

1000 SENTENCES TO START SPEAKING QUECHUA

Level 1

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Introduction

I first visited Bolivia in January 2016 as a member of Refresh Bolivia, a student-run public health non-profit that works in underprivileged communities of Cochabamba. I noticed soon after arriving that a large proportion of locals did not speak Spanish, but Quechua, an indigenous language native to the Andes and the Southern Cone of South America spoken by about 10 million people. In these regions, Spanish is reserved only for only the most educated, which creates not only a language barrier, but also socioeconomic and cultural barriers separating the Spanish speakers from the poorer, less educated, and often discriminated Quechua speakers.

I was motivated to learn Quechua during my two weeks in Bolivia simply to connect with the locals in a more personal way. To my disappointment, I realized that it was not my limited time in Bolivia that would prevent me from learning Quechua, but the lack of instructional materials available. I have developed proficiency in several languages using nothing but free online resources, but such resources to learn Quechua are almost nonexistent. Among the few that do exist, fewer still are written in a way that makes the language accessible to new learners, and because Quechua varies greatly by region, there are virtually no materials that teach the Cochabamba dialect.

I decided to use my few weeks in Bolivia to gain a basic understanding of the structure of Quechua so that I could compile a resource for people like me who want to learn the language in a short amount of time. My main language resources were the limited online materials as well as several Quechua teachers that I met in Cochabamba. All the content in this book has been thoroughly revised by native speakers of Quechua.

The goal of this book is to provide a basic foundation in the Cochabamba dialect of Quechua through an intuitive, sentence-based approach. It is this same approach that I have applied to self-study over 12 languages. The book highly emphasizes speaking over reading and writing. Although Quechua does have a standardized writing system using the Latin alphabet, I have chosen to adopt a more intuitive phonetic alphabet to facilitate rapid acquisition.

I often refer to Spanish grammar and vocabulary. This is because modern spoken Quechua uses many borrow words from Spanish, and often if you don't know a word in Quechua, you can say it in Spanish and you will be understood.

I want to thank the Quechua instructors at Conexiones entre Mundos, a language school in Cochabamba, for their support and technical help in producing this text. I also want to thank the residents of *La Zona Sur* for inspiring me to create this resource, as well as Refresh Bolivia for bringing me to Bolivia and for opening my eyes to the importance of truly understanding those you wish to serve.

The Method

Speaking a new language is a skill. Producing the sounds of the target language with accurate pronunciation with native-like fluidity requires dedicated training and practice. Just as a basketball player practices the same motions hundreds of thousands of times so he can execute them with precision during a game, or a jazz musician repeats his scales over and over so that his improvised solo is as fluid as possible during a concert, language learners must develop muscle memory and coordination of the lips, tongue, and mouth so that our extemporaneous speech can be expressed fluently, without awkward pauses or stuttering, during conversation.

There are two key components to developing spoken fluency. The first is developing muscle memory in the speech organs (tongue, lips, teeth, and vocal cords) to accurately pronounce the sounds of the target language at an appropriate speed. This is akin to a pianist who practices scales and arpeggios to develop muscle memory in the fingers. The second is developing the creative ability to form sentences. This is akin to a jazz musician who is able to effortlessly improvise and string together different licks. Both of these components are equally important; a jazz musician who can play all his scales perfectly but lacks the creativity to improvise is just as useless as one who has the most brilliant creative ideas but lacks the technical expertise to express them. In order to speak a new language, we must become familiar with the grammar and syntax in order to effortlessly form sentences, and develop sufficient facility with our speech organs to say these sentences out loud.

The sentence-based method used in this book is meant to train the mind-muscle connection through strategic repetition. In the groups of sentences below, the bolded words train muscle memory through repetition, and the underlined words train creativity through strategic changes to grammar and syntax.

I want to go to the <u>store</u> .
I want to go to the <u>bank</u> .
I want to go to the <u>restaurant</u> .

<u>I need to</u> go to the store.
<u>I have to</u> go to the store.
<u>I should</u> go to the store.

<u>I don't</u> want to go.
<u>She doesn't</u> want to go.
<u>We don't</u> want to go.

These simple sentences can be easily combined to form longer sentences with useful connecting words:

We need to go to the store today , but he doesn't want to go because he wants to go to the restaurant.

The next question is how to choose which sentences to train. On the next page I have summarized what I believe to be the 12 most important aspects for learning a new language in a short amount of time. This book follows several of these principles.

Notably, verbs are highly emphasized over nouns. The main reason for this is that the most important verbs are the most important verbs for all language learners: “to be”, “to want”, “to need”, “to have”, etc., whereas the most important nouns may be different for everyone. For example, a student may wish to learn nouns like “student”, “teacher”, or “book”, while a missionary may wish to learn nouns like “religion”, or “church”. Therefore, I go over sentence structures that are widely applicable to common situations for all learners.

1. Pronunciation

Learning the pronunciation and writing system of the target language is always the necessary first step before starting to speak. If the target language has an unfamiliar writing system, try to find resources that use a transliterated writing system, like 'pinyin' for Mandarin Chinese. Listening to audio can be helpful to learn accurate pronunciation.

2. Pronouns

Pronouns are used in almost every sentence. Learn the most important declensions, which are usually the nominative (subject pronouns), accusative (direct object pronouns), and dative (indirect object pronouns). To save time, focus on the most important pronouns, which are usually 'I', 'you', and 'it'.

3. Top Verbs

Mastering the most important verbs (auxiliary/modal/handle) will allow you to converse in any context.

TOP 10 VERBS IN ANY LANGUAGE:

to be, to have (to)*, to want*, to need*, to be able to*, to go*, to know*, to do, to understand, to think/believe

4. Important Irregulars

Learning all the exceptions to all the rules is not reasonable. Therefore, only learn the irregular conjugations for the most important verbs in the most important tenses. This principle also applies to other rules/exceptions. Do not learn them unless they will be used frequently.

5. Tenses / Moods

Only learn the most important tenses. Present tense is by far the most important. Other tenses may be learned quickly given the language. For example, some languages use the infinitive as the imperative, or use a single word to signify the future tense. Only focusing on the conjugations for 'I', 'you', and 'it' can save time. Other tenses/moods are not needed for basic speech.

6. Word Order

Learn the word order for the 3 most important simple sentences: declaratives, negations, and interrogatives. If it is different, learn the syntax for handle verbs, and using conjunctions like 'but' and 'because' to join two simple sentences.

7. Interrogatives

Learn the basics: who, what, where, when, why, how, how much. Some language may have other interrogatives – only choose the most relevant ones.

8. Articles and Nouns

Learn how to use nouns. This may require learning articles. Articles are more complicated in some languages than in others, but they are important omitting or misusing articles in a language that has articles can result in foreign-sounding speech. Ex. "I go to restaurant to eat sandwich."

9. Possessives

Possessive adjectives are very useful. Focusing only on "my" and "yours" can save time.

10. Demonstratives

Both demonstrative adjectives and pronouns are important. Learning these will enable useful sentences like "I want that" or "I want to go to this place".

11. Other Useful Words

These include the basic 'yes'/'no'; conjunctions like 'but' and 'because'; indispensable prepositions like 'to', 'in', 'for', and 'from'; adjectives like 'also', 'a lot', and 'very'; and the numbers.

12. Top Nouns

Learning nouns is the lowest priority because they are easy to learn. With a simple dictionary app, you can look up any noun you want. It is hard to generalize what the most important nouns are because this will depend greatly on the context and situation of the learner. For example, a student would want to learn words like 'university' and 'student', whereas a businessman would want to learn words like 'meeting' and 'business'.

About the Author



Akshay Swaminathan is an undergraduate at Harvard College studying Statistics and Global Health. Inspired by the YouTube polyglot community, he began studying foreign languages at the age of 14 and has since achieved proficiency in over 10 languages nearly exclusively through independent study. He has challenged the traditional classroom paradigm for foreign language instruction by incorporating unique learning strategies into his language study. He shares his innovative language acquisition techniques on his YouTube channel. In the

future, Akshay plans to pursue a career in public health where he can apply his language skills to address global healthcare problems.

For the student

As a language learner, there are a few important points to keep in mind throughout the learning process, especially when trying to acquire the spoken language:

- **Speaking a new language is a *skill*, not a *subject*.** You should treat your experience learning a language as you would learning to play an instrument or a sport as opposed to learning a subject like science or history. You will improve by *doing* with your body, not just by learning with your mind.
- **Aim for fluidity.** Fluid speech is uninterrupted by pausing, stuttering, and hesitation. Treat every phrase that comes out of your mouth as an important opportunity to improve. You should aim to speak with the same ease and fluidity of a native speaker (speed and accent will come later). If you hear yourself say a sentence interrupted by pauses and hesitation, take the time to repeat that sentence again until you can say it as fluidly as a native speaker.
- **Self-evaluation is your most valuable tool.** Constantly ask yourself, “Why does my speech not sound like a native’s?”, “Which word or sound am I saying wrong?” and “What is the difference between what I am saying and what the native speaker is saying?” Be aware of your mistakes and make changes to improve. If you can develop the ability to recognize your mistakes without relying on someone else, your progress will grow by leaps and bounds.
- **Have a high tolerance for ambiguity.** Language is full of exceptions and contradictions. It takes a lot of time and exposure to develop the intuition and feel for a language. If you don’t understand something at first, trust that you will eventually. Treat your brain like a handwriting recognition software. The software needs to see hundreds of examples of handwriting from many different people before it can recognize words on its own. Similarly, your brain needs to see the same sentence patterns over and over again before it can make sense of them and start creating its own sentences.

There are several methods that you can use to structure your speaking practice:

Rapid Translation

Using the “Sentence Pattern” sentences in the book, cover the English side with a piece of paper. For each sentence, say the Quechua translation out loud, and then immediately say the English. The goal is for your English to sound as fluent and smooth as your Quechua. Don’t look at the English unless you are unsure of how to say something. To challenge yourself further, don’t say the Quechua out loud – translate to English immediately after reading the Quechua in your head. The purpose of this exercise is to develop your ability to translate in your head and then speak as quickly and fluidly as possible, since this is the same process that happens during extemporaneous conversation.

Substitution and Combination

Take a sentence that will serve as the basis for this exercise. Repeat it until you can say it fluidly. Then, substitute the nouns, verbs, and adjectives, and practice each one until you can say it fluidly. Then, combine two of your shorter sentences using connecting words like “and”, “but”, “because”, and “so”. The possibilities are endless. See the example sentences in the “The Method” section.

Reading out loud

Reading out loud is a good way to focus on pronunciation and fluidity without having to go through the mental gymnastics of translating. Unless you speak perfectly, you should never read anything aloud just once. Repeat and repeat until you can say the sentence or passage fluidly. Use the audio component to check your pronunciation. For an added challenge, memorize a passage and then repeat it out loud without reading.

Shadowing

Listening to the audio recordings, preferably using headphones, repeat what you hear immediately as you hear it. This takes practice, but it will force you to speak at the same speed as a native. Practice until your pronunciation becomes as accurate as possible. This technique was first described by Professor Alexander Arguelles.

Audio Dissection

This technique will help you achieve 100% listening comprehension, rather than only being able to understand the general meaning of what you hear. You can read about the details in my article here: <https://www.language magazine.com/audio-dissection/>.

Predicting Conversations

Just like musicians rehearse before a performance, language learners can rehearse before a conversation. If you know that you are going to encounter a particular situation, try to predict what you will have to say as well as what you will hear as a response so that you can prepare for the conversation before it happens. For example, if you know you are going to meet someone for the first time, practice how you will introduce yourself, and then predict how they may respond: “How did you learn English?”, “Where are you living now?”, “Where do you work?”.

