuy) jevenes para dajar de ir a la escuela.)

Nie-rasý guèteri re-pu'ă ma haguă nde-tupă 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 hagua hóga gui.

Carlos o-jeruré xé-ve a-há haguã.

8. How would you say:

I told him to get cut 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 ña-īna.

5.

- e. Pe-studiá hīna.
- b. Pe-studiá pe-îna.

Nde-vaí re-ganá hağuã la premio.

Pero ña-sẽ hagua ko mboriahú gui, ña-mba.apò va.erã.

Na-sẽ haguã ko'á gui ñaikotevē plata.

He told me to get out of his house.

Carlos asked me to go.

Ha-'é xu-pé o-se hagua xe-roga gui pya'é.

Ha-'é ndé-ve rej-u hagua pya'é.

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

Er-é xu-pé p-pytá haguű ko'á-pe ko'éro pevé.

María o-jeruré José-pe o-ú haguã.

I'm studying.

You're studying

We're studying.

We're studying.

You're studying.

17

ó.

a. O-studiá hīna.

b. 0-studiá hína hikuái.

For all except third person singular two ways of forming the progressive are possible, one with hina, the other with -ina 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.

11. Contrast:

1.

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

2.

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

• 3.

- a. Ai-kuaá ndé há.
- b. Ai-kuaá ndé hagué.
- 12. Note the following observations about the above pairs of sentences:

 a. Certain verbs such as -'é'to say' and Ikuaé'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.

He's studying. They're studying.

A-guatá a-îna.
Re-purahéi re-îna.
Na-he'ê ña-îna.
Ro-leé ro-îna.
L-karû hina hikuái.

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

Carlos says that he studies.

Parlos says that he studied.

I know that it is you.

I know that it was you.

13. How would you say:

I know that you have a girl friend.

I know that you had a girl friend.

Carlos told me that you will buy a new car.

Carlos told me that you bought a new car.

14. 1.

a. Aj-apó ta Carlos he-'i há 1xa.

b. Aj-ajó ta Carlos he-'i hagué ixa.

2.

a. Aj-apó Carlos oj-apo há ixa.

b. Aj-apó Carlos oj-apo hagué ixa.

1.5. How would you say.

Write it like \underline{I} do. Write it like \underline{I} lid.

Eat it like we do. Eat it like we did.

16. Ha'é o-mondá. Ha'é monda há.

> Ha'é j-apó aó. Ha'é p-apo há.

Ha'é ku -e-juka há.

Mba'è-ajo ha pa pe tuja?

Ai-kuaá nde-chica ha.

Ai-kuaá nde-chica hagué.

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

Carlos he-'i xé-ve (ndé' re-joguà hagué peteï cu :: ahú.

I'll do it like Carlos says.
I'll do it like Carlos said.

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

E-scriví xé a-scriví há ixa. E-scriví xé a-scriví hagué ixa

Pe-'ú oré ro-'ù há ixa. Pe-'ú oré ro-'ù hagué ixa.

He steals. He is a thief.

She makes clothes.
She is a seamstress.

He's a hog-butcher.

What is that old man (a doer of)?

Here the element <u>hā</u> is used to derive nouns from verbs. Notice that when the verb is transitive (can take a direct object) the resulting noun is agentive, that is, designates a doer of the verb action.

17. How would you say:

He is a chipa seller. (vende)

He is a mango eater. ('ú)

He is an English teacher. (mbo'é)

- He is a milkman. (bringer of milk) (roja)
- 18. The element ha is used with a very limited number of verbs to form the agentive. The student will have to lea through usage which are used in this way.
- 19. A-há hĩna xe-rú o-karu há-pe hĩna.

Ndé re-hó xé a-ha há-pe.

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

20. How would you say:

Go to where he studies.

I'm coming from where I work.

I'm going to where you work.

Show me the woods where he is hiding.

Ha'é mango-'ù há.

Ha'é mango-'ù há.

Ha'é inglés-mbo'è há.

Ha'é kamby-roja há.

I'm going to where my father is eating.

You go to where I go.

Te-re-ho ha'é c tudià há-pe.

Aj-ú hīna a-mba apò há gui.

A-há hīna re-mu.apò há-pe.

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

21. Contrast:

- a. A-há ta la ha'é o há-pe.
- b. A-há ta la ha'é o-ho hagué-pe.
- c. A-há ta la ha'é o-ho ta há-pe.

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

há hagué ta há

22. How would you say:

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

I'm coming from where my father works.

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

I'm coming from where my father will work.

You're going to where I came from.

23. a. Ja-ha há óra ma.

(cp. óra ma ja-hà haguã
'ya es hora de irnos.')

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'.

I will go to the place where he goes.

I will to to the place where he went.

I will go to the place where he will go.

present
past
future

Ndé re-nó re-îna xé a-nà ta há-pe.

Aj-ú a-īna xe-rú o-mba.apò há gui.

Aj-ú a-ĩna xe-ru o-mba.apò hagué gui.

Aj-ú a-ĩna xe-rú o-mba.apò ta há gui.

Ndé re-hó aj-ù hagué gui.

Ya es hora de irnos. It is time to go. 24. How would you say:

It is time to finish it.

The day we come he will leave.

The day we came he left.

25. Contrast:

Voluntario Voluntàriokué

Xe-tio roga Xe-tio rogakué

ñete ĥetekué

ĥepý hepykué

Note that <u>kué</u> 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 priess
What was clue a road
One-time secretary

27. Contrast:

1.
a. Mba'é^pa la re-porandu-sé <u>va</u>?

b. Mba'é pa la re-porandu-sé vakue?

2. a. Pe karaí re-hexá va xe-tió.

b. Upe karaí re-hexá <u>vakue</u> xe-tić.

Jaj-apò-pa há óra ma.

Roj-ù há ára-pe haié o-sẽ ta.

Roj-ù há ára-be ha'é o-se vakue.

Volunteer Ex-volunteer, former volunteer

My uncle's house My uncle's former house

His body His cadaver

Its going price
The price paid, what the price
was

Presidentekué Kokuekué Pa'ikué Ťapekué Secretariakué

What is it you want to ask?

What is it you wanted to ask?

That man you see is my uncle.

That man you saw is my uncle.

3. a. Kóvalpa 🧽 re-jogua ta <u>va</u> ?

b. Kôva pa la - jogua vakue ra è ?

You can see that the (or valekne, as it is frequent, conounced) is a combination of vale one which and kue 'past, forms:

28. sow would you say ?

め、t is it you are septem で

What to it you were soming?

The cook is the one I want.

That wook is the one I wanted.

Would you show us the pig I'm buying?

Would you show us the pig I bought ?

29. s. Xe-tio-roga o-kéi vakué.

b. Upé óga o-kái vakue xe-tio-mba'é.

Distinguish carefully between the two uses of vakue. In a. vakue is simply the remote-past indicator; in b. vakue means the one which [burned].

30. How would you say ? -

my father's mother was sick.

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

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

31. Contrast:

a. Maestrakué

b. Maestra

c. Maestrarã

Is this what you're going to '
Is this what you bought?

Mba'é[^]pa la èr-e va re-ĩna.? Mba'⁶[^]pa la er-é vakue re-ĩna

Pova pe livro la ai-potá va.

Pévo pe livro la ai-potá vaku

E-hexauka mī oré-ve la kuré a-joguá va a-īna ? E-hexauka mī oré-ve la kuré a-joguà vakué. ?

My uncle's house burned down.
(remote past)
That house that burned down
was my uncle's.

e-ru-sý hasy vakué.

Upe kuña-karaí hasy vakuí la xe-ru-sý.

Upe kuña ĥasý va la xe-ru-

Former teacher Teacher Future teacher 2.

a. Pà'ikué

- J. Pa'í
- c. Pà'irã

3.

a. Tembi-'uké

- b. Tembi'ú
- c. Ťembi-'urã

It is tempting to say that Guarani nours inflect for tense, that $\frac{\pi a}{2}$ indicated future tense just as $\frac{kue}{2}$ indicates past tense for nouns.

- 32. Observe the idiomatic use of <u>ra</u> in the following:
 - 1. Cambos oj-apó ta hogarã.
 - 2. A '-aro ta rde-rembi-'ura
- 33. How would you say:

Fa's studying to be a pries.

That's my figures.

She's studying to be a teacher

- 34. At this poir is should be easy to see that <u>value</u> (or <u>valekue</u>) and <u>hage</u> condist of <u>valor</u> applus the past indicator <u>kué</u>. (In <u>hagué</u> the element <u>kué</u> tokes the form <u>gué</u>.)
- 35. Compare the following ways of say: approximately the same thing:
 - 1. a. Aj-ú a-aprendê hağu guarani.
 - b. Aj-ú a-aprende vo guarari.
 - 2. a. Juan o-u-sé xe visità hagua.
 - b. Juan o-u-sé xe visitá vo.

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

What was eaten. Ready food.

The makings of food.

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

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

Péva o-studiá pà'irã.

Péva xe-iembirekorã.

O-studiá maestrarã.

. I came to Learn Guarani.

Juan wants to come to visit me.

3. a. A-há a-jepe'è haguã.

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 <u>para</u> visitarme. Juan quiere venir <u>a</u> visitarme.

It should be noted that <u>vo</u> is used in this way (parallel to hagua) 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 <u>O-studia o-aprende hagua</u>, but not <u>O-studia o-aprende vo</u>.

Some other common expressions in which vo can substitute for hagua are:

Ogue-rekó obligación o-ñe-presentá vo.

Ogeu-rekó permiso o-hó vo.

Nd o-ti ri o-jeruré vo.

36. Similarly varã (or va.erã) and haguã consist of va or ha plus the future-potential indicator rã. (In haguã the element rã takes the form guã.)

I'm going to gather firewood.

He has the obligation to present himself.

He has permission to go.

He's not embarrassed to ask.

37. Incidents y you may occasionally hear or feel the seed 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 sufrixes together: pa'irangué

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

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

María-pe guara. Mită-me guara xe-ve guara 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 hogarã.
 - b. Aj-apó ta petel óga María-pe ĝuarã.

What is the meaning of these sentences?

I'll build a house for Maria.

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

I bought a gift (regalo) for my mother.

What shall I do for you-all?

Would you bring a book for him?

A-joguá peteï regalo xe-sype guarà.

Mba'é^pa aj-apó ta peë-me guarà.

Eguè-ru mī peteī livro ixu-pe ğuară.