Talking to Yourself

Speaking practice doesn’t require someone else to speak with, just like a basketball player can still work on his game without his other teammates. You can talk to yourself in the shower, in the car, when you’re walking, or when you’re taking public transportation. Come up with simple sentences (using techniques like substitution and combination) to describe what you’re doing or thinking, and then repeat for fluidity. You don’t need to speak loudly, but it is important that you speak out loud and not just go over the sentences in your mind.

For the instructor

As a language instructor, there are a few important points that I have found helpful in my personal experience:

- **Get to know your students.** Be curious about their story and understand their motivations. Don't just blindly follow the curriculum set forth in the book; modify the content of your lessons based on the observed level of your students. Getting to know your students also means being accessible to them and creating a two-way learning experience. Making yourself available for questions and even assigning homework and providing feedback shows that you are invested in their progress.
- **Encourage fluidity.** Language instructors are like sports coaches. If a coach sees his team mess up during a play, he will stop them and make them rerun the play until they can execute flawlessly. Likewise, if we hear a student say a sentence interrupted by pauses, stuttering, and hesitation, we must resist the urge to say “good job” and move on, and instead take the extra 15 seconds to say “good try, now say it again more fluently” and wait until they demonstrate improvement. In order to help students develop the physical skill of speaking, language classes should be structured more like sports practices or music lessons than like history or science lectures.
- **Be prepared.** Being prepared means coming into class having a clear vision of what you want to accomplish. Plan in advance a set of activities that you can do with your class. Being prepared also means preparing to answer students' questions. Learn target language terminology to avoid awkward circumlocutions when explaining English grammar rules.

There are several activities that you can use to structure your language classes. See the “For the Student” section for additional activities that you can guide your students through:

Group Repetition

This activity aims to give every student in a large class the opportunity to practice speaking. You will say a sentence in English, and the students will repeat after you. Choose which sentences you train using the substitution and combination methods outlined above. For longer sentences, it is useful to break down the sentences into digestible and meaningful chunks, working backwards. For example, “I need to buy food today” would be broken down as: today → food today → buy food today → I need → I need to buy → buy food today → I need to buy food today. For an added challenge, you should speak Quechua and have the students repeat the corresponding English. This is much harder for learners, since the students have to translate and are no longer simply repeating what they hear.

Ear training

This activity is meant to help students understand 100% of native-speed speech. Start by saying a sentence at native speed and see what proportion of students can repeat what you said (note that just asking students to translate what you said is not a good measure of comprehension, since it is possible and often much easier to translate into another language without being able to repeat back what was heard word for word). Aim for 10-30% comprehension. Then, repeat the sentence multiple times, starting very slowly, and gradually increasing the speed each time. Throughout this process, students should be actively listening, trying to hear and understand every single word that you say. Don't be afraid to repeat a sentence up to twenty or thirty times. Although it may seem monotonous to us, hearing authentic speech at a slow speed is a valuable learning opportunity for students. As you increase the speed, explain pronunciation changes that occur when natives speak. For example, "I want to go to the hospital" said at native speed often sounds like "I *wanna goda* the *hospiddle*." Explicitly pointing out these pronunciation changes will greatly help students to decipher fast speech. Once you have completed this process for one sentence, repeat the activity with another sentence that has the same structure but different vocabulary. For example, the first sentence may be "I asked my mother to go with me to the restaurant today" and the second maybe "My brother asked me to go with him to the park yesterday."

Audio dissection

This technique will help students achieve 100% listening comprehension, rather than only being able to understand the general meaning of what they hear. You can read about the details in my article here: <https://www.languagemagazine.com/audio-dissection/>. I recommend using a split-screen set up where half of the screen shows the audio/video and the other half contains a word document where you can type what students hear and guide them through the process of transcribing the audio.

Dictation

Say a sentence out loud and ask students to write down what they hear. Although this is partly a writing exercise, you can modify the activity to train speaking by having students simply repeat what you say to them out loud.

Find the Error/Homework Review

Say or write down a sentence with one or more errors and have the students identify the mistake. This can tie into reviewing common mistakes made on homework assignments.

Reading out Loud/Monologue Practice

Having students read a passage from a textbook for the first time in class is usually a waste of time, since reading something aloud only once does not develop muscle memory. Instead, assign a passage for homework, and use class time to have students recite the passage that they have practiced reading. This way, you are evaluating the results of their speaking practice, rather than their ability to read something that they have never seen before. Make this more challenging by having them recite the practiced passage from memory rather than reading.

Individual Fluency Practice

Go over a sentence or two in class, and give students 30 seconds – 2 minutes to practice repeating the sentences over and over to themselves to develop muscle memory. At the end of the dedicated time, see how many of them are able to say the sentences fluidly. As a form of motivation/comparison, I sometimes do the same activity with a difficult Quechua sentence while they practice their English, and then at the end of the dedicated time the students can see how my ability to say a new sentence compares to theirs.

Paired Dialogues/Dialogues with the Teacher

Go over a dialogue in class and have students pair up and practice together. The emphasis should be on reducing pauses, stuttering, and hesitation.

Pronunciation

NOTE: The Quechua alphabet I have used in this book differs from the standardized written form of Quechua. See Introduction for more information.

Vowels

The Quechua vowels (a, e, i, o, u) are pronounced exactly like vowels in Spanish.

Consonants

Consonants are pronounced exactly like Spanish, except for a few exceptions.

- ll
 - The “ll” is pronounced as “ly”. For example, “lla” is pronounced as “lya”.
- q
 - The q sound is a “k”-like sound produced in the back of the throat. It is known as a voiceless uvular stop, and a link to a pronunciation recording can be found here: https://en.wikipedia.org/wiki/Voiceless_uvular_stop
- kh, ph, qh
 - These are aspirated consonants. For example, “kha” is pronounced similar to “ka” except more air is expelled.
- k', p', q'
 - These are known as ejectives. For example. The “k” sound is a click-like sound, just like the hard “ck” sound at the end of the word “click”. The “p” sound is the hard “p” sound at the end of the word “pop”. Links for pronunciation can be found here
 - Bilabial ejective (p'): https://en.wikipedia.org/wiki/Bilabial_ejective
 - Velar ejective (k'): https://en.wikipedia.org/wiki/Velar_ejective
 - Uvular ejective (q'): https://en.wikipedia.org/wiki/Uvular_ejective

Stress

All words in Quechua are stressed on the penultimate syllable unless accented, in which case the stress is on the accented syllable.

Pronouns:

noqa	noqayku (exc.), noqanchis (inc.)
I	we
qan	qankuna
you	you (plural)
pay	paykuna
he/she/it	they

The suffix “-kuna” is a pluralizer and can be used with many nouns. For example, “runa” means person, and “runakuna” means people.

Present tense

All verbs end in –y. For example, parlay, kay, munay, atiy, etc. To conjugate, drop the –y and append the following endings based on the pronoun.

noqa	-ni	noqayku (exc.), noqanchis (inc.)	-yku (exc.), -nchis (inc.)
qan	-nki	qankuna	-nkichis
pay	-n	paykuna	-nku

For example, let’s conjugate the verb “parlay” (to speak).

noqa	parlani	noqayku (exc.), noqanchis (inc.)	parlayku, parlanchis
qan	parlanki	qankuna	parlankichis
pay	parlan	paykuna	parlanku

kay – to be

Noqa Marco kani.	I am Marco.
Qan David kanki.	You are David.
Qan-chu David kanki?	Are you David?
Pay John.	He is John.
Alumnu kani.	I am a student.
Noqayku alumnus kayku.	We (exc.) are students.
Noqanchis alumnus kanchis.	We (inc.) are students.
Paykuna alumnus-chu kanku?	Are they students?
Pay profesora.	She is a teacher.
Noqa mana alumnu-chu kani, profesor kani.	I am not a student, I am a teacher.

Pay mana David-chu, noqa David kani.

He is not David, I am David.

The 3rd person singular “kan” (“is”) is often omitted at the end of sentences where the subject is 3rd person singular (he, she, it).

Pay mana Rosa-chu, pay Marina.	She is not Rosa, she is Marina.
Estados Unidos-manta kani.	I am from the US.
Bolivia-manta kani.	I am from Bolivia.
Mana España manta-chu kani.	I am not from Spain.
Pay mana Bolivia manta-chu, Estados Unidos manta.	She is not from Bolivia, she is from the US.
Noqayku Estados Unidos manta kayku, pay Bolivia manta.	We are from the US, but he is from Bolivia.
Qankuna Estados Unidos manta-chu kankichis?	Are you guys from the US?
Qankuna chay manta-chu kankichis?	Are you from there?
Mana, kay manta kayku.	No, we are from here.
Estados Unidos manta alumnus kayku.	We are students from the US.
Noqayku Bolivia manta alumnus kayku, pay Estados Unidos manta profesora.	We're students from Bolivia, but she is a teacher from the US.
Qankuna alumnus-chu kankichis?	Are you guys students?
Arí, qan-rí?	Yes, and you?
Argentina manta profesor kani.	I'm a teacher from Argentina.
Mana kay manta-chu kani, España manta kani.	I'm not from here, I'm from Spain.

Possessive adjectives

Possessive adjectives are not separate words like they are in English. For example, in English, we say “my house” – two separate words. In Quechua, you append the suffix for “my” onto the word for house. The word house is “wasi”. The suffix that means “my” is “-y”, so “my house” is “wasi-y” (the difference in pronunciation between wasi and wasi-y is very slight).

Here are the possessive suffixes for the different pronouns.

noqa	-y	noqayku (exc.), noqanchis (inc.)	-yku (exc.), -nchis (inc.)
qan	-yki	qankuna	-ykichis
pay	-n	paykuna	-nku

Greetings and Pleasantries

Imayna-lla?	Hi, how are you?
Walej-lla.	Well.
Walej-lla kashani.	I'm doing well.
Walej-lla, qan-rí?	I'm doing well, and you?

Noqa-pis walej-lla.	I'm doing well too.
Mana walej-chu kashani	I'm not doing so well.
Mana walej-chu	I'm not doing so well.
Imayna-lla pay?	How is he doing?
Pay walej-lla.	He's doing well.
Walej-lla kashan.	He's doing well.
Imayna-lla kashankichis?	How are you guys doing?
Noqayku tukuy walej-lla kashayku.	We're all doing well.
Tukuy walejlla kashayku.	We're all doing well.
Tukuy walejlla.	We're all doing well.
Suti	Name
Suti-y	My name
Suti-y Carlos.	My name is Carlos.

The 3rd person singular “kan” (“is”) is often omitted at the end of sentences where the subject is 3rd person singular (he, she, it). For example, instead of saying “Suti-y Carlos kan” (My name **is** Carlos), it is more natural to say “Suti-y Carlos” (My name Carlos).

Ima suti-yki?	What is your name?
Ima suti-n?	What's his name?
Suti-n Pablo.	His name is Pablo.
Mana suti-n Marco-chu, sutin David.	His name isn't Marco, his name is David.
Pay mana Marco-chu, pay David.	He's not Marco, he's David.
wawqe	Brother to brother
tura	Sister to brother
pana	Brother to sister
ñaña	Sister to sister
Pay wawqey.	He is my brother.
Ima wawqeyki sutin?	What's your brother's name?
Tata	Father
Pay tatay.	He is my father.
Mama	Mother
Pay mamayki-chu?	Is she your mother?
Mana, pay jatun mamay.	No, she is my grandmother.
Pay jatuntatay, pay profesor.	This is my grandfather, he is a teacher.
Pay profesorniy, pay Estados Unidos manta.	This is my teacher, she is from the US.
Paykuna Estados Unidos manta amigusniyki-chu kanku?	Are these your friends from the US?
Mana, Bolivia manta kanku.	No, they are from Bolivia.
Noqa profesor kani, [ichaqqa] wawqey alumnu-raq.	I'm a teacher, but my brother is still a student.
Noqa profesor kani, wawqey-taq alumnu-raq.	I'm a teacher, and my brother is still a student.
Pana-y Bolivia-pi, [ichaqqa] mana alumna-chu.	My sister is in Bolivia, but she's not a student.