191. Examine these examples of the use of guara:

La camión Paraguaý-pe ĝuarã.

Ko yvyrá Argentina-pe žuarà.

Ja-nejé carta á-pe guara.

The bus to Asuncion.
Omnious para Asunción.

This wood is destined for Argentina.

Let's leave the letter addressed to here.

42. How would you say:

The passengers (pasajeros) destined for Encarnación.

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

43. Guarã is also used with adverbs of time.

Ko'ero guara

Este diá guarã

How would you say:

For this weekend.

By next week.

By day after tomorrow. (Ko'ë ambuë ro)

44. Contrast the following:

Ko tembi'ú ko'ë ro guarë. Ko tembi'ú kuehe guaré.

Notice that re is a variant of kue used with gua.

45. How would you say:

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

Doña María will come to help him.

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

46. Contrast:

(transitive) ro-juká (reflexive) ro-je-juká (reciprocal) ro-jo-juká

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

La pasajeros kuéra Encarnación-pe guara.

Trigo, fabrica de arina-pe guarã.

for; by tomorrow.

for; buy today

Ko semana-pa ha-pe guara.

Pe semana-ou va pe guara.

Ko'ě ambuě ro guarã.

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

A-há a-guatá vo.

A-há ta biblioteca-pe astudiá vo.

Ña María o-ú ta oi-pytyvő
vo xu-pé.

Ogue-rekó obligación o-ú vo.
Ja-há -karú vo.
Ja-há ma ja-ké vo.

we kill
we are killed (kill oursely
we kill each other

47. The reciprocal form indicates that persons perform an action reciprocally, that is,

each other

- 48. Whereas riciprocal 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.

reflexive A-je-juká ta Re-je-juká ta O-je-juká ta	I'll kill myself You'll kill yourself He'll kill himself	reciprocal	
Ro-je-juká ta Ja-je-juká ta Pe-je-juká ta O-je-juká ta	We'll kill ourselves We'll kill ourselves You'll kill yourselves They'll kill them- selves	Ro-jo-juká ta Ja-jo-juká ta Pe-jo-juká ta	We'll kill each other We'll kill each other You'll kill each other
<i>;</i>		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. They will hurt each other. It is known already.

O-jej-apí ta hikuái. O-jej-apí ta hikuái. O-je-kuaá ma.

53. Translate the following:

Ro-jo-kuaá ma.

Ro-jo-topá ta escuela-pe.

Na-no-pytyvô:

We already know each other. We will meet each other at the school. Let's help each other!

54. Study the following:

T-a-puká

ir-é xu-pe t-o-û

L-guapy t-a-mombe'ú ndé-ve

T-a-há t-a-ni xe-árpa.

Ta-pe-nó

We will call the prefix <u>ta</u>, with its alternate shapes <u>t</u> and other shown below, the DESIDERATIVE prefix. A word form which has this prefix will be called a DESIDERATIVE FORM. We will gloss isolated desiderative forms as in the paradigm below, but you should recognize that the gloss or an equivalent Spanish gloss is quite unsatisfactory.

55. Paradigm

T-a-há
Te-re-hó
T-o-hó
To-ro-hó
Ta-ja-há
Ta-pe-hó
T-o-hó

There are <u>four</u> alternate shapes of the desiderative prefix. What are they?

56. Can you describe where each of the alternants is used? Look at the following additional examples of the desiderative form of Quality Verbs and then try.

Ta-xe-mandu'á
Ta-nde-mandu'á
Ta-i-mandu'á
Ta-ore-mandu'á
Ta-lande-mandu'á
Ta-pende-mandu'á

I'd like to laugh (que me ría)

Tell him to come . (c gale que venga)

Sit and let me tell y u.

Let me go and bring my harp.

I'd like you to go.

I'd like to go.
I'd like you to go.
I'd like him to go.
I'd like us to go.
I'd like us to go.
I'd like jou to go.
I'd like them to go.

t; te; ta; to

I'd like to remember
I'd like you to remember
I'd like him to remember
I'd like us to remember
I'd like us to remember
I'd like you to remember.

- 57. Is the following description correct? The desiderative prefix to has the alternant to before the lst and 3rd person prefixes and one; to before the 2rd person prefix ren, to before the 1st person prefix ren, to before the 1st person plantal prefix ron and to elsewhere.
- 55. How would you say:

I'd like to study
Tell him to study
Tell us to study
I'll tell you-all to study

59. Contrast:

- a. A-scriví ta petel carta.
- b. A-scriviuká ta petel carta.
- 3. a. A-juká vakue pe kuré.
- b. A-jukauka vakue pe kuré.
- 3. a. J-henõi Carlos-pe.
- b. O-hendiuká Carlos-pe,

We will call the <u>uká</u> surfix the <u>(AUSATIVE</u>. It occurs only with transitive verb stems, and the resulting verb indicated that the subject has someone else perform the action indicated in the verb.

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

Ague-ru<u>ké</u> kurî pa jepe'é.

A-moyendy<u>ka</u>-sé ko tata.

21- uru<u>ka</u> mî xê-ve 20.

Mba'é pa he-'iká ndé-ves

Actually the sensative 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

it is correct.

l-a-studiá Er-é xu-pe t-o-studiá Er-é oré-ve to-ro-studiá Ha-'é pee-me ta-pe-studiá

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

I butchered the hog.
I had the hog butchered.

He called Carlos. he had Carlos called.

I had him bring the firewood.

I want to have the fire lit.

Loan me 19.

What it he have you tell?

vowel u or z.

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

Ai-pytyvo ta.

A-pagá

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

A-ru (I bring)

Aj-apó

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

Ai-kuaauká

I inform

A-hexàuká

I show it

Ai-puruká

I loan it

64. How would you say? (Use either the <u>ká</u> or <u>uká</u> alternant)

I will have that room cleaned.

I'll have a house built.

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

I'll have a book sent to my uncle.

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

Would you get someone to light this fire.

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

A-pagauká. I'll have him paid.

A-ruká I have it brought

Ad-apouká I have it made.

(Make it known to someone)

(Make it seen by someone)

(Make it used by someone)

A-mbopotřuká pe kotý.

Aj-apouká petel oga.

Ai-kuaauká ixu-pé José o i há óga-pe.

A-rahauká ta peteř livro xe-tió-pe.

E-ruka mî xé-ve peteî cccacola xe-kotý-pe.

h-mbyendyuka mi ko tatá.

o5. Review the person paradigm of re.

xe-rené	ore-rehé
	ñande-rehé
nde-rehé	pende-rehe
nesé lint	Jērej j

hote that the form <u>re</u> generally occurs after nouns, but the form <u>rehe</u> after pronouns. <u>Hesé</u>, the form of <u>re</u> with the 3rd person pronoun is irregular.

66. Observe the following sentences:

- 1. A-hangarekő ta nde-rehe.
- 2. A-mba.apó yvý re.
- 3. Xe-mandu'á Carlos re.
- 4. Xé a-mbomandu'á ta hesé.
- . 5. h-ma'è Carlos re.
 - 6. · E-maña i-travajó ie.
- .7. Ani re-poké ko'l kustiá re.
 - δ. ..ba'éîpa o-ñe'è vaí xe-rehé?

I'll take care of you.

I work the land.

'I remember Carlos.

I'll tell about nim.

Look at Carlos.

Observe his work.

Don't douch these papers.

Who is gessiping about me?

As you can see, the post-position report of reneration is used in many ways. It is required with the complement of many verbs, including those used in the above sentences. Study their Spandsh equivalents!

A-hangarekó ...re
A-mba.apó Lyvyl re
...mandu'á...re
A-mbomandu'á...re

Duido <u>de...</u>
Cultivo la tierra
Ne acuerdo <u>de...</u>
Cuento <u>de</u>...(hago recordan de)

A-ma'e...re
A-maña...re
A-poko...re
A-ñe'e vai...re
A-jerure...re

It is impossible to give an English or Spanish gloss for re. Spanish de is closer than English of or about. Perhaps it is best simply to think of re as marking the complement of certain verbs.

67. How would you say?

- 1. Don't touch (poko) that car.
- 2. Look at me.
- 3. I don't remember it.
- 4. Would you please take care of my mother.
- 68. English has more than one way of forming negative expressions:

Not paid = unpaid payless without pay, etc.

Also: If I had not gone = Unless I had gone Without my going But for my going, etc.

69. Guarani is not so versatile in this respect as English, but there is one alternative to the nda...i type of negative that is very common. This is the postfix 'ŷ. The 'ỹ negative is used typically to negate subordinate clauses.

70. Contrast:

a. Er-e xu-pé t-o-ú

· b. Er-e xu-pé t-o-u 'ỹ.

miro...

observo...

toco...

Hablo mal de...

Pido...por...

Ani re-poko pe coche re. E-ma'ë xe-rehe. Nda xe-mandu'a i hese. E-nangereko mi na xe-sý re?

Tell him to come.
This him not to come.

ੁ

a. E-pená ha hesé.

b. E-pena'y ha hesé.

3.

a. Re-me'è rò xé-ve roi-nupă ta.

b. Re-me'ê'ŷ rồ xé-ve roi-nupă ta.

4.

a. Á-pe o-ú o-mba.apo-sé va-nte.

b. Á-pe o-ú o-mba.apo-se'ŷ va-nte.

ũ,

5.

a. Cuerpo de Paz-pe oi-ké o-studiasé va guarani.

b. Cuerpo de Paz-pe oi-ké o-studiase'ÿ va guaranî.

71. How would you say:

Tell him not, to go.

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

I came so as to not speak in English.

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. 0-sĕ i-sý <u>ndi</u>:

b. 0-hò-rairo peteï jaguareté ndi.

c. O-karú tembi-purú-<u>pe</u>.

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

If you give it to me I'll
 hit you.
 If you don't give it to

If you don't give it to me, I'll hit you.

Here comes someone who wants to work.

Here comes someone who doesn't want to work.

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

Er-é &u-pé t-o-ho'ỹ (Er-é xu-pé anî hagua o-ho.)

A-studia'ỹ rồ, ha'ế i-poxý xe-ndivé.

Aj-ú a-ñè'e'ỹ haguă ixa inglés-pe.

.

He left (in company) with his mother.

He fought with (or agai;,st) a tiger.

me eats with (e) me o gratefisils.

Ú.

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

a. O-kaný plata reheve.

b. Ho-'u-sé cocido kamby reneve.

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

Aj-ú re-rú ndi.

Aj-ú la platá reheve.

The difference can be stated as follows:

Ndi is used to indicate that its object is the thing being accompanied or participated with.

Reheve is used to indicate with its offject 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.

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)

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

I cam (in company) with my father.

I came with the money.

Carlos o-sê i-livro re.

Xe gusta so o juký re.

Tapia oi-kô i-portafolio
re.

Don Carlos o-ú hymba-jaguá
re.

ndi re(heve) 73. Observe how 'wi' 's expressed. Contrast:

a. 0-sē i-sý

b. 0-sè i-sý ý :

٥.

a. O-se hymoa-jaguá. e)ve.

.b. O-se humba-jaguá'y re(he).

3.

a. O-karú tembi-purí se.

b. O-karú tembi-pum re(he).

Notice that 'without' in each of the above cases is expressed in the same way: $\frac{1}{y}$ plus $\frac{1}{y}$ (or rehe).

79. 1.

a. , hé la tembi-lú.

o. He-té la tempi-'ú

c. He-té-pa la tembi-'ú.

The pa in c. is neither the question marker pa nor the totality pa. It is an unstressed suffix linked by a hyphen usually to the eto superlative. We will calk it the ADMIRATIVE pa. Other examples:

2

a. A la púxa nde-arhol-eté-pa!

b. A la púxa i-pohyi-eté-pa ko valiha!

80. How would you say:

How very pretty this Gladys is!

How very white these clothes are!

How very difficult this Guarani is!

Gee, how stupid you are!

He left with his mother. He left without his mother.

He left with his dog: He left without his dog.

He eats with utensils. He eats without utensils.

The food is good. The food is very good. How very good the food is.

Gee, how hard you are to get along with!

• Gee, how heavy this suitcase is!

I-porà-ité-pa ko Gladys!

Moroti-eté-pa umī aó!

Hasy-eté-pa ko ava-ñe'ê!

A la rúxa nde-tavy-eté-pa!

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

Tembi-'ú

Tembi-purú

Tembi-apó

Tembi-mbo'é

Tembi-mondó

· Ťembi-reko

Tembi-potá

Tembi-exá

82. Observe the use of another suffix kué---not the past indicator.

Pyharekué

Arakué

Asaje<u>kué</u>

Ka'arukué

Pukukué

Yvatekué

Hypykué

Food (lo que se come)

Utensil (lo que se usa)

Work (lo que se nace)

Teaching or disciple (lo que se enseña)

Messenger (el que se envía)

Wife (lo que se tiene por excelencia)

Desiteratum (lo que se desea)

Spectacle (lo que se ve)

at night; during the night

during the day

during the siesta

during the late afternoon

length (.puku / long)

height (yvate / tall)

depth (hypy / deep)

насия

HA and HAGUE

ΗÄ

'para' - 'to', 'in order to'

A-studia a-aprendé hagua. I study in order to learn.

Rej $\frac{2}{2}$ ú ko'á-pe re-mba apó. You came here'to haguá. work.

Two ways of forming the progressive:

- l. nîma
- 2. -ina with person prefixes:

a-ina, re-ina, ro-ina, ja-ina, pe-ina

O-purahéi hīna A-studiá hīna A-studiá a-ina

He is singing I am studying

'that'

Some Verbs require há after the predicate of the following clause. In past tense há pecomes hagué.

Ai-kuaá ndè há. Ai-kuaá ndè hagué I know that it is you. I know that it was you

is used to form:

- 1. agentives from transitive verbs
- 2. location noun phrases from intransitive verce
- 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 hina re-mba.apo I'm going to-where you há-pe. work.

Te-re-hó ha'é Go to where he stulles!

o-studia (na-pe.

3. Aj-apó ta Carlos he-'i há ixa. Aj-apó-ra Jarlos

y ke-111 nagato ko ke 🕆

illi do it like Carlo days: 1

I'll.do it like Carlos

KUÉ

Indicator of thing, state or action in past and no longer in force.

Voluntariokué Kokuekué

Former volunteer Abandoned farm .

VA, VAKUE (VA.EKUE) Va 'the one which plus kué 'former', 'past'.

1. Pe karaí re-hexá va That man you see is xe-tió. -

my uncle.

2. Upe karaí re-hexá vakué xe-tió.

That man you saw is

my uncle-

ŔA

indicates future

Maestrarã Carlos oj-apó ta hógarã.

future teacher Carlos will make himself a home.

RA (GUARA)

for [the benefit] of !

Xé-ve guara Aj-apó ta María-pe hógarã.

for me I'll build a house

for Maria.

La semana o-ú-va-pe guarã.

By next weekend.

VO (HAGUA)

Vo is used parallel to hagua in conjunction with

a verb of motion.

Ogue-rekó permiso o-hó vo.

He has permission to

° go.

Ogue-reká permiso o-hó - hağuã.

He has permission to

go.

JE and JO prefixes

Reflexive and Reciprocal

. Pe²je-juká ta Ro-jo-kuaá

You'll kill yoursel:63. We know each other.

			•
T, TE, TA, TO	Desiderative Preffx		•
	T-o-hō le-re-hō	'i like him to go.	
	Te-re-no Ha'é pee-me to-pe-stuidé	- [Mil tell you-ul. to - Study	· ,
	Er-é oré-ve to-ro-studiá	Tell us to study.	•
-UKÁ, KÁ	Causative (with transitive	verb stems)	
	A-sorivi <u>ukā</u> ta peter — . carta. Ei-pur <u>ūka</u> mi xē-ve ša l	.1'11 have a letter 's written.	
.	El-puruka mi ke-ye so 12.	2021. 110 020	
REAL REHE	after nouns after pronouns 'of; about' (Sp.	iqui i	
	A-mbalapó yvý re O-ňangarekó ta nde-rehé.	I work he land. he'll take care of lyou.	· · · · · · · · · · · · · · · · · · ·
			-
'Ÿ	Negative for subordinate of	Tell him not to come.	
·	Er-é xu-pé t-0-u'ÿ .	Tell II. II no i do leo II.	. **
REHEVE, REVE, RE	Indicator of object's being	that which accompanies.	-
	Aj-ú la plata reheve. Ke°gustá so'ó juký re	I came with the money I like meat with salt.	
'Ỹ plus RE(HE)·	'without'		. - .
* · · · · · · · · · · · · · · · · · · ·	O-se hymba-jagua'y re(he).	He left without his idea.	, `
	0-karú tembi-puru'; re(he).	He eats without literalls.	
PA	Admirative suffix (with sur	erlative).	_
	fasy-eté-pajko sys-ne'é.	How wery Additional to the Guarant is 1	
	. I-pord-ité-pa ko Willyki.		
•	· ·		····
			٠.
	a Ryg		

Derivation of nouns from verbs

Tembi-mondó

Messenger

Tembi-puru

Utencils

Use of kué-suffix

Ka'arukué

during the late afternoon

Yvatekué

height.

Classroom Expressions

Araka'é pa ja-rytu'f ta?

Ko'ağa ja-pytu'ú ta dies minutos.

'Moa'è ora pa jai-kè jevy va.era.

Jai-kè jevý ma va.era pa clase-pe?

I-katú pa rc-pitá clase-pe?

Ja-ná ja-'ú peteř coca-cola.

Ja-ná ja-'ú café.

Regué-rekó pa petel cigarrillo?

Na-sẽ py, i-pú ma la campanilla. 9.

Pe-ñatende mī :: -rehé. .10.

11. Mba'é pa pe-porandu-se-vé?

12. lidé há.

Ndaînde háîi guèteri. 13.

When will we take a brenk?

Now we'll take a 10-minute present

What time are we supposed to

return to class?

Are we supposed to go back to

.class now?

Can we smoke in class?

/Let's go have a coke.

Let's go have some coffee.

Do you have a digarette?

Let's go outside, the bell

has rung.

Give me your attention!

Are there any other questions?

It's your turn. ...

- . It's not your turn yet.

Moral Advice

Anī nde-ñaña pe nde-rapixá ndi.

Ej-apo nde la ikatú va ha ñandejara oj-apó ta hembyré.

Don't be bud. Do what you can and God will do the rest.

Memorize

Hakú la mbyry'ai.

Plata'ỹ re nda ja-vy'á i.s

3. Tarde ma ha nda xe-ka a i.

4. Ha xe-ryguasú karapé nd ombo'á^i.

The heat is terrible. Without money there is not happiness. It's 'late now and I don't have any tea; And my short-legged chicken doesn't lay.

Survival Expressions

1. Boy, it's hot, isn't it?

Is the water good and cool?I like my coffee good and not.

I'm cold:

"Ara nakú hina, ajé pa? Ho'ysa pora pa pe f? Me^agustá la café haku porà. xe-ro'ý a-ina.

Mbový pa i-pukukué?

Mbcvý pa ij-yvatekué? Te re-hó nande-jara ndive.

Nandé-jara ta nde rovasá.

Ej-ú xe moirũ. 9.

10. Moegue mi-ve.

11.

12.

E-ha.aro mī. Nandé na-no-pytyvõ ono-ndive. Moa'é la rei-kusa-se-vé va 13. -re-ĩna.-

A-haihú xe-retã-me. .14.

15]. Anī ke teí er-é mba'evé avavé-pe.

Que longitud tiene? Cuanto tiene de alto? "aya con Dios. Que Dios te bendiga.

Come, follow me. A little slower. Wait a bit. ". We should help each other: What else do you want to know?

I love my country. Don't tell anyone anything. Pa-nde-ko'è poră.

Ei-puruka mī 'xé-ve petel Gs '20.

Ani nde-resarái !

Aní nde-poxý ti xé-ndivé!

Nda ke-poxy i nde-ndivé

Nda hepý i.

Nd^ai-kuaa-pa^i.

Nda i-pora i xé?ve guara.

Nd a-reko i.

Ndîa-roviái.

Mbovy pa re-paga ra.e upeva rehe ?

Mbovy pa rei-potá kôva rehe ?

A-jeruré ta ndé-ve peteï mba'é.

Mba'é pa la re-jerure-sé va xé-v :?

Ei-puruká xé-ve la nde-coche.°

Mba'é reîpa ndeîrej-úîi xe-ndivé ?

Nda ikatú i gui.

Nde-rehe-nte upéva.

Nde-rehe-nte o-depende.

Nde-gusta-há ixa-nte.

E-pena'ŷ na upéva re.

E-pena y na hesé.