Statements with simple verbs

parlay – to speak

Quechua-ta parlani.	I speak Quechua
Quechua-ta parlan.	He speaks Quechua
Quechua-ta parlanki.	You speak Quechua.
Quechua-ta parlanki-chu?	Do you speak Quechua?
Pisi-ta parlani.	I speak a little bit.
Pisi-lla-ta parlani.	I only speak a little bit.
Pisi-lla Quecha-ta parlani.	I only speak a little bit of Quechua.
Pay Inglés-lla-ta parlan, mana Quechua-ta parlan-chu.	He only speaks English, he doesn't speak Quechua.
Kay-pi, runa castellano-ta-wan, quechua-ta-wan parlanku.	Here, people speak Spanish and Quechua.
Kay-pi wakin runa Quechua-lla-ta parlanku, ichaqa waqkuna Castellano-ta parlanku.	Some people only speak Quechua here, but others speak Spanish.
Mana Quechua-ta parlani-chu.	I don't speak Quechua
Mana walej-ta-chu parlani.	I don't speak very well.
Mana allin-ta-chu parlani.	I don't speak very well.
Pay Quechua walej-ta parlan.	He speaks Quechua very well.
Tukuy Quechua-ta parlayku.	We (exc.) all speak Quechua.
Tukuy Quechua-ta parlanchis.	We (inc.) all speak Quechua.
Paykuna Ingles-ta-chu Castellano-ta-chu parlanku?	Do they speak English or Spanish?
Bolivia-pi Castellano-ta-chu Quechua-ta-chu parlanku?	Do they speak Spanish or Quechua in Bolivia?
Quechua-ta mana walej-ta-chu parlani.	We don't speak Quechua very well.

statement + verb stem + “-sqa” + possessive + “rayku” – “because” + statement

Mana Quechua-ta parlani-chu, Estados Unidos manta ka-sqa-y rayku.	I don't speak Quechua because I am from the US.
Pay Quechua mana walej-ta-chu parlan, mana kay manta-chu ka-sqa-n rayku.	He doesn't speak Quechua very well because he's not from here.
Paykuna Bolivia manta kanku, chay-rayku tukuy Quechua-ta parlanku.	They're from Bolivia, so they all speak Quechua.

“Chay-rayku” is equivalent to *por eso* in Spanish, or “because of that”.

Noqa Quechua-ta parlani, qan-rí?	I speak Quechua, do you?
Mana achka-ta-chu quecha-ta parlani.	I don't speak a lot of Quechua.
Sumaq-ta quechua-ta parlani	I speak Quechua very well.

jap'eqay – to understand

Jap'eqani

I understand

Mana jap'eqani-chu	I don't understand
Mana Quechua-ta jap'eqani-chu.	I don't understand Quechua.
Mana Castellano-ta jap'eqani-chu.	I don't understand Spanish.
Jap'eqanki-chu?	Do you understand?
Jap'eqan-chu?	Does he understand?
Quechua-ta jap'eqan-chu?	Does he understand Quechua?
Arí, Jap'eqan.	He understands.
Mana jap'eqanku-chu.	They don't understand.
Mana Quechua-ta jap'eqanku-chu, Castellano-lla-ta jap'eqanku.	They don't understand Quechua, they only understand Spanish.
Quechua-ta-wan Castellano-ta-wan jap'eqanku.	They understand Quechua and Spanish.
Mana Quechua-ta ni-taq Castellano-ta jap'eqanku-chu.	They don't understand Quechua or Spanish.
Mana Castellano-ta jap'eqanku-chu, Inglés-lla-ta jap'eqanku.	They don't understand Spanish, they only understand English.
Inglés-ta jap'eqayku.	We understand English.
Inglés-lla-ta jap'eqayku.	We only understand English.
Mana Castellano-ta jap'eqayku-chu.	We don't understand Spanish.
Mana Quechua-ta jap'eqayku-chu.	We don't understand Quechua.
Quechua-ta jap'eqanki-chu?	Do you understand Quechua?
Quechua-ta jap'eqanku-chu?	Do they understand Quechua?
Pisi-lla-ta jap'eqayku.	We only understand a little.
Pisi-lla-ta jap'eqan.	He only understands a little.
Pisi-lla-ta jap'eqanku.	They only understand a little.
Pisi-lla Quechua-ta jap'eqayku.	We only understand a little bit of Quechua.
Pisi-lla Quechua-ta jap'eqani.	I only understand a little bit of Quechua.
Tukuy Quechua-ta jap'eqanku.	Everyone understands Quechua.
(Nadie) Ni-pi Quechua-ta jap'eqanku-chu.	No one understands Quechua.
Nimayqen (ninguno) jap'eqanku-chu.	No one understands Quechua.
Kay-pi tukuy Quechua-ta jap'eqanku.	Everyone here understands Quechua
Kay-pi tukuy Castellano-ta jap'eqanku.	Everyone here understands Spanish.

tiapuy – to have

This verb has a unique conjugation in the present tense. In addition, the subject (the person or thing who is doing the “having”) needs to carry the suffix particle –pa (or –p if the word ends in “a”).

Let’s break down an example sentence, because the syntax is different from English. Consider the sentence “Noqa-p tiapuwan”. “Noqa” means “I”, and the particle “-p” (usually “-pa”) represents the genitive case (possession). Together, “Noqa-p” can be understood as “of me”.

The particle “-pa” represents the genitive case (possession), and the verb tiapuy is close to the Spanish “haber”. The conjugations shown below are actually the conjugations for the present tense when used with indirect object pronouns. So for example, the sentence “Noqa-p tiapuwan” is translated as “I have”, but literally means “It is to me” or “Me hay” in Spanish. The suffix “-wan” represents the indirect pronoun “to me”.

noqa-p	tiapuwan	noqayku-p (exc.), noqanchis-pa (inc.)	tiapuguayku (exc.), tiapuwanchis (inc.)
qan-pa	tiapusunki	qankuna-p	tiapusunkichis
pay-pa	tiapun	paykuna-p	tiapun

I have.	Noqa-p-ta tiapuwan.
I have it.	Tiyapuwan.
You have.	Tiyapusunki.
Do you have it?	Tiyapusunki-chu?
I have water.	Yaku tiapuwan.
You have water.	Yaku-yki tiapusunki.
Do you have water?	Yaku tiapusunki-chu?
Do you have water here?	Kay-pi yaku tiapusunki-chu?
I have food.	Mikhuna tiapuwan.
I have money	Qollqe tiapuwan.
I have a lot of money.	Achka qollqe tiapuwan.
He has a lot of food.	Achka mikhuna tiapun.
I have 2 brothers.	Iskay hermano tiapuwan
I have 100 Bolivianos.	Pacha boliviano-y tiapuwan
I don’t have money, dinero	Mana qollqe tiapuwan-chu
I dont have money, existence	Mana qollqe-yoq-chu kani

noun + “-yoq” + kay – to have + noun

This is another way to express the verb “to have”. For example, “I have money” is “Qollqe-yoq kani”.

Mana yaku tiapuwan-chu	I don't have water.
Mana mikhuna tiapuwan-chu.	I don't have food.

In Quechua culture, sharing is a very important value. Therefore, it is not common to hear the question “do you have food?” This is because in Quechua culture, food does not belong to any one person – it is for everyone to share. Instead, more appropriate questions would be, “have you cooked?” (to cook = “wayk’uy”) or “is there food here?”

noun + “tian” – “there is/are” (hay)

Kay-pi mikhuna tian-chu?	Is there food here?
Kay-pi yaku tian-chu?	Is there water here?
Kay-pi mana yaku tian-chu.	There is no water here.
Kay-pi mana mikhuna tian-chu.	There is no food here.
Chay-pi yaku tian-chu?	Is there water there?
Kay-pi mana runa tian-chu.	There are no people here.
Bolivia-pi mana amigus-niy tiapuwan-chu, Estados Unidos-manta kasqa-y-rayku.	I have no friends in Bolivia because I am from the US.
Estados Unidos-pi mana amigus tiapun-chu, Bolivia-manta kasqa-n-rayku.	He has no friends in the US because he is from Bolivia.
Bolivia-pi-wan Estados Unidos-pi-wan amigus tiapuwayku.	We have friends in Bolivia and in the US.
Kay-pi-pis amigus tiapuwayku.	We have friends here too.
Ni-pi-jta yaku tiapun-chu.	No one has water here.
Kay-pi ni-pi-jta mikhuna tiapun-chu.	No one has food here.
Tukuy-pá mikhuna tiapun, ichaqa mana yaku-nku tiapun-chu	Everyone has food, but no one has water.
Tukuypa yaku-nku tiapun, ichaqa mana mikhuna-nku tiapun-chu.	Everyone has water, but no one has food.
Qan-pá mama-yki kay-pi llank'an (double possessive)	Your mom works here

Present perfect with already and still

chayay – to arrive

In Quechua, the present tense is also used to express the present perfect. Ex. I arrive/I have arrived = “chayani”.

Chayanchis-chu?	Are we there?
Chayanchisña-chu?	Are we there yet?
Ruwanki-chu?	Have you done it?
Ruwankiña-chu?	Have you done it yet?
Tukunchis-chu?	Have we finished?
Tukunchisña-chu?	Have we finished yet?
Qallarinki-chu?	Have you started?
Qallarinki-ña-chu?	Have you started already?
Qallarinkiña-chu?	Have you started yet?
Ruay-ta qallarinkiña-chu?	Have you started doing it yet?
Quechua yachay-ta qallarinkiña-chu?	Have you started learning Quechua yet?
Mikhun-ña-chu?	Has he eaten yet?
Ruwanña-chu?	Has he done it yet?
Mana chayayku-chu.	We haven't arrived.
Mana chayanchis-chu.	We haven't arrived.
Manaraq chayayku-chu.	We haven't arrived yet/We still haven't arrived.
Manaraq chayanchis-chu.	We haven't arrived yet/We still haven't arrived.
Mana tukunku-chu.	They haven't finished.
Manaraq tukunku-chu.	They haven't finished yet.
Manaraq qallarini-chu.	I haven't started yet.
Manaraq mikhun-chu.	He hasn't eaten yet.
Manaraq ruwan-chu.	He hasn't done it yet.
Manaraq ruwayta qallarini-chu.	He hasn't started doing it yet.
Quechua-ta manaraq yachay qallarini-chu.	He hasn't started learning Quechua yet.
Chayaykuña.	We have already arrived.
Ruwaniña.	I've already done it.
Qallariniña.	I've already started.
Ruway-ta qallariniña.	He's already started doing it.
Quechua-ta yachay qallariniña	He's already started learning Quechua.
Mikhunña.	He's eaten already
Ruwanña.	He's done it already.
Manaraq jap'eqani-chu.	I still don't understand.
Manaraq jap'eqanku-chu.	They still don't understand.
Manaraq jap'eqayku-chu.	We still don't understand.