Ja-ha rei katu hesé.

A la puxa re-ka'ù jevý ma !

O-guane ta las dos guá camión-pe.

Jood night.

Loàn 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.

Norme conviene.

No tengo.

No lo creo.

How much did you pay for that ?

How muchido 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

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).

We will wait (probably).

They will buy it (probably).

3. In many cases <u>ne</u> is translated with the conditional tense in Spanish or the 'would plus-VERB' in English.

How would you do that?

If you go, would he come?

4. How would you say?

Would you work in a steel factory?

Would you stay if he comes?

0-ú ne.

Ro-ha, arõ ne.

O-joguá ne hikuái.

Mba'é ixa pa rej-apó ne upéva?

Re-hó rõ, o-ú ne pa ha'é?

Re-mba.apó ne pa peter fábrica de acero-pe?

Re-pytá ne pa o-ú rô ha'6?

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.

Xe-hermano ne péva.

o. Notice how the negative of <u>ne</u> is formed in the following:

O-mba.apó ne fábrica-pe.

Nd o-mba.apô i xé-me fábrica-pe

Oj-apó ne.

Nd oj-apo i xé-ne.

7. How would you say?

He will (probably) go.

I would (probably) stay if he were to come.

8. Centrast the following:

He-'i kurî o-û ta ha.

He-'í kuri o-ú ne hagua.

Notice that the conjunction $\underline{h}\underline{\hat{a}}$ takes the form $\underline{h}\underline{\tilde{a}}\underline{\tilde{g}}\underline{u}\underline{\tilde{a}}$ after the Hypothetical Future.

NOTE: The form <u>ne hagua</u> 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 hagua.

La maestra estará en la escuela.

(...must be at school.)

Ha de ser mi hermano. (That must be my brother,)

He would (probably) work in a factory.

He (probably) wouldn't worn in a factory.

He will (probably) do it.

He (probably) wouldn't do it.

O-hố ne.

A-pytá ne o-ú rồ ha'é.

He said that he would come.

He said that he might come.

9. Translate the following into Guarania

I said that I would probably go.

he says that you-all would probably come.

10. Examine the following:

Ha'á mo'ã kurî tujú pe.

A-há mo'ã nde-róga-pe pero o-ký.

Notice that the particle mo'a 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^interrupi)
- b. I was about to eat breakfast but he came. (and I didn't)
- c. he was about to go downtown but his mother didn't want him to.
- 12. You have already had <u>va.erã</u> which means 'to have to' or 'should'. Compare the following:

A-ha va.erã. A-ha mo'ã. A-ha va.erã mo'ã.

13. How would you say:

I should have studied this afternoon.

he should have fed the chickens.

We should have gone early.

Ha-'é kurî aj-ú ne hağuã.

He-'í o-ú ne haguã.

I almost fell in the muc.

I was about to go to your house but it rained.

A-studià mo'ã la lección pero xe-interrupi Juan.

A-rambosà mo'ã pero o-ú ha'é.

O-no mo'ã centro-pe pero nd'oi-potá i i-sý.

I should go.
I almost went (but didn't).
I should have gone (but

I didn't). .

A-studià va.erà mo'ã ko ka'arú.

O-mbongarú va.erā mo'ā la ryguasū kuéra.

Ja-ha voi va.era mo'a.

 $2y_i$

14. This combination of <u>va.erā</u> plus <u>mo'ā</u> is often used after an if clause marked by <u>rire</u> in the following way:

. O-ú ŗire, Carlos, a-hà va.erā̀ mo'ã.

Oi-kó rire cine, o-hò va.erà mo'ã.

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

ic. 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.

Nda ja-'é i. Nda ja-'é i. Nda pej-é i.

17. The 2nd person singular negative is:

Nde^e~-é^i

- 18. The 1st person singular and 3rd person prefixes acquire an initial <u>h</u>, as in all stem verbs.
- 19. The negative of these two h-forms loses the h:

Nd^a-'e^i. Nd^e-'i^ri.

Notice that the negative of he-'i takes ri. Say each of these several times, thinking of the meaning.

If Carlos had come, I would have gone.

If there had been a movie, he would have gone.

ha-'é
Er-é
He-'í
Ro-'é
Ja-'é
Pej-é

We don't say it.
We (incl) don't say it:
You-all don't say it.

vowel

I don't say it. He doesn't say it. 20. Give the negative form of the verb - '\(\frac{1}{2}\) with each of the pronouns:

Oré Nandé Peē. Ndé Xé ha'é Nda ja-'é'i.
Nda ja-'é'i.
Nda pej-é'i.
Nde er-é'i.
Nd a-'é'i.
Nd e-'; ri.

21. Translate as fluently as you can.

I don't say it.

Garlos 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-'e^i.
Carlos nd^e-',i^ri.
Nda^pe;-e^i.
Nda^ja-'e^i.
Ndo^ro-'e^i.
Ndo^er-e^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, out y substituting for the pronoun:

Oré ndo ro-'è ma'ã i.

Nandé Peë Ndé Xé Ha'é Nda^ja-'è mo'ã^i.
Nda^pej-è mo'ã^i.
Nde^er-è mo'ã^i.
Nd^a-'è mo'ã^i.
Nd^e-'ì mo'ã^i.

24. Give the negative of the <u>ne</u> or nypothetical future. Think of the meaning:

<u>Oré</u> ndo ro-'è i xéne,

Nandé Peë Ndé Xé Ha'é Nda ja-'e i xéne. Nda pej-e i xéne. Nde er-e i xéne. Nd a-'e i xéne. Nd e-'i ri xéne. 25. Give the negative of the <u>va.erã</u> future. Think of the meaning:

Nandé nda ja-'è va.erã i.

Oré Peë Ndé Xé Ha'é Ndo ro-'è va.eraîi. Nda paj-è va.eraîi. Nde er-è va.eraîi. Nd a-'è va.eraîi. Nd e-'ì va.eraîi.

20. Give the negative of the <u>vakue</u> past. Think of the meaning:

Nandé nda ja-'è vakué i.

Oré Peë Ndé Xé Ha'é Ndo ro-e i vakue. Nda pej-e i vakue. Nde er-e i vakue. Nda-'e i vakue. Nd e-'t i vakue.

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-'น์ Re-'น์ Ho-'น์

28. Learn the negative counterparts of these. Relate them to the negative of -16 "Say".

Nd^a-'ú^i. Nde^re-'ú^i. Nd^o-'ú^i.

I don't eat it. You don't eat it. He doesn't eat it.

29. Give the negative form of $-\frac{1}{4}$ with each of the pronouns.

Oré Nandé Peë Ndé Xé Ha'é

Ndo ro-'ú i.
Nda ja-'ú i.
Nda pe-'ú i.
Nda re-'ú i.
Nda-'ú i.
Nd a-'ú i.

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.
Maria would not eat it.
We (incl) don't eat it.
You-all shouldn't eat ti.

31. One other vowel-stem verb you know is - $\frac{1}{2}$ 'fall'. Its' negative forms are like those of - $\frac{1}{2}$ and - $\frac{1}{2}$.

Nda-'aî. Nda-'aî. Ndoro-'aî. Nda jă-'aî. Nda pe-'aî.

32. Give the negative future with each of the pronouns:

Nandé Oré Peè Ndé Xé Ha'é

33. Examine the following Spanish phrases:

El me da (a mí)...

El te da (a ti)...

El le da (a el)...

El nos da (a nosotros)...

El les da (a ellos)...

34. Notice that in Spanish we find the following paradigm of Indirect Object pronouns which precede the verb with the corresponding English translations:

me me
te you
le him; her; you
nos us
os you (fam)
les them; you-all

Nda-'úi.
Nda-'ù mo'āi.
Carlos ndo-'ù mo'āi.
María ndo-'ùi xénc.
Ndja-'úi.
Ndape-'ù va.erāi.

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.

Nda ja-'à mo'āi.
Ndo ro-'à mo'āi.
Nda pe-'à mo'āi.
Nde re-'à mo'āi.
Nd a-'à mo'āi.
Nd o-'à mo'āi.

He gives me...
He gives you (familiar)...
He gives him...
He gives Carlos...
He gives us...
He gives them...

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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 ir Spanish by either: 'él me da - el ____ da...'

37. You are familiar with the form of the indirect object in Guarani.

o-me'ē xé-ve...
o-me'ē ndé-ve...
o-me'ē (i)xu-pé...
o-me'ē oré-ve...
o-me'ē nandé-ve...
o-me'ē peē-me...
o-me'ē (i)xù-pe kuéra...
o-me'ē Carlos-pe...

38. Notice that in Guarani there are no indirect object pronouns before the verb. Instead there is only a post-positional phrase with the suffix or one of its variants -me or we.

39. Examine the following Spanish phrases with <u>direct</u> objects:

él <u>me</u> conoce (<u>a mí</u>) él <u>te</u> conoce (<u>a ti</u>) él lo (la) conoce (<u>a el, ella</u>)

él los (las) conoce (a ellos, ellas)

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.

a mime

'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...'

рe

'he knows me'
'he knows you'
'he knows him, her'
'he knows them'

41. Examine the following: 6

ai-kuaá (i)xu-pé.

ai-kuaá Juan-pe.

ai-kuaá (i)xù-pe kuéra .

- 42. Notice that in each of the above Guarani sentences the <u>object</u> is third person, i.e., <u>xu-pe</u>,

 <u>Juan-pe</u>, <u>xu-pe</u> kuéra.
- 43. The above examples are parallel to the indirect object form of Guarani. Is there a direct object pronoun before the verb?
- 44. How would you say the following:

I know John.

He knows them.

We (excl) know him.

45. Now examine the following:

Ha'é xe^serví (xé-ve)
Ha'é nde^serví (ndé-ve)
Ha'é ore^serví (oré-ve)
Ha'ë ñande^serví (ñandé~ve)
Ha'é pende^serví (peĕ-me)

- 46. The <u>subject</u> in these Guarani sentences is the <u>third person pronoun</u>.
- 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.)

I know him.

I know John.

I know them.

no

Ai-kuaá Juan-pe.

Oi-kuaá xù-pe kuéra.

Roi-kuaá xu-pé.

He serves me.
He serves you.
He serves us (excl).
He serves us (incl).
He serves you-all.

ha'é

43. What similarity do you observe between these direct object pronouns and the 'set of possessive pronouns? Are they identical in form?

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.

51. Examine the following:

Ndé <u>xe</u>kuaá. Peẽ <u>xe</u>kuaá. Ndé <u>ore</u>kuaá? Peẽ <u>ore</u>kuaá?

- 52. Notice that with <u>second person</u> subjects the same direct object pronouns are used as with third person subjects.
- 53. Give the meanings of the following:

Ha'é xê kuaá. Ndé xe kuaá. Pež xe kuaá. Ndé rei kuaá ixu-pé.

554. Examine the following sentences with first person subjects.

Xé <u>roi</u> kuaá.

Oré <u>roi</u> kuaá.

Xe <u>poi</u> kuaá.

Oré poi kuaá.

yes.

Ha'é <u>xe</u>kuaá. Ha'e kuéra <u>nde</u>kuaá: Ha'é oi-kuaá (i)xu-pé. Ha'é pendekuaá.

You know me.
You-all know me.
You know us.
You-all know us.

He knows me.
You know me.
You-all know me.
You know him.

I know you.

We know you.

I know you-all.

We know you-all.

56. Likewise 'We know you-all' would have been translated ore pende kuaa, but instead it translated ore kuaa.

57. Examine the following:

xé ai-kuaá xé roi kuaá xé a-hexa xé ro-hexa

Notice that I-verbs retain the 'i' with the direct object pronouns ro and po.

- 58. Thus for an I-verb such as <u>ipytyvo</u>, 'to help'; 'I help (him)' would be written xê __pytyvo.

 And 'I help you' would be written xê __pytyvo.
- 59. How would you say:

I serve you
We serve you.
You serve me.
You serve us.

60. How do you say 'I love you'?

nde

poí

I know it. I know you. I see it. I see you.

si-

Xé roîserví. Oré roîserví. Ndé xeîserví. Ndé oreîserví.

Xé ro haihú.

61. A. You have studied <u>vo</u> as used in the following examples:

Aj-ú kuri a-mba.apó vo.

O-hó ta oi-pytyvő vo xu-pé.

B. Compare this usage with the following:

A-hexá xu-pé oi-ké vo.

O-ñepyrů vo ai-ké la kotý-pe.

O-mba.apó vo o-purahéi.

Pedro o-mba.apó oi-kó vo.

Notice that 'VERB plus $\underline{vo'}$ has the meaning in \underline{A} of [motion somewhere] for the purpose of \underline{verb} -ing' (similar to \underline{nagua}). But in \underline{B} 'VERB plus $\underline{vo'}$ indicated 'simultaneity of action', one action taking place simultaneously with another action.

62. Translate the following to Guarani:

As I left she cried. (hase)

I have come to help you.

Viene caminando.

Va aprendiendo.

63. Contrast the following:

Oi-ké vo.

Oi-ké vové.

 $\underline{\text{Vo}}$ plus the suffix $\underline{\text{v\'e}}$ is usually translated 'when'.

I have come to work.

He will go to help him.

I saw him as he came in.

As he began I entered the room.

He sings as he works.

Fedro anda trabajando.

A-sẽ vo hasẽ.

Aj-ú roi pytyvo vo.

O-guatá o-ú vo.

O-aprendé o-hó vo.

As the entered of (al entrar)

When he entered. (cuando entró.)

63. How would you say:

When he came, I was already leaving.

When he leaves, I will go to work.

When he gets up, he will come.

64. Notice that ro or ramo, which you learned for 'if', is also used in certain contexts to mean 'when'.

O-ký hatā va.ekue hīna, ro-guahē ro upe-pe.

A-pu'ã ramo, ndaîi-pori-veîi ma kurî ha'é.

The meaning of $r\tilde{o}$ as 'if' or 'when' must be derived from the context.

Ro meaning 'when' is used most frequently in past tense contexts. While $r\tilde{o}$ 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 petel livro xe-pó-pe.

66. Now examine another very common way of expressing possession:

Xé xe-coche.

Nda xe-coche i.

Nde-platà hetá.

Nda pre-plata hetá i.

0-ù vové kurî, a-sẽ ma a-ĩna.

O-se vové, a-há ta a-mba.apó.

0-pu'ā vové, o-ú ta.

It was raining hard when we arrived there.

When I got up, he wasn't there any more.

I have a book in my hand.

I have a car.

I don't have a car. (<u>cannot</u> mean 'It is not my car.')

You have a lot of money. You are rich.

We don't have a lot of money.

- of. 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 plum noum predication)

You have two brothers.

He has a new car.

We have four oxen.

69. You have already studied <u>hagué</u> as in the following example:

Ai-kuaá nde re-hó i hagué la reunion há-pe.

Compare this with:

·A-stimá ndé-ve ře-ho haguére.

Notice that <u>haguere</u> is composed of two parts, <u>hague</u> plus the postposition <u>rehe</u>. It is usually translated in English as 'for VERB-ing' Or as 'for having VERB-ed'.

70. How would you say:

She is happy with him for having come.

Se is mad at him for having bought the shoes.

71. The idea of always, meaning 'continually' or 'frequently' is expressed by the particle jepi following the verb as in the following examples:

0-ú jepi xe^andú vo.

A-hexá jepi xu-pé a-há vo a-mba.apó.

Ndé mokõi nde-hermano.

Ha'è i-coche pyahý.

Oré irundú ore-rymba-buéi.

I know that you didn't go to the meeting.

I thank you for having helped me. (I'thank you for helping me.)

0-vy'á o-ú haguére.

I-poxý hendivé o-joguá haguére la sapatú.

He always comes to visit me.

I always see him as I go to work.

72. How would you say:

He always helps me in my work.

He always goes out for a walk in the afternoon. (ka'aru-kué)

73. You have studied mi as an imperative modulator. And you were also told that it is often translated 'un poco'.

MI is also used following verbs in indicative questions or statements to indicated respect or to create interest.

Contrast the following:

Ma'é pa rej-apó re-īna.

Moa'é pa rej-àpo mī re-īna.

Rei-kusa piko o-menda hagué?

Rei-kuża mī^piko o-mendà hagué:

In English we usually make the above distinctions with intonational modulation:

74. MI used with nouns generally fenotes affections much as the '-ita' diminutive in Spanish.

A-há ta a-mandú xe-sy mi-me.

A-hexa gua'í pe xe-roga mī!

75. The idea of small is also expressed by the suffix -11. Compare the following:

Ke-roga mī. Oga'í Xe pytyvo jepi xe-rembiapo-pe.

O-sẽ jepi o-guatá ka'aru-kué.

(rather demanding--said to a stranger.)

(polite)

Did you know that he got married?

(Said to impress the listener with the news.)

I'm going to see my mom. (mamacita)

I really miss my (little) home!

My (little) home.
A small house.

76. Contrast the use of the diminutive if and raiv.

Jagua'í

Jagua ra'ý.

Kure'í.

Kurè ra'ý

77. The suffix -11 when used with verbs is a simple diminutive.

O-paga'i-eté.

O-mba.apo'í.

0-karu'í.

78. The suffix -'i is often combined with mī as in the following examples.

0-mba.apo'imĩ.

O-mba.apo-porà'imĩ.

Pe kuñataĩ i-porà'imĩ.

Ro-ñe'ē-porà'imī guaranī-me.

Ke-kane'õ'imĩ.

Notice that 'imī used with a Quality Verb such as -porã is an augmentative while used with other verbs it is a diminutive.

A small kind of dog. (It may be fullgrown.)

A puppy.

A small kind of pig.

A young pig.

He pays very little.

He doesn't work much.

He doesn't eat much.

He works very little.

He does a pretty good job. <

That girl is quite pretty.

He speaks Guarani pretty well.

I am quite tired.

79. The idea of small or little is also expressed by mixī, a Quality Verb.
Notice in the following examples that mixī functions quite differently from the other diminutives you have had, even though the meaning is similar to that of 'i.

Pe oga'í.

Pe oga mixī va.

MixY-eté pe cavajú.

Mixī xerehē ko traje.

0-karu'í

O-kara mixī mī.

80. Compassion is expressed with the particle anga. Examine the following:

Hase angá niko pe nde-memby.

Ña Ruperta nga hasý katú.

Mba'é nga piko o-jehú pe mitã-me?

81. You have had <u>va</u> used to form nominal clauses. It is also used to indicate habitual action, as in the following examples.

Don Pué o-hó va Paraguaý-pe.

Pe mita karia'ý o-ú va María roga-pe. that little house

That horse is very small.

This suit is too little for me.

He eats very little.

Your poor little child is crying.

Poor doña Ruperta is quite

What in the world is the matter with that poor child?

Don Púlé goes to Asuncion (a lot). (Suele ir a Asunción.)

That young man visits (lit. 'comes to') Maria's house a lot. (Suele visitar)

52. There is also a particle used to show habitual action in the past. Compare the following:

0-hó va. 0-hó mi

A-ñemú va hendivé.

A-ñemú mi hendivé.

Notice that \underline{m} is unaccented—as compared with \underline{m} , the imperative modulator.

83. The two particles <u>mi</u> and <u>va</u> are usually combined to indicate habitual action in the past. Examine the following:

Nd o-ho i mi va centro-pe.

Ymá xe andú mi va.

Ymá ro-jo-scriví va mi.

Notice that either of the two can come first without changing the meaning, i.e., mi va or va mi.

84. Examine the following:

Ndé jepe piko aveí, Bruto?

Xé jepe piko a-há va.erã aveí.

I-pirú xe-hegui la xe rosa ha aregá jepe ko cada diá. He goes (a lot), suele ir. He used to go (a lot), / solia ir.

I often do business with

I used to do business with him.

He didn't use to go downtown. (No solía ir.)

A long time ago he used to visit me.

A-long time ago we used to write each other.

Et tu, Brute? Even you too, Brutus?

Will even I have to go too?

My rose is all dried up and I even watered it every day.

A-hendú jepe ko kuri la re-guahê rô pero ndîa-pu'ā-séîi.

Notice that _epe (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. (nd^o-pena^i xe-rehé)

I even saw him, but I didn't speak to him.

66. Examine the following:

O-ho voi ramo jepe kuri, nd o-hupyty-velima la camión.

Xe-soguè mĩ rỗ jepe ai-kó vo hĩna kurì ai-pytyvõ xu-pé.

0-ú tarde ro jepe, a-há ta hendivé.

Nd oi-potá i ro jepe, ai-pytyvo ta xu-pé.

Notice in the above examples that rojepe (or ramo jepe) means 'even though' or 'even if'.