Handle verbs

munay – to want

Kay-ta munani.	I want this.
Chay-ta munani.	I want that.
Jaqay-ta munani.	I want that over there.
Kay-ta munanki-chu?	Do you want this?
Kay-ta-chu chay-ta-chu munanki?	Do you want this or that?
Riy-ta munani.	I want to go.
ripuy	Irse – ripuy
Kunan lloqsiy-ta munani.	I want to leave now.
Yachay-ta munani.	I want to learn.
Quechua-ta yachay munani.	I want to learn Quechua.
Bolivia-man rinay ñaupaqta Quechua-ta yachay-ta munani.	I want to learn Quechua before I go to Bolivia.
Bolivia man rinay-paq quecha-ta-raq yachay-ta munani. This variety is confirmed. (raq is “still)	I want to learn Quechua before I go to Bolivia.
Pay-pis Quechua-ta yachay munan.	He wants to learn Quechua too.
Bolivia-man riy-ta munan.	He wants to go to Bolivia.
Mikhuy-ta munani.	I want to eat.
Yaku-ta munani.	I want water.
Yaku-ta upyay munani.	I want to drink water.
Yaku-ta munanki-chu?	Do you want water?
Mikhuna-ta munanki-chu?	Do you want food?
Mikhuna-ta-chu yaku-ta-chu munanki?	Do you want food or water?
Pisi-lla-ta mikhuna munani.	I only want a little bit of food.
Pisi-lla-ta yaku munan.	He only wants a little bit of water.
Kunan mikhuy-ta munan-chu?	Does he want to eat now?
Mana noqayku-wan parlay-ta munanku-chu.	They don’t want to speak with us.
Mana noqayku-wan jamuy-ta munanku-chu.	They don’t want to come with us.
Pi mikhuy-ta munan?	Who wants to eat?
Inglés-ta parlanku, chayrayku Estados Unidos-man riy-ta munanku.	They speak English, so they want to go to the US.
Quechua-ta yachay munani.	I want to learn Quechua.
Quechua yachay-ta munani, Bolivia-man riy-ta munasqa-y rayku.	I want to learn Quechua because I want to go to Bolivia.
Quechua yachay-ta munani Bolivia-man riy-na-y-paq. Switch order in written	I want to learn Quechua to go to Bolivia.
Quechua yachay-ta munanki-chu?	Do you want to learn Quechua?
Quechua-ta-chu Castellano-ta-chu yachay munanku?	Do they want to learn Quechua or Spanish?
Bolivia-man riy-ta munani.	I want to go to Bolivia.
Wasin-man riy-ta munan.	He wants to go home.
Mana kay-ta ruway munani-chu.	I don’t want to do this.
Mana kunan kay-ta ruway munani-chu.	I don’t want to do this now.
Kunitan (<i>ahorita</i>) riy-ta munan.	He wants to go now.
Mana kunan riy-ta munan-chu.	He doesn’t want to go now.

Mana kunan chay-man riy-ta munan-chu.	He doesn't want to go there now.
Riy-ta munani.	I want to go.
Riy-ta munan.	He wants to go.
Estados Unidos-man riy-ta munayku.	We want to go to the US.
Bolivia-man riy-ta munanku.	They want to go to Bolivia.
Mana Bolivia-man riy-ta munanku-chu, mana Quechua-ta parla-sqa-nku rayku.	They don't want to go to Bolivia because they don't speak Quechua.
Bañu-man riy-ta munani.	I want to go to the bathroom.

atiy – to be able to

Atini.	I can.
Mana atini-chu.	I can't.
Kunan mana kay-ta ruway atini-chu.	I can't do this right now.
Mana Quechua-ta parlay atini-chu.	I can't speak Quechua.
Manallataq Quechua-ta parlay atin-chu.	He can't speak Quechua either ("either" applies to "Quechua").
Pay pis mana quechua-ta parlay atin-chu.	He can't speak Quechua either ("either" applies to "he").
Kunan mana jamuy-ta atin-chu.	He can't come right now.
Quechua parlay-ta atin, Bolivia manta kasqa-n rayku.	He can speak Quechua because he's from Bolivia.
Mana Quechua parlay-ta atini-chu, Estados Unidos manta kasqa-y rayku.	I can't speak Quechua because I'm from the US.
Mana Quechua parlay-ta atini-chu, ichaqa yachay-ta munani.	I can't speak Quechua, but I want to learn.
Mana kay-ta mikhuy atini-chu.	I can't eat this.
Wayk'uy-ta atin.	He can cook.
Sumaq-ta wayk'uy-ta atin.	He can cook very well.
Sumaq-ta wayk'un.	He cooks very well.
Mana rikuy-ta atini-chu.	I can't see it.
Mana kay-manta rikuy-ta atini-chu.	I can't see it from here.
Ruwa-waq-chu.	Can you do it (polite)
Mana ruwan-man-chu.	I can't do it (polite)
Q'aya tienda-man noqa-wan ri-waq-chu.	Can you go to the store with me tomorrow
Mana atiy-man-chu.	I can't (polite).

yachay – to know

Yachani	I know.
Mana yachani-chu.	I don't know.
Yachanki-chu?	Do you know?
Reqsiy.	Conocer
Pay-ta reqsinki-chu?	Do you know him?
Pay-ta mana reqsini-chu. Pi pay?	I don't know him. Who is he?
Mana Quechua parlay-ta yachani-chu.	I don't know how to speak Quechua.
Quechua parlay-ta yachanki-chu?	Do you know how to speak Quechua?
Mana wayk'uy-ta yachan-chu.	He doesn't know how to cook.

Boliva-man riy-ta yachanki-chu?	Do you know how to go to Bolivia?
Chay-man riy-ta yachanki-chu?	Do you know how to go there?
Kay-manta-pacha chay-man riy-ta yachanki-chu?	Do you know how to go there from here?
Mana kay-ta niy yachani-chu.	I don't know how to say this.
Mana kay-ta Quechua-pi niy yachani-chu.	I don't know how to say this in Quechua.

verb root + “na” + possessive suffix + “tian” – to have to

Kunan ripu-na-y tian	I have to go now.
Kunan ripuna-yku tian.	We have to go now.
Mikhu-na-yku tian.	We have to eat

verb root + “na” + possessive suffix + “ñawpaq-ta” – “before” + subject + verb

Ripu-na-yku ñawpaq-ta mikhu-na-yku tian.	We have to eat before we go.
Ripunayki-paq mikhuna-yki-raq tian	You have to eat before you go.
Ripuna-yki ñawpaq-ta mikhuna-yki tian	You have to eat before you go.
Kay-ta sapa punchay ruwana-yki tian.	You have to do this every day
Kunan llank'ana tian.	We have to work now.
Kunan kay-ta ruwana tian.	We have to do this now.
Quechua-ta yachana-yki tian.	You have to learn Quechua.
Boliva-man ri-na-yki ñawpaq-ta Quechua-ta yacha-na-yki tian.	You have to learn Quechua before you go to Bolivia.
Bolivia-man riy-paq RINAYKIPaq Quechua-ta yacha-na-y tian.	I have to learn Quechua to go to Bolivia.

“verb + “-paq” means “in order to + verb”

necesitay – to need

Note that the pronunciation of this verb is often modified, for example “nestani” and “nestanki” instead of “necesitani” and “necesitanki”.

Yaku-ta necesitani.	I need water.
Mikhuna-ta necesitani.	I need food.
Yaku-ta upyay necesitanki.	You need to drink water.
Upyay-ta necesitanki.	You need to drink something.
Mikhuna-ta mikhunay necesitanki.	You need to eat food.
Mikhuy-ta necesitanki.	You need to eat something.

Interrogatives

pi - who

Pi kanki?	Who are you?
Pi pay?	Who is he?
Pi paykuna?	Who are they?
Pi pay yachanki-chu?	Do you know who that is?
Pi paykuna yachanki-chu?	Do you know who they are?
Pi Quechua-ta parlan?	Who speaks Quechua?
Kay-pi pi Quechua-ta parlan ?	Who speaks Quechua here?
Pi Estados Unidos-man rin?	Who is going to the US?
Pi wasi-yku-man jamun?	Who is coming to our house?
Pi qolqey-yoq?	Who has money?
Pi-p-pata pacha bolivianos tiapun?	Who has 50 bolivianos?
Pi-p-pata yaku-n tiapun.	Who has water?
Pi Quechua-ta yachay munan?	Who wants to learn Quechua?
Pi Bolivia-man riy-ta munan?	Who wants to go to Bolivia?
Pi kunan mikhuy-ta munan?	Who wants to eat now?
Pi bañu-man riy-ta munan?	Who wants to go to the bathroom?
Pi tienda-man riy-ta munan?	Who wants to go to the store?
Pi restaurante-man riy-ta munan?	Who wants to go to the restaurant?
Pi wasi-n-man riy-ta munan?	Who wants to go to his house?
Pi kunan ruway-ta munan?	Who wants to do it now?
Pi yaku-ta munan.	Who needs water?
Pi kunan mikhuy-ta munan?	Who needs to eat now?
Pi jamushan yachanki-chu?	Do you know who is coming?
Pi mikhuy-ta munan yachanki-chu?	Do you know who wants to eat?
Pi yaku-ta necesita-n yachanki-chu?	Do you know who needs water?
Pi kani yachan-chu?	Does he know who I am?
Pi kayku yachan-chu?	Does he know who we are?
Pi kayku yachanku-chu?	Do they know who we are?
Yachanku-chu pi-chus kani?	Do they know who I am?
Pi-chus Quechua-ta parlan Yachanku-chu?	Do they know who speaks Quechua?
Yachanki-chu pi Quechua-ta parlan?	Do you know who speaks Quechua?
Yachanki-chu pi Ingles-ta parlan?	Do you know who speaks English?
Yachanki-chu pi Castellano-ta parlan?	Do you know who speaks Spanish?
Pichus jamun mana yachani-chu.	I don't know who is coming.
Mana yachani-chu pichus mikhuy-ta munan.	I don't know who wants to eat.
Mana yachani-chu pichus yaku-ta necesitan.	I don't know who needs water.
Mana yachan-chu pichus kani.	He doesn't know who I am.
Mana yachan-chu pichus kanchis.	He doesn't know who we are.
Mana yachanku-chu pichus kanchis.	They don't know who we are.
Mana yachanku-chu pichus kani.	They don't know who I am.
Mana yachanku-chu pichus Quechua-ta parlan.	They don't know who speaks Quechua.
Mana yachani-chu pichus Ingles-ta parlan kay-pi.	I don't know who speaks English here.

Mana yachani-chu pichus Castellano-ta parlan kay-pi.

I don't know who speaks Spanish here.

kay-pi pichus Quechua-ta parlan Yachay-ta munanku.

They want to know who speaks Quechua here.

pichus yaku-ta munan Yachay-ta munanku.