8 Translate the following:

Even though we arrived early the bank was closed.

Even if he hunts (heká), he won't find it.

I even heard you when you arrived, but I didn't want to get up.

A-henői jepe xu-pé, pero nd^o-p nã^i xe-rehé.

A-hexá jepe xu-pé, pero nd^o-ñe'ē^i hendivé.

Even though he went early he still didn't catch the bus.

Even though (in spite of the fact that) I was broke, I helped him.

Even if he comes late I'll go with him.

Even if he doesn't want me to, I'll help him.

Na-guahe voi ro jepe kuri o-ne-mbotý la banco.

0

O-heká rồ jepe, nd^o-juhú mo'ã^i.

(comparison of quality)

88. Affirmative comparison:

Nde-vaí kururú ixa.

Im-rue'ỹ burro ixa. Xế xe-mboriahú peẽ ixa. () Nde-juký Paraguaya ixa.

The element <u>ixa</u> translated 'as' or !like'.

89. How would you say:

I'm as skinny (pirú) as you.

Joe is as strong as I am.

My dog is as smart (arandú) as you-all.

He treats me (xe trata) like a dog.

She loves you like your mother.

He's as brave (i-py'à guasú) as a jaguar.

90. Negative comparison:

Xé nda xe-pirú i ndé ixa.

José nda i-mbareté i xé ixa.

Ndé nda nde-arandú i xe-rymbajaguá ixa. You're as ugly as a frog. (or: You're ugly like a frog.)

He's as lazy as a donkey.

I'm poor like you-all.

You are nice like a Paraguayan.

Xe-pirú ndé ixa.

José i-mbareté xé ixa.

Xe-rymba-jaguá iñ-arandú peē ixa.

Jaguá ixa xe^trata.

Nde-sý ixa nde raihú.

I-py'à guasú jaguareté ixa.

I'm not as thin as you. (I'm not thin like you.)

Joe is not as strong as I

You're not as smart as my dog.

91. How would you say:

I'm not rich like Jose.

You don't know how to speak like a Paraguayan.

English is not as difficult as Ava-ñe'ē.

92. a. Xe-tuixá.

b. Xe-tuixa-vé.

c. Xe-tuixa-vé José gui.

The comparative suffix <u>vé</u>, as you already know is equivalent to 'more' or '-er' in English. Notice in <u>C</u> that the postfix <u>gui</u> translates 'than'.

José iñ-arandu-vé María gui.

Juan o-gana-vé José gui.

Xe-mana o-ñe'ē-kuaa põra-vé xehegui.

93. How would you say:

Maria is thinner than Julia.

They work more than we do.

Carlos is stronger than a horse.

94. Ndé nde-mita 'you're young (or; a young man)'. Ndé nde-mita-vé xe-he gui 'you're younger than me'.

Mita is used to mean 'young' in reference to a male or female. Its Spanish equivalent is 'joven'.

Xé nda xe-plata hetá i José ixa.

Nde re-ñe è-kuaá i Paraguayo ixa.

Inglés nda hasý i ava-ne'e ixa.

I'm big.
I'm bigger.
I'm bigger than José.

José is smarter than María.

Juan earns more than José.

My husband can speak better than I can.

María i-piru-vé Julia gui.

Ha'è kuéra o-mba.apo-vé ore-hegui.

Carlos i-mbarete-vé cavajú gui.

- 95. Nde-guaiguī'you're old (or: an old woman)'. Nde-guāigui-vé ke-hegui 'you're olden than me'.

 Guaiguī is used to mean 'old' only in reference to female. Its Spanish equivalent is 'anciana; vieja'.

 Peteī guaiguī 'an old woman'. It should be used with care, as it is considered disrespectful to refer to someone as a guaiguī.
- 96. Nde-tujá 'you're old (or an old man)'.

 lde-tuja-vé xe-hegui 'you're older
 than I m'. Tujá is used to mean
 'old' only in reference to a male.
 It Spanish equivalent is 'anciano;
 viejo'. Peteř tujá means 'an old man'.
- 97. how would you say:

 Paul is older than Maria.

 Maria is younger than Paul.

 Liua is older than Paul.

 Paul is younger than Lisa.
- Oi-kuaá xu-pé hikuái. O-jo-kuaá (oju-pé) hikuái. Ro-jo-kuaá (oju-pé)

98. Examine the following:

The reciprocal of transitive verbs is formed by adding the prefix joto the verb stem. The optional and rarely used reciprocal pronoun oju-pé, can also be added.

Pavlo i-tuja-vé María gui.

María i-mîta-vé Pavlo gui.

Lisa i-guaigui-vé Pavlo gui.

Pavlo i-mîta-vé Lisa gui.

They know him.

They know each other.

We know each other.

99. How would you say:

We (incl) called each other.

We (excl) saw each other..

They met (topá) each other.

100. Notice in the following examples that with some verbs the reciprocal can be used with singular subjects:

A-jo-topá hendivé.

Re-norairo hendivé.

These constructions seem to be borrowings from the Spanish 'me VERB con él'.

101. You have had the reflexive, formed by adding the prefix jet 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).

Re-je-kuzá (nde-ju-pé).

O-je-kuaá (i-ju-pé).

Notice that with the reflexive, the optional pronoun is composed of possessive plus jupé, where the possessive agrees in person with the subject.

102. Translate the following using the postpositional phrases and compare the postpositional phrases.

He knows him.
He knows himself.
They know each other.

Na-no-henoi kuri (oju-pé).

Ro-jo-hexa kuri (oju-pé).

O-jo-topá kuri (oju-pé).

I met with him. (Me encontré con él.)

You fight with him. (Tu peleas con £1.)

I know myself.

You know yourself.

He knows himself.

Oi-kuaá (i)xu-pé. O-je-kuaá i-ju-pé. O-jo-kuaá oju-pé.

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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.

Motice in the above examples that there is no je or jo prefix before the verb stem to express reflexiveness nor reciprocity. The he 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 post-position rehe.

I look (maña) at you.
They look at each other.
I look at myself.

105. Notice the similarities between the formation of the reciprocal and reflexive with the postposition gui 'from' in the following examples, with rehe:

hesarái i-sý guil hesarái xe-he ui. hesarái ojue-hegui. hesarái i-je-hegui. Xe-resarái xe-je-hegui.

- 106. The reciprocal is formed by putting before <u>hegui</u>.
- 107. The reflexive is formed by putting the _____ pronoun plus je before hegui.

He remembers me.
They remember each other.
I remember myself.
He remembers himself.

A-maña nde-rehé. O-maña oje-hé. A-maña xe-je-hé.

He forgets his mother. He fogets me. They forget each other. He forgets himself. I forget myself.

ojue

ojue

108. Using the postposition <u>gui</u> translate the following:

I laugh at you. Me río de ti.

We (excl) laugh at each other.

They laugh at themselves.

They laugh at each other.

109. The postposition ndi; ndive with pronc ns, has no reflexive forms, and two major phonological changes take place in the reciprocal prefix ojue when it occurs with ndive. Compare the following:

0-puká ojue-hegui.

0-hó oño-ndivé.

The j of ojue becomes \tilde{n} because of the nasal environment and the ue becomes o.

110. How would you say:

They are studying together.

We (incl) work together.

They arrived together.

111. Contrast:

Carlos o-ú kúri.

'Carlos o-ú ra.è.

ment is not personally attested to by the speaker, but reported secondhand. A-puká nde-hegui.

Ro-puká ojue-hegui.

0-puká je-hegui.

0-puká ojue-hegui.

They laugh at each other.

They go with each other. (together)

O-studiá hīna oño-ndivé.

Na-mba.apó oñc-ndivé.

O-guahē oño-ndivé.

I personally attest to the fact that Carlos came.

It was reported to me that Carlos came.

112. How would you report the following without personally attesting to its truth.

Carlos went to Asunción.

Maria came yesterday.

113. Contrast:

- a. Oi-kuaá ne?
- b. Ci-kuaá ne nipo?
- a. Mboý ne hĩna?
- 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. Moo 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 Paraguaý-po.

María o-í ra.e kuché.

Will he find out? \(\times\) 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?

0-ú ma nipo ra.e.

115. Examine the following:

Ja-há mandi.

Te-re-hó mandi.

O-hó mandi rồ, i-pôra-vé ta.

Ja-há mandi o-kỳ 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. Mou are already familiar with katu in Ké katu a-há ta, 'I, on the care hand, will go.' Examine the following:
 - a. Pero o-mba.apó katu Don Pule.
 - b. da upe ixa î. 0i-pyty võ 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 rồ, i-pồra-vé ta.

E-mboingé mandi pe ać, o-ký ta ma.

Ja-há mandi banco-pe oñe-mbotý mboyvé ñandehegui.

E-porandú mandi xu-pé jajapó 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-penatÿ hesé.
- d. Er-é katu na mu-pé.
- e. Ja-ná katu na.
- 116. 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.)

On the contrary, I'm going to the dance with her tonight.

Go ahead and do it. (And don't worry about the consequences.)

120. Examine the following:

O-mba.apc-nte.

O-mba: apó ma hīna.

0-mba.apć mante.

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:

Go ahead and work, and don't let him bother you.

Go ahead tell him (don't be afraid).

Let's go (and quit fooling around).

Ej-ú katu.

A-há ta katu hendivé la jeroky há-pe ko pyharé.

Ej-apó kátu na.

Trabaja, no más (without receiving any money).

He is already working.

Trabaja únicamente. He is obliged to work... Re-ne'ë mante va.era re-ne'ëkuaa pora-vé hagua.

Upé ixa mante re-ne'è-kuaé ta.

A-pytá ta mante ko'á-pe ko pyharé.

121. Translate the following:

You will just have to study harder to learn it.

It broke (o-[3]) [on me] and I just had to buy a replacement (hakoviara).

He will just have to leave.

122. Examine the following:

A-me'è reí ta ndé-ve.

O-mba.apo reí.

O-ñe'è rei jevý ma hīna.

Ro-nó rei ta-nte.

Ro-hó rel-eté.

0-kái reí.

Rei has a great variety of meanings and uses. It is usually translated in Paraguayan Spanish as 'de balde'. In English it can frequently be translated, 'uselessly; without purpose; free', etc.

You will just have to speak to learn how to speak better.

Así, únicamente aprenderás a hablar.

I will just have to stay here tonight. (I missed my bus.)

Re-studia-vé mante va.erã re-aprende haguã.