They want to know who wants water.

ima - what

Ima chay?	What is that?
Ima kay?	What is this?
Ima ruwashanki?	What are you doing?
Ima munanki?	What do you want?
Ima ruwashanku kunan?	What are they doing right now?
Ima munanku?	What do they want?
Ima tiyapusunki?	What do you have?
Ima ruway-ta munanki?	What do you want to do?
Ima mikhuy-ta munanki?	What do you want to eat?
Ima mikhuy-ta munanku?	What do they want to eat?
Ima upyay-ta munanki?	What do you want to drink?
Ima upyay-ta munan?	What does he want to drink?
Ima upyay-ta munanku?	What do they want to drink?
Ima niy-ta munanki?	What do you mean?
Ima niy-ta munan?	What does it mean?
Chay ima niy-ta munan?	What does that mean?
Kay ima niy-ta munan?	What does this mean?
Yachanki-chu ima-ta-chus ruwa-na-yku tian?	Do you know what we should do?
Yachanki-chu ima-ta-chus ruwa-na-y tian?	Do you know what I should do?
Yachanki-chu imachus mikhuy-ta atini kay-pi ?	Do you know what I can eat here?
Yachanki-chu imachus mikhuy-ta atinchis kay-pi?	Do you know what we can eat here?
Yachanki-chu imachus ruway-ta atini?	Do you know what I can do?
Mana yachani-chu	I don't know what we should do.
Mana yachani-chu imachus mikhuy-ta atinchis kay-pi.	I don't know what we can eat here.
Mana yachani-chu imachus ruway-ta munan.	I don't know what he wants do to.
Mana yachani-chu imachus ruway-ta munanki.	I don't know what you want to do.
Mana yachanku-chu imachus mikhuy-ta munayku.	They don't know what we want to eat.
Mana yachani-chu imachus niy-ta munanku.	I don't know what they mean.
Mana yachani-chu imachus nishanku.	I don't know what they are saying.
Mana yachani-chu imachus nishanki.	I don't know what you are saying.
Mana jap'eqani-chu imachus nishan.	I don't understand what he's saying.
Mana jap'eqanku-chu imachus nishan.	They don't understand what he's saying.
Mana jap'eqayku-chu imachus nishanki.	We don't understand what you are saying.
Mana jap'eqayku-chu imachus nishanku.	We don't understand what they are saying.
Mana jap'eqayku-chu imachus nishan.	We don't understand what he is saying.
Mana jap'eqan-chu imachus nishani.	He doesn't understand what I am saying
Mana jap'eqan-chu imachus nishanchis.	He doesn't understand what we are saying.

may - where

May-pi kashanki?	Where are you?
May-pi kashani?	Where am I?
May-pi kashanchis?	Where are we?
May-pi kashan?	Where is he?
May-pi kashanku	Where are they?
May-pi kashankichis?	Where are you guys?
May-pi bañu?	Where's the bathroom?
May-pi kashan?	Where is it?
May-manta kanki?	Where are you from?
May-manta kanku?	Where are they from?
Yaku may-manta jamun?	Where does the water come from?
Mikhuna may-manta jamun?	Where does the food come from?
Uywa may-manta jamunku?	Where do the animals come from?
Yachanki-chu may-manta kanku?	Do you know where they are from?
Yachanki-chu may-pi bañu?	Do you know where the bathroom is?
Yachanki-chu may-pi kay?	Do you know where this is?
Yachanki-chu may-pi kashanku kunan?	Do you know where they are right now?
Yachanki-chu may-pi kashanchis kunan?	Do you know where we are right now?
Yachanki-chu may-pi pay?	Do you know where he is?
Mana yachani-chu may-pi-chus pay.	I don't know where he is.
Mana yachani-chu may-manta-chus kanku.	I don't know where they're from.

may'aq – when

Note that when referring to actions in the future, Quechua almost always uses the future tense even when the present tense is used in English.

Mayk'aq risunchis?	When are we going?
Mayk'aq Bolivia-man risunchis?	When are we going to Bolivia?
Mayk'aq Estados Unidos-man risunchis?	When are we going to the US?
Mayk'aq estados-unidos-man kutinki?	When are you going back to the US?
Mayk'aq wasiyki-man kutinki?	When are you going back home?
Mayk'aq jamunki?	When are you coming?
Mayk'aq mikhusunchis?	When do we eat?
Mayk'aq qallarisunchis?	When do we start?
Yachanki-chu mayk'aq-chus mikhusunchis?	Do you know when we eat?
Yachanki-chu mayk'aq-chus qallarisunchis?	Do you know when we start?
Yachanki-chu mayk'aq-chus ripusunchis?	Do you know when we're leaving?
Yachanki-chu mayk'aq-chus risunchis?	Do you know when we're going?
Yachanki-chu mayk'aq-chus Bolivia-man risunchis?	Do you know when we're going to Bolivia?
Yachanki-chu mayk'aq-chus wasiyki-man kutisunchis?	Do you know when we're going back home?
Yachanki-chu mayk'aq-chus tukusunchis?	Do you know when we will finish?
Mana yachani-chu mayk'aq-chus tukusunchis.	I don't know when we will finish.
Mana yachani-chu mayk'aq-chus mikhusunchis.	I don't know when we eat.

Mana yachani-chu mayk'aq-chus pay renqa.	I don't know when he's going.
Mana yachani-chu mayk'aq-chus pay Bolivia-man renqa.	I don't know when he's going to Bolivia.
Mana yachani-chu mayk'aq-chus pay wasi-n-man kutinga.	I don't know when he's going back home.

imarayku - why

Imarayku kay-pi kanki?	Why are you here?
Imarayku Bolivia-pi kankichis?	Why are you guys in Bolivia?
Imarayku Bolivia-man jamunkichis?	Why have you guys come to Bolivia?
Imarayku Quechua-ta yachashanki?	Why are you learning Quechua?
Imarayku Quechua yachay-ta munanki?	Why do you want to learn Quechua?
Imarayku Bolivia-man rinki?	Why are you going to Bolivia?
Imarayku Estados Unidos-man rinki kunan?	Why are you going to the US now?
Imarayku chay-ta mikhunki?	Why are you eating that?
Imarayku chay-ta upyanki?	Why are you drinking that?
Imarayku chay-man chura-rqa-nki?	Why did you put that there?
Imarayku chay chhika qollqe-yoq kanki?	Why do you have so much money?
Imarayku ni uchika yaku-yoq-chu kanki?	Why don't you have any water?
Imarayku ni uchika mikhuna-yoq-chu kanki?	Why don't you have any food?
Imarayku ni uchika qollqe-yoq-chu kanki?	Why don't you have any money?
Imarayku mana ajina-ta ruwanki-chu (asi)	Why don't you do it like this?
Imarayku mana kay-jina-ta ruwanki-chu	Why don't you do it like this?
Imarayku mana chay-jina-ta ruwanki-chu	Why don't you do it like that?
Imarayku q'aya mana ruwanki-chu?	Why don't you do it tomorrow?
Imarayku q'aya mana jamunki-chu?	Why don't you come tomorrow?
Imarayku mana ripunki-chu	Why don't you leave later?
Imarayku mana mikhunay-ta munan-chu?	Why doesn't he want to eat?
Yachanki-chu imaraykuchus Quechua yachay-ta munan?	Do you know why he wants to learn Quechua?
Yachani-chu imaraykuchus Bolivia-man rinku?	Do you know why they're going to Bolivia?
Yachanki-chu imaraykuchus ripunku?	Do you know why they're leaving?
Yachanki-chu imaraykuchus chay-ta ruwanku?	Do you know why they're doing that?
Yachanki-chu imaraykuchus mana mikhunay-ta munanku-chu.	Do you know why they don't want to eat?
Yachanki-chu imarayku-chus chay-man chura-rqa-nku?	Do you know why they put that there?
Yachanki-chu imaraykuchus ripuna-yku tian?	Do you know why we have to leave?
Yachanki-chu imaraykuchus kay-ta ruwayku?	Do you know why we're doing this?
Mana yachani-chu imaraykuchus.	I don't know why.
Mana yachani-chu imaraykuchus kay-ta ruwayku.	I don't know why we're doing this.
Mana yachani-chu imaraykuchus kay-ta ruwashani.	I don't know why I'm doing this.
Mana yachani-chu imaraykuchus kay-pi kashani.	I don't know why I am here.

Mana yachani-chu imaraykuchus kay ruway-ta munanki.	I don't know why you want to do this.
Mana yachay-ta munani-chu imaraykuchus kay-ta ruwashanki.	I don't want to know why you're doing this.
Mana yachani-chu imaraykuchus Quechua yachay-ta munan.	I don't know why he wants to learn Quechua.
Mana yachani-chu imaraykuchus Bolivia-man riy-ta munan.	I don't know why he wants to go to Bolivia.
Mana yachani-chu imaraykuchus kay mikhuy-ta munan.	I don't know why he wants to eat this.
Mana jap'eqan-chu imaraykuchus kay ruway-ta munani.	He doesn't understand why I want to do this.
Mana jap'eqan-chu imaraykuchus kay-pi kashayku.	He doesn't understand why we're here.
Mana jap'eqanku-chu ima-chus kay-pi ruwayku.	They don't understand what we are doing here.
Mana jap'eqanku-chu imarayku Quechua yachay-ta munani.	They don't understand why I want to learn Quechua.

imayna - how

Imayna-lla (kashanki)?	How are you?
Imayna-lla pay?	How is he?
Imayna-lla yawarmasi-yki?	How is your family?
Imayna-lla tatayki mamayki?	How are your parents?
Imayna-lla mama-yki?	How is your mother?
Imaynalla tata-yki?	How is your father?
Imayna-lla?	How is it?
Imayna-ta Cochabamba-man rikun?; Riyta?	How do you go to Cochabamba?
Imayna-ta airopuerto-man rikun?	How do you go to the airport?
Imayna-ta restaurante-man rikun?	How do you go to the restaurant?
Imayna-ta kay-ta ruwakun?	How do you do this?
Imayna-ta kay-ta ñinkun?	How do you say this?
Imayna-ta kay-ta Quechua-pi ñinkun?	How do you say this in Quechua?
Imayna-ta kay-ta Castellano-pi ñinkun?	How do you say this in Spanish?
Imayna-ta wayk'ukun?	How do you cook?
Imayna-ta-chus kay-ta ruwakun, yachanki-chu?	Do you know how to do this?
Yachanki-chu imayna-ta-chus kay-ta Quechua-pi ñinkun?	Do you know how to say this in Quechua?
Yachanki-chu imayna-ta-chus kay-ta Castellano-pi ñinkun?	Do you know how to say this in Spanish?
Mana yachani-chu imayna-ta-chus kay-ta ruwakun.	I don't know how to do this.
Mana yachani-chu imayna-ta-chus kay-ta ñinkun.	I don't know how to say this.
Imayna-ta-chus chay-man rikun mana yachanichu.; Riy-ta	I don't know how to go there.

machkha – how much

Machkha-taq?	How much is it?
Machkha chay vale?	How much does it cost?
Machkha watayoq kanki?	How old are you?
Machkha unaypi? Machkha unaypi *ruwakun? (Más un verbo al final para especificar cuánto tiempo va a tomar qué)	How much time does it take?
Machkha unayp, ki kay-manta chay-man rikun?	How much time does it take to go from here to there?
Machkha unaypi Estados Unidos-manta Bolivia-man rikun?	How much time does it take to go from the US to Bolivia?
Machkha unaypi kay-ta ruwakun?	How much time does it take to do this?
Machkha unaypi Quechua-ta yachakun?	How much time does it take to learn Quechua?
Machkha kutita kay-ta ruwarqanki?	How many times have you done this?
Machkha kutita kay-man jamurqanki?	How many times have you been here?
Machkha kutita chay-man rirqanki?	How many times have you gone there?
Machkha kutita Bolivia-man rirqanki?	How many times have you been to Bolivia?
Machkha unaytaña Quechua-ta yachashanki?; yachakushanki?	How long have you been learning Quechua?
Machkha unaytaña kay-pi kashanki?	How long have you been here?
Machkha-pi chay kasqanta yachankichu?	Do you know how much this costs?
Machkha-chus chay *valesqanta yachankichu?	Do you know how much this costs?
Machkha unaypi-chus kay-manta chay-man rikun yachanki-chu?	Do you know how long it takes to get from here to there?
Machkha unaypi-chus Quechua-ta yachakukun yachanki-chu?; Yachakun; yachakuyma	Do you know how long it takes to learn Quechua?
Imayna-ta-chus kay-ta Quechua-pi nikun, yachanki-chu?	Do you know how to say this in Quechua?
Mana yachani-chu machkha unaypi-chus	I don't know how long it takes.
Mana yachani-chu machkha-pi-chus	I don't know how much it is.
Mana yachani-chu machkha watayoq-chus pay.	I don't know how old he is.

Present Progressive

To express the present progressive tense, simply add the particle “sha” before the present tense conjugation endings.