O-pē xe heguí ha a-joguá mante hekoviarã.

O-sẽ mante va.erã.

I'll give it to you free (for nothing).

He works for nothing. (without pay)

He is talking uselessly. He is telling fibs. Habla de balde.

We will just go to fool around.

We went uselessly. (Without accomplishing our purpose.)

It burns easily.

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123. Using ref, how would you say:

5

He brings my letters to me without charging me anyting.

I went to him (henda-pe) three times without results.

He killed a dog for no reason at all.

It breaks (jeka) easily.

124. You are familiar with the verb

Inota '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:

0-kỳ-potá ma hĩna.

Used this way potá means

125. How would you say:

He is just about to fall.

We are about to eat.

126. Notice the change in <u>potá</u> when the first verb in the compound is nasal:

O-guahē-mbota-ité ma.

O-sẽ-mbotá ma.

The initial 'p' of <u>potá</u> in the above examples becomes ____.

127. How would you say:

He is just about to call me.

He is about to die. .

O-guerú reí-nte xé-ve xecarta kuéra.

Tres veces a-há reì-eté hendá-pe.

O-juká reí-te pe jaguá.

O-jeka reí.

We are just about to leave. (At the point of leaving.)

It is about to rain.

'to be about to VERB'

Ho'à-potà-ité ma.

Ja-karù-potá ma.

He is just about to arrive.

He is about to leave. /

ლ5.

Ne^renõi-mbota-ité ma.

J-mrinĴ-mbotá ma.

Summary

NE:

Hypothetical future usually translated 'probably' or 'would VERP'.

Ro-ha.arô ne We will wait, probably we may wait

Re-pytá né pa o-ú rồ 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-apô^i xêne He probably won't do it.

MO'Ã

Indicates 'almost happened but didn't', or with va.erã. 'would have'

A-rambosà mo'ã. pero o-ú ha'é I was about to eat breakfast, but he came.

Oi-kô 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 $\underline{\mathbf{h}}$ 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-'i he says	,	ho-'á ha falls nd^o-'á^i

INDITECT OBJECT

Guarani has no indirect object pronoun before the verb as does Spanish.

O-me'e 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 ra ly 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-pë.

You know him.

Ndé rei-kuaá Juan-pe.

You know John.

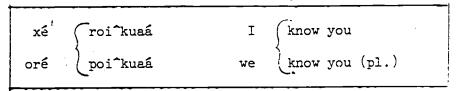
DIRECT OBJECT WITH 2ND AND 3RD PERSON SUBJECT

When the subject of a verb is ha'e, ndé, or pee, the object pronoun is of the same form as the corresponding possessive pronoun.

	xe^kuaá	/know(s: me	
ha'é	nde kuaá	he know(s) you	
ndé	ore kuaá	you know(s) us	
peẽ	munde huaá	you (pll) hilon(s, ii)	-
	pende kuaá	know(s) you (pl.)	

DIRECT OBJECT WITH 1ST PERSON SUBJECT

When the subject of a verb is $x\acute{e}$ or $or\acute{e}$ and the object is second person, a curious form is used.



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-sẽ vo hasẽ.

As I left, she cried.

0-guat o-û vo.

Viene caminando.

VOVÉ

Meaning 'when.'

0-ú vové kuri, a-sẽ ma a-ĩna.

When he came, I was leaving.

0-pu'ã vové,

When he gets up,

o-ú ta.

he will come.

RAMO (RO)

Meaning 'when' is distinguished from ramo meaning 'is' by context.

O-ky hatā va.ekue hīna, Tt was raining hard ro-guahe ro upé-pe.

when we arrived.

'TO HAVE'

The notion of 'to have' is frequently expressed by a noun with a possessive prefix.

Xé mokôi xe-hermano.	I have two brothers.
I-plata ĥetá.	He has a lot of monéw.

HAGUÉRE

j

Combination of hazue and re(he) meaning 'for VERb-ing' or 'for having VERB-el.'

O-vy'á rej-ú hasuére.	He's happy for your having come.
Ne-poxý he-ndivé ro-joguá hasuére.	I'm mad at him for buying it.

JEPI *-

'always', 'freguently.'

O-ú jepi xe^andú vo.	Нe	always comes to visit me.
Xe^pytyvõ jepi xe-rembi-apó-pe.		frequesntly helps me in work.

ΜĪ

Used to modulate a direct question or indicate particular interest.

Mba'é pa rej-apo mi re-ina ?	What are you doins?	!
Rei-kuaá mi [^] piko o-mendá hagué :	Diá you know that he got magnied?	;

ΜŽ

With nouns usually denotes affection or humility.

Me-roga mi.	The (listle) home.	•
Xe-sy mi.	My (little) mother.	

۴Ť

Simple diminutive used with nouns and verbs.

oga'í		little house
jagua'í		little dog
o-paga'i	³ .	he pays little

RA'Ý

Meaning 'young.'

jagua ra'ý		puppy
avatì ra'ý	,	young corn plant

'IMĨ

Combination of 'i and mī.

0-mba.apo 'imī.	He works very little.
0-mba.apò porã 'imī.	He does a pretty good job.

ĨXIM

A quality verb meaning 'to be little.'

Mixī-eté pe cavajú.	That horse is very little
Mixī xe-rehé ko traje.	This suit is too little for me.

ANGA OR NGA

Expresses compassion.

Hasẽ anga niko pe nde-membý.	Your poor little child is crying.
Ña Ruperta nga hasy katú.	Poor Doña Ruperta is quite sick.

ŢVA

Indicating habitual action; translated 'suele'.

Ha'e o-ú va María roga-pe: I. suele venir a la

casa de María.

Don Pulé o-hó va Paraguaý-pe. Don Pule suele ir a Asunción.

MI

(unaccented) Indicating habitual action in the past, translated 'solia'.

C-hố mi

Solía ir.

A-ñemú mi he∴ndivé.

Solía negociar con el.

AVIM

Combination of $\underline{m_1}$ va indicating habitual action in the past.

0-hó miva centro-pe.

Colía ir al centro.

Yma xelandú miva.

Antes solía visitarme.

JEPE

meaning 'even'

A-henõi jepe xu-pé pero nd o-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 rò jepe, a-há ta he-ndivé.

Even if he comes late, I'll so with him.

0-ú tarde rô jepe.

ישיבו בשלטיים לביילל ביים ביים

a-há kuri hè-ndive.

. We. t with mim.

CONPARISONS 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 ndeheguí. I'm bigger than you

are.

I-tuja-vé María gui.

He is older than

María.

TUJA vs. GUAIGUĨ

Tuja 'old' refers to men. Guaiguī 'old' refers to women.

·I-tuja.

He is old.

I-guaigui.

She is old.

RECIPROCAL PRONOUN

0%-kusá xu-pe.

He knows him.

0-jo-kusá (Oju-pé)

They know each other.

Ja-jo-kuzá (Oju-pé)

We know each other.

REFLEXIVE PRONOUN

possessive prefix plus ju-pé

A-je-kuaa (xe-ju-pé).

I know myself.

RECIPROCAL PRONOUN with REHE

ojue-he

I-mandu'a xe-rehé.

He remembers me.

I-mandu'a ojue-hé.

They remember each other.

RECIPROCAL PRONOUN with GUI

ojue-heguí

Hesarái xe-heguí.

He forgets me.

Ĥesarái ojue-heguí.

They forget each other.

 \sim

RECIPROCAL PRONOUN with NDIVE

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.

0-hó ra.e.

He went (it turned out).

0-ú ra.e.

He came (I found out).

NIPO (OR NIMBO)

Indicates wonderment or surprise. It often occurs with ra.e.

O-hố 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

arouna).

MANDE

Implies obligatory results, and in may cases is best translated by the Spanish 'únicamente'.

Upé ixa mante re-ne'e- 'kuaá ta.

Así únicamente aprenderás

a hablar.

A-pytá mante ko'á-pe ko pyharé.

I'll just have to stay

here tonight.

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Means 'free; uselessly: without purpose'.

A-me'e rei ta ndé-ve.

I'll give it to you

frée.

Ro-ho rei 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.

0-guahé mbotá.

He is about to arrive.

Survival Expressions

E-nangarekó ani hagua re-'á.

Ten cuidado que no te caigas.

state of health

- Mba'é ixa^pa re-ñe-ñandú ?
- Angè pyharé xe-akanundú.
- Xe-pirè vai xe-ko'evo. 3.
- Mboý diá ma pa oj-apó re-ñandu - haguê ko mba'asý ?
- Oj-apó seis dia ma a-ñandu hagué.
- Xé aka rasý. 5.
- A-je-py'apy-eté ko a-īna, tekoteve a-ñenö.
- Hasý pa ndé-ve nde-retymá?
- Xe-sý hasy-eté.
- 10, Oi-kó val-eté.
- Xe-kane'ő-ité-pa 11.
- Hasýko hi a xé-ve ko Ana. 12.
- Mba'é iko o-jehú ndé-ve? 13.
- Nde-rová pyta. 14.
- Xé^jopi peteï káva. 15.
- Nde su'u piko peteï jaguá ? 16.
- Xe-rasý zi-kô vo. 17.
- 18. Ai-kó xe-rasy.
- Na ne-nandu pora i. 19.
- 20. E-me'e na xe-ve poha.
- Hesái ha i-kyrá. 21.

How do you feel ? Last pight I had a fewer. I woke up in a bad humor. How many days have you had this illne\ss ? 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.

miscellaneas expressions

- T-o-ú la o-ú va. l.
- A-ha-se-té-pa. 2.
- A vuen tiempo. 3.
- 0-pyta mesa guy-pe.
- Māra-vé nd oi-ko i:
- Ai-po-py xu-pe. 6.
- Ni mba evé ixa rõ

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

Nde-ate'ỹ burro hový ixa.

2. Jagua ixa nde xe trata.

3. Mba'evé te ningo xé-ve.

4. A-ne-defende-kuaá.

5. Ai-kuaauká ta ndé-ve avá ndi pa re-tratá.

6. Amí nde-japú ti.

7. Mba'e re pa er-é tie ŷ?

8. Nde-paciencia mī kena.

9. Aní ke nde-tavý tei.

10. Aní na upé ixa ti.

ll. Aní nde-posý tei!

12. Nde-poxý pa.

13. Nde re-ne'e heta ha nde'er-e'i.

14. Ha-'e mī-nte la xé a-ñandú va.

15. Añeté la er-é va, la nde-vai há.

You're as lazy as a blue donkey.

Me trata como un perro.

Qué me importa? .

I can defend myself.

I'll show you who you're dealing

with.

Don't lie.

Por qué dice cosas malas?

Tenga un poco de paciencia.

No sea ignorante.

No sea así.

No se enoje!

Are you mad?

You talk a lot and say nothing.

I day what I feel.

It's true what you say, that you're

ugly.

Insults, Threats & Joking

1. Ãga-nte ja-jo-topá ne tape po'í-pe.

2. Mba'é ixa tamô ra.e reconsegui, xe-karaí.

3. Te-re-ho- e-mano mba'é.

Rej-ú re-ñe-mbombarete-sé ko'á-pe.

5. Re-re-ho mba'é na.

Some day we'll meet in a narrow street.

Ojalá lo consiga, mi hijo.

Go jump in the lake.

You come around here acting

tough.

Véte de una voz.

Asking Distances

l. Mombyrý pa ko'á gui Ca'acupé?

Is Calacupe far from her ?

2. Mboý hora-pe pa o-he-guche Encarnación-pe? How many hours to get to Encarnacion?

3. 'Mooy kilometro pa o-pytá á gui Luque? How many kilometers is Juque from re?

4. Moe'é ixa pa ikatú a-guahê pya'e-vé San Lorenzo-pe?

How can I get to San Lorenzo the fastest way?

Giving Distaices

 Ca'açupé o-pyté una hora re-hó ta rô yvý rupi, ha re-hó ta rô 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 momby i 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.

Anī re-reko-sé nde-mba'e'ŷ.

Anī ke nde-resarái nde-retã gui.

Anī nde-rová távý ti !

Nai-mo'ã'ỹ há gui-nte ko o-ú la i-vaí va.

Don't covet what is not yours.

Don't forget your country.

Don't mess around !

Cuando no se espera viene lo malo.

dialog

A. Mba'é pa oj-apó ta xe-rehe hikuai ?

What will they do for me ?

B. Noj-epó mo'a'i nde-rehe mba'e- They won't do anything for you. vé.

Survival Expressions

- Ha-'e-se mī ndé-ve peteī mba'e.
- A-; ... uré ta ndé?ve peteï mba'e. 2.
- 3. Xe^perdoná na.
- 4. Nde-rehe-nte ms o-ī upéva.
- 5. Nd^ikatu^i.
- Xé ndo ro gueroviá i.
- Kóva la añete gua.

I want to tell you something. I'm going to ask you something.

Forgive me.

That depends on you.

I can't believe it

I don't believe you.

is is true.

saying

Nd^o-valé^i ka'ú reheve oi-kô cavaju ári.

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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	Column B
nde-amigo	ne-amigo
ñande [^] pytyvõ	ñane^pytyvõ
nda nde-rymbá i	naîne-rymbáîi
ndeîre-ñe'ëîi	ne^re-ñe'ë^i

Secondly, certain conventions of linking, by hyphens, ligatures (*), and by simple justaposition 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 xe rógai

a-ha ta ma
i ahátama
roi pytyvő (I help you) roipytyvő
o-pyta-sé va opytaséva

Thirdly, the conventions for marking stress have been as follows:

- - 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	Column B
a-há	aha
a-há ta	ahata
o-pyta-sé	opytase
o-pyta-sé va	opytaséva
t-o-ú	tou
6ga	oga

Thirdly, the conventions for warking stress have been as follows: 1. Frimary and secondary stress has always been marked, unless a. it is a Spanish word (in which case a special set of vbsar Toursdifferies jes jesen and confidenced); Ma-cena-mbá ma won tse lle fl'eW . otress is implied by a nasalized vowel. Ja-karu-pá ta ma System of the stress may (onthonally) not be marked when it occurred the finally in a word. In words of high frequency stress may also be left unmarked when storessageurs non-finally, it will have sugot-0 nerked, unless the word of a well known or unless axi bqu B'om-iew Openish word with penultimate stress. Deséo ayudarte Hi'ā-nte xé-ve roi pytyvõ 0-vende-sé hepý pe fideo E nauloo They want to sell the nood Trusto at a high price ahe àd−ë Mba'é re pa re-puká, x-amigo ? Why do you laugh? sisnis That makes me laugh a-há ta Upéva xe mbopuká That makes me cry Upéva xe mbyase ತಿ≥-೨೮೪೮−೦ opytese Oi-ké xe-akã-me It occurred to me o-pyta-sé va opytaséva ਹੈ-0-ਹੈ TOU (Relative Time Expressions) ဝ်ဥ္ပឧ ೧೯೬ [possible answers to Araka'é pa re-guahe ra.è ?]

Hetà-ité ára ma Aré ma Kuehé Ange-té Ange-té lento-nte

Ramo-ité Ko kuehe-té Ko kuehe-vé

Angè pyharevé

Ymá ma

Many days ago
Some time ago
Yesterday
Reciéncito, hace un buen rato
Reciéncito
Hace tiempo
This morning
Reciencito
Háce poco tiempo
El otro día (pasado)

Ro-vy'a ro-î haguê re ko'â-pe ?

A-je-pokuaá ma ko ára re.

Mba'é aña piko la rej-apó va hīna ? Mba'é aña piko la er-é va ? Mba'é aña piko aj-apó ta ?

Rei-kuaa pa māva pa o-ū ra. è
Norteamérica-gui ?
Nahāniri.
Francisco. Na Josefa memby.
I'a ndē! Oū piko opyta haguā
ixa ?

Carlos i-poxy hīna nde-ndivé. Piko hīna! Hẽe, ha he-'i nde-nupa ta ha.

Piko hina.

Kuehé a-juhú kurì Angel-pe. E'a ndé. Mba'é ixa piko oi-kó?

E-hasa e-guapy. Ej-G py ja-terere..

Ej-ú py ja-kai'ú. Ej-ú py ja-jepe'e.

Mba'ê pa o-I nde-ju-ha gui ?
Nde-guipo-nte pa ?
Ndo-velê i nde-poxý.
Ndai-kuaa-sê i xu-gui mba'evé.
Ha mba'ê pa o-I upe va re ?
Te-re-ho na e-manó.
O-I la travajo pero ndai-po ri la plata.
A-mba.apó burro ixa ha ndo paga i xé-ve.
Xe-ry'ai xe-rykué.
Xe-mboriahu-vé anguja tupaó gui.

Are you happy to be here ?

I'm already used to this weather.

What in the devil are you doing ?

What in the devil did you say ? What in the devil will I do ?

Do you know who came from North America? No. Francis. Mrs. Josefa's son. Really? Did he come to stay?

Carlos is mad at you.

Is that right!

Yes, and he said that he was going to slug you.

Is that right.

Yesterday I ran across Angel. Really, how is he? Pero!! Como está?

Come in and sit down.

Come on and let's have some tereré.

(cold mate tea)

Come on and let's have some hot tea.

Come on and let's warm ourselves by the fire.

How is it where you just came from ?

How is it where you just came from ?
Are you all right? (How are you?)
You don't need to get angry.
I couldn't care less about him.
So what? (Y gue hay por eso?)
Go jump in the lake.
There's work, but there's no pay.

I work like a dog and he doesn't
 pay me.
I'm sweating like a dog.
I'm poorer than a church mouse.

Shopping

substitution table	un dos tres	kilo	jetý mandi'ó so'ó arros
		· litro	kambý kerosén eíra aceite

Š

Present or indeterminate past, present, future

Sapy'apy'a
Ko'ê-mba mboyvê
Upê vove-tê
Mantê reî
Hi-êpoca-pe
Memê
Pytymbý javê
Ko tiempo-pe
Jepi
Py'ÿi
Tapia
Este dia

Ko'age rupi

From time to time
Before it's quite dawn
En seguida
Cada momento
In its season
Con frequencia (continuamente)
While it's dark
En este tiempo
Siempre
Frequently
Siempre
Today
Por ahora

FUTURE [possible answers to Araka'é pa o-guahe ta ?]

Ağa-ve
Ağa mié
Ağa-ité (ma)
Nda hi'are-ve i ma va.er ku
Xe-ar è mié ta guêteri
Ko'ëro-ité
Ko'ë ambué ro
Upéi
Ambue ara
Sapy'á-nte
Ambue año o-û ta va-pe
Upé vo ae

Later
A bit later
Right away
Ya no debe tardar más
I'll be a while yet
Mañanita
Pacado mañana
Despues
Ctro día
Algun momento
Some year
Recién entonces

Q. Nde gusta pa Paraguai ?
A. Ne Tra guèteri a-juhu la
i-Maña va ni i-tie ÿ va.

Do you like Paraguay?
I haven't found out yet what's bad about it.

Q. Māva piko ndé ? A. Na Leona memby xé. Who are you?
I'm Sra. Leona's child.

Survival Phrases

Nda mombyry i. Ape-té-nte. Nda i-pu i gueteri. Nda ipori ava.vé. Nd^o-ky-sé^i. Ndîo-ky mo'āîi. Nda ipori-ve i.ma. Maravé ko ndoi-koi. Nd oi-ko i mba'è vé. Ani na upe ixa ti. Mba'é reîpa ndeîrej-úîi xe-ndivé. Nda ikatú i gui. Emyendý la estufa. Hendy la lus: Re-huga-kuaa pa varaha? Péva ha'é ma hīna. Nde-ytá pa? Mava pa nda hasy i-ve? Ei-ke katu! Tekoteve a-ha. A-há ta aj-ú. Yma ndo ro hexa-ve i. A-rekó hetá mba'é a-porandu-sé va.

Mba'é la reikuas-se-vé va re-îna?

Eñangareko ke nde-jehe.

Por poco na xe nupă i

Japú upé va.

Ha-'é nte ndé-ve.

Mamõ gui piko ndé re-guahë.

Pya'e mī ke.

Kova pa la Itá rape?

Roi pytyvõuká ta José rupi.

Eñemú na xe-ndive marxante.

Re-hejá pa xé a-há nde-ndivé?

Re-hejá xé roi pytyvõ mí.

A-ñe-moyasý ro mboñemyrõ hague re.

A-rovia hasy 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 mas. 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 endy). Turn on the light. Do you know how to play cards? Eso ya es. . Do you swim? Which is easier? Come in! I must ge. I'll be back. (Volveré en seguida) Long time no see. I have a lot of things I want to 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 Ita? 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.