Quechua-ta yachashani	I am learning Quechua
Kunan Quechua-ta yachashani.	I am learning Quechua now.
Kunan mikhushan.	He is eating now.
Yaku-ta upyashayku.	We are drinking water.
Kunan llank'a-sha-nku.	They are working now.
Paykuna kay-ta ruwashanku.	They are doing this.
Restaurante-man rishayku.	We are going to the restaurant now.
Sayk'usqa kashani.	I am tired.
Or yarqasqa kashani	I am hungry
Baño chay-pi (kashan).	The bathroom is there.
Pay chay-pi.	She is over there.
Pay ocupado/pay ruwashan	He is busy.
Ima-ta pay ruwashan?	What is he doing?
Ima-ta kunan ruwashanku?	What are they doing right now?
Ima-ta mikhushanku?	What are they eating?
Ima-ta nishanku?	What are they saying?
Ima-ta nishan?	What is he saying?
Ima-ta nishanki?	What are you saying?
Imaynalla kashanki?	How are you?
Imaynalla familia-yki?	How is your family?
May-pi kashanku?	Where are they?
May-pi pay?	Where is he?
Imarayku kay-ta ruwashanki?	Why are you doing this?
Imarayku chay-ta ruwashan?	Why is he doing that?
Imarayku kunan ruwashanku?	Why are they doing it now?

Past

To express the past tense (preterite/imperfect), simply add the particle “-rqa” before the present tense conjugation endings. For the third person singular (“pay”), the final –n is not added to the past test conjugation.

Ruwarqani.	I did it.
Mana ruwarqani-chu.	I didn't do it.
Ruwarqa.	He did it.
Ruwarqankiña-chu?	Did you do it yet?
Ruwarqanku-chu?	Did they do it?
Ruwarqaykuña.	We did it already.
Mikhurqankiña-chu?	Did you eat yet?
Mikhurqaña.	He ate already.
Ñaupaq semana-pi Quechua-ta yachay-ta qallari-rqa-ni.	I started learning Quechua last week.
Ñaupaq killa-pi Quechua-ta yachay-ta qallari-rqa-ni.	I started learning Quechua last month.
Ñaupaq wata-pi Quechua-ta yachay qallari-rqa-yku.	We started learning Quechua last year.
Qayna Quechua-ta yachay qallari-rqa-.	He started learning Quechua yesterday.
Qallari-rqa-nkiña-chu?	Did you start yet?
Qallari-rqa-nña-chu?	Did he start yet?
Qayna ruway-ta qallari-rqa-.	He started doing it yesterday.
Ruway-ta qallari-rqa-nku.	They started doing it.
Mikhuy-ta qallari-rqa-nku.	They started eating already.
Achka mikhuna karqa	There was a lot of food.
Chay-pi achka runa ka-rqa.	There were a lot of people there.
Qayna chay-pi achka runa ka-rqa.	There were a lot of people there yesterday.
Achka yaku ka-rqa	There was a lot of water.
Mana chhika mikhuna ka-rqa-chu.	There wasn't enough food.
Achka yaku ka-rqa.	There was enough water.
Noqa-paq chhika yaku ka-rqa.	There was enough water for me.
Noqayku-paq chhika mikhuna ka-rqa.	There was enough food for us.
Tukuy-paq chhika yaku ka-rqa.	There was enough water for all of us.
Tukuy-paq chhika yaku-wan mikhuna-wan ka-rqa.	There was enough food and water for all of us.
Mana mikhuna ka-rqa-chu.	There was no food.
Mana yaku ka-rqa-chu.	There was no water.
Mana runa-chu ka-rqa.	There were no people.
Mayk'aq-chus noqa ri-rqa-ni mana runa ka-rqa-chu.	There was no one there when I went.

Verbs of Motion

Bolivia-man rirqani.	I went to Bolivia.
Estados Unidos-man rirqa.	He went to the US.
Baño-man rirqa.	He went to the bathroom.
Restaurante-man rirqanku.	They went to the restaurant.
Ripurqanku.	They left.
Ripurqankuña.	They left already.
Estados Unidos-man kutimurqa.	He went back to the US.
Bolivia-man kutimurqa.	He went back to Bolivia.
Wasi-n-man kutimurqa.	He went back home.

Interrogatives

Qayna ima-ta ruwarqanki?	What did you do yesterday?
Tienda-man rirqani.	I went to the store.
Wasi-n-man rirqani.	I went to his house.
Ima-ta nirqanku?	What did they say?
Ripu-na-yku tian ni-rqa-nku.	They said that we should leave.
Ima-ta nirqan?	What did he say?
Kunan mana ruway-ta atiyku-chu nirqa.	He said that we can't do it now.
Mikhu-na-yku tian ni-rqa.	He said that we should eat.
Mana mikhuna-ta tiapun nirqa.	He said that he doesn't have food.
Mana yaku-ta tiapun nirqa.	He said that he doesn't have water.
Ima-ta ruwarqan?	What did he do?
Mana yachani-chu ima-ta-chus ruwarqa.	I don't know what he did.
Ima-ta ruwarqanku?	What did they do?
May-man rirqanki?	Where did you go?
May-man rirqanku?	Where did they go?
May-man rirqan?	Where did he go?
Tienda-man rirqanku.	They went to the store.
Baño-man rirqa.	He went to the bathroom.
Wasi-n-man rirqani.	I went to his house.
Mayk'aq qallari-rqa-nku?	When did they start?
Mayk'aq Quechua yachay-ta qallari-rqa-n?	When did he start to learn Quechua?
Mayk'aq rirqanku?	When did they go?
Mayk'aq ripurqanku?	When did they leave?
Mayk'aq Bolivia-man rirqanki?	When did you go to Bolivia?
Qayna qallari-rqa-nku.	They started yesterday.
Pay ñaupaq semana-pi Quechua-ta yachay-ta qallari-rqa.	He started to learn Quechua last week.
Ñaupaqta killa-pi ripu-rqa-nku.	They left last month.

Ñaupaqta wata-pi Bolivia-man ri-rqa-ni.	I went to Bolivia last year
Iskay wataña bolivaman risqayka.	I went to Bolivia 2 years ago.
Imarayku chay-ta ruwarqanki?	Why did you do that?
Imarayku chay-ta nirqa?	Why did he say that?
Imarayku qallari-rqa-nku?	Why did they start?
Imarayku Bolivia-man rirqanku?	Why did they go to Bolivia?
Imarayku ripurqanku?	Why did they leave?
Imarayku mikhuy qallarirqanku?	Why did they start eating?
Imarayku manaraq mikhuy qallarirqankichis-chu?	Why didn't you start eating yet?
Imarayku manaraq ruwarqanki-chu?	Why didn't you do it yet?
Imarayku mana Quechua-ta yacharqanki-chu?	Why didn't you learn Quechua?
Imarayku mana Castellano-pi parlarqanki-chu?	Why didn't you speak in Spanish?
Imayna ka-rqa?	How was it?
Imayna mikhuna karqa/kasharqa	How was the food?
Imayna viaje-yki ka-rqa?	How was your trip?
valey	Valer
Machkhapitaq karqa?	How much did it cost?
Machkha vale-rqa-n?	How much did it cost?
Yarqasqa kasharqani, chayrayku ruwarqani	I did it because I was hungry.
Ruway-ta necesitarqani, chayrayku ruwarqani	I did it because I needed to do it.
Sayk'usqa ka-rqa, chay-rayku chay-ta ni-rqa.	He said that because he was tired.
Qallariy-ta muna-rqa-nku, chay-rayku, qallari-rqa-nku.	They started because they wanted to start.
Riy-ta muna-rqa-nku, chay-rayku ri-rqa-nku.	They went because they wanted to go.
Ripuy-ta muna-rqa-nku, chay-rayku ripu-rqa-nku.	They left because they wanted to leave.
Mana Castellano-ta yacha-n-chu, chay-rayku mana castellano-pi-chu parla-rqa.	He didn't speak in Spanish because he doesn't know Spanish.
Mana ruway-ta yacha-rqa-ni-chu, chay-rayku mana ruwa-rqa-ni-chu.	I didn't do it because I didn't know how to do it.

Handle verbs

Mana qollqe yoq chu karqani.	I didn't have money.
Mana qollqe tiapuwarqachu.	I didn't have money.
Mana achkha qollqe yoq chu karqani	I didn't have too much money.

Mana achkha qollqe yoq chu karqani, chayrayku mana riy-ta atirqani-chu	I couldn't go because I didn't have enough money.
Mana riy-ta muna-rqa-ni-chu.	I didn't want to go.
Mana ruway-ta muna-rqa-ni-chu.	I didn't want to do it.
Mana riy-ta muna-rqa-chu.	He didn't want to go.
Mana qollqe-yoq-chu ka-rqa, chay-rayku mana riy-ta ati-rqa-chu.	He couldn't go because he didn't have the money.
Mana qollqe-yoq-chu ka-rqa, chay-rayku mana Bolivia-man riy-ta ati-rqa-chu.	He couldn't go to Bolivia because he didn't have the money.
Mana qollqe-yoq-chu ka-rqa, chay-rayku mana Bolivia-man jamuy-ta ati-rqa-chu.	He couldn't come to Bolivia because he didn't have the money.
Kay-ta ruwa-na-y tia-rqa, chay-rayku mana jamuy-ta ati-rqa-ni-chu.	I couldn't come because I had to do this.
Llank'a-na-y tia-rqa, chay-rayku mana jamuy-ta ati-rqa-ni-chu.	I couldn't come because I had to work.
Mikhu-na-y tia-rqa, chay-rayku mana jamuy-ta ati-rqa-ni-chu.	I couldn't come because I had to eat.
Mikhunay-ta muna-rqa-nku, chay-rayku mana jamu-rqa-nku-chu.	They didn't come because they wanted to eat.
Mana yacha-rqa-chu.	He didn't know.
Mana imayna riy-ta yacha-rqa-chu.	He didn't know how to go.
Mana yacha-rqa-chu may-pi-chus baño.	He didn't know where the bathroom was.
Mana imayna ruway-ta yacha-rqa-chu.	He didn't know how to do it.
Mana may-man churay yacha-rqa-ni-chu.	I didn't know where to put it.
Mana mayk'aq jamuy-ta yacha-rqa-ni-chu.	I didn't know when to come.
Mana yacha-rqa-ni-chu pi-chus ka-rqa-nki.	I didn't know who you were.
Mana ruwa-na-yki tia-rqa.	You didn't have to do that.
Mana yacha-rqa-ni-chu pi-chus ruwa-na-n tia-rqa.	I don't know who was supposed to do that.
Mana yacha-rqa-yku-chu ruwa-na-yku tia-rqa.	We didn't know that we had to do that.
Mana yacha-rqa-yku-chu pi-chus ruwa-na-n tia-rqa.	We didn't know who was supposed to do it.
Mana yacha-rqa-ni-chu ima-ta-chus ruwa-na-y tia-rqa.	I didn't know what I was supposed to do.
Mana yacha-rqa-ni-chu may-man-chus ri-na-y tia-rqa.	I didn't know where I was supposed to go.
Mana yacha-rqa-yku-chu mayk'aq-chus ruwa-na-yku.	We didn't know when we had to do it.
Mana yacha-rqa-nku-chu mayk'aq-chus ri-na-nku.	They didn't know when they had to go.
Mana yacha-rqa-yku-chu ima-rayku-chus ruwa-na-yku tia-rqa.	We didn't know why we had to do it.

**Mana yacha-rqa-chu ima-rayku-chus ruwa-
na-n tia-rqa.**

He didn't know why he had to do it.

Future

Verbs of motion (to go, to return, to arrive, to come)

Riy	to go (<i>ir</i>)
Ripuy	to leave (<i>irse</i>)
Kutiy	to return (to a different place as the speaker) (<i>volver</i>)
Kutimuy	to return (to the same place as the speaker) (<i>volver</i>)
Chayay	to arrive (to a different place as the speaker) (<i>llegar</i>)
Chayamuy	to arrive (to the same place as the speaker) (<i>llegar</i>)
Jamuy	to come (<i>venir</i>)

When using verbs of motion, it is common in Quechua to use the future tense, even when in English we may use the present tense or present progressive. For example, “I am going to Bolivia tomorrow” uses the present progressive tense, but in quechua would be translated as “I will go to Bolivia tomorrow”, using the future tense.

noqa	-saq	noqayku (exc.), noqanchis (inc.)	-sqayku (exc.), -sunchis (inc.)
qan	-nki	qankuna	-nkichis
pay	-nqa	paykuna	-nqanku

Here is the future conjugation of the verb “riy”.

noqa	risaq	noqayku (exc.), noqanchis (inc.)	risqayku (exc.), risunchis (inc.)
qan	rinki	qankuna	rinkichis
pay	renqa*	paykuna	renqanku*

*This verb has a vowel change in the third person for the future.

Bolivia-man rishani.	I am going to Bolivia (currently).
Bolivia-man risaq.	I am going to Bolivia (future).
Estados Unidos-man rini, qan-rí?	I’m going to the US, how about you?
Q’aya pay Bolivia-man renqa.	He’s going to Bolivia tomorrow.
Estados Unidos-man risqayku.	We’re going to the US.
Kay tarde Estados Unidos-man risqayku.	We’re going to the US this afternoon.

May-man rishanki?	Where are you going?
May-man rishanku?	Where are they going?
Kutimuy	To go back/to return
Kutimusqayku.	We're going back.
Kutimusunchis.	We're going back.
Usqhay-lla kutimusqayku.	We're going back soon.
Usqhay-lla kutimusunchis.	We're going back soon.
Usqhay-lla wasi-man kutimusqayku.	We're going back home soon.
Usqhay-lla wasi-man kutimusunchis.	We're going back home soon.
Wasi-man kutimunqanku.	They're going back home.
Usqhay-lla wasi-man kutimunqanku.	They're going back home soon.
Wasi-y-man kutimusaq.	I'm going back home.
Wasi-y-man kutimusaq q'aya.	I'm going back home tomorrow.
Q'aya wasi-man kutimusaq.	Tomorrow I'm going back home.
Uj p'unchay-pi wasi-man kutimusaq.	I'm going back home in one day.
K'aya minchha wasi-man kutimusaq	I'm going back home in a few days
Iskay p'unchay-manta wasi-man kutimusaq	I'm going back home in two days.
Chayamunku.	They have arrived.
Mayk'aq Bolivia-man chayamunki?	When do you arrive in Bolivia?
Usqhay-lla-ta chayamusqayku.	We are arriving soon.
Tumpa-manta-wan (wan – instrumental) (tumpa – little, figurative)	We are arriving soon.
Iskay p'unchay-pi chayasqayku.	We are arriving in two days.
Mayk'aq jamunki?	When are you coming?
Mayk'aq Bolivia-man jamunki?	When are you coming to Bolivia?
Jamushani	I am coming.
Jamusha-ni-ña	I am (already) coming (<i>Ya vengo</i>).
Jamusqayku.	We are coming.
Jamushayku	We are coming.
Usqhay-lla jamusqayku.	We are coming soon.

Simple verbs

Ruwasaq.	I'm going to do it.
Ruwanqa.	He's going to do it.
Kunan ruwasqayku.	We're going to do it now.
Q'aya ruwasqayku.	We're going to do it tomorrow.
Usqhay-lla ruwanqanku	They are going to do it soon.
Kunan mikhu-nqa	He's going to eat now.
Kunan mikhusqayku	We're going to eat now.
Usqhay-lla mikhusqayku	We're going to eat soon.
Mikhuna kanqa.	There will be food.
Ruwanki-chu?	Are you going to do it?

Risunchis q'aya?	Are we going to go tomorrow?
Usqhay-lla mikhusunchis?	Are we going to eat soon?
Mikhuna kanqa-chu?	Will there be food?
Yaku-ta rantisqayku, kay-pi mana yaku-ta kasqan rayku-chu.	We are going to buy some water because there is no water here.
Yarqasqa kasha-n, chay-rayku mikhuna-ta ranti-sqayku.	We're going to buy some food because he's hungry.
Restaurante-man risaq, kay-pi mana mikhuna-ta kasqan rayku-chu.	I'm going to the restaurant because there's no food here.
Usqhay-lla risunchis.	We're going to go soon
Q'aya jamuqanku.	They're going to come tomorrow

Interrogatives

Pi (taq) chay-pi kanqa	Who is going to be there?
Mana yachanichu pi-chus jamunqa	I don't know who's going to come.
Ima-ta ruwanki	What are you going to do?
Ima-ta ruwanqanku?	What are they going to do?
Ima-ta ninki?	What will you say?
Ima-ta ranti-nki?	What are you going to buy?
Ima-ta ninqa?	What is he going to say?
May-pi kay-ta ruwa-sunchis?	Where are we going to do this?
May-pi pay kanqa?	Where is he going to be?
May-man ri-sunchis?	Where are we going to go?
Mayk'aq qallari-sunchis?	When are we going to start?
Mayk'aq kay-ta ruway-ta qallari-sunchis?	When are we going to start doing this?
Mayk'aq yachay-ta qallari-sqayku?	When are we going to start learning?
May'kaq Quechua-ta yachay-ta qallari-sqayku?	When are we going to start learning Quechua?
Mayk'aq jamu-nqa?	When is he going to come?
Mayk'aq ripu-nqa?	When is he going to leave?
Mayk'aq Bolivia-man ri-nki?	When are you going to go to Bolivia?
Mayk'aq Bolivia-man kutimu-nki?	When are you going to return to Bolivia?
Mayk'aq mikhuy-ta qallari-nki?	When are you going to start eating?
Mayk'aq mikhu-nki?	When are you going to eat?
Ima-rayku kay-ta ruwa-nki?	Why are you going to do this?
Ima-rayku kunan ruwa-nki?	Why are you going to do it now?
Ima-rayku kunan mikhu-nqanku?	Why are they going to eat now?
Ima-rayky kunan mana mikhu-nqanku-chu?	Why aren't they going to eat now?
Ima-rayku mana ruwa-nqanku-chu?	Why aren't they going to do it?

IO

The following is a table showing the present tense conjugations for the verb “niy” (to say/tell) with all possible combinations of indirect objects. Note that the diagonal cells of this table show the conjugations for reflexive verbs. The columns correspond to conjugations of the verb “to say” for the 7 subject pronouns, and the rows correspond to the 7 indirect object pronouns.

	digo	dices	dice	decimos (ex.)	decimos (inc.)	dicen (uds.)	dicen (ellos)
me	Noqa-ta ni-ku-ni.	Qan noqa-ta ni-wa-nki.	Pay noqa-ta ni-wa-n.			Qankuna noqa-ta ni-wa-nkichis.	Pay-kuna noqa-ta ni-wa-nku.
te	Noqa qan-ta ni-yki.	Qan qan-ta ni-ku-nki.	Pay qan-ta ni-sunki.	Noqayku qan-ta ni-yku.			Paykuna qan-ta ni-sunku.
le	Noqa pay-ta nini.	Qan pay-ta ni-nki.	Pay pay-ta ni-n.	Noqayku pay-ta ni-yku.	Noqanchis pay-ta ni- nchis.	Qankuna pay- ta ni-nkichis.	Paykuna pay-ta ni-nku.
nos (ex.)		Qan noqayku- ta ni-wayku.	Pay noqayku- ta ni-wayku.	Noqayku noqayku- ta ni-ku-yku.		Qankuna noqayku-ta ni-wayku.	Paykuna noqayku-ta ni-wayku.
nos (inc.)			Pay noqanchis -ta ni- wanchis.		Noqanchis noqanchis- ta ni-ku-nchis.		Paykuna noqanchis- ta ni-wanchis.
les (uds.)	Noqa qan-kuna- ta ni-ykichis.		Pay qankuna- ta ni- sunkichis.	Noqayku qan-kuna- ta ni-yku.		Qankuna-ta ni-ku-nkichis.	Paykuna qankuna-ta ni-sunkichis.
les (ellos)	Noqa pay- kuna-ta nini.	Qan paykuna- ta ni-nki.	Pay paykuna- ta ni-n.	Noqayku pay-kuna- ta ni-yku.	Noqanchis pay-kuna-ta ni-nchis.	Qankuna pay- kuna-ta ni-nkichis	Paykuna paykuna-ta ni-nku.

Nini	I tell.
Ni-yki	I tell you.
Ni-sha-ni	I am telling.
Ni-sha-yki.	I am telling you.
Ruway-ta munani ni-yki.	I'm telling you that I want to do it.
Mana ruway-ta ati-ni-chu ni-yki	I'm telling you that I can't do it.
Mana ruway-ta yacha-ni-chu ni-yki.	I'm telling you that I don't know how to do it.
Ruwa-na-y tian ni-yki.	I'm telling you that I have to do it.
Necesitani niyki	I'm telling you that I need it.
Pay-ta nini.	I am telling him
Pi-chus noqa kani pay-ta nini.	I am telling him who I am.
Estados Unidos-manta kani pay-ta nini.	I am telling him that I am from the US.
Alumno kani pay-ta nini.	I am telling him that I am a student.
Americanos kayku pay-ta nini.	I am telling him that we are Americans.
Mana Quechua-ta yachani-chi pay-ta nini.	I am telling him that I cannot speak Quechua.
Quechua-ta parlani pay-ta nini	I am telling him that I can speak Quechua.
Ruway-ta munani ni-ykichis.	I'm telling you guys that I want to do it.
Mana ruway-ta atini-chu ni-ykichis.	I'm telling you guys that I can't do it.
Mana ruway-ta yachani-chu ni-ykichis.	I'm telling you guys that I don't know how to do it.
Ruwa-na-y tian ni-ykichis.	I'm telling you guys that I have to do it.
Necesitani ni-ykichis.	I'm telling you guys that I need it.
May-manta-chus kayku paykuna-ta nini.	I am telling them where we are from.
Ima-ta-chus kay-pi ruwa-sha-yku paykuna-ta nini.	I am telling them what we're doing here.
Ima-ta-chus kunan mikhunay-ta munayku paykuna-ta nini.	I am telling them that we want to eat now.
May-man ri-sqayku mana paykuna-ta nini-chu.	I'm not telling them where we're going.
Ima-ta-chus munayku mana paykuna-ta nini-chu.	I'm not telling them what we want.
May-manta-chus kayku mana paykuna-ta nini-chu.	I'm not telling them where we're from.
Ni-wa-n.	He is telling me
Pi-chus pay ni-sha-wa-n.	He is telling me who he is.
Ima-ta-chus ruwa-sha-n ni-wa-n.	He's telling me what he's doing.
May-manta-chus pay ni-wa-n.	He's telling me where he's from
May-man-chus re-nqa ni-wa-n.	He's telling me where he's going.
Mayk'aq-chus ripu-nqa ni-wa-n.	He's telling me when he's leaving.
Ima-rayku-chus Quechua-ta yachay-ta munan ni-wa-n.	He's telling me why he wants to learn Quechua.
Imayna-chus Quechua-ta yacha-rqa ni-wa-n.	He's telling me how he learned Quechua.

Machkha-chus ni-wa-n.	He's telling me how much it costs.
Ni-wa-nku.	They are telling me
Mana ni-wa-nku-chu	They are not telling me
Mana ni-wa-nku-chu pi-chus kanku.	They're not telling me who they are.
Mana ni-wa-nku-chu may-manta-chus kanku.	They're not telling me where they're from.
Mana ni-wa-nku-chu ima-ta-chus munanku.	They're not telling me what they want.
Mana ni-wan-ku-chu ima-ta-chus ruway-ta munanku	They're not telling me what they want to do.
Noqayku-ta ni-wayku.	You tell us.
Ni-sha-wa-yku.	You are telling us.
Mana ni-wayku-chu.	You are not telling us.
Ima-rayku mana ni-wayku-chu?	Why aren't you telling us?
Ima-rayku qankuna mana ni-wayku-chu pi-chus kankichis?	Why aren't you guys telling us who you are?
Ima-rayku mana ni-wayku-chu may-man-chus ri-sha-nki?	Why aren't you telling us where you're going?
Ima-rayku mana ni-wayku-chu pi-chus qan-wan re-nqa?	Why aren't you telling us who is going with you?
Ima-rayku mana ni-wayku-chu ima-ta-chus ruwa-sha-nki?	Why aren't you guys telling us what you're doing.
Qan noqa-ta ni-wa-nki.	You tell me
Ima-rayku mana ni-wa-nki-chu?	Why don't you tell me?
Ima-rayku mana ni-wa-nki-chu may-pi yaku?	Why don't you tell me where the water is?
Imarayku mana ni-wa-nki-chu ima-ta-chus ruwa-na-y tian	Why aren't you telling me what to do?
Noqa-ta chiriwan	I am cold
Qan-ta chirisunki	You are cold
Pay-ta chirin – le hace frio	He is cold
Chiriwayku, chiriwanchis	We are cold
Qankuna-ta chirisunkichis.	You guys are cold
Paykuna-ta chirin	They are cold
Yarqawan	I am hungry
Yarqasunki	You are hungry
Pay-ta yarqan	He is hungry
Yarqawayku, yarqawanchis	We are hungry
Yarqasunkichis	You guys are hungry
Paykuna-ta yarqan	They are hungry

Introducing handle verbs

Pay-ta ni-na-yki tian

You should tell him.

Noqayku-ta ni-na-wayku tian	You should tell us
Ni-na-yki tian	You should tell them
Ni-ku-na-yki tian	You should tell yourself
Pay-ta chay-ta ni-na-yki tian.	You should tell him that.
Mana mikhuna tian-chu pay-ta ni-na-yki tian	You should tell him that there is no food.
Pay-ta niy-ta munanki-chu?	Do you want to tell him?
Ima-rayku mana pay-ta niy-ta munanki-chu?	Why don't you want to tell him?
Pay-ta niy-ta atinki-chu?	Can you tell him?
Pay-ta ni-waq-chu?	Can you tell him? (polite)
Mana Quechua-ta parlayku-chu, pay-ta ni-waq-chu	Can you tell him that we don't speak Spanish?
Mana Castellano-ta parlayku-chu, pay-ta ni-waq-chu	Can you tell him that we don't speak Quechua?
Mana pay-ta ninayki-chu tian	You shouldn't tell him.

Introducing past tense

Paykuna-ta ninki.	You tell them
Paykuna-ta ni-rqa-nki.	You told them
Paykuna-ta ni-rqa-nki-chu?	Did you tell them?
Ima-ta paykuna-ta ni-rqa-nki?	What did you tell them?
Paykuna-ta ni-rqa-nki-chu jamuy-ta munayku?	Did you tell them that we want to come?
Pay kuna-ta nirqanki-chu jamuy-ta muna-sqa-yku manta?	Did you tell them about the fact that you want to come?
Paykuna-ta ni-rqa-nki-chu ruway-ta atiyku?	Did you tell them that we can do it?
Paykuna-ta ni-rqa-nki-chu ruway-ta munanchis?	Did you tell them that we want to do it?
Paykuna-ta ni-rqa-nki-chu mikhunay-ta munanchis?	Did you tell them that we want to eat?
Paykuna-ta ni-rqa-nki-chu jamu-sqayku ?	Did you tell them that we are coming?
Paykuna-ta ni-rqa-nki-chu may-man-chus ri-na-nku tian?	Did you tell them where to go?
Pay qan-ta ni-sunki.	He's telling you
Pay qan-ta ni-su-rqa.	He told you
Mana ni-su-rqa-chu.	He didn't tell you.
Ni-su-rqa-nki-chu?	Did he tell you?
Ni-su-rqa-nki-chu ima-ta-chus ruwa-na-yki tian?	Did he tell you what to do?
Ni-su-rqa -chu may-man-chus ri-na-yki tian?	Did he tell you where to go?
Ni-su-rqa-nki-chu pi-ta-chus waqya-na-yki tian?	Did she tell you who to call?

Ni-su-rqa-nki-chu mayk'aq-chus qallari-na-yki tian?	Did he tell you when to start?
Pay ni-wanchis.	He's telling us
Pay ni-wayku.	He's telling us.
Pay ni-wa-rqa-nchis.	He told us.
Pay ni-wa-rqa-yku.	He told us.
Pay ni-wa-rqa-yku ima-ta-chus ruwa-na-yku tia-rqa.	He told us what to do.
Mana ruway-ta ati-rqa-yku pay ni-wa-rqa-yku.	He told us that we cannot do it.
Mana yachan-chu ni-wa-rqa-yku	He told us that he doesn't know.
Mana Castellano-ta parlan-chu ni-wa-rqa-yku.	He told us that he doesn't speak Spanish.
Mana ingles-ta parlan-chu ni-wa-rqa-yku.	He told us that he doesn't speak English.
Pay qankuna-ta ni-sunkichis	He's telling you guys
Pay qankuna-ta ni-su-rqa-nkichis.	He told you guys
Pay ni-su-rqa-nkichis-chu?	Did he tell you guys?
Pay ni-su-rqa-nkichis-chu ima-ta-chus ruwa-na-ykichis tian?	Did he tell you guys what to do?
Pay ni-su-rqa-nkichis-chu may-pi mikhu-na-ykichis tian?	Did he tell you guys where to eat?
Pay ni-su-rqa-nkichis-chu imayna-chus ri-na-ykichis tian?	Did he tell you guys how to go?
Pay ni-su-rqa-nkichis-chu may-pi-chus baño?	Did he tell you guys where the bathroom is?
Pay ni-su-rqa-nkichis-chu may-pi-chus mikhuna?	Did he tell you guys where the food is?
Pay paykuna-ta ni-n.	He's telling them
Pay paykuna-ta ni-rqa.	He told them
Paykuna-ta ni-rqa-chu?	Did he tell them?
Paykuna-ta ni-rqa-ña-chu?	Did he tell them already?
Pay ni-su-rqa-nkichis-chu ruwa-na-nku tian?	Did he tell them that they should do it?
Pay ni-su-rqa-nkichis-chu ruwanay-ta necesitanku?	Did he tell them that they need to do it?
Pay ni-su-rqa-nkichis-chu may-man-chus ri-na-nku tian?	Did he tell them where to go?
Pay ni-su-rqa-nkichis ima-ta-chus ruwa-na-nku tian.	He told them what to do.
Pay ni-su-rqa-nkichis ripu-na-nku tian.	He told them that they have to leave.

Introducing future

Qan-ta ni-sha-yku.	We're telling you.
Qankuna-ta ni-sha-yku	We're telling you guys

Qan-ta ni-sqayku	We're going to tell you.
Qankuna-ta ni-sqayku.	We're going to tell you guys
Ima-ta-chus ruwa-na-ykichis tian qankuna-ta ni-sqayku.	We're going to tell you what to do.
Mana imayna-chus riway-ta qan-ta ni-sqayku-chu.	We're not going to tell you how to do it.
Mana may-man-chus riy-ta qankuna-ta ni-sqayku-chu.	We're going to tell you guys where to go.
Mana imaytachus riyta qanta nisqayki-chu	I'm not gonna tell you how to go
Mana may-pi-chus kashan qankuna-ta ni-sqaykuchu.	We're not going to tell you guys where it is.
Mana may-pi-chus kasqan-manta qankuna-ta ni-sqaykuchu.	We're not going to tell you guys where it is.
Mana imayna-ta-chus ruway-ta qanta ni-sqayku-chu	We're not going to tell you what to do.
Mana imayna-chus riway-ta qankuna-ta ni-sqayku-chu.	We're not going to tell you guys how to do it.
Pay-ta niyku.	We're telling him.
Pay-ta ni-sqayku.	We're going to tell him.
Pay-ta ni-sqayku, ichaqa mana qan-ta ni-sqayku-chu.	We're going to tell him, but we're not going to tell you.
Imayna-chus ruway-ta pay-ta ni-sqayku.	We're going to tell him how to do it.
Paykuna-ta niyku.	We're telling them
Paykuna-ta ni-sqayku.	We're going to tell them.
Mana paykuna-ta ni-sqayku-chu.	We're not going to tell them.
Mana paykuna-ta niy-ta munayku-chu, chay-rayku mana paykuna-ta ni-sqa-yku-chu.	We're not going to tell them, because we don't want to tell them.

Imperative

Ruway	Do it (singular).
Ruway-chis	Do it (plural)
Niy	Say it
Kunan ruway	Do it now
Kunan niy	Say it now
Ni-wa-y	Tell me
Ni-wayku	Tell us
Ni-wa-y ima-ta-chus ruway-ta muna-nki.	Tell me what you want to do.
Ni-wa-y ima-ta-chus ruway-ta muna-n.	Tell me what he wants to do.
Qoy	To give
Qo-wa-y	Give me
Pay-man qoy	Give it to him
Give it to us!	Give it to me!

Give it to him!	Qo-wayku
Paykuna-man qoy	Give it to them!
Yaku-ta qo-wa-y!	Give me water!
Mikhuna-ta qo-wa-y!	Give me the food!
Pay-man yaku-ta qoy	Give him water!
Pay-man mikhuna-ta qoy!	Give him food!
Yanapay	To help
Yanapa-wa-y	Help me!
Yanapa-wayku	Help us!
Pay-ta yanapay!	Help him!
Ripuy!	Leave!
Jamuy!	Come!

Monologues & Dialogues

Try translating and saying the following monologues and dialogues out loud using the structures covered in this book. If you see an unfamiliar word, say it in Spanish.

Monologue 1

Hi! My name is Marco and I am 18 years old. I'm from the United States, but I speak Spanish because we speak it at home. I started learning Quechua this month. I want to learn Quechua because I know that many people here only speak Quechua. Many people speak Spanish, but there are also people who don't speak Spanish. I am learning Quechua because I want to be able to talk to everyone.

Monologue 2

Hello. We are students from Harvard University in the United States. We have come to Bolivia to learn about the culture here and to work in the villages. We just arrived yesterday, and we are here for 2 weeks.

Monologue 3

I am in Bolivia right now. I am staying in Cochabamba, but we work in Cuatro del Marzo. The people there are very nice, but they don't have much. Yesterday I met a man who doesn't have water every day. There are many kids who don't go to school. When we work, the women make food for us. I really like the food that they make.

Dialogue 1

Hi! Hello, how are you? I am doing well, and you? I am doing well also. When did you arrive? We got here last week. How long are you going to be here for? We are going to leave in one month. Do you want to eat anything? Do you want water? No thank you, I just ate. What are

you going to do today? I am going to my friend's house soon. Where does he live? He lives in Cochabamba. Do you know how to get there? No, I don't know, but I will ask someone.

Dialogue 2

Have you guys finished working? Not yet, but now we are going to eat. Is there food that we can eat? Yes, I just finished making the food for you. Do you know where the bathroom is? I need to wash my hands. The bathroom is over there.

Dialogue 3

Where are we going to eat tonight? I don't know, I don't know if there are any restaurants here. Can we make food? Yes, but first we need to buy things. We need to go to the market. If you go to the market to buy things, I can start making food here at home.